LEVEL :2MS

ALL SEQUENCES LESSON PLANS

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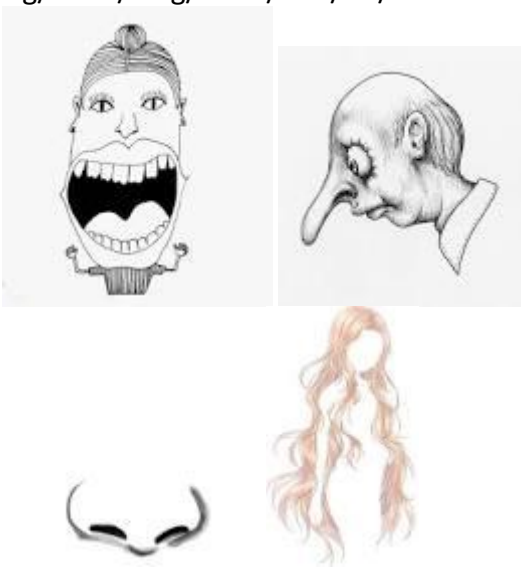
موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME ,MY FRIENDS ANDMY FAMILY.*	**Lesson**: I listen and do	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to describe his/her physical appearance.		
Targeted competencies: interact – interpret – produce. **Target structure:** -simple present of to be –have got	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/

Cross Curricular Competencies	Core values
➢ **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	➢ Respecting the differences

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	**Warm up**	***The Learning situation to install the resources*** 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

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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		

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10mn 10mn	After listen	Task 2 : I look at Paul and correct the mistakes (the learner works with his partner:  I Paul has got long straight hair. He´s wearing glasses. He´s got small eyes and a big mouth. He´s got big ears. Mistakes..... .... 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) b)I use the the table to describe myself : My name is ……I'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.	L L	To Produce a short text in which they describe their physical appearance		V/A/

height	build	hairstyle	eyes
……	……	…… ….	……

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Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME ,MY FRIENDS ANDMY FAMILY.*	**Lesson**: I listen and speak	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learner will be able to describe his/her relatives' physical appearance and name clothes.		
Targeted competencies: 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	Core values
➢ **Intel:** Learner can interpret verbal and non verbal messages to get information. ➢ **Meth:** He can use listening strategies in interpreting messages. He can work in pairs or in groups. ➢ **Com:** He can use a role play to communicate appropriately. ➢ **Per and soc:** socializing	➢ Respecting the differences ➢ Valuing the family

Time	Framework	Procedure	Focus	Aims	Material	Vakt
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 corresponding word. 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

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15mn	**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 niece ,she wears a dress and a nice pair of shoes, she looks elegant ,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	T/L T/L	refresh the LS vocabulary about Physical appearance Interpret the picture to say what does karima look like? Elicit the target Lexis Check the Ls Understanding		A/V/
10mn	Practice	Task 1 : I work with my partner to complete the table. Boys wear | Girls wear Task 2 : Task 9 page13 : I work with my partner and ask him to describe one of his relative.	L/L	Familiarize them with the new lexis Asking about ph appear		
15mn 10mn	Use	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.		Produce a short text in which the learner describes his relatives		

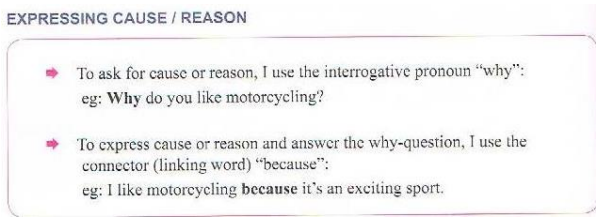
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Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME ,MY FRIENDS ANDMY FAMILY.*	**Lesson focus**: language use	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to express his/her likes and dislikes , to ask and answer about the reason and to describe his free time activities.		
Targeted competencies: interact – interpret – produce. **Target structure:** -simple present /wh/because/when-which-what-why-because	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/

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
15mn	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 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: 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 T/L L/L T/L	Brainstorm To elicit ideas Stimulate the Ls interest about Their likes/dislikes Prepare them for the listening presentation Ask about free time activities	Flash cards + wbord	V A V/A/

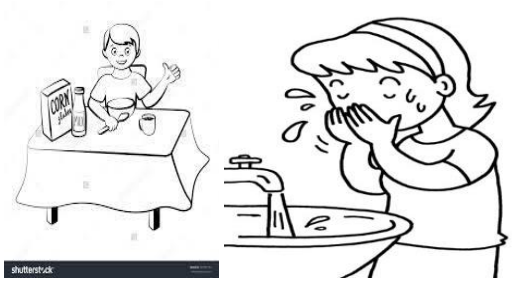
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		Ls answer Then the learners ask each other in close or open pairs.	L/L			
	While listening	The teacher invites his learners to listen to the first part of the conversation between Sami and Rachid and do Task 1:Task 11 page 14.	T/LS	Interpret an oral message		
20mn		then listen again and do Task 2: I Listen and complete : Sami likes ..... Rachid likes:..... Then the LS exchange their answers with their partners.		Assess/help each other		
		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.		Ask about/expressing a reason		
			T/LS	Form the question and the answer		
		TASK4 : I order the words 1- do/like/you/?/Tennis/Why 2- like/it/I /Because/./	T/LS			
15mN	Post listening	Task 5: (communicative-based activity) Tasks17/18 page17	LS/LS	Produce a dialogue about Likes/dislikes/ Free time activities		
10mn		The teacher invites his learners to write on their copy books.				

