

MS1

2G






Sequence One

Me and my friends



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Teacher : ABOUBAKER CHOUIT

-  Listening scripts
-  Reading Texts
-  Pictures and Flashcards
-  homeworks and worksheets

Blog



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Sequence One Plan

Me and my friends

Lesson	Session	Learning Objective	framework
Starting off Situation/ Problem solving situation	01	Announcement of the project Initial Situation You are new in this school , your teacher of English wants to know about you ,write a short note in which you give him /her the following information : name,age,city, country, telephone number ,.....)	TBL
Installing Resources Situation			
I listen and Do I	02	SWBAT demonstrate their ability to greet and introduce themselves	PDP
I Pronounce	03	SWBAT discover the sounds : /i/ /ei/ /ai/ then pronouncing words and develop their listening and speaking skill	PPU
I Practise I	04	SWBAT put capital letters and punctuations in an accurate manner.	PPU
I Practise II	05	SWBAT introduce themselves using the present simple : am /is/ live and the personal pronoun I and possessive adjective My / Your and to communicate effectively and introduce oneself and What to ask for information	PPU
I Read and do	08	SWBAT to able to interpret a written message about introducing oneself.	PDP
I Learn to Integrate	09	Situation of Integration SWBAT mobilize their resources to present themselves in a school blog to its members.	PDP
I Think and Write	10/11	Situation of Assessment SWBAT mobilize their resources to design his ID card in order to borrow books from the school library.	PDP



Lesson Plan



T: Aboubaker-Chouit	S: Dridi Saadi Middle School	Level: 4MS
Sequence : 04 Online Travelling	Lesson: *Announcement the project *Launching the initial situation	Framework : TBL

Learning Objective(s): By the end of the sequence my Ls will be involved and put into problematic situations and declare the communicated tasks to be dealt into learning objectives and lessons in the sequence.

Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: WB- Ls' Copybook +flashcards +Data show
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Target Structures: lexis and expressions related to greeting and introducing oneself.

Cross Curricular Competencies

Core values

- * **Intel:** L can use his critical thinking skills when gathering information for learning and project work.
- L can understand, interpret verbal texts.
- L can solve problem situations using a variety of communication means.
- * **Meth:** -L can work in pairs or in groups.
- * **Com:** -L can use a role play to communicate appropriately
- * **Per and Soc:** -L can show responsibility towards team work.

- Being polite.
- Openness to the world
- Developing friendship
- Behaving as a responsible

Time	Framework	Procedure	Focus	Objectives	Aids	VA KT
	<p>Warming up</p> <p>Pre presenting</p>	<p>T: Greets his Ls, they respond .</p> <p>-T-Shows some pictures to his Ls, then asks his them some questions.</p> <p>-T-* what do these pictures represent for you? * what's the relationship between these pictures?</p> <p>-T-writes the situation on the board then asks them to read it and try to complete the diagram below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You are new in this school , your teacher of English wants to know about you ,write a short note in which you give him /her the following information : name,age,city, country, telephone number ,.....)</p> </div> <p>T: Asks Ls to read and underline the key words; name,age,city, country, telephone number ,.....)</p> <p>T: Splits the class into groups Ls starts to collect ideas and -T- checks.</p> <p>T: Invites the Ls to read their products.</p>	<p>T→L</p> <p>T→L</p> <p>T→L L→T</p>	<p>Leading in</p> <p>Setting a good atmosphere</p> <p>To introduce the problem And expose Ls to it</p> <p>activate their Imagination and prior Knowledge</p>	<p>WB- Ls' Copybook +book+ Pictures</p> <p>WB- Ls' Copybook +book+ Pictures</p>	<p>A</p> <p>A V</p> <p>V A K</p>



<p>Post presenting</p>	<div style="text-align: center;"> <pre> graph TD Me((Me)) --> age Me --> Name Me --> City Me --> country </pre> </div> <p>-T-Asks Ls to copy down the situation on their copybooks.</p>	<p>L→T</p>	<p>To generate solve the problem and find solutions</p>	<p>WB- Ls' Copybook +book+ Pictures</p>	<p>V A K</p>
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The Teacher's comments



