

Sequence: 01

Lesson: 01 (I listen and do)

Framework: P.D.P

Learning objectives: To enable the learners to describe their physical appearance.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Simple present (to be/ have got).

Domains: Oral/ Written/ Both.

Core values: Respecting the differences.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal messages to get information.

Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.

Communicative: They can use a role play to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about colours by asking the following questions:

- ✓ What colour is my pen? /
- ✓ What colour is your pinafore?

Pre-Listening: The teacher presents the following adjectives: (**big – small – short – tall – thin (slim) – fat – slanted – straight – wavy – frizzy – curly – bald**) through flashcards.



Big



Small



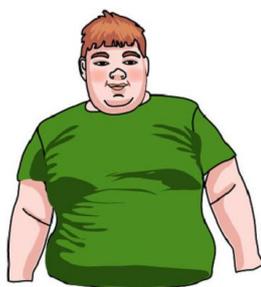
Short



Tall



Slim / Thin



Fat



Slanted eye



Wavy



Frizzy



Curly



Bald

While Listening: The teacher invites the learners to listen to (**Listening Script 1 and 2 page 04**) and do (**Task 1 page 11**). The teacher invites the learners to listen again to the script and check their answers. They may work in pairs.

Task 1 page 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14
i	j	k	c	b	a	m	g	l	e	h	n	d	f

Task 2: The teacher writes the following paragraph, pins a picture on the board and asks the learner to find the mistakes and correct them. The learners work in pairs.



Sara has got long straight hair. She is not wearing glasses. She has got small eyes, big nose, small ear and big mouth.

After Listening: Task 3: The teacher writes the following activity on the board and asks the learner to do it and then, they use the words given to describe themselves.

Activity: (A) Classify the following words in the chart below: (**big – green – straight – short – slim – brown – wavy – tall – black – long – fair – small – frizzy – fat – blue**)

Height	Build	Hairstyle	Eyes

(B) Use the information above to describe yourself.

My name is I'm(height) boy/ girl. I have gothair and ... eyes.

- The learners describe themselves in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 02 (I listen and speak)

Framework: P.P.U

Learning objectives: To enable the learners to describe their relatives' physical appearance and naming clothes.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Simple present (asking about physical appearance and clothes).

Domains: Oral/ Written/ Both.

Core values: Valuing the family.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal and non-verbal messages to get information.

Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.

Communicative: They can use a role play to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about member of the family by showing a picture and asking the following questions:



✓ What is this? Where is the father/ mother/...?

- The teacher asks the learners to name the other members of the family and the learners try to remember and answer. After that, the teacher asks the learners to do (Task 18 page 33).

Task 18 page 33

1	2	3	4	5	6	7	8	9	10	11	12
e	e	f	f	a	a	b	b	e	g	d	c

- The teacher makes a quick review about physical appearance by describing the father in the picture and asks the learners to describe the (**mother/ sister/ brother ...**). The teacher may ask this question: What does he/ she look like?

Presentation: The teacher pins a picture of a boy on the board and asks the learners the following questions:



- ✓ What does he look like? (The teacher may ask about his eyes, hair, build, ...)
- ✓ Is he wearing glasses? ✓ Is he fat? ✓ Is he tall?

- The teacher reads the conversation (**Listening Script 5 and 6 page 05**) and tries to explain the new keywords. In the same time, he/ she asks the learners to do (**Task 7 page 13**)

Task 7 page 13

Razane: Poor little boy! And who is the **slim**, tall girl with **long** straight blonde hair on the **fourth** photo?

Liz: That's my niece, Katie. She's my brother's youngest daughter. She's a teenager like us, so she loves fashion wear! You can see how slim she is and how she's dressed in a pink top, a short black skirt and high-heeled shoes. She's pretty. I like her very much.

Razane: Thanks for **showing** me your family photos. I'll send you mine, soon. It's nice to talk to you **over** the phone. Bye, Liz.

Liz: Bye, Razane.

Practice: Task 1: The teacher writes the following activity on the board and asks the learner to do it in pairs.

Activity: Classify the following words: (**jeans – skirt – pajamas – dress – trousers – shirt – blouse – T-shirt – jacket – suit**).

Boys' wear	Girls' wear

Task 2: The teacher asks the learners to do (**Task 09 page 13**).

Task 09 page 13

Me: What does your **aunt** look like?

My partner: She is **tall**, with **big brown** eyes. She has got **small** nose and **long straight black** hair.

Me: Is she slim?

My partner: Yes, she is.

Me: How does she dress most of the time?

My partner: She wears a **hijab, a scarf over her head** and put on **eyeglasses** because she can't see very well.

Use: Task 3: (A) The teacher asks the learner to do their own family tree including (grandpa, grandma, uncle, aunt, ...)



(B) The teacher asks the learner to choose one of their relatives and writes about what does he/ she look like and what does he/ she wear?

Example:

My dad's name is Mohammed. He's a teacher. He's tall and a little fat! He has got short brown hair, black eyes and put on glasses. He often wears a shirt and a pair of trousers. I love him very much.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 01

Lesson: 03 (The language use)

Framework: P.D.P

Learning objectives: To enable the learners to express their like and dislikes, to ask and answer about the reason and to describe his free time activities.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Simple present (why/ what/ when/ which/ because).

Domains: Oral/ Written/ Both.

Core values: Valuing the free time/ Valuing physical free time activities, like sport activities .

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal and non-verbal messages to get information.

Methodological: They can assess their work, their classmates and work in pairs or in groups.

Communicative: They can use to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about sports by showing them some flashcards and tries to elicit names from them.



Football – Soccer



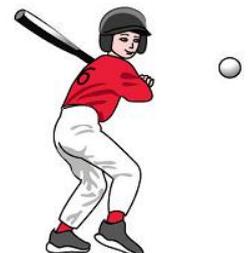
Basketball



Handball



Volleyball



Baseball

Pre-Listening: The teacher asks the learners to name other sports: (Golf – Table tennis – Skateboarding – Ice skating – Scuba diving – Surfing ...) and then, fill the chart below.

Sport I like	Sport I don't like

- The teacher writes the following questions on the board and asks the learners to answer. In the same time, writes the learners' answers on the board.
 - ✓ Which sport do you like most?
 - ✓ When do you practice it?
- The teacher provides the following chart on the board and asks the learners to fill it.

