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TEACHER'S GUIDE MIDDLE SCHOOL YEAR ONE

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THE TEACHER'S GUIDE MIDDLE SCHOOL YEAR ONE

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Introduction

Dear colleagues,

We are pleased to introduce the Teacher's Guide for Year 1 of the middle school English coursebook. The aim of this Teacher's Guide is to help you prepare lessons, and integrate, when necessary, listening, speaking, reading, and writing. It will help you to understand the important components of the language curriculum, along with the opportunities that your learners will need to achieve the educational objectives successfully.

The Teacher's Guide is also an attempt to help you to expand your range of teaching methods and techniques to accommodate your learners preferred channels of learning. The tasks and activities included in the coursebook were carefully selected to cater for learner's styles and multiple intelligences.

It is worth mentioning that in the learners' coursebook, language is viewed as a set of interacting competencies. The tasks of the coursebook are therefore always centered on the learners and the focus is on the development of their capacities in order for them to acquire, in the most effective way, competencies in English corresponding to their in-school and out of school needs. They learn to speak, listen to, read, write and re-use what they have learnt in new situations. These competencies are taught in an integrated way, since in real-life that is how they are used. This is the reason for this change in the teaching of English. We should focus on helping learners to play a more active role in their own development and make them responsible for their own learning. We should afford them opportunities to find the answers to questions arising from their own daily life and to become autonomous learners. As this approach to learning is facilitated by having the learner confront significant and meaningful situations, his personal process of adaptation relies more heavily on his cognitive, psychomotor and affective resources while also taking into account the influence of the social and cultural interactions with the world around him.

The competency-based approach is based on linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable.

The aim for learners is to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. Learners will thus see learning as being worthwhile and having relevance both for their studies and their future.

The learners should be prepared to the changes and challenges that are occurring at the national and international levels. **(See the law of orientation 04.08 January 23rd 2008).**

The guiding principles of the curriculum are translated faithfully in the coursebook through meaningful situations and tasks.

We hope that you find the Teacher's Guide useful and helpful. We also hope that your learners will enjoy their new English Book.

The Authors

Presentation of the Coursebook objectives

I listen and do.

“So many times, people told me I can't do this or can't do that. My nature is that I don't listen very well.”

Chantal Sutherland

This teaching point should be carefully introduced. It carries the most important elements of the sequence. Its content exposes your learners to the target language .

In ‘**I listen and do**’, learners are very active. They identify and use the target language through the interactive competence, the interpretive competence and the productive competence in an integrated way.

The learners should be able to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished.

While listening and interacting orally, learners are exposed to the English sounds. Repetition in meaningful contexts helps them to get accustomed to these sounds.

They should be able to understand through reading or listening written and spoken language and to interpret it appropriately.

They should be able to produce coherent, elaborate and relevant messages in writing and speaking. It is also to be able to effectively express ideas and organise thoughts appropriately.

In this section ,vocabulary is presented through topics closely related to each situation. The learner must acquire a lexical repertoire which corresponds to his level of proficiency .This will enable him to do the different tasks and activities assigned

to him. The teacher can use different techniques to introduce the new items.

- pictures, definitions, situations, gestures, miming, realia, translation, definitions, synonyms, antonyms, miniatures, drawing, word family, guessing / predicting, collocation

At the end of each sequence, a pictorial dictionary is provided to clarify meaning as well as a trilingual lexicon (English, Arabic and French) is provided at the end of the coursebook.

In this section, grammar must be taught in a meaningful context so that the learners can use it efficiently. Learners must be presented with basic grammar forms/ verb noun, adjective, preposition and structures / noun phrase, verb phrase, simple sentence ...

Grammar should be taught implicitly. The meaning is more important than the form. Meaningful situations related to the learner's interest will help him see language at work and increase motivation.

Teachers should avoid abstract theoretical explanations. The section "**Grammar tools**" provides some explanations before the practice phase. Knowing a grammar rule is not a priority. It is just a means and not an end in itself.

Learning grammar means being able to use the target language accurately in order to communicate successfully in meaningful situations related to the learner's environment

I Pronounce.

*"I couldn't pronounce Arnold
Schwarzenegger, so I called him Balloon
Belly."
Joe Gold*

Pronunciation is an essential component of communicative competence (Morley, 1991). It is a crucial part of communication while listening and speaking. To sustain interest, we have thought of including it in a meaningful

context that fits your learners age. Pictures are associated with the pronunciation activity because of their power to foster learners' imagination and motivate them to work better. When dealing with this teaching point, teachers should focus learners' attention on the relationship between sounds and spelling. They must understand that the spelling of lots of words is different from the pronunciation. Teacher should also focus on the sounds that may not exist in Arabic, Tamazight and/or in French. The relationship between sound and spelling may be problematic to absolute beginners.

Pronunciation is an important feature of oral interaction. Teaching pronunciation does not mean teaching the phonetic system of English. Its purpose is to help the learner to develop accurate pronunciation and efficient oral skills, which are essential for the interpretive and oral productive competencies.

Moreover, it is important to focus the learner's attention on the relationship between sounds and letters and to stress that what he hears does not always correspond to what he reads, and what he reads is pronounced differently.

My Grammar Tools

*"You learn something everyday if you
pay attention"*

Ray Leblond

Grammar in the coursebook is taught implicitly. Learners have to engage their brains and deduce the rules. However, in 'My grammar tools' section, some rules are given in order to teach learners reasoning and logic.

I practise.

"Tomorrow's victory is today's practice"

Chris Bradford

This section is meant for the practice of the language presented in the previous teaching points. It aims at consolidating and reusing the acquired knowledge

in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities. What matters most in these activities is the use of the language for the sake of real life communication.

I read and do.

“Today a reader, tomorrow a leader.”

Margaret Fuller

Why do we read and how do we read at this stage of learning?

We read to search for information ,discover clues/title ,date ,place, personal information/ to understand meaning and interpret situations .The teacher should arouse in the learner love and pleasure for reading, and should help him to reflect on what ,why and how he reads :a dialogue ,a letter, an email, an ID, a poem, school regulations ,a touristic leaflet...

When reading a text, it is necessary to identify the following :

- Para textual elements : writer, text source, publication date, number of paragraphs, title.
- Supra textual elements : number of speakers, discourse type.
- Lexical elements : repeated words, words that belong to the same lexical field, words from the same family, names of places, of people or other personal names, dates, and other explicit temporal landmarks, or even implicit.

Reading techniques : skimming ,scanning, reading for gist.

- **skimming** is reading quickly to get a general idea of the text/ global comprehension.
- **scanning** is reading to locate specific information .It is selective reading.
- **reading for gist** :is reading to identify the most important ideas of the whole text and/or each paragraph.

At this stage, the learners should be independent .They should be given the opportunity to read silently and exploit the text through meaningful tasks and activities.

This section includes three phases.

a) Pre-reading

The teacher introduces the topic and the key lexical items that are necessary to the understanding of the reading passage through pictures ,guessing games ,videos,mind maps , graphic organiser, word association technique

b) During reading

The learners read silently and exploit the text through meaningful tasks and activities related to their environment and interest. The teacher monitors and provides help when necessary . The teacher helps the learners to interact with the text.

C) Post-reading

The teacher can use a follow up activity such as using a speaking or written tasks related to the topic, jigsaw reading, short summary...

I learn to integrate

“Integration is like a good recipe. You need all the ingredient to have a tasty dish.”

The Coursebook Authors

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate. They should mobilise their resources and re-invest them in a problem solving situation through group work.

The learners are involved in selecting and classifying **the resources** they need ,**the skills** they will use and **the values / attitudes** to be instilled.

This phase will enable the teacher to identify the learners’ strengths and weaknesses in order to organise tutorial sessions for moderation ,remediation then standardisation (levelling up).

This phase is conducted with the help of the teacher who monitors the task and give help by providing examples.

I think and write.

“Writing is thinking. To write well is to think clearly.”

Bruce Cole

We are living in a globalised world. Most learners have some contact with the English language through the Internet. With the help of teachers and parents, learners should learn how to write and communicate with friends about topics related to their environment and interest. However, we should train them to think first and then write : They should pay attention to what they write in simple English, how to write it and when to write it.

The acquisition of language skills such as reading and writing targets the development of writing competency. Acquiring writing is the most difficult part of the language learning process. It is essential to first acquire the conventions of written English (such as capitals, punctuation, indentation, etc). Next, the learner must become familiar with all the stages which prepare him for the production of a text (email , ID card , table completion , dialogues, blogs ...).

In process writing, these stages are: brainstorming, outlining, drafting, re-drafting , editing ,publishing. The learner should also be able to assess his work , and then with the help of his teacher to improve his written production

So, with the help of his teacher, the learner will be able to:

- Produce a written message of short length to describe himself ,friends ,family, school and country .
- Use punctuation and capitalisation correctly .
- Write cohesive and coherent paragraphs which hold together from the point of view of form and meaning
- Use correct syntax (subject, verb, object, tenses, etc).
- Write an outline (plan) and organise his ideas clearly and logically.

To achieve these objectives, the teacher will use writing techniques such as:

- Modeling the learner : reading a text as a model and focusing on its form and meaning
- Scaffolding the learner's writing : helping him to move from simple to difficult texts
- Focusing the learner's attention on the type of writing: **an ID, a blog, an email ,a letter, a postcard, a short diary about daily activities ,school rules ,a poster, a cartoon, , a dialogue, a charter , a flyer, a leaflet .. etc**

Now I can

Think  left and think right 
and think low  and think high 
oh, the things you can think
up if only you try!
-Dr. Seuss

Assessment should include learner self-assessment so that they become more self-reliant and confident in their abilities.

In this section ,the learners are involved in self assessment through an appropriate rubric ,they check what they can do and if they are ready to move on . They might need a bit of extra help , and support from the teacher who will identify what the learners need to work more on .

I play.

“ Children need the freedom and time to play.

Play is not a luxury. Play is a necessity.”

Kay Redfield Jamison

Play is fundamental to your learners’ development. It encourages creativity and helps children to learn social skills. Creative games enable learners to solve problems and think critically.. Play is an ideal relaxed and fun approach to learning. It is worth mentioning that while playing, learners are unconsciously reinvesting the knowledge acquired in the sequence .

Some activities of the coursebook need to be done outdoor

I enjoy.

*“ It doesn’t matter how a child spends
time to learn . What matters most is how
he enjoys learning.”*

The coursebook authors

The material under this section is a source of pleasure for your learners. It brings them joy and happiness and develops their imagination. Thanks to this teaching point, learners will never feel overwhelmed by English lessons. Learning occurs in a relaxing and motivating atmosphere through reading or singing.

My pictonary

“A picture is worth a thousand words.”

Henry Harris

This section is meant to recycle the acquired vocabulary through a ludic aspect .The teacher can use the’ Pictionary’ as a game to revise vocabulary using meaningful tasks and activities .For example, he shows a picture and asks his learners to guess the word or he can organise his class in groups and give each group five words and ask them to draw.

The activity can either be done on the board or in small groups with flip chart paper. A learner takes a card and then draws it and the other team members have to guess what it is. The learners can take it in turns or the learner who guesses it correctly gets another go.

My project

“Learning is an everlasting project”

The Coursebook Authors

The main objective of the project is to help the learners to work together and socialise . It helps the teacher discover many aspects and hidden competences and social skills

He will find out that some learners are good at drawing .Some have good computer skills. Some are good at collecting and organising data. While working with groups , the teacher will identify future leaders , collaborative learners , attentive learners and slow learners who can work better when they are involved in a task within a group.

Each group member is supposed to do a task .

- Time keeper
- Organiser
- Dictionary searcher
- Data collector
- Speaker
- Group leader
- Facilitator

The process is more important than the end product in the project.

Teaching Absolute Beginners

Day one is a great day to identify your learners. A lot of faces are looking at you, Your learners have no knowledge of written or spoken English. You cannot elicit any knowledge from them. However, they are eager to learn this new language. They may laugh when they hear the new language. They cannot communicate with you, and you cannot speak freely in English. You have to be prepared to manage their behaviour because it might cause disciplinary problems. Their success depends on your passion and compassion.

Your First-Year Middle School Learner

To fully understand your learner, you need to consider his temperament, age-related developmental tasks, maturity level, and his/her multiple intelligences.

You can find below some information based on the studies by The Gesell Institute of Human Development(<http://centerforparentingeducation.org/library-of-articles/child-development/child-development-by-age/>)

Characteristics of the 11-year old learner.

- is talkative, outgoing and friendly
- is self-assertive, although he/she may be called “rude and difficult”
- experiences wide range of moods and emotions. He/she can fly into a rage or burst out in laughter.
- can be loud and exuberant
- has a talent for laughter
- interrupts insistently
- is impulsive
- is highly curious
- is still emotionally immature and unaware of how others see him
- wiggles a lot

- is increasingly hungry – has appetite for experience as well as food
- fatigues readily
- exhibits best behavior when away from home
- quarrels with siblings
- rebels against parents; finds fault, argues, calls names, talks back
- resists imposed tasks

Be careful ! your learner may be tense and questioning. He often tests self through conflicts with others.

Here are some helpful tips you will use in class to achieve better results.

(<http://busyteacher.org/12158-how-to-teach-absolute-beginners-esl-zero-to-hero.html>)

1. You have to prioritise the learning objectives. Learners should know first how to introduce themselves and greet one another.
2. Don't expect your learners to answer your questions. Assume they don't know anything.
3. Foster and congratulate your learners when they respond.
4. Use learner's senses to maximize learning : visual aids , plenty of gestures, as well as real life objects are helpful and conducive to true learning.
5. Don't tell learners. Show them. Remember your learners have never been exposed to the target language . Show them how to act out a dialogue. Set them to repeat after you. This goes for most of the

materials in the learner's coursebook .

