

sequence one

Me, My Friends, and My Family



By Mrs : Djeghdali.M.

sequence plan

Sequence one

level : 2 ms

Teacher : Djeghdali.m.

Communicative objectives	Linguistic objectives	
	Lge form	pronunciation
<ul style="list-style-type: none"> - Describing physical appearance - Describing free / daily activities - Describing and locating places - Reading/interpreting a house plan - Describing family relationships - Expressing : <ul style="list-style-type: none"> Likes / dislikes Ability/ inability Cause / reason 	<ul style="list-style-type: none"> -The simple present Tense/ adjectives Possessive pronouns Location markers Why / because 	<ul style="list-style-type: none"> pronunciation of /s/ , /z/ , /iz/ pronunciation of can and can't silent letter « h » silent letter « d »

Objectives : By the end of this sequence learners should be able to :

- Describe physical appearance / daily and free time activities using the simple present tense.
- Expressing ability inability/ cause and effect
- Locating places , and describing a house plan



Guided sheet

Learning objectives : In this lesson I will reach the following aspects of language

Grammar * Simple present tense (interrogative form)

To be / to have / WHQ

Vocabulary Physical appearance Age / weight / height

Pronunciation The sounds / s/ , /z/ , /iz/

Visual aids Flash cards/ video/ school book

Cross curricular competencies :

Intellectual- comp Pps can interact through verbal and non verbal messages

Methodological : Pps can work in pairs and groups

Communicative : Pps can communicate through dialogues properly


Personal and social : They can be socialized through oral or written exchanges

Values :

*Learners will be proud of using their identity markers , when describing himself.

*The learners will be curious of knowing other's markers of identity.

By Mrs : DJEGHDALI.M.

time	object	procedure	inter	comp	vakt
	Introduce The New sequence	<p>Describing physical appearance Warm up : T welcomes learners, and tries to illicit sequence one briefly through the following initial situation :</p> <p style="text-align: center;">Initial situation</p> <p>Your school is organizing « the idol pupil » competitions for pupils with many hobbies/ activities and abilities. The winner will be the leader of « the School Club Activities » for this year.</p> <p>Make a poster in which you</p> <p>Give all the information about you to convince the school jury to choose you</p> 	T / I	Interp	
	Presenting the Situation		T / I	Inter	
	Presenting the new lexicon	<p>Through this situation learners will discuss with their teacher all the aspects, the teacher will listen and accept every thing they are going to say</p> <p>Presentation In this stage, teacher will introduce quickly the differnt part of the body through a picture Learners look,then identify The teacher names and asks them to repeat after him/her</p>	L / t	Interp	
			L / t		

New
Lexis



T / I

Interp

New
lexis

Learners take notes on their note book.
Now teacher presents the following
adjectives, asking learners to look at
the pictures and compare

T / I

Interp



Snow white and the seven dwarfs to
identify the adjectives **SMALL/TALL**

T / I

New
lexis



Laurel and hardy to identify the
adjectives **SLIM/FAT**

Interp

T / I



And through this picture to identify
LONG/SHORT hair

Interp




Slanted eyes

T / I



Bald

	Develop Listening skills	<p>practise</p> <p>Now teacher invites learners to listen to a short description of steve's family, and do the following activity</p> <p>First teacher shows learners steve's family and asks</p> <p>What does the picture represent ?</p> <p>Is it a big family ? is the father a tall man/ old man ?</p> <p>Is the mother fat ? does she wear glasses ?</p>	T / I	Interp	
	Practise New lge form	 <p>Now teacher invites learners to write task one</p> <p>Task one : listen to steve then answer the following questions</p>	T / I	Interp	
	Develop List Skills	<p>Hi, my name is steve Robinson, I am 38 years old, I am a doctor at London hospital, I am tall and slim with short fair hair. My wife Anna is 30, she is a teacher, she is tall and slim, she has got long fair hair and slanted eyes. I have got two kids and one baby. I love my family.</p> <p>Questions</p> <ol style="list-style-type: none"> 1- Is +9 steve's fmlly big ? 2- What does he look like ? 3- Is Anna a fat woman ? <p>T sets a time limits, walks around and checks</p>	T / I	Interp	
	produce	<p>Use :</p> <p>Task : Choose one of your teacher and describe him or her in a few lines</p> <p>Start like this</p> <p>My teacher of mathematics isname, he</p>	L / I	Produc	

