**Layout of a sequence:**

**suggested lesson plans**

**Level: Ms 1**

**Sequence:02 Lesson:01**

**LessonFocus:**Language learning

**Learning Objective:**Bytheendofthe lesson,mylearners willbeableto namesomejobs usingthe articles (a,an and the), personal pronouns he/ she and possessiveadjectives his / her.

**Target Competencies:**interact – **interpret**– produce.(thecompetencies are presentedinan integrated wayand the teacher will decideon which competencyhe will focus on)

**Domains:**Oral – Written - **Both**

**TargetStructures:**personal pronouns, possessive adjectives.( He....his / She.....her)and the articles

(a,anandthe)

**Materials:**Sheets of paper/ familytree/ picturesofjobs

**Cross-curricular Competencies:**

67

**1. Intellectualcompetency:**

- The learnercaninterpretverbalmessages to getinformation.

- Hecan showcreativitywhen producinghisown examplesin postlistening.

**2. Methodologicalcompetency:**

- The learnercan workin pairs.

- Hecanusestrategies forlisteningandinterpretingoraldiscourse.

**Core values :**

**1**-Valuingandrespecting

relatives.

**2**-Beingproud ofbelongingto a family.

**3**-Valuingjobs.

68

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\***  **M .I \*\*\*** |
| **10’**  **10’** | **Pre-listening** | **Warmup:**  The teacher distributes sheets of paper  containingletters, and asks thelearners to work in pairs andform words usingthose letters. The winner will bethepair who finds thelongest word that contains all the letters.  M L F I Y A Expected words:  I/ My/ am/ family/ Mali /  The teacher draws on theboard thegraphic organiser andelicits from thelearners the words theymight alreadyknow :  relatives  age family jobs  The teacherexplainsandintroduces the new | L/L  \*\*  L/L  L/T | Brainstorming, revisingand recallingthe previouswords.  Presentingthe newlexisabout family,relatives andjobs.  Identifyingthe useofpersonal pronounsand possessive adjectiveswith maleand | Sheets ofpaper.  Graphic organiser  Ontheboardor writtenonthe copybooks | V+T  V |

69

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| **20’** | **Listening** | lexis and keywords needed in thelistening  phase with thepersonal pronouns “he”, “she” andthe possessiveadjectives “his” and“her”.  Mentioningthe use ofarticles: “a”,“an”and  “the”.  Task 4. page50.  Thefirstlistening(listeningforapurpose):  dialoguepage48  The teacherasks the learners to listen to the dialogueand answerthe questions:  Who is speaking?  What aretheyspeaking about? Is Omarpolite with Peter?  Thesecond listening:  The teacherreads thedialogueagainand asks his /herlearners to listen and fillin the | L/T  T/L L/L  T/L  L/L | female.  Interpretingan oral  conversationfor general information.  Elicitingthen givingtherule ofarticles.  Checkinghow welltheycan usethearticles appropriately  Usingstrategies forlistening  andinterpreting anoral discourse. | Books  Oral dialogue. | A  A  A |

70

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| **15’** | **Post- listening** | table.  Teacher asks the learnersto think ofthe other relatives, work in pairs, gather information in atable, ask and answer about theirnames and jobs. | | L/L | | Identifying  relatives, names,jobs, pets.  Checkingand showing degreesof  autonomyinthe useofpersonal pronouns“he” “she”andtheir possessive adjectives. | Role play |  |
| The teacher’scomments: | | | | | | | | |
| **Whatworked**  **-.........................**  **-.........................**  **-.........................** | | | **Whathindered**  **-.........................**  **-.........................**  **-........................** | | **Action points**  **-.........................**  **-.........................**  **-.........................** | | | |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **relative** | **name** | **job** | **pet** |
| sister | ............ | ............ | ....... |

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson: 02**

**LessonFocus:**Language learning/ use

**LearningObjective:**Bytheend of the lesson, mylearnerswillbeable to ask and answer aboutage usingnumbers from13 to 100 and rankpeople accordingto theirage.

**Target Competencies:interact**– interpret – produce.(thecompetencies arepresented in an integrated wayand the teacher will decideon which competencyhe will focus on)

**Domain:Oral**– written -Both

**TargetStructures:**cardinal and ordinal numbers

**Materials:**Songs / paperstrips

**Cross-curricular Competencies:**

71

**1- Intellectualcompetency:**

- Thelearnercanunderstandand interpretverbaland non verbal messages.

**2-Methodologicalcompetency:**

- Hecanworkinpairs.

- Hecanusestrategies forlisteningand takingturnto answer.

**3-Communicative competency:**

-The learnercanusenumbersin English tocommunicate.

**4-Personalandsocialcompetency**

-The learnercan bekeenon promotingco-learning.

