Sequence Four — *Me, and my travels*

Sequence: 04	**Lesson:** 01 (The language use)	**Framework:** P.D.U
Learning objectives: To enable the learners to write a short report about someone's planned future activities using the three forms of the simple future (will) and (be going to).		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple future.		**Domains:** Oral/ Written/ Both.
Core values: Valuing the wonderful Algerian landmarks and being proud of the national heritage. Valuing good attitudes towards grandparents and neighbours.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical thinking skills when eliciting the new target structure and understand, interpret verbal and non-verbal messages.	**Methodological:** They can work in pairs or in groups and mobilize their resources./ They can assess themselves and take notes.	
Communicative: They can interview partners to gather information and process digital data in English.	**Social and Personal:** They can socialize through oral exchanges and they are aware of their roles and others' roles in the process of learning.	

Warming Up: The teacher greets the learners and distributes some pictures representing famous places and amenities in Algeria and the world to the first half of the class. The second half has names of the towns. He/ She asks the learners to find their halves and corrects the activity on the board with the help of his/ her learners.



Oran



Algiers



Annaba



El-Oued



New York



London



China



Australia

Presentation: Task 1: The teacher creates a situation (a girl thinking about next holidays) and asks the learners to look at the picture and answer the following questions:



✓ Who is on the picture? ✓ What is the date? ✓ What is she doing?
✓ Which holidays is she thinking about?

- The teacher suggests a short text with missing words and asks the learners to complete it with the following words (**next – will visit – thinking**).

Sara is …… about her …… summer holidays. She ..... wonderful sites in our beloved country, Algeria.

Eliciting the target language: (Affirmative form) The teacher highlights the time marker and the target structure. (**Next** holidays, Sara **will visit** wonderful sites in Algeria). He/ She may highlights the rule.

✓Sara **will visit** wonderful sights. ✓She **will visit** wonderful sites.
✓She**'ll visit** wonderful sites.

Subject + Will + stem

Pronunciation and drilling: The teacher highlights the pronunciation of "**will**" and its contracted or short form: ("**will**" **/wił/** and "**'ll**" **/ł/**)

✓ She …… (**'ll**) to the sea side. ✓ Her family …….. (**will**) with her.
✓ I ……..…... (**'ll**) to the sea side, too.

Task 2: The teacher asks the following questions and asks the learners to answer it.

✓ Who **will** go with Sara next holidays? (She**'ll** go with her family.)

Eliciting the target language: (Negative form) The teacher highlights the negative form of the target structure and sets the rule. He/ She asks the learners to complete the following sentence:

✓ Sara …… (**will not**) go with her classmates, next holidays.
✓ She …… (**won't**) go with her classmates, next holidays.

Subject + Will not + Stem Subject + Won't + Stem

Pronunciation and drilling: The teacher highlights the pronunciation of "**won't**" ("**won't** **/wəʊnt/**) She **won't** travel abroad.

✓ I …….. (**won't**) travel alone. ✓ She ……..…... (**won't**) travel by plane.

✓ Sara …… (**won't**) travel to Tunisia, next summer.

Task 3: The teacher sets the following sentences on the board and asks the learners to complete it with the following words: (**visit – 'll – will**)

✓ ..... Sara ……Oran, next summer?

✓ Yes, she will……Oran. ✓ Yes, Sara ..... ✓Yes, she ……

Eliciting the target language: (Interrogative form) The teacher highlights the interrogative form of the target structure and sets the rule. He/ She may ask other questions about Sara as **M.C.Qs** (**Meaning Checking Questions**).

✓ **Will** Sara visit Oran, next summer?

will + Subject + Stem + ?

✓ Will she travel by taxi? ✓ Is she on holidays? ✓ Is she visiting famous places?

✓ Does she plan to visit them? When?

Practice: Task 1: The teacher writes scrambled words on the board and asks the learners to order them to get coherent sentences.

1. month / ? / have / exams / next / you / Will
   ✓***Will you have exams, next month?***
2. be / , / Friday / will / . / Tomorrow
   ✓***Tomorrow, will be Friday.***
3. won't / we / English / . / have / Next / class / Tuesday
   ✓***Next Tuesday we won't have English class***

Task 2: The teacher writes the following paragraph and asks the learner to complete it with: (**will – won't**). The learners may work in pairs.

Next holidays, Sara …… visit Oran. She …….. go there alone. She ……go with her family. They …….travel by plane, because they have a nice car. They ……visit many nice places such as historic sites and monuments. They ……stay in a hotel because her father rent a house.

Use: Task 3: The teacher provides his learners with hand-outs representing "**Find someone who**" and asks them to move around and ask their classmates questions about their future plans and activities in order to write a short report or survey about their class.

Next ..... (X) will …… He/ She will ..... He/ She won't .....

- The learners describe themselves 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: 04	**Lesson:** 02 (I listen and speak)	**Framework:** P.D.P
Learning objectives: To enable the learners to talk about future plans.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple future and "be going to".		**Domains:** Oral/ Written/ Both.
Core values: Valuing historical places and sites and being proud of the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret ad understand a conversation and use their critical thinking skills when matching icons with amenities.	**Methodological:** They can work in pairs or in groups, mobilise their resources and assess their selves.	
Communicative: They can interview partners to gather information and reinvest the language in a real life situations.	**Social and Personal:** They can socialize through oral exchanges.	

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson (**the future simple**) and splits the class into small groups of four or six learners.

Pre-Listening: The teacher provides the groups with a set of icons and amenities and asks them to match each icon with its corresponding amenity. After that, he/ she asks them to correct on the board.



