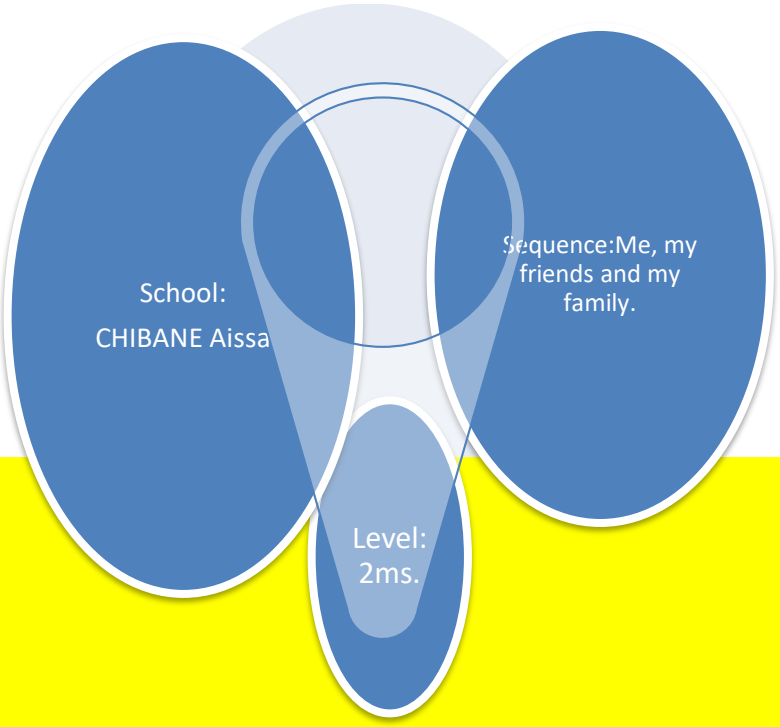


Project work:

Table manners worlwide.

Second generation.

Learning situations:

Situation one : Google is organising a contest about the coolest teenager and the most 'in' all over the world and I want to be the chosen one.I upload my profile on the website in which I describe myself, physical appearance, clothing, daily habits, relatives, house, city, friends, school….etc. (Me and my life).

Situation two: I am with my friend on "What's up". She wants to know more about me. I satisfy her curiosity and tell her all what she wants to know about me.

Situation three: I am enterilgerian Ministry of Education for middle school students about the "Best Personal Profile"written in English to be upload on the website before December 20th. The first three winners will be offered a four weekEnglish Language course in London next summer.

Situation four: My English friend Liz is asking me to tell her about the place where I live. So, I am going to send her an e-mail with a detailed description of my house and my room. I am also attaching a plan of my house.

Level: 2ms. **Seq: 1.** **Lesson: 01(PDP)** ❶

Lesson focus: Language learning.

Learning objective: BTEOTL, L will be able to identify the parts of the body and describe them.

Target competencies: Int, Intp, Prod

Domains: oral and written.

Cross curricular competencies:

-Intel comp: He can understand and interpret verbal and non verbal messages.

-Meth comp: He can work alone and in pairs or in groups. / He can mobilize his resources.

-Com comp: He can process data in English.

-Pers and soc comp: He is aware of his role and the others' role in the process of learning./ He socializes through oral or written exchanges.

Core values: Valuing his body and appearance./ Valuing the others.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKTML
10'	Before listening -Warm up	T greets her L and welcomes them. T sets up the situation and gives a general idea about sequence one. She writes the sequence on the board.	T/L	Introduce the new sequence	Pictures Body	V K
	Presentation:	*In seq one we'r going to talk about us, ourselves, friends and families. We'll use the present tenses, adjectives to describe our physical appearance, know our body parts…..*			White board	
10'		**Vocabulary:** T pins a picture of a human body on the board to provide L with some vocabulary related to the body parts. T can use her body and name its parts, she can ask L to repeat after her, or she can write them on the board then shows them in rea	T/L	Provide L with necessary vocabulary Make the L repeat the new words		V K A

