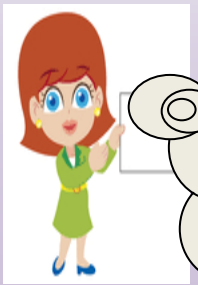
Sequence One

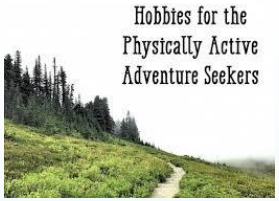


LEVEL: MIDDLE SCHOOL THREE YEAR





TEACHER: MRS. GHANIA BELLOUCHE / MERZOUKI



ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY



MS3 Sequence One MAP

Session	Lesson	Learning objectives
Session 01	Project announcement/ Initial situation	Starting off situation/ Introducing the sequence topic and project.
Session 02	Lesson 01: I listen and do (1) PDP	Act out dialogues to talk about oneself, his/her interests.
Session 03	Lesson 02: I practise PPU	Ask and answer about abilities/inabilities and fill in a form.
Session 04	Lesson 03: I listen and do (2) PDP	Infer someone's personality and write about him/her using frequency adverbs "always/never" and personality adjectives
Session 05	Lesson 04: I practise PPU	Asking and answering about someone's physical appearance and personality, distinguish personality adjectives from physical appearance adjectives.
Session 06	Lesson 05: I pronounce PPU	Different pronunciation of final "s" in present simple verbs and words
Session 07	Lesson 06: I practise PPU	Act out dialogues to talk about interest in Algerian music.
Session 08	Lesson 07: I read and do (1) PDP	- Read texts and gather information about Mohamed Farah Djelloud - Write speeches about hobbies and interests.
Session 09	Lesson 08: I read and do (2) PDP	- Read texts and gather information about Tuareg and Imzad culture. - Make a poster to save and promote the cultural heritage in their regions.
Session 10	Lesson 09: I learn to integrate PPP	(GROUP WORK) Learners will write Mohamed's profile in small groups.
Session 11	Lesson 10: I think and write PPP	Prepare a poster about The Arab Reading Challenge.
Session 12	Lesson 11: I can do	Self assessment/ remedial work
Session 13	Lesson 12: I play and enjoy	Remedial work through fun and games

Session 14	Project one presentation: *An illustrated article introducing your region (Beni Ouartilane) to represent BERBER civilisation.*

Sequence one lessons plan

SEQUENCE ONE OBJECTIVES AND FUNCTIONS

Learning objectives	*Communicative tasks*	*Grammar*	*Lexis*	*Pronounce*
✍ Describe myself: my abilities/inabilities ✍ My likes and dislikes ✍ Talk about personality features. ✍ Ask and answer questions about hobbies. ✍ Ask and give information about: wild life and pets. 	✍ Interview ✍ Role play ✍ Chat/ email: personal letter ✍ Short video segments ✍ Poster ✍ ID card (people and animals) 	✍ The present simple tense (review and expansion) ✍ Frequency adverbs ✍ The relative clauses ✍ Qualifiers (review and expansion/ personality features) ✍ Discourse markers for classification ✍ To be made of/ to be made in. 	✍ Related to ability/ inability: I can/ I can't ✍ Related to interests: - I'm interested in botany. - I like/ I dislike - I'm keen on/ I'm fond of - I always play chess. ✍ related to personality: - I'm very friendly and outgoing. - My friends think I'm shy.	✍ Weak and strong forms of "can" and "can't": /ə/, /æ/ and /ɑ:/ ✍ Final "s" pronunciation: /s/, /z/, /iz/ ✍ Silent letter: "k", "w", "h", "t". 

Project One

By the end of this sequence, my learners will be able to talk about themselves, their personality features, their abilities and inabilities as well as their interests through oral communication, writing letters, filling forms and profiles and interpreting. As they will value their Algerian music and its traditional musical instruments.





Topic: An illustrated article introducing your region (Beni Ouartilane) to represent BERBER civilisation.

You love Beni Ouartilane and you are proud of it.

- Introduce it to the world!
- Tell us about:
  - Traditions.
  - Food/pottery
  - People dressing/ jewellery











AZRO IFLANE: The pierced mountain

Write your article and give explanations of each point.

- Use pictures.
- Ask your grand parents and parents.
- Make researches on the web.
- Check up difficult words in the dictionary.
- Ask your teacher for help.



The four situations

1-The Initial Problem Solving Situation



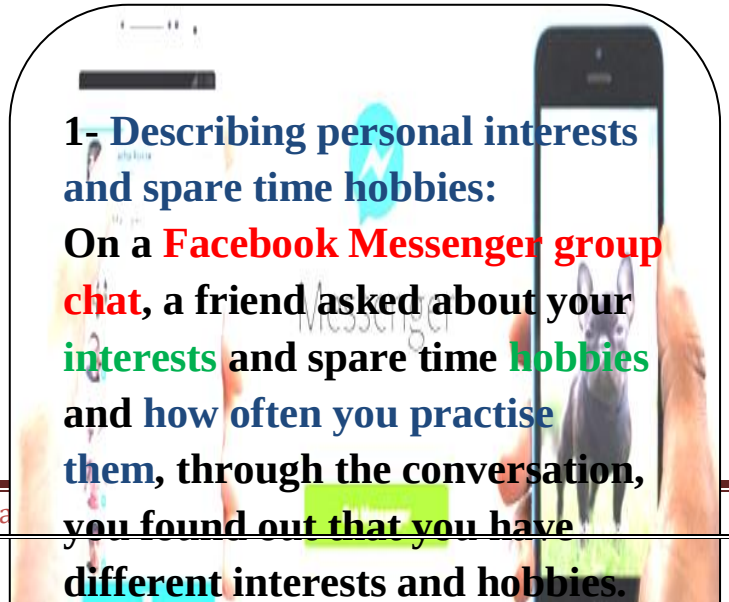
Muslim Teens Magazine is announcing a

WRITING CONTEST for its readers:

"The Idol Teenage Character".

