

LEVEL :2MS

ALL SEQUENCES LESSON
PLANS

BY DJAMEL DJAMEL

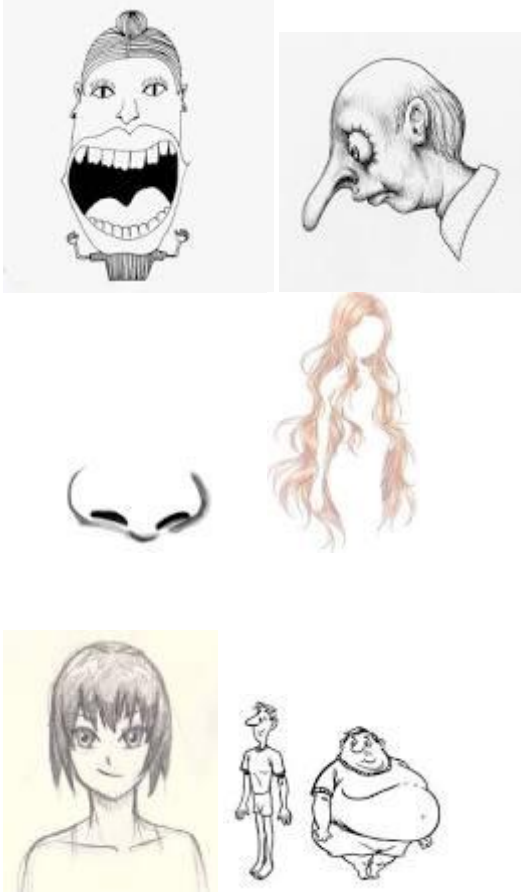
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I listen and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to describe his/her physical appearance.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present of to be –have got	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: He can use listening strategies in interpreting messages. He can work in pairs or in groups. ➤ Com: He can use a role play to communicate appropriately. ➤ Per and soc: He can socialize through oral exchanges 	<ul style="list-style-type: none"> ➤ Respecting the differences

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	<p><u><i>The Learning situation to install the resources</i></u></p> <div style="border: 1px solid black; background-color: #c8e6c9; padding: 10px; margin: 10px 0;"> <p>There is an Algerian TV show to choose young actors and actresses ,your friend wants to participate. Help him/her write an e-mail to apply for this job.</p> </div> <p>Teacher greets his learners /the learners respond. Teacher makes a quick review about colours by singing the colour song or asking some questions: what colour is my pen?(teacher/learner) what colour is your slate?(learner/learner)</p>	T/	To make a quick review about colors		V A

10m n	Pre listen	<p>the teacher pins on the board the following pictures to elicit (or present) the following adjectives : big/small/long/short/thin/fat/tall</p> 	L/L	To introduce the topical lexis	Wboard + Flash cards	
20m n	While listen	<p>The teacher invites his learners to listen to the 1st script and do Task 1page 11</p> <p>The teacher uses gestures when reading the script about the different parts of the body.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>This is my head ,this is my hair.These are my eyes, this is my hand ,these are my fingers,I have two lips,this is my mouth,I have a small nose and big ears hhhhhhhhh.</p> </div> <p>The teacher invites his learners to listen again and check their answers (here the learner works with his partner)</p> <p>-here the teacher invites his learners to drill chorally and individually</p>	T/L	To listen and complete		
			T/L	Check and /reinforce the ls understanding		

Task 2: I look at Paul and correct the mistakes (the learner works with his partner:



PAUL

I Paul has got long straight hair. He's wearing glasses. He's got small eyes and a big mouth. He's got big ears.

Mistakes.....

 ...

L

Task 3: a) I classify the following words: Big-green-short-slim-brown-black-fair-tall-long-thin-small-fat-straight-wavy-frizzy (the learner works with his partner)

height	build	hairstyle	eyes
.....
		

L

b) I use the the table to describe myself :
 My name isI'm
(height) and (build)(boy ,girl).
 I have.....hair and eyes

The learners describe themselves in front of their classmates (their classmates correct the mistakes)

The teacher invites the learner to write on their copybooks.

To Produce a short text in which they describe their physical appearance

V/A/

10m
n

After listen

10m
n

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I listen and speak	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to describe his/her relatives' physical appearance and name clothes.

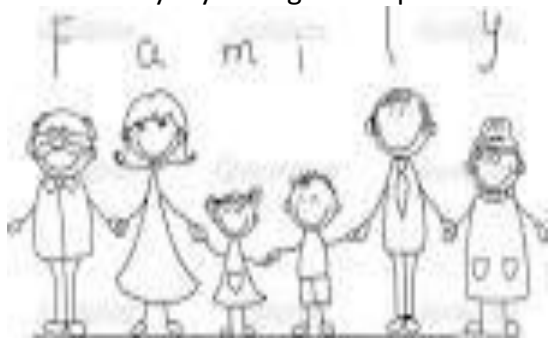
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present Asking about physical appearance Asking about clothes	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies

Core values

- **Intel:** Learner can interpret verbal and non verbal messages to get information.
- **Meth:** He can use listening strategies in interpreting messages.
He can work in pairs or in groups.
- **Com:** He can use a role play to communicate appropriately.
- **Per and soc:** socializing

- Respecting the differences
- Valuing the family

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10m n	Warm up	<p>The teacher greets his learners/the learners respond. The teacher shows his learners this picture and makes a quick review about members of the family by asking some question:</p>  <p>what is this ? where is the father ?name the other members of the family ?the learners try to remember and answer. The teacher invites them to do Task 18 page33: I match each definition with the <u>corresponding word</u>. The teacher makes a quick review about physical appearance. The teacher describes the father then asks one of his learner : what does the mother</p>	T/L L/L	Activate the LS prior knowledge To introduce the other members Of the family	Flash card+ wboard	V A

<p>15m n</p>	<p>Presentation</p>	<p>look like?The learner answers. The teacher pins a picture of a girl on the board and asks his learners what does she look like ? the learners answer</p>  <p>The teacher sets a series of questions about her eyes, hair; build,..... Is she fat?does she wear jeans?is she tall? What does she look like? -with the help of the teacher the learners answer. Then he and writes :This is Karima ,she is my <u>niece</u> ,she wears a dress and a nice <u>pair of shoes</u> , she looks <u>elegant</u> ,she loves fashion and she practises Judo. The teacher explains the new lexis Elegant =charming Teacher pins on the board pictures of clothes and invites his learners to drill individually and chorally Task 1 : I work with my partner to complete the table.</p> <table border="1" data-bbox="336 1234 933 1431"> <thead> <tr> <th data-bbox="336 1234 635 1279">Boys wear</th> <th data-bbox="635 1234 933 1279">Girls wear</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 1279 635 1431"></td> <td data-bbox="635 1279 933 1431"></td> </tr> </tbody> </table> <p>Task 2 : Task 9 page13 : I work with my partner and ask him to describe one of his relative. Task 3: a)I draw my family tree including grandpa grand ,uncle,aunt,..... b) I choose one of my relatives and writes about what does he look like and what does he wear?</p> <p>The teacher invites his learner to write on their copybooks.</p>	Boys wear	Girls wear			<p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>refresh the LS vocabulary about Physical appearance</p> <p>Interpret the picture to say what does karima look like?</p> <p>Elicit the target Lexis</p> <p>Check the Ls Understanding</p> <p>Familiarize them with the new lexis</p> <p>Asking about ph appear</p> <p>Produce a short text in which the learner describes his relatives</p>	<p>A/V/</p>	
Boys wear	Girls wear									
<p>10m n</p>	<p>Practice</p>									
<p>15m n</p>	<p>Use</p>									
<p>10m n</p>										

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: language use	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to express his/her likes and dislikes , to ask and answer about the reason and to describe his free time activities.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present /wh/because/when-which-what-why- because	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel.: The PPs can use critical thinking to deduce the rules ➤ Meth: he can assess his work and his classmates He can work in pairs or in groups. ➤ Com: He can use a use to communicate appropriately. ➤ Per and soc: socializing 	<ul style="list-style-type: none"> ➤ Valuing the free time ➤ Valuing physical free time activities ,like sport activities


Time	Framework	Procedure	Focus	Aims	Material	Vakt					
15m n	Warm up Pre listening	<p>The teacher greets his learners /the learners respond.</p> <p>The teacher shows the learners sports flash cards and elicits from them their names.</p> <p>The teacher asks them to name other sports activities,Then fill in the table</p> <table border="1" style="width: 100%;"> <tr> <td>Sport I like</td> <td>Sport I don't like</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>	Sport I like	Sport I don't like			T/L	Brainstorm To elicit ideas	Flash cards + wbord	V A	
		Sport I like	Sport I don't like								
<p>Teacher asks them :</p> <p>Which sport do you like ? the LS answer</p> <p>Then the Ls ask each other in close pairs.</p> <p>T invites them to fill in this table:</p> <table border="1" style="width: 100%;"> <tr> <td>Sport I do</td> <td>when</td> </tr> <tr> <td>.....</td> <td>On Monday afternoon</td> </tr> <tr> <td>.....</td> <td>On Sunday morning</td> </tr> <tr> <td></td> <td>At the weekend</td> </tr> </table>	Sport I do	when	On Monday afternoon	On Sunday morning		At the weekend	T/L L/L	Prepare them for the listening presentation	V/A/
Sport I do	when										
.....	On Monday afternoon										
.....	On Sunday morning										
	At the weekend										
<p>T: which sport do you do at the weekend?</p> <p>LS answer</p> <p>T: when do you do?</p>	T/L	Ask about free time activities									

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 4 /language use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to ask and answer about daily activities and free time activities .

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present /what/on/at	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the pronunciation of the final s
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel. The learner can use his critical thinking to deduce the rules ➤ Meth: He can take notes and exchange information with his peers ➤ Com: He can use a role play to communicate appropriately. ➤ Per and soc: He can socialize through oral /written exchanges 	<ul style="list-style-type: none"> ➤ Valuing time ➤ Respecting each other

Time	Framework	Procedure	Focus	Aims	Materia	Vakt
10m n	Warm up	<p>Teacher greets his learners /the learners respond. The teacher makes a quick review about the daily routine which they saw last year by Showing them some flashcards</p>  <p>The teacher asks his learners to order the following daily routine(the learner works with his partner) I go to school-I have 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.</p> <p>T. suggests a short text with missing words</p>	T/L	<p>To reinforce and consolidate</p> <p>Interpret the flash cards</p> <p>Use the Is Prior knowledge</p>	Flash cards+Wboard	V A

15m n	<p>Presentatio n</p>	<p>and asks the pupils to complete them. Every day my friend Hakimat 6:40 ,hehis face and.....breakfast at 7:00 , hedressed at 7:25, he.....to school atbut at weekends he relaxes,.....,.....,.....</p> <p>The teacher sorts out the verbs and asks them to read correctly :gets-washes-has- goes-</p> <p>The teacher highlights the rule how to pronounce the s endings in plural nouns and present simple(he,she,it):</p> <p>S is pronounced /s/ after the following sounds/f/ , /k/ , /p/ , /t/ , /θ/ S is pronounced /z/ after (a, e, i, o, u) or consonant sounds: /b/ , /d/ , /g/ , /l/ , /m/ , /n/ , /r/ , /v/. S is pronounced /Iz/ after plurals and verbs that end in /tʃ / , /s/ , /d / , /z/ , /ʃ / :(-ches, -ces,-ges, -ses, -shes, -sses, -xes, -zes)</p>	T/L	To elicit the target language from the learners														
15m n	Practice	<p>Task 1: ask my partner and complete the schedule (the teacher guides and helps) what do you do everyday? What do you do at weekends?</p> <table border="1" data-bbox="336 1223 933 1462"> <thead> <tr> <th></th> <th>morning s</th> <th>afternoo ns</th> <th>evenings</th> </tr> </thead> <tbody> <tr> <td>weekday s</td> <td></td> <td></td> <td></td> </tr> <tr> <td>weekend s</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		morning s	afternoo ns	evenings	weekday s				weekend s				L/L	Interacting /ask and answer about daily routine and free time activities		
	morning s	afternoo ns	evenings															
weekday s																		
weekend s																		
10m n	use	<p>Task2: I pronounce T invites his learners to classify the following words: hidjabs-watches-revises-puts -goes- relaxes-slippers-trainers</p> <table border="1" data-bbox="336 1693 825 1776"> <thead> <tr> <th>/s/</th> <th>/z/</th> <th>/Iz/</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Task 3: 24page34 I use the information in the schedule and write three or four sentences about my partner”s Weekdays activities and two or three about his weekends activities as an example :</p>	/s/	/z/	/Iz/				L/L	To Check and reinforce		The learner can Produce a report about his partner daily and weekends						
/s/	/z/	/Iz/																

REPORT: My Partner's Daily Activities

On weekdays, my classmate (*give partner's name*) goes to school every morning and afternoon. She/He has lunch at home. After school, he/she.....

.....
.....
.....
.....

At weekends, she/he

.....
.....
.....
.....

The teacher invites his learners to write on their copybooks

activities


10m
n

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 5 /language use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to talk about activities he/she can/can't do .

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -the model can (affirmative/negative /interrogative,Whq)	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the pronunciation of can and can't
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel. The learner can use his critical thinking to deduce the rules ➤ Meth: He can take notes and exchange information with his peers ➤ Com: He can interview his partner ➤ Per and soc: He can socialise through oral /written exchanges 	<ul style="list-style-type: none"> ➤ Respecting each other ➤ Respecting differences ➤ Respecting people who are physically impaired.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	Teacher greets his learners / the learners The teacher asks his learner about what do they do at weekends? The learners may answer like this : I practise football /I do judo/I play the guitar.....	T/L	Interacting to remind them and to prepare them for the new lesson	Flash card+ W board	V A
28mn	presentation	The teacher pins on the board a picture of A kimono and asks them :what is this ?  do we use it in boxing? The learners may answer : karate and judo. The teacher writes on the board the following question :(the teacher should be very careful about the pronunciation of can) <u>/kæn/</u> Can() you use judo? The teacher chooses some learners to answer and helps them in forming the answer :Yes ,I can <u>/kæn/</u> /No, I can't <u>/kɑ:nt/</u> The teacher invites his learners to put a tick	T/L	Interpret The picture interact through asking/ answering the questions to elicit the target structure Use correct pronunciation		

or a cross about what they can do/can't do.

	can	Can't
Play the guitar		
sing		
swim		
run		
Ride a horse		

The learners start asking each other

Example: can you sing ?

