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sequence one

Me, My Friends, and My Family







By Mrs : Djeghdali.M.

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sequence plan

Sequence one

level : 2 ms

Teacher : Djeghdali.m.

Communicative objectives	Linguestic objectives	
	Lge form	pronunciation
- Describing physical appearance - Describing free / daily activities - Describing and locating places - Reading/interpreting a house plan - Describing family relationships - Expressing : Likes / dislikes Ability/ inability Cause / reason	-The simple present Tense/ adjectives Possessive pronouns Location markers Why / because	pronunciation of /s/ , /z/ , /iz/ pronunciation of can and can't silent letter « h » silent letter « d »

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

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



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Guided sheet

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

Grammar * Simple present tense (interrogative form)

To be / to have / WHQ

Vocabulary Physical appearance Age / weight / height

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

Visual aids Flash cards/ video/ school book

Cross curricular competencies :

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

Methodological : Pps can work in pairs and groups

Communicative : Pps can communicate through dialogues properly

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

Values :

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

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

By Mrs : DJEGHDALI.M.

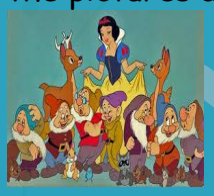
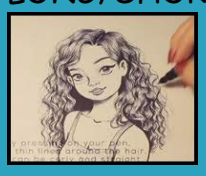
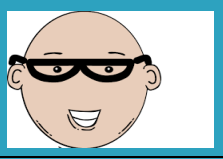
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time	object	procedure	inter	comp	vakt
	Introduce The New seq	Describing physical appearance Warm up : T welcomes learners, and tries to illicit sequence one briefly through the following initial situation :	T / l	Interp	
	Present Ing the Situatio N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

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	New Lexis		T / I	Interp	
	New lexis	Learners take notes on their note book. Now teacher presents the following adjectives, asking learners to look at the pictures and compare  Snow white and the seven dwarfs to identify the adjectives SMALL/TALL	T / I	Interp	
	New lexis	 Laurel and hardy to identify the adjectives SLIM/FAT	T / I	Interp	
		 And through this picture to identify LONG/SHORT hair	T /I		
		 Slanted eyes	T / I	Interp	
		 Bald			

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		practise Now teacher invites learners to listen to a short description of steve's family, and do the following activity	T / I	Interp	
	Develop Listening skills	First teacher shows learners steve's family and asks What does the picture represent ? Is it a big family ? is the father a tall man/ old man ? Is the mother fat ? does she wear glasses ?	T / I	Interr	
	Practise New lge form	 Now teacher invites learners to write task one	T / I	Interp	
	Develop List Skills	Task one : listen to steve then answer the following questions Hi, my name is steve Robinson, I am 38 years old, I am a doctor at London hospital, I am tall and slim with short fair hair. My wife Anna is 30, she is a teacher, she is tall and slim, she has got long fair hair and slanted eyes. I have got two kids and one baby. I love my family.	L / I	Interp	
		Questions 1- Is -+9 steve's fmily big ? 2- What does he look like ? 3- Is Anna a fat woman ? T sets a time limits, walks around and checks		Interr	
	produce	Use : Task : Choose one of your teacher and describe him or her in a few lines Start like this My teacher of mathematics is …….. .name, he …… ……	L / I	Produc	

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		…… T sets time limit helps learners if necessary T provides learners with the following home work Pair work : Write a short dialogue with your friend ,asks him about your new class mate (physical appearance)	L / l		

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

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		Negative form First teacher asks ls about the negative mark----------not	T / l	Interr	Visual board
	Stating rules	T provide learners with the following example I am tall---------i am not tall I like sport-------i like not sport ?? Ls no T : not never appear in a sentence without auxiliary sentence1 If there is no auxiliary TO DO should appear I do not like sport		Inter/ Interp	
		Interrogative form Here teacher comes back to the qs asked before What is the difference betwwen both qs ? ls : WHQ/AUX QS Learners provide the teacher with some examples			
	Practise The New lge form	Practise : Task : Re order the following words to get correct sentences 1- is/ Leila /and / slim/ tall/ a / girl 2- does/ What/ like/ look/he/ ? 3- got/ Have/ you / eyes / big/ ? 4- not/the pupil/ fat/is t sets a time limit walks around and checks home work	L / t	prod	

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time	object	Procedure	inter	comp	vakt
		practise			
	Motivate Ls/ reviews	Warm up : T welcomes learners and checks the previous home work Learners correct on the board	T / l	Interr	Audit
		Controlled practise			
		Task one : t asks learners to look at the picture and describe these persons using simple present tense		Interp Interr	Visual F C
	Ls act Drills Using interr/ neg	by doing a short drill (work in pairs)	T / l		
					
		{ What does steven look like ? He is short and fat	T / l	Interp Interr	Visual F C
					
