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INTRODUCTION

Dear colleagues,

We are privileged to introduce *Book 4*, the latest in the series entitled 'My Book of English' intended for middle school learners. The coursebook addresses English as the two-way process of communication: getting to know others through various aspects of their life, and telling about oneself. We would also like to stress the fact that the learner, who comes to your class with prior knowledge, skills and attitudes, should always be at the centre of the teaching and learning process. You are mainly tasked with refining that previously-acquired knowledge.

As a matter of fact, your pupils will have acquired over the last three years national as well as universal values, such as compassion, peace culture, value of work, protection of the environment, dignity, national identity, national pride, respect, love and tolerance.

Learners are keen to engage in spoken and written exchanges with others on those core values. Hence the importance of improving children`s literacy to enable them to face today`s world. This improvement should focus on their use of language for thinking, communicating and problem solving. The teacher`s role is to foster their linguistic and communicative skills so as to make their transition into high school as smooth as possible.

Needless to say, the teacher's role is paramount: it consists essentially in strengthening the learner`s ability to learn how to learn, the new paradigm in the official curriculum. This means encouraging pupils to become responsible for their own learning by teaching them techniques to be successful now and in the future.

For example, these techniques can take the form of effective reading and note-taking strategies, like previewing texts, identifying main ideas, rephrasing main ideas using simpler sentences; showing that repetition is essential to remembering new material. A pupil who learns these strategies will be able to improve his academic performance. So, the learners are under your guidance, waiting for your strategies to construct their learning experiences, to promote deep learning and reinforce their cross curricular competencies.

Recall that the learner`s fluency has improved over the past three years, and that as he prepares to enter his fourth year in middle school, and on the eve of his admission into high school, his command of the language has changed considerably, enabling him to use it to communicate.

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This year, the learner`s linguistic and communicative skills will continue growing, through the consolidation of previous knowledge and the provision of fresh information. The material to be covered this year will touch upon three issues that are appropriate to the learner`s interests:

- Historical, literary and artistic figures (famous people). Monuments and tourist attractions.
- Life experiences of successful and influential people.
- The exercise of citizenship through charity work (philanthropy). Getting to know other cultures through food and international dishes.

By way of consequence, we recommend that you prioritise the learner's written communication skills through constant practice. However, this does not mean that the oral skill will be totally neglected. It simply means that written expression will have the lion share of the learning operation.

It is obvious that we are embracing a new approach to teaching our learners: we are no longer exclusively focused on teaching them purely linguistic skills, we are expanding your teaching to include life skills.

Your active role, then, as a teacher, is to train your learners to know how to act, how to be good citizens of tomorrow and finally to know how to live together with the others **(see the law of orientation 04/08 January 23rd 2008).**

The coursebook writers have made efforts to align most of the tasks of the book to international standards in order to prepare our learners to participate with success to international exams such as *PISA* and *TIMSS*.

The Authors

I. PRESENTATION OF THE COURSEBOOK OBJECTIVES

I LISTEN AND DO

This section is primarily meant for the identification and the practice of the target structure(s), the pronunciation of different sounds and lexical items in meaningful contexts of use.

To facilitate the oral interaction (listening and speaking), we recommend that you break up longer texts and have learners to listen to different sections in different ways (this requires a number of listenings according to the level of your learners).

You should try to increase the amount of listening and avoid turning listening to dictation as your learners should have a reason for listening.

Your main role as a teacher is to help them relax and avoid panic and frustations as some of the listening scripts are read by native speakers.

The listening tasks proposed to learners in *Book 4* involve both receptive and productive skills, which makes listening a purposeful act having its "raison d'être" in carrying out tasks that require learners to integrate all communicative skills other than just listening and speaking.

Although the main focus is on communicative interaction in class through role playing as an extension to the original, primary oral input materials, writing skills are also taken into consideration such as information transfer to different text formats and, most importantly (whenever this has been feasible), note – taking – which is a true skill by itself that integrates the three other remaining skills, and also requires higher cognitive levels. Some listening tasks particularly encourage the learners to take notes while listening as this is a study skill they will need throughout their school life. Teachers, too, are encouraged to design further note-taking activities to be monitored in class whether as an extension to listening or reading.

WRITING AS AN EXTENSION TO LISTENING

The 'do' in "I listen and do" includes other tasks and calls for other learning skills than just 'listening'. In this 4th year coursebook, the focus has slightly shifted from speaking to writing. This shift in focus, however, does not mean that oral interaction has been overlooked; it is still there in the listening-speaking tasks and well-catered for. But, owing to the high school entrance examination (the BEM), which is undertaken by our learners in an exclusively written form, the coursebook reserves a more significant function for writing. That is also the main reason why most of the listening tasks are presented in formats that are in accordance with those presently used in the BEM exam, such as MCQs, gap filling, table completion, etc.

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The writing tasks are intended to synthesise the learners' comprehension of the listening input in a form very much similar to that they will mostly need in written production in their BEM exam. These writing tasks are further developed and expanded in the "I think & write" sections of the coursebook.

Another feature included in the listening tasks, which is important in the preparation of the learners for their exam, is the inclusion of the lexical component as tested in the BEM. Here, the listening input is dealt with in much the same way as the reading text in the BEM. Questions about lexical items, such as synonyms, antonyms, word definitions have all been taken into consideration and intensively dealt with throughout the "I listen & do" sections of the coursebook.

TEACHING AND LEARNING PRONUNCIATION

MY PRONUNCIATION TOOLS/ I PRONOUNCE

The official syllabus of year four insists on teaching and consolidating vowel and consonant discrimination. It also introduces consonant clusters, diphthongs and triphthongs. To achieve this, teachers may resort to various teaching methods and techniques. Learners do not need to know the complex terminology related to either auditory or articulatory phonetics. However, teachers may use *simplified* articulatory diagrams as teaching aids when introducing English sounds whose counterparts or equivalents do not exist in the learner's first language (Arabic) or mother tongue (Tamazight).

Pedagogical common sense requires us, teachers of English as a foreign language, to adopt a teaching method whose outcomes may be *immediately* measured and evaluated in class so as to quickly remedy any problem and deal with any difficulty that learners may encounter during the learning process. The following teaching and learning "stages" are supposed to find universal support and adoption among EFL teachers:

1. Repetition/Memorisation
2. Identification/Recognition
3. Autonomous Production

The starting point for the first stage is the repetition of key lexical items, whether content-related or structural ones, that have purposefully been singled out from previous learning inputs, usually the listening ones. The aim of this stage is twofold: to make the learners articulate the sound as correctly as possible and, at the same time, memorise and internalise its correct pronunciation, which they will need in further stages as the sequence evolves and develops. *Listening tasks and inputs are contextualised* and

may be considered as precursors to the pronunciation "lesson or session" per se. Listening inputs should be designed so as to *implicitly* introduce the targeted sounds that are to be *explicitly* taught at a later stage in the progression of the sequence, using "My pronunciation Tools" and "I pronounce" sections of the coursebook. Even the listening tasks should be exploited in such a way that learners actually have the opportunity to, again, implicitly use, practise and produce the targeted sounds in communicative situations, particularly when acting out dialogues or interviewing class partners.

In "*My Pronunciation Tools*" and "*I pronounce*" sections of the coursebook, the first activities are devoted to repetition and memorisation of the targeted sounds. Then, learners are invited to identify and recognise the sounds they are learning through the use of minimal pairs whenever this is possible, of course. Minimal pairs are a good teaching device to help learners discriminate similar sounds that might prove to be difficult for them to understand or (re)produce. Tongue twisters are another teaching device, but the problem with these is that they do not often make sense or provide meaningful context and content. Nursery rhymes and extracts from songs or poems in which the targeted sounds are redundant are more "meaningful" and infinitely preferable. Both the repetition and identification stages have single lexical items as starting points, and expand progressively to include longer inputs, first in the form of statements, and then in the form of short texts – dialogues or reading texts. *Both forms of extended inputs are contextualized and thematically related to the sequence as a whole*. The reading texts included in the *"I pronounce"* section are meant to be read aloud by learners in class while the teacher monitors their pronunciation. Although the focus in these texts is on sound, this does not mean that *comprehension* is to be neglected. New or difficult vocabulary should be explained so as to facilitate comprehension. Indeed, vocabulary should be dealt with regardless of the length or form of the phonological input: single words, longer statements, short dialogue exchanges, longer dialogues, interview questions and answers or reading texts.

The autonomous output stage is particularly encouraged in the "*I pronoun*ce" section through acting out dialogues or asking/answering interview-type questions – whenever this is feasible. Through these communicative and topically *contextualised learning situations***,** learners are expected to naturally produce the targeted sounds and carefully listen to each other for any error. At this stage, teachers have to be most vigilant in class and monitor these peer performances with great care and attention. We, as

EFL teachers, should encourage our learners to correct each other, and explain to them how errors can help them improve their pronunciation. Autonomous output is to be extended to the subsequent sections in the sequence. Whenever learners "read aloud" a text or take part in an oral exchange in class at any moment (during "I read & do", "I learn to integrate" or "I think & write"), they will necessarily reproduce/produce some of the targeted sounds (whether belonging to the current sequence or even the previous ones) and should, therefore, be properly monitored by their teacher.

To sum up these introductory notes to the *Teacher's Guide* regarding the phonetic component in Book 4. it is worth reminding everyone that both the teaching and learning acts NEITHER start with "My Pronunciation Tools" NOR end with the "I pronounce" section. The teaching/learning of pronunciation "begins" with the first class input, right at the beginning of each sequence, and evolves, expands and extends to the "last" class task in each sequence. In fact, it is more like an ongoing process that repeats itself throughout the book – within each sequence, and from one sequence to another – aiming to hopefully achieve two objectives: take in charge targeted new sounds and recycle previous ones; this last objective should be remembered by all of us. "*My Pronunciation Tools*" and the "*I pronounce*" sections are just "**pedagogical stopovers"** on the long, ongoing "route" of the teaching/learning process whereby the targeted new sounds are made explicitly clear to the learner. We should also keep in mind this obvious fact: a coursebook is just a teaching aid and, as such, can never replace dedicated teachers, capable of designing extra teaching materials to back and expand those proposed in the coursebook.

MY GRAMMAR TOOLS

In Book 4, "*My Grammar Tools*" are meant to be exploited as learning aids whose main pedagogical function is to succinctly sum up the main tenses, structures and structural lexis dealt with in each sequence in the form of "rules" or, sometimes, broad generalisations.

Another function of these tools is to draw the learners' attention to special difficulties and exceptional uses related to these language forms. Although the pedagogical approach adopted in the book insists on the implicit teaching of grammar, both common sense and long teaching practice have nonetheless proved that the learners do need, at some point in the learning process, to become fully aware of "what" they are actually

learning. Teachers, however, are encouraged to help their learners deduce rules and make generalisations through analysis and comparison of relevant examples. They are equally encouraged to recycle the language forms studied in preceding sequences or in the previous year. The coursebook writers have tried – whenever this has been possible – to take in charge the review/revision of some previously taught language in spite of tight constraints on space, i.e. number of pages available for that purpose.

This section should by no means be considered as a set of grammar lessons.

I PRACTISE

This section is meant for the practice of the language presented in the previous teaching points. It aims at consolidating and reusing the acquired knowledge in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities. What matters most in these tasks is the use of the language for the sake of real life communication.

Teachers should bear in mind that most learners especially the tactile and the kinesthetic need to keep hands on their subject matter.

Learners by curiosity dislike theory and enjoy practice. Thanks to their immersion in practical tasks, they learn better. Learners feel the things and understand them each time an application immediately follows from the theory. Hence, the idea of "*I practise"* evokes a certain pride from the part of learners who have been and are engaged in what they see, what they feel and what they touch — This is the best learning, the learning that comes from Practice as an application to theory — for theoretical matters evaporate and fly whereas anything done, made and implemented by hand will remain and lasts forever.

I READ AND DO

Due to the limitations imposed on the number of pages in Book 4, the writers have been compelled most of the time to reluctantly reduce not only the number and the variety of reading materials, but also the number of visual aids (such as photos, maps, diagrams, etc.), which should normally accompany reading materials – particularly those whose comprehension might prove a little difficult for learners. It would have been more beneficial to the learners to be exposed in each sequence to as many types of documents and discourse types as pedagogically necessary. A special effort,

however, has been made to make up for this shortcoming by using the "I read for pleasure" page to offer extra reading documents to the learners. Whenever teaching schedule allows teachers to introduce extra reading materials in class, this would be most welcome.

For us, teachers of English as a foreign language, one pedagogical principle to always keep in mind when preparing our "read" lessons is that the "I read and do" section in the coursebook has been conceived, designed and planned according to an integrative teaching/learning approach whereby many of the learning and study skills are combined in the reading tasks, and work together towards achieving the same goal, i.e. comprehension with its multi-faceted aspects – from the explicit lexical meaning of single items and the specific referential information contained in phrases or statements to the implicit, more complex meaning of either single items or longer texts, which can only be inferred using relevant clues from the reading materials. Teaching learners how to infer complex meaning should be carefully conducted in class using relevant tasks or stimulating questions, which ought to be designed and planned in such a way that they bring the learners to *progressively* probe the reading material in order to find out the hidden, implicit or implied meaning/information they are looking for. Referential study questions have been extended to inferential ones – first through a very simplified "version", so to speak, in Year Two and then through a more elaborate one in Year Three to a complex one in Year Four, bearing in mind the cognitive or intellectual requirements needed by the learners at this stage. Indeed, we want them to "think and read" as much as "to think and write". Inferring complex words or text meanings requires competencies working at a much higher cognitive level than mere comprehension; it goes further beyond to reach the "analysis" level – and this is exactly what we want our learners to be able to do, i.e. "analyse", i.e. "think".

The "I Read and Do' section is primarily meant to prepare your learners for the "I Think and Write" section.

With regard to the exit profile, your learners should be familiarised with the different types of texts suggested by the curriculum and included in the coursebook.

TYPES OF TEXTS

What is a Descriptive Text?

A "descriptive" text is a text that tells the readers what someone or something is like.

If the descriptive text is about a person, the writer usually gives information about this person's:

a. physical appearance.
b. personality.
c. daily life (activities).
d. interests.
e. home, family and friends, etc.

A descriptive text can also be about something:

a. an object
b. an animal
c. a place, etc.

In a descriptive text, the writer frequently uses the following:

a. the present simple tense (and sometimes the present continuous tense)
b. qualifiers, like adjectives and adverbs.

What is a Narrative Text?

A "narrative" text is a text that tells a story to the readers or talks about a series of past events.

In a narrative text, the writer usually:

a. uses verbs in a past tense (past simple and/or past continuous).
b. uses time indicators or markers (adverbs of time; prepositional phrases of time, dates, hours, etc.).
c. mentions the events of the story in chronological order (one event after the other): beginning his text with the first event and ending it with the last one.

Note:

A narrative text can also contain some descriptive paragraphs or descriptive sentences: description of people, places, objects, animals, etc.

3. What is a Prescriptive Text?

A "prescriptive" text is a text that tells the readers what they must/ mustn't or should/shouldn't do.

In a prescriptive text, the writer usually:

a. gives instructions.
b. or makes rules.
c. or makes recommendations.
d. or gives advice.
e. or gives orders, commands.

In a prescriptive text, the writer usually uses the following:

a. “must” and/or “mustn’t” to express obligation or prohibition.
b. “have to” to express obligation.
c. “should” and/or “shouldn’t” to give advice.
d. positive imperative to give advice and make recommendations.
e. negative imperative to give advice and make recommendations.

4. What is an Argumentative Text?

The word “argumentative” is an adjective. The verb is: “to argue” (regular verb). The noun is: “argument”.

- “to argue” means: to give reasons or facts in support of an idea or opinion, with the aim of persuading/convincing other persons to share your point of view/opinion.
- “an argument” means: a reason or reasons why you support (agree with) or oppose (disagree with) an idea or opinion.

In an argumentative text, the writer wants to persuade (convince) the reader to agree with his opinion by:

a. presenting a number of arguments (reasons) in support of his opinion.
b. giving examples.
c. giving facts, statistics (as proof or evidence).

In an argumentative text, the writer often uses:

a. sequencers (like: “Firstly” or “First” before the 1st argument; secondly/second; thirdly/third; “lastly” is used with the last argument) to present his arguments one after the other.

b. verbs which express opinion: “I agree with” (to support) ≠ “I disagree with” (to oppose); “I’m for...” ≠ “I’m against...”; “I think that...” = “I believe that...”

c. connectors which express: cause or reason (as; because; since) and consequence or result (so; therefore; as a result).

d. the closing (sign-off) (I can use the same words in an email: “Best wishes”; “Best regards”. In a letter to a friend, I can write: “Bye for now”; “Keep in touch”, etc.

e. My signature (in a letter to a friend, I can just write my first name, without any signature.)

I LEARN TO INTEGRATE

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on

how to integrate what they have learnt so far. Learners need to mobilise their resources and re-invest them in a problem solving situation through group work and through a collaborative format.

The learners are involved in selecting and classifying **the resources** they need, the **skills** they will use and **the values** / **attitudes** to be instilled.

This phase will enable the teacher to identify the learners' strengths and weaknesses in order to organise tutorial sessions for moderation, remediation then standardisation (leveling up).

This phase is conducted with the help of the teacher who monitors the task and gives help by providing examples.

Learning to integrate is a good threshold demarcation line between those who have learnt something and can easily integrate it and those who have no notion about the topic and strive to get out of the matter as soon as they could. In this case, what to integrate and how? Teachers should make sure that their learners can integrate the elements they have gathered throughout their collection of lessons.

I THINK and WRITE

We are living in a globalised world. Most learners have some contact with the English language through the Internet. With the help of teachers and parents, learners should learn how to write and communicate with friends about topics related to their environment and interest. However, we should train them to think first and then write. Teachers have to design individual tasks based on what their individual learners need to write about. They should pay attention to what they write; they need to write in more elaborate English. In short, learners need to make a distinction between writing to learn (other things, like structures, spelling and vocabulary) and learning to write.

The acquisition of language skills such as reading and writing targets the development of writing competence. Acquiring writing is the most difficult part of the language learning process. It is essential to first acquire the conventions of written English (such as capitals, punctuation, indentation, etc). Next, the learner must become familiar with all the stages which prepare him for the production of a text. Teachers need to find ways to integrate writing with other skills and tasks, giving it more relevance and importance — and also making it more interesting. In process writing, these stages are: brainstorming, outlining, drafting, re-drafting, editing, and

publishing. The learner should also be able to assess his work, and then with the help of his teacher he will improve his written production. Teachers have to elicit and generate ideas about writing with their learners, how they write well, why to write and for whom.

Teachers need to give learners tasks that are intellectually satisfying, tasks that inspire learners with the envy to write. As coursebooks don't necessarily always help learners develop writing as they want it to be, learners seek materials that provide relevant, real and communicative practice. Here comes the role of inquisitive learning through practical writing based on simplistic form, clear cut messages and straightforward conveyance of expression. Teachers have to work hard on developing ways of responding to the content of what their learners write about — the message — and not just the way things should be written. Learners need a permanent audience represented in the teacher. If the teacher comes to do this efficiently, the learners' confidence in writing will grow.

Therefore, with the help of teachers, learners will be able to:

● recycle and reinvest previous knowledge/learning necessary for the production of a piece of writing.

● write coherent paragraphs which hold together from the point of view of form and meaning, respect correct syntax (subject, verb, object) and use tenses effectively.

● use punctuation, capitalisation and cohesive devices.