The teacher writes on the board the following questions : what **can** you do ?

What **can't** you do?

The learners use the table above to answer

T helps the learners to answer : I **can** swim

but I **can't** **/kɑ:ni/** play the guitar.

The teacher isolates and states the rule :
Expressing ability and inability page24.

I pronounce: The teacher states the rule briefly.

Task 1: I order the words
1-you /Can/Chinese/speak?
2- My/ father/drive/can/ the car.

Task two:
I put can or can't(the teacher uses gestures to explain the difficult words(blind-deaf-dumb)

I'm blind,Isee.
My sister is deaf , shehear.
My friend is dumb,he speak

I 'm tall ,Iwrite the date

Task three :(communicative based activity)(orally):task 4page22

I work with my partner ,I look at the pictures on page 23 and ask him ,I pay attention to the pronunciation of can and can't.

The teacher invites his learners to write on their copybook.

T/L

T

L/L

L/L

Highlight
The rule

To check how well the learners have grasped the meaning and the use of the new structure.

(producing)
To check how well the learners are able to use and pronounce the new structure correctly

V/A/

5mn

5mn

practice

7mn

use


10mn

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 <i>ME ,MY FRIENDS ANDMY FAMILY.</i>	Lesson focus: 6 /language learning	Framework: PDP



Learning Objective (s): by the end of this lesson my learner will be able to describe his/her house and the basic furniture in each room.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -present simple	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the silent h
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Cross Curricular Competencies	Core values
<p>Intel. He can understand and interpret verbal and non-verbal messages</p> <ul style="list-style-type: none"> ➤ Meth: He can work in pairs or in groups ➤ Com: He can describe ➤ Per and soc: He can socialise through oral /written exchanges 	Valuing the place /the city where we live in.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up Pre listen	<p>The teacher greets his learners /the learners respond.</p> <p>The teacher draws (or pins on)a house and asks some questions: what is this ?is it big or small ? is it beautiful or horrible ?</p> 	T/L	Interact To pave the way	Flash cards + W board	V A
15mn	While listen	<p>The teacher invites his learners to listen to the following script and do Task 1(task 19 page 17)</p> <p>I listen to my elder brother Samir read the definitions from the Oxford dictionary.</p> <p>Definition 1: A bedroom is a room for sleeping in.</p> <p>Definition 2: A living room is a room where people sit together, watch television, etc.</p> <p>Definition 3: A dining room is a room that is used mainly for eating meals in.</p> <p>Definition 4: A kitchen is a room in which meals are cooked or prepared.</p> <p>Definition 5: A bathroom is a room in which there is a bathtub, a washbasin and a toilet.</p> <p>I listen to my brother salim again and do</p>	T/L	Listen and gets specific information		

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 <i>ME ,MY FRIENDS ANDMY FAMILY.</i>	Lesson focus: 7 /language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learner will be able to locate rooms and places inside a house		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce.</u> Target structure: -simple present / Markers(next to-between-on the right/left of/ possessive pronouns	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Cross Curricular Competencies		Core values
Intel. He can understand and interpret verbal and non-verbal messages ➤ Meth: He can work in pairs or in groups ➤ Com: He can describe Per and soc: He can socialise through oral /written exchanges		➤ Valuing the place and the city where we live

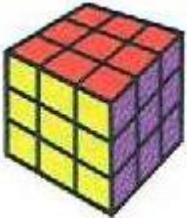
Time	Framework	Procedure	Focus	Aims /rationals	Material	Vakt
5mn	Warm up	The teacher greets his learners/the learners respond. The teacher interacts with his learners and makes a quick review about describing their houses and The basic furniture in each room.	T/L	To recall vocabulary about houses/furniture		V A
10mn	Pre listen	  <p>Cottage Terraced house</p> <p>The teacher pins on the board a real plan of any house to explain the new vocabulary that may impede the understanding like: cottage-storeys-flat- stairs-downstairs-upstairs-the first flour-the ground floor.) To explain the prepositions: next to – on the left of –on the right of –between</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> A B </div> <p>Where is the room A? It is next to B.</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> A B C </div> <p>B is between A and C</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> D E </div> <p>E is on the left of D</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> D E </div>	T/LS	To Pave the way and present the key words needed in the conversation	Flashcards+ a plan + w board	

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson : I read and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to interpret a written message about describing people.

Targeted competencies: <u>interact</u> – <u>interpret</u> – produce. Target structure: -simple present	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce: the silent d in handsome/the weak form of can/the ending s
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Cross Curricular Competencies	Core values
<p>Intel. He can understand and interpret verbal and non-verbal messages</p> <ul style="list-style-type: none"> ➤ Meth: He can work in pairs or in groups/develop his strategies for reading ➤ Com:he can use ICT to communicate with people/ He can describe <p>Per and soc: He can socialise through written exchanges</p>	<ul style="list-style-type: none"> ➤ Valuing time ➤ Valuing talents ➤ Encouraging sport

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Warm up Pre read	<p>The teacher greets his learners/the learners respond.</p> <p>The teacher writes on the board the following words then interacts with his learners about the meaning of them : handsome ,dark hair and black eyes- journalist- I live with my aunts- championship ,the magic cube, a blog</p> 	T/L	Interact/ To pave the way	Magic cube + Course book + W board	V A
30mn	while read	<p>Te teacher asks some questions about the magic cube: who likes this game, how many faces are there : 6 or 8?.</p> <p>The teacher invites the learners to guess the topic of the text is about what?</p> <p>The teacher invites his learners to read the text page :37 and do TASK one: I read and fill in the bibliographical notes. Task 2: I read and complete the missing information .(the learner works with his partner and corrects each other) Task three: I read and answer by true or false Task four: I read and answer the questions</p>	T/L	to prepare them to involve everybody in paving the way skim to get general information to read for details		

<p>10m n</p>	<p>Post read</p>	<p>Task six : I find in the text words are closest in meaning to: Beautiful =..... like=..... Words opposite in meaning to : Horrible ≠ small≠.....</p> <p>The learner works with his partner to summarize the main important ideas The teacher invites his learners to write on their copybooks.</p>		<p>To relate</p>		
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 <i>ME ,MY FRIENDS ANDMY FAMILY.</i>	Lesson: I learn to integrate	Framework: writing process
Learning Objective (s): by the end of this lesson my learner will be able to write about his profile		
Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: -simple present /like and dislike/have/my	Domain (s): Oral/ <u>written</u> /both	Materials: the course book / W. Board
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> • Intel: Learner can show autonomy and creativity in writing • Meth: he can exchange ideas with his partner he can mobilize his resources to write about his profile com: he can use ICT to communicate with others. • Per and soc: he can socialize through written messages 		<ul style="list-style-type: none"> ➤ Being positive ➤ Being respectful toward himself/his family and people

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	<p>Teacher greets his learners/the learners respond.</p> <p>The teacher asks his learners about what they do at the weekend :</p> <p>The teacher and the learners interact about sports activities/leisure activities /championship/ and what does the word competition mean./and if they participated in a competition before?</p> <p>Setting up the Situation</p>	T/L	/interacting	The board + The course book	V A K T
5mn		<p>You are entering a national competition organised by the Algerian Ministry of National Education for middle school students about the “Best Personal Profile” written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th.</p> <p>The first three winners will be offered a four-week English language course in London next</p>	T/L	<p>Is can use his prior knowledge</p> <p>Interacting</p>		

15mn	In -writing process	<p>Planning</p> <p>The learner writes about his personal profile)) The learners follow the lay out (page4o) The learner can ask and exchange ideas with his partner. T helps his learners to remember what they learnt in this sequence. T asks the learners to complete the following table:</p> <table border="1" data-bbox="360 517 957 1803"> <thead> <tr> <th>knowledge</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td>Lexis related to physical description</td> <td>Describing physical appearance</td> <td>Page 39</td> </tr> <tr> <td>Lexis related to clothing</td> <td>Expressing likes and dislikes related to clothing,haired res,</td> <td></td> </tr> <tr> <td>Lexis related to free time activities</td> <td>Describing daily activities</td> <td></td> </tr> <tr> <td>Lexis related to description of my house</td> <td>Reading and interpreting A plan of a house</td> <td></td> </tr> <tr> <td>Lexis related to likes and dislikes</td> <td>Describing and locating places and rooms</td> <td></td> </tr> <tr> <td>The present simple tense</td> <td></td> <td></td> </tr> <tr> <td>The connector because</td> <td>Expressing ability ,inability</td> <td></td> </tr> <tr> <td>Location markers (adverbs of place)</td> <td></td> <td></td> </tr> </tbody> </table>	knowledge	Skills	Attitudes	Lexis related to physical description	Describing physical appearance	Page 39	Lexis related to clothing	Expressing likes and dislikes related to clothing,haired res,		Lexis related to free time activities	Describing daily activities		Lexis related to description of my house	Reading and interpreting A plan of a house		Lexis related to likes and dislikes	Describing and locating places and rooms		The present simple tense			The connector because	Expressing ability ,inability		Location markers (adverbs of place)			T/L			
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10mn		<p>Drafting</p> <p>With the help of their teacher, the learners start drafting .</p>		To correct the mistakes(spelling , grammar,..)																													
10mn		<p>Editing</p> <p>Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p>	L/L																														

10mn		<u>publishing</u> The learner writes the final draft and presents his work in front of his classmates to be assessed T selects a work to be written on the board and corrected. T invites his learners to write on their copybooks				
10mn						

Level : MS2	School : bormadia Relizane	Teacher:Mr Bendoubaba djamel djamel djamel
Sequence: 1 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I think and write	Framework: PDP

Learning Objective (s): By the end of this lesson , my learner will be able to write an email in which he/she describes his/her house.

Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: simple present /markers of location .	Domain (s): Oral/ <u>written</u> /	Materials: W. board/The course book
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Cross Curricular Competencies

- Intel: Learner shows creativity in writing
- Meth: He can mobilize his resources to produce a written message
- Com:He can use ICTs to communicate with others
- Per and soc: He can socialize through written messages

Core values

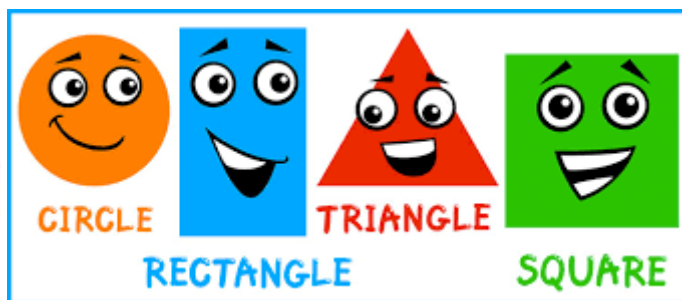
- Valuing the place and house where we live
- Being proud of to belong to a family
- A good conduct
- Being polite
- Openness to other people.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
40m n	Pre writing	<p>T greets his learners/they respond Teacher writes some questions and asks his learners to answer . What kind of house do you live in(villa ,flat, cottage,terraced house) ? Where is it situated (desert city, countryside ...)? How big is it(the number of storeys) ? Does your house contain garage ,swimming pool.....? Where is each room located? Where do you sleep ?do you have a bedroom? Do you share it with your brother/sisters? Which room in the house is your favourite and why? The teacher sets up the situation The teacher introduces the situation and asks them to work individually.</p>	T/L	To pave the way	Wboard +course book	V A
	While writing	<p>My English friend is asking me about the place where I live . so I'm going to tell her with a detailed description of my house and my room.I'm also attaching the plan of my house</p> <p>You start like this :3 page 41</p>	T/L	To guide him		A/V/

5mn	Post writing	<p>The teacher collects the sheets to be corrected</p> <table border="1"> <thead> <tr> <th data-bbox="336 197 541 226"><u>Criteria</u></th> <th data-bbox="541 197 901 226"><u>Indicators</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="336 226 541 322"><u>1-Relevance</u></td> <td data-bbox="541 226 901 322">Write an email Describe his house and the room where he sleeps</td> </tr> <tr> <td data-bbox="336 322 541 506"><u>2-Correct use of linguistic resources</u></td> <td data-bbox="541 322 901 506">1-the learners uses :the present simple /markers of location 2-the learner uses personal / possessive pronoun I/my The use of the connector because/ Uses suitable ajectives .</td> </tr> <tr> <td data-bbox="336 506 541 689"><u>3-Coherence</u></td> <td data-bbox="541 506 901 689">1-the learner writes simple and meaningful sentences about the topic;2- the good use of : Punctuation, capitalisation and indentation. 3-s/he respects the logical order of ideas</td> </tr> <tr> <td data-bbox="336 689 541 792"><u>4-Cross-curricular competences :</u></td> <td data-bbox="541 689 901 792">1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message</td> </tr> <tr> <td data-bbox="336 792 541 873"><u>5-Values</u></td> <td data-bbox="541 792 901 873">1-the learner shows a good conduct 2-shows attitude of respect</td> </tr> <tr> <td data-bbox="336 873 541 954"><u>6-Excellence</u></td> <td data-bbox="541 873 901 954">1-The learner shows creativity in his /her writing 2- Good hand writing</td> </tr> </tbody> </table>	<u>Criteria</u>	<u>Indicators</u>	<u>1-Relevance</u>	Write an email Describe his house and the room where he sleeps	<u>2-Correct use of linguistic resources</u>	1-the learners uses :the present simple /markers of location 2-the learner uses personal / possessive pronoun I/my The use of the connector because/ Uses suitable ajectives .	<u>3-Coherence</u>	1-the learner writes simple and meaningful sentences about the topic;2- the good use of : Punctuation, capitalisation and indentation. 3-s/he respects the logical order of ideas	<u>4-Cross-curricular competences :</u>	1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message	<u>5-Values</u>	1-the learner shows a good conduct 2-shows attitude of respect	<u>6-Excellence</u>	1-The learner shows creativity in his /her writing 2- Good hand writing		The learner uses what he learnt to produce a meaningful message about describing his house		K
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SEQUENCE :TWO