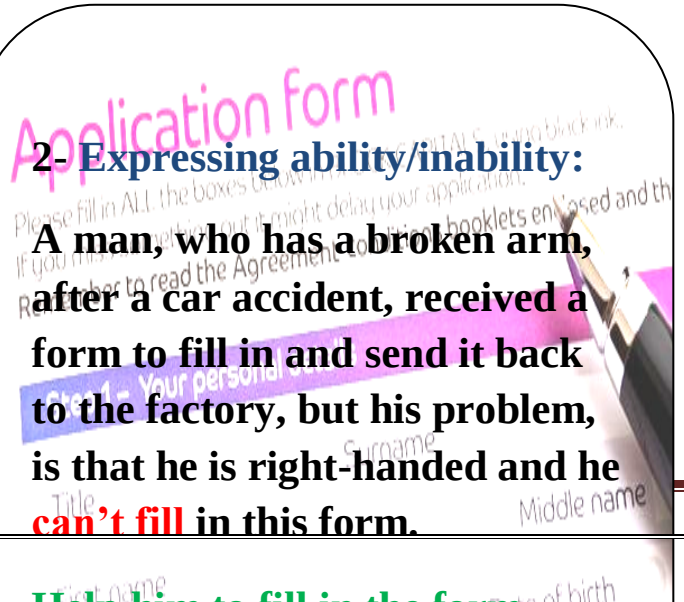
Write an article in which you talk about yourself,

2- The learning Situations to install the resources/ apprenticeship



1- Describing personal interests and spare time hobbies:

On a Facebook Messenger group chat, a friend asked about your interests and spare time hobbies and how often you practise them, through the conversation, you found out that you have different interests and hobbies.



2- Expressing ability/inability:

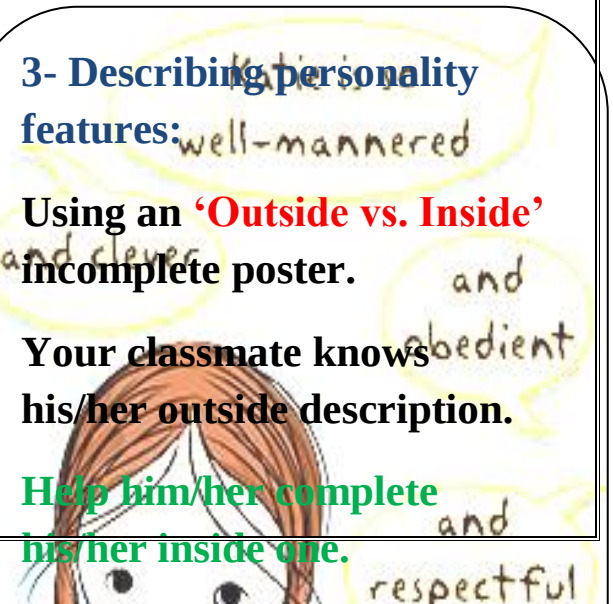
A man, who has a broken arm, after a car accident, received a form to fill in and send it back to the factory, but his problem, is that he is right-handed and he can't fill in this form.

3- Describing personality features:

Using an 'Outside vs. Inside' incomplete poster.

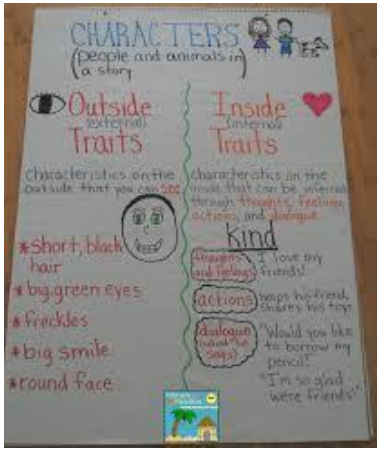
Your classmate knows his/her outside description.

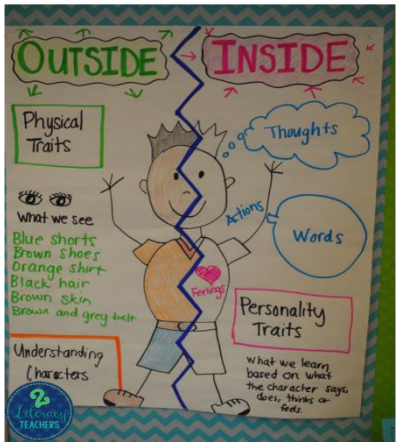
Help him/her complete his/her inside one.











3- Learning How to Integrate Situation/ Group Work



Your School Magazine Editor asked you to write an article about a Muslim Teenage Idol, Mohamed Farah Djelloud. You decided to present his profile first to make all your schoolmates know what a 2nd year primary school pupil can do. You want to make them understand that reading is important and necessary for the development of individuals and nations.









4- Target situation for assessment/ Integration (Individual Work)

1- Solving the initial Problem Solving Situation: Writing an article for a Muslim Teenage Magazine about the Idol Muslim Teenage Character.

2- An assistant for the "Teenage Entertainment Club" of your city is needed.

Have you the following qualifications: Active, caring, thoughtful, helpful, funny, creative, friendly and smart? Send an email to apply for this part-time job.