Sport I do	When
.....	On my free time.
.....	On Tuesday afternoon.
.....	On weekends.
.....	Onmorning/ afternoon.

- The teacher provides other questions and asks the learners to answer them. They may ask each other in close or open pairs.
 - ✓ Which sport do you do at the weekend? ✓ When do you do it?

While Listening: Task 1: The teacher invites the learners to listen to the last part of the conversation between **Sami** and **Rachid**. (**Listening Script 11 and 12 page 06**) and do (**Task 11 page 14**).

Sami: Well, I don't like this kind of sport. It doesn't mean I'm not sporty; I like swimming, and I'm also a fan of cycling and tennis. I love bikes. Cycling is my favourite weekend activity.

Rachid: What about the weekdays? What do you do?

Sami: Nothing much except the daily routine: school every day, mornings and afternoons. After school, it's homework as usual. After dinner, it's time to go to bed. On Tuesday afternoon, I play tennis. I have training sessions every Tuesday. Well, that's it!

Rachid: Oh! The school bell's ringing. It's time for class. Let's go.

Task 11 page 14

1	2	3	4	5
Tennis	Judo	Swimming	Cycling	Football

Task 2: The teacher reads the conversation for the second time and asks the learners to complete.

Sami likes (**swimming, cycling and tennis**)

Rachid likes (**football and judo**)

Task 3: The teacher writes the following sentences and asks the learners to listen to (**Listening Script 13 and 14 page 07**) answer them orally.

Sami's weekend was fine or awful? **Why? Because**

✓ **Because there was no water in the pool or there wasn't hot water at the pool.**

- The teacher highlights the use of "**why**" and "**because**" on (**page 26**).

- To ask for cause or reason, I use the interrogative pronoun "**Why**": eg: **Why** do you like motorcycling?
- To express cause or reason and answer the why-question, I use the connector (linking word) "**because**": eg: I like motorcycling **because** it's an exciting sport.

Task 4: The teacher writes the following words and asks the learners to order them to get coherent sentences.

1- do / like / ? / you / football / Why

2- love / I / Because / . / it

Post Listening: Task 5: The teacher asks the learners to do (**Task 17 page 16**) and change the role with their partners.

Task 17 page 16

Me: Tell me **Ahmed**, what sports do you do?

My partner: I do **football, cycling and table tennis**.

Me: And when do you do them?

My partner: On **weekends** and on **Tuesday afternoon**.

Me: Why do you like them?

My partner: Because I'm **sporty person** and the proverb says "**A sound mind in a sound body**".

Me: What else do you do every day?

My partner: Routine activities, as usual: **School every day, mornings and afternoons. After school, I watch TV and do my homework . After dinner, it's time to go to bed. On Tuesday afternoon, I play table tennis with my friends in the local club. I have football training sessions, every weekend. Well, that's all!**

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 04 (The language use)

Framework: P.P.U

Learning objectives: To enable the learners to talk and write, ask and answer about daily activities and free time activities.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: Simple present (what/ on/ at).

Domains: Oral/ Written/ Both.

Core values: Respecting each other.

Materials: Board/ Flashcards.

Cross curricular competencies

I pronounce: The pronunciation of the ending "s".

Intellectual: They can use his critical thinking to deduce the rules.

Methodological: They can take notes and exchange information with his peers.

Communicative: They can use to communicate appropriately.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about daily routine which they saw last year by showing them some flashcards and tries to elicit names from them.



Wash your face



Have lunch



Go to school



Do homework



Watch TV

- The teacher asks the learners to order the following daily routine (**I go to school – I have dinner – I get up – I put on my clothes "I get dressed" – I have breakfast – I watch TV – I have lunch – I go to bed**).

Presentation: The teacher writes a short text on the board with missing words and asks the learners to complete it:

Every day, my sister Sara ...(**gets up**) early at 6:45. She ... (**makes**) her bed, ... (**puts on**) her clothes and ... (**has**) breakfast. After that, she ...(**brushes**) her teeth. Next, she ... (**goes**) to school at about 7:30. She ... (**studies**) English, Arabic, Maths and a lot of others matter's. she ... (**has**) lunch in the school canteen. In the end of the school day, she ... (**gets**) home and ... (**does**) her homework. Later, she ... (**takes**) a shower and ... (**has**) diner and sometimes, she ... (**watches**) TV with us. Finally, she ... (**reads**) a books and ... (**goes**) to bed and ... (**sleeps**) at 9:45.

- The teacher sorts out all the verbs and asks the learners to read it correctly. The teach highlights the rule (**1 page 20**)

- ☛ "s" is pronounced /ɪz/ after the following sounds: /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/ (or the following alphabet letters: s, ss, x, ce, sh, ch, ge).
- ☛ "s" is pronounced /s/ after the following sounds: /p/, /t/, /k/, /f/ and /θ/.
- ☛ "s" is pronounced /z/ after the following sounds: /b/, /d/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/ and /r/ + all vowels and diphthongs.

Practice: Task 1: The teacher writes the following activity on the board and asks the learner to do it in pairs. The teacher may help and guide their learners.

Activity: Ask your partner and complete the schedule : (What do you do every day and on weekends?)

	Morning	Afternoon	Evening
Every day			
Weekend			

Task 2: "I pronounce" The teacher asks the learners to (Task 1 page 22).

/s/	/z/	/ɪz/
writes – bikes	bathtubs – washbasins – weekends – bedrooms – eyes – trainers – shoes – sofas – abilities – rides – halls	practises – fridges – faces – terraces

Use: Task 3: The teacher asks the learners to do (Task 24 page 34).

Task 24 page 34

REPORT: My Partner's Daily Activities

On weekdays, my classmate **Samir** goes to school every morning and afternoon. He has lunch at home. After school, he gets home, takes a shower and drinks some tea, does his homework. After that, he watches TV or plays video games. After dinner, he often surfs on the internet for an hour. Finally, he goes to bed.

At weekends, he goes to the swimming pool and visit his relatives. In the afternoon, he plays football with his friends or has a picnic with his family in the park.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

- ☛ "can" is pronounced /kən/ in questions and in the middle of statements.
/kən/ is a weak form of "can".
- ☛ "can" is pronounced /kæn/ at the end of a short answer to yes/ no question.
/kæn/ is a strong form of "can".
- ☛ "can't" is pronounced /kɑ:nt/ in British English.
/kɑ:nt/ is a strong form. It has no weak form.

