Level :3ms

All sequences lesson plans







by Mr djamel

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Level :3ms

SEQUENCE :ONE

ME MY ABILITIES MY INTERESTS AND MY PERSONALITY

BY DJAMEL DJAMEL

The initial 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 summer

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: I listen and do 1 Language focus : language learning.	**Framework:** PDP

Learning Objective (s): by the end of this lesson my learners will be able to talk about their interests using adverbs of frequency(always / never).

Targeted competencies: interact – interpret – produce. **Target structure:** - what …./how often….? Adverbs of frequency: always , never	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** Learner can talk about his interests. He can interpret verbal and non-verbal messages. ➢ **Meth:** he can use strategies for listening and interpreting oral discourse. 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 others' interests ➢ Valuing time and being positive

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen **While listen**	T shows his Ls a picture of Sudoku or any other fame game then asks a variety of questions : what is it ? Are you fond of playing it ? when do you play it ? The teacher pins on the board other pictures about interests and sports(Chess, Billiard , Crosswords, Sudoku , video games ,famous films, animated cartoons , reading cookery books ,famous stories for kids ,then invites his learners to work in pairs or in small groups and tell which one among the given list they are interested in? T invites his learners to open their books on page 11 and do tasks 1 and 2 page 11. T asks his students to focus on the picture(page 11) and answer the following questions: Is the boy playing computer games? So , what is doing? Where is he ? T invites his learners to listen to this Japanese boy introducing himself and fill in the profile **task 4 page 11** T invites his students to listen to the interview and tick the answer which suits them (**task 6 page 12)** The teacher asks his pps to listen to the interviewer and write the questions in **task 6**. What do you like reading? How often do you read?	T/L L/L T/L T/L L/L T/L	Brainstorm ideas about interests to introduce the new topical lexis Encourage the learners to work in pairs and help each other To listen and fill in the profile To listen and identify the question	Pictures Text books Audio script T books Audio script T books W board Audio	A/V V Au A/V

	Post listen	<u>What kind of music do you listen to?</u> <u>What kind of games do you like?</u> T asks his pps to compare their answers and correct each other. *<u>**Note :**</u> Teacher devotes time to show the learners how to talk about something they are interested in /not interested in : 1- I'm (not)a fan of …….. 2-I 'm (not)keen on …… 3-I'm (not) interested in …… 4-I'm (not) fond of …… 5- I (don't) like …….. T invites his pps to work in pairs and interview each other about their interests by using : -What do you like doing at the weekend/ in your spare time / when you get the time? -How often do you …… ? The pp is asked to use his partners' answers and writes about him/her. Example : My partner (name) is fond of (interest) .He / She always ……..in the evenings	L/L	To conduct an interview L writes a short piece of writing about his partner 's interests.	script	A/V

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 2 Language focus : language learning/use.	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learner will be able to ask and answer questions about abilities and inabilities using can and can't.		
Targeted competencies: interact – interpret – produce. **Target structure:** - can / can't Affirm/ negative/ interrogative forms	**Domain (s)**: Oral/written/both **I pronounce:** weak / strong forms of can /kən//kæn//ka:nt/	**Materials:** Flashcards / W. Board/ audio scripts/textbooks- handouts

Cross Curricular Competencies	Core values
➢ **Intel:** Learner can talk about his abilities learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use listening strategies He can work with his partner. ➢ **Com:** He can interview his partner ➢ **Per and soc:** He can socialize through oral exchanges	➢ Raising awareness among teens and encourage them to reflect on their talents. ➢ Valuing time and being positive

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher uses pictures or mimes to elicit some activities eg: : swim ,cook , ride a bicycle, sing , climb a mountain…… etc.		Brainstorm about actions(abilities)	flashcards	
		The teacher shows the learners a picture of a boy with a tablet and asks the following questions :	T/L		Wboard	V A
	presentation	T show his pps a tablet and writes some questions on the board : Who has a tablet at home ? What can we do with tablets? **Can** you write an email in Arabic? **Can** you write an email in English? **Can** you write an email in Chinese ? Why ?		To get all the learners involved	Flash card	V A
		T highlights the rules	T/L	To elicit the target structure	Wboard	
		To talk about things I or an other person can do I use : can + verb .(ability) Example : I can write an email in Arabic. To talk about things I or an other person can't do I use : can't + verb (inability) Example : I can't write an email in Chinese? To ask questions about ability/ inability I use : Can + subject + verb Example : Can you play the guitar? Yes ; I can . No , I can't	T/L	To familiarize the learners to the new target structures	Wboard	V/A

	Practice Use	T highlights the different ways to pronounce 'can'. Example: Can you swim? /kən/ Yes, I can. /kæn/ No, I can't. /ka:nt/ ('Can' is weak in 'Can you swim?' because it isn't stressed. It is strong in 'Yes, I can' and 'No, I can't'.) PPS drill chorally and individually the different pronunciation of can and can't . The teacher devotes time to show the learners the difference between the sounds /ə //æ/ and /a:/ by doing **task A page 17** Task 1 :I reorder the words to get correct sentences - Can/?/you /write/an email - I /draw/ can/. - Can't/ my brother/a car/ drive. Task 2 (tasks 1 and 2 page 19)(I pronounce) Task 3 : A)I move in the class and find someone who can do some of the things on my list (play tennis , run , speak and write English, ride a bicycle, drive a car , read stories , swim ,sing ,draw ,use computer, make cookies…….) Students are to ask as many classmates as they can **in 2minutes**. B) Students report on their findings. E.g. Karima can't play the guitar, but she can play the violin. **Task 4** : You want to join "www.kidsgottalent.org " site . The administration of this site sent you this form to be filled.	T/L T/L L/L	To focus on the right pronunciation of can and can't To differenciate between these sounds /ə / / æ/ / a:/ To check /and reinforce To conduct an interview about abilities / inabilities To fill in a form Where they write about unusual things they can do.	Wboard Audio script handouts	V/A V/A/ K/T

Membership Form

http://www.kidsgottalent.org/

You are gratefully accepted and always welcome..

be a part of our community

To join us fill in this form

First Name .....

Last Name .....

Gender .....

Level .....

Country .....

Address .....

Telephone N .....

Email Address .....

Unusual things I can do :

....

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 3 Language focus : language learning.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to ask and answer other people questions about their personal information and interests.		
Targeted competencies: interact – interpret – produce. **Target structure:** - ask/answer questions about interests	**Domain (s)**: Oral/written/both **I pronounce:** weak / strong forms /kən//kæn//ka:nt/	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** Learner can talk about his abilities learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use listening strategies He can work with his partner. ➢ **Com:** He can interview his partner ➢ **Per and soc:** He can socialize through oral exchanges	➢ Raising awareness among teens and encourage them. to reflect on their talents. ➢ Valuing time and being positive ➢ Being interested in nature

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	A quick revision of the previous lesson (talk about the personal information that the previous ID form contain : name, age , gender, interest , hobby ….)	T/L	To pave the way	Wboard	V
	Before listening	T introduces the new topical lexis to prepare the Ls for the listening phase Who is interested in maths? Who is interested in history Are you fond of botany (plants) Do you have plants at home? Are you keen on birds ? Do you have birds at home?	T/L	To elicit /introduce the new topical lexis		A A/V
	While listening	The 1st listening: T invites the Ls to listen to the BBC radio interview part 1 and answer the following questions : How many persons are speaking? Who are they ? Ls discuss their answers with their partners. The 2nd listening : Ls listen to the BBC radio interview part 1 again Fill in the first part of each teenager profile The 3rd listening: Ls Listen to BBC interview part 2 and do tasks 13 and 14 page 14.	T/L	To listen and answer questions To encourage the Peer correction To listen and fill in a profile To listen and find the wrong information	Audio script Wboard / audio script/ Student book	A/V
	Post listening	A)T invites the learners to work in pairs and ask each other about their personal information and interests . Example : What is your name? How old are you? Where do you live? What are you most interested in learning about ?	T/L L/L	to ask others and write about their	W board a	

		Are you keen on reading about…… B) The pps report their findings Example : My friend Halima is 14. She is from Relizane. She is a middle school student . She is interested in cooking .She loves watching Samira Tv and reading cookery books.		personal information and interests		V/A

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 4 Language focus : language learning / use .	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learner will be able to describe his personality / ask and talk about other's people personality using different adjectives.		
Targeted competencies: interact – interpret – produce. **Target structure:** - adjectives representing personality features	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ textbooks

Cross Curricular Competencies	Core values
➢ Intel: Learner can use his critical thinking skills. learner can interpret verbal and non-verbal messages. ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can interview his partner ➢ Per and soc: He socializes through oral or written exchanges	➢ Respect other's people personality

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	A game : Find someone who (istall ,small , thin , has blue eyes,brown, long hair, wavy .. ……., in the class .etc.(revision 2ms))"	T/L	Activate the class's prior knowledge on physical traits	Wboard	V A K T
	presentation	T invites his learners to work in small groups (or in pairs) and classify the following adjectives: intelligent –strong- blue eyes – shy – nervy- smart- respectful towards nature – respectful towards people – tidy-cool- calm – perseverant- patient.	T/L	To elicit and introduce the new topical lexis		V/A
		Personality traits / Physical traits	T/L	To differenciate between physical appearance and personality features (traits)	Course book	
		Teacher presents (very quickly) the rules from my grammar tools page 23 : a) Some adjectives to describe the personality features. b) How to ask about people's personality c) How would I describe my personality? d) The adjectives which describe personality from their antonyms: patient≠ impatient respectful ≠ disrespecful tidy ≠ untidy	T/L	to familiarize the LS with the new vocabulary related to personality features		V/A
	Practice	Task 11 page 28 : I read my grammar tools 3 and match the synonyms Task 12 page 28 : I read my grammar tools 3 and	T/L T/L	To check and reinforce	Course Book Wboard	V/A

	use	match the antonyms Task 13 page 28:(oral) I write three sentences about myself using three adjectives from task 11 and 12 Starting like this : I think I'm …… Task 14 page 29 : I work with my partner.I ask him/her to fill in the questionnaire to know more about his/her personality. T invites his pps to interpret the questionnaire (task 15 page 29) and write 3 sentences to describe his partner's personality. The learner can start like this : My partner can be very patient……	T/L L/L	L talks about his personality To interpret a questionnaire To write about One's partner personality	Course book/ Wboard	V/A

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 5 I pronounce Language focus : language learning/use.	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learner will be able to write a report about his peer's interests with the right pronunciation of the final "s".		
Targeted competencies: interact – interpret – produce. **Target structure:** - ask and answer questions about interests	**Domain (s)**: Oral/written/both **I pronounce:** the pronunciation of the final "s"	**Materials:** W. Board/ /textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** Learner can talk about his interests He can use his critical thinking skills learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use listening strategies He can work with his partner. ➢ **Com:** He can interview his partner He can transform an interview into a piece of writing ➢ **Per and soc:** He can socialize through oral exchanges	➢ Raising awareness among teens and encourage them. to reflect on their talents. ➢ Valuing time and being positive

Time	Framework	Procedure	Focus	Aims	Material	VAKT
	Warm up **Presentation**	Game : T invites his learners to move in the class find who is fond of nature: birdwatching , flowers, plants , whalewatching , picnics ……. T invites his learners to work in small groups or in pairs to read the following short text and fill in the gaps with : flowers – goes- loves- books - places My brother Hamid …… hiking . He always …… for a Long walk to discover new …… but my sister Samira is fond of botany .She sometimes reads …….. about plants and …… at weekends. T asks his learners to classify the missing words according to the pronunciation of the final « s » :flowers – goes- loves- books –places according to the pronunciation of their final s. T presents the rules from my pronunciation tools page 18. " s" is /s/ pronounced in words that end in the following consonant sounds :/f/ , /k/ , /p/ , /t/ ,/θ/. 's' is pronounced /z/in words that end in the following vowel sounds (a, e, i, o, u) or consonant sounds: /b/ , /d/ , /g/ , /l/ , /m/ , /n/ , /r/ , /v/, / tʃ / 's' is pronounced /iz/in words that end in the sounds : / t ʃ / , /s/ , /d / , /z/ , /ʃ / plurals and verbs that end in :(-ches, -ces, -ges, -ses, -shes, -sses, -xes, -zes)	T/L T/L T/L	Brainstorm ideas about interests and pave the way To encourage the Ls to work in groups or in pairs to introduce the different sounds of the final "s" To present the rules related to the pronunciation of the ending "s"	Wboard Wboard Course book	V A K T V A A V

/s/	/z/	/iz/

	practice Use	After discussing the rules ,T invites his learners to check their answers and correct their mistakes . T invites his pps to listen and tick the right pronunciation of the final"s". <u>task 7 page 20.</u> the teacher invites his learners to read again my pronunciation tools 2 and correct each other. T invites his learners to do <u>task 9 page20</u> : they listen and match each word with the corresponding pronunciation of its final "s". T invites his learners to work in pairs and ask each other The following questions then transform the information into a short piece of writing. Are you interested in ……(nature , sports, music video games ,watching films ……..)? Are you fond of reading books? What do you read ? Do you watch documentaries about ….(nature…) What do you do at weekends? T invites his Ls to read their reports about their partners' interests focussing on the correct pronunciation of the final "s" <u>Example</u> : My friend X is interested in …… .He always reads books about ……. .At week ends, He ……	T/L L/L L/L	To check and reinforce To conduct an interview with peers To write about peer's interests focusing on the right pronunciation of the ending "s"	Course Book Wboard	V A A V

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 6 I read and do 1 Language focus : language use.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to read a text and gather information about famous people		
Targeted competencies: interact – interpret – produce. **Target structure:** - ask and answer questions about interests	**Domain (s)**: Oral/written/both	**Materials:** W. Board/ /textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** He can use his critical thinking skills learner can interpret verbal and non-verbal messages. ➢ **Meth:** he can develop effective study methods. mobilise his resources efficiently and manage his time rationally 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 exchanges he respects our national values and behaves consistently	➢ He is keen on communicating about outstanding Algerian figures ➢ Raising awareness among teens and encourage them. to reflect on their dreams. ➢ Valuing time and being positive

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up **Pre read**	Teacher asks his learners some questions : What's your favourite subject at school ? (Arabic , French , English , maths ,art ,sport …….) T asks them about which people would they most like to follow (their heroes) f? E.g. top model, a famous film star, a scientist ,a teacher , sport person etc. T invites his learners to open their books on page 30 and asks them to look at the picture and answer the following questions : How old is this boy ? Where is he from ? Why is he happy?	T/L	To brainstorm ideas about heroes	Wboard The Text book	V A A/V
5mn	**W read**	**Guessing from Words:** Before students look at the text, the teacher writes 6 or 7 key words from the text on the board and asks the students to guess the topic.. Example : was awarded Arab Reading Challenge Algerian boy (little prince) 150 000 Dollar prize in Dubai (Emirats) T invites his learners to read text 1 and fill in the bibliographical notes/the reading notes page 30.	T/L	To introduce the key words To read and gather information	Wboard Text book	

