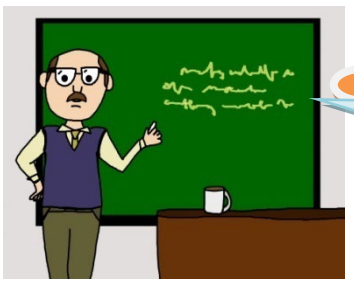




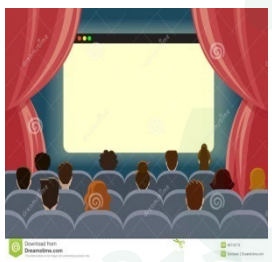
## Sequence One :

Me,my abilities ,my interests and my personality



Teacher : ABOUBAKER CHOUIT














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|---|---|---|
| **Level**: 3MS | **S**/Dridi Saadi Middle School | **T:** A-Chouit |
| **Sequence** :01 | **Lesson**:01**(PDP)** | **I Listen and I do** |

**Learning Objective(s):** by the end of this lesson ,my learner will be able to act out dialogues to talk about themselves ,their own interests .

| | | |
|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** W .B-audio scripts –Pictures- |

**Target Structures :** WH-questions .Frequency adverbs.

| Cross Curricular Competencies | Core values |
|---|---|
| * **Intel**:He can understand, interpret verbal and non verbal messages.<br>* **Meth:** He can work in pairs or in groups.<br>***Com:** He can talk about his and other interests.<br>* **Per and soc:** He socializes through oral and written messages**.** | *Valuing reading and learning I general.<br>*Respecting the others 'choices and interests.<br>*Being positive. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VA KT |
|---|---|---|---|---|---|---|
| 05' | **Warm Up:** | -**T**-Greets and welcomes his **PPs**<br>-**T**-Introduces talks about the project<br>In seq one, we're going to talk about our world s teens. We'll describe ourselves from the inside and outside, we'll talk about our interests, abilities and inabilities. | **T/PPs** | **Introduce the topic** | **WB** | **V A K** |
| 15' | **Pre listening** | -**T**-Introduces the new sequence<br>-**T**-Sticks on the board pictures of (games-sport-cinema…etc..)<br><br>-**T**-lets the **PPs** discus together then ask them what do they like or prefer.<br>-**T**- Asks **PPs** to open their books on **P 11**<br>**-T-** Gives the instructions<br>You're going to listen to some four definitions. Then, you're going to choose the corresponding word from the list **(Task 01 p 11).**<br>**-T**-Asks the **PPs** to match each picture with appropriate definition. **(Task 02 p 11).** | **PPs/ PPs**<br>**T/PPs** | **To brainstorm ideas about several hobbies and interests** | **WB/ Picture**<br>**WB/ Picture -Audio scripts**<br>**-Audio scripts PPs' Copybook** | **V A T**<br>**V A K T** |
| 20' | **During listening** | **-PPs** compare their answers and correct one another **(Task 03 p 11).**<br>**-T**-Asks the **PPs** to listen to Japanese students introducing himself than | **PPs/ PPs** | | | |

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| 15' | **Post Listening** | complete his profile **(Task 04 p 11).**<br>**Profile**<br>**First name :……..**<br>**Sure name:……**<br>**Age:……..**<br>**Nationality:…….**<br>**Country: …….**<br>**Interests :…….**<br><br>**-T-**Asks the **PPs** compare their answers with their partners. **(Task 05p 11).**<br>**-T-**Invites the **PPs** to listen to the interview than do **(Task 06and 07 p 12).**<br>**-T-**Invites the **PPs** to work in pair on(**Task 08 p 12)** and use their interest and hobbies.<br><br>**-T-**Asks the **PPs** to use their partners answers and write her/him<br>**E.g:**My friend (name) is keen of ……,he/she likes……,(name) (always)……..(everyday | **PPs/ PPs**<br><br>**T/PPs**<br><br>**PPs/T** | **To interpret aural messages**<br><br>**To reinforce peer correction and cooperative learning**<br><br>**Transform pieces of information into a short text** | **WB-PPs' Copybook** | |

| The Teacher's comments | | |
|---|---|---|
| **What Worked** | **What hindered** | **Action Points** |
| -<br>…….<br>…….<br>-…….<br>-……. | ……<br>……<br>-……<br>-…… | ……<br>……<br>-……<br>-…… |