- The teacher sets the following chart on the board, and asks the learners to fill it by putting a tick (✓) or a cross (✗) and then, ask and answer each other.

	I can do	I can't do
- Play tennis.		
- Sing a song.		
- Swim well.		
- Play a guitar.		
- Run fast.		
- Ride a horse.		

✓ What can you do and what can't you do? ✓ I can ..., but I can't ...

- The teacher highlights the rule "Expressing ability and inability" (page 26)

- ☛ When I express **ability** or **inability**, I need to talk about the things I (or another person) **can** do and the things I (or another person) **can't** do, like sports, hobbies, school activities, etc.
- ☛ **Ability** (What I can do) To express ability, I use: "**can + V (stem)**" with all pronouns (subject). eg: I **can knock** you down in two seconds.
- ☛ **Inability** (What I can't do) To express inability, I use: "**can't + V (stem)**" with all pronouns (subject). eg: I **can't ride** a horse..

Practice: Task 1: The teacher writes the following words and asks the learners to order them to get coherent sentences.

- ✓ you / Can / ? / Chinese / speak
- ✓ your father / ? / Can / drive / a car
- ✓ can't / . / I / No,
- ✓ he / . / can / Yes,

Task 2: The teacher writes the following activity on the board and asks the learner to do it in pairs. The teacher may use gestures to explain the difficult words.

Activity: Complete with: (**can – can't**).

- ✓ Taha Houcine is blind, hesee. ✓ Beethoven is deaf, hehear.
- ✓ My father speak French fluently, but hespeak German.
- ✓ My uncleplay guitar, but he play the flute.

Use: Task 3: The teacher asks the learners to do (**Task 4 page 22**) and change the role with their partners. (Orally).

Task 4 page 22

Me: Can you **play volleyball**?

My partner: No, I can't, but I **can play basketball**.

Me: Can you **ride a bicycle**?

My partner: Yes, I **can**, but **I can't ride a skateboard**.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 06 (Language learning)

Framework: P.D.P

Learning objectives: To enable the learners to describe their houses and the basic furniture in each room.

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: The present simple tense.

Domains: Oral/ Written/ Both.

Core values: Valuing the place/ The city where they live in.

Materials: Board/ Flashcards.

Cross curricular competencies

I pronounce: The pronunciation of silent "h".

Intellectual: They can understand and interpret verbal and non-verbal messages.

Methodological: They can work in pairs or in groups.

Communicative: They can describe.

Social and Personal: They can socialize through oral/ written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson.

Pre-Listening: The teacher pins a picture of a house on the board and then asks the following questions.



- ✓ What is this?
- ✓ Is it nice or horrible?
- ✓ Is it big or small?
- ✓ What can you find in it?

While Listening: Task 1: The teacher invites the learners to listen to (**Listening Script 19 and 20 page 07**) and do (**Task 19 page 17**).

Definition 1: A bedroom is a room for sleeping in.

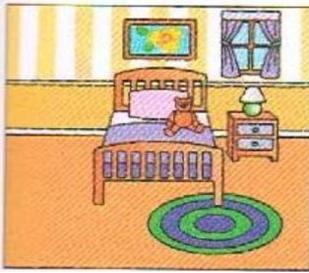
Definition 2: A living room is a room where people sit together, watch television, etc.

Definition 3: A dining room is a room that is used mainly for eating meals in.

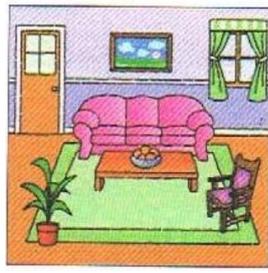
Definition 4: A kitchen is a room in which meals are cooked or prepared.

Definition 5: A bathroom is a room in which there is a bathtub, a washbasin and a toilet.

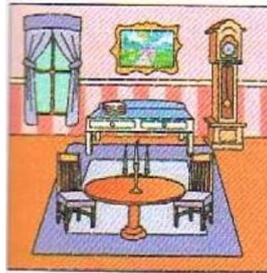
Task 19 page 17



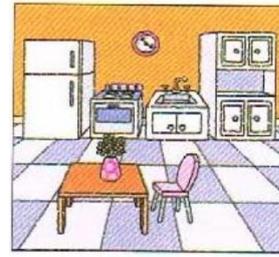
Bedroom



Living room



Dining room



Kitchen

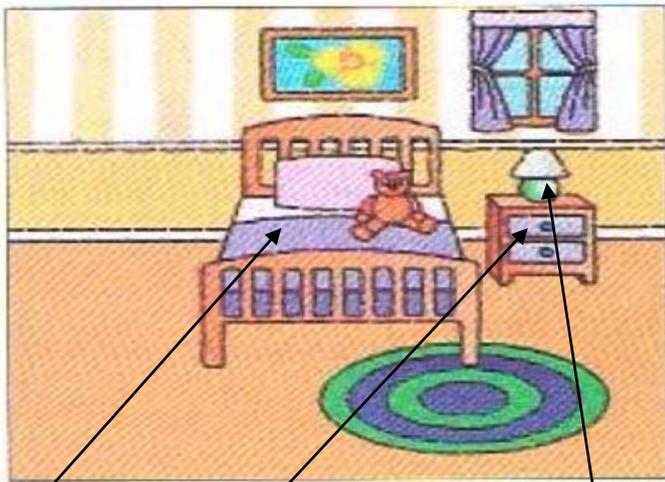


bathroom

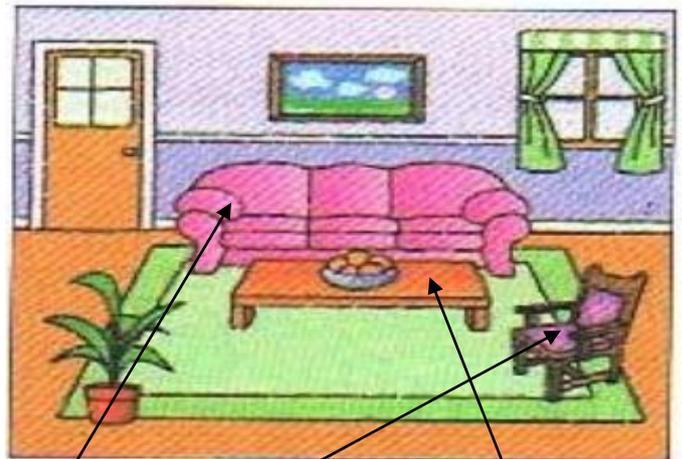
Task 2: The teacher invites the learners to listen to (**Listening Script 21 and 22 page 08**) and asks the learners to do (**Task 21 page 18**).

