Sequence One

Me , My Abilities, My Interests and My Personality

Sequence: 01	**Lesson:** 01 (I Listen and Do)	**Framework:** P.D.P
Learning objectives: To enable the learners to act out dialogues and talk about their interests using adverbs of frequency.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** What/ How often/ Adverb of frequency.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing time, being positive and respecting the others' interests.		**Materials:** Board/ Flashcards/ Audio scripts/ Textbook.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and talk about their interests.		**Methodological:** They can use strategies for listening, interpret oral discourse and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges and written messages.

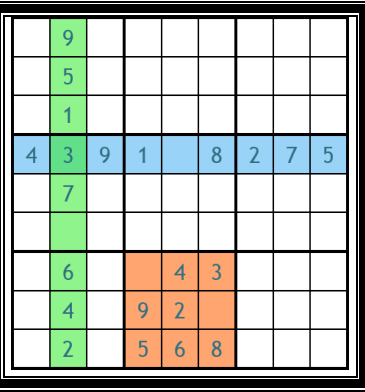
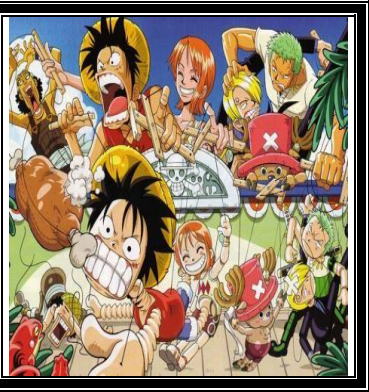
Warming Up: The teacher greets the learners and sticks some flashcards about interests and sports on the board and invites the learners to match the flashcards with definitions (**Famous films/ Billiard/ Video games/ Cookery book/ Monopoly game/ Crosswords/ Chess/ Kids stories**). After that, he/ she may ask the following questions:



1- What do the following pictures represent? 2- Are you fond of playing them?
3- When and where do you play them?

Pre-Listening: The teacher pins the following pictures on the board and asks the learners to work in pairs and try to name them and tell which one they are interested in? The teacher must give them the words. (**Sudoku/ Anime/ Manga/ Karaoke**).



During Listening: The teacher invites the learners to open their books on **Page 11** and listen to the definitions **Script 1 and 2 page 4**. After that, he/ she asks the learners to do **Task 1** and **2 page 11**.

Task 1 page 11: (I listen to each definition and circle the right word).

a- Sudoku / Manga / Karaoke / Anime.
b- Sudoku / Karaoke / Anime.
c- Sudoku / Karaoke Anime.
d- Sudoku / Karaoke Anime.

Task 2 page 11: (I listen and match each definition with the right picture).

1st picture: Karaoke **2nd picture:** Anime **3rd picture:** Manga **4th picture:** Sudoku

- The teacher invites the learners to listen to the Japanese boy introducing himself **Script 4 and 5 page 4**. After that, he/ she asks the learners to do **Task 4 page 11**.

Task 4 page 11: (I listen and fill the profile).

PROFILE

First Name: *ENZO*
Surname: **Yashimoto**
Age: **13**
Nationality: **Japanese**
Hometown: **Tokyo**
Country: **Japan**

Interests:
Mangas ☑ ☑ Amine
Sudoku ☒ ☑ Teen songs
Karaoke ☑ ☑ Video games
Books about wild animals ☑

- The teacher invites the learners to listen to the interview **Script 6 and 7 page 4**. After that, he/ she asks the learners to do **Task 6 page 12**.

Task 6 page 12: (I listen to the interviewer and tick the answer that suits me best).

1- What do you like reading?
2- How often do you read?

3- What kind of music do you listen to? 4- What kind of games do you like?

- The teacher should show the learners how to talk about something they are interested in or not. (**I'm (not) keen on, fond of, interested in, fan of,…/ I (don't) like, love, prefer,…**).

Post Listening: The teacher asks the learners to interview each other about their interests and write short sentences about their partners. They may use the following questions:

- What do you like doing on weekends, free time or holidays?
- How often do you do that?
- When and where do you do that?

Example:

My friend Ahmed is fond of playing video games. He always plays them at home on weekends with me or with friends.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 02 (Language Learning)	**Framework:** P.P.U
Learning objectives: To enable the learners to ask and answer then fill in a form about interests, abilities and inabilities using: "What" and "Yes,/ No, questions".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Are you interested in…? / Can you …?		**Domains:** Oral/ Written/ **Both**.
Core values: Raising awareness among teens and encourage them to reflect on their talents./ Valuing time and being positive.		**Materials:** Board/ Flashcards/ Audio scripts/ Textbook. **I pronounce:** **Weak** / **Strong** forms of "**can**" /**kən**/, /**kæn**/, /**kɑːnt**/.

Cross curricular competencies

Intellectual: They can interpret verbal and nonverbal messages to get information and deduce meaning from context.	**Methodological:** They can use listening strategies in interpreting messages and work in pairs or in groups./ Assess their work and their peers./ Develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can fill out forms about interests, abilities, inabilities and process digital data.	**Social and Personal:** They can socialize through oral and written exchanges and promote the work of their peers.

Warming Up: The teacher greets the learners and makes a quick review about the last session by asking two learners to speak about their interests.

Presentation: The teacher sticks the following pictures on the board. Then, he/ she writes the following sentences on the board and asks them to complete with "**Can**" or "**Can't**".







Task 1: (I read and complete with "**Can**" or "**Can't**").

1- **A:** …**Can**… you **play** football? **B:** **Yes,** I …**can**… **play** football.
2- **A:** …**Can**… you **drive** a car? **B:** **No,** I …**can't**.
3- **A:** …**Can**… you **speak** English? **B:** **Yes,** we …**can**.
4- **A:** …**Can**… you **speak** Chinese? **B:** **No,** we …**can't**… **speak** Chinese.

