

Lesson Plan

Level: First Year

Book: At the crossroads

SE1 Unit I: Getting Through

Input: Listening and Speaking

<p>The project Internet Project Poster CV writing</p>
--

Sequence 1: Listening and speaking pp. 4-7

The aim of this sequence is to develop the listening and speaking skills with reference to the following functions: instructing and expressing purpose, and related language forms (e.g., sequencers and imperatives)

1/-Anticipate:

Aim: To interact the learners to what will come next in the listening and speaking sequence.

Steps of the lesson:

Timing	Steps	Input / Output	Aims
10mns	Warming up	-« T » asks questions What does the picture show? -The students look at the picture and answer.	-To introduce the topic by interpreting pictures
35mns	Task 1+2 (P 4)	-« T » asks questions about the computer? Have you a computer at home? What do it consist of? -The student answer -« T » asks pps to listen and to identify the parts of the computer -« T » reads the words in the box loudly. - « T » checks ,corrects - Pps write on the bb -« T » asks pps to find other words related to computers and write them on the copy book	-To interact and identify the different parts of the pc. -To get new vocabulary items.
15mn	Task 3+4 (P4)	-« T » asks pps to listen then say the e mail address written -Pps read aloud the address. -« T » asks the pupils to invent their own e-mail. -Pps tell each other their e-mail address.	-To know how to ask for and give information in relation with e-mail addresses. - To work in pairs : Ask for and give the e-mail address.

Keys:

Steps	Solutions
Task 1+2 (P 4)	-it represents a pc -the parts of the computer : 1-printer, 2-central unit,3-monitor, 4-screen ,5-speaker ,6-mouse ,7-key board,8-floppy disks , 9- floppy disk drive. Other words related to computers : Cd –rom , scanner, mouse mat, flash disk, excel,
Task 3+4 (P4)	Yacine two thousand and five at yahoo dot com ahmed@maktoob.com

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Listen and check p. 5/17

The Aim:

Steps of the lesson:

Timing	Steps	Input /Output	Aims
20mn	task1 p 17 5	<p>- direct the learners' attention to the picture and interact with them about it in order to make them identify/interpret the context</p> <p>then the teacher asks them the following questions</p> <p>T: What does the picture represent</p> <p>pp:give various anserws</p> <p>T: How many children are there?</p> <p>pp:</p> <p>T: Where/who are they?</p> <p>pp:</p> <p>T: What are they doing?</p> <p>pp:</p> <p>T: How would you describe their attitudes towards each other/one another</p> <p>then the teacher Makes his interaction with his learners drift gradually and smoothly towards the question asked in task one</p> <p>-Once the teacher is sure that his learners have understood what to do, he allows them just enough time to read the jumbled instructions on how to access e-mail to sequence them correctly. He Provides helps in case the learners meet with vocabulary problems in the instructions.</p>	<p>-The aim behind this task is to 'teach' learners to recognise and sequence the main ideas in spoken interaction</p> <p>- follow the thread of what is being said by concentrating and recognising the key words</p> <p>- Trains on the learners in this listening strategy with reference to the function of instructing and related language forms and notions (e.g., the imperative and the sequencers).</p>
15 MN	task 2 P17/5	<p>First, the teacher Simulates the spoken interaction (the listening script) on page (i) at the end of the textbook.</p> <p>The teacher must stress only the key words (e.g., sequencers).since learners will listen to key words in order to pick out the sequencing order of the instructions.</p> <p>_then the teacher asks the students to sequence the instructions using sequencers:first,then,next,after that and finally</p>	<p>learners check their answers to the question in task one</p> <p>- train the learners to speak from notes or memory with reference to the function of instructing and related language forms.</p>
	task4 +5P 5/17	<p>- The teacher has to make the learners build an overall impression of what the listening script will be about before having them listen to it.</p>	

