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Teaching Map
For Teachers of English
Secondary Education

Teaching Map

(Secondary Education, all levels, all streams)

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Acknowledgement

I am extremely thankful for the efforts made by the colleagues to achieve this tremendous work.

Nonetheless, every teacher is required to pay special attention to:

The target project must be mentioned at the very beginning of each file.

The activities have to be judiciously selected so as to target the project (not sticking to the book content slavishly).

Therefore, every teacher is required to consider this work as a supplementary tool and in no way as the only source/reference to implement the scheduled programme.

PS/- All teachers are invited to bring about their comments and remarks aiming at improving this first attempt.

Teaching Map

Unit:

Project:

<i>Task</i>	<i>Phase</i>	<i>Act. P. N°</i>	<i>Prod. Lge</i>	<i>Aim</i>	<i>Homework</i>	<i>Portfolio</i>	<i>Obs.</i>

- ❖ Task: The project aspects we expect the PP come out with.
- ❖ Phase: The step under study & competency tackled (cf. book)
- ❖ Act. P. N°: Mention the page and the act. You are to deal with.
- ❖ Prod. Lge./Exp./structure: List the prod. Lge. / expressions relevant to the project & the PP would need both to learn & reinvest to produce.
- ❖ Aim: State the aim you target in terms of reusability and measurability.
- ❖ Homework: Mention the homework you give to foster PPS' learning & correct manipulation.
- ❖ Portfolio: Assignments you give as an application/ reflection /reinvestment of what you teach and foster in relation to the target project.
- ❖ Obs.: Mention all the observations you consider liable to readjust your investment.

Things you take care of when designing a project

A Six A's of Designing Projects

1. Authenticity:

- a. The project emanates from a problem or question that has meaning to the learner.
- b. This problem or question must be tackled by adults at work or in the community.
- c. The learners create or produce something that has personal or social value, beyond the school setting.

2. Academic Rigor:

- a. The project leads the learners to acquire and apply knowledge central to one or more discipline or content area.
- b. It challenges the learner to use methods of inquiry central to one or more discipline(e.g. to think like a scientist)
- c. The learners develop higher order thinking skills and habits of mind(searching for evidence, taking different perspectives and the like)

3. Applied learning:

- a. The learners solve a semi-structured problem (designing a product, improving a system, organizing an event) that is grounded in the context of life and work beyond the school walls.
- b. The project leads the learner to acquire and use competencies expected in high performance work organizations (such as team work, appropriate use of technology, problem solving, communications)
- c. The work requires the learners to develop organizational and self-management skills.

4. Active Exploration:

- a. The learners spent significant amount of time doing field-based work.
- b. The project requires the students to engage in real investigation, using a variety of methods, media and sources.
- c. The learners are expected to communicate what they are learning through presentations.

5. Adult Connections:

- a. The learners have opportunities to meet and observe adults with relevant expertise and experience.
- b. The work of the adults becomes more visible to the learners
- c. Adults from outside the classroom help the learners develop a sense of the real world standards or this type of work.

6. Assessment Practices:

- a. The learners have opportunities to review exemplars of similar work products.
- b. There are clear milestones or products at the completion of each distinct phase of the work, culminating in an exhibition, portfolio, or presentation.
- c. The learners receive timely feedback on their work in progress and engage in periodic, structured, self-assessment using clear project criteria that they have helped to set.



Planning

By Callum Robertson, BBC English
(With adaptation by Mr. Allouane)

Planning is one of those essential skills of the competent teacher. This document looks at some general lesson planning questions:

- What should go into an English language lesson?
- What is a lesson plan?
- Why is planning important?
- Do you need to plan if you have a course book?
- What are the principles of planning?

What should go into an English language lesson?

Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. However it is possible to make some generalisations. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster.

When thinking about an English lesson it is useful therefore to keep the following three elements in mind - **Engage** - **Study** - **Activate**

Engage

this means getting the students interested in the class. Engaging students is important for the learning process.

Study

Every lesson usually needs to have some kind of language focus. The study element of a lesson could be a focus on any aspect of the language, such as grammar or vocabulary and pronunciation. A study stage could also cover revision and extension of previously taught material.

Activate

Telling students about the language is not really enough to help them learn it. For students to develop their use of English they need to have a chance to produce it. In an activate stage the students are given **tasks** which require them to use not only the language they are studying that day, but also other language that they have learnt.

What is a lesson plan?

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is **the map**. It shows you where you start, where you finish and **the route** to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson. However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

Why is planning important?

One of the most important reasons to plan is that the teacher needs to identify his or her **aims** for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:-

- gives the teacher the opportunity to predict possible problems and therefore consider solutions
- makes sure that lesson is balanced and appropriate for class
- gives teacher confidence
- planning is generally good practice and a sign of professionalism

Do you need to plan if you have a course book?

Many teachers will find themselves having to use a course book. There are advantages and disadvantages to having a course book - but although they do provide a ready made structure for teaching material, it is very unlikely the material was written for the teachers' particular students. Each class is different and teachers need to be able to adapt material from whatever source so that is suitable for their students. A course book can certainly help planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class.

What are the principles of planning?

Aims - considering realistic goals for the lesson, not too easy but not too difficult. You may find the following checklist useful:

- What do the students know already?
- What do the students need to know?
- What did you do with the students in the previous class?
- How well do the class work together?
- How motivated are the students?

Variety - an important way of getting and keeping the students engaged and interested.

Flexibility - expect the unexpected! Things don't always go to plan in most lessons. Experienced teachers have the ability to cope when things go wrong. It's useful when planning to build in some extra and alternative tasks and exercises. Also teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases it can be appropriate to branch away from the plan.

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However - don't let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow.



1st Year

Teaching Map

Project: making a job application booklet

Task	phase	Act.p.&n	Productive lge./Exp	Aim	Homework	portfolio
1/inquiring for job offers -selecting adverts.	Listening and Speaking	Acts.1,2,3,4p04 Your turn :Acts.p 07	Instructing: need to/have to Purpose: in order to /so as to Describing :present simple Introducing oneself Expressing obligation: must/have to/ need to	Recognizing voc items related to the scope of internet -To get the learners familiar with the adverts. involve them to look for job adverts C1/c2 Focus on the formal layout and the content of the application letter Reinvesting what have been learnt.	You have finished your studies and your 're looking a job. From the newspapers or the net select "help-wanted" ads that will help you. When you apply for a job you have to enclose your CV.(resume) Replace inf about Joy by inf about yourself Act.06p 25 Now. You have the suitable ad and your CV.Refer to Joy's letter and write your application You are accepted for the job advertised. ,Imagine a phone conversation to get your appointment. 2-you get an appointment with the employer ,imagine the interview that u'll have	Choosing the adequate advert.
2/Writing an application letter / And a C.V.	2-Reading and writing 3-Consolidation and extension	Acts.1,2p 08 1,2,3 p 09 Acts.1 p 24 Acts.1,2,3,4 p 11		C1/c2 Reinvesting what have been learnt.	Act.06p 25 Now. You have the suitable ad and your CV.Refer to Joy's letter and write your application You are accepted for the job advertised. ,Imagine a phone conversation to get your appointment. 2-you get an appointment with the employer ,imagine the interview that u'll have	Writing an application letter with a C.V.
3/Phone call conversation and the interview	1-Developing skills 2-Consolidation and extension	Act.1 p 24 as a reminder Acts.2,3,4,5 p25 Acts.1,2,3,4 p 12 Tactics summary p 13 Acts.1,2 p26	-Polite requests: Would you... Expressions for salutation Describing Phone lge. and tactics	Dealing with a phone conversation C1/c2/c3		-Writing a phone conversation -Writing the interview

Level : 1AS

Unit : 1 Getting Through

Glossary (lexis)

Words	Word Class (gr)	Definition	Synonyms	Antonyms
To apply for	V	To ask for	To inquire	
Opportunity	N	Chance	Chance/opportunity	
Company	N	Corporation / business	Group / firm	
To seek	V	To try to find	To look for	
Vacancy	N	Being vacant	Available job	
Appointment	N	An arrangement to meet	Rendez-vous	
Curriculum vitae (CV)	N	Details of education and work experience		
Available	Adj	Ready to be used / not occupied	Vacant	Unavailable
Check	V	To make sure	Confirm / verify/ensure	
To connect	V	To link	To join	disconnect
To deal	V	To hand out		
Delighted	Adj	Very pleased	Happy / overjoyed	Informal
To enclose	V	To put an object inside sth		
Enquiry	N	Question		
Process	N	A course of actions or a procedure (series of stages)	Procedure	
Formal	Adj	Used in accordance with rules		
Fee	n	A payment made to a professional person or a public body in exchange for device or service	Payment	

