Teacher : Raho Khadidja

School: Ben Mousa Ali Middle School

Level: MS1

Sequence 01: Habits and Preferences

Sequence Layout

	Session	Session Outcomes	Frame work
01	Project Announcement "My Portfolio"	By the end of the lesson, LWBAT identify the topic of the project and make their own Porfolio.	
02	Get Ready	By the end of the lesson, LWBAT identify the general content of the sequence.	
		Section One: My Habits	
03	Listen & Interact	By the end of the lesson, LWBAT interact orally and produce an oral message of a predominantly descriptive type describing someone's habits.	PDP
04	Listen & Consider	By the end of the lesson, LWBAT manipulate target structure of the listening script, describing habits using simple present tense and distinguish between different sounds.	PPU
05	Read & Interpret	By the end of the lesson, LWBAT interpret a written message about someone'd daily habits and asking about time.	PDP
06	Read & Consider	By the end of the lesson, LWBAT ask and answer written questions and describe someone's habits.	PPU
07	Write Together	By the end of the lesson, LWBAT write a simple message of a predominantly descriptive type about someone's habits using the reading message as a model and the writing skills.	PDP
08	Write Alone	By the end of the lesson, LWBAT write a simple message of a predominantly descriptive type about someone's habits using the reading message as a model and the writing skills.	PDP
		Section Two: My Preferences	
09	Listen & Interact	By the end of the lesson, LWBAT interact orally and produce an oral message of a predominantly descriptive type describing someone's preferences.	PDP
10	Listen & Consider	By the end of the lesson, LWBAT ask and answer oral questions about someone's preferences.	PPU
11	Read & Interpret	By the end of the lesson, LWBAT interpret a written message of a predominantly descriptive type about habits and identify the text type, its features and characteristics.	PDP
12	Read & Consider	By the end of the lesson, LWBAT ask and answer written questions and describe someone's preferences.	PPU
13	Write Together	By the end of the lesson, LWBAT write a simple message of a predominantly descriptive type about someone's preferences using the reading message as a model and the writing skills.	PDP
14	Write Alone	By the end of the lesson, LWBAT write a simple message of a predominantly descriptive type about someone's preferences using the reading message as a model and the writing skills.	PDP
15	Check your Progress	By the end of the lesson, LWBAT identify their weaknesses and remediate them.	

Teacher : Raho Khadidja	**School: Ben Mousa Ali Middle School**	
Class Profile:	**Level: MS1**	**Number of Learners:**
Session: Project Announcement « My Portfolio »	**Sequence 01: Habits and Preferences**	

Target Competence: **Understand an oral message and produce a simple written message related to the given topic.**

Session Outcomes: **By the end of the lesson LWBAT identify the topic of the project and make their own portfolio.**

Teaching Materials: **Flashcards, WB and Data show projector.**

Anticipated Problems: **1-Ls may face difficulties making their portfolio.**

Solutions / Plan B: **- T shows some Portfolios samples.**

Stages	Procedures/ Tasks	Interaction	Time
	Warm up **T** greets her **Ls** and welcome them. **T** writes the word "Portfolio" on the board with missing letters then asks Ls to fill in it using 3 **Os** and 1 **I** . P R T F L **I – O – O – O** **T** interacts with **Ls** by asking some questions about Portfolio. **T** shows **Ls** some Students Portfolios examples (Data show projector or flashcards)	**T/L** **L/T** **T**	**5 min** **5 min**

Project Announcement

T announces the topic of the first project.

T writes /pins the topic of the project on the board.

10 min

T

Write your own **short story** about **habits** and **preferences.** You can create illustrations to accompany your text, draw scenes from the story or make short videos to share on the online school magazine.

15 min

T explains the topic of the project and draws the mind map with the help of **Ls.**

T/L



20 min

L/T

T asks **Ls** to stick/ write the topic of the project on their copybooks

T invites **Ls** to make/ design their own portfolio.

T ends the lesson and thank **Ls** for their attention, good behavior and hard work.

5 min

L

L

T

Self -reflection

What worked	What hindered	Action plan

Teacher : Raho Khadidja	**School: Ben Mousa Ali Middle School**	
Class Profile:	**Level: MS1**	**Number of Learners:**
Session : Get Ready	**Sequence 01: Habits and Preferences**	

Target Competence: Understand an oral and written message of predominantly descriptive type in communicative situation related to the learner's interests, daily concern and environment.

Session Outcomes: By the end of the lesson LWBAT identify the general content of the sequence.

Teaching Materials: Flashcards, WB, listening script, speaker, written text

Anticipated Problems: 1-Ls may not be able to grasp all the huge amount of vocabulary.
2-Ls may not keep their work for further use.

Solutions / Plan B: 1- Use Ls' portfolio for revision and consolidation.
2- T uses worksheets.