- The teacher highlights the target structure. He/ She may use sentences from the previous task.

Can	you	**speak**	Chinese?
Ability	Subject	**Stem**	

Yes,	I	**can**	**play**	football.
	Subject	**Ability**	**Stem**	

No,	we	**Can't**	**speak**	Chinese.
	Subject	**Inability**	**Stem**	

I use:

Expressing Ability and Inability

1- To talk about things I (or another person) **can** do (**abilities**), I use: "**can** + **Stem**".
Example: I **can speak** English.

2- To talk about things I (or another person) **can't** do (**inabilities**), I use: "**can't** + **Stem**".
Example: I **can't speak** Chinese.

3- To ask and answer questions about **abilities** or **inabilities**, I use:
- **Question:** **Can** + Subject + **Stem** + …? **Example:** **Can** you **speak** English?
- **Positive answer:** **Yes,** + Subject + **can**. **Example:** **Yes,** I **can**.
- **Negative answer:** **No,** + Subject + **can't**. **Example:** **No,** I **can't**.

4- I use the **Weak Form** of "**Can**" (/**kən**/) in the positive sentences (long answer) and in questions. **Examples:** - **Can** you speak English? /**kən**/ -Yes, I **can** speak English. /**kən**/

5- I use the **Strong Form** of "**Can**" (/**cæn**/, /**kɑːnt**/) in the negative sentences and in short answers. **Examples:** - No, I **can't** drive a car. /**kɑːnt**/ -Yes, I **can**. /**cæn**/

Practice: The teacher writes the following tasks on the board and asks the learner to do it in pairs.

Task 2: (I move in class and find someone who **can** or **can't** do that).

(practice sports, speak other languages, ride horses, read newspapers or books, use computers, cook well, etc,…). **Example:** Mohammed **can't** play tennis, but he **can** play football.

Task 3: (I reorder the words to get correct sentences).

1- she / ? / the computer / Can / use - ***Can she use the computer?***
2- ride / he / . / Yes, / a horse / can - ***Yes, he can ride a horse.***
3- can't / this / They / . / travel / week - ***They can't travel this week.***

- The teacher asks the learners to do **Task 1 page 19**.

Task 1 page 19: (I listen and tick the correct pronunciation the words in **bold**).

1. I **can't** do my homework. I'm not good at geography.
☐ /**kən**/ ☑ /**kɑːnt**/

2. This is an interesting website. You **can** download many apps and exciting games.
☐ /**cæn**/ ☑ /**kən**/

3. **Can** you play musical instrument? ☐ /**cæn**/ ☑ /**kən**/
- Yes, I **can**. ☐ /**kən**/ ☑ /**cæn**/
- No, I **can't**. ☐ /**kən**/ ☑ /**kɑːnt**/

Use: The teacher asks the learner to do the following task by completing the form .

Task 5: (I complete the form with my own information).

You want to join " www.kidsgottalent.tv" website and participate in the show. The administration of this website sent you this registration form to be filled.

REGISTRATION FORM

http://www.kidsgottalent.tv/

You are gratefully accepted and always welcome
Be a part of our community
To join us fill in this form

First Name: ……
Last Name: ……
Sex: ……
Age: ……
Level: ……
Country: ……
Address: ……
……
Telephone Number: ……
Email Address: ……
Unusual Things You Can Do:……
……
……

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 03 (I Listen and Do)	**Framework:** P.P.U
Learning objectives: To enable the learners to infer someone's personality and write about him/ her using frequency adverbs and personality adjectives.		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Frequency adverbs/ adjectives representing.		**Domains:** Oral/ Written/ **Both**.
Core values: Being honest when describing someone's personality features.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and use their critical thinking skills.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can process digital data and fill in forms.		**Social and Personal:** They can socialize through oral and written exchanges and know about the others' profiles.

Warming Up: The teacher greets the learners and makes a quick review about the personal information that the previous **ID Form** contain (**name, age, sex, interest, hobby…**).

Pre-Listening: The teacher draws on the board a graphic organiser and asks the learners to work in pairs and complete it. He/ She may ask the following question: **What can you find in someone's profile?**



During Listening: The 1st Listening: The teacher invites the learners to listen to the BBC radio interview (**Part 1**) **Listening Scripts page 5**. Then, he/ she writes the following questions on the board and asks them to answer them. He/ She may explain the new words: (**presenter, winner, contest, audience,** etc, …).

- How many persons are speaking? - ***They are two persons.***
- Who are they ? - ***They are Adamou and Maria.***

The 2nd Listening: The teacher invites the learners to listen to the BBC radio interview (**Part 1**) **Listening Scripts page 5** again and fill in the first part of each teenager's profile **Task 10 page 13**.

Task 10 page 13: (I listen and tick the BBC radio interview (Part 1) and fill the first part of each teenager's profile).

PROFILE

1. Personal Information

(Please write in block capitals.)

First Name: *ADAMOU*
Last Name: *FAFANA*
Nationality: *NIGERIAN*
Country: *NIGER*

Age: *13*
Sex: *M* *(Please write 'M' for male & 'F' for female)*

PROFILE

1. Personal Information

(Please write in block capitals.)

First Name: *MARIA*
Last Name: *PERDITO*
Nationality: *PERUVIAN*
Country: *PERU*

Age: *13*
Sex: *F* *(Please write 'M' for male & 'F' for female)*

The 3rd Listening: The teacher invites the learners to listen to the BBC radio interview (**Part 2**) **Listening Scripts page 5** and do the **Task 13 page 14**. He/ She may explain the new words: (**birdwatching, ornithologist, migratory, botany, botanist, Quechua,** etc, …).

Task 13 page 14: (I listen and tick the BBC radio interview (Part 2) and cross the wrong information (between brackets) in each teenager's profile).

