

School:.....

.....

- Teacher: .....

- .....

Sequence:one

Me and my  
friends.

Level: 1ms

Project  
work:

- Making  
my  
family  
profile.

*Second generation.*

**Situation one:** your class decided to have a game, in order to know each other better. Write a short note using pictures of yourself “a poster of all about me”, in which you give the following data (name, age, family, friends, phone number, facebook addresss, favourite color and pet, hometown and country).

**Situation two:** It's your first English lesson. Your teacher and classmates decided to have a party to know each other. Write a note to introduce yourself (name, age, hometown and country)

**Situation three:** (Related to training for integration) (group work)

You are on Facebook. you want to make e\_pals from other countires. Post a short note in which you tell your foreign friends about yourself, your school and town.

**Situation four:** (I think and write)

You are a new member of your school blog group. your new friends want to know more about you. Introduce yourself.



Project: one

level: 1ms

Sequence: one (Me and my friends)

lesson: one

Learning objective: by the end of the lesson, learners will be able to :-Greet each other./ Introduce oneself.

Target competency: interact- interpret- produce.

Domains: oral – written –both.

Target structures: -personal pronoun 'I', possessive adjective 'my'.

-Simple present of "be" with I.

-Pronunciation of / I, ei, ai /

Materials: pics, white board, student manual.





**Cross curricular competencies:**

1. Intellectual competency: He can understand and interpret verbal and non verbal messages.

2. Methodological competency: He can work in pairs, or in groups.

3. Communicative competency: he can use role play to communicate appropriately.

4. Personal and social comp: he socializes through oral or written exchanges.

stages	procedure	comp	objective	time	V.A
Stage one	<p><b>Warm up:</b> T welcomes his learners and greets them.  T shows pics of a school girl and sets up the situation:  T: this is Ann. She is a pupil like you.  T shows pics and explains in the same time:  Look and pay attention to what Ann is saying:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Hi, I am Ann. Here is my family.  These are my friends and this is my pet.</p> <p>Here is my school, school bus and my teacher.</p> </div>     <p style="text-align: right; font-size: 2em; color: purple;">Play,  <span style="color: blue;">Learn</span>  <span style="color: green;">and</span>  <span style="color: red;">Grow...  Together!</span></p>	Interact	Introduce the new items	10	Pics White board
	<p>T: explains: so ,pps, in sequence one and two, we 're going to talk about ourselves 'I', families school and friends.</p>	Interact	greet	5'	Manual

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	<p><b>Presentation:</b>  T asks pps to open their books on p34.  T asks L to describe the pic: a teacher, pps, a classroom...  T greets her learners and they greet her in their turn:</p> <p>T:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>-Good morning, pps !</p> <p>-Good afternoon, pps !</p> <p>-Hello, pps!</p> </div> <p>Pps:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>-Good morning , miss!</p> <p>-Good afternoon, miss !</p> <p>-Hi, miss!</p> </div>	Interpret	greet		Student
Stage two:	<p><b>Practice: (Role play)</b></p> <p>T asks L to go to p 35.  She asks L to describe the pics.  <b>Task one: I listen, look and repeat:</b></p> <p>T plays the dialogues '1' and '2' and asks her L to play in pairs.  Task two: I greet and say my name:  T asks L to introduce themselves and greet each other usin dialogue one and two as a model.</p>	Interpret	Greet	10'	Manual + White board
Stage three:	<p><b>Use:</b>  T write the exercise below on the board and asks L to do it:</p> <p><b>Task three: I complete the dialogue:</b></p> <p>PP1: ....., I am amine. .... is ..... name?  Pp2: hi, my .....is Karim.  Pp3: ....., I ..... Lina.  Pp4: Hello, ..... name ..... Younes.</p> <p><b>Section two:</b>  I pronounce the vowels / I, ei, ai/</p>	Produce	Greet dialogue completion	10'	Identify vowel sounds
		interact		10'	

Stage one:

**Presentation:**

**Task one: I listen and repeat:**

T asks L to go to p37.  
 T reads the passage with a high focus on the target words.  
 T asks L to repeat a short part of the passage (8 parts)  
 T asks L to take a pencil and underline the target words(play, say, I, my, today, sit, listen, may, day)  
 T writes the chart below on the board  
 T asks L to classify the words in the chart according to their vowel sounds

/I/	/ei/	/ai/
Sit	Play	My
listen	day	I

T utters the words and asks the class to repeat after her.

Stage two:

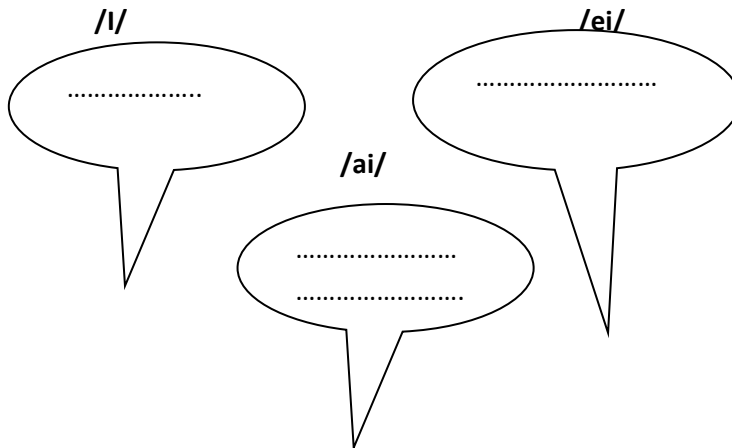
**Practice: (written)**

T asks L to do the following tasks.

**Task one: I listen and cross the odd word out:**

- day, play, game, **classroom**
- my, I, **window**, mobile.
- sit, fill, **bike**, give.

**Task two: I put the words in the right balloon:**



produce

Produce

Produce

Identify the dif sound

\*

10'

10'

Student

Manual

White

board

Teacher's comments:

class	What worked	What hindered	Action points

L: 1ms.

Seq: one

Lesson: practice (PPU lesson) / PIASP teaching punctuation.

Language focus: lge learning / use.

Learning objective: by the end of the lesson learners will be able to: -introduce themselves and greet each other.  
-use punctuation signs correctly.

Target competencies: **Interact- Interpret – Produce.**

Domains: Oral – Written – **Both**

Target structures: greeting / punctuation signs.

Visual aids: student manual – white board.

**Cross curricular competencies:**

**1. Intellectual competency: He can interpret verbal and non verbal messages.**

*He can use punctuation marks correctly.*

**2. Methodological comp: He can work alone, in pairs, in groups.**

*He can use strategies for listening, taking turn to answer and filling in blanks.*

**3; Communicative comp: He can greet people politely.**

*He can use punctuation signs correctly.*

**4. Personal and social comp: He can be keen on promoting co-learning.**

**Core values:**

*He can use his identity markers while communicating with others*

*He can be responsible and committed to his country's vlues*

*He shows respect for his environment(class, school)*

*He is keen and curious about learning new staff*

stages	procedure	comp	objective	time	V.A
Stage one:	<p><b>Warm up:</b> T greets his L and invites them to open their books on p36. T asks L to describe the pics.</p> <p><b>Presentation:</b> T plays the dialogues on P 36 and asks L to play in pairs <b>Task one: (role play) I listen and repeat:</b> (dialogues p 36)</p>	Interact  Interact Interpret	Describing pics to introduce the topic  Introducing oneself	5'  10'	Manual
Stage two:	<p><b>Practice:</b> <b>Task two: I say my name and my age:</b> T asks L to play dialogues using the model before and say their names and ages.</p>	Interpret	Telling one's age	10'	manual
Stage three:	<p><b>Produce:</b> T asks L to do the activity below (task 5 p 36)</p> <p><b>Task three: I listen and Icomplete the dialogue:</b>  T copies the dialogue with blanks on the board and asks L to copy on their copybooks. T reads the dialogue complete three times and asks L to listen carefully and complete the blanks.</p>	Produce		15'	



<p>Stage four:</p>	<p><b>YOU: Hello, .....name .....Margaret.</b>  <b>Your friend: Hi, I ..... Akram.</b>  <b>You: ..... to meet you, Akram.</b>  <b>Your friend: ..... to meet you Margaret.</b></p> <p><b>PIASP teaching punctuation:</b>  <b>Presentation:</b>  Learners are invited to read the following exchange:</p> <p><b>Karim : Hello , I am Karim.What's your name ?</b></p> <p>↓ ↓ ↓ ↓ ↓ ↓  Capital ↓ cap H comma ↓  "K" ↓ colon ↓ full stop question mark</p> <p><b>Analysis:</b> (:) colon  (,) comma  (.) full stop  (?) question mark  <i>They are called punctuation signs</i></p> <p><b>Stating rule: a)-we use capital letters:</b>  -at the beginning of a sentence.  -with names, towns, countries...  -with the personal pronoun "I"</p> <p><b>b)-punctuation signs:</b>  -. = at the end of a sentence  -, =to mark a pose.  -?= at the end of a question.  -: = to start a speech.  -! = at the end of an exclamation.</p> <p>T invites his L to read the rule and copy it down on their copybook.</p>	<p>Interact</p> <p>Interpret</p> <p>Produce</p>	<p>Dialogue completion</p> <p>Greeting</p> <p>Identify punctuation signs</p> <p>Get acquainted with punct marks</p> <p>Know the use</p> <p>Consolidate seen data</p>	<p>10'</p> <p>10'</p> <p>15'</p>	
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Stage  
five:

**Produce:**

**Task one: I match the pairs: (ex 1 p 40)**

T asks L to open their books on p 40

T explains the instructions

T lets L to work in rough

L correct on the board.

**Task two: I read and supply capitalization and the right punctuation:**

PP1 hello my name is younes what  
s your name

PP2 hi younes I am Diana

Idem

L: 1ms.

Seq: one.

Lesson: I read and do. (PDP) lesson

Lesson focus: Ige use.

Learning objectives: by the end of the lesson, learners will be able to introduce themselves and respond to foreign people messages.

Target competencies: **Interact- Interpret – Produce**

Domains: Oral – Written – Both

Target structures: -am, I, my, age. (numbers 0 to 13)

Materials : manual / white board

Cross curricular competencies:

1. Intellectual comp: he can understand and interpret non verbal messages
2. Methodological comp: he mobilizes his resources to produce a piece of writing
3. Communicative comp: he can use ICT's as mails and blogs to communicate appropriately with others from different cultures.
4. Personal and social comp: he socialises through written messages

Core values:

Being responsible for his own learning

Being proud of belonging to a nation

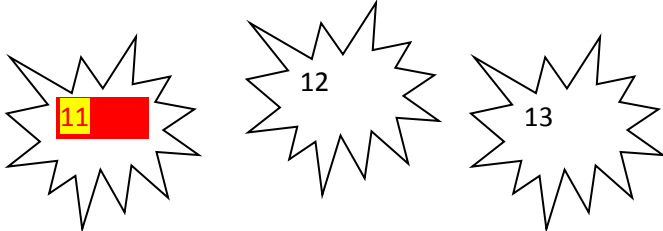
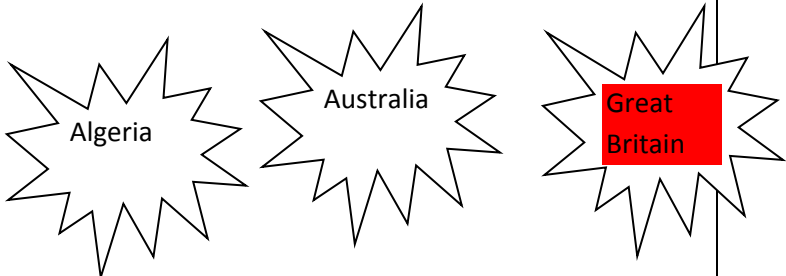
Value in leisure time activities (reading)