● write a layout of a letter, email, biography…

● write an outline (plan) and organise ideas clearly and logically.

● produce written messages of average complexity and length about landmarks, outstanding figures, life experiences and citizenship.

In this respect, writing, like all other aspects of language, becomes communicative where learners start to think about what they write in real life writing (e-mails, lists, notes, covering letters, reports, assignments, paragraphs, notes, blogs, forums and websites) will be a good issue to tackle. All of these writing tasks have a communicative purpose and a target audience.

WRITING IN THE COURSEBOOK

Despite the presence in the coursebook of a separate section entitled "I think and write", writing as a skill per se is not conceived as an independent, isolated or separate component, but rather inscribed in an integrated learning approach. That is why many of the learning tasks related to writing are to be found here and there, across the coursebook, either serving as synthesising tools to the listening tasks or functioning as extensions and follow-ups to the reading ones.

Seen from this perspective, the learning of writing as a skill has first been incorporated in a global integrated approach and then broken up into a set of graded tasks, many of which are introduced through listening and reading for the sole purpose of preparing the learners and leading them to the final "written product"– so to speak.

Written production – as such – comes after having presented the learners, in other sections of the book, with both the writing format and the linguistic tools they need to be equipped with way before they actually put their writing skill to test in the "I think and write" section of the book. Here, another tool is additionally supplied to the learners in the form of a writing layout whose main function is to make sure they organise their writing materials in accordance with the requirements of the writing situation. We hope the teachers will manage to gradually bring their learners to make up their own layouts before any writing production takes place.

THE COURSEBOOK WRITING PROJECTS

In this coursebook the authors have decided to include two writing projects that thoroughly involve the learners in both interacting with the listening and reading materials they are exposed to and responding to real life situations and experiences in written form. Both writing projects are included in Sequence two.

The first project consists in writing a formal letter to the famous British writer J. K. Rowling, author of the best-seller Harry Potter series, asking her questions about her experience as a writer. These questions are expected to be triggered by the learners' curiosity and affective, or intellectual, response to the human experience embodied in the biographical material they have been in constant interaction with throughout the listening inputs and tasks.

In extension to this first writing project, a second writing project, much in the same output format as the first, is intended to crystallise the learners' response to the reading materials about Mrs Zohra Drif, a famous Algerian

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freedom fighter and writer, who has kindly accepted to take part in this writing project and reply to the learners' questions in the formal letters she will receive from Algerian schools.

These two writing projects provide the learners with true communicative purposes they will hopefully express in real life situations, thus achieving genuine communication with two living authors whose lives are rich with human experiences: J. K. Rowling and Zohra Drif.

Furthermore, these writing projects are meant to be achieved in a competitive classroom situation in the form of a class or school writing contest, which will hopefully induce the learners to produce fine writings and insightful thinking. The coursebook authors highly encourage teachers to spur classroom discussion and interaction in order to fulfil the objectives of these writing projects.

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NOW, I CAN

Pre-assessment — both formal and informal — is necessary to determine the present needs of individual learners after a sequence study. A section is entirely devoted to learners to freely express their own involvement as self-assessment assessors through a suggested appropriate rubric. Learners are supposed to check what they can do through the different parts of the sequence. They might need a bit of extra help and support from the teacher who will identify what the learners already possess and what they need to work more on. The teacher can then determine what level of instruction is needed by which learners and at what level.

Through the '*Now, I Can Rubric'* and in the light of what learners said about their abilities, teachers should set clear learning targets and objectives and share learning intentions of their lessons with learners. Hence, by allowing learners to know the purpose of a lesson or a task right from the beginning and with the necessary back up to their zone of proximal development (see lev Vygotsky), they will be able to make better decisions about the ways and means to achieve what they are expected to learn through what they can do with the chunks of language.

Learners need to be provided with an appropriate level of curriculum and reasonable expectations to suit their abilities during the various parts of lessons so as to motivate them to engage in the process of learning. While attending to the common needs and individual differences of their learners through what they have openly confessed about their abilities, teachers should also be aware of adjusting their learners' expectations according to

their outcomes. Hence, they encourage those who do better and scaffold the slower ones by remedying the weaknesses in order to enhance their knowledge-building capacity. In fact, the idea of revealing what learners can or cannot do is a good asset for teachers to assess and evaluate their own teaching and adjust what is inappropriate and ineffective. In this respect, the "*Now, I Can Rubric"* is an effective formative assessment tool for both teachers and learners.

I PLAY and ENJOY

The idea of inserting a section for "*I play and enjoy"* is to give another space for your learners to change the atmosphere of boredom, of hard doing tasks into a bit of fun and enjoyment, for recreation, for mutual exchange of humorous events. Enjoying is part of learning and the more joyous learners turn to be, the more creative and productive they will be - "*The Play and Enjoy"* part is the outlet through which learners discharge some of their burdens to turn as light and full of vigour to enter the next sequence with too much delight.

Play is fundamental to your learners' development. It encourages creativity and helps children to learn social skills. Creative games enable learners to solve problems and think critically. Play is an ideal relaxed and fun approach to learning. It is worth mentioning that while playing, learners are unconsciously reinvesting the knowledge acquired in the sequence.

Some tasks and activities of the coursebook need to be done outdoor. A meeting with historical figures, writers, poets or artists will motivate your learners to conduct interviews with them and share life experiences. A visit to different historical monuments in Algeria can invigorate the learners' spirits and give a freelance to their creative minds in creating environmental protection associations. They can make video segments to promote tourism in various parts of the country. A visit to charity clubs and the learners' involvement will boost their exercise of citizenship.

The material under this section is a source of pleasure for your learners. It brings them joy and happiness and develops their imagination. Thanks to this teaching point, learners will never feel overwhelmed by English lessons. Learning occurs in a relaxing and motivating atmosphere through reading, outdoor activities, songs or games. We recommend teachers to give this section its due merits.

MY THREE TERM PROJECTS

The main objective of the project is to help the learners to work together and socialise. It helps the teacher discover many aspects and hidden competencies, research and social skills. The teacher will find out that some learners are good at drawing. Some have good computer skills. Some are good at collecting and organising data. In short, the teacher will not be surprised to discover the multiple intelligences Gardner has talked about in one class. While working with groups, the teacher will identify future leaders, collaborative learners, attentive learners and slow learners who can work better when they are involved in a task within a group.

Each group member is supposed to do a task.

- Time keeper
- Organiser
- Dictionary searcher
- Data collector
- Speaker
- Group leader
- Facilitator

The process is more important than the end product in the project.

The project requires time and efforts and it is the work of the whole group. The teacher has to announce the project beforehand and every member of the group should know about it and has an idea on what this consists of. During the whole project, teachers have to constantly monitor their learners' work. Students, all along their research, must be accompanied by their teachers for the whole project can extend to more than two sequences of time span.

The project has a beginning, a middle and an end; it should be coherent, expressive and meaningful; it should bring something new and not mere copying from the internet. The topic should be researchable with a clear cut objective right from the beginning. As the project is a collaborative work, individual learners can be valued individually to avoid dependency on one another.

I READ FOR PLEASURE

Children like reading stories they are interested in namely fables where animals rove and fritter in their imaginative world; a world full of fantasy and pictures where the emotive sense grows. Reading stimulates creativity as it gives a lance to its adaptor- a fresh spring of inspirational source full of imagery, sound and natural settings. Children like to create, to visualise the concrete and render it as subtle as a modest act of recreation.

Through fictional books, children will be able to picture mythical worlds and become more imaginative. It is through reading that children feel free to choose the worlds they visit through imagination, the characters they meet, the points of view they encounter while reading the peoples' ideas from different veins and the visional world they create.

When the learner reads a book, he has to remember a various range of characters, their backgrounds, ambitions, history, and characteristics- an additional lot that thrive his mind. And with every bit of constructive learning, his brain will get strengths and assistance to his short term memory recalls. In addition, reading can increase the capacity for the reader's concentration. When a reader reads a book, all of his attention is focused on the story, its events, its actions and he just feels the rest of the world is just falling away and; hence, he can immerse himself into every fine detail he is absorbing and with every bit of pause, he travels with the hero in his exploration to the imaginative world.

With the increasing appetite to read, the learner's ability to write will increase. As he is more exposed to the different writing styles, he will acquire fluidity in writing that starts as observation to fine writings translated to his own refinements through imitation. Reading for pleasure will cultivate in him the tranquility of mind. So, when he reads an appealing story that meets his own satisfaction, this will bring to him a kind of peace, a spiritual rest and a therapy to his own roving mind.

A good counsel for reading remains the learner's own curiosity as a reader. Reading should be cultivated as a habit where young learners have to be trained to become good readers. Indeed, the training habit should start right from an early start with assigning learners some reading tasks to accustom them to reading. Professional readers use reading cards once they go to school or to public libraries. It is important then to train learners as **amateur readers** to keep their notes organised and well-structured on their **reading cards** so that they can easily find or refer to them later. In addition, they may also use a notebook or set up folders on their computers to keep their notes in good order.

- Readers need to highlight important points in their notes. They may find it useful to use different colours for related areas.
- They need to keep a record of their information sources; it is essential to reference their work.
- When referring to a book, they should record the author's name, the date of publication, the title of the book, the relevant page number, the name of the publisher and the place of publication.
- When referring to a magazine or newspaper, they need to record the name of the author of the article, the date of publication, the name of the article, the name of the publication, the publication number and page number.
- When referring to the internet sources, they record (at least) the full URL or web address and the date they accessed the information.

Hence, the use of reading cards in reading will prove that learners have read excerpts from books and that they have got the proven records for any future reference. Show them that type of behaviour should not be considered as a chore they feel compelled to but as an indication of professionalism in reading as a habit, as a culture and as act of good conduct.

A good experience we can issue in this respect for our young dearest readers is to step away from their computer for a little while, rid themselves of the intricacies the computer that may affect them with, crack open a book or just few pages daily, and replenish their souls for a little while, and they will discover how sweet it is not to abandon the written script. Indeed, the written letters once they imbued will create in their souls a compelling force to read more and more.

Hence, cultivate in your learners the strong habit of reading by accustoming their eyes to read everything and profit from their leisure time to read, to get a purposeful reading, an intentional constructive reading, a reading that takes a few time but reaps a lot of assets.

In a nutshell, Reading is not just something that children should do in school but need to take it as an everyday part of their lives, something everybody should choose to do at all ages. Hence, get your learners opt for this genuine reading habit and cultivate it to other children to save it for long.

I GET READY FOR MY BEM EXAM.

This section is crucial for your learners as they will take the BEM exam by the end of the year.

The texts selected cover the exit profile of the curriculum. Some of the test items have been chosen according to international standards (*PISA and TIMSS* exams) and they cover the linguistic and communicative objectives of the syllabus.

Your ultimate objective is to exploit the data collected from your learners' outputs in order to prepare an adequate work of remediation and moderation.

MY TRILINGUAL GLOSSARY.

The objectives of the Trilingual Glossary are of three folds:

1. To enrich the learners' vocabulary with a range of new lexis that cover the difficult and new words encountered through the three sequences.

2. To give an opportunity to learners to use the offered vocabulary contents in a wide realistic context.

3. To help learners use three languages in their different varying contextual use and not lexis as separated entity.

Teachers are recommended to profit from the glossary as a source of reference for them and for their learners to refer to in case of need. Learners are expected to enlarge and enrich their vocabulary repertoire for a future mastery of three languages combined.

II. THE PEDAGOGICAL FUNCTION OF CROSS-REFERENCES

So far, cross-references have been used solely in reading texts as teaching aids to facilitate intra-text comprehension. Their objective, therefore, is limited to the achievement of a better reading comprehension. In *Book 4*, however, the writers have tried to extend the pedagogical function of cross-references to other sections – not only the "*I read and do*" section – to involve and integrate all the language (knowledge), skills (search, study and communicative skills) and sometimes even attitudes at work within each sequence. Thus, the valuable pedagogical use of cross-references has been redirected from its "traditional" pedagogical implementation within a restricted intra-text learning situation to a much broader inter-section and intra-sequence learning/studying context.

Cross-references are indispensable study tools that will hopefully enable the learners to achieve three main objectives targeted in *Book 4*:

1. A better comprehension of the reading materials, when cross-references are at work within the same input/text (at intra-text level) through the use of content-related and grammatical substitutes, such as personal pronouns, possessive adjectives and pronouns, relative pronouns, etc.

2. A better use of knowledge/information/content, when cross-references are at work within the sequence itself (at intra-sequence and inter-section levels), interconnecting the various sections to redirect learners from one section to another and help them reconnect their varied content (from "*My Pronunciation Tools*" to "*I listen and do*" or "*I pronounce*" or reading aloud a text in the "*I read and do*" section for example, or from "*My Grammar Tools*" to" "*I learn to integrate*", "*I read and do*" or "*I think and write*" sections).

3. The ultimate objective targeted in *Book 4* is to achieve a global, comprehensive integration of all the language content, all the communicative and study skills, and attitudes in the "*I learn to integrate*" task, when cross-references are at work at intra-sequence and inter-section levels, compelling the learners to recycle and reinvest previous content learnt in preceding sections, and also to re-implement all the learning and study skills required to integrate all that has been acquired so far in the book sequence.

The writers have made special efforts to extend the use of this cross-referential tool – from its "traditional" function restricted to intra-text reading comprehension – to a much broader and more comprehensive one that compels the learners, so to speak, to cross-refer across the different sections, from any one section, in search of the appropriate content they need to reinvest in another.

We, the coursebook writers, consider these intra-sequence, inter-section cross-references as highly integrative tools whose pedagogical function should make the learners aware of the inter-connected network of content (language and information) available in each sequence, and train them to use appropriate study and search skills to locate this content (wherever it is in the sequence) for the purpose of reinvesting it in any subsequent learning task.

Due to space constraints, we could not make an extensive use of these cross-referential tools in the book. Teachers, however, are encouraged to implement them on a regular basis in their classes. They are also encouraged to make cross-references at inter-sequence level in order to reinvest content already learnt in preceding sequences. More importantly, teachers should help the learners to make cross-references on their own by asking them relevant, helpful questions, such as:

– Which of the listening tasks can help you write part(s) of your email, letter, blog page text, report, etc.?

– Which reading question(s) can help you do your writing task?

– Which part of "*My Pronunciation Tools*" can help you and your partner act out the dialogue, or read aloud the text using correct pronunciation?

– Which part of "*My Grammar Tools*" can help you do your reading or writing task?

– Which reading text can you use as a model to do your writing task?

We, as teachers, should gradually teach our learners how to cross-refer to the required information on their own when they are undertaking any learning task at any level in the sequence and, hopefully, in the whole book, too.

III. THE REPRESENTATION OF THE CORE VALUES IN THE COURSEBOOK

(THE CORE VALUES CONTAINED IN THE COURSEBOOK ARE DERIVED FROM *THE LAW OF ORIENTATION, 04- 08 JANUARY 23, 2008*)

sequence1	sequence 2	sequence 3
■ valuing travelling as a source of knowledge ■ sharing universal landmarks as a world heritage ■ sharing literary and artistic creativity as a universal heritage ■ raising awareness of the importance of landmarks as a vehicle for cultural identity ■ raising awareness of the importance of outstanding figures in history, literature and arts as the custodians of cultural identity and values	■valuing human experience and its role in shaping character, personality and dreams ■valuing a common historical heritage and a national collective memory of suffering and struggling against colonialism ■valuing the role played by national historical figures in the fight against colonialism ■raising awareness of the influence of other people on one's character, personality and dreams ■raising awareness of the importance of memory in shaping the identity of a nation ■raising awareness of the importance of safeguarding the national identity	■valuing critical thinking ■valuing freedom of speech ■valuing wise, helpful advice/recommendations ■valuing national identity and culture ■valuing human tolerance and understanding ■raising awareness of the influence of other cultures on one's own ■raising awareness of the importance of national solidarity ■promoting a world culture based on mutual respect between nations

IV. THE CULTURAL DIMENSION IN THE COURSEBOOK

The cultural component is omnipresent throughout the coursebook – whether in the listening, reading or writing inputs. It is also exploited in various ways through the primary tasks related to the above-mentioned inputs or the secondary inputs spreading across the coursebook and which you can find in the pronunciation and practice tasks or in the appended sections to each sequence like "I play & enjoy" or "I read for pleasure".

English as a foreign language is used in the coursebook to vehicle national and universal human values, which the learners need so much to be imbued with at this adolescent age while their personality and character are still in construction, so to speak.

We have tried to raise the learners' awareness of the importance of using the English language as a means to reach out to "the other" and convey their own local culture, experiences and values and, in exchange, be able to access the other's culture, experiences and values. This cultural exchange takes place in a world where globalisation is making of our planet a "small village", thanks to information technology, social networks and satellite communications. Amid this globalisation, the English language is, undoubtedly, the ideal linguistic means of communication due to its status as the first international language.

This two-way cultural exchange is not intended to lead to a critical, judgemental comparison between the "me" and "the other", but rather invites a tolerant attitude towards other cultures, and learning from their experiences.

Thus, Sequence One, for example, opens up interesting vistas on outstanding figures and landmarks in neighbouring countries and cultures on the northern side of the Mediterranean, and even further: England with London's landmaks and William Shakespeare; modern Spain and Picasso; Moorish Muslim Spain (al-Andalus) and the jewel of Alhambra; Renaissance Italy, the Piazza de Duomo and Leonardo da Vinci; Ottoman Turkey, the Topkapi Palace and the legendary architect Sinan. In addition, the reading texts add a specific national, cutural dimension to this global tour of the Mediterranean: with the Great Mosque of Tlemcen and the great Algerian writer Mohamed Dib. Furthermore, the writing tasks spur the learners to find out about the Roman past of their country and discover another leading figure in contemporary Algerian literature and drama: Kateb Yacine. We hope that our learners will be made aware of the exchanges taking place between cultures, and understand that their own national culture is also part of a larger world culture: Al-Andalus remains a good historical example of that cultural exchange.

Sequence Two, again, opens up new vistas on human dreams and prospects, experiences and memories – sometimes painful ones – lived by

children in other countries: America, India, England, Palestine and Algeria.

Two famous writers are presented side by side in this sequence: J. K. Rowling and Kateb Yacine. The English writer offers the learner her experience with writing, showing that literature can be an effective means of communicating and exchanging with people from all countries and of all ages.

Through his own childhood experiences, Kateb Yacine teaches a lesson about Algerian history, national identity and culture, and also another significant lesson about colonialism, oppression and injustice. Zohra Drif reminds the learners of a not so old Algerian past when Algerians – even children – were considered as "the inferior Arabs" by the European and French colonisers, despite their high intellectual capacities and successful school results. Another painful experience is also present in the coursebook through the person of the Palestinian adolescent Yara Jouda who tells of both the misery of Palestinian children in their occupied land, and their dreams to see their country free. To sum up, Sequence Two has been written as a synthesis of this exchange of human experiences and values shared by many people across the world: some of these people became aware of those values at a very early age, like the 15-year-old Indian Dewi, the 15-year-old Kateb Yacine, the 10-year-old Zohra Drif, or the 15-year-old Palestinian Yara Jouda.

