Let's Discover More English

8th Year Basic Education
Teacher's Book

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Preface

To the teachers of the 8th year basic education, the materials you will be using to implement the 8th Year Basic Education official programme are entitled LET'S DISCOVER MORE ENGLISH. They include :

- – A Student's Book,
- – An Activity Book
- - A Teacher's Book
- - A cassette or CD for the aural input texts.

The Teacher's Book will provide you with insights on how to interpret and use the materials properly.

It contains 2 parts :

- - Part 1 : The principles we applied in designing the materials
- - Part 2 : A lesson-by-lesson implementation scheme.

The principles we applied in designing the materials

a- Learning Principles

• Learning is a discovery process, hence the title we gave to the materials. We believe that students will have to work on discovering more about the English language using the proper strategies and their previous acquisitions. We also believe that in the process of discovering more about English, they will discover more about themselves. They will learn about other people's views on issues they can relate to, and, by the same token express their own.

• Learning English should result in the development of the learner's knowledge of the language and his/her ability to use that knowledge to communicate with others. Learning the grammar rules for its own sake falls short of serving the most essential functions of language which is communication. Besides, knowledge that is not meaningful to the individual learner stands a very little chance to be retained.

• Learning is multi-dimensional. In addition to the above, learning should encompass developing learning strategies (learning how to learn). Learners need to become aware of the strategies they have been using and develop new ones.
Furthermore, the classroom context, where most of the learning takes place, is expected to help the learners develop social skills. Values such as cooperation, tolerance of others, respect for of other people's views and attitudes are only a few of the so many that could be developed. Ultimately, learning should be considered as an agent of change that will promote the learner's development as a human being, not just as a learner of English.

• Learning is viewed as a serious challenge to the learners. It can be the source of great anxiety and frustration. To take up the challenge, learners need to be highly motivated, and to succeed they need to get support and guidance. On the other hand, a too relaxed classroom atmosphere will kill the impetus to learn. It is therefore important to give the learners sustained encouragement in a tension-free atmosphere while keeping them constantly on their toes.

• Learning can also be the source of great satisfaction and serve well the learners' self-esteem. Regular successes will give the learner the feeling that he/she is capable of overcoming even harder hurdles. While a few failures will be enough to dash any learner's hopes of success. It is therefore of paramount importance to make sure that what the learner is required to do is within the range of his/ her abilities and that the chances of his/ her success in doing it are high.

• Learning is the learner's responsibility, not the teacher's. Unless students choose to be responsible for their learning, it is unlikely that anyone can coerce them into it. It is important then to give the learners ample opportunity to work on their learning. An excessive exercise of authority will inhibit students' participation in their classroom activities and will certainly be a serious impediment to learning.

• Learning is product-and-process-oriented. While working on discovering more about English, learners need to pay particular attention to the processes they are using to find the answers to their quests. In fact, and because they are practical, those processes will serve the learners better in the long run.

b- The learner's and the teacher's roles

• The learner is at the core of the teaching-learning process. This implies that teaching is subordinated to learning. It is the teacher's role to set the stage for learning and the learner's to make it happen. The materials available in LET'S DISCOVER MORE ENGLISH provide the contexts where the learners are going to evolve. It is the teacher's responsibility to bring those materials to life and make them worthy of the learner's attention. Motivating the learners and creating the urge for discovery are part of the teacher's roles.

• Teachers should train their learners to take on more and more responsibility over their learning. This implies a major change in the attitude of learners who have been taught to depend on their teachers for everything they do. It is also an even harder metamorphosis for the teachers themselves who have always thought that decisions about what must be done in class rests with them alone. Therefore, cultivating a sense of responsibility in the learner is a long-term enterprise which requires sustained efforts and a clear strategy.
This responsible attitude cannot flourish without a feeling of autonomy. The learner should acquire the tools that will enable him/her to work out the solutions to his/ her learning. He/ She should have a repertoire of strategies to perform tasks and several ways to evaluate his/her own performance.

• Erring is part of the learning process. Most teachers have been led to view mistakes as signals of potential failure that must be avoided at any cost. This explains why they would frown at the mistakes their students make in the process of learning. Such an attitude can only undermine the students' self-confidence and their readiness to try out possibilities before reaching the good answer. It is, therefore, extremely important to consider mistakes during the discovery process as a natural manifestation of students' experimenting with different possibilities, which is the only way to discover the correct answer.

c- Self-evaluation

At the end of each module, learners are asked to evaluate their own learning by identifying the abilities they developed throughout the module. Besides, they are given a mock test to do. These activities are meant to help the learners become aware of the progress they are making in covering the programme objectives and to identify their own learning deficiencies. It is the teacher's responsibility to take stock of the results of this self-evaluation and to use the information thus collected to help the learners overcome their learning problems.

It would be pointless to have the learners self-evaluate without taking care of the weak areas in their learning. When conducted properly, self-evaluation can have an important impact on the quality of learning. Furthermore, it can promote the learners autonomy and their sense of responsibility towards their own learning.

d- Formative evaluation

The data collected by the teacher during the lessons, along with that provided by the self-evaluation activities, offer reliable information that must be used to assess the quality of teaching-learning that has taken place and to determine what needs to be done next. In other words, this information must feed in the subsequent teaching-learning and serve the formative purpose it was intended for.

e- Sequence in presenting the materials

The materials in the Student's Book are presented in 5 modules with 5 lessons each. The first 3 modules tell the story of a Tunisian teenager who was invited to London by an English family. The fourth module relates the story of an English family who have decided to spend their Easter Holidays in Edinburgh, Scotland. "Relationships" was the theme we selected for the materials of the 5th module. This has included relationships with parents, friends, the environment and pets. As you can see, the lessons are story-driven. The 1st lesson in each module serves two distinct objectives :
- a- activate students' prior knowledge about the topic dealt with
- b- set the stage for the events that are going to unfold in subsequent lessons.

f- Sequence within the lessons

The first part called LET'S GET READY is meant to help the students review what they have learnt about the topic and become aware of what they are expected to do by the end of the lesson.

• LET'S DISCOVER is the title we gave to the second part of the lesson. At this stage, learners engage in discovering new content. While engaging in negotiating aspects of the stories they are reading/hearing about, they discover more about the English language.

• In the last part called LET'S COMMUNICATE, the learners are expected to reinvest what they have learnt to produce an oral or written text as befits the situation. Each of these parts is divided into steps.

• The activities in the Activity Book are meant to provide opportunities for practice, consolidation, experimentation and production. The materials in the book must be dealt with alternatively with those in the Student's Book. Teachers are required to tell their students to follow the icons in both books to know when to use AB or SB. It is important to draw teachers attention to the fact that students are not expected to write in their Student's Book. Enough space is provided in their Activity Book to write all the answers.

g- Project work

Integrated teaching demands new ways of organizing the classroom. Probably the most important of these is the incorporation of project-based learning. When students work together on substantive projects, they gain experience in developing their own learning goals and using resources to fulfil them. They can also solve problems and carry out tasks that are similar to what they will later have to do outside the classroom. Simple tasks may lead to more complex products, such as an oral presentation or an on-line publication. As a popular feature within the ELT classroom today, project work is an excellent way to help achieve all of the goals mentioned above. A project involves students in deciding together what they want to do to complete it whilst the teacher plays a more supporting role. With those assumptions in mind, we included project work as a major component in LET'S DISCOVER MORE ENGLISH.

