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| G:\Facebook\IMG_138999859648496.jpeg  C:\Users\Ridha\Desktop\pictures\images-38.jpeg  C:\Users\Ridha\Desktop\images-5.jpeg | ***Listen and speak:***  ***Learning objective: Asking and giving information about food***  ***Act1:*** ***Watch the video and say how many types of food are there?***  ***Act 2: Listen and complete the table with food items.***   |  |  |  |  | | --- | --- | --- | --- | | ***meat*** | ***Dairy products*** | ***vegetables*** | ***fruit*** | |  |  |  |  |   ***Act 3:*** Watch again the video and write a short paragraph about the different types of food.  ***Act 4:*** Watch the video clip about types of food. | ***Internet***  ***Types of food (you tube)***  ***Audio: types of food***  ***Teacher’s task***  ***Food Groups Are Rockin Tonight(you tube)***  ***Book:***  ***Pronunciation and spelling***  ***(All streams and levels) p70***  ***Written by L’edjehed Souhila***  ***Internet***  ***Activities about the present simple tense.***  ***Internet/ Food***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Internet/Video:***  ***Learning videos for kids/ Healthy food/junk food*** |
| ***Words and sounds:***  ***Learning objective: Reviewing the pronunciation of the final “s”***  ***Act 1: Classify the following words according to the pronunciation of their final “s”.***  Cookers-prices-sells-days-shops-bridges-cages-buses-wants-seems-hurts-plays-puts-places-finishes-watches.   |  |  |  | | --- | --- | --- | | ***/ s /*** | ***/ z /*** | ***/iz /*** | |  |  |  | |
| ***Practice:***  ***Learning objective: Reviewing the simple present tense***  ***Act 1:*** ***Complete with the correct verb.***  play - go - do - get up - read - ride - wash - drive   a) Camila  the homework at home.    b) I  my bike every day.     d) Tom  football at the club on Tuesdays.    e) My father  his brand new car.    f) You  the newspaper on Sundays,  h) Lucy and I  at 9 o´clock every day.   i) Danielle  home at 6:30.  ***Act 2: Write the previous sentences into negative form and interrogative form.***  ***Act3: Look at the pictures and write corrected sentences using the simple present tense. C:\Users\Ridha\Desktop\lesson plans\IMG_24991263245591.jpeg*** |
| ***Reading comprehension:***  ***Learning objective: Asking and giving information about food***  ***C:\Users\Ridha\Desktop\pictures\images-26.jpeg***  We all need food and we can’t live without it because it gives us energy and keeps us fine and strong. But, where does our food come from?  There are two basic kinds of food. One comes from animals and the other comes from plants.  Meat comes from animals. We get mutton from sheep, beef from cows and chicken from hens. Fish is meat, too. We also get other products from animals such as: eggs from hens and ducks, honey from bees, milk from cows, and from milk people get butter and cheese.  From plants, we get fruit, vegetables and cereals. A lot of fruit grow on trees such as: oranges. Some kinds of vegetables grow under the ground. The potato is an example. Cereals give us food, too. Millions of people in the world eat rice and make flour or semolina from wheat.  But, you must buy good food for a healthy life. Do you eat the right food?  ***1-Read the text and say true or false. Correct if it’s false.***  ***a-***Mutton is the cow’s meat.  ***b-***People make cheese from milk.  ***c-***Rice is a cereal.  ***2-Read the text and answer the following questions.***  ***a-***Why do we all need food?  ***b-***What food do we get from plants?  ***3-Lexis:***  ***a-Find in the text words that are closest in meaning to:***  well =………….. many=……………….  ***b-Find in the text words that are opposite in meaning to:***  bad= ……….. on=…………… |
| ***Writing***  ***Learning objective: Writing a healthy menu***  ***Topic:*** Write a healthy menu. . C:\Users\Ridha\Desktop\pictures\2014-09-14-23-51-45--323467144.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-13 (2).jpeg  C:\Users\Ridha\Desktop\pictures\2014-10-10-12-38-42-1617892221.jpeg  C:\Users\Ridha\Desktop\images-2.jpeg | ***Listen and speak:***  ***Learning objective: Making recommendations about table manners***  ***Act1:*** ***Watch the video and say how to set a table.***  ***Act 2:*** ***Listen and say if the following statements are true or false.***  -We should wash our hands before eating.  -Place the napkin on the lap before starting eating.  -We can talk and our mouths are full of food.  ***Act 3:*** ***Watch the video and give other western table manners.*** | ***Internet/video:***  ***Learning video for kids/***  ***Rule of etiquette***  ***Audio: table manners***  ***Learning video/table manners (Internet)***  ***Teacher’s task***  ***Internet/exercises about must and should***  ***Book of English for Middle School p19***  ***Written by Sabah Chiad***  ***Table manners according to Islam( you tube)*** |
| ***Words and sounds:***  ***Learning objective: Rising and falling intonation in WH Q and yes/no Q***  ***Act 1:*** ***Mark the intonation at the end of each question with an arrow.***  -Did you watch TV?  -What are you doing?  -When will he arrive?  -Has he got a car?  -Will they come tonight?  -Where are they going? |
| ***Practice:***  ***Learning objective: Reviewing the modal verbs must and should***  ***Act 1:*** ***Use should/ shouldn’t, must or mustn’t.***  1-Young children stay at home on their own.  3-Before you go to the dentist’s, you brush your teeth.  4-You close the windows because it is raining.  5-They tell her about John’s accident. She could break down.  6-You cross the street when the traffic lights are red.  7-The teacher said to me,” You get up earlier because you are late again.  8-You drive the car. You are only thirteen.  ***Act 2***: ***Complete the following sentences with should or shouldn’t.***  1-You wear black dress at night.  2-You take a bag with you for sweets.  3-You stay out very late.  4-You always go with friends. |
| ***Reading comprehension:***  ***Learning objective: Making recommendations about table manners***  The following tips will help you through any formal dinner party. When you are seated, it’s advisable to unfold your napkin for occasional use to wipe your lips or fingers. Then when it comes to food, you should wait your turn. It’s “unacceptable” to start eating before a signal from the host.  It’s very common to have the knife and fork rested on either side of the plate between mouthfuls. However, placing them side in the centre of the plate is a sign that you’ve finished eating.  It is not regarded as good dinner table manners to talk with your mouthful. Also, avoid stretching across the table crossing other guests to reach food or drink.  It’s quite acceptable to leave some food to one side of your plate. Before leaving, thanking the host is considered polite.  ***Act 1:*** ***Read the text and classify the instructions in the table.***   |  |  | | --- | --- | | ***do*** | ***Don’t*** | |  |  |   ***Act 2:*** ***Are the statements true or false? Correct the wrong statements.***  -You can use the napkin for wiping your knife.  -You can start eating whenever you want.  -When you finish eating, put the knife and fork in the centre of the plate.  -Talking with your mouth full is “unacceptable”.  **Act 3:** ***Lexis***  ***a-Find in the text words that are closest in meaning to:***  to begin= ……….. ended= …….  ***b-Find in the text words that are opposite in meaning to:***  leave= …….. empty= ……….. |
| ***Writing:***  ***Learning objective: Talking about Islamic table manners***  ***Topic:*** Write a letter to a pen friend telling him/her about the Islamic table manners.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-40.jpeg  C:\Users\Ridha\Desktop\pictures\images-18.jpeg  C:\Users\Ridha\Desktop\pictures\images-31.jpeg  C:\Users\Ridha\Desktop\images-15.jpeg | ***Listen and speak :***  ***Learning objectives: Giving instructions/Using the time sequencers***  ***Act 1:*** A-***Watch the video and say what’s the recipe about?***  ***B-Watch the video and write the ingredients.***  ***Act2: Listen and answer these questions.***  ***-***Where is the recipe book?  -What does Mike’s mum need to make chocolate chips?  ***Act 3:*** ***Watch the video and write how to make chocolate chips.*** | ***Telma and Tula- chocolate cookies recipes (you tube)***  ***Mobile application:***  ***Audio: making cookies***  ***Text book***  ***Task 1 p 24***  ***Task 2 p 24***  ***Teacher’s task***  ***English Is Fun for 4AM***  ***Written by Soraya Abdeljoued***    ***My English book 4 AM /Task d p35***  ***Written by Djamel Achit***  ***Book:***  ***The last step 4 AM***  ***P 16***  ***Written by N. Bourerara***  ***Text book:***  ***Activity 1 p 23***  ***Internet/ video***  ***Food pyramid/ food nutrition (learning videos for kids)***  ***Audio: health***  ***(mobile application)***  ***Text book p24/ 25***  ***Internet/ Comparison***  ***Internet/ Comparison***  ***Internet/ Comparison***  ***The text:***  ***Internet/Adapted from EUFIC review 2006***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Learning video for kids/***  ***Healthy/ unhealthy food*** |
| ***Words and sounds:***  ***Learning objective: Reviewing the pronunciation of the final “ed”***  ***Act 1:*** ***Add the suffix “ed” to the verbs in the table below to form adjectives or past participle. Then complete the phonetic transcription of each of the adjectives with /t/, /d/ or /id/.***   |  |  |  | | --- | --- | --- | | ***Verbs*** | ***Adjectives*** | ***Phonetic transcription*** | | To cook (food)  To boil (eggs)  To fry (potatoes)  To steam (rice)  To roast (peanuts)  To grill (lamb) | Cooked food | / kuk …./  /bↄil…../  /frai…../  /sti:m/  /rәᴜst…../  /gril…/ |   ***Act 2:*** ***Take turns to ask and answer questions about your preferences for the type of food in exercise 1.Pay attention to your pronunciation.***  ***Example:***  You: I prefer eating ***raw food***. What about you?  Your partner: No, I don’t. I prefer ***cooked food***. |
| ***Practice:***  ***Learning objective: Presenting the imperative form***  ***Act 1:*** ***Fill in the blanks using the imperative***   * ***(not speak)*** so loudly. * ***(study)*** harder or you’ll fail the exam. * ***(do)*** your homework straight away. * ***(not forget)*** your story book. * ***(not play)*** in the classroom. ***(go)*** and ***(play)*** in the playground.   ***Act 2: Turn these sentences into imperatives.***  ***1-***You should have your breakfast.  ***2-***You are obliged to obey your parents.  ***3-***You must do your homework.  ***4-***You mustn’t talk in the classroom.  ***5-***You shouldn’t call your father in his office.  ***6-***You mustn’t arrive late at school.  ***Act 3:*** ***Game***  ***“Dos or Don’ts”***  ***Throw- quiet- run- polite- rude- eat- bin- smoke- noisy- pets- should***  ***Across***  ***1-***Don’t be ……..in the classroom.  ***5-“***Shut up!” is not polite. It’s ……….to say “shut up!”  ***6-***Say, “Thank you!” Be ………..!  ***7-***Don’t …………rubbish on the floor!  ***9-***You shouldn’t …………in the classroom!  ***10-***Throw rubbish in the ……….!  ***Down***  ***2-***Don’t …………in the bus!  ***3-***You ………….walk in the corridor. Don’t run!  ***4-***Be ……………in the library!  ***6-***No …………in the park!  ***8-***Do not …………..in the corridor.  C:\Users\Ridha\Desktop\20150211_225355.jpg |
| ***Reading comprehension:***  To make couscous, you will need semolina, salt and water. First put some semolina in a large recipient, add a little water and roll it. Add some thinner semolina from time to time so that you can roll it. When it is finished, pour some water in a pot so that steam it.  Then, put it in a big bowl and add a little water and separate it. Steam it again for a second time. Finally, put some butter on it and mix.  When you serve, put a ladle of couscous in a plate, pour some sauce on it and decorate with vegetables and meat. You can serve with whey or any other drink.  ***Learning objective: Making recommendations about table manners***  ***Act 1:*** ***Answer the following questions***.  -What are the ingredients used to prepare couscous?  -How often must you steam couscous before it is cooked?  ***Act 2:*** ***Say true or false. Correct the wrong statements.***  -We have to steam couscous three times  -We can serve couscous with sauce and decorate it with vegetables and meat.  -We can’t serve couscous with whey.  ***Act 3:*** ***Lexis***  a-Find in the text words that are closest in meaning to:  big=……… ended=…………  b-Find in the text words that are opposite in meaning to:  any= …………. Without= ……….. |
