

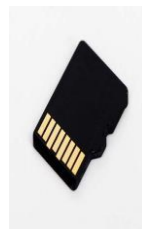
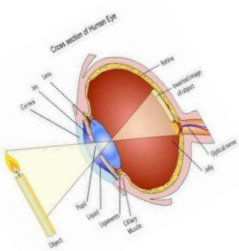
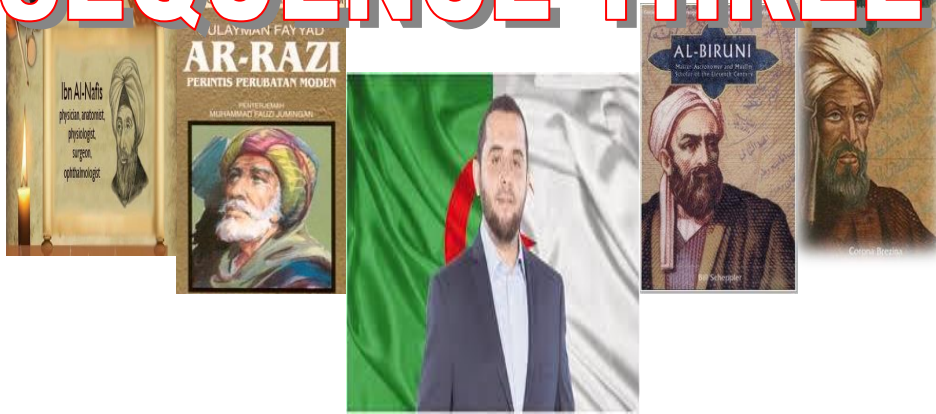


Me And The Scientific World



Teacher : ABOUBAKER CHOUIT

SEQUENCE THREE



Sequence Plan

*Each sequence should be divided into parts according to their communicative objectives .

*Each part should be planned as follow:

Sequence:.....

Part:.....

Lesson 1: I listen and do : Teacher should choose the suitable listening scripts or adapt others.

Lesson 2: I pronounce : It includes the suitable pronunciation task and lesson.

Lesson 3: I practice : It includes the suitable language forms.

Lesson 4: I read and do ; Teacher should choose the suitable reading texts or adapt others

Lesson 5: I learn to integrate: It's general and it includes all the parts of a sequence, it must be done in groups

Lesson 6: I think and write: It's general, it must be done individually.

NB: a lesson can be divided into many parts. **eg: I listen and do (1)**

I listen and do (2)

General sequence plan:

Sequence: Title:		
<u>Part One:</u> Objective: I listen and do I pronounce I practice I read and do	<u>Part One:</u> Objective: I listen and do I pronounce I practice I read and do	<u>Part One:</u> Objective: I listen and do I pronounce I practice I read and do
I learn to integrate		
I think and write		

Sequence Three Plan

Level: 3MS		Sequence: Three		Title: Me and the Scientific World.	
<u>Part One:</u>			<u>Part One:</u>		
<u>Objective:</u> Discovering Algerian scientist			<u>Objective:</u> Discovering Muslims scientist		
<u>I listen and do:</u> Tasks: 1,2,3,,14 p84-85-.88			<u>I listen and do:</u> Tasks: 15,16 ,,,,,,,23p89-90		
<u>I pronounce:</u> Tasks: 1,2,,,,,,7 p92 My pronunciation tool p91			<u>I pronounce:</u> (-T- can add any practical sounds)		
<u>I practice:</u> *Tasks: 4-5 p 96 *Tasks: 8-9-10 p 97 My grammar tools p93and 94 (Tools 01 and 03)			<u>I practice:</u> *Tasks: 6-7 p 96 *Tasks: 11-12-13-14 p 98 My grammar tools p93and 94 (Tools 02 and 04)		
<u>I read and do</u> Teacher adapted extra text and creates his own tasks.			<u>I read and do</u> Text 01 and 02 p99 Tasks: 01,03.....14		
<u>I learn to integrate:</u> p103,104 and 105					
<u>I think and write:</u> p106 and 107					

NB: The teacher isn't obliged to use the book's tasks or even listening scripts or captions



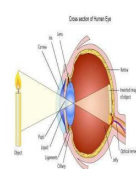




He can create his own ones.







Prepared by:T- Aboubaker Chouit



Lesson Plan










T: Aboubaker-Chouit		S: Dridi Saadi Middle School		Level: 3MS			
Sequence : 03 Me and the Scientific World		Lesson: Problem Solving Situation		Framework : PDP			
Learning Objective(s): By the end of the session my Ls will be able to make a whole look							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ Copybook +flashcards			
Target Structures: lexis and expressions related to science, technology, inventions and discoveries.							
Cross Curricular Competencies				Core values			
<p>* Intel: L can use his critical thinking skills when gathering information for learning and project work.</p> <p>-L can understand, interpret verbal texts.</p> <p>-L can solve problem situations using a variety of communication means.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>*Com: -L can use a role play to communicate appropriately</p> <p>* Per and Soc: -L can show responsibility towards team work.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>			
Time	Framework	Procedure		Focus	Objectives	Aids	VAKT
	<p>Warming up</p> <p>Pre presenting</p> 	<p>-T-Greets his PPs ,they respond .</p> <p>-T-Splits the pieces of paper on the PPs on which the topic of the sequence is written then asks them to reads it .</p> <div><p>We'll celebrate the 16thApril.It's the Science Day in Algeria. Your English teacher asked you to write a biographical information text about famous Arabic Islamic Scientist and his achievements (inventions /discoveries) scientist to be published in your school magazine.</p></div>			<p>Leading in</p> <p>To introduce the problem And expose PPs to it</p>	<p>WB- Ls’ Copybook +book+ Pictures</p>	<p>A</p> <p>A V</p>
	<p>Presenting</p>    	<p>-T-Asks PPs to read and underline the key words ; Science Day biographical information - famous Arabic Islamic Scientist - inventions /discoveries -</p> <p>-T- Explains the topics that will be discussed in the sequence by presenting a couples of photos.</p>		<p>T/L</p>  	<p>activate their Imagination and prior Knowledge</p>	<p>WB- Ls’ Copybook +book+ Pictures</p>	<p>V</p> <p>A</p> <p>K</p>