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -simple present /what/on/at	**Domain (s)**: Oral/written/both **Materials:** Flashcards / W. Board/	**I pronounce :** the pronunciation of the final **s**

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 ls Prior knowledge	Flash cards+ Wboard	V A

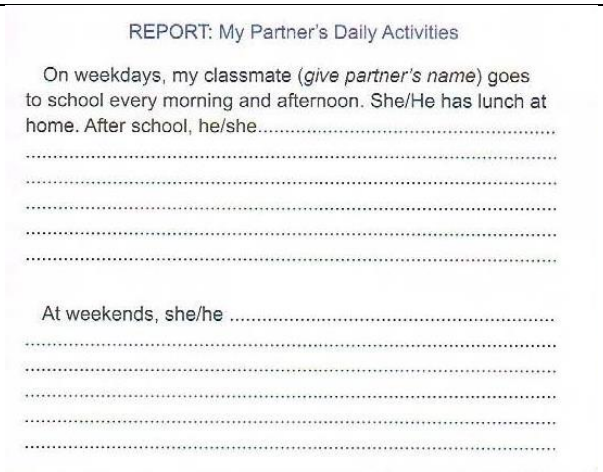
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15mn	Presentation	and asks the pupils to complete them. Every day my friend Hakim ……..at 6:40 ,he ……his face and……..breakfast at 7:00 , he ……dressed at 7:25, he……to school at ……but at weekends he relaxes,……,…….,……	T/L	To elicit the target language from the learners		
		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 **/t ʃ / , /s/ , /d ʒ / , /z/ , /ʃ / :(-ches, -ces,-ges, -ses, -shes, -sses, -xes, -zes)**	T	To highlight rules		
15mn	Practice	Task 1: Iask my partner and complete the schedule (the teacher guides and helps) what do you do everyday? What do you do at weekends?	L/L	Interacting /ask and answer about daily routine and free time activities		
		Task2: I pronounce T invites his learners to classify the following words: hidjabs-watches-revises-puts -goes-relaxes-slippers-trainers	L/L	To Check and reinforce		
10mn	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		

	morning s	afternoons	evenings
weekdays			
weekends			

/s/	/z/	/IZ/

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10mn		 The teacher invites his learners to write on their copybooks		activities		

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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: interact – interpret – produce. **Target structure:** -the model can (affirmative/negative /interrogative,Whq)	**Domain (s)**: Oral/written/both **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 28mn	Warm up presentation	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 ?  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) Can(/kən/) you use judo? The teacher chooses some learners to answer and helps them in forming the answer :Yes ,I can /kæn/ /No, I can't /kɑ:nt/ The teacher invites his learners to put a tick	T/L T/L	Interacting to remind them and to prepare them for the new lesson Interpret The picture interact through asking/ answering the questions to elicit the target structure Use correct pronunciation	Flash card+ W board	V A

موقع عيون البصائر التعليمى

		or a cross about what they can do/can"t do. 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 /ka:nt/ play the guitar. The teacher isolates and states the rule : Expressing ability and inability page24. I pronounce: The teacher states the rule briefly.	T/L T	Highlight The rule		V/A/
5mn 5mn 7mn 10mn	practice use	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,I .....see. My sister is deaf , she .....hear. My friend is dumb,he ..... speak I 'm tall ,I .....write 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.	L/L L/L	To check how well the learners have grasped the meaning and the use of the new structure. (producing) To check how well the learners are able to use and pronounce the new structure correctly		

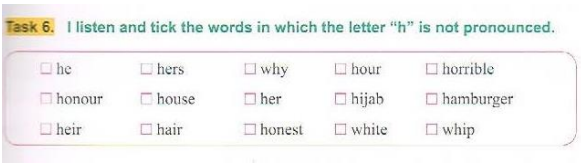
موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -present simple	**Domain (s)**: Oral/written/both **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		

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15mn		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 **I pronounce** The teacher writes some words on the board and reads them ,then asks the LS which letter is silent in the second word. house- why –shop-watch – bathroom -washbasin kitchen-home 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. ☐ he ☐ hers ☐ why ☐ hour ☐ horrible ☐ honour ☐ house ☐ her ☐ hijab ☐ hamburger ☐ heir ☐ hair ☐ honest ☐ white ☐ whip .	T/L T/L	Help the L to memorize The new lexis Pronounce in a correct way		
15mn	**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		
10mn						

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME ,MY FRIENDS ANDMY FAMILY.*	**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: interact – interpret – produce. **Target structure:** -simple present / Markers(next to-between-on the right/left of/ possessive pronouns	**Domain (s)**: Oral/written/both	**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 10mn	Warm up Pre listen	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.   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/L T/LS	To recall vocabulary about houses/furniture To Pave the way and present the key words needed in the conversation	Flashcards+ a plan + w board	V A

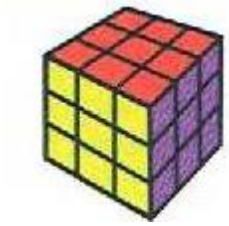
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15mn	while listen	D is on the right E. The teacher invites his learners to listen to Liz and her friend Razane and do Task 1: Task 23 page 19 Task 2 :Task 25 p19:The learner listen again and complete the first floor plan of Liz's house ,then the learner works with his partner to correct each other.	T/LS	To Listen for specific information/ Interpreting To involve PPs in peer- correction		
20mn	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 is …….bedroom, 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 room ,it is mine | | a noun mine | a possessive pronoun	T/LS			
	Isolate Analysis					
	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 LS/LS	To Help PPs to be more autonomous In reinvesting their prior knowledge		
10mn		The teacher invites his learners to their copybook				

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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: interact – interpret – produce. **Target structure:** -simple present	**Domain (s)**: Oral/written/both **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 Pre read	The teacher greets his learners/the learners respond. 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 	T/L	Interact/ To pave the way	Magic cube + Course book + W board	V A
30mn	while read	Te teacher asks some questions about the magic cube: who likes this game, how many faces are there : 6 or 8?. The teacher invites the learners to guess the topic of the text is about what? 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	T/L	to prepare them to involve everybody in paving the way skim to get general information to read for details		

موقع عيون البصائر التعليمى

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

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Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME ,MY FRIENDS ANDMY FAMILY.*	**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: interact – interpret – produce. **Target structure:** -simple present /like and dislike/have/my	**Domain (s)**: Oral/written/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 5mn	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 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 T/L	/interacting Ls can use his prior knowledge Interacting	The board + The course book	V A K T

موقع عيون البصائر التعليمى

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:

T/L

knowledge	Skills	Attitudes
Lexis related to physical description ……. … Lexis related to clothing ……. … Lexis related free time activities ……. … Lexis related to description of my house ……. … Lexis related to likes and dislikes ……. … The present simple tense The connector because Location markers (adverbs of place)	Describing physical appearance ……. … Expressing likes and dislikes related to clothing,haird ress, ……. … Describing daily activities Reading and interpreting A plan of a house Describing and locating places and rooms Expressing ability ,inability	Page 39

10mn

Drafting

With the help of their teacher, the learners start drafting .