| ***Writing:***  ***Learning objective: Writing a recipe***  ***Topic:*** Write a recipe of success.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-34.jpeg  G:\pictures\images-29 (2).jpeg  C:\Users\Ridha\Desktop\pictures\images-15 (2).jpeg  C:\Users\Ridha\Desktop\pictures\images-47.jpeg  Today’s consumers in the world can benefit from a large variety of food and food products, as well as a lot of information about food, to help ensure that diets are nutritious. They provide detailed information to help consumers understand the nutritional content of the foods they consume. As a result, consumers are better informed about foods, and in what quantities, are best for good health.  Foods are derived from both plants and animals, and most are complex mixtures of different components. They contain energy and nutrients to help the body grow. They contain water and many ingredients to help the body function normally. Finally, foods also contain a very large number of components, which make them pleasant to eat.  Our bodies need about 40 different nutrients to maintain health such as carbohydrates, fats and proteins; and micro-nutrients such as vitamins, minerals and trace elements.  Carbohydrates and fats are the major sources of energy .Proteins play an important role in the growth of the body, especially children. Vitamins generally help regulate body processes because they contain minerals. Minerals such as calcium and magnesium are important for bones and teeth. Sodium, chloride and potassium help maintain the composition of body fluids.  So good consumers must know these information about food to take care about their health and their children’s one.  Adapted from EUFIC review 2006  C:\Users\Ridha\Desktop\pictures\images-39.jpeg  C:\Users\Ridha\Desktop\pictures\2014-11-05-23-26-27-492481852.jpeg  G:\2014-12-26-14-26-43-1615076525.jpeg | ***Listen and speak:***  ***Learning objective: Comparing and contrasting food items***  ***Act 1: A-Watch the video and say what are the different types of food.***  ***B-What should we eat more? What should eat less?***  ***Act 2: Listen and answer the questions.***  -Which one is the best? A-having money. B-having good jobs. C- Being healthy.  -What does body need to keep healthy?  - ***Act 3:*** ***Play roles. Read the processed food labels. Then ask and answer***  ***questions about the ingredients mentioned on the labels.***C:\Users\Ridha\Desktop\pictures\images-31 (3).jpeg C:\Users\Ridha\Desktop\pictures\images-36.jpeg |
| ***Words and sounds***  ***Learning objective: Presenting the silent letters***  ***Act 1:*** a-***Read aloud the words in the table below and cross out the letters which remain silent when you pronounce the words.***   |  |  |  |  | | --- | --- | --- | --- | | ***You see/you write*** | ***You pronounce*** | ***You see/ you write*** | ***You pronounce*** | | Cooker  Fruit  Parsley  Fork  Knife  Turnip  Hamburger  Yoghurt  Spaghetti  Yolk |  | Salmon  Salt  Stomach  Lamb  Doughnut  Wheat  Light  Calf  autumn |  |   ***b-Listen to your teacher reading the words and check your answers.*** |
| ***Practice:***  ***Learning objective: Reviewing the comparative /the superlative forms***  ***Act 1:Give the comparative form of the following adjectives.***  1.  A rock is  than a leaf. (heavy)  2. Our house is than yours. (big)  3. The princess is than the witch. (beautiful)  4. Tom is a student than Mary. (good)  5. Bicycles are than motorbikes. (safe)  6. July is than January. (hot)  7. A lion is than a cat. (dangerous)  8. Helen is than Mary. (happy)  ***Act 2:*** ***Fill in the gaps with the superlative form of the adjectives given.***    1. It is the shop in town. (large)  2. Monday is the day of the week. (bad)  3. Ben was the person in his family. (noisy)  4. Sam is the in the class. (popular)  5. Which is the subject at school? (difficult)  6. Jim is the player in the football team. (good)  7. Elephants are the animals. (heavy)  ***Act 3: Fill in the gaps with the comparative or the superlative form of the adjectives given.***    1. This armchair is than the old one. (comfortable)  2. Trains are than aeroplanes. (slow)  3. I bought the souvenir I could afford. (expensive)  4. In this classroom there are girls than boys. (many)  5. Ann is the child in the family. (young)  6. That TV set is the of all. (cheap)  7. You are here than there. (safe)  8. Fifi is than Kate. (pretty)  9. This is the film i have ever seen. (exciting) |
| ***Reading comprehension:***  ***Learning objective: Talking about nutritious foods***  ***Act1: Read the text carefully then answer the questions***  1. How many paragraphs are there in the text?  2. Do our bodies need 50 different nutrients?  3**.** Where are foods derived from?  ***Act2: Read the text then fill in the table:***   |  |  | | --- | --- | | Nutrients | Micro-nutrients | | 1-  2- | 1-  2- |   **Act3*:***  ***a) Find in the text words closest in meaning to :***  1- give = 2- consume =  ***b) Find in the text words that are opposite in meaning to :***  1- worse =/= 2- minor =/= |
| ***Writing:***  ***Learning objective: Writing about healthy/unhealthy food***  ***Topic:*** Write about healthy food/ unhealthy food.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-16 (2).jpeg  C:\Users\Ridha\Desktop\pictures\images-19.jpeg  C:\Users\Ridha\Desktop\images-5.jpeg | ***Listen and speak:***  ***Learning objective: Describing food habits***  ***Act 1: Watch the video and fill in the table.***   |  |  | | --- | --- | | ***meals*** | ***time*** | |  |  | |  |  | |  |  |   ***Act 2:*** ***Listen and say what each meal consists of.***   |  |  | | --- | --- | | ***breakfast*** |  | | ***lunch*** |  | | ***dinner*** |  |   ***Act 3:*** ***Write a short paragraph about mealtimes and what they consists of.*** | ***Meals time-video for kids (you tube)***  ***Mobile application***  ***(play store):***  ***Audio: meals***  ***Teacher’s task***  ***Text book:***  ***Task 1 p 25***  ***Task 2 p 25***  ***Internet/exercises about present tenses***  ***Internet/ Word order /present tense.***  ***Book:***  ***English BEM p 25***  ***Written by Mrs Belaziz***  ***Text book:***  ***Task 4 p 28*** |
| ***Words and sounds:***  ***Learning objective: Discriminating between / i / and /i:/ sounds***  ***Act 1:*** ***Complete the phonetic transcription of the words below with the sound /i/ as in bit or /i: / as in cheese. The dot (.) stands for the missing vowel sound.***   |  |  |  |  | | --- | --- | --- | --- | | ***You see/write*** | ***You say/read aloud*** | ***You see/write*** | ***You say/read aloud*** | | Sweets  kiwis  beans  bitter  figs  protein | /sw.ts/  /k.w.z/  /b.nz/  /b.t /  /f.gz/  /pr ut.n/ | Apricots  Berries  Peaches  Juicy  lettuce | /eipr.k ts/  /ber.z/  /p.t .z/  /d u:s. /  /let.s/ |   ***Act 2:*** ***Listen to your teacher reading the words in the table and check your answer to previous question. Then play a game like this.*** |
| ***Practice:***  ***Learning objectives: Reviewing the present tenses***  ***Act 1: Write the verbs between brackets in the correct form.***  -I (not/know) much about art, but I like some artists.  -He (be) at his computer for six hours.  -(you/ finish) your homework yet?  -Nelly ( have ) a great time in New York at the moment.  -My husband (be) free for the most of the afternoon.  -Where (Robert/ live) now.  ***Act 2:*** ***Change the order of the words below. Don’t forget to put a full stop at the end of the sentence.***  -house-have-I-a-big  -I-am-to the beach-going  -She-her friend-visits-after work every night  -George-gives me-every morning- a call  -we-every Saturday-to the movies-go  -he-English- is studying- now  -The money-now-in his pocket-is putting-the man  -the newspaper-reads-always-Helen |
| ***Reading comprehension:***  ***Learning objective: Describing food habits***  The English people take a big breakfast every morning it is made of eggs, fish, toasts with buffer and jam, orange juice and tea. They work from half past eight till one o’clock so, they do not go home for lunch. They have it in the nearest restaurant or at the office, but in weekends they generally have lunch with families. They eat roasted bee with boiled vegetables, fish with ketchup The English do not eat any bread during their meal but they drink too much tea. Their dinner is often a cold meal, sometimes, it is just a sandwich.  I don’t like this diet, how about you?  ***Act 1: Answer the questions.***  -What is the biggest meal in England?  -What time do the English people start work?  -Do they have lunch at home?  -Where do they usually have lunch?  -Give a title to the text.  ***Act 2:*** ***What do the underlined words refer to in the text?***  They  Which  ***Act 3:Find in the text words that are opposites in meaning to:***  A little= ……… without= …………..  Go= ……….. never= ……………. |
| ***Writing:***  ***Learning objective: Writing an email about Algerian meals***  ***Topic:*** Write an e-mail to a British friend Where you will inform her/him about Algerian mealtimes, meals and what these meals are made of.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| G:\Nouveau dossier (2)\IMG_50014891143360.jpeg  G:\images-4.jpeg  G:\2014-12-24-22-17-51-1615076525.jpeg  G:\2014-12-25-01-52-00--438966677.jpeg  G:\2014-12-25-02-03-06--425225731.jpeg  C:\Users\Ridha\Desktop\images-8.jpeg | ***Listen and speak:***  ***Learning objectives: Accepting and declining polite requests/Asking for and giving permissions***  ***Act1: Listen to the conversation and try to fill in the blanks with the right answers.***  ***Conversation 1:***  A: Can I borrow your car tomorrow, please?  B: ……………………..  ***Conversation 2:***  A: Can I have a look at your map, please?  B: ………………………  ***Conversation 3:***  A: Excuse me, could you help me with my bag, please? It’s very heavy.  B: …………………….  ***Conversation 4:***  A: Excuse me; can I use the internet here, please?  B: ………………………………….  A: Can I use my own computer?  B: …………………………….  ***Act2:*** ***Watch the video and check your answers.***  ***Act3:*** ***Play the roles. Accept or refuse polite requests/Ask for and give permissions.*** | ***Internet/you tube***  ***Cartoons for learning English: Listening-making request***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Internet/P48-book :***  ***anglais pdf-Chaid Zahia P.E.S d’anglais***  ***Teacher’s task*** |
| ***Words and sounds:***  ***Learning objective: Rising and falling intonation in polite requests***  ***Act1: Mark the intonation with an arrow at the end of each request.***  -Would you lend me your copy book?  -Would you give her my phone number, please?  -Could you close the window, please?  -Could you call me later? |
| ***Practice:***  ***Learning objectives: Making, accepting and declining polite requests***  ***Asking for and giving permissions***  ***Act1:With these expressions, build polite requests using:***  Could you….? or would you…..?  -serve the guests.  -take a photo with me.  -have a look to my project.  -replace me at work.  -phone me night.  ***Act2: play the roles. Accept some and refuse others.***  ***Act3: Play roles. Ask for and give permissions.***  ***Use these cues:***  -Have a look to your photo album.  -Borrow your car tonight.  -Take the day off tomorrow.  -Invite my friends to dinner.  -Check my e-main first. |
| ***Reading comprehension:***  ***Learning objective: Talking about technology “Internet”***  ***G:\images-5.jpeg***  Many people have computers nowadays. Most of them are connected to Internet.  More and more people need Internet in their work, for their research and also for fun: a greater number of young people spend hours chatting on the net.  But what is Internet? A clear definition is hard to find because Internet experts cannot agree among themselves. However, the Internet users agree that it is a global network of thousands of linked computers that pass information.  The Internet has no government, no time, no place and no country. When your computer is connected to Internet, you can have any information about any subjects at any time; you may communicate with people living thousands and thousands of kilometres away.  Do you know what some scientists say about it? They claim that it is more impressive than the pyramids, more important than the industrial revolution.  For them, Internet has brought deeper changes than any other revolution.  ***(Adapted from Forum Magazine)***  ***Read the text carefully and do the following activities:***  ***Act1:Read the following statements and copy the right ones on your sheet of paper.***  ***1.*** In the future, more and more people will need Internet.  **2.** It is difficult to define what Internet is.  **3.** The access by night to Internet is impossible.  **4.** Thanks to Internet, access to information has become easier.  **5.** Internet has brought no real changes to the world.  ***Act2:Answer the following questions:***  **1.** Why do more and more people need Internet?  **2.** What has Internet been compared to?  ***Act3:Find in the text words which definitions are:***  **a.** An electronic machine:  **b.** A global network of a huge number of linked computers:  **c.** A place where people of the same nationality live: |
