

LEVEL :2MS

ALL SEQUENCES LESSON PLANS

BY DJAMEL DJAMEL

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 <i>ME ,MY FRIENDS ANDMY FAMILY.</i>	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: interact – interpret – produce.

Target structure: -simple present of to be –have got

Domain (s): Oral/written/both

Materials: Flashcards / W. Board/

Cross Curricular Competencies

- **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

Core values

- Respecting the differences

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	<u><i>The Learning situation to install the resources</i></u> 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. 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)	T/	To make a quick review about colors		V A

10mn	Pre listen the teacher pins on the board the following pictures to elicit (or present) the following adjectives : big/small/long/short/thin/fat/tall      	L/L	To introduce the topical lexis	Wboard + Flash cards	
20mn	While listen The teacher invites his learners to listen to the 1st script and do Task 1page 11 The teacher uses gestures when reading the script about the different parts of the body. 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 hhhhhhhhhh. The teacher invites his learners to listen again and check their answers (here the learner works with his partner) -here the teacher invites his learners to drill chorally and individually	T/L T/L	To listen and complete Check and /reinforce the ls understanding		

		Task 2 : I look at Paul and correct the mistakes (the learner works with his partner:  PAUL <i>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.</i> Mistakes..... 																
10m n	After listen	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) <table border="1"><tr><td>height</td><td>build</td><td>hairstyle</td><td>eyes</td></tr><tr><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td></td><td></td><td>....</td><td></td></tr></table> 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.	height	build	hairstyle	eyes									L			
height	build	hairstyle	eyes															
.....																		
																		
						</												

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS AND MY 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: interact – interpret – produce.

Target structure: -simple present
Asking about physical appearance
Asking about clothes

Domain (s): Oral/written/both

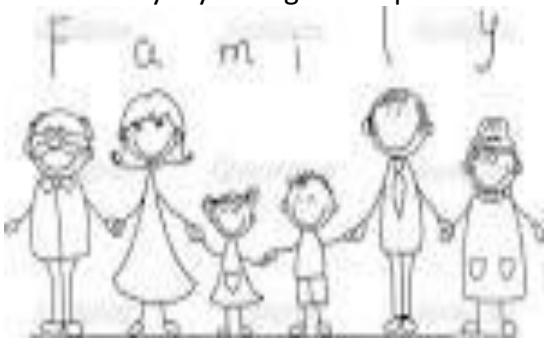
Materials: Flashcards / W. Board/

Cross Curricular Competencies

- **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

Core values

- Respecting the differences
- Valuing the family

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Warm up	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:  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	T/L L/L	Activate the LS prior knowledge To introduce the other members Of the family	Flash card+ wboard	V A

15m n	Presentation 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 .  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. <table><tr><td>Boys wear</td><td>Girls wear</td></tr><tr><td></td><td></td></tr></table> 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? The teacher invites his learner to write on their copybooks.	Boys wear	Girls wear			T/L	refresh the LS vocabulary about Physical appearance		A/V/
Boys wear	Girls wear								
10m n	Practice	T/L	Interpret the picture to say what does karima look like?	Elicit the target Lexis					
15m n	Use	L/L	Check the Ls Understanding						
10m n			Familiarize them with the new lexis						
			Asking about ph appear						
			Produce a short text in which the learner describes his relatives						

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS AND MY 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
➤ 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	➤ 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	The teacher greets his learners /the learners respond. The teacher shows the learners sports flash cards and elicits from them their names. The teacher asks them to name other sports activities,Then fill in the table <table><tr><td>Sport I like</td><td>Sport I don't like</td></tr><tr><td></td><td></td></tr></table>	Sport I like	Sport I don't like			T/L	Brainstorm To elicit ideas Stimulate the Ls interest about Their likes/dislikes	Flash cards + wbord	V A
		Sport I like	Sport I don't like							
		Teacher asks them : Which sport do you like ? the LS answer Then the Ls ask each other in close pairs. T invites them to fill in this table: <table><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		
Sport I do	when									
.....	On Monday afternoon									
.....	On Sunday morning									
	At the weekend									
T: which sport do you do at the weekend? LS answer T: when do you do?	T/L									

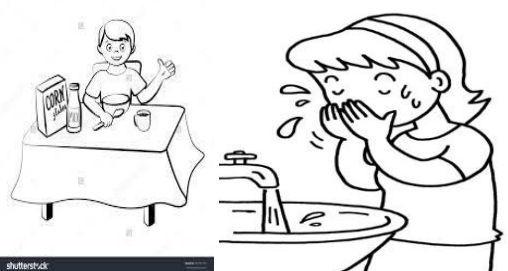
20m n	While listening	Ls answer Then the learners ask each other in close or open pairs. The teacher invites his learners to listen to the first part of the conversation between Sami and Rachid and do Task 1: <u>Task 11 page 14.</u> then listen again and do Task 2: I Listen and complete : Sami likes Rachid likes:..... Then the LS exchange their answers with their partners. Task 3: I listen again and choose the correct word.(orally) 1-Sami's weekend was(fine –awful). 2-Why was Sami's weekend awful ? Because there was no water in the pool-there was no pool . The teacher highlights the use of why and because. EXPRESSING CAUSE / REASON ✦ To ask for cause or reason, I use the interrogative pronoun "why": eg: Why do you like motoreycling? ✦ To express cause or reason and answer the why-question, I use the connector (linking word) "because": eg: I like motoreycling because it's an exciting sport. TASK4 : I order the words 1- do/like/you/?/Tennis/Why 2- like/it/I /Because/./ Task 5: (communicative-based activity) <u>Tasks17/18 page17</u>	L/L T/LS T/LS T/LS LS/LS	Interpret an oral message Assess/help each other Ask about/expressing a reason Form the question and the answer Produce a dialogue about Likes/dislikes/ Free time activities		
15m N	Post listening	The teacher invites his learners to write on their copy books.				
10m n						

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
➤ 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	➤ Valuing time ➤ Respecting each other

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Warm up	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  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. T. suggests a short text with missing words	T/L	To reinforce and consolidate Interpret the flash cards Use the Is Prior knowledge	Flash cards+ Wboard	V A