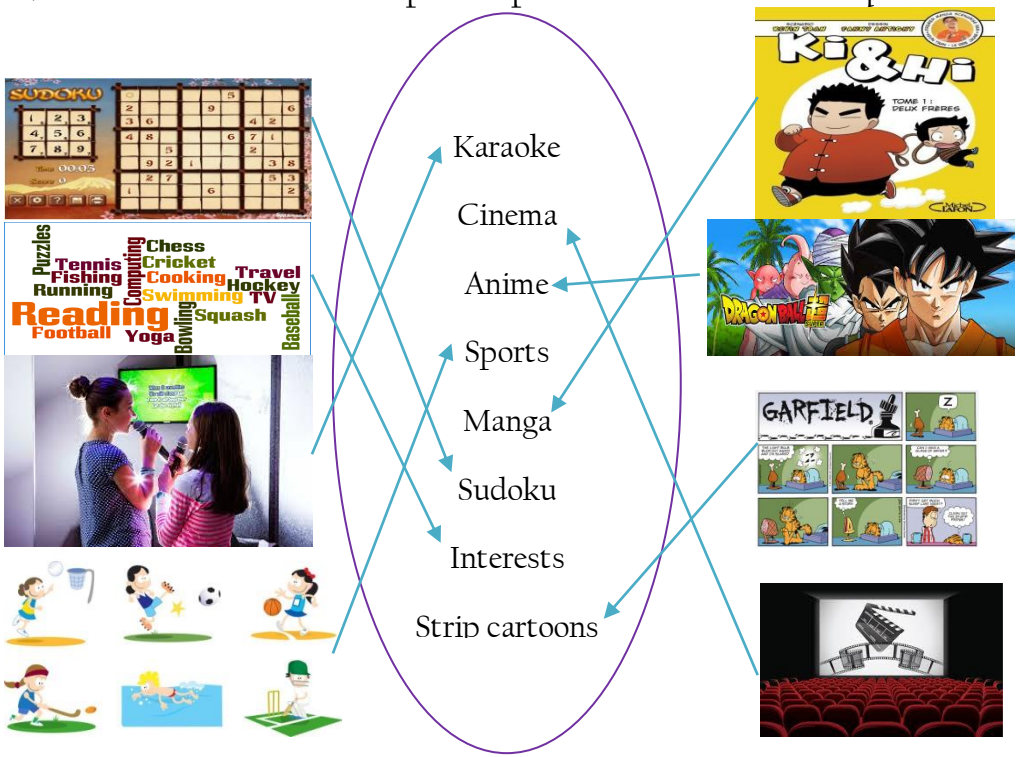






Lesson 01 I listen and do (1) Frame : PDP	✍Language Learning	✍ Oral- written- Both	✍ Interact- interpret- produce
Learning Objectives		**Materials**	**Target structures**
By the end of this lesson , my learners will be able to: ✍ Act out dialogues to talk about them. ✍ Talk about their interests using "what.....?"/ "How often...?" / Frequency adverbs (never/always)		✍ Whiteboard ✍ Cartoons ✍ Newspapers cut outs ✍ Audio scripts	✍ W.H questions: What...? How often...? ✍ Frequency adverbs: never , always
Cross- curricular Competencies		**Core values**	
1- Intellectual Competency: ✍ The learner can express himself and talk about his interests. ✍ He can use his previous knowledge to relate pictures to names. ✍ He can understand and interpret verbal and non-verbal messages. 2- Methodological Competency: ✍ He can work with his partners. ✍ He can assess his work and his peers. ✍ He can use strategies for listening and interpreting oral discourse. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can play roles to communicate appropriately. 4- Personal and social Competencies: ✍ He is keen on promoting the work of his peers. ✍ He socialises through oral or written exchanges.		✍ Valuing reading and learning in general. ✍ Respecting the others' choices and interests. ✍ Being positive.	

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

05´	Warm up	-T/ invites PPs to look at the pinned pictures and answer the questions. 	T/PPs PPs PPs/PPS	To brainstorm ideas about interests, sports and games	Whiteboard Cartoons strips	V+A+T
15´ 20´	Pre-listening During-listening	-T/ invites the PPs to discuss in small groups and tell what their favourites among the given list are. -T/ asks PPs to listen to the definitions and circle the correct answer- The first one is given as a demo. (Task 1 page 11) T/ asks PPs to match the definitions with their appropriate pictures (Task2 page 11). PPs compare their answers and correct before sharing the whole class. (Task3 page 11) -T/ shows PPs the picture on task 4 and asks them to answer the questions:	T/PPs PPs/PPs T/PPs PPs/PPs T/PPs	To reinforce previous lexis and familiarize PPs with new vocabulary related to hobbies. To interpret aural/oral messages. To prepare PPs for the listening	Whiteboard Copybooks Book Pictures Whiteboard Textbook	A+T V+A+T A+T V+A+T

15´	Post – listening	1- Is he Algerian? -No, he isn't. 2- What is the boy's room decorated with? - With manga and anime. 3- Does he like reading? -Yes, he does. -T/ asks PPs to listen to the Japanese student introducing himself then complete his profile. (Task 4page 11) -T/ asks PPs to compare their answers with partners. (Task 5 page 11) -T/ invites PPs to listen to the interview and tick the right answer them write the questions. (Task 6-7 page12). -PPs are invited to work in pairs and interview one another to talk about their interests using: What do you.....? How often do you.....? -T/ asks each pupil to use his partner's answers and writes about him/her. Eg: My friend (name) is keen on....., he/she (always)..... everyday. Homework: I note my teacher's answers and write a short paragraph to describe her hobbies and interests.	PPs PPs/PPs PPs/PPs	phase. To help them interpret pictures. To listen and fill in a profile. To reinforce peer correction and cooperative learning. To conduct an interview with peers. To transform an interview into a short descriptive piece about someone's hobbies and interests.	Audio script Copybooks whiteboard PPs' copy-books whiteboard	V+A

The Teacher's comments

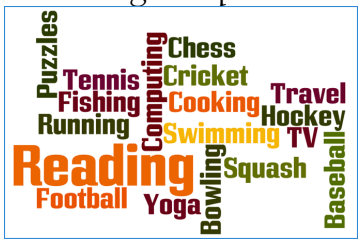
What worked	What hindered	Action plans
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 02 I practise Frame : PPU	✍ Language Learning	✍ Oral- written- Both	✍ Interact- interpret- produce

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Ask and answer about interests, abilities and inabilities. ✍ Fill in a form. ✍ Use "what" and "Yes/No" questions.	✍ Whiteboard ✍ pictures ✍ Audio scripts	✍ Are you interested in....? ✍ Can you.....?

Cross- curricular Competencies	Core values
1- Intellectual Competency: ✍ The learner can deduce meaning from context. ✍ He can understand and interpret verbal and non-verbal messages. 2- Methodological Competency: ✍ He can work with his partners. ✍ He can assess his work and his peers. ✍ He can use strategies for listening and interpreting oral discourse. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can fill out forms about interests, abilities and inabilities. ✍ He can process digital data. 4- Personal and social Competencies: ✍ He is keen on promoting the work of his peers. ✍ He socialises through oral or written exchanges.	✍ Identifying other person's positive personality features. ✍ Being responsible.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

05´	Warm up	-T/ invites PPs to look at the pinned picture and interpret it by answering the questions.  - What does this picture represent? It represents interests. - Are you interested in one of these mentioned hobbies? What is it? Yes, I am. I'm interested in football/ reading/ tennis...	T/PPs PPs PPs/T	To review and let PPs talk about interests, sports and games.	Whiteboard Picture	V+A+T A+V
15´	Presentation	-T/ sticks two pictures on the board (the ones on the right side) and asks PPs to look at them and interpret them by answering the questions:  - What do the pictures represent? An injured, man on a wheelchair and a form. - Where do we find such forms? Applying for a job, at contests, - What happened to the man? He's injured on a wheelchair. - What can be the cause of his case?	T/PPs PPs PPs/T	To brainstorm and elicit key structural lexis	Whiteboard Pictures	V+A+T V+A A+V
		- T/ asks PPs about the man's body parts which are broken. Neck, leg, arm. -T/ the man wrote a letter of application for a job to a company and he received a reply in which he found a FORM to fill in and send it back, complete the speech bubbles using: "can" or "can't" I .. can ...fill in this form. The man ... Can't ....fill in this form	T/PPs PPs/T	To preview body parts To introduce the target structure in context	Whiteboard picture Whiteboard Bubbles	V+A A+V