To correct the mistakes(spelling , grammar,..)

10mn

Editing

Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

L/L

موقع عيون البصائر التعليمى

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

موقع عيون البصائر التعليمى

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

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

Targeted competencies: interact – interpret – produce. Target structure: simple present /markers of location .	**Domain (s)**: Oral/written/	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 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 While 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? The teacher sets up the situation The teacher introduces the situation and asks them to work individually. 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 T/L	To pave the way To guide him	Wboard +course book	V A A/V/

موقع عيون البصائر التعليمى

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

موقع عيون البصائر التعليمى

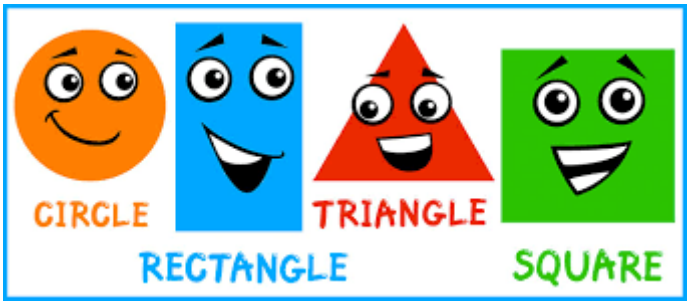
LEVEL :2MS TEACHER .MR BENDOUBABA DJ

SEQUENCE :TWO

ME AND MY SHOPPING



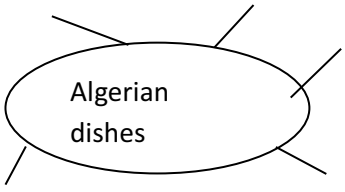


موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *Me and my shopping*	**Lesson : 1 I listen and do** **Lesson focus: language learning**	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to name different kind of food		
Targeted competencies: 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 Pre listen	***Learning situation to install resources*** 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 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	V A A/V

موقع عيون البصائر التعليمي

	W listen Post 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 pototoes ,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: Lamb X Chicken X Potatoes X Oranges X Peaches X Chickpeas ☑ Turnips ☑ Carrots ☑ Courgettes ☑ 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.		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/

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *Me and my shopping*	**Lessons**:2- I listen and do Language focus: language learning/use	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to ask and answer about quantities.		
Targeted competencies: 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, 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

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen	The learners greet their teacher/the teacher warmly respond.. The teacher sticks a pic of a piece of cake.and interact with his learners : do you like cakes ?  Which ingredients among the following we need to make a cake? The teacher sticks other pics and invites his learners to listen ,repeat and put a tick☑ near the right ingredient. eggs a bar ofchocolate a jar of jam    Flour sugar butter	T/L T/L	Introduce lexis that may impede the learner's understanding/ To pave the way	Flash cards+ Wboard + Free script	V A

موقع عيون البصائر التعليمى

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

موقع عيون البصائر التعليمى

	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> <u>Task4Tasks 2/3 page:61(on their books)</u> The teacher highlights in brief the use of: How much-how many-a lot of – some any (my grammar tools) <u>Task 4</u>:. _ **I** Complete the dialogue with these words and act it out with my partner: Much / some / any / many / are / of / is / lot of /some. You : How.....milk.....there in the fridge? Your partner: There isn't..... You : And how.....apples and oranges.....there? Your partner: There are a few apples and a ……..oranges. You: Ok, we have to get.....milk and.....apples.	L/L	To reinvest what he learnt to produce a dialogue		A/V/K

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *Me and my shopping*	**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: 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:**. The leaner 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

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Stage one **Presentation 1**	A quick revision about about how to pronounce Consonants and vowels. The teacher writes the following dialogue on the board then read it /invites his learner to focus on r and l: **waiter:** Are you ready to order now? **customer:** Yes, I'm. I would like some roasted vegetables and mushroom burgers and some salad please? **waiter:** Would you like anything to drink with your meal? **customer:** a bottle of water and some apple juice **After the Meal** **waiter:** Would you like to see the dessert menu. **customer:** No thanks, can I have the bill please. Task one: The teacher invites his learners to listen and sort out the words in which the r is pronounced and not pronounced r is pronounced | r is not pronounced the teacher highlights the rule:	T/L T/L T/L	To identify the targeted sounds. To set the rules of the silent r	W board+ course book + free dialogue	V A A/V

موقع عيون البصائر التعليمي

	Stage 2 Practice use	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 Task 2 : 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 /ɬ/ /l/ /ɬ/ /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/ɬ/ 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 Task 1 : I pronounce the following ☹orall act) lip - pill/ lick- kill/ let – tell /lime- mile/ late- tale/ Task 2 : Task 1 page 54('written) Task 3: the learners act out the dialogue in front of their class mates / their classmates correct them.	T/L L/L	To identify The target sounds (the darl/ clear l) To set the rules To reinforce and consolidate the pronunciation		

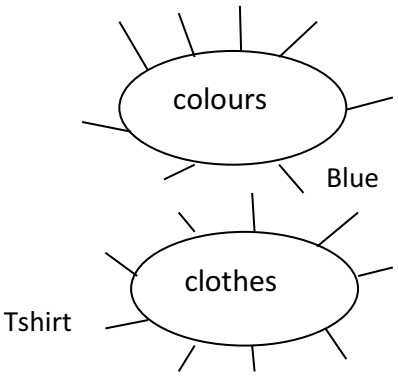
موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -how much /what size-what colour	**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, 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		