**Core values :**

**1-** Respect

**2-** Beinghonest

**3-** Greeting

72

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’**  **10’** | **Presentation:** | **Warmup:**  The teacherinvites onelearnertorevisethe English alphabet with him/herbytakingturn and saying theletters onebyone.  Teacher: **A** Pupil:**B** T:**C** L:**D** T:**E** L:**F**..... The teacherasks the learners to playthe  gamein pairs and thewinneris thepair who  finishes first withoutmistakes.  L1: AL2:B L1: C L2: D L1: E L2:F  .........  The teachermayrevisethenumbers from 1 to  13 usingthesamegame.  T:1 L:2 T:3 L:4 T:5 L:6 .........T: 12 L:13. L1:1 L2: 2 L1:3 L2:4 ......  The teacherpresents asongabout numbers | T/L  \*\*  L/L L/L L/T | Brainstorming, revisingthe Englishalphabet letters.  Revisingthe numbers acquiredbefore to pavetheway to the presentationof the secondpart ofthenumbers withtheordinal numbers.  Presentingthe numbers | Song about numbers  https:/[/www.youtu](http://www.youtu)be.com/watch?v=e  0dJWfQHF8Y | A  A |

73

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| **20’** | **Practice** | and asks thelearners torepeat it. (just the  needed numbers)  Then, theteacherwrites thenumbers in order on theboard and presentstheordinal numbers.  Teacheruses thesituation on thebook (Omar greetinghis grandmother).  **Taskone:**Through Role Play, the teacher asks the learners to ask and answerabout one’s age.  **Teacher:**I am twenty-two and twenty-four. What is myage?  **Learner 1:**Youare forty-six.  **Teacher:**That’s right.  **Teacher:**Myfatheris ........... and ........ . How old is he?  **Learner 2**: Heis ...... **Learner:**...... **Learner:**........ | T/L  L/L  L/L | througha song  Usingthe  ordinalnumbers ina context(the family) Demonstrating the valueof respectingthe parents.  Interacting orallyusing numbers.  Usingstrategies forlisteningand interpretingoral discourse | BookP52  Oral dialogue. | V.A  V  A  A |

74

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|  |  | **Tasktwo:** Informationgap activity.  The teacher provides each pair withtwo sheets ofpaperA andB.(thepartners shouldn’t see each others’sheets) L1 asks his partnerifhe can spell the first numberthen, he fills in thegaps. Example:  **A. B.**  **1.** Iaskmypartner to spellthe **1.** Iaskmypartner to spellthe  missingnumbers. missingnumbers.  2.Ispellthenumbers to my 2.Ispellthenumbers to my partner to fill in the gaps. partner to fill in the gaps.  15 ....................... 15 fifteen.  42 forty-two. 42 .......................  18 ......................... 18 eighteen.  80 eighty. 80 .......................  13 ......................... 13 thirteen  33 thirty-three 33 .......................  50 ......................... 50 fifty  **Taskthree:**  T askshis learners to look at Omar’s brothers  and sisters’birthdays andasks the learners to rank them accordingto theirages.  Yacine is 18years old. | | | | L/L | Promotingco-  learningin writingnumbers infulland revisingthe alphabetletters.  Checking whetherlearners canusethe ordinalnumbers. | **(A)**and**(B)** handoutsforeach pair  Book | T V  V  A |
|  | **Name** | **Yearofbirth** |  |
| Yacine | 1998 |
| Houda | 2004 |
| Omar | 2002 |
| Khaled | 2000 |
| Leila | 2006 |

75

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| **15’** | **Use** | Yacine is 18years old, heis the first child in  the family.  Khaled is 16years old, heis thesecond child in the family.  Omaris14years old, heis thethethird child in the family.  Houdais 12years old, sheis the fourth child in the family.  Leilais 10years old, shethe fifth (last) child in the family.  T: Nowit isyourturn tointroduceyour familymembers and theirage.  **A-**Work withyourpartner,ask and answer:  **Startlike this:**  **A:**Ihaveagrandfather.Ilovehim very much.  Heis sixtyand thirteen, what is his age?  **B:**Heis seventy-three. | L/L | Tohelpthe learnersinteract orallyto play roles. Introducingthe family  members’agein a challenging way. | Role play | A |

76

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|  |  | **A:**Mymotheris ......  **B-** Writeashort description to rankyour brothers and sistersaccordingto theirage. |  | Reinvesting  what hasbeen learned:ordinal numbersto introducesisters andbrothers. | Shortwritten description |  |

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| The teacher’scomments: | | |
| **Whatworked**  **-.........................**  **-.........................**  **-.........................** | **Whathindered**  **-.........................**  **-.........................**  **-.........................** | **Action points**  **-.........................**  **-.........................**  **-.........................** |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:03**

**LessonFocus:**Language learningandUse

**LearningObjective:**Bytheend ofthelesson,mylearnerwillbe ableto introducehis/herfamilymembers names and jobs orally, usingthethree forms of”to be” and W.H. Qs.

