Level : Ms 4	**Sequence: 01** ***Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts***	**Lesson: 06 (PPU)** *pronunciation*	**Lesson Focus:** *Language learning*

Learning Objective: By the end of the lesson, the SWBATo *produce and present an oral piece of writing, using the right pronunciation of the diphthongs and the consonant clusters correctly.*

Target Competencies: *interact* – interpret – ***produce***	***Domains:*** *Oral – Written* - ***Both***
Target Structures: diphthongs and consonant clusters	**Materials**: books/ White-board / pictures / portrait

Cross-curricular Competencies:	**Core-values:**
1. Intellectual competence: - The learner can use his critical thinking to solve the pictures puzzles. - He can understand and interpret a conversation. **2. Methodological competence:** - He can work individually, in pairs or within the whole class. - He can assess himself and his partner. **3.Communicative competence:** - He can interview partners to gather information. - He can re-invest the language in a real life situation **4. Personal and social competencies:** - He socialises through oral exchanges.	**-** Raising PPs' awareness toward the important role Algerian outstanding figures played throughout history.

Time	**Framework**	**Procedure**	**Focus**	**Objectives**	**Materials**	**VAKT**
10 mnts	Warm-up	1-T greets the PPs then sticks on the board some pictures and portraits with incomplete names. After that, he invites them to complete the names with the appropriate vowels. *The gr…t w.ll of ch..na / World tr..de center / Sh..kh Tah.r ..t Aljet*	T/PPs	-To activate the PPs' learning schemata -To review vowels and consonants.	White board and flash cards	V A K
20 Mnts	Presentation	**T invites the PPs to write the following text:** Sheikh Tahar Ait Aljet was born in 1917 in Tamokra, Bejaia . He learnt Quran when he was a child. He was not like other boys in his town. He decided to join some scholars in that time to learn Arabic, history, mathematics and theology. So, he developed both the spiritual and intellectual aspects. Near his house, there was a Zaouia where he taught Quran. His goal was to help people have pure spirits and lives.	T/PPs T/ PPs	-To present the new structures in context.		A/V
		Isolation: **1) Ait /like /boys /town /go /Near /there /pure.** 2) scholars / aspects / intellectual / spirits		-To isolate the target structure.		
		Analysis: **1)-** How many sounds do you hear when pronouncing the vowel in the words "like"and "boys"? …… (***Two***)… *"a" and "i"* = / **aɪ** / "o" and "i" = / **ɔɪ** / ➢ The combination of two vowels like in **/aɪ /** and **/ɔɪ /** is called **a diphthong.**	T/ PPs	-To let the PPs analyse the new structure.		A
		2)- How many consonants are there in the begining of "spirits"? ..*two, "s" and "p"*.. Are they separated by a vowel? ..*No*.. ➢ A group of consonants without a vowel is referred to by: **a consonant cluster**. It may occur in the beginning, the middle or in the last position.	PPs/ PPs			A

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		Eliciting the rule: 1 – A **diphthong** is a sound formed by a .. *combination*.. of..*two*… vowels in a single syllable. **/eɪ/** say; **/aɪ/** my; **/ɔɪ/** boy; **/əʊ /** no; **/aʊ/** how; **/ ɪə /** fear; **/ eə/** fair; **/ʊə/** tour 2 – A **consonant cluster** is …*a group*.. of two, three or more …*consonants*…combined together without …*a vowel*… . ➢ A consonant cluster can come in ..*the first*.., ..*the middle*.. or in the final position of a word. **The position** / **...***The first*… / …*The Middle*… / **..***The final***..** **Examples**: split; include; insects	PPs/ PPs	-To let the PPs elicit the rules themselves	
15 mnts	Practice	**Tasks** The teacher invites the PPs to do **Task 1 and 4 page 29/ Task 12 page 30. .** They may work in pairs. ❖ The teacher invites the PPs to check and compare their answers with their partners	PPs/ PPs	-To identify the intruder diphthongs -To involve the PPs in peer correction	-book
15 mnts	Use	**Tasks 12 and16 page 30** **Task six:** I listen carefully to the to the pronunciation of the letters in bold type in each word and write the appropriate diphthong: "**I** ../ /..am going to wr**i**te ../ /..ab**ou**t ../ /..an **ou**tstanding ../ /..figure who lived in Alger**ia**../ /..His n**a**me../ /..is Ahmad Hamani. He was born in Elmil**ia** ../ /..Jijel. He st**ay**ed.. / /..th**e**re ../ /..until the y**ea**r../ /..1930. Then, he started his t**ou**rs../ /..to Constantine wh**e**re ../ /..he j**oi**ned ../ /..Sh**ei**kh ../ /..Ben Badis' classes, then to Tunisia../ /..in 1935. He sh**o**wed ../ /..a gr**ea**t ../ /..interest in learning and that was the starting p**oi**nt ../ /..for a very long car**ee**r../ /.. in learning and teaching. He wr**o**te ../ /..many books and left beh**i**nd him many newsp**a**pers articles. He d**i**ed in 1998. **Homework:** I fill in the table with words from the text above **Initial consonant cluster** / **Middle consonant cluster** / **Final consonant cluster** …… / …… / ……		-To recognize the diphthongs and pronounce them correctly when reading texts -To identify the types of consonant clusters in a word.	