15m n	Presentatio n	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,.....,.....,..... The teacher sorts out the verbs and asks them to read correctly :gets-washes-has-goes- The teacher highlights the rule how to pronounce the s endings in plural nouns and present simple(he,she,it): 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)	T/L	To elicit the target language from the learners														
15m n	Practice	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? <table><tr><td></td><td>morning s</td><td>afternoo ns</td><td>evenings</td></tr><tr><td>weekday s</td><td></td><td></td><td></td></tr><tr><td>weekend s</td><td></td><td></td><td></td></tr></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																		
		Task2: I pronounce T invites his learners to classify the following words: hidjabs-watches-revises-puts -goes-relaxes-slippers-trainers <table><tr><td>/s/</td><td>/z/</td><td>/IZ/</td></tr><tr><td></td><td></td><td></td></tr></table>	/s/	/z/	/IZ/				L/L	To Check and reinforce								
/s/	/z/	/IZ/																
10m n	use	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 :	L/L	The learner can Produce a report about his partner daily and weekends														

10m n	REPORT: My Partner's Daily Activities On weekdays, my classmate (<i>give partner's name</i>) goes to school every morning and afternoon. She/He has lunch at home. After school, he/she..... At weekends, she/he	activities
	The teacher invites his learners to write on their copybooks	

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			
Cross Curricular Competencies				Core values			
➤ 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				➤ 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..... The teacher pins on the board a picture of A kimono and asks them :what is this ? 		T/L	Interacting to remind them and to prepare them for the new lesson	Flash card+ W board	V A
28mn	presentation	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 <u>can</u> <u>/kæn/</u> /No, I <u>can't</u> <u>/kɑːnt/</u> The teacher invites his learners to put a tick		T/L	Interpret The picture 		

		or a cross about what they can do/can”t do. <table><tr><td></td><td>can</td><td>Can’t</td></tr><tr><td>Play the guitar</td><td></td><td></td></tr><tr><td>sing</td><td></td><td></td></tr><tr><td>swim</td><td></td><td></td></tr><tr><td>run</td><td></td><td></td></tr><tr><td>Ride a horse</td><td></td><td></td></tr></table> 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:n/ play the guitar. <u>The teacher isolates and states the rule :</u> Expressing ability and inability page24. <u>I pronounce:</u> 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.		can	Can’t	Play the guitar			sing			swim			run			Ride a horse			T/L			
	can	Can’t																						
Play the guitar																								
sing																								
swim																								
run																								
Ride a horse																								
			T	Highlight The rule		V/A/																		
5mn																								
5mn	practice		L/L	To check how well the learners have grasped the meaning and the use of the new structure.																				
7mn	use		L/L	(producing) To check how well the learners are able to use and pronounce the new structure correctly																				
10mn																								

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	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
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 /the city where we live in.

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

15m n		Task 2(task 22 page 18) I work with my partner and check each other answers here the teacher invites his learners to drill chorally and individually <u>I pronounce</u> The teacher writes some words on the board and reads them ,then asks the LS which letter is silent in the second word. <u>house- why –shop-watch – bathroom -washbasin kitchen-home</u> the rule : we don't pronounce the h when it comes after w like: why-when-what-where but in who ,whose we pronounce the h. Task 6. I listen and tick the words in which the letter "h" is not pronounced. <table><tr><td>☐ he</td><td>☐ hers</td><td>☐ why</td><td>☐ hour</td><td>☐ horrible</td></tr><tr><td>☐ honour</td><td>☐ house</td><td>☐ her</td><td>☐ hijab</td><td>☐ hamburger</td></tr><tr><td>☐ heir</td><td>☐ hair</td><td>☐ honest</td><td>☐ white</td><td>☐ whip</td></tr></table>	☐ he	☐ hers	☐ why	☐ hour	☐ horrible	☐ honour	☐ house	☐ her	☐ hijab	☐ hamburger	☐ heir	☐ hair	☐ honest	☐ white	☐ whip	T/L	Help the L to memorize The new lexis		
☐ he	☐ hers	☐ why	☐ hour	☐ horrible																	
☐ honour	☐ house	☐ her	☐ hijab	☐ hamburger																	
☐ heir	☐ hair	☐ honest	☐ white	☐ whip																	
15m n	After listen	Task 3: I describe my house: It is in...(the city) Itis...(big,small,spacious,lovely,apartment, House with_____bedrooms) I share a bedroom with my... I want to describe my bedroom. It is... I have ... (a bed, cupboards for my clothes). I have....(on the walls) My bedroom is always...(clean,messy,organised,) My kitchen has... My favourite room in the house is... (livingroom,diningroom,kitchen)because (I can relax there, I make delicious meals there) The only thing I don't like about my house is... The teacher invites his learners to write on their copybooks	L/L	To Produce a short Text in which the learner describes His/her house																	
10m n																					

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	Flashcards+ a plan + w board	V A
10mn	Pre listen	  Cottage Terraced house 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 A B Where is the room A? It is next to B. A B C B is between A and C D E E is on the left of D D E	T/LS	To Pave the way and present the key words needed in the conversation		

15m n	while listen	D is on the right E. The teacher invites his learners to listen to Liz and her friend Razane and do Task 1: Task 23 page 19 Task 2 :Task 25 p19:The learner listen again and complete the first floor plan of Liz's house ,then the learner works with his partner to correct each other.	T/LS	To Listen for specific information/ Interpreting		
20m n	After listen	The teacher invites his learners to listen to the script and complete the missing words in the following dialogue Prep 2(PIASP) Razane: Which one isbedroom, Liz? Liz: It's the one with two balconies. The one next to is Mike's. The learners answer with : Your mine The teacher makes a short revision of he possessive adjective and get them familiarized with the possessive pronouns It is my <u>room</u> ,it is mine	T/LS	To involve PPs in peer- correction		
	Isolate	a noun mine				
	Analysis	a possessive pronoun				
	Highlighting the rule	We use possessive pronouns (mine-yours-his-hers-ours-theirs) in place of a noun				
	practice	Task3: I complete with a possessive pronoun It is the bedroom of karima , it is It is your car , it is It kamel's pen ,it is Task 4: I choose the right pronoun (my, mine) bedroom is beautiful. Whose car is it? It is (my –mine) Where is (hers-her)room ? Task 5: I draw the plan of my house and locate My bedroom . My bedroom is (small- spacious) it is(downstairs Upstairs) it is (next to ,between,on the right of ,on the left of).....	LS/LS	To Help PPs to be more autonomous In reinvesting their prior knowledge		
10m n		The teacher invites his learners to their copybook				

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			
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/develop his strategies for reading ➤ Com: he can use ICT to communicate with people/ He can describe Per and soc: He can socialise through written exchanges				➤ Valuing time ➤ Valuing talents ➤ Encouraging sport			
Time	Framework	Procedure		Focus	Aims	Material	Vakt
10mn	Warm up	The teacher greets his learners/the learners respond.		T/L	Interact/ To pave the way	Magic cube + Course book + W board	V A
	Pre read	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 					
30mn	while read	Te teacher asks some questions about the magic cube: who likes this game, how many faces are there : 6 or 8?.		T/L	to prepare them		
		The teacher invites the learners to guess the topic of the text is about what?			to involve everybody in paving the way		
		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			skim to get general information		
					to read for details		

