

*Level :3ms*

# *All sequences lesson plans*



*by Mr djamer*

## REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	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.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> <li>• Select</li> <li>• Support</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> <li>• Test</li> <li>• Theory</li> </ul>

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 20<sup>th</sup>.

The first three winners will be offered a four-week English language course in London next summer

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 <i>ME MY ABILITIES MY INTERESTS AND MY PERSONALITY</i>	<b>Lesson:</b> I listen and do 1 <u>Language focus</u> : language learning.	<b>Framework:</b> 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).

<b>Targeted competencies:</b> interact – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - what ..../how often....? Adverbs of frequency: always , never	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> Flashcards / W. Board/ audio scripts/textbooks
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### Cross Curricular Competencies

- **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

### Core values

- Respecting the others' interests
- Valuing time and being positive

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	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 ?	T/L	Brainstorm ideas about interests to introduce the new topical lexis	Pictures	A/V
	Pre listen	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?	L/L	Encourage the learners to work in pairs and help each other	Text books	V
	While listen	T invites his learners to open their books on page 11 and do <u>tasks 1 and 2 page 11</u> .	T/L	To listen and fill in the profile	Audio script	Au
		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 ?	L/L		Audio script	
		T invites his learners to listen to this Japanese boy introducing himself and fill in the profile <u>task 4 page 11</u> T invites his students to listen to the interview and tick the answer which suits them ( <u>task 6 page 12</u> ) The teacher asks his pps to listen to the interviewer and write the questions in <u>task 6</u> . <u>What do you like reading?</u> <u>How often do you read?</u>	T/L	To listen and identify the question	T books	A/V
					W board	
					Audio	

	<p><b>Post listen</b></p>	<p><u>What kind of music do you listen to?</u>  <u>What kind of games do you like?</u></p> <p>T asks his pps to compare their answers and correct each other.</p> <div style="border: 1px solid black; padding: 5px;"> <p>*<b>Note :</b> Teacher devotes time to show the learners how to talk about something they are interested in /not interested in :</p> <p>1- I'm (not)a fan of .....</p> <p>2-I 'm (not)keen on .....</p> <p>3-I'm (not) interested in .....</p> <p>4-I'm (not ) fond of .....</p> <p>5- I (don't) like .....</p> </div> <p>T invites his pps to work in pairs and interview each other about their interests by using :</p> <p>-What do you like doing at the weekend/ in your spare time / when you get the time?          -How often do you ..... ?</p> <p>The pp is asked to use his partners' answers and writes about him/her.</p> <p>Example :          My partner ( name) is fond of (interest) .He / She always .....in the evenings</p>	<p>L/L</p>	<p>To conduct an interview</p> <p>L writes a short piece of writing about his partner 's interests.</p>	<p>script</p>	<p>A/V</p>
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 ME MY ABILITIES MY INTERESTS AND MY PERSONALITY	<b>Lesson:</b> 2 <u>Language focus</u> : language learning/use.	<b>Framework:</b> 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.

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> - can / can't Affirm/ negative/ interrogative forms	<b>Domain (s):</b> Oral/written/ <u>both</u> <b>I pronounce:</b> weak / strong forms of can /kən//kæn//ka:nt/	<b>Materials:</b> Flashcards / W. Board/ audio scripts/textbooks- handouts
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**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
	<b>Warm up</b>	The teacher uses pictures or mimes to elicit some activities <u>eg</u> : : swim ,cook , ride a bicycle, sing , climb a mountain..... etc. The teacher shows the learners a picture of a boy with a tablet and asks the following questions :	T/L	Brainstorm about actions(abilities)	flashcards Wboard	V A
	<b>presentation</b>	T show his pps a tablet and writes some questions on the board : Who has a tablet at home ? What <u>can</u> we do with tablets? <u>Can</u> you write an email in Arabic? <u>Can</u> you write an email in English? <u>Can</u> you write an email in Chinese ? Why ? <u>T highlights the rules</u>	T/L	To get all the learners involved	Flash card	V A
		<p>To talk about things I or an other person can do I use : <b>can + verb</b> .(ability) Example : I <b>can write</b> an email in Arabic.</p> <p>To talk about things I or an other person can't do I use : <b>can't + verb</b> (inability) Example : I <b>can't write</b> an email in Chinese?</p> <p>To ask questions about ability/ inability I use : <b>Can + subject + verb</b> Example : Can you play the guitar? Yes ; I can . No , I can't</p>	T/L	To elicit the target structure	Wboard	V/A
				To familiarize the learners to the new target structures		V/A

	<p>Practice</p> <p>Use</p>	<p>T highlights the different ways to pronounce 'can'. Example:  Can you swim? /kən/  Yes, I can. /kæn/  No, I can't. /kɑ: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 /ɑ:/ by doing <b>task A page 17</b>  <b>Task 1</b> :I reorder the words to get correct sentences  <ul style="list-style-type: none"> <li>- Can/?/you /write/an email</li> <li>- I /draw/ can/.</li> <li>- Can't/ my brother/a car/ drive.</li> </ul> <b>Task 2 ( tasks 1 and 2 page 19)(I pronounce)</b>  <b>Task 3 :</b> 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 <b>in 2minutes</b>.  B) Students report on their findings.  E.g. Karima can't play the guitar, but she can play the violin.</p> <p><b>Task 4 :</b> You want to join "www.kidsgottalent.org " site . The administration of this site sent you this form to be filled.</p>	<p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>To focus on the right pronunciation of can and can't</p> <p>To differentiate between these sounds  /ə / / æ/ / ɑ:/</p> <p>To check /and reinforce</p> <p>To conduct an interview about abilities / inabilities</p> <p>To fill in a form  Where they write about unusual things they can do.</p>	<p>Wboard</p> <p>Audio script</p> <p>handouts</p>	<p>V/A</p> <p>V/A/ K/T</p>
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# 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 :

.....

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 ME MY ABILITIES MY INTERESTS AND MY PERSONALITY	<b>Lesson:</b> 3 <u>Language focus</u> : language learning.	<b>Framework:</b> 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.

<b>Targeted competencies:</b> <u>interact</u> – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - ask/answer questions about interests	<b>Domain (s):</b> Oral/written/ <u>both</u> <b>I pronounce:</b> weak / strong forms /kən//kæn//ka:nt/	<b>Materials:</b> Flashcards / W. Board/ audio scripts/textbooks
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### Cross Curricular Competencies

- **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

### Core values

- 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
	<b>Warm up</b>	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 A
	<b>Before listening</b>	T introduces the new topical lexis to prepare the Ls for the listening phase Who is <b>interested in</b> maths? Who is interested in history Are you <b>fond of</b> botany ( plants) Do you have plants at home? Are you <b>keen on</b> birds ? Do you have birds at home?	T/L	To elicit /introduce the new topical lexis		A/V
	<b>While listening</b>	<u>The 1<sup>st</sup> listening:</u> 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.	T/L	To listen and answer questions	Audio script	
		<u>The 2<sup>nd</sup> listening :</u> Ls listen to the BBC radio interview part 1 again Fill in the first part of each teenager profile		To encourage the Peer correction	Wboard / audio script/ Student book	A/V
	<b>Post listening</b>	<u>The 3<sup>rd</sup> listening:</u> Ls Listen to BBC interview part 2 and do tasks 13 and 14 page 14. 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 listen and find the wrong information  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

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 ME MY ABILITIES MY INTERESTS AND MY PERSONALITY	<b>Lesson:</b> 4 <u>Language focus</u> : language learning / use .	<b>Framework:</b> 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.

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> - adjectives representing personality features	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> Flashcards / W. Board/ textbooks
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**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				
	<b>Warm up</b>	A game :	T/L	Activate the class's prior knowledge on physical traits	Wboard	V A K T				
	<b>presentation</b>	Find someone who (istall ,small , thin , has blue eyes,brown, long hair, wavy .. ....., in the class .etc.(revision 2ms))" 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				
		<table border="1" style="width: 100%;"> <tr> <td>Personality traits</td> <td>Physical traits</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Personality traits	Physical traits			T/L	To differentiate between physical appearance and personality features ( traits)	Course book	
Personality traits	Physical traits									
		Teacher presents (very quickly) the rules from my grammar tools page 23 :	T/L	to familiarize the LS with the new vocabulary related to personality features		V/A				
		<ul style="list-style-type: none"> <li>a) Some adjectives to describe the personality features.</li> <li>b) How to ask about people's personality</li> <li>c) How would I describe my personality?</li> <li>d) The adjectives which describe personality from their antonyms: patient≠ impatient respectful ≠ disrespectful tidy ≠ untidy</li> </ul>	T/L							
	<b>Practice</b>	<u>Task 11 page 28</u> : I read my grammar tools 3 and match the synonyms <u>Task 12 page 28</u> : I read my grammar tools 3 and	T/L	To check and reinforce	Course Book Wboard	V/A				

	use	<p>match the antonyms</p> <p><u>Task 13 page 28:</u>(oral) I write three sentences about myself using three adjectives from <u>task 11 and 12</u></p> <p><u>Starting like this :</u> I think I'm .....</p> <p><u>Task 14 page 29 :</u> I work with my partner.I ask him/her to fill in the questionnaire to know more about his/her personality.</p> <p>T invites his pps to interpret the questionnaire (task 15 page 29) and write 3 sentences to describe his partner's personality.</p> <p>The learner can start like this : My partner can be very patient.....</p>	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
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 ME MY ABILITIES MY INTERESTS AND MY PERSONALITY	<b>Lesson:</b> 5 I pronounce <u>Language focus</u> : language learning/use.	<b>Framework:</b> 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".