Level: 1 A.S

Unit: 02/ Once Upon a Time

Project: Writing a book Review

TEACHING MAP

<i>Task</i>	<i>Phase</i>	<i>Act.p.& N°</i>	<i>Productive Lge./Exp.</i>	<i>Aim</i>	<i>Homework</i>	<i>Portfolio</i>	<i>Obs</i>
1 select your book	Listening & speaking	Anticipate: act 1, 2, 3 p36. -listen and check: act, 1, 2,3,4,5 (focus on act 5). P 37. - Your turn: p39.	- past time - Adjectives (favourable un favourable) - Verbs expressing differences in terms of books keen on, fond of.	C1= <u>Interaction</u> : Guessing responding to a tale C2: <u>production</u> : expressing literary preferences. C3: interpretation guessing	Say it in writing p39. Alice Collier has read a book and written its review. Do the same with a short story or film of your choice.	Book summary (after checking)	
2 review -portrayal - biography	Reading & writing consolidation & Extension	Anticipate, act 182p 40 Read & check: act1 82 p 41. Act182 p 54	- Prepositions: with in. - describing likes/ dislikes and physical appearance in the past (where did he live/ look like? Writing dates (years, day ...) prepositions: In, on ...	C1:Interaction guessing & Responding to the blurb. C2: productions PP will be able to read & Write a shot biography. C3: Interpretation Interpreting the blurb.	(After Act 2 p 41) Now draw another table and fill it with info about the hero of the book or film you have selected, then change it into a S to get a portrayal of your hero 2/ Now you need to write the biography of the author of your book look at the model on P 54 and write it.		
task	phase	Act.p.& N°	Productive lge./ exp.	Aim	homework	Portfolio	Obs
3- Description of the Setting	Developing Skills	Act1 82 p 489 (oral) Act 3 p 48 (written) Act 9 p 49.	Adjectives to describe setting & Weather	Get pps Write a bout setting of the selected book - book appreciation (book to p 39)	Refer to Acts 3 & 9 pp 48 /49 & describe the setting (place and time) of the story		

					you have read.		
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Level: 1A.S

Unit: 02/ Once Upon a Time

GLOSSARY (Lexis)

<i>word</i>	<i>Word class (gr.)</i>	<i>Definition</i>	<i>Synonyms</i>	<i>Antonyms</i>
Aggressive	Adj	Having angry feeling	Harsh	Sym pathetic
attractive	adj	Feature or quality that make she interesting	Fascinating charming	Boring
Author	N	Person who creates or writes sth	wrier	/
Biography	N	Talking about some ones life	A person's life stony	/
Blurb	N	Short description of the content of the book.	Short summary	/
boring	adj	Not important or interesting	annoying	Fascinating
Character	N	Person in a novel or a play	Actor	/
Depressing	adj	Make someone feel sad	saddening	Joyful
Dramatic	adj	She that does not seem sincere	Exaggerating	
Exciting	adj	Causing pleasant feeling	fascinating	saddening
Fairy tale	N	Story about magic, fairies	Untrue story, lie	Real story
Hero	N	The most important character in a story or a novel	actor	villain
Narrative	adj	Description of events	Telling a story	/
Narrator /	N	Person who tells story	/	/
Once upon a time	Expression	used to start a fairy tale	/	/
Play	N	Story written to be performed	/	
playwright	N	Person who writes plays		

Level: 1AS

Unit: 3 OUR FINDINGS SHOW

Project: Conducting a Survey

Teaching Map

Task	Phase	Act .P. & N°	Productive Lge./ Exp.	Aim	Home work	Portfolio	Obs.
1 Designing the questionnaire	Reading and writing	Anticipate Act 1, 2 p 82 Read and check	Reporting Questioning	Guessing & interpreting a graph How to introduce the notion of reported speech (reported questions)	To conduct a survey you need to prepare a questionnaire. Look at the model on P74/85 & prepare yours.	Making a graph	
2 Conducting an interview	Reading & Writing Developing Skills	Discover the Lg. Act 1,2,3 p 84 Act 1,2,3,4p88/89 Stop & Consider Act 1 p 95 Act 1,2 p90 Act 1,2 p91	Reporting questions Reporting statements Reporting verbs Imperative & negative form (reported speech)	How to conduct a Survey How to act a dialogue through giving advice	Complete the following interview (provided by teacher) Act p 80/ 92 93 Reporting statements	Interview	
3 Collecting data & interpreting results	Developing skills	Act 1,2,3,4p 86 Stop & Consider act p 84 act p98	Use adverbs of manner	Use adverbs of manner when necessary Interpret figures or graphs using adv of manner	p73/ 85 You need to transform your results into a report (§) refer to the report on p 71 /83 & write a report on P 73/85	Survey results	

Secondary School:

Level: 1AS

Unit: 3 our findings Show

Glossary (lexis)

Words	Word Class (gr)	Definition	Synonyms	Antonyms
Interview	N	Formal meeting at which someone is asked questions in order to get answers	Conversation	
Report	V	To tell people about sth that has happened	Tell	
Data	N	Information Inform of facts or statistics	Information	
Collecting	N	Gathering a particular typr of things	Gathering	
Infoirmants	N	Someone who gives another person a piece of information		
Survey	N	General view or study	Examination & measuring of a condition	
Questionnaire	N	List of questions to be answered to get information		
Graph	N	Diagram showing the relationship of two changing quantities	Lines, bars	
Statistics	N	Information shown as numbers		
teenagers	N	Persons in their teens	Persons aged from 13 to 19	

Level: 1AS

Unit: 4 EUREKA

Project: Making an invention profile

Task	Phase	Act .P. & N°	Productive Lge./ Exp.	Aim	Home work	Portfolio	Obs.
1 Writing about the evolution, of the invention	Listening & Speaking Reading & Writing	Anticipate act 1,2 p. 98 Listen & check Act2,3 p 99 Read & check Act 1,2 p 103 Write it right Act 1 , 2 p 105	Past Simple Link words However , but	Narrating Expressing Concession	Your device has not always been as it is nowadays. How did evolve (table p 99/111)	An invention profile	
2 Making a presentation of the # models of the invention	Developing Skills Stop and Consider	Act 1, 2,3 P 106 Act 1, 2 P 108 Act 1, 2 p 110	-What is the height? Width.. - far superior More practical... -though, although	-Describing an object -Making comparison - Concession	Your device is # from your friends'. In what ways?	Writing a presentation of the product	
3 Writing the biographies of the # inventors	Listening & speaking	Your turn : Act 1, 2 p 101	- have you got an idea who/ when/ where - I think /guess	Questioning Expressing Opinion	Who invented the selected product? When and where was the inventor born? Give as many inf as you can about him	Writing the biography of the inventor of the product	

Level: 1AS

Unit: 4 EUREKA

Glossary (lexis)

Words	Word Class (gr)	Definition	Synonyms	Antonyms
Invention	N	Made or design sth that did exist before	Machine	Seller
Discovery	N	Learn about sth for the first time		
Device	N	Object designed to do a particular job. A piece of equipment		
Labour	N	Physical work		
Formulate	V	To state definitely and clearly	Having no wire	
Wireless	Adj	Related to communication by electric waves without connecting wires eg radio		
Customer	N	Buyer , client		
Size	N	Amount of space occupied, measurement of a thing		

Level: 1AS

Unit: 5 Back to Nature

Project: Making a consumer guide

Task	Phase	Act .P. & N°	Productive Lge./ Exp.	Aim	Home work	Portfolio	Obs.
1 Analysing the product from the ecological point of view	Listening and speaking	Act 1,2,3 and 4 P.129 Your turn p. 131	Conditional type one	Making prediction (predicting) Using if + presentfuture	Select the notes (from boxes A&B) that fit to task1 and target the project (each group chooses according to his project) Formulate the instruction within a context	Writing an SOS message	
2 Selecting products	Developing Skills	Act 1,2 p.138 Act 3 p.138	Conditional Type 0, 1 & 2 Imperative	Persuading & informing Describing &??	In our daily life we use many products. From the list below (listed provided by teacher) and say which ones are harmful to the environment	Selecting products	
Gathering information about the various brands of the products	Developing skills	Act 7 p.139	Adjectives with suffixes -al, ---ic, ---cal	Using Adjectives	You are a member of a « Greenpeace » organization. Write the advantages of the product you choose	To persuade the consumer tp select the product the product which can not be harm to the environment	

Unit: 5 Back to Nature

Glossary (lexis)

Level: 1AS

Words	Word Class (gr)	Definition	Synonyms	Antonyms
To pollute	Verb	To make something dirty	To dirty	To clean
Emission	Noun	The production or release of something eg : light , heat, gas ..	The release	The absorption
To destroy	Verb	To damage something so badly that it no longer exists	To damage	To build
Ill	Adj	Not in full physical or mental health	sick	Healthy
Urban	Adj	Relating to or living in a city or town		Rural
Rural	adj	Suggesting the country-side		urban