موقع عيون البصائر التعليمي

		 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.		understanding To elicit informationand Pave the way		
	While listen	The teacher invites his learners to listen to script: Shopping in London (Part 1) and do: Task 13 page 48 : I listen and fill in the gap Task 14 : I listen again and check my answers then I correct it with my friends. The teacher highlights the rules 4,7 page57: To ask about the size of "clothes" or "shoes". We use the following questions: (What size are you?/ What size do you take?) To answer about the size of "clothes" or "shoes". We can say: (I take *(a)* size … in shoes/ I'm a size … in clothes./ I need extra-small *(XS)*, small *(S)*, medium *(M)*, large *(L)*, extra-large *(XL)* size in clothes.) To ask about the colour of "clothes" or "shoes". We use the following questions: (What colour is it?/ What colour do you want?/ What colour do you prefer?/ What's your favourite colour?) It is dark blue / light blue /dark brown / light brown.	L/L T/L	To listen and complete To set the rule : how to ask/answer about size,colour price		
	Post listen	Task 17: Page 49 , I play the role of the shopper and partner that of a shop assistant. 	L/L	To reinvest/to produce a dialogue		

موقع عيون البصائر التعليمى

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

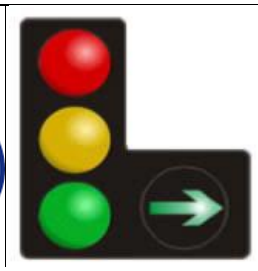
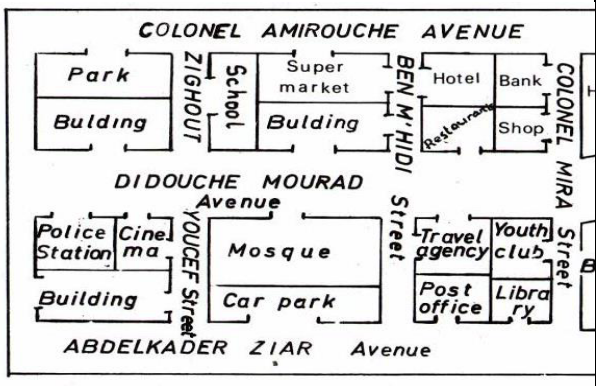
Learning Objective (s): by the end of this lesson my learner will be able to devise a street map to show amenities/ask and answer about amenities/showing direction to these amenities

Targeted competencies: interact – interpret – produce. **Target structure:** -prepositions; next to ,in a front of……/far /near..	**Domain (s)**: Oral/written/both	**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

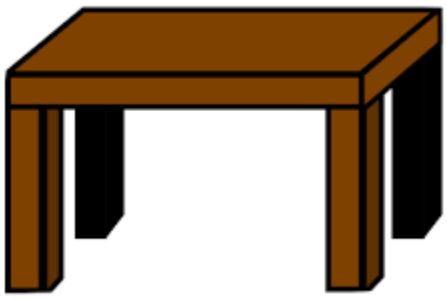
موقع عيون البصائر التعليمي

	Presentation	  Go straight the traffic light. The teacher sticks(or draws) the following map on the board then familiarize his learners with some amenities.  	T/L	Interpret a map		
	Practice	Task one : I locate amenities(oral) The mosque / behind / the car-park The supermarket / opposite / the hotel The post-office / next to / the library The bank / near / the shop 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 ?	L/L	Locating pnaces Consolidate		
	use	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: Execuse 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 is .....to the train station. The learners act out the dialogue.	T/L L/L	To Complete a dialogue		

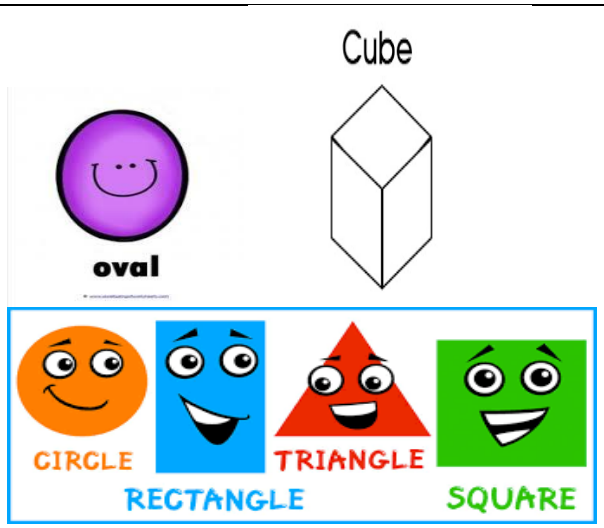
موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *my and my shopping*	**Lessons**: I PRACTISE Language focus: language use	**Framework:** PPU
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. To fill in his partner's personal information file		
Targeted competencies: interact – interpret – produce. **Target structure:** -how much does it weigh/shape/ size-what colour …..?	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/

Cross Curricular Competencies	
➢ **Intel:** Learner can use his critical thinking to deduce rules ➢ **Meth:** - He can work with his partners./ - He can assess his work and his peers.	➢ Com: He can communicate appropriately. Per and soc: socializing **Core values** ➢ valuing money and being selective in shopping

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Lead in	The teacher pins on the board this picture and invites his learners to focus on the information (label) and answer the questions :  Item : a table Colour : dark brown Size :50 cm 2 (square) Shape : square Weight :10 kg Price :2000 dinars What is it ? What colour is it ? What size is it ? What shape is it ? How much does it weigh? How much is it ?	T/L T/L	Attract the learner attention/ To pave the way to interpret the information written on the label	Pictures + Course book	V A
	presentation	The teacher presents other shapes:		to elicit the target structure		

موقع عيون البصائر التعليمى

		 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 weight?** / 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 L/L	To Introduce shapes To reinforce the Ls understanding to ask about weight/shapes To encourage the learner to work with his partner/ encourage the peer correction		
	Practice **Use**					

موقع عيون البصائر التعليمى

		Age: …….. **Weight: ……..** **Height: ……..** Size (clothes): …….. **Size (shoes):……..** **Favourite colour: ……..**		Fill in his partner Personal information file		

موقع عيون البصائر التعليمى

موقع عيون البصائر التعليمى

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. **Target structure:** -simple present /	**Domain (s)**: Oral/written/both	**Materials:** the course book / W. Board

Cross Curricular Competencies	Core values
· 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	➢ Being SELECTIVE ➢ Valuing money

Time	Framework	Procedure	Focus	Aims	Material	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  	T/L			