<b>Targeted competencies:</b> <u>interact</u> – interpret – <u>produce</u> . <b>Target structure:</b> - ask and answer questions about interests	<b>Domain (s):</b> Oral/written/ <u>both</u> <b>I pronounce:</b> the pronunciation of the final "s"	<b>Materials:</b> W. Board/ /textbooks
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### 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						
	<b>Warm up</b>	Game : T invites his learners to move in the class find who is fond of nature: birdwatching , flowers, plants , whalewatching , picnics .....	T/L	Brainstorm ideas about interests and pave the way	Wboard	V A K T						
	<b>Presentation</b>	T invites his learners to work in small groups or in pairs to read the following short text and fill in the gaps with : <u>flowers</u> – <u>goes</u> - <u>loves</u> - <u>books</u> - <u>places</u> 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 » : <u>flowers</u> – <u>goes</u> - <u>loves</u> - <u>books</u> – <u>places</u> according to the pronunciation of their final s. <table border="1" style="margin-left: 20px;"> <tr> <td>/s/</td> <td>/z/</td> <td>/iz/</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	/s/	/z/	/iz/				T/L	To encourage the Ls to work in groups or in pairs	Wboard	V A
/s/	/z/	/iz/										
		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	To introduce the different sounds of the final "s"  To present the rules related to the pronunciation of the ending "s"	Course book	A V						

	<p>practice</p> <p>Use</p>	<p>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 .....</p>	<p>T/L</p> <p>L/L</p> <p>L/L</p>	<p>To check and reinforce</p> <p>To conduct an interview with peers</p> <p>To write about peer's interests focusing on the right pronunciation of the ending "s"</p>	<p>Course Book</p> <p>Wboard</p>	<p>V A</p> <p>A V</p>
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 1 <i>ME MY ABILITIES MY INTERESTS AND MY PERSONALITY</i>	<b>Lesson:</b> 6 I read and do 1 <u>Language focus</u> : language use.	<b>Framework:</b> 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

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> - ask and answer questions about interests	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> W. Board/ /textbooks
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### Cross Curricular Competencies

- **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

### Core values

- 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
5m n	Warm up	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/L	To brainstorm ideas about heroes	Wboard	V A
5m n	Pre read	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? <b>Guessing from Words:</b> 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..	T/L	To introduce the key words	The Text book	A/V
5m n	W read	<u>Example</u> : 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.		To read and gather information	Wboard Text book	



<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
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<b>Sequence:</b> 1 ME MY ABILITIES MY INTERESTS AND MY PERSONALITY	<b>Lesson:</b> 7 I read and do 2 <u>Language focus</u> : language use.	<b>Framework:</b> PDP
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**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

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> lexis related to the national culture	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> W. Board/ /textbooks/video segment
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> He can use his critical thinking skills learner can interpret verbal and non-verbal messages.</li> <li>➤ <b>Meth:</b> he can develop effective study methods. mobilise his resources efficiently and manage his time rationally He can work with his partner.</li> <li>➤ <b>Com:</b> he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures</li> <li>➤ <b>Per and soc:</b> He can socialize through oral exchanges he respects our national culture and behaves consistently</li> </ul>	<ul style="list-style-type: none"> <li>-Valuing Algerian cultural heritage and its preservation</li> <li>-Understanding that Algerian culture and history are also parts of this universal cultural heritage</li> <li>-Valuing the past: traditional culture</li> </ul>

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 <a href="https://www.youtube.com/watch?v=itOfNPVQY5o">https://www.youtube.com/watch?v=itOfNPVQY5o</a> 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	<u>Guess from TheTitle</u> 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



	<p>practice</p> <p>produce</p>	<p>T provides his pps with the lay out (page 38). With the help of their teacher, the learners start drafting .</p> <p>Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p> <p>T asks L to display the profile and the article on the wall and invites the ls to move around and check the posters</p>	<p>T/L</p> <p>L/L</p> <p>/L</p> <p>L/L</p>	<p>To guide the learners</p> <p>make a poster</p> <p>to encourage peer assessment</p>	<p><b>Posters</b></p>	<p><b>V</b></p> <p><b>A</b></p> <p><b>K</b></p> <p><b>T</b></p>
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## REVISED Bloom's Taxonomy Action Verbs

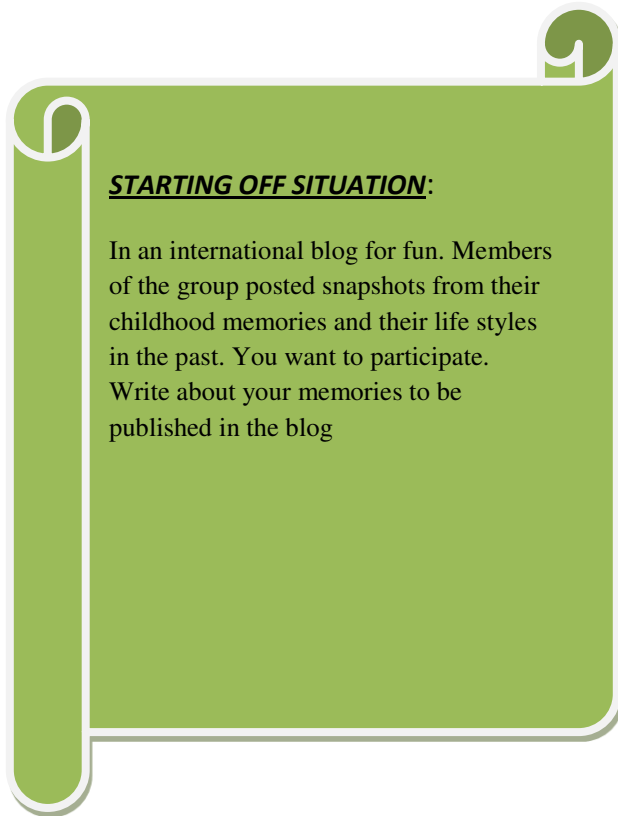
Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, 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.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> <li>• Select</li> <li>• Support</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> <li>• Test</li> <li>• Theory</li> </ul>

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

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson:</b> 1 <u>Language focus</u> : language use.	<b>Framework:</b> PPU
<b>Learning Objective (s):</b> 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 <b>used to</b>		
<b>Targeted competencies:</b> <u>interact</u> – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - used to ( the three forms)	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> Flashcards / W. Board/ /textbooks
<b>Cross Curricular Competencies</b>		<b>Core values</b>
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> learner can interpret verbal and non-verbal messages.</li> <li>➤ <b>Meth:</b> He can develop effective study methods, mobilise his resources efficiently and manage his time rationally</li> <li>➤ <b>Com:</b> he can work in pairs or in groups</li> <li>➤ <b>Per and soc:</b> He can socialize through oral exchanges</li> </ul>		<ul style="list-style-type: none"> <li>➤ Valuing the past to build better future</li> </ul>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	<b>Warm up</b>	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 asks his pps to work in small groups, read the following dialogue and put it in the correct order(number one is done):	T/L	to pave the way for the presentation	Pictures of famous sports men	V A
	<b>Presentation</b>	<u>Journalist</u> : what sports <b>did</b> you <b>use</b> to do when you were a child? <u>Karim</u> : I <b>used to play</b> it everyday. <u>Journalist</u> : when <b>did</b> you <b>use</b> to play football ? <u>Karim</u> : I <b>used to play</b> football <u>Journalist</u> : do you play football now, <u>Karim</u> : 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 . <u>The supposed answer:</u> 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 <b>used to</b> <b>/ju:stə/</b>	T/L	To introduce the target structure in context	W board	V/A
		<u>T</u> tells his pps that they can use the semi model verb <b>used + verb</b> to talk about repeated actions or activities which happened in the past but are no longer true in the present Example : <b>I used to play football</b>	L	Highlighting rules		V/A

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



**Pre listening**

T invites his learners to work in pairs and list other chores women used to do?

**While listening**

The 1<sup>st</sup> listening :

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)

The 2<sup>nd</sup> listening :

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.

The 3<sup>rd</sup> listening :

T invites his learners to listen to the interview part 2 and number each bubble in the order (task 7page 49).

The 4<sup>th</sup> listening :

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.

**Post listening**

T invites his learners to do task 5 page 49 . and act out this interview .

T/L

To listen and Identify the wrong /the right information

Flash cards

Student Text book

Au

W board

To involve every one and encourage the peer correction

V/A/  
K

T/L

To listen and order an interview  
The L reinvests  
What he learnt to answer an interview about his grandparents old days

Student text book

L/L

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 <i>ME and lifestyles</i>	<b>Lesson3:</b> I listen and do 2 <u>Language focus</u> : language learning/use.	<b>Framework:</b> PDP
<b>Learning Objective (s):</b> 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)		
<b>Targeted competencies:</b> interact – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - /simple present / simple past /used Adverbs of frequency: always , never .....	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> Flashcards / W. Board/ audio scripts/textbooks
<b>Cross Curricular Competencies</b>		<b>Core values</b>
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> learner can interpret verbal and non-verbal messages.</li> <li>➤ <b>Meth:</b> He can use listening strategies.</li> <li>➤ <b>Com:</b> He can use a role play to communicate appropriately.</li> <li>➤ <b>Per and soc:</b> He can socialize through oral exchanges</li> </ul>		<ul style="list-style-type: none"> <li>➤ Valuing the past to build better future</li> <li>➤ Raising teenagers awareness of the elderly as a source of for the transmission of historical and cultural heritage</li> </ul>

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 items of clothing that correspond to each person ( <b>Task 9 page 50</b> )  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 ( <b>Task 18 page 53</b> ) T invites his learners to listen to part 5 interview and do <b>Task 20 page 53</b>  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

	<p><b>Use</b></p>	<p><b>Task 24 page 54 :</b> I answer my partner questions about boys and girls wear then change the roles . T invites his learners to act it out</p>	<p>L/L</p>	<p>To reinvest what he learnt to conduct an interview about Clothing then and now</p>	<p>Wboard / Text book</p>	<p>/AV/ K/</p>
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson 4:</b> I listen and do 3 <u>Language focus</u> : language learning/use .	<b>Framework:</b> 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 .