25mn	<p>-He can ask them about their own opinions concerning the advantages and drawbacks of sending e-mail and ordinary messages. T: How often do you send messages? Which way of sending messages do you think is better, electronic or ordinary mail?</p> <p>-The teacher must Encourage learners to use one of the following phrases when they give their opinions: I think/believe/It seems to me (that)... To my mind/In my opinion/ As far as I'm concerned -the teacher lets the students copy down the table and indicates their opinion by ticking in appropriate boxes.</p> <p>-then the teacher Simulate the spoken interaction on pages (i) and (ii) at the end of the textbook. -First, the teacher checks the listening comprehension task i.e., finds out whether learners have picked out the opinions expressed in the spoken interaction.</p> <p>- Then he interacts with the learners to know whether or not the two informants have the same or differing opinion</p> <p>- After that he asks them to comment further in order to justify their answers. After that, he personalise the interaction by asking them whether or not they have the same opinion as the informants</p> <p>TS: Are you of the same mind? Why? How do you feel about it? I think that email is..., but s/he thinks that ...). PP: various answers.</p>	<p>-learners listen for specific details of information coming in a spoken interaction involving an interview about the advantages and drawbacks of sending messages by electronic and ordinary mail</p> <p>-The learners will revise the functions (e.g., comparing, expressing opinion/point of view) and related language forms.</p>
------	---	---

Keys:

Steps	Solutions																	
<p>Task 4+5 (P 5)</p>	<p>Task 4 P5/17</p> <p>In order to access e-mail, you need to do the following, first you switch on your computer, and then you select an ISP; next click on e-mail. After that, you enter your ID and password.Next, you sign in, then you wait for the connection to your e-mail.Finally, you click on read or send to check your in-box.</p> <p>Task 5 P5/17</p> <table border="1" data-bbox="427 1865 1477 2056"> <thead> <tr> <th>Features</th> <th>E-mail</th> <th>Snail mail</th> </tr> </thead> <tbody> <tr> <td>Faster</td> <td>x</td> <td></td> </tr> <tr> <td>Cheaper</td> <td>x</td> <td></td> </tr> <tr> <td>More interesting</td> <td></td> <td>x</td> </tr> <tr> <td>Less personal</td> <td>x</td> <td></td> </tr> </tbody> </table>			Features	E-mail	Snail mail	Faster	x		Cheaper	x		More interesting		x	Less personal	x	
Features	E-mail	Snail mail																
Faster	x																	
Cheaper	x																	
More interesting		x																
Less personal	x																	

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Listening and Speaking

Say it clear p.6/18

The Aim: - learners will revise the intonation pattern in requests and get familiar with the comparative of superiority of adverbs.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-. Books closed Ask learners to tell you why they were absent/What they did yesterday/What class they will have next? Who is their teacher of Mathematics? Etc.)	- interact with your learners by simulating class situations where you will use all the requests in task 1.
15mn	Presentation	- Each time they answer your prompts, simulate misunderstanding or mishearing and ask them to repeat what they have said using the requests in task 1. -When you speak, you communicate information both verbally i.e., by using words and non-verbally, i.e., by using gestures, facial expressions, etc... So hold your hand close to your ear to indicate mishearing). tell them to open their books and do the task as indicated. THE RULRE <i>intonation goes up at the end of requests</i> <i>Requests will become orders in case you make them with a falling tone</i>	-To interact with the learners about the sentences. -To make them interpret the contexts in which the different sentences can occur. -To derive rules.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples. -the teacher checks and corrects.	-To check the pupils comprehension.
10mn	Practice Activity two	Refer the learners to samples of requests in task one. If necessary, illustrate what the learners are required to do by transforming one of the statements into a request Read aloud the request and mark the intonation pattern. key to the task:	- make requests out of information provided in the form of statements containing comparatives of superiority.

		<p>a- <u>Could</u> you type <u>more quickly</u>, please?</p> <p>b- <u>Can</u> you press the key <u>more smoothly</u>, please?</p> <p>c- <u>Could</u> you drive <u>less quickly</u>, please?</p> <p>d- <u>Could</u> you use the computer <u>more frequently</u>, please?</p> <p>e- <u>Can</u> you arrive <u>earlier</u>, please?</p> <p>f- <u>Can</u> you jump <u>higher</u>, please?</p> <p>g- <u>Could</u> you work <u>harder</u>, please?</p>	
--	--	--	--

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: listening and speaking

The Aim: The aim behind this lesson is to recognise stress patterns in two syllable words related to computers

Steps of the lesson:

Timing	Steps	Input /Output	Aims				
10 mn	<p>Warming up</p> <p>The hidden message</p> <p>P6/18</p>	<p>-The teacher refers the learners to the phonetic symbols on pages XII and XIII of the textbook.</p> <p>-Then he Re-writes the first word himself for illustration</p> <p>- Then he gets the learners to compete as to who will be the first to decipher the whole message.</p> <p>Key : Your floppy contains a virus; remove it from my computer</p>	<p>- To initiate the learners to phonetic transcription.</p>				
15mn	<p>Task three</p> <p>p6/18</p>	<p>- The teacher Directs his learners' attention to the table and shows them how to split words into syllables.</p> <p>-then Foreground the sound-spelling links represented by the words and their phonetic transcriptions as well as the stressed syllables. You can use the following table for highlighting this information.</p> <table border="1" data-bbox="450 1438 991 1554"> <tr> <td>You see/write</td> <td>You say/read aloud</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Once the learners know what is required of them, let them do the task alone on a rough copybook.</p> <p>-the teacher checks and corrects</p>	You see/write	You say/read aloud			<p>- The aim behind this task is to recognise stress patterns in two syllable words related to computers.</p> <p>- Identifying and recognizing syllables</p>
You see/write	You say/read aloud						
10mn	<p>Task four</p> <p>P6/18</p>	<p>- The teacher copies the table on board and to have the learners correct their answers on their own.</p> <p>-then he must Give some time for the learners to analyse the stress pattern in the two columns to draw the rule for accentuation/word stress in two syllable words.</p> <p>TS: Look at the words in column A. Are</p>	<p>- learners will check their answers to task three as you read aloud the words in the box</p>				

		<p>they verbs, nouns, prepositions or adverbs? Where is the stress, on the first or on the second syllable? What about the words in column B? ... What conclusion can you draw ? the rule of two syllables words stress</p> <table border="1"> <tr> <td colspan="2"> <p>In two-syllable words, stress usually falls on the second syllable when the word is a verb, but it is placed on the first syllable when the word is a noun.</p> </td> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td> browser - cursor - pointer - window floppy - icon - keyboard - modem </td> <td> connect - protect - remove erase - escape - display </td> </tr> </table>	<p>In two-syllable words, stress usually falls on the second syllable when the word is a verb, but it is placed on the first syllable when the word is a noun.</p>		A	B	browser - cursor - pointer - window floppy - icon - keyboard - modem	connect - protect - remove erase - escape - display	<p>- to draw the rule for accentuation/word stress in two syllable words</p>
<p>In two-syllable words, stress usually falls on the second syllable when the word is a verb, but it is placed on the first syllable when the word is a noun.</p>									
A	B								
browser - cursor - pointer - window floppy - icon - keyboard - modem	connect - protect - remove erase - escape - display								
5mn	Produce	-Pupils try to give examples of two syllables words either verbs or nouns and identify the stress patterns.	-To drill the rule of word stress(two syllables).						

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Listening and speaking

Your turn p.7/19

The Aim: - the learners will practise and consolidate the speaking skill with reference to functions (e.g., instructing and expressing purpose) and related language forms.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
20 mn	Task 1P7/19	<p>-TS Refers the learners to the sentences in columns A and B. Then asks them to read them very quickly and identify the main idea</p> <p>-then he makes sure everyone understands the sentences before telling them to work in pairs to do task 1.</p> <p>-after that, he interacts with his learners to check their answers.</p> <p>The key to the tas 1-b, 2-a, 3-d, 4-c.</p>	<ul style="list-style-type: none"> - allow the students to have an overall impression of what the sentences are about - instructing and expressing purpose
25mn	Task 2+3P7/19	<p>-The teacher asks his students to organise the jumbled sentences written on the board during the previous task into a coherent paragraph using sequencers and modals. He can help the learners by giving them the first two introductory sentences in the key below.</p> <p>Students do the task</p> <p>-teacher checks</p> <p>-correction on the board</p> <p>Here is a suggested key to task two: ‘Ok, you want to create an e-mail account? It is very easy. First, you have to switch on the central unit and the monitor in order to start the computer. Next, you need to go to the address section to choose a site’. ‘Well, if you want to create an e-mail account, click on the e-mail option in the menu. After that, click on the ‘sign up’ icon in order to open the page for personal details...’ (The learners can complete the instructions)</p>	<ul style="list-style-type: none"> -Sequencing -reordering -expressing obligation with must and have to - organisation of ideas in a paragraph