2nd Year

2nd Year Unit 1 Signs of the Time TEACHING MAP

Project: Making a Life Style Profile

Tasks	Phases	Act. P&n°:	Productive lge	Aims	Homework	Portfolio.	o b s
Task 1 Introduction to the project work	1/Think it over 2/words to say	Page 15	Pronunciation of vowels and diphthongs	Introduce the topic: life styles	You met a tourist in your town. He/she asked you about people s habits that are practiced nowadays... - present-		
Task 2 Life style in the past and present in terms of clothes, food and entertainment.	3/Discovering lge. *before you read *as you read *after reading *Practice *write it right	Pages 16,17,18 Act 1 Page19	*Semimodals "used to" in the negative& Interrogative Forms as well As"going to" *Pronunciation of final "s"	*To use the semi modal used to'. *Make PP Observe,analyse And draw the rules for using The semi modal *PP edit the wrong use of tenses *Re-invest the grammar forms in producing a policy system	2- You met a tourist in your town. He / she asked you about how people used to live in past.. Answer his/her questions using the related voc items to: fashion.Food.Drinks.Customs .traditions...etc.-past-	1-Life styles in the past. a- clothes. b- Food. C-entertainment. A descriptive paragraph about how people used to live in past. 2- Life style in present time. Comparison and contrast	
Guidelines.							

<p>Part I of the project</p> <p style="text-align: center;">Life styles in the past</p> <p>Notes: a/What did they use to wear in the past?(traditional clothes) b/What did they use to eat in those days?(home made food, natural food) C/Where did they use to go to entertain themselves?(café, visit relatives...) d/How did they use to spend their nights?(no TV, narrate stories) e/How was life in the past?(hard, most people poor)</p>	<p style="text-align: center;">Life styles in the present:</p> <p>a/What do they wear today?(modern, European, imported clothes) b/What do they eat these days?(ready made, fast food) C/Where do they go to amuse themselves?(clubs, cybercafé....) d/How do they usually spend their nights?(watch cable TV, surfing on the web, using computers) E/What is life like?</p>
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Tasks	Phases	Act. P&n°:	Productive lge	Aims	Homework	Portfolio.
Task 3: Life styles in the future (clothes, food and entertainment)	<p>*Say it loud and clear</p> <p>*Working with words *Developing skills -Listening and speaking -Your turn</p> <p>*Write it up *Reading and writing 1 *Write it out</p>	<p>Act. 1&2 Pages 19/20</p> <p>Page 21</p> <p>Activities 1,2,3 page 22</p> <p>Activity 1 Page 23</p> <p>Act.1p23 Activities 1,2,3,4,5 Pages24/25</p> <p>Activities 6,7 page26</p>	<p>-English/French phonetics</p> <p>-Intonation related to listing</p> <p>-Homophones/homonyms</p> <p>-Use of modals may/might in expressing degrees of certainty</p> <p>-Expressing certainty and doubt</p> <p>-introduce may be / Perhaps</p> <p>-illustrate may/will/might</p> <p>-the use of techniques to avoid repetition such as synonyms / Opposites.</p> <p>-the use of defining and non-defining relative clauses</p> <p>-paragraph developing by comparison and contrast</p>	<p>Students re-invest 'going to'</p> <p>-Students should be aware of the difference between E/F phonetics</p> <p>-Students use a monolingual dictionary</p> <p>-Students will know the importance of pauses in speech.</p> <p>-To interact with students</p> <p>About the possible advances in the field of Medicine.</p> <p>-writing definitiond using relative pron.</p> <p>-illustrate the use of defining/non-defining Claus.</p> <p>-agree/disagree + Justify</p> <p>-present continuous and</p>	<p>3- Life keeps changing at a fast pace..</p> <p>How do you imagine life styles in future?</p> <p>-Prepare a checklist of predictions.</p>	<p>3- Future life style..</p> <p>How do you imagine people's life style in future?</p> <p>A paragraph describing the possible changes reinforced with arguments And justifications.</p> <p>NB/ A collection of pictures representing the past. present and</p>

			-Talking about the near future using 'going to' or present continuous.	'going to' to express the future.		future life styles..
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Glossary (Lexis) Unit 1 Signs of the Time

<i>Word</i>	<i>Word Class (gr)</i>	<i>Definition</i>	<i>Synonyms</i>	<i>Antonyms</i>
<i>Fashion</i>	<i>n</i>	<i>Popular style of clothes / or hair style..... etc</i>	<i>Fashionable.</i>	<i>Med fashioned</i>
<i>tradition</i>	<i>n</i>	<i>Customs or beliefs</i>	<i>Fashion /at the vogue</i>	
		<i>Passed down low one generation to the next</i>	<i>traditional</i>	<i>Modern</i>
			<i>ago</i>	<i>now</i>
<i>Modern</i>	<i>adj</i>	<i>Of recent times</i>		
<i>Food</i>	<i>n</i>	<i>Things that people or animals eat</i>		
<i>Ago</i>	<i>Adv</i>			<i>before</i>
<i>Today</i>	<i>n</i>			
<i>Entertainment</i>	<i>n</i>	<i>Particular way in whichis done ..film music Used to...people</i>		

2nd Year Unit 2: Make Peace!

TEACHING MAP

Project: Writing a statement of achievements about Nobel Peace Prize winners

Task	Phase	Activity	Productive Language	Aim	HOMEWORK	PORTFOLIO
	Think it over	Words to say	Use of verb 'represents'	To match pictures with names of organizations	1- You are a journalist.. you are asked to conduct an interview with the Nobel Peace Prize winner -2008. Using WH words and answer them	A Checklist of the Nobel Prize winners over the last 10 years + Pictures and illustrations
1- A short biography about: - a Peace prize winner - an international organization	Before you read	Page 38	- Use of Who-questions/answers - Giving opinion - Justifying	To interact and try to elicit from PP the interpretation of a picture		
	As you read	2 Page 39	- What / which used as subject	To start handling modals in questions / answers about reading passage.	2- Your correspondence copy-book contains a set of regulations which are meant to keep peace in your school. Translate the most important ones that express: ability-possibility-prohibition	Two or Three short biographies about Nobel Prize winners and their achievements
	After reading	Page 39	- can (ability or permission) -could -managed to -to be able to (present, past and future)	To learn how to express possibility, ability and permission using modals. To refer PP to grammar study p197		
	Practice	1 Page 40	- Modals (can -be able to- present-past- future -affirmative- negative...)	To practice the use of 'can' / 'could' and their irregular forms in a completion act.		
		2 Page 40	-ability/-possibility/-permission -suggesting/-requests	To identify the different functions given by 'can' 'could'		
		3 Page 41	-Irregular form of 'can' -was/were able to	To illustrate the idea of achievement inherent to the use of 'was/were able to' in context.		
	Write it right	Page 41	-focus on interrogative form of 'can'.	To write a poem denouncing prejudices.		

2- A list of potential candidates / orgs for Nobel Peace prize + statements of achievements	Say it loud and clear	1 Page 42 2 Page 42	- use of could/- may - would you mind -I wonder if you could -polite requests and replies. (position of 'please')	To make PP aware of intonation patterns in asking questions.	3- A new dictionary edition appeared in your town. You are asked to add a checklist of National associations /organizations and their full definitions	
	Working with words	1 Page 43	-Definitions using which/what -Loc. of headword in nominal group	-To recognize acronyms and abbreviations -To match abbreviation with full form and meaning. -To find more using illustrations, logos, pictures...		
		2 Page 43	-Use of postpositions with verbs -Identif. of word meaning they need	To use a dictionary and write entries related to peace and war.		
3- Make a speech and read in best oratorical style / To	Listening and speaking	1 Page 44	- I guess - may be - perhaps	To guess situation from a picture.		A list of potential candidates for the Nobel Peace Prize winners in Algeria and abroad for the next year.
		2	-wh-questions / answers in a dialogue	To listen to a dialogue and check predictions made in 1.		
		3	- Reporting a speech in their own words	To allow the PP to identify actors, situation, topic of discussion and provide a summary.		
	Your turn	1 Page 45	- should - shoudn't have	To use language for criticizing or apologizing for wrong actions.		

select nominee to represent class		2 Page 46	- have to - must be - can't be	To get PP acquainted with expressions of deduction / obligation and write parallel sentences.		Two or three short biographies and statements about their achievements
	Write it up	1 Page 46	- have to / - should / shouldn't - don't have to - must / mustn't - don't need to	to discuss and write a list of school rules expressing obligation / prohibition / absence of obligation	4- New pupils in your school need to know about their Rights as well as duties. Write a chart/checklist of rights and duties for them	
		2 Page 46	- imperative (instructing verbs)	To write an a following given model.		
		3 Page 47	The same as in 1 p46	To distinguish between duties and rights to establish a class charter.		
-4- Campaign for a UNICEF high -ranking post - Make and deliver a speech	Reading and writing	1 Page 48		To get PP involved in a discussion about a picture given.		5-You are a leader of a peace organization. Prepare and write a speech to defend your organization
		2 Page 48	- verbs : hoped, wished, expected his children to ... - use of oratorical style	To scan for a more detailed comprehension.		
		3 Page 49		-To develop PP's dictionary skills. - To identify and select the right meaning of a word in its context.		
	Write it out	Page 50	- informing - convincing - stimulating an audience - use of oratorical style - repetition of key words, phrases...	To write and deliver a speech in defense of the rights of the child / pupil / student.		