		<div><div><div><div><div></div><div><div>Al-Jazari</div></div></div><div><div>Back</div></div></div><div><div>Legendary Elephant clock</div><div></div><div><div>First robot used in house serving</div><div></div></div></div></div><div><div><div>Mariam Al-Esterlabi</div><div>Back</div></div><div><div></div><div></div><div></div></div><div><div>Esterlaba</div></div></div></div> <div><div>-T-Draws a spider diagram and writes</div><div><div>Lifestyle</div><div>-T-Splits the class into groups PPs starts to collect ideas and teacher checks.</div><div>-T-invites the learners to read their products and fill the diagram on the board.</div></div></div> <div><div><div><div>Technology</div><div>Inventions</div><div>Robots</div><div>Science</div><div>Scientific World</div><div>Computer</div><div>Scientist</div><div>Biography</div></div></div></div> <div><div>-T-Asks Ls to copy down the topic in their copybooks</div></div>					
The Teacher's comments							
What Worked		What hindered		Action Points			
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-.....		-.....		-.....			





Lesson Plan



T: Aboubaker -CHOUIT		S: Dridi Saadi Middle School		Level: 3MS			
Sequence : 03 Me and the Scientific World Part I		Lesson: 01 I listen and do I		Framework : PDP			
Learning Objective(s): By the end of the lesson my Ls will be able to fill in an ID card and talk about a famous scientist's life							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' book & Copybook +flashcards +audio scripts			
Target Structures: lexis and expressions related to past simple –past C							
Cross Curricular Competencies				Core values			
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>* Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist's life.</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socializes through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>			
Time	Framework	Procedure		Focus	Objectives	Aids	VAKT
05°	Warming up	<p>-T-Greets his PPs ,they respond .</p> <p>-T-Sticks on the board pictures (pictures about some inventions like phone , computer , lamp,)</p> <div></div>		T/PPs	Leading in		A
05°	Pre listening	<div></div> <p>-T-lets the Ls discuss in pairs then ask them the following questions :</p> <ul style="list-style-type: none">* What do the pictures represent?* Can you name these inventions* who invented them (-T- can write the inventors name and ask them to match)* Can you give me more inventions? <p>-T- Asks PPs to open their books on P 84</p> <p>-T- Gives the instructions</p> <p>*Now, you're going to listen to the biography of an Algerian scientist(researcher) and you're going to complete his ID card:</p> <p>Task 01 p 84 oral: I complete Dr Bourouis ID card</p> <p>-T-Asks the Ls to listen to the text again (part 1). Then do the following tasks.</p> <p>Task 02 oral: I write True or False:</p> <p>1- Dr Bourouis is from the east of Algeria.</p> <p>2-He is graduated in medicine.</p>			/	To lead in	WB- Pictures
					To familiarize pupils with new vocabulary related to the topic .		
					To Interpret verbal messages and fill in blanks and to reinforce peer		
30°	During listening			T/PPs PPs/T			V A K
						WB- Ls' Copybook +book+ Pictures	



15°	<p>Post listening</p> 	<p>3-He invented healthy T-shirt. 4-He won the Arab Youth Creativity Award in 2013.</p> <p>Task 03: Lexis:(written) a-I find in the text words that are closest in meaning to: City=..... Intelligent=..... Illness=..... Gained=..... b-I find in the text words that are opposite in meaning to: Primary≠..... New≠..... Left≠..... stupid≠.....</p> <p>Task 04 p 85:(written): I complete the interview below about Dr Bourouis</p> <p>A: How old are you Dr Bourouis? B:..... A : Where were you born? B:..... A: What is your father's occupation? B:..... A: Where did you graduate? B:..... A: When did you get your PHD? B:..... A: What is your occupation now? B:.....</p> <p>-T-Asks Ls to copy down the topic in their copybooks</p>	PPs/T	<p>correction and cooperative learning</p> <p>To transform pieces of information into a short interview</p> 	WB-Ls' Copybook	V A k T
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The Teacher's comments		
What Worked	What hindered	Action Points
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-.....	-.....	-.....



Lesson Plan










T: Aboubaker -CHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part I		Lesson: 02 I Pronounce		Framework :PPU		
Learning Objective(s): By the end of the lesson my Ls will be able to pronounce these sounds:/f / and /v/						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' book & Copybook +audio scripts		
Target Structures: sounds :/f / and /v/						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth:-L can work in pairs or in groups.</p> <p>*Com: -L can use a role play to communicate appropriately. -L can pronounce these sounds:/f / and /v/</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socializes through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warming up	-T-Greets his Ls ,they respond . -T-Writes the following words on the board then read it. *Four-selfish-self-physics-enough-off-elephant →/ f/ *View-Invent-Dove-Of→/v/ -T-Invites his learner to read and focus on /f/ and /v/. -T-checks Ls' pronunciation and corrects if necessary.	T/PPs	Establish a good classroom Atmosphere		A V
10°	Presentation	<div>/f/→ usually pronounced f-ff-gh- ph</div> <div>/v/→usually pronounced /v/</div> <div>NB: of pronounced /v/</div>	T/PPs	To identify the target sounds and discriminate between the target sounds	WB- Ls' Copybook +book+	
30°	Practice	-T-Asks Ls to open their books on P 91 -T-Asks the Ls to read the pronunciation tools than do the following tasks: -T- Gives the instructions Task 03 p 92: oral I listen and tick the correct pronunciation of the letters in bold. -T-Asks the Ls to check their answers then compare the answers with their mates and correct one another(Task 04 p 92) Task 05 p 92: oral I listen and tick the correct pronunciation of the letters in bold. -T-Asks the Ls to check their answers then compare the answers with their mates and correct one another(Task 06 p 92)	T/PPs PPs/T	To reinforce and consolidate the pronunciation	WB- Ls' Copybook +book+	A V K


