**Layout of a sequence:**

**suggested lesson plans**

**Level: Ms 1**

**Sequence : 02 Lesson: 01**

**Lesson Focus:** Language learning

**Learning Objective:** By the end of the lesson, my learners will be able to name some jobs using the articles (a , an and the), personal pronouns he/ she and possessive adjectives his / her.

**Target Competencies:** interact – **interpret** – produce.(the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written - **Both**

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

(a, an and the)

**Materials:** Sheets of paper / family tree / pictures of jobs

**Cross-curricular Competencies:**

67

**1. Intellectual competency:**

- The learner can interpret verbal messages to get information.

- He can show creativity when producing his own examples in post listening.

**2. Methodological competency:**

- The learner can work in pairs.

- He can use strategies for listening and interpreting oral discourse.

**Core values :**

**1**- Valuing and respecting

relatives.

**2**- Being proud of belonging to a family.

**3**- Valuing jobs.

68

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\***  **M .I \*\*\*** |
| **10’**  **10’** | **Pre- listening** | **Warm up:**  The teacher distributes sheets of paper  containing letters, and asks the learners to work in pairs and form words using those letters. The winner will be the pair who finds the longest word that contains all the letters.  M L F I Y A Expected words:  I / My / am/ family / Mali /  The teacher draws on the board the graphic organiser and elicits from the learners the words they might already know :  relatives  age family jobs  The teacher explains and introduces the new | L/L  \*\*  L/L  L/T | Brainstorming, revising and recalling the previous words.  Presenting the new lexis about family, relatives and jobs.  Identifying the use of personal pronouns and possessive adjectives with male and | Sheets of paper.  Graphic organiser  On the board or written on the copybooks | V+ T  V |

69

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Listening** | lexis and key words needed in the listening  phase with the personal pronouns “he”, “she” and the possessive adjectives “his” and “her”.  Mentioning the use of articles: “a”, “an” and  “the”.  Task 4. page 50.  The first listening( listening for a purpose):  dialogue page 48  The teacher asks the learners to listen to the dialogue and answer the questions:  Who is speaking?  What are they speaking about? Is Omar polite with Peter?  The second listening:  The teacher reads the dialogue again and asks his /her learners to listen and fill in the | L/T  T/L L/L  T/L  L/L | female.  Interpreting an oral  conversation for general information.  Eliciting then giving the rule of articles.  Checking how well they can use the articles appropriately  Using strategies for listening  and interpreting an oral discourse. | Books  Oral dialogue. | A  A  A |

70

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **15’** | **Post- listening** | table.  Teacher asks the learners to think of the other relatives, work in pairs, gather information in a table, ask and answer about their names and jobs. | | L/L | | Identifying  relatives, names, jobs, pets.  Checking and showing degrees of  autonomy in the use of personal pronouns “he” “she” and their possessive adjectives. | Role play |  |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................**  **-........................** | | **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:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 02**

**Lesson Focus:** Language learning / use

**Learning Objective:** By the end of the lesson, my learners will be able to ask and answer about age using numbers from 13 to 100 and rank people according to their age.

**Target Competencies: interact** – interpret – produce.(the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domain: Oral** – written - Both

**Target Structures:** cardinal and ordinal numbers

**Materials:** Songs / paper strips

**Cross-curricular Competencies:**

71

**1- Intellectual competency:**

- The learner can understand and interpret verbal and non verbal messages.

**2- Methodological competency:**

- He can work in pairs.

- He can use strategies for listening and taking turn to answer.

**3- Communicative competency:**

-The learner can use numbers in English to communicate.

**4- Personal and social competency**

-The learner can be keen on promoting co-learning.

