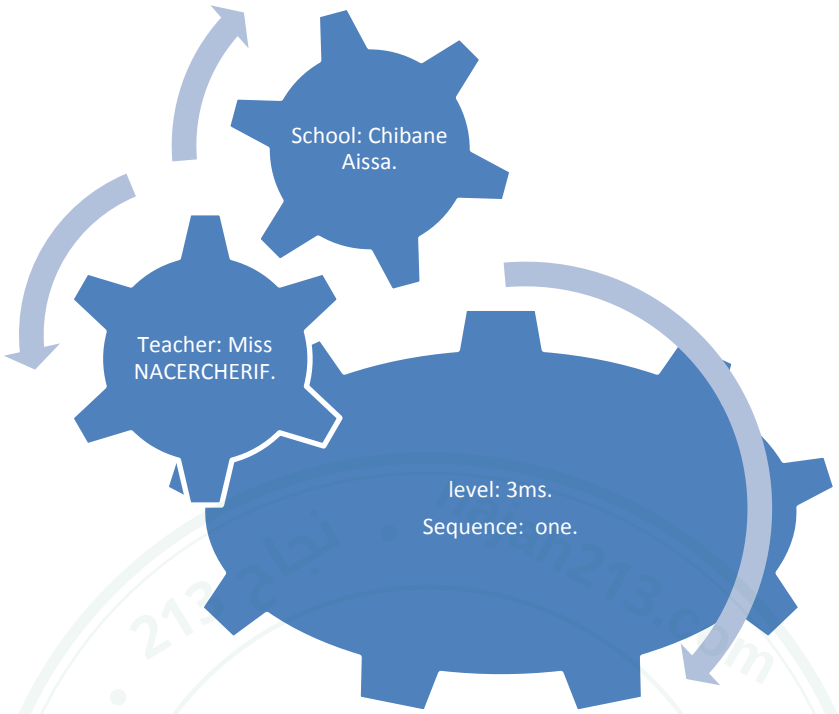


Me, my abilities, my interests and my personality.

Second generation.



first term project:

The Algerian ministry of culture is organizing a national contest to elect the most colorful ,expressive and richest region which represents most the Berber civilization . Write an article illustrated with pictures to introduce your region and to represent our ancestors' values and traditions.

















***Situation one**: you read a newspaper article which speaks badly about today's teenagers. You don't agree with it. Write a reply which you post on the web to save the teens reputation. Talk about how amazing teens can be. (What they can do and how they can change the world of tomorrow)*

***Situation two**: you're proud to be a teenager. You want the world to know that. Write a report in which you describe yourself and friends characters, abilities, inabilities, specificities and magical world.*

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

***Situation four**: My school is going to participate in an international competition in Dubai for the best world reading Challenge Poster. The winning poster will be awarded $50.000 prize and will be published by all the media. (web, TV, press…)*



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Seq: one. *Level: 3ms.* *Lesson: one.(PDP)*

Learning objectives: BTOTL, L will be able to talk about his and others interests.

Target competencies: interc, Intrp, prod.

Domains: Oral and written.

Target stres: like+ (v+ing)/ Adjectives of personality features. / present simple.

Materials: textbook, Pics, White board.

Cross cur comp:

-Intel comp: He can understand, interpret verbal and non verbal messages.

-Meth comp: He can work in pairs or group.

-Com comp: He can talk about his and other interests.

-Pers and soc comp: He socializes through oral and written messages.