.....
T sets time limit helps learners if
necessary



L / I

T provides learners with the following
home work

Pair work : Write a short dialogue with
your friend ,asks him about your new
class mate (physical appearance)

Diaghdad

time	object	procedure	inter	comp	vakt
	Reviews	<p>Describing physical appearance Simple present tense</p> <p>Warm up : T welcomes learners and asks them to correct the home work.by asking some learners to read their productions and write it on the board ,then correct.</p> <p>Presentation : T invites learners to watch the following video, then answer the following questions :</p>	T / I	Interp	Vis DS
	Presnt The New Lgeform	<p>1- What does mr George Hokins look like ? 2- Is Jessica tall ?</p> <p>Learners watch and answer T asks learners to read the answers He is tall and slim No, she is not</p>	T / I	Interr	Visual Board
	Analysing	<p>Where is the verb ? what is the infinitive of the verb ? what is the tense used ? Let's we remember the simple present tense in their three forms</p> <p>Affirmative form : S+ verb+ rest of the sentence Example : I put glasses (here teacher asks learners to substitute)</p>	T / I	Interp	Visual Board
	Stating Rules	<p>She/ the pupil/ we Is do Exeptions Verbs ending in O-CH-SH-X-S we add ES to the verb He finishes/ she goes.... Verbs ending in y Vowel + y → add s / play----plays Consonant+ y → omit y and ad dies Study-----studies</p>	t/ I	Interr	Visual Board
	Stating Rules	<p>Teacher asks learners to provide him with examples Learners do</p>	T / I		

time	object	Procedure	inter	comp	vakt
	Motivate Ls/ reviews	<p>practise</p> <p>Warm up : T welcomes learners and checks the previous home work Learners correct on the board</p> <p>Controlled practise</p> <p>Task one : t asks learners to look at the picture and describe these persons using simple present tense by doing a short drill (work in pairs)</p>  <p>{ What does steven look like ? He is short and fat</p>  <p>{ Is zineddine zidane tall ? Yes, he is</p> <p>Guided practise :</p> <p>Task two : I turn the following sentences to the negative form</p> <ul style="list-style-type: none"> - John is a serious pupil. - Leila and karima work in a hospital - My mum likes music - The Pupils are lazy <p>T sets time limit walks around and checks</p>	T / I	Interr	Audit
	Ls act Drills Using interr/ neg		T / I	Interp Interr	Visual F C
	Negative Form		T / I	Interp Interr	Visual F C
			T / I	Interr	Visual Auditory

	<p>Ls produce the new lge form</p>	<p>Free practise Task three : In three or four sentences, describe your friend giving his Name/ age/ physical appearance/ T sets a time limit walks around and checks Ls read their productions choose one and write it /correct it on the board</p>	L / I	prod	Auditory
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time	object	procedure	inter	comp	vakt						
	Motivating Is	<p>Pronunciation of final « s »</p> <p>Warm up : T welcomes learners and invites them to listen to a song « what does he look like ? »</p> <p>Presentation</p> <p>T invites one learner to the board and asks his mates to describe him</p>	T / I	Interr	Visual						
	Presenting sounds	<p>Bahaa is tall and slim , he is 12 years old , he is tall and slim, he has got short, fair hair and brown eyes, he puts glasses.</p> <p>Isolation</p> <p>T invites Is to underline the following words</p>	T / I	Interp	Visual Audit						
	Isolate Words	<p>Is / eyes / glasses / likes/ hates</p> <p>Analyse</p> <p>T asks learners to read the words paying attention to the pronunciation of their final s</p>	L / t	Interp	Visual Audit						
	Remembering rules	<p>Learners try to remember the rule</p> <p>Stating the rule</p> <p>The letter « s » is pronounced /s/-----when « s » preceded by /p/ /t / /k/ /f / /θ/ /iz/-----when « s » preceded by /f/ /tʃ/ /s/ /z/ /dj/ /z/-----when « s » is preceded by other sounds</p>	L / t	Interp							
	Practising	<p>Practise :</p> <p>Task one : I read and classify the following words according to the pronunciation of their final « s »</p> <p>Boxes - lands - photographs- cities</p> <table border="1" data-bbox="469 1749 1002 1839"> <tr> <td>/s/</td> <td>/z/</td> <td>/iz/</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>T sets a time limits walks around and checks</p>	/s/	/z/	/iz/				L / I	prod	Visual
/s/	/z/	/iz/									

