

MS1



Sequence One

Habits and Preferences



Teacher : CHOUIT ABOUBAKER





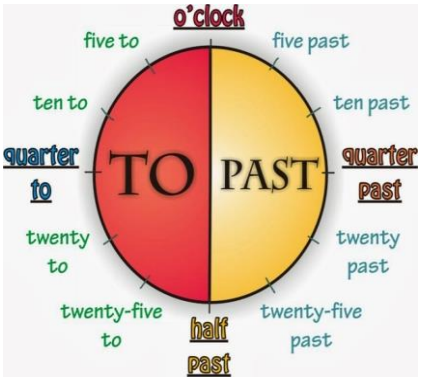


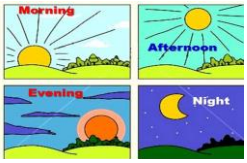
















Sequence Map

Habits and Preferences

Lesson	Learning Objective	framework
Get Ready	*Announcement of the project * Launching the Initial Situation *To have a general overview about the sequence and encourage Ls by activating their prior knowledge and put them in a problem solving situation.	
listen and Interact	To interpret an oral message and to interact orally with peers and the teacher to produce an oral piece about habits and preferences.	**PDP**
listen and Consider 01	To communicate effectively about one's habits using present S, questions and preposition of time. Caring about the good pronunciation of final /s/ and the intonation.	**PPU**
listen and Consider 02	To communicate properly about one's habits using present S, adverb of frequency and time markers.	**PPU**
listen and Consider 03	To communicate effectively about one's preferences using the structure **(prefer, like , enjoy+v+ing)** and the discourse markers **(but & too)** taking in consideration stress placement and the good pronunciation of the sound **/ŋ/.**	**PPU**
Read and Interpret.	To interpret a written message about habits and preferences.	**PDP**
Read and Consider	To use the target language present S, questions, preposition of time, adverb of frequency, time markers, the structure **(prefer, like , enjoy+v+ing)** and the discourse markers **(but & too)** to talk correctly about habits and preferences.	**PPU**
Write Together	To mobilize their resources to produce simple written messages of predominantly descriptive type of about 35 about others habits and preferences.	**PDP**
Write Alone	To use writing skills in order to produce simple written messages of predominantly descriptive type of about 35 about their habits and preferences.	**PDP**
Check your Progress	To check the progress and the level of achievement of the global competence. **(assess and remediate Get Ready tasks)**	

Lesson Plan

Level: 1MS	**Sequence 01:** Habits and Preferences	**Session:** Get Ready (2 H)	**T:** Aboubaker-Chouit
Targeted Competences: Interact .Interpret .Produce	**Domain :** Oral Comprehension -Written Comprehension & Production.	**Materials:** WB+ Worksheets +flashcards.	

Session Outcomes (Objective(s)): *Involve and put Ls into problematic situations.
*Motivate Ls and stimulate them for learning.
*Activate Ls' prior knowledge.

Anticipated Problems	Solution Plan B
*Lack of words and expressions. *Inability to transfer oral production to written one.	*Explain and simplify the instructions. *Read the passage clearly.

Stage (s) & Time	Procedure / Tasks	Interaction
Warming up	**-T:** Greets the **Ls**, they respond**.** -T- Writes the sequence title on the **WB** and tries with the **Ls** to deduce and derive some ideas, words and expressions about the topic using some flashcards or other illustration materials.	



-T-Announces the project and presents the **Initial Situation**, then he tries to explain and simplify the situation and put the **Ls** in the good way for the coming lessons.

> Many Algerian teenagers have similar habits. Your English speaking e-pal is curious about your daily routines and favourite activities. Create a short, illustrated presentation to describe your habits and preferences. Then, post it on your friendship blog.

