Sequence Two — *Me, and my shopping*

Sequence: 02	**Lesson:** 01 (I listen and do)	**Framework:** P.D.P
Learning objectives: To enable the learners to describe shopping items and expressing quantity.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Many, much, some, any.		**Domains:** Oral/ Written/ Both.
Core values: Valuing healthy food (mainly fruit and vegetables.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal messages to get information.	**Methodological:** They can use listening strategies in interpreting messages and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately.	**Social and Personal:** They can socialize through oral exchanges.	

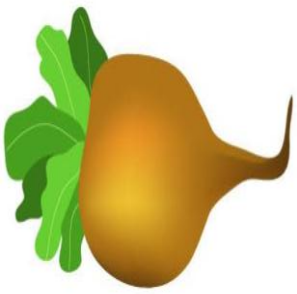
Warming Up: The teacher greets the learners and makes a quick review about the national dishes that they have seen in (**Sequence 5**) last year.

- ✓ What is the national dish her in Algeria?

Pre-Listening: The teacher presents the following vegetables, fruits, meat and food quantities: (**carrots – turnip – broad beans – garlic – aubergines (eggplant) – onions – cardoon – courgettes – cabbage – tomatoes – pumpkin – chillies – chickpeas – potatoes – tangerines – oranges – figs – pears – peaches – apricots – grapes – dates – kilo – half kilo - slice**) through flashcards.



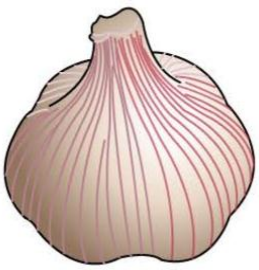
Carrots



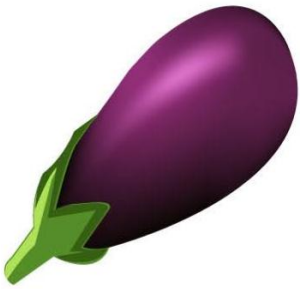
Turnips



Broad beans



Garlics



Aubergines



Onions



Cardoons



Courgettes



Cabbages



Tomatoes



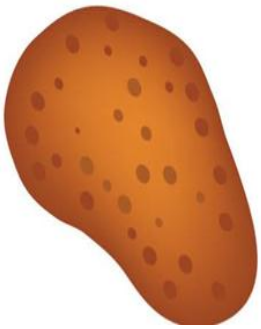
Pumpkins



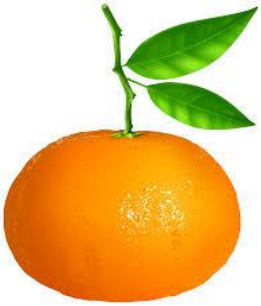
Chillies



Chickpeas



Potatoes



Tangerines



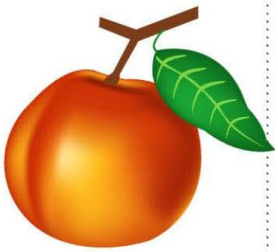
Oranges



Figs



Pears



Peaches



Apricots



Grapes



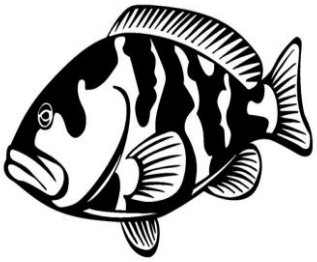
Dates



Lamb neck



Lamb leg



Grouper fish



Crap fish



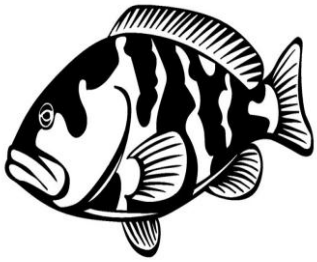
Chicken



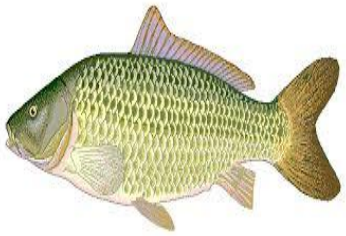
Chicken leg



Chicken breasts



Grouper fish



Crap fish



Kilo



Slice of pumpkin

<u>During Listening</u>: Task 1: The teacher invites the learners to listen to (**Listening Script 1, 2, 6 and 7 page 14** "**Part 1**") and do (**Task 1, 2 page 46** and **Task 6, 7 page 47**). The teacher invites the learners to listen again to the script and check their answers. They may work in pairs.

<u>Task 1 page 46</u>

SHOPPING LIST (1)

Vegetables

1. ***carrots.***
2. ***courgettes.***
3. ***aubergines.***
4. ***turnips.***
5. ***potatoes.***
6. ***tomatoes.***
7. ***onions.***
8. ***garlic.***
9. *chickpeas.*
10. ***cabbage.***
11. *pumpkin.*
12. *cardoon.*
13. ***chillies.***
14. *broad beans.*

<u>Task 6 page 47</u>

SHOPPING LIST (2)

Meat & Fish

1. *three slices of lamb neck.*
2. ***a lamb leg.***
3. ***a kilo of grouper slices.***
4. ***a kilo of crap slices.***
5. ***a whole chicken.***
6. ***six chicken legs.***
7. ***three breasts.***

Task 2: The teacher invites the learners to listen to (**Listening Script 10, 11, and 12 page 14** "**Part 2**") and do (**Task 10, 11, 12 page 48**). The teacher invites the learners to listen again to the script and check their answers. They may work in pairs.

Task 10 page 48

SHOPPING LIST (3)

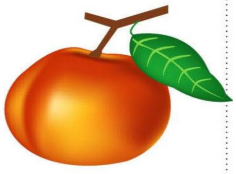
Fruit

1. *tangerines.*
2. ***oranges.***
3. ***purple figs.***
4. ***black grapes.***
5. ***Dates.***

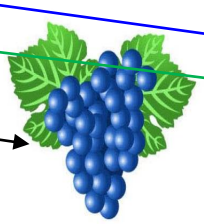


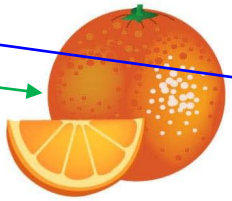
Apricots

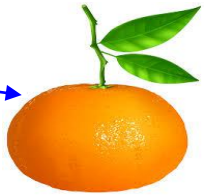




Peaches











Pears

Post Listening: Task 3: The teacher asks the learners to do (**Task 4 page 47**) and change the roles. The teacher may explain the new words in the dialogue.