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| **Level**: 3MS | **S**/Dridi Saadi Middle School | **T:** A-Chouit |
| **Sequence** :01 | **Lesson**:02**(PDP)** | **I Listen and I do** |

**Learning Objective(s):** by the end of this lesson ,my learner will be able to fill in his and others' profiles.

| | | |
|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** W .B-audio scripts –Pictures-Copybooks |

**Target Structures:**.Frequency adverbs (always .never) .Adjectives describing personality features.

| Cross Curricular Competencies | Core values |
|---|---|
| * Intel Comp :He can understand, interpret verbal and non verbal messages<br>He can pick up data from an interview to fill in a profile.<br>* **Meth Comp :** He can work in pairs or in groups.<br>- He can mobilize his resources to fill in a profile<br>***Com Comp :** He can gather data from an interview.<br>-He can communicate his profile to others.<br>* **Per and soc Comp :** He socializes through oral and messages**.** | *Being interested in people.<br>*Being in describing others' personality features. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VAK T |
|---|---|---|---|---|---|---|
| **05'** | **Warm Up** | **-T-** greets and welcomes his **PPs**<br>**-T-** introduces the lesson's subject<br>Today we'll talk about personality features, we'll learn to use adjectives describing people's personalities, fill in profiles with meaningful data. | **T/PPs** | **Introduce the new topic** | **WB** | **A V** |
| **10'** | **Pre listening** | **Task 01:**<br>**-T-** brings cards representing, adjectives, nationality, age, sex, country.<br>**-T-** Draws the chart below on the board and asks **PPs** to complete it with the cards. | **T/PPs** | **Review needed voca** | **Pictures + WB** | **A V T** |
| **10'** | | **Task 02: ( Task 10 P 13)**<br>**-T-**Sets up the situation. You're going to listen to a **BBC** radio interview**(part 01)** and you're going to complete in two profile (a girl's and a boy's profiles)<br>**-T-**Asks the **PPs** to check their answers in pairs before share it with whole class**(Task 12 P 13)**. | **PPs/T** | **Listen and answer**<br>**To reinforce peer correction and cooperative learning** | **Audio Scripts + WB + book + PPs' Copy books** | **A V T**<br>**VAT K** |
| **05'** | **During listening** | describing character to provide **PPs** with some new vocabulary | **T/PPs** | | | |

| Natio nality | Age | Country | Sex |
|---|---|---|---|
| -……. | -……. | -……. | -……. |
| -……. | -……. | -……. | -……. |

