

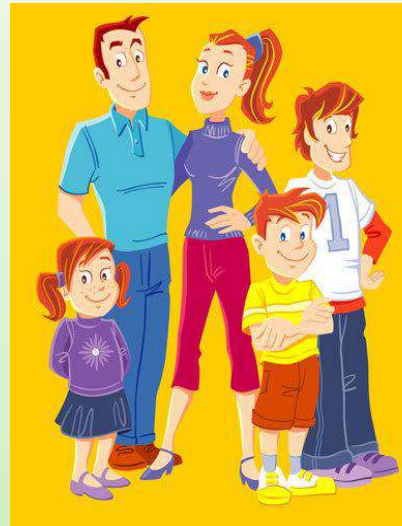
Sequence Two



LEVEL: MIDDLE SCHOOL
YEAR ONE



TEACHER: MRS.
GHANIA
BELLOUCHE /
MERZOUKI



Me and
my
Family

MS1 Sequence Two MAP

Session	Lesson		Learning objectives
Session 01	Initial situation	PPU	Starting off situation/ Introducing the sequence topic.
Session 02	Lesson 01: I listen and do (1)	PDP	Introduce family members using present simple of the verb (to be).
Session 03	Lesson 02: I practise (1)	PPU	Introduce family members, ask about age and know the cardinal numbers to 100.
Session 04	Lesson 02: I practise (2)	PPU	Introduce family members, ask about order and use ordinal numbers.
Session 05	Lesson 03: I listen and do (2)	PDP	Introduce family, jobs, articles (a, an, the), pronouns (he/she) and possessive adjectives.
Session 06	Lesson 04: I practise	PPU	Family, jobs, possessives and present simple of the verb (to have got).
Session 07	Lesson 05: I practise	PDP	Family, jobs, present simple of the verbs (to be) and (to have got) with WH-question words.
Session 08	Lesson 06: I pronounce	PPU	Discriminate between the sounds /θ/ and /ð/, the sounds /e/ and /ɪ:/.
Session 09	Lesson 07: I practise	PPU	Introducing family, jobs, likes and use of present simple with appropriate articles and possessive adjectives.
Session 10	Lesson 08: I learn to integrate	PPP	(GROUP WORK) Learners will write an e-mail and attach a family tree picture
Session 11	Lesson 09: I think and write	PPP	Solve the initial situation: Introduce oneself on an International friendship blog
Session 12	Lesson 10: I can do		Self assessment/ remedial work
Session 13	Lesson 11: I play and enjoy		Remedial work through fun and games.
Session 14	Lesson 12: Project presentation		Making a family tree and introducing a family member.

Sequence Two lessons plan

SEQUENCE TWO OBJECTIVES AND FUNCTIONS

<u>Learning objectives</u>	<u>Communicative tasks</u>	<u>Grammar</u>	<u>Lexis</u>	<u>Pronounce</u>
<ul style="list-style-type: none"> ✎ Introduce family members ✎ Talk about jobs ✎ Give inf/respond to qq about my relative, age, work place. ✎ Ask about age and job. 	<ul style="list-style-type: none"> ✎ Labelling ✎ Role play ✎ Dialogue completion ✎ Act out a conversation ✎ Matching ✎ Completing a grid 	<ul style="list-style-type: none"> ✎ The present simple of the verb "to be" (three forms) ✎ The present simple of the verb "to have got" ✎ The personal pronoun ✎ Possessive adjectives ✎ Numbers from 14 to 100. ✎ The ordinal numbers. ✎ Definite and indefinite articles. ✎ Question words (who, what, where). 	<ul style="list-style-type: none"> ✎ Related to family: Father /grandmother ✎ Related to job: - teacher/ butcher/ painter ✎ Related to age: - He's 60. - How old are you? ✎ Related to likes: - I like swimming. 	<ul style="list-style-type: none"> ✎ Discriminate between the sounds: /θ/ and /ð/ The sounds: /e/ and /ɪ/

By the end of this sequence, my learners will be able to talk about their family members, giving their names, age and job by writing letters and e-mails and interpreting passages. As they will value their relatives, feel proud of them; and socialise with people.

The four situations

The screenshot shows the homepage of a website titled "OUR COMMUNITY". The page features a navigation menu with links for Home, About Us, Contact Us, and a search bar. A large banner image shows three children smiling. Below the banner are several content blocks, including a "Learning Zone" with a cartoon character and a "Contact Us" form. A red box highlights the text "1. The Initial Problem Solving Situation". A blue box contains text explaining the purpose of the International Friendship Blog.

1. The Initial Problem Solving Situation

Pupils from all over the world introduce themselves on an International Friendship Blog; you want to introduce yourself to make new friends and practise your English. But you don't know how to connect to the blog and post your information. Ask your parent; teacher to help you and show you how to log into the blog and post the needed information

2. The learning situations to install the resources/ apprenticeship

The Family of Isabel & Stephen Ananian

1. Your brother has got a pen friend who wants to know about your family. Help him introduce your family members and make your family tree, using appropriate verb form of the verb "to be".

Grandchildren are the dessert in the banquet of life and great-grandchildren are the icing on the cake! S.C.A.

2. For the best school job exhibition your sister wants to talk about your father's job. Help her to write a short introduction about your father and the job he does; using appropriate form of the verbs "to have got", articles and possessives.

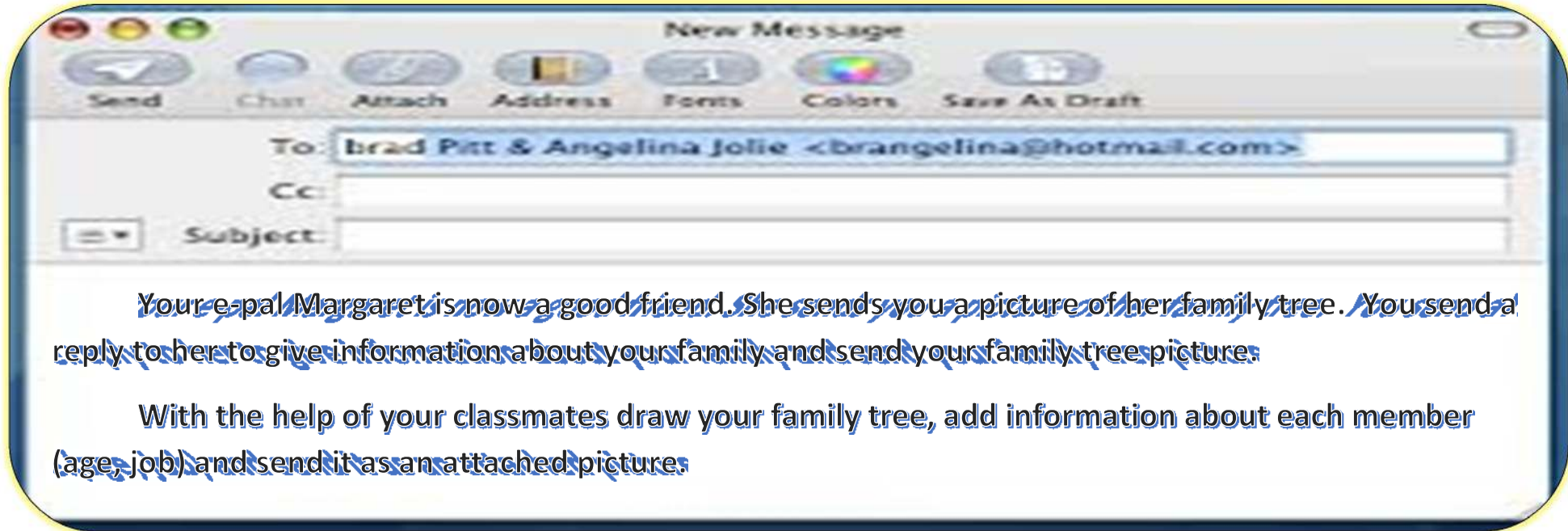
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3. Your school organises a race competition. Your classmate is asked to classify the competitors, but he doesn't know how to do. Help him order the competitors starting from the first winner and giving their age.

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3. Your School Magazine organises "The best family member's presentation poster" Competition. Your classmates decide to make a poster about your brother. But they don't know how and what to do. Help them by giving the right information and the use of appropriate present simple tense, job, articles, pronouns and possessives.