ME AND MY SHOPPING



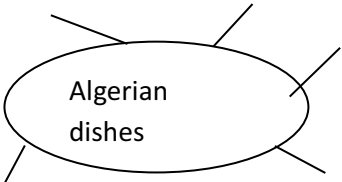
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my shopping	Lesson : 1 I listen and do Lesson focus: language learning	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to name different kind of food

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -how much /how many/any /some/there is / there are	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies

<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. 	<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values</p> <ul style="list-style-type: none"> ➤ Eat healthy food ➤ /valuing food
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p><u>Learning situation to install resources</u></p> <p>It is Akram's birthday. His mother wants to make a big birthday cake .She asks Akram to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket</p>				V A
	Pre listen	<p>The learners greet the teacher/ the teacher responds warmly .the teacher makes a quick review about traditional dishes in Alg</p> <div style="text-align: center;">  <p>Algerian dishes</p> <p>couscous</p> <p>The mum of Sarah and Mehdi will do couscous for dinner ,listen and find which does she need to make her couscous.</p> </div> <p>The teacher presents (using flash cards or a data projector) some vegetables (Potatoes ,tomatoes ,carrots ,aubergines ,garlic, onions, courgettes, beans, Peas, chickpeas ,</p>		To refresh and check	Flash cards of fruits /vegetables/meat/fish + W board + free script	A/V
				Introduce the new topical lexis		

	<p>W listen</p>	<p>meat(slices of lamb ,chicken) , fish /fruits(tangerines ,bananas,oranges,peaches ,apricots) Drilling chorally and individually.</p> <p>The teacher invites his learners to listen to script 1 and check their answers</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Mum</u> : we are having couscous for dinner,we have in the fridge some courgettes ,turnips,chickpeas,carrots, but we haven't any lamb , chicken or potatoes ,so go and buy some. <u>Mehdi</u>; how much do you want,mum ? <u>Mum</u>:2 kilos potatoes,3slices of lamb neck and don't forget to buy some oranges and some peaches. <u>Mehdi</u>: ok ,Mum.</p> </div> <p>Task1I listen and write down the shopping list with all vegetables in the same order as mentioned by mum.</p> <p>Task 2:I listen again and check the fridge of :Mehdi's mother and say:</p> <div style="border: 1px solid black; padding: 5px;"> <table> <tr><td>Lamb</td><td>X</td></tr> <tr><td>Chicken</td><td>X</td></tr> <tr><td>Potatoes</td><td>X</td></tr> <tr><td>Oranges</td><td>X</td></tr> <tr><td>Peaches</td><td>X</td></tr> <tr><td>Chickpeas</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Turnips</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Carrots</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Courgettes</td><td><input checked="" type="checkbox"/></td></tr> </table> </div> <p>Example: There are some courgettes but there is nt any chickpeas</p> <p>Task 3: Mehdi is now at the market.I play the role of Mehdi and my partner is that of the greengrocer. Your partner: Good morning ,can I help you? You : yes ,please., I'd like 2kilos of Your partner: do you need any thing else? You: yes , some.....and some..... ? Your partner: how much ,sir. You :kilo each.how much do I owe you ,sir? Your partner:600 dinars.</p>	Lamb	X	Chicken	X	Potatoes	X	Oranges	X	Peaches	X	Chickpeas	<input checked="" type="checkbox"/>	Turnips	<input checked="" type="checkbox"/>	Carrots	<input checked="" type="checkbox"/>	Courgettes	<input checked="" type="checkbox"/>		<p>To improve the Ls taking note skill</p> <p>Interpret an oral message to get information</p> <p>L reinvests his prior knowledge/to produce a dialogue</p>		<p>A/V/</p>
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Courgettes	<input checked="" type="checkbox"/>																							
	<p>Post listen</p>																							





Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my shopping	Lessons: 2- I listen and do Language focus: language learning/use	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to ask and answer about quantities.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -how much /how many/any /some/there is / there are	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies

<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilize his resources efficiently and manage his time rationally. 	<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values</p> <ul style="list-style-type: none"> ➤ Eat healthy food ➤ valuing food
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen	<p>The learners greet their teacher/the teacher warmly respond..</p> <p>The teacher sticks a pic of a piece of cake.and interact with his learners : do you like cakes ?</p>  <p>Which ingredients among the following we need to make a cake? The teacher sticks other pics and invites his learners to listen ,repeat and put a tick <input checked="" type="checkbox"/> near the right ingredient.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>eggs</p>  <p>Flour</p> </div> <div style="text-align: center;"> <p>a bar of chocolate</p>  <p>sugar</p> </div> <div style="text-align: center;"> <p>a jar of jam</p>  <p>butter</p> </div> </div>	T/L T/L	Introduce lexis that may impede the learner's understanding/ To pave the way	Flash cards+ Wboard + Free script	V A



Fruits



a carton milk



The learners exchange their answers to correct each other.

The teacher sets up the situation.

The mother of Sarah and Mehdi has a guest today ,she wants to make some cakes and a traditional dish for dinner.

Listen to script one and check their answers above.

Script 1

Mum: I 'd like to make a cake,are there any eggs in the fridge?
 Sarah: yes, there are 2 eggs.how many eggs We need?
 Mum : we need 5 eggs.is there any flour?
 Sarah : yes , there is some.
 Mum : is there any milk?
 Sarah: No , there isn' any.
 Mum : so ,go to the supermarket and buy a bag of milk, some chocolate, 2 apples and 2 bananas for decoration, some sugar ,3 eggs. and 2 kilos of flour
 Sarah: how much sugar, mum?
 Mum: 1 packet..

Task 2: I listen again and choose the right answer.

- 1) Are there any eggs in the fridge?
 a) Yes, there are some b) no, there isn't any.
- 2) How many eggs she needs:
 a) She needs : a) 4 eggs b)5 eggs.
- 3) Is there any milk in the fridge?
 a) Yes ,there is some b) No, there isn't any.
- 4) How much sugar does the mum need?
 a) She needs :a) 1 packet . b) 2 packets

Task 3: I listen again and complete the following table with countable/uncountable nouns (the teacher

While listen

Peer correction

To prepare PPs' for the listening phase.

T/L

Interpreting/

Listen to answer questions

To ask about quantities

T/L

Listen to fill in the table

A/V

explains what does the verb count mean?

Countable noun	Uncountable noun

Task 4 Tasks 2/3 page: 61 (on their books)

The teacher highlights in brief the use of:
How much-how many-a lot of – some any
(my grammar tools)

Task 4:

_ I Complete the dialogue with these words
and act it out with my partner:

Much / some / any / many / are / of / is / lot
of / some.

You : How.....milk.....there in the fridge?

Your partner: There isn't.....

You : And how.....apples and
oranges.....there?

Your partner: There are a few apples and a
.....oranges.

You: Ok, we have to get.....milk
and.....apples.

Post listen

L/L

To reinvest what
he learnt to
produce a
dialogue

A/V/
K

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 ME and my shopping	Lessons: I listen and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able ask questions about size,colour,price and use lexis related to shopping.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -how much /what size-what colour	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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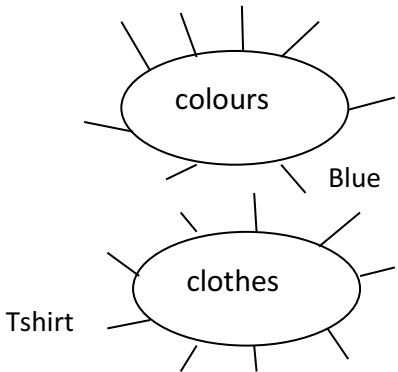


Cross Curricular Competencies

- **Intel:** Learner can interpret verbal messages to get information.
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - He can use strategies for listening and interpreting oral discourse.
 - He can develop effective study methods, mobilize his resources efficiently and manage his time rationally.

- **Com:** He can use a role play to communicate appropriately.
- Per and soc:** socializing

Core values

- Raising the learner awareness about the impact of other cultures/
- Raising his awareness about valuing money

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p>The learners greet their teacher/ the teacher responds .the teacher makes a quick revision about colours and clothes(they saw them in 1ms)</p> <div style="text-align: center;">  </div>	T/L	To refresh the vocabulary about clothes and colours		V A
	Pre listen	<p>The teacher sticks some pictures on the board and starts a series of questions:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>A shop assistant a shop window</p>	T/L	<p>Interpreting Pictures</p> <p>To explains words which may impede his</p>		



A dress
 Colour : green
 Size: 10
 Price: 4000 dinars
 The teacher sets a series of questions
 What colour is this dress?
 How much does it cost?
 It costs.....
 Does it fit you?
 Is it smaller or bigger?
 Is it short or long
 What size is it?
 It is the sale's period in London ,Sandra is out for shopping with her mum and dad in one of the oldest department store on oxford street.

While listen

The teacher invites his learners to listen to script: Shopping in London (Part 1) and do:
Task 13 page 48 : I listen and fill in the gap
Task 14 : I listen again and check my answers then I correct it with my friends.

The teacher highlights the rules 4,7 page57:
 To ask about the size of "clothes" or "shoes". We use the following questions:
 (What size are you?/ What size do you take?)
 To answer about the size of "clothes" or "shoes". We can say:
 (I take (a) size ... in shoes/ I'm a size ... in clothes./ I need extra-small (XS), small (S), medium (M), large (L), extra-large (XL) size in clothes.)
 To ask about the colour of "clothes" or "shoes". We use the following questions:
 (What colour is it?/ What colour do you want?/ What colour do you prefer?/ What's your favourite colour?)
 It is dark blue / light blue /dark brown / light brown.

Task 17: Page 49 , I play the role of the shopper and partner that of a shop assistant.



Post listen

understanding

To elicit information and Pave the way

To listen and complete

L/L

T/L

To set the rule : how to ask/answer about size,colour price
 To reinvest/to produce a dialogue

L/L

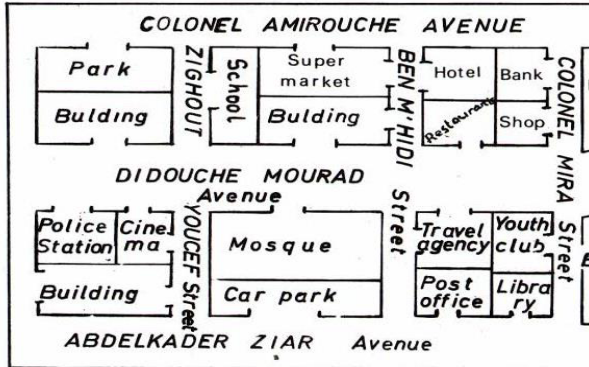


Presentation

Go straight the traffic light.
The teacher sticks(or draws) the following map on the board then familiarize his learners with some amenities.

T/L

Interpret a map



Practice

Task one : I locate amenities(oral)
The mosque / behind / the car-park
The supermarket / opposite / the hotel
The post-office / next to / the library
The bank / near / the shop

L/L

Locating places

Task 2: I look at the example and do the same with my partner

What is on Colonel Mira Street ?
There is a bank, a shop and a youth club.

- 1) What is on Larbi Ben M'Hidi Street ?
- 2) What is on Zighout Youcef Street ?
- 3) What is on Didouche Mourad Avenue ?
- 4) What is on Colonel Amirouche Avenue ?
- 5) What is on Abdelkader Ziar Avenue ?

Consolidate

Task 4:I help Ahmed to go to...(library,supermarket,the shop)(I work with my partner)

T/L

Your partner : excuse me!show me the way to the library ,please?

You :

The teacher highlights the rules of /asking showing the way and using imperative

Grammar tool 8 page58

use

Task 5 : I complete the following dialogue using the following words:

far,take,get to , third, go ,right, opposite


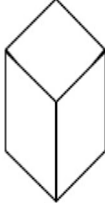




Sandra: Excuse me. How do I the bank,please?

Policeman:It is not very from here. First ,.... long the Blue street,don't turn ,just walk straight , take the turning on the ,it isto the train station.

The learners act out the dialogue.