Task 4 page 47

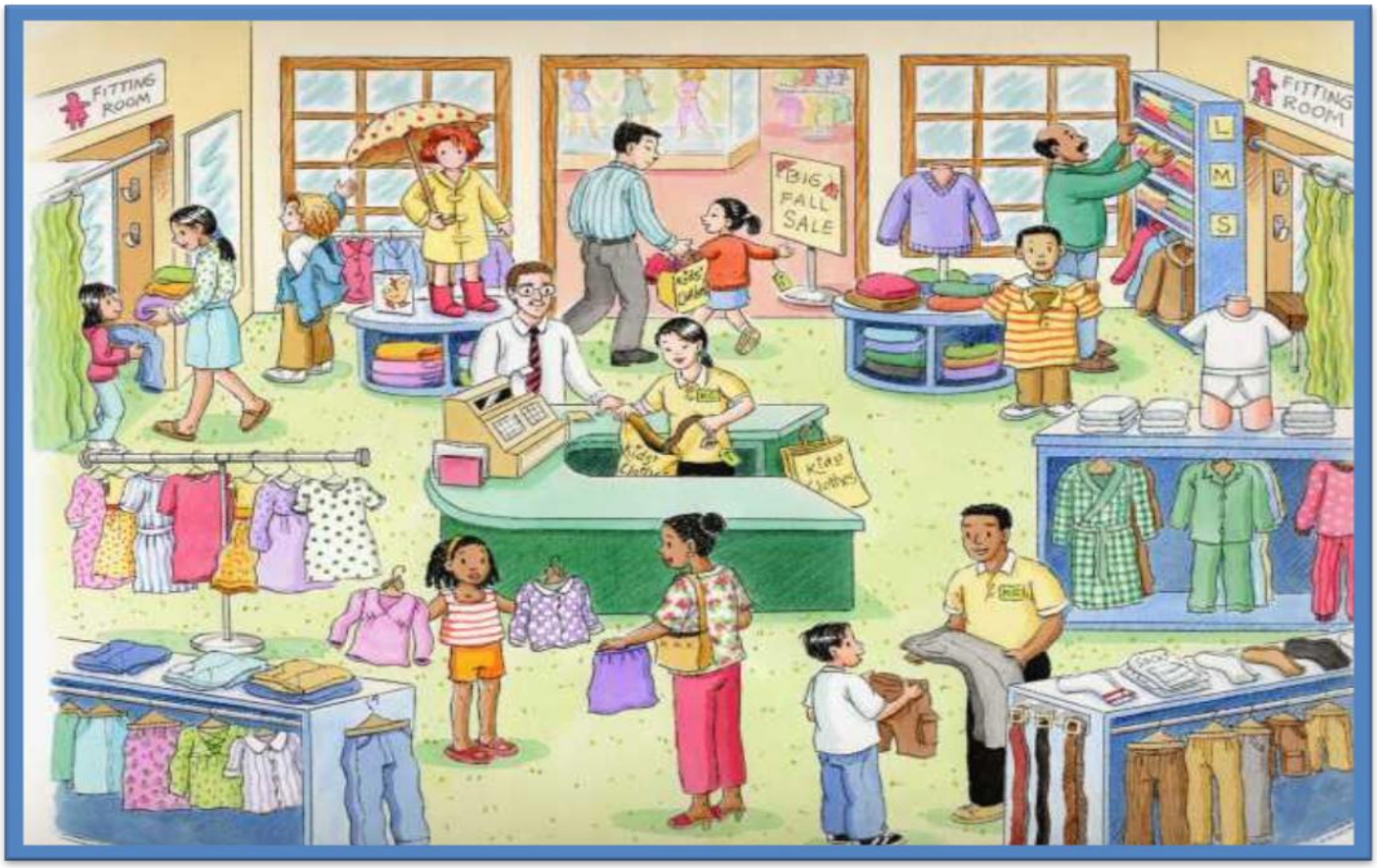
Me: Good morning. We'd like some ***pumpkin***.
My partner: Good morning, sir. How much do you want?
(greengrocer)
Me: Just one big slice, about ***half*** kilo.
My partner: Would you like anything else, sir?
Me: Yes, some ***potatoes, tomatoes, carrots, courgettes, aubergines, turnips, onions, garlic, chickpeas, cabbage, cardoon, chillies*** *and* ***broad beans***.
My partner: How much, sir?
Me: **Half** kilo each.
Me: How much do I owe you, sir?
My partner: Five hundred and fifty dinars, sir.

- The learners read their dialogues in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 02 (I listen and speak)	**Framework:** P.D.P
Learning objectives: To enable the learners to ask about size, colour and price.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple present (How much/ What colour/ What size).		**Domains:** Oral/ Written/ Both.
Core values: Exchanging cultural knowledge about shopping and clothing habits to learn more about countries and people in this respect.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and non-verbal messages to get information.	**Methodological:** They can use listening strategies in interpreting messages and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately.	**Social and Personal:** They can socialize through oral exchanges.	

Warming Up: The teacher greets the learners and makes a quick review about numbers, colours and clothes.

Pre-Listening: The teacher pins a picture of "**Clothing shop/ store**" on the board and asks the following questions.



✓What is this? ✓Where can you find it? ✓What can you find in it?

During Listening: Task 1: The teacher reads the conversation (**Listening Script 13 and 14 page 14 and 15**) and tries to explain the new keywords(**size – shop assistant**). In the same time, he/ she asks the learners to do (**Task 13 page 48**).



Size



Shop assistant

Task 13 page 48

Mum: Look, sweetheart. ***There***'s a dress right for you!
Sandra: Oh, it looks superb! What ***size*** is it?
Mum: Well, this one's size ***10***.
Sandra: I'm afraid it's ***too*** big. I need a smaller size. Here comes the shop ***assistant***.
Shop assistant: Hello, can I ***help*** you?
Sandra: Yes, please. Does this dress ***come*** in a smaller size?
Shop assistant: Certainly. What size ***are*** you?
Sandra: ***8***.
Shop assistant: Just a minute. I'll go and get you one. What ***colour*** do you want?
Sandra: Same colour, please. ***Red*** with a ***black*** waistband.

- The teacher asks the learner to practice and act the dialogue in pairs.

Task 2: The teacher reads the conversation (**Listening Script 15 and 16 page 15**) and tries to explain the new keywords(**fitting room – escalator – price**). In the same time, he/ she asks the learners to do (**Task 15 page 49**).



Fitting room



Escalator



Price

Task 15 page 49

6 **Sandra:** But look at the price tag, mum. This dress is too expensive!
2 **Shop assistant:** The fitting rooms are at the back, next to the escalator.
4 **Sandra:** Look, mum. It fits me well.
5 **Mum:** And it isn't long at all! It's just perfect on you!
1 **Mum:** Try it on first, sweetheart.
3 **Mum:** Thank you. Let's go, Sandra.

Post Listening:: Task 3: The teacher asks the learner to do (**Task 17 page 49**).

Task 17 page 49

My partner: Good morning. Can I help you, sir?
Me: Yes, please. I'm looking for ***pair of shoes***.
My partner: Certainly. What size ***are you?/ What is your size? What is the size of your feet?***
Me: ***37.***
My partner: What colour do you ***want?/ What colour do you prefer (like)?***
Me: Black, please.
My partner: Do ***you like it with laces?***
Me: No, ***without laces, please.***
My partner: ***Here you are, sir.***
Me: ***Thank you very much.***

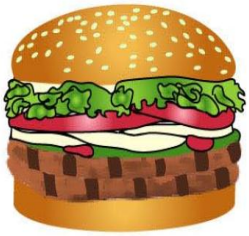
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 03 (The language use)	**Framework:** P.P.U
Learning objectives: To enable the learners to ask and answer about quantity and price.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple present (Quantifiers).		**Domains:** Oral/ Written/ Both.
Core values: Valuing healthy food (mainly fruit and vegetables).		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical thinking to deduce the rules.		**Methodological:** They can take notes and exchange information with their peers.
Communicative: They can use to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges.

