File: One

Language Learning

Level: 4AM

Listen and Consider

Page: 18

Aims: ** Talking about dishes. *Asking for and giving information. *Rising and falling intonation.*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	**Food for thought:** T. asks St to take books P: 17 and asks St to look at the two pictures.	Take books
17 m	Possible questions about picture 1: T: -The people are in a restaurant, aren't they? -They are friends, aren't they? -They've finished eating, haven't they? -Why are they smiling? -You like the picture, don't you?	Try to answer the questions
20 m	Possible questions about picture 2: T: -It represents a restaurant, doesn't it? -It's a Macdonald's restaurant, isn't it? -A Macdonald's is a fastfoo restaurant, isn't it? -To which country oes this chain of restaurants belong? Is it Britain, Japan or the USA?...	//
30 m	T. deals with a short talk about food: Couscous, Huamburger,...	Practise orally
45 m	T. makes PP identify the dihes and the countries at P: 18 (1- 2). T. asks PP to listen to him/her and to answer the qq.(T. reads the qq before reading the script). T. T.makes PP answer the qq. T. deals with Act 1-2-3 orally.	// Answer qq Practise
55 m	T. deals with "Grammar Window" T. asks Pp to read the Gram Reference 1 P: 176 (There's a misprint line:16-17(risinn tone-falling tone) **Home Work : Practie P : 20**	Read Take down

File: One

Language Learning

Level : 4AM

Read and Consider

Page: 21

Aims : *Seeking agreement. *Carrying out a procedure.

Timing	Teacher's Activities	Expected Performances by pupils
15 m	T. deals with the correction of the homework.	Correct
25 m	**Before you read:** 1- T. explains the task and makes St practise orally.	St1: We have flour, eggs...I suppose we can make Tamina, can't we? St2: I'm sorry, we can't. We haven't got any honey.
35 m	2- T. explains the task and asks St to reorder the sentences.	Reorder the sentences (1b/2a/3d/4c/5e/6f/7h/8g)
45 m	**As you read:** T. asks St to read and check.	Read and check
55 m	**After Reading:** T. deals with "Gram Window" orally. (The other sequencers are: first, then, after that, finally. They precede the verb in the imperative form. Other sequencers: First of all, to begin with. Verbs in the imperative: Mix (twice), put, pour, toss, cook, serve) **(Grammar reference P: 177)**	Practise orally
-------	**Practice:**	
-------	1- T. explains the task and makes St do the activity on their rough CB.	
17 m	T. guides and helps then asks PP to read.	Rewrite the text...
30 m	2- T. explains the task and makes St practise orally.	Picture 1: The man has broken the rule which says: "Put the food into your mouth with the fork not with the knife" Pict 2: No rule is broken. The man has followed the et of rules. Pict 3: The woman on the left-hand side of the picture has broken the rule which says: "Never speak while you have food in your mouth". Pict 4: The rule is not mentioned in the checklist. So have the students get the rule which the boy has broken (E.g. Don't lick your plate)
55 m	**Write it out:** T. explains the task and makes St write a recipe for success. *A possible answer:* *. . . It's not true at all that some people are born losers as they say, and that others are born winners. No my friend, failure and success at school depend on what you put into your work.* *You want to be successful, don't you? Try my recipe because I've already tried it and it has worked well for me. First take 2 kilograms f ha k. Add t them half a kilogram of punctuality. Then sprinkle a pinch of honesty on them. Finally mix in a spoonful of self-respect. I'm sure that you will soon start saying that you were born a winner because this recipe will guarantee you success in the final maths exam...*	

File: One

Language Learning

Words and Sounds

Aims : * Pronunciation of words ending with the suffix "ed".
*Identifying silent letters. *Rising/falling intonation in tag questions.

Timing	Teacher's Activities	Expected Performances by pupils
	T. presents: "Suffix" and explains.	Listen
15 m	1- T. explains the task and asks St to add the suffix "ed" to the verbs and then to complete the phonetic transcription.	Do the activity
22 m	2- T. explains the task and makes St practise orally.	
	3- T. deals with a short talk about "Silent letters" and asks St to do the activity (Cross the silent letters).	Do the activity
32 m	T. asks St to read the words aloud. (T. uses the boar).	Read
47 m	T. deals with activity: 4-5 and 6.	Do the activities
	7- T. explains the task and asks St to complete the phonetic transcription.	Complete the phonetic transcription (/letɪs/ lɪpɪd/ lɪkwɪd/ lem@n/ bred/ brekf@st/ egz/ kOfɪ/)
55 m	T. deals with the correction on BB. T. asks St to read the words aloud.	

Listening and Speaking (2hours)

Aims : *Requesting politely. * ordering a meal. *Using synonyms.

Timing	Teacher's Activities	Expected Performances by pupils
10 m	T: When you want your friend to give you his/her pen, what do you say?	P: N:1 is impolite, 2 is polite.
15 m	T: What's the difference between...?	
20 m	**1-** T. explains the task and asks PP to circle the polite request at P:29.	Do the act
25 m	**2-** T. reads part one of script 2 P: 165.	
30 m	**3-** T. reads again and asks PP to say what the customer has ordered.	Answer
40 m	**5-** T. explains the task, reads part 2 of script 2P:166 and asks PP to answer the questions.	//
50 m	T. deals with the answer orally or in writing.	
	It's your turn:	
	T. deals with **Coping** orally.	Listen
15 m	**1-** T. explains the task and deals with it orally.	Practise
25 m	**2-** T. explains the task and asks PP to make the waiter sound more polite.	
32 m	**E.g.: No Couscous on Fridays. ☛ I'm sorry, we don't serve Couscous on Fridays.**	Practise
	Write it up:	
50 m	T. explains the task and asks PP to describe an Algerian dish (in writing).	**E.g.: This dish is called Shorba. It is made of... It is served with...We eat Shorba in Ramadan, weddings,...**

Level : 4AM

File: One

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Aims : **Advertising a restaurant. *Distinguishing between fact and opinion. *Writing a letter of invitation. **

Timing	Teacher's Activities	Expected Performances by pupils
	Read an check :	
	1- T. asks St to take books at P: 32 and to look at the picture.	Take books and look at the picture
	T: Where does the sentence on the right come from?	St1: It comes from A restaurant advertising leaflet.
	*The sentence has been left out during publication: (There is no food more delicious than that one	
15 m	you're served at Jack's Fish and Chips Corner).	Read and check
	2- T. asks St to read the text and to check their answer.	
25 m	3- T. asks St to read the advertisement and to locate Jack's Fish and Chips Corner.	Read and locate... (Draw the route)
	4- T. makes St read the text and answer the questions.	Read an answer the qq
42 m	T. deals with the correction orally.	Listen / practice
	5- T. deals with a short talk about fact and opinion.	Do the activity
	(E.g. *This board is white (fact).	//
49 m	*This board is beautiful (opinion). T. make St do the activity.	
	6- T. explains the task and asks St to do the	Reorder the sentences
55 m	activity **(which opinion in the ad is confirmed).**	(1-a / 2-b / 3-e / 4-c / 5-d / 6-f / 7-g)
------	**Write it out:**	Write the letter
	1- T. explains the task and makes St reorder the sentences.	Possible beginning: Dear Saida, I'm writing to invite you to our housewarming party. We're going to celebrate it on 20 June, from 10 to 12. Our new home is...
25 m	T. asks St to read the whole paragraph.	
	2- T. asks St t fill in the invitation card and then to write a letter of invitation...	Do the activity
40 m	T. asks St to read their letters.	Read / Write
55 m	T. may select a well prepared one, writes it on BB n asks St to take it down.	

Do the activity

	Read an check :	
	1- T. asks St to take books at P: 32 and to look at the picture.	**Take books and look at the picture**
	T: Where does the sentence on the right come from?	**St1: It comes from A restaurant advertising leaflet.**
	**The sentence has been left out during publication: (There is no food more delicious than that one*	
15 m	*you're served at Jack's Fish and Chips Corner).*	**Read and check**
	2- T. asks St to read the text and to check their answer.	
25 m	*3- T. asks St to read the advertisement and to locate Jack's Fish and Chips Corner.*	**Read and locate... (Draw the route)**
	4- T. makes St read the text and answer the questions.	**Read an answer the qq**
42 m	*T. deals with the correction orally.*	**Listen / practice**
	5- T. deals with a short talk about fact and opinion.	**Do the activity**
	(E.g. *This board is white (fact).	**//**
49 m	***This board is beautiful (opinion).**	
	T. make St do the activity.	**Reorder the sentences**
	6- T. explains the task and asks St to do the	**(1-a / 2-b / 3-e / 4-c / 5-d / 6-f / 7-g)**
55 m	*activity* ***(which opinion in the ad is confirmed).***	**Write the letter**
------	**Write it out:**	
	1- T. explains the task and makes St reorder the sentences.	**Possible beginning:**
25 m	*T. asks St to read the whole paragraph.*	**Dear Saida,**
	2- T. asks St t fill in the invitation card and then to write a letter of invitation...	**I'm writing to invite you to our housewarming party. We're going to celebrate it on 20 June, from 10 to 12. Our new home is...**
40 m	*T. asks St to read their letters.*	**Do the activity**
	T. may select a well prepared one, writes it on BB n asks St to take it down.	**Read / Write**
55 m		

File: Four

Language Learning

Level : 4AM

Listen and Consider

Page: 92

Aims : *asking for and giving information about famous people (actors).
*Talking about someone's past life (used to).

Timing	Teacher's Activities	Expected Performances by pupils
	T. tries to elicit the students' responses to the two pictures by asking these questions: *Which part of Algiers is represented in the picture at the top? *At what period of Algerian history was it taken? *ho are people in the picture? How did they travel (on horse cabs).	Practise orally
	T. asks students to look at the 2nd picture and to compare it with the 1st one. *At what period of Algerian history was it taken? *What are the things which we find in the first picture that we don't find in the 2nd one? What has changed? (Buildings, streets< cars...)*	// //
15 m	**Before you listen:** T. explains the task and makes students ask and answer qq about the stars. (1-Brad Pitt – journalist) (2-Whoopi Goldberg- teacher) (3- Ait Meng – cabinet maker) (4- Clint Eastwood- gas station attendant) (5-Nicole Kidman- American- Australian origin – unemployed) (6-Cheb Mami- shoemaker) (7-Harrison Ford- carpenter) (8-Arnold Schwarzenegger- bodybuilder)	// //
30 m		P1: What did Brad Pitt do for a living before he became an actor? P2: He was a journalist, wasn't he? P1: That's right.
35 m	**As you listen:** T. explains the task and then reads script 1. T. explains the task and reads the script again.	Listen /Answer (Goldberg was a teacher)
42 m	(The letter "d" in model "used to" is pronounced "t" because of the assimilation of the sound "d" in "used" to the letter "t" in "to").	"d" is pronounced "t"
55 m	T. deals with GRAMMAR WINDOW orally.	Practise orally

File: Four **Level : 4AM**

Language Learning | **Practise** | Page: 93/94

Aims : * Expressing surprise . * interviewing a friend. *Talking about past experiences (used to).