موقع عيون البصائر التعليمى

		Suits mitten   Sweater toque  a coat Then asks some questions: In which season do we put on mitten? Do people always wear suits ?for which occasion do people wear suits?(EID,wedding parties ,in Europe ,people wear suits for funerals too,)   Sporty clothes casual clothes What do you wear on school days? Sporty clothes ,casual clothes or suits? Do you feel comfortable when you wear high heeled shoes or suits?	T/L	Brainstorm ideas to pave the way		
	While read	The teacher invites his learners to read the text do : <u>Task one</u> : the bibliographical notes The answers : 1- a /2-a <u>Task 2</u> page : 68 <u>Task 3 :</u> Find in the text words that closest in the meaning to the following **(A)** Find in the text words that closest in the meaning to the following: like = … supermarket = … put on = … **(B)** Find in the text words that opposite in the	T/L	Interpret A written message/ Read to get information		

موقع عيون البصائر التعليمى

<table>
<tr>
<td></td>
<td>Post read</td>
<td>meaning to the following:
hate ≠……
uncomfortable ≠ …
hot ≠… ……..
<u>Task 4</u> : f ind in the text words contain the following sounds.
<table>
<tr><td>Pronoun ced r</td><td>Silent r</td><td>Clear L</td><td>Dark L</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
<u>Task 5</u> : (the learners works in pairs)

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

</td>
<td>t/l

L/L</td>
<td>Check and consolidate The Ls pronunciation</td>
<td></td>
<td></td>
</tr>
</table>

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -simple present	**Domain (s)**: Oral/written/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 5mn	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 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 T/L	To brainstorm ideas Ls can use his prior knowledge	The board + The course book	V A

موقع عيون البصائر التعليمى

15mn 10mn 10mn 10mn 10mn	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: knowledge: Lexis related to food ……. … Lexis related to clothing ……. … Lexis related size/shape/weight/colour/price ……. … Lexis related amenities direction ……. … Lexis related prepositions ……. … The present simple tense imperative numbers ordinal /cardinal) Skills: Describing shopping items ……. … Expressing quantity ……. … Asking information About shapes Size price devising neighbourhood stree map Expressing ability ,inability Attitudes: Page 69 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 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 L/L	To correct the mistakes(spelling , grammar,..)		

موقع عيون البصائر التعليمى

موقع عيون البصائر التعليمى

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: interact – interpret – produce. Target structure: simple present /markers of location/ .	**Domain (s)**: Oral/written/	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
15mn	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	Wboard +course book	V A
40mn	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 The learner needs to answer the key questions on page71/check the listening tasks		To guide him		
	Post writing	The teacher collects the sheets to be corrected				A/V/

موقع عيون البصائر التعليمي

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

موقع عيون البصائر التعليمى

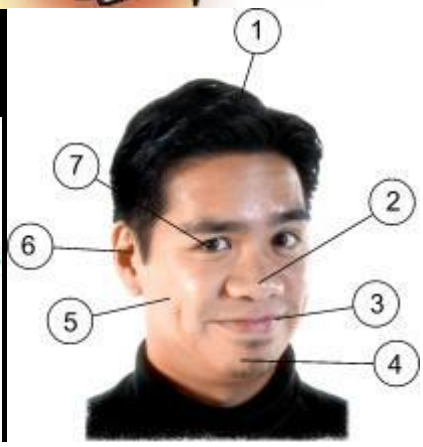
LEVEL :2MS

SEQUENCE :THREE

MY AND MY HEALTH







Teacher: bendoubaba djamel

Teacher: Mr bendoubaba djamel (djamel djamel)

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -how many /how do/simple present	**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	➢ **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** **Pre listen**	***Learning situation to install resources*** 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

موقع عيون البصائر التعليمي

10m 25m 10m 10m	**While listen** **Post 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 . Task 1:p77: 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. Task 2: I listen again and check my answers Task 3: I listen to part2 and fill in the remaining in task 1. **A role play (a game)** **The teacher sets an example and asks his learner to follow and do the samein pairs** Teacher :how do we call this part? Learner : we call it a hand Teacher : how many hands do we have? Learner: we have 2 The teacher invites his learners to write on their copybooks.		Improve the Lstaking notes skill To listen and fill in fill in the blanks The learner reinvests what he learnt	The book The board	V/A/k

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -how do you feel/ I have	**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	➢ **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

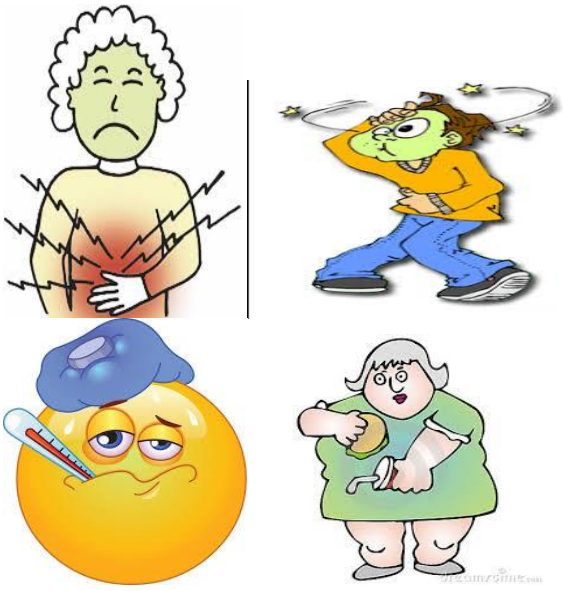
Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m	**Pre listen**	A short review about naming body parts. Example :How do we call this part ? it is..... T eacher introduces new vocabulary using pictures and motions to represent illnesses. T writes the word on the board and shows a motion/picture. 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 TASK1 : I listen to Nora and Ahlem phone conversation and correct the wrong information	T/L	Interact/reinforce the previous lexis familiarize PPs with new Vocabulary Related to health problem	Flash cards W board	V A
20m	**W listen**	Ahlem : what's the matter ? Nora: 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. Ahlem: 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	Interpret oral /aural messages		A/V

موقع عيون البصائر التعليمى

		1- Nora has a stomach ache. 2- She feels well . 3- She has an appointment with the doctor next week. Task 2 : I Listen again to check my answers then I work with my partner and correct them. Task 3 : I listen again and much How do you feel? I have a cold What is the matter? I feel 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. Task 4: 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
15mn 10mn	**Post listen**					