6. Build on what your learners have learnt before. Absolute beginners should review what they have previously learnt. You can re-use language from the previous lesson and use it to introduce the new teaching point.

7. Keep your lessons real. Teach in context and make use of real life situations

8. Don't be a slave of the coursebook. Use your imagination and creativity to accommodate your learners' preferred ways of learning.

However, affective and emotional positive learning factors should be omnipresent in your class. Your class should be a space of happiness, joy, respect and love.

The representation of the core values in the coursebook

The core values contained in the coursebook are derived from the **LAW OF ORIENTATION**, 04-08 January 23rd, 2008.

- **National identity**

The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...

- **National conscience:**

He can speak about our school days, weekend and national public holidays (historic, religious, etc)

- **Citizenship :**

he shows respect for the environment and protects it continually.

He is responsible

He is honest

He is respectful

- **Openness to the world :**

He is keen on learning about others' markers of identity

The core values are broken into micro- values in the coursebook.

Core values	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5
National identity -Respect of the national anthem -Respect of the national values.	I listen and do Tasks: 1, 2 a, 3,4 and 5. I read do I think and write I play I enjoy	I think and write I play task 2 I enjoy (poem about parents)	I practise/my pets / task 1	I pronounce task 2 I practise task 3 I read and do (my ideal school) I enjoy	Welcome to Algeria The land of history and beauty I listen and do task 1 I listen and do task 3 I practise task 1 I pronounce task 2 I read and do tasks 1,2and 3 I learn to integrate task 1 I think and write I enjoy
National conscience	I think and write			I pronounce task 2 I practise task 3 I read and do (my ideal school) I enjoy	Welcome to Algeria The land of history and beauty I practise task 1 I pronounce task 2 I read and do tasks 1,2and 3 I learn to integrate task 1 I think and write I enjoy

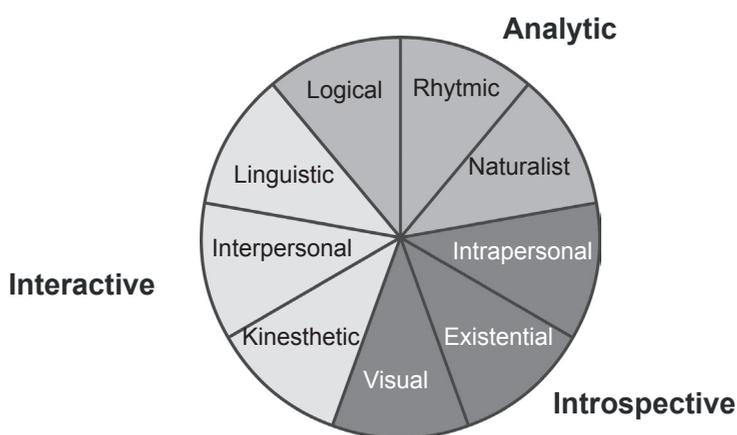
<p>Citizenship</p> <ul style="list-style-type: none"> -Tolerance -Honesty -Responsibility -Respect -Love -Value of work and effort -Protection of the environment(monuments ,animals, school) - Rights and duties -Faithfulness to one's country , family, school and friends. 	<p>I enjoy</p>	<p>I listen and do tasks: 2,5</p> <p>I think and write</p> <p>I enjoy (poem about parents)</p>	<p>I listen and do tasks 1,2,3 and 6</p> <p>I pronounce task 1</p> <p>I practice My pets</p> <p>I learn to integrate</p> <p>I play task 2</p> <p>I enjoy</p>	<p>I listen and do task 1</p> <p>My school rules</p> <p>I listen and do task 2</p> <p>I pronounce task 2</p> <p>I practise task 3</p> <p>I read and do (my ideal school</p> <p>I learn to integrate task 1,2</p> <p>I think and write</p> <p>I play task 1</p>	<p>I pronounce task 2</p> <p>I read and do tasks 1,2and 3</p> <p>I learn to integrate task 1</p> <p>I think and write</p>
<p>Openness to the world</p> <ul style="list-style-type: none"> -Value and respect of other nationalities -Understanding the other (beliefs , customs and culture 	<p>I read do</p> <p>I learn to integrate</p>	<p>I listen and do task 1</p> <p>I practise task 1</p> <p>I read and do Tasks :1,2</p> <p>I learn to integrate</p> <p>I think and write</p>	<p>I practise/my pets / task 1</p> <p>I read and do task 1</p> <p>I think and write</p> <p>I enjoy ,My ABC's</p>	<p>My school rules</p> <p>I read and do (my ideal school)</p>	<p>I listen and do tasks 1, 2, 3,4,5,6,7</p> <p>I practise tasks 1,2</p> <p>I pronounce task 1</p> <p>I read and do tasks 1,2and 3</p> <p>I learn to integrate task 1</p> <p>I think and write</p> <p>I play</p>

The representation of the multiple intelligences theory in the coursebook

Neuroscientists have been searching for the possible improved teaching practices. Their scientific field is based on information obtained through autopsies, experiments, and different types of scans: Magnetic Reasoning Imaging (MRIs).

Results: The birth of Multiple Intelligences Theory (Howard Gardner 1983)

According to Gardner, there are at least nine intelligences:



INTELLIGENCE	DESCRIPTION
Linguistic	Allows individuals to communicate in spoken and/or written forms.
Logical / Mathematical	Enables individuals to recognize, use and analyze logical structures.
Musical	Ability to understand and express components of music and sound, including melodic and rhythmic patterns
Spatial /Visual	Allows people to perceive the visual/spatial world accurately, to transform the information, and recreate visual images from memory. Create mental maps of their environment

Bodily Kinesthetic	Ability to use all or part of the body to solve problems or create products.
Interpersonal	Capacity to recognize the feelings and intentions of others, and to use this information to persuade, influence, mediate or counsel individuals
Intrapersonal	Ability to access one's own emotional life through an awareness of inner moods, intentions, and motivations, and apply these understandings to help one live one's life.
Naturalist	This intelligence allows people to problem solve by classifying and using features of the natural world

How are the teaching points of the learners' coursebook related to Multiple Intelligences Theory ?

- a. The learners' written or spoken productions = linguistic intelligence
- b. The learners' real communication = interpersonal intelligence
- c. Meaningful interaction in the target language with no attention to form = interpersonal and intrapersonal intelligence
- d. Learners are set to deduce grammar rules to produce sentences = intrapersonal, interpersonal, linguistic, and mathematical intelligences.
- e. Me and my pets = Naturalistic intelligence
- f. Me and the world = Spatial intelligence
- g. I enjoy / Games / Songs and poetry = Intrapersonal, musical/ rhythmic, mathematical , linguistic , kinesthetic intelligences
- h. Listen and do = linguistic, kinesthetic intelligences

In an article entitled *The Differentiated Classroom: Responding to the Needs of All Learners*, Carol Ann Tomlinson (2005: 31-34) reflects the benefits and the roles of a teacher applying Multiple Intelligences in a differentiated classroom:

- The teacher appreciates each child as an individual.
- The teacher remembers to teach whole children.
- The teacher continues to develop expertise.
- The teacher links learners and ideas.
- The teacher strives for joyful learning.
- The teacher offers high expectations - and lots of ladders.
- The teacher helps learners make their own sense of ideas.
- The teacher shares the teaching with learners.
- The teacher clearly strives for learner independence.
- The teacher uses positive energy and humor.
- And finally, the teacher has created the time and space in which to invite learners to step beyond where any teacher can bring them, to the places where they explore, invent, and interpret in new ways, which they, then, teach in return.

TEACHING STRATEGIES BASED ON MULTIPLE INTELLIGENCES

1. Teaching Strategies for Linguistic Intelligence

Because Linguistic Intelligence has been used for decades, teachers were used to applying a variety of teaching strategies which, most of the time, responded to the needs of both the teacher and the learner. These strategies relied so much on coursebooks, worksheets and lectures. Armstrong (2000), states that involving new strategies to enhance this intelligence is a necessity because the traditional ones have been overused. He suggested the following:

- Story telling Story

Story telling is to be considered as a vital teaching tool since it has been part of our cultures for thousands of years. It was a means of conveying knowledge and developing intelligence in humanity. Using them in class enables the teacher to weave 'essential ideas, concepts and instructional goals into a story 'directly told to learners. The teacher's role here is to include the essential elements (language exponents) of the lesson in the

story and present it to learners. Such strategy sustains interest because it brings not only outputs through entertainment, but gets learners impressed by their teacher's willingness to innovate and create.

- **Brainstorming**

Vygotsky (quoted in Armstrong 2000) once claimed that a thought is like a cloud shedding a shower of words. Brainstorming is like this cloud, where learners produce a lot of thoughts which when collected and put on the whiteboard, gives a clearer idea of the topic being discussed. The general rule of brainstorming is setting learners to share whatever comes to their mind that is relevant to the topic under study. The ideas are placed on the board at random. After every learner has been given the opportunity to share, learner reflect and organise the ideas, and use them in a specific task or project. This strategy encourages original thoughts and creativity.

- **Tape Recording**

The Making use of the tape recorder results in very satisfactory results. This device is a valuable learning tool, since it offers learners an efficient medium through which to learn a foreign language. It helps them develop their linguistic powers and verbal communication skills. When using it for listening, learners, especially where English is learnt as a foreign language (as in Algeria), improve their pronunciation and master the phonological system of the target language. When using it as a recorder, learners "talk out aloud" and come back to what they said, to revise and correct whatever was recorded. Recording also, gives the learners an opportunity to express their inner feelings in a safe and non-threatening environment.

- **Journal Writing**

A journal in this context, allows learners to make ongoing written records related to a given topic. Recording here will be purposeful, not just for the sake of writing. It can be fully private, shared only by the student and his teacher. If the journal holder is willing to share what he wrote with his peers, the teacher allows him to read it to the class. Furthermore, learners might incorporate multiple intelligences in their journal. They can put drawings, photos, dialogues and any other non verbal data.

2. Teaching Strategies for Logical-Mathematical Intelligence

Today logical-mathematical thinking is not restricted to math and science. It has affected social sciences and humanities as well. The teaching strategies for developing this intelligence that can be employed in any school subject include:

- Calculations and Quantifications MI

MI teaches us that math belongs not just in math class. In foreign language class teachers should involve students in mathematical thinking by introducing passages which foster logic and math. Examples include: How many bees live in a hive? Distances, geometric figures in describing objects, and so forth. The same thing can be said for other school subjects.

- Classifications and Categorising

To empower this intelligence teacher should use this strategy to involve students in ordering items and organization. Getting learners used to putting data into a rational framework does stimulate this thinking and ensures better results in any subject. In the EFL class, in a lesson dealing with describing places, learners might brainstorm a random list of geographic cities in Algeria, then classify them by type of location and put them appropriately on a map. The value of this approach is that divergent fragments of information can be organised around a certain theme, making them subject to discussion and expansion.

- Socratic Questioning

This strategy involves teaching by asking questions to draw out answers from learners.

It is a type of leading out. The questions Socrates used to ask in order to probe rationale, reasons and evidence include:

- Why is that happening?
- How do you know this?
- Show me ... ?
- Can you give me an example of that?
- What do you think causes...?
- What is the nature of this?

Here, instead of spoonfeeding, the teacher participates in dialogues with learners to uncover the rightness or wrongness of the learners' beliefs.

3. Teaching Strategies for Spatial Intelligence

Today's school very often presents information in the form of writing using the whiteboard. Such a practice is linguistic in nature and has nothing to do with spatial intelligence. Visuals as well as auditory modes are a must to satisfy the needs of the learners under this category. The following strategies, we believe, are to be included in the curriculum to activate spatial intelligence:

- Visualisation

This strategy consists of involving the learners in creating “movie or TV screen” in their minds. Any information, be it verbal or non verbal should be translated into images or pictures to ensure better assimilation and recall.

Teachers are urged to make use of photos, slides drawings, and graphic symbols to enhance this intelligence.

- Creating charts, posters, graphs, or diagrams
- Creating a Web page or Power Point project
- Making a videotape or film

This strategy involves a special training for both the teacher and the learner. It brings the whole class to the heart of nature and links them directly to nature.

- Making a map

Maps constitute the core of spatiality. They train the learners to transform large areas/spaces into a graphic form to acquire a precise and accurate understanding of a given topic. Their appropriate use stimulates spatial intelligence in many ways.

4. Teaching Strategies for Bodily/Kinesthetic intelligence

Strategies to enhance this intelligence should develop the capacity to use one's whole body to solve problems. They should include hands, fingers, arms, and feet to make or produce something. To enhance it, teachers should present information through:

- Dance or movement sequences
- Role Playing
- Physical gestures to communicate an idea
 - Performing a play
 - Putting together a puzzle
- Demonstrating sports games

Such strategies are going to sustain interest and create a funny and entertaining environment conducive to true learning.