**Target Competencies:interact**– interpret – **produce.**(the competenciesare presentedinanintegratedwayandthe teacher will decideon which competencyhe will focus on)

**Domains:Oral**– Written -Both

**TargetStructures:**Personal pronoun:”I, he,andshe”, possessive adjectives: “My, hisand her” W.H Qs : What /who / thethree forms ofto be.

**Materials:** FamilyTree Poster/ Flash cards (jobs)/ flashcardsrepresenting(He/ she/madam/sir/girl/ boy/man

/woman ....

**Cross-curricular Competencies:**

77

**1-Intellectualcompetency:**

- The learnercanthinkanduse thelanguage toguess.

**2.Methodological competency:**

- Hecan workinpairs.

- Hecanassesspeer’swork.

**3. Communicative competency:**

-Hecanusedramaandroleplaytocommunicateappropriately

**4. Personalandsocialcompetencies:**

- Hesocialisesthrough oral interaction.

- Hedevelopsattitudesoffriendship.

**Core values :**

**1-** Respectof relatives

**2-** Valuinganddevelopingfriendship with neighbours, friends…

78

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| **Male (He)** | **Female(She)** |
|  |  |

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’** |  | **Warmup:**  The teacher distributes aset of flash cards  for each pairoflearners.  He Mr. Madam Miss Sir Father She Mrs Woman Girl Man Boy Brother Mother Sister  Omar Margaret  The teacherasks the learners to work in pairs and classifythecards in the right column | L/L  L/L | Tomotivatethe learnersand  learning.  Tohelpthe learners identifythe titlesand classifythem appropriately (whento use” he”or“she”) | Aset offlashcards foreachpair of | T+V |

79

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| **10’** | **Presentation** | The teacherpresents bubbles with gaps to fillin ( elicitingfrom thelearners)  **Peter:**  Hi, Omar, …… is  this on thephoto?  Oh,Yes. ……is …… father.  **Omar:** ….. nameis Ahmed.  **Peter:** Is …..apainter?  **Omar:** No,…isn’t.  **Peter:**  ….. is ….. job?  **Omar:** ,…is a carpenter. | T/L L/T  T/L T/L  T/L L/T | Elicitingfrom thelearnersto completethe dialogueusing therightW.H questions, personal pronounsand possessive adjectives. | The bubbles written on theboard.  **Or**  PowerPointslides.  Assessmentgrid | A+V  V |

80

andintonation

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| **20’** | **Practice** | The teacheracts out thedialoguewith the  learners.The learners actout with their partners.  The teacherasks the learners to substitute the fatherwith :  amother/ teacher/ Meriem asister/ Akram /learner  The teachermoves tofree practice: Task 2. Page57.Iguess who is who.  A learnerwrites thenames ofhis family members inthe circles.  Heswaps his sheet withhis partner’s and guesses who is who.  Example:  A:Is Kamelyourfather? B: No, heisn’t.  A:Is heyourbrother? B: Yes, heis.  B:Is Sarayoursister? A: Yes, sheis.  The learners taketurn to ask and answertill theyfindwho all themembers are. | T/L  L/L  L/L | Checking pronunciation  whenactingout thedialogue.  Toinvolvethe learnersin usingthethree formsof“to be”to guess  andidentifythe family members,  namesandjobs. | The book  Informationgap activity(page 57). | V+T M  I |

81

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| **20’** | **Use** | The teachermayallowhis learners tocarry  on guessingabout theirjobs usingthe interrogative form.  You areat home withyour new classmate. You show him/herthephotos ofyour familymembers onyourtablet.  Show thephotos and introducethem  (names and jobs) | |  | | Thelearners willbeableto reinvestwhat hasbeen learnedto introducethe family membersina meaningful situation. |  | A |
| The teacher’scomments: | | | | | | | | |
| **Whatworked**  **-.........................**  **-.........................** | | | **Whathindered**  **-.........................**  **-.........................** | | **Actionpoints**  **-.........................**  **-.........................** | | | |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:04**

**LessonFocus:**Languageusing

**LearningObjective:**Bytheend ofthelesson,mylearners will beabletowrite andread correctlyashort description about the familymembers usingwords that contain thesounds: /ð**/**, /ө/, **/e/**and **/I:/**

**Target Competencies:**interact – interpret – **produce**.(the competenciesare presented in an integrated wayand the teacher will decideon which competencyhe will focus on)

**Domain**: Oral – written - **Both**

**TargetStructures:**thesounds /ð**/**, /ө/, **/e/** and **/I:/ Materials:**Paperstrips(words contain thesounds)

**Cross-curricular Competencies:**

82

**1. Intellectualcompetency:**

-Thelearnercanshow creativitywhenproducingpiecesoforalandwrittenmessages.

