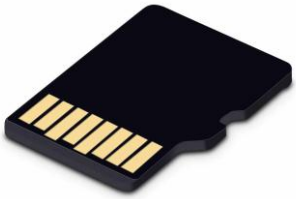
Sequence: 03	**Lesson:** 01 (I Listen and Do **1**)	**Framework:** P.D.P
Learning objectives: To enable the learners to transform bibliographical information from an ID card format to a dialogue format.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** WH questions.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing hard work and great achievements and supporting successful people/ Valuing learning and thinking and being proud of belonging to Algeria.		**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 sticks some flashcards about old and new inventions on the board and invites the learners to match the flashcards with definitions and classify them in the chart below (**mobile phone, clock, memory card, camera, smart card, toothbrush, video games, plane**).









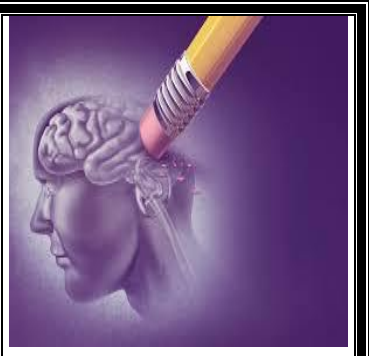



Old Inventions	New Inventions

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 and asks them to predict how the pictures relate to the main topic. (**Wonderkit "smart-wear autism shirt"/ Dr Abderrahim Bourouis / Alzheimer's disease/ Stars of Science**).





During Listening: The teacher invites the learners to open their books on **Page 84** and listen to **Script 1,2 page 23** (**Dr Bourouis' ID card**). After that, he/ she asks the learners to do **Task 1 page 84**.

Task 1 page 84: (I listen to the text and complete Dr Bourouis' ID card).

Dr. Bourouis ID Card
(PART 1)



First Name: ***Abderrahim***
Surname: ***Bourouis***
Date of Birth: ***1988***
Place of Birth: ***Tlemcen***
Father's Occupation: ***Mechanic***
Mother's Occupation: ***Housewife***
Primary, Middle and High School: ***Tlemcen***

Undergraduate Studies
University: … ***University of Tlemcen – Abou Bekr Beljaid*** …
Degree: … ***BE (Bachelor of Engineering)*** …

Postgraduate Studies
University: ***University of Tlemcen – Abou Bekr Beljaid***
Degree (1): ***ME (Master's Degree of Engineering)***
Year: ***2009***
Degree (2): ***PhD in Telecommunication***
Year: ***2014***
Field of Study: ***Engineering***

Professional Experience
Name of Company: ***"Algérie Telecom"***
Year: ***2014***

Post Listening: The teacher asks the learners to interview each other using the information in the ID Card in the task (1). **Task 4 page 85**. Then, act out the dialogue.

Task 4 page 85: (I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID Card).

My partner *(journalist)*: How old are you, Dr Bourouis?
Me *(Dr Bourouis)*: *I'm 31 years old.* (in 2019)
My partner: Where were you born?
Me: *I was born in Tlemcen.*
My partner: What is your father's occupation?
Me: *He is a mechanic.*
My partner: Where did you graduate?
Me: *At Abou Bekr Beljaid University in Tlemcen.*
My partner: When did you get your PhD?
Me: *I got my PhD in 2014 .*
My partner: What is your occupation now?
Me: *I'm an engineer and a researcher.*

- 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: 03	**Lesson:** 02 (I Listen and Do **2**)	**Framework:** P.D.P
Learning objectives: To enable the learners to transform bibliographical information from an ID card format to a plain text.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Narrate past events .		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing hard work and great achievements and supporting successful people/ Valuing learning and thinking and being proud of belonging to Algeria.		**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 write about famous people.		**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 logos of the most famous companies in the fields of electronics and miniaturisation and what do these companies produce for us. He/ She may explain the word " Miniaturisation" (It is the trend to manufacture ever smaller mechanical, optical and electronic products and devices).



Pre-Listening: The teacher asks the learners to work in pairs and try to do **Task 11 page 87**.

Task 11 page 87: (I match each scientific term mentioned in the interview "**Part 2**" with its corresponding photo).



Memory stick (flash drive/ USB stick/ Pen drive)



Chip (Microchip)



PlayStation



Memory card



Smart card (Chip card)

During Listening: First listening: The teacher invites the learners to open their books on **Page 85/ 86** and listen to the dialogue **Script 6** and **7 page 22/ 23** (**Interview with Professor Belgacem Haba Part 1** and **2**). After that, he/ she asks the learners to do **Task 6 page 85/ Task 8 page 86**.

Task 6 page 85: (I listen to "**Part 1** and **2**" of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr Baghdadi, and complete the dialogue bubbles).



1. After grading, I was contacted by a Japanese company. So, I went to … ***Japan*** … and stayed there for … ***six (6)*** … years. I was … ***working*** …in the application of laser technology to microelectronics while I … ***was*** … living there. Then, I moved on to work … ***on*** … miniaturisation.



2. The miniaturisation of electronics .



3. Yes. When I returned to the US, I joined a small company. Our aim was to miniaturise the … ***mobile*** … phone. Phones were big and we … ***knew*** … that if managed to make them smaller, they would … ***sell*** … more.

Task 8 page 86: (I listen to "**Part 2**" of the interview between Prof. Haba and Dr Baghdadi, and tick the four technological inventions that Prof. Haba was working on).

- ☑ The miniaturisation of mobile phone chips.
- ☑ The miniaturisation of mobile phones.
- ☑ The miniaturisation of cameras.
- ☑ The miniaturisation of memory chips.
- ☑ The miniaturisation of console games "PlayStation" 2 and 3.
- ☑ The design and development of console games "PlayStation" 2 and 3.

Second listening: The teacher invites the learners to listen to the dialogue **Script 6** and **7 page 22/ Script 8, 9, 10, 13** and **14 page 23** (**Interview with Professor Belgacem Haba Part 1** and **2**) again and do complete Belgacem Haba's ID card.

Task: (I listen to "**Part 1** and **2**" of the interview between Prof. Haba and Dr Baghdadi, and complete Belgacem Haba's ID card).

