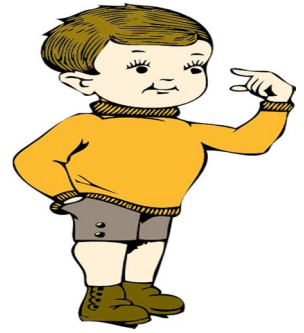
# Sequence Two

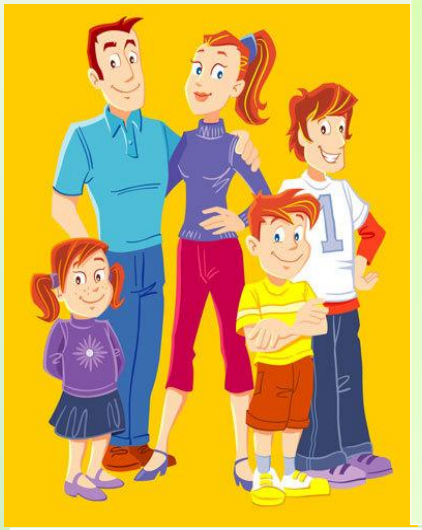


LEVEL: MIDDLE SCHOOL
YEAR ONE






TEACHER: MRS. GHANIA BELLOUCHE / MERZOUKI



# Me and my Family



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# 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. |



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# Sequence Two lessons plan

| SEQUENCE TWO OBJECTIVES AND FUNCTIONS | | | | |
|---|---|---|---|---|
| *Learning objectives* | *Communicative tasks* | *Grammar* | *Lexis* | *Pronounce* |
| ✍ Introduce family members<br>✍ Talk about jobs<br>✍ Give inf/respond to qq about my relative, age, work place.<br>✍ Ask about age and job. | ✍ Labelling<br>✍ Role play<br>✍ Dialogue completion<br>✍ Act out a conversation<br>✍ Matching<br>✍ Completing a grid | ✍ The present simple of the verb "to be" (three forms)<br>✍ The present simple of the verb "to have got"<br>✍ The personal pronoun<br>✍ Possessive adjectives<br>✍Numbers from 14 to 100.<br>✍ The ordinal numbers.<br>✍ Definite and indefinite articles.<br>✍ Question words (who, what, where). | ✍ Related to family: Father /grandmother<br>✍ Related to job:<br>- teacher/ butcher/ painter<br>✍ Related to age:<br>- He's 60.<br>- How old are you?<br>✍ Related to likes:<br>- I like swimming. | ✍ Discriminate between the sounds:<br>/θ/ and /ð/<br><br>The sounds:<br>/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.



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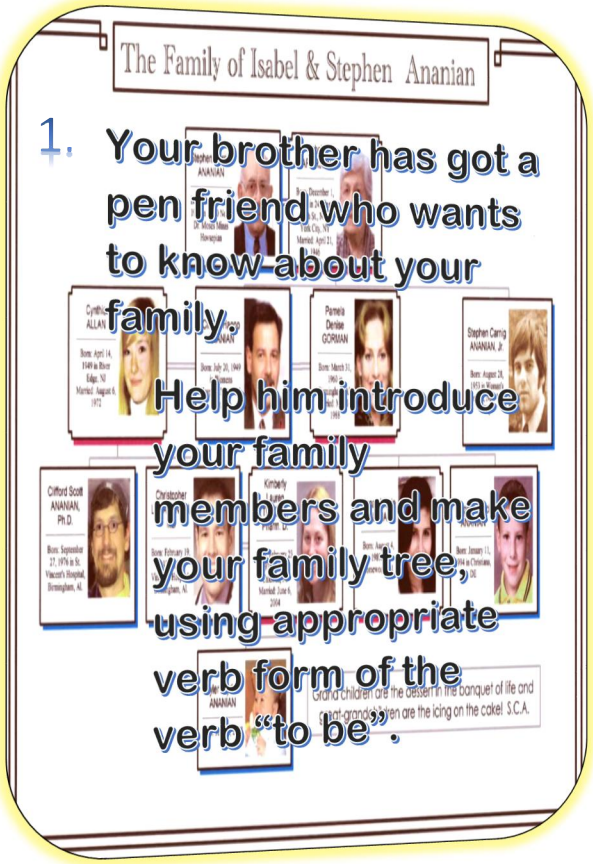
# The four situations

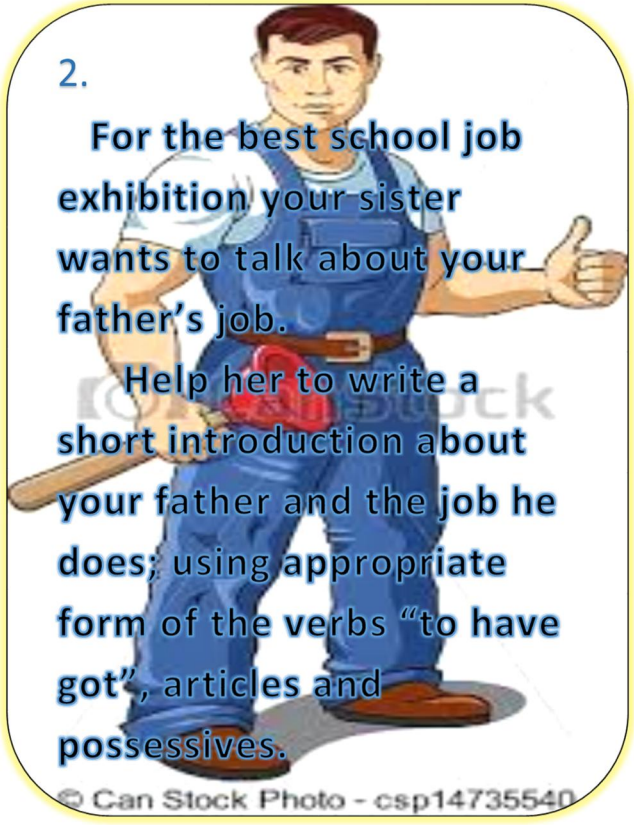


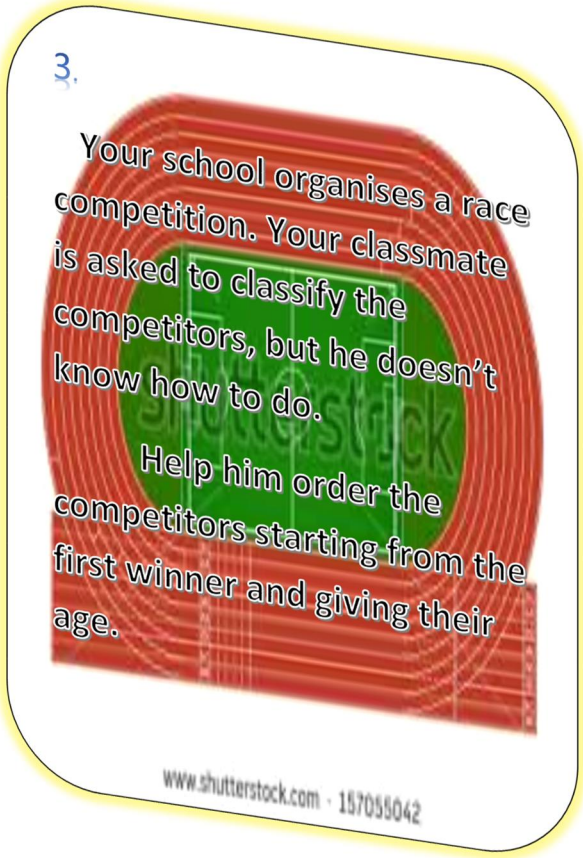



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# 2. The learning situations to install the resources/ apprenticeship




3.