15°	Use	<p>Task 01:Written I listen and write the phonetic symbol (/f/ and /v/) corresponding to the pronunciation of the letters in bold type in each word .</p> <p>Al-Farabiwas an Islamic philosopher. He was referredto in the Arab world as the “second teacher” (after ..the Greek philosopher ...Aristotle known as the firstteacher . he invented and played a varietyof musical instruments. He travelledto Egypt and visitedDamascus. He wrote a lot ofbooks .</p> <p>-T-Asks Ls to copy down the task in their copybooks.</p>	PPs/T	-To reinvest prior knowledge related to pronunciation and Check PPs assimilation	WB-Ls’ Copybook	V A K T
The Teacher’s comments						
What Worked		What hindered		Action Points		
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-.....		-.....		-.....		



Lesson Plan



T: Aboubaker -CHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part I		Lesson: 01 I listen and do II		Framework : PDP		
Learning Objective(s): By the end of the lesson my Ls will be able to fill in an ID card and talk about a famous scientist's life						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' book & Copybook +flashcards +audio scripts		
Target Structures: lexis and expressions related to past simple –past C						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>* Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist's life.</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socializes through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warming up	-T-Greets his PPs ,they respond . -T-Sticks on the board pictures (pictures about some inventions like chip , memory chip , play station , memory card,) in one side and their names in the other side.	T/PPs	Leading in		A
05°	Pre listening	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>-T-lets the Ls discuss in pairs. -T-Asks the Ls to match each picture with its appropriate name.(Task11 P87) then ask them -T- Asks PPs to open their books on P 85 -T- Gives the instructions *Now, you're going to listen to the biography of an Algerian scientist(researcher) and you're going to complete the dialogue bubbles:</p> <p>Task 06 p 85: oral I listen and complete:</p> <p>-T- Asks Ls to do the following tasks</p>	/	<p>To lead in</p> <p>To familiarize pupils with new vocabulary related to the topic .</p> 	WB- Pictures	A V
30°	During listening	<p>Task 06 p 85</p> <p>Task 08 p 86</p> <p>Task 10 p 86</p> <p>Task 11 p 87</p> <p>Task 15 p 89</p>	T/PPs PPs/T	<p>To Interpret verbal messages and fill in blanks and to reinforce peer</p>	WB- Ls' Copybook +book+ Pictures	V A K

15°	Post listening	<p>Task: Written I write a small paragraph about the scientist Grahambell using the following notes .</p> <p>Family name : Haba</p> <p>First name : Belgacem</p> <p>Place of birth: EL-M'ghayer, Algeria.</p> <p>Nationality : Algerian</p> <p>Job: inventor / scientist in electronics.</p> <p>Invention: He works on chip , Phones chip , play station , ,</p>	PPs/T	<p>correction and cooperative learning</p> <p>To transform pieces of information into a short paragraph</p> 	WB-Ls' Copybook	V A k T
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The Teacher's comments		
What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
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Lesson Plan



T: Aboubaker -CHOUIT	S: Dridi Saadi Middle School	Level: 3MS
Sequence : 03 Me and the Scientific World Part I	Lesson: 03 I Practise I	Framework : PPU

Learning Objective(s): By the end of the lesson my **Ls** will be able to talk about progressive actions in the past.

Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: WB- Ls' book & Copybook
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Target Structures: lexis and expressions related to—past C (was-were-verb- ing)

Cross Curricular Competencies

- * **Intel:** L can understand, interpret verbal and non verbal texts.
- * **Meth:** -L can work in pairs or in groups.
- * **Com:** -L can use a role play to communicate appropriately.
-L can use Past C easily in his daily speech.
- * **Per and Soc:** -L can show responsibility towards team work.
-L can socialize through oral and written messages.

Core values

- * Valuing and respecting discoveries and inventions.
- * Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.

Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his PPs ,they respond . Part One		Establish a good classroom Atmosphere		A V
20 ⁰	Presentation	<p style="text-align: center;">PIASP Lesson</p> <p>-T-Writes on the board these sentence 1-He was working in Japan. ↓ ↓ ↓ ↓ ↓ He was working in japan ↓ ↓ ↓ ↓ ↓ S be past V+ing + O Affirmative Be past(was,were)+V+ing</p> <p>2- I was not inventing a robot. ↓ ↓ ↓ ↓ ↓ I was not inventing a robot. ↓ ↓ ↓ ↓ ↓ S be past not V+ing + O Negative Be past(was,were)+not+V+ing</p> <p>3-Were they preparing the research? ↓ ↓ ↓ ↓ ↓ Were they preparing the research? ↓ ↓ ↓ ↓ ↓ be past S V+ing O ? Interrogative Be past(was,were)+S+V+ing+?</p>	T → L	<p>Interacting to elicit the target structure</p> <p>To introduce the target structure in context</p> <p>To identify the form and use of the target structures.</p> <p>To elicit the rule about the Past C</p>	WB-	A V
15 ⁰	Practice	<p>Task 01: oral I order these to get correct Sentences</p> <p>1-was-Dr Haba-not-mechanic-studying- 2-?-were-you-writing-a letter 3-inventing-the scientists-.-were-new technologies</p>		To focus on the form of the statements	WB- Ls' Copybook	V A K