3. Learning how to integrate situation/ Group work



4. Target situation for assessment/ Integration (Individual work)

Practice Problems for
Solve the initial problem situation: Introduce myself on an international friendship blog.
CREATIVITY
SOLVING

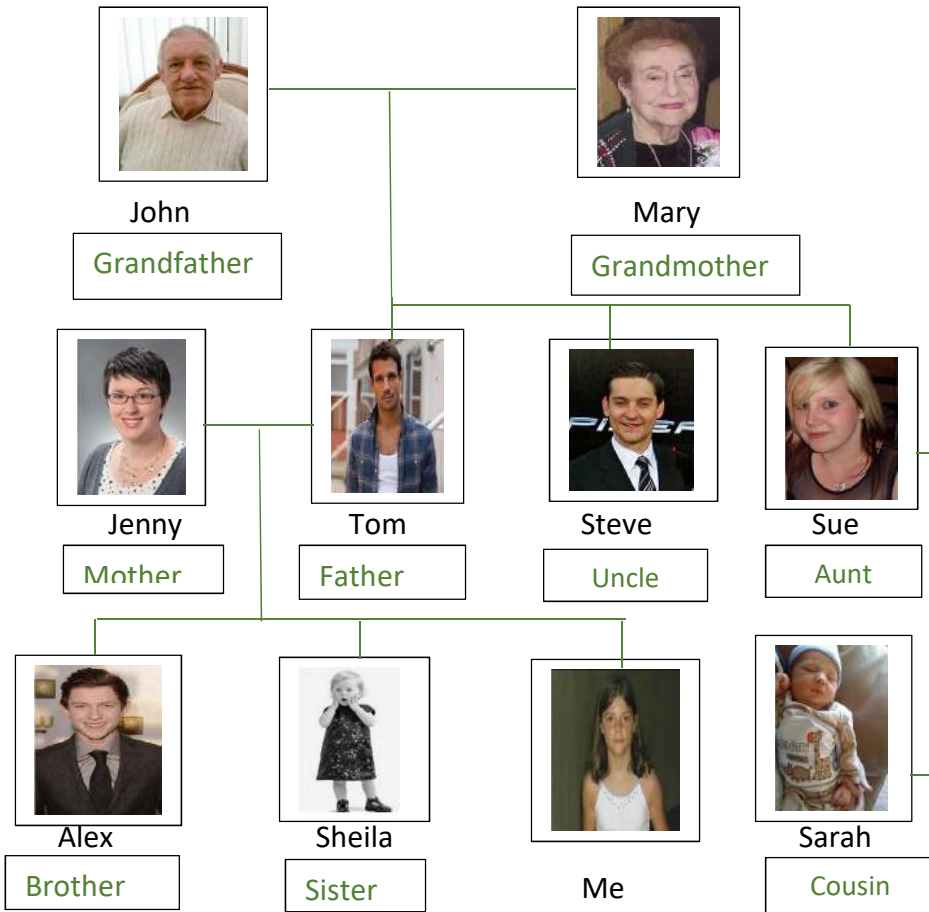
Sequence Two	Lesson focus	Domain	Target competencies
Lesson 01 I listen and do Frame : PDP	<ul style="list-style-type: none"> Language Learning 	<ul style="list-style-type: none"> Oral- written- <u>Both</u> 	<ul style="list-style-type: none"> Interact- <u>interpret- produce</u>
Learning objectives	Materials	Target structure	
By the end of this lesson , my learners will be able to: <ul style="list-style-type: none"> Introduce their family members. Ask and answer about family members. Use appropriate form of the verb «to be ». Make their family tree. 	<ul style="list-style-type: none"> Whiteboard Worksheet & script A family song A family tree with pictures 	<ul style="list-style-type: none"> This is my..... My mother is..... Is he your cousin? Mary is not my mother. 	
Cross- curricular Competencies	Core values		
<ul style="list-style-type: none"> 1- Intellectual Competency: <ul style="list-style-type: none"> The learner can show creativity when producing his own examples in post-listening. He can understand and interpret verbal and non-verbal messages. 2- Methodological Competency: <ul style="list-style-type: none"> He can work in pairs. He can use strategies for listening and interpreting oral discourse. 3- Communicative Competency: <ul style="list-style-type: none"> He can play roles to communicate appropriately. 4- Personal and social Competencies: <ul style="list-style-type: none"> He socialises through oral or written exchanges. 	<ul style="list-style-type: none"> Valuing and respecting relatives. Valuing knowing people. Being proud of belonging to a family. 		

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	-T/ invites learners to watch the family song and sing. Learners repeat with the singer and pay attention to the pictures in the video. -T/ points to two kids in the class and asks about the relation between them. T: Who is Nassim? PP: He is Yacine's brother. T: Who is Siline? PP: She is Lala's sister.	T/PP T/PP	To warm up learners. To engage them in the topic.	Video song Data show Realia	V+A+K
10'	Pre-listening	-T/ distributes the worksheets and asks Ls to do task1 Task1: I order the words alphabetically. <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px 10px;">Father</div> <div style="border: 1px solid black; padding: 2px 10px;">Mother</div> <div style="border: 1px solid black; padding: 2px 10px;">Grandfather</div> <div style="border: 1px solid black; padding: 2px 10px;">Sister</div> <div style="border: 1px solid black; padding: 2px 10px;">Aunt</div> <div style="border: 1px solid black; padding: 2px 10px;">Grandmother</div> </div> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Brother</div> <div style="border: 1px solid black; padding: 2px 10px;">Uncle</div> <div style="border: 1px solid black; padding: 2px 10px;">Cousin</div> </div>	T/PP PP/PP	To consolidate the alphabet & introduce new lexis	Worksheet Whiteboard	V+A+K+T
5'	During-listening	-T/ invites Ls to do task2, but before doing it, sticks a family tree on the board and shows the persons on it, asking Ls to repeat each name. T/ explains that Stella is introducing herself and family to her classmates, Ls need the words used in Task1 to fill the following tree. Task2: I listen and complete Stella's family tree	T/PP	To facilitate the task to Ls through knowing English names.		V+A

Hello! My name is Stella Jones. I am 12 years old. I am English. I am a pupil at St Peter School. My father is Tom and my mother is Jenny. My brother Alex is a student at university. My sister Sheila is 4 years old. My grandfather is John and my grandmother is Mary. I love my family.

During listening

5



-T/ asks Ls to compare their answers with their partners before correcting on the board. Then, T/ asks Ls to correct using strips of words to stick on the tree sheet.

-T/ focuses on the new lexis and incites Ls to repeat each word.

-T/ invites Ls to do task3; explaining again the words "true" and "false" to help them do it.

-T/ asks Ls to compare their answers with their mates before sharing with the whole class.

PP/PP

To encourage peer correction

T/PP

To get the right pronunciation

To check comprehension
To encourage peer correction

T/PP

Script
Worksheet
Family tree
Strips of words

V+A

V+A+K

V+A

Script
Worksheet
Family tree

V+A+K

During listening

Task3: I listen again and say if these statements are “true” or “false”.

1. Stella is Swedish. ⇒ False
2. Mary is her mother. ⇒ False
3. Sheila is 4 years old. ⇒ True
4. Alex is her brother. ⇒ True

-T/ invites Ls to do task4, explaining the instruction and helping. And always asks Ls to share their answers in pairs

Task4: I listen again and look at Stella’s family tree to answer the questions.

1. Stella are you American? ⇒ No, I am not. I’m English.
2. Is Mary your grandmother? ⇒ Yes, she is.
3. Is Alex your cousin? ⇒ No, he is not. He is my brother.
4. Are we German? ⇒ No, we are not. We are English.
5. Am I Polish? ⇒ No, you are not. You are English.
6. Is Sheila 6? ⇒ No, she is not. She is 4.

-T/ attracts Ls’ attention to the highlighted words on the board and asks Ls questions about their origin to get them understand :

T: Are you from Canada?

L: No, we are not

T: Where are you from, then?

L: We are from Algeria.

T: Great, look at the sentences and Tell me what the words in green are.

L: No and not.

T: Good, what do you think they mean?

L: negative form (in L1)

T: Ok, I give you sentences and make them negative

-T/ shows sheets of sentences and Ls interact orally while giving the negative form.