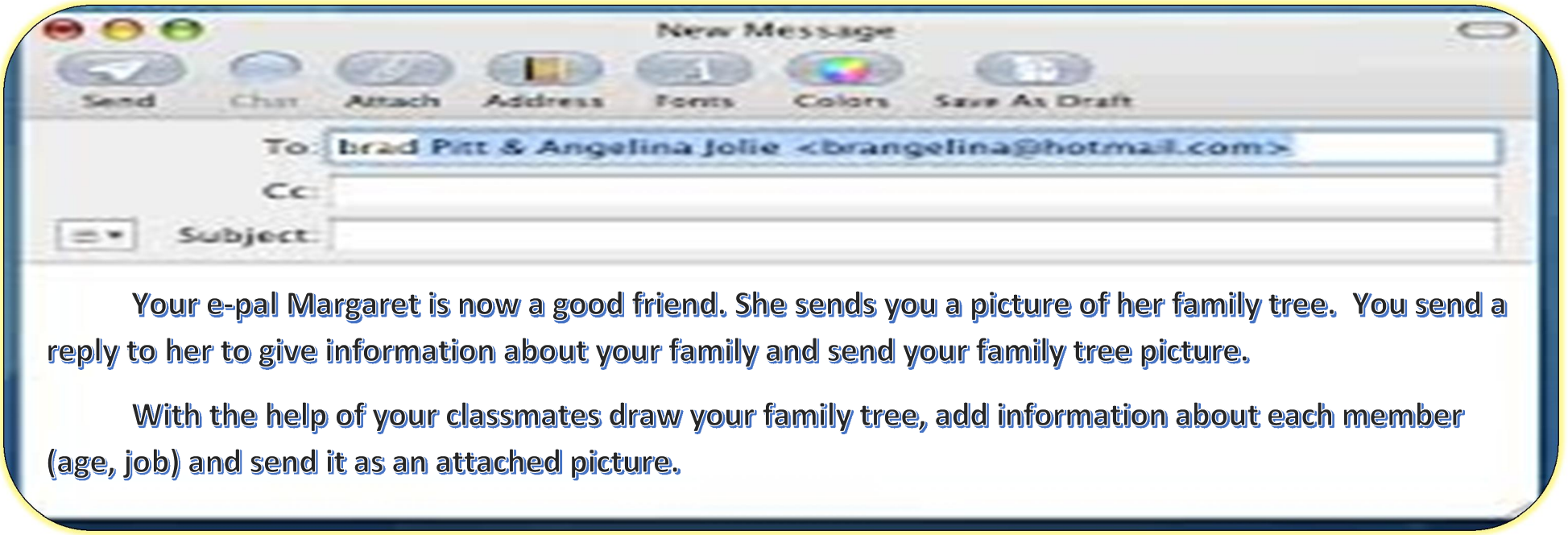
*Your School Magazine organises "The best family member's presentation poster" Competition. Your classmates decide to make a poster about your brother. But they don't know how and what to do.*

*Help them by giving the right information and the use of appropriate present simple tense, job, articles, pronouns and possessives.*




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## 3. Learning how to integrate situation/ Group work




Your e-pal Margaret is now a good friend. She sends you a picture of her family tree. You send a reply to her to give information about your family and send your family tree picture.

With the help of your classmates draw your family tree, add information about each member (age, job) and send it as an attached picture.

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




**Solve the initial problem situation: Introduce myself on an international friendship blog.**



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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 01<br>I listen and do<br>Frame : PDP | ✍ Language Learning | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

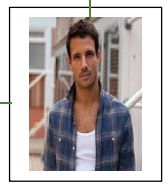
| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ Introduce their family members.<br>✍ Ask and answer about family members.<br>✍ Use appropriate form of the verb «to be ».<br>✍ Make their family tree. | ✍ Whiteboard<br>✍ Worksheet & script<br>✍ A family song<br>✍ A family tree with pictures | ✍ This is my……..<br>✍ My mother is……<br>✍ Is he your cousin?<br>✍ Mary is not my mother. |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can show creativity when producing his own examples in post-listening.<br>✍ He can understand and interpret verbal and non-verbal messages.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can use strategies for listening and interpreting oral discourse.<br>3- Communicative Competency:<br>✍ He can play roles to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He socialises through oral or written exchanges. | ✍ Valuing and respecting relatives.<br>✍ Valuing knowing people.<br>✍ Being proud of belonging to a family. |


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| 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.<br>-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.<br>T: Who is Siline? PP: She is Lala's sister. | T/PP<br>T/PP | To warm up learners.<br>To engage them in the topic. | Video song<br>Data show<br>Realia | V+A+K |
| 10´ | Pre-listening | -T/ distributes the worksheets and asks Ls to do task1<br>*Task1:* I order the words alphabetically.<br>Father, Mother, Grandfather, Sister, Aunt, Grandmother, Brother, Uncle, Cousin<br>- PPs/ do the task individually, then compare their answers with their mates before correcting on the board.<br>-T/ invites Ls to correct the task on the board and finally sing the alphabet song.<br>1. Aunt 2. Brother 3. Cousin 4. Father 5. Grandfather<br>6.Grandmother 7. Mother 8. Sister 9.Uncle | T/PP<br>PP/PP<br>T/PP | To consolidate the alphabet & introduce new lexis | Worksheet<br>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.<br>T/ explains that Stella is introducing herself and family to her classmates, Ls need the words used in Task1 to fill the following tree.<br>*Task2:* I listen and complete Stella's family tree<br>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. | T/PP<br>T/PP | To facilitate the task to Ls through knowing English names. | | V+A |


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|---|---|---|---|---|---|---|---|
| 5´ | During-listening |  John Grandfather  Mary Grandmother  Jenny Mother  Tom Father  Steve Uncle  Sue Aunt  Alex Brother  Sheila Sister  Me  Sarah Cousin<br>-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.<br>-T/ focuses on the new lexis and incites Ls to repeat each word.<br><br>-T/ invites Ls to do task3; explaining again the words “true” and “false” to help them do it.<br>-T/ asks Ls to compare their answers with their mates before sharing with the whole class. | PP/PP<br><br>T/PP<br><br>T/PP | To encourage peer correction<br><br>To get the right pronunciation<br>To check comprehension<br>To encourage peer correction | Script<br>Worksheet<br>Family tree<br>Strips of words<br><br>Script<br>Worksheet<br>Family tree | V+A<br><br>V+A+K<br><br>V+A<br><br>V+A+K |



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|---|---|---|---|---|---|---|
| 10′ | During-listening | *Task3:* I listen again and say if these statements are “true” or “false”.<br>1. Stella is Swedish. ⇨ False<br>2. Mary is her mother.⇨ False<br>3. Sheila is 4 years old. ⇨ True<br>4. Alex is her brother. ⇨ True<br>-T/ invites Ls to do task4, explaining the instruction and helping. And always asks Ls to share their answers in pairs<br>*Task4:* I listen again and look at Stella’s family tree to answer the questions.<br>1. Stella are you American? ⇨ No, I am not. I’m English.<br>2. Is Mary your grandmother? ⇨ Yes, she is.<br>3. Is Alex your cousin? ⇨ No, he is not. He is my brother.<br>4. Are we German? ⇨No, we are not. We are English.<br>5. Am I Polish? ⇨ No, you are not. You are English.<br>6. Is Sheila 6? ⇨ No, she is not. She is 4.<br>-T/ attracts Ls’ attention to the highlighted words on the board and asks Ls questions about their origin to get them understand :<br>T: Are you from Canada?<br>L: No, we are not<br>T: Where are you from, then?<br>L: We are from Algeria.<br>T: Great, look at the sentences and Tell me what the words in green are. ⇨ L: No and not.<br>T: Good, what do you think they mean?<br>L: negative form (in L1)<br>T: Ok, I give you sentences and make them negative<br>-T/ shows sheets of sentences and Ls interact orally while giving the negative form.<br>I am Canadian / He is my father / She is my sister / It is a marker / You are teachers / We are Tunisian / They are brothers<br>-T/ invites Ls to do task5, but before doing it writes an example on the board and asks them to notice what happens.<br>You are a pupil. ⇨ Are you a pupil? | T/PP<br>PP/PP<br>T/PP<br>T/PP | To check comprehension<br>To encourage peer correction<br>To attract Ls’ attention to negative form of the verb to be<br>To practise the negative form of to be<br>To attract Ls’ attention to interrogative form of the verb to be | Script<br>Worksheet<br>Family tree<br>Whiteboard<br>Whiteboard<br>Highlighted words<br>Strips of sentences<br>Whiteboard | V+A+K<br>V+A<br>V+A<br>V+A |