10m n	Post read	Task six : I find in the text words are closest in meaning to: Beautiful =..... like=..... Words opposite in meaning to : Horrible ≠ small≠.....				
10m n		The learner works with his partner to summerize the main important ideas The teacher invites his learners to write on their copybooks.		To relate		

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
• 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		➤ Being positive ➤ Being respectful toward himself/his family and people

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	Teacher greets his learners/the learners respond. The teacher asks his learners about what they do at the weekend : 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? Setting up the Situation	T/L	/interacting	The board + The course book	V A K T
5mn		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. The first three winners will be offered a four-week English language course in London next	T/L	Ls can use his prior knowledge Interacting		

15mn	In -writing process	Planning 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: <table><tr><th>knowledge</th><th>Skills</th><th>Attitudes</th></tr><tr><td>Lexis related to physical description</td><td>Describing physical appearance</td><td rowspan="11">Page 39</td></tr><tr><td>...</td><td>...</td></tr><tr><td>Lexis related to clothing</td><td>Expressing likes and dislikes related to</td></tr><tr><td>...</td><td>clothing,haired</td></tr><tr><td>Lexis related free time activities</td><td>ress,</td></tr><tr><td>...</td><td>...</td></tr><tr><td>Lexis related to description of my house</td><td>Describing daily activities</td></tr><tr><td>...</td><td>Reading and interpreting</td></tr><tr><td>Lexis related to likes and dislikes</td><td>A plan of a house</td></tr><tr><td>...</td><td>Describing and locating places and rooms</td></tr><tr><td>The present simple tense The connector because</td><td>Expressing ability ,inability</td></tr><tr><td>Location markers (adverbs of place)</td><td></td><td></td></tr></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	Lexis related free time activities	ress,	...	...	Lexis related to description of my house	Describing daily activities	...	Reading and interpreting	Lexis related to likes and dislikes	A plan of a house	...	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		Drafting With the help of their teacher, the learners start drafting .																																	
10mn		Editing Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.	L/L		To correct the mistakes(spelling , grammar,..)																														

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						

<u>Level</u> : MS2	<u>School</u> : bormadia Relizane	<u>Teacher</u> :Mr Bendoubaba djamel djamel djamel
<u>Sequence</u> : 1 1 ME ,MY FRIENDS ANDMY FAMILY.	<u>Lesson</u> : 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.

<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
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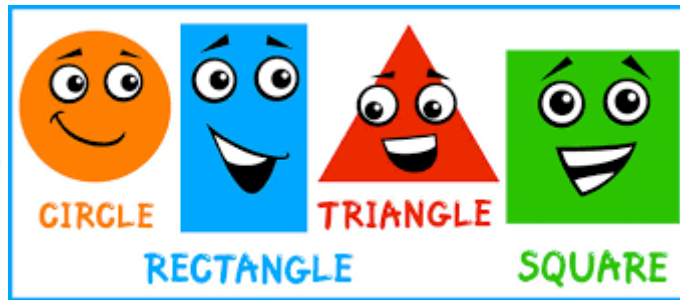
Cross Curricular Competencies	Core values
➤ Intel: Learner shows creativity in writing ➤ Meth: He can mobilize his resources to produce a written message ➤ Com:He can use ICTs to communicate with others ➤ Per and soc: He can socialize through written messages	➤ Valuing the place and house where we live ➤ Being proud of to belong to a family ➤ A good conduct ➤ Being polite ➤ Openness to other people.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
40mn	Pre writing	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? <u>The teacher sets up the situation</u> The teacher introduces the situation and asks them to work individually.	T/L	To pave the way	Wboard +course book	V A
	While writing	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 You start like this :3 page 41	T/L			
				To guide him		A/V/

5mn	Post writing	The teacher collects the sheets to be corrected				K														
		<table><tr><th>Criteria</th><th>Indicators</th></tr><tr><td><u>1-Relevance</u></td><td>Write an email Describe his house and the room where he sleeps</td></tr><tr><td><u>2-Correct use of linguistic resources</u></td><td>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><u>3-Coherence</u></td><td>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><u>4-Cross-curricular competences :</u></td><td>1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message</td></tr><tr><td><u>5-Values</u></td><td>1-the learner shows a good conduct 2-shows attitude of respect</td></tr><tr><td><u>6-Excellence</u></td><td>1-The learner shows creativity in his /her writing 2- Good hand writing</td></tr></table>	Criteria	Indicators	<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			
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SEQUENCE :TWO

ME AND MY SHOPPING



Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 <i>Me and my shopping</i>	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: interact –
interpret – produce.

Target structure: -how much /how
many/any /some/there is / there are

Domain (s): Oral/written/both

Materials: Flashcards / W. Board/

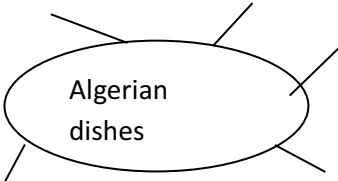
Cross Curricular Competencies

- **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, mobilise his resources efficiently and manage his time rationally.

- **Com:** He can use a role play to communicate appropriately.
- Per and soc: He can socialize through oral exchange

Core values

- Eat healthy food
- /valuing food

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<u>Learning situation to install resources</u> 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				V A
	Pre listen	The learners greet the teacher/ the teacher responds warmly .the teacher makes a quick review about traditional dishes in Alg  couscous The mum of Sarah and Mehdi will do couscous for dinner ,listen and find which does she need to make her couscous. The teacher presents (using flash cards or a data projector) some vegetables (Potatoes ,tomatoes ,carrots ,aubergines ,garlic, onions, courgettes, beans, Peas, chickpeas ,		To refresh and check Introduce the new topical lexis	Flash cards of fruits /vegetables/meat/fish + W board + free script	A/V

	W listen	meat(slices of lamb ,chicken) , fish /fruits(tangerines ,bananas,oranges,peaches ,apricots) Drilling chorally and individually. The teacher invites his learners to listen to script 1 and check their answers Mum : 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. Mehdi; how much do you want,mum ? Mum:2 kilos potatoes,3slices of lamb neck and don't forget to buy some oranges and some peaches. Mehdi: ok ,Mum. Task1I listen and write down the shopping list with all vegetables in the same order as mentioned by mum. Task 2:I listen again and check the fridge of :Mehdi's mother and say: <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>☒</td></tr><tr><td>Turnips</td><td>☒</td></tr><tr><td>Carrots</td><td>☒</td></tr><tr><td>Courgettes</td><td>☒</td></tr></table> Example: There are some courgettes but there is nt any chickpeas 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.	Lamb	X	Chicken	X	Potatoes	X	Oranges	X	Peaches	X	Chickpeas	☒	Turnips	☒	Carrots	☒	Courgettes	☒				
Lamb	X																							
Chicken	X																							
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Peaches	X																							
Chickpeas	☒																							
Turnips	☒																							
Carrots	☒																							
Courgettes	☒																							
	Post listen		To improve the Ls taking note skill Interpret an oral message to get information L reinvests his prior knowledge/to produce a dialogue			A/V/																		

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 <i>Me and my shopping</i>	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: interact – interpret – produce.