| ***Writing:***  ***Learning objective: Writing an application letter***  ***Topic:*** Write an application letter.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| G:\Nouveau dossier (2)\IMG_16840004241948.jpeg  C:\Users\Ridha\Desktop\pictures\images-15 (3).jpeg  C:\Users\Ridha\Desktop\pictures\images-14 (3).jpeg  G:\Nouveau dossier (2)\images-1 (3).jpeg  G:\Nouveau dossier (2)\2014-12-14-00-04-13-940757500.jpeg  C:\Users\Ridha\Desktop\pictures\2014-10-26-00-29-42--217558133.jpeg  G:\aa3.jpg | ***Listen and speak:***  ***Learning objective: Expressing ability/ inability /possibility***  ***Act 1:*** ***Watch the video and say what you can or you can’t do.***  ***Act 2: Listen to the conversation and answer the following questions.***  -Can Wendy sing?  -Can she play the piano?  -Could she do anything she wanted with her free time when she was a child?  -What can she be in the future?  ***Act 3: Play the roles.*** | ***Learning video about ability/ inability***  ***Audio: ability /inability/***  ***possibility***  ***English is Fun 4AM***  ***Soraya Abdeljoued***  ***Book:***  ***Book for English for middle school (4AM)***  ***p32***  ***written by Salah Chiad***  ***Internet/ Englishwsheets.com***  ***Exercises about ability/ inability worksheets***  ***Text book p 48***  ***Book of English for middle school***  ***3AM p15***  ***Written by Mme Mouhoub. S***  ***Internet/ Englishwsheets.com***  ***Exercises about ability/inability worksheets***  ***Internet/Meet The Robot Maid- The Future of Technology***  ***Text book p 57***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task*** |
| ***Words and sounds:***  ***Learning objective: Presenting the pronunciation of the modal “can”***  ***Act 1:*** ***Listen to your teacher and identify the form of the modal can you hear***  ***in the snippets of the dialogue in the box.***  -I ***can*** play tennis.  -I ***can’t*** rent a car.  -***Can*** you lift weights?  -Yes, I ***can***.  -No, I ***can’t***.  -The little Emily ***can’t*** draw but she ***can*** read.  ***Act 2:*** ***While Andrew was doing his homework; he mispronounced the modal “can”. Correct his mistakes by inserting the right phonemic symbols.***  1-Peter and John can play the violin.  2-Can the girl write poems? I can.  3-Mike and Robin can’t travel abroad alone.  4-Who can drive a car? I can.  5-Sally can make cakes, but I can’t. |
| ***Practice:***  ***Learning objectives: Expressing ability/inability/possibility***  ***Act1: Look at the pictures. Ask and answer questions using can or can’t.***  ***C:\Users\Ridha\Desktop\lesson plans\IMG_58854211486405.jpeg***  ***Act2:***  ***A-Re-write the lines in bold type in the dialogue below using may or may not +verb. Make any necessary changes.***  ***Said:*** Karim has invited me to visit him in England.  ***Amine:*** Will you go?  ***Said:*** I don’t know. ***Perhaps I’ll go next June. I’ll ask for a school leave.***  ***Amine: But perhaps the headmaster won’t let you go.***  ***Said: Well, perhaps I’ll go without asking for a leave then.***  ***Amine:*** I advise you not to do that***. Perhaps the headmaster will mark you absent.***  B-***Act out the dialogue.***  ***Act 3:Complete the following sentences with: can- - could or be able to***  1-………………..he heard when you were talking to him?  2-My young brother …………….ride his bicycle now.  3-She …………….walk when she was less than a year old.  4-My grandfather ………….. walk without any help last night.  5-I would like to …………….fly a plane.  6-There are many clouds, it …….. rain tomorrow.  7-I………………come tomorrow.  8-Will Man………….live on Mars one day?  ***Act4:C:\Users\Ridha\Desktop\lesson plans\IMG_58847869567459.jpeg*** |
| ***Reading comprehension***  ***Learning objective: Talking about future technology***  ***Act 1: Watch the video and answer these questions.***  -What’s it about?  -How will our life be in the future?  Many people think that robots are stupid. This may be true for the old generation robots. But the new generation robots are not stupid machines at all. They can hear and speak. They can even smell. Someday soon, I’m sure scientists will be able to invent robot cooks, which you can instruct to prepare your breakfast in the morning. They will be able to make robot maids, which will do house cleaning. They may be to invent robot students to do your home work while you just lie in your bed listening to music. And who knows? They may even invent robot mechanics, which will repair broken robots. Can robots become the rivals of man in the future? Well, they cannot for one simple reason. They have only artificial intelligence, so it is impossible for them to be man’s rivals.  ***Act 2:*** ***Read the text carefully and say if the following statements are true or false.***  **1-**The old generation robots are stupid.  **2-**The old generation robots can hear and speak.  **3-**The new generation robots are not stupid.  ***Act 3: Read the text again and answer the following questions.***  1-What is the text about?  ***2-***What will scientists be able to invent?  ***3-***Can robots become the rivals of man in the future?  ***Act 4: Find in the text words that are opposites in meaning to the following:***  Possible = ……………. Clever = ………… |
| ***Writing:***  ***Learning objective: Designing a commercial advert***  ***Topic:*** Design a commercial advert***.***  ***C:\Users\Ridha\Desktop\pictures\images-22.jpeg*** |
| http://reddyzviewz.files.wordpress.com/2011/04/teacher-clipart-pics.gifhttp://reddyzviewz.files.wordpress.com/2011/04/teacher-clipart-pics.gifhttp://reddyzviewz.files.wordpress.com/2011/04/teacher-clipart-pics.gif  C:\Users\Ridha\Desktop\pictures\images-26 (4).jpeg  C:\Users\Ridha\Desktop\lesson plans\IMG_38887871703940.jpeg  G:\Facebook\IMG_5985431976319.jpeg  C:\Users\Ridha\Desktop\lesson plans\IMG_73265456939075.jpeg  American school system is among the most successful ones in the world. Children go to Kindergarten when they’re 5 years old. When kids are there, they will learn how to count, read and write. When they are 6 years old, they go to elementary school, or grade school. They have to stay for six years. After they finish it, they can join a Junior High School for three years. Senior High School is next. It lasts for 3 years. Most students are about 18 years old when they finish high school.  The school year is 9 months long. It begins in September and ends in May. As soon as students finish their final exams, they go on summer holidays.  There are public schools and private school in the US. A public school is free. A private school is often quite expensive. But both are good.  C:\Users\Ridha\Desktop\lesson plans\images-1-1 (2).jpeg  G:\Amina\IMG_12801513610845.jpeg  G:\pictures\IMG_5834475647022.jpeg  G:\pictures\IMG_115227141996952.jpeg | ***Listen and speak:***  ***Learning objective: Expressing obligation /prohibition***  ***Act 1:*** ***Look at the pictures and use must or mustn’t to make sentences.***  ***Act 2:*** ***Listen to the conversations and classify the following statements in the right column.***  -use self phones in the classroom.  -come late.  -do homework at home.  -Keep the classroom tidy.   |  |  | | --- | --- | | ***must*** | ***Mustn’t*** | |  |  |   **Act 3: *Give other school rules.***  ***Act 4: Watch a video clip about school rules.*** | ***Teacher’s task.***  ***Audio: rules in our school***  ***Teacher’s task***  ***Learning video:***  ***Song: rules of the calassroom***  ***Book:***  ***Book English for Middle School p 36***  ***Written by Salah Chiad***  ***Internet/ Expressing obligation and prohibition***  ***Teacher’s task***  ***Book:***  ***Book of English for middle school p 62***  ***Written by Salah Chiad***  ***Teacher’s task***  ***Teacher’s task***  ***Text book p54***  ***Audio:Agreement***  ***Teacher’s task***  ***Text book p54***  ***Book:***  ***Book of English for Middle School p 43***  ***Written by Salah Chiad***  ***Book:***  ***Book of English for middle school 4AM***  ***P86***  ***Written by Salah Chiad***  ***Internet/exercises about expressing agreement***  ***Book of English for middle school p42***  ***Written by Salah Chiad***  ***Text book p 56***  ***Make me genius/ pollution 1(you tube)***  ***Audio: pollution***  ***Teacher’s task***  ***Make me genius/ pollution2 (you tube)***  ***English course p 79***  ***Written by Ben Sidi***  ***Aissa***  ***Internet/ Conjunctions and connectors***  ***English is Fun 4AM***  ***P106-107***  ***Teacher’s task*** |
| ***Words and sounds:***  ***Learning objective: Forming opposites by adding negative prefixes***  ***Marking the stressed syllable of a word***  ***Ac 1:*** ***Which prefix goes with each set of words? (il-dis-ir-in-im-un)***  **1-** Kind fair able **2-** regular replaceable responsible  **3-** legible legal logical **4**- trust agree like  **5-** coherent direct expensive **6-** polite moral patient  ***Act 2: Re-write the new words obtained in exercise one using phonetic scripts. Mark the stressed syllable as in the example below.***  legia/’li:gl/ illegal /i ‘ li:gl/  ***Act 3:*** ***Use adjectives from activity one to complete the following statements.***  1-You mustn’t hunt in this area. It’s ……..  2-It’s …………..to ask for help without using the word please.  3-No one can be at John’s place. He’s …………  4-That word is different. It doesn’t follow the rule. It’s a kind of ……..  5-Paul is ……….He can’t wait his exam results.  6-Mobile phones are now………………..Almost every one can buy them.  7-I …………….with him. It’s completely wrong and nonsense.  8-Sally was …………..to do anything about it. She fainted when she saw the monster. |
| ***Practice:***  ***Learning objective: Expressing obligation/ prohibition.***  ***Act 1:* *Fill in the gaps with: must, have to or mustn’t.***  ***C:\Users\Ridha\Desktop\lesson plans\IMG_73234664336537.jpeg***  ***C:\Users\Ridha\Desktop\lesson plans\images-6 (3).jpeg***  ***Act 2: Look at the pictures and complete the sentences with must, mustn’t or don’t have to.***  ***C:\Users\Ridha\Desktop\lesson plans\images-14.jpeg***  You .............. make noise in the class.  C:\Users\Ridha\Desktop\lesson plans\images-10.jpeg You ...............arrive late to school.  C:\Users\Ridha\Desktop\lesson plans\images-2 (3).jpeg You ................wake up early on Friday.  C:\Users\Ridha\Desktop\lesson plans\images-9.jpeg You ..................wear school uniforms.  ***C:\Users\Ridha\Desktop\lesson plans\images-3 (2).jpeg***  You ...............cheat or copy in the test.  C:\Users\Ridha\Desktop\lesson plans\images-5.jpeg You ...............bring your books to class.  G:\images-1.png You .................. do your homework.  ***Act 3:*** ***Look at the pictures and write corrected sentences.***  G:\2014-12-31-23-53-12--241452214 (2).jpeg .........................................................................................  G:\images-2 (2).jpeg .......................................................................................  G:\2014-12-31-23-32-30-488736060.png .......................................................................................  C:\Users\Ridha\Desktop\lesson plans\images-7.jpeg .....................................................................................  G:\2014-12-31-23-41-09--255171550.png ....................................................................................  G:\images (2).png ....................................................................................  ***Act 4:*** ***Write a short paragraph about the class rules using must and mustn’t.*** |
