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

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
</table>
| 10 m   | **Food for thought:** T. asks St to take books P: 17 and asks St to look at the two pictures. 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? 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 does this chain of restaurants belong? Is it Britain, Japan or the USA?... Couscous, Hamburger,... T. makes PP identify the dishes and the countries at P: 18 (1-2). T. asks PP to listen to him/her and to answer the qqs (T. reads the qqs before reading the script). T. T. makes PP answer the qqs. T. deals with Act 1-2-3 orally. T. deals with “Grammar Window” T. asks Pp to read the Gram Reference 1 P: 176 (There’s a missprint line: 16-17 (rissn tone-falling tone) **Home Work : Practie P : 20** | Take books  
Try to answer the questions  
//  
Practise orally  
//  
Answer qqs  
Practise  
Read  
Take down |
### Teacher's Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher's Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td>T. deals with the correction of the homework.</td>
</tr>
<tr>
<td></td>
<td><strong>Before you read:</strong></td>
</tr>
<tr>
<td></td>
<td>1- T. explains the task and makes St practise orally.</td>
</tr>
<tr>
<td></td>
<td>2- T. explains the task and asks St to reorder the sentences.</td>
</tr>
<tr>
<td>25 m</td>
<td><strong>As you read:</strong> T. asks St to read and check.</td>
</tr>
<tr>
<td>35 m</td>
<td><strong>After Reading:</strong> T. deals with &quot;Gram Window&quot; orally.</td>
</tr>
<tr>
<td>45 m</td>
<td>(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)</td>
</tr>
<tr>
<td>55 m</td>
<td>(Grammar reference P: 177)</td>
</tr>
<tr>
<td>60 m</td>
<td><strong>Practice:</strong></td>
</tr>
<tr>
<td>70 m</td>
<td>1- T. explains the task and makes St do the activity on their rough CB.</td>
</tr>
<tr>
<td>75 m</td>
<td>T. guides and helps then asks PP to read.</td>
</tr>
<tr>
<td>80 m</td>
<td>2- T. explains the task and makes St practise orally.</td>
</tr>
<tr>
<td>85 m</td>
<td><strong>Write it out:</strong> T. explains the task and makes St write a recipe for success.</td>
</tr>
<tr>
<td></td>
<td><strong>A possible answer:</strong></td>
</tr>
<tr>
<td></td>
<td>. . . 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.</td>
</tr>
<tr>
<td></td>
<td>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 of sugar. Add to 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...</td>
</tr>
</tbody>
</table>

### Expected Performances by pupils

<table>
<thead>
<tr>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>St1: We have flour, eggs...I suppose we can make Tamina, can’t we?</td>
</tr>
<tr>
<td>St2: I'm sorry, we can’t. We haven’t got any honey.</td>
</tr>
</tbody>
</table>

**Reorder the sentences** (1b/2a/3d/4c/5e/6f/7h/8g)

**Read and check**

**Practise orally**

**Rewrite the text...**

Picture 1: The man has broken the rule which says: “Put the food into your mouth with the fork not with the knife”

Picture 2: No rule is broken. The man has followed the et of rules.

Picture 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”.

Picture 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)
**Aims:**

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

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td>T. presents: “Suffix” and explains. 1- T. explains the task and asks St to add the suffix “ed” to the verbs and then to complete the phonetic transcription. 2- T. explains the task and makes St practise orally.</td>
<td>Listen</td>
</tr>
<tr>
<td>22 m</td>
<td>3- T. deals with a short talk about “Silent letters” and asks St to do the activity (Cross the silent letters). T. asks St to read the words aloud. (T. uses the boar).</td>
<td>Do the activity</td>
</tr>
<tr>
<td>32 m</td>
<td>T. deals with activity: 4-5 and 6.</td>
<td>Read</td>
</tr>
<tr>
<td>47 m</td>
<td>7- T. explains the task and asks St to complete the phonetic transcription.</td>
<td>Do the activities</td>
</tr>
<tr>
<td>55 m</td>
<td>T. deals with the correction on BB. T. asks St to read the words aloud.</td>
<td>Complete the phonetic transcription (/letɪs/</td>
</tr>
</tbody>
</table>
### Aims:

- Requesting politely.
- Ordering a meal.
- Using synonyms.

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

### File: One

**Skill Building**

Reading and Writing (2 hours)
# Aims:

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

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher's Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td><strong>Read and check:</strong></td>
<td>Take books and look at the picture</td>
</tr>
<tr>
<td></td>
<td>1- T. asks St to take books at P: 32 and to look at the picture.</td>
<td>St1: It comes from A restaurant advertising leaflet.</td>
</tr>
<tr>
<td></td>
<td>2- T. asks St to read the text and to check their answer.</td>
<td>Read and check</td>
</tr>
<tr>
<td>25 m</td>
<td>3- T. asks St to read the advertisement and to locate Jack's Fish and Chips Corner.</td>
<td>Read and locate...</td>
</tr>
<tr>
<td></td>
<td>4- T. makes St read the text and answer the questions.</td>
<td>(Draw the route)</td>
</tr>
<tr>
<td>42 m</td>
<td><strong>Listen / practice</strong></td>
<td>Read an answer the qq</td>
</tr>
<tr>
<td>49 m</td>
<td>5- T. deals with a short talk about fact and opinion.</td>
<td>Do the activity</td>
</tr>
<tr>
<td>55 m</td>
<td><strong>Write it out:</strong></td>
<td>Reorder the sentences (1-a / 2-b / 3-e / 4-c / 5-d / 6-f / 7-g )</td>
</tr>
<tr>
<td></td>
<td>1- T. explains the task and makes St reorder the sentences.</td>
<td>Write the letter</td>
</tr>
<tr>
<td></td>
<td>2- T. makes St to read the whole paragraph.</td>
<td>Possible beginning:</td>
</tr>
<tr>
<td>25 m</td>
<td>3- T. asks St to fill in the invitation card and then to write a letter of invitation.</td>
<td>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...</td>
</tr>
<tr>
<td>40 m</td>
<td>4- T. asks St to read their letters.</td>
<td>Do the activity</td>
</tr>
<tr>
<td>55 m</td>
<td>5- T. may select a well prepared one, writes it on BB n asks St to take it down.</td>
<td>Read / Write</td>
</tr>
</tbody>
</table>