Historical site/ monument



Hotel



Restaurant



Museum



Camping site



National park/ reserve



Fishing



Biking



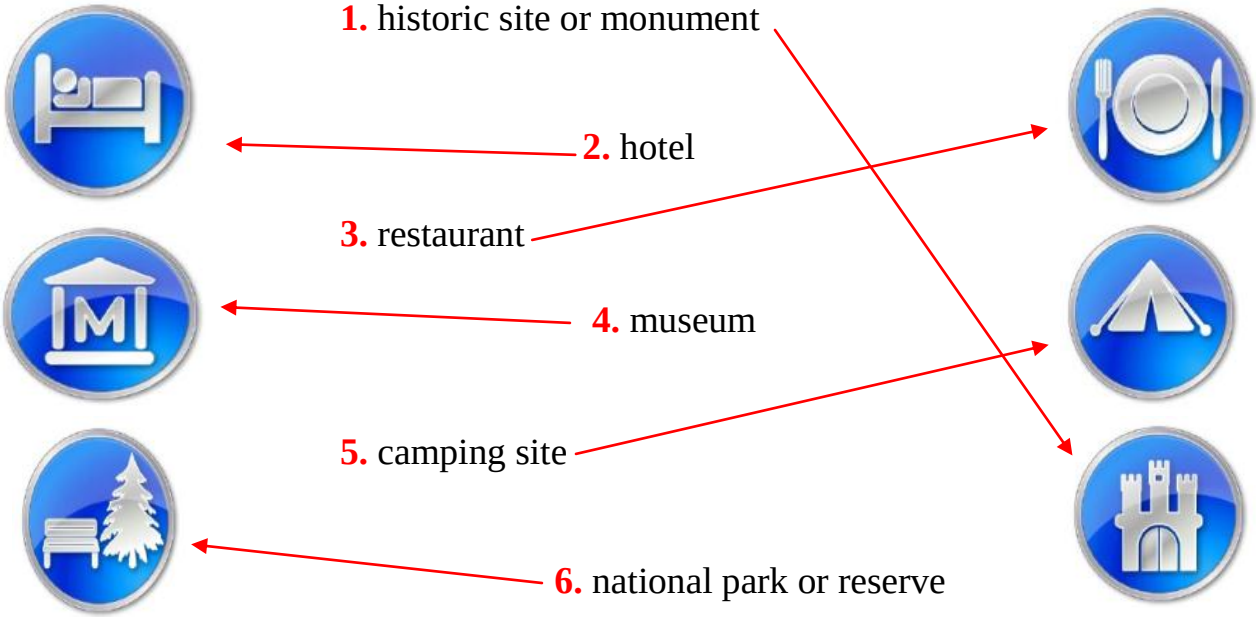
Skiing



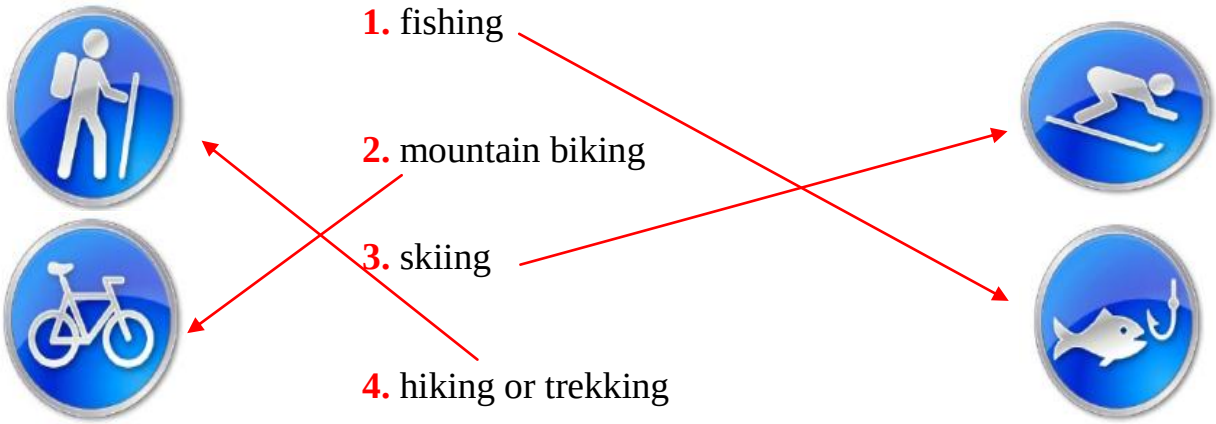
Hiking/ trekking

During Listening: The teacher invites the learners to listen to (**Listening Script 1, 2, 3, 4 and 5 page 32**) the conversation between **Mounir** and **Keltoum** (**part 1**) and asks the learners to do (**Task 1 and 2 page 108**)

Task 1 page 108



Task 2 page 108



- The teacher writes the following activity on the board and asks the learner to do it in pairs.

Task 1: Answer these questions.

✓ Who is speaking? (**Mounir and Keltoum are speaking**.)

✓ What are they speaking about? (**They are speaking about Mounir's plan for next summer holidays.**)

✓ Where is Mounir travelling to? (**He is going to visit Algiers and Tizi-Ouzou next summer.**)

Task 2: The teacher reads the conversation for the second time and asks the learners to answer the following sentences with (**True or False**):

✓ Tomorrow, Mounir will visit Algiers. (**False**)

✓ Next summer, Keltoum will help Mounir with a brochure and a map. (**False**)

✓ Mounir will hike but he won't ski. (**True**)

Task 3: The teacher reads the conversation for the last time and asks the learners to do (**Task 4 page 109**) and then, asks them to check their answer with partners.

Task 4 page 109

Mounir: I'm ***going*** to visit Algiers and Tizi-Ouzou ***next*** summer. I need your help, Keltoum. Tell me, what do I need to know before ***travelling***?

Keltoum: I'll give you a travel brochure ***tomorrow***. You'll find all the information you need about hotels, restaurants, museums, historic ***sites*** and monuments.

Mounir: Thanks, Keltoum. Well, you know I love outdoor life. What kinds of ***activities*** are available around the capital or Tizi?

Keltoum: Tomorrow, I'***ll*** also give you a detailed map with a key to all the camping sites, national parks and ***outdoor*** activities in the region like ***hiking***, mountain biking skiing or fishing.

Mounir: I won't ski in summer! I like fishing and biking but I ***prefer*** hiking.

Post Listening: The teacher asks the learners to do (**Task 6 page 109**)

Task 6 page 109

Me: I'm going to visit ***Annaba*** and ***El-Kala*** next summer. What do I need to know before travelling?

My partner: I'll give you a travel brochure tomorrow. You'll find all the information you need about ***hotels, shops, restaurants, museums, historic sites and monuments***.

Me: What kinds of activities are available there?

Bachir: Tomorrow, I'll also give you a map with a key to outdoor activities like ***hiking, mountain biking skiing or fishing.***

- 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.

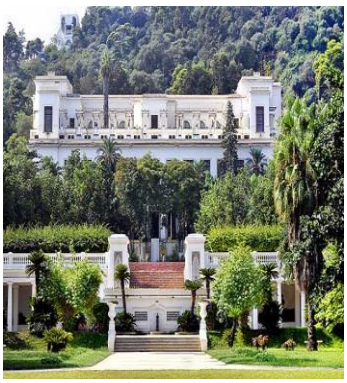
Sequence: 04	**Lesson:** 03 (The language use)	**Framework:** P.D.P
Learning objectives: To enable the learners to locate places on the street map.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple future and (be going to).		**Domains:** Oral/ Written/ Both.
Core values: Being proud of famous sites and places in Algeria./ Being polite when asking for information./ Protecting historical places.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret and understand a conversation and use their critical thinking skills when locating places on a map./ They can reinvest the language in real life situation.		**Methodological:** They can assess their work with their classmates, work in pairs or in groups and mobilise their resources.
Communicative: They can interpret and read maps through listening./ They can transcode information.		**Social and Personal:** They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about map icons and amenity.

Pre-Listening: The teacher pins a street map of Algiers and shows the learners the most famous places such as: (**Bardo National Museum – National Museum of Fine Arts – Museum of Modern Art – Museum of Antiquities – Museum of Popular Arts and Traditions – Army Museum – Test Garden of Hamma – Martyrs' Memorial …**)



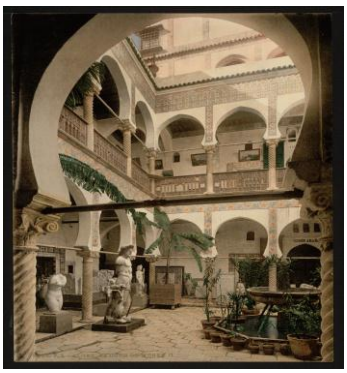
Bardo National Museum



National Museum of Fine Arts



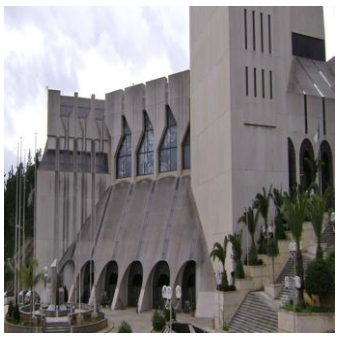
Museum of Modern Art



Museum of Antiquities



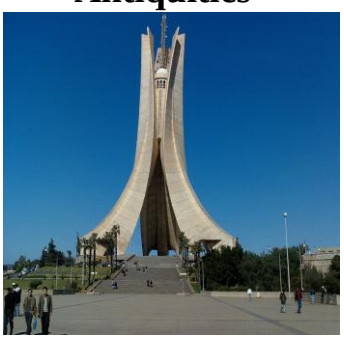
Museum of Popular Arts and Traditions



Army Museum



Test Garden of Hamma



Martyrs' Memorial



<u>During Listening</u>: Task 1: The teacher invites the learners to listen to (**Listening Script 8, 9 and 10 page 32 and 33**) the conversation between **Mounir** and **Keltoum** (**part 2**) and asks the learners to do (**Task 8 and 9 page 110**)

<u>Task 8 page 110</u>



The Bardo National *Museum* of *Prehistory* and *Ethnography*.



The *National Museum of Antiquities*.

<u>Task 9 page 110</u>



Task 2: The teacher reads the conversation for the second time and asks the learners to do (**Task 11 page 111**) and play the roles of **Mounir** and **Keltoum**.

Task 11 page 111

Me: Tell me. When are you going to travel to Algiers?

My partner: I don't know. Maybe **in last July**.

Me: Don't forget to visit **the Museum of Antiquities**.

My partner: I will! Where is it situated?

Me: Hmm... **It is in the Park of Liberty in Telemly not far from Bardo Museum and Czech Consulate**.

Post Listening: The teacher asks the learners to do (**Task 13 page 111**) and change the role with their partners.

Task 13 page 111

Mounir: I will! Where is it situated?

Keltoum: Hmm... It's **near** the town centre, about **500** m far from Mustapha Bacha hospital, and a **100** m walk from the National Museum of Antiquities. El-Djazair Hotel is also nearby, about 600 m to the **south**.

Mounir: Is there any interesting site or **monument** in the capital?
Keltoum: Oh yes, you should visit the Casbah. It's a UNESCO World Heritage **Site**. Actually, it's the old medina of Algiers. It's located **north** of Algiers Central Train Station, not **far** from the sea.