Openness to the world (sharing information with and respecting people from different cultures)

stages	procedure	comp	objective	time	V.A
Stage one:	<p><b>Pre -reading:</b></p> <p><b>Warm up:</b></p> <p>T shows a pic of a school boy(Ryad) T sets up the situation</p> <p>-This is Ryad, a pupil like you.he likes chatting on Facebook with other kids of other countries.</p> <p>Pay attention to Ryad's message , then answer the following questions:</p> <p>Ryad's message:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><i>Hello, my name is Ryad.I am 10 years old.I am from Algeria and I live in Bouira.I am a pupil at Ibn Khaldoun school. What about you?</i></p> </div>	Interact Interpret	Introducing the topic	10'	Pics, white board



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<p>Stage two:</p>	<p>T asks L to answer these questions:</p> <p>a)- I read and say “true” or “false”:</p> <p>-Ryad is ten. ....</p> <p>-He lives in Algiers. ....</p> <p>-He is a pupil at Ben Khaldoun school. ....</p> <p><b>During reading:</b> T invites L to open their books on p41 T asks L to describe the pics on their books</p> <p>Pic one: a girl and her momy. She is on Facebook.</p> <p>Pic two: A girl and her daddy, he is on facebook too. She is in a wheel chair.</p> <p><b>First reading:</b> T asks L to read the text and do the following ex. Task one: I read the text and tick the correct answer:</p> <p>1.The text is : -Afacebook message. -An e-mail. -A letter.</p> <p>2.Razane is using: - A lap top. - An office computer. - A smart phone.</p> <p><b>Second reading:</b> T asks L to read the messages again and do task on p 41</p> <p>Task two: I read the text and color the correct answer:</p> <p>1.Razane is:</p>  <p>2.Susan is from:</p> 	<p>Produce</p> <p>Interact</p> <p>Produce</p> <p>Idem</p> <p>Idem</p>	<p>Checking L understand-Ding</p> <p>Idem</p>	<p>10'</p> <p>5'</p> <p>5'</p>	<p>idem</p>
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Lesson: Giving information / Responding to questions about me/ my age / my hometown/ my class.

PIASP = teaching grammar.

(I –My – Simple present verb “be”/ “live” - “wh” question word “what”

stages	Procedure	comp	obj	time	VA
stage one:	<p><b>Warm up:</b></p> <p>T greets and welcomes his learners            T pins the pics of “ryad” and “sarah” on the board            T asks: who is this? -ryad            And this one? -Sarah</p> <p><b>Presentation:</b></p> <p>T sets up the situation:            Ryad and Sarah are talking on Skype.            Here is their dialogue:            T writes the dialogue on the board:</p>				
					
					
	<p><i>Ryad : Hello, my name is Ryad. I live in Bouira and I am a pupil at Ben Khaldoun school.</i></p>				
	<p><i>Yanis : Hi, Ryad. I am Yanis. I live in Ahnif. I am a pupil at Hocine Messaoud school.</i></p>				

Stage two:

T asks two pairs to play the dialogue.

**Isolation / Analysis:**

T asks his learners to pay attention to the words written in a different color  
T invites his learners to list them.  
T circles them

**Stating rule:**

T writes the chart below on the board

Grammar tools	use
Personal pronoun: I Possessive adjective: My Verbs: "be": am / 'm / is Live Prepositions: in / at Question word: What	Introduce myself // Introduce hometown // Show a place Ask about name

Stage three:

**Practice:**

T asks learners to do the following activities

**Task one: I reorder the following to make coherent sentences: (based form)**

1)- your / ? / is / what / name /

→.....

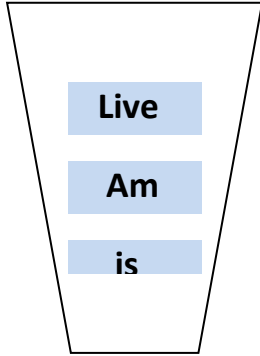
2)-name / Hi / my / , / Djamel / is /

→.....

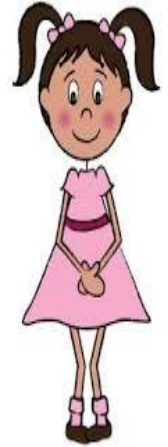
**Task two: I match the pairs: (meaning based)**

sentence	Meaning
-Good morning, how are you -I am Khadidja. -I am 11. - I live in Ghardaia.	-My hometown -My age. -Greeting. -Introducing (name)

**Task three: I help Maria and find the right word:**



My name ..... Maria.  
I ..... 12.  
I ..... in Adrar.  
I love my city.





Seq: One

L: 1ms

Lesson: I learn to integrate.

Lesson focus: Lge use

Learning objective: By the end of the lesson, learners will be able to introduce themselves on a blog.

Target competencies: Interact - Interpret – Produce

Domains: Oral – Written – Both

Target structures: Greeting : hi, hello

Present simple of “be” : “am

I/ my

Numbers (age)

Materials: The student manual / white board

Cross curricular competencies:

Intellectual competency: He can understand and interpret a non verbal message

Methodological comp: He can work in groups. / He can gather resources to produce a piece of writing.

Communicative comp: He can use ICT’s such as blogs to communicate appropriately.

Personal and social: He socializes through sharing the tasks and collaborating within the members of a group.

Core values:

-Being responsible. /Being happy to belong to a nation.

-Openness to the world and respecting people from other cultures.

stages	procedure	comp	objective	time	VA
Stage one:	<p><b>Warm up:</b> T sticks the pic of a school boy on the board. T sets up the situation</p> <p><b>“This is Jack. He likes surfing on the web and making friends all over the world. This is the message that Jack posts on his school blog.</b></p>	Interact	Give an idea about what’s required from L	10’	Pics  Manual



*Hi, I am Jack. I am 12 years old. I am from France. I live in Paris. I am a pupil at Lamartine school.*

**Presentation:**

T splits the learners into groups of four.  
T provides his learners with handouts representing knowledge/skills/ attitudes

knowledge	skills	attitudes
Lexis related to greetings: <b>Hi, hello</b> Present simple of "be" with I: <b>Am</b> Personal pronoun: <b>I</b> Possessive adjective <b>My</b> Prepositions: <b>In / at</b> Numbers : <b>11, 12 ,13</b>	Greeting: <b>Hi, hello</b>  Introducing oneself: <b>Name:</b> <b>Age:</b> <b>Country:</b> <b>City:</b> <b>School:</b>  <b>I am...</b> <b>My name is....</b>	Being polite: <b>start with greeting</b>   Respect: <b>Respect other people</b> <b>Greet when meeting and leaving</b>

**Use and correction:**

L decide which mate will introduce himself.  
They help him to do so  
T encourages, guides and helps each group to write a message on the blog

L present and assess the groups productions  
T selects one production to be written on the board

Stage two:

Interpret

Check L understanding

5'

Board

Produce

Encourage L to work together and gather data

15'

handouts

20'

10'



Name:.....  
 Age: .....  
 Country:.....  
 City/ town:.....  
 School:.....;

Produce

Help I to gather data

Stage two:

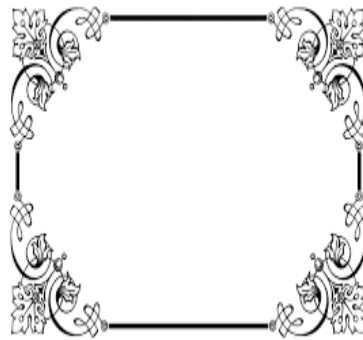
**While writing:**

**Task two: I use the data in the ID above to introduce myself.**

T asks L to bring their photographs, pencils, coloured pencils  
 T encourages L to perform different designs for their school blogs  
 T can show some designs to enrich L imagination

5'

**My blog.**



produce

Guide I work to introduce themselves

Hello, my .....

.....

.....

.....

.....

My pic

Produce a meaningful message

35'

T helps L if needed  
 T collects L work to be corrected at home.

Stage  
three:

**Revising, correcting and editing the last draft:**

Assessment grid for the situation of integration with criteria:

Criteria	Indicators/ the learner can:
relevance	-can design a blog -can introduce himself
Use of correct linguistic tools/ consistency	-can use mechanics of writing -can use the present simple of "b" with I "am" -can use : in / at
Coherence	-can use logical organization of ideas -can use meaningful simple sentences
Cross curricular competencies	-can demonstrate autonomy in using language to communicate -can use ICT's (blogs)
Values	-can assert his personal identity -can show respect for others
Excellence	-his work is well prepared and presented -his production shows creativity.

Assess the  
learner's  
production

## The evaluation grid of sequence one:

Class	Learner's abilities									
Pps names	a	b	c	d	e	f	g	h	i	j
1										
2										
3										
4										
5										
6										
7										

### The abilities key:

*a= he ca greet his teacher*

*b= he can greet his mate*

*c=he can introduce himself*

*d=he can use polite forms*

*e=he can ask about the name of a new friend*

*f=he can us numbers*

*g=he can us "b" in the present simple*

*h=he can use personal pronouns (I)*

*i= he can use possessive adjectives (my)*

*j=he can pronounce the sounds /I, ai,ei/*

### Symbols of evaluation:

**x= Needs help**

**- = Average**

**+ = Good**



# Sequence two:

## Me and my family!



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**Ms1 level.**

**Seq: two**

**Planning learning:**

**Project work: My family profile.**

**Situation one: (Initial situation)**

*You are a new member in an international friendship blog. Your e-pals want to know more about you, and your family. Post your information to tell more about you (age, hobbies,...) and your family (family tree, members, names, hobbies, jobs,...).*

**Situation two: (learning situation to install the resources)**

*You have an English friend. Send him an email to introduce your family members.*

**Situation three: (related to training for integration) (GW)**

*Your e-pal Margaret is now, a good friend. She sends you a picture of her family tree. Draw your family tree, add information (age, job,...) and send it as an attached document.*

**Situation four: (integration / individual work)**

*You have a smart phone, and you use social network. You want to make friends from other countries. Send an e-mail to a friend in which you tell him about you, your family, village, town and school.*



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Lesson: I listen and do.

Learning objectives: by the end of the lesson, L will be able to:

Name family members, use personal pronouns (he, she), use possessive adjectives (his, her)

Target competencies: Interact and produce.

Domains: Oral and written

Target stress: he/ she, his /her

Materials: Flashcards, L manual.

**Cross curricular comp:**

Intel comp: He can use verbal messages to get information.

He can show creativity when producing his own examples in post listening.

Meth comp: He can work in pairs.



He can use strategies for listening to and interpreting oral discourse.

Com comp: He can use role play to communicate appropriately.

Per and soc comp: He socializes through oral or written exchanges.

**Core values:**

-Respecting and valuing relatives. -Being proud of belonging to a family.

stages	Procedure	com	tim	objec	VA
Pre listening	<p><b>Warm up:</b></p> <p>T greets and welcomes his L</p> <p>T introduces the new sequence:</p> <p>T pins the pic of a school boy on the board and asks:</p> <p>T: what's this? L: a boy.</p> <p>T pins the pic of a family</p> <p>T: what's this?</p> <p>L: family (in Arabic, Berber, French)</p> <p>T: in English we say : (a family)</p>  	Inter	10'	<p>Introduce the new subj</p> <p>Elicit inf from L</p>	
	<p>T:</p> <p>In seq two, we're going to talk about our family members, their jobs, pets, hobbies.....</p>			Prepare L to	

P2

**Step two: I listen and repeat:**

T sets up the situation

Ryad is with his friend Jack on facebook. He posts his family portrait on the net. Jack wants to know more about Ryad's family members.

Inter

10'

the new staff

Help L to imagine the scene

Interp

Who are they ?

They are my family members. This is : my grandfather, grandmother mother, father, mother, brother and sister.



T asks L to repeat the words referring to family members.

**While listening:**

**Step one: I listen and do:**

T acts the complete dialogue between jack and ryad

Dialogue:

J: who is this woman?

R: She is my mother.

J: who is this man?

R: He is my father.

J: what's his name?

R: His name is Mohamed.

J: who is this old woman?

R: She is my grandmother.

J: Is she your sister?

R: Yes, she is. Her name is Amina.