Niger · 14 · USA · 13 · Female · Peru · Piruvian · Algerian · Nigerian

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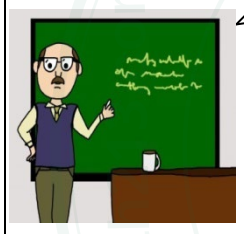
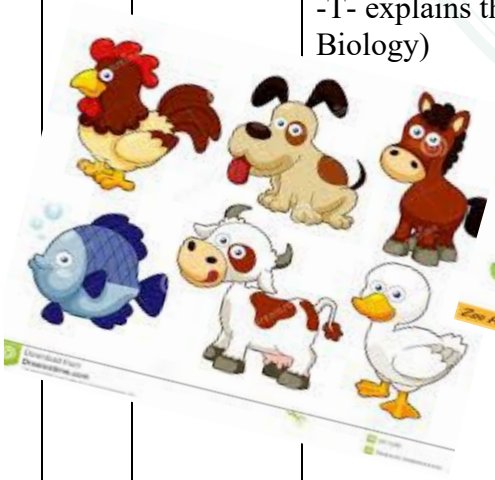
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| 10'<br><br>20' | **Post Listening** | <br><br><br><br>**Task 02: ( Task 15 P 15)**<br>**-T-**Sets up the situation. You're going to listen to a **BBC** radio interview**(part 03)** and you're going to tick the word that best describe each winner personality .<br>**-T-**Asks the **PPs** to check their answers in pairs before share it with whole class**(Task 16-17 P 15)**.<br>**Task 05:**: I complete my own profile:<br>**First name : ……**<br>**Last anme : ……**<br>**Nationality : ……**<br>**Country : ……**<br>**Age : ……**<br>**Sex: ……**<br>**Personality features:**<br>**I am: ……**<br>**……** | **PPs/T**<br><br>**T/PPs** | **Provide PPs with some adjectives**<br><br>**Listen and answer**<br><br>**To reinforce peer correction and cooperative learning** | **picture + WB**<br><br>**Audio Scripts + WB + book + PPs' Copy books** | **VAT K** |
| | | | **PPs/T** | **Consolidate the new items to talk about themselves** | **WB + PPs' Copy books** | |

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| Sequence:01 | Lesson:03 | PPU |
|---|---|---|
| Learning Objective(s): by the end of this lesson,my learner will be able to ask and give information about their and others' abilities and inabilities. | | |
| Targeted Competences: Interact .Interpret .Produce | Domain (s): Oral-Written (Both) | Materials: WB-audio scripts.PPs book. |
| Target Structures : Can in its three forms. | | |
| Cross Curricular Competencies | | Core values : |
| * Intel:He can understand, interpret verbal and non verbal messages.<br>He can deduce meaning from context.<br>* Meth: He can work in pairs or in groups.<br>He can evaluate himself and his peers.<br>*Com: He can interview his pattern.<br>* Per and soc: He socializes through oral and written messages. | | *Identifying other person's personality features<br>. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VAKT |
|---|---|---|---|---|---|---|
| **05'** | Warm Up | -T- greets and welcomes his PPs<br>-T- introduces the lesson' subject<br>Today, we'll talk about abilities and inabilities. The use of the modal "can".<br> | **T/PPs** | **Introduce the subject** | **WB** | **AV** |
| **10'** | **Presentation** | -T- Pins pictures on the board representing plants, birds and animals. Then lets PPs discuss about them<br>-T- guides and helps<br>-T- explains the words:( birdwatcher, Botany, Biology)<br><br> | **T/PPs** | | **Pictures** | **VAT** |
| **05'** | | -T-Names some items and asks PPs to repeat after her | | | | |
| **15'** | | **Task 01: ( Task 13 P 14)**<br>-T-Sets up the situation. You're going to listen to a BBC radio interview(part 02) and you're going to cross out the wrong information . | | **Get used to the pronunciation of the new words** | **WB+PPs Book+Copybook** | **VAKT** |






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| 15’<br><br>10” | **Practice**<br><br>**Use** | **-T-**Asks the PPs to check their answers in pairs before share it with whole class(Task 14 P 14)<br>Task 02: (pair work)( oral practice)<br>**-T-** writes the dialogue below on the board or distributes handouts<br><br>**A : Tell me, what can you do ?**<br>**B: I can sing.**<br>**A: can you play the piano?**<br>**B: No, I cannot play the piano but I can whistle.**<br>**A: Can you jump?**<br>**B: yes, I can.**<br>**A: can you fly?**<br>**B: No, I can’t. I am not a bird.**<br><br>-T-Reads the dialogue and pays attention to the pronunciation of “can”<br>-T-Asks PPs to read in pairs and he checks the PPs pronunciation<br>**Task 02:** I identify the right pronunciation of can and complete the table below:<br><br>WF /kən/ : 1-…… 2-……<br>SF /kæn/ /kɒ:nt/ : 1…… 2- can’t.<br><br>**Task 04: (task 1 p19)**<br>Homework : Read pronunciation tool **P17** | | **Practice the new item**<br><br>**Checking pronunciation**<br><br>**Check PPs assimilation** | **WB**<br><br>**WB +**<br>**Handouts**<br><br>**WB + Handouts+PPs Book+Copybook** | **VAK**<br><br>**VAKT** |

| The Teacher’s comments | | |
|---|---|---|
| **What Worked** | **What hindered** | **Action Points** |
| -<br>……<br>……<br>-……<br>-…… | ……<br>……<br>-……<br>-…… | ……<br>……<br>-……<br>-…… |