- 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: 04	**Lesson:** 04 (The language use)	**Framework:** P.D.P
Learning objectives: To enable the learners to listen to conversation and a radio programme and gather specific information to fill in the fact files.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple future and (be going to).		**Domains:** Oral/ Written/ Both.
Core values: Protecting the environment and being proud of the Algerian beauty and the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret and understand a conversation and use their critical thinking skills when locating places on a map./ They can show their creativity while writing an announcement.		**Methodological:** They can assess their work with their classmates, work in pairs or in groups, mobilise their resources and listen and take notes.
Communicative: They can select specific information through listening, reinvest the language in a real life situation and process information from a radio programme.		**Social and Personal:** They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and showing them some trees and endangered animals and species flashcards and tries to elicit names from them.



Oak tree



Pine tree



Cedar tree



Palm tree



Jackal



Fox



Barbary macaque



Vulture



Eagle



Falcon

Pre-Listening: After showing them the flashcards, the teacher asks the following questions:

✓Why are these animals endangered? (**Because people hunt them or poaching**.)

✓Where are they protected? (**They are protected in Wildlife Reserves and zoos**.)

✓Can you name some famous parks and zoo in Algeria? (**Ben Aknoun Zoo in Algiers, Chrea National Park in Blida, El-Kala National Park in El-Tarf,** etc.)

During Listening: Task 1: The teacher invites the learners to listen to (**Listening Script 15, 16, 17, 18, 19, 20 and 21 page 33**) **BBC Radio programme** about **Djurdjura National Park** (first reading) and asks them to answer the following question:

✓The text is: a- a conversation b- a TV programme c- **a radio programme**

Task 2: The teacher invites the learners to listen to the text again and asks them to do (**Task 15, 17 and 20 page 112 and 113**). They may work in pairs.

Task 15 page 112

- **Kabylia**

Task 17 page 112

Fact File
Djurdjura National Park



Name of geographical region: **Kabylia.**
Date of establishment: **1983.**
Distance from the capital: **150 km.**
Distance from Tizi-Ouzou: **60 km.**

Animals (fauna):	☑ foxes	☑ jackals		☐ bears
	☐ fennecs	☑ Barbary macaques		
Birds (fauna):	☑ vultures	☐ peacocks		☑ eagles
	☐ ducks	☐ ostriches		☑ falcons
Trees (flora):	☐ date palms	☑ cedars	☑ oak tree	☑ pine trees
Weather:	☐ warm in winter	☐ cold in spring		
	☑ cool in summer	☐ sunny in winter		
	☑ temperature below zero in winter		☑ heavy snow in winter	

Task 20 page 113



Barbary macaque



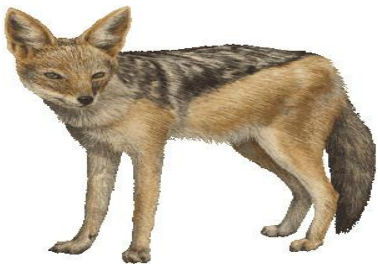
Falcon



Fox



Vulture



Jackal



Eagle

Task 3: The teacher invites the learners to listen to (**Listening Script 23, 24 and 25 page 33**) the conversation between **Mounir** and **Keltoum** (**part 3**) and asks the learners to do (**Task 24 page 114**)

Task 24 page 114



Fact File
Beni Yenni



Distance from Tizi-Ouzou: **35 km.**
Which direction from Tizi-Ouzou? **Djurdjura National Park**
Distance from Djurdjura National Park: **17.5 km.**
What is the village famous for? **Traditional Berber jewellery**
What is the region famous for? **Traditional pottery**

What's the weather like in this region?

☑ snowy in winter ☑ very hot in Tizi in summer
☑ warm but rainy in autumn ☑ nice and sunny in spring
☑ cool in the mountains in summer

Post Listening: Task 4: The teacher asks the learners to do (**Task 26 page 115**) and asks them to prepare a fact file about a town in their region (as a homework) and then use this information to produce and act out an advertising announcement for a touristic travel agency.

Task 26 page 115

Mounir: What's the weather like in your region, Keltoum?
Keltoum: Well, in summer it's cool in the mountains but very hot in Tizi. Winter is very cold. It snows a lot. Autumn is a warm but rainy season. I prefer spring. The weather is really nice and sunny.
Mounir: Thanks, Keltoum, for all your help!
Keltoum: It's my pleasure, Mounir! I hope you'll enjoy your summer holidays in my birthplace.
Mounir: I will. Many thanks again.

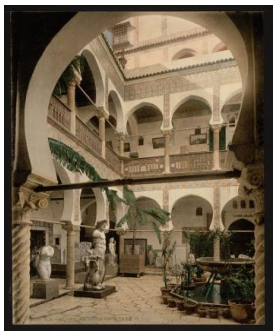
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 05 (The language use)	**Framework:** P.P.U
Learning objectives: To enable the learners to narrate a trip or a journey.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The past simple (regular and irregular form.)		**Domains:** Oral/ Written/ Both.
Core values: Valuing travelling as a source for knowledge and learning.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use his critical thinking to deduce the rules.		**Methodological:** They can take notes and exchange information with his peers.
Communicative: They can describe past events orally and in writing an email.		**Social and Personal:** They can socialize through oral exchanges and written experiences.

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson. He/ She shows different photos taken by **Mounir** during his trip to Algiers and Tizi-Ouzou and the souvenirs bought from "**Beni Yenni**".



Martyrs' Memorial



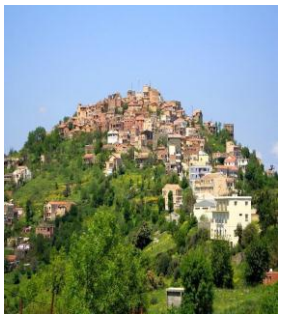
Museum of Antiquities



Djurdjura National Park



Tizi-Ouzou



Beni Yenni



Anklets



Bangle



Fibula



Earring



Pendant



Necklace



Ring

Presentation: The teacher pins a picture of "**Mounir writing an email**", then asks the following questions:



✓What is Mounir doing?
✓Can you guess what is he writing?

- The teacher write the following paragraph on the board, read it and asks the learners to sort out all the verbs.

Last holidays, Mounir **visited** Algiers and Tizi-Ouzou but he **didn't** visit Boumerdes. He **took** beautiful photos and **bought** nice presents and souvenirs for his family and friends. The weather **was** warm and fine in Djurdjura during the day but it **wasn't** warm during the night. He **didn't** practise skiing but he **did** some biking and hiking. He really **enjoyed** his trip there.

- The teacher eliciting the target language and highlighting the rule (**My Grammar Tools page 122**).

☛ To talk about **past** events or activities, we use the past simple tense:
- **Regular verbs** (**Stem + ed**) eg: **visited – enjoyed**
- **Irregular verbs** (**the second column in the list of irregular verbs**) see (***My Basic Irregular Verb List page 146***). eg: **took – bought – was – did**

☛ To form the **interrogative form**, we use: (**Did + Subject + Stem**)
eg: **Did** Mounir visit Algiers?

☛ To form the **affirmative form**, we use: (**Yes, + Subject + did**) in the short answer and (**Yes, + Subject + Stem + ed**) in regular verbs or (**the verb in the past**) in irregular verbs. eg: Yes, he **did**. / Yes, Mounir **visited** Algiers. / Yes, he **took** beautiful photos.

☛ To form the **negative form**, we use: (**No, + Subject + did not**) in the short answer and (**No, + Subject + did + not + Stem**) in regular or irregular verbs. eg: No, he **did not**. / No, Mounir **did not** visit Boumerdes./ No, he **did not** go to Boumerdes.

N.B: 1- To talk about the past in general, we can use time markers (**Yesterday – Last "Saturday, week, weekend, month, January, year, holiday, summer, …"/ …ago**).

2- The short form of "**did not**" is "**didn't**".

3- The past form of the irregular verb "**to be**" is "**was**" with (I – He – She – It) and "**were**" with (You – We – They) and the negative form is "**was not/ were not**" or the short form "**wasn't/ weren't**".

4- The past form of the irregular verb "**do**" is "**did**".

- The teacher sets the following questions on the board, and asks the learners to answer them.