**Core values :**

**1-** Respect

**2-** Being honest

**3-** Greeting

72

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’**  **10’** | **Presentation:** | **Warm up:**  The teacher invites one learner to revise the English alphabet with him/her by taking turn and saying the letters one by one.  Teacher: **A** Pupil: **B** T:**C** L:**D** T:**E** L:**F** ..... The teacher asks the learners to play the  game in pairs and the winner is the pair who  finishes first without mistakes.  L1: A L2: B L1: C L2: D L1: E L2:F  .........  The teacher may revise the numbers from 1 to  13 using the same game.  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 teacher presents a song about numbers | T/L  \*\*  L / L L/L L/T | Brainstorming, revising the English alphabet letters.  Revising the numbers acquired before to pave the way to the presentation of the second part of the numbers with the ordinal numbers.  Presenting the numbers | Song about numbers  https:/[/www.youtu](http://www.youtu) be.com/watch?v=e  0dJWfQHF8Y | A  A |

73

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Practice** | and asks the learners to repeat it. (just the  needed numbers)  Then, the teacher writes the numbers in order on the board and presents the ordinal numbers.  Teacher uses the situation on the book (Omar greeting his grandmother).  **Task one:** Through Role Play, the teacher asks the learners to ask and answer about one’s age.  **Teacher:** I am twenty- two and twenty-four. What is my age?  **Learner 1:** You are forty-six.  **Teacher:** That’s right.  **Teacher:** My father is ........... and ........ . How old is he?  **Learner 2**: He is ...... **Learner:** ...... **Learner:** ........ | T/L  L/L  L/L | through a song  Using the  ordinal numbers in a context (the family) Demonstrating the value of respecting the parents.  Interacting orally using numbers.  Using strategies for listening and interpreting oral discourse | Book P52  Oral dialogue. | V.A  V  A  A |

74

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Task two:** Information gap activity.  The teacher provides each pair with two sheets of paper A and B. (the partners shouldn’t see each others’ sheets) L1 asks his partner if he can spell the first number then, he fills in the gaps. Example:  **A. B.**  **1.** I ask my partner to spell the **1.** I ask my partner to spell the  missing numbers. missing numbers.  2. I spell the numbers to my 2. I spell the numbers 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  **Task three:**  T asks his learners to look at Omar’s brothers  and sisters’ birthdays and asks the learners to rank them according to their ages.  Yacine is 18 years old. | | | | L/L | Promoting co-  learning in writing numbers in full and revising the alphabet letters.  Checking whether learners can use the ordinal numbers. | **(A)** and **(B)** handouts for each pair  Book | T V  V  A |
|  | **Name** | **Year of birth** |  |
| Yacine | 1998 |
| Houda | 2004 |
| Omar | 2002 |
| Khaled | 2000 |
| Leila | 2006 |

75

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **15’** | **Use** | Yacine is 18 years old, he is the first child in  the family.  Khaled is 16 years old, he is the second child in the family.  Omar is14 years old, he is the the third child in the family.  Houda is 12 years old, she is the fourth child in the family.  Leila is 10 years old, she the fifth (last) child in the family.  T: Now it is your turn to introduce your family members and their age.  **A-** Work with your partner, ask and answer:  **Start like this:**  **A:** I have a grandfather. I love him very much.  He is sixty and thirteen, what is his age?  **B:** He is seventy-three. | L/L | To help the learners interact orally to play roles. Introducing the family  members’ age in a challenging way. | Role play | A |

76

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **A:** My mother is ......  **B-** Write a short description to rank your brothers and sisters according to their age. | |  | Reinvesting  what has been learned: ordinal numbers to introduce sisters and brothers. | | Short written description |  |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................**  **-.........................** | | | **Action points**  **-.........................**  **-.........................**  **-.........................** | | |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 03**

**Lesson Focus:** Language learning and Use

**Learning Objective:** By the end of the lesson, my learner will be able to introduce his/her family members names and jobs orally, using the three forms of” to be” and W.H. Qs.

**Target Competencies: interact** – interpret – **produce.** (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains: Oral** – Written - Both

**Target Structures:** Personal pronoun:” I, he, and she ” , possessive adjectives: “My, his and her” W.H Qs : What /who / the three forms of to be.

