

MS1

2G



Sequence One

Me and my friends



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Teacher : ABOUBAKER CHOUIT



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Sequence One Plan

Me and my friends

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



Lesson Plan



T: Aboubaker-Chouit		S: Dridi Saadi Middle School		Level: 4MS			
Sequence : 04 Online Travelling		Lesson: *Announcement the project *Launching the initial situation		Framework : TBL			
Learning Objective(s): By the end of the sequence my Ls will be involved and put into problematic situations and declare the communicated tasks to be dealt into learning objectives and lessons in the sequence.							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: WB- Ls' Copybook +flashcards +Data show			
Target Structures: lexis and expressions related to greeting and introducing oneself.							
Cross Curricular Competencies				Core values			
* Intel: L can use his critical thinking skills when gathering information for learning and project work. -L can understand, interpret verbal texts. -L can solve problem situations using a variety of communication means. * Meth: -L can work in pairs or in groups. * Com: -L can use a role play to communicate appropriately * Per and Soc: -L can show responsibility towards team work.				-Being polite. - Openness to the world -Developing friendship -Behaving as a responsible			
Time	Framework	Procedure		Focus	Objectives	Aids	VA KT
	Warming up Pre presenting	T: Greets his Ls, they respond . -T- Shows some pictures to his Ls, then asks his them some questions. -T-* what do these pictures represent for you? * what's the relationship between these pictures? -T- writes the situation on the board then asks them to read it and try to complete the diagram below. You are new in this school , your teacher of English wants to know about you ,write a short note in which you give him /her the following information : name,age,city, country, telephone number ,.....)  T: Asks Ls to read and underline the key words; name,age,city, country, telephone number ,.....) T: Splits the class into groups Ls starts to collect ideas and -T- checks. T: Invites the Ls to read their products.		T→L T→L <			

	Post presenting	age Me City country Name -T-Asks Ls to copy down the situation on their copybooks.	L→T	To generate solve the problem and find solutions	WB- Ls' Copybo ok +book+ Pictures	V A K
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The Teacher's comments		
What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....



Lesson Plan



Level: 1MS			S/ Dridi Saadi Middle School			T: A-Chouit		
Sequence: 01 Me and my friends			Lesson: 01 I listen and do			Framework : PDP		
Objective (s): By the end of this lesson my Ls will be able to t greet and introduce themselves								
Targeted Competences: Interact .Interpret .Produce			Domain (s): Oral-Written (Both)			Materials: W B-Pictures-Flash cards-Copybook-Book		
Language tools (target structures): lexis and expression related to greeting (hi..) Personal pronoun I / to be ; am , is/what /my/your Punctuation signs/capitalization								
Cross Curricular Competencies						Core values		
- Intel.: L can interpret and use verbal and non verbal messages. - Meth: -L can work in pairs or in groups. - L can use listening strategies. - Com: -L can work in pairs or in a group to communicate appropriately. - Per and soc: -L can socializes through oral messages						-Being polite. - Openness to the world -Developing friendship -Behaving as a responsible		
Time	Framework	Procedure			Focus	Objectives	Aids	VAKT
05°	Warm-up	-T- greets his Ls, they respond. Stage One: -T-Write these letters on the board then he asks his Ls to try to form the word(they’ve already seen it in pre-sequence) -T-Circles the word greeting what is greeting in Arabic ?  -T-Sticks a picture of a group of pupils in the schoolyard on the board, then he asks thses questions: What do you see? Where are they? Where are they?  Task One: (oral) I listen and put the words in the correct order 1- Am _ hi _ . Riazan _I 2- Lina _ hello_ my _ is _ name - , 3- To- glad- meet- you-.- TPS Think-Pair-Share) Task Two:(written)I listen again and find the synonyms of Hi =..... Nice to meet you = TPS Think-Pair-Share)			T→L T→L	Introduci ng the new sequence Attractin g Them to the new topic	Posters +W B	V V-A
10°	Pre listening							
25°	While listening				T→L L→T	Simple drilling Get new vocabs	WB+ Ls’ book and copybooks	V A K

20°	Post listening	Task Three: (written)I complete the dialogue You: hello , name..... Margaret. What is name ? Your friend: Hi , Akram . You : To meet Your friend : to meet Too -T-Invites his Ls to act the dialogue with in pairs.	L→T	dialogue completion and practicing using the target language	W-B+ Ls' book and copybooks	V A K
10°	Presenatation	Stage Two:  -T- Blows three balloons and write on the three sounds /ai/ /ei/ /i/ .  /i/ /ai/ /ei/	T→L		Presentin g the new sounds in a context	W B
05°	Practice	-T-Invites his Ls to listen to the poem and try To discriminate between the three sounds. Task 01: (oral) 02p37 TPS Think-Pair-Share Task 01: (written) 02p38 /i/ /ei/ /ai/	T→L L→T	Practice the new sounds .	WB+ Ls' book and copybooks	V A K
10°	Use	TPS Think-Pair-Share -T-Invites his Ls to copy down on their copybooks	L→T	Use of the new sounds	W-B+ Ls' book and copybooks	V A K

The Teacher's comments

What Worked	What hindered	Action Points

Hi, I am Razane,
What is your name ?