Stages	Procedures/ Tasks	Interaction	Time
Problem Situation	**Warm up**  **T** greet her **Ls** and welcome them. **T** pins on the board picture of Peter and Sarah.	T/L	
	T asks **Ls** some questions to get them involved and lead into the problem situation. • **T:** who are they? **L:** a boy and a girl. • **T**: What are they doing? **L:** They are talking to each other. (having conversation)	L/T	7 min
	T may pin some flashcards representing Peter's and Sarah's **daily habits, free time activities and preferences.**	T	
	T invites **Ls** to match the number of the pictures in the right bubble. 	L	
	T introduces the context of the listening script. **T** tells the objective of the session:		

Listening

In this session, you will listen to a conversation between Peter and Sarah, read the conversation and write about your habits and

T plays the audio script / reads the listening script. **T**

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!**

T asks the **Ls** to carry out task 01. **(skimming)**

Task 01: Tick the right answer.

- **Peter and Sarah are talking about:**

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

L

13 min

T reads the text and ask the **Ls** to carry out task 02**. (scanning)**

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

	Peter	Sarah
A daily Habit		
A preference		

L

Reading

T reads the text and asks the **Ls** to carry out task 03. (**The target language forms**)

T

Task 03: Reorder the words to get a correct conversation.

5 min

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



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

L

What do you do on the weekends?

I always go to the park. I like jogging.

T asks **Ls** to read the text silently.

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

T chooses some **Ls** to read the text aloud.
T asks the **Ls** to carry out task 01, 02,03 and 04.

L

Task 01: Read the text and write "True" or "False".

5 min

- Lisa is describing her habits and preferences. …….

L

Task 01: Read the text again and rearrange the following ideas according to the text (text layout)

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

L

5 min

Task 03: read the text and complete the form (scanning)

1. Name : Lisa
2. Age : ……..
3. Nationality :……..
4. Daily habits :……..……..
5. Preferencers :
   - ……
   -

L

5 min

Writing	**Task 04: Fill in the gaps with 4 words from the list. (The target language form)** (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---. **T** asks **Ls** to read the situation and write a paragraph. Your friend Lisa wants to know more about you. Write a message to her (no more than 40 words). Introduce yourself and describe your daily habits and your preferences. **T** asks **Ls** to save the answers on their portfolio for the last session. **(Check my progress)** **T** ends the lesson and thank **Ls** for their attention, good behavior and hard work.	**Ls** **T** **T/ L** **T**	**5 min** **10 min** **5 min**

Self -reflection

What worked	What hindered	Action plan



Raho Khadidja



Raho Khadidja

Sequence one: Habits and Preferences

Lesson: Get Ready **Part one: Listening**

Task 01: Tick (☑) the right answer.

- **Peter and Sarah are talking about:**

☐ School Projects ☐ Daily habits

☐ Daily habits and preferences ☐ 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.

1/ Weekends- do-What- ? -you-do- in /on - the



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

1) ……

2) ……

Sequence one: Habits and Preferences

Lesson: Get Ready **Part one: Listening**

Task 01: Tick (☑) the right answer.

- **Peter and Sarah are talking about:**

☐ School Projects ☐ Daily habits

☐ Daily habits and preferences ☐ 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.

1/ Weekends- do-What- ? -you-do- in /on - the



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

1) ……

2) ……

Sequence one:

Habits and Preferences

Lesson: Get Ready (Reading)

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 01: Read the text again and rearrange the following ideas according to the text (write numbers next to the sentences).

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

Task 03: read the text and complete the form

1. Name : Lisa
2. Age : ……
3. Nationality : ……
4. Daily habits : ……..…
5. Preferencers :
   - ……
   - ……..

Task04: 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……. .

Sequence one:

Habits and Preferences

Lesson: Get Ready (Reading)

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 01: Read the text again and rearrange the following ideas according to the text (write numbers next to the sentences).

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

Task 03: read the text and complete the form

6. Name : Lisa
7. Age : ……
8. Nationality : ……
9. Daily habits : ……..…
10. Preferencers :
    - ……
    - ……..

Task04: 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……. .

Sequence one:

Habits and Preferences

Lesson: Get Ready

(Writing)

The Situation

Your friend Lisa wants to know more about you. Write a message to her (no more than 40 words). Introduce yourself and describe your daily habits and your preferences.

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Sequence one:

Habits and Preferences

Lesson: Get Ready

(Writing)

The Situation

Your friend Lisa wants to know more about you. Write a message to her (no more than 40 words). Introduce yourself and describe your daily habits and your preferences.

.....

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Habits

Free time activities

Preferences

Teacher : Raho Khadidja | **School: Ben Mousa Ali Middle School**

Class Profile: | **Level: MS1** | **Number of Learners:**

Session : Listen & Interact | **Sequence 01: Habits and Preferences**

Target Competence: Interact orally and produce short oral messages of predominantly descriptive type in communicative situation related to the learner's interests, daily concern and environment.

Session Outcomes: By the end of the lesson, LWBAT interact orally and produce an oral message of a predominantly descriptive type describing someone's habits.