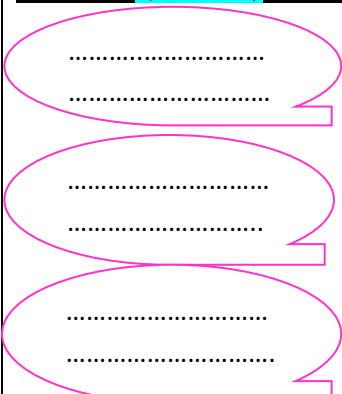
What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....



Lesson Plan



Level: 1MS		S/ Dridi Saadi Middle School		T: A-Chouit		
Sequence: 01 Me and my friends		Lesson: 01 I listen and do		Framework : PDP		
Objective (s): By the end of this lesson my Ls will be able to t greet and introduce themselves						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures-Flash cards-Copybook-Book		
Language tools (target structures): lexis and expression related to greeting (hi..) Personal pronoun I / to be ; am , is/what /my/your Punctuation signs/capitalization						
Cross Curricular Competencies					Core values	
<ul style="list-style-type: none"> - Intel: L can interpret and use verbal and non verbal messages. - Meth: -L can work in pairs or in groups. - L can use listening strategies. - Com: -L can work in pairs or in a group to communicate appropriately. - Per and soc: -L can socializes through oral messages 					<ul style="list-style-type: none"> -Being polite. - Openness to the world -Developing friendship -Behaving as a responsible 	
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warm-up	<p>-T- greets his Ls, they respond.</p> <p>Stage One:</p> <p>-T-Write these letters on the board then he asks his Ls to try to form the word(they've already seen it in pre-sequence)</p> <p>-T-Circles the word greeting what is greeting in Arabic ?</p> <div style="text-align: center;"> </div> <p>-T-Sticks a picture of a group of pupils in the schoolyard on the board, then he asks thses questions: What do you see? Where are they? Where are they?</p> <div style="text-align: center;"> </div>	T→L T→L	<p>Introduci ng the new sequence</p> <p>Attractin g Them to the new topic</p>	Posters +W B	V
10°	Pre listening					V-A
25°	While listening	<p>Task One: (oral) I listen and put the words in the correct order</p> <p>1- Am _ hi _ . _ Riazan _ I 2- Lina _ hello_ my _ is _ name - , 3- To- glad- meet- you-.-</p> <p>TPS Think-Pair-Share)</p> <p>Task Two:(written)I listen again and find the synonyms of</p> <p>Hi =..... Nice to meet you =</p> <p>TPS Think-Pair-Share)</p>	T→L L→T	<p>Simple drilling</p> <p>Get new vocabs</p>	WB+ Ls' book and copybo oks	V A K

20°	Post listening	<p>Task Three: (written) I complete the dialogue You: hello , name..... Margaret. What is name ? Your friend: Hi , Akram . You : To meet Your friend : to meet Too -T-Invites his Ls to act the dialogue with in pairs.</p>	L→T	dialogue completion and practicing using the target language	W-B+ Ls' book and copybooks	V A K
10°	Presentation	<p>Stage Two:</p>  <p>-T- Blows three balloons and write on the three sounds /ai/ /ei/ /i/ .</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">/i/</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">/ai/</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">/ei/</div> </div>	T→L	Presenting the new sounds in a context	W B	V-A
05°	Practice	<p>-T-Invites his Ls to listen to the poem and try To discriminate between the three sounds.</p> <p>Task 01: (oral) 02p37 TPS Think-Pair-Share Task 01: (written) 02p38</p> <div style="margin-top: 20px;">  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> /i/ /ei/ /ai/ </div> </div>	T→L L→T	Practice the new sounds .	WB+ Ls' book and copybooks	V A K
10°	Use	<p>TPS Think-Pair-Share -T-Invites his Ls to copy down on their copybooks</p>	L→T	Use of the new sounds	W-B+ Ls' book and copybooks	V A K

The Teacher's comments		
What Worked	What hindered	Action Points
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Hi, I am Razane,
What is your name ?

