








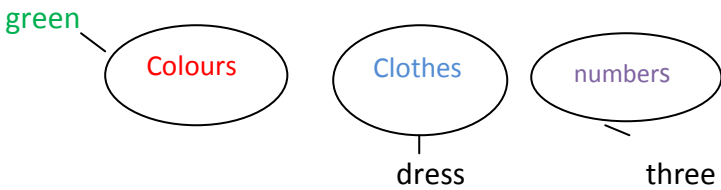

Level: MS2		project 1				
Sequence2: Me and my shopping		Lesson : 1 listen and do		Lesson focus: language learning.		
Learning objective: By the end of this lesson my learners will be able to name and identify food items						
Target competencies: Interact – Interpret – Produce.				Domain: oral- written – both		
Target structures: vocabulary related to food / present simple / some / any.						
Material: flashcards- WB –books – realia						
<u>Cross curricular competencies</u> <ul style="list-style-type: none"> • <u>Intellectual competency:</u> <ul style="list-style-type: none"> ✓ Can interpret verbal and non verbal messages messages • <u>Methodological competency:</u> . <ul style="list-style-type: none"> ✓ He can mobilize his resources. ✓ He can use strategies for listening and interpreting oral discourse. • <u>Communicative competence:</u> He can use a role play to communicate appropriately. • <u>Personal and social competencies:</u> -Ability to socialize through oral exchanges. 					<u>Core values</u> -eat healthy food -valuing traditional food	
Timing	Framework and procedure		focus	Objectives	Material	VAK T
5mn	Warm up: T. interacts with learners to introduce the new sequence. T. May show flashcards: Shop ,shopper, shopping, food 		T-L	-Identifying & defining -Prepare Learners for the new vocabulary	flashcards	V
10mn	Pre-listening T. shows pictures to elicit vocabulary/introduce new lexis related to the listening script.  T .asks to classify them and form 4 groups Teacher cleans the words one after another to help learners memorize the words.  T.shows a picture of couscous and asks about the ingredients to prepare it. While –listening It 's Friday. Mahdi's mother wants to prepare couscous. She asks her son to buy the ingredients she needs .Help him to write the shopping list. Listening (1) Task 1 Listen and write down the missing items in the shopping list.(part1)		T-L	Naming, classifying and memorizing food items Prepare learners for listening Develop learners skill of listening	Flashcards	V A
		1 5 2 - 2 kilos of potatoes 6 - 3 7 - Bananas 4 -slices of				

25m n	<p><u>Listening script</u></p> <p>Mum : We are having couscous for dinner, we have in the fridge some courgettes ,string beans, chickpeas, carrots, but we don't have any lamb , chicken, potatoes and onions. So, go and buy some.</p> <p>Mehdi; How much do you want, mum?</p> <p>Mum: 1 kilo of onions,2 kilos of potatoes, and don't forget to buy 3 slices of lamb neck and a chicken</p> <p>Mahdi: What about fruit Mum?</p> <p>Mum: Good boy! Buy some apples and some bananas. We already have some tangerines and oranges in the fridge</p> <p>Mehdi: Ok , Mum.</p>	L-L		Listening script	VA KT												
	<p><u>Task 2</u> Listen again and tick ✓ what Mahdi's mother has in her fridge</p> <table border="0"> <tr> <td>String beans ✓</td> <td>Onions ×</td> </tr> <tr> <td>Chickpeas ✓</td> <td>Carrots✓</td> </tr> <tr> <td>Potatoes ×</td> <td>Lamb ×</td> </tr> <tr> <td>Chicken ×</td> <td>Oranges ✓</td> </tr> <tr> <td>Tangerines✓</td> <td>Bananas ×</td> </tr> <tr> <td>Apples ×</td> <td>courgettes✓</td> </tr> </table> <p><u>Task 3:Ask and answer</u></p> <p>Are there any string beans? Yes, there are some.</p> <p>Are there any onions? No there are not any</p> <p>T.asks to make sentences as the example</p> <p>There are some string beans , but there aren't any onions</p> <p>Pupils practice then draw the rule</p>	String beans ✓	Onions ×	Chickpeas ✓	Carrots✓	Potatoes ×	Lamb ×	Chicken ×	Oranges ✓	Tangerines✓	Bananas ×	Apples ×	courgettes✓				
String beans ✓	Onions ×																
Chickpeas ✓	Carrots✓																
Potatoes ×	Lamb ×																
Chicken ×	Oranges ✓																
Tangerines✓	Bananas ×																
Apples ×	courgettes✓																
	<p>We use some in affirmative sentences</p> <p>We use any in negative and interrogative sentences</p>																
20m n	<p><u>Post listening:</u></p> <p>Mehdi is now at the market. Play the roles of Mehdi and that of the greengrocer and complete the dialogue.(use the previous shopping list)</p> <p>Green grocer: Good morning ,can I help you?</p> <p>Mahdi : Yes ,please., I'd like 2kilos of</p> <p>.....</p> <p>Green grocer: Do you need</p> <p>You: No, I don't need tangerines and apples, but I need ,and.....</p> <p>Green grocer: How much ,sir?</p> <p>You :kilo each. How much do I owe you ,sir?</p> <p>Your partner:600 dinars.</p>	L-L	To reinvest his prior knowledge/to produce a dialogue	pictures	VK T												
The teacher's comments																	
What worked	What hindered	Action points															
.....															