L/L

To Complete a dialogue

		<p style="text-align: center;">Cube</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">oval</p> <div style="border: 1px solid blue; padding: 5px; display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">     </div> <p style="text-align: center;">CIRCLE RECTANGLE TRIANGLE SQUARE</p> <p>Drilling chorally and individually(Ls repeat)</p> <p><u>Task 3:</u> task 15 page 66 I match</p> <p><u>Task 4 :</u> task 16 page 66 I look at the example and do the same</p> <p><u>The teacher highlights the rules of asking About weight and shape:</u> To ask about someone's weight. We use the following questions: (How much do you weigh?/ How many kilos do you weigh?) To answer about the weight. We say: (I weigh ... kilos./ I'm ... kilos.) ☑ To ask about the weight of something. We use the following questions: (How heavy is it?/ How much does it weigh?) eg: How much does it weigh? / It's very heavy. It weighs about 20 kilos. To ask about shapes. We use the following questions: (What shape is ...?) ☑ To answer about shapes. We can say: (It is oval, circular, rectangular, square, triangular etc.)</p> <p><u>Task 11 page 64</u> 1. How much do you weigh? Or: What is your weight? Or: How many kilos do you weigh? 2. How tall are you? 3. What size do you take? Or: What size are you? 4. What is your shoe size? 5. What is your favourite colour?</p> <ul style="list-style-type: none"> • I work with my partner and check each other answer <p><u>Task 13 page 65</u></p> <p><u>My Partner's Personal Information</u> First Name: Surname:</p>	T/L	To Introduce shapes	
	Practice			To reinforce the Ls understanding	
	Use		L/L	to ask about weight/shapes	To encourage the learner to work with his partner/ encourage the peer correction

		Age: Weight: Height: Size (clothes): Size (shoes): Favourite colour:		Fill in his partner Personal information file		
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I read and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able interpret a written message about clothes and shopping






Targeted competencies: <u>interact</u> – <u>interpret</u> – produce, Target structure: -simple present /	Domain (s): Oral/ <u>written</u> /both	Materials: the course book / W. Board
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Cross Curricular Competencies

- Intel: Learner can interpret a written message to get information
- Meth: he can exchange ideas with his partner he can mobilize his resources to write about his profile
- com:he can work In pairs or in groups.
- Per and soc: he can socialize through written messages

Core values

- Being SELECTIVE
- Valuing money

Time	Framework	Procedure	Focus	Aims	Materia l	Vakt
	Warm up	The teacher makes a quick review about clothes , using what he and the pps are wearing . What is this ? what colour is it? The teacher Can use pictures to talk about other clothes. For example : (the teacher uses pictures and gestures)	T/L	TO REINFORCE THE PREVIOUS LEXIS AND FAMILIARIZE the pps withTHE NEW VOCABULARY RELATED TO CLOTHES		V A
	Pre read	 a tie  a scarf  tank top  SUITS 	T/L			

meaning to the following:
 hate ≠.....
 uncomfortable ≠ ...
 hot ≠... ..
Task 4 : find in the text words contain the following sounds.

Pronoun ced r	Silent r	Clear L	Dark L

Post read

Task 5 : (the learners works in pairs)

- Write one thing that you have learned today.
- Rate your understanding of today's topic from 1-10.

t/l

Check and consolidate
 The Ls
 pronunciation

L/L

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my shopping	Lesson: I learn to integrate	Framework: writing process

Learning Objective (s): by the end of this lesson my learner will be able to write about shops where he lives

Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: -simple present	Domain (s): Oral/ <u>written</u> /both	Materials: the course book / W. Board
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> • Intel: Learner can show autonomy and creativity in writing • Meth: he can exchange ideas with his partner he can mobilize his resources to write about city com: he can use ICT to communicate with others. • Per and soc: he can socialize through written messages 	<ul style="list-style-type: none"> ➤ Being positive ➤ Being proud of the place where he lives

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	<p>Teacher greets his learners/the learners respond. The teacher and the learners interact about how do they choose their clothes? do they go shopping alone?wher do they go ? from where?</p> <p>Setting up the Situation</p>	T/L	To brainstorm ideas	The board + The course book	V A
5mn		<p>Sandra your English friend wants to know about shopping in Algeria. Write her an email to give her information about shopping malls , supermarkets, street markets and traditional craft shops in the place where you live. Tell her also about how Algerian teenagers dress and what they usually eat. Then, ask her questions about shopping in England and what English teenagers wear and eat . Attach to you email a street map showing the shopping amenities in your neighbourhood and the location of your home</p> <p>Planning</p>	T/L	Ls can use his prior knowledge		

15mn	In -writing process	<p>The learner writes an email The learners follow the lay out (page70) The learner can ask and exchange ideas with his partner. T helps his learners to remember what they learnt in this sequence. T asks the learners to complete the following table:</p> <table border="1" data-bbox="360 365 959 1512"> <thead> <tr> <th data-bbox="360 365 560 405">knowledge</th> <th data-bbox="560 365 759 405">Skills</th> <th data-bbox="759 365 959 405">Attitudes</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 405 560 555">Lexis related to food</td> <td data-bbox="560 405 759 555">Describing shopping items</td> <td data-bbox="759 405 959 555">Page 69</td> </tr> <tr> <td data-bbox="360 555 560 705">Lexis related to clothing</td> <td data-bbox="560 555 759 705">Expressing quantity</td> <td data-bbox="759 555 959 705"></td> </tr> <tr> <td data-bbox="360 705 560 898">Lexis related size/shape/w eight/colour/ price</td> <td data-bbox="560 705 759 898">Asking information About shapes Size price</td> <td data-bbox="759 705 959 898"></td> </tr> <tr> <td data-bbox="360 898 560 1090">Lexis related amenities direction</td> <td data-bbox="560 898 759 1090">devising neighbourho od stree map</td> <td data-bbox="759 898 959 1090"></td> </tr> <tr> <td data-bbox="360 1090 560 1240">Lexis related preposititions</td> <td data-bbox="560 1090 759 1240">Expressing ability ,inability</td> <td data-bbox="759 1090 959 1240"></td> </tr> <tr> <td data-bbox="360 1240 560 1391">The present simple tense imperative</td> <td data-bbox="560 1240 759 1391"></td> <td data-bbox="759 1240 959 1391"></td> </tr> <tr> <td data-bbox="360 1391 560 1512">numbers ordinal /cardinal)</td> <td data-bbox="560 1391 759 1512"></td> <td data-bbox="759 1391 959 1512"></td> </tr> </tbody> </table>	knowledge	Skills	Attitudes	Lexis related to food	Describing shopping items	Page 69	Lexis related to clothing	Expressing quantity		Lexis related size/shape/w eight/colour/ price	Asking information About shapes Size price		Lexis related amenities direction	devising neighbourho od stree map		Lexis related preposititions	Expressing ability ,inability		The present simple tense imperative			numbers ordinal /cardinal)			T/L		
knowledge	Skills	Attitudes																											
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The present simple tense imperative																													
numbers ordinal /cardinal)																													
10mn																													
10mn																													
10mn																													
10mn		<p>Drafting With the help of their teacher, the learners start drafting .</p> <p>Editing Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p> <p>publishing The learner writes the final draft and presents his work in front of his classmates to be assessed T selects a work to be written on the board and corrected.</p>		To correct the mistakes(spelling , grammar,..)																									
			L/L																										

<u>Level</u> : MS2	<u>School</u> : bormadia Relizane	<u>Teacher</u> :Mr Bendoubaba djamel djamel djamel
<u>Sequence</u> : 2 Me and my family	<u>Lesson</u> : I think and write	<u>Framework</u> : PDP
<u>Learning Objective</u> (s): By the end of this lesson , my learner will be able to write a report about shopping in other Town or country		
<u>Targeted competencies</u> : <u>interact</u> – interpret – <u>produce</u> . <u>Target structure</u> : simple present /markers of location/ .	<u>Domain (s)</u> : Oral/ <u>written</u> /	<u>Materials</u> : W. board/The course book
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> ➤ Intel: Learner shows creativity in writing ➤ Meth: He can mobilize his resources to produce a written message ➤ Com:He can use ICTs to communicate with others ➤ Per and soc: He can socialize through written messages 		<ul style="list-style-type: none"> ➤ Valuing travelling ➤ A good conduct ➤ Being polite ➤ Openness to other people.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m n	Pre writing	<p>T greets his learners/they respond Teacher writes some questions and asks his learners to answer . Did you visits any other countries? Towns? Do you have families there?</p> <p>The teacher sets up the situation The teacher introduces the situation and asks them to work individually.</p>	T/L	Interacting to pave the way	Wboard +course book	V A
40m n	While writing	<p>I am spending my summer holiday in another town in Algeria (or a foreign country). When I return to school, my English teacher asks me to write a report about my shopping there (the local shops, markets, malls, traditional craft shops, bazaars, souks, street markets and the local products that attract my attention). The teacher asks me to describe these products and draw a street map to explain to my classmates the location of all these shopping places</p>				
	Post writing	<p>The learner needs to answer the key questions on page71/check the listening tasks</p> <p>The teacher collects the sheets to be corrected</p>		To guide him		

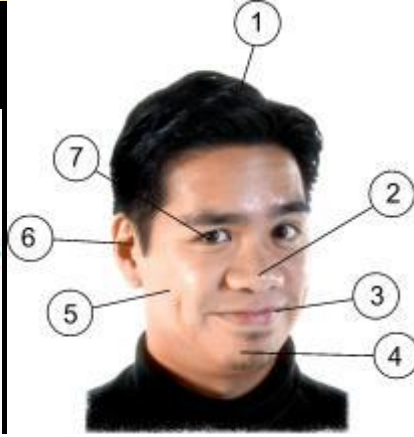
5mn		Criteria	Indicators	The learner uses what he learnt to produce a meaningful report	K
		1-Relevance	Write an email Write a report about shopping there/shops /malls...		
		2-Correct use of linguistic resources	1-the learners uses :the present simple /markers of location 2- prepositions/locating places/amenities Uses suitable aDjectives .		
		3-Coherence	1-the learner writes simple and meaningful sentences about the topic;2- the good use of : Punctuation, capitalisation and indentation. 3-s/he respects the logical order of ideas		
		4-Cross-curricular competences :	1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message		
		5-Values	1-the learner shows a good conduct 2-shows attitude of respect		
		6-Excellence	1-The learner shows creativity in his /her writing 2- Good hand writing		

LEVEL :2MS

SEQUENCE :THREE



MY AND MY HEALTH



Teacher: bendoubaba djamel

Teacher: Mr bendoubaba


djamel (djamel djamel)

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 1- I listen and do Language focus: language learning/use	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to name his/her body parts

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -how many /how do/simple present	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies	
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilise his resources efficiently 	<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values</p> <ul style="list-style-type: none"> -Raising teenagers’ awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community -Valuing health

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5m	Warm up	<p><u>Learning situation to install resources</u></p> <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>In a forum of discussion , you read Mona’s message asking for help. She suffers from obesity . She weighs 98 kilos. She feels tired and sick. Write a reply to Mona and help her lose weight.</p> </div> <p>The teacher sticks on the board the following picture and checks how many parts can they name(some parts were taught in the 1st sequence) .By asking : how do we call this part?</p> 	T/L	Interact To make a quick review about eyes, hair , nose	The board Flash cards	V A
	Pre listen					

10m	While listen	<p>The teacher invites his pps to listen to Body Parts (Part 1) script,take notes on their notebooks about the important words and don't care about their spelling:</p> <p>Note: during listening to the 1st script the teacher pins the part and repeats the name so that the pps can make a link between them .</p>		Improve the Lstaking notes skill	The book	
25m		<p><u>Task 1:p77:</u> my mum is an English teacher .She is helping me at home to learn the English names my body parts . I listen to her and fill in the blanks.</p> <p><u>Task 2:</u> I listen again and check my answers</p> <p><u>Task 3:</u> I listen to part2 and fill in the remaining in task 1.</p>		To listen and fill in fill in the blanks		
10m	Post listen	<p><u>A role play (a game)</u> <u>The teacher sets an example and asks his learner to follow and do the samein pairs</u> Teacher :how do we call this part? Learner : we call it a hand Teacher : how many hands do we have? Learner: we have 2</p>		The learner reinvests what he learnt	The board	
10m		<p>The teacher invites his learners to write on their copybooks.</p>				V/A/ k

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 2- I listen and do Language focus: language learning/use	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to talk about health problems related to his/her body parts.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -how do you feel/ I have	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Cross Curricular Competencies	
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilise his resources efficiently 	<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values Raising teenagers’ awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community</p> <ul style="list-style-type: none"> ➤ Valuing health ➤ Being healthy

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m	Pre listen	<p>A short review about naming body parts. Example :How do we call this part ? it is.....</p> <p>T teacher introduces new vocabulary using pictures and motions to represent illnesses. T writes the word on the board and shows a motion/picture. T invites his students to repeat each word 2-3 times(sick , tired ,nauseous, tired, backache, stoma ache, sore throat , headache , cough , earache, flu diarrhoea</p> <p><u>TASK1</u> : I listen to Nora and Ahlem phone conversation and correct the wrong information</p>	T/L	<p>Interact/reinforce the previous lexis</p> <p>familiarize PPs with new Vocabulary</p> <p>Related to health problem</p>	Flash cards	V A
20m	W listen	<div style="border: 1px solid black; padding: 5px;"> <p><u>Ahlem</u> : what’s the matter ?</p> <p><u>Nora</u>: Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I’m coughing.</p> <p><u>Ahlem</u>: How do you feel ? Nora: I feel terrible. I can’t go to work. I have an appointment with the doctor today at 2:00.</p> <p>Nora : I hope you feel better tomorrow.</p> </div>	T/L	<p>Interpret oral /aural messages</p>	W board	A/V

		<p>1- Nora has a stomach ache. 2- She feels well . 3- She has an appointment with the doctor next week.</p> <p><u>Task 2</u> : I Listen again to check my answers then I work with my partner and correct them.</p> <p><u>Task 3</u> : I listen again and much</p> <p>How do you feel? I <u>have</u> a cold What is the matter? I <u>feel</u> terrible.</p> <ol style="list-style-type: none"> T invites his learners to replace the word "a cold" by another sickness. I have----- T writes on the board "I feel ___" and inserts a word. Students listen and repeat. word options: a. Sick b. Tired c. Nauseous d. Well/Good T invites his learn to ask each other in close pairs. <p><u>Task 4:</u> A)Charades- Put sicknesses in a bag/hat and have students pick out a sickness to act out. Let students guess the sickness b) role play : The learners act out the dialogue in close or open pairs</p> <p>T invites his learners to copy on their copybooks</p>	L/L	To listen and correct the mistakes		
15m n	Post listen		T/L	To reinforce peer correction		
10m n			L/L	To listen and match questions with their right answers		A/V/ K
				To substitute words		
				LS reinvest what they learnt		

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 3- I listen and do Language focus: language learning/use	Framework: PDP

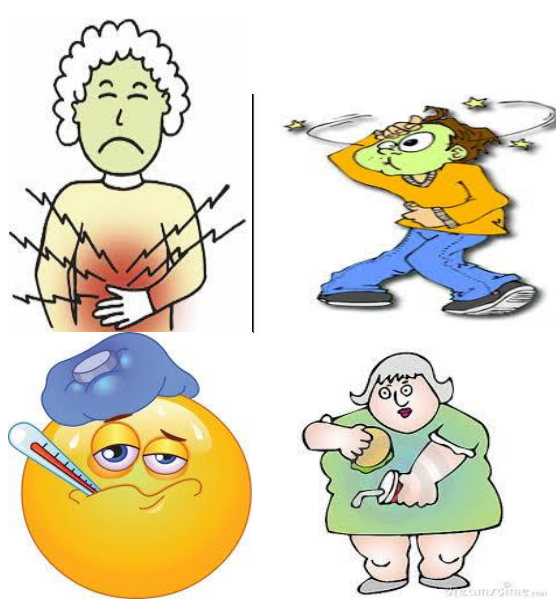
Learning Objective (s): by the end of this lesson my learner will be able to talk about common health problems and their medical treatment.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present/ simple past verbs	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/ prescription
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Cross Curricular Competencies

- **Intel:** Learner can interpret verbal messages to get information.
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - He can use strategies for listening and interpreting oral discourse.