Teaching Materials: Flashcards, WB, listening script, speaker,

Anticipated Problems: 1-Ls could be less attentive as the lesson's content is similar to "Get Ready" session.
2-Ls may find it difficult to understand intonation changes.

Solutions / Plan B: 1- T varies tasks and tries to make Ls involved .
2- More practice.

Stages	Procedures/ Tasks	Interaction	Time
Pre-listeming	**Warm up** **T** greet her **Ls** and welcome them. **T** pins on the board different pieces of a picture and invites **Ls** to play **"Puzzle Game"**  **Prediction** **T** interact with **Ls** by asking some questions to lead into the lesson. • **T:** What do you see? **Ls:** a boy, a girl, a bathroom, bedroom … • **T:** What does the pictures represent? Ls: activities, actions, … • **T:** When does the boy do these activities? **Ls:** morning, in the morning.	T/L L T/L	10 min

While listening

T invites **Ls** to guess the topic of what they are going to hear.

T may write their guesses on the board. — **T**

Checking prediction

T instruct **Ls** to listen to the script to check their guesses. (**T** explains that they don't need to understand each single word of the script)

T reads the script/ plays the audio script. (listening script part 01 page 87) — 5 min



Hil My name is llyes, and l'm 11 years old. I wake up very early in the morning to practise my dawn prayer. First, I wash my face and brush my teeth. Then, I get dressed and have toast and milk for breakfast. My twin sister, Amina, feeds her cat and walks with me to our school. We study hard and then have lunch in the school canteen al 12:30.

T checks the guesses. — **T**
T may tick/ cross the guesses written on the board.

Skimming/ listening for the gist

T asks the **Ls** to carry out task 01. — 5 min

Task 01: Listen to part one again and pick out three morning activities — **L**



Morning Activities

1) .....
2) .....
3) .....

Wake up = get up

scanning/ listening for specific information

T reads and explains the instruction of task 02. — **T**
T ask the **Ls** to carry out task 02. **(T plays the audio / reads the script twice or trice)**

Task 02: Listen to the script and say / write "True" or "False" — **L** — 5 min

- llyes gets up early. True
- He goes to school by bus. False
- He has an orange and a cake for breakfast. False
- llyes and Amina have lunch in the school canteen. True

Post listening	**T** reads the listening script part 02 page 87. **T** asks **Ls** to solve task 06 page 14 and to share their works with their peers**. (peer assessment)** **T** check **Ls** answers. **Follow up assessment:** **T** asks **Ls** to carry out task 04. **Task 04: Complete the following passage using the action verbs below.** Do – brush – have- get – go- play- wash – wear When I……home with my sister, I…… a snack my homework and ……. video games. Then, I have dinner with my family, …… my teeth, ……..my pyjamas and go to bed. **T** asks **Ls** to carry out task 05 **Task 05: (homework)** It's your turn, talk about your daily routines, compare and share with the class. As a feedback, Ls are given opportunity to tell what they have learnt, enjoyed and found challenging for them. **T** ends the lesson and thank **Ls** for their attention, good behavior and hard work.	**T** **L/L** **L** **T / L** **L** **T**	15 min 10 min 10 min

Self -reflection

What worked	What hindered	Action plan

Teacher : Raho Khadidja	**School: Ben Mousa Ali Middle School**		
Class Profile:	**Level: MS1**	**Number of Learners:**	

Session : Listen & Consider

Sequence 01: Habits and Preferences

Target Competence: Interact orally and produce short oral messages of predominantly descriptive type in communicative situation related to the learner's interests, daily concern and environment using simple sentences, expressions and vocal paralinguistic features.

Session Outcomes: LWBAT mmanipulate target structure of the listening script, describing habits using simple present tense and distinguish between different sounds.

Teaching Materials: Flashcards, WB, listening script, speaker.

Anticipated Problems: -Ls may find difficult to understand intonation changes.
-Ls might struggle with forming new sentences.

Solutions / Plan B: -Substitution / Drilling.

Stages	Procedures/ Tasks	Interaction	Time
Presentation (discovery)	**Warm up** **T** greet her **Ls** and welcome them. **T** review the previous lesson. **Eliciting** **T** interact with **Ls** by asking some questions to lead into the lesson. ▪ **T:** What was the previous lesson about? **Ls: Ilyes, daily habits ..Amina ..** ▪ **T:** Can you name 3 morning daily habits? **Ls: wash my face, brush teeth, get up early, have breakfast…** ▪ **T:** Can you name 3 evening activities /daily habits that your sister/ brother/ mother or father does? **Ls: does homework, my sister reads a book, my mother cooks dinner, my father watches TV.** **T** invites learners to listen to the script 2 page 94. **Amina is exchanging messages with Tinhinane about their personal habits.**	T/L T/L T	5 min