In the same way that Kateb Yacine has been used as a connecting figure between Sequence One and Two, Zohra Drif will likewise act as a major link between Sequence Two and Three. In fact, if one examines closely the layout of the coursebook, one will unmistakably notice that the cultural component is the cement of its overall structure. Through her interview, Zohra Drif inculcates in learners a number of human ideals and values, such as charity, compassion, and love of studying and learning. Another legendary woman, from another country, who died for the same human ideals of freedom and justice, reminds her 15-year-old daughter of the basic, fundamental values that make a true human being. Another interesting letter from a father to his son's teacher follows up the same line of thought: a letter written by Abraham Lincoln, the 16th US president. All those various human experiences gradually carry the learners to a better understanding of what citizenship really means, and how it can manifest itself in different ways and aspects, among which "solidarity" within the community. Hence, the experience of the Algerian youth charity group "Ness el Khir". The learners should also be aware of the dangers of cultural globalisation, which is taking place today at a frightening speed, and causing insidious 'breaches' into local, national cultures and identities. The situation of integration and the two subsequent writing tasks are entirely devoted to these critical issues.

The “I read for pleasure” text follows in the wake of Zohra Drif’s childhood “cultural shock”, when she found out about the European food culture. This extra reading text is here to show that food is an intrinsic component of one’s national culture and identity. It also shows how food can be a good example of that cultural exchange between “me” and “the other”: the history of Algerian cuisine reminds us of the various cultural influences (Amazigh, Carthaginian, Roman, Arab, Andalusian, Turkish and European) that have harmoniously built up through the millennia to create our present day traditional foods and dishes.

The first word in the title of each sequence in the coursebook is “Me”. The “me”, however, is not an island – it cannot stand alone; there is also “the other”. The “me” and “the other” form a duo, constantly exchanging and learning from one another. Yet, this exchange has to be undertaken under certain conditions, which are mutual respect and reciprocal tolerance. “Me” and “the other” have to accept their mutual differences, without trying to impose their own views and ways of life on one another. We all share the same universal values of dignity, liberty, national pride, human compassion and empathy, but each has to protect their national identity and cultural specificities in today’s global world.

V. A SAMPLE DIAGNOSTIC TEST

1. I write two polite requests using "can" and "may".

2. I tick the correct pronunciation of the underlined words in the following conversation.

Peter: Hi Jane! **Can** you translate this paragraph into Spanish, please?

/kæn/ ☐ /kən/ ☐

Jane: Hi Peter. I am really sorry, I **can't**.

/kənt/ ☐ /kɑ:nt/ ☐

Peter: I am not very good at Spanish. John **can** help better.

/kɑn/ ☐ /kæn/ ☐

3. I circle the silent letter in the following words:

know – where – knife – castle – answer - chalet.

4. I put the words in the right column according to the pronunciation of the vowel sound in bold:

d**u**ck – b**a**g - **a**bout – t**u**rn

/ə/	/3 :/	/æ/	/ʌ/
……..	……..	……..	…….

5. I write two sentences using the connector "while" to combine two clauses expressing simultaneous actions which happened in the past.

6. I choose four things from my room and write what each thing is made of and where it is made.

7. I write five sentences to talk about things I used to do when I was in primary school.

8. I write three sentences about things I did three years ago.

9. I compare my school with my brother's primary school using the short adjectives (big, small, large, high).

10. I write three recommendations using "should" and three others using "must" to smokers to sensitise them about the dangers of smoking.

11. I choose the right modal verb between brackets.

- During the exams, students (shouldn't /mustn't) cheat.
- I (should/must) work hard this year to pass my BEM exam.
- We (should/must) practise sports to keep fit.

12. . I choose an animal in danger of extinction in Algeria. I write a short paragraph to describe it, its food and habitat and how we can preserve it.

13. I write three recommendation statements for the protection of the environment in my village/town.

14. I write two prohibition statements to protect animals.

15. I describe my interests (likes and dislikes) and my personality.

16. I describe some of my daily and weekly activities.

17. I write a short paragraph about the traditional dishes we make during the celebration days in my region (El Mawlid, Aid Elfitr, Yennayer…).

18. I write five questions for a short interview with an Algerian scientist.

19. I write an email to a friend who is visiting me from another wilaya to show him how to get into my house from the taxi station.

20. I write an email to my Indian friend to tell him/her how my grandparents' life used to be in the past (costumes, dwellings and architecture).

VI. *LAYOUT OF SEQUENCE 01*
Suggested lesson plans

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **01 (PPU)**

Lesson Focus: Language learning

Learning Objective: By the end of the lesson, my pupils will be able to compare and write about Algerian landmarks and outstanding figures using the comparative of equality and inferiority "as…as" and "not as…as" respectively.
Target Competencies: interact – **interpret** – ***produce*** (the competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: the comparative of equality and inferiority "as…as" and "not as…as"
Materials: Sheets of paper / pictures and photos of outstanding figures and landmarks.

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: - *The learner can use his critical thinking skills when eliciting the new target structure.* - *He can understand and interpret verbal and non-verbal messages (pictures of landmarks)* ***2. Methodological competence:*** - *He can work in pairs or within the whole class.* - *He can mobilize his resources in English.* - *He can assess himself and his peers.* *3.* ***Communicative competence:*** - *He can gather information from different sources using English.* *4.* ***Personal and social competencies:*** *- He socialises through oral or written exchanges.*	• *Valuing landmarks and outstanding figures in Algeria and in the world.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials /aids*	*V.A. K.T M.I*
10’	***Warm up***	T. folds papers containing names of famous landmarks in the world on the desk; sticks on the board pictures of those landmarks. T. invites a pupil to pick up a paper while his/her classmates are requested to ask YES/NO questions to guess the name of the landmark. (The one who finds the name will pick up another paper and so on...)	T/PPs PPs/ PPs	To recycle prior knowledge and introduce some vocab. items related to landmarks	Pictures of landmarks and strips of papers containing the names of landmarks	V/T
10’	***Presentation***	The teacher shows two pictures to the pupils and asks them to work in pairs to ask as many questions as possible about those landmarks. ° The Eiffel Tower (Paris -1889 - Gustave Eiffel – 300m tall... 5 to 7 million visitors every year) ° The Taj Mahal (Agra – 1643 - Shah Jahan – 74 m high... 5 to 7 million visitors every year) T. writes on the board two sentences with gaps to be filled by the pupils: ° The Taj Mahal is.... (**as**)... famous ...(**as**)...The Eiffel Tower. ° The Eiffel Tower is **not** ..... old .... The Taj Mahal.	T/ PPs PPs/ PPs	To ask questions about landmarks	• Pictures • White board • Pupils’ copybooks	V/A V/A
		C.C.Qs (Concept Checking Questions): T: 1- Is The Taj Mahal older than The Eiffel Tower? 2- Were The Eiffel Tower and The Taj Mahal built at the same year? 3- Which one was built first? 1- Do tourists visit The Taj Mahal? 2- Do they visit The Eiffel Tower, too? T. asks pupils to give him/her more examples.	T/PPs PPs/T T/PPs PPs/T	To elicit from the pupils the target structure.	White board	Aud.
		Pupils are requested to do the following tasks. Task **1 page 36** (to fill in the blanks with:”as” or “as not”) Task **2 page 36** (to compare and join sentences using “as...as” and “not as...as) **Tasks 3 and 4 page 36**: A- T. elicits from pupils names of famous landmarks in Algeria.	 PPs/T PPs/ PPs	To check meaning.	Oral questions.	Aud. V/A/T

<table>
<tr>
<td>15’

20’</td>
<td>Practice:

Use:</td>
<td>T. invites pupils to use the map of Algeria to locate the landmarks; then asks them to make comparisons between two of them.
B-T. shows pictures of two outstanding figures (Abdelhamid Benhedouga and Mouloud Feraoun) and asks the pupils to make a comparison between them using the information in the table below.

<table>
<tr><th>Name</th><th>Abdelhamid Benhedouga</th><th>Moloud Feraoun</th></tr>
<tr><td>Date of Birth</td><td>January 9, 1925</td><td>March 8th , 1913</td></tr>
<tr><td>Place of birth</td><td>Mansourah Algeria</td><td>Tizi Hibel, Kabylie, Ait Mahmoud, Algeria</td></tr>
<tr><td>Work focus</td><td>Literary works around human progress and social issues</td><td>His works about Kabyle peasant life and the Algerian resistance</td></tr>
<tr><td>Date of death</td><td>October 26, 1996 (aged 71) Algiers, Algeria</td><td>15 March 1962 (aged 48) Algiers, Algeria assassinated by the French OAS</td></tr>
<tr><td>His books and Languages</td><td>• Al Djazair Bayn elamsi walyawmi (Algeria between yesterday and today),
• Dhilalun Djazaïria (Algerian shadows)
• Al Ashiaa As Saba (The Seven Rays),
• Al ArwahAsh Shaghira (Vacant Souls),
• Rih al Djanoub, (The South Wind),
• Nihayatou al Ams, (The End of yesterday),
• Banae As Soubh, (The Laying Dawn),
• Al-Djāziyya wa al-darāwīch, (El-Djazia and the dervishes),
• Wa Ghadan yaoum Djadid, (I dream of a world/tomorrow is another day).

They translated some of his books into several languages</td><td>• Le Fils du pauvre (The Poor Man's Son) – 1950 (French)
• La terre et le sang (Earth and Blood) – 1953 (French)
• Jours de Kabylie (Days of Kabylie) – 1954

They translated some of his books into several languages inclusding English and German.</td></tr>
</table>

Home work: Task 9 page 37</td>
<td>PPs/ PPs</td>
<td>To practise the new structure.

To produce a piece of writing using the target structure.</td>
<td>Books and pupils’ copybooks.

-Pupils’ copybooks.
- Map of Algeria</td>
<td>A/T</td>
</tr>
</table>

What worked:	What hindered:	Action points:
1-……	1-……	1-……
2-……	2-……	2-……
3-……	3-……	3-……

Level: **Ms 4**

Sequence :**01** ***Lesson:*** **02 (PPU)**

Lesson Focus: Language learning

Learning Objective: By the end of the lesson, my pupils will be able to ask and answer questions about artistic masterpieces and famous landmarks using the active and passive forms.
Target Competencies: interact – interpret – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - ***Both***
Target Structure: The active and the passive voices
Materials: Sheets of paper / pictures of famous sights and places / handouts, videos...

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can use critical thinking when guessing answers.* *- He can understand and interpret verbal and non verbal messages.* ***2. Methodological competence:*** *- He can work in pairs and in small groups.* *- He assesses his peers' work.* *3.* ***Communicative competence:*** *- He can mobilise his previous knowledge to seek information.* *- He can ask and answer about landmarks and outstanding figures through networks.* *4.* ***Personal and social competencies:*** *- He socialises through oral exchanges.*	*- Valuing artistic masterpieces and landmarks.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K.T M.I*
10’	***Warm up***	Guessing game: T. writes a name of a landmark (and hides it behind the white board) and lets the pupils ask and answer yes/no questions to guess what it is. e.g: Is it a statue? No, it isn’t. Is building? Yes, it is. Is it in Algeria? No, it isn’t. Is it in England? No, it isn’t. Is it in India? Yes, it is. Is it Taj Mahal? Yes, it is. You are right.	T/PPs PPs/T	To revise YES/NO questions. To ask and answer questions about landmarks.	White board	Aud.
10’	***Presentation***	The teacher writes a sentence on the board and asks the pupils to complete it: * Shah Jahan (to build) The Taj Mahal in 1643. Shah Jahan ...**built** ...The Taj Mahal in 1643. * ° The Taj Mahal ... (**was built**)... by Shah Jahan in 1643. T. explains how to form the passive voice. (My Grammar Tools page 31) ***C.C.Qs (Concept Checking questions):*** T: **1-** Who design**ed** the Eiffel Tower? **2-**When **did** he design it? **3-**How old is it? T. invites the pupils to give him/her some examples using the passive voice.	 T/PPs PPs/T T/PPs PPs/T	To elicit information from the pupils how to form the target structure To revise the simple past. To identify the target structure and elicit the rule. To elicit the form and the rule of the target structure. To check meaning. To elicit examples from pupils using the passive voice correctly.	White board	V/A V/A Aud.
20’	***Practice:***	T. asks the pupils to do tasks: **-5 page 37** (to write the correct form of the verbs in brackets) - **6 page 37** (to write the sentences in the passive form) T. splits the class into groups of four or six and provides each group with a set of information about famous monuments, landmarks, books, masterpieces.... T. asks pupils to prepare questions T. holds a competition between the groups using the questions and the	T/PPs PPs/T PPs/ PPs	To use the target structure correctly. To practise the passive voice orally.	The pupils’ books and the whiteboard	V/ V/A/T

<table>
<tr>
<td></td>
<td></td>
<td>information provided before.
Eg:
<table>
<tr><th>Group 1</th><th>Group 2</th><th>Group 3</th><th>Group 4</th></tr>
<tr><td>Who wrote The fire?</td><td>When was Big Ben built?</td><td>Who designed Sidi M'Cid Bridge?</td><td>Who painted the flower carrier?</td></tr>
<tr><td>When was "Ketchaoua" Mosque built?</td><td>Who built Djemila?</td><td>When was the Algerian National Anthem written?</td><td>when was the "Scream" painted?</td></tr>
<tr><td>Who designed the statue of liberty?</td><td>When was "Starry Night" painted?</td><td>Who sculpted "The Thinker" figure?</td><td>Who built the Casbah?</td></tr>
<tr><td>When was the telephone invented?</td><td>Who Wrote the Algerian National anthem?</td><td>Who wrote the scenario of the Battle of Algiers film?</td><td>Who built the Blue Mosque?</td></tr>
</table>
</td>
<td>T/PPs

PPs/ PPs</td>
<td>To ask and answer questions about famous people and landmarks in Algeria and in the world.</td>
<td>Flash cards containing information about famous landmarks in the world.

The pupils' copybooks.</td>
<td></td>
</tr>
<tr>
<td>15'</td>
<td>Use:</td>
<td>T. asks the members of the groups to choose one landmark and write a short descriptive passage about it using the answers given in the previous task.</td>
<td>PPs/ PPs</td>
<td>To produce a piece of writing using the passive voice.</td>
<td>The pupils' copybooks.</td>
<td>V/A</td>
</tr>
</table>

What worked:	**What hindered:**	**Action points:**
1-……	1-……	1-……
2-……	2-……	2-……
3-……	3-……	3-……

shared by djamel djamel

Level: **Ms 4**

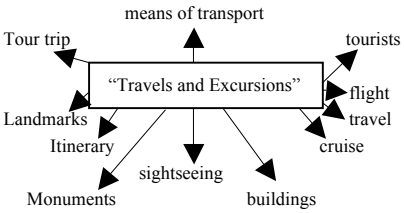
Sequence :**01** ***Lesson:*** **03 (I listen and do 1)**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to listen to conversations, gather information and re-invest them to describe famous monuments and landmarks.
Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: The simple past and the passive voice
Materials: White board / pictures of buses and London buses / Audio scripts, videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- He can understand and interpret verbal and non-verbal messages.* *- He can show some degree of autonomy in all areas of learning.* ***2. Methodological competence:*** *- He can work in pairs or within small groups.* *- He can use strategies for listening and interpreting oral discourse.* ***3.Communicative competence:*** *- He can use information from the net to interact with learners of other cultures.* ***4. Personal and social competencies:*** *-He socialises through oral and written messages to value his national landmarks.*	*- Valuing travelling as a source of learning.* *- Being proud of national landmarks and outstanding figures.*

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Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A. K.T M.I*
10’	Warm up	T. involves the pupils to write using a graphic organizer about “Travels and Excursions”  The teacher elicits from the pupils as many words as possible about travelling.	T/PPs PPs/T T/PPs	To recall prior knowledge To elicit the key words using the graphic organiser.	White board and pupils’ copybooks. White board.	V/ A V/A
05’	Pre-listening	T. asks the pupils to complete the table below: What do you already know about London? / What do you want about London? …….. / …….. …….. / …….. The pupils correct and fill in the table with the help of the teacher. T. asks the pupils to identify which is the open top double-decker bus among the three illustrations?	PPs/T T/PPs PPs/T	To check the pupils’ prior knowledge about London.	Books or pictures of buses and London buses.	V/A
20’	During-listening	***First listening:*** T. invites the pupils to listen to the tourist guide and write down the missing words (task **2 page 11**) 1- London 2- minutes 3- river 4- century 5- later 6- afterwards ***Second listening:*** Tasks **3 and 4 page 11** to check and compare their answers. ***Third listening: (part 2)*** T. involves the pupils in listening to the tourist guide speaking about Big Ben and asks them to elicit information about it (tasks **5 and 6page 12**) Task **7:** pupils check and compare their answers. ***Fourth listening: (Part 3)*** T. involves the pupils to listen to part 3 and do tasks **8 and 11 page 12** 1- Edmund Beckett Denison 2- Edward Dent 3- July 11, 1859	T/PPs PPs/T T/PPs PPs/T PPs/ PPs PPS/ PPs PPs/ PPs	To listen for the gist To involve PPs in self and peer assessment. To listen for specific information To involve PPs in peer-correction. To listen for specific information	Audio listening scripts and pupils’ books. Audio listening scripts and pupils’ books. Audio listening scripts and pupils’ books.	Aud . Aud .

20’	Post listening:	4- 1932 5- 13.7 tons 6- 96 meters 7- 200 kg Tasks **9 and 10 page 12**, pupils check and compare their work. T. splits the class into groups of four or six. T: You want to promote tourism in your village, town, or a wilaya next to yours, choose one and write a short description including information about monuments, landmarks, outstanding figures in your village, wilaya or a wilaya next to yours. following the model (task **11page 12** about Big Ben)	PPs/ PPs	To involve PPs in peer-correction. To produce a piece of writing to promote tourism in Algeria.	Audio listening scripts and Pupils’ books. Pupils’ books and copybooks.	Au/ V V/T/ A

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **04 (I listen and do 2)**

Lesson Focus: Language Use

Learning Objective: By the end of the lesson, my pupils will be able to write a short descriptive piece of writing about an outstanding figure after developing listening strategies, using the simple past tense.
Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: The simple past tense
Materials: Shakespeare's Portrait / listening audio scripts / books/ videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: - *The learner can understand and interpret verbal and non verbal messages.* ***2. Methodological competence:*** - *He can work with his partner.* - *He can assess his work and his peers'.* - *He can use strategies of listening.* ***3.Communicative competence:*** - *He can play roles to communicate appropriately.* ***4. Personal and social competencies:*** - *He is keen on promoting the work of his peers.* - *He socialises through oral and written exchanges.*	- *Valuing outstanding figures.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
5’	Warm up	T. takes an envelope in his hand and asks PPs to guess what is in. T. accepts one of these answers (a picture /a photo / a portrait)	T/PPs		The envelope with	V/ A
5’	Pre-listening	T shows the portrait to the PPs (T explains the difference between the three words) then asks PPs Who is the man on this portrait? PPs may give answers or not	PPs/T	To interpret a picture	Shakespear e’s portrait and pupils’ copybooks.	
25’	During-listening	T: Can you tell me more? ***First Listening:*** T. asks PPs to listen to the English tourist guide (part 4) and complete the ID card (task **12 page 13**) ***First Name:*** William ***Surname:*** Shakespeare ***Date of Birth:*** April 23rd, 1564 ***Place of Birth:*** Stratford-upon-Avon ***Location of Birthplace:*** ***Date of Death:*** April 26th, 1616 ***Place of Death:*** Stratford-upon-Avon ***Occupation:*** an actor/a poet /a playwright ***Titles of two plays:*** “Romeo and Juliet”, “Hamlet”	T/PPs PPs/T T/PPs PPs/ PPs	To listen for specific information and fill in the ID card.	White board and portrait of William Shakespeare Audio listening scripts and pupils’ books.	V/A Aud./ V V/Aud .
		Second listening: T. asks Ps to listen again to the English tourist guide (part 4) and to check their answers. task **13 page 13**	PPs/ PPs		pupils’ books and copybooks.	Aud.
		Third listening: T. invites PPs to listen again to the English tourist guide (part 4) and work in pairs to compare their ID cards and to correct the wrong information.(task **14 page 13**)		To involve PPs in self and peer assessment.	Audio listening scripts.	
		T. asks pupils to write a caption for the portrait of the famous English writer (task **12page 13**) that includes his full name and date/place of birth and death between brackets. After that, he gives them the example (task **15 page 13**).	PPs/ PPs	To write a caption.	Audio listening scripts and Pupils’ books.	Au/V
20’	Post listening:	T. invites pairs of PPs to prepare a dialogue using the information in the ID card (task **12page13**) including (Name, date and place of birth, occupation, some of his writing and their titles, the name of his theatre and whether your partner has heard about him before or not) (Task **16 page 13**)		To ask and give information about Shakespeare		

		T. invites PPs to act out dialogues and exchange roles (task **17 page 13**) **Home work:** The teacher asks the pupils to transform the dialogue into a short descriptive paragraph (Task **18 page 14**).	PPs/ PPs	To produce a descriptive piece of writing.	Pupils' books and copybooks.	V/T/A

What worked:	**What hindered:**	**Action points:**
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **05 (I listen and do 3)**

Lesson Focus: Language Use

Learning Objective: By the end of the lesson, my pupils will be able to listen to a conversation to do tasks; act out a similar conversation, describe an itinerary, using the simple past tense and the chronological time markers.
Target Competencies: *interact* – ***interpret*** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - ***Both***
Target Structures: The simple past tense/ the chronological markers (first, then, after that…finally)
Materials: Strips of paper / Pictures / Audio scripts/Videos….