✓ Is Mounir still on holidays? (**No, he isn't.**) ✓ Is it his last or next holidays? (**It's the last holidays.**) ✓ Is he happy? (**Yes, he is.**)

Practice: Task 1: The teacher writes the following words and asks the learners to order them to get coherent sentences.

✓ visited / Last summer, / . / Mounir / Algiers
✓ he / . / did / Yes,
✓ didn't / . / he / Boumerdes / No, / visit
✓ helped / . / maps and brochures / with / Kaltoum / him
✓ enjoy / Did / trip / ? / he / his

Task 2: The teacher writes the following activity on the board and asks the learner to do it in pairs. The teacher may explain the difficult words.

Activity: Complete with: (**practised – made – returned – was – became – enjoyed – started – spent – did – went – sent – woke up – ate – tried – met**).

I ……(**spent**) my last summer holiday in a summer camp. The camp is in the mountains and it is fantastic. Every morning I …… (**woke up**) early and …… (**enjoyed**) the fresh air. After we …… (**made**) our beds, we …… (**did**) some morning exercises. Then we …… (**ate**) breakfast. Every day we …… (**tried**) different activities: we …… (**went**) hiking and …… (**practised**) different sports. But most of all I …… (**loved**) swimming. While I was in the camp, I also …… (**met**) many other students. Most of them are my age and very soon we…… (**became**) good friends. After we…… (**returned**) home we …… (**started**) writing to each other. I …… (**sent**) e-mails to all of my friends. All in all, my summer holiday …… (**was**) really very exciting!

Use: Task 3: The teacher asks the learners to do (**Task 11 page 128**) and change the role with their partners. (Orally).

Task 11 page 128

(**spent – went – rented – stayed – was – snowed – stopped – were – was – were – took – skied – didn't go – did – saw – didn't forget remembered**)

- 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: 04	**Lesson:** 06 (Language learning)	**Framework:** P.P.U
Learning objectives: To enable the learners to produce a report about an unforgettable weekend using the simple past tense and pronouncing the "**th**", final "**ed**" and "**tion**" correctly.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The simple past tense./ the pronunciation "**th**", final "**ed**" and "**tion**".		**Domains:** Oral/ Written/ Both.
Core values: Valuing travelling as a source for knowledge and learning./ Being responsible and having a good conduct.		**Materials:** Board/ Flashcards.
Cross curricular competencies		**I pronounce:** The pronunciation the "**th**", final "**ed**" and "**tion**".
Intellectual: They can use critical thinking to deduce the rules.		**Methodological:** They can work individually, in pairs and in small groups./ They can assess themselves.
Communicative: They can talk about past events and write a report.		**Social and Personal:** They can socialize through oral and written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson and splits the class into groups of four or six learners according to their levels. Each group must contain (**brilliant, medium and slow learners**).

Presentation: The teacher pins a picture of "**El-Kala**" on the board and then asks the following questions.



✓ What can you see in this picture? ✓ Where is this city?
✓ Is it nice or horrible? ✓ Who visited it?

- The teacher provides each group with the following hand-out and asks them to sort out all the verbs regular and irregular mentioned in the postcard. (**in the past simple**).

Dear James,

This **vacation** is wonderful. I **arrived** by ship from Italy to El-Kala. This place is really beautiful and **the** **weather** is hot and sunny. I arrived on **Thursday** morning and I **visited** the Messida Beach. I took a long swim and **then** **sunbathed** until noon. Next, I had lunch in a local restaurant. Also, I met some boys from different places in Algeria, I had a long **conversation** **with** **them**. After **that**, we **played** volleyball with some local people **they** are all very friendly.

In **addition**, I **loved** El Morjane Hotel. It is fantastic, very big, modern and it also has a pool. I **liked** the town, I **walked** around and took a lot of photos. Then, I went to El-Kala National Park. It isn't very far from the town. It's one of the tourist **attractions** and the UNESCO **recognized** it as a biosphere reserve in 1990, I found this in Algeria.com website.

Finally, I went shopping yesterday and I bought you a nice present. I hope you like it. See you when I get home.

Love,
Helen



Mr. James Hook

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USA

- The teacher sorts out all the regular verbs and asks the learners to read them correctly. The teach highlights the rule (**2, 3 and 4 page 118**)

☛ "**ed**" is pronounced **/id/** after the sound **/t/** and **/d/**. eg: (**visited – ended**).
☛ "**ed**" is pronounced **/t/** after the sound **/p/**, **/k/**, **/f/**, **/s/**, **/θ/**, **/ʃ/** and **/tʃ/**. eg: (**stopped – liked – stuffed – faxed – sunbathed – washed - watched**).
☛ "**ed**" is pronounced **/d/** after the rest of sounds. eg: (**arrived – played – loved - recognized**).

☛ "**th**" is pronounced **/θ/** (voiceless – no vibration in the vocal chords) as in the Arabic letter (ث). eg: (**Thursday – sunbath – fourth – thanks**).
☛ "**th**" is pronounced **/ð/** (voiced – the vocal chords vibrate) as in the Arabic letter (ذ). eg: (**the – this – weather – then – with – them – that – they**).

☛ "**tion**" is pronounced **/ʃən/** with "**sh**" **/ʃ/** sound after a vowel. eg: (**vacation – conversation – addition**).
☛ "**tion**" is pronounced **/tʃən/** with "**tsh**" **/tʃ/** sound after a consonant. eg: (**attraction – question**).

Practice: **Task 1:** The teacher asks the learners to (**Task 7 page 120**).
Task 7 page 120

1.	/Id/	/t/	/d/
cried	☐	☐	☑
asked	☐	☑	☐
wanted	☑	☐	☐
received	☐	☐	☑
camped	☐	☑	☐
admired	☐	☐	☑
stayed	☐	☐	☑
added	☑	☐	☐

2.	/Id/	/t/	/d/
planned	☐	☐	☑
located	☑	☐	☐
liked	☐	☑	☐
changed	☐	☐	☑
followed	☐	☐	☑
ended	☑	☐	☐
surprised	☐	☐	☑
impressed	☐	☑	☐

Task 2: The teacher asks the learners to (**Task 9 page 120**).
Task 7 page 120

- "**Th**ese"**/ð/** is the plural form of "**th**is"**/ð/**.
- "**Th**ose"**/ð/** is the plural form of "**th**at"**/ð/**.
- "Mon**th**s"**/θ/** is the plural form of "mon**th**"**/θ/**.
- "To brea**th**e"**/θ/** is a verb and "brea**th**ed"**/θ/** is its past form; "brea**th**"**/θ/** is a noun.
- "Clo**th**e"**/ð/** is a noun; its plural form is "clo**th**s"**/ð/**.
- "To clo**th**e"**/ð/** is a verb, and "clo**th**ed"**/ð/** is its past form; "clo**th**es"**/ð/** is another plural noun.

Use: **Task 3:** The teacher gives the following activity and asks the learners to do it.
Activity: Read the following paragraph and put the underlined words in the right place.

Last weekend, my school **organized** a trip to El-Kala National Park. We didn't travel by plane, because it is expensive. We just **travelled** by coach. We **stayed** in a camp. It is comfortable and close to **the** town centre. The rooms is not big, but **they** are clean . We took an open bus to have contact **with** the fauna and flora and **breath** the fresh air all along the visit. We saw eagles, monkeys, foxes, jackals and many species of plants. All **these** kinds are **protected** in Algeria because they are **endangered**. It was fantastic. The **weather** also was hot and sunny. We had lunch in a local cafeteria. The service was not very good, but the meal was delicious. We **visited** many interesting places and took lots of photographs. We had an unforgettable weekend!

/t/	/d/	/id/	/ð/	/θ/
/	organized/ travelled/ stayed/ endangered	protected/ visited	the/ they/ with/ these/ weather	Breath

- 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: 04	**Lesson:** 07 (Language learning)	**Framework:** P.P.U
Learning objectives: To enable the learners to write and introduce the weather forecast using the future simple, adjectives ending in "**y**" and related to weather forecast.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The simple future tense/ Adjectives to describe the weather and temperature.		**Domains:** Oral/ Written/ Both.
Core values: Valuing the cycle of each season.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use critical thinking and show some degree of autonomy in learning.	**Methodological:** They can mobilise resources, face audience and work in pairs or in small groups.	
Communicative: They can interpret weather icons, write and introduce a forecast weather report and use role-play to communicate appropriately when facing an audience.	**Social and Personal:** They can socialize through oral and written exchanges.	

