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Ministry of National Education

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الدليل الديداكتيكي للّغة الإنجليزية

السنة الخامسة من المرحلة الابتدائية

Didactic Guide of English

Primary School Year 5

2024

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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Presentation

Year 5 is the culmination of the Primary School Education and marks its end. On the other hand, it paves the way to the Middle School Education. And with the didactic guide of year 5 P.S, the National Education Board carries on its work and efforts to make the syllabus of year 5 readable and understandable so as to help practitioners implement it in an easy and smooth way.

In year 5, the primary school learners ***deepen their basic learning*** as they have been studying English for two years. However, they move slowly and steadily towards the comprehension of oral and written messages using some skills. In addition to this, they start their first steps into the writing skill.

1. General Orientation

1.1. Children Growth

A number of thinkers and theorists have described how children develop and change. Piaget suggested that children go through four different stages. They start at the ***sensori-motor stage*** from birth until about age 2**,** and then proceed through ***the preoperational stage*** between 2 and 7. From the age ***of 7 to 11***, they pass through ***the concrete-operational stage*** to finally reach the ***formal operational stage*** from 12years old through adulthood. According to Piaget, children in ***the concrete-operational stage*** begin to think logically about concrete events and to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example. Thinking becomes more logical and organized, but still very concrete. They start using inductive logic, or reasoning from specific information to a general principle. At this point in development, they tend to struggle with abstract and hypothetical concepts.

Lev Vygotsky, on the other hand, argued that ***social interaction*** is crucial in the child development and the role of the knower or what he called the 'More Knowledgeable Other' who provides guidance to help a child who has entered the **Zone of Proximal Development(ZPD)** where they are ready to learn new things**.** For Vygotsky, ***learning is a social process.***

Abraham Maslow on his turn developed the theory of human needs and introduced his concept of a hierarchy of needs for the first time in 1943. According to this theory, human beings are motivated by their needs. They are born with an innate desire for self-actualization-the fulfilment of one's talents and potentialities. Yet, in order to attain that ultimate goal,

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some basic needs must be achieved. In a pyramid like structure, Maslow mentioned the five key necessities (from bottom to top: ***Physiological needs, Safety, Social needs, Esteem, Self-actualization***) required for a child's development and evolution. He argued that if some needs are not satisfied, human beings may be unable to move forward and fulfill the needs in higher levels.

Like Maslow, Erik Erikson's theory of development entails that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. According to him, each stage builds on the preceding one and paves the way for the following period of development. During each stage, individuals experience a psychological crisis that might affect the personality's development either positively or negatively. Successful completion of each stage results in acquiring psychological strengths that will serve individuals for the rest of their lives. However, if they fail, they will not develop the essential skills needed for a strong sense of self. Children from 5 to 12 years old are in ***stage 4: Industry Vs. Inferiority***. During this stage, children may start comparing themselves to others and also their families to other families. When they succeed, they will feel industrious. However, if they have repeated negative experiences, they may develop feelings of inferiority. So, they should be helped to find areas where they can do well and shine.

1.2. Characteristics of Young Learners

In addition to the characteristics mentioned in the didactic guide of years 3 and 4, and as children are growing up, their physical and personality features undergo changes.

- Children start undergoing various physiological and physical changes. A change in behaviours results from developmental changes such as excessive movement and talking.
- They are less egocentric but still have a tendency to relate new ideas to themselves and their surroundings. They are more concerned about themselves then others.
- They differ in their familiarity with language. However, they should be treated alike and with equity (without favouring those who know some English at the expense of those who do not).
- They achieve better learning and a sound understanding of abstract concepts through the use of different aids and illustrations (graphics, data, maps, slides...).

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- They need to be trained in thinking, discovering relationships between things and classifying them.
- They are eager to update information from different means and media.
- They need to be provided with the ethics of talk, dialogue and techniques of dealing with others.
- They should be trained to be an actor in the group, distinguish right from wrong by highlighting values (like: honesty, integrity, honesty), and organize their time.
- Children develop their cognitive skill and employ vocabulary in different contexts.

1.3. Learning/Perceptual Styles :

Learning/ Perceptual Styles refer to how a person learns, remembers and understands best. The basic types of learning styles are ***visual, auditory, kinaesthetic and tactile (VAKT)***.



👁**Visual**: learners who get information best by ***seeing*** it.

📖 ***Visual verbal learners*** like to see information in the form of words or written language.

🖧 ***Visual non-verbal learners*** like to see information in graphic form (charts, tables, graphs, pictures, symbols or graphic organizers.



👂 **Auditory:** earners who get new information best by ***listening*** and hearing. These learners work well in ***group settings where vocal collaboration is present and may enjoy reading aloud*** to themselves, too.



🚶 **Kinaesthetic**: learners who get new information best by ***doing or moving.*** Kinaesthetic learners are hands-on and thrive when ***engaging all of their senses during course work***.



✋**Tactile:** learners who get new information best by touching and manipulating objects.

❖ **What teaching strategies are good for different learning/perceptual styles?**

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👁Visual:

🕮Visual verbal:

- 🕮 **Write instructions**, questions and answers on the blackboard.
- 🕮 Let learners **read silently.**
- 🕮 **Give learners an example** of finished assignments so that they can see what they should do.

🖧Visual non-verbal:

- 🖧 **Show** assignments, activities or tasks so learners can see what to do.
- 🖧 **Use visual aids** like diagrams, pictures, charts, graphic organizers to represent information.
- 🖧 **Introduce new words** and ideas using examples, images ...

👂 Auditory:

- 🗣 **Read** instructions for activities, tests and homework assignments aloud.
- 🗣 **Describe** the information on charts, graphs or diagrams.
- 🗣 Ask learners to work in **small groups** to discuss problems or answers.
- 🗣 Let learners **ask and answer** questions during lessons or presentations.
- 🗣 Give an **oral** summary of important ideas from lessons or readings.
- 🗣 Let learners **present and listen** to presentations.

🕴Kinaesthetic&✋Tactile:

- ✋ Use **role plays** and simulations.
- ✋ Let learners work with **models or different materials.**
- ✋ **Visit places** connected with the topic.
- ✋ **Organize group or pair work** that requires learners to stand up and move around the classroom.



Some activities are good for more than ***one perceptual style***: ***flash cards*** are both ***visual and tactile***. If students ***repeat*** the words while reading it is both ***auditory and kinaesthetic.***

1.4. Classroom Management

Teachers play various roles in a typical classroom, but surely one of the most important is that of ***classroom manager***. Effective teaching and learning cannot take place in a poorly

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managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm.

Classroom management is a set of skills and techniques used by teachers to organize work in class and keep learners engaged, attentive, and focused. When carried out effectively, classroom management strategies enhance learning, reduce disruptive behaviours and create conducive learning atmosphere. Generally, teachers who demonstrate strong classroom-management skills are more effective and successful.

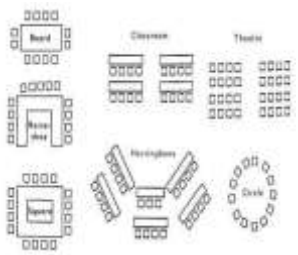
There is a wide range of classroom management skills and techniques. At this stage, the focus is on the ones below.

a. Planning work



Planning work is essential for successful teaching. When planning, teachers think about the lessons' objective(s), the most appropriate activities for young learners, time they take, materials they need and the interaction patterns. They also consider how single lessons fit in the sequence, the connection among them and how they allow for the attainment of the goals of the syllabus. That's why, it is better to prepare a ***sequence of lessons*** which develops a topic or language area over a period of time, rather than single lessons. This sequence of lessons gives the bigger image of what teachers are expected to do or achieve with learners.

b. Varying the seating arrangements



Modifying the ***physical arrangements*** is a principle that governs the teaching of English as a foreign language. It facilitates the teachers' work in class and impacts how they instruct learners and how learners interact with one another and with their teachers. In language classes, learners enjoy ***flexible seating arrangements*** because they alter the traditional setup and create a change in the routines from time to time. In addition, whatever the seating arrangement is-***roundtable***, ***horseshoe***, **semicircle or pods, etc**, it widens the opportunities for children to participate and share knowledge, experiences, and skills. **"**The physical configuration of a classroom is more than an organizational or stylistic choice by the

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instructor. In-person classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships.**"** (Fernandes, Huang & Rinaldo 2011).

c. Encouraging participation



Participation implies short exchanges between teachers and learners or within small groups of learners for specific purposes. Participation, be it qualitative or quantitative, shows ***the readiness of learners to be part in the teaching-learning process***. It means as well that learners are taking risks and making errors as part of the learning process which enables them to develop their communication skills. That's why; teachers need to cultivate ***convenient and supportive atmosphere*** where the error is accepted and indicates that learners are progressing towards the lesson objectives or the instruction goals. Teachers should ***explain the rules***, ***set clear expectations*** right from the beginning and make participation a ***collective responsibility***: the class is a tightly-knit group. Teachers need as well to deem their ***position in the classroom***. Moving away from the front of the classroom to the back or the sides promotes participation. ***Monitoring*** the learners' work and helping the learners who are struggling have a positive impact on participation and make it effective.

d. Providing Feedback



Feedback is all information given to someone about their performance, or their learning, their skills or attitudes. In the classroom, feedback is a two way communication, i.e. teachers give feedback to learners and learners give feedback to teachers. "Basically, feedback is information about how we are doing in our efforts to reach a goal" (Grant Wiggins, 2012). In his book Visible Learning by John Hattie, 2012, he described feedback as "information about how we are doing in our efforts to reach a goal".

Since teachers are ***monitoring*** the learners' progress towards clearly set objectives, their feedback must be ***effective***. It is ***ongoing:*** it gives lots of opportunities to learners to develop and progress. It guides them from the beginning (where they are, what to work on) to the end (to achieve the objective).

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Effective feedback is:

- **Targeted and purposeful**: It provides learners with information on what they did well and what they can improve, in line with the stated objectives or goals. Targeted and purposeful feedback is based on learners' performance and activities. It is direct and focuses on improvement.
- **Clear and meaningful**: Feedback is clear and meaningful when teachers use ***age appropriate words*** that mean something to learners, i.e. learners should know ***what to do*** with the feedback according to the teachers' instructions. As a result, learners are given the chance to put feedback into practice and apply it.
- **Timing of the feedback**: Feedback could be ***immediate*** or ***delayed*** depending on the stage of the lesson and whether the objective is ***fluency*** or ***accuracy***. Immediate or real time feedback is an instant response to the learners' answers; it helps learners correct their mistakes, increase engagement and gain an insight into language. Delayed feedback is given after the completion of the task. According to Kehrer, Kelley, and Heffernan (2013), "Immediate feedback helps to correct misconceptions in student learning as soon as the student makes a mistake. However, when students receive delayed or zero feedback, they might reinforce misconceptions by making the same mistake several times without being corrected."
- In conclusion, teachers should know when to give feedback, how and why. For that purpose, they can implement the concept of a ***feedback sandwich*** to guide your feedback: Compliment, correct, compliment.

e. Classroom Rapport



It is about building a good ***rapport*** with learners based on ***mutual respect***. It also entails having a positive impact on learners and influencing their attitudes, and sometimes their whole life. This type of relationship is created once teachers identify their learners' ***interests, preferences, background and learning styles.***

The classroom is a place where learners spend most of their time. So, they should feel ***secure, supported and motivated.*** A key technique for creating this kind of atmosphere is to be a good ***behavior manager***. Teachers have to set ***clear rules*** right from the

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beginning. Humour is an important factor to build bonds with children; it creates a ***stress free teaching-learning environment.***

f. Maintaining discipline



The purpose of discipline is to create a positive community. The best way to deal with discipline is to have a good lesson preparation in which a step by step work is planned, and in which teachers and learners' tasks are clearly set in advance. The more detailed a lesson plan is, the better it is because 'idleness is the root of all evil'. The second way to create discipline is to set ***clear rules*** right from the beginning. The rules of behaviour should be explained to all learners who may be involved in writing them. ***Equity*** is a key element to avoiding misbehaviour.

Being a good class manager may be related to a concept called ***"withitness"*** (with-it-ness). ***"Withitness"*** is a term created by Kounin to describe ***'the teacher's awareness of what is going on in all parts of the classroom at all times'*** *or* ***'the ability to perceive the needs of learners with accuracy and care'***. It is commonly referred to this as "***having eyes in the back of the head***".

2. Classroom Guidelines

In year 5 P.S, young learners start developing some skills such as listening, speaking, reading and writing. As writing in a foreign language is necessary, learners take their first steps in acquiring that skill alongside grammar which is integrated in an implicit way. However, they continue dealing with phonemic awareness and studying phonics implicitly.

A. Teaching Listening:



Listening is a receptive skill. It has the priority to be developed because no one can say a word before listening to it. To become skilled in language, learners need to master this skill**.** It involves a conscious and dynamic activity of receiving a stream of sound to construct meaning. These sounds make words, expressions and sentences which, together, convey meaning and vehicle an oral message. It is an active skill since it entails understanding a message and responding to it appropriately.

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Listening has been given various definitions but they all converge. In the opinion of Chastain (1971) “Listening is the ability to understand native speech at normal speed”. Morley (1972) said “Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning”.

Challenges:

- Pronunciation, accent, and unfamiliar vocabulary can interfere with comprehension.
- Background noise can interfere with the clarity of the message.
- There are often no gaps between words, and learners have to make sense out of a stream of sound. In other words, they have to decide how to cut up that stream of sound into meaningful chunks, words expressions and sentences.
- Length and speed of listening texts can make listening passages difficult. Learners can’t stop or go back as they do with a written text. If they stop paying attention for even a few seconds, they may miss something important.
- Learners feel they have to understand every word.