ADAMOU'S PROFILE

2. Interests

- He's interested in (~~plants~~ – ~~animals~~ – **birds**).
- He's (~~bored of~~ – **fond of**) birdwatching.
- He (~~never~~ – **always**) watches them at weekends.
- He (**can** – ~~can't~~) watch them for hours.
- He (~~always~~ – **never**) gets bored.

MARIA'S PROFILE

2. Interests

- She's interested in (~~animals~~ – **plants** – birds).
- She's keen on (~~biology~~ – **botany**).
- She (~~never~~ – **always**) goes for a walk in the mountain on Sundays.
- She (**can** – ~~can't~~) tell the names of many plants in Quechua, her native language.
- She (~~**can**~~ – **can't**) remember all their English names.

The 4th Listening: The teacher invites the learners to listen to the BBC radio interview (**Part 3**) **Listening Scripts page 5 and 6** and do the **Task 15 page 15**. He/ She may explain the new adjectives: (**cool, patient, relaxed, nervy, shy, sociable, calm, noisy, respectful, curious, friendly,** etc, …).

Task 15 page 15: (I listen and tick the BBC radio interview (Part 3) and tick the words that best describe each winner's personality).

ADAMOU'S PROFILE

3. Personality Features

He's:

☑	cool	☐	impatient
☐	smart	☐	nervy
☑	patient	☑	relaxed
☑	sociable	☐	shy

MARIA'S PROFILE

3. Personality Features

She's:

☑	calm	☐	shy
☑	friendly	☑	curious
☐	unfriendly	☐	nervy
☑	respectful towards nature		
☐	disrespectful towards nature		

The 5th Listening: The teacher invites the learners to listen to the conversation between Karim and Nadia then fill in with the missing words. **Listening Scripts page 6** and do the **Task 18 page 16**. He/ She may explain the new words: (**tidy, messy, well, outgoing, keen on, chess, bored,** etc, …).

Task 18 page 16: (I listen to the conversation and fill in each gaps with the missing word).

Karim: Tell me, Nadia, do you always …***tidy***… your room?
Nadia: Yes, of course! I'm not the …***messy***… type of person at all.
Karim: And do you always get …***on*** … well with your classmates?
Nadia: Sure. I'm very …***friendly***… and …***outgoing***…
Karim: Are you …***keen***… on chess?
Nadia: No, not really. I …***never***… play such games. I get …***bored***… very quickly.

Post Listening: The teacher invites the learners to do **Task 14 page 29** and asks them to exchange their questionnaires in pairs and interpret the results to deduce and select the best adjectives describing their partner's personality. After that, he/ she asks them to write a short report about his partner's personality.

Task 14 page 29: (I work with my partner. I ask him/ her to fill in the questionnaire in order to know more about his/ her personality).

QUESTIONNAIRE

1. Can you wait for an at the dentist?
   ☐ Yes, I ***can***. ☐ No, I ***can't***.
2. Are you interested in meeting new people and talking to them?
   ☐ Yes, I ***am***. ☐ No, I ***am not***.
3. Do you get angry easily?
   ☐ Yes, I ***do***. ☐ No, I ***don't***.
4. Do you always try to find a solution to a difficult problem?
   ☐ Yes, I ***do***. ☐ No, I ***don't***.
5. Will you pick flowers in a park or public garden?
   ☐ Yes, I ***will***. ☐ No, I ***won't***.
6. Is your room always tidy?
   ☐ Yes, it ***is***. ☐ No, it ***isn't***.
7. Do you always get on time to school?
   ☐ Yes, I ***do***. ☐ No, I ***don't***.

Example:

My friend Ahmed is **intelligent**, **calm**, **punctual** and **cool**. He isn't **shy** at all. He is very **sociable** and he has many friends. He loves nature and he is always **respectful** towards it. He is very **curious** and wants to learn more about almost everything.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 04 (The Language Use)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about personalities, interests, abilities and inabilities using verbs and words ending in "s" with different pronunciations.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Words and verbs ending in "s".		**Domains: Oral**/ Written/ **Both**.
Core values: Being helpful while working with the others, respect the turn when taking and valuing group work.		**Materials:** Board/ Flashcards.
Cross curricular competencies		**I pronounce:** The pronunciation of finals "s".
Intellectual: They can interpret verbal and nonverbal messages and identify sounds.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can use ICTs to communicate with others, face and interview audience partner.		**Social and Personal:** They can socialize through oral and written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the last session by asking them to move in class and find someone who is fond of nature: (**flowers, forest, picnics, camps, plants, rivers,** etc,…)

Presentation: The teacher writes a short text on the board and invites the learners to read it and complete it with the following words: (**insects – goes – books – likes – kinds – friends – keeps – animals – collects – places – walks – loves – plants**).

My friend Omar …***likes***… camping in the Sahara. He always …***goes***… there with his family or …***friends***… He is fond of nature. He often …***walks***… for a long distance in order to discover a lot of new …***animals***…or …***insects***… His sister Sara is keen on nature too. She …***loves***… all …***kinds*** … of…***plants***… She sometimes …***collects***… some of them from many …***places***… and …***keeps***… them insides her …***books***…

- The teacher asks the learners to read the given words correctly and classify them in the chart below. After that, he/ she highlights the rule of the final "s" in **page 18**.

/s/	/z/	/ɪz/
likes – walks – insects – plants – collects – keeps – books	goes – friends – animals – loves – kinds -	places

- "s" is pronounced /ɪz/ after the following sounds: (/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/) or the following alphabet letters: (**s, ss, x, ce, sh, ch, ge**).
- "s" is pronounced /s/ after the following sounds: (/p/, /t/, /k/, /f/, /θ/).
- "s" is pronounced /z/ after the following sounds: (/b/, /d/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/, /r/) and all vowels and diphthongs.

