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4ms

Sequence: 1

ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS

By Mr DjamelDjamel







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فروض واختبارات مع الحلول لكل المستويات — مجاناً

Before starting this sequence the teacher should check with the PPs the following prerequisites and prepares some activities to review and consolidate:

Simple past (all forms).

Adjectives(long /short/syllables)

Comparative (more/Less)

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Past Simple (regular verbs)

Write the Past Simple form of the verbs below in the correct column.

repeat • worry • finish • start • phone • call • miss • enjoy • visit • marry • listen • cry • play • hate • wash • climb • live • arrive • talk • look • stay • ask • clean • travel • open • like • walk • carry • stop • mix • plan • decide • tidy

- d	- ed	cons + y - ied	double cons + - ed

Write sentences in Past Simple:

1- Affirmative
2- Negative
3- Interrogative (Yes / No)

A) My sister / tidy / her room / yesterday morning.

1-

2-

3-

B) We / live / in New York / in 1997.

1-

2-

3-

C) Tom / travel / to Dublin / last night.

1-

2-

3-

D) I / clean / my teeth / twice / yesterday.

1-

2-

3-

E) John / stay / at Mary's house / last summer.

1-

2-

3-

F) You / start / school / ten years ago.

1-

2-

3-

G) The film / end / very late / last weekend.

1-

2-

3-

H) Sue and Pat / talk / on the phone / yesterday.

1-

2-

3-

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Write the verbs in brackets in **Past Simple**.

- My sister ..... (tidy) her bedroom yesterday morning.
- We ..... (phone) our cousins last week.
- The girls ..... (play) on the computer last night.
- I ..... (travel) to Paris three months ago.
- John ..... (stay) at his granny's house last summer.
- The film ..... (end) very late yesterday.
- My family ..... (live) in New York in 1995.
- You ..... (clean) your teeth three times yesterday.

Complete the sentences with the verbs below in **Past Simple**.

walk | enjoy | like | wash | travel | finish | listen | study

1- Lucy ..... her birthday presents.

2- Last weekend I ..... in the mountains for 2 hours.

3- We ..... the party very much.

4- Ken ..... to his favourite CD yesterday.

5- My sister ..... Maths for an exam.

6- They ..... to the USA in 2003.

7- Dad ..... his car last weekend.

8- The film ..... at 11:30.



Write the sentences in **negative**.

1- Lucy ..... her birthday presents.

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....

8- .....

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What did you do yesterday? Put a (✓) or a (✗).

Did you ...	✓	✗
1 brush your teeth?		
2 help at home?		
3 watch a film on TV?		
4 study English?		
5 listen to music?		
6 phone a friend?		
7 use the computer?		
8 play tennis?		

Write questions about the previous activities and answer them.

1- Did you ..... yesterday? .....

2- .....? .....

3- .....? .....

4- .....? .....

5- .....? .....

6- .....? .....

7- .....? .....

8- .....? .....

Ask your classmate the questions and compare the answers.
Use **and** or **but** to join the actions.

1- Yesterday I .....

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....

8- .....

Past Simple (irregular verbs)

Complete the table.
Then complete the sentences with the Past Simple of the verbs in brackets.

	Infinitive	Past simple	Translation
1	make	made	
2		forgot	
3	hear		
4	drive		
5		did	
6	find		
7		broke	
8	have		
9	eat		
10		swam	
11	drink		
12		ran	
13	cut		
14		got	

- She ..... (go) to school on foot yesterday.
- Paul ..... (eat) 2 sandwiches and an apple.
- I ..... (get) up very early last night.
- They ..... (find) 50 euros in the street.
- My dad ..... (give) me a CD for my birthday.
- Ana ..... (have) a bath last Sunday.
- We ..... (swim) in the Mediterranean sea.
- Joe ..... (write) a letter to Mary 2 days ago.

Complete the sentences. Use the *negative form* of the underlined verbs.

Yesterday ...

- I drank coffee but I ..... tea.
- She found her purse but she ..... her keys.
- The children broke the window but they ..... the door.
- He had a shower but he ..... breakfast.
- My father made a cake but he ..... any pastries.
- We spoke English and French but we ..... German.

Match the pictures with the actions and write the Past Simple of the verbs.

have a shower | do the homework | write a letter | ride a bike | do the washing up
make a cake | eat a sandwich | read the newspaper



1 Alex wrote a letter



2 He



3 He



4 He



5 He



6 He



7 He



8 He

Write questions about Alex and answer them.

1 play computer games? Did Alex play computer games ? No, he didn't. He wrote a letter.

2 drink coffee? _____

_____

3 watch TV? _____

_____

4 clean his bedroom? _____

_____

5 drive a car? _____

_____

6 swim in the pool? _____

_____

7 read a book? _____

_____

8 walk the dog? _____

_____

Complete the text about Mary's holiday. Use the Past Simple.



Last summer holiday Mary ..... (go) to Miami with her  . She ..... (be) very excited before the journey because it ..... (be) the first time she ..... (travel) by  .

They ..... (stay) at a  near the sea. The weather ..... (be) sunny and very hot. In the morning they usually ..... (go) to the  .

Mary likes  and the children love  .

So Mary and Mum ..... (sunbathe) and the children ..... (play) with the ball and ..... (make) sandcastles. Dad ..... (swim) in the sea and ..... (read) the under the umbrella. We usually ..... (have) lunch in a  near the beach. In the afternoon they ..... (visit) very interesting places. One day They ..... (go) out in a  . It ..... (be) amazing!

They ..... (like) the  best. They ..... (see) different  , some  and even a  ..... (jump) in front of the boat. They also ..... (watch) some people feed the fish. Mary ..... (take) a lot of  .

The family ..... (enjoy) a lot.

The last day it ..... (rain). The whole family ..... (go) to a shopping centre.

They ..... (buy) some souvenirs. In the afternoon they ..... (return) home. Mary and her family ..... (have) a great time there !!!!

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WRITE sentences in PAST SIMPLE:

1- Affirmative
2- Negative
3- Interrogative (Yes / No)

A) He / phone / a friend / an hour ago.

1-

2-

3-

B) My father / buy / a jeep / last week.

1-

2-

3-

C) The girls / wear / skirts / to the party

1-

2-

3-

) I / wash / my hair / last night

1-

2-

3-

E) Jane / send / four e-mails / to Lisa

1-

2-

3-

F) The old lady / carry / heavy bags / yesterday morning

1-

2-

3-

G) The film / end / very late / last weekend

1-

2-

3-

H) They / go / to bed / at midnight

1-

2-

3-

I) The children / play / tennis and basketball / at the sports centre.

1-

2-

3-

J) You / do / your homework / last weekend.

1-

2-

3-

K) My friend / study / German / last year.

1-

2-

3-

L) I / get up / at seven / last Sunday morning

1-

2-

3-

M) We / visit / our friends / yesterday evening

1-

2-

3-

N) She / have lunch / in an Italian restaurant

1-

2-

3-

O) They / watch / TV / in the living room

1-

2-

3-

P) He / drink / orange juice / for breakfast

1-

2-

3-

- **Write *Wh- questions* for the underlined words in the previous sentences.**

Use these wh- words:

WHERE WHAT TIME WHEN WHAT HOW MANY WHO

A) - .....

B) - .....

C) - .....

D) - .....

E) - .....

F) - .....

G) - .....

H) - .....

I) - .....

J) - .....

K) - .....

L) - .....

M) - .....

N) - .....

O) - .....

P) - .....

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Level :4ms

SEQUENCE :one

1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS

by Mr djamel

Initial situation

In the international" travel forum" of tripadvisor.com website, you read a message of a tourist from England . He needs some information about Algeria. Think of some famous places you visited and write some information about them(famous landmrks, souks ,old medinas, famous figures….). Turn these information into a travel brochure to be posted inthe " travel forum

I learn to integrate

You have just returned from a three-day tour around Algeria .

Your want to post on your facebook the report of this trip to make people around the world aware of the cultural and historical richness of your country Algeria to know about the interesting places you visited.

Describe your itinerary and give information about the places you visited (universal landmarks ; old medinas , monuments, souks fortresses..)and outstanding ,famous figures in history with a detailed map

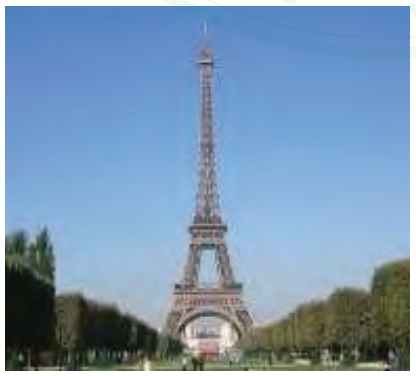
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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS	Session ; initial situation	Framework: PDP
Learning Objective :By the end of the session, the learners will be able to stimulate the learner interest and announce the topics of the new sequence.		
Targeted competencies: interact – **interpret** – produce. **lexis :** Some lexis related to the topic of the sequence : tour , sightseeing, interesting places, landmarks,…….-	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/a world map

Cross Curricular Competencies	Core values
➢ Intel: The learner can understand verbal and nonverbal messages . ➢ Meth: He can work in groups. ➢ Com: He can lead a discussion He can communicate appropriately He can generate solutions to a problem ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing work in groups. ➢ Valuing world heritage. ➢ Openness to other cultures. ➢ Valuing travelling

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre Task	T greets his PPs .The PPs respond. The teacher shows his PPs some pictures (or powerpoint file) of some universal landmarks and places of interests in the world and starts a short discussion (to lead them to the situation) .Example :  	T/L	Using prior knowledge lead the PPs to understand the situation	flash cards W board	V/ A/ a/v

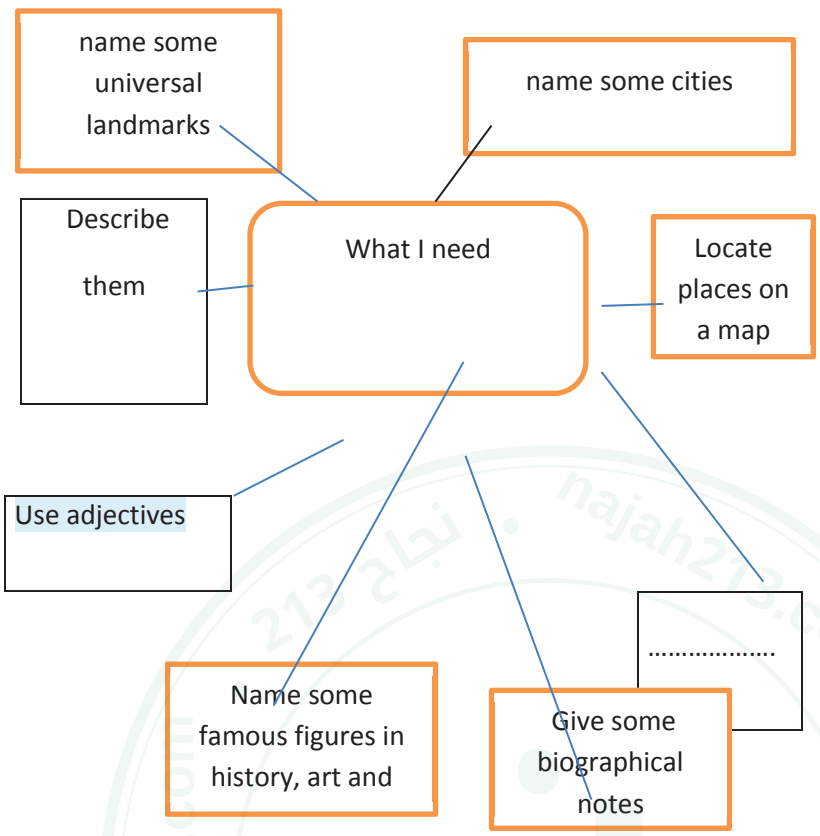
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	Task cycle	 Do you know these famous landmarks ? Where are they situated ? Can you locate them on the map ? Why do people visit them ? Do you know other monuments ? Do you like travelling ? Have you ever visited an interesting place (a landmark) ? Can you give me information about it . ? What does a tourist prepare before start his tour ? Can you name some famous places(old medinas, souks, landmarks….) in your city(or region) ? Are there any outstanding figures in history , literature or art in our region ? **Teacher writes the "initial situation" on the board.He reads it.Then helps his PPs to interpret it** **Initial situation** In the international" travel forum" of tripadvisor.com website, you read a message of a tourist from England . He needs some information about Algeria. Think of some famous places you visited and write some information about them(famous landmarks, souks ,old medinas, famous figures….). Turn these information into a travel brochure to be posted inthe " travel forum **T invites his pps to work in groups to discuss the problem and suggest solutions in 10 minutes .** **The teacher invites his pps to read what they wrote.** **Using spider graphic organizer , the teacher starts a discussion to introduce the topics of the new sequence.**	T/L L/L	to encourage PPs to discuss and cooperate to generate solutions brainstormin g ideas as much as possible	a map W board	V/ A/ K/T

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announce the topics of sequence 1

T : In this sequence : ''ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS '' We are going to see all these topics and ideas

SUGGESTION

The teacher provides his pps with some useful sites to check and get some ideas during learning this sequence :

https://www.thefamouspeople.com/algeria.phphttp:/-

https://www.biographyonline.net/people/famous/historical-figures.html

http://www.world-guides.com/africa/north-africa/algeria/algeria_landmarks.html

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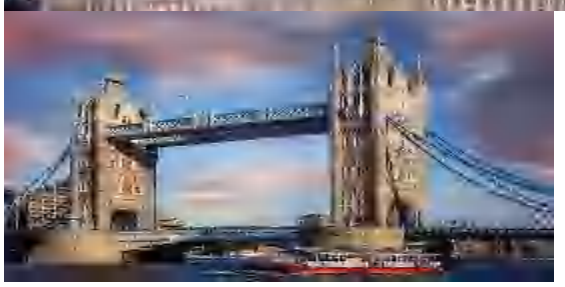
Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS	I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to prepare a guided tour where they show some famous places in their cities, regions or country.		
Targeted competencies: interact – interpret – produce. **Target structure**: - adjectives / sequencers .	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his critical thinking to deduce rules - Meth: He can work in pairs or within the whole class. - Com: He can reinvest the learnt language into the real life - Per and soc: He socialises through oral or written exchanges.	➢ Valuing the wonderful Algerian landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his pps / the pps respond. Teacher starts by writing the word *London* on the board. Then ,asks his students to say what they know about this city.(famous football players, famous places , location, country ,language……) Teacher shows his students some flash cards about London's most famous landmarks and monuments(Big Ben ,Westminiter palace, Thames…… (		Brainstorming/ using prior knowledge To prepare	Flash cards W board	V/ A/ a/v

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	While listening	  T : How do tourists usually visit these famous places? Do they go by train, taxi,or tourist bus? T shows his Ls the open-top bus in task 1 page 11 . T asks who usually talks to the tourists about the famous places during a tour on a bus? (A tour guide.) T ; A group of Algerian middle school are visiting London .They are riding an open- top double decker –bus and their English tourist guide is showing them London's most famous monuments and landmarks during this sightseeing tour. **The 1st listening :** Teacher invites his pps to listen to the tourist guide talking to sightseers and choose the right answer : a) The tourists are going on a sight seeing tour around : 1- London 2- liverpool- 3- Manchester b) The tourists are now in the city of : 1 – Leeds 2- Westminister 3- Bristol. c) The Westminister palace was built in the ……. century 1- tenth – 2 – eleventh 3- twelveth **The 2nd listening :** the Ls listen again to the English tourist guide part 1 and work with partners .They compare their answers then correct each other. **The 3rd listening :** Listen to the tourist guide talking to the pps and find the missing words (task 2 page11). Teacher asks the students which places tourists can visit in their city, town or village. (They could choose an other city with world famous places or just their local area) . Teacher writes these places on the board. *Teacher* tells the class to imagine that they are on a guided tour visiting the places listed on the board. Some		the learner for the listening phase and explain the key words To listen and choose the right answer TO encourage the L to work with his partner To listen and find the missing words The pps reinvest the listening phase to name the most famous places and	Audio file The board Sbook	

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	Post listening	pupils are tour guides and others are tourists. **Instructions :** **You are a tour guide.** Work in small groups and prepare your speech .Be prepared to answer the tourists' questions! You can start like this : Good morning/afternoon everyone! Welcome to this tour of _____ (place)by_____ (transport). My name's _____. I'm your guide on our tour of _____. The tour will take _____ hours. First we'll see _____. Then we'll see_____ Next we'll _____. After that _____ _____ _____ **The tourists can ask some questions.**		landmarks in their cities , regions or….. To act out a role play	The board	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS	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 write a short paragraph about famous monuments.		
Targeted competencies: interact – interpret – **produce**. **Target language**: - .describing monuments.	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - . - Com: He can select specific information through listening - Per and soc: He socialises through oral or written exchanges.	➢ Valuing the universal landmarks. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his pps / the pps respond. T starts by a quick review (the most famous landmarks in London *and the the guided tour of the Algerian middle school sightseers)*) Teacher shows his PPs the photo of Big Ben and let them share what they know about it.(Elicit the key words : chimmed, designed,……)  **The 1st listening :**		Brainstorming/ using prior knowledge To prepare the learner for the listening phase and explain the key words To listen and choose the right answer TO	Flash cards Sbook	V/A/ a/v

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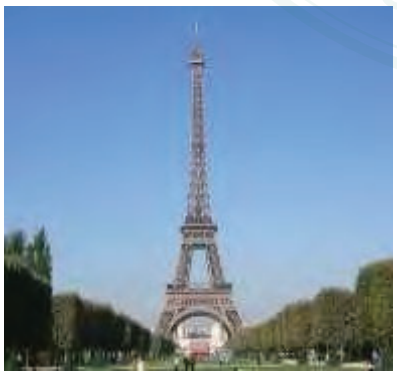
	While listening Post listening	T ; Listen to The English tourist guide part 2 talking to the Algerian tourists about London's most famous monuments and landmarks during this sightseeing tour and **task 5 page12** **The 2nd listening :** T : listen again to the English tourist guide part 2and copy the correct answer into your copy book (**task 6 page 12)** **The 3rd listening :** Listen to the tourist guide part 3 and fill in the table**(task 7 page 12**) The teacher explains some words like : designer- chimed- diameter….) **The fourth listening :** The PPs are invited to listen again and check their answers . Teacher : Now use the information from the table in the previous task and write a paragraph about Big Ben. Start like this : BigBen was designed by …….and ……it chimmed For the first time on …… It is ……..		encourage the L to work with his partner The Ls reinvest what they learnt to write a short paragraph about a famous land mark	The Sbook	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Language focus : language learning	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to write a short paragraph describing a famous monument using passive voice.		
Targeted competencies: interact – interpret – produce. **Target structure**: - Passive form in the past .	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/he student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his critical thinking to deduce rules. - Meth: He can work in pairs or within the whole class. - Com: He can reinvest the learnt language into the real life - Per and soc: He socialises through oral or written exchanges. -	➢ Valuing the wonderful Algerian landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his PPs / the PPs respond. The teacher pins on the board some flashcards of famous monuments and asks his pps to find their names. The teacher shows his pps a flash card of Eiffel tower and invites them to say what they know about it .  Teacher writes on the board the following note about Eiffel tower then asks some guiding questions :	T/L	Brainstorm /using prior Knowledge	Flash cards W board W board	V/ A/

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	present ation	The Eiffel Tower is the most famous monument of France. It is situated in Paris.it was designed by Gustave Eiffel .It was built by 250 workers. It was constructed between 1887 and 1889 for the expostion of Paris. Where is Eiffel tower situated ? Who designed it ? Who built it ? When ? and why ? T; Now read the following sentences and compare between them A)Gustave Eiffel designed the Eiffel tower. B)Eiffel tower was designed by Gustave Eiffel. T **draws the Ls attention and asks some guiding questions:** Underline the verbs in sentences a and b? what do you remark? What is the difference difference? Underline the subjects? What happened to the subject and the verb in sentence 2? What about the object ? A)Gustave Eiffel designed the Eiffel tower B)Eiffel tower was designed by Gustave Eiffel So, sentence A is in active form (the subject is before the verb) . Sentence b is in passive form (when the verb comes after the object we call it passive form) **Grammar tool :** T highlights rules of passive voice (pages 30/31)	T/L	Introduce the target language in a context Giving the opportunity to the learners to guess and elicit the new structure	The board The board	a/v
	Practic e	Task 1 Reorder the following words to get meaningful sentences. were /by / Salim/The tickets/ booked. was/ built/ The statue/ by a famous artist. Task two Fill in the correct form of the verb**(task 5 page…):** a) . Timgad (be found) by the Romans.		To check how well the learners have grasped the		

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	Use	b)Ketchaoua and Sultan Ahmed mosques (be build)in the 17th century . c)The Houses of Parliament. (be situate) along the river Thames in London.. d)Shakespeare's house – be locate in the small town in The Strafford-upon-Avon **Task 3** I write the following sentences into the passive form in the example.**(task 6page…)** T : Your epal asks you questions about some Algerian landmarks Complete the following email and post it where you give them information about Maquam Echahid Where is it situated? - Who built it? and when? - Why? Hello , my friend . In Algeria there are a lot of famous land marks , one of them is Maquam Echahid . It …… Algiers.It ……. by the Canadians in ……..1980s to celebrate the sacrifice of the unknown martyr.		meaning and the form of the new structure The pp reinvests what he learnt to talk /describe some monuments in Algeria	The board	V/ A/ K/T

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Reinforce and consolidate

Activity one : **Underline the correct variant:**

1. I am helped/was helped yesterday.
2. Milk is bought/was bought every day.
3. Nick is sent/was sent to the library yesterday.
4. Liz was given/were given a new toy last night.
5. This story is published/was published 2 years ago.
6. Milk is delivered/was delivered every day.
7. The cars are bought/were bought last year.
8. My sisters was invited/were invited to the party last week

ACTIVITY TWO ; . Rewrite the sentences in the Passive Voice:

1. We bought this car yesterday.
2. W. Shakespeare wrote "Romeo and Juliet".
3. I'made the report last week.
4. We designed a nice plan.

Activity three

The Statue of Liberty

Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.