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -simple present/ simple past verbs	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ prescription
Cross Curricular Competencies		
➢ **Intel:** Learner can interpret verbal messages to get information. ➢ **Meth:** - He can work with his partners./ - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse.	➢ **Com**: He can use a role play to communicate appropriately. **Per and soc**: He can socialize through oral exchange **Core values** Raising teenagers' awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community	

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5m 10m	**Warm up** **Pre listen**	Teacher greets his learners/the learners respond. 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 To introduce the key words	Flash cards	V A

موقع عيون البصائر التعليمى

25m 10m 10	**W listening** **Post listen**	 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, ….. 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. **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

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -should / must all forms	**Domain (s)**: Oral/written/both	**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 **Presentation**	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. 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.	T/L	To brainstorm ideas about losing weight and how to be in a good health To pave the way To introduce the target structure Should / must	Wboard Course book	A V

موقع عيون البصائر التعليمى

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

Task 1 : I listen and complete with the missing word:
-she .....eat less food ,less sugar and less salt.
-she..... do more exercise
- she .....go on a diet immediatetly
,.....she want s to lose weight.

Teacher highlights the rules (the forms and the meaning)
To give advice to someone :I use : should+ verb

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

To ask for advice I use : should+subj+verb
Example: what should I do if I have a headache?

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

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

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

To highlight the rules

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

موقع عيون البصائر التعليمى

	Practice **Produce**	**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 Mother :What's the matter? Daughter:I feel hot, Mom. M: Let me take your temperature. You have a fever .You should ……You shouldn't ……You must …… You mustn't ……		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

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	**Lessons**:5 I pronounce	**Framework:** PIASP
Learning Objective (s): by the end of this lesson my learner will be able to pronounce ch and sh correctly		
Targeted competencies: interact – interpret – produce.	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ Course book **Target sounds** : /tʃ/ /ʃ/

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:** valuing healthy food

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. **Amy** :I like eating **ch**ips ,**ch**icken , cheese but I hate eating fi**sh** **and** ma**sh**ed potatoes . **Her friend** :That's why you always have stoma**ch** a**ch**e The teacher isolates the words which contain the targeted sounds then invites his learners to read them : **Ch**ips **ch**icken fi**sh** stoma**ch** | | | | /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

موقع عيون البصائر التعليمى

	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**		To shape the Ls articulation To consolidate To encourage working in pairs		
	Use	A game : the teacher draws this table on the board and invites his learners to work in groups(or in rows) then complete the table with their own words (the ls have to shut their copybooks and their books /tʃ/ | /ʃ/ | /k/ | | |				

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	**Lessons**:6 I pronounce	**Framework:** PIASP
Learning Objective (s): by the end of this lesson my learner will be able to pronounce ch and sh correctly		
Targeted competencies: interact – interpret – produce.	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ Course book **Target sounds** : /tʃ/ /ʃ/
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:** valuing healthy food	

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. **Amy** :I like eating **ch**ips ,**ch**icken , cheese but I hate eating fi**sh** **and** ma**sh**ed potatoes . **Her friend** :That's why you always have stoma**ch** a**ch**e The teacher isolates the words which contain the targeted sounds then invites his learners to read them : **Ch**ips **ch**icken fi**sh** stoma**ch** | | | | /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	To brainstorm ideas 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

موقع عيون البصائر التعليمى

	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**		To shape the Ls articulation To consolidate To encourage working in pairs		
	Use	A game : the teacher draws this table on the board and invites his learners to work in groups(or in rows) then complete the table with their own words (the Ls have to shut their copybooks and their books /tʃ/ | /ʃ/ | /k/ | | |				

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 3 ME AND MY HEALTH	**Lessons**:7- Language focus: language learning / use	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learner will be able to give advice and recommendation using imperative		
Targeted competencies: interact – interpret – produce. **Target structure:** -imperative	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / 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 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
	Warm up	The teacher invites his learners to work in pairs or in groups and do task 14 page 93 Then classify : fat / sugar / salt pizza ..... / ..... / .... / ..... /	T/L	To brainstorm ideas about healthy and unhealthy food	Course book	V A
	Presentation	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 Do s / Donts Eat chocolate with moderation / Don't eat chocolate every day The teacher highlights the rule of imperative : To make **recommendation** or give **advice** to someone, we can also use **the imperative**: " Verb infinitive without to Eg: **Eat balanced food./ let mme examine you**.	T/L T/I	interacting To elicit the target structure To familiarize the Ls with the new structure	The board	

موقع عيون البصائر التعليمى

		▯ To form the negative we use: "**Don't + Stem**" eg: **Don't** eat chocolate ,everyday. **Task 2: I** give advice to my friend to lose weight using imperative -To eat too much. -To eat fruit and vegetables. - To eat between meals. - To eat bad, unhealthy food with lots of fat, sugar and salt. - To practise sport regularly - To be a "couch potato" (to spend a lot of time sitting and watching TV). **Task 3 a)I complete the conversation between Amy and the dietician with ::** **Let's – come- move- step –have** **b) I give Amy some advice (orally)** Dietician : ……in , ……a sit. Amy : thank you Dietician : …….. check your height and weight, first . 1.55m. All right. Now …… on the scales and don't ……., Amy . well, Your family doctor's right; you're overweight, Amy. This is not good for your health. The normal healthy weight for your height is 45 to 60 kilos.	T/L	To express recommendation and advice To reinvest the prior knowledge he /to give advice and recommendation using imperative		V/A

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -have to / don't have to / must / mustn't	**Domain (s)**: Oral/written/both	**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 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 must do more exercise to keep fit. b)You have to take with you the doctor *c)You* **mustn't** *forget ...*prescription If you want to buy medicine *d)If you don't like cheese, you* **don't have to** *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 external obligation Discuss the differences between 'don't have to' and 'mustn't'. Make sure to stress the idea that 'don't have to' expresses the idea	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