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> - simple past /used to Adverbs of frequency: always , never ..	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> Flashcards / W. Board/ audio scripts/textbooks
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**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				
	<b>Warm up</b>	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 1 <sup>st</sup> 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				
	<b>Prelistening</b>	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 <table border="1" style="margin-left: 20px;"> <tr> <td>traditional children games</td> <td>Modern children games</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	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
traditional children games	Modern children games									
	<b>W listening</b>	Pps listen to part 4 of the interview between Jenny and her grandmother and do <b><u>Task 12 page 51.</u></b> Ls listen again and work in pairs to correct the answers of each other T asks his pps to <b><u>do Task 14 page 51</u></b> T asks his students to do <b><u>task 15 page 52</u></b>   answer my partner’s questions about my childhood .	T/L	L Listens and circles the word which he hears  Reinforce co learning	Text book/ W Board	A/V				
	<b>After listening</b>	<b><u>Task 28 page</u></b> : the pps work together to complete the interview card about “Grand ma childhood”	L/L  T/L L/L	L reinvests what he learnt to answer an interview about his childhood games		A/V/ K				

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson:</b> 5 <u>Language focus</u> : language use.	<b>Framework:</b> 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.

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

**Cross Curricular Competencies**

**Core values**

- **Intel:** learner can interpret verbal and non-verbal messages.
- **Meth:** He can work in 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
	<b>Presentation</b>	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
		<div style="border: 2px solid orange; border-radius: 25px; padding: 10px; margin: 10px 0;"> <p>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.</p> </div>				
		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

	<p>Practice</p>	<p>interrogative forms) and how to use and ask questions with the time marker <b>ago</b> ( <u>see my grammar tools page 63</u>)</p> <p><b>Task 1 :</b> I order the words to get meaningful sentences .</p> <ol style="list-style-type: none"> <li>1) My father / ten years ago , / a car/ bought.</li> <li>2) I / a white shirt/ put on / blue jeans/and/.</li> <li>3) was/ There / in /the kitchen/ a burning stove/.</li> <li>4) didn't/ Ahmed /enjoy / some subjects/primary school/at .</li> </ol> <p><b>Task 2</b> (Tasks 1 and 2 page 66)</p>	T/L	<p>To familiarize the Ls with the tarhet structure</p> <p>Check and reinforce</p>	<p>book and w board</p> <p>Student book</p>	V
	<p>Use</p>	<p><b>Childhood memory test</b> ( Do you have good memory?)</p> <ul style="list-style-type: none"> <li>• Did you have a happy childhood?</li> <li>• What did you like to do when you were a child?</li> <li>• What did you look like?</li> <li>• Where were you born?</li> <li>• When were you born?</li> <li>• Did you have your own room ?</li> <li>• Which food did you like best</li> <li>• How old were you when you learned to ride a bicycle?</li> <li>• Did you remember your first day at primary school ?</li> <li>• what did you wear that day?</li> <li>• How long ago did you leave your primary school?</li> </ul>	T/L	<p>L reinvests what he learnt to answer an interview about his past / memories using the past tense</p>	<p>Wboard</p>	<p>V/A</p> <p>V/A/ K</p>

**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) **Write what Jean DID or DIDN'T do yesterday:**

- 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 ( + ) .....

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
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<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson:</b> 6 <u>Language focus</u> : language use .	<b>Framework:</b> PPU
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**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.

<b>Targeted competencies:</b> <u>interact</u> – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - adverbs of frequency	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> / W. Board/ /textbooks
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> learner can interpret verbal and non-verbal messages.</li> <li>➤ <b>Meth:</b> He can work in pairs or in small groups</li> <li>➤ <b>Com:</b> He can use a role play to communicate appropriately./ he can conduct an interview</li> <li>➤ <b>Per and soc:</b> He can socialize through oral /written exchanges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Being polite .</li> <li>➤ Being positive</li> </ul>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Lead in	The teacher writes on the board the following sentence : I <b>always</b> 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
	<b>Presentation</b>	The teacher invites his learners to listen to the following dialogue between Salima and Karima and answer with true and false . <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">           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.         </div> Karima <b>sometimes</b> makes her bed. Karima <b>usually</b> tidies her room. Hamid <b>always</b> washes his father’s car. Hamid <b>never</b> takes out the garbage .  T : sometimes , usually , always , never are called adverbs of time . The teacher highlights the rules : (see my grammar tools page 64 / 65)	T/L	To introduce the Target structure	W Board	V/A
			T/L	Highlight rules	Text books	V/A
			T/L			

	Practice	<p><b>Task 1</b> : I Put the words in the correct order.</p> <ul style="list-style-type: none"> <li>- have dinner sometimes pizza for We</li> <li>- never I to talk strangers</li> <li>- TV rarely English They watch in</li> </ul> <p><b>Task 2</b> : T invites his learners to check the answers of each other and correct them.</p> <p><b>Task 3</b> task 10 page 70</p>	L/L	Check and reinforce	W Board	V/A
	Use	<p><b>Task 4</b> ; I write true personal answers to my partner's questions .(the pps can add more questions)</p>	T/L	Encourage cooperation	Text books	V/A
			L/L	L reinvest what he learnt to conduct an Interview about how often his actions/activities and events are repeated		

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

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

**Core values**

- **Intel:** The learner 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 A								
	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 . 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)	L/L	To order information	W Board	V/A								
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>/u:/b<u>oo</u>t</td> <td>/u:/f<u>oo</u>t</td> <td>/3:/b<u>ir</u>d</td> <td>/ə/pizz<u>a</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	/u:/b <u>oo</u> t	/u:/f <u>oo</u> t	/3:/b <u>ir</u> d	/ə/pizz <u>a</u>					T/L	To identify the target sounds  /u://u//3://ə/	Wboard	
/u:/b <u>oo</u> t	/u:/f <u>oo</u> t	/3:/b <u>ir</u> d	/ə/pizz <u>a</u>											
		After presenting the rules from :		To highlight the rules related to the										

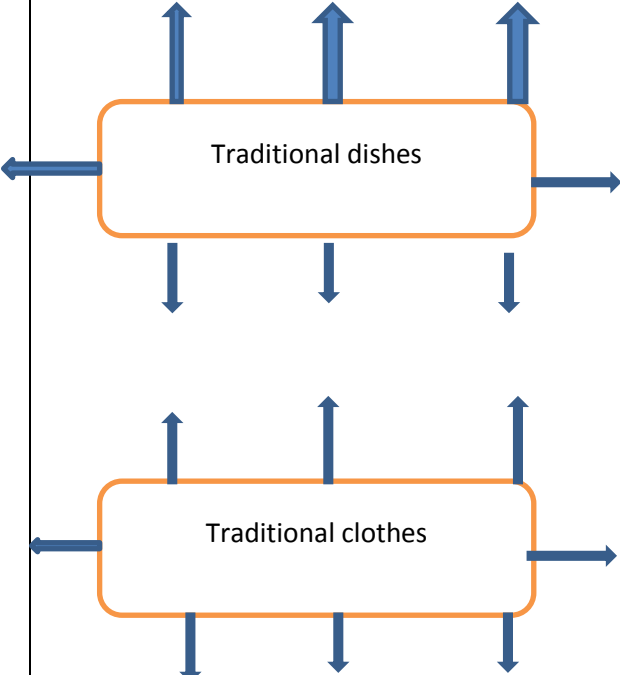
	<p><b>Practice</b></p>	<p>my pronunciation tools 1 and 2 :Pages 56 and 57 ,T invites his learners to correct their answers.</p> <p><b>Task 1 page 60</b> :I listen and tick the correct pronunciation of the sounds in bold.</p> <p><b>Task 2 page60</b> :T invites his learners to listen again and read my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

Time	Framework	Procedure	Focus	Aims	Material	Vakt						
		<p>A brief recap of the last sounds (/u://u//3://ə/)</p> <p>After reviewing vowels and consonants the T invites his pps to work in small groups to find the hidden vowels in the following message.</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p>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 .</p> </div> <p>T asks his students to read the message and sort out words containing the following sounds</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>/ æ /fat</th> <th>/ ʌ /cut</th> <th>/ e/ pet</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>The teacher presents the rules from my pronunciation tools 3 page58 and asks the pps to check their answers .</p> <p><b>Task 5 page 61</b> : 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 .</p> <p><b>Task 7 page 61</b> : I listen and write each of the following words in its corresponding column</p> <p><b>Tongue twisters</b> :</p> <p>T invites his learners to Practice the following tongue Twisters :</p> <ol style="list-style-type: none"> <li>I <b>beg</b> my <b>pet</b> bird, <b>Rex</b>, to make a <b>nest</b>. Rex <b>pecks insects</b> and makes a <b>mess</b> on the <b>bed</b>.</li> <li>The <b>band</b> has <b>fans</b> from faraway <b>lands</b>. They <b>pack</b> their <b>bags</b> and roam by <b>van</b> on the <b>sand</b>.</li> </ol>	/ æ /fat	/ ʌ /cut	/ e/ pet				<p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T</p> <p>T/L</p> <p>L</p>	<p>Remind the pps of the last sounds to reinforce and pave the way</p> <p>To elicit the target sounds</p> <p>To recognize and identify the target sounds</p> <p>To highlight the rules related to the pronunciation of the sounds / æ // ʌ // e/ Encourage peer assessment</p> <p>to consolidate and reinforce for further practice</p>	<p>W Board</p> <p>Wboard</p> <p>Course Book</p> <p>W board</p>	<p>V A</p> <p>a/v</p> <p>v/a</p> <p>v/a</p>
/ æ /fat	/ ʌ /cut	/ e/ pet										