Core values: Identifying with other persons positive personality features (friends, parents, teachers, famous scientists and scholars)

Time	*Frame work*	*Procedure*	*Focus*	*Objectives*	*Materials*	*VAK TMI*
5’	*Warm Up:*	*T greets and welcomes her L* *T introduces talks about the project work*	*T/L*	*Introduce the topic*	*White board*	*V A K*
5’	*Pre listening:*	*T introduces the new sequence* *In seq one, we’re going to talk about our world s teens. We’ll describe ourselves from the inside and outside, we’ll talk about our interests, abilities and inabilities.*			*Miming Pics*	
		T asks L about their hobbies in free time *When you finish your homework, what do you like to do?*	*L/L*	*Elicit data from the L*		*V A T K*
10’	*While listening:*	*T asks L to open their books on P 11* *T asks L to describe the pics on the right of the page.* *T gives the instructions* *You’re going to listen to some four*	*L/L*	*Get L used to use their listening skill*	*Textbook Pc White*	

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		definitions *Then, you're going to choose the corresponding word from the list* *(Task one p 11)*			*board* *Copybook*	
		NB: The teacher may read the script two or three times. *The teacher may ask his L to take notes.* *Whole class correction*			*Idem*	*V* *A* *T* *K*
10'		*Task 4 P 11:* *T gives the instructions* *You're going to a Japanese student introducing himself. Then I complete his profile:*	*L/L*	*Filling in profile* *Answering an interview*		
10'	*Post Listening:*	*Task 6 P 12: Idem.*				
20'		*Pair work:* *T asks L to work in pairs* *T asks L to do task 8 p 12.* *T checks, guides, helps* *T asks L to read their interviews in pairs*	*L/L*	*Use the new items*	*Idem*	

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Seq: one. ***Lesson : 02 (PDP)*** ***Level: 3ms.***

Lesson focus: Language use.

Learning objectives: BTEOTL, L will be able to fill in his and others profiles.

Target comp: INTER, INTP, PROD

Target stres: Adjectives describing personality features.

Domains: O&W.

Materials: white board, PC, pics, textbook, copybook.

Cross cur comp:

-Intel comp: -He can understand an interview

-He can pick up data from an interview to fill in a profile.

-Meth comp: He can work in pairs, or groups.

He can mobilize his resources to fill in a profile.

-Com comp: -He can gather data from an interview.

-He can communicate his profile to others.

-Pers and soc comp: He socializes through oral exchanges.

Core values: Identifying person's positive personality features.

Time	*Frame work*	*Procedure*	*Focus*	*Objectives*	*Materials*	*VAKT*
5'	*Warm up:*	*T greets and welcomes her L* *T introduces the lesson' subject* *Today we'll talk about personality features, we'll learn to use adjectves describing people' personalities, fill in profiles with meaningful data.*	*T/L*	*introduce the topic*	*White board* *Cards*	*A V K*
5'	*Pre listening:*	***Task one:*** *T brings cards representing the trget structures, adjectives, nationality, age, sex, country.* *T writes the chart below on the board and asks L to complete it with the cards.* *Natio nality* | *Age* | *Country* | *Sex* …… | …… | …… | ……	*L/L*	*Review neede vocabulary*		*T A V K*

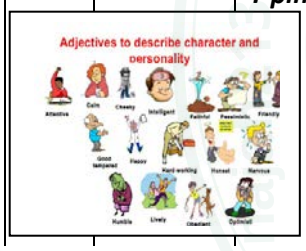
Algerian *Male* *Peru* *13* *14* *Niger.* *USA* *Nigerian* *Peruvian* *Female*

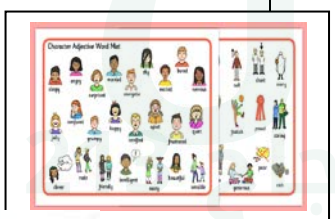
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10’	While listening:	***Task one:*** ***T sets up the situation:*** ***-You’re going to listen to a BBC radio interview and you’re going to complete in two profile (a girl’s and a boy’s profiles)*** ***(Task 10 P 13)*** ***T gives some time to the L to read the question*** ***Class correction*** ***T reports L ‘s answers on the board***	***T/L*** ***L/L***	***Pick up data from an interview to fill in a profile***	***Pics*** ***Textbook*** ***PC***	***V*** ***A*** ***T*** ***M***
10’		***Task two: (Adjectives of personality): I listen and repeat:*** ***-vocabulary:*** ***T brings pics representing adjectives describing character to provide L with some new vocabulary*** ***T pins the pics on the board***	***T/L*** ***L/L***	***Provide L with some adjectives***		***Idem***