Do the activity
Read an check:
1- T. asks St to take books at P: 32 and to look at the picture.
   T: Where does the sentence on the right come from?
   *The sentence has been left out during publication:
   (There is no food more delicious than that one you’re served at Jack’s Fish and Chips Corner).
2- T. asks St to read the text and to check their answer.
3- T. asks St to read the advertisement and to locate Jack’s Fish and Chips Corner.
4- T. makes St read the text and answer the questions.
   T. deals with the correction orally.
5- T. deals with a short talk about fact and opinion.
   (E.g. *This board is white (fact).
   *This board is beautiful (opinion).
   T. make St do the activity.
6- T. explains the task and asks St to do the activity (which opinion in the ad is confirmed).

Write it out:
1- T. explains the task and makes St reorder the sentences.
   T. asks St to read the whole paragraph.
2- T. asks St to fill in the invitation card and then to write a letter of invitation...
   T. asks St to read their letters.
   T. may select a well prepared one, writes it on BB n asks St to take it down.

Take books and look at the picture
St1: It comes from A restaurant advertising leaflet.

Read and check
Read and locate...
(Draw the route)
Read an answer the qq

Listen / practice

Do the activity

Reorder the sentences
(1-a / 2-b / 3-e / 4-c / 5-d / 6-f / 7-g )

Write the letter

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...

Do the activity
Read / Write

File: Four
Language Learning
Listen and Consider

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### Teacher’s Activities

<table>
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<th>Timing</th>
<th><strong>Teacher’s Activities</strong></th>
<th><strong>Expected Performances by pupils</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td>T. tries to elicit the students’ responses to the two pictures by asking these questions:</td>
<td>Practise orally</td>
</tr>
<tr>
<td></td>
<td>*Which part of Algiers is represented in the picture at the top?</td>
<td>// //</td>
</tr>
<tr>
<td></td>
<td>*At what period of Algerian history was it taken?</td>
<td>// //</td>
</tr>
<tr>
<td></td>
<td>*Who are people in the picture? How did they travel (on horse cabs).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. asks students to look at the 2nd picture and to compare it with the 1st one.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*At what period of Algerian history was it taken?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*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…)</td>
<td></td>
</tr>
<tr>
<td>30 m</td>
<td>Before you listen:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. explains the task and makes students ask and answer questions about the stars.</td>
<td>P1: What did Brad Pitt do for a living before he became an actor?</td>
</tr>
<tr>
<td>42 m</td>
<td>As you listen:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. explains the task and then reads script 1.</td>
<td>Listen/Answer (Goldberg was a teacher)</td>
</tr>
<tr>
<td></td>
<td>(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”).</td>
<td></td>
</tr>
<tr>
<td>55 m</td>
<td>42 m</td>
<td>“d” is pronounced “t”</td>
</tr>
<tr>
<td></td>
<td>T. deals with GRAMMAR WINDOW orally.</td>
<td>Practise orally</td>
</tr>
</tbody>
</table>
# Aims:

* Expressing surprise.
* Interviewing a friend.
* Talking about past experiences (used to).

<table>
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</thead>
<tbody>
<tr>
<td>10 m</td>
<td>T. deals with a short revision about the previous lesson (What the actors used to do before becoming stars).</td>
<td>Practise orally</td>
</tr>
<tr>
<td>20 m</td>
<td>1- T. explains the task (Express surprise) and deals with an example. T. makes PP practise orally.</td>
<td>P1: Have you heard, Karim plays in major films.</td>
</tr>
<tr>
<td>30 m</td>
<td>2- T. explains the task (interview each other) and makes PP practise orally. T. asks PP to report.</td>
<td>P2: Really? He used to be so shy.</td>
</tr>
<tr>
<td>35 m</td>
<td>Write it up: T. explains the task (Think about the time when you were younger ...). T. asks PP to complete the reminiscences.</td>
<td>interview each other</td>
</tr>
<tr>
<td>55 m</td>
<td>T. guides and helps and then asks PP to report.</td>
<td>Report their dialogues</td>
</tr>
</tbody>
</table>

### File: Four

#### Language Learning

* Asking for and giving information.
* Ask and answer questions about life in the past. (In the Sahara).

#### Level: 4AM

Read and Consider
### Timing

<table>
<thead>
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<th></th>
<th>Teacher’s Activities</th>
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</tr>
</thead>
</table>
| **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 about what life used to be like in the past.  
|   | 2- T. explains the task and asks PP to guess which of the statements might be true. (statement: b-c ) **As you read:**
|   | 1- T. asks PP to read the text and to guess their answers.  
|   | 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.  
|   | *The cave people use to play music (the flute)*  
|   | *The cave people use to light fire at the entry of the caves to frighten animals away. **After reading:**
|   | T. deals with “Grammar Window”. (T. explains the tasks and asks PP to the activities on their rough copy books then to report).  
|   | T. may select some sentences, writes them on BB and asks PP to take them down. |
| **20 m** |  
| **25 m** |  
| **32 m** |  
| **38 m** |  
| **50 m** |  
| **55 m** |  

**P1:** Where did people in 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.  

Practise orally

Try to answer

Do the activities

Report

Write
### Aims:

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

<table>
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</thead>
</table>
| 10 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 in 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.  
       | 45 m   | T. walks around, guides and helps.  
       | 55 m   | 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...
## Aims:

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

<table>
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<tr>
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</thead>
</table>
| 10 m   | T. deals with a short revision about vowels and consonants.  
T. introduces the **diphthongs**.  
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.  
2- T. asks PP to look at the drawing and to find out which words contain the diphthongs.  
3- T. explains the task and asks PP to arrange the words according to the pronunciation of the letters in bold types.  
4- T. reads the words aloud and asks PP to check their answers.  
| Practise orally  
| Look up the word in a dictionary  
| P1: /e@/ --- hair  
P2: /ar/ --- eye  
P3: /I@/ --- ear  
P4: /@U/ --- nose  
P5: /aU/ --- mouth  
| Arrange the words  
| Check and correct  
| Read |

---

**Words and Sounds**

**Language Learning**

**Page: 99**

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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.)
### Aims:
- Asking for and giving information.
- Expanding notes.
- Combining sentences.

