

**GUIDELINES FOR TEACHERS  
OF ENGLISH  
IN CHARGE OF 3<sup>rd</sup> AM CLASSES**

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## INTRODUCTION

A like the "Guidelines for Teacher of English in charge of the 2 nd AM classes" ,the aim of the present guidelines is to serve as a reference document to be consulted by teachers. These guidelines will help them implement the newly built program introduced into the 3 rd AM classes. They are just an example of what could be done in trying to solve some of the most recurrent problems teachers meet in their everyday work .

These guidelines contain summarized information about the official syllabus . They will try to make explicit the finalities of the teaching of English as set by the educational authorities of our country as well as the objectives to achieve and the competencies to implement. They also contain a general framework of the organization of the book, a plan for splitting a file into lessons and a series of detailed lesson plans .

The author of this document hopes that teachers will get as much benefit as possible for a better translation of the contents of the official syllabus into daily pedagogical actions.

## I- The Syllabus

### 1 – Finalities :

- Participating in a community of people who use English to exchange and share ideas and experiences in the fields of science , technology, culture and civilization.
- Developing the spirit of criticism , tolerance and open-mindedness
- Acquiring competencies that will help the learners give comfortably in their environment .

### 2 - Objectives :

#### *2.1. Linguistic objectives :*

The 3rd AM learner is supposed to be equipped with a basic amount of language material : grammar, phonetics, vocabulary and the four skills. the 3rd AM syllabus aims at consolidating and developing the 2nd AM acquisitions .

- Grammar : the learners will be trained in discovering the rules of English .
- Phonetics : improving the pronunciation and intonation.
- Vocabulary: increasing the learners stock of lexical words.
- The four skills : more training in listening , speaking, reading and writing aiming at communication and interaction in a free and creative way.

#### *2 .2 . \_Methodological objectives:*

- Promoting the students' learning strategies aiming at autonomy.
- Acquiring methods for working and thinking.
- Acquiring self-evaluation strategies.
- Exploiting various documents and feeling interested in subjects that are not dealt with in class.

#### *2 .3. Cultural objectives:*

- Discovering the context of English civilization and culture.

## II- The Competency Based Approach

### 1- The learners Entry Profile:

The learner has completed two school years(1st AM and 2nd AM )in which he has been exposed to :

- Interacting orally in English.
- Identifying the phonological system of English.
- Grammar and lexis.

- Interpreting and producing simple oral and written messages.
- Working in groups...

## 2- The Learners Exit Profile:

- Consolidating the learner's 2nd AM acquisitions.
- Interacting in real life situations.
- Expressing oneself in more elaborated English.
- Carrying on studying English at the next school level (4th AM).

## 3- The methodology:

Alike the 1st AM and the 2nd AM learners , the 3rd AM learners are asked to develop the three competencies.

### 3.1. Competency one :

To interact orally in English. The learners interact in everyday school situations by using verbal and/ or non verbal language .The learners will be able to situate themselves in time and space and adapt themselves to other people's reactions.

### 3.2. Competency two :

To interpreted authentic oral or written documents  
The learners demonstrate their comprehension by oral and/or written reformulation of various supports (songs ,films ,tales ,games ,etc...).

### 3.3. Competency three :

To produce oral and written messages. The learners are gradually led to produce coherent messages .Activities will be less and less guided.

The three competencies are complementary and interdependent ,they are articulated around competency one which is the key competency . However ,at the 3rd AM level , more and more focus will be put on reading / understanding and writing activities.

## 4- The project work :

Alike the 1st AM and 2nd AM syllabuses ,the project work of the 3rd AM level is the final output of each file .However some significant changes have been introduced into the 3rd AM general layout of the project work.

*4.1. The project Announcement:* which tells the learners what to realize .The learners have to read it keep it in mind and refer to it when needed (i ,e ,when realizing the different tasks related to the project work ).

*4.2. By the end of each sequence :*each project task has to be completed .The learners have to get back to the project announcement for the details of each task .

*4.3. The project Round-up :* It is the end –product of the file and should reflect all the learners acquisitions throughout the file.

All the project works will enter a competition that will take place at a project exhibition that will be held at the end of the school year

### III- The Textbook

#### 1- The Contents :

" Spotlight on English " book three consists of four files .Each file consists of the following sections:

##### *1.1. Project Announcement :*

Early in the file ,the project announcement specifies the objective and the procedure leading up to the final outcome of the project work. It tells both learners and teachers what to realize and how.

##### *1.2. Three Sequences:*

Each sequence contents of :

- ♦ Listen and Speak

This section aims at developing competency one (interacting orally in English ) by recognizing sound ,making sense of what is heard ,training the learner's tongue and lips to speak correctly and meaningfully, acting out guided dialogues, playing roles in situations similar to real life .

- ♦ Read and write I and Read and write II.

These two sections aim at developing the learners reading/understanding and writing skills by seeking meaning and paying attention to sentence structure and text organization.

### *1.3. Snapshots of Culture:*

This section consists of various pieces of writing about Britain and other English-Speaking countries. Learners will compare and contrast them with Algeria through class discussion ,reports and writing tasks .

### *1.4. Overview:*

This section consists of :

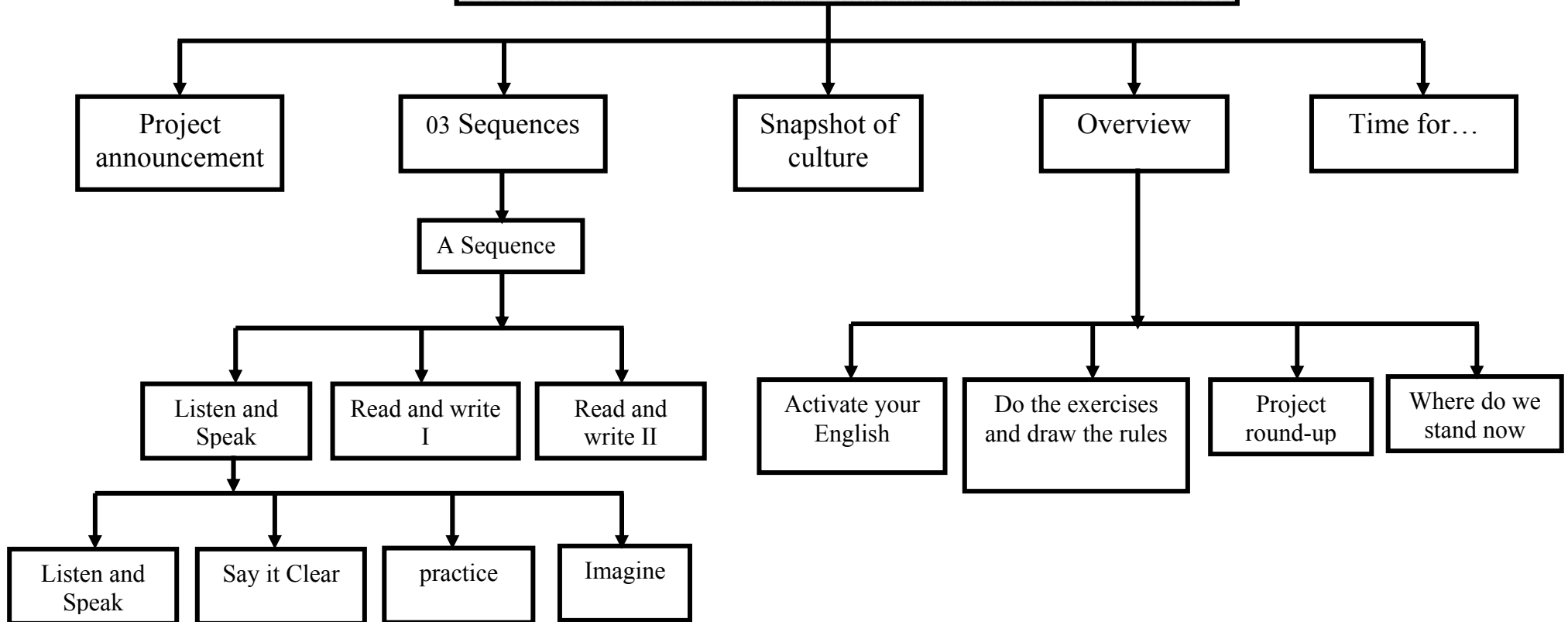
- ♦ " Activate your English " which aim is to build up the learners vocabulary.
- ♦ " Do the Exercises and Draw the Rules" which aim is to discover how the language works.
- ♦ " Project Round-up " which aim is to put the final touch to the end-product of the file.
- ♦ " Where do we stand now ? " which is meant for the learners self assessment .