Hello, my name is
Lina


Hi, my name is
Rafik

Hi, I am Rania



Lesson Plan



Level: 1MS		S-Dridi Saadi Middle School		T: A-Chouit		
Sequence: 01 Me and my friends		Lesson: I Practise		Framework : PPP		
Objective (s): By the end of this lesson my Ls will be able to discover where to put capital letters and punctuations in an accurate manner.						
Language tools (target structures): Punctuation signs/capitalisation. The three sounds /ai/ /ei/ /i/ .						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures-Flash cards-Copybook-Book		
Cross Curricular Competencies				Core values		
<ul style="list-style-type: none"> - Intel. Learner can interpret and use verbal and non verbal messages. - Meth: He can work in pairs or in groups. He can use listening strategies. - Com: He can use punctuation signs appropriately. He can pronounce sounds appropriately. - Per and soc: Socializes through oral messages 				<ul style="list-style-type: none"> -Being polite. - Openness to the world -Developing friendship -Behaving as a responsible 		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05°	Warm-up	<p>-T- greets his learners Ls, they respond</p> <p>-T-Chooses two Ls to greet and introduce themselves</p> <p>-T-Writes the following example on the board then highlights the punctuation signs and the capitals.</p> <p>PIASP</p> <p>Presenation</p> <p>Hello,my name is Selma.What's yours?</p> <p>↓ ↓ ↓ ↓ ↓</p> <p>H , Isolation S . ?</p> <p>↓ ↓ Analysis ↓ ↓</p> <p>Capital comma Capital full stop question mark</p> <p>Letter Letter</p> <p>Stating Rule</p> <p><u>A Capital letter</u></p> <p>* proper noun,country ,town Amine-Boudoukha-Algeria .</p> <p>*I</p> <p>*To start a sentence He's smart.</p> <p>Punctuation signs:</p> <p>* (.) a full stop to finish a sentence I like Algeria..</p> <p>* (,) a comma to mark a pause</p> <p>* (!) exclamation mark: Hello ! / Hi , welcome!</p> <p>* (?)a question mark to ask a question What is your name ?</p>	T→L	<p>To pave the way</p> <p>To introduce the punctuati on signs/ capitalizat ion</p> <p>To familiariz e the learners with punctuati on signs</p> <p>To highlight rules</p>	W B	V V-A
15°	Presenation		T→L			
15°	Practice	<p>Practice</p> <p>Task One: (oral) I correct the mistake</p> <p>my name is nora ?</p> <p>Hello? I'm sami !</p> <p>what is your name!</p> <p>TPS Think-Pair-Share)</p> <p>Task Two:(written) I supply the capitalization and the right punctuation</p>	T→L L→T	<p>To check and consolidat e</p> <p>To consolidat e and reinforce</p>	WB+ Ls' book and copyb ooks	V A K

25°	Use	<p>Hello my name is asma what is your name hi asma i'm fatima</p> <p>Asma:.....</p> <p>Fatima:.....</p> <p>TPS Think-Pair-Share</p> <p>-T-Invites his Ls to act the dialogue with in pairs.</p> <p> </p> <p>-T-Invites his Ls to copy down on their copybooks.</p>	L→T	To produce a meaningful dialogue and act it out	W-B+ Ls' book and copybooks	V A K
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The Teacher's comments		
What Worked	What hindered	Action Points
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>




<p>Rule :</p> <p><u>A Capital letter</u></p> <p>* proper noun, country ,town Amine-Boudoukha-Algeria .</p> <p>* I</p> <p>* To start a sentence He's smart.</p> <hr/> <p><u>Punctuation signs:</u></p> <p>* <u>(.)</u> a full stop to finish a sentence I like Algeria..</p> <p>* <u>(,)</u> a comma to mark a pause</p> <p>* <u>(!)</u> exclamation mark: Hello ! / Hi , welcome!</p> <p>* <u>(?)</u> a question mark to ask a question What is your name ?</p>