Glossary 2nd Year Unit 2: Make Peace!

Word	Word Class (gr)	Definition	Synonyms	Antonyms
Peace	n.	<i>Freedom from war.. a calm and quiet state, free from disturbances or noise</i>		<i>War.. Violence..</i>
<i>Peaceful</i>	adj	<i>Non-violent...passive...diplomatic..serene calm</i>		<i>Violent .agressive</i>
<i>Soldiers</i>		<i>somebody who serves in a military organization.....a member of an army, of a rank below commissioned officer</i>		
<i>Horrors</i>	n.	<i>a very strong feeling of fear, shock, or disgust</i>	<i>Intense dislike</i>	<i>Like.</i>
<i>Warfare</i>	n.	<i>the act or fact of engaging in a war</i>		
<i>W.W.I</i>		<i>World War I or II...</i>		
<i>Resolve</i>	v.	<i>Make decision.. transitive and intransitive verb to come to a firm decision about something, or cause somebody to do this</i>	<i>transitive verb to find a solution to a problem</i>	
<i>Vote</i>	v.	<i>the act of making a choice or of stating a preference to determine the outcome of something</i>		
<i>Security</i>	n.	<i>the state or feeling of being safe and protected</i>		
<i>Military action</i>				
<i>Blue helmets</i>	n.	<i>a member of a United Nations-controlled military unit</i>		
<i>Hot spots</i>	n.	<i>Military. an area where fighting or trouble is likely to break out</i>		
<i>Agencies/organizations</i>				
<i>Cooperate</i>	v.	<i>to deal successfully with a difficult problem or situation</i>		
<i>Fight</i>	v.		<i>Clash..Struggle..Battle..Contest.. Combat.</i>	
<i>Racism</i>	n.	<i>Discrimination...prejudice...intolerance.. Prejudice or animosity against people who belong to other</i>		

		<i>racism... "I am a Muslim and ... my religion makes me against all forms of racism." Malcolm X Speech,</i>		
<i>Celebrate</i>	<i>v.</i>	<i>.....</i>	<i>Commemorate...rejoice....have fun....make merry</i>	
<i>To combat</i>	<i>v.</i>	<i>fighting between two people or groups, especially between armies</i>		
<i>Freedom</i>	<i>n.</i>	<i>a state in which somebody is able to act and live as he or she chooses, without being subject to any undue restraints or restrictions</i>		
<i>Leader</i>	<i>n.</i>	<i>.....</i>	<i>Head .manager..Organizer..Principal .chief..Boss..Guide..director</i>	

2nd Year Unit 3: Waste Not Want Not TEACHING MAP

Project: MAKING A CONSERVATION PLAN

Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio
1. A fact sheet with the main conservation measures that have already been taken by the Algerian gov. more specifically by your village or town	1°/Pre/While/Post Reading <u>Text 1</u> The Amazon Forest p.60	Act.2 p.61	The Passive Present/Past Simple& Present Perfect with modals	-How well do the learners / students master the use of the passive	1- You are a member of an ecological association. Prepare a list of measures and recommendations to preserve your environment at the local level.	1. Algeria has taken a lot of measures: a. <u>Soil</u> : -A green dam was built to stop desertification. - A lot of trees have been planted by volunteers in my village/town to provide oxygen and protect soil from deviation.
	Practice	Act.1 p.62 Act.2 p.62 Act.4 p.62				b. <u>Forest</u> : - Notices and slogans have been put in forests to make people aware of the importance of trees such as : *"A tree is life". *"A tree means oxygen. So, preserve it". *"Incineration is forbidden".
	2°/ Write it right The Exxon Valdez catastrophe Press Release	Act.p.63	The Future Passive	-To re-use the structure will be + p.p of the verb correctly		
	3°/Your turn Listening & Speaking	Act.1 P.67	The Passive with modals			

Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio	
2. Diagrams with presentation on how the public amenities and waste disposal systems work in your village or town	4°/ Write it up <u>Text 2</u> An other kind of pollution p. 69	Act.1 p.68 Act.1 p.69 Act.2 p.69 Act.3 p.70 Act.4 p.70 Act.5 p.70	The present passive	- To talk and write about the environment -To write a guided S using the passive	2- Imagine you are a member of a national association that militates to preserve nature and environment.. Prepare a list of recommendations to be sent to the members of the Parliament in our country	2. -Many reservoirs and dams have been built to keep rain water. -Many salty water have been made drinkable. -Water must not be polluted. -people should be economic and thrifty while using water. -People should be made aware of the importance of water: *"Water is life". *"Water is vital" *"Water must be managed carefully". *"Water is needed in everything (cooking, bathing, irrigation, transportation, manufacturing...) -Factories should not throw their rubbish or waste in rivers and seas. -Mineral resources must be preserved and water should not be overused.	

Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio
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<p>3. A country code or a town code</p> <p>4. A map of an ideal future village or town with symbols and a small presentation / Short description.</p>	<p>5°/ Write it out</p>	<p>Act.1 p.71 Act.2 p.71</p>	<p>The passive</p>	<p>- To re-use the passive and practice it</p> <p>- To reorder ss into a coherent S</p>	<p>www.zemalisalem.weebly.com</p> <p>3. a. <u>School:</u> -Don't throw papers on the ground. -Don't write on the walls. -Don't break windows, chairs and tables. -Keep your school clean</p> <p>b. <u>Home/Building</u> -Don't throw rubbish in front of your building. -Use dustbins to throw rubbish.</p> <p>c. <u>Village / Town</u> -Keep your town tidy. -Don't build factories near buildings. -Don't throw litter in streets. -Don't walk on the grass.</p> <p>d. <u>Forests</u> - Don't lit fire. -Don't cut trees. -Don't throw rubbish in forests. -Plant trees, flowers. -Green is beautiful.</p>	
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2nd Year Unit 4 Budding Scientist TEACHING MAP

Project: Writing * Reports on scientific experiments

* An ABC of Dreams..

Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio
1/A report on a scientific experiment using If Conditionals	1/ Pre/While/post reading ; Text page 80 Geometry. Practice	Act 2 page 81 Act 1.page 82 Act 02page 82 Act 1page 80 Act page 83	If conditional type zero/type one. The comparative adjectives	To raise PPs awareness about the science of Geometry.	1- You have certainly carried out experiments in your school laboratory- Physics-Biology- Chemistry-.. Your Teacher asked you to report the experiment to another group of learners.	A fact sheet including a description of an experiment.
	2/ Write it right. -Water properties. 3/ Your Turn. Listening and speaking	Act page 87 Act page 89 Act 1 page 89	Conjunctions. If/when/as. If Conditionals Type I.	<ul style="list-style-type: none"> To link two sentences together. To make PP aware of the several properties Making Suggestions 	2- During the experiment you have certainly met problems and difficulties.. Report them and suggest a list of recommendations to avoid them in future.	A fact sheet including a presentation with a diagram
2/ Details of the experiment using charts and diagrams	Text 2: Mobile electrons. Page 89	Act 2.page 89 Act 3.page 89			3- Because you have met various difficulties while doing your experiments....Collect them and write a	A fact sheet list of difficulties and problems

					letter to your teacher asking for help and guidance	
	4/ Write it up.	Act 4 page 89 Act 1.page 88. Act 2. page 88	Vocabulary related to electricity. If Conditionals. - writing a letter/reply	<ul style="list-style-type: none"> • Raise PP awareness about the movement of electrons • Asking for advice. • Suggesting a solution 		A fact letter asking for advice