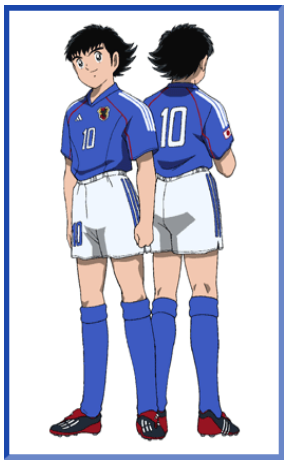
						❷
10’	While listening:	**Practice:** **I listen and do:** **T asks l to open their books on P 11.** **T gives the instructions** **We’re going to listen to different definitions .** **I listen and do task one p 11.** **I listen again and check my answers.** **T can read the definitions or ask a L to read them for the third time.**	**T/L**	**Identify the new vocabulary and use it correctly** **Train the L to listening to new words**	**Textbook** **Copybook**	**A** **V**
10’		**Task 3 p12:** **T explains the task and reads the conversation** **T reads again so as L check their answers or** **T can ask a pair to read the dialogue .**	**L/L**	**Idem**		
10’		**Task 7 p 13:** **T reads the part 2 again and asks L to do the task**	**T/L**		**Idem**	
10’		**Pair work** **T asks L to do task 9 p 13**	**L/L**			**A** **V**
10’	After listening	**T checks** **Correction on the boa**	**L/L** **L/L**	**Consolidate the learned item and use them in a meaningful context.**		**K** **T**

Sequence : one. **Level: 2ms.** **Lesson: 02 (PPU) ❸**
Lesson focus: Language use.
Learning objective: BTEOTL, L will be able to describe their and other physical appearance.(Use adjectives of size, height, color,weight…)
Target comp: Inter, intp, prod
Domains: O&W.
Target structures: Adjectives for description physical appearance / present simple.
Materials: pictures, white board, textbook.

Cross cur comp:
-Intel comp: He can mobilize his resources to describe people's physical appearance.
-Met comp: He can work on his own, in pairs and within a group.
-com comp: He can reinvest language in a real life situation.
-Pers and soc comp: He socializes through oral exchanges.

Core values: Being tolerant and accepting physical differences between people.

Time	Framework	Procedure	focus	Objectives	Materials	VAKTMI
5'	Warm up:	T greets her L and welcomes them T gives a general idea about the lesson topic Today, we're going to talk about physical appearance and learn how to make a meaningful description.	T/L	Introduce the new topic	Pictures	A V
15'	Presentation:	T asks L to revise the different parts of the body seen previously. T pins four pics on the board.	L/L	Review seen items to be used again	White board	K

					Pics	❹
		 T introduces the new characters: This is: Sandy, Oliver, Mina , Mamadou and Aminata. T: let's describe Sandy:	T/L	Set up the situation	White B Pics	
10'	Practice :	T mimes when she makes the description. T asks some L to repeat the description. A)-Oral practice: (pair work) T writes the chart below on the board. T asks L to describe the other characters.	L/L T/L L/L	Give an example -what does she look like ? -she is tall and slim. She has Practice the new items	Idem	A V K

Oliver : tall, slim, short black hair, black eyes.

Mina: small(short), fat, short black hair, black eyes.

Mamadou and Aminata: small, slim, short curly hair , brown eyes.

15’ 15’	Use:	T asks L to play in pairs. A: what does she/ he/ they look like? B: ……. T helps, guides her L. B)-Group work: T divides L into groups of three or four. T asks L to do the following tasks: Task 1 p 27 Task3 p 28 Task 5 p 29 T checks, correction on the board. A)- T provides L with dictionaries T asks L to do the following tasks Task 7 p30 Task 8 p30 T checks / correction on the board Homework: task 9 p 30	L/L L/L L/L	Practice the new vocabulary Written practice Consolidate the learned items	Textbook Copybook White board	❺ V K A T V K A

Seq: one. **Lesson: 03. (PPU)** **Level: 2MS.6**

Lesson focus: Language use.

Learning objectives: BTEOTL, L will be able to ask and give information about daily routine and hobbies.

Target comp: intrct,intp, prod.

Domains: O&W.

Target stres: The present simple tense, time expressions (weekend, morning…..)

Materials: pics, book; white board.

Cross cur comp:

Intel comp: He can use his critical thinking to talk about his and others taste.

Meth comp:He can work alone or with peers.

Com comp: He can report daily routine events.

Pers and soc comp: He can mobilize his resources to talk about routine and hobbies.