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| Sequence:01 | Lesson:03 | PPU |
|---|---|---|
| Learning Objective(s): by the end of this lesson,my learner will be able to ask and give information about their and others' abilities and inabilities. | | |
| Targeted Competences: Interact .Interpret .Produce | Domain (s): Oral-Written (Both) | Materials: WB-audio scripts.PPs book. |
| Target Structures : Can in its three forms. | | |
| Cross Curricular Competencies | | Core values : |
| * Intel:He can understand, interpret verbal and non verbal messages. He can deduce meaning from context.<br>* Meth: He can work in pairs or in groups. He can evaluate himself and his peers.<br>*Com: He can interview his pattern.<br>* Per and soc: He socializes through oral and written messages. | | *Identifying others other person's personality features . |

| Time | Framework | Procedure | Focus | Objectives | Aids | VAKT |
|---|---|---|---|---|---|---|
| 05' | Warm Up | -T- greets and welcomes his PPs<br>-T- Reviews the previous lesson.<br>**PIASP lesson:** | T/PPs | | WB | AV |
| 05' | Presenton | -T- Distributes the handouts with the dialogue and asks the PPs to pick out from the sentences with "can". Positive, negative and interrogative. | T/PPs | | | |
| 05' | Isolation | 1- I can sing.<br>S + Can + verb ( stem ,base)<br>2- I can not fly.<br>S +Can+ Not + verb ( stem ,base) | | To express abilities and inabilities using the model verb with three form | WB | VAT |
| 10' | Analysis | 3- can you do jump?<br>Can + subject + verb ( stem ,base)+..? | | | | |
| 10' | Stating the rule: | Grammar tool p21 | | To elicit the rule about the use of can | WB+PPs book | VAKT |
| 25' | Practice | Task 14, 15, 16 p 29.<br>-T-Asks the PPs to work alone .<br>-T-Asks the PPs to check their answers in pairs before share it with whole class | | | WB+PPs book+ PPs copybook | |

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| **Level**: 3MS | **S**/Dridi Saadi Middle School | **T:** A-Chouit |
| **Sequence** :01 | **Lesson**:04**(PUP)** | **I Listen and I do** |
| **Learning Objective(s):** by the end of this lesson ,my learner will be able to ask and give information using (always& never) | | |
| **Targeted Competences:** Interact .Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** W .B-audio scripts –Pictures- |
| **Target Structures:** Frequency adverbs(always, never) + present simple. | | |
| **Cross Curricular Competencies** | **Core values** | |
| * **Intel**:He can understand, interpret verbal and non verbal messages.<br>* **Meth:** He can work in pairs or in groups.<br>***Com:** He can use role play to communicate appropriately.<br>* **Per and Soc:** He socializes through oral and written messages. | *Valuing group work.<br>* Respect and turn taking when asking and answering.<br>*Being helpful. | |

| Time | Framework | Procedure | Focus | Objectives | Aids | VA KT |
|---|---|---|---|---|---|---|
| **05'** | **Warm Up:** | -**T-**Greets and welcomes his **PPs**<br>-**T-**asks L some questions:<br>-what do you like doing during your free time ?<br>-Do you have any interests?<br>-What fields are you interestd with?<br>**Today we'll talk about our interests, and learn how to use the frequency adverbs(always, never)** | **T/PPs** | **Introduce the topic** | **WB** | **V** |
| **15'** | **Presentation** | **-T-** splits the class into small groups of 4 or 6 providing them with strips of paper containing scrambled sentences and asks them to order them to get a coherent dialogue. PPs are asked to act out the dialogue in pairs after giving the correct order.<br>**Amal : Hi Karim, do you like computer games ?**<br>**Karim: yes, I am keen on them.**<br>**Amal : Which one do you prefer?**<br>**Karim: "Game of thrones", it's amazing.**<br>**Amal : How often do you play it ?**<br>**Karim: I always play it but I never win. What about you?**<br>**Amal : I don't like computer games, I am fond of reading.**<br><br> | **T/PPs** | | **PPs' Copybook** | **V A T** |