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|---|---|---|---|---|---|---|
| 10´ | During-listening | T: what type of sentence is Are you a pupil?<br>L: It is a question.<br>T: what punctuation mark we use in question?<br>L: Question mark.<br>T: Great, compare the sentence one and the sentence two and tell me what the difference between them is.<br>L: the subject and verb change places (in L1).<br>T: Good! That's right we inverse the verb "to be" and the subject when we ask questions.<br>*Task5:* I turn these sentences into interrogative form<br>1. I am English. ⇨ Am I English?<br>2. Mary is my grandmother. ⇨ Is Mary my/your grandmother?<br>3. Steve is my uncle. ⇨ Is Steve my/your uncle?<br>4. Tom is my father. ⇨ Is Tom my/your father?<br>5. We are English. ⇨ Are we/you English?<br>6. The Johnsons are Welsh. ⇨ Are the Johnsons Welsh?<br>-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/PP<br><br>PP/PP<br><br>T/PP | To practise the interrogative form of the verb to be<br><br>Elicit the rule<br><br>To know relatives through interpreting | Worksheet<br>Whiteboard<br><br>Worksheet<br>Whiteboard<br><br>Worksheet<br>Family tree | V+A+K<br><br>V+A+K |
| 10´ | Post-listening | -T/ invites Ls to look at the family tree and say who Steve, Sue and Sarah are to Stella.<br>*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. | PP | To invest what they learnt | | |

## The Teacher's comments

| What worked | What hindered | Action plans |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |



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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 02<br>I practise (1)<br>Frame : PPU | ✍Language Learning/ **use** | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ Ask and answer about age, using numbers from 13 to 100.<br>✍Solve mathematical equations.<br>✍ Introduce other family relations and pronouns He/She. | ✍ Whiteboard<br>✍ Worksheet / paper strips<br>✍ A numbers song<br>✍ Flashcards | ✍ I'm 14<br>✍ How old are you?<br>✍ Is he 50?<br>✍She is 10 and 11. |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret verbal and non-verbal messages.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can use strategies for listening and taking turn to answer.<br>3- Communicative Competency:<br>✍ He can use numbers in English to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He can be keen on promoting co-learning. | ✍ Respect.<br>✍ Being honest.<br>✍ Greeting. |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/ invites a learner to revise the English alphabet with him/her by taking turn and saying the letters one by one.<br>T: **A** L: **B** T: **C** L: **D** T: **E** L: **F** ……<br>-T/ asks the learners to play the game in pairs and the winner is the pair who finishes first without mistakes.<br>L1: **A** L2: **B** L1: **C** L2: **D** L1: **E** L2: **F** **……**<br><br>-T/ invites Ls to revise the numbers from1 to 13 using the same game.<br>T: 1 L: 2 T: 3 L: 4 T: 5 L: 6 ……<br>L1: 1 L2: 2 L1: 3 L2: 4 L1: 5 L2: 6 …… | T/PP<br><br>PP/PP<br><br>T/PP<br><br>PP/PP | Brainstorming, revising the alphabet letters<br><br>Revising the numbers acquired before to pave the way to the 2nd 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<br>Data show | A |
| 10´ | Practice | *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.<br><br>Grandmother/ 20 + 60<br><br>Husband/ 12 + 32<br><br>T: This is my grandmother. She is 20 and 60. How old is she?<br>L: She's 80.<br>T: This is my husband. He is 12 and 32.How old is he?<br>L: He's 44. | T/PP | Using strategies for listening and interpreting oral discourse.<br><br>To help Ls interact orally to play roles. Introducing the family members in a challenging way. | Pictures<br>Whiteboard<br>Oral dialogue<br>Strips of words<br>Family tree | V+A |



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|---|---|---|---|---|---|---|
| 10′ | Practice |  Wife/ 15 + 23<br> Nephew/ 9 + 7<br> Grandson/ 3 + 5<br> Daughter/ 4 + 3<br> Niece/ 6 + 6<br>-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.<br><br>-T/ asks Ls to do the following task, explaining the mathematical symbols<br>*Task two:* I read these equations, write in numbers then I find the solutions.<br>Seven × three = ……. ⇨ 7 × 3 = ……. (seven times three equals)<br>Ten × ten = …… ⇨ ……<br>Fifty-four + fourteen = …… ⇨ ……<br>A hundred – twenty-seven = ……⇨ ……<br>Sixty-three + seventeen = ……⇨ ……<br>Eighty-four ÷ four = …… ⇨…… | PP/PP<br><br>T/PP<br><br>T/PP | To practise the numbers and know the mathematical symbols in English | Worksheet<br><br>Whiteboard<br>Flashcards | V+A<br><br>V+A+K |



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



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|---|---|---|---|---|---|---|
| 10´ | Use | -T/ invites Ls to do the last task. Now it's your turn to introduce your family members and their age.<br>*Task five:* A) I work with my partner, ask and answer:<br>You: I have a grandfather. I love him very much.<br>He is sixty and thirteen, how old is he?<br>Your partner: he is seventy-three.<br> | 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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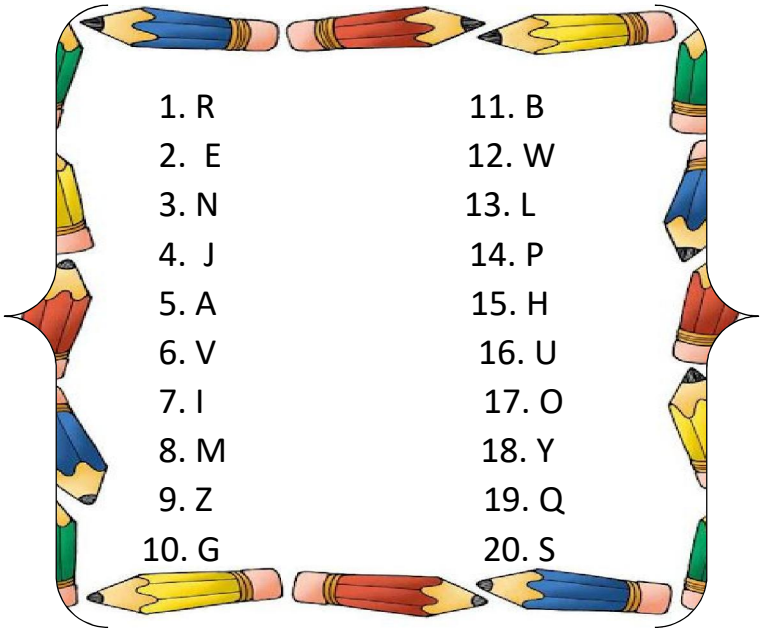
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 02<br>I practise (2)<br>Frame : PPU | ✍ Language Learning / **use** | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ Ask and answer about ranking using ordinal numbers.<br>✍ Consolidate the days and the months and write the date.<br>✍ Rank people according to their age. | ✍ Whiteboard<br>✍ Worksheet / paper strips<br>✍ ordinal numbers song<br>✍ Flashcards | ✍ It's the first<br>✍ December is the last<br>✍ Who is the second? |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret verbal and non-verbal messages.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can use strategies for listening and taking turn to answer.<br>3- Communicative Competency:<br>✍ He can use numbers in English to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He can be keen on promoting co-learning. | ✍ Respect.<br>✍ Being honest.<br>✍ Greeting. |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/ invites learner to sing the numbers song. And then sticks a chart on the board and explains the tasks to Ls.<br>T:Look at the chart and ask and answer<br>What number is letter .....? What letter is number.....?<br><br> | T/PP<br><br>PP/PP | Brainstorming, revising the alphabet letters and numbers<br><br>Revising the numbers acquired before to pave the way to the ordinal numbers | | A<br><br>V+A |
| 5´ | Presentation | -T/ invites Ls to count to 100<br><br>-T/ presents the ordinal numbers song and asks Ls to repeat using pictures to illustrate it.<br>-T/ writes the ordinal numbers on the board and asks Ls to repeat after him/her. | PP<br><br>PP/PP | Presenting the numbers through a song | Video song about numbers<br>Data show | V+A |
| | Practice | Task one: I order the days of the week.<br>-T/ sticks scrambled flashcards of the days on the board and asks Ls to order them appropriately. Then asks them:<br>T: Which day is in position one? | T/PP | Using strategies for interpreting oral discourse. | Pictures<br>Whiteboard<br>Oral dialogue<br>Strips of words | |