### *1.5. Time For..... :*

This section consists of various pieces of writing for leisure.

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## GENERAL FRAMEWORK OF A FILE



### 3.Splitting a File Into One Hour Teaching/Learning Sessions:

#### 3.1. *The Three Sequences:*

Each sequence is to be divided into five sessions as follow :

- 1st session and 2nd session : Listen and Speak – say it clear- Practice-Imagine.
- 3rd session : Read and Write I .
- 4th session : Read and Write II.
- 5th session : Project task 1 or 2 or 3

#### 3.2 . *The Snapshots of Culture:*

Devote one session to this section.

#### 3.3. *The Overview :*

This section is to be divided into two sessions as follows :

1st session : Do the Exercises and draw the rules.

2nd session : Project round up.

<p><b>N.B.</b> The contents of the other sections of the textbook are to be used as resource material to be integrated in the different teaching / learning sessions according to the different needs .</p>
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Session	Sequence	Section	Objective	Language
1 <sup>st</sup> Hour	One	Listen and Speak- Say it Clear - Practise – Imagine pages 53 , 54 and 55	Making Requests and Offers and Asking for Permission	<ul style="list-style-type: none"> <li>- The modals CAN and MAY</li> <li>- The auxiliaries WILL and WOULD e.g.               <ul style="list-style-type: none"> <li>• May I see you passport , please ?</li> <li>• May I offer you a drink?</li> <li>• Can I go to the toilets, sir?</li> <li>• Will you fasten your seat belt, please ?</li> <li>• Would you mind turning off your portable phone, please ?</li> </ul> </li> </ul>
2 <sup>nd</sup> Hour	One	Listen and Speak – Say it Clear- Practise- Imagine pages 53-54 and 55	Making suggestions Accepting suggestions Declining suggestions	<ul style="list-style-type: none"> <li>• Shall we go shopping ?</li> <li>• Why don't we go shopping?</li> <li>• what about going shopping?</li> <li>• Lets go shopping ?</li> <li>• That's a good idea !</li> <li>• Sorry .Can't make it</li> <li>• What about Tuesday afternoon ?</li> </ul>
3 <sup>rd</sup> Hour	One	Read and Write I pages 56 and 57 Listen and Speak page 52	Reading and Pronouncing the Spelling Alphabet	-Language related to travelling by air : e.g. on time – delayed – cancelled – departure board – boarding pass – flight ,etc...
4 <sup>th</sup> Hour	One	Read and Write II page 58	Writing a paragraph to insert in a tourist guide. Inviting tourists to visit your region or home town.	- Language related to : <ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Geographical names</li> <li>• Locating places</li> </ul>
5 <sup>th</sup> Hour	One	Project Announcement page 50	Project task one	Language related to : <ul style="list-style-type: none"> <li>• Travelling by air</li> </ul>

				<ul style="list-style-type: none"> <li>• Geography – locating countries</li> <li>• from.....to .etc</li> </ul>
<b>6<sup>th</sup> Hour</b>	Two	Listen and Speak- Say it Clear – Practise – Imagine pages 59 , 60 , 61 and 62	<ul style="list-style-type: none"> <li>-Asking for directions</li> <li>- Giving directions</li> <li>- Locating amenities</li> </ul>	<ul style="list-style-type: none"> <li>• How can I get to....?</li> <li>• Can / Could you tell me the way to.....?</li> <li>• The imperative</li> <li>• Prepositions of place</li> </ul>
<b>7<sup>th</sup> Hour</b>	Two	Listen and Speak- Say it Clear - Practise – Imagine Pages 59 , 60 ,61 and 62	<ul style="list-style-type: none"> <li>-Asking about distances</li> <li>- Asking about time</li> </ul>	<ul style="list-style-type: none"> <li>• How long is.....?</li> <li>• How long does it take to...?</li> <li>• It is about + distance</li> <li>• It takes about + time</li> <li>• It is not long</li> <li>• How far is....?</li> <li>• It takes a long time...</li> <li>• Not far</li> <li>• It is about ten minutes 'walk</li> <li>• on foot- by air –by train – by bus – by car</li> </ul>
<b>8<sup>th</sup> Hour</b>	Two	Read and Write I pages 64 and 65	Writing letter to a pen- friend informing him / her about the visit you have planned for him /her when coming to stay with you	<ul style="list-style-type: none"> <li>• "going to" form</li> <li>• Vocabulary related to travelling</li> </ul>
<b>9<sup>th</sup> Hour</b>	Two	Read and Write II page 66	Reading and Understanding texts about travelling	<ul style="list-style-type: none"> <li>- Vocabulary about travelling : <ul style="list-style-type: none"> <li>• long-distance</li> <li>• exploring</li> <li>• approaching</li> </ul> </li> <li>- Geographical names</li> <li>- Vocabulary about space</li> </ul>
<b>10<sup>th</sup> Hour</b>	Two	Project Announcement page 50	Project Task Two	<ul style="list-style-type: none"> <li>- Recycling language related to: <ul style="list-style-type: none"> <li>• asking and giving directions,-</li> <li>• asking for and giving time-</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• arrivals and departures-</li> </ul>
<b>11<sup>th</sup> Hour</b>	Three	Listen and Speak page 67	Planning a Visit	The future tense ( Shall / Will)
<b>12<sup>th</sup> Hour</b>	Three	Say it Clear page 68 Practise page 69	Pronunciation and intonation : - Corrective stress - Making /Accepting / declining stress	Recycling: -The future tense - modals
<b>13<sup>th</sup> Hour</b>	Three	Read and Write II pages 72 and 73	Writing a paragraph predicting what will happen	- Recycling : <ul style="list-style-type: none"> <li>• The future tense</li> <li>• Vocabulary about the weather and weather forecast</li> <li>• Vocabulary about fortune telling and astrology</li> </ul>
<b>14<sup>th</sup> Hour</b>	Three	Read and write II pages 74	Reading and understanding a text about places of interest in London	- Names of famous places in London - The imperative
<b>15<sup>th</sup> Hour</b>	Three	Project announcement page 50	Project Task three	Recycling the language learnt in sequences one, two and three
<b>16<sup>th</sup> Hour</b>	/	Snapshots of Culture page 75	-Reading texts to get information about Scotland - Singing a Scottish song	- Lock Ness - The Lock Ness Monster - Hogmanay - For Auld Lang Syne
<b>17<sup>th</sup> Hour</b>	/	Do the exercises and draw the rules pages 77,78,79 and 80	Stating rules	- Paragraph writing (mechanics). - Transforming order into polite requests - Letters that are not pronounced - Stressed and non- stressed syllables. - Plurals - Using may adjectives in a sentence.
<b>18<sup>th</sup> Hour</b>	/	Project Round –up page 83	Realising the project work	Recycling the language used in the file.