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warmer  <b>The presentation</b>	<p>A brief recap of the sounds taught <b>/u:/ /u/ /ɜ:/ /ə/ /æ // ʌ // e/</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>Write wrong answer whose two</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>Listen beret gourmet christmas fasten</p> </div> </div> <p>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 <b>T</b> : what are these letters? <u>Supposed answer</u> : w and T <b>T</b> : Do we pronounce these letters? <u>Supposed answer</u> : 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) <b>Task 9 page 62</b> 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. <b>Task 11 page 62</b> : I listen and write between slashes the appropriate phonetic symbols <b>/u:/ /u/ /ɜ:/ /ə/ /æ // ʌ // e/</b> and between bracket the words <b>silent</b> or <b>pronounced</b> 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.</p>		<p>Remind the pps of the last sounds to reinforce and pave the way</p> <p>To involve all the learners In eliciting the target sounds</p> <p>To recognize and identify the target sounds</p> <p>To lead them</p> <p>To highlight the rules related to the silent letters T and W</p> <p>to check and reinforce</p> <p>Encourage peer assessment</p> <p>The L talks about his memories using a correct pronunciation of sounds</p>	<p>W Board</p> <p>W Board</p> <p>W Board</p> <p>Course book</p> <p>w board</p> <p>course book</p>	<p>V A</p> <p>v/a</p> <p>a/v</p> <p>v/a</p> <p>v/a</p>

<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson:</b> <u>Language focus</u> : language learning.	<b>Framework:</b> PPU
<b>Learning Objective (s):</b> 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..		
<b>Targeted competencies:</b> interact – interpret – <u>produce</u> . <b>Target structure:</b> made of / made in/ made with .	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> / W. Board/ /textbooks/flash cards

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> learner can interpret verbal and non-verbal messages.</li> <li>➤ <b>Meth:</b> He can work in pairs or in small groups He uses ICT</li> <li>➤ <b>Com:</b> he can use information and communication technology such as blogs , websites page , discussion forums</li> <li>➤ <b>Per and soc:</b> He can socialize through oral /written exchanges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Valuing the past to build better future for the one’s community.</li> <li>➤ Being proud of traditional and ancestral clothing and dishes</li> </ul>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p>The teacher draws two graphic organizers and invites his learners to work in small groups to fill it .</p> 		to brainstorm ideas about traditional dishes/clothes	Graphic Organizers	V A
	Presentation	<p>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 :</p>		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

**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

Target structure and introduce a new topical lexis

cards

V/A

To highlight rules

Text books

V/A

Practice

To check and reinforce

W Board

V

	Use	<p>4) this ring is made d) made in Turkey</p> <p><b><u>Task 2 :Task 8 page 69</u></b>  <b><u>Task 3 : Task 13 page71</u></b></p> <p><b><u>Task 14 page 72</u></b></p> <p>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 .</p> <p>➤ the posters will be published on the internet ( social network pages : blogs , websites page , discussion forums )</p>		<p>Consolidate</p> <p>Make a poster to save traditional clothes , costumes and dishes</p>	Text books	<p>V/A</p> <p>V/A/ K/T</p>
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 <i>ME and lifestyles</i>	<b>Lesson:</b> I read and do 1 <u>Language focus</u> : language learning	<b>Framework:</b> PDP
<b>Learning Objective (s):</b> by the end of this lesson my learners will be able to read a text about Setif in the past and gather information.		
<b>Targeted competencies:</b> interact – interpret – <u>produce</u> .	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> / W. Board/ /textbooks/video about the history of Algeria
<b>Target structure:</b> simple past – used to		
<b>Cross Curricular Competencies</b>		<b>Core values</b>
<ul style="list-style-type: none"> <li>➤ <b>Intel:</b> He can understand and interpret non-verbal messages.</li> <li>➤ <b>Meth:</b> He can work in pairs or in small groups. He can evaluate his peer.</li> <li>➤ <b>Com :</b> he can develop effective reading strategies</li> <li>➤ <b>Per and soc:</b> He can socialize through oral /written exchanges</li> </ul>		<p>Valuing the past to build better future for the one's community.</p> <p>Valuing and sharing national cultural diversity with its regional cultural differences.</p> <p>Valuing travelling as a source for knowledge and learning</p>

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	<b>Warm up</b>	<p>The teacher invites his learners to watch the following video(1.55 m):  <a href="http://www.youtube.com/watch?v=SpevE_XxwM8">www.youtube.com/watch?v=SpevE_XxwM8</a> 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)</p> <p>(French - Roman – Turkish)</p> <p>42 BC                      1518                      1830    today  .....                      .....                      .....</p>	T/L	To motivate and pave the way	Video strip  w/board	V A  V/A/ T/
	<b>Pre read</b>	<p>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 ):  <u>Example</u> : journey ,Setif , museum , statue , market , pretty gardens , boulevards</p>	T/L	To introduce the key	w/board  course book	V/A
	<b>While read</b>	<p><b>T invites his pps to read <u>text 1 page 73</u> and check whether or not their predictions and guesses are confirmed .</b></p> <p>Teacher invites the learners to read text 1 page 73 and fill in the bibliographical notes(task 1 page 73)</p> <p>T asks his pps to work with their partners to check their answers and correct each other.</p>	T/L  L/L	To read and fill in a bibliographical notes  To read and		





	<p><b>After read</b></p>	<p>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.</p>	<p>T/L L/L</p>	<p>L uses the text as a support to interpret pictures Talking about how cities and life used to be in the past .</p>	<p>Course book  W board</p>	<p>V/A/ K</p>
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<b>Level :</b> MS3	<b>School :</b> Bormadia Relizane	<b>Teacher:</b> Mr Bendoubaba djamel djamel djamel
<b>Sequence:</b> 2 ME and lifestyles	<b>Lesson:</b> I learn to integrate <u>Language focus</u> : language learning.	<b>Framework:</b> 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 .

<b>Targeted competencies:</b> interact – interpret – produce. <b>Target structure:</b> simple past / used to/ daily routine / adverbs of time / dishes/ made of / made in / made with .....	<b>Domain (s):</b> Oral/written/ <u>both</u>	<b>Materials:</b> / W. Board/ /textbooks/KSA table
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**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
	<b>Warm up</b>	<p>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 ?</p> <p><b><u>T sets up the situation</u></b></p>	T/L	To present the topic and engage the learner in the process	White board and books	V A
	<b>presentation</b>	<p>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</p>				

	<p><b>Practice</b></p>	<p>T. provides his pps with KSA table (page75)</p> <p>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.</p> <p>T asks his pps to follow the interview cards (page 74).</p> <p>The learner can start like this :</p> <p><b>Me</b> : 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 :</p> <p>When were you born ?</p>	<p>T/L</p> <p>L/L</p>	<p>To review a</p> <p>To be autonomous in reinvesting the language learnt</p> <p>To produce an interview</p>	<p>White board and books</p>	<p>V/A</p>
	<p><b>Produce</b></p>	<p>T asks his learners to work with their partners to exchange ideas and improve their interview questions.</p> <p>The learners start drafting .</p> <p>Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p> <p>Each pairs will act out their interview in front of their freinds to be assessed .</p>	<p>L/L</p> <p>L/L</p>	<p>Involve the learners in peer assessment</p> <p>Share their work to be assessed</p>		<p>V/A/ K/T</p>

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 <i>ME AND MY scientific world</i>	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 – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> -wh questions Use simple past to narrate.	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/the student book /audio file
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> <li>➤ Intel: Learner can understand verbal and non verbal messages .</li> <li>➤ Meth: He can use listening strategies.</li> <li>➤ Com: He can use a role play to communicate appropriately.</li> <li>➤ Per and soc: He can socialize through oral exchanges</li> </ul>		<ul style="list-style-type: none"> <li>➤ Valuing learning and thinking</li> <li>➤ Being proud of belonging to Algeria</li> <li>➤ Valuing hard work and great achievements.</li> <li>➤ Supporting successful people</li> </ul>

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt							
	Warm up	<p>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-</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">New inventions</td> <td style="width: 50%;">Old inventions</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	New inventions	Old inventions			T/L	Brainstorm ideas about invention	Flash cards W board	V/ A/			
New inventions	Old inventions												
	Pre listening	<p>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 ;</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Alzheimer 's disease</td> <td>reasercher</td> </tr> <tr> <td>Dr Bourouis</td> <td>smartshirt</td> </tr> <tr> <td></td> <td>patients</td> </tr> <tr> <td></td> <td>invent</td> </tr> </table>	Alzheimer 's disease	reasercher	Dr Bourouis	smartshirt		patients		invent	To prepare the learner for the listening phase and explain the key words	W board The cours e book	a/v
Alzheimer 's disease	reasercher												
Dr Bourouis	smartshirt												
	patients												
	invent												
	While listening	<p>T invites his pps to listen to the audio file and check their predictions.</p> <p><b>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)</b></p> <p><b>T invites his pps to listen again and check their answers.</b></p> <p><b>T asks his pps to work with their partners to compare their</b></p>	T/L	To listen and fill in ID card  TO encourage the L to work with his	Audio file  Cours e								

	<p>Post listening</p>	<p>answers and correct each other.</p> <p><b>T invites his pps to do <u>task 4 page 85</u> :</b></p> <p><b>I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID card ( task 1)</b></p> <p><b>I change the role with my partner and act out the dialogue .</b></p>	L/L	<p>partner</p> <p>To transform an information from an ID Card format To other formats</p>	<p>book</p> <p>Course book</p>	<p>V/A/K/T</p>
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 <i>ME AND MY scientific world</i>	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 – <b>interpret</b> – <b>produce</b> . <b>Target structure</b> : - Use simple past to narrate.	Domain (s): Oral/written/ <b>both</b>	Materials: Flashcards / W. Board/the student book /audio file
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> <li>➤ Intel: Learner can understand verbal and non verbal messages .</li> <li>➤ Meth: He can use listening strategies. He can work in pairs or in small groups.</li> <li>➤ Com: He can write about famous people</li> <li>➤ Per and soc: He can socialize through oral exchanges</li> </ul>		<ul style="list-style-type: none"> <li>➤ Valuing learning and sciences</li> <li>➤ Being proud of belonging to Algeria</li> <li>➤ Valuing hard work and great achievements.</li> <li>➤ Supporting successful people</li> </ul>