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10’ 20’	Post listening:	**Task three**: (Task 15 P15) T explains what the L are required to do Correction on the board T asks L to do the following task **Activity: I complete my own profile:** First name : …… Last anme : …… Nationality : …… Country : …… Age : …… Sex: …… Personality features: I am: …… …… ……	L/L L/L	Use adjectives of character Consolidate the new items to talk about oneself	Idem Copybook White board	Idem



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Seq: one. Lesson: 03 (PPU) Level: 3ms.

Lesson focus: Language use.

Learning objectives: BTEOTL, L will be able to ask and give information about their and others abilities and inabilities.

Target comp: intct, intp, prod.

Target stres: can (three forms)

Domains: O&W

Cross cur comp:

Intel comp: He can identify his and others abilities and inabilities.

He can understand and interpret a conversation.

Meth comp: He can work with his peers in groups.

He can evaluate himself and his peers.

Com comp: He can interview his partner.

He can gather data from a verbal message.

Pers and soc comp: He socializes through oral and written exchanges.

Core values: valuing learning and knowledge in general.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT
5’	Warm up:	T greets and welcomes her L T gives a general idea about the lesson *Today, we’ll talk about abilities and inabilities.The use of the modal “can”.*	T/L	introduce the subject	WB	V A K
10’	Presentation:	T brings pics representing plants, birds and animals. T pins them on the board. Then asks L to describe them T guides and helps T explains the words:(birdwatcher, Botany, Biology)	L/L	Provide L with new vocabulary	PICS	Idem





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5'		***T names some items and asks L to repeat after her*** ***Task one: (task 13 p 14)*** ***T reads the BBC interview (part 2) and asks L to do the activity*** ***Whole class correction***	***T/L***	***Get used to the pronunciation of the new words***	***TXB***	***V A K T***
15'	***Practice:***	***Task two: (pair work)(oral practice)*** ***T writes the dialogue below on the board or distributes handouts*** ***A : Tell me, what can you do ?*** ***B: I can sing.*** ***A: can you play the piano?*** ***B: No, I cannot play the piano but I can whistle.*** ***A: Can you jump?*** ***B: yes, I can.*** ***A: can you fly?*** ***B: No, I can't. I am not a bird.*** 	***L/L***	***Practice the new item***	***WB HO*** ***Idem***	



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15’ 10’ 5’ 10’ 5’ 10’ 10’	Use: Warm up: Presentation 2: Isolation Analysis Stating the	*T reads the dialogue* *T pays attention to the pronunciation of “can”* *T asks L to read in pairs* *T checks L pronunciation* ***Task three: I identify the right pronunciation of can and complete the table below:*** *Weak form /kən/* | *Strong form /kæn/ /kD:nt/* *1-…… 2-……* | *1-…… 2- can’t.* *Task four: (task 1 p19)* *Homework : Read pronunciation tool P17(b)* **PIASP lesson:** *T reviews the previous lesson* *T distributes the handouts with the dialogue above* ***Task one**: pair work* *T asks L to read the dialogue in pairs* *T asks checks L pronunciation* ***Task two**:* *T asks L to pick up the sentences with “can”* *Positive, negative and interrogative* *Eg:* *-I can sing.* *(Modal) (verb)* *-I cannot fly.* *(modal neg) (verb)* *-What can you do?* *Can + subject + verb …?*	L/L L/L L/L T/L L/L T/L L/L	Checking pronunciation Check L assimilation Consolidate the new item Remind L Refresh L memory Pick up data from a non verbal context Identify the different uses of can Sum up	CB WB Idem Wb HO WB	Idem V A V A K T V A K

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	rule:	***Grammar tool p21***		***the rules***		
25'		***Practice: (pair work)*** ***T asks L to do the following tasks in pairs*** ***Task 14, 15, 16 p 29.*** ***T checks, helps*** ***Correction on the board***	***L/L*** ***L/L***	***Use the new structure***	***TXB*** ***CB*** ***WB***	



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Seq: one. Lesson: 05.(ppu) Level: 3ms.