- **Com:** He can use a role play to communicate appropriately.
 - Per and soc:** He can socialize through oral exchange
- Core values**
Raising teenagers’ awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5m	Warm up	Teacher greets his learners/the learners respond.				
10m	Pre listen	T pins the following pictures and invites his learners to interpret them. Examples; Does number 1 feel good? Does he look fine? or pale? What about the 2 nd one ? why does he have a stomachache ?how does he feel? 	T/L	Reinforce the previous lexis and pave the way	Flash cards	V A
				To introduce the key words		



What about pic n 4 : what does she look like? Is she slim? Is she overweight ? why?
 What about pic 5?

The key words: vomit, prescription ,
 prescribe, medicines, overweight,

W listening

Teacher sets the situation : Amy is a 14 year English girl has a stomachache , her mother took her to the doctor.

Teacher invites his learners to listen to script part 1 and do:

Task 9 page78 : I listen to the dialogue and complete the bubbles.

Task 2 : I listen again ,check them and work with my partner to correct them .

Task 11 page 79: I listen to part 2 between Amy and the doctor then complete the dialogue bubbles.

Task 3 page 89: I work with my parner to match sentences with its treatment.

Post listen

Task 14 page79 : I listen to my partner questions using some words I learnt in task 9

The teacher invites his learners to copy down on their copy books

Interpret oral and aural messages

Listen and complete

Encourage the peer assessment

Produce /To reinvest prior knowledge

W board

Course book

Course book

A/V

25m

10m

10

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 4- Language focus: language use	Framework: PPU
Learning Objective (s): by the end of this lesson my learner will be able to give and ask for advice using should /express obligation and prohibition using must and mustn't. with a correct pronunciation		
Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: -should / must all forms	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/ Course book I pronounce : the strong form and the weak form of must and should
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: Learner can use his critical thinking skill ➤ Meth: - He can work with his partners./ 		<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values Raising teenagers' awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Brainstorm	<p>Amy is overweight . give her some advice to be in a good health .(the learner , thinks, exchanges ideas with his partner and shares, TPS)</p> <p>The teacher writes on the board all the learners ideas.</p>	T/L	To brainstorm ideas about losing weight and how to be in a good health	Wboard	A V
	Presentation	<p>The teacher explains the key words: healthy food, unhealthy food ,less fat, less sugar, less salt, more and less</p> <p>the teacher reads the dietician advice to Amy and invites his learner to listen and do task 1: Dietician: Listen, Amy. Too much food or bad food, plus lack of exercise or sport practice are the usual causes of overweight and obesity, and many other health problems. You should eat less fat, less sugar and less salt and more fruit and vegetables because they're rich in vitamins and many other good things. You must do more exercise to keep fit and healthy. Try to walk more often and spend less time watching TV. You must go on a diet immediately if you want to lose weight. I'm putting you on a four-week diet plan with balanced daily menus.</p>		<p>To pave the way</p> <p>To introduce the target structure</p> <p>Should / must</p>	Course book	

Follow it, Amy, and come back in a month for a check. Bye Bye.

Task 1 : I listen and complete with the missing word:

-sheeat less food ,less sugar and less salt.

-she..... do more exercise

- shego on a diet immediatetly

,.....she want s to lose weight.

Teacher highlights the rules (the forms and the meaning)

To give advice to someone :I use : should+ verb

Examples,	I pronounce
you should eat less sugar.(aff)	/ʃəd/
you shouldn't sleep too much (neg)	/ʃʊd/

To ask for advice I use : should+subj+verb

Example: what should I do if I have a headache?

Example	I pronounce
what should I do if I have a headache?	/ʃəd/
Should I eat less salt?(inter)	/ʃəd/
Yes , I should	/ʃʊd/
No , I shouldn't	/ʃʊdnt/
	We don't pronounce "I"

To talk about something necessary for me (or other person)I use : must+verb

Example: I must see a dentist

Examples,	I pronounce
She must go on a diet.(aff)	/mʌst/
She mustn't eat bad, unhealthy food.(neg)	/mʌsnt/ /mə(t)s/
Must Amy go on a diet, doctor?(inter)	/mə(t)s/
Yes, she must .	/mʌst/
No ,she mustnt	/mʌsnt/

To highlight the rules

To familiarize the LS with the new structure and the right pronunciation

	<p>Practice</p>	<p>Task 2: I order the words to get full sentences</p> <ol style="list-style-type: none"> 1- eat /shouldn't/ sleep/ too / much/ You. 2- stay / in / you /bed/should/ 3- watch/ tv/ she /mustnt /for a long time. 4- I/ practice/ must/sport/? <p>Tasks 1,2,3,4: page:84</p> <p>Task : a) I work with my partner to complete b) I act out the dialogue with my partner</p>		<p>To form a sentence</p> <p>To pronounce must and should correctly</p> <p>To reinvest what he learnt</p> <p>To encourage the learner to work with his partner</p>		<p>V/A/ k/T</p>
	<p>Produce</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Mother :What's the matter?</p> <p>Daughter:I feel hot, Mom.</p> <p>M: Let me take your temperature. You have a fever .You shouldYou shouldn'tYou must</p> <p>You mustn't</p> </div>				

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 5 I pronounce	Framework: PIASP
Learning Objective (s): by the end of this lesson my learner will be able to pronounce ch and sh correctly		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ Course book Target sounds : /tʃ/ /ʃ/
Cross Curricular Competencies		
<p>➤ Intel: Learner can use his critical thinking skill</p> <p>➤ Meth: - He can work with his partners./</p>		<p>➤ Com: He can use a role play to communicate appropriately.</p> <p>Per and soc: He can socialize through oral exchange</p> <p>Core values: valuing healthy food</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Present	<p>The teacher greets his learners / the learners respond.</p> <p>The teacher interacts with his learners about which food do they like?</p> <p>The teacher writes the following dialogue : Listen and identify the underlined sound.</p> <p>Amy :I like eating chips ,chicken , chease but I hate eating fish and mashed potatoes .</p> <p>Her friend :That's why you always have stomachchache</p> <p>The teacher isolates the words which contain the targeted sounds then invites his learners to read them :</p> <p>Chips chicken fish stomachch</p> <p> </p> <p>/tʃ/ /tʃ/ /ʃ/ /k/</p> <p>The teacher highlights the rules : I pronounce sh /ʃ/ eg: short, mashed, finish* I pronounce : ch /tʃ/ eg : much , Rich , check , But I ch /k/ in chemist , and architect</p>	T/L	<p>Interact/</p> <p>Present the target sounds</p> <p>To identify the sounds</p> <p>To familiarize the Ls with the new sounds</p>	<p>W board</p> <p>The course Book</p>	<p>V A</p> <p>V/a</p> <p>A/V</p>

Practice

Task 1 : the learner listen to the teacher and repeat the following minimal pairs

initial: chair - share; cheap - sheep; cheat - sheet; cheese - she's; chew - shoe; chews/choose - shoes; chip - ship; chop - shop;

final: catch - cash/cache; match - mash; watch - wash; which/witch - wish.

Task 2 The teacher asks the learners to (Task 9 page 85).

Task 3 : (Task 11 page 85).

Task 4 : I work with my partner , we read the pronunciation tool , we compare our answers and we correct each other

Use

A game : the teacher draws this table on the board and invites his learners to work in groups(or in rows) then complete the table with their own words (the ls have to shut their copybooks and their books

/tʃ/	/ʃ/	/k/

To shape the Ls articulation

To consolidate

To encourage working in pairs

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 6 I pronounce	Framework: PIASP
Learning Objective (s): by the end of this lesson my learner will be able to pronounce ch and sh correctly		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ Course book Target sounds : /tʃ/ /ʃ/
Cross Curricular Competencies		
<p>➤ Intel: Learner can use his critical thinking skill</p> <p>➤ Meth: - He can work with his partners./</p>		<p>➤ Com: He can use a role play to communicate appropriately.</p> <p>Per and soc: He can socialize through oral exchange</p> <p>Core values: valuing healthy food</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Present	<p>The teacher greets his learners / the learners respond.</p> <p>The teacher interacts with his learners about which food do they like?</p> <p>The teacher writes the following dialogue : Listen and identify the underlined sound.</p> <p>Amy :I like eating chips ,chicken , chease but I hate eating fish and mashed potatoes .</p> <p>Her friend :That's why you always have stomachchache</p> <p>The teacher isolates the words which contain the targeted sounds then invites his learners to read them :</p> <p>Chips chicken fish stomachch</p> <p> </p> <p>/tʃ/ /tʃ/ /ʃ/ /k/</p> <p>The teacher highlights the rules : I pronounce sh /ʃ/ eg: short, mashed, finish* I pronounce : ch /tʃ/ eg : much , Rich , check , But I ch /k/ in chemist , and architect</p>	T/L	<p>To brainstorm ideas</p> <p>Present the target sounds</p> <p>To identify the sounds</p> <p>To familiarize the Ls with the new sounds</p>	W board The course Book	<p>V A</p> <p>V/a</p> <p>A/V</p>

Practice

Task 1 : the learner listen to the teacher and repeat the following minimal pairs

initial: chair - share; cheap - sheep; cheat - sheet; cheese - she's; chew - shoe; chews/choose - shoes; chip - ship; chop - shop;

final: catch - cash/cache; match - mash; watch - wash; which/witch - wish.

Task 2 The teacher asks the learners to (Task 9 page 85).

Task 3 : (Task 11 page 85).

Task 4 : I work with my partner , we read the pronunciation tool , we compare our answers and we correct each other

Use

A game : the teacher draws this table on the board and invites his learners to work in groups(or in rows) then complete the table with their own words (the Ls have to shut their copybooks and their books

/tʃ/	/ʃ/	/k/

To shape the Ls articulation

To consolidate

To encourage working in pairs

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 7- Language focus: language learning / use	Framework: PPU
Learning Objective (s): by the end of this lesson my learner will be able to give advice and recommendation using imperative		
Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: -imperative	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/ Course book
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: Learner can use his critical thinking skill ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ 		<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values Raising teenagers’ awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt									
	Warm up	<p>The teacher invites his learners to work in pairs or in groups and do task <u>14 page 93</u></p> <p>Then classify :</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">fat</td> <td style="width: 33%;">sugar</td> <td style="width: 33%;">salt</td> </tr> <tr> <td>pizza</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </table>	fat	sugar	salt	pizza	T/L	To brainstorm ideas about healthy and unhealthy food	Course book	V A
fat	sugar	salt													
pizza													
.....													
	Presentation	<p>The teacher asks the learners: Which food contains less sugar ?..... Which food contains lots off at?.....</p> <p>The teacher invites his learners to read the short text p:94 and task 17</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Do s</td> <td style="width: 50%;">Donts</td> </tr> <tr> <td>Eat chocolate with moderation</td> <td>Don't eat chocolate every day</td> </tr> </table>	Do s	Donts	Eat chocolate with moderation	Don't eat chocolate every day	T/L	interacting							
Do s	Donts														
Eat chocolate with moderation	Don't eat chocolate every day														
		<p>The teacher highlights the rule of imperative :</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>To make recommendation or give advice to someone, we can also use the imperative: " Verb infinitive without to Eg: Eat balanced food./ let mme examine you.</td> </tr> </table>	To make recommendation or give advice to someone, we can also use the imperative : " Verb infinitive without to Eg: Eat balanced food./ let mme examine you.	T/I	To elicit the target structure	The board									
To make recommendation or give advice to someone, we can also use the imperative : " Verb infinitive without to Eg: Eat balanced food./ let mme examine you.															
				To familiarize the Ls with the new structure											

☒ To form the negative we use: "**Don't + Stem**" eg: **Don't** eat chocolate ,everyday.

Task 2: I give advice to my friend to lose weight using imperative

- To eat too much.
- To eat fruit and vegetables.
- To eat between meals.
- To eat bad, unhealthy food with lots of fat, sugar and salt.
- To practise sport regularly
- To be a "couch potato" (to spend a lot of time sitting and watching TV).

Task 3 a) I complete the conversation between Amy and the dietician with ::

Let's – come- move- step –have

b) I give Amy some advice (orally)

Dietician :in ,a sit.

Amy : thank you

Dietician :

..... check your height and weight, first . 1.55m. All right. Now on the scales and don't, Amy . well, Your family doctor's right; you're overweight, Amy. This is not good for your health. The normal healthy weight for your height is 45 to 60 kilos.