Some advantages of project work are :
- **Increased motivation**, learners become personally involved in the project.
- **All four skills, reading**, writing, listening and speaking, are integrated.
- **Autonomous learning** is promoted as learners become more responsible for their own learning.
- **There are learning outcomes** - learners have an end product.
- **Authentic tasks** requiring the use of authentic language.
- **Interpersonal relations** are developed through working as a group.
- **Content and methodology** can be decided between the learners and the teacher and within the groups themselves so it is more learner-centred.

- **Learners often get help from parents** for project work thus involving the parents more in the child's learning. If the project is also displayed parents can see during open days.
- **A break from routine** and the chance to do something different.
- **A context is established** which balances the need for fluency and accuracy.

Planning the project

- **Opening**

To give learners an idea of what projects are and what they should be aiming to produce, it is good to have examples of past projects: a photocopy of a previous group newspaper or a photograph of a wall display…

- **Proposing**

After explaining the idea behind the project ask learners to propose a scheme of work :
  - ✓ What they want to include in the project
  - ✓ What form it will take
  - ✓ Who will be responsible for what
  - ✓ An idea of the time it will take to produce each part of the project
  - ✓ Any material or resources they might need

Then sit down with each group for some time to discuss their proposals (a copy of which both you -as teacher- and the learner would keep to refer to as the project develops). At this point the **evaluation procedures** should be explained. The students should feel the need to do it seriously.

- **Time**

Allocate an agreed amount of time for the project. The time dedicated to the project varies according to the nature of the project. At least 1 session devoted to the evaluation and a round up session at the end should be planned. For example, plan it the same day each week so that learners know in advance and bring materials to class on that day.

- **Space**

Show the learners the space they will have for the project (wall space, a corner of the classroom…) so they have an idea how much material they should produce and can plan the **layout**.

- **Materials and resources**

Discuss with the learners the materials they might need (card, scissors glue, paper etc.) They can use the Internet to find information for their projects. Encourage them to do it and help them **select**, **process** and **integrate** the information not simply **copy and paste** it. You can monitor students' quests when they show you the list of what they are looking for. This will prevent the learners from aimlessly surfing the net. Learners can write the finished drafts of their work on the computer and make use of the facilities provided by computer programs (grammar-check, edit, insert sound files, insert pictures/ video/ animation…)

• Presentation

Projects need to be **seen**, **read** and **admired**. So it is recommended to schedule the last project session as a **presentation**. To involve other learners, ask the group (supposed to give the presentation) to prepare a task connected to the project for their classmates : a **quiz** with questions for a wall display, a **crossword** using vocabulary for the project or comprehension **questions** for a video that learners have made…

• Evaluation

As with any piece of work, a project needs to be **acknowledged** and **evaluated**. It's not enough to just say 'that's great' after all the work learners have put in.
Use a simple project **evaluation report**, which comments on aspects of the project such as **content**, **design**, **language work** and also evaluates the **oral presentation stage** of the project.
We have suggested a tentative **evaluation report**. You can elaborate on it.
We suggest students get a copy of it and stick it on the front page of their portfolios.
Evaluation should be rigorous and on a weekly basis as mentioned above.

Final outcomes of projects: Some possibilities.

- Class newspaper or wall newspaper	- Oral presentation
- Brochure	- Pin and string display
- Bulletin board display	- Poster
- Debate	- Research paper
- Graphic display	- Scrapbook
- Guide book	- Simulation
- Handbook	- Survey report
- Information packet	- Theatrical performance
- Letter	- Video or film
- Maquette	- Website
- Multimedia presentation	- Written report

References

Lynn Gallagher Project work with teenagers

Haines S (1989) Projects for the EFL classroom

Bülent Alan and Fredricka L. Stoller   Maximizing the Benefits of Project Work in EFL classroom

Finally, we hope that you will find the materials handy and interesting and the whole experience of teaching through them exciting and rewarding.

The authors

Implementation Scheme

KEY : AB=Activity Book, SB=Student's Book, <u>LGR</u>=Let's Get Ready, <u>LD</u>= Let's Discover, <u>LC</u>= Let's Communicate, Act= Activity, Lg. Study= Language Study, Sup. Act= Supplementary Activity, → = go to, sd=student, bb= Black Board.

MODULE 1

Module1	Lesson1	Meet the Browns	One session

Objectives : a- Ability to read and understand explicitly stated information

b- Ability to write a few lines to introduce people in a photo

Sequence	Aims	Procedure
AB: Act 1 Act 2	Review : introducing someone	- Students complete the card with personal information then pairs exchange cards to introduce each other.
SB : Steps 1, 2 & 3 → **AB :** Act 3	Review: Yes/no questions and wh-questions	- Start review with yes/no questions. Take one question, write it on the board then add wh- words and check the understanding of the wh-words. Then have students write their own questions.
SB: <u>LD</u> Steps 1 & 2 → **AB :** Act4	- Set the stage for the events of the story. - Read & understand explicitly stated information	-Have students read the text silently and check how many questions were answered. - Have the students answer the questions in Act4
Step 3 → Act 5	Review : - Inviting sbd to do sth / Inviting sbd to have sth. - Accepting/ refusing an invitation	- Have sds write the invitation Mr Najjar expressed. - Go over the rule (SB page10) before allowing sds to practise producing invitations and accepting/ refusing them.
Step 4 →	- Showing understanding of words through non-verbal response (mime).	- Invite sds to stand up, explain what they are asked to do. Say the 1st word and see how many can mime it. Do the same with the rest.
SB : **LC :** → Act 6- c	Produce a text to introduce people in a photo. Review questions by producing as many as they can.	<u>Homework</u> (1) : Explain instructions well <u>Homework</u> (2) : Explain instructions

Module1	Lesson2	A letter from an English friend	Session 1

Objectives : a- Ability to read a letter for gist
b- Ability to recognise sender and receiver
c- Ability to identify features of an informal letter

Sequence	Aims	Procedure
SB: <u>LGR</u> → **AB :** Act 1, 2 & 3	- Sensitise sds to theme - Use proper strategy to complete a gapped text - Upgrade sds' language to match that of input text	- Have sds do the language exercises - Check comprehension of new lexis - Have sds enact the dialogue in Act3.
SB: <u>LD</u> **Step 1**	- Identify sender and receiver	- Give sds a few seconds to identify the sender and the receiver of the letter (they don't have to read the whole letter to find it)
AB : Act 4 (a)	-Read for gist	- Have students read the text silently and check how many questions were answered. - Have the students answer the questions in Act4
Act 4 (b)	-Identify the features of an informal letter	- Have sds write the answer to the question in Act 4 (a) - Have sds fill in boxes in Act 4 (b).
Act 4 (c)	-Demonstrate understanding through non-verbal response (drawing).	- Have sds draw to show the location of the Browns' flat, bakery and shop. Say the 1st word and see how many can mime it. Do the same with the rest.
		Session 2

Module1	Lesson2	A letter from an English friend	Session 2

Objectives : a- Ability to read a letter for gist

b- Ability to recognise sender and receiver

c- Ability to identify features of an informal letter

Sequence	Aims	Procedure
AB : Act 4 (d)	-Identify statements in a- the simple present b- the present progressive tense c- the simple past	-Have sds do the task -Check their answers
Act 4 (e)	-Discover the use of the future with will (will+base form)	-Have sds read the statements and answer the questions. -Have them try to find the rule of the future with will before checking their suggestions against the information in SB, step 3
SB: Step 3	-Check rule of the future with will	-Have the students read the text silently and check how many questions were answered. -Have the students answer the questions in Act4
AB : Act 5 (a, b, c, d, e, f)	-Practise using the future	-Have practise the mini-dialogues in pairs -Use the diary notes to write sentences in the future then answer the questions in Act 5 (f)
Sup. Act	- Produce sentences using the tenses studied in the lesson.	-An additional opportunity to study the 4 tenses. -Emphasise time expressions (tomorrow, yesterday, now, everyday) to help sds understand the difference between tenses.