-Hecan identifysoundswhen interactingorally

**2. Methodological competency:**

- The learnercanworkin smallgroups.

- Hecanusestrategies forlisteningandtakingturntoanswer.

- Hecan assesshimself

- Hecan assesshispeers

**3. Communicativecompetency:**

-Hecan pronouncewordscorrectlyto communicateappropriately.

**4**. **personalandsocialcompetencies:**

- He isawareofhis roleand others'rolein workinghard atschool,and beingsociable.

**Corevalues:**

**1.** Being responsible

**2.** Beingpositive

**3.** Valuingeach memberwithin

thefamily

83

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| --- | --- | --- | --- | --- | --- | --- |
| mo**th**er **Th**ursday fa**th**er  **th**ird fift**th th**ank | | | | | | |
|  | **th**is |  | **broth**er |  | four**th** |  |

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| 1**0’**  **10’** | **Presentation:1** | **Warmup:**  The teachersplits the class into groups of four. Eachgroup is providedwith aset of words written on sheets of paper.(Thesame words  for eachgroup)  The learners spreadthe papers onthe table face up.Theyhavetolistentothe teacher, when hepronounces aword; eachlearnertries to pick up that word firstuntil the teacher finishes all the words. Thegroup with the largest numberofwordsis the winner.  T. asks the learners within thegroup to read all the words and identifythedifference.  Whentheyidentifythe difference,theteacher | T/L  \*\*  L/L  T/L | Activating schematato workinsmall groups,through a competition.  Toengageand helpthelearners to getlistening strategies focusingon sounds.  Checkingand correcting pronunciation. | Aset ofsheets of paperforeach group.  Readingthe listat random. | T  A |





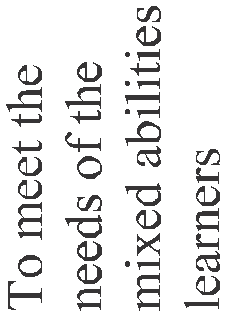








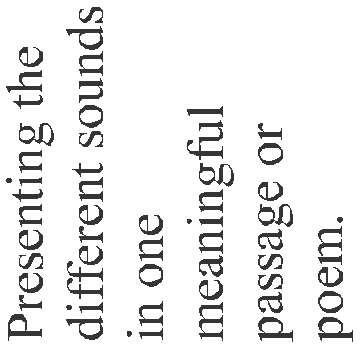




















85

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|  | **Practise** |  | **G 1**  Keep………………….,  R…………………………  ……………………………  ………………......  ……………………………  ………… | **G 2**  Keepneatatyour ………,  Readand……….and  ………cool.  ……the pen andthinkof the ……….  Youare the ………,you  ……..thebest. |  | L/L  L/L | Tohelpthe learnersidentify the sounds.  Checkinghow wellthelearners areableto distinguish betweenthetwo | BookP53  . | A T  V |
| **G 3**  Keep**(neat- net–fit)**atyour school,  **(Read–ride –run)**andspeak andstay**(cool-full–**  **school).**  Get **(a–the-an)**penandthinkofthe **(test-best–next).**  Youare thebest,youare thebest.  The teacherreadsthe poem aloud and asks eachlearnerto do thetask on his/hersheet of paper.  When theyfinish, theyhaveto deal with peer correction, thengroup correction. | | | |

86

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| **15’** |  | The teacherasks the learners toreadthe poem  and classifythe wordswith the sounds:  **/e/ :**get – pen-best  **/I:/** : keep – read – speak-  Remark: (theteacherhasto mention themoral behind this short poem)Core values.  **Taskone:**  The teacherwrites on theboard this bubble  andasks the learners to read it and sort out the words with thesounds : **/θ/** and/ð**/**  Hi,I amhappywithmyfamily.  I greet mygrandmotherandgrandfather.  I respectmymumanddad,I love youboth.  Hibrother, I amyoursister;I need yourhelpandcare.  I havea brotheranda sister,soweare three. | L/L | sounds.  Tomakethe learnersfeel free to playand  learn.  \*Reinvestwhat hasbeen learned:ordinal numbers,to introducetheir sistersand brothers.  \*to checkand correctthe | The board.  The bubble written onthe board.  The bookP 54  (topresentthe task ina ludic way.The teachermay provide Ls with words writtenon balls and asks each learnertoidentify the soundofhis wordandputitin | V.  V. A  K. |

87

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| **15**’ | **Use** | **Tasktwo**: Ithrow theballs in the right hoop page54 | | | | | | |  | pronunciation | the rightcorner.  Shortthankyou notes |  |
|  | **/e/** | | | **/I:/** | | |
| Red  Pet Vet Ten | | | Green  Greet fifteen | | |
| Writeathank-you noteto the familymembers to speak aboutyour rolein lovingthe family and keepingyourroom tidyandclean. | | | | | | |
|  |  | **/θ/** |  | / | ð**/** |  |
| With  Grandmother  Grandfather brother | | | Both  Three | | |
| Finally,thelearners have toreadtheir  production. | | | | | | |
|  | | | | | | | | | | | | |

88

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| The teacher’scomments: | | |
| **Whatworked**  **-.........................**  **-.........................** | **Whathindered**  **-.........................**  **-.........................** | **Action points**  **-.........................**  **-.........................** |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:05**

**Lesson Focus:**Languagereinforcement

**LearningObjective:**Bytheend ofthelesson,mylearners willbeableto introducethemselves, their family members, jobs and likesusingthethree forms ofthesimplepresent tensewith appropriatearticlesand possessive adjectives inanemail.

