

Pedagogic project « 1 »

Sequence 1



Project work « 1 »

My Family Profile



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MS1 level:



Guided Sheet (lesson focus)



Project Work

Sequence 1

Session = Input= Lesson

Communicative Competence
(SWBAT)

Initial Problem Solving Situation

Resources Acquisition

Making Family Profile

Me & My Friends

PPU Speaking lesson

PIASP teaching punctuation

Domain: Oral

By the end of this Sequence learners will be able to :

- ☉ Greet people
- ☉ Introduce one self (using correct punctuation signs)

It's your first year in Middle School. Greet and introduce yourself to your classmates

- ☉ **Function : Introducing oneself / Greeting people**
- ☉ **Grammar : Simple present of "to be" + personnel pronoun "I "**
- ☉ **Vocabulary related to: School & classroom worlds**
- ☉ **Pronunciation : Short vowel /i/**
- ☉ **VAKT = AIDS : visual (flashcards + school manual p 35- 36)**
- ☉ **Cross Curricular Competences :**
 - ☉ **Intellectual order:** *He can understand and interpret verbal and non-verbal messages*
 - ☉ **Methodological:** *He can work in pairs or in groups*
 - ☉ **Communicative :** *He can use role-play to communicate appropriately*
 - ☉ **Personal and Social:** *He socialises through oral or written exchanges*
- ☉ **Values :**
 - ☉ **National Identity:** *The learner can use the markers of his identity when introducing himself to others: name,*
 - ☉ **National Conscience :** *He behaves as a responsible and committed citizen*
 - ☉ **Citizenship :** *he shows respect for the environment (school and classroom) and protects it continually*
 - ☉ **Openness to the world :** *He is keen on learning about others' markers of identity*