Module1	Lesson3	Can she go to London ?	Session 1

Objectives : a- Ability to identify speakers
b- Ability to identify the topic of a conversation
c- Ability to recognise discourse markers (sequential adverbs)
d- Ability to write a short argumentative text

Sequence	Aims	Procedure
AB : Act 1	- Sensitise sds to topic - Activate prior knowledge	- Draw the spidergram on bb and record sds' answers/suggestions
SB : LGR Step 1 → **AB :** Act 2	- Upgrade sds' linguistic abilities to facilitate access to new input	- Have sds read the captions in SB. - Have them match the captions with the statements in AB. - Final step : have them complete the statements in AB.
SB : LD Step 1	-Identify speakers -Identify topic	- Have sds read the instructions in SB step2. - Have them read/listen to the conversation and answer the questions in AB Act3.
AB : Act 4 (a)	- Read and listen for details	- Have sds read the questions in Act 4 (a) - Listen to the conversation and find the answers - Jot down the answers on bb as you elicit them from sds.
SB : LD Step 3	- Identify discourse markers	- Have sds listen to the conversation again to identify the sequential adverbs. - Write them on bb and write the cardinal numbers they correspond to.
AB : Act 4 (b)	-Check comprehension	- Write **4** and try to elicit the ordinal number for it. - Go on until 10 writing down sds' suggestions - Have sds check their answers against the table in SB - Have the sds read the questions and answer them
		Session 2

Module1	Lesson3	Can she go to London ?	Session 2

Objectives : a- Ability to identify speakers
   b- Ability to identify the topic of a conversation
   c- Ability to recognise discourse markers (sequential adverbs)
   d- Ability to write a short argumentative text

Sequence	Aims	Procedure
AB : Act 4 (c-1)	- Discover the structure expressing ability in the future	- Have sds read the question in AB Act 4 (a-1) and guess the answer. - Have sds check guesses against the rule in SB.
AB : Act 4 (c-2 &3)	- Practise using "will be able to"	- Have sds do the exercises - Elicit the answers and give your feedback.
AB : Act 5 & 6	- Learn how to spell and pronounce key words	- Have sds perform activities as indicated
AB : Act 7	- Practise using "will be able to"	- Give sds time to produce sentences - Write a few good sentences on bb.
SB : <u>LC</u> Step 3	- Write a short argumentative text based on prompts	- Have sds consider the pros and the cons and add other arguments - Allow sds time to write their text before asking some of them to read it out.

Module1	Lesson 4	Preparing for the trip	Session 1

Objectives : a- Ability to identify speakers on the phone
b- Ability to work efficiently in groups
c- Ability to produce a telephone conversation following an example
d- Ability to infer speaker's mood
e- Develop the proper strategy to fill in a gapped text

Sequence	Aims	Procedure
AB : Act 1&2	- Review : how to tell the time and vocabulary related to "mail"	- Have sds do the activities individually - Check answers - Have sds repeat the correct answers
SB : <u>LGR</u>	- Sensitise learners to the topic - Activate prior knowledge about topic	- Have sds read the questions one by one and give personal answers.
SB : <u>LD</u> Step1	- Identify speakers on the phone	- Have sds read the instructions in SB step2. - Have them read/listen to the conversation and answer the questions in AB Act3.
AB : Act 3 (a)	- Ability to infer speaker's mood	- Have sds read the instructions in Step1, listen to /read the telephone conversation and discover the answer - Allow them to look at the notes in SB after that.
AB : Act 3 (b)	- Check comprehension	- Have sds listen to/ read the conversation and try to identify the expressions used to convey "surprise". - Have them check their answers against the rule in SB Step1 - Have sds answer the question
AB : Act 3 (c)	- Develop fluency by enacting conversation	- Have sds enact the conversation in pairs
		Session 2

Module1	Lesson 4	Preparing for the trip	Session 2

Objectives : a- Ability to identify speakers on the phone
b- Ability to work efficiently in groups
c- Ability to produce a telephone conversation following an example
d- Ability to infer speaker's mood
e- Develop the proper strategy to fill in a gapped text

Sequence	Aims	Procedure
AB : Act 4	- Practise expressing surprise	Pair work : - Have sds do the activity in pairs.
SB : LD Step 3	- Practise using sequential adverbs - Work in groups to solve a problem	- Organise the groups (no more than 4 in each group). - Have them read the captions to make sure they understand what they are working on. - Have the group leader organise the negotiation and a reporter report what the group agreed upon. (NB : It's important to remind sds of the time allowed to perform the activity)
SB : Act 6	- Develop the proper strategy to fill in a gapped text.	- Have sds look at the notes on how to fill in a gapped text. - Have sds apply them to complete the conversation.
SB : LC	- Produce a telephone conversation following the model	- Have sds read the instructions in SB p22. - Allow them the necessary time to write the telephone conversation. - Have few couples enact their telephone conversations.

Module1	Lesson 5	London wonders	Session 1

Objectives : a- Ability to match texts with visuals
   b- Read and present information in a different form
   c- Write diary entries from notes
   d- Produce an informal letter using information from different sources
      and following the process writing strategy

Sequence	Aims	Procedure
SB : LGR Step 1	- Match texts with visuals	- Have sds do the matching individually. - While eliciting the answers, ask them to show how they found out the answers
SB : Step 2 (a)	- Say dates	- Sds take turns saying the dates - Encourage peer correction in case of mistakes
SB : Step 2 (b) → **AB :** Act 1	- Dictation : saying and writing dates	- Pair work : After pairing up, sds perform the activity. Make sure the sds dictating the dates say them correctly.
SB : LD Step1 (a) → **AB :** Act 2	- Present information in a different form	- Have sds read the notes and complete the table in AB Act2.
SB : LD Step 1(b)	- Identify features of diary notes	- Have sds use the questions in Steps 1 (b) to analyse the features of diary notes.
SB : LD Step 2 (a & b)	- Match pictures with texts	- Have sds go over the **REMEMBER** notes in SB.