Timing	Teacher's Activities	Expected Performances by pupils
10 m	T. deals with a short revision abut the previous lesson (What the actors used to do before becoming stars).	Practise orally
20 m	1- T. explains the task(Express surprise) and deals with an example. T. makes PP practise orally.	*P1: Have you heard, Karim plays in major films.* *P2: Really? He used to be so shy.*
30 m	2- T. explains the task (interview each other) and makes PP practise orally. T. asks PP to report.	interview each other Report their dialogues
35 m	**Write it up:** T. explains the task (Think about the time when you were younger ...) T. asks PP to complete the reminiscences.	Eg: **When I was younger, I used to go to school by bicycle. After school, I used to revise my lessons before watching TV. My favourite TV show used to be Cosby show. My friends used to come to my home to play games. At school, I didn't use to like maths and physics. I used to prefer to study languages: Arabic and French.. The season I liked most was summer. During the summer holidays I used to go to the beach. I used to be a very go**
55 m	T. guides and helps and then asks PP to report.	

File: Four

Level : 4AM

Language Learning

Read and Consider

Page: 95...97

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Aims :

Timing	Teacher's Activities	Expected Performances by pupils
10 m	T. asks PP to look at the picture P: 95. **Before you read:** 1- T. explains the task and asks PP to ask and answer questions abut what life used t be like in the past.	*P1: Where did people inn the Sahara use to live?* *P2: They used to live in caves.* *P1: What did they use to live?* *P2: They used to hunt/to be hunters.*
20 m	2- T. explains the task and asks PP to guess which of the statements might be true.	Practise orally
25 m	(statement: b-c) **As you read:** 1- T. asks PP to read the text and to guess their answers.	
32 m	2- T. asks PP to read the letter again and to find 2 or 3 pieces of information in the picture that are not mentioned in the letter.	Try to answer
38 m	**The cave people use to play music (the flute)* **The cave people used to light fire at the entry of the caves to frighten animals away.* **After reading:**	
50 m	T. deals with "Grammar Window". (T. explains the tasks and asks PP to the activities on their rough copy books then to report).	Do the activities Report
55 m	T. may select some sentences, writes them on BB and asks PP to take them down.	Write

File: Four **Level : 4AM**

Language Learning

Read and Consider

Page: 97-98

Aims :

* *Asking for and giving information.*
* *Practise the use of relative pronouns: where / which / who.*

Timing	Teacher's Activities	Expected Performances by pupils
10 m 20 m 25 m 45 m 55 m	*T. deals with a revision about the previous lesson.* **T. writes these words on BB:** ***people in the Sahara / live / where / ?** ***They / wear / what / ?** **1-** *T. explains the task (pair work) and makes PP practise orally.* *(t. explains: archeologist)* *(Make sure that students don't confuse the semi model used to with the verb to use meaning employ for a purpose)* *T. makes PP practise n pairs.* *2- T. explains the task and makes PP practise orally.* *(The aim of this activity is to practise the use of the relative pronoun : where)* *T. makes PP practise in pairs.* **Write it out:** *T. explains the task and makes PP write a short note about what life used to be like in the Sahara.* *T. walks around, guides and helps.* *T. asks students to report.*	Practise orally P1: Where did People in the Sahara use to live? P2: They used t live in caves. P3: What did they use to wear? P4: they used to wear animal skins. P1: What's this? P2: That/This is a stone ax. P1: What did the cave men use it for? P2: They used it for hunting wild animals. **P1: This is a corner of the cave where they used to keep their musical instruments.** **Life used to be dangerous in the Sahara. You know, tigers, bears and lions, which lived near the caves, used to attack cave people. Today all you can see are these beautiful camels, which have carried you here from the hotel. Life was even more dangerous for children. The children who used to stay close to the open fire often got burnt. The children who often fetched water to drink fell into the deep lakes and died...**

File: Four

Language Learning

Words and Sounds

Page: 99

Aims : * Identifying / using / defining diphthongs. * Arranging words according to the pronunciation of the diphthongs they contain.

Timing	Teacher's Activities	Expected Performances by pupils
10 m	T. deals with a short revision about vowels and consonants. T. introduces the ***diphthongs***.	Practise orally
	1- T. asks PP to look up the word diphthong in a dictionary. **A diphthong is a sound where there is a glide from one vowel quality to an other. It is a union of two vowel sounds.**	Look up the word in a dictionary
20 m 30 m	2- T. asks PP to look at the drawing and to find out which words contain the diphthongs.	P1: /e@/ --- hair P2: /aɪ/ --- eye P3: /I@/ --- ear P4: /@U/ --- nose P5: /aU/ --- mouth
42 m	3- T. explains the task and asks PP to arrange the words according to the pronunciation of the letters in bold types.	Arrange the words Check and correct
46 m	4- T. reads the words aloud and asks PP to check their answers.	
55 m	T. asks PP to read the words loud.	Read

Take a break

Nursery rhyme: *Read the nursery rhyme aloud and beat the rhythm on desk for your students to get it right. Your students can make similar rhymes using the relative pronoun: that.*

Idioms and colloquialisms: / 1-b / 2-a / 3- c / 4-e / 5-d /

Research and Report

1- **National name: Hindi Bharat *Area: 3,166,829 sq km (1,22,396 sq mi)*
** Bordering countries: Nepal, China, Afghanistan, Bangladesh, Pakistan, (Arabian Sea, Indian Ocean)*
**Official language: Hindi, English*
**National languages: 17 Assamese, Bengali, Gujarati, Kannada, Kashmiri, Konkani, Malayalam, Manipur, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, (More than 1650 dialects)*
**Religions: Hindu 83%, Sunni Muslim 11%, Christian 2,5%, Sikh 2%*
**Capital City: New Delhi*
**Main towns: Bangalore, Hyderabad, Ahmedabad, Kanpur, Pune, Nagpur, Bhopal, Jaipur, Lucknow, Surat, Bombay, Calcutta.*
**Currency: Rupee*
**Monuments: Kesava Temple, Taj Mahal*
**Representational animal: cow*
**Famous Indian leaders: Mahtma Ghandi, Nehru, Andira Ghandi*

Activity 2:
The Raj is the period of British rule in India before independence in 1947. India, Pakistan and Bangladesh used to be part of the British Raj. But just six month after independence what used to be the British Raj was partitioned between Pakistan and India. After partition, some 15 million Hindus, Sikhs and Muslims moved to live among their own. At least a million people were massacred on all sides during the migration. Fighting over the region of Kashmir continues to this day.
Between 1947 and 1971 Pakistan used to have two parts, one part situated to the west of India and an other to the east of the same country. East Pakistan had a larger population than West Pakistan. In 1971, the people of East Pakistan declared their independence as Bangladesh.

3-

Taj Mahal: a white marble mausoleum Built by Shah Jahan in memory of his favourite wife, Mumtaz Mahal. It took 20000 workers more than 23 years to build. They finished building it in 1653. It is a famous example of Indo-Islamic architecture, which fuses the Muslim and Hindu styles. It has a central dome and minarets on each corner…

4-

Name: Harun Al-Rashid
Date and place of birth: Ravy, Persia (Present day: Iran), 765 AD
Father: Caliph El-Mahdi
Mother: Of Berber stock
Occupation: Caliph from 786 A.D to 80 A.D
Married: Zubayda, hi cousin in 782.
Hobbies: reading short stories, playing chess…
His friends: Khalid Al-Baramik, Fadl, Djaffar, Yahia…..
(gifts to Charlemagne, King of the Franks, : silk robes, elephant chess game, clock.

File: Four

Level : 4AM

Skill Building

Listening and Speaking

Page: 104--106

Aims : * Asking for and giving information. *Expanding notes. *Combining sentences.

Timing	Teacher's Activities	Expected Performances by pupils
15 m	1- T. introduces the topic and deals with act 1 orally.	Practise orally (1-b- Could you repeat that, please?) (2-c-Say sorry and correct the mist) (3-a- Pardon?)
22 m	2- T. asks St to listen and check their answers. T. reads script 2 P:171	Listen and check
38 m	3-T. explains the task **(Listen and say why...)** T. reads the script again. T. asks for the answers. T. deals with **coping** orally.	Listen to find the answers Answer A- a- James has not waited for his turn to speak. B- e- He wants to change the topic of the conversation.
52 m	**Your turn t speak:** T. explains the task (conduct a class on the American Indians using the map) T. make students practise orally in groups.	Practise in groups
22 m	**Write it up:** **1-** T. explains the task (Listen and complete) T. reads script 3 P: 172. T. asks PP to report. T. deals with **coping** orally.	Listen and complete
30 m	**2-** T. explains the task and asks St to practise in pairs.	Write a paragraph
55 m	3- T. asks PP to put the sentences together and to re-write the story... T. guides and helps then asks St to report.	Report

File: Four

Level : 4AM

Language Learning

Reading and Writing

Page: 107..110

Aims : * *Writing a short biography.* *Writing a letter of opinion.*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. deals with a revision about the previous lesson. (Indian tribes).*	Practise orally **St1: Which Indian tribe used to live in ...?** **St2: The Indian tribe which used to live ...**
	Read and check:	
25 m	**1-** *T. explains the task and asks St to do the activity in writing (Cross the notes which you won't use in a short newspaper article).* *T. asks PP to report.*	Do the Act Report
30 m	**2-** *T. asks Pp to read the letter and check.* **3-** *T. explains the questions, asks St to read the text again and to answer the qq.*	Read and check Read and answer qq
40 m	**(a-In the 1st sentence of the letter. B-b lists and... c- He uses sequencers: First, second, third, finally)** *T. asks St to report.*	Report
50 m	**4-** *T. does the same with act 4.* **(a-famous= well known. b- He never preached... c- peace ‡ violence**	//

Strategies	1- (life)	2- (people)	3- (defend)	4- (king- racists)
Examples	d- (lived)	a- (population)	b- (defence)	c- (him/he/them)

55 m	Courage(ous) ǂ afraid hate ǂ love. *T. deals with* **coping** *orally.* **5-** *T. explains the task and asks St to match the pairs.*	Listen / practise Do the Act
15 m	*T. asks t to report.*	Report
	Write it out:	
	1- *T. explains the task (Re-write the sentences to get a short biography…)*	Listen
30 m	*T. asks PP to do the act on their C.B* *T. guides and helps then asks St to report.*	Do the Act Report
	2- *T. explains the task and asks St to write a letter of opinion…*	Write a letter of opinion
55 m	*T. walks around, guides and helps then asks St to read their productions.*	Read

Activity five:

Write it out:

Activity one: Page: 108

Mohandas Karamchand Gandhi was an Indian nationalist leader. he led the Indian struggle for independence. He was a peace loving man (a pacifist), who strongly believed that non-violent cooperation could free his country from British colonial rule. He organised many hunger strikes and demonstrations to make India independent. India got its independence in 1947. A Hindu nationalist assassinated Mahatma Gandhi (the Great Soul) in 1948. He killed him because he thought that Gandhi had betrayed his people.

Activity two. Page: 109

Though Abdelhamid Ben Badis didn't participate in the war of independence, he was for me the greatest hero of the Algerian revolution. I hold this opinion for four main reasons. First, he was among the Algerian intellectuals who laid the foundation of the Algerian nation. Second, he fought against illiteracy in Algeria. He taught people the Islamic principles; ... He lived an worked for the independence of our country. We are right to celebrate Science Day on his death , April 16, every year.

Where do we stand now? (P: 112-115)

Exercise 1:

B- What school used to be like.