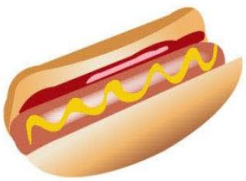
Warming Up: The teacher greets the learners and makes a quick review about fruits, vegetables and showing them some food flashcards and tries to elicit names from them.



Chicken



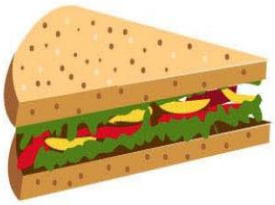
Hamburger



Hotdog



Pizza



Sandwich

- The teacher asks the learners to name other food. He writes them on the board and asks the learners to put them in the chart below: (**apples – oranges – bread – juice – eggs – cookies – meat – rice – cereals – olives – jam – milk – coffee – candies – grapes – sugar – flour – oil – salt – peanuts – tea – soup – honey – water – carrots – tomatoes – pasta – butter – potatoes**).

Countable food	Uncountable food

Presentation: The teacher creates a situation (A husband and his wife talking about what they need to buy groceries. They are preparing their list) The teacher must show them "**Food Quantities**" through flashcards. And he/ she may ask the following questions.

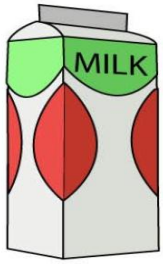
✓ Do they need milk? ✓Do they have meat? ✓ Give two other things that they want to buy?

Peter: Do we have **any** ***milk*** left?
Peter: **How much?**
Peter: What about ***meat***?
Peter: And ***eggs***, **how many**?
Peter: ***Tomatoes***?
Peter: Ok. **How many packs** of ***noodles*** (pasta) we have?
Peter: Ok. There's **few** ***pasta*** ***sauce***. We need **some** more.
Peter: Ok. Let's get to the market.

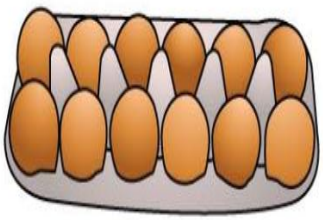
Liz: Yeah, there's **some**.
Liz: Two **cartons**. We don't need more than that.
Liz: There's **any**. We need four **pounds** (½ kilo) at least.
Liz: There's no ***eggs***. We need **a dozen**.
Liz: There's **lots of** it in the fridge.
Liz: Just one. Let's buy five more ok?
Liz: Don't worry, we'll get **some**. Right?
Liz: Let's go.



a head of **lettuce**



a carton of **milk**



a tray of **eggs**
a dozen of **eggs**



a lamp of **sugar**



a tin of **tuna**



a bunch of **carrots**



an ear of **corn**



a pinch of **salt**



a stick of **gum**



a can of **soda**



a cluster of **grapes**



a bag of **flour**



a dash of **salt**



a bar of **chocolate**



a packet of **chips**



a branch of **olives**



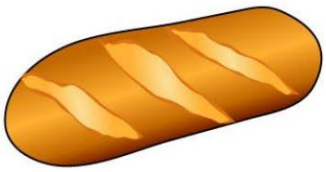
a clove of **garlic**



a slice of **cake**



a jar of **honey**
a jug of **honey**



a loaf of **bread**

- The teacher eliciting the target language and highlighting the rule (**My Grammar Tools page 55** and **56**).

Peter: Do we have **any** ***milk*** left?
Peter: **How much?**
Peter: And ***eggs***, **how many**?
Peter: ***Tomatoes***?
Peter: Ok. There's **few** ***pasta sauce***. We need **some** more.

Liz: Yeah, there's **some**.
Liz: Two **cartons**. We don't need more than that.
Liz: There's no ***eggs***. We need **a dozen**.
Liz: There's **lots of** it in the fridge.
Liz: Don't worry, we'll get **some**. Right?

☛ To talk or ask about **countable** quantity, we use: "**many**" + (countable noun = plural) eg: **How many** eggs do we have?
☛ To talk or ask about **uncountable** quantity, we use: "**much**" + (uncountable noun = singular) eg: **How much** pasta sauce do we have?
☛ "**Much**" and "**Many**" are used mainly in questions and negative sentences. In affirmative sentences (and also in questions and negative sentences), we can use "**a lot of**" (informal). eg: There's **a lot of** tomatoes in the fridge.
☛ If we don't want to express exactly the number of people, things, quantity or amount of something, we generally use:
(1) "**some**" (in affirmative/ positive sentences) eg: We need **some** more pasta sauce.
N.B: We can use "**some**" in the **question** when making **offers** or **request**. eg: Would you like **some** tea? (offer)/ Can I have **some** milk? (request).
And we can use "**little**" or "**few**" in the place of "**some**" to have **negative** meanings. We use them to mean "**Not as much as may be expected or wished for**". eg: There's **few** pasta sauce.
(2) "**any**" (in interrogative/ negative sentences) eg: Do we have **any** milk left? There's **any**. We need four pounds at least.
N.B: We can use "**any**" in the **affirmative/ positive sentences** to mean "**I don't mind**" or "**It doesn't matter**".
eg: Would you like some tea, or coffee? **Any** one is O.K.
☛ To ask about **the price** of something (food, clothes, etc.), we use: "**How much**" + is/ are + singular/ plural noun + ? eg: **How much** is the pasta sauce? Or **How much** is it?
N.B: We can ask about **the price** in another way. We can say: **How much** does it **cost**? Or **How much** do I **owe** you?

Practice: Task 1: The teacher asks the learners to do (**Task 1, 2, and 3 page 59, 60 and 61**). They may work in groups and compare their answers and correct themselves.

Task 1 page 59

- **a head of:** (celery – cauliflower – cabbage – lettuce – garlic).
- **a cluster of:** (dates – bananas – grapes).
- **a clove of:** (**garlic**).
- **a branch of:** (**dates**).

Task 2 page 60

- **a carton of:** (eggs – apple juice – slim "low fat" milk).
- **a packet of:** (biscuits – chewing gum – crisps "chips" – cereals "cornflakes").
- **a bag of:** (milk – flour – pasta – granulated sugar).
- **a tin of:** (sardines – tuna – tomato purée).

Task 3 page 61

- **a bar of:** (soap - chocolate).
- **a dash of:** (salt).
- **a pinch of:** (salt).
- **a tray of:** (eggs).
- **a loaf of:** (bread).
- **a can of:** (soda).
- **an ear of:** (maize "corn").
- **a jar of:** (jam).

Task 2: The teacher asks the learners to do (**Task 5 page 62**).

Task 5 page 62

1. any – some.
2. any – much – a lot of.
3. A lot – many.

Use: Task 3: The teacher provides the following text and asks the learners to complete it with the right words from the table below.