Leve : MS2	Project one :	
Sequence2: Me and my shopping	Lesson 2	Lesson focus: language learning and use
Learning objective: By the end of this lesson each one of my learners should be able to ask and answer about quantities.		
Target competencies: Interact – Interpret – Produce		
Domain: oral- written – both		
Target structures: how much /how many/any /some/there is / there are		
Material: flashcards- WB.....		
<u>Cross curricular competencies</u> <ul style="list-style-type: none"> • <u>Intellectual competency:</u> <ul style="list-style-type: none"> ✓ Ability to interpret verbal and non verbal messages. • <u>Methodological competency:</u> <ul style="list-style-type: none"> ✓ The learner use role play ✓ He can assess his work and his peers. ✓ He can use strategies for listening and interpreting oral discourse. • <u>Communicative competence:</u> He can use a role play to communicate appropriately. • <u>Personal and social competencies:</u> -Ability to socialize through oral exchanges 		<u>Core values</u> <ul style="list-style-type: none"> ➤ Eating healthy food ➤ valuing healthy food (vegetables-fruit)

Timing	Framework and procedure	Foc us	Objectives	Material	VAK T
5mn	<u>Warm-up:</u> The learners greet their teacher/the teacher warmly respond. The teacher sticks a picture of a cake. And interacts with learners: what's this? Do you like cakes? 	T-L	Warm up the learners	Picture of a cake WB	V A
10mn	<u>Pre-listening</u> Which ingredients among the following we need to make a cake? The teacher sticks other pictures and invites learners to listen, repeat and put a tick <input checked="" type="checkbox"/> near the right ingredient. eggs a bar of chocolate a jar of jam  a bag of Flour a bag of sugar a cluster of bananas apples   a carton milk butter kiwis baking powder The learners exchange their answers to correct. Teacher introduces and contrasts the words : number and quantity / count and measure / partitives		Introduce lexis that may impede the learner's understanding / To pave the way	Flashcards	V A

Level: MS2	project one :	
Sequence2 : Me and my shopping	Lesson3	Lesson focus: language learning and use
Learning objective: By the end of this lesson each one of my learners should be able to ask and answer about size, colour and price.(what size .? , what colour.....?, how much,		
Target competencies: Interact – Interpret – Produce		Domain: oral- written – both
Target structures: How much /what size- what colour...? Does it fit?		
Material: flashcards, listening scripts, books , realia.		
Cross curricular competencies <ul style="list-style-type: none"> ▪ Intellectual competency: ability to interpret an oral text –develop listening strategies. Interpret verbal and non verbal ▪ Methodological competency: work in pairs (ask and answer ie: interaction). – use strategies for listening. ▪ Communicative competence: Ability to communicate through oral exchanges. ▪ Personal and social competencies: -Ability to develop the attitude of friendship (socializing) 		Core values <ul style="list-style-type: none"> ➤ Raising the learner awareness about the impact of other cultures/ ➤ Raising his awareness about valuing money