### Skill Building
- Listening and Speaking
- Page: 104-106

### Teacher’s Activities

<table>
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<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td>1- T. introduces the topic and deals with act 1 orally.</td>
<td>Practise orally</td>
</tr>
<tr>
<td></td>
<td>2- T. asks St to listen and check their answers. T. reads script 2 P:171</td>
<td>(1-b- Could you repeat that, please?)</td>
</tr>
<tr>
<td></td>
<td>3- T. explains the task (Listen and say why…)</td>
<td>(2-c- Say sorry and correct the mist)</td>
</tr>
<tr>
<td></td>
<td>T. reads the script again.</td>
<td>(3-a- Pardon?)</td>
</tr>
<tr>
<td></td>
<td>T. asks for the answers.</td>
<td>Listen and check</td>
</tr>
<tr>
<td></td>
<td>T. deals with coping orally.</td>
<td>Listen to find the answers</td>
</tr>
<tr>
<td></td>
<td><strong>Your turn t speak:</strong></td>
<td>Answer</td>
</tr>
<tr>
<td></td>
<td>T. explains the task ( conduct a class on the American Indians using the map)</td>
<td>A- a- James has not waited for his turn to speak.</td>
</tr>
<tr>
<td></td>
<td>T. make students practise orally in groups.</td>
<td>B- e- He wants to change the topic of the conversation.</td>
</tr>
<tr>
<td>22 m</td>
<td><strong>Write it up:</strong></td>
<td>Practise in groups</td>
</tr>
<tr>
<td></td>
<td>1- T. explains the task (Listen and complete)</td>
<td>Listen and complete</td>
</tr>
<tr>
<td></td>
<td>T. reads script 3 P: 172.</td>
<td>Write a paragraph</td>
</tr>
<tr>
<td></td>
<td>T. asks PP to report.</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>T. deals with coping orally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- T. explains the task and asks St to practise in pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3- T. asks PP to put the sentences together and to re-write the story...</td>
<td></td>
</tr>
<tr>
<td>38 m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 m</td>
<td>T. guides and helps then asks St to report.</td>
<td></td>
</tr>
</tbody>
</table>
**File: Four**  
**Level: 4AM**

**Language Learning**  
**Reading and Writing**

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

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
</table>
| 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 ... |
| 25 m   | **Read and check:**  
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.  
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.  
(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.  
| Do the Act  
Report  
Read and check  
Read and answer qq  
Report  
// |
| 30 m   |  |  |
| 40 m   |  |  |
| 50 m   | 4- T. does the same with act 4. (a-famous= well known. b- He never preached... c- peace ‡ violence |  |

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<table>
<thead>
<tr>
<th>Strategies</th>
<th>1- (life)</th>
<th>2- (people)</th>
<th>3- (defend)</th>
<th>4- (king-racists)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>d- (lived)</td>
<td>a- (population)</td>
<td>b- (defence)</td>
<td>c- (him/he/them)</td>
</tr>
<tr>
<td>55 m</td>
<td>Courage(ous) ‡ afraid hate ‡ love. T. deals with coping orally. 5- T. explains the task and asks St to match the pairs. T. asks t to report. <strong>Write it out:</strong> 1- T. explains the task (Re-write the sentences to get a short biography...) T. asks PP to do the act on their C.B T. guides and helps then asks St to report. 2- T. explains the task and asks St to write a letter of opinion... T. walks around, guides and helps then asks St to read their productions.</td>
<td>Listen / practise Do the Act Report <strong>Write it out:</strong> Listen Do the Act Report Write a letter of opinion Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 m</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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**

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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 and 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.

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8. 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 years 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...
## Teacher’s Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td>P1: I can swim. P2: I can speak Spanish.</td>
</tr>
<tr>
<td>17 m</td>
<td>P1: Can you swim, Ali? P2: Yes, I can / No, I can’t</td>
</tr>
<tr>
<td>20 m</td>
<td>Listen // // //</td>
</tr>
<tr>
<td>27 m</td>
<td>Underline the form of “can” Answer</td>
</tr>
<tr>
<td>30 m</td>
<td>Listen Answer the question (on their rough copybooks) Give their answers</td>
</tr>
<tr>
<td>43 m</td>
<td>Listen or read</td>
</tr>
<tr>
<td>45 m</td>
<td></td>
</tr>
<tr>
<td>55 m</td>
<td></td>
</tr>
</tbody>
</table>

### Aims:

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

### Timing

- **10 m**: *T. deals with a short talk about what PP can do.*
  - *T. makes PP look at the pictures at P: 43 and then to ask their friends about what they can do.*
  - *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**.
- **17 m**: 1- T. explains the task and asks PP to underline the modal of the form "can" T. deals with the correction.
  - 2- T. explains the task, reads the questions and explains.
  - T. reads the dialogue again and asks PP to answer the questions.
  - T. asks for the answers.
- **20 m**: T. deals with "the Grammar Window"
### Aims:
*Expressing past / present / future ability / disability*

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 10 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 | Practise orally  
P1: Could people drive cars then?  
P2: No, they could not. |
| 17 m   | 3- T. explains the task (Say what they can do).  
T. may help PP with some words (walk on the moon - travelled the world...) | 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. |
| 25 m   | Write it up: Group Work.  
T. explains the task.  
T. makes PP do the activity.  
T. guide and helps.  
T. asks PP to report. | 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**