Practice: The teacher asks the learners to do **Task 7** and **9 page 20**.

Task 7 page 20: (I listen and tick the right pronunciation of the "s" ending in each word).

1.	/ɪz/	/s/	/z/
profiles	☐	☐	☑
webpages	☑	☐	☐
tablets	☐	☑	☐
fans	☐	☐	☑
pianos	☐	☐	☑
smartphones	☐	☐	☑
months	☐	☑	☐
places	☑	☐	☐

2.	/ɪz/	/s/	/z/
emails	☐	☐	☑
messages	☑	☐	☐
video clips	☐	☑	☐
downloads	☐	☐	☑
features	☐	☐	☑
botanists	☐	☑	☐
prizes	☑	☐	☐
mountains	☐	☐	☑

Task 9 page 20: (I listen and match each word with the corresponding pronunciation of its "s" ending).

/ɪz/	prizes
/z/	personalities – carries – cities – countries – technologies – activities – cries – studies – abilities

Use: The teacher invites his learners to work in pairs and ask each other questions about their personalities, interests, abilities and inabilities. After that, he/ she asks them to transform the information into a short piece of writing. They may ask each other the following questions:

- Are you (calm, smart, cool, patient, sociable, shy, friendly, curious, nervy, relaxed, etc…)?
- Are interested in (nature, sports, music, games, films, documentaries, books, etc,…)?
- Are you fond of (birdwatching, flowers, animals, insects, picnics, plants, etc,…)?
- What you can do?
- What you can't do?
- What do you usually do on weekends and free times?

Example:

My friend Sami is very intelligent and active. He is interested in nature. He always reads books and watches documentaries about nature. He is fond of animals and plants that is why he goes hiking in the forest or the mountain almost every weekend. He can imitate the sounds of many animals, but he can't raise them at home because his house is really small.

- The learners read their work in front of their classmates. They may correct their mistakes and focussing on the correct pronunciation of the final "s". After that, they choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 05 (I Practise)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about interests in Algerian music.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** WH and Yes,/ No, questions./Adverbs of frequency.		**Domains: Oral**/ Written/ **Both**.
Core values: Being proud of belonging to Algeria with its varied music./ Valuing the intangible cultural heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and ask questions and express themselves through their personal reflection.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can use drama and role-play to communicate appropriately.		**Social and Personal:** They can socialize through oral and written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about their personalities, interests, abilities and inabilities.

Presentation: The teacher sticks pictures of well-known musical instruments on the board and asks the learners to match pictures with names: (**guitar – trumpet – drum set – xylophone – piano – saxophone – violin – harmonica**). He/ She may ask them to name other ones.












Practice: The teacher asks the learners to do **Task 1 page 24**. They may do it in pairs.

Task 1 page 24: (I use arrows to show the geographical location for each musical instruments).

- **Flute (Gasba, Jawaq, Ney)** → Biskra, Laghouat, Béjaia and Tizi Ouzou, etc,...

- **Metal castanets (Karkabou)** → West (Oran, Tlemcen, Tiaret, etc,…), South (Biskra, El-Oued, Ourgla, etc,…).
- **Drum (Bendir)** → East (Annaba, Constantine, Batna, Setif, etc,…) South (Biskra, El-Oued, Ourgla, etc,…), Béjaia, Tizi Ouzou, etc,…
- **Bagpipe (Shakwa, Shiwa)** → East (Annaba, Constantine, Batna, Setif, etc,…) South (Biskra, El-Oued, Ourgla, etc,…).
- **Imazad (Tuareg fiddle)** → Tamanrasset, Djanet, In Salah.
- **Oud** → Tlemcen, Algiers, Constantine, South (Biskra, El-Oued, Ourgla, Bechar, Timimoun, Adrar, Tindouf, etc,…).
- **Quanun** → Tlemcen, Algiers, Constantine.
- **Gembri (Gnawa or diwan guitar)** → South-west (Bechar, Timimoun, Adrar, Tindouf, etc,…).
- **Tambourine (tar)** → Tlemcen, Algiers, Constantine.











- The teacher asks the learners to match each category of musical instruments with its corresponding definition then classify the given musical instruments on the table **Task 3** and **4 page 25**. They may do them in pairs.

Task 3 page 25: (I match the name of each category of musical instruments with its corresponding definition).

- **String instruments** → Any musical instrument with (a) tightly stretched piece(s) of wire (usually nylon) that produce(s) a musical note when the instrument is played. (example: violin).

- **Wind instruments** → Any musical instrument that you play by blowing. (example: saxophone).
- **Percussion instruments** → Any musical instrument that you play by hitting it with your hands or stick. (example: bendir).

Task 4 page 25: (I classify the following musical instruments in the table).