1. In a bedroom, we find a bed, a bedside table with a bedside lamp and a wardrobe.
2. In a living room, there's always a sofa, armchairs, a TV set and a coffee table.
3. In a kitchen, we can find a fridge, a gas or electric cooker, a sink to wash the dishes and cupboards.
4. A bathroom can have a bathtub or a shower, a washbasin, a toilet and a mirror to look at yourself when you brush your hair.

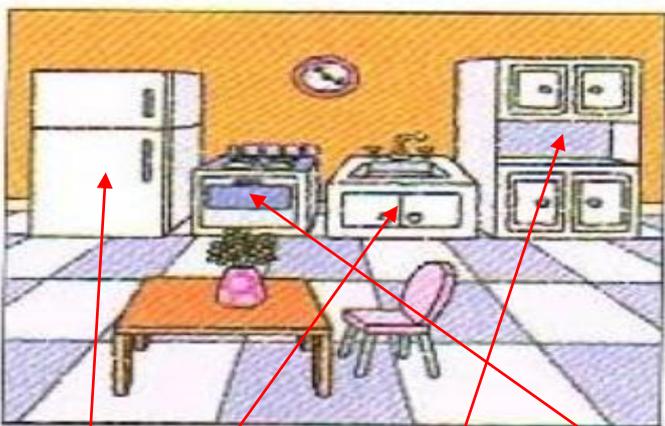
Task 21 page 18



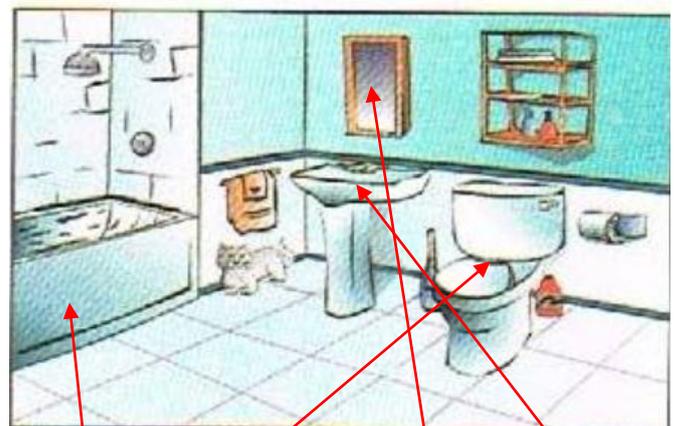
1. bed 2. bedside table 3. bedside lamp



4. sofa 5. armchair 6. coffee table



a. fridge c. sink d. cupboard



b. cooker e. bathtub g. toilet h. mirror f. washbasin

I Pronounce: The teacher writes the following paragraph on the board, reads it and asks the learners to sort out all the words that contain the letter "h" and try to find the silent ones and underlined them.

Hiba has something in her hand. She runs quickly to her house. She goes into the kitchen, the bathroom and the other rooms of her home. She stays there for more than half an hour, you know why? Because she had one hundred dinars in her hand.

- The teacher highlights the rule of silent "h"

☛ **Rule 1:** The letter "h" is not pronounced when it comes after the letter "w".

eg: (what, when, where, whether, why).

☛ **Rule 2:** The letter "h" is not pronounced at the beginning of many words (remember to use the article "an" with unvoiced "h") eg: (an hour).

☛ **Rule 3:** The letter "h" is often not pronounced when it comes after the letter "c", "t", "s", "g" or "r". eg: (kitchhen, bathhroom, Englishh, ghhost, rhhythm).

After Listening: Task 4: The teacher asks the learners to describe their houses.

My house is located in ... (El-Oued). It is (big/ small, spacious "large", lovely, apartment/ house) with ... (number) bedrooms, a kitchen, a bathroom, a living room, a dining, a hall and a garage. I shared my bedroom with my ... My bedroom is (large/ small). There are (a bed, a wardrobe, a shelf for books, a poster, a bedside table with lamp on it, ...). It is always (clean, messy, ≠ organised, ...). My favourite room is ... (the kitchen, the living room, the bathroom, ...) because I can (relax, watch TV, have a rest, making delicious meals, ...) in it. The only thing I don't like in my house is ... because ...

My house is located in El-Oued. It is big and lovely house with three bedrooms, a kitchen, a bathroom, a living room, a dining, a hall and a garage. I shared my bedroom with my brother. My bedroom is small. There are a bed, a wardrobe, a shelf for books, a poster, a bedside table with lamp on it. It is always clean and well organised. My favourite room is the living room because I can relax, watch TV in it. The only thing I don't like in my house is the garage because it always dirty.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 07 (Language use)

Framework: P.D.P / P.I.A.S.P

Learning objectives: To enable the learners to locate rooms and places inside a house.

Targeted competencies: Interact/ Interpret/ Produce.

Target structure: The present simple tense/ Prepositions (next to – between - on the right/ left – opposite)/ Possessive pronouns.

Domains: Oral/ Written/ Both.

Core values: Valuing places and the city where we live.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can understand and interpret verbal and non-verbal messages.