Lesson focus: Lge use.

Learning objectives: BTEOTL, L will be able to ask and give information using (always& never)

Target competencies: itnterc, intrp, prod.

Domains: O&W

Target stres: Frequency adverbs(always, never) + present simple.

Materials: TWB, WB, pics.

Cross cur comp:

-Intel comp: valuing learning and critical thinking.

-Meth comp: He can work on his own or with partners.

-Com comp: He can reinvest the lge in real life situation.

-Pers and soc comp:He socializes through oral and written exchanges.

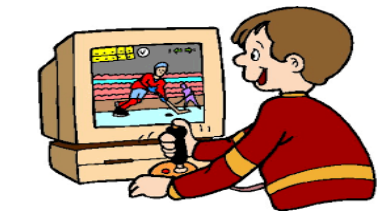
Core values: Valuing time and having critical thinking towards his and peers interests.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT
5’	Warm up:	T greets and welcomes her L T asks L some questions: -what do you like doing during your free time ? -Do you have any interests? -What fields do interest you and make you curious to know more about? Today we’ll talk about our interests, and learn how to use the frequency adverbs(always, never)	T/L	Introduce the topic Elicit data from the L	WB Miming	K V A
15’	Present ation:	We’re going to study a conversation between Amal and Karim who talk about their interests. T may provide L with handouts or write the dialogue on the board.	T/L	Get the L in the bath	Handouts	Idem

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		Amal : Hi Karim, do you like computer games ? *Karim: yes, I am keen on them.* *A: Which one do you prefer?* *K: "Game of thrones", it's amazing.* *A: How often do you play it ?* *K: I always play it but I never win. What about you?* *A: I don't like computer games, I am fond of*  				*K* *V* *T* *A*
	Practice:	*-Task one:Pair work:* *T reads the dialogue and asks L to play in pairs.*	*L,*			
5'		*T asks some questions:* *-What's Karim interested in?* *-What game does he prefer?* *-How often does he play it?* *-what's Amal interest?* *-What's she keen on?* *-How often does she read?*	*T/L*	*Check L understanding*		
		Notice: keen on, fond of= like, enjoy.		*Clarify*		
		N.B: "always, never" are frequency adverbs. Always is the opposite of			*WB*	
10'		*never. It means every day.*	*L/L*			*Idem*
		(Never=0% /Always = 100%)		*Idem*		
		Study the examples: *-I always play it.* *-I never win.* *-How often do you read?*				
10'				*State the rule*		
		Task two: I study the examples above then I complete the chart below: *We use : ..... and ..... to talk about the frequency in which something happens.* *Form: s+ ...../.....+v.* *To ask about frequency I*				
15'	*Use:*	*Task 9&10 p*				

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Seq : One. ***Lesson : (06)I read and do. (PDP)*** ***Level: 3ms.***

Lesson focus: Language use.

Learning objectives: BTEOTL, L will be able to read texts and gather information about famous characters.

Target comp: INTRP, PROD.

Domains: O&W.

Target stres: Lexis and expressions related to hobbies and interests.

Materials: TXB, CB

Cross cur comp:

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

Meth comp: He can develop effective study methods, mobilize his resources efficiently and manage his time rationally.

Com comp: He can use ICT's to interact with learners of other cultures.

Pers and soc comp: He can be inspired from outstanding people as role model.

Core values: Valuing hard work and great achievement.

Vlauing reading and thinking.