		-T/ invites the PPs to correct with the elicited words on the board -T/ presents the rules (the forms and the meaning) **The affirmative form:** "I can fill in this form". Subject + can + verb (stem/base)+C I/to speak English. You/to play a musical instrument. **The negative form:** "The man can't fill in this form". Subject + can't + verb(stem/base) + C The man can't walk. I/ to run more than 2kms. You/to drive a car. **The interrogative form:** "Can the man walk?" No, he can't. Can + subject+ verb (stem/base) + C? You/to speak Chinese? You/to draw?	PPs T/PPs PPs/PPs T/PPs	To express abilities and inabilities using the modal "can" with the three forms To elicit the rule about the use of "can"	PPs' C/ books Whiteboard Whiteboard	Au V+ Au V+A+ T V+T
20´	Practice	-T/ devotes time to present and focus on the pronunciation of "can": Task 1 page 17(a & b): I listen and repeat to elicit the rule: - „Can"is pronounced /kən/ in questions and in the middle of statements (declarative sentences). /kən/ is a weak form of "can". - "Can" is pronounced /kæn/ at the end of a short Yes/answer. /kæn/ is a strong form of "can". -"Can't" is pronounced /kɑ:nt/ in British English. /kɑ:nt/ is a strong form, it has no weak form. *Task 1 page 19*: I listen and tick the right pronunciation of the words in bold.	T/PPs PPs/T T/PPs PPs/PPs T/PPs	To focus on the right pronunciation of "can" and "can't" (weak and strong forms) To check and	Whiteboard Copybooks Textbooks Audio scripts Whiteboard Textbook Audio script	V+t Au

		1- I can't do my homework. /kɑ:nt/ 2- This is an interesting website. You can download... /kən/ 3- Can you play a musical instrument? /kən/ - Yes, I can. /kæn/ - No, I can't. /kɑ:nt/	PPs	consolidate the right pronunciation of "can".	Copybooks whiteboard	
		T/ sticks pictures and the board and asks PPs to work in pairs asking and answering about their abilities/inabilities using appropriate pronunciation of the modal "can" What can you do? I can swim, but I can't sing. Can you play the guitar? Yes, I can/ No, I can't.  Play the guitar  paint  swim  skip 	PPs/PPs PPs/PPs PPs	To check how meaning	Pictures whiteboard	V+A+T
15´	Use	-T/ I read an ad about "Talent Show" in my city and I want to participate.		To fill in a form		

I fill in the form and tell about my act and abilities.



The Teacher's comments

What worked	What worked	What worked
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 03 I listen and do (2) Frame : PDP	✍ Language Learning and use	✍ Oral- written- Both	✍ Interact- interpret- produce

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Infer someone's personality and write about him/her. ✍ Fill in a profile. ✍ Use frequency adverbs "always" and "never".	✍ Worksheet/ questionnaires ✍ Profile/ PPs' book ✍ slide/ data show ✍ Audio scripts	✍ Frequency adverbs (always/ never ✍ Personality adjectives ✍ I'm keen on/ I'm fond of

Cross- curricular Competencies	Core values
1- Intellectual Competency: ✍ The learner can use his critical thinking. ✍ He can understand and interpret verbal and non-verbal messages. 2- Methodological Competency: ✍ He can work in pairs or in small groups (cooperative learning). ✍ He can assess his work and his peers. ✍ He can use strategies for listening and interpreting oral discourse. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can fill in forms. ✍ He can process digital data. 4- Personal and social Competencies: ✍ He is keen on knowing about others' profiles. ✍ He socialises through oral or written exchanges.	✍ Being interested in people. ✍ Being interested in nature. ✍ Being honest when describing someone's personality features.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

02´	Warm up	-T/ invites PPs to look at the pinned picture and interpret it by answering the questions.  - What does this picture represent? It represents a FACEBOOK profile. -T/ asks PPs what they may find in a profile and then presents a table in which they should match each heading with its appropriate information	T/PPs PPs/T	To let PPs understand the topical lexis.	Data show A slide	V+A A+V
15´	Pre-listening	Name: Date of birth: Place of birth: Age: Nationality Address: School: Family: Favourite food: Favourite colour: Favourite sport: Pastimes/hobbies: Favourite item of clothing: Pets: Favourite subject - Maths - I enjoy playing computer games/ watching TV/ seeing my friends. - Pizza and chips. - 04/03/1998 - I've got three sisters and one brother 15 - London, UK - English Tom Anderson - Richworth School - Jeans - Blue. - Football - One cat and two dogs - 23 Lyn ford Drive, Bradford BD 2 7BH	PPs/T T/PPs	To make PPs familiar with profiles personal information	Worksheet A slide	V+A+T A+V
20´	During-listening	The 1st listening:	PPs/T	To listen and	Audio scripts	V+A+T

		-T/ invites the PPs to listen to the BBC Radio interview (1st listening part 1) and answer these questions: - How many people are speaking? Three. - Who are they? Adamou, Maria , BBC speaker **The 2nd listening:** T/ invites PPs to listen again and fill in the first part of each teenager's profile. (Task 10 page 13) -T/ asks PPs to check their answers in pairs before sharing with the whole class. (Task 12 page 13). **The 3rd listening:** -T/ invites PPs to listen to the 2nd part of the interview and cross out the wrong information between brackets in each teenager's profile. (Task 13 page 14) -T/ asks PPs to check their answers before sharing with the whole class. **The 4th listening:** -T/ invites PPs to listen to the 3rd part of the interview and tick the words that best describe each winner's personality. (Task 15 page 15) **The 5th listening:** - T/ invites PPs to listen to the conversation between Karim and Nadia then fill in the gaps with the missing words. (Task 18 page 16) After checking answers in pairs, T/ invites PPs to correct. - T/ invites PPs to do (Task 21 page 16) where they have to order the sentences and build up a coherent conversation. -T/ elicits from this conversation Ali's personality features. - T/ sets PPs to listen to the conversation and check their answers after sharing in pairs. - T/ provides PPs with a questionnaire (Task 14 page 29)	PPs T/PPs PPs/PPs T/PPs T/PPs PPs/T PPs/PPs	answer the questions. To listen and complete information To involve PPs in peer assessment To listen and cross out the wrong information To listen and tick the best description To listen and provide the missing words in the conversation	Slide Textbooks PPs' C/books + Audio scripts+ Slide+ Profile form PPs' C/books + Audio scripts+ Slide+	V+Au V+A+T+K V+ Au
	Post -			To interpret	Questionnaires	

20´	listening	-T/ asks PPs to exchange their questionnaires in pairs and interpret the results to deduce and select the best adjectives describing his partner's personality. -T/ invites each pupil to write a short report about his partner's personality.		the results of a questionnaire. To write a report about one's partner personality	handouts PPs' copy books	