Guided sheet

Learning objectives : In this lesson I will reach the following aspects of language

Grammar * possessive pronouns

Vocabulary likes / dislike / hate

Pronunciation the silent letters « h » and « b »

Visual aids flash cards/ video/ school book

Cross curricular competencies :

Intellectual- comp pps can interact through verbal and non verbal messages

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

Personal and social : they can be socialized through oral or written exchanges

Values :

*Learner will describe his free time activities to his friend

*The learner will be curious of knowing other's free time activities

By Mrs : DJEGHDALI.M.

time	object	procedure	inter	comp	vakt
	Motivate Learners	<p>Daily and free time activities</p> <p>Pdp</p> <p>Warm up : T welcomes learners and invites them to write the date. Now he/she asks them some qs to pave the way to the lesson At what time do you get up every day ? then what do you do ? Ls give their daily activities</p>	t/l	Interr	Auditory
	Pave the way to the lesson	<p>Pre-reading</p> <p>T presents some flash cards and ls give full and correct sentences describing their daily activities. Then move smoothly to the week-end and if they do the same activities after school also What do they like to do ? What do they dislike ?</p>	T /l	Interp	Visual
	Answer whq/aux qs	<p>During -reading</p> <p>T asks learners to guess what would be the text about (orally) ls guess and the teacher accepts all the answers Now teacher invites learners to read the dialogue and do the following activities : Activity two : I read then I answer the questions</p> <ol style="list-style-type: none"> 1- Does Susan go to school on weekend ? 2- What does she do on week-end ? 3- When does Sally practise sport ? 4- Does she like sport ? <p>Learners read and do after setting time limits. Ls correct on the board and on their copybook</p>	L /t	Interr	Visual Text
			T /l	Interp Interr	Visual Text

Arouse
lexis

Conclude
Underst
anding

Now they are invited to do
Activity three : re-read the
dialogue then find

- The synonyms of :
exercise = Yard =

- The opposites of :
like ≠ free ≠ before ≠

Teacher sets a time limit walks
around and checks

Poste- reading

T invites learners to complete the
following table

Activity three : Re-read and
complete the table below :

	Susan	Sally
similarities		
dissimilarities		

Learners re-read then do ; correct
on the board and on their copy
book

Home work : in a few lines write
about your free time activities

Text :

Susan and sally are in the playground
talking about their weekend

Susan : on weekend, of course I don't go
to school , I usually invite my friends to
watch a good film at cinema and eat
popcorn it's fun . What about you Sally ?

Sally : well on weekend, I have many
things to do, I have guitar lessons, and
read a short story. And after I do my
homework, I often surf on the net
checking my facebook page.

Susan : Wow, it's really a busy weekend.
Do you really have a guitar ?

Sally : Yes it is my guitar , it's mine.

Susan : But what about sport. Don't you
practise some ?