| *Reading comprehension:*  ***Suggestion 1:***  *Learning objective: Talking about American school system*  American school system is among the most successful ones in the world. Children go to Kindergarten when they’re 5 years old. When kids are there, they will learn how to count, read and write. When they are 6 years old, they go to elementary school, or grade school. They have to stay for six years. After they finish it, they can join a Junior High School for three years. Senior High School is next. It lasts for 3 years. Most students are about 18 years old when they finish high school.  The school year is 9 months long. It begins in September and ends in May. As soon as students finish their final exams, they go on summer holidays.  There are public schools and private school in the US. A public school is free. A private school is often quite expensive. But both are good.  *Act 1:Are the following statements true or false or not mentioned:*  -An American student has to study for 12 years before he can join a university.  -All the students get high school diplomas.  -Summer holidays last for three months.  In public school, students have to pay to be able to study.  -A public school is as good as a private one.  *Act 2:* *Find in the text words that have the following definition.*  1-……………..: A school for children aged from about 2 to 5.  2-……………..: Certificate that you complete a course of study, often at a college.  3-…………..: A period of rest from school.  4-…………..: Written, spoken or practical test of what you know or can do.  ***Suggestion 2:***  ***Learning objective: Talking about teaching in Algeria***  Teaching is a very hard job. Teachers suffer more with pupils than any workers do. A teacher has got a very big responsibility. He has to prepare himself before getting into the class room. He must be careful in selecting and preparing what to teach.  A teacher doesn't work only in the class room but most of his work is done at home.He has to prepare the lessons and check the pupils copy books. He must give quizzes test papers, examinations and must correct them. Then, he must calculate the average marks of each pupil and must fill the bulletins.  In addition to all this, he has to attend meetings with the headmaster and the inspector.  ***A -Read the text and answer the following questions.***   1. Is teaching an easy job?   b- What must teachers do at home?  c- Are meetings important ?  ***B -Say true (ے) or false (x) and correct the false ones:***   1. Teaching is a difficult job. 2. Teachers work in the class and at home. 3. Teachers don't have to attend meeting with head master.   ***C – Find in the text words that are closest in meaning to the following:***  -Difficult = …………………….. -Profession = ……………………..  D - Find in the text words that are opposite in meaning to the following  -After ≠ ………………… -careless ≠ ……………… |
| ***Writing:***  ***Learning objective: Writing notices***  ***Topic:*** Write a notice.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-18 (2).jpeg  C:\Users\Ridha\Desktop\pictures\2014-11-07-11-51-57--1161976546.jpeg  C:\Users\Ridha\Desktop\pictures\images-54.jpeg  G:\Amina\IMG_16633977874739.jpeg | ***Listen and speak:***  ***Learning objective: Expressing agreement***  ***Act 1: Jill and Jack agree with each other about many things in their conversations. Fill in each of the blanks in the speech bubbles with the appropriate auxiliary: can, do or have.***  ***1-So ……….I.***  ***B-So ……….I.***  ***C-Neither …….I.***  ***2-I love bulldogs***  ***3-I don’t like people who mistreat animals***  ***D-I can’t be friends with people who are cruel to animals.***  ***C:\Users\Ridha\Desktop\images-1 (2).jpeg C:\Users\Ridha\Desktop\2015-02-13-19-22-16-290859204.jpeg***  ***4-Neither …….I.***  ***A-I have got a bulldog.***    ***Act 2:*** ***Listen and check your answers.***  ***Act 3:*** ***play the roles.*** |
| ***Words and sounds:***  ***Learning objective: Discriminating between strong form and weak form of the verb auxiliaries do ,have and can***  ***Act 1:*** ***Listen and note the form of the auxiliary verbs do, have and can you hear in speech bubbles you have completed in exercise 1.***  ***Act2:*** ***Mark the boxes (S) when the words are strong and (W) when they are weak.***  1-Do they have a lot in common?  2-Can you see a computer?  3-I wasn’t there when he comes.  4-Where do they think they were?  5-We can’t arrive in time.  6-Yes, I do.  7-I don’t like horror films. |
| ***Practice:***  ***Learning objective: Expressing agreement***  ***Act 1:*** ***Match the statement to the agreement pattern.***  1-I like English. A-Neither did we.  2-I was a fan of the team. B-Neither can I.  3-I haven’t done my homework. C-So do I.  4-We didn’t come late. D-So would she.  5-She can’t play the guitar. E-So were my friends.  6-He would like to go out. F-Neither have I.  ***Act 2:*** ***Complete the following statements with the right auxiliary.***  1-Peter ate a hot dog for lunch. So I.  2-I’m learning how to build kites. So Kate.  3-Frank won’t be on time for the meeting. Neither Jason.  4-They aren’t coming to the event. Neither we.  5-The teacher was planning his lesson at six o’clock. So ………. you. |
| ***Reading comprehension***  ***Learning objectives: Talking about likes and dislikes/Expressing agreement***  My friend and I share a lot of things. We are almost alike. We both love and practise football. We don’t like horror films (they made us sick). We spend too much time playing computer games. My friend goes to a middle school and me too. He doesn’t like physics and either. I love Geography, but he doesn’t stand it. We don’t like to wear jeans all the time. Once he joined “ stop cruelty to Animals” society and became an active member. It wasn’t one of my concerns, but he convinced me to adhere and that’s what I did short time later. We’ve been members for more than five years. We never eat meat. We’re vegetarians. We’re also thinking to take an English course because we need it for our future studies. We both want to be able to help and protect animals.  ***Act 1:*** ***Read the text and write (S) for the things that my friend and I have in common and (D) for things that we don’t share.***  1-Love and practice football.  2-Like horror films.  3-Play computer games.  4-like Geography.  5-Eat meat.  6-Want to be a veterinarian.  7-Member of “SCTA” society.  ***Act 2:*** ***Match the question and the answer.***  1-Do you like horror films? A-No, they aren’t.  2-Does your friend go to the middle school? B-yes, they will.  3-Did he convince you? C-No, we don’t.  4-Have you been members for a long time? D-yes, he does.  5-Will they be able to help animals. E-no, we can’t.  6-Are they taking an English course? F-no, it isn’t.  7-Can you hurt animals? G-yes, he did.  8-Is Physics one of their favourite subjects? H-yes, we have.  ***Act 3:Lexis***  ***1-Find in the text words that are closest in meaning to:***  Also= ………… like= ……….  ***2-Find in the text words that are opposite in meaning to:***  Neither= ……… less= ………. |
| ***Writing:***  ***Learning objective: Expressing likes and dislikes***  ***Topic:*** Write a short dialogue about your likes and dislikes using so and neither.  Then act it out.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-20.jpeg  C:\Users\Ridha\Desktop\pictures\images-16 (3).jpeg  noise2  cars  factoris  G:\Nouveau dossier (2)\IMG_11604230926517.jpeg | ***Listen and speak:***  ***Learning objective: Talking about pollution***  ***Act 1:*** Watch the video and answer this question:  What’s pollution?  ***Act 2:*** ***Listen to the conversation and answer the following questions.***  -How many kinds of pollution? Name them.  -There are many causes due to pollution. Give examples.\*C:\Users\Ridha\Desktop\pictures\images-13 (3).jpeg  ***Act 3:*** ***Watch the video and say how we can reduce pollution.*** |
| ***Words and sounds:***  ***Learning objective:***  ***Reviewing the pronunciation of (ch)***  ***Act1: Classify these words according to the pronunciation of (ch)***  Technology- Christmas- charisma- chance- watch- charm- match- chaos-  archeology-pinch- challenge- cheap- church- chair- character- chemistry.   |  |  | | --- | --- | | ***/ k/*** | ***/t /*** | |  |  | |
| ***Practice:***  ***Learning objective: Presenting the conjunctions and the connectors.***  ***Act 1: Complete these sentences using and, but, so , because.***  1-She wants to go to the cinema, I don’t like that film.  2-My wife plays tennis handball.  3-I can’t sleep, I’m going to drink a glass of hot milk.  4-I’m Studying English I love languages.  5-She danced a little talked to her friends.  6-He doesn’t play the guitar, he plays the piano.  7-He is sad he saw an accident.  8-She didn’t invite me, I didn’t go to her birthday party.  9-She can draw well, she can’t cook. |
| ***Reading comprehension:***  ***Learning objective: Talking about pollution (causes and effects)***  land2  Without the earth we have nowhere to live. If we don’t save the earth, perhaps our children may not be able to see it foe long. People have polluted the air, they have cut down the rainforests, and they have relied on fossil fuel foe energy. Our atmosphere is weakening and we must do something.  We have to plant more trees to create more oxygen and to keep the bad air away from the atmosphere. We must stop cutting down the rain forests. We are living and we aren’t the only species on this earth.  We have to use less fossil fuel and relying more on solar and wind energy. Recycling is great and easy way to help our precious planet. Everyone can help, all they have to do is follow three simple rules; Reduce, Reuse, Recycle.    ***Act1: Read the text carefully then answer these questions.***  1-Is the earth in danger?  2-What must we do to create more oxygen?  3-Which alternative energy sources do we have instead of fossil fuels?  ***Act 2: Read again the text and say what do these words refer to in the text.***  It ***§1***  They ***§2***  ***Act 3: Match the word with its explanation.***   |  |  | | --- | --- | | Power  Air pollution  Deforestation  Other organisms | Bad air  Cutting down the rainforests  Different species | | energy | | |
| ***Writing:***  ***Learning objective: Writing a letter of complaint.***  ***Topic:*** Write a letter of complaint.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
|  | | |
| C:\Users\Ridha\Desktop\pictures\2014-11-03-12-23-16-908081575.jpeg  C:\Users\Ridha\Desktop\pictures\images-21 (3).jpeg  C:\Users\Ridha\Desktop\pictures\images-32.jpeg  June 30th, 2014  Dear friend,  Thank you very much for your letter and your photo. You look very nice!  Summer is here. I’m so happy! I got my school-report. I did quite enough; at least that’s what my parents say. My best mark is in science. I really like it. In the fall, I’ll go to high School. In America, children go to High School for ninth, eleventh and twelfth grade. After that, they go to college or university. What do you want to be when you get older? I think I would like to be a science researcher.  How long is your summer break? We get about two months here, in the USA. What will you do in the summer? I’ll go to the beach and in August, I’ll go on a tour of Northern California and I’ll stay i San Francisco for three days. I’ll send you some postcards from there. OK? Will you send me one from the place where you spend your summer vacation , please? Thank you. Have a terrific summer!  Love, Angelina From “Dear Penfriend” | ***Listen and speak:***  ***Learning objective: Expecting and predicting the future***  C:\Users\Ridha\Desktop\lesson plans\images-2 (4).jpeg  ***Act 1:*** ***Look at Becky and Paul and answer the questions.***  ***a-***What are they like?  C:\Users\Ridha\Desktop\lesson plans\2015-02-01-18-42-03-1788370258.jpeg  ***b-***What do they like?  ***c-***Where do they live?  C:\Users\Ridha\Desktop\lesson plans\images-4 (2).jpeg C:\Users\Ridha\Desktop\lesson plans\images-1 (3).jpeg  ***Act2:*** ***Listen to the teacher and check the answers.***  ***Act 2: Listen again and make*** ***notes about what Becky and Paul will do during the summer vacation.*** | ***Text book p 67***  ***Audio: predicting1***  ***Audio: predicting 2***  ***Text book p73***  ***Text book p 74***  ***Learning video: time clause-exercise (you tube)***  ***Book:***  ***Book of English for Middle School p61***  ***Written by Salah Chiad***  ***Text book p***  ***Chihab BEM p 20***  ***Written by Mohamed Fouad Dardir***  ***Teacher’s task***  ***Teacher’s task***  ***Audio: If clause***  ***Audio: If clauses type***  ***Text book p 73***  ***Internet/ Englishwsheets.com***  ***If clause type1 exercises worksheet***  ***English Grammar p80***  ***Written by Hamid Youcef***  ***The last step 4AM p 76***  ***Written by Bourerara***  ***Teacher’s task***  ***Text book p 72***  ***Mobile application:***  ***Audio:***  ***Suggestion 1***  ***Audio:***  ***Suggestion 2***  ***English course p 22***  ***Written by Khadidja Ben Sidi Aissa***  ***Internet:***  ***Exercises about expressing suggestions and offers***  ***Internet:***  ***Expressing suggestions***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***Audio: not good***  ***(mobile application)***  ***Audio: I’m happy today***  ***Text book p149***  ***Internet:***  ***Exercises expressing satisfaction and dissatisfaction***  ***Text book p 79***  ***Text book p81***  ***Text book p 92***  ***Audio: Whoopi Goldenberg***  ***Text book p 92***  ***Teacher’s task***  ***Teacher’s task***  ***Text book p 95***  ***Text book p 94***  ***Mobile application***  ***Audio: Charles Dickens***  ***Audio: Martin Luther king***  ***Video: biography about Martin Luther King***  ***Internet: learning videos for kids/ pronunciation of (ed)***  ***English grammar p 108***  ***English Grammar p109***  ***Written by Hamid Youcef***  ***Text book p 107***  ***Teacher’s task***  ***Audio: Mecca before the Islam***  ***The Kaaba and pre-islamic Mecca (you tube)***  ***Teacher’s task***  ***English Grammar p128***  ***Written by Hamid Youcef***  ***Book of English for Middle School p 78***  ***Written by Salah Chiad***  ***Book of English for Middle School p76***  ***Written by Salah Chiad***  ***Ancient Egyptian occupations project (you tube)***  ***Audio:Ancient Egyptian jobs***  ***Internet/ sentence stress***  ***My English book p 127***  ***Written by Djamal Achit***  ***The last step 4AM p 106***  ***Written by N. Bourerara***  ***Book of English for Middle School p 79***  ***Written by Salah Chiad***  ***Audio:Man sits on dead whale carcass***  ***Man sits on dead whale carcass***  ***Internet / the digraphs***  ***Internet/ exercises about the past simple tense***  ***Snow in Sahara (you tube)***  ***Internet/Cimate Science: Roger Pielke Sr.***  ***Internet/ Snow in South Algeria 2012.***  ***Teacher’s task***  ***Teacher’s task***  ***Princess Diana (you tube)***  ***BBC breaking news of lady Diana crash 1997***  ***Video/Audio***  ***Internet/ strong/weak forms of “have”***  ***My book of English for Middle School p 132***  ***Written by Salah Chiad***  ***My English book 4AM***  ***P 133***  ***Written by Djamel Achit***  ***Teacher’s task***  ***British council/ learning English/short stories.***  ***The princess and the dragon***  ***Video/Audio***  ***Teacher’s task***  ***Internet/ exercises about the past continuous in interrupted actions***  ***Teacher’s task***  ***Chihab BEM p 70***  ***Written by N. BoureInternet:***  ***Short stories for kids***  ***Cindrella***  ***Teacher’s task***  ***British council/ Learning English-short stories***  ***British council/ Learning English-short stories***  ***Little Red Riding Hood***  ***You tube /Audio***  ***Book of English for Middle School p96***  ***Written by Salah Chiad***  ***Internet/ exercises about the simple past tense and the past continuous tense***  ***My book of English For Middle School 3AM p90***  ***Written by Salah Chiad***  ***Dora the Explorer***  ***Writte by Souad Belbashir***  ***Teacher’s task***  ***Teacher’s task***  ***Teacher’s task***  ***British council/***  ***Short stories (you tube)*** |