Prof. Belgacem Haba ID Card



First Name: ***Belgacem***
Surname: ***Haba***
Date of Birth: ***1957***
Place of Birth: ***EL-M'ghayer El-Oued***
Nationality: ***Algerian***
Primary, Middle and High School: ***El-M'ghayer, Amir Abdelkader Touggourt, Bab Ezzouar in Algiers***

Undergraduate Studies
University: ***Bab Ezzouar in Algiers***
Degree: ***DES (Diploma of Higher Education)*** Field: ***Physics***

Postgraduate Studies
University: ***Stanford University*** country: ***USA***
Degree (1): ***master's***
Degree (2): ***master's and PhD in Solar Energy***
Field of Study: ***Applied Physics***

Professional Experience
Name of Company: ***IBM's research labs, New York USA/ Nippon Electronic Corporation, Japan/ Tessera USA***
Field of Study: ***Application of Laser Technology to Microelectronics***

Post Listening: The teacher asks the learners to complete the following biography of Prof. Belgacem Haba.

Task: (I use the information in the ID Card to complete the biography of Prof. Belgacem Haba).

Professor Belgacem Haba is an Algerian … ***scientist*** … and … ***inventor*** … . He was born in … ***1957***… in … ***EL-M'ghayer El-Oued*** …. He went to … ***Amir Abdelkader*** … High School in … ***Touggourt*** … before joining the University of … ***Bab Ezzouar*** … in … ***Algiers*** …, where he completed a DES (Diploma of Higher Education) in … ***physics*** …. Then, he went to … ***Stanford University*** … in …***USA*** … . He did a master's degree in … ***applied physics*** …, then he did another master's degree and a … ***PhD*** … in this field. After graduating from Stanford, he joined … ***IBM's*** … research labs in … New York … working on the application of … ***lasers technology*** … to … ***microelectronics***… .

- 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: 03	**Lesson:** 03 (The Language Use **1**)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about past actions using **the past simple** and **the past continuous** tenses.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **Past simple**/ **Past Continuous**/ Connector/ Conjunction "***While***".		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing hard work and great achievements and supporting successful people/ Valuing learning and thinking and being proud of belonging to Algeria.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and deduce meaning from contexts .	**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 makes a quick revision about Prof. Belgacem Haba's life.

Presentation: The teacher writes the following text on the board, from the interview between Prof. Haba and Dr Baghdadi and asks the learners to work in pairs and do the following task:

We **were** also **doing** other things ***while*** we **were** **working** on the miniaturisation of mobile phones and mobile phone chips; we **were** **working** on the miniaturisation of cameras. Then, I **moved** on to a company **called** Rambus, which specialises in memory chips **used** today in memory sticks, memory cards and smart cards. It **was** there that we **designed** and **developed** the console games "PlayStation" 2 and 3.

1- Read and sort out a connector.
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 93 – 94**". He/ She may use sentences from the previous text.

A company	**called**	Rambus.
	Past Simple	

We	**were working**	on the miniaturisation of cameras
	Past Continuous	

We	**were** also **doing**	other things	***while***	we	**were working**	on the miniaturisation of mobile phones
	Past Continuous		***Connector***		**Past Continuous**	

I use:

Past Simple and Past Continuous

➡ To talk about **sing, longer** actions/ activities or events happening at a particular time in **the past**, I use **the past continuous** tense: **was/ were** + Verb (**Stem**/ Base) + **ing**".

Example: - We **were working** on the miniaturisation of cameras.

(= We spent a long period of time working on the miniaturisation of cameras.)

➡ I use "**was**" (The past simple form of "**be**") with the pronouns: (I; He; She; It).

➡ I use "**were**" (The past simple form of "**be**") with the pronouns: (You; We; They).

➡ **Past Continuous Tense (Forms)**

- **Interrogative form:** "**Was/ Were** + Subject + Verb (**Stem**) + **ing** + rest of the sentence?" **Example:** **Were** you **sleeping** all the morning? I phoned you three times!
- **Affirmative form:** "**was/ were**" (in short answers)/ "**was/ were**" + **Stem** + **ing** (in long answers) **Example:** Yes, I **was**./ I **was sleeping** all the morning.
- **Negative answer:** "**wasn't/ weren't** (in short answers)"/ "**wasn't/ weren't** + **Stem** + **ing** (in long answers)" **Example:** No, I **wasn't**./ I **wasn't sleeping** all the morning.

➡ **Contracted/ Short Forms of "be" in the Past**

- **wasn't** is the short form for "**was not**".
- **weren't** is the short form for "**were not**".

➡ To talk about **two longer** actions/ activities or events happening at the same time (simultaneous) in **the past**, I can use **the past continuous** tense and the connector/ conjunction "***while***" to combine them. **Example:** We **were** also **doing** other things ***while*** we **were working** on the miniaturisation of mobile phones and mobile phone chips.

"Verb Stem + ing": Spelling Rules

➡ **RULE 1:** Drop final "**e**" in most verbs. **Examples:** write → writing/ make → making/ live → living.

➡ **RULE 2:** Don't change final "**y**" into "**i**". **Examples:** play → playing/ carry → carrying/ try → trying.

➡ **RULE 3:** Double the final consonant (**b, d, g, l, m, n, p, r, t**) if this consonant is preceded by one-letter vowel. **Examples:** sit → sitting/ rub → rubbing/ stop → stopping/ dig → digging.

Practice: The teacher asks the learners to do **Task 6 page 96**. They may work in pairs.

Task 6 page 96: (I write the correct form of the verbs in brackets and combine the pairs of sentences using the connector: "while". I should pay attention to the order of clauses).



1. a) "**Al-Khawarizmi**" (***live***) **was living** in Baghdad.
   b) He (***stay***) **was staying** at the "**House of Wisdom**" (***Dar Al-Hikma***).

"***While*** "**Al-Khawarizmi**" **was living** in Baghdad, He **was staying** at the "**House of Wisdom**" (***Dar Al-Hikma***)".

2. a) They (***study***) **were studying** at the "**House of Wisdom**".
   b) During the reign of the Abbasids Caliph "**Harun Al-Rashid**", many Muslim scholars (***work***) **were working** on the translation of foreign scientific books into Arabic.

(During the reign of the Abbasids Caliph "**Harun Al-Rashid**", many Muslim scholars **were working** on the translation of foreign scientific books into Arabic ***while*** They **were studying** at the "**House of Wisdom**).

3. a) Under the Abbasid Caliph "**Al-Mamun**", many Muslim scientists (***get***) **were getting** involved in astronomical research activities.

b) "**Al-Khawarizmi**" (***try***) **was trying** to measure the circumference of the Earth.