Mechanical Practice	**T** writes / pins the following sentences on the board **Amina:** Hi, Tinhinane! Do you return home by bus? **Tinhinane:** No, I don't. **Amina:** Does your dad drive you home? **Tinhinane:** Yes, he does. He drives me home, then goes shopping, every day. **Amina:** What do you do after school? **Tinhinane:** I do my homework, play mental games, and then watch TV. **Amina:** When and where do you play? **Tinhinane:** I play in my room at about 5:30. **Amina:** What time do you have dinner? **Tinhinane:** I have dinner with my family at 8:00. **Amina:** Who washes the dishes? **Tinhinane:** My mom does and she tidies the house before going to bed. **Controlled Practice** **T** reads the sentences focusing on the use of simple present while expressing daily habits and pronunciation of ***/ei/** in play **-/aɪ/** in drive – final **„s“**. **T** asks **Ls** to repeat **(Drilling)**. ▪ **T:** Do you return **home** by bus? / No, I **don't**. ▪ **Ls:** Do you return home by bus? / No, I don't. (The whole class) ▪ **T:** Does **your dad** drive you home? / Yes, he does. He **drives** me **home**, then goes **shopping, every day**. ▪ **Ls:** Does your dad drive you home? / Yes, he does. He drives me home, then goes shopping, every day. (Only girls) ▪ **T:** **What** do you do after **school**? / I do my **homework**, play **mental game.** ▪ **Ls:** What do you do after school? / I do my homework, play mental game. (Only boys) ▪ **T:** **When** and **where** do you play? / I play in my **room** at about **5:30**. (The whole class) ▪ **Ls:** When and where do you play? / I play in my room at about 5:30. ▪ **T:** **Who** washes the **dishes**? / My **mom does** and she **tidies** the **house.** ▪ **Ls:**Who washes the dishes? / My mom does and she tidies the house. **T** correct **Ls** (focus on accuracy) and helps them memories chunks.	**T** **L** **T/L** **T** **T/L** **T**	10 min

Mechanical Practice

Guided Practice

L

T/L — 10 min

T invites **Ls** to listen carefully and pay attention to the intonation and words stress.
T asks **Ls** to repeat /imitate to focus on intonation, structure and pronunciation.
T substitutes key words and asks **Ls** to make up the dialogue in pairs. (task 3 page 16)

A: I go / I do not stay.	B: He goes
A: I have	B: She has / He does not have.
A: I brush	B: My sister brushes
A: I play	B: Amine plays / does not watch TV.
A: You read	B: Amel reads / does not write.
A: I study	B: My brother studies / does not play.

L

T asks **Ls** to carry out task 4 page 16 " using slate "

Task: Add "s", "es" or "ies" to the verbs in brackets
1 - He (run) ……. every morning.
2-She (eat) …….. lunch at 12:00
3-lt (rain)……. a lot in winter.
4-He (study) …….. English every day.
5-She (work)……. in a hospital.

5 min

L

T asks **Ls** to carry out task 01 and 02 (copybook)

Task 01: Write the correct form of the verbs in brackets

My best friend is a very active person. Every morning, he **(wake)……. up** at six and **(go)……** for a run. He **(eat)……** a healthy breakfast. After that, he **(study)**…….. for his classes. In the afternoon, he**(play)……** basketball with friends. His friends (like) ……him a lot. He (listen) ……to audio books every week. In the evening, he **(do) ……**his homework and **(have) ……..** dinner with family. He **(go)…….** to bed early. He **is** a very disciplined person, and he **(inspire) ……** me to be more active.

5 min

L

Task 02: Complete with the right question word.(who/ when/ where/ do/ does)

1. ……..you go home by bus? No, I don't.
2. ……..your dad drive you home? Yes, he does.
3. ……do you play? I play in my room.
4. ……do you have dinner? I have dinner at 8 p.m.
5. ……washes the dishes? My mom does.

5 min

Use	**Communicative Practice/ Assessment** **T** sets the task(situation)**.** Thinhinane and Amina are curious to know more about you and your family members habits. • Answer Amina's questions: **Amina: What do you do every day?** **You: I …….** **Amina: What time do you go to bed?** **You: I …….** **Amina : What does your sister/ brother/ mother/ father do every day?** **You: She / He…….** **Ls** play roles telling about their family members habits. As a feedback, **Ls** are given opportunity to tell what they have learnt, enjoyed and found challenging for them. **T** ends the lesson and thank **Ls** for their attention, good behavior and hard work.	**T**	15 min 5 min

Self -reflection

What worked	What hindered	Action plan

Task01: Add "s", "es" or "ies" to the verbs in brackets

1 - He (run) ……. every morning.
2-She (eat) …….. lunch at 12:00
3-lt (rain)……. a lot in winter.
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Task01: Add "s", "es" or "ies" to the verbs in brackets

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1 - He (run) ……. every morning.
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4-He (study) …….. English every day.
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Task 01 : Write the correct form of the verbs in brackets

My best friend is a very active person. Every morning, he (**wake)……. up** at six and **(go)……** for a run. He (**eat)……** a healthy breakfast. After that, he (**study**)…….. for his classes. In the afternoon, he**(play)……** basketball with friends. His friends (like) ……him a lot. He (listen) ……to audio books every week. In the evening, he **(do) ……**his homework and **(have) ……..** dinner with family. He (**go)…….** to bed early. He **is** a very disciplined person, and he **(inspire) ……** me to be more active.