Session 2

Module1	Lesson 5	London wonders	Session 2

Objectives : a- Ability to match texts with visuals
b- Read and present information in a different form
c- Write diary entries from notes
d- Produce an informal letter using information from different sources
and following the process writing strategy

Sequence	Aims	Procedure
SB : Act 4	- Show understanding through non-verbal response (drawing)	Pair work : - Have one student read out the instructions and the other performs the drawing. - To correct, have 2 sds perform the drawing on bb.
	- Write an informal letter	This activity is intended to be done in class. Follow the steps : 1- Have sds collect the information they will include in the letter using Imene's diary notes and comments on the sights. 2- Have sds look at the layout of an informal letter in AB p13 3- Have sds write their first draft 4- Make them exchange production for peer correction 5- Ask them to edit their first draft and produce the final one
Project Work	Writing regular diary notes	- Explain the importance of writing in English on a regular basis. - Review what diary notes look like. - Have sds write diary notes on the day before. - Decide on how to keep the personal diary and the type of document it will be like. **NB :** There are nice looking ready-made diary templates on the net. Encourage sds to make use of them.
		Session 3

Module1	Lesson 5	London wonders	Session 3

Objectives : a- Ability to match text with a visual

b- Read and present information in a different form

c- Write diary entries from notes

d- Produce an informal letter using information from different sources and following the process writing strategy

Sequence	Aims	Procedure
SB : **Check your** **learning**	- Use a checklist of abilities to evaluate one's own learning	- Go over the items in the checklist one by one and check comprehension. - Allow sds few minutes to tick or cross items - See how many of them answered each item positively. - Have sds do the test individually. - Have a whole class correction **NB :** Keep mental notes of sds weaknesses for the following session.

Session 4

Module1	Lesson 5	London wonders	Session 4

This session should be devoted to remedial activities that befit students' needs.

MODULE 2

Module2	Lesson 1	English secondary school (1)	One session

Objectives :	a- Ability to infer the meaning of unfamiliar words from context
	b- Ability to write a few lines about one's future plans
	c- Ability to identify strategies used in collecting information

Sequence	Aims	Procedure
AB : Act1	-Sensitise sds to theme -Review words related to school	-Draw the spidergram on bb with the word "SCHOOL" in the middle -Have sds throw words they can remember -Write the words in the bubbles
AB : Act 2	-Use a non-verbal strategy to show comprehension of new lexis	- Have sds draw the plan of their school and use the list of words/phrases to label the different parts
SB : <u>LGR</u> Steps 1	-Activate prior knowledge related to school	-Whole class: Read the questions one at a time and elicit answers from sds.
Step 2	Setting the task: Develop sds' awareness of what they are expected to do during subsequent lessons	-Have sds read the introduction silently and encourage them to ask for explanation -Before you explain, check if any sds can do it for the rest of the class.
SB : <u>LD</u> Step 3	- Read and infer the meaning of unfamiliar words from context	Check comprehension of the introduction
AB : Act 3 (a,b,c&d)		- Have sds read the text and answer the questions in their AB.
SB : <u>Lg Study (1)</u> **<u>Lg Study (2)</u>**	-Express future plans using "be going to+ base form" -Practise using "be going to" to express future plans	-Have sds analyse the statement and volunteer to answer (1) -Let them write the rule -Have sds do the exercise orally
AB : Act 4	-Practise using "be going to" to talk about future events.	-Give sds time to work out answers and write them down
AB : Act 5	-Produce a 3-line paragraph telling about what the plan to do on the weekend	-Explain the instructions and assign the exercise as homework.
SB : <u>LC</u>	Project Work : Stage1	-If taking pictures of the school parts proves to be difficult, simply have sds draw the plan with a key to label parts.

Module2	Lesson 2	English secondary school (2)	Session 1

Objectives :   a- Ability to complete a gapped text using information presented in a timetable
         b- Ability to complete a conversation using information presented in a report
         c- Ability to complete a report with information presented in a conversation
         d- Write reports on one's school following studied models
         e- Ability to identify strategy used to collect information

Sequence	Aims	Procedure
SB : <u>LGR</u>	-Match texts with visuals	-Have sds do the matching individually. -While eliciting the answers, ask them to show how they found out the answers
AB : Act 1	-Say dates	-Sds take turns saying the dates -Encourage peer correction in case of mistakes
SB: LD Step1 (part1) → **AB :** Act 2 (a)	-Dictation: saying and writing dates	- Pair work : After pairing up, sds perform the activity. Make sure the sds dictating the dates say them correctly.
AB : Act 2 (b)	-Present information in a different form	-Have sds read the notes and complete the table in AB Act2.
		Session 2

Module2	Lesson 2	English secondary school (2)	Session 2

Objectives : a- Ability to complete a gapped text using information presented in a timetable
b- Ability to complete a conversation using information presented in a report
c- Ability to complete a report with information presented in a conversation
d- Write reports on one's school following studied models
e- Ability to identify strategy used to collect information

Sequence	Aims	Procedure
AB : Act 3 (a) (List/read part2)	-Listen and complete a gapped conversation	-Have sds read/listen to the text of the conversation and think of possible fillers -Have sds read the conversation and identify fillers.
AB : Act 3 (b & c)	-Discover new lexis	-Have sds hear the recording again to find synonyms to the expressions in Act 3 (c)
SB : Step 3 **(Lg. Study)**	-Understand the meaning of "how long"	After going through the explanation in SB page42, have sds ask questions and give answers with "how long"
SB : LC	-Write reports about one's school	-Have each group write one report about the school following the studied models

Module2	Lesson 3	English secondary school (3)	One session

Objectives :	a- Ability to fill in one's weekly schedule b- Ability to complete the paraphrased form of a text		
Sequence	**Aims**	**Procedure**	
- Diary notes	-Check if sds have been writing their diary notes regularly.	-Discuss problems (if mentioned).	
AB : Act 1, 2	-Ability to complete one's weekly timetable.	-Give sds time to fill in their weekly timetable. -Draw one on the bb and fill it in while eliciting answers. -Have sds produce full sentences when giving answers.	
AB : Act 3	-Sensitize sds to the topic of the lesson. -Activate related language.	-Give sds few minutes to do the activity individually and give their answers.	
SB : LGR Steps 1, 2	-Develop awareness of the various sources of information.	-Have sds do the matching and produce sentences as indicated -Elicit the answers in step2 to establish a transition to the main story.	
SB: LGR Step 3	-Listen selectively for details. -Listen and show understanding of a short conversation.	-Before listening sds guess the strategy used by Imene to collect information -Sds listen with pne purpose in mind : identify the strategy Imene uses to collect information and check their guesses. -Have sds read the questions in Act 4 -Have them listen to the conversation again to find out answers. -Elicit the answers and give your feedback.	
SB : LD Step 1	-Complete a paraphrase of a text	-Making groups: Groups of 4 are required, one of them is the reporter. -Explain what sds have to do and assign texts. -Set the time. -Have reporters read out the paraphrase of their texts.	
SB : LD Step 2 (a, b)	-Develop good pronunciation.	-Deal with section following the steps indicated in SB.	
AB : Act 6 (a, b)	-Practise using key vocabulary	-Have sds do the activities as indicated	
SB: LC Project Work	-Ability to use ICT to enhance learning.	**Homework :** -Encourage sds to access Edunet and select any information they would like to include in their file about their school.	

Module2	Lesson 4	Do you like school ?	Session 1

Objectives :	a- Ability to read about and understand views about school
	b- Ability to work efficiently in group to share views about school
	c- Ability to write an e-mail to express one's attitude towards school

Sequence	Aims	Procedure
SB : <u>LD</u> Step 1 → **AB :** Act 1	- Ability to show understanding of statements by matching them with pictures -Sensitise sds to theme	- Have sds try to do the matching in pairs - Have them complete the table in the AB. - Ask sds if they identify with any of the captions
SB : <u>LD</u> Step 1 → **AB :** Act 2	-Ability to identify the strategy used to collect information. -Read and identify positive and negative views about school.	-Have sds read the 4 texts and complete the table about the negative and positive views about school. -Elicit the answers.