**Target Competencies:interact**\*– interpret – **produce**

(the competencies are presentedinanintegratedwayandthe

teacher will decideon which competencyhe will focus on)

89

**Domain:**Oral – written -**Both**

**TargetStructures:**Simplepresent tensewith thethree forms**,** personal pronouns, possessive adjectives.( He....his / She.....her) and the articles a/an.

(a,anandthe)

**Materials:**Sheets of paper/ familytree/email framework.

**Cross-curricular Competencies:**

**1. Intellectualcompetency:**

- The learnercanunderstandand interpretnon-verbalmessages.

- Hecan showcreativitywhen producingoraland written messages.

**2. Methodologicalcompetency:**

- Hecan workin group.

- He mobiliseshisresourcesefficientlytoproduceapieceofwriting.

- Hecanassesshiswork.

- He can assesshispeers’work.

**3. Communicativecompetency:**

- Hecanuseinformationandcommunicationtechnologysuchasemails to communicateappropriatelywithlearnersofothercultures

**4**. **Personaland socialcompetencies:**

-Hesocialisesthroughoraland written exchanges.

**Corevalues:**

**1-**Beingresponsible.

**2-**Beinghappyand proud of belongingtoa family.

**3-**Valuingjobs.

**4-** Valuingleisuretimeactivities. (Readingbooks).

**5-** Openness totheworld (sharing informationandrespectingpeople ofothercultures.)

90

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*** |
| 1**5’** |  | **Warmup:**  The teacher puts sevenboxes on each row  ofthe class, and distributes sheets of paper  (asheet foreachlearner.)  The sheets containall the structures the teacherintroduced in thesequence. | T/L | Motivatingthe learnersto identifythe words. | Sheets ofpaperand boxes | V+ T+K |

91

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| --- | --- | --- | --- |
| he | she | is | are |
| I | my | am | his |
| her | have | has | a |
| an | the | you | your |
| who | where | what | like |
| live | love | enjoy | play |

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| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Presentation** | Eachlearnerhas to readhis word and put it in the right box.(The winner row is the  first to put all the words in the right boxes) Personal possessive tohave to be Pronouns adjectives  Verbs articles wh. Qs  The teacherinvites onelearner fromeach row to check the words in theboxes and to find thescore.  The teachercreates asituation to present the simple presenttense.  Look, this is Omar; hespeaks about his | L/L  L/L | Ls willbeable tomoveandput their wordsin therightboxes.  Elicitingfrom thelearnersto | .  PowerPointslides to | V.  V+ T+K |

92

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|  |  | likes,dislikesandhisbrother’s likesand  dislikes.  **Omar:** Hello,I amOmar.  I amAlgerian.I ………reading books.I….not…….Karate. Mybrother,Akram………  playingfootball,he……not….. watchingTV.….. you….. readingbooks?  The teacherelicits from the learners the missingwords in thebubbleto introduce the ruleofthepresent simple (PowerPoint slides)  **Omar:**  Hello,I amOmar.  I amAlgerian.I**like**reading books.I**do**not**like**boxing.  Mybrother, Akramlike**s**playing football,he**does**not**like**watching TV.**Do**you**like**readingbooks? | L/T  T/L T/L  L/T | fillinthe gaps  withtheright form  Highlightingthe ruleofthe presentsimple tensewith:I, you,heand she. | presentthe three  forms ofthe present simplewiththe pronouns I,you, he andshe  The activitywritten onthe boardoron  thePowerPointslide. | V.  V+ A |

93

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| **20’** | **Practice** | Aftergivingexamples andcheckingthe  learners’acquisition ofthepresent simple withthe three forms,theteachermoves to “practice”. Ok let’s helpAkram choosethe rightform ofthe verbs.  Akram:  Yes,youareright,Omar.  I **(like-likes)**playingfootball,I **( notlike)** watchingTV.I **(love–loves)**readingbooks, too. Myfather**(likes–like)** watchingTV.  **Task1 page56**  Now, let’s help Omarto choosethe correct word between brackets to write an email to Margaret.  HiMargaret,  Howareyou? I amhappyto introduce**my**family.Myfatherisa carpenter.**He**is47 years old.**His**nameisAhmed.My motheris**a**teacher. **She**is42.**Her**nameisMeriem.  I**have**onebrother.**His**nameisAkram.Heisa pupilatKerouaniSchool.Akram**likes**playing football.Howaboutyou? | L/L  L/L | Assessinghow wellthelearners usethepresent simpletense  withthe pronounsI and he.  Tocheckif learnerscan distinguish between personal pronounsand possessive | The activityonthe book  The learner’  copybooks | V.  V. |