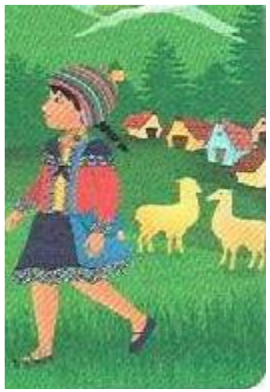
The Teacher's comments

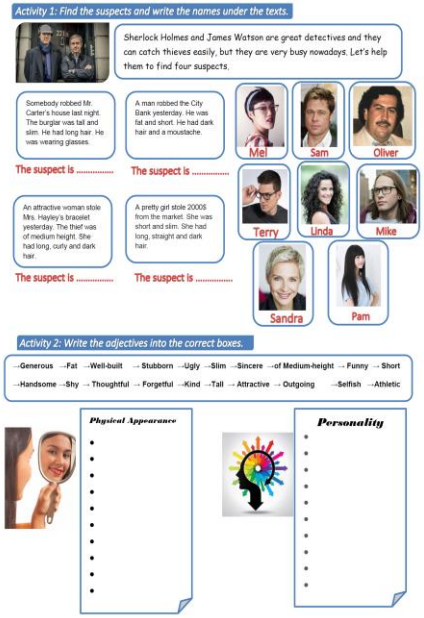
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 04 I practise Frame : PPU	✍ Language Learning and use	✍ Oral- written- Both	✍ Interact- interpret- produce

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Ask about physical appearance and personality. ✍ Interpret definitions of personality adjectives. ✍ Make a difference between adjectives of personality and appearance.	✍ Worksheet ✍ PPs' book ✍ Pictures	✍ Appearance adjectives ✍ Personality adjectives ✍ What does she look like? ✍ What is she like?

Cross- curricular Competencies	Core values
1- Intellectual Competency: ✍ The learner can use his critical thinking. ✍ He can understand and interpret verbal and non-verbal messages. 2- Methodological Competency: ✍ He can work in pairs or in small groups (cooperative learning). ✍ He can assess his work and his peers. ✍ He can use strategies for listening and interpreting oral discourse. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can understand definitions of adjectives. ✍ He can play roles to communicate appropriately. 4- Personal and social Competencies: ✍ He is keen on knowing about others' profiles. ✍ He socialises through oral or written exchanges.	✍ Being interested in people. ✍ Accepting other's personality. ✍ Being honest when describing someone's personality features.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI
5´	Warm up	-T/ Shows the picture of Maria and Adamou and asks PPs to say what each one is interested in.  Adamou is interested in Ornithology: The science that studies birds. Maria is interested in Botany: the science that studies plants. 	T/PPs PPs	To consolidate the new lexis	Whiteboard pictures	V+A A+V A+K
15´	Presentation	-T/ invites PPs to work in pairs read the texts and help the detectives find the suspects. -T/ asks PPs to exchange their answers with their classmates in small groups. -T/ invites PPs to correct on the board. -T/ invites PPs to classify adjectives of personality and appearance into the right box.	PPs/PPs PPs/T PPs/PPs PPs/T	To check if PPs assimilated physical description and consolidate To encourage peer correction	Worksheet pictures Worksheet	Au
20´	Practice	-T/ invites PPs to exchamge with their partners and correct in class -T/ invites PPs to do the task through reading the definitions and completing with the appropriate adjective of personality. -T/ asks PPs to share their answers before sharing with the whole class. -T/ invites PPs to match synonyms and antonyms of adjectives. Then PPs share their answers and correct in class. - T/ invites PPs to do (Task 11 and 12 page 28)	T/PPs PPs PPs/T T/PPs PPs	To distinguish adjective of personality from those of appearance Elicit the meaning To distinguish adjectives To consolidate		

20´	Use	-T/ invites PPs to do (Task 13 page 28) I write three sentences describing myself using three adjectives of the tasks 11 and 12 page 28.  			PPs' copy books	

The Teacher's comments

What worked	What hindered	Action plans
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 05 I pronounce Frame : PPU	✍ Language Learning and use	✍ Oral- written- Both	✍ Interact- interpret- produce orally

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Act out dialogues. ✍ Talk about personalities, interests, abilities and inabilities. ✍ Discriminate between the sounds of the final"s": /s/, /z/ and /iz/.	✍ Whiteboard ✍ PPs' book/ Copybooks ✍ Audio scripts/ strips ✍ Envelops/ scrambled stcs.	✍ Words and verbs ending in "s"

Cross- curricular Competencies	Core values

1- Intellectual Competency:

- The learner can interpret and identify sounds.
- He can interpret verbal and non-verbal messages.

2- Methodological Competency:

- He can work in pairs or in small groups (cooperative learning).
- He can assess his work and his peers.
- He can use strategies for listening and interpreting oral discourse.
- He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3- Communicative Competency:

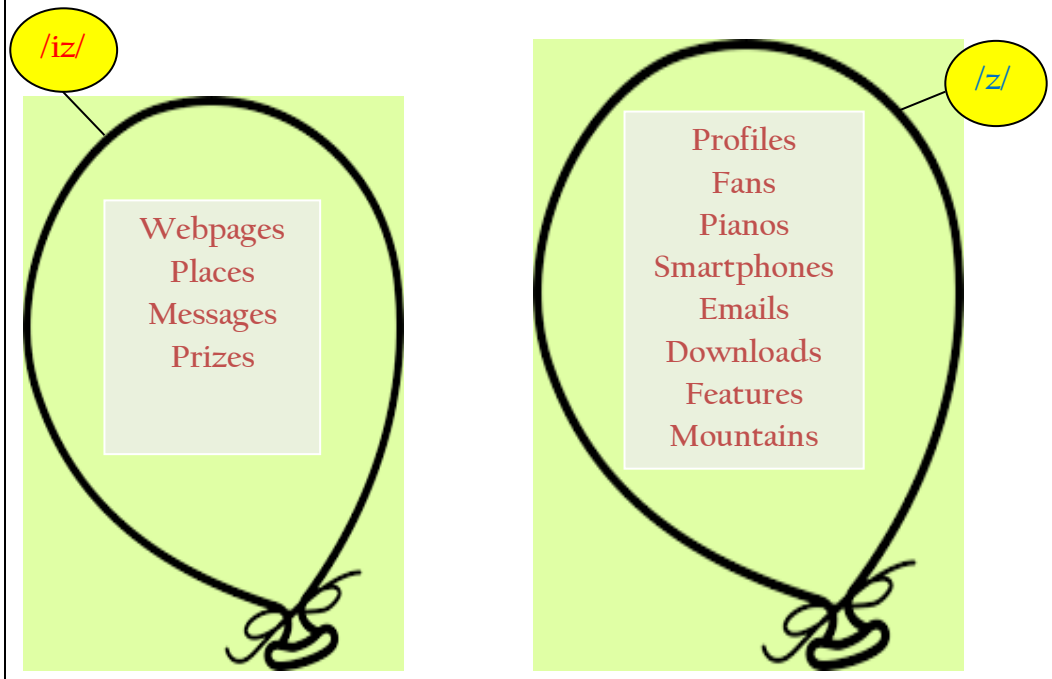
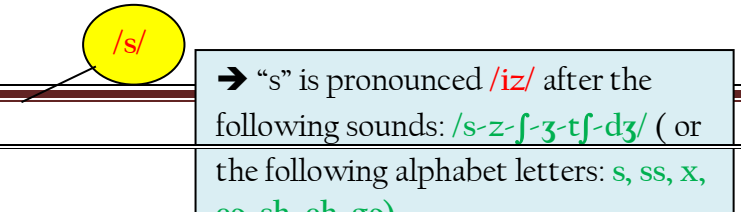
- He can play roles to communicate appropriately.