I am Canadian

He is my father

She is my sister

It is a marker

You are teachers

We are Tunisian

They are brothers

-T/ invites Ls to do task5, but before doing it writes an example on the board and asks them to notice what happens.

You are a pupil. ⇒ Are you a pupil?

T/PP

PP/PP

T/PP

T/PP

To check comprehension
To encourage peer correction

To attract Ls’ attention to negative form of the verb to be

To practise the negative form of to be

To attract Ls’ attention to interrogative form of the verb to be

Script
Worksheet
Family tree
Whiteboard

Whiteboard
Highlighted words

Strips of sentences

Whiteboard

V+A+K

V+A

V+A



V+A

<p>10'</p> <p>10'</p>	<p>During listening</p> <p>Post-listening</p>	<p>T: what type of sentence is Are you a pupil? L: It is a question. T: what punctuation mark we use in question? L: Question mark. T: Great, compare the sentence one and the sentence two and tell me what the difference between them is. L: the subject and verb change places (in L1). T: Good! That's right we inverse the verb "to be" and the subject when we ask questions. Task5: I turn these sentences into interrogative form</p> <ol style="list-style-type: none"> 1. I am English. ⇒ Am I English? 2. Mary is my grandmother. ⇒ Is Mary my/your grandmother? 3. Steve is my uncle. ⇒ Is Steve my/your uncle? 4. Tom is my father. ⇒ Is Tom my/your father? 5. We are English. ⇒ Are we/you English? 6. The Johnsons are Welsh. ⇒ Are the Johnsons Welsh? <p>-After peer correction, T/ asks Ls to draw the rule of the negative and interrogative form of the verb « to be » asking them to give the affirmative form and singing "the verb to be song". -T/ invites Ls to look at the family tree and say who Steve, Sue and Sarah are to Stella. Task7: I draw my own family tree. I give the names of my mother, father, sisters and brothers and grandparents if I have. I use pictures if possible.</p>	<p>T/PP</p> <p>PP/PP</p> <p>T/PP</p> <p>PP</p>	<p>To practise the interrogative form of the verb to be</p> <p>Elicit the rule</p> <p>To know relatives through interpreting</p> <p>To invest what they learnt</p>	<p>Worksheet Whiteboard</p> <p>Worksheet Whiteboard</p> <p>Worksheet Family tree</p>	<p>V+A+K</p> <p>V+A+K</p>
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The Teacher's comments

What worked	What hindered	Action plans
<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>

Sequence Two	Lesson focus	Domain	Target competencies
Lesson 02 I practise (1) Frame : PPU	Language Learning/ use	Oral- written- <u>Both</u>	<u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: Ask and answer about age, using numbers from 13 to 100. Solve mathematical equations. Introduce other family relations and pronouns He/She.		Whiteboard Worksheet / paper strips A numbers song Flashcards	I'm 14 How old are you? Is he 50? She is 10 and 11.
Cross- curricular Competencies		Core values	
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: He can use numbers in English to communicate appropriately. 4- Personal and social Competencies: He can be keen on promoting co-learning.		Respect. Being honest. Greeting.	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	<p>-T/ invites a learner to revise the English alphabet with him/her by taking turn and saying the letters one by one. T: A L: B T: C L: D T: E L: F</p> <p>-T/ 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</p> <p>-T/ invites Ls to revise the numbers from 1 to 13 using the same game. T: 1 L: 2 T: 3 L: 4 T: 5 L: 6</p> <p>L1: 1 L2: 2 L1: 3 L2: 4 L1: 5 L2: 6</p>	T/PP PP/PP T/PP PP/PP	Brainstorming, revising the alphabet letters Revising the numbers acquired before to pave the way to the 2 nd part of numbers		A
10'	Presentation	-T/ presents a song about the numbers and asks Ls to repeat it. Then, T/ writes the numbers in order on the board. And invites Ls to repeat.	T/PP	Presenting the numbers through a song	Video song about numbers Data show	A
10'	Practice	<p>Task one: T/ uses the situation on the book (task5 p51), but making a slight change. And invites Ls to look at the pictures and the examples provided to play the role to ask and answer about one's age.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Grandmother/ 20 + 60</p> </div> <div style="text-align: center;">  <p>Husband/ 12 + 32</p> </div> </div> <p>T: This is my grandmother. She is 20 and 60. How old is she? L: She's 80. T: This is my husband. He is 12 and 32. How old is he? L: He's 44.</p>	T/PP	Using strategies for listening and interpreting oral discourse. To help Ls interact orally to play roles. Introducing the family members in a challenging way.	Pictures Whiteboard Oral dialogue Strips of words Family tree	V+A

Practice



Wife/ 15 + 23

UNCLE



Baby Sign Language



Nephew/ 9 + 7



Grandson/ 3 + 5



Daughter/ 4 + 3

aunt



Baby Sign Language



Niece/ 6 + 6

-T/ invites Ls to find the relation between the grandparents and the daughter while noticing the relation with the grandson. T/ uses again the family tree and attracts Ls attention to the different relations.

-T/ asks Ls to do the following task, explaining the mathematical symbols
Task two: I read these equations, write in numbers then I find the solutions.

Seven \times three = $\Rightarrow 7 \times 3 = \dots\dots\dots$ (seven times three equals)

Ten \times ten = $\Rightarrow \dots\dots\dots$

Fifty-four + fourteen = $\Rightarrow \dots\dots\dots$

A hundred – twenty-seven = $\Rightarrow \dots\dots\dots$

Sixty-three + seventeen = $\Rightarrow \dots\dots\dots$

Eighty-four \div four = $\Rightarrow \dots\dots\dots$

PP/PP

T/PP

T/PP


To practise the numbers and know the mathematical symbols in English

Worksheet
Whiteboard
Flashcards

V+A

V+A+K

10'

5'	<p>Practice</p>	<p>Ninety-nine – thirty-four = ⇒</p> <p>Forty ÷ five = ⇒</p> <p>-T/invites Ls to check their answers before sharing with the whole class.</p> <p>-T/ invites Ls to do the following task, helping them with an answer.</p> <p>Task three: I match words and numbers.</p>  <p>-T/ invites Ls to compare their answers and correct each other before sharing with the whole class.</p> <p>-T/ invites Ls to do the oral task of playing roles asking and answering about their age.</p> <p>Task four: I play the role with my partner, I ask him/her about his/her age and he/she asks me about mine.</p> <p>Me: How old are you? My partner: How old are you? My partner: I'm 11. Me: I'm 10.</p>	PP/PP	To encourage peer correction	Whiteboard Worksheet	V+A+ K
5'		<p>-T/ invites Ls to compare their answers and correct each other before sharing with the whole class.</p> <p>-T/ invites Ls to do the oral task of playing roles asking and answering about their age.</p> <p>Task four: I play the role with my partner, I ask him/her about his/her age and he/she asks me about mine.</p> <p>Me: How old are you? My partner: How old are you? My partner: I'm 11. Me: I'm 10.</p>	PP/PP	To encourage peer correction To practise the numbers and To help Ls interact orally to play roles.	Role play	V+A+K A

10'

Use

-T/ invites Ls to do the last task. Now it's your turn to introduce your family members and their age.

Task five: A) I work with my partner, ask and answer:

You: I have a grandfather. I love him very much.

He is sixty and thirteen, how old is he?

Your partner: he is seventy-three.



PP/PP

To help Ls interact orally to play roles. Introducing the family members in a challenging way.

Role play

The Teacher's comments

What worked

What hindered

Action plans

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.....
.....

Sequence Two	Lesson focus	Domain	Target competencies
Lesson 02 I practise (2) Frame : PPU	✗ Language Learning/ use	✗ Oral- written- <u>Both</u>	✗ <u>Interact- interpret-</u> produce
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: ✗ Ask and answer about ranking using ordinal numbers. ✗ Consolidate the days and the months and write the date. ✗ Rank people according to their age.		✗ Whiteboard ✗ Worksheet / paper strips ✗ ordinal numbers song ✗ Flashcards	✗ It's the first ✗ December is the last ✗ Who is the second?
Cross- curricular Competencies		Core values	
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: ✗ He can use numbers in English to communicate appropriately. 4- Personal and social Competencies: ✗ He can be keen on promoting co-learning.		✗ Respect. ✗ Being honest. ✗ Greeting.	