Activity: Complete the following text with the right word from the table below.

a lot of – a glass – much – a can – many – a plate - any

My name is Mary and I am an architect. I get up early every morning and have cereal for breakfast. I also have …… (***a can***) of coke. I drink too …… (***much***) coke but I really like it. For lunch I have a sandwich but I also eat …… (**a lot of**) fruit. I don't do enough exercise but I try and do for a run once a week. For dinner I usually have …… (***a plate***) pasta or salad. My brother is called Tim and he works in an office. He doesn't eat …… (***any***) breakfast in the morning but he has a salad and …… (***a glass***) of orange juice for lunch. He does …… (***a lot of***) exercise and goes to the gym every day but he eats too …… (***many***) cakes. He works very hard and sometimes just has a sandwich for dinner. I don't think he gets enough sleep.

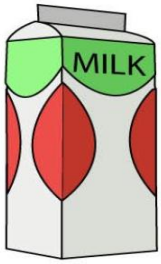
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 04 (The language use)	**Framework:** P.P.U
Learning objectives: To enable the learners to describe shopping items and pronounce the "**l**" and "**r**" correctly.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** Simple present (what/ on/ at).		**Domains:** Oral/ Written/ Both.
Core values: Raising teenagers' awareness so that they become selective in regard to what they should buy when shopping.		**Materials:** Board/ Flashcards.
Cross curricular competencies		**I pronounce:** The pronunciation of the "**l**" and "**r**".
Intellectual: They can use his critical thinking to deduce the rules.		**Methodological:** They can work individually, in pairs and in groups.
Communicative: They can use to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about shopping and food by showing them some flashcards and tries to elicit names from them.



Lettuce



Milk



Rice



Sugar

- The teacher ask the learners to read to the following expressions and focuses on the pronunciation of the letter "**l**" and "**r**": (**lamb leg – grouper slices – crap slices – whole chicken – a clove of garlic – a lamp of sugar – a pinch of salt – a cluster of grapes – a bag of flour**).

Presentation: The teacher writes the following dialogue on the board and invites the learners to read it.

Louise: Hey, Julia…Look at those desserts! How about baking some cookies today?
Julia: Hmm…Yeah, that's a great idea! While we are here in this supermarket, let's pick up the ingredients.
Louise: OK, what do we need?
Julia: The recipe calls for flour, milk, sugar and butter. Oh, and we also need eggs and chocolate chips and salt. Don't forget!
Louise: Why don't you get the dairy ingredients? You will find those in the refrigerated section in the back of the store. I will get the dry ingredients.
Julia: Great! Let's meet at the checkout.
Louise: OK. See you there.

- The teacher sorts out all the words that contain the letter "**l**" and "**r**". Then, he/ she asks the learners to read it correctly. The teach highlights the rule (**1 page 51** and **2 page 52**)

☛ "**l**" is pronounced as "**clear l**" **/l/** before a vowel: in initial position (beginning of the word) or in mid position (middle of the world) eg: Louise – Look – Let's/ Julia – flour – chocolate.
☛ "**l**" is pronounced as "**dark l**" **/ɬ/** in final position (end of the word) or before a consonant (in mid position: middle of the world) eg: call – will/ also, milk – salt.
☛ In British English, the "**r**" is pronounced as **/r/** before a vowel: in initial position (beginning of the word) or in mid position (middle of the word) eg: recipe – refrigerated/ dairy – ingredients – Great.
☛ In British English, the "**r**" is not pronounced (silent letter) in final position (end of the word) or before a consonant (in mid position: middle of the word) eg: for – flour – butter/ supermarket.
N.B: In British English, the final "**r**" is not always silent. If it is followed by a word beginning with a vowel, it is pronounced. eg: sugar and butter

Practice: Task 1: "**I pronounce**" The teacher asks the learners to (**Task 1, 3 page 53**).

Task 1 page 53

-	**L**ook, **L**isa. The **l**ight b**l**ue **l**eggings are sma**ll**er than the dark b**l**ue ones.	☑ **/l/**	☐ **/ɬ/**
-	This sma**ll** be**l**t fits we**ll** with the purp**l**e dress and the sanda**l**s. It's coo**l**!	☐ **/ɬ/**	☑ **/l/**
-	How do you fee**l**, today?	☐ **/l/**	☑ **/ɬ/**
-	Quite we**ll**. Thanks for asking.	☑ **/ɬ/**	☐ **/l/**
-	Awfu**l**! I've had a terrib**l**e night.	☐ **/l/**	☑ **/ɬ/**

Task 3 page 53

Waiter: Good evening, **l**adies **/l/** and gent**l**emen **/l/**. Are you ready to order?
Dad: Yes, p**l**ease **/l/**. I'**ll** **/ɬ/** have a gri**ll**ed **/l/** chicken **l**eg **/l/** with boi**l**ed **/l/** cau**l**if**l**ower **/l/ /l/**.
Mum: I'll have the **l**eek **/l/** soup as a starter and a mixed vegetab**l**e **/l/** and tuna sa**l**ad **/l/**.
Waiter: What would you **l**ike **/l/** for dessert?
Dad: I'll try your vani**ll**a **/l/** ice cream.
Mum: I'll have a fruit sa**l**ad **/l/**.
Waiter: Any drinks, sir?
Dad: Mineral **/ɬ/** water and two b**l**ack **/l/** coffees after dessert, please.
(*When the mea**l** /ɬ/ is over, dad asks the waiter for the bi**ll** /ɬ/ and pays with his credit card.*)

Task 2: "**I pronounce**" The teacher asks the learners to (**Task 5, 8 page 54**).

Task 5 page 54

1.	/r/	silent
tracksuit	☑	☐
colour	☐	☑
scarf	☐	☑
shorts	☐	☑
bracelet	☑	☐
ring	☑	☐
wristwatch	☑	☐
green	☑	☐

2.	/r/	silent
butter	☐	☑
sugar	☐	☑
vinegar	☐	☑
mustard	☐	☑
marmalade	☐	☑
pepper	☐	☑
flour	☐	☑
hamburger	☐	☑

Task 8 page 54

Mum: Take some low-fat yogurts for me and your dad, Sandra.
S S S P
Daughter: And I'll take four sugar-free ones for me.
S S P S
Dad: The strawberry-flavoured ones are better.
P P P P S
Mum: Is there any diet margarine left in the fridge, Robert?
P S P P P S
Dad: I think there is but I'm not sure. I can't remember. Have a look at our shopping list.
P P P S S
Daughter: I'll take two cans of light coke and a chocolate bar, mum.
P
Mum: But that's very bad for your health!
P S
Dad: Your mum's right.
S P
Mum: Ok. Here's the shopping list: two bags of brow flour, two bags of granulated sugar,
P P S P S
three cartons of slim milk, two cartons of orange juice, two jars of marmalade, four bars of
P S S P S S S S
perfumed soap, tinned sardines and tuna, tinned tomato purée, two packets of dried fruit and
S S P P P
cereals, salt, pepper, olive oil and vinegar.
P S S
Dad: Your shopping trolley's going to be very heavy in a minute, Sandra.
S P P P
(*When the shopping is over, the family heads towards the cashier who puts the shopping in*
S S S
shopping bags and gives the father a receipt when he pays.)
S P

Use: Task 3: The teacher gives the following activity and asks the learners to do it.

Activity: Read the following dialogue and put the underlined words in the right place.

