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| **Target learners/Grade** *:* Secondary 3 | |
| **Title of the lesson:** Simple present review | |
| **Purpose[[1]](#footnote-1):** To bring awareness to students according to their strengths and weaknesses indentified from their grammar test. | |
| **Competency(ies):**  C3: Writes and produces texts | **Key features[[2]](#footnote-2)**::  -Uses the writing and production processes  -Regulates own development as writer and producer |
| **Cross-curricular competency(ies):**  -Uses information, -Adopt effective work methods  -Cooperates with others -Communicate appropriately | |
| **Materials and equipment:**  **-**The board -Students grammar booklet p. 10-16  -Students grammar test -Grammar flashcards | |
| **Knowledge:** | |
| Functional language:- Useful expressions -What does ….mean?  -Can you explain…to me, please?  -Can you repeat, please?  -I don’t understand.  - Vocabulary  - Do, does  -Contracted form  -Question words  -Affirmative/negative/interrogative  -(yes/no) / informative questions | Strategies - Compensatory  -Recast  -Rephrase  -Gesture  - Learning  -Direct attention  -Ask for help, repetition, clarification, confirmation  -Ask questions  -Self-monitor  -Activate prior knowledge  -Infer  -Cooperate |
| Language conventions (grammar, phonology, punctuation and spelling) -The use of the simple present  -Sentence structures  -Capital letters and periods | **Text components:**  -Grammar rules in the grammar booklet  -Explanation on the board. |

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| PROCEDURE | | | | | |
|  | Teacher | Learners | | **Grouping** | Time |
| **Warm-up** | -Explain the routine of today’s class  \*verb test  \*grammar review  \*correction of the grammar test  -Asks the students if they remember what they had to do in their grammar test. | -They answer the questions by raising their hands. | |  | 5 min |
| **Activities**  Pre-activity  Main Activities  Post-activity | The teacher writes on the board.  -Review of 3rd person singular  -Review of the verb to have  -Explains the differences between the verb “to be” and the other verbs.  -Grammar review on simple present: affirmative, negative and interrogative structures.  -Review of the contracted forms.  -The teacher gives back the grammar test for correction by the students.  -The teacher asks the students to pair up to share and compare their answers. | -They participate to the review by asking questions.  -The students correct their grammar test. They refer to the board and flashcards and if the still have questions about their mistakes, they can ask the teacher.  -They share and compare their answers and their learning strategies | | Teams  of 2 | 20 min.  35 min.  10 min. |
| **Wrap-up** | **-**The teacher asks if they corrected all their mistakes and remind some strategies to use.  \*write the structures formula in the margins,  \*underline keywords, etc.  -The teacher tells that those who are failing have to come to remedial class. | ***-***The students answer teacher’s questions | |  | 5 min. |
| **Evaluation**  -Participation in the writing and production processes  -Content of the message  -Formulation of the message  -Management of strategies and resources | | | ***Extra-class work***  -When they finished correcting their grammar test, the students have to continue their written comprehension of the unit on the West Edmonton Mall. | | |

Affirmative

**SVO**

**SAVO**

Negative

**SANVO**

**Question**

**ASVO 🡪 Yes/No**

**QwASVO 🡪 Object**

**QwVO 🡪 Subject**

**QwAVO 🡪 Subject**

**Future tense**

**Will**

**Simple present**

**Do, Does**

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| **Target learners/Grade** *:* Secondary 3 | |
| **Title of the lesson:** Future Tense | |
| **Purpose[[3]](#footnote-3):** Remind students of the future tense in order for them to use it in authentic situation. | |
| **Competency(ies):**  C3: Writes and produces texts | **Key features[[4]](#footnote-4)**::  -Uses the writing and production processes  -Regulates own development as writer and producer |
| **Cross-curricular competency(ies):**  -Uses information -Cooperates with others  -Adopt effective work methods -Communicate appropriately | |
| **Materials and equipment:**  -The board  -Grammar flashcards  -Grammar booklet p. 17- 20  -Will you go to Toronto? text | |
| Knowledge | |
| Functional language:- Useful expressions -What does... mean?  -Can you explain... please?  -Can you repeat please?  -I don’t understand.  - Vocabulary  - Will  -Negative/ Affirmative  - Question words  - Contracted form  -Question structures | Strategies - Compensatory  - Recast  -Rephrase  -Gesture  - Learning  - Direct attention  - Ask for help, repetition, clarification, confirmation  - Self-monitor  - Activate prior knowledge  -Infer  - Ask questions  -Cooperate |
| Language conventions (grammar, phonology, punctuation and spelling): -The use of the future tense  -Sentence/ question structures  -Capital letter and periods | **Text components:**  -Grammar rules in grammar booklet  -Explanation on the board |