	Post read	T invites his learners to read Mohamed's speech and tick the correct answer <u>task 6 page 31</u> <u>T</u> invites his learners to read text 3 and answer the questions (task 10 page 33) .The learners work in pairs and correct each other. T discusses with the class any dreams or ambitions they may have. T asks the students to think whether these dreams can be achievable and how can be so ?	T/L T/L	encourage peer assessment to give the pps an opportunity to make a connection with text and his own experiences	Wboard Wbaord	A/V A/V

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 7 I read and do 2 Language focus : language use.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to read a text and gather information about Imzad culture and Touereg		
Targeted competencies: interact – interpret – produce. **Target structure:** lexis related to the national culture	**Domain (s)**: Oral/written/both	**Materials:** W. Board/ /textbooks/video segment

Cross Curricular Competencies	Core values
➢ **Intel:** He can use his critical thinking skills learner can interpret verbal and non-verbal messages. ➢ **Meth:** he can develop effective study methods. mobilise his resources efficiently and manage his time rationally 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 exchanges he respects our national culture and behaves consistently	-Valuing Algerian cultural heritage and its preservation -Understanding that Algerian culture and history are also parts of this universal cultural heritage -Valuing the past: traditional culture

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	T invites his learners to watch this short video (2.06 minutes) about Imzad in this link https://www.youtube.com/watch?v=itOfNPVQY5o Is Imzad a modern instrument? In which part in Algeria it is used? It seems like another famous instrument, which one is it ? How many strings does it have,!, Is it played by men or women(ladies)? Why Is it dying (disappearing)?	T/PPS	To motivate the pps and brainstorm ideas about musical instruments	Video segment W Board	V A
	Pre read	Guess from TheTitle teacher invites his learners to examine the title of the text : "SAVE THE IMZAD "and give their opinions how can we save the Imzad. (Teacher helps his learners to find the right words Eg : associations , training , workshops , …..	T/PPS	To elicit the key words	W Board	A V
	While read	The teacher invites his learners to read text 4(page 34 and filling the bibliographical notes). T invites his learners to read the text again and answer the questions (task 13 page34) then work in pairs and correct he answers of each other. T invites his pps to read text 5 (page 35) and fill in the bibliographical notes and the reading notes page 35.	T/PPS PP/PPS	To read and gather information	The Text Book	V/A
	post read	T pins on the board pictures of some musical instruments (example : Oud , Piano, Karkaboo ,		to give the pps an opportunity to		

		shakwa (bag pipe) ,violin ,bendir , tambourine, guessba(flute) …….)and asks his pps to work in groups to find out which one among the given list is disappearing and say how it can be saved .	PPS	make a connection with text and his own experiences	W board	A/V

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME MY ABILITIES MY INTERESTS AND MY PERSONALITY*	**Lesson**: 8 I learn to integrate Language focus : language use.	**Framework:** PPP (writing process)
Learning Objective (s): by the end of this lesson my learner will be able to work in groups to write Mohamed Farah 's profile		
Targeted competencies: interact – interpret – produce. **Target structure:** lexis related to profile	**Domain (s)**: Oral/written/both	**Materials:** W. Board/ /textbooks/poster

Cross Curricular Competencies	Core values
➢ **Intel:** He can use his critical thinking skills learner can interpret verbal and non-verbal messages. He can show creativity when producing oral and written messages. He can solve problems ➢ **Meth:** he can develop effective study methods. mobilise his resources efficiently and manage his time rationally 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 of other cultures ➢ **Per and soc:** He can socialize through oral exchanges he respects our national culture and behaves consistently	Valuing knowledge and learning in general Being honest when writing about other's profile

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT MI
	Warm up: presentation	T splits his learners into groups and helps them to remember some information related to Mohamed Farah profile : 1)Perosnal information ; name ,age ……,… **etc** **2)** interests **;(……..** **3)** personality features (traits**) : ,……,…….** T sets up the situation and invites Your School Magazine Editor asked you to write an article about Mohamed Farah Jelloud. You decided to present his profile first to make all your schoolmates know what a 2nd year primary school pupil can do. You want to make them understand that reading is important and necessary for the development of individuals and nations. T invites his learners to fill in the KSA chart page 37.	**T/L** **T/L**	Consolidate and reinforce To prepare the pps for the writing phase Fill in KSA chart	**W board** **W board**	**A** **V A** **A/V** **V/A**

	practice produce	T provides his pps with the lay out (page 38). With the help of their teacher, the learners start drafting . Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling. T asks L to display the profile and the article on the wall and invites the ls to move around and check the posters	**T/L** **L/L** **/L** **L/L**	To guide the learners make a poster to encourage peer assessment	**Posters**	**V** **A** **K** **T**

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Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Level :3ms

SEQUENCE :TWO

ME
AND
LIFESTYLES

BY DJAMEL DJAMEL

STARTING OFF SITUATION:

In an international blog for fun. Members of the group posted snapshots from their childhood memories and their life styles in the past. You want to participate. Write about your memories to be published in the blog

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: 1 Language focus : language use.	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk and ask questions past events , memories and experiences or things which no longer exist in the present using the semi model verb **used to**		
Targeted competencies: interact – interpret – produce. **Target structure:** - used to (the three forms)	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ /textbooks

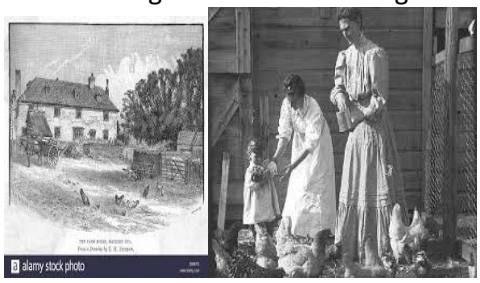
Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can develop effective study methods, mobilise his resources efficiently and manage his time rationally ➢ **Com:** he can work in pairs or in groups ➢ **Per and soc:** He can socialize through oral exchanges	➢ Valuing the past to build better future

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher greets his learners and shows them a picture of a famous retired sports man Eg: Maradona , Belloumi or any other sports man then asks some questions : -Who is this ? -What did he use to be ? -Does he still play …?	T/L	to pave the way for the presentation	Pictures of famous sports men	V A
	Presentation	T asks his pps to work in small groups, read the following dialogue and put it in the correct order(number one is done): Journalist : what sports **did** you **use** to do when you were a child? Karim : I **used to play** it everyday. Journalist : when **did** you **use** to play football ? Karim : I **used to play** football Journalist : do you play football now, Karim : No , I don't. The teacher invites his learners to read the dialogue and sort out sentences which talk about something happened in the past . The supposed answer: I used to play football . I used to play it every day. The teacher devotes time to present the rules focussing on the right pronunciation of **used to** /juːstə/ T tells his pps that they can use the semi model verb **used + verb** to talk about repeated actions or activities which happened in the past but are no longer true in the present Example : **I used to play football**	T/L T/L L	To introduce the target structure in context Highlighting rules	W board	V/A V/A

	Practice : **Use :**	The teacher presents the rule (The form and the meaning): 1)Interrogative form : Did you use to help your mother? Did + S+ use + to + verb + the rest of the sentence 2)Negative answer : a) Short answer: No , I didn't. b) long answer : No, I didn't use to help her . 3) affirmative answer : a) short form : yes ,I did. b) long form :yes ,I used to help her . Task 1 : I order the words to get meaningful sentences. 1- use to/ you/Did/?/ watch /cartoon …… 2- Karima/ in a farmhouse / used to/ live/. …….. 3- play / They/ use to / electronic games/didn't/./ Task 2 : I complete with :used to – use to – didn't use to A)Where did you _____ to play? b)I.....play outside. I ……. play at home because we used to live in a small house . T invites his learners to work in pairs and check the answers of each other and correct them. Task : 3 I remember when I was at the primary school and answer my partner's questions. a) Which primary school did you use to go?..... b) Who used to be your teacher of Arabic?..... c) What about your teacher of French? …….. d) Did you use to eat at the canteen? …… e) Did you use to go on foot? …… f) Who used to be your best friend? …….	T T/L T/L L/L	To familiarize the learners with the target structure focusing on the right pronunciation Check and reinforce To encourage the peer assessment The L reinvests What he learnt to answer an interview about his memories	W board Wboard wboard	V/A V/A

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson 2**: I listen and do 1 Language focus : language learning/use.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learners will be able to talk about his grandparents old days lifestyles.		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple past / /question words / lexis related to table manners Adverbs of frequency: always , never	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use his listening strategies. ➢ **Com:** He can use a role play to communicate appropriately. ➢ **Per and soc:** He can socialize through oral exchanges	➢ Valuing the past to build better future ➢ Raising teenagers awareness of the elderly as a source of for the transmission of historical and cultural heritage

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher shows his learners a picture of a farmhouse in the past and starts a discussion about it and its different rooms . When do you think the photo was taken ? Why do you think so? What do you see ? Can you name the different rooms inside this farmhouse ? Then ,T shows his learners the second picture which talks about women's chores in the past and their ways of wearing and asks some questions about that : What do you see ? What are they doing ? What is the grandmother wearing ?  Afterthat , T shows them a picture of a family gathered around the table to eat , then asks some questions : How many ….? Is it a big family ? Who is serving them ? How are the children behaving ?……? T talks about some table manners then. Are there Pizza and hamburgers on the table?	T/L T/L T/L	Brainstorm ideas about Life in the past To elicit information and introduce a new Topical lexis	Flash Cards Flash cards	V A V/A

		Did they use microwaves to cook their food? 				
	Pre listening **While listening** **Post listening**	T invites his learners to work in pairs and list other chores women used to do? <u>The 1st listening</u> : Jenny, a fourteen-year-old English girl is filming her grandmother Elizabeth and interviewing her for a school project about the old days due on "Grandparents Day" T invites his learners to listen to the interview part 1 and write true or false (task 1 page 48) <u>The 2nd listening</u> : T invites his learners to listen again to the interview part 1 and correct the wrong statement then work in pairs to correct the answers of each other. <u>The 3rd listening :</u> T invites his learners to listen to the interview part 2 and number each bubble in the order (task 7page 49). <u>The 4th listening :</u> T invites his learners to listen again to the interview part 2 to check their answers then work in pairs to correct the answers of each other. T invites his learners to do task 5 page 49 . and act out this interview .	T/L T/L L/L	To listen and Identify the wrong /the right information To involve every one and encourage the peer correction To listen and order an interview The L reinvests What he learnt to answer an interview about his grandparents old days	Flash cards Student Text book W board Student text book	Au V/A/K

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson3**: I listen and do 2 Language focus : language learning/use.	**Framework:** PDP

Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about clothing related to past and present daily and special wear and school uniform (teenage and traditional lifestyles)

Targeted competencies: interact – interpret – produce. **Target structure:** - /simple present / simple past /used Adverbs of frequency: always , never …..	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use listening strategies. ➢ **Com:** He can use a role play to communicate appropriately. ➢ **Per and soc:** He can socialize through oral exchanges	➢ Valuing the past to build better future ➢ Raising teenagers awareness of the elderly as a source of for the transmission of historical and cultural heritage

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	After greeting his students, T starts describing what he is wearing by saying :Example " today , I'm wearing a white shirt , blue jeans and black shoes " . Then asks: Who is wearing a shirt ,too ? Who is wearing jeans ,too ? Ca n you describe what are you wearing ? What is your favorite type of clothing? (T talks about casual and formal clothes) what do you wear on special occasions (wedding ,anniversaries ….etc ?	T/L	To review clothes vocabulary to pave the way		V A
	Pre listening	Using flash cards the teacher presents some English clothing items related to past : clogs ,beret , cap , shawl	T/L	to introduce the keys words which may hamper the learner understanding	Flash cards	V/A
	While Listening	T invites his learners to listen to part 3 of the interview between Jenny and her grandmother and tick the boxes next to the item s of clothing that correspond to each person (**Task 9 page 50**) T invites his learners to listen to part 5 of the interview between jenny and her grand mother and tick the boxes next to the school wear items that correspond to each person (**Task 18 page 53**) T invites his learners to listen to part 5 interview and do **Task 20 page 53** Pps listen to part 5 an other time and fill in the gaps with the names of the school wears (Task 22page 54)	T/L T/	to listen and tick the right box To listen and match each word with its corresponding picture	W Board/ Text book	A/V

	Use	**Task 24 page 54 :** I answer my partner questions about boys and girls wear then change the roles . T invites his learners to act it out	L/L	To reinvest what he learnt to conduct an interview about Clothing then and now	Wboard / Text book	/AV/ K/

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson 4**: I listen and do 3 Language focus : language learning/use .	**Framework:** PDP

Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about past and present children games using the semi model used to .

Targeted competencies: interact – interpret – produce. **Target structure:** - simple past /used to Adverbs of frequency: always , never ..	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can use listening strategies. ➢ **Com:** He can use a role play to communicate appropriately. ➢ **Per and soc:** He can socialize through oral exchanges	➢ Valuing the past to build better future for the one's community. Raising teenagers awareness about the importance of past games to preserve the national heritage

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	After greeting his students the teacher asks them about which games they used to play when they were younger. *The pps may answer in their 1st language because they don't know how to call these games in English .So , the teacher should help them .	T/L	To brainstorm ideas about children games	W board	Au
	Prelistening	The teacher invites his learners to work in pairs and classify the following games (the teacher can use flash cards and gestures to explain these games) : Hide and seek , video games -hopscotch , Ragdoll , skipping rope traditional children games | Modern children games	T/L	To introduce the key words which may hamper The learner understanding	Flash cards W Board	A/V
	W listening	Pps listen to part 4 of the interview between Jenny and her grandmother and do **Task 12 page 51**. Ls listen again and work in pairs to correct the answers of each other T asks his pps to **do Task 14 page 51** T asks his students to do **task 15 page 52** I answer my partner's questions about my childhood .	T/L L/L	L Listens and circles the word which he hears Reinforce co learning L reinvests what he learnt to answer an interview about his childhood games	Text book/ W Board	A/V A/V
	After listening	**Task 28 page** : the pps work together to complete the interview card about "Grand ma childhood"	T/L L/L			/AV/ K

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: 5 Language focus : language use.	**Framework:** PPU

Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about actions/activities and events that happened in a specific period in the past using simple past tense with ago.