15 ⁰	Use	<p><u>Task 02: : Written I put the verbs in bracket in the past C form</u></p> <p><u>1-</u> People(to hold) a big phone. <u>2-</u>I (not revise) my lessons . <u>3-</u>You (not come)to school early .</p> <p><u>Task 03: Written I answer my partner's questions:</u></p> <p><u>My Partner:</u> I was on my way to the dentist yesterday morning and I saw you standing in front of the School. What were you doing there? <u>Me:</u> I was standing with my English teacher. <u>My Partner:</u> What were you carrying in your hand? <u>Me:</u> I was carrying my English copybook. <u>My Partner:</u> Why were you holding the English copybook? <u>Me:</u> I was asking him about some ambiguous grammar point.</p> <p>-T-Asks Ls to copy down the topic in their copybooks.</p>	<p>T → L L→T</p> <p>L→T</p>	<p>To train on the use of Past C</p> <p>To practise Past C in a contest.</p>	WB-Ls' Copybook	V A K
The Teacher's comments						
What Worked		What hindered		Action Points		
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-.....		-.....		-.....		



Lesson Plan



T: Aboubaker -CHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part I		Lesson: 03 I Practise II		Framework :PPU		
Learning Objective(s): By the end of the lesson my Ls will be able to communicate politely						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' book & Copybook		
Target Structures: Can / May + S + V(stem) +.....+?						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth:-L can work in pairs or in groups.</p> <p>*Com: -L can use a role play to communicate appropriately.</p> <p>-L can use polite requests to communicate appropriately and politely.</p> <p>* Per and Soc: -L can show responsibility towards team work.</p> <p>-L can socializes through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warming up	-T-Greets his Ls, they respond. -T-Writes the following sentences on the board then read it. *Carry the box with me. *Can you carry the box with me Hani, pleas?	T→PPs	Establish a good classroom Atmosphere		A V
15°	Presentation	-T-Is there any difference between the sentences? -T-Which one sounds more polite? L1-The second sentence start with can. L2-The second sentence sounds more polite -T- Writes other two sentences: *Can I take your pen Sam, please? *May I take your pen teacher, please? -T-Is there any difference between the sentences? L3-The first sentence start with Can. While the second started with-May- L4-The first sentence between pupil and his friend. While in the second sentence between pupil and his teacher.	T→/PPs	To identify the target structure	WB-	A V
25°	Practice	<div>Rule: Polite Requests: Can + S + V(stem) +.....+?→Informal use May + S + V(stem) +.....+?→Formal use</div> Task 01: Written I order these to get correct Sentences 1-?-can-you-please-help-me-,- 2-May-your-use-cell lphone?-I-sir-please- 3-,-please-can-open-you-the window-?	T→PPs PPs→T	-To state the rule To reinforce and consolidate the polite	WB- Ls' Copybook +book+	V A K

15°	Use	<p><u>Task 01 P97:</u> oral</p> <p><u>Task 01:Written I make the following more polite:</u></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #f0f0f0; margin: 10px 0;"> <p><u>Ayman</u> : Hey, I use your pencil ?</p> <p><u>Karima</u>: Sorry I don't have it. Where's yours?</p> <p><u>Ayman</u> : I forgot it with Tom, yesterday.</p> <p><u>Karima</u>: Go and check it!</p> <p><u>Ayman</u> : Excuse me sir, I go out please?</p> <p><u>Teacher</u>: Why is that?</p> <p><u>Ayman</u> : I want to check my pencil. It's with my little brother in the class below!</p> <p><u>Teacher</u>: All right, but don't be long!</p> <p><u>Ayman</u> : Thank you, sir. I'll be quick.</p> </div> <p>-T-Asks Ls to copy down the task in their copybooks.</p>	PPs→T	<p>request structure</p> <p>-To reinvest prior knowledge related to polite request structure and Check PPs assimilation</p>	WB-Ls' Copybook	V A K T
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The Teacher's comments		
What Worked	What hindered	Action Points
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Lesson Plan



T: AboubakerCHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part I		Lesson: 04 I read and do		Framework :PDP		
Learning Objective(s): By the end of the lesson my Ls will be able 1-Read, understand and do the required tasks. 2- Produce a short dialogue talking about an Algerian scientist.						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook flashcards-Video.		
Target Structures: lexis and expressions related to past simple –past C						
Cross Curricular Competencies				Core values		
* Intel: L can understand and interpret verbal and non verbal texts. * Meth: -L can work in pairs or in groups. * Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist’s life. * Per and Soc: -L can show responsibility towards team work. -L can socialize through oral and written messages.				* Valuing and respecting discoveries and inventions. * Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his Ls, they respond. -T-Tries to interrupt with his Ls the previous lesson (I listen and do). -T-Invites his Ls to watch the video than he asks them these questions: -T-What is the job of this man? L: He’s a scientist, doctor, inventor,…….. -T-Is he an Algerian? L: Yes, he’s- No, he’s not. -T-What’s his name? L:??????? -T-What did he invent? L:??????? -T-After reading this text you’ll get these information and others. -T-Gives Ls the passage in a piece of paper. -T-Asks the Ls to read the text than try to do these tasks <u>Task 01:I read the text than I complete the bibliographical notes:</u>		Establish a good classroom Atmosphere		A V
10 ⁰	Pre-reading		T→L	To lead in	WB+ Video	A V
30 ⁰	During reading	<div>*Title :..... *Author :..... *Source :..... *Date of publication :..... *Type of document : <input type="checkbox"/> Blog page <input type="checkbox"/> Excerpt from a book <input type="checkbox"/> Press article</div>	L→T	To collect more data peer assessment	WB- Ls’ Copybook	