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	<p>T greets his pps/ the pps respond.</p> <p>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.</p> 	T/L	<p>Activate the Ls prior knowledge</p> <p>to involve the L</p> <p>To prepare the learner for the listening phase and explain the key words</p>	<p>Flash cards</p> <p>The course book</p> <p>Audio file</p>	V/A/
	Pre listening	 <p>T invents his pps to work in small groups to match pictures to their appropriate names.(Task11 P87)</p>				
	While listening	<p>T : Now, you are going to listen to an <i>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 .</i></p> <p><b>1st listening</b> : <i>You listen to the interview part 1 and complete his ID.</i></p>	T/L	To listen and fill in ID card	Course book	a/v



Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 <i>ME AND MY scientific world</i>	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 – <b>interpret</b> – <b>produce</b> . <b>Target structure</b> : - Use simple past to narrate. The past continuous tense The past continuous and simultaneous actions The connector while	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/the student book
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#### 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	Value
	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. : <b>were working – returned- were doing - joined</b>	T/L	Refresh prior knowledge and pave the way	The course book	V/ A/
	Presentation	<p style="text-align: center;">When I ..... to the US, I ..... <i>Tessera</i> company</p> <p style="text-align: center;">We ..... other things <b>while</b> we ..... on the miniaturisation of cameras.</p>		To introduce the target structure in a context	Course book	a/v

	<p>Practice</p> <p>,</p> <p>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 ?</p> <p><b>T highlights rules</b>  My grammar rules (talking about the past using past continuous) page 93</p> <p><u>Task one</u> : I reorder  watching/television/I/ was..  My /father /chess/playing/wasn't.  were/ What/ doing/you/ ?  he/studying/Was/ ?</p> <p><b>Task /2</b>  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).</p> <p><b>T invites his pps to do Task 6 page 96</b>  <b>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 .</b></p>		<p>T/L</p> <p>L/L</p>	<p>To elicit the rules about the past continuous</p> <p>Highlights rules</p> <p>Check and reinforce</p> <p>The Learner uses what he learnt to write about famous people</p>	<p>Cours e book</p>	<p>V/ A/</p>
	<p>Use</p>					

## 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
- B) \_\_\_\_\_ (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.

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### 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

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### 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 continuous.

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 – <b>interpret</b> – produce <b>Target sounds:</b> - /f/ /v/	Domain (s): <u>Oral</u> /written/both	Materials: W. Board/the student book /
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#### Cross Curricular Competencies

#### Core values

#### Intellectual competency:

- The learner 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

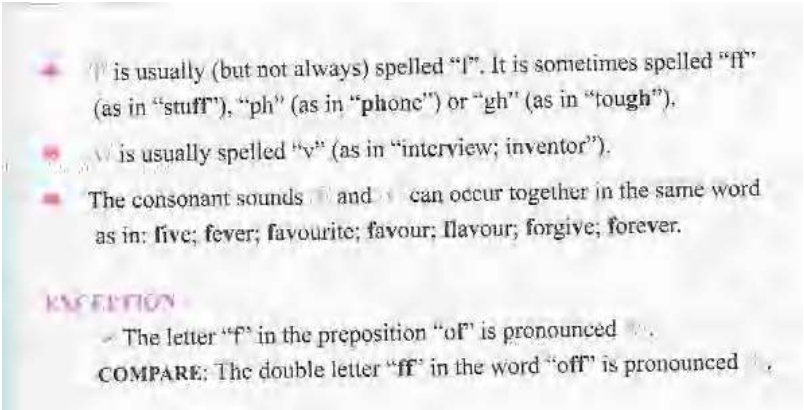
#### 3. Communicative competency:

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	Va kt
	Warm up	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.		To pave the way	Flash cards	
	presenta tion	T invites his pps to find the common sound(repeated sound in the following group .:  Laugh – life- off- physics- telephone- cough- father-	T/L	To introduce the sounds  To identify the sounds		V/ A/
	Practice	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-		Highlighting rules	W board	a/v
		Pps : /v/ T : how is it written ? Pps : /v/ T : In English, the <b>F</b> and <b>V</b> sounds are often studied		shape their pronunciatio		

	<p>Use</p>	<p>together because they are produced in the same part of the mouth. T explains the rules (My pronunciation tools page91)</p>  <p><b>Tasks a and b page 91 :</b> I listen and repeat  <b>Task 1 page 92 :</b> I listen and tick the correct sound  T invites his pps to work in pairs, check the pronunciation tools again and correct each other.  <b>Task 3 page 93 :</b> I listen and tick the correct pronunciation of the sounds.  <b>Task 5 page 93 :</b> I listen and write the phonetic symbol /f /v/  T invites his pps to read the text about al farabi aloud .  <b>Tongue twister ☺relax)</b>  <i>Five very funny flies in velvet vests flew from France on Friday evening.</i></p>	<p>T/L</p> <p>L/L</p>	<p>n</p> <p>Familiarize the learners with these sounds</p> <p>To listen and compare between the sounds</p> <p>Check reinforce And reinvest what they learnt in a meaningful text</p>	<p>Cours ebook</p> <p>Cours e book board</p>	<p>V/ A/ K/T</p>
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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: <u>interact</u> –interpret – produce. <b>Target structure:</b> - The models can and may Making requests	Domain (s): Oral/written/ <u>both</u>	Materials W. Board/the student book
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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	Foc us	Aims	Mater ial	Va kt				
	Warm up	T greets his pps / the pps respond. T writes on the board the following								
	presenta tion	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Dialogue 1</th> <th style="width: 50%;">Dialogue 2</th> </tr> <tr> <td> <p><b>Jack :</b> <b>May I use my telephone</b> here?</p> <p><b>Teacher :</b> No, but you <b>may use it</b> outside.</p> <p>You <b>may not use it</b> inside..</p> </td> <td> <p><b>Jack ;</b> <b>Can I play</b> here?</p> <p>Mum : No, but you <b>can play</b> outside.</p> <p>You <b>can't play</b> inside..</p> </td> </tr> </table>	Dialogue 1	Dialogue 2	<p><b>Jack :</b> <b>May I use my telephone</b> here?</p> <p><b>Teacher :</b> No, but you <b>may use it</b> outside.</p> <p>You <b>may not use it</b> inside..</p>	<p><b>Jack ;</b> <b>Can I play</b> here?</p> <p>Mum : No, but you <b>can play</b> outside.</p> <p>You <b>can't play</b> inside..</p>	T/L	Giving the opportunity to the learners to guess and elicit the new structure.	Flash cards  W board	V/ A/
Dialogue 1	Dialogue 2									
<p><b>Jack :</b> <b>May I use my telephone</b> here?</p> <p><b>Teacher :</b> No, but you <b>may use it</b> outside.</p> <p>You <b>may not use it</b> inside..</p>	<p><b>Jack ;</b> <b>Can I play</b> here?</p> <p>Mum : No, but you <b>can play</b> outside.</p> <p>You <b>can't play</b> inside..</p>									
	Practice	<p>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). <b>Task 1</b> (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.</p>	T/L	Highlighting rules about making requests  Check and reinforce	Cours ebook	a/v				

	Use	<p><b>Task 2</b> : (task 9 page97) I read each situation and write the appropriate request.</p> <p>T : consider one of the following situation .Discuss it with your partner and act it out in front of your classmates :</p> <p>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.</p>	L/L	Reinvest what they learnt to act out a role play about making requests	Course book board	V/ A/ K/T
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 <i>ME AND MY scientific world</i>	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: <u>interact</u> – <u>interpret</u> – produce. <b>Target structure:</b> - Use simple past to narrate.	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/the student book /audio file
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#### 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	Foc us	Aims	Mater ial	Va kt
	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/
	While listening	T ; Today we are going to talk about an eminent Maghrebin scholar who is called Ibn khaldoun. <b><u>The 1st listening :</u></b> 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). <b><u>The 2<sup>nd</sup> listening :</u></b> You listen again and you check your answers. You work with your partner . you compare your answers And you correct each other. <b><u>The 3rd listening</u></b> 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/L	To prepare the learner for the listening phase and explain the key words	Audio file	a/v
		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	

	<p style="text-align: center;">Post listenin g</p>	<p><b>Task 22.</b> 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).</p> <p><b>My partner:</b> When and where was this famous Maghribi scholar born?  <b>Me:</b> .....</p> <p><b>My partner:</b> Can you mention the names of three towns in Algeria where he lived?  <b>Me:</b> .....</p> <p><b>My partner:</b> Where and when did he write his famous book "al-Muqaddima"  <b>Me:</b> .....</p> <p><b>My partner:</b> What was he doing all these years in Cairo?  <b>Me:</b> He was working as a .....</p> <p><b>My partner:</b> Where and when did he die?  <b>Me:</b> .....</p> <p><b>My partner:</b> What's his name?  <b>Me:</b> .....</p>	<p style="text-align: center;">L/L</p>	<p>To listen and complete</p> <p>The learner reinvests a time table</p> <p>To ask and answer questions</p>		<p style="text-align: center;">V/ A/ K/T</p>
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 <i>ME AND MY scientific world</i>	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: <b>interact</b> – interpret – produce <b>Target structure:</b> - Relative pronouns : who /which	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/the student book /audio file
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#### 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	Foc us	Aims	Mater ial	Va kt
	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/
	presenta tion	<div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A) Einstein is the scientist <b>who</b> developed a lot of theories.</p> <p>B) This is the book <b>which</b> I read last summer.</p> </div>	T/L	Giving the opportunity to the learners to guess and elicit the new structure.	W board	
	Practice	<p>T reads the first sentence aloud and asks students what the pronoun <b>who</b> refers to ?</p> <p>T reads the second sentence aloud and asks students what the pronoun <b>which</b> refers to ?</p> <p><b>T highlights rules about relative pronouns</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Who</b> and <b>which</b> are relative pronouns.</p> <p><b>Who</b> refers to people and <b>which</b> refers to objects and animals.</p> </div> <p>I use relative pronouns to combine clauses without repeating information.</p> <p>Example :</p> <p>Clause 1 : Einstein is a scientist.</p> <p>Clause 2 : Einstein developed a lot of theories.</p> <p>Combined : <b>Einstein</b> is the scientist <b>who</b> developed a lot of theories.</p>	T/L	Highlighting rules about relative pronouns	Cours ebook	a/v