**Materials:** Family Tree Poster / Flash cards (jobs) / flash cards representing (He/ she /madam/sir / girl/ boy/man

/woman ....

**Cross-curricular Competencies:**

77

**1- Intellectual competency:**

- The learner can think and use the language to guess.

**2. Methodological competency:**

- He can work in pairs.

- He can assess peer’s work.

**3. Communicative competency:**

- He can use drama and role play to communicate appropriately

**4. Personal and social competencies:**

- He socialises through oral interaction.

- He develops attitudes of friendship.

**Core values :**

**1-** Respect of relatives

**2-** Valuing and developing friendship with neighbours , friends …

78

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’** |  | **Warm up:**  The teacher distributes a set of flash cards  for each pair of learners.  He Mr. Madam Miss Sir Father She Mrs Woman Girl Man Boy Brother Mother Sister  Omar Margaret  The teacher asks the learners to work in pairs and classify the cards in the right column | L/L  L/L | To motivate the learners and  learning.  To help the learners identify the titles and classify them appropriately (when to use” he” or “she”) | A set of flash cards for each pair of | T+V |

79

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **10’** | **Presentation** | The teacher presents bubbles with gaps to fill in ( eliciting from the learners)  **Peter:**  Hi, Omar, …… is  this on the photo ?  Oh,Yes. ……is …… father.  **Omar:** ….. name is Ahmed.  **Peter:** Is ….. a painter ?  **Omar:** No,…isn’t.  **Peter:**  ….. is ….. job?  **Omar:** ,…is a carpenter. | T/L L/T  T/L T/L  T/L L/T | Eliciting from the learners to complete the dialogue using the right W.H questions, personal pronouns and possessive adjectives. | The bubbles written on the board .  **Or**  PowerPoint slides.  Assessment grid | A+ V  V |

80

and intonation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Practice** | The teacher acts out the dialogue with the  learners. The learners act out with their partners.  The teacher asks the learners to substitute the father with :  a mother / teacher / Meriem a sister / Akram /learner  The teacher moves to free practice: Task 2. Page 57. I guess who is who.  A learner writes the names of his family members in the circles.  He swaps his sheet with his partner’s and guesses who is who.  Example:  A: Is Kamel your father? B: No, he isn’t.  A: Is he your brother? B: Yes, he is.  B: Is Sara your sister? A: Yes, she is.  The learners take turn to ask and answer till they find who all the members are. | T/L  L/L  L/L | Checking pronunciation  when acting out the dialogue.  To involve the learners in using the three forms of “to be” to guess  and identify the family members,  names and jobs. | The book  Information gap activity (page 57). | V+T M  I |

81

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Use** | The teacher may allow his learners to carry  on guessing about their jobs using the interrogative form.  You are at home with your new classmate . You show him/her the photos of your family members on your tablet.  Show the photos and introduce them  (names and jobs) | |  | | The learners will be able to reinvest what has been learned to introduce the family members in a meaningful situation. |  | A |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................** | | **Action points**  **-.........................**  **-.........................** | | | |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 L esson: 04**

**Lesson Focus:** Language using

**Learning Objective:** By the end of the lesson, my learners will be able to write and read correctly a short description about the family members using words that contain the sounds: /ð**/**, /ө/, **/e/** and **/I:/**

**Target Competencies:** interact – interpret – **produce**.(the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domain**: Oral – written -  **Both**

**Target Structures:** the sounds /ð**/**, /ө/, **/e/** and **/I:/ Materials:** Paper strips (words contain the sounds)

**Cross-curricular Competencies:**

82

**1. Intellectual competency:**

-The learner can show creativity when producing pieces of oral and written messages.

-He can identify sounds when interacting orally

**2. Methodological competency:**

- The learner can work in small groups.

- He can use strategies for listening and taking turn to answer.

- He can assess himself

- He can assess his peers

**3. Communicative competency:**

- He can pronounce words correctly to communicate appropriately.