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Listening and speaking

Say it in writing p.7/19

The Aim: - The learners will re-invest what they have learned in the previous tasks in terms of functions and related language forms in order to **produce** an argumentative paragraph defending a point of view about the usefulness of the Internet.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-The teacher brainstorms the topic with the students and jot notes on board. -TS: What do you think about/of the Internet? TS: Is it useful or not? Why ? TS: Can you give other reasons? Explain/Justify...	-To brainstorm the topic -to jot down ideas - to elicit what the learners think about the Internet
15mn	Presentation	-the teacher encourages the learners to list the reasons why they think that the Internet is useful or not by giving the following transitional sentence: 'I think that the Internet is a useful invention. Let me explain/There are several reasons for this. Here are some. First ...' Here are some other ways of giving an opinion/point of view: 'I think/ believe that/ in my opinion/to my mind/as far as I am concerned/If you ask me.. -The teacher discusses the reasons with his / her students.	-To interact with the learners about the reasons.
15mn	Practice	-Teacher asks the pupils to make mini-presentations about the usefulness of the Internet' on the work sheet. -Pupils think then do it. -T checks. -Pps correct.	- to check if the students understands the task -to make them learn strategies of writing.
15mn	Produce	-the students read their paragraphs and identify errors and correct them The teacher chooses the best paragraph and asks the students to copy it on their copybooks as an example of paragraph.	-Error correction -feedback

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Reading and writing pp. 8–11 **PP.20-21**

Sequence two: Reading and writing pp. 8–11

1/-Anticipate:

Aim: The aim of this rubric is to help your learners read icons in a computer screenshot. This is a very useful social skill in our modern technological world. This social skill will be developed in relation to functions covered earlier. It also aims to create a lead-in to the reading tasks proper on page 9.

Steps of the lesson:

Timing	Steps	Input / Output	Aims
10mns	Warming up	- Direct learners' attention to the first screenshot and have them identify/ interpret the different icons and information on the screenshot. -then he Illustrates the difficult vocabulary items	-To introduce the topic by interpreting pictures - To create a lead-in to the reading tasks proper on page 9.
10 min	Task 1 (P 20)	-the teacher sets the students to the task key a - 3 b - 1 c - 6 d - 4 e - 5 f - 2	-To interact and identify the different parts of the pc. -To get new vocabulary items -to identify functions of different parts of the computer
10mn	Task 3 (20)	- Direct the learners' attention to the second screenshot and interact with them in order to elicit an interpretation of the information contained on the screenshot. -The screen shot is used for sending e-mails	- learners will learn to make predictions about what will come next in an e-mail message on the basis of information contained in an e-mail box screenshot.

Read and check P21 :

10mns	Task 1-2 P 21	- Make sure the learners understand what is expected of them in this task. They do not need to read the whole message. Indeed, they can check their predictions by reading only two or three sentences of the e-mail message. But note that the process of making predictions keeps going all along the reading of any text. Therefore, you can ask your learners to try it again by making other predictions just after they have checked those they have made earlier. (e.g., 'what will Kirs write about just after the two	- The learners will check the predictions they have made in task three of the Anticipate rubric. -collect information
-------	----------------------	--	---

		introductory sentences?') Keys to:Amel from:Kirsi Subject:introducing	
15 min	Task 3 (P 21)	-the teacher asks the learners to read the questions and makes sure they understand what they have to - As he checks the learners' answers, he interacts with them to elicit further information about Finland. For example, he can ask questions about the languages spoken in Finland, Finland's neighbouring countries, its currency, etc... keys A-she is Finnish B-because she wants to know about Algiers. C-lakes D-she lives in the countryside because it is very nice and big. E-She rarely goes out at the weekend.	- This task reverts to traditional reading comprehension. The learners are required to answer a set of comprehension questions.
10mn	Task 3 (21)	- the teacher draws his students attention to the words written in bold he takes the first word as an example I have found your address Then he asks them to tell him which address we are talking about then he tells them that your refers to I I mean my address your is a reference word to I -then he asks them to do the same with the other words in the text	- Identifying reference words