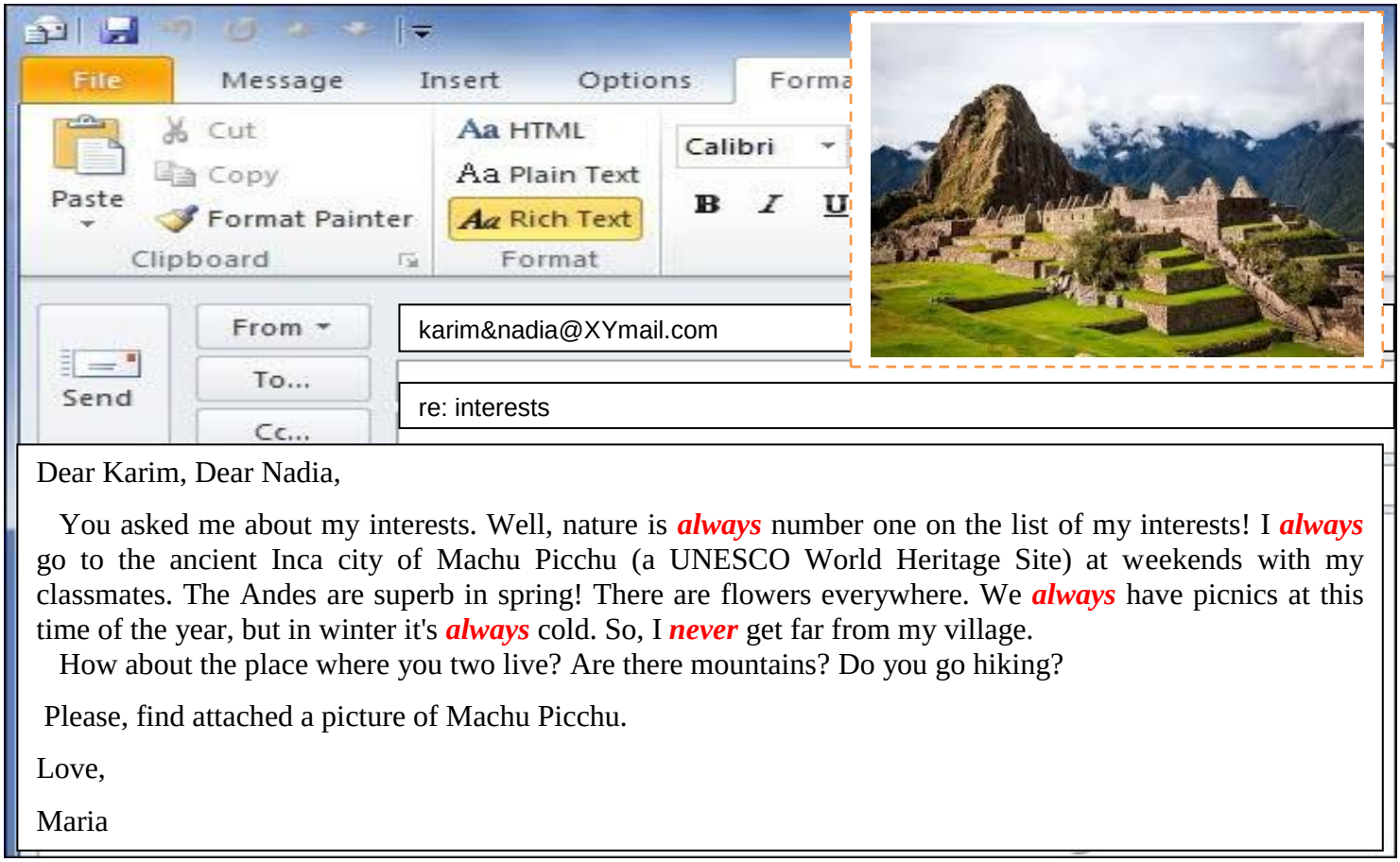
Wind instruments	String instruments	Percussion instruments
bagpipe – flute	gembri – guitar – oud – qanun – imzad	tambourine – darbouka

- The teacher reminds the learners about the use of frequency adverbs, then invites them to do **Task 9** and **10 page 27**. They may do them in pairs.

Task 9 page 27: (I complete with "**always**" or "**never**").

4. She loves hiking. She …***always***… goes for a long walk in the countryside on Friday afternoon.
5. Many people are fond of whales. They …***always***… hire boats and go whalewatching when the weather is fine.
6. A botanist …***always***… carries a magnifying glass to look closely at small plants and flowers.
7. Some picnickers don't respect nature. They …***never***… collect their litter before they leave.
8. My grandparents …***never***… come to visit us in town. They're …***always***… at their farm. They enjoy their quiet, peaceful country life so much!

Task 10 page 27: (I work with my partner and we correct the mistakes in the email).



Use: The teacher invites the learner to follow the example **Task 7 page 26** and act out a dialogue with their partner asking and answering questions about their interest in music. He/ She may give them freedom choice to add extra questions.

- How often do you ….?
- Why do you like ….?

Task 7 page 26: (I follow the example given below and I ask my partner about his/ her interest in music).

9. **Me:** What kind of music are you interested in?
10. **My partner:** I'm ***interested in Pop, Rock, Classical, Country, Hip-hop, Raï, music, etc,…***
11. **Me:** Can you play a musical instrument?
12. **My partner:** ***Yes, I can play the (piano, flute, guitar, etc,…). No, I can't.***
13. **Me:** What kind of instruments do you like?
14. **My partner:** Well, ***I like (wind instruments like the flute, etc,…/ string instruments like the guitar, etc,…/ percussion instruments like the tambourine, etc,…)***
15. **Me:** How often do you ***practice it***?
16. **My partner:** ***I practice it three times a week?***
17. **Me:** Why do you like ***the (wind/ string/ percussion) instruments***?
18. **My partner:** ***Because ...***

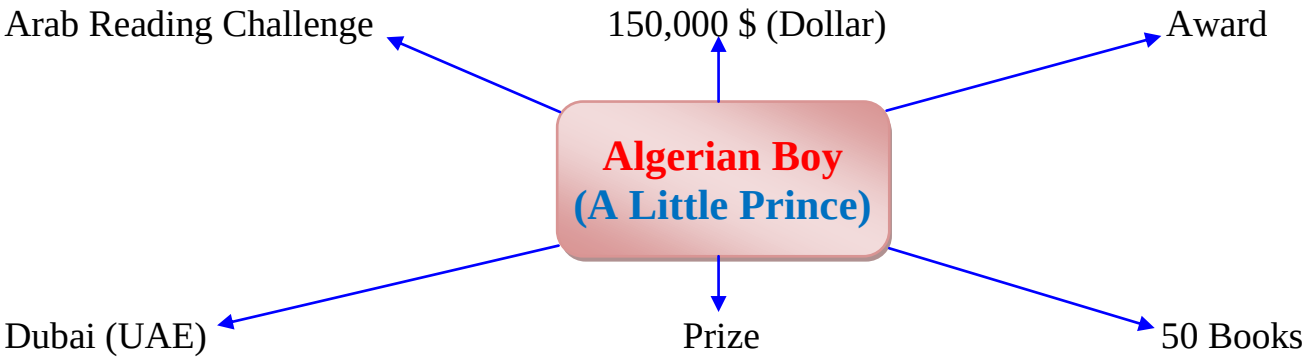
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 06 (I read and do **1**)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, gather information about famous people and write speeches about their hobbies and interests.		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Lexis and expressions related to interests and hobbies.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing hard work and great achievements and supporting successful people./ Valuing reading and thinking in particular and sharing an outstanding person's dream.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and show creativity when producing oral and written messages.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures and face an audience.		**Social and Personal:** They can be inspired from outstanding people as role model.