## File Two – Sequence One

### Listen and Speak – Lesson one

#### Objectives:

Learners will make requests and offers and ask for permission

#### New Language:

##### 1 . The modals CAN and MAY :

- May I see your passport please ?
- May I offer you a drink ?
- Can I go to the toilets ,sir ?

##### 2 . The auxiliaries Shall ,Will and Would :

- Shall I get you an aspirin ?
- Will you fasten your seat belt, please ?
- Would you mind turning off your portable phone ,please ?

##### 3 .Vocabulary related to travelling by air :

- To fasten , to book
- a flight , a flight captain , a flight attendant , a seat belt ,a non smokers area, a suitcase ,a passenger, a customs officer , a hostess ,an immigration officer .
- on board .

#### Materials:

1. pictures (an aircraft ,a pilot, an air hostess at work , passenger ,etc...).
2. the textbook "Spotlight on English " book 3.

#### 1 – Individual Analysis and Writing :

- Teacher displays the pictures on the blackboard.
- Learners are asked to name the people and the objects they see in the pictures.
- Learners imagine what the people in the pictures may say .
- Learners make notes on paper .

#### 2 – Class discussion:

- Learners share their notes with the class.
- Teachers makes notes on the blackboard :
  - May I offer you a.....?
  - Shall I get you a .....

### 3 – Activity 3 page 53:

- Learners read the whole activity (silently).
- Ask the learners:
  - Which kind of text are the items in the bubbles ? (a dialogue ) .
  - Who asks and who answers ?(a flight attendant and a passenger ) .
- Learners act out the dialogue paying attention to the pronunciation and the intonation .
- Learners act out other dialogues using the alternatives in the blue box.

### 4 – Teacher Presentation : Analysis of making offers with MAY and SHALL.

- The flight attendant **makes offers** to the passengers of the plane ,i.e. he tells them if they want to have a drink or any other thing . He uses the **modal MAY** and the **auxiliary SHALL** in his questions.
- The passengers **accept** or **decline** the offers by using **Yes, please** or **No ,thank you . I'm not.....**

### 5 – Pair work : Learners Analysis of making offers and Request and Asking for permission.

- Learners read activities 1 and 2 page 54.
- Learners make notes on rough paper ( which kind of modals or auxiliaries are used ?).

### 6 – Report Work:

- Learners share their notes with the class.
- Teacher makes notes on the blackboard :
  - May → permission
  - Would → request
  - Do you mind → request

### 7 – Role playing:

- Learners do activity 1 page 54 :
  - Pay attention to pronunciation and intonation.
  - Use the alternatives in the blue box.
- Learners read the items in the bubbles (Activity 2 page 54 ).
  - Pay attention to pronunciation and intonation.

### 8 – Group Work\_: Making ,accepting and declining requests (Activity 3 page 54 ).

- Split the class into four groups:
  - **Group one:** Act out dialogues with " Will "
  - **Group two:** Act out dialogues with " Do You Mind.....? "

- **Group three** : Act out dialogues with " Would you please .....?"
- **Group four** : Act out dialogues with " Would you Mind.....? "

*9 – Home work Assignment :*

- Write about real life situations in which you have to:
  - Make an offer.
  - Ask for permission.
  - Make, accept and decline a request .

## File Two- Sequence One

### Listen and Speak – Lesson two

#### Objectives:

Learners will make suggestions and accept or decline suggestions.

#### New Language:

1. The auxiliary SHALL (interrogative form ) : Shall we go shopping ?
2. The modal Can (negative form ) : Sorry ,I cant make it.
3. What about + Gerund : What about going shopping ?
4. What about + Time reference : What about Tuesday afternoon ?
5. That's a good idea ! - Let's go + gerund
6. Why don't we.....?

#### Materials:

The textbook "Spotlight on English "book 3.

#### 1 – Report homework and class discussion:

- Learners give examples about real life situations in which they make offers ,ask for permission and accept or decline requests.
- Teacher makes notes on the blackboard.
- Class discussion : Arguing and explaining.

#### 2 – Individual Listening and Writing:

- Teacher delivers dialogue number 1 :  
A – What are you doing tomorrow morning ?  
B – Nothing special.  
A – Shall we go shopping ?  
B – That's a good idea !
- Learners listen and list the verbs on a sheet of paper (list n° 1) .

N.B .Teacher has to read the dialogue twice if necessary.

- Teacher delivers dialogue number 2 :  
A – What are you doing tomorrow morning ?  
B – Nothing special.  
A – What don't we go shopping ?  
B – Sorry, I cant make it . What about Tuesday afternoon ?
- Learners listen and list the verbs (list n°2) .

N.B. Teacher has to read the dialogue twice if necessary.

### 3 – Report Lists :

- Learners share their lists with the class.
- Teacher makes notes on the blackboard :  
List n° 1                      List n° 2  
are you doing                are you doing  
shall we go                    don't we go

### 4 – Individual Analysis :

- Teacher delivers the two dialogues again.
- Learners listen and compare the two dialogues .
  - What's the difference between the two dialogues ? (the difference is B's attitude : in dialogue one, B finds that it is a good idea to go shopping .In dialogue two, B can't go shopping and wants to go shopping another day. )

### 5 – Teacher Presentation :

- Teacher makes notes on the blackboard :
  - Shall we go shopping = Why don't we go shopping ?
  - That's a good idea ≠ Sorry I can't make it ? What about Tuesday afternoon?
- Teacher explains :
  - The suggestion made by A.
  - Accepting the suggestion by B in dialogue one.
  - Declining the suggestion by B in dialogue two.
  - Making another suggestion by B after declining the first one (in dialogue two).

### 6 – Pair work : Activity 4 page 54.

- Learners read the whole exercise then write a dialogue (use the different alternatives in the blue box).
- Learners act out their dialogues.

e.g. :

A- What are you doing on Saturday afternoon ?

B – Nothing special !

A – Let's go cycling.

B – Sorry, I can't make it .What about Friday afternoon ?

### 7 – Individual Writing : Activity 1 page 55

- Learners write four pairs of sentences (questions and answers ,etc...) related the four pictures
- Learners share their answers with the class.
- Teacher notes the best ones on blackboard .
- Learners copy them down in their copybooks.

## File Two -Sequence One

### Read and Write I

#### Objectives:

Learners will read and pronounce correctly the " Spelling Alphabet " used by pilots and air traffic controllers.

#### New Language:

1. The " Spelling Alphabet ".
2. Language related to aviation :
  - to land – to take off – to approach
  - an international airport-a control tower - an air traffic controller .
  - air traffic .

#### Materials:

1. Pictures of planes , pilots, control towers, airports, etc.....
2. The textbook " Spotlight on English " book 3.

#### 1 – *Class discussion*

- Teacher displays the pictures on the blackboard.
- Learners tell the teacher what they know about what is in the pictures.
- Teacher makes notes on the blackboard.
- Learners copy down the teachers notes in their copy books with their translation into Arabic.

#### 2 – *Pre-Reading questions : At the check- in desk page 170.*

- Teacher writes the following questions on the blackboard :
  - Where does the scene take place ?
  - Where is A going ?
  - Which flight is he / she taking ?

#### 3 –*Individual reading : At the check-in desk page 170*

- Learners read the dialogue silently and answer the pre-reading questions.
- Learners share their answers with the class.