Time	*Frame work*	*Procedure*	*Focus*	*Objectives*	*Materials*	*VAKT/ MI*
5'	*Warm up:*	*T greets and welcomes her L* *T asks: what are your hobbies?* *Who is your hero?* *What did he / she do?* *Do you have a dream?* *What do you do to make it become true?*	*T/L*	*Introduce the topic*	*WB*	*V* *K* *A* *T*
5'	*Pre reading:*	***Step one:*** *T asks L to open their books on P 30.* *T asks L about the pic on P 30* *Do you know this boy?* *How did you hear about him?* ***Step two:*** *T divides the class into three min groups* *G1, reads the text on P30 and deals with its tasks* *G2, reads text on P31* *G3 reads the text on P 32*	*L/L* *L/L*	*Give an idea about the text*	*TXB* *CB*	
20'	*While Reading:*	***Group 01: (text P 30)*** ***T asks L to read the text on P 30 and do the following tasks:*** ***Task one: I read and I complete the following:***		*Interpret dif texts in terms of lexis and*		

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		Bibliographical notes : **Title : ……** **Author : ……** **Source : ……** **Date of publication : ……** **Type of document:**	*L/L*	*comprehension*	*Idem*	*Idem*
		Task two: I read again and complete the following: ***Name : Mohamad.*** ***Age :……*** ***Nationality :……*** ***Prize :……*** ***Competition name :……***	*L/L*			
		Task three: I read again and say true oe false: ***1.Mohamed read 100 books. ……*** ***2.The Algerian Education minister was present at the ceremony. ……*** ***3.The Arab reading challenge is a worldwide competition. ……***				*Idem*
		Group 2: (text P 31) ***T asks G2 to read the text on P 31 and do the following tasks:*** ***(task 5&6 P 31)***	*L/L*	*Idem*		
		Group 3: (text P 32) ***Tasks G3 to read the text on P32 and do the following tasks*** ***(task 9 & 10 P 33)***	*L/L*		*Idem*	
		T checks, helps, guides ***Correction on the board***				

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20'	*Post readin g:*	*T asks each group to do his specific task and to report his work orally to the class.* ***Group one:*** ***Task one: I answer these questions and use the information to write a little speech:*** ***Text P 30:*** ***-Who is this boy?*** ***-What competition did he take part in?*** ***-How many candidates were there?*** ***-How many finalists?*** ***-What was the prize he won?*** ***-Why did he win?*** ***Text p 31: (same question)*** ***-Does Mohamed like reading?*** ***-Why?*** ***-What does reading do to the mind?*** ***-What's Mohamed dream?*** ***-Can he achieve his goal without reading?*** ***Text P32:*** ***-What grade did Mohamed win?*** ***-Whom is Mohamed grateful to?*** ***-Why?*** ***-What's his favourite book?*** ***-How is Mohamed like?*** ***-What are reading benefits for children?***	***L/L*** ***L/L***	***Produce a piece of writing out of questions***		
10'		***Each group reads his speech before the class so as to give an idea about the text he read.***				



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Seq : One. Lesson : 07. (PDP) Level : 3MS.

Lesson focus: Language use.

Learning obj: BTEOTL, L will be able to read texts and gather information about Tuareg and Imzad culture.

Target comp: INTRP, PROD.

Domains: Written.

Target stres: Lexis and expressions related to national culture (music, instruments…)

Materials: TXB, WB, Pics.

Cur comp:

Intel comp: He can understand , interpret verbal and non verbal messages.

Meth comp: He can develop reading skill strategies.

Com comp: He can process digital data in English.

Pers and soc comp: He can show responsibility towards his nation and culture.

Core values: Being proud of Algerian culture diversity.

<table>
<tr><th>Time</th><th>Frame work</th><th>Procedure</th><th>Focus</th><th>Objectives</th><th>Materials</th><th>VAKT MI</th></tr>
<tr><td>5’</td><td>Warm up:</td><td>T greets and welcomes her L
T pins on the board pics representing musical instruments
T asks L to name them</td><td>T/L</td><td>Introduce the topic</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>Pics</td><td>V</td></tr>
<tr><td></td><td></td><td></td><td>L/L</td><td>Classify genres of music</td><td>WB</td><td>A
T
K</td></tr>
<tr><td>5’</td><td>Pre reading:</td><td>Task one:
T asks L to name some music genres
T asks L to classify them into modern and old ones.<table><tr><th>Old music</th><th>Modern music</th></tr><tr><td></td><td></td></tr></table>Task two: (Pair work)
Task 18 P 36.
</td><td>L/L</td><td></td><td></td><td></td></tr>
<tr><td>20’</td><td>While reading:</td><td>Text 1:
T asks L to open their books on P34
T asks L to describe the pic on P 34
Or brings the pic of an Imzad</td><td></td><td>Interpret differebt texts in terms of lexis and comprehe nsion</td><td>TXB
CB</td><td></td></tr>
</table>