2nd Year Unit 6: No Man Is an Island

TEACHING MAP

Project: Making a Survey

Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio
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<p>How to conduct a survey. -a short questionnaire.</p> <p>-a short interview.</p> <p>-data collection questions and results.</p> <p>-a report with a graph.</p>	<p>Discovering language.</p> <p>Practice:</p> <p>Write It Right:</p> <p>Say it Loud and Clear:</p> <p>Working with words.</p> <p>Listening and Speaking:</p>	<p>Act.1P.120. -Act.2P121 -Grammar Desk.p121</p> <p>Act.1P122. -Act.2P123</p> <p>P. 123</p> <p>-Act 1/2 P.124</p> <p>Act.1P.125</p>	<p>-reporting results -Reported Speech (present perfect, past simple, and future) -reporting statements, questions and quotes. -Use of reporting verbs.</p> <p>-Silent letters and Primary stress.</p> <p>- reporting orders, requests...</p> <p>- You'd better...</p>	<p>-To skim and scan through the text for information. -To have an idea about the transformation rules from direct to reported speech.</p> <p>-To practice the use of reporting verbs and transformation of statements, questions and quotes. -To collect data in a chart and how to interpret it.</p> <p>- To know how to pronounce words with silent letters and the phonetic transcription</p>	<p>1- You are a member of a security organization..Prep are and distribute a questionnaire to check the readiness of local inhabitants to face a disaster.</p> <p>2- You have obtained a rich data concerning the situation..Analyze and present them to your local authorities.</p> <p>3- Last week Ghardaia witnessed a natural disaster..What could be the measures to avoid such a disaster?</p>	<p>-Making an interview</p> <p>- a short questionnaire and a graph</p> <p>Reporting results.</p>
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<p>- a set of safety instructions</p> <p>- a reminder of how people abroad deal with such disasters.</p>	<p>Your Turn:</p> <p>Write it up:</p> <p>Reading and Writing:</p> <p>Write it out:</p>	<p>Act1/2P126</p> <p>Act.1 P127</p> <p>Act1/2 P128</p> <p>Act1/2P130 Act3/4P130</p> <p>Act1/2 P130/131</p>	<p>-can I ask.../ do you think...</p> <p>-if I were you.../ you should...etc</p> <p>-use of linking words expressing cause: because, for, as...</p> <p>punctuation</p> <p>-reporting verbs</p>	<p>of some words.</p> <p>-To practice the use of reporting verbs and transformation of orders and requests.</p> <p>-to know how to give advice.</p> <p>- To practise the use of expressions of giving and asking for advice.</p> <p>- To write a set of instructions to mitigate an earthquake.</p> <p>-To know how to punctuate reported and direct speech.</p> <p>- To report quotes and express opinions.</p>		<p>A list of precaution measures</p>
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Task	Phase	Activity	Productive Lge/ Exp.	Aim	Homework	Portfolio
1- Underlining the importance of the achievements using "if" conditional type 3 .	1-Pre-while-post reading text1 p139	Act 1-2 p139 P 140	Conditional type 3. Past tense Modals Compound words.	-Raising awareness about the advantages of the achievement.	1-a- If computers had not been invented..... b- If car wheels had been square..... c- If vaccines had not been discovered..... d- If mobiles had not been invented.....	- A set of statements with 'if' patterns
2- Expressing regret about the misuse of an invention or discovery.	2-Practice -write it right P 142	Act1-2-3 p141 Act 1 p144	Expressions of clarification/ Exemplification	-Expressing advice/ regret/ blame	Complete these conditional sentences using Type 3.showing the importance of inventions for human life.	
3- Writing a short text of commentary	3-listeningand speaking p146	Act 1-2 3-4 p146		-Asking for and giving advice //clarification	2- Mobiles cars Internet Are useful inventions which have advantages as well as drawbacks .Select two inventions and write a report about drawbacks..	-A dialogue about the misuse of an invention
4- Writing a biography	4-Reading and Writing text 2 P 149-150	Act 1-2-3-4 P 149-150.	Commentary verbs/ expressions	-Criticising/ agreeing/ disagreeing/ expressing opinions. -Establishing the chronology / sequence of events happened in someone's life.	3-You are certainly influenced by someone s life inventor-scientist discoverer- write a short biographical account on his /her life.	A piece of commentary about the invention or the discovery.
	5-Write it out p 151	Act p151	- Past tense ...sequencers			- A biography.

UNIT / 07 Glossary

Word	Word class (Gr.)	Definition	= synonyms	≠ Antonyms
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Fiction	Noun	Writing that describes unreal people, events ...etc.	Imagination	Reality
INVENT	VERB	Make or design something that didn't exist before.	Create	Copy / imitate
DISCOVERY	NOUN	Finding out or learning about for the first time.	Finding out
LOOK FOR	Compound verb	Be in search for	Search for / long for
Curiosity	Noun	Eagerness or interest to learn about something
GENIUS	NOUN OR ADJECTIVE	A person with great intelligence or abilities	Very clever	Stupid
PERSPIRATION	NOUN	Devoting huge efforts to achieve something.	- sweat	Laziness/passivity
MISUSE	VERB	Use something wrongly	to harm	To benefit
IMPROVE	VERB	Make something better	ameliorate	Make worse
WELL-KNOWN	adjective	Known by almost all the people	famous	unknown

2nd Year Unit 8 Businesses Is Business

TEACHING MAP

Project: Writing a business Portfolio

Task	Phase	Activity	Productive lge/Exp	Aim	Homework	Portfolio
<p>1. Letters&messages On different business situations Eg:an order form, A letter of enquiry, A letter of complaint.</p> <p>2.Letters on social situations related to business eg:invitations, thank you notes,</p> <p>3. Other business documents eg:An anual report for the achievement of a firm (include graphs)</p>	<p>1/Pre/While/Post Reading Text 1 Aset of business letters:A. B.C.D PP:160-161 Practice</p> <p>2/Write it right *A letter of enquiry *A letter of reply</p> <p>3/Your turn Listening & speaking</p>	<p>Act 2 p161</p> <p>Act 1 p162 Act 2 p 162</p> <p>Act 1 p163 Act 2 p163</p> <p>Act 1 p 167 Act 2 p 168</p>	<p>Link words: To-in order to So that</p> <p>Yes/no questions Wh questions</p>	<p>-To use link words to write business letters</p> <p>To raise pps attention about following a layout to write business letters</p> <p>Answering yes/no.wh questions giving further information</p>	<p>1- You are a businessman/wo man ..write a business letter A- a letter of Inquiry. B- a complaint. C- Congratulations.</p>	<p>The portfolio should include the different types of letters given as a homework</p>

<i>Task</i>	<i>Phase</i>	<i>Act p& N</i>	<i>Prod. Lge/Exp.</i>	<i>Aim</i>	<i>Homework</i>	<i>Portfolio</i>
	<i>4/ Write it up</i>	<i>Act1p168 Act2p168</i>	<i>- The present perfect & present continuous</i>	<i>To use the present perfect simple & continuous in annual report</i>	<i>Writing annual report for the achievement of a firm (include graphs)</i>	<i>Annual report for a company + graphs</i>
	<i>5/Write it out</i>	<i>Act2p172 Act3p173</i>	<i>Link words: so that, in order to + modals</i>	<i>Writing a confidential report</i>	<i>Writing a report about an employees</i>	

GLOSSARY

Word	Word Class (gr)	Definition	Synonyms	Antonyms
- dispatch	verb	-To send sth/sb off to a destination or for special purpose.	Transmit	Business .trade
-invoice	noun	-List of goods sold or services provided with the price (s) charged.		investment
- order	noun	-Request to make or supply goods.		
- enclose	verb	-Put sth in an envelope, letter, parcel... .		
acknowledgment	verb	-A letter stating that sth has been received.		
- consign	verb	-Send (goods, etc) for delivery.	Hand over sb/sth to sb/sth	
- turnover	noun	-Amount of business done by a company within a certain period of time.		
- complain	verb	-To say that one is dissatisfied unhappy.		
- consignment	noun	-(note) send with consignment of goods giving details about the goods.		
- business agent	Compound	-Person who manages the affairs of other people in business		
-investment	noun	-Using money to buy shares, property in order to earn interest or bring profit.		
-achievements	noun	-Things done successfully especially with skill and effort.		
-manager	noun	-Person controlling a business.	gains	
-merger	verb	-to come together		
-transit	verb	-A process of being taken or transported from one place to another	combine	