Hello, my name is
Lina

Hi, my name is
Rafik

Hi, I am Rania



Lesson Plan



Level: 1MS			S-Dridi Saadi Middle School			T: A-Chouit			
Sequence: 01 Me and my friends			Lesson: I Practise			Framework : PPP			
Objective (s): By the end of this lesson my Ls will be able to discover where to put capital letters and punctuations in an accurate manner.									
Language tools (target structures): Punctuation signs/capitalisation. The three sounds /ai/ /ei/ /i/ .									
Targeted Competences: Interact .Interpret .Produce			Domain (s): Oral-Written (Both)			Materials: W B-Pictures-Flash cards-Copybook-Book			
Cross Curricular Competencies						Core values			
- Intel. Learner can interpret and use verbal and non verbal messages. - Meth: He can work in pairs or in groups. He can use listening strategies. - Com: He can use punctuation signs appropriately. He can pronounce sounds appropriately. - Per and soc: Socializes through oral messages						-Being polite. - Openness to the world -Developing friendship -Behaving as a responsible			
Time	Framework	Procedure				Focus	Objectives	Aids	VAKT
05°	Warm-up	-T- greets his learners Ls, they respond -T-Chooses two Ls to greet and introduce themselves -T-Writes the following example on the board then highlights the punctuation signs and the capitals. PIASP Presntation Hello,my name is Selma.What's yours? ↓ ↓ ↓ ↓ ↓ H , Isolation S . ? ↓ ↓ Analysis ↓ ↓ Capital comma Capital full stop question mark Letter Letter Stating Rule <u>A Capital letter</u> * proper noun,country ,town Amine-Boudoukha-Algeria . *I *To start a sentence He's smart. Punctuation signs: * (.) a full stop to finish a sentence I like Algeria.. * (,) a comma to mark a pause * (!) exclamation mark: Hello ! / Hi , welcome! * (?)a question mark to ask a question What is your name ? Practice Task One: (oral) I correct the mistake my name is nora ? Hello? I'm sami ! what is your name! TPS Think-Pair-Share) Task Two:(written) I supply the capitalization and the right punctuation				T→L T→L T→L L→T	To pave the way To introduce the punctuati on signs/ capitalizat ion To familiariz e the learners with punctuati on signs To highlight rules To check and consolidat e To consolidat e and reinforce	W B WB+ Ls' book and copybooks	V V-A V A K
15°	Presenation								
15°	Practice								

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

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



Rule :

A Capital letter

- * proper noun, country, town Amine-Boudoukha-Algeria .
- * I
- * To start a sentence He's smart.

Punctuation signs:

- * (.) a full stop to finish a sentence
I like Algeria..
- * (,) a comma to mark a pause
- * (!) exclamation mark:
Hello ! / Hi , welcome!
- * (?) a question mark to ask a question
What is your name ?

[illegible]

30°	Practice	Based-form activity Task One: (oral) I order the words 1-name/my/is/.!/Hello/Rachid 2-11/I/am/./ 3-?/name/What/your/is/ TPS Think-Pair-Share) Meaning-based activity Task Two : (oral) I fill in the table with words from the dialogue <table><tr><td>greeting</td><td></td></tr><tr><td>name</td><td></td></tr><tr><td>verb</td><td></td></tr><tr><td>Noun</td><td></td></tr><tr><td>age</td><td></td></tr><tr><td>city</td><td></td></tr><tr><td>Auxiliary</td><td></td></tr><tr><td>Pronoun</td><td></td></tr><tr><td>question word</td><td></td></tr><tr><td>Possessive adjectives</td><td></td></tr></table> TPS Think-Pair-Share)	greeting		name		verb		Noun		age		city		Auxiliary		Pronoun		question word		Possessive adjectives		T→L L→T	Forming a sentence	WB+ Ls’ copyb ooks	V A K
greeting																										
name																										
verb																										
Noun																										
age																										
city																										
Auxiliary																										
Pronoun																										
question word																										
Possessive adjectives																										
10°	Use	Communicative-based activity Task Three(Written):(p 40) a: I Help Maria find the right word b): I use my personal information My name is I ‘m I live in I love my city. TPS Think-Pair-Share) -T- Invites his Ls to copy down on their copybooks.	L→T	Using of the new words to introduce themselves	W-B+ Ls’ book and copyb ooks	V A K																				

The Teacher's comments

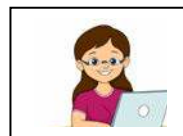
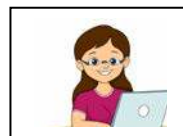
What Worked	What hindered	Action Points
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

Grammar tools	Examples
My /your (Possessive adjectives)	My name is Djamel. Your name is Rachid
I(personal pronouns)	I am kamel I 'm 10 I like Algeria
Am (aux to be)	I am(I'm)
Live /love (verbs)	I live in Oran I love Algeria
What(question word)	What is your name?