5. Teaching Strategies for Interpersonal Intelligence

Suitable strategies under this category are the ones which aim at turning the learner into a “Socialiser”. These strategies should provide the learner with abilities to interact with others and interpret their behaviour: perceive their moods, temperaments, motivations and intentions. Among the corresponding strategies:

- Co-operative learning for covering subject matter
- Interviews to gather information on a given area of study
- Role-play
- Group projects and discussions

6. Teaching Strategies for Intrapersonal Intelligence

To develop this type of intelligence, a learner must have an understanding of himself, of knowing who he is, what he can do, what he wants to do, and how to react to things. Teachers should include in their lessons the following:

- Independent projects
- Journal-writing (keeping a journal or diary) .This strategy does exist in some Algerian schools.
- Imaginative activities and games
- Involving learners’ feelings about a subject
- Setting tasks which require quiet places for reflection (or creating a silent time in class for reflection)

7. Teaching Strategies for Musical Intelligence

Enabling students to think in music or rhythm seems to be a difficult task. But when focusing on this approach, the result will be contrary to our previous assumptions. (We prefer using the term rhythm, because some learners abhor the term music due to personal/cultural consideration). Teachers and learners alike ought to develop this intelligence to achieve better academic results. The strategies a teacher should adhere to in order to empower this intelligence include:

- Writing or singing a coursebook song in the content area
- Developing and/or using rhythmic patterns as learning aids
- Changing the words to a song
- Finding song titles that help explain content
- Identifying music that helps learners study

8. Teaching Strategies for Natural Intelligence

Traditional classes today are most of the time held inside the classroom. This arrangement does not fit the learners who learn best through nature. These learners feel the pain of being cut off from their favorite and valuable source of learning. MI comes with strategies to remedy the naturalist's problem and suggests the following:

- Collecting objects from the natural world
- Labeling and mounting specimens from nature
- Observing nature
- Doing experiments in nature
 - Sorting articles from nature
 - Categorising objects
 - Classifying information
 - Keeping notebooks
 - Learning characteristics of the natural world
 - Drawing or photographing natural objects
 - Nature hikes or field trips in nature
 - Gardening
 - Caring for pets
 - Visiting zoos and botanical gardens
 - Visiting museums

Sequence 5 : a sample

I. VERBAL / LINGUISTIC INTELLIGENCE :

Learners understand better through the use of words.

The teaching points which involve this intelligence are :

1. **I listen and do.** Learners are sometimes set to write and take notes
2. **My grammar tools.** Learners read the rules.
3. **I pronounce.** Learners listen and read aloud
4. **I read and do.** Learners read the text and sometimes write
5. **I learn to integrate.** Knowledge and skills involve language.
6. **I think and write.** Learners use language when writing.
7. **Now I can.** Use of language (words)
8. **I play.** Use of language (words)
9. **I enjoy.** Use of language (words)
10. **My Pictionary.** Use of language (lexis)

II. VISUAL / SPATIAL INTELLIGENCE :

Learners understand better through the use of pictures, graphs, maps,...

(All the tasks with visual clues to help learners remember/ understand language)

1. **I listen and do.** Learners are set to study the maps.
2. **I read and do.** The use of picture and map
5. **I learn to integrate.** The use of brochures
6. **I think and write.** The use of brochures
7. **Now I can.** Use of pictures
8. **I play.** Use of pictures
9. **I enjoy.** Use of pictures
10. **My Pictionary** Use of pictures

III. BODY / KINESTHETIC :

Learners understand better when they use the body to express ideas, accomplish tasks, create moods, etc.

1. I listen and do. The dialogue between Margaret and Meriem : They use body language, gestures etc...

2. I play. Use of the body and gestures

3. I enjoy. Learners may use their body when reading a poem or singing a song.

IV. INTERPERSONAL INTELLIGENCE :

Learners learn better when you set them to work with peers to accomplish tasks.

All the teaching points or tasks which involve learners in pair work and group work.

V. LOGICAL / MATHEMATICAL INTELLIGENCE :

The use of logic helps learners to understand better.

My Grammar rules : The content is oriented towards grammar analysis.

I pronounce : Sometimes learners have to listen and analyse before doing the tasks under this subheading..

VI. MUSICAL /RHYTHMIC INTELLIGENCE

I pronounce: This teaching point is presented in the form of a poem which can be sung

I enjoy: Poems and songs in this teaching point enhance musical intelligence.

VII. INTRAPERSONAL INTELLIGENCE

Identifying oneself when talking about one's nationality, interests, tastes. Most of these are found in all the teaching points of Sequence 5.

VIII. ENVIRONMENTAL/ NATURAL INTELLIGENCE

Learners learn better when teaching is linked to the natural world around them.

1. I listen and do. Historical monuments and nature are related to this intelligence,

2. I read and do. « Discover my wonders » exhibits the nature and its beauty in Algeria. : The mountains, the sea, the sand, suspended bridges, sunset ...

3. I think and write . Learners are set to write about the natural beauty of Algeria.

The implementation of the guiding principles in the coursebook

Principle 1: English facilitates two-way communication with the world.

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

Background

English has become the global lingua franca, i.e. a common language used by speakers for whom it is not their mother tongue. It is used by millions of people around the world to communicate with each other (Graddol 2006.) English belongs to those who use it, not to those speakers for whom it is their mother tongue (McKay 2002). For this reason, it is important to be able to use English to describe one's family, friends, country and culture, to others both in writing and in personal interactions.

English is also the international language of science, technology and business. It has become a necessary skill for functioning in the modern world. . To access information, one needs to be able to read English texts and understand spoken English.

Principle 2: Communicative competence is the aim of language learning.

Communicative competence in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

Background

We use language to communicate with each other. We communicate in person through speaking and listening to each other or at a distance through audio/video/internet technology. We communicate across time and space by reading and writing texts. The aim of learning a language is to be able to communicate in order to learn from/about others and for others to learn from/about us. In order to communicate in another language we need to develop communicative competence (Bachman 1990, Canale & Swain 1980, Celce-Murcia, Dornyei & Thurell 1995)

Communicative competence is aimed at being able to DO something in and with the language, supported by knowledge of its grammar and vocabulary. In the past, the aim of language learning has been to KNOW the grammar and vocabulary of a language with the idea that then one can do something with them. When the focus is

on doing something, grammar and vocabulary take a supporting role.

When we communicate in the real world, we have a purpose and a context for the communication—we use language to buy things in shops, to order food in restaurants, to get information at the station, to write an email, letter, postcard to a friend and so on. Language is always contextual, meaningful and purposeful. Context, meaning and purpose need to be created in the classroom.

Principle 3: Successful learning depends on supported and purposeful development.

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competences.

Background

We learn to be communicatively competent in steps, not all at once. Language learning needs to be broken down into manageable, incremental targets based on each of the competencies. The targets include interpretive competence (being able to understand what is read and heard), interactional competence (being able to interact orally with others), and productive competence (being able to produce meaning in writing and speaking). Those competencies are supported by a foundation in grammar and vocabulary as well as a repertoire of strategies

For example, if our aim is for learners to prepare a poster/leaflet in English about a topic, in order to achieve the aim they need to a) know about the topic so they have something to present or know how to get information about it, b) have the English vocabulary to write about the topic, and c) know how to prepare a poster. If we simply tell learners to prepare a poster, but omit a), b), or c), we have created a chasm that will prevent them from reaching the target. Instead, we need to determine the learning targets and the steps they need to take in order to achieve the targets. In the case of the poster, they need to develop their productive writing competence in order to organize and write the information in the poster; their writing needs to use appropriate vocabulary and grammar. The lessons leading up to the preparation of the poster need to break down the parts into teachable components, for example, choosing a topic, researching a topic, writing a draft of the content, deciding how to organise the content visually and so on. Each step builds on knowledge or skills gained in

the previous one. For example, learners first research the topic and then write a draft about it. The knowledge gained in the research provides the basis for the writing.

Principle 4: Active learners are successful learners.

Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Background

One cannot acquire a language by being passive. Acquiring language competence requires learners to express themselves orally and in writing, to listen and read for understanding, to interact with others. Learners are more motivated to try to understand and to express themselves when the topic meet their interest and they are able to make a connection to it. They also create personal connections by using their imagination.

Language is a social activity- we always listen to someone, speak to someone, write to someone, read what someone has written (Hadley 2001, Shrum&Glisan 2005).

Language is acquired through interaction with others. In the language classroom, learners engage with their peers in tasks that require cooperation and mutual engagement.

For language to be meaningful beyond the classroom, learners should be able to make connections to life outside class. These connections take the form of classroom tasks that use language for real-life purposes such as asking and exchanging information through social medias with e-pals, learning how to describe one's family, school, country and culture to people from other countries and cultures.

Principle 5: Meaningful activities and tasks support and encourage learning.

Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Background

It is easier to understand something when it is connected to what we know and what we are interested in or want to know about. We are more likely to get involved in something when we are interested in it. It is hard to sustain interest in something that does not seem to have any connection to oneself. Language is a medium for self expression and communication so learners should be given the opportunity to talk, read and write about topics that allow them to express what they know, what they think, what they like and dislike, what they want to know and so on. When they write an email, for example, it is something they want to find out.

The language classroom is a place where learners can take part in tasks in which they learn about themselves, their immediate surroundings and the world.

Principle 6: Learning is an active and evolving process.

Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

Background

In the field of language learning a distinction is sometimes made between accuracy and fluency (Brumfit 1992,). Accuracy broadly refers to the ability to express oneself in grammatically correct ways. Fluency broadly refers to one's ability to express one's ideas easily and fully. In classrooms, if the emphasis is solely on accuracy, then correctness rather than communication becomes the goal and learners may feel reluctant to speak or write for fear of making mistakes. Mistakes are part of any kind of learning; one doesn't become a master of anything without trial—trying to use what one knows and can do—and error—making mistakes along the way. Mistakes show us what we need to learn.

If every time a learner speaks in the classroom, his or her mistakes are singled out and corrected by the teacher, the learner's willingness to speak will diminish and they will see language as a test.

Learning a language is a cumulative and generative process. It is cumulative because each new phrase, word or expression adds on to one's store of what can be produced or understood. It is generative, because each new phrase, word or expression can be combined in a huge variety of ways with everything else one knows.

Principle 7: Ongoing assessments of learning are tools to measure progress.

Ongoing, or regular, assessment should take various forms and address the competences that have been learned in class, so that the assessment can provide useful information on individual progress and achievement, which teachers and learners can review to aid learning

Assessment addresses the following questions (Wiggins&Mc Tighe 2005):

- 1) What is the learner supposed to learn/be able to do
- 2) What is evidence of that learning?
- 3) What kind of tasks will enable learners provide that evidence?
- 4) How will evidence be evaluated?
- 5) What will happen with the results?

Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. Ongoing assessment provides ongoing feedback to teacher and learners about the learners' ability and progress and thus helps to improve their learning on a continuous basis.

Assessment should involve learners so that they can benefit from it. Learners should understand how they are being assessed and should review the results of assessments so they can learn about their strengths and weaknesses and find ways to improve. Assessment should include learner self-assessment so that they become more self-reliant and confident in their abilities. By being involved in assessment, learners become more self-reliant and able to assess themselves.

In the past, assessments tended to assess what learners knew about the language rather than what they were able to do with it. As a result, importance was placed on knowledge of grammar and vocabulary and learners did not learn how to speak, interpret or write the language. By planning assessment tasks that assess learners abilities as speakers, readers, writers and listeners, learners will be motivated to improve their skills.

Principle 8: Teachers are facilitators of learning.

Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learner interests and needs in mind; guiding and monitoring learner learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

Background

The more the teacher does, the less the learner does. The more the learner does, the more the learner learns. Learners are more likely to be involved when the activities draw on their interests. They are more likely to try when they can see the activities meet their needs. Finally, the teacher assists the learners in contributing to their own learning. The more active and involved they are, the more they will contribute to their own learning and not to feel they have to be dependent on others in order to learn

Principle 9: Teachers create a supportive learning environment and use appropriate classroom management.

Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Background

Learners need structure, space and encouragement to learn. By providing clear structures, teachers can manage the classroom effectively. By providing learners with space, they can take the initiative to practise and teachers can guide and monitor their efforts. By providing encouragement for their efforts, teachers can motivate learners to continue and learn from both their successes and their mistakes.

Working with peers to learn together in a supportive atmosphere and collaborative way is important for language learning. Self-confidence increases with each problem that is overcome and each successful step.

When the atmosphere in a classroom is friendly, learners look forward to coming to class and are more likely to try new tasks and take risks because they are among friends not evaluators.

Rationale for planning

The shift of focus from a yearly content-based planning to a competency-based planning has led to the necessity to introduce a new paradigm which consists in helping the teachers to think and plan at the conceptual level .

The starting point of this planning procedure is the necessity for the teacher to understand the prominent role of the curriculum over the coursebook

The leading principles of planning should follow this order:

- i -** What is the exit profile targeted?
- ii -** What competencies will achieve the exit profile?
- iii -** What are the components of the competencies needed?
- iv-** What learning and communication objectives will be relevant ?
- v-** Which domains will be targeted (oral /written)?
- vi-** What are the strategies to be included (cognitive, metacognitive, affective, psychomotor and social) ?
- vii-** What type of tasks will be appropriate?
- viii-** What resources to select?
- ix-** What are the cross-curricular competences?
- x-** Which procedure is required (declarative, procedural or pragmatic)?
- xi-** What are the values to be instilled?
- xii-** What is the cultural dimension in the planning ?
- xiii-** What are the cross-curricular topics that will help?
- xiv-** What are the learning styles and the multiple intelligences to be included?
- xv-** What are the types and tools of assessment?
- xvi-** What type of remediation and moderation?

The yearly planning is meant to clarify the different stages building up to the

exit profile across the school year.

The teachers should take into account their different learning/ teaching situations and should adapt this planning accordingly because the principle of teacher autonomy is at the heart of the teaching profession.

Indeed, the linguistic resources of the curricula should only serve to install the targeted competencies and the exit profile, and not the opposite.

In order to help teachers in their enterprise, a non exhaustive list of learning and communication objectives , and tasks is provided to raise their awareness of the necessity to integrate competencies. However, teachers may prioritise a specific competency(oral interaction, interpreting oral/written messages, and producing oral/written messages) in so far as it meets their learning objectives .

The yearly planning encompasses 4 weeks of apprenticeship/learning + 1 week of integration/assessment. In the latter, the learners will learn how to integrate their knowledge ,skills and attitudes in different meaningful situations of communication leading to the exit profile .

The integration of knowledge, skills and attitudes is slow and gradual, but this is done more intensively ,explicitly and systematically during the week of integration through project work, group work, etc.

Four problem solving situations are needed

STEP 1

Teachers will give a global problem-solving situation never met before as a starting off to declare the communicative intention then break it into learning objectives and lessons

STEP 2

Teachers install resources in a learning problem solving situation related to the environment and interests of the learners

STEP 3

Teachers train their learners on how to integrate, and mobilise their resources and re-invest them in a prob-

lem solving situation, through group work.
Thus, teachers will be able to identify the learners' strengths and weaknesses, deal with moderation and organise remedial work in tutorial sessions.