Exercise 2:

A- Which school did the author use to go to?
B- How did he use to go to school when the weather was fine?
C- How did he use to go to school when it rained?
D- Did you/ he use to learn Greek?
E- Did you have computer science?

Exercise 3:

The author will write about school uniforms.

Exercise 4:

The students will check their answers to exercise three.

Exercise 5:

A. Girls used to wear a white blouse and a long skirt.
B. The men and women teachers' uniforms were different.
C. The author disapproves because he finds it difficult to tell who are the teachers and who are the students.
D. What is important here is the soundness of the justification.

Exercise 6:

A. The word is hated.

B. The sentences are: I didn't go to an all boys' school. My sister too didn't go to an all girls' school. From these two sentences we can infer the meaning of " Co-educational school".

Exercise 7:

(1-B) - (2-A) - (3-C) - (4-D) - (5-E)

Exercise 8 :

1. Really? She/he used to be slim. 2. Really? S/he used to be poor.
3. Tell me an other. S/he used to hate English.
4. I can't believe it! They didn't use to like each other.

Exercise 9:

A. I used to like the fêtes, which/that students organised at the end of every school year.
B. fêtes were the good times when we really felt happy. to do something for charity.
C. The school caretaker used to give us a spare room where we put everything we made.
D. The girls, who knitted jumpers and made cakes, took cookery and needlework lessons.
E. The boys, who made wooden toys like trains and dolls, used to take woodwork lessons.
F. At every fete there used to be a "white elephant" stall, where you can find second hand clothes.
G. I particularly liked the big day of the fete when parents came to hare with us the fete and to spend some of their money for charity.

Exercise 10:

Sample autobiographical paragraph:

How time flies! Eight yeas ago, I was a pupil at Abdella Bacha Primary school. I used to be so short that my teacher always seated me in the front. I used t be s shy. I never used to raise my finger to answer questions because I was afraid that my classmates would laugh at me...

File: Two
Language Learning

Level: 4AM

Listen and Consider

Page: 43

Aims:

* *Expressing ability / disability*
* *Requesting politely*
* *Asking for permission*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. deals with a short talk about what PP can do.	P1: I can swim. P2: I can speak Spanish.
17 m	* T. makes PP look at the pictures at P: 43 and then to ask their friends about what they can do.	P1: Can you swim, Ali? P2: Yes, I can / No, I can't
20 m	* T. introduces the topic at page: 167. (Bob is a reporter for the school. He is doing a survey on pupils' talents). T. explains: **survey – talents**.	**Listen** // // //
27 m	1- T. explains the task and asks PP to underline the modal of the form "**can**"	Underline the form of "can"
30 m	T. deals with the correction.	Answer
43 m	2- T. explains the task, reads the questions and explains. T. reads the dialogue again and asks PP to answer the questions.	Listen Answer the question (on their rough copybooks)
45 m	T. asks for the answers.	Give their answers
55 m	T. deals with "**the Grammar Window**"	Listen or read

Level : 4AM

File: Two
Language Learning

Practice

Page: 45

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Aims : * Expressing past / present / future ability/ disability

Timing	Teacher's Activities	Expected Performances by pupils
10 m 17 m 25 m 30 m 47 m 55 m	*T. deals with a short revision about can / can't. **1-** T. explains the task and makes PP practise in pairs. T. may select some examples and writes them on BB. **2-** T. does the same with act: 2 **3-** T. explains the task (Say what they can do). T. may help PP with some words (walk on the moon – travelled the world...) **Write it up :** Group Work. T. explains the task. T. makes PP do the activity. T. guide and helps. T. asks PP to report.	Practise orally P1: Could people drive cars then? P2: No, they could not. Practise orally P1: Will people be able to clone human beings? P2: Yes, they will/ No, they won't because it will cause many problems. **Listen** P: Neil Armstrong could walk on the moon. Listen Eg: Ali couldn't drive a car. Now, he can drive it. If He takes some driving lessons, he will be able to drive it easily and very well.

Level : 4AM

File: Two

Language Learning

Read and Consider

Page: 46

Aims :

* Expressing positive future possibility (may).
* Expressing positive pat possibility (might). *Asking for permission

Timing	Teacher's Activities	Expected Performances by pupils
12 m	*T. asks PP to take books at P: 46. * T. explains the task and makes PP practise orally. (Why has PP stopped taking the test)	Take books P1: Why has he stopped taking the test? P2: I don't know. **May be** he doesn't know the answer. P3: **Perhaps** he forgot something. P4: Perhaps he is relaxing.
17 m	1- * T. asks PP to read the text at P: 46 and to check their answers. T. deals with a short talk about it. (the pupil s anxious)	
35m	2- * T. does the same with Act: 2 (What will the Prof say?) **T. makes PP Read the text and check their answers.**	Guess P1: **Perhaps** he will say that PP should revise in groups. P2: **May be** he will . . .
45 m	**After Reading:** * T. asks PP to read the text again and to copy down the sentences which contain : ***may, might, can,*** and ***could.***	Read and copy the sentences
55 m	T. deals with "**the Grammar Window**" orally.	Listen

Level : 4AM

File: Two

Language Learning

Practice

Page: 48

* Expressing probability.
* Asking for/giving/refusing permission

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Aims :

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. deals with a short revision about the previous lesson (may- can – could)	Practise orally
17 m	1- T. explains the task and makes PP do the activity. T. asks PP to report	Do the activity Eg: (Perhaps I will go ...) (I may go ...)
22 m	2- T. explains the task (Use: may/can) T. guides and helps then asks PP to report.	Do the activity Report
27 m	3- T. explains the task and deals with it orally.	Practise orally
33 m	4- T. reads and asks PP to match the pair.	//
36 m	T. deals with the correction orally.	//
43 m	**Write it up:** T. explains the task, reads and asks PP to write notes. T. guides and helps then asks PP to report.	Write
50 m	T. may elect some examples and writes them on BB, then asks PP to take them down.	Report
55 m		Write

Level : 4AM

File: Two

Language Learning

Words and Sounds

Page: 50

Aims :

* *Using prefixes to form opposites.*
* *Pronunciation of words starting with prefixes*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. deals with a short talk about.* **T: Dislike – what do we call dis?** *T. asks PP to give some examples.*	P: Prefix **PP: impossible, unlike, irregular, incorrect...**
20 m	**1-** *T. explains the task and asks PP to tick the right box.* **irregular-incapable-impossible-irresponsible-illegal-injustice (unjust)-improbable-indefinite-impolite-disobey-disagree)** *T. deals with it orally.*	Do the Activity Practise
25 m	**2-3** *T. deals with 1- 2 orally.* *(Stress remains unchangeable when we add the prefix)*	//
42 m	**4-** *T. explains the task, reads the sentences and asks PP to fill in the gaps.* **a- irregular b- indefinite c- illegal d- impossible e- incapable f- impolite g- disobey h- impossible i- injustice j- disagree k- incapable** *T. deals with the correction.* **Take a break (orally)**	Do the activity Relax
55 m	*Research and report (T. ask PP t make researches about topics at P: 52, then to report in class (home work)*	Listen and Take down

File: Two

Level : 4AM

Skill Building

Listening and

Page: 54

* *Expressing agreements/ disagreements using: so/neither + Auxiliary*

Aims :

Timing	Teacher's Activities	Expected Performances by pupils
	T. presents the auxiliaries: **can-do-have** *in meaningful situations.*	Listen
	1- *T. explains the task, reads the situations and deals with it orally with PP.* **Eg: I love dogs----So do I.**	Do the Activity
	2- *T. asks PP to listen to him/her and to check their answers.*	
	(T. reads the dialogue at P: 168)	Listen and check
	3- *T. explains the task, and then reads the dialogue again.*	
	4- *T. explains the task (Tick the right box).*	Tick the right box
	T. deals with ***Coping*** *orally.*	Listen
	It's your turn:	
	1- *T. explains the task and makes PP practise orally (Group Work).*	
	Eg: **I like reading---So do I.**	Do the activity
	2- *T. explains the task and makes PP do the Act in groups or in pairs.*	
	T. guides and helps then corrects.	Practise

3- *T. asks PP to make similar dialogues.* *T. selects some examples and asks PP to take them down.*	Make dialogues Write

File: Two

Level : 4AM

Skill Building — **Reading and Writing (2 hours)**

Page: 57

Aims :

* *Expressing ability, possibility and certainty.*
* *Predicting* * *Writing about the future.*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. asks PP to take book at page: 57 and to look at the pictures.*	Take books and look at the pictures
17 m	**1-** *T. reads the questions and makes PP answer orally.*	Practise orally
25 m	**2-** *T. asks PP to read the text silently and to check their answers.* *(T. may ask a pupil to read loudly)*	Check answers
37 m	**3-** *T. asks PP to look at the pictures and to find the sentences.*	Do the activity
40 m	**(Pict1 : they will be able to make robot maids...)** *T. practises it orally with PP.*	Practise
55 m	**4-** *T. explains the task and asks PP to rank (order) the predictions from the most to the least probable.*	Do the activity on their rough copybooks
15 m	*T. deals with* ***coping*** *orally.*	Listen / read
25 m	**Write it up:** *T. explains:* ***will be able-may well-may-might-won't be able*** *(From the most to the least probable)*	Listen
28 m	**3-** *T. explains the task and asks PP to write a newspaper article about the topic.*	
45 m	*T. guides and helps.* *T. asks PP to read their productions.*	Write the article

55 m		Read

Level: 4AM

File: Three

Language Learning

Listen and Consider

Page: 67

** Ask/answer questions about personalities, likes and dislikes.*
**Predicting. *Talking about the future.*

Timing	Teacher's Activities	Expected Performances by pupils
	T: How do you ask about physical appearance? T: // // // // personality /likes and dislikes?	P1: What is he/she like? P2: What is he like? P3: What does he like doing?
10 m		
17 m	1- T. asks PP to look at pictures P: 67 and to answer the questions.	**P1: Betty is active-funny-... She likes...** **P2: Paul is lazy ...He likes...**
20 m	T. reads script 1 (P:169) and asks PP to listen and check. 2- T. explains the task (Listen and take notes). T. reads script 2.	Listen and take notes
30 m	T. asks Pp to report.	Report
35 m	3- T. deals with intonation orally.	Practise orally
	4- T. makes PP ask and answer	

45 m 55 m	questions about Becky's and Paul's plans for the summer. T. deals with GRAMMAR WINDOW orally.	Practise orally Listen

Level : 4AM

File: Three

Language Learning

Practice

Page: 69

Aims :

* *Predicting.*
* *Talking about the future.*

Timing	Teacher's Activities	Expected Performances by pupils
12 m 17 m 20 m 30m 40 m	T. deals with a revision about the previous lesson (Becky and Paul). T. deals with a revision about Grammar (When/ as soon as...) 1- T. Explains the task and asks PP to do act: P: 69. 2- T. makes PP play the dialogue. 3- T. explains the task and makes PP complete the sentences. E.g. *I won't stop working until I feel tired. *As soon as the bell rings, we will leave the classroom. 4- T. makes PP practise it in pairs. **Write it up:** 1- T. explains the task and asks PP to order the scrambled sentences.	Practise orally Do act Perform E.g. *I won't stop working until I feel tired. *As soon as the bell rings, we will leave the classroom. Practise in pairs A possible Answer: I have great expectations for the future. As soon as I pass my exams, I'll go to the lycée. When I leave the lycée, I'll travel around Algeria. I'll keep travelling

55 m	2- T. asks PP to re-arrange the sentences to talk coherently about their expectations using sequencers. T. asks PP to read the paragraph.	until I find a good place to live in. Then I'll work for some time before I go to university to train as an architect. After I get my diploma, I'll build glass houses. Finally I will...