"Under the Abbasid Caliph "**Al-Mamun**", many Muslim scientists **were getting** involved in astronomical research activities ***while*** "**Al-Khawarizmi**" **was trying** to measure the circumference of the Earth".

Use: The teacher asks the learners to do **Task 4 page 96**. They should ask each other.

Task 4 page 96: (I answer my partner's questionnaire about what I was doing at the police station yesterday morning using the correct form of the verbs in my answers).

My partner: I was on my way to the dentist's yesterday morning and I saw you standing in front of the police station. What were you doing there?

Me: I was ***waiting for my father.***

My partner: Why were you wearing a bandage on your head?

Me: ***Because, I had an accident.***

My partner: What were you carrying in your hand?

Me: ***I was carrying my mobile phone.***

My partner: Who was talking to you?

Me: ***My mother was talking to me while I was waiting my father.***

My partner: Did the police help you?

Me: ***Sure, they did .***

- 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: 03	**Lesson:** 04 (I Pronounce)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about talk about famous people using a correct pronunciation of the vowel sounds **/f/, /v/** and discriminate between them.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Words contain vowel sounds **/f/** and **/v/**.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing hard work and great achievements and supporting successful people/ Valuing learning and thinking and being proud of belonging to Algeria.		**Materials:** Board/ Flashcards.
I pronounce: Words contain vowel sounds **/f/** and **/v/**.		
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 and face an audience.	**Social and Personal:** They can socialize through oral exchanges and written messages.	

Warming Up: The teacher greets the learners and asks them to say the alphabet and 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 **/f/** and **/v/** and classify them in the chart below.

My grandfather, Fred is a farmer. He lives with his family in a beautiful farm. Every day, he wakes up first and builds the fire, because he has no microwave and no stove. After, her wife Vanessa cooks the breakfast. She takes the food out of the fridge. They use their fingers to pick up the food which is beef, waffle, olives, coffee, milk, wafer, eggs etc. They dislike using the fork and the knife. After breakfast, Vanessa picks up the leaves outside their house and Fred drives his van and goes to feed his animals. Next summer vacation, I will phone them before travel there. I will visit them and stay enough time with them having fun with my two best and favourite friends David and Steve. We will move to the beach, swimming, playing volleyball and surfing on big waves of the ocean.

/f/ Initial	/f/ Medial	/f/ Final	/v/ Initial	/v/ Medial	/v/ Final
Fred, farmer, family, farm, first, fire, food, fridge, fingers, fork, feed, phone, fun, favourite, friends,	grandfather, beautiful, After, breakfast, waffle, coffee, wafer, before, surfing	wife, beef, knife, enough	Vanessa, van, vacation, visit, volleyball	lives, Every day, microwave, stove, olives, leaves, drives, travel, favourite, David, Steve, move, waves	of

- The teacher presents the rules from **My Pronunciation Tools page 91**.

MY PRONUNCIATION TOOLS

➡ **/f/** is usually (but not always) spelled "**f**". It is sometimes spelled: "**ff**" (as in: "waffle, coffee, stuff"), "**ph**" (as in: "**ph**one") or "**gh**" (as in: "enough, tough").

➡ **/v/** is usually spelled "**v**". (as in: "**v**an, oli**v**es, inter**v**iew, in**v**entor").

➡ The consonant sounds **/f/** and **/v/** can occur together in the same word. (as in: "**f**a**v**ourite, **f**i**v**e, **f**e**v**er, **f**a**v**our, **f**orgi**v**e, **f**ore**v**er").

EXCEPTION

- The letter "**f**" in the preposition "o**f**" is pronounced **/v/**.
- The double letter "**ff**" in the preposition "o**ff**" is pronounced **/f/**.

COMPARE:

– "o**f**" **/v/** and "o**ff**" **/f/**

Practice: The teacher asks the learner to do **Task 1,3 and 5 page 92**.

Task 1 page 92: (I listen and tick the correct pronunciation of the letters in bold).

– In**v**entors de**v**elop de**v**ices that help us almost e**v**ery day.

☐ **/f/** ☑ **/v/**

– We know little about al-**F**arabi's li**f**e or biogra**ph**y. He was a tenth- century Muslim **ph**iloso**ph**er who also wrote a book on music.

☐ **/v/** ☑ **/f/**

Task 3 page 92: (I listen and write the phonetic symbol "**/f/**, **/v/**" corresponding to the pronunciation of the letters in bold type in each word).

Al-**F**arabi / …**f**… / (870 – 950 CE) was an Islamic **ph**iloso**ph**er / …**f**… / and scientist. He was re**f**erred / …**f**… / to in the Arab world as the "Second Teacher" (a**f**ter / …**f**… / the Greek philosopher Aristotle known as the "**F**irst / …**f**… / Teacher"). He was also a musician who in**v**ented / …**v**… / and played a **v**ariety / …**v**… / of musical instruments. He tra**v**elled / …**v**… / to Egypt and **v**isited / …**v**… / Damascus and Aleppo. He su**ff**ered / …**f**… / great hardships during his li**f**e / …**f**… /. He wrote a lot o**f** / …**v**… / books on **ph**iloso**ph**y / …**f**… /, **ph**ysics / …**f**… /, mathematics, music and medicine.

Use: The teacher asks the learner to read the text about Al Farabi aloud and try to read the following **/f/** & **/v/** pronunciation story.

Last night, **V**ictoria **f**ried some **f**resh **f**ish. She **f**ried the **f**ish in hal**f** a **v**at o**f** fat. It smelled **f**oul, so she turned on the **f**an and opened the window. Today, I saw that **V**ictoria had **f**ailed to turn o**ff** the **f**an and close the window. A thousand **f**lies had **f**lown and many lea**v**es had blown into the kitchen. I **f**eel it was all her **f**ault.

- 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: 03	**Lesson:** 05 (The Language Use **2**)	**Framework:** P.P.U
Learning objectives: To enable the learners to communicate politely and making requests using the models "**Can**/ **May**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **Making requests**/ The models "**Can**/ **May**".		**Domains:** Oral/ Written/ **Both**.
Core values: Being polite.		**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 writes the following sentences on the board, reads them and asks the following questions.

1- **Can** I **use** your pen, Ahmed? **2-** **May** I **use** your pen, teacher?

- Is there any differences between the two sentences? Why

Presentation: The teacher writes the following dialogues on the board and asks the learners to work in pairs and do the following task:

Dialogue (1)

John: **Can** I **watch** TV, mum?
Mother: No, you **can't watch** it now, but you **can watch** it when you finish your homework.