Warming Up: The teacher greets the learners and makes a quick review about (**the future simple**) and splits the class into small groups of four or six learners. Then, he/ She provides the groups with a set of icons representing weather, temperature and the main parts of the compass. And then, asks them to match each icon with its corresponding names. After that, he/ she asks them to correct on the board.



Sunny



Rainy



Windy



Cloudy



Snowy



Stormy



Foggy



Icy



Partly cloudy



Sleeting



Lightning



Hailing



Thunder



Blizzard



Cyclone



Tornado



Shower



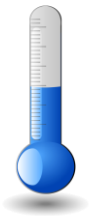
Rainbow



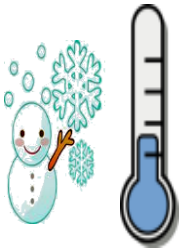
Warm



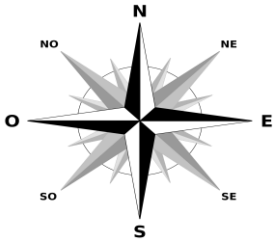
Hot



Cool



Cold



Compass



North



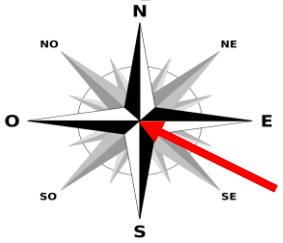
South



West

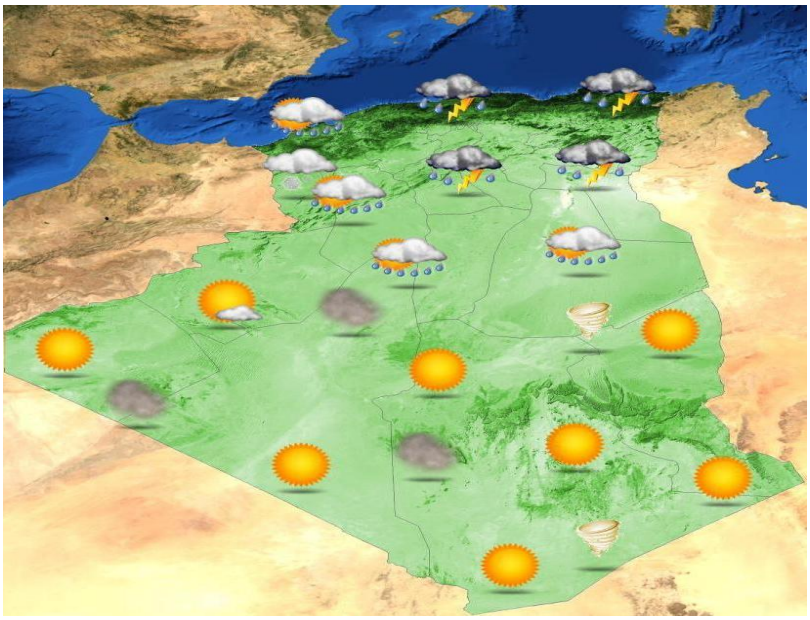


East



Centre

<u>Presentation</u>: The teacher sticks the map of Algeria on the board and elicits the main parts using the compass (**North, South, East, West** and **Centre**). After that, he/ she sticks some icons on the map and tries to elicit some sentences from the learners. They must speak about the weather forecast for the few coming days.



<u>Example</u>: ✓ It will be **<u>hot</u>** in the south west of Algeria.
✓It will be **<u>cloudy</u>** in the north west of Algeria.
✓It will be **<u>windy</u>** in the south east of Algeria.
✓It will be **<u>stormy</u>** in the north east and the centre of Algeria.
✓It will be **<u>rainy</u>** in the north east of the Algerian Sahara.

Practice: The teacher asks the learners to read the "**Algerian map**" and do (**Task 13 page 129 and Task 18 page 131**) first and then do (**Task 16 page 130**) and (**Task 19 page 131**).

Task 13 page 129/ Task 18 page 131



4. snowy



3. cloudy



5. sunny



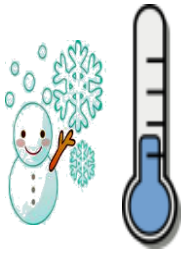
6. stormy



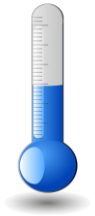
1.rainy



2. windy



4.cold



3.cool



1.warm



2.hot

Task 16 page 130

WEATHER FORECAST 1

Good evening ladies and gentlemen. I'm Ali Benamar, and here's the weather forecast for the weekend. There'll be some showers on the central region of the country. So, the weather will be mostly wet and **rainy** in the capital on Friday. In the western regions, the weather will be **stormy** most of the weekend. But in the east, it'll be cold and **snowy**. On the northern and southern Sahara, it'll be warm and **sunny** everywhere from the oases of Biskra, M'zab and Souf to the Hoggar and Tassili. Sandstorms are expected on Saturday in the south-western regions of Timimoun and Tindouf because of **windy** weather. In Bechar and Saoura, the sky will remain **cloudy** for the rest of the week.

That's it for today's forecast. Stay tuned to our programs!

Task 19 page 131

WEATHER FORECAST 2

Good evening ladies and gentlemen. I (be) **am** Ali Benamar, and here (be) **is** the weather forecast for the next three days. There (be) **will be** heavy rain tomorrow on the central region of the country but the temperatures (be) **will be** quite **warm** in the capital. It's not time to wear your coats yet! In the east, heavy snowfalls are expected on the Aures Mountains. Temperatures (fall) **will fall** below zero, so it (be) **will be** freezing **cold**. The sun (keep) **will keep** shining on the northern and southern Sahara for the next few days and the temperatures (rise) **will rise** everywhere from the oases of Biskra, M'zab and Souf to the Hoggar and Tassili. So, we expect very **hot** weather there for the rest of the week but the nights (be) **will be** fairly **cool** because the temperatures (fall) **will fall** a bit.

That (be) **is** it for today's forecast. (Stay) **Stay** tuned to our programs!

Use: The teacher sticks again the map of Algeria on the board and provides the following activity on the board and asks the learners to do it.

Activity: Look at the map and complete the following sentences with:

(**rainy – windy – cloudy – sunny – stormy**).

1. Tomorrow, the weather will be ……(**cloudy**) in Oran.
2. Tomorrow, the weather will be ……(**stormy**) in Algiers.
3. Tomorrow, the weather will be ……(**rainy**) in El-Oued.
4. Tomorrow, the weather will be ……(**sunny**) in Djanet.
5. Tomorrow, the weather will be ……(**windy**) in Illizi.

- 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.

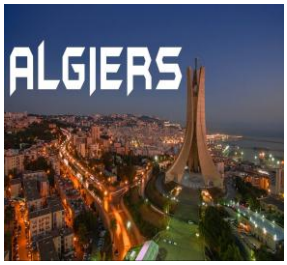
Sequence: 01	**Lesson:** 08 (I read and do)	**Framework:** P.D.P
Learning objectives: To enable the learners to read, sort information from a text to do the tasks and write about unforgettable weekends.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The past and the future simple.		**Domains:** Oral/ Written/ Both.
Core values: Valuing travelling as a source for knowledge and learning, sharing national cultural diversity with their regional cultural differences./ Valuing the past traditional and even prehistoric culture./ Understanding that Algerian culture and history are also parts of this universal human heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can understand, interpret verbal and non-verbal messages, show some degree of autonomy in all area of learning.		**Methodological:** They can work in pairs or in groups, develop effective reading strategies, mobilise their resources and assess themselves
Communicative: They can process digital data in English and face an audience.		**Social and Personal:** They can develop attitudes of sharing data about their country and promoting the work of their peers.

Warming Up: The teacher greets the learners and makes a quick review about weather.

Pre-Reading: The teacher shows the learners photos London, Algiers and some places in the Algerian Sahara.