Suggested Solutions:

- Make sure all the ***conditions are favourable for the listening session***; all distracters, like noise and movement, should be removed. Learners should be sitting comfortably and paying attention.
- It is important ***to prepare*** learners for the listening text and tasks. The teacher ensures that learners ***understand the instruction*** and consequently ***what is expected*** from them, ***the purpose*** of the listening, what and ***how*** to do the task.
- Teachers should help their learners develop the necessary ***skills of listening comprehension***, like listening for the main ideas. The ***strategy takes precedence over the answer.***
- Teachers should provide students with ***an age and topic appropriate input***. Besides, the input must be authentic or semi-authentic to help learners understand the natural speech uttered by native speakers. This will ultimately prepare them for speaking.
- Teaching ***implicitly the phonological features*** -such as phonemes, intonation and stress- used in the text is important; it facilitates the decoding and prepares learners for speaking.

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- Teachers should use different ***means*** to reinforce oral messages, such as body language, facial expressions, gestures, mimes or acting out, pictures, realia and puppets.
- The teacher's ***voice must be audible*** and the speaking speed must not exceed the learners' listening abilities.
- Teachers should encourage learners to ***anticipate*** what they are going to hear using the situation, visual aids or songs.
- They should allow for ***more than one listening*** providing opportunities for the learners who were not able to do the task and gear it up for success.
- After learners give answers, teachers should ***motivate them to listen again*** so as to check their answers by themselves.
- Finally, teachers should ***praise learners*** and appreciate their involvement.

B. Teaching Speaking:



It is a productive skill. It involves producing a meaningful message which blends various components: grammar, vocabulary, pronunciation and fluency. "Speaking is a complex cognitive active use of language to express meaning" (Cameron, 2001). According to J. Harmer, "It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech" (Harmer, 2007).

As stated by Bailey (2005), "There are three principles that govern the teaching of English speaking to young learners. These include ***offering a topic for discussion***, ***facilitating student interaction*** through group or pair work, and ***modifying physical arrangements*** to facilitate speaking practice".

Harmer (2001:87) said that there are 3 reasons for teaching speaking: **(1)** speaking tasks give ***rehearsal opportunities***. **(2)** Speaking tasks where students are trying to use all and any language they know provides ***feedback*** for both teacher and students in the teaching process **(3)** good speaking activities can and should be highly ***motivating*** and ensure ***engagement***.

In order to develop the learners' speaking ability, teachers should know that learners come from different backgrounds. They also have different ***background knowledge***, ***different levels of motivation***, different ***expectations*** and ***learning styles***. Teachers are addressing

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mixed ability classes. Consequently, they need to choose strategies and a variety of ***listening tasks*** that take into account both the ***program's goals*** and the ***developmental stages of learners***.

Besides, listening and speaking are two sides of the same coin. They cannot be separated as the young learners' linguistic input in English consists of words, expressions or phrases and sentences in addition to nonverbal language. Hence, listening prepares for speaking.

Listening tasks should focus on ***retaining chunks***, ***discriminating sounds***, ***reduced forms***, ***word boundaries*** and ***recognizing word order patterns***. They should include as well ***understanding speech at different speeds*** of delivery –this depends on the learners' age- and ***detecting sentence components*** *(*this latter is not tackled in year 5*)*.

Challenges :

- Young learners are reluctant or reticent to participate in speaking activities because they are ***ashamed or worried*** to make mistakes in front of an audience.
- Speaking activities ***require thinking and speaking simultaneously*** which is quite demanding.
- Some ***learners may dominate*** the conversation giving a few opportunities for others to speak.
- Some learners tend to use their ***mother tongue*** because they feel more comfortable with that and think that utilizing a foreign language with mates is unnatural.

Suggested Solutions:

- When planning lessons, teachers should anticipate the problem of reluctance and think ahead. They are ***prompters*** when learners face difficulties in pronouncing words and arranging sentences, a ***resource*** by providing videos, audios, pictures, songs, etc.
- Creating a ***safe and supportive atmosphere*** is vital in speaking sessions. Learners are more likely to participate when they are not afraid to make mistakes, or when they are not embarrassed, or when their efforts are acknowledged and their answers are welcome.
- Allowing for ***pair and group work*** may help learner gain confidence and enhance their speaking abilities.

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- For some reticent learners, it is stressful not to know when they will be asked to participate. So, teachers should create or agree with learners on ***a participation plan***.
- Participation should be ***appreciated*** and learners should be ***praised,*** especially the reluctant ones.
- Teachers should ensure ***topics are rooted in the syllabus***.

C. Teaching Reading Comprehension:



It is essential to recognize that there are key components of reading comprehension before undertaking the task of teaching it. Teachers target five major skills in reading: ***phonemic awareness***, ***phonics, vocabulary, fluency and comprehension***.

In year 5P.S, teachers continue dealing with ***phonemic awareness***, ***phonics.*** As far as ***vocabulary*** is concerned, learners gain and develop their own vocabulary stock through the different and various topics they study. Similarly, they are working towards achieving ***fluency***. In addition, they engage in some ***comprehension skills***: reading for the general idea and some explicit specific information in context.

Challenges

- Learners have different levels and different learning styles.
- Embarrassment, shyness and reluctance are issues that most teachers face.
- Some learners may lack vocabulary which is necessary for oral and written expressions.
- Young learners are full of energy and get easily bored and distracted. Consequently, teachers suffer from a lack of attention.
- Retaining information is another problem teachers deal with.

Suggested Solutions

- It is advisable to start the year by ***assessing the learners' reading ability***: the ability to use ***prerequisites*** such as the ***decoding strategies***. This allows teachers to determine their actual level in reading to decide on the learning strategies that work best for each learner or for each group of learners.
- Teachers should implement reading strategies such as ***reading the same text multiple times***, ***reading in chunks*** (phrase or expressions) and ***partner reading***. This will

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increase participation in the activity, and improve ***pronunciation***, ***intonation***, ***fluency*** and ***confidence.***

- Using ***visual aids*** ensures comprehension of difficult concepts and the acquisition of more vocabularies and chunks.
- Implementing ***reading for pleasure*** (stories, tales, etc) is important. Struggling readers could be supported with audio books. This should be used in conjunction with the focus on ***phonics teaching*** to improve reading accuracy.
- A child's maximum attention span is roughly two to three times their age. Teachers should know their learners' interests. They respond better if learning is associated with fun games and ludic activities.
- To increase the learning ***retention***, teachers should ***interest and motivate*** learners, ***repeat*** the learning materials: the more they practice, the more they retain and ***connect*** content to the learners' ***real life:*** they make sense of learning when it is associated with their real life.
- Teachers should always check the learners' understanding to help them retain information, improve their skill. Assessment is an on-going process.

D. Teaching Writing



Writing is a productive skill. It involves producing language and communicating a message using words, chunks, expressions and sentences. Writing also involves using writing sub-skills: some are related to ***accuracy*** and others to ***communicating ideas***. "Writing is a multiplex activity" as claimed by Ling (2016).

In year 3, learners used the ***features of writing correctly*** (sizing, spacing and alignment). In year 4, they ***completed a form*** using ***correct handwriting*** (joined handwriting). In year 5 P.S, teachers are going to consolidate the previous skills and build on them. The focus is on some writing sub-skills that are related to ***accuracy***: ***writing legibly, using capitalization and punctuating appropriately, and using syntax (right word order and subject verb agreement) in addition to spelling words correctly.***

The writing skill is a continuum. It starts with **writing for literacy,** followed by **writing for reinforcement** and ends up with **writing for communication.**



① **Writing for literacy** involves recognizing and forming letters then combining them into words.

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② **Writing for reinforcement** includes different techniques such as: copying words, sentences and texts, filling in blanks, writing captions or labels for pictures, changing texts grammatically, and taking dictation.



③ **Writing for communication** is a stage that ***primary school learners do not deal with***. This last phase comprises expressing ideas accurately, organizing ideas into recognizable written forms and writing well.



Challenges

- Learners lack knowledge of the ***writing mechanics***: ***capitalization, punctuation, spelling, word order and subject- verb agreement.***
- They may lack ***vocabulary*** which is a basic component of a successful writing.
- Teachers deal with ***mixed ability classes*** and ***different learning styles***.
- ***Time constraints*** and the pressure to achieve the target competence.
- Teachers might face difficulties in engaging and involving learners.

Suggested Solutions

- The key measure to overcome these issues is to ***plan*** work, ***monitor*** learners' work and ***evaluate*** it.
- ***All the sessions and every activity are conducive to writing***.
- ***Listening activities help learners to acquire new vocabulary***.
- ***Reading comprehension sessions prepare learners for writing.*** Learners read texts and get acquainted with the writing mechanics in context.
- Implementing ***reading for pleasure,*** through either audio books or paper books (stories, tales, etc) is important.
- ***Dictation and grammar activities through games improve the learners' writing sub-skills*** (spelling, word order, capitalization and punctuation).
- ***Promoting writing as a cooperative activity at the beginning of the process is essential and necessary to teaching-learning writing***. Learners take advantage of the presence of mates; they learn from one another. And, they benefit from the teacher's feedback during the learning phase.

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- ***Individual writing,*** on the other hand, ***is necessary to assess the learners' writing ability*** and to determine whether they are progressing towards both the skill acquisition and the target competence.
- ***The writing sessions are recursive,*** i.e. learners learn to write in groups and then they write individually, in every section.

E. Teaching Grammar



Each language has a distinct set of grammar rules. These rules dictate how different types of words are used and in what order. In English, ***grammar*** comprises ***word order*** (syntax), ***tenses*** and different ***word classes***. Grammar serves supports and facilitates both oral and written communication.

Challenges :

- Teaching ***grammatical concepts*** to young learners is arduous because they ***cannot address abstract concepts yet***.
- Young learners ***process language*** differently: they identify meaning through ***action***, in ***interaction***, and ***with intention.***
- They may have a limited amount of ***vocabulary*** at their disposal.
- ***Analysing language*** for children is challenging.

Suggested Solutions:

- Children learn best by ***playing, singing, and using language in real situations and for fun***, **NOT** by explanation.
- Teaching-learning grammar is better learned ***implicitly without recourse to terminology***.
- Teachers should include ***fun activities and games***. This allows for engagement and avoids boredom and non-involvement.
- Teachers provide lots of meaningful practice, recycling, and guidance in attending to language form.

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3. Year 5 Syllabus

Exit Profile	**Global competence**	**Interpret oral messages and interact orally, decode a short simple message to understand its meaning, and produce a very short written message.**	
	Values	**National Identity**	➢ The learner is proud of being Algerian, Muslim, Arab and Amazigh.
		National Conscience	➢ S/he respects her/his nation's constant fundamental tenets.
		Citizenship	➢ S/he demonstrates respect towards others.
		Openness to the World	➢ S/he exchanges and communicates with friends from English-speaking countries.
	Cross-curricular competences	**Intellectual Competence**	▯ demonstrate understanding of listening skills. ▯ discover the usage of words, expressions and sentences in oral interaction. ▯ demonstrate understanding of reading skills. ▯ demonstrate understanding of the writing mechanics and the relevant information to write a message.
		Methodological Competence	➢ make use of the context, paralinguistic features, and listening skills to comprehend a short message. ➢ exploit the linguistic repertoire and paralinguistic features to interact orally. ➢ employ reading skills to understand a short simple message. ➢ implement the writing mechanics to produce a message.
		Communicative Competence	➢ react to verbal and non-verbal messages to show understanding. ➢ select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ➢ communicate reading skills to peers. ➢ communicate the writing mechanics to peers.
		Personal and Social Competence	➢ collaborate with peers verbally and non-verbally to comprehend oral messages. ➢ consider the context and paralinguistic features when interacting orally. ➢ share understanding with others reading skills. ➢ publish one's production.

Domains	*Target Competence*	*Components of the Competence*	*Resources*	*Cross-Curricular Resources*	*Timing*
Oral Comprehension	***Interpret oral messages in communicative situations related to the learner's immediate environment, daily***	**1.** comprehend short messages using the context and paralinguistic features.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories , etc.	***Intellectual*** -Demonstrate understanding of listening skills	**17h**

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Oral production	***concern and interests using paralinguistic features.*** ***Interact orally in communicative situations related to the learner's immediate environment, daily concern and interests using familiar words, expressions simple sentences and paralinguistic features.***	**2.** Use the context, paralinguistic features and listening skills to comprehend the meaning of short messages. **3**. show interest in the topic **The learner can:** 1. Identify familiar words, expressions, and simple sentences to interact orally. 2. use familiar words, expressions, simple sentences and paralinguistic features to interact orally. **3.** manifest positive attitude towards the interlocutor	**Key Vocabulary related to the following topics:** ▪ Jobs and occupations ▪ Hobbies ▪ Hometown/village/city mapping ▪ Showing the way/ Directions and signs ▪ Travelling ▪ Holidays **Words and chunks related to:** -Numbers: *Cardinals(31-100) *Ordinals:(1^{st}…10^{th}) **Grammar (implicit)** Oral formulaic expressions and chunks related to the learner's interests, daily concern and immediate environment. **Nouns of people, places and** ▪ **objects related to the topics.** ▪ **Adjectives:** related to the topics ▪ **Prepositions:** *__Location__: straight ahead, between... *__Movement__: by, on. ▪ **Exclamations**: what a..! ▪ **Present simple** (to like, to love, to enjoy,…) ▪ **Imperative** (Showing the way) ▪ **Gerund** (after to like, to love, to enjoy)	***Methodological*** -Make use of the context, paralinguistic features, and listening skills to comprehend a short message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to comprehend oral messages. ***Intellectual*** -Discover the usage of words, expressions and sentences in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally	