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can use his critical thinking to solve the pictures puzzles.* *- He can understand and interpret a conversation.* ***2. Methodological competence:*** *- He can work individually, in pairs or within the whole class.* *- He can assess himself and his partner.* ***3.Communicative competence:*** *- He can interview partners to gather information.* *- He can re-invest the language in a real life situation* ***4. Personal and social competencies:*** *- He socialises through oral exchanges.*	*- Being open to the world.* *- Sharing experiments with others.* *- Valuing travelling as a source for knowledge and learning.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
10’	Warm up	-The teacher splits the class into groups of four or six. First, he splits the pieces of papers containing different parts of a picture and asks them to join the pieces to form the picture. Then, he asks them to match the pictures with their corresponding names. (Sailing boat – yacht – cruise – itinerary…)	T/PPs PPs/ PPs	To recycle and introduce key lexical items	Strips of papers with pictures.	V/T V/A
10’	Pre-listening	The teacher invites his pupils to correct the task on the board. The teacher invites his pupils to guess the topic of the conversation. -The teacher sets the scene. (Use the instruction of (Task **21 page 15**).	 T/PPs PPs/T	To anticipate the topic.	White board White	
20’	During-listening	- ***First listening*** The teacher asks his pupils to listen and find out what Nabila is talking about. - ***Second listening:*** The teacher invites PPs to listen to part one and do Task **22 page 15**. The pupils are asked to think, pair and share. (tasks **23,24 page 15**) - ***Third listening:*** The teacher asks his pupils to listen again to part one and write down the missing words to complete Nabila’s paragraph. (Task **25 page 15**). Before correcting, the teacher asks his pupils to check their answers with their partners. (task **26 page 15**)	T/PPs T/PPs PPs/ PPs T/PPs PPs/ PPs	-To listen for a gist. - To listen in order to check and compare answers To consolidate vocabulary To involve pupils in peer-correction.	board and books. Audio scripts White board and books	A A A
15’	Post listening	The teacher invites pupils to role play and asks them to describe an itinerary of a cruise following Nabila’s example. The pupils are required: - To choose a country - To draw the itinerary - Ask and give information in a form of a dialogue. The teacher can provide them with the one given in task **27 page 16** as a sample.	PPs/ PPs PPs/ PPs	To describe an itinerary.	White board and books PPs’ copybooks and books	V/T/C

What worked:	What hindered:	Action points:
1-……	1-……	1-……
2-……	2-……	2-……
3-……	3-……	3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **06 (I listen and do 4)**

Lesson Focus: Language Use

Learning Objective: By the end of the lesson, my pupils will be able to listen to different conversations and fill in an ID card and a fact file using the simple past, the comparative of equality and inferiority
Target Competencies: interact – interpret – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: The simple past
Materials: Sheets of paper / Pictures of famous sights and places / Handouts/ Videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: - *He can understand and interpret a conversation.* ***2. Methodological competence:*** - *He can work individually, in pairs or within the whole class.* - *He can assess himself and his partner.* ***3. Communicative competence:*** - *He can re-invest the language in a real life situation* ***4. Personal and social competencies:*** - *He socialises through oral exchanges.* - *He can mobilise his resources.*	- *Being proud of Islamic heritage.* - *Valuing historical places and historical landmarks.* - *Valuing international outstanding figures.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
10’	Warm up	T. distributes pictures and strips of papers and asks his pupils to match the pictures to their corresponding names on the strips of papers. T. invites his pupils to correct on the board. (tower – Alhambra – fountain – gates ...)	T/PPs	To recycle and introduce key lexical items	Strips of papers with pictures.	V/A/T
10’	Pre-listening	T. recalls previous learning through questions and answers. -T. What did Nabila visit? -What was her cruise itinerary? -Did she visit Spain? -Which towns did she visit in Spain? The pupils listen and try to answer. T. sets the scene. Nabila is talking about her visit to Granada. Read the jumbled sentences on (task **29 page 16)** and reorder them to get a coherent conversation. T. sets 5 minutes time to do the task. Then, he invites his pupils to correct orally. T. accepts all answers. (right or wrong)	PPs/ PPs	To reorder a jumbled paragraph	White board White board and books.	Aud. Aud./v
20’	During-listening	• ***First listening:*** T. asks his pupils to listen and check their answers. The correction is done orally. • ***Second listening:*** T. asks some questions about the conversation (part 2) between Nabila and Karim to pave the way for the next tasks. -T. Whom did Nabila talk about? -Who was he? T. asks his pupils to listen and fill in the ID card. (task **31 page17**) ***First Name:*** Pablo ***Surname:*** Picasso ***Date of Birth:*** October 25th, 1881 ***Place of Birth:*** Malaga ***Date of Death:*** 1973 ***Place of Death:*** France ***Nationality:*** *Spanish* ***Occupations:*** painter ***Title of famous painting:*** “Guernica” -T. asks pupils to compare their answers. -T. invites pupils to correct on the board. -T. asks pupils to turn the information in the ID card into a caption for the portrait of a famous person.(task **32 page17**) -T. asks his pupils to pair and share.	T/PPs PPs/T T/PPs T/PPs PPs/ PPs T/PPs	-To listen in order to check and compare answers. - To listen and answer questions. To listen and fill in an ID card. -To involve PPs in peer correction. To sum up information.	Audio listening scripts White board and books Audio listening scripts Books Audio listening scripts White board and books	Aud./v Aud./v T/ Aud./v Aud./v

15’	Post listening:	• ***Third listening:*** T. asks pupils to listen to part 3 of the conversation and copy the correct statements on their copybooks. (task **34 page 17**) T. asks his pupils to compare their answers. Then, he invites them to correct orally. (tasks **35/36 page 17**) T. sets his pupils to listen again and fill in the fact file about additional information. (task **37 page 18**) T. invites his pupils to compare and check their answers (Task **38 page 18**) T. provides his pupils with different pictures of landmarks and asks them to re-use the information learnt previously to write a caption of one of them. (task **39 page 18**)	PPs/ PPs T/PPs PPs/ PPs PPs/ PPs PPs/ PPs	To listen for specific information. To listen in order to fill in the missing information. To involve PPs in peer correction. To produce a piece of writing.	Pictures, books Audio script Pupils’ copybooks.	T/V/A V/A

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

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Level: **Ms 4**

Sequence: **01** ***Lesson:*** **07** **(I listen and do 5)**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to listen carefully to conversations and gather information to use them in building up a dialogue and acting it out.
Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: The passive voice / the simple past / the strong adjectives
Materials: Puzzle of Leonardo da Vinci / audio listening scripts / books/ videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can understand and interpret verbal and non verbal messages.* ***2. Methodological competence:*** *- He can work with his partner.* *- He can assess his work and his peers'.* ***3.Communicative competence:*** *- He can play roles to communicate appropriately.* ***4. Personal and social competencies:*** *- He is keen on promoting the work of his peers* *- He socialises through oral and written exchanges.*	*- Valuing international outstanding figures.*

Time	***Framework***	***Procedure***	***Focus***	***Objectives***	***Materials/ aids***	***V.A.K. T M.I***
5' 10' 20'	Warm up Pre-listening During-listening	T. takes a picture of Leonardo da Vinci cut into six pieces (different shapes) then pins the 1st piece and asks Ps to guess what the picture is about? T. shows a video about Leonardo da Vinci then asks pupils to get as much information as possible about him. T: Let's know more about that man. ***First listening:*** T. asks Ps to listen to the conversation (part 4) and complete the ID card of the outstanding artist Nabila mentioned. (task **47 page 20)**	T/PPs PPs/T T/PPs T/PPs	To introduce the topic and elicit information from Ps about outstanding figure	Puzzle of Leonardo da Vinci picture Video about Leonardo da Vinci. https://www.youtube.com/watch?v=n-	V/T/A V/A

		First Name: Leonardo ***Surname:*** da Vinci ***Date of Birth:*** *April 15th,* 1452 ***Place of Birth:*** Anchiano ***Location of Birthplace:*** *60km to the east of Pisa* ***Date of Death****:* May 2nd, 1519 ***Nationality:*** Italian ***Occupation:*** Painter/scientist /engineer ***Title of famous painting:*** Mona Lisa ***Place of Exhibition of this Famous Painting:*** The Louvre museum, in Paris.	PPs/ PPs	To listen for specific information	h32XpDY Bw White board and Ps' copybooks	Au./V
		Second listening: T. invites pupils to listen again to the conversation (part 4) and work in pairs to compare their ID cards and correct the wrong information. (**task 48 page 20)**	T/PPs	To involve PPs in peer correction.		V/T
20'	Post listening:	T. invites pupils to work in pairs to prepare a dialogue using the information in the ID card **task 47 page 20** including (name, date and place of birth, date of death, his most famous painting, whether the artist was known only as a painter, or whether your partner had heard about him before) **Task 49 page 20.** T. invites pupils to act out the dialogue. task **50 page 20.** **Home work: T.** asks the pupils to summarise the information about the European outstanding figure "Leonardo da Vinci" and write a short paragraph (task **51 page 20)**	PPs/ PPs PPs/ PPs	To ask and give information about Leonardo da Vinci. To act out dialogues	White board and Ps' copybooks Ps' copy books and books	Au./V

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **08** **(I listen and do 6)**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to listen to conversations in order to: - gather information to build up a dialogue.
- ask and give information to act out a dialogue.
- transform the dialogue into a descriptive report comparing two landmarks.
Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: The passive voice / the simple past / comparative of inferiority
Materials: paintings of "Mona Lisa" and "Guernica" / audio listening scripts / books/ videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can understand and interpret verbal and non verbal messages.* ***2. Methodological competence:*** *- He can work with his partner.* *- He can assess his work and his peers'.* *3.**Communicative competence:*** *- He can play roles to communicate appropriately.* *4. **Personal and social competencies:*** *- He socialises through oral and written exchanges.*	*-Valuing travelling as a resource of learning.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
5’	Warm up	T. sticks two pictures of paintings: “Mona Lisa” and “Guernica” and asks as many questions as possible. - What are these paintings? - Who painted them? - When? - Where can you find them?	T/PPs PPs/T	To recycle what has been learnt. To interpret famous paintings.	paintings of “ Mona Lisa” and “Guernica ”	V /A
10’	Pre-listening	T. asks the questions and elicits the answers from the pupils. - What are the countries visited by Nabila? - Can you name cities from each country? - How about outstanding figures? T. involves the pupils in re-ordering the names of countries visited by Nabila according to her cruise itinerary**. (Task 61 page 24)**	T/PPs PPs/T	To interpret a map and locate places on it.	White board and Ps’ copybooks and books	Au./V
20’	During-listening	***First listening:*** T. invites the pupils to listen to **(part 5)** of a conversation and asks them to find the missing words in task **(54 page 21)** **1-** divided **2-** situated **3-** located **4-** as **5-** as **6-** smaller **7-**added ***Second listening:*** Task **55 page 21** T. asks puipls to listen again and check their answers with their partners’ ***Third listening:*** T: Now, let’s know what Nabila has learnt from her visit to Istanbul. T. invites the pupils to listen and fill in the ID card of the outstanding Ottoman figure mentioned by Nabila. ***First Name:*** Mimar ***Surname:*** Sinan ***Date of Birth:*** 1490 ***Date of Death****:* July 17th, 1588 ***Place of burial****: Next to Sultan Suleiman* ***Nationality:*** Turkish ***Occupation:*** architect ***Famous Works:*** Many largest mosques in Istanbul.	PPs/ PPs T/PPs PPs/ PPs	To listen for a purpose and complete the missing words. To involve PPs in peer correction To listen for specific information	Audio scripts and PPs’ copybooks. White board , Ps’ copybooks and books Ps’ copy books and books	V/T Au./V

20'	Post listening:	***Fourth listening:*** ***Task57 page 22*** T. invites pupils to listen again and check their answers with their partners. ***Fifth Listening:*** ***Task58 page 22*** T. asks the pupils to listen again to the conversation and reorder the jumbled exchanges. ***Task59 page 22*** T. invites pupils to listen again and check their answers with their partners. T. asks pupils to gather all the information about "Alhambra" and "Topkapi" palaces learnt in the previous tasks and fill in the table **(**task **60 page 23)** **T.** invites pupils to work in pairs, exploit the table to act out dialogues, **Home work:** T. asks the pupils to transform their dialogues into a descriptive report comparing the two palaces.	PPs/ PPs PPs/ PPs T/PPs PPs/ PPs	To involve pupils in peer assessment. To reorder jumbled exchanges. To involve pupils in peer assessment. To compare places. To act out a dialogue. To produce a descriptive piece of writing.	Audio listening scripts/ Ps' copy books and books Pupils' copybooks and books. Pupils' copybooks.	Au./V V/ AUD/ T

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **09 (*I Pronounce*)**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to produce and present an oral piece of writing, using the right pronunciation of the diphthongs and the consonant clusters correctly.
Target Competencies: interact – interpret – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written – ***Both***
Target Structures: diphthongs / consonant clusters
Materials: envelopes and strips of papers / white board / books

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can use his critical thinking skills when identifying sounds.* *- He can show creativity when producing oral and written message.* ***2. Methodological competence:*** *- He can work in pairs and in small groups.* *- He can assess his work and his peers'.* ***3.Communicative competence:*** *- He can use information and communication technology to interact with others.* ***4. Personal and social competencies:*** *- He socialises and exchanges experiences.* *- He is keen on promoting the work of his classmates'.*	*- Praising the Algerian landmarks.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
05’	**Warm up**	T. splits the class into groups of four or six, For each group T. distributes the same set of strips of papers containing words with different diphthongs and eight envelopes to classify them according to their pronunciation. At the same time the set of words and the envelopes are stuck on the board. home – grow– same – main– child – like– Shakespeare – career- how – count – real – experience –care – aware – cure – tour- I – ride –stair – where – out – about - point – choice – old – most – away – famous -mature – pure –enjoy – employ T. accepts all answers.	T/PPs PPs/ PPs T/PPs	To introduce words with diphthongs and consonant clusters. To familiarize the PPs with the pronunciation of the diphthongs.	Eight envelopes and strips of papers containing words with different diphthongs .	V /A/K/ T
05’	**Presentation 01**	The teacher uses a video as a support to explain the diphthongs. https://www.youtube.com/watch?v=d1HZPx8DuDw T. asks the pupils to listen and repeat the words, then, invites them to put each word in the right envelope. /eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /eə/ /ʊə/ /ɪə/	PPs/ PPs T/PPs PPs/T	To emphasize on the right pronunciation To focus on listening and to identify the right pronunciation	White board and Ps’ copybooks And books https://www.youtube.com/watch?v=d1HZPx8DuDw	Au./V V /A/K/ T
10’	**Practice 01**	T. pronounces the words containing diphthongs correctly and make the pupils repeat. T. asks the pupils to do tasks: 01/4 page 29. 8 page 30 Tasks: 2/5/7Page 29 to check their answers of the previous tasks.	T/PPs PPs /PPs	To pronounce words containing diphthongs correctly.	The envelopes and the strips of papers.	V/Aud .
10’	**Pres .02**	T. asks the pupils to sort out the words containing consonant clusters from the given list in the warm up: **gr**ow /**st**air /poi**nt** /chi**ld**/ cou**nt**/ **pr**oud/ T. introduces the different consonant clusters and asks his pupils to give him examples with words containing consonant clusters.	PPs/ T T/PPs	To involve pupils in peer correction.	White board, Ps’ copybooks and books Pupils’ copy books and books	V./aud
10’	**Practice 02**	T. asks pupils to do tasks: 12/16 page 30	PPs/T T/PPs	To identify the consonant clusters…	Pupils’ copybooks.	V/T

20’	**Use**	Task 15page 30 to assess and check the answers in the previous tasks. T. splits pupils into groups of four or six and presents the following situation: The regional radio broadcasting is organising a competition between pupils to choose the best announcement about promoting tourism in their villages, towns, regions or country. and asks them to: - Prepare the announcement, talk about landmarks and historical monuments and buildings in their village/ region or country. - Check the pronunciation of words containing diphthongs and consonants clusters before you record and present your announcement.	PPs/ PPs	To listen and complete the words with the missing consonant clusters. To produce a piece of writing and focus on pronunciation		Au./V V/ Aud

What worked:	**What hindered:**	**Action points:**
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **10 (*I read and do*) part 1**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to:
- read the text about Mohamed Dib and sort out information.
- write a short biography of an outstanding Algerian freedom fighter.

Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)

Domains: ***Oral*** – ***Written - Both***

Target Structures: the simple past, the passive voice, chronological markers…

Materials: Handouts with captions of leaders / white board / books/ Videos…

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can interpret and understand non-verbal messages.* *- He can show creativity when writing about national leaders.* ***2. Methodological competence:*** *- He can work in pairs and in small groups.* *- He can assess his work and his peers'.* ***3. Communicative competence:*** *- He can mobilise his knowledge and English to introduce national leaders.* *- He can use the new ICT to introduce Algerian outstanding figures* ***4. Personal and social competencies:*** *- He respects our national leaders and behaves consistently*	*- Valuing and respecting Algerian outstanding figures (writers, martyrs....*

<table>
<tr><th>Time</th><th>Framework</th><th>Procedure</th><th>Focus</th><th>Objectives</th><th>Materials/ aids</th><th>V.A. K.T M.I</th></tr>
<tr><td>10’</td><td>Warm up</td><td>T. shows a mute video about The Soummam Congress 1956 and asks pupils to guess what it is about.
T: Can you name some leaders in the video?
T. elicits from the pupils all the possible answers.</td><td>T/PPs
PPs/T</td><td>To interpret the video and sort out information.</td><td>A video about the Soummam Congress. https://www.youtube.com/watch?v=S66eGiHrqtA</td><td>V /Au</td></tr>
<tr><td>10’</td><td>Pre-reading</td><td>T: There were martyrs and freedom fighters who fought for the Algerian independence using weapons; there also were others who fought using their pens as writers, actors, poets, novelists... can you name some of them?
T. elicits all possible answers from pupils.
T. provides pupils with the table below and asks pupils to work in pairs and write information about Mohamed dib.
<table>
<tr><th>What do you already know about Mohamed Dib?</th><th>What do you want to know about Mohamed Dib?</th></tr>
<tr><td>-............................
-............................
-............................</td><td>-............................
-............................
-............................</td></tr>
</table>
T. provides pupils with a task, where they are asked to read and match the words with their synonyms or definitions:
<table>
<tr><td>1- Novel</td><td>a- Unfortunate situation</td></tr>
<tr><td>2-Trilogy</td><td>b- A group of 3 novels, plays, films...</td></tr>
<tr><td>3-Portray</td><td>c- A fictitious narrative of book length, representing character and action with some degree of realism</td></tr>
<tr><td>4-Plight</td><td>d- Prevent a person or place from having or using something.</td></tr>
<tr><td>5-Dispossess</td><td>e- Describe someone or something in a particular way.</td></tr>
</table></td><td>T/PPs
PPs/T
T/PPs
PPs/ PPs
PPs/T
T/PPs
PPs/ PPs
PPs/T</td><td>To check and recall prior knowledge
T raise pupils schemata.
To present the key words to facilitate the understanding of the text.</td><td>Pictures and photos of martyrs , poets, writers...
The envelopes and the strips of papers.
White board
White board , Pupils’ copybooks and books.</td><td>V/A ud.
Au.
V/T
V /Au.</td></tr>
<tr><td>20’</td><td>During reading</td><td>T: Let’s read and know more about Mohamed Dib.
First reading:
T. involves the pupils in reading to do tasks 1 and 2 page 40
Task1
Bibliographical Notes (text 1)
Title: Mohamed Dib
Author: Thinley Kalsang Bhutia
Source: Encyclopedia Britannica
Date of publication:Feb.25, 2016</td><td>T/PPs
PPs/ PPs</td><td>-To read for more details(to scan)
-To seek specific information).</td><td>Pupils’ copybooks and books</td><td>V/ Aud ./T</td></tr>
</table>

20'	**Post reading**	***Type of document:*** Blog article **Task2** ***a-***True ***b-*** True ***c-*** False ***d-*** False ***e-*** True ***f-*** False You went for a trip with your schoolmates to Ifri Ouzelaguen in Bejaia where the Soummam Congress took place. You were attracted and fascinated by the statues of the great leaders of the Algerian Independence War (Abane Ramdane, Larbi Ben M'hidi, ...) The mayor of the town made an announcement for schools to write biographies in English under the statues to help the tourists who will visit Ifri to know more about those great leaders. Choose one leader and write his biography.	PPs/ PPs PPs/T T/PPs PPs/ PPs PPs/T	To write a biography of an Algerian martyr and freedom fighter.	Pupils' books and copybooks Handouts containing captions about the Algerian leaders	V/ Aud. /T V/Au./T

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **11 (*I read and do*) part 2**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to:
- read the text about the great mosque of Tlemcen and sort out information.
- write an article about a famous or oldest building or land mark in their region.

Target Competencies: *interact* – **interpret** – ***produce***. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: ***Oral*** *–* ***Written - Both***
Target Structures: the simple past, the passive voice, chronological markers…
Materials: Pupils' copybooks / white board / books/ Video …

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can interpret and understand non-verbal messages.* *- He can show creativity when writing about national landmarks.* ***2. Methodological competence:*** *- He can work in pairs and in small groups.* *- He can assess his work and his peers'.* *3.* ***Communicative competence:*** *- He can mobilise his knowledge and English to introduce national landmarks.* *- He can use the new ICT to introduce Algerian landmarks and network with friends from other countries.* ***4. Personal and social competencies:*** *- He values national landmarks.*	*- Valuing the Islamic buildings and landmarks*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials / aids*	*V.A.K.T M.I*
10’	**Warm up**	T. elicits from pupils information about famous mosques in Algeria and the world. T. shows a video about The five most beautiful mosques in the world. T. writes six names of the mosques on the board. https://www.youtube.com/watch?v=Q6xG5mu9Y34 - Ubudiah Mosque /Kuala kangsar (Malayzia) - Sheikh Zayed Grand Mosque /Abu Dhabi(UAE) - The Blue Mosque/ Istanbul(Turkey) - Crystal Mosque / Terengganu (Malayzia) - Qolsarif Mosque / Kazan (Russia) - Badshahi Mosque/Lahore (Pakistan) The pupils are asked to watch the video and cross the name which isn’t mentioned. T. asks pupils to watch again the video and order the names of the mosques.	T/PPs PPs/T PPs/T	To check PPs’ prior knowledge To interpret the video and sort out information. To check and recall prior knowledge. To introduce the key words	A video about the world’s five most beautiful mosques. https://www.youtube.com/watch?v=Q6xG5mu9Y34 White board White board	V /Au V/Aud. Au. V/Aud
10’	**Pre-reading**	(Memory game) T. writes a set of words in the circle and make the pupils repeat them. region Almoravids extend undertake artisans to commission preserved - Each time the pupils repeat a word, the teacher erases it till they can remember and repeat all the erased words. T. asks pupils to give him the meaning of the words they already know and explains the difficult ones through giving examples. T. provides the pupils with a table to fill in about what they already know about Almoravids (Almourabitine) and what they want to know What do you already know about the Almoravids? / What do you want to know about the Almoravids? -..... / -..... -..... / -..... -..... / -.....	T/PPs PPs/T T/PPs PPs/ PPs PPs/T T/PPs PPs/ PPs	to facilitate the understanding of the text. To check the PPs’ prior knowledge	White board , Pupils’ copybooks and books. Pupils’ copybooks and books	V /Au. V/ Aud./ T V/ Aud./ T
20’	**During reading**	T. accepts all possible answers and invites pupils to read the **text 2 page 41** and check their answers. T. invites pupils to read the text again and do **task 3 page 41**:	PPs/ PPs PPs/T	-To read for more details(to scan) -To seek specific information).	Pupils’ books and copybooks	V/Au.

20'	**Post reading**	**Bibliographical Notes (text 2)** ***Title:*** The Great Mosque of Tlemcen ***Author:*** Foundation for Science Technology and Civilisation ***Source:*** www.muslimheritage.com ***Type of document:*** Web article **Task4 page 41** **Fact File** ***Ruling Period of the Almoravids:*** 1080 – 1142 ***Geographical boundaries:*** From Senegal to Mediterranean to Andalusia ***Date of foundation of Tlemcen:*** 1082 ***By:*** Yusuf Ibn Tashfin ***Date of the mosque's construction:*** 1136 ***Task 5 page 41 (***Read the text and answer the questions) As you are an active citizen, you want people around the world know about a famous landmark in your area. Choose one and write an article and post it on your school blog.	T/PPs PPs/ PPs PPs/T	To produce a piece of writing about a famous or ancient landmark.	Pupils' books and copybooks Pupils' books and copybooks	V/Au./ V/Au./

What worked:	What hindered:	Action points:
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: **Ms 4**

Sequence: **01** ***Lesson:*** **12** ***(I Learn to integrate)***

Lesson Focus: *Language Use*

Learning Objective: By the end of the lesson, my learners will be able to write a report about their itinerary using the simple past, the comparative of equality and inferiority

Target Competencies: **interact** – interpret – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)

Domains: Oral – Written – **Both**

Target Structures: The simple past tense/ the comparative of equality and inferiority/ cause and effect connectors/ the passive voice

Materials: Strips of paper / pictures of famous landmarks and outstanding figures/ KSA tables.

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can use his critical thinking skills when gathering information for learning and research.* *- He can reinvest prior knowledge.* ***2. Methodological competence:*** *- He can work individually, in pairs or within small groups.* *- He can mobilise his resources.* *- He can assess himself and his peers.* *3.**Communicative competence:*** *- He can use ICT to make a quick research…* *4. **Personal and social competencies:*** *- He can show some degree of autonomy in all areas of learning.* *- He is aware of his role and others' role in collaborative work.* *- He develops attitudes of sharing data about Algerian outstanding figures and landmarks.* *- He is honest and accountable for his work and respects others' work.*	- Being Proud of national outstanding figures. - Valuing the Algerian landmarks and historical places to attract tourists around the world.

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
10’	Warm up	T. distributes for half of the class strips of papers containing names of outstanding figures and landmarks from Algeria and for the second half he distributes photos and pictures. Moufdi Zakaria/Ghardaia/Souk of Ghardaia Mahieddine Bachtarzi/ Casbah/Ketchaoua mosque Mohamed Dib /Tlemcen /The Great mosque T. asks each pupil to move and find his half. T. divides the class into groups of four or six, and asks them to discuss within the groups’ members the origins of the outstanding figures or landmarks and monuments.	T/PPs PPs/ PPs PPs/ PPs PPs/T	To reinvest prior knowledge. To match each Algerian outstanding figure with his town/city and landmark.	Strips of papers/ pictures and photos	V.A.K .T Au.
05’	Presentation of the situation	T. presents the situation (**Page 42**): You want to write a report of your trip; before you start writing your report , you need to fill in the KSA table	T/PPs	To initiates the task To reinvest the prior knowledge	Pupils ‘books	V/A
10’	Filling the KSA table	T. provides each group with a KSA table T. lets the PPs work within the groups’ members, promotes and helps them whenever they need help.	PPs/ PPs	To monitor the activity.		
15’	Exploitation of KSA table	T: Now, it is high time to use the information from KSA table to write your report of the trip. T. helps the groups when they need help.	PPs/ PPs	To produce a piece of writing.	Pupils’ copybooks	V/A/T
20’	Production	Each group has to present the report ***(Task page 42)*** meanwhile, the other groups have to assess the work using a grid containing the four criteria (relevance, cohesion, coherence and excellence)	PPs/ PPs PPs/T	To involve pupils in group assessment	Assessment Grids.	

What worked:	**What hindered:**	**Action points:**
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

Level: Ms 4
Sequence:* 01** ***Lesson:* 13** ***(I Think and write)
Lesson Focus: *Language Use*
Learning Objective: By the end of the lesson, my pupils will be able to:
- write an email to give bibliographical information about an outstanding modern writer "Kateb Yacine".
- write a short description about Timgad, using the simple past and the passive voice.

Target Competencies: interact – **interpret** – **produce**. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written – **Both**
Target Structures: The simple past tense / the passive voice/ the cause and effect connectors
Materials: Books/ white board/ a layout of an email.

Cross-curricular Competencies:	***Core-values:***
1. Intellectual competence: *- The learner can use his critical thinking skills when gathering information* *- He can show creativity when writing.* ***2. Methodological competence:*** *- He can mobilise his resources efficiently* *-He can assess his work and his partner's work.* ***3. Communicative competence:*** *- He can use communication technology to interact with learners from other countries about landmarks and outstanding figures.* *- He can use information and communication technology* ***4. Personal and social competencies:*** *- He is aware of his role towards national outstanding figures and landmarks.* *- He is keen on promoting the work of his peers*	*- Valuing Algerian outstanding figure and landmark.*

Time	*Framework*	*Procedure*	*Focus*	*Objectives*	*Materials/ aids*	*V.A.K. T M.I*
10’	Warm up	T. shows four documents and asks the pupils to show the differences between them. (a letter – an email – SMS and an article) T. limits Ps with time to work individually, to check with partners and to share with the whole class. T. elicits different answers from the pupils.	T/PPs PPs/ PPs PPs/T	To differentiate between the various docs and to use them appropriately.	Four printed documents.	V/aud.
10’	Pre- writing	1- T. presents the situation ***(page 44)*** and explains for the pupils: - What are you going to write? - About whom? - For whom? - What do you need to review/reinvest to write a biography? - What do you need as grammar points and lexis? 2- T. presents the situation ***(page 46)*** and explains the task for the pupils: - What are you going to write? - What is it about? - Where are you going to publish it? - What do you need as grammar points and lexis?	T/PPs PPs/T T/PPs PPs/T	To activate prior knowledge.	White Board PPs’ books and Copybooks	V/aud. T/ V/aud.
25’	While writing	**1-**T. asks half of the class to choose task one and the second half task two. **2-**T. guides the pupils to use the layout of the e-mail and the bio card of Kateb Yacine to write an e-mail about him to Richard the English e-pal. The second half of the class is asked to write an article about the Roman Town Timgad for the school website. **3-**T. helps pupils to use the Bio card of Kateb Yacine and the fact file about Roman Timgad effectively during different steps. **4-** T. invites the pupils with the same topic to share their first draft, to check mistakes, correct them and to ask for more pieces of advice and ideas. **5-** T. asks pupils to take their partners’ advice into consideration and start writing the second draft. **6-** Pupils are invited to write the final draft, after correcting mistakes and	T/PPs PPs/ PPs	To enhance the pupils to write. To monitor the activity. To involve Ps in co-learning and peer assessment. To involve PPs in peer correction and improve their writing.	PPs’ books and Copybooks PPs’ books and Copybooks	V/aud/ T

shared by djamel djamel

10’	Presentation and assessment	comparing it with the provided layouts. **7-** T. invites pupils with the different topics, to work in pairs, read and assess each one’s work.	PPs/ PPs PPs/ PPs	To compare the PPs written productions To involve PPs in co-learning and assessing.	PPs’ books and Copybooks	V/aud.

What worked:	**What hindered:**	**Action points:**
1-…… 2-…… 3-……	1-…… 2-…… 3-……	1-…… 2-…… 3-……

VII. SONGS AND LINKS FOR THE SEQUENCES

Sequence 1:
One More Step Along the World I Go
Sydney Carter

ONE MORE STEP ALONG THE WORLD I GO
https://youtu.be/b6czcGvXQcM

One more step along the world I go,
One more step along the world I go;
From the old things to the new,
Keep me travelling along with you:
And it's from the old I travel to the new;
Keep me travelling along with you.
Round the corners of the world I turn,
More and more about the world I learn;
All the new things that I see
You'll be looking at along with me.
And it's from the old I travel to the new;
Keep me travelling along with you.
As I travel through the bad and good,
Keep me travelling the way I should.
Where I see no way to go,
You'll be telling me the way, I know.
And it's from the old I travel to the new;
Keep me travelling along with you.
Give me courage when the world is rough,
Keep me loving though the world is tough;
Leap and sing in all I do,
Keep me travelling along with you:
And it's from the old I travel to the new;
Keep me travelling along with you.
You are older than the world can be,
You are younger than the life in me;
Ever old and ever new,
Keep me travelling along with you:
And it's from the old I travel to the new;
Keep me travelling along with you.

Sequence 2:

A Song of Peace - BY: Sofia B.

https://www.youtube.com/watch?v=bYJZfdGDQA4
https://www.youtube.com/watch?v=SdPBEFiug5o

If I could write
a magic song
that everyone could sing
I would write of love
of hope and joy
And things that peace
could bring
And when we sang
my magic song
all hate and war would cease
If I could write
a magic song
I'd write
a song of peace
one song for all of us
one song could
bring us peace
one song could
make a miracle
for all of us
A song of peace
one song for all of us
one song could
bring us peace
one song could
make a miracle
for all of us
A song of peace

A Wish for Peace - By: Michelle Tumes

https://www.youtube.com/watch?v=uBl4zmdso2I

I wish for you,
I wish for me,
I wish for all the world to live in harmony.
When I look into the sky at night and see the stars above,
I wish for peace, I wish for love.

I wish for you
…I wish for you
I wish for me
…I wish for me

I wish for all the world to live in harmony.
When I look into the sky at night and see the stars above,
I wish for peace,
…I wish for peace

I wish for love.

I wish for hope, I wish for joy,
I wish for all these things for every girls and boy,
That where ever in the world they are,
they'll see the stars above and wish for peace,
And wish for love.

Ah…

When I look into the sky at night and see the stars above,
I wish for peace
…I wish for peace

I wish for love.

Sequence 3:
Sami Yusuf Lyrics
"Forgotten Promises"
https://youtu.be/FKV2oeS4vw8

Tonight the world will sleep
But hunger will not wait
For promises we made
We share one soul
We share one land
We have one time to understand

We are one humankind
Brothers side by side
We'll have no regret
We will not forget

We are one humankind
Sisters side by side
We'll have no regret
We will not forget

[Arabic]
Samihna ya Allah
Forgive us o Lord

Wa irrhamna ya Rabbah
Have mercy on us o Lord

Wa imnah rizqaka lil-afwah
Give your bounty to the mouths

Wa abi'd anha kul Al-aah
And keep away from them all the moans and groans

Our words must count
Hunger will not wait

For promises we made
We share one soul
We share one land
We have one time to understand

We are one humankind
Brothers side by side
We'll have no regret
We will not forget

We are one humankind
Sisters side by side
We'll have no regret
We will not forget

[Arabic]
Samihna ya Allah
Forgive us o Lord

Wa irrhamna ya Rabbah
Have mercy on us o Lord

Wa imnah rizqaka lil-afwah
Give your bounty to the mouths

Wa abi'd anha kul Al-aah
And keep away from them all the moans and groans

Our words must count
Hunger will not wait
For promises we made

shared by djamel djamel

VIII. THE TUTORIAL SESSIONS

The objectives of the tutorial sessions are of three folds:

A- Moderation and remediation.

B- Learning how to integrate.

C- Work for excellence.

In a heterogeneous class with mixed-ability groups, the teacher should appreciate each learner/ child as an individual taking into account his learning styles, his mental capacities, multiple intelligences and the way he adapts himself with the types of learning. The teacher should use the appropriate strategies when working with different groups to the extent that he knows when to apply strategy x with group y and for what purpose.

The tutorial sessions are primarily meant to work with the learners on specific areas. The teacher needs to identify the strengths and the weaknesses of his learners in the course of time. Once he has collected data about his learners, he should be able to address their needs accordingly. He has to identify the main problems during his lessons. His portfolio and the learner's portfolio will give him sufficient data and evidence on how the learning process occurred in class. Thus, he should focus on moderation periods and set appropriate remedial tasks after exploiting his learners' resulting weaknesses and identifying the non-acquired criteria.

The tutorial sessions offer an opportunity for teachers to work towards excellence among their students. The teacher targets good learners and asks them to work on problem solving situations of a higher difficulty rate so as to train them for real life problem solving situations.

The sessions are also devoted to train learners on different ways of integrating the previous learning in terms of knowledge, skills and attitudes and build upon the new experiences in a scaffold way; hence constructing their own down to top learning process.

This evidence will allow the teacher to rethink and reshape his teaching to meet the learners' needs.

The teacher is aware of the differences of levels in his class and thus, he should be ready to organise his tutorial session as follows:

1- Identify the frequently repeated errors in class.

2- Categorise and make a thorough analysis of the common repeated errors in class.

3- Exploit both the learners weak and strong results of the test

4- Find out reasons for the sake of implemented moderation.

5- Set remedial work according to non acquired criteria.

6- Work with the learners on areas that need reinforcement

7- Focus on learning how to integrate.

8- Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.

9- Give the opportunity to the learners to work in groups.

10- Identify the best learners who can help in group work.

IX. A SAMPLE SUMMATIVE TEST

What a Sad News!



On Friday 1st of June, while my family and I were preparing the *Iftar* table and preparing the juices, my father came from outside and said to us, "Do you know who was killed today on the borders of Gaza?" I stood up to see my father and I saw the sadness and sorrow in his eyes.