15

Practice

L: Sunday is **the first**. And then, they continue with the other days.

- ▲ Monday is **the second** day of the week.
- ▲ Tuesday is **the third** day of the week.
- ▲ Wednesday is **the fourth** day of the week.
- ▲ Thursday is **the fifth** day of the week.
- ▲ Friday is **the sixth** day of the week.
- ▲ Saturday is **the seventh** day of the week.



-T/ invites Ls to do the following task using the situation on the course book (task8 p53). Omar and his family greeting grandma.

Task two: I complete the table and write full sentences as in the given example.

1- Omar	2- Khaled	3- Houda	4- Yacine	5- Leila
The first	The second	The third	The fourth	The fifth
The 1 st	The 2 nd	The 3 rd	The 4 th	The 5 th

-T/ invites Ls to do the following task(task9 p 53)

Task three: I read and rank the children according to their age.

Name	Year of birth
Yacine	1998
Houda	2004
Omar	2002
Khaled	2000
Leila	2006

Yacine is 20 years old, he is **the first** child in the family.
 Khaled is 18 years old, he is **the second** child in the family.
 Omar is 16 years old, he is **the third** child in the family.
 Houda is 14 years old, she is **the fourth** child in the family.

T/PP

To help Ls interact orally to play roles. Introducing the family members in a challenging way.

Using ordinal number in a context (the family)
 Demonstrating the value of respecting the parents

PP/PP

Checking whether Ls can use the ordinal numbers.


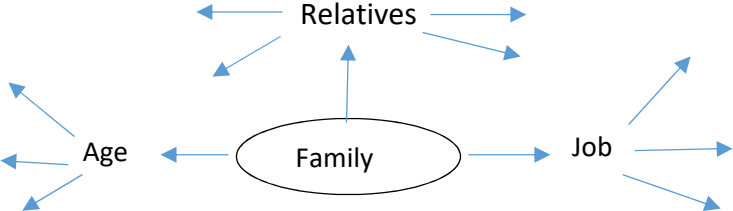
V+A

15'	Use	<p>-T/ invites Ls to do the last task. Task five: a) I write full sentences as in the example 1 October <i>is the tenth month of the year.</i> 2 July 3 September 4 December 5 August 6 November 7 April 8 May 9 February 10 June 11 January..... 12 March</p> <p>b) I write the correct date as in the example. 1) 22/2 ⇒ <i>February 22nd</i> 2) 17/6 ⇒ 3) 15/4 ⇒ 4) 31/1 ⇒ 5) 23/5 ⇒ 6) 14/7 ⇒ 7) 25/12 ⇒ 8) 13/8 ⇒ 9) 30/10 ⇒ 10) 18/3 ⇒</p> <p>Homework: I write a short paragraph to rank the members of my family according to their age.</p>	PP/PP	Reinvesting what has been learnt	Worksheet whiteboard	
		PP/PP	Consolidate the months and writing the date	Reinvesting what has been learnt ordinal numbers to introduce relatives		

The Teacher's comments

What worked	What hindered	Action plans
.....
.....
.....
.....

Sequence Two	Lesson focus	Domain	Target competencies
Lesson 03 I listen and do (2) Frame : PDP	☒ Language Learning	☒ Oral- written- <u>Both</u>	☒ Interact- <u>interpret</u> - produce
Learning objectives	Materials	Target structure	
By the end of this lesson , my learners will be able to: ☒ To name some jobs. ☒ Use the articles (a, an, and the). ☒ Use the personal pronouns he/she and the possessive adjectives his/her.	☒ Whiteboard/ data show ☒ Worksheet / paper strips ☒ song of jobs ☒ Flashcards of jobs	☒ He.....his..... ☒ She.....her..... ☒ He is an engineer. ☒ She's a/the doctor.	
Cross- curricular Competencies	Core values		
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: ☒ He can use possessive and “have got” in English to communicate appropriately. 4- Personal and social Competencies: ☒ He socialises through oral or written exchanges.	☒ Valuing and respecting others' properties. ☒ Being honest. ☒ Respecting animals (pets).		

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	<p>-T/distributes small cards of alphabet letters and asks learner 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.</p> 	T/PP PP/PP	Brainstorming, revising and recalling the previous words	Small cards	V+T
10'	Pre-listening	<p>Expected words: I/ am/ my/ film/ Mali / family.</p> <p>-T/draws on the board the graphic organiser and elicits from the Ls the words they might already know.</p> 	T/PP	Presenting the new lexis about family, relatives and jobs.	Graphic organiser on the board Strips of words	V+A
5'	During-listening	<p>-T/ explains and introduces the new lexis and key words needed in the listening phase with the words: welcome, who, nurse, old, pet.</p> <p>-T/ shows the situation on the book page 49, and explains to Ls that Omar is showing photos of his family to his friend Peter, and focus on personal pronouns he/she and possessives his/ her.</p> <p>Task one: I listen and answer the questions.</p> <p>1. Who is speaking? ☞ Omar and Peter are.</p> <p>2. What are they speaking about? ☞ They're speaking about Omar's family.</p> <p>3. Is Omar polite with Peter? ☞ Yes, he is.</p>	T/PP PP/PP	Interpreting an oral conversation for general information Using strategies for listening and interpreting	Pictures Books Oral dialogue Strips of words worksheet	A

During listening







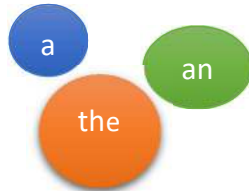




5

-T/ invites Ls to do task 4p 51.

Task four: I complete the bubbles with the appropriate article.



My brother iselectrician. He has gotcat anddog.cat is black anddog is white.



PP/PP

Checking how well they can use the articles appropriately.

Whiteboard
Worksheet
Pictures
Strips pf words

V+T

5

-T/ invites Ls to do the last listening task.

Task five: I listen and fill in the table.

Relative	Name	Job	Pet
Sister

PP/PP

Identifying relatives, names, jobs, pets

Oral dialogue worksheet

A

10'

Post-listening

-T/ asks Ls to think of the other relatives, work in pairs, gather information in a table, ask and answer about their names, ages and jobs.

Relative	Name	Age	Job
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- What is her/his name?
- How old is he/she?
- What is his/her job?



PP/PP

Checking and showing degree of autonomy in the use of personal pronouns and their possessive adjectives as well asking about age.

Worksheet
Role play

A

The Teacher's Comments

What worked

What hindered

Action plans

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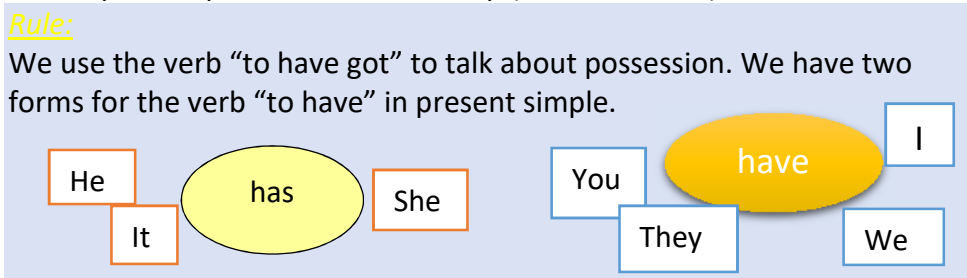
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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 04 I practise Frame : PPU	☒ Language Learning/ use	☒ Oral- written- <u>Both</u>	☒ <u>Interact- interpret-</u> <u>produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: ☒ To name some jobs with appropriate articles. ☒ Use the verb “to have got” to talk about ownership. ☒ Name some pets.		☒ Whiteboard/ data show ☒ Worksheet / paper strips ☒ song of have got with pets ☒ Flashcards of jobs	☒ I have got a cat. ☒ She has got a dog. ☒ It’s my cat. ☒ It’s her dog.
Cross- curricular Competencies		Core values	
1- Intellectual Competency: ☒ The learner can understand and interpret verbal and non-verbal messages.		☒ Valuing and respecting relatives. ☒ Valuing knowing people. ☒ Being proud of belonging to a family.	
2- Methodological Competency: ☒ He can work in pairs. ☒ He can use strategies for listening and taking turn to answer.			
3- Communicative Competency: ☒ He can use the verb “to have” to communicate appropriately.			
4- Personal and social Competencies: ☒ He socialises through oral or written exchanges.			

