Sequence: 02	**Lesson:** 01 (I Listen and Do **1**)	**Framework:** P.D.P
Learning objectives: To enable the learners to talk about past events, memories, experiences and things which is no longer exist in the present using the semi model "**Used to**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Past simple/ Semi model "**Used to**" .		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the past memories and experiences to build better future.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and talk about past events.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and sticks some flashcards about old and new items on the board and invites the learners to match the flashcards with definitions (**Kettle/ Washing machine/ Cash machine/ Smoothing-iron**). After that, he/ she may ask the following questions:



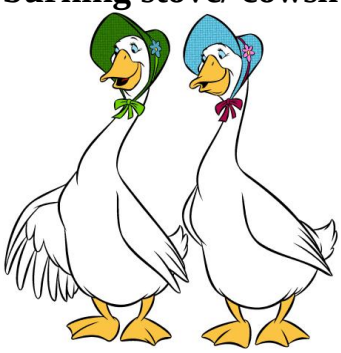







1- What do the following pictures represent? 2- Are they still exist?
3- Where do you find the old ones?

Pre-Listening: The teacher pins the following pictures on the board and asks the learners to work in pairs and try to name them. The teacher must give them the words. (**farmhouse/ wood burning stove/ cowshed/ geese**).






During Listening: The teacher invites the learners to open their books on **Page 48** and listen to the dialogue **Script 1,2,3** and **4 page 12** (**The interview Part 1**). After that, he/ she asks the learners to do **Task 1** and **3 page 48**.

Task 1 page 48: (I listen to the interview "**Part 1**" and write "**true**" or "**false**" next to each of the following sentences).

1. Grandma was born in 1839. ***(False)***
2. The Second World War (WWII) began in 1939. ***(True)***
3. Grandma was born in south of England. ***(False)***
4. Her parents raised many domestic animals. ***(True)***
5. Grandma's birthplace was a big farmhouse. ***(False)***
6. She shared a room with her two sisters. ***(False)***
7. Grandma's dad shared the farmhouse with his two brothers and three sisters. ***(False)***
8. Jenny has her own room. ***(True)***
9. Grandmas parents had no bathroom. ***(True)***
10. The toilet were inside the house. ***(False)***
11. They used to take a bath once a day. ***(False)***
12. They used a stove for heating and cooking. ***(True)***
13. Jenny rarely takes a shower in the morning. ***(False)***
14. Grandma used to do a lot of domestic chores. ***(True)***

Task 3 page 48: (I listen again to the interview "**Part 1**" and correct the "**false**" statements).

1. Grandma was born in ***1939***.
2. Grandma was born in ***north*** of England.
3. Grandma's birthplace was a big farmhouse. ***Not really. Actually, they shared it with my three uncles and two aunts.***
4. She shared a room with her ***three*** sisters.
5. Grandma's dad shared the farmhouse with his ***three*** brothers and ***two*** sisters.
6. The toilet were ***outside*** the house.
7. They used to take a bath once a ***week***.
8. Jenny ***usually*** takes a shower in the morning.

- The teacher invites the learners to listen to the dialogue **Script 7** and **8 page 13** (**The interview Part 2**). After that, he/ she asks the learners to do **Task 7 page 49**.

Task 7 page 49: (I listen to "**Part 2**" of the grandmother's interview and number each bubble in the correct order).

…**1**… Tell me, grandma, what did you use to eat in those days?

…***2***… Porridge at breakfast. Oh, I hated it! And Yorkshire pudding with roast beef on Sundays. Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies and brown bread. We had homemade cookies with the afternoon tea. The family used to gather around the table, in the kitchen. Mum used to serve dad first, and then us. We weren't allowed to put our elbows on the table or talk with our mouths full. We didn't have the right to leave the table before the meal was over. No such things as hamburgers or pizza on the table, of course!

…***3***… I don't like fast food, grandma. I sometimes eat a cheeseburger when I go out with friends but I often have a vegetarian meal. You know, salads and rice with vegetables.

…***4***… That sounds reasonable, young lady. This is what I call a healthy diet.

- The teacher invites the learners to listen to the interview **Script 9** and **10 page 13** (**The interview Part 3**). After that, he/ she asks the learners to do **Task 9** and **11 page 50**

Task 9 page 50: (I listen to "**Part 3**" of the interview between Jenny and her grandmother and tick the boxes next to the items of clothing that correspond to each person).

JENNY (PRESENT)		GRANDMA (PAST)	
☐ formal clothes		☑ formal clothes	
☑ casual clothes		☐ casual clothes	
☑ leggings	☑ jeans	☐ leggings	☐ jeans
☐ long dress	☐ blouse	☑ long dress	☑ blouse
☐ shawl	☐ headscarf	☑ shawl	☑ headscarf
☐ clogs	☐ hat	☑ clogs	☑ hat
☑ beret	☑ cap	☐ beret	☐ cap

Task 11 page 50: (I match each item of clothing mentioned in the interview "**Part 3**" with its corresponding picture).



beret



blouse



shawl



cap



hat



headscarf



clogs

Post Listening: The teacher asks the learners to interview each other about their grandparents' old days. **Task 5 page 49**.

Task 5 page 49: (I answer my partner's questions about my grandparents' old days).

My partner: When and where was your grandmother/ grandfather born?
Me: ***My grandmother/ grandfather was born in 19…. in El-Oued/ …***
My partner: How many were they in the family?
Me: ***They were …(number)… in the family.***
My partner: Can you tell me a little more about the place where he/ she lived?
Me: ***They lived in old house made of El-Louss and gypsum.***
My partner: Did they have a bathroom?
Me: ***No, they didn't.***
My partner: How did they cook their meals?
Me: ***They cooked their food on the wood fire which they brought it from the Sahara.***
My partner: Did they use to help with the housework?

Me: ***Yes, they did especially in the palm groves.***
My partner: How often do you tidy your room?
Me: ***I tidy my room (once, twice, three times a week/ every weekend).I (always/ never) tidy my room.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 02 (I Listen and Do **2**)	**Framework:** P.D.P
Learning objectives: To enable the learners to talk about clothing and having fun in the past and present using the semi model "**Used to**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Past simple/ Semi model "**Used to**" .		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the past memories and experiences to build better future.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and talk about past events.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and sticks on the board some paintings of "**Étienne Dinet** (**Nacereddine Dinet**) " about lifestyle in the past (clothing, games, etc,…). He/ She invites the learners to talk and compare lifestyle in the past and in the present.



Pre-Listening: The teacher pins the following pictures on the board and asks the learners to work in pairs and try to name them. The teacher must give them the words. (**marbles/ hide and seek/ skipping rope/ hopscotch/ rag doll**).








During Listening: The teacher invites the learners to open their books on **Page 51** and listen to the dialogue **Script 12** and **13 page 13** and **14** (**The interview Part 4**). After that, he/ she asks the learners to do **Task 12** and **14 page 51/ 17 page 52**.

Task 12 page 51: (I listen to "**Part 4**" of the interview between Jenny and her grandmother and circle only the words in bold that I hear).

Jenny: Did you have (**one** – **fun**), grandma? What games did you use to play in (**close** – **those**) days?
Grandma: Well, girls (**amused** – **used**) to play with rag dolls. They were made (**off** – **of**) old pieces of cloth and stuffed with wool. We also played (**hide** – **ride**)-and-seek, hopscotch and skipping rope. Boys played with marbles or made their own (**boys** – **toys**) from wood. Today, you have all this technology to entertain you on your mobile phones, tablets and laptops.
Jenny: You're right, grandma, but I never play video games, for example. I'm not very (**fond** – **found**) of all this technological entertainment as you call it. I sometimes play board games like scrabble or chess with my friends but I prefer sports and (**looks** – **books**).
Grandma: Nothing can replace books. You should keep reading all your life, sweetheart. Books (**reach** – **teach**) you a lot about life.