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| 20’<br><br><br><br><br><br><br><br>20’ | **Practice**<br><br><br><br><br><br>**Use** | -**T-**reads the dialogue and asks **PPs** to play in pairs.<br>-**T-**asks some questions:<br>-What’s Karim interested in?<br>-What game does he prefer?<br>-How often does he play it?<br>-what’s Amal interest?<br>-What’s she keen on?<br>-How often does she read?<br>**Task 02 : 07/09 page 20 I pronounce**<br>**-T-**Helps PPs to select words related to abilities, inabilities, intrests and personalities Then use them in meaningful statements.<br>-T-asks PPs to work in pairs on their own sentences to form a previous dialogue then they act it out.<br>-T- corrects the dialogue with the whole class | **PPs/ PPs**<br><br><br><br><br><br>**T/PPs**<br><br><br>**PPs/ PPs**<br><br><br>**T/PPs** | **Check PPs understandin g**<br><br><br><br><br><br>**To listen and match words with its corresponding sounds** | **WB-PPs’ Copyb ook** | **V A K T**<br><br><br><br>**V A K T** |

**The Teacher’s comments**

| What Worked | What hindered | Action Points |
|---|---|---|
| -<br>…….<br>…….<br>-…….<br>-……. | ……<br>……<br>-……<br>-…… | ……<br>……<br>-……<br>-…… |

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| **Sequence** :01 | **Lesson**:05 I Read and Do. (PPU) | **I Listen and I do** |

**Learning Objective(s):** by the end of this lesson, my **PPs** will be able to act out dialogues to talk about interests in Algerian music.

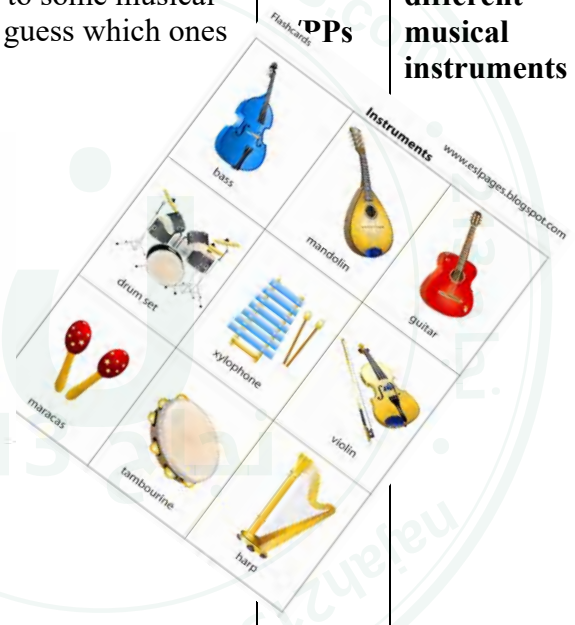
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|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** WB- map Recorded musical sounds–Pictures- |

Target Structures: Consolidation of frequency adverbs (always /never)W.H. Qs -Yes/No Qs.