Domain (s): Oral/written/both

Materials: Flashcards / W. Board/

Target structure: -how much /how many/any /some/there is / there are

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: He can socialize through oral exchange

Core values

- Eat healthy food
- valuing food

[illegible]

	 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. Ls 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		T/L	Peer correction		
			To prepare PPs' for the listening phase.	A/V	
		T/L	Interpreting/ Listen to answer questions To ask about quantities		
			Listen to fill in the table		

	Post listen	explains what does the verb count mean? <table><tr><td>Countable noun</td><td>Uncountable noun</td></tr><tr><td></td><td></td></tr></table> Task4Tasks 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 aoranges. You: Ok, we have to get.....milk and.....apples.	Countable noun	Uncountable noun			L/L	To reinvest what he learnt to produce a dialogue	A/V/ K
Countable noun	Uncountable noun								

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 <i>Me and my shopping</i>	Lessons: 3 I pronounce	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to act out a dialogue to order a meal at the restaurant with correct pronunciation of l and r .

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): <u>Oral</u>/written/both	Materials: Flashcards / W. Board/
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Cross Curricular Competencies

- **Intel:.** The learner can interpret and identify sounds.
He can interpret verbal and non-verbal messages
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

- Com: He can use a role play to communicate appropriately.
- Per and soc: He can socialize through oral exchange

Core values

- Eat healthy food
- Don't waste food

[illegible]

		I don't pronounce the r (the r is silent) : a- when it come after a vowel b- at the end of the word I pronounce the r a)when it comes in the beginning of the word like: a ruler, rice, right, a room. b) when it comes after a consonant like: bread , grouper, c)when it comes after a vowel and followed by a vowel like: tangerines, oranges,a jar of jam <u>Task 2</u> : task 5 page:54 the teacher reads the dialogue again and invites his learners to focus on the L how is pronounced in the following words: help like apple please /t/ /l/ /t/ /l/ the teacher highlights the rules of the dark / clear L: 1) L is pronounced a clear l /l/when it comes before a vowel in initial /mid position like: leg, black –lip- last. 2)It is pronounced darl l/t/ when it comes in : a)the final position Like ; small , will,a bill b)When it comes before a consonant in a mid position like: milk ,salt, cauliflower <u>Task 1</u> : I pronounce the following ☺orall act) lip - pill/ lick- kill/ let – tell /lime- mile/ late- tale/ <u>Task 2</u> : Task 1 page 54('written) <u>Task 3</u>: the learners act out the dialogue in front of their class mates / their classmates correct them.	T/L	To identify The target sounds (the darl/ clear l) To set the rules To reinforce and consolidate the pronunciation		
	Practice use		L/L			

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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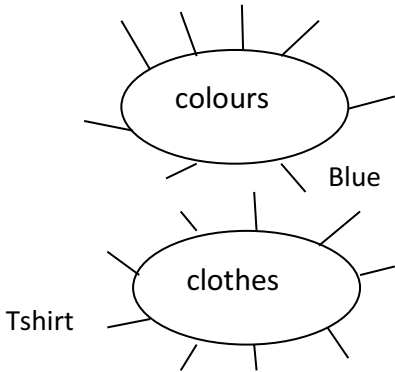
Cross Curricular Competencies

- **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	The learners greet their teacher/ the teacher responds .the teacher makes a quick revision about colours and clothes(they saw them in 1ms) 	T/L	To refresh the vocabulary about clothes and colours		V A
	Pre listen	The teacher sticks some pictures on the board and starts a series of questions:   A shop assistant a shop window	T/L	Interpreting Pictures To explains words which may impede his		

		 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. The teacher invites his learners to listen to script: Shopping in London (Part 1) and do: <u>Task 13 page 48</u> : I listen and fill in the gap <u>Task 14</u> : I listen again and check my answers then I correct it with my friends. <u>The teacher highlights the rules 4,7 page57:</u> 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. <u>Task 17: Page 49</u> , I play the role of the shopper and partner that of a shop assistant. 		understanding		
	While listen				To elicit informationand Pave the way	
	Post listen		L/L T/L L/L		To listen and complete	To set the rule : how to ask/answer about size,colour price To reinvest/to produce a dialogue

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 <i>Me and my shopping</i>	Lessons: language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to devise a street map to show amenities/ask and answer about amenities/showing direction to these amenities

Targeted competencies: <u>interact</u> – interpret – produce.	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
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Target structure: -prepositions; next to
,in a front of...../far /near..

Domain (s): Oral/written/both	Materials: Flashcards / W. Board/
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Materials: Flashcards / W. Board/

Cross Curricular Competencies

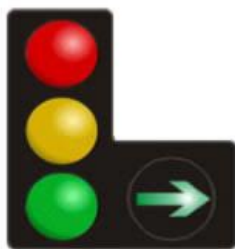
- **Intel:** Learner can interpret a map to get information.
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - He can use strategies for listening and interpreting

- Com: He can use a role play to communicate appropriately.
- Per and soc: socializing through oral and written messages

Core values

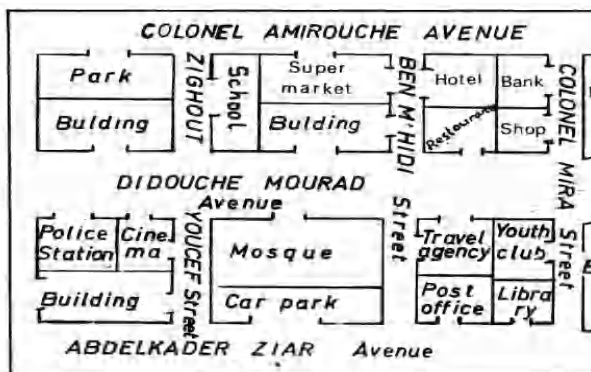
- Raising the learner awareness about the importance of some amenities in his neighbourhood.
- Helping visitors

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The learners greet the teacher/ the teacher responds warmly. The teacher makes a quick review of prepositions (next to , on the left of, on the right of, opposite of,far ,near,.....) and ordinal numbers. The teacher sticks on the boards The following signs and tries to elicit the meaning Of these road signs   Turn left don't turn left   Turn right don't turn right.	T/L T/L	To refresh their vocabulary and pave the way To involve all the learners in paving the way	Flash cards+ A map wboard	V A



Presentation

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



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
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 ?

