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

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

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

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

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	Practice : <

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

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

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

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

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Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson3**: I listen and do 2 Language focus : language learning/use.	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about clothing related to past and present daily and special wear and school uniform (teenage and traditional lifestyles)		
Targeted competencies: interact – interpret – produce. **Target structure:** - /simple present / simple past /used Adverbs of frequency: always , never …..	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

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

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

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

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Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson 4**: I listen and do 3 Language focus : language learning/use .	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about past and present children games using the semi model used to .		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple past /used to Adverbs of frequency: always , never ..	**Domain (s)**: Oral/written/both	**Materials:** Flashcards / W. Board/ audio scripts/textbooks

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

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

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Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: 5 Language focus : language use.	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learners will be able to ask and talk about actions/activities and events that happened in a specific period in the past using simple past tense with ago.		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple past (all forms) , ago , how long ago…….?	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks

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

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

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

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

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

1. copy _____

2. revise _____

3. cycle _____

4. listen _____

5. practice _____

6. play _____

7. like _____

8. move _____

2) Write the questions in the correct order.

Example :

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

Did you meet them last night?

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

_____

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

_____

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

_____

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

_____

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

_____

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

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

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

1. She …….. a cake an hour ago.

2. She …….. a hat last week.

3. The boy …….. a letter yesterday.

4. They …….. in the sea for an hour.

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

6. She …… her arm last week.

7. He …….. all his money last week.

8. She …… a bath two minutes ago.

9. He …….. his wallet last night.

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

11. She …….. the clothes yesterday.

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

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

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

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

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

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

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

a wonderful time.

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

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

clean the house (+) ……

feed the cat (+) ……

telephone Mary (-) ……

watch a film on TV (-) ……

visit her grandparents (+) ……

take them a cake (+) ……

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

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

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

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

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

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

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

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

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher asks the students to say how many vowels there are in the alphabet and name them..	T/L	To pave the way		V 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 .	L/L	To order information	W Board	V/A
		T invites his learners to read the dialogue and find words which have the following sounds and classify them (the teacher mustn't correct their answers)	T/L	To identify the target sounds /u://u//3://ə/	Wboard	
		/u:/b**oo**t / /u/f**oo**t / /3:/b**ir**d / /ə/pizz**a**				
		After presenting the rules from :		To highlight the rules related to the		

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

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Time	Framework	Procedure	Focus	Aims	Material	Vakt
		A brief recap of the last sounds (/u://u//3://ə/) After reviewing vowels and consonants the T invites his pps to work in small groups to find the hidden vowels in the following message. I usually play scr.bble .nd ch.ss with my .ncle before I go to b.d, b.t s.metimes I read and write some poems or listen to music instead . T asks his students to read the message and sort out words containing the following sounds **/ æ /fat** | **/ ʌ /cut** | **/ e/ pet** The teacher presents the rules from my pronunciation tools 3 page58 and asks the pps to check their answers **.** **Task 5 page 61 :** 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 . **Task 7 page 61 :** I listen and write each of the following words in its corresponding column **Tongue twisters** : T invites his learners to Practice the following tongue Twisters : 1. I **beg** my **pet** bird, **Rex**, to make a **nest**. Rex **pecks insects** and makes a **mess** on the **bed**. 2. The **band** has **fans** from faraway **lands.** They **pack** their **bags** and roam by **van** on the **sand.**	T/L T/L T/L T T/L L	Remind the pps of the last sounds to reinforce and pave the way To elicit the target sounds To recognize and identify the target sounds To highlight the rules related to the pronunciation of Te sounds **/ æ // ʌ // e/** Encourage peer assessment to consolidate and reinforce for further practice	W Board Wboard Course Book W board	V A a/v v/a v/a

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

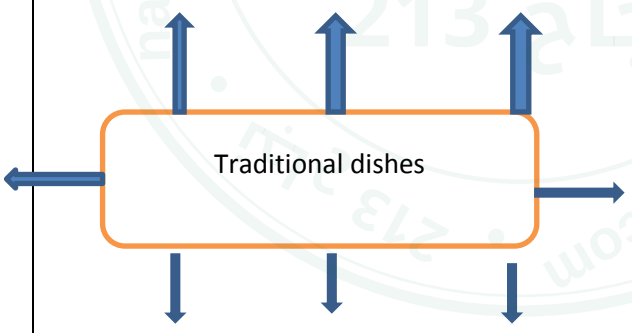
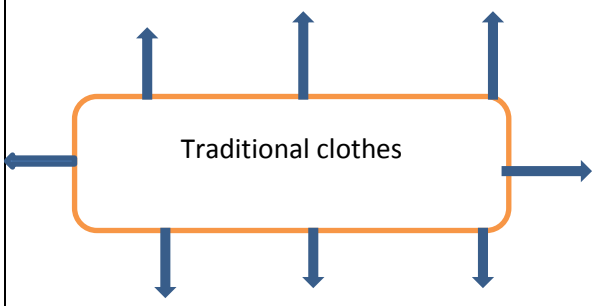
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Level : MS3	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 2 *ME and lifestyles*	**Lesson**: Language focus : language learning.	**Framework:** PPU
Learning Objective (s): by the end of this lesson my learners will be able to : a)Describe some clothes and costumes, the material they are made of and the place where they made , b) Describe traditional dishes and the ingredients which they are made with..		
Targeted competencies: interact – interpret – produce. **Target structure:** made of / made in/ made with .	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ /textbooks/flash cards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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