Lesson Plan


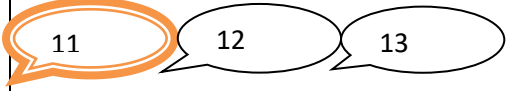





Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit															
Sequence: 01 Me and my friends		Lesson: 03 I Practise		Framework : PPU															
Objective (s): By the end of this lesson my Ls will be able to introduce themselves using 1) use the present simple : am /is/ live and the personal pronoun I and possessive adjective My /Your 2) to communicate effectively and introduce oneself and What to ask for information																			
Language tools (target structures): lexis and expression related to personal pronoun I /To be ; am /is/what /my/your																			
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.															
Cross Curricular Competencies				Core values															
<ul style="list-style-type: none"> - Intel. Learner can interpret and use verbal and non verbal messages. Shows creativity when producing his own examples in use. - Meth: He can work in pairs or in groups. He can use strategies for listening and interpreting oral discourse. - Com: he can use personal information to communicate with others - Per and soc: Socializes through oral messages 				<ul style="list-style-type: none"> -Being polite. - Openness to the world -Developing friendship -Behaving as a responsible 															
Time	Framework	Procedure		Focus	Objectives	Aids	VA KT												
05°	Warm-up	<p>-T- Greets his learners Ls, they respond</p> <p>-T- Pins a picture of a boy: This is Ali , he is chatting with a new friend from America on Skype.</p> <p>-T- Writes on the board Ali's email.And invites his Ls to find the missing words (Missing words game)</p> <p>Presentation</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <p>Hello ,..... name Ali,.... am from Algeria ,I live in skikda ,I love my city,I am a pupil. is your name?</p> </div> 		T→L	<p>To interact with learners and make them feel at ease</p>		V												
20°	Presentati on	<p>-T- Writes the following example on the board then highlights words the punctuation signs and the capitals.</p> <p>Isolation: Ls read the isolated words my ,is,I,am,your ,live,in,love,what</p> <p>Stating the rules</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grammar tools</th> <th style="text-align: left;">Examples</th> </tr> </thead> <tbody> <tr> <td>My /your (Possessive adjectives)</td> <td>My name is Djamel. Your name is Rachid</td> </tr> <tr> <td>I(personal pronouns)</td> <td>I am kamel I 'm 10 I like Algeria</td> </tr> <tr> <td>Am (aux to be)</td> <td>I am(I'm)</td> </tr> <tr> <td>Live /love (verbs)</td> <td>I live in Oran I love Algeria</td> </tr> <tr> <td>What(question word)</td> <td>What is your name?</td> </tr> </tbody> </table>		Grammar tools	Examples	My /your (Possessive adjectives)	My name is Djamel. Your name is Rachid	I(personal pronouns)	I am kamel I 'm 10 I like Algeria	Am (aux to be)	I am (I'm)	Live /love (verbs)	I live in Oran I love Algeria	What(question word)	What is your name?	T→L	<p>To pave the way</p> <p>Presenting the new words in a context</p> <p>To elicit the target structure</p> <p>Analyze and deduce</p> <p>Discovring the language</p>	W B	V- A
Grammar tools	Examples																		
My /your (Possessive adjectives)	My name is Djamel. Your name is Rachid																		
I(personal pronouns)	I am kamel I 'm 10 I like Algeria																		
Am (aux to be)	I am (I'm)																		
Live /love (verbs)	I live in Oran I love Algeria																		
What(question word)	What is your name?																		