He told me that she was the nurse Razan Ashraf Najjar. I could not believe it. Yes, she was killed while she was trying to help the wounded on the Gaza border.

Razan did not hesitate to continue her voluntary humanitarian work to save the lives of the injured for ten consecutive weeks. She was a witness to the crimes of the occupation against children, women, medical staff, journalists and unarmed civilians. The occupiers completed a new chapter in their racism and blood with his deliberate and direct targeting of the paramedic in full view of the world, a clear breach of the rules of international humanitarian law, and the Fourth Geneva Convention in a complete crime.

Although she went to relieve the wounded, she was holding her hands up and this indicates that she was not a threat to them. However, they shot and killed her and Razan died and left behind a memory of a girl who gave all in an attempt to save her homeland. Razan will remain a symbol of sacrifice for every Palestinian and will never be forgotten.

By Hayat Ghunaim/ https://hummusforthought.com/2018/06/07/razannajjar/

Part one: (14 points)

A) Reading Comprehension (7points)

Task one: (01 point) Read the text and choose the right answers

1- The document is:

a) a press article **b)** a web article **c)** a blog article **d)** an email

2- The text is:

a) descriptive **b)** narrative **c)** argumentative **d)** prescriptive

Task two: (04 points) Read the text again and answer the following questions

1- Was Razan paid for helping the wounded?

2- Was Razan afraid of the occupiers?

3- Did Razan have any weapons in her hands?

4- Who announced the death of Razan?

Task three: (02 points) Re-read the text and match each word with its definition.

1- sorrow **2-** voluntary **3-** threat **4-** attempt	**a-** a statement of intention to inflict, injury, pain or other hostile action on someone. **b-** Feeling of deep distress caused by loss, disappointment or other misfortune. **c-** An effort to achieve or complete a difficult task or action. **d-** Working, done, or maintained without payment.

B) Mastery of Language (07points)

Task one: (02 points) Re-write the following sentence and make the necessary changes.

- A volunteer saves the life of an injured person.

→ Volunteer**s**…….. the …… ….. injured people.

Task two: **(03 points)** Re-write the following paragraph using the passive form

Hayat's father **informed** her about the death of Razan Najjar, the paramedic volunteer on the borders of Gaza. She **saved** many wounded, but by the end occupiers **killed** her in full view of the world.

Hayat Ghunaim …….. about the death of Razan Najjar by her father. Many wounded …… by her but by the end she ……. by the occupiers in full view of the world.

Task three: (02 points) Complete the table below with words from the text according to the pronunciation of their diphthongs.

/aʊ/	/əʊ/	/eɪ/	/aɪ/
……..	………..	…….	…….

Part two: (06points)
Written expression

December 5th is the International Volunteer Day. Your school is celebrating the day with so many activities. Your teacher asked you to sensitise your colleagues to involve them in this noble work. Prepare a speech, write about:

-The importance of the volunteering work.

- Some activities that will be in your schedule (visiting hospitals, orphanages, helping those in need…)

X. GLOSSARY

Approach:

Edward Anthony (1965) defines an **approach** as a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. 1t describes the nature of the subject matter to be taught. (Richards, J. ; Rodgers, T. 1999)

An approach is a way of looking at teaching and learning as two processes in the educational field. So, evoking any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach is a general vision, a philosophical perspective that gives rise to methods, the way teaching something would occur, which uses classroom activities or techniques to help learners learn according to their needs. An approach is holistic, a broad philosophical orientation about an educational issue-it takes an overall view and it needs a teaching strategy to implement methods and techniques through tasks and activities that learners can perform in the class.

Assessment:

Too often, assessment is equated with testing. It is important to note that testing in only one of many ways to assess learning. Testing is a subset of assessment – it is one way to assess learning, but may not be the most useful because tests are designed to "measure a set of skills or behaviours at one point in time" (Katz et al. 2000). Assessment, on the other hand, has a wider scope and "involves gathering information over a period of time." (ibid. page X). Assessment is "the act of collecting information and making judgments on a language learner's knowledge of a language and ability to use it." (Chapelle and Brindley cited in Brindley 2003). Assessment is geared toward competence. Testing is geared toward discrete subskills. For example, a learner's ability to write a letter to a friend about a given topic is a more effective means for assessing his or her competence in writing than a true/false vocabulary test. The vocabulary test is effective for measuring his knowledge of vocabulary, but not an overall competence in speaking or writing.

Competency-based approach:

The competency-based approach is based on linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable.

The aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. Students will thus see learning as being worthwhile and having relevance both for their studies and their future.

Competence:

A competence is the ability to act using a range of skills and knowledge in various situations that differ from those in which they were learnt. An individual's competence in a certain area develops over time. A competence is firmly linked to a context-of-use. In other words, students will be prepared to use English effectively in real-life situations by drawing on and manipulating what they have learnt in school.

Language competencies:

Language involves three basic competencies:

Interactive competence:

Interactive competence is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished.

Interpretive competence:

Interpretive competence is the ability to understand through reading or listening written and spoken language and to interpret it appropriately.

Productive competence:

Productive competence is the ability to produce coherent, elaborate and relevant messages in writing and speaking. It is also to be able to effectively express ideas and organise thoughts appropriately.

Supporting competencies:

In order to develop the three competencies, language learners also need to develop the supporting competencies:

Linguistic Competence

Language Strategies

Linguistic competence:

Linguistic competence includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context.

Evaluation:

Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learners' performance. Besides this, it is very useful to bring improvement in teaching and curriculum. Thus, evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in reaching its goals but judgements about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals. Evaluation is a continuous process. It is a broader concept than testing and assessment.

The purpose of evaluation is to make decisions about the effectiveness of a particular course or program. It involves collecting information, including data obtained from testing an assessment, and interpreting that information in order to make decisions. (Brindley 2003).

Feedback:

Feedback is an essential part of education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written assessment). However, feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication. If we don't give feedback what is the learner gaining, or indeed, assuming?

Learners may think that everything is allright and that there are no areas for improvement. Learners value feedback, especially when it is given by a credible teacher who they respect as a role model or for their knowledge, attitudes or classroom competence. Failing to give feedback sends a non-verbal communication in itself and can lead to mixed messages and false assessment by the learners of their own abilities, as well as a lack of trust in the teacher's reactions.

Graphic organiser: is a pedagogical tool that uses visual symbols to

express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a graphic organiser is to provide a visual aid to facilitate learning and instruction.
Students remember information better and can better recall it when it is represented and learned both visually and verbally.
The use of graphic organisers helps improving the reading comprehension of students, when students develop and use a graphic organiser their higher order thinking and critical thinking skills are enhanced.

Language Strategies:

Language strategies are ways which help students to acquire, remember, organise and use information on an on going basis.

Concept Checking Questions (C.C.Qs):

The **Concept Checking Questions are a set of questions** that teachers will ask to find out how much their learners have understood. They are designed to demonstrate evidence of or lack of understanding and they are usually very simple, short and carefully staged.

How can you know if students have understood the meaning of grammar during a lesson? Is asking them if they understand enough?

Rules for using Concept checking questions when teaching English:

1. Plan CCQs in advance.
2. Ask questions that are simple.
3. Direct CCQs to specific students, not always to the whole class, the same students, or the best students; cover as many students as possible.
4. Ask both yes/no questions, either/or questions, and simple 'Wh' questions to check the various aspects of the target language.
5. Do not add unfamiliar vocabulary or new language to CCQs; it just muddies the attempt to highlight meaning.
6. Do not use the new target language in CCQs.
7. Use pictures, realia, miming, synonyms, antonyms, the white board, and time and tense in CCQs.

Method:

A method is the level at which theory is put into practice and at which choices are made about the particular skills and the content to be taught. (Edward Anthony's model (1965))

A Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one

approach, there can be many methods. (Richards, J. ; Rodgers, T. (1999)

A method is a particular way of doing something. A teaching method comprises the principles and paradigms used by teachers to enable student learn. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient, it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. In a nutshell, there is no specific ideal method of teaching but it is the class that determines which type of method best suits the students.

Mind map:

Mind map is a diagram used to visually organise information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

PROBLEM SOLVING TASKS:

Tasks that require students to analyse information and make conclusions or recommendations. Students typically work with others to discover information and negotiate meaning and conclusions. Problem solving tasks help in developing critical thinking skills, fostering learner-centeredness, collaboration, and building communicative competence.

Pedagogy:

Pedagogy comes from Greek language meaning **"to lead the child"**. It is the art or profession of teaching or the principles and methods of instruction. It is creating an educational process that will lead to knowledge transfer. Pedagogy is the way that content is delivered, including the use of various methodologies that help different children to engage with educational content and learn more effectively, recognizing that individuals learn in different ways. Pedagogy and teacher training are important for as what children learn and how it is taught are fundamental to their experiences in school.

Remediation:

Remedial action is intended to correct something that has been done wrong or that has not been successful. **Remedial education**, also known as basic skills development, is instruction provided to students who need more support in core areas such as reading and writing. These students

qualify for remediation because of their poor performance in those areas. This instruction can be provided in different ways.The following example gives a clearer view about how a remedial work functions.

Salim is a student in your English class who has been struggling to grasp new concepts during his lessons. He always seems to be a little behind everyone else. He works hard and is motivated, but he lacks the necessary core skills that he needs to be able to build upon. You've followed Salim and worked within a small group in the classroom but he continues to need more support from your part. Salim sounds like a student who needs remedial work. And hence, you as a teacher, you need to think of how to remedy his lapses, weaknesses and defects by thinking of how to devise more effective tasks to accomlplish in the class or at home.

Task:

A task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." (Jane Willis, 1996:23). From a psycholinguistic perspective, a task is a device that guides learners to engage in certain types of information processing that are believed to be important for effective language use for language acquisition. The learning task is what the teaching-learning process is intended to accomplish. A task is observed in the learners' working plan,it involves a meaningful activity where meaning is embedded and a real world of language use is promoted through the three competencies.It involves cognitive and metacognitive processes where communicative outcomes are implemented and reached.

XI. ONLINE RESOURCES FOR THE TEACHER

General Study Skills Sites

- www.skills4study.com
- www.open.ac.uk/skillsforstudy/
- http://www.intute.ac.uk
- www.oup.com/uk/orc/biosciences
- http://www.bbc.co.uk/schools/ks2bitesize/english/

This website provides games and activities in: reading, writing, spelling and grammar.

How To Study - an entire website dedicated to STUDYING!

- www.how-to-study.com

Homework Tips - homework strategies, study skills, and time management

- www.homeworktips.about.com

Grammar and Punctuation

- www.ucl.ac.uk/internet-grammar

If you are interested in improving your knowledge and understanding of English Grammar, UCL has developed an Internet Grammar of English for undergraduate students.

- http://www.e-learningforkids.org/

Grammarly Handbook: Amazing resource to learn English grammar with many many examples.

English grammar exercises: Kaplan's web site is an extra. What they are good at is offering great English courses in an English-speaking countries.

EnglishGrammar.org: I consider Jennifer's blog one of the best English grammar sources. It's a super useful website for both beginners and advanced learners. You'll find the answer for nearly all the questions you can have about English grammar, like Punctuation, Conjunctions, Business Writing, Adjectives, Verbs, and many others. But if you don't find it you can always ask in a comment or send a personal message to Jennifer.

English Grammar Secrets: If there's something you didn't find on EnglishGrammar.org you'll most possibly find it here. There are more than just" explanations here. Exercises follow every topic…

UsingEnglish.com: Continuing the topic of practising English grammar, Using English offers you lots of printable lessons for you in all topics. More than just practising, but you can talk to other learners of English and native tutors. If you have a question you can ask them anytime.

On Assessment

Test Taking Tips - tips you might find helpful during tests
www.testtakingtips.com

***EduFind English Online Tests and Learning Games**: Check out these test and games that offer a great way for students to test and improve their English language skills.

***Activities for ESL Students**: Thousands of teacher contributions can be found on this site full of quizzes, exercises, and tests for teaching English as a second language.

On listening and pronunciation:

www.theenglishprofessor.com/alpha.htm
www.soundsofenglish.org/pronunciation/index.htm
www.vocaroo.com (for students to record themselves)
www.listeningcentre.com/teaching_practices.htm
www.developingteachers.com/articles_tchtraining/listenuppf_sam.htm
www.EnglishListening.com
www.speechinaction.org/cool-speechhot-listening-fluent-pronunciation/videos/cool-speech-introduction/
www.ello.org
http://www.oxfordlearnersdictionaries.com/about/pronunciation_english

***English Pronunciation**: Okanagan College's resource offers 13 different unit lessons for learning and teaching English pronunciation.
***ESL Gold**: ESL Gold is, no joke, *golden*, with seemingly endless learning resources for English. Students can practise pronunciation, find a book to study, and even talk to someone in English on this site. Plus, teachers can find a job, search for textbooks, discover games, and so much more.
***Repeat After Us**: In this online library, students can get access to a huge collection of English texts and scripted recordings.
***Fonetiks**: Direct students to this incredibly useful pronunciation guide with instant sound and samples by native speakers.

On Speaking

Real English: Check out this free site for learning English, with loads of videos from real English speakers, plus quizzes and community support.

On Vocabulary

Vocabulix: This online tool is designed to help jumpstart students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

shared by djamel djamel

Wordsteps: Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

*ESLTOWER.COM: Many Free English Grammar & Vocabulary Exercises for Teachers and Students

On Reading

Reading is Fundamental / Leading to Reading http://www.rif.org/

American website with lots of audio visual activities

- http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/2/

Reading Discovery

- http://www.chancesforchildren.com.au/Reading-Discovery.aspx

Book Start

- http://www.bookstart.org.uk/books/

British Website that includes a book finder to help select books based on age.

On Reading, writing/spelling games

ESLTOWER.COM : Many Free English Grammar & Vocabulary Exercises for Teachers and Students

***Running Dictation:** Skills: Reading, writing; Requirements: pen and paper and text excerpts.

***Running Dictation for Large classes and Young Learners' Classes-** This is excellent for beginners to elementary levels. Also adapted for large classes

*** I spy something**… **Skills-** Vocabulary, speaking, reading and listening

***Memory or Concentration game**: Great game for many language skills practice .Skills: Ideal for teaching words that have a close relationship.

***Spelling relay:** Skills: Spelling and reading of words.

***Word searching games**: Reading and spelling game.

***Chopstick relay**: This is a variation of Spelling relay but this time using chopsticks and alphabet cards.

***Spelling Bee:** Teacher says a word and student spells. Any mistake not allowed.

On Writing

A class write board allows all students to work on a class document, add and edit and see the changes.

- http://weebly.com – Weebly

Quizlet allows you to make wordlists which your students can use for practice too.

- http://quizlet.com - Quizlet

Watch videos with subtitles, for all levels. Unique!

- http://real-english.com – Real English

flashcards, worksheets for young learners

- http://mes-english.com - MES English

A very attractive and simple place for students to keep an online journal or diary. They can share with the teacher or classmates. Really easy to set up.
Recommended Websites for Teaching English (Young Learners)

- http://penzu.com – Penzu

On Collaborative writing

- http://ietherpad.com

Students or teachers can make post it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

- http://www.wallwisher.com/

Students or teachers can make post it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

On Games

http://eflclassroom.ning.com EFL Classroom 2.0
- Lots of resources, games, discussion and tips to using technology in the classroom. For both students or teachers.

- http://real-english.com – Real English

Watch videos with subtitles, for all levels. Unique!11)

- http://jr.naver.com/english/list.nhn?id=dongyo&cid1=2 - Jr. Naver

Many songs, chants, stories, games for young learners (Korean based)

- http://www.woodlands-junior.kent.sch.uk/literacy/index.htm

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

- http://www.woodlands-junior.kent.sch.uk/revision/Science/index.html

This site provides activities and games in: living and life processes, physical processes, materials, earth and space and water.

- http://www.woodlands-junior.kent.sch.uk/literacy/index.htm

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

***Play & Learn English**: Through the Early Childhood Education Network's Play & Learn English resource, you can share letters, print, shapes, writing, and other relevant images for learning the English language.

On Communicative Games for Classroom Learning

* **Hot-seat**: A lifetime favorite for most language teachers, this game has long been the cornerstone of most ESL classroom speaking activities and games. It is quite easy to play yet it gets a lot of language out of students if well thought out.

*What's this? : A Vocabulary guessing game with flashcards

***Mallet Mallet:** A fun game for practising vocabulary and sentences. .

***Chinese whispers:** A fun game for listening and getting correct pronunciation of words.

***Miming games**: Excellent game for eliciting description of actions and adjectives.

***Fly swatting:** A vocabulary practice game with speaking and pronunciation practice. *

***Steal, Swap, Bust and Number Card Game** : A Fun Game for the class. How to Play

***Get Rich or Die Trying** : Great Fun Game! Combines several game ideas in one game.

***Freeze!or Stop! Ball Game:** This game can practice any language point and it is very easy to set up.

***Dice Game** : A great communicative game to practice almost any language skill, by rolling the dice.

***Word Association Game**: Communicative vocabulary Game by using flash cards ***Number Game:** This is a listening game usually used as a warmer using numbers

***Guessing Game** : With this game cards are stuck behind a student's back and he/she asks questions to guess.

***Swap Seats:** This seat swapping game gets kids very excited. Kids sit in a circle. Prepare some word or phrase cards and put the up side down in the middle of the circle.

***ManyThings**: On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

Grammar Games - Jeopardy, Hangman, Wheel Games, Snakes and Ladders and more

- **Fun Games** - Games for Teaching ESL Kids
- **Vocabulary Games** - memory games, maze games, Snakes and Ladders, Hangman and more
- **ESL Online Games Directory** - Have Fun Teaching and Learning English with your Students

On Children's Literature

BookHive: your guide to children's literature and books

- http://www.cmlibrary.org/bookhive

This guide to children's literature, from a public library in the USA, contains hundreds of reviews and recommended reads.

- http://www.bbc.co.uk/schools/ks2bitesize/science/

This website provides games and activities about: living things, materials and physical processes.

- http://www.gutenberg.org/

For Teachers

***EverythingESL**: EverythingESL is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

***UsingEnglish.com**: On UsingEnglish.com, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

***ESL Basics**: On this site, you'll find free English videos for both students and teachers.

*lesson plans, activities, for young learners and M.S. / H.S.

- http://bogglesworldesl.com - Bogglesworld

*short and simple techniques, ideas and resources to help teachers

- http://teachingrecipes.com - Teaching Recipes

- A list of MANY sites, all categorized and saved by fellow English teachers. A treasure chest!

- http://www.diigo.com/list/eflclassroom.

On Dictionaries

From reference books to a pronunciation guide, you and your students will get a lot of use out of these links.

http://dictionary.cambridge.org/dictionary/english/classmate

***Dictionary.com**: This site isn't just for looking up words, although it's quite useful in that function. Dictionary.com also offers a word of the day, games, quotes, translation, and much more.

***Thesaurus.com**: Like Dictionary.com, Thesaurus.com goes beyond simple reference, bringing inspiration and fun in the form of synonyms, fun word facts, and even search trends.

***Common Errors in English Usage**: Read Paul Brian's *Common Errors in English Usage* on this website, and even get links to the book's blog, calendar, and entry-a-day Facebook page.

