

People's Democratic Republic of Algeria
Ministry of National Education
Education Directorate of:

- **Teacher:** Omara Abderrahmane.
- **School:**
- **Grade:** 5th Grade - Primary School.
- **Academic Year:** 2024/2025.

Sequence Plan

-Sequence:	(01) - Jobs, Occupations and Hobbies.
-Section:	(01) - Jobs and Occupations.

Level of Achievement 01: Interpret oral messages and interact orally, decode a short simple message of about 20 words to understand its meaning, and produce a very short written message of about 10 words.

	Sessions	Communicative Objective	Resources
S:01	-Initial Situation: -I Get Ready.	-A set of problem situation tasks related to the upcoming sequence targeting different competences: -Oral Interaction. -Written Comprehension. -Written Production.	-Listening Script: A short script of about 20 words contains few different vocabulary, grammar and phonics related to the upcoming sequence followed by tasks. (Check the Didactic Guide p73). -Reading Text: A short text of about 10 words contains few different vocabulary and grammar related to the upcoming sequence followed by tasks. (Check the Didactic Guide p74). -(Procedure: Check the Didactic Guide p30).
S:02	-I Listen & Interact.	-Name/identify common jobs and occupations. -Ask and answer questions about family members and friends' jobs and occupations. -Name/identify common places of work. -Interact orally. -Act a scene out.	-Key vocabulary: Names of jobs with the suffixes: er, or, ist, ian, e.g. farmer, teacher, doctor, dentist, musician, etc. Names of places of work: school, hospital, farm, office, post office, etc. -Grammar (Implicit): Present simple: to do, to be, to work. Wh questions: What's her/his job??. Yes/no questions: Is s/he a doctor?: Yes, he is/No, he isn't. Adjectives related to the topic. Articles: a, an. Prepositions: in, at. Full forms: am, are, is. Contracted forms: 'm, 're, 's.
S:03	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness.	-Pronunciation (implicit): Intonation in: -Simple sentences -Wh questions.
S:04	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 20 words. -Reading Skills: Identify the general idea of the reading message and identify specific information using skimming and scanning.	-Key vocabulary: Jobs, places of work. -Grammar (implicit): Word order in: Simple sentences My cousin is a teacher in primary school. Questions: Yes/no questions Is your uncle a policeman? No, he is a teacher. Wh-questions. What'sjob ? -Subject-verb agreement.

Sequence Plan

-Sequence:	(01) - Jobs, Occupations and Hobbies.
-Section:	(01) - Jobs and Occupations.

	Sessions	Communicative Objective	Resources
S:05	-I Read & Discover.	-Read words containing the sounds: /ʒ/ vs /dʒ/. -Identify the sounds: /ʒ/ vs /dʒ/.	-Phonics (Sound and Spelling) (implicit): Very short stories, and very short texts, of about 20 words related to the topic. -The sounds: /ʒ/ vs. /dʒ/. -Grammar (implicit): Word order in: Simple sentences: My cousin is a teacher in primary school. Questions: Yes/no questions Is your uncle a policeman? No, he is a teacher. Wh-questions. What'sjob? -Subject verb agreement.
S:06	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:07	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 10 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:08	-I Write.	-Produce a written message of about 10 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting: Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).

Sequence Plan

-Sequence:	(01) - Jobs, Occupations and Hobbies.
-Section:	(02) - Hobbies.

	Sessions	Communicative Objective	Resources
S:01	-I Listen & Interact.	-Identify/ name different hobbies -Identify/ name family members and friends' favourite hobbies -Ask and answer questions about favourite hobbies. -Act a scene out.	-Key vocabulary: Hobbies: Playing football/ basketball/ tennis, riding a bike, painting, swimming, taking pictures/ photographs. Days of the week (Sunday, Monday, etc.), weekend. -Grammar (implicit): -Present simple: to like/ to love/ to enjoy/ to prefer + stem + ing. Wh questions: What's your favourite hobby? Yes/no questions: Do you like playing video games? Yes, I do/No, I don't. I prefer... Adjectives related to the topic. Prepositions: on, at. E.g. -I like playing football in the park. I love watching TV at night. I prefer riding my bike on Saturday.
S:02	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness.	-Pronunciation (implicit): Intonation in: -Simple sentences. -Questions : wh-question, yes/ no questions. -Exclamations: Fantastic!
S:03	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 20 words. -Reading Skills: Identify the general idea of the reading message and identify specific information using skimming and scanning.	-Key vocabulary: Jobs, places of work and hobbies. -Grammar (implicit): Word order in: Simple sentences: I like playing football in the park. Questions: Yes/no questions: Do you like playing video games? Wh-questions What's your favourite hobby? -Subject-verb agreement.
S:04	-I Read & Discover.	-Read words containing the sound:/ŋ/. -Identify the sounds /ŋ/.	-Phonics (Sound and Spelling) (implicit): Very short stories, and very short texts, of about 25 words related to the topic. -The sound/ŋ/ in playing, riding, swimming, etc. -Grammar (implicit): Word order in: Simple sentences I like playing football in the park. Questions: Yes/no questions: Do you like playing video games? Wh questions What's your favourite hobby? -Subject-verb agreement.