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	<p>-T/ splits the class into small groups and provides two groups with flashcards of jobs, while the other groups gives them name tags for jobs . Then, T calls out the job and Ls show it high.</p> <p>(Jigsaw activity) After that, T/ asks Ls to change groups and look for the pair of the cards they have. Each pair play the role: L1: What is your job? L2: I'm a doctor. L1 Share with classmates reporting what L2 said: He/ She is a doctor (using appropriate pronouns and articles).</p>	T/PP PP/PP	Brainstorming, revising and recalling the previous words	Small cards	V+T
15'	Presentation	<p>-T/ presents the new structure through a video song "I have a pet".</p> <p>Task one: a) I watch the video and name the pets I see. b) I watch the video and choose the correct word</p> <ol style="list-style-type: none"> The boy said: "I (has/have) a pet. The girl (has/have) a cat. (Has/Have) the boy a mouse? <p>-T/ asks Ls if they have got pets, then each learner says what pet he/she has. - Then, T/ talks about the video song: T: The boy said: "I have a pet" when we speak about the boy we say..... Let finish the sentence ⇒ L: He has a pet.</p> <p>-T/ invites Ls to elicit the rule by revising the present simple form of the verb "to be". T: I have a pet ⇒ It's my pet. So what does the verb have express? L: It expresses possession/ ownership (in L1 of course).</p> <p>Rule: We use the verb "to have got" to talk about possession. We have two forms for the verb "to have" in present simple.</p> 	T/PP T/PP PP/PP T/PP T/PP	Presenting the new lexis about pets and possession with the verb to have. Interact orally Eliciting the rule of the verb "to have got" To encourage peer correction	A video song worksheet	V+A A A

15'

Use

Task five: I write a short paragraph to introduce the members of my family; I say how many brothers and sisters I have. I give more information about their names, ages and jobs.



PP/PP

Showing degree of autonomy in introducing the relatives.

The Teacher's Comments

What worked

What hindered

Action plans

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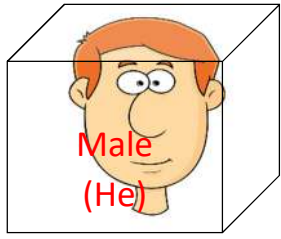
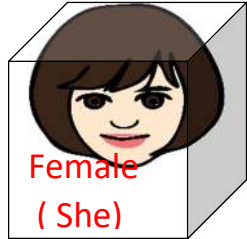

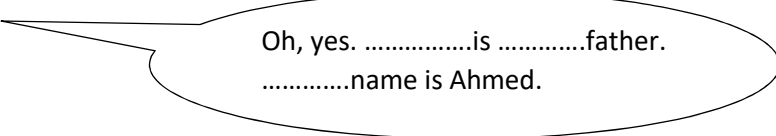
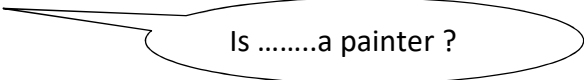
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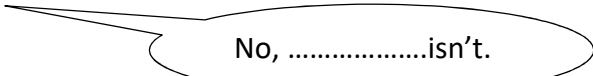
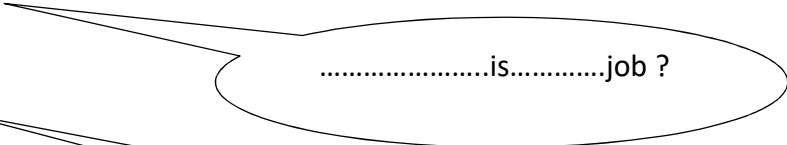
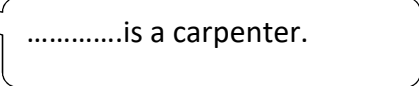
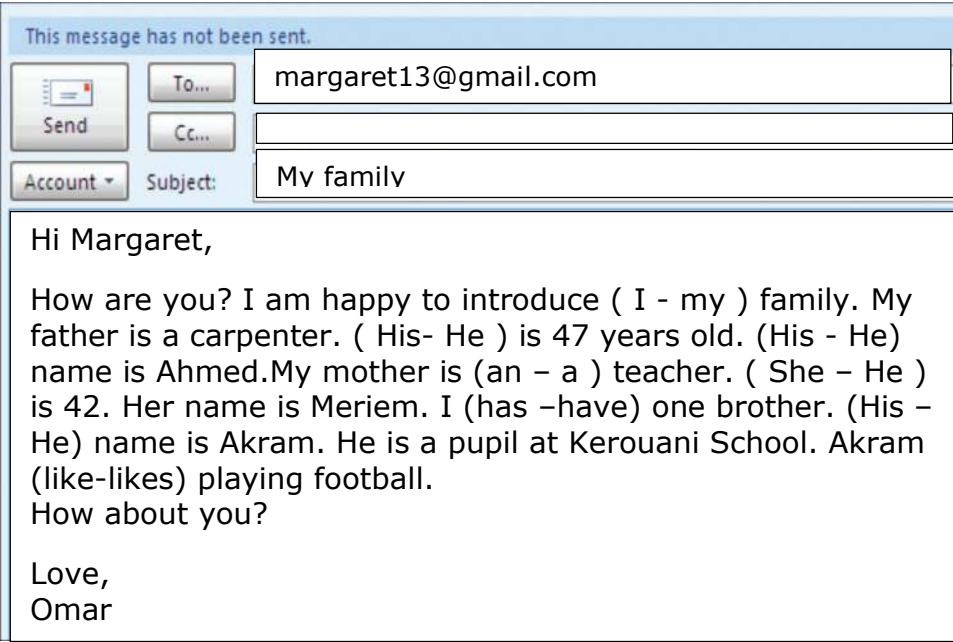
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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 05 I practise Frame : PPU	✗ Language Learning/ use	✗ Oral- written- <u>Both</u>	✗ <u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: ✗ To introduce his/her family members names and jobs orally ✗ Use the three forms of the verb “to be”. ✗ Use W.H Qs.		✗ Whiteboard/ data show ✗ Worksheet / paper strips ✗ Family tree poster ✗ Flashcards of jobs	✗ Personal pronouns. ✗ Possessive adjectives. ✗ What/ Who/ the three forms of “to be”
Cross- curricular Competencies		Core values	
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 or written exchanges. ✗ He develops attitudes of friendship.		✗ Valuing and respecting relatives. ✗ Valuing and developing friendship with friends, neighbours....	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI																
10'	Warm up	<p>-T/ distributes a set of flashcards for each pair of learners.</p> <div data-bbox="436 207 1120 654" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px;">He</td> <td style="border: 1px solid black; padding: 5px;">Mr</td> <td style="border: 1px solid black; padding: 5px;">Omar</td> <td style="border: 1px solid black; padding: 5px;">Madam</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Miss</td> <td style="border: 1px solid black; padding: 5px;">Sir</td> <td style="border: 1px solid black; padding: 5px;">Father</td> <td style="border: 1px solid black; padding: 5px;">She</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Mrs</td> <td style="border: 1px solid black; padding: 5px;">Woman</td> <td style="border: 1px solid black; padding: 5px;">Girl</td> <td style="border: 1px solid black; padding: 5px;">Margaret</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Boy</td> <td style="border: 1px solid black; padding: 5px;">Brother</td> <td style="border: 1px solid black; padding: 5px;">Mother</td> <td style="border: 1px solid black; padding: 5px;">Man</td> </tr> </table> </div> <p>-T/ asks Ls to work in pairs and classify the cards in the right box.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 718 750 957" style="text-align: center;">  <p>Male (He)</p> </div> <div data-bbox="896 718 1142 957" style="text-align: center;">  <p>Female (She)</p> </div> </div>	He	Mr	Omar	Madam	Miss	Sir	Father	She	Mrs	Woman	Girl	Margaret	Boy	Brother	Mother	Man	T/PP PP/PP	To motivate the Ls and enhance co-learning To help the Ls identify titles and classify them appropriately (when to use "he" or "she")	A set of flashcards for each pair of learners.	V+T T+V
He	Mr	Omar	Madam																			
Miss	Sir	Father	She																			
Mrs	Woman	Girl	Margaret																			
Boy	Brother	Mother	Man																			
10'	Presentation	<p>-T/ presents bubbles with gaps to fill in (eliciting from the learners)</p> <p>Peter: </p> <p>Omar: </p> <p>Peter: </p>	T/PP PP/T	Eliciting from the Ls to complete the dialogue using the right W.H.Q, personal Pr & possessives	The bubbles on big sheets stuck on the board. Strips of words.	A+ V																