Prod  
Oral

10'

Get L used to the listening skill

Inter  
Interp

a)-F irst listening:

**Task one: I listen and I match:**

Ryad says:

Prod

10'

Check L understanding

- 1-The woman is
- 2-My father is
- 3-Amina is p3

- a-my sister.
- b- my mother
- c- Mohamed

**b)-Second listening:**

**Task two: I listen and complete the table:**

Man	.....	.....
..... woman	Grand mother	
.....	.....	Amina
woman	.....	

Prod 10'

Get L use what they learned

L work in rough. Correction on the board.

**Post listening:**

T pins the pic of ryad's family on the board  
T asks L to the following activity

**Task three: I complete the family tree:**



prod 10'

Encourage L to interpret pics to produce written messages



**Seq: 02**

**L: 1ms**

**Lesson: I pronounce.**

**Learning objectives: by the end of the lesson, L will be able to pronounce words containing the sounds:**

**/i:/, /e/, /θ/, / /**

**Target comp: Produce**

**Domains: Oral and written**

**Materials: The student manual, the white board.**

**Curricular comp:**

**Intel comp: He can identify sounds when interacting orally.**

**Meth comp: He can use strategies for listening and taking turn to answer.**

**Com comp: He can pronounce words correctly to communicate appropriately.**

**Pers and soc comp: He can socialize through oral exchanges.**

**Core values: Being responsible and positive.**

**Valuing his family members.**

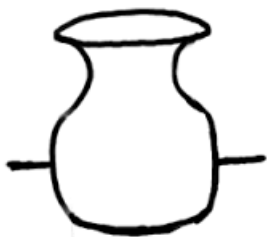


stages	procedure	com	obj	tim	VA								
Stage one	<p><b>Warm up:</b>                      T greets his L and welcomes them                      T invites his L to open their books on p54                      T asks L to describe the pic n° 1                      L: it's a girl                      T: what colors is she wearing?                      L: green, purple, white                      T: let's see what the girl is saying:</p> <p><b>Presentation:</b>                      T reads the words in the green bubble                      T asks L to read after him                      T asks L to identify the different sounds repeated.                      L: /θ/ and / /</p>	Inter	Elicit inf from L	10'									
		Interp	Review colors										
		Inter Interp	Check L pron	10'									
Stage Two	<p><b>Practice:</b>                      Task one: I put the words in the right column:</p> <table border="1" style="width: 100%;"> <tr> <td>/ / = the</td> <td>/ /= third</td> </tr> <tr> <td>Brother</td> <td>Three</td> </tr> <tr> <td>Mother</td> <td>Thursday</td> </tr> <tr> <td>This</td> <td>Thirteen</td> </tr> </table> <p>T writes the chart above on the board                      L complete</p>	/ / = the	/ /= third	Brother	Three	Mother	Thursday	This	Thirteen	Prod	Distinguish the two sounds	10'	
/ / = the	/ /= third												
Brother	Three												
Mother	Thursday												
This	Thirteen												

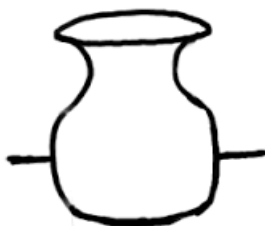
P5

Task two: I classify the words in the right vase:

/ə/



/ɑ/



Prod

Consolidate the acquired stre

10'

Stage Three

**Presentation 2:**

Task one: I listen and repeat:  
T reads the poem p 54  
T asks I to read too

Inter

Task two: I listen and underline:  
Tasks I to take their pencils

T says the target words containing /e/, /i:/ and asks L to underline them

T asks I to read the underlined words

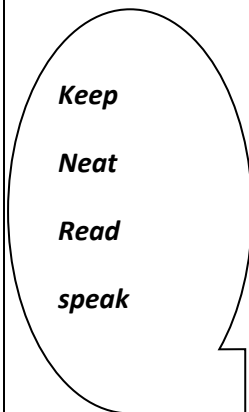
Interp

Identify the new sounds

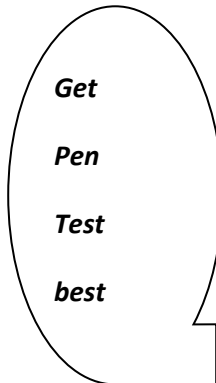
10'

Task three: I classify the words in the right bubble:

/e/



/i:/



Prod

Utter and know more the new sounds

10'

Stage four

Use:



Tasks 1 to do task 4 p 55:

Task four: I throw the ball in the right ho  
/i:/

P6

prod

/e/



10'





Lesson: I practice.

Learning obj: by the end of the lesson, L will be able to name jobs, use his /her, use she/he, use a, an, the.

Target comp: Interact , interpret and produce.

Domains: Oral and written

Target stress: Jobs names, articles(a, an, the)

Materials: Pics, student manual.

Cross curricular comp:



Intel comp: He can interpret verbal and non verbal msges

Meth comp: He can work in pairs. / He can use strategies to perform a role play.

Com comp: He can name jobs, use personal pronouns and possessive adjectives to communicate.

Pers and soc comp: He can be keen on promoting co-learning.

Core values: Respecr, being honest and greeting politely.

stages	procedure	comp	obj	tim	VA
Stage one	<p><b>Warm up:</b>                      T greets and welcomes his L                      T asks:                      Who am I? what is my job?                      L: Miss ..... – Teacher                      T says: Today we’re going to talk about jobs names.</p> <p><b>Presentation:</b>                      T pins on the board pics representing jobs and writes their names under each pic                      T makes sure that the articles (a, an) are written in a different color                      so as to attract L attention</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>An architect</b></p> </div> <div style="text-align: center;">  <p><b>A dentist</b></p> </div> </div> <p>T invites L to name the jobs after him</p>	<p>Inter</p> <p>Interp</p> <p>Inter Interp</p> <p>Interp</p>	<p>Introduce the subject</p> <p>Elicit inf from the L</p> <p>Get L focus on the target stress</p> <p>Consolidate the new vocabulary</p>	<p>5’</p> <p>15’</p>	

P8

**Practice:**

**Task one: I listen and repeat:**

T acts the dialogue on p49

T invites his L to play the dialogue in pairs  
(dialogue p 49)

2-

T asks L to do the following activities.

**Task two: I match the picture with the name of the job:**

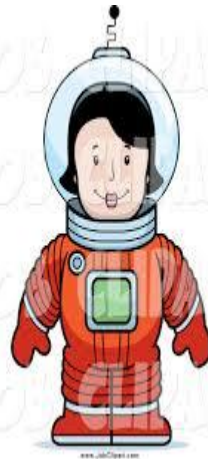
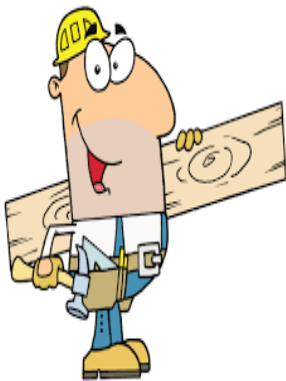
Interp

Use the new vocabulary

15'

Prod

10'



A teacher

An artist

A singer

A carpenter

A fireman

An astronaut

A chef / cook



Identify the dif jobs names

Grasp L attention

10'

P9

**Task three: definite article: the / indefinite articles a, an**

T asks L to open their books on p 51  
T asks L to describe the pics  
T reads the stces and asks L to read them aloud  
T asks L to takes pencils and circle the articles (a, an, the)  
T writes the chart below on the board

Definite article	Indefinite article
The (specific)	A / An (general)

T asks L to copy down on their copybooks

**Use:**

T asks L to do task 4 p 51  
L work in rough  
Correction on the board.

Inter

Interp

Prod

Identify the dif articles in English

5'

prod

Use the articles meaningfully

10'

P10



Seq: 02

L:1ms




Lesson: by the end of the lesson my L will be able to:

-Count from 0 to 100

-Say and write numbers in full

-Use, say and write ordinal numbers

-Ask and answer about their age

stages	procedure	comp	obj	tim	VA
Stage one	<p><b>Warm up:</b></p> <p>T welcomes and greets his L T brings flashcards representing numbers from 0 to 20 T asks L to review the numbers orally</p>   <p><b>Presentation:</b></p> <p><b>Task one: I listen and repeat:</b></p> <p>T pins on the board pics representing big numbers (20 to 100) T writes the numbers in front of the pics in big characters T says the numbers and asks L to repeat</p>	Inter	Review the seen numbers		
Stage two	<p><b>Practice:</b></p> <p><b>Task one: I ask and answer:</b></p> <p>T writes the dialogue below on the board T pins a pic of ryad and beth on the board T sets up the situation: Ryad is on facebook. He is chatting with a british friend; Beth</p> <p><b>Dialogue:</b></p> <p>R: Hello, I am Ryad.</p> <p>B: Hi, my name is Beth</p> <p>R: Nice to meet you , Beth.</p> <p>B:Glad to meet you, Ryad.</p> <p>R: Are you a pupil, Beth?</p> <p>B:yes, I am a pupil at Nottingham school.</p> <p>R: How old are you?</p> <p>B: I am 12 years old. And you?</p> <p>R: I am 10.</p>	Interp	Introduce the big numb		
			Use the numbers to communicate one's age		

P11

T acts out the dialogue  
T asks L to play in pairs

Introduce the ordinal numb

Inter

**Task two: I am on facebook with my friend. I ask and answer about my age:**

**Presentation 2:**

T calls five L to the stage  
T asks another L to count his mates

L: one, two, .....

T asks the five L to make a row:

T: now I am going to indicate the position of each L in the row

-Ahmed is the first

-Amine is the second

-Lila is the third....

These are called ordinal numbers

They are use to give the position of an item in a certain order

T writes the ordinal numbers on the board

T says the numbers and asks his L to repeat after him



Interp



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Consolidate the learned items

Stage three

**Use:**

T asks L to do the following activities

1-task 9 p 53 (modified)

a)- **I study the table and complete:**

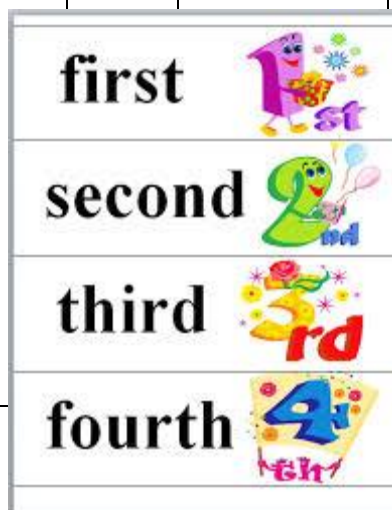
name	age	position
Yacine	18	First
Houda	12	.....
Omar	14	.....
Khaled	16	.....
Leila	10	.....

prod

b)-**I use the information in the table to write about:**

- yacine is 18 years old. He is the first.
- Houda is .....She .....
- Omar is .....
- Khaled .....
- Lila is .....