Lamya: I really like those shoes.
Radia: Which ones?
Lamya: Those blue high heels.
Radia: Why don't you ask the shopkeeper about them?
Lamya: Sure. Excuse me?
Shopkeeper: Hello, how can I help you?
Lamya: I would like to buy some shoes
Shopkeeper: Of course. Which ones do you like?
Lamya: I like those blue high heels.
Shopkeeper: These ones?
Lamya: Yes. How much are they?
Shopkeeper: Three hundred Dollars.
Lamya: That's great. I'll take them.

"Clear l" /l/	"Dark l" /ɫ/	Pronounced /r/	Silent /r/
Lamya – really – like – blue – Hello	heels – help – would – I'll	Radia – Sure – are – three – hundred – great	Shopkeeper – Of course – Dollars

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 05 (The language use)	**Framework:** P.P.U
Learning objectives: To enable the learners to ask and answer about size, colour, price, weight and shape.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** What size, colour, shape …/ How much …(weight/ price).		**Domains:** Oral/ Written/ Both.
Core values: Raising awareness of the effects of globalization on Algerian teen shopping habits (mainly food and clothes)		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use his critical thinking to deduce the rules.		**Methodological:** They can take notes and exchange information with his peers.
Communicative: They can use to communicate appropriately.		**Social and Personal:** They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about colours, clothes and numbers.

Presentation: Presentation 1: The teacher pins a picture of "**T-shirt**" on the board, then asks the following questions:

✓What is this?
✓What colour is it?
✓ From where can we buy it?



- The teacher write the following dialogue on the board, and read it. He/ she must focuses on: how to ask about "**size**" and "**colour**" .

Shop assistant: Hello, Can I help you?
Customer: Hello, yes please. I'm looking for a T-shirt.
Shop assistant: **What colour do you prefer?**/ **What colour do you like?**
Customer: I like (***blue, white, black, red, etc.***)
Shop assistant: And **what size do you need?**/ **What size are you?**
Customer: I usually use a (***large, medium, small***) **size**./ I take **size** …
Shop assistant: OK. In your **size** we have these three models.
Customer: Oh, they are very beautiful! I choose this one. **How much** is it?
Shop assistant: It is ***20 Euros***.

- The teacher highlights the rule (**4, 7 page 57**)

☛ To ask about **the size** of "**clothes**" or "**shoes**". We use the following questions:
(**What size are you?/ What size do you take?/ What's your size?/ What size do you need?**)
☛ 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 size** of "**things**" other than clothes . We use the following questions:
(**How big is it?/ What is the size of …?**) eg: **How big** is your bedroom?/ It's quite big, about **10 m²**.
☛ 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?**)

Presentation 2: The teacher pins another picture of "**Table**" on the board, then asks the following questions:

✓What is this?
✓What colour is it?
✓ From where can we buy it?



- The teacher write the following dialogue on the board, and read it. He/ she must focuses on: how to ask about "**weight**" and "**shape**" .

Shop assistant: Hello, how can I help you?
Customer: Hello, I would like to buy a table for my dining room.
Shop assistant: **What shape do you prefer?**/ **What shape do you like?**
Customer: I like (***oval, circular, rectangular, square, triangular etc.***) in **shape**.
Shop assistant: How about that brown **oval** one, over there?
Customer: Oh, very nice. But it looks too heavy. **How much does it weigh?**/ **How heavy is it?**
Shop assistant: Not at all, it **weighs** about ***10 kilos***.
Customer: Ok. I'll take it. **How much** is it?
Shop assistant: It is ***130 Dollars***.

- The teacher highlights the rule (**5, 6 page 57**)

☛ 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 can 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.***)

- The teacher shows the learners all the shapes.



a circle



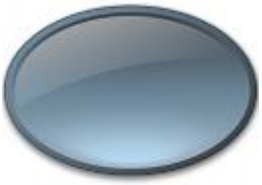
a square



a triangle



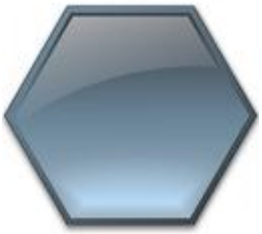
a rectangle



an oval/ an ellipse



a pentagon



a hexagon



an octagon



a crescent



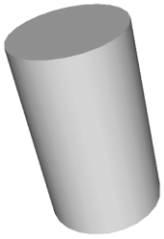
a cube



a star



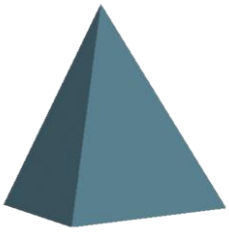
a heart



a cylinder



a cone



a pyramid



a sphere

<u>Practice</u>: Task 1: The teacher asks the learners to do (**Task 14** and **15 page 65** and **66**).

<u>Task 14 page 65</u>



a rectangle



a circle



a square



a triangle



an oval/ an ellipse



a cube

Task 15 page 66

1	2	3	4	5	6
oval	*circular/ round*	*rectangular*	*triangular*	*cubic*	*square*

Task 2: The teacher asks the learners to do (**Task 16 page 66**) and change the role with their partners. (Orally).

My partner: What shape is table (*1*)?
Me: It is ***oval***. It's ***oval*** in shape.
My partner: What colour is it?
Me: It's ***light brown***.

Use: Task 3: The teacher asks the learners to do (**Task 11** and **13 page 64** and **65**) and change the role with their partners.

Task 11 page 64

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?

Task 13 page 65

My Partner's Personal Information File

First Name: ***Mohammed.***
Surname: ***Dou.***
Age: ***13 years old/ 13.***
Weight: ***42 kilos.***
Height: ***1.48 meter.***
Size (clothes): ***M – 32.***
Size (shoes): ***37.***
Favourite colour: ***Blue.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 06 (Language learning)	**Framework:** P.D.P
Learning objectives: To enable the learners to devise neighbourhood street map/ locate and show the way to amenities.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The imperative/ cardinal and ordinal numbers.		**Domains:** Oral/ Written/ Both.
Core values: Valuing the place/ to learn more about countries and people in this respect.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can understand and interpret verbal and non-verbal messages.		**Methodological:** They can work in pairs or in groups.
Communicative: They can describe places from a map.		**Social and Personal:** They can socialize through oral/ written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about shoes, ordinal numbers and prepositions.

- ✓ **Shoes:** (boots – sandals – high heel shoes – slippers – flip flops – shoes – trainers).
- ✓ **Ordinal numbers:** (first – second – third … etc.).
- ✓ **Prepositions:** (near – next – opposite – on the left – on the right …etc.).

Pre-Listening: The teacher pins a picture of a town map on the board and then asks the following questions. He/ she may help them.



- ✓ What is this?
- ✓ Where is it then?
- ✓ Is it in Algeria?
- ✓ What can you see in it?