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

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

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.

use

T/L

Interpret a map

L/L

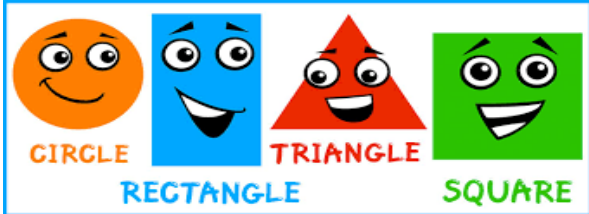
Locating places

T/L

Consolidate

L/L

To Complete a dialogue

	 oval Cube   Drilling chorally and individually(Ls repeat) <u>Task 3:</u> task 15 page 66 I match <u>Task 4 :</u> task 16 page 66 I look at the example and do the same <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.) <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? I work with my partner and check each other answer <u>Task 13 page 65</u> <u>My Partner's Personal Information</u> First Name: Surname:	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: interact – interpret – produce.

Domain (s): Oral/written/both

Materials: the course book / W. Board

Target structure: -simple present /

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			

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
Cross Curricular Competencies		Core values
• 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		➤ Being positive ➤ Being proud of the place where he lives

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	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? Setting up the Situation	T/L	To brainstorm ideas	The board + The course book	V A
5mn		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 Planning	T/L	Ls can use his prior knowledge		

15mn	In -writing process	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: <table><tr><th>knowledge</th><th>Skills</th><th>Attitudes</th></tr><tr><td>Lexis related to food</td><td>Describing shopping items</td><td rowspan="10">Page 69</td></tr><tr><td>Lexis related to clothing</td><td>Expressing quantity</td></tr><tr><td>Lexis related size/shape/w eight/colour/ price</td><td>Asking information About shapes Size price</td></tr><tr><td>Lexis related amenities direction</td><td>devising neighbourho od stree map</td></tr><tr><td>Lexis related prepositions</td><td>Expressing ability ,inability</td></tr><tr><td>The present simple tense imperative</td><td></td></tr><tr><td>numbers ordinal /cardinal)</td><td></td></tr></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 prepositions	Expressing ability ,inability	The present simple tense imperative		numbers ordinal /cardinal)		T/L			
knowledge		Skills	Attitudes																					
Lexis related to food		Describing shopping items	Page 69																					
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Level : MS2	School : bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my family	Lesson: I think and write	Framework: PDP
Learning Objective (s): By the end of this lesson , my learner will be able to write a report about shopping in other Town or country		
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
Cross Curricular Competencies		Core values
➤ 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		➤ Valuing travelling ➤ A good conduct ➤ Being polite ➤ Openness to other people.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m n	Pre writing	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? The teacher sets up the situation The teacher introduces the situation and asks them to work individually.	T/L	Interacting to pave the way		V A
40m n	While writing	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			Wboard +course book	
	Post writing	The learner needs to answer the key questions on page71/check the listening tasks The teacher collects the sheets to be corrected		To guide him		
						A/V/

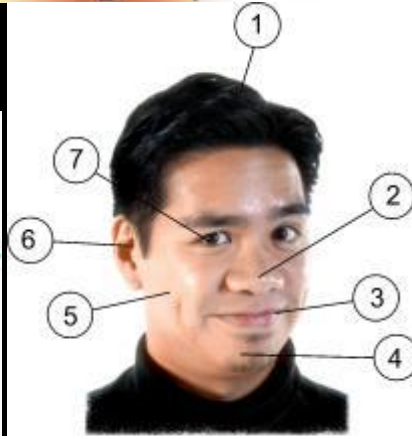
5mn		<table><tr><th>Criteria</th><th>Indicators</th></tr><tr><td><u>1-Relevance</u></td><td>Write an email Write a report about shopping there/shops /malls...</td></tr><tr><td><u>2-Correct use of linguistic resources</u></td><td>1-the learners uses :the present simple /markers of location 2- prepositions/locating places/amenities Uses suitable adjectives .</td></tr><tr><td><u>3-Coherence</u></td><td>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><u>4-Cross-curricular competences :</u></td><td>1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message</td></tr><tr><td><u>5-Values</u></td><td>1-the learner shows a good conduct 2-shows attitude of respect</td></tr><tr><td><u>6-Excellence</u></td><td>1-The learner shows creativity in his /her writing 2- Good hand writing</td></tr></table>	Criteria	Indicators	<u>1-Relevance</u>	Write an email Write a report about shopping there/shops /malls...	<u>2-Correct use of linguistic resources</u>	1-the learners uses :the present simple /markers of location 2- prepositions/locating places/amenities Uses suitable adjectives .	<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 report		K
	Criteria	Indicators																			
	<u>1-Relevance</u>	Write an email Write a report about shopping there/shops /malls...																			
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<u>6-Excellence</u>	1-The learner shows creativity in his /her writing 2- Good hand writing																				

LEVEL :2MS

SEQUENCE :THREE



MY AND MY HEALTH



Teacher: Mr bendoubaba

Teacher: bendoubaba djamel

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

- **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, mobilise his resources efficiently

- **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
- Valuing health

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5m	Warm up	<u>Learning situation to install resources</u> 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. 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? 	T/L	Interact To make a quick review about eyes, hair , nose	The board Flash cards	V A
	Pre listen					

10m	While listen	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: 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 . <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. <u>Task 2:</u> I listen again and check my answers <u>Task 3:</u> I listen to part2 and fill in the remaining in task 1. <u>A role play (a game)</u> <u>The teacher sets an example and asks his learner to follow and do the same in 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		Improve the Lstating notes skill	The book	
25m				To listen and fill in fill in the blanks		
10m	Post listen	The teacher invites his learners to write on their copybooks.		The learner reinvests what he learnt	The board	V/A/ k
10m						

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

- **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, mobilise his resources efficiently

- **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
 - Valuing health
 - Being healthy