	Use	<p><b>Task 11 page 98</b> I fill in the 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.</p> <p><b>Task 12 page 98</b> : I join each pair of sentences using the appropriate relative pronoun.</p> <p><b>Task 13 page 98</b> : I spot the mistake and correct it .</p> <p>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 page 98.</p>	L/L	<p>Check and reinforce</p> <p>Reinvest what they learnt to talk about famous people achievement</p>	Course book board	V/ A/ K/T
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## 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-Ḥaytham 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](http://www.newworldencyclopedia.org/entry/Ibn_al-Haytham)



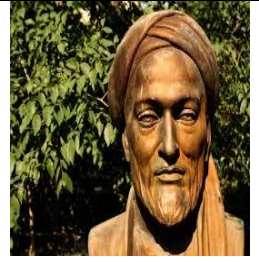
## Text 2

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 Greek, 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>



## Camera obscura

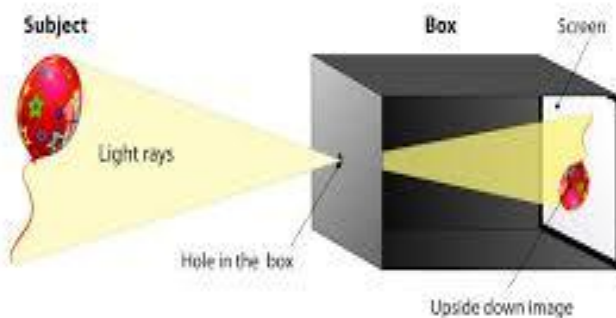


Figure 1



Figure 2

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 – <b>interpret</b> – produce. <b>Target structure:</b> - Simple past . simple present . relative pronouns.	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/ free texts
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#### 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	Value																					
	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 :: <b>pinhole –light . optics</b> What does figure 2 represent ? Guess what are the 2 texts about ?  T invites his pps to read the texts 1 and 2 and do the following task	T/L	To introduce the topic and the key lexical items																							
	While read	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Text 1</th> <th>Text 2</th> </tr> </thead> <tbody> <tr> <td>Titlle</td> <td></td> <td></td> </tr> <tr> <td>Source</td> <td></td> <td></td> </tr> <tr> <td>Type of documents</td> <td></td> <td></td> </tr> <tr> <td>- Blog page</td> <td></td> <td></td> </tr> <tr> <td>- Excerpt from a book</td> <td></td> <td></td> </tr> <tr> <td>- Press article</td> <td></td> <td></td> </tr> </tbody> </table>		Text 1	Text 2	Titlle			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																									
Titlle																											
Source																											
Type of documents																											
- Blog page																											
- Excerpt from a book																											
- Press article																											

	<p>Post read</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> <p><b>Task 2 :</b>  <b>Read the texts 1 and 2 and answer the questions</b></p> <ol style="list-style-type: none"> <li>1- How many paragraphs in each text ?</li> <li>2- Which topics do the texts 1 and 2 discuss ?</li> <li>3- What or who the underlined words in the 2 texts refer to ?</li> <li>4- Is the word camera of English origin ?</li> <li>5- Suggest titles to the texts.</li> </ol> <p>T : Work in pairs read the text again, check your answers and correct each other.</p> <p><b>Task 3 Read the texts and complete the table.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"><u>Names</u></th> <th style="width: 15%;"><u>Date of birth</u></th> <th style="width: 15%;"><u>Place of birth</u></th> <th style="width: 15%;"><u>Date of death</u></th> <th style="width: 15%;"><u>Their achievements</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>T invites his pps to work in small groups and discuss the following points :  Do you think what these great men did was important ?  Why ?</p>					<u>Names</u>	<u>Date of birth</u>	<u>Place of birth</u>	<u>Date of death</u>	<u>Their achievements</u>											<p>T/L</p> <p>L/L</p>	<p>The learner uses his critical thinking and gives his opinion</p>	<p>W board</p>	<p>V/ A/ K/T</p>
<u>Names</u>	<u>Date of birth</u>	<u>Place of birth</u>	<u>Date of death</u>	<u>Their achievements</u>																					

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
- \*Making recommendations
- Comparing and \*evaluating

#### **The communicative tasks**

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



Task cycle

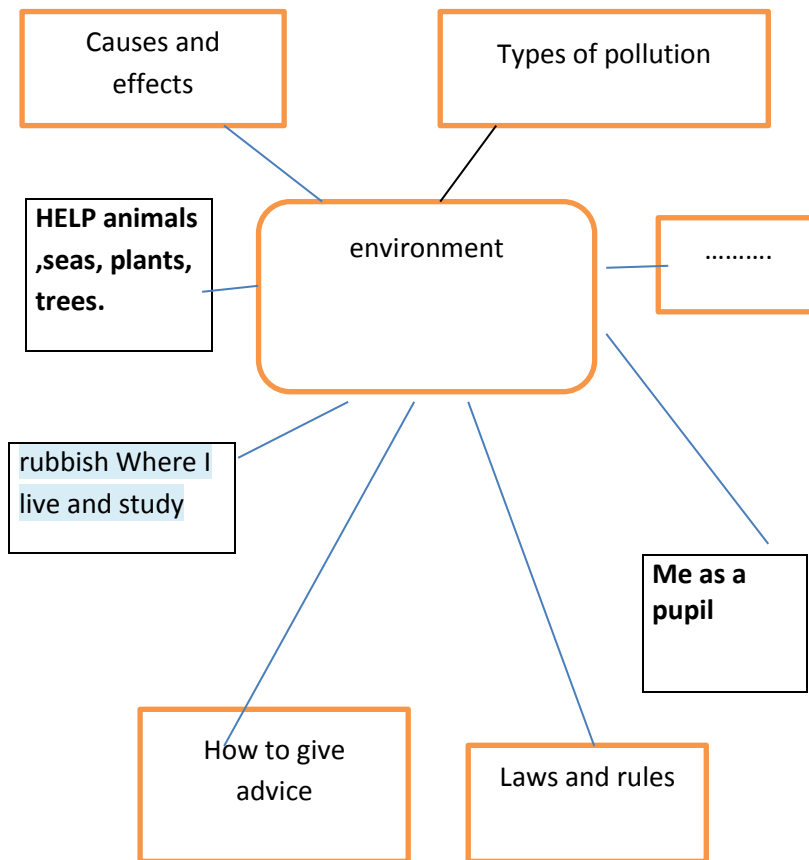


Teacher writes the "initial situation" on the board. He reads it. Then helps his pps to interpret it

**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](https://en.wikipedia.org/wiki/Wildlife_of_Algeria)

[www.globallearningcircles.org/.../projects/EndangeredAnimals.ppt..](http://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 – <b>interpret</b> – produce. <b>Target structure:</b> - simple present – adverbs of location	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/ s books/ audio file

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> <li>➤ Intel: Learner can understand verbal and non verbal messages .</li> <li>➤ Meth: He can work in pairs or in small groups.</li> <li>➤ Com: He can lead a discussion</li> <li>➤ Per and soc: He can socialize through oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Being proud of belonging to Algeria</li> <li>➤ Valuing the wonderful Algerian heritage.</li> <li>➤ Being proud of the national heritage.</li> <li>➤ Valuing good attitudes towards the environment</li> </ul>

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	T greets his pps .The pps respond.				
	Pre listen	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	flash card W board	a/v
				the pps listen and tick the		

	<p>listen</p> <p>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.</p> <p><u>The 2<sup>nd</sup> listening :</u> the pps listen again and complete the information in the fact file(Task 3 page113</p> <p><u>The 3rd listening</u> 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.</p> <p><u>The 4th listening</u> T he teacher invites his pps to listen to the UNESCO representative part 2 and do task 6 page 114</p> <p>The teacher invites his pps to work in pairs compare their answers and correct each other.</p> <p>post listen</p> <p>Discussion – Ask students to work in small groups to compose 2 discussion questions based on the topics that came up during the listening.</p>		L/L	<p>name they hear</p> <p>to listen and complete</p> <p>to encourage peer correction</p> <p>for further comprehension of the listening phase</p>	S books	V/ A/ K/T  W board
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## 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 schoolchildren in environmental issues around the world for more than twenty years. I listen to the BBC interview 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 be blown 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 animals 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 – <b>interpret</b> – produce. <b>Target LEXIS:</b> - lexis related to litter and pollution ( causes and effects)	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/ s books/ audio file/ flash cards
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#### Cross Curricular Competencies

- 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

#### Core values

- 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	Value
	brain storm  Pre listen	<p>T greets his pps .The pps respond.</p> <p>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..</p>  	T/L	<p>TO INVOLVE EVERY ONE</p> <p>To introduce the topic and the key lexical items</p>	<p>flash cards</p> <p>flash card</p> <p>W board</p>	<p>V/ A/</p> <p>a/v</p>
			T/L			