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| **15’** | **Use** | Margaret knows verywell Omar. Now, she  wantsyou to introduceyourself,your familyandyourlikes. (Follow the example of Omar’semail). | |  | adjectives.  Learners willbe ableto use personal pronouns, possessive adjectives correctly. | |  | V. |
| The teacher’scomments: | | | | | | | | |
| **Whatworked**  **-.........................**  **-.........................** | | | **Whathindered**  **-.........................**  **-.........................** | | | **Action points**  **-.........................**  **-.........................** | | |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:06**

**LessonFocus:**LanguageUse

**LearningObjective:**Bytheend ofthelesson,mylearners will beableto respond to Adaku’semail, introduce themselves and talk about languages, likes, food and pets .

**Target Competencies:** interact – **interpret**\* – **produce**(the competenciesare presentedinanintegratedwayandthe teacher will decideon which competencyhe will focus on)

**Domain:**Oral – **written**– Both

**TargetStructures:**Simplepresent tense“to be”to introducehimself/herself.

Simplepresent tensewith verbs to introducelikes.

Simple presenttensetohaveto indicatethepossession ofobjects orrelationships.

**Materials:**Word SplashGame/ email template.

**Cross-curricular Competencies:**

95

**1. Intellectualcompetency:**

- The learnercan understandand interpretnon-verbalmessages.

- Hedemonstratesdegreeofautonomyinsomeareasoflearning.

**2. Methodologicalcompetency:**

-Hemobiliseshisresourcesefficientlytoproduceapieceofwriting.

-Hecanassesshiswork.

-He canassesshispeers’work.

**3. Communicative competency:**

-Hecan useinformationandcommunication technologysuchasemails to communicateappropriatelywithlearnersofothercultures

**4**. **Personalandsocialcompetencies:**

-Learnersocialisesthroughwrittenexchanges.

**Corevalues:**

**1**-Beingresponsibleforhisown learning.

**2**-Being proud ofbelongingto nation.

**3** -Valuingleisuretimeactivities.(Reading books).

**4** -Openness totheworld (sharinginformation and respectingpeopleofothercultures).

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’**  **10’** | **Pre-reading** | **Warmup:**  **Word SplashGame**  ٭Pet ٭Country  ٭Food  ٭Likes ٭from  ٭Named  To introducethekeywords, the  teacherdraws on theboard the circle above with words and makes theLsrepeat them. Eachtimethe teacher erases a word  from the circle andasks theLs to repeat them, until thelearners can repeat all the words which areerased.  ٭…. ٭Country ٭…. ٭C…….  ٭……. ٭……..  ٭Likes ٭from ٭…… ٭……  ٭……… ٭………. | T/L  L/L  L/L | Motivatingthe  learnersand activating schemata.  Ls willbeableto pronouncethe wordscorrectly andmemorise them.  Tocheckthe Ls’  understanding.  Ls willbeableto usethewordsin meaningful sentences. | The board  .  The L’s copybooks. | V.  A  V. |

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| **20’** | **During reading** | The teacherasks the learners to usethe  words from the circleinmeaningful sentences.  **Example:**  -Ilovemy**country**.  -Iam **from**Algeria.  -Ihaveacat **pet**, **named**Mimi.  -Readingbooks is oneofmy**likes**.  **Firstreading:**  The teacherasks the learners to read the  support and saywhat it is:  **a-**Letter **b-**email **c-**blog **d-**message  Who is thesender?  **Secondreading:**  The teacherasks the learners toread  Adaku’s email and puta tick in the right box.  1-Adakuisthereceiverofthise-mail. F  2-Adaku iseleven. F  3-Adaku speaksEnglish. T  5-Adaku likeswearingjeans. T  6-Adaku hasapetcat. F | L/T  T/L L/L | Ls willskimthe supportfor general information,then scanitfordetails aboutAdaku. | The book. | V. V V+A |

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| **20’** | **Postreading** | Adaku wants to know more aboutyou:  - Yourname/ age/ country/ languages/  likes, favourite foodandpet. | | L/L | Thelearnerwill beableto use appropriate simpleEnglishto introducehimself inanemail. | | Emailtemplate  . |  |
| The teacher’scomments: | | | | | | | | |
| **Whatworked**  **-.........................**  **-.........................** | | | **Whathindered**  **-.........................**  **-.........................** | | | **Actionpoints**  **-.........................**  **-.........................** | | |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:07**

**Lesson Focus:**LanguageUse

**LearningObjective:**Bytheend ofthelesson,mylearners willbeableto draw theirfamilytreesin orderto introducetheirfamilies members and jobs in an email ( attached document).