***Idiom Site**: With the help of this site, English language learners can make sense of common idioms.

On Songs:

Sequence 1:
One More Step Along the World I Go
Sydney Carter
ONE MORE STEP ALONG THE WORLD I GO
https://youtu.be/b6czcGvXQcM

Sequence 2:
A Song of Peace
BY : Sofia .B
https://www.youtube.com/watch?v=bYJZfdGDQA4
https://www.youtube.com/watch?v=SdPBEFiug5o

A Wish for Peace
By: Michelle Tumes
https://www.youtube.com/watch?v=uBl4zmdso2I

Sequence 3:
Sami Yusuf Lyrics
"Forgotten Promises"
https://youtu.be/FKV2oeS4vw8

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APPENDICES:

THE LISTENING SCRIPTS AND PRONUNCIATION TOOLS

ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS (BOOK 4 – SEQUENCE 1)

SCRIPTS FOR: I LISTEN AND DO.

• Tasks 2, 3 and 4: I listen to the tourist guide (Part 1). *(CD, track 1)*

A group of Algerian middle school students are visiting London. They are riding an open-top double-decker bus and their English tourist guide is showing them London's most famous landmarks and monuments during this sightseeing tour.

Tourist guide (*speaking in the microphone*): Good morning, everybody!

Group (*enthusiastically*): Good morning, sir!

Tourist guide (*speaking in the microphone*): Did you sleep well last night?

Group (*excitedly*): Very well, sir! Thank you.

Tourist guide (*speaking in the microphone*): Have you had a good English breakfast this morning? It's going to be a long day!

Group (*enthusiastically*): Yes, sir! We're ready!

Tourist guide: Fine, then. Today, we're going on a sightseeing tour around London. We are now in the city of Westminster. In a few minutes, you will see the Houses of Parliament along the river Thames, on your left. The place is also known as Westminster Palace, which was originally built in the eleventh century. On 16th October 1834 most of the building was destroyed by a fire. Six years later, construction began on the current Houses of Parliament and was completed thirty years afterwards. In 1987, UNESCO designated the building as a World Heritage Site.

Some of the factual information contained in this text has been adapted from: https://www.britannica.com/topic/Houses-of-Parliament-buildings-London-United-Kingdom http://edition.cnn.com/2013/10/31/world/europe/houses-of-parliament-great-britainfast-facts/index.html

• Tasks 5, 6 and 7: I listen to the tourist guide (Part 2). *(CD, track 2)*

Tourist guide: Do you see that high tower at the end of the Houses of Parliament? Well, this is the clock tower, which tourists often call "Big Ben" when referring to London's most famous landmark. But that's wrong. It is the massive bell inside the clock tower that is correctly referred to as Big Ben. It is believed Big Ben was named after Sir Benjamin Hall, whose

name is inscribed on the bell. Others say that the bell was named after the champion heavyweight boxer Ben Caunt (nicknamed "Big Ben") because it was the largest of its kind.

Some of the factual information contained in this text has been adapted from: http://www.telegraph.co.uk/travel/destinations/europe/unitedkingdom/england/london/articles/big-ben-facts-elizabeth-tower-london/

• Tasks 8, 9 and 10: I listen to the tourist guide (Part 3). *(CD, track 3)*

Tourist guide: As for the clock itself, Edmund Beckett Denison worked with Edward Dent, a clockmaker, to design the clock which would become the Great Clock in the clock tower at the Palace of Westminster. Big Ben chimed for the first time on 11th July 1859. The bell's strikes were broadcast internationally by the BBC for the first time in 1932. Big Ben weighs 13.7 tons, stands 2.2 metres tall and has a diameter of 2.7 metres. The hammer weighs 200 kilos. The clock tower, which is 96 metres tall, looks spectacular at night when the four clock faces are illuminated.

Some of the factual information contained in this text has been adapted from: http://www.telegraph.co.uk/travel/destinations/europe/unitedkingdom/england/london/articles/big-ben-facts-elizabeth-tower-london/

• Tasks 12, 13 and 14: I listen to the tourist guide (Part 4). *(CD, track 4)*

On day 2 of their visit, the group of Algerian middle school students were taken by their English guide to Stratford-upon-Avon, a small town about 160km northwest of London and the birthplace of the famous English playwright and poet William Shakespeare.

Tourist guide: Now, here we are in Stratford-upon-Avon. Our coach is heading towards Shakespeare's house where he was born on 23rd April 1564 and where he also died on the 26th day of the same month in 1616. As you may know, Shakespeare wrote some of the best plays in English drama, like "Romeo and Juliet", "Hamlet", "Macbeth", "Othello", etc. He was an actor, a playwright or dramatist and one of the greatest English poets, too. He created his own acting company and built his own theatre, called the Globe Theatre. Here we are, folks! This is Shakespeare's house. It's a small museum, today. We're going to get off the coach in a minute and visit it.

• Tasks 22, 23, 25 and 26: I listen to the conversation (Part 1). *(CD, track 5)*

Nabila has just returned from a summer holiday cruise in the Mediterranean. She has visited Italy, Turkey and Spain. She is now chatting

with some of her classmates about the places of interest she has visited in each of the three countries.

Nadia: Welcome back, Nabila. How was your cruise?

Nabila: Nice to see you all again... Oh, it was wonderful! First, I sailed from Algiers to Spain on a cruise ship. Then, I visited Italy and, after that, I sailed to Istanbul with a stopover for two nights on the Greek island of Mykonos. Finally, I returned to Algiers after having spent four exciting days in Turkey.

• Tasks 29, 30 and 31: I listen to the conversation (Part 2). *(CD, track 6)*

Karim: You lucky girl! Now, tell us the whole story from the beginning. How was your trip to Barcelona?

Nabila: You mean Granada. This is southern Spain. I didn't go to Barcelona. We disembarked at the port of Malaga, the town where the greatest Spanish painter Pablo Picasso was born. "Guernica" is one of his most famous paintings. I visited his family house and birthplace, which is now a museum.

Karim: He's really a great modern artist. Do you know his date of birth?

Nabila: I think the guide told us he was born on the 25th October 1881 but he died in France in 1973. I'm sure of that. After my visit to Malaga, I went to Granada.

Nadia: I've read something interesting about the famous Alhambra palace in Granada on the Internet. Did you visit it?

Nabila: Yes, of course. That was the first place I visited in Granada. One of the most fascinating palaces I have ever seen! A real wonder!

• Tasks 34, 35, 36, 37 and 38: I listen to the conversation (Part 3).

(CD, track 7)

Karim: Why is it called "Alhambra"?

Nabila: Well, Karim, it's easy to guess, since "Alhambra" is an Arabic word which means "red". It was called so because of its reddish walls: in Arabic "Qalat al-Hamra'" means "Red Fortress". It was built in the ninth century as a military fortress and became a royal residence for the first time in the thirteenth century during the Nasrid dynasty. As a result, all the other emirs of Granada also used it as a residence until the fall of the city on 2nd January 1492 and the exile of Muslim Andalusians to North Africa – that is Morocco, Tunisia and our own country, Algeria.

Nadia: Is Alhambra as big as what people say about it on the Internet?

Nabila: Oh, yes it is! It's a huge place! The palace extends over 100,000 square metres. Therefore, you can call it a town, not just a palace. It has a 2000m long wall, 29 towers, 7 gates, a great number of halls, courtyards, gardens and fountains – the "Fountain of the Lions" is the most famous one. Alhambra was inscribed as a World Heritage Site by UNESCO in 1984.

Some of the factual information contained in this text has been adapted from:http://granadablog.net/category/alhambra-2/

• Tasks 40, 41, 42, 43, 44, 45, 47 and 48: I listen to the conversation (Part 4). *(CD, track 8)*

Karim: So, you first visited southern Spain and then, from there, you sailed to Italy. Right?
Nabila: That's right. And the first town I visited was Pisa. It's as big as Malaga. Did you know that it's the birthplace of Galileo Galilei, the famous Italian astronomer? I did not know that before! It's also famous for its leaning tower, which is known worldwide. When you see the 56m tall tower for the first time, you think it's going to fall to the ground right away. It's amazing!
Nadia: It must be very old. When was it built?
Nabila: In the twelfth century, if my memory serves me right. Its construction took more than 200 years – two centuries – to be completed! The tower is located with other famous historic monuments in a big square called the Piazza del Duomo. In 1987, UNESCO listed the miraculous tower and the other monuments as a World Heritage Site.
Karim: Did you visit Florence? People say it is the capital of Arts.
Nabila: No, but I went to Anchiano, a small village 60km to the east of Pisa and the birthplace of Leonardo da Vinci, the brilliant Italian painter, scientist and engineer. I visited the house where he was born in 1452. If I remember correctly, he died at the age of 67.
Nadia: Is he the one who painted the famous Mona Lisa?
Nabila: That's right. The painting is kept in the Louvre Museum, in Paris.

Some of the factual information contained in this text has been adapted from: http://news.bbc.co.uk/onthisday/hi/dates/stories/january/7/newsid_4037000/4037997. stm

• Tasks 54 and 55: I listen to the conversation (Part 5). *(CD, track 9)*

Nadia: Your cruise makes me dream, Nabila! Now, tell us about Istanbul!
Nabila: It's an amazing city! It's divided into two parts by the Sea of

Marmara. Half of the city is situated in Europe and the other half in Asia. Many of the famous landmarks and historic sites are located in the European part. So, I first visited Topkapi Palace. It used to be the residence of the Ottoman sultans between the 15th and the 19th centuries.
Karim: Is Topkapi Palace as big as Alhambra?
Nabila: No, it's not as big as the Andalusian palace; Topkapi is smaller. The guide told us that its area was about 80,000 square metres. It's a huge complex with many different quarters, halls, rooms, kitchens, baths, stables for horses, etc. Today, the palace is a museum, which was added to the UNESCO list of World Heritage Sites in 1985.

- **Tasks 56, 57, 58 and 59: I listen to the conversation (Part 6).**

(CD, track 10)

Nadia: Who built this marvel? Did you know, Nabila?
Nabila: Many architects contributed to its building but the most outstanding of them all was Mimar Sinan, born around 1490. He designed many of the largest mosques in Istanbul such as the Suleymaniye Mosque, where he is buried next to Sultan Suleyman and his wife. He died on 17th July 1588, if my memory serves me right.
Nadia: You've seen and learnt lots of interesting things, Nabila. Please, take me with you on your next cruise!
Karim: Me, too!
Nabila: I'd love to but it's not as easy as you think!

ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS
(BOOK 4 – SEQUENCE 1)

SCRIPTS FOR: MY PRONUNCIATION TOOLS

1. DIPHTHONGS

a. I listen and repeat. *(CD, track 11)*

/eɪ/	➡	aw**ay** – f**a**mous – s**a**me – m**ai**n
/aɪ/	➡	**I** – r**i**de – ch**i**ld – l**i**ke
/ɔɪ/	➡	enj**oy** – empl**oy** – p**oi**nt – ch**oi**ce
/eə/	➡	c**a**re – aw**a**re – st**ai**r – wh**e**re
/ʊə/	➡	mat**u**re – p**u**re – c**u**re – t**ou**r
/ɪə/	➡	r**ea**l – exp**e**rience – Shakesp**ea**re – car**ee**r
/əʊ/	➡	**o**ld – m**o**st – h**o**me – gr**ow**
/aʊ/	➡	h**ow** – c**ou**nt – **ou**t – ab**ou**t

b. I listen and repeat each line. *(CD, track 12)*

➡	/eɪ/ b**ay**	/aɪ/ b**ye**	/ɔɪ/ b**oy**
➡	/eə/ p**ai**r	/ʊə/ p**u**re	/ɪə/ p**ee**r
➡	/əʊ/ kn**ow**	/aʊ/ n**ow**	

2. Consonant clusters

a. I listen and repeat. *(CD, track 13)*

Consonant Clusters in Initial Position

/pr/ ➡ **pr**efer – **pr**etty – **pr**ice – **pr**ay
/br/ ➡ **br**eakfast – **br**other – **br**own – **br**ead
/tr/ ➡ **tr**ip – **tr**y – **tr**ansport – **tr**affic
/dr/ ➡ **dr**ama – **dr**amatist – **dr**eam – **dr**ink

b. I listen and repeat. *(CD, track 14)*

Consonant Clusters in Final Position

/nt/ ➡ pla**nt** – poi**nt** – pai**nt** – we**nt**
/nd/ ➡ seco**nd** – rou**nd** – rai**ned** – pla**nned**
/ft/ ➡ gi**ft** – so**ft** – stu**ffed** – sni**ffed**
/kt/ ➡ stri**ct** – a**ct** – pa**cked** – pi**cked**

c. I listen and repeat each pair. *(CD, track 15)*

Consonant Clusters in Initial

➡ /pr/ – : **pr**each / **br**each – **pr**ey / **br**ay – **pr**ick / **br**ick
pride / **br**ide – **pr**im / **br**im – **pr**ior / **br**iar

➡ /tr/ – : **tr**ain / **dr**ain – **tr**y / **dr**y – **tr**ip / **dr**ip
tread / **dr**ead – **tr**oop / **dr**oop – **tr**unk / **dr**unk

d. I listen and repeat each pair. *(CD, track 16)*

Consonant Clusters in Final Position

➡ /nt/ –/nd/ : be**nt** / be**nd** – se**nt** / se**nd** – mea**nt** / me**nd**
spe**nt** / spe**nd** – wa**nt** / wa**nd** – joi**nt** / joi**ned**

➡ /ft/ – /kt/ : so**ft** / so**cked** – cra**ft** / cra**cked** – lo**ft** / lo**cked**
li**ft** / li**cked** – cou**ghed** / co**cked** – lau**ghed** / lar**ked**

I pronounce.

• Tasks 1 and 2. I listen and do the task. *(CD, track 17)*

➡ /eɪ/: t**a**ke – st**ay** – m**a**ke – tr**ay** – tr**y** – s**ai**lor

➡ /aɪ/: l**i**fe – h**ei**ght – classm**a**te – k**i**nd – p**i**lot – wr**i**ter

➡ /ɔɪ/: n**oi**se – v**oi**ce – v**i**ce – s**oi**l – c**oi**n – p**oi**nt

➡ /eə/: h**ai**r – f**ai**r – **ai**r – **ea**r – sh**a**re – st**ai**r

➡ /ʊə/: c**u**re – p**u**re – t**ou**r – t**ea**r – mat**u**re – end**u**re

➡ /ɪə/: cl**ea**r – h**e**re – f**ea**r – d**ea**r – d**a**re – engin**ee**r

➡ /əʊ/: thr**ow** – sh**ow** – sh**ou**t – cl**o**se – p**o**st – p**oe**t

➡ /aʊ/: d**ow**n – t**ow**n – c**ou**nting – acc**ou**ntant – l**oa**d – l**ou**d

• Tasks 4 and 5. I listen and do the task. *(CD, track 18)*

➡ /eɪ/, /aɪ/ or /ɔɪ/?
Picasso was a gr**ea**t painter; he started p**ai**nting at the **a**ge of **ei**ght.

➡ /eə/, /ʊə/ or /ɪə/?
When I was ten y**ea**rs old, my dream car**ee**r was engin**ee**ring.

➡ /əʊ/ or /aʊ/?
Childhood memories remain the m**o**st important m**o**ments in our lives even when we gr**ow** **o**ld.

• Tasks 8, 9 and 10. I listen and do the task. *(CD, track 19)*

"My n**a**me's (/eɪ/ – /aɪ/) Omar. I'm from Alg**e**ria (/ɪə/ – /eə/). When I gr**ow** up (/əʊ/ – /aʊ/), I want to become a humanit**a**rian (/ɪə/ – /eə/) worker. I am a very hum**a**ne (/eɪ/ – /aɪ/) person: I've always sh**ow**n (/əʊ/ – /aʊ/) gr**ea**t (/eɪ/ – /aɪ/) compassion, love and c**a**re (/ɪə/ – /eə/) for people in need. I want to help children who are suffering from war and poverty all **o**ver (/əʊ/ – /aʊ/) the world, especially the children in Palest**i**ne (/eɪ/ – /aɪ/). I'm n**ow** (/əʊ/ – /aʊ/) mat**u**re (/eə/ – /ʊə/) enough to kn**ow** (/əʊ/ – /aʊ/) that this is the car**ee**r (/ɪə/ – /eə/) I r**ea**lly (/ɪə/ – /eə/) dream of. I want to j**oi**n (/aɪ/ – /ɔɪ/) the UNICEF or any other humanitarian organis**a**tion (/eɪ/ – /aɪ/) to real**i**se (/eɪ/ – /aɪ/) m**y** (/eɪ/ – /aɪ/) dream."

• Tasks 12 and 13. I listen and do the task. *(CD, track 20)*

drum – rent – shift – prize – sand – brake – trousers – rocked
prune – find – tramway – drown – hand – soaked – brave – land

• Tasks 16 and 17. I listen and do the task. *(CD, track 21)*

(preparing) for a (trip) has never been a (dreary) (event) for me. I am not a (brilliant) organiser, but I always do things with the (greatest) (excitement). First, I get my suitcase (packed) as (best) as I can. Then, I start planning. Which (train) to take? Which (monument) to see? Which (restaurant) to go to? I (drink) only mineral water when I (travel) and never chat with taxi (drivers) since they are the (most) talkative people in the world.

ME, MY PERSONALITY AND LIFE EXPERIENCES (BOOK 4 – SEQUENCE 2)

SCRIPTS FOR: **I LISTEN AND DO.**

• Tasks 1, 2, 3, 4, 5, 6, 7, 8 and 9: I listen to Rosemary. *(CD, track 22)*

Rosemary: One of my special memories was my first day at elementary school. I was so excited to meet my new friends and teachers. Mrs Riley taught me English and one of the most important things in life: how to care for others. Mrs Evans taught me how to read and write, and encouraged me to write short stories and poems. I loved writing, and my dream was to become a famous writer someday. Before I left elementary school, Mrs Evans told me, "Keep writing, Rosemary. Never give up your dream." Mr Bradshaw taught me maths. I really liked doing maths projects. He also taught me to be self-confident and always believe in myself.
Thank you Mrs Riley, Mrs Evans and Mr Bradshaw. I have learnt from you how to turn all my dreams into reality. I have never forgotten you.

Materials collected & adapted from: "*Our Center School Memories*"
Classroom Press, NY, 2002

• Tasks 15, 16, 17, 18, 19, 20, 21 and 22: I listen to Dewi. *(CD, track 23)*

Dewi: My name's Dewi. I'm a 15-year-old girl from India. Unlike many wealthy children who live in comfortable flats and villas, I live in one of the poorest slums in the capital New Delhi with my parents and sister. I'm chatty but very disciplined. My dream is to become a teacher when I grow up. I will teach children to read, write and count. School is the most important thing for them because they won't get a job if they don't go to school. I want to help poor children. I want to be helpful to my people.

Children's interviews around the world by Chris de Bode
www.lensculture.com

• Tasks 27, 28 and 33: I listen to Joanne Rowling (Part 1). *(CD, track 24)*

American schoolchildren are online (on the Internet) to ask questions to the British writer J. K. Rowling (born in 1965), author of the best-seller "Harry Potter".
Question 1: Was there a particular teacher who encouraged you to write when you were a child?

Joanne Rowling: I had some wonderful teachers, but I never told them that I wanted to be a writer.

Materials collected & adapted from: "J. K. Rowling Interview"
www.scholastic.com

• **Tasks 29 and 33: I listen to Joanne Rowling (Part 2).** *(CD, track 25)*

Question 2: Would you like to do another job?
Joanne Rowling: No. I'm doing the best job in the world! Although I enjoyed being a teacher!

