

Pre-Sequence	Lesson: 01 (The English Alphabet)	Framework:
Learning objectives: To enable the learners to Utter, say and write the English Alphabet.		
Targeted competencies: Interact/ Interpret/ Produce. Target structure: The English Alphabet : (vowels, consonants, capital and small letters).		Domains: Oral/ Written/ Both.
Core values: Being proud of Arabic, literate citizen and learning a new language .		Materials: Board/ Flashcards/ Songs.
<u>Cross curricular competencies</u>		
Intellectual: They can understand and interpret non-verbal messages.		Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.
Communicative: They can process digital data in English.		Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the new learners (In English using gestures), asks the learners to listen twice and then repeat after him.

- He/ She introduces himself by writing his name on the board and informs the learners that he/ she is their teacher of English, the new language they are studying this year.
- He/ She invites the learners to introduce their names.
- He/ She challenges the learners to learn this language and the importance to know English.

Presentation: The teacher interacts with his learners about what they studied in French in their Primary School, in order to check if they really master the alphabet specially (spelling). Then asks some of them to say the alphabet in French and invites some of them to spell it on the board in order to help the teacher assess the level of his new comers.

- The teacher introduces the alphabet and invites the learners to repeat .

THE ALPHABET

Capital Letters

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Small Letters

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Consonants

B	C	D	F	G	H	J	K	L	M
N	P	Q	R	S	T	V	W	X	Z

Vowels

A	E	I	O	U	Y
---	---	---	---	---	---

- The teacher invites the learners to listen to the ABC song and practice through singing.

The ABC's Song

A B C D E F G

H I J K L M N O P

Q R S T U V

W X Y and Z

Now I know my ABC's, next time won't you sing with me?

Produce: The teacher insists on the pronunciation of the alphabet, in order to make the learners discriminate between the different alphabet sounds.

- The teacher invites the learners to read the alphabet again, and then copy down in their copybooks.

Learning objectives: To enable the learners to discriminate between vowels and consonants (pronunciation) and name school things.

Targeted competencies: Interact/ Interpret/ Produce.

Domains: Oral/ Written/ Both.

Target structure: The English Alphabet/ School things.

Core values: Being proud of Arabic, literate citizen and learning a new language .

Materials: Board/ Flashcards/ Songs.

Cross curricular competencies

Intellectual: They can understand and interpret non-verbal messages.

Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.

Communicative: They can process digital data in English.

Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the last session by singing ABC song.

Presentation: The teacher introduces the alphabet with some new words.

A apple

A _____

a _____

A-a



B book

B _____

b _____

B-b



C cake

C _____

c _____

C-c



D dog

D _____

d _____

D-d

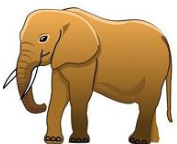


E elephant

E _____

e _____

E-e



F fish

F _____

f _____

F-f



G giraffe

G _____

g _____

G-g



H house

H _____

h _____

H-h



I ice-cream

I _____

i _____

I-i



J jacket

J _____

j _____

J-j



K key

K _____

k _____

K-k



L lion

L _____

l _____

L-l



M mouse

M _____

m _____

M-m

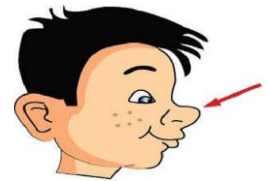


N nose

N _____

n _____

N-n



O orange

O _____

o _____

O-o



P pencil

P _____

p _____

P-p



Q queen

Q _____

q _____

Q-q



R ruler

R _____

r _____

R-r



S sun

S _____

s _____

S-s



T table

T _____

t _____

T-t



U umbrella

U _____

u _____

U-u



V van

V _____

v _____

V-v



W window

W _____

w _____

W-w



X x-ray

X _____

x _____

X-x

x



Y yo-yo

Y _____

y _____

Y-y



Z zebra

Z _____

z _____

Z-z



- The teacher invites the learners to listen to each words, repeat after the teacher's pronunciations , then read the whole list.

Produce: The teacher invites the learners to repeat and do the following tasks.

Task 1: (I match each word with each letter).

A	B	C	D	E	F	G	H	I	J	K	L	M
nine	hello	frog	snake	whale	boy	girl	old	train	xylophone	car	image	pen

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
under	yak	ant	jar	question	violin	egg	kite	zoo	dolphin	man	room	lips

Task 2: (I circle the **vowels** and underline the **consonants**).

pen – ruler – sharpener – scissors – book – board – copybook – schoolbag – slate – rubber – pencil – desk – chair – table

Task 3: (I add the missing **vowels**).

h_ll_ / fr_g / _ld / wh_l_ / _m_g_ / r__m / j_r / _nd_r / d_lph_n / _gg / k_t_ / g_rl / n_n_

Task 4: (I sort out the vowels and the consonants).

Words	snake	boy	car	pen	yak	man	zoo	lips	ant	desk
Vowels										
Consonants										

Task 5: (I reorder the words in **Task 2** alphabetically).

board – book – chair – copybook – desk – pen – pencil – rubber – ruler – schoolbag – scissors – sharpener – slate – table

- The teacher asks the learners to do the **Task page 18**.

Task page 18 (I match the word and the picture).

Picture	1	2	3	4	5	6
Word	a schoolbag	a pair of scissors	a pencil case	a pen	a ruler	a rubber

Task 6: (I order the letters and find the words).

colohs – ecetahr – redfin – ekds – altbe – epn – okbo – eclpni – uerlb – ubrrbe – colashobg – ltsae

- The learners do the activity in rough, correct it on the board and read it.
- The teacher invites the learns to copy down in their copybooks.