T/L

To express recommendation and advice

To reinvest the prior knowledge he /to give advice and recommendation using imperative

V/A

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 8- Language focus: language learning / use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to express obligation and lack of obligation.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -have to / don't have to / must / mustn't	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ Course book
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Cross Curricular Competencies	
<ul style="list-style-type: none"> ➤ Intel: Learner can use his critical thinking skill ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ 	<ul style="list-style-type: none"> ➤ Com: He can use a role play to communicate appropriately. Per and soc: He can socialize through oral exchange <p>Core values Respecting rules</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	<p>Warm up</p> <p>The presentation</p>	<p>The teacher greets his learners / the learners respond. A short review about must and mustn't . The teacher asks his learners to give examples and in which case they use must.</p> <p>The teacher invites his learners to compare between the 4 sentences:</p> <div style="border: 1px solid black; padding: 5px;"> <p>a)You must do more exercise to keep fit.</p> <p>b)You have to take with you the doctor</p> <p>c)You mustn't forget ...prescription If you want to buy medicine</p> <p>d)If you don't like cheese, you don't have to eat it.</p> </div> <p>-Discuss the differences between 'have to' and 'must' in the positive form. Why we have to take the prescription with you? Because the chemist will ask for it . So the sentence b has a sense of an external obligation _Discuss the differences between 'don't have to' and 'mustn't'. Make sure to stress the idea that 'don't have to' expresses the idea</p>	T/L	<p>To reinforce and to pave the way at the same time</p> <p>Compare between sentences to elicit the rules</p> <p>To elicit the rules</p> <p>To reinforce the Ls understanding</p>	W board	<p>V A</p> <p>V/A</p>

that the person isn't required to do something but may do so if he/she would like while 'mustn't' expresses the idea of prohibition.

The teacher highlights the rules:

To talk about something that is **necessary** for me or another person to do (because it's **a law, a duty or a fact**) we use: "**Have/ has to + Stem**"
eg: We **have to** get passport if we want to travel to other country. (**a law**).
she **has to** take care of her sick mother. (**a duty**).
I **have to** go now. Because I have an appointment with my dietitian . (**a fact**).

Practice

Task 1 I order the words

- 1- Don't / I / /have to / participate / in the party.
- 2- Do / see / I/ the doctor/have to /?
- 3- Doesn't / he/ have to / in bed/ stay/

Task 2 : I choose the correct one

- 1) I (must, have to) get my hair cut before the party.
- 2) She (has to, must) see her dentist ,her tooth hurts.
- 3-People (must, have to) eat to live.
- 4-I (have to, must) buy those pretty red shoes

Use

Task 3: I work with my partner to order the sentences of the dialogue then **act it out**

Mum: I'm afraid you have to, sweetheart.

Mum: Yes. You must take one spoonful right now and another one before you go to bed.

Liz: Do I have to take this cough syrup, mum? It tastes awful

Liz: Must I take it right now?

To familiarize the Ls with the new structure

To produce a correct sentence

To interpret the meaning

To produce a dialogue

To encourage the learner to work with his partner

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 9- I practise	Framework: PPU
Learning Objective (s): by the end of this lesson my learner will be able to; a) talk about the indoor and outdoor sport b) give reasons		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -have to / don't have to / must / mustn't/ why/ because	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ Course book
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: Learner can use his critical thinking skill ➤ Meth: <ul style="list-style-type: none"> - He can work with his partners./ 		<ul style="list-style-type: none"> ➤ Com: He can communicate appropriately. Per and soc: He can socialize through oral and written exchange exchanges <p>Core values Valuing physical exercise and sports</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up And recapitulation	<p>The teacher greets his learners .the learners respond.</p> <p>A short revision about the grammar tools the learners have seen in this sequence</p> <p>The teacher invites his learners to do Task 26 page in groups.</p> <p>The solution :</p> <ol style="list-style-type: none"> 1. <i>have to go/mustn't</i> 2. <i>should/ haven't to</i> 3. <i>should /mustn't</i> 4. <i>must /have to</i> 5. <i>have to /shouldn't</i> 	T/L	To reinforce and pave the way	The w Board	V A
	The presentation	<p>The teacher invites his learners to look at the pictures on page 96 and complete the definition using the name of the physical exercise.</p>		Brainstorm To elicit the names of physical exercises	The course book	
	Practice	<p>Task 1 : Task 22 page 96 I classify each picture under its appropriate heading Treadmill (4)/ Stretching (2 – 6 – 7 – 8 – 12)/ Stationary bike (11)/ Weight training (1 – 5 – 9)/ Brisk walking (10) jogging (3)</p> <p>TASK 2<(task 24 page97</p> <p>I write my answers to school health adviser questionnaire.</p> <p>Solution</p>				

- A 1
- B 3
- C 4
- D 2
- E 5

use

My Report: Keeping Fit and Healthy

There are two good reasons why I have to exercise regularly.

First, *to be in a good health.*

Second, *to avoid obesity*

In conclusion, I think that *exercise regularly helps me to feel better*

The learners work with their partners, they correct each other : punctuation , capitalization ,
 Repetition
 The learners say their reports

To write a report/
 To give logical reasons

To develop the learner's critical learning

Level : MS2		School : Bormadia Relizane		Teacher: Mr Bendoubaba djamel djamel djamel			
Sequence: 3 ME AND MY HEALTH		Lessons:10- I read and do		Framework: PDP			
Learning Objective (s): by the end of this lesson my learner will be able to interpret a written message about a balanced food and a diet							
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .		Domain (s): Oral/written/ <u>both</u>		Materials: / W. Board/ Course book			
Target structure: -must,should.....							
Cross Curricular Competencies							
<p>➤ Intel: Learner can use his critical thinking skill They can understand and interpret verbal and non-verbal messages</p> <p>➤ Meth: - .he can mobilize his resources to write about his profile</p>				<p>➤ Com: he can exchange ideas with his partner</p> <p>➤ Per and soc: He can socialize through oral exchange</p> <p>Core values Valuing healthy food Valuing sports</p>			
Time	Framework	Procedure		Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners / the learners respond.		T/L	Interacting To introduce the topic and the key lexical items	W board	V A
	Pre read	Teacher interacts with his learners about what do they like to eat in the three mealtimes?					
	W read	<p>The teacher explains the key words ; balanced food , wholemeal, stationary bike....</p> <p>The teacher invites his learners to read the text (p98) and task 1: I read and complete Amy 's weekly diet plan.</p> <p>Task 2 : I read the email and find who and what the bold words refer to?</p> <p>The solution:</p> <p>"it" (paragraph 1) refers to "diet plan". - "She" (1) refers to "Dr Sandgate". - "you and I" (3) "you" refers to "Nadia". "I" refers to "Amy".</p> <p>Task 3 : I read Amy 's email and find the words who definition below.</p> <p>Solution : Grilled – 2 veg 3-lemon or orange 4- mayo – 5 keep in touch</p>					

TASK 4 page 99;

The solution :

Amy's Typical Daily Menu

Breakfast: *tea, cereals, skim milk, lemon or orange juice.*

Lunch:

Starter: *Salad (tomatoes, lettuce, olive oil and lemon).*

Main course & side dishes: *grilled turkey escalope or grilled chicken leg and veg.*

Dessert: *one apple, or orange, or strawberry.*

Dinner:

Starter: *vegetable soup*

Main course & side dishes: *veg.*

Dessert: *one apple, or orange, or strawberry*

Task 5 :

The solution :

Weekdays: *gym (stretching, riding the stationary bike).*

Weekends: *jogging*

Short discussion :

Do you like Amy 's diet ?

If yes ,I give two reasons

If no , I give two reasons

Post read

Read to get information

The course book

To develop the Ls critical thinking

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	Lessons: 11 I learn to integrate	Framework: PDP/ writing process

Learning Objective (s): by the end of this lesson my learner will be able to write an email in which he writes the doctor dietary advice with a weekly diet pal

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ Course book
Target structure: -must ,have to		

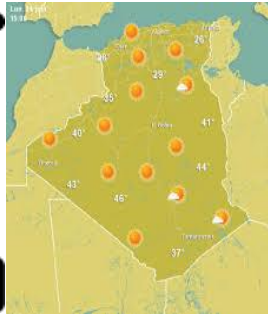
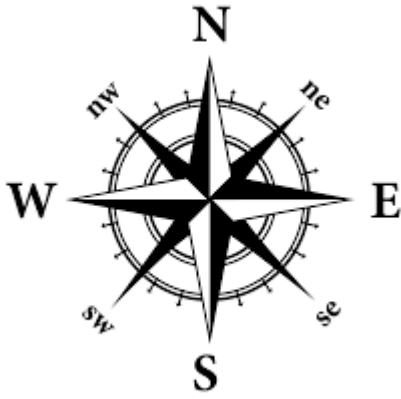
Cross Curricular Competencies	
<ul style="list-style-type: none"> • Intel: Learner can show autonomy and creativity in writing • Meth: he can exchange ideas with his partner he can mobilize his resources to write a weekly diet plan • com: he can use ICT to communicate with others. • Per and soc: he can socialize through written messages 	<p>Core values Raising teenagers awareness in regard to health problems caused by overweight and obesity Sharing valuable medical advice and recommendation Between teenagers in regard to health</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Pre-writing process	<p>Teacher greets his learners/the learners respond. A short discussion about the diet of Amy to lose weight. What should Amy eat every day? Must she do sport?.....</p> <p>Setting up the Situation</p> <p>Nacer,my Tunisian friend, is overweight wants to kow what kind of diet my dietitian recommends because he knows I have the same problem.I'm going to send him a detailed email in which I explain my doctor's dietary advice and recommendations about food and exercise. I'm also going to send him a weekly diet plan and a typical daily menu as attached documents</p>	<p>T/L</p> <p>T/L</p>	<p>/interacting</p> <p>Ls can use his prior knowledge</p> <p>Interacting</p>	<p>The board + The course book</p>	<p>V A K T</p>

	<p>In -writing process</p>	<p>Planning</p> <p>T helps his learners to remember what they learnt in this sequence</p> <p>The learners fill the missing information in the KSA table page 100</p> <p>_To write about the weekly diet tasks 1 ,4 ,5 in I READ AND DO will help me</p> <p>To write an email I need to read again Amy4s email</p> <p>The learner needs to follow the lay out (page 101)</p> <p>The learner follow the sample page 101</p> <p>The teacher groups the learners</p> <p>Drafting</p> <p>With the help of their teacher, the learners start drafting .</p> <p>Editing</p> <p>Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p> <p>Publishing and reporting</p> <p>The learner writes the final draft and presents his work in front of his classmates to be assessed</p> <p>T selects a work to be written on the board and corrected.</p>	<p>T/L</p> <p>L/L</p>	<p>To correct the mistakes(spelling , grammar,..)</p>		
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LEVEL :2MS

SEQUENCE :FOUR ME AND MYTRAVELS



The initial situation:

In the international” travel forum” of [tripadvisor.com](https://www.tripadvisor.com) website, you read a message of a tourist from England . He wants to visit Algeria. Think of a nice place you visited and write some information about it. Turn these information into a travel brochure to be posted in the “ travel forum “.

By djamel djamel

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 Me and my travels	Lessons: 1 language use	Framework: PPU

Learning Objective (s): At the end of this lesson, the student will be able to talk and write about his future plan using « will »

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: - simple future 'affirmative- negative- interr)	Domain (s): Oral/written/ <u>both</u> I pronounce: the pronunciation of will	Materials: ' a brochure / a map / W. Board/ pictures of famous places and sites.
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Cross Curricular Competencies

<p>➤ Intel: Learner can understand verbal and non - verbal messages</p> <p>➤ Meth: - He can work with his partner</p>	<p>➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange</p> <p>Core values To value the national heritage</p>
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Time	Framework	Procedure	Focus	Aims	Material	Vak t
	Warm up	<p>The teacher greets his learners / the learners respond.</p> <p>The teacher asks some questions to brainstorm about the topic <u>Next holidays</u> : Will you stay here? Where will you travel to? What are the most famous touristic places (sites) in Algeria(the teacher shows the learners a map of Algeria with the most famous touristic places). What does a tourist need to visit a place? a map and a brochure (the teacher show a brochure)</p>	T/L	To brainstorm ideas and pave the way to the lesson topic	A map A brochure	V A
	The presentation	<p>The teacher presents the following dialogue and invites his learners to consider the highlighted words. <u>Karima</u> :Next week , my family and I are going to visit Bejaia. Will you come with us? Ahlem :Yes ,I will .My Father won't object. I will bring with me a travel brochure and a detailed map of Bejaia.</p> <p>The teacher highlights the rules : To talk about intentions that are decided at the time of speaking I use the future simple tense . <u>1)Will + stem</u> I will ('ll) bring with me a travel brochure and a detailed map of Bejaia.</p>	T/L	To introduce the target structure in a context To familiarize the learner with the target	W board	

	<p>Practice</p>	<p><u>Won't (will not)+ stem</u> My Father won't object</p> <p><u>Will + sub+stem</u> Will you come with us?</p> <ul style="list-style-type: none"> - I can also use the time markers : Tomorrow and next (month; week) • The teacher devotes time to present and focus on the right pronunciation of / wILL /wɪt/ , 'ɪl /t/ and won't /wəʊnt/ <p><u>Task 1</u> : I work with my partner to reorder the words to get complete sentences :</p> <ol style="list-style-type: none"> 1- 'll – You-your-enjoy- holidays 2- won't – Karima- stay – the city- in. 3- your father- visit-Will – some touristic sites? <p><u>Task 1 (a page 117)</u> I listen and repeat</p> <p><u>Task 3</u> : I listen and tick the right pronunciation (task 1 page 119)</p> <p><u>Task 4</u> : I correct the underlined mistake <u>Yesterday</u>, my father will <u>spends</u> a week in Djurdjura.</p> <p>-The teacher invites his learners to complete the following conversation with : next- go- will</p> <p>a)Where will your family go ,..... summer ? b)My family and I will to Tlemcen .</p> <p>a) you visit Elmansourah ? b)Yes ,we will.</p> <p>-The learners act out a dialogue where they talk about the place they will visit next summer .</p>	<p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>structure</p> <p>To focus on the right pronunciation of will and won't</p> <p>To form a correct sentence</p> <p>To check and consolidate the right pronunciation</p> <p>To check the learner understanding</p> <p>The learner talks about his future plan</p>		<p>V/A</p>
	<p>Use</p>					