Targeted competencies: interact – interpret – produce. **Target structure:** - simple past (all forms) , ago , how long ago…….?	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can work I pairs or in small groups ➢ **Com:** He can use a role play to communicate appropriately./ he can conduct an interview ➢ **Per and soc:** He can socialize through oral /written exchanges	➢ Valuing the past to build better future for the one's community.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	After greeting his student the teacher asks some questions : Did you remember your first day at primary school? How old were you at that time Did you put on new clothes? Did you enjoy it? What subjects did you remember studying?	T/L	Brainstorm ideas About the past to pave the way	W Board	V A
	Presentation	The teacher invites his learners to work in pairs read the bubble and do the following Task : a) I read and sort out a time marker. b) I read and sort out 4 verbs c) I find in which tense these verbs are. d)I give their infinitive.	T/L L/L	To elicit the target structure	W Board	V/A
		I went to elementary school the year WWII ended, seventy years ago. I was about 6 at the time. I put on my new school uniform , a nice black gymslip and a white blouse with a nice big collar.				
		T. highlights the rule of the past simple tense with to be, to have ,regular verbs and irregular ones , with all forms (affirmative , negative and		To highlight rules	Student	V/A

		interrogative forms) and how to use and ask questions with the time marker **ago** (**<u>see my grammar tools page 63)</u>**	T/L	To familiarize the Ls with the tarhet structure	book and w board	
	Practice	**<u>Task 1 :</u>** I order the words to get meaningful sentences . 1) My father / ten years ago , / a car/ bought. 2) I / a white shirt/ put on / blue jeans/and/. 3) was/ There / in /the kitchen/ a burning stove/. 4) didn't/ Ahmed /enjoy / some subjects/primary school/at .		Check and reinforce	Student book	V
	Use	**<u>Task 2</u>** (Tasks 1 and 2 page 66) **<u>Childhood memory test</u>** (Do you have good memory?) • Did you have a happy childhood? • What did you like to do when you were a child? • What did you look like? • Where were you born? • When were you born? • Did you have your own room ? • Which food did you like best • How old were you when you learned to ride a bicycle? • Did you remember your first day at primary school ? • what did you wear that day? • How long ago did you leave your primary school?	T/L L/L	L reinvests what he learnt to answer an interview about his past / memories using the past tense	Wboard	V/A V/A/K

SUBJECT : **TD** 1 **SIMPLE PAST : CONSOLIDATE AD REINFORCE**

1**) I Write the past simple of these verbs**.

1. copy _____

2. revise _____

3. cycle _____

4. listen _____

5. practice _____

6. play _____

7. like _____

8. move _____

2) Write the questions in the correct order.

Example :

night? / meet / Did / you / them / last /

Did you meet them last night?

1. film? / like / you / Did / the /

_____

2. you / many / did / ask? / How / people /

_____

3. a / have / time? / they / Did / good /

_____

4. did / weekend? / the / What / do / we / at /

_____

5. she / DVD? / Where / that / did / buy /

_____

6. party / on / your / go / Saturday? / he / Did / to /

_3)**Fill in the blanks with a verb from the box in the SIMPLE PAST**:

break -swim –have- make -sit -write- spend- buy – drink- lose -wash

1. She …….. a cake an hour ago.

2. She …….. a hat last week.

3. The boy …….. a letter yesterday.

4. They …….. in the sea for an hour.

5. They …….. a lot of Coke last night.

6. She …… her arm last week.

7. He …….. all his money last week.

8. She …… a bath two minutes ago.

9. He …….. his wallet last night.

10. She …….. on the old chair a minute ago.

11. She …….. the clothes yesterday.

4) Fill in the blanks with the SIMPLE PAST of the verbs in brackets:

Last Saturday my father …. took…. (take) my friends and me to the circus. We ……(see)

lots of things. My father ……. (buy) us some popcorn and orange juice. We

…….. (eat) the popcorn and …… (drink) the orange juice.

We …….. (laugh) at the funny clowns. There ……. (be) a lion-tamer.

The lions …… (do) tricks; they …… (jump) through hoops.

A girl …….. (ride) an elephant around the ring. We all …… (have)

a wonderful time.

5) **<u>Write what Jean DID or DIDN'T do yesterday</u>**:

go shopping (-) …… Jean didn't go shopping yesterday. …….

clean the house (+) ……

feed the cat (+) ……

telephone Mary (-) ……

watch a film on TV (-) ……

visit her grandparents (+) ……

take them a cake (+) ……

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: 6 Language focus : language use .	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learners will be able to say and ask questions about how often actions/activities and events are repeated using adverbs of frequency.		
Targeted competencies: interact – interpret – produce. **Target structure:** - adverbs of frequency	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can work I pairs or in small groups ➢ **Com:** He can use a role play to communicate appropriately./ he can conduct an interview ➢ **Per and soc:** He can socialize through oral /written exchanges	➢ Being polite . ➢ Being positive

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Lead in	The teacher writes on the board the following sentence : I always brush my teeth three times a day. Do you brush your teeth ? How often do you brush your teeth ? The teacher asks about other daily routines	T/L	Brainstorm ideas about daily routine	W Board	V A
	Presentation	The teacher invites his learners to listen to the following dialogue between Salima and Karima and answer with true and false . Salima : Do you share chores in your family ? Karima : Yes , We do . I always make my bed , wash dishes and clean the rooms. Salima : How often do you tidy the rooms? Karima : I usually tidy only my room. Salima : What about your brother Hamid? Karima : He sometimes washes my father's car but he never takes out the garbage.		To introduce the Target structure		
		Karima **sometimes** makes her bed. Karima usually tidies her room. Hamid **always** washes his father's car. Hamid **never** takes out the garbage .	T/L		W Board	V/A
		T : sometimes , usually , always , never are called adverbs of time . The teacher highlights the rules : (see my grammar tools page 64 / 65)	T/L	Highlight rules	Text books	V/A

	Practice Use	**Task 1** : I Put the words in the correct order. - have dinner sometimes pizza for We - never I to talk strangers - TV rarely English They watch in **Task 2 : T** invites his learners to check the answers of each other and correct them. **Task 3** task 10 page 70 **Task 4** ; I write true personal answers to my partner's questions .(the pps can add more questions)	L/L T/L L/L	Check and reinforce Encourage cooperation L reinvest what he learnt to conduct an Interview about how often his actions/activities and events are repeated	W Board Text books	V/A V/A

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: I pronounce (1-2-3) Language focus : language learning and use.	**Framework:** PPU

Learning Objective (s): by the end of this lesson my learners will be able to talk about their memories using a correct pronunciation of the vowel sounds /u://u//3://ə/ / æ // ʌ // e/ and identify the silent letters T and W.

Targeted competencies: interact – interpret – produce. **Target structure:** Words contain these sounds /u://u//3://ə/ / æ // ʌ // e/ Words contain silent letters : T and W	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/tongue twisters

Cross Curricular Competencies	Core values
➢ **Intel:** The leaner can interpret and identify sounds learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can work in pairs or in small groups. He can evaluate his peer. ➢ **Com :**He can face an audience . He can use role-play to communicate appropriately ➢ **Per and soc:** He can socialize through oral /written exchanges	Valuing the past to build better future for the one's community. He is aware of his role in promoting a group work Valuing group work

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher asks the students to say how many vowels there are in the alphabet and name them..	T/L	To pave the way		V
	Presentation	T invites his learners to work in small groups and Put the reorder the sentences to get a meaningful dialogue . Mother : No, I didn't . I shared the room with my sister and grandma. I never slept alone Saliha : Did you use to read books. Saliha : Did you use to have your own room ,mum? Saliha : What did you use to wear? Mother : Yes, of course . I used to read cookery books. Mother : I used to wear shirts and skirts like other girls of my age .	L/L	To order information	W Board	A V/A
		T invites his learners to read the dialogue and find words which have the following sounds and classify them (the teacher mustn't correct their answers) /u:/b**oo**t / /u/f**oo**t / /3:/b**ir**d / /ə/pizz**a**	T/L	To identify the target sounds /u://u//3://ə/	Wboard	
		After presenting the rules from :		To highlight the rules related to the		

	Practice Use	my pronunciation tools 1 and 2 :Pages 56 and 57 ,T invites his learners to correct their answers. **<u>Task 1 page 60</u>** :I listen and tick the correct pronunciation of the sounds in bold. **<u>Task 2 page60</u>** :T invites his learners to listen again and read my pronunciation tools 1 and 2 and correct the answers of each other. T asks his pps to do **<u>tasks 3 and 4 page 60</u>** . T invites his learners to act out the dialogue above focussing on the correct pronunciation of the target sounds.	T/L L/L	pronunciation of the sounds /u://u//3://ə/ Check and reinforce Encourage peer assessment To act out a dialogue focusing on the right pronunciation of the target sounds	Course Book Course book/w board	 v/a v/a/

<table>
<tr><th>Time</th><th>Framework</th><th>Procedure</th><th>Focus</th><th>Aims</th><th>Material</th><th>Vakt</th></tr>
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A brief recap of the last sounds (/u://u//3://ə/)

After reviewing vowels and consonants the T invites his pps to work in small groups to find the hidden vowels in the following message.

I usually play scr.bble .nd ch.ss with my .ncle before I go to b.d, b.t s.metimes I read and write some poems or listen to music instead .

T asks his students to read the message and sort out words containing the following sounds
<table>
<tr><th>/ æ /fat</th><th>/ ʌ /cut</th><th>/ e/ pet</th></tr>
<tr><td></td><td></td><td></td></tr>
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The teacher presents the rules from my pronunciation tools 3 page58 and asks the pps to check their answers .

<u>Task 5 page 61</u> : I listen and tick the correct pronunciation of the letters in bold.
T invites his pps to work in pairs , check their answers and correct each other .
<u>Task 7 page 61 : I listen and write each of the following words in its corresponding column</u>

<u>Tongue twisters</u> :
T invites his learners to Practice the following tongue Twisters :
1. I beg my pet bird, Rex, to make a nest.
Rex pecks insects and makes a mess on the bed.
2. The band has fans from faraway lands.
They pack their bags and roam by van on the sand.
</td>
<td>T/L

T/L

T/L

T

T/L

L</td>
<td>Remind the pps of the last sounds to reinforce and pave the way

To elicit the target sounds

To recognize and identify the target sounds

To highlight the rules related to the pronunciation of Te sounds
/ æ // ʌ // e/
Encourage peer assessment

to consolidate and reinforce

for further practice</td>
<td>W Board

Wboard

Course Book

W board</td>
<td>V A

a/v

v/a

v/a</td>
</tr>
</table>

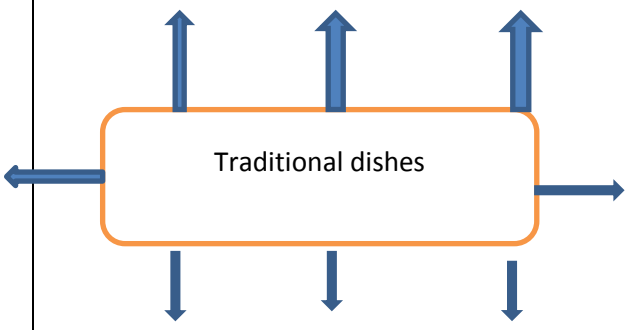
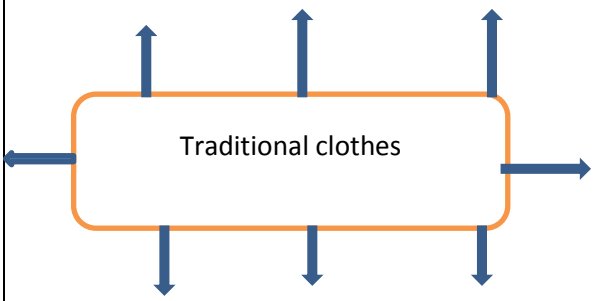
Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warmer **The presentation**	A brief recap of the sounds taught **/u://u//3://ə/ / æ // ʌ // e/** Write wrong answer whose two Listen beret gourmet christmas fasten The teacher writes on the board two lists of words . T reads these words and invites his pps to listen and repeat . T invites his learners to work in pairs or in small groups to put the words in of each list in alphabetical order . The teacher asks his learners to circle the common letter in each list . Teacher asks his learners a series of questions T : what are these letters? Supposed answer : w and T **T** : Do we pronounce these letters? Supposed answer : No, we don't . T : T and W are silent letters in these words T explains that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words.. T presents the rules (my pronunciation tools 4 page 59) **Task 9 page 62** I listen and tick the correct pronunciation of the lettes in bold. Pps listen again , check their answers and work in pairs and correct the answers of each other. **Task 11 page 62** : I listen and write between slashes the appropriate phonetic symbols /u://u//3://ə/ / æ // ʌ // e/ and between bracket the words silent or pronounced under that correspond to letters in bold **.** T invites his learners to work in pairs , check their answers and correct each other. T invites his learners to read aloud the text in task 11.		Remind the pps of the last sounds to reinforce and pave the way To involve all the learners In eliciting the target sounds To recognize and identify the target sounds To lead them To highlight the rules related to the silent letters T and W to check and reinforce Encourage peer assessment The L talks about his memories using a correct pronunciation of sounds	W Board W Board Course book w board course book	V A v/a a/v v/a v/a

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: Language focus : language learning.	**Framework:** PPU

Learning Objective (s): by the end of this lesson my learners will be able to : a)Describe some clothes and costumes, the material they are made of and the place where they made , b) Describe traditional dishes and the ingredients which they are made with..