		{ Is zineddine zidane tall ? Yes, he is			
		Guided practise :			
	Negative Form	Task two : I turn the following sentences to the negative form - John is a serious pupil. - Leila and karima work in a hospital - My mum likes music - The Pupils are lazy T sets time limit walks around and checks	T / l	Interr	Visual Auditory

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	Ls produce Using the new lge form	Free practise Task three : In three or four sentences, describe your friend giving his Name/ age/ physical appearance/ T sets a time limit walks around and checks Ls read their productions choose one and write it /correct it on the board	L / l	prod	Auditory

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time	object	procedure	inter	comp	vakt
		Pronunciation of final « s »			
	Motivat Ing ls	Warm up : T welcomes learners and invites them to listen to a song « what does he look like ? »	T / l	Interr	Visual
		Presentation			
	Present Ing sounds	T invites one learner to the board and asks his mates to describe him Bahaa is tall and slim , he is 12 years old , he is tall and slim, he has got short, fair hair and brown eyes, he puts glasses.	T / l	Interp	Visual Audit
		Isolation			
	Isolate Words	T invites ls to underline the following words Is / eyes / glasses / likes/ hates	L / t	Interp	Visual
		Analyse			Audit
	Remembe Ring rules	T asks learners to read the words Paying attention to the pronunciation of their final s Learners try to remember the rule	L / t	Interp	
		Stating the rule			
		The letter « s » is pronounced /s/----when « s » preceded by /p/ /t / /k/ /f / /θ/ /iz/-----when « s » preceded by /ʃ/ /tʃ/ /s/ /z/ /dj/ /z/-----when « s » is preceded by other sounds	T / l	Interr	Audit
		Practise :			
	Practis ing	Task one : I read and classify the following words according to the pronunciation of their final « s » Boxes – lands – photographs- cities /s/ | /z/ | /iz/ | |	L / l	prod	Visual
		T sets a time limits walks around and checks			

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Guided sheet

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

Grammar * possessive pronouns

Vocabulary likes / deslike / hate

Pronunciation the silent letters « h » and « b »

Visual aids flash cards/ video/ school book

Cross curricular competencies :

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

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

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

Values :

*Learner will describe his frre time activities to his friend

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

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time	object	procedure	inter	comp	vakt
		Daily and free time activities Pdp	t/l	Interr	
	Motivate Learners	Warm up : T welcomes learners and invites them to write the date. Now he/she asks them some qs to pave the way to the lesson At what time do you get up every day ? then what do you do ? Ls give their daily activities	T /l		Auditory
	Pave the way to the lesson	Pre-reading T presents some flash cards and ls give full and correct sentences describing their daily activities. Then move smoothly to the week-end and if they do the same activities after school also What do they like to do ? What do they dislike ?	L /t	Interp	Visual
	Answer whq/aux qs	During -reading T asks learners to guess what would be the text about (orally) ls guess and the teacher accepts all the answers Now teacher invites learners to read the dialogue and do the following activities : Activity two : I read then I answer the questions 1- Does Susan go to school on weekend ? 2- What does she do on week-end ? 3- When does Sally practise sport ? 4- Does she like sport ? Learners read and do after setting time limits. Ls correct on the board and on their copybook	T /l T /l	Interr Interp Interr	Visual Text Visual Text

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	Arouse lexis Conclude Understanding	Now they are invited to do **Activity three** : re-read the dialogue then find - The synonyms of : exercise =……. Yard =……. - The opposites of : like≠ ……free ≠……before≠……. Teacher sets a time limit walks around and checks Poste- reading T invites learners to complete the following table **Activity three** : Re-read and complete the table below : Learners re-read then do ; correct on the board and on their copy book Home work : in a few lines write about your free time activities Text : Susan and sally are in the playground talking about their weekend **Susan** : on weekend, of course I don't go to school , I usually invite my friends to watch a good film at cinema and eat popcorn it's fun . What about you Sally ? **Sally** : well on weekend, I have many things to do, I have guitar lessons, and read a short storry. And after I do my homework, I often surf on the net checking my facebook page. **Susan** : Wow, it's really a busy weekend. Do you really have a guitar ? **Sally** : Yes it is my guitar , it's **mine.** **Susan** : But what about sport. Don't you practise some ? **Sally** : Yes I do, but only sometimes because I hate sport practise.	t/ l L /l	Interr Interp prod	Visual Board Visual Board text

	Susan	Sally
similarities		
dissimilarities		

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

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	Practise The new lge form	Teacher helps learners to complete the chart Practise Task : I write the correct possessive pronoun for each sentence Example : That is my car , that car is mine 1- This is their photograph, this photograph is …… 2- This is your Ipod, this Ipod is …… 3- This is our class, it is …… 4- This is my sister's bracelet, it is …… 5- This is Mohamed's camera ; it is …… T sets a time limits walks around and checks Ls correct on the board then on their copy book	T / L L / l	Interr Interp prod	