timing	Framework and procedure	Focus	Objectives	Materials	VAKT
5mn	Warm-up: Step 1 T. makes a quick review about colours , clothes and numbers (T shows pictures to help learners) 	T-L	Recall knowledge related to colours, numbers and clothes	WB flashcards	V A
5mn	Step 2 T. may bring a T-shirt (small or big size)and asks a pupil to put it on. T. asks : does it fit? Why? teacher may also show other pictures. 	T-L	Explain words which may impede understanding - Teach vocabulary related to the listening script	- Flashcards -Realia	V
25mn	Presentation: Sandra is out for shopping in one of the oldest department stores on oxford street. Task 1 I Listen to the dialogue between a shop assistant and Sandra and complete the dialogue. shop assistant : good morning , can I help you ? Sandra : yes , I' m looking for a dress Shop assistant: What size are you? Sandra :Size 8 ,please Shop assistant : what colour would you like ? Sandra : I ' d like red , please.. Shop assistant : Here you are . Sandra : It looks superb . How much is it , sir? Shop assistant: £75	T-L	Introduce the new language form in a context.	Listening script	A

25mn

Task 2 I fill in the table Then answer the questions.

Cloth	Size	Colour	Price

What does Sandra want to buy?
 What size is it?
 What colour is it?
 How much is it?

The teacher highlights the rules 4,7 page57:

1- To **ask** about the size of "clothes" or "shoes". We use the following questions:
 ➤ What size are you? What size do you take?)
 To **answer** about the **size** of "clothes" or "shoes". We can say:

(I take (a) size ... in shoes/ I'm a size ... in clothes./ I need extra-small (XS), small (S), medium (M), large (L), extra-large (XL) size in clothes.)

2- To ask about the colour of "clothes" or "shoes". We use the following questions:

(What colour is it?/ What colour do you want?/ What colour do you prefer?/ What's your favourite colour?)

It is dark blue / light blue /dark brown / light brown

3- To ask about price, we use:
 How much is it /are they? How much does it/ do they cost? How much do I owe you?

Practice

Task 1: Guided practice :learners use the table to play roles

Clothes	Size	Colour	price
shirt	36 / S	Green	2000 DA
Jeans	36 / S	Blue	2500 DA
Jumper	40/L	Purple	1800 DA

Task 2 free practice : learners play roles and give their own examples

Produce: You are shopping

Play the roles of a **shopper and that of a shop assistant** and write a short dialogue to ask and answer about size, colour and price

Shop assistant:..... Can I.....?

Me:Yes, please. I.....

...

L-L

WB

V

To set the rule : how to ask/answer about size,colour price

To reinvest/to produce a dialogue

John : excuse me, is there a clothing shop near here ?
Peter: yes. There is one and its clothes are great .
John : Can you show me the way, please?
Peter: certainly. **Go along** this road then **turn right** into Pond Street. The shop is **on the left, next to an** Italian restaurant.
John: thank you .
Peter: You are welcome.

L/L

T.draws the learners' attention on the verb forms and subject in :**Go along** and **turn right** and introduces the imperative: positive and negative forms
T. highlights the rule about **asking for directions/the way** and **giving the way**. Page 58

State the rule

Asking for directions	Giving directions	Locating.
Can you tell /show me the way to..? Is there... near here ,please?	Go along...Turn... Walk straight on...don't turn Take the first. Start from	Next to- near- far from-opposite-behind - between at the corner of-across from

Road map

15mn

Practice:
Match the two halves to get instructions , then make them negative

Go	from.
Turn	straight on.
Walk	the third turning on the left
Take	along.
Start	left /right.
	Up/ down...

T. sticks on the board the following road map and asks learners to write short dialogues asking for and showing the way to (café- supermarket.....)