Targeted competencies: interact – interpret – produce. **Target structure:** made of / made in/ made with .	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/flash cards

Cross Curricular Competencies	Core values
➢ **Intel:** learner can interpret verbal and non-verbal messages. ➢ **Meth:** He can work in pairs or in small groups He uses ICT ➢ **Com:** he can use information and communication technology such as blogs , websites page , discussion forums ➢ **Per and soc:** He can socialize through oral /written exchanges	➢ Valuing the past to build better future for the one's community. ➢ Being proud of traditional and ancestral clothing and dishes

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher draws two graphic organizers and invites his learners to work in small groups to fill it .  		to brainstorm ideas about traditional dishes/clothes	Graphic Organizers	V A
	Presentation	The teacher pins on the board a picture of a traditional clothing then invites his learners to focus on the information (label) and answer the questions :		To elicit the	Flash	

		Example :  Item : burnous Colour : white Made of Wool Made in Djelfa Weight :2.5 kg Price :9000 dinars What is it ? What colour is it ? Is it **made of** cotton? What is it **made of** ? Is it **made in** Algeria ? **Where is it made** ? How much is it ? **Note : the teacher should devote time to highlight rules :** To talk about the material (plastic ,glass, iron , silk , wool ,cotton ,gold, wood ……etc)something is formed I use : "**made + of + the name of material** " Example : Bottles are usually made of plastic or glass **.** *To ask about material I can say :* What is it made of ? - To talk about the place (city , country ..) Where an item is manufactured (produced / made) to ask about material I can say : I use : "**made + in + the name of the place** " Example : This jacket is made in France To ask about the place where something is made I can say : Where is it made ? -To talk about food ingredients I use **made with** instead of **made of** **Example :**The soup is **made with** vegetable and chicken		Target structure and introduce a new topical lexis To highlight rules	cards Text books	V/A V/A
	Practice	**Task 1** : I work with my partner and match the sentences 1)This handbag is made a) with fresh fruit 2)Our yoghurt is made b) of gold 3)These jeans were made c) of crocodile skin		To check and reinforce	W Board	V

	Use	4) this ring is made d) made in Turkey **<u>Task 2 :Task 8 page 69</u>** **<u>Task 3 : Task 13 page71</u>** **<u>Task 14 page 72</u>** T invites his learners to work in groups to make a poster where he describes a traditional dish or a costume which are famous and popular in this region . <u>Example 1</u>: This dish is called …….. It is made with …… it is very well known in my region . <u>Example 2 :</u> x is a traditional costume . it is made of ……..it is very famous in my region . ➢ the posters will be published on the internet (social network pages : blogs , websites page , discussion forums)		Consolidate Make a poster to save traditional clothes , costumes and dishes	Text books	V/A V/A/ K/T

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: I read and do 1 Language focus : language learning	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learners will be able to read a text about Setif in the past and gather information.		
Targeted competencies: interact – interpret – produce. **Target structure:** simple past – used to	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/video about the history of Algeria

Cross Curricular Competencies	Core values
➢ **Intel:** He can understand and interpret non-verbal messages. ➢ **Meth:** He can work in pairs or in small groups. He can evaluate his peer. ➢ **Com :** he can develop effective reading strategies ➢ **Per and soc:** He can socialize through oral /written exchanges	Valuing the past to build better future for the one's community. Valuing and sharing national cultural diversity with its regional cultural differences. Valuing travelling as a source for knowledge and learning

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher invites his learners to watch the following video(1.55 m): www.youtube.com/watch?v=SpevE_XxwM8 about the history of Algeria and start a discussion about people and civilisations who came to Algeria and left their mark . (pps complete the time line by choosing one of the following words) (French - Roman – Turkish) 42 BC 1518 1830 today …… …… ……	T/L	To motivate and pave the way	Video strip w/board	V A V/A/ T/
	Pre read	The teacher writes 5 or 6 words from the text on the board and asks his students to work in groups and guess the topic. (pps can use their dictionaries): Example : journey ,Setif , museum , statue , market , pretty gardens , boulevards	T/L	To introduce the key	w/board course book	V/A
	While read	**T invites his pps** to read **text 1 page 73** and **check whether or not their predictions and guesses are confirmed** . Teacher invites the learners to read text 1 page 73 and fill in the bibliographical notes(task 1 page 73) T asks his pps to work with their partners to check their answers and correct each other.	T/L L/L	To read and fill in a bibliographical notes To read and		

	Post read	T invites his learners to read the text again and answer the questions (task 2 page 73) T asks his pps to work with their partners to check their answers and correct each other. **Task 3** : I find in the text words that are closest in meaning to the following: Trip =**……..** Also known as =…… I find in the text words that are opposite in meaning to the following: many ≠**…….** Uninteresting≠…… After the students have read the text, T asks them to work in small groups to brainstorm as many facts about Setif as they can in a limited time. The group that can recall the most is the winner.	T/L L/L L/L	interpret a text in terms of lexis and comprehension To recall and identify the main information in the text	w/board	

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: I read and do 2 Language focus : language learning.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learners will be able to read a text and gather information about Constantine in the past .		
Targeted competencies: interact – interpret – produce. **Target structure:** simple past / made of	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/pictures

Cross Curricular Competencies	Core values
➢ **Intel:** He can understand and interpret non-verbal messages. ➢ **Meth:** He can work in pairs or in small groups. He can evaluate his peer. ➢ **Com :** he can develop effective reading strategies ➢ **Per and soc:** He can socialize through oral /written exchanges	Valuing the past to build better future for the one's community. Valuing and sharing national cultural diversity with its regional cultural differences. Valuing travelling as a source for knowledge and learning

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	After greeting his pps the teacher pins three or four pictures of some Algerian towns or districts taken in the past (example : Casbah , Constantine , Ghardaia) and invites the learners to answer the following questions : Do you know these cities (or districts) Were the streets large or narrow? What clothes did women/men use to wear ,then? Can you name some handicrafts people used to do at that period of time ?	T/L	To brainstorm ideas about life in cities in the past To introduce the key words	Pictures	V/A
	Pre read	The teacher writes on the board the word "Constantine" and invites his learners to pool what they know about this city and share their knowledge in the target language or L1 and the teacher helps them to find the right word in English.	T/L	To prepare the Ls for the reading phase	W Board	V/A
	While read	The teacher invites his learners to read text 2 page 74 and fill in the bibliographical notes(Task 4 page 74) Teacher invites his learners to read the following statements and write "True", "False", or "Not mentioned" **:** **1)** Constantine is devided into two towns. **2)** The streets in Constantine are very large? **3)** Burnouses and Haiks are very cheap T asks his learners to work with their partners to check their answers and correct each other. T asks his learners to read the text again and answer the questions (task5 page).	T/L T/L T/L	To read and fill in Bibliographical notes To interpret and develop reading skills strategies	Course book W Board	V/a V/A

	After read	T pins seven or eight pictures. Some of these should relate to the topic of the text the students have read. T asks his pps to make small groups and work together to decide which pictures best associate with the reading. T encourages them to provide reasons for a picture being associated or not. After they have finished doing this, each group can take it in turns presenting their ideas.	T/L L/L	L uses the text as a support to interpret pictures Talking about how cities and life used to be in the past .	Course book W board	V/A/K

Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: I learn to integrate Language focus : language learning.	**Framework:** PPP
Learning Objective (s): by the end of this lesson my learners will be able to work in pairs and make a video interview about Grandparents Day and act it out .		
Targeted competencies: interact – interpret – produce. **Target structure:** simple past / used to/ daily routine / adverbs of time / dishes/ made of / made in / made with …….	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/KSA table

Cross Curricular Competencies	Core values
Intel: He can understand and interpret non-verbal messages**.** The learner can use his critical thinking skills when gathering information for learning and research He can show creativity when producing written messages ➢ **Meth:** He can work in pairs or in small groups. He can evaluate his peers. ➢ **Com :** He can solve problem situations using a variety of communication means ➢ **Per and soc:** He can socialize through oral /written exchanges	Being proud of belonging to Algeria with its varied cultural and historical heritage . Raising teenagers awareness of the importance of the elderly as a source of the transmission of valuable cultural and historical heritage . being proud of his ancestral way of life

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up **presentatio**	T asks his pps some questions: Are your grandparents alive ? Do you live with them ? Do they live far from here, How often do you visit them ? Do you love/ respect them ? Do they love you ? Do you live with your grand parents ? **T sets up the situation** It is "Grandparents Day". To celebrate the event you decide to make a video interview of our grandfather or grandmother. You will post the video on the school website and your personal blog to share it with other people around the world	T/L	To present the topic and engage the learner in the process	White board and books	V A

	Practice Produce	T. provides his pps with KSA table (page75) T invites his learners to review Tasks 5- 12 -15 -22 26 and 28 in I listen and do and my grammar tools and my pronunciation tools. T asks his pps to follow the interview cards (page 74). The learner can start like this : **Me** : I'm going to interview you for my school project , grand ma/ grandpa. This video will be posted on the web on « Grand parents Day » so let's start : When were you born ? T asks his learners to work with their partners to exchange ideas and improve their interview questions. The learners start drafting . Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling. Each pairs will act out their interview in front of their freinds to be assessed .	T/L L/L L/L L/L	To review a To be autonomous in reinvesting the language learnt To produce an interview Involve the learners in peer assessment Share their work to be assessed	White board and books	V/A V/A/ K/T

Level :3ms

SEQUENCE :three

Me and my scientific world









Teacher: *Mr bendoubaba djamel (djamel djamel)*

Initial situation :We will celebrate the 16 th of April soon .It is the science day in Algeria. Your teacher of English asked you to write biographical information about a famous scientist to be published in your school magazine.

The learning objectives

Narrating
*Describing
*Organising/sequencing biographical information in chronological order
*Selecting relevant biographical information
*Transferring biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics)

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: I listen and do	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able transform bibliographical information from an ID card format to a dialogue format .		
Targeted competencies: interact – interpret – produce. **Target structure**: -wh questions Use simple past to narrate.	Domain (s): Oral/written/both	Materials: Flashcards / W. Board/the student book /audio file

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can use listening strategies. ➢ Com: He can use a role play to communicate appropriately. ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and thinking ➢ Being proud of belonging to Algeria ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps / the pps respond. T invites his pps to work in pairs and classify the following inventions Mobile- Tv- smart shoes- Gps- boats- Bluetooth- memory cards- light bulb- watch- New inventions | Old inventions |	T/L	Brainstorm ideas about invention	Flash cards W board	V/ A/
	Pre listening	The teacher writes the key words for the listening file on the board and invites his students to predict and generate complete statements connecting the words or phrases. Then, the students predict how the words relate to the main topic ; Alzhiemer 's disease reasercher Dr Bourouis smartshirt patients invent		To prepare the learner for the listening phase and explain the key words	W board The course book	a/v
	While listening	T invites his pps to listen to the audio file and check their predictions. T : **Now, you're going to listen to the biography of an Algerian scientist(researcher) Dr Bourouis and you're going to complete his ID card(page 84)** **T invites his pps to listen again and check their answers.** **T asks his pps to work with their partners to compare their**	T/L	To listen and fill in ID card TO encourage the L to work with his	Audio file Course	

	Post listening	**answers and correct each other.** **T invites his pps to do <u>task 4 page 85 :</u>** **I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID card (task 1)** **I change the role with my partner and act out the dialogue .**	L/L	partner To transform an information from an ID Card format To other formats	book Course book	V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: I listen and do2	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able transform bibliographical information from an ID card format to a plain text. .		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - Use simple past to narrate.	Domain (s): Oral/written/both	Materials: Flashcards / W. Board/the student book /audio file

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can use listening strategies. He can work in pairs or in small groups. ➢ Com: He can write about famous people ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and sciences ➢ Being proud of belonging to Algeria ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his pps/ the pps respond. T shows his pps some logos of the most famous companies In the fields of electronics and miniaturisation (T explains the word miniaturisation) and starts a short discussion about what do these companies produce for us.		Activate the Ls prior knowledge	Flash cards	V/ A/
	Pre listening	  T invents his pps to work in small groups to match pictures to their appropriate names.(Task11 P87) T : Now, you are going to listen to an *Algerian scientist and inventor Professor Belgacem Haba. He is interviewed by Dr. Riyadh Baghdadi .Professor Belkacem Haba is an Algerian researcher in the Computer Science and Artificial Intelligence Laboratory at MIT (Massachusetts Institute of Technology), USA .*	T/L	to involve the L To prepare the learner for the listening phase and explain the key words	The course book Audio file	a/v
	While listening	**1st listening** *:* *You listen to the interview part 1 and complete his ID.*	T/L	To listen and fill in ID card	Course book	

	Post listening	**Family name :** Haba **First name :** Belgacem **Date of birth** : **Place of birth:**. **Nationality ;** **High school** : **Undergraduate studies:** University ; ……. Field;…… **Post graduate studies :** University ;…… country :…… Degree 1;…….. field ;…….. Degree 2 :…… Field :…… **After graduating** Job ;…… company :…… Field :…….. **2nd listening :** You listen again to the interview part 1 , you check your answers then you work with your partner and correct each other. **The 3rd listening** **You** Listen to the interview part 1 again and complete the bubbles page 85. **The 4th listening** You listen to part 3 and do task 8 page86. You use the information in the Id CARD TO complete the following biography of Professor Belkacem Haba. Professor Belkacem Haba is an Algerian ……..and ….. ……He was born .in …… in. He went to…… High School in Touggourt before joining the ……. of Bab Ezzouar in Algiers, where he completed a DES (Diploma of Higher Education) in ……He. did a master's degree in applied physics then …… did another master's degree and a PhD in this field. After graduating from Stanford, He …….. IBM's research labs .	T/ L/L	TO encourage the L to work with his partner To listen and complete To listen and select the right answer To transform an information from an ID Card format To a plain text	Course book The board	

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: language use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk about past actions using past continuous tense.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - Use simple past to narrate. The past continuous tense The past continuous and simultaneous actions The connector while	Domain (s): Oral/written/both	Materials: / W. Board/the student book

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . He can deduce meaning from contexts. ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can use role plays to communicate ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and sciences ➢ Being proud of belonging to Algeria ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his pps/ the pps respond. T helps his learners to sum up the most important events in Dr Belkacem Haba 's life.. T invites his pps to complete the following sentence. T draws two bubbles on the board and invites his pps to complete them using thses words. : **were working – returned- were doing - joined**	T/L	Refresh prior knowledge and pave the way	The course book	V/A/
	Presentation	When I …….. to the US, I …….. *Tessera* company We ……. other things **while** we …….. on the miniaturisation of cameras.		To introduce the target structure in a context	Course book	a/v

	Practice Use	, Sort out two past actions which took short time. ? Did the actions happened at the same time ? Or one competed action followed an other complete event ? Sort out tow past actions which took long time ? Did the actions take short time or long time time to happen ? Did they happen at the same time ? Or one even after an other ? How are the actions joind ? Look at the verbs of these actions and write them on the board ? How are they formed ? **T highlights rules** My grammar rules (talking about the past using past continuous) page 93 Task one : I reorder watching/television/I/ was.. My /father /chess/playing/wasn't. were/ What/ doing/you/ ? he/studying/Was/ ? **Task /2** **I**…… (try) a call While he…… calling me. It ……(not snow) hard While I …… (drive). We ……(do) our master's degrees at the same time we ……(work). **T** invites his pps to do **Task 6 page 96** **I write the correct forms of the verbs and combine the two clauses using the connector while then write a complete paragraph about al khawarizmi .**	T/L L/L	To elicit the rules about the past continuous Highlights rules Check and reinforce The Learner uses what he learnt to write about famous people	Course book	V/ A/

Consolidate and reinforce

Task 1 :

Write the correct form of the verb then join each 2 clauses using while..
A) We _____ _____ (to go) to the mall last night.
A) She _____ _____ (to talk) to the police officer
BI _____ _____ (to buy) a new bicycle
B) John _____ _____ (SELL) his .
C) My mom _____ _____ (to rock) the baby to sleep.
C) She _____ _____ (to sing).

Task 2 :

Put the following sentences in past progressive tense.
1) I watched a movie.

_____
2) Sarah wears jeans.

Task 3

Write questions.
you / watch him – *Were you watching him?*
1 you / talk
_____
2 they / laugh
_____
3 she / take photos
_____
4 you / shop
_____
5 he / run

Task 4

Read the questions you wrote in Task 3
Then complete the answers.
1 No, I _____
2 Yes, they _____
3 Yes, she _____
4 No, we _____
5 Yes, he _____

Task 5 : Now, work with your partner and make your own sentences using past continous.