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			▪ **Simple sentences** ▪ **Questions**: *Wh-questions *yes/no questions ▪ **Modal**: **Can** (for requests) ▪ **possessive case: ('s)** **Pronunciation(implicit)** ▪ **Intonation:** ***Simples sentences** ***questions** (wh-question, yes/no questions) ***exclamations**	. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	
Written comprehension	***Decode a short simple message of about 40 words and understand its meaning using reading skills***	**The learner can:** 1. recognize reading skills to comprehend a written message. 2. use reading skills to comprehend the meaning of a short simple message. 3. appreciate reading.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short stories, and very short texts of about 40 words. **Phonics(Sound and Spelling)[implicit]** ***Consonant sounds**: **/j/** in: your**,** yes, young **;** **/ʒ/** in: pleasure, division, television; **/dʒ/** in: just, age, judge**,** **/ŋ/** sing, finger, link**;** **/w/** in: water**,** wet. **Punctuation** **-hyphen** **Grammar (implicit)** ▪ **Word order:** **-Simple sentences** **-Instructions** **-Questions**: *Wh-questions *yes/no questions **Subject verb agreement**	***Intellectual*** **-**Demonstrate understanding of reading skills. ***Methodological*** -Employ reading skills to understand a short simple message. ***Communicative*** - Communicate reading skills to peers. ***Personal and Social*** Share understanding with others using reading skills.	**11h**

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Written production ***(Most of the time, the domains are integrated)***	***Transfer notes into a message of about 20 words related to the learner's immediate environment, daily concern and interests using writing mechanics.***	**The learner can:** 1. identify the writing mechanics and the relevant information to write a message. 2. use relevant information and the writing mechanics to write a message. 3. appreciate others' writings.	**<u>Dictation</u>** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **<u>Writing mechanics</u>** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a message. ***Methodological*** -Implement the writing mechanics to produce a message. ***Communicative*** -Communicate the writing mechanics to peers. ***Personal and Social*** -Publish one's production.	**14h**
My Project: My booklet (productions, drawings, maps, posters…)					

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4. Topics and communicative objectives

Year 5		
SEQUENCE	**SECTIONS**	**COMMUNICATIVE OBJECTIVES**
① **Jobs, Occupations & Hobbies**	① ***Jobs and Occupations***	▪ Name/identify common jobs and occupations. ▪ Ask and answer questions about family members and friends' jobs and occupations. ▪ Name/identify common places of work.
	② ***Hobbies***	▪ Identify/ name different hobbies ▪ Identify/ name family members and friends' favourite hobbies. ▪ Ask and answer questions about favourite hobbies.
② **Hometown / City / Village Amenities & Directions & Signs**	① ***Hometown / City / Village Amenities***	▪ Name/identify different amenities in city/ hometown/village. ▪ Ask and answer questions about different amenities in city/ hometown/village and their location.
	② ***Directions and Signs***	▪ Ask for and show the way to different amenities in city/hometown/ village.
③ **Holidays & Travelling**	① ***Holidays***	▪ Name common places for holidays. ▪ Ask and answer questions about destinations / places for holidays.
	②***Travelling***	▪ Name/identify different means of transportation ▪ Ask and answer questions about favourite way of travelling.

Table1: Topics and Communicative Objectives –Year 5

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5. Planning

Planning learning is an essential part for effective teaching. A learning plan is an action plan that defines how learning can be achieved. It ensures clarity of vision and makes progress efficient.

Time Allocation:

Key stage 3 learners have the same time allocation; they study English for forty five minutes twice a week.

Level	Yearly timing	Weekly timing	Annual amount
Key stage 3	28 weeks	1h30 /week	42 hours

Table 2: Time Allocation

N.B. Time dedicated to assessment and remediation is four (04) weeks.

5.1. The Teaching / Learning Framework:

There are ***three (03)*** **sequences** along the **5th** Year Primary Education. Each sequence comprises ***2 sections,*** and each ***section*** requires ***6 hours over a period of 4 weeks.***

Along the school year, there are ***three*** **(03)** ***phases*** of 2 hours each devoted to ***assessment***, ***remediation*** and ***standardization.*** See the table below:

	Pause 1		***Pause 2***		***Pause 3***
Sequence 1 2 sections	***Remediation & standardization***	**Sequence 2** 2 sections	***Remediation & standardization***	**Sequence 3** 2 sections	***Remediation & standardization***

Table 3: **The Teaching/ Learning Framework – Year 5**

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5.2. The Sequence Layout:

The section is always the basic component of a sequence. The section in year 5 includes **eight (08)** ***sessions*** of 45 minutes each. Each session comprises either one or two communicative ***objectives*** to be achieved through a set of ***tasks***.

Sequence	***Section ①***	***Initial situation***	***Session 1***	***I Get Ready***	45 mn
		Learning situations	***Session 2***	I Listen & Interact	45 mn
			Session 3	I Listen & Discover	45 mn
			Session 4	I Read & Understand	45 mn
			Session 5	I Read & Discover	45 mn
			Session 6	I Learn & Enjoy	45 mn
			Session 7	I Learn to Write	45 mn
			Session 8	I Write	45 mn
	Section ②		***Session 1***	I Listen & Interact	45 mn
			Session 2	I Listen & Discover	45 mn
			Session 3	I Read & Understand	45 mn
			Session 4	I Read & Discover	45 mn
			Session 5	I Learn & Enjoy	45 mn
			Session 6	I Learn to Write	45 mn
			Session 7	I Write	45 mn
		Evaluation	***Session 8***	***I Check my Progress***	45 mn

Table 4: **The Sequence Layout**

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5.3. The Section Components:

In year 5, the section expands because young learners are advancing steadily towards acquiring a set of skills. The section of year 5 comprises ***new sessions***: ***I Get Ready*** ***(only at the beginning of section 1 of each sequence)***, ***I Listen and Interact***, ***I Listen and Discover, I Read and Understand, I Read & Discover, I Learn and Enjoy***, ***I Learn to Write***, ***I Write and I Check my Progress*** ***(only at the end of section 2 of each sequence)*****.** It's worth mentioning that all these sessions are designed to help learners achieve the target competences. The Learners go through each ***section*** as follows:

I Get Ready 45 mn

This session occurs at the beginning of every sequence. Its main objective is to put learners in a **problem situation** related to the upcoming sequence. During this session, learners are assigned tasks which deal with the target competences (***Oral interaction, written comprehension and written production***). Actually, these demands or tasks require resources and skills that ***learners do not possess yet.***

During this phase, teachers should ***motivate*** learners and encourage them to express their representations regarding the proposed tasks.

Procedure:

- ☑ The teacher shares the objective of the session with the learners to create a relaxing atmosphere.
- ☑ The teacher sets tasks which deal with the target competences (***Oral interaction, written comprehension and written production***) as follows:
  1. The teacher reads the listening script (see appendices) and instructs the learners do deal with the related task/ tasks.
  2. The teacher asks the learners to read the reading text silently and then aloud. After that they carry out tasks related to skimming and scanning (as mentioned in the appendices).
  3. The teacher asks the learners to read the form and write a corresponding paragraph.
  4. ***At the end of the session, the teacher asks the learners to keep their answer sheets in their personal portfolio for further use (the last session of the sequence 'I check my Progress"***

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I listen and Interact 45 mn



This session is devoted to listening to a very short passage and interacting with peers and the teacher. Dealing with this session involves engaging activities that encourage ***active listening*** and ***meaningful interaction***. The learners listen to a short message and identify ***gist,*** i.e. the general idea of the listening message or the general information without details ***using the appropriate activity (see below)***.

When listening for ***gist,*** learners try to understand what is happening even if they cannot understand every word or phrase. Using pictures ***(visual aids)*** is essential in this stage; they give information on the content of the listening text. Whatever their learning styles, pictures help learners understand the idea or visualize the event which could be difficult to grasp. They encourage learners to ***retrieve*** vocabulary and allow them to form the general picture (idea) of the listening text. They also foster curiosity.

Integrating communicative activities is always beneficial. According to Harmer (1998:58), "Through well-prepared communicative output activities such as role plays and discussions, it is very important to encourage the students to experiment and innovate with the language, and create a ***supportive environment*** that allows them to ***make mistakes without fear of embarrassment***. This will contribute to their ***self-confidence as speakers*** and to their ***motivation*** to learn more."

Procedure:

Stage1: Warm-up

- Activate learner' prior knowledge in relation to the topic with a lively warm-up activity; this could be a fun game related to ***sounding key topical words*** (blending, rhyming, adding and deleting phonemes …) to prepare learners and engage them. ***(diagnostic assessment)***
- Use visual aids to give information on the listening message and focus on ***key vocabulary.***

Stage2: Prediction (Anticipation)

- ***Provide time to describe the content of the pictures*** using simple and easy questions like: what do you see? What/or who is this? What is happening? What do you like or dislike about the picture? etc. This way, learners are involuntarily involved.



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- ***Get learners anticipate the topic*** (***making guesses***) of the listening passage [***see appendices***] individually and then ***collaborate*** with peers and share with answers. ***(TPS: Think- Pair and Share)***

Stage3: Checking prediction

- Instruct learners to ***listen to the script and check their guesses*** (anticipation). ***(self-assessment)***
- Read the script / play the audio and interact with learners to make them ***check their guesses and get familiar with the listening script*** (the teacher may ask: the text is about.... Who says yes/no? Who thinks it's correct/wrong?). ***(whole class feedback)***

Stage4: Listening for gist

- Teachers set a task and ***instruct*** learners to listen to the script and ***identify the gist*** **(see below).**
- Teachers ***read the script / play the audio again*** while learners carry out the activity to ***identify gist***. The activity should be ***well-elaborated*** and ***level appropriate*** to serve the objective of the lesson (see below).
- Teachers should offer necessary listening times. Listening to the oral message once is never enough. This, of course, depends on its length and the vocabulary which is used (whether familiar or unfamiliar, easy or difficult).
- Model ***pronunciation and intonation and use body language, mimes, and gestures*** to accentuate meaning. The reading pace must be appropriate to the learners' age.
- Provide learners with ***positive feedback,*** correcting and encouraging them to try again. ***(self-assessment - whole class feedback)***
- Making mistakes is tolerable and ***self-correction*** is always possible. ***(self-assessment)***

Stage5: Follow up/ assessment

As a follow up activity, teachers should ***personalize the content of the listening passage, i.e. connect it to the learners' real life*** (everyday situations) and devise ***communicative activities***, using pictures and topical vocabulary. These activities help learners mobilize what ***they have just learnt*** (word order, SV agreement, fluency, pronunciation and intonation) and ***develop communication***. These situations also assess the learners' ability to interact orally.

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



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Suggested Activities:

→*Anticipation:*

- Describing pictures

→*Listening for gist*:

- **One** Yes/no question ***(either yes or no. Avoid ambiguity)***
- **One** True/ false statement ***(either true or false. Avoid ambiguity)***
- **One** Multiple Choice Question (***03 options : one correct, one wrong, one partially correct***)

→*Follow up:*

- Role plays and dialogues
- Information gap or information exchange

I Listen and Discover 45 mn

This session involves retaining ***chunks***, recognizing ***word order*** patterns, subject – verb agreement, word ***boundaries***, and practising ***intonation***.

Procedure:

Stage1: Warm-up

☑ Start with a lively warm-up activity; this could be a fun game related to ***sounding key topical words*** (**phonemic awareness** [segmenting, blending, deleting, adding], **rhyming, syllable division**) to prepare learners and engage them.

Stage2: Presentation (Discovery)

Eliciting

✍ Teachers deal with a review of the ***listening passage*** dealt with in ***'I Listen and Interact'*** [***see appendices***] to remind them of its content. They ***read the script / play the audio again. (diagnostic assessment)***

☑ They ask ***oral leading questions*** about the listening passage focusing on ***the target structure*** (**word order, subject verb agreement and intonation**). This step involves ***raising awareness*** of ***the target structure***.

☑ Learners ***notice*** how the ***target structure*** is used in a ***meaningful communicative oral context*** through interaction.

NB. This step is dealt with interactively; it requires the learners' involvement and participation.

Stage3:Mechanical Practice

Phase ① : Controlled practice [focus on form]

Drilling: ◆Teachers ***repeat*** the target structure, ***model word order*** patterns, subject – verb agreement ***pronunciation and intonation***.

◆Learners ***repeat the*** target structure ***and imitate the teacher.***

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Example:

Teacher: I'm a **teacher.**

Learners: I'm a **teacher**.

To focus on :
- ⇨ ***rising/ falling intonation.***
- ⇨ ***the form (structure).***
- ⇨ ***pronunciation.***

☑ The teacher can vary ***the drill*** in terms of who repeats - whole class, half the class, boys only, girls only, individuals.

☑ Teachers provide **immediate feedback (<u>focus on accuracy</u>**) to correct learners and help them **memorise chunks.**

Note:

- ***Teachers join or separate fingers to show word boundaries.***
- ***They use hand movements to indicate intonation and exaggerate the intonation to make the language more memorable.***
- ***This stage should be supported with visuals, puppets...***

Phase② : Guided practice [focus on meaning]

Teachers focus on the ***meaning of the target structure in an oral meaningful communicative situation.***

Substitution drill: This is valuable particularly to build confidence in speaking and to learn useful chunks of language.

- The teacher first ***models the target structure*** and the learners ***repeat*** it.
- The teacher then ***substitutes*** one key word.
- The learners ***say the target structure with the new words*** *(and the necessary changes)***.**

Example: A: What's your ***<u>father</u>***'s job?

B: He's a ***<u>mechanic</u>***. He works in a big garage.

A: Wonderful!

Then let the students ***choose different jobs*** and make up similar dialogues in pairs. The teacher can just give clues to help them remember what to ask in each line.

Stage4: **Communicative practice** ***[focus on use]/*** **Assessment**

Teachers set personalized activities which replicate real life and require creative use of the target structure actively and interactively.

Example: Learners play roles telling about their family members and their jobs.

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



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🕮 *I Read and Understand* 👍



Understanding a written message involves the abilities to read a text - **decoding symbols**- and **process information** so as to understand the meaning of words, phrases or expressions and sentences. These abilities are interrelated and cannot be separated.

This session has two objectives. ***The first one is*** to read (***decode symbols***) a short simple text of about 40 words and **apply the target phonics.** ***The second one*** is to **recognize and use** reading skills ***skimming and scanning*** to ***get the general idea (gist)*** and ***specific information***.