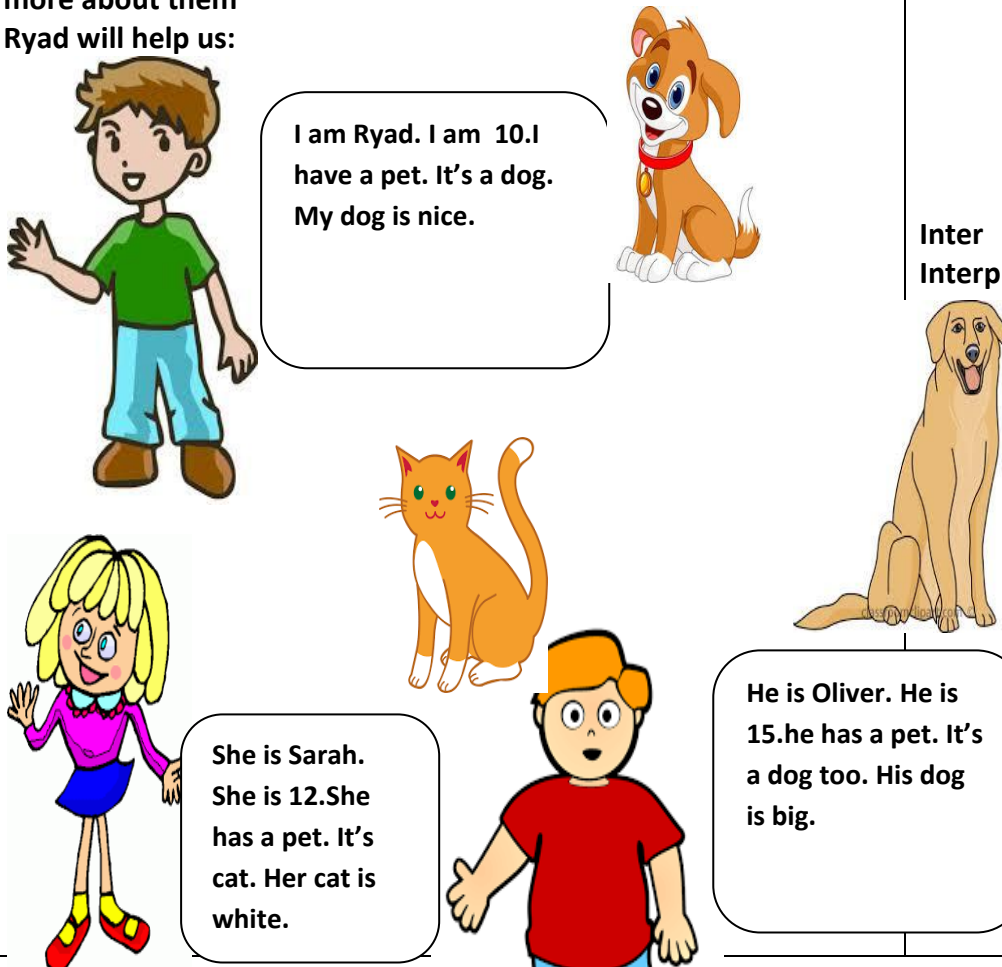
L work in rough T checks and correction on the board



Lesson: I practice

Learning objectives: by the end of the lesson, my learners will be able to:

I, my, he, his, she, her, have ,has

stages	Procedure	comp	obj	tim
<p>Stage one:</p>	<p><b>Warm up:</b></p> <p>T greets his I and welcomes them                      T asks: do you surf on the web?                      L: yes, no                      T : which cite do you prefer?                      L: Facebook, Google, youtube....                      T: do you have friends on the web?                      L: yes, no</p> <p><b>Presentation:</b></p> <p>T sets up the situation                      T pins the pics of three children                      Ryad, jack and Sarah                      These three children are e-pals, friends on the web.let’s learn more about them                      Ryad will help us:</p>  <p>I am Ryad. I am 10.I have a pet. It’s a dog. My dog is nice.</p> <p>She is Sarah. She is 12.She has a pet. It’s cat. Her cat is white.</p> <p>He is Oliver. He is 15.he has a pet. It’s a dog too. His dog is big.</p>	<p>Inter</p> <p>Inter</p> <p>Inter</p> <p>Interp</p>	<p>Introduce the new subject                      Elicit inf from the L</p> <p>Grasp L attention</p> <p>Help L interpret the pics</p> <p>The use of poss adj, sub pron and have</p>	<p>5’</p> <p>15’</p>

P13

T makes sure to write the target stress in a dif color

Stage two

**Practice:**

T reads the passages, explains difficult words  
T asks some L to read  
T checks their pronunciation

**Task one: iread and complete the table:**

Pics	Subject pronoun	Possessive adjective	have
Pic 1	I	My	Have
Pic 2	He	His	Has
Pic 3	She	Her	Has

T reads the table  
T asks L to copy down on their copybooks

Stage three

**Use:**

T asks L to do the following activities

**Task one: I complete with: have/has/ his / her:**

Oliver: Hi, I am Oliver. I ..... one brother and one sister.  
 Ryad: what's her name?  
 O : ..... name is sally.  
 R : Does she have a pet?  
 O : Yes, she ..... a rabbit.  
 R : And your brother?  
 O : ..... name is Alex. He doesn't ..... a pet.



**Task two: I match A and B to make coherent stces:**

A	B
1-I am Amine, 2-Kathy is 10, 3-Mohamed has a friend,	Her pet is a dog. His name is Brahim and my father is a dentist

**Task three: task 1 p 57 (pair work)**

T asks his l to work in pairs

Interp

Identify the dif of the target stre uses

10'

Prod

Use the target stress appropriately

10'

Identify the link between sub pron and poss adj

10'



P14	L re-write the correct e-mail. L work in rough. T corrects on the board.	Prod	Discriminate between the stres	10'
-----	---	------	--------------------------------	-----

Seq: 02

L: 1ms

Lesson: I read and do.

Learning objectives: by the end of the lesson, my learners will be able to respond to Adaku's e-mail, introduce themselves and talk about languages, likes, foods, pets.....

Target comp: interpret and produce

Target stres: present simple of be

Present simple with the verb to introduce likes

Present simple of have to indicate possession of objects or relationships

Materials: student manual, white board.

Cross curricular comp:

Intel comp: He can understand and interpret non verbal messages

He starts to demonstrate some autonomy in learning

Meth comp: He mobilizes his resources to produce a piece of writing

Com comp: He can use ICT's such as e-mails to communicate with learners of other cultures

Pers and soc comp: he socializes through written exchanges.

Core values: being responsible for his own learning

Being proud of belonging to a nation

Openness to the world.

stages	Procedure	comp	obj	tim	VA
	<p><b>Warm up:</b></p> <p>T welcomes and greets his L T asks L to open their books on p 50 T asks L to describe what they see L: - a blog -e-mail -my blog T explains the word "blog": it's a web page in which you post information about yourself. T explains the new words(Pictionary p 68 &amp; 69) Task one: I read and complete the profile: T reads jack's profile orally and asks L to complete</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>First name : Jack Family name: Smith Age: 13 Class: 2 B Country: Canada Likes: basketball and listening to music Pet: hamster</p> </div> <p><b>While reading:</b> T asks l to read Adaku's e-mail on p 60 and do the following</p>	Interp	Introduce the sub  Elicit inf from L  Check L understanding	5'  5'	

<p>P15</p>	<p>activities</p> <p><b>Task one: I read the e-mail and complete:</b>  <b>Sender's name:</b> .....  <b>Receiver's name:</b> .....  <b>Favorite food :</b> .....  <b>Pet's name:</b> .....</p> <p><b>Task two: I read and tick the right box: (task 2 p 60)</b></p> <p><b>Post reading:</b>  <b>Task: I write an email to Adaku and I talk about me, my favorite food, likes, pet....</b></p> <p><b>From:</b>  <input type="text"/></p> <p><b>To:</b>  <input type="text"/></p> <p><b>Subject:</b>  <input type="text"/></p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Hi Adaku,</p> <p>My name is .....I am from .....</p> <p>I speak .....and I like .....</p> <p>My favorite food is .....I have got a pet, it's a .....</p> <p style="text-align: center;">Love</p> <p style="text-align: center;">.....</p> </div>	<p>Prod</p> <p>Prod</p>	<p>Idem</p> <p>Idem</p> <p>Introduce oneself in an email</p>	<p>10'</p> <p>20'</p>	
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P16





P17

knowledge	skills	attitudes
<b>Family members(father, mother....)</b> <b>Jobs names:</b> <b>teacher, housewife....</b> <b>Is/ am /has</b> <b>I/ he / she</b> <b>My/ his /her numbers</b>	<b>Greeting; hello</b>  <b>Introducing my relatives</b> <b>Name</b> <b>Job</b> <b>age</b>	<b>Greeting when coming and leaving</b>  <b>Introducing my family members with showing respect and love</b>

Prod

Check L abilities

20'

Stage two

**While writing:**

T asks L to choose one mate and help him to describe his family tree and write an e-mail

T guides, helps, encourages his L

Prod

**From:**

**To:**

**Subject:**

Use the learned items to introduce oneself and one's family

25'

Hi, Margaret,

I hope you're

.....

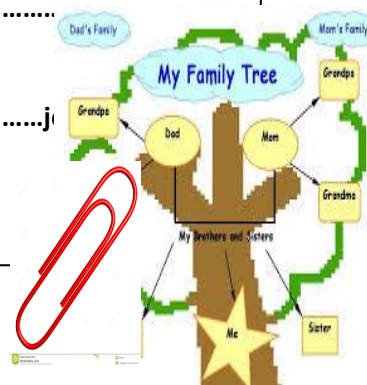
Here is my

.....

attached document.

Bye

prod



P18

**Seq: 02**

**L: 1ms**

**Lesson: I think and write**

**Learning obj: by the end of the lesson, L will be able to introduce themselves on an international friendship blog**

**Target comp: interact and produce**

**Domains: oral**

**Target stre: I, my, I have, I like,**

**Materials: flashcards, white board**

**Cross curricular comp:**

**Intel comp: He can show creativity when designing his own blog**

**Meth comp: He can mobilize the acquired resources. / he can us strategies for writing . / he can assess himself**

**Com comp: He can use ICT's to communicate with learners from other countries**

**Pers and soc comp: He can develop attitudes of friendship**

**Core values:**

**Asserting one's confidence and identity**

**Being proud of belonging to a nation**

**Valuing and developing friendship at the international level**

stages	procedure	comp	obj	tim	VA
Stage one	<p><b>Pre-writing</b>  <b>Warm up</b>            T greets his L and welcomes them            T writes the word "friendship" on the board            T asks L about the meaning of this word            T asks: do you have friends? Yes, no            Where do you meet friends? At school,            Can you make friends otherwise? - yes            How? -on the web, social network            Are they always Algerian? - yes/No. They can be from dif nationalities</p>	Inter	Introduce the new topic	10'	Board
Stage two	<p><b>while writing:</b>            Today you're going to introduce yourselves on an international friendship            Be a good friend , prepare your own blog and write about you            (name, age, country, class, school, likes, religion, favorite food, languages...)</p>	produce	Use the learned items to produce a meaningful message,	50'	Pics Flash cards

P19

Ps: T asks L to bring their family members pics ( cryaons, pencils, glue, Algerian flag, his town’s pics....) to design their blog

T helps, checks

T collects his L work

introduce oneself and one’s family members

**Revising, correcting and editing the final draft:**

criteria	Indicators / the learner can:
Relevance	-design a blog -introduce himself -talk about his likes
Use of correct lge tools/ consistency	-use mechanics of writing -use the present simple of be, have, like -use the appropriate article
Coherence	-use logical organization of ideas -use meaningful stces -use appropriate linking words
Cross curr comp	-demonstrate autonomy in using lge to communicate -use ICT’s
Values	-assert his personal identity -show attitudes of respect
Excellence	-his work is well prepared and well presented -his production shows creativity

P20



# Sequence three:

## Me and my daily activities.



shutterstock



Wake Up



**Project work: My school presentation.**

**Situation one: (initial situation)**

Your British e-pal sends you a letter in which she tells you about her daily routine. Write a note in which you tell her about your daily activities.

**Situation two: (learning situation to install resources)**

You're in the courtyard with your friends. You're talking about your daily routines. Tell them how you schedule your time and ask them about their schedules.

**Situation three: (related to training for integration)**

After the week end, you're back to school. Ask your friend about his leisure activities at the week end and write about it.

**Situation four: (integration / individual work)**

Your e-pal Margaret sends you a letter in which she writes about her mom's daily routine. Write a reply in which you write about your mom's daily routine too.





Level: 1ms.

Lesson: I listen and do.

P2

Learning objectives: by the end of the lesson, L will be able to talk about daily routines.

Target comp: interact and produce.

Target stress: I / you. Verbs indicating daily activities.

Materials: Flashcards / student manual.