20	Practice	<p>Omar: </p> <p>Peter: </p> <p>Omar: </p> <p>-T/ acts out the dialogue with the learners. The learners act out with their partners. -T/ asks Ls to substitute the father with: A mother/ teacher/ Meriem. A sister/ Akram/ a learner. Task one: I circle the correct words to help Omar write his e-mail.</p> 	T/PP PP/T T/PP PP/PP PP/PP	Checking pronunciation and intonation when acting out the dialogue Interacting orally	Assessment grid The book Information gap act 1p57	V+A V+T MI
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-T/ moves to free practice: Task2 p 58. I guess who is who.
 A L writes the names of his family members in the circles.
 He/ she swaps his sheet with his partner's and guesses who is who.
 Example:
 L1: Is Kamel your father?
 L2: No, he isn't.
 L1: Is he your brother?
 L2: Yes, he is.
 L1: Is Sara your sister?
 L2: Yes, she is.
 The learners take turn to ask and answer till they find who all the members are.
 The teacher may allow his learners to carry on guessing about their jobs using the interrogative form and illustrating with tools of jobs pictures.



A hammer
 A saw
 A brush
 A ruler

PP/PP

To involve the Ls in using the three forms of the verb "to be" to guess and identify the family members, names and jobs.

Worksheet
 Whiteboard

Worksheet
 Whiteboard

pictures
 Role play
 realia

A

15'

Use

You are at home with your new classmate. You show him/her the photos of your family members on your photo album/ tablet/ iPhone. Show the photos and introduce them (names and jobs).



The Ls will be able to reinvest what has been learned to introduce the family members in a meaningful situation.

The Teacher's Comments

What worked

What hindered

Action plans

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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 06 I pronounce Frame : PPU	<ul style="list-style-type: none"> Language use 	<ul style="list-style-type: none"> Oral- written- <u>Both</u> 	<ul style="list-style-type: none"> <u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: <ul style="list-style-type: none"> To read and write correctly a short description about the family members using words that contain the sounds /θ/, /ð/, /e/ and /ɪ/. 		<ul style="list-style-type: none"> Whiteboard Worksheet paper strips 	<ul style="list-style-type: none"> The sounds /θ/ & /ð/. The sounds /e/ & /ɪ/.
Cross- curricular Competencies		Core values	
<ul style="list-style-type: none"> 1- Intellectual Competency: <ul style="list-style-type: none"> The learner can identify sounds when interacting. The learner can show creativity when producing pieces of oral and written messages. 2- Methodological Competency: <ul style="list-style-type: none"> He can work in small groups. He can assess himself and peer's work. He can use strategies for listening and taking turn to answer. 3- Communicative Competency: <ul style="list-style-type: none"> He can pronounce words correctly to communicate appropriately. 4- Personal and social Competencies: <ul style="list-style-type: none"> He is aware of his role and others' role in working hard at school, and being sociable. 		<ul style="list-style-type: none"> Being responsible. Being positive. Valuing each member within the family. 	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI									
10'	Warm up	<p>-T/ splits the class into small groups. Each group is provided with a set of words written on a sheet of paper. (The same words for each group).</p> <div data-bbox="443 236 1102 561" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Mother</td> <td>Thursday</td> <td>Father</td> </tr> <tr> <td>Third</td> <td>Fifth</td> <td>Thank</td> </tr> <tr> <td>This</td> <td>Brother</td> <td>Fourth</td> </tr> </table> </div> <p>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.</p>	Mother	Thursday	Father	Third	Fifth	Thank	This	Brother	Fourth	T/PP PP/PP	Activating schemata to work in small groups, through a competition. To engage and help the Ls to get the listening strategies focusing on sounds.	A set of sheets of paper for each group of learners.	T
Mother	Thursday	Father													
Third	Fifth	Thank													
This	Brother	Fourth													
10'	Presentation (1)	<p>-T/ asks Ls within a group to read all the words and identify the difference. When they identify the difference, the teacher asks them to classify the flowers which represent the corresponding words in the correct vase:</p> <div data-bbox="405 986 1370 1406" style="text-align: center; margin: 10px auto;"> </div>	T/PP PP/T	Checking and correcting pronunciation	Reading the list at random.	A V A									

10	Presentation (2)	<p>-T/ provides Ls with a task which is graded for three groups:</p> <p>Group 1: The learners have to listen to the teacher and write what they hear.</p> <p>Group 2: The learners have to listen to the teacher and fill in the gaps with the missing words.</p> <p>Group 3: The learners have to listen to the teacher and choose the correct word in brackets.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="423 504 857 836" style="border: 1px solid black; padding: 5px;"> <p>G1 Keep....., R.....</p> </div> <div data-bbox="887 504 1326 836" style="border: 1px solid black; padding: 5px;"> <p>G2 Keep neat at your, Read andandcool.the pen and think of the You are the, you the best.</p> </div> </div> <div data-bbox="593 850 1144 1209" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>G3 Keep (neat-net-fit) at your school, (Read-ride- run) and speak and say (cool- full-school). Get (at-the-an) pen and think of the (test- best-next). You are the best, you are the best.</p> </div> <p>-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.</p>	T/PP PP/T PP/PP PP/PP	To meet the needs of the mixed abilities learners. Presenting the different sounds in a meaningful passage or poem. To help learners identify the sounds Checking how well Ls are able to distinguish between the two sounds.	Handouts of the activity with graded tasks Handouts: 1, 2 and 3 The book P 53	V+A M I A T V
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15'

Practice

-T/ asks Ls to read the poem and classify the words with the sounds:

/e/

Get

Pen

Best

/ɪ:/

Keep

Read

Speak

Remark: (The teacher has to mention the moral behind this short poem) Core values.

Task one: I read 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.



Task two: I throw the ball in the right hoop (task4 p 55)

Pet Fifteen Ten Green vet Greet

PP/PP

To make Ls feel free to play and learn

Worksheet
Whiteboard
The bubbles

V

PP/PP

Reinvest what has been learned: ordinal numbers, to introduce their sisters and brothers.

The book p54 (to present the task in a ludic way. T/may provide Ls with words written on balls and asks each learner to identify the sounds of his word and put it in the right corner.

V+A

K

To check and correct the pronunciation

K

/e/



Hoop "A"

/i:/



Hoop "B"

The teacher uses small basketballs to motivate the learners.

15'

Use

-T/ 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. Use the following words.

/θ/	/ð/
With Grandmother Grandfather Brother	Both Three

Finally, the learners read their production.

Short thank you note

The Teacher's Comments

What worked

What hindered

Action plans

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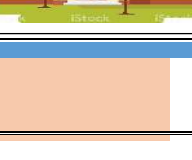

