#### 4 – *Pre-Reading questions :*

- Teacher gives each learner a small sheet of paper in which are the following questions.
  - Where can you find a departure board ?

- Where can you find THIS departure board ?
- How many flights are there?
- How many companies are there ? Name them. Give their code .
- What about AF 421 and AF 174 flights ?
- What is a boarding pass ?
- Which kind of information can you find on a boarding pass ?

### 5 –*Pair Work* : *Interpreting documents.*

- Learners look at activity 1 and activity 3 page 52 and read silently the information on the departure board and the boarding pass.
- Learners write answers to the pre-reading questions.
- Learners share their answers with the class.

### 6 – *Pre-Reading questions* : " *An Italian plane is landing.....*"

- Teacher gives each learner a small sheet of paper in which are the following questions :
  - What is happening ?
  - Is the pilot speaking Arabic to the air traffic controller ?
  - What language do all pilots speak and why ?
  - Do the pilots pronounce the alphabet as we do ?
  - How is BE 449 pronounced ?

### 7 –*Individual Reading* : " *An Italian lane is landing ...*"

- Learners read the text on page 57 (silently ) and write answers to the pre-reading questions.
- Learners share their answers with the class .

### 8 –*Individual Loud and Chain Reading* :

- Learners read loudly the text n°1 page 57:
  - Each learner has to read one sentence only .
  - Pay attention to the pronunciation and intonation .
- Learners read loudly the "Spelling Alphabet " (text n°2 page 57 ) :
  - Pay attention to the exact pronunciation of each letter .

### 9 –*Individual Writing* :

- Learners write the "Spelling Alphabet " in their copy book :
  - e.g. A- Alpha
  - B- Bravo
  - C- Charlie, etc....
- Learners do activity 1 (practise ) page 56.

## File Two – Sequence One

### Read and Write II

#### Objectives:

Learners will write a paragraph inviting tourists to visit their region or hometown.

#### New Language :

1. Making suggestions :
  - Why don't you come to....?
2. The imperative :
  - Come and visit.....
  - Take a.....to.....
  - Admire .....etc...
3. Locating places :
  - North, South, East, West of .....etc...
4. Geographical names.

#### Materials:

1. A collection of Algerian road signs.
2. A road map of the U.K.
3. The picture in the textbook " Spotlight on English " book three (page 58).

#### 1 – *Individual writing : Road signs .*

- Teacher displays the road signs on blackboard.
- Learners describe them :
  - Shape.
  - Colour.
  - Languages used.
  - Meaning of the sign.

**N.B :** Learners write descriptions on sheets of paper.

#### 2 – *Class discussion:*

- Learners report their descriptions and share them with the class.
- Teacher makes notes on the blackboard.

### *3 – Individual interpretation of documents: Wales.*

- Teacher displays the map of the U.K on the blackboard.
- Learners name and locate the different countries of the U.K :
  - England (the larger country ).
  - Scotland (in the north of Britain ).
  - Wales (west of England).
  - Northern Ireland ( West of Britain – Separated from Great Britain by the Irish sea).
- Learners do activity 1 page 58 and compare with Algeria :
  - Describe the signs ( shape – colour ).
  - Read the contents.
  - Interpret the contents (languages, the dragon, the £1000 penalty ).

### *4 – Report work and class discussion:*

- Learners share their ideas with the class .
- Learners compare with Algeria and argue.

### *5 – Individual Reading : Activity 2 page 58.*

- Learners look at the pictures and the map of Wales and read their contents.
- Learners interpret the documents, read the text "Welsh Tourists Board Leaflet " and find the missing information in the text .
- Learners read the text loudly and report the missing information to the class.

### *6 – Individual Writing : Activity 3 page 58.*

- Teacher gives each learner pre-writing notes on small sheets of paper :
  - The places to visit.
  - The route to follow.
  - The most interesting activities.
- While learners write paragraphs, teacher walks around the class to give help.

### *7 – Report Work :*

- Learners report their ideas to the class.
- Teacher makes notes on blackboard and organises them so as to have a coherent paragraph.
- Learners copy the paragraph in their copybooks.

## File Two – Sequence One

### Project task n°1

#### Objectives:

- Learners will make a word maps related to :
  - The places and the people in the U.K
  - Travelling by air to the U.K
- These word maps are to be inserted in a phrasebook for tourist with no knowledge of English .

#### New Language :

- Recycling the language learnt in sequence one :
  - Making suggestions and offering help.
  - Vocabulary related to travel and airports.

#### Materials :

- A road map of the U.K
- Photos of places of interest in the U.K.
- The textbook " Spotlight on English " book 3.

#### *1 – Class Discussion :*

- Teacher displays the road map on the blackboard .
- Learners comment the map, name and locate places.
- Learners argue about the places they wish to spend holidays in.

#### *2 – Pre-reading Questions : Project Announcement (task n°1 ) page 50*

- Teacher gives each learner a sheet of paper with the following sentences :
  - Read the project announcement page 50.
  - Read again the first project task.
  - Explain what to do as project work ( look for definitions of words in a dictionary).
  - Explain what to do in the first project task.

#### *3 – Individual Reading and Writing : Project Announcement (task n° 1)*

- Learners read project announcement page 50.
- Learners read again project task n°1 .
- Learners write notes explaining what to do (answers to pre-reading questions).

#### *4 – Report Work :*

- Learners share their answers with the class.
- Teacher makes notes on the blackboard.

#### *5 – Teacher Presentation :*

- Teacher uses notes on the blackboard to explain what to do and how in order to realise the project work..
- Teacher splits the class into four groups :
- Group one make a word map related to places.
- Group two make a word map related to people.
- Group three make a word map related to actions.
- Group four collects pictures that the three groups may use.

#### *6 – Homework Assignment :*

- Use dictionaries.
- Each group realise their word map.
- All the groups do activity 5 ( project task n° 1).

## File Two – Sequence Two

### Listen and Speak (Lesson One )

#### Objectives:

- Learners will ask for / give directions and locate amenities.

#### New Language:

1. The modals CAN and COULD  
e.g. How can I get to ....?  
Could you tell me the way to.....?
2. The imperative  
e.g. Go straight on ...  
Turn right... etc...
3. The " going to " form  
e.g. Now we are going to visit ...
4. On your left / right – Go through / out of/ along / into – In front of / Behind / Opposite...

#### Materials:

5. Pictures and photos of :
6. A London open – top bus.
7. Places of interest in London (Buckingham Palace, Tower Bridge, the Tower of London, the Houses of Parliament, Big Ben ,etc.... ) .

#### *1 – Pre-reading Activity : London and its places of interest :*

- Teacher displays the pictures on the blackboard.
- Teacher gives each learner a small sheet of paper with the following sentences :
  - Look at the pictures on blackboard and in book page 59.
  - Name the different people and objects in the pictures.
  - Write one sentence for each picture (describe places and actions ) .

#### *2 – Individual Reading and Writing : London and its places of interest .*

- Learners read the text " Tour Guide" (sequence two ) page 171.
- Learners read and do activities 1, 2 and 4 page 59.

### 3 – Report Work :

- Learners report their answers to the class.
- Learners discuss the answers.
- Teacher makes notes on the blackboard ( the right notes are to be written under the right pictures ) .

### 4 –Teacher Presentation : Asking for / Giving directions – Locating Amenities.

- Teacher explains that learners are supposed to be tourists in London and are obliged to ask for directions.
- Teacher gives an example :
  - Tourist** : Excuse me sir .How can I get to Buckingham place ?
  - Londoner** : Go along the Mall . Buckingham place is just in front of you .  
You can't miss it .
- Teacher explains Buckingham Palace and the Mall.
- Learners act out the example .