**Cross curricular competencies:**

**Intel comp: he can use verbal and non verbal msges to talk about his daily routine.**




**Meth comp: he can work in pairs, ask and answer questions.**

**Com comp: he can use role play to communicate clearly and accurately.**

**Pers and soc comp: he socializes through oral exchange.**

**Core values: respecting and valuing one's and others time and schedules.**

**Being responsible and organized.**

st	procedure	comp	tim	obj	VA
	<p><b>Pre listening:</b> <b>Warm up:</b> T greets and welcomes her L. T introduces the new sequence. T: In sequence three, we're going to talk about the things we do every day. WE call it "daily routine". T pins pics representing daily activities on the board; in a random way. (order) T asks her L to reorder them.</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"> <b>2</b></div><div style="text-align: center;"> <b>3</b></div><div style="text-align: center;"> <b>1</b></div></div> <p><b>Step two: I look , listen and repeat:</b> T may use pics on p71. T may bring flashcards representing daily activities. T says the verbs aloud and asks L to repeat Eg:</p>	Interact		Introduce the target stre  Get L used to the new stre	



L:to wake up.  
 To wash my face.  
 To have breakfast.....

**Step two: I listen and repeat:**

T may use the pics on p 72  
 T may bring pics representing daily activities  
 T pins the pics on the board.  
 T names the actions using the pronoun "I"  
 Eg: I wake up.....

**Post listening:**

**Step one:**

T writes the activity below on the board.  
 T asks L to do it.

**Activity one: I match the picture with the correct answer:**



-I go to school.



-I chat with my e-pals.

ClipartOf.com/211991



- I walk the dog.

Interpret

Practice  
 the new  
 vocabulary

Use the  
 new vocab  
 in a  
 meaningful  
 stce

Interpret

Produce

Use the  
 new vocab

P4

**Step two:**

Activity two: I reorder the words to get coherent sentences:

- 1- /Get /up /I.
- 2- School / to / I / go /
- 3- Face / I my / wash /
- 4- Homework / do / I / my /
- 5- TV / watch / I /

Produce

Train L to build meaningful stces

**Lesson: I practice.**

**Learning objectives: by the end of the lesson. L will be able to tell the time.**

**Target comp: interact, interpret and produce.**

**Domains: oral and written.**

**Target stress: what / It / is / time**

**Materials: pics, a clock, a watch, student manual**

**Cross curricular comp:**

**Intel comp: he can interpret verbal and non verbal msges.**


**Meth comp: he can work in pairs.**

**He can use strategies to perform a role play.**

**Com comp: he can tell the time, ask about time using what and when.**

**Pers and soc comp: he can communicate with his mates accurately and appropriately.**

**Core values: giving and asking about information politely.**

st	procedure	comp	tim	obj	VA
	<p><b>Warm up:</b>            T welcomes her L and welcomes them            T brings a clock and a watch            T asks: what's this? L may answer in Kabyle, Arabic, and French            T says: in English we call it: a clock            T does the same with the watch</p>  <p>T names the different parts of a watch.(numbers, minutes hand, hours hand)</p> <p><b>stage two: I listen and repeat:</b>            T moves the minutes and says the time:            -: 05: five past            - 10: ten past.....            -: 35: twenty five to</p>	<p>Intera</p> <p>Interp</p>		<p>Introd the new topic</p>	

<p>-: 40: twenty to ....  T says and writes the time in details  L repeat</p> <p style="text-align: right;">P5</p> <p><b>Practice:</b></p> <p><b>Step one: I ask and answer about time:</b>  T pins on the board pics of clocks representing different time  T pins the pic of two children speaking  T writes the dialogue on the board  T asks L to play in pairs</p> <p><b>Dialogue:</b>  L1: what time is it? / What's the time?  L2: It's three o'clock am.</p> <p>T chooses different examples  <b>Step two: I ask about my daily activities:</b>  T pins pics representing daily activities or uses p 72  T asks and answers about the pic n 1  T lets L to do the rest  Eg:  L1: what time do you get up?  L2: I get up at 6.</p> <p>T asks L to play the different dialogues in pairs</p> <p><b>Use:</b>  L do activities3 p 74 and act 6 p 76.</p>	<p>Interp</p> <p>Interp</p> <p>prod</p>		<p>Tell the time</p> <p>Practice telling time</p> <p>Ask and give inf about time</p> <p>Use the new stre</p>	
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**Lesson: I practice.**

**Learning objectives: by the end of the lesson, L will be able to use the present simple tense(positive, negative and interrogative forms).**

st	procedure	com	tim	obj	VA
	<p><b>Presentation:</b></p> <p><b>Warm up:</b>  T asks L to open their books on p80  T asks L to describe the pic (a boy with a white T-shirt and blue jeans)</p> <p>T asks L to take a look at the bubble near the pic and asks:  -what's the name of the boy?  -how old is he?  -where does he study?</p>	<p>Intera</p> <p>Interp</p>		<p>Get L interested in the topic</p> <p>Elicit inf from the</p>	

<p><b>Step two:</b>  <b>I read the text and complete the table:</b>  T reads the text aloud and asks L to read each a sentence  P6  T asks L to underline the time and the daily activities (events)  T writes the table on p81 on the board  T asks L to complete the table on the board</p>	Interp	L  Identify the subject and the verb
<p><b>Step three:</b>  <b>I analyse the examples:</b>  T writes these examples on the board:  -1. <b>I get up.</b>  -2. <b>I go to school.</b>  -3. <b>I do my homework.</b>  NB: I = a subject  Get up, go, do are verbs in the present simple.</p>	Intera	
<p><b>Practice:</b>  <b>Step one: I use the information on the table to ask and answer about daily routine: (wh questions)</b>  Eg: L1: what time do you get up?  L2: I get up at 6.30 am.</p> <p><b>Step two: I ask and answer (yes and no questions):</b>  Eg: L1: do you get up at 6.30?  L2: yes, I do.</p> <p>Eg: L1: do you get up at 7?  L2/ no, I don't.</p>	Interp	Practice what time questions  Practice yes, no questions
<p><b>Use:</b>  <b>Step one:</b>  Activity one: I write the negative form:  1-I get up at 7.30. -I don't get up at 6.  2-you finish school at 4. -You .....at 5.  3-They have breakfast in the morning.  -They .....breakfast in the evening.  4-We do homework at 6 pm. -We .....at 10 pm.</p> <p>Nb: I/ YOU/ WE / THEY: don't + verb = negative form.</p> <p><b>Step two: I put the verbs in the present simple:</b>  -I (to love) ..... my parents.  -I ( to study ) ..... At HOCINE Messaoud school.  -I (to live) .....in Ahnif.</p>	Pro  prod	Use the new stre

-We (to go) ..... To school on foot.  
 -They (to play) ..... football.

Seq: 03

P7

Lesson: I practice

Learning obj: by the end of the lesson, L will be able to use the present simple with the thied person singular. (he, she, it)

st	procedure	comp	tim	obj	VA
	<p><b>Presentation:</b>  <b>Warm up:</b>            T brings the pic of a girl (ppl)            T brings a map of Algeria            T points the region of Setif on the map, or asks L to do it            T introduces the girl on the pic after being described by a L</p> <p><b>T: This is Amel. She is from Setif.</b></p> <p>T: Now, open your books on p 75, and let's l            Learn more about Amel.</p> <p><b>Step two:</b>  <b>I listen and complete the table: P75</b>            T writes the table on the board            T reads the text aloud            T asks L to read each, one sentence            T asks L to take a pencil, circle the subject            and underline the verb            T asks L to complete the table on the board</p> <p>NB: She <b>gets up</b>.            she <b>lives</b>. ....            He <b>gets up</b>. / He <b>lives</b>.            It <b>gets up</b>. / It <b>lives</b>.</p> <p>●In the present simple tense, the verb takes an "s" at the end            with the third person singular (he, she , it).</p> <p>Eg: / He / She / It → lives            But:            I/ You / We / They/ → live.</p>	<p>Intera</p>		<p>Elicit inf from            the L</p> <p>Introduce the            topic</p> <p>Grasp L            attention</p> <p>Show the            target stre</p> <p>Consolidate            the learned            stre</p>	
		Interp			



Practice:

Step one:

I use the information in the table above to ask and answer questions about Amel's daily activities:

a)- Wh questions:

L1: what time does Amel get up?

L2: She gets up at 6.30.

b)- Yes and no questions:

L1: Does Amel get up at 6.30?

L2: Yes, she does.

L1: Does Amel have breakfast at 7.30?

L2: No, she doesn't.

Interp



Get the L used to the new stre

Use:

Step one:

Activity one: I write the negative form:

1-Amel lives in Setif. → She .....in Bouira.

2-My father works in a shop. → He .....in a farm.

3-My cat eats meat . → It ..... grass.

4- Amel does her homework in the evening. → She .....in the morning.

prod

Check L understanding

Use the new stre

NB: Negative: doesn't +verb.

Step two:

Activity two: I complete with: in / at:

- ① I wake up .....7am.
- ② He starts school ..... the morning.
- ③ They have exams ..... the afternoon.
- ④ We play football .....5pm.
- ⑤ It lives ..... a zoo.

Activity three : task 2 p 81.

Activity four: task 3 p 82.



**Lesson: I pronounce.**

**Learning obj:** By the end of the lesson, L will be able to identify and pronounce the sounds: /h/, /s/, /z/, /iz/, /ə/

St	Procedure:	comp	tim	obj	VA															
	<p><b>Warm up: (Pictionary p 83)</b>            T asks L to open their books on p 83            T asks L to describe what they see            L: animals            T reads the animals names and asks L to repeat after her</p> <p><b>Step two:</b>  <b>I act out the dialogue:</b> p 84            T asks L to go to p 84            T asks L to describe the pic            T plays the dialogue and asks L to play in pairs            T asks L to take a pencil and underline all the words containing the target sounds above</p> <p><b>Step two:</b>            T draws the table below on the board</p> <table border="1"> <thead> <tr> <th>/s/</th> <th>/z/</th> <th>//iz/</th> <th>/h/</th> <th>/ə/</th> </tr> </thead> <tbody> <tr> <td>Cats</td> <td>Dogs</td> <td></td> <td>Hi</td> <td></td> </tr> <tr> <td>Represents</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>T asks L to classify the underlined words in the table according to their pronunciation:</p> <p><b>Step three:</b>  <b>I look , listen and repeat:</b> p77</p> <p>T asks L to go to p 77            T asks them to name the animals they see            T asks L to act out the conversation            T asks L to classify the words containing the target sounds in the previous table</p> <p><b>Use:</b>            T asks L to do activity two p 78.</p>	/s/	/z/	//iz/	/h/	/ə/	Cats	Dogs		Hi		Represents					<p>Intera</p> <p>Intera</p> <p>Interp</p> <p>Prod</p> <p>Intera</p> <p>Interp</p> <p>prod</p>		<p>Introduce the new stre</p> <p>Practice the new stre</p> <p>Consolidate the new sds</p> <p>Identify the new sounds</p> <p>Check L understanding</p>	
/s/	/z/	//iz/	/h/	/ə/																
Cats	Dogs		Hi																	
Represents																				

Lesson: I read and do.

L: 1ms.

P10

Learning objective: By the end of the lesson, L will be able to talk about their daily activities during 24 hours.

Target comp: interpret and produce

Target stress: - I +v (present simple)

-At + time.

Materials: Students manual / white board.

Cross curricular comp:

Intel comp: He can understand and interpret non verbal msges.

He demonstrates autonomy in learning.

Meth comp: He uses his resources to produce a written msg (talking about his daily routine)

Com comp: He can write about his daily activities and communicate with his mates.

Pers and soc comp: He socializes through written exchanges.

Core values: being responsible and organized. / Respecting time and schedules.