1. The Statue of Liberty (give) _____ to the United States by France.
2. It (be) _____ a present on the 100th anniversary of the United States.
3. The Statue of Liberty (design) _____ by Frederic Auguste Bartholdi.
4. It (complete) _____ in France in July 1884.
5. In 350 pieces, the statue then (ship) _____ to New York, where it(arrive) _____ on 17 June 1885.
6. The pieces (put) _____ together and the opening ceremony (take) _____ place on 28 October 1886.
7. The Statue of Liberty (be) _____ 46 m high (93 m including the base).
8. The statue (represent) _____ the goddess of liberty.
9. She (hold) _____ a torch in her right hand and a tablet in her left hand.
10. On the tablet you (see / can) _____ the date of the Declaration of Independence (July 4, 1776).
11. Every year, the Statue of Liberty (visit) _____ by many people from all all over the world

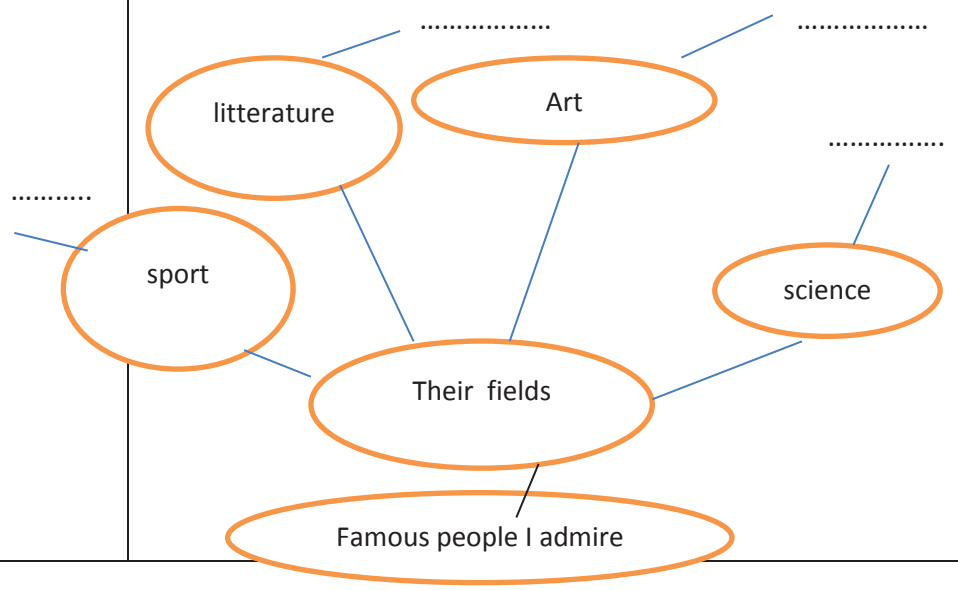
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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS	I listen and do Language focus : language use/learning	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to write a short paragraph, using biographical information , about outstanding figures.		
Targeted competencies: interact – interpret – produce. **Target structure**: - simple past (regular / irregular verbs) .	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - . - Com: He can select specific information through listening - Per and soc: He socialises through oral or written exchanges.	➢ Valuing art and artists. ➢ Valuing understanding figures ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his PPs / the PPs respond. T starts by a quick review (recall some information related to BigBen) Students work in small groups and make a list of four famous people they admire and discuss their choices with other students (teacher may help them with this graphic designer)		Recall previous information to build a new context To prepare the learner for the listening phase and	Flash cards Sbook	V/A/ a/v



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	While listening	The teacher can ask his PPS yo share what they already know about the playwright William Shakespeare. **<u>The 1st listening</u>** Teacher invites his PPs to listen to the tourist guide part 4 and complete the ID card of the famous English writer (**task 12 page 13)** **<u>The 2nd listening</u>** The learners listen again to the tourist guide part 4 and work with partners .They compare their ID cards them then correct each other. **<u>Task 15 page 17:</u>** T asks his PPs to write a caption for the portrait of the famous English writer that includes his full name / date and place of birth and death between brackets as in the following example : Abdelhamid Ibn-Badis(Constantine 1889- Constantine1940) **<u>Task 16 page17:</u>** **Teacher : Now , You work in pairs .Use the information in The ID card(task 12) and ask each other some questions related to this famous writer.You can ask about :** The name of this famous person / his date and place of birth/ his occupation/his writings /……		explain the key words To listen and complete an ID card TO encourage the L to work with his partner	Audio file The Sbook	
	Post listening	**<u>Task 18 page 18:</u>** Use the information from the ID card (task 12) and write a short paragragh about the famous writer. **You can start like this** : I (mention the full name of the famous writer) is an outstanding figure in English literature. His writings known worldwide. He was born on ……in ……He was ……He wrote……		The L reinvests what he learnt to write a note about an outstanding figure		V/A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Language focus : language learning	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to organize a series of activities, actions , events….. using discourse markers of chronology : first , the, next, ……		
Targeted competencies: interact – interpret – produce. **Target language**: - discourse markers (linking words) of chronology	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/he student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his critical thinking to deduce rules. - Meth: He can work in pairs or within the whole class. - Com: He can reinvest the learnt language into the real life - Per and soc: He socialises through oral or written exchanges. -	➢ Valuing the wonderful Algerian landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps / the pps respond. Teacher asks his students to describe their morning routine before coming to school. Two or three students share their routines with the group.		To pave the way for the presentation	Flash cards	V/ A/
	Presentation	Now ,the teacher tells his routine. As he is telling his students his routine, he should write one the board the steps and writes the discourse markers in a different colour, "First, I wake up. Next, I go and brush my teeth. After that, I go to the kitchen and drink some orange juice. Finally, I put on my coat and come to school. Teacher : Why did I use these discourse markers (linking words) : First , then , after that and finally .	T/L	To involve everyone in the process Introduce the target structure in a context	W board	
	Practice	In which part of the sentence we can put them ? Which punctuation sign we have after these discourse markers? The teacher highlights rules of the discourse markers (linking words) of chronology page 34). **Task one** : Reoder the following tourist guide speach Then, we'll go to the zoo.	T/L	Giving the opportunity to the learners to guess and elicit the new structure Highlighting rules	W board	

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	Use	Finally, we'll visit the caves . First,we'll see _____Lalla Setti. After that , we'll see AlMansoura . **Task two** : fill in each blank with the appropriate chronological markers (task 15 page 38) **Task three** : Work with your partners. Read my grammar tools 4.1 again and check your answers. **Task four** : Write four sentences describing in a chronological order your after school routine . Start like this : When I get home , first ,I ……		To check how well the learners have grasped the meaning and the form of the new structure The pp reinvests what he learnt to talk about real life situation	The s book The board	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I practise Language focus : language learning/use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk about some famous landmarks and outstanding figures in his /her city or region using strong form adjectives.		
Targeted competencies: interact – interpret – **produce**. **Target structure**: - base form and strong form adjectives .	Domain (s): Oral/written/both	Materials: / W. Board / the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - The learner can use his critical thinking skills when eliciting the new target structure. - - Meth: He can work in pairs or within the whole class. - . - Com: He can re-invest the language in a real life situation - Per and soc: He socialises through oral or written exchanges.	➢ Valuing the wonderful Algerian landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up The presentation	The teacher greets his PPS / the PPS respond. Teacher invites his PPS to work in pairs and list as many adjectives as they can . The teacher invites his PPS to consider the following sentences and elicits the new target structure by asking some guiding questions: Find the adjectives . Some adjectives are preceded by very .what that means? And some not .why? a)This stadium is very old b)This stadium is ancient a)This place is very big. b)It's a huge place. a)I'm very good at Maths. b)I'm excellent at Maths T : Old, big or good are base adjectives. Strong adjectives have the meaning of very. Eg. Very old = ancient Very big = ... huge		Brainstorming/ using prior knowledge To get all the learners involved To elicit the target structure To familiarize the learners to the new target structures	board W board	V/ A/ a/v

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	Practice use	Very good = ... excellent ..... Teacher highlights rules base adjectives and strong adjectives (my grammar tools page33) **Task 1 :((**Task 9 page 37). All the following strong adjectives are used to say that someone or something is “very nice “or “very good “or “great”_except three. I use my dictionary and find the three intruders. **Task 2 (**Task 10page37 I use my dictionary and match each base adjective with its corresponding strong one **Task 3** I choose three strong adjectives and write three adjectives describing a famous landmark in my town or region. Then,I choose three strong adjectives and write three adjectives describing an oustanding figure in my town or region		To check /and reinforce The PP reinvests what he learnt to describe some famous landmarks and outstanding figures in his/her city	The sbook	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Language focus : language learning	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to : 1) compare between landmarks and famous figures 2)describe the world around them and make comparisons of equality / inferiority.		
Targeted competencies: interact – interpret – produce. **Target structure**: - comparisons of equality / inferiority as……..as……/ not as……..as .	Domain (s): Oral/written/both	Materials: W. Board/he student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his critical thinking to deduce rules. - Meth: He can work in pairs or within the whole class. - Com: He can reinvest the learnt language into the real life - Per and soc: He socialises through oral or written exchanges. -	➢ Valuing the worldwide landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps / the pps respond. Teacher invites 2students (different in height) to the front of the class. Then,asks the rest of the class a question : Is x(pupil 1) as tall as x pupil 2 ?(using gestures) Teacher : Now, Choose a student who has the same height as the first student who was chosen. *Example:* • Who is as tall as Karim? Invite the other student who was chosen to be compared with the first student to the front of the class. The teacher constructs the sentence to show comparison. *Example:*• Rachid is as tall as Karim. Karim is as tall as Rachid. The teacher writes the sentences on the board. Then , underlines the adjectives and 'as … as'. The teacher writes the following chart on the board and asks some guiding questions to elicit the new target language.	T/L	Brainstorming /using prior Knowledge Paving the way. Introduce the target language in a context	W board W board	V/ A/

Landmarks	Country	Area	Date of construction
Al Hambra palace	spain	142,000 square metres	8th century

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	Presentation Practice Use	<table><tr><td>Topkapi palace</td><td>Turkey</td><td>80,000 square metres</td><td>14th century</td></tr></table> What is Alhambra ? What is Topkapi ? Where are they situated ? Is Al Hambra palace as famous as Topkapi palace ? Is Al Hambra palace as big as Topkapi palace ? Is Al Hambra palace as old as Topkapi palace ? **Highlighting rules.** See and discuss My grammar tools Comparative of equality and inferiority page 31) **Task 1 : (** task 1 page36) Pay attention to the information between brackets and fill in each blank with 'as' or 'not as'. The teacher invites his PPs to work with partners .Check their answers and correct each other. **Task 2 (Task 2 page 36) .** Compare and join each pair ('a' and 'b') using ''as….as'' and ''not as…… as ''. **Task 3** (T : Now ,choose two landmarks and two oustanding figures from your region , country or the world and compare between them using 'as..as' or 'Not as..as'. .	T/L	Giving the opportunity to the learners to guess and elicit the new structure Highlighting rules To check how well the learners have grasped the meaning and the form of the new structure The pp reinvests what he learnt to describe and compare the world around them	The board The board	a/v V/ A/ K/T

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Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	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 describe an itinerary and identify its components		
Targeted competencies: interact – interpret – produce. **Target structure**: - simple past / sequencers .	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - . - Com: He can use role play to communicate appropriately - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening <

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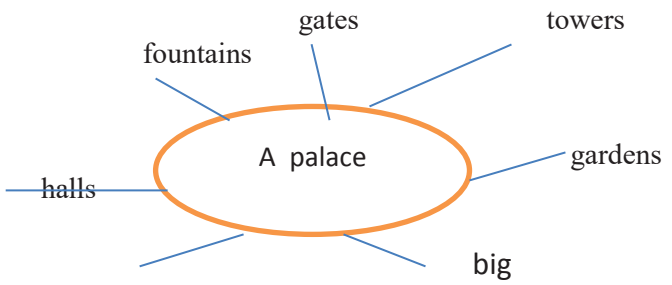
	Post listening	**The 2nd listening** The teacher invites his learners to listen again ,check their answers. Then work in pairs To correct each other. **The 3nd listening** The students are invited to listen again the conversation part1 and fill in each blank with the corresponding word (**task 25page15)** **Teacher :**Now, work with your partner. Play the role of Nabila and choose other Mediterranean countries then tell your partner about your cruise itinerary using the words: first, then, afterthat, finally as in the example(**task27page16)**		To listen and find the right word The pps reinvest the listening phase describe an itinerary To act out a role play	The board	V/ A/ K/T

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Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Lesson: I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): By the end of the lesson, my pupils will be able to listen to different conversations and fill in an ID card and a fact file using the simple past, the comparative of equality and inferiority		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past / comparative .	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - . - Com: He can use role play to communicate appropriately - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Openness to the world. ➢ Openness to other cultures ➢ Valuing world heritage

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his PPS .The PPS respond. The teacher invites his PPS to list the famous painters they know and mention their origins. The teacher writes on the board the word “Andalousia” then asks his students what they know about it. Teacher elicits as much information as possible. T : There are a lot of hiritage sites in Spain listed by UNISCO . The teacher shows his pupils a flash card of a palace then asks them to describe it .Teacher elicits the important key words can we have in a historic palace  		Brainstorming/ using prior knowledge To prepare the learner for the listening phase and explain the key words To listen and reorder To listen and fill in an ID card The pps reinvest the<ID card information to write a caption for a portrait of a famous figure	W board Flash cards	V/ A/ A/ V

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	While listening Post listening	courtyards **<u>The 1st listening</u>** The teacher invites his PPs to listen to part2 of the conversation and reorder the jumbled exchanges (**<u>task 22 page16)</u>** **<u>The 2nd listening</u>** The pps are asked to listen to part2 and complete the ID card of the famous artist that Nabila mentioned **<u>(task31page17)</u>** Teacher : Now ,write a caption for the portrait of this famous artist that include his full name and date/ place of birth between brackets. **<u>The 3rd listening</u>** : T : Now , listen to the conversation part 3 and copy the true statements (facts) about Alhambra palace (task 34 page17) **<u>The 4th listening</u>** The PPS are asked to listen again to the conversation part 3 then check their answers. Afterthat, they work with their partners to correct the false statements **<u>(fact file 1)</u>** **<u>The 5th listening</u>** : Teacher invites his pps to listen again to the conversation and complete the missing information in **<u>fact file 2</u>** (task 73 page 18) <u>Task 39 page 18:</u> Which landmarks do these photos represent? Use the information you learnt and write a caption for each of the two photos ,similar to the caption accompanying the photos in tasks (6 , 20 and 31)		To listen for specific information. To listen in order to fill in the missing information. To involve PPs in peer correction. To produce a piece of writing.	Audio fil The Sbook	A/ V

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Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): My learners will be able to ask and answer questions to give information about historic tourist attractions.		
Targeted competencies: **interact** – interpret – **produce**. **Target structure**: - wh questions / yes/ no questions	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - - Com: He can re-invest the language in a real life situation - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Openness to the world. ➢ Openness to other cultures ➢ Valuing world heritage

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his PPs. The PPs respond. A quick review: Teacher shows a photo of Al Hambra palace and asks some questions : Do you remember this Palace? Where is it situated? Who built it? How / when is it constructed? What can we find in it?(gates, towers, length ,……..) The teacher shows his PPS a flash card of the leaning tower of Pisa and invites his PPS to say what they now about it and what they want to know about it? 		To refresh the pp's memory introduce some key words	W board Flash card	V/ A/ V/ A/

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	While listening Post listening	T : Nabila is still chatting with her classmates about the places of interest (landmarks) she has visited in each of the three countries. **The 1st listening** The teacher invites his PPs to listen to the conversation **part 4** and identify the names of landmarks Nabila visited in her cruise and the names of the outstanding figures she talked about (Task 40 page 18). **The 2nd listening** The teacher invites his PPS to listen again to the conversation part 4 and match each question to the corresponding answer. (task 42 page 18). **The 3rd listening .** The PPs are asked to listen again and check their answers. **The 4th listening .** The teacher asks his PPs to listen again and complete the The fact file of the leaning tower of Pisa**(Task 44 page 19**) T : Work in pairs and prepare three questions and their answers about the leaning tower of Pisa .		To listen and identify the correct answer To encourage peer correction To listen and match To listen and complete a fact file The PPs reinvest what they learnt to ask and answer questions about a famous land mark	Audio file the S book The board	V/ A V/ A/ K/T

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Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): My learners will be able to :1)Ask and answer questions to give information about an outstanding figure.2) Transform information of an ID card into a paragraph.		
Targeted competencies: **interact** – interpret – produce. **Target structure**: - wh questions / yes/ no questions	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - , - Com: He can ask and answer questions about famous people . - Use role plays to communicate in an appropriate way. - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Valuing art ➢ Openness to the world. ➢ Openness to other cultures ➢ Valuing world heritage

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his PPS. The PPS respond. A quick review: (Teacher helps his PPs to remember what they learnt in the previous lesson)		To refresh the pp's memory		V/ A/
	Pre listening	To prepare the learner for the listening phase ,the teacher asks a series of questions to elicit the key words: Have you ever been to a museum? What kinds of art are presented there? Can you name some Algerian painters or sculptors? Do you know some of their works? Can you know some worldwide known painters? Who are they? What about their works? Can you name some of their paintings?		introduce the key words	W board Flash card	
		T : Nabila is still chatting with her classmates about her cruise trip . **The 1st listening** T: Now you listen again to the conversation **part 4** and complete the ID card of the outstanding artist that Nabila				V/ A/

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	While listening	mentioned (Task 47page 20). **The 2nd listening** The teacher invites his PPs to listen again to the conversation part 4 and check their answers (task 42 page 18). **The 3rd listening . (** task 49 page20) The teacher asks his PPs to use the information in the ID card 2 and ask each other questions about : - This artist name. - His date of birth. - His birth place and home country. - The date of his death. - His most famous paintings. - …… - ……		To listen and complete an ID card The PPs use information they have to ask and answer questions about outstanding people	Audio file the S book	V/ A
	Post listening	T invites his learners to use information from the ID card 3 (task 47) to write a paragraph (3 to 5 sentences) about this famous artist .(task 51 page 20) you can start like this (I mention the artist name) is an outstanding figure in ……..		The PPs reinvest what they learnt to write a paragraph about famous people		V/ A/ K/T

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Review and consolidate :

Task one (oral) Match adjectives to the noun .And make a sentence

Good green red white light blue cold big	the sky snow gold a bone grass ice elephant beetroot	as good as gold _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Task two : Rewrite the sentences as in the example.

Bill is twelve years old and Tom is twelve, too. - Tom is as old as Bill.

1 Computer studies is difficult and Maths is difficult, too.

Maths is _____.

2 Paris is beautiful and London is beautiful, too.

London is _____.

3 Kim is very nice but Sally is nicer.

Kim isn't_____.

4 June is hot but August is hotter.

June isn't _____.

5 Tom is intelligent but Matt is more intelligent.

Tom isn't _____.

A game :

- The teacher invites his pps to remember as many as adjectives as they can .Then write them randomly on the board. Afterthat , he invites his students to work in groups of six and use these adjectives in examples expressing comparative of equality/ inferiority. The group who makes a correct example wins a point .At the end, the group with the most points is the winner.

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Comparative adjectives

1. Complete with a comparative adjective and all the necessary words.

1. Snakes are ..... (fast) snails.
2. London is ..... (big) Madrid.
3. Snails are ..... (slow) snakes.
4. My literature book is ..... (difficult) my English book.
5. *Lord of the Rings* is ..... (interesting) *Mission Impossible*.

2. **Make sentences comparing these things, as in the example.**

1. English / maths (important) *English is more important than maths*
2. A tortoise / a cat (slow) .....
3. My friend / I (handsome) .....
4. Chocolate milkshakes / lemonade (good) .....
5. A tiger / a rabbit (dangerous) .....
6. The North Pole / Africa (cold) .....
7. Swimming / skating (easy) .....
8. The Eiffel Tower / my house (big) .....
9. A stone / a feather (heavy) .....
10. Planes / cars (fast) .....

3. Write the comparative form.

1. big ..... 6. good .....
2. happy ..... 7. easy .....
3. expensive ..... 8. great .....
4. intelligent ..... 9. interesting .....
5. boring ..... 10. bad .....

4. **Complete with the comparative form of the adjectives in the box**.