| ***Words and sounds***  ***Learning objectives: Changing words to nouns by adding suffixes***    ***Act 1:*** ***Change the words into nouns for occupations and trades by adding the following suffixes : er- or- ian or ist.***   |  |  |  |  | | --- | --- | --- | --- | | ***words*** | ***Nouns for occupations and trades*** | ***words*** | ***Nouns for occupations and trades*** | | Art  Paint  Music  Collect  Sculpt  Write  Cartoon |  | Direct  Physics  Library  Chemistry  Teach  Guitar  direct |  |   ***Act2: Use the nouns for occupations and trades of the previous activity to fill in the gaps.***  I live in a family of ……….My father is a landscape ……….and my mother ………….My brother is ………. Of antiquities and any sister is training to be ………….Each of them wants me to train to be ……… too. Mom wants me to be …………, Dad …………, my sister ………..and my brother a film …………But I expect to have a different occupation. If I get a scholarship, I will go to university and become …………,or …………….,or ……………,or  why not? |
| ***Practice:***  ***Learning objective: Introducing time clause***  ***Act 1: Watch the video and do the activity.***  ***Act 2: Spot the mistakes and write the corrected sentences***.  1-When it will rain, we’ll stay at home.  2-I stay at this job until I will find a better one.  3-When she comes, we go out.  4-When I will arrive, I’ll phone you.  5-As soon as I get up, I have a bath.  ***Act 3: Dialogue completion. Put the verbs in brackets in the correct tense.***  ***Maurine:*** Bye, Sweetie. Have a safe trip to Spring Valley.  ***Becky:*** Thanks, Mom. I (to phone) as soon as I (to arrive) there.  ***Maurine;*** Fine. But remember that I won’t be home in the early evening. I (to pick up) Paul after his training session (to be over).  ***Becky:*** that’s at 6 p.m., isn’t it? I (to ring) you before you (to leave) home. By the way, Mom, (not to forget) to feed my hamster while I (to be) away.  ***Act 4: Act out the dialogue.*** |
| ***Reading comprehension:***  ***Learning objective: Predicting future actions***  ***Act1: Read the text and say true or false.***  -Angelina lives in Anaheim in California.  -Angelina will attend the university in the fall.  ***Act 2: Read the text and answer the following questions.***  -What’s Angelina’s job?  -What would she like to do when her studies are over?  -What will she do during the summer holidays?  ***Act3: Find in the text words whose definitions follow.***  -the eighth month of the year:  -a hot season: |
| ***Writing:***  ***Learning objective: Writing a personal dairy***  ***Topic:*** Writing a personal dairy.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-16 (4).jpeg  C:\Users\Ridha\Desktop\pictures\images-17 (2).jpeg  C:\Users\Ridha\Desktop\2015-02-14-12-44-45--364449772.jpeg  C:\Users\Ridha\Desktop\images-9.jpeg | ***Listen and speak:***  ***Learning objectives: Expressing condition***  ***Suggestion 1:***  ***Act1: Listen and complete the following statements.***  ***1-***If I stay at home for lunch, I ……………………  ***2-***If I get in my car and drive to the pub, I ……………  ***Act 2: Play roles.***  ***Suggestion 2:***  ***Act 1: Listen to the conversation and complete the following sentences.***  ***1-***If you don’t read, you ………………..  ***2-***I you get an A on math exam, I …………………  ***3-***Little Johnny I will hide your bike if you …….  ***Act 2: Watch the video again and play the roles (Hakan, mother, Merriam and father).***  ***Act 3: Answer the question which is mentioned at the end of the video.***  ***What are the Ifs that you always hear from your family?*** |
| ***Words and sounds:***  ***Learning objective: Introducing the short and long vowel sounds***  ***Act 1:*** Listen to your teacher reading the words in column B and cross out the word which does not contain the vowel sound in column A.   |  |  | | --- | --- | | ***Column A:***  ***Vowel sounds*** | ***Column B: Words*** | | ***/ ᴅ/***  ***/ ↄ:/***  ***/3:/***  ***/a:/***  ***/u :/***  ***/u /***  ***/ae/*** | Sock- lot- port- pot  Court- cot- caught- bought  Bird- serve- but- curl  Car- large- half- cat  Pool- boots- good- two  Book- suit- pull- foot  Glass- bat- cat- cap | |
| ***Practice:***  ***Learning objective: Introducing If clause (type 1)***  ***Act1:*** ***Write the verbs between brackets into correct form.***    ***Act3:*** ***Match each “if condition” with appropriate “result if” and vice versa.***  1-If I come, if it rains.  2-You will spoil it somebody will come.  3-They will get wet I shall see you.  4-If it is fine, if I need you?  5-If you ring the bell, we shall go for a swim.  6-Will you help me if you are not careful. |
| ***Reading comprehension:***  ***Learning objectives: Expressing condition***  ***Suggestion 1:***  If I pass my final exam, I’ll make study in a technological secondary school. Before I enrol in that school, I’ll make sure that studies don’t last more than two years. I don’t like long courses. While I am there, I’ll take computer lessons. If I don’t succeed at my exam I won’t look for studies in some specialized schools. I’ll learn to mend cars. Father told me he will teach me mechanics if I fail at my exam. I’ll mend all kinds of cars and become a good mechanic.  ***Act1: Read the following text and answer the following questions.***  1-Where will the writer enroll if he passes his final exam?  2-Where will he make sure the studies don’t last long?  3-What will he learn while he is in that school?  4-What will he do if he becomes a mechanic?  ***Act2: Read the text again and complete the following sentences.***  1-He won’t go to a specialized school if he ……………….  2-If he doesn’t succeed at his final exam, he ………………..  3-His father will teach him to mend cars if ……………….  ***Act3: Find in the text words that are opposite in meaning to:***  Short= ………. Succeed= …………..  ***Suggestion 2:***  ***My Friend’s Dream***  Karim, **who** is my friend dreams of being a very rich man in the future, and he doesn't mind studying. When I asked him, he said: "If I pass my BEM exam, I'll go to the secondary school and study for three years **there**. Then, if I succeed in the BAC exam which I suspect, I'll study geography because I love it. As soon as I get my diploma, I'll work as a teacher. But if I fail, I'll work with my uncle who has a big factory. When I make enough money, I'll travel all over the world and visit many places. After coming back, I'll buy a nice house and start a family". "Oh my God! I did it again! The teacher comes and I forgot my homework. Do you think I will do all this?  **A/Read the text carefully then answer the questions:**  1-What will Karim do first, if he passes his BEM exam?  2-Will he study at the university when he fails in the BAC exam?  3-What do the underlined words in the text refer to?  **B/Read the text carefully then say: True or False**  **2-**He doesn't like studying. \_\_\_\_\_\_\_\_  **C/The expression** "My God, I did it again!" **express:**   1. happiness b) dissatisfaction c) sadness   **D/Lexis:**  **Find in the text the synonyms of the followings:**  Succeed = ……………… learning = ……………  **Find in the text the antonyms of the followings:**  Remembered ≠ …………… sell ≠ …………… |
| ***Writing:***  ***Learning objective: Expressing condition***  ***Topic:*** Write a short paragraph about what you will do if you pass you Middle School Brevet.  ***C:\Users\Ridha\Desktop\pictures\images-22.jpeg*** |
| C:\Users\Ridha\Desktop\pictures\images-25 (2).jpeg  C:\Users\Ridha\Desktop\pictures\images-15 (5).jpeg  C:\Users\Ridha\Desktop\pictures\images-18 (4).jpeg | ***Listen and speak:***  ***Learning objective: Expressing suggestions***  ***Act 1:*** ***Listen to script 1 and complete the following conversation.***  ***A:*** …………………………………….  ***B:*** That’s a good idea!  ***Act 2:*** ***Listen to script 2 and complete the conversation.***  ***A:*** ……………………………..  ***B:*** OK!  ***A:*** ……………………………..  ***B:*** OK! I like that place.  ***Act 3:*** ***Play the roles. Accept or decline suggestions.*** |
| ***Words and sounds:***  ***Learning objective: Introducing the consonant cluster***  ***Act1:*** Underline the consonant clusters in the following words and classify them in appropriate column.  Brain-stock-fish-farmer-hard-flour-milk-school-straight-dustbin.   |  |  |  |  | | --- | --- | --- | --- | | ***Consonant clusters*** | ***initial*** | ***middle*** | ***final*** | |  |  |  |  | |
| ***Practice:***  ***Learning objective: Making suggestions and offers.***  ***Act1:*** ***Choose the best option for each sentence.***  1-What can we do this evening? ............we watch a play on TV?  a-Do you like b-shall c-let’s  2-A:It’s so hot in here!  B: ……….. get out of here and go that theatre near the bay!  a-shall b-let’s c-would you like to  3-Helen called and said she’s going for a walk……….going with her?  a-let’s b-how about c-shall  4-I’d like to do something different this weekend…………go sailing!  a-how about b-let’s c-shall  ***Act 2:*** ***Use these verbs and write the sentences correctly.***  Carry- call- sit- open- hurry- move  -Would you like me ……………….the window?  -You look ill. Shall I ………………a doctor?  -What about…………by the window?  -Will you …………..to the other seat, please?  -Hey, John! Let’s ……………! We’re late!  -Can I help you? You’re overloaded. I’ll……..this bag.  ***Act3:*** ***Change these orders into polite offers. Then play the roles, accept or decline them.***  -Call me a taxi, please!  -Help me with luggage, please!  -Answer the phone, please! |
| ***Reading comprehension:***  ***Learning objective: Expressing suggestions and offers***  Mark: Hi Chris, would you like to do something with me this weekend? Chris: Sure. What shall we do?  Mark: I don't know. Do you have any ideas? Chris: Why don't we see a film?  Mark: That's sounds good to me. Which film shall we see? Chris: Let's see "Action Man 4".  Mark: I'd rather not. I don't like violent films. How about going to "Mad Doctor Brown"? I hear it's quite a funny film. Chris: OK. Let's go see that. When is it on?  Mark: It's on at 8 o'clock at the Blue Cinema. Shall we have a bite to eat before the film? Chris: Sure, that sounds great. What about going to that new Italian restaurant 'Italianni's'?  Mark: Great idea! Let's meet there at six. Chris: OK. I'll see you at 'Italianni's' at six. Bye.  Mark: Bye.   ***Act1: Read the dialogue and say if the following statements are true or false.***  -Chris and Mark are going to see a film.  -They are going to see “Action4”.  -They are going to meet each other at the new Italian restaurant.  ***Act2: Answer the following questions.***  -Does Mike like Violent films?  -Does Chris hate funny films?  ***Act3:Find in the text words that are opposite in meaning to:***  Without= …….. hate= ……………. |