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| 15´ | Practice | L: Sunday is the first. And then, they continue with the other days.<br>Monday is the second day of the week.<br>Tuesday is the third day of the week.<br>Wednesday is the fourth day of the week.<br>Thursday is the fifth day of the week.<br>Friday is the sixth day of the week.<br>Saturdav is the seventh dav of the week.<br><br><br>-T/ invites Ls to do the following task using the situation on the course book (task8 p53). Omar and his family greeting grandma.<br>*Task two:* I complete the table and write full sentences as in the given example.<br>1- Omar \| 2- Khaled \| 3- Houda \| 4- Yacine \| 5- Leila<br>The first \| The second \| The third \| The fourth \| The fifth<br>The 1st \| The 2nd \| The 3rd \| The 4th \| The 5th<br>-T/ invites Ls to do the following task(task9 p 53)<br>*Task three:* I read and rank the children according to their age.<br>Name: Year of birth<br>Yacine: 1998<br>Houda: 2004<br>Omar: 2002<br>Khaled: 2000<br>Leila: 2006<br>Yacine is 20 years old, he is the first child in the family.<br>Khaled is 18 years old, he is the second child in the family.<br>Omar is 16 years old, he is the third child in the family.<br>Houda is 14 years old, she is the fourth child in the family. | T/PP<br><br>PP/PP | To help Ls interact orally to play roles. Introducing the family members in a challenging way.<br><br>Using ordinal number in a context (the family) Demonstrating the value of respecting the parents<br><br>Checking whether Ls can use the ordinal numbers. | | V+A |



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| 15´ | Practice | Leila is 12 years old, she is the fifth (last) child in the family.<br><br>*Task four:* I work with my partner to fill in the table.<br>-T/ invites Ls to work in pairs through an information gap activity. The teacher provides each pair with two sheets of paper A and B (the partners shouldn't see each other's sheets) L1 asks his partner if he can spell the first number then fills in the gap.<br><br>**A.**<br>**1.** I ask my partner to spell the missing ordinal numbers for me.<br>**2.** I spell the ordinal numbers to my partner to fill in the gaps.<br>1st ……<br>2nd the second<br>3th ……<br>4th the fourth<br>5th ……<br>6th the sixth<br>7th ……<br>8th the eighth<br>9th ……<br>10th the tenth<br>20th ……<br>21st the twenty-first<br>22nd ……<br>23rd the twenty-third<br><br>**B.**<br>**1.** I ask my partner to spell the missing ordinal numbers for me.<br>**2.** I spell the ordinal numbers to my partner to fill in the gaps.<br>1st the first<br>2nd ……<br>3rd the third<br>4th ……<br>5th the fifth<br>6th ……<br>7th the seventh<br>8th ……<br>9th the ninth<br>10th ……<br>20th the twentieth<br>21st ……<br>22nd the twenty-second<br>23rd …… | T/PP<br><br>PP/PP<br><br>T/PP | Promoting co-learning in writing ordinal numbers in full. | Worksheet<br><br>Whiteboard<br><br>Whiteboard<br>Worksheet | V+T<br><br>A |



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| 15´ | Use | -T/ invites Ls to do the last task.<br>Task five: a) I write full sentences as in the example<br>1 October *is the tenth month of the year*.<br>2 July ……<br>3 September ……<br>4 December ……<br>5 August ……<br>6 November ……<br>7 April ……<br>8 May ……<br>9 February ……<br>10 June ……<br>11 January……<br>12 March ……<br><br>b) I write the correct date as in the example.<br>1) 22/2 ⇨ *February 22nd* 6) 14/7 ⇨ ……<br>2) 17/6 ⇨ …… 7) 25/12 ⇨……<br>3) 15/4 ⇨ …… 8)13/8 ⇨ ……<br>4) 31/1 ⇨ …… 9) 30/10 ⇨ ……<br>5) 23/5 ⇨ …… 10) 18/3 ⇨ ……<br>Homework: I write a short paragraph to rank the members of my family according to their age. | PP/PP<br><br>PP/PP | Reinvesting what has been learnt<br><br>Consolidate the months and writing the date<br><br>Reinvesting what has been learnt ordinal numbers to introduce relatives | Worksheet whiteboard | |

## The Teacher's comments

| What worked | What hindered | Action plans |
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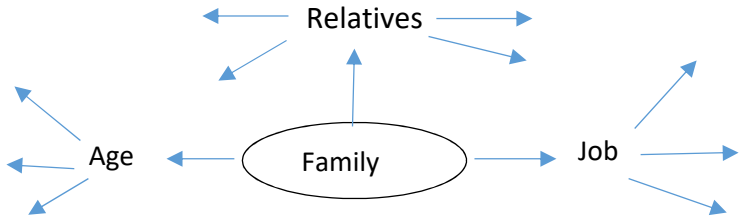
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 03<br>I listen and do (2)<br>Frame : PDP | ✍ Language Learning | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To name some jobs.<br>✍ Use the articles (a, an, and the).<br>✍ Use the personal pronouns he/she and the possessive adjectives his/her. | ✍ Whiteboard/ data show<br>✍ Worksheet / paper strips<br>✍ song of jobs<br>✍ Flashcards of jobs | ✍ He…….his…….<br>✍ She…….her……<br>✍ He is an engineer.<br>✍ She's a/the doctor. |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret verbal and non-verbal messages.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can use strategies for listening and taking turn to answer.<br>3- Communicative Competency:<br>✍ He can use possessive and "have got" in English to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He socialises through oral or written exchanges. | ✍ Valuing and respecting others' properties.<br>✍ Being honest.<br>✍ Respecting animals (pets). |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -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.<br><br><br>Expected words: I/ am/ my/ film/ Mali / family. | T/PP<br>PP/PP | Brainstorming, revising and recalling the previous words | Small cards | V+T |
| 10´ | Pre-listening | -T/draws on the board the graphic organiser and elicits from the Ls the words they might already know.<br><br> | T/PP | Presenting the new lexis about family, relatives and jobs. | Graphic organiser on the board<br>Strips of words | V+A |
| 5´ | During-listening | -T/ explains and introduces the new lexis and key words needed in the listening phase with the words: welcome, who, nurse, old, pet.<br>-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.<br>***Task one:*** I listen and answer the questions.<br>1. Who is speaking? ☞ Omar and Peter are.<br>2. What are they speaking about? ☞ They're speaking about Omar's family.<br>3. Is Omar polite with Peter? ☞ Yes, he is. | T/PP<br>PP/PP | Interpreting an oral conversation for general information<br>Using strategies for listening and interpreting | Pictures<br>Books<br>Oral dialogue<br>Strips of words<br>worksheet | A |

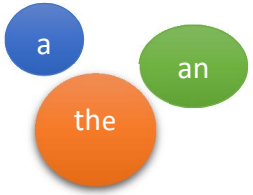


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| 5´<br><br>10´ | During-listening | -T/ reminds the Ls about the use of the pronouns he/she/it and explains the use of their possessive adjectives as the possessive my/your; to help his Ls do the task.<br>***Task two:*** I listen again and put in the appropriate words *He, She, his* or *her*<br>1. This is my grandma. ……..is 70 years old. ……..name is Aicha.<br>2. That is my dad. ……..is 40 years old. ……..name is Ahmed.<br>3. This is Selma. ……..is 10 years old. ……..school is far.<br>4. Is that …… grandfather? Yes, ……..is.<br>5. Who is this girl? ……..is my cousin Houda.<br>6. Is Amin ……..nephew? No, ……..isn't. ……..is ……..son.<br>7. Is ……..name Omar? Yes, ……..is.<br>T/ invites Ls to compare their answers before sharing with the whole class.<br>-T/ Mentions the use of articles "a", "an" and "the". And asks Ls to do the following task.<br>My mother is a teacher, she is the teacher of Omar.<br>My father is an engineer, he is the great engineer ever.<br>***Rule:***<br>I use the indefinite article "a" before the word that starts with a consonant.<br>I use the indefinite article "an" before the word that starts with a vowel.<br>I use the definite article "the" before specific and already known nouns.<br>***Task three:*** I listen and label the pictures with the appropriate jobs and write the correct article "a" or "an".<br>Nurse Architect Doctor Electrician Mechanic<br>A An | T/PP<br><br>T/PP<br><br>PP/PP<br><br>T/PP<br><br>PP/PP | Identifying the use of personal pronouns and possessive adjectives with male and female.<br><br>To encourage peer correction<br><br>Eliciting then giving the rue of articles<br><br>Identifying new lexis related to job and make the articles rule into practice | Oral dialogue<br>Strips of words<br>worksheet<br><br>Worksheet<br>Pictures<br>Strips of words<br>Whiteboard | A<br><br>A<br><br>V+A |



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| | During-listening |      | | | Worksheet<br>Pictures<br>Strips of words<br>Whiteboard | V+T |
| 5´ | | -T/ invites Ls to do task 4p 51.<br>*Task four:* I complete the bubbles with the appropriate article.<br><br>My brother is ……..electrician. He has got ……..cat and ……..dog. ……..cat is black and ……..dog is white. |  PP/PP | Checking how well they can use the articles appropriately. | Whiteboard<br>Worksheet<br>Pictures<br>Strips pf words | |
| 5´ | | -T/ invites Ls to do the last listening task.<br>*Task five:* I listen and fill in the table.<br>Relative \| Name \| Job \| Pet<br>Sister \| …… \| …… \| …… | PP/PP | Identifying relatives, names, jobs, pets | Oral dialogue worksheet | A |