Far cold hot modern

1. Summer is ..... than spring.
2. Winter is ..... than summer.
3. The Eiffel Tower is ..... than the Coliseum.
4. China is ..... than Ital

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): My learners will be able to :1)compare between landmarks 2) listen and do tasks 3) listen and get information about Ottoman landmarks and outstanding figures		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - comparative /wh questions / yes/ no questions	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/ audio file/ the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - Meth: He can work in pairs or within the whole class. - He can use strategies for listening and interpreting oral discourse. - , - Com: He can ask and answer questions about famous people . - Use role plays to communicate in an appropriate way. - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Openness to the world. ➢ Openness to other cultures ➢ Valuing world heritage

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	The teacher greets his pps. The pps respond. A quick review: (Teacher helps his pps to remember what they learnt in the previous lesson) To involve everyone ,the teacher invites his pps to find the missing letters to get an European country .(If the pps couldn't find the missing letters , the teacher may help with T----y T : - What do you know about Turkey ?(location; famous landmarks, capital , famous people……..). - If you visit Turkey someday, what places you like to visit first ? - Do you know some Turkish words? What are they? **The 1st listening** T: Now you listen to the conversation **part 5** and find the missing words (Task 54page 21). **The 2nd listening** The teacher invites his pps to listen again to the conversation		To refresh the pp's memory To make a link between the previous tasks and the new ones introduce the key words To listen and find the missing information	W board Audio file	V/ A/ V/ A/

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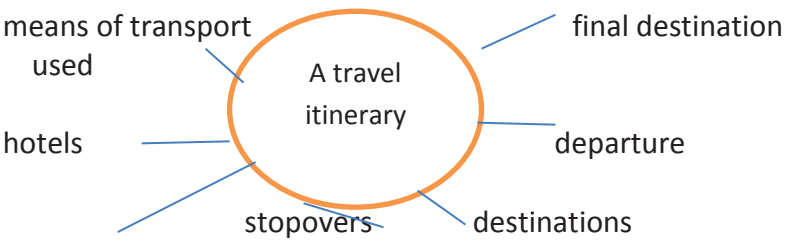
	While listening	part 5 and check their answers (task 54page 21). **The 3rd listening .** The teacher invites his pps to listen to the conversation and complete the ID card of the Ottoman outstanding figure. (Task 56 page22) **The 4th listening .** The pps are invited to listen again to the conversation part 6 and check their answers **The 5th listening** T invites his learners to listen to the conversation part 6 and reorder the jumbled exchanges (task 58 page22)		To listen and complete an ID card To listen and reorder jumbled exchanges	the S book	
	Post listening	**Task 60 page 22** The learners are invited to complete the table using all the information they have learnt in the previous tasks .		For further comprehension of the information given		V/ A

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Language focus : language use	Framework: PPU
Learning Objective (s): My learners will be able to :1) describe an itinerary . 2) summerize the most important points. 3) locate places on a map		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past – sequencers	Domain (s): Oral/written/both	Materials: a map/ W. Board/the student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his previous knowledge - Meth: He can work in pairs or within the whole class. - He can mobilise his resources - Com: He can summarize an itinerary. - Per and soc: He socialises through oral or written exchanges.	➢ Valuing travelling. ➢ Openness to the world. ➢ Openness to other cultures ➢ Valuing world heritage

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps. The pps respond. To involve every one ,the teacher pins on the board the world map then invites his pps to work in small groups find the names of the places that Nabila visited on her Mediterranean cruise		The pp uses his prior knowledge To refresh the pp's memory	A map	V/ A/
		The teacher discusses with his pps how does a travel itinerary outline all the elements of a good trip.		and make a link between the previous tasks and the new ones		
	Presentation	 make a list of what to do		introduce the topical lexis		V/ A/
		T: Now use the information you learnt in task22 (cruise itinerary 2) and tasks 41,47 and 56 (ID cards 2 , 3 and 4) tasks 34 and 44 (fact files 1 and 3),task 51 and reorder Nabila's cruise itinerary with the mention of the landmarks she visited		To recall prior information	the S book	

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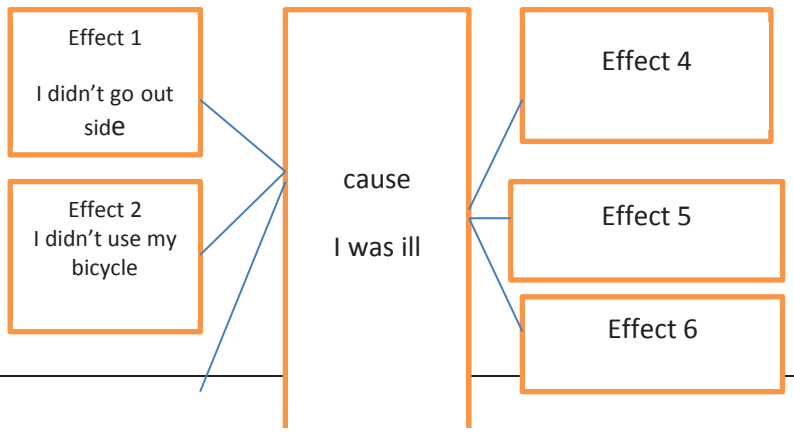
	Practise Use	and the outstanding figures she talked about to her classmate as in the example. (**task 62 page 25**). T invites his pps to work in groups of 4 and compare their answers. T invites his pps to use the information in task 62 page 25 and write a summary (one paragraph) of Nabila's Mediterranean cruise mentioning all the places she has visited and the outstanding figures she talked about , the pps can start like the example given in (**task 63page 25**). The teacher invites his pps to work in small groups . **Discussion** As a class, discuss what types of locations, travel plans, etc. might be suitable for these different types of travelers: • Two sightseers • Two friends who are attending college • Business people.		To summarize the most important points of an itinerary To describe an itinerary	board	V/ A

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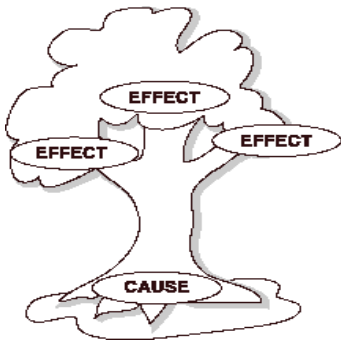
Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Language focus : language learning	Framework: PPU
Learning Objective (s): by the end of this lesson my students will be able to identify cause and effect using discourse markers. .		
Targeted competencies: interact – interpret – produce. **Target structure**: - Discourse markers of causes and effects Because , as , since, so , therefore, as a result.	Domain (s): Oral/written/both	Materials: flash cards/ W. Board/he student book

Cross Curricular Competencies	Core values
- Intel: Learner can understand verbal and non verbal messages . - He can use his critical thinking to deduce rules. - Meth: He can work in pairs or within the whole class. - Com: He can reinvest the learnt language into the real life - Per and soc: He socialises through oral or written exchanges. -	➢ Valuing the wonderful Algerian landmarks. ➢ Being proud of the national heritage. ➢ Openness to the world.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his PPs / the PPs respond. Teacher writes on the board the following question and invites all the PPS to answer frankly : Have you enjoyed your last weekend (or last summer holidays) ? And explain why? The teacher writes on the some PPs' answers (the teacher helps his PPS to find the right words). Examples : Yes, I have enjoyed my weekend because I had a lot of fun. Yes, My weekend was wonderful because I bought a nice bicycle. No, I haven't enjoyed my weekend because I was ill.	T/L	Brainstorm /using prior Knowledge	The board	V/ A/
	The presentation	The teacher using cause and effect graphic organizer elicits and introduces the new target language in a context. 		Introduce the target language in a context	W board W board	

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		Effect 3 ..... As he was ill ,he didn't go outside | | | Connector cause effect of reason Now find the cause the effect and the in the following sentence. He was ill ,so he didn't use his bicycle . | | | Cause connector of effects effect Teacher : We often *use* as and because ,……..when we want to focus more on the causes and the reasons ... We often *use* so and therefore ,……when we want to focus more onthe results (consequences) Highlighting rules (my grammar tools page 35) expressing cause and effect.	T/L	Giving the opportunity to the learners to guess and elicit the new target language	The board	
	Practice Use	**Task one :** (task 18 page39) Match each pair and write down the full sentences as in the example **Task two** : task 19 page39 Complete the sentences in a meaningful way The teacher invites his pps to read my grammar tools again .Check their answers then correct each other. **Task three** : Write results to the following causes using the appropriate connector.  Your father came from piligimage. You didn't revise well.	T/L	To check how well the learners have grasped the meaning and the form of the new language The pp	The S book The	a/v

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		You miss the bus. You came late to school. You feel sick . I can’t ride a bicycle. I haven’t enough money.	T/L	reinvests what he learnt to talk about a real life situation	board	V/ A/

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	Lesson: I PRONOUNCE Language focus : language learning and use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to : a) give information about famous landmarks b)recognize consonant clusters.		
Targeted competencies: interact – **interpret** – produce. **Target sound**: - consonant clusters (intial and final position)	Domain (s): Oral/written/both	Materials: flashcards / W. Board/ cards/ scissors

Cross Curricular Competencies	Core values
Intel: The learner can interpret and identify sounds. He can understand and interpret verbal and non-verbal messages **Meth:** He can work in pairs or within the whole class. He can assess his work then his classmates. **Com**: He can communicate using games and role plays **Per and soc**: He socialises through oral or written exchanges.	- Being helpful while working with the others. - Valuing group work. - Valuing and encourage games in learning a language - Openness to other languages and cultures - valuingAlgerian landmarks - valuing travelling

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps /the pps respond . The teacher invites his pps to sing the Alphabet song T asks some questions : How many letters do we have in English alphabet? How many vowels do we have? What are they? How many consonants do we have? Can you say them in an order way?	T/L	Recall and use prior knowledge Paving the way		V/ A/
	Presentation	The teacher shows his pps some flashcards about the blue mosque of Turkey and see if they know its location.  T writes on the board a note about this mosque and invites			Flash card W board	

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		his pps to read it. The blue mosque of Istambul is a splendid landma.__ It is built between1609 and 1616 years. A lot of tourists from all over the world come to visit this place. Guiding questions : Teacher *asks students to consuder the underlined consonants.* *blue –- splendid- landma – built- tourists- place- T : Is there any vowel between these consonants ?* *T ; When we have two or more consonants without a vowel between them we call them a 'cluster '* *Highlighting rules about what is a cluster and when it can occur ? My pronunciation tools page 27* **Task one** : The pps are invited to listen identify consonants clusters in each word in the following words (Task 12 page 30) **Task two** The learners are invited to listen and identify the position (initial or final)of the clusters in Task 1. **Three :** Circle the consonant clusters in the following The Great Mosque (Jamaa el-Kebir) is the oldest of Algiers' mosques. An inscription inside shows that the building existed as far as back as the 11th century, although it has to be said that the mosque has been much altered since then. The minaret is said to be the work of the Sultan of Tlemcen in the 14th century.	T/L	present the target sounds in a context Giving the opportunity to the learners to analyse the target sounds highlighting rules about consonant clusters to recognize the cons clusters(cc) check and reinforce	The board The board	a/v
	Practice Use	**Task 4 :** In groups ,the pps prepare sheets (or cards) and write on each one a word that contain a cluster they know before . Afterthat ,the groups show their cards to their classmates . . The group who makes a correct word wins a point .At the end, the group with the most points is the winner. The correct cards can be displayed on the wall..		encourage the L to work with his partners/ identify the learnt sound and assess others work.	cards/ scissors	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	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 recognize and pronounce diphthongs in a correct way.		
Targeted competencies: interact – **interpret** – produce. **Target sounds**: - diphthongs .	Domain (s): Oral/written/both	Materials: Student book/ W. Board/

Cross Curricular Competencies	Core values
Intel: The learner can interpret and identify sounds. He can understand and interpret verbal and non-verbal messages **Meth:** He can work in pairs or within the whole class. He can assess his work then his classmates. **Com**: He can reinvest what he learnt to use English in a correct way in his daily life situations **Per and soc**: He socialises through oral or written exchanges.	- Being helpful while working with the others. - Valuing group work. - Openness to other languages and cultures

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps /the pps respond . The teacher invites his pps to sing the Alphabet song T asks some questions : How many letters do we have in English alphabet? How many vowels do we have? What are they?		Recall and use prior knowledge	The board	V/ A/
		The teacher helps his pps to remember the vowels (monophthongs) they have seen with the 1st ; 2nd and 3rd year / i:// i//a://ɔ ://u:/ / e// ɒ//ʊ// e//æ// ……	T/L	To Pave the way		
	Presentation	The teacher draws on the baord a head and invites his pps to name its different parts The teacher invites his ps to listen and focus on the sounds that contain these parts.			W board	
		eə: hair, bear, where aɪ: eye, my, buy aʊ: mouth ɪə: ear əʊ: nose 		present the target sounds in a context		

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	Practice Use	T helps his pps identify the sounds these words contain. The teacher invites his learners to repeat these sounds individually and chorally. T : These are diphthongs . .The diphthong is a union of two vowel sounds. T : There are other diphthongs like : // / name / / boy / / pure Highlighting rules (My pronunciation tools **page 26**) **Task 01 page29 :** The pupils are invited to listen and find the intruder diphthong in each list . **Task 02 page 29 :** The pupils are invited to listen again and check their answers. **Task 03 page 29** : The pps add a word in each list in task 1 . They can use their dictionaries. **Task 4 page 29 :** The teacher invites his learners to listen carefully to the pronunciation of the letters in bold type in each sentence and identify the correct diphthong. **Task 8 page 30 :** Teacher invites his pps to listen to the pronunciation of the letters in bold type and choose the corresponding diphthong between brackets. The teacher asks the pps to work in groups of 4 and to work together and correct each other. The teacher asks some pupils to read the text (in task 8 page 30) loudly .His partners are asked to listen to him and help him to correct his mistakes later .	T/L	to shape the Ls' pronunciation Giving the opportunity to the learners to analyze the target sounds highlighting rules about diphthongs to recognize the diphthongs check and reinforce The learner reinvests what he learnt to talk English in a correct way	The sbook The board	a/v V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I read and do1 Language focus : language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to read a text about an outstanding figure and gather information.		
Targeted competencies: interact – interpret – produce. **Target structure**: - simple past .	Domain (s): Oral/written/both	Materials: PPs' books - PPs' copybooks – video segment (the Algerian series l'incendie)

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*** ➢□.: ***He can develop effective reading strategies*** - **Com:** He can use drama communicate appropriately - • **Per and soc:** ***He socialises through oral or written exchanges.***	➢ Being proud of the national heritage. ➢ Valuing great achievements. ➢ Valuing reading and thinking in particular. Valuing Algerian outstanding figures. Valuing art and artists.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his PPs / the PPs respond. The teacher invites his PPs to watch a short segment (of 5 minutes) of ''L'incendie '' the famous Algerian series then starts a discussion :https://www.youtube.com/watch?v=ICpsTOa2D2g		T helps their pps bring their prior knowledge to the surface	A video segment	V/ A/
	Pre read	Have you seen this episode before? Is it based on fiction /true story ? When / and where did this story take place? Which period? Before or after the independence? Were Algerian people live in good conditions? Were they repressed by French colonial? Who wrote this series?		To prepare the learner for the next phase and elicits the key	W board	A/ V

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		Do you know some other famous Algerian writers? What is the difference between : a novelist, an author, a poet a playwright ‘the PPs use their dictionaries)		words		
	While read	the teacher invites his PPs to read the text about the Algerian outstanding novelist Mohamed Dib (page 40) and complete The bibliographical note (task 1 page 40) The teacher invites his PPs to read the text again and answer the questions (task 2 pages 40/41).		checking comprehension in terms of ideas and lexis.		
	Post read	The PPs are invited to do tasks 4 and 5 pages 41 The teacher invites his pps to T invites his PPs to work in small groups and discuss the following points : Do you think what this great man did was important ? Why ?		The learner uses his critical thinking and shares his opinion	The board	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY ? LITERATURE AND ARTS	I read and do2 Language focus : language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to read a text about a famous landmark and gather information.		
Targeted competencies: interact – interpret – produce. **Target structure**: - passive voice / adjectives .	Domain (s): Oral/written/both	Materials: PPs' books - PPs' copybooks –

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*** ➢□.: ***He can develop effective reading strategies*** - **Com:** He can use drama communicate appropriately - • **Per and soc:** ***He socialises through oral or written exchanges.***	➢ Being proud of the national heritage. ➢ Valuing great achievements. ➢ Valuing reading and thinking in particular.

Time	Frame work	;Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his PPs / the PPs respond. The teacher shows his PPs a picture of the great mosque of Tlemcen and starts a discussion :		T helps their pps bring their prior knowledge to the surface	A video segment	V/ A/
	Pre read	 What is it ?		To prepare the learner for the next phase and	W board	

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	While read	Where is it situated ? What is its name? Have you seen it before? What do you know about Tlemcen in history? The teacher elicits some key words. The teacher invites his PPs to read the text2(page 41) and complete the bibliographical notes ' as in task 1 page 40) The teacher invites his PPs to read the text again and complete the fact file (task4page 41) The PPs are invited to read the text again and do answer the questions (task 5 age40)		elicits the key words checking comprehension in terms of ideas and lexis. for further comprehension of the text		A/ V
	Post read	The teacher invites his pps to T invites his PPs to work in small groups and write 2 questions about the text.Then in a class discussion the PPs find answers to these questions ?			The board	V/ A/ K/T

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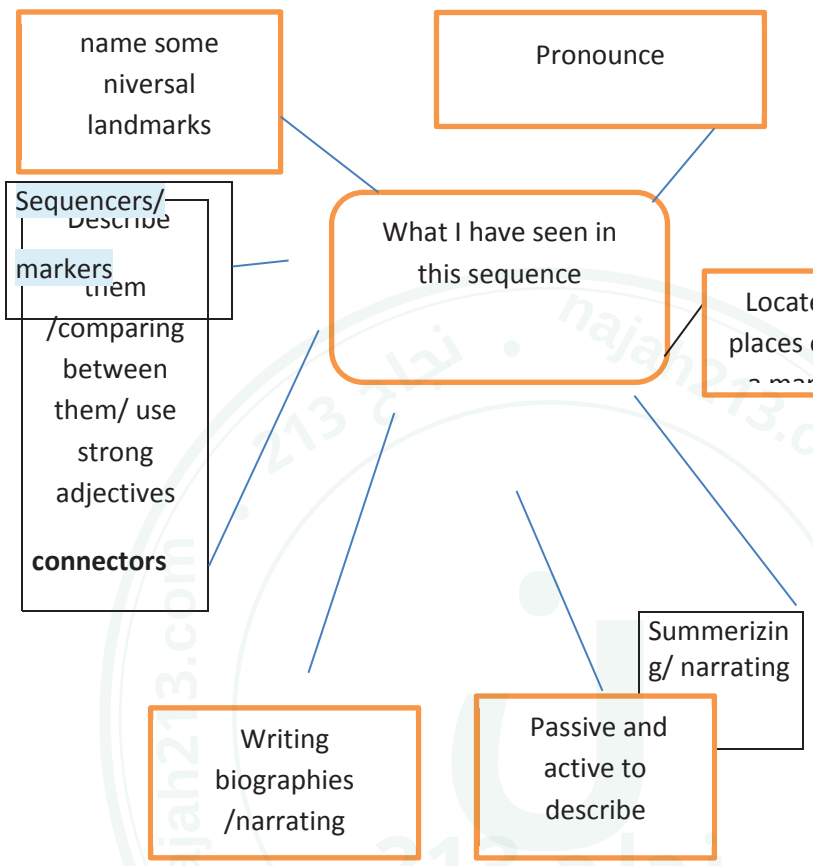
Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: ME . UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY LITERATURE AND ARTS	I learn to integrate	Framework: PPP
Learning Objective **:** By the end of the lesson, my learners will be able to work in small groups and write a report about a tour		
Targeted competencies: interact – **interpret** – **produce**. **lexis :** Some lexis related to the topic of the sequence : tour , sightseeing, interesting places, landmarks,…….- **structure : passive voice , comparative , adjectives……**	Domain (s): Oral/written/both	Materials: / W. Board/ a map

Cross Curricular Competencies	Core values
➢ Intel: The learner can understand verbal and nonverbal messages . ➢ Meth: He can work in groups. - Com: He can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures. - He can process digital data in English. ➢ Per and soc: He can socialize through oral exchanges	➢ Valuing work in groups. ➢ Valuing world heritage. ➢ Openness to other cultures. ➢ Valuing travelling

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his PPs .The PPs respond. The teacher splits the class into groups and helps the PPs to list the most famous landmarks in Algeria and where are they situated Then list some famous figures in history ,arts…….. **Teacher writes the " situation" on the board.He reads it.Then helps his pps to interpret it** You have just returned from a three-day tour around Algeria . Your want to post on your facebook the report of this trip to make people around the world aware of the cultural and historical richness of your country Algeriato know about the interesting places you visited. Describe your itinerary and give information about the places you visited (universal landmarks ; old medinas , monuments, souks fortresses..)and outstanding ,famous figures in history with a detailed map.	T/L	To collect information/ Presenting the topic by eliciting from the PPs and engaging them in the process present the situation	W board	V/ A/ a/v

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	practice	**To write this report the teacher helps his pps to remember what they have seen, as resources, in this sequence** **Using spider graphic organizer , the teacher starts a discussion**  Then , the teacher provides his pupils with the lay out (page43). The teacher invites his pps to check some tasks done before. The teacher helps his PPs to engage in the task by controlling and monitoring The teacher invites his PPs to check their mistakes before posting	T/L L/L	The PPs start drafting	W board PPs' copy books	A/ V/ K
	producti on	Each group will present their work on the wall in order to be assessed by the other group members.		Involve PPs in self and group - correction		

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4ms

Sequence: 2

Me, my Personality and Life Experiences

By Mr DjamelDjamel









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prerequisites !

Final pronunciation of " ed "ϖPresent simple / future simple / past simpleϖ Present perfect (for / since)

Communicative tasks :

A profile/a journal/information transfer/ a role play/an interview/ a conversation/an oral presentation/a formal letter/ email

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Session ; initial situation	Framework: PDP The main focus is on listening and speaking

Objective of this session :to introduce and announce the communicative intention of the new sequence in terms of topic, discourse, and structure.And to stimulate the students curiosity to learn this new sequence.