3rd Year

Level: 3rd AS

UNIT 1: Exploring the Past

Teaching Map

Task (T.S.)	Reading & Phase	As you read: Act. P. & N°	Using reference Productive Lge/ Exp	Aim	Assignment	Obs.
Summarizing Preparing a short talk about changes that took part in our modern civilization	writing Listen & Consider	Act 1,2,3 pp38/ -Let's hear it: act 5 p39 Act1,2,3 p16/17 -Around the text: Gram. Expl. I: act1 pp17/18 Voc. Expl.: act1,2,3 pp18/19	-Using reference words -Asking & answering -Using past tenses QQ using ago -Using had to, used to, was able to+ s. past of be -using dependent prepositions: verb+ prep	1. Making PP use the skills of skimming & scanning acquired throughout the reading talk about the changes that occurred in modern civilizations. 2. Section to summarize the text on pp 37/38 2. To raise PP's awareness about changes that took place in our modern civ	The text on page137/138 has provided us with much information about ancient Egyptian Civilisation. Modern civilization has kept changing at a fast pace. Jot down Sum it up to 1/5 using your own ideas about what people used to words, avoiding repetition, using /had to / were able to do in the reference words (synonyms, pron, following fields: transport, clothing and work ..). Focus on the key ideas and leave out details. Be objective and don't express your opinion about it.	
				3. To reinvest in speaking & writing the thematic lge elements acquired throughout the previous activities by fore grading a particular function, here comparing		
Writing an expository essay about the challenges faced by our modern civilisation	Read & consider	Gram. Expl II: Act 1,2,3 p25 Voc. Expl: Act 1,2,3,4 pp 26/27	-Expressing concession -Expressing time relations with conjunctions: before, when, etc - Forming words with: dis, de ic, ment	To make PP reinvest in writing thematic lge elements acquired throughout the sequence Activities to write an expository essay	There are many threats to our modern civilization: nuclear warfare, pollution, natural catastrophes, disease and economic collapse, collision with heavenly bodies. Select the three major ones and jot down details about the ideas you have selected to complete the network tree	

(Glossary)

	Words	Definition	= Synonyms	≠ Antonyms	translation
A	▶ Ancient (adj)	▶ to belong to times that...	Very old	Recent, updated	
	▶	▶			
	▶	▶			
	▶	▶			
	▶	▶			
B	▶ Bloom (v)	▶	Flourish , prosper		
C	▶ Collapse (v)	▶	Fall down		
	▶	▶			
	▶	▶			
	▶	▶			
D	▶ Decay (v)	▶ To lose power, vigour, influence ...			
	▶ Decline (v)	▶ A gradual and continuous loss of strength, power,...			
	▶	▶			
E	▶ Emerge (v)	▶ To develop , become noticeable and prominent		Disappear , decline	
	▶ Expand (v)	▶ To become greater in size, number or importance		To restrict, limit	
	▶	▶			
F	▶ Flourish (v)	▶ To be successful, active or widespread			
	▶	▶			
M	▶ Mature (adj)	▶ Fully grown or developed in mind or body.			
V	▶ Vanish (v)	▶ To disappear completely and suddenly.			

Level: 3rd AS
UNIT 2: Business Ethics

Teaching Map

Task (T.S.)	Phase	Act. P. & N°	Productive Lge/ Exp	Aim	Assignment	Obs.
To write a short public statement about an anti-corruption programme	Listen & Consider	-Act.1P.46 (adapted) Select professions from the list then say which of the practices below are ethical and ≠. -Act.2 P.46	- the present simple - The conditional with: providing (ed) that, as long as, but only if.. - It's about time.. - It's high time.. - I wish... - Had better/ should / - ought to - Modals - Voc. Explorer P. 50 + act.1 2, & 3 p. 50/51 - Pronunciation: stress in words ending in "ics"	- To enable each the PP to choose a job. - To check PP's understanding. (ethics in business)	If you were elected head of the state, you would need to deliver a public statement to announce your anti-corruption programme. Use the following notes: -appoint honest civil servants - Pass stringent laws. Take the example done in the classroom for a model	
To write an opinion article	Read & consider	- Getting Started P.53 - Taking a closer look P.54 - Gr. Exp. P55 / act.1 p.55 - Act.3 P.55 - Gr. Exp. 2 P.56 - Memo P.56 - Voc. Exp. : Act. 1,2, 3 & 4 P.57	- So +adj+that/ such +N. phrase +that - Expressing result - The present continuous in the passive Stress shift P.57 (verb /noun /adj)	-To raise PPs' awareness about social, economic..on clients and professions To enrich PPs' voc	You have listened to an interview with the rep. of "The Right to Know" association; write a similar interview with a rep. of the profession you have chosen.	
To write a speech in favour of ethics in business	Listening and speaking	-Before listening (P.61) -As you listen (P. 62) - After listening (P.63) Say it in writing P.64	- Eliciting opinions - Giving one's opinion - Reporting what others think - Agreeing /disagreeing		People may have different opinions about business ethics. Try to get acquainted to your partner viewpoint. Make sure to use the appropriate lge. Forms to ask him his opinion.	

Writing a policy statement	Reading and Writing	- Before reading P.65 - As you read P.66 - After reading P.66 Act. 3P.68 - Writing development P. 69	Grammatical and lexical cohesion (see Coping Box P.68)	To raise PPS' awareness about cohesion and coherence	Aiming at writing a policy statement of the fund you are responsible for, have a look at the notes on page 69. Select the most appropriate ones.	The assignment is given in preparation for the "writing development"

(Glossary)

(unit 2)

	Words	definition	= Synonyms	≠ Antonyms	translation
A	▶ Abuse	▶ To take advantage of one's power, position, etc unfairly or excessively.	The misuse		
	▶ Auditor (n.)	▶ A person who officially examines the accounts of a company,			
B	▶ Bankruptcy	▶ The state of People or organizations that do not have enough money to pay their debts. (BUSINESS)	insolvency		
	▶ Backhander	▶ It is an amount of money that is illegally paid to someone in a position of authority in order to encourage them to do something.	Bribe, kickback, sweetener		
	▶ Bottleneck (id)	▶ Anything that slows down production in a manufacturing process			
	▶ Brand	▶ A type of product manufactured by a particular company; A trade mark			
	▶ Bribe	▶ It is a sum of money or something valuable that one person offers or gives to another in order to persuade him or her to do something.	Kickback, backhander, sweetener		
	▶ Bribery	▶ The giving or taking of the sum of money, services, etc in return for dishonest help.			
C	▶ Capital flight	▶ The illegal sending of money out of a country			
	▶ Corruption	▶ Dishonest or wicked behaviour	Sleaze		
	▶ Counterfeit	▶ To copy coins, writing, etc in order to deceive.	Fake	genuine	
D	▶ Deception	▶ The act of making people believe something that is not true, usually in order to get some advantage for yourself.	Trickery, treachery	Honesty, probity	
	▶ Embezzle	▶ To take money and use it illegally for one's own purpose.			
	▶ Encryption	▶ Writing a document in a special code, so that only certain people can read it.		Decryption	
	▶ Eradicate	▶ To eradicate something means to get rid of it completely.	Eliminate, obliterate		

	▶ Ethics	▶ These are moral beliefs and rules about right and wrong.			
	▶ Fake	▶ That has been made to look valuable or genuine, generally to deceive.	Phoney, false	authentic	
	▶ False accounting	▶ Incorrect detailed reports of money			
	▶ Fault line	▶ An area of a system or a process that seems weak and likely to cause problems or failure			
F	▶ Firewall	▶ A computer system or a program that automatically prevents unauthorized person from gaining access to a computer while connected to a network			
	▶ Forge	▶ To copy or make a banknote, a document, etc look genuine to deceive people	Falsify, copy		
G	▶ Genuine	▶ Things that are exactly what they appear to be, and aren't false or an imitation	real , authentic	fake , False, bogus counterfeit	
H	▶ Hacker	▶ Someone who tries to break into computer systems, especially to get secret information			

I	▶ Integrity(n)	To have integrity is to be honest and firm in one's moral principles.	Honesty, virtue		
K	▶ Kick Back(n)	A sum of money paid to someone illegally in return of a favour	bribe		
L	▶ Lobbying(n)	▶ Trying to persuade someone such as a member of government or council to change a particular law for one's favour.			
	▶ Militating (n)	▶ Preventing sb from doing sth; making sth less possible or likely			
M	▶ Money laundering(comp.n)	▶ The crime of processing stolen money through a legitimate business or sending it abroad to a foreign bank, to hide its illegal origin			
N	▶ Nepotism(n)	▶ Unfair use of power in order to get jobs or other benefits for a friend or a relative	Favouritism, preferential treatment		
P	▶ Piracy	▶ The illegal copying of things such as video tapes or computer programs			
	▶ Probity	▶ A high standard of correct moral behaviour			
	▶ Sentence	▶ The punishment that a person receives after being found guilty of a crime.			
	▶ Shareholder	▶ A person who owns shares in a company.			
	▶ Sleaze	▶ Describes the activities that you consider immoral, dishonest or respectable.			
	▶ Smuggling	▶			
S	▶ Stake	▶ To stake one's money or reputation on the result of sth. is to risk them on it.			
	▶ Stakeholder	▶ To take into or out a place things or persons illegally and secretly.			
	▶ Stringent	▶ Stringent laws, rules, or conditions are very severe or are strictly controlled.			
	▶ Sweetener	▶ It is something you give someone in order to persuade him to accept an offer or business deal.	bribe		
T	▶ Trick	▶ A trick is an action that is intended to deceive someone.			
	▶ Tough	▶ Strict and firm policies or actions.	Rough, severe	Tender & sore	
V	▶ Violate	▶ To break a law, agreement or a promise.	Break, desecrate		
W	▶ Whistle blowing	▶ is the act of telling the authorities or the public that the organization you			

are working for is doing something immoral or illegal.