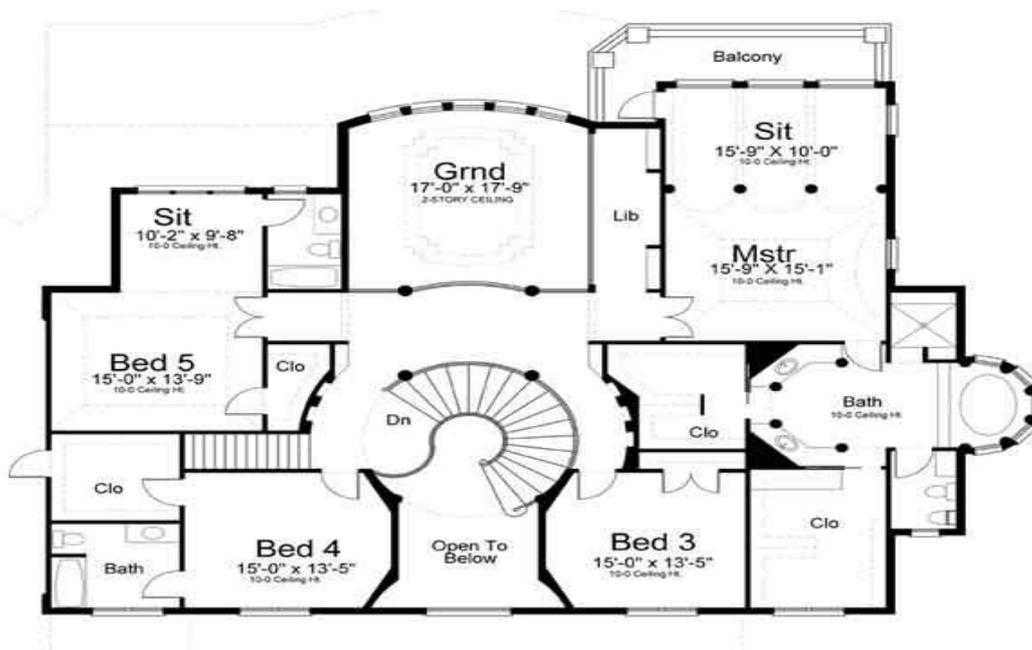
Methodological: They can work in pairs or in groups.

Communicative: They can describe.

Social and Personal: They can socialize through oral/ written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the previous lesson.

Pre-Listening: The teacher pins a real house plan on the board and explains the new vocabulary (**cottage – storeys – flat – stairs – downstairs – upstairs – the first floor – the ground floor**) and how to use prepositions (**next to – between – opposite – on the left – on the right**) to describe rooms in the plan.



While Listening: Task 1: The teacher invites the learners to listen to (**Listening Script 23 and 24 page 08**) and asks the learners to do (**Task 23 page 19**).

Liz: Hello, Razane. How are you?

Razane: Fine, thanks. Glad to see you again!

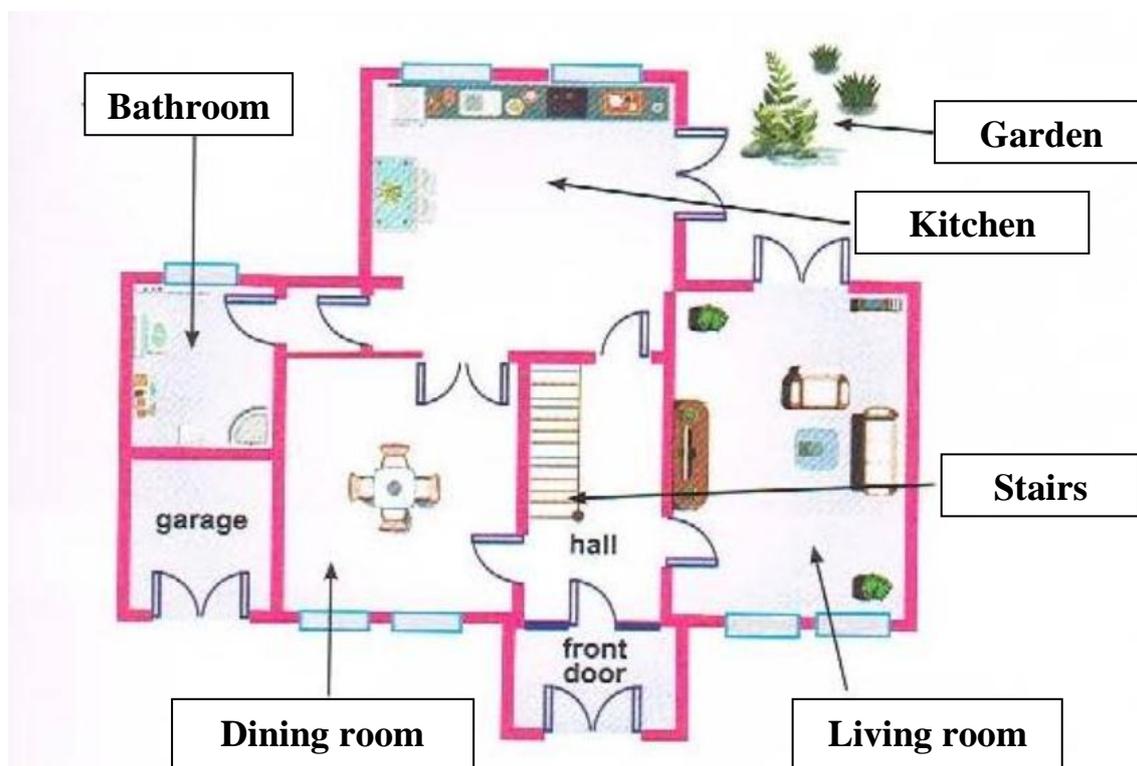
Liz: I can hear you Razane, but I can't see you ... Is your webcam on? Oh, it's all right. I can see you now, I know you want me to tell you more about my home. Well, I live in a beautiful

cottage with two storeys, not far from London. I don't live in a flat with so many neighbours around. Cottages are traditional English country houses. In England, most houses with two storeys have the kitchen, the living room and the dining room downstairs, on the ground floor. The bedrooms and the bathroom are upstairs, on the first floor. We have another bathroom downstairs, next to the garage. There're stairs leading to the first floor. I'm drawing a plan of the ground floor to make it easy for you to understand. Here it is on your computer screen. Can you see it, Razane?

Razane: Yes, it's clear. I can see the stairs in the entrance hall, on the left. Let me guess ... hmm, is that the living room on the right of the hall? I can see a sofa and an armchair.

Liz: Yes, you're right. The dining room's on the left, opposite the living room and the kitchen's at the back of the house. The kitchen and the living room lead into the back garden.

Task 23 page 19



Task 2: The teacher invites the learners to listen to (**Listening Script 25 and 26 page 08 – 09**) and asks the learners to do (**Task 25 page 19**).

Liz: I'm drawing a quick plan of the first floor of my house. Here it is. Can you see it on your screen?

Razane: Yes, but what does "dressing room" mean, Liz?

Liz: Oh, it's a small room next to a bedroom in which we keep our clothes and get dressed. You can see that there're three bedrooms upstairs on the first floor, each with a dressing room.