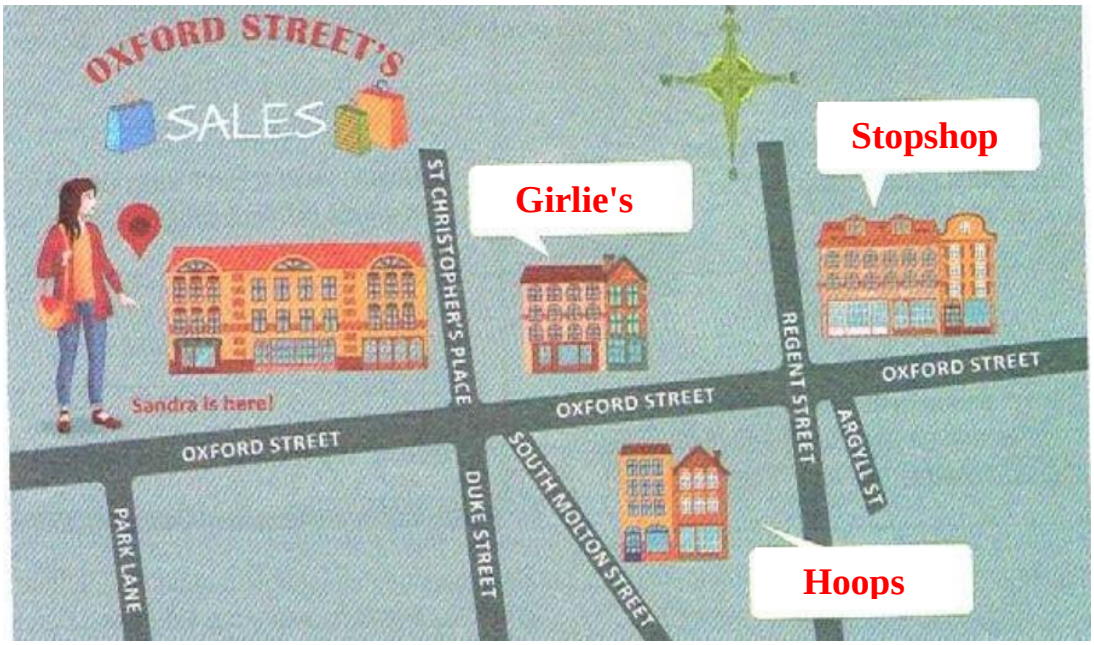
While Listening: Task 1: The teacher invites the learners to listen to (**Listening Script Tasks 18, 19** and **20: Shopping in London "Part 3" page 15**) and do (**Task 18** and **19 page 50**). He/ she may explain the new words.

Task 18 page 50

Sandra: I'd like to buy new **boots**, mum.
Mum: All **right**, sweetheart.
Sandra: Let's go to Stopshop. They have very trendy ones, **there**. modern

Father: You know I'm not familiar with all these fashion shops. Is it **far** from here?
Sandra: Not at all, dad. It's about 500m, right at the **corner** of Oxford St. and Regent St.
Father: All right, then. Let's **walk**.
Sandra: But we'll first stop at Girlie's. They have **trendy** shoes, too. It's only a few metres away, at the **corner** of St Christopher's Place and Oxford St., just **opposite** Hoops.
Mum: I know the place, sweetheart. **Let**'s go.

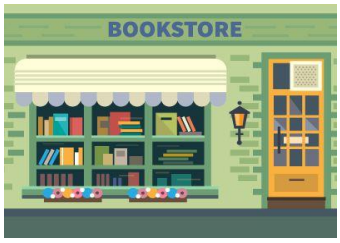
Task 19 page 50



Task 2: The teacher invites the learners to listen to (**Task 17 page 67**) and asks the learners to do it and change the role and places with their partners. He/ She may shows them places in their community.



School



Bookstore



Police station



Swimming-pool



Cinema



Theatre



Museum



Bank



Post office



Store/ shop



Hospital



Mosque



Supermarket



Café



Shoe store/ shop



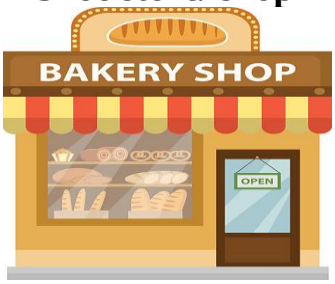
Greengrocer shop



Butcher shop



Clothing shop



Bakery shop



Restaurant



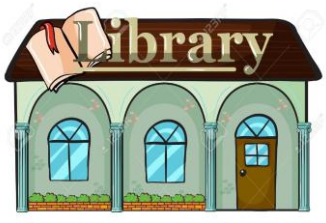
Hotel



Airport



Fire station



Library



Gas/ petrol Station



Factory

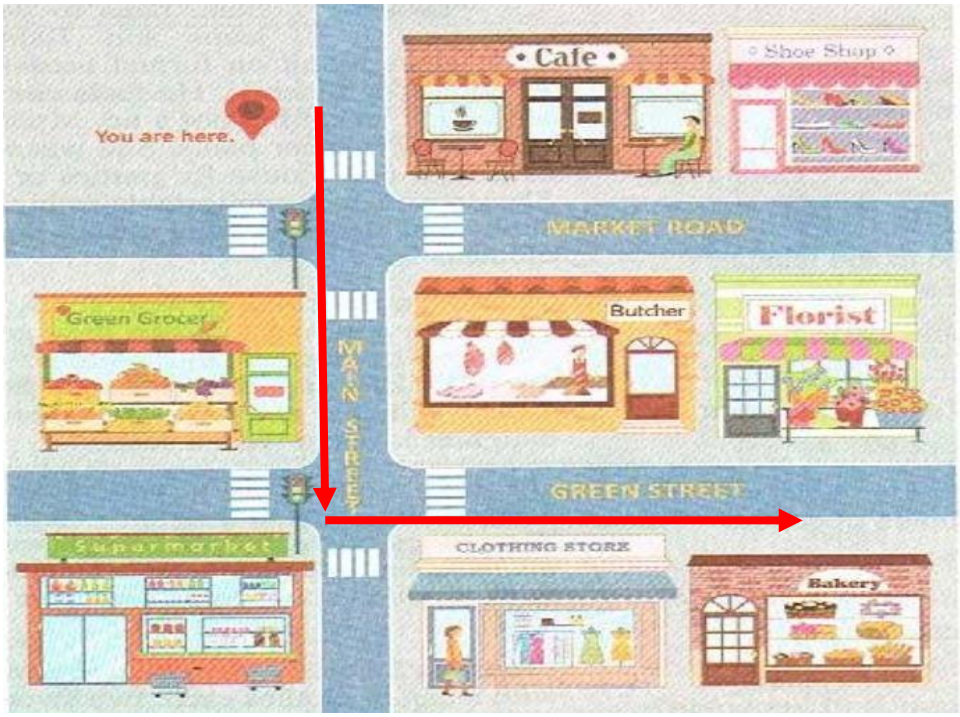


Amusement park



Zoo

Task 17 page 67



After Listening: **Task 3:** The teacher sticks the following map on the board and asks the learners to complete the dialogue with the following words: (**first – near – left – far – straight**)



John: Excuse me. Is there a café …… (***near***) here?
Peter: Yes. There's one not …… (***far***) from here.
John: How do I get there?.
Peter: At the traffic lights, take the …… (***first***) turning on your right and go ……. (***straight***) on green street. It's on your …… (***left***) near the Italian restaurant.
John: Thank you.
Peter: Don't mention it.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 07 (I read and do)	**Framework:** P.D.P
Learning objectives: To enable the learners to read and sort out information to do the tasks.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The present simple tense.		**Domains:** Oral/ Written/ Both.
Core values: Valuing money when shopping: learning how to spend it reasonably on necessary and useful things.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can understand and interpret verbal and non-verbal messages.		**Methodological:** They can work in pairs or in groups and develop their reading strategies.
Communicative: They can describe and use **I**nformation and **C**ommunication **T**echnologies to communicate with others.		**Social and Personal:** They can socialize through oral/ written exchanges.