London



Algiers



Biskra



Tolga



Ghardaia



Ben Isguen



El-Oued



Tamanrasset



Assekrem



Mount Tahat



Djanet



Essendilèn



Oued Tafilalet



Tamrit plateau



Sefar

<u>During Reading</u>: Task 1: The teacher invites the learners to read the text "**An Unforgettable Journey to the South of Algeria**" (**Text 1 page 132**) and do (**Task 1 and 2 page 132**). The teacher should explain the key words and the learners may work in pairs. The key words are: (**schedule flight – youth hostel – spice shop – mud-brick house – palm grove – van – school dormitory**)



Schedule flight



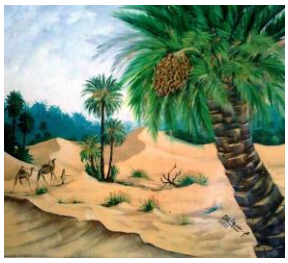
Youth hostel



Spice shop



Mud-brick house



Palm grove



Van



School dormitory

<u>Task 1 page 132</u>

Bibliographical Notes

- **Title:** ***An Unforgettable Journey to the South of Algeria.***
- **Author:** ***Peter Smith***
- **Source:** www.londonschoolmag.edu.uk
- **Date of publication:** **/**
- **Type of document:**
  - ☑ web article
  - ☐ excerpt from a book
  - ☐ press article

<u>Task 2 page 132</u>

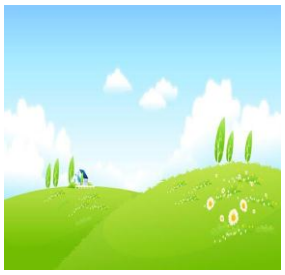
FACT FILE: Biskra

Distance from Algiers: ***400 km.***
In which direction (point of compass): ***Southeast.***
Transport from Algiers: ***By plane.***
History: ***Marked by Berbers, Romans, Arabs, Turks and French.***
Traditional architecture: ***Mud-brick houses with small doors and windows.***

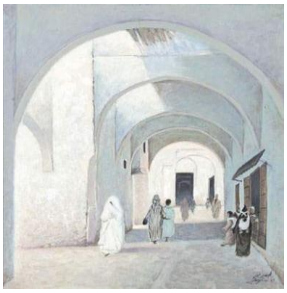
Tolga

Distance: ***36 km from Biskra.***
Direction: ***West of Biskra.***
Famous for: ***Quality of dates called "Deglet Nur".***

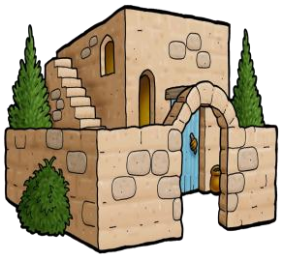
Task 2: The teacher invites the learners to read the text "**An Unforgettable Journey to the South of Algeria**" (**Text 2 page 133**) and do (**Task 4 and 5 page 133**). The teacher should explain the key words and the learners may work in pairs. The key words are: (**hill – arcades – sandstone house – minaret – valley – coach – domes – sand dunes**)



Hill



Arcades



Sandstone house



Minaret



Valley



Coach



Domes



Sand dunes

Task 4 page 133

1.	2.	3.	4.	5.
False	*False*	*False*	*False*	*True*

Task 5 page 133



1. *Ghardaia is 450 km far from El-Oued.*
2. *El-Oued is called "The City With Thousand Domes" because old houses and buildings in Souf have domes instead of flat ceilings or roofs.*
3. *Yes, we can. They are white (golden).*
4. *Souf houses have domed ceiling to keep the temperatures cool in summer.*
5. *They are going to see the old souk and many traditional craft shops sell traditional rugs with different shapes, sizes, colours and prices.*

Task 3: The teacher invites the learners to read the text "**An Unforgettable Journey to the South of Algeria**" (**Text 3 page 134**) and do (**Task 8 and 9 page 135**). The teacher should explain the key words and the learners may work in pairs. The key words are: (**silversmith – Agades Cross – Tuareg clothes – swords – daggers – caravan – 4WD vehicle**)



Silversmith



Agades Cross



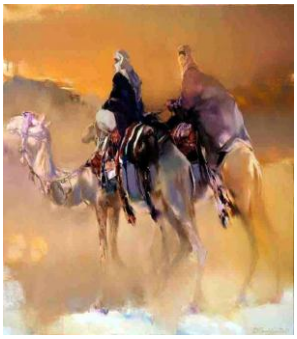
Tuareg clothes



Swords



Daggers



Caravan



4WD vehicle

Task 8 page 135

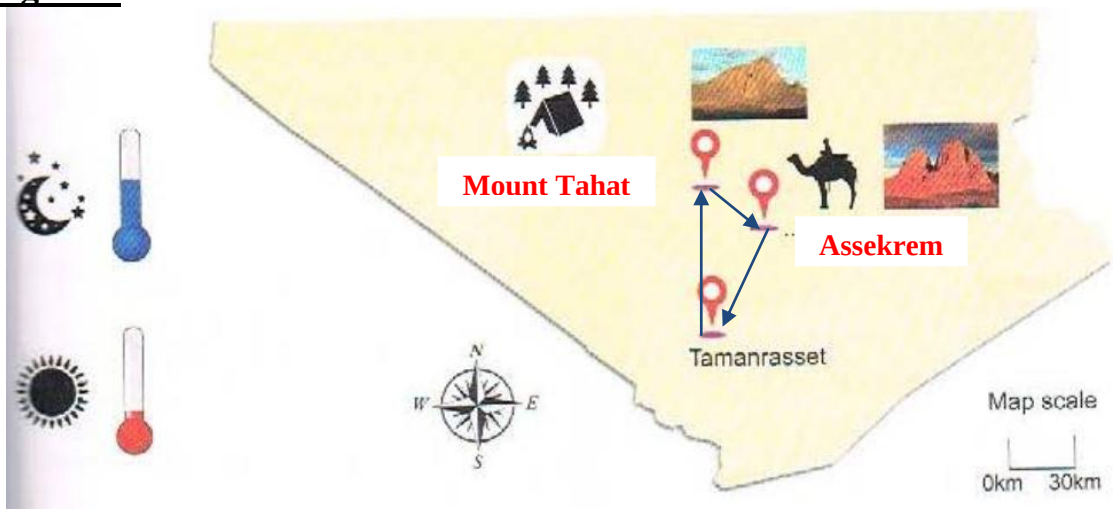
Bibliographical Notes

- **Title:** ***My Travel Blog.***
- **Author:** ***Mary Townsend***
- **Source:** ***Mary's Blog***
- **Date of publication:** ***Jan. 10***
- **Type of document:**
  - ☐ newspaper article
  - ☐ email
  - ☑ blog article

FACT FILE: Tamanrasset

Distance from El-Oued: ***1.700 km.***
In which direction (point of compass): ***South of El-Oued.***
Transport from Algiers: ***By plane.***
Traditional architecture: ***Red mud-brick houses.***
What is display in the museum? ***Tuareg clothing, swords and daggers.***
Direction and direction of Mt Tahat from Tamanrasset and Assekrem: ***Tahat is 86 km north of Tamanrasset and Assekrem is 20 km southeast of Tahat.***
Altitude: ***2.918 m.***
Temperatures: ***Worm during the day and cool during the night .***
How many days did the group stay in the Hoggar region? ***They stay four days.***

Task 9 page 135



Task 4: The teacher invites the learners to read the text "**An Unforgettable Journey to the South of Algeria**" (**Text 4 page 136**) and do (**Task 11 and 12 page 136**). The teacher should explain the key words and the learners may work in pairs. The key words are: (**Sahara cheetah – cypress tree – gorge – plateau – prehistoric rock paintings – antelopes – engraving depicting**)