Task 01 : Write the correct form of the verbs in brackets

My best friend is a very active person. Every morning, he (**wake)……. up** at six and **(go)……** for a run. He (**eat)……** a healthy breakfast. After that, he (**study**)…….. for his classes. In the afternoon, he**(play)……** basketball with friends. His friends (like) ……him a lot. He (listen) ……to audio books every week. In the evening, he **(do) ……**his homework and **(have) ……..** dinner with family. He (**go)…….** to bed early. He **is** a very disciplined person, and he **(inspire) ……** me to be more active.

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Task 01 : Write the correct form of the verbs in brackets

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Task 02: Complete with the right question word.(who/ when/ where/ do/ does)

- ……..you go home by bus?
  - No, I don't.
- ……..your dad drive you home?
  - Yes, he does.
- ……do you play?
  - I play in my room.
- ……do you have dinner?
  - I have dinner at 8 p.m.
- …….washes the dishes?
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Teacher : Raho Khadidja | **School : Ben Mousa Ali Middle School**

Class Profile: | **Level: MS1** | **Number of Learners:**

Session : Read & Interpret | **Sequence 01: Habits and Preferences**

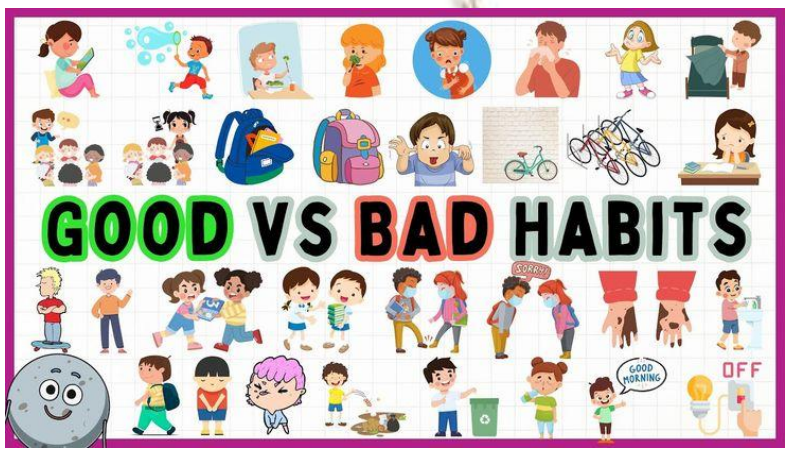
Target Competence: Understand simple message of predominantly descriptive type using reading skills in context.

Session Outcomes: LWBAT interpret a written message of a predominantly descriptive type about habits and identify the text type, its features and characteristics.

Teaching Materials: Flashcards, WB, written text.

Anticipated Problems: 1-Ls may face some difficulties understanding some words.
2-Ls may find it difficult to understand intonation changes.

Solutions / Plan B: 1- T uses flashcards and worksheets .
2- More practice.

Stages	Procedures/ Tasks	Interaction	Time
Pre-reading	**Warm up** **T** greet her **Ls** and welcome them. **T** pins on the board some pictures representing someone's daily habits. **T** asks **Ls** to classify them into two groups: good habits and bad habits.  **Prediction** **T** invites **Ls** to guess the topic of what they are going to read. **T** may write their guesses on the board.	T/L T L L	10 min

During-reading

Checking prediction

T

T instruct **Ls** to read the text silently and check their guesses.

Hi! I'm Sara from Oran. Every morning, I get up at 7:00 and help my mother prepare breakfast with some fresh bread and mint tea. Then, I go to school with my brother. At lunchtime, I share stories with my friends. After school, I either do my homework or help my mother with household chores. In the evening, my family and I have dinner together, then I help my younger siblings with their homework. Before I sleep, I organize my books and pencils for the next day. I enjoy this habit!

Adapted from the net

5 min

T checks the guesses.
T may tick/ cross the guesses written on the board.

T

Reading:

- **Phase one: Decoding**

T / L

T reads the text then asks **Ls** to read the text again aloud individually.
T instruct **Ls** to go back to the mistaken words, decode them correctly and then reread the whole sentences in chunks.

10 min

- **Phase two: Comprehension**

1/ Skimming/ reading for the gist

T asks the **Ls** to carry out task 01.

Task: Read the text, then choose the suitable answer. (oral task)

L

Sara describes her:

1) **Holidays.**
2) **Daily routines and habits.**
3) **Bad habits**
4) **School.**

5 min

2/Scanning/ reading for specific information

T reads and explains the instruction of task 01.

Task 01: Number the events from 1 to 5 in the order they happened

- Sara goes to bed. ……..
- She does her homework. ……
- She wakes up at 7 o'clock. …….
- She organizes her school tools. ……
- She goes to school with her brother. …….