Listening Comprehension

-T- Splits worksheets on the **Ls.**
-T- Invites the **Ls** to listen to the script then try to do the given tasks (one by one)

The script Peter and Sarah are two pupils. They are having a conversation

Peter: Hi Sarah, how is your day going?
Sarah: Oh, hello Peter My day always starts at 6:30. But I don't get out of bed immediately. First, I get ready and have a hot chocolate for my breakfast. Then, I go to school on foot.
Peter: I prefer eating a fruit during the break at school.
Sarah: Nice! What do you do in the evening?
Peter: Well, I enjoy playing video games. Ah, I sometimes play basketball too. After that, I revise my lessons and go to bed.
Sarah: I rarely exercise; I'm not a sporty person. I prefer reading stories.
Peter: Well, we have different habits and preferences!

Task 01: Tick the right answer.

- Peter and Sarah are talking about:

☐ School Projects ☐ Daily habits and preferences ☐ Daily habits ☐ Healthy food

Task 02: Listen to the text and fill in the chart below.

	Peter	Sarah
A daily habit	*……	*……
A preference	*……	*……

Task 03: Reorder the words to get a correct conversation

Weekends- do-What-? - you-do- in- the

the - always-. -to- I -park- go / jogging -like -.- I





Written Comprehension

-T-Splits worksheets on the **Ls** and asks them to read the text silently for familiarization.
-T- Asks some learners to read the text or parts of it aloud to check their reading performanc
-T- Asks the Ls to carry out the given tasks **(one by one)**

The text

Hi! I'm Lisa. I'm 24 and I'm English. I'm always busy, but I'm very happy. From Monday to Friday, I work in a bookstore. On weekends, I love gardening. I always visit garden centres. I love flowers. My home is full of beautiful white lilies. I don't cook on Sunday, I prefer eating out.



Adapted from: Soars, L., & Soars,J. (2011). New Headway: Elementary student"s book (4th ed). Oxford University Press

Task 01: Read the text and write 'true' or 'false'

* Lisa is describing her habits and preferences. ……

Task 02: Read the text and rearrange the following ideas according to the text.

a) Lisa works in a bookstore. ☐
b) Lisa likes gardening. ☐
c) Lisa is from England. ☐

Task 03: Read the text and complete the form

Name: Lisa

Age: ……

Nationality: ……

Daily habits: ……

Preferences: -…… -……

<u>Task 04:</u> fill in the gaps with 4 words from the list.

(play - books - hiking - book – always - hike - plays)

I love reading books in the evening. I buy a [1]…… every month. I [2]…… read for 30 minutes before bed. On weekends, I never [3]…… video games, I prefer [4]……



<u>Task 05:</u> Read the topic and write a message.

Lisa wants to know more about you. Write a message to her. Introduce yourself and describe your daily habits and preferences.

……
……
……

At the end of the session, the teacher asks the Ls to keep their answer sheets in their personal portfolio for further use. **(the last session of the sequence) 'Check your Progress'**

The Teacher's comments

What Worked	What hindered	Action Points
-……	-……	-……
-……	-……	-……
-……	-……	-……
-……	-……	-……

Full Name : …… **Class :** ……

Oral Interaction

Task 01: Tick the right answer.

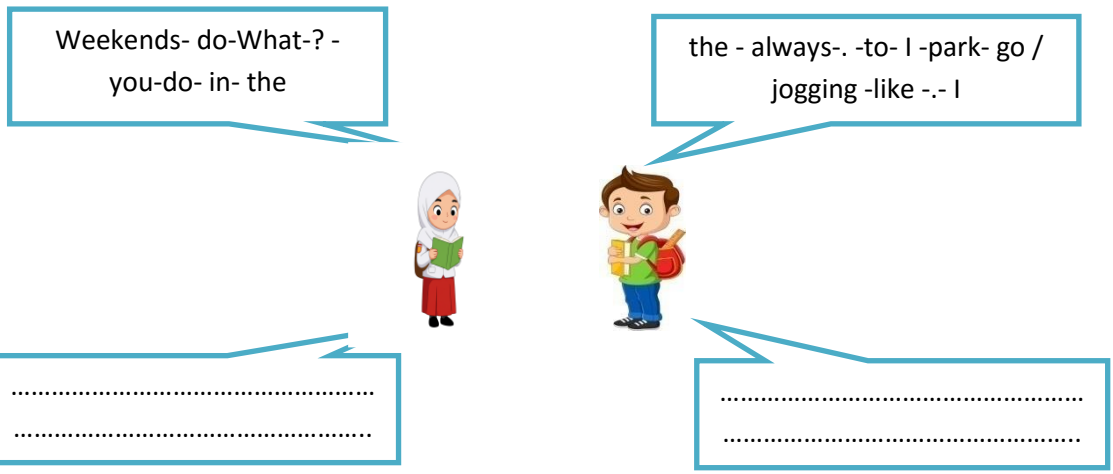
- Peter and Sarah are talking about:

a) School Projects ☐
b) Daily habits and preferences ☐
c) Daily habits ☐
d) Healthy food ☐

Task 02: Listen to the text and fill in the chart below.

	Peter	Sarah
A daily habit	*……	*……
A preference	*……	*……

Task 03: Reorder the words to get a correct conversation



Full Name : …… **Class :** ……

Written Comprehension

The text



Hi! I'm Lisa. I'm 24 and I'm English. I'm always busy, but I'm very happy. From Monday to Friday, I work in a bookstore. On weekends, I love gardening. I always visit garden centres. I love flowers. My home is full of beautiful white lilies. I don"t cook on Sunday, I prefer eating out.

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Task 01: Read the text and write 'true' or 'false'

* Lisa is describing her habits and preferences. .....

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A. Lisa works in a bookst[ ].
B. Lisa likes gardening. [ ]
C. Lisa is from England. [ ]

Task 03: Read the text and complete the form

Name: Lisa

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Nationality: ……

Daily habits: ……

Preferences: -…… -……

Task 04: fill in the gaps with 4 words from the list.

(play - books - hiking - book – always - hike - plays)

I love reading books in the evening. I buy a [1]…… every month. I [2]…… read for 30 minutes before bed. On weekends, I never [3]…… video games, I prefer [4]……

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Lisa wants to know more about you. Write a message to her. Introduce yourself and describe your daily habits and preferences.

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Lesson Plan

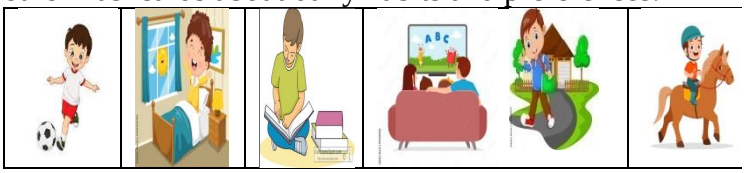


Level: 1MS	Sequence 01: Habits and Preferences	Session: Listen and Interact	T: Aboubaker-Chouit
Targeted Competences: Interact .Interpret .Produce	**Domain :** Oral Comprehension	**Materials:** WB+ Worksheets +flashcards.	

Session Outcomes (Objective(s)):

***** To interpret an oral message and interact orally about one's habits & preferences.
*****Activate listening and meaningful interaction..
*Motivate Ls and stimulate them for learning.
*Activate Ls' prior knowledge.

Anticipated Problems	Solution Plan B
*Lack of words and expressions. *Inability to transfer oral production to a written one. *Making mistakes and fear of embarrassment.(Lack of self-confidence)	*Explain and simplify the instructions. *Read the passage clearly. * Using the appropriate activity. * Using visual aids ,body language, mimes, and gestures. * Provide enough time. * Creating a supportive environment.