**4**. **personal and social competencies :**

- He is aware of his role and others' role in working hard at school, and being sociable.

**Core values :**

**1.** Being responsible

**2.** Being positive

**3.** Valuing each member within

the family

83

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| 1**0’**  **10’** | **Presentation:1** | **Warm up:**  The teacher splits the class into groups of four. Each group is provided with a set of words written on sheets of paper.( The same words  for each group)  The learners spread the papers on the table face up. They have to listen to the teacher, when he pronounces a word; each learner tries to pick up that word first until the teacher finishes all the words. The group with the largest number of words is the winner.  T. asks the learners within the group to read all the words and identify the difference.  When they identify the difference , the teacher | T/L  \*\*  L/L  T/L | Activating schemata to work in small groups, through a competition.  To engage and help the learners to get listening strategies focusing on sounds.  Checking and correcting pronunciation. | A set of sheets of paper for each group.  Reading the list at random. | T  A |

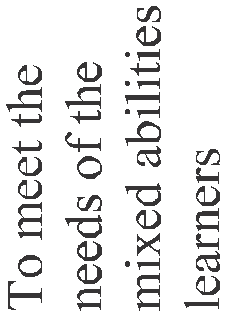








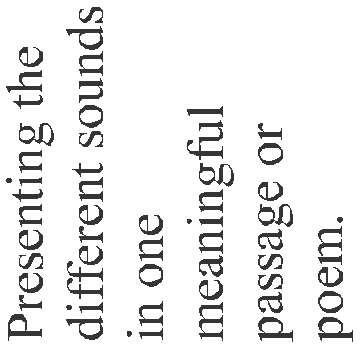




















85

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Practise** |  | **G 1**  Keep ………………….,  R…………………………  ……………………………  ………………......  ……………………………  ………… | **G 2**  Keep neat at your ………,  Read and ………. and  ……… cool.  ……the pen and think of the ……….  You are the ………, you  …….. the best. |  | L/L  L/L | To help the learners identify the sounds.  Checking how well the learners are able to distinguish between the two | Book P53  . | A T  V |
| **G 3**  Keep **(neat- net – fit )** at your school,  **(Read –ride – run )** and speak and stay **(cool - full –**  **school).**  Get **(a – the- an)** pen and think of the **(test- best – next).**  You are the best, you are the best.  The teacher reads the poem aloud and asks each learner to do the task on his/her sheet of paper.  When they finish, they have to deal with peer correction, then group correction. | | | |

86

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **15’** |  | The teacher asks the learners to read the poem  and classify the words with the sounds:  **/e/ :** get – pen- best  **/I:/** : keep – read – speak-  Remark: (the teacher has to mention the moral behind this short poem) Core values.  **Task one:**  The teacher writes on the board this bubble  and asks the learners to read it and sort out the words with the sounds : **/θ/** and/ð**/**  Hi, I am happy with my family.  I greet my grandmother and grandfather.  I respect my mum and dad, I love you both.  Hi brother, I am your sister; I need your help and care.  I have a brother and a sister, so we are three. | L/L | sounds.  To make the learners feel free to play and  learn.  \*Reinvest what has been learned: ordinal numbers, to introduce their sisters and brothers.  \* to check and correct the | The board.  The bubble written on the board.  The book P 54  (to present the task in a ludic way. The teacher may provide Ls with words written on balls and asks each learner to identify the sound of his word and put it in | V.  V. A  K. |

87

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **15**’ | **Use** | **Task two**: I throw the balls in the right hoop page 54 | | | | | | |  | pronunciation | the right corner.  Short thank you notes |  |
|  | **/e/** | | | **/I:/** | | |
| Red  Pet Vet Ten | | | Green  Greet fifteen | | |
| Write a thank-you note to the family members to speak about your role in loving the family and keeping your room tidy and clean. | | | | | | |
|  |  | **/θ/** |  | / | ð**/** |  |
| With  Grandmother  Grandfather brother | | | Both  Three | | |
| Finally, the learners have to read their  production. | | | | | | |
|  | | | | | | | | | | | | |

88

|  |  |  |
| --- | --- | --- |
| The teacher’s comments: | | |
| **What worked**  **-.........................**  **-.........................** | **What hindered**  **-.........................**  **-.........................** | **Action points**  **-.........................**  **-.........................** |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 05**

**Lesson Focus:** Language reinforcement

**Learning Objective:** By the end of the lesson, my learners will be able to introduce themselves, their family members, jobs and likes using the three forms of the simple present tense with appropriate articles and possessive adjectives in an email.