Session 2

Module2	Lesson 4	Do you like school ?	Session 2

AB : Act 3	Sds will be able to **pool** ideas why they like or hate school.	-Sds are required to write a few ideas with the reasons why they like or hate school.
SB : <u>LC</u> Step 1 Step 2	-Ability to express personal views about school. -Write an e-mail	-After forming the groups, have them follow the instruction in Step 1. -After taking turns to express their personal views about school, sds are asked to write individual e-mails.

Module2	Lesson 5	Parents and education	Session 1

Objectives : a- Ability to read and infer the meaning of new words from context

b- Ability to listen and identify the speakers' attitudes

c- Ability to write a few lines about parents' role in children's education

Sequence	Aims	Procedure
SB : LGR	-Sensitise sds to topic -Set the task	-Have sds read the captions and try to work out the meaning of "pushy". -Sds are not expected to give an elaborated answer to 3. (The purpose: alert sds to the issue and make them think about it.)
SB: LD Step 1	-Read and infer the meaning of should	-Have sds listen to what Mary and John have to say and answer the questions.
AB: Act 1	-Listen and identify speakers' attitudes. -Listen and infer the meaning of otherwise	- Have sds read out the examples and write "should" on bb. -Give these alternatives to choose from [must / is good for you / don't]. -Have sds look at the rule
AB : Act 2 (a, b)	-Ability to identify the statement that expresses one's view and the justification that matches it.	Have sds read the statements -Ask them questions about the words they don't know. -Before giving the explanation, check if some sds can do it. -Have sds tick statements that reflect their views. -Have sds find the justification that matches the statement they ticked. -Check comprehension of the list of justifications.
SB : LC	-Write a paragraph about the parents' role in their children's education.	-If the previous stages were conducted properly, sds should find it easy to do the writing task.
		Session 2

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Module2	Lesson 5	Parents and education	Session 2
Sequence	**Aims**	**Procedure**	
Project Work	- Check file on school and education	-Tell sds that during the next session, each group will have to display what they have done in their project. -Encourage good performance and discuss problems (if any).	
			Session 3

Module2	Lesson 5	Parents and education	Session 3
Mock Test	- Devote this session to self-evaluation and mock test. - Take notice of sds' **weaknesses**.		
			Session 4

Module2	Lesson 5	Parents and education	Session 4
Remedial Work	Devote this session to **remedial activities** that befit sds' urgent needs		

MODULE 3

Module3	Lesson 1	Review and introductory lesson	One session

Objectives : a- Ability to listen and identify speakers
b- Ability to listen selectively for details
c- Ability to write an invitation card
d- Ability to write a shopping list
e- Ability to write then enact a telephone conversation

Sequence	Aims	Procedure
SB : LGR Step 1, 2	-Ability to match questions and replies.	-These are meant to review 2 functions : 1) Arranging to meet sbd. 2) Asking for sbd's opinion / expressing one's opinion. -Have sds match questions and answers and enact each couple. -Check comprehension of both questions and answers
SB : LD Step 1 → Act 1	-Ability to identify the speakers -Ability to listen for details	-Have sds listen to the recording twice : First, to identify speakers Then to answer the questions. -Have them read the questions in Act1 (d) before playing the recording a second time. - Play the tape/CD as often as needed.
SB : LD Step 2	-To identify the layout and structure of an invitation.	- The structure of an invitation is: 1 statement to explain the purpose for the gathering. Another one expressing the invitation.
AB : Act 2	-Ability to write and enact a telephone conversation.	-Have sds write the conversation in pairs. -Have them enact it.
SB : LD Step 3 → Act 2	-Ability to select objects to write a shopping list.	-Have sds go over the information in SB step3 then do Act 2 (a & b). -Have sds check their guesses by listening to the conversation.
SB : LC	-Ability to write an invitation. -Ability to write a shopping list	-Each sd is expected to choose the topic he / she prefers to work on. -Giving sds choice in writing topics enhances their feeling of autonomy.

| Module3 | Lesson 2 | The party is on | Session 1 |

Objectives : a- Ability to read and predict what will happen next.
b- Ability to listen to a song and enjoy it.

Sequence	Aims	Procedure
AB : Act 1 (a, b)	-Sensitise learners to the theme. -Activate prior knowledge about music and dance.	--Check comprehension of the statements before asking sds to tick the one that applies to them. -Have sds complete the sentence.
SB : <u>LGR</u>	-Ability to match pictures with statements.	-Have sds do the matching. -Ask questions to check comprehension.
SB : <u>LD</u> Step 1	-Read and experience the events.	-Sds are expected to experience the party atmosphere and not verbally respond to the description of the atmosphere. (This might seem an unusual rubric to them.)
AB : Act 2 (a, b)	-Ability to listen and guess what will happen next.	-Proficient listeners and readers process input faster even before hearing or seeing words. They can even predict what will happen next. Sds need to develop their processing speed and try to make principled guesses on what will come next. -Have sds guess what Chris was about to say.
SB : <u>LD</u> Step 2	-Enjoy listening to a song.	-Music is meant to be appreciated not discussed. It's therefore important to let sds enjoy the song rather than try to explain what it is about. -If sds are willing to know more about what it says, then explain the words.

Session 2

Module3	Lesson 2	The party is on	Session 2

Objectives : a - Ability to read and predict what will happen next.

b - Ability to listen to a song and enjoy it.

Sequence	Aims	Procedure
SB : <u>LD</u> Step 3 → **AB :** Act 3 (a)	-Read/ listen for details.	-Have sds look at the questions in Act3 (a) first. -Have them listen with a purpose in mind : find out details to answer the questions.
SB: <u>LD</u> Step 4	**Review :** Invite sbd to do sth.	-Have sds do the matching. -Elicit the answers and enact the mini-dialogues.
AB : Act 3 (b, c)	-Discover key vocabulary	-Have sds find the words in the text of the conversation. -Practise the conversation in pairs.
SB : <u>LC</u>	-Exchange songs. -Use ICT in learning English.	-This project may not involve all the sds as some of them may find it difficult to implement. In that case, they may exchange short stories, magazines in English… **Sharing** is the ultimate objective here.

Module3	Lesson 3	Having dinner with the Smiths	One session

Objectives : a- Ability to read and predict what will happen next.
b- Ability to write the end of a story.

Sequence	Aims	Procedure
SB : <u>LGR</u>	-Ability to discover new vocabulary.	-Have sds do the matching. -Check comprehension while eliciting the answers.
SB : <u>LD</u> Step 1 → **AB :** Act 1 Act 2 (a,b,c)	-Read and predict what will come next.	-Have sds read part 1 of the text in SB and the REMEMBER notes before writing their guesses in Act 1. -Have them read the rest of the text and check their guesses. -Have sds deal with questions in Act 2 (b). -The instruction in Act 2 (c) should be : [Listen and mime], the teacher gives the instruction and the sds make the corresponding gesture to show understanding.
SB : <u>LD</u> Step 2 → **AB :** Act 3	-Ability to describe people. -Review giving instructions.	-Have sds do the matching. -Have sds think of the instructions parents may give to their kids and write them in their AB
AB : Act 4	-Ability to give a non-verbal response to show understanding of a text.	-Have sds draw the dinner table indicating where everyone sat.
SB : <u>LD</u> Step 3	-Read and guess what will happen.	-Have sds read the story, one episode at a time. -After reading each episode, sds should guess what will come next.
SB : <u>LC</u>	-Ability to write the ending of a story.	-Sds have to make a plausible guess about the story ending and write it.
Homework **AB :** Sup. Act	-Discover more vocabulary. -Review prepositions.	-Have sds do the supplementary activities as homework.