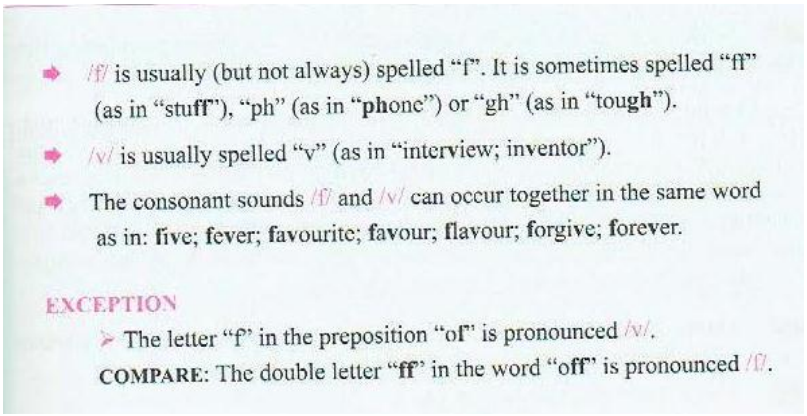
Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: I pronounce Language focus : language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will be able to talk about famous people using correct pronunciation of sounds(f and v)

Targeted competencies: interact – **interpret** – produce.	Domain (s): Oral/written/both	Materials: W. Board/the student book /
Target sounds: - /f/ /v/		

Cross Curricular Competencies	Core values
Intellectual competency: • The leaner can interpret and identify sounds messages *2* Methodological competency: - He can work in pairs or within the whole class. He can use strategies for listening and interpreting oral discourse - He can assess his peers **3.**Communicative competency: He can face an audience **4.** Personal and social competencies:• He socialises through oral or written exchanges.	➢ Valuing learning and sciences ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation Practice	T greets his pps / the pps respond. T invites his pps to say the consonants in English T invites his pps to say the alphabets. T invites his pps to find the common sound(repeated sound in the following group .: Laugh – life- off- physics- telephone- cough- father- Pps : /f/ T : How is written in these words ? PPs : gh- f-ff-ph T what is the common sound in the following group of words ? Invent –discover-travel –verb-of- drive- Pps : /v/ T : how is it written ? Pps : /v/ T : In English, the **F** and **V** sounds are often studied	T/L	To pave the way To introduce the sounds To identify the sounds Highlighting rules shape their pronunciatio	Flash cards W board	V/ A/ a/v

	Use	together because they are produced in the same part of the mouth. T explains the rules (My pronunciation tools page91)  ➡ /f/ is usually (but not always) spelled "f". It is sometimes spelled "ff" (as in "stuff"), "ph" (as in "phone") or "gh" (as in "tough"). ➡ /v/ is usually spelled "v" (as in "interview; inventor"). ➡ The consonant sounds /f/ and /v/ can occur together in the same word as in: five; fever; favourite; favour; flavour; forgive; forever. EXCEPTION ➢ The letter "f" in the preposition "of" is pronounced /v/. COMPARE: The double letter "ff" in the word "off" is pronounced /f/. **Tasks a and b page 91 :** I listen and repeat **Task 1 page 92 :** I listen and tick the correct sound T invits his pps to work in pairs, check the pronunciation tools agai and correct each other. **Task 3 page 93 :** I listen and tick the correct pronunciation of the sounds. **Task 5 page 93** : I listen and write the phonetic symbol /f /v/ T invites his pps to read the text about al farabi aloud . **Tongue twister ☹relax)** ***Five very funny flies in velvet vests flew from France on Friday evening.***	T/L L/L	n Familiarize the learners with these sounds To listen and compare between the sounds Check reinforce And reinvest what they learnt in a meaningful text	Cours ebook Cours e book board	V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: Language focus : language learning	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to make a polite request		
Targeted competencies: interact – interpret – produce. **Target structure**: - The models can and may Making requests	Domain (s): Oral/written/both	Materials W. Board/the student book

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can use role plays to communicate. ➢ Per and soc: He can socialize through oral exchanges	➢ **Being polite**

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his pps / the pps respond. T writes on the board the following **Dialogue 1**: Jack : **May** I **use** **my telephone** here? Teacher : No, but you **may use** **it** outside. You **may not use** **it** inside.. **Dialogue 2**: Jack ; **Can** I **play** here? Mum : No, but you **can play** outside. You **can't play** inside..	T/L	Giving the opportunity to the learners to guess and elicit the new structure.	Flash cards W board	V/A/
		What does Jack asking for n dialogue 1 ? He is talking to whom ? How does he start his request ? What does Jack asking for in dialogue 2 ? To whom is he talking ? How does he start his request ? T : highlights rules about making equests using can and may (grammar tools page 94).		Highlighting rules about making requests		a/v
	Practice	**Task 1** (Task 8 page 97) I read the situations and tick the right answer. T ; you work with your partners. You read the grammar tools again and correct each other.	T/L	Check and reinforce	Coursebook	

	Use	**Task 2** : (task 9 page97) I read each situation and write the appropriate request. T : consider one of the following situation .Discuss it with your partner and act it out in front of your classmates : Ask your friend to open the window. Ask some one to help you. Ask your brother to show you a place Ask some one to show you the way. Ask your siter to give your her dictionanry.	L/L	Reinvest what they learnt to act out a role play about making requests	Cours e book board	V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: I listen and do Language focus : language use	Framework: PDP

Learning Objective (s): by the end of this lesson my learners will be able to organise biographical information in chronological order.
The pp will be able to ask and answer questions about famous people.

Targeted competencies: interact – **interpret** – produce. **Target structure**: - Use simple past to narrate.	Domain (s): Oral/written/both	Materials: Flashcards / W. Board/the student book /audio file

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can use listening strategies. He can work in pairs or in small groups. ➢ Com: He can write about famous people. ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and sciences ➢ Being proud of belonging to Algeria ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	T greets his pps / the pps respond. The teacher creates a short discussion about the most famous Algerian . Maghrebin and Muslim scientists and their domains.(teacher may well presents and explains the key words)		Activate the Ls prior knowledge	Flash cards	V/ A/
		T ; Today we are going to talk about an eminent Maghrebin scholar who is called Ibn khaldoun. **The 1st listening :** T : Now , you are going to listen to your history teacher (part 1)talking about this great man and complete the missing date (Task 17 page89).	T/L	To prepare the learner for the listening phase and explain the key words	Audio file	
	While listening	**The 2nd listening** : You listen again and you check your answers. You work with your partner . you compare your answers And you correct each other. **The 3rd listening** You listen to your history teacher part two and complete the missing date. You work with your partner, you compare your answers and correct each other. T ; Your partner plays the role of the history teacher . You listen to his/her questions then you answer him/her using the time tables in the time table(parts A and B).	T/L	Involve PPs in peer correction	Course book	a/v

	Post listening	**Task 22.** My partner plays the role of our history teacher. I listen to his/her questions and answer him/her using the information in the timetable (parts A and B). **My partner:** When and where was this famous Maghribi scholar born? **Me:** ..... **My partner:** Can you mention the names of three towns in Algeria where he lived? **Me:** ..... **My partner:** Where and when did he write his famous book "al-Muqaddima" **Me:** ..... **My partner:** What was he doing all these years in Cairo? **Me:** He was working as a ..... **My partner:** Where and when did he die? **Me:** ..... **My partner:** What's his name? **Me:**	L/L	To listen and complete The learner reinvests a time table To ask and answer questions		V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: Language focus : language learning	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will be able to talk about famous people achievements using relative pronouns **who** and **which** .

Targeted competencies: **interact** – interpret – produce. **Target structure**: - Relative pronouns : who /which	Domain (s): Oral/written/both	Materials: Flashcards / W. Board/the student book /audio file

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can write about famous people. ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and sciences ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his pps / the pps respond. T shows his pps flash cards of some scientists and asks them What do these great men do for the humanity ? T writes on the board the following sentences and ask questions.		Activate the Ls prior knowledge	Flash cards	V/ A/
	presentation	A) Einstein is the scientist **who** developed a lot of theories. B) This is the book **which** I read last summer. T reads the first sentence aloud and asks students what the pronoun **who** refers to ? T reads the second sentence aloud and asks students what the pronoun **which** refers to ?	T/L	Giving the opportunity to the learners to guess and elicit the new structure.	W board	
	Practice	**T highlights rules about relative pronouns** **Who** and which are relative pronouns. **Who** refers to people and **which** refers to objects and animals. I use relative pronouns to combine clauses without repeating information. Example : Clause 1 : Einstein is a scientist. Clause 2 : Einstein devloped a lot of theories. Combined : **Einstein** is the scientist **who** developed a lot of theories.	T/L	Highlighting rules about relative pronouns	Cours ebook	a/v

	Use	**Task 11page 98** I fill inthe gap with the appropriate relative pronouns : who or which. I work with my partner .We read my grammar tools 2 again and check our answers. **Task 12 page 98** : I join each pair of sentences using the appropriate relative pronoun. **Task 13 page 98 :** I spot the mistake and correct it . T ; work in groups of four .Read the grammar tools part 2 again .write one sentence about a famous person you know using a relative pronoun as we did in the task 13 page98.	L/L	Check and reinforce Reinvest what they learnt to talk about famous people achievement	Course book board	V/ A/ K/T

Text 1



Al-Ḥasan ibn al-Ḥaytham was born in 965, in Basra, Iraq .He was an Arab physicist , mathematician, and astronomer.

Ibn al-Ḥaytham did many works in the field of optics , astronomy, mathematics , meteorology, visual perception and the scientific method.

Ibn al-Haytham wrote "*The Book of Optics*" ,**which** *is survived in Latin edition,* and explained how light enters the eye. He was the first to study the phenomenon of the pinhole camera .He worked out and set a camera obscura (from the arab word gamara) hundreds of years ago, before the modern development of photography as we know it. Al hasan showed through experiment that light travels in straight lines.He studied the process of sight, the structure of the eye and the image formation in the eye..He died in 1040 .

http://www.newworldencyclopedia.org/entry/Ibn_al-Haytham

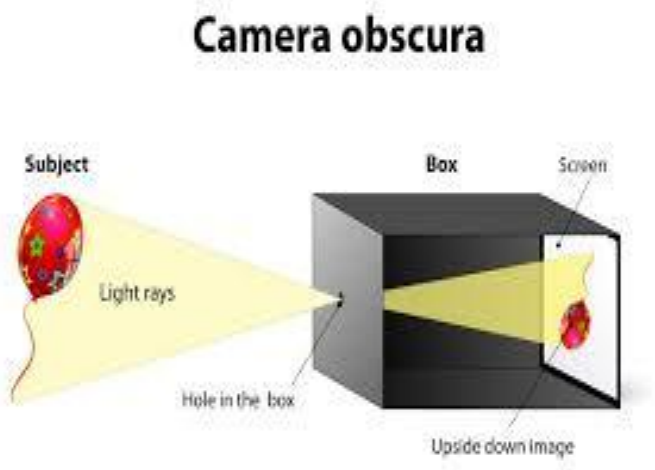
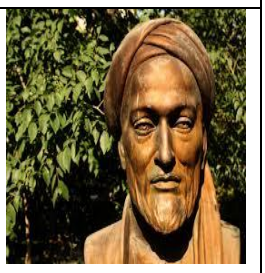


Figure 1

Text 2



Ibn Sina was born in 980 in Central Asia. As a young boy, he learnt the Koran by heart thanks to his father **who** gave him a good education.

At about 13 of age ,he studied medicine with a number of teachers. He also dedicated much of his time to the study of physics, natural sciences and Arabic .

Before he was 20, Ibn Sina was a well-known doctor. One of his patients was the Sultan of Bukhara. He treated him for a serious disease. When he was cured, the grateful Sultan allowed Ibn Sina to use his private library in the palace.Ibn Sina improved his knowledge of medicine by reading books written by the Greeck, the Chinese, the Arab doctors and philosophers. He wrote one of the most significant book in the history of medicine called "Canon of Medicine" **which** was printed in Europe at least 60 times between 1516 and 1574 and studied in many universities around the world.

He died at the age 51

https://en.wikipedia.org/wiki/Avicenna



Figure 2

By djamel djamel

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 *ME AND MY scientific world*	Lesson: I read and do language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to read texts about famous people and gather information.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - Simple past . simple present . relative pronouns.	Domain (s): Oral/written/both	Materials: / W. Board/ free texts

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing learning and thinking ➢ Being proud of belonging to Algeria ➢ Valuing hard work and great achievements. ➢ Supporting successful people

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his pps .the pps respond. T helps the learners to remember the Algerian , Maghrebin and Muslim scientists they talked about before. T gives his pps the printed texts.		Refresh prior knowledge and pave the way	Hand out	V/ A/
	Pre read	What does figure 1 represent ? What does it look like ? T tries to introduce the key words which may hamper the pps understanding for the texts like :: pinehole –light . optics What does figure 2 represent ? Guess what are the 2 texts about ?	T/L	To introduce the topic and the key lexical items		
	While read	T invites his pps to read the texts 1 and 2and do the following task Tiltle Source Type of documents - Blog page - Excerpt from a book - Press article		To interpret different texts in terms of lexis comprehension	W board	a/v

	Text 1	Text 2
Tiltle Source Type of documents - Blog page - Excerpt from a book - Press article		

					T/L		
		Task 2 : **Read the texts 1 and 2 and answer the questions** 1- How many paragraphs in each text ? 2- Which topics do the texts 1 and 2 discuss ? 3- What or who the underlined words in the 2 texts refer to ? 4- Is the word camera of English origin ? 5- Suggest titles to the texts. T : Work in pairs read the text again, check your answers and correct each other. **Task 3 Read the texts and complete the table.**		L/L		
	Post read	Tinvites his pps to work in small groups and discuss the following points : Do you think what these great men did was important ? Why ?			The learner uses his critical thinking and gives his opinion	W board	V/ A/ K/T

Names	**Date of birth**	**Place of birth**	**Date of death**	**Their achievements**

Level :3ms

SEQUENCE :four

Me And My Environment



by Mr djamel

Initial situation

As a member of Greenpeace organization , you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution. Suggest some solutions.