Sequence Plan

-Sequence:	(01) - Jobs, Occupations and Hobbies.
-Section:	(02) - Hobbies.

	Sessions	Communicative Objective	Resources
S:05	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:06	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 10 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:07	-I Write.	-Produce a written message of about 10 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting: Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).
S:08	-I Check my Progress.	-Checking the level of achievement of the global competence. -Assessing the learners' ability to integrate the acquired resources (linguistic, cross-curricular and attitude) and the degree of effectiveness of the learners in dealing with the suggested situations.	-Tasks of the initial situation: -Dealing with tasks related to the initial situation script. -Reading a text related to the initial situation and carry out skimming and scanning tasks. -Read a form and write a corresponding paragraph or complete a conversation. -Teacher collects groups sheets for the samples analyses (Abilities categorization: Fast, average and slow learners) in order to set an according remediation to be carried out during the pauses.

Inspector

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Sequence Plan

-Sequence:	(02) - Hometown/City/Village: Amenities, Directions & Signs.
-Section:	(01) - Amenities.

Level of Achievement 02: Interpret oral messages and interact orally, decode a short simple message of about 30 words to understand its meaning, and produce a very short written message of about 15 words.

	Sessions	Communicative Objective	Resources
S:01	-Initial Situation: -I Get Ready.	-A set of problem situation tasks related to the upcoming sequence targeting different competences: -Oral Interaction. -Written Comprehension. -Written Production.	-Listening Script: A short script of about 30 words contains few different vocabulary, grammar and phonics related to the upcoming sequence followed by tasks. (Check the Didactic Guide p75). -Reading Text: A short text of about 20 words contains few different vocabulary and grammar related to the upcoming sequence followed by tasks. (Check the Didactic Guide p76). -(Procedure: Check the Didactic Guide p30).
S:02	-I Listen & Interact.	-Name/identify different amenities in city/ hometown/village. -Ask and answer questions about different amenities in city/ hometown/village and their location. -Interact orally. -Act a scene out.	-Key vocabulary: Amenities: school, hospital, shop, restaurant, street, park, the butcher's, the baker's, the grocer's, post office, petrol station, mall, etc... -Grammar (Implicit): The present simple: to be, to have, to find. Yes/no questions: Is there/ are there...? Yes, there is/ no, there isn't / yes, there are/ no, there aren't. Wh question: where is ...? Possessive case: 's. Adjectives related to the topic. Articles: a, an, the. Prepositions: in, in front of, between, next to, opposite.
S:03	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness.	-Pronunciation (implicit) :Intonation in: -Simple sentences. -Wh questions. Yes/ No Questions. -Exclamations: What a beautiful park! / Wow! / Nice!
S:04	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 30 words. -Reading Skills: Identify the general idea of the reading message and identify specific information using skimming and scanning.	-Key vocabulary: Amenities. -Grammar (implicit): Word order in: Simple sentences: The post office is next to the bank). Questions: Yes/no questions: Is there a café nearby? Wh-questions: Where is it? -Subject-verb agreement.

Sequence Plan

-Sequence:	(02) - Hometown/City/Village: Amenities, Directions & Signs.
-Section:	(01) - Amenities.

	Sessions	Communicative Objective	Resources
S:05	-I Read & Discover.	-Read words containing the sounds: /j/vs. / w /. -Identify the sounds: /j/vs. / w /.	-Phonics (Sound and Spelling) (implicit): Very short stories and very short texts of about 30 words related to the topic. -Sounds: /j/ in yes, young vs / w / when, what, water -Grammar (implicit): Word order in: Simple sentences: The post office is next to the bank. Questions: Yes/no questions: Is there a café nearby? Wh-questions Where is it? -Subject-verb agreement.
S:06	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:07	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 10 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:08	-I Write.	-Produce a written message of about 15 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting: Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).