What worked	What hindered	Action points
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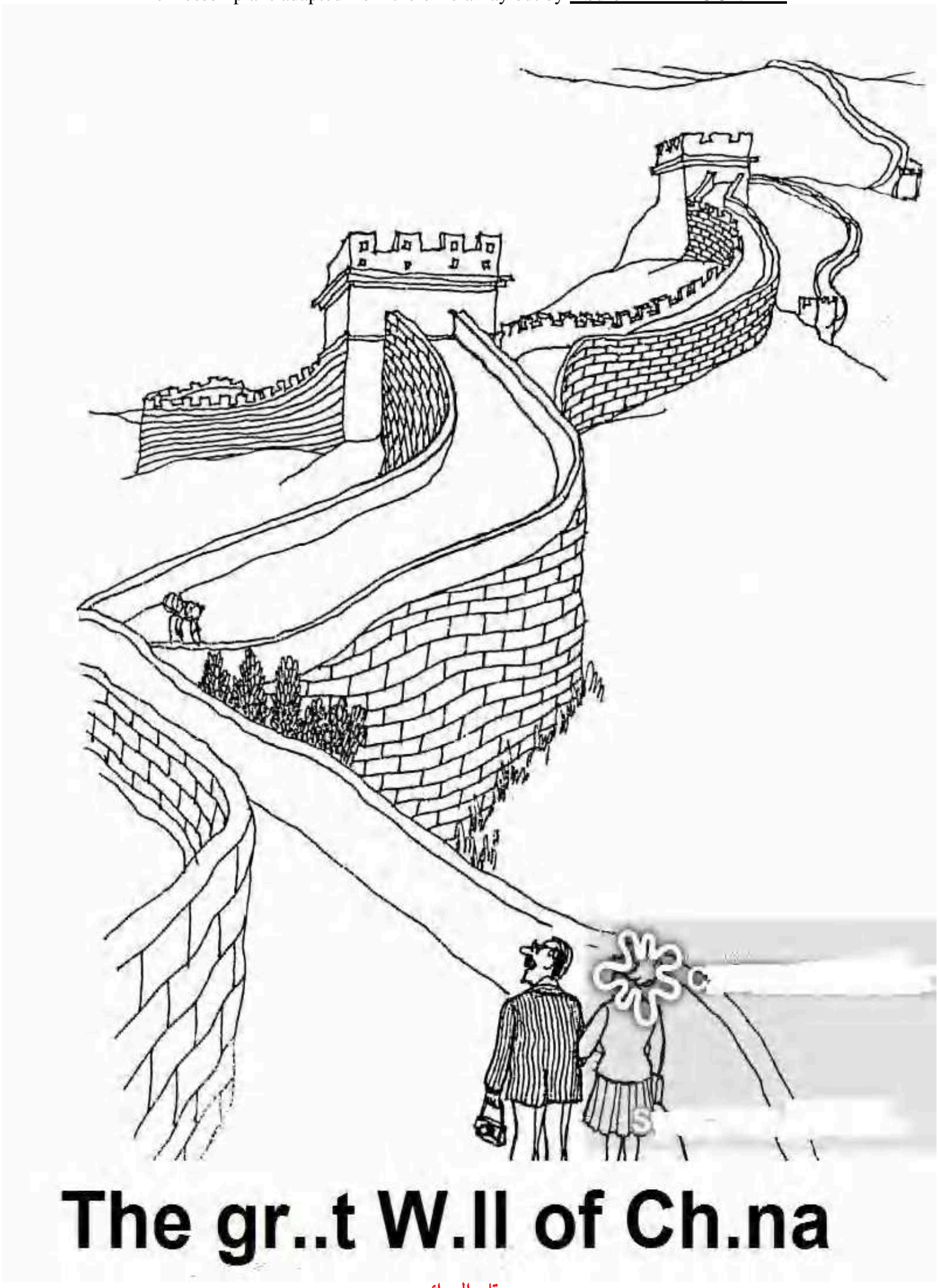
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