Pre-Sequence	Lesson: 03 (Numbers/ Days of the week/ Months of the year/ Seasons)	Framework:
Learning objectives: To enable the learners to know numbers, days, months and seasons.		
Targeted competencies: Interact/ Interpret/ Produce. Target structure: Numbers/ days/ Months/ Seasons.		Domains: Oral/ Written/ Both.
Core values: Being proud of Arabic, literate citizen and learning a new language .		Materials: Board/ Flashcards/ Songs.
<u>Cross curricular competencies</u>		
Intellectual: They can understand and interpret non-verbal messages.		Methodological: They can use listening strategies in interpreting messages and work in pairs or in groups.
Communicative: They can process digital data in English.		Social and Personal: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about the last session school things.

Presentation: The teacher introduces the numbers from (0 to 30), the days and week, the months of the year and seasons. The learners listen then repeat.

NUMBERS

1	One	6	Six	11	Eleven	16	Sixteen	21	Twenty One	26	Twenty Six
2	Two	7	Seven	12	Twelve	17	Seventeen	22	Twenty Two	27	Twenty Seven
3	Three	8	Eight	13	Thirteen	18	Eighteen	23	Twenty Three	28	Twenty Eight
4	Four	9	Nine	14	Fourteen	19	Nineteen	24	Twenty Four	29	Twenty Nine
5	Five	10	Ten	15	Fifteen	20	Twenty	25	Twenty Five	30	Thirty

Produce: The teacher invites the learners to listen to the numbers song, then they try to sing it together. After that, he/ she asks them to listen by row then checks which row writes more correct numbers.

One, two, three, four
Come in please, and shut the door.
Five, six, seven, eight
It's time for school
You're very late.
Nine, ten, nine, ten
Don't be late for school again.

Presentation: The teacher introduces the days of the week, the months of the year and seasons. Then, invites them to repeat.

Days of the week	Months of the year	Seasons
1- Sunday 2- Monday 3- Tuesday 4- Wednesday 5- Thursday 6- Friday 7- Saturday Seven Days One Week	1- January 2- February 3- March 4- April 5- May 6- June 7- July 8- August 9- September 10- October 11- November 12- December Twelve Months One Year Four Seasons	1- Winter 2- Spring 3- Summer 4- Autumn One Year Four Seasons

Produce: The teacher invites the learners to repeat and do the following tasks.

Task 1: (I circle the **vowels** and underline the **consonants**).

Sunday – January – Winter – February – Monday – Spring – March – Tuesday – April – Summer

Task 2: (I order the letters and find the words).

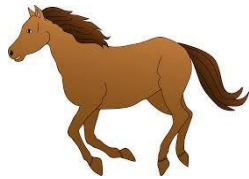
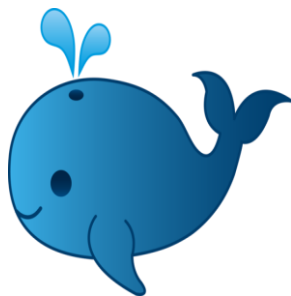
ensawdedy – amy – uuatm – uejn – hrdytusa – uyjl – rdyfia – uutags – audystra – etmespenr

Task 3: (I classify the following words in the chart below).

October – Sunday – twenty – Saturday – thirty – Summer – Zero – November – Winter – December – Monday – Autumn – eleven – January – Spring – Tuesday – one – February – thirteen – Wednesday – April – five – March – Thursday – June – twelve – Friday

Days of the week	Months of the year	Seasons

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Learning objectives: To enable the learners to know and name colours.**Targeted competencies:** Interact/ Interpret/ Produce.**Target structure:** Colours.**Domains:** Oral/ Written/ Both.**Core values:** Being proud of Arabic, literate citizen and learning a new language .**Materials:** Board/ Flashcards/ Songs.**Cross curricular competencies****Intellectual:** They can understand and interpret non-verbal messages.**Methodological:** They can use listening strategies in interpreting messages and work in pairs or in groups.**Communicative:** They can process digital data in English.**Social and Personal:** They can socialize through oral exchanges.**Warming Up:** The teacher greets the learners and makes a quick review about the last session.**Presentation:** The teacher invite the learners to pay attention at the following flashcards.The bat is
blackThe horse is
brownThe mouse is
greyThe sheep is
whiteThe lemon is
yellowThe carrot is
orangeThe tomato is
redThe pig is
pinkGrapes are
purpleThe whale is
blueThe frog is
green

dinner – I get up – I put on my clothes "I get dressed" – I have breakfast – I watch TV – I have lunch – I go to bed).

Practice: The teacher writes the following sentences on the board read it and asks the learners to look at the classroom furniture and the school things. Then, try to practice in pairs.

A: What colour is the board?

B: It is white.

Produce: The teacher invites the learners to repeat and do the following tasks.

Task 1: (I look at the picture and complete with the right colour).



The tongue is

.....



The cheese is

.....



The wood is

.....



The earth is

.....



The leaf is

.....



The cloud is

.....



The elephant is

.....



The rose is

.....



The pumpkin is

.....



The fly is

.....



The flowers are

.....

Task 2: (I order the letters and find the colour).

reng e – ikpn – lcbak – rneoa g – erd – ryge – upepr l – elwylo – lebu – rwbon – htwie

Task 3: (I complete with the right letter to find the colour).

G_e_n / _e_ / B_o_n / _i_k / G_e_ / _l_c_ / O_a_g_ / _l_e_ / W_i_e_ / _u_p_e_ / Y_l_o_