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Reading and Writing

Discover the language pp. 10–11

frequency adverbs

The Aim: - Skill building in this rubric is treated at different levels: the word level, the sentence level, and the paragraph level.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	- The teacher refers the learners to paragraph three. It is this paragraph, which talks about Kirsi's regular activities. then he asks the learners to pick out the sentences which contain the frequency adverbs _the teacher writes the sentences on the board as examples the examples 1- generally get up very early 2-I always go there by bus. 3-I rarely go out at the weekend 4-I often visit my grand parents on weekend 5-I sometimes watch TV	-In order to pick out examples.
15mn	Presentation	-The teacher discusses the examples with his / her students. -"T" explains -Pps derive rules -Pupils fill in the rule.	-To interact with the learners about the sentences. -To derive rules.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples.	-To check the pupils comprehension.
10mn	Practice Activity four P22	- Direct the learners' attention to the questionnaire and ask them to identify what it is about - interact with them (in open class) simulating a sample interview. Show the learners how to make notes by jotting down the responses of your informants/learners on board. - The learners will make notes on rough pieces of paper when it is their turn to do the task in pairs	- The learners will use questions included in a questionnaire to conduct an interview about regular activities.
10mn	Task five follow-up	-the students use the information and use them to write sentences as regular activities using frequency adverbs	- write/produce a short report -use and identify frequency adverbs.

Write it right p. 11

This task aims to make the learners re-invest what they have learned in the Discover the language rubric to write a reply to the e-mail message that they have read in the Read and check rubric.

10mns	Task 1-2 P 23	<p>-refer your learners to Kirsi's e-mail on page 9 of the textbook, and have them take it as a parallel or model of building and organising the paragraphs of their replies Provide them with a topic sentence for the first paragraph.</p> <p>-The learners can check whether they have organised their paragraphs correctly by referring to the same letter).</p> <p>-The teacher asks each student to read his letter of reply to Kirsi e-mail; students must use frequency adverbs to describe their daily activities and to describe their families and hometown.</p> <p>-The teacher as usual selects the best reply and asks the students to copy it on their copybooks as an example.</p>	<p>- The learners are 'taught' how to build and organise paragraphs.</p>
--------------	--------------------------	--	--

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

Expressing purpose

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-T asks the pupils some questions related to the text given. E.g.: -Why does Omar use the internet? - Why does he download pictures? -The pupils skim the text then answer.	-In order to pick out examples.
15mn	Presentation	-The teacher discusses the examples with his / her students. -“T” explains -Pps derive rules -Pupils fill in the reminder.	-To interact with the learners about the sentences. -To make them interpret the contexts in which the different sentences can occur. -To derive rules.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples.	-To check the pupils comprehension.
10mn	Practice Activity one	-Teacher asks the pupils to do the activity 1 on the work sheet. -Pupils think then do it. -T checks. -Pps correct.	-To be able to use to, in order to, so as to and its negatives.
10mn	Activity two	-Teacher read the instruction. -Pupils do the activity. -Teacher checks the pps answers. -Pps correct on the board.	-To be able to link sentences with their appropriate purposes.
10mn	Activity three	Pair Work: -Pupil 1 reads the first part of the sentence written in the card. The other pupils check for the completion in their cards then read the best completion using the appropriate linker.	- To motivate pupils to practice the rules more and more. -To use correct sentences expressing purpose.
5mn	Produce	-Pupils try to build up sentences of their own expressing the purpose	-To build up correct meaningful sentences expressing purpose.

KEYS

Steps	Solutions
Warming up	- He always uses the internet to research - He downloads a lot of pictures from there in order to use them in his work

Presentation	<p style="text-align: center;"><u>The Reminder</u></p> <ul style="list-style-type: none"> * We use to, so as to, in order to to express purpose. * To, so as to, in order to can be used in the beginning or in the middle. * The negatives are not to, in order not to, so as not to. * After to, so as to, in order to and their negatives we use a verb (stem)
Oral drill	
Practice Activity One	- to – in order to – so as not to – to –in order not to
Activity Two	<ul style="list-style-type: none"> 1- so as not - a 2- in order to - c 3- to - d 4- in order not to - b
Activity Three	<p>Pair Work:</p> <ul style="list-style-type: none"> 1-She gives her daughter a chocolate in order to stop crying. 2-He doesn't shout so as not to disturb his neighbors 3-He got a new e-mail to chat with his friends. 4-I have collected money to buy q dictionary.
Produce	

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop And Consider

Reflexive pronouns

The Aim: -To consolidate grammar notions

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-T asks the pupils some questions related to the picture given. E.g.:- What does the picture show? -How many parrots/birds are there? One or two? -The pupils skim the text p 9 then answer.	-In order to pick out examples.
15mn	Presentation	-The teacher discusses the examples with his / her students. -“T” explains -Pps derive rules -Pupils fill in the reminder about reflexive pronouns	-To interact with the learners about the sentences. -To make them interpret the contexts in which the different sentences can occur. -To derive rules.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples.	-To check the pupils comprehension.
15mn	Practice Activity one	-Teacher asks the pupils to do the activity 1 on the work sheet. -Pupils think then do it. -T checks. -Pps correct.	-To be able to use reflexive pronouns himself,herself,itself,yourself ourselves, themselves
10mn	Produce	-Pupils try to build up sentences of their own using reflexive pronouns	-To build up correct meaningful sentences expressing purpose.