4- Personal and social Competencies:

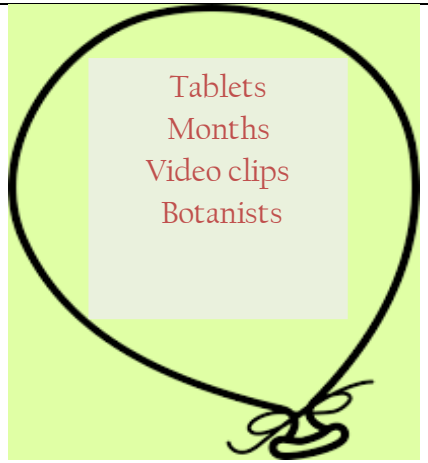
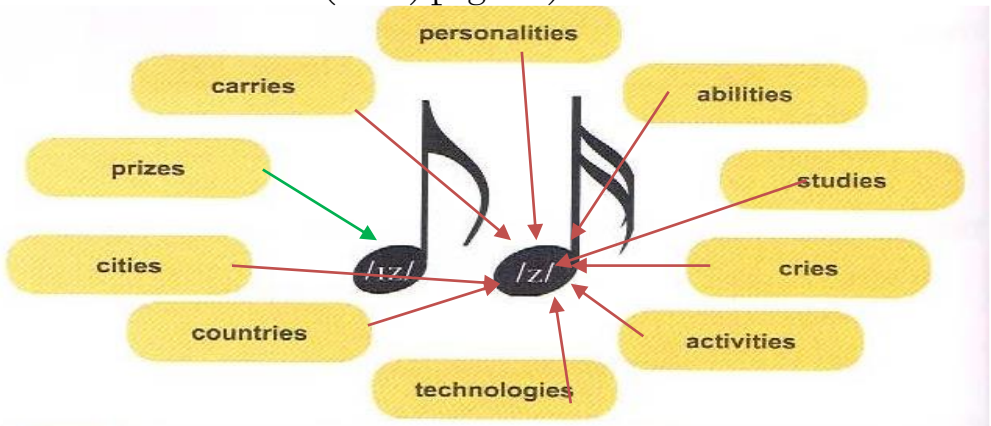
- He socialises through oral or written exchanges.

- Being helpful while working with the others.
- Valuing group work.
- Respect and turn taking when asking and answering.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

10´	Warm up	-T/ splits the class into small groups providing them with strips of paper containing scrambled sentences and asks them to order them to get a coherent dialogue. PPs are asked to act out the dialogue in pairs after giving the correct order.	T/PPs PPs/T	To order information within a dialogue	Strips of sentences Envelopes	T+V+A T+A+V +K
20´	Presentation	- T/ provides the groups with three envelopes and strips of words ending in "s". T/ asks PPs to work within the groups to put each word in the corresponding envelope.  -T/ presents the rule from « My pronunciation Tools » 	T/PPs PPs/T PPs/T	To identify the different sounds To set the rule related to the pronunciation of the final "s"	Strips of words (task7 and 9) Whiteboard PPs' copy books PPs' books strips	A+V A+V+T V+A

➔ "s" is pronounced /iz/ after the following sounds: /s-z-ʃ-ʒ-tʃ-dʒ/ (or the following alphabet letters: s, ss, x,

		 -T/ asks the groups to check the words in the envelopes and correct when necessary, after reading the rule.	PPs		PPs' copy books	V+A+T
20´	Practice	-T/ asks the PPs to listen and tick the right pronunciation of the ending "s" in each word. (Task 7 Page 20) -T/ helps the PPs to select three words related to interest, abilities, inabilities (from the task) them use them in meaningful sentences. -T/ asks the PPs to do (task) page 20) 	T/PPs PPs/PPs T/PPs	To reinforce and consolidate pronunciation To listen and match each word with its corresponding sound	Audio script PPs' books Whiteboard PPs' copy books Audio script PPs' books Whiteboard PPs' copy books	
20´	Use	-T/ invites the PPs to work in pairs and use the sentences produced	PPs/T	To reinvest prior		

		previously in a meaningful dialogue. The PPs act out their dialogue focusing on the appropriate pronunciation of the words ending in "s".  		knowledge related to pronunciation in a meaningful dialogue		

The Teacher's comments

What worked	What worked	What worked
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 06 I practise Frame : PPU	✍ Language Learning and use	✍ Oral- written- Both	✍ Interact- interpret- produce orally

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Act out dialogues. ✍ Talk about interests in Algerian music. ✍ Distinguish Algerian musical instruments.	✍ Recorded musical instrument ✍ PPs' book/ cp books/ data show / slide ✍ Pictures of instruments. ✍ Map of Algeria/guitar, flute	✍ Consolidation of frequency adverbs (always/never) ✍ W.H Qs and Yes/No Qs.

Cross- curricular Competencies	Core values
1- Intellectual Competency: ✍ The learner can understand and interpret verbal and non-verbal messages. ✍ He can ask questions and express himself through his personal reflection. 2- Methodological Competency: ✍ He can work in pairs or in small groups (cooperative learning). ✍ He can assess his work and his peers. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can use drama and play roles to communicate appropriately. 4- Personal and social Competencies: ✍ He socialises through oral or written exchanges.	✍ Being proud of belonging to Algeria with its varied music. ✍ Valuing the intangible cultural heritage.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI
10´	Warm up	-T/ brings a guitar and a flute and asks the PPs if they can play them. T: Can you play the guitar? PP: Yes, I can/ No, I can't T: Give me the name of a kabyle singer who plays the guitar? PPs: Ait Menguellet/ Idir / Matoub... -T/ holding the flute asking the PPs: What do we call in our mother tongue? PPS: Ajawaq T: Do you know how we call it in English? PPs: the flute T: where can we find the flute? PPs: In Beni Ouartilane	T/PPs PPs/T	To brainstorm PPs with the language of musical instruments and their regions	Guitar flute	T+A+V +K
20´	Presentation	-T/ displays a video of some Algerian musical instruments and asks them to guess what they are. -T/ sticks pictures of musical instruments on one part of the board and a list of words on the other part. - T/ invites the PPs to match each instrument with its name.		To identify the different musical instruments To match the musical instruments with each category, then classify them	Recorded sounds Pictures of musical instruments And strips of paper with their names	A T+A+V +K
20´	Practice	-T/ involves the PPs to do (Task 1page 24) I Practise  	T/PPs PPs/T	To reinforce the use of the frequency adverbs	The Algerian map and pictures of instruments	A+V