| Cross Curricular Competencies | Core values |
|---|---|
| * **Intel**:He can understand, interpret verbal and non verbal messages.<br>* **Meth:** He can work in pairs or in groups.<br>***Com:** He can use role play to communicate appropriately.<br>* **Per and Soc:** He socializes through oral and written messages**.** | * Valuing the intangible cultural heritage.<br>* Being proud of belonging to Algeria with it's varied culture |

| Time | Framework | Procedure | Focus | Objectives | Aids | VA KT |
|---|---|---|---|---|---|---|
| **10'** | **Warm Up:** | **-T-**Greets and welcomes his **PPs**<br>**-T-**Invites the **PPs** to listen to some musical instruments and they try to guess which ones they are. | **'PPs** | **To identify different musical instruments** | **Recorded sounds of musical instruments** | **A** |
| **10'** | **Presentation** | **-T-**Pins on the board pictures representing musical instruments from one side and their names in the other side of the board and asks them match.<br>**-T-**Asks **PPs** to name some music genres and classify them into modern and old ones. | **/PPs/T** | **To name different musical instruments and classify music in its types** | **Pictures musical instruments + WB** | **V A K T** |
| **20'** | **Practice** | **-T-**Invites his PPs to do **Task 01 P24**<br>**-T-**Invites his PPs to do **Tasks 3-4 P 25** | **PPs/ PPs** | | | |
| | | **-T-**Reminds his **PPs** with frequency verbs and he asks them to do task **Tasks 9-10 P 27** | **T/PPs** | **To reinforce the use of frequency verbs** | **WB** | **V A K T** |




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| **20'** | **Use** | **-T-**Asks his **PPs** to do task 7 P 26 uesing the example given and to try to act out the dialogue with his partner and they are free to extra questions<br>How often …….?<br>Why do you like such kind of music?<br>**-T-**checks their works guide them and offer some help later he corrects with the whole class. | | **To act out the dialogue** | **WB-PPs' Copybook +book** | **A V T** |

**The Teacher's comments**

| What Worked | What hindered | Action Points |
|---|---|---|
| -<br>…… | …… | …… |
| …… | …… | …… |
| -…… | -…… | -…… |
| -…… | -…… | -…… |

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| **Sequence** :01 | **Lesson**:06 I Read and Do. (PPU) | **I Listen and I do** |

**Learning Objective(s):** by the end of this lesson, my **PPs** will be able to **r**ead texts and gather information about famous characters. -Write speeches about their hobbies and interests

| | | |
|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** Mohammed's video WB- PPs' Copybook +book |

**Target Structures:** lexis and expressions related to interests and hobbies.

| Cross Curricular Competencies | Core values |
|---|---|
| * **Intel**:He can understand, interpret verbal and non verbal texts.<br>* **Meth:** He can work in pairs or in groups.<br>He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.<br>***Com:** He can use information and communication technology, to interact with learners of other cultures.<br>- He can face an audience.<br>* **Per and Soc:** He can be inspired from outstanding people as role model. | * Valuing hard work and great achievements.<br>* Valuing reading and thinking .<br>*Supporting successful people<br>*Sharing an outstanding person's dream. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VA KT |
|---|---|---|---|---|---|---|
| 05' | Warm Up | -T-Greets and welcomes his **PPs** | | | **A video of Mohamed Farah Djaloul** | **A** |
| 10' | Pre reading: | -T-Invites the **PPs** to see Mohammed's video then he asks these questions:<br>Did you know the boy?<br>How did you hear about ?<br>What is he talking about? | T/PPs | To introduce the topic | | |
| 30' | While Reading: | -T- asks **PPs** to open their books on **P 30**.<br>-T- divides the class into two groups<br>**G1**, reads the text on P30 and deals with its tasks (**Tasks 1,2, 3 and 4page 30**)<br>**G2**, reads the text on P31 and deals with its tasks **(Tasks 5,6 and 7 page 31)**<br>-T -Asks each group to do his specific task and to report its work orally to the class.<br>-T-Asks **PPs** to reads the text on P32 and deals with its tasks **(Task 8 page 32 tasks 9, 10 and 11 page 33)** | /PPs/T<br>PPs/ PPs | Interpret dif texts in terms of lexis and comprehension | WB- PPs' Copybook +book | V A K T |
| 15' | Post reading: | -T-Invites the PPs to answer theses questions<br>what is your hobby? Why?<br>How can this interest or hobby help you?<br>Who is your hero?<br>What did he / she do?<br>Do you have a dream?<br>What do you do to make it become true?<br>-T- Asks **PPs** to use their answers and write a meaningful speech about their interests | PPs/T | Produce a piece of writing out of questions | WB- PPs' Copybook +book | V K T |