STEP 4.

The learners will have to work individually as integration is an individual learning process. Teachers will give them a problem solving situation of integration for the sake of assessment.

Planning learning: the sequence

LEVEL**MS 1****Global competence/exit profile of year 1**

- At the end of key-stage 1 (1st year middle school), the learner will be able to interact,interpret and produce short oral and written messages / texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.
- The learner can:
 - Understand simple messages related to concrete situations, his/her immediate environment and needs.
 - Ask and answer simple questions about topics related to his age and interest (me and my friends, me and my family, me and my school ,me and my country) provided that the other person speaks clearly and is prepared to help
 - Use very basic phrases, short sentences to talk and write about personal experiences (family likes...)

Target competences

The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on.

<p><i>Interactive competence</i></p> <p>Interactive competence is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished.</p> <p><i>Interpretive competence</i></p> <p>Interpretive competence is the ability to understand through reading or listening written and spoken language and to interpret it appropriately.</p> <p><i>Productive competence</i></p> <p>Productive competence is the ability to produce coherent, elaborate and relevant messages in writing and speaking. It is also to be able to effectively express ideas and organise thoughts appropriately.</p>	
<p>Oral/Written</p>	<p>Domains</p>

Components of the competences			
Oral interaction	Interpreting oral and written messages	Producing written messages	
<p>- The learner makes contact with the interlocutor.</p> <p>- She/he transmits a message.</p> <p>- She/he reacts in a non verbal way to verbal messages.</p> <p>- She /he maintains an oral interaction using listening strategies.</p> <p>- she/he sorts out the general meaning of an oral message</p>	<p>The learner reacts to a visual, audio or written text.</p> <p>- She/he adapts her/his listening or reading skills to the text type.</p> <p>She/he sorts out the general meaning of a text (its gist)</p> <p>- She/ he calls up/mobilises for complementary strategies to understand a text.</p> <p>The learner makes contact with the interlocutor.</p> <p>- She/he transmits a message.</p> <p>- She/he reacts in a non verbal way to verbal messages.</p> <p>- She /he maintains an oral interaction using listening strategies.</p> <p>- she/he sorts out the general meaning of an oral message</p>	<p>The learner calls up for the resources she/ he has at her/his disposal to develop her/his language learning in order to produce very short and simple texts .</p> <p>- She/he adapts her/his text to situations of communication.</p> <p>She/he conceives writing as a tool of communication and learning.</p> <p>- She/ he structures her/his text.</p>	

Crosscurricular competencies	<ul style="list-style-type: none"> -Intellectual -Methodological -Communicative -Social and personal <p style="text-align: center;">} each situation requires a number of cross-curricular competences</p>
Values	<p>The core values of the law of orientation (January 23rd, 2008 / 04 -08)should be translated faithfully in the classroom practice.</p> <ol style="list-style-type: none"> 1-National Identity 2-National Conscience 3-Citizenship 4- Openness to the world
Cultural dimension	<p>In Algeria / In the world Cultural awareness</p>
Contribution with other subjects	<p>-The cross-curricular topics should be included in your planning whenever it is necessary</p>
Communicative task types	<p>The teacher should select the appropriate tasks that will meet his learners' needs. Acting, role play,asking and answering questions ,classifying, completing , free writing, matching, information gap playing games, problem solving, noticing,selecting, songs and chants, stories,transferring /transforming information ,projects ,presenting information</p>
Procedure	<p>Declarative Procedural Pragmatic</p>

Strategies	Cognitive, metacognitive , affective , social,
Learning styles,multiple intelligences	VAKT (visual, auditory, kinaesthetic /Multiple intelligences The teacher should be aware of his learners’ learning styles and multiple intelligences before presenting a lesson.
Assessment, remediation and moderation	-Focus on formative assessment (weeks of integration) - Criterion based assessment - Focus on non-acquired criteria /remediation obeys to differentiating. -The moderation of learning is expressed in <i>CAN DO STATEMENTS</i>

Objectives of each situation within the planning

Initial problem solving situation Starting off / Input	<p>It gives a hint about the global competence / exit profile and should allow to install a part of it .</p> <p>For year 1, the focus is only on description .</p> <p>The starting off situation should be meaningful to the learner(useful, doable, achievable, related to a real life context ,based on a challenge, targeting an audience)</p> <p>Which pedagogical approaches will be required (problem solving situations , projects) ?</p> <p>Does it respect the three phases :</p> <ol style="list-style-type: none"> Preparation (mobilisation of the previous learning / pre- requisites) Context of use (the acquisition of new resources) Reinvestment and integration (a new situation)
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<p>Initial problem solving situation Starting off / Input</p>	<p>Situation 1: The teacher should select a meaningful situation related to the interests of the learner along with all the visual supports that will facilitate the learning process.</p>										
	<p>-Each situation should be broken into lessons. A situation can cover a number of lessons - The teacher should prepare his lesson plans accordingly and assessment grids.</p> <p>Learner's assessment grid related to the oral interaction competence</p> <table border="1" data-bbox="618 142 1014 1342"> <thead> <tr> <th data-bbox="618 828 680 1342">I can</th> <th data-bbox="618 733 680 828">yes</th> <th data-bbox="618 580 680 733">example</th> <th data-bbox="618 504 680 580">no</th> <th data-bbox="618 142 680 504">moderation</th> </tr> </thead> <tbody> <tr> <td data-bbox="680 828 1014 1342"></td> <td data-bbox="680 733 1014 828"></td> <td data-bbox="680 580 1014 733"></td> <td data-bbox="680 504 1014 580"></td> <td data-bbox="680 142 1014 504"></td> </tr> </tbody> </table>	I can	yes	example	no	moderation					
I can	yes	example	no	moderation							

Teacher's assessment grid related to the oral interaction competence

The learner can...	yes	no	moderation

Learner's assessment grid related to the interpretive competence

I can	yes	example	no	moderation

Teacher's assessment grid related to the interpretive competence

The learner can ...	yes	no	moderation

Learner's assessment grid related to the productive competence

I can ...	yes	example	no	moderation

Learner's assessment grid for cross-curricular competencies

	yes	example	no	moderation
<u>1. Intellectual competency</u>				
<u>2. Methodological competency</u>				

<u>3.Communicative competency</u>	<u>4.Personal and social competencies</u>

Learner's assessment grid for values

The learner demonstrates...	yes	example	no	moderation

Situation 2

Learning situation to install the resources

Objectives:

Installing resources / linguistic competence / Learning process : (presentation of the linguistic contents related to grammar, lexis and pronunciation) Selection of text types

The situation should be broken in a number of lessons.

PPU

Contextualised learning

PDP

The 3 competencies should be covered in an integrative way
The teacher should select the strategies ,learning styles and multiple intelligence accordingly
Assessment of resources through activities
Remediation (The teacher identifies the strengths and weaknesses of the learners for the sake of formative assessment and moderation)

Learner's assessment grid for values

The learner can ...	yes	example	no	moderation

-Each situation should be broken into lessons
 - The teacher should prepare his lesson plans accordingly.

Strategies

- 1- oral strategies.(pair work – small group discussion- whole class discussion ,facing an audience)
- 2- Reading strategies (getting ready to read / engaging in reading/ reacting to reading/ reading different text forms)
- 2- Writing strategies (generating ideas – developing and organizing ideas / revising and editing / writing for a purpose)

Learning styles.	VAKT/ multiple intelligences						
Remediation	-Identification of common mistakes. Formative assessment (MCQ / interview / tutoring ,differentiation) Moderation expressed in <i>CAN DO STATEMENTS</i>						
Situation 3 (group work) Situation related to training for integration	<p><u>Objective:</u></p> <p>Reinvestment of previous learning in terms of knowledge,skills and attitudes.</p> <p>What do learners need to mobilise to learn how to integrate ?</p> <table border="1" data-bbox="683 373 1061 1302"> <thead> <tr> <th data-bbox="683 967 726 1302">knowledge :</th> <th data-bbox="683 635 726 967">Skills:</th> <th data-bbox="683 373 726 635">attitudes:</th> </tr> </thead> <tbody> <tr> <td data-bbox="726 967 1061 1302"></td> <td data-bbox="726 635 1061 967"></td> <td data-bbox="726 373 1061 635"></td> </tr> </tbody> </table>	knowledge :	Skills:	attitudes:			
knowledge :	Skills:	attitudes:					

Teacher's assessment grid related to the productive writing competence

The learner can ...	yes	no	moderation

Learner's assessment grid for values

The learner can ...	yes	example	no	moderation

<p>Situation 4: Target situation for assessment /Integration Individual work</p>	<p>Objectives</p> <ul style="list-style-type: none"> - Assessing the ability of the learner to select and reinvest in an integrated way. - This situation measures the level of performance of the learner. - Criterion – based assessment. - Remediation obeys to differentiating. - Moderation.
<p>Moderation, remediation</p>	<p>Identify the non acquired criteria. Design activities related to non acquired criteria for the sake of remediation and moderation</p>
<p>Assessment grid for the situation of integration with criteria</p>	
<p>1.Relevance</p>	<p>Criteria</p>
<p>2. Use of correct linguistic tools/consistency</p>	<p>Indicators</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>3.Coherence</p>	<ol style="list-style-type: none"> 1. 2. 3.

		1. 2. 3.
4. Cross-curricular competences		
5. Values		1. 2. 3.
6. Excellence		1. 2.

Framework for lesson plans

1. Present-Practice-Use /PPU

This is a framework for designing speaking lessons. It is not the only one, but is effective for helping create lessons that are organised, coherent, and lead to a clear lesson objective.

The stages of a speaking lesson organised in this way are:

- **Present** - During this phase, learners understand the *context* being used, the *form*, *meaning* and *use* of the vocabulary, function(s), pronunciation point or grammar, and/or the *speaking skills* (stating an opinion, pausing while speaking, interrupting, etc.), which are the focus of the lesson. (Awareness)
- **Practice** - learners practise the speaking skills and/or the language components of the lesson by doing tasks which
 - are designed to help learners increase their accuracy or correctness
 - move from learners' having no choice of what to say (repetition or drills) to more, but still limited, choice of the form, meaning, or use of the skill or language they use in the activity. (Accuracy)
- **Use** - learners use the language or skill to complete a *communicative* task similar to an activity they will or may do outside the classroom. (Fluency)

Stage	Rationale	Sample activities
Present	learners need to be exposed to new language and skills in an authentic way by the teacher, their peers, or a listening or reading text.	<ul style="list-style-type: none"> • Brainstorming/eliciting vocabulary • Analysing/noticing language in a text • Using people and things in the classroom • Learning a dialogue • Watch and follow a model • Elicitation from learners of vocabulary they already know
Practice	learners need time and practice to remember the new language or skill and to explore the limits of its form, meaning, and use.	<ul style="list-style-type: none"> • Gap filling • Matching • Close • Selecting the correct answer • Substitution or transformation drills • Listening/Reading and repeating/saying • Finding and correcting errors • Question and Answer (Q&A) • Completing a sentence or question starter • Sorting • Word prompts • Information gap

<p>Use</p>	<p>learners need a chance to personalise and use the new language or skill, to do something they are likely to do outside class; fluency tasks also help learners remember the language or skill, and give the teacher a chance to assess learners' learning.</p>	<ul style="list-style-type: none"> • Guessing • Categorising • Ranking • Comparing/Making Connections • Interpreting • Problem-solving • Ordering • Sharing Personal Information • Sharing General Information • Creative project • Role-play • Retell • Structured Discussion
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2. Pre, During ,Post / PDP

This lesson framework helps teachers plan and deliver effective listening, video and reading lessons. The framework is based on research and using it helps ensure learners are motivated, engaged and active before, while and after (pre, during and post – PDP) listening to, watching or reading a text.

The stages of the framework are:

- **Pre** : learners prepare to listen:
 - they talk about their knowledge or and experience with the topic of the listening or reading
 - they understand the meaning of key vocabulary in the text
 - they understand what they will listen or read for in the text before they begin working with it
 - they can make predictions about what the text will be about.

- **During** : learners focus their attention on the listening or reading text and complete tasks which develop and deepen their understanding of the text progressively (i.e., from simpler and more general to more complex and more specific). They can also do tasks that help them develop specific listening and reading (interpretive competencies).
- **Post** : learners extend and integrate the understanding and knowledge they gained from working with the listening or reading text into other areas or contexts.