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| 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.<br><br>Relative \| Name \| Age \| Job<br>…… \| …… \| …… \| ……<br><br>- What is her/his name?<br>- How old is he/she?<br>- What is his/her job?<br><br>   | PP/PP | Checking and showing degree of autonomy in the use of personal pronouns and their possessive adjectives as well asking about age. | Worksheet<br>Role play | A |

## The Teacher's Comments

| What worked | What hindered | Action plans |
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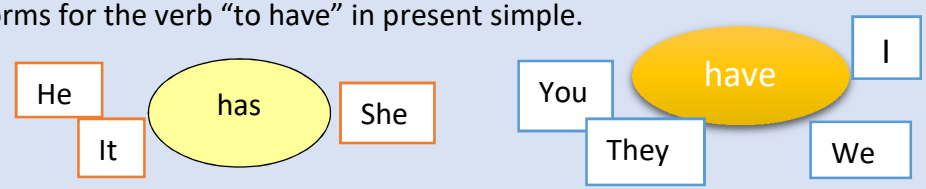
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 04<br>I practise<br>Frame : PPU | ✍ Language Learning/ use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To name some jobs with appropriate articles.<br>✍ Use the verb "to have got" to talk about ownership.<br>✍ Name some pets. | ✍ Whiteboard/ data show<br>✍ Worksheet / paper strips<br>✍ song of have got with pets<br>✍ Flashcards of jobs | ✍ I have got a cat.<br>✍ She has got a dog.<br>✍ It's my cat.<br>✍ It's her dog. |

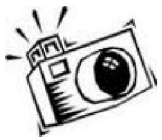
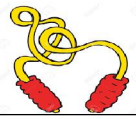
| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret verbal and non-verbal messages.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can use strategies for listening and taking turn to answer.<br>3- Communicative Competency:<br>✍ He can use the verb "to have" to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He socialises through oral or written exchanges. | ✍ Valuing and respecting relatives.<br>✍ Valuing knowing people.<br>✍ Being proud of belonging to a family. |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -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.<br>**(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:<br>L1: What is your job? L2: I'm a doctor.<br>L1 Share with classmates reporting what L2 said:<br>He/ She is a doctor (using appropriate pronouns and articles). | T/PP<br>PP/PP | Brainstorming, revising and recalling the previous words | Small cards | V+T |
| 15´ | Presentation | -T/ presents the new structure through a video song "I have a pet".<br>*Task one:* a) I watch the video and name the pets I see.<br>b) I watch the video and choose the correct word<br>1. The boy said: "I (has/have) a pet.<br>2. The girl (has/have) a cat.<br>3. (Has/Have) the boy a mouse?<br>-T/ asks Ls if they have got pets, then each learner says what pet he/she has.<br>- Then, T/ talks about the video song:<br>T: The boy said: "I have a pet" when we speak about the boy we say…..<br>Let finish the sentence ⇨ L: He has a pet.<br><br>-T/ invites Ls to elicit the rule by revising the present simple form of the verb "to be".<br>T: I have a pet ⇨ It's my pet. So what does the verb have express?<br>L: It expresses possession/ ownership (in L1 of course).<br>*Rule:*<br>We use the verb "to have got" to talk about possession. We have two forms for the verb "to have" in present simple.<br><br> | T/PP<br>PP/PP<br>T/PP<br>T/PP<br>PP/PP<br>T/PP<br>T/PP | Presenting the new lexis about pets and possession with the verb to have.<br>Interact orally<br>Eliciting the rule of the verb "to have got"<br>To encourage peer correction | A video song worksheet | V+A<br>A<br>A |



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| 5´ | Practice | -T/ incites Ls to find the negative and interrogative forms of the verb “to have got” explaining that it’s the same principle with the verb “to be”.<br>Give the negative and interrogative forms of the verb “to have got”.<br>And T/ explains how the contraction is done in English.<br>I have ⇨ I’ve He has ⇨ He’s.<br>*Task two:* I read the sentence. I Circle the correct answer.<br>a. I _____ a cat and two dogs. has got / have got / got<br>b. She _____ a rubber. is got / has got / have got<br>c. He _____ any brothers or sisters. haven’t got / hasn’t got / hasn’t<br>d. They _____ a car. haven’t / has / haven’t got<br>e. We _____ blue eyes. ’ve got / ’s got / are got<br>f. _____ a computer? Has she / Has she got / Has got she<br>g. I _____ some chocolate. ’s got / ’ve / ’ve got<br>h. _____ a garden? Have they got / Got they / Has they | PP/PP<br>T/PP | To make the verb “to have got” rule into practice | Worksheet<br>Whiteboard | A |
| 5´ | | *Task three:* I find the mistake, underline it and write it correctly.<br>a. She have got a rabbit. ____has got _____<br>b. My fish is got a blue tail. _____<br>c. They haven’t a lot of homework. _____<br>d. I got two sisters. _____<br>e. You has got a lot of books. _____<br>f. Have got you a garden? _____ | | | Worksheet<br>Whiteboard | V+A |
| 10´ | | *Task four :* I look at these toys and play the role with my partner<br> A ball<br> A camera<br> A bike<br> A skipping rope<br>L1 : Have you got a football? L2: Yes, I have/ No, I haven’t.<br>L1: What have you got? L2: I have got/ I’ve got a ..... | PP/PP | Interacting orally | pictures<br>Role play<br>realia | V+T |



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| 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.<br><br> | PP/PP | Showing degree of autonomy in introducing the relatives. | | |

## The Teacher's Comments

| What worked | What hindered | Action plans |
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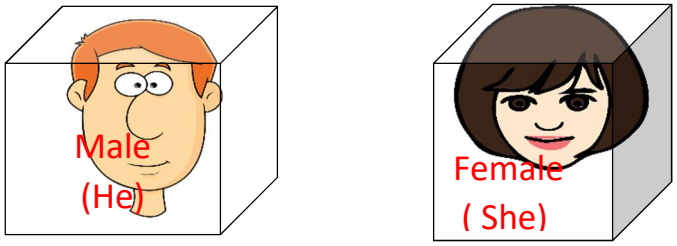
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 05<br>I practise<br>Frame : PPU | ✍ Language Learning/ use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To introduce his/her family members names and jobs orally<br>✍ Use the three forms of the verb "to be".<br>✍ Use W.H Qs. | ✍ Whiteboard/ data show<br>✍ Worksheet / paper strips<br>✍ Family tree poster<br>✍ Flashcards of jobs | ✍ Personal pronouns.<br>✍ Possessive adjectives.<br>✍ What/ Who/ the three forms of "to be" |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can think and use the language to guess.<br>2- Methodological Competency:<br>✍ He can work in pairs.<br>✍ He can assess peer's work.<br>3- Communicative Competency:<br>✍ He can use drama and role play to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He socialises through oral or written exchanges.<br>✍ He develops attitudes of friendship. | ✍ Valuing and respecting relatives.<br>✍ Valuing and developing friendship with friends, neighbours.... |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/ distributes a set of flashcards for each pair of learners.<br>He, Mr, Omar, Madam, Miss, Sir, Father, She, Mrs, Woman, Girl, Margaret, Boy, Brother, Mother, Man<br>-T/ asks Ls to work in pairs and classify the cards in the right box.<br> | T/PP<br>PP/PP | To motivate the Ls and enhance co-learning<br>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<br>T+V |
| 10´ | Presentation | -T/ presents bubbles with gaps to fill in (eliciting from the learners)<br>**Peter:** Hi, Omar, ……is this on the photo?<br>**Omar:** Oh, yes. ……is ……father. ……name is Ahmed.<br>**Peter:** Is ……a painter ? | T/PP<br>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.<br>Strips of words. | A+ V |