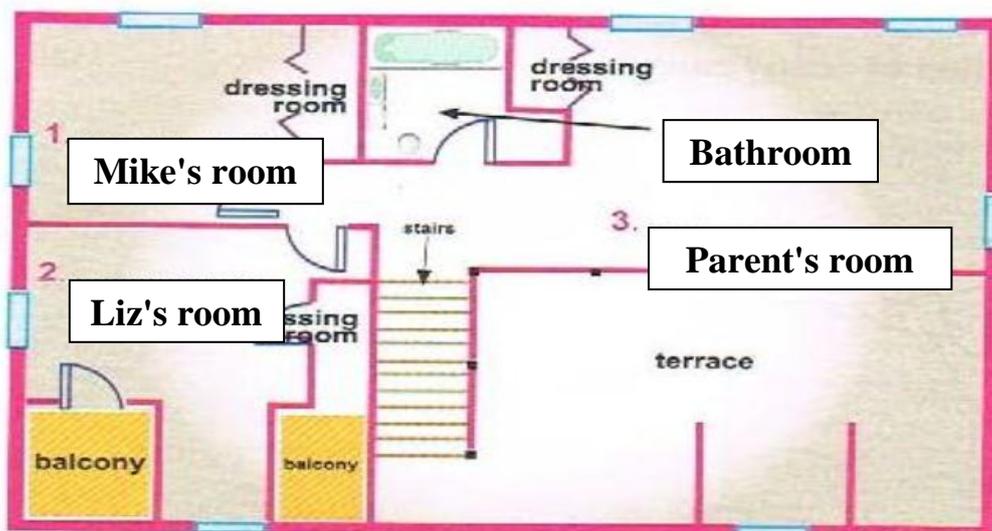
Razane: Which one is your bedroom, Liz?

Liz: It's the one with two balconies. The one next to mine is Mike's, my elder brother, and the big one next to the bathroom is my parents'. We have a terrace, too. In the summer when it gets hot, we always have dinner there.

Razane: You have a very beautiful house, Liz. Next time, I'll tell you about mine. Let's disconnect and say good bye. It's time for me to go to bed. I have class at eight tomorrow!

Liz: Have a good night, Razane. Sleep well.

Razane: You, too, Liz.



After Listening: (P.I.A.S.P)/ Presentation: The teacher writes the following dialogue on the board and asks the learners to complete the missing words. A part of (**Listening Script 25 and 26 page 08 - 09**)

Razane: Which one is (**your**) bedroom, Liz?

Liz: It's the one with two balconies. The one next to (**mine**) is Mike's, my elder brother.

Isolate: The teacher makes a short revision of the "**possessive adjectives**" and familiarized with the "**possessive pronouns**".

✓ This is **my** room, not **your** room. (**possessive adjectives**)
 ✓ This is **mine**, not **yours**. (**possessive pronouns**)

- The teacher highlights the rule the "**possessive pronouns**".

• The possessive pronoun replaces a possessive adjective + noun to avoid repeating information that is already clear.

Personal pronouns	I	You	We	They	He	She	It
Possessive adjectives	My	Your	Our	Their	His	Her	Its
Possessive pronouns	Mine	Yours	Ours	Theirs	His	Hers	✋

✋ We avoid using its as possessive pronouns except when we use them with "**own**":
 eg: The house seemed asleep yet, as I have said, it had a life of **its own**.

Practice: Task 3: The teacher sets the following activity on the board and asks the learners to complete with the right "**possessive pronouns**".

Activity: Complete the right "**possessive pronouns**".

- ✓ It is my parent's room. It is ... (**theirs**)
- ✓ It is my T-shirt. It is ... (**mine**)
- ✓ This is our house. This is ... (**ours**)
- ✓ This is Sara's bed. This is ... (**hers**)

Task 4: The teacher asks the learners to draw their houses plan and locate their bedrooms.

My bedroom is (small/ big). It is (upstairs/ downstairs). It is (next to – between – opposite – on the left – on the right)

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 08 (I read and do)

Framework: P.D.P

Learning objectives: To enable the learners to interpret a written message.

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: The present simple tense.

Domains: Oral/ Written/ Both.

Core values: Valuing time/ Talents/ Encouraging sport.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can understand and interpret verbal and non-verbal messages.

Methodological: They can work in pairs or in groups and develop their reading strategies.

Communicative: They can describe and use Information and Communication Technologies to communicate with others.

Social and Personal: They can socialize through oral/ written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about physical appearances.

Pre-Reading: The teacher writes the keywords on the board and tries to explain them by showing pictures or using them in context. The keywords are (**Blog – Dark hair – Handsome – Magic Cube – Rubik's Cube – Championship**).



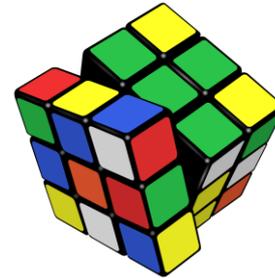
Blog



Dark hair



Handsome



Magic Cube



Championship

- The teacher may ask the following question about the cube and asks the learners to guess the topic of the lesson.
 - ✓ Who likes playing with the Magic Cube? ✓ How many faces are there in it? 6 or 9?
 - ✓ Who invented this wonderful game? (Rubik's Cube is a 3-D combination puzzle invented in 1974 by Hungarian sculptor and professor of architecture Ernő Rubik).

While Reading: The teacher invites the learners to read the text "**Me and My Magic Cube**" (page 37) and do (**Task 1, 2, 4, 6 page 37 – 38**). They may work in pairs.

Task 1 page 37

Task 2 page 37

Bibliographical Notes

- **Title:** Me and My Magic Cube
- **Author:** Mohamed Islam Bouhafis
- **Source:** www.blog.medbouhafis
- **Date of publication:** Tue. 10th Jan
- **Type of document:**
 - blog page
 - excerpt from a book
 - email

Mohamed Islam

- Age:** 12
- Height:** tall
- Build:** slim
- Hair and eyes:** dark hair and black eyes
- Hometown:** Batna
- Mother's occupation:** a teacher
- Father's occupation:** a journalist
- Number of brothers and sisters:** 1 brother and 2 sisters
- Relatives:** grandparents – aunt – uncle – cousins
- Free time activities:** visit aunt and uncle to play with cousins

Task 4 page 38

1	2	3	4	5
False	False	False	True	True

Task 6 page 38

1. Yes, he can.
2. Because he is getting ready for the International Magic Cube Championship.
3. Yes, he does. Because he plays with them.