Sally : Yes I do, but only sometimes
because I hate sport practise.

t/ l

L / l

Interr
Interp

prod

Visual
Board

Visual
Board
text

Time	object	procedure	inter	comp	vakt
	Reviewing	<p>Possessive pronouns Piasp</p> <p>Warm up : T welcomes learners and checks if they did the homework, invites two or three to read their productions.</p> <p>Presentation :</p> <p>Now teacher invites learners to have a look at the dialogue , then find the underlined word Ls : mine</p>	T / I	Interr	
	Presenting the new lge form	<p>Isolation</p> <p>T asks them to give the full sentence It is MY guitar , it is MINE</p> <p>Analyses</p> <p>Teacher asks My ???? Is possessive adjectives T asks again what comes after the possessive adjective Ls : noun T : well what comes after mine Ls : nothing</p>	T / L	Interp	
	Staing Rules	<p>Mine is not a possessive adjective but a possessive pronoun Now teacher uses substitutions It is MY guitar, it is MINE Substitute MY by HER Ls do ; teacher helps It is HER guitar, it is HERS It is HIS guitar, it is HIS It is OUR guitar, it is OURS And continue</p> <p>Stating the rule</p> <p>Now teacher provides learner with the following chart</p>	T / L	Interp Interr	
			T / L		

Personal pronouns	Possessive adjectives	Possessive pronouns
I	MY	MINE
HE	HIS	HIS
SHE	HER	HERS
IT	ITS	-----
WE	OUR	OURS
YOU	YOUR	YOURS
THEY	THEIR	THEIRS

T /
L

Interr
Interp

Practise
The new
lge form

Teacher helps learners to complete the chart

Practise

Task : I write the correct possessive pronoun for each sentence

Example :

That is my car , that car is mine

- 1- This is their photograph, this photograph is
- 2- This is your Ipod, this Ipod is
- 3- This is our class, it is
- 4- This is my sister's bracelet, it is
- 5- This is Mohamed's camera ; it is

T sets a time limits walks around and checks

Ls correct on the board then on their copy book

L / I

prod

time	object	procedure	inter	comp	vakt
	Reviews Recycles	Practise Warm up : T reviews the previous lesson after welcoming learners. Through the home work given teacher reviews and recycles	t/l	Interp	Audit ory
	control Is to practise	Controlled practise : Activity one : (orally) : t invites learners to look at the pictures and give full sentences using possessive pronouns/ poss adj (a power point activity) T deals with this activity orally trying to help pps to give correct sentences	L / t	Interp	Visual Data show
	Guide Is to practise	Guided practise Activity two : Re- order the following words to get correct sentences : 1- Is/ pen/ my / it / , / it / mine / is . 2- Phone/ hers/ is / is / this/ it / , /her. 3- Algerian flag/ is / this / , / ours/ it / is/the . T sets a time limit, walks around and checks Correct on the board then on their copy book	L / t	Interr	Visual Board
	Give their productions	Free practise : Activity three : I move and go to one of my class mate and asks him/her . Example : Is this your pen ? Yes , it is mine/ no it is his Learners move and write short drills	L / l	interp	Kinesth etic

time	object	procedure	inter	comp	vakt						
	Motivating And review	<p>Likes / deslikes (clothes)</p> <p>Warm up : teacher welcomes learner and asks them some questions to pave the way to the lesson</p> <p>What do you wear at school ?</p> <p>Do you wear sport clothes for English class ?</p> <p>What do you like to wear ?</p> <p>Teacher accepts all the answer and then invites them to watch the following video</p>	t/l	Interr							
	Presen Tation Of cloth es names	<p>Presentation</p> <p>T invites learners to watch the video and then complete the table in the work sheet</p> <p>Task : I watch the video and iComplete the table below :</p> <table border="1" data-bbox="448 1037 951 1160"> <thead> <tr> <th>Boys wearing</th> <th>Girls wearing</th> <th>both</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Boys wearing	Girls wearing	both				t/l	Interr Interp	Visual Data Show
Boys wearing	Girls wearing	both									
	Use the New lexis taught	<p>Learners watch and do Correction</p> <p>Use</p> <p>Now teacher invites them to write what do they like to wear</p> <p>Task two : now I write what I like to wear</p> <p>I like to wear</p> <p>.....</p> <p>Teacher sets a time limit , walks around and checks</p> <p>T provides learner with the following homework</p> <p>Home work : In a few lines I write what does my friend like to wear</p> <p>My friend.....(name), he is.....(age),he.....(height), He(hair) and.....(eyes).</p> <p>My friend likes to wear</p>	l/t	Interr	Visual Board						
			l/l	prod							

