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Ms4 lesson plans adapted from the official lay out by **Abd el Alim IZOUNTAR**

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:** Sh**ei**kh Tahar **Ai**t Aljet was bo**r**n in 1917 in Tamo**k**ra, Bejaia . He lea**r**nt Quran when he was a ch**i**ld. He was not l**i**ke other b**oy**s in his t**ow**n. He de**ci**ded to j**oi**n some sch**o**lars in that **ti**me to lea**r**n Arabic, hi**s**tory, mathemati**c**s a**n**d theology. So, he developed **bo**th the **s**piritual and i**n**tellectual a**s**pects. N**ea**r his h**ou**se, th**e**re was a Zaouia wh**e**re he taught Quran. His g**oa**l was to he**l**p people have p**ur**e spiri**t**s and **li**ve**s**.	T/PPs T/ PPs	-To present the new structures in context.		A/V
		Isolation: **1) Ai**t /l**i**ke /b**oy**s /t**ow**n /**go** /N**ea**r /th**e**r**e** /p**ur**e. 2) sch**o**lars / a**s**pects / i**n**tellectual / **s**pirits		-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/	/aɪ/	/ɔɪ/	/əʊ /	/aʊ/	/ ɪə /	/ eə/	/ʊə/
say	my	boy	no	how	fear	fair	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.

-To recognize the diphthongs and pronounce them correctly when reading texts

Homework:

I fill in the table with words from the text above

Initial consonant cluster	Middle consonant cluster	Final consonant cluster
…….	…….	…….

-To identify the types of consonant clusters in a word.

What worked	What hindered	Action points
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……

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Sh . . kh T. har

..t Aljet

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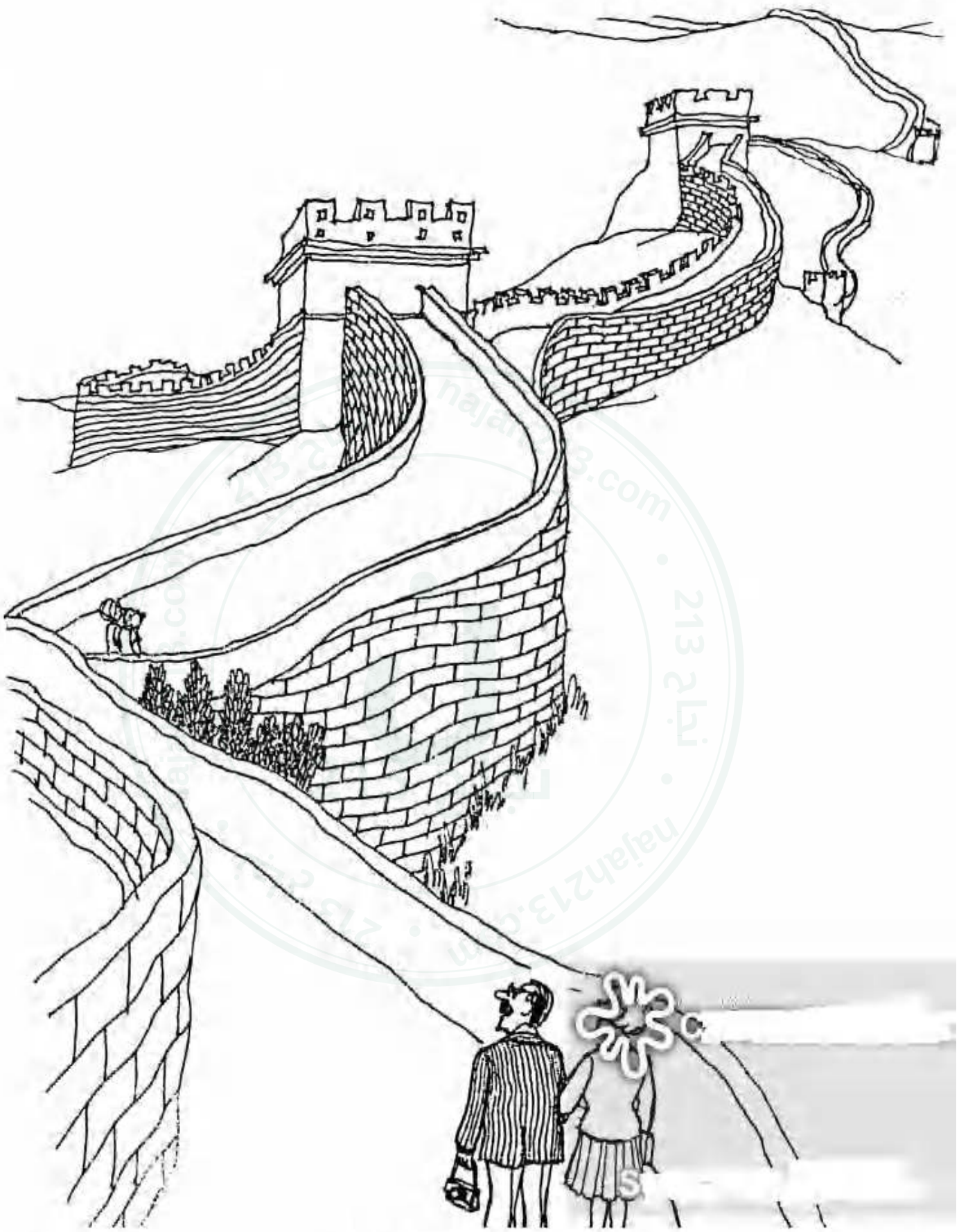
Twin Towers

W. rld Tr.de C.nter

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