File: Three

Level : 4AM

Language Learning

Read and Consider 2h

Page: 70-71-72

Aim * Predicting. * Expressing conditions (If..... will .....)

Timing	Teacher's Activities	Expected Performances by pupils
12 m	*T. deals with a short revision about the previous lesson (What will you do when you finish your studies?).	Practise orally
17 m	* T. explains the task (before you read) and deals with it orally.	// //
35m	* T. asks PP to read the text and to do the act:	Do act e.g. **If he passes his final year exam, Paul will go to Lincoln Senior High School.**
50 m	T. deals with GRAM WINDOW orally.	
	Practise:	Listen
12 m	1- * T. explains the task and asks PP to make sentences using: If..... will....	
22 m	T. asks for the answers (T. may select some examples, writes them on BB...)	Do the Activity
30 m	2- * T. explains the task and makes PP practise in pairs.	e.g. **A: What if it rains?** **B: I'll take my umbrella and my raincoat.**
	Write it out:	
	T. explains the task and asks PP to	

37 m 55 m	*write a paragraph about what they will do if they pass their Middle school Brevet.* *T. guides and helps.* *T. asks Pp to read their paragraphs.*	Write a paragraph Read

Level : 4AM

File: Three

Language Learning

Words and sounds

Page: 73

A * *Identifying / using consonant clusters.* * *Falling intonation in W/h qq*
* *Forming words by adding a suffix (er- or- ian - ist)*

Timing	Teacher's Activities	Expected Performances by pupils
10 m	*T. deals with a short revision about prefixes.	Practise orally
17 m	*T. presents the suffixes (er –or – ian – ist)	Listen – Repeat
22 m	1- T. explains the task and asks PP to change the words into nouns by adding a suffix.	(art-ist) (pain-er) (music-ian) (collect-or) (sculpt-er) (guitarist) (cartoonist) (writer) (director) (physics-physicist) (librarian) (chemistry-chemist)
27 m	2- T. explains the task and deals with it orally (matching Activity)	Practise orally
33 m	3- T. asks PP to close books and to say one of the sentences with the right intonation.	// //
40 m	4- T. explains the task and asks Pp to cross the word which doesn't contain the vowel sound. T. asks PP to report.	Do Act Report
45 m	5- T. presents consonant clusters and deals with the activity orally.	Practise orally
50 m	6- T. asks PP to read the parag and to underline the consonant clusters.	Do Act
55 m	T. asks Pp to report.	Report

File: Three **Level : 4AM** *Page: 79*

Skill Building **Listening and**

** Expressing satisfaction/dissatisfaction. * Enquiring about someone's wishes/likes... *Locating places. *Showing the way.*

Aims

Timing	Teacher's Activities	Expected Performances by pupils
	T. presents: **Tourist guide** (***What does he do).***	Practise orally
	T. asks PP to take books at P: 79.	Take books
	1- *T. introduces the topic and deals with act 1 orally.*	Practise orally
	2- *T. asks PP to listen to him/her and to check their answers.*	Check
	T. reads the guide's talk at P: 170	Listen
	3- *T. asks PP to listen to him/her and to answer the questions (on their rough C.B)*	Listen and answer qq
	T. reads the guide's talk again.	
	4- *T. asks PP to draw the tourist route on their books (Using a pencil).*	Do Act
	T. asks PP to compare with other pairs.	Compare
	T. deals with **Coping** *orally.*	Listen
	Your Turn to Speak:	
	T. explains the task (Imagine you are a tourist...) and makes PP practise in pairs.	Practise in pairs
	T. asks PP to report their dialogues.	
	Write it up:	
	T. explains the task **(Imagine you are a tourist guide)** *and asks PP to write a paragraph telling the tourists what they will do..*	Listen
	T. helps PP with some words.	Write a paragraph
	T. walks around, guides and helps.	
	T. asks PP to read their productions.	Read
	T. may select a paragraph, writes it on BB and asks PP to take it down.	Write

Level : 4AM

File: Three

Skill Building

Reading and Writing

Page: 82

* *Recognising feature of a song.* *Transforming prose into song.*
* *Planning an excursion.* *Writing about one's expectations.*

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Timing	Teacher's Activities	Expected Performances by pupils
	T. asks PP to take books at P: 82.	Take books
10 m	**1-** *T. asks PP to look at the picture and to find: singer's name, ...*	Find the singer/s name
15 m	**2-** *T. explains the task and asks PP to underline the words that rhyme.* **E.g.: (do – you – flu)**	Do Act
25 m	**3-** *T. explains the task, and asks PP to underline the word that rhyme and then to transform the passage into a song.* *T. guides and helps then reads the script at P: 170.*	Transform the passage Listen
30 m	**5-** *T. asks PP to read the song at P: 82 and to answer the questions in writing.* *(1-a) (2-a)...*	Read and answer qq
35 m	**5-** *T. deals with it orally (Guess who is speaking).*	Practise orally
40 m	**Write it out:** *T. explains the task (Make a contingency plan) and asks PP to write an e-mail to a friend.* *T. deals with an example.* *T. guides and helps.*	Listen Write an e-mail
50 m	*T. asks PP to read their productions.*	Read
55 m	*T. may select a paragraph, writes it on BB and asks PP to take it down.*	Write

Research and Report

The United States has 50 states. The most famous state is that of California. Its area is 411,100 sq km. Its capital is Sacramento. It is situated in the west, bordering the state of Oregon to the north, those

of Nevada and Arizona to the east, Mexico to the south, and the Pacific Ocean to the west. Arnold Schwarzenegger is currently its governor.

California is the most populous state in the United State with a population of 29,760,000. (census of 1990). Its important cities are Los Angeles, San Diego, San Francisco, San José, Fresno and Santa Barbara.

California has important features. Yosemite Falls is the highest waterfall in North America. It has the tallest type of tree in the world, the **sequoia**. These features have made California famous, but it is best known for its cinema city Hollywood, with universal studios, Sunset Strip and Beverly Hills. Computer fans know it for the Silicon Valley where chips started to be made for the first time in the 1980s. The most famous bridge is the Golden Gate Bridge in San Francisco and California's most famous observatory is situated on Mount Palomar.

Aims : * *Expressing uncertainty/ remote possibility (Conditional type 2)*

Timing	Teacher's Activities	Expected Performances by pupils
	T. asks PP to look at P; 118. (food for thought).	Take books
10 m	T: What is the boy dreaming about?	P1: To become a jazzman.
	T: Can the boy really become like Louis Armstrong? Is this a certainty or a remote possibility?	Try to answer
20 m	Before you listen: T. deals with it orally. (This is an open ended activity. Pp should be free to suggest their own answers)	**Answer the questions (Guess)** (a- He is 14- about 15... b- He goes to middle school. c- He hopes to become a sailor/ a naval engineer... d- He dreams of buying/owning a fishing ship travelling around the world...)
25 m	1- T. asks PP to listen to him and check their answers.	
32 m	T. reads script 1 P: 173. 2- T. explain the task an asks PP to mark the intonation at the end of qq.	**Check their answers Mark the intonation** (1st down , 2nd up)
	3- T. explains the task (Listen and complete)	**Do the activity**
38 m	4- T. deals with this activity orally.	a- If Bashir suddenly became rich, he would buy a fishing boat for hi father. 2- If his dream came true, he would/'d pay a visit to his friend 3- Kerrie would take him on a sightseeing tour of Harbour, the Opera House and other places if he asked her.
45 m	T. deals with the Grammar Window orally. (Keys: 1.a- The past simple. It refers to the present. 1. b- Bashir is poor. Certainly not. 1.c- The clause expresses condition. 2.a- the sentence expresses result. 2.b- It's a dream. 3- When we imagine an unreal situation, we use if + the pat simple tense in the conditional clause...	
55 m		

File: Five

Level : 4AM

Language Learning

Listen and Consider -Practice-

Page: 121

Aims : * Expressing conditions. *Using the conditional type 2. (If+ past...would...)

Timing	Teacher's Activities	Expected Performances by pupils
10 m 20 m 25 m 32 m 50 m 55 m	T. deals with a short revision about the previous lesson (Conditional type 2). 1- 2- T. explains the task and makes PP practise in groups or in pairs. T. walks around, guides, checks and helps. T. asks for the answers. T. selects some sentence and writes them on BB. (or asks PP to write them on BB). 3- T. explains the task, and makes PP practise orally. T. asks PP to report. Write it out: T. explains the task and asks PP to write a paragraph about things they would change if they could. T. guides and helps then asks PP to report.	P: If I revised my lessons, I would have good marks. -If trees could talk, they would complain about pollution. -If men had wings, they would live on trees. -If money grew on trees, people would not work. -If time travel was/were possible, people would choose to live in the Abbasides period. -If animals could talk, they would complain about men's cruelty. -If aliens conquered our planet, they would make us their slaves. Do the activity Report A possible answer: If I could change things in my life, I'd work harder at school. I'd do more exercise to keep fit. I'd watch less TV and talk more with my family and friends. If I had time, I would help my father and mother doing odd jobs.

File: Five

Level : 4AM

Language Learning

Read and Consider (2h)

Page: 122

* Expressing uncertainty. * Expressing remote possibility.

Aims :

Timing	Teacher's Activities	Expected Performances by pupils
10 m	T. deals with a revision about personalities. T. presents other adjectives (dreamy- thoughtful- indecisive – determined-outgoing. . .)	Practise orally: -shy – active – easygoing – messy- dreamy...
25 m	***Before you read:*** T. explain the task and deals with it orally.	Practise orally
32 m	***As you read:*** **1-** T. asks PP to read the diary an the e-mail and to check their answers.	Read and check
42 m	**2-** T. asks PP to read the diary and to list some of the certainties... (T. may write them on BB). **3-** T. asks PP to read the e-mail and to list some of the uncertainties...	Read and answer qq -I'm going to quit tomorrow. -I'm going to apply for ... -I'm going to pass. -I'll go home to Tam...
55 m -------- --------	***After reading:*** T. deals with the Gram Window orally. (T. refers the St to the Gram reference N:5 P:180) ***Practise:*** 1- T. explains the task and asks St to choose the right answer. Key: (We're having a -I might I haven't...-I'm collecting ...-She might be late... -It might be ready...)	*I might get back to... *I might stay here... *I might accept the invitation. *I might become rich and famous. Practise //
20 m 35 m	2- T. explains the task and asks Pp to the act on their rough CB. Key: (1-a) (2-d) (3- b) (4-c) T. does the same with activity 3-4. *Keys 4: a- Her boss might give her a pay rise next year b- She wouldn't go to work on crowded buses if he had a car. c- She could rest when he gets home if she didn't have to take care of her sick mother. d- She would quit her job if she was/were sure to find a better one soon..*	a-If I were you, I would notify the police. b-If I were you, I would ask Hamid to lend me some. c- If I were you, I would take him/her to dine out. d- If I were you, I would go to a psychologist.
55 m	***Write it out (A home work)***	Take down

File: Five

Level : 4AM

Language Learning

Words and sounds

Page: 126

* Rising and falling intonation in questions (query) and answers.