Post Reading: The teacher sets the following activities on the board and asks the learners to do them.

Activity One: (A) Find in the text words that closest in the meaning to the following:

- | | | |
|---|---------------------------------------|-------------------------------|
| ✓ Hi = ... (Hello) | ✓ everyone = ... (everybody) | ✓ speak = ... (talk) |
| ✓ a lot of = ... (many) | ✓ thin = ... (slim) | ✓ black = ... (dark) |
| ✓ grandfather and grandmother = ... (grandparents) | | ✓ like = ... (love) |

(B) Find in the text words that opposite in the meaning to the following:

- | | | |
|-------------------------------|-------------------------------|-----------------------------|
| ✓ last ≠ ... (first) | ✓ small ≠ ... (tall) | ✓ fat ≠ ... (slim) |
| | ✓ move ≠ ... (live) | |

Activity Two: Classify the following words according to the pronunciation of the final "s" (this – is – parts – sisters – Bouhafis – sisters – eyes – friends – seconds – grandparents – cousins)

<i>/s/</i>	<i>/z/</i>	<i>/ɪz/</i>
this - parts – Bouhafis – grandparents	is – sister – eyes – friends – seconds – cousins	

Activity Three: Read the text again and complete the missing words.

Mohamed(**Islam**) Bouhafs is(**12**) years old. He is from(**Batna**). His father is a(**journalist**) and his mother is a(**teacher**). He has got(**one**) brother and(**two**) sisters. He is(**tall**) and(**slim**) boy with(**dark**) hair and(**black**) eyes. He looks(**handsome**) as their friends said. He lives with his(**grandparents**). He trains on the, (**cube**) because he wants to participate in the International Magic(**Cube**) Championship. He visits his relatives every, (**weekend**) because he(**loves**) them very much and to play with his(**cousins**).

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01	Lesson: 09 (I learn to integrate)	Framework: Writing process
Learning objectives: To enable the learners to write about their profiles.		
Targeted competencies: Interact/ Interpret/ Produce. Target structure: The present simple tense.	Domains: Oral/ Written/ Both.	
Core values: Being positive and respectful toward himself, family and people.	Materials: Board/ Flashcards.	
<u>Cross curricular competencies</u>		
Intellectual: They can show autonomy and creativity in writing.	Methodological: They can exchange ideas with their partner, mobilize their resources to write about their profiles .	
Communicative: They can use Information and Communication Technologies to communicate with others.	Social and Personal: They can socialize through written messages.	

Warming Up: The teacher greets the learners and makes a quick review about daily activities.

Pre-Writing Process: The teacher asks the learners about what they do during weekends. They may speak about (**sports activities, leisure activities, championship, competition**). The teacher shows the meaning of "**Competition**" and asks the learners if they participated in a competition before?

Setting up the Situation: The teacher asks the learners to have a look at the (**Task page 39**). He/ she must explain the new words.

I am entering a national competition organised by the Algerian Ministry of National Education for middle school students about the "Best Personal Profile" written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th .

The first three winner will be offered a four-week English language course in London next summer.

Planning: The learners write about their personal profiles by follow the (**Layout page 40**). They may ask and exchange ideas with their partners. The teacher should help them to remember what they learnt in this sequence.

In-Writing Process: The teacher asks the learners to complete the missing information in the table (**page 39**).

- Lexis related to physical description (**tall, small, fat, thin, colour of eyes, hair style "short, long, wavy, curly, bald", colour of hair**).
- Lexis related to clothing (**T-shirt, jacket, glasses, blouse, dress, shirt, skirt, Trousers, Sweater, Cap, etc.**)
- Lexis related to daily and free time activities (**daily routine activities "get up, go to school, have meal, get dressed, etc.", free time activities like sports "football,**

cycling, tennis, swimming, boxing, karate, judo, etc." or hobbies "playing chess, video games, reading books, listening to music, stamp or coin collection, etc.")

- Lexis related to daily and family relatives (**father, mother, brother, sister, uncle, aunt, cousin, grandfather, grandmother, etc.**)
- Lexis related to description of my house (**bedroom, bathroom, kitchen, garden, garage, upstairs, downstairs, hall, living room, dining room, etc.**)
- Lexis related to my likes and dislikes (**like, prefer, love, adore, keen on, fan of, fond of, / dislike, hate, detest, crazy about, mad about, abhor, / don't mind**).

Drafting: The learners start drafting and they may ask the teacher for help.

Editing: The teacher helps the learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

Publishing: The learners write their final drafts.

Example:

My name is Ali I am 13 years old. I am a second year pupil at Behir Belahssane Middle School. I am Algerian. I live in El-Oued. I am a tall and a slim boy with short black hair and brown eyes. I often put on blue jeans and white T-shirt. My father is a teacher and my mother is a housewife. I have got two brothers and two sisters. I go to school every morning and afternoon. I have lunch at home. After school, I get home, take a shower and drink some tea, do my homework. After that, I watch TV or play with my friends outside or play video games. After dinner, I often surf on the internet for an hour. At weekends, I go to the market with my father. Then, I visit my relatives. In the afternoon, I play football with my friends or have a picnic with my family in the open air. I live in a big and lovely house with three bedrooms, a kitchen, a bathroom, a living room, a dining, a hall and a garage. I shared my bedroom with my brothers. My bedroom is not big but it's OK. There are beds, a wardrobe, a shelf for books, posters, a bedside tables with lamps on them. It is always clean and well organised. My favourite room is the living room because I can relax, watch TV or read books in it. The only thing I hate in my house is the garage because it always dirty and full of things.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learners to copy down in their copybooks.

Sequence: 01

Lesson: 10 (I think and write)

Framework: P.D.P

Learning objectives: To enable the learners to write an email in which they describes their houses .

Targeted competencies: Interact/ Interpret/ Produce.
Target structure: The present simple tense/ Markers of location.

Domains: Oral/ Written/ Both.

Core values: Valuing the place where they live/ Being polite and proud of to belong to a family/ A good conduct and openness to other people.

Materials: Board/ Flashcards.

Cross curricular competencies

Intellectual: They can show creativity in writing.

Methodological: They can mobilize their resources to produce a written message.

Communicative: They can use Information and Communication Technologies to communicate with others.