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20’ 30’	Post reading:	*T asks: Do you know these instruments?* *Read the text and try to answer the question* ***Task one: bibliographical notes:*** ***Taks two: Task 13 P 34*** ***Text 2:*** *T asks L to read the text on p 35* *T asks: what’s the text about?* *T asks L to do the following activities* ***Task one: Bibliographical notes P35*** ***Task two: task 16 P35:*** *T asks L to do the following activity:* *Task: **(task 2 p 40)***	*L/L* *L/L*	*Idem* *Make a poster to save the cultural heritage.*	*Idem*	*Idem*



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Seq: One. Lesson: I learn to integrate. (PPP)(08) Level: 3MS.

Lesson focus: Language focus.

Learning obj: BTEOTL, L will be able to work in small groups and write Mohamed's profile.

Target comp: INTRP, PROD

Domains: O&W.

Target stres: Lexis and expressions related to profile and reading.

Materials: TXB, WB, CB, POSTERS.

Cross cur comp:

Intel comp: He can show some degree of autonomy in all areas of learning.

Meth comp: He can work in small groups, manage his time rationally and share information with the whole class.

Pers and soc comp: He can show responsibility towards team work.

Core values: Valuing the Algerian heritage and being proud to be Algerian.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT MI
5'	Warm up:	T greets and welcomes her L T splits L into groups of four T asks some questions about Mohamed Djelloud - Do you remember Mohamed? - Who is he? - What did he do? -How old is he?.....	T/L L/L	Review needed resources Gather information	WB TXB	A V A
10'	Presentation:	T asks L to open their books on P 37 T asks a L to read the situation T makes a little review to complete the KSA chart		Fill in KSA chart	CB	K
15'	practice:	T asks L to read the layout and reading notes on P 38 T asks L to read the text about Mohamed on p (30, 31, 32) to help them in their work T helps, guides monitors her L	L/L	Produce a poster Peer correction		A V K
30'	Produce:	T asks L to display their profiles and present their work to the class.	L/L		Posters	

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Seq: one. *Lesson: I think and write.(PDP) (09)* *Level: 3MS.*

Lesson focus: Language use.

Learning obj: BTEOTL, L will be able to prepare a poster about the Arab reading challenge.

Target comp: INTRP, PROD

Domains: O&W.

Target stres: Lexis related to the competition and reading.

Materials: CB,TXB,WB.

Cross cur comp:

Intel comp: He can show creativity when producing oral and written messages.

Meth comp: He can mobilize his resources to produce a meaningful message.

Com comp: He can use English to produce a poster.

Pers and soc comp: He can show some degree of autonomy in learning.

Core values: Valuing his identity and culture.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKTMI
5’	Warm up:	T greets and welcomes her L T asks some comprehension questions: Do you know the Arab reading challenge competition ? Where do you watch it? What is the winner’s reward?	T/L L/L	Review needed knowledge	WB TXB	V A
15’	Before writing:	T asks L to open their books on p 39 T asks L to read the situation T asks L to read the layout of the poster(p39) The information on p 39 The texts p(30, 31,32)if necessary	L/L	Brainstorm L to prepare them Familiarise L with thelayout of a poster	CB Idem	V A K
30’	While writing:	Drafting: T invites L to start their work T helps, guides…. Redrafting: T asks L to check their works in peers Editing: T asks L to write their final work				
10’	After writing:	T invites L to present their posters to the class.		Present the L productions		

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