Task 14 page 51: (I match each game mentioned in the interview "**Part 4**" with its corresponding picture. Then, I work with my partner and we correct each other).


Rag doll


Skipping rope


Hopscotch

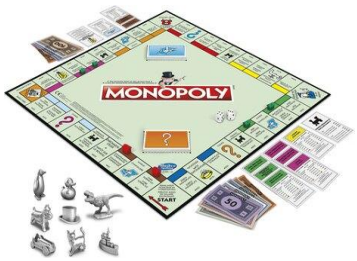

Marbles


Hide-and-seek

Task 17 page 52: (I work with my partner and we match each board game with its corresponding picture).



Chess



Monopoly



Draughts (checkers)



Scrabble

- The teacher invites the learners to listen to the dialogue **Script 18,19,20,21,22** and **23 page 14** (**The interview Part 5**). After that, he/ she asks the learners to do **Task 18,** and **20 page 53/ 22 page 54**.

Task 18 page 53: (I listen to "**Part 5**" of the interview between Jenny and her grandmother and tick the boxes next to the school wear items that correspond to each person).

JENNY'S SCHOOL WEAR (PRESENT)

☑ black blazer	☐ blue blazer
☐ white skirt	☑ black skirt
☐ black blouse	☑ white blouse
☑ white socks	☑ red tie
☐ brown coat	☑ black coat
☑ black trousers	☐ blue trousers
☑ V-neck jumper	☐ crew-neck jumper

GRANDMA'S SCHOOL WEAR (PAST)

☐ blue gymslip	☑ black gymslip
☑ white blouse	☐ black blouse
☐ pinafore	☐ blazer
☐ skirt	☐ trousers
☐ tie	

Task 20 page 53: (I listen to "**Part 5**" of the interview again and match each school uniform item with its corresponding picture).



Skirt



Gymslip



Tie



Coat



Blazer



Sock(s)



Trousers



V-neck jumper

Task 22 page 54: (I listen to "**Part 5**" of the interview between Jenny and her grandmother and fill in the gaps with names of the school wear items I hear).

❶ One last question, grandma. What is your best childhood memory?
❷ My first day at school. I went to elementary school the year WWII ended, seventy years ago. I was about 6 at the time. I put on my new school uniform: a nice black …***gymslip***… and a white …***blouse***… with a nice big collar.
❸ What is a "…***gymslip***…", grandma?
❹ It's a dress without sleeves which we used to wear over a …***blouse***… some sixty or seventy years ago. So, I was very happy that morning when dad drove me to the village school in his cart. I was impatient to learn things, and I learnt a lot at school. I will remember that day for the rest of my life! You're still wearing school uniforms today, Jenny.
❺ Yes, grandma but mine is quite different from yours. It's more like a "blazer-and-tie" uniform style: a black …***blazer***… and …***skirt***…., a white …***blouse***… and …***socks***…, and a red …***tie***… Plus, in winter, a V-neck …***jumper***…, a black …***coat***… and …***trousers***…

Post Listening: The teacher asks the learners to interview each other about their childhood games and their wear. **Task 15 page 52/ Task 24 page 54**.

Task 15 page 52: (I answer my partner's questions about my childhood games).

My partner: Did you use to play hide-and-seek when you were a child?
Me: ***Yes, I did./ No, I didn't.***
My partner: Who did you use to play with?
Me: ***I used to play with my neighbourhood or friends.***
My partner: What games did girls use to play?
Me: ***They used to play with rag dolls.***
My partner: What games did boys use to play?
Me: ***They used to play with marbles.***
My partner: What games do you play today?
Me: ***I play video game, billiards, cards, puzzles, etc,...***
My partner: Do you play board games, like "Monopoly" or "Scrabble"?
Me: ***Yes, I do./ No, I don't.***
My partner: How often do you play games?
Me: ***I play games (every day, once, twice, three times a week/ every weekend).***
I (always/ sometimes/ often/ never) play games.

Task 24 page 54: (I answer my partner's questions about boys' and girls' wear).

My partner: What do boys wear to school in our country?
Me: ***In our country, boys wear jeans or trousers and T-shirt or jumper.***
My partner: What do girls wear to school in our country?
Me: ***In our country, girls wear jeans, trousers, or skirts and blouse or dresses .***
My partner: What do boys wear to a wedding in our country?
Me: ***They wear a suite or traditional clothes.***
My partner: What do girls wear to a wedding in our country?
Me: ***They wear an evening dress or traditional clothes.***
My partner: What do you usually wear at weekends?
Me: ***I usually wear casual clothes or sportswear.***
My partner: What did you wear on your first day to school?
Me: ***I often wear new clothes or formal ones.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 03 (I Pronounce **1,2,3** and **4**)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about their memories using a correct pronunciation of the vowel sounds **/u:/, /ʊ/, /ɜ:/, /ə/, /æ/, /ʌ/** and **/e/** and identify the silent letters "**ŧ**" and "**ẅ**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Words contain vowel sounds **/u:/, /ʊ/, /ɜ:/, /ə/, /æ/, /ʌ/** and **/e/** and silent letters "**ŧ**" and "**ẅ**".		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the past memories and experiences to build better future.		**Materials:** Board/ Flashcards.
I pronounce: Vowel sounds **/u:/, /ʊ/, /ɜ:/, /ə/, /æ/, /ʌ/** and **/e/** and silent letters "**ŧ**" and "**ẅ**".		
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and interpret and identify sounds.	**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately.	**Social and Personal:** They can socialize through oral exchanges and written messages.	

Warming Up: The teacher greets the learners and asks them to name the vowel letters.

Presentation: The teacher invites the learners to read the following text and work in pairs or in small groups to find words which have the following sounds and classify them in the chart below. After that, he/ she asks them to find words with silent letters (the letter "**ŧ**" and "**ẅ**").

In one hot summer afternoon last June, I was in my room sitting near the window having some fruits and playing with my oud. Outside, the sky was blue and two little girls were running with their umbrellas, There was also a cat sleeping under the tree and a huge bug walking on the leaves and ducks were swimming in the lake. Then, I put on my shoes and stood near the window to see this splendid view and listen to my favourite songs which I often heard.

/u:/ food	/ʊ/ full	/ɜ:/ work	/ə/ ago	/æ/ hat	/ʌ/ us	/e/ chess
afternoon, June, room, Fruits, oud, blue, two, huge, shoes, to, view	window, put, stood	Girls, were, heard	summer, afternoon, near, the, window, their, There, a, under, favourite	having, and, cat	one, summer, some, running, umbrellas, under, ducks	umbrellas, Then, splendid

- The teacher presents the rules from **My Pronunciation Tools 1,2,** and **4 page 56,57,58** and **59**.

MY PRONUNCIATION TOOLS

➡ **/uː/** can be spelled "**ou**" (as in "**ou**d"), "**oo**" (as in "r**oo**m"), "**u**" (as in "J**u**ne"), "**ui**" (as in "fr**ui**t"), "**ew**" (as in "vi**ew**"), "**ue**" (as in "bl**ue**"), "**oe**" (as in "sh**oe**"), or "**wo**" (as in "t**wo**").