Saharan Cheetah



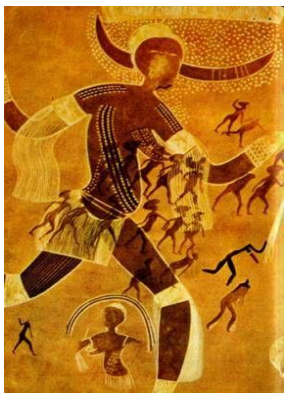
Cypress Tree



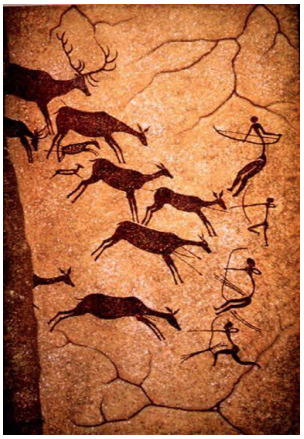
Gorge



Plateau



Prehistoric Rock Paintings



Antelopes



Engraving Depicting

Task 11 page 136

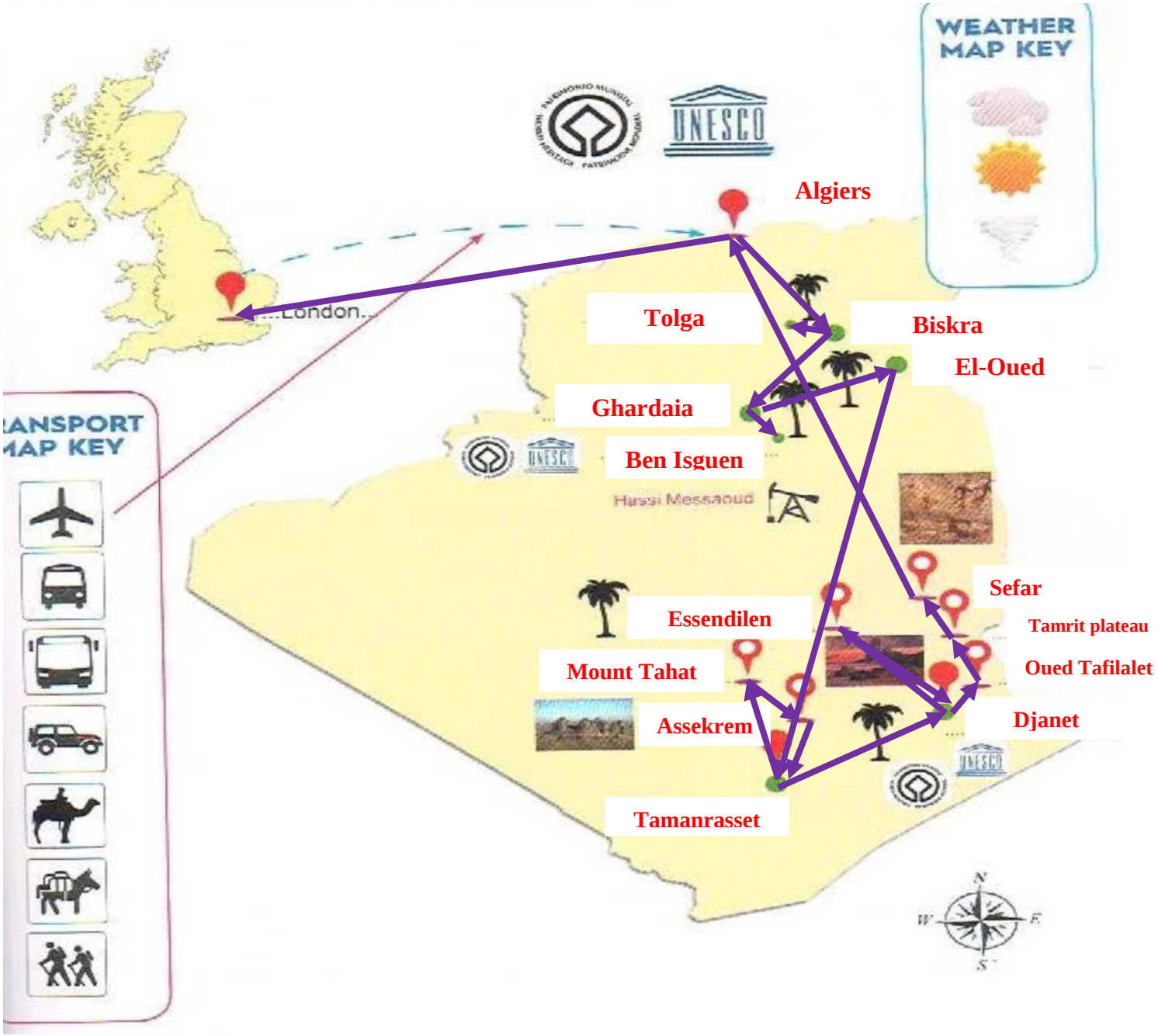
Bibliographical Notes

- **Title:** ***My Diary***
- **Author:** ***John Mulberry***
- **Source:** ***John's Diary entries***
- **Number of entries:** **03**
- **Type of document:**
  - ☐ excerpts from a book
  - ☑ diary entries
  - ☐ page from a notebook

Task 12 page 136

☐ John and his schoolmates travelled to Djanet by ~~coach~~. ***plane***.
☑ "ksar" (from Arabic) means a small group of houses (village) protected by high walls.
☐ "New Year's Eve" is ~~1st January~~. ***31st December***.
☑ Tassili National Park is home to a rich cultural and natural heritage that belongs to all humans in this world.
☑ Tassili rock paintings and engraving are thousands of years old. They must be preserved.
☑ The Saharan cheetah and cypress tree are endangered species today and must be protected.

Post Reading: Task 3: The teacher invites the learners to read the four parts of the text "**An Unforgettable Journey to the South of Algeria**" and do (**Task 13 page 137**).



- 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: 04	**Lesson:** 09 (I learn to integrate)	**Framework:** P.P.U and P.D.P
Learning objectives: To enable the learners to talk about interesting places which they will visit with their tourist friends.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The future simple tense.		**Domains:** Oral/ Written/ Both.
Core values: Being proud of our cultural heritage, handicrafts and beauty in each area.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical thinking skills when gathering information for learning and search./ They can show creativity when producing written messages./ They can show some degree of autonomy in all areas of learning and plan an itinerary.		**Methodological:** They can mobilize their resources, work in pairs or within small groups and assess themselves.
Communicative: They can process data in English and mobilise it./ They can solve problem situations using a variety of communication means.		**Social and Personal:** They can socialize through written messages.

Warming Up: The teacher greets the learners and makes a quick review about famous places in Algeria.

Pre-Writing Process: The teacher asks the learners about what they do when someone comes to his town and asks them to be their guide. They may speak about (**interesting places – traditional crafts shops – food etc.**). The teacher shows the meaning of "**guide**" and asks the learners if they participated in a guided tour before?

Setting up the Situation: The teacher asks the learners to have a look at the (**Task page 138**). He/ she must explain the new words.

> Andrew Williams, my Australian friend, is going to visit Algeria next summer. I'll be his guide. So, I organise a three-day tour for him to visit the most interesting places in the region where I live (museums, parks, forests, mountains, old medinas, souks, "ksours", traditional craft shops, etc.) I prepare a detailed itinerary of this tour using a map of my region with the necessary map icons. Then, I send him this itinerary and the map by email.

Planning: The learners write about their itineraries by follow the (**Layout page 139**). They may ask and exchange ideas with their partners. The teacher should help them to remember what they learnt in this sequence.

<u>In-Writing Process</u>: The teacher asks the learners to complete the missing information in the table (**page 39**).

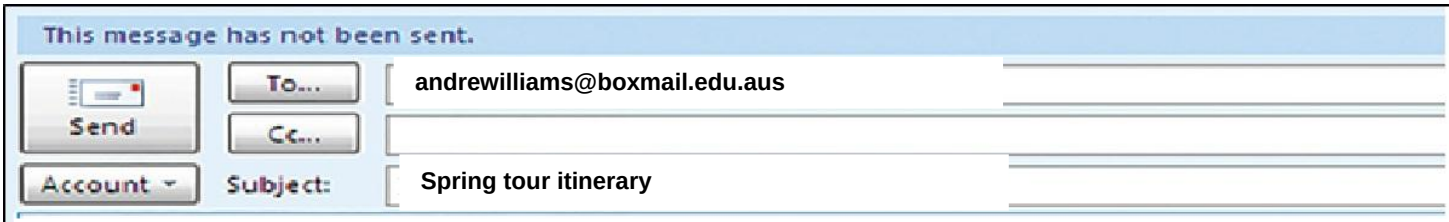
- Lexis related to amenities, tourist sites, scenery and landscape, animals and trees (**famous places in Algeria, museums, National parks, protected forests, mountains, old medinas, souks, "ksours", rare and endangered animals and trees, etc.**).
- Lexis related to direction (**north, south, east, west, centre, Sahara, etc.**).
- Lexis related to traditional handicrafts and architecture (**jewellery, pottery, rug, leather, woodwork, brass, copperware, wickerwork, Mud-brick, Sandstone, etc.**).
- Lexis related to weather and means of transport (**sunny, cloudy, windy, rainy, stormy, van, 4WD vehicle, camels, bus, coach, donkey, walk, etc.**).
- Lexis related to leisure activities and preferences (**visiting souk, old town, buying souvenirs, camp, riding camels, donkeys, taking photos, etc.**).

<u>Drafting</u>: The teacher asks the learners to start drafting. They may use the model (email page 139) or ask the help of the teacher.