The Keys :

Steps	Solutions
Warming up	- There is one parrot only. The parrot in the mirror is just a reflex ion of the parrot perched on a stick - The parrot is talking to itself
Presentation	<u>The Reminder</u> <u>Reflexive pronouns</u> usually refer back to the subject of the clause or sentence. However, the -self-particle can be used to give emphasis to the noun phrase or pronoun subject (e.g., I cooked it myself).
Oral drill	
Practice Activity One	A/yourself B/himself C/herself D/themselves E/ourselves

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

Expressing obligation

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-T asks the pupils some questions T: in order to pass to second year what do you have to do? PP: we must revise our lessons.	-In order to introduce the language
15mn	Presentation	-The teacher discusses the examples with his / her students. -"T" explains. -Pps derive rules. -Then the Pupils fill in the reminder about expressing obligation and prohibition and lack of necessity and their negative forms	-To interact with the learners about the sentences. -To make them interpret the contexts in which the different sentences can occur. -To derive rules.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples.	-To check the pupils comprehension.
10mn	Practice Activity one	-Teacher asks the pupils to do the activity 1 on the work sheet . -Pupils think then do it. -T checks. -Pps correct.	-To be able to use to, in order to, so as to and its negatives.
5mn	Produce	-Pupils try to build up sentences of their own expressing the obligation and prohibition .	-To build up correct meaningful sentences expressing purpose.

The Keys :

Steps	Solutions
Presentation	<p style="text-align: center;">The Reminder</p> <p>1-we use affirmative and questions forms of must and have to to express obligation. Example: you must start from here. Do I start from here?</p> <p>2-we use must not to express prohibition. Example: you must not switch on the computer before quitting the program.</p> <p>3-we use need not and does not have to to say that there is no obligation to do something. Example: you need not send a message just phone them. Note there is no past form of must we use had to and did not have to</p>

	express obligation and absence of obligation in the past. Example: we had to switch off the computer before leaving.
Oral drill	
Practice Activity One	school rules: 1-you must respect your teacher 2-you must not eat in the classroom. 3-you must not smoke in the school. 4-you must study all the subjects. 5-you must practice sport to stay healthy. 6-you must wear uniform. 7-you must switch off your mobiles in class. 8-you must do your homeworks.
Produce	

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

Definite and Indefinite articles

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Presentation	-the teacher writes a word in Arabic then asks them to add and asks them to distinguish between the two forms then he writes the word pen on the board then write a pen	-In order to introduce the language forms - This task aims to consolidate the use of definite and indefinite articles
15mn	Practice Activity one	- Refer the learners to the reading text on page 9 of the textbook to establish links between the two texts It will help them in accomplishing the task i.e. filling blanks with appropriate articles if they identify the context in which the text on page 21 is written. Encourage the learners to refer to the reminder when they check their answers. Pupils think then do it. -T checks. -Pps correct. -the students then discuss with the teacher the reminder and make difference between the articles in functions.	-To interact with the learners about the sentences. -To make them interpret the contexts in which the different sentences can occur. -To derive rules.

The Keys :

Steps	Solutions					
Presentation	The Reminder ‘A’ and ‘an’ are indefinite articles. We use them only before singular countable nouns. ‘The’ is a definite article. We use it before common nouns singular and plural countable and uncountable.					
	<table border="1" style="width: 100%;"> <thead> <tr> <th>countable singular</th> <th>countable plural</th> <th>uncountable singular</th> </tr> </thead> <tbody> <tr> <td>a photo (first reference) the photo (second reference)</td> <td>Ø photo (First reference) the photo (second reference)</td> <td>Ø paper (first reference) the paper(second reference)</td> </tr> </tbody> </table>	countable singular	countable plural	uncountable singular	a photo (first reference) the photo (second reference)	Ø photo (First reference) the photo (second reference)
countable singular	countable plural	uncountable singular				
a photo (first reference) the photo (second reference)	Ø photo (First reference) the photo (second reference)	Ø paper (first reference) the paper(second reference)				
Practice Activity One	. 1 → the -2 Ø, 3 → Ø, 4 → Ø, 5 a 6 → the, 7 → Ø, 8 → Ø; 9 → Ø, 10 → Ø, 11 → the, 12 → Ø, 13 → Ø; 14 → Ø; 15 → Ø, 16 → an, 17 a 18 a 19 → an, 20 → Ø					