### 5 – Pair Work : Activity 1 page 61 ( practise .)

- Learners write three dialogues about how to get to :
  - the National Gallery.
  - Piccadilly Circus.
  - Green Park.
- Learners act out their dialogues ( pay attention to pronunciation and intonation ) .

### 6 - Individual Writing : Activities 1 page 62 (Imagine).

- Learners read the whole page .
- Teacher asks learners about what to do and makes himself / herself sure learners have understood what to do.
- Learners write their short talks.

### 7 – Report Work :

- Learners report their work to the class.
- Teacher makes notes on the blackboard.
- Teacher organises the notes in such a way as to have an original talk.
- Learners write the talk in their copy-book.
- 

### 8 – Homework Assignment :

- You are a tourist guide in your hometown.
- Write a short talk about the places you are visiting with your group of tourists.

## File Two – Sequence Two

### Listen and Speak ( lesson 2 )

#### Objectives:

- Learners will ask about distances and time and give distances and time.

#### New Language:

- How far is.....?
- How long does it take to go to....?
- It is about + distance.
- It is about + time.
- The specific use of the possessive case in " it is about 10 minutes' walk ".
- A yard – a mile – a long time – not long – not far .
- On foot – by car / bus / train / plane.

#### Materials:

- A poster with the following information :

Towns	Distances	Time by bus	Time by plane
ALGIERS – BLIDA	50 km	45 min.	/
ALGIERS – TIZI-OUZOU	100 km	1h 30 min.	/
ALGIERS – GHARDAIA	600 km	09 h 30 min.	1 h 00 min.
ALGIERS – ORAN	450 km	09 h 00 min.	50 min.
ALGIERS – TAMANRASSET	2000 km	36 h 00 min.	2 h 30 min.

- The textbook "Spotlight on English " book 3

#### 1 –Individual Reading and Writing:

- Teacher displays the poster on the blackboard.
- Learners read the information.
- Teacher gives each learners a sheet of paper with the following information:
  - Write sentences like this :
    - A- There are 50 km from Algiers to Blida
    - B- When the plane takes off at 10:00 at Houari Boumediene airport, it arrives at 11:00 at Ghardaia airport.

#### 2 – Report Work:

- Learners report their sentences to the class.

- Teacher makes notes on the blackboard.

### *3 – Teacher Presentation : Asking about Distances and Time / Giving Distances and Time.*

- Teacher uses the notes on the blackboard to explain :
  - How far is....?
  - How long does it take to get to.....? e.g. How many kilometres are there from Algiers to Blida ? = How far is Blida from Algiers ?
  - How much time do you need to go from Algiers to Ghardaia by plain ? = How long does it take to get from Algiers to Ghardaia by plane ?

### *4 - Class Interaction : Asking about Distances and Time / Giving Distances and Time.*

- Learners use the information in the poster.
- Learners write questions and answers using " how far....?" and "how long...?".
- Learners share questions and answers with the class ( Class oral Interaction- Pay attention to pronunciation and intonation ).

### *5- Pain Work: Activity 2 page 61 ( Practise ).*

- Learners write short dialogues asking for and giving time and distances using the information in boxes 1,2,3 and 4.

### *6 –Report Work : Activity 2 page 61 ( Practise ):*

- Learners act out their dialogues ( pay attention to pronunciation and intonation ).

### *7 – Pair Work : - Asking for / Giving Distances and Time- Asking for / Giving Directions- - Locating Amenities.*

- Use the map of London page 61.
- Learners are supposed to be visiting London.
- Choose one position in the map (1 to 9) and imagine how to go from the position. chosen to any place of interest in London.
- Write a conversation between you (tourist) and a Londoner (policeman or any other Londoner ) about :
  - Asking for directions, distances and time.
  - Giving directions, distances and time.
  - Locating amenities.

### *8 – Report Work :*

- Learners report their work.
- Teacher makes notes on the blackboard in such a way as to have an original dialogue.
- Learners act out the dialogue written on the blackboard by the teacher.

## File Two – Sequence Two

### Read and Write I

#### Objectives:

Learners will write a letter to a pen- friend ( who is coming to visit their hometown ) in which they inform him / her about the visit they have planned for him / her.

#### New Language:

1. Recycling the " going to " form and the future simple (shall / will).
2. Sequencers (first , then , after that...).
3. The passive voice ( you'll be taken to...).
4. Vocabulary related to travelling.

#### Materials:

1. Cards with pre-reading questions about texts one, two, three, four and five page 65.
2. The " Read and write I " section of the book " Spotlight in English " book 3 ( pages 64 and 65 ).

*1 – Pre- reading Questions : Texts 1,2,3,4 and 5 page 65.*

- Give each learner a card with the following questions :

#### *Text One :*

- Is the text about visiting London by train ?
- What is an open – top bus ?
- Where do departures take place ?
- What time is the first departure ?
- How long does it take from a departure to the next ?
- Are there any departures for non- speakers of English ?
- Name the tour operator.
- How much does it cost for a child and for an adult to tour London ?
- List the places to visit.
- Make a list of verbs related to the places visit.

#### *Text Two :*

- List the instructions given to travellers .Use the imperative  
e.g. Buy your ticket before you intend to travel.

*Text Three Four and Five :*

- How are these texts written ?
- Rewrite them in full sentences.

*2 – Individual Reading and Writing:*

- Ask the learners to read silently the given texts page 65.
- Ask the learners to look for the answers to the pre-reading question and write them down on rough paper.

*3 – Report Answers:*

- Learners share their answers with the class.
- Teacher makes notes on the blackboard like this:

*Text One:*

Departure (place)	Departure(time)	Fare	Places to visit	Observations
Coventry Street	9: 30 a.m. and every half -hour	Adults: £8 Children under 16 : £3	- Going through the City of Westminster - Going through the City of London - Seeing the Tower of London ,the Tower Bridge , the Houses of Parliament ,Big Ben , Westminster Abbey, Trafalgar Square , St Paul's Cathedral	Multi –language departures every hour .

*Text two :*

- Limit your luggage to one suitcase.
- Buy your ticket before you intend to travel.
- Make advance bookings .
- Buy an " open " return ticket when you are unable to confirm your return time.
- Take your ticket to any of our nearest agent's for your bookings .

*Texts 3, 4 and 5:*

- I will arrive at Heathrow airport on Wednesday at 10:00 in the morning.
- Steve is arriving at Heathrow airport on Wednesday at 10:00 in the morning.
- I will leave Victoria Station on Thursday at 12:30 in the afternoon.

- John is leaving Victoria Station on Thursday at 12:30 in the afternoon.
- I am expecting you at Swansea Train Station tonight at 5:00.
- Sally 's mother is expecting you / him / her / them at Swansea Train Station tonight at 5:00.

*4 – Pair work : Activity 1 page 64 (Read and Write I).*

- Learners read sally's letter to Jenny and Steve and complete the blanks with the missing information ( use the teacher's note on the blackboard ).
- Learners analyse the letter and split it into parts :
  - Part 1 : the ate (top right corner ).
  - Part 2 : Dear Jenny and Steve (top left corner).
  - Part 3 : I'm happy to welcome you (Sally's feelings).
  - Part 4 : I've already planned .....Trafalgar square to have a walk there (the plan of the visit ).
  - Part 5 : I hope.....in Britain (Sally's wishes).
  - Part 6 : Love, Sally (Ending) .

*5 – Report Work :*

- Learners report their work to the class.
- Teacher makes notes on the blackboard so as to have a framework of a letter.