St	procedure	comp	tim	obj	VA
	<p><b>Before reading:</b></p> <p><b>Warm up:</b></p> <p>T greets and welcomes her learners T asks L to open their books on p 85 T asks L to describe the pic.</p> <p>What does it represent? / a girl What does she wear ? / a sweat shirt What is written on it? / London What's the color of her hair? / brown Is it short or long ? / long</p>	Intera	5'	Elicit inf from L about the topic	
	<p><b>Step two:</b></p> <p>T asks L to read what's written in big characters and answer the questions below:</p> <p>-What's the name of the girl on the pic? -How old is she? -Where does she study?</p>	Interp	10'	Grasp L attention	
	<p><b>While reading:</b></p> <p><b>Step one:</b></p> <p>T asks L to read the text and do :</p> <p>Task 1p 86 / Task 2 p 87</p> <p>Task three: I find in the text words or phrases that are closest in meaning to:</p>	Prod	20'	Interprest	

Wake up = ..... starts = .....  
 I find in the text words or phrases that are opposite in meaning to:

P11

evening ≠ ..... finishes ≠ .....

**After reading:**

Task one: I use the information in the table below to write about Karim's daily routine:

Morning	Afternoon	Evening	Week end
Get up at 6 Get dressed at 6.15 Have breakfast at 7.15	Play football at 4pm Watch TV at 5pm	Do homework at 6pm Chat with friends at 8pm Go to bed at 9pm	Go to the mosque (Friday) Visit my family (Saturday)

Karim is 12. He is a pupil at HOCINE Messaoud school. He gets up .....at .....He .....Then, he .....  
 In the afternoon, Karim .....at 7pm.He .....TV at .....Next, he .....5pm.  
 In the evening, .....  
 On Sunday, .....  
 On Saturday, .....

prod

25'

written msgs

Use the learned stres

**Lesson: I learn to integrate. (group work)**

**P12**

**Learning obj: B y the end of the lesson L will be able to write about a mate's daily activities .**

**Target stres: the present simple with : I /he /she.**

**Domains: oral / written**

**Materials: white board, flashcards, student manual.**

**Cross cur comp:**

**Intel comp: He shows autonomy in learning.**

**He is being responsible for his own learning.**

**Meth comp: He can work in groups and assess his mates work.**

**He can mobilize resources to talk about his mate's routine in a meaningful msg.**

**Com comp: he can report his mate's routine.**

**Pers and soc comp: he socializes through asking questions, sharing tasks within the group.**

**Core values: being organized and responsible.**

procedure	comp	tim	obj	VA
<p><b>Before writing:</b> <b>Warm up:</b> T greets and welcomes her L T pins pics representing daily activities on the board or use pics on p 97 T asks L to name them</p> <p><b>Step two:</b> T asks L to answer the question below: <b>What do you do at weekends?</b> L answer the question</p> <p><b>Presentation:</b> T splits the L into groups of three (a questioner, an answerer, a writer) L1 asks questions, L2 answers, L3 takes notes.</p> <p>T asks L to open their books on p 88 T asks L to read the situation T asks L to read the daily activities T adds some activities and writes them on the board</p> <p><b>Eg: 10- play football.</b> <b>11- Help your mother / father.</b> <b>12- Do homework.</b> T asks each questioner to turn the statement into a question</p> <p><b>Eg:</b> <b>L1: Do you stay at home?</b> <b>L2: Yes I do. No, I don't.</b></p> <p>Each group takes his turn.</p>	<p>Intera</p> <p>Interp</p> <p>Interact</p>	<p>5'</p> <p>10'</p> <p>10'</p>	<p>Introduce the topic</p> <p>Elicit inf from L</p> <p>Get used to vocab related to daily act</p> <p>practice yes / no q</p>	

P13

Stage two:

While writing:

T asks each group to turn the answerer's answers into a paragraph to talk about his daily activities.

Eg:

At the weekend, ..... gets up.....Then, he/ she.....

.....

.....

.....

prod

35'

Use the notes to write meaningful sentences and paragraph.



**Lesson: I think and write.**

**Learning obj: By the end of the lesson, L will be able to talk about their mom's daily activities.**

**Target comp: Interact and produce**

**Domains: oral and written**

**Target stress: He / she + present simple**

**Materials: white board, handouts, student manual**

**Cross cur comp:**

**Intel comp: He can show autonomy when writing meaningful sentences and short paragraph.**

**Meth comp: He can use the acquired resources. / He can use strategies for writing. /**

**Com comp: He can write a letter / postcard to communicate with mates from other countries.**

**Pers and soc comp: He socializes through writing letters / postcards.**

**Core values:**

**He can value his mom's efforts. / He can be proud to write about his mom.**

procedure	comp	tim	obj	VA
Stage one: Pre writing: Warm up:	Intera	5'	Introduce the topic	

T greets and welcomes her L  
 T asks some questions:  
 Who makes your breakfast?  
 Who takes care of you every day?

P14

Who is the most important person in your life?

Step two:

T asks L to open their books on p90  
 T asks L to describe what they see  
 T reads the letter aloud  
 T writes these questions on the board:  
 -is the text a letter?  
 -who is the sender?  
 -who is the receiver?

Stage two:

While writing:  
 T prepares handouts representing mom's daily activities  
 T splits the handouts to her L  
 T asks them to tick the correct answer

Task one: I tick the right answer:

Task two: I use the answers to write about my mom's daily routine  
 as a reply to Margaret's letter:

Revising, correcting and editing the final draft:

criteria	The learner can:
Relevance	Write a letter Talk about his mom's routine
Use of correct lge tools/ consistency	Use mechanics of writing Use the present simple with she
Coherence	Use logical organization of ideas Use meaningful stces Respect letter format
Cross cur comp	Shows autonomy in writing a letter as a reply
Values	Asserts his identity Be proud to talk about his mom
Excellence	His work is well prepared and well presented His production shows creativity

Interact

5'

Prepare L  
to write a  
letter

Interp  
Prod

10'

Guide L to  
write

40'

Use the  
acquired  
resources  
to write a  
reply



**What does your mother do every day? I tick the right answer:**

- ◆ Prepare breakfast.
- ◆ Take the baby to the nanny.
- ◆ Go to work.
- ◆ Clean the house.
- ◆ Wash my clothes.
- ◆ Make lunch. / Supper.
- ◆ Go shopping.
- ◆ Take care of the grandparents.
- ◆ Read a book. / Chat on the web.



**What does your mother do every day? I tick the right answer:**

- ◆ Prepare breakfast.
- ◆ Take the baby to the nanny.
- ◆ Go to work.
- ◆ Clean the house.
- ◆ Wash my clothes.
- ◆ Make lunch. / Supper.
- ◆ Go shopping.
- ◆ Take care of the grandparents.
- ◆ Read a book. / Chat on the web.



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- ◆ Clean the house.
- ◆ Wash my clothes.
- ◆ Make lunch. / Supper.
- ◆ Go shopping.

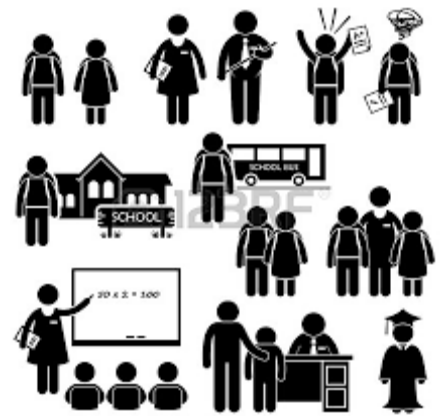
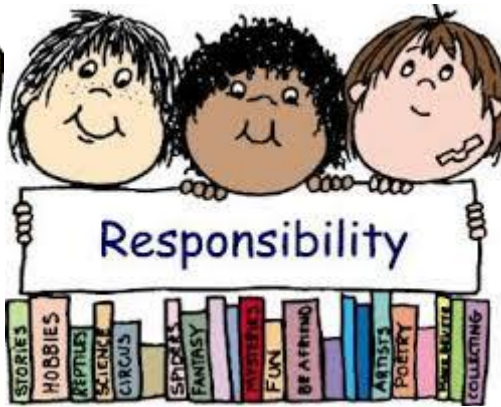




- ◆ Take care of the grandparents.
- ◆ Read a book. / Chat on the web.

Sequence four:

# Me and my school.



School Building

**Situation one: (initial situation)**

Your family moves to a new city. You join a new middle school. You ask your new mates about the school's regulations (rights and duties).

**Situation two: (learning situation to install resources)**

You join a new school. Everything is new. You want to know more about it. Ask your mates about the school's amenities (places), regulations and schedules.

**Situation three: (related to training for integration)**

You have a class discussion with your mates. You want to improve your school regulations. Point out the existing rules and try to suggest new ones.

**Situation four: (integration / individual work)**

You found with your school mates a commission to improve your school regulations. You want to improve the pupil's status. Write a short note to your principal in which you suggest your improvements (ideas, rights).

Lesson: I listen and do.

**Learning objectives: BTEOTL, L will be able to talk about school rules.**

Target stres: present simple (negative and positive forms)/ Sounds (p110)

Materials: flashcards / student manual.

Cross curricular competencies:

Intel comp: He can use the negative and positive forms to talk about school rules.

Meth comp: He can guess meaning from context, make meaningful statements.

Com comp: He can express himself accurately.

Pers and soc comp: He socializes through oral exchange.

Core values: Respecting school rules. / Knowing his rights and duties and his mates'.

Being a good pupil to become a good citizen.

Stages / procedure:	comp	tim	obj	VA				
<p><b>Pre listening:</b> Warm up: T greets and welcomes her L. T introduces the new sequence:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 20px auto; background-color: #c0392b; color: white;"> <p>T: In seq 4 ; we're going to talk about school rules, pps rights and duties, the different places in the school building.</p> </div>	Intera	5'	Introd the new topic					
<p>T pins on the board pics representing the school staff and the different amenities existing in the school building. T writes the following activity.</p> <p>Activity one: I classify the following items (pics) in the chart below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">School staff</td> <td style="width: 50%; padding: 5px;">School building</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> </table> <p>(Headmaster, pupils, computer room, monitor, gym, principal office, teachers room, classrooms, courtyard, canteen, teachers, science lab...) T asks her L to do the act orally on the board.</p>	School staff	School building	.....	.....	Intera Interp	10'	Check l's data	
School staff	School building							
.....	.....							
<p><b>While listening:</b></p> <p>Step one: I listen and do: T invites her L to open their books on p100 T asks L to describe the pics T asks: what's written in the green and purple bubbles?</p>	Interp Prod	5'						

<p>L: My rights and duties. T says them aloud and invites her L to repeat after her.</p> <p>Step two: (dos and donts) T asks L to describe each pic on the p(101, 102, 103) and guess what it represents T reads the statement below each pic aloud and asks L to repeat after her.</p> <p><b>After listening:</b> Step one: Task one p 104</p> <p>Step two: I pronounce:</p> <p>a)- I listen and repeat: T discusses the pics on P 110 with her L T reads the words aloud and asks her L to repeat( horizontally row after row, sound after sound T asks the L to identify the dif sounds( / dʒ, g, j, ʒ, ŋ/</p> <p>Step three: Task 3 p 112.</p>	<p>Intera Interp</p> <p>prod</p>	<p>10'</p> <p>15'</p> <p>5'</p> <p>10'</p>	<p>Introd the topic</p> <p>Make meaningful stces</p> <p>Unttter the target sounds</p> <p>Identify the target sounds</p>	
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Lesson: I practice.

**Learning obj: BTEOTL, L will be able to use prepositions of place and time**

Target comp: inter, interp and prod

Domains: oral and written

Target stress: prepositions

Materials: student manual/ white board.

Cross cur comp:

Intel comp: He can interpret verbal and non verbal msges

Meth comp: He can work in pairs

Comp comp: He can read and locate places on a map, he can decode a schedule.

Pers and soc comp: He can communicate with his mate appropriately

Core values: asking about places and schedules politely.

Stages / Procedure	comp	tim	obj	VA
<p><b>Presentation:</b> Warm up: T greets and welcomes her L</p>	Intera	5'	Introd the topic	

T invites L to open their books on P 107  
 T asks L to describe the pics( a boy, a bubbles, a time table)  
 T asks L to name the dif colors

Step one: I ask and answer about class schedule:  
 T helps L to understand the time table  
 T sets up the situation

Task one: I study the time table and ask and answer:

Dialogue 1:

A: when do you have Islamic education?