Targeted competencies: **interact** – **interpret** – produce. **lexis :** Some lexis related to the topics of the sequence : personality, personal profile, dreams	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	The learner can use the markers of his identity to value our country. He behaves as a responsible and committed citizen. He can share his knowledge

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Pre Task	T greets his PPs .The PPs respond. The teacher shows his PPs some pictures (or video segment) about some famous Algerian figures and asks some questions To lead them to the situation  	T/L	Using prior knowledge	flash cards	V/ A/

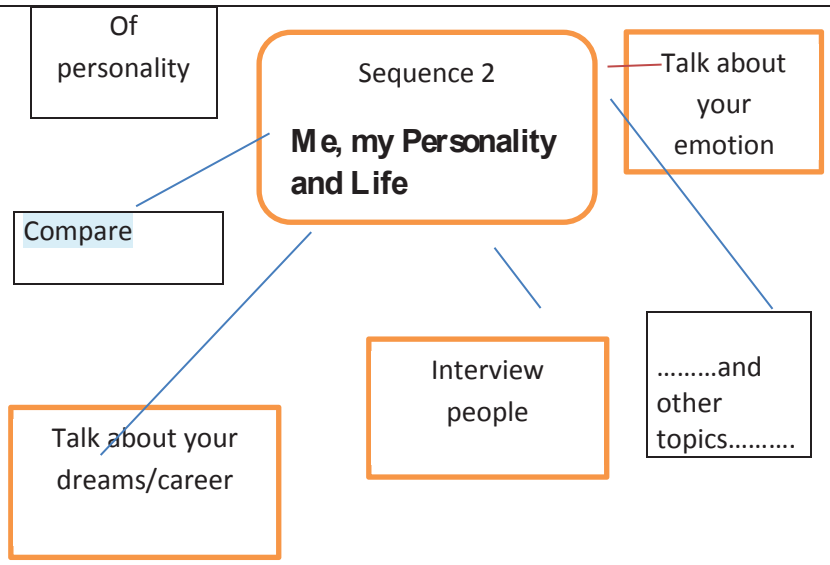
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	The Task cycle	 Do you know these famous people?, Who are they ? Where are they from? What did they do ? What were their dreams ? Can you tell us about their personal profile ? What about their life experiences ? Were they courageous ? Why ? And you ? Do you have dreams ? Do you know other men or women who fought for the independence of our country ? **Teacher writes the "initial situation" on the board.He reads it.Then helps his pps to interpret it in terms of new lexis.** **Initial situation** Lalla Fatma N'Soumer is one of the most famous women freedom fighters who fought for the independence of our country. Write an article in which you tell about her personal profile, life experiences and victories to be posted in an international, education blog.	T/L	To lead the PPs to the situation	W board	a/v
		T invites his pps to work in groups to discuss the problem and suggest solutions in 10 minutes . **The teacher monitors and encourages his PPs .** **The teacher invites his pps to read what they wrote.** **Using spider graphic organizer , the teacher starts the discussion To introduce the communicative intention of the new sequence in terms of topics, discourse and structures.** past events Life experiences Adjectives	L/L	to encourage PPs to discuss and cooperate to generate solutions	W board	V/ A/ K/T

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T : In this sequence : ' **Me, my Personality and Life Experiences**
'' We are going to see all these topics and ideas

T/L

announce the topics of sequence 1 to engage the PPS and stimulate their curiosity and interest

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): By the end of the lesson, my pupils will be able to narrate their significant childhood events and school memories and experiences after developing listening strategies		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/ textbooks/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. Warmer : The teacher invites his PPs to remember an activity or a habit they used to do or a dream they had when they were younger .Then use only gestures and mimes to lead their classmates to interpret it . Example (the following example should be mimed by the teacher): When I was younger ,I loved drawing.	T/L	Set a good atmosphere		VA KT
	Pre listening	The teacher writes on the board the topic of the listening and elicits words from them. « Rosemary is a 50-year-old American women .She is talking about special memories at elementary school. » , **T : Which important things may she talk about ?** • **The teacher guides the PPs to introduce the key words (first day- dreams- teachers- things she loved doing- What she learned from her teacher-favourite teachers..)**		Prepare students for the vocabulary and language structures in the text.	W board	a/v

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	listening	The 1st listening T: Rosemary is a 50-year-old American women today. Listen to what she is talking about and choose the correct answer (task 1 page 55). The 2nd listening The teacher invites his PPs to listen again to Rosemary and match the name of each teacher with the corresponding school subject they taught T: now work in pairs .Compare your answers in tasks 1 and 2 and correct each other. The 3rd listening Rosemary's teachers taught her English , Maths , etc and other important things ? listen and answer by true or false(task 4 page 55) The 4th listening The teacher invites his PPs to listen to this segment and complete the sentences below with missing words: I loved writing, and my dream was to become a famous writer someday. Before I left elementary school, Mrs Evans told me, "Keep writing, Rosemary. Never give up your dream." Mr Bradshaw taught me maths. I really liked doing maths projects I loved …… my dream was to become a famous…… I really liked doing …….. projects	T/L T/L T/L	To anticipate the topic To listen for a gist To involve PPs in self and peer assessment To listen and And find the false information To listen and find the missing word	Audio file Text book Text book	
	After listening	The teacher invites his PPs to interview each other about their primary or middle school teachers who taught them new and special things that have affected their dreams , lives and personality . 1- Tell me the names of your favourite teacher. 2- What school subjects did they teach ? 3- Which important things did you and your classmates learn From them ? 4- In what way(how) these important things have affected your or your classmates dreams – lives or personalities	L/L	The PPs reinvest listening phase to interview each other about their memories		V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I practice Language focus : language learning /use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupil will be able to write about his memories and experiences using present perfect and time markers with a correct pronunciation of have and has		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - present perfect	Domain (s): Oral/written/both I pronounce ; strong / weak forms of have and has	Materials: / W. Board/textbooks

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	Be positive Have a dream valuing human experience and its role in shaping character, personality and dream .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. The teacher asks some questions 1. Has Rosemary forgotten her teachers ? 2-Has she learnt important things from them ? 3- What has she learnt from her teacher of English. ? 4 Have you ever written a poem? 5. Have you forgotten your elementary school teachers? 6. Have you ever written your school experiences?	T/L	Set a good atmosphere Activating PPs schemata about life and school experiences		VA KT
	Presentation	The teacher writes on the board some sentences said by Rosemary in bubbles. I have learnt from you how to turn all my dreams into reality I have never forgotten you Mrs Riley taught me English		. To introduce the target structure in a context	W board	a/v

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	practice	The teacher invites the PPs to consider the sentences above and answer the questions . 1- Which sentence shows that something hasn't happened till now ? 2- Which sentence describes an action started in the past and finished? 3- Which sentence shows that an action started in the past and still happens ? The teacher explains how to use the present perfect '' **My grammar windows page 74''** **Note :** Teacher devotes time on the pronunciation of have and has (weak form and strong form). **<u>My pronunciation tools page 68</u>** The PPs are invited to do **task 10 page 71** **<u>Task 2</u>** : I Put the words in the right order. a) I/work/yet/finished/ haven't/my _____ b) I/the exercise/my/done/haven't _____ c) Karim/homework/my/done/has/just _____ d) you/a zoo/visited/Have/ever? _____ e) Mark/comeback/France/never/has/from _____ **<u>Task 3</u>** fill in the gaps with past participant forms (**TASK 8 PAGE 77)** **<u>Task 4</u>** choose the appropriate time marker between brackets and rewrite each sentence **<u>task 9 page 77</u>**	T/L T/L T/L L/L	Guide the Ls to draw rules To listen and fill in an ID card Highlighting rules Focus on the right pronunciation have/has To check and reinforce the use Prsent perfect in terms of meaning / form /use	Text book	
	use	**<u>Task 3</u>** The teacher asks the learners to write 3 or 4 sentences where they talk about their life and school experiences using the present perfect and time markers 'ever, never, just, always'		PPs use what they learnt to write about their experiences using present perfect and time markers	Text book	V/ A/

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Tutorial session

Present perfect worksheet by djamel djamel

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

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

***Wh-* questions**

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

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

Present perfect and past simple

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

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

Task 1 : I make present perfect sentences

I / send/ him an invitation

Karim/reorder/the sentences

The pupils /buy/a gift

I/be/ a teacher for a long time

TASK 2 : I match

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

Task 3: I Complete the table with the past participle

1 do	_____		
2 open	_____	6 eat	_____

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3 give	_____	7 ask	_____
4 dance	_____	8 wear	_____
5- be	.....	9 buy	_____

Time expressions for the present perfect

	Position	Example
ever	before the main verb	Have you **ever** met a famous person?
already	before the main verb	He has **already** been there
just	before the main verb	I have **just** got back from Oran.
yet	at the end of a sentence	They haven't been abroad **yet**.
never	before the main verb	She has **never** won a prize.
for	before a time period (*a year*, *three days*, *two hours*)	He hasn't been a teacher **for** years.
since	before a point in time (*2010, 5 o'clock, this morning*)	I have been abroad **since** 2003.
How long…?	at the beginning of a question	**How long** have you known Paul?

Task 1 : Put the words in the right order.

a) I/work/yet/finished/ haven't/my
_____
b) I/the exercise/my/done/have/already
_____
c) I/homework/my/finished/have/just
_____
d) He/home/gone/has/already
_____
e) Mark/come back/France/just/has/from
_____
f) They/bought/new/a/just/have/house
_____

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.

Task 3: I Complete. I use just, already or yet

Have you bought a new bike _____?
Great! Mostapha has _____ broken the world record!
Don't shout! He hasn't finished his homework _____.
Can I go to Jane's party? I've _____ asked you three times.
Mark can't win the race now. He's _____ fallen off his bike.
Have you cleaned your room _____? I've _____ asked you twice

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): By the end of the lesson, my pupil will be able to give a short oral presentation talking about his/her dream career after developing listening strategies .		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple present – adjectives of personality	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/ textbooks/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	Be positive Have a dream valuing human experience and its role in shaping character, personality and dream .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listening	T greets his PPs .The PPs respond. As a warm-up activity, the teacher has a 05-minute conversation with students.He asks questions like "When you were little, what did you want to be when you grew up?" and now, what's your dream job?"Where would you like to work now?" **Guessing from Words** Before students listen, the teacher writes 6 or 7words from the text on the board and asks the students to guess the topic . The PPs try to match two/three words, and make a good sentence using both. 15 years displined poor india Dewi slums chatty dream career teacher	T/L	Set a good atmosphere Prepare students for the vocabulary and language structures in the text. To anticipate	W board	VA KT a/v

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	While listening	<u>The 1st listening</u> The teacher invites his PPs listen to Dewis and choose the correct sentence a) Dewis is talking about her school. b) Dewis is talking about her school memories. c) Dewis is talking about her childhood memories d) Dewis is introducing herself and talking about her dream career. <u>The 2nd listening</u> The teacher invites his PPs to listen to Dewis again , work with partners , compare their answers and correct each other. <u>The 3rd listening</u> The teacher invites his PPs to listen again and fill in gaps with the appropriate adjective (task 16 page57)	T/L T/L T/L	the topic To listen fora gist To involvePPs in selfand peer assessment To listen and Fill in the gap To listen and fill in an ID card	audio file Text book	
	After listening	Then , PPs are invited his to do fill in the Dewis ID card **task 22 page 57** Home work The learner is invited to give a short oral presentation before his classmates about his dream career following the steps in **task 25 page58**	L/L	The PP reinvests listening phase to give a short Oral presentation Taking about his dream job	Text book	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: Language focus : language learning /use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to ask and answer questions about people personalities And Personal life experiences using superlative of superiority.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple present – adjectives of personality/ superlative of superiority	Domain (s): Oral/written/both	Materials: / W. Board/ / textbooks

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gatheringinformation for learning and project work -he can understand and interpret verbal andnon-verbal messages He can solve problem situations using a variety of communication means He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can usestrategies for listening and interpreting oral discourse He can develop effective studymethods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning andresearch He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicateappropriately He can use information and communication technology such as blogs ,websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forums of discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in thedevelopment of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work – he asserts his personal identity and behaves with self-confidence - hesocializes through oral or written exchanges – he develops attitudes of	Be positive Have a dream valuing human experience and its role in shaping character, personality and dream .

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<table>
<tr><th>Time</th><th>Frame work</th><th>:Procedure</th><th>Focus</th><th>Aims</th><th>Material</th><th>Vakt</th></tr>
<tr>
<td></td>
<td>Warm up

The presentation

practice</td>
<td>
T greets his PPs .The PPs respond.

T invites his pps to read the following adjectives and choose which ones describe them best .The learner starts like this :
I think I’m ……..
Smart- ambitious- helpful- respectful- nervy-disciplined-chatty-
Determined- easygoing-punctual-smart- thin- fat-strong-lazy-shy
Patient- tall- small - impatient

The teacher makes a quick revision of comparatives (short , long and irregularadj) and rules of comparaison (pps saw thislesson in 3ms)
The teacher invites his learners to focus on the Following chart :
We are going to make a comparaison between :
These friends Erol – Jane and Steve, they friends
<table>
<tr><th></th><th>Erol</th><th>jane</th><th>Steve</th></tr>
<tr><td>helpful</td><td>++</td><td>+</td><td>+++</td></tr>
<tr><td>tall</td><td>+</td><td>+++</td><td>++</td></tr>
<tr><td>disciplined</td><td>+++</td><td>++</td><td>++</td></tr>
<tr><td>Good at chess</td><td>++</td><td>++</td><td>+++</td></tr>
<tr><td>rich</td><td>+</td><td>++</td><td>+++</td></tr>
</table>
Who is more helpful ? Erol or Jane ?
And who is more helpful ?Steve or Erol ?
So , steve is the most helpful.

Who is taller ? Erol or Steve ?
And Who is taller ? Jane or Steve ?
So , Jane is the tallest .

The teacher explains the rules of superlative
Formation of Superlative Adjectives
As with comparative adjectives, there are two ways to forma superlative adjective:
 short adjectives: add "-est"
 long adjectives: use "most"
We also usually add 'the' at the beginning.
Short adjectives
One -syllable adjectives (tall – high.....) old, fast
Two-syllable adjectives ending in –y (happy- lazy....) happy, easy
RULE: add "-est" old → the oldest .late → the latest

Exeption: if the adjective ends in consonant, vowel, consonant, double the lastconsonant (fun-big) big → the biggest

Exeption: if the adjective ends in -y, change the y to i
happy → the happiest
Long adjectives
</td>
<td>T/L

T/L

T/L

L/L</td>
<td>Set a good atmosphere

Prepare students for the vocabulary and language structures in the text.

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

Highlighting rules</td>
<td>W board

Text book</td>
<td>VA KT

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

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		2-syllable adjectives not ending in -y modern, pleasant all adjectives of 3 or more syllables expensive, intellectual RULE: use "most" :modern → the most modern expensive → the most expensive With some 2-syllable adjectives, we can use "-est" OR "most": quiet → the quietest/most quiet clever → the cleverest/most clever narrow → the narrowest/most narrow simple → the simplest/most simple **Exception**: The following adjectives have irregular forms: □ good → the best □ bad → the worst □ far → the farthest/furthest Many/much → the most Little → the least Old → older/eldest				V/ A/ K/T
	Use	**Task one** :: Reorder der the following words to get correct Sentences 1- actress / Mary / the / was / popular / most. 2- He / the / was / footballer / best. Task 2 : Give the superlative forms of these adjectives Write the superlative of thse adjectives: a. old the oldest f. good ..... b. strong ..... g. large ..... c. fabulous ..... h. big ..... d. modern ..... i. pretty ..... e. important ..... j ancient ..... The invites his PPs to with partners check the rules of superlative adjectives and check their answers to the tasks above. The teacher invites his PPs to do **task 2 page 76** The teacher asks his PPs to to work in pairs and ask each other about their childhood memories or life experiences using superlative- example What is the happiest day in your childhood ? What is the most unforgettable event in your childhood memories ? What is the most delicious food have you ever eaten ? What is the most attractive place have you ever seen ? Who was your closest friend when you were younger ? The PPs exchange the roles.		To check how well the learners have grasped the meaning and the form of the new structure The pupil reinvests what he learnt talk about his childhood memories using superlative	W board W board	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I listen and do Language focus : language use/ learn	Framework: PDP

Learning Objective (s): By the end of the lesson, my pupils will be able to seek information on the web /describe their ideal teachers or friends after developing listening strategies

Targeted competencies: **interact** – **interpret** – produce. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/ textbooks/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Brainstorming	The teacher greets his PPs. The pps respond. The teacher shows them this photo (of harry potter) and asks  Do you like watching harry potter series? What are they about ? Who is this actor ? What do you know about him ?	T/L	Activate the PPs prior knowledge	Flash card	VA KT
	Pre listening	Do you know ,who is the author of Harry potter novels ? T : it's the British writer J. K.Rowling. (born in 1965), author of the best-seller "Harry Potter" Do you want to know more about this famous writer ?		To anticipate the topic	W board	a/v

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	While listening After listening	So, American school children are online (on the Internet) to ask her questions .Listen to the part 1 of this interview and answer by true or false **(task27 page59)** The teacher invites his PPs to listen part2 of this interview and choose the job she used to do before**.(task29 page59)** **T :** now listen to Rowlings answers to question3 in part 3 and choose the three reasons why she chose professor Lupin as the ideal teacher for her own child **(task 30 page 59)** The teacher invites his PPs to listen again to parts 1,2,3 Of Rowlings interview and complete her ID card (task 33 page 60). Now, the PPS are invited to work in small groups(3or4 members) to use all the information they learnt about this writer to write a short paragraph of 4 or 6 sentences. Start like this :'' ……years-old British writer J.K Rowling is…….. ''.	T/L L/L	To listen and And find the false information To listen and find the correct word To listen fill in an ID card The PPs reinvest listening phase to a short paragraph about famous people	audio file Text book	V/ A/

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I write it out

Frame work **(ppp)**

Objective : by the end of this lesson the PPS will be able to write a formal letter and identify its format where they ask people on their Personal life , life experiences and ideal teachers and firends

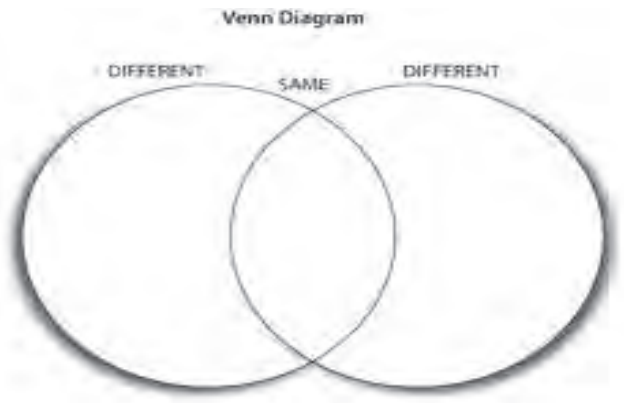
Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Before writing	The teacher greets his PPs. The pps respond. The teacher makes a quick review of the main points in the three parts of the interview . The teacher invites his PPs to work with their partners and match each interviewer's questions with the corresponding beginning of Rowling answer . **(task 32 page 60).**		Activate the PPs prior knowledge	wBOARD	VAKT
	Practice	**T :** Joanne Rowling considers Pofessor Lupin as her Ideal teacher .Work in pairs and ask each other 3 or 4questions to find out about his or her ideal teacher**. (task 36 page60)** **Example :** Who is your ideal teacher ?why ? What is he/she like ? What did you learn from him /her? Do you know any of your partners or teachers who represent this ideal teacher ? The PPs are invited to exchange roles**.** **T :** your class is going to interview J.K Rowling.Each one of you has the right to one question only. You can ask Rowling about her school memories /childhood memories/ past experiences/ her books /any other question	T/L	Guide them to ask and answer questions about people personality/life experiences Encourage peer assessment	W board	a/v
	produce	Then,The PPs are asked to listen to their classmates interview questions and decide which ones are the most interesting which will be sent in a letter to J.K .Rowling. Teacher invites his PPs to work in groups of 4 to write a formal letter to J.K .Rowling to explain why the class is writing to her following the lay out on page 61. The teacher checks all the letters and the whole class will discuss them then decide which letter should be sent to J.K .Rowling	T/L T/L	The PPs reinvest what they learnt to write a letter to write a formal letter and identify its format	Text book	V/A/K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: Language focus : language learn/use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to compare different personalities by expressing similarities and differences using comparaison and contrast markers .		
Targeted competencies: interact – interpret – produce. **Target structure**: - comparaison and contrast markers like ,unlike, whereas	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing differences in characters, personalities and dreams between people. .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	A warm up presentation	The teacher greets his PPs. The PPS respond. **A warmer :** Using Venn Diagramm organizer . The teacher invites his PPs to Find differences and similarities between them and their partners (about likes ,dislikes, dreams, personality…..)  	T/L	Prepare the learner for the next phase	W board	VAKT a/v

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	Practice	T Nassim is talking about the differences and similarities between him and his brother.Listen to him and complete the sentences below. Hello. I'm Nassim, and I'm 14 years old. My brother Ali and I are very different. I'm outgoing, whereas he's quiet and. He's also really smart. But I want to be brilliant like my brother Ali a-I'm outgoing, whereas he's quiet b-I want to be brilliant like my brother Ali. T Which sentence expresses difference (contrast) ? And which one expresses similarity ? T : whereas and like are discourse markers. We use the conjunctions *whereas* ,but, unlike to indicate a contrast between two facts or ideas. And we use like When we want to highlight the similarities between two things, or talk about how they are the same. T highlights more rules (my grammar tools page75 **Task 1 page 78** Choose the correct word between brackets **Task 2** Read the following sentences and fill in the gap with :, **whereas , like , unlike** I want to be a dentist ……my friend Hamid He is quiet and shy, _____ his sister is lively and talkative …… her sister She's very friendly, You are dressed just …….. me	T/L	Introduce the target language in a context	W board	V/ A/
	Use	The PPs are invited to work in pairs ,compare their answers , read grammar tool again and correct each other's answers **Task 3 :** The PPs are invited to check the Venn Diagramm organizer Which they filled in the beginning of the lesson and check the the similarities and differences between them and their friends make and make 4 sentences using : like , unlike, whereas …….	T/L	Giving the opportunity to the learners toguess and elicit the new structure To check how well the learners have grasped the meaning and the form of the new structure The pp reinvests what he learnt to express differences and similarities	Text book W board	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: Language focus : language learn/use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to report on significant events in their or other people lives using past continuous and simple past while focussing on the right pronunciation of was and were.		
Targeted competencies: **interact** – **interpret** – produce. **Target structure**: - past continuous / simple past	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
.***Intellectual competency***: *The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning* ***2.methodological competency*** *: He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers* ***3.communicative competency:*** *He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data* ***4.personal and social competencies*** *: He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence –He socializes through oral or written exchanges -*	*valuing human experience and its role in shaping character, personality and dream* .