Module3	Lesson 4	Sporting Activities	One session

Objectives :	a- Ability to listen for gist and for details.
	b- Ability to give a presentation on the benefits of sporting activities.

Sequence	Aims	Procedure
AB : Act 1	-Review vocabulary related to topic studied	-Have sds complete the gapped text.
SB : LGR Step 1	-Activate prior knowledge -Discover new vocabulary.	-Have sds do the matching activity. -Check comprehension.
SB : Step 2	-Ability to identify with statements provided	-This enables sds to express what they like to do without worrying about how to say it since the statements are provided.
SB : Step 3	-Listen for gist.	-Have sds listen to what John and Mary have to say to answer the question in Step 3
AB : Act 2	-Ability to express personal opinion about an issue.	-Have sds give **justified** answers.
SB : LD Step 1 → **AB :** Act 3 (a,b,c,d,e) → Act 4	-Listen/read for gist. -Listen/ read for details	-Have sds answer the questions as they appear in AB.
SB : LD Steps 2, 3	-Discover the use of the gerund and the use of the comparative to convey gradual change.	-Have sds think of other examples.
SB : LC	- Write then give a presentation on the benefits of sporting activities.	-In groups of 4, sds take turns in talking about the benefits of sporting activities. -The reporter takes notes of what they say. -Together they agree on what to write (text of the presentation). -The reporter will give the presentation on behalf of the whole group.

Module3	Lesson 5	What do you do in your spare time?	Session 1

Objectives : a- Ability to read and present information in a different format.

b- Ability to read and relate information to visuals.

c- Ability to write about one's spare time activities.

Sequence	Aims	Procedure
AB : Act 1	-Activate knowledge about the weather.	-Have sds complete the gapped text.
SB : LGR Step 1, 2, 3	-Setting the scene. -Discover and review vocabulary related to spare time activities.	-Have sds do the matching activity. -Check comprehension.
SB : LD Step 1 → Act 2 (a, b)	-Read for details -Read and present information in a different format [table].	-This enables sds to express what they like to do without worrying about how to say it since the statements are provided.
SB : LD Step 2	-Discover the use of "spend"..	-Have sds listen to what John and Mary have to say to answer the question in Step3
AB : Act 3	-Practise using "spend".	-Have sds give **justified** answers.
SB : LD Step 3 → **AB :** Act 4	-Discover the past progressive tense.	-Have sds answer the questions as they appear in AB.
SB : LD Step 4	-Consolidate the learning of some key expressions	
SB : LC	-Ability to reinvest what has been learnt in writing.	-Have sds think of other examples.
		Session 2

Module3	Lesson 5	What do you do in your spare time?	Session 2

Sequence	Aims	Procedure
SB : The lighter side + Self-check	This is another way of teaching grammar, spelling and pronunciation. (homophones, grammar through jokes..) Make the most of it.	
AB : Mock Test	-Have sds write their answers on a piece of paper. -Take some answer papers home to check sds' learning -Take notice of their errors for next session.	

Session 3

Module3	Lesson 5	What do you do in your spare time?	Session 3

This session is devoted to remedial work. It has to cater for sds' different needs.

MODULE 4

Module 4	Lesson 1	Planning Easter Holidays	Session 1

Objectives : a- Ability to listen for gist
b- Ability to listen for details
c- Ability to write an invitation card
d- Ability to identify places on a map
e- Ability to recognise statements expressing agreement

Sequence	Aims	Procedure
AB : LGR Step 1	-Sensitise sds to the theme of the module. -Activate prior knowledge about the theme.	-Have sds do step1. -Provide explanation as needed.
SB : LGR Step 2 → **AB :** Act 1	-Setting the task -Make sds aware of what they will be working on in the up- coming lesson.	-Sds are not expected to come up with complete exchanges. This is meant to challenge them and rouse their curiosity and interest in what they are about to discover.
SB : LD Step 1 → **AB :** Act 2 (a)	-Ability to define the gist of a conversation.	- Have sds read the question in Step1 (a) first. - Have sds listen with a purpose in mind (find the answer).
AB : Act 2 (b)	-Ability to listen and identify locations on a map.	-Have sds listen to the conversation again and identify the places mentioned on the map. -Give additional information about different countries of UK.
AB : Act 2 (c)	-Listen / read for details.	-Have sds read the questions before listening to the conversation again.
AB : Act 2 (d)	-Listen and identify expressions of agreement.	-Have sds listen to the conversation to identify expressions of agreement. -Give more examples for practice.
		Session 2

Module 4	Lesson 1	Planning Easter Holidays	Session 2

Objectives : a- Ability to listen for gist
b- Ability to listen for details
c- Ability to write an invitation card
d- Ability to identify places on a map
e- Ability to recognise statements expressing agreement

Sequence	Aims	Procedure
AB : Act 3 Act 4	-Ability to collect information from a map -Write short paragraphs about the different parts of the UK.	-Have sds listen to the conversation to identify the expressions of agreement. -Give more examples for practice.
SB : LD Step 2	-Ability to use questions with "how" properly.	-Have sds study the examples and identify the requested information with "how" question. -Have them read the REMEMBER notes after that.
AB : Act 5 (a, b)	-Practise using questions with "how".	-Have sds do the exercises (a & b) individually.
AB : Act 6	-Ability to pronounce key vocabulary items properly.	-Sds should be given the opportunity to say all the words.
SB : LC Project Work	-Produce a brochure.	-Discuss the feasibility of the project and what sds can do. -Define the final product.

Module 4	Lesson 2	Transport	One session

Objectives :	a- Ability to skim a text for gist
	b- Ability to scan a text for details
	c- Ability to use data presented in a table to answer questions

Sequence	Aims	Procedure
SB : LGR Steps 1 & 2	-Review of language related to the theme of transport.	-Have sds practise saying questions and answers in pairs.
AB : Act 1	-Review/ discover vocabulary related to transport.	-Have some sds read out the names of different means of transport andothers point to to them in the book. -Then they can divide into groups as indicated in the activity.
SB : LD Step 1 (a) → Act 2 (a)	-Ability to read for gist.	- Have sds survey the four texts to answer the questions in Step1 (a)
SB : Step 1 (b)	-Ability to read selectively.	-Have sds read texts and answer Step1 (b) in their AB.
AB : Act 2 (c)	-Read and transfer information from text to table.	-Have sds complete the table first. -Then ask questions to compare the different means of transport.
AB : Act 2 (d)	-Ability to understand the meaning of unfamiliar words from context.	-Ask sds to look at the words/expressions in column A and underline the words they know. -Then, have them identify their definitions in column B. -Let sds discover the meaning of the words they labelled difficult by going back to the context in which they occurred.
AB : Act 3	-Practise using key vocabulary in context.	-Have sds complete the texts individually first. -Then, have them compare notes with their partners. -finally, discuss the answer with the whole class.
SB : Step 1 (b) Comp. N	-Recognise compound nouns (N+N) and their meaning. -Form similar Comp. N	-Let sds answer the question and find out the meaning of Comp. N. -Have them do the practice exercises in Act 4 (a, b, c)
AB : Act 5 Pronunciation	-Develop awareness of the various ways of pronouncing the **sibilant** suffix "s"	-Have sds pronounce the 3 words and feel the different ways of pronouncing the "sibilant suffix". -Have them do Act5. -Elicit answers and make sure they all practise saying the words.