Materials collected & adapted from: "J. K. Rowling Interview"
www.scholastic.com

• **Tasks 30, 31 and 33: I listen to Joanne Rowling (Part 3).** *(CD, track 26)*

Question 3: If you have to choose one teacher from your books to teach your child, who will it be and why?
Joanne Rowling: Professor Lupin. He's my ideal teacher because he is kind, clever, and gives very interesting lessons.

Materials collected & adapted from: "J. K. Rowling Interview"
www.scholastic.com

• **Tasks 42, 43, 44, 45, 46, 47, 48, 49 and 50: I listen to Kateb Yacine (Part 1).** *(CD, track 27)*

Kateb Yacine, the famous Algerian writer I studied in sequence (1), is interviewed by a French TV journalist.
Kateb Yacine: In my childhood there were... let's say... the French schoolteacher and my mother, in endless conflict with each other, because they represented two opposite worlds. My mother represented Algeria, walking barefoot at home, with her long dress, speaking a different language, whereas my French school teacher walked with high-heel shoes... 20th century... dominating, prestigious country... France... Well, this was a superior world to me.

Translated and adapted from: "Kateb Yacine – Public Letter Writer" The ORTF Research Service, in the series "Un Certain Regard", Television Programme by Charles Haroche & Isidro Romeo (21/11/1971)

• Tasks 52, 53, 54, 55, 56, 57, 58, 60, 63 and 64: I listen to Kateb Yacine (Part 2). *(CD, track 28)*

Kateb Yacine: I noticed then that while I was getting more interested in school and in learning, I started to drift away from the world I preferred, which of course is my mother's world. This caused conflicting feelings in me, but I did not figure things out clearly at the time as I was very young. I wasn't mature enough. The conflict exploded later, during the events of Setif... There was a massacre. I was nearly shot dead. I was arrested and sent to prison with many of my schoolmates.
Journalist: How old were you?

Translated and adapted from: "Kateb Yacine – Public Letter Writer" The ORTF Research Service, in the series "Un Certain Regard", Television Programme by Charles Haroche & Isidro Romeo (21/11/1971)

• Tasks 65, 66, 67, 68, 69 and 70: I listen to Kateb Yacine (Part 3).

(CD, track 29)

Kateb Yacine: I was fifteen. In prison, and in the concentration camp afterwards, I suddenly became aware of the existence of my people for the first time in my life. I saw them every day in prison. I heard them talk. I felt close to those poor workers, farmers, fellahs, unemployed. I had never paid attention to them in the street before. It was a real shock to me. They were absent from my French school world.... Many years later, these same people would turn out to be the main characters of my books.

Translated and adapted from: "Kateb Yacine – Public Letter Writer" The ORTF Research Service, in the series "Un Certain Regard", Television Programme by Charles Haroche & Isidro Romeo (21/11/1971)

ME, MY PERSONALITY AND LIFE EXPERIENCES (BOOK 4 – SEQUENCE 2)

SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

1. TRIPHTHONGS

a. I listen and repeat. *(CD, track 30)*

/eɪə/ ➡ pl**ayer** – l**ayer** – p**ayer** – m**ayo**nnaise
/aɪə/ ➡ f**ire** – l**io**ns – d**ia**ry – b**uyer**
/ɔɪə/ ➡ r**oya**l – l**oya**l – l**awyer** – empl**oyer**
/əʊə/ ➡ sl**ower** – l**ower** – m**ower** – N**oah**
/aʊə/ ➡ t**ower** – sh**ower** – fl**our** – **our**

b. I listen and repeat each line. *(CD, track 31)*

➡ /eɪə/	/aɪə/	/ɔɪə/
layer	**liar**	**lawyer**
➡ /əʊə/	/aʊə/	/eɪə/
sower	**sour**	**sayer**

2. Pronunciation of "have / has" (as auxiliaries in the present perfect tense)

a. I listen and repeat. *(CD, track 32)*

Have /həv/ you ever written a poem?
– Yes, I **have**. /hæv/
I'**ve** /v/ written a lot of poems.
– No, I **haven't**. /hævnt/
I'**ve** /v/ never written a poem.

b. I listen and repeat. *(CD, track 33)*

1. Has /həz/ Rosemary learnt important things from her teachers?

– Yes, she **has**. /hæz/
She'**s** /z/ learnt a lot.

2. Has /həz/ Rosemary forgotten her teachers?

– No, she **hasn't**. /hæznt/
She'**s** /z/ never forgotten them.

3. Nice to see you again Mrs Riley, after all these years!
It'**s** /s/ been a long time! Do you remember me? I'm Rosemary Artwood.

3. Pronunciation of "ed" endings in past simple and past participle forms of regular verbs (review)

a. I listen and repeat each verb. *(CD, track 34)*

/ɪd/ ➡ started – affected – represented – arrested – exploded – decided – needed

/t/ ➡ liked – walked – experienced – influenced – wished – hoped – stressed

/d/ ➡ encouraged – loved – enjoyed – studied – preferred – caused – opposed

b. I listen and repeat each sentence. *(CD, track 35)*

/ɪd/ ➡ My mother represent**ed** Algeria.
The conflict explod**ed** later, during the "events of Setif".

/t/ ➡ My French schoolteacher walk**ed** with high-heel shoes.
J.K.Rowling has publish**ed** the "Harry Potter" series.

/d/ ➡ Mrs Riley encourag**ed** me to write short stories and poems.
J.K.Rowling enjoy**ed** being a teacher.

I pronounce.

• Tasks 1 and 2: I listen and do the task. *(CD, track 36)*

- /əʊə/ or /aʊə/?

  c**owar**d – r**ower** – p**ower** – sl**ower** – pl**ough**er – s**ower** – bl**ower**

- /eɪə/ or /aɪə/?

  w**ire** – betr**ayer** – pl**ier**s – tr**ia**l – spr**ayer** – pr**ior** – gr**eyer**

- /ɔɪə/ or /aɪə/?

  d**ia**logue – s**oya** – r**oya**lty – quantif**ier** – b**io**logical – l**oya**lty

- /eɪə/ or /aɪə/ or /ɔɪə/?

  r**oya**l – st**ayer** – sl**ayer** – f**ire** – l**awyer** – empl**oyer** – b**uyer** – l**oyal**

• Tasks 4 and 5: I listen and do the task. *(CD, track 37)*

a. London's clock tower is higher than the Leaning Tower in Pisa.

b. The lawyer claimed that his client was always loyal to his employer.

c. He felt very tired after changing his flat tyre.

d. You won't have to wait for an hour if you cook chips in a fryer.

e. Fruit-growers have lost money because the climate is getting drier.

• Tasks 7 and 8: I listen and do the task. *(CD, track 38)*

Not far from the Science Museum and the Modern Art Gallery there is a beautiful square, where museum and gallery-goers often meet at weekends. Gardeners usually come early in the morning to cut the taller blades of grass with their lawn mowers and tend the flowers. Street vendors watch for potential customers or buyers. At this hour, traffic is unusually slow for a weekend because of the royal procession further down the street and the crowd of summer visitors and sports players gathered for the Olympic Games.

• Tasks 10, 11 and 12. I listen and do the task. *(CD, track 39)*

Journalist: Have (/hæv/–/həv/) you ever dreamt of a different career, Professor Nobel?

Alfred Nobel: As a matter of fact, I have (/hæv/–/həv/). When I was young, my dream was to become a writer. I was interested in literature and poetry.

Journalist: Your father is an engineer, and he probably wanted you to be interested in science, like him. Has (/hæz/–/həz/) he influenced your career aspirations?

Alfred Nobel: Of course he has (/hæz/–/həz/). He's (/s/–/z/) obliged me to become a scientist.

Journalist: How do you feel about it today?

Alfred Nobel: Well, it's (/s/–/z/) been hard but I've (/hæv/–/v/) never given up writing!

Biographical facts collected from: www.famousscientists.org

• **Tasks 14 and 15. I listen and do the task.** *(CD, track 40)*

➡ /ɪd/: completed – demanded – liberated – wanted – ended – studied – folded

➡ /t/: checked – passed – wrapped – robbed – laughed – rushed – matched

➡ /d/: lived – died – colonised – nursed – suffered – employed – joined

• **Tasks 18, 19 and 20. I listen and do the task.** *(CD, track 41)*

List: watched – washed – resisted – interviewed – replaced – reminded – remembered – insisted – oppressed – travelled – occupied – cared – invaded – kicked – avoided – invented

ME, MY COMMUNITY AND CITIZENSHIP (BOOK 4 – SEQUENCE 3)

SCRIPTS FOR: **I LISTEN AND DO.**

• **Tasks 1, 2, 3, 4, 5, 7, 8, 9, 11, 12 and 13:** *On the night before her death, a mother wrote a letter to her 16-year-old daughter*. **I listen to Part (1) of this letter.** *(CD, track 42)*

My only little girl Jana,

Don't be frightened and sad because I am going to die. Learn, my child, to look at life as a serious matter. Life is hard, but don't let it defeat you. Decide to fight. Have courage and clear goals–and you will win over life. Go through the world with open eyes, and listen not only to your own pains and interests, but also to the pains and interests of others. If you do that, you will succeed in contributing to the common goals of human society.

Extracts adapted from: "*Women of Prague*" by W. A. Iggers, Berghahn Books, Oxford, UK, 1995

• **Tasks 18, 19, 20, 21, 25, 26 and 28: I listen to Part (2) of the letter.** *(CD, track 43)*

Examine, think, criticise, yes, mainly criticise yourself and don't be ashamed to admit a truth you have come to realise, even if you proclaimed the opposite a little while ago; don't become obstinate about your opinions, but when you come to consider something right, then be so definite that you can fight and die for it. Just don't go on a road which is wrong and dishonest.

Extracts adapted from: "*Women of Prague*" by W. A. Iggers, Berghahn Books, Oxford, UK, 1995

• **Tasks 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40: I listen to Part (3) of the letter.** *(CD, track 44)*

Another value is work. Learn to love work! But even if you have to leave school one day and work, don't stop learning and studying. Read much, and study languages. You will broaden your mind and multiply its content. When I was in prison in Germany during WWII, I read the letters of Maria Theresa to her daughter Marie Antoinette, the last queen of France. If you see that book, remember that I made up my mind at that time to write you this letter about my experiences and give you some helpful advice.

Extracts adapted from: "*Women of Prague*" by W. A. Iggers, Berghahn Books, Oxford, UK, 1995

• Tasks 44, 45, 46, 47, 49 and 50: I listen to Part (4) of the letter.

(CD, track 45)

Just one more thing: Choose your friends carefully. One is also very much determined by the people with whom one associates. Therefore, choose very carefully and listen to the opinions of others about your friends. Jana, please take good care of your grandpa and grandma. Visit them often and let them tell you about your mother's youth, so that you can preserve it in your mind for your children. I kiss your hair, eyes and mouth. I shall always be with you.

Your loving mum

Extracts adapted from: "*Women of Prague*" by W. A. Iggers, Berghahn Books, Oxford, UK, 1995

• Tasks 58, 59, 60, 61, 64 and 65: I listen to Part (1) of the interview.

(CD, track 46)

PREAMBLE: First, we are very grateful to you, Mrs Zohra Drif, for accepting to answer our questions during this interview, and also for accepting to take part in the writing project with the Algerian fourth-year middle school students. Thank you so much, indeed.

Question 1: In your book "Inside the Battle of Algiers", you recall the first time your father took you to a French restaurant in Algiers, just one day before you started school at Lycée Fromentin in the capital. It was also the first time you discovered a difference in table manners between yourself as an Algerian and the French or Europeans. Could you tell our students about this childhood experience?

Mrs Drif: It was the first time I left my home region, Tissemsilt–Tiaret, the first time I took a train, and the first time I discovered my country's capital, Algiers. It was also the first time I dined in a restaurant. I didn't even know what a restaurant was! Accustomed to our traditional mattresses or carpets on the floor, and brass trays on low round tables with one common plate for all the family, I found myself sitting on a chair at a high table with a tablecloth, plates, and silverware. My father explained to me how to use a knife and fork, then suggested that I just imitate him. I discovered that the difference between us and the Europeans did not stop at food and recipes–it extended to our very way of eating.

Interview of Mrs Zohra Drif Bitat by the coursebook authors, Algiers, March 2018.

• **Tasks 68 and 69: I listen to Part (2) of the interview.** *(CD, track 47)*

Question 2: Have you ever been involved in charity work before or after the independence of Algeria? If yes, when and how?

Mrs Drif: Before independence, I was so young and busy with my studies. After our independence, there were many orphans who lost their parents during the war of liberation. You can never imagine their number. With Djamila Bouhired, Abderrahmane... (Oh! I can't remember his family name...) and a group of young freedom fighters, we set up an organisation called "Jil Jadid". We made a list of those orphans and opened homes in every big city to take them in. Many young people were fully dedicated to help these orphans and make them feel at home by showing love and affection.

Interview of Mrs Zohra Drif Bitat by the coursebook authors,
Algiers, March 2018.

• **Tasks 71 and 72: I listen to Part (3) of the interview.** *(CD, track 48)*

Question 3: Do you think Algerian youth should dedicate themselves to charity work in their free time, and create their own organisations to help those in need in their community?

Mrs Drif: It is their duty. I think that all citizens, whatever their age and conditions, and wherever they are, should be involved in charity work. We should bring comfort and assistance to those who are deprived of the basic means of life. If we want to build a country, there should be solidarity within our society.

Interview of Mrs Zohra Drif Bitat by the coursebook authors,
Algiers, March 2018.

• **Tasks 74 and 75: I listen to Part (4) of the interview.** *(CD, track 49)*

Question 4: What is the most important piece of advice your mother has ever given to you?

Mrs Drif: As I mentioned it in my book "*Inside the Battle of Algiers*", from an early age, my brothers and sisters and I were all brought up with the conviction that Algeria is our country. My mother taught us to be proud of our country, history and forefathers.

Question 5: What is the most important piece of advice your father has ever given to you?

Mrs Drif: Like my mother, my father also insisted on pride and dignity, and he kept repeating to us that the most important thing is to learn, learn and go on learning ...

Interview of Mrs Zohra Drif Bitat by the coursebook authors,
Algiers, March 2018.m

- **Tasks 78, 79, 80, 82, 83 and 84: I listen to Part (5) of the interview…**

(CD, track 50)

Question 6: Are there any important things you have learnt from your teachers? How old were you then, if you can remember?

Mrs Drif: Vivid memories take me back to two teachers: Mrs Thomas, my high school teacher of history while I was in the first year and Mrs Farnechi, my teacher of philosophy in the third year. Thanks to Mrs Thomas' method of teaching, I understood that the history of a country is the consequence of many factors. It was a very good way to tackle history. I knew how to approach an event related to history and how to make connections with the past. I was 16 at that time. With Mrs Farnechi, I learnt to respect others. The other person is also me. Each human being, whoever he or she is, has the same rights, the same duties and the same aspirations.

Interview of Mrs Zohra Drif Bitat, by the coursebook authors,
Algiers, March 2018.

- **Tasks 86, 87, 88, 89 and 91: I listen to Part (6) of the interview.**

(CD, track 51)

Question 7: What kind of advice would you like to give to Algerian students?

Mrs Drif: I have always told my children: "Look, you are lucky to live in a country of your own. It is yours. You have never known what it means to be humiliated by the dominating colonisers. Today, you have the opportunity to study, which is the key to your own future and that of your country."

Interview of Mrs Zohra Drif Bitat by the coursebook authors,
Algiers, March 2018

ME, MY COMMUNITY AND CITIZENSHIP
(BOOK 4 – SEQUENCE 3)

SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

1. Silent Letters: "k" – "w" – "l" – "b" – "n"
I listen and repeat. *(CD, track 52)*

Silent "k"	➡	**k**nife – **k**nock – **k**not – **k**nit
Silent "w"	➡	**w**riter – **w**rote – **w**ritten – ans**w**er
Silent "l"	➡	pa**l**m – wa**l**k – ca**l**f – fo**l**k – shou**l**d
Silent "b"	➡	lam**b** – lim**b** – clim**b** – thum**b**
Silent "n"	➡	autum**n** – condem**n** – solem**n** – hym**n**

2. Pronunciation of "s" endings in plural nouns and the 3rd person singular of verbs in the present simple tense.

I listen and repeat. *(CD, track 53)*

/ɪz/	➡	languages – experiences – judges – criticises – dishes
/s/	➡	mouths – supports – talks – proofs – helps – cooks
/z/	➡	goals – defends – citizens – charities – disasters – involves

I pronounce.

• Tasks 1 and 2: I listen and do the task. *(CD, track 54)*

Silent "k": **k**now – **k**new – **k**nown – **k**nowing – **k**nowledge – ac**k**nowledge

Silent "w": **w**rong – **w**rist – **w**rinkle – **w**reck – **w**ho – **w**hole – s**w**ord – s**w**ap

Silent "l": cha**l**k – sta**l**k – ba**l**m – a**l**mond – sa**l**mon – shou**l**der – shou**l**d

Silent "b": dum**b** – num**b** – crum**b** – crum**b**le – su**b**tle – wom**b** – tom**b**

Silent "n": colum**n** – colum**n**ist – dam**n** – dam**n**ed – solem**n** – solem**n**ly

• Tasks 4 and 5: I listen and do the task. *(CD, track 55)*

1. Who wrote this answer? It's wrong.

2. We kept walking and talking for half an hour.

3. Many countries solemnly condemned the enemy's attacks on Gaza last autumn.

4. I doubt whether I can climb that mountain as my fingers are numb with cold.

5. Grandma used to kneel by the fireside and knead the dough, then cut it into large pieces with a knife and let it rest for a while.

• Tasks 7 and 8: I listen and do the task. *(CD, track 56)*

"If you have to judge or criticise people, make sure you don't condemn the wrong person. Always be doubtful about your own opinions. No one else knows you better than yourself. Be objective: don't let your feelings or emotions influence your judgment. You should criticise yourself before you criticise others."

• Tasks 10 and 11: I listen and do the task. *(CD, track 57)*

/ɪz/ races – finishes – images – reaches – communities – arranges – causes
/s/ debates – argues – hopes – donates – banks – gulfs
/z/ duties – recommends – pros – cons – volunteers – donations – resists

• Tasks 12, 13 and 14: I listen and do the task. *(CD, track 58)*

Some of the world's greatest players (/ɪz/– /s/–/z/) head to Old Trafford stadium on Saturday afternoon for a charity match to raise money for UNICEF. David Beckham will captain a GB & Ireland XI against a World team that includes (/ɪz/–/s/–/z/) a highly decorated group of players. Captained by Zinedine Zidane, the World team has won eight World Cups (/ɪz/–/s/–/z/), three European Championships (/ɪz/–/s/–/z/), the Champions (/ɪz/–/s/–/z/) League 11 times (/ɪz/–/s/–/z/) and has seven Ballon d'Or trophies (/ɪz/–/s/–/z/) between them – Carlo Ancelotti is the manager for the visitors (/ɪz/–/s/–/z/). "I want a world where children can grow up safe from violence, free from poverty and protected from preventable diseases (/ɪz/–/s/–/z/)," Beckham said in the build-up to the game. "This match gives (/ɪz/–/s/–/z/) me the perfect opportunity to raise awareness and vital funds (/ɪz/–/s/–/z/) to help reach the children who need it most. I am delighted that my friend Zizou will join me in leading two teams (/ɪz/–/s/–/z/), full of our friends (/ɪz/–/s/–/z/) and team-mates (/ɪz/–/s/–/z/), at the best stadium in the world."

Excerpt from: www.independent.co.uk