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

prepositional and phrasal verbs

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
15 mn	<p>Presentation</p> <p>Practice Activity one</p>	<p>- The learners are already familiar with the prepositions that go with the verbs in the sentences. So it will be very easy for them to complete the blanks. This task is just a shifter task (exercice enclencheur in French); it is up to you to encourage your learners to find other prepositional verbs and phrasal verbs. It will be a good idea if you advise the learners to create a column for prepositional and phrasal verbs in the vocabulary notebooks that we have already recommended as a strategy for vocabulary development</p> <p><u>KEYS</u> a-switch on b-click on c-sign in d-sign up e-move down</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> <p>verb+preposition=phrasal verb</p> </div>	<p>-In order to introduce the language forms - This task aims to consolidate the use of of prepositional and phrasal verbs</p>

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

'from ...to...' and 'until

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-the teacher asks the students about the famous places in London -the students give various answers -then he asks them if they know the tower of London. They give various answers.	-In order to introduce the topic of the advert
15mn	Presentation	-Then he directs their attention to the advert and asks them to read it; -then he asks them to read the instruction or the question -when he ensures that they understand what they are asked to do, he asked them to read the reminder about the uses of from....to and until.	-write notes -The learners will consolidate their knowledge of time prepositions: - 'From ...to...' and 'until/till'.
10mn	Oral drill	-The teacher asks the pupils to give 1 or 2 examples. -Students give examples.	-To check the pupils comprehension.
10mn	Practice Activity one	-Teacher asks the pupils to do the activity 1 on the work sheet . -Pupils think then do it. -T checks. -Pps correct.	-To be able to use 'from ...to...' and 'until/till'.
5mn	Produce	-Pupils try to build up sentences of their own expressing time using 'from ...to...' and 'until/till'.	-To build up correct meaningful sentences expressing time and duration.

The Keys :

Steps	Solutions
Presentation	<p style="text-align: center;">The Reminder</p> <p>A-We use 'from....to' to give periods of times</p> <p>(past) (future)</p> <p style="margin-left: 40px;">Now-----→March</p> <p style="margin-left: 40px;">↓-----↓</p> <p>example: It will take from now to next March to finish the work. From.....to are used with:</p>

- years(from 1954 to 1962)
- months(from May to July)
- days(from Saturday to Thursday)
- dates(from May 1st to July 5th)
- parts of the day(from dawn to 5 p.m)
- hours(from 8a.m to 5p.m)

B-We use ‘**until**’ to give end points in time.



example:

I waited for the message until 9 o'clock and I left.

Until is used with:

- years(until 2005)
- months(until December)
- days(until Monday)
- dates(until July 5th)
- hours(until 5 o'clock)

**Practice
Activity
One p33**

It is just a note to tell you that the tower of London will be open for visitors **until 31 October** the timing is like this **from Tuesday to Saturday** it is open **from 10.00 to 18.00** the timing will remain like this **until 1st of November** when the timing will become like this **from Tuesday to Saturday** it is open **from 9.00 to 17.00** and **from Monday to Sunday** it is open **from 10.00 to 17.00**

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Stop and Consider

The Aim: -To consolidate grammar notions

double conjunctions

- To make them consider these notions in context both deductively and inductively.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
25 mn	Presentation Task 1 P34	- The teacher writes the reminder about the use of the double conjunctions and he leaves a space for the examples. then he asks the students to pick out the examples from Kirsi's e-mail then he explain the different uses of the conjunctions stressing the use of either in questions and neither in negative forms	-In order to introduce the language forms - This task aims to consolidate the use of the double conjunctions both....and ,neither....nor either.....or
20mn	Practice Activity two p34	- Then the teacher moves to the task and explain to the students what they are required to do. -the students do the task -T checks. -Pps correct.	-to practice and checking understanding
15mn	PRODUCE	the students give examples	-to ensure that the students best understand after the task

The Keys :