time	object	procedure	inter	comp	vakt
		Silent letters « h » and « d »			
	Review ing and check ing home work	Warm up : T welcomes learners and checks if they did the home work.asks two ls to read their productions then write one on the board and correct	t/l	Interr	Visual Board
	presen ting the S.L « h »	Presentation Teacher invites learners to watch the following video and then answer the following qs Does he do the activities on Wednesday ? How much time does he need before he go to work ? T writes the following words Wednesday/ hour Asks them to read and tell him which letter is not pronounced	t/l	Interp	Audit Record
	Presen ting The S.L « d »	Through the following activity teacher presents the silent letter « h » Activity one : I listen to the record and I circle the silent letter Honest - hour - echo - whisk - dinghy - ache - rhyme - spaghetti - rhubarb - Rhino - which - ghost	t/l	Interp	Audit Record
	practice	In this stage learners will discover the silent letter « h » T asks learners to give their own examples And now through activity two they will discover the silent letter « d » Task two : I listen to the record and then I circle the silent letter Badge - edge -pledge - handsome - sledge - Wednesday - ridge -bridge And here they give their own example too	l/t	Interr prod	Visual board

Practice :

Task : in the table below, I write three words that have silent letter « h » and three that have silent letter « d » after checking in my dictionary

Silent »h »	Silent »d »
1-	1-
2-	2-
3-	3-

Guided sheet

Learning objectives : In this lesson I will reach the following aspects of language

Grammar * Can/ Can't

Vocabulary ability /inability

Pronunciation strong/ weak form of can

Visual aids flash cards/ video/ school book

Cross curricular competencies :

Intellectual- comp pps can interact through verbal and non verbal messages

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

Personal and social : they can be socialized through oral or written exchanges

Values :

*Learner will express his abilities and inabilities to his friend

*The learner will be curious of knowing his friends' abilities/inabilities

By Mrs : DJEGHDALI.M.

time	object	procedure	inter	comp	vakt
		<p>Ability /inability Ppu</p>			
	Review/ Motivate	<p>Warm up : T welcomes learners and checks if they did the home work Correct it on the board T now invites learners to watch the following video and then say what the video is about . Is watch then give their answer</p>	t/l	Interr	visual Data Show
	Introduce The new Lge Form	<p>T provides learners with some examples Presentation T asks learners to listen to the following drill Sami : Can you speak Tamazight ? Ridha : No, I can't Sami : What languages can you speak ? Ridha : I can speak Arabic, English and French T invites learners to act out the drill. They act it for six to eight times Learners do</p>	t/l	Interr	Audit Teacher
	Practice and use The new Lge form	<p>Now t invites learners to use the following cues and give correct sentences using can/can't To swim/ to sing / to dance / to cook /to speak English. T deals with this activity orally Learners give their feedbacks</p>	l/t	Interp	Visual Board
		<p>Use : Task : I ask my friend what can he do/can't he do in a short dialogue using CAN/CAN'T T sets a time limits walks around and checks Correct on the board Home work : worksheet</p>	l/l	produ	Visual board

time	object	procedure	inter	comp	vakt
	Reviews And Motivate	Can/cant pronunciation (weak and strong form) Warm up : t welcomes learners, and asks them some qs to review the previous lesson and recycle it. Learners react and give their own examples.	t / l	Interr	
	Presen Tation	Presentation T presents the modal can and can't through a story. they listen and answer the folowing question : Can Ann sleep ? Learners watch, then answer T writes the question and the answer on the board.	T / l	Interr	
		Isolation Can Ann sleep ? No, she can't.		Interp	
	Stating Rule	Analyses T reads , then asks one or two learners to read focusing on the pronunciation of can. When it is strong ? and when it is weak ?	T / l	Interp	
		Stating the rule *Can is weak at the beginning of the sentence *Can is strong at the end of a sentence T asks learners to give examples learners do Now teacher writes the following question and answer, and then read it.	L / t		
		What languages can you speak ? I can speak English, Arabic and French. Is can here in its strong or weak form ? Is answer weak	L / t	Interr	

practising

So can is in its weak form at the beginning and in the middle of a sentence.