Social and Personal: They can socialize through written messages.

Warming Up: The teacher greets the learners and makes a quick review about rooms and places inside a house.

Pre-Writing: Task 1: The teacher asks the learners to answer the "KEY QUESTIONS" (Task 1 page 41).

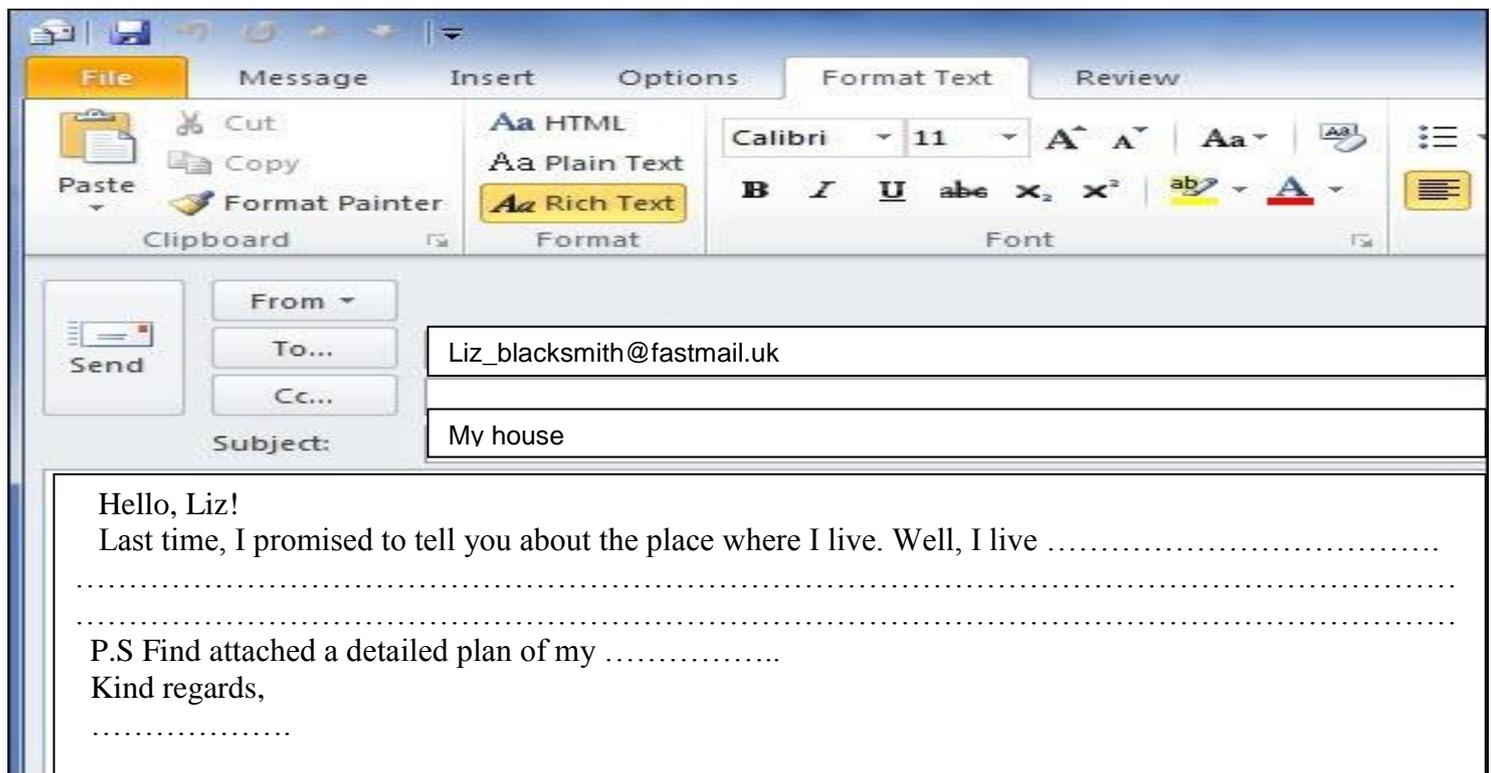
- ✓ What kind of house do you live in (**flat, villa, old traditional house**)?
- ✓ Where is it situated (**town centre, village, on the seaside, mountains, desert**)?
- ✓ How big is your house (**number of storeys, number of rooms**)?
- ✓ Does your house have (**balconies, a terrace, a garage, a garden, a swimming pool**)?
- ✓ Where is each room (**bedrooms, kitchen, dining room, living room, bathroom**) or place (**garden, garage, etc.**) located?
 - ✓ Where do you sleep? ✓ Do you have a bedroom? ✓ Do you share it with your brother(s) or sister(s)?
 - ✓ Which room in the house (**living room, kitchen, etc.**) is your favourite? Why?
- The teacher introduces the situation and asks the learners to work individually.

My English friend Liz is asking me to tell her about the place where I live. So, I am going to send her an email with a detailed description of my house and my room. I am also attaching a plan of my house.

While-Writing: Task 2: The teacher asks the learners to start gathering information for their emails. They should use the information that they have already seen in the previous lessons (**Listening Script from 19 to 26 page 07 and 08**) and (**My Grammar Tools page 24 and 25**)and the teacher may help them to remember.

Post-Writing: Task 3: The teacher asks the learners to start writing their emails and draw the plans of their houses. (Task 3 page 41).

Task 3 page 41



Example:

Hello, Liz!

Last time, I promised to tell you about the place where I live. Well, I live an old traditional house. It is in the town centre of El-Oued in the Algerian desert. It is very big. It has got two storeys with four rooms. The kitchen, the living room and the dining room are downstairs, on the ground floor. The bedrooms and the bathroom are upstairs, It has also three balconies, a terrace, a garage. The kitchen is next the dining room, the living room is opposite the hall. There is another bathroom downstairs behind the garage. There're stairs leading to the first floor. In the first floor, you can find my room. It is on the right side next to the bathroom. My parent's room is opposite to my room and next to my sister's room. I shared my bedroom with my brothers. It is small but nice. There are beds, a wardrobe, a shelf for books, a poster, a bedside table with lamp on it. It is always clean and well organised. My favourite room in my house is the living room because I can relax, watch TV, play games in it. The only thing I don't like in my house is the garage because it always dirty and full of old things.

P.S Find attached a detailed plan of my

Kind regards,
Your friend