At this level, learners are familiar with **most graphemes** and the **decoding strategies**; they should be instructed to **go beyond reading isolated words** to ensure comprehension. Teachers should support their learners through the process of acquiring **fluency** which is an important reading skill and crucial to understanding. However, teacher should ***not focus on speed.*** The eventual objective of reading is ***to make sense of what is read*** and ***not how fast it is read***. "Fluency has evolved to be known as speed reading by many teachers and students, ***which is not the true intent of fluency***" (Marcell, 2011).

We need to gradually improve the learners' **reading fluency** through various strategies because it is a bridge to comprehension and spending a long time on decoding words results in a loss of meaning and an unclear understanding of the text. We have to consolidate the **decoding strategies** and **deepen them**. At this stage, they have to understand the relationship between the words of the same sentence, and between sentences in th e written message. Therefore, it is important to deal with ***chunking*** at a higher level**.** This strategy involves ***breaking down or separating a text into smaller and manageable pieces of information*** such as expressions or phrases and simple sentences, i.e. grouping related items together so that learners can easily remember them**.** Furthermore, this technique helps struggling readers, allows learners to read texts, retain more information, and **gradually** paves the way for ***fluency***.

The second strategy to implement is ***repeated readings***. In order to boost ***reading fluency*** among learners, experts have utilized ***repeated readings,*** i.e. the practice of oral reading repeatedly. This strategy improves ***accuracy***, ***automaticity*** in word recognition and ***prosody*** alongside ***reading comprehension***. "***Repeated reading*** also increases reading comprehension because with each reading, students are working on decoding, and eventually the decoding barrier to comprehension is overcome" (Samuels, 1979).

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Procedure:

Stage1: Warm-up

- Engage learners and ***activate*** their ***prior knowledge*** to introduce the reading material and get them ready for the reading passage. This could be a quick review of ***vocabulary*** related to the reading material which contains the target phonics or a ***fun game.*** ***(diagnostic assessment)***

Stage2: Prediction

- Display a set of pictures related to the topic, allow learners to create the context which is the first clue to understand the message of the reading passage. Pictures help learners visualize the ideas or the events. ***(diagnostic assessment)***
- Learners then should be encouraged to ***express themselves, describe*** the image they perceive to their teacher (express their representations). They should be instructed to predict the topic. ***(peer assessment)***

Stage3: Checking prediction

- Instruct learners ***to read the text silently and check their guess (prediction). (self-assessment)***
- Interact with learners to make them ***check their guesses*** (the teacher may ask: the text is about.... Who says yes/no? Who thinks it's correct/wrong?). ***(cross checking)***

Stage4: Reading

Phase 1: Decoding

Teachers carry out the ***reading fluency technique to make learners practice phonics***, gradually ***address the skill of fluency*** and ***bridge reading to understanding***.

- Teachers read the text ***aloud*** and ask the learners to ***follow along silently.***
- Teachers ***model*** proper ***pronunciation, intonation, use body language and facial expressions*** to accentuate meaning, and include pauses at different punctuation marks.
- Teachers ask learners to read the text ***aloud individually***.
- In the meantime, they provide ***feedback*** as long as they do not interrupt learners' fluency. If learners make mistakes, they have to go back to the word, decode it correctly and then reread the whole sentence ***in chunks***.

Phase 2: Comprehension

① Skimming (Reading for gist)

- The teacher reads the instruction and explains ***what*** the learners have to do and ***how***.

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- 🕮 The learners read the text and carry out the activity (**see below**). The teacher ***monitors*** at the same time.
- 🕮 When they finish, they share understanding with peers.***(peer assessment)***
- 🕮 The teacher checks how learners recognized the answer (***the process and not the answer***). He offers ***feedback*** and ***repairs misunderstanding*** (***feedback***).

② Scanning (Reading for specific information)

- 🕮 The teacher reads the instruction and explains ***what*** the learners are expected to do and ***how***.
- 🕮 The learners read the text and carry out the activity (**see below**). The teacher ***monitors*** at the same time.
- 🕮 When they finish, they **share with peers** ***(peer assessment).***
- 🕮 The teacher checks how learners recognized the answer (the process and not the answer). He offers ***feedback*** and ***repairs misunderstanding*** (***immediate feedback***).
- 🕮 The teacher praises learners for their efforts.

Stage5: Follow up / Assessment

Teachers devise ***oral communicative activities*** in which they connect the content of the reading passage to the learners' real life.

Example: After having read a text about someone's job, the learners may tell ***orally*** to their mates about their parents' jobs. To make it communicative, they may play roles asking and giving information about what their parents do.

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



Suggested Activities:

→Related to skimming (One activity would be enough)

- ? **One** Yes/no question ***(either yes or no. Avoid ambiguity)***
- ☐**One** True/ false statement ***(either true or false. Avoid ambiguity)***
- ☐**One** Multiple Choice Question (***03 options: one correct, one wrong, one partially correct***)

→Related to scanning (One activity would be enough)

- Form completion
- Diagram completion
- ☐Chart completion
- ❒Map completion
- ? One 'wh' question (**related to the target structure**)

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🕮 I Read and Discover 🔎



It targets dealing with ***grammar implicitly in context (*** the previously read text). Learners recognize **word order** and **subject-verb agreement in target structures** through exposure to context/ written texts [***see appendices***] and manipulate words to construct ***accurate and meaningful*** target structures.

Procedure:

Stage1: Warm-up

- ☑ Start with a lively warm-up activity to prepare learners and engage them. This could be a fun game related to ***sounding topical words that contain target phonics.***

Stage2: Presentation (Discovery)

- ☑ Teachers deal with a quick review of the reading passage (***tackled in 'I Read and Understand'***).
- ☑ Teachers ask ***leading questions*** about the reading passage and direct the learners' attention to ***the target structure*** and let them ***notice and discover it***.
- ☑ Learners ***recognize*** the target structure in ***a written context*** (the reading passage). This step involves ***raising awareness*** of the ***target structure*** taking into account ***pronunciation and intonation***.
- ☑ Teachers help learners recognize ***word boundaries, word order,*** and ***subject-verb agreement in addition to punctuation.*** This step is carried out interactively where the learners' involvement and participation is necessary.
- ☑ Teachers may use **question cards** to make learners **notice** word order like: who/what? what happens? where? when? This interactive technique involves learners in ***discovering word order***.

Stage3: Mechanical practice

Phase ① : Controlled practice [focus on form]

- ☑ Learners deal with some ***instructional activities (see below)*** where they ***manipulate*** the target structure, and ***drill*** it individually, in pairs or in groups. This step facilitates the ***internalization. It develops their skill and*** prepares them for real communication.

Phase ② : Guided practice [focus on meaning]

- ☑ Teachers set activities that facilitate production for learners. ***(see below)***
- ☑ They may provide them with comics and/or pictures with clues for which they write simple sentences, or very short dialogues (*a question and an answer*).

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Stage 4: Communicative practice [focus on use]/ Assessment

- ☑ Teachers extend practice and ***personalize activities*** (link practice to learners themselves), they create a realistic context to encourage learners to communicate using meaningful and correct target structures.
- ☑ This step is vital, learners should listen to each other and the teacher has to offer immediate feedback to avoid the ***fossilization*** of mistakes whether related to ***grammar or phonics***. ***(immediate feedback)***

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



Suggested Tasks:

①Mechanical practice

Controlled practice

Picture Prompt Find pictures related to the target structure. Then, elicit some answers from your learners about that. They might say, "**Playing football**." Assist them to make a full sentence by saying, "**HE LOVES playing football.".**



Drill it!

Guided practice

✓Substitution

1. Provide learners with examples with the target structure.
2. Ask learners to read them many times to reinforce word order, SV agreement and pronunciation.
3. Replace the subjects of the examples by others and ask the learners to make necessary changes, ***at the verb level***.
4. Learners copy down and make necessary changes and then say them aloud.

Example:

❋ My friend is playing football.

⇨ ❋ **My friends** ……

✓Gap Fill

Fill in the blank exercises are good practice. To assist learners, provide them with the missing words depending on the objective of the target structure.



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✓Sentence Anagram



This task allows children ***to rearrange scrambled words*** into correct and meaningful sentences applying their knowledge of word order and SV agreement.

② Communicative practice

🗣 Sentence Completion:



Provide cues for leaners and ask them to produce sentences with the grammatical structure that they have recently learned.

Example: What do you like doing in your free time?

 Like/ read /books  love / paint  enjoy / play /games

🗣Role Plays and Dialogues:



The teacher prepares learners first, and then gets out of the way. This activity is an opportunity to ***focus implicitly on the target structure.***

🗣Information Gap or Information Exchange:



Learners work in pairs or more. They have different pieces of information they need to convey orally to each other.

☺I Learn and Enjoy 45 mn



This session is devoted to ***practicing*** and ***reinforcing*** learners' prior knowledge and skills in vocabulary, grammar through language games. Teachers need to identify the learners' areas for improvement (lacunas) and then select/set tasks accordingly. Feedback should be immediate.

①Spelling



Teaching spelling is necessary for learners of English as a foreign language because it teaches them the connection between sounds and letters (graph phonic relationship) and it helps them recognize common words, sight words and some exception words. In English, the same phoneme may have different spellings, like /f/: in ph (e.g.: photo), f (e.g.: father), gh (e.g.: laugh) and the same spelling may be pronounced differently, e.g.: 'or' in 'information, more, word, favor'. When learners become familiar with words' spellings, they can recognize them in new contexts.

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In addition, there are two most well-known varieties of English in the world -words may have different spellings depending whether it is British English or American English-; it is practical to focus on spelling in British English at this stage.

Word Formation

Fill in the gaps with the missing endings:

Example: Choose '***ian, or, er, ist'*** and complete the words






- doct___
- paint___
- dent___
- electric___

Identify the right word:



Example: Circle the right word



- ☐ Teacher
- ☐ Farmer
- ☐ Electrician



While teaching spelling, teachers also model pronunciation and encourage learners to ***repeat*** words or expressions ***before they write*** them.

Word Recognition



Students are put into groups of four or five, the teacher gives each group a collection of ***topical words*** written on individual cards. The learners have to place them face up on the table in front them so that they can be seen by all of them. The teacher then reads the words one by one, each individual in a group tries to snatch the card with the word on it as quickly as possible and shouts: ***"Got it!"*** . At the end of the game there is a winner in each group- and an overall winner who has collected the greatest number of cards.

Word Meaning



Two learners have a pack of cards each. One pack has pictures, the other has related words. The learners put down one card as the same time as their partner. When ***a picture card*** matches the word card put down at the same time, the first person to say ***"Snap!"*** keeps the pair of cards. The winner is the one who collects as many pairs as possible.

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✍*Dictation*



Dictation is an effective tool for working on ***accuracy*** and ***fluency*** in all four skills. It can increase the learners' ability to notice aspects of the language which are sometimes overlooked, as well as commonly made mistakes.

Tasks related to Dictation

✍Dictation Race (Run and Dictate):



Perform this activity competitively with simple sentences and questions. The first group to finish with the fewest errors is the winner.

✍Students Dictate:



Cut a text/ dialogue into strips of paper and pass them out to leaners. Have them read the strips to the rest of the class. They should read slowly and pay attention to their pronunciation.

✍ Sentence Completion:



Dictate phrases for learners to complete with their own words. This works very well for grammatical structures that they have recently learned.

②Punctuation



It is an important feature in writing. It ensures writing is clear and understandable. It is the use of spaces and symbols which include: full stops or periods (.), commas (,), exclamation marks (!), question marks (?) and apostrophe (') in possessive case or contracted forms. Every symbol is used for a specific purpose. Teachers should present instances of punctuation in written texts so as learners notice and discover their use.

Tasks Related to Punctuation



✍Sentence Snake



This is an excellent way to review ***new vocabulary*** while reminding students *of* ***the full stop***. Write out a few sentences (ideally in a spiral or snake shape) with no punctuation and no spaces between the words. The students write out those sentences with spaces and ***full stops***.

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Missing Full Stops



Learners often neglect to use a full stop before closing a sentence. Provide them with sentences which start with capital letters but missing full stops. They have to use the full stop where necessary.

N.B. ***The same type of activity can be applied for the other punctuation marks, but learners do not insert more than one punctuation mark at a time.***

Slap the Board



Put the full range of punctuation marks on the board. Project a sentence with ***a gap*** where a ***punctuation mark should be***. Watch as students rush to slap the picture of the punctuation mark. Whoever touches the correct punctuation mark first wins a point for their team.

A Full Stop or a Question Mark



Provide learners with a short dialogue where learners have to insert either a full stop or a question mark.

A Question or an Exclamation Mark



Provide learners with authentic situations to help them choose the right punctuation mark.

Example: Choose the right punctuation



Sophia: I love chocolate___ What about you___

Razane: No, I don't. I prefer strawberries___

Putting the Comma (,) in the Right Place



Learners are provided with sentences with instances where ***the comma is used to separate items in a series.***

Example: -I like playing football riding bikes swimming and reading books.

Punctuation Hunt



Learners choose the right punctuation mark and put it where necessary in a sentence, a text or a dialogue.

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✎Correct or Incorrect

Provide learners with dialogues or short texts containing ***wrong punctuations***.

Learners ***identify*** wrong punctuation marks and ***correct*** them.



③ Word Order

Word order refers to the order or arrangement of words in a simple sentence, a question or an instruction.





⌦ ***A simple sentence expresses one idea, has one subject and a main verb. It is one independent clause: subject + verb +object (+ an optional prepositional phrase: where? when?)***

⌦ Grammatical concepts are not to be shared with the learners.

Tasks related to word order

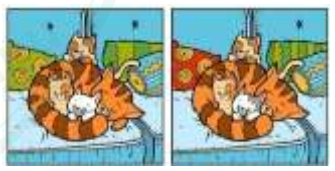


✓Sentence Anagram

This task allows children ***to rearrange scrambled words*** into correct and meaningful sentences applying their knowledge of syntax and subject-verb agreement.