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| PROCEDURE | | | | |
|  | Teacher | Learners | **Grouping** | Time |
| **Warm-up** | -Explain the routine  -“How do you think you did in your oral communication evaluation?” | -The students answer the question by raising their hands. |  | 5 min. |
| **Activities**  Pre-activity  Main activities  Post-activity | -The teacher reads a short text (*Will you go to Toronto*) to the students and asks them what tense is used.  -The teacher asks them what they remember of the future tense.  -The teacher starts with the grammar booklet on p.17 and gives extra examples on the board.  -He completes the sentences in the frame on p.18 and p.19 and he explains what is in the box.  -Explains the activity on p.20 and gives extra examples.  -The teacher corrects the activity on p.20. | -They participate by raising their hands, asking questions and taking notes.  -The students listen, ask questions and complete their grammar booklet.  -They complete their grammar booklet and do the first five exercises on p.18 and on p.19.  -They do their activity on p.20.  -They participate by giving the answers and they ask questions if they don’t understand. |  | 45 min. |
| **Wrap-up** | **-**Gives homework to finish and complete the exercises on p.18-19.  -Remind strategies to use. | -The sutdents ask questions about the homework if they don’t understand. |  | 10 min. |
| **Evaluation**  -Participation in the writing and production processes.  -Content of the message.  -Formulation of the message.  -Management of strategies. | | ***Extra-class work***  -Complete their activities on p.18-20.  -West Edmonton Mal activity on p.26-39  (West Ed. Mall booklet activity) | | |

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| **Target learners/Grade** *:* Secondary 3 | |
| **Title of the lesson:** The Chain Effect | |
| **Broad theme of learning[[5]](#footnote-5):** Citizenship and Community life  - Participation, cooperation and solidarity  -Contribution to a culture of peace | |
| **Purpose[[6]](#footnote-6):** Bring awareness to students about kindness and helping others | |
| **Competency(ies):**  C2: Reinvests understanding of texts | **Key features[[7]](#footnote-7)**::  *-* Regulates own development as listener, reader and viewer  -Carries out a reinvestment task  - Constructs meaning of texts |
| **Cross-curricular competency(ies):**  -Uses information -Uses creativity  -Adopts effective work methods -Achieves his/her potential  -Cooperates with others -Communicates appropriately | |
| **Materials and equipment:**  - Students manual p.39-42  - Activity booklet | |
| **Knowledge:** | |
| Functional language:Useful expressions -I’d just like to add -I agree/disagree  -I feel… when…, -We all agree that  -How do you say…?  -When does this have to be finished?  -What did you say? What do you  mean?  Vocabulary  -Vocabulary related to the students’ interests and needs  -Vocabulary related to discussing the communication and learning strategies  -Vocabulary related to grammar and the features of texts | Strategies Compensatory  -Recast  -Rephrase  - Substitute  Learning  -Scan -Direct attention  -Self-monitor -Activate prior knowledge  -Compare -Practise  -Infer -Transfer  -Ask for help, repetition, clarification, confirmation  -Ask questions  -Encourage yourself and others |
| Language conventions (grammar, phonology, punctuation and spelling) -Chronology of facts  -Structuring ideas | **Text components:**  ***-***Text in student’s manual  -Questions in activity booklet |

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| PROCEDURE | | | | | |
|  | Teacher | Learners | | **Grouping** | Time |
| **Warm-up** | -The teacher explains the daily routine.  -He gives the vocabulary test.  \*The test is based on vocabulary that the students will need for the next unit. The teacher has previously given a list to the students in which they had to associate the French word with the English translation. (Provided and used by the associate teacher) | -The students listen to the teacher.  -They do their test. | |  | 10 min. |
| **Activities**  Pre-activity  Main Activities  Post-activity | -The teacher brings a whole-class discussion about the power of kindness.  (student manual p.40)  -The teacher asks the students to go to p.42 of their manual.  -He explains the activity and reads the story to the students.  -While reading the story, he makes the students notices the different cognates and explains the differences with the word in French.  -He puts the students to work individually.  -After 20 min., the teacher asks the students to pair up in order to share and compare their ideas and answers.  -The teacher corrects p.42 with the students. | -They participate by raising their hands and sharing their ideas.  -The students listen and follow in their manual p.42.  -They participate in finding the cognates.  -They read the text by themselves and answer the questions in their activity booklet, step 1 and 2.  -The students pair up to share and compare their ideas and answers.  -They participate and answer. | | Teams  of 2 | 10 min.  5 min.  20 min.  10 min.  10 min. |
| **Wrap-up** | **-** After hearing others point of view, the teacher asks the students how they could spread their own chain of kindness. | -They participate by sharing their point of view. | |  | 10 min. |
| **Evaluation -**Participation in the response process  – Evidence of understanding of texts  – Use of knowledge from texts in a reinvestment task  – Management of strategies and resources | | | ***Extra-class work*** | | |

1. General statement in relation to the theme of the lesson. [↑](#footnote-ref-1)
2. Specific behavioural features that learners have to adopt or to gain from the activity. Key features have to be in accordance with the MELS new program. [↑](#footnote-ref-2)
3. General statement in relation to the theme of the lesson. [↑](#footnote-ref-3)
4. Specific behavioural features that learners have to adopt or to gain from the activity. Key features have to be in accordance with the MELS new program. [↑](#footnote-ref-4)
5. Themes appropriate to secondary level learners. [↑](#footnote-ref-5)
6. General statement in relation to the theme of the lesson. [↑](#footnote-ref-6)
7. Specific behavioural features that learners have to adopt or to gain from the activity. Key features have to be in accordance with the MELS new program. [↑](#footnote-ref-7)