Stage	Rationale	Sample Activities
Pre	<p>In most cases, learners did not choose to listen to, watch or read the text so they need to develop an interest and desire to work with it. Learners need to know key vocabulary they will hear or see, and they need to understand why they are going to listen to/ watch/read the text.</p>	<ul style="list-style-type: none"> • Word splash • Match vocabulary to pictures • Categorise vocabulary under headings • Predict from a headline, title, group of words, pictures, etc • Arrange pictures in the order to be confirmed or changed after listening to, reading the text • Talk about the main topic(s)

<p>During</p>	<p>Learners do a series of tasks which help them understand the text and which may help them develop listening and reading (interpretive competencies). The first task(s) should help learners understand the text at a very general, non-specific level. Then, tasks can move learners into a more detailed and deeper understanding of the text. Before they do each task, learners need to know what they are listening, watching or reading for. No task should ‘test’ Learners’ memory of details. learners need to check their answers in pairs or small groups before sharing answers with the whole class.</p>	<ul style="list-style-type: none"> • Listen/read and draw • Answer general information (gist) questions such as “What are they talking about?” “Do the speakers sound happy or upset?” • Listen/read and arrange pictures or events in order • Listen/read and find the mistakes • Listen/read and answer detail questions such as “who is Omar?” What is Meriem doing? • Listen/read and point • Complete a grid/table.
<p>Post</p>	<p>After the During tasks, learners need a chance to work further with the text, its topic, its content and/ or vocabulary or grammar used in it, OR to speak and/or write (also to read and/or listen) further based on the text - for example for learners , to write an email , a letter, a postcard ,to carry out an interview, etc. Learners need an opportunity to personalise what they have heard or read; they need to see how the text relates or is applicable to them and the world outside the classroom.</p>	<ul style="list-style-type: none"> • Discussion questions • Role-plays • Project (ex. Create a ___) • Discuss a topic, the issue or the information in the text • Complete and discuss a noticing task such as “Find all of the verbs in the present tense” or “Underline the parts of the questions that make them polite.” • Speculate about the people in the text

**Layout of a sequence:
suggested lesson plans**

Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M, J ***
10'		<p>Warm up: The teacher distributes sheets of paper containing letters, and asks the learners to work in pairs and form words using those letters. The winner will be the pair who finds the longest word that contains all the letters.</p> <p>M L F I Y A</p> <p>Expected words: I / My / am/ family / Mali /</p> <p>The teacher draws on the board the graphic organiser and elicits from the learners the words they might already know :</p> <p>The teacher explains and introduces the new</p>	L/L **	Brainstorming, revising and recalling the previous words.	Sheets of paper.	V+ T
10'	<u>Pre- listening</u>		L/L	Presenting the new lexis about family, relatives and jobs.	Graphic organiser On the board or written on the copybooks	V
			L/T	Identifying the use of personal pronouns and possessive adjectives with male and		

		<p>lexis and key words needed in the listening phase with the personal pronouns “he”, “she” and the possessive adjectives “his” and “her”.</p> <p>Mentioning the use of articles: “a”, “an” and “the”.</p> <p>Task 4. page 50.</p> <p><u>The first listening(listening for a purpose):</u> dialogue page 48</p> <p>The teacher asks the learners to listen to the dialogue and answer the questions:</p> <p>Who is speaking? What are they speaking about? Is Omar polite with Peter?</p> <p><u>The second listening:</u> The teacher reads the dialogue again and asks his /her learners to listen and fill in the</p>	<p>L/T</p> <p>T/L</p> <p>L/L</p> <p>T/L</p> <p>L/L</p>	<p>female.</p> <p>Interpreting an oral conversation for general information.</p> <p>Eliciting then giving the rule of articles.</p> <p>Checking how well they can use the articles appropriately</p> <p>Using strategies for listening and interpreting an oral discourse.</p>	<p>Books</p> <p>Oral dialogue.</p>	<p>A</p> <p>A</p> <p>A</p>
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20'

Listening

15'	<p>table.</p> <table border="1" data-bbox="220 805 306 1380"> <thead> <tr> <th>relative</th> <th>name</th> <th>job</th> <th>pet</th> </tr> </thead> <tbody> <tr> <td>sister</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p>Teacher asks the learners to think of the other relatives, work in pairs, gather information in a table, ask and answer about their names and jobs.</p>	relative	name	job	pet	sister	L/L	<p>Identifying relatives, names, jobs, pets.</p> <p>Role play</p>	<p>Checking and showing degrees of autonomy in the use of personal pronouns “he”, “she” and their possessive adjectives.</p>
relative	name	job	pet									
sister									
The teacher's comments:												
<p>What worked</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>	<p>What hindered</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>	<p>Action points</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>										

***VAKT**: Visual, auditory, kinaesthetic, tactile.
 ** L/L: learner → Learner T/ L: teacher → learner
 *****M.I**: Multiple intelligences

<p>Level: Ms 1</p> <p>Sequence: 02</p> <p>Lesson: 02</p> <p>Lesson Focus: Language learning / use</p> <p>Learning Objective: By the end of the lesson, my learners will be able to ask and answer about age using numbers from 13 to 100 and rank people according to their age.</p> <p>Target Competencies: <u>interact</u> – interpret – produce. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)</p> <p>Domain: <u>Oral</u> – written - Both</p> <p>Target Structures: cardinal and ordinal numbers</p> <p>Materials: Songs / paper strips</p>	<p>Core values :</p> <ol style="list-style-type: none"> 1- Respect 2- Being honest 3- Greeting
<p>Cross-curricular Competencies:</p> <p>1- Intellectual competency:</p> <ul style="list-style-type: none"> - The learner can understand and interpret verbal and non verbal messages. <p>2- Methodological competency:</p> <ul style="list-style-type: none"> - He can work in pairs. - He can use strategies for listening and taking turn to answer. <p>3- Communicative competency:</p> <ul style="list-style-type: none"> -The learner can use numbers in English to communicate. <p>4- Personal and social competency</p> <ul style="list-style-type: none"> -The learner can be keen on promoting co-learning. 	

20'	<u>Practice</u>	<p>and asks the learners to repeat it. (just the needed numbers)</p> <p>Then, the teacher writes the numbers in order on the board and presents the ordinal numbers.</p> <p>Teacher uses the situation on the book (Omar greeting his grandmother).</p> <p>Task one: Through Role Play, the teacher asks the learners to ask and answer about one's age.</p> <p>Teacher: I am twenty- two and twenty-four. What is my age? Learner 1: You are forty-six. Teacher: That's right. Teacher: My father is and How old is he? Learner 2: He is Learner: Learner:</p>	T/L	<p>through a song</p> <p>Using the ordinal numbers in a context (the family)</p> <p>Demonstrating the value of respecting the parents.</p> <p>Interacting orally using numbers.</p> <p>Using strategies for listening and interpreting oral discourse</p>	Book P52	V.A
						V
						Oral dialogue.
						A
						A

Task two: Information gap activity.
The teacher provides each pair with two sheets of paper A and B. (the partners shouldn't see each others' sheets) L1 asks his partner if he can spell the first number then, he fills in the gaps. Example:

<p>A.</p> <p>1. I ask my partner to spell the missing numbers.</p> <p>2. I spell the numbers to my partner to fill in the gaps.</p> <p>15</p> <p>42 forty-two.....</p> <p>18</p> <p>80 eighty.....</p> <p>13</p> <p>33 thirty-three</p> <p>50</p>	<p>B.</p> <p>1. I ask my partner to spell the missing numbers.</p> <p>2. I spell the numbers to my partner to fill in the gaps.</p> <p>15 fifteen.</p> <p>42</p> <p>18 eighteen.</p> <p>80</p> <p>13 thirteen</p> <p>33</p> <p>50 fifty</p>
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Task three:
T asks his learners to look at Omar's brothers and sisters' birthdays and asks the learners to rank them according to their ages.
Yacine is 18 years old.

Name	Year of birth
Yacine	1998
Houda	2004
Omar	2002
Khaled	2000
Leila	2006

Promoting co-learning in writing numbers in full and revising the alphabet letters.

(A) and (B) handouts for each pair

Checking whether learners can use the ordinal numbers.

Book

T V

V

A

L/L

15'	<u>Use</u>	<p>Yacine is 18 years old, he is the first child in the family. Khaled is 16 years old, he is the second child in the family. Omar is 14 years old, he is the third child in the family. Houda is 12 years old, she is the fourth child in the family. Leila is 10 years old, she is the fifth (last) child in the family.</p> <p>T: Now it is your turn to introduce your family members and their age.</p> <p>A- Work with your partner, ask and answer:</p> <p>Start like this: A: I have a grandfather. I love him very much. He is sixty and thirteen, what is his age? B: He is seventy-three.</p>	L/L	To help the learners interact orally to play roles. Introducing the family members' age in a challenging way.	Role play	A
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	<p>A: My mother is</p> <p>B- Write a short description to rank your brothers and sisters according to their age.</p>	<p>Reinvesting what has been learned: ordinal numbers to introduce sisters and brothers.</p>	<p>Short written description</p>
<p>The teacher's comments:</p>			
<p>What worked</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>	<p>What hindered</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>	<p>Action points</p> <p>~.....</p> <p>~.....</p> <p>~.....</p>	

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** L/L: learner → Learner T/L: teacher → learner

*****M.I:** Multiple intelligences

<p>Level: Ms 1</p> <p>Sequence: 02</p> <p>Lesson: 03</p> <p>Lesson Focus: Language learning and Use</p> <p>Learning Objective: By the end of the lesson, my learner will be able to introduce his/her family members names and jobs orally, using the three forms of” to be” and W.H. Qs.</p> <p>Target Competencies: interact – interpret – produce, (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)</p> <p>Domains: Oral – Written – Both</p> <p>Target Structures: Personal pronoun.” I, he, and she ”, possessive adjectives: “My, his and her” W.H Qs : What /who / the three forms of to be.</p> <p>Materials: Family Tree Poster / Flash cards (jobs) / flash cards representing (He/ she /madam/sir / girl/ boy/man /woman</p>	<p>Core values :</p> <p>1- Respect of relatives</p> <p>2- Valuing and developing friendship with neighbours , friends ...</p> <p>Cross-curricular Competencies:</p> <p>1- Intellectual competency:</p> <ul style="list-style-type: none"> - The learner can think and use the language to guess. <p>2. Methodological competency:</p> <ul style="list-style-type: none"> - He can work in pairs. - He can assess peer’s work. <p>3. Communicative competency:</p> <ul style="list-style-type: none"> - He can use drama and role play to communicate appropriately <p>4. Personal and social competencies:</p> <ul style="list-style-type: none"> - He socialises through oral interaction. - He develops attitudes of friendship.
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Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M, J, **																								
10'		<p>Warm up: The teacher distributes a set of flash cards for each pair of learners.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>He</td> <td>Mr.</td> <td>Madam</td> <td>Miss</td> </tr> <tr> <td>Sir</td> <td>Father</td> <td>She</td> <td>Mrs</td> </tr> <tr> <td>Woman</td> <td>Girl</td> <td>Man</td> <td>Boy</td> </tr> <tr> <td>Brother</td> <td>Mother</td> <td>Sister</td> <td></td> </tr> <tr> <td>Omar</td> <td>Margaret</td> <td></td> <td></td> </tr> </table> <p>The teacher asks the learners to work in pairs and classify the cards in the right column</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #cccccc;">Male (He)</td> <td style="background-color: #cccccc;">Female (She)</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	He	Mr.	Madam	Miss	Sir	Father	She	Mrs	Woman	Girl	Man	Boy	Brother	Mother	Sister		Omar	Margaret			Male (He)	Female (She)			L/L **	To motivate the learners and enhance co-learning.	A set of flash cards for each pair of learners.	V+T
He	Mr.	Madam	Miss																											
Sir	Father	She	Mrs																											
Woman	Girl	Man	Boy																											
Brother	Mother	Sister																												
Omar	Margaret																													
Male (He)	Female (She)																													
			L/L	To help the learners identify the titles and classify them appropriately (when to use "he" or "she")		T+V																								

10'	<u>Presentation</u>	<p>The teacher presents bubbles with gaps to fill in (eliciting from the learners)</p> <p>Peter: Hi, Omar, is this on the photo ?</p> <p>Omar: Oh, Yes.is father. name is Ahmed.</p> <p>Peter: Is a painter ?</p> <p>Omar: No, ... isn't.</p> <p>Peter: is job?</p> <p>Omar: ,... is a carpenter.</p>	T/L L/T	Eliciting from the learners to complete the dialogue using the right W.H questions, personal pronouns and possessive adjectives.	The bubbles written on the board. Or PowerPoint slides.	A+ V V
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20'	<p>Practice</p>	<p>The teacher acts out the dialogue with the learners. The learners act out with their partners.</p> <p>The teacher asks the learners to substitute the father with :</p> <p>a mother / teacher / Meriem a sister / Akram /learner</p> <p>The teacher moves to free practice: Task 2. Page 57. I guess who is who. A learner writes the names of his family members in the circles. He swaps his sheet with his partner's and guesses who is who. Example: A: Is Kamel your father? B: No, he isn't. A: Is he your brother? B: Yes, he is. B: Is Sara your sister? A: Yes, she is.</p> <p>The learners take turn to ask and answer till they find who all the members are.</p>	T/L L/L	<p>Checking pronunciation and intonation when acting out the dialogue.</p> <p>To involve the learners in using the three forms of "to be" to guess and identify the family members, names and jobs.</p>	<p>The book</p> <p>Information gap activity (page 57).</p> <p>V+T M I</p>
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20'	Use	<p>The teacher may allow his learners to carry on guessing about their jobs using the interrogative form.</p> <p>You are at home with your new classmate . You show him/her the photos of your family members on your tablet. Show the photos and introduce them (names and jobs)</p>		<p>The learners will be able to reinvest what has been learned to introduce the family members in a meaningful situation.</p>	A
The teacher's comments:					
What worked -..... -.....	What hindered -..... -.....	Action points -..... -.....			

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Level: Ms 1

Sequence: 02 **Lesson:** 04

Lesson Focus: Language using

Learning Objective: By the end of the lesson, my learners will be able to write and read correctly a short description about the family members using words that contain the sounds: /ð/, /e/, /e/ and /l:/

Target Competencies: interact – interpret – **produce** (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domain: Oral – written - **Both**

Target Structures: the sounds /ð/, /e/, /e/ and /l:/

Materials: Paper strips (words contain the sounds)

Cross-curricular Competencies:

1. Intellectual competency:

- The learner can show creativity when producing pieces of oral and written messages.
- He can identify sounds when interacting orally

2. Methodological competency:

- The learner can work in small groups.
- He can use strategies for listening and taking turn to answer.
- He can assess himself
- He can assess his peers

3. Communicative competency:

- He can pronounce words correctly to communicate appropriately.

4. personal and social competencies :

- He is aware of his role and others' role in working hard at school, and being sociable.