20´	Use	-T/ asks PPs to match each category of musical instruments with its corresponding definition then classify the given musical instrument on the table. (Tasks 3 and 4 page 25) -T/ reminds the PPs about the use of adverbs of frequency, then invites them to do (tasks 9 and 10 page 27) To correct Maria's mistakes in her e-mail to Karima and Nadia. -T/ invites PPs to follow the example (Task 7 page 26) and act out a dialogue with his partner asking and answering questions about their interest in music. -T/ gives freedom choice to add extra questions. How often do you.....? Why do you like.....?    	T/PPs PPs/T PPs/PPs	To act out a dialogue	PPs' copy books PPs' books	

The Teacher's comments

What worked	What hindered	Action plans
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 07 I read and do (1) Frame : PDP	✍ Language use	✍ Oral- written- Both	✍ Interact- interpret- produce
Learning Objectives		**Materials**	**Target structures**
By the end of this lesson , my learners will be able to: ✍ Read texts and gather information about Mohamed Farah Djelloud. ✍ Write speeches about their hobbies and interests.		✍ Mohamed's speech video ✍ PPs' book/ data show ✍ /PPs' copybooks ✍ A worksheet/ a slide	✍ Lexis and expressions related to interests and hobbies.
Cross- curricular Competencies		**Core values**	

1- Intellectual Competency:

- The learner can understand and interpret verbal and non-verbal messages.
- He can show creativity when producing oral and written messages.

2- Methodological Competency:

- He can assess his work and his peers.
- He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3- Communicative Competency:

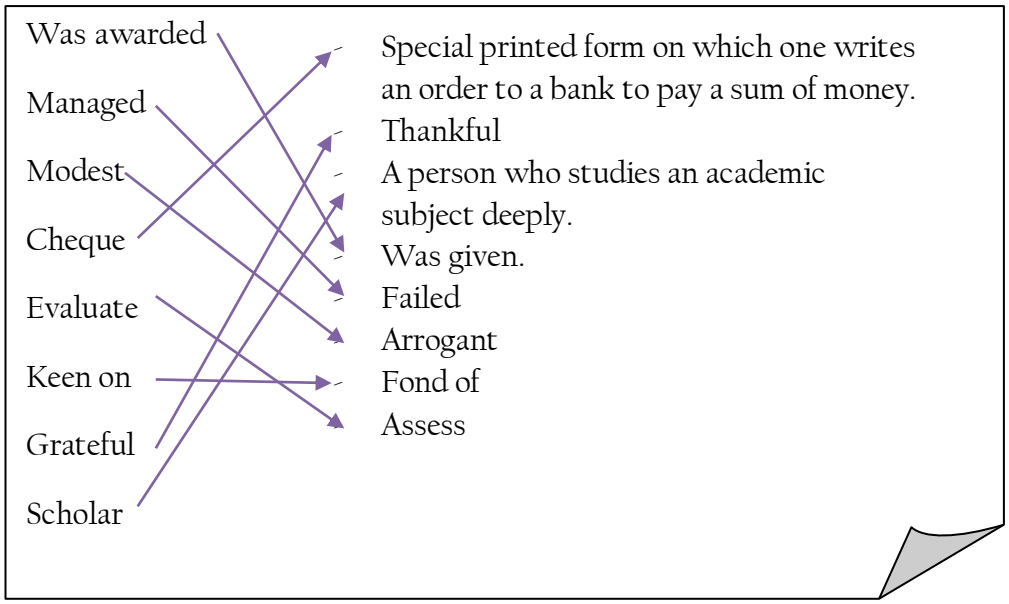
- He can use information and communication technology such as blogs, website pages, and forums of discussion, to interact with learners of other cultures.
- He can face an audience.

4- Personal and social Competencies:

- He can be inspired from outstanding people as role model.

- Valuing hard work and great achievements.
- Valuing reading and thinking in particular.
- Supporting successful people.
- Sharing an outstanding person's dream.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

5´	Warm up	-T/ invites his PPs to watch the video segment and asks to identify the boy and say what he is talking about.	T/PPs PPs/T	To motivate and brainstorm ideas to identify an outstanding personality	Video segment	A
10´	Pre - reading	-T/ asks PPs to work in pairs and match each word with the appropriate definition. PPs can use their dictionaries.  	T/PPs PPs/PPs	To introduce the topic and the key lexical items	Worksheet matching the words with definitions, synonyms or opposites	T+A+V+K V+A
30´	During-reading	-T/ asks PPs to read text 1 and fill in the bibliographical notes/reading notes. (Task 1, 2, 3, and 4 page 30). -T/ asks PPs to read text2 and fill in the bibliographical notes/reading notes. (Tasks 5, 6 and 7 page 31). -T/ asks PPs to read text3 and fill in the bibliographical notes/ reading notes. (Task 8 page 32, 9, 10 and 11 page 33).	PPs/PPs T/PPs	To interpret different texts in terms of lexis and comprehension	PPs' books	A+V
15´	Post-	-T/ invites PPs to work in pairs, ask and answer these questions:	PPs/PP	To produce a	PPs' copy	

	reading	1- What is your main interest? 2- Why? 3- How can this interest or hobby help you? 4- What is your dream? 5- How can you make it become true? -T/ asks PPs to use their answers and write a short attractive and meaningful speech about their interests.  	s	piece of writing from a set of questions	books PPs' books	

The Teacher's comments

What worked	What hindered	Action plans
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 08 I read and do (2) Frame : PDP	✍ Language use	✍ Oral- written- Both	✍ Interact- interpret- produce
Learning Objectives		**Materials**	**Target structures**
By the end of this lesson , my learners will be able to: ✍ Read texts and gather information about Tuareg and Imzad culture. ✍ Make a poster to save and promote the cultural heritage in their region.		✍ video of Imzad ✍ PPs' book/ data show ✍ /PPs' copybooks ✍ Pictures/ slide	✍ Lexis and expressions related to national culture (music/songs/ instruments/ dances...).
Cross- curricular Competencies		**Core values**	

1- Intellectual Competency:

- The learner can understand and interpret verbal and non-verbal messages.
- He can show creativity when producing oral and written messages.

2- Methodological Competency:

- He can develop reading skills strategies.
- He can use notes.
- He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3- Communicative Competency:

- He can use information and communication technology such as blogs, website pages, and forums of discussion, to interact with learners of other cultures.
- He can process digital data in English.

4- Personal and social Competencies:

- He can show responsibility towards his nation and its culture.