Warming Up: The teacher greets the learners and asks the following questions:

- What is your favourite subject at school? (Arabic, Maths, English, Art, Sport, etc,…)
- Which people would you most like to follow? Or your hero? (an actor, an actress, a sports man or woman, a scientist, a teacher, or another person).

Pre-Reading: The teacher writes some keywords on the board and asks the learners to guess the topic. The keywords are:



While-Reading: The teacher invites the learners to read "**Text 1 page 30**" and fill in the bibliographical notes and the reading notes **Task 1, 2** and **3 page 30**.

Task 1 page 30: (I read **text 1** and fill in the bibliographical notes).

Bibliographical Notes

- **Title:** ***A Little Prince.***
- **Author:** ***Ferhani Ameziane***
- **Source:** ***"Le Petit Prince", El Watan***
- **Date of publication:** ***5 Nov. 2016***
- **Type of document:**

☐ web article
☐ excerpt from a book
☑ press article

Task 2,3 page 30: (I read **text 1** again and fill in the reading notes **Part** "**A**" and "**B**").

Reading Notes Part (A)

Name of the great prince: ***The Emir of Dubai.***
Name of the little prince: ***Mohamed Farah Djeloud.***
His age: ***Seven year-old.***
His nationality: ***Algerian.***
Prize: ***$ 150,000 Cheque.***
Name of competition: ***The Arab Reading Challenge Competition.***
Place of competition: ***Dubai.***

Reading Notes Part (B)

Total number of participants: ***3.5 million***
Number of finalists: ***240***
Number of books read: ***50***

- The teacher invites the learners to read "**Text 2 page 31**" and fill in the bibliographical notes and the reading notes **Task 5, 6 page 31**.

Task 5 page 31: (I read **text 2** and fill in the bibliographical notes).

Bibliographical Notes

- **Title:** ***Mohamed Farah's Speech at the Arab Reading Challenge Award Ceremony in Dubai***
- **Author:** ***Mohamed Farah Djeloud***
- **Source:** ***https://twitter.com/DXBMediaOfice***
- **Date of twittering:** ***24 Oct. 2016***
- **Type of document:**

☐ blog article
☐ transcript
☑ web article

Task 6 page 31: (I read Mohamed's speech again and tick the correct answers).

1. What is Mohamed's main interest? ☐ Philosophy ☐ Writing ☑ Reading ☐ Music.
2. Mohamed compares this interest to: ☐ the books he reads. ☑ the air he breathes.
   ☑ the food he eats. ☑ the water he drinks.
3. According to Mohamed's opinion, this interest can help us:
   ☐ to relax. ☐ to learn. ☐ to evaluate persons. ☑ to evaluate nations.
4. What is Mohamed's dream? Is it to become:
   ☐ a philosopher? ☑ a scholar? ☐ a teacher?
5. What can make Mohamed's dream come true?
   ☐ travelling ☐ Dreaming ☑ Reading

- The teacher invites the learners to read "**Text 3 page 32**" and fill in the bibliographical notes and the reading notes **Task 8, 9,** and **10 page 31**.

Task 8 page 32: (I read **text 3** and fill in the bibliographical notes).

Bibliographical Notes

- **Title:** ***SOCIETY***
- **Author:** ***Jumana Khamis***
- **Source:** ***http://gulfnews.com***
- **Posted on:** ***October 24, 2016***
- **Type of document:**

☐ magazine article
☐ newspaper article
☑ web article

Task 9 page 33: (I read **text 3** and answer the questions).

1. What grade is Mohamed? - ***He is in the second grade.***
2. Who made him interested in reading? - ***His parents made him interested in reading.***
3. What is his favourite book? Can you translate the title in Arabic? - ***His favourite book is called "The Cave Man and the Stone Age". "رجل الكهف والعصر الحجري".***
4. Tick the qualifiers 'adjectives) used by the father to describe his son's personality.
   ☑ smart ☐ messy ☑ active
   ☑ imaginative ☐ lazy ☐ cool
5. Mohamed is also interested in another activity. What is it?
   - ***He is interested in karate. (He is very much into karate).***

Task 10 page 33: (I read **text 3** again and answer by "**true**" or "**false**").

According to Mohamed's father and the Palestinian judge Hanan Al Hroub, reading books:

1. can encourage children to do more. - ***True***
2. can make children have fan. - ***False***
3. can enrich children's knowledge. - ***True***
4. can make children feel strong. - ***True***
5. can develop children's thinking. - ***True***
6. can enhance children's abilities. - ***True***

7. can develop children's imagination. - ***True***
8. can help children to analyse and understand. - ***True***

Post Reading: The teacher asks the learners to work in pairs, ask and answer the following questions and use their answers to write a short attractive and meaningful speech about their interests.

1- What is your main interest? Why?
2- How can this interest or hobby help you?
3- What is your dream?
4- How can you make it become true?