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

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

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<table>
<tr><th>time</th><th>object</th><th>procedure</th><th>inter</th><th>comp</th><th>vakt</th></tr>
<tr><td></td><td>Motiva
Ting
And
review
ing</td><td>Likes / deslikes
(clothes)
Warm up : teacher welcomes learner and asks them some questions to pave the way to the lesson
What do you wear at school ?
Do you wear sport clothes for English class ?
What do you like to wear ?
Teacher accepts all the answer and then invites them to watch the following video</td><td>t/l

t/l</td><td>Interr

Interr</td><td></td></tr>
<tr><td></td><td>Presen
Tation
Of
cloth
es
names</td><td>Presentation
T invites learners to watch the video and then complete the table in the work sheet
Task : I watch the video and iIcomplete the table below :
<table><tr><td>Boys wearing</td><td>Girls wearing</td><td>both</td></tr><tr><td></td><td></td><td></td></tr></table>Learners watch and do Correction</td><td>
l/t</td><td>Interr
Interp</td><td>Visual Data Show

Visual Board</td></tr>
<tr><td></td><td>Use the New lexis taught</td><td>Use
Now teacher invites them to write what do they like to wear
Task two : now I write what I like to wear
I like to wear ……
……
Teacher sets a time limit , walks around and checks
T provides learner with the following homework
Home work : In a few lines I write what does my friend like to wear
My friend……(name), he is……(age),he……(height), He ……(hair) and……(eyes).
My friend likes to wear</td><td>l/t

l/l</td><td>Interr

prod</td><td></td></tr>
</table>

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

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Practice :

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

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

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Guided sheet

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

Grammar * Can/ Can't

Vocabulary ability /inability

Pronunciation strong/ weak form of can

Visual aids flash cards/ video/ school book

Cross curricular competencies :

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

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

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

Values :

*Learner will express his abilities and inabilities to his friend

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

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

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

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	practising	So can is in its weak form at the beginning and in the middle of a sentence. Practice : read the following sentences then put a tick √ at the correct column • Can you fly ? • No , i can't • Which languages can you speak ? • I can speak English and French. Learners read then do after setting a time limits. T walks and checks Learners correct on the board then on their copy book.	L / l	produ	

sentences	W.F	S.F
1		
2		
3		
4		

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Guided sheet

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

Grammar why /Because

Vocabulary parts of house / locating markers/describing family relationship

Visual aids flash cards/ video/ school book

Cross curricular competencies :

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

Methodological : pps can work in pairs and groups

Communicative : pps can communicate through dialogues properly

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

Values :

*Learners will describe their houses to their friend

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

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

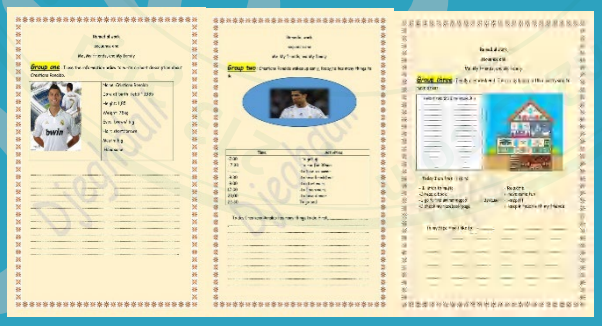
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		and checks. Learners correct on the board then on their copybook Now learners are invited to re-read, then do activity two	T / l	Interr	
	Lexis	Task three : Re- read, then find words that are opposite in meaning to : The first ≠…… Downstairs ≠…… Learners re-read then do Correct on the boardthen on their copybook	T / l	Interp	Visual Text
	Use the New lge form	Poste-reading T asks learners to watch the video , then complete the following passage The grandparents are …… The house,, my father is in …… And my mother is cleaning …… ……my brother is sleeping at his …… Learners watch then do the activity Correct on the board, then on their copybook. Home work : it 's my turn now, i describe my home in a few lines	L / t	produ	Visual video

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time	object	procedure	int	com	vakt
		I learn to integrate			
	Reviewing	Warm up : T now is about to finish the sequence, so she reviews the sequence briefly through the following ppt slides	t/l	Interr	
		Presentation :			
		T presents the following situation through the following video			
		Asks learners some qs			
		What is the video about ?		Interr	
		Who is he ?			
	Presenta Tion of the situa Tion	T writes the following situation on the board Crestiano Ronaldo is a famous footballer, he looks very active and handsome. In a paragraph you are going to talk about his physical appearance, daily/free time activities,likes and deslikes and describing his beautiful house.	t/l	Iterp	
	Setting Task and Groups	Now t sets three groups, and invites them to do the tasks given	t/l	Interr	
	Produce		t/l	Interr	
		T explaines the instructions for each group They start working, reminding them of using the pre-requisites seen at the very beginning of the lesson	t/l	Prro	
		Produce :			
		Learners work in groups, t walks around and checks, helps if necessary and guide.			

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

Djeghadi

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