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m	Pre listen	A short review about naming body parts. Example :How do we call this part ? it is..... 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 <u>TASK1</u> : I listen to Nora and Ahlem phone conversation and correct the wrong information	T/L	Interact/reinforce the previous lexis	Flash cards	V A
20m	W listen	<u>Ahlem</u> : what's the matter ? <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. <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. Nora : I hope you feel better tomorrow.	T/L	familiarize PPs with new Vocabulary Related to health problem Interpret oral /aural messages	W board	A/V

15m n 10m n	Post listen	1- Nora has a stomach ache. 2- She feels well . 3- She has an appointment with the doctor next week. <u>Task 2</u> : I Listen again to check my answers then I work with my partner and correct them. <u>Task 3</u> : I listen again and much How do you feel? I <u>have</u> a cold What is the matter? I <u>feel</u> terrible. 1. T invites his learners to replace the word “a cold” by another sickness. I have----- 2. 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 3. T invites his learn to ask each other in close pairs. <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 T invites his learners to copy on their copybooks	L/L T/L L/L	To listen and correct the mistakes To reinforce peer correction To listen and match questions with their right answers To substitute words LS reinvest what they learnt		A/V/ K
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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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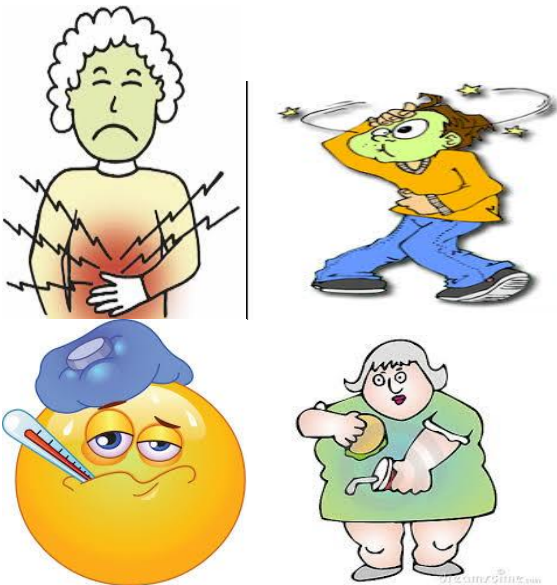
Cross Curricular Competencies

- **Intel:** Learner can interpret verbal messages to get information.
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 - He can work with his partners./
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 - 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 2nd 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

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> – <u>interpret</u> – <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		
➤ Intel: Learner can use his critical thinking skill ➤ Meth: - He can work with his partners./		➤ 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
	Brainstorm	Amy is overweight . give her some advice to be in a good health .(the learner , thinks, exchanges ideas with his partner and shares, TPS) The teacher writes on the board all the learners ideas.	T/L	To brainstorm ideas about losing weight and how to be in a good health	Wboard	A V
	Presentation	The teacher explains the key words: healthy food, unhealthy food ,less fat, less sugar, less salt, more and less 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.		To pave the way		
				To introduce the target structure		
				Should / must		
					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 <u>should</u> eat less sugar.(aff)	/ʃəd/
you <u>shouldn't</u> 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 <u>should I do</u> if I have a headache?	/ʃəd/
<u>Should</u> I eat less salt?(inter)	/ʃəd/
Yes , I <u>should</u>	/ʃʊd/
No , I <u>shouldn't</u>	/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 <u>must</u> go on a diet.(aff)	/mʌst/
She <u>mustn't</u> eat bad, unhealthy food.(neg)	/mʌsnt/
<u>Must</u> Amy go on a diet, doctor?(inter)	/məs(t)/
Yes, she <u>must</u> .	/mʌst/
No ,she <u>mustnt</u>	/mʌsnt/

To highlight the rules

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

		Task 2: I order the words to get full sentences 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/? Tasks 1,2,3,4: page:84 Task : a) I work with my partner to complete b) I act out the dialogue with my partner		To form a sentence To pronounce must and should correctly To reinvest what he learnt To encourage the learner to work with his partner		V/A/ k/T
	Practice Produce	Mother :What's the matter? Daughter:I feel hot, Mom. M: Let me take your temperature. You have a fever .You shouldYou shouldn'tYou must You mustn't				

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

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

/tj/	/j/	/k/

To shape the Ls articulation

To consolidate

To encourage working in pairs

[illegible]

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;

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/tj/	/j/	/k/

To shape the Ls articulation

To consolidate

To encourage working in pairs

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

		❓ 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) <u>I</u> complete the conversation between Amy and the dietician with :: Let's – come- move- step –have b) I give Amy some advice (orally) <u>Dietician</u> :in ,a sit. <u>Amy</u> : thank you <u>Dietician</u> : 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
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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

- **Intel:** Learner can use his critical thinking skill
- **Meth:**
 - He can work with his partners./

- **Com:** He can use a role play to communicate appropriately.
- Per and soc:** He can socialize through oral exchange
- Core values**
Respecting rules

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up The presentation	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. The teacher invites his learners to compare between the 4 sentences: a)You <u>must</u> do more exercise to keep fit. b)You <u>have to</u> take with you the doctor c)You <u>mustn't</u> forget ...prescription If you want to buy medicine d)If you don't like cheese, you <u>don't have to</u> eat it. -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 <u>external obligation</u> _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	T/L	To reinforce and to pave the way at the same time Compare between sentences to elicit the rules To elicit the rules To reinforce the Ls understanding	W board	V A V/A

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

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		
➤ Intel: Learner can use his critical thinking skill ➤ Meth: - He can work with his partners./		➤ Com: He can communicate appropriately. Per and soc: He can socialize through oral and written exchange exchanges Core values Valuing physical exercise and sports

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up And recapitulation	The teacher greets his learners .the learners respond. A short revision about the grammar tools the learners have seen in this sequence The teacher invites his learners to do Task 26 page in groups. The solution : 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	The teacher invites his learners to look at the pictures on page 96 and complete the definition using the name of the physical exercise.		Brainstorm To elicit the names of physical exercises	The course book	
	Practice	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) TASK 2<(task 24 page97 I write my answers to school health adviser questionnaire. Solution				

- 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> . Target structure: -must,should.....		Domain (s): Oral/written/ <u>both</u>		Materials: / W. Board/ Course book			
Cross Curricular Competencies							
➤ Intel: Learner can use his critical thinking skill They can understand and interpret verbal and non-verbal messages ➤ Meth: - .he can mobilize his resources to write about his profile				➤ Com: he can exchange ideas with his partner ➤ Per and soc: He can socialize through oral exchange <u>Core values</u> Valuing healthy food Valuing sports			
Time	Framework	Procedure		Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners / the learners respond. Teacher interacts with his learners about what do they like to eat in the three mealtimes?		T/L	Interacting To introduce the topic and the key lexical items	W board	V A
	Pre read	The teacher explains the key words ; balanced food , wholemeal, stationary bike....					
	W read	The teacher invites his learners to read the text (p98) and task 1: I read and complete Amy ‘s weekly diet plan. Task 2 : I read the email and find who and what the bold words refer to? The solution: "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 ". Task 3 : I read Amy ‘s email and find the words who definition below. Solution : Grilled – 2 veg 3-lemon or orange 4- mayo – 5 keep in touch			To interpret Interpret A written message/ Read to get information		