✓**Find the Difference** is an activity that relies on the use of a number of images. For this activity, learners work in pairs. Each pair is given two different pictures related to the topic they are studying. They discuss similarities and/or differences in the pictures.



④ Subject-verb Agreement

Subject-verb means that a subject and its verb must be both singular or both plural.



Tasks related to subject-verb agreement

✓Substitution 

1. Provide learners with examples with the target structure.

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2. Ask learners to read them many times to reinforce word order and pronunciation.
3. Replace the subjects of the examples by others and ask the learners to make necessary changes, ***at the verb level*** .
4. Learners copy down and make necessary changes and then say them aloud.

Example:

- My friend is playing football.
- **My friends** ……

✓Gap Filling

Fill in the blank exercises are good practice. To assist learners, provide them with the missing words depending on the objective of the target structure.



✓Sentence Anagram

This task allows children ***to rearrange scrambled words*** into correct and meaningful sentences applying their knowledge of syntax and subject-verb agreement.



✓MCQ

This activity involves selecting the right word. Teachers write sentences and leave a blank and offer options, learners choose the correct form.



Example: Choose the right word



➢ They _____ playing games

- ☐ am
- ☐ is
- ☐ are

✓Matching Parts of Sentences



This activity involves finding the sentence completion (the corresponding predicate). The teacher has to make sure there is one correct completion for each half.

Example: Match the following pairs

• I	○ is Algerian.
• Djaoued	○ live in a big house
• You	○ are playing football.

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✓The Memory Circle Subject Verb Agreement Classroom Game



A fun way to practice this concept with beginners is the memory circle. The first person says a statement such as, “I like football.” The next person repeats the first sentence and then adds their own.” “He likes football and I like tennis.”

✓Sentence Race Game



Divide the class up into teams. The number will depend on how much board space you have. The first student from each team grabs a marker. Then the teacher says a **subject and the base form of a verb** (eat). The student has to write it correctly (He eats). Then, the next student has to finish the sentence. The first team to do this correctly gets a point. Continue until everyone has had a chance to play (if time allows).

⑤ Phonics



Phonics instruction teaches the relationships between the letters of written language and the sounds of spoken language. Learners need to understand the alphabetic principle — the idea that the sounds of spoken language are represented by letters.

Tasks related to phonics

🗣Identifying Sounds

①Ask students to ***say each picture*** (related to the topic and familiar to learners) aloud and ***listen to the sound***. They then should write/ say or select the corresponding ***letter***.

N.B. the target sound may be initial, middle or ending.

Examples:

🗣Write the letter that says the *first (initial) sound.*



W : **w**ater

🗣Circle the letter that **tells** the *middle sound*



🗣e 🗣a 🗣i

a : c**a**t

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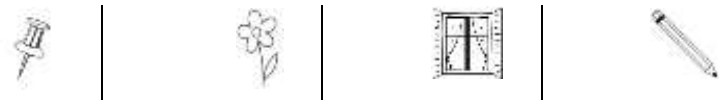
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②Ask students to ***say each picture*** aloud and ***listen to the sound***. They then should colour the ones with the same ***sound.***

N.B. the target sound may be initial, middle or ending.

Examples:

🗣Colour the 2 pictures that **start** with the same sound.



pin and pencil

🗣Circle the pictures that have the same sound in the middle.



pen and bed

③Ask students to ***say each picture*** aloud and ***listen to the sound***. They then should colour the one with the different ***initial, middle or ending sound.***

Example:

🗣Colour the picture that **starts** with a different **sound**.



car

🗣**Identifying Rhymes**

A rhyme is a repeated **sound at the end** of two or more words, like the ***–at*** sound in c**at** , h**at** and b**at**. Rhyming words have the same sounds (**phonemes**).

①Ask learners to ***say each picture*** aloud and ***listen to the sound***. They then should identify (colour /say/ tick…) the ones that rhyme ***the same*** or ***differently.***

Example:🗣 ***Say each picture*** aloud and ***circle*** the picture that has a ***different rhyme*.**



②Have students draw lines connecting the words that ***rhyme.***

Example: 🗣Match the words that have rhyme the same.

Cat	**Pen**	**Tick**
Sick	**Hat**	**Ten**

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More Games:

☺I Have, Who Has

For this game, you'll need a collection of items that can be used to form rhyming pairs. For example, you could have a stuffed cat and a hat, a key and a toy bee. Next, create a card for each student that says "Who has something that rhymes with ___?" See the example below! Next, hand one item and one card, at random, to each student in your class. Then, have students take turns saying "I have ___." then reading what is written on their card. Once your students make it all the way back to the starting word, they win!

☺Race to the Rhyme

In this outdoor racing game, students are each given a rhyme word for kids that is part of a rhyming pair. They shouldn't know who has the word that rhymes with their own. Students will then run around the playground or an open space until the teacher says "Find your rhyme!" The students who correctly find their rhyming word pair win.

⑥Syllable Division

Identifying the number of syllables in words is done through various techniques, such as ***clapping hands, snapping fingers, or knocking on tables*** every time learners hear ***a syllable***. The rule for counting a syllable in English is simple***: one vowel sound equals one syllable***. In this activity, learners identify syllables in topical words dealt with in the section.

⑦Phonemic Awareness

In year 5, learners deal with two new skills: ***adding and deleting phonemes***.

a. ***Adding phonemes:*** learners make new words by adding sounds to a word.

Example: Teacher: what word do you get when you add /b/ to the beginning of the word 'ring'? learners: Bring

b. ***Deleting phonemes***: learners identify the word that remains when a phoneme is deleted.

Example: Teacher: what word is left when we drop the sound /s/ from the word spot? Learners: Pot.

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



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✍I Learn to Write 45 mn



The objective of this session is to ***train learners to write***. Learners ***use notes from a form*** and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) ***to write a short written message*** of about **20** words by the end of the year. It prepares learners for the next step which is writing on their own in ***'I Write'***. It is conducted ***in small groups*** so as learners benefit from one another and from the teacher's instruction and feedback. "Children learn through social interaction"(Vigotsky 1978)

During the previous sessions, learners discovered and manipulated target structures. They also dealt with the writing mechanics in '***I Learn and Enjoy'***. Now, it is time to put things together, i.e. learners are going to demonstrate their ability to combine the previous skills in writing.

The approach to teaching writing, in this stage, focuses on writing simple and accurate sentences since the sentence is the ***building block*** of any piece of writing. We need to break down the process of teaching writing into writing separate sentences.

This session requires careful ***planning, monitoring progress and assessment***.

Procedure:

Stage1: Warm-up

- ✍ Set a language game ***to engage and motivate learners, as well as to remind them of the writing mechanics.***

Stage2: Pre-write

- ✍ Arouse learners' interest in the task; teachers present a form and the written message corresponding to it. They explain the objective of the session and what learners are expected to do.

Stage3: Write

Phase 1: Modelling for Imitation

Writing a sentence (Transforming a note into a sentence)

- ✍ Teachers use another form related to the topic and demonstrate the writing skill. They simplify the task and break it down into smaller and manageable parts. This step is carried out ***interactively.***
- ✍ Teachers ask a question about the first piece of information in the form.

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- They elicit the answer from as many learners as possible (reminding the structure and drilling).
- Once learners answer the question, teachers write the answer on the board.
- Teachers discuss the key features of the sentence: ***capitalization, punctuation, spelling, word order and subject -verb agreement***. This step occurs interactively. Learners are involved in the identification of the key features through questions.

Phase 2: Drafting [Imitating and implementing procedure]

①Writing sentences (Transforming notes into a sentences)

- This phase starts with a short activity in pairs. It is carried out at random. The teacher appoints some learners to ask questions about the note (piece of information) and some others to answer and thus formulate the sentences.
- Then, learners ***imitate*** the teacher. They discuss ***capitalization, punctuation, spelling, word order and subject -verb agreement*** in groups ***(cooperative learning)*** to formulate ***simple*** and ***correct sentences in groups***.
- Teachers monitor learners' work and provide them with ***feedback, guidance and self-checking opportunities.***
- If children are frustrated during the task, teachers should minimize their stress level by giving them time to ***verbalize difficulties and asking questions or exchange information***with other groups. ***Teachers may suggest pauses and address weaknesses.***
- Once learners acquire the process, the teacher begins "fading", or gradually allows learners to work independently.

②Writing a paragraph (Linking sentences into a paragraph)

- Learners now assemble the different sentences into a single piece of writing.

Phase3: Reviewing and Editing

- Each group is instructed to review (***proofread***) their own product taking into consideration the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement) and edit the final version. ***(self assessment)***

Stage4: Post-write

- Learners publish their writings (Example: a gallery walk) and read (present) them to their peers.

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to say what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



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I Write 45mn



During this session, ***learners produce a written message*** of about **20** words -**by the end of the school year-** ***individually*** using notes given in a form and the writing mechanics. This session provides as well a great opportunity for teachers to ***monitor*** and ***assess learners' abilities without the teachers' assistance.***

Procedure:

Stage1: Warm-up

- Set a language game ***to engage and motivate learners, as well as to remind them of the writing mechanics.***

Stage2: Pre-write

- Teachers arouse learners' interest in the task. They set the task, explain what the learners are expected to do and check their understanding of the instruction.
- Teachers make sure the learners understand the form components and **remind them of** the steps they followed in the previous session interactively. ***(diagnostic assessment).***

Stage3: Write

①Drafting:

- Teachers provide learners with necessary time to transform the notes into simple sentences at first, then assemble them into a short written message.
- Before learners start working individually, teachers ask questions to elicit the answers of every note and make sure learners give accurate sentences.
- Teachers monitor the learners while writing ***individually and gather information about their gaps. (formative assessment)***
- While ***monitoring***, teachers pick up sentences that need improvement to vary the mistakes types (spelling, word order, punctuation, capital letter…).

②Proof reading and Redrafting: Learners are asked to read their roughs (silently) for checking and identifying the mistakes and improve their writings.. (**self-assessment**)

③Peer assessment:

- Teachers write the sentences gathered earlier (while monitoring) and invite the learners to highlight their strengths and identify the mistakes and ***correct them.***

⑤Reviewing and editing:

- Learners use the corrected sentences as a reference to identify their own mistakes and edit their final product.

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Stage4: Post-write

- Some learners read (present) the final product aloud. Their mates express their appreciation and express their feelings using smileys, thumbs up and down, traffic cards…

Feedback: At the end of the session, teachers need to allow time for feedback. Learners should be encouraged to verbalize what they did and HOW (using even L1), what they have learnt, enjoyed and what they found challenging using the exit ticket technique.



I Check my Progress 45 mn

At the end of ***every sequence***, teachers are required to check ***the level of achievement of the global competence*** by assessing their learners' ability to integrate the acquired resources ***(linguistic, cross-curricular and attitude)*** and the degree of effectiveness of the learners in dealing with the suggested situations.

Learners are assigned the same tasks set in the initial situation (***I Get Ready***). This step allows the teachers to identify learners' strengths and areas for improvement in order to remedy and minimise the deficiencies in each case.

Procedure:

- ☑ **Set the same tasks of 'I Get Ready'.**
- ☑ The learners use the same answer sheets of the initial situation ***('I Get Ready')*** they kept in their personal portfolios and do the tasks as follows:
  1. The teacher reads the listening script ***(see appendices***) and instructs the learners do deal with the related task/ tasks.
  2. The teacher asks the learners to read the reading text silently and then aloud. After that they carry out tasks related ***to skimming and scanning*** (as mentioned in the attached initial situations) .
  3. The teacher asks the learners to read the form and write a corresponding ***paragraph/*** complete a conversation...
  4. At the end of the session, the teacher collects the learners' answer sheets and analyses samples from groups of learners having different abilities (different ability groups: fast, average and slow learners), categorizes the areas for improvement and prepares remediation accordingly to be carried out during the pauses.

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Section recommendations



- At the beginning of each session, assess how much your learners rem the previous one (***diagnostic assessment***).
- All the sessions should be conducive to ***writing***.
- The session should be ***communicative and interactive.***
- While dealing with skills/ teaching skills, the focus is on teaching ***how*** to identify the answer ***(learning to learn)*** and not to get or find the right answer ***(formative assessment).***
- ***Listening*** should prepare learners to communicate about real life topics, 'NOT' school topics only.
- Listening tasks should focus on retaining ***chunks***, ***discriminating sounds***, ***reduced forms, word boundaries and recognizing word order patterns.***
- The communicative activities should foster learners' ***fluency and accuracy.***
- The communicative activities should ensure ***retention of new vocabularies and recycling the previous ones.***
- They should boost the learners' ***creativity, imagination as well as their public speaking skills.***
- Teachers should ***illustrate*** all activities.
- Teachers should ***grade activities*** and language games ***from easy to difficult, and from simple to complex.***
- Teachers should ***vary the tasks*** within the section and the sequence as well.
- Teachers should ***select tasks*** appropriately depending on the session's objective and the target structure .
- ***Visual aids*** should be used to support learners' ***understanding of activities.***
- Teachers are advised to use ***language games*** to start the sessions. They may suggest other games provided they serve the lesson's objective.
- Teachers should avoid ***using*** words like 'skim, scan, gist, prediction..***' with learners.***

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The project:

- A project is ***a series of tasks*** to be completed to achieve a specific outcome.



- The project is part of the teaching-learning process, it assesses ***the learners' abilities and skills*** in order to improve and develop them. It is taken up by the learner either individually or in a group.
- Learners are expected to design their ***own booklet*** by the end of the year or the sequence. They might then create one booklet that includes tasks related to all the sequences or three booklets, one for each sequence.