| ***Writing:***  ***Learning objective :***  ***Topic:*** Write a conversation expressing suggestions and offers.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-23.jpeg  G:\Facebook\IMG_41608173278394.jpeg  C:\Users\Ridha\Desktop\pictures\images-17.jpeg  C:\Users\Ridha\Desktop\2015-02-14-12-53-36--1663463553.jpeg | ***Listen and speak:***  ***Learning objective: Expressing satisfaction/ dissatisfaction***  ***Suggestion 1:***  ***Act 1:*** ***Listen and say if the following statements are true or false.***  ***1-***Jane feels bad.  ***2-***Jane has lost her wallet.  ***3-***Her wallet was stolen.  ***Suggestion 2:***  ***Act1: Listen to the conversations and say why they are happy.***  Conveersation1 getting promotion  Conversation 2 Going home for holidays  Conversation 3 getting a new car  Conversation 4 Won a ticket for your favourite play  ***Act 2:Listen and repeat the phrases that express satisfaction*** |
| ***Words and sounds:***  ***Learning objective: Reviewing the short vowel sounds***  ***Act1:*** Arrange the words in box 1 according to the pronunciation of the letters in bold type. Write the arranged words in box2.   |  | | --- | | B**a**t r**a**t b**u**t s**ai**d s**a**d m**e**t c**a**t c**o**me b**a**d  F**a**t b**e**t h**ea**d n**e**xt m**a**t b**u**t c**u**t b**e**d b**u**d |  |  |  |  | | --- | --- | --- | | ***Vowel sound / Λ /*** | ***Vowel sound / e /*** | ***Vowel sound /ae /*** | |  |  |  |   ***Act2:*** Listen to your teacher pronouncing the words and check your answers. |
| Practice:  Learning objective: Expressing satisfaction/ dissatisfaction  ***Act 1:*** ***Which of the following statement expresses satisfaction and which one expresses dissatisfaction?***  -It was okay. Not too bad.  -The concert is boring.  -It was satisfactory.  -I’m completely satisfied with everything you’ve done for me.  -What an awful meeting.  -I really like my hair cut.  -It’s unacceptable.  -It’s not as good as I thought. |
| ***Reading comprehension:***  ***Learning objective: Expressing satisfaction/ dissatisfaction***  Good morning, ladies and gentlemen. I hope you had a good night’s sleep and that you liked the hotel. We’ll begin today’s excursion with a visit to the Royal Mauritanian Mausoleum. It’ll take us one hour and a half to get there. We’ll leave as soon as everyone is comfortably seated in the coach. It’s quater to ten now. I hope we’ll leave at 10 o’clock sharp. We’ll go westwards all the way from here. The Royal Mauritanian Mausoleum is some six kilometres off the Algiers- Tipaza main road just after Ain Tagourait, on the left-hand side, in the direction of Sidi-Rashed. It’s on the top of a hill. When we get there, we’ll split in two groups. Group 1 will follow the local guide into the Mausoleum. Mind you, it’s pitch dark inside, but there is nothing to be scared of. Group 2 will remain with me. We’ll take a walk around the monument while the first group is inside. We’ll have a splendid view of the Metija Plain to the south and of the Mediterranean to the north. After the first group is out, we ‘ll go inside. The two groups will get together for lunch in the local cafeteria. We’ll stay there until 12.30. Then we’ll set out for Pizza, which will be our next stop. Let’s see now.....Is everyone in? One, two, three, four, ......Where is Mrs Takahashi? She’s late again! We won’t start before Mrs Takahashi is here. Ah, there she is. It’s quite alright now. Let’s go,driver!  ***Act 1:*** Read and fill in the empty boxes on the map.  ***C:\Users\Ridha\Desktop\20150212_124805.jpg***  ***Act 3:*** ***Read the text again and answer the questions.***  1-What is the first sight the tourists will visit?  2-How long will it take them to get there?  3-How far is it from the main road?  4-Where is situated exactly?  5-How many groups will they split into?  6-Where will they have lunch?  7-Where will they stop next?  ***Act 4***: ***Lexis***  ***1-Find in the text words that are closest in meaning to:***  principal = ……… begin= ………..  ***2-Find in the text words that are opposites in meaning to:***  Give=/= ……….. outside=/= ………...... |
| ***Writing:***  ***Learning objective: Making a speech***  ***Topic:*** Imagine you’re a tourist guide tell the tourists what they will do, what they will see and when in your town.  ***C:\Users\Ridha\Desktop\pictures\images-22.jpeg*** |
| C:\Users\Ridha\Desktop\2015-02-13-23-13-49-1748495214.jpeg  C:\Users\Ridha\Desktop\pictures\cave7.jpg  C:\Users\Ridha\Desktop\pictures\cave4.jpg  Dear Becky,  I’m having a very good time here in the Algerian Sahara. Yesterday, the tourist guide took us on a visit to the Hoggar.  You know what? The Sahara didn’t use to be a desert. It used to be a green land with large rivers and big lakes which contained a lot of fish. It had large forests, which were full of dangerous animals. The people who used to live in the Sahara were cave people. They painted many beautiful pictures of anomals and hunters in the caves where they lived. They wore the skins of the animals which they hunted. Guess the origin of the word Sahara! I know you will tell me that it comes from the Arabic word Sahra whithe word Sahara probably comes from Sagara which means desert. Well, that’s what we’ve learned at school. But I have discovered here that the word Sahara probably comes from Sagara which is a Sanskrit word for big sea.  I took beautiful pictures of the cave frescoes in the Hoggar and I’m looking forward to showing them to you and my classmates.  With my best wishes  Ann  C:\Users\Ridha\Desktop\pictures\sahara2.jpg  C:\Users\Ridha\Desktop\pictures\cave.jpg | ***Listen and speak:***  ***Learning objective: Describing people’s life in the past***  ***Act1: Pair work. Look at the pictures of the stars below, then ask and answer questions about what they did for living before they became stars.***  ***Example:***  ***You:*** What did Whoopi Goldberg do for living before she became an actress?  ***Your turn:*** She was a ……….., wasn’t she?  ***You:*** You’re wrong. Actually, she was ……/ That’s right.     |  | | --- | | ***Cabinet maker- shoemaker- teacher- unemployed- carpener- bodybuilder- gas station attendant- journalist*** |   ***C:\Users\Ridha\Desktop\20150212_232012.jpg***  ***Act 2: Listen and check your answers to question 1 (Goldberg) above.***  ***Act 3: Listen again and say if the following statements are true or false.***  ***1-***Whoopi Goldberg used to teach in high school in Harlem.  ***2-***She used to teach Math.  ***3-***She didn’t use to like teaching.  ***Act 4:*** ***Play the roles.*** |
| ***Words and sounds:***  ***Learning objective: Introducing the diphthongs***  ***Act1:*** Arrange the words below according to the pronunciation of the letters in bold type.   |  | | --- | | St**o**ne- **air**- n**o**- n**o**w- b**uy**- b**ay**- b**oa**t- h**ou**se- kn**o**w- h**ere**- th**ere**- **oi**l- sp**ear**- s**u**re- ch**air**- b**ear**- t**our**- p**ure**- h**ear**- t**o**wn- f**i**ve. |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | ***/әu/*** | ***/au/*** | ***/ei/*** | ***/ie/*** | ***/eә/*** | ***/ↄi/*** | ***/ai/*** | ***/uә/*** | |  |  |  |  |  |  |  |  |   ***Act2:*** Listen to your teacher reading the words in exercise 3 above and check your answers. |
| ***Practice:***  ***Learning objective: Introducing the semi modal “used to”***  ***Act1: Complete with used to in the right form.***  -My mother ……………. Cook on Sundays.  -Didn’t you ……………..swim?  -I didn’t ……………watch so much TV.  -Allison …………….be my best friend.  -He didn’t …………… smoke.  ***Act2: Change these sentences to (a) the interrogative,(b) the negative.***  1-He used to speak English well.  a-……………………………….  b-………………………………..  2-She used to come to class early.  a-……………………………..  b-………………………………  3-He used to take a bus every morning.  a-…………………………………  b-…………………………………..  4-I often used to walk home.  a-…………………………….  b-……………………………..  5-They used to go for a walk every Sunday.  a-……………………………………………..  b-…………………………………………… |
| ***Reading comprehension:***  ***Learning objective: Describing people’s life in the past***  ***Act1:*** ***Read the text and answer the following questions.***  -Where did people used to live in Sahara?  -What did they use to do to live?  -What did they use to wear?  ***Act2:*** ***Say if the following statements are true or false.***  -Sahara didn’t use to be a desert in the past.  -People who used to live in the Sahara were cavemen.  -the word Sahara comes from the Arabic word Sahra.  ***Act3:Lexis***  -Find in the text words that closest in meaning to:  Desert= ………. Big= ……………..  -Find in the text words that opposite in meaning to:  Goes= ……. Gave= ……………. |
| ***Writing:***  ***Learning objective: Describing people’s life in the past***  ***Topic:*** Think about the times when you were younger and complete the reminiscence below using used to and didn’t use to.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| G:\pictures\images (11).jpg  C:\Users\Ridha\Desktop\pictures\images-21 (2).jpeg  G:\pictures\images (20).jpg  C:\Users\Ridha\Desktop\pictures\images-31 (2).jpeg | ***Listen and speak:***  ***Learning objective: Describing people’s life in the past***  ***Suggestion 1:***  ***Act1:*** ***Listen and answer the following questions.***  ***-***When was Charles Dickens die?  -Where was he born?  ***Act 2: Listen again and say what are his famous novels?***  ***Act 3: Write a short biography about Charles Dickens.***  ***Suggestion 2:***  ***Act 1: Listen and answer the following questions***  ***-***When was Martin Luther King born?  ***-***Where was he born?  ***-***What’s his job?  ***Act 2: Watch the video and write a short biography about Martin Luther King.*** |
| ***Words and sounds:***  ***Learning objective: Reviewing the pronunciation of the suffix (ed)***  ***Act1: Watch the video and draw the rule.***  ***Act2: Classify the following verbs according to the pronunciation of the final sound.***  Advised- baked- cancelled- baked- divided- granted- listened- missed- pushed- puffed- ploughed- deleted- started- specialized   |  |  |  | | --- | --- | --- | | ***/t/*** | ***/d/*** | ***/id/*** | |  |  |  | |
| ***Practice:***  ***Learning objective: Reviewing the past simple tense***  ***Act1: Put the verbs in the following sentences into the simple past tense.***  -I (pack) …………..a small suitcase and (hurry) ……….out to catch the bus to the station.  The pupils (stop) ……….chattering as the teacher (enter) ……….the classroom.  -Half an hour before daybreak we (assemble) ……………..as we (agree) ……….near the old bridge.  -Yesterday I (walk) …….along the seafront for about an hour.  -Last year three friends of mine (decide) ………..to spend holiday in the mountain.  ***Act2: Put the verbs in the following sentences into the simple past tense.***  -I (see) ……….your brother.  -We (hear) ………..a terrible noise.  -He (sleep) ………….till 10.00.  -She (think) ………..about it.  -The police (catch) ………..the thief.  He (dig) ………a deep hole. |
| ***Reading comprehension:***  ***Learning objective: Describing people’s life in the past***  ***Why should we celebrate Martin Luther King Day?***  ***Martin Luther King Junior*** never starred in a Hollywood film, and he never killed “the bad guys“, but he was my hero. There are four reasons why? **First**, he was a man of peace. He never preached violence against those white people who hated the black population in America. **Second**, he was very courageous. He knew that there were racists who wanted to kill him, but he was not afraid of them. **Third**, he was a man who defended the rights of workers for a descent salary and those of children for a good education. **Finally**, his defence of Civil Rights in a peaceful way won him the Nobel Prize for peace in 1965. After this he became well-known, but he remained very modest in everything. The Americans are right to celebrate Martin Luther King Day because he spent his whole life teaching us lessons of love, peace, tolerance, justice, self-respect and the respect for other people. He lived and died for us. So we should remember him at least once in a year.  ***Act1: Read the letter of opinion and answer the following questions.***  ***1-***In which sentence of the letter does the author state his/her opinion?  ***2-***How does the author organize his/her text? Circle the letter of the correct answer. Justify:  The author ……  ***a-***narrates a series of events.  ***b-***lists and explains a series of arguments.  ***c-***portrays Martin Luther King.  ***2-***What kind of words does s/he use to organize his/her ideas?  **Act2: Read the text again and find:**  Famous= ………………  Man of peace**:** ………………  Peace= …………….  Courageous= ……………….  Hate= ……………….  ***Suggestion 2:***  C:\Users\Ridha\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_272504302981.jpeg  C:\Users\Ridha\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_265590209964.jpeg  Martin Luther King Junior was an American political activist. He was born in Atlanta, Georgia in 1929. He never starred in Hollywood film, and he never killed "the bad guys", but he was a hero. There are four reasons why. First, he never preached violence against those white people who hated the black population in America. Second, he used to be a courageous nigro man. He knew that there were racist who wanted to kill him, but he was not afraid of them. Third, he was a man who defended the rights of workers for a decent salary and those of children for good education. Finally, his defense of Civil Rights was in a peaceful way that won him the Noble Prize of Peace in 1965.  After this, he became a well known personality, but he remained very modest in everything. The Americans are right to celebrate Martin Luther King Day because he spent his whole life teaching us lessons of love, peace, tolerance, justice, self-respect and the respect for other people. He died on April 4th, 1968. He lived and died for us. So we should remember him at least once a year.  **A/Read the text carefully then answer these questions:**  1-Was Martin Luther a man of peace?  2-Did he used to be an actor?  **B/Read the text carefully then say: True or False**  1-Martin's defence of Civil Rights was not peaceful.  2-He was racist.  **C/Find in the text synonyms and opposites to the followings:** Tolerant =/=…………… Famous = …………… |