➡ **/ʊ/** can be spelled "**ou**" (as in "sh**ou**ld"), "**oo**" (as in "f**oo**t"), "**u**" (as in "p**u**t").

SPECIAL DIFFICULTIES

➢ The spellings "**oo**" and "**u**" can be pronounced **/uː/** or **/ʊ/**.

COMPARE:

- "f**oo**d" **/uː/** and "f**oo**d" **/ʊ/**
- "fl**u**te" **/uː/** and "p**u**t" **/ʊ/**

➡ **/ɜː/** can be spelled "**ea**" (as in "**ea**rly"), "**i**" (as in "b**i**rd"), "**e**" (as in "p**e**rson"), "**o**" (as in "w**o**rk"), "**u**" (as in "t**u**rn").

➢ **/ɜː/** is frequent before silent "**r**" followed by a consonant.

➡ **/ə/** can be spelled "**a**" (as in "**a**bout"), "**o**" (as in "t**o**day"), "**u**" (as in "pict**u**re"), "**e**" (as in "blaz**e**r"), "**a**" (as in "pizz**a**").

➢ **/ə/** is considered the most frequent vowel in the English language.

➡ **/æ/** is usually spelled "**a**" (as in "h**a**t.

➡ **/ʌ/** is usually spelled "**u**" (as in "m**u**m") but it can also be spelled "**o**" (as in "l**o**ve") or "**ou**" (as in "y**ou**ng").

➡ **/e/** is usually spelled "**e**" (as in "y**e**s") but it can also be spelled "**ea**" (as in "br**ea**d"), "**ie**" (as in "fr**ie**nd") or "**ai**" (as in "s**ai**d").

➢ Compared to the first spellings, "**ie**" and "**ai**" are less frequent.

➡ Final "**t**" is usually silent in some English words or French origin as in: bere~~t~~; balle~~t~~; gourme~~t~~; chale~~t~~.

➡ Initial "**w**" followed by "**r**" is usually silent.

SPECIAL DIFFICULTIES

➢ The "**t**" is sometimes silent in the verb but pronounced in the noun, adjective or adverb when derived from the same root.

COMPARE:

- "sof~~t~~en" (*verb:* "~~t~~" is silent)
- "sof**t**" (*adjective:* "**t**" is pronounced)
- "sof**t**ly" (*adverb:* "**t**" is pronounced)

➢ Initial "**w**" followed by "h" can be silent or pronounced.

COMPARE:

- "~~w~~ho"; "~~w~~hose" ("~~w~~" is silent)
- "**w**hat"; "**w**hich"; "**w**hen"; "**w**here"; "**w**hy" ("**w**" is pronounced)

Practice:

- The teacher asks the learner to do **Task 1,3 page 60/ Task 5 page 61/ Task 9 page 62**.

Task 1 page 60: (I listen and tick the correct pronunciation of the letters in bold).

– He's such a f**oo**l to swim in a p**oo**l where the water is so c**oo**l.
☑ /**u**ː/ ☐ /**ʊ**/

– It's g**oo**d to read a c**oo**kery b**oo**k and learn about c**oo**king.
☐ /**u**ː/ ☑ /**ʊ**/

– He h**ea**rd b**i**rds ch**i**rping in the f**i**r tree **ea**rly in the morning.
☑ /**ɜ**ː/ ☐ /**ə**/

– She took a lot of pict**u**res of h**e**r grandpar**e**nts with h**e**r digital cam**e**r**a**.
☐ /**ɜ**ː/ ☑ /**ə**/

Task 3 page 60/ Task 5 page 61: (I listen and tick the correct pronunciation of the letters in bold).

1.	/**u**ː/	/**ʊ**/
t**oo**l	☑	☐
gl**u**e	☑	☐
sch**oo**l	☐	☑
sh**oo**k	☐	☑
s**ou**p	☑	☐
n**ew**	☑	☐
fl**ew**	☑	☐
b**u**ll	☐	☑

2.	/**ɜ**ː/	/**ə**/
st**i**r	☑	☐
f**u**r	☑	☐
across	☐	☑
above	☐	☑
teach**e**r	☐	☑
urban	☑	☐
r**u**ral	☐	☑
act**o**r	☐	☑

3.	/**æ**/	/**ʌ**/	/**e**/
c**ou**ple	☐	☑	☐
apple	☑	☐	☐
b**u**tter	☐	☑	☐
b**e**tter	☐	☐	☑
g**u**t	☐	☑	☐
g**e**t	☐	☐	☑
t**a**b	☑	☐	☐
t**u**b	☐	☑	☐

Task 9 page 62: (I listen and tick the correct pronunciation of the letters in bold).

	Letter "t"	
	~~Silent~~	Pronounced
bouque~~t~~	☑	☐
bucke**t**	☐	☑
bus**t**le	☑	☐
has**t**en	☑	☐
has**t**y	☐	☑
sof**t**en	☑	☐
mor**t**gage	☑	☐
buffe**t**	☑	☐

	Letter "w"	
	~~Silent~~	Pronounced
ans~~w~~er	☑	☐
~~w~~rinkle	☑	☐
~~w~~rangle	☑	☐
t~~w~~o	☑	☐
t**w**elve	☐	☑
~~w~~rap	☑	☐
~~w~~riting	☑	☐
~~w~~reath	☑	☐

Use: The teacher asks the learner to do **Task 7 page 61** and **Task 11 page 62**.

Task 7 page 61: (I listen and write each of the following words in its corresponding column).

/**æ**/	/**ʌ**/	/**e**/
r**a**g, s**a**ck, h**a**d, s**a**t, m**a**t, m**a**d, d**a**d, dr**a**g.	r**u**g, s**u**ck, d**u**d, bl**oo**d, dr**u**g, j**u**mp, l**u**mp, b**u**mp.	h**ea**d, s**ai**d, s**e**t, m**e**t, d**ea**d, r**e**d, f**e**d, bl**e**d.

Task 11 page 62: (I listen and write between slashes the appropriate phonetic symbol "**/uː/, /ʊ/, /ɜː/, /ə/, /æ/, /ʌ/, /e/**" and between brackets the words "**~~silent~~**" or "**pronounced**" that correspond to the letters in bold type.).

A "gymslip" is a dr**e**ss **/e/ w**ithout (***pronounced***) sleeves **w**hich (***pronounced***) we **u**sed **/uː/** to wear ov**e**r **/ə/ a /ə/** blouse s**o**me **/ʌ/** sixty or s**e**venty **/e/** years **a**go **/ə/**. So, I was v**e**ry **/e/** happy th**a**t **/æ/** morning **w**hen (***pronounced***) d**a**d **/æ/** drove me to the village sch**oo**l **/uː/** in his car**t** (***pronounced***). He was h**a**ppy **/æ/**, t**oo** **/uː/**. He whis**~~t~~**led (***~~silent~~***) all the way and I lis**~~t~~**ened (***~~silent~~***) to him. I l**oo**ked **/ʊ/ u**p **/ʌ/** and saw a f**ew** **/uː/ ~~w~~**rinkles (***~~silent~~***) on his face. Aft**e**r **/ə/** a th**i**rty-minute **/ɜː/** ride on that c**ou**ntry **/ʌ/** road, we finally **a**rrived **/ə/** at the school. I was impatient to l**ea**rn **/ɜː/** things, and I l**ea**rnt **/ɜː/** a lot at school and from b**oo**ks **/ʊ/**. I will rem**e**mber **/e/** that day for the r**e**st **/e/ o**f **/ə/** my life! You're still wearing school **u**niforms **/uː/** t**o**day **/ə/**, J**e**nny **/e/**.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 04 (The Language Use **1**)	**Framework:** P.P.U
Learning objectives: To enable the learners to ask and talk about actions or activities and events that happened in a specific period in the past using **The Simple Past** tense with / **Used to**/ **Ago**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **Simple past** (all forms)/ **Used to**/ **Ago**.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the past memories and experiences to build better future.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and asks them some questions about their past.