Enable learners to ask for and give directions

15mn




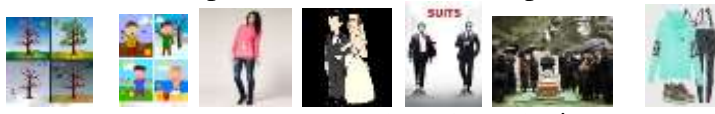


Use:
T. sets the following task on the board I want to go to the bank , but I don't know the way. I ask a policeman to give me directions. I complete the dialogue.
Me : excuse me. Howthe bank, please?
Policeman: It's not very here. First, the Blue Street., just walk straight ,the third turning on the It'sthe train station.
Sandra:sir.
Policeman: You are welcome.
T. asks her learners to act out the dialogue then copy down their lesson.

apply what they have learnt

Level : 2 MS	Project one
Sequence 2: Me and my shopping	Lesson 5 I pronounce PPU Lesson focus: Lge. learning & Use
Learning Objective (s) By the end of this lesson my learners will be able to act out a dialogue to order a meal at the restaurant with correct pronunciation of "l "and " r" .	
Competency (ies) targeted : interact, interpret, produce	
Domain : both: Oral / Written	education-onec-dz.blogspot.com
Language tools (target structures) : Are you ready? would you like , please	
Material(s) : learners' textbook	
Cross-curricular Competencies: <ul style="list-style-type: none"> ○ Intel Comp: The learner can interpret and identify sounds He can interpret verbal and non-verbal messages ○ Metho Comp: ability to work in pairs or groups He can assess his work and his peers He can develop effective study methods, mobilise his resources efficiently and manage his time rationally ○ Commu Comp: ability to use dialogues to communicate ○ Personal and social Comp: ability to socialize through oral and written exchanges. 	Core Values: <ul style="list-style-type: none"> ➤ A good conduct ➤ Being polite. ➤ Openness to other people.(socializing)

Time	Framework	Procedure	Focus	Aims	Material	Vak t				
5mn	Stage one	A quick revision about how to pronounce Consonants and vowels.								
15mn	Presentation 1	<p>T. writes the following dialogue on the board then reads it /invites her learner to focus on r and l:</p> <p>waiter: Are you ready to order Sir? customer: Yes, I am. I would like some roasted vegetables and mushroom burgers and some salad please? waiter: Would you like anything to drink with your meal? customer: a bottle of water and some apple juice.</p> <p>After the Meal</p> <p>waiter: Would you like to see the dessert menu. customer: No thanks, can I have the bill please.</p> <p>Task one: T. invites learners to listen and sort out the words in which the r is pronounced and not pronounced</p> <table border="1" data-bbox="316 1720 912 1809"> <tr> <td>r is pronounced</td> <td>r is not pronounced</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>the teacher highlights the rule:</p> <p>I don't pronounce the r (the r is silent) : when it come after a vowel at the end of the word</p> <p>I pronounce the r</p> <p>a)when it comes in the beginning of the word like: . b) when it comes after a consonant c)when it comes between 2 vowels.</p>	r is pronounced	r is not pronounced			T/L	To identify the targeted sounds.	W board + course book + free dialogue	V A A/V
r is pronounced	r is not pronounced									
			T/L	To set the rules of the silent r						
			T/L							

10mn	Presentation 2	<p>Task 2 : task 5 page:54 the teacher reads the dialogue again and invites learners to focus on the L how it is pronounced in the following words: help like apple please /ɫ/ /l/ /ɫ/ /l/ the teacher highlights the rules of the dark / clear L:</p>	T/L	To identify The target sounds (the darl/ clear l)		
15mn	Practice	<p>1) L is pronounced a clear l /l/when it comes before a vowel in initial /mid position . 2)It is pronounced darl l/ɫ/ when it comes in : a) the final position . b) the mid position before a consonant.</p>		To set the rules		
15mn	Use	<p>Task 1 : I pronounce the following (oral act) lip - pill/ lick- kill/ let – tell /lime- mile/ late- tale/ Task 2 : Task 1 page 53 ('written) Task 3 Task 5page 54 Written</p> <p>Task 3page 53 the learners complete with the right phonetic symbol : /ɫ/ or /l / and cross out the silent R then act out the dialogue in front of their classmates / their classmates correct them.</p>	L/L	To reinforce and consolidate the pronunciation		