**Read and Consider**

**File: Two**

**Language Learning**

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

**File: Two Language Learning**

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

**Level: 4AM**

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### Levels: **4AM**

#### Aims:

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

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### Teacher's Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher's Activities</th>
<th>Expected Performances by Pupils</th>
</tr>
</thead>
</table>
| 10 m   | *T. deals with a short revision about the previous lesson (may- can - could)*  
       | 1- T. explains the task and makes PP do the activity.  
       | 2- T. asks PP to report  
       | 2- T. explains the task (Use: may/can)  
       | 3- T. guides and helps then asks PP to report.  
       | 3- T. explains the task and deals with it orally.  
       | 4- T. reads and asks PP to match the pair.  
       | 4- T. deals with the correction orally.  
       | 5- Write it up:  
       | 5- T. explains the task, reads and asks PP to write notes.  
       | 6- T. guides and helps then asks PP to report.  
       | 6- T. may elect some examples and writes them on BB, then asks PP to take them down.  
       | Practise orally  
       | Do the activity  
       | Eg: (Perhaps I will go ...)  
       | (I may go ...)  
       | Do the activity  
       | Report  
       | Practise orally  
       | //  
       | //  
       | Write  
       | Report  
       | Write  

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**File: Two**

**Language Learning**

**Words and Sounds**

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<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
</table>
| 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.  
**2-3** T. deals with 1- 2 orally.  
(Stress remains unchangeable when we add the prefix) | Do the Activity |
| 25 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)  
Research and report (T. ask PP t make researches about topics at P: 52, then to report in class (home work) | Practise  
Do the activity  
Relax  
Listen and Take down |
**Aims:**

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

* Expressing agreements/disagreements using: so/neither + Auxiliary
3- T. asks PP to make similar dialogues.
   T. selects some examples and asks PP to take them down.

File: Two
Level: 4AM

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

Skill Building
Reading and Writing (2 hours)

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.
17 m | 1- T. reads the questions and makes PP answer 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)
37 m | 3- T. asks PP to look at the pictures and to find the sentences.
( Pict1: they will be able to make robot maids…)
40 m | T. practises it orally with PP.
55 m | 4- T. explains the task and asks PP to rank (order) the predictions from the most to the least probable.
15 m | T. deals with coping orally.
Write it up:
  T. explains: will be able—may well—may—might—won’t be able (From the most to the least probable)
25 m | 3- T. explains the task and asks PP to write a newspaper article about the topic.
28 m | T. guides and helps.
45 m | T. asks PP to read their productions.

Take books and look at the pictures
Practise orally
Check answers
Do the activity
Practise
Do the activity on their rough copybooks
Listen / read
Listen
Write the article
File: Three

Teacher’s Activities

   1- T. asks PP to look at pictures P: 67 and to answer the questions.
   2- T. explains the task (Listen and take notes).
   3- T. makes PP ask and answer

Expected Performances by pupils

P1: What is he/she like?
P2: What is he like?
P3: What does he like doing?
P1: Betty is active-funny-... She likes...
P2: Paul is lazy ...He likes...

Listen and take notes
Report
Practise orally

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

1. 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.

Expected Performances by pupils

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.

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.
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’Il 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...

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<tbody>
<tr>
<td>12 m</td>
<td>* T. deals with a short revision about the previous lesson (What will you do when you finish your studies?).</td>
<td>Practise orally</td>
</tr>
<tr>
<td>17 m</td>
<td>* T. explains the task (before you read) and deals with it orally.</td>
<td>// //</td>
</tr>
<tr>
<td>35 m</td>
<td>* T. asks PP to read the text and to do the act: T. deals with GRAM WINDOW orally.</td>
<td>Do act</td>
</tr>
<tr>
<td>50 m</td>
<td><strong>Practise:</strong></td>
<td>* e.g. If he passes his final year exam, Paul will go to Lincoln Senior High School.</td>
</tr>
<tr>
<td>12 m</td>
<td>1- * T. explains the task and asks PP to make sentences using: If..... will.... T. asks for the answers (T. may select some examples, writes them on BB...)</td>
<td>Listen</td>
</tr>
<tr>
<td>22 m</td>
<td>2- * T. explains the task and makes PP practise in pairs.</td>
<td>Do the Activity</td>
</tr>
<tr>
<td>30 m</td>
<td><strong>Write it out:</strong> T. explains the task and asks PP to</td>
<td>e.g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A: What if it rains? B: I’ll take my umbrella and my raincoat.</td>
</tr>
<tr>
<td>File: Three Language Learning</td>
<td>Level: 4AM Words and sounds</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td></td>
<td>Write a paragraph about what they will do if they pass their Middle school Brevet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. guides and helps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. asks Pp to read their paragraphs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Words and sounds</strong></td>
<td></td>
</tr>
</tbody>
</table>
|                            | * Identifying / using consonant clusters. * Falling intonation in W/h qq *
<p>|                            | * Forming words by adding a suffix (er- or- ian - ist) |</p>
<table>
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<tbody>
<tr>
<td>10 m</td>
<td>*T. deals with a short revision about prefixes.</td>
<td>Practise orally</td>
</tr>
<tr>
<td>17 m</td>
<td>*T. presents the suffixes (er -or -ian - ist)</td>
<td>Listen – Repeat</td>
</tr>
<tr>
<td>22 m</td>
<td><strong>1- T. explains the task and asks PP to change the words into nouns by adding a suffix.</strong></td>
<td>(art-ist) (pain-er) (music-ian)</td>
</tr>
<tr>
<td></td>
<td><strong>2- T. explains the task and deals with it orally (matching Activity)</strong></td>
<td>(collect-or) (sculpt-er)</td>
</tr>
<tr>
<td>27 m</td>
<td><strong>3- T. asks PP to close books and to say one of the sentences with the right intonation.</strong></td>
<td>(guitarist) (cartoonist) (writer)</td>
</tr>
<tr>
<td>33 m</td>
<td><strong>4- T. explains the task and asks Pp to cross the word which doesn’t contain the vowel sound.</strong></td>
<td>(director) (physics-physicist)</td>
</tr>
<tr>
<td>40 m</td>
<td>T. asks PP to report.</td>
<td>(librarian) (chemistry-chemist)</td>
</tr>
<tr>
<td>45 m</td>
<td><strong>5- T. presents consonant clusters and deals with the activity orally.</strong></td>
<td>Practise orally</td>
</tr>
<tr>
<td>50 m</td>
<td><strong>6- T. asks PP to read the parag and to underline the consonant clusters.</strong></td>
<td>Do Act</td>
</tr>
<tr>
<td>55 m</td>
<td>T. asks Pp to report.</td>
<td>Report</td>
</tr>
</tbody>
</table>