Sequence Plan

-Sequence:	(02) - Hometown/City/Village: Amenities, Directions & Signs.
-Section:	(02) - Directions and Signs.

	Sessions	Communicative Objective	Resources
S:01	-I Listen & Interact.	-Ask for and show the way to different amenities in city/hometown/ village. -Interact orally. -Act a scene out.	-Key vocabulary: Names of roads /streets/parks, the way, road, traffic lights, sign(s), bridge, the corner, subway, pedestrian crossing, side walk, etc. Directions: to the right/left, up/down (the road). -Grammar (implicit): -The imperative: Go (straight ahead), turn (to the right/left), take (the first / second turning), cross. Prepositions: between, up/down (the road). Modal 'can' for requests. Excuse me, can you show me the way to the park, please? Possessive case: 's (butcher's). Ordinals: the first, the second, etc. Adjectives related to the topic.
S:02	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words, expressions and sentences in familiar context using phonemic awareness.	-Pronunciation (implicit): Intonation in: -Instructions. -Requests.
S:03	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 30 words. -Reading Skills: Identify the general idea of the reading message and find specific information using skimming and scanning.	-Key vocabulary: Directions and signs. -Grammar (implicit): Word order in: Instructions: Go ahead, turn left...etc. Requests: Excuse me, can you show me the way to the park, please?
S:04	-I Read & Discover.	-Read words containing the target sounds. -Identify the target sounds.	-Phonics (Sound and Spelling) (implicit): Very short stories, and very short texts, of about 35 words related to the topic. -The target sounds (revision). -Grammar (implicit): Word order in: Instructions: Go ahead, turn left...etc. Requests: Excuse me, can you show me the way to the park, please?

Sequence Plan

-Sequence:	(02) - Hometown/City/Village: Amenities, Directions & Signs.
-Section:	(02) - Directions and Signs.

	Sessions	Communicative Objective	Resources
S:05	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:06	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 15 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph)). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:07	-I Write.	-Produce a written message of about 15 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting (Dictation): Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).
S:08	-I Check my Progress.	-Checking the level of achievement of the global competence. -Assessing the learners' ability to integrate the acquired resources (linguistic, cross-curricular and attitude) and the degree of effectiveness of the learners in dealing with the suggested situations.	-Tasks of the initial situation: -Dealing with tasks related to the initial situation script. -Reading a text related to the initial situation and carry out skimming and scanning tasks. -Read a form and write a corresponding paragraph or complete a conversation. -Teacher collects groups sheets for the samples analyses (Abilities categorization: Fast, average and slow learners) in order to set an according remediation to be carried out during the pauses.

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Sequence Plan

-Sequence:	(03) - Holidays and Travelling.
-Section:	(01) - Holidays.

Level of Achievement 03: Interpret oral messages and interact orally, decode a short simple message of about 40 words to understand its meaning, and produce a very short written message of about 20 words.

	Sessions	Communicative Objective	Resources
S:01	-Initial Situation: -I Get Ready.	-A set of problem situation tasks related to the upcoming sequence targeting different competences: -Oral Interaction. -Written Comprehension. -Written Production.	-Listening Script: A short script of about 35 words contains few different vocabulary, grammar and phonics related to the upcoming sequence followed by tasks. (Check the Didactic Guide p78). -Reading Text: A short text of about 30 words contains few different vocabulary and grammar related to the upcoming sequence followed by tasks. (Check the Didactic Guide p79). -(Procedure: Check the Didactic Guide p30).
S:02	-I Listen & Interact.	-Name common places/ destinations for holidays. -Ask and answer questions about destinations / places for holidays. -Interact orally. -Act a scene out.	-Key vocabulary: Nouns of places: beach, mountain, seaside, camping, hotel, etc. -Nouns of seasons: winter, spring, summer, autumn. -Grammar (Implicit): The present continuous: Am/is/are + stem + ing. Yes/no questions: Are you/we going for holidays? Yes/no & Wh-questions: Where are you going for spring holidays? Full forms: am, is, are + stem + ing. Contracted forms: 'm, 's, 're + stem + ing. Adjectives related to the topic.
S:03	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness.	-Pronunciation (implicit) :Intonation in: -Simple sentences -Questions. -Exclamations: Cool! Great!
S:04	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 40 words. -Reading Skills: Identify the general idea of the reading message and find specific information using skimming and scanning.	-Key vocabulary: Places and destinations for holidays. -Grammar (implicit): Word order in: Simple sentences: We are going to Oran for holidays. Questions: Yes/ No. Are you/we going for holidays? Wh-question: Where are you going for spring holidays? -Subject-verb agreement.

