

Lesson Plan

Theme: Hello! Nice to meet you.

Target Audience: 1st Year Middle School (Morocco) | Young Learners (11-13 yrs)

Duration: 55 Minutes

Proficiency Level: True Beginner / False Beginner

Lesson Overview & Aims

Main Aims

- **Functional:** Students will be able to introduce themselves and others using "Hello, I am...", "My name is...", and "I am from [Country]."
- **Grammatical:** To practice the verb *to be* (I am, You are) and possessive adjectives (My) in a communicative context.

Subsidiary Aims (Literacy Focus)

- To recognize the written form of key vocabulary (Morocco, USA, UK, Name, Country) without relying on translation.
- To construct a basic sentence using word cards (Syntax awareness).

Materials Needed

- **The "Mystery Suitcase":** A bag/box containing flags or items representing Morocco, USA, and UK.
- **VIP Badges:** Blank name tags (sticky notes or paper with safety pins).

Time	Stage	Interaction	Procedure
5 min	Lead-in / Warm-up (The Rhythm Circle)	T-S S-S	1. T creates a rhythm: <i>Clap, Clap, Snap, Snap</i>. 2. T chants over the beat: "Hel-lo! Hel-lo!" 3. T points to themselves on the snap: "I am [Teacher Name]." 4. T points to a student: "You are...?" 5. Student says name. The beat continues. Do this for 10-15 students rapidly. Pedagogical Rationale: <i>Instead of a dry "Good morning," we use rhythm. Rhythm aids memory and bypasses the anxiety of speaking. It engages the "Tik-Tok" brain that loves short, rhythmic loops.</i>

10 min	Presentation / Context <i>(The Mystery Suitcase)</i>	T-S	1. T places a suitcase on the desk. Look mysterious. 2. T pulls out a Moroccan flag/item. Elicit "Morocco." Write MOROCCO on the board in Red. 3. T pulls out a Cowboy hat or Statue of Liberty image. Elicit "USA." Write USA in Blue. 4. T pulls out Big Ben image. Elicit "UK." Write UK in Green. 5. T models: "I am from Morocco." (Hand on heart). "I am from the USA." (Big wave). <i>Visual Anchoring: Literacy is a challenge because students see abstract letters. Color-coding countries helps visual retention. Using physical objects (Real items) makes the vocabulary tangible.</i>
10 min	Controlled Practice <i>(The Identity Swap)</i>	S-S <i>(Mingle)</i>	1. T hands out Character Cards (From Spotlight characters: Nora, Ahmed, etc., plus international names). 2. Students stand up. They are now that character. 3. Drill: "Hello! My name is [Card Name]. I am from [Card Country]." 4. Task: Walk around. Shake hands (or fist bump). Introduce yourself to 5 people. 5. The Twist: When T yells "FREEZE," students must trade cards with the person closest to them. Now they have a new identity. Repeat. <i>Gamification: Acting a role (Persona) lowers the "Affective Filter." Shy students are braver when pretending to be someone else. Swapping cards forces them to re-read new information instantly (Literacy check).</i>
10 min	Literacy Focus (The Core) <i>(The Living Sentence)</i>	Groups	1. Put students in groups of 4 or more (<i>depending on class size</i>). 2. Give each group an envelope with cut-up words: [Hello], [My], [name], [is], [Ahmed], [..]. 3. Race: T shouts a sentence. Groups must arrange the cards on their desk in the correct order. 4. Extension: Add "I", "am", "from", "Morocco". 5. Groups stand up and cheer when finished. T checks for punctuation (Full stop is crucial!).

			Kinetic Literacy: Many Moroccan students struggle with Latin syntax direction (Left to Right). Physically moving words helps them visualize sentence structure better than writing in a notebook. It turns writing into a puzzle.
10 min	Production (The VIP Badge)	Individual	1. Give students a "VIP Badge" template (blank paper). 2. Students draw their own "Avatar" (can be realistic or a cartoon/gaming character). 3. They write their profile using the structure practiced: Name: ____ Country: ____ 4. Students stick badges on their chest. 5. Gallery Walk: Students walk around and simply read each other's badges. No talking. Just reading. Personalization: Allows students to bring their own identity or fantasy into the classroom. The "Gallery Walk" promotes silent reading in a social context.
5 min	Cool Down & Feedback (The Ball of Truth)	Whole Class	1. T tosses a soft ball to a student. 2. Student catches it and says ONE word they remember from the lesson (e.g., "USA" or "Nice"). 3. Toss back to T. Recall: Quick assessment of retention without the pressure of a test.
5 min	Homework (Optional)	Take home	"Text Message Challenge": Write a dialogue on WhatsApp (or on paper designed to look like WhatsApp) introducing yourself to a new friend. Relevance: connecting the "English lesson" to their real-world mode of communication.