15 ⁰	Post reading	<p><u>Task 02: I write True, False or Not mention oral</u> 1-Melikechi got his Baccalaureate in Algiers. 2-He will go on a trip to the moon. 3 Melikechi is unknown scientist.</p> <p><u>Task 03: Lexis:(written)</u> a-I find in the text words that are closest in meaning to: To finish=..... Team=..... Based=..... Prizes =..... b-I find in the text words that are opposite in meaning to: Before≠..... Low≠..... Late≠..... Sent≠.....</p> <p><u>Task 04: I play the role of Dr Melikechi and answer my partner's interview questions: written</u> Me: (journalist) When were you born? My partner: (Dr Melikechi) Me: Where did you graduate first? My partner: Me: What are the main projects you worked on? My partner: Me: Did you receive any prize? My partner:</p> <p>-T-Asks Ls to copy down the task on their copybooks.</p>	L→T	<p>To collect more lexis</p> <p>To explore previous knowledge and transform it into to short dialogue</p> <p>Interpret a written message.</p>	WB-Ls' Copybook	<p>V A T</p> <p>V A T</p>
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The Teacher's comments		
What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

Mars Ambassador



D-Noureddine Melikechi was born in 1958 in Thenia in the wilaya of Boumerdes, Algeria.

After graduating from Thénia's middle school, the young scientist left his town to the Lycee Abane Ramdane in El-Harrach. There he received his Baccalaureate in Mathematics. He went to the University Houari Boumediene of Sciences and Technology of Algiers where he got a diploma of high studies in Physics. He went to end graduate work in England where he worked towards his Masters and Doctorate in the laboratory of Professor Leslie Allen.

Upon graduating and following a postdoctoral research experience with Professor Allen, Melikechi left to America in 1990 and joined a research group where he worked on laser and its biomedical research programs. Lately his recent research is focused on two major projects: first, developing sensitive optical techniques for the early detection of cancer .Second, analyzing laser induced, dust and rocks down from Mars. These data is collected through the Chemistry Camera (ChemCam)

Melikechi received numerous prestigious awards: DSU's President's Excellence in Research Awards (1998 and 2008), the 2005 SMART (Strengthening the Mid-Atlantic Region for Tomorrow)

and other famous ones. In 2011, Governor Jack Markell of Delaware named

Melikechi the "Delaware Ambassador to Mars in recognition for his work on space science.



Adapted from:

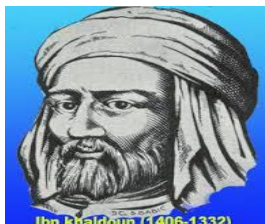


Paul Valley



The SUN, 11 may 2014



Lesson Plan



T: Aboubaker -CHOUIT		S: Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part II		Lesson: 01 I listen and do I		Framework : PDP		
Learning Objective(s): By the end of the lesson my Ls will be able to fill in an ID card and talk about a famous scientist's life						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' book & Copybook +flashcards +audio scripts		
Target Structures: lexis and expressions related to past simple –past C						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>* Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist's life.</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socialize through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warming up	-T-Greets his PPs ,they respond . -T-Sticks on the board pictures (pictures of the scientist Ibn-Khaldoun)  Ibn khaldoun (1406-1332)	T/PPs	Leading in		A
05°	Pre listening	-T-lets the Ls discuss in pairs then ask them the following questions : * Who's the person on the picture? * L: a Muslim scientist * Can you give name him? * L: Ibn-Sinaa-.....?????.. *Can you name his work? * L:??????? -T- Asks PPs to open their books on P 89 -T- Gives the instructions *Now, you're going to listen to The script part1&2 and do Task17&19 P89&90 Task17&19 P89&90oral: I complete the missing dates -T-Asks the Ls to listen to the text again (part 1). Then do the following task. Task 02 oral: I select the good answer: 1- The text is about famous Maghrebin: a-doctor b-scholar c-dancer 2- He was born in: a- 1332 b- 1342 c- 1372 3- Ibn Khaldun became orphan at the age of a-07 b-18 c-17. 4-He became a secretary of the sultan of a-Monaco b-Morocco c-Mexico	/	To lead in To familiarize pupils with new vocabulary related to the topic . To Interpret verbal messages and fill in blanks and to reinforce peer correction and cooperative learning	WB- Pictures	A V
30°	During listening		T/PPs PPs/T		  WB- Ls' Copybook +book+ Pictures	V A K

<p>15°</p>	<p>Post listening</p> 	<p>-T-Asks the Ls to listen to the text again (part 1). Then do the following task. Task 03: Lexis:(written) a-I find in the text words that are closest in meaning to: Remained=..... Little=..... b-I find in the text words that are opposite in meaning to: Far≠..... was born≠.....</p> <p>Task 04 (22p 90:(written): I complete the interview below about Ibn-Khaldoun</p> <p>A: Where and when was Ibn-Khaldouu born? B:..... A :What are the three Algerian towns where he lived in? B:..... A: Where and when did he write his famous book Al-Muqadimma? B:..... A: Where and when did he die? B:.....</p> <p>-T-Asks Ls to copy down the topic in their copybooks</p>	<p>PPs/T</p>	<p>To collect more lexis</p> <p>To transform pieces of information into a short interview</p> 	<p>WB-Ls' Copybook</p>	<p>V A k</p>
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The Teacher’s comments		
What Worked	What hindered	Action Points
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....h.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Lesson Plan