File: Three

Level: 4AM

Listening and Speaking

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

**T. presents:** Tourist guide (What does he do).

T. asks PP to take books at P: 79.

1. T. introduces the topic and deals with act 1 orally.
2. T. asks PP to listen to him/her and to check their answers.
   - T. reads the guide’s talk at P: 170
3. T. asks PP to listen to him/her and to answer the questions (on their rough C.B)
   - T. reads the guide’s talk again.
4. T. asks PP to draw the tourist route on their books (Using a pencil).
   - T. asks PP to compare with other pairs.
   - T. deals with Coping orally.

**Your Turn to Speak:**

T. explains the task (Imagine you are a tourist...) and makes PP 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.

- T. helps PP with some words.
- T. walks around, guides and helps.
- T. asks PP to read their productions.
- T. may select a paragraph, writes it on BB and asks PP to take it down.

### Expected Performances by pupils

- Practise orally
- Take books
- Practise orally
- Check
- Listen
- Listen and answer qq
- Do Act
- Compare
- Listen
- Practise in pairs
- Listen
- Write a paragraph
- Read
- Write

---

**File:** Three Skill Building

**Reading and Writing**

- Recognising feature of a song.
- Transforming prose into song.
- Planning an excursion.
- Writing about one's expectations.
### Teacher’s Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td>Take books</td>
</tr>
<tr>
<td>15 m</td>
<td>Find the singer/s name</td>
</tr>
<tr>
<td>25 m</td>
<td>Do Act</td>
</tr>
<tr>
<td>30 m</td>
<td>Transform the passage</td>
</tr>
<tr>
<td>35 m</td>
<td>Listen</td>
</tr>
<tr>
<td>40 m</td>
<td>Read and answer qq</td>
</tr>
<tr>
<td>50 m</td>
<td>Practise orally</td>
</tr>
<tr>
<td>55 m</td>
<td>Write an e-mail</td>
</tr>
</tbody>
</table>

- **T. asks PP to take books at P: 82.**
- **1- T. asks PP to look at the picture and to find: singer’s name, ...**
- **2- T. explains the task and asks PP to underline the words that rhyme.**
  - E.g.: (do – you – flu)
- **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.**
- **5- T. asks PP to read the song at P: 82 and to answer the questions in writing.**
  - (1-a) (2-a)...
- **5- T. deals with it orally (Guess who is speaking).**
- **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.
- **T. asks PP to read their productions.**
- **T. may select a paragraph, writes it on BB and asks PP to take it down.**

### 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)

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
</table>
| 10 m   | T. asks PP to look at P; 118. (food for thought).  
T: What is the boy dreaming about?  
T: Can the boy really become like Louis Armstrong? Is this a certainty or a remote possibility? | Take books |
| 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) | P1: To become a jazzman. |
| 25 m   | 1- T. asks PP to listen to him and check their answers.  
T. reads script 1 P: 173.  
2- T. explain the task an asks PP to mark the intonation at the end of qq. | Try to answer |
| 32 m   | 3- T. explains the task (Listen and complete) | 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…) |
| 38 m   | 4- T. deals with this activity orally. | Check their answers |
| 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...) | Mark the intonation (1st down, 2nd up) |
| 55 m   | | Do the activity  
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. |

**File:** Five

**Level:** 4AM

[www.stardz.com](http://www.stardz.com)
Aims:

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

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td>T. deals with a short revision about the previous lesson (Conditional type 2).</td>
<td>P: If I revised my lessons, I would have good marks.</td>
</tr>
<tr>
<td>20 m</td>
<td>1- T. explains the task and makes PP practise in groups or in pairs.</td>
<td>- If trees could talk, they would complain about pollution.</td>
</tr>
<tr>
<td></td>
<td>T. walks around, guides, checks and helps.</td>
<td>- If men had wings, they would live on trees.</td>
</tr>
<tr>
<td>25 m</td>
<td>T. asks for the answers.</td>
<td>- If money grew on trees, people would not work.</td>
</tr>
<tr>
<td>32 m</td>
<td>T. selects some sentence and writes them on BB. ( or asks PP to write them on BB ).</td>
<td>- If time travel was/were possible, people would choose to live in the Abbases period.</td>
</tr>
<tr>
<td>3- T. explains the task, and makes PP practise orally.</td>
<td>- If animals could talk, they would complain about men’s cruelty.</td>
<td></td>
</tr>
<tr>
<td>50 m</td>
<td>T. asks PP to report.</td>
<td>- If aliens conquered our planet, they would make us their slaves.</td>
</tr>
<tr>
<td>55 m</td>
<td>Write it out: T. explains the task and asks PP to write a paragraph about things they would change if they could.</td>
<td>Do the activity Report A possible answer:</td>
</tr>
<tr>
<td></td>
<td>T. guides and helps then asks PP to report.</td>
<td>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.</td>
</tr>
</tbody>
</table>

File: Five

Language Learning

Read and Consider (2h)

Level: 4AM

www.stardz.com
### Aims:

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher’s Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td>T. deals with a revision about personalities. T. presents other adjectives (dreamy-thoughtful-indecisive-determined-outgoing.)</td>
</tr>
<tr>
<td>25 m</td>
<td>T. explain the task and deals with it orally. <strong>Before you read:</strong></td>
</tr>
<tr>
<td>32 m</td>
<td>T. asks PP to read the diary an the e-mail and to check their answers. <strong>As you read:</strong></td>
</tr>
<tr>
<td>42 m</td>
<td>T. asks PP to read the diary and to list some of the certainties... (T. may write them on BB.)</td>
</tr>
<tr>
<td>55 m</td>
<td>T. asks PP to read the e-mail and to list some of the uncertainties... <strong>After reading:</strong></td>
</tr>
<tr>
<td>20 m</td>
<td>T. does the same with activity 3-4. <strong>Key:</strong> (1-a) (2-d) (3-b) (4-c)</td>
</tr>
<tr>
<td>35 m</td>
<td>T. does the same with activity 3-4. <strong>Keys 4:</strong> 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.</td>
</tr>
<tr>
<td>55 m</td>
<td>Write it out (A home work)</td>
</tr>
</tbody>
</table>

**Expected Performances by pupils**
- Practise orally: -shy - active - easygoing - messy - dreamy...
- Practise orally
- Read and check
- 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...
  - *I might get back to...
  - *I might stay here...
  - *I might accept the invitation.
  - *I might become rich and famous.
- Practise
- //
  - 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.

**Take down**
- Level: 4 AM

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

<table>
<thead>
<tr>
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<th>Expected Performances by pupils</th>
</tr>
</thead>
</table>
| 15 m   | T. deals with the correction of the homework.  
       | 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-)  
       | T. deals with the rest of activities 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  
|        | 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.
Main towns: Adelaide, Alice Spring, Brisbane, Darwin, Melbourne, Perth, Sydney, Newcastle, Townsville...

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.
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:
15m
T. explains the task and asks St to write the e-mail.

55 m
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

* Seeking and giving advice

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<table>
<thead>
<tr>
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<th>Teacher's Activities</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td><strong>T</strong> : I’ve lost my passport at the airport. What would you recommend me to do?</td>
<td>Try to give some advice</td>
</tr>
<tr>
<td>38 m</td>
<td>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- T. asks St to read the text and guess...</td>
<td>St1: It is taken from a problem page from a newspaper.</td>
</tr>
<tr>
<td>45 m</td>
<td>4- T. explains the task and makes St arrange the words. 5- T. explains the task and makes St fill in the blanks. (In addition/besides, Moreover, furthermore, Therefore/as a result, In addition, moreover/furthermore/besides. Don't use a link word twice to avoid redundancy)</td>
<td>St2: Nacera will give information about herself and expose the problem or dilemma she is faced with. Arrange the words similar to and: In addition, besides, moreover, furthermore. Similar to so: As a result, therefore. Do the Activity</td>
</tr>
<tr>
<td>55 m</td>
<td>T. deals with the correction orally. T. deals with the rest of the activities...</td>
<td>//</td>
</tr>
<tr>
<td>(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)</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td>15 m</td>
<td>T. deals with &quot;coping&quot; orally. 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</td>
<td></td>
</tr>
<tr>
<td>45 m</td>
<td>T. walks around, guides and helps. T. asks St to read their productions.</td>
<td></td>
</tr>
</tbody>
</table>

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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 about 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...
Expressing possibilities
'can-could-may-might'
Simple present + gerund
'If' clause type two
Simple present tense
Simple present + adjectives
Simple present / going to form
past + model + pr + conti

Expressing hopes and wishes
Simple present + gerund
S + V + OBJ / pr + v + of + v + ing + obj
If + s + past + obj, s + would + v + object
Subject + verb + object
Subject + to be + adjective
S + v + obj / pr + going to + v + obj
S + v + obj / s + model + obj

Speculating
If + s + past + obj, s + would + v + object

Introducing oneself

Describing one's personality
Simple present + adjectives
Subject + to be + adjective

Expressing dislikes
Simple present / going to form
Past + model + pr + conti

Inquiring about one's future plans
past + model + pr + conti

Function
i. Expressing possibilities
ii. Expressing hopes and wishes
iii. Speculating
iv. Introducing oneself
v. Describing one's personality
vi. Expressing dislikes
vii. Inquiring about one's future plans

Language Forms

Language Exponents

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Vocabulary:

- suddenly
- contrast
- unreal
- wings
- conquer
- picnic
- audience
- give a lift
- convey
- impression
- respective
- determined
- thoughtful
- indecisive
- outgoing
- to apply
- enquired
- going
- to
- to
- applying
- to
- to
- to
- to
- to
- to
- flying
- 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
- lessen
- 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 and Sounds:

"Stress and intonation"

Visual Aids:

Manuals' pictures

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

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**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 page 118, 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? \(\rightarrow\) Louis Armstrong
2. What was he? \(\rightarrow\) He was a jazz man.
3. Where was he from? \(\rightarrow\) From USA
4. Is he still alive? \(\rightarrow\) No, he died in 1977
5. What about the second photo? \(\rightarrow\) A young man holding a trumpet.
6. What does the bubble on his head represent? \(\rightarrow\) He’s dreaming to be a jazz man like Louis Armstrong.
7. Can the boy really become like Louis Armstrong? \(\rightarrow\) No, he can’t.

**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.

---

**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.

**Activity 1p119:** Look at Bachir’s picture and answer the questions below.
- How old do you think Bachir is? \(\rightarrow\) He’s between 14 or 15.
- What kind of school does he go to? Primary, Middle or Secondary? \(\rightarrow\) He’s a third-year student at Mohammed Dib Middle School.
- What does he hope to become some day? \(\rightarrow\) 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 explaining and reading 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.