	<p>While listen</p> <p>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) ?</p> <p>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” ?</p> <p><u>The 1st listening :</u></p> <p>“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.</p> <p><u>The 2<sup>nd</sup> 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.</p> <p><u>The 3rd listening :</u> T invites his pps to listen to part 3 of the conversation and do <u>task 31 page121</u></p> <p><u>The 3rd listening</u> the teacher invites his pps to listen to the conversation part3 and do task 33 page121</p> <p><u>The 4th listening :</u> The teacher invites his pps to listen again , work in pairs , check their answers and correct each other.</p> <p>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 ?</p> <p>?</p>		L/L	<p>the pps listen and tick the information given to listen and complete</p> <p>to encourage peer correction</p> <p>to listen and write true or false</p> <p>for further comprehension of the listening phase</p>	S books  W board	V/ A/
post listen						

Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	T greets his pps/ pps respond				
	Pre listen	<u>Lead in</u> <ul style="list-style-type: none"> <li>• Has anyone ever littered at school?</li> <li>• Why did you litter?</li> </ul>		To involve every one and pave the way	w board	V/A/
	While listen	<ul style="list-style-type: none"> <li>• Has anyone seen someone littering? What did they do?</li> <li>• Why do you think pps did this? Have you ever run a litter patrol or a litter campaign ?</li> </ul> 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 .....)	T/L	To introduce the key lexical items		
	post listen	<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 recommendations given below, following the order mentioned by the interviewee . one of these recommendations is missing. <u>The 2<sup>nd</sup> 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).		the pps listen and tick the recommendation they hear		
		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)	L/L	to listen and complete	flash card	a/v
				the pps use what he learnt to solve a problem	W S books	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 page 138 I match each word with its definition adapted from oxford definition ( 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 <i>ME AND MY Environment</i>	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 – <b>interpret</b> – produce. <b>Target lexis</b> lexis related to	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/ power point file/ book
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#### Cross Curricular Competencies

- 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

#### Core values

- 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	Foc us	Aims	Mater ial	Va kt
	Warm up	T greets his pps .The pps respond.				
	pre listening	Think , pair and share : A lot of animals ( fauna) and plants ( flora) are <b>endangered</b> or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	flash cards	V/ A/
	while listening	The teacher uses the following powerpoint file to explain the keywords in the listening script : <a href="https://padlet.com/DjamelDjamel/uoaoaoa23tj8">https://padlet.com/DjamelDjamel/uoaoaoa23tj8</a>  <u>The listening script</u> <b>The IUCN representative talking to Algerian journalists about protected animal and plant species in Algeria</b>  <div style="border: 1px solid black; padding: 5px;"> <p>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 vulnerable or 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 since 2013. 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’s ones 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.</p> </div> <u>The 1st listening :</u>	T/L	To introduce the topic and the key lexical items		a/v
			T/L	to listen and and do tasks	W board	



Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	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 – <b>interpret</b> – <b>produce</b> . <b>Target language</b> : present perfect/ since / for/ how long/ past participle	Domain (s): Oral/written/ <b>both</b>	Materials: / W. Board/Sbook/ listening file / list of irregular verbs

Cross Curricular Competencies	Core values
<p>1. Intellectual competency:</p> <ul style="list-style-type: none"> <li>➤ The learner can use his critical thinking skills when eliciting the new target structure.</li> <li>➤ He can understand and interpret verbal and non-verbal messages</li> </ul> <p>2 Methodological competency:</p> <ul style="list-style-type: none"> <li>- He can work in pairs or within the whole class.</li> </ul> <p>3.Communicative competency:</p> <p>He can talk about his present activities.</p> <p>4. Personal and social competencies:</p> <p>He socialises through oral or written exchanges</p>	<ul style="list-style-type: none"> <li>➤ Being proud of belonging to Algeria</li> <li>➤ Valuing the wonderful Algerian heritage.</li> <li>➤ Being proud of the national heritage.</li> <li>➤ Valuing good attitudes towards the environment</li> </ul>

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	T greets his pps .The pps respond.		Set up a good climate /Review the use of the simple past	a listening file	V/ A/
	presenta tion	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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. .</p> </div> <p>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 ?</p> <p><b>T:</b> 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</p> <p><b>We have saved</b> so many endangered animals and vulnerable plants</p> <p style="margin-left: 40px;">      S aux pp have</p> <p>T presents the rules ( form and meaning ) of the present perfect )</p> <p>To talk about something started in the past and continue to the present ,I use the present perfect : 'have/has + past participle' <b>Affirmative</b> ; I have had a pet. <b>Negative form</b> : I haven't seen Ahmed.</p>	T/L	To introduce the target language in a context		a/v
			T/L	Giving the opportunity to the learners to guess and	W board	

	<p>practice</p>	<p><u>Interrogative form</u> : Have you bought a new book ? Yes ,I have/ No, I haven't <u>Wh- questions</u> What have you done?</p> <p><u>Task one</u> ; Put the words in the right order.</p> <p>1- I/homework/finished/ haven't/my 2- He/home/gone/has/ 3- The train/the station/left/has</p> <p><u>Task two</u> : I CORRECT THE VERBS The vet (cure) _____ the sick dog. The police (arrest) _____ two men for illegal hunting. _____ you (finish) ?</p> <p><u>Task 4</u>: I CHECK THE LIST and Complete the table with the past participle</p> <table border="1" data-bbox="247 660 1066 1008"> <tr> <td>1 do</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>2 live</td> <td>_____</td> <td>6 eat</td> <td>_____</td> </tr> <tr> <td>3 give</td> <td>_____</td> <td>7 ask</td> <td>_____</td> </tr> <tr> <td>4 write</td> <td>_____</td> <td>8 wear</td> <td>_____</td> </tr> <tr> <td>5- be</td> <td>.....</td> <td>9 buy</td> <td>_____</td> </tr> </table> <p>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 .</p>	1 do	_____			2 live	_____	6 eat	_____	3 give	_____	7 ask	_____	4 write	_____	8 wear	_____	5- be	.....	9 buy	_____	<p>T/L</p>	<p>elicit the new structure</p> <p>highlighting rules of present perfect highlighting rules of present perfect</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to talk about their present activities</p>	<p>BB</p> <p>BB</p> <p>BB list of irregular verbs</p>	<p>V/ A/ K/T</p>
1 do	_____																									
2 live	_____	6 eat	_____																							
3 give	_____	7 ask	_____																							
4 write	_____	8 wear	_____																							
5- be	.....	9 buy	_____																							
	<p>use</p>																									

Time	Framework	Procedure	Focus	Aims	Material	Value
	Warm up presentation	<p>T greets his pps .The pps respond.</p> <p>A quick review of the last lesson( present perfect)</p> <p>T invites his pps to consider the following sentences</p> <p>a)I have joined this organization since 2013</p> <p>b) My father has been an ecologist for 25 years.</p> <p>T : How long has Salim joined the SOS organization ?</p> <p>How long has his father been an ecologist ?</p>		<p>reinforce and pave the way</p> <p>To introduce the target language in a context</p>	board	V/A/
	practice	<p>T : explains the use of since and for with present perfect ( student book pages 130 /131)</p> <p><u>Task one</u> : ( task 16 page 136)</p> <p>I write the appropriate heading for each column <b>since</b> or <b>for</b></p> <p><u>Task two</u> <u>Task 17 page 136</u></p> <p>I fill in each gap with since or for</p> <p><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 .</p>	T/L	<p>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</p>	s books	
	use	<p>Students are encouraged to work in pairs , prepare ( 03 questions ) with how long and invite their partners to answer them using since and for .</p> <p><u>Example</u> :</p> <p>How long have you been able to ride a bicycle ?</p> <p>How long have you lived in Relizane ?</p> <p>How long have you been a student here ?</p> <p>How long have you practiced sport ?</p> <p>How long have your parent been married</p>	T/L	<p>the pps use what they learnt to ask and answer about their presentactivities</p>		a/v
			T/L			V/A/K/T

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

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

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
<b>for</b>	before a time period ( <i>a year, three days, two hours</i> )	He hasn't been a teacher <b>for</b> years.
<b>since</b>	before a point in time ( <i>2010, 5 o'clock, this morning</i> )	I have been abroad <b>since</b> 2003.
<b>How long...?</b>	at the beginning of a question	<b>How long</b> 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.



		<p><u>People <b>should</b> be ready to help these animals.</u></p> <p>                             subject    modal    verb ( infinitive without to)  (mild obligation)</p> <p><u>Grammar tools :</u>  The teacher explains rules ( page 129)</p> <p>Practice</p> <p>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.</p> <p>Use</p> <p>Task <u>4 page</u>  <b><u>READ THE SENTENCES AND WRITE SHOULD OR SHOULDN'T</u></b></p> <p>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 -</p> <p><u>Group work</u>  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</p>	L/L	<p>Highlighting rules (must/should)</p> <p>Check and reinforce</p> <p>The pps use what they learnt to show the others how can we make our environment feel better</p>	S books  W board	V/ A/ K/T
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	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 – <u>interpret</u> – <u>produce</u> . <u>Target structure</u> : - imperative	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/Sbook
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#### Cross Curricular Competencies

- 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

#### Core values

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



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)

Task one :((TASK 12 PAGE 135) :

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.

Task two : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130).