T: Aboubaker -CHOUIT		S-Dridi Saadi Middle School		Level: 3MS			
Sequence : 03 Me and the Scientific World Part II		Lesson:03 I Practise I		Framework :PPU			
Learning Objective(s): By the end of the lesson my Ls will be able to talk about progressive actions in the past.							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook			
Target Structures: lexis and expressions related to–past C (was-were-verb- ing) &.While							
Cross Curricular Competencies				Core values			
<ul style="list-style-type: none">* Intel: L can understand, interpret verbal and non verbal texts.* Meth: -L can work in pairs or in groups.* Com: -L can use a role play to communicate appropriately. -L can use Past C easily in his daily speech.* Per and Soc: -L can show responsibility towards team work. -L can socialize through oral and written messages.				<ul style="list-style-type: none">* Valuing and respecting discoveries and inventions.* Being proud and keen on communicating about outstanding Arabic Islamic scientist.			
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT	
05 ⁰	Warm up	-T-Greets his PPs, they respond. -T-Makes a short review with his Ls about the structure of the Past C with its three forms. Part Two	T → L	Establish a good classroom Atmosphere	WB-	A V	
20 ⁰	Presentation	<div>PIASP Lesson</div> -T-Writes on the board this sentence He was writing while he was listening the explanation.		Interacting to elicit the target structure To introduce the target structure in context To identify the form and use of the target structures. To elicit the rule about the Past C		WB- Ls’ Copybook	A V
		Be past(was,were)+ V+ing + While + Be past(was,were)+ V+ing					
		While he was writing,he was listening the explanation.					
		While +Be past(was,were)+ V+ing +, + Be past(was,were)+ V+ing					
15 ⁰	Practice	Task 01: oral I order these to get correct Sentences 1-was-Dr Haba-While-mechanic-studying- /planning-was-he-for the future- 2-,-inventing-the scientists-.-were- technologies/working-were-they-on others.	T → L L→T	To focus on the form of the statements	WB- Ls’ Copybook	V A K	
15 ⁰	Use	Task 02(6p96: Written I put the verbs in bracket in the correct form using the connector “While” -T-Asks Ls to copy down the topic in their copybooks.	L→T	To practise Past C with the connector in a contest.			

The Teacher's comments		
What Worked	What hindered	Action Points
..... -..... -.....h..... -..... -..... -..... -.....



Lesson Plan



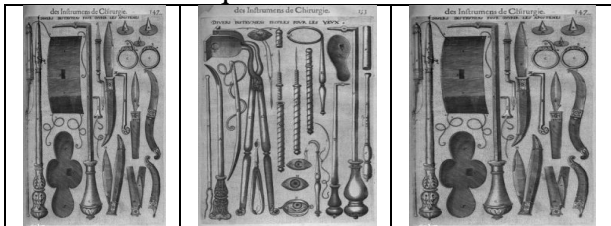

T: Aboubaker -CHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part II		Lesson: 03 I Practise II		Framework : PPU		
Learning Objective(s): By the end of the lesson my Ls will be able to communicate appropriately using the relative pronouns.						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook		
Target Structures: Relative Pronouns (Who & Which)						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand, interpret verbal and non verbal texts.</p> <p>* Meth:-L can work in pairs or in groups.</p> <p>*Com: -L can use a role play to communicate appropriately.</p> <p>-L can use relative pronouns to communicate appropriately</p> <p>* Per and Soc: -L can show responsibility towards team work.</p> <p>-L can socialize through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warming up	-T-Greets his Ls, they respond. -T-Writes the following sentences on the board then read it. <u>1-</u> * The man is working there. * The man is my father. →The man who is working there is my father.	T→PPs	Establish a good classroom Atmosphere		A V
15°	Presentation	-T-Asks what do you notice? Ls: the word Man is repeated But it’s replaced with ‘ Who ’ in the second sentence. <u>2-</u> *I was building the house . * The house was very large. I was building the house which is very large. -T-Asks what do you notice? Ls: the word House is repeated But it’s replaced with ‘ Which ’ in the second sentence. -T- clarifies:	T→/PPs	To identify the target structure	WB-	A V
		Who and which are relative pronouns. Who refers to people. Which refers to things and animals. They are used to combine two sentences and avoid repetition of the same word.				
25°	Practice	Task 11&13 P98: oral Task 12 P98: Written	T→Ls Ls→T	To reinforce and consolidate combined sentences	WB- Ls’ Copybook +book+	V A

15°	Use	<p><u>Task 04:Written I complete with “who” or “which”:</u></p> <div data-bbox="250 168 979 611" style="border: 1px solid black; border-radius: 15px; background-color: #d8bfd8; padding: 10px; margin: 10px 0;"> <p><u>A</u> : who was the man talking to you?</p> <p><u>B</u> : You mean the manhad a black suit?</p> <p><u>A</u> : yes, and a carlooks very expensive!</p> <p><u>B</u> : he is my boss.....lost his way.</p> <p><u>A</u> :way?</p> </div> <p>-T-Asks Ls to copy down the task in their copybooks.</p>	→T	<p>with ‘who & which’ structure</p> <p>-To reinvest prior knowledge related to relative pronouns structure and Check PPs assimilation</p>	WB-Ls’ Copybook	<p>K</p> <p>V</p> <p>A</p> <p>K</p>
The Teacher’s comments						
What Worked		What hindered		Action Points		
<p>.....</p> <p>.....</p> <p>-.....</p> <p>-.....</p>		<p>-.....</p> <p>-.....</p> <p>-.....</p> <p>-.....</p>		<p>.....</p> <p>.....</p> <p>-.....</p> <p>-.....</p>		



Lesson Plan




T: AboubakerCHOUIT		S: Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part II		Lesson: 04 I read and do		Framework : PDP		
Learning Objective(s): By the end of the lesson my Ls will be able produce a short dialogue talking about Muslims scientist.						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook flashcards-Video.		
Target Structures: lexis and expressions related to past simple –past C						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand and interpret verbal and non verbal texts.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>* Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist’s life.</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socialize through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures .</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his Ls, they respond. -T-Tries to interrupt with his Ls the previous lesson (I read and do part I). -T-Invites his Ls to see these pictures than he asks them these questions:  -T-What’re these pictures refer to? L: They are tools .Medical instruments. ... -T-Can you guess any name of Muslim doctors? L: El-Razi...  -T-What’s this pictures refer to? L: It’s cinema... camera -T-After reading this text you’ll get these information and others. -T-Asks his Ls to open their books on P99 and try to read text 1&2 than try to do these tasks		Establish a good classroom Atmosphere		A V
10 ⁰	Pre-reading		T→L	To lead in	WB+ Video	A V
30 ⁰	During reading	Task 02:I write True, False or Not mention oral 1-The word ‘camera’ is from an Arabic origins. 2-Ibn-Elhaithm invention help a lot modern optics. 3-Modern surgical instruments are different from those of Al-Zahrowi.	L→T	To collect more data	WB- Ls’ Copybook	