Practice : read the following sentences then put a tick ✓ at the correct column

- Can you fly ?
- No , i can't
- Which languages can you speak ?
- I can speak English and French.

L / I

produ

sentences	W.F	S.F
1		
2		
3		
4		

Learners read then do after setting a time limits. T walks and checks

Learners correct on the board then on their copy book.

Guided sheet

Learning objectives : In this lesson I will reach the following aspects of language

Grammar why /Because

Vocabulary parts of house / locating markers/describing family relationship

Visual aids flash cards/ video/ school book

Cross curricular competencies :

Intellectual- comp pps can interact through verbal and non verbal messages

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

Personal and social : they can be socialized through oral or written exchanges

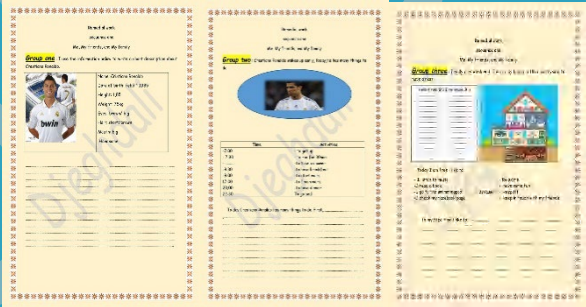
Values :

*Learners will describe their houses to their friend

*The learners will be curious of knowing about their friends' houses

By Mrs : DJEGHDALI.M.

time	object	procedure	inter	comp	vakt
		Describing my house Pdp			
	Motivate Learners	Warm up : T welcomes learners, then tries to introduce the topic through the following flash cards Look at the pictures and identify the different parts of the house	T / I	Interr	Flash Cards
	Pave The way To the Lesson		L / t	Interp	
	Guessing the topic	Learners look identify, write on their note book Pre- reading T asks learners to guess what is the text about.....Is guess Task one : (orally) How many paragraphs are there in the text Is answer While- reading T invites learners to read the text and do the following activities	T / I	Interr	Visual Text
	Reading For gist And for Details (skim then scan)	Task two : I read the sentences and I write true / false or not mentioned 1- Peter's house has got two floors..... 2- In front the house there is a garage..... 3- Peter's house is near the school..... 4- It has an attic and a basement..... T sets a time limits walks around	L / t	Interp	Visual Text

time	object	procedure	int	com	vakt
	Reviewing	<p>I learn to integrate</p> <p>Warm up : T now is about to finish the sequence, so she reviews the sequence briefly through the following ppt slides</p> <p>Presentation :</p> <p>T presents the following situation through the following video</p> <p>Asks learners some qs</p> <p>What is the video about ?</p> <p>Who is he ?</p>	t/l	Interr	
	Presentation of the situation	<p>T writes the following situation on the board</p> <div data-bbox="443 779 1098 1205" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #4a7ebb; color: white; text-align: center;"> <p>Crestiano Ronaldo is a famous footballer, he looks very active and handsome. In a paragraph you are going to talk about his physical appearance, daily/free time activities, likes and dislikes and describing his beautiful house.</p> </div>	t/l	Interr	
	Setting Task and Groups	<p>Now t sets three groups, and invites them to do the tasks given</p>	t/l	Interr	
	Produce	 <p>T explains the instructions for each group</p> <p>They start working, reminding them of using the pre-requisites seen at the very beginning of the lesson</p> <p>Produce :</p> <p>Learners work in groups, t walks around and checks, helps if necessary and guide.</p>	t/l	Interr	Prro

		<p>T sets a time limits about 20 minutes then invites learners to read their productions, and write them on the board, correct to each other. Now it's time of joining the three short paragraphs into one long paragraph about Cristiano Ronaldo. Is write on the board the final production then copy it on their copy book.</p>			
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Diaghadai

Dieghdai