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Aims :

Timing	Teacher's Activities	Expected Performances by pupils
15 m	T. deals with the correction of the home work. T. asks St to read their productions. Words an sounds: 1- T. explains the task and make St practise orally. Key: (object –n-) (present- n-) (increase – v-) (object- v-) (present- v-) (increase- v-)	A possible answer: This year I haven't really made up my mind as to where I'll spend my summer holidays. I might go to visit Grandma and Grandpa in Oran. They might need some help in cleaning their home and garden. I might go to the sea. The bach is only 2 kms away from my grandparents' home. But I might go camping with my friends as well...
25 m	T. deals with the rest f activities orally.	Practise orally
55 m	Keys: **3-4** ***1-(Yes? The intonation goes up. This is a query.*** ***2-(Yes, definitely. The intonation goes down (agreement with a statement).*** ***3-Well...Yes. The intonation goes up. There is hesitation.***	Practise orally Practise orally

Take a break: P: 127

Make the students identify the characters in the cartoon i.e., the policeman, the prisoner and the lady, bus conductor. Then try to elicit the humour in the cartoon. Pay attention to the meaning of "single" or "return". Single implies that the prisoner is sentenced to a long time in prison. A single is a one way ticket. If they bought two return tickets, it would mean that the prisoner would come back from the prison, which is absurd (ridiculous).

Idioms and colloquialism :

1:d **2:c** **3:a** **4:b**

Research and report:

1- Australia. Location: South of Indonesia, between the Pacific and Indian Oceans.
Area: 7,68 sq /Km. Population: about 19 million inhabitants. Capital City: Canberra.
Main towns: Adelaide, Alice Spring, Brisbane, Darwin, Melbourne, Perth, Sydney, Newcastle, Townsville...
Most famous Rock: Ayers Rock. Most famous animal: Kangaroo/ Wallaby.
Mot famous opera house: Sydney Opera House. Most famous bridge: Harbour Bridge.
Most famous rugby team: The Wallabies. Most popular water sport: Surfing.

Pictures: 1- A player belonging to the Australian nation rugby team, (The Wallabies).
2- Ayer; Rock.(A monolith: A very large upright (vertical) piece of stone).
3- Harbour Bridge in Sydney in the middle and Sydney Opera House on the left.

2- a- The most powerful observatory is in the USA. It's Mount Palomar Observatory.
b- The largest desert is in Algeria.
c- The tallest tree is in California, USA. (The sequoia)
d- The biggest rock is in Australia (Ayers' rock).

3- The wallaby is the animal which is the least known in Algeria.

File: Five

Level : 4AM

Page: 130

Listening and Speaking(2h)

** Seeking/Giving advice. *Asking for/Giving recommendations.*

Aims :

Timing	Teacher's Activities	Expected Performances by pupils
	T. asks St to take their books at P: 130	Take books

10 m 20 m 30m 45 m 55m -------- -------- 15m 55 m	***Listen and check:*** *1- T. introduces the topic and asks St to answer the qq.* *2- T. reads the dialogue in script 2, P: 174 "Showing the necessary hesitation".* *3- T. explains the task, reads the dialogue again and makes t say "true: or "false".* *4- T. makes t practise orally.* *T. deals with "coping" orally.* *Your Turn to Speak:* *1- T. explains the task (Imagine you're a taxi driver...), and makes St do the act on their rough CB.* *T. guides and helps then asks St to report.* *2- T. explains the task, simulates a short dialogue and makes St practise in pairs. (This is an open-ended activity)* *T. asks St to report their dialogues.* ***Write it up:*** *T. explains the task and asks St to write the e-mail.* *T. guides and helps then asks St to report their e-mails.*	**Check** **He uses the words in bold type because he doesn't know what to say next, so he hesitates.** **Check** **Answer** **a-F. b-F. c-T. d-F e-T.** **Do the activity** **Report** **Practise in pairs** **Report** A possible answer: Dear Rashid, Sorry to hear about the trouble you're having in Britain at present. Don't panic, It often happens that tourists lose their passports. If I were you, I would inform both the local police and the Algerian Consulate in London. You could phone to Rabah at 054645698. He could give you a lift there. I know you're probably running short of money. The best thing to do would be to move to a youth hostel. You won't pay as much in a youth hostel as you do in a hotel. Above all, keep your self-control. After all, holidays are nothing if there is no adventure in them. I'm sure you will keep fond memories of these holidays when you come back to Algeria.

File: Five **Level : 4AM** *Page: 133*

Skill Building

Reading and Writing

** Seeking and giving advice*

Timing	Teacher's Activities	Expected Performances by pupils
	T: I've lost my passport at the airport. What would you recommend me to do?	**Try to give some advice**
15 m	*1- T. explains the task, makes St look at the illustration and guess from which newspaper page it is taken.* *T. makes St justify their answers.* *2-3- T. asks St to read the text and guess...*	**St1: It is taken from a problem page from a newspaper.** St2: Nacera will give information about herself and expose the problem or dilemma she is faced with.
38 m	*4- T. explains the task and makes St arrange the words.*	Arrange the words similar to and: In addition, besides, moreover, furthermore Similar to so: As a result, therefore.
45 m	*5- T. explains the task and makes St fill in the blanks.* *(1. In addition/besides, 2. Moreover, furthermore 3. Therefore/ as a result 4. In addition, moreover/furthermore/besides.* *(Don't use a link word twice to avoid redundancy)*	Do the Activity
55 m	*T. deals with the correction orally.*	//
--------	*T. deals with the rest of the activities...*	
--------	***(Act 6—b) (Act 7—But: However, yet, in contrast, n the contrary. I conclude: T sum up, in conclusion, on the whole) (Act 8—1-Besides/in addition. 2- However. 3- In contrast to. 4- To sum up. 5- On the whole. 6- In conclusion)***	//
15 m	*T. deals with " coping" orally.*	//
30 m	**Write it out:** *1- T. explains the task and asks St to match the headings with the paragraphs.* *2- T. explain the task and asks St to write the letter. (To seek advice from the agony aunt).* *(Brainstorm a certain number of dilemmas that students may face at the end of MS4, then let them choose one of dilemmas as topic of the type of letter they are expected to write).*	**(1-b) – (2-d) – (3-e) – (4-a)** **A possible production:** **Dear Dr Hakima,** **I'm writing to seek your kind advice. I'm a four-year Middle School student. I took my Brevet last June and had a pass with merit. The problem is that I'm facing a dilemma as to the choice of the stream in which I will register in the lycée. My**
45 m	*T. walks around, guides and helps.*	
55 m	*T. asks St to read their productions.*	

		parents want me to register in the scientific stream whereas my choice goes for the literary stream. Indeed, if I decide to register in the stream of my choice, I would realise the dream of my life which consists of becoming a translator. I would work very hard to get a literary stream Baccalaureate, which would allow me to register at a department of translation at university. However if I followed my choice, my parents would be really disappointed. They want me to become a doctor. ... In conclusion, I'm at a crossroads in my educational career. I don't know whether I must listen to my parents or decide bout what to do with my school life on my own. What should I do? Yours sincerely, Karim

Where do we stand now? P: 137-138

1-

I might be late. *I might go out or I might stay at home. *I'm going to cook Kouscous with lamb. *She might not like the red colour. *I might be president.

2-

The intonation goes up It is pronounce s a query.
****Well, yes... The intonation on "yes" goes up. It shows hesitation.***
****Yes, that's right. The intonation on "yes" goes down.***

Reading and writing:

1-

The letter is a letter of reference. (1d- 2c- 3a- 4b- 5e- 6g- 7h- 8f- 9i)

2-

a- I would lend you my umbrella if I had one but I'm afraid I haven't.
b- This shorba would taste better if it had more coriander in it.
c- I wouldn't mind living in Australia if it wasn't/weren't so far away from Algeria.
d- I'd help you solve the problem if I could but I'm afraid I can't.
e- If I were you, I would not/ wouldn't drive this car; it has no brakes!

3-

This is my story chain. If I had ten billion dinars, I would buy a boat. If I bought a boat, I would travel round the world. If I travelled round the world, I would make friends in every corner of the world. If I made friends, I would start an other ecological movement, which I would call the New Friend of the Earth. If...

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File five

Dreams,dreams

4th am Level

Guided Sheet

Function	Language Forms	Language exponents
i. *Expressing possibilities*	→ *'can-could- may –might'*	→ *S +model verb+verb+obj*
ii. *Expressing hopes and wishes*	→ *simple present +gerund*	→ *S+V+OBJ / pr+v+of+v+ing+obj*
iii. *Speculating*	→ *'If' clause type two*	→ *If +s+past+ obj,+s+would +v+object*
iv. *Introducing oneself*	→ *Simple present tense*	→ *Subject +verb + object*
v. *Describing ones personality*	→ *Simple present +adjectives*	→ *Subject+to be+adjective*
vi. *Expressing dislikes*	→ *Simple present /going to form*	→ *S+v+obj/ pr+going to+v+obj*
vii. *Inquiring about ones future plans*	→ *past+models+pr conti*	→ *S+v+obj/s+models+obj*

time	Steps of the lesson	Learners' Tasks

viii. *Expressing certainty/uncertainty* → *future+going to form* → *Pr+will/going to +verb+object*
ix. *Planning future activities* → *future +models* → *S+will+v+obj / Pr+might+v+obj*
x. *Inquiring /agreeing –disagreeing* → *s.present+continuous* → *S+'d+to+v+obj /interrogative qqs*
xi. *Defining* → *simple present* → *S+v+obj*
xii. *Describing places* → *passive /s .present* → *object +to be+past part/s+v+objt*
xiii. *Comparing* → *superlative* → *the+most+adj+est…*
xiv. *Describing famous people /animals/objects* → *the superlative* → *pr+the +(most)+adjective+est…*
xv. *Expressing hesitating* → *imperative s .present* → *Let me think, just a minute*
xvi. *Asking for and giving advice* → *'can' 'would'* → *s+can/would+v+object*
xvii. *Complaining* → *'can'- present simple* → *pr+can/can't +v+object /s+v+obj*
xviii. *Describing daily life activities* → *present/passive* → *object +to be+past part/s+v+objt*
xix. *Paragraph writing* → *sequencers/illustrating/summarizing* → *mixed tenses*
xx. *Letter writing* → *mixed tenses* → *present /models/relatives…..*

Vocabualry *: [suddenly-contrast –unreal –wings-conquer-picnic-audience- give a lift-convey- impression-respective-dtermined-thoughful-indecisive-outgoing- to apply-enquired –toying –frescoes-interest-torrid- make up – certainties-uncertaities-runover-deduction-options- snatched –cash- tedious- crowded-rest-indecision-inspiration-opportunity-worsened-scheduled –charter flight-round trip- wallaby-Guinness- hesitates-fortunately- hitchhike-recommend –stores- overnight-position-worried- concentrate-restless-irritable-muscles ache- seek- abroad- paralyzed-as a result-in addition –besides- therefore – moreover –furthermore-facts-unmarried-hold-pharmaceutical- firm-field- lessens –expenses-chronic- granted conclude –sum up-indeed- efficient-laboratory –supervision- achieved-manufacturer –remain-care- deteriorate- solitude-career – failure- guilty-stagnation- frustration- issue- however- for instance- prospects- agony]*

Words ans Sounds: *"Stress and intonation"*

Visual Aids: *Manuals' pictures*

Aim: *By the end of this file the learners should be able to*

- *Speculate using 'if' clause type two*
- *Express possibilities*
- *Express certainties and uncertainties*
- *Plan future activities*
- *Define*
- *Ask for and give advice*
- *Describe countries*
- *Compare*
- *Coherent paragraphs*
- *Make correct letters*

Food for thought

Step one: The teacher invites the learners to open their books on page 117,he may ask them to remind him about what they have already seen, then look at the preview, listen to the him listing what's new in the file .