1- Do you remember the last year? 2- What was your favourite subject?
3- Who was your teacher of English? 4- What was the best mark you had in English?
5- Who was your best friend?

Presentation: The teacher writes the following text on the board, from the interview between the grandmother and Jenny and asks the learners to work in pairs and do the following task:

Grandma: My first day at school. I **went** to elementary school the year WWII **ended**, seventy years **ago**. I **was** about 6 at the time. I **put** **on** my new school uniform: a nice black gymslip and a white blouse with a nice big collar.

Grandma: It's a dress without sleeves which we **used to** **wear** over a blouse some sixty or seventy years **ago**.

1- Read and sort out a time marker. 2- Underline all the verbs.
3- In which tense are they? 4- Give the infinitive form of them.

- The teacher highlights the target structure "**My Grammar Tools page 63 – 64**". He/ She may use sentences from the previous dialogue.

I	**put on**	my new school uniform
	Irregular Verb	

The year WWII	**ended,**	seventy years	**ago**
	Regular Verb		**Time marker**

We	**used to**	**wear**	over a blouse some sixty or seventy years	**ago**
	Semi Modal	**Stem**		**Time marker**

I use:

The Past Simple Tense

➡ To talk about **past** events or actions/ activities, I use **the past simple tense**:
- **Regular verbs:** "Verb (**Stem**/ Base) + **ed**".
- **Irregular verbs:** Each **irregular verb** has its own **past tense** and past participle forms.

➡ I use the past time marker "**ago**" preceded by ***words indicating a period of time***.
Example: - I **went** to elementary school ***seventy years*** **ago**.

➡ **Past Simple Tense Review (forms)**
- **Interrogative form:** "**Did** + Subject + Verb (**Stem**) + rest of the sentence?
  Example: **Did** you **have** fun, grandma?
- **Affirmative form:** "**did** (in short answers)"/ "**Stem** + **ed**" or "**irregular form** (in long answers)" **Example:** Yes, I **did**./ I **had** a lot of fun.
- **Negative answer:** "**didn't** (in short answers)"/ "**did not**/ **didn't Stem** (in long answers)" **Example:** No, I **didn't**./ I **didn't have** fun at all.

N.B: "**didn't**" is the contracted or short form of "**did not**"./ "**did**" is the past form of the irregular verb "**to do**".

➡ **Past Simple Tense with "ago" (Asking Question)**
To ask question with the time marker "**ago**", I use the question words "**How long ago**": "**How long ago** + **did** + Subject + **Stem** + rest of the sentence?
- QUESTION: **How long ago did** you **come** to London, grandma?
- ANSWER: I **came** to London about ***fifty years*** **ago**.

➡ To talk repeated actions/ activities or events that happened in the **past** but are no longer true in the present, I can use the present, I can use the **semi-modal verb** "**used to** + **Stem**".
Example: We **used to take** a bath once a week. (= but ***today*** this is no longer ***true***).

➡ **"Used to" (forms)**
- **Interrogative form:** "**Did** + Subject + **use** + **to** + Verb (**Stem**) + rest of the sentence?" **Example:** **Did** you **use to play** games, grandma?
- **Affirmative form:** "**did** (in short answers)"/ "**used to**" + **Stem** (in long answers) **Example:** Yes, I **did**./ I **used to play** a lot of games in my childhood.
- **Negative answer:** "**didn't** (in short answers)"/ "**did not**/ **didn't** + **use** + **to** + **Stem** (in long answers)" **Example:** No, I **didn't**./ I **didn't use to play** games at that time.

SPECIAL DIFFICULTY:
➢ When I ask a question with "**who**", I say: "**Who** + **used to** + **Stem** + …?"
Example: Who **used to be** your math teacher at primary school?

Practice: The teacher asks the learners to do **Task 1 page 66** and **Task 3 page 67-68**. They may work in pairs.

Task 1 page 66: (I read the text about "**Djemila**" and ask questions on the words in bold type).

1. a) I visited Algeria for the first time **thirteen years ago**.
   b) How ***long ago did you visit Algeria for the first time***?
2. a) Djemila was declared a UNESCO World Heritage Site **thirty-six years ago**.

b) ***How long ago was Djemila declared a UNESCO World Heritage Site***?

3. a) Roman Emperor Nerva founded the city **about two thousand years ago**.
   b) ***How long ago did Roman Emperor Nerva found the city***?
4. a) The Roman city was abandoned **fifteen centuries ago**.
   b) ***How long ago was the Roman city abandoned***?

Task 3 page 67 - 68: (I look to each picture and write sentences using the semi-modal verb "used to" and the prompts between brackets as in the examples).

1. **a)** In the past, doctors ***used to*** prescribe penicillin only.
   b) Today, they prescribe other antibiotics.
2. **a)** In the past, ***all surgeons used to operate on patients with scalpel.***
   b) Today, ***many surgeons operate on patients with laser rays.***
3. **a)** In the past, ***supermarket cashiers used to read prices on price tag.***
   b) Today, ***supermarket cashiers read prices on barcode.***
4. **a)** In the past, ***all teachers used to write on blackboard with chalk.***
   b) Today, ***many teachers write on a whiteboard with marker pens.***

Use: The teacher asks the learners to do **Task 5 page 68**. They should ask each other.

Task 5 page 68: (I read my partner's questionnaire about my first year at primary school and write true, personal answers).

My partner: Which primary school did you use to go?
Me: I used ***to go to "…school name …"Primary School .***
My partner: Who used to be your teacher?
Me: ***M^{iss}/ M^{rs}/ Mr "…family name ..." used to be my teacher.***
My partner: Who used to be your best classmate?
Me: ***"…name…" used to be my best classmate.***
My partner: What was your favourite subject?
Me: ***My favourite subject used to be "… subject …".***
My partner: What did you use to do in your free time?
Me: ***I used to play games with my friends.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 05 (The Language Use **2**)	**Framework:** P.P.U
Learning objectives: To enable the learners to ask and answer questions about how often actions/activities and events are repeated using **adverbs of frequency**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **Adverb of frequency**.		**Domains:** Oral/ Written/ **Both**.
Core values: Being polite, active and positive.		**Materials:** Board/ Flashcards.

Cross curricular competencies	
Intellectual: They can interpret verbal and nonverbal messages to get information.	**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately.	**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and asks them some questions about their daily routines and activities.

1- Do you get up early? 2- Do you usually have breakfast with your family?
3- How do you go to school? 4- What do you on your free time?
5- Do you practice any sport?

Presentation: The teacher invites the learners to listen to the following text and asks them to answer with "**true**" or "**false**".

Leila has a busy life but she handles it very well. Every morning, she **always gets up** at 6:00 a.m. because she has to prepare breakfast for the family. Then, she has to work in the school from 8:00 a.m. to 3:00 p.m. She teaches the teenagers. After that, she gets home and takes a shower and eats a salad. Then, she waters the plants. She loves gardening. She has a special project in her garden. She is planting flowers and vegetables. She has **never planted** spices but she is planning to do it sooner. She **sometimes watches** a movie with the family. She **usually cooks** dinner for the family but, she **often goes out** to eat at a local Italian or Chinese restaurant. She loves lasagna and the kids love pizza. On weekends, they **occasionally visit** the family. But they **always** go shopping.