Time	*Frame work*	*:Procedure*	*Focus*	*Aims*	*Material*	*Vakt*
	A warm up	*The teacher greets his PPs and invites them to remember an event or an experience ,good or bad, happened with them When they were younger.* *Example :Falling down in public.* *Get lost.* *Invited by a friend.* *Travelling by boat.* *Attacked by an animal .* *Celebrating a birthday party*	*T/L*	*Prepare the learner for the next phase*		*VA KT*
	The presentation	*T :now, it 's my turn ,I remember : a lot of embarrassing experiences happened with me when I was younger ;for example (teacher writes these examples on the board)* *.A) While I was celebrating my birthday party ,the light went off.and my friend were very angry.* *B) I was having a shower when I slipped and broke my leg* *T : Consider the complex sentence A and find which action happened first ? underline its verb .* *T : Was this action interrupted ? by which action ?* *Underline its verb ? Do the verbs in both actions look the*		*Introduce the target language in a context* *Giving the opportunity to the learners toguess and elicit the new*	*W board*	*a/v*

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	presentation	same. Which conjunction is used to join the 2 sentences ? The teacher asks the sames questions about the complex sentence B . The teacher explains the rules of past continuous and simple past tenses in narrative (my grammar tools page73)		structure Highlighting rules about the use of past continuous		
	Practice	<u>Task 1 :</u> Work with your partner and choose the correctword. Yesterday I had the most embarrassing moment in my life. while I (got/was getting)…… on the school bus, I (missed / missing)……the step and (fell /was falling down)……. My face (turned/ was turning) ……..red and all my friends (were breaking / broke)…….out in laughter ***Task 2***Use the suggested verbs to complete the sentence with an appropriate phrase expressing an interrupted action: 1. .---------- you ----------(listen) to music when you ---------- heard this bad news? 2. My friends (play) _____ when they felt the earthquake. 3. We (eat) _____ when we heard the news. 4. My parents (travel) _____ when I telephoned that I had a problem. ***Task 2*** (task 6 page 77)The teacher invites his PPs to imagine the events that caused the interruption in each sentence and complete the situations.	T/L T/L	To check how well the learners have grasped the meaning and the form of the new structure	W Board	V/ A/
	Use	***Use :***The teacher invites his PPs to work in pairs to remember and share some interrupted events happened with them (good or bad) and prepare some questions about these events using past continuous and simple past. Example What were you doing ? What were people around you doing ?	T/L T/L	PPS reinvests what they learnt to talk about past experiences	Text book W board	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I pronounce 1 Language focus : language learn/use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to report and talk about they or other people did in the past focusing on the right pronunciation of end 'ed'.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - past participle / simple past	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
.***Intellectual competency***: *The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning* ***2.methodological competency*** *: He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers* ***3.communicative competency:*** *He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data* ***4.personal and social competencies*** *: He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence –He socializes through oral or written exchanges -*	*valuing human experience and its role in shaping character, personality and dream* .

Time	*Frame work*	*:Procedure*	*Focus*	*Aims*	*Material*	*Vakt*
	Warm up *presentation*	*The teacher greets his PPs and asks them some questions about what they did last week ?* *Example :* *What did you do last weekend ?* *Where did you go last week ?* *.* *The teacher writes the answers on the board.* *Possibe answers :* *I helped my father.* *I went to the mosque.* *I visited my family.* *I played a football match* *The teacher asks some questions :* *a- What are the verbs used in the sentences ?* *b- What are the actions ?* *c- When did the actions happen ?* Teacher explains what a verb is and explains what makes a verb special. The teacher can say ,for example, Verbs are our action words and represent the things we do.	*T/L*	*Prepare the learner for the next phase* *Giving the opportunity to the learners to guess and elicit the target sounds*	*W board*	*VA* *a/v*

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<table>
<tr>
<td></td>
<td>Practice</td>
<td>
The teacher reminds his PPs of the difference between present ;past and present perfect by writing an example on the board such as, I finish, I finished , I have finished
The teacher circles the ‘ed ‘ and tells the class that they will be practicing how to recognize and pronouncethe three different sounds that past tense /past participle verbs can have when they end in -ed.
The teacher invites his PPS to listen to a list of verbs (a page 69
and repeat then identify the sounds /id/ /t/ /d/

the teacher highlight rules
<table>
<tr><td colspan="3">The pronunciation of words ending in ED depends on the concluding consonant (sound).
There are three ways to pronounce ED:</td></tr>
<tr><td>/id/</td><td>/t/</td><td>/d/</td></tr>
<tr><td>Ed is pronounced /id/after the following sounds
/t/ wanted/…….
/d/ needed/…….
.</td><td>Ed is pronounced /t/after the following sounds

/P/ helped
/K/ looked
/ ʃ/ washed
/t ʃ/ watched
/f/ ……
/S/ ……
/ θ/ …….</td><td>/l/ called
/n/ cleaned
/r/ offered
/ ʤ/ damaged
/V / loved
/z/ used
amazed
/W / followed
/Y / enjoyed
/ ð/
/m/
/n/
/r/
/ ʒ /
+
All vowels</td></tr>
</table>

The teacher invites his learners to do task 14 page72
The PPs listen to the pronunciation of the ‘ed’ending of each verb and identify the intruder in each list

The PPs are invited to listen again and check their answers.
The teachers asks his learners to work in pairs check the rules and correct each other.

The teacher invites the PPs to do task 18 page 72. The PPs listen to the pronunciation of each words and classify the verbs according to the pronunciation of its ‘ed’

Students retell / discuss the rules for the three sounds of ‘ed’.
and make three sentences that contain action verbs end in -ed
the learners share their examples in a front of their classmates
focusing on the right pronunciation of the target sounds
</td>
<td>T/L

T/L

T/L

L/L</td>
<td>elicit the target sound context

Highlighting rules

To recognize and shape the PPs’ pronunciation of the sounds

To reconize and memorize The sounds

The PPs make their own examples focusing on the right pronunciation of the sounds</td>
<td>W Board

Text book

W board</td>
<td>V/ A/</td>
</tr>
</table>

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: Language focus : language learn/use	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to describe their ideal friends or other people around them using prefixes of antonyms.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - prefixes of opposites ; im ;il,un,dis,il,ir. Persoality adjectives	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
***Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning* ***2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers* ***3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data* ***4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence –He socializes through oral or written exchanges -*	■raising awareness of the influence of other people on one's character, personality and dreams. -Being positive

Time	*Frame work*	*:Procedure*	*Focus*	*Aims*	*Material*	*Vakt*
	Warm up	*The teacher greets his PPs and asks them to give him some personality adjectives .* *The teacher invites his PPS to work in small groups and classify the following adjectives into positive/ negative ones* Helpful – polite- kind- impolite- cheerful- thankful- unkind- **discourageous** Careful – loyal – illoyal - powerful – impatient - powerless - courageous	*T/L*	*Prepare the learner for the next phase*		*VA*
	presentation	- Positive adjectives / Negative adjectives The teacher invites his PPs to focus on the adjectives below and elicits how to form opposite adjectives using prefixes and what is the difference between the suffuxes ful and less,and		*Giving the opportunity to the learners to guess and elicit the meaning of the affixes*	*W board*	*a/v*

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	Practice	the root of these adjectives Polite - impolite Loyal - illoyal Kind - unkind Courageous - **Discourageous** **Powerful - powerless** The teacher highlightes rules of forming adjectives (my grammar tools 6 a and b page 75) The students are invited to work in pairs to do task 16 page79 : They use the dictionary and match the adjectives that describe personality with their corresponding Then, the PPs do task **task 18 page 79 : the students use their dictionaries to form adjectives in the table**	*T/L*	*Highlighting rules* To check how well the learners have grasped the meaning and the form of the target structure *The PPs reinvest what they learnt to write a short parag*	*W Board* *Text book*	*V/ A/*
	Use	**Use : task 17 page 79** **my ideal freind** I use my dictionary and add one of these prefixes :(dis- un- in-im-il-ir) to each adjective in brackets to find out more about the personality features of my ''ideal friend''	*T/L*			

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4ms tutorial sessions(2sessions)

Objective : My PPS will practice some lexis /narrate some events related to their childhood and life experiences using past simple.

Target structure. Simple past/ negative/interrogative /wh questions.

Task one : remember and complete

When I was young I loved ……..I liked football…… too. My favourite game was …… and my favourite person was ……..

Task Two :

Order the sentences:

1. you/ Were / very /shy ? _____
2. my / animal / cat / favourite / was / my _____
3. Football / wasn't / favourite / my / sport _____

The teacher devotes time on how to pronounce was and were (weak form /strong form)

Was weak form //wəz//

Was strong form //wɒz/

Were //wɜː/

/wə /*(before consonants)*

/wər */before vowels)*

4.

4- I was //wəz/*sleeping when she left*

5. *Were /*/wə /*you singing when the light went off ?*
6. *Yes I was /*/wɒz /* */ No, I wasn't…/*/wɒz nt/*

Task 3: Remember 5things you did last week. List them and share them with your classmates

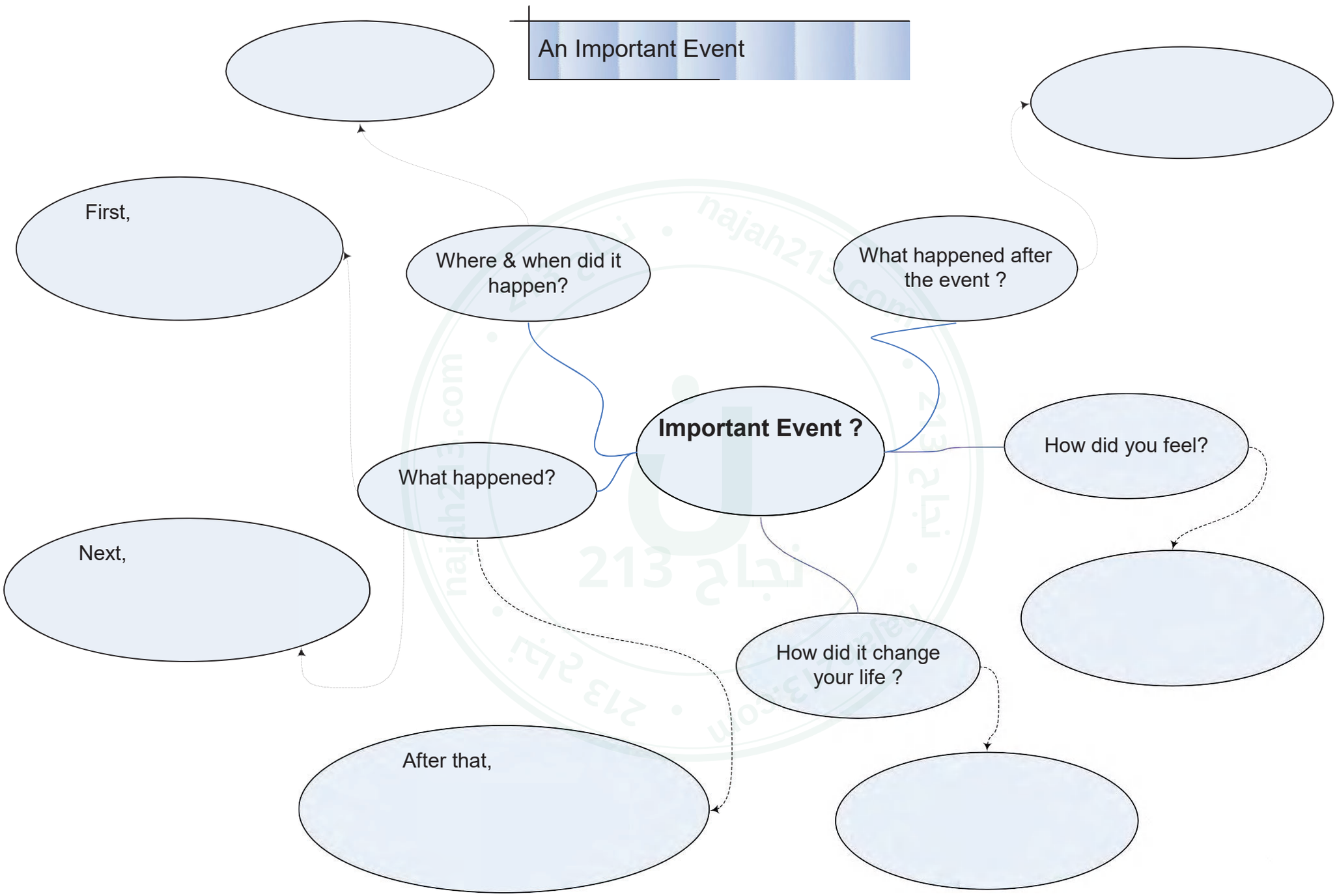
Start like this: last week,I……..

Task 4 work in pairs and ask each other 2 yes no questions about each other's school past experiences.

Task 5: work in pairs, think of an important event and ask each some wh questions

The teacher can help his PPS by this spider mind organizer

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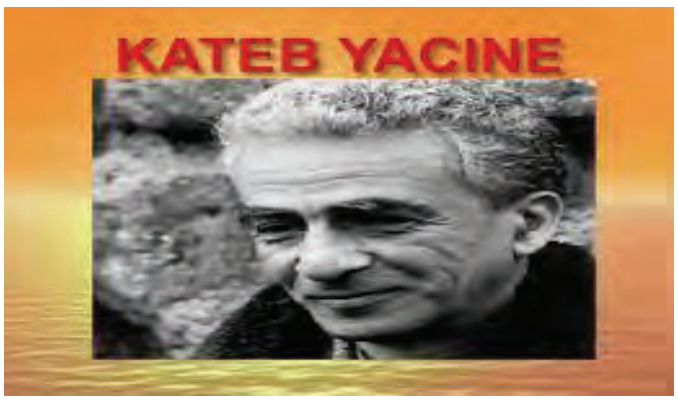
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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I listen and do Language focus : language use/	Framework: PDP

Learning Objective (s): By the end of the lesson, my pupils will be able to write a short narrative paragraph about Kateb Yacine's childhood memories and experiences during the French colonialism after developing listening strategies, usng the simple past tense

Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past –past conti	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/ textbooks/dictionaries/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream . valuing a common historical heritage and a national collective memory of suffering and struggling against colonialism ■valuing the role played by national historical figures in the fight against colonialism ■raising awareness of the influence of other people on one's character, personality

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Brainstorming	The teacher greets his PPs. The pps respond. The teacher invites his PPS to name some outstanding figures in literature . T the teacher shows his PPS a photo of Kateb Yacine and asks them what they already know about kateb Yacine.and what they want to know about him.p  	T/L	Activate the PPs prior knowledge	Flash card	VA KT a/v

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	Pre listening	The teacher selects four words from the listening script and writes them on the board and guessthe topic.of the listening file :: French school teacher /my mother/barefoot/20th century. T : Kateb Yacine,the famous writer,is interviewed by a French TV journalist.	T/L	To anticipate the topic	Audio file	
	While listening	**<u>The 1st listening</u>** : Listen to **part 1** of this TV interview and try to guess the French journalist question by choosing the correct answer 'a,b,c or d).(task 42 page62) **<u>The 2nd listening :</u>** The PPS are invited to listen again to **part 1** and complete the sentence (task 43 page62) (the teacher explains the word conflict) **<u>The 3rd listening</u>** The PPS are requested to work in pairs, listen to **<u>Part1</u>** and complete the table with the following words and phrases from the two 'worlds' which affected kateb Yacine's childhood (**task 47 page63)** **<u>The 4th listening :</u>** Listen again to the interview and choose the appropriate meaning of each underlined word in sentences below from the list **(<u>task 49 page63</u>)**		To listen to the answer and guess the question To listen and complete the sentence To listen and complete the table	Text book	V/ A/
	After listening	The PPS are requested to work in pairs and match each adjective with its opposite**.(<u>task 50 page63</u>)** Play the role of a journalist and prepare 3 questions from the bibliographical notes while your partner plays the role of Kateb Yacine and tries to answer these questions.	L/L	identifying vocabulary and then find synonyms and antonyms for some words in the transcript		

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Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Brainstorming	The teacher greets his PPs. The pps respond. The teacher makes a quick review about the differences between Kateb Yacine's mother and his french school teacher . (Memory game) T. writes a set of words in the circle and make the pupils repeat them. Conflict- massacre- shot dead- drift away- exploded- arrested- prison Each time the pupils repeat a word, the teacher erases it till they can remember and repeat all the erased words	T/L	Activate the PPs prior knowledge To anticipate thetopic/ explain the key words		a/v
	Pre listening	**<u>The 1st listening</u>** : T : Now listen to **part 2** of the interview and answer by true or false (**task 52 page 64)**		To listen to the answer and Answer by true or false	Audio file	
	While listening	**<u>The 2nd listening :</u>** The PPS are invited to listen again to **part 2** and work with partners, check their answers and correct each other. **<u>The 3rd listening</u>** The PPS are invited to listen to **part 2** and do **tasks 57,59,60,61,62 .**	T/L	To listen and answer a set of questions		V/ A/
	After listening	**<u>The 4th listening :</u>** T : Listen again to the interview and choose the statements that show how events of Setif'affected his life and were a painful experience to him. Teacher writes on the board the following sentence : <u>Kateb Yacine had a hard childhood and terrible experiences</u>. T : do you agree with me ? say why ?	L/L	To listen and choose the correct answer The PP uses his critical thinking	Text book	

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Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Pre listening	The teacher greets his PPs. The pps respond. The teacher invites his PPS to remember some information They got about Kateb Yacine's life experiences from Parts 1 and 2 of the TV interview between the famous writer and the French journalist. Teacher gives his students the first lines of the part 3 of this TV interview they are going to listen to and guess the rest I was fifteen. In prison, and in the concentration camp afterwards, I suddenly became aware of ……	T/L	To bridge between the listening files Prepare students for the vocabulary and language structures in the text To anticipate thetopic/ explain the key words	Audio file	
	While listening	**<u>The 1st listening</u>** : T : Now listen to **part** 3of the interview and answer by true or false (**task 66 page 65)** **<u>The 2nd listening :</u>** The PPS are invited to listen again to **part 3** and fill in the gaps with kateb Yacine's own words.(**task 68page65)** **<u>The 3rd listening</u>** The PPS are invited to listen to the last sentence in **part 3** of the interview and do task **70 page66.**		To listen to the answer and Answer by true or false To listen and complete	Audio file	a/v
	After listening	The PPS are requested to work in small groups ,use the information they learnt about Kateb Yacine from all the listening tasks and complete the Bibliographical Notes about his childhood memories and experiences**.** Then,the PPS use the bubliographical notes in writing a short paragraph about Kateb Yacine's childhood memories and experiences during the French colonialism	T/L L/L	To transform information into a short narative text	Text book	V/ A/

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I pronounce 2 Language focus : language learning	Framework: PPU
Learning Objective (s): By the end of the lesson, my pupils will be able to discriminate and pronounce correctly the English triphthongs.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	Opennes to study other languages .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. The teacher makes a quick revision of diphthongs and how many sounds do they have . The teacher helps the learners to remember some words which contain these diphthongs. **/ei/ /ai/ /ɔi/ /əʊ/ /aʊ/ /eə/ /ʊə/**		To prepare the learners for the next phase		VA KT
	Presentation	• The teacher writes some words containing triphthongs on the board and asks his PPs to listen *to the way the underlined sounds of each word are pronounced.* **Player- diary-lawyer- slower- tower** T: Now, listen again and count how many vowels do we have in each sound? (the teacher can use his figers to show the PPs the number of vowels in each sound. **PPS: we have three vowels.** **T : Today ,we are going to see 'the triphtongs'** A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. The triphthongs are composed of five closing diphthongs with /ə / added on the end. **/eiə / Player /aiə / diary** **/ɔiə / lawyer /əʊə/ slower**	T/L	Present the triphthongs To familiarize	W board	a/v

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	Practice Use	/aʊə / tower **The teacher invites his PPS to listen to a list of words which contain the target sounds (page 67).** **Then , the PPs are asked to listen and repeat each line (b page 67)** **The PPS are asked to do the following tasks:** **Task 1 page 70:** **Listen and identify the correct pronunciation of the triphthongs represented by the letters in bold type in each word .** **Task 3 page 70 :** **Choose three words with three different triphthongs from any list in task one.** **Task 4 page 70** **Listen and choose the correct pronunciation of the triphthong in each underlined word**	T/L	the PPs with the pronunciation of the diphthongs To involve PPs in selfand peerassessment identify the intruder sounds to choose the correct pronunciation of the target sounds	Text book	V/ A

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I read and do 1 Language focus : language use	Framework: PDP

Learning Objective (s): By the end of the lesson, my pupils will be able to read a text about someone's feeling , emotions, dreams and gather information.

Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board /textbooks/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream. Being positive . .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Pre read	T greets his PPs .The PPs respond. The teacher writes on the board the word Palestine in a scrambled way and invites the PPs to reorder its letters to get a country. **stiPanel** **The** PPs may ask some helping yes /no questions: Is it in Africa? is it Eurpean? is it an Arab country? The teacher writes the word Palestine on the board and asks the PPS what comes to their minds when they see this word …… ….. ……. ……. …… ……. , ……. Palestine The teacher elicits the key words : refugee camp , occupied, dead, destroyed ; enemy, hope. situation	L/T T/L	Bring prior knowledge to the surface To present the key words to facilitate the understanding of the text .	W board	VA a/v

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	While reading	T : Open your books on page 80 . Look at this girl and guess how old is she ?Does she look mature ? Read the title of the text and guess what is it about ?	T/L	To anticipate the topic	Text book	V/ A
		T ; Now ,read the text and fill in the Bibliographical Notes (task 1 page 80).		To read and fill in bibliographical notes		
		The PPS are requested to read the text again and answer the questions in (task 2 page 80**).**		To read and find the false information Encourage co – learning.		
	After reading	The teachers asks his PPs to do **TASK 3 PAGE 81 :** You read the introductory paragraph only while your partner read the rest of the tex .Work separately and find information about Yara's age ;nationality ;political status ;current residence ;original hometown ;occupation ;hobbies ;dream job ;childhood dream.		The PPs transfer information from a format to an other		
		Finally, the PPS work in pairs ,compare their answers,complete the missing information in each other's answers and write Yara's bio card in their copybooks.	L/L			

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, my Personality and Life Experiences	Lesson: I read and do 2 Language focus : language use	Framework: PDP
Learning Objective (s): By the end of the lesson, my pupils will be able to read a text about Mrs Zohra Driff's memories and experiences, and sort out information.		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board /textbooks/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing a common historical heritage and a nationalcollective memory ofsuffering and struggling against colonialism ■valuing the role played by national historical figures in the fight against colonialism .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Pre read While reading	T greets his PPs .The PPs respond. T shows a segment video from the film 'The Battle of Algiers ' la bataille d'Alger and asks some questions : T : Did you see this film before ? Is it based on fiction /true story ? When / and where did these events take place? Which period? Before or after the independence? Were Algerian people live in good conditions? Were they repressed by French colonial? How did the revolutionaries fight the colonialism ? Can you name some revolutionaries in the video? T : Open your books on page 82.Read the title and the first two sentences of the suggested text and check the photos on page 48 and answer these question : What is the text about ? The teacher invites his PPs to read the text and complete the **bibliographical notes** p.82. The PPS are requested to read thed text again do **task 6 page 83 : listen to the author reading the text .Then read the text**	L/T T/L	Bring prior knowledge to the surface To present the key words to facilitate the understanding of the text. Anticipate the topic. To read and fill in bibliographical notes	W board	VA a/v

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	After reading	**and answer the questions.** **T : Now read the introductory paragraph only ; your partner reads the rest of the text.Work separately and find information about Zohra Drif.** **The PPS aare invited to work with partners. Compare their findings ,complete the missing information in each other's answers and write Mrs Drif's bio card.**	T/L L/L	To read and find the false information Encourage co – learning. The PPs transfer information from a format to an other	Text book	V/ A

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: Sequence 2 Me, my Personality and Life Experiences	I learn to integrate	Framework: PPP

Learning Objective **:** By the end of the lesson, my learners will be able to work in small groups and write a web article in which they compare two outstanding figures' childhood school memories and experiences.And describe the impact of these memories and experiences on their personalities.