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| 20´ | Practice | **Omar**: No, ……isn't.<br>**Peter:**<br>……is……job ?<br>**Omar:**<br>……is a carpenter.<br>-T/ acts out the dialogue with the learners. The learners act out with their partners.<br>-T/ asks Ls to substitute the father with:<br>A mother/ teacher/ Meriem.<br>A sister/ Akram/ a learner.<br>*Task one:* I circle the correct words to help Omar write his e-mail.<br>This message has not been sent.<br>Send / To... margaret13@gmail.com / Cc... / Account / Subject: My family<br>Hi Margaret,<br>How are you? I am happy to introduce ( I - my ) family. My father is a carpenter. ( His- He ) is 47 years old. (His - He) name is Ahmed.My mother is (an – a ) teacher. ( She – He ) is 42. Her name is Meriem. I (has –have) one brother. (His – He) name is Akram. He is a pupil at Kerouani School. Akram (like-likes) playing football.<br>How about you?<br>Love,<br>Omar | T/PP<br>PP/T<br>T/PP<br>PP/PP<br>PP/PP | Checking pronunciation and intonation when acting out the dialogue<br>Interacting orally | Assessment grid<br>The book<br>Information gap act 1p57 | V+A<br>V+T<br>M I |


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| | | -T/ moves to free practice: Task2 p 58. I guess who is who.<br>A L writes the names of his family members in the cirles.<br>He/ she swaps his sheet with his partner's and guesses who is who.<br>Example:<br>L1: Is Kamel your father?<br>L2: No, he isn't.<br>L1: Is he your brother?<br>L2: Yes, he is.<br>L1: Is Sara your sister?<br>L2: Yes, she is.<br>The learners take turn to ask and answer till they find who all the members are.<br>The teacher may allow his learners to carry on guessing about their jobs using the interrogative form and illustrating with tools of jobs pictures.<br><br>A hammer<br>A saw<br>A brush<br>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<br>Whiteboard<br><br>Worksheet<br>Whiteboard<br><br>pictures<br>Role play<br>realia | A |



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| 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.<br>Show the photos and introduce them (names and jobs).<br> | | 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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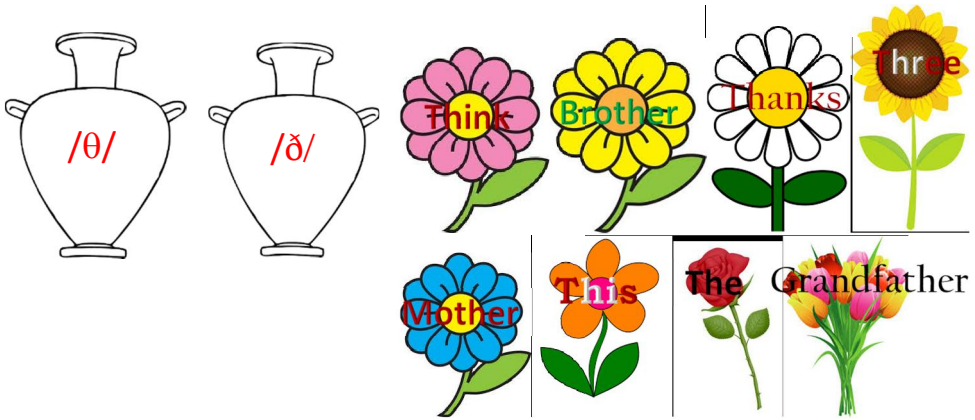
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 06<br>I pronounce<br>Frame : PPU | ✍ Language use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To read and write correctly a short description about the family members using words that contain the sounds /θ/, /ð/, /e/ and /ɪ:/. | ✍ Whiteboard<br>✍ Worksheet<br>✍ paper strips | ✍ The sounds /θ/ & /ð/.<br>✍ The sounds /e/ & /ɪ:/. |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can identify sounds when interacting.<br>✍ The learner can show creativity when producing pieces of oral and written messages.<br>2- Methodological Competency:<br>✍ He can work in small groups.<br>✍ He can assess himself and peer's work.<br>✍ He can use strategies for listening and taking turn to answer.<br>3- Communicative Competency:<br>✍ He can pronounce words correctly to communicate appropriately.<br>4- Personal and social Competencies:<br>✍ He is aware of his role and others' role in working hard at school, and being sociable. | ✍ Being responsible.<br>✍ Being positive.<br>✍ Valuing each member within the family. |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKT MI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -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).<br>Mother Thursday Father<br>Third Fifth Thank<br>This Brother Fourth<br>The learners spread the papers on the table face up. They have to listen to the teacher, when he pronounces a word; each learner tries to pick up that word first until the teacher finishes all the words. The group with the largest number of words is the winner. | T/PP<br>PP/PP | Activating schemata to work in small groups, through a competition.<br>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 |
| 10´ | Presentation (1) | -T/ asks Ls within a group to read all the words and identify the difference.<br>When they identify the difference, the teacher asks them to classify the flowers which represent the corresponding words in the correct vase:<br> | T/PP<br>PP/T | Checking and correcting pronunciation | Reading the list at random. | A<br>V<br>A |


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|---|---|---|---|---|---|---|
| 10´ | Presentation (2) | -T/ provides Ls with a task which is graded for three groups:<br><br>**<u>Group 1:</u>** The learners have to listen to the teacher and write what they hear.<br><br>**<u>Group 2</u>**: The learners have to listen to the teacher and fill in the gaps with the missing words.<br><br>**<u>Group 3</u>**: The learners have to listen to the teacher and choose the correct word in brackets.<br><br>**G1**<br>Keep……,<br>R……<br>……<br>……<br>……<br>……<br><br>**G2**<br>Keep neat at your ……,<br>Read and ……and<br>……cool.<br>……the pen and think of the ……<br>You are the ……, you …… the best.<br><br>**G3**<br>Keep **(neat-net-fit)** at your school,<br>(Read-ride- run) and speak and say **(cool-full-school).**<br>Get **(at-the-an)** pen and think of the **(test-best-next).**<br>You are the best, you are the best.<br><br>-The teacher reads the poem aloud and asks each learner to do the task on his/her sheet of paper.<br>When they finish, they have to deal with peer correction, then group correction. | T/PP<br><br>PP/T<br><br>PP/PP<br><br>PP/PP | To meet the needs of the mixed abilities learners.<br><br>Presenting the different sounds in a meaningful passage or poem.<br><br>To help learners identify the sounds<br><br>Checking how well Ls are able to distinguish between the two sounds. | Handouts of the activity with graded tasks<br>Handouts: 1, 2 and 3<br><br>The book<br>P 53 | V+A<br><br>M I<br><br>A<br><br>T<br><br>V |



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| 15´ | Practice | -T/ asks Ls to read the poem and classify the words with the sounds:<br><br>/e/: Get, Pen, Best<br>/ɪ:/: Keep, Read, Speak<br><br>**Remark:** (The teacher has to mention the moral behind this short poem) Core values.<br>*Task one:* I read and sort out the words with the sounds: /θ/ and /ð/.<br><br>Hi, I am happy with my family.<br>I greet my grandmother and grandfather.<br>I respect my mum and dad, I love you both.<br>Hi, brother, I am your sister; I need Your help and care.<br>I have a brother and a sister, so we are three.<br><br>*Task two:* I throw the ball in the right hoop (task4 p 55)<br><br>Pet, Fifteen, Ten, Green, vet, Greet | PP/PP<br><br>PP/PP | To make Ls feel free to play and learn<br><br>Reinvest what has been learned: ordinal numbers, to introduce their sisters and brothers.<br><br>To check and correct the pronunciation | Worksheet<br>Whiteboard<br>The bubbles<br><br>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<br><br>V+A<br><br>K<br><br>K |



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| 15´ | Use | /e/  Hoop “A”<br>/ɪ:/  Hoop “B”<br>The teacher uses small basketballs to motivate the learners.<br><br>-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.<br><br>/θ/: With, Grandmother, Grandfather, Brother<br>/ð/: Both, Three<br><br>Finally, the learners read their production. | | | Short thank you note | |