1- Leila **always gets up** early. 2- She **never goes out** to eat at the restaurant.
3- She **occasionally cooks** dinner? 4- She **usually visits** her family.

- The teacher highlights the target structure "**My Grammar Tools page 64 – 65**". He/ She may use sentences from the previous text.

Leila	**always**	**gets up** early.
	Adverb of frequency	

She	**never**	**planted** spices.
	Adverb of frequency	

I use:

Adverb of Frequency

➡ To express the **frequency** of an action/ activity, event or state, I can use **adverb of frequency**: (**always, frequently, usually, often, sometimes, occasionally, seldom, rarely** and **never**).

➡ **Adverb of frequency** tell me how often actions/ activities, events or states take place. I study the following table to understand better:

Frequency	Adverb of Frequency	Example Sentence
100 %	always	I always go to bed before 10 pm.
90 %	usually	I usually have white coffee for breakfast.
70 %	often/ frequently	I often/ frequently surf the internet.
50 %	sometimes	I sometimes forget my phone at home.
40 %	occasionally	I occasionally visit my relatives.
5 %	rarely/ seldom	I rarely/ seldom go shopping.
0 %	never	I never smoke.

➡ **Position of adverbs of frequency**

➢ **Adverb of frequency** normally occur **before the main verb**.

Examples: - I **usually take** a quick shower in the morning before I go to school.
- I **sometimes eat** cheeseburger when I go out with friends.
- I **often have** vegetarian meal.
- I **never play** video games.

EXCEPTION:

➢ **Adverb of frequency** occur **after** "**to be**".

Examples: - She **is usually** late.
- They **are never** happy.

Practice: The teacher asks the learner to do **Task 10** and **11 page 70**. They may work in pairs.

Task 10 page 70: (I read "**My Grammar Tools 3**" and write the adverb of frequency that best represents each battery).



6. never | 5. rarely/ seldom | 4. sometimes | 3. often/ frequently | 2. usually | 1. always

Task 11 page 70: (I write true, personal answers to my partner's questions using some of the following words).

How often?

Example: ***Question:*** **How often** do you play chess?
Answer: **Never**/ I **never** play chess.

1. **Question:** **How often** do you go hiking?
   Answer: **Often**/ I **often** go hiking.
2. **Question:** **How often** do you take a bath or a shower?
   Answer: **Always**/ I **always** take a shower and I take a bath, **every Friday**.
3. **Question:** **How often** do you play video games?
   Answer: **Sometimes**/ I **sometimes** play video games.
4. **Question:** **How often** do you connect to the internet?
   Answer: **Frequently**/ I **Frequently** connect to the internet.

Use: The teacher asks the learners to do the following task by asking and answering each other.

Task: (I read my partner's questionnaire and write true, personal answers).

My partner: How often do you listen to music?
Me: ……
My partner: How often do you go to the Sahara?
Me: ……
My partner: How often do you study English?
Me: ……
My partner: How often do you have exams?
Me: ……
My partner: How often do you go to the beach?
Me: ……
My partner: How often do you tell lies?
Me: ……
My partner: How often do you steal things?
Me: ……

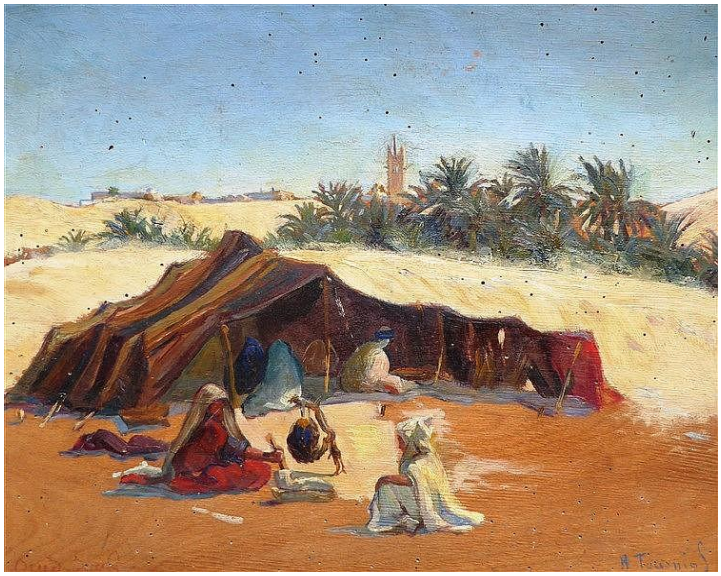
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 06 (The Language Use **3**)	**Framework:** P.P.U
Learning objectives: To enable the learners to describe clothes (**made of/ made in**) and to describe traditional dishes (**made with**) .		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure: Made of/ Made in/ Made with**.		**Domains:** Oral/ Written/ **Both**.
Core values: Being proud of traditional and ancestral clothing and dishes.		**Materials:** Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal and nonverbal messages to get information.	**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use information and communication technology such as: blogs, websites page, discussion forums.	**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and sticks the following pictures on the board and asks them to answer these questions.





1- What do the following pictures represent?
2- Are they here in El-Oued?
3- What is the tent **made of**?
4- What is the man cooking?
5- Do you eat it before?
6- What is it **made with**?

Presentation: The teacher invites the learners to listen to the following text and asks them to answer with "**true**", "**false**" or "**not mentioned**".

People in the Sahara used to live in tents **made of** ***camel's hair*** or ***wool***. They used to wear simple clothes "traditional" **made of** ***cotton***, ***wool*** or ***camel's*** or ***goat's hair*** such as: (***Burnous, Qashabiya, Affane***, etc,…). They used to eat local food like the couscous, "***El-Mala***" and other traditional food. "***El-Mala***" for example, is **made with** prepared dough of ***flour***, ***water***, ***salt*** and filled with ***seasonal vegetables*** of ***onions***, ***carrots***, ***tomatoes, chillies*** and some ***spices***. It baked in the sand, in a hole covered with embers.

1- People in the Sahara used to live in houses **made of** ***bricks***.
2- They used to wear simple clothes **made of** ***cotton***, ***wool*** or ***camel's*** or ***goat's hair***.
3- "**El-Mala**" is **made with** prepared dough of ***flour***, ***water***, ***salt*** and filled with ***meat***.
4- Burnous, Qashabiya and Affane are **made in** ***Algeria***.

- The teacher highlights the target structure "**My Grammar Tools page 65**". He/ She may use sentences from the previous text.

They used to wear simple clothes	**made of**	***cotton***, ***wool*** or ***camel's*** or ***goat's hair***.
	Material	

"**El-Mala**" is	**made with**	prepared dough of ***flour***, ***water***, ***salt*** and filled with ***seasonal vegetables*** of ***onions***, ***carrots***, ***tomatoes,*** ***chillies*** and some ***spices***.
	Food ingredients	

Burnous, Qashabiya and Affane are	**made in**	***Algeria***.
	Place	

I use:

Made of – Made in – Made with

➡ To talk about the **material** (***cotton***, ***wool***, ***glass***, ***plastic***, etc) something is formed from, I use: "**made** + **of** + the name of the **material**".

Examples: - We used to take a bath in a tub **made of** ***wood***.
- Our clothes were **made of** ***wool*** or ***cotton***.
- Mineral water bottles are usually **made of** ***plastic***.

➡ To talk about the **place** (***country***, ***city***, etc) where something is made, manufactured or produced, I use: "**made** + **in** + the name of the **place**".