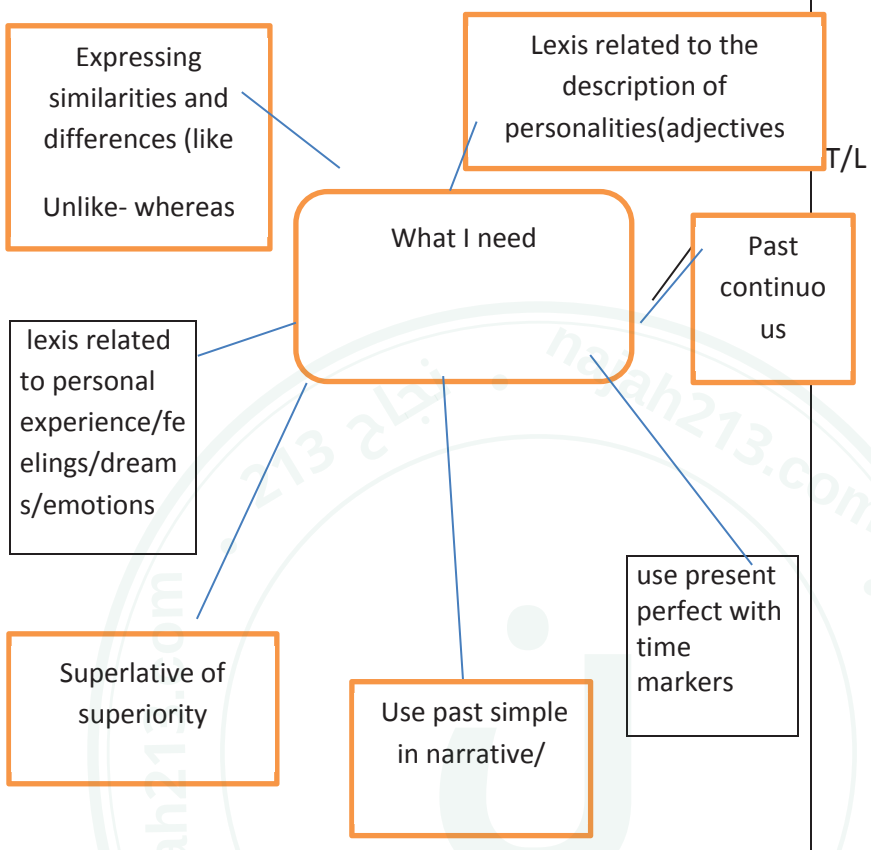
Targeted competencies: interact – **interpret** – **produce**. **Target structure : simple past, like** unlike- whereas- Superlative of superiority	Domain (s): Oral/written/both	Materials: / W. Board/ text book- photos

Cross Curricular Competencies	Core values
Intellectual competence: - The learner can use his critical thinking skills when gathering information for learning and research. - He can reinvest prior knowledge. 2. **Methodological competence**: - He can work individually, in pairs or within small groups. - He can mobilise his resources. - He can assess himself and his peers. 3.**Communicative competence**: - He can use ICT to make a quick research… 4. **Personal and social competencies**: - He can show some degree of autonomy in all areas of learning. - He is aware of his role and others' role in collaborative work. - He develops attitudes of sharing data about Algerian outstanding figures. - He is honest and accountable for his work and respects others' work.	Valuing work in groups. raising awareness of the influence of other people onone's character, personality and dreams ■raising awareness of the importance of memory in shaping the identity of a nation. valuing a common historicalheritage and a national collective memory of suffering and struggling against colonialism.

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his PPs .The PPs respond. T shows his PPS some photos about the commemoration of the 1st November in Algeria and ask some questions : How do the Algerian authorities celebrate this Day ? As as a citizen ,how do you feel while celebrating this Day? T. presents the situation (Page 85)and helps the PPS to interpret it and define the task **Initial situation** : To commemorate the 1st of November 1954, your English and history teachers have asked you to search the internet and write a web article for your school's website ,in which you will compare Kateb Yacine's and Zohra Drif's childhood school memories and experiences, with special focus on the impact of these memories and experiences on their personalities ,their awareness of their national identity and their decision to take part in the	T/L	To collect information/ Presenting the topic by eliciting from the PPs and engaging them in the process	photos	V/ A/

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	practice	**To write this webarticle the teacher helps his PPS to remember what they have seen, as resources, in this sequence** **Using spider graphic organizer , the teacher starts a discussion**  	T/L	present the situation	Text book	a/v
	production	Then , the teacher provides his pupils with the lay out (page86). The teacher invites his PPs to check some tasks done before. The teacher helps his PPs to engage in the task by controlling and monitoring The learners are requested to add origunal phots of Kateb Yacine and Zohra Drif (from the web) that will accompany their articles The teacher invites his PPs to check their mistakes before posting Each group will share their work in order to be assessed by the other groups members	L/L	The PPs start drafting Involve PPs in self and group - correction	W board PPs' copy books	A/ V/ K

Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel

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Sequence: Sequence 2 Me, my Personality and Life Experiences	I think and write	Framework: PDP
Learning Objective **:** By the end of the lesson, my pupils will be able to: a letter to an outstanding figure asking him/her questions about his/her childhood and adolescence memories ,dreams and experiences **-** write their profile where they describe their personality,interests,their childhood /school memories ,their ideal teacher ad friend.		
Targeted competencies: interact – **interpret** – **produce**. **Target structure : simple past, past cont, present perfect, adjectives of personalities……**	Domain (s): Oral/written/both	Materials: / W. Board/ text book-

Cross Curricular Competencies	Core values
Intellectual competence: - The learner can use his critical thinking skills when gathering information for learning and research. - He can reinvest prior knowledge. 2. **Methodological competence**: - He can work individually, in pairs or within small groups. - He can mobilise his resources. - He can assess himself and his peers. 3.**Communicative competence**: - He can use ICT to make a quick research… 4. **Personal and social competencies**: - He can show some degree of autonomy in all areas of learning. - He is aware of his role and others' role in collaborative work. - He develops attitudes of sharing data about Algerian outstanding figures. - He is honest and accountable for his work and respects others' work.	Valuing work in groups. raising awareness of theinfluence of other people onone's character, personality and dreams ■raising awareness of the importance of memory in shaping the identity of a nation. valuing a common historicalheritage and a national collective memory of suffering and struggling against colonialism.

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Before writing While writing	T greets his PPs .The PPs respond. T. shows four documents and asks the pupils to give the differences between them. (a letter – an email – SMS and an article) T. presents the situation 1(task 1page 87) and explains for the pupils: - What are you going to write? - For whom? - What do you need to review/reinvest to write these letter? - What do you need as grammar points The teacher provides his PPS with the layout (page86)to write a formal letter to Mrs Drif. T. presents the situation 2(task 2page 89) and explains for the pupils:	T/L	To activate prior knowledge	Four printed documents White Board PPs'	V / A /

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	Presentation and assessment	- What are you going to write? - For whom? - What do you need to review/reinvest to write these letter? - What do you need as grammar points The teacher provides his PPS with the layout (page89)to write to write their profile.. 1-T. asks half of the class to choose task one and the second half task two.. T. invites the pupils with the same topic to share their first draft, to checkmistakes, correct them and to ask for more pieces of advice and ideas. T. asks pupils to take their partners'advice into consideration and start writing the second dra Pupils are invited to write the final draft, after correcting mistakes and comparing it with the provided layouts. 7- T. invites pupils with the different topics, to work in pairs, read and assess each one's work	T/L L/L	present the situation To enhance the pupils to write The PPs start drafting Involve PPs in self and group - correction	books and Copybooks Text book W board PPs' copy books	a/v A/V/K

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Moufdi_Zakaria
The poet of the Algerian revolution



Zakaria Chikh as was his actual name was born on April 12th, 1908 in Bni Yezguen (Ghardaia). He studied in Annaba then in Tunis where he learnt to use both Arabic and French.During his stay in Tunis, he met and became a friend of Abou el Kacem Chebbi and Ramdhane Hamoud.and there he was given the nickname of *Moufdi* by a school friend.

Once back in Algeria, he has been imprisoned many times for almost 4 years. When he was freed, he joined the Algerian revolution in 1955 .The French arrested him again in April 1956 and he spent 3 years in Serkadji.

Moufdi Zakaria was courageous ,sensitive eloquent, active, perseverant and intellectual . All these personality traits made of him one of the greatest Algerian poets Moufdi is most known for the Algerian national anthem which he wrote. He also has two famous groups of poetry named ‘allahab al mouqaddass’ and ‘ilyadat aljazair’...He holds a certificate of recognition for all his literary work and his activism in the service of national culture issued by President Chadli Bendjedid on July 8th, 1987, as well as the medal "El-Athir" of the national order of merit, awarded by President Abdelaziz Bouteflika on July 4th, 1999 (given to his family).Moufdi Zakaria died in 1977 in Tunisia but his body was buried in Algeria.

Adapted from :

http://www.elmouradia.dz/francais/algerie/portrait/archives/moufdi.htm

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Level : MS4	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 1 *ME AND MY PERSONALITY AND EXPERIENCES*	**Lesson**: I read and do 2 Language focus : language use	**Framework:** PDP
Learning Objective (s): by the end of this lesson my learner will be able to read a text and gather information about Moufdi Zakaria .		
Targeted competencies: interact – **interpret** – produce. **Target structure:** - simple past /	**Domain (s)**: Oral/written/both	**Materials:** / W. Board/ handouts/ KWL Chart

Cross Curricular Competencies	Core values
➢ Intel: The 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 in pairs or in small groups. ➢ Com: He can use information and communication technology such as blogs, website pages Per and soc: He socializes through oral or written exchanges	- Valuing hard work and great achievements. - Valuing reading and thinking in particular.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	T invites his learners to stand up and sing the national anthem . T : Who wrote it ? T : what do you know about him ? The teacher invites his learners to fill in the T chart	T /Ls	To arouse the student's interest	wboard	V A
	Pre read	What I know about Moufdi Zakaria | What I want to know about Moufdi zakaria | What I learned(to be filled at the end of the lesson)	T/L	To prepare the learner for the next phase	KWL Chart Wboard	
	While read	The teacher distributes the handouts and invites The learners to read the text about Moufdi Zakaria and fill in the **bibliographical notes** **Title** : **Author** : **Source** **Type of document :** **Blog page - exerpt from a magazine web page** The teacher invites his learners to read and fill in the portrait of Moufdi Zakaria		To read and fill the bibliographical note.	handouts	A/V

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	post read	Name : ..... Also known : ..... Born in ..... Personality features : ..... Career : ..... Died : ..... Notable work : ..... T invites his learners to read the text and find words which are closest in meaning to : Studied =..... Smart =..... Jailed =..... Well-known =..... The teacher invites his learners to work in groups to discuss the main ideas of the text and fill in the third column in the KWL chart.	T/L	To read and fill in a portrait To discuss in groups the main ideas of the text and encourage the LS to help each other	W board White board	A/V

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4ms

Sequence: 3

Me, My Community And Citizenship

By Mr Djamel Djamel













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Pre requisites :

- Imperative (advice and recommendations)
- Present simple / future simple /imperative
- Sequencers

Communicative tasks :

- Open letter-

- Recipes

- Interview

- Debate/speech

- Problem solving

- Opinion gap

-Investigating

- Oral presentation

-Chaters

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Session ; initial situation	Framework: PDP The main focus is on listening and speaking
Objective of this session :to introduce and announce the communicative intention of the new sequence in terms of topic, discourse, and structure.And to stimulate the students curiosity to learn this new sequence.		
Targeted competencies: **interact** – **interpret** – produce. **lexis :** Some lexis related to the topics of the sequence : personality, personal profile, dreams	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages Hecanshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	-Raising awareness of the importance of nationalsolidarity - Promoting a world culture based on mutual respect between people and nations. -valuing critical thinking -valuing freedom of speech -valuing wise, helpfu l advice/recommendations.

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Pre Task	T greets his PPs .The PPs respond. The teacher shows his PPs some pictures (or video segment about a volunteer campaign) which symbolize helping each other, charity , volunteer work ,environmental incidents …. then ,invites his PPs to discuss in groups what do these pics represent and share their thoughts.  	T/L	Using prior knowledge	flash cards	V/ A/

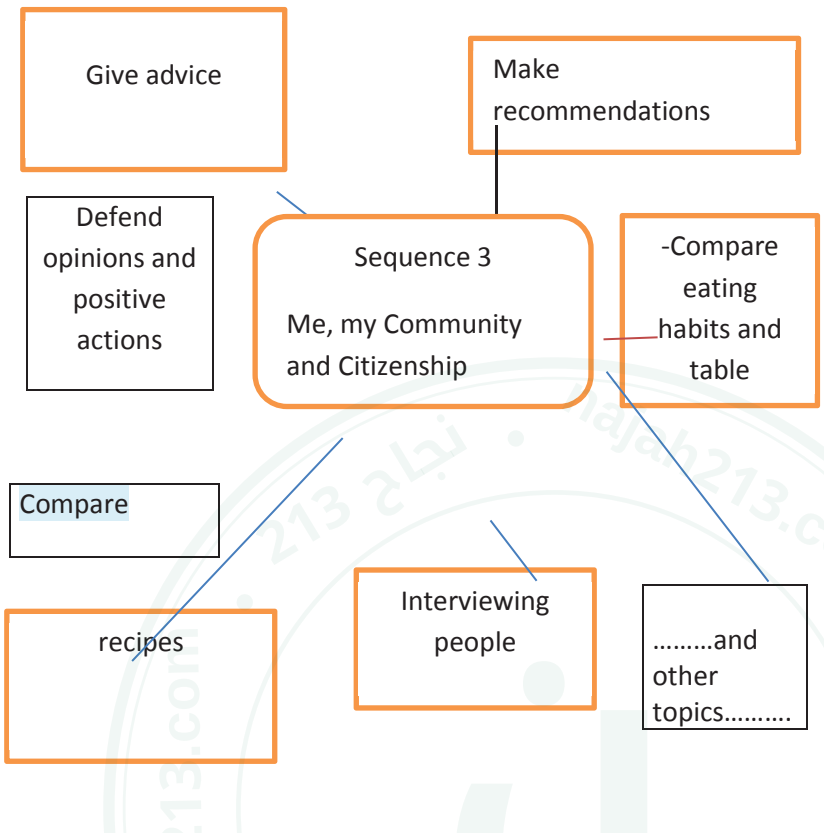
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	The Task cycle	   <u>Think aloud and share ;</u> The teacher asks some questions to brainstorm as many ideas as he can. Can you live alone on this earth?,why ? Why do people help others? What have you done recently that helped someone else? What about your friends , ?Do you have some friends who help people or students in need here in school or outside ? Do you think that charity can change the society and make it better ? How ? Do you think that we are all concerned to help others **Teacher writes the "initial situation" on the board.He reads it.Then helps his pps to interpret it in terms of new ...is.** **Initial situation** Every day, You watch,you read or you hear about people asking for help . But,at the sametimes,you hear about friends who are engaged in humanitarian activities. You feel concerned ,You want to make your schoolmates aware of that. Write an article for your school magazine to show your school mates the importance of being charitable and how cant they be good citizens. **T invites his pps to work in groups to discuss the problem and suggest solutions in 10 minutes . The teacher monitors and encourages his PPs .**	T/L L/L	To lead the PPs to the situation to encourage PPs to discuss and cooperate to generate solutions	W board W board	a/v V/ A/ K/T

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		The teacher invites his pps to read what they wrote. **Using spider graphic organizer , the teacher starts the discussion To introduce the communicative intention of the new sequence in terms of topics, discourse and structures.**  T : In this sequence : ‘ Me, my Community and Citizenship ’’ We are going to see all these topics and ideas	T/L	announce the topics of sequence 3 to engage the PPS and stimulate their curiosity and interest		

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Lesson: I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): **By the end of the lesson, my pupils will be able to listen to a piece of advice and gather information then analyse them and give their opinion s about them**		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - sequencers	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations.

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. Think –pair and share Do you have a good relationship with your parents ? What things you always do that make your parents happy ? What things you always do and bug your parents ? Do they give you advice ? Remember two pieces of advice your parents always give you and share them with us if it's possible .	T/L	Set a good atmosphere to arouse the learners' interest		VA
	Pre listening	**Mime it** Before students listen, the teacher writes on the board the topic of the subject : On the night before her death,a mother wrote a letter to her 16-year-old daughter. Teacher mimes part of the letter to elicit the key words and to arouse students interest.Then invites the PPs to listen and check . The 1st listening T: Listen to the mother and choose the correct answer (a;b or c) (task 1 page 97).		To anticipate the topic And Prepare students for the vocabulary and language structures in the script. To listen and choose the	W board	a/v

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	While listening	The 2nd listening The teacher invites his PPs to listen again to the beginning of the letter and choose the right phrase : “My ……Jana” T: now work in pairs .Compare your answers in tasks 1 and 2 and correct each other. The 3rd listening The teacher invites his PPs to listen again and choose the correct statement (a,b or c) Task 5 page 97. <u>The 4th listening :</u> The teacher invites his PPs to listen again and match the words that are closest in meaning to each other (Task 9 page 98).	T/L T/L	correct answer To involve PPs in self and peer assessment To listen and identify the correct meaning	Audio file Text book	V/ A/ K/T
	After listening	The teacher invites his PPs to work in groups to discuss and say what kind of person does the mother want her daughter to be (the teacher writes a list of characters and invites his PPS to choose) : Fearful - courageous- perseverant –caring – selfish- unselfish- Determined- frightened- Do you agree with her ? Defend your opinion. The PP can start like this : Yes,I agree/No, I don’t agree with the mother’s piece of advice. Because , I think ……	**T/L**	The PPs discuss share and defend their opinions .	Text book	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	**Listening and doing** Language focus : language learning/use	Framework: PDP

Learning Objective (s):By the end of this lesson the PPS will be able to listen to others' opinions and gather information and reinvest them to participate in a class debate then write an argumentative text where they give their arguments in order using sequencers.

Targeted competencies: i**nteract** – **interpret** – **produce**. **Target structure**: - imperative Sequencers : first / firstly second / secondly . third / thirdly	Domain (s): Oral/written/both	Materials: / W. Board/textbooks/audio file

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations.

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. Recall the most important points which came in the mother's letter of advice part one **Checking pre requisites** Before students listen to part 2, the teacher reminds them with the use of imperative by writing some advice said by the mother on the board like : " go through the world with open eyes " T: Where is the verb in this sentence. Underline it. Where is the subject? **Go through** is a verb in the **imperative** . **-Imperatives** are verbs used at the beginning of sentences either in the affirmative or negative to to give advice and recommendations, to indicate instructions (like in a cooking recipe), invitations, signs and notices or telling someone what	T/L	Recall and bring Prior knowledge into the surface Check pre requisites related to the use of imperatives		VA KT

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	Pre listening	to do. -We use the base form of the verb without to such as: walk, read,open,….etc and the command is given to (you) . -The imperative has "**positive** and **negative**" commands Examples : **Advice and recommendations** : - Have courage. - Don't be frightened and sad			W board	a/v
	While listening	The 1st listening T: Listen to the mother reading **part 2** of the letter and copy out the three imperative verbs that you hear at the beginning of this letter. (task 18 page 99) The 2nd listening The teacher invites his PPs to listen again to part2 and match each of the three imperative verbs (found in task 18) with its corresponding definition (task 19 page99) T: Now work in pairs .Compare your answers in tasks 18 and 19 and correct each other. The 3rd listening The teacher invites his PPs to listen again and fill in each gap with one word (Task 20 page 99).	T/L T/L **L/L**	To listen and identify the correct answers To listen and identify the right definition To involve PPs in self and peer assessment To listen and Fill in the gap	Text book Text book	V/ A/
	After listening	<u>Home work : Task 24 page 100</u> Which of the three types of people will you become friends with (a,b or c) .Choose the answer you agree with (a,b or c) and explain to your classmates the reasons why this is the right answer.		The PPs discuss and defend their opinions		

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I write

Objective : by the end of this session the PPs will be able to work with a group of partners to write an argumentative texts using sequencers

Target structure

Sequencers (firstly , secondly , thidly /first , second , third)

The 1st stage

The teacher helps his PPs to remember the most famous advice came in the mother's letter to her daughter.

Then , the teacher checks the home work given to the PPs during the last session (task 24 page 100) and invites some of the learners to share their answers.

The 2nd stage : A class debate (listening and speaking)

- Using think –aloud and share strategy , all the pupils should take part in this debate.
- The PPS should listen to their classmates and take notes.

T : The mother advises her daughter to ''fight and die ''for her opinion.

What does she mean by that?

Is she right ?

Who are for ? who are against ?

Those who are for ,should give one or more arguments.

Those who are against should give one or more arguments.

And you, will you fight and die for your opinion ?

The 3rd stage I write

When the class debate is over ,the PPs are invited to work with a group of partners and write a short report to summerize the classmates opinions and arguments .

The teacher explains and shows the PPs how order and their arguments

T : To sequence (to put in order) your arguments in an argumentative text , you can use the following **sequencers** :

First/ Firstly (for the 1st argument) ; Second/Secondly (for the 2nd argument) ; Third/ Thirdly (for the 3rd argument).

T : Firstl, Secondly ,Thirdly are more formal than First,Second,Third

T : You can use : The first ,second, third argument/ point is…….

The PPs can use the following lay out to write their reports :

Those of our classmates who agree with Jana's mother put forward the following arguments , Firstly , they think that ……..

Secondly , ……Thirdly ;……

Those who disagree argue that ……..

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I PRACTISE Language focus : language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my PPS will be able to give advice and recommendation using imperatives. Aand the modals should and shouldn't

Targeted competencies: **interact – interpret – produce**. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks.