SB: LC	-Use data to solve a problem.	-Have sds look at the data and decide which means of transport would be the best for the Browns. -Ask them to write few lines to justify the choice they have made.

Module 4	Lesson 3	Accommodation	Session 1

Objectives : a- Ability to listen to a conversation and take notes

b- Take part in a telephone conversation between a hotel receptionist

and a customer booking accommodation.

Sequence	Aims	Procedure
SB : LGR Steps 1 & 2 → Act 1	-Ability to read about accommodation. -Transfer information to a table.	-Have sds read about various types of accommodation and complete the table in Act1.
SB : LD Step 1 → Act 2 (a)	-Listen for details	-Have sds listen to the conversation to identify the type of accommodation the Browns chose and write the answer in Act2 (a).
AB : Act 2 (b) **AB :** Act 2(c,d,e)	-Listen to a conversation and take notes. - Discover the meaning of words from context	-Have sds listen to the conversation once more to complete the booking form.
SB : Step 2 → Act 2 (a, b)	-Discover the use of [who, which, when, and where]. -Practise using them in context.	- Help sds understand the meanings of [who, which, where, when]. -Have them practise using the targeted relative pronouns & adverbs in context (Act 2 (a, b).
		Session 2

| Module 4 | Lesson 3 | Accommodation | Session 2 |

Objectives : a- Ability to listen to a conversation and take notes
            b- Take part in a telephone conversation between a hotel receptionist
              and a customer booking accommodation.

Sequence	Aims	Procedure
SB : <u>LD</u> Steps 3 → Act 2 (c)	-Discover the structure and use of **Com. Adj.** *Numeral+hyphen+sing. n* -Practise using Comp. Adj	-Have sds look at the examples and try to identify the components of the compound adj. -Have sds practise making similar compound adjectives.
Pronunciation	-Practise good pronunciation of target vocab.	-Have sds say the words and identify the stressed syllables.
SB : <u>LC</u> (a)	-Reinvest what was learnt to take part in a short telephone conversation.	- Write the 2 roles on 2 separate cards then have sds pair up. -Give each pair 2 cards; one fo each role. - Have sds try to improvise the conversation.
SB : <u>LC</u> (b) Project Work	-Writing a brochure	-Discuss progress in producing the brochure.

| Module 4 | Lesson 4 | Getting ready for the trip | One session |

Objectives : a- Ability to use the proper strategy to complete a gapped text.
b- Ability to listen and identify setting.
c- Ability to use information presented in a table to solve a problem.
d- Ability to write a report.

Sequence	Aims	Procedure
SB : <u>LGR</u> Step 1	-Review comp. adj. -Discover British currency	-Have sds do the activity to review comp. adj. and become familiar with the British currency.
AB : Act 1	-Ability to ask about and give the prices of transportation fares.	-Have sds practise asking the questions and giving answers in pairs.
SB : <u>LGR</u> Step 2	- Discover new vocabulary	-Explain the notion of queuing in Britain and how the importance of this conduct. -Highlight expressions such as [stand in a queue, queue up, jump the queue].
SB : <u>LD</u> Steps 1 & 2 → Act 2 (a , b, c, d)	-Listen to and complete a gapped text.	-Have sds read the conversation first. -Have them listen and complete the text. -Have them listen to the conversation again and check their answers.
AB : Act 3 (a, b)	-Discover more vocabulary related to money	-Have sds use the text as a context to discover the meaning of words.
SB : <u>LD</u> Step 2	-Listen and identify the setting of the conversation.	-Have sds listen to the conversation and identify where it took place.
AB : Act 4	-Listen for details.	-Have sds listen to the conversation again and answer the questions in Act4 focusing on details.
AB : Act 5	-Use information presented in a table to solve a problem.	-Have sds read the information in the table then the information in the situation and volunteer answers. -This should serve as an example of how to deal with the other situations
SB : <u>LC</u> (a)	-Write a report	--Sds are expected to write a few sentences reporting what Mr Brown has done today.
SB : <u>LC</u> (b) Project work	-Write a brochure	-Have sds write few notes on the banking facilities in their area / holiday resort.

Module 4	Lesson 5	Shopping in Edinburgh	Session 1

Objectives : a- Ability to listen to and complete a conversation.
b- Ability to carry out a transaction in a shoe shop.

Sequence	Aims	Procedure
SB : <u>LGR</u> Step 1	-To ask about / give prices of garments.	-Have sds pair up and ask questions about prices and answer them.
SB : Step 2	-Discover new vocab related to garments [size, colour, price…]	-Have sds repeat a mini-dialogue at a time. -Review the meaning of the wh-questions.
AB : Act 1	- Practise asking questions to identify a garment.	-This is a game and in the pair work activity, the sd asking questions should not see the information on his partner's card. -Try to have different garments with different sizes, prices and colours.
SB : <u>LD</u> Step 1 → Act 2 (a)	-Listen for details	-Have sds look at the question in Act2 (a) before listening to the conversation. -Have them listen to the conversation and answer the questions.
AB : Act 2 (b)	-Listen to and complete a gapped conversation.	-Have sds read the gapped text and ask them to guess the missing words. -Have them listen and complete the conversation.
AB : Act 2 (c)	-Use information in a conversation to complete a gapped text.	-This activity is meant to check comprehension of the conversation and to highlight the use of [tight, cost, wrap].
SB : <u>LD</u> Step 2	-Ability to recognise the wh-questions and their meanings.	-More questions should be asked to provide more practice of wh-questions.
SB : <u>LD</u> Step 3 → Act 3	-Understand the meaning of compound nouns [v+ing + n] and practise forming them.	-Have sds consider the examples in Step3 before the practice exercise in Act3
SB : <u>LC</u> (a) Role play	-Take part in a role-play focusing on a transaction in a shoe shop.	-Prepare roles on separate cards. -Have sds improvise the exchange
SB : <u>LC</u> (b) Project work	-Write a brochure	-Check how far sds have gone in writing the brochure. -Decide on the time when they should display their productions. -Discuss criteria to evaluate product (see introduction and project evaluation grid). -Ask them to use the criteria to evaluate their own performance.

Session 2

Module 4	Lesson 5	Shopping in Edinburgh	Session 2

Objectives :	a- Ability to listen to and complete a conversation.
	b- Ability to carry out a transaction in a shoe shop.

Sequence	Aims	Procedure
Self check Mock test	Do as in the previous modules and take notice of sds' urgent needs.	
		Session 3

Module 4	Lesson 5	Shopping in Edinburgh	Session 3

This session is devoted to review and remedial work

MODULE 5

Module 5	Lesson 1	Relationships	One session

Objectives : a- Ability to read for gist.
b- Ability to answer a questionnaire.
c- Ability to give a 3-minute talk about the importance of having a good relationship with people.