Warming Up: The teacher greets the learners and makes a quick review about clothes and focuses on the clothes mentioned in the text. (suit – jacket – tie – dress – skirt – pants – blouse – high heel shoes – boots – jeans – hat – coat – gloves – raincoat – umbrella – scarf – short – sandals – socks – sweater – shoes – belt).

Pre-Reading: The teacher writes the keywords on the board and tries to explain them by showing pictures or using them in context. The keywords are (**mall – wedding – funeral – casual clothes – sporty clothes**).



Mall



Wedding party



Funeral



Casual clothes



Sporty clothes

- The teacher may focus on the special clothes mentioned in the text.



Toque



Mittens



Tanktops



Hiking boots



Woollen socks

While Reading: The teacher invites the learners to read the text (**page 68**) and do (**Task page 68**). They may work in pairs.

Task page 68

Bibliographical Notes

- **Type of text:**
  - a. descriptive
  - b. narrative
  - c. prescriptive
- **Type of document:**
  - a. web article
  - b. excerpt from a book
  - c. press article

Reading Notes

1. Everyday Clothes./ Money Doesn't Grow on Trees!
2. The father or the mother is speaking.
3. The son wears a suit and the daughter wears a dress or a skirt and blouse on formal occasions.
4. Blue jeans, T-shirt and pants.
5.



6. They wear shorts, tanktops and sandals in summer, and hiking boots and thick woollen socks when hiking.
7. The picture illustrates the meaning of: "that we should be careful with how we spend money, since there isn't an infinite source of it for a lot of people".

Post Reading: The teacher sets the following activities on the board and asks the learners to do them.

Activity One: Choose the correct answer.

1- What does Stan like to wear to school?

a- suits b- shorts c- ***jeans and T-shirts***

2- What does Lily like to wear for parties or dinners?

a- jeans b- ***dresses*** c- boots

3- The children wear toques and mittens when they go ...
a- fishing b- ***skiing*** c- dancing

4- What do they usually wear to the beach?
a- skirt and blouse b- shirt and tie c- ***shorts, tanktops and sandals***

5- Why do the children wear hiking boots and woollen socks when they go walking in the mountains?
a- to keep their feet dry b- to please their mother c- ***to protect their feet and toes***

6- What does Stan buy today?
a- two sweaters b- a pair of shoes c- ***all of the above***

7- Today, Lily bought grey pants and a ...
a- ***matching jacket*** b- a red dress c- shoes

8- How often do Stan and Lily go shopping?
a- every day b- ***every Saturday*** c- every Sunday

Activity Two:

(A) Find in the text words that closest in the meaning to the following:

✓ like = … (**love**)
✓ supermarket = … (**mall**)
✓ put on = … (**wear**)
✓ house = … (**home**)
✓ dark = … (**black**)

(B) Find in the text words that opposite in the meaning to the following:

✓ daughter ≠ … (**son**)
✓ informal ≠ … (**formal**)
✓ hate ≠… (**like**)
✓ uncomfortable ≠ … (**comfortable**)
✓ low ≠ … (**high**)
✓ formal ≠… (**casual**)
✓ sold ≠ … (**bought**)
✓ summer ≠ … (**winter**)
✓ hot ≠… (**cold**)
✓ came ≠ … (**went**)

Activity Two: Classify the following words in the table below. (**children – formal – funeral – comfortable – umbrella – leather - problem**)

"Clear l" /l/	"Dark l" /ɫ/	Pronounced /r/	Silent /r/
comfortable umbrella leather problem	children formal funerals	children funeral umbrella problem	formal comfortable leather

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 08 (I learn to integrate)	**Framework:** P.P.U and P.D.P
Learning objectives: To enable the learners to prepare a street map showing the shopping amenities in their neighbourhood and write an email about shopping where they live.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The present simple tense.		**Domains:** Oral/ Written/ Both.
Core values: Being proud of the Algerian area.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical thinking skills when gathering information for learning and search./ They can show creativity when producing written messages.		**Methodological:** They can work in pairs or within small groups./ They can mobilize their resources, assess their selves to write about their town/ city.
Communicative: They can process data in English and mobilise it./ They can solve problem situations using a variety of communication means.		**Social and Personal:** They can develop attitudes of sharing data about their town./ They are honest and accountable for their work and respect others' work.

Warming Up: The teacher greets the learners and makes a quick review about places in the town.

Pre-Writing Process: The teacher asks the learners about what they do during weekends and what do they wear during free times. They may speak about (**shopping, visiting places of interest, and clothes**). The teacher shows the meaning of "**traditional craft shops**" and asks the learners if they have such shops in their city, and where do we find them?

Setting up the Situation: The teacher asks the learners to have a look at the (**Task page 69**). He/ she must explain the new words.

> Sandra, my English friend, is asking me about shopping in Algeria. So, I write her an email to give her information about shopping malls, supermarkets, street markets and traditional craft shops in the place where I live. I also, tell her about how Algerian teenagers dress and what they generally eat. Then, I ask her questions about shopping in England and what English teenagers wear and eat. I attach to my email a street map showing the shopping amenities in my neighbourhood and the location of my home.

Planning: The learners write their emails by follow the (**Layout page 70**). They may ask and exchange ideas with their partners. The teacher should help them to remember what they learnt in this sequence.

In-Writing Process: The teacher asks the learners to complete the missing information in the table on (**page 69**).

- Lexis related to food products: (**fruit, vegetables, meat, fish, poultry, dairy products, bread, drinks,**).
- Lexis related to clothing: (**T-shirt, jacket, glasses, blouse, dress, shirt, skirt, Trousers, Sweater, Cap, etc.**)

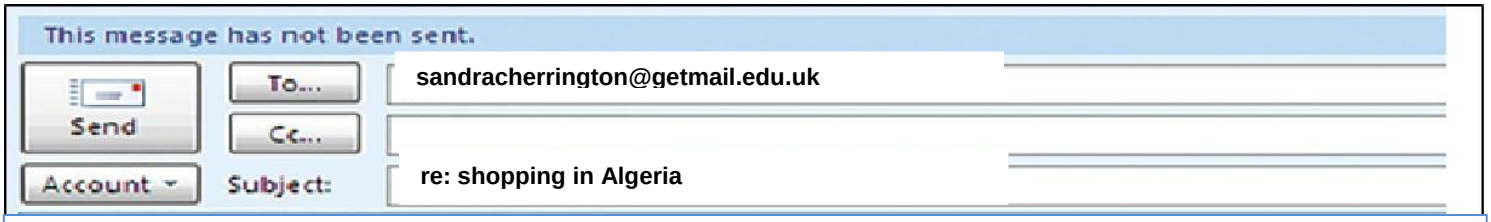
- Lexis related to shape, size, weight, colour and price: (**shapes: " a circle, a square, a triangle, a rectangle, an oval, etc."/ size: "small, medium, large, extra-large, etc."/ weight: "half kilo, kilo"/ colours: "red, blue, white, black, etc."/ price: "Dinar"**)
- Lexis related to quantity: (**a head, a carton, a tray, a lamp, a can, a tin, a piece, etc.**)
- Lexis related to location and direction: (**prepositions: "left, right, next to, near, opposite, behind etc."/ go straight/ ahead, take the first, second, third, … turning on your …./ it's …**)

Drafting: The learners start drafting and they may ask the teacher for help.