The learning objectives

*Expressing obligation
*Expressing prohibition
*Makingrecommendations
Comparing and *evaluating

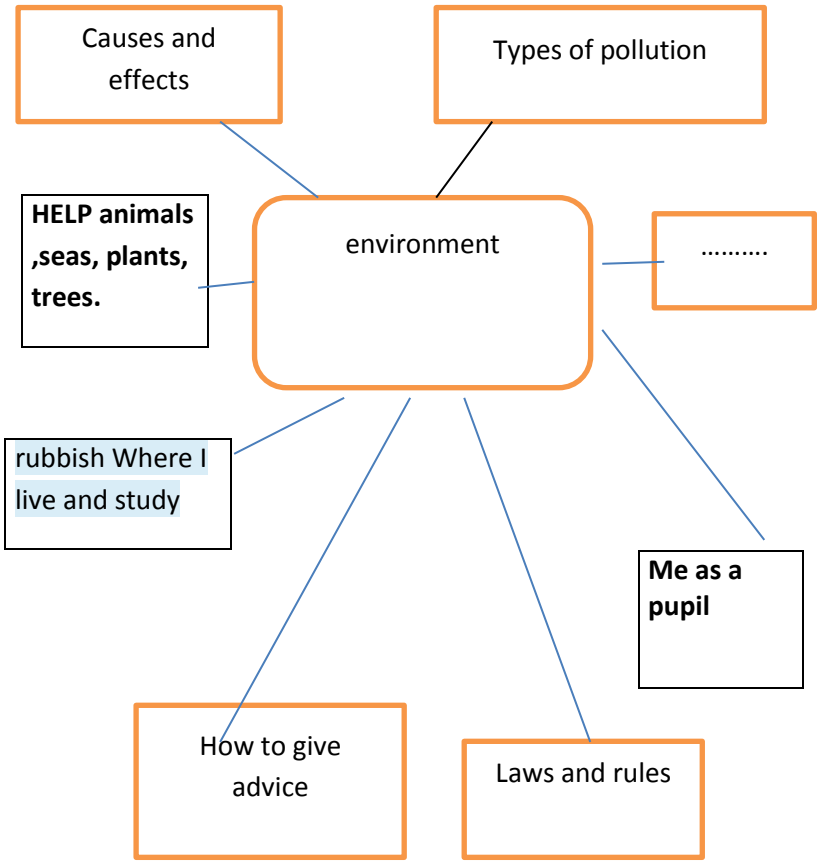
The communicative tasks

-table completion
Role plays
-forums/blogs
-duscussion
Making posters
Charters
Collage

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Session ; initial situation	Framework: PDP
Learning Objective By the end of the session, the learners will be able to ;A)interact orally to suggest solutions to solve a given problem situation. b) To be familiar with the topics of the new sequence.		
Targeted competencies: interact – **interpret** – produce. **lexis :** Some lexis related to the environment: -	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in groups. ➢ Com: He can lead a discussion He can communicate appropriately he can generate solutions to a problem ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing work in groups. ➢ Valuing good attitudes towards the environment

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre Task	T greets his pps .The pps respond. The teacher shows his pps some pictures (or powerpoint file) and starts a short discussion (to lead them to the situation) .Example : What is the man doing ? Where is he ? Is it a good thing ? look at this animal ? Do you know its name ? what happened to his corn ? What about pic3 ? And what about pic4 ?     Discuss in pairs what are these people doing ? What do they wear ? Who are they?	T/L T/L	Brainstorming ideas about the environment lead the pps to understand the situation	flash cards flash card W board	V/ A/ a/v

	Task cycle	 **Teacher writes the "initial situation" on the board.He reads it.Then helps his pps to interpret it** **Initial situation** : As a member of Greenpeace organization , you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution. Suggest some solutions. . **T invites his pps to work in groups to discuss the problem and suggest solutions in 10 minutes .** **The teacher monitors , encourages but shouldn't help.** **The teacher invites his pps to read orally what they wrote.** **T encourages them and never blames .** **Using spider graphic organizer , the teacher starts a discussion**  T : In this new sequence : Me and My environment , We are going to see all these topics and ideas	L/L	To meet the problem to encourage pps to discuss and cooperate to generate s brainstorming ideas as much as possible announce the topics of sequence 4	W board	V/ A/ K/T

		SUGGESTION The teacher provides his pps with some useful sites to check and get some ideas during learning this sequence : https://www.algeria.com/attractions/national-parks/ http://www.unesco.dz/index.php/en/sciences-et-technologie-3/36-man-and-the-biosphere-programme-mab-of-the-unesco https://en.wikipedia.org/wiki/Wildlife_of_Algeria www.globallearningcircles.org/.../projects/EndangeredAnimals.ppt..				

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: I listen and do language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to listen to a text and do tasks and use some lexis related to the environment and Algerian fauna and flora		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple present – adverbs of location	Domain (s): Oral/written/both	Materials: / W. Board/ s books/ audio file

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can lead a discussion ➢ Per and soc: He can socialize through oral exchanges	Being proud of belonging to Algeria ➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen	T greets his pps .The pps respond. T :Who can draw the map of Algeria on the board in a perfect way? What do you know about it?(location , area, population, wilayas ,neighbours) Which animals do they live here? What about the plants and the trees which grow here? Can you name some of them? The teacher pins on the board a picture of anational park and asks; What is this? Why Algeria built these kind of parks? Do you know other parks? Through guiding questions the teacher explains the key words biodiversity- landscape- ecological- mountainous,…….  	T/L	Refresh prior knowledge and pave the way	w board	V/ A/
	While	The 1st listening :	T/L	To introduce the topic and the key lexical items the pps listen and tick the	flash card W board	a/v

	listen post listen	The teacher invites his pps to listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria, and tick the box next to the name of each national park they hear. The 2nd listening : the pps listen again and complete the information in the fact file(Task 3 page113 The 3rd listening The pps listen again to the UNISCO representative part 1 and check their answers .Then they WORK WITH their partners.pps work together . Compare their answers and correct each other. The 4th listening T he teacher invites his pps to listen to the UNESCO representative part 2 and do task 6 page 114 The teacher invites his pps to work in pairs compare their answers and correct each other. Discussion – Ask students to work in small groups to compose 2 discussion questions based on the topics that came up during the listening.	 L/L	name they hear to listen and complete to encourage peer correction for further comprehension of the listening phase	 S books W board	 V/ A/ K/T

Listening scripts : 3ms sequence 4 I listen and do 2

Tasks 27 and 28: Eco-Schools (Part 1) "Eco-Schools" is an international programme that has involved millions of schoolchildrenin environmental issues around the world for more than twenty years. I listen to the BBCinterview of the UK Eco-School representative.
BBC Journalist: Thank you for sparing some of your time for this interview. My first question is: What is litter ?

UK Eco-School representative: Litter can be described as 'rubbish that is in the wrong place'. It can be food, chewing gum, sweetie papers, syringes, crisp packets, plastic bags or banana skins – in fact, any item left by a person that should not be there. Natural matter, such as leaves that have fallen from trees, are not classed as litter. Litter can take a very long time to degrade (rot away), or may never degrade at all. It is dangerous to people and wildlife – it is a form of pollution

Tasks 31, 32, 33 and 34: Eco-Schools (Part 3)
BBC Journalist: How can litter be dangerous to wildlife?
UK Eco-School representative: Well, we have found animals killed by eating plastic. Many of them are trapped inside cans, bottles and plastic bags. Some are poisoned by cigarette butts. Food containers, like crisp packets and plastic bags, can beblown out to sea by the wind. Fish and sea birds will eat them, thinking they are food.Scientists estimate that a million birds and 100,000 marine mammals and turtles die every year from eating plastics.
BBC Journalist: Are there other problems that litter can cause?
UK Eco-School representative: Firstly, fires can be caused by the careless discarding of matches and cigarettes, or by the sun being magnified through the glass of a bottle. So, this can lead to forest fires that will destroy both plant and animal habitats. Secondly, food litter attracts rats and other animmals and insects, which will spread disease among people and other animals. There is now the same number of rats as people in the UK!

Tasks 35, 36, 37, 38, 39 and 40: Eco-Schools (Part 4)
BBC Journalist: How can schools participate in solving this problem?
UK Eco-School representative: Here are a few recommendations that any schoolchild can follow. First of all, the three "Rs": REDUCE the amount of litter you create by buying items with less packaging; REUSE whatever you can by buying durable, reusable items not disposable ones, such as paper plates and cups; RECYCLE by buying goods with packaging that can be easily recycled. Second, don't litter; put your rubbish in a bin; if there isn't one near, put it in your pocket until you find one or take it home. Third, use reusable bags ("bags for life"); don't use plastic ones. Fourth, organize "litter patrols" at school: each class should take it in turn to pick up litter on the school grounds throughout the week. Fifth, classes can put up posters or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general. Finally, schoolchildren should raise awareness of this litter problem among their community by talking about its causes and dangers to their friends outside school, their family and relatives, and also to their neighbours in the place where they live, whether in towns or in villages.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: I listen and do language use	Framework: PDP
Learning Objective (s): After completing this lesson, pupils will have discussed, explored and reflected on the causes and effects the problem of litter in their community. And give solution to this problem		
Targeted competencies: interact – **interpret** – produce. **Target LEXIS**: - lexis related to litter and pollution (causes and effects)	Domain (s): Oral/written/both	Materials: / W. Board/ s books/ audio file/ flash cards

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can lead a discussion ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes.

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	brain storm Pre listen	T greets his pps .The pps respond. T shows students some images of litter in the environment and invites them to discuss the following points :(Teacher elicits some key words : rubbish , litter , syringes,food cantainers , plastic bags , pollution, fire , rats , trap insects, discarding …….degrade, rot away..  	T/L T/L	TO INVOLVE EVERY ONE To introduce the topic and the key lexical items	flash cards flash card W board	V/ A/ a/v

	While listen post listen	1-Have you seen litter in your neighbourhood ? 2-Is it a problem ? 3-Which objects can we find in a litter? 4-What types of litter have harmful effects (dangerous) ? 5- What are the causes of litter? 6- Can litter cause sicknesses ?How ? 7- Can litter cause fire ? How ? 8- What can you understand by this word : "Eco-Schools" ? <u>The 1st listening :</u> "Eco-Schools" is an international programme that has involved millions of school children in environmental issues around the world for more than twenty years. I listen to the BBCinterview of the UK Eco-School representative part 1 and do task 27 page120. <u>The 2nd listening : (conversation part 1)</u> T invites his pps to listen again to the interview , work in pairs, check their answers and correct each other. <u>The 3rd listening :</u> T invites his pps to listen to part 3 of the conversation and do <u>*task 31 page121*</u> <u>*The 3rd listening*</u> the teacher invites his pps to listen to the conversation part3 and do task 33 page121 <u>T</u>he 4th listening : The teacher invites his pps to listen again , work in pairs , check their answers and correct each other. Whole class discussion : Is littering a bad behaviour ? And now, after listening to this conversation , will you litter ? why ? As a pupil , do you feel concerned ? do you feel that you can change this situation ? ?	L/L	the pps listen and tick the information given to listen and complete to encourage peer correction to listen and write true or false for further comprehension of the listening phase	S books W board	V/ A/

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen While liste post listen	T greets his pps/ pps respond <u>Lead in</u> • Has anyone ever littered at school? • Why did you litter? • Has anyone seen someone littering? What did they do? • Why do you think pps did this? Have you ever run a litter patrol or a litter compaign ? Discuss in groups how can we reduce the amount of litter you create ? (T elicits the key words of the listening phase ; reduce , reuse, recycle, bin,garbage , litter patrol ……….) <u>The 1st listening</u> T invites his pps to listen to the conversation part 4 and do : <u>Task 37 page 122 :</u> I listen and number the recomendations given below, following the order mentionned by the interviewee . one of these recomendations is missing. <u>The 2nd listening</u> :I listen again , I work with my partner , we check our answers and we correct each other. <u>The 3rd listening :</u> The teacher invites his pps to listen again to the conversation part 4 and fill in the gap with the right word they hear (Task 39 page 122). Your friend tells you that littering is not a problem .And we can't reduce the amount of litter . Is he right ? what can you tell him ? (group work)	T/L L/L	To involve every one and pave the way To introduce the key lexical items the pps listen and tick the recommendation they hear to listen and complete the pps use what he learnt to solve a problem	w board flash card W S books	V/ A/ a/v V/ A/ K/T

Tutorial session

Objective : **A) My pps will be able to use dictionaries to** look up the meaning of an English word in a correct way.

b) Use some topical Lexis related to litter and environment.

Task one : Task 22 pahe 138 I match each word with its definition adapted from oxford defintion (group work).

Task 2: We use these words in examples

Task 3 ; Task 23 page 139 .

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: I listen and do (2) language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to identify some endangered animals in Algeria and make a poster to save them .		
Targeted competencies: interact – **interpret** – produce. **Target lexis** lexis related to	Domain (s): Oral/written/both	Materials: / W. Board/ power point file/ book

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can lead a discussion ➢ Per and soc: He can socialize through oral exchanges	Being proud of belonging to Algeria ➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his pps .The pps respond. Think , pair and share : A lot of animals (fauna) and plants (flora) are **endangered** or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	flash cards	V/ A/
	pre listening	The teacher uses the following powerpoint file to explain the keywords in the listening script : https://padlet.com/DjamelDjamel/uoaoaoa23tj8	T/L	To introduce the topic and the key lexical items		
	while listening	The listening script **The IUCN representative talking to Algerian journalists about protected animal and plant species in Algeria** Many Algerian plants, trees and animals have been inscribed on the red list of our organization – the International Union for Conservation of Nature (IUCN) – as vulnerableor endangered species. Therefore, the country's environmental authorities and Algerian people themselves must protect all these species.The Atlas cedar has been registered as an endangered species on the IUCN red list since2013. Barbary sheep has been listed as a vulnerable species on the same list since 1986.Barbary macaques have been inscribed on the IUCN red list of endangered species since 2008. The Algerian nuthatch has been classified as an endangered species since 1994.Dorcas gazelles have been considered as vulnerable species since 1988, and Cuvier'sones since 2016. The Saharan cheetah, which lives in the Hoggar Mountains, has not been evaluated and classified but it is considered as a rare species. The Atlas or Barbary lion became extinct in the wild around 1942 but there are some descendants still living in captivity in many zoos around the world. The 1st listening :			W board	a/v
			T/L	to listen and and do tasks		

	While listen post listen	**The** teacher invites his pps to **listen to the IUCN representative talking to Algerian journalists about protectedanimal and plant species in Algeria, and complete the fact file (Task 16 page 117)** **The 2nd listening** The teacher invites his pps to listen again , check their answers then work with their partners to correct each other. T invites his pps to do Task **19 page 119** Group work : Discuss in groups and answer (oral) Animals are classified into levels of **vulnerability** by IUCN. What are these? Do you know any other animals that are **extinct, endangered,vulnerable or rare**? Tell the class about one. Choose an animal as a symbol and create a poster with one of these slogans : a) Help this animal to survive b) Save it . c) Proect it . d) SOS	L/L	for further comprehension of the listening phase . the ppsmake a poster about an endangered animal		V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: language learning /use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk about their present activities using present perfect		
Targeted competencies: interact – **interpret** – **produce.** **Target language :** present perfect/ since / for/ how long/ past participle	Domain (s): Oral/written/both	Materials: / W. Board/Sbook/ listening file / list of irregular verbs