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations. .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. The teacher starts by helping the PPs to remember the main points which came in the mother's letter and refreshing the PPs' minds about the use of imperative to give advice and how to form its positive and negative. Discuss with your partner and share: T: When the mother advises her daughter to " go through the world with open eyes" she means :	T/L	To help the learners bring his/her prior knowledge into surface		VA KT
	The presentation	a) "Pay attention and don't ignore people around you" And that also means b) "You should pay attention and you shouldn't ignore the people around you . **T : Now consider the statements a and b and tell us the differences you can notice .** " The teacher elicits the differences between giving advice using imperative / using the moda verb I should The teacher highlights rules In English, one way to ask for or give advice is using the modal verb **SHOULD**. We can make this type of question using …. **Should I + verb…?**		Giving the opportunity to the learners to guess and elicit the new structure highlighting rules	W board	a/v

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	Practice	For example: • **Should** I eat or **Should** I visit the doctor ? One common way to respond to a question with **SHOULD** is to also use **SHOULD** in the answer. You can start by saying: • I think you **should** + verb* • I think you shouldn't+verb…… Remember we say : he should/ she should. **Task 1** : Reorder the words to get meaningful sentences. 1- involved- charity work- We – in –be-should. 2- shouldn't- ignore- Citizens- their – duties. **3-** respect -of others-should-We –the opinion. 4-people to smoke in public places-be - free -shouldn't **Task 2** Make sentences using should or shouldn't people / watch / less TV - _____ the pupils / throw / litter/ - _____ We / encourage / citizenship _____ **Task 3** (Task 6 page115 oral) **Task 4 I work with my partners , and give advice using should and shouldn't** My classmate is often late for school. _____ My friend is selfish _____ My mother has got a terrible headache. _____ My classmate throws rubbish everywhere. _____ My brother gets very bad marks at school. _____	T/L T/L	Consolidate and reinforce the PPs understanding in terms of form/meaning /use The PPs reinvest what they learnt to give advice using should	W board	V/ A/
	Use					

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Lesson: I listen and do Language focus : language use	Framework: PDP
Learning Objective (s): **By the end of the lesson, my pupils will be able to listen to a piece of advice and gather information then analyse them and give their opinion s about them**		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - sequencers	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/audio file

Cross Curricular Competencies	Core values
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Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. Think –pair and share Do you have a good relationship with your parents ? What things you always do that make your parents happy ? What things you always do and bug your parents ? Do they give you advice ? Remember two pieces of advice your parents always give you and share them with us if it's possible .	T/L	Set a good atmosphere to arouse the learners' interest		VA
	Pre listening	**Mime it** Before students listen, the teacher writes on the board the topic of the subject : On the night before her death,a mother wrote a letter to her 16-year-old daughter. Teacher mimes part of the letter to elicit the key words and to arouse students interest.Then invites the PPs to listen and check . The 1st listening T: Listen to the mother and choose the correct answer (a;b or c) (task 1 page 97).		To anticipate the topic And Prepare students for the vocabulary and language structures in the script. To listen and choose the	W board	a/v

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	While listening	The 2nd listening The teacher invites his PPs to listen again to the beginning of the letter and choose the right phrase : “My ……Jana” T: now work in pairs .Compare your answers in tasks 1 and 2 and correct each other. The 3rd listening The teacher invites his PPs to listen again and choose the correct statement (a,b or c) Task 5 page 97. <u>The 4th listening :</u> The teacher invites his PPs to listen again and match the words that are closest in meaning to each other (Task 9 page 98).	T/L T/L	correct answer To involve PPs in self and peer assessment To listen and identify the correct meaning	Audio file Text book	V/ A/ K/T
	After listening	The teacher invites his PPs to work in groups to discuss and say what kind of person does the mother want her daughter to be (the teacher writes a list of characters and invites his PPS to choose) : Fearful - courageous- perseverant –caring – selfish- unselfish- Determined- frightened- Do you agree with her ? Defend your opinion. The PP can start like this : Yes,I agree/No, I don’t agree with the mother’s piece of advice. Because , I think ……	**T/L**	The PPs discuss share and defend their opinions .	Text book	

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	**Listening and doing** Language focus : language learning/use	Framework: PDP

Learning Objective (s):By the end of this lesson the PPS will be able to listen to others' opinions and gather information and reinvest them to participate in a class debate then write an argumentative text where they give their arguments in order using sequencers.

Targeted competencies: i**nteract** – **interpret** – **produce**. **Target structure**: - imperative Sequencers : first / firstly second / secondly . third / thirdly	Domain (s): Oral/written/both	Materials: / W. Board/textbooks/audio file

Cross Curricular Competencies	Core values
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Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
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	Pre listening	to do. -We use the base form of the verb without to such as: walk, read,open,….etc and the command is given to (you) . -The imperative has "**positive** and **negative**" commands Examples : **Advice and recommendations** : - Have courage. - Don't be frightened and sad			W board	a/v
	While listening	The 1st listening T: Listen to the mother reading **part 2** of the letter and copy out the three imperative verbs that you hear at the beginning of this letter. (task 18 page 99) The 2nd listening The teacher invites his PPs to listen again to part2 and match each of the three imperative verbs (found in task 18) with its corresponding definition (task 19 page99) T: Now work in pairs .Compare your answers in tasks 18 and 19 and correct each other. The 3rd listening The teacher invites his PPs to listen again and fill in each gap with one word (Task 20 page 99).	T/L T/L **L/L**	To listen and identify the correct answers To listen and identify the right definition To involve PPs in self and peer assessment To listen and Fill in the gap	Text book Text book	V/ A/
	After listening	<u>Home work : Task 24 page 100</u> Which of the three types of people will you become friends with (a,b or c) .Choose the answer you agree with (a,b or c) and explain to your classmates the reasons why this is the right answer.		The PPs discuss and defend their opinions		

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I write

Objective : by the end of this session the PPs will be able to work with a group of partners to write an argumentative texts using sequencers

Target structure

Sequencers (firstly , secondly , thidly /first , second , third)

The 1st stage

The teacher helps his PPs to remember the most famous advice came in the mother's letter to her daughter.

Then , the teacher checks the home work given to the PPs during the last session (task 24 page 100) and invites some of the learners to share their answers.

The 2nd stage : A class debate (listening and speaking)

- Using think –aloud and share strategy , all the pupils should take part in this debate.
- The PPS should listen to their classmates and take notes.

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What does she mean by that?

Is she right ?

Who are for ? who are against ?

Those who are for ,should give one or more arguments.

Those who are against should give one or more arguments.

And you, will you fight and die for your opinion ?

The 3rd stage I write

When the class debate is over ,the PPs are invited to work with a group of partners and write a short report to summerize the classmates opinions and arguments .

The teacher explains and shows the PPs how order and their arguments

T : To sequence (to put in order) your arguments in an argumentative text , you can use the following **sequencers** :

First/ Firstly (for the 1st argument) ; Second/Secondly (for the 2nd argument) ; Third/ Thirdly (for the 3rd argument).

T : Firstl, Secondly ,Thirdly are more formal than First,Second,Third

T : You can use : The first ,second, third argument/ point is…….

The PPs can use the following lay out to write their reports :

Those of our classmates who agree with Jana's mother put forward the following arguments , Firstly , they think that ……..

Secondly , ……Thirdly ;……

Those who disagree argue that ……..

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I PRACTISE Language focus : language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my PPS will be able to give advice and recommendation using imperatives. Aand the modals should and shouldn't

Targeted competencies: **interact – interpret – produce**. **Target structure**: - simple past	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks.

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations. .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. The teacher starts by helping the PPs to remember the main points which came in the mother's letter and refreshing the PPs' minds about the use of imperative to give advice and how to form its positive and negative. Discuss with your partner and share: T: When the mother advises her daughter to " go through the world with open eyes" she means :	T/L	To help the learners bring his/her prior knowledge into surface		VA KT
	The presentation	a) "Pay attention and don't ignore people around you" And that also means b) "You should pay attention and you shouldn't ignore the people around you . **T : Now consider the statements a and b and tell us the differences you can notice .** " The teacher elicits the differences between giving advice using imperative / using the moda verb I should The teacher highlights rules In English, one way to ask for or give advice is using the modal verb **SHOULD**. We can make this type of question using …. **Should I + verb…?**		Giving the opportunity to the learners to guess and elicit the new structure highlighting rules	W board	a/v

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	Practice	For example: • **Should** I eat or **Should** I visit the doctor ? One common way to respond to a question with **SHOULD** is to also use **SHOULD** in the answer. You can start by saying: • I think you **should** + verb* • I think you shouldn't+verb…… Remember we say : he should/ she should. **Task 1** : Reorder the words to get meaningful sentences. 1- involved- charity work- We – in –be-should. 2- shouldn't- ignore- Citizens- their – duties. **3-** respect -of others-should-We –the opinion. 4-people to smoke in public places-be - free -shouldn't **Task 2** Make sentences using should or shouldn't people / watch / less TV - _____ the pupils / throw / litter/ - _____ We / encourage / citizenship _____ **Task 3** (Task 6 page115 oral) **Task 4 I work with my partners , and give advice using should and shouldn't** My classmate is often late for school. _____ My friend is selfish _____ My mother has got a terrible headache. _____ My classmate throws rubbish everywhere. _____ My brother gets very bad marks at school. _____	T/L T/L	Consolidate and reinforce the PPs understanding in terms of form/meaning /use The PPs reinvest what they learnt to give advice using should	W board	V/ A/
	Use					

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Lesson: I practise Language focus : language learning/ use	Framework: PPU
Learning Objective (s): **By the end of the lesson, my pupils will be able to listen to a piece of advice and gather information then analyse them and give their opinion s about them .**		
Targeted competencies: interact – interpret – **produce**. **Target structure**: - conditional type 1 Simple present/simple future	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	-valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations. .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. A game :Talk for one minute The teacher prepares 6 funny questions and asks a pupil to choose one question to answer but the PP should talk for one minute. What will you do if you loose your mobile ? What will you do if you loose the house keys ? What will you do if your mother enters now ? What will you do if you see some one you miss ? What will you do if you see a bad dream ? What will you do if I give you 1000 0000 dollars ?	T/L	Use prior knowledge/set a good climate for work		VA
	presentation	The teacher draws the following table on the board , suggests some facts and invites the PPS to think about the consequences/ results and share them		To introduce the target structure in a context		
		Facts / Consequences If you eat too much — You'll …… If you meet him — Tell him …… . If she prepares well this year — She 'll …….. If I listen to my father's advice — ……..		to elicit the rules of conditional type 1	W board	A/V

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	Practice	**T : Now ;** Underline the verbs in the simple present and circle those in the simple future. What do you notice ? in which parts the verbs are in present/future ? Then , the teacher joins the parts of one of the complex sentences above inviting his learners to consider it and do the same with other sentences : Example : If you eat too much , You 'll be fat. Teacher elicits the structure of conditional type one from the students: IF + SIMPLE PRESENT + SIMPLE FUTURE The teacher weites the 2nd example and elicits rules : If you meet him ,tell him about my proble IF + SIMPLE PRESENT + Imperative For further explanation , the teacher highlights more rules about conditional type 1 (my grammar tools page 112) **Practice :** The PPS are requested to do the following tasks : **Task 8 page 115** Write the correct form of the verbs in brackets : present or future. **Task 9 page 115** : Match each imagined future situation with its corresponding result. **Task 10 page 115:** Combine each pair clauses (condition and result) IN TASK 9 starting with if clause . **Task 11 page 115** Rewrite all the combined sentences in task 10, starting with result /main clause. **Use :** **Task 12 page116** : the PPs work in pairs and each one think about a solution and shares it with his partner. What will you advise your classmate to do in each of the situations (a,b,c,d,e) ?	T/L T/L **T/L**	To check and reinforce the use Conditional type 1 in terms of meaning / form /use PPs use what they learnt to produce examples where they give their own opinions and advice	Text book Text book	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Listening and speaking Language focus : language use	Framework: PDP
Learning Objective (s): **by the end of this lesson my learner will be able to give an oral presentation before his classmates about some thing he sees important..** **The PPS document a topic on the web.**		
Targeted competencies: interact – **interpret** – **produce**. **Target structure**: - imperatives /sequencers	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/audio file

Cross Curricular Competencies	Core values
. 1. Intellectual competency: **- The learner can use his critical thinking skills when gathering information for learning and project work -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 mobilize his resources** 3.Communicative competency: **He can face an audience** 4. Personal and social competencies: **- He socialises through oral or written exchanges.**	valuing human experience and its role in shaping character, personality and dream. Respect the opinion of the others

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. The teacher writes the question below on the board then invites the PPS to think about the answer ; Tell us about things you personally see extremely important to succeed in your life .		To anticipate the topic And Prepare students for the vocabulary and language structures in the script.		VA
	Pre listening	The teacher helps his PPS to remember the most important points and advice which came in the mother's letter to her daughter Jana.	T/L			
	While listening	The 1st listening T: Listen to Jana's mother reading part 3and choose the values of pieces of advice (a;b ,c,etc) (task 31 page 101). The 2nd listening The teacher invites his PPs to listen again and copy down the sentence that expresses the argument used by the mother to convince her daughter of the importance of "learning, reading and studying languages".(task33 page 101) T: Now work in pairs .Compare your answers in tasks 31 and 33 and correct each other. The 3rd listening The teacher invites his PPs to listen again part3 and choose		To listen and choose the correct answer To involve PPs in self and peer assessment To listen and identify the correct answer	Audio file	a/v

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		the correct statement (a,b c,d) Task 35 page 101. The 4th listening : The teacher invites his PPs to listen again write the missing verbs in the following sentences from the letter (Task 39 page 101). T: Now work in pairs .Compare your answers in tasks 35 and 39and correct each other.	T/L T/L	To listen and find the missing word	WB	
	Post listening	The teacher invites his PPs to prepare an oral presentation and give it before their classmates about the importance /benefits of studying foreign language using the following steps ; (see task 41 page102) **Note** : The other learners take note while their classmates giving theur oral presentations about the mistakes they makes in terms the weakness or strenght of their arguments to be for or against.	**T/L**	The PPs face an audience /reinvest what they learnt to make an oral presentation .	Text book	V/ A/ K/T

Home work : (task 54 page 103) For home work , I will go on the internet ;google the name of the mother (see photo caption on the right) and find out about her life story (her biography) then , I will present the mother's Bio Card to my class

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I speak

The 1st stage

- The teacher checks the home work.
- The PPS work in groups ,exchange ideas on the mother's Bio Card.
- Each group presents his work to the class.

The second stage

The teacher invites the PPS to review all the previous listening tasks and make a list of all the pieces of advice the mother gives to her daughter . Then answer the following questions :

Do you think that Jana's mother is a good parent ?

Did she give her daughter the right kind of advice to be come a good person and a good member of '' human society'

Defend your opinion before your classmates.

The learners express their opinions freely and can use the following vocabulary :

- I think/believe (or I don(t think/believe)
- In my opinion , it's right/wrong (or quite right/ quite wrong)
- I approve of/ disapprove of (strongly approve of /strongly disapprove of)
- It(s a quite idea(thing).....

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Listening and speaking Language focus : language use	Framework: PDP
Learning Objective (s): **-by the end of this lession my PPs will be to talk about his family's eating habits and table manners.**		
Targeted competencies**:** interact **–** interpret **–** **produce**. **Target structure**: - simple present/ plural	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/audio file

Cross Curricular Competencies	Core values
Intellectual competency: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	. Raising awareness of the influence of other cultures on one's own Raising awarness of the importance of table manners Respect other cultures

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. A class discussion T : let's talk about the origin of some food , dishes and some table manners around the world What's the origin of : Rice , couscous, sushi ; pasta, paella……		Brainstorm ideas about types of food /activate the learner's prior knowledge		VA
	Before listening	T : Which food Chinese people prefer ? How do chinese people eat ? What do they use to eat? How do European people eat ? '(in a family or individually) What do they use ? (knives, forks……) ? What about Algerian people ? Do women eat with men ?or separately ? Do Algerian people prefer to sit around tables or maidas .	T/L	involving the learners /.paving the way ./ Introducing the key words needed to understand the conversation		
		The teacher elicits the keywords which are : One common plate,brass tray,maida, tables,silverware,brass trays brass trays , mattresses or carpets on the floor – tablecloth, plates, and silverware			W board	a/v

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	While Listening	T : Mrs Driff the famous Algerian figurehas kindly accepted to be interviewed and talk to you in your course book . The 1st listening T: Listen to part 1 of Mrs Drif's interview and choose the correct answer (a;b ,c,or d) (task 58 page 104). The 2nd listening The teacher invites his PPs to listen again to part1 and complete the table with the following words and phrases (task60 page 104) T: Now work in pairs .Compare your answers in tasks 58 and 60 and correct each other. The PPS are invited to work in pairs and do tasks 62 and 63 page 104.	T/L T/L	Gist listening to get general idea about the conversation listen and complete encourage peer correction	Audio file WB	
	After listening	The 3rd listening The teacher invites his PPs to listen again part1and each pupil asks his/her partner 3or 4 questions to find out about his/her family's way of eating .The questions can be about the place where the family eats/ the furniture/ the utensils (see task 66 page105) T: Now change the role with your partner and answer the questions.	**T/L**	The PPs reinvest what they learnt to interview each other	Text book	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	Lesson: I practise Language focus : language learning/ use	Framework: PPU
Learning Objective (s): **by the end of this lesson my learner will be able to give instructions using imperative.**		
Targeted competencies: interact – **interpret** – **produce**. **Target structure**: - imperatives /sequencers	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks

Cross Curricular Competencies	Core values
. 1. Intellectual competency: **- The learner can use his critical thinking to deducethe rules** *2* Methodological competency: **- He can work in pairs or within the whole class.** **- He can mobilize his resources** 3.Communicative competency: **He can interpret a recipe** 4. Personal and social competencies: **- He socialises through oral or written exchanges.**	valuing national identity and culture. promoting a world culture based on mutual respect between nations. . .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up Presentation	T greets his PPs .The PPs respond. Do you like cooking ? Do you help your mothers when she cooks ? Does your mother use recipes when she cooks ? Can you name some cakes /dishes/ drinks you or your mothers do at home ? Can you tell us about the ingredients to make them ? **The teacher asks his PPs to work in pairs and do Task 1page 114 :** *They put verbs in brackets in the imperative* Then , the PPS are requested to reorder the jumbled instructions about how to make mint tea. Numbers | 1 | 2 | 3 | 4 | 5 Letters | | | | | | *T : Check the ingredients again and answer the questions :* *2- list the ingredients we need to make mint tea ?* *3- Do you need milk?* *4- What about eggs ?* *5- Find all the kitchen utensils you need.*	T/L	Set a good atmosphere to arouse the learners' interest Giving the opportunity to the learners to guess and elicit the new structure	W board	VA a/v

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		6- Do you know other kitchen utensils ? T : Spot the verbs in the first instruction instructions. What do you notice ? PPS :The verb is in the imperative. **Teacher highlights rules** **Wash** is a verb in the **imperative** . **-Imperatives** are verbs used at the beginning of sentences either in the affirmative or negative to indicate advice ;instructions, invitations, or telling someone what to do. -We use the base form of the verb without to such as: walk, read, open,….etc and the command is given to (you) . -The imperative has "**positive** and **negative**" commands → ex: peel potatoes! - Don't add water	T/L T/L T/L	Highlighting rules	WB	
	Practic e	T : Read the instructions and sort out the other verbs in the imperative. After reordering the jumbled instructions ,the PPS are invited to put them in a coherent paragraph using sequencers : First, next ; then , after that , finally. The learners start like this : First, wash the tea with hot water Then ; the PPS are invited to do **task 4 page 114**		Check and consolidate in term of form and meaning	Text book	V/ A/ K/T
	Use	**T :** Now , work with your partners ,You use a dictionary to make a list of all the ingredients and kitchen utensils we need to make cheese omelette as in task 4 page 115		The pps can use what they have learnt		

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Consolidate

Task one :

Work with your partners and reorder the following istructions to get a recipe of pineapple juice :

2. A) Add more water if the juice is too thick.
   b)Pour the juice in serving glasses.
3. C)Peel ½ kilo of pineapple and chop it into small pieces.
4. D)Add the pineapple pieces in a blender along with water and sugar.
5. E) Blend to make a smooth juice.
6. F) Strain the juice using a soup strainer.

Task 2 :

I work with my partner to write each noun next to the verb it goes with. Some nouns can be used more than once.

bread- cake – butter- salt –oven- eggs- meat

1. Turn on the ……. . 5. Sprinkle some…….. on the meat.
2. boil some …….. . 6. Fry the…….. in a pan.
3. Spread the …… . 7. Melt…… the in a pan.
4. Bake the …….. 8. Preheat the …… .
9- roast …….. 10 grill ……..

Task 3 **laugh and learn**

T INVITES HIS PUPILS TO CHOOSE ONE INSTRUCTION AND ACT IT IN FRONT OF THEIR PARTNERS.

1 -Cut onions into small pieces.
2- break 3 eggs in the frying pan.
3 boil water.
4-Grill meat
5- fry potatoes

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I PRACTISE Language focus : language learning/use	Framework: PPU

Learning Objective (s): **by the end of this lesson my learner will be able to talk about his likes ,dislikes and hobbies using a correct pronunciation of -/ŋ/ sound**

Targeted competencies: interact – interpret – produce. **Target structure**: -like , love, hate, enjoy + v ing different adjectives Ask and answer about hobbies	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/flash cards.