موقع عيون البصائر التعليمى

		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**).		To familiarize the Ls with the new structure		
	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		To produce a correct sentence To interpret the meaning		
	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 produce a dialogue To encourage the learner to work with his partner		

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -have to / don't have to / must / mustn't/ why/ because	**Domain (s)**: Oral/written/both	**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. *have to go/mustn't* 2. *should/ haven't to* 3. *should /mustn't* 4. *must /have to* 5. *have to /shouldn't*	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				

موقع عيون البصائر التعليمى

		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		

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -must,should……..	**Domain (s)**: Oral/written/both	**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:** - **.h**e 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 **Core values** Valuing healthy food Valuing sports

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up **Pre read** **W read**	The teacher greets his learners / the learners respond. Teacher interacts with his learners about what do they like to eat in the three mealtimes? The teacher explains the key words ; balanced food , wholemeal, stationary bike.... 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	T/L	Interacting To introduce the topic and the key lexical items To interpret Interpret A written message/ Read to get information	W board	V A

موقع عيون البصائر التعليمى

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

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** -must ,have to ……..	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ Course book

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 kow what kind of diet my dietitian recommends because he knows I have the same problem.I'm going to send him a detailed email in which I explain my doctor's dietary advice and recommendations about food and exercise. I'm also going to send him a weekly diet plan and a typical daily menu as attached documents	T/L T/L	/interacting Ls can use his prior knowledge Interacting	The board + The course book	V A K T

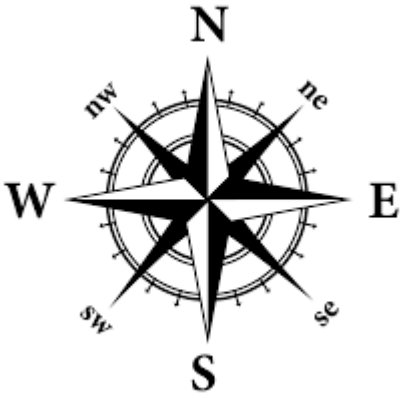
موقع عيون البصائر التعليمى

	In -writing process	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 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 roporting 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 L/L	To correct the mistakes(spelling , grammar,..)		

موقع عيون البصائر التعليمى

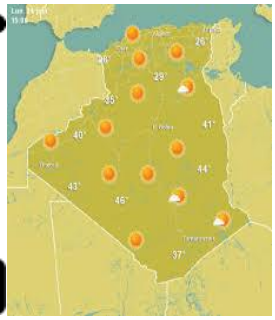
LEVEL :2MS

SEQUENCE :FOUR *ME AND MYTRAVELS*









The initial situation:

In the international" travel forum" of 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

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** - simple future 'affirmative- negative- interr)	**Domain (s)**: Oral/written/both **I pronounce:** 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 **Core values** 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 Next holidays : 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. Karima :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. **The teacher highlights the rules :** To talk about intentions that are decided at the time of speaking I use the future simple tense . 1)Will + stem 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	

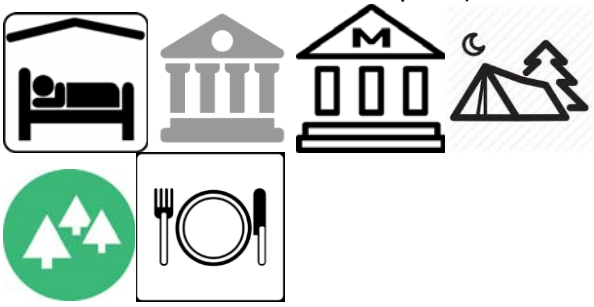
موقع عيون البصائر التعليمي

	Practice Use	Won't (will not)+ stem My Father won't object Will + sub+stem 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 **/wɪł/ ,**'ll **/ł/** and won't **/wəʊnt/** Task 1 : I work with my partner to reorder the words to get complete sentences : 1- 'll – You-your-enjoy- holidays 2- won't – Karima- stay – the city- in. 3- your father- visit-Will – some touristic sites? Task 1 (a page 117) I listen and repeat Task 3 : I listen and tick the right pronunciation (task 1 page 119) Task 4 : I correct the underlined mistake Yesterday, my father will spends 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 .	T/L T/L L/L	structure To focus on the right pronunciation of will and won't To form a correct sentence To check and consolidate the right pronunciation To check the learner understanding The learner talks about his future plan		V/A

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** - going to 'affirmative- negative- inter)	**Domain (s)**: Oral/written/both	**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 **Core values** 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		

موقع عيون البصائر التعليمي

	Practice Use	**The teacher highlights the rules :** To talk about the future activities that have been planned before the time of speaking I use : *Affirmative form* am / is/are + going to + verb) Example :I'm going to visit some famous places. Negative form : am /is/ are/ + not +going to + verb Example : I'm not going to the beach. Interrogative form : Are /is + going to +verb Are you going to the camping site? Task 1 I match 1)Are you going to camp In the mountain? A) No, he isn't. 2)Is your father going to Stay in the hotel ? b) Next week. When are you going to travel to jijel? c)Yes, I'm. Task 2 I correct the mistakes Next holidays , We going to visit Tikjda. We not are going to stay in the hotel .We are go to camp in the mountains. Task 3 :Role play Your friend is planning to go on holiday soon. Ask him /her about her/his plans. Use the words in brackets make questions: 1. (where / go ?) _____ . 2. (how long / go for?) _____ 3. (when / leave ?) _____ . 4. (travel/ alone ?) _____ . 5. (who/travel with?) 6. (travel / by plane ?) _____. 7. (where / stay ?) _____ .		To set the rules To familiarize the Learners with the Target structure To reinforce /consolidate To ask and answer about a future plan		

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** - simple future (going to)(will)	**Domain (s)**: Oral/written/both	**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  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.		To elicit information and Introduce the key words	Flash cardA A compass	V A
	While listen	The teacher prepares the learners for the 1st listening : *Keltoum is Mounir's new classmate in*		Prepare the Ls for the 1st listening	A street map	