Step two: The learner are invited to pay attention to the photos on page118,try to interpret them .The teacher may refresh their memories since they knew the man in the first photo. He may ask them the following questions:

1. Who is the man in the first photo? → **Louis Armstrong**
2. What was he? → **He was a jazz man.**
3. Where was he from? →**From USA**
4. Is he still alive? →**No, he died in 1977**
5. What about the second photo? →**A young man holding a trumpet**.
6. What does the bubble on his head represent? → **He's dreaming to be a jazz man like Louis Armstrong.**
7. Can the boy really become like Louis Armstrong? → **No, he can't .No one can be at the place of another one.**

Step three: The pupils work in pairs to answer the questions then give back their works as short paragraphs.

Step four: The teacher listens to the pupils, and then reports the work on the board.

Step five: The pupils are asked to read the corrected work on the board.

Listen and Speak

Before you listen

Step one: The learners are asked to go to page 119, look at 'Activity 1p119', listen to the teacher explaining the instructions then work in pairs.

►**Activity1p119**: Look at Bachir's picture and answer the questions below.

- How old do you think Bachir is? → He 's between 14 or 15.
- What kind of school does he go to? Primary, Middle or Secondary? → He's a third-year student at Mohammed Dib Middle School.
- What does he hope to become some day? → He hopes to be a naval engineer, travel around the world , go to Australia and see his pen-friend Kerrie..

Step two: The pupils try by interpretations to understand the situation , give back their answers ,while the teacher reports their answers on the board.

Step three: The learners are asked to perform the activity < question – answer>

As you listen

Step four: The teacher asks the pupils to shut their books listen to him reading and explaining the script page 173, while the learners check if they were correct .

Step five: The pupils are asked to open their books on page 173, and perform the drill by pairs.

Step six: The pupils are invited to hold their pencils , listen to the teacher reading the given sentences and try to mark the intonation.

►**Activity 2p119**: Listen and mark the intonation using the appropriate narrow.

a. What would you do if you suddenly became rich? ↘

b.Would you take anyone with you? ↗

Step seven: The learners are asked to read the pair of sentences respecting the intonation.

Step eight: The teacher invites the learners to take their pencils, listen to him reading the script on page 173, again, and try to complete 'Activity3p120'.

►**Activity3p120**: Listen again to the script, and complete the sentences.

a. If Bachir suddenly **became** rich, he **would buy** a fishing boat for his father.
b. If his dream **came** true, he **would pay** a visit to his pen-friend Kerrie in Sydney, Australia.
c. Kerrie **would take** him on a sightseeing tour of Harbour Bridge, the Opera House and other places if he **asked** her.

Step nine: The teacher supervises the work of the pupils , then invites them to correct on the board , the learners sho
'conditional sentence type 2'

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- *Interact with the teacher about they have already learnt*
- *Interpret the new functions and structure .*
- *Compare what they have learnt with what they will see (if clauses '1' with '2')*
- *Interpret the given photos*
- *Produce short composition form a given photo*
- *Try to improvise the end of the situation*
- *Identify jobs and occupations*
- *Listen to a reader and try to spot the right and missing information*
- *Identify the stress and intonation in a sentence*
- *Recognize the meaning of a rising and a falling intonation*
- *Produce a short composition from a listening activity*
- *Recognize complex sentences*
- *Identify the conjunction*
- *Recognize the type of conditional*
- *Discriminate between first and second conditional*
- *Identify the punctuation in a complex sentence.*
- *Recognize the meaning of the second conditional*
- *Discriminate between the meaning of the first and second conditional.*

- **Interact with the teacher and each other about the conditional.**
- **List the different sorts of the 'if' clauses, their tenses and punctuation…**
- **Discriminate between the use of the first and second conditional.**
- **Recognize the first conditional for future possibility and the second one for imagining.**
- **identify the tense in the 'if' clause' and in the result one**
- **Be aware of the use to "be" in the second conditional**
- **improvise and produce sentences using the second conditional**
- **Read and produce a different situation to what it had been given.**
- **Interpret the situations given and produce another one using the second conditional**
- **Interact about situations of daily life such as "smoking"**
- **Give their opinions about current ubjects**

Practise

Time	Steps of the Lesson	Learners' Tasks
	***Step one**: The teacher interacts with his learners about what they have seen the last hour , in order the lead them to do 'Activity4p125', he explains the instructions and the new words then asks the pupils to work by themselves ;* ***➔Activity 4p125**: Read the text then complete the sentences using the appropriate modal.* **Answers** : **a.** *Her boss might give her a pay rise next year .* **b.** *She wouldn't go to work on crowded buses if she had a car.* **c.** *She could rest when she gets home if she did not have to take care of her sick mother.* **d.** *She would quit her job if she was / were sure to find a better one soon.* ***Step two**: The teacher invites the pupils to read the text , then try to correct together with his learners .They are asked to give justification for the use of each modal .*	***Interact and list what has previously seen*** ***Interpret a written text*** ***Use the correct modal to produce correct statements*** ***Discriminate between the use of each modal verb depending on the situation.***

Write it out

Time	Steps of the Lesson	Learners' Tasks
	Step one: *The teacher explains the instructions of the 'activity ' where the pupils are asked to write an email , expressing themselves about they've to do in their holidays .They must show indecision .* ➔ *Write an e-mail to a pen friend informing him/her about your holiday plans.* *Hi Kamel,* *This year I **haven't really made up** mind as to where I'll spend my summer holidays; I **might** go to visit Grandma and Grandpa in Oran. They **might** need some help in cleaning their home and garden. I **might** go to the sea. The beach is only two kilometers away from my grandparents' home. But I **might** go camping with my friends as well…* **Step two**: *The pupils work on their rough, the teacher checks their works and helps them by providing them words and expressions they need to form their composition.* **Step three**: *The learners are asked to read their works while the teacher reports on the board the best of them.* **Step four**: *The learners are asked to copy their own works after being corrected and supervised by their teacher.*	***Interact about the different types of the way to make a written expression*** ***Identify an 'email' and how to lay it out*** ***Produce a composition expressing themselves and respecting the instructions*** ***Use the appropriate modals*** ***Express certainty and uncertainty***

Words and Sounds

Time	Steps of the Lesson	Learners' Tasks
	Step one: The teacher invites the pupils to open their books on page 126, pay attention and 'Words and Sounds' section, he may interact with and asks them to guess what's today's activity about? ***Step two: The teacher explains the instructions of the activity which is something new for them .All what to do , they're asked to read and fill in the blanks.*** ***➔Activity 1p126: Complete the blanks in the dictionary entries below with the category to which the explained words belong: (n) noun, (adj) adjective, (v) verb.*** **Object** /ˈɒbdʒɪkt/ **(n)** **noun** *sth that can seen or touched; material thing;e.g Tell me the name of the objects in this room.* **Present** /ˈpreznt/ **(n)** **noun** *,gift :a birthday present ;e.g I 'll make you a present* **Increase** / I n' k r i: s / **(v)** verb, make or become greater in size , number , degree,etc;e.g The population has increased by 20 million since the independence **Object**/ˈəbˈdʒ *ekt/***(v)** *,say that one is not in favour of sth;he opposed to ;make a protest against ;e.g I object to all this noise* **Present** /pri'znt/**(v)** *,give offer ;e.g He presented the village with a bus.* **Increase** / ' I ŋ' k r i: s / **(n)** ,amount *by which sth increases; e.g Increase in population made family planning necessary.* ***Step three: The teacher should lead the learners to distinguish the meaning of each symbols*** ***Step four: The pupils are asked to read, then use their pencils and correct on their books.*** ***Step five: The teacher invites the pupils to read again what it has been seen, then copy on their class copy books***	***The pupils interact with each other and the teacher about what type of activities they used to see in the 'Words and Sounds' section*** ***Identify the different part or types that a word can take (n-v-adj….)*** ***Recognize the use of a dictionary*** ***Match each symbol with its definition without referring to the dictionary.***

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Words and Sounds 2

ime	Steps of the Lesson	Learners' Tasks
	Step one: The teacher invites the learners to open their books on page 126 and look at entries, they are asked to listen to the reading the entries and try to mark the stress. **Step two**: The teacher reads the words in order to enable the learners notice where the stress is **Step three**: The teacher reports on the board the words with their phonetic transcription and with different colour he marks the intonation. **Step four**: The teacher asks the learners what they notice. ▶ What is noticed is that the stress has not the same place(nouns – verbs) **Step five** : The learners listen to the teacher explaining the instructions of 'Activity 3p126' ➔Activity3p126: Read aloud and mark the intonation. • Yes? (1) The intonation goes up. ➔ This query. • Yes, definitely.(2) The intonation goes down.(Agreement with a statement) • Well…yes . The intonation goes up .There is a hesitation. **Step six**: The pupils are invited to give their answers, then read and perform the drill by pairs. **Step seven**: The teacher explains the instructions of 'activity5p126'then invites the learners to perform. • Okay? (Rising intonation for a query): equivalent of "Are you ready?"Answer:Yes,(I am) • Ready? (Rising for a query): equivalent (Are you ready?) • Sorry (falling intonation) possible answer: Don't worry. • Yes? (Rising intonation): many possible answers depending on the situation. • Tea? (rising intonation for a query)= (Do you want /would you like some tea?) • Yes please, with sugar:(falling intonation) **Step eight**: The learners are invited to take their pencils, listen to the teacher reading and correct together with justification.	☑ Interact about dictionaries ,their uses and the way the words are listed an dhow they are written with their phonetic transcriptions ☑ Spot the right intonation and its meaning ☑ Discriminate between a rising and a falling intonation ☑ Recognize the functions of a rising and a falling intonation ☑ Produce the equivalent of a given word(hidden meaning)

Take a breath

Time	Steps of the Lesson	Learners' Tasks
	Step one: The teacher invites the learners to open their books on page 127 and try to interpret the cartoon. **Step two**: They are asked to write a short composition about what they can see, the teacher has to explain the meaning of the words "single" ➔ one way ticket / "return" ➔ going and coming back . **Step three**: The pupils work on their rough, the teacher listen to the learners' interpretations of the situation, and then he reports their works on the board. **Step four**: The teacher explains the instructions and the new words of 'Activity2p127' then with his learners they try to do it. ➔Activity 2p127: Match the phrases in column A with their meanings in column B. **Step five**: The teacher invites the to use their pencils and correct on their books then they are asked to read the activity 'pair work'	☑ Interpret pictures ☑ Produce short composition while interpreting the picture ☑ Recognize the word 'idiom ' and its meaning ☑ Interpret a chart ☑ Produce meaningful statements ☑ Match words with their meanings

1	2	3	4
D	C	A	B

Research and Report

ime	Steps of the Lesson	Learners' Tasks
	Step one: The pupils are asked to look at the map on page 128,and try to identify the country , its location and all what they've as information about it. ➔Activity1p128: Make a research work about 'Australia' and write a fact file about it. **Step two**: The teacher helps the pupils to find their answers, use their pencils and correct on their books, finally they are asked to read the corrected work. **Step three**: As a homework activity the learners are requested to write a short composition about "Australia".	☑ Interact about a country ☑ Talk and express themselves about the given country ☑ Interpret the fact file ☑ Use the gathered information and produce a coherent composition ☑ Samir Bounab's preparation sheet CEM Houari Boumediene Boucharhil,Médéa.