		TASK 4 page 99; The solution : Amy's Typical Daily Menu Breakfast: <i>tea, cereals, skim milk, lemon or orange juice.</i> Lunch: Starter: <i>Salad (tomatoes, lettuce, olive oil and lemon).</i> Main course & side dishes: <i>grilled turkey escalope or grilled chicken leg and veg.</i> Dessert: <i>one apple, or orange, or strawberry.</i> Dinner: Starter: <i>vegetable soup</i> Main course & side dishes: <i>veg.</i> Dessert: <i>one apple, or orange, or strawberry</i> <i>Task 5 :</i> <i>The solution :</i> Weekdays: <i>gym (stretching, riding the stationary bike).</i> Weekends: <i>jogging</i> Post read Short discussion : Do you like Amy 's diet ? If yes ,I give two reasons If no , I give two reasons		Read to get information To develop the Ls critical thinking	The course book	
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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

- **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

Core values

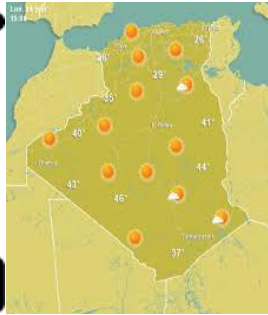
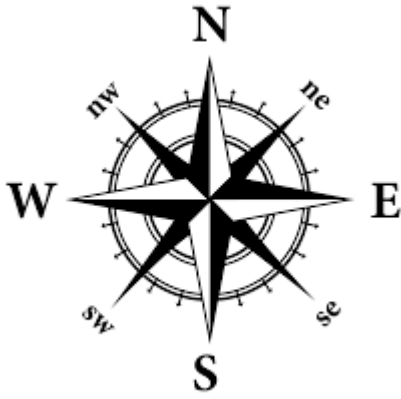
Raising teenagers awareness in regard to health problems caused by overweight and obesity
Sharing valuable medical advice and recommendation
Between teenagers in regard to health

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Pre-writing process	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?..... Setting up the Situation Nacer, my Tunisian friend, is overweight wants to know 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	T/L T/L	/interacting Ls can use his prior knowledge Interacting	The board + The course book	V A K T

		Planning T helps his learners to remember what they learnt in this sequence The learners fill the missing information in the KSA table page 100 To write about the weekly diet tasks 1 ,4 ,5 in I READ AND DO will help me To write an email I need to read again Amy4s email The learner needs to follow the lay out (page 101) The learner follow the sample page 101				
	In -writing process	The teacher groups the learners Drafting With the help of their teacher, the learners start drafting . Editing Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling. Publishing and reporting 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/L		To correct the mistakes(spelling , grammar,..)	
			L/L			

LEVEL :2MS

SEQUENCE :FOUR ME AND MYTRAVELS



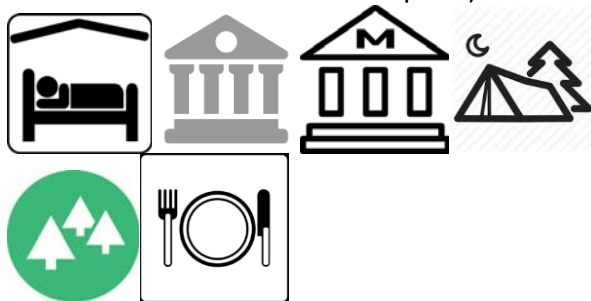
The initial situation:

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> <u>I pronounce</u> : the pronunciation of will		Materials: ' a brochure / a map / W. Board/ pictures of famous places and sites.		
Cross Curricular Competencies						
➤ Intel: Learner can understand verbal and non - verbal messages ➤ Meth: - He can work with his partner			➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange <u>Core values</u> To value the national heritage			
Time	Framework	Procedure	Focus	Aims	Material	Vak t
	Warm up	The teacher greets his learners / the learners respond. 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)	T/L	To brainstorm ideas and pave the way to the lesson topic	A map A brochure	V A
	The presentation	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. <u>The teacher highlights the rules :</u> 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.	T/L	To introduce the target structure in a context To familiarize the learner with the target	W board	

		<u>Won't (will not)+ stem</u> My Father won't object <u>Will + sub+stem</u> Will you come with us? - 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/ <u>Task 1</u> : I work with my partner to reorder the words to get complete sentences : 1- 'Il – You-your-enjoy- holidays 2- won't – Karima- stay – the city- in. 3- your father- visit-Will – some touristic sites? <u>Task 1 (a page 117)</u> I listen and repeat <u>Task 3</u> : I listen and tick the right pronunciation (task 1 page 119) <u>Task 4</u> : I correct the underlined mistake <u>Yesterday</u>, my father will <u>spends</u> a week in Djurdjura. -The teacher invites his learners to complete the following conversation with : next- go- will a)Where will your family go ,..... summer ? b)My family and I will to Tlemcen . a) you visit Elmansourah ? b)Yes ,we will. -The learners act out a dialogue where they talk about the place they will visit next summer .		structure		
	Practice		T/L	To focus on the right pronunciation of will and won't		V/A
			T/L	To form a correct sentence		
			L/L	To check and consolidate the right pronunciation		
	Use			To check the learner understanding		
				The learner talks about his future plan		

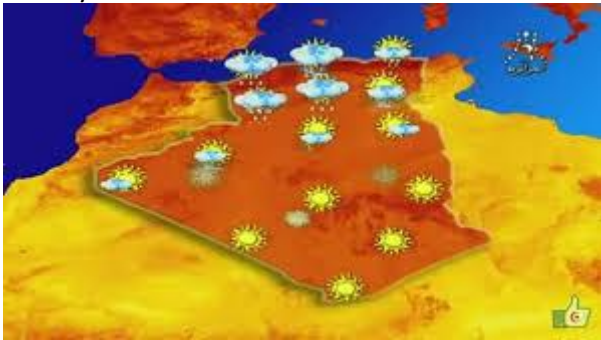
Level : MS2		School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel				
Sequence: 4 ME AND MY travels		Lessons:2 language use	Framework: PPU				
Learning Objective (s): At the end of this lesson, the students will be able to ask and answer about a future plan using « going to »							
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.			
Cross Curricular Competencies							
➤ Intel: Learner can understand verbal and non - verbal messages ➤ Meth: - He can work with his partner			➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange <u>Core values</u> To value the national heritage and be proud of the touristic sites which Algeria contains.				
Time	Framework	Procedure		Focus	Aims	Material	Vakt
	Lead in	The teacher greets his learners / the learners respond 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) 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) 			To refresh /to pave the way To introduce a new topical lexis		V A
	presentation	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 .			To introduce the target structure in a context		