---

**Listen and Speak**

**Step nine:** The teacher supervises the work of the pupils, then invites them to correct on the board, the learners should be aware about the tense of the ‘conditional sentence type 2’

**Step ten:** The teacher invites the learners perform the drill p173, then correct the mistakes.
**Learners' Tasks**

**Steps of the Lesson**

**Step one:** The teacher interacts with his learners about what they have seen the last hour, in order the lead them to do 'Activity 4p125', 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 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Write it out</th>
<th>Learners' Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Steps of the Lesson</strong></td>
<td><strong>Learners' Tasks</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Step one:</strong> 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.</td>
<td>Interact and list what has previously seen</td>
</tr>
<tr>
<td></td>
<td>⇒ Write an e-mail to a pen friend informing him/her about your holiday plans.</td>
<td>Interpret a written text</td>
</tr>
<tr>
<td></td>
<td><strong>Step two:</strong> 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.</td>
<td>Use the correct modal to produce correct statements</td>
</tr>
<tr>
<td></td>
<td><strong>Step three:</strong> The learners are asked to read their works while the teacher reports on the board the best of them.</td>
<td>Discriminate between the use of each modal verb depending on the situation.</td>
</tr>
<tr>
<td></td>
<td><strong>Step four:</strong> The learners are asked to copy their own works after being corrected and supervised by their teacher.</td>
<td>Identify the different parts or types of a word and respecting the instructions</td>
</tr>
</tbody>
</table>

**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.

---

**Words and Sounds**

**Steps of the Lesson**

**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**/ˈɒb jəlt/ (n) noun sth that can be seen or touched; material thing: e.g Tell me the name of the objects in this room.

**Present** /ˈprɛzənt/ (n) noun gift: a birthday present: e.g I'll make you a present

**Increase** /ɪnˈkriːs/ (v) verb, make or become greater in size, number, degree, etc.: e.g The population has increased by 20 million since the independence.

**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

- **Object**/ˈɒb jəlt/ (n). 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** /ˈprɛzənt/ (v). give offer: e.g He presented the village with a bus.

**Increase** /ɪnˈkriːs/ (v). amount by which sth increases; e.g Increase in population made family planning necessary.

- **Words and Sounds**

- **Learners' Tasks**

- **Step one:** The pupils interact with each other and the teacher about what type of activities they used to see in the 'Words and Sounds' section

- **Step two:** 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 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.

- **Step five:** The teacher invites the pupils to read again what it has been seen, then copy on their class copy books

---

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Words and Sounds 2

### Take a Breath

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps of the Lesson</th>
<th>Learners' Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step one: The teacher invites the learners to open their books on page 127 and try to interpret the cartoon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &quot;single&quot; → one way ticket / &quot;return&quot; → going and coming back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step four: The teacher explains the instructions and the new words of 'Activity 2p127' then with his learners they try to do it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➤Activity 2p127: Match the phrases in column A with their meanings in column B.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>C</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

| Step five: The teacher invites the to use their pencils and correct on their books they then are asked to read the activity 'pair work' |  |

| Research and Report
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>➤<strong>Activity 1p128:</strong> Make a research work about 'Australia' and write a fact file about it.</td>
</tr>
</tbody>
</table>

**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

| 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". |  |
### 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 – 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.
 ![](https://www.stardz.com)
  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.

- **Activity3p129:** 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.

- **Coping:** The learners are asked to sum up what they've learnt in this lesson by paying attention at 'coping' section.
  
  - 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...
**Learners' Tasks**

- **Step one:** The teacher invites his learners to interact about what 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:** Oh, then, I'll stay in the Safir Hotel.

- **Step two:** The learners are asked to do the same thing for 'activity2p132', they are invited to work in pairs.

  - **Activity 2p132:** 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 three:** 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.

  **Learners' Tasks**

  - **Step:** 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.**
<table>
<thead>
<tr>
<th>Time</th>
<th>Steps of the Lesson</th>
<th>Learners’ Tasks</th>
</tr>
</thead>
</table>
|      | 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. interact about daily life problems  
2. Interpret a cartoon  
3. Produce the appropriate statements to the given cartoon |
|      | 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 'activity1pl33'. | Read and check what they’ve already improvised  
identity grammar words such linkers  
Recognize the use of each of the linkers |
|      | ➔Activity1pl33: Look at the illustration then guess from which newspaper page it is taken.  
   It’s taken from a problem page of a newspaper. | Identify grammar words such linkers  
Recognize the use of each of the linkers |
|      | 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. | Recognize the function expressed by each of the given|
|      | 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 |  |
Activity 4p134: Put each of the following words in its right box.

<table>
<thead>
<tr>
<th>Words similar to &quot;and&quot;</th>
<th>Words similar to &quot;so&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition - besides - moreover</td>
<td>As a result - therefore</td>
</tr>
</tbody>
</table>

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 from 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 San Diego University and 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.

Activity 6p134: 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.

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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 to do with my school life on my own. What should I do?

Yours sincerely,
Karim
### Teacher's Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Expected Performances by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td><strong>Expected Performances by pupils</strong></td>
</tr>
<tr>
<td></td>
<td>Take books</td>
</tr>
<tr>
<td>17 m</td>
<td>Try to answer |</td>
</tr>
<tr>
<td></td>
<td>Practise orally |</td>
</tr>
<tr>
<td>25 m</td>
<td>St1: What did Bill do on the |</td>
</tr>
<tr>
<td></td>
<td>beach yesterday? |</td>
</tr>
<tr>
<td>30 m</td>
<td>St2: He built a sandcastle. |</td>
</tr>
<tr>
<td>42 m</td>
<td>St1: What was Bill doing...? |</td>
</tr>
<tr>
<td></td>
<td>St2: He was building ... |</td>
</tr>
<tr>
<td>55 m</td>
<td>Practise |</td>
</tr>
</tbody>
</table>

Before you listen:
1. T. deals with it orally. (Ask qq using the simple past tense (did)).
2. T. asks PP to ask/answer qq using the past continuous tense.

As you listen:
1. T. explains the task and deals with it orally.
2. T. reads script 1 P: 175 and asks St to answer qq. (T. deals with it orally).

After listening:
1. T. deals with “Gram Window” orally.

Practise:
1. T. explains the task (Complete with the right tense) and make St do the activity on their CB.
2. T. deals with the correction on BB.