Stage (s) & Time	Procedure / Tasks	Interaction
Warming up	-**T:** Greets the **Ls**, they respond**.** -**T**- Pins this picture on the WB and invites the **Ls** to try to guess what are they talking about?  -**T**- Provides time to describe the content of the picture. Also he can provide them with other flashcards about daily habits and preferences.  -**T**- Invites the **Ls** to anticipate the topic (making guesses) individually and then collaborate with peers and share answers. (TPS: Think- Pair and Share) **L1:** It's about study. L2: It's about a teacher.**L3:** It's about time .L4; It's about daily activities……. -**T**- Invites the **Ls** to listen to the script then try to do the given tasks (one by one) **The script Emma and Jack are in the school yard**. **Emma:** Jack! What do you do every day? **Jack:** Well, I always wake up at 7 o'clock. First, I get ready for school and then I have my breakfast. **Emma:** Me too! But I sometimes wake up late. After that, I eat breakfast. I always eat toast. I don't like milk. I prefer drinking juice. What about you? **Jack:** I always have cereals with milk. After that, I pack my school bag and ride my bike to school. **Emma:** I never go to school by bus. I enjoy walking. It's fun! **Jack:** Nice! Maybe I will walk sometimes, too! **Task 01: Listen to the script and check your** predictions. **TPS Think-Pair-Share)** **Task 02: Listen to the script again then choose the correct answer:** 1- Jack and Emma are talking about: **a-** a teacher. **b-** preferences **c-** daily habits and preferences **d-**going to school. 2-Emma wakes up late : **a-** rarely **b-**always **c-** at weekend **d-**sometimes. **3-** Jack …. to school; **a-** rides **b-**goes by bus **c-** walks **d-** goes alone.	

4-Emma enjoys …….. :

a- jogging **b-**walking **c-** swimming **d-**riding

TPS Think-Pair-Share)

<u>Task 03</u>: Listen, then answer these questions.

1-What does Emma eat for breakfast?

2-Does Jack eat biscuits at breakfast?

TPS Think-Pair-Share)

<u>Task 04</u> : Listen then repeat

She goes to school | I pray. | I do my homework

I like palying chess | I enjoy swimming | Ali loves reading books

TPS Think-Pair-Share)

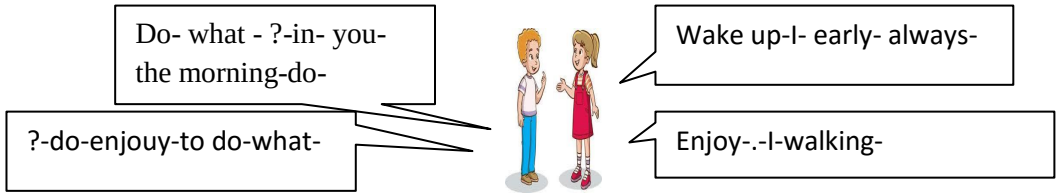
<u>Task 05</u> : In your copybook, classify the number of each picture above in the table below:



Habits	Preferences
…… …… ……	…… …… ……

TPS Think-Pair-Share)

<u>Task 05 :</u> Order these words to get correct sentences.



TPS Think-Pair-Share)

<u>Task 06:</u>It's your turn, talk about your daily kabits and preferences, compare and share with the class.

TPS Think-Pair-Share)

The Teacher's comments

What Worked	What hindered	Action Points
-……	-……	-……
-……	-……	-……
-……	-……	-……
-……	-……	-……

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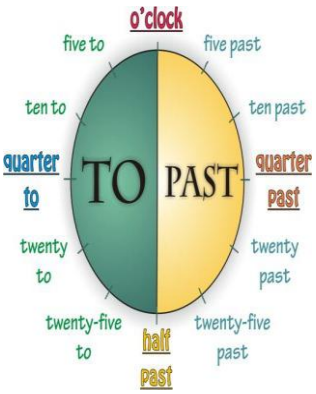
Sequence one flash cards

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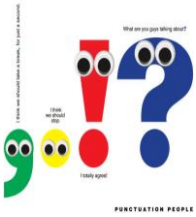