Core values: Vluing healthy physical free time activities like sports.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKTMI
5’	Warm up:	T greets and welcomes her L T may ask these questions: -what time do you get up? -what time do you go to school? -Do you like doing something in particular after school? -Do you do your homework in the evening? -What about weekends? ….	T/L	Introduce the topic Elicit data from L Review items seen in 1MS	White board	V A I K
5’	Presentation:	Task one: (Pair work) Task: I match the following: T pins on the board pics representing daily routine activities. T writes them in a random way or uses cards T asks L to match each activity with the corresponding pic.	L/L	Remind L of learnt vocabulary	Pics	Idem

10’		**Task two: I complete the table below with the right daily activities:** Go to school. Visit grand parents. Do homework. Watch TV. Go to the stadium / Have breakfast.	L/L	Use the new vocabulary	WB CB	❼ Idem
			L/L	Idem	Card s	
10’	Pract ice:	**Group work:** **Task one: I use the information in the table above to write sentences about my daily activities:** In the morning , I get up. Then I…… In the afternoon, I……Then I……		Build up sentences from separate words	WB	
10’		**Task two: I do the same as above but I start like this:** In the morning , Sandy gets up. Then, she…… In the afternoon, I……Then, she……	L/L		CB	
	Use:	**Task one: (pair work)** **T asks L to do this activity in pairs:**				

Period	Daily activity
Morning	…… ……
Afternoon	…… ……
Weekend	…… ……

20’		**Question: I ask my parner and complete the interview:** ***L1 : Hi ! would you answer some questions?*** ***L2: Yes, sure.*** ***L1: what do you do every morning?*** ***L2: ……..*** ***L1: what’s your routine in the afternoon?*** ***L2: when I get home; I……..*** **T asks L to read their interviews in pairs** **Correction on the board**		**Consolidate the seen structures.**	**Idem**	❽ **Idem**

Seq: one. **Lesson: 04. (PPU)** **Level: 2MS.** **9**

Lesson focus: BTEOTL, L will be able to describe physical appearance using the present simple tense.

Target comp: INTRC, INTRP, PROD.

Domains: O&W.

Taret stres: Present simple tense (three forms)

Materials: handouts, WB, TXB, CB.

Cross cur comp:

Intel comp: He can describe people.

Meth comp: He can work alone or with partners.

Com comp: He can produce oral and written meaningful messages using the present simple tense.

Pers and soc comp: He can mobilize his resources to describe others.

Core values: Valuing people and respecting differences.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT
5’	Warm up:	T greets and welcomes her L T pins pics of two people and asks L to describe them (review)	T/L	Warm up L	WB	A K V
15’	Presentation:	T: Today we’re going to review the present simple tense and its use. We’ll also try to go deeper than last year. T provides the L with handouts or may write the text on the board	L/L	Present the topic	Pics	Idem
		T reads the description and asks two or three learners to read. T checks the mistakes. T asks L to take a pencil **Task one: I circle the subject and underline the verb.** Correction on the board	L/L	Identify the target structures	WB	T K A V M

Sandy is a pretty girl. She is tall and slim. She has curly blonde hair and green eyes. She likes reading and watching American movies. She doesn’t faight and she never lies. Her three brothers always tease her but they love her very much.

		Task two: I read again and complete the table below: **Subject** / **Present simple (verb)** / **Infinitive** **Sandy** ……. …… / **Is** …… …… / **Be** …… …… **T asks L to pick up all the verbs** **T helps L to identify the target stres.** **Correction on the board.**	**L/L**	**Review the present simple tense and go further** **Consolidate the learned staff**	**CB** **Idem** **Idem**	**Idem** **T V M**
10'	**Practice:**	**Task three: I complete:** **Subject** / **Be** / **Have** / **Read** **I** / **Am** / **Have** / …… **You** / ……. / …… / …… **We** / ……. / …… / …… **They** / …….. / …… / …… **He** / **Is** / **Has** / …… **She** / ……. / …… / …… **It** / …….. / …… / ……	**L/L**		**Idem**	
		Task four: I complete the rule: **The present simple of "be" is unique.** **Positive:** **Negative:** **The other verbs have the same rule:** **Positive: verb + "s" with (he, she, it) (the third person singular)** **Negative: don't / ……+ verb.**	**L/L**	**State the rule**		**Idem**
10'	**Use:**	**Task one: I reorder the following to get coherent questions:**		**Use the new stre**		