Core values :

- 1.** Being responsible
- 2.** Being positive
- 3.** Valuing each member within the family

Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M.J***									
10'		<p>Warm up: The teacher splits the class into groups of four. Each group is provided with a set of words written on sheets of paper. (The same words for each group)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>mother</td> <td>Thursday</td> <td>father</td> </tr> <tr> <td>third</td> <td>fifth</td> <td>thank</td> </tr> <tr> <td>this</td> <td>brother</td> <td>fourth</td> </tr> </table> <p>The learners spread the papers on the table face up. They have to listen to the teacher, when he pronounces a word; each learner tries to pick up that word first until the teacher finishes all the words. The group with the largest number of words is the winner.</p>	mother	Thursday	father	third	fifth	thank	this	brother	fourth	T/L **	Activating schemata to work in small groups, through a competition. To engage and help the learners to get listening strategies focusing on sounds.	A set of sheets of paper for each group.	T
mother	Thursday	father													
third	fifth	thank													
this	brother	fourth													
10'	Presentation: I	<p>T. asks the learners within the group to read all the words and identify the difference. When they identify the difference , the teacher</p>	L/L	Checking and correcting pronunciation.	Reading the list at random.	A									

10'	<p><u>Presentation 2</u></p>	<p>asks them to classify the flowers which represent the corresponding words in the correct vase:</p>  <p>The teacher provides the learners with a task which is graded for three groups:</p> <p>Group 1: The learners have to listen to the teacher and write what they hear.</p> <p>Group 2: The learners have to listen to the teacher and fill in the gaps with the missing words.</p> <p>Group3: The learners have to listen to the teacher and choose the correct word in brackets.</p>	L/T	<p>To meet the needs of the mixed abilities learners</p>	V A
			T/L	<p>Handouts of the activity with three graded tasks</p> <p>Handouts : (1), (2) and (3)</p>	V.A
				<p>Presenting the different sounds in one meaningful passage or poem.</p>	M.I

	<p>G 1 Keep, R.....</p>	<p>G 2 Keep neat at your, Read and and cool. the pen and think of the You are the, you the best.</p>	<p>L/L</p>	<p>Book P53</p>
	<p>G 3 Keep (neat- net – fit) at your school, (Read –ride – run) and speak and stay (cool - full – school). Get (a – the- an) pen and think of the (test- best – next), You are the best, you are the best.</p>	<p>To help the learners identify the sounds.</p>		<p>A T V</p>
	<p>The teacher reads the poem aloud and asks each learner to do the task on his/her sheet of paper. When they finish, they have to deal with peer correction, then group correction.</p>	<p>L/L</p>	<p>Checking how well the learners are able to distinguish between the two</p>	
	<p><u>Practise</u></p>			

15'	<p>The teacher asks the learners to read the poem and classify the words with the sounds:</p> <p>/e/ : get – pen- best /I/ : keep – read – speak-</p> <p>Remark: (the teacher has to mention the moral behind this short poem) Core values.</p> <p>Task one: The teacher writes on the board this bubble and asks the learners to read it and sort out the words with the sounds : /θ/ and/ð/</p> <div data-bbox="671 788 1092 1500" style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Hi, I am happy with my family. I greet my grandmother and grandfather. I respect my mum and dad, I love you both. Hi brother, I am your sister; I need your help and care. I have a brother and a sister, so we are three.</p> </div>	sounds.	The board. The bubble written on the board.	V.
	To make the learners feel free to play and learn.	The book P 54 (to present the task in a ludic way. The teacher may provide Ls with words written on balls and asks each learner to identify the sound of his word and put it in	V. A	
	*Reinvest what has been learned: ordinal numbers, to introduce their sisters and brothers. * to check and correct the		K.	

L/L

	the right corner.											
	Short thank you notes											
	pronunciation											
<p>Task two: I throw the balls in the right hoop page 54</p>												
<table border="1"> <tr> <td data-bbox="315 133 341 790">/e/</td> <td data-bbox="315 790 341 1704">/ɪ:/</td> </tr> <tr> <td data-bbox="341 133 367 790">Red</td> <td data-bbox="341 790 367 1704">Green</td> </tr> <tr> <td data-bbox="367 133 392 790">Pet</td> <td data-bbox="367 790 392 1704">Greet</td> </tr> <tr> <td data-bbox="392 133 418 790">Vet</td> <td data-bbox="392 790 418 1704">fifteen</td> </tr> <tr> <td data-bbox="418 133 444 790">Ten</td> <td data-bbox="418 790 444 1704"></td> </tr> </table>	/e/	/ɪ:/	Red	Green	Pet	Greet	Vet	fifteen	Ten			
/e/	/ɪ:/											
Red	Green											
Pet	Greet											
Vet	fifteen											
Ten												
<p>15' Use</p>												
<p>Write a thank-you note to the family members to speak about your role in loving the family and keeping your room tidy and clean.</p>												
<table border="1"> <tr> <td data-bbox="727 133 753 1075">/θ/</td> <td data-bbox="727 1075 753 1342">/ð/</td> </tr> <tr> <td data-bbox="753 133 779 1075">With</td> <td data-bbox="753 1075 779 1342">Both</td> </tr> <tr> <td data-bbox="779 133 805 1075">Grandmother</td> <td data-bbox="779 1075 805 1342">Three</td> </tr> <tr> <td data-bbox="805 133 830 1075">Grandfather</td> <td data-bbox="805 1075 830 1342"></td> </tr> <tr> <td data-bbox="830 133 856 1075">brother</td> <td data-bbox="830 1075 856 1342"></td> </tr> </table>	/θ/	/ð/	With	Both	Grandmother	Three	Grandfather		brother			
/θ/	/ð/											
With	Both											
Grandmother	Three											
Grandfather												
brother												
<p>Finally, the learners have to read their production.</p>												

The teacher's comments:

What worked	What hindered	Action points
~..... ~.....	~..... ~.....	~..... ~.....

***VAKT:** Visual, auditory, kinaesthetic, tactile.

** L/L: learner → Learner T/ L: teacher → learner

*****M.I:** Multiple intelligences

Level: Ms 1

Sequence: 02

Lesson: 05

Lesson Focus: Language reinforcement

Learning Objective: By the end of the lesson, my learners will be able to introduce themselves, their family members, jobs and likes using the three forms of the simple present tense with appropriate articles and possessive adjectives in an email.

Target Competencies: **interact** * – interpret – **produce** (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domain: Oral – written - **Both**

Target Structures: Simple present tense with the three forms, personal pronouns, possessive adjectives. (He....his / Sheher) and the articles a/an.

(a, an and the)

Materials: Sheets of paper / family tree / email framework.

<p>Cross-curricular Competencies:</p> <p>1. Intellectual competency:</p> <ul style="list-style-type: none"> - The learner can understand and interpret non-verbal messages. - He can show creativity when producing oral and written messages. <p>2. Methodological competency:</p> <ul style="list-style-type: none"> - He can work in group. - He mobilises his resources efficiently to produce a piece of writing. - He can assess his work. - He can assess his peers' work. <p>3. Communicative competency:</p> <ul style="list-style-type: none"> - He can use information and communication technology such as emails to communicate appropriately with learners of other cultures <p>4. Personal and social competencies:</p> <ul style="list-style-type: none"> - He socialises through oral and written exchanges. 	<p>Core values :</p> <p>1- Being responsible.</p> <p>2- Being happy and proud of belonging to a family.</p> <p>3- Valuing jobs.</p> <p>4- Valuing leisure time activities. (Reading books).</p> <p>5- Openness to the world (sharing information and respecting people of other cultures.)</p>
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Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M, J, **
15'		<p>Warm up:</p> <p>The teacher puts seven boxes on each row of the class, and distributes sheets of paper (a sheet for each learner.)</p> <p>The sheets contain all the structures the teacher introduced in the sequence.</p>	T/L	Motivating the learners to identify the words.	Sheets of paper and boxes	V+ T+K

<p>20'</p> <p><u>Presentation</u></p>	<table border="1" data-bbox="218 828 431 1399"> <tr><td>he</td><td>she</td><td>is</td><td>are</td></tr> <tr><td>I</td><td>my</td><td>am</td><td>his</td></tr> <tr><td>her</td><td>have</td><td>has</td><td>a</td></tr> <tr><td>an</td><td>the</td><td>you</td><td>your</td></tr> <tr><td>who</td><td>where</td><td>what</td><td>like</td></tr> <tr><td>live</td><td>love</td><td>enjoy</td><td>play</td></tr> </table> <p>Each learner has to read his word and put it in the right box. (The winner row is the first to put all the words in the right boxes)</p> <p>Personal pronouns possessive to have to be</p> <p>Pronouns adjectives</p> <p>   </p> <p>Verbs articles wh. Qs</p> <p>  </p> <p>The teacher invites one learner from each row to check the words in the boxes and to find the score.</p> <p>The teacher creates a situation to present the simple present tense.</p> <p>Look, this is Omar; he speaks about his</p>	he	she	is	are	I	my	am	his	her	have	has	a	an	the	you	your	who	where	what	like	live	love	enjoy	play	<p>L/L</p> <p>L/L</p> <p>Ls will be able to move and put their words in the right boxes.</p>	<p>Eliciting from the learners to</p> <p>PowerPoint slides to</p>	<p>V.</p> <p>V+ T+K</p>
he	she	is	are																									
I	my	am	his																									
her	have	has	a																									
an	the	you	your																									
who	where	what	like																									
live	love	enjoy	play																									

<p>likes, dislikes and his brother's likes and dislikes.</p> <p>Omar:</p> <div style="border: 1px solid black; border-radius: 20px; padding: 10px; width: fit-content; margin-left: 40px;"> <p>Hello, I am Omar. I am Algerian. Ireading books.I not Karate. My brother, Akram playing football, henot watching TV. you reading books?</p> </div>	<p>L/T</p>	<p>fill in the gaps with the right form</p>	<p>present the three forms of the present simple with the pronouns I, you, he and she</p>	<p>V.</p>
<p>The teacher elicits from the learners the missing words in the bubble to introduce the rule of the present simple (PowerPoint slides)</p> <p>Omar:</p> <div style="border: 1px solid black; border-radius: 20px; padding: 10px; width: fit-content; margin-left: 40px;"> <p>Hello, I am Omar. I am Algerian. I <u>like</u> reading books. I <u>do</u> not <u>like</u> boxing. My brother, Akram likes playing football, he <u>does</u> not <u>like</u> watching TV. <u>Do</u> you <u>like</u> reading books?</p> </div>	<p>T/L</p> <p>T/L</p> <p>L/T</p>	<p>Highlighting the rule of the present simple tense with: I, you, he and she.</p>	<p>The activity written on the board or on the PowerPoint slide.</p>	<p>V+</p> <p>A</p>

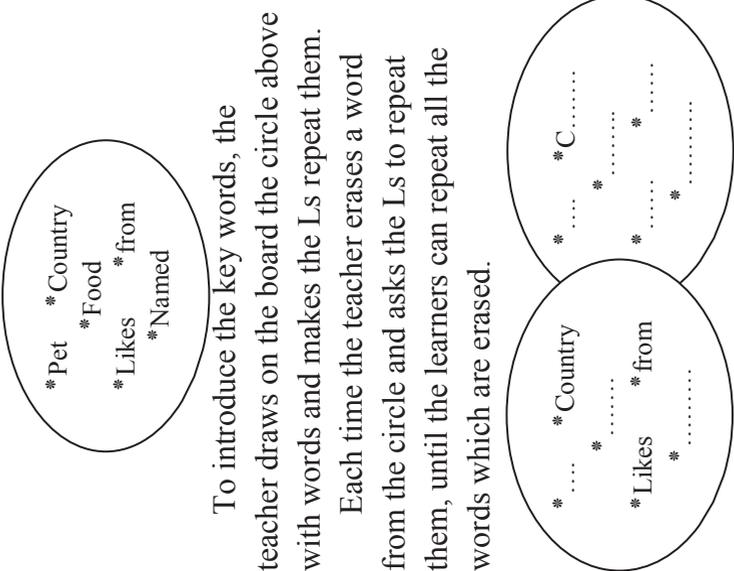
20'	<p><u>Practice</u></p>	<p>After giving examples and checking the learners' acquisition of the present simple with the three forms, the teacher moves to "practice". Ok let's help Akram choose the right form of the verbs.</p> <p>Akram:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Yes, you are right, Omar. I (like- likes) playing football, I (not like) watching TV. I (love – loves) reading books, too . My father (likes – like) watching TV .</p> </div> <p>Task 1 page 56</p> <p>Now, let's help Omar to choose the correct word between brackets to write an email to Margaret.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Hi Margaret, How are you? I am happy to introduce <u>my</u> family. My father is a carpenter. <u>He</u> is 47 years old. <u>His</u> name is Ahmed. My mother is <u>a</u> teacher. <u>She</u> is 42. <u>Her</u> name is Meriem. I <u>have</u> one brother. <u>His</u> name is Akram. He is a pupil at Kerouani School. Akram <u>likes</u> playing football. How about you?</p> </div>	L/L	<p>Assessing how well the learners use the present simple tense with the pronouns I and he.</p>	The activity on the book	V.
			L/L	<p>To check if learners can distinguish between personal pronouns and possessive</p>	The learner' copybooks	V.

15'	Use	Margaret knows very well Omar. Now, she wants you to introduce yourself, your family and your likes. (Follow the example of Omar's email).	adjectives. Learners will be able to use personal pronouns, possessive adjectives correctly.	V.
The teacher's comments:				
What worked		What hindered	Action points	
-..... -.....		-..... -.....	-..... -.....	

***VAKT:** Visual, auditory, kinaesthetic, tactile.

** L/L: learner → Learner T/L: teacher → learner

*****M.I:** Multiple intelligences

Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M, J ***
10'		<p>Warm up:</p> <p>Word Splash Game</p>  <p>To introduce the key words, the teacher draws on the board the circle above with words and makes the Ls repeat them. Each time the teacher erases a word from the circle and asks the Ls to repeat them, until the learners can repeat all the words which are erased.</p>	T/L	Motivating the learners and activating schemata .	The board	V.
10'	Pre-reading		L/L	Ls will be able to pronounce the words correctly and memorise them. To check the Ls' understanding. Ls will be able to use the words in meaningful sentences.	The L's copybooks.	A V.