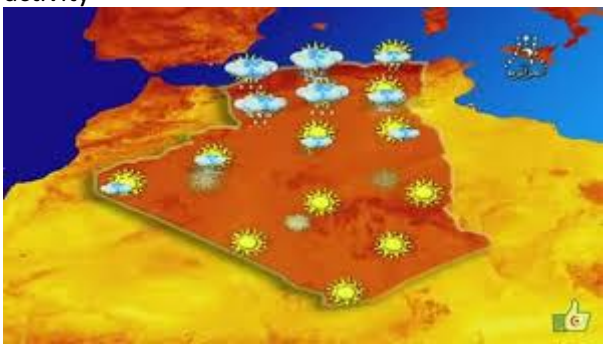
موقع عيون البصائر التعليمي

	Post listen	*Djelfa.* *I Listen to the conversation (part1) and choose the correct answer :* *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 Listen to the conversation (part2) and do* *Task 1 :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) Task 2 Task 8 page 110 Task 3 : Task 09 page 110 Task 04 : 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	

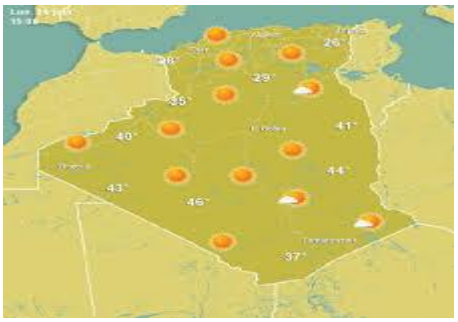
موقع عيون البصائر التعليمى

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 forcast map and talk about the weather.		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple future Adjectives to describe weather	**Domain (s)**: Oral/written/both	**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, Twrites 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 elicit much of the vocabulary 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 forcast 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 forcast map for tomorrow and asks some questions:		To familiarize The learner with the new lexis	a map A map	V A

موقع عيون البصائر التعليمي

	Practice Use	 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 forcast . - The learners check the answers with their partners. **Task 4 :** the teacher gives the learners a weather forcast 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 forcast The learner uses what he learnt to write /talk about weather.	Wboard A map	V/A V/ A T

موقع عيون البصائر التعليمى

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**:5language 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 Birds (fauna) | Animals (fauna | trees(flaura | | |	T/L	To elicit information and introduce new topical lexis	Flash cards	V A
	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 : Task 15 page 112 : 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	

موقع عيون البصائر التعليمي

	Post listen	Task 17 page 112 : I listen and complete the fact file about Djurdjura National Park Task 18 page 112 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	Courseb ook Wboard	

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** - demonstratives	**Domain (s)**: Oral/written/both I pronounce : / ð / / ð /	**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 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,……	T/L	To reinforce the previous lexis Familiarize the learners with the new lexis related to handcrafts	Flash cards	V A
	Presentation	 1 Pottery | Jewellery | clothes 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	

موقع عيون البصائر التعليمي

		 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 ✓ / ✓	T/L	To introduce the target structure In a context	Flash card Course book	V A
	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 – bir**th**place – e**th**nology – nor**th** – sou**th** – mon**th** / ð / **th**is – **th**ese – **th**at – **th**ose – wea**th**er – mo**th**er – fa**th**er – wi**th**	T/L	To reinforce the use of the demonstratives To focus on the right pronunciation of / θ/ ð /	Course book
	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.	L/L	To reinvest prior knowledge		

موقع عيون البصائر التعليمى

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: interact – interpret – produce. **Target structure:** - simple past Affirmative / negative , interrogative forms .Regular and irregular verbs	**Domain (s)**: Oral/written/both I pronounce : "ed"	**Materials:** course book/flash card

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 :	T/L	To elicit the target structure		
		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.				v/a
					Fash card	

موقع عيون البصائر التعليمى

	Practice	T presents the rules of simple past (my grammar tools p 122) <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>	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	Wboard Course book	
	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 produce an email or a piece of writing from a set of questions	wboard	

موقع عيون البصائر التعليمي

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**: 8 I read and do	**Framework:** PDP
Learning Objective (s): By the end of the lesson, my learners will be able to use the simple past to narrate a trip or a journey		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple past /simple future	**Domain (s)**: Oral/written/both	**Materials:** course book/flash cards

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 in small groups	➢ **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. 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 groove , 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 : **Task 1 page 132** : I read the text and fill in the bibliographical notes. **Task 2 page 132** : I read the text and fill n the fact file The teacher invites his learners to read text 3 and do : **Task 4** : 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		

موقع عيون البصائر التعليمي

	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		

موقع عيون البصائر التعليمى

PAST SIMPLE

Auxiliary: DO | **DID** | DONE

Regular verbs (-ed)

	BASE FORM	PAST FORM	
TO	PLAY	PLAYED	PLAYED
TO	WALK	WALKED	WALKED
TO	STUDY	STUDIED	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	MADE	MADE
TO	RING	RANG	RUNG
TO	GO	WENT	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** **play** football yesterday

IRREGULAR VERBS: EX. I / you / he / she / it / we / they **didn't** **go** to the cinema last night

(Yes / No quest.) **Interrogative:** DID + SUBJECT + BASE FORM ?

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

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

(Wh- quest.) **Interrogative:** WH- WORD + DID + SUBJECT + BASE FORM ?

REGULAR VERBS: EX. **What** **did** I / you / he / she / it / we / they **play** yesterday ? **Football**

IRREGULAR VERBS: EX. **Where** **did** I / you / he / she / it / we / they **go** last night ? **to the cinema**

تم تحميل هذا الملف من موقع المناهج الإماراتية

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.

1-
2-
3-

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

1-
2-
3-

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

1-
2-
3-

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

1-
2-
3-

E) John / stay / at Mary's house / last summer.

1-
2-
3-

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

1-
2-
3-

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

1-
2-
3-

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

1-
2-
3-

موقع عيون البصائر التعليمى

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- .....

موقع عيون البصائر التعليمى

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- .....

موقع عيون البصائر التعليمى

Past Simple (irregular verbs)

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

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

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

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

Yesterday ...

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

موقع عيون البصائر التعليمى

✎ 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? _____

_____

موقع عيون البصائر التعليمى

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 !!!!

موقع عيون البصائر التعليمى

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-

) 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-

موقع عيون البصائر التعليمى

- **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) - .....

موقع عيون البصائر التعليمى