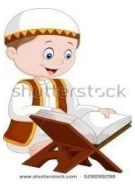


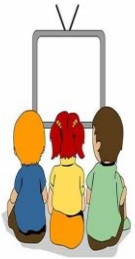






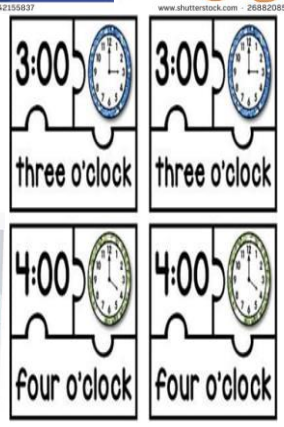


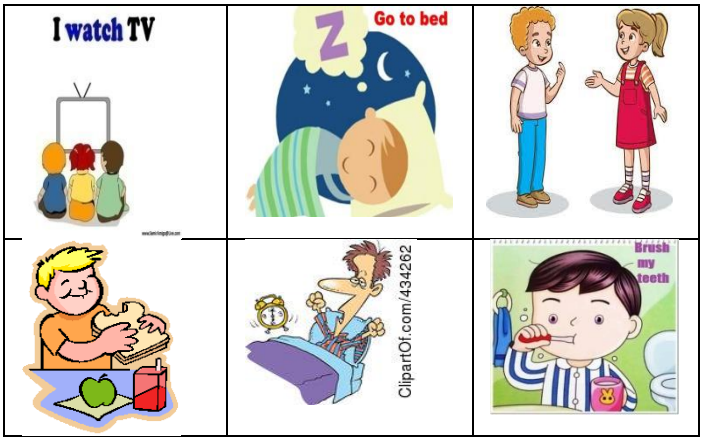




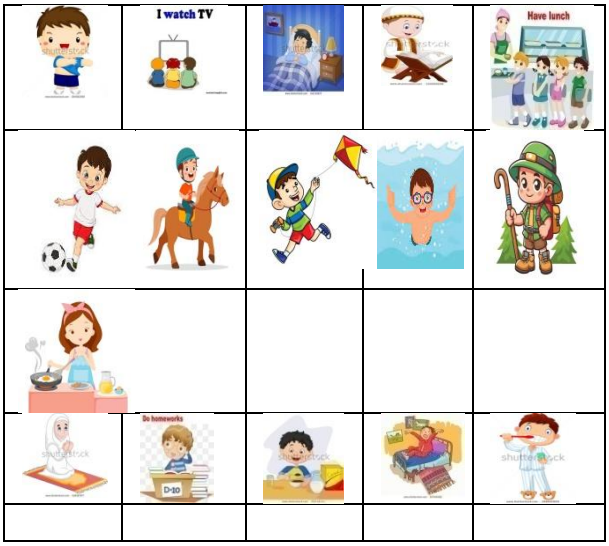










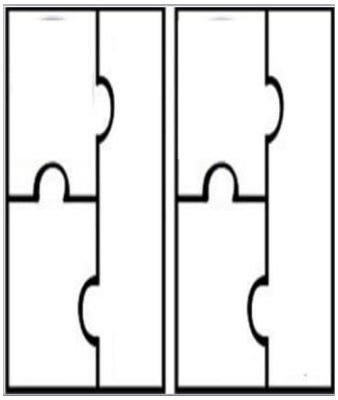


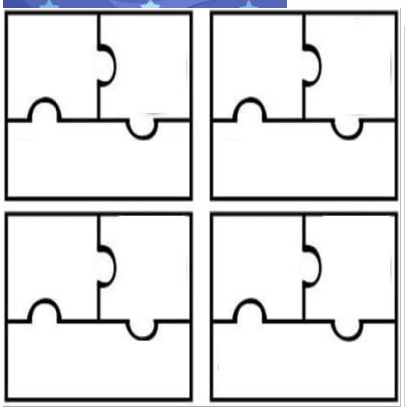
get up- brush my teeth-go to school- watch TV - do my homework -pray - read Quran - have breakfast - go to bed- have dinner -have lunch -get dressed -wash my face



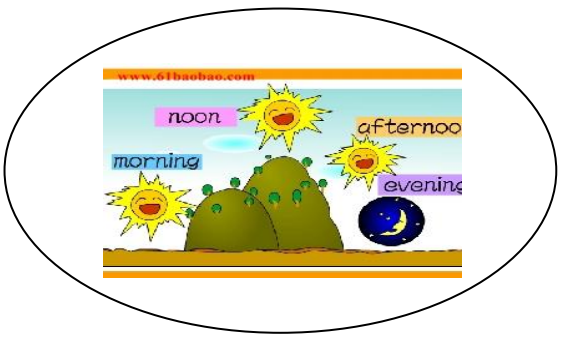

















get up
have a shower
have breakfast
work
do the shopping
walk the dog
have dinner
watch TV
read a book