		-is / your / name /? / what/ -old / are / how / they/ ? / -from / are / your/ where/ ? / friends/ -English / do / English / ? / you/ speak / -Omar / does/ ? / like / sports/ -Chorfa / does / live / ?/ Karima/ in / Task two: task 26 p 36.	L/L			Idem
10’		I pronounce: Task one: I complete the table below:		Form plurals by adding “s”		
		<table><tr><th>Singular</th><th>Plural</th><th colspan="3">Final “s”</th></tr><tr><th></th><th></th><th>/s/</th><th>/z/</th><th>/iz/</th></tr><tr><td>A leg A head An eye A hand A mouth An arm A face A finger</td><td>Legs</td><td></td><td>x</td><td></td></tr></table>	L/L	Identify the pronunciation of final “s”		VAK MT
10’		T can review the use of (a, an) T asks L to do it orally T does the first example and L do the rest T takes notes on the board Task two: I listen and repeat: T make the whole class repeat the pronunciation of the words in the table T checks L pronunciation Task three: task 1 p 22. Homework : read pronunciation tool p20.	L/T L/L	Discriminate between the target sounds		

Seq: one . **Lesson: 05 (PPU)** **Level: 2MS.** ⑫

Lesson focus: Language use.

Learning obj: BTEOTL, L will be able to ask and answer about their and others abilities and inabilities.

Target comp: interc, intrp, prod

Domains: O&W.

Target stres: can / can't + verb. (strong and weak forms of can)

Materials: WB, TXB, CB.

Cross cur comp:

Intel comp: He can show some degree of autonomy in all areas of learning.

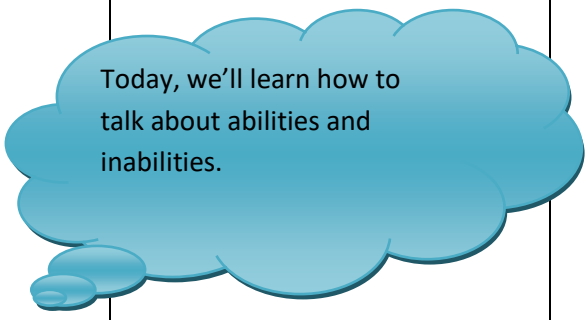
Meth comp: He can work in pairs or groups.

Com comp: He cen communicate his abilities and inabilities to others.

Pers and soc comp: He develops attitudes of sharing his opinions and thoughts with others.

Core values: Being proud of himself and his abilities.

Assuming his flows and inabilities.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKTMI
5'	Warm up:	T greets her L and welcomes them T sets up the situation: 	T/L	Introduce the lesson	WB	A V K
5'		**Brainstorming:** T writes the word "can" on the board asks this question: T: what does this word mean to you? T writes L answers on the board then selects the correct ones The opposite of "can" is "cannot"	L/L	Elicit data from the L		M T V
10'	Presentation:	T distributes handouts or writes the following dialogue on the board			Handouts	

10’		**Task one:(role play.)** Amine is asking Karim about what he can or can’t do ***Amine : tell me Karim, what can you do ?*** ***Karim: I can draw.*** ***A: What can you draw?*** ***K: I can draw roses and flowers.*** ***A: Can you jump?*** ***K: yes, I can.*** ***A: Can you whistle?*** ***K: No, I can’t whistle but I can sing.***	L/L	Present the topic		
5’		T asks L to play the dialogue in pairs. T checks L pronunciation of “can” T may ask some comprehension question: What can Karim do? Can he jump? Can he sing? Can he whistle?	L/T	Use the stre	WB	Idem
5’ 5’		**Task two: I pick up three sentences from the dialogue:** (positive, negative, interrogative) L find the sentences and T takes notes on the board 1.I can sing. 2.I can’t whistle. 3.Can you jump? « can is a modal. It’s used to express ability. “can’t”, ‘cannot’ is used to express inability. Positive: S+ can + V Negative: s +cannot +v.	L/L	Identify the form	WB	