Leve : MS2		project one:			
Sequence2: Me and my shopping		Lesson 6:I read and do		Lesson focus: Reading	
Learning objective: By the end of the lesson, learners will be able to sort out information from the text to do a series of tasks					
Target competencies: Interact – Interpret – Produce					
Domain: oral- written – both					
Target structures: the present simple tense- lexis related to shopping places					
Material: ,WB, books , pupils' copy-books ,.....					
Cross curricular competencies <u>Intellectual competency:</u> He can use his critical thinking when gathering information. . The learner can interpret a verbal and non-verbal messages <u>Methodological competency:</u> - He can mobilize his resources and manage his time. He can assess himself -He can develop effective reading strategies -He can share information with the whole class. <u>Communicative competence:</u> Ability to communicate through oral exchanges. He can face an audience. <u>Personal and social competencies:</u> -Ability to develop the attitude of friendship (socializing through oral exchanges).				Core values -Valuing money when shopping -Learning how to spend it reasonably on necessary and useful things.	
timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	<u>Warm-up</u> teacher makes a quick review about clothes, using what he and the learners are wearing. What is this? what colour is it? The teacher Can use pictures to talk about other clothes.  Tie Scarf Tank top mitten sweater toque coat	T -L	to reinforce the previous lexis and familiarize learners with the new vocabulary related to clothes		
5mn	<u>Pre-reading.</u> T. shows other pictures and asks to interpret them.  casual clothes Suit funerals /Sports clothes Do you always wear the same clothes? In which season do we put on mitten /gloves? Do people always wear suits? for which occasion do people wear suits? What do you wear on school days? Sports clothes, casual clothes or suits? Do you feel comfortable when you wear high heels? Where can you do the shopping? Where does money come from? does it grow on trees?  Mall 	T- L	Introduce the situation familiarize pps with the new vocabulary	flashcards WB	V A V T K

20mn	<p><u>While –reading</u></p> <p>T. asks pupils to open their books on page 68, invites them to read the text and do the tasks:</p> <p>Task one: I read the text and choose (a), (b) or (c) to complete the sentences:</p> <p>1- Every Saturday, the two children and their friends go to:</p> <p>a) the mall b)the supermarket c)the shop</p> <p>2- On formal occasions, Stan likes to wear:</p> <p>a)jeans and T-shirts b)suit c)sports wear</p> <p>3- In winter, the children wear:</p> <p>a)sandals b) coats c) shorts</p> <p>Task two: I read the text and write ‘True’ or ‘False’:</p> <p>1- Lily does not like to wear pants</p> <p>2- On weekends, they go walking in the mountains</p> <p>3- Lily buys a black belt and a blue dress</p> <p>Task three: I read the text and answer the questions:</p> <p>1- When do the children and their friends go to the mall?</p> <p>2- Does Lily love wearing casual clothes and sporty clothes?</p> <p>Task four: a) Find in the text words that closest in meaning to the following</p> <p>Like = supermarket= put on =</p> <p>b) Find in the text words that opposite in the meaning to the following</p> <p>Hot ≠ informal ≠ uncomfortable ≠</p>	L-L	<p>Interpret A written message/</p> <p>Read to get information</p> <p>Scanning</p>	Books.	K T
15mn	<p><u>Post- reading</u></p> <p>Teacher asks the learners to complete the reading notes on p 68.</p>	L-L	develop effective reading strategies	WB	VA KT