Editing: The teacher helps the learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

Publishing: The learners write their final drafts.

Example:



Hello, Sandra!

I live in a big city where there are a lot of shopping places such as the market, the cheapest place in my town, there you can find all what you need. For example clothes, food, furniture, etc. Also, you can find supermarkets, shops and traditional crafts shops that sell traditional and handicraft goods such as knotted and woven carpets or rugs made from wool, goats or camels hair with different size, colours and shapes, basket-weaving; pottery, silver jewellery etc. The shopping amenities in my neighbourhood are not far from my house. it's about 1 km. You can go there by car or bus.

Concerning clothes, the Algerian teens don't have to wear school uniforms, but they have to put on pinafores in all schools. During free times and weekends they prefer to wear casual and sporty clothes but during special occasion like Eid and wedding parties, they usually put on traditional clothing. Teenagers love fast foods, but I like healthy food. I eat a lot of fruit and vegetable instead.

How about shopping in London? Where is the cheapest places? Are clothes expensive? Are clothes and shoes sizes the same as in Algeria? Are they expensive?

I'm attaching a street map of my neighbourhood to help you see where I usually go shopping with my parents.

Bye for now,
Ahmed

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 02	**Lesson:** 9 (I think and write)	**Framework:** P.D.P
Learning objectives: To enable the learners to write a class report about their last holidays' shopping.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure:** The present simple tense/ Markers of location.		**Domains:** Oral/ Written/ Both.
Core values: Valuing leisure time and travelling as a source for knowledge and learning.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use their critical skills when gathering information for learning and research./ They can show creativity when producing a written report.		**Methodological:** They can mobilize their resources to produce a written message./ They can assess their selves and others.
Communicative: They can process data in English and mobilise it.		**Social and Personal:** They can develop attitudes of sharing data about his country./ They can be honest and accountable for their work and respect others' work.

Warming Up: The teacher greets the learners and makes a quick review about shopping and places of interest in town.

Pre-Writing: Task 1: The teacher asks the learners to answer the "**KEY QUESTIONS**" (**Task 1 page 71**).

✓ What is the name of the town, country? (**Aïn Témouchent, Mostaganem, Tipasa, Boumerdès, Béjaïa**, **Jijel, Skikda, El Taref, …/ Tunisia, Morocco, Egypt, Spain, …**)
✓ What are the most interesting shopping places (**street market, shopping mall, bazaar, souk, etc.**) in this town?
✓ What do these shopping places sell (**They may describe some of the most attractive products: food, clothes, traditional crafts, furniture, together with their size, shape, colour and price**)?
✓ Where are these shopping places located from their hotel/ family place, etc.?
✓ They give directions to some of the most important shopping places according to the street map?
✓ What shopping items do they decide to buy? Why?

- The teacher introduces the situation and asks the learners to work individually.

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.

While-Writing: Task 2: The teacher asks the learners to start gathering information for their reports. They should use the information that they have already seen in the previous lessons (**Listening Script from 13 to 20 page 14 and 15**) and (**My Grammar Tools from page 55 to 58**)and the teacher may help them to remember.

Post-Writing: Task 3: The teacher asks the learners to start writing their reports and draw the street map. (**Task 3 page 71**).

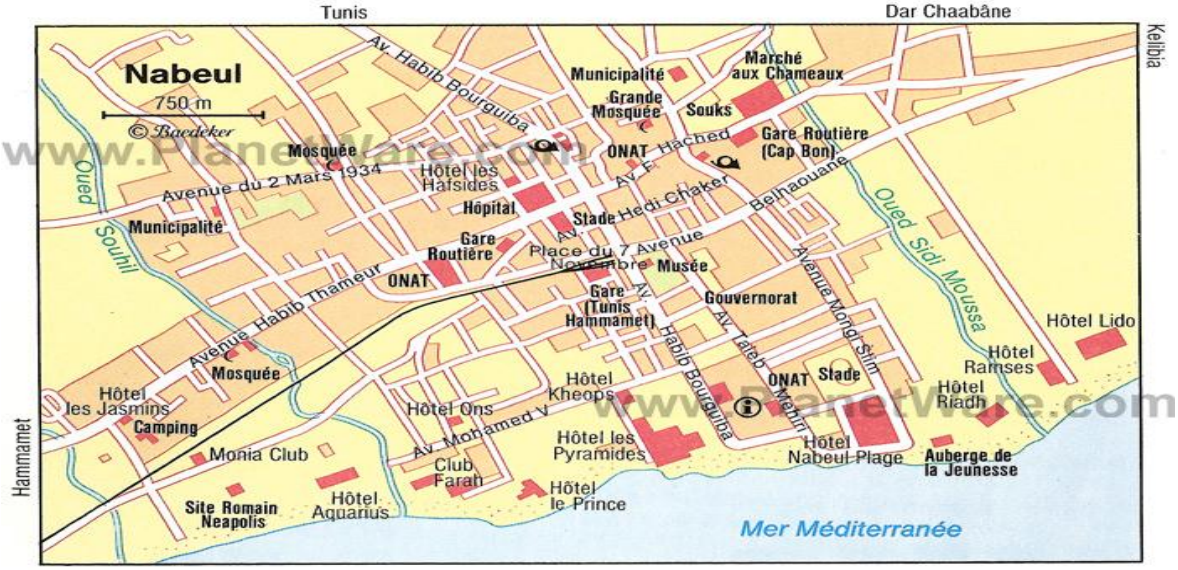
Task 3 page 71

Example:

My Class Report

Shopping in Nabeul

Last summer holiday, I went with my family to Nabeul which is located in the north east of Tunisia about 70 km far from the capital Tunis. It is a lovely town. There are a lot of local shops, markets, malls, bazaars, street markets, in Hammamet and all over Habib Thameur Avenue and of course the traditional craft shops that located in the souk (the market) which is not far from the house we rented. I will give you directions to some of the most important shopping places in my street map. The local products that attracted my attention in Nabeul is the ethnic handicrafts which made Nabeul the best place for Tunisian pottery and leather. Visiting Nabeul Market was a must. It is quite big, and exhausting if you really want to look at everything. Leather goods, pottery, rugs and spices are very colourful, and in different shapes and sizes. It's a lively place. Do not get annoyed by the loud invitations (mostly in German language) of the merchants. Negotiating is an art and if you are good at it, you can shop on very low price, beside enjoying the atmosphere and the jokes of the locals. We also visited the fixed price shops there - not bad at all. I am crazy for pottery and leather, so this was heaven for me... so, I decide to buy this leather schoolbag because it's big and nice.



- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.