## The Teacher’s Comments

| What worked | What hindered | Action plans |
|---|---|---|
| ..... | ..... | ..... |
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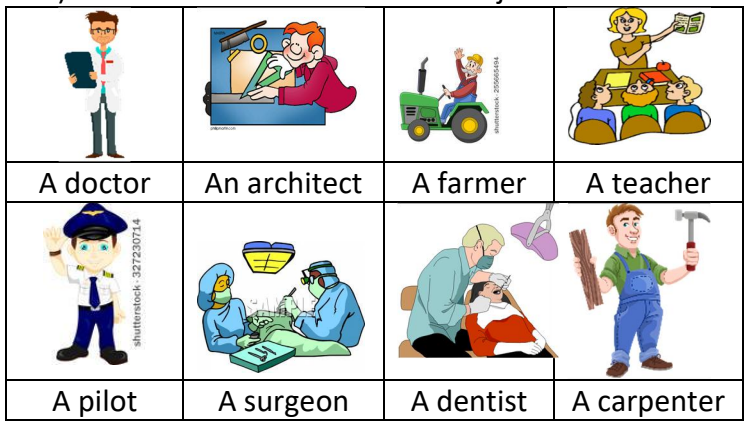
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| Sequence Two | Lesson focus | Domain | Target competencies |
|---|---|---|---|
| Lesson 07<br>I practise<br>Frame : PPU | ✍Language reinforcement | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ 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. | ✍ Whiteboard/ data show<br>✍ Worksheet/ pictures<br>✍ video song of jobs | ✍ The present simple with the three forms.<br>✍ The possessives& Arti. |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret non-verbal messages.<br>✍ The learner can show creativity when producing oral and written messages.<br>2- Methodological Competency:<br>✍ He can work in small groups.<br>✍ He can assess himself and peer's work.<br>✍ He mobilises his resources efficiently to produce a piece of writing.<br>3- Communicative Competency:<br>✍ He can use technology communication and information to communicate appropriately with learners of other cultures as emails.<br>4- Personal and social Competencies:<br>5- ✍ He socialises through oral and written exchanges. | ✍ Being responsible.<br>✍ Being happy and proud of belonging to a family.<br>✍ Valuing jobs.<br>✍ Valuing leisure time activities. (Reading books)<br>✍ Openness to the world (sharing information and respecting people of other cultures.) |


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKT MI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/ invites Ls to watch a video song about jobs and do the tasks.<br>Task 1: a) I watch the video and tick in the jobs I see.<br><br>A doctor / An architect / A farmer / A teacher<br>A pilot / A surgeon / A dentist / A carpenter<br>b) I match each job with the right workplace.<br> | T/PP<br><br>PP/PP<br><br>T/PP<br><br>PP/T<br><br>This | To help Ls identify the jobs from a song.<br><br>To engage and help the Ls to interpret what they see and hear.<br><br>Identifying places of work and matching them with the right occupation | Video song of jobs<br>Worksheet<br>Pictures<br>Strips of words | T+V<br><br>V+ A+ T<br><br>V+A |



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|---|---|---|---|---|---|---|
| 10´<br><br>10´ | Presentation | Before doing the task, the teacher asks the learners to label the workplaces with their appropriate names, then match the pictures.<br>A hospital A school A farm An airport An office<br>The learners label the pictures and then match them with the jobs.<br><br>-T/ creates a situation to present the simple present tense.<br>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.<br><br>**Omar:** Hello, I am Omar. I am Algerian. I ……..reading books. I ……not ……karate.<br>My brother, Akram ……playing football, he ……. Not ……watching TV. …….you …….<br>Reading books?<br><br>-T/ elicits from the learners the missing words in the bubble to introduce the rule of the present simple.<br><br>**Omar:** Hello, I am Omar. I am Algerian. I **like** reading books. I **do** not **like** karate.<br>My brother, Akram **likes** playing football, he **does** not **like** watching TV. **Do** you **like** reading books? | T/PP<br><br>PP/PP<br><br>PP/T<br><br>PP/PP | To help Ls know the workplaces in English.<br><br>Fill in the gaps with the right form<br><br>Highlighting the rule of the present simple tense with all pronouns. | The worksheet<br><br>Present the three forms of the present simple with all pronouns.<br><br>The activity written on a big sheet stuck on the board Strips of words. | <br><br>V<br><br>V+ A<br><br>V |



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|---|---|---|---|---|---|---|
| 15´ | 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.<br>***Task 1***: I help Akram to choose the correct verb form.<br>**Akram:**<br>Yes, you are right, Omar.<br>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.<br>-T/ asks Ls to look at the first task about jobs and workplace and do the following task.<br>***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.<br>1- The doctor works in a farm. ☞ The doctor **does not** work in a farm.<br>2- The farmer works in an office. ☞ The farmer **does not** work in an office.<br>3- The pilot works in a hospital. ☞The pilot **does not** work in a hospital.<br>4- The teacher works in a shop. ☞The teacher **does not** work in a shop.<br>***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.<br>1- I am a teacher, I *work in a school*.<br>2- Rashid is a doctor, ……<br>3- Sandra is a dentist, ……in a dental care.<br>4- You are a shop assistant, ……in a shop.<br>5- We are architects, ……<br>6- They are farmers, ……<br>***Task 4:*** I ask my partner about his family members' jobs and answer his questions. | PP/PP<br>PP/PP<br>PP/PP<br>PP/PP | Assessing how well the Ls use the present simple tense.<br>To check if Ls can use the present simple appropriately<br>To practise the Aff form of the present simple with all persons.<br>To interact orally | The worksheet<br>Oral dialogue | V<br>V+A+T<br>A |


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|---|---|---|---|---|---|---|
| 15´ | Use | Me: What does your father do?<br>My partner: He is ……<br>Me: Where does he work?<br>My partner: He works in ……<br>(Substitute father with other family members)<br><br>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).<br><br><br> | | | 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<br>I read and do<br>Frame : PDP | ✍ Language use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To respond to Adaku's, introduce themselves and talk about languages, likes, food and pets. | ✍ Word splash game<br>✍ E-mail template. | ✍ The present simple to introduce likes.<br>✍ The SP of "be" & "have". |

## Cross- curricular Competencies

### 1- Intellectual Competency:

✍ The learner can understand and interpret non-verbal messages.
✍ He demonstrates degree of autonomy in some areas of learning.

### 2- Methodological Competency:

✍ He can assess himself and peer's work.
✍ He mobilises his resources efficiently to produce a piece of writing.

### 3- Communicative Competency:

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

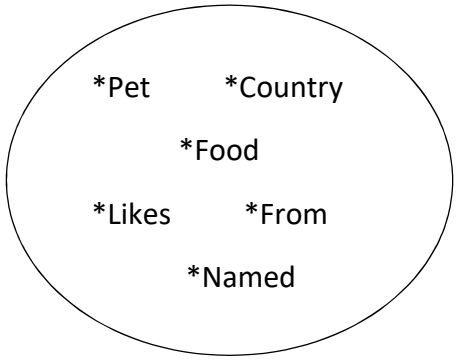
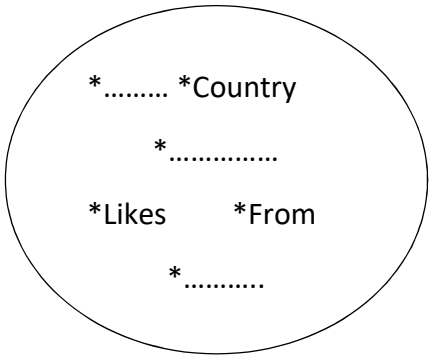
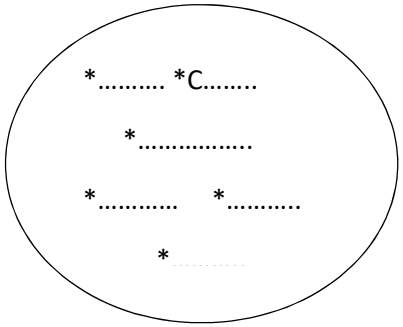
### 4- Personal and social Competencies:

✍ He socialises through oral and written exchanges.

## Core values

✍ 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.)