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| The Teacher's comments | | |
|---|---|---|
| **What Worked** | **What hindered** | **Action Points** |
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|---|---|---|
| **Level**: 3MS | **S**/Dridi Saadi Middle School | **T:** A-Chouit |
| **Sequence** :01 | **Lesson**:08 | I learn to integrate.((PDP) |

**Learning Objective(s):** by the end of this lesson, my **PPs** will be able to work in small groups and write Mohamed's Profile.

| | | |
|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** WB- PPs' Copybook +book |

**Target Structures:** lexis and expressions related to profile and reading

| Cross Curricular Competencies | Core values |
|---|---|
| * **Intel**:He can understand, interpret verbal and non verbal texts. The learner can use his critical thinking skills when gathering information for learning and research. He can solve problem situations using a variety of communication means. He can show some degree of autonomy in all areas of learning.<br>* **Meth:** He can work in pairs or in groups. He can develop effective study methods, mobilize his resources efficiently and manage his time rationally<br>- He can share information with the whole class..<br>*Com: He can use information and communication technology, to interact with learners of other cultures**.**<br>* **Per and Soc:** He can show responsibility towards team work. | * Being proud of belonging to Algeria .<br>* Valuing the intangible cultural heritage. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VAKT |
|---|---|---|---|---|---|---|
| 05' | **Warm Up** | **-T-**Greets and welcomes his **PPs** | | | | **A** |
| 10' | **Pre Writing** | **-T-** Asks some comprehension questions: Do you know the Arab reading challenge competition ? Where do you watch it? What is the winner's reward? | **T/PPs** | **To review prior knowledge.** | **WB-** | **A V** |
| 30' | **While Writing** | **-T-** Splits the class into small groups and asks the PPs to gather information as much as possible about Mohammed Farah Djaloud.<br>**-T-** Asks **PPs** to open the books on **P37**<br>**-T-** Asks **PPs** to read the situation<br>**-T-** Asks **PPs** to read the lay-out of the profile on **P38**<br>The information on **P 38**<br>The texts **P(30, 31,32)** if necessary.<br><br>**Drafting:**<br>**-T-** invites **PPs** to start their work<br>**-T-** helps, guides….<br><br>**Redrafting:** | **PPs/ PPs**<br><br>/<br><br><br>**PPs/ PPs** | To collect information | **WB- PPs' Copybook +book**<br><br>**WB- PPs' Copybook +book** | **V A K T** |
| 15' | **Post Writing** | **-T-** asks **PPs** to check their works in peers<br><br>**Editing:**<br>**-T-** asks **PPs** to write their final work<br>**-T-** invites **PPs** to present their posters to the class. | **PPs/T** | To produce a profile<br><br>To involve the PPs in peer and group correction. | **Poster** | **V K T** |

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| **What Worked** | **What hindered** | **Action Points** |
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| **Level**: 3MS | **S**/Dridi Saadi Middle School | **T:** A-Chouit |
| **Sequence** :01 | **Lesson:09 I think and write.** | **Framework** :PDP) |

**Learning Objective(s):** by the end of this lesson, my **PPs** will be able to prepare a poster about The Arab Reading Challenge.

| | | |
|---|---|---|
| **Targeted Competences:** Interact **.**Interpret .Produce | **Domain (s):** Oral-Written (Both) | **Materials:** WB- PPs' Copybook +book |