Dialogue (2)

Peter: **May** I **ask** question, teacher?
Teacher: No, but you **may ask** after I finish.

1- What do John and Peter asking for? **2-** To whom are they talking?
3- How do they start their request?

- The teacher highlights the target structure "**My Grammar Tools page 94**". He/ She may use sentences from the previous dialogue.

Can	I	**watch** TV, mum?
Modal verb		

May	I	**ask** question, teacher?
Modal verb		

I use:

MAKING REQUESTS

➡ What is a **request**?
I **make a request** when I ask someone for something, or when I ask someone to do something: "**Can**/ **May** + Subject + Verb (**Stem**) + (rest of sentence) ?".

➡ I can use the modal verbs "**can**" and "**may**" to **make requests**.
- "**can**" is **informal request**: I use it with friends, classmates, people I know well.

Example: - **Can** you **help** me do my homework?
- "**may**" is **formal request**: I use it with people I don't know (well).

Example: - **May** I **have** some more sugar, please?

Practice: The teacher asks the learners to do **Task 8** and **9 page 97**. They may work in pairs.

Task 8 page 97: (I read each situation and tick the appropriate request).

SITUATION 1

You are having lunch at the school canteen. You ask one of your schoolmates for salt. What should you say?

☐ **a) Can** I **have** the bill?
☑ **b) May** I **have** the bill, please?

SITUATION 2

You are having lunch at the restaurant. You ask the waiter/ waitress for the bill. What should you say?

☑ **a) Can** I **have** the salt?
☐ **b) May** I **have** the salt, please?

SITUATION 3

You are at Heathrow airport, in London. The immigration officer asks for your passport. What should he/ she say?

☑ **a) Can** I **see** your passport?
☐ **b) May** I **see** your passport, please?

Task 9 page 97: (I read each situation and write the appropriate request using "**can**" or "**may**" as in **task 8**).

SITUATION 1

You are a traffic policeman/ policewoman. You ask a motorist for his/ her driving licence. What should you say?

➢ ***May I see your driving licence, please?***

SITUATION 2

Your English teacher wants you to open your books at page 33. What should he/ she say?

➢ ***Can you open your books at page 33?***

SITUATION 3

You are at Heathrow airport, in London. The immigration officer asks for your address in London. What should he/ she say?

➢ ***May I have your address in London, please?***

Use: The teacher asks the learners to consider the following situations "**Ask someone**". Discuss them with their partners and act them out in front of their classmates.

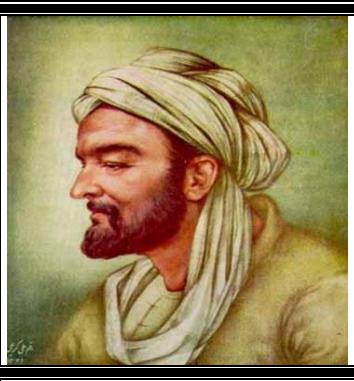
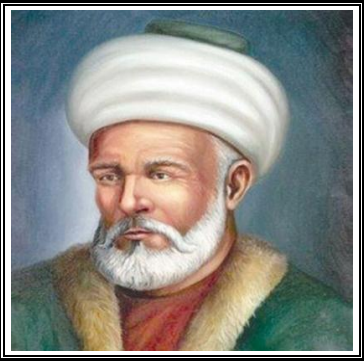
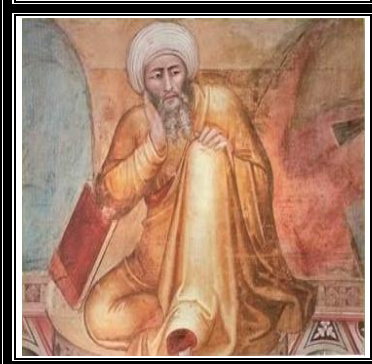
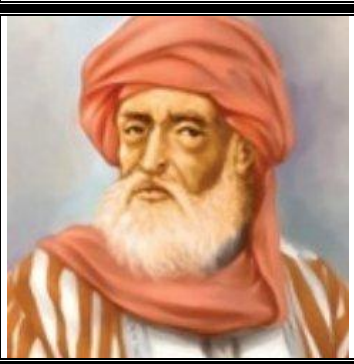
Task 5 page 68: (I ask and my partner answer).

- ✓ Ask my friend to help me to clean the garden.
- ✓ Ask someone to show me the way.
- ✓ Ask the teacher to clarify the task.
- ✓ Ask my friend to open the window.
- ✓ Ask my brother to play with me.
- ✓ Ask the guide tour for more information.

- 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: 03	**Lesson:** 06 (I Listen and Do **3**)	**Framework:** P.D.P
Learning objectives: To enable the learners to ask and answer questions about famous people and organise biographical information in chronological order.		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Past Simple to narrate.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and respecting discoveries and inventions/ Being proud and keen on communicating about outstanding Arabic and Islamic scientist figures.		**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 and talk about a famous scientist's life.		**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

Warming Up: The teacher greets the learners and creates a short discussion about the most famous Maghribi and Muslim scientists and their domains.

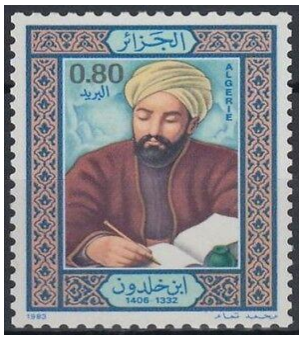
			
Ibn Battuta – ابن بطوطة (***1304 – 1369***) Geographer, Explorer	**Al-Biruni - البيروني** (***973 – 1050***) Geographer, Doctor, Historian	**Avicenna – ابن سينا** (***980 – 1037***) Doctor, Philosopher	**Al-Farabi - الفارابي** (***872 – 950***) Mathematician, Philosopher
			
Averroes – ابن رشد (***1126 – 1198***) Linguist, Philosopher	**Avempace – ابن باجة** (***1085 – 1138***) Astronomer, Philosopher	**Ibn Hazm – ابن حزم** (***994 – 1064***) Historian, Philosopher	**Ibn Al-Haytham – ابن الهيثم** (***965 – 1040***) Mathematician, Astronomer

During Listening: The First Listening: The teacher invites the learners to open their books on **Page 89** and listen to **Script 17,18 page 24** (**A History Class** "**Part 1**"). After that, he/ she asks the learners to do **Task 17 page 89**.