- Learners have to include gradually their own achievements and creations along the learning process ***(pictionary, dictionary, own writings, maps, drawings ,..)***
- Teachers need to define what ***level of achievement*** of the global competence they want students to achieve through the project.
- Teachers need to define whether it is ***group or individual*** work and explain the task.
- Teachers need to define clear ***objectives and outcomes*** for the project from the ***beginning of the sequence*** and develop the project gradually.



- They should align these ***objectives and outcomes*** with the curriculum standards and the level of achievement of the global competence they want to achieve.
- They should ***outline the steps*** needed to achieve the objectives.



- They should identify the ***language resources*** required.
- The criteria of ***evaluation*** must be clearly stated.

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Suggested Evaluation Grid

N°	Criteria		Full Mastery	Acceptable Mastery	Partial Mastery	Minimum Mastery
ORAL INTERACTION						
1	*Demonstrate interest in the topic when listening*					
2	*Recognize the general idea and paralinguistic features in context.*					
3	*Understand the meaning of the oral message.*					
4	*Select appropriate words, expressions, simple sentences and paralinguistic features to interact orally.*					
5	*Use correct pronunciation*					
6	*Use intonation appropriately with:* - *simple sentences* - *wh-questions* - *yes/no-questions* - *exclamations*					
7	*Demonstrate positive attitude towards the interlocutor.*					
WRITTEN COMPREHENSION						
1	*Read a simple message of about 40 words.*	• *Decode expressions/ phrases and sentences accurately*				
		• *Use intonation appropriately with:* **simple sentences* **wh-questions* **Yes/no-questions* **exclamations*				
		• *Apply punctuation marks accurately when reading*				
2	*Recognize the general idea in context.*					
3	*Recognize some specific information in context.*					
4	*Understand the meaning of the written message.*					
5	*Appreciate reading.*					
WRITTEN PRODUCTION						
1	*Use the relevant information accurately*					
2	*Use the writing mechanics accurately*	▪ Capitalization				
		▪ Punctuation				
		▪ Word order (simple sentences)				
		▪ Spelling				
		▪ Subject-verb agreement				
3	*Produce a written* **message** *of about 20 words*.					
4	*Appreciate others' writings*.					

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5.4. The year 5 Learning Plan

Global competence	**Interpret oral messages and interact orally, decode a short simple message to understand its meaning, and produce a very short written message.**		
Values	**National Identity**	☑	The learner is proud of being Algerian, Muslim, Arab and Amazigh.
	National Conscience	☑	S/he respects her/his nation's constant fundamental tenets.
	Citizenship	☑	S/he demonstrates respect towards others.
	Openness to the World	☑	S/he exchanges and communicates with friends from English-speaking countries.
Cross-curricular competences	**Intellectual Competence**	☒	demonstrate understanding of listening skills.
		☒	discover the usage of words, expressions and sentences in oral interaction.
		☒	demonstrate understanding of reading skills.
		☒	demonstrate understanding of the writing mechanics and the relevant information to write a message.
	Methodological Competence	☒	make use of the context, paralinguistic features, and listening skills to comprehend a short message.
		☒	exploit the linguistic repertoire and paralinguistic features to interact orally.
		☒	employ reading skills to understand a short simple message.
		☒	implement the writing mechanics to produce a message.
	Communicative Competence	☒	react to verbal and non-verbal messages to show understanding.
		☒	select the appropriate words, expressions, sentences and paralinguistic features to interact orally.
		☒	communicate reading skills to peers.
		☒	communicate the writing mechanics to peers.
	Personal and Social Competence	☒	collaborate with peers verbally and non-verbally to comprehend oral messages.
		☒	consider the context and paralinguistic features when interacting orally.
		☒	share understanding with others reading skills.
		☒	publish one's production.
Domains	**Oral comprehension - Oral production - Written comprehension - Written production**		
Target competences	*① Interpret oral messages in communicative situations related to the learner's immediate environment, daily concern and immediate environment using paralinguistic features.* *② Interact orally in communicative situations related to the learner's immediate environment, daily concern and immediate environment using using familiar words, expressions, simple sentences and paralinguistic features.* *③ Decode a short simple message of about **40** words and understand its meaning using reading skills.* *④ Transfer notes into a message of about 20 words related to the learner's immediate environment, daily concern and immediate environment using writing mechanics.*		

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Level of achievement	*Seq*	*Section*	*Domain*	**Communicative objectives**	**Resources**	*Cross curricular resources*	*Values*
Level 1: Interpret oral messages and interact orally, decode a short simple message of about ***20 words*** to understand its meaning, and produce a very short written message of about ***10 words.***	***SEQUENCE 1:*** **Jobs, Occupations and Hobbies**	① **Jobs and Occupations**	***Oral comprehension & Oral production***	-**Name/identify** common jobs and occupations. -**Ask and answer questions** about family members and friends' jobs and occupations -**Name/identify** common places of work. -Identify the gist of the oral message. -Interact orally -Recognize ***simple words*** in familiar context using ***phonemic awareness.*** -Act a scene out.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** **-Names of jobs with the suffixes:** er, or, ist, ian, e.g. farmer, teacher, doctor, dentist, musician, etc. -**Names of places of work:** school, hospital, farm, office, post office, etc. **Grammar (implicit)** -**The present simple:** to do, to be, to work **-Wh questions:** ◆What's her/his job? **-Yes/no questions** ◆Is s/he a doctor? ◆Yes, he is/No, he isn't. -**Adjectives** related to the topic -**Articles: a, an** **-prepositions: in, at** -**Full forms**: am, are, is -**Contracted forms**: 'm, 're, 's **Pronunciation (implicit)** * **Intonation** in: **-Simples sentences.** **-Wh q**uestions.	***Oral comprehension*** ***Intellectual*** -Demonstrate understanding of the gist and paralinguistic features in context. ***Methodological*** -Make use of the gist and paralinguistic features to understand a very short oral message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to understand oral messages. ***Oral production*** ***Intellectual*** -Discover the usage of words, expressions, simple sentences and paralinguistic features in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	• show interest in the topic • manifest positive attitude towards the interlocutor.

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			Written comprehension	-Read a short simple message of about ***20 words*** -**Identify the general idea** of the reading message. -**Identify specific information.** -***Read words containing*** the sounds: **/ʒ/ vs /dʒ/** -**Identify the sounds /ʒ/ vs /dʒ/**	**Phonics (Sound and Spelling)[implicit]** Very short stories, and very short texts, of about 20 words related to the topic. *__The sounds__: /ʒ/ vs. **/dʒ/** **Grammar (implicit)** ①**Word order** in: ◆**Simple sentences** **My cousin is a teacher in primary school.** ◆ **Questions**: ***Yes/no questions** **Do you like playing video games?** * Wh-questions. **What's …….job ?** ②**Subject verb agreement**	***Intellectual*** -Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** -Share understanding with others.	• appreciate reading.
			Written production	-Use ***relevant information*** to write a message of about ***10 words.*** -Apply the ***writing mechanics***. -Use ***connected handwriting***.	**Handwriting Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** -Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	• appreciate others' writings.

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Level of achievement	*Seq*	*Section*	*Domain*	**Communicative objectives**	**Resources**	*Cross curricular resources*	*Values*
Level 1: Interpret oral messages and interact orally, decode a short simple message of about ***20 words*** to understand its meaning, and produce a very short written message of about ***10 words.***	***SEQUENCE 1:*** **Jobs, Occupations and Hobbies**	**② Hobbies**	***Oral comprehension & Oral production***	-***Identify/ name*** different hobbies -***Identify/ name*** family members and friends' favourite hobbies -***Ask and answer questions about favourite hobbies.*** -Identify the gist of the oral message. -Recognize ***simple words*** in familiar context using ***phonemic awareness.*** -Act a scene out.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** **-Hobbies:** Playing football/ basketball/ tennis, riding a bike, painting, swimming, taking pictures/ photographs -Days of the week (Sunday, Monday, etc), weekend. **Grammar (implicit)** -**Present simple:** to like/ to love/ to enjoy/ to prefer - to like/ to love/ to enjoy/ to prefer + **stem+ing** **-Wh questions:** **-What's your favourite hobby?** **-Yes/no questions:** **-Do** you **like playing** video games? **-Yes, I do**/No, I don't. I prefer… -**Adjectives** related to the topic -**Prepositions:** on, at E.g. -I **like playing** football **in** the park. -I **love watching** TV **at** night. -I prefer riding my bike **on** Saturday. **Pronunciation (implicit)** ***Intonation** in: **-Simples sentences** **-Questions** : wh-question, yes/ no questions **-Exclamations:** Fantastic!	***Oral comprehension*** ***Intellectual*** -Demonstrate understanding of the gist and paralinguistic features in context. ***Methodological*** -Make use of the gist and paralinguistic features to understand a very short oral message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to understand oral messages. ***Oral production*** ***Intellectual*** -Discover the usage of words, expressions, simple sentences and paralinguistic features in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	• show interest in the topic • manifest positive attitude towards the interlocutor.

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			Written comprehension	-Read a short simple message of about ***20 words*** -Identify the general idea of the reading message. -Find specific information -***Read words containing*** the sound:/ŋ/ -Identify the sounds /ŋ/	**Phonics (Sound and Spelling)[implicit]** Very short stories, and very short texts, of about 25 words related to the topic. *__The sound /ŋ/__ in play**ing**, rid**ing**, swimm**ing**, etc. ***Grammar (implicit)*** ①**Word order** in: ◆**Simple sentences** I **like playing** football **in** the park. ◆ **Questions** ***Yes/no questions** **Do you like playing video games?** ***Wh-questions** **What's your favourite hobby?** ②**Subject verb agreement**	***Intellectual*** **-**Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** -Share understanding with others.	appreciate reading. •
			Written production	-Use ***relevant information*** to write a message of about ***10 words.*** -Apply the ***writing mechanics***. -Use ***connected handwriting***.	**Handwriting** **Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	appreciate others' writings. •
PAUSE 1: REMEDIATION & STANDARDISATION							

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Level of achievement	*Seq*	*Section*	*Domain*	**Communicative objectives**	**Resources**	*Cross curricular resources*	*Values*
Level 2: Interpret oral messages and interact orally, decode a short simple message of about ***30 words*** to understand its meaning, and produce a very short written message of about ***15 words.***	***SEQUENCE 2:*** **Hometown/City/Village: Amenities, Directions & Signs**	① **Amenities**	***Oral comprehension & Oral production***	-***Name/identify different amenities*** in city/ hometown/village. -***Ask and answer questions about different amenities*** in city/ hometown/village and their location. -Identify the gist -Recognize ***simple words*** in familiar context using ***phonemic awareness.*** -Act a scene out.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** **Amenities:** school, hospital, shop, restaurant, street, park, the butcher's, the baker's, the grocer's, post office, petrol station, mall, etc… **Grammar (implicit)** **The present simple:** to be, to have**,** to find**.** -**Yes/no questions**: Is there/ are there…? Yes, there is/ no, there isn't / yes, there are/ no, there aren't **-Wh question: where is …?** **-Possessive case: 's** -**Adjectives** related to the topic -**Articles: a, an, the** **-prepositions:** in, in front of, between, next to, opposite.. **Pronunciation (implicit)** ***Intonation in:** **-Simples sentences** **-Yes/ NO Questions** **-Exclamations:** What a beautiful park ! / wow! / Nice!	***Oral comprehension*** ***Intellectual*** -Demonstrate understanding of the gist and paralinguistic features in context. ***Methodological*** -Make use of the gist and paralinguistic features to understand a very short oral message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to understand oral messages. ***Oral production*** ***Intellectual*** -Discover the usage of words, expressions, simple sentences and paralinguistic features in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	show interest in the topic • manifest positive attitude towards the interlocutor. •

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			Written comprehension	-Read a short simple message of about **30 words** -Identify the general idea of the reading message. -Find specific information -***Read words containing*** the sounds: **/j/ vs. / w /** -Identify the sounds **/j/ vs. / w/**	**Phonics (Sound and Spelling) [implicit]** Very short stories and very short texts of about 30 words related to the topic. • **/j/** in yes, young **vs. / w /** when, what, water **Grammar (implicit)** **①Word order** in: **◆Simple sentences** **The post office is next to the bank.** **◆ Questions**: ***yes/no questions:** **Is there a café nearby?** ***Wh-questions** **Where is it?** **②Subject verb agreement**	***Intellectual*** **-**Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** -Share understanding with others.	• appreciate reading.
			Written production	-Use ***relevant information*** to write a message of about ***15 words.*** -Apply the ***writing mechanics***. -Use ***connected handwriting***.	**Handwriting Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	• appreciate others' writings.

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			Written comprehension	-Read a short simple message of about ***30 words*** -Identify the general idea of the reading message. -Find specific information -***Read words containing*** the **target** sounds -Identify the **target** sounds	**Phonics (Sound and Spelling)[implicit]** Very short stories, and very short texts, of about 35 words related to the topic. ***The target sounds (revision)** **Grammar (implicit)** ①**Word order** in: ◆**Instructions:** **-Go ahead- Turn left……** ◆**Requests** ***-Excuse me, can you show me the way to the park, please?***	***Intellectual*** **-**Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** -Share understanding with others.	• appreciate reading.
			Written production	-Use ***relevant information*** to write a message of about ***15 words.*** -Apply the ***writing mechanics***. -Use ***connected handwriting***.	**Handwriting** **Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	• appreciate others' writings.
PAUSE 2: REMEDIATION & STANDARDISATION							

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Level of achievement	*Seq*	*Section*	*Domain*	**Communicative objectives**	**Resources**	*Cross curricular resources*	*Values*
Level 3: Interpret oral messages and interact orally, decode a short simple message of about ***40 words*** to understand its meaning, and produce a very short written message of about ***20 words.***	***SEQUENCE 3:*** **Holidays and Travelling**	① **Holidays**	***Oral comprehension & Oral production***	-***Name*** common places/ destinations for holidays. -***Ask and answer questions*** about destinations / places for holidays. -***Identify the gist*** of the oral message. -Recognize ***simple words*** in familiar context using ***phonemic awareness.*** -Act a scene out.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** **-Nouns of places:** beach, mountain, seaside, camping, hotel, etc. **-Nouns of seasons:** winter, spring, summer, autumn. **Grammar (implicit)** **-The present continuous:** am/is/are +stem+ing **-Yes/no questions:** are you/we going for holidays? Yes/no… **-Wh questions:** Where are you going for spring holidays? -**Full forms**: ***am, is, are + stem + ing*** -**Contracted forms**: ***'m, 's, 're +stem +ing*** **-Adjectives** related to the topic **Pronunciation(implicit)** ***Intonation** in: **-Simple sentences** **-Questions** **-Exclamations:** Cool ! Great ! …	***Oral comprehension*** ***Intellectual*** -Demonstrate understanding of the gist and paralinguistic features in context. ***Methodological*** -Make use of the gist and paralinguistic features to understand a very short oral message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to understand oral messages. ***Oral production*** ***Intellectual*** -Discover the usage of words, expressions, simple sentences and paralinguistic features in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	• show interest in the topic • manifest positive attitude towards the interlocutor.