Lesson Plan



Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit		
Sequence: 01 Me and my friends		Lesson: 04 I read and do		Framework : PDP		
Objective (s): By the end of this lesson my Ls will be able to interpret a written message about introducing oneself.						
Language tools (target structures): lexis and expression related to personal pronoun I /To be ; am /what /my/your Punctuation signs/ capitalization						
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.		
Cross Curricular Competencies				Core values		
- Intel. Learner can interpret written messages. Shows creativity when producing his own examples in use. - Meth: He can work in pairs or in groups. He can use strategies for reading and interpreting written text . - Com: He can use personal information to communicate with others from different cultures. - Per and soc: Socializes through written messages				-Being polite. -Openness to the world -Developing friendship -Pride of national identity -Behaving as a responsible		
Time	Framework	Procedure	Focus	Objectives	Aids	VA KT
05°	Warming -Up	-T- Greets his learners Ls, they respond -T- Presents the pictures of Razane and Susan. 	T→L	Establish a good classroom atmosphere		A V
10°	Pre- reading	-T- Asks questions to illicit from the Ls. What Razane and Susan are doing? -T- Says : Razane and Susan are chatting on Face-book (using gestures) -T-Gives them some pieces of advice about the danger of the net and chatting with unknown persons -T- Invites his Ls to open their books on p41, read the texts and do the tasks Task One: Oral p41 I read and colour the correct answer 1- Razan is :  11 12 13 2- Sussan is from :  Algeria Australia G Britain  TPS Think-Pair-Share) -T- Invites his Ls to read again and do this task. Task Two : Oral I answer with True or False	T→L	Introduc ing the topic	Pictures +W B	A V
25°	During- reading	 11 12 13 2- Sussan is from : Algeria Australia G Britain   TPS Think-Pair-Share) -T- Invites his Ls to read again and do this task. Task Two : Oral I answer with True or False	T→L L→T	Scanning and exploiting the text	WB+Pic tures +Ls' books+ course book	V A K
				Checking understan ding		

20°	Post-reading	1-Razan lives in Skikda. 2-Razan is a teacher. 3-Susan is 13. TPS Think-Pair-Share) Task Three : (Written)a-I read and complete the chart <table><tr><td>name</td><td>age</td><td>occupation</td><td>Country</td><td>city</td></tr><tr><td></td><td></td><td>a pupil</td><td></td><td></td></tr></table> b-I complete the message Hello , my name is..... .I am I am fromand I live inI am a pupil at Middle  TPS Think-Pair-Share) -T- Invites his Ls to copy down on their copybooks.	name	age	occupation	Country	city			a pupil			L→T	Filling a table of personal data	WB+Pic tures +Ls’ Course books	V A K
		name	age	occupation	Country	city										
		a pupil														
Producing a Written message In which they introduce themselves																
The Teacher’s comments																
What Worked		What hindered		Action Points												
-.....		-.....		-.....												
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Lesson Plan



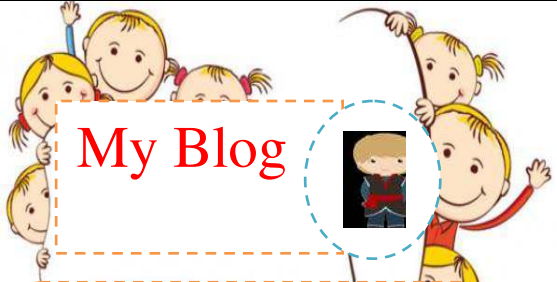
Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit			
Sequence: 01 Me and my friends		Lesson: 05 I learn to integrate		Framework : PDP			
Objective (s): By the end of this lesson my Ls will be able to introduce themselves on a blog.							
Language tools (target structures): lexis and expression related to I /(to be) is-am /my-your /Punctuation signs/ capitalization-blog ...							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.			
Cross Curricular Competencies				Core values			
- Intel. Learner can interpret written messages. Shows creativity when producing his own examples in use. - Meth: He can work in groups. He can mobilize the required resources to produce a written message - Com: He can use ICT to communicate with others from different cultures. He uses blogs. - Per and soc: Socializes through written messages				-Being polite. -Openness to the world . -Developing friendship. -Pride of national identity. -Behaving as a responsible.			
Time	Framework	Procedure		Focus	Objectives	Aids	VA KT
05°	Warming -Up	-T- Greets his learners Ls , they respond		T→L	Establish a good classroom Atmosphere		A V
10°	Pre-writing	-T- Pins these pictures on the WB then asks his Ls these questions :  Do you know what do these pictures represent? -T- These are called social network media. Who has Face-book? Who has friend from other countries?  -T- Do you know what is blog? -T- It is like social network where people or chat and make friends. -T- Writes the situation on the WB then explains it. You are new member of a school blog and you should present yourself to its member			Brainstorm ideas to raise the learners interest Interacting		Pictures +W B
20°	During-writing	-T- Splits Ls into groups -T- Asks his Ls to complete the table on P42 -T- Helps his Ls to fill in the table. Drafting With the help of the T , Ls start drafting . Editing -T- Helps his Ls to find and correct errors and mistakes in grammar, style, and spelling. Publishing		T→L L→T	 Giving an idea about what required from Encourage Ls to work together and gather data	WB+Pictures +Ls' books+ course books	V A K