Examples: - This is the first car **made in** ***Algeria***.
- These jeans were **made in** ***Turkey***.
- Many products sold around the world are **made in** ***China***.

➡ **Asking Questions about "material" and "place"**

➢ To ask about the **material** (***cotton***, ***wool***, ***glass***, ***plastic***, etc) that makes something, I can say: "What is it **made of**?"

Example: - What's your scarf **made of**?
- It's **made of** ***silk***.

➢ To ask about the **place** (***country***, ***city***, etc) where something is made, I can say: "Where is it **made**?"

Example: - Where's your scarf **made**?
- It's **made in** ***India***.

SPECIAL DIFFICULTY:

➢ People usually use "**made with**" to talk about food ingredients.

Example: - The soup is **made with** ***vegetables*** and ***chicken stock***.

Practice: The teacher asks the learners to do **Task 7** and **8 page 69** and **Task 13 page 71**. They may work in pairs.

Task 7 page 69: (I match each women's traditional dress with its corresponding regional origin).



Traditional dress from Djelfa & Bousaada
("Jebba Naili")



Traditional dress from Constantine
("Katefa Mahrouja")



Traditional dress from Setif
("Benouar Staifi")

Task 8 page 69: (I fill in the gaps with: "**made in**" or "**made of**").

1. "**Katefa Mahrouja**" is traditional dress …**made of**… dark-red or clear-red velvet which merchants used to import from the city of Genoa, Italy. The dress is embroidered with gold thread ("**Fetla**" or "**Majboud**") and can be very heavy to wear. It originated in Constantine and is worn on special occasions like weddings. Today, it is also …**made in**… other Algerian towns.
2. Originally "**Benouar Staifi**" was …**made in**… Setif. It is a traditional regional dress …**made of**… light material with a variety of colours. It can be worn as every day wear or on special occasions.
3. "**Jebba**" or "**Roubba Naili**" is a modern version of the traditional Naili costume, which used to be worn many years ago by the women of Djelfa, Bousaada and M'Sila. It is still …**made in**… this same region, today. The dress is usually …**made of**… silk with a white colour. A light white shawl ("**Malhfa**"), also …**made of**… silk, covers the shoulders. "**Jebba Naili**" can be worn every day or on special occasions.

Task 13 page 71: (I write the name of each of these traditional Algerian dishes in its corresponding box).



❶ Traditional beans/ Chickpeas dish ("*Dobara foul/ homous*")



❷ Couscous ("*Taam, Naama, Kusksi, Barboucha*")



❸ Algerian stuffed flatbread ("*Mahjouba, Mhajeb*")



❹ Algerian pancakes ("*Ghraief, Baghrir, Korsa*")



❺ Traditional crushed bread and vegetables dish ("*Boumehres, Batout, Zviti*")



❻Tuareg bread ("*Taguella*")

Use: The teacher asks the learners to do **Task 14 page 72**.

Task 13 page 72: (I look at the pictures again "Task 13" and fill in each gap with the appropriate grammatical word "**used to – ago – of – in – with**").

1. "**Couscous**" is a typical Algerian dish. It is considered as the national dish by many people. It consists of broth and rolled semolina, which is steamed twice or three times. The broth is made …***with***… vegetables and lamb, mutton, beef, or fish, depending on each region.
2. "**Taguella**" is traditional Tuareg bread ("***Kasra***" or "***Matlou***"). It is made …***with***… wheat flour and baked in the sand, in a hole covered with embers.
3. "**Mahjouba**" is well-known in many regions of Algeria. It consists of a dough which is flattened with the palm of the hand into very thin layers like pancakes, then filled with a spicy mixture of diced vegetables and chillies, and finally baked on a hot, round baking tray ("***Tajin***") traditionally made …***of***... brass.
4. "**Boumehres**" is another Algerian popular dish made …***with***… unleavened bread ("***Rekhses***") which is crushed together with tomatoes, garlic, fresh coriander, chillies and spices in a mortar made …***of***… wood or brass. This dish is traditionally eaten with bare hands or spoons made …***of***… wood.

Biskris say that "**Dobara**" was first made …***in***… Biskra many years …***ago***… . It is made …***with***… broad beans or chickpeas or mixture of these two dried vegetables, which are cooked I broth and served with diced tomatoes, minced fresh coriander, olive oil, pickled chillies and hot spicy sauce.

5. Algerian "**Baghrir**" are the counterpart of European or American pancakes. They consists of a mixture of flour and water, which is whisked to a smooth batter and then cooked in the form of thin, round pieces of flat bread on a traditional baking tray ("***Tajin***") made …***of***… earthenware. Traditional Algerian "Baghrir" are served with melted butter, sugar or honey and traditionally eaten with bare hands.

All these traditional dishes appeared a long time …***ago***… in my country but no one knows exactly when or how. Our ancestors …***used to***… prepare them in their mountains, plains or Sahara desert and certainly loved them, too. It is now my turn to preserve these dishes because they are part of my cultural heritage.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 07 (I Read and Do **1**)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, gather information about famous places in Algeria in the past (Setif).		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Past simple/ Used to.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and sharing national cultural diversity with its regional cultural differences./ Valuing travelling as a source for knowledge and learning.		**Materials:** Board/ Maps/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and show creativity when producing oral and written messages.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can develop effective reading strategies.		**Social and Personal:** They can be inspired from outstanding people as role model.

Warming Up: The teacher greets the learners and sticks a map of Algeria on the board. After that, he/ she asks the following questions:

1- What's the name of our country?
2- Where is it situated?
3- What are the colours of our flag?
4- What's our capital?
5- What are the most important Algerian cities?



Pre-Reading: The teacher writes some keywords on the board and asks the learners to guess the topic. The keywords are: (**journey, Setif, open-air museum, statue, plain, gardens, boulevards,** etc).

While-Reading: The teacher invites the learners to read "**Text 1 page 73**" and fill in the bibliographical notes **Task 1 page 73**/ **Task 2 page 73**.

Task 1 page 73: (I read "**Text 1**" and complete the bibliographical notes).

Bibliographical Notes

- **Title:** /
- **Author:** ***C.S. Vereker***
- **Source:** ***Scenes in the Sunny South, Longmans, Green & Co., London***
- **Date of publication:** ***1871***
- **Type of text:**
  ☐ descriptive ☑ narrative
- **Type of document:**
  ☐ blog page
  ☑ excerpt from a book
  ☐ press article

Task 2 page 73: (I read "**text 1**" again and answer the questions).

1. How many paragraphs are there in the text? ***There are two (2) paragraphs in the text.***
2. What or who do the bold words in the text refer to? (**I**) ***The author/ The writer,*** (**the town**) ***Setif,*** (**it**) ***Setif,*** (**today**) ***1871,*** (**it**) ***The plain of cotton plantations and corn-fields,*** (**its**) ***The agriculture of this plain,*** (**there**) ***Setif.***
3. How long ago did the writer visit Setif? ***The writer visited Setif 148 years ago.*** (**2019**)
4. Did the writer like Setif? Justify your answer. ***Yes, he did, because he was glad to see it again.***
5. What did Setif use to be in the Roman period? ***Setif used to be a military station of great importance.***
6. What did Setif use to be in the time of "El-Bakri" and the Turkish period? ***It used to be a plain of cotton plantations and corn-fields in the time of "El-Bakri", but under the Turkish Government it decayed and its agriculture vanished.***
7. What was Setif like in 1871? ***It was standing on bare hills in the middle of a plain.***
8. What kind of dwellings did the "Arabs" use to live in? ***They used to live in tents and gourbis.***
9. What did the children use to do in the open-air museum? ***They used to amuse themselves knocking off the noses and the fingers of the statues.***
10. Suggest a title to the text. ***The Historic City of Setif***

Post Reading: The teacher asks the learners to read "**Text 1**" and brainstorm as many facts about Setif as they can in a limited time. They may work in pairs or in small groups. And the group that can recall the most is the winner.