<u>Editing</u>: The teacher helps the learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

<u>Publishing</u>: The learners write their final drafts.

<u>Example about day1</u>:



Hello, Andrew!

I'm sending you a detailed itinerary of our spring tour of the region where I live. I 'm also attaching a map that'll make everything clear to you. Have a look and send me your suggestion. Here is a proposed itinerary.

Day 1:

I'm ***going*** to take you to ***Oued Righ "the valley of Righ"***. It's in ***the north west of El-Oued*** about ***120 km***. it was built ***9000 and 3000 years B.C***. we'll ***go there by car***. We'll depart from ***El-Oued at 10 a.m***. and ***get there at 11 a.m***. According to the weather forecast, it'll be ***sunny and warm*** during our tour. After lunch at ***Djamaa***, we will have ***break in one of their beautiful palm groves***. Then, we will ***visit it's 10th century "Ksar" called "Tamerna"***. After dinner at ***a local restaurant in Djamaa***, we'll spend the night at ***the youth hostel***.

- 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: 04	**Lesson:** 10 (I think and write)	**Framework:** P.D.P
Learning objectives: To enable the learners to write report about their last holidays' tour and post it on a blog or school magazine.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The past simple tense.		**Domains:** Oral/ Written/ Both.
Core values: Valuing travelling as a source for knowledge and learning./ Valuing leisure time./ Valuing our cultural heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical skills when gathering information for learning and research./ They can show creativity when producing a written report.		**Methodological:** They can mobilize their resources to produce a written message./ They can assess their selves and others.
Communicative: They can process data in English and mobilise it./ They can post their data on school website, a blog or a school magazine.		**Social and Personal:** They can develop attitudes of sharing data about our country./ They can be honest and accountable for their work and respect others' work.

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson.

Pre-Writing: Task 1: The teacher asks the learners to answer the "**KEY QUESTIONS**" (**Task 1 page 140**).

- ✓ What are the places (**historic sites or monuments, museums, etc.**) you visited on day 1?
- ✓ Where were these places located? How far were they from the place where you stayed (**hotel, youth hostel, family, etc.**)?
- ✓ How and when did you go there (**means of transport, time**)?
- ✓ Did the place you visited have any history?
- ✓ What was the weather like on that day?
- ✓ Where did you have your meals?
- ✓ Did you have any leisure activities?

You answer the same questions to write about day 2.

- The teacher introduces the situation and asks the learners to work individually.

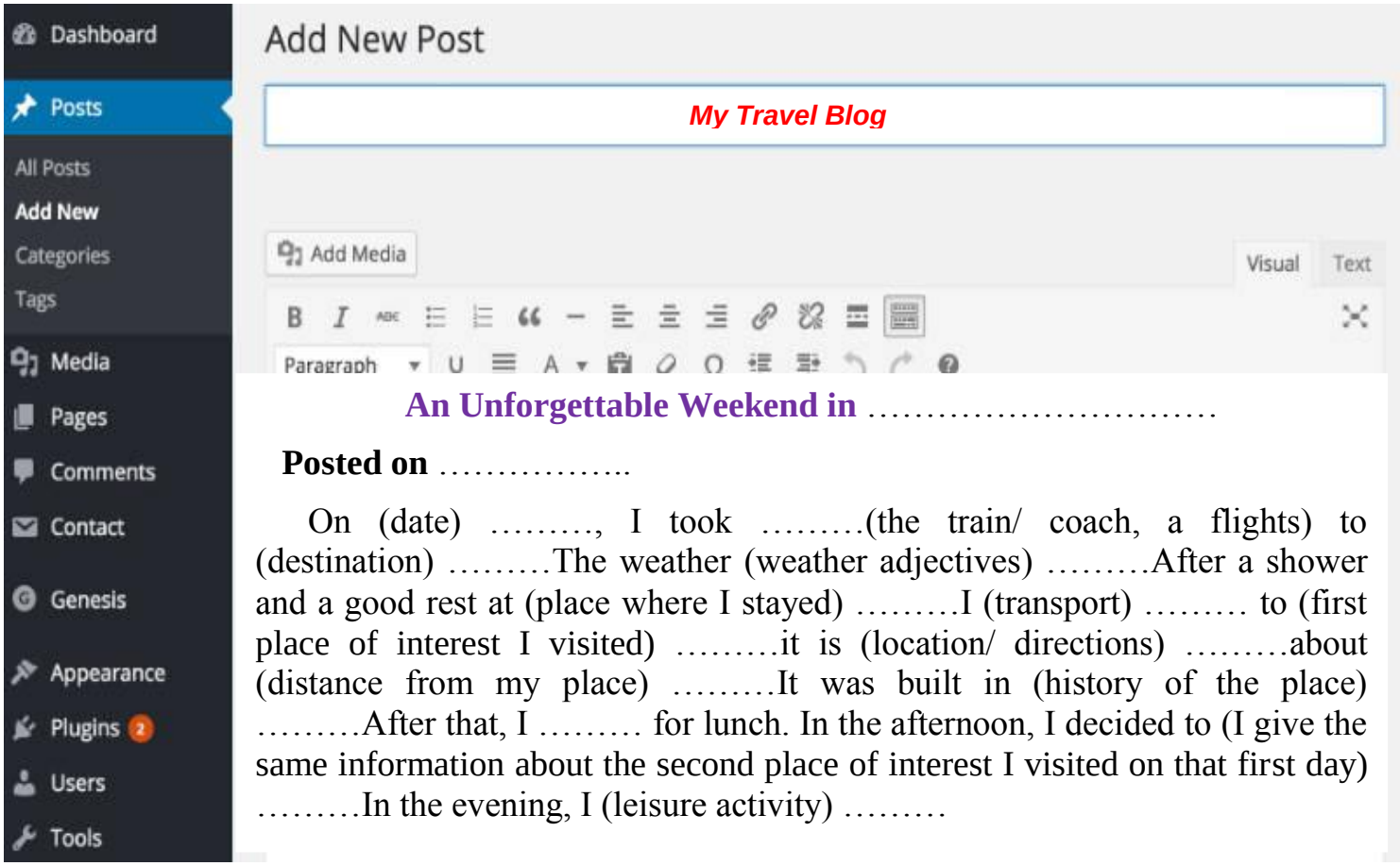
> Last winter holidays, you went on a weekend tour to another region in Algeria (or abroad, to a foreign country). When you returned home. You decided to write a report about this tour (the places you visited and the activities you did) but you didn't have time to do it. Now, you really want to write this report before you post it on your blog with a detailed map of your itinerary.

While-Writing: Task 2: The teacher asks the learners to start gathering information for their report. They should use the information that they have already seen in the previous lessons

(**Reading texts page 132** to **136**) and (**Task 9** and **13 page 135** and **137**)and the teacher may help them to remember.

<u>Post-Writing</u>: Task 3: The teacher asks the learners to start writing their reports and draw the map of their itinerary. (**Task 3 page 140**).

<u>Task 3 page 140</u>



An Unforgettable Weekend in ……

Posted on ……..

On (date) ……, I took ……(the train/ coach, a flights) to (destination) ……The weather (weather adjectives) ……After a shower and a good rest at (place where I stayed) ……I (transport) …… to (first place of interest I visited) ……it is (location/ directions) ……about (distance from my place) ……It was built in (history of the place) ……After that, I …… for lunch. In the afternoon, I decided to (I give the same information about the second place of interest I visited on that first day) ……In the evening, I (leisure activity) ……

<u>Example</u>:

An Unforgettable Weekend in *Batna*

Posted on *Mon. 25th Jun.*

On ***Sunday 25th December 2016***, I took ***the coach*** to ***Batna***. The weather ***was cloudy and warm***. After a shower and a good rest at ***the youth hostel***. I ***took a car*** to ***Timgad*** it is ***about 35 km east of Batna***. It was built ***around 100 AD***. After that, I ***returned to Batna*** for lunch. In the afternoon, I decided to ***visit "Rahba" the old souk. It is famous for its spice shops, medicinal herbs and all the cooking supplies***. In the evening, I ***went to the cinema***. ***Later, I had dinner in a wonderful restaurant and returned to the youth hostel when I spent the night***. ***The next day, I took the bus*** to ***Ghoufi*** it is ***about 95 km south of Batna***. It ***is a historic settlement in the Batna Province***. The weather ***was sunny***. ***I had lunch there in a local fast food***. After that, I ***returned to Batna***. ***The next day, early in the morning, I returned home***.

- 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.