B: on Wednesday.

A: what time?

B: At 2pm.

A: where?

B: In the classroom.

T chooses two more examples and asks L to play the dialogues.

-Sport/ 2pm / courtyard

-Biology/ 10 AM / Science lab

On + day (when)

At + time (what time)

In + place (where)

**Practice: (locating places)**

T asks L to go to P 108

T asks L to describe the pics

T asks L to look at the map

T helps L to read the map

Step one: I ask and answer:

A: where is the library?

B: it's at the corner, on the right side.

A: where is the canteen?

B: it's next to the staff room.

**Use:**

T asks L to do the following activities

Task 7 p 109

Task 2 p 114

Interp

15'

The use of  
on, in , at,  
when,  
where

Interp  
Prod

10'

More  
practice

Inter  
Interp

10'

The use of  
prepositions  
of place

Prod

20'

Consolidate

Lesson: PIASP teaching grammar (present continuous)

Stages / procedure:	comp	tim	obj	VA
<p><b>Warm up:</b>            T welcomes and greets her L            T brings pics or uses the student book            T asks L to describe the pics</p>	Inter	5'	Introd the topic	
<p><b>Presentation:</b>            T chooses some examples o be written on the board            (positive, negative, question)            T helps L to identify the different forms</p>	Interp	10'	Identify the target stre	
<p><b>Analysis:</b>            The present continuous is used to talk about a progressive action.</p>	Interp	10'		
<p><b>Stating rule:</b>            Positive: (am / is / are + verb + ing)            Negative: am / is / are + not + verb + ing)            Question: ( am / is / are + s+ verb + ing ..... ?</p>				
<p><b>Produce:</b>            T asks L to do the following activities:</p> <p>Task one: I do as in the example:            -Learn → learning            -Write →            -Read →            - Speak →            -Water →            -Study →</p> <p>Task two: I complete with :am / is / are:            Task three: (task 3 P 106)</p>	prod	15'	The use of present simple	

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Lesson: I read and do.

**Learning obj: BTEOTL, L will be able to talk about their ideal school:**

Target comp: interp and prod

Target stres: my, I present simple

Materials: student manual / white board

Cross cur comp:

Intel comp: He can interpret and understand non verbal msges

Meth comp: He mobilizes his resources to complete a short note

Com comp: He can complete a short note about his school.

Pers and soc comp: He socializes through social exchanges

Core values: He values his school and respects its regulations.

Stages / Procedure	comp	tim	obj	VA
<p><b>Before reading:</b>            Warm up:            T greets and welcomes her L            T asks L to open their books on p116</p> <p>T asks L to describe the pics surrounding the text            T asks L to find the title            T asks L to identify the author</p> <p>Step one:            Task one: I read the text and choose the correct answer:            The text is about: -My ideal school.                                      -My ideal friend.                                      - My ideal teacher.</p> <p><b>While reading:</b></p> <p>T asks L to read the text and do the following activities.            Task one P 17</p> <p>Task two: I find synonyms in the text to:            Polite= ..... Perfect= .....                      I find in the text antonyms to:            Isn't ≠ ..... Down ≠ .....</p>	<p>Inter</p> <p>Interp</p> <p>Prod</p>	<p>5'</p> <p>5'</p> <p>5'</p> <p>20'</p>	<p>Introd the topic</p> <p>Scanning</p> <p>Identify the title</p> <p>Interpret the text</p>	



After reading:

T asks L to do the following activity

Task four: I complete the text below with: (a /the / it/ my/ is/ I / are / )

Prod

Prod

20'

Form  
completion

Hello ,

.....school is Hocine Mesaoud. .... is  
next to the Town Hall. It .....

Surrounded by houses. I love .....

School and ..... Respect my teachers.

They ..... friendly and nice. There .....

nineteen classrooms, Two labs,

.....computer room, ..... canteen

and .....library..... courtyard is large.

We use..... to practice sport.

How about you?

Lesson: I learn to integrate.

**Learning obj:** BTEOTL, L will be able to write about his school rules and suggest new ones.

Domains: Oral and written.

Target stres: The present simple tense.

Materials: Student book / white board.

Cross cur comp:

Intel comp: He shows autonomy and initiative in his own learning.

Meth comp: he can work in groups.

Com comp: he can write about his school regulations.

Pers and soc comp: He socializes through sharing tasks with his mates.

Core values: Being autonomous, thoughtful, and having initiative.

Stages / procedure	comp	tim	obj	VA				
<p><b>Before writing:</b> Warm up: T greets and welcomes her L T asks the following questions: 1.Where do you study? 2.Do you like your school? 3.Do you like your teachers? 4.Do you respect your school rules? 5.Do you think that these rules are fair or unfair? 6. Do you want to make some changes?</p> <p><b>Presentation:</b> T splits the class into groups T writes the question on the board (situation 3) Task one: I match sentences in A with their equivalents in B:</p> <table border="1"><thead><tr><th>A</th><th>B</th></tr></thead><tbody><tr><td>The statements in the book.</td><td>a.I behave politely with my classmates. b.I keep quiet during class. c.I respect others' ideas. d.I come to school on time. e.I speak politely in class. f.I keep my school clean.</td></tr></tbody></table>	A	B	The statements in the book.	a.I behave politely with my classmates. b.I keep quiet during class. c.I respect others' ideas. d.I come to school on time. e.I speak politely in class. f.I keep my school clean.	Inter          Interp prod	5'          5'	Introd the topic          Prepare L to write          Produce meaningful stces	
A	B							
The statements in the book.	a.I behave politely with my classmates. b.I keep quiet during class. c.I respect others' ideas. d.I come to school on time. e.I speak politely in class. f.I keep my school clean.							
<p><b>While writing:</b> T asks each group to do the following activity Task two: I complete from the chart above:</p>	Prod	40'						

To be a good pupil ;

I have to.....I .....

I don't

--	--	--	--	--

Lesson: I think and write.

**Learning objectives: BTEOTL, L will be able to suggest and write new school rules.**

Target comp: Interact and prod.

Domains: oral and written.

Target stress: I + present simple.

Materials: white board/ student manual/ handouts/

Cross cur comp:

Intel comp: he can write a short note to suggest new rules.

Meth comp: He can use strategies for writing.

Com comp: He can write a short note to his principal.

Pers and soc comp: He socialises through writing a short note to express his ideas.

Core values: H e can have citizen initiative and respect regulations .

Stages / procedure	comp	tim	obj	VA
<p><b>Stage one:</b>  <b>Pre writing:</b>  Warm up:  T greets her L  T asks questions: what did we talk about last time?  Let's continue on the same path and have more activities  T writes the following activity on the board</p> <p>Task one: I complete each sentences with one card:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #c0392b; color: white; padding: 5px; margin: 5px;">raise</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; background-color: #c0392b; color: white; padding: 5px; margin: 5px;">listen</div> <div style="border: 1px solid black; background-color: #c0392b; color: white; padding: 5px; margin: 5px;">quiet</div> <div style="border: 1px solid black; background-color: #c0392b; color: white; padding: 5px; margin: 5px;">vote</div> <div style="border: 1px solid black; background-color: #c0392b; color: white; padding: 5px; margin: 5px;">rules</div> </div> <p>-To keep order in school we need .....</p> <p>-To choose a representative, I .....</p> <p>-To understand my lesson I .....</p> <p>-When someone speaks I .....</p> <p>- Before talking I ..... my hand.</p>	<p>Inter</p> <p>Interp Prod</p>	<p>5'</p> <p>10'</p>	<p>Introd the topic</p> <p>Stce completion</p>	
<p><b>While writing:</b>  T writes the situation on the board  T asks I to open their books on p120  T asks I to describe the pics  T helps I to suggest some new rules using the books pics  T writes the following notes on the board</p>			Use notes	

**Tips:**

**Prod**

**to prod  
meaningful  
stces**

- keep quiet
- be respectful
- come on time
- check my test answers
- have a longer break
- use the computer room

**prod 30'**

**Task two: I use the notes above, or suggest my own new school rules to write a short note to my principal:**

**Dear principal,**

**To improve my school regualtions, i want to suggest some rules :**

**-I want to have the right to.....**

**-.....**

**-.....**

--	--	--	--	--

Task one: I match sentences in A with their equivalents in B: 11

A	B
1.I don't throw litter on the floor. 2.I don't shout in class. 3.I don't arrive late. 4.I don't reject others' ideas. 5.I don't make noise during the national anthem. 6.I don't behave rudely toward my classmates.	a.I behave politely with my mates. b.I keep quiet during class. C.I respect others' ideas. d.I come to school on time. e.I speak politely in class. f.I keep my school clean.

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1.I don't throw litter on the floor.	a.I behave politely with my mates.

- 2. I don't shout in class.
- 3. I don't arrive late.
- 4. I don't reject others' ideas.
- 5. I don't make noise during the national anthem.
- 6. I don't behave rudely toward my classmates.

- b. I keep quiet during class.
- c. I respect others' ideas.
- d. I come to school on time.
- e. I speak politely in class.
- f. I keep my school clean.

# Sequence 05: Me, my country and the world.



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JPG Preview

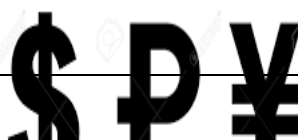


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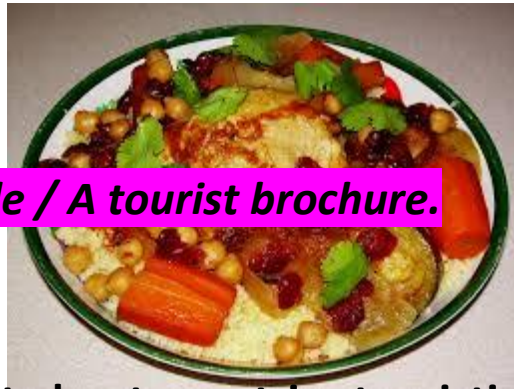


**planning learning :**

**Project work : My country profile / A tourist brochure.**

**Situation one: (Initial situation)**

There is an international contest about countries touristic sights, currencies, monuments, flags, languages and traditional dishes on the web. Post your project of a tourist brochure about your country (Algeria), in which you describe it, its currency, monuments, national dish and flag.



**Situation two: (Learning situation to install resources)**

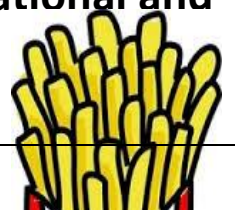
You want to know more about countries all over the world. You go on an international teen blog in order to fetch information about currencies, flags and national dishes and languages in one hand. In the other hand, you post your information about your country.

**Situation three: (Related to training for integration) (Group work)**

Your American friend (Kathleen) sends you an e-mail about her country ( USA). Reply to Kathleen with an e-mail about your country (Algeria).

**Situation four: (Integration / Individual work)**

You want to invite your friends to visit our beautiful country and its wonderful monuments. Make a leaflet to attract tourists from all over the world( include national dish, national currency, national and religious celebration days, languages... )





# Lesson: I listen and do. 1

**Learning obj:** BTEOTL, L will be able to locate famous monuments and places using prepositions and present simple of "be":

**Target stes:** prepositions of location, be (present simple)

**Domains:** oral and written

**Materials:** maps, flashcards, student book

**Cross curricula comp:**

**Intel comp:** He can interpret an oral msg.

**Meth comp:** He can use listening strategies.

**Com comp:** He can use a role play to communicate appropriately.

**Pers and soc comp:** He can socialize through oral exchanges.

**Core values:** Socilaizing/ Knowing and understanding the others / Openness to the world / Pride.

**Stages / procedure:**

**Warm up:** (05mns)

T greets and welcomes her learners

T introduces the new sequence:



**Pre listening:** (10mns)

T brings a map of the world or the globe.

T asks L to name it in the language they know .