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

(the competencies are presented in an integrated way and the

teacher will decide on which competency he will focus on)

89

**Domain:** Oral – written - **Both**

**Target Structures:** Simple present tense with the three forms**,** personal pronouns, possessive adjectives.( He....his / She .....her) and the articles a/an.

(a, an and the)

**Materials:** Sheets of paper / family tree / email framework.

**Cross-curricular Competencies:**

**1. Intellectual competency:**

- The learner can understand and interpret non-verbal messages.

- He can show creativity when producing oral and written messages.

**2. Methodological competency:**

- He can work in group.

- He mobilises his resources efficiently to produce a piece of writing.

- He can assess his work.

- He can assess his peers’ work.

**3. Communicative competency:**

- He can use information and communication technology such as emails to communicate appropriately with learners of other cultures

**4**. **Personal and social competencies:**

- He socialises through oral and written exchanges.

**Core values :**

**1-** Being responsible.

**2-** Being happy and proud of belonging to a family.

**3-** Valuing jobs.

**4-** Valuing leisure time activities. (Reading books).

**5-** Openness to the world (sharing information and respecting people of other cultures.)

90

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*** |
| 1**5’** |  | **Warm up:**  The teacher puts seven boxes on each row  of the class, and distributes sheets of paper  ( a sheet for each learner.)  The sheets contain all the structures the teacher introduced in the sequence. | T/L | Motivating the learners to identify the words. | Sheets of paper and boxes | V+ T+K |

91

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Presentation** | Each learner has to read his 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 to have to be Pronouns adjectives  Verbs articles wh. Qs  The teacher invites one learner from each row to check the words in the boxes and to find the score.  The teacher creates a situation to present the simple present tense.  Look, this is Omar; he speaks about his | L/L  L/L | Ls will be able to move and put their words in the right boxes.  Eliciting from the learners to | .  PowerPoint slides to | V.  V+ T+K |

92

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | likes, dislikes and his brother’s likes and  dislikes.  **Omar:** Hello, I am Omar.  I am Algerian. I ………reading books.I …. not ……. Karate. My brother, Akram ………  playing football, he ……not ….. watching TV. ….. you ….. reading books?  The teacher elicits from the learners the missing words in the bubble to introduce the rule of the present simple (PowerPoint slides)  **Omar:**  Hello, I am Omar.  I am Algerian. I  **like** reading books. I  **do** not  **like** boxing.  My brother , Akram like**s** playing football, he  **does** not **like** watching TV.  **Do** you **like** reading books? | L/T  T/L T/L  L/T | fill in the gaps  with the right form  Highlighting the rule of the present simple tense with: I, you, he and she. | present the three  forms of the present simple with the pronouns I, you, he and she  The activity written on the board or on  the PowerPoint slide. | V.  V+ A |

93

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Practice** | After giving examples and checking the  learners’ acquisition of the present simple with the three forms, the teacher moves to “practice”. Ok let’s help Akram choose the right form of the verbs.  Akram:  Yes, you are right, Omar.  I **(like- likes)** playing football, I **( not like)** watching TV. I **(love – loves)** reading books, too . My father **(likes – like )** watching TV.  **Task 1 page 56**  Now, let’s help Omar to choose the correct word between brackets to write an email to Margaret.  Hi Margaret,  How are you? I am happy to introduce  **my** family. My father is a carpenter.  **He** is 47 years old.  **His** name is Ahmed. My mother is **a** teacher. **She** is 42.  **Her** name is Meriem.  I  **have** one brother.  **His** name is Akram. He is a pupil at Kerouani School. Akram **likes** playing football. How about you? | L/L  L/L | Assessing how well the learners use the present simple tense  with the pronouns I and he.  To check if learners can distinguish between personal pronouns and possessive | The activity on the book  The learner’  copybooks | V.  V. |