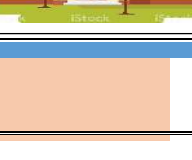

















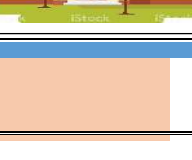
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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 07 I practise Frame : PPU	<ul style="list-style-type: none"> Language reinforcement 	<ul style="list-style-type: none"> Oral- written- <u>Both</u> 	<ul style="list-style-type: none"> <u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: <ul style="list-style-type: none"> To introduce themselves, their family members, jobs and likes using the three forms of the present simple with appropriate articles and possessive adjectives in an e-mail. 		<ul style="list-style-type: none"> Whiteboard/ data show Worksheet/ pictures video song of jobs 	<ul style="list-style-type: none"> The present simple with the three forms. The possessives& Arti.
Cross- curricular Competencies		Core values	
<p>1- Intellectual Competency:</p> <ul style="list-style-type: none"> The learner can understand and interpret non-verbal messages. The learner can show creativity when producing oral and written messages. <p>2- Methodological Competency:</p> <ul style="list-style-type: none"> He can work in small groups. He can assess himself and peer's work. He mobilises his resources efficiently to produce a piece of writing. <p>3- Communicative Competency:</p> <ul style="list-style-type: none"> He can use technology communication and information to communicate appropriately with learners of other cultures as emails. <p>4- Personal and social Competencies:</p> <p>5- He socialises through oral and written exchanges.</p>		<ul style="list-style-type: none"> Being responsible. Being happy and proud of belonging to a family. Valuing jobs. Valuing leisure time activities. (Reading books) Openness to the world (sharing information and respecting people of other cultures.) 	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI																										
10'	Warm up	<p>-T/ invites Ls to watch a video song about jobs and do the tasks. Task 1: a) I watch the video and tick in the jobs I see.</p> <table border="1" data-bbox="470 231 1205 646"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A doctor</td> <td>An architect</td> <td>A farmer</td> <td>A teacher</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A pilot</td> <td>A surgeon</td> <td>A dentist</td> <td>A carpenter</td> </tr> </table> <p>b) I match each job with the right workplace.</p> <table border="1" data-bbox="470 694 1254 1428"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>					A doctor	An architect	A farmer	A teacher					A pilot	A surgeon	A dentist	A carpenter											<p>T/PP</p> <p>PP/PP</p> <p>T/PP</p> <p>PP/T</p> <p>This</p>	<p>To help Ls identify the jobs from a song.</p> <p>To engage and help the Ls to interpret what they see and hear.</p> <p>Identifying places of work and matching them with the right occupation</p>	<p>Video song of jobs Worksheet Pictures Strips of words</p>	<p>T+V</p> <p>V+ A+ T</p> <p>V+A</p>
																																
A doctor	An architect	A farmer	A teacher																													
																																
A pilot	A surgeon	A dentist	A carpenter																													
																																
																																
																																
																																
																																

<p>10'</p> <p>10'</p>	<p>Presentatio n</p>	<p>Before doing the task, the teacher asks the learners to label the workplaces with their appropriate names, then match the pictures.</p> <p>A hospital A school A farm An airport</p> <p>An office</p> <p>The learners label the pictures and then match them with the jobs.</p> <p>-T/ creates a situation to present the simple present tense. Look, this is Omar; he speaks about his likes and dislikes and his brother's likes and dislikes. Of course, the teacher explains first the meaning of likes and dislikes through pictures and providing some leisure activities.</p> <p>Omar:</p> <p>Hello, I am Omar. I am Algerian. Ireading books. Inotkarate.</p> <p>My brother, Akramplaying football, he Notwatching TV.you</p> <p>Reading books?</p> <p>-T/ elicits from the learners the missing words in the bubble to introduce the rule of the present simple.</p> <p>Omar:</p> <p>Hello, I am Omar. I am Algerian. I like reading books. I do not like karate.</p> <p>My brother, Akram likes playing football, he does not like watching TV. Do you like reading books?</p>	<p>T/PP</p> <p>PP/PP</p> <p>PP/T</p> <p>PP/PP</p>	<p>To help Ls know the workplaces in English.</p> <p>Fill in the gaps with the right form</p> <p>Highlighting the rule of the present simple tense with all pronouns.</p>	<p>The worksheet</p> <p>Present the three forms of the present simple with all pronouns.</p> <p>The activity written on a big sheet stuck on the board Strips of words.</p>	<p>V</p> <p>V+ A</p> <p>V</p>
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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.

Task 1: I help Akram to choose the correct verb form.

Akram:

Yes, you are right, Omar.

I (**like-likes**) playing football, I (**does not- do not**) like watching TV. I (**love-loves**) reading books, too. My father (**likes- like**) watching TV.

-T/ asks Ls to look at the first task about jobs and workplace and do the following task.

Task 2: Ahmed has a homework, but his brother told him that he should make his sentences negative because they aren't right. I help him turn these sentences into negative form.

1- The doctor works in a farm. ⇨ The doctor **does not** work in a farm.

2- The farmer works in an office. ⇨ The farmer **does not** work in an office.

3- The pilot works in a hospital. ⇨ The pilot **does not** work in a hospital.

4- The teacher works in a shop. ⇨ The teacher **does not** work in a shop.

Task 3: Ahmed has a project about the jobs and their workplace. I help Ahmed to write correct sentences about the job and its place; I pay attention to the subject of each sentence. The first one is done.

1- I am a teacher, I **work in a school**.

2- Rashid is a doctor,

3- Sandra is a dentist,in a dental care.

4- You are a shop assistant,in a shop.

5- We are architects,

6- They are farmers,

Task 4: I ask my partner about his family members' jobs and answer his questions.

PP/PP

Assessing how well the Ls use the present simple tense.

V

PP/PP

To check if Ls can use the present simple appropriately

The worksheet

V+A+T

PP/PP

To practise the Aff form of the present simple with all persons.

Oral dialogue

A

PP/PP

To interact orally

15'

Use

Me: What does your father do?
 My partner: He is

Me: Where does he work?
 My partner: He works in

(Substitute father with other family members)

Margaret knows Omar very well. Now, she wants you to introduce yourself, your family and your likes. (Follow the example of Omar's e-mail p 57).



Learners will be able to use personal pronouns, possessives and jobs correctly.

V

The Teacher's Comments

What worked

What hindered

Action plans

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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 08 I read and do Frame : PDP	<ul style="list-style-type: none"> Language use 	<ul style="list-style-type: none"> Oral- <u>written</u>- Both 	<ul style="list-style-type: none"> Interact- <u>interpret</u>- <u>produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: <ul style="list-style-type: none"> To respond to Adaku's, introduce themselves and talk about languages, likes, food and pets. 		<ul style="list-style-type: none"> Word splash game E-mail template. 	<ul style="list-style-type: none"> The present simple to introduce likes. The SP of "be" & "have".
Cross- curricular Competencies		Core values	
<p>1- Intellectual Competency:</p> <ul style="list-style-type: none"> The learner can understand and interpret non-verbal messages. He demonstrates degree of autonomy in some areas of learning. <p>2- Methodological Competency:</p> <ul style="list-style-type: none"> He can assess himself and peer's work. He mobilises his resources efficiently to produce a piece of writing. <p>3- Communicative Competency:</p> <ul style="list-style-type: none"> He can use technology communication and information to communicate appropriately with learners of other cultures as emails. <p>4- Personal and social Competencies:</p> <ul style="list-style-type: none"> He socialises through oral and written exchanges. 		<ul style="list-style-type: none"> Being responsible for his own learning. Being proud of belonging to a nation. Valuing leisure time activities. (Reading books) Openness to the world (sharing information and respecting people of other cultures.) 	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	<p>-T/ invites Ls to look at the circles he draws on the board and explains the principle of the game.</p> <p style="text-align: center;">Word Splash Game</p> <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 200px; height: 200px; margin: 0 auto; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <p>*Pet *Country</p> <p>*Food</p> <p>*Likes *From</p> <p>*Named</p> </div> <p>So to introduce the key words, the teacher draws 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 they can repeat all the words which are erased.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <p>*..... *Country</p> <p>*.....</p> <p>*Likes *From</p> <p>*.....</p> </div> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <p>*..... *C.....</p> <p>*.....</p> <p>*..... *.....</p> <p>*.....</p> </div> </div>	T/PP PP/PP PP/PP	<p>Motivating Ls and activating schemata.</p> <p>Ls will be able to pronounce the words correctly and memorise them.</p> <p>To check Ls understanding</p> <p>Ls will be able to use the words in meaningful sentences</p>	The board	V A V

10'	Pre-reading	<p>T/ asks Ls to use the words from the circle in meaningful sentences:</p> <ul style="list-style-type: none"> - I love my <i>country</i>. - I am <i>from</i> Algeria. - I have a cat <i>pet, named</i> Mimi. - Reading books is one of my <i>likes</i>. 	PP/T		L's copybooks.																																	
20'	During-reading	<p>First reading: -T/ asks Ls to read the support and say what it is:</p> <p>a- a letter b- email c- blog d- message</p> <p>Who is the sender?</p> <p>Second reading: -T/ asks Ls to read again and tick in the right box</p> <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">True</td> <td style="text-align: center;">False</td> </tr> <tr> <td>1. Adaku is the receiver of this e-mail.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>2. Adaku is eleven.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>3. Adaku speaks English.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4. Adaku likes wearing jeans.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5. Adaku has a pet cat.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> <p>Third reading: -T/ asks Ls to read again and fill in the table about Adaku.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Name</th> <th>Age</th> <th>country</th> <th>languages</th> <th>likes</th> <th>Favourite food</th> <th>Pet</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>		True	False	1. Adaku is the receiver of this e-mail.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Adaku is eleven.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Adaku speaks English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Adaku likes wearing jeans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Adaku has a pet cat.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Name	Age	country	languages	likes	Favourite food	Pet	<p>T/PP This</p> <p>PP/PP</p> <p>PP/T</p> <p>PP/PP</p>	<p>Ls will skim the support for general information , then scan it for details about Adaku.</p> <p>Ls identify items we use to introduce a person</p>	Worksheet Books	<p>V</p> <p>V+ A</p>
	True	False																																				
1. Adaku is the receiver of this e-mail.	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																				
2. Adaku is eleven.	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																				
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5. Adaku has a pet cat.	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																				
Name	Age	country	languages	likes	Favourite food	Pet																																
.....																																