*6 – Individual Writing : Activity 1 (Write it out ) page 64.*

- Learners write drafts of letters on rough paper.
- Teacher walks around the class to give help.

*7 – Report Work : Activity 1 (Write it out) page 64.*

- Learners report their work to the class.
- Teacher makes notes on the blackboard so as to have a model a letter.
- Learners copy the model letter in their copy-book..

## File Two – Sequence Two

### Read and Write II

#### Objectives:

Learners will read ,understand and extract information from texts about travelling .

#### New Language :

- 1 – Vocabulary about travelling :
  - long distance- exploring – approaching
- 2 – Vocabulary about space :
  - astronaut – the Moon – Spaceship
- 3 – Geographical names :
  - the US – America – Mount Rushmore – South Dakota – the Blacks Hills.

#### Materials:

- A map of the United States.
- Pictures of long-distance coaches (buses).
- Pictures of Spaceships.
- Cards with pre-reading questions.

#### *1 – Individual Writing :*

- Teacher displays the map of the U.S and the pictures on the blackboard.
- Learners write one sentence about each picture ( the sentence will summarise the contents of the picture ).

#### *2 – Class Discussion :*

- Learners share their sentences with the class.
- Teacher makes notes on the blackboard and explains vocabulary related to the United States , long- distance travel and space.

#### *3 –Pre- reading Questions : Read and Write II (Texts 1 and 2 age 66).*

- Give each learner a card with the following pre-reading questions:
  - Look at the three pictures page 66 and describe them :
    - Picture one : - long-distance bus.
    - Greyhound : Name of the bus Company.
    - At the background is a mountain.
    - Heads Carved into the top of the mountain .

Picture two : - Three American astronauts.

- Their names Neil Armstrong, Buzz Aldrin and Michael Collins.

Picture three : - A cartoon..

- Space travellers ( Space tourists!?).

*4 – Individual Reading and Writing : Read and Write II p 66.*

- Learners read the text and the contents of pictures.
- Learners write answers to the pre-reading questions.

*5 – Report Work :*

- Learners report their answers to the class.
- Teacher makes notes on the blackboard (Write as many notes as possible about picture three ).

*6 – Class Discussion :*

- Ask learners about the possibility to tour the Space.
- Do learners know the name of any famous space tourist ?

*7 – Pair Work :*

- Ask learners to do the activity about picture three (Welcome aboard the Spaceship ).

## File Two – Sequence Two

### Project Task n°2

#### Objectives:

1. Learners will make a word map related to a land journey.
2. Learners will write dialogues about :
  - asking and giving directions.
  - asking for and giving time of arrival and departures

#### New Language:

- Recycling the language learnt in sequences one and two :
  - How can I get to.../ Can you / Could you tell me the way to...?/ The imperative / Prepositions of place.
  - How long is...?/How does it take to get to...?/ It is about + distance or time/ How far is....? Not far / It takes a long time / Not long.
  - On foot- by air – by train – by bus – by car .
  - Vocabulary related to travel : land and air travel .

#### Materials:

- The materials used in project task one.

#### *1 –Check Homework :*

- Each group spokesperson reports the way they did the work ,explains the meaning of the different items they collected and gives their translation in Arabic.
- Teacher helps and corrects mistakes if any .
- Another member of the group makes notes on the blackboard and organises them in a rational way so as to have an easy to use page of the phrasebook..

#### *2 – Class Discussion :*

- Learners comment the homework (project task n°1 ). The comments will be on :
  - the way of working.
  - the difficulties met.
- Teacher gives advice for further actions.

#### *3 –Pre- reading Questions : Project Announcement (task n 2) page 50.*

- Teachers gives each learner a sheet of paper with pre-reading questions ( given for project task one).

*4 –Pair Work : Project Announcement (task n° 2) page 50.*

- Learners read pre-reading questions and project task n° 2.
- Learners write notes explaining what to do for project task n°2.

*5 –Report Work :*

- Learners share their answers and ideas with the class.
- Teacher makes notes on the blackboard.

*6 –Teacher Presentation :*

- Teacher uses the notes on the blackboard and explain how to organise them..
- Teacher makes himself / herself sure the learners have understood what to do .
- Teacher tells the same groups to do the same work ( the theme in now " a land journey" ).

*7 –Homework Assignment :*

- Learners are asked to do as for project Task n 1.
- Learners will prepare the two first pages of the travel phrasebook for the next session related to the project work..

## File Two – Sequence Three

### Listen and Speak (Lesson one)

#### Objectives:

Learners will produce short talks in which they explain tourists the visit they have planned for them.

#### New Language:

- The future tense.
- The modal CAN.
- I suggest .... / If you want to... / I recommend.... /
- An art gallery – a gift shop – a disco- a leisure centre.

#### Materials:

- Pictures of :
  - The Port of Sid Fredj (port de plaisance de Sidi Fredj ).
  - The Ben Aknoun Leisure Park (Park d 'attractions de Ben Aknoun ).
- A map of Great Britain.
- The textbook " Spotlight on English " book 3.

#### *1 – Individual Reading and Working:*

- Teacher gives each learner a card with the following questions :
  - List the names of places where to spent Winter, Spring and Summer holidays.
  - Are there any leisure centre in Algeria ? Name them.
  - It there any leisure centre in your hometown ? Name it if any .
  - Have you every been to :
    - The Port of Sidi Fredj ?.
    - The Ben Aknoun leisure center ?
  - List the activities you can do at the Ben Aknoun Leisure Centre .
- Learners write answers to the questions on rough paper .
- While the learners are writing , teacher displays the pictures and the map of Great Britain on the blackboard.

#### *2 –Class discussion :*

- Learners report their answers to the questions, share them with the class and relate them to the pictures displayed on the blackboard.
- Teacher makes notes on the blackboard and relate them to the pictures.

#### *3 –Individual Reading : Swansea Maritime Quarter*

- Learners look at the map f Great Britain and locate Swansea.

- Teacher gives information about Swansea and its Maritime Quarter .
- Learners read text "At a tourist agency " page 171 and do activity 2 page 67.

#### *4 –Report Work : Activity 2 page 67.*

- Learners report their answers
- Teacher explains: Art Gallery – a Welsh gift shop – Discos- a leisure centre.

#### *5 –Teacher Presentation : Analysis of the language used in the text "At a tourist agency" page 171.*

- Ask learners to pick up phrases related to places to visit in the Maritime Quarter in Swansea:
  - There are many....
  - I particularly recommend the...
  - You can have good time.
  - I also suggest a ....
  - If you want to admire...
  - If you like modern music and dancing...
  - You can go to...
  - You can't leave Swansea without taking ....
  - Enjoy you stay!
- Teacher writes the phrases on the blackboard and explain them.
- Teacher explain that the text is a description of what we can do in the Maritime Quarter in Swansea.

#### *6- Individual Writing : Planning a visit to the Maritime Quarter in Swansea .*

- Ask learners to produce sentences about what to visit in the Leisure Centre using future tense and the following steps :
  - A- The Art Gallery (to admire beautiful paintings) .
  - B- The Dino Disco (if you like modern music and dancing ) .
  - C- The Welsh Gift Shop (to buy souvenirs) .
- Learners will use the contents of the text " At a tourist agency " page 171 and the steps of the visit to write a talk to explain tourists the visit planned for them .

#### *7 –Report Work :*

- Learners report their sentences and talks to the class.
- Teacher makes notes on the blackboard so as to have an original talk.
- Learners act out the talk ( Pay attention to pronunciation and intonation ) .
- Learners copy the talk in their copy-book..

#### *8 –Homework Assignment:*

- You are supposed to be a tourist guide in your hometown..
- Write a talk in which you explain tourists the visit you have planned for them..