Australia

☑ Location : South of Indonesia, between the Pacific and the Indian Oceans.
☑ Area : 7.682.300sq/km = 2.966.136 sq /miles
☑ Population : 20 264 082 habitants in 2006
☑ Capital city : Canberra
☑ Main towns: Adelaide, Alice Spring, Brisbane, Darwin,Melbourne,Perth,Sydney….
☑ Most famous rock: Ayers Rock
☑ Most famous animal: Kangaroo / Wallaby
☑ Most famous opera house: Sydney Opera House
☑ Most rugby team: The Wallabies

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Research and Report 2

Time	Steps of the Lesson	Learners' Tasks
	Step one: The teacher interacts with his learners about the objects listed in 'Activity2p129', then explains the instructions and invites them to work together. *→Activity2p129: In which of the following countries ,Algeria ,the USA and Australia can you find :* **a.** *The most powerful observatory → It's Mount Palomar Observatory in USA.* **b.** *The largest desert? → The largest desert is in Algeria.* **c.** *The tallest tree? → The tallest tree is in California, USA.* **d.** *The biggest rock in the world? → The biggest rock is in Australia.* *Step two: The pupils work on their rough ,then give their answers, they're asked to use their pencils and correct on their books.* *Step three:The teacher keeps the same pattern and explains the instructions of 'activity3p129'and asks the pupils answer it on their rough.* *→Activity 3p129: Which of the following animals from Australia is the least known in Algeria : The Kangaroo,the camel ,the hare , the wallaby ?* ▪ *The Wallaby is the animal which is the least known in Algeria.* *Step four: The teacher invites the learners to give their answers ,with justification' then use their pencils and correct on their books.*	☑ *Interact about famous places and objects in different places in the world* ☑ *Interpret the series of questions and give the appropriate answer to each specific question.* ☑ *Identify the superlative its form and its use* ☑ *Discriminate between the "most" and the "least"* ☑ *Produce sentences using the "most" /the least"*

Listening and Speaking

Time	Steps of the Lesson	Learners' Tasks
	Step one: The pupils are invited to look at the photo on page 130, they asked to talk about the photo, whose it is and all what they know about it. *Step two: The learners listen to the explanation of the instructions of the 'activity' and the new words such as : " bold type – hesitate "* *→Activity 1p130: Consider the speech bubbles and say why Ronald uses the words written in bold type .Choose the letter of the correct answer .Justify .* ▪ *He uses the words in bold type because he does not know what to say next, so he **hesitates**.* ▪ *To express hesitation we use →* **But ….Uh…** **Well ….yes.** **But ….the thing is…** *Step three: The pupils are asked to go to page 174 and pay attention at 'script 2', they are invited to perform it while the teacher explains the new words such as :[seek –advice – enquire – cost – journey – charter – unfortunately – afford – enough – hesitate – all the way – short of time – probably – besides – stand – thus – rent – hitchhike – backpack]* *→Activity 2p130: Listen and check your answer to the previous 'activity'* ▪ *Ronald is showing a necessary hesitation.* *Step four : The teacher invites the pupils to read and exploit the script on page 174,then try to do 'activity 3p130'.* *→Activity 3p130: Listen to the dialogue again then say 'true ' or 'false'? Correct the false ones.* ▪ *False .A return flight to Tamnrasset costs 20.000Dinars.* ▪ *False .We don't have charter flights unfortunately.* ▪ *True.* ▪ *False . He won't rent a car because he doesn't know how to drive.* ▪ *True .* *Step five: The teacher invites the pupils to give back their answers with justification, then they are asked to take their pencils and correct on their books.* *Step six : The pupils are asked to perform the dialogue on page 174,the teacher should focus on 'if' clauses and the pupils may express themselves in a different way .*	☑ *Interact about persons they've already seen* ☑ *Interpret sounds and detect their meanings* ☑ *Listen and interpret dialogue in order to spot a specific information* ☑ *Check their answers to a previous prediction* ☑ *Answer 'true ' false' activities by justifying their answers to the wrong ones.* ☑ *Describe places, means of transport ,currency ….* ☑ *Read and substitute words and expressions* ☑ *Focus on the aim of the file 'speculating ' by using ' if ' clauses type '2'.* ☑ *Produce 'oral' or 'written' statements using conditional type 2* ☑ *Recognize the new functions and discriminate them form the other ones*

Coping

Step one: The learners are asked to sum up what they've learnt in this lesson by paying attention at 'coping' section .
Step two: Some of the pupils are invited to read the section while the teacher explains each part of it .
▪ *They should bear in mind to avoid silence they may use: such words: 'Let me think, just a moment, you see…/ You know, what d'you call it ? It's a sort of …*

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Your turn to speak

Time	Steps of the Lesson	Learners' Tasks
	Step one: The teacher invites his learners to interact about they've already seen, then explains the new situation and asks them to work. →**Activity 1p131**: Imagine you are a taxi-driver, and a tourist passenger asks you to advise him and recommend things to do in your town. What would you say? ▪ **Passenger**: Can you recommend me places to visit in your town? ▪ **Taxi-driver**: I'd really recommend the Safir Hotel . The service there is good. ▪ **Passenger**: What about Djurdjura Hotel? ▪ **Taxi-driver** : **Um**…. The service there is also good, **but** the prices are quite high. So I wouldn't recommend that hotel. ▪ **Passenger**: Ok, then, I'll stay in the Safir Hotel. **Step two**: The teacher supervises the learners' works then invites them to read their works by pairs, while he reports the best one on the board. **Step three**: The pupils are asked to do the same thing for 'activity2p132',they are invited to work in pairs. →Activity2p132:Give your friend advice starting using the expressions in the both columns. ▪ **Your friend**: Oh, my God. I've missed the plane . ▪ **You** : **Well** ….Let me think .**If I were you** I would take the next one. ▪ **Your friend** : Oh,my mother has fallen ill. ▪ **You** : **Em** ….. **If I were you in your position** I would phone her and see how she is first, before thinking of leaving **Step four**: The pupils work on their rough ,then they are asked to give their work 'orally' **Step five**: The teacher, listens, corrects and reports the best of the learners' work on the board.	☑ Talk and express themselves about what have already seen ☑ Interpret the situation which how to give advice and recommend ☑ Use the given expressions and words to produce exchanges ☑ Use what its has been seen as grammar notes and the expressions to express hesitations to form correct dialogues and real situations even the pupils are leaving unreal situations.

Write it up

Time	Steps of the Lesson	Learners' Tasks
	Step one: The pupils are invited to perform what they've learnt during the file , they are requested to build up a composition in which they advise, hesitate and talk about unreal situations. → Activity p 132: Answer your friend''s email, using the one the problems listed in the previous activity; Suggest a course of action to him /her. Dear Rashid, Sorry to hear about the trouble you're having in Britain at present .Don't panic .It often happens that tourists lose their passports. If I were you, I would inform both the local and the Algerian Consulate in London .You could phone to Rabah at 122525 .He could give you a lift there .I know you are probably running short of money .The best thing to do would be to move to a youth hostel .You won't pay as much in a youth hostel as you do in a hotel .Above all, keep your self -control .After all holidays are nothing if there is no adventure in them. I 'm sure you will keep fond memories of these holidays when you come back to Algeria. Best Wishes, **Step two**: The pupils work by themselves 'individual' ' work, then the teacher invites some of them to read their compositions. He reports the best work on the board, and then asks the pupils to read and write down.	☑ Interact about the ways to express unreal situations ☑ Talk about how to show necessary hesitations ☑ Identify the structures used in the above functions ☑ Use what they have seen as functions and structures to produce written messages 'email-letter' to express themselves ☑ Improvise and make coherent paragraphs expressing unreal situations and necessary hesitations.

Reading and Writing

Time	Steps of the Lesson	Learners' Tasks
	Step one: *The* learners are invited to interact about the cartoon on page 133,the teacher may help them by asking the following questions. 1. What does the picture represent? 2. What do the writings show? 3. What's going on with this man? Step two : The teacher listens to the learners' interpretation then explains the instructions of 'activity1p133'. →Activity1p133: Look at the illustration then guess from which newspaper page it is taken. ▪It's taken from a problem page of a newspaper. Step three: The teacher invites the learners to give their answers, and then they are asked to give other examples of newspapers that show such problems. Step four: The pupils are invited to pay attention at the letter on page 133, the teacher may interact with his learners about the lay out of the letter, then explains the new words and expressions contained in it ,and then invites the learners to listen and check their answers to the previous activity.{ wise – opportunity – whether – abroad } Step five : The pupils are asked to read the letter respecting stress and intonation. Step six: The teacher invites the pupils to pay attention at the second paragraph of the previous letter , he reads it, explains the new words and expressions later they are asked to work in pairs. Step seven : The pupils read the paragraph, then check their answer to 'activity2p133' Step eight: The pupils listen to the teacher explaining the instructions of 'activity4p134', then	☑ *.interact about daily life problems* ☑ *Interpret a cartoon* ☑ *Produce the appropriate statements to the given cartoon* ☑ *Read and check what they've already improvised* ☑ *Identify grammar words such linkers* ☑ *Recognize the use of each of the linkers* ☑ *Recognize the function expressed by each of the given*

work on their rough.

↳Activity4p134:Put each of the following words in its right box.

Words similar to **"and"**	Words similar to **"so"**
In addition – besides – moreover – furthermore	As a result – therefore

Step nine: The teacher asks the learners to give their answers, he explains the link ideas and the joining sentences through concrete examples.

Step ten: The pupils are invited to use what they've just learnt and do 'activity5p134'

↳Activity 5p134: Read the letter again and fill in the blanks with the appropriate link words.

*To begin with , let me give you the facts .My name is Nacera.I am twenty-six, unmarried and hold a degree in Chemistry .I have been working with a pharmaceutical firm for the past three years .(***in addition – besides***) , I have been doing some research in the field of pain-killers at the laboratory of the company , I do not have a very high salary , but I 'm not a spender .(***Moreover/furthermore***) , I still live with my widowed mother in her own flat, which lessens expenses. She suffers form chronic disease .(***Therefore/as a result***) I have to stay at home with her whenever I 'm not at work .I don't have any brother or sister .(***In addition, moreover ,furthermore ,besides***) ,she doesn't want to have anyone else in the flat .But I have just received a letter of acceptance from SanDiego University an d won a research scholarship granted by UNESCO.*

Step eleven: The pupils are invited to give their answers with justification, then they are invited to read the whole paragraph.

Step thirteen: The teacher asks the learners to guess what the conclusion would be of Nacera's letter.

↳Activity6p134: Guess what Nacera will say in her letter. Choose the right letter.