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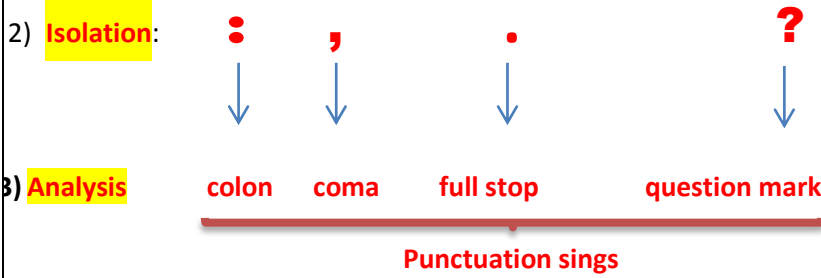
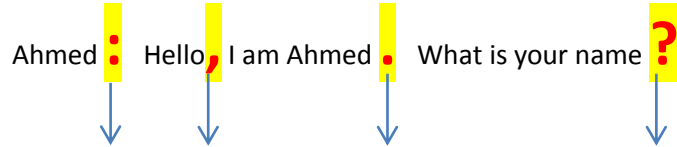
Time	objective	Interaction	Procedure	competence s	VAKT/Aids
5'	-greet and put learners in comfortable Situation to learn Stimulate the learners by creating problem solving situation	Teacher Student Student Teacher Student Student Students Students	<p>Sequence 1 : "Me & My friends" MS1</p> <p>Section : "I listen & do"</p> <p>Input 1: "Greeting & Introducing"</p> <p>Warm up:</p> <ul style="list-style-type: none"> The teacher greets the learners , welcomes them and tries to make them feel at ease for the learning situation <p>Presentation:</p> <ul style="list-style-type: none"> Using flash cards the teacher introduces the situation: <p>Initial problem solving situation:</p> <ul style="list-style-type: none"> Teachers pin a picture of a school boy and asks : <ul style="list-style-type: none"> Is it you? -> No. Is it your friend? -> No Is it your teacher ? -> No Ok: This is Ahmed . Ahmed is a new pupil. Ahmed introduces himself to his friends. The teacher invites the learners to listen to the dialogue, then repeat one by one (6 to 8 learners) then perform in pair. <p>Dialogue 1:</p> <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } Ahmed. Hi, }</p> <p>B : } I am Kamel Hello , } My name is Kamel</p> <p>Dialogue 2:</p> <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } Ahmed. Hi, }</p> <p>What is your name ?</p> <p>B : } I am Kamel Hello , } My name is Kamel</p> <p>A: <i>Nice to meet you, Kamel.</i> B: <i>Glad to meet you, Ahmed</i></p> <p>Practice : (guided practice)</p> <ul style="list-style-type: none"> Learners are invited to repeat the two dialogues , then practice substituting key words: <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } (Ahmed- karima-Omar-Yuba) Hi, }</p> <p>What is your name ?</p> <p>B : } I am (Kamel- Cherifa- Rachid- Yasmine) Hello , } My name is(Kamel-Cherifa- Rachid-Yasmine)</p> <p>A: <i>Nice to meet you, (Kamel- Cherifa – Rachid – Yasmine)</i> B: <i>Glad to meet you, Ahmed-- karima-Omar-Yuba</i></p> <p>Yellowdaffodil66@gmail.com</p>	<p>Interact (to greet)</p> <p>Interact & Interpret (to know who is in the picture)</p> <p>Produce (simple oral message)</p> <p>Interact (to greet & introduce)</p> <p>Interpret</p> <p>(interpret the drill by substituting key words)</p> <p>Produce</p> <p>(make simple dialogue using the target language)</p>	<p>Visual (gestures – miming)</p> <p>Visual (flash card showing unknown learner)</p> <p>Visual (board and marker)</p> <p>Kinesthetic (learners stand up and act the drill-move to greet their mates)</p> <p>White Board</p> <p>Visual (flashcards showing Algerian learners)</p>
20'	Greet and introduce oneself	Teacher Student Student Teacher Student Student Students Students	<p>Dialogue 1:</p> <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } Ahmed. Hi, }</p> <p>B : } I am Kamel Hello , } My name is Kamel</p> <p>Dialogue 2:</p> <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } Ahmed. Hi, }</p> <p>What is your name ?</p> <p>B : } I am Kamel Hello , } My name is Kamel</p> <p>A: <i>Nice to meet you, Kamel.</i> B: <i>Glad to meet you, Ahmed</i></p> <p>Practice : (guided practice)</p> <ul style="list-style-type: none"> Learners are invited to repeat the two dialogues , then practice substituting key words: <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } (Ahmed- karima-Omar-Yuba) Hi, }</p> <p>What is your name ?</p> <p>B : } I am (Kamel- Cherifa- Rachid- Yasmine) Hello , } My name is(Kamel-Cherifa- Rachid-Yasmine)</p> <p>A: <i>Nice to meet you, (Kamel- Cherifa – Rachid – Yasmine)</i> B: <i>Glad to meet you, Ahmed-- karima-Omar-Yuba</i></p> <p>Yellowdaffodil66@gmail.com</p>	<p>Interact (to greet & introduce)</p> <p>Interpret</p> <p>(interpret the drill by substituting key words)</p> <p>Produce</p> <p>(make simple dialogue using the target language)</p>	<p>Visual (board and marker)</p> <p>Kinesthetic (learners stand up and act the drill-move to greet their mates)</p> <p>White Board</p> <p>Visual (flashcards showing Algerian learners)</p>
10'	Greet and introduce oneself	Teacher Student Teacher Student Student Students Students	<p>Practice : (guided practice)</p> <ul style="list-style-type: none"> Learners are invited to repeat the two dialogues , then practice substituting key words: <p>A : <i>Good morning / Good afternoon,</i> } I am Hello , } My name is } (Ahmed- karima-Omar-Yuba) Hi, }</p> <p>What is your name ?</p> <p>B : } I am (Kamel- Cherifa- Rachid- Yasmine) Hello , } My name is(Kamel-Cherifa- Rachid-Yasmine)</p> <p>A: <i>Nice to meet you, (Kamel- Cherifa – Rachid – Yasmine)</i> B: <i>Glad to meet you, Ahmed-- karima-Omar-Yuba</i></p> <p>Yellowdaffodil66@gmail.com</p>	<p>Interpret</p> <p>(interpret the drill by substituting key words)</p> <p>Produce</p> <p>(make simple dialogue using the target language)</p>	<p>White Board</p> <p>Visual (flashcards showing Algerian learners)</p>

5'	Greet & introduce oneself	Teacher
		Student
		Student
		Teacher
	Analyze and deduce the grammar form	Student
		Students
		Students
	Analyze and deduce the grammar form	Teacher
		Student
	Analyze and deduce the rule	Student
	Student	
	Students	
	Students	
Name the punctuation signs	Teacher	
	Student	
	Student	
	Teacher	
	Student	
	Students	
	Students	

★ **Use:** Learners are invited to perform in pairs (closed pairs and open ones) using the target **language they saw in presentation and in practice using their** own names
 ★ Teacher reports on the board one of the learners productions , Then invites the learners to read

PIASP teaching grammar : Punctuation

1) **Presentation:** learners are invited to read the following exchange .