25°	Post-writing 	The groups write the final draft and present their work in front of their classmates to be assessed -T-Selects a work to be written on the board. Hi everyone , My name is Sami. I am 13 years old. I live in Skikda. I am a pupil in middle school .Nice to meet you all Sami -T- Invites his Ls to copy down on their copybooks.	L→T	To enhance Ls to show creativity Producing a Written piece 	WB+Pictures +Ls' Course books	VAK
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The Teacher's comments

What Worked	What hindered	Action Points
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My Blog



Hi everyone ,

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

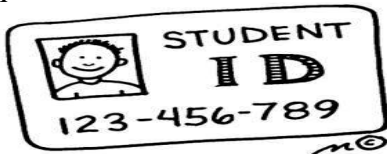
Sami





Lesson Plan



Level: 1MS		S/Dridi Saadi Middle School		T: A-Chouit			
Sequence: 01 Me and my friends		Lesson: 06 I think and write		Framework : PDP			
Objective (s): By the end of this lesson my Ls will be able to introduce themselves in a form of an ID card.							
Language tools (target structures): lexis and expression related to I /(to be) is-am /my-your /Punctuation signs/ capitalization-ID card...							
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W B-Pictures- Book Copybook.			
Cross Curricular Competencies				Core values			
- Intel. Learner can interpret verbal and non-verbal messages. Shows creativity when producing his own examples in use. - Meth:He can mobilize the required resources to produce a written message He shows creativity in writing - Com: He can use ICT to communicate with others. He uses ID card. - Per and soc: Socializes through written messages				-Being polite. -Openness to the world . -Developing friendship. -Pride of national identity. -Behaving as a responsible.			
Time	Framework	Procedure		Focu s	Objectives	Aids	VA KT
05°	Warming -Up	-T- Greets his learners Ls, they respond		T→L	Establish a good classroom Atmosphere		A V
10°	Pre-writing	-T-Pins these pictures on the WB then asks these questions:  Do you know what do these pictures represent? -T- These are called ID card. - Who has an ID card? -T-Writes the situation on the WB then explains it. The library worker ask you to present your ID card in order to borrow books					
20°	During-writing	Drafting With the help of the T, Ls start drafting. Editing -T-Helps his Ls to find and correct errors and mistakes especially spelling. Publishing The Ls write the final draft and present their work in front of their classmates to be assessed		T→L L→T	Giving an idea about what required from	WB+ Pictures +Ls' books	V A K
					To enhance Ls to show		

First Name :

Family name :

Age :

Class :

School :

Town :

Phone number:

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

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

The Teacher's comments

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

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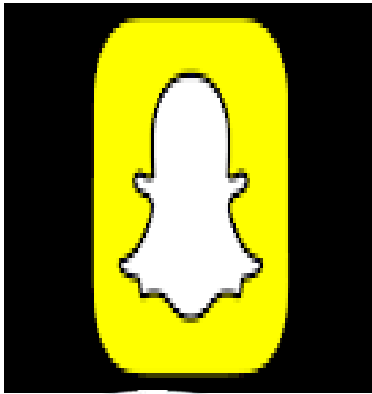
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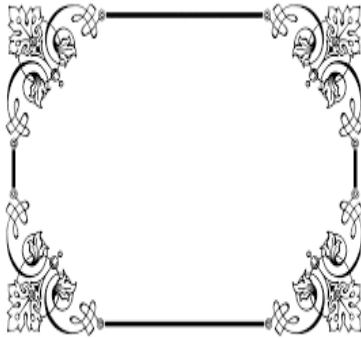
Don't forget us in your dua'a may Allah bless you all

Sequence one flash cards





My blog



Susan



Razane