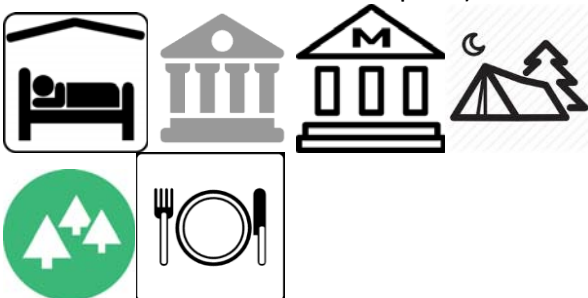
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 2 language use	Framework: PPU

Learning Objective (s): At the end of this lesson, the students will be able to ask and answer about a future plan using « going to »

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: - going to 'affirmative- negative- inter)	Domain (s): Oral/written/ <u>both</u>	Materials: ' a brochure / a map / W. Board/ pictures of famous places and sites.
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Cross Curricular Competencies

<ul style="list-style-type: none"> ➤ Intel: Learner can understand verbal and non - verbal messages ➤ Meth: - He can work with his partner 	<ul style="list-style-type: none"> ➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange <p>Core values To value the national heritage and be proud of the touristic sites which Algeria contains.</p>
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Lead in	<p>The teacher greets his learners / the learners respond</p> <p>Review the dialogue between Karima and Ahlem by asking some questions : where will karima and her family go ,next summer? What we need before travelling ? ? (a brochure and a map)</p> <p>The teacher pins some map icons and invites his learners to match them with the corresponding amenity (a restaurant –a camping site- a museum- a hotel- a monument or a touristic site- park)</p> 		<p>To refresh /to pave the way</p> <p>To introduce a new topical lexis</p>		V A
	presentation	<p>Where are you going to spend the next holidays? In Oran . What are you going to do there, I'm going to visit some interesting places like the museum of Oran .</p>		To introduce the target structure in a context		

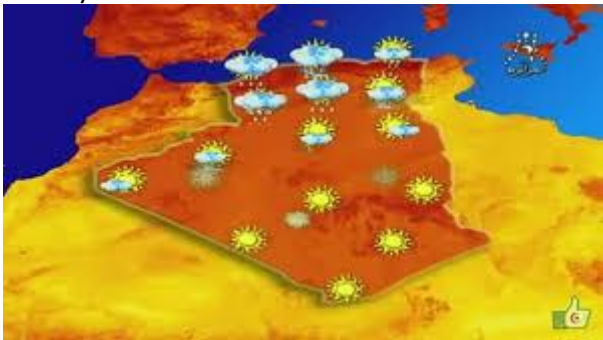
		<p>The teacher highlights the rules : To talk about the future activities that have been planned before the time of speaking I use :</p> <p><u>Affirmative form</u> am / is/are + going to + verb) <u>Example</u> :I'm going to visit some famous places.</p> <p><u>Negative form</u> : am /is/ are/ + not +going to + verb Example : I'm not going to the beach.</p> <p><u>Interrogative form</u> : Are /is + going to +verb Are you going to the camping site?</p> <p><u>Task 1</u> I match 1)Are you going to camp In the mountain? A) No, he isn't.</p> <p>2)Is your father going to b) Next week. Stay in the hotel ? When are you going to travel c)Yes, I'm. to jijel?</p> <p><u>Task 2</u> I correct the mistakes Next holidays , We going to visit Tikjda. We not are going to stay in the hotel .We are go to camp in the mountains.</p> <p><u>Task 3</u> :Role play Your friend is planning to go on holiday soon. Ask him /her about her/his plans. Use the words in brackets make questions:</p> <ol style="list-style-type: none"> 1. (where / go ?) _____ . 2. (how long / go for?) _____ . 3. (when / leave ?) _____ . 4. (travel/ alone ?) _____ . 5. (who/travel with?) _____ . 6. (travel / by plane ?) _____ . 7. (where / stay ?) _____ . 		<p>To set the rules</p> <p>To familiarize the Learners with the Target structure</p> <p>To reinforce /consolidate</p> <p>To ask and answer about a future plan</p>		
	Practice					
	Use					

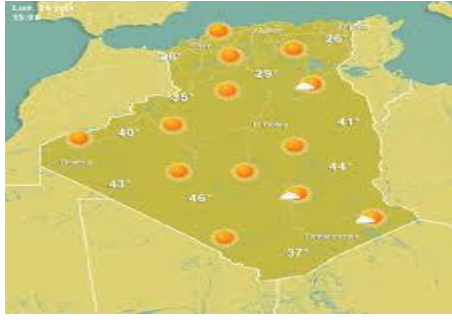
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 3 language learning	Framework: PDP
Learning Objective (s): At the end of this lesson, the students will be able to use a street map and talk about interesting sites (location, distance ,directions		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: - simple future (going to)(will)	Domain (s): Oral/written/ <u>both</u>	Materials: a brochure / a street map / W. Board/ pictures of famous paces and sites. A compass
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: Learner can understand verbal and non - verbal messages He can use his critical thinking skills ➤ Meth: - He can work with his partner 	<ul style="list-style-type: none"> ➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange <p>Core values To value /be proud of the national heritage</p>	

Time	Framework	Procedure	Focus	Aims	Material	V ak t
	Pre listen	<p>The teacher greets his learners / the learners respond.</p> <p>The teacher pins on the board a picture of a Makam Echahid Monument and asks : what is the name of this monument ? where is it situated ?</p> <p>where is Algiers situated ?</p> <p>is it far from Relizane ?</p> <p>how far is it ?</p> <p>the teacher can use a compass or a picture of the cardinal points to help the learners</p> 		To elicit information and Introduce the key words	Flash cardA	V A
	While listen	<p>Using a map The teacher tries to elicit other interesting sites and famous monuments in Algiers: The Casbah, Bardo National Museum , Mustapha Bacha hospital, El-Djazair Hotel , National Museum of Antiquities.</p> <p>The teacher prepares the learners for the 1st listening : <i>Keltoum is Mounir's new classmate in</i></p>		Prepare the Ls for the 1 st listening	A compass A street map	

	<p>Post listen</p>	<p><i>Djelfa.</i></p> <p><i>I Listen to the conversation (part1) and choose the correct answer :</i></p> <p>1)Mounir is going to travel to : a) Algiers – b) Oran – c) Annaba – d) Setif</p> <p>2) Keltoom will give Mounir : a) A brochure and a map of Algiers b) Money c) A camera d) A magazine</p> <p><i>I Listen to the conversation (part2) and do</i></p> <p><u>Task 1</u> :answer with true /false :</p> <p>1-The Bardo National Museum is near the town center.(true) 2-The Bardo National center is 320 m far from Mostapha Bacha hospital.(false) 3- The Casba is situated in the North of Algiers.(true)</p> <p><u>Task 2</u> Task 8 page 110</p> <p><u>Task 3</u> : Task 09 page 110</p> <p><u>Task 04</u> : Task 11 page 111</p> <p><i>I work with my partner ,we use the street map of Algiers and act out the dialogue. .</i></p>		<p>To listen and choose the right information</p> <p>To listen and answer the questions</p> <p>To listen and get Information</p> <p>The L reinvests what he learnt to talk about his plan and use a map</p>	<p>Audio script</p> <p>Course book</p> <p>wboard</p>	
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 4 language learning/use	Framework: PPU
Learning Objective (s): At the end of this lesson, the students will be able to use a weather forecast map and talk about the weather.		
Targeted competencies: interact – <u>interpret</u> – produce. Target structure: - simple future Adjectives to describe weather	Domain (s): Oral/written/ <u>both</u>	Materials: A compass/ a map / weather
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret a map He can use his critical thinking skills ➤ Meth: - He can work with his partner 	<ul style="list-style-type: none"> ➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange <p>Core values Valuing environmental and ecological resources.</p>	

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	<p>Warm up</p> <p>The presentation</p>	<p>T tries to get students talking about seasons by asking them what season they like best and sees if anyone can explain why. If certain vocabulary words come up, T writes them on the board. (hot ,temperature ,cold,windy, sunny,snowy.....)</p> <p>T can talk about the four cardinal points (north-south-west-east)</p> <p>T can talk about different activities students like to do during particular seasons such as snowboarding, swimming ,climbing</p> <p>Note : the learners repeat the new vocabulary.</p> <p>a)The teacher sticks on the board a weather forecast map of Algeria and starts a discussion activity</p>  <p>What is the weather like in the south ,east? It is windy .stormy, sunny</p> <p>b) the teacher sticks another weather forecast map for tomorrow and asks some questions:</p>		<p>To <u>elicit much of the vocabulary</u> Related to the topic</p> <p>To familiarize The learner with the new lexis</p>	<p>a compass</p> <p>w board</p> <p>a map</p> <p>A map</p>	<p>A</p> <p>V A</p>



Practice

What will be the weather like for tomorrow?
 It will be hot in the south ,
 What about the temperature?

Task 1 :Task13 page 129

I match each adjective with its corresponding weather icon .

Note : the learners repeat the adjectives.

Task 2 : Talk about the weather outside

The teacher asks the students to come over to the window (or even outside). And asks each other what is the weather like ?

Task 3" task 16 page 130

I look at the map and fill in the gap with the weather forecast .

- The learners check the answers with their partners.

Use

Task 4 : the teacher gives the learners a weather forecast map and invites his learners interpret it
 By asking each other :
 What will be the weather like in?

To introduce the new language form

To read a map and complete a Weather forecast

The learner uses what he learnt to write /talk about weather.

Wboard

V/A

A map

V/
A
T

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 5 language learning	Framework: PDP

Learning Objective (s): At the end of this lesson, the students will be able listen and get information about Location , Weather, , distance ,direction , animals and use it to fill in a fact file.

Targeted competencies: interact – interpret – produce. Target structure: - simple presents	Domain (s): Oral/written/ <u>both</u>	Materials: Flash cards , course books
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Cross Curricular Competencies

- **Intel:** L can understand and interpret verbal and non-verbal messages
He can use his critical thinking skills
- **Meth:**
- He can work with his partner

- **Com:** he can use information and communication technology such radio to get information
- **Per and soc:** He can socialize through oral exchange

Core values

Valuing environmental and ecological resources.
Valuing Algerian natural heritage.

Time	Framework	Procedure	Focus	Aims	Material	Vakt						
	Warm up	<p>The teacher greets his learners /the learners respond . Using flash cards The teacher presents (and elicits) some animals and plants which we have in Algeria invites his learners to Categorize them: Eagle ,Falcon ,Camels, Fennecs,oak ,pine trees,old cedars , Jackals ,Fox Barbary macaque ,vulture , palm</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Birds (fauna)</td> <td style="width: 33%;">Animals (fauna)</td> <td style="width: 33%;">trees(flora)</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Birds (fauna)	Animals (fauna)	trees(flora)				T/L	To elicit information and introduce new topical lexis	Flash cards	V A
Birds (fauna)	Animals (fauna)	trees(flora)										
	Pre listen	<p>The teacher asks some questions to pave the way for the listening stage :</p> <p>Which animals among them are endangered species? Must we protect them (using gestures)? How ? Do you know some famous reserves,gardens ,zoos in Algeria?</p>		To pave the way	Wboard							
	W listen	<p>The teacher invites his learners to listen to the BBC Radio programme about Djurdjura National Park and do :</p> <p><u>Task 15 page 112</u> : I listen and find the missing name of the 2nd town and locate on Djurdjura National Park the map</p>		To listen and a find a missing name	Audio script							

	Post listen	<p><u>Task 17 page 112</u> : I listen and complete the fact file about Djurdjura National Park</p> <p><u>Task 18 page 112</u> I listen again and check my answers (with my partner)</p> <p>I Summarize the main ideas of the listening text either orally or in writing.</p>		<p>To listen and fill in a fact file</p> <p>To encourage the learners to work in pairs</p> <p>To relate the information he gained</p>	<p>Coursebook</p> <p>Wboard</p>	
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 6 language learning	Framework: PPU
Learning Objective (s): By the end of the lesson, my learners will be able to talk about of some Algerian traditional handicrafts using demonstratives .		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u> <u>I pronounce</u> : / ð // ð //	Materials: Flash cards , course books
Target structure: - demonstratives		


Cross Curricular Competencies

- **Intel:** L can understand and interpret verbal and non-verbal messages
He can use his critical thinking skills
- **Meth:**
- He can work with his partner

- **Com:** he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures
- **Per and soc:** He can socialize through oral exchange

Core values

Valuing Algerian cultural heritage.

Time	Framework	Procedure	Focus	Aims	Material	Vakt						
	Warm up	<p>Teacher greets his learners / the learners respond Teacher makes a quick review about the previous lesson(the flora and fauna of the different parts of Algeria). The teacher presents some traditional items and invites his learners to work in pairs to categorize them :</p> <p>Caftan , blankets, burnous , pendant , earrings Pot ,a jar , necklace,.....</p>  <table border="1" data-bbox="331 1821 927 1933"> <tr> <td>Pottery</td> <td>Jewellery</td> <td>clothes</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Pottery	Jewellery	clothes				T/L	To reinforce the previous lexis	Flash cards	V A
Pottery	Jewellery	clothes										
	Presentation	<p>The teacher explains some words like: crafts, craftsmen ,craftswoman ,.... The teacher elicits which region is famous for each of these items The teacher shows his learners a ring and writes(the teacher points his finger)</p>	T/L	Familiarize the learners with the new lexis related to handicrafts	Wboard							



This is called a ring , it is worn on the finger .
The teacher invites his learners to repeat

T highlights the rules :

This , that these and those are demonstratives
Demonstratives are words that show which person or thing is being referred to

Demonstratives	singular	Plural	Near	Far
this	✓		✓	
that	✓			
these		✓	✓	✓
those		✓		✓

Practice

The teacher invites his learners to repeat them
Task 1 : task 3 page 125
I observe the distance between the finger and the crafts and complete with this that ,these ,those .