- I think Nacera will continue her letter by giving positive and negative prospects.

Step fourteen: The pupils are requested to read the letter on page 135 and check their answer, the teacher may interfere explaining some new words and expressions.

Step fifteen: The learners are asked to read all the written works on the board, then copy down.

linkers.

☑ *Read and produce coherent paragraphs using the appropriate linkers*

☑ *Imagine the end of a story by guessing the appropriate answer*

Reading and Writing2

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ime	Steps of the Lesson	Learners' Tasks

Step one:. *The teacher discusses with the learners what they have seen the last hour specially the grammar words such as the linkers, in order to lead them to the new ones on page 134.He explains the instructions of 'Activity7p134' then asks the pupils to work on their rough.*

→**Activity7p134**: *Put the link words in the box into the right category.*

Words similar to "**but**"	Words similar to "**I conclude**"
However – yet – in contrast – on the contrary	To sum up –in conclusion-on the whole

Step two: *The pupils try to work in pairs, then the teacher corrects together with, he explains the new words through examples.*

Step three: *The learners are asked to use the words just seen in 'activity 7' and try to do 'activity8p135'.*

→*Activity8p135*: *Use the words in exercise7and exercise4to fill in the blanks in the rest of Nacera's letter .*

*Indeed if I went abroad, I would see all my professional dreams come true. I would work in a highly efficient research laboratory under the supervision of a Nobel Prize winner. If I achieved satisfactory results I could get a job at that university (***besides / in addition***) my research my interest some international painkiller drug manufacturer .I could become rich and famous.(***However***) , if I went abroad , my mother would remain all by herself .There would no one to take care of her ,to love her .Her health would deteriorate .Indeed, solitude may break her heart .She might even die, with no one sitting at her bedside.(***In contrast to***)my professional career, my private would be a failure.(***To sum up***),I would feel guilty for the rest of my life.*
*(***On the whole***),I would lose as much as I would gain by going abroad .But if I stayed here wouldn't be faced with stagnation and frustration?(***In conclusion***) I am standing at a crossroads in my life and I don't know which way to go .What would you do if you were me?*

Best regards ,
Nacera

Step four: *The teacher helps the learners to do the activity by asking some of them to read the parts of the letter, then correct together.*

Step five: *The teacher invites the pupils to read the corrected letter, and then asks them to give their opinion since the end of the letter requested that.*

Step six: *The pupils are asked to pay attention at 'coping ' section which is based on how to organize their writings and ideas while writing.*

Step seven : *Some of the pupils are invited to read the coping section while the teacher explains each part of it.*

- *Interact about grammar linkers and their functions*
- *Look and interpret tables and charts*
- *Compare the new linkers to the ones they have seen*
- *Read and exploit written text*
- *Read and complete the missing information in a text to make it coherent*
- *Discriminate between the use of the linkers (similarities – result- opposition and concluding)*
- *Bear in mind how to organize a writing .*

Write it out

Write it out

Time	*Steps of the Lesson*	*Learners' Tasks*

Step one: *The teacher asks the pupils to pay attention at 'Activity1p135' ,he explains the instructions ,then invites them to read the whole letter of Nacera and try to answer the activity.*

→ **Activity 1p135**: *Match these heading to the five paragraphs of Nacera's agony letter'*

- *Paragraph 1 : "b" Introduction*
- *Paragraph 2: "d" The reality of the situation*
- *Paragraph 3:" e " Positive prospects*
- *Paragraph 4 : " e " Negative prospects*
- *Paragraph 5 : " c " Conclusion*

Step two: *The teacher invites the learners to read the five parts of the letter , correct together ,then asks them to use their pencils and correct on their books.*

Step three: The pupils are asked to write a short letter to seek for advice, they may use Nacera's letter as a model.

→**Activity 2p135**: *Write a short letter to seek advice from the 'agony aunt' .Include as many link words as possible.*

- **Possible answer:**

Dear Dr,
I 'm writing to seek your kind advice .I'm a four-year Middle School student .I took my Brevet last June and had a pass with merit .The problem is that I 'm facing a dilemma as to the choice of the stream in which I 'll register in the lycée .My parents want me to register in the scientific stream whereas my choice goes for the literary stream.
Indeed ,if I decided to register in the stream of my choice ,I would realize the dream of my life which consists of becoming a translator .I would work very hard to get a literary stream Baccalaureate ,which would be really disappointed .They want me to become a doctor…
In conclusion ,I 'm at a crossroads in my educational career .I don't know whether I must listen to my parents or decide about what do with my school life on my own .What should I do?
Yours sincerely ,
Karim

- *Interact about the lay out of a normal letter*
- *Interpret the way the body of the letter is divided*
- *Give a heading to each part of the body of the letter*
- *Recognize what they have seen in 'coping' section about how to organize a writing*
- *Produce a composition (letter)applying all what they've seen in the following file 'grammar and functions'*

- **Samir Bounab's file plan 'Bouchrahil ,Médéa. <March2007-03-28>**

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Level : 4AM

File: Six

Language Learning

Listen and Consider

Page: 143

** Reporting. * Narrating events.*

Aims :

Timing	Teacher's Activities	Expected Performances by pupils
	T. asks PP to look at P: 142. (food for thought).	Take books
	T: What do you see in picture one?	Try to answer
	T. makes St talk about the two pictures.	Practise orally
10 m	*(Fact and fiction)*	
	Before you listen:	St1: What did Bill do on the beach yesterday?
	1- T. deals with it orally. (Ask qq using the simple past tense (did)).	St2: He built a sandcastle.
	2- T. asks PP to ask/answer qq using the past continuous tense.	St1: What was Bill doing...?
17 m		St2: He was building ...
	As you listen:	
	1- T. explains the task and deals with it orally.	**Practise**
	2- T. reads script 1 P: 175 and asks St to answer qq. (T. deals with it orally).	
25 m		
	After listening:	//
30m	*T. deals with "Gram Window" orally.*	
	Practise:	**Do the activity**
	T. explains the task (Complete with the right tense) and make St do the activity on their CB.	
42 m	*T. deals with the correction on BB.*	
	Write it up:	**Write a paragraph**
	T. explains the task and makes St write a paragraph noting down, hour by hour, all the unhappy events that interrupted daily activities.	
	T. walks around, guides, checks and helps.	//
	T. asks St to read their productions.	
	T. may select a well prepared paragraph and writes it on BB.	//
55 m		

Level : 4AM

File: Six

Language Learning

Read and Consider (2h)

Page: 146

**Narrating. *Reporting.*
**Writing a newspaper report about an accident.*

Aims :

Timing	Teacher's Activities	Expected Performances by pupils
15 m	*T. deals with a revision about the previous lesson. (What was Bill doing...?)*	Practise orally
25 m	***Before you read:*** *1- T. explain the task and deals with it orally.*	St1: The bikers were riding on the right side of the road. St2: The motorcyclists were looking at the plane.
35 m	*2- T. asks St to re-write the headings using the right tense.* ***As you read:***	
40 m	***1-*** *T. asks PP to read the text and to check their answers.*	Read and check
45 m	***2-*** *T. asks PP to read the text and to answer the questions. (T. may write them on BB).*	Do the activity
55 m	***After reading:*** *T. deals with the Gram Window orally.* **(T. refers the St to Gram reference N:12 P:187)**	Practise orally
20 m	***Practise:*** *1- T. explains the task and asks St to put the verbs in the right tense. T. deals with the correction orally.*	Do the activity
28 m	*2- T. explains the task and asks PP to practise in pairs.*	Practise in pairs
35 m	***Write it out:*** *T. explain the task (Write a report about the same accident. T. walks around, guides and helps then asks t to read their reports.*	Write a report
55 m	*T. may select a well prepared report and writes it on BB.*	Write

Level : 4AM

File: Six

Language Learning

Words and Sounds

Page: 149

Aims :

* pronunciation (and stress) of words ending with "tion".
*Deriving nouns from verbs. *Discriminating between vowel sounds:/&/ and /e/.

Timing	Teacher's Activities	Expected Performances by pupils
	T. asks St to read last time's report.	Read
15 m	**Words and sounds:**	
	1- T. explains the task and asks St to fill in the blanks. T. deals with the correction.	Do the activity a-spoke/talked b-Tell me c-I said. d- doesn't tell e-I told her. f-speaking g-said
25 m	2- T. explains the task and asks St to derive nouns from verbs.	Do the activity preparation-explanation-comprehension-pronunciation-direction-invention-admiration
30 m	3- T. asks St to listen to him/her and check. (We notice that the stress is on the syllable that comes before "tion" inVENtion-diRECtion)	Listen and Check
40 m	4- T. explains the task and asks St to arrange the words according to the pronunciation of the letters in bold type.	Arrange the words /&/ bat-rat-sad-cat-bad-fat-mat. /e/ said-met-bet-head-bed. /V/ but-come-cut-bud.
47 m		
55 m	5- T. asks St to listen to him/her and check.	Listen and Check

Level : 4AM

File: Six

Skill Building

Listening and Speaking(2h)

Page: 153

**Expressing interest and surprise. *Comforting and re-assuring.*

ns :

Timing	Teacher's Activities	Expected Performances by pupils
	T. asks St to take their books at P: 130	Take books
	Listen and check:	
	1- T. introduces the topic and asks St to circle the letter of the bet answer.	Do the Activity
15 m	T. asks St to listen and check answers.	
22 m	2- T. reads the conversation **(script 2 P: 175)**	Listen and check
	3- T. explains the task, reads the dialogue again and makes St mark the intonation at the end...	Mark the intonation
35 m	T. asks St to read.	Read
	4- T. makes t practise orally.	Listen
50 m	T. deals with "coping" orally.	
	Your Turn to Speak:	
	1- T. explains the task and makes St complete the dialogue on their rough CB.	Do the Activity
15 m	T. guides and helps then asks St to report.	
	2- T. explains the task, and makes St replace the underlined parts with dialogues.	//
25 m	T. asks St to report their dialogues.	Report
	Write it up:	
	T. explains the task and asks St to set the two letters in order filling the blanks with verbs using the right tense.	Do the activity
30 m	T. guides and helps then asks St to report.	Report
55 m	T. deals with the correction n BB.	Correct

File: Six

Level : 4AM

Skill Building

Reading and Writing (2h)

Page: 156

*Drawing lessons for life (morals) from tales.
*Writing a sequel to a fairy tale.

ns :

Timing	Teacher's Activities	Expected Performances by pupils
15 m	T. deals with a short revision abut the previous lesson. **Read and check:**	Practise orally
20 m	1- T. explains the task, makes St look at the picture and to find info about the author,...	//
25 m	2- T. asks St to read the text and check.	Read and check
38 m	3- T. explains the task and asks St to reorder the sentences. (1- 2- 3- 4- 5- 6- 7- 8-)	Do the activity
55 m	4-5-6 T. explains the task and makes St do the activities n their rough copy books. **Write it out:**	//
10 m	1- T. explains the task and asks St to develop the clues...	Listen
20 m	T. walks around, guides and helps.	Do the activity
27 m	T. asks St to read their productions.	Read
40 m	2- T. explains the task and makes St transform the scenario into a narrative using the simple past...	Do the activity
55 m	T. walks around, guides and helps. T. asks St to read their productions. T. may elect a well prepared paragraph, writes it on BB and asks St to take it down.	// Read Write

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