Write it up:
1. T. explains the task and makes St write a paragraph noting down, hour by hour, all the unhappy events that interrupted daily activities.
2. T. walks around, guides, checks and helps.
3. T. asks St to read their productions.
4. T. may select a well prepared paragraph and writes it on BB.

**Timing**
- 10 m
- 17 m
- 25 m
- 30 m
- 42 m
- 55 m

**Expected Performances by pupils**
- Take books
- Try to answer
- Practise orally
- St1: What did Bill do on the beach yesterday?
- St2: He built a sandcastle.
- St1: What was Bill doing...?
- St2: He was building ...
- Practise
- Do the activity
- Write a paragraph
### Aims:


### Teacher's Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 m</td>
<td>T. deals with a revision about the previous lesson. <em>(What was Bill doing...?)</em> <strong>Before you read:</strong> 1- T. explain the task and deals with it orally. 2- T. asks St to re-write the headings using the right tense. <strong>As you read:</strong> 1- T. asks PP to read the text and to check their answers. 2- T. asks PP to read the text and to answer the questions. <em>(T. may write them on BB).</em> <strong>After reading:</strong> T. deals with the Gram Window orally. <em>(T. refers the St to Gram reference N:12 P:187)</em> <strong>Practise:</strong> 1- T. explains the task and asks St to put the verbs in the right tense. 2- T. explains the task and asks PP to practise in pairs. <strong>Write it out:</strong> T. explain the task <em>(Write a report about the same accident.)</em> T. walks around, guides and helps then asks t to read their reports. T. may select a well prepared report and writes it on BB.</td>
</tr>
<tr>
<td>20 m</td>
<td><strong>Practise orally</strong></td>
</tr>
<tr>
<td>25 m</td>
<td><strong>Read and check</strong></td>
</tr>
<tr>
<td>35 m</td>
<td><strong>Do the activity</strong></td>
</tr>
<tr>
<td>40 m</td>
<td><strong>Practise orally</strong></td>
</tr>
<tr>
<td>45 m</td>
<td><strong>Do the activity</strong></td>
</tr>
<tr>
<td>55 m</td>
<td><strong>Practise in pairs</strong></td>
</tr>
<tr>
<td>55 m</td>
<td><strong>Write a report</strong></td>
</tr>
</tbody>
</table>

### Expected Performances by pupils

- Practise orally
- St1: The bikers were riding on the right side of the road.
- St2: The motorcyclists were looking at the plane.

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## Teacher's Activities

T. asks St to read last time’s report.

**Words and sounds:**

1- T. explains the task and asks St to fill in the blanks.
   T. deals with the correction.

2- T. explains the task and asks St to derive nouns from verbs.

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)

4- T. explains the task and asks St to arrange the words according to the pronunciation of the letters in bold type.

5- T. asks St to listen to him/her and check.

## Expected Performances by pupils

- **Read**
- **Do the activity**
  - a-spoke/talked
  - b-Tell me
  - c-I said.
  - d-doesn’t tell
  - e-I told her.
  - f-speaking
  - g-said
- **Listen and Check**
  - Do the activity
    - preparation-explanation
    - comprehension-pronunciation
    - direction-invention-admiration
- **Listen and Check**
  - Arrange the words
    - /&/ bat-rat-sad-cat-bad-fat-mat.
    - /e/ said-met-bet-head-bed.
    - /V/ but-come-cut-bud.
### Teacher’s Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th></th>
</tr>
</thead>
</table>
| 15 m   | T. asks St to take their books at P: 130  
*Listen and check:*  
1- T. introduces the topic and asks St to circle the letter of the bet answer.  
T. asks St to listen and check answers.  
2- T. reads the conversation (script 2 P: 175)  
3- T. explains the task, reads the dialogue again and makes St mark the intonation at the end...  
4- T. makes t practise orally.  
T. deals with “coping” orally.  
*Your Turn to Speak:*  
1- T. explains the task and makes St complete the dialogue on their rough CB.  
2- T. explains the task, and makes St replace the underlined parts with dialogues.  
T. asks St to report their dialogues.  

<table>
<thead>
<tr>
<th>Timing</th>
<th></th>
</tr>
</thead>
</table>
| 15 m   | T. guides and helps then asks St to report.  
\\  |  |
| 25 m   | T. asks St to report their dialogues.  
\*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.  
T. guides and helps then asks St to report.  
T. deals with the correction n BB.  

### Expected Performances by pupils

<table>
<thead>
<tr>
<th>Timing</th>
<th></th>
</tr>
</thead>
</table>
| 15 m   | Take books  
Do the Activity  
Listen and check  
Mark the intonation  
Read  
Listen  
Do the Activity  
\\  |  |
| 22 m   | //  
Report  
Report  
Correct  
Do the activity  
Report  
Correct  

*Expressing interest and surprise.*  
*Comforting and re-assuring.*
### Teacher's Activities

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 15 m   | T. deals with a short revision about the previous lesson.  
         | Read and check: |
| 20 m   | 1- T. explains the task, makes St look at the picture and to find info about the author,…  
         | 2- T. asks St to read the text and check.  
         | 3- T. explains the task and asks St to reorder the sentences. |
| 25 m   | (1- 2- 3- 4- 5- 6- 7- 8- )  
         | 4-5-6 T. explains the task and makes St do the activities n their rough copy books. |
| 38 m   | Write it out:  
         | 1- T. explains the task and asks St to develop the clues… |
| 55 m   | T. walks around, guides and helps. |
| 10 m   | T. asks St to read their productions. |
| 20 m   | 2- T. explains the task and makes St transform the scenario into a narrative using the simple past… |
| 27 m   | T. walks around, guides and helps.  
         | T. asks St to read their productions. |
| 40 m   | T. may elect a well prepared paragraph, writes it on BB and asks St to take it down. |
| 55 m   | //  
         | Read  
         | Write |

### Expected Performances by pupils

- Practise orally
- Read and check
- Do the activity
- Listen
- Do the activity
- Read
- Do the activity
- Write
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