Task 17 page 89: (I listen to my history teacher "**Part 1**" and complete the missing dates in the timeline "**Part A**").

TIMELINE (Part A)

▶ …***First half of the 13th century*** …	His ancestors immigrated to Tunisia from "***Al-Andalus***" (Andalusia).
▶ … ***May 27th 1332*** …	He was born in Tunis.
▶ … ***1348 – 1349*** …	His parents died during an epidemic of the plague that hit Tunis.
▶ … ***1354*** …	He accompanied his teacher to Fez, when he became a secretary of the sultan of Morocco.
▶ … ***From 1365 to 1374*** …	He travelled a lot, moving from Béjaia to Biskra, Tlemcen, Fez, Granada, Africa.



The Second Listening: The teacher asks the learners to listen again and check their answers and correct each other.

The Third Listening: The teacher invites the learners to open their books on **Page 90** and listen to **Script 19,20 page 24** (**A History Class** "**Part 2**"). After that, he/ she asks the learners to do **Task 19 page 90**.

Task 19 page 90: (I listen to my history teacher "**Part 2**" and complete the missing dates in the timeline "**Part B**").

TIMELINE (Part B)

▶ …***From 1375 to 1378*** …	Our great Maghribi scholar then withdrew from politics and found refuge in "***Qalat Beni Sellam***", near Frenda, Algeria. He spent four years there, writing his "***Muqaddimah***" and part of "***Kitab Al-Ibar***".
▶ … ***1383*** …	A few years later, he settled in Cairo, Egypt where he became a teacher and a Cadi or judge.
▶ … ***1384*** …	The following years, his wife and four daughters died in a shipwreck on their way to join him in Cairo but his two sons survived.
▶ … ***1387*** …	Three years later, he went to Mecca on the pilgrimage.
▶ … ***17th March 1406*** …	He died in Cairo, Egypt and was buried there.

Post Listening: The teacher asks the learners to interview each other using the information in the timeline " **Part A** and **B**". **Task 22 page 90**. Then, act out the dialogue.

Task 22 page 90: (My partner plays the role of our history teacher. I listen to his/ her questions and answer him/ her using the information in the timeline " **Part A** and **B**").

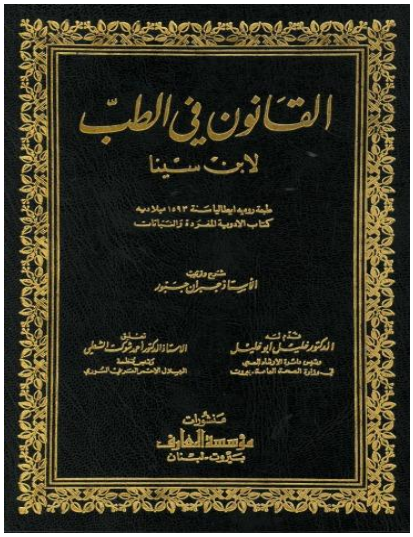
My partner: When and where was this famous Maghribi scholar born?
Me: ***He was born on May 27th, 1332 in Tunis.***
My partner: Can you mention the names of three towns in Algeria where he lived?
Me: ***He lived in Béjaia, Biskra and Tlemcen.***
My partner: Where and when did he write his famous book "***Al-Muqaddima***"?
Me: ***He wrote it in at Abou Bekr in "Qalat Beni Sellam", near Frenda, Algeria from 1375 to 1378.***
My partner: What was he doing all these years in Cairo, Egypt?
Me: He was working as a … ***teacher and Cadi or judge*** … **.**
My partner: Where and when did he die?
Me: ***He died in Cairo, Egypt on March 17th, 1406.***
My partner: What's his name?
Me: ***His name is "Ibn Khaldun".***

- 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: 03	**Lesson:** 07 (The Language Use **3**)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about famous people achievements using **relative pronouns** "**who**" and "**which**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Relative Pronouns "**who**" and "**which**".		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and respecting discoveries and inventions/ Being proud and keen on communicating about outstanding Arabic and Islamic scientist figures.		**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 and talk about a famous scientist's life.		**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

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-** What do you know about this famous scientist?
3- Did he write only this book? **4-** When did he write it?

Presentation: The teacher invites the learners to read the following text and asks them to focus on the words written in bold.

Avicenna "**Ibn Sina**" (980 – 1037) was a Persian Muslim Scientist **who** has been described as "***The Father of Early Modern Medicine***". He wrote many books and the most famous one is "***The Canon of Medicine***" **which** became a standard medical text at many medieval universities.

- The teacher highlights the target structure "**My Grammar Tools page 94**". He/ She may use sentences from the previous text.

Avicenna was a Persian Muslim Scientist	**who**	has been described as "***The Father of Early Modern Medicine***".
	Relative Pronoun	

The most famous one is "***The Canon of Medicine***"	**which**	became a standard medical text at many medieval universities.
	Relative Pronoun	

I use:

Relative Pronouns "Who " and "Which"

➡ "**Who**" and "**Which**" are **relative pronouns**. "**Who**" refers to ***people*** and "**Which**" refers to ***things*** and ***animals***.

Examples:

- Our class today is about ***a famous Maghrebin Scholar*** **who** invented ***modern sociology***. ("**who**" refers to: "***a famous Maghrebin Scholar***").
- His parents died during ***an epidemic of the plague*** **which** hit Tunis in 1348 – 1349. ("**which**" refers to: "***an epidemic of the plague***") .

➡ I can use **relative pronouns** to combine clauses without repeating information.

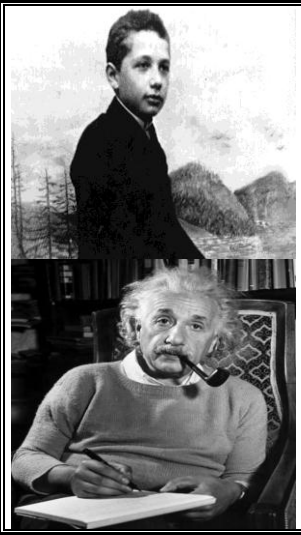
Clause (1): ▶ His parents died during ***an epidemic of the plague***.

Clause (2): ▶ ~~***An epidemic of the plague***~~ hit Tunis in 1348 – 1349.

Combined: ▶ His parents died during ***an epidemic of the plague*** **which** hit Tunis in 1348 – 1349.