Level: 3rd AS
UNIT 3 : Education

Teaching Map

Task (T.S.)	Phase	Act. P. & N°	Productive Lge/ Exp	Aim	Assignment	Obs.
Reciting a wish poem	Listen & Consider	-Act.1/2p76 Gr.Exp.1,2,3,4/Acts.p77,78,79,80	- Conditional - Warnings(unless) - Expressing wish - Rhyming	- To bridge the gap between the previous and the present unit	Each of you has wishes related to studying, express some of them in coherent sentences	
Writing a letter describing, comparing and contrasting two schools	Read & consider	- Taking a closer look p.83/84 - Act. 1,2 P.84 - Act. 1, 2,3 P. 85 - Act. 1,2, P. 86 - Act. 1 p87 - Voc. Exp. : act. 1, 2 &3 p. 88 - Pronunciation: Act. 1,2 P.88	- Expressing quantity - Comparatives of short, long adj - Expressing similarity and difference - Describing a process, using the simple present - Pronunciation: stress shift -final "s"	To re-invest the so far acquired lge forms acquired in this phase - To raise pps' awareness about ed. Systems in the world	You have recently moved out to a new school. How do you find it in contrast to the school you used to go to? In your description, rely on your senses. Jot down in clusters what you can feel, see, hear and smell. (act. 2P.89)	The target situation has been adapted to suit the learning situations.
Speaking and writing about one's ideal school	Listening & Speaking	- Before listening p93 - As you listen p94: act.1,2,3,4 - After listening: act.1,2p100/01	-	-To raise PPs' awareness about issues related to education, the choice of careers, dedication to science	Now it is your turn to take the act.1 p94 for a model to write a commentary about a famous person of your choice.	

Task (T.S.)	Phase	Act. P. & N°	Productive Lge/ Exp	Aim	Assignment	Obs.
Writing an expository article	Reading & Writing	-Before Reading p97/98 -As you read act.1,2,3 p98/99 -After reading: act.1,2 p100/01	Link words	-To reinvest the discourse connectors acquired in this phase. - To enable pps to write an expository article	Everyone feels stressed when exams approach. On page 102, there is spider map, make a selection of causes and effects.	

(glossary)

(unit 3)

Words	definition	= Synonyms	≠ Antonyms
A			
▶ Ability(n.)	-Mental or physical capacity, power or skill required to do sth	Capacity, skill, capability, competence, power	Lose, forfeit
▶ Acquire (v.)	-To gain a skill, a habit, etc by one's own ability.	Obtain, procure, secure, get, gain, appropriate	
▶ Advanced(adj)	-Involving or capable of a more difficult level of work		
▶ Aptitude(n.)	-Natural ability or skill at doing sth	Ability, gift, talent, knack, faculty	
B			
▶ Bachelor(n)	-A person who holds a first university degree		

<ul style="list-style-type: none"> ▶ Charge (n.) ▶ College (n.) ▶ Comprehensive (school)(n) ▶ Compulsory (education)(adj) ▶ Curriculum(n) 	<ul style="list-style-type: none"> - A price asked for goods or services - An institution for higher education or professional training - (Brit) A large secondary school at which children of all abilities are taught - That must be done; required by the rules - (pl curricula) The subjects included in a course of study or taught at a particular school, college, etc 	<p>Price, cost</p> <p>Necessary, required, obligatory</p> <p>Syllabus</p>	<p>Optional, voluntary, free</p>
<p>E</p> <ul style="list-style-type: none"> ▶ Elementary(adj) 	<p>Of or in the early stages of a course of study</p>	<p>Basic, primary, fundamental</p>	
<p>F</p> <ul style="list-style-type: none"> ▶ Fees(n) 	<ul style="list-style-type: none"> -An amount of money paid for professional advice, services or to join club, do examination 	<p>Pay, payment, remuneration</p>	
<p>I</p> <ul style="list-style-type: none"> ▶ Ideology(n) 	<p>A set of ideas or beliefs that form the basis of an economical or political theory or that held by a group of people</p>		
<ul style="list-style-type: none"> ▶ Incumbent(adj) 	<p>On/upon sb necessary as a part of sb's duty</p>		<p>Illiterate, unread, unlettered, ignorant</p>
<p>K</p> <ul style="list-style-type: none"> ▶ Kindergarten(n) 	<p>A school for very young children</p>		
<p>L</p> <ul style="list-style-type: none"> ▶ Level(n) 	<p>A relative position, stage, standard or degree of authority</p>		
<ul style="list-style-type: none"> ▶ Literate 	<p>Able to read and write</p>	<p>Educated, informed, intelligent</p>	
<p>M</p> <ul style="list-style-type: none"> ▶ Master(n) 	<ul style="list-style-type: none"> -A holder of a second university degree -(Brit) the title of the heads of certain colleges 		

<p>S</p> <ul style="list-style-type: none"> ▶ Scholarship(n) ▶ Skill(n) 	<p>An award of money to sb to help pay for their education</p> <p>The ability to do sth well</p>	<p>Ability, talent, aptitude</p>	
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Teaching Map

Level: 3AS

Unit 4: Safety First

Task (T.S.)	Phase	Act .P. & N°	Productive Lge./ Exp.	Aim	Assignment	Obs.
<p>To write a short S on the types of food and the change in life style :</p> <ul style="list-style-type: none"> - Shopping Habits -eating habits -leisure &Entertain.. 	<p>Listen and consider</p>	<p>Getting started P. 107 (Oral)</p> <p>Let's hear it P.108</p> <p>Act 1+2 P.108</p> <p>Grammar exp I</p>	<p>Modals to express certainty , probability , possibility</p> <p>Modals : May , might, will, can,</p>	<p>Raise PP's awareness about the # types of food + advertising</p> <ul style="list-style-type: none"> - Organic food -Conventional food <p>GMFs</p>	<p>The local radio is making a survey about food and safely. The journalist asks you about the subject. Give your opinion using may, may not, might, can could (negatives)</p>	

		Grammar exp II p.109 Act 1+2 P.110 Voc Exp P.110 Act 1+2 P.110	could Gerunds Suffixes : er, tion, ing, men t to form nouns	# uses of gerunds PP learn how to form nouns by adding suffixes to verbs		
A short Expository Article on food Safety	Read & Consider	Getting Started (Oral) -Taking a closer look Act 1+2 P. 113 Gram Exp 1+2 P.115 Gram Exp II P.116 Act 1 P.116 Gram Exp III Act 1+2 P.117/118 Voc Exp P.118 Act 1 + 2P.118	Use of the present simple If Clauses : Supposition Hypothesis, result , prediction Quantifiers with counts and uncounts Link words expressing cause and effect Adjs with « y »	To learn how to write / expose facts, suppositions, predictions Distinguish between main clauses and subordinate clauses Be able to express quantity with counts & uncounts Express cause effect relationship -To form adjs by adding « y » to some nouns	- The doctor has visited you in the classroom to make the PPs aware about what would happen if they ate decaying food. Reformulate what he had said using conditional sentences. - You visited a patient at the hospital. You saw a notice on the wall about health warnings. Retell your classmates about them using quantifiers (little, much, many, etc.)	

Task (T.S.)	Phase	Act .P. & N°	Productive Lge./ Exp.	Aim	Assignment	Obs.
To write an Advert	Reading & Writing	Before reading (oral) P. 118 As you read Act 1 P.129	Expressing Concession Though, although, admittedly	Raise PP awareness on the effects of advertising on # cultures & societies -Be able to argue by making and expressing concession	You are a seller who promotes a new cook top. An impressed woman asked you about the product. Give her details by answering her questions.	