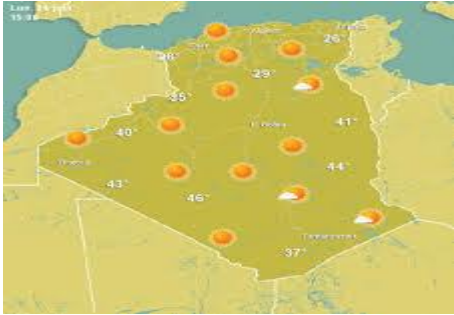
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 3 language learning	Framework: PDP
Learning Objective (s): At the end of this lesson, the students will be able to use a street map and talk about interesting sites (location, distance ,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		
➤ Intel: Learner can understand verbal and non - verbal messages He can use his critical thinking skills ➤ Meth: - He can work with his partner		➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange Core values To value /be proud of the national heritage

Time	Framework	Procedure	Focus	Aims	Material	V ak t
	Pre listen	The teacher greets his learners / the learners respond. 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 ? where is Algiers situated ? is it far from Relizane ? how far is it ? the teacher can use a compass or a picture of the cardinal points to help the learners 		To elicit information and Introduce the key words	Flash cardA	V A
	While listen	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. The teacher prepares the learners for the 1st listening : <i>Keltoum is Mounir's new classmate in</i>		Prepare the Ls for the 1 st listening	A compass A street map	

		<i>Djelfa.</i> <i>I Listen to the conversation (part1) and choose the correct answer :</i> 1)Mounir is going to travel to : a) Algiers – b) Oran – c) Annaba – d) Setif 2) Keltoom will give Mounir : a) A brochure and a map of Algiers b) Money c) A camera d) A magazine <i>I Listen to the conversation (part2) and do</i> <u>Task 1</u> :answer with true /false : 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) <u>Task 2</u> Task 8 page 110 <u>Task 3</u> : Task 09 page 110 <u>Task 04</u> : Task 11 page 111 I work with my partner ,we use the street map of Algiers and act out the dialogue. .		To listen and choose the right information To listen and answer the questions To listen and get Information The L reinvests what he learnt to talk about his plan and use a map	Audio script Course book wboard	
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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		
➤ Intel: Learner can interpret a map He can use his critical thinking skills ➤ Meth: - He can work with his partner		➤ Com: He can interview his partner Per and soc: He can socialize through oral exchange Core values Valuing environmental and ecological resources.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	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.....) T can talk about the four cardinal points (north-south-west-east) T can talk about different activities students like to do during particular seasons such as snowboarding, swimming ,climbing		To <u>elicit much of the vocabulary</u> Related to the topic	a compass w board	A
	The presentation	Note : the learners repeat the new vocabulary. a)The teacher sticks on the board a weather forecast map of Algeria and starts a discussion activity  What is the weather like in the south ,east? It is windy .stormy, sunny b) the teacher sticks another weather forecast map for tomorrow and asks some questions:		To familiarize The learner with the new lexis	a map A map	V A

		 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. 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 A map	V/A V/ A T
Practice						
Use						

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/both

Materials:

Flash cards , course books

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	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 <table><tr><td>Birds (fauna)</td><td>Animals (fauna)</td><td>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	The teacher asks some questions to pave the way for the listening stage : Which animals among them are endangered species? Must we protect them (using gestures)? How ? Do you know some famous reserves,gardens ,zoos in Algeria?	To pave the way	Wboard									
W listen	The teacher invites his learners to listen to the BBC Radio programme about Djurdjura National Park and do : <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	To listen and a a find a missing name	Audio script									

	Post listen	<u>Task 17 page 112</u> : I listen and complete the fact file about Djurdjura National Park <u>Task 18 page 112</u> I listen again and check my answers (with my partner) I Summarize the main ideas of the listening text either orally or in writing.		To listen and fill in a fact file To encourage the learners to work in pairs To relate the information he gained	Coursebook Wboard	
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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	Lessons: 6language learning	Framework: PPU
Learning Objective (s): By the end of the lesson, my learners will be able to talk about of some Algerian traditional handcrafts 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	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 : Caftan , blankets, burnous , pendant , earrings Pot ,a jar , necklace,.....  <table border="1" data-bbox="325 1818 924 1930"><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 Familiarize the learners with the new lexis related to handcrafts	Flash cards	V A
Pottery	Jewellery	clothes										
	Presentation	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)	T/L		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**th**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: 7language 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 : 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. 	T/L	To elicit the target structure	Fash card	v/a

		T presents the rules of simple past (my grammar tools p 122) Practice <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> Use <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)	T/L To familiarize the learners with the target structure To form a meaningful sentence To focus on the right pronunciation of “ed” To write a correct form of the verb To produce an email or a piece of writing from a set of questions T/L	Wboard Course book wboard	
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners . the learners respond. 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)	T/L T/L	To motivate and brainstorm ideas about travelling		V A
	Pre read	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.		To introduce the topical vocabulary /key words		
	W read	The teacher invites his learners to read text 1 page 132 and do : <u>Task 1 page 132</u> : I read the text and fill in the bibliographical notes. <u>Task 2 page 132</u> : I read the text and fill n the fact file The teacher invites his learners to read text 3 and do : <u>Task 4</u> : complete the fact file (task 8 p 135)	T/L T/L	To read and fill in the bibliographical notes To read a text and fill in a fact file To read a text and follow an itinerary on a map		

	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
GONE

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

IRREGULAR VERBS: EX. I / you / he / she / it / we / they didn't

play football yesterday

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

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

IRREGULAR VERBS:

EX. Where

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-
2-
3-

- 1-
2-
3-

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

- 1-
2-
3-

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

- 1-
2-
3-

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

- 1-
2-
3-

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

- 1-
2-
3-

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

- 1-
2-
3-

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

- 1-
2-
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.
- My dad (give) me a CD for my birthday.
- Paul (eat) 2 sandwiches and an apple.
- Ana (have) a bath last Sunday.
- I (get) up very early last night.
- We (swim) in the Mediterranean sea.
- They (find) 50 euros in the street.
- 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) -