Task: (I read "**Text 1**" and write a short summary about the writer's trip to Setif).

"148 years ago, a famous British writer ……...……
……
……...…".

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 08 (I Read and Do **2**)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, gather information about famous places in Algeria in the past (Constantine).		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Past simple/ Made of.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and sharing national cultural diversity with its regional cultural differences./ Valuing travelling as a source for knowledge and learning.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and show creativity when producing oral and written messages.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can develop effective reading strategies.		**Social and Personal:** They can be inspired from outstanding people as role model.

Warming Up: The teacher greets the learners and sticks the following pictures on the board. After that, he/ she asks the following questions:



1. Do you know these cities or districts?
2. Were the streets large or narrow?
3. What clothes did men/ women use to wear, then?
4. Can you name some handicrafts people used to do at that period of time ?

Pre-Reading: The teacher writes "**Constantine**" on the board and invites the learners to pool what they know about this city and share their information with each other. The teacher may help them to find the right word in English.

While-Reading: The teacher invites the learners to read "**Text 2 page 74**" and fill in the bibliographical notes **Task 2 page 74**/ **Task 5 page 74**.

Task 4 page 74: (I read "**Text 2**" and complete the bibliographical notes).

Bibliographical Notes

- **Title:** */*
- **Author:** ***Lady Herbert***
- **Source:** ***A Search after Sunshine, Spottiswoode & Co., London***
- **Date of publication:** ***1871***
- **Type of text:**
  ☐ descriptive ☑ narrative
- **Type of document:**

☐ web page
☐ press article
☑ excerpt from a book

Task 5 page 74: (I read "**text 2**" again and answer the questions).

1. How many paragraphs are there in the text? ***There are four (4) paragraphs in the text.***
2. What or who do the bold words in the text refer to? (**I**) ***The author/ The writer,*** (**me**) ***The author/ The writer,*** (**It**) ***Constantine,*** (**their**) ***trades,*** (**they**) ***"Gandouras".***
3. How long ago did the writer visit Constantine? ***The writer visited Constantine 148 years ago.*** (**2019**)
4. What was the Arab town of Constantine like in 1871? ***The Arab town of Constantine was interesting; the streets were excessively narrow. (And still narrow). There, we could find the different trades which lived each in their separate quarters (shoemakers, butchers, bakers, etc). We could also find the "Burnous" court and the shoe bazaar.***
5. What were the "***Gandouras***" made of? ***The "Gandouras" were made of silk and wool.***
6. Who used to wear these "***Gandouras***"? ***The higher classes used to wear these "Gandouras".***
7. What were shoes and slippers ("***Rihyia***" or "***Babouche***") made of? ***They were made of leather.***
8. Did the writer like the town of Constantine? Justify your answer ***Yes, he did, because he uses the word "magnificent" to describe the town and at the end of the text he writes: "It's impossible to describe in words the beauty of these Eastern bazaars".***
9. Suggest a title to the text. ***Constantine the Beautiful City***

Post Reading: The teacher asks the learners to read "**Text 2**" and brainstorm as many facts about Constantine as they can in a limited time. They may work in pairs or in small groups. And the group that can recall the most is the winner.

Task: (I read "**Text 2**" and write a short summary about the writer's trip to Constantine).

"148 years ago, a famous British writer ……...……
……
……...…….".

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 09 (I Learn to Integrate)	**Framework:** P.P.P
Learning objectives: To enable the learners to integrate their resources and work in small groups to make a video interview about "**Grandparents Day**" and act it out.		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to profile and reading.		**Domains:** Oral/ Written/ **Both**.
Core values: Raising teenagers awareness of the importance of the elderly as a source of the transmission of valuable cultural and historical heritage./ Being proud of belonging to Algeria with its varied cultural and historical heritage./ Being proud of his ancestral way of life.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can critical thinking skills when gathering information for learning and research producing, solve problem situations using a variety of communication means, show creativity when producing oral and. written messages and show some degree of autonomy in all areas of learning.		**Methodological:** They can work in small groups, develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally and share information with the whole class.
Communicative: They can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures and process digital data in English.		**Social and Personal:** They can socialize through oral and written exchanges.

Warming Up: The teacher greets the learners and splits the class into small groups and asks them the following questions:

1- Are your grandparents alive?
2- Do they live far from you?
3- How often do you visit them?
4- Do you live with them?
5- Do you respect and love them?
6- Do they love you?

Pre-Writing Process: The teacher writes the situation on the board, reads it and explains the task. Then, helps the learners to remember what they learnt in this sequence. After that, he/ she asks them to fill the **KSA** chart on **page 75**.

Setting up the Situation: (I learn to integrate).

It is "**Grandparents Day**" in Algeria. To celebrate the event, I am going to make a video interview of my grandfather or grandmother. I will then post the video on the school website and my personal blog to share it with other people around the world.

Planning:

KNOWLEDGE	SKILLS	ATTITUDES
▪ *Lexis related to biographical information (personal identification):* **He/ She was born in (date, place).** ▪ *Lexis related to dwelling places (description of home):* **He/ She lived in (old house, farmhouse, flat, tent, etc).** ▪ *Lexis related to routine activities (chores, housework):* **He/ She used to clean their house, feed animals, etc.** ▪ *Lexis related to food (traditional dishes):* **Couscous, Algerian pancakes, Doubara, Mahjouba, etc.** ▪ *Lexis related to dress (traditional, special and daily wear; school uniform):* **Gymslip, tie, blouse, etc.** ▪ *Lexis related to games:* **Rag doll, skipping rope, marbles, hide-and-seek, etc.** ▪ *The past simple tense (ago)* **He/ She lived there …years ago** ▪ *The semi-modal "used to"* **He/ She used to …** ▪ *Adverbs of frequency:* **always, sometimes, never, etc.** ▪ *Made of/ in:* **It's made of …/ It's made in ...** ▪ *My Pronunciation Tools:* **Vowel sounds, silent letters.**	▪ *Narrating past events, experiences and childhood memories* ▪ *Describing life and lifestyles (past and present)* ▪ *Comparing life and lifestyles (past and present)* ▪ *Devising and selecting relevant interview questions* ▪ *Conducting an interview (oral/ aural communicative skills)*	▪ *Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience* ▪ *Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable national cultural and historical heritage* ▪ *Valuing the past in order to build a better future for one's community* ▪ *Sharing national cultural and historical values that cement community ties and unity*

- The teacher asks the learners to follow the **(Interview Card) Task 3 page 76**. And do **Task 4 page 76**. After that, he asks them to start working. The previous lessons may help them.

In-Writing Process: (Practice)

Drafting: With the help of their teacher, the learners start drafting.

Editing: Teacher helps the learners to examine the text carefully to find and correct typographical errors and mistakes in grammar, style and spelling.

Publishing: (Produce)

Task 4 page 76: (I can write my interview questions. I can start like this).