- Valuing hard work and great achievements.
- Valuing reading and thinking in particular.
- Supporting successful people.
- Sharing an outstanding person's dream.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

5´	Warm up	-T/ asks PPs about their favourite music. -T/ lists down the PPs' answers on the board T: Which of these music or songs is disappearing? Why? -T/ shows a video of Imzad and asks PPs if they know it.	T/PPs PPs/T	To introduce the topic about different music genres	Board Video segment	A V+A
10´	Pre - reading	-T/ asks PPs to work in pairs and match each word with the appropriate definition. PPs can use their dictionaries. (Task 18 page 36)	T/PPs PPs/PPs	To match words with their corresponding definitions.	PPs' books whiteboard	A+V V+A
30´	During-reading	-T/ asks PPs to read text4 and fill in the bibliographical notes/reading notes. (Tasks 12, 13 and 14 page 34). -T/ asks PPs to read text5 and fill in the bibliographical notes/ reading notes. (Tasks 15, 16 page 35 and task 17 page 36).	T/PPs PPs/PPs	To interpret different texts in terms of lexis and comprehension	PPs' books PPs' copy books PPs' books	A+V
	Post-	-T: In the region where you live there is an old musical genre (or a	PPs/PP			



15´	reading	traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpet weaving, jewellery, etc) which is dying. This represents your regional culture which is part or 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, etc.) and also sent to the UNESCO to make this traditional culture part of the "Intangible Cultural Heritage of Humanity" (Task 2 page 40 in I think and write).   	s	To make a poster to save the cultural heritage		

The Teacher's comments

What worked	What hindered	Action plans
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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 09 I learn to integrate Frame : PPP	✍ Language use	✍ Oral- written- Both	✍ Interact- interpret- produce

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Work in small groups and write Mohamed's profile.	✍ PPs' book ✍ /PPs' copybooks ✍ Poster/ whiteboard	✍ Lexis and expressions related to profile and reading.

Cross- curricular Competencies	Core values

1- Intellectual Competency:

✍ The learner can use his critical thinking skills when gathering information for learning and research.
✍ He can show creativity when producing oral and written messages.
✍ He can understand and interpret verbal and non-verbal messages.
✍ He can solve problem situations using a variety of communication means.
✍ He can show some degree of autonomy in all areas of learning.

2- Methodological Competency:

✍ He can work in small groups.
✍ He can share information with the whole class.
✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3- Communicative Competency:

✍ He can use information and communication technology such as blogs, website pages, and forums of discussion, to interact with learners of other cultures.
✍ He can process digital data in English.

4- Personal and social Competencies:

✍ He can show responsibility towards team work.

✍ Valuing hard work and great achievements.
✍ Valuing reading and thinking in particular.
✍ Supporting successful people.
✍ Sharing an outstanding person's dream.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

5´	Warm up	-T/splits the class into small groups and asks PPs to try to remember as much information as possible about Mohamed Djelloud. -T/ collects the information from each group. Groups will take turn to give the answers. One point for each group that gives the right information.	T/PPs PPs/PPs PPs/T T/PPs	To review prior knowledge To collect information	Board PPs' books whiteboard	A V+A A+V
10´	Presentation	-T: "your School Magazine Editor asked you to write an article about Mohamed Djelloud. You decided to present his profile first to make all your schoolmates know what a 2nd year primary school pupil can do. You want to make them understand that reading is important and necessary for the development of individuals and nations". -T/ provides PPs with the KSA table in addition to their answers and the layout of the profile.	PPs/PPs	To fill in the KSA table.	PPs' books PPs' copy books	A+ V+K
30´	Practice	-T/ invites the groups to read the texts about Mohamed to help them do (Tasks 1, 2, and 3 page 30). -T/ helps the PPs to engage in the tasks by controlling, monitoring and offering help when needed. -T/ invites the PPs to check the mistakes and correct them before posting.	PPs / PPS	To produce a poster To involve the PPs in peer and group correction.	Posters	
	Production	-T/ invites the PPs to display the profile and the article on the walls		To share information		

15´		and invites the other groups' members to move around, check, take notes and assess the posters.  		with the whole class about the posters produced.		

The Teacher's comments

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Sequence One	Lesson focus:	Domain:	Target competencies:
Lesson 10 I think and write Frame : PPP	✍ Language use	✍ Oral- written- Both	✍ Interact- interpret- produce

Learning Objectives	Materials	Target structures
By the end of this lesson , my learners will be able to: ✍ Solve the initial problem situation. ✍ Prepare a poster about The Arab Reading Challenge.	✍ PPs' book ✍ /PPs' copybooks ✍ Poster/ whiteboard	✍ Lexis and expressions related to the competition and reading.

Cross- curricular Competencies	Core values

1- Intellectual Competency: ✍ The learner can use his critical thinking skills when gathering information for learning and research. ✍ He can show creativity when producing oral and written messages. ✍He can understand and interpret verbal and non-verbal messages. ✍ He can solve problem situations using a variety of communication means. ✍ He can show some degree of autonomy in all areas of learning. 2- Methodological Competency: ✍ He can work alone, in pairs or in small groups. ✍ He can use reading strategies to collect data. ✍ He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 3- Communicative Competency: ✍ He can use English to write a poster. ✍ He can process digital data. 4- Personal and social Competencies: ✍ He can show some degree of autonomy in all areas of learning.	✍ Valuing hard work and great achievements. ✍ Valuing reading and thinking in particular. ✍ Supporting successful people. ✍ Sharing an outstanding person's dream.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	VAKT MI

5´	Warm up	-T/brings an announcement about the international competition in Dubai for the best Arab Reading Challenge Poster. T: Who organizes this competition? - What will be the reward? - What is it about? - Are you going to participate?  	T/PPs PPs/PPs PPs/T T/PPs PPs/PPs	To review prior knowledge To collect information To fill in the KSA table.	An announcement PPs' books whiteboard PPs' books PPs' copy books	V+A V+A
10´	Presentation	-T/ provides his PPs with 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 and prepare a nice poster. You need some information about the event.	T/PPs PPs / PPS	To brainstorm ideas in order to prepare the PPs for the written production	PPs' books PPs' copybooks	A+ V+K+T
30´	Practice	-T/ provides the PPs with the layout of the poster and guides them to read (the texts about the Algerian winner Mohamed Djelloud). -T/ helps the PPs to engage in the task by controlling, monitoring and offering help when needed. -T/ invites the PPs to have peer correction before posting.	PPs/PPs PPs/PPs	To familiarize the PPs with the layout of a poster To involve the PPs in peer and		

15´	Production	-T/ invites the PPs to present the posters and let the classmates check, take notes and assess the posters. 		group correction. To present the posters and share information with the rest of the class.	Posters	

The Teacher's comments

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