To complete a letter of complaint	Writing development	Act P. 130	Verb + preposition			
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(Glossary)**(unit 4)**

Word	Definition	= Synonyms	≠ Antonyms	Translation
Safety	Freed out from danger	Unsafe / danger	
Consumer	Person who buys or uses goods	Buyer, user, client		
Consumption	Sth that causes damage or harm			
Harmful				
To advertise	To make sth known to people by means of notices, newspapers, Tv etc..	Harmless / safe		
Advertising				
Advertisement				
Product	Sth manufactured by a firm for sale/ consumption	goods		
Production/ productivity/ producer				
Protect	Keep safe from harm or danger			
Complain	Say that someone is dissatisfied			
Commerce	Buying and selling of goods			
Commercial				
commercialized				

Level: 3rd AS**UNIT 5: Astronomy & Solar System****Teaching Map**

Task (T.S.)	Listen & Phase	Act. P. & N°	-Used for /used to Productive Lge/ Exp	4. Describing the function of objects Aim	You are in the year 2050. You are on the moon; write a draft expository presentation of it using the notes in the fact file below. Assignment	Obs.
Writing a expository article		<ul style="list-style-type: none"> Act.1 P. 136 Act.2 P. 137 	-Using expressions of measurements	5. To ask and answer questions about measurements. 6. Oral production: describing an object		

		<ul style="list-style-type: none"> - Act.1&2 P. 138 - Act.1 P. 141 		7. To write an expository presentation		
Writing an argumentative essay	Read & consider	<ul style="list-style-type: none"> - Act 2 P.142 - Act.1 P. 145 - <u>Gr. Exp. I</u> (Act. 2P.145) - <u>Gr. Exp. II</u> (Act .1, 2. &3 P. 146) - <u>Gr. Exp. III</u>: (act. P. 146) - Forming nouns from verbs: e.g. Believe (v), belief (n), beliefs (pl) 	<ul style="list-style-type: none"> -comparatives: long/short adj. and adv. - Comparing & contrasting -Making supposition -Expressing condition 	<ul style="list-style-type: none"> 1. using the comparatives of superiority and equality 2. Expressing contrast 3. Making PPs use suppositions and hypotheses. 	<ul style="list-style-type: none"> - Think, pair & share (P. 149) Suppose a comet collided with the earth, what would happen? - Choose one of the assignments P. 151 - Many celebrities contributed in astronomy. Make a short ID card about one from the list provided. 	
Writing a draft newspaper article	Reading & writing	<ul style="list-style-type: none"> -Act. 1,2,3p 156 -Act. 1,2, p 158 -Act. 1,2, p 159 -Writing development: (act.p160) 	<ul style="list-style-type: none"> -Predicting the context of a text -Making inferences -Distinguishing between different types of reasoning in argumentative texts 	<ul style="list-style-type: none"> -To be able to predict -PPs make inferences from a text -Make pps able to write an argumentative essay 	Some people think that the budget devoted to space exploration is waste. Use either deduction or concession to write a draft article from the information given.	
	Pronunciation & Spelling	Act.1,2,3 p148	Final "s"	Making pps aware of the pronunciation of the final "s"		

(Glossary)

(unit 5)

Words	definition	= Synonyms	≠ Antonyms	translation
► astronomy(n)	► A science that concerns space, stars, etc			

	▶ Astronomer(n)	▶ A scientist specialized in astronomy			
	▶ astronaut(n)	▶ A Specialist who travels to space			
B	▶ Believe/belief(v)/(n)	▶ Think/thought			
	▶ Comet(n)	▶ A kind of a speedy star			
C	▶ Constellation(n)	▶ A group of stars			
	▶ Compare(v)	▶ To state similarities and differences			
	▶ Contrast(v)	▶ Opposing			
	▶ Distance(n)	▶ How far it is			
D	▶ Diameter(n)	▶ Measure from side to side			
	▶ Emit(v)	▶ Release in the air			
E	▶ Equipment(n)	▶ Tools needed for a job or expedition uniform			
	▶ Galaxy(n)	▶ A group of planets			
G	▶ Gravity(n)	▶ Force that attracts bodies to the centre of the earth			
	▶ Martian(adj)	▶ From the planet Mars			
M	▶ Moon(n)	▶ Planet lit at night			
O	▶ Orbit(v)/(n)	▶ To turn, to revolve; revolution			
P	▶ Planet(n)	▶ A star belonging to a galaxy			
R	▶ Rotate(v)	▶ Revolve, revolution			
	▶ Size(n)	▶ How big or small sth is			
	▶ Surface(n)	▶ Outside or outward appearance of sth			
	▶ Signals(pl n)	▶ Signs or gestures			
S	▶ Satellite(n)	▶ Artificial body revolving around a planet			
	▶ Speed(n)	▶ How fast sth is			
	▶ Space(n)	▶ Universe beyond earth's atmosphere			
	▶ Solar system(comp n)	▶ A group of planets orbiting the Sun			
	▶ Telescope(n)	▶ A tool needed to observe what is far			
T	▶ Transmit(n)	▶ To send or pass on			
U	▶ UFO's (abbr)	▶ Unidentified Flying Objects			
W	▶ Weight/weigh(n)/(v)	▶ Measure			

Level: 3rd AS

UNIT 6: Feelings & Emotions

Teaching Map

Task (T. S.)	Phase	Act. P. & N°	Productive Lge/ Exp	Aim	Assignment	Obs.
Writing a letter to give advice	Listen & Consider	<ul style="list-style-type: none"> -Getting started p166 -Act. 1/2 p167 -Gram. Expl 1:act p168 -Gram. Expl2 p168 -Voc. Expl p 169: act 1,2,3 p 169 Act 5 170p Act. 1-4 p 171 - Think, pair, share p172 	<ul style="list-style-type: none"> - the present simple - Adjectives -Articles -Expressing obligation, advice, necessity, absence of obligation -Deriving adj from nouns -turning adj into verbs -Pronunciation: Silent "h"/ the cluster of "ngth" 	<ul style="list-style-type: none"> - To define comedy and humour - Talking about virtues of humour -To write a letter giving advice 	<ul style="list-style-type: none"> -A close friend of you is lost during his last exams. He wrote you a letter of complaint. You send him a reply to give him advice. -act 4 p 170 	
Writing a newspaper article describing feelings and emotions expected from Algerian men & women in different situations	Read & consider	<ul style="list-style-type: none"> - Getting started p173 - Taking a closer look p174 - Act 1, 2 p174 - /Gr. Exp. 1 P. 175 - Voc. Exp. P178 - Pronunciation: Act. P.179 - Think, pair & share p.180 	<ul style="list-style-type: none"> -Expressing likes & dislikes -modals -reciprocal pronouns -forming adj, adv,nouns - Pronunciation: Final "ed" 	<ul style="list-style-type: none"> Raising awareness about American, British & Algerian attitudes and feelings towards different situations To write a newspaper article to reinvest the structures learnt in this phase 	Algerian men and women react differently toward grief and love. Write a newspaper article exposing these reactions.	
Write a review article	Reading& Writing	<ul style="list-style-type: none"> - Before reading p188 - As you read p189 - After reading p190 - Activities on reported speech based on the reading passage 	<ul style="list-style-type: none"> - Reported speech: <ul style="list-style-type: none"> - punctuation - changes in pronouns & adverbs Changes in tenses 	<ul style="list-style-type: none"> -Demonstrating critical thinking &judgment -to write a review of a film/ book 	You are impressed by a fantastic film. Write a review article about it.	Reported speech is integrated in this phase.

(Glossary)

Unit 6

	Words	definition	= Synonyms	≠ Antonyms	translation
A	▶ Agony(n)	▶ Extreme physical or mental pain			
	▶ Assertive(adj.)	▶ Expressing opinions or desires strongly and with confidence so that people take notice		submissive	
	▶ Chauvinist(n)	▶ A person who has an aggressive and unreasonable belief that their own country is the best			
	▶ Comedy(n)	▶ A play or a movie intended to be funny, usually with happy end	humour	Tragedy	
	▶ Cursing	▶ Saying rude things about sb or sth			
D	▶ Denial(n)	▶ A statement that says sth is not true or doesn't exist			
E	▶ Embarrassed(adj)	▶ Shy, awkward or ashamed, especially in a social situation			
	▶ Enthusiast(n)	▶ A person who is very interested in sth and spends a lot of time doing it			
	▶ Esteem(n)	▶ Great respect and admiration; a good opinion of sb			
	▶ Extrovert(n)	▶ A lively and confident person who enjoys being with other people		introvert	
F	▶ Fulfilling(adj)	▶ Causing sb to feel satisfied and useful			
G	▶ Grace(n)	▶ A quality of behavior that is polite and pleasant and deserves respect			
	▶ Grief(n)	▶ A feeling of great sadness			
O	Optimism(n)	▶ A feeling that good things will happen and that sth will be successful		Pessimism	
P	▶ Phlegmatic(adj)	▶ Not easily made angry or upset	calm		
R	▶ Reliant	▶ Needing sb or sth to survive or be successful	dependent	independent	
S	▶ Solemn(adj)	▶ Performed in a sincere and serious way			
	▶ Subduing	▶ Calming or controlling your feelings	defeat		
U	▶ Unicorn	▶ An animal like a white horse with a long straight horn on its forehead			
W	▶ Wail(n)	▶ A long loud high cry, especially expressing pain or sadness			