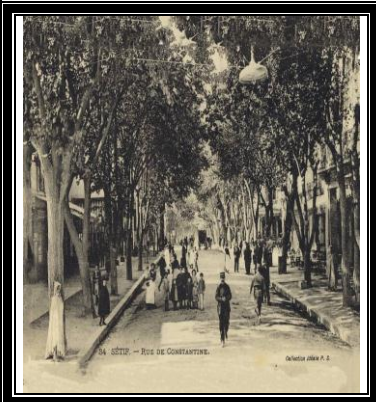
Example:

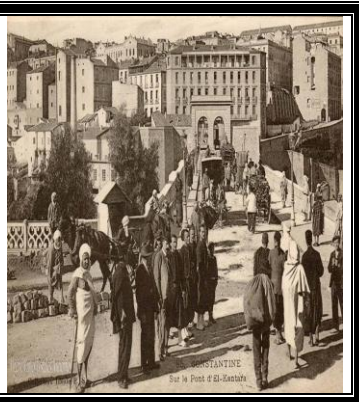
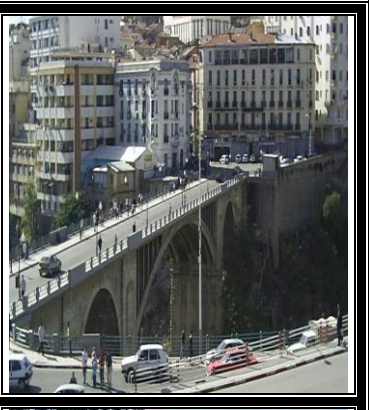
Me: I'm going to interview you for my school project, grandma/ grandpa. This video will be posted on the web on "Grandparents Day". So, let's start. When were you born?
Grandma: ***I was born in … (1954)***
Me: ***Where were you born?***
Grandma: ***I was born in El-Oued.***
Me: ***Where did you use to live?***
Grandma: ***I used to live in a big house with my parents, uncles, aunts, and my brothers and sisters.***
Me: ***What did you use to eat?***
Grandma: ***We used to eat couscous, Matabig, Kesra, olive oil, fresh fruits and vegetables, etc.***
Me: ***Did all the family use to eat together?***
Grandma: ***No, men used to eat first. Then, it was the turn of women and children.***
Me: ***Oh! You mean that you didn't eat with you father!***
Grandma: ***Yes, it was the case that time and it is still the case in some regions.***
Me: ***What about table manners? Did you have the right to speak when you were eating?***
Grandma: ***Actually, we didn't, but sometimes someone told us jokes and we all laughed heartily, this only at the end of the meal.***
Me: ***What did you use to wear?***
Grandma: ***We used to wear dresses, skirts and boys used to wear traditional long trousers and on special occasions, we used to buy new clothes.***
Me: ***Do you use to wear school uniform?***
Grandma: ***No, some pupils wore a school apron and others put on their "Kachabia". As you know, few Algerian children went to school in those days.***
Me: ***Which games did you use to play?***
Grandma: ***I used to play with my rag doll, hide-and-seek with some friends and boys used to play with marbles.***
Me: ***Can tell me about an unforgettable event?***
Grandma: ***I will never forget that moment when I went to Algiers the capital for the first time. It was marvellous to see people, streets, shops, markets, cars and of course the sea.***
Me: ***I really thank you my lovely grandma, for answering my questions.***
Grandma: ***Not at all, my sweetheart.***

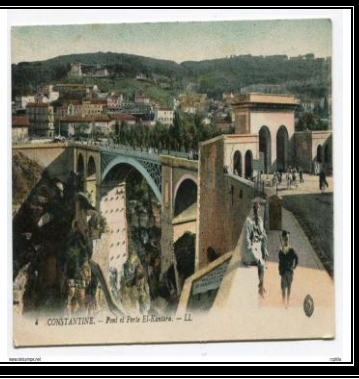
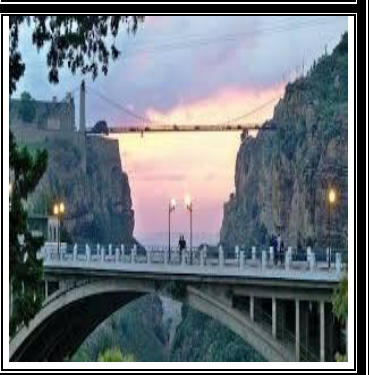
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 10 (I Think and Write)	**Framework:** P.P.P
Learning objectives: To enable the learners to write a comparison between past and present life in the Algerian cities.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Lexis related to daily life.		**Domains:** Oral/ Written/ **Both**.
Core values: Sharing national cultural and historical values that cement community ties and unity.		**Materials:** Board/ A3 papers/ Colouring pens.
Cross curricular competencies		
Intellectual: They can critical thinking skills when gathering information for learning and research producing, solve problem situations using a variety of communication means, show creativity when producing oral and. written messages and show some degree of autonomy in all areas of learning.		**Methodological:** They can work in small groups, develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally and share information with the whole class.
Communicative: They can use English to compare lifestyle and process digital data.		**Social and Personal:** They can show some degree of autonomy in learning.

Warming Up: The teacher greets the learners and shows them some pictures about Setif and Constantine, in the past and now or asks them to open their books on (**page 77,78 and 79**) . Then, he/ she asks the learners to describe them.



Presentation: The teacher introduces the situation **Task page 77**.

Our English and history teachers asked you to organise a photo and postcard exhibition with accompanying captions and short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today (dwellings, architecture, people, dress, transport, etc.). I decided to display photos and old postcards of Setif and Constantine and write comparative texts about these two cities.

Practice: The teacher provides the learners with "**Layout page 79**" and some other information and asks them to start gathering information for their paragraphs, engage in the task by controlling, monitoring, have peer correction before posting and offering help when needed. They should use the information that they have already seen in the previous lessons.

Some useful information about: "**Setif**" and "**Constantine**".

- **Politics:** ***In the past:*** Under the French rule/ Algerian people were colonized and work for the colonizer. ***In the present:*** Algerian government rule/ People are free citizens and work for their own welfare.
- **Dressing:** ***In the past:*** Women wore the "***Haiek***" and men wore "***Turkish pants***" and "***Kachabia***". ***In the present:*** Wear all kinds of clothes (traditional or modern).
- **Dwelling:** ***In the past:*** Old houses of mud, tents, low and narrow quarters.
  In the present: New buildings, villas, big houses, flat.
- **Transport:** ***In the past:*** Carriages, animals backs, on foot, cars and bus.
  In the present: All means of transport: (cars, bus, train, plane, etc).
- **Schooling:** ***In the past:*** A few privileged went to school, but most of the population was illiterate. ***In the present:*** All children must attend school at the age of 6.

Production: The teacher asks the learners to start writing their paragraphs.

- The learners produce their own paragraphs, present them and let the classmates check, take notes and assess the work.

Example:

One hundred years ago, Setif and Constantine weren't like today. They were less large. People used to go from one place to another on foot, horseback, or by cart. There were nice building and paved streets lined with trees. When they went out, women used to were white piece of cloth ("***Haiek***") or black piece of cloth ("***Mleya***") to cover their bodies. Men used to wear long dresses ("***Gandouras***"), traditional coats ("***Kachabia***"), or ("***Burnous***").

Nowadays, Setif and Constantine have changed. They have become large. As a result, means of transport have developed. People take the bus, the train, the tramway, or use their cars to go to work, to go shopping, to visit friends and relatives, and so on. Contrary to the past, the construction of buildings isn't as well organized as it used to be. Concerning dress and clothes, people wear European clothes or religious ones like the ("***Hijab***").

As a conclusion, the two cities Setif and Constantine have changed with the years. People's lifestyles are influenced by modernity. The use of T.V and the internet has also played a big and important role in these changes.

- The teacher collects the learners work to be corrected at home.