5 min

L

T ask the **Ls** to carry out task 02.

During-reading

Task 02: Read the text, then complete the table below with the right information.

Name	A routine	A meal time	Food	A hobby	A habit
Sara					

L — 5 min

T asks **Ls** to share their works with their peers**. (peer assessment)**

T

T check **Ls** answers.

T asks **Ls** to carry out task 03 and 04.

Task 03: Read the text again then answer the following question

- Does Sara watch TV before going bed?
- ……

Task 04: Match the opposites

L — 5 min

Get up	**before**
Evening	**sleep**
After	**morning**

Post reading

Follow up assessment:

T asks **Ls** some questions to make them express their ideas.

T/L

- Is Sara's routine different from yours? If yes, how?
- Do you have any habits that you prefer, like Sara? What are they?

Writing Task:

Now, it's your turn to tell Sara about your daily habits. Write 2 sentences: one about a habit you want to keep and one about a habit you want to avoid.

L — 15 min

As a feedback, Ls are given opportunity to tell what they have learnt, enjoyed and found challenging for them.

T

T ends the lesson and thank **Ls** for their attention, good behavior and hard work.

Self -reflection

What worked	What hindered	Action plan

Teacher : Raho Khadidja	**School:Ben Mousa Ali Middle School**		
Class Profile:	**Level: MS1**	**Number of Learners:**	

Session : Read & Consider

Sequence 01: Habits and Preferences

Target Competence: Understand simple message of predominantly descriptive type using reading skills in context.

Session Outcomes: LWBAT ask and answer written questions and describe someone's habits.

Teaching Materials: Flashcards, WB, written text.

Anticipated Problems: -Ls may find difficult to understand intonation changes.
-Ls might struggle with forming new sentences.

Solutions / Plan B: -Substitution / Drilling.

Stages	Procedures/ Tasks	Interaction	Time
Presentation (discovery)	**Warm up** **T** greet her **Ls** and welcome them. **T** review the previous lesson. **Eliciting** **T** interact with **Ls** by asking some questions to lead into the lesson. ▪ **T:** What was the previous lesson about? **Ls: daily habits, good habits, Sara...** ▪ **T:** Can you name one good habit? **Ls: wash my face, brush teeth, help my mom...** ▪ **T:** Can you name one your sister/ brother bad habit? **Ls: watch TV, eat candies or sweets, fight with others, abuse animals…** **T** invites **Ls** to read the previously read text in "Read and Interpret" Hi! I'm Sara from Oran. Every morning, I get up at 7:00 and help my mother prepare breakfast with some fresh bread and mint tea. Then, I go to school with my brother. At lunchtime, I share stories with my friends. After school, I either do my homework or help my mother with household chores. In the evening, my family and I have dinner together, then I help my younger siblings with their homework. Before I sleep, I organize my books and pencils for the next day. I enjoy this habit**!** **Adapted from the net**	T/L T/L	10 min

Controlled Practice



T pins picture on the board about Sara's family evening habits and try to elicit some answers.

- **T:** Where does Sara do her homework?
- **L:** Sara does her homework in the living room.
- **T:** Does the father watch TV?
- **L:** No, he does not. He reads newspapers.
- **T:** What does her brother do?
- **L:** He plays games/ He uses his mobile phone.

T asks **Ls** to repeat **(Drilling)**.
T correct **Ls** (focus on accuracy) and helps them memories chunks.

Guided Practice

T invites **Ls** to read carefully and pay attention to the intonation and words stress.
T asks **Ls** to repeat /imitate to focus on intonation, structure and pronunciation.

T asks **Ls** to carry out task 01

Task: Fill in the gaps using the given words

not -when –plays- do- does – play- where – help

- **Amina:** What do you …….. after school?
- **Sara**: I do my homework, ……my mother than I ……. with my brother.
- **Amina:** ……your brother play video games?
- **Sara**: No, he does …… He always……. football.
- **Amina:** …… and …… do you have dinner?
- **Sara:** We usually have dinner at 8 o'clock in the kitchen.

T asks **Ls** to carry out task 01 and 02 (copybook)

Task 01: Write the correct form of the verbs in brackets

My best friend is a very active person. Every morning, he (**wake)……. up** at six and (**go)…….** for a run. He (**eat)…….** a healthy breakfast. After that, he (**study)**…….. for his classes. In the afternoon, he**(play)……** basketball with friends. His friends (like) …….him a lot. He (listen) ……to audio books every week. In the evening, he **(do) ……**his homework and **(have) ……..** dinner with family. He (**go)……..** to bed early. He **is** a very disciplined person, and he **(inspire) …….** me to be more active.

	T	
	L	**10 min**
	T/L	
	T	**10 min**
	T/L	
	T	**10 min**

Use

Task 02: Complete with the right question word.(who/ when/ where/ do/ does)

6. ……..you go home by bus? No, I don't.
7. ……..your dad drive you home? Yes, he does.
8. ……do you play? I play in my room.
9. ……do you have dinner? I have dinner at 8 p.m.
10. …….washes the dishes? My mom does.