Task three :( 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

Practice

Use

Giving the opportunity to the learners to guess and elicit the new structure

highlighting rules giving advice and recommendations using imperative

to check and consolidate

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 design : 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 <i>ME AND MY Environment</i>	Lesson 1 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 – <b>interpret</b> – <b>produce</b> . <b>Target structure:</b> - Must / mustn't / should /shouldn't	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ free texts/Sbook
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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	Value
	Warm up	T greets his pps .The pps respond. I A lot of animals ( fauna) and plants ( flora) are <b>endangered</b> or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	w board	V/ A/
	Presenta tion	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. <u>The Algerian authorities <b>must</b> put an end to this problem.</u>       subject + modal + verb ( strong obligation)	T/L	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	Free text  W board	a/v
			T/L			

People **should** be ready to help these animals.

| subject | modal | verb (infinitive without to)  
(mild obligation)

Grammar tools :

The teacher explains rules ( page 129)

Task 1 page 133: I match each sign with its corresponding text .

Task 2 page 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 .....use.PAPER BAGS

5-WE .....USE RECYCLED PAPER

6-We .....stop testing medicine on animals -

Task 5 : Match

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

Group work

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 ,

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

Practice

Use

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 – <u>interpret</u> – <u>produce</u> . <b>Target structure:</b> - imperative	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/Sbook
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#### Cross Curricular Competencies

- 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

#### Core values

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



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)

Task one :((TASK 12 PAGE 135) :

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.

Task two : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130).

Task three :( 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 consolidate

The pps reinvest what they learnt to make school eco- charter

Sbook

Practice

Use

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 design :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.



	<p>practice</p>	 <p>T : Why rheneceeros is considered 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 consider the following sentences and answer the questions :</p> <div style="border: 1px solid black; padding: 5px;"> <p>1- <b>As</b> there are not severe rules against litter louts, our streets and pubic places will remain untidy .  2- Some animas went extincted <b>because</b> of illgal hunting and smuggling.</p> </div> <p>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/</p> <div style="border: 1px solid black; padding: 5px;"> <p>1- Alot of plants and trees are cut everyday. <b>So</b> , the Algerian authorities must protect them.  2- Plastic bags are thrown everywhere <b>.Therefore</b> ,people should use durable ones' bags for life '.</p> </div> <p>T : Underline the consequences in the 2sentences.  T : Which connectors are used to show us the consequences?</p> <p><u>Highlighting rules :</u></p> <p>1- We often use <b>as</b> and <b>because</b> when we want to focus more on the causes and the reasons ...  2- We often use <b>so</b> and <b>therefore</b> when we want to focus more on the results ( consequences)..</p> <p><b>Task 1 (5 page 134)</b>  <b>Task 2 :</b> complete with <u>as/because</u> or <u>therefore/so</u></p> <hr/> <p>1. ....there are not enough dustbins ,people should reduce their food waste.  2. Some animals are vulnerable .....their habitats are destroyed.  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</p> <p><b>Task 3 :</b>  <u>Discuss in groups causes and results of litter in the neighborhoods and make sentences using as/because or therefore/so.</u></p>	<p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>Giving the opportunity to the learners to guess and elicit the new structure</p> <p>highlighting rules of using discourse markers to talk or write about causes and consequences</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to talk about the causes and consequence of litter in the neighborhoods</p>	<p>BB</p> <p>BB</p>	<p>V/ A/ K/T</p>
	<p>use</p>					

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	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 – <b>interpret</b> – <b>produce.</b> <b>Target language :</b> the comparative of superiority Irregular adjectives/short adjectives/ long adjectives	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/Sbook/ flash cards
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### Cross Curricular Competencies

### Core values

- 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
- Methodological competency:
  - He can work in pairs or within the whole class.
- Communicative competency:
  - He can compare .
- 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	Foc us	Aims	Mater ial	Va kt																				
	Warm up	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		QUICK REVIEW TO REINFORCE AND PAVE THE WAY	flash cards	V/ A/																				
	presenta tion	<table border="1" data-bbox="247 1512 1053 1713"> <thead> <tr> <th>animals</th> <th>heavy</th> <th>fast</th> <th>endangered</th> </tr> </thead> <tbody> <tr> <td>adjectives</td> <td></td> <td></td> <td></td> </tr> <tr> <td>elephant</td> <td>+++</td> <td>+</td> <td>++</td> </tr> <tr> <td>fennec</td> <td>+</td> <td>++</td> <td>++</td> </tr> <tr> <td>Saharan cheetah</td> <td>++</td> <td>+++</td> <td>+++</td> </tr> </tbody> </table> <p>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 <b>is faster than</b> the fennec. The Saharan cheetah <b>is more endangered than</b> the elephant. The teacher gives the learners opportunity to analyse and elicit the new structure The Saharan cheetah <b>is faster than</b> the fennec Short adjective+ er+ than</p>	animals	heavy	fast	endangered	adjectives				elephant	+++	+	++	fennec	+	++	++	Saharan cheetah	++	+++	+++	T/L	Introduce the Target structure in a context	W board	a/v
animals	heavy	fast	endangered																							
adjectives																										
elephant	+++	+	++																							
fennec	+	++	++																							
Saharan cheetah	++	+++	+++																							

	<p>practice</p> <p>use</p>	<p>The Saharan cheetah <u>is more endangered than</u> the elephant more+ long adjective+ than</p> <p><b><u>Highlighting rules of the comparative of superiority.</u></b> My grammar tools page 134.</p> <p><b><u>Task one :</u></b> Reorder the following words to get coherent sentences. is / dangerous / more/ The lion/ the tiger. Apes/smarter/than/are/birds</p> <p><b><u>Task 2 :</u></b> Task20page138</p> <p><b><u>Task 3</u></b> Read the grammar tools again and work with your partner to correct the spotted mistakes</p> <ul style="list-style-type: none"> <li>- I'm gooder than my friend .</li> <li>- Horses are sociabler than Macaques.</li> </ul> <p><b><u>Task 4</u></b> Task 19 page137</p> <p>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</p>	<p>T/L</p> <p>T/L</p>	<p>the new structure</p> <p>highlighting rules of using discourse markers to talk or write about causes and consequences</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to compare the danger facing the Algerian fauna and flora</p>	<p>BB</p>	
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	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: <b>interact – interpret – produce.</b> <b>Target language :</b> wh question- yes no questions intonation	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/S book
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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	Foc us	Aims	Mater ial	Va kt
	Warm up	<u>T</u> 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/) :		To involve the learners and pave the way		V/ A/
	presenta tion	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/L	To identify the sounds(/ʒ/ & /dʒ/)	W board	
	practice	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/)		Eliciting and highlighting rules  To check and reinforce  Encourage The group work The pps reinvest what they learnt to	SB	a/v
					W board	

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

	use	<p>corresponding to the pronunciation of the letter in bold type in each word</p> <p>The pupils read the words in task 6 page 27 loudly focussing on the learnt silent letters.</p> <p><i>Dictation :</i>  <i>Teacher dictates some words and gives 30 seconds to students to think and write ;</i>  <i>Rhenoceros – where- whale- cheetah- known – school</i>  .....</p>		reinvest what they learnt to read some English words in a correct words		VA KT
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Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	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?		To involve the learners and pave the way		V/ A/
	presentation	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 <u>Highlighting rules :</u> <u>What is intonation ? page 126.</u> <u>3 intonation in questions page</u>	T/L	To identify the different intonation	W board	
	practice	<u>Task one :</u> 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? <u>Task two :</u> (task 9 page128) I listen and mark the intonation of each question (the interview questions) <u>Task three :</u> I read my pronunciation rules about intonation and I correct my intonation in the interview questions (task 2) with the help of my partner. <u>Task four :</u> I write my personal answers to the six answers in task9 page128. <u>Task five :</u> I work with my partner.we act out the interview in task 9 page 128 .we correct each other pronunciation.		Setting rules of intonation	SB	
	use			To check and reinforce the Ls understanding		a/v
				Encourage Peer correction	W board	
			T/L	The pps reinvest what they learnt to act out a meaningful dialogue	Sbooks	VA KT
			L/L			

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_– <b>interpret</b> – produce_ <b>Target structure:</b> - Should. Pronouns	Domain (s): Oral/written/ <u>both</u>	Materials Student book / W. Board/
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**Cross Curricular Competencies**

**Core values**

<ul style="list-style-type: none"> <li>- Intel: He can understand and interpret non-verbal messages.</li> <li>- He can show some degree of autonomy in all areas of learning</li> <li>➤ .</li> <li>- Meth: He can work in pairs or within the whole class.</li> <li>- He can mobilize his resources</li> <li>➤ .</li> <li>- Com: he can develop effective reading strategies</li> <li>-</li> <li>• Per and soc: He socialises through oral or written exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Valuing the wonderful Algerian heritage.</li> <li>➤ Being proud of the national heritage.</li> <li>➤ Valuing good attitudes towards the environment</li> <li>Valuing a clean and healthy environment</li> <li>➤ Raising teenagers awareness of environmental issues and seeking a change in their attitudes</li> </ul>
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Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up  before read	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			Graphic organizer	V/A/
	While reading	 <p style="text-align: right;">Butts</p>	T/L	T helps their pps bring their prior knowledge to the surface	S books	
		T invites his pps to read only the 1 <sup>st</sup> paragraph of the text (page139 )and guess the topic of the text and which vocabularies		Presenting the topic by eliciting from		



Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MT ENVIRONMENT	Lesson: I read and do 2 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_– <b>interpret</b> – produce_ <b>Target structure:</b> - Should. Pronouns	Domain (s): Oral/written/ <b>both</b>	Materials Student book / W. Board/
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**Cross Curricular Competencies**

**Core values**

- 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	Value
	Warm up  before read	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			Graphic organizer	V/A/
	While reading	 <p style="text-align: center;">Litter we throw every day</p> <p style="text-align: right;">Butts</p>	T/L	T helps their pps bring their prior knowledge to the surface	S books	
		T invites his pps to read only the 1 <sup>st</sup> paragraph of the text (page139 )and guess the topic of the text and which vocabularies they are going to face.( the teacher elicits and explain the key words)		Presenting the topic by eliciting from the PPs and engaging them		