20'	Post reading	Adaku wants to know more about you: - Your name/ age/ country/ languages/ likes, favourite food and pet.	L/L	The learner will be able to use appropriate simple English to introduce himself in an email.	Email template
The teacher's comments:					
What worked -..... -.....		What hindered -..... -.....		Action points -..... -.....	

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Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKT* M.I ***
10'		<p>Warm up: The teacher invites the learners to watch and listen to the song and answer the questions.</p> <ul style="list-style-type: none"> - What is the song about? - How many family members are there? <p>The teacher splits the learners into groups of six and provides them with two flash cards representing jobs.</p> <p>Each group has to mime the jobs for the other groups. The winner is the group who finds the jobs.</p> <p>The teacher presents Margaret's email and explains the new and difficult words by giving examples.</p> <p>Now, in order to introduce your family tree to Margaret, what do you need?</p>	T/L	Activating the learners' schemata .	Song about a family https://www.youtube.com/watch?v=flhgQupKiM3	A.
10'	Presentation1		L/L	In a competitive and funny way Ls will be able to recall the lexis related to family members and jobs.	Or https://www.youtube.com/watch?v=GiRUF7hvWuM	V.+A
10'	Presentation 2	The teacher supplies each group with a handout representing Knowledge, skills and attitudes. 1-The learners in each group have to fill in		To help the learners have autonomy to learn how to	Jobs flash cards	

<p>Practice</p> <p>20'</p>	<p>this table before they start writing.</p>	<p>learn.</p>	<p>L/L</p>	<p>V.</p>
<p>Use and correction</p> <p>20'</p>	<p>2- The learners have to decide on one learner's family and start gathering information and materials to introduce this family to Margaret. The teacher encourages each group to write an email and draw the family tree.</p>	<p>Ls will be able to</p>	<p>L/L</p>	<p>The handouts V + T</p>

knowledge	Skills	Attitudes
Lexis related to relatives:	Greeting	Being polite
.....
Lexis related to jobs:	Introducing my relatives	Valuing family
.....
.....	Valuing jobs
Auxiliary 'to be' in the present simple with I/she/he:.....
Present simple tense :
Personal pronouns :
Possessive adjectives :
Numbers
.....

	<p>The learners will have the opportunity to present and assess the groups' productions. The teacher selects one production to be corrected on the board (the learners can also be involved in co-assessment).</p>	<p>collaborate, gather information and produce a piece of writing (an email) using correct and appropriate language).</p>	<p>Posters to draw family tree. An email template.</p>
<p>The teacher's comments:</p>			
<p>What worked</p> <p>-.....</p> <p>-.....</p>	<p>What hindered</p> <p>-.....</p> <p>-.....</p>	<p>Action points</p> <p>-.....</p> <p>-.....</p>	

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<p>3</p> <p>- Communicative competency:</p> <ul style="list-style-type: none"> - He can use information and communication technology such as blogs to interact with learners of other cultures. - He can process digital data in English. <p>4 - Personal and social competencies:</p> <ul style="list-style-type: none"> - The learner can socialise through written exchanges. - He can develop attitudes of friendship. 						
Time	Framework	Procedure	Focus	Objectives	Materials/Aids	VAKI* M, I, ***
10'		<p>Warm up:</p> <p>The teacher writes on the board the word “Friendship” and asks his learners what this word means for them.</p> <p>The teacher lists down all the words given by the learners on the board.</p> <p>T: Do you have friends? Are they good or bad? You should have good friends.</p> <p>T: Now Let’s watch and listen to a song and list down the characteristics of a good friend.</p> <p>T corrects with the help of the learners (smiles / shares/kind /helpful ...</p>	L/L **	To encourage the learners to interact orally and talk about friendship.	A song: what makes a good friend? https://www.youtube.com/watch?v=avHdx18pi_U	V+ A
10'	<u>Pre-writing</u>	T : Where can you make friends? L: at school/ neighbours/ other towns and other countries.	L/L	To make the learners aware of the main characteristics of a good friend		

20'	<p style="text-align: center;"><u>While writing</u></p>	<p>T: How can you make friends from other countries? How do you communicate? L: emails/ Facebook / Skype / blogs ... Which language do you use? What and why do you write?</p> <p>T: Today, you are going to introduce yourself on an international school friendship blog. Be a good friend , prepare your own blog and write about your:</p> <ul style="list-style-type: none"> - Name – age – country- school – class. - Languages- religion - - Likes – dislikes - Favourite food. <p>You can illustrate you blog with pictures (The teacher moves around and helps the learners).</p> <p>Now, it's time to check, revise and correct your mistakes before editing your final draft.</p>	<p>T/L L/T</p> <p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>Showing learners the importance of the openness to the world to interact orally or In writing.</p> <p>Helping the learners to organise their ideas before they start writing.</p> <p>To enhance learners to show creativity</p> <p>To involve the learners in self assessment and correction.</p>	<p>A</p> <p>A + V</p> <p>V.</p> <p>Showing Jack's Smith Blog as a model page 58</p> <p>Ls. Production</p>
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10'	Revising, correcting and editing the final draft	<p>Assessment grid for the situation of integration with criteria</p> <table border="1"> <thead> <tr> <th data-bbox="262 1188 333 1439">Criteria</th> <th data-bbox="262 807 333 1188">Indicators The learner:</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 1188 435 1439">1. Relevance</td> <td data-bbox="333 807 435 1188"> 1. can design a blog. 2. can introduce himself 3. can talk about his preferences, likes </td> </tr> <tr> <td data-bbox="435 1188 587 1439">2. Use of correct linguistic tools/consistency</td> <td data-bbox="435 807 587 1188"> 1. can use mechanics of writing 2. can use the present simple to be/to have/to like 3. can use the appropriate article </td> </tr> <tr> <td data-bbox="587 1188 716 1439">3. Coherence</td> <td data-bbox="587 807 716 1188"> 1. can use logical organisation of ideas. 2. can use meaningful sentences. 3. can use appropriate linking words. </td> </tr> <tr> <td data-bbox="716 1188 815 1439">4. Cross-curricular competencies</td> <td data-bbox="716 807 815 1188"> 1. can demonstrate autonomy in using language to communicate 2. can use ICT (blogs) </td> </tr> <tr> <td data-bbox="815 1188 914 1439">5. Values</td> <td data-bbox="815 807 914 1188"> 1. can assert his personal identity 2. can demonstrate attitudes of respect. </td> </tr> <tr> <td data-bbox="914 1188 1016 1439">6. Excellence</td> <td data-bbox="914 807 1016 1188"> 1. his work is well prepared and well presented 2. His production shows creativity. </td> </tr> </tbody> </table>		Criteria	Indicators The learner:	1. Relevance	1. can design a blog. 2. can introduce himself 3. can talk about his preferences, likes	2. Use of correct linguistic tools/consistency	1. can use mechanics of writing 2. can use the present simple to be/to have/to like 3. can use the appropriate article	3. Coherence	1. can use logical organisation of ideas. 2. can use meaningful sentences. 3. can use appropriate linking words.	4. Cross-curricular competencies	1. can demonstrate autonomy in using language to communicate 2. can use ICT (blogs)	5. Values	1. can assert his personal identity 2. can demonstrate attitudes of respect.	6. Excellence	1. his work is well prepared and well presented 2. His production shows creativity.	T/L	The teacher will use this grid to assess the learners' production.	Assessment grid	
Criteria	Indicators The learner:																				
1. Relevance	1. can design a blog. 2. can introduce himself 3. can talk about his preferences, likes																				
2. Use of correct linguistic tools/consistency	1. can use mechanics of writing 2. can use the present simple to be/to have/to like 3. can use the appropriate article																				
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The teacher's comments:																					

What worked	What hindered	Action points
-..... -.....	-..... -.....	-..... -.....

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The tutorial sessions

The objective of the tutorial session is twofold:

- A- Moderation and remediation.
- B- Learning how to integrate.
- C- Work for excellence.

In a differentiated class with mixed-ability groups, the teacher should appreciate each child as an individual taking into account his learning styles, multiple intelligences and the way he learns. The teacher should use the appropriate strategies when working with groups.

The tutorial sessions are primarily meant to work on specific areas with the learners. The teacher needs to identify the strengths and the weaknesses of his learners. Once he has collected data about his learners, he should be able to address them accordingly. He has to identify the main problems during his lessons. His portfolio and the learner's portfolio will give him sufficient evidence on how the learning occurred in class. Thus, he should focus on moderation periods and set appropriate remedial tasks after exploiting his learners' results and identifying the non-acquired criteria.

The tutorial sessions offer an opportunity to work towards excellence. The teacher targets good learners and ask them to work on problem solving situations of a higher difficulty.

The sessions are also devoted to train learners on different ways of integrating the previous learning in terms of knowledge, skills and attitudes.

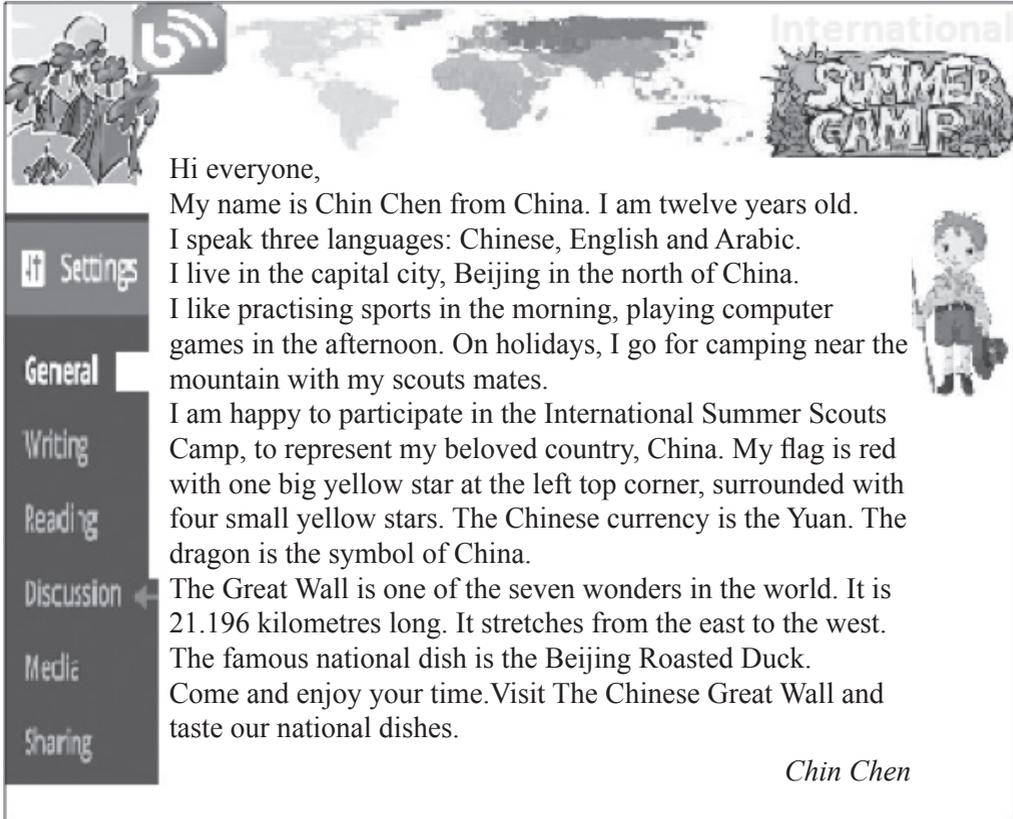
This evidence will allow the teacher to rethink and reshape his teaching to meet the learners' needs.

The teacher is aware of the differences of levels in his class and thus, he should be ready to organise his tutorial session as follows:

- 1- Identify the repeated errors in class.
- 2- Make an analysis of the common repeated errors in class.
- 3- Exploit the learners results of the test.
- 4- Find out reasons for the sake of moderation.

- 5-** Set remedial work according to non acquired criteria.
- 6-** Work with the learners on areas that need reinforcement
- 7-** Focus on learning how to integrate.
- 8-** Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.
- 9-** Give the opportunity to your learners to work in groups.
- 10-** Identify the best learners who can help in group work.

A sample summative test



Hi everyone,
My name is Chin Chen from China. I am twelve years old.
I speak three languages: Chinese, English and Arabic.
I live in the capital city, Beijing in the north of China.
I like practising sports in the morning, playing computer games in the afternoon. On holidays, I go for camping near the mountain with my scouts mates.
I am happy to participate in the International Summer Scouts Camp, to represent my beloved country, China. My flag is red with one big yellow star at the left top corner, surrounded with four small yellow stars. The Chinese currency is the Yuan. The dragon is the symbol of China.
The Great Wall is one of the seven wonders in the world. It is 21.196 kilometres long. It stretches from the east to the west.
The famous national dish is the Beijing Roasted Duck.
Come and enjoy your time. Visit The Chinese Great Wall and taste our national dishes.

Chin Chen



A) I read the blog of Chin and choose the correct answer. (04 points)



1-Chin is:
A - 11.
B - 12.
C - 13.



2- Chin lives in:
A - the East of China.
B - the west of China.
C - the North of China.

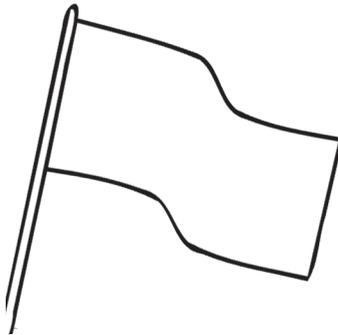


3-The Chinese flag contains:
A – one star.
B – four stars.
C – five stars.