L — 5 min

Communicative Practice/ Assessment

T sets the task(situation)**.**

Thinhinane and Amina are curious to know more about you and your family members habits.

T/L

- Answer Amina's questions:

  Amina: What do you do every day?
  You: I …….
  Amina: What time do you go to bed?
  You: I …….
  Amina: What does your sister/ brother/ mother/ father do every day?
  You: She / He…….

10 min

L

L/L

Ls play roles telling about their family members habits.

5 min

As a feedback, **Ls** are given opportunity to tell what they have learnt, enjoyed and found challenging for them.

T

T ends the lesson and thank **Ls** for their attention, good behavior and hard work.

Self -reflection

What worked	What hindered	Action plan

Singular/Plural Agreement



Adjectives To Describe Nouns



Adverbs To Describe Verbs



Spelling



Other Capitalization

(Days, Months, Proper Nouns, "Dear", and "Sincerely")



Commas

(Items in a Series and Dates)



Apostrophes in Contractions



Teacher : Raho Khadidja | **School: Ben Mousa Ali Middle School**

Class Profile: | **Level: MS1** | **Number of Learners:**

Session : Write together | **Sequence 01: Habits and Preferences**

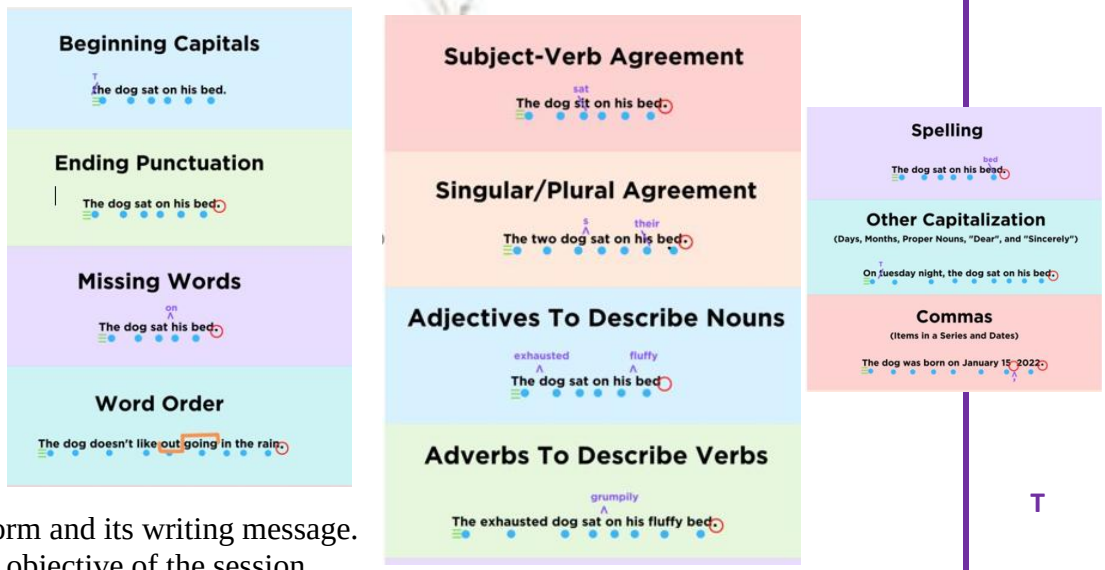
Target Competence: Produce simple written message of predominantly descriptive type related to learners' interests, daily concern ad environment using reading message as model and writing skills.

Session Outcomes: LWBAT write a simple message of a predominantly descriptive type about someone's habits using the reading message as a model and the writing skills.

Teaching Materials: Flashcards, WB/ white sheets.

Anticipated Problems: 1-Ls could be less quiet working in a group.
2-Ls may find it difficult to produce some sentences

Solutions / Plan B: 1- T point out a group leader .
2- T guides and monitors.

Stages	Procedures/ Tasks	Interaction	Time
Pre-writing	**Warm up** **T** greet her **Ls** and welcome them. **T** divides the class into groups. **T** sets a language game to engage and motivate **Ls**, as well as to remind them of the writing mechanics. (spelling, capitalization, word order and subject-verb agreements)  **Lead-in** **T** presents a form and its writing message. **T** explains the objective of the session.	T/L T T	5 min

Pre-writing

Read Amina's Instagram story about her mother's typical day. Within your group, choose a common friend and write a short note about his/her mother's typical day. Tell what she does every day, what her hobbies are and how she feels at the end of the day.



5 min

T / L

T interact with Ls to study the topic and fill in the following mind map.



5 min

Planning:

- **Brainstorming to generate ideas.**

T asks **Ls** to brainstorm ideas for their productions using: Round-Robin Brainstorming, mind mapping, listing, asking questions...
T encourage **Ls** to write down any thoughts or details related to the topic.

L

- **Selecting ideas to focus on the best ideas.**

T helps **Ls** to choose the best ideas related to the topic by asking different questions.