4) **Stating rule :**
 Teacher helps the learners to state the rule about punctuation sings by naming and listing them (they are permitted to use their L1 and L2)

The punctuation sings

■ → full stop	? → question mark
, → coma	! → exclamation mark
: → colon	

★ Learners are invited to read the written work on the board , then copy down on their copy books.

Produce
 (simple dialogue performing what they have seen above)

visual
 (White Board)



Visual
 (White Board)



Visual
 (White Board)

Interact

Interpret

Produce



Interact

Visual
 (White Board)

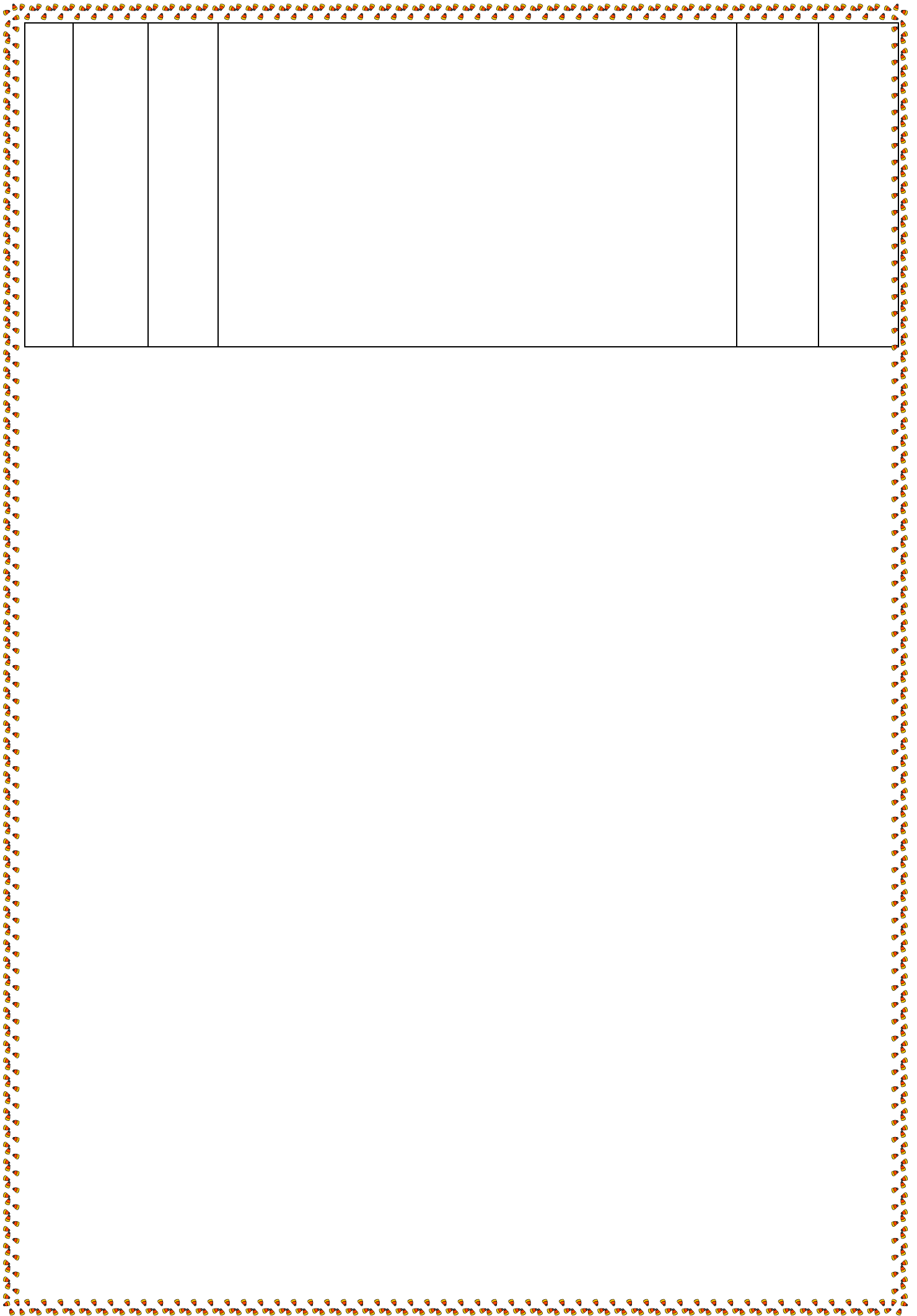
Interpret

Produce



5'	Greeting and welcoming	Teacher	<p>Lesson 2 MS1</p> <p>Practice</p> <p>Warm up:</p> <ul style="list-style-type: none"> ★ Teacher greets the learners and welcomes them, tried to make them feel at ease and ready to learn. ★ Teacher invites the learners to make a quick review about the last session by "greeting and introducing" each others . 	Interact (to greet)	White Board
4'	Greeting and welcoming	Student	<ul style="list-style-type: none"> ★ Teacher may use "mingle game" 	Interpret (the game to greet and introduce)	Visual Audio Kinesthetic
4'	Greeting and welcoming	Student Student	<ul style="list-style-type: none"> ➤ Stand up. ➤ Find some one you did not meet this morning ➤ Greet and introduce yourself to your friend and your friend does the same thing too. 	Tactile	★
5'	Greeting and welcoming	Students Students	<ul style="list-style-type: none"> ★ Learners are asked to open their books , use their pencils and do "p36" <p>Task3</p> <ul style="list-style-type: none"> ★ Task 3p 36: I greet and say my name. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 200px;"> <p>Hello, my name is</p> </div> <div style="border: 1px solid red; border-radius: 15px; padding: 5px; width: 200px;"> <p>Hi, I am</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid orange; border-radius: 15px; padding: 5px; width: 250px;"> <p>Good morning , my name is</p> </div> <div style="border: 1px solid purple; border-radius: 15px; padding: 5px; width: 250px;"> <p>Good afternoon, my name is</p> </div> </div>	Produce (greeting and introducing oneself)	White Board Visual Audio Kinesthetic Tactile
5'	Identify , name and discriminate between the punctuation signs	Teacher Student Student Teacher	<hr/> <ul style="list-style-type: none"> ★ PIASP practice stage: ★ Learners are invited to open their books on page 35 and pay attention at the punctuation signs , then invites some of the learners to read aloud. ★ Learners are invited to do the following tasks to acquire what has been said about "punctuation" ★ Based form task : ★ Exercise : Spot and correct the mistakes. 	Interact (about the instructions of page35)	White Board