Cross Curricular Competencies	Core values
1. Intellectual competency: ➢ The learner can use his critical thinking skills when eliciting the new target structure. ➢ He can understand and interpret verbal and non-verbal messages *2* Methodological competency: - He can work in pairs or within the whole class. 3.Communicative competency: He can talk about his present activities. 4. Personal and social competencies: He socialises through oral or written exchanges	Being proud of belonging to Algeria ➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his pps .The pps respond. Hi! My name is Sami. I'm a member of SOSwildlife organization . I have joined this organization since 2013. We have saved so many endangered animals and vulnerable plants .My father has been an ecologist for 25 years . Wildlife has always had a special place in my life. . How long has sami joined this organization ? (T uses gestures) Is he still a member ? How long has his father been an ecologist ? Is he still an ecologist ? T : So, in this text, Sami tells us about some of the things He and his father started in the past and They are still doing in the present. Listen again to Sami and find the missing words. We ……. …… so many endangered animals and vulnerable plant. T : saving animals happened in the past but it is connected to the present T invites his pps to analyse the sentence We have saved so many endangered animals and vulnerable plants | | | S aux pp have T presents the rules (form and meaning) of the present perfect) To talk about something started in the past and continue to the present ,I use the present perfect : 'have/has + past partciple' Affirmative ; I have had a pet. Negative form : I haven't seen Ahmed.	T/L T/L	Set up a good climate /Review the use of the simple past To introduce the target language in a context Giving the opportunity to the learners to guess and	a listening file W board	V/A/ a/v

	practice use	Interrogative form : Have you bought a new book ? Yes ,I have/ No, I haven't *Wh*- questions What have you done? Task one ; Put the words in the right order. 1- I/homework/finished/ haven't/my 2- He/home/gone/has/ 3- The train/the station/left/has Task two : I CORRECT THE VERBS The vet (cure) _____ _____ the sick dog. The police (arrest) _____ _____ two men for illigal hunting. _____ _____ you (finish) ? Task 4: I CHECK THE LIST and Complete the table with the past participle **1** do _____ **2** live _____ **6** eat _____ **3** give _____ **7** ask _____ **4** write _____ **8** wear _____ **5-** be ..... **9** buy _____ Students are encouraged to describe actions that they (or their families) have started in the past and they are still doing in the present. It could be about their present interests, studies, free time activities,….etc. Then, students will be invited to share these actions with their classmates .	T/L	elicit the new structure highlighting rules of present perfect highlighting rules of present perfect To check how well the learners have grasped the meaning and the use of the new structure the pps use what they learnt to talk about their present activites	BB BB BB list of irregular verbs	V/ A/ K/T

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation practice use	T greets his pps .The pps respond. A quick review of the last lesson(present perfect) T invites his pps to consider the following sentences a)I have joined this organization since 2013 b) My father has been an ecologist for 25 years. T : How long has Salim joined the SOS organization ? How long has his father been an ecologist ? T : explains the use of since and for with present perfect (student book b pages 130 /131) <u>Task one</u> : (task 16 page 136) I write the appropriate heading for each column **since** or **for** <u>Task two Task 17 page 136</u> I fill in each gap with since or for <u>Task three</u> ; (Task 18 page 136) I ask questions on the underlined words in Task 17 using ' how long ' as in the following example . Students are encouraged to work in pairs , prepare (03 questions) with how long and invite their partners to answer them using since and for . <u>Example</u> : How long have you been able to ride a bicycle ? How long have you lived in Relizane ? How long have you been a a student here ? How long have you practiced sport ? How long have your parent been married	T/L T/L T/L	reinforce and pave the way To introduce the target language in a context Giving the opportunity to the learners to guess and elicit the new structure highlighting rules of present perfect with since and for to check and reinforce the pps use what they learnt to ask and answer about their presentactivities	board s books	V/A/ a/v V/A/K/T

Present perfect :(*has/have* + past participle): For something which happened in the past, but we don't knnow exactly when, and for something which happened in the past but which is connected to the present

Affirmative	Negative
I **have/'ve bought** a new book. He/She/It **has/'s finished**. You/We/They **have/'ve made** efforts.	I **have not/haven't bought** a new book. He/She/It **has not/hasn't finished**. You/We/They **have not/haven't made** efforts
Questions	**Short answers**
Have you **bought** a new book? **Has** he/she/it **helped** you ? **Have** you/we/they **listened** to you ?	Yes, I **have**. / No, I **haven't**. Yes, he/she/it **has**. / No, he/she/it **hasn't**. Yes, I/you/we/they **have**. / No, I/you/we/they **haven't**.

Wh- questions

what **have** you **done**? What **has happened**?

Where **have** they **gone**?

Present perfect and past simple

I**'ve had** a car for two years. (= You had it two years ago and still have it now.)

I **had** a car. (= You don't have it now.)

Task 1 : I make present perfect sentences

I / send/ him an invitation

Karim/reorder/the sentences

The pupils /buy/a gift

I/be/ a teacher for a long time

TASK 2 : I match

1 Why didn't you call me today?	**a** Me. I've been in the kitchen all day!
2 Where has Tom put the dictionary?	**b** Well, I've corrected the mistakes
3 What have you done?	**c** At eight o'clock this morning. I've been here all day
4 Who made all this food?	**d** Not yet .
5 have you bought a school bag ?	e) Sorry, I've been very busy.
6 When did you get here, Sarah?	F) He left it on the table

Task 3: I Complete the table with the past participle

1 have	_____	

2 turn	_____	6 drink	_____
3 sell	_____	7 ask	_____
4 dance	_____	8 wear	_____
5- be	.....	9 answer	_____

Time expressions for the present perfect

	Position	Example
for	before a time period (*a year*, *three days*, *two hours*)	He hasn't been a teacher **for** years.
since	before a point in time (*2010*, *5 o'clock*, *this morning*)	I have been abroad **since** 2003.
How long…?	at the beginning of a question	**How long** have you known Paul?

Task 2 : Complete what Hamid says. Use the PastParticipleT and ***for*** or ***since***.

a) I'm from Algeria, but I live in London now. I _____ (live) here _____1992.
b) I'm a journalist. I work for a sports magazine in London. I _____(work) there _____ two years.
c) I'm married. My wife's name is Ahlem.We _____(be) married _____1993.
d) She works in a bank. SHe _____(work) there _____ three years.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson I practice Lesson focus: language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will identify the keys to protect the environment ,express strong obligation and prohibition using must and mustn't and mild obligation using should and shouldn't

Target competencies: interact – **interpret** – **produce.** **Target structure**: - Must / mustn't / should /shouldn't	Domain (s): Oral/written/both	Materials: / W. Board/ free texts/Sbook

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can make a charter ➢ Per and soc: He can socialize through oral exchanges	Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Presentation	T greets his pps .The pps respond. I A lot of animals (fauna) and plants (flora) are **endangered** or went extinct .Why? Brainstorm the teacher invites his pps to listen to the following short text and do task one "Hello to you all! My name is Djamel Salem. I am an ecologist and I work to save the endangered species, that 's animals which are disappearing from our country Algeria , because of the illegal hunting and the destruction of their habitat . We are all concerned. The Algerian authorities must put an end to this problem. People should be ready to help these animals to survive." Task one : Listen and answer these questions 1- Is Mr Djamel Salem a teacher? 2- Why are animals disappearing ? Listen again and find the missing words in the following sentences. The Algerian authorities ……. put an end to this problem. People …….. be ready to help these animals . T : Which sentence represents a strong obligation to save these animals? T invites his pps to analyse these sentences. The Algerian authorities must put an end to this problem. | | | subject + modal + verb (strong obligation)	T/L T/L	Refresh prior knowledge and pave the way To introduce the target structure in a context Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Strong and mild obligation	w board Free text W board	V/ A/ a/v

	Practice Use	People should be ready to help these animals. | | | subject modal verb (infinitive wihout to) (mild obligation) Grammar tools : The teacher explains rules (page 129) Task 1 page 133: I match each sign with its corresponding text . Task 2page 133 :What do all the preceding signs (task 1) express ?I tick the box next to the right answer. obligation or prohibition Task 3 page 133 : I rewrite each of the preceding text (Task1) using mustn't or shouldn't as in the example. Task 4 page **READ THE SENTENCES AND WRITE SHOULD OR SHOULDN'T** 1-WE ……..TAKE CARE OF THE ENVIRONMENT 2-WE ……..USE PLASTIC BAGS 4-WE ……PAPER BAGS 5-WE ……USE RECYCLED PAPER 6-We …….stop testing medicine on animals - Group work A- Write five keys (The most important ones in your opinion) to make our environment gets better. Use must , mustn't , should and shouldn't starting like this : To live in a better environment , people …….. B-Read them in a front of your classmates	L/L	Highlighting rules (must/ should) Check and reinforce The pps use what they learnt to show the others how can we make our environment feel better	S books W board	V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson : I practice Lesson focus: languagelearning / use	Framework: Ppu
Learning Objective (s): by the end of this lesson my learners will able to give recommendations and make a school eco-charter using imperative.		
Targeted competencies: interact – interpret – **produce**. **Target structure**: - imperative	Domain (s): Oral/written/both	Materials: / W. Board/Sbook

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can make a charter ➢ Per and soc: He can socialize through oral exchanges	Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher greets his pps / the pps respond A quick review to connect the previous lesson with the current one by asking some questions : What should people do to live in a healthy environment ? What must they do to help animals , plants and trees live longer ?	T/L	Refresh prior knowledge and pave the way	w board	V/ A/
	Presentation	Teacher shows his pps some signs to elicit some recommendations  	T/L	To elicit some lexical and structural keys	Flash cards	a/v

	Practice Use	 You must slow down You mustn't throw butts in the rubbish (or litter)bin . T : What do these sentences express ? PPS : recommendations , advice , obligations. T : consider the following sentences . -Slow down. - Don't throw butts here . T : What do they express ? T : How do they start ? T : How to call this mode . Teacher elicits and highlights rules (see grammar tools 2 page130) <u>Task one :((TASK 12 PAGE 135) :</u> I rewrite each of the following sentences using imperative. The first one is given. - T invites his pps to work in pairs , read my grammar tools again and check their answers then correct each other. <u>Task two</u> : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130). <u>Task three</u> :(Task 13 page 135). The Teacher invites his pps to work in small groups to write five recommendations using imperative that will be included in my school eco charter. DO s | DONT' s |		Giving the opportunity to the learners to guess and elicit the new structure highlighting rules giving advice and recommendations using imperative to check and onsolidate The pps reinvest what they learnt to make school eco- charter	Sbook	

LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

Objective : My pps will use what they learnt before to work in groups to make an Environment Day poster .

Material : scissors , pencils, colouring pencils , markers,colouring sheets ;glue……..

Learning style : VAKT

Steps :

Before poster :

- The teacher presents the task : It is " The environment Day" in Algeria. To celebrate the event , your teacher of English asked you to make a poster about protecting the environment and reducing litter to make your school mates aware of the causes and the effects of the problem. The best posters will be displayed on the walls

.

- The teacher gives some recommendations about how to make a poster.
  The teacher can help to get things started by using the board to elicit some ideas of what we can do to make the environment looks better.
  Discuss the poster deseign : Which illustration can we use ? Which slogan can we write ?
  The teacher may suggest some slogans : eg , Help me . Put your rubbish here. Don't kill me . …..

Presentation :

The pps present their posters to the classroom before they are displayed on the walls.

Post Poster : The posters can be judged or voted on by other students or teachers.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson I practice Lesson focus: language learning/use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will identify the keys to protect the environment ,express strong obligation and prohibition using must and mustn't and mild obligation using should and shouldn't		
Target competencies: interact – **interpret** – **produce.** **Target structure**: - Must / mustn't / should /shouldn't	Domain (s): Oral/written/both	Materials: / W. Board/ free texts/Sbook

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can make a charter ➢ Per and soc: He can socialize through oral exchanges	Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Presentation	T greets his pps .The pps respond. I A lot of animals (fauna) and plants (flora) are **endangered** or went extinct .Why? Brainstorm the teacher invites his pps to listen to the following short text and do task one "Hello to you all! My name is Djamel Salem. I am an ecologist and I work to save the endangered species, that 's animals which are disappearing from our country Algeria , because of the illegal hunting and the destruction of their habitat . We are all concerned. The Algerian authorities must put an end to this problem. People should be ready to help these animals to survive." Task one : Listen and answer these questions 1- Is Mr Djamel Salem a teacher? 2- Why are animals disappearing ? Listen again and find the missing words in the following sentences. The Algerian authorities ……. put an end to this problem. People …….. be ready to help these animals . T : Which sentence represents a strong obligation to save these animals? T invites his pps to analyse these sentences. The Algerian authorities must put an end to this problem. | | | subject + modal + verb (strong obligation)	T/L T/L	Refresh prior knowledge and pave the way To introduce the target structure in a context Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Strong and mild obligation	w board Free text W board	V/ A/ a/v

<table>
<tr>
<td></td>
<td>Practice</td>
<td>
<u>People should be ready to help these animals.</u>
subject | modal (mild obligation) | verb (infinitive wihout to)

<u>Grammar tools :</u>
The teacher explains rules (page 129)

Task <u>1 page 133</u>: I match each sign with its corresponding text .
<u>Task 2page 133</u> :What do all the preceding signs (task 1) express ?I tick the box next to the right answer.
obligation or prohibition
<u>Task 3 page 133</u> : I rewrite each of the preceding text (Task1) using mustn't or shouldn't as in the example.

<u>Task 4 page</u>
<u>READ THE SENTENCES AND WRITE SHOULD OR SHOULDN'T</u>

1-WE ....TAKE CARE OF THE ENVIRONMENT
2-WE ....USE PLASTIC BAGS
4-WE ....use.PAPER BAGS
5-WE ....USE RECYCLED PAPER
6-We ....stop testing medicine on animals -
<u>Task 5 : </u> Match

<table>
<tr><td>Questions</td><td>answers</td></tr>
<tr><td>1-Should people use paper bags?
2-What should pupils do.to keep their school clean?
3-Must we punish the litter louts
4-Should we throw rubbish anywhere?</td><td>a)They should make litter patrols
b) Yes, we must.
c) No, we shouldn't

d) Yes, they should</td></tr>
</table>
</td>
<td>L/L</td>
<td>Highlighting rules (must/ should)

Check and reinforce</td>
<td>S books

W board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use</td>
<td>
<u>Group work</u>
A- T : Write five keys (The most important ones in your opinion) to to live in a better environment. Use must , mustn't , should and shouldn't starting like this :
To live in a better environment ,
</td>
<td></td>
<td>The pps use what they learnt to show the others how can we make our environment feel better</td>
<td></td>
<td>V/ A/ K/T</td>
</tr>
</table>

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson : I practice Lesson focus: language learning / use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will able to give recommendations and make a school eco-charter using imperative.		
Targeted competencies: interact – interpret – **produce**. **Target structure**: - imperative	Domain (s): Oral/written/both	Materials: / W. Board/Sbook

Cross Curricular Competencies	Core values
➢ Intel: Learner can understand verbal and non verbal messages . ➢ Meth: He can work in pairs or in small groups. ➢ Com: He can make a charter ➢ Per and soc: He can socialize through oral exchanges	Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher greets his pps / the pps respond A quick review to connect the previous lesson with the current one by asking some questions : What should people do to live in a healthy environment ? What must they do to help animals , plants and trees live longer ?	T/L	Refresh prior knowledge and pave the way	w board	V/ A/
	Presentation	Teacher shows his pps some signs to elicit some recommendations  	T/L	To elicit some lexical and structural keys	Flash cards	a/v

	Practice Use	 You must slow down You mustn't throw butts in the rubbish (or litter)bin . T : What do these sentences express ? PPS : recommendations , advice , obligations. T : consider the following sentences . -Slow down. - Don't throw butts here . T : What do they express ? T : How do they start ? T : How to call this mode . Teacher elicits and highlights rules (see grammar tools 2 page130) <u>Task one :((TASK 12 PAGE 135) :</u> I rewrite each of the following sentences using imperative. The first one is given. - T invites his pps to work in pairs , read my grammar tools again and check their answers then correct each other. <u>Task two</u> : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130). <u>Task three</u> :(Task 13 page 135). The Teacher invites his pps to work in small groups to write five recommendations using imperative that will be included in my school eco charter. DO s | DONT' s |		Giving the opportunity to the learners to guess and elicit the new structure highlighting rules giving advice and recommendations using imperative to check and onsolidate The pps reinvest what they learnt to make school eco- charter	Sbook	

LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

Objective : My pps will use what they learnt before to work in groups to make an Environment Day poster .