15 ⁰	Post reading	<p>4- Task 03: I find which or who these words refer to: <u>Text1</u> Our → Which → It → <u>Text2</u> His→ who→ Task 04: Lexis:(written) a-I find in the text words that are closest in meaning to: Observing=..... Personal=..... Shape=..... New=..... b-I find in the text words that are opposite in meaning to: The new≠..... Dark≠..... A few≠..... External≠.....</p> <p>Task 05: I answer my partner's interview questions: written Me: When Was Al-Zahrawi born? My partner: Me: What did he invent? My partner: Me: Was it numerous items? My partner: Me: Can you name some? My partner: Me: Are the same of nowadays? My partner:</p> <p>-T-Asks Ls to copy down the task on their copybooks.</p>	L→T	<p>To collect more lexis</p> <p>To explore previous knowledge and transform it into to short dialogue</p> <p>Interpret a written message.</p>	WB-Ls' Copybook	V A T
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The Teacher's comments

What Worked	What hindered	Action Points
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



**MEET
AL-Zahrawi**

I was a pioneering 10th century surgeon, scholar and physician. I developed and used many instruments we still know today. I was the first person to use catgut sutures.



**MEET
Ibn al-Haitham**

The first experimental scientist, he was a physicist, mathematician and scholar who wrote Book of Optics in the 11th century.



Lesson Plan



T:Aboubaker CHOUIT		S-Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part II		Lesson: 05 I Learn to Integrate		Framework :PDP		
Learning Objective(s): By the end of the lesson my Ls will be able to write the biography of “BOUROUIS”.						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook flashcards-Video.		
Target Structures: lexis and expressions related to biography.						
Cross Curricular Competencies				Core values		
<p>* Intel: L can understand and interpret verbal and non verbal texts.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>*Com: -L can use a role play to communicate appropriately. -L can talk about a famous scientist’s life. -He can process digital data in English.</p> <p>* Per and Soc: -L can show responsibility towards team work. -L can socialize through oral and written messages.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures and Algerian ones specifically.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his Ls , they respond . -T- Asks some comprehension questions: Do you know a biography? What we use to write it?		Establish a good classroom Atmosphere		A V
10 ⁰	Pre Writing	-T- Asks Ls to open the books on P103 and read the situation. * BOUROUIS ID Card P104 * Layout P105	T → L	To review prior knowledge.	WB-	A V
30 ⁰	While Writing	-T- Splits the class into small groups and asks the Ls to gather information as much as possible about Dr BOUROUIS (date and place of birth, family, study, job,....) from I Listen and do task 01 I pronounce task 05 I practice task 11 The texts P99 are also necessary. Drafting: -T- invites Ls to start their sample -T- helps, guides.... Redrafting: -T-Asks Ls to check their works in peers with taking teachers advice into consideration	L → T	To collect information To involve the Ls in peer and group correction. To produce a Biography	WB- Ls’ Copybook +book	A V K
15 ⁰	Post Writing	Editing: -T-Asks Ls to report their final work -T-Chooses the best one and write it on the board.	L→T	Check Ls’ work	WB- Ls’ Copybook +b	V A K

		-T-Asks Ls to copy down the task on their copybooks.				
The Teacher's comments						
What Worked	What hindered			Action Points		
-.....	-.....			-.....		
-.....h.....			-.....		
-.....	-.....			-.....		
-.....	-.....			-.....		




Lesson Plan



T: Aboubaker CHOUIT		S: Dridi Saadi Middle School		Level: 3MS		
Sequence : 03 Me and the Scientific World Part II		Lesson: 04 I Think and Write		Framework : PDP		
Learning Objective(s): By the end of the lesson my Ls will be able to write a timeline about Islamic Scientific and Cultural Heritage.						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls’ book & Copybook flashcards-Video.		
Target Structures: lexis and expressions related to inventions, discoveries, scientists						
Cross Curricular Competencies				Core values		
<p>* Intel: L can show creativity while producing oral or written messages.</p> <p>* Meth: -L can work in pairs or in groups.</p> <p>* Com: -L can use reading strategies to collect data.</p> <p>* Per and Soc -L can show some degree of autonomy while learning.</p>				<p>* Valuing and respecting discoveries and inventions.</p> <p>* Valuing his scientific and cultural heritage.</p> <p>* Being proud and keen on communicating about outstanding Arabic Islamic scientist figures.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his Ls , they respond .		Establish a good classroom atmosphere		A V
05 ⁰	Pre Writing	-T- Asks Ls to open the books on P106 and read the situation. -T-Explains hard words and clarify dark points.	T → L	To review prior knowledge.	WB-	A V
30 ⁰	While Writing	-T- Asks Ls to read the lay-out of the brochure about the Islamic Scientific and Cultural Heritage. P107 -T-Simplify and clarify the steps which faced the Ls	L → T	To collect information To familiarize Ls with the layout	WB- Ls’ Copybook +book	V A K
10 ⁰	Post Writing	Drafting: -T- invites Ls to start their work individually. Redrafting: -T-Checks their works, guides, motivates controls and offers help if needed. Editing: -T-invites Ls to present their works to the whole class and try to correct together. -T-Selects the best one and writes it on the board. -T-Asks Ls to copy down the task on their copybooks.	L→T	To produce a Islamic Scientific and Cultural Heritage To present the Islamic Scientific and Cultural Heritage and share information with the whole class	WB- Ls’ Copybook +b	V A K

The Teacher's comments						
What Worked	What hindered			Action Points		
-.....	-.....			-.....		
-.....h.....			-.....		
-.....	-.....			-.....		
-.....	-.....			-.....		