10 min

T / L

- **Outlining to organize ideas logically and coherently.**

T instructs Ls to organize the selected ideas into the outline format.
T monitors, supports and guides **Ls** works.

T

Writing

Post writing

Writing:

Drafting

T asks **Ls** to develop ideas into complete sentences following the outline. — L — 15 min
T monitors, guides and gives self-checking opportunities.

Revising (improving content)

T writes some **Ls** weak and strong sentences to illustrate key points (capitals, punctuations, sentence structure, spelling, clarity, coherence…) — T/L

T asks **Ls** to revise their works following the same procedures presented by **T.**
T asks groups to exchange their works/ productions and provides constructive feedback. (peer assessment)

Writing the final version

T invites **Ls** to revise their works based on the feedback provided by other groups. — L — 15 min
T asks **Ls** to write the final version.

Sharing the final product:

Publishing

Ls publish their works. — T — 5 min
T asks **Ls** (group by group) to read their works.
T provides **Ls** with the checklist to evaluate their mate's production.

Criteria	Indicators	☑	☒
Relevance	• The content addresses to the topic.		
Coherence	• Sentences are well organized.		
Correct use of English	• The writing is free of incorrect punctuation, spelling and sentence structure. • The correct use of tenses.		
Values	• The writing engages the audience.		
Excellence	• The writing is well-crafted and original.		

Group: .....

T ends the lesson and thank **Ls** for their attention, good behavior and hard work.

Self -reflection

What worked	What hindered	Action plan

Criteria	Indicators	☑	☒
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Teacher :Raho Khadidja	**School:Ben Mousa Ali Middle School**	
Class Profile:	**Level: MS1**	**Number of Learners:**
Session : Write Alone	**Sequence 01: Habits and Preferences**	

Target Competence: Produce simple written message of predominantly descriptive type related to learners' interests, daily concern ad environment using reading message as model and writing skills.

Session Outcomes: LWBAT write a simple message of a predominantly descriptive type about someone's habits using the reading message as a model and the writing skills.

Teaching Materials: Flashcards, WB, written text.

Anticipated Problems: 1-Ls may find it difficult together ideas related to the topic.
2-Ls may find it difficult to work alone.

Solutions / Plan B: 1- T interacts with Ls in order to make things easier for them.
2-peer assessment (working in pairs) .

Stages	Procedures/ Tasks	Interaction	Time
Pre-writing	**Warm up** **T** greet her **Ls** and welcome them. **T** sets a language game to engage and motivate **Ls**, as well as to remind them of the writing mechanics. (spelling, capitalization, word order and subject-verb agreements) **Lead-in** **T** presents a form and its writing message. **T** explains the objective of the session. This is Tina's paragraph about her father's habits. It's your turn to tell about yours. Write a short passage about what your father does, his habits, and his favourite hobbies. **My Dad's Daily Routines** My father is a bus driver. He gets up early, prepares the bus for students to go to school. At the end of the day, he checks his bus, goes shopping, and takes his coffee with his friend. He returns home tired but happy. **T** interact with Ls to study the topic and fill in the following mind map.	T/L T	10 min

Writing	 **Planning:** - **Brainstorming to generate ideas.** **T** asks **Ls** to brainstorm ideas for their productions using: Round-Robin Brainstorming, mind mapping, listing, asking questions... **T** encourage **Ls** to write down any thoughts or details related to the topic. - **Selecting ideas to focus on the best ideas.** **T** helps **Ls** to choose the best ideas related to the topic by asking different questions. - **Outlining to organize ideas logically and coherently.** **T** instructs Ls to organize the selected ideas into the outline format. **T** monitors, supports and guides **Ls** works. **Writing:** - **Drafting (writing the first version)** **T** asks **Ls** to develop ideas into complete sentences following the outline. **T** monitors, guides and gives self-checking opportunities. - **Revising (improving content)** **T** writes some **Ls** weak and strong sentences to illustrate key points (capitals, punctuations, sentence structure, spelling, clarity, coherence…) **T** invites **Ls** to highlight their strengths and identify their mistakes and correct them. - **Redrafting (Writing the final version)** **T** invites **Ls** to revise their works based on the feedback provided by their classmates. **T** asks **Ls** to write the final version.	T / L L L T / L L L	**5 min** 15 min 15 min 5 min

Post writing

Sharing the final product:

Publishing

Ls publish their works.

T asks **Ls** read their works.

T provides **Ls** with the checklist to evaluate their mate's production.

Criteria	Indicators	☑	☒
Relevance	• The content addresses to the topic.		
Coherence	• Sentences are well organized.		
Correct use of English	• The writing is free of incorrect punctuation, spelling and sentence structure. • The correct use of tenses.		
Values	• The writing engages the audience.		
Excellence	• The writing is well-crafted and original.		

T ends the lesson and thank **Ls** for their attention, good behavior and hard work.

L

L

T

10 min

Self -reflection

What worked	What hindered	Action plan