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 07 (I read and do **2**)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, gather information about Tuareg and Imzad culture and make a poster to save and promote the cultural heritage in their regions.		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Lexis and expressions related to national culture (songs, music, instruments, dances…).		**Domains:** Oral/ Written/ **Both**.
Core values: Being proud of Algerian cultural diversity./ Protecting the intangible heritage of Algeria.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and show creativity when producing oral and written messages.		**Methodological:** They can use notes./ They can develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures and process digital data in English.		**Social and Personal:** They can show responsibility towards their nation and their culture.

Warming Up: The teacher greets the learners and sticks the following pictures on the board. After that, he/ she asks the following questions:






- What do the pictures represent?
- Where can you find it?
- Is it played by men or women?
- It seems like another famous instrument, which one?
- Is it a modern instrument or ancient one?
- How many strings does it have?
- Why is it disappearing?

Pre-Reading: The teacher writes the title of the text "**Save the Imzad**" on the board and asks the learners to give their opinions how can we save the Imzad? (associations, training, workshops, etc, …)

While-Reading: The teacher invites the learners to read "**Text 4 page 34**" and fill in the bibliographical notes and the reading notes **Task 12** and **13 page 34**.

Task 12 page 34: (I read **text 4** and fill in the bibliographical notes).

Bibliographical Notes

- **Main title:** ***Save the Imzad***
- **Subtitle:** ***The Last Four Imzad Players***
- **Original title:** ***"Les 4 dernières joueuses d'imzad"***
- **Author:** ***Farida Sellal***
- **Source:** ***www.imzadanzad.com***
- **Type of document:**

☐ press article
☐ excerpt from a book
☑ web article

Task 13 page 34: (I read **text 4** again and answer the questions).

1. What is an imzad? - ***It's one-string fiddle or violin played with a bow.***
2. Why are the imzad and its culture dying? - ***The imzad and its culture are dying because of modern life.***
3. Are there many old women who can play the imzad today? - ***Yes, there only a few.***
4. What is these old women's dream? - ***Their dream is to transmit their knowledge to the whole world.***
5. How can Tuareg culture continue to exist? - ***It can continue to exist thanks to these women's perseverance.***
6. What is the aim of "***Save the Imzad***" association? - ***It aims at contributing to the preservation of the imzad as an expression of culture and identity.***
7. For Mohamed Farah, reading is "the mind's food". What is the imzad for the Tuareg? - ***It is for them what the soul is for the body.***
8. Can Tuareg men play the imzad? - ***No, they can't.***

- The teacher invites the learners to read "**Text 5 page 35**" and fill in the bibliographical notes and the reading notes **Task 15** and **16 page 35**.

Task 15 page 35: (I read **text 5** and fill in the bibliographical notes).

Bibliographical Notes

- **Main title:** ***Rar Imzad***
- **Subtitle:** ***A Home for Ancestral Culture (founded in Jan. 2004)***
- **Author:** ***/***
- **Source:** ***www.imzadanzad.com***
- **Original language:** ***French***
- **Type of document:**

☐ press article
☐ transcript
☑ web article

Task 16 page 35: (I read **text 5** again and correct the wrong reading notes).

1. Tin-Tarabine is located ~~**north**~~ of Tamanrasset and Idles ~~**south**~~ of it. - Tin-Tarabine is located ***east*** of Tamanrasset and Idles ***north*** of it.
2. Dar Imzad in Tamanrasset consists of ~~**3 schools**~~ and workshops. - Dar Imzad in Tamanrasset consists of ***a school*** and workshops.
3. In Dar Imzad, young Tuareg girls learn ~~**only**~~ how to play and make the imzad. - In Dar Imzad, young Tuareg girls ***not only*** learn how to play and make the imzad***, but they also use the computer, trained in Tifinagh (Tuareg Alphabet), traditional culture and imzad songs and poetry.*** .
4. Tuareg have their own alphabet, called Tifinagh. - ***Correct.***
5. Tuareg have special imzad songs and poems. - ***Correct.***

Post Reading: The teacher says: In the region where you live there is an old musical genre (a traditional musical instrument, popular songs, dances, etc,…) or a traditional craft (pottery, carpet weaving, jewellery, etc,…) which is dying. This represents your regional culture which is part of your Algerian national culture. With a group of friends, you decide to found an association and make a poster to suggest the building of a "**Dar**" (like "**Dar Imzad**"). The poster will be published on the internet (social network pages, blog, etc,…) and also sent to the UNESCO to make this traditional culture part of the "**Intangible Cultural Heritage of Humanity**". **Task 3 page 40**.

Task 3 page 40: (I read again **text 5** about "**Dar Imzad**" and start making my poster. I follow the layout below. I use my answers to the questions to write my paragraphs).

"Dar El-Louss"/ "Desert Rose House"

A Home for Ancestral Culture



The aim of our association is to encourage the revival of this ancestral craft and to encourage people to be environmentally responsible by using "**El-Louss**" the desert rose to build houses and to make them cool in summer and hot in winter because it is a natural material.

"Dar El-Louss" will organize conferences, seminars and workshops all over Algeria or abroad to make people more about this traditional craft. Our association will go to middle and high schools to invite the students all over the country to participate in the workshops. The workshops are framed by skilled craftsmen.

"Dar El-Louss" will organize other cultural amenities and activities such as: (museums, tourist souvenir shop, library, etc,…).

With **"Dar El-Louss"** you don't need to use air conditioners anymore!

"Together we can save our traditional culture!"