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	Valuing critical thinking ■valuing freedom of speech ■valuing wise, helpfu l advice/recommendations

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up The presentation	T greets his PPs .The PPs respond. The teacher shows the PPS some flash cards which represent interests /hobbies like : 	T/L	To help the learners bring his/her prior knowledge into surface	Flash cards W board	VA KT a/v

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	Practice	  Volunteer work -collecting coins , collecting stamps , video games , acting ,skateboarding , playing chess …… T asks the learners : What do you do after school ? T :Do you have a hobby /interests? The teacher invites his learners to work in pairs and complete the following dialogue with : - -playing , like , hate- helping **Teacher** :What do you do in your free time,Sarah ? **Sarah** :I love …… chess **Teacher** : And you Christina ? **Christina** :Yes , as you know .I …… working as a volunteer in a charity.I enjoy ……..people.I ……..wasting time in playing and talking about people The teacher elicits the target structure T : Spot the verbs which mean like and don't like T : Look at the words which follow them. Are they verbs or nouns ? How are these verbs formed ? **The teacher highlights rules** **To ask about someone interest or hobby I say** : What are you good at ? Are interested in …. ? What do you like doing in your freetime ? **To talk about my interests/hobbies I say** : I'm good at …… I enjoy (+v+ing) I love +v+ing I'm crazy about +v+ing I'm interested in (+ noun or a gerund) I'm keen on (+ noun or a gerund) **To talk about something I'm not interested in I say** I don't like + v+ing/ I don't enjoy ……. /I 'm not keen on ……. I hate +v+ing **Note** : The teacher devotes time to present the correct pronunciation of the /ŋ/ **<u>Task one</u>** : I look at the list of hobbies above and tell my friends about which I like and which I don't like doing . Example : I love ……..but I don't like **<u>Task two</u>** : I move in the class and ask my classmates about what they like/don't like doing in their free time ? Example : What is your hobby /interest……. ? Are you good at ……. ? Why do you like…… ? The PPS' answers can be : it keeps me fit. ...it gets me out of	T/L T/L	Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Check and Consolidate the PPs understanding The target structure in terms of form/meaning /use	W board	V/ A/

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	Use	the house,! ...it's sociable. I meet lots of new people. ...it gives me something interesting to do with my time……. Then I report : Example : My classmate Mohamed loves…….because …… **Task three** : I tell my classmates about 3 thing I like doing and three things I dont like doing . I use : like/ enjoy/hate/ prefer		The PPs reinvest what they learnt to produce written examples		

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I pronounce Language focus : language learning/use	Framework: PPU

Learning Objective (s): **By the end of the lesson, my pupils will be able to share their opinions using a correct pronunciation and identifying the silent**

Targeted competencies: interact – **interpret** – produce. **Target sounds**: - the silent letters: h-l-b-n-w	Domain (s): Oral/written/both	Materials: / W. Board/ textbook

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream. Respect the opinion of others .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps .The pupils respond. T invites his pps to sing the song of the English alphabet. Teacher tells the students that today he will be talking about silent letters. T explains that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words. Teacher may well reminds his pps of the silent letters which they have already seen before (2ms/ 3ms) like : the letter r in car /H in What - /k in well-known /w in -who and t in mustn't	T/L	Prepare the learner for the next phase		VA KT
	Presentation	The presentation of the targeted sounds Teacher : Now ,listen to me reading some words then circle the letters which are not pronounced : Knife – answer- walk – lamb - autumn T eacher explains that there are silent letter rules that will help them recognize when these letters should be silent The teacher highlights rules of the silent letters : k-w-l-b-n (My Pronunciation Tools page 108)		Giving the opportunity to the learners to guess and elicit the target sounds	W board	a/v

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	Practice Use	Drilling (individual/chorus) The teacher invites his PPS to listen to him and repeat individual /chorus(I listen and repeat page 108) Guided practice Recogonizing and identifying the target sounds The PPS are invited to do task 1 page 110 ,the learners listen and identify the intruder in each list. The PPS are asked to add one word in each list. The students are invited to work in pairs compare each other answers, read My Pronunciation Tools again and correct each other Autonomy (independent work) Some pupils are invited to read aloud the text in task 7 and identify the silent letters while their classmates help them to correct their pronunciation mistakes	T/L T/L **L/L**	Highlighting rules To recognize and shape the PPs' pronunciation of the sounds To reconize and memorize The sounds	Text book Text book	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I pronounce Language focus : language learning/use	Framework: PPU

Learning Objective (s): **By the end of the lesson, my pupils will be able to share their opinions using a correct pronunciation and identifying the silent**

Targeted competencies: interact – **interpret** – produce. **Target sounds**: - the silent letters: h-l-b-n-w	Domain (s): Oral/written/both	Materials: / W. Board/ textbook

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shaping character, personality and dream. Respect the opinion of others .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his pps .The pupils respond. T invites his pps to sing the song of the English alphabet. Teacher tells the students that today he will be talking about silent letters. T explains that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words. Teacher may well reminds his pps of the silent letters which they have already seen before (2ms/ 3ms) like : the letter r in car /H in What - /k in well-known /w in -who and t in mustn't	T/L	Prepare the learner for the next phase		VA KT
	Presentation	The presentation of the targeted sounds Teacher : Now ,listen to me reading some words then circle the letters which are not pronounced : Knife – answer- walk – lamb - autumn T eacher explains that there are silent letter rules that will help them recognize when these letters should be silent The teacher highlights rules of the silent letters : k-w-l-b-n (My Pronunciation Tools page 108)		Giving the opportunity to the learners to guess and elicit the target sounds	W board	a/v

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	Practice Use	Drilling (individual/chorus) The teacher invites his PPS to listen to him and repeat individual /chorus(I listen and repeat page 108) Guided practice Recogonizing and identifying the target sounds The PPS are invited to do task 1 page 110 ,the learners listen and identify the intruder in each list. The PPS are asked to add one word in each list. The students are invited to work in pairs compare each other answers, read My Pronunciation Tools again and correct each other Autonomy (independent work) Some pupils are invited to read aloud the text in task 7 and identify the silent letters while their classmates help them to correct their pronunciation mistakes	T/L T/L **L/L**	Highlighting rules To recognize and shape the PPs' pronunciation of the sounds To reconize and memorize The sounds	Text book Text book	V/ A/ K/T

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 3 **Me, my Community and Citizenship**	I PRACTISE Language focus : language learning/use	Framework: PPU
Learning Objective (s): **by the end of this lesson my learner will be able to talk about his likes ,dislikes and hobbies using a correct pronunciation of -/ŋ/ sound**		
Targeted competencies: interact – interpret – produce. **Target structure**: -like , love, hate, enjoy + v ing different adjectives Ask and answer about hobbies	Domain (s): Oral/written/both	Materials: / W. Board/ textbooks/flash cards.

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms tointeract with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing human experience and its role in shapingcharacter, personality and dream . Being positive

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up The presentation	T greets his PPs .The PPs respond. The teacher shows the PPS some flash cards which represent interests /hobbies like : 	T/L	To help the learners bring his/her prior knowledge into surface	Flash cards W board	VA KT a/v

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	Practice	  Volunteer work -collecting coins , collecting stamps , video games , acting ,skateboarding , playing chess …… T asks the learners : What do you do after school ? T :Do you have a hobby /interests? The teacher invites his learners to work in pairs and complete the following dialogue with : - -playing , like , hate- helping **Teacher** :What do you do in your free time,Sarah ? **Sarah** :I love …… chess **Teacher** : And you Christina ? **Christina** :Yes , as you know .I …… working as a volunteer in a charity.I enjoy ……..people.I ……..wasting time in playing and talking about people The teacher elicits the target structure T : Spot the verbs which mean like and don't like T : Look at the words which follow them. Are they verbs or nouns ? How are these verbs formed ? **The teacher highlights rules** **To ask about someone interest or hobby I say** : What are you good at ? Are interested in …. ? What do you like doing in your freetime ? **To talk about my interests/hobbies I say** : I'm good at …… I enjoy (+v+ing) I love +v+ing I'm crazy about +v+ing I'm interested in (+ noun or a gerund) I'm keen on (+ noun or a gerund) **To talk about something I'm not interested in I say** I don't like + v+ing/ I don't enjoy ……. /I 'm not keen on ……. I hate +v+ing **Note** : The teacher devotes time to present the correct pronunciation of the /ŋ/ **<u>Task one</u>** : I look at the list of hobbies above and tell my friends about which I like and which I don't like doing . Example : I love ……..but I don't like **<u>Task two</u>** : I move in the class and ask my classmates about what they like/don't like doing in their free time ? Example : What is your hobby /interest……. ? Are you good at ……. ? Why do you like…… ? The PPS' answers can be : it keeps me fit. ...it gets me out of	T/L T/L	Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Check and Consolidate the PPs understanding The target structure in terms of form/meaning /use	W board	V/ A/

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	Use	the house,! ...it's sociable. I meet lots of new people. ...it gives me something interesting to do with my time……. Then I report : Example : My classmate Mohamed loves…….because …… **Task three** : I tell my classmates about 3 thing I like doing and three things I dont like doing . I use : like/ enjoy/hate/ prefer		The PPs reinvest what they learnt to produce written examples		

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Tutorial session

Objective : The learner will be able to share his opinion and give his point of view freely on different issues.

Material : Dictionaries, the student books.

Domain : oral

Stage one : The teacher helps his PPS to remember some useful vocabulary people use when they express their opinions like :

- I think/believe (or I don(t think/believe)
- In my opinion , it's right/wrong (or quite right/ quite wrong)
- I approve of/ disapprove of (strongly approve of /strongly disapprove of)
- It(s a quite idea(thing)……..

Stage two :

Teacher : There are other vocabulary frequently used when we deal with arguments.

The teacher provides his PPS with dictioaries and invites them to do task 16 page 116 and tasks 18 and 19 page 117.

Stage two :

The teacher writes on the board part 4 from the mother's letter ,then invites them to read it ,list all the pieces of advice in this part

Discuss them with your partners and say your opinion about them using the vocabulary learnt before.

The listening script part 4 :

Another value is work. Learn to love work! But even if you have to leave school one day and work, don't stop learning and studying. Read much, and study languages. You will broaden your mind and multiply its content. When I was in prison in Germany during WWII, I read the letters of Maria. There s a to her daughter Marie Antoinette, the last queen of France. If you see that book, 11 remember that I made up my mind at that time to write you this letter about my experiences and give you some helpful advice. Extracts adapted from: "Women of Prague" by W. A. Iggers, Berghahn Books, Oxford, UK, 1995

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, My Community And Citizenship	Lesson: I read and do 1 Language focus : language use	Framework: PDP

Learning Objective (s): **By the end of the lesson, my pupils will be able to: read an arguentative text about 'globalisation' sort out information. The PPS can discuss ,share and defend their opinions about globalisation**

Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple present-sequencers	Domain (s): Oral/written/both	Materials: / W. Board /textbooks/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	Valuing critical thinking ■valuing freedom of speech ■valuing national identity and culture Raising the learners' awareness about the effects of the globalisation .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond. A class debate : The teacher starts by writing the following quotation : 'The world becomes a small village' on the board and asks : Is that true? How?		Bring prior knowledge to the surface		VA
	Pre read	Then invites the students to write down what they think **globalisation** is, and whether or not it has had any effect on people and how that can happen. The teacher elicits the key words : culture , threaten, share the same habits, weaken national cultures/ traditions ; brand , impact. T : After this short debate , guess what is the topic of the text. Now , read the first 2 sentences of the text and check. T : Open your books on page 118 . Read the text and complete The bibliographical notes (Task 1 page 118)	L/T T/L	To present the key words to facilitate the understanding of the text .		V/A
	While reading	T ; Now ,read the text again and answer the questions (Task 2 page 118) : 1-Who or what do the words in bold refer to ? 3- the text is about :	T/L	To anticipate the topic To read and fill	W board	

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	After reading	a- economic globalization b- b- cultural globalisation c- c- technological globalisation 4- Justify your answers to question 3 with two sentences from the text. 6 find i the text the words that are closest in meaning to the following words : 7- Find in the text the words that are opposite in meaning to the following words 8- in which paragraph does the author express his opinion on thhe cultural globalisation? Justify your answers with one or two sentences from the text ? 11- does the author use sequencers when he presents his arguments ? 12 – In the last paragraph , the writer summerises the pros and the cons of cultural globalisation . copy them out and classify them in the following table : pros / cons 13- Do you agree with the writer when he says that the'' cultural globalisation doesn't seriously threaten the national identity'' T, Now , choose the most appropriate title to the text (Task 3 page 119)		in bibliographical notes -To read for more details(to scan) – To seek specific informatio n). To enhance the LS CRITICAL THINKING	Text book THE TEXT BOOK	

Home work : *the teacher asks his PPS to document with a web search for more articles and essays regarding the negative and The positive effects of cultural globalizsation on national cultures.*

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence 2 Me, My Community And Citizenship	Lesson: I read and do 1 Language focus : language use	Framework: PDP
Learning Objective (s): **By the end of the lesson, my pupils will be able to: read a text about 'charities 'and sort out information.**		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - simple present-	Domain (s): Oral/written/both	Materials: / W. Board /textbooks/

Cross Curricular Competencies	Core values
.**Intellectual competency**: The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages He can solve problem situations using a variety of communicationmeans He can show creativity when producing oral and written messages He canshow some degree of autonomy in all areas of learning **2.methodological competency** : He can work in pairs or in groups He can use strategies for listening and interpreting oral discourse He can develop effective study methods , mobilize his resources efficiently and manage his time rationally He can useinformation and communication technology whenever he needs it for learning and research He can evaluate himself He can evaluate his peers **3.communicative competency:** He can use drama and role-play to communicate appropriately He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -hecan use information and communication technology such as blogs , websites page , forumsof discussion , to interact with learners of other cultures He can process digital data **4.personal and social competencies** : He is aware of his role and others' role in the development of projects He is keen in promoting the work of his peers -he respects ournational values and behaves consistently He is honest and accountable for his work andrespects others work -he asserts his personal identity and behaves with self-confidence -hesocializes through oral or written exchanges -he develops attitudes of	valuing critical thinking ■valuing freedom of speech ■valuiing citizenship Encourage the PPS to be good citizens .

Time	Frame work	:Procedure	Focus	Aims	Material	Vakt
	Warm up	T greets his PPs .The PPs respond.		Bring prior knowledge to the surface		VA
	Pre read		L/T T/L	To present the key words to facilitate the understanding of the text .		V/A
	While	A class debate : Discuss these questions: What do you do to help each other in school? Your family? Your friends ? Your neighbours? What do we mean by volunteer work ?			W	

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	reading After reading	T: How charities use Medias 'TV,Radio , Newspapers, Social ones' to encourage people to help each other? What's your favourite TV show for charity? T writes on the board the PPS' answers T : After this short debate , guess what is the topic of the text. Now , read the first 2 sentences of the text and check. T : Open your books on page 120 . Read the text and complete The bibliographical notes (page 121) T ; Now ,read the text again and answer the questions (Task 5page 121) : 1-Read the lead in and complete the the ID card in your copy book : Name of the charity,year of foundation ;…… 2- Match the words/phrases from the text with their definitions 3- Justify your answers to question 3 with two sentences from the text.Which of the following charity activities are not carried by nass el kheir 5 Complete the folowingtable by explaining each charity activity or event 6- Which ofthe activities(in question 5) appeals to you most ?Why ? 7-WOULD YOU VOLUNTEER TO DO CHARITY WORK FOR COMMUNITY LIKE NESS ELKHEIR ? WHY ? -Suggest an other title to the text	T/L	To anticipate the topic To read and fill in bibliographical notes -To read for more details(to scan) – To seek specific informatio n). To enhance the LS CRITICAL THINKING	board Text book THE TEXT BOOK	

***Homework**: the teacher asks his PPS to document and check more articles on the internet regarding the youthcharities in Algeria and around the world.*

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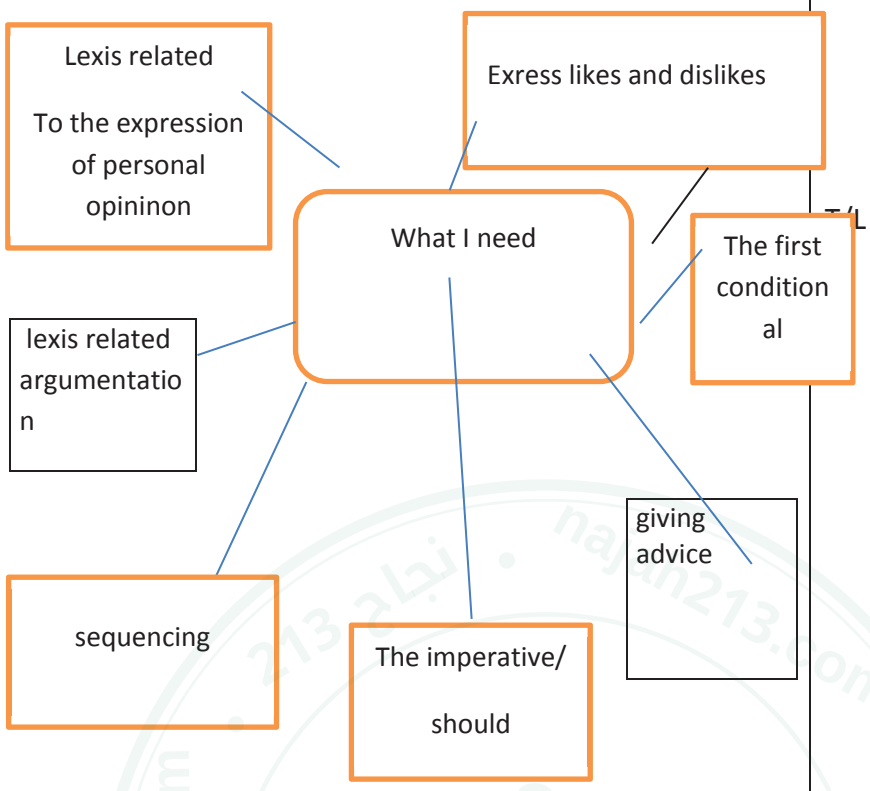
Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 Me, My Community and Citizenship	I learn to integrate	Framework: PPP
Learning Objective **:** By the end of the lesson, my learners will be able to work in small groups and write a an open letter in which they weigh up the pros and cons of cultural globalization and express their point of view		
Targeted competencies: interact – **interpret – produce**. **Target structure : imperative/ should/ Present/ if conditional**	Domain (s): Oral/written/both	Materials: / W. Board/ text book- photos

Cross Curricular Competencies	Core values
Intellectual competence: - The learner can use his critical thinking skills when gathering information for learning and research. - He can reinvest prior knowledge. 2. **Methodological competence**: - He can work individually, in pairs or within small groups. - He can mobilise his resources. - He can assess himself and his peers. 3.**Communicative competence**: - He can use ICT to make a quick research… 4. **Personal and social competencies**: - He can show some degree of autonomy in all areas of learning. - He is aware of his role and others' role in collaborative work. - He develops attitudes of sharing data about Algerian outstanding figures. - He is honest and accountable for his work and respects others' work.	Valuing work in groups. valuing national identity and culture valuiing citizenship

Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up presentation	T greets his PPs .The PPs respond. T helps his PPS to remembe the class debate about the globalisation during ''I read and do 1'' session T. presents the situation (Page 22)and helps the PPS to interpret it and define the task . : Unlike Dominic Cole ,many people think that cultural globalization is a new kind of colonialism or imperialism, which represents a real threat to national identities and cultures across the world. The first victims are young people. You will write an open letter to the Algerian in which you will weigh up the pros and cons of cultural globalization and express your point of view. Whatever your opinion, you will give advice and make recommendations to your young fellow citizens on how/why to protect your national identity and culture.	T/L	To collect information/ Presenting the topic by eliciting from the PPs and engaging them in the process	photos	V/ A/

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	practice productio on	**To write this letter the teacher helps his PPS to remember what they have seen, as resources, in this sequence** **Using spider graphic organizer , the teacher starts a discussion**  Then , the teacher provides his pupils with the lay out (page123). The teacher invites his PPs to exchange ideas with partners. The teacher helps his PPs to engage in the task by controlling and monitoring The teacher invites his PPs to check their mistakes and improve their drafts before the presentation Each group will read aloud their letter .The students are invited To vote on the best open letter and work together to improve it with the help of their teacher	T/L L/L	present the situation Help them remember the resources they need to write this open letter The PPs start drafting Involve PPs in self and group - correction	Text book W board	a/v A/ V/ K

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Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 Me, My Community and Citizenship	I think and write(situation for assessment)	Framework: PDP
Learning Objective : By the end of the lesson, my pupils will be able to an open letter to the Algrian youth in which the weigh up the cons and the pros of the globalisation and express their point of view. - write an essay a post on their facebok to convince people of their generation that true citizenship .		
Targeted competencies: interact – **interpret – produce**. **Target structure : sequencers, imperative ; if type 1, simple present**	Domain (s): Oral/written/both	Materials: / W. Board/ text book-

Cross Curricular Competencies	Core values
Intellectual competence: - The learner can use his critical thinking skills when gathering information for learning and research. - He can reinvest prior knowledge. 2. **Methodological competence**: - He can work individually, in pairs or within small groups. - He can mobilise his resources. - He can assess himself and his peers. 3.**Communicative competence**: - He can use ICT to make a quick research… 4. **Personal and social competencies**: - He can show some degree of autonomy in all areas of learning. - He is aware of his role and others' role in collaborative work. - He develops attitudes of sharing data about Algerian outstanding figures. - He is honest and accountable for his work and respects others' work.	valuing national identity and culture valuiing citizenship

Time	Frame work	Procedure	Focus	Aims	Material	V a kt
	Warm up Before writing While writing	T greets his PPs .The PPs respond. T starts off by discussing tthe differences between the different formats of these documents :a short essay, a letter – an email – SMS and an article, a composition) Teacher presents the situation 1(page 124) and explains for the pupils: - What are you going to write? - For whom? - What do you need to review/reinvest to write these letter? The pps may check again the listening tasks 9.10.11.70.71 and the text 1 (I read and do) - What do you need as grammar points ? The teacher provides his PPS with the layout (page124)to write this article for the school magazine.	T/L	To activate the PPS' prior knowledge	White Board PPs' books and Copy books	V / A /

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	Presentation	Teacher presents the situation 2(task 2page 125) and explains for the pupils: - What are you going to write? - For whom? - What do you need to review/reinvest to write these letter? (the PPs may refer to the listening tasks ;14,20,24,25,29,31,44 ……) my grammar tools1 to 3 and read the text 2 again) - What do you need as grammar points ? The teacher provides his PPS with the layout (page125)to write this short essay.. -T. asks half of the class to choose task one and the second half task two. And start drafting. T. invites the pupils with the same topic to share their first draft, to check mistakes, correct them and to ask for more pieces of advice and ideas. The pupils are invited to write the final draft, after correcting mistakes and comparing it with the provided layouts. - T. collects the PPS work to be assessed.	T/L	present the situation To enhance the pupils to write The PPs start drafting	W board PPs' books Copy books	a/v A/V/K

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