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| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKT MI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/ invites Ls to look at the circles he draws on the board and explains the principle of the game.<br>**Word Splash Game**<br><br><br>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.<br><br><br><br> | T/PP<br><br>PP/PP<br><br>PP/PP | Motivating Ls and activating schemata.<br><br>Ls will be able to pronounce the words correctly and memorise them.<br><br>To check Ls understanding<br><br>Ls will be able to use the words in meaningful sentences | The board | V<br><br>A<br><br>V |



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|---|---|---|---|---|---|---|
| 10´ | Pre-reading | T/ asks Ls to use the words from the circle in meaningful sentences:<br>- I love my *country*.<br>- I am *from* Algeria.<br>- I have a cat *pet*, *named* Mimi.<br>- Reading books is one of my *likes*. | PP/T<br><br>T/PP<br>This | | L's copybooks. | <br><br>V |
| 20´ | During-reading | First reading:<br>-T/ asks Ls to read the support and say what it is:<br><br>a- a letter b- email c- blog d- message<br><br>Who is the sender?<br><br>Second reading:<br>-T/ asks Ls to read again and tick in the right box<br><br>True False<br>1. Adaku is the receiver of this e-mail. ☐ ☑<br>2. Adaku is eleven. ☐ ☑<br>3. Adaku speaks English. ☑ ☐<br>4. Adaku likes wearing jeans. ☑ ☐<br>5. Adaku has a pet cat. ☐ ☑<br><br>Third reading:<br>-T/ asks Ls to read again and fill in the table about Adaku.<br><br>Name / Age / country / languages / likes / Favourite food / Pet<br>…… / ……. / …… / …… / …… …… …… / …… …… / …… | PP/PP<br><br>PP/T<br><br>PP/PP | Ls will skim the support for general information, then scan it for details about Adaku.<br><br>Ls identify items we use to introduce a person | Worksheet<br>Books | <br><br>V+ A |



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| 20´ | Post-reading | Adaku wants to know more about you. Write an e-mail reply in which you introduce yourself to him; give:<br>- Your name/age/country/languages/likes, favourite food and pet.<br><br> | | 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<br>I learn to integrate<br>Frame : PPP | ✍Language use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ 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<br>✍ E-mail template. | ✍ The present simple to introduce likes.<br>✍ The SP of "be" & "have". |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can understand and interpret a song.<br>✍ He demonstrates autonomy in learning.<br><br>2- Methodological Competency:<br>✍ He can assess himself and peer's work.<br>✍ He can gather resources to mobilise them efficiently to produce a piece of writing.<br><br>3- Communicative Competency:<br>✍ He can use technology communication and information to communicate appropriately with learners of other cultures as emails and blogs.<br><br>4- Personal and social Competencies:<br>✍ He socialises through the tasks and collaborating within the group members. | ✍ Being responsible.<br>✍ Being happy and proud of belonging to a family.<br>✍ Valuing jobs.<br>✍ Openness to the world (sharing information and respecting people of other cultures.) |


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<table>
<tr><th>Timing</th><th>Framework</th><th>Procedure</th><th>Focus</th><th>Objectives</th><th>Material & aids</th><th>VAKTMI</th></tr>
<tr>
<td>10´<br><br><br><br><br><br><br><br>20´<br><br><br><br><br><br><br><br>20´</td>
<td>Warm up<br><br>Presentation (1)<br><br><br><br>Presentation (2)<br><br><br><br>Practice</td>
<td>-T/ invites Ls to watch and listen to the song and answer the questions.<br>- What is the song about?<br>How many family members are there?<br><br>-T/ splits the class into groups of six and provides them with two flashcards representing jobs.<br>Each group has to mime the job for the other groups. The winner is the group who finds the jobs.<br><br>-T/ presents Margaret’s email and explains the new and difficult words by giving examples.<br>Now, in order to introduce your family tree to Margaret, what do you need?<br><br>-T/ supplies each group with a handout representing the KSA table.<br>1- The Ls in each group have to fill in this table before they start writing.
<table>
<tr><th>Knowledge</th><th>Skills</th><th>Attitudes</th></tr>
<tr>
<td>Lexis related to relatives:<br>……<br>……<br>……<br>……<br>Lexis related to jobs:<br>……<br>……<br>……<br>Auxiliary “to be” in the PS with I/ She-he:<br>……<br>Present simple tense:<br>……</td>
<td>Greeting:<br>……<br>……<br>Introducing my relatives:<br>……<br>……</td>
<td>Being polite:……<br>……<br>Valuing family:<br>……<br>……<br>Valuing jobs:<br>……<br>……</td>
</tr>
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</td>
<td>T/PP<br><br><br><br>PP/PP<br><br><br><br><br><br>PP/PP<br><br><br><br><br><br><br><br><br><br>PP/T<br><br>T/PP<br>This</td>
<td>Activating Ls schemata<br><br><br>In a competitive and funny way Ls will be able to recall the lexis related to family members and jobs.<br><br><br><br><br><br>To help Ls have autonomy to learn how to learn.</td>
<td>A song about a family<br><br><br>Jobs flashcards<br><br><br><br><br><br><br><br>The handouts</td>
<td>V+A<br><br><br><br><br><br><br><br>A<br><br><br><br><br><br><br><br><br><br>V</td>
</tr>
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|---|---|---|---|---|---|---|---|
| 20´ | Use and correction | Personal pronouns: ……<br>Possessive adjectives: ……<br>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.<br>-T/ encourages each group to write an email and draw the family tree.<br><br>-Ls/ will have the opportunity to present and assess the groups' productions.<br>-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<br>Books<br><br>Posters to draw family tree.<br>An email template<br>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<br>I think and write<br>Frame : PPP | ✍Language use | ✍ Oral- written- Both | ✍ Interact- interpret- produce |

| Learning objectives | Materials | Target structure |
|---|---|---|
| By the end of this lesson , my learners will be able to:<br>✍ To solve the initial problem situation by introducing themselves on an international friendship blog. | ✍ Video song about friendship/ Algerian map<br>✍ Blog template and support/ Algerian flag. | ✍ The present simple to introduce likes.<br>✍ The SP of "be" & "have" with personal pronoun "I". |

| Cross- curricular Competencies | Core values |
|---|---|
| 1- Intellectual Competency:<br>✍ The learner can interpret a song and sort out manners of a good friend.<br>✍ He can show creativity when designing his/her own blog.<br>2- Methodological Competency:<br>✍ He can assess himself.<br>✍ He can mobilise the acquired resources.<br>3- Communicative Competency:<br>✍ He can use technology communication and information to communicate appropriately with learners of other cultures as blogs.<br>4- Personal and social Competencies:<br>✍ He socialises through written exchanges. | ✍ Asserting one's identity and behaving with self-confidence.<br>✍ Being proud of belonging to a nation.<br>✍ Valuing and developing friendship at the international level. |


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✍ He can develop attitudes of friendship.

| Timing | Framework | Procedure | Focus | Objectives | Material & aids | VAKTMI |
|---|---|---|---|---|---|---|
| 10´ | Warm up | -T/writes on the board the word "Friendship" and asks Ls what this word means for them.<br><br>-T/ lists down the words given by his Ls on the board.<br>T: Do you have friends? Are they good or bad?<br>You should have good friends.<br>T: Now let's watch and listen to a song and list down the characteristics of a good friend.<br>-T/ corrects with the help of the learners (smiles/shares/kind/helpful…) | PP/PP<br><br>PP/PP | To encourage Ls to interact orally and talk about friendship.<br><br>To make Ls aware of the main characteristics of a good friend | A song what makes a good friend? | V+A |
| 10´ | Pre-writing | -T: Where can you make friends?<br>L: at school/ neighbourhood/ other towns and other countries.<br>T: How can you make friends from other countries? How do you communicate?<br>L: email/ Facebook/ Skype/ blogs……<br>T: Which languages do you use? What and why do you write? | T/PP<br><br>PP/T | Showing Ls the importance of the openness to the world to interact orally or in writing | | A |
| 20´ | During-writing | T: Today, you're going to introduce yourself on an international school friendship blog.<br>Be a good friend, prepare your own blog and write about your:<br>- Name- age- country- school- class.<br>- Languages- religion.<br>- Likes- dislikes.<br>- Favourite food. | T/PP<br>This<br><br>PP/PP | To help Ls organise their ideas.<br>To enhance Ls show creativity.<br>To involve Ls in self-assessment and correction. | Showing Jack's Smith Blog as a model page 58.<br><br>Ls' production. | V |



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| 10′ | Revising correcting and editing the final draft | <table><tr><th>Criteria</th><th>Indicators<br>The learner:</th></tr><tr><td>1. Relevance</td><td>1. can design a blog.<br>2. can introduce himself.<br>3. can talk about his preferences.</td></tr><tr><td>2. Use of correct linguistic tools/ consistency</td><td>1. can use mechanics of writing.<br>2. can use the present simple to be/to have/ to like.<br>3. can use the appropriate articles.</td></tr><tr><td>3. Coherence</td><td>1. can use logical organisation of ideas.<br>2. can use meaningful sentences.<br>3. can use appropriate linking words</td></tr><tr><td>4. Cross-curricular competencies</td><td>1. can demonstrate autonomy in using language to communicate.<br>2. can use ICT (blogs).</td></tr><tr><td>5. Values</td><td>1. can assert his personal identity.<br>2. can demonstrate attitudes of respect.</td></tr><tr><td>6. Excellence</td><td>1. his work is well prepared and well presented.<br>2. His production shows creativity.</td></tr></table> | T/PP | The teacher will use this grid to assess the learners' production. | Assessment grid.<br> |

## The Teacher's Comments

| What worked | What hindered | Action plans |
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