94

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **15’** | **Use** | Margaret knows very well Omar. Now, she  wants you to introduce yourself, your family and your likes. (Follow the example of Omar’s email). | |  | adjectives.  Learners will be able to use personal pronouns, possessive adjectives correctly. | |  | V. |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................** | | | **Action points**  **-.........................**  **-.........................** | | |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 06**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able to respond to Adaku’s email, introduce themselves and talk about languages, likes, food and pets .

**Target Competencies:** interact – **interpret**\* – **produce** (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domain:** Oral – **written** – Both

**Target Structures:** Simple present tense “to be” to introduce himself/herself.

Simple present tense with verbs to introduce likes.

Simple present tense to have to indicate the possession of objects or relationships.

**Materials:** Word Splash Game / email template.

**Cross-curricular Competencies:**

95

**1. Intellectual competency:**

- The learner can understand and interpret non-verbal messages.

- He demonstrates degree of autonomy in some areas of learning.

**2. Methodological competency:**

- He mobilises his resources efficiently to produce a piece of writing.

- He can assess his work.

- He can assess his peers’ work.

**3. Communicative competency:**

- He can use information and communication technology such as emails to communicate appropriately with learners of other cultures

**4**. **Personal and social competencies:**

- Learner socialises through written exchanges.

**Core values :**

**1**- Being responsible for his own learning.

**2**- Being proud of belonging to nation.

**3** -Valuing leisure time activities.(Reading books).

**4** - Openness to the world (sharing information and respecting people of other cultures).

96

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’**  **10’** | **Pre-reading** | **Warm up:**  **Word Splash Game**  ٭Pet ٭Country  ٭Food  ٭Likes ٭from  ٭Named  To introduce the key words, the  teacher draws on the board the circle above with words and makes the Ls repeat them. Each time the teacher erases a word  from the circle and asks the Ls to repeat them, until the learners can repeat all the words which are erased.  ٭…. ٭Country ٭…. ٭C…….  ٭……. ٭……..  ٭Likes ٭from ٭…… ٭……  ٭……… ٭………. | T/L  L/L  L/L | Motivating the  learners and activating schemata .  Ls will be able to pronounce the words correctly and memorise them.  To check the Ls’  understanding.  Ls will be able to use the words in meaningful sentences. | The board  .  The L’s copybooks. | V.  A  V. |

97

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **During reading** | The teacher asks the learners to use the  words from the circle in meaningful sentences.  **Example:**  - I love my **country**.  - I am **from** Algeria.  - I have a cat **pet**, **named** Mimi.  - Reading books is one of my **likes**.  **First reading:**  The teacher asks the learners to read the  support and say what it is:  **a-** Letter **b-** email **c-** blog **d-** message  Who is the sender?  **Second reading:**  The teacher asks the learners to read  Adaku’s email and put a tick in the right box.  1- Adaku is the receiver of this e-mail. F  2- Adaku is eleven. F  3- Adaku speaks English. T  5- Adaku likes wearing jeans. T  6- Adaku has a pet cat. F | L/T  T/L L/L | Ls will skim the support for general information, then scan it for details about Adaku. | The book. | V. V V+A |

98

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **20’** | **Post reading** | Adaku wants to know more about you:  - Your name/ age/ country/ languages/  likes, favourite food and pet. | | L/L | The learner will be able to use appropriate simple English to introduce himself in an email. | | Email template  . |  |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................** | | | **Action points**  **-.........................**  **-.........................** | | |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 07**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able to draw their family trees in order to introduce their families members and jobs in an email ( attached document).