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			Written comprehension	-Read a short simple message of about ***40 words*** using reading skills. -Identify the general idea of the reading message -***Read words containing*** the **target** sounds -Identify the **target** sounds	**Phonics (Sound and Spelling)[implicit]** Very short stories, and very short texts, of about 40 words related to the topic. *__The target sounds__ (revision) **Grammar (implicit)** ①**Word order** in: ◆**Simple sentences** ***We are going to Oran for holidays.*** ◆**Questions** - Yes/ No • ***Are you/we going for holidays***? - Wh • ***Where are you going for spring holidays?*** ②**Subject verb agreement**	***Intellectual*** **-**Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** **-**Share understanding with others.	• appreciate reading.
			Written production	-Use ***relevant information*** to write a message of about ***20 words.*** -Apply ***writing mechanics***. -Use ***connected handwriting***	**Handwriting Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	• appreciate others' writings. •

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Level of achievement	*Seq*	*Section*	*Domain*	**Communicative objectives**	**Resources**	*Cross curricular resources*	*Values*
Level 3: Interpret oral messages and interact orally, decode a short simple message of about ***40 words*** to understand its meaning, and produce a very short written message of about ***20 words.***	***Sequence 3:*** **Holidays and Travelling**	**② Travelling**	***Oral comprehension & Oral production***	***-Name/identify*** different means of transportation ***-Ask and answer questions*** about favourite way of travelling. -Identify the gist of the oral message. -Recognize ***simple words*** in familiar context using ***phonemic awareness.*** -Act a scene out.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** **-Nouns of means of transportation:** car, plane, bike, boat, train, metro, etc. **Grammar (implicit)** -**The present simple:** to like/ to love/ to enjoy/ to prefer - to like/ to love/ to enjoy/ to prefer + **travelling** **-Questions:** ***Yes/no questions**: • Do you like travelling **by car**? • No, I don't. I prefer travelling by… ***Wh questions**: • How do you like travelling? -**Prepositions**: by, on **Pronunciation (implicit)** ***Intonation in:** **-Simple sentences** **-Questions** **-Exclamations:** Oh ! Really !	***Oral comprehension*** ***Intellectual*** -Demonstrate understanding of the gist and paralinguistic features in context. ***Methodological*** -Make use of the gist and paralinguistic features to understand a very short oral message. ***Communicative*** -React to verbal and non-verbal messages to show understanding. ***Personal and Social*** -Collaborate with peers verbally and non-verbally to understand oral messages. ***Oral production*** ***Intellectual*** -Discover the usage of words, expressions, simple sentences and paralinguistic features in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ***Personal and Social*** -Consider the context and paralinguistic features when interacting orally.	• show interest in the topic • manifest positive attitude towards the interlocutor.

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			Written comprehension	-Read a short simple message of about ***40 words*** -Identify the general idea of the reading message. -Find specific information -***Read words containing*** the **target sounds** -Identify the **target** sounds	**Phonics (Sound and Spelling)[implicit]** Very short stories, and very short texts, of about 40 words related to the topic. *__The target sounds__ (**revision**) **Grammar (implicit)** ①**Word order** in: ◆**Simple sentences** **I like travelling by car.** ◆**Questions** - **Yes/ No** • **Do you like travelling by car?** - **Wh** ②**Subject verb agreement** • **How do you like travelling?**	***Intellectual*** **-**Demonstrate understanding of the general idea and specific information in context. ***Methodological*** -Employ the general idea and specific information in context to understand a very short simple written message. ***Communicative*** -Communicate the general idea and specific information to peers. ***Personal and Social*** -Share understanding with others.	• appreciate reading.
			Written production	-Use ***relevant information*** to write a message of about ***20 words.*** -Apply ***writing mechanics***. -Use ***connected handwriting***	**Handwriting** **Dictation** ▪ Spelling ▪ Word order ▪ Punctuation ▪ Capitalization **Writing mechanics** ▪ Capitalization ▪ Punctuation ▪ Spelling ▪ Word order (simple sentences) ▪ Subject verb agreement	***Intellectual*** **-**Demonstrate understanding of the writing mechanics and the relevant information to write a very short message. ***Methodological*** -Implement the writing mechanics to produce a written message. ***Communicative*** -Share the written message with peers. ***Personal and Social*** -Publish one's production.	• appreciate others' writings.
PAUSE 3: REMEDIATION & STANDARDISATION							

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5.5. The Planning Learning Canvas

Sequences	*Sections*	*Sessions*	*Lessons*	*Timing*
SEQUENCE1 **Jobs, Occupations and Hobbies**	**① Jobs, Occupations**	***1***	***I Get Ready***	***45 mn***
		2	I Listen & Interact	45 mn
		3	I Listen & Discover	45 mn
		4	I Read & Understand	40 mn
		5	I Read & Discover	45 mn
		6	I Learn & Enjoy	45 mn
		7	I Learn to Write	40 mn
		8	I Write	45 mn
	② *Hobbies*	**1**	I Listen & Interact	45mn
		2	I Listen & Discover	45mn
		3	I Read & Understand	45mn
		4	I Read & Discover	45mn
		5	I Learn & Enjoy	45mn
		6	I Learn to Write	45mn
		7	I Write	45mn
		8	***I Check my Progress***	***45mn***
PAUSE1 : REMEDIATION & STANDARDISATION				2h
SEQUENCE2 **Hometown/ City/ Village**	**① Amenities**	***1***	***I Get Ready***	***45mn***
		2	I Listen & Interact	45mn
		3	I Listen & Discover	45mn
		4	I Read & Understand	45mn
		5	I Read & Discover	45mn
		6	I Learn & Enjoy	45mn
		7	I Learn to Write	45mn
		8	I Write	45mn
	② Signs & Directions	**1**	I Listen & Interact	45mn
		2	I Listen & Discover	45mn
		3	I Read & Understand	45mn
		4	I Read & Discover	45mn
		5	I Learn & Enjoy	45mn
		6	I Learn to Write	45mn
		7	I Write	45mn
		8	***I Check my Progress***	***45mn***
PAUSE 2 : REMEDIATION & STANDARDISATION				**2 hours**

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SEQUENCE3 **Holidays & Travelling**	①**Holidays**	***1***	***I Get Ready***	***45mn***
		2	I Listen & Interact	45mn
		3	I Listen & Discover	45mn
		4	I Read & Understand	45mn
		5	I Read & Discover	45mn
		6	I Learn & Enjoy	45mn
		7	I Learn to Write	45mn
		8	I Write	45mn
	②**Travelling**	**1**	I Listen & Interact	45mn
		2	I Listen & Discover	45mn
		3	I Read & Understand	45mn
		4	I Read & Discover	45mn
		5	I Learn & Enjoy	45mn
		6	I Learn to Write	45mn
		7	I Write	45mn
		8	***I Check my Progress***	45mn
PAUSE3: REMEDIATION & STANDARDISATION				**2hours**

Table5: The Planning Learning Canvas

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6. Appendices

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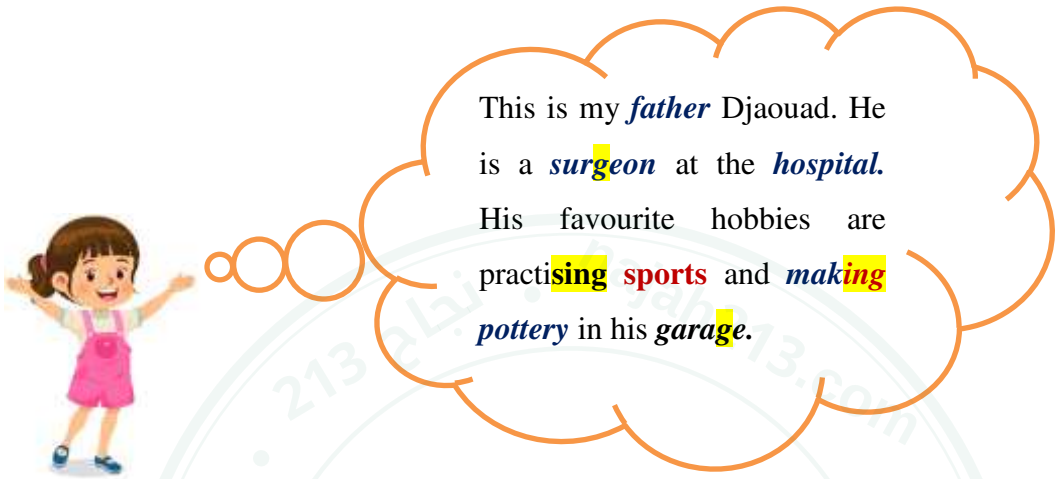
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6.1. INITIAL SITUATIONS

SEQUENCE1

Jobs, Occupations and Hobbies

☑ **Teachers should introduce the context of *the listening script* before setting tasks.**



☑ **Teachers read the text and ask the learners to carry out activities related to *skimming.***

Task 1: Tick the right answer.

-Djamila is talking about her father's:

- ☐ friends.
- ☐ hobbies.
- ☐ job and hobbies.

Task 2: Find Djamila's father.

(Teachers show the pictures and ask the learners to identify the one corresponding to the script)



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Reading text:

Uncle Sofiane is a ***manager*** in a sport club. He likes ***swimming*** and ***reading stories. He loves his job so much.***

☑ Teachers ask the learners ***to read*** the text ***silently for familiarization.***

☑ Teachers ask some learners ***to read*** the text ***aloud to check their decoding skills.***

☑ ***Teachers ask the learners to read the text and carry out an activity related to skimming.***

Task: Read the text and write 'true'☑ or 'false'☒.

- The text is about Sofiane's family.

☑ ***Teachers ask the learners to read the text and carry out an activity related to scanning.***

Task: Read the text and complete the form.

Name : Sofiane
Job: ……
Place of work: ……
Hobbies: -……
-……

☑ ***Teachers ask the learners to read the form and write a paragraph.***

Task: ***Use information in the following form and write a paragraph about Sophia.***

- **Name** : Sophia
- **Job:** journalist
- **Place of work**: TV station
- **Hobbies:** reading



Sophia is a……...……..……...…….

……...……

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SEQUENCE 2:

Hometown/city/village Amenities, Directions & Signs

☑ **Teachers should introduce the context of *the listening script* before setting tasks.**

Akram: Excuse me! Is there a ***hotel in this town***?

Razane: Sure! My ***hometown*** is large. There are all ***amenities*** you need.

Akram: Where is it? Can you show me the way, please?

Razane: Go straight ahead, **take** the first **turn** on the right. It is ***next to*** the ***park.***

Akram: Thanks!

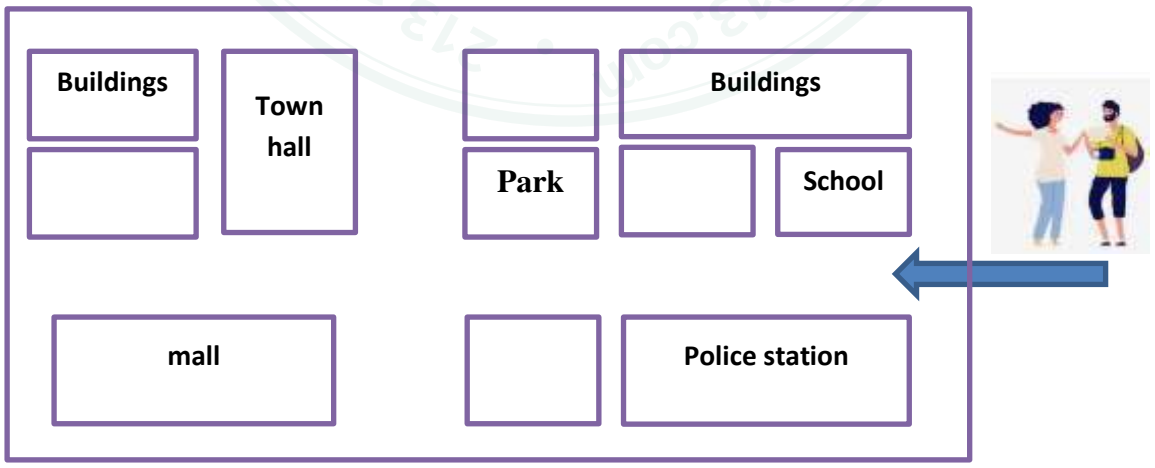
Razane: Welcome!

☑ Teachers read the text and ask the learners to carry out activities related to **skimming.**

Task 1: listen and write 'true'☑ or 'false'☒.

- Razane shows the way to Akram.

Task 2: Teachers ask the learners to listen and locate the hotel on the map.



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Reading text:



Mohamed: Excuse me! Is there a ***bookshop nearby***?

Ania: Sure!

Mohamed: Where is it? Can you show me the way, please?

Ania: ***Go*** along the main ***road, the bookshop*** between the ***primary school*** and the ***cybercafé.***

Mohamed: Thanks!

Ania: Welcome!

