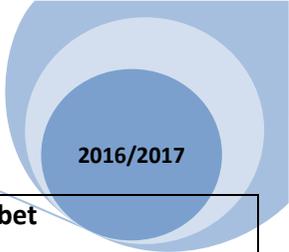


Teacher : Ghoues Mohamed Amine		Pre-sequence : Now We Have English Lesson : The English Alphabet		Level : 1MS	
Lexis : Alphabet, vowels, consonants, capital and small letters		Pronunciation : pronouncing the English alphabet		Skills : Four Macro-skills :reading , listening, speaking and writing	
Grammar : The English Alphabet : vowels, consonants, capital and small letters)				VAKT : Visual : pictures and white board Audio: ABC Song	
Cross-curricular Competencies : 1) Intellectual Competency : understand and interpret non-verbal messages 2) Methodological Competency : learners can work in groups 3) Communicative Competency : learners can process digital data in English 4) Personal and Social Competency: learners socialise through oral and written exchanges.				Core Values : -National Identity :being proud of Arabic and Amazigh () -Citizenship: being a literate citizen -Openness to the world : learning a new language	
Communication Learning Objective : The English Alphabet Situation of Communication : letters Reference : dreamEnglish.com Learning Objective : By the end of the session, learners will be able to utter, say and write the English alphabet.			Context : Capital Letters : A-B-C-D...Z vowels : a-e-i-o-u-y Small Letters : a-b-c-d...z Consonants : All 20 letters left of the Alphabet		
		Procedure			
Time	Interaction	Teacher's Performance		Learners' task	Board Plan
10'	T-L	Lead in : *Greeting my students and try to draw distinctions and similarities that exist between The French and English Alphabet (like pronunciation and spelling).		Learners just listen to both songs.	*Writing the date. *Writing Pre-sequence and lesson



<p>25'</p>	<p>Both L-T/T-L</p>	<p>Presentation :</p> <ul style="list-style-type: none"> • I invite some learners to sing the song of The French Alphabet • I play to songs (French/English Alphabet songs) • I play the song of the English Alphabet Again. • I draw a table of all the English Alphabet (capital and small letters) • I draw their attention that English letters are written the same way as in French ,respecting spelling rules (lines on their copy books) • I invite them all to sing the ABC song again, and then I select some to do it individually. • I draw a small table of vowels and consonants (the same in French too) <p>Practice :</p> <p>Learners sing the song with the correct pronunciation.</p> <p>I read the alphabet ,and in each letter ,they tell me whether (V or C ,both stand for vowel and consonant, respectively)</p> <p>Produce :</p> <p>I invite them to copy the whole lesson on their copy books.</p>	<p>Learners pronounce the entire alphabet in French then English.</p> <p>Learners sing</p> <p>Learners sing again then answer (whether C or V)</p> <p>Learners write the lesson</p>	<p>The English Alphabet</p> <p>*Drawing a table of two columns, capital and small letters.</p> <table border="1" data-bbox="1731 443 2190 592"> <thead> <tr> <th>Capital Letters</th> <th>Small Letters</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>a</td> </tr> <tr> <td>B</td> <td>b</td> </tr> <tr> <td>C</td> <td>c</td> </tr> </tbody> </table> <p>* Drawing a small table ,vowels and consonants</p> <table border="1" data-bbox="1731 770 2190 876"> <thead> <tr> <th>Vowels</th> <th>Consonants</th> </tr> </thead> <tbody> <tr> <td>a-e-i-o-u-y</td> <td>20 letters left</td> </tr> </tbody> </table>	Capital Letters	Small Letters	A	a	B	b	C	c	Vowels	Consonants	a-e-i-o-u-y	20 letters left
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