## File Two – Sequence Three

### Listen and Speak (Lesson Two)

#### Objectives:

Learners will act out short dialogues in which they have to use :

- the corrective stress.
- the suggestion making / accepting / declining stress.
- the long vowels.

#### New Language:

- Recycling the present , past and future tenses.
- Recycling the language related to making offers, asking a favour, making and accepting or declining suggestions.

#### Materials:

- The textbook "Spotlight on English" book3 (Its "Say it Clear" and "Practise" sections).

#### *1 – Individual Reading Aloud : The long Vowel Sounds /     :/*

- Teacher gives each learner a card with the following words ( with their phonetic transcription ) :

##### **list one** : Geographical names :

Earth	Pearl Harbour
Mercury	Perth
Saturn	Turkey
Jersey	

##### **List Two** : Proper names

Carl	Bernard
Charles	Bert
Lindbergh	Pearl
Herbert	Ursula
Ernest	Percy
Shirley	

##### **List Three** : Verbs

surf

##### **List four** : names

harbour	Bluebird
---------	----------

- Learners read the words loudly (make each learner read only three words .Pay attention the pronunciation of the long words. Correct the defective learners on the spot).

## 2 –Teacher Presentation : Analysis of Long Vowels :

- Teacher writes the following examples on the blackboard :
 

A- Charles	Bert
B- Bernard	Ursula
- Teacher pronounces the first pair of words (Charles and Bert)insisting (stressing) on the long vowels /ɑ : / and /ə : /
- Learners have to pay attention to the length of the sounds.
- Teacher repeats the same operation with the second pair of word ( Bernard and Ursula ) insisting on the different between /ə: / and /ə / and the similarity of /u / and /ə / .
- Teacher explains the difference between a long and a short vowel and the /:/ sign in the phonetic transcription .

## 3 –Individual Reading Alone :

- Learners read again the lists of words in their cards.
- Teacher corrects the pronouncing mistakes on the spots using the blackboard to show the different features of the pronunciation ( use of the phonetic transcription ) .
- Learners read the words ( in phonetic transcription ) in exercise 3 page 68.

## 4 –Group and Pair Work : Using the Correct Intonation and Stress ( Activities 1 and 2 page 68 ).

- Split the class into four groups :
  - Group one deal with dialogue 1.
  - Group two deal with dialogue 2.
  - Group three deal with dialogue 3.
  - Group four deal with dialogue 4.
- Each pair in each group practise their dialogue

## 5 –Report Work :Acting out dialogues :

- Learners act out their dialogues using the right pronunciation, intonation and stress.
- Teacher and learners correct the pronouncing mistakes on the spot.

## 6 –Individual Writing : Building Dialogues :

- Split the class into two groups :
  - Group one do exercises one and two page 69.

- Group two do exercise three page 69.
- Each learner write his / her own dialogue.

#### *7 –Report Work and Role Play :*

- Each pair in each group share their dialogues and agree on one dialogue to act out.
- Pairs act out dialogues in front of their mates.

#### *8 –Homework Assignment :*

- Ask learners to do exercise four page 69.

## File Two – Sequence Three

### Read and Write I

#### Objectives:

Learners will write a paragraph about predicting what will happen.

#### New Language:

- Recycling the future tense.
- Vocabulary about the weather.
  - temperature – sunny – cloudy – rainy – snowy, etc...
- Vocabulary about fortune telling
  - fortune teller- successful – to appear in one's life ,etc

#### Materials:

- A picture of a fortune teller at work and a maps with the weather forecast on it.

#### *1 –Individual Writing : Predicting What Will Happen*

- Teacher displays the picture of the fortune teller and the map with the weather forecast.
- Ask learners to write sentences about the two documents (use the future tense ).

#### *2 –Class Discussion : Fortune Telling – Weather Forecast :*

- Learners share their ideas and sentences.
- Teacher makes notes on the blackboard.

#### *3 –Individual Reading and Writing :*

- Learners read the four texts page 73 and do exercise one page 72.

#### *4 –Report Work : Exercise one page 72 :*

- Learners share their answers with the class.

#### *5 –Teacher Presentation : Analysis of Predicting Events ( use the future tense ).*

- Learners read the four texts again and do exercise 2 page 72 . Ask the learners not to underline verbs but to make lists of phrases ( subjects and verbs ).
  - Text one :
    - You won't be ...
    - An old friend of yours will appear...
    - You will start...

- Text Two:
  - Temperatures will be...
  - There will be ...
  - Scotland and England will be...
  - Winds will be...
  - They will be...
  - Conditions on the road will be...
  - Drivers should be...
  - They should drive...
- Text Three :
  - I'll tell you...
  - You'll move...
  - You will cross...
  - You will travel...
  - You will meet...
- Text Four :
  - John will be...
  - He has planned...
  - He's going to meet...
  - They're going to spend...
- Text Five:
  - It's going to rain...
  - We'd better go back...
  - The sea's going to be...
- Learners report their phrases and teacher makes notes on the blackboard.
- Teacher and learners analyse the tenses used and their meaning in the texts.
- Teacher explains the differences between :
  - Simple future : What is likely to happen or to be ( predicting ).
  - " Going to " form : What to do or happen immediately .
  - Should / Would : An obligation.

#### 6 –Individual Writing : My next Year Resolutions :

- Learners do activity 1 ( practise ) page 72 :
  - Ask learners to write about one resolution for each month : Start with " In January I....").

#### 7 –Class discussion : My next Year Resolution .

- Learners share their resolutions with the class.
- Learners argue about their resolutions.

#### 8 –Homework Assignment :

- Ask learners to do activity one ( write it out ) page 72.

## File Two – Sequence Three

### Read and Write II

#### Objectives:

- Learners will read and understand a text about places of interest in London.
- Learners will write a short text about Algiers.

#### New Language:

##### Recycling :

- The imperative.
- If + simple present...., imperative ( If you want to do some shopping , take a taxi to Oxford Street ).
- The future tense.
- Vocabulary about famous places in London.
- Names of famous places in London.

#### Materials:

- Several copies of the plan of inner London.
- Pictures of famous places and events in London.

#### 1 –Check Homework :

- Learners report their homework to the class.
- Teacher leads a discussion about some samples of the learner's homeworks.

#### 2 –Individual Writing :Winning a Week's Trip to London .

- Teacher displays the pictures of famous places and events in London and gives each learner a copy of the inner London plan.
- Learners name the places and the events and locate them on the plan of inner London.
- Learners classify (order) the places they would like to visit and the events they would like to attend.

#### 3 –Class Discussion : Winning a Week's Trip to London.

- The learners are supposed to have won a week's trip to London.
- Learners build and act out dialogues to make suggestions about places to visit and events to attend( See examples in activity one page 74 ).

*4 –Individual Reading : Places to visit in London:*

- Teacher gives each learner a card with the following table :

*Places to visit in London*

Places to Visit	When to visit them	What to see and / or what to do there.

- Learners read the text " Places to visit in London " page 74 and fill in the table with information from the text.

*5 –Report Work : Places to visit in London.*

- Learners report their answers.
- Teacher makes notes on the blackboard.

*6 –Individual Writing : Places to Visit in Algiers.*

- Ask learners to fill in a table about Algiers ( the table is similar to the one used for London ).
- Learners then write a short paragraph about places to visit in Algiers.

*7 –Report Work : Places to visit in Algiers.*

- Learners report their answers.
- Teacher makes notes n the blackboard so to have a short paragraph..