☑ Teachers ask the learners ***to read*** the conversation ***silently for familiarization.***

☑ Teachers ask some learners ***to read*** the conversation ***aloud to check their decoding skills.***

☑ ***Teachers ask the learners to read the conversation and carry out an activity related to skimming.***

Task: Read the conversation and answer the question.

- Is Ania giving Mohamed directions to the bookshop?

☑ ***Teachers ask the learners to read the text and carry out an activity related to scanning.***

Task : Read the conversation and answer the question.

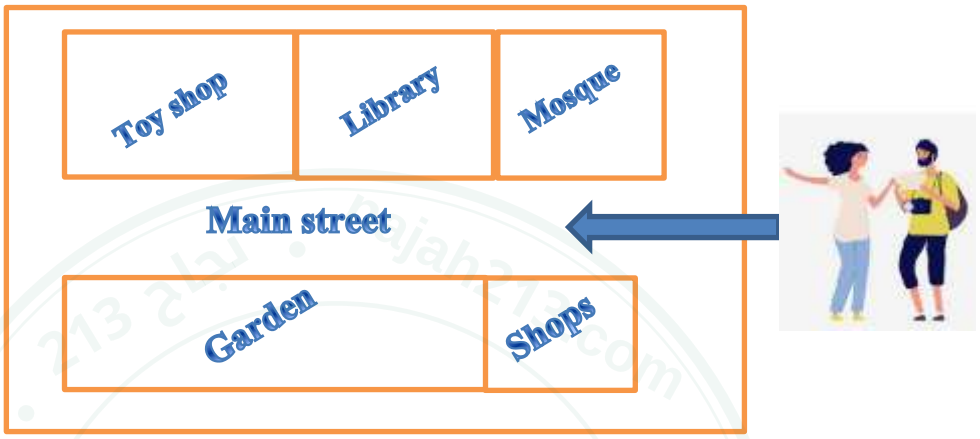
- Where is the bookshop?

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☑ *Teachers ask the learners to read the map and complete the conversation.*

Task: *Use information in the following map and complete the conversation.*





Meriem: Excuse me!---------- ---------- to the toy shop, please?

Nazim: Sure! ----------straight ahead. It's ----------, ----------.

Meriem: ----------

Nazim: Welcome!

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SEQUENCE 3:

Holidays and Travelling

☑ **Teachers should introduce the context of *the listening script* before setting tasks.**

Sami: It's ***summer***!

Asma: Where are you going for ***holidays***?

Sami: I'm going to Oran.

Asma: How do you like ***travelling***?

Sami: I like travelling by ***car***. I like taking photos of ***mountains.*** What about you?

Asma: ***I prefer travelling by plane.***

☑ Teachers read the text and ask the learners to carry out activities related to **skimming.**

Task 1: Tick the right answer.

-The text is about:

- ☐ Hobbies.
- ☐ Holidays and travelling.
- ☐ Means of transport.

Task 2: Circle the means of transport mentioned in the text.







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Reading text:

It is ***winter***. We are on ***holidays.*** It's cold and snowy. A travel agency organizes a trip to The Djurdjura Mountains. We are travelling by ***bus***. It's cool! We want to play with snow, take photos and share them with friends.

☑ Teachers ask the learners ***to read*** the text ***silently for familiarization.***

☑ Teachers ask some learners ***to read*** the text ***aloud to check their decoding skills.***

☑ ***Teachers ask the learners to read the text and carry out an activity related to skimming.***

Task: Answer the following question.

- Is the text about a trip to Theniet El Had National Park?

☑ ***Teachers ask the learners to read the text and carry out an activity related to scanning.***

Task: Read the text and complete the chart.

Season	*Weather*	*Destination*	*Means of transport*	*Activity*

☑ ***Teachers ask the learners to read the chart and write a paragraph.***

Task: ***Use information in the following chart and write a paragraph.***

Season	*Weather*	*Destination*	*Means of transport*	*Activity*
Autumn	Windy	The leisure park	Bike	Fly my kite



It is autumn……...……

……...…….

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6.2. LISTENING SCRIPTS AND READING TEXTS

①Jobs, Occupations and Hobbies

① Jobs and Occupations

Listening scripts

Djawad and Jack are e-pals. Djawad introduces his family to Jack.



Djawad: Let me introduce you to my family: mom, dad and my two sisters.

Jack: ***What's your father's job?***

Djawad: ***He is a gendarme.***

Jack: Interesting! ***My father is a manager in a private company***.

Key vocabulary: job - gendarme - private company - manager

Target structure:

Jack: What's your father's ***job***?

Djawad: He is a ***gendarme***.

- ***Word order***
- ***SV agreement***
- ***Intonation***

Target sound: /ʒ/ vs. /dʒ/

Reading texts

Jack's mother is Jenny. **She is a *teacher* in *a primary school*.** She loves her ***job***. Jack is proud of her.

Key vocabulary: teacher - primary school - job

Target structure:

She is a ***teacher*** in ***a primary school***.

- ***Phonics***
- ***Word order***
- ***SV agreement***

Phonics : /ʒ/ vs. /dʒ/

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② Hobbies

Listening scripts

Amine and his mom are at the Library.

Amine: Mom, I'm looking for this book.

Mom: I am happy for you! Do you ***like reading books***?

Amine: Yes, I ***enjoy reading stories and tales***. They teach me lessons.

Key vocabulary: reading books , stories , tales - enjoy

Target structure:

Do you like ***reading books***?

Yes, I ***enjoy reading stories and tales***.

- ***Word order***
- ***SV agreement***
- ***Intonation***

Target sound: /ŋ/

Reading texts

Jalal is my cousin. He is a smart boy. ***He likes indoor hobbies. He prefers playing chess, and creating collages.***

Key vocabulary: playing chess - creating collages.

Target structure: -

-He likes indoor hobbies.

-He prefers ***playing chess.***

- ***Phonics***
- ***Word order***
- ***SV agreement***

Phonics : /ŋ/

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② Hometown / City / Village Amenities & Directions & Signs

① Hometown / City / Village Amenities

Listening scripts

Amine describes his hometown to Jack.

Amine: My ***hometown*** is big. **Y**ou can find all ***amenities*** **y**ou need: a ***hospital***, ***a park***, ***a post office***, ***a restaurant*** and ***a cafeteria***.
Jack: ***Is there a florist's***?
Amine: ***Yes, there is.***
Jack: ***Where is it?***
Amine: ***It's on*** **Larbi Ben M'hidi** ***road, between the cafeteria and the library.***
Jack: That's easy**!** Thank you.

Key vocabulary: hometown – amenities - hospital - park - post office - restaurant - cafeteria - florist's - library

Target structure:

- Is there a florist's?
- Yes, there is.
- Where is it?
- It's on ….

-Word order
-SV agreement
-Intonation

Target sound: **/w/ - /j/**

Reading texts

My home**town** is big. **You** can find all ***amenities*** **you** need. I invite you to come. My house is not far from the ***Roman ruins***. It is between the ***post office*** and the ***bank.***

Key vocabulary: hometown - amenities - Roman ruins - post office - the bank.

Target structure:

- My house is not far from the Roman ruins.
- It is between the post office and the bank.

-Phonics
-Word order
-SV agreement

Phonics : **/w/ - /j/**

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② Directions and Signs

Listening scripts

A passer-by is looking for a toy shop. He asks Nazim for the way.

Passer by: ***Excuse me Sir, can you help me, please?***

Nazim: ***Yes, of course!***

Passer by: ***Is there a toy shop nearby?***

Nazim: *Yes, there is.*

Passer by: ***Can you show the way, please?***

Nazim: Well, ***go*** down this ***road. Take*** the first turn ***on the left***. It is between the ***bookshop*** and the ***florist's.***

Passer by: Thank you!

Key vocabulary: toy shop - on the left - bookshop– florist's - road

Target structure:

- Excuse me Madam, can you help me, please?
- Is there a toy shop near here?
- Can you show the way, please?
- Well, go…

-Word order
-Intonation

Target sound: ***review***

Reading texts

Passer by: ***Excuse me Madam, can you show the way to the post office, please?***

Hiba: Yes, of course. Well, go up this ***road. Cross at*** the ***pedestrian crossing.*** It is ***at the corner*** of Hassiba Benbouali road and Ali Ammari.

Passer by: Oh, that's easy. Thank you!

Key vocabulary: road – the pedestrian crossing – cross – corner

Target structure:

-Excuse me Madam, can you show the way to

-Yes, of course. Well, go… It is….

-Phonics
-Word order

Phonics : ***review***

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③ Holidays & Travelling

① Holidays

Listening scripts

Sarah and her family are talking about holidays.

Sarah: Mom, dad! It's ***summer!*** ***Where are we going for holidays?***

Dad: ***We are going to the beach.***

Amine: Waaaaaw! I love ***swimming*** and ***diving***.

Sarah: Great! I enjoy building ***sandcastles***. Let's enjoy our holidays!

Key vocabulary: summer - holidays - beach - swimming - diving - sandcastles

Target structure:

- Where are we going for holidays?
- We are going to the beach.

-Word order
-SV agreement
-Intonation

Target sound: ***review***

Reading texts

My country, Algeria, is beautiful. I am going to El Kala for ***holidays*** . It is in ***the east*** of the ***country***. There are nice places to visit: beaches, mountains, forests and parks. We are staying in a nice ***hotel*** near the ***beach.***

Key vocabulary: holidays - the east – country - places to visit (destinations) – beaches - mountains – forests – parks - hotel

Target structure:

- We are staying in a ***nice hotel***
- I am spending ***my holidays*** in El Kala.

-Phonics
-Word order
-SV agreement

Phonics: ***review***

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② Travelling

Listening scripts

It's spring holidays. Mary and her brother John are going to the countryside with their parents.

Mary: ***John, do you like travelling by train?***

John: It is fabulous!

Mary: ***I prefer travelling by plane.***

John: Look, I am taking pictures. Smile!

Key vocabulary: spring – holidays – countryside – travelling – train - plane

Target structure:

- Do you like ***travelling by train***?
- I prefer travelling ***by plane***.

-Word order
-SV agreement
-Intonation

Target sound: ***review***

Reading texts

It is ***spring***. We are on ***holidays.*** The ***weather*** is fine. A travel agency organizes a trip to Ghardaia. We are travelling by ***bus***. We want to visit the traditional ***market*** of Ghardaia and buy souvenirs.

Key vocabulary: market- holidays - weather – bus - spring

Target structure:

- We are travelling by ***bus***.

-Phonics
-Word order
-SV agreement

Phonics: ***review***

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6.3. Suggested Session layout

Class profile **Level** **Number of learners**	- - -
Sequence	
Section	
Session	
Session Objective(s) **Subsidiary objective(s)**	
Target competence	
Teaching materials	
Anticipated problems	
Solutions/Plan B	

Stage (s)	Procedure/tasks	Interaction	Time
Warmer			
Install resources			
Assessment			

Self-reflection		
What worked	***What hindered***	***Action plan***

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6.4.The Exit Ticket



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7. Glossary

Accuracy	refers to how correct learners' use of the language system is, including their use of grammar, pronunciation (in spoken English) and vocabulary.
Active listening	is when we not only hear what someone else is saying, but also understand and recognize their thoughts and feelings. It turns a conversation into an active, non-competitive, two-way interaction.
Activate	is to make something active or activate.
Meaningful interaction	is the opportunity to practice the language in a spontaneous way as people do in regular conversation.
Background knowledge	is the amount of information or knowledge someone has on a particular topic or the amount of knowledge they have retained from reading or listening. It is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text.
Communicative activity	is the one that brings the real life language by providing the basis for the speech, and interactive exchange of ideas, opinions and feelings with someone else.
Ccontext	is a text, speech or situation or even a picture that connects or surrounds words or phrases . It gives more about a structure. the context should be connected by a single idea.
Fluency	is the ability to produce language easily and smoothly.
Fluency-oriented reading instruction	is a teaching instruction that aims to improve reading among learners.
Fossilization	refers to the process in which incorrect language becomes a habit and cannot easily be corrected.
Implicitly	not directly taught/inductive.
Internalization	is the process of learning something or transforming external knowledge into internal or mental one so as to be used as the basis for production. Once language is internalised, it can then be retained and retrieved when needed for communication.
Intonation	is the change that occurs in the tone of a person's voice when sounding out sentences or questions. It often reflects emotion, emphasis and attitudes when speaking.
Input	refers to the exposure learners have to authentic language in use. It refers also to what a learner hears and processes in the target language.
Mixed ability class.	is one in which pupils of different abilities are taught together in the same class.
Monitoring	involves teachers moving around the classroom, and collecting information on how work is done and checking the learners' progress with their assignments.

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Output	is the product that learners create during a task that requires them to use language (e.g.: a poster, a drawing or a piece of writing).
Participation plan	is deciding with learners who is going to answer first, second or third so as learners know their turn and don't get embarrassed.
Penmanship	Is the art or ability of writing.
Prior knowledge	is the experiences, understandings, skills, and abilities, cultural and language knowledge learners bring to the learning process.
Pragmatic	sensible and practical
Prompter	the teacher is a prompter when they encourage learners and suggest how they should proceed in an activity (e.g. when learners run out of ideas or lose the thread of what they are trying to say).
Prosody	the patterns of stress and intonation in a language
Public speaking skills	soft skills that demonstrate how well someone can speak and engage their listeners.
Resource	Teachers are the resource when they explain concepts and facilitate learners' understanding.
Rhyming words	are two or more words that have the same or similar ending sound.
Scanning	is reading a text to find ***specific information*** like names, dates, etc
Skimming	is reading a text ***for a gist to get its general idea.***
substitution drill	is a classroom technique used to practise new language. It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure.
Sequence of lessons	is a number of related lessons that develop knowledge, skills and attitudes over a period of time.
Social context	describes the beliefs, practices, and norms of a group of people based on their individual and group identities.

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8. Further reading

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Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World

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