**Target Competencies:** interact – **interpret**\* – **produce** (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domain:** Oral – written -  **Both**

**Target Structures:** Simple present tense **to be** to introduce oneself

Simple present tense with verbs to introduce likes.

Simple present tense to have to indicate the possession of objects or relationships. Personal pronouns and possessive adjectives (I/ he/she- My/his/her)

**Materials:** Song representing a family / Margaret’s email support/ Jobs flash cards/family tree template/an email template and the K.S.A (knowledge / skills / attitudes) grid for each group.

**Cross-curricular Competencies:**

99

**1. Intellectual competency:**

- The learner can can understand and interpret a song.

- He demonstrate autonomy in learning.

**2. Methodological competency:**

- He can work in groups.

- He can gather resources to mobilise them efficiently to produce a piece of writing.

- He can assess their classmates’ work.

**3. Communicative competency:**

- He can use information and communication technology such as emails and blogs to communicate appropriately.

4. **Personal and social competencies:**

- He socialise through sharing the tasks and collaborating within the members of the group .

**Core values :**

**1**- Being responsible.

**2**- Being happy and proud of

belonging to a family.

**3**- Valuing jobs.

**4** - Openness to the world

(sharing information and

respecting people of other

cultures).

100

learners’

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Framework** | **Procedure** | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I**  **\*\*\*** |
| **10’**  **10’**  **10’** | **Presentation1**  **Presentation 2** | **Warm up:**  The teacher invites the learners to watch and listen to the song and answer the questions.  - What is the song about?  - How many family members are there?  The teacher splits the learners into groups of six and provides them with two flash cards representing jobs.  Each group has to mime the jobs for the other groups. The winner is the group who finds the jobs.  The teacher presents Margaret’s email and explains the new and difficult words by giving examples.  Now, in order to introduce your family tree to  Margaret, what do you need?  The teacher supplies each group with a handout representing Knowledge, skills and attitudes.  1-The learners in each group have to fill in | T/L  L/L | Activating the schemata .  In a competitive and funny way Ls  will be able to recall the lexis related to family members and jobs.  To help the learners have autonomy to learn how to | Song about a  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 flash cards | A.  V.+A |

101

|  |  |  |
| --- | --- | --- |
| **knowledge** | **Skills** | **Attitudes** |
| Lexis related to  relatives:  …………………  …………………  …………  Lexis related to jobs:  …………………  …………………  ……  Auxiliary ‘to be’ in the present simple with I/she/he:……… Present simple tense : …… Personal  pronouns :…… Possessive  adjectives :….  Numbers  ………… | Greeting  ………………  … Introducing  my relatives  ……………  ……. | Being  polite  ………  …… Valuing  family  ………  …… Valuing jobs  ……  ……  … |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’**  **20’** | **Practice**  **Use and correction** | this table before they start writing.  2- The learners have to decide on one learner’s family and start gathering information and materials to introduce this family to Margaret.  The teacher encourages each group to write an email and draw the family tree. | L/L  L/L L/L | learn.  Ls will be able to | .  The handouts | V.  V + T |

102

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | The learners will have the opportunity to  present and assess the groups’ productions. The teacher selects one production to be corrected on the board (the learners can also be involved in co-assessment). | |  | | collaborate,  gather information and produce a piece of writing (an email) using correct and appropriate language). | Posters to draw family tree.  An email template. |  |
| The teacher’s comments: | | | | | | | | |
| **What worked**  **-.........................**  **-.........................** | | | **What hindered**  **-.........................**  **-.........................** | | **Action points**  **-.........................**  **-.........................** | | | |

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

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

\*\*\***M.I:** Multiple intelligences

**Level: Ms 1**

**Sequence: 02 Lesson: 08**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able introduce themselves on an international friendship blog.