Lesson Plan





Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit		
Sequence: 01 Me and my friends		Lesson: 04 I read and do		Framework : PDP		
Objective (s): By the end of this lesson my Ls will be able to interpret a written message about introducing oneself.						
Language tools (target structures): lexis and expression related to personal pronoun I /To be ; am /what /my/your Punctuation signs/ capitalization						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.		
Cross Curricular Competencies				Core values		
<ul style="list-style-type: none"> - Intel. Learner can interpret written messages. Shows creativity when producing his own examples in use. - Meth: He can work in pairs or in groups. He can use strategies for reading and interpreting written text . - Com: He can use personal information to communicate with others from different cultures. - Per and soc: Socializes through written messages 				<ul style="list-style-type: none"> -Being polite. -Openness to the world -Developing friendship -Pride of national identity -Behaving as a responsible 		
Time	Framework	Procedure	Focus	Objectives	Aids	VA KT
05°	Warming -Up	-T- Greets his learners Ls, they respond	T→L	Establish a good classroom atmosphere		A V
10°	Pre- reading	-T- Presents the pictures of Razane and Susan.  -T- Asks questions to illicit from the Ls. What Razane and Susan are doing? -T- Says : Razane and Susan are chatting on Face-book (using gestures) -T-Gives them some pieces of advice about the danger of the net and chatting with unknown persons -T- Invites his Ls to open their books on p41 , read the texts and do the tasks Task One: Oral p41 I read and colour the correct answer 1- Razan is :  2- Sussan is from :  TPS Think-Pair-Share) -T- Invites his Ls to read again and do this task. Task Two : Oral I answer with True or False				
25°	During- reading		T→L L→T	Scanning and exploiting the text	WB+Pic tures +Ls' books+ course book	V A K
				Checking understan ding		

<p>20°</p> <p>Post-reading</p> <p></p>	<p>1-Razan lives in Skikda. 2-Razan is a teacher. 3-Susan is 13.</p> <p>TPS Think-Pair-Share)</p> <p>Task Three : (Written)a-I read and complete the chart</p> <table border="1" data-bbox="319 291 885 358"> <tr> <th>name</th> <th>age</th> <th>occupation</th> <th>Country</th> <th>city</th> </tr> <tr> <td></td> <td></td> <td>a pupil</td> <td></td> <td></td> </tr> </table> <p>b-I complete the message</p> <div data-bbox="255 414 845 683" style="border: 1px solid blue; border-radius: 50%; padding: 10px; background-color: #e0f0ff;"> <p>Hello , my name is..... .I am I am fromand I live inI am a pupil at Middle</p> </div> <p></p> <p>TPS Think-Pair-Share)</p> <p>-T- Invites his Ls to copy down on their copybooks.</p>	name	age	occupation	Country	city			a pupil			<p>L→T</p>	<p>Filling a table of personal data</p> <p>Producing a Written message In which they introduce themselves</p>	<p>WB+Pictures +Ls' Course books</p>	<p>V A K</p>
name	age	occupation	Country	city											
		a pupil													

The Teacher's comments

What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

<p>25°</p>	<p>Post-writing</p> 	<p>The groups write the final draft and present their work in front of their classmates to be assessed</p> <p>-T-Selects a work to be written on the board.</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; background-color: #fff9e6; margin: 10px auto; width: 80%;"> <p>Hi everyone ,</p> <p>My name is Sami. I am 13 years old. I live in Skikda. I am a pupil in middle school .Nice to meet you all</p> <p style="text-align: center;">Sami</p> </div> <p>-T- Invites his Ls to copy down on their copybooks.</p>	<p>L→T</p>	<p>To enhance Ls to show creativity</p> <p>Producing a Written piece</p> 	<p>WB+Pictures +Ls' Course books</p>	<p>V A K</p>
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The Teacher's comments		
What Worked	What hindered	Action Points
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



My Blog



Hi everyone ,

My name is Sami. I am 13 years old. I live in Skikda. I am a pupil in middle school .Nice to meet you all