## File Two – Sequence Three

### Project Task Three

#### Objectives :

Learners will build dialogues related to the departure and arrival times of the Thames River Cruises. These dialogues are to be translated in Arabic and inserted ,as examples of situations to face when visiting London, in the travel phrasebook.

#### New Language:

Recycling all the language learnt in sequences one ,two and three.

#### Materials:

- The materials used for project tasks one and two.
- The documents collected when dealing with project tasks one and two.
- The textbook " Spotlight on English "book 3 (Project task three page 50 ).

#### *1 –Check Homework : Project Tasks one and Two.*

- The spokespersons for each group report work about the two first project tasks.
- The spokespersons explain, with the help of other member of the group the tasks.
- The spokesperson and his mates may use any device ( a data show for example) to show and display the drafts.
- Teacher guides, helps and correct mistakes if necessary.

#### *2 –Teacher Presentation : Format and Contents of the Phrasebook.*

- Teacher describes the phrasebook:
  - The cover page.
  - The organisation of the inner pages .
  - The classification of items and their translation into Arabic.
  - The illustrations and comments.

#### *3 –Individual Reading : Project Task Three page 50.*

- Teacher tells learners to red project task three.
- Learners explain what to do .

#### *4 –Pair Work :*

- Learners build dialogues using the information in the table ( Project Task Three page 50 ).

#### *5 –Report Work :*

- Learners report their dialogues and act them out.
- Teacher makes notes on the blackboard so as to have some samples of dialogues.
- Teacher helps pupils to translate the dialogues into Arabic.
- Learners copy the dialogue down in their copy-books.

#### *6 –Homework Assignment :*

- Ask learners to work in groups to put the final touch to each project work.
- Ask learners to schedule meetings in which the groups spokespersons will write the final raft of the project work and prepare themselves for the project round up session.

## File Two – Snapshots of Culture

### Objectives:

- Learners will read pieces of writing about Scotland and its culture.
- Learners will sing the Scottish song " For Auld Lang Syne".

### New Language:

- Language related to Scotland and its culture:
  - Loch, monster, dinosaurs, tune, song.
  - Loch ness, the Loch Ness Monster, Nessie, The Highlands, Hogmanay, Gaelic, Scots, Ceilith, For Auld Lang Syne.

### Materials:

- A map of Scotland.
- Pictures of places of interest in Scotland.
- Pictures of dinosaurs.
- The picture of " Nessie", the Loch Ness monster.
- The textbook " Spotlight on English " book 3 ( page 75 ).

### *1 –Individual Writing : Scotland.*

- Teacher displays map and pictures on blackboard and numbers each document .
- Learners write one sentence related to each document

### *2 –Class Discussion : Scotland.*

- Learners share their sentences with the class.
- Learners share what they know about Scotland.
- Teacher makes notes on the blackboard.

### *3 –Pre-reading Questions : Nessie, Hogmanay and For Auld Lang Syne.*

- Teacher gives each learner a card with the following sentences :
  - Read the three texts page 75.
  - Say what the following words mean to you :
    - Loch Ness – the Loch Ness Monster – Nessie.
    - Hogmanay – Gaelic – Ceilith .
    - For Auld Lang Syne.

#### *4 –Individual Reading and Writing : Nessie – Hogmanay - Auld Lang Syne.*

- Learners read the three texts page 75.
- Learners write answers to the pre-reading questions.
- Learners do activity one page 75.

#### *5 –Class Discussion:*

- Learners report their answers and share them with the class.
- Learners argue about the existence or the non-existence of Nessie.

#### *6 –Teacher Presentation : Singing the song " For Auld Long Syne ".*

- Teachers reads the text of the Song loudly ( pay attention to the exact pronunciation , intonation and stress ).
- Learners follow in their books.
- Ask learners to make a list of the words they don't understand.
- Teacher explains the words.

#### *7 –Individual Reading Alone : For Auld Long Syne.*

- Learners read the text of the song page 75.
- Each learner will read two lines only.
- Pay attention to pronunciation , intonation and stress.

#### *8 –Chorus Reading:*

- Learners read all together the text of the song two lines by two lines.
- Pay attention to pronunciation, intonation and stress.

#### *9 –Chorus Singing:*

- Learners do activity 2 page 75.

## File Two –Overview

### Do the Exercises and Draw the Rules

#### Objectives:

- Learners will develop strategies in writing texts .
- Learners will draw rules about functions of language and sentence structure.
- Learners will draw rules about unpronounced letters in words and where to put the stress in two syllable words.

#### New Language:

- Transforming orders into polite requests.
- Plurals ( ending and irregular plurals ).
- Ordering many adjectives in a sentence.
- Unpronounced letters.
- Indicating stress in two syllable words.

#### Materials:

- The " Do the Exercises and Draw the Rules " section of the textbook " Spotlight on English " book three.
- Photocopies of the letter in the brown box page 77 (one copy for each pair of learners ).

#### *1 –Individual Reading and Thinking : Writing Texts.*

- Learners read the whole contents of page 77.
- Learners explain what to do .

#### *2 –Pair Work : Writing Text :*

- Teacher gives each pair a copy of Karim's letter to Karima
- Learners read it and underline the mistakes in red.
- Learners write the correcting symbols related to each mistake in the margin.
- Learners do activity two page 77.

#### *3 –Report Work : Writing Texts.*

- Pairs report their work and share their answers with the class.

- Teacher explains the role of the indentation and tells learners to suggest a symbol for the indentation mistake.
- Teacher makes note on the blackboard so as to have the rule about how to organise a text.

#### *4 –Group Work : Drawing Rules*

- Split the class into five groups : Ask the learners to count from one to five in turn. The ONE' s ( those who have said " one " when counting from one to five ) are group one, the TWO s are group two, etc...
- Group one do activity page 78, group two do activity one page 79, group three do activity two page 79, group four do activities one and two page 80 and group five do activity about sentence structure page 80.

#### *5 - Report Work : Drawing Rules.*

- Ask learners from each group to report their answers to the class.
- Teacher corrects mistakes on the spot.
- Teacher makes notes on the blackboard so as to have all the rules.

#### *6 –Individual Writing :*

- Learners copy the rules down in their copy-books. The rules are about :
  - How to organise and write texts.
  - How to transform orders into polite requests.
  - Unpronounced letters.
  - Putting the stress in two syllable words.
  - Ordering many adjectives in a sentence.

## File Two – Project Round –up

### Objectives:

- Learners will put the final touch to the project work..

### New Language:

- Recycling the language learnt through the file .

### Materials:

- All the materials used in project tasks one , two and three .
- All the documents collected.

### *1 –Check Homework : Project Tasks one ,two and three.*

- The spokesperson for each group reports their work:
  - Way of working.
  - Number of meetings and where .
  - Difficulties faced.
- The spokespersons, with the help of other members of their groups, show and display their project tasks ( use any suitable device ).

### *2 –Class Discussion : Project Tasks one, two and three.*

- All learners comment, give precisions, etc...
- Teacher acts as a guide, an adviser and an umpire.

### *3 –Spokespersons Presentation : A travel Phrasebook.*

- The spokespersons for the groups present the plan of the phrasebook ( Homework given for them during the session devoted to the project task three ) :
  - The front page .
  - The word maps organised into topics.
  - The translations into Arabic.
  - Typical dialogues related to typical face-to-face situations when travelling and visiting places.

*4 –Class Discussion : A Travel Phrasebook.*

- Learners comment honestly the plan of the phrasebook.
- Learners make suggestions.
- Learners give ideas on how to edit the phrasebook.
- Learners agree on a team responsible for the editing of the phrasebook.

Don't forget ! The project work will enter a competition by the end of the year.