**Target Competencies: interact** – interpret – **produce.**(the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – **Written** - Both

**Target Structures:** personal pronoun:” I”, possessive adjectives: “My” + to be in the simple present.

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

**Materials:** video song about friendship **/**Blog template and support / picture of Algerian flag and map / ...

**Cross-curricular Competencies:**

103

**1- Intellectual competency:**

- The learner can interpret a song and sort out manners of a good friend.

- He can show creativity when designing his/her own blog.

**2- Methodological competency:**

- The learner can use strategies for writing.

- He can assess himself.

- He can mobilise the acquired resources.

**Core values :**

**1-** Asserting one’s identity and behaving with self-confidence.

**2-** Being proud of belonging to a nation .

**3-** Valuing and developing friendship at the international level

104

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **3 - Communicative competency:**  - He can use information and communication technology such as blogs to interact with learners of other cultures.  - He can process digital data in English.  **4 - Personal and social competencies:**  - The learner can socialise through written exchanges.  - He can develop attitudes of friendship. | | |  | | | | |
| **Time** | **Framework** | **Procedure** | | **Focus** | **Objectives** | **Materials/Aids** | **VAKT\* M .I \*\*\*** |
| **10’**  **10’** | **Pre- writing** | **Warm up:**  The teacher writes on the board the word  “Friendship” and asks his learners what this word means for them.  The teacher lists down all the words given by the learners on the board.  T: Do you have friends? Are they good or bad? You should have good friends.  T: Now Let’s watch and listen to a song and list down the characteristics of a good friend.  T corrects with the help of the learners (smiles /  shares/kind /helpful ...  T : Where can you make friends?  L: at school/ neighbours/ other towns and other countries. | | L/L  \*\*  L/L | To encourage the learners to interact orally  and talk about friendship.  To make the learners aware of the main characteristics of  a good friend | A song: what makes a good friend?  https:/[/www.y](http://www.y) outube.com/w atch?v=avHdx  18pi\_U  . | V+ A |

105

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20’** | **While writing** | T: How can you make friends from other countries?  How do you communicate?  L: emails/ Facebook / Skype / blogs ... Which language do you use?  What and why do you write?  T: Today, you are going to introduce yourself on an international school friendship blog.  Be a good friend , prepare your own blog and write about your:  - Name – age – country- school – class.  - Languages- religion -  - Likes – dislikes  - Favourite food.  You can illustrate you blog with pictures  (The teacher moves around and helps the learners ).  Now, it’s time to check, revise and correct your mistakes before editing your final draft. | T/L L/T  T/L T/L  L/L | Showing learners the importance of the openness to  the world to  interact orally or  In writing.  Helping the learners to organise their ideas before they start writing.  To enhance learners to show creativity  To involve the learners in self assessment and correction. | Showing Jack’s Smith Blog as a model page 58  Ls. Production | A  A  + V  V. |

106

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10’** | **Revising, correcting and**  **editing the final draft** | ***Assessment grid for the situation of integration***  ***with criteria*** | | | | T/L | The teacher will use this grid to assess the learners’ production. | Assessment grid |  |
|  | **Criteria** | **Indicators**  **The learner:** |  |
| 1. Relevance | 1. can design a blog.  2.can introduce himself  3.can talk about his preferences, likes |
| 2. Use of correct linguistic tools/consistency | 1.can use mechanics of writing  2.can use the present simple to be/to have/to like  3.can use the appropriate article |
| 3.Coherence | 1. can use logical organisation of ideas.  2. can use meaningful sentences.  3-can use appropriate linking words. |
| 4.Cross-curricular competencies | 1. can demonstrate autonomy in using language to communicate  2. can use ICT (blogs) |
| 5.Values | 1.can assert his personal identity  2.can demonstrate attitudes of respect. |
| 6.Excellence | 1. his work is well prepared and well presented  2.His production shows creativity. |
| The teacher’s comments: | | | | | | | | | |

**What worked**

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

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

**What hindered**

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

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

**Action points**

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

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

107

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

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

\*\*\***M.I:** Multiple intelligences