T names it in English

T invites L to locate some countries and capitals

**Step one:** t writes the following table on the board.

Task one: I complete the table below with the correct cards:

Country	Capital	Flag	Currency	National dish
.....	Algiers			
.....	London			
.....	Washington			
.....	Rome			
.....	Beijin		Yuan	

comp	obj	VA
Inter a	Introd the topic	
Inter a Inter p	Identify countri es Flags...	

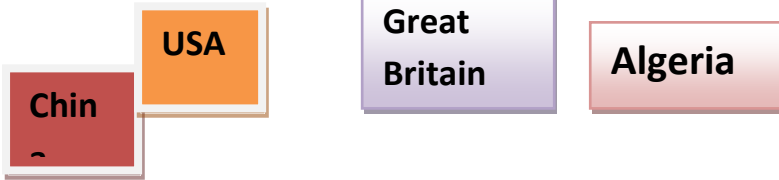


Renminbi

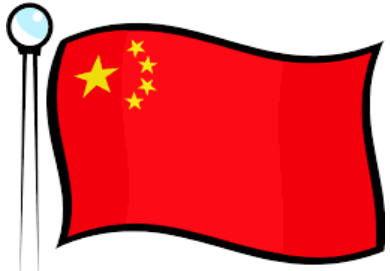
Prod

T brings cards representing the items in the table above.

2



Italy



\$ ¥ € £

₹



**Step two: I look listen and repeat:**

Task 1 & 2 p 128

**Listening: I look listen and repeat: (20mns)**

T 3 p 130 ( as a script)

T 4 p 132 (listen and answer)

**Post listening: I pronounce:(15mns)**

a)- Identifying the sounds (p 135)

Inter  
p  
Prod

Identify  
count,  
cur,  
monum

Inter

Disting

b)-Manipulating the sounds(p 136)  
 c)- Using accurate pronunciation (p 136)

a  
 Inter  
 p  
 prod  
 uishing  
 the  
 target  
 sounds

**Lesson : I practice 3**

**Learning obj: BTEOTL, L will be able to give information and ask about one's country using adjectives of nationalities/ Suffixes.**

**Target comp: Interact- interpret- produce**

**Domains: O/ W**

**Target stres: Adjectives of nationalities / Plural forms / Prepositions of location.**

**Materials: flashcards, white board, student manual**

**Cross cur comp:**

**Intel comp: He can understand and interpret non verbal messages using communication strategies to solve a problem.**

**Meth comp: He can work with a peer and evaluate him.**

**Com comp: He can perform to interact with other people from other cultures (role play)**

**Pers and soc comp: He can assert his national identity.**

**He can understand foreign people and countries.**

**He socializes through oral and written exchanges.**

**Core values: Being proud of one's country.**

**Knowing and understanding other people and their countries.**

**Openness to the world.**

Stages / Procedure		comp	obj	VA												
<p><b>Warm up: (10mns)</b>            T greets and welcomes her L            T brings flashcards with names of countries and flags            T pins the map of the world on the board            T asks L to locate the countries and the flags on the map            Eg: USA → North America.            Algeria → North Africa.</p> <p><b>Step two: I ask and answer:</b>            A: where is USA located?            B: It's in North America.</p> <p><b>Presentation: (10mns)</b>  <b>Step one: I listen and repeat : (p133)</b>            T reads aloud            T asks L to repeat            T takes notes on the board</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Nationality</th> </tr> </thead> <tbody> <tr> <td>America</td> <td>.....</td> </tr> <tr> <td>Nigeria</td> <td>.....</td> </tr> <tr> <td>China</td> <td>.....</td> </tr> <tr> <td>France</td> <td>.....</td> </tr> <tr> <td>Great Britain</td> <td>.....</td> </tr> </tbody> </table>		Country	Nationality	America	.....	Nigeria	.....	China	.....	France	.....	Great Britain	.....	<p>Intera</p> <p>Interp</p> <p>Prod</p>	<p>Locate places</p> <p>Ask and answer about location</p> <p>Identify adjectives of nationalities</p>	
Country	Nationality															
America	.....															
Nigeria	.....															
China	.....															
France	.....															
Great Britain	.....															

Spain		Interp Prod	Use adj of nationalities and suffixes	
<b>Practice: (15 mns)</b> Task 7 p 134 T 5 p 132& 133 <b>Use: (15 mns)</b> Task 2 p 138.				

Lesson: I read and do. ④

**Learning obj: BTEOTL, L will be able to skim and scan a text for detailed information to talk about one's country.**

**Target comp: interpret- produce**

**Domains: O / W**

**Target stres: Prepositions of location**

**Present simple.**

**Materials: student manuals, maps, white board**

**Cross cur comp:**

**Intel comp: He can exploit and interpret a non verbal message**

**Meth comp: He cans elect work methods**

**Com comp: He can display information for the sake of motivation.**

**Pers and soc comp: He can use English to assert his national identity.**

**Core values:**

**Respect for heritage. / Socialize / Pride / Honesty.**

Stages / Procedure:	Comp	Obj	VA
<p><b>Warm up (10 mns)</b>            T greets and welcomes her L            T uses a map to review the cardinal points</p> <p><b>Pre –reading: (10mns)</b>             T pre(teaches key words            Wonders- ruins- bridges- splendid</p> <p><b>Reading: (20 mns)</b>            Task one: <b>skimming (20mns)</b>             T asks these question:            Look at the pictures (p139) what do you think the text will be about?            L read the text and check their predictions</p> <p>Task two: <b>Reading for detailed understanding (scanning)</b>            Task 1 p 140 (information for the table)            Task 2 p 140 (adjectives formation)            Task 3 p 140 ( check L understanding)</p> <p><b>Post reading: (15 mns)</b></p>	<p>Intera</p> <p>Interp</p> <p>Interp Prod</p> <p>Prod</p> <p>prod</p>	<p>Motivate L</p> <p>Prepare L for reading</p> <p>Engage L in prediction skills</p> <p>Read for details</p> <p>Deduce meaning from context</p> <p>Consolidate the learned items</p>	

Task 1 p 138 (dialogue completion)

Lesson: I learn to integrate. 5

Learning objectives: BTEOTL, L will be able to select appropriate resources to writing an e-mail talking about one's country.

Target comp: Interact – Interpret – Produce

Domains: O / W

Target stres: (countries, nationalities, currencies, monuments, prepositions of location, present simple)

Materials: (white board, student manual, handouts, flashcards)

Cross cur comp:

Intel comp: He can interpret and analyze a written message.

Meth comp: He can work in pairs and groups.

Com comp: He can negotiate / exchange / share ideas.

Pers and soc comp: Socializing

Core values: socializing / pride / openness to the world / belonging to one's country

Stages / Procedure	comp	obj	VA																					
<p><b>Warm up:</b> T greets and welcomes her L <b>Brainstorming: (10mns)</b> T shows pics of monuments and names of the cities T sets the activity Task one: I match the following: Eg: The Statue of Liberty is in New York.</p> <p><b>Presentation: ( 10 mns)</b> Learners work in groups L read the e-mail p 141</p> <p>Task two: I read the e-mail and complete the table below:</p> <table border="1"> <thead> <tr> <th>Names of cities</th> <th>Monuments</th> <th>Prepositions of location</th> <th>Adjectives</th> <th>Verbs</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> <td>1.</td> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> <td>2.</td> <td>2.</td> <td>2.</td> </tr> </tbody> </table> <p><b>Practice: I work with my partners: (15mns)</b> T 1 p 142</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td>Nationalities Present simple Monuments names Prepositions of location</td> <td>Greeting  Describing places in my country</td> <td>Respect  Pride Valuing one's country</td> </tr> </tbody> </table>	Names of cities	Monuments	Prepositions of location	Adjectives	Verbs	1.	1.	1.	1.	1.	2.	2.	2.	2.	2.	Knowledge	Skills	Attitudes	Nationalities Present simple Monuments names Prepositions of location	Greeting  Describing places in my country	Respect  Pride Valuing one's country	<p>Inter</p> <p>Inrterp</p> <p>Prod</p> <p>Interp Prod</p>	<p>Lead in</p> <p>Identify the dif resources</p> <p>Classify the resources</p>	
Names of cities	Monuments	Prepositions of location	Adjectives	Verbs																				
1.	1.	1.	1.	1.																				
2.	2.	2.	2.	2.																				
Knowledge	Skills	Attitudes																						
Nationalities Present simple Monuments names Prepositions of location	Greeting  Describing places in my country	Respect  Pride Valuing one's country																						

**Production: ( drafting the e-mail) (20mns)**

Task : I write with my partners a reply to Margaret.

a-organizing the resources

b.mobilizing

c-start drafting the e-mail

d-proof reading

prod

Editing

Task two: I read the e-mail and complete the table below: ⑥

Names of cities	Monuments	Prepositions of location	Adjectives	Verbs
1.....	1.....	1.....	1.....	1.....
2.....	2.....	2.....	2.....	2.....

Task two: I read the e-mail and complete the table below:

Names of cities	Monuments	Prepositions of location	Adjectives	Verbs
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2.....	2.....	2.....	2.....	2.....

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Names of cities	Monuments	Prepositions of location	Adjectives	Verbs
1.....	1.....	1.....	1.....	1.....
2.....	2.....	2.....	2.....	2.....

Lesson: I think and write. ⑦

**Learning obj:** BTEOTL, L WBAT make an attractive leaflet about Algeria using the appropriate resources

**Target comp:** produce

**Domains:** W

**Target stress:** present simple, adjectives, prepositions of location, articles.

**Materials:** brochures, white board, pics, student book, drawings

**Cross cur comp:**

**Intel comp:** He can show creativity when producing the leaflet

**Meth comp:** He can mobilize his resources efficiently and manage his time rationally.

**Com comp:** He can use ICT's , evaluate himself and his peer.

**Pers and soc comp:** He can socialize through written exchanges

**Core values:** Being proud of one's country/ Honesty.

Stages / Procedure	comp	obj	VA												
<p><b>Before writing</b></p> <p><b>Warm up: (10mns)</b></p> <p>T greets and welcomes her L</p> <p>T pins on the board pics of Algerian cities, monuments, famous sights</p> <p>T asks L to name them</p> <p><b>While writing:</b></p> <p>T brings samples of touristic brochures to be shown to the L</p> <p>T may prepare one</p> <p>T reads the situation (4)</p> <p>T sticks the samples on the board</p> <p>T asks L to do the following activities</p> <p><b>Task one: I complete the table below :</b></p> <table border="1" data-bbox="97 1503 1145 1585"> <thead> <tr> <th>Country</th> <th>capital</th> <th>flag</th> <th>currency</th> <th>monuments</th> <th>Cities</th> </tr> </thead> <tbody> <tr> <td>Algeria</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p><b>Task two: I use the information in the table to write a note about Algeria:</b></p> <p>Tip:</p> <div data-bbox="252 1704 1066 2128" style="background-color: #4682B4; color: white; padding: 10px; border-radius: 15px; margin-top: 20px;"> <p>Welcome to ....., my beautiful country. Its capital is..... The flag of Algeria has three colors ; .....</p> <p>.....</p> <p>The most famous monuments are.....</p> <p>Our currency is .....</p> <p>The Algerian important cities are.....</p> </div>	Country	capital	flag	currency	monuments	Cities	Algeria	.....	.....	.....	.....	.....	<p>Intera</p> <p>Intera</p> <p>Interp Prod</p>	<p>Preparing L for writing</p> <p>Mobilizing learnt</p>	
Country	capital	flag	currency	monuments	Cities										
Algeria	.....	.....	.....	.....	.....										



# Touristic leaflet 8



***Hello !***

***Welcome to.....which is the most wonderful place in the world.***

***It's located in ..... Africa.***

***Algerian important cities are***

.....  
.....  
.....

***The North of ..... is beautiful for its green sights, mountains, and valleys.***

***The ..... is enchanting for its golden sands and the most amazing sunset in***

.....

***Finally, come and visit our majestic cities like.....***

.....

***Please come and enjoy!***