Sequence	Aims	Procedure
SB : LGR → **AB :** Act 1	-Discover new vocab. -Use the new vocab to answer personal questions.	-Go over the captions in SB one at a time. -Make sure sds understand what captions say. -Have them answer the corresponding question(s) in AB Act1
SB : LD	-Read for gist.	-Read the 6 texts and identify the common theme (relationships).
AB : Act 2	-Match expressions with their definitions.	-Have sds work out the matching exercise.
AB : Act 3 (a,b,c)	Answer a questionnaire.	-This activity should be done individually. -Check comprehension of the questions. -Have partners compare notes and spot the differences before doing the next exercise (making sentences).
SB : LC	-Reinvest what has been learnt to give a talk about relationships with others.	-Have sds brainstorm the arguments for having good relationships. -Jot down arguments on bb. -Ask sds to choose the ones they like to structure their talk. -Encourage sds to talk off the top of their heads not to read from a paper.

Module 5	Lesson 2	Friends	One session

Objectives :	a- Ability to listen for details. b- Ability to write a description of oneself. c- Ability to write a description of a friend. d- Work with a group to agree on the best quality a friend should have.

Sequence	Aims	Procedure
SB : <u>LGR</u>	-Practise describing the physical appearance of people.	-Follow the strategy suggested and do the activity in pairs. -The learners playing student A, need some time to give a complete description of the person they chose.
AB : Act 1 (a, b)	-Give a description of oneself.	-Explain the difference between [very+ adj, quite+adj, rather/a bit +adj] -Explain the instructions then give sds time to do the activity individually. -Share what you wrote with your partner.
AB : Act 2	- Practise using new vocabulary.	--To help sds retain new vocabulary, make them associate adjectives with people they know.
SB : <u>LD</u> → Act 3 (a , b, c)	-Listen to description of people and identify their features. -Use the features to complete a table.	-Have sds identify the features of each character and complete the table.
SB : <u>LD</u> Step 2	-Recognise expressions of addition and opposition while listening to description	-Have sds read the REMEMBER section, then, while listening to the description, recognise the expressions of addition and those indicating opposition.
Time for a song	-Enjoy listening to a song.	-This is meant to help sds get some relief from hard work. -Do not force sds to learn the song, but encourage those who can hum it or parts of it.
SB : <u>LD</u> Step 3	-Work with a group to decide about the best quality a good friend should have.	-Organise the group in such a way that each member has some time to say he/she thinks. -The group reporter shares with the rest of the class what the other members of his/ her group think.
SB : <u>LC</u> → Act 4	-Give a description of one's best friend.	-Have sds write few lines to describe their best friend.
AB : Act 5	-Practise describing people.	**Homework :** This is an additional exercise in describing people. -Show the sds how the sentence wheel works and let them do the activity as homework.

Module 5	Lesson 3	Family relationship	One session

Objectives :	a- Ability to read for details.
	b- Ability to write an informal letter.

Sequence	Aims	Procedure
SB : <u>LGR</u> Step1	- Sensitise sds to theme. - Activate prior knowledge about topic.	-Have sds answer the questions and describe their relationship with their family members.
Step 2	- Discover vocabulary describing feelings.	-Have sds look at the pictures and read the captions.
AB : Act 1	- Practise using new vocabulary in context.	-This helps sds retain vocabulary about feelings better.
SB : <u>LD</u> Step1	-Read for details	-Have sds read the text very quickly and stop when they identify expressions describing Catherine's feelings.
AB : Act 2 (a, b)	-Read and react to information	All the questions in Act 2 (b) may have more than one answer. It depends on the reader's judgement. -Encourage sds to have debate over each question.
AB : Act 2 (c)	- Discover reflexive pronouns.	-Have sds analyse the answer to Act2 (c)
AB : Act 2 (e)	- Practise using reflexive pronouns.	-Have sds complete the sentences and answer the rest of the of the questions to grasp the meaning of reflexive pronouns.
SB : <u>LD</u> Step 2	- Use a rule as a reference.	-They may refer to Step 2 to see the rule and check answers.
SB : <u>LC</u> → Act 3 (a, b)	- Write an informal letter.	-Have sds consider the various pieces of advice and choose one or two they like best. -Have them expand on those pieces of advice before writing Amanda's letter.

Module 5	Lesson 4	Save our planet	One session

Objectives :	a- Ability to read and transfer information from different sources onto a table b- Ability to work in a group to agree on one action to protect the environment. c- Ability to write a poster about protecting the environment.

Sequence	Aims	Procedure
SB : <u>LGR</u> Steps 1 → **AB :** Act 1 (a, b, c, d)	--Discover possessive pronouns. -Discover questions with "whose".	-Follow the sequence of activities as indicated, starting with SB Step1 -Practise questions with "whose".
SB: LGR Steps 2 (a, b)	-Setting the task. -Develop sdss' awareness of topic at hand.	-This part is meant to set the stage for the rest of the lesson and engage sds in the activities. -No precise answer is expected to "What will you do?" in step2 (b). This question should remain pending until the end of the lesson.
SB : <u>LD</u> Step 1 → Act 2 (a, b)	-Read and transfer information onto a table. -Read and react to information in a text.	- Have sds complete the table using information in the 4 e-mails. - Have them think of other actions they may take to protect their most immediate environment.
SB : <u>LD</u> Step 2 → Act 2 (c)	-Ability to design a poster.	-Follow the procedure suggested in Step2 to produce the poster.
AB : Act 3	-Write about the environment.	-This may be given as homework. -Collect papers for personal feedback.
SB : <u>LC</u> Project Work	- Work in a group to collect pictures of pollution and comment on them.	-Help sds plan their project.

Module 5	Lesson 5	Pets	Session 1

Objectives : a- Ability to Guess the topic of a story using title and visuals.
b- Ability to read and identify characters and relationships.
c- Ability to read and represent the plot in a diagram.
d- Ability to identify the climax and the denouement.
e- Ability to read and react to information.
f- Ability to write about pets.

Sequence	Aims	Procedure
SB : LGR Step 1	-Activate prior knowledge about pets. -Develop awareness of topic	-Have sds do the pairwork activity.
SB : LGR Step 2	-Involve sds	--Personal questions at this stage are meant to involve the sds more in the lesson.
AB : Act 1 Act 2	-Discover more about pets	-These simple activities help learners discover more about pets on both levels language and ideas.
SB : LD Step 1	-Develop awareness of features of a narrative.	-Have sds go over the steps to make sure they understand what they say.
SB : LD Step 2 → **AB :** Act 3	-Apply the reading strategy for narratives.	-Have sds answer the questions in the same order they appear in AB.
AB : Act 4 (a) → **SB :** Step 3	--Discover the meaning of "could"	-Have sds try to answer the question in Act4 (a) before looking at Step3 in SB.
AB : Act 4 (b)	-Practise producing sentences with "could".	-Have sds produce sentences with "could".
SB : LC	-Write about pets	-Sds are expected to choose one of the topics and write a few lines about it.

Session 2

Module 5	Lesson 5	Pets	Session 2

Objectives : a- Guess the topic of a story using title and visuals.
b- Read and identify characters and relationships.
c- Read and represent the plot in a diagram.
d- Identify the climax and the denouement.
e- Read and react to information.
f- Write about pets.

Sequence	Aims	Procedure
Self check Mock test	**Do as in the previous modules and take notice of sds' urgent needs.**	

Session 3

Module 5	Lesson 5	Pets	Session 3

This session is devoted to review and remedial work

Project Evaluation Report

The project	Participants	Content	Design	Presentation
1				
2				
3				
4				
5				
6				
7				