| ***Writing:***  ***Learning objective: Writing a biography***  ***Topic:*** Write a biographyC:\Users\Ridha\Desktop\pictures\images-13 (4).jpeg |
| G:\pictures\mount hira.jpg  C:\Users\Ridha\Desktop\pictures\images-15 (4).jpeg  C:\Users\Ridha\Desktop\pictures\images-13 (5).jpeg | ***Listen and speak:***  ***Learning objective: Asking and giving information about life in the past***  ***Act 1: Listen and say if the following statements are true or false.***  -Kaaba is made of stone and wood.  -The Meccans used to worship fire.  -they believed that the black stone was fallen from the sky.  ***Act 2: Listen again and answer this question.***  -How was The prophet Muhammad ***(PBUH)?***  ***Act 3: Watch the video and write a short paragraph about Mecca before the Islam.*** |
| ***Words and sounds:***  ***Learning objective: Reviewing the pronunciation of the letter (y)***  ***Act1: Classify the following words according to the pronunciation of the letter (y )***  You- city- they- sky-yes- yellow- may- July-young- holiday- try- heavy- many- yesterday- my.   |  |  |  |  | | --- | --- | --- | --- | | ***/y /*** | ***/i/*** | ***/ ei/*** | ***/ai/*** | |  |  |  |  |   ***Act2: Listen to your teacher pronouncing the words and check your answers.*** |
| ***Practice:***  ***Learning objective: Presenting the relative pronouns***  ***Act1: Add the missing relative pronoun where necessary.***  1-I don’t like the face of the man…… has just come into the shop.  2-Did you read the advertisement …………appeared in yesterday’s paper?  3-The policeman ……..helmet you knocked off is furious.  4-The desk, …………..I am trying to write on, is firm enough.  5-My friend,…………..I was relying on to help me, has died.  6-The oil-tanker, …………….funnel you can just see, is beginning to move.  ***Act2: Combine the following pairs or groups of sentences by means of relative pronouns, making any changes necessary.***  1-A man answered the phone. He said Tom was out.  2-He introduced me to his students. Most of them were from abroad.  3-Computer is a machine. It stores information.  4-I read the postcards. They arrived yesterday.  That’s the cat! I photographed yesterday. |
| ***Reading comprehension:***  ***Learning objective: Asking and giving information about life in the past***   |  | | --- | | Egyptians were very interested in their houses and families and in their work. They used to live in houses of mud brick. Even the rich people lived in such houses. They didn’t use to build houses with stone because it was difficult to cut, shape, and transport. They used to decorate the walls with bright frescoes and to cover the floors with straw matting and rugs. Some homes were two stories high. People used to have an outside straircase that led to a flat roof. Each house had a high opening to keep out the heat of the sun. |  |  | | --- | | Ancients Egyptians were among the first to use herbs and drugs for curing diseases. They used to set and splint fractured bones. They also practiced sugery. Because anesthetics were not yet discovered, they used to make the patient unconscious by blowing on his head wih a mallet. |  |  | | --- | | People of Egypt used to wear very few clothes. Because of the hot climate. Men used to wear only a skirt which was short and narrow. Women used to put on dresses with bands over the shoulders. Young children did not use to wear anything at all. Both men and women used to shave heads with bronze razor. To protect themselves from the sun; they used to wear wigs or skullcaps. Rich people didn’t use soap for bathing. They used soda and rubbed their bodies with fragrant oils. |  |  | | --- | | Ancient Egyptians used to store their food and water in huge pottery jars. They didn’t use to prepare food with metal utensils. They used pottery bowls which were put directly on the fire or in a clay oven. They didn’t use to have a dining table. Their main foods were bread, beef, mutton, goose…… they used to have honey and dates as sweets. The common drinks used to be beer, wine, and milk. |   ***Act1: Reorder the paragraphs to make a text.***  ***Act2: Read the text and match the titles with the corresponding paragraphs.***  What Egyptians used to wear ***1§***  What they used to eat ***2§***  How their life used to be ***3§***  How they used to treat diseases ***4§***  ***Act3: In which paragraph it is mentioned that:***  -The weather was hot in ancient Egypt.  -Ancient Egyptians used to have baths.  -People drew on the walls.  -There weren’t refrigerators. |
| ***Writing:***  ***Learning objective: Writing an account of past and present life.***  ***Topic:*** Write a short paragraph about the life in the past and now in Egypt.  ***Verbs: wear- store- travel- write- build***   |  |  | | --- | --- | | ***In the past*** | ***now*** | | Mud houses  By animals  Food in pottery jars  Animals’ skin  On walls | Brick houses  By cars and planes  Food in refrigerators  Clothes  On paper |   C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-17 (3).jpeg  C:\Users\Ridha\Desktop\pictures\2014-11-03-12-09-09--1161976546.jpeg  C:\Users\Ridha\Desktop\pictures\cave6.jpg | ***Listen and speak:***  ***Learning objective:*** ***Defining people’s past occupations***  ***Act1: Listen and take notes about the different occupations in ancient Egypt.***  ***Act 2: Listen and re-order the following occupations according to the social pyramid.***  ***a-***the deviser (prime minister)  ***b-***Priests and nobles  ***c-***Pharaoh  ***d-***slaves and farmers  ***e-***Soldiers and sculptors  ***Act 3: Play the roles.*** |
| ***Words and sounds:***  ***Learning objective: Introducing sentence stress***  ***Act1***: ***A-Listen to you teacher reading the sentence and underline the stressed word.***  ***I love your mother’s cooking.***  ***B-In each reading, try to guess the meaning:***  ***1-***Personally, Someone else does not love the cooking.  ***2-***Emphasis of nature meaning.  ***3-***A particular mother. I don’t, for example, like ***his*** mother’s cooking.  ***4-***Particular family member. I, for example, hate your mother but love her cooking.  ***5-***Aspect of mother you love. I, for example, hate your mother but love her cooking. |
| ***Practice:***  ***Learning objective: Reviewing the past simple tense + time markers***  ***Act1: Complete with was/ were/ wasn’t/ weren’t.***  1-………………….the weather fine last week?  2-He ……………at home yesterday evening. He went to the cinema.  3-……………you in England last year?  4-They …………..in France last summer. They visited Italy.  5-Where …………Dan and Simon yesterday?  ***Act2: Write the simple past of the verbs in brackets.***  1-The Scotts ……………(live) in Oxford last year.  2-She …………….(go) to Natural History Museum.  3-I …………..(study) Maths yesterday.  4-Mark and Steve ………..(see) Jane in the street.  5-We …………….(stop) at the railway station.  6-He …………(buy) new car last month.  7-My grandfather ………….(die) 10 years ago. |
| ***Reading comprehension:***  ***Learning objective: Defining past objects / past places/ people’s past occupations***  Centuries ago, people used to live in tents or wooden houses. Most buildings used to be built with wood. People use to live on vast lands far from one another. Life used to be simple but difficult. They used to cultivate the land manually and used to use simple tools. Big tools used to be pulled by beefs or horses. When the wanted to travel, they used to do it on foot or on horse back. Journeys used to be tiring and used to stop for rest at motels and sometimes spend the night there. Journeys used to be wonderful, too. Travellers used to enjoy the scenery. They didn’t use to look for a hotel but used to spend nights in open air.  ***Act1: Read the text and answer the questions.***  -Where did people use to live in tents?  -How did life use to be?  -How did people use to travel?  -Where did the travelers use to spend the night?  ***Act2: Read the text again and complete the following sentences using words***  ***In the box:***  Used to – didn’t use to – be- travel- live- utilize  a-Centuries ago, people ………………..in buildings.  b-They ………………….traditional tools.  c-Life ……………..difficult but wonderful.  d-They ……………..a lot.  ***Act3: Find in the text words that are opposite in meaning to:***  Death= ……….. easy =…………….. |
| ***Writing:***  ***Learning objective: Defining past objects / past places/ people’s past occupations***  ***Topic:*** Use the following information to write a short paragraph about Greeks.  ***Houses:*** stone, wood bricks……  ***Dress:*** Men and Women wore the “Chiton” which was a draped garment……  ***Food:*** Grains, wheat, fruit, vegetables, bread……………  ***Education:*** Boys learned to be fighters…………..  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
|  | |
| C:\Users\RYM\Pictures\imagesO0HVJY4P.jpg  C:\Users\Ridha\Desktop\lesson plans\algeria_2.jpeg  Bechar, Algeria- Snow fell Tuesday in the Sahara Desert in Western Algeria. It is a phenomenon that rarely has the chance to see the world’s most famous desert. Snow in the Algerian province Bechar fell in the mid-week, and are affected by it and some parts of Morocco.  Reports speak of the almost surreal scenes, such as palm trees bending under a blizzard and large sand dunes that look like alpine ski resorts. African media to explain storms in the Sahara will result in several positive consequences. In addition to children’s joy and plague of parasites result in trees, and restoring the groundwater on which depends the survival of the desert oasis.  Snow fell on Tuesday in the Western Sahara in Algeria .24 hours cold it brought snow and rain in the region. A strong wind blew snow across roads and facilities in the province of Bechar. Meteorologists predicted good weather to return on Wednesday. People living in the region said that the snow was good forpalms, for killing parasites. Bechar is located in the northern Sahara, about 36 miles south of the Moroccan border.  [Snow in the desert of Algeria, Bechar](http://media-cache-ec0.pinimg.com/originals/c9/60/f2/c960f28764f53ca94bf26309cb864bd4.jpg) | ***Listen and speak:***  ***Learning objective: Reporting funny events***  ***Act1:Look at the picture and say what is it about?***  ***Act2: Listen to the news and check your answers.***  ***Act3: Listen again and answer the questions.***  -What’s the name of the hero?  -Did he think through the consequences of his actions before he climbed on the whale?  ***Act 4:*** ***Watch the news and write a short report about this funny event.*** |
| ***Words and sounds:***  ***Learning objective: Introducing the digraphs***  ***Act1: Pronounce these words, then write them in the right column.***  Physics- though-right- rough- throw- wealthy- those- thin- Thailand- there- thyme   |  |  |  | | --- | --- | --- | | ph /f/ | dh /f/ | gh (silent) | | Phone | enough | flight | | th / / | th / / | th /t/ | | Thick | this | thai | |
| ***Practice:***  ***Learning objective: Reviewing the present simple tense***  ***Act1: Fill in the spaces with the correct form of the verb in simple present***  ***tense.***  -I (be) sixteen years old.  -Tommy (live) at 107 Pine Lane.  -Juane (cook) dinner for her family.  -They (eat) lunch at 12.00.  -Mr.Anderson (teach) chemistry at Hill High School.  -Bill and Calicia (drive) to the mountains every year.  ***Act2: Write the following sentences into negative form.***  1-We call our dog.  2-John comes home from school.  3-He repairs the laptop.  4-She forgets the lunchbox. |
| ***Reading comprehension:***  ***Learning objective: Reporting strange events***  ***Act1:*** Watch the news and say what’s it about?  ***Act2: Read the newspaper article and answer the following questions.***  -Which phenomenon does this article deal with?  -Why is it an extreme event?  -According to the meteorologists, how could that happen?  -Where and when did snow fall exactly?  -Where is Bechar situated?  ***Act3: Lexis***  ***a-Find in the text words that are closest in meaning to:***  popular = ………. Different= ………..  ***b-Find in the text words that are opposites to:***  All= …….. cause =…………… |