4- The symbol of China is:
A- the lion.
B- the fennec.
C- the dragon.

B) I read, draw and colour the Chinese flag. (01 point)



C) I read and fill in the profile of Chin. (03 points)

Photo

Family name: *Chen*

First name:

Age:

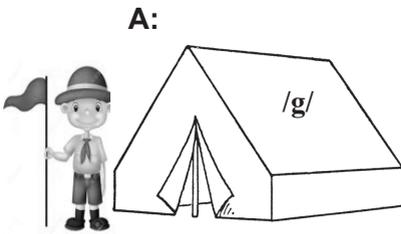
Nationality:

Hometown:

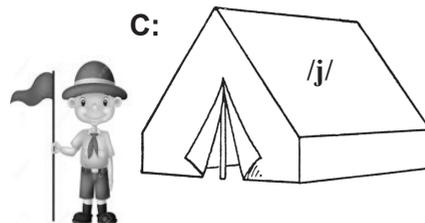
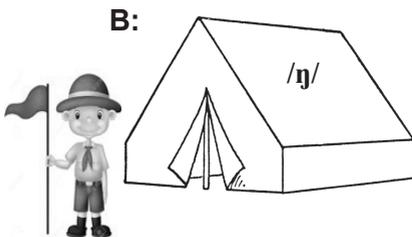
Likes:

Languages:

D) I put the words in the right tent : (03 points)

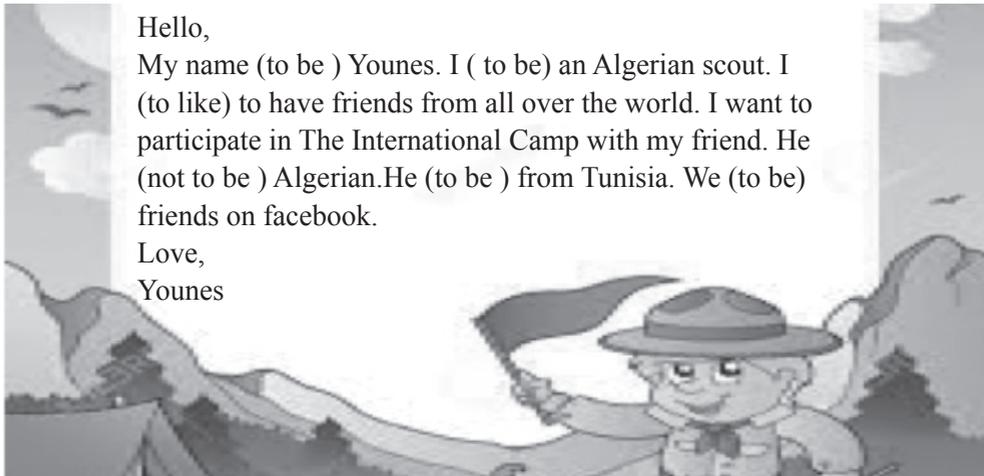


flag – practising
-yellow - games -
your – camping



E) I help Younes to put the verbs in the correct form. (03 points)

Hello,
My name (to be) Younes. I (to be) an Algerian scout. I
(to like) to have friends from all over the world. I want to
participate in The International Camp with my friend. He
(not to be) Algerian.He (to be) from Tunisia. We (to be)
friends on facebook.
Love,
Younes



F) I write . (06 points)

It is your turn to write on The International Blog, introduce yourself, your country, flag, celebration days, currency, dish and famous monuments.



International
SUMMER
CAMP

Settings
General
Writing
Reading
Discussion
Media
Sharing

col

Answer Keys

Sequence	Section	Task	Page	Answer keys
One	I listen and do	5.I listen and complete the dialogue.	35	You: Hello , <i>my</i> name <i>is</i> Margaret . Your friend : Hi , I <i>am</i> Akram . You: <i>Glad</i> to meet you ,Akram. Your friend : <i>Nice</i> to meet you, Margaret .
	I pronounce	2. a) I listen and cross the odd word out	36	Classroom Window Bike
	I pronounce	2.b) I put the words in the right balloon	37	/ei/ play – pray – Tuesday - say /ai/ line - fine /I/ sick - sit
	I practise	1. I match	39	(.) Full stop (!) exclamation mark (,) comma (?) question mark
	I practise	2.I read and supply capitalization and the right punctuation	39	- Hello, my name is Younes . What is your name? - Hi Younes, I am Diana .
	I practise	3.I help Maria find the right word	39	My name <i>is</i> . Maria. I <i>am</i> 12 . I <i>live</i> in Adrar . I love my city.

	I read and do	1. I read and colour the correct answer	40	1. Razane is 11 years old. 2. Susan is from Great Britain .
Two	I listen and do	4. I complete the bubble with the appropriate article	50	an – a- a- the -the
	I listen and do	7. I look and match the numbers	51	14 Fourteen 19 Nineteen 28 Twenty-eight 36 Sixty - three 40 Forty 63 Sixty - three 90 Ninety 100 One hundred
	I listen and do	9. I read and rank the children	52	Houda is the <i>fourth</i> child Omar is the <i>third</i> child Khaled is the <i>second</i> child Leila is the <i>fifth</i> child
	I pronounce	2. I say it with a flower	53	/θ/ think – thanks- three- /ð/ brother – grandfather – this – mother - the
	I pronounce	4. I throw the ball in the right hoop	54	/e/ pet – ten- vet / I:/ fifteen – green - greet
	I practice	1. I circle the correct words to	56	He – his- a – she – have – his - likes

	help Omar write his email		
I read and do	1.I read and complete the profile	58	First name:Jack Age:13 Class :2B Country: CANADA Likes: Basketball/ listening to music Pet: hamster
I read and do	2.I read and tick the right box	59	False – false – true – true - false
I play	1.I order the letters to get the names of the jobs	64	Nurse – farmer – dentist – teacher - mechanic
	2.I supply the missing letters to get the members of the family	64	Father – mother – sister – brother – grandparents

	I enjoy	I read, observe and put the family name under the appropriate number.	65	<p>1 –The Johnsons family 2- The Wilsons family 3 – The Williams family 4 – The Taylors family</p>
Three	I listen and do	4.I listen and complete the table	74	<p>My friend Amel lives in Setif. She is a pupil at Alliam Mansour School. She gets up at 6.30. She has breakfast at 7.00. She goes to school at 7.30. After school, she watches TV. In the evening she does her homework. Her favourite hobby is drawing.</p> <ul style="list-style-type: none"> - It is two thirty - It is three o'clock - It is five o'clock - It is five twenty - It is one fifty
	I listen and do.	6.I listen , look at the example and do the same	75	
	I pronounce	2. Where do these words live?	77	<p>/ə/breakfast /z/ loves, tells /iz/dances, finishes /s/writes , shops, listen, house /h/ hi</p>

	I practise	1.I read the text and complete the table .	80	<p>I get up at 6:30 a.m.I wash myself ,have breakfast and get dressed. 8:00 a.m . My first lesson begins. 5:00 p.m. I watch TV and drink milk. 6:00 p.m. I revise my lessons. 9 :00p.m. I go to bed. weekend. I visit my grandmother</p>
I practise	2.I put the verbs in the present simple	2.I put the verbs in the present simple	80	wakes up - gets dressed – has – goes – start – finish – does – is .
I practise	3.I order the words of the dialogue	3.I order the words of the dialogue	81	<p>-What time does Houda wake up ? -She wakes up at 6 o'clock. -Does she practise sport on Saturday? -No ,she does not .She cleans her room on Saturday.</p>
I read and do	1.I read the text and complete the table	1.I read the text and complete the table	85	<p>Morning:I get up , wash myself ,get dressed and have breakfast Time: 7:30 a.m -I go to the hall for assembly. Time: 9:00 a.m -I have a break. Time: 10:30 a.m Afternoon : I have lunch. Time: 12:15 p.m -I have a short break. Time: 03:15 p.m</p>

				<p>-I have tea. Evening: I do my homework. - I go to bed. Time: 09:00 p.m</p> <p>- Weekend: I attend ballet cases. - I go for a walk with my family in the countryside.</p> <p>False. Margaret gets up at 7:30 a.m False. School begins at 9:00 a.m True. False. She has lunch at 12:15 p.m True. False. She has tea when she goes home. False. She goes to bed at 9:00 p.m</p> <p>Parrot – hamster – canary – dog – cat.</p> <p>-Are you studying Biology now? -No, we are studying Physics. -What is your headteacher doing now? -He is working in his office .</p>
			86	
		2.I tick the appropriate box and correct the wrong answer.		
I read and do				
		2.I circle the five hidden animals		92
I play				
		3.I order and write correct sentences.		105
Four		I listen and do		

	I listen and do	5.I look and speak about my class schedule.	106	<ul style="list-style-type: none"> - On Monday, I have French , History , Maths and Biology in the morning and Sports in the afternoon. - I have English on Sunday, Wednesday and Thursday. - No, I don't.
	I listen and do	7.I ask and answer to locate places in my school	108	<p>A: Hi, where is classroom number 7, please? B: It is on the first floor, near classroom number 8. B: And where is the library, please? A: It is on the right side, next to the Biology lab. A: Where is the staff room? B: It is at the entrance on the left side near the canteen. B: Where is the sports ground, please? A: It is on the left side next to the canteen. A: Where is the Physics lab? B: It is on the right side, next to the library. B: Where is the computer room? A: It is at the entrance on the right side.</p>

	I pronounce	3. I choose the right key to open the padlock.	111	/ ʒ / leisure, television ,pleasure, measure. / dʒ / bridge, geography . / j / yes, / g / green , gum, dog , at – next to – on – in – between.
	I practise	2. I put the right preposition	113	
	I practise	3. I inform my head teacher about what I am doing with my friends to celebrate the day of knowledge.	114	<ul style="list-style-type: none"> - We are setting tables . - We are arranging chairs . - We are writing invitations. - We are rehearsing songs. - We are preparing for competitions . - We are decorating the amphitheatre.
	I read and do	1. I read and tick the right answer.	116	True – true – true – true – true.
	I learn to integrate	1. I work with my partners and fill in the table about my school regulations.	117	<ul style="list-style-type: none"> - I keep quiet in class. - I arrive on time. - I respect others' ideas. - I love my country - I respect my classmates. - I respect my teacher.

Five	I listen and do	4. I listen , ask and answer.	131	<p>-Adaku is from Nigeria. -Her national currency is Naira. -Her national dish is rice and beans -Her national celebration day is the first of October.</p>
	I listen and do.	5. I listen and fill in the table	132	<p>-Monuments : Big Ben, the British National Museum and Tower Bridge. -Celebration days: Christmas and Easter. -National dish: Roast beef and Yorkshire pudding. -Currency: The Pound.</p>
	I listen and do	7. I listen and put the nationalities in the right column.	133	<p>-an : Moroccan, American, -ian : Algerian , Egyptian, Italian , Australian , Russian, Indian, Nigerian -ese : Japanese, -ish : Turkish, British , Spanish , -ch : French.</p>
	I pronounce	2. I read the poem and put the underlined words in the right column.	135	<p>/ η/ sing – song - morning / ɔ / stop - top / ɔ:/ call -morning / əʊ/ about – mountain -</p>

	I practise	1. I read and the dialogue and answer the questions.	137	-It is in the Tassili. -They are in Constantine. -They are in Tiaret.
	I practise	2. I read the text and fill in the gaps with the corresponding nationalities.	137	British – American - Chinese – French – Brazilian – Kenyan – Australian.
	I read and do	1. I read the text ‘ Discover my wonders ‘ and fill in the table.	139	Tiaret – West – Jeddar Tombs M’sila – South East – Al Qal’a of Beni Hammad. Tamanrasset – South – Tassili N’ijjer drawings. Ghardaia – South – Islamic Architecture Beni Isguen
	I read and do.	2. I read the text and sort out four adjectives which describe the beauty of Algeria.	139	1.beautiful 2.amazing 3.fantastic 4.wonderful
	I read and do.	3. I read the text “Discover my wonders” and answer the questions .	139	1.The North of Algeria famous for the beautiful forests and the snowy mountains: Tikjda, Chelia and Chrea. 2.The South of Algeria is famous for the Tassili N’Aijer drawings and the wonderful Assekrem sunset.

	I play	I put the flag number, the capital city, the national currency and the nationality next to the corresponding country	144, 145	<p>3. We can enjoy the sea, the sun and the mountains in Jijel.</p> <p>4. The two Roman ruins cities in the East are Timgad and Djemila.</p> <p>-China –flag 3 – Beijing – Yuan –Chinese -Germany – flag 8- Berlin – Euro – German -Great-Britain – flag 2 – London – Pound – British -Japan –flag 7-Tokyo – Yen- Japanese - Morocco-flag 9 – Rabat – Dirham - Moroccan -Nigeria-flag 6- Abuja- Naira - Nigerian -Russia – flag 10-Moscow-Ruble- Russian Saudi-Arabia- flag 5-Riyadh –Riyal - Saudi Spain –flag 1- Madrid – Euro -Spanish The United States of America –flag 4-Washington-Dollar - American</p>
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Online resources for the teacher

<http://www.anglomaniacy.pl/grammar-verbs-learn1.htm>

<http://www.rong-chang.com/easykids/>

<https://teftastic.wordpress.com/worksheets/vocabulary/classroom/>

<http://www.kizphonics.com/>

<http://www.eslkidstuff.com/worksheets.htm>

https://en.islcollective.com/resources/search_result?Tags=introduce%20yourself&searchworksheet=GO&type=Printables

<http://busyteacher.org/4261-how-to-teach-young-learners-one-step-at-a-time.html>

<http://www.esltower.com/vocabularyteachers.html>

<http://www.usingenglish.com/handouts/>

<http://www.teaching-esl-to-adults.com/free-esl-worksheets-for-beginners.html>

<https://www.youtube.com/watch?v=B5csN8gQY4E>

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

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