I learn to integrate

Model



Hi, friends

My name is Alessandra. It's an Italian name because my grandma was from Italy but I'm Argentinian and I live in Mendoza, a big city in the west of the country. I live with my parents and my two brothers. I'm 15 years old.

I'm going to tell you about myself. As you can see from the photo, I have long fair hair and green eyes. I wear glasses.

I think I'm a positive person. I'm quite extrovert , friendly and outgoing. I like hanging out with friends because it gets me out of the house.

I'm keen on nature . I always go to the mountains with my classmates at weekends. I love reading science books . I always read before I go to bed.

I'm fond of music too. I can play the guitar but can't play the piano . I can speak english very well and I'm taking French classes too.

This is a bit about me . Waiting to hearing more about you .

Be safe and take care friends.

Love, Alissendra

Read the text and answer the questions

-What is the type of text? -narrative -descriptive -argumentative
-What does Alessandra look like?
-What is she like?
-What does she like?
-Which tense is most used in the text? Why?

It's your turn

Alissendra is interested in making new e-pals from all over the world. She wants to know more about you . Send her a message in which you present yourself and talk about your abilities, hobbies, interests and your characters

Dalila Ouchene

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Lesson Plan

Level 3MS **Teacher** Mrs Ouchene

Sequence 1 Me, my Abilities, my Interests and my Personality
Lesson Learn to integrate PDP
Time 45mns

Learning Objectives
1-Students will be able to integrate and mobilize their learnt resources to be efficiently used in solving a problem situation
2-Students will be able to create a well organized descriptive piece of writing .

Procedure

Pre-writing 10mns

T puts students in context first
Students are supposed to work on a worksheet (text /questions)
They explore features of the type of the text (descriptive)
Introduce the situation they're required to write about
Generate enough ideas about the topic
Organize them into an outline / mind map

While -writing 20mns

Step 1 Drafting
Learners start writing their first draft paying attention to the following points
-focus on fluency of writing
-they shouldn't be preoccupied too much with accuracy
-while drafting, the audience should be taken into consideration
Once they finish, you might ask students to exchange their writings and correct easch other's mistakes based on the checklist given before

Step 2 Revising and editing
After having a look at the overall content , organizing their ideas and identifying their mistakes, students start tidying up their drafts
The focus at this stage is on elements like
-choice of words
-grammar
-mechanics

Post - writing 10mns
Students read their writings in front of the class . Others take notes of what they're reading
If time is enough students read their notes and have a discussion about them

Creative idea if possible;
Establish a writing exhibition where they stick their final products on the walls of the classroom and tour around to read each other's work

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Name .....

Class .....

I learn to integrate

I create my mind map (ideas / grammar languge)





I check my writing before I post it

-Simple complete sentences (S - V - C)
-Verbs tense (present simple / can../ gerund)
-Punctuation and capital letters
-Linkers / adverbs of frequency / order of adjectives
-Number of paragraphs
-Space before each paragraph
-Topic sentence (introduction) and conclusion

My final product

Dalila ouchene

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