Leve : MS2	project one:	
Sequence2: Me and my shopping	Lesson 7: I learn to integrate	Lesson focus: writing.
Learning objective: By the end of this lesson my learners should be able to demonstrate their understanding by writing a report about their shopping in another town in Algeria or in another country.		
Target competencies: Interact – Interpret – Produce		
Domain: oral- written – both		
Target structures: the present simple tense- lexis related to shopping places		
Material: WB, books - pupils' copybooks ,.....		
<u>Cross curricular competencies</u> <ul style="list-style-type: none"> Intellectual competency: <ul style="list-style-type: none"> ✓ He can use his critical thinking when gathering information. ✓ He can show creativity when producing oral and written messages. Methodological competency: <ul style="list-style-type: none"> ✓ He can mobilize his resources and manage his time. ✓ He can share information with the whole class. Communicative competence: Ability to communicate through oral exchanges. He can use technology such as blogs website pages.to interact with learners of other cultures. Personal and social competencies: -Ability to develop the attitude of friendship (socializing through oral exchanges). 		<u>Core values</u> <ul style="list-style-type: none"> ➤ Valuing travelling ➤ A good conduct ➤ Being polite. ➤ Openness to other people.(socializing)

timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	<u>Warm-up</u> T. interacts with her learners about shopping. Do you like shopping? Where do you generally go shopping? Do you like shopping for clothes or shoes...? Do you go shopping in another town in Algeria?	T –L	Recall previous knowledge		
15mn	<u>Pre-writing</u> T. asks her learners to open their books page 71. Tr introduces the situation and explains the new words The learner needs to answer the key questions on page71/check the listening tasks	T- L	Introduce the situation	Learners' books WB	V A V T K
20mn	<u>While –writing</u> T. asks her learners to write their first draft(individual work T. moves round the class and provides help to her learners. T. asks hers learners to work in pairs and help each other to improve their work T. asks them to to revise and edit ie. correct their mistakes and pay attention to the spelling mistakes and punctuation...	L-L	Enable learners to reinvest all what they have seen and write a report.	Learners' rough copy books.	K T
15mn	<u>Post- writing (publishing)</u> T. asks some of her learners to read in front of the class. T. chooses one and write it on the board, then correct the mistakes together Learners are asked to write down their lesson.	L-L	Assess others' work	WB	VA KT

Level : MS2		project one:			
Sequence2: Me and my shopping		Lesson 8:I think and write		Lesson focus: writing.	
Learning objective: By the end of this lesson my learners should be able to demonstrate their understanding by writing a report about their shopping in another town in Algeria or in another country.					
Target competencies: Interact – Interpret – Produce					
Domain: oral- written – both					
Target structures: The present simple tense- lexis related to shopping places					
Material: WB, books , pupils' copybooks ,.....					
<u>Cross curricular competencies</u> <u>Intellectual competency:</u> He can use his critical thinking when gathering information. He can show creativity when producing oral and written messages. <u>Methodological competency:</u> He can mobilize his resources and manage his time. He can share information with the whole class. <u>Communicative competence:</u> Ability to communicate through oral exchanges. He can use technology such as blogs website pages..to interact with learners of other cultures. <u>Personal and social competencies:</u> -Ability to develop the attitude of friendship (socializing through oral exchanges).				<u>Core values</u> ➤ Valuing travelling ➤ A good conduct ➤ Being polite. ➤ Openness to other people.(socializing)	
timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	<u>Warm-up</u> T. interacts with her learners about shopping. Do you like shopping? Where do you generally go shopping? Do you like shopping for clothes or shoes...? Do you go shopping in another town in Algeria?	T -L	Recall previous knowledge		
15mn	<u>Pre-writing</u> T. asks her learners to open their books page 71. T. introduce s the situation and explains new words The learner needs to answer the key questions on page71/check the listening tasks	T- L	Introduce the situation	Learners' books WB	V V T K
20mn	<u>While –writing</u> T. asks her learners to write their first draft(individual work T moves round the class and provides help to her learners. T. asks hers learners to work in pairs and help each other to improve their work T. asks them to revise and edit ie. correct their mistakes and pay attention to the spelling mistakes and punctuation...	L-L	Enable learners to reinvest all what they have seen and write a report.	Learners' rough copy books.	K T
15mn	<u>Post- writing (publishing)</u> T. asks some of her learners to read in front of the class. T. chooses one and write it on the board, then correct the mistakes together Learners are asked to write down their lesson.	L-L	Assess others' work	WB	VA KT