5'	Students	Student Student	<ul style="list-style-type: none"> ➤ Ahmed ? My name is Ahmed : What is your name . ➤ Dihya , Nice to meet you : Ahmed ! I am Dihya . 	Interpret (the instruction of the task)	Visual Audio Kinesthetic Tactile
5'	Identify where to use each punctuation signs	Students Students	<ul style="list-style-type: none"> ★ Learners work in rough , the teacher supervises their works, then invites them to correct on the board. ★ The learners read loudly the corrected task and perform it in pairs . 	Produce (very simple message introducing and greeting using correct punct)	White Board Visual Audio

5'	Identify the meaning of each punctuation signs	Teacher Student	<p>★ Meaning based task:</p> <p>★ Teacher explains the instruction of the second task where the learners are required to identify the meaning of each punctuation sign.</p> <p>★ Learners are invited to open their books on Page 40 , the teacher reads and explains the instructions then learners work in rough.</p> <p>★ Task 1 p40: <u>match the pairs</u></p>	<p>★</p> <p>Interact (to understand the meaning of the task)</p>	<p>Kinesthetic</p> <p>Tactile</p> <p>White Board</p>
5'	Identify the meaning of each punctuation signs	Student Teacher Student Student	<div style="border: 1px solid orange; padding: 10px; text-align: center;"> <p>• coma</p> <p>! question mark</p> <p>, full stop</p> <p>? exclamation mark</p> </div> <p>★ Learners work in rough , the teacher supervises their works then invites them to correct on the board.</p>	<p>★</p> <p>Produce (matching with nouns)</p>	<p>★</p> <p>Kinesthetic</p> <p>Tactile</p>
5'	Use the punctuation signs in communicative task	Teacher Student Student Teacher	<p>★ Communicative based task:</p> <p>★ Teacher explains the instructions of the next task where the learners used the “grammar item” in a communicative way”</p> <p>★ Exercise: “Pair work” Complete the dialogue with the punctuation signs</p>	<p>★</p> <p>Interact & interpret (meaning of the communicative task)</p>	<p>White Board</p> <p>Visual</p> <p>Audio</p> <p>Kinesthetic</p>
9'	Information Gap task	Student Student Students Students	<p>(? : , ! .)</p> <p>☉ Ahlam Good afternoon I am Ahlam what is your name</p> <p>☉ Hodda Hello Ahlam My name is Hodda</p> <p>☉ Ahlam Glad to meet you Hodda</p> <p>☉ Hodda Nice to meet you Ahlam</p> <p>★ Learners work in pair , teacher supervises their works , then invites them to correct on the board.</p>	<p>★</p> <p>Produce (dialogue using the right punctuation)</p>	<p>White Board</p>
5'		★	<p>★ Learners are asked to read the corrected task then write down on their copy books.</p>	<p>★</p>	
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