Steps	Solutions
Presentation	<p style="text-align: center;">The Reminder</p> <p>A. We use both....and, neither.....nor, either.....or to talk about two things. Example:..... I have lunch either at the school canteen or at a fast food restaurant.</p> <p>B. We use also both of...,neither of...;either of..... When we use of we always need the,these,those,my,your,them,us,etc. Example:..... Neither of them really belongs to me Both of them are Jari's friends.</p>
Practice Activity One	<p>1-Both Hichem and Fatima is not late for class. 2-Both Farid and Foued likes learning languages. 3-We leave either today or tomorrow. 4-I neither smoke nor play cards.</p>

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: Developing Skills

The Aim: -Develop social skills like writing letters/Business letter

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	-Ts asks the students of the different types of letters they know pp:invitations business letters	
15mn	task 1 page 28	The teacher asks the learners to read silently the jumbled sentences then asks: "What do the sentences represent?" PPs:a letter T: what is the letter about? PPs:give various answers T:what does Re stand for? Reference = subject After that, the teacher asks the students to match the sentences with their corresponding rubric in the letter's layout. keys: A.3 B.2 C.8 D.4 E.9 F.5 G.7 H.6 I.1	-focus on the form layout of a business letter
15mn	Task two P28	- Go over the jumbled information with your learners and have them explain the difficult vocabulary using structural and semantic clues - Then they will re-order the information using numbers. - As you check the answers with the learners, encourage them to justify their choices. (e.g., they can note that when we reply to letters, we sometimes thank the sender for having contacted us first....). - The key to the task is as follows: b-1, a-2, c-3, d-4.	-The aim behind these tasks is to focus on the organisation of ideas with reference to a reply to the letter of enquiry.

25 mn	<p>Task 4 P34</p>	<p>- The teacher refers the learners to the layout of the letter of enquiry in task one. This will help them visualise how to present their replies. then he refers them to the correction of task two for the organisation of ideas in the body of their reply letter</p> <p>-the teacher sets the students to do the tasks in pairs to encourage peer correction.</p> <p>-the teacher makes sure the learners place their replies in appropriate formats:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Thank you for your enquiry about our summer courses. Please find enclosed here our latest information prospectus, which we hope will be of interest to you.</p> <p>We are permanent, we are professional and we offer you a warm welcome here at a our school.</p> <p>We look forward to hearing from you soon</p> </div>	<p>-The aim is to produce a reply to a letter of enquiry by ordering jumbled sentences and re-investing what is learned in tasks one, two and three.</p>
-------	-------------------------------------	--	---

The form of business letter

<p>Name and address of Receiver:</p> <p>Re:subject</p> <p>Salutation</p>	<p>Your address:</p> <p>Date:</p>
<p>Body of the letter</p>	
<p>Closing</p>	

Lesson Plan

Level: First Year

Book: At the crossroads

Unit I: Getting Through

Input: consolidation and extension

Write it out

The Aim: -To consolidate and extend the range of writing skills

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Warming up	<p>- Ts ask the students the following question: when you finish your study in the university, and you will get your diploma what are you going to do?</p> <p>PPs:I will look for a job</p> <p>Ts: where do you find the jobs advertisements?</p> <p>PPs:in newspapers</p> <p>Ts: Ok, to be a teacher what are the requirements that you must have?</p> <p>PPs:you must be patient,tolerant,have a wide range of knowledge and understanding</p>	<p>-to draw the students attention to the way of getting a job</p> <p>-to make the students understand what do we mean by advertisement</p>
15mn	task 1 page 24	<p>T directs the PPs attention to the advert and helps them interpret the text.</p> <p>Qs: what is the text about?</p> <p>What is it?</p> <p>Where is it taken from?</p> <p>Who can be interested in reading it?</p> <p>Then the teacher moves to the question of the task,</p> <p>read the help wanted ad below and then write four sentences with must and have to to say what characteristics potential candidates are required to have.</p> <p>the teacher explains the difficult words to the students</p> <p>-Teacher asks the pupils to do the activity 1 on the work sheet.</p> <p>-Pupils think then do it.</p> <p>-T checks.</p> <p>A key for the task:</p> <p>the applicant must deal with children</p> <p>the applicant must organize and participate in daily activities such as swimming singing dancing cooking</p> <p>the applicant must be tolerant and patient</p>	<p>-to offer the learners a model of adverts</p> <p>-revise and consolidate the use of modals expressing obligation</p>