**Target Structures:** lexis and expressions related to reading and the competition

| Cross Curricular Competencies | Core values |
|---|---|
| * **Intel**:He can understand, interpret verbal and non verbal texts.<br>The learner can use his critical thinking skills when gathering information for learning and research.<br>He can solve problem situations using a variety of communication means.<br>He can show some degree of autonomy in all areas of learning.<br>* **Meth:** He can work in pairs or in groups.<br>He can develop effective study methods, mobilize his resources efficiently and manage his time rationally<br>- He can use reading strategies to collect data.<br>*Com: He can use English to write a poster.<br>He can process digital data.<br>* **Per and Soc:** He can show some degree of autonomy in learning. | * Being proud of belonging to Algeria .<br>* Valuing the intangible cultural heritage. |

| Time | Framework | Procedure | Focus | Objectives | Aids | VAKT |
|---|---|---|---|---|---|---|
| 05' | Warm Up | -T-Greets and welcomes his **PPs**<br><br>-T- Asks some comprehension questions:<br>Do you know the Arab reading challenge competion ?<br>Where do you watch it?<br>What is the winner's reward? | T/PPs | To review prior knowledge. | WB- | A<br><br>A V |
| 10' | Pre Writing | | | | | |
| 30' | While Writing | -T- Splits the class into small groups and asks the PPs to gather information as much as possible about Mohammed Farah Djaloud.<br>-T- Asks **PPs** to open the books on **P39**<br>-T- Asks **PPs** to read the situation<br>-T- Asks **PPs** to read the lay-out of the poster on **P39**<br>The information on **P 39**<br>The texts **P(1, 2,3)** if necessary. | PPs/ PPs<br><br>/ | To collect information<br><br>To familiarize PPs with the layout of a poster | WB- PPs' Copybook +book | V A K T |
| 15' | Post Writing | **Drafting:**<br>-T- invites **PPs** to start their work individually.<br>-T- guides, motivates controls and offers help if needed.<br><br>**Redrafting:**<br>-T- asks **PPs** to check their works in peers<br><br>**Editing:**<br>-T- invites **PPs** to present their posters to the class and try to correct together. | PPs/ PPs<br><br>PPs/T | To produce a poster<br><br>To present the poster and share information aith the whole class | WB- PPs' Copybook +book<br><br>Poster | V K T |

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| **What Worked** | **What hindered** | **Action Points** |
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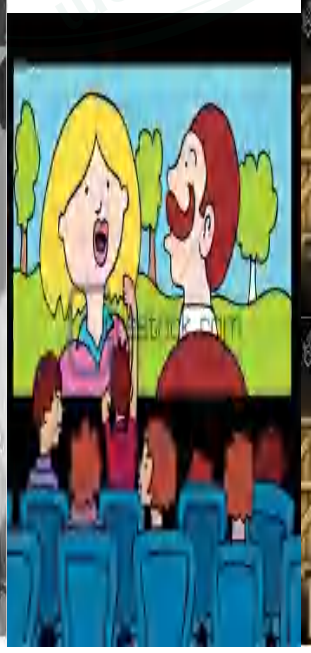

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Anna
Times like this, a girl needs a shoulder to cry on.
Robin
Perhaps you could rent one?





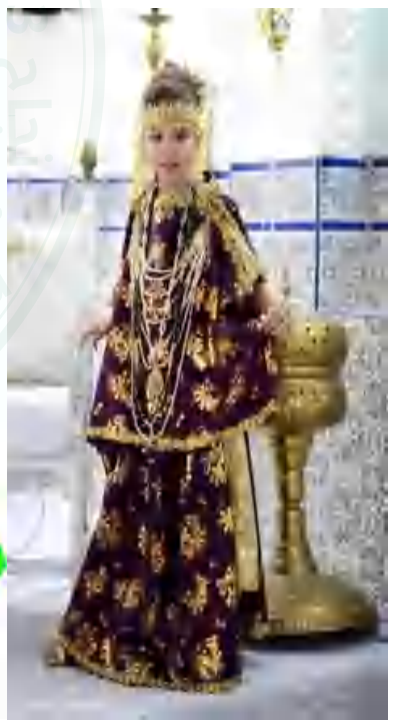










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