Material : scissors , pencils, colouring pencils , markers,colouring sheets ;glue……..

Learning style : VAKT

Steps :

Before poster :

- The teacher presents the task : 'It is " The environment Day" in Algeria. To celebrate the event , your teacher of English asked you to make a poster about protecting the environment and reducing litter to make your school mates aware of the causes and the effects of the problem. The best posters will be displayed on the wall.

.

- The teacher gives some recommendations about how to make a poster.
  The teacher can help to get things started by using the board to elicit some ideas of what we can do to make the environment looks better.
  Discuss the theme the pps choose.
  Discuss the poster deseign :Which illustration the pps may choose Which slogan they can write
  The teacher may suggest some slogans : eg , Help me . Put your rubbish here. Don't kill me . …..

Presentation :

The pps present their posters to the classroom before they are displayed on the walls.

Post Poster : The posters can be judged or voted on by other students or teachers.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: I practise Lesson focus :Language learning /use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk and write about causes and consequences of litter using connectors as/ because , so/therefore.		
Targeted competencies: interact – **interpret** – **produce.** **Target language :** discourse markers So, therefore, as, because	Domain (s): Oral/written/both	Materials: / W. Board/Sbook

Cross Curricular Competencies	Core values
1. Intellectual competency: ➢ The learner can use his critical thinking skills when eliciting the new target structure. ➢ He can understand and interpret verbal and non-verbal messages *2* Methodological competency: - He can work in pairs or within the whole class. 3.Communicative competency: He can differentiate between reasons and results. 4. Personal and social competencies: He socialises through oral or written exchanges	➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his pps .The pps respond. T makes a quick review about national parks and biospheres in Algeria and reasons behind making such biospheres and parks. The teacher shows his pps some flashcards (or a powerpoint file)and asks some questions:  	T/L	Prepare and pave the way	flash cards W board	V/ A/ a/v

	practice use	  T : Why rheneceros is concidered as an endangered animal ? T : Why the fish is dead ? T : Why this place is not clean and tidy ? T : Why we have these plastic bags here in this area ? T invites his pps to concider the following sentences and answer the questions : 1- As there are not severe rules against litter louts, our streets and pubic places will remain untidy . 2- Some animas went extincted because of illigal hunting and smuggling. T : Underline the causes in the 2 sentences . T : Which connectors are used to show us the causes ? T : Consider the following sentences and answer the questions/ 1- Alot of plants and trees are cut everyday. So , the Algerian authorities must protect them. 2- Plastic bags are thrown everywhere .Therefore ,people should use durable ones' bags for life '. T : Underline the consequences in the 2sentences. T : Which connectors are used to show us the consequences? Highlighting rules : 1- We often **use** as and because when we want to focus more on the causes and the reasons ... 2- We often **use** so and therefore when we want to focus more on the results (consequences).. **Task 1 (5 page 134)** **Task 2 :** complete with as/because or therefore/so 1. ……………….there are not enough dustbins ,people should reduce their food waste. 2. Some animals are vulnerable …………………….their habitats are destructed. 3. The number of national parks are not enough. ……………………..we should have more parks. 4. Alot of animals are threatened …………………………we can't leave them alone. 5. This animal is looking for water ………………..he is thirsty **Task 3 :** Discuss in groups causes and results of litter in the neighborhoods and make sentences using as/because or therefore/so.	T/L T/L T/L T/L L/L	Giving the opportunity to the learners to guess and elicit the new structure highlighting rules of using discourse markers to talk or write about causes and consequences To check how well the learners have grasped the meaning and the use of the new structure the pps use what they learnt to talk about the causes and consequence of litter in the neighborhoods	BB BB	V/ A/ K/T

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Lesson: I practice Lesson focus : language learning /use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to compare the danger facing the Algerian fauna and flora using the comparative of superiority		
Targeted competencies: interact – **interpret** – **produce.** **Target language :** the comparative of superiority Irregular adjectives/short adjectives/ long agectives	Domain (s): Oral/written/both	Materials: / W. Board/Sbook/ flash cards

Cross Curricular Competencies	Core values
1. Intellectual competency: ➢ The learner can use his critical thinking skills when eliciting the new target structure. ➢ He can understand and interpret verbal and non-verbal messages *2* Methodological competency: - He can work in pairs or within the whole class. 3.Communicative competency: He can compare . 4. Personal and social competencies: He socialises through oral or written exchanges	➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his pps .The pps respond. A quick review of : reserves in Algeria; endangered animals. and plants The teacher invites his pps to consider the following chart and answer the questions animals / adjectives | heavy | fast | endangered elephant | +++ | + | ++ fennec | + | ++ | ++ Saharan cheetah | ++ | +++ | +++ Which animal is faster ? The fennec or Saharan cheetah? Which animal is more endangered ?The elephant or Saharan cheetah? Teacher can add more questions? Teacher writes the answers! The Saharan cheetah is faster than the fennec. The Saharan cheetah is more endangered than the elephant. The teacher gives the learners opportunity to analyse and elicit the new structure The Saharan cheetah is faster than the fennec Short adjective+ er+ than	T/L	QUICK REVIEW TO REINFORCE AND PAVE THE WAY Introduce the Target structure in a context Giving the opportunity to the learners to guess and elicit	flash cards W board	V/ A/ a/v

	practice use	The Saharan cheetah is more endangered than the elephant more+ long adjective+ than **Highlighting rules of the comparative of superiority.** My grammar tools page 134. Task one : Reorder the following words toget coherent sentences. is / dangerous / more/ The lion/ the tiger. Apes/smarter/than/are/birds **Task 2 :** Task20page138 **Task 3** Read the grammar tools again and work with your partner to correct the spotted mistakes - I'm gooder than my friend . - Horses are sociabler than Macaques. **Task 4** Task 19 page137 I use the graded IUCN list to compare the danger facing Algerian fauna and flora .I put the adjectives in brackets in the correct form as in the example	T/L T/L	the new structure highlighting rules of using discourse markers to talk or write about causes and consequences To check how well the learners have grasped the meaning and the use of the new structure the pps use what they learnt to compare the danger facing the Algerian fauna and flora	BB	

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	My pronunciation tools Lesson focus : language learning and use	Framework: PPU

Learning Objective (s): At the end ,my learners will be able to;

- **Pronounce words contain the sounds (/ʒ/ & /dʒ/) in a correct way**
- **Identify the silent letters : w- h- k- t**
- **Ask different questions using a correct intonation.**

Targeted competencies: **interact** – **interpret** – **produce.** **Target language :** wh question- yes no questions intonation	Domain (s): Oral/written/both	Materials: / W. Board/S book

Cross Curricular Competencies	Core values
1. Intellectual competency: ➢ He can understand and interpret verbal and non-verbal messages *2* Methodological competency: - He can work in pairs or within the whole class. - He can use strategies for listening and interpreting 3.Communicative competency: He can use role plays to communicate. 4. Personal and social competencies: He socialises through oral or written exchanges	➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation practice	T greets his pps the pps respond The teacher invites his pps to say the English alphabets The teacher writes the following statements on the boards He reads them and invites his pps to listen and focus on the sounds **(/ʒ/ & /dʒ/) :** Algeria is our treasure. The Algerian authorities and people are obliged to take some measures to face the danger of garbage in our streets. T : Underline the words which contain these sounds**(/ʒ/ /dʒ/)** **T:** Write the sounds (/ʒ/ & /dʒ/) in these words in another colour. T : How are theses sounds spelt in each word? The teacher starts eliciting ,highlighting rules and how are these sounds usually spelt (my pronunciation tools page134) The teacher invites his pps to do tasks 1,2,3,4 page127. The teacher writes some words on the board and invites his students to work in groups and identify the sounds **(/ʒ/ & /dʒ/)** then each group should choose one of them to read these words focussing on **(/ʒ/ & /dʒ/)**	T/L	To involve the learners and pave the way To identify the sounds**(/ʒ/ & /dʒ/)** Eliciting and highlighting rules To check and reinforce Encourage The group work The pps reinvest what they learnt to	W board SB W board	V/ A/ a/v

	use	dangerous pleasure garbage treasure education vision Algerian equation Larger Ecology Confusion Region	L/L	read some English words in a correct words	s	VA KT

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps .The pupils respond. T invites his pps to sing the song of the English alphabet. Teacher tells the students that today he will be talking about silent letters. T explains that **silent letters** are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words. Teacher may well reminds his pps of the silent letters which they have already seen in the previous sequences like : r	T/L	To involve the learners and pave the way To identify the silent letters	W board	V/ A/
	presentation	The teacher writes some words on the board .He reads them and invites his pupils to listen and spot the silent letters in these : What - know -Who –What- mustn't -school Pps: h- k- t- w T highlights quickly some rules of **Silent H** **Rule 1:** The letter H is usually silent when it appears after W. • Why, what, when, weather, where.		Eliciting and highlighting rules		a/v
	practice	**Rule 2:** Sometimes the letter H is not silent after W, consider the words below. • Whose, whosoever, who, whoever, whole. **Rule 3:** H is mute at the beginning of many words like : Hour, honest, honour, heir. **Rule 4:** ***Exceptions:*** Most of the words beginning with H are not silent : • History, Historical, Hair, Happy **Silent K** **Rule:** The letter K is always silent when it precedes the letter N in a word. • Know, knock, knife, knight, knowledge. **Silent T** **Rule:** The letter T is not pronounced in the following common English words: • Castle, Christmas, fasten, listen, often, beret, Chevrolet, whistle, thistle, bustle, hasten, soften, rapport, gourmet, ballet. **Silent W** **Rule 1:** The letter W is not pronounced at the beginning of a word when it is before the letter R. • Write, wrest, wrong, wrack, wrap. **Rule 2:** W is silent in the following words: • Who, whose, whole, whom, whole, whoever, answer, sword, two	L/L		W board	
		<u>Task 1</u> (task2 page 125) Listen and repeat. **<u>Task 2</u>** : (task 6 page 127) listen and tick the box		To check and reinforce	Sbook	

	use	corresponding to the pronunciation of the letter in bold type in each word The pupils read the words in task 6 page 27 loudly focussing on the learnt silent letters. *Dictation :* *Teacher dictates some words and gives 30 seconds to studens to think and write ;* *Rhenoceros – where- whale- cheetah- known – school* *……*		reinvest what they learnt to read some English words in a correct words		VA KT

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his pps .The pps respond. T invites his pps to ask him any question they like and the teacher should answer example : What's your full name? Are you married? Which movies do you like to watch? Teacher writes two questions on the board. T: what is the difference between them? 1- What problems can litter cause? 2- Are there other problems that litter can cause? Pps: Number 1 is a wh- question and number 2 is a yes-no question. T: Now listen to me reading them and follow my voice and find how do I read them? T elicits the words intonation , rising or up / falling or down Highlighting rules : What is intonation ? page 126. 3 intonation in questions page	T/L	To involve the learners and pave the way To identify the different intonation Setting rules of intonation To check and reinforce the Ls understanding	W board SB	V/ A/ a/v
	practice	Task one : I listen to my teacher and mark the intonation in the following questions: Where is Algeria situated? How many national parks are there in Algeria? Can you name some of them? Can you name some endangered animals? Is litter dangerous ? What must people do to reduce litter? Should the pupils do litter patrols? Task two : (task 9 page128) I listen and mark the intonation of each question (the interview questions) Task three : I read my pronunciation rules about intonation and I correct my intonation in the interview questions (task 2) with the help of my partner. Task four : I write my personal answers to the six answers in task9 page128.	T/L L/L	Encourage Peer correction The pps reinvest what they learnt to act out a meaningful dialogue	W board Sbooks	VA KT
	use	Task five : I work with my partner.we act out the interview in task 9 page 128 .we correct each other pronunciation.				

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MT ENVIRONMENT	Lesson: I read and do 1 language use	Framework: PDP
Learning Objective (s): by the end of this lesson my pps will be able to read a text and sort out information		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - Should. Pronouns	Domain (s): Oral/written/both	Materials Student book / W. Board/

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- Intel: He can understand and interpret non-verbal messages. - He can show some degree of autonomy in all areas of learning ➢ . - Meth: He can work in pairs or within the whole class. - He can mobilize his resources ➢ . - Com: he can develop effective reading strategies - • Per and soc: He socialises through oral or written exchanges.	➢ Valuing the wonderful Algerian heritage. ➢ Being proud of the national heritage. ➢ Valuing good attitudes towards the environment Valuing a clean and healthy environment ➢ Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up before read While reading	The teacher greets his pps . The pupils respond. Teacher asks the pupils to complete the following graphic organizer about which sort of litter people throw every day  T invites his pps to read only the 1st paragraph of the text (page139)and guess the topic of the text and which vocabularies	T/L	T helps their pps bring their prior knowledge to the surface Presenting the topic by eliciting from	Graphic organizer S books	V/A/

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<td>post read</td>
<td>they are going to face.(the teacher elicits and explain the key words)

T invites his pps to read the text and fill in the bibliographical notes (TASK 1 PAGE 139)

T invites his pps to read the text again and answer the questions In the reading notes.
T invites his pps to work with partners , compare their answers and correct each other.

The teacher asks his pps to work in small groups and find some similarities and differences between Scottish and Algerian students' attitudes toward the environments.

<table><tr><td>differences</td><td>similarities</td></tr><tr><td></td><td></td></tr></table></td>
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L/L</td>
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V/
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