: I pronounce : T highlights the pronunciation of / θ / and / ð

Task 2 : I listen and repeat
/ θ / **th**ree – **th**anks – **birth**place – **eth**nology – **north** – **south** – **month**
/ ð / **this** – **these** – **that** – **those** – **weather** – **mother** – **father** – **with**

Use

Task 3 : Task 6 page 125

Task 4 : your British friend needs information about some Algerian traditional crafts to use them in his project.
Send him some pictures of the most famous crafts with their names using demonstratives.

T/L

To introduce the target structure
In a context

Flash card

V
A

Course book

To reinforce the use of the demonstratives

T/L

To focus on the right pronunciation of / θ / ð /

Course book

L/L

To reinvest prior knowledge


Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 7 language learning /use	Framework: PPU

Learning Objective (s): By the end of the lesson, my learners will be able to use the simple past to narrate a trip or a journey

Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: - simple past Affirmative / negative , interrogative forms .Regular and irregular verbs	Domain (s): Oral/written/ <u>both</u> <u>I pronounce</u> : “ed”	Materials: course book/flash card
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Cross Curricular Competencies

- **Intel:** L can understand and interpret verbal and non-verbal messages
He can use his critical thinking skills
 - **Meth:**
- He can work with his partner
 - **Com:** he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners
 - **Per and soc:** He can socialize through oral exchange
- Core values**
Valuing travelling as a source of knowledge and not only as leisure.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners / the learners respond . Asks his learners some questions about the Last spring holidays : From when did it begin ? Did you visit some places? Did you stay a home?	T/L	To brainstorm ideas to pave the way	Wboard	V A
	Presentation	I read Omar ‘s email about his last holidays and work with my partner to find : a time marker : a subject : a verb : <div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 20px auto;"> <p>Last spring holidays, I spent five days in Jijel, I went with my family .I visited many interesting places there. I took a lot pictures and the weather was beautiful.</p> </div> 	T/L	To elicit the target structure	Fash card	v/a

	<p>Practice</p> <p>T presents the rules of simple past (my grammar tools p 122)</p> <p><u>Task 1</u> : I order 1 – Ahlem- Yesterday , -to –visited- the – museum. 2- went – by bus, she. 3- didn’t go – she – by car. 4- Did – see –her – you ? <u>Note</u> : the teacher devotes time to focus on the pronunciation of the final “ed” <u>Task 7 page 120</u> : I listen and tick the right pronunciation of “ed” <u>Task 2</u> : (task 11page 125) I correct the verb <u>between brackets</u></p> <p>Use</p> <p><u>Task 3</u> : I answer the following questions to write an email to Mounir about your last holidays: Where did you spend your holidays ? When did you go ? Where is it situated ? How did you go ? (by bus , train , boat) How was the weather like ? Where did you stay ? (hotel , youth hostel , camping site...) Which interesting places did you visit? Which activities did you do ? (walking , hiking , climbing , swimming)</p>		<p>T/L</p> <p>T/L</p>	<p>To familiarize the learners with the target structure</p> <p>To form a meaningful sentence</p> <p>To focus on the right pronunciation of “ed”</p> <p>To write a correct form of the verb</p> <p>To produce an email or a piece of writing from a set of questions</p>	<p>Wboard</p> <p>Course book</p> <p>wboard</p>	
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 8 I read and do	Framework: PDP
Learning Objective (s): By the end of the lesson, my learners will be able to use the simple past to narrate a trip or a journey		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: - simple past /simple future	Domain (s): Oral/written/ <u>both</u>	Materials: course book/flash cards
Cross Curricular Competencies		
<ul style="list-style-type: none"> ➤ Intel: L can understand and interpret verbal and non-verbal messages He can use his critical thinking skills ➤ Meth: - He can work in small groups 		<ul style="list-style-type: none"> ➤ Com: he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners ➤ Per and soc: He can socialize through oral exchange <p>Core values Valuing travelling as a source of knowledge and not only as leisure.</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p>The teacher greets his learners . the learners respond.</p> <p>The teacher interacts with his learners about the famous places / sites in Algeria . Did you visit(sahara , El Kala) before? How did you go ? Using pictures the teacher elicits some means of transport: the train , bus , car , boat , plane)</p>	T/L	To motivate and brainstorm ideas about travelling		V A
	Pre read	<p>the teacher shows the learners pictures of : oasis , school dormitory , palm grove , van , deglet nour. schedule flight , youth hostel and asks the students to work in small groups to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas.</p>	T/L	To introduce the topical vocabulary /key words		
	W read	<p>The teacher invites his learners to read text 1 page 132 and do : Task 1 page 132 : I read the text and fill in the bibliographical notes.</p> <p>Task 2 page 132 : I read the text and fill n the fact file</p> <p>The teacher invites his learners to read text 3 and do : Task 4 : complete the fact file (task 8 p 135)</p>	T/L	<p>To read and fill in the bibliographical notes</p> <p>To read a text and fill in a fact file</p> <p>To read a text and follow an itinerary on a map</p>		
			T/L			

	After read	Task 5 : I read the text3 complete the itinerary on the map(task 9 page 135). I summarize(relate) the main points of the third text .	L/L	To relate the most important ideas in the text		
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PAST SIMPLE

Auxiliary: DO **DID** DONE

Regular verbs (-ed)

BASE FORM	PAST FORM
TO PLAY	<u>PLAYED</u>
TO WALK	<u>WALKED</u>
TO STUDY	<u>STUDIED</u>

PLAYED
WALKED
STUDIED

Affirmative: **SUBJECT** + **BASE FORM -ed**

EX. I / you / he / she / it / we / they **played** football yesterday

Irregular verbs (different ways)

BASE FORM	PAST FORM
TO MAKE	<u>MADE</u>
TO RING	<u>RANG</u>
TO GO	<u>WENT</u>

MADE
RANG
WENT

Affirmative: **SUBJECT** + **2nd FORM**

EX. I / you / he / she / it / we / they **went** to the cinema

Negative:

SUBJECT

+

DIDN'T

+

BASE FORM

REGULAR VERBS:

EX. I / you / he / she / it / we / they **didn't**

play football yesterday

IRREGULAR VERBS:

EX. I / you / he / she / it / we / they **didn't**

go to the cinema last night

(Yes / No quest.) Interrogative:

DID

+

SUBJECT

+

BASE FORM

?

REGULAR VERBS:

EX. **Did** I / you / he / she / it / we / they **play** football yesterday ?

IRREGULAR VERBS:

EX. **Did** I / you / he / she / it / we / they **go** to the cinema last night ?

(Wh- quest.) Interrogative:

WH- WORD

+

DID

+

SUBJECT

+

BASE FORM

?

REGULAR VERBS:

EX. **What**

did I / you / he / she / it / we / they **play** yesterday ? **Football**

IRREGULAR VERBS:

EX. **Where**

did I / you / he / she / it / we / they **go** last night ? **to the cinema**

Past Simple (regular verbs)

 Write the Past Simple form of the verbs below in the correct column.

- * repeat * worry * finish * start * phone * call * miss * enjoy * visit * marry * listen * cry *
- * play * hate * wash * climb * live * arrive * talk * look * stay * ask * clean *
- * travel * open * like * walk * carry * stop * mix * plan * decide * tidy *

- d	- ed	cons + y - ied	double cons + - ed

 Write sentences in Past Simple:

- 1- Affirmative
2- Negative
3- Interrogative (Yes / No)

A) My sister / tidy / her room / yesterday morning. E) John / stay / at Mary's house / last summer.

1-

1-

2-

2-

3-

3-

B) We / live / in New York / in 1997.

F) You / start / school / ten years ago.

1-

1-

2-

2-

3-

3-

C) Tom / travel / to Dublin / last night.

G) The film / end / very late / last weekend.

1-

1-

2-

2-

3-

3-

D) I / clean / my teeth / twice / yesterday.

H) Sue and Pat / talk / on the phone / yesterday.

1-

1-

2-

2-

3-

3-

Write the verbs in brackets in Past Simple.

- My sister (tidy) her bedroom yesterday morning.
- We (phone) our cousins last week.
- The girls (play) on the computer last night.
- I (travel) to Paris three months ago.
- John (stay) at his granny's house last summer.
- The film (end) very late yesterday.
- My family (live) in New York in 1995.
- You (clean) your teeth three times yesterday.

Complete the sentences with the verbs below in Past Simple.

- walk
- enjoy
- like
- wash
- travel
- finish
- listen
- study

- 1- Lucy her birthday presents.
- 2- Last weekend I in the mountains for 2 hours.
- 3- We the party very much.
- 4- Ken to his favourite CD yesterday.
- 5- My sister Maths for an exam.
- 6- They to the USA in 2003.
- 7- Dad his car last weekend.
- 8- The film at 11:30.



Write the sentences in negative.

- 1- Lucy her birthday presents.
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-

✎ What did you do yesterday? Put a (✓) or a (✗).

Did you ...	✓	✗
1 brush your teeth?		
2 help at home?		
3 watch a film on TV?		
4 study English?		
5 listen to music?		
6 phone a friend?		
7 use the computer?		
8 play tennis?		

✎ Write questions about the previous activities and answer them.

- 1- Did you yesterday?
- 2-?
- 3-?
- 4-?
- 5-?
- 6-?
- 7-?
- 8-?

✎ Ask your classmate the questions and compare the answers.

Use **and** or **but** to join the actions.

- 1- Yesterday I
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-

Past Simple (irregular verbs)

✎ Complete the table.

Then complete the sentences with the Past Simple of the verbs in brackets.

	Infinitive	Past simple	Translation
1	make	made	
2		forgot	
3	hear		
4	drive		
5		did	
6	find		
7		broke	
8	have		
9	eat		
10		swam	
11	drink		
12		ran	
13	cut		
14		got	

- She (go) to school on foot yesterday.
- Paul (eat) 2 sandwiches and an apple.
- I (get) up very early last night.
- They (find) 50 euros in the street.
- My dad (give) me a CD for my birthday.
- Ana (have) a bath last Sunday.
- We (swim) in the Mediterranean sea.
- Joe (write) a letter to Mary 2 days ago.

✎ Complete the sentences. Use the *negative form* of the underlined verbs.

Yesterday ...

- I drank coffee but I tea.
- She found her purse but she her keys.
- The children broke the window but they the door.
- He had a shower but he breakfast.
- My father made a cake but he any pastries.
- We spoke English and French but we German.

Match the pictures with the actions and write the Past Simple of the verbs.

have a shower

do the homework

~~write a letter~~

ride a bike

do the washing up

make a cake

eat a sandwich

read the newspaper



1 Alex wrote a letter



2 He



3 He



4 He



5 He



6 He



7 He



8 He

Write questions about Alex and answer them.

1 play computer games? Did Alex play computer games? No, he didn't.
He wrote a letter.

2 drink coffee? _____

3 watch TV? _____

4 clean his bedroom? _____

5 drive a car? _____

6 swim in the pool? _____

7 read a book? _____

8 walk the dog? _____

✎ Complete the text about Mary's holiday. Use the Past Simple.

Last summer holiday Mary (go) to Miami

with her  . She (be) very excited

before the journey because it (be) the first

time she (travel) by  .

They (stay) at a  near the sea. The weather (be) sunny and

very hot. In the morning they usually (go) to the  .

Mary likes  and the children love  .

So Mary and Mum (sunbathe) and the children (play) with

the ball and (make) sandcastles. Dad (swim) in the sea and

..... (read) the  under the umbrella. We usually (have) lunch in

a  near the beach. In the afternoon they (visit) very interesting

places. One day They (go) out in a  . It (be) amazing!

They (like) the  best. They (see) different  ,

some  and even a  (jump) in front of the boat. They also

..... (watch) some people feed the fish. Mary (take) a lot of  .

The family (enjoy) a lot.

The last day it (rain). The whole family (go) to a shopping centre.

They (buy) some souvenirs. In the afternoon they (return)

home. Mary and her family (have) a great time there !!!!



WRITE sentences in PAST SIMPLE:

1- Affirmative

2- Negative

3- Interrogative (Yes / No)

A) He / phone / a friend / an hour ago.

1-

2-

3-

B) My father / buy / a jeep / last week.

1-

2-

3-

C) The girls / wear / skirts / to the party

1-

2-

3-

D) I / wash / my hair / last night

1-

2-

3-

E) Jane / send / four e-mails / to Lisa

1-

2-

3-

F) The old lady / carry / heavy bags / yesterday morning

1-

2-

3-

G) The film / end / very late / last weekend

1-

2-

3-

H) They / go / to bed / at midnight

1-

2-

3-

I) The children / play / tennis and basketball / at the sports centre.

1-

2-

3-

J) You / do / your homework / last weekend.

1-

2-

3-

K) My friend / study / German / last year.

1-

2-

3-

L) I / get up / at seven / last Sunday morning

1-

2-

3-

M) We / visit / our friends / yesterday evening

1-

2-

3-

N) She / have lunch / in an Italian restaurant

1-

2-

3-

O) They / watch / TV / in the living room

1-

2-

3-

P) He / drink / orange juice / for breakfast

1-

2-

3-

- Write Wh- questions for the underlined words in the previous sentences.

Use these wh- words:

WHERE WHAT TIME WHEN WHAT HOW MANY WHO

A) -

B) -

C) -

D) -

E) -

F) -

G) -

H) -

I) -

J) -

K) -

L) -

M) -

N) -

O) -

P) -