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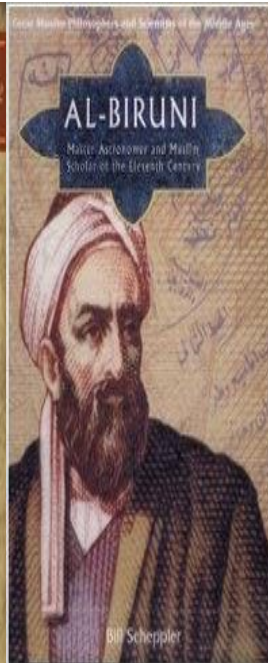
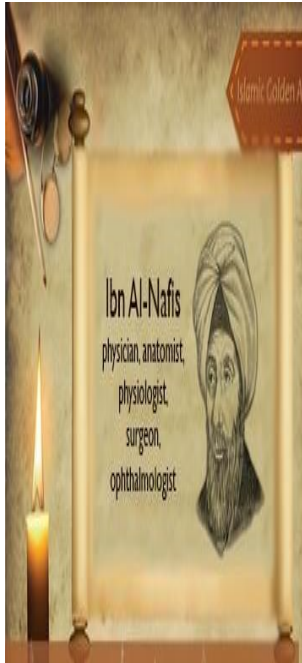
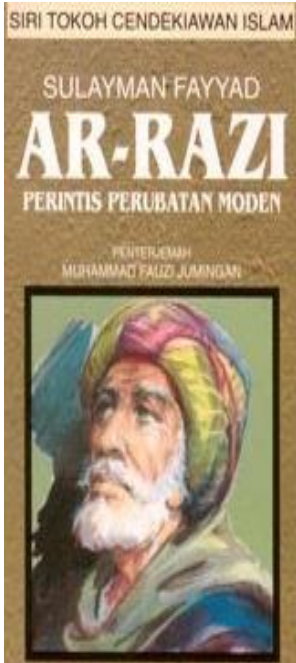
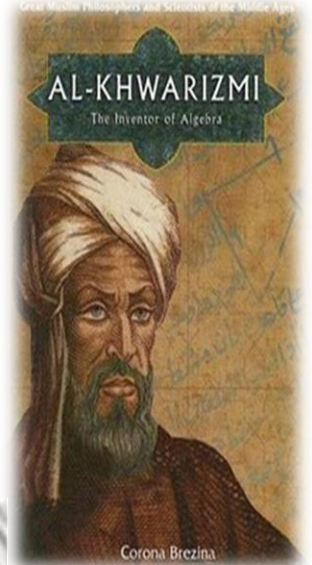



Wait us for the fourth sequence

Your friend T: Aboubaker CHOUIT


Don't forget us in your dua'a may Allah bless you all

Sequence's flashcards







Al-Jazari




First robot used in house serving



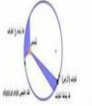
Legendary Elephant clock




Ibn Yunus Al-Misri




Moon Calculating device




Ibn Yunus Explanation of the earth, moon and sun movements




Pendulum




First Clock




First Sundial




First Water Clock




First Astronomical Clock




Abbas bin Thomas




First Time Piece




First Clock




First Sundial



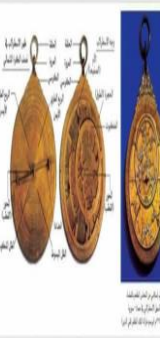
First Water Clock




First Astronomical Clock




Mariam Al-Estherlabi




First Clock




First Sundial




First Water Clock




First Astronomical Clock




Sons of Mousa bin Shalir




First Clock




First Sundial



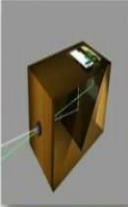
First Water Clock




First Astronomical Clock




Al-Hassan bin Al-Haytham




Triple prism to analyze the light




Ibn Al-Haytham Dark room (Komra) leaded to invent cameras




Explanation of the eye from Ibn Al-Haytham's book




First Clock




First Sundial



First Water Clock

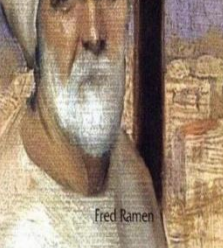


First Astronomical Clock




ALBUCAISIS (ABU AL-QASIM) (AL-ZAHRAWI)


Renowned Muslim Surgeon of the Tenth Century




First Clock



First Sundial




First Water Clock



First Astronomical Clock

MEET Al-Zahrawi

I was a pioneering 10th century surgeon, scholar and physician. I developed and used many instruments we still know today. I was the first person to use catgut sutures.



MEET Sinan

I was a master-architect who became chief architect to the Ottoman Empire. I was born in 1499 CE.




MEET Fatima al-Fihri

I founded the world's first university, Al-Qarawiyin, in 845 CE.



MEET Ibn al-Haitham

The first experimental scientist, he was a physicist, mathematician and scholar who wrote Book of Optics in the 11th century.



MEET Al-Astrulabi

I was a 10th century scholar who pioneered the development of astrolabes, a medieval device that was the GPS of its day.



In 1025 Avicenna published his 14-volume encyclopedia, *The Canon of Medicine*, which remained a standard text at European universities until the 17th century.

Its contributions include the discovery of contagious disease, and introduction of experimental medicine, clinical trials, and clinical pharmacology. It also discusses neuropsychiatry, the idea of a syndrome, and early cancer therapy.



MEET Al-Jazari

I was a celebrated 13th century engineer, ingenious inventor, who created the famed Elephant Clock and invented ground-breaking machines that changed the way we harness technology.