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Level :3ms

SEQUENCE :four

Me And My Environment



by Mr djamel

The learning objectives

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

The communicative tasks

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

Initial situation

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

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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 *ME AND MY Environment*	Session ; initial situation	Framework: PDP

Learning Objective By the end of the session, the learners will be able to ;A)interact orally to suggest solutions to solve a given problem situation.
b) To be familiar with the topics of the new sequence.

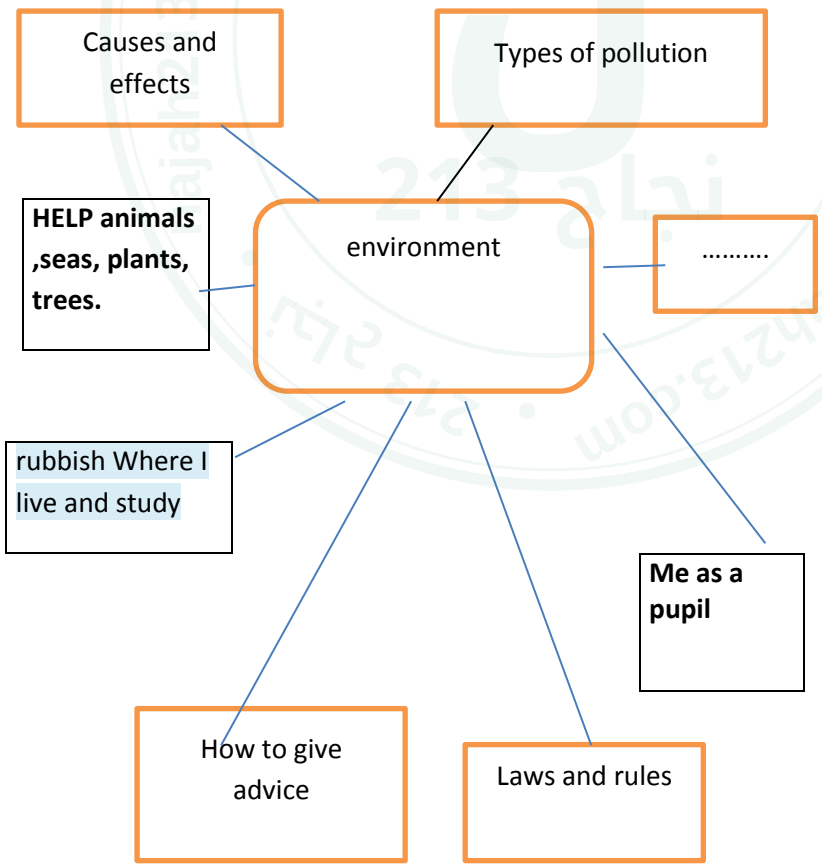
Targeted competencies: interact – **interpret** – produce. **lexis :** Some lexis related to the environment: -	Domain (s): Oral/written/both	Materials: / W. Board/ flash cards

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

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

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

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

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

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

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

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	listen <

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

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

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

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

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

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

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

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

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

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Time	Frame work	Procedure	Focus	Aims	Material	Vakt
	Warm up Pre listen While liste <

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

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

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

Task 2: We use these words in examples

Task 3 ; Task 23 page 139 .

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

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

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

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

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

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

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

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

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

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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 have	_____	

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

Time expressions for the present perfect

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

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

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

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

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

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

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	Practice <

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

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

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

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

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LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

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

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

Learning style : VAKT

Steps :

Before poster :

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

.

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

Presentation :

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

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

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

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

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

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

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

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

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

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

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

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LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

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

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

Learning style : VAKT

Steps :

Before poster :

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

.

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

Presentation :

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

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

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

Learning Objective (s): by the end of this lesson my learners will be able to talk and write about causes and consequences of litter using connectors as/ because , so/therefore.

Targeted competencies: interact – **interpret** – **produce.** **Target language :** discourse markers So, therefore, as, because	Domain (s): Oral/written/both	Materials: / W. Board/Sbook

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

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

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

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

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

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

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

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

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

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

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

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

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

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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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 in the previous sequences like : r	T/L	To involve the learners and pave the way To identify the silent letters	W board	V/ A/
	presentation	The teacher writes some words on the board .He reads them and invites his pupils to listen and spot the silent letters in these : What - know -Who –What- mustn't -school Pps: h- k- t- w T highlights quickly some rules of		Eliciting and highlighting rules		a/v
	practice	**Silent H** **Rule 1:** The letter H is usually silent when it appears after W. • Why, what, when, weather, where. **Rule 2:** Sometimes the letter H is not silent after W, consider the words below. • Whose, whosoever, who, whoever, whole. **Rule 3:** H is mute at the beginning of many words like : Hour, honest, honour, heir. **Rule 4:** ***Exceptions:*** Most of the words beginning with H are not silent : • History, Historical, Hair, Happy **Silent K** **Rule:** The letter K is always silent when it precedes the letter N in a word. • Know, knock, knife, knight, knowledge. **Silent T** **Rule:** The letter T is not pronounced in the following common English words: • Castle, Christmas, fasten, listen, often, beret, Chevrolet, whistle, thistle, bustle, hasten, soften, rapport, gourmet, ballet. **Silent W** **Rule 1:** The letter W is not pronounced at the beginning of a word when it is before the letter R. • Write, wrest, wrong, wrack, wrap. **Rule 2:** W is silent in the following words: • Who, whose, whole, whom, whole, whoever, answer, sword, two **Task 1** (task2 page 125) Listen and repeat. **Task 2** : (task 6 page 127) listen and tick the box	L/L	To check and reinforce	W board Sbook	

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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

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

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

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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	post read	they are going to face.(the teacher elicits and explain the key words) T invites his pps to read the text and fill in the bibliographical notes (TASK 1 PAGE 139) T invites his pps to read the text again and answer the questions In the reading notes. T invites his pps to work with partners , compare their answers and correct each other. The teacher asks his pps to work in small groups and find some similarities and differences between Scottish and Algerian students' attitudes toward the environments. differences / similarities	T/L L/L	the PPs and engaging them in the process checking comprehension in terms of ideas and lexis. The learner uses his critical thinking and shares his opinion	The board	a/v V/ A/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MT ENVIRONMENT	Lesson: I read and do 2 language use	Framework: PDP
Learning Objective (s): by the end of this lesson my pps will be able to read a text and sort out information		
Targeted competencies: interact – **interpret** – produce. **Target structure**: - Should. Pronouns	Domain (s): Oral/written/both	Materials Student book / W. Board/

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

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

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	post read	T invites his pps to read the text and fill in the bibliographical notes (TASK 1 PAGE 139) T invites his pps to read the text again and answer the questions In the reading notes. T invites his pps to work with partners , compare their answers and correct each other. The teacher asks his pps to work in small groups and find some similarities and differences between Scottish and Algerian students' attitudes toward the environments. differences | similarities	T/L L/L	in the process checking comprehension in terms of ideas and lexis. The learner uses his critical thinking and shares his opinion	The board	a/v V/ A/

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