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 08 (I Learn to Integrate)	**Framework:** P.P.P
Learning objectives: To enable the learners to integrate their resources and work in small groups and write Mohamed's Profile.		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to profile and reading.		**Domains:** Oral/ Written/ **Both**.
Core values: Being proud of belonging to Algeria with its varied music and valuing the intangible cultural heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can critical thinking skills when gathering information for learning and research producing, solve problem situations using a variety of communication means, show creativity when producing oral and. written messages and show some degree of autonomy in all areas of learning.		**Methodological:** They can work in small groups, develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally and share information with the whole class.
Communicative: They can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures and process digital data in English.		**Social and Personal:** They can show responsibility towards team work.

Warming Up: The teacher greets the learners and splits the class into small groups and asks them to try to remember as much information as possible about "**Mohamed Farah Djeloud**" (**personal information – interests – personality features**).

Pre-Writing Process: The teacher writes the situation on the board, reads it and explains the task. Then, helps the learners to remember what they learnt in this sequence. After that, he/ she asks them to fill the KSA chart on **page 37**.

Setting up the Situation: (I learn to integrate).

The editor of my school magazine asked me to write an article about Mohamed Farah Djeloud. I decided to present his profile in order to make all my schoolmates see what a 2nd year primary school pupil can do. I want to make them understand that reading is important and necessary for the development of individuals and nations.

Planning:

Knowledge	Skills	Attitudes
• *Structural lexis related to abilities and inabilities:* **Can – Can't** • *Lexis related to personal information or identification:* **My name's …/ I'm …years old pupil** • *Lexis related to personal interests (likes and dislikes):* **I like + Stem + ing / I dislike + Stem + ing** • *Lexis related to personality features:* **I'm (sociable, friendly, shy, active, etc,…)** • *Present simple tense:* **I like …/ He likes …/ Do you prefer…/ Does he prefer …** • *Adverb to determine the frequency of activities related to interests and personalities:* **Always – Never**	• *Expressing abilities and inabilities* • *Describing personal interests* • *Describing personality features*	• *Valuing knowledge and learning in general* • *Valuing reading and thinking in particular* • *Identifying with other person's positive personality features (friends, parents, teachers, famous scientists and scholars, etc,…)* • *Sharing an outstanding person's dream, ambition, career project (in science and technologies, music, academic research, Arts, literature, etc,…)*

- The teacher provides the learners with the **Task 2 page 38 (layout)**. And asks them to start working. The previous reading notes (**text 1,2 and 3**) may help them.

In-Writing Process: (Practice)

Drafting: With the help of their teacher, the learners start drafting.

Editing: Teacher helps the learners to examine the text carefully to find and correct typographical errors and mistakes in grammar, style and spelling.

Publishing: (Produce)
The learners display the profile and the article on the wall and invites their classmates to move around and check the posters. They may correct their mistakes and choose the best one to be written.

Example:

Mohamed Farah Djeloud
An Algerian Prodigy



Mohamed Farah Djeloud is a little boy of seven years old. He is a second-year primary school pupil.

Mohamed's main interest is reading. He began this activity thanks to his parents who encouraged him. Reading is necessary for his mind, just like the food he eats, the water he drinks and the air he breathes. His favourite book is "The Cave Man and the Stone Age". For the competition, he read and summarized 50 books. This "Little Prince" is also keen on karate.

Mohamed is a quite active and has an imagination that he develops through reading. He is also smart and quick to understand and analyse books.

In conclusion, reading expands children's thinking, their ability and knowledge. It can be an enriching activity either for children, teenagers or for adults. It is also necessary for the development of any nation.

Sign your name as the author of the article

- The teacher invites the learns to copy down in their copybooks.

Sequence: 01	**Lesson:** 09 (I Think and Write)	**Framework:** P.P.P
Learning objectives: To enable the learners to prepare a poster about "**The Arab Reading Challenge**".		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to reading and the competition.		**Domains:** Oral/ Written/ **Both**.
Core values: Being proud of belonging to Algeria with its varied music and valuing the intangible cultural heritage.		**Materials:** Board/ A3 papers/ Colouring pens.
Cross curricular competencies		
Intellectual: They can critical thinking skills when gathering information for learning and research producing, solve problem situations using a variety of communication means, show creativity when producing oral and. written messages and show some degree of autonomy in all areas of learning.		**Methodological:** They can work in small groups, develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally and share information with the whole class.
Communicative: They can use English to write a poster and process digital data.		**Social and Personal:** They can show some degree of autonomy in learning.

Warming Up: The teacher greets the learners and brings an announcement about the international competition in Dubai for the best "**Arab Reading Challenge**" poster. Then, he/ she asks the following questions:



1. Who organize this competition?
2. What will be the reward?
3. What is it about?
4. Are you going to participate?

Presentation: The teacher introduces the situation **Task 1 page 39**.

Your school is going to participate in an international competition in Dubai for the best Arab Reading Challenge Poster. You decided to take part in and prepare a nice poster. You need some information about the event.

Practice: The teacher provides the learners with the layout of the poster and guides them to read the texts about the Algerian winner "**Mohamed Djeloud**" **page 39**. After that, he/ she asks the learners to start gathering information for their posters, engage in the task by controlling, monitoring, have peer correction before posting and offering help when needed. They should use the information that they have already seen in the previous lessons.

Production: The teacher asks the learners to start writing their posters.

- The learners produce their own posters, present them and let the classmates check, take notes and assess the work.

Example:

The Arab Reading Challenge in Figures

- **Pre-selection**
  - Total number of candidates in Algeria: **610.000**
  - Total number participating schools: **30.000**
  - Total number participating countries: **21**
  - Total number participating nationalities: **54**
- **Semi-finals**
  - Number of participating candidates in Dubai: **18**
- **Finals**
  - Number of participating candidates in Dubai: **03**
- **Books**
  - Number of books read by finalists: **50**
  - Reading topics: **Arab literature, history, biographies and others.**
  - Reading task: **Read, summarized and give opinion about books.**
- **Aim of competition: Encourage the culture of reading in young generations.**

- The teacher collects the learners work to be corrected at home.