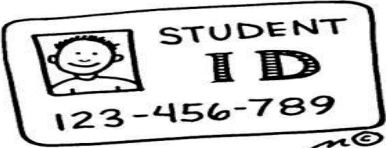
Sami





Lesson Plan



Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit		
Sequence: 01 Me and my friends		Lesson: 06 I think and write		Framework : PDP		
Objective (s): By the end of this lesson my Ls will be able to introduce themselves in a form of an ID card.						
Language tools (target structures): lexis and expression related to I/(to be) is-am /my-your /Punctuation signs/ capitalization-ID card...						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.		
Cross Curricular Competencies				Core values		
<ul style="list-style-type: none"> - Intel. Learner can interpret verbal and non-verbal messages. Shows creativity when producing his own examples in use. - Meth:He can mobilize the required resources to produce a written message He shows creativity in writing - Com: He can use ICT to communicate with others. He uses ID card. - Per and soc: Socializes through written messages 				<ul style="list-style-type: none"> -Being polite. -Openness to the world . -Developing friendship. -Pride of national identity. -Behaving as a responsible. 		
Time	Framework	Procedure	Focuss	Objectives	Aids	VA KT
05°	Warming -Up	-T- Greets his learners Ls, they respond	T→L	Establish a good classroom Atmosphere		A V
10°	Pre-writing	<p>-T-Pins these pictures on the WB then asks these questions:</p>  <p>Do you know what do these pictures represent? -T- These are called ID card. Who has an ID card? -T-Writes the situation on the WB then explains it.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>The library worker ask you to present your ID card in order to borrow books</p> </div>	T→L	Interacting	Pictures +WB	A V
20°	During-writing	<p>Drafting With the help of the T, Ls start drafting.</p> <p>Editing -T-Helps his Ls to find and correct errors and mistakes especially spelling.</p> <p>Publishing The Ls write the final draft and present their work in front of their classmates to be assessed</p>	T→L L→T	Giving an idea about what required from	WB+ Pictures +Ls' books	V A K
				To enhance Ls to show		

○

○

First Name :

Family name :

Age :

Class :

School :

Town :

Phone number:

L→T

creativity

WB+
Picture
s +Ls'
Course
books

V
A
K


Producing
a Written
piece

-T- Collects Ls' work to be corrected at home evaluation grid

Criteria	Indicators
<u>1-Relevance</u>	1-the learner can fill an ID and introduce him/herself
<u>2-Correct use of linguistic resources</u>	1-the learner can use : The present simple to be ,to live/2-s/he uses personal pronouns /3-possessive adjective:my/the good use of the punctuation signs and capitalization
<u>3-Coherence</u>	1-the learner can organize his ideas/2-the learner can write simple sentences
<u>4-Cross-curricular competences :</u>	1-s/he shows ability to use ICTs to communicate with the others 2-s/he can produce a written message
<u>5-Values</u>	1-respect and being polite 2- socialising through written exchanges
<u>6-Excellence</u>	1-he/she shows creativity in his /her writing

The Teacher's comments

What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

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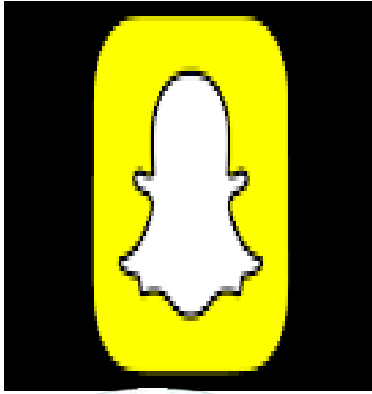
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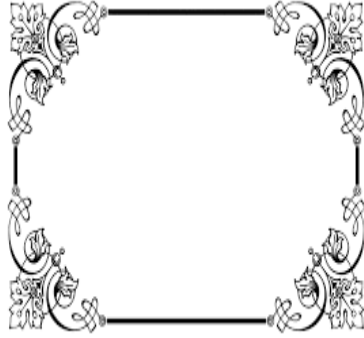
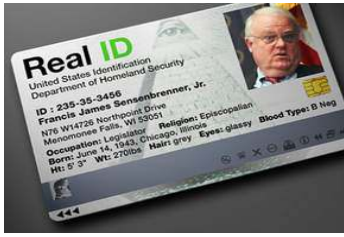
Don't forget us in your dua'a may Allah bless you all

Sequence one flash cards





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Susan



Razane