**Target Competencies:**interact– **interpret**\* – **produce**(the competenciesare presentedinanintegratedwayandthe teacher will decideon which competencyhe will focus on)

**Domain:**Oral – written- **Both**

**TargetStructures:**Simple presenttense**tobe**tointroduce oneself

Simplepresent tensewith verbs to introducelikes.

Simple presenttensetohaveto indicatethepossession ofobjects orrelationships. Personal pronouns and possessive adjectives (I/ he/she-My/his/her)

**Materials:**Songrepresentingafamily/ Margaret’s email support/ Jobs flash cards/familytreetemplate/an email template and the K.S.A (knowledge/ skills / attitudes)grid foreachgroup.

**Cross-curricular Competencies:**

99

**1. Intellectualcompetency:**

- Thelearnercan can understand andinterpretasong.

- Hedemonstrateautonomyin learning.

**2. Methodologicalcompetency:**

- Hecan workin groups.

- Hecan gatherresourcestomobilisethemefficientlytoproduceapieceofwriting.

- Hecan assesstheirclassmates’work.

**3. Communicative competency:**

- Hecan useinformationandcommunication technologysuch asemails andblogsto communicateappropriately.

4. **Personalandsocialcompetencies:**

-Hesocialisethrough sharingthetasksand collaboratingwithinthemembersof thegroup.

**Corevalues:**

**1**-Beingresponsible.

**2**-Beinghappyand proudof

belongingtoa family.

**3**-Valuingjobs.

**4** -Openness totheworld

(sharinginformation and

respectingpeopleofother

cultures).

100

learners’

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| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I**  **\*\*\*** |
| **10’**  **10’**  **10’** | **Presentation1**  **Presentation2** | **Warmup:**  The teacherinvites the learners towatchand listen to thesongand answerthequestions.  - What is thesongabout?  - How manyfamilymembers are there?  Theteachersplits thelearners intogroups of sixand provides them with two flash cards representingjobs.  Eachgroup has to mimethejobs fortheother groups. The winneris thegroupwho finds the jobs.  The teacher presents Margaret’s email and explains thenew and difficult words by giving examples.  Now, in orderto introduceyour familytreeto  Margaret, what doyou need?  Theteachersupplies each groupwith a handout representing Knowledge, skills and attitudes.  1-The learners in eachgroup haveto fill in | T/L  L/L | Activatingthe schemata.  Ina competitive andfunnyway Ls  willbeableto recallthelexis relatedto family membersand jobs.  Tohelpthe learnershave autonomyto learnhowto | Song abouta  family  https:/[/www.you](http://www.you) tube.  com/watch? v=fhgQupKiM3 c  **Or**  https:/[/www.you](http://www.you) tube.  com/watch? v=GiRUF7hvW uM  Jobs flashcards | A.  V.+A |

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| **knowledge** | **Skills** | **Attitudes** |
| Lexis relatedto  relatives:  …………………  …………………  …………  Lexis relatedto jobs:  …………………  …………………  ……  Auxiliary‘tobe’in the presentsimple with I/she/he:……… Presentsimple tense :…… Personal  pronouns :…… Possessive  adjectives :….  Numbers  ………… | Greeting  ………………  … Introducing  myrelatives  ……………  ……. | Being  polite  ………  …… Valuing  family  ………  …… Valuing jobs  ……  ……  … |

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| **20’**  **20’** | **Practice**  **Useand correction** | this table beforetheystart writing.  2-The learners haveto decideon one learner’s familyand start gathering information and materials to introducethis familytoMargaret.  The teacherencourages eachgroup to writean email and draw the familytree. | L/L  L/L L/L | learn.  Ls willbeableto | .  The handouts | V.  V +T |

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|  |  | The learners will havetheopportunityto  presentandassess thegroups’productions. The teacherselects oneproductionto be corrected on theboard (the learners canalso beinvolved in co-assessment). | |  | | collaborate,  gather informationand producea piece ofwriting(an email)using correctand appropriate language). | Posters to draw family tree.  An email template. |  |
| The teacher’scomments: | | | | | | | | |
| **Whatworked**  **-.........................**  **-.........................** | | | **Whathindered**  **-.........................**  **-.........................** | | **Action points**  **-.........................**  **-.........................** | | | |

**\*VAKT: V**isual, **a**uditory,**k**inaesthetic,**t**actile.

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

\*\*\***M.I:**Multipleintelligences

**Level: Ms 1**

**Sequence:02 Lesson:08**

**LessonFocus:**LanguageUse

**LearningObjective:**Bytheend ofthelesson,mylearners willbeableintroducethemselves onan international friendship blog.

**Target Competencies:interact**– interpret – **produce.**(the competencies are presentedinanintegratedwayandthe teacher will decideon which competencyhe will focus on)

**Domains:**Oral –**Written**-Both

**TargetStructures:**personal pronoun:”I”, possessive adjectives: “My”+to be inthe simple present.

I+to have (simple present) I+to like(simplepresent)

**Materials:**video song about friendship **/**Blogtemplate and support / pictureof Algerian flag andmap / ...

**Cross-curricular Competencies:**

103

**1- Intellectualcompetency:**

- The learnercaninterpretasongand sortoutmannersofa good friend.