Sequence Plan

-Sequence:	(03) - Holidays and Travelling.
-Section:	(01) - Holidays.

	Sessions	Communicative Objective	Resources
S:05	-I Read & Discover.	-Read words containing the target sounds -Identify the target sounds.	-Phonics (Sound and Spelling) (implicit): Very short stories, and very short texts, of about 40 words related to the topic. -The target sounds (revision). -Grammar (implicit): Word order in: Simple sentences: We are going to Oran for holidays. Questions: Yes/ No. Are you/we going for holidays? Wh-question: Where are you going for spring holidays? -Subject-verb agreement.
S:06	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:07	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 20 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:08	-I Write.	-Produce a written message of about 20 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting: Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).

Sequence Plan

-Sequence:	(03) - Holidays and Travelling.
-Section:	(02) - Travelling.

	Sessions	Communicative Objective	Resources
S:01	-I Listen & Interact.	-Name/identify different means of transportation -Ask and answer questions about favourite way of travelling. -Interact orally. -Act a scene out.	-Key vocabulary: Nouns of means of transportation: car, plane, bike, boat, train, metro, etc. -Grammar (implicit): The present simple: to like/ to love/ to enjoy/ to prefer + travelling. Questions: Yes/no questions: Do you like travelling by car? No, I don't. I prefer travelling by... Wh questions: How do you like travelling? Prepositions: by, on.
S:02	-I Listen & Discover.	-Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness.	-Pronunciation (implicit): Intonation in: -Simple sentences. -Questions. -Exclamations: Oh! Really!
S:03	-I Read & Understand.	-Reading (Decoding Symbols): Read a short simple message of about 40 words. -Reading Skills: Identify the general idea of the reading message and find specific information using skimming and scanning.	-Key vocabulary: Directions and signs. -Grammar (implicit): Word order in: Simple sentences: I like travelling by car. Questions: Yes/No: Do you like travelling by car? Wh questions: How do you like travelling? -Subject verb agreement.
S:04	-I Read & Discover.	-Read words containing the target sounds. -Identify the target sounds.	-Phonics (Sound and Spelling) (implicit): Very short stories, and very short texts, of about 40 words related to the topic. -The target sounds (revision). -Grammar (implicit): Word order in: Simple sentences: I like travelling by car. Questions: Yes/No: Do you like travelling by car? Wh questions: How do you like travelling? -Subject verb agreement.

-Sequence:	(03) - Holidays and Travelling.
-Section:	(02) - Travelling.

Sequence Plan

	Sessions	Communicative Objective	Resources
S:05	-I Learn & Enjoy.	-Learning different resources through language fun games related to the topic. -Practice and reinforce vocabulary, grammar, phonics, pronunciation and handwriting.	-Games related to: Vocabulary, spelling, punctuation, word order, subject-verb agreement, phonics, syllable division, phonemic awareness.
S:06	-I Learn to Write.	-Learning writing using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement in simple sentences) to write a short written message of about 20 words related to the topic.	-Writing mechanics: Capitalization, punctuation, spelling, word order (simple sentences) and subject verb agreement. -Modelling for Imitation: Writing a sentence (Transforming a note into a sentence). -Drafting (Imitating and implementing procedure): Writing sentences (Transforming notes into sentences / Writing a paragraph (Linking sentences into a paragraph)). -Reviewing and Editing: (Taking into consideration the writing mechanics).
S:07	-I Write.	-Produce a written message of about 20 words. -Apply the writing mechanics. -Use connected handwriting.	-Handwriting (Dictation): Spelling, word order, punctuation and capitalization. -Drafting: Assembling transformed sentences into a short written message. -Proof reading and Redrafting: Silent reading, mistakes correction and writing improvement. (self-assessment).
S:08	-I Check my Progress.	-Checking the level of achievement of the global competence. -Assessing the learners' ability to integrate the acquired resources (linguistic, cross-curricular and attitude) and the degree of effectiveness of the learners in dealing with the suggested situations.	-Tasks of the initial situation: -Dealing with tasks related to the initial situation script. -Reading a text related to the initial situation and carry out skimming and scanning tasks. -Read a form and write a corresponding paragraph or complete a conversation. -Teacher collects groups sheets for the samples analyses (Abilities categorization: Fast, average and slow learners) in order to set an according remediation to be carried out during the pauses.

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