Practice: The teacher asks the learners to do **Task 11** and **12 page 98**. They may work in pairs.

Task 11 page 98: (I fill in each gap with the appropriate **relative pronoun**: "**who**" or "**which**").



Albert Einstein (1879 – 1955) was a physicist … ***who*** … developed the special and general theories of relativity and won the Nobel Prize for Physics in 1921. Two experiences deeply affected his childhood. The first was his encounter at age 5 with a compass, … ***which*** … he saw for the first time in his life. He wondered how invisible forces could make the compass needle move! This fascination with invisible forces … ***which*** … controlled the physical world stayed with him all his life. The second happened at the age 12 when he discovered a book of geometry, … ***which*** … he read with great excitement. He called it his "sacred little geometry book".

Task 12 page 98: (I join each pair of sentences using the appropriate **relative pronoun**).



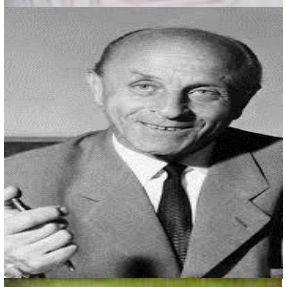


1. a) A search engine is a programme.
b) It searches the Internet and finds web pages based on keywords.
➢ ***A search engine is a programme which searches the Internet and finds web pages based on keywords.***
2. a) Larry Page and Sergey Brin invented ***Google*** search engine in 1996.
b) They were studying computer science at Stanford University.
➢ ***Larry Page and Sergey Brin who were studying computer science at Stanford University invented Google search engine in 1996.***
3. a) Today, ***Google*** is multinational technology company.
b) This company has many innovative application and services.
➢ ***Today, Google is multinational technology company which has many innovative application and services.***

Use: The teacher asks the learners to do **Task 13 page 98**.

Task 13 page 98: (I spot the mistake in each sentence and correct it).







1. Al-Khawarizmi (780 – 850 CE) is considered "***The Father of Algorithm and Algebra***", **which** he invented ~~**them**~~ in the ninth century.

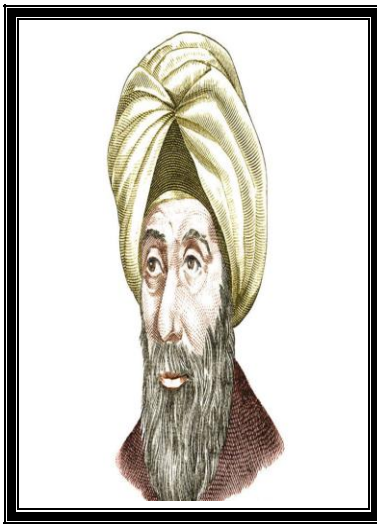
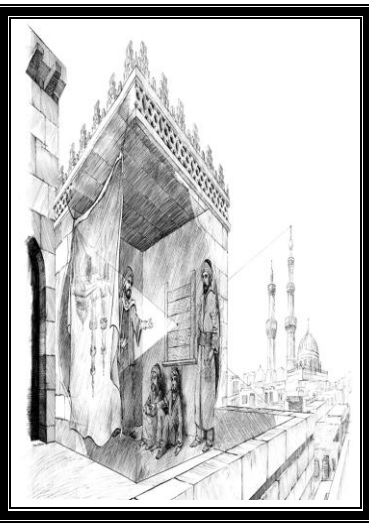
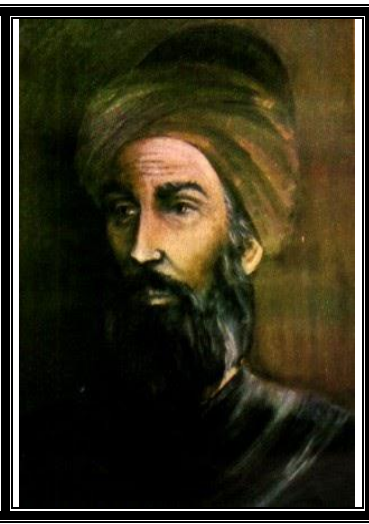
2. Ladislao Biro (1899 – 1985) was a Hungarian journalist **who** ~~**he**~~ invented the ballpoint pen in 1938.

3. Ibn Sina (980 – 1037) wrote "***The Canon of Medicine***", **which** ~~**it**~~ is among the most famous books in the history of medicine.

- 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: 03	**Lesson:** 08 (I Read and Do)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, gather information about famous people.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Past simple/ Used to.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and respecting discoveries and inventions/ Being proud and keen on communicating about outstanding Arabic and Islamic scientist figures.		**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 use information and communication technology such as blogs, website pages, forums to interact with learners of other cultures.		**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

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- What do you know about these famous scientists and inventions?

Pre-Reading: The teacher writes some keywords on the board and asks the learners to guess the topic. The keywords are: (**10th century, Ibn Al-Haitham, light ray, pinhole camera, Camera Obscura, optics, Al-Zahrawi, surgical instruments,** etc).

While-Reading: The teacher invites the learners to read "**Texts 1** and **2 page 99**" and fill in the bibliographical notes and answer the questions **Task 1 page 99**/ **Task 2 page 99**.

Task 1 page 99: (I read "**Texts 1** and **2**" and complete the bibliographical notes).

Bibliographical Notes

- **Title:** */*
- **Author:** *Paul Valley*
- **Source:** *"How Islamic Inventors Changed the World" The Independent.*
- **Date of publication:** *11 March 2006*
- **Type of document:**

☐ blog page
☐ excerpt from a book
☑ press article

Task 2 page 99: (I read "**texts 1** and **2**" again and answer the questions).