5’	Practice	**Task one: I make sentences using can or can’t:** T pins pics on the board and asks L to make sentences to express ability and inability: 	L/L	Interpret the pics to use the stre	Pics	Idem
10’	Use:	**Task two: task 11 P 14;(modified)** **I use the pictures to ask and answer:** 1, A: can you play tennis? B: yes, I can. No, I can’t. **Task three: (task 11p 31)** **(task 14 p 31)**	L/L	Practice the new stre		
10’		**I pronounce:** **Presentation:** T writes these examples on the board: - I can read. -He cannot cheat. -I can’t wait. -They can’t.	L/L	Discriminate between strong and weak forms of can	WB	

T makes the class repeat the sentences and focuses on the pronunciation of “can”
T asks:
How many pronunciations of can are you hearing?

L: 03

/kan/, /kæn/, /ka :nt/

WB
CB

A
V
K
M
T

Task one: I match each sentence with the right pronunciation:

L/L

1-I can fly.
2-Can you leave? ● /kan/
3-They can’t swim. ● / kæn/
4-Yes, I can. ● /ka:nt/

Idem

Task two: I complete the table:

Weak form	Strong form
-before a verb …… -at the beginning: ……	-At the end …… -Negative can’t ……

State the rule

Seq: one. **Lesson: 06. (PPU)** **Level: 2MS.**

Lesson focus: Language use.

Learning objectives: BTEOTL, L will be able to ask and answer about likes, and dislikes, reason and cause.

Target comp: intrct, intrp, prod.

Domains: O&W.

Target stress: like(s)/ enjoy(s) + (verb +ing) / why/ because.

Materials: pics, TXB, CB, WB

Cross cur comp:

Intel comp: He can identify his and others likes and dislikes.

Meth comp: He can work on his own or with peers.

Com comp: He can mobilize his resources to describe his likes and dislikes.

Pers and soc comp: He can affirm his identity and know what he wants.

Core values: respecting tastes difference and accept others.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKTMI
5’	Warm up:	T greets and welcomes her learners T asks her L: Do you have free time? What do you do then? What do you like doing most? T: today we’ll learn how to talk about our likes and dislikes.	T/L L/L	Set up the situation	 WB	A V
10’	Presentation:	Task one: (Role play) T may provide L with handouts or write the dialogue on the board. *Student1 : How do you enjoy your free time ?* *Student2: I like watching TV.* *S1: All the time?!* *S2: I also enjoy surfing the net. Mom wants me to read more but I don’t like books.* *S1: I personally like reading very much.* *S2: why?* *S1: Because books make me travel* T asks L to play the dialogue in pairs.		Present the new stre	Pics Handouts	M K

5’		**Task two: I complete the table below:** | | Likes | Dislikes | | Student 1 | ……. …… | …… …… | | Student 2 | ……. …… | ……. ……. | T asks L to work in pairs Correction on the board Likes : like(s)/ enjoy(s) + (verb +ing) Dislikes: (don’t/ doesn’t) like + (verb + ing)	L/L	Pick up information from a dialogue	WB	I M T K
15’	Practice:	**Task three: I do as in the example:** 1)-I like swimming. -He likes swimming. 2)-They like fishing. -Tom …… 3)-We enjoy chatting on the web. -He …….. 4)-I don’t like watching horror movies. -Amina …….. 5)-I …….. - She doesn’t like theatre. 6)-They ……. Enjoy acting. -She ……dancing.	L/L	State the rule Practice the new stre	CB	
15’	Presentation 2:	**Task one: (Group work** T splits L into groups T asks L to do the following activities. **Task one: : I answer the questions below:** **Teacher: why do you go to school?** **Learners: Because……** **……** **T: Why do you do homework?** **L: ……** **T: why do you play video games?** **L: ……**	L/L	Express cause and reason	Idem	Idem

		T: ……Chorfa? L: Because it's our hometown. T checks, helps, Correction on the board		Idem		Idem
5'		« why » is an interrogative pronoun. It's used to ask about cause or reason. "because" is a connector. It's used to express cause or reason.				
10'		Task two: I complete with"why" or "because": -…… is he late? -They like him ……. he is funny. -Is mom angry ……. of you? -……. do you like English? -The teacher punishes her ….. she is late. -I don't know ……he likes me. -He likes you …… you are lovely. T checks, helps, guides Correction on the board. 	L/L	Consolida te the new stre		