20

Post-reading

Adaku wants to know more about you. Write an e-mail reply in which you introduce yourself to him; give:

- Your name/age/country/languages/likes, favourite food and pet.



Ls will be able to use appropriate simple English to introduce themselves in an e-mail

Email template

The Teacher's Comments

What worked

What hindered

Action plans

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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 09 I learn to integrate Frame : PPP	✗ Language use	✗ Oral- written- <u>Both</u>	✗ <u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: ✗ To draw their family trees in order to introduce their families' members and jobs in an email (attached document).		✗ song representing a family/ flashcards of jobs ✗ E-mail template.	✗ The present simple to introduce likes. ✗ The SP of "be" & "have".
Cross- curricular Competencies		Core values	
<p>1- Intellectual Competency:</p> ✗ The learner can understand and interpret a song. ✗ He demonstrates autonomy in learning. <p>2- Methodological Competency:</p> ✗ He can assess himself and peer's work. ✗ He can gather resources to mobilise them efficiently to produce a piece of writing. <p>3- Communicative Competency:</p> ✗ He can use technology communication and information to communicate appropriately with learners of other cultures as emails and blogs. <p>4- Personal and social Competencies:</p> ✗ He socialises through the tasks and collaborating within the group members.		✗ Being responsible. ✗ Being happy and proud of belonging to a family. ✗ Valuing jobs. ✗ Openness to the world (sharing information and respecting people of other cultures.)	

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI															
10'	Warm up	-T/ invites Ls to watch and listen to the song and answer the questions. - What is the song about? How many family members are there?	T/PP	Activating Ls schemata	A song about a family	V+A															
20'	Presentation (1)	-T/ splits the class into groups of six and provides them with two flashcards representing jobs. Each group has to mime the job for the other groups. The winner is the group who finds the jobs.	PP/PP	In a competitive and funny way Ls will be able to recall the lexis related to family members and jobs.	Jobs flashcards	A															
	Practice	-T/ 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? -T/ supplies each group with a handout representing the KSA table. 1- The Ls in each group have to fill in this table before they start writing.	PP/PP	To help Ls have autonomy to learn how to learn.	The handouts																
20'		<table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td>Lexis related to relatives:</td> <td>Greeting:</td> <td>Being polite:.....</td> </tr> <tr> <td>Lexis related to jobs:</td> <td>Introducing my relatives:</td> <td>Valuing family:</td> </tr> <tr> <td>Auxiliary "to be" in the PS with I/ She-he:</td> <td></td> <td>Valuing jobs:</td> </tr> <tr> <td>Present simple tense:</td> <td></td> <td></td> </tr> </tbody> </table>	Knowledge	Skills	Attitudes	Lexis related to relatives:	Greeting:	Being polite:.....	Lexis related to jobs:	Introducing my relatives:	Valuing family:	Auxiliary "to be" in the PS with I/ She-he:		Valuing jobs:	Present simple tense:			PP/T			V
Knowledge	Skills	Attitudes																			
Lexis related to relatives:	Greeting:	Being polite:.....																			
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Auxiliary "to be" in the PS with I/ She-he:		Valuing jobs:																			
Present simple tense:																					
			T/PP This																		

20'	Use and correction	Personal pronouns: Possessive adjectives: Numbers:			PP/PP		L's copybooks.	V
		2- The learners have to decide on one learner's family and start gathering information and materials to introduce this family to Margaret. -T/ encourages each group to write an email and draw the family tree. -Ls/ will have the opportunity to present and assess the groups' productions. -T/ asks Ls to display their work on the walls and invite other groups to read, assess and give their opinion on it.			PP/PP	Ls will be able to collaborate gather information and produce a piece of writing (an email) using correct language.	Worksheet Books Posters to draw family tree. An email template A worksheet.	V+ A

The Teacher's Comments

What worked	What hindered	Action plans
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Sequence Two	Lesson focus	Domain	Target competencies
Lesson 10 I think and write Frame : PPP	✗ Language use	✗ Oral- <u>written</u> - Both	✗ <u>Interact- interpret- produce</u>
Learning objectives		Materials	Target structure
By the end of this lesson , my learners will be able to: ✗ To solve the initial problem situation by introducing themselves on an international friendship blog.		✗ Video song about friendship/ Algerian map ✗ Blog template and support/ Algerian flag.	✗ The present simple to introduce likes. ✗ The SP of “be” & “have” with personal pronoun “I”.
Cross- curricular Competencies		Core values	
<p>1- Intellectual Competency:</p> <ul style="list-style-type: none"> ✗ The learner can interpret a song and sort out manners of a good friend. ✗ He can show creativity when designing his/her own blog. <p>2- Methodological Competency:</p> <ul style="list-style-type: none"> ✗ He can assess himself. ✗ He can mobilise the acquired resources. <p>3- Communicative Competency:</p> <ul style="list-style-type: none"> ✗ He can use technology communication and information to communicate appropriately with learners of other cultures as blogs. <p>4- Personal and social Competencies:</p> <ul style="list-style-type: none"> ✗ He socialises through written exchanges. 		<ul style="list-style-type: none"> ✗ Asserting one’s identity and behaving with self-confidence. ✗ Being proud of belonging to a nation. ✗ Valuing and developing friendship at the international level. 	

☞ He can develop attitudes of friendship.

Timing	Framework	Procedure	Focus	Objectives	Material & aids	VAKT MI
10'	Warm up	<p>-T/writes on the board the word "Friendship" and asks Ls what this word means for them.</p> <p>-T/ lists down the words given by his Ls on the board.</p> <p>T: Do you have friends? Are they good or bad? You should have good friends.</p> <p>T: Now let's watch and listen to a song and list down the characteristics of a good friend.</p> <p>-T/ corrects with the help of the learners (smiles/shares/kind/helpful...)</p>	PP/PP	<p>To encourage Ls to interact orally and talk about friendship.</p> <p>To make Ls aware of the main characteristics of a good friend</p>	A song what makes a good friend?	V+A
10'	Pre-writing	<p>-T: Where can you make friends?</p> <p>L: at school/ neighbourhood/ other towns and other countries.</p> <p>T: How can you make friends from other countries? How do you communicate?</p> <p>L: email/ Facebook/ Skype/ blogs.....</p> <p>T: Which languages do you use? What and why do you write?</p>	T/PP	Showing Ls the importance of the openness to the world to interact orally or in writing		A
20'	During writing	<p>T: Today, you're going to introduce yourself on an international school friendship blog.</p> <p>Be a good friend, prepare your own blog and write about your:</p> <ul style="list-style-type: none"> - Name- age- country- school- class. - Languages- religion. - Likes- dislikes. - Favourite food. 	T/PP This PP/PP	<p>To help Ls organise their ideas.</p> <p>To enhance Ls show creativity.</p> <p>To involve Ls in self-assessment and correction.</p>	Showing Jack's Smith Blog as a model page 58.	V
					Ls' production.	

10 ^e	Revising correcting and editing the final draft	Criteria	Indicators The learner:	T/PP	The teacher will use this grid to assess the learners' production.	Assessment grid.
		1. Relevance	1. can design a blog. 2. can introduce himself. 3. can talk about his preferences.			
		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 articles.			
		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 plans
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