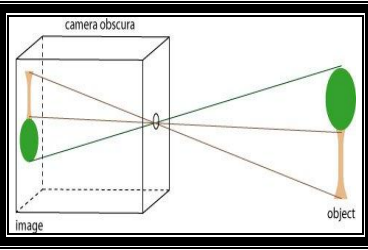
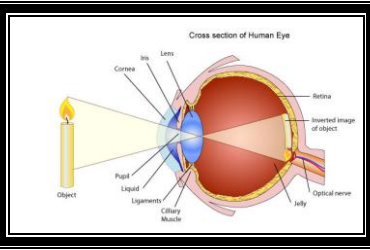
1. How many paragraphs are there in each text? ***There are two (2) paragraphs in each text.***
2. Which topic(s) do text 1 and 2 discuss and develop? ***The two texts discuss and develop the topics of Islamic inventions. Text 1: The invention of the first pinhole camera in the 10th century, which is an optical instrument. Text 2: The invention of the first surgical instruments, in the 10th century like the scalpels, bone saws, forceps etc.***
3. What or who do the bold words in the texts 1 and 2 refer to? ***Text 1:*** (**our**) ***The readers,*** (**which**) ***The laser,*** (**us**) ***The readers,*** (**it**) ***The eye,*** (**he**) ***Ibn Al-Haitham.*** ***Text 2:*** (**those**) ***surgical instruments,*** (**His**) ***Al-Zahrawi,*** (**who**) ***Al-Zahrawi,*** (**his**) ***Al-Zahrawi,*** (**it**) ***catgut.***
4. Is the word "camera" of English origin? ***No, it isn't. It is an Arabic word "qamara".***
5. Which tense is dominant in text 1 and why? Which one is dominant in text 2 and why? ***The tense which is dominant in the first text is the past simple because it is about the inventions which were made in the past by Ibn Al-Haitham. Whereas the tense in the second text is in the present simple because it deals with inventions made in the past but which are used nowadays.***
6. Do text 1 and 2 refer to the same historical period? Justify your answer. ***Yes, they do. Both refer to the same historical period "10th century", but the second text also refer to the present.***
7. Suggest a title to each text. ***Text 1: The Invention of the First Camera.*** ***Text 2: The Surgical Instruments Then and Now.***

- The teacher invites the learners to read "**Texts 1** and **2 page 99**" again and do **Task 3** and **5 page 100**/ **Task 8** and **9 page 101**.

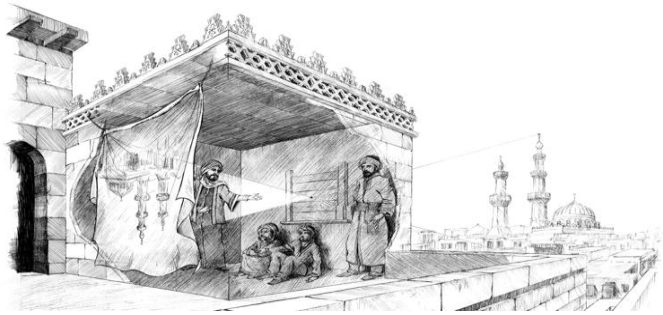
Task 3 page 100: (I read "**Texts 1** and **2**" and complete the table).

Name of Scientist	Dates of Birth & Death	Field(s) of Study	Discoveries	Inventions
1. Ibn Al-Haitham	***965 – 1040***	***Mathematics, Astronomy, Physics***	*/*	***Pinhole Camera***
2.Al-Zahrawi	***936 – 1013***	***Surgery, Medicine***	***Catgut***	***Scalpels, Bone saws, Forceps, Scissors, 200 instruments***

Task 5 page 100: (I look at the two diagrams "**A** and **B**" and say which part of "**Text 1**" they illustrate. Then, I give a title to diagram "**A**").

Diagram (A)			Diagram (B)
TITLE: ***The Pinhole Camera***			***Diagram (B) illustrate the first part of the text 1.***

Task 8 page 101: (I find in the "**text 1**" the scientist's "**observation**" which the following picture illustrates).



Ibn Al-Haitham observes the light and notices how it comes through a hole in window shutters.

Task 9 page 101: (I look at the two diagrams "A and B" and say which part of "text 1" they illustrate. Then, I give a title to diagram "A").



Scalpel



Scissors



Forceps



Bone saw

Post Reading: The teacher asks the learners to write three sentences using the connector "**while**" to describe what Al-Zahrawi and the other persons in the room (his assistant, his students and the nurse) were doing at the same time one day in Cordoba in 980. **Task 13 page 102**. They may work in pairs or in small groups. And the group that can recall the most is the winner.

Task 13 page 102: (I write three sentences using the connector "**while**" to describe what Al-Zahrawi and the other persons in the room were doing at the same time one day in Cordoba in 980).



Al-Zahrawi was suturing the wound of the patient while his assistant was holding the head of the patient. While Al-Zahrawi was operating the patient, the nurse was standing by his side to help him.

- 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: 03	**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 write the biography of Dr Bourouis.		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to biography.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing and respecting discoveries and inventions/ Being proud and keen on communicating about outstanding Arabic and Islamic scientist figures.		**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 use information and communication technology such as blogs, website pages, forums to interact with learners of other cultures.		**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

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

1- Do you know a biography? **2-** What we use to write it?

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 103**.

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

It is "**National Inventor's Day**" in Algeria. To celebrate the event, I am going to write Dr. Bourouis Biography and put it on display in the local public library where an official ceremony will be held. The best works will be awarded prizes and I want to be among the winners.

Planning:

KNOWLEDGE	SKILLS	ATTITUDES
▪ *Lexis related to biographical information (date and place of birth, education, professional experience, research achievement, awards, etc.):* **He was born in (date, place). He studied at …University** ▪ *Lexis related to science and technology(fields of study and research, inventions, scientific terminology, etc.):* **Miniaturisation of mobile phones, smart card, memory stick.** ▪ *The past simple and the past continuous tenses to narrate past events:* **He travelled to … and visited …/ While he was living there, he was working in …** ▪ *The present simple tense to describe technological devices or inventions:* **A search engine is a programme which searches the internet and finds web pages based on keywords.** ▪ *Relative pronouns to combine sentences and avoid repetition of information:* **Gymslip, tie, blouse, etc.** ▪ *Lexis related to games:* **Which – Who .**	▪ *Narrating* ▪ *Describing* ▪ *Organising/ Sequencing biographical information in chronological order* ▪ *Selecting relevant, important biographical information* ▪ *Transferring biographical information from one format (ID card) to another (plain prose text with specific writing rules and mechanics)*	▪ *Raising teenagers' awareness of the importance of scientific knowledge to intellectual fulfilment of both the individual citizen and his community* ▪ *Raising teenagers' awareness of their intellectual potential and capabilities compared with teenagers in developed countries (They should model themselves on worldwide famous Algerian scientists and inventors like Dr. Bourouis or Prof. Haba.)* ▪ *Valuing knowledge and hard work to achieve one's goals in life* ▪ *Sharing national, community vision of a better future built on technological progress and economic prosperity*

- The teacher asks the learners to follow **(Dr. Bourouis ID Card PART 1 page 84** and **PART 2 page 104)/ The LAYOUT page 105**. And do **Task 5 page 105**. 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 5 page 105: (I can write Dr. Bourouis' biography).