| ***Writing:***  ***Learning objective: Writing an article***  ***Topic:*** Write an article about funny event.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\images-6.jpeg  C:\Users\Ridha\Desktop\images-7.jpeg  C:\Users\Ridha\Desktop\lesson plans\IMG_115176308013090.jpeg  C:\Users\Ridha\Desktop\lesson plans\IMG_115187277434476.jpeg  C:\Users\Ridha\Desktop\pictures\2014-11-07-23-20-58--1161976546.jpeg  C:\Users\Ridha\Desktop\pictures\images-43.jpeg  C:\Users\Ridha\Desktop\pictures\images-52.jpeg  C:\Users\Ridha\Desktop\pictures\images-41.jpeg | ***Listen and speak***  ***Learning objective: Talking about tragic events***  ***Act1: Listen to BBC breaking news and answer the question***:  -Has Princess of Whales Diana died?  ***Act2: Listen to the dialogue and say if the following statements are true or false.***  ***-***Princess Diana died in car accident.  -She died in London.  ***Act3: Watch BBC breaking news and write a short report about this tragic event.*** |
| ***Words and sounds:***  ***Learning objective: Presenting the strong/weak forms of “have”***  ***Act1: Read these sentences loudly paying attention to the correct pronunciation of “have”***  -I’ve had a good time.  -You can have dinner after you’ve finished your work.  -Have you ever been to England?  -yes, I have.  -Have a nice day!  -Where have you been recently?  -They’ve never seen Nessie.  -Please do your homework.  -I have done it. |
| ***Practice:***  ***Learning objective: Reviewing the present perfect simple***  ***Act1: Complete the sentences with for and since and the present perfect of the verbs in brackets.***  -We (not/ watch) TV three days.  -Mark (not/ eat) anything this morning.  -Mary (study) French five days.  -My father (not/ smoke) a cigarette 2004.  -Susan (be) ill in bed last Monday.  ***Act2: Complete the sentences with the present perfect using the words in brackets.***  -We must find out the telephone number. It’s OK, I ……………….(just/ remember) it.  -……………………..(you/ not/ do) your homework yet, have you?  -…………………….(we/ already/ spend) too long thinking about the film.  -………………(he/ be) in his room for the last eight hours.  This is the first time I ……………..(be) on a plane. I ……………(never/be) on a plane before. |
| ***Reading comprehension:***  ***Learning objective: Reporting tragic events***  ***Crash Sends Five to Hospitals***  Scranton- Five people went to hospitals after a two- car collision Tuesday night in the 3300 block of North Main Avenue near Schiff’s Cash and Carry, city police said.  Elise Simchak, 17, of Madisonville, was southbound and trying to turn left to enter Intersate 81 at about 7:45 p.m. When she pulled into the path of a northbound car driven by Samantha Pavlovicz,28, of 601 Philo St, police said.  The drivers, along with a passenger in Ms. Simchak’s car and two passengers in Ms. Pavlovicz’s car, including a 4- month- old child, were transported from the scene by ambulance with undisclosed injuries, police said. Three went to Moses Taylor Hospital and two to Community Medical Center.    ***Act1: Choose the correct answer:***  The above passage is : a-a letter b-a newspaper article c-a report  ***Act2: Fill in the following table with information from the table.***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Who? | What? | Where? | When? | How? | |  |  |  |  |  |   ***Act3: Are the following statements TRUE or FALSE?***  -Four people went to hospitals after a two-car collision.  -The accident happened in the morning.  -A baby was among the injured.  -All the victims were taken to Moses Taylor Hospital. |
| ***Writing:***  ***Learning objective: Transforming headlines into articles***  ***Topic:*** Choose one of the headlines below and write an article of 5 to 6 lines.  -Footballer Breaks Leg.  -Dog Saves Girl.  -Plane Crashes On Playing Ground.  -A Little Girl Wins A Prize.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-16 (5).jpeg  C:\Users\Ridha\Desktop\pictures\images-27.jpeg  C:\Users\Ridha\Desktop\pictures\images-23 (2).jpeg  C:\Users\Ridha\Desktop\pictures\images-20 (2).jpeg  A long time ago there was a noble gentleman who, after losing his tender wife, got married to another. Her name was Sybil. Sybil was a very nasty woman and she had two daughters as horrible as her she was.  The gentleman had a daughter as soft as breeze. He died and left her with Sybil in their big house. Life was very difficult for this little girl. Wearing old clothes, she did all the housework alone, and when she felt tired, she used to hide in fireplace in the kitchen. There, she was called Cinderella.  One day, the prince invited all the noble families to a royal ballet in his castle to celebrate his birthday and to choose his future wife. Sybil and her daughters went there and left Cinderella alone at home. She got very sad. She was crying when a nice fairy came in to help her, and with her magic want she offered Cinderella a wonderful dress and lovely shoes made of crystal. But, she told her to come back home before midnight. | ***Listen and speak:***  ***Learning objective: Telling a story***  ***Act1: Listen again and answer the questions:***  -How many characters are in this story?  -Who captured the princess?  -Who saved her?  ***Act 2: Watch the video and try to write this story in a short paragraph.*** |
| ***Words and sounds:***  ***Learning objective: Presenting the strong and the weak forms of “was” and “were”***  ***Act1: Say the right form of “was” and “were”***  A: Where were you?  B: In the office.  A: What were you doing?  B: I was helping my father with his letters.  A: Were you classifying his e-mails?  B: Yes, I was.  A: Why didn’t you phone me?  B: The phone was out of order.  A: May I give you a hand this afternoon?  B:Yes, please. There’s too much to do.  ***Act2: Play the roles.*** |
| ***Practice:***  ***Learning objective: Using the past continuous in interrupted actions***  ***Act1: Fill in the gaps with: when, while or as.***  -……………..I was having a shower, my friend knocked on the door.  -The boy was riding his bike very fast ………. He noticed that faulty pedal.  -……………the sun rose, the fogs dissipated.  -The child was very frightened ………….he saw the ghost.  -Sally broke her leg ………..she was skiing in Austria.  ***Act2: Write the verbs between brackets in the correct form (past simple/ past continuous).***  -the children (play) when their father came home.  -Marry came to see me when I (do) my homework.  -The old woman (be) trapped on the third floor when the fire engine arrived.  -I dropped one glass while I (wash) the dishes.  ***Act3: Re-order the words to get correct sentences.***  -you/ when/ your/ ? / driving/ met/ you/ home/ were/ teacher/  -driving/ was/ home/ I/ not/ ./ in/ was/ town/ the/ wandering/ . /  -/did/ when/ for/ you/ meet/ friend/ first/ time/ ? / the/  -/car/ father/ cleaning/ my/ was/when/ rain/ started/ it/ to/ his/ |
| ***Reading comprehension:***  ***Learning objective: Telling a story C:\Users\Ridha\Desktop\pictures\2014-11-03-21-42-31--1161976546.jpeg***  ***Act1: Read the text and choose the right answer.***  -Sybil was Cinderella’s ……….  -mother -step-mother -aunt  -The prince invited Cinderella’s family to his ……  -marriage -engagement -birthday  -The fairy told Cinderella to return home before …………..  -midnight -midday -8p.m  -The fairy offered Cinderella a nice dress and ……….  -diamond bracelets -crystal shoes -gold earrings  ***Act2: Read the text and answer the following questions.***  -Why was the little girl called Cinderella?  -Did Sybil take Cinderella with her to the party?  -How did the fairy help Cinderella?  ***Act3: Lexis***  -Find in the text words that are closest in meaning to:  Hard= ………… return = ……………  -Find in the text words that are opposite in meaning to:  Small = ………….. happy = ………….. |
| ***Writing:***  ***Learning objective: telling a story***  ***Topic:*** Write a short fairy tale.    C:\Users\Ridha\Desktop\pictures\images-22.jpeg |
| C:\Users\Ridha\Desktop\pictures\images-33.jpeg  G:\pictures\images-19 (3).jpeg  C:\Users\Ridha\Desktop\pictures\images-34 (2).jpegC:\Users\Ridha\Desktop\pictures\images-37 (2).jpeg | ***Listen and speak:***  ***Learning objective: Expressing causes and effects in story telling***  ***Act1: Watch the video and guess what the story is about.***  ***Act2: Listen to the story and try to answer these questions.***  -Where did the Little Red Riding Hood go?  -Did she do what her mother asked her?  - What did she meet on her way?  -What did the wolf want?  -Who save her?  ***Act3: Rewrite this tale using your own words.*** |
| ***Words and sounds:***  ***Learning objective: Rising and falling intonation in yes answers.***  ***Act1: Read the following conversation and mark the intonation when it goes up and when it goes down on the single words used.***  A: Excuse me!  B: Yes.  A:Do you know where the bank is?  B: Yes. Do you want to go on foot?  A: Yes.  B: Okay. Walk along this street…..  A: Yes.  B: You’ll see a big white building…..  A:Yes.  B: The bank is behind it. Okay?  A: Yes. Can you spare 10 dinars?  B: Pardon.  A: I mean could you lend me 10 dinars to pay the bus fare?  B: No.  ***Act2: Play the roles.*** |
| ***Practice:***  ***Learning objective: Reviewing the past simple and the past continuous***  **Act1: Complete the sentences, put the verb into the correct form, positive or negative. (simple past tense)**  1. It was warm, so I off my coat. (take)  2. The film wasn't very good. I it very much. (enjoy)  3. I knew Sarah was very busy, so I her. (disturb)  4. I was very tired, so I to bed early. (go)  5. The bed was very uncomfortable. I very well. (sleep)  6. Sue wasn't hungry, so she anything. (eat) 7. We went to Kate's house but she at home. (be)  ***Act2: Use the past continuous or the past simple. Use short forms if possible.***  -Paul (work) on the computer when David called him.  -The children (walk) to school when they met the dog.  -Sally (fall) over while she was skiing.  -When we (study) history, Ted slept in the class.  -I (answer) the phone while my mother was busy.  -While the boys were watching TV, they (eat) all the cakes. |
| ***Reading comprehension:***  ***Learning objective: Expressing causes and effects in story tellingC:\Users\Ridha\Desktop\pictures\images-30 (3).jpeg***  ***Act1:*** Look at the picture of the book cover and guess which story the picture illustrates.  There once was a queen who named her only daughter Snow White because her skin was so fair and lovely. The queen died, and Snow White’s father married a new queen, who was evil, vain and wicked. Every morning she stood in front of the mirror and said, ‘Mirror, mirror on the wall, who is the fairest one of all?’ The mirror always answered, ‘It’s you!’ until one day it said that *Snow White was the fairest one of all.*  The evil queen ordered one of her servants to take Snow White to the forest to have her killed. The servant, feeling sorry for Snow white, let her go and brought back a wild boar’s heart to show the queen he had done the deed. Snow White, alone and hungry in the forest, came across a little cottage with seven tiny beds. When the dwarves came back form work, they found Snow White and said she could stay with them if she cleaned and cooked.  They all lived happily until one day when the mirror told the wicked queen that Snow White was still alive and living with the dwarves. The wicked queen disguised herself as a peddler and went to the cottage while the dwarves were at work. She gave Snow White a red poisoned apple.  When Snow White took a bite of the apple, she fell down unconscious. The dwarves were very sad and builta glass coffin for her. One day a prince came by and saw how beautiful Snow White was,and bent down to give her a kiss. SnowWhite woke up. He married her and they lived happily ever after!  ***Act1: Read the story and say if the following statements are true or false.***  ***1-***Snow White was very kind and polite girl..  ***2-***The new queen was vain and wicked.  ***3-***Snow White wasn’t the fairest one of all.  ***Act 2: Read the story again and answer the following questions.***  ***1-***Why did the evil queen hate Snow White?  2-What did she do to kill her?  3-Did she succeed? Why?  ***Act 3: Lexis***  ***1-Find in the text words that are closest in meaning to:***  Soft= ………. Unhappy= …………….  ***2-Find in the text words that are opposite in meaning to:***  Dark=/= …………. Angle=/= …………..  F:\picsswd.jpg |
| ***Writing:***  ***Learning objective: Expressing causes and effects in story telling***  ***Topic:*** Write a short story expressing causes and effects.  C:\Users\Ridha\Desktop\pictures\images-22.jpeg |