- Hecan showcreativitywhen designinghis/herown blog.

**2- Methodological competency:**

- The learnercanusestrategies forwriting.

- Hecan assesshimself.

- Hecan mobilisetheacquiredresources.

**Core values :**

**1-** Assertingone’sidentityandbehavingwith self-confidence.

**2-** Beingproud ofbelongingto anation.

**3-** Valuinganddevelopingfriendship atthe internationallevel

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| **3 - Communicative competency:**  -Hecan use information and communicationtechnologysuch asblogs tointeractwithlearnersofothercultures.  - Hecan processdigitaldata in English.  **4 -Personalandsocialcompetencies:**  -Thelearnercan socialisethroughwrittenexchanges.  - Hecan developattitudesof friendship. | | |  | | | | |
| **Time** | **Framework** | **Procedure** | | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I\*\*\*** |
| **10’**  **10’** | **Pre-writing** | **Warmup:**  Theteacherwritesontheboardtheword  “Friendship”andaskshislearnerswhatthisword means forthem.  Theteacherlistsdown all thewords given bythe learners ontheboard.  T:Do you have friends?Are they good orbad? You should havegood friends.  T:NowLet’swatchandlistento asongand list down thecharacteristicsofagood friend.  T correctswiththehelpof the learners(smiles/  shares/kind/helpful...  T :Wherecanyoumake friends?  L:atschool/neighbours/othertownsand other countries. | | L/L  \*\*  L/L | Toencouragethe learnersto interactorally  andtalkabout friendship.  Tomakethe learnersawareof themain characteristicsof  a good friend | Asong:what makes a good friend?  https:/[/www.y](http://www.y)outube.com/w atch?v=avHdx  18pi\_U  . | V+ A |

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| **20’** | **Whilewriting** | T:Howcan you make friendsfromothercountries?  Howdo you communicate?  L:emails/Facebook/Skype/blogs... Which languagedo you use?  Whatand whydo you write?  T:Today, you aregoingtointroduceyourselfon an internationalschoolfriendship blog.  Be agood friend , prepare yourown blogand write aboutyour:  - Name– age– country-school– class.  - Languages-religion-  - Likes– dislikes  - Favourite food.  You canillustrateyou blogwith pictures  (Theteachermovesaroundandhelpsthelearners).  Now, it’stime tocheck,reviseandcorrectyour mistakesbeforeeditingyour finaldraft. | T/L L/T  T/L T/L  L/L | Showinglearners theimportanceof theopennessto  theworldto  interactorallyor  In writing.  Helpingthe learnersto organisetheir ideasbeforethey start writing.  Toenhance learnersto show creativity  Toinvolvethe learnersin self assessmentand correction. | ShowingJack’s SmithBlog as a model page 58  Ls.Production | A  A  +V  V. |

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| **10’** | **Revising, correcting and**  **editingthe finaldraft** | ***Assessment grid for thesituationofintegration***  ***withcriteria*** | | | | T/L | Theteacherwill usethis gridto assessthe learners’ production. | Assessmentgrid |  |
|  | **Criteria** | **Indicators**  **The learner:** |  |
| 1.Relevance | 1.candesigna blog.  2.canintroduce himself  3.cantalk abouthispreferences,likes |
| 2.Use ofcorrect linguistic tools/consistency | 1.canuse mechanics of writing  2.canuse the presentsimple tobe/to have/tolike  3.canuse the appropriate article |
| 3.Coherence | 1.canuse logical organisationof ideas.  2.can use meaningfulsentences.  3-canuse appropriate linkingwords. |
| 4.Cross-curricular competencies | 1.candemonstrate autonomyinusing language tocommunicate  2.canuse ICT(blogs) |
| 5.Values | 1.canassert hispersonalidentity  2.candemonstrate attitudes of respect. |
| 6.Excellence | 1.his workis well preparedandwell presented  2.His productionshows creativity. |
| The teacher’scomments: | | | | | | | | | |

**Whatworked**

**-.........................**

**-.........................**

**Whathindered**

**-.........................**

**-.........................**

**Action points**

**-.........................**

**-.........................**

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

\*\*\***M.I:**Multipleintelligences