I can start like this:

Dr. Abderrahim Bourouis was born in Tlemcen, an old historic town in the west of Algeria. His father … ***is a mechanic and his mother is a housewife. He went to primary, middle, and high school in Tlemcen. He graduated from Abou Bekr Belkaid University in Tlemcen. There he got his Bachelor's and Master's degrees of Engineering.***

Dr. Bourouis also holds a PhD in telecommunication and works as an engineer and researcher at "Algérie Telecom", which he joined in 2014. Regarding his scientific and research interests, he is concerned with helping people who suffer from mental and physical disabilities like Alzheimer's disease and autism.

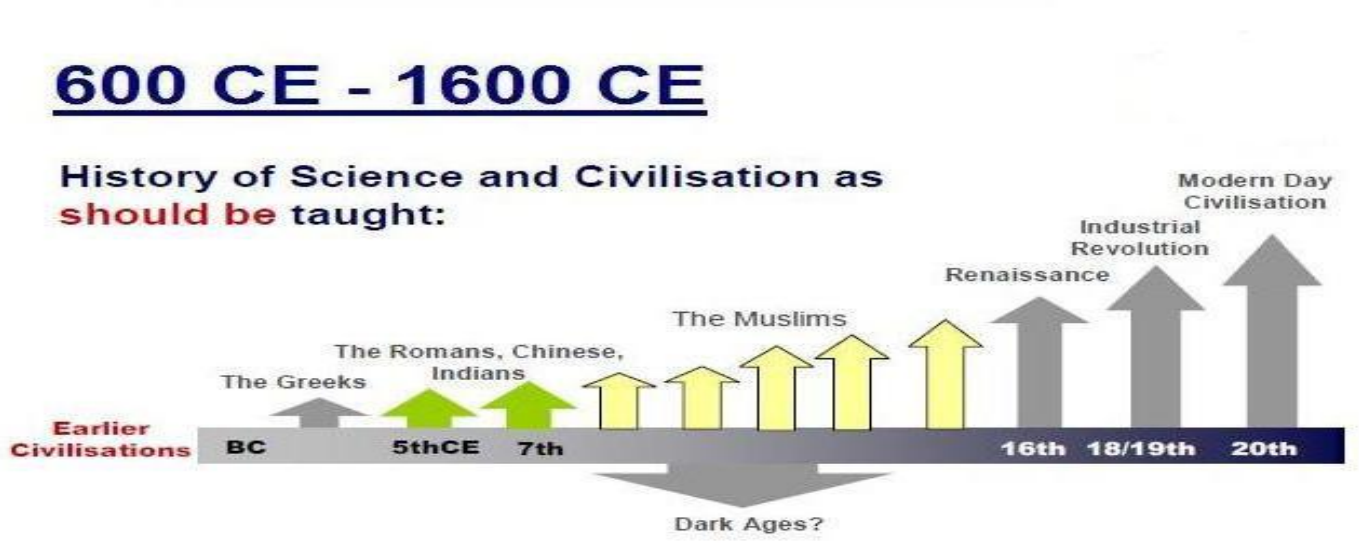
Hence, one of his inventions, was a smart shirt for patients suffering from Alzheimer's disease; this shirt is designed to protect these patients from being lost. Thanks to this invention, he won the "Arab Youth Creativity Award" in 2013.

Dr. Abderrahim Bourouis is a talented young man. Indeed, his notable achievements and inventions can help great number of patients around the world. …

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

Sequence: 03	**Lesson:** 10 (I Think and Write)	**Framework:** P.P.P
Learning objectives: To enable the learners to write a timeline about Islamic Scientific and Cultural Heritage.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Lexis and expressions related to inventions, discoveries, scientists.		**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 reading strategies to collect 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 a picture "***History of Science and Civilisation Timeline***" and asks them to name it.



Presentation: The teacher introduces the situation **Task page 106** .

Our math, biology, English, history and geography, science and technology teachers want us to design a brochure in English about "***Islamic Scientific and Cultural Heritage***". The brochure will include a historical introduction (a text accompanied by timeline), biographies of eminent Muslim scientists and texts describing inventions, innovations and discoveries in various fields. I am going to write the historical introduction to the brochure using some of the information in the timeline below.

Practice: The teacher provides the learners with "**Layout page 107**" of the brochure about the "***Islamic Scientific and Cultural Heritage***", simplify and clarify the steps which may face them 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.

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:

The first hospital was built in **707**, in "**Damascus**" but it was during the reign of "**Harun Al-Rachid**" (**766 – 809**) that the first free public hospital in its modern sense opened in "**Baghdad**".

When the talented Iraqi "**Ziryab**" (**789 – 857**) arrived in "**Cordoba**" in **822**, he brought with him new lifestyles. He opened a "**Beauty Parlour**" and "**Cosmetology School**" for women. He was the one to have introduced the three-meal course (**starter, main course,** and **desert**).

It was in the **10th century** that the Muslim mathematician, astronomer, and physicist "**Ibn Al-Haitham**" (**965 – 1040**) invented the "**Pinhole Camera**". This invention was a basis for modern optics.

The great surgeon and physician "**Al-Zahrawi**" (**936 – 1013**) is described as the "**Father of Surgery**". He contributed to the development of medicine with the invention of many surgical instruments; such as: (**the scalpel, the scissors, the forceps**, and **200 other instruments**). The use of the "**Catgut**" for internal stitches is still practised in modern surgery.

In the **12th century**, "**Al- Jazari**" (**1136 – 1206**), wrote a famous book entitled "**The Book of Knowledge of Ingenious Mechanical Devices**". In this book, he described "**100 mechanical devices**" the most important of which, "The crank" (a machine which can turn notary motion into linear motion into rotary motion).

As a conclusion, thanks to all these inventions and discoveries, present days science and technology are indebted to the "***Islamic Scientific and Cultural Heritage***".



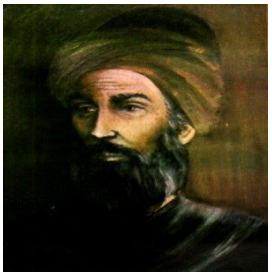
Harun Al-Rachid



Ziryab



Ibn Al-Haitham



Al-Zahrawi



Al- Jazari

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