najah213.com · نجاح 213

4ms

Sequence: 3

Me, My Community And Citizenship

By Mr Djamel Djamel













فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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 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 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/

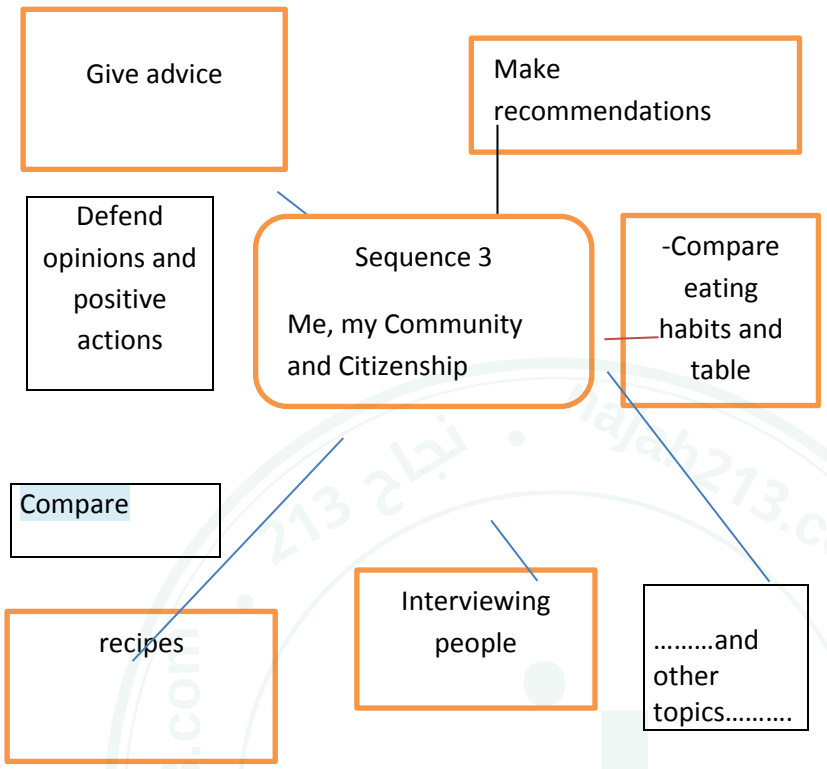
فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

		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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	While listening After 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). 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 T/L **T/L**	correct answer To involve PPs in self and peer assessment To listen and identify the correct meaning The PPs discuss share and defend their opinions .	Audio file Text book Text book	V/ A/ K/T

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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 ……..

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	Practice Use	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/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	While listening After 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). 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 T/L **T/L**	correct answer To involve PPs in self and peer assessment To listen and identify the correct meaning The PPs discuss share and defend their opinions .	Audio file Text book Text book	V/ A/ K/T

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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 ……..

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	Practice Use	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/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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.	T/L T/L **T/L**	To check and reinforce the use Conditional type 1 in terms of meaning / form /use	Text book Text book	V/ A/ K/T
	USE	**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) ?		PPs use what they learnt to produce examples where they give their own opinions and advice		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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 Pre listening While listening	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 . The teacher helps his PPS to remember the most important points and advice which came in the mother's letter to her daughter Jana. 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	T/L	To anticipate the topic And Prepare students for the vocabulary and language structures in the script. To listen and choose the correct answer To involve PPs in self and peer assessment To listen and identify the correct answer	Audio file	VA a/v

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

	Post listening	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. 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 T/L **T/L**	To listen and find the missing word The PPs face an audience /reinvest what they learnt to make an oral presentation .	WB 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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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).....

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

	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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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. *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

Numbers	1	2	3	4	5
Letters					

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

		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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

	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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

	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		

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com · نجاح 213

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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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	

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

نجاح 213 · najah213.com

	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.*

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

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	

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com • نجاح 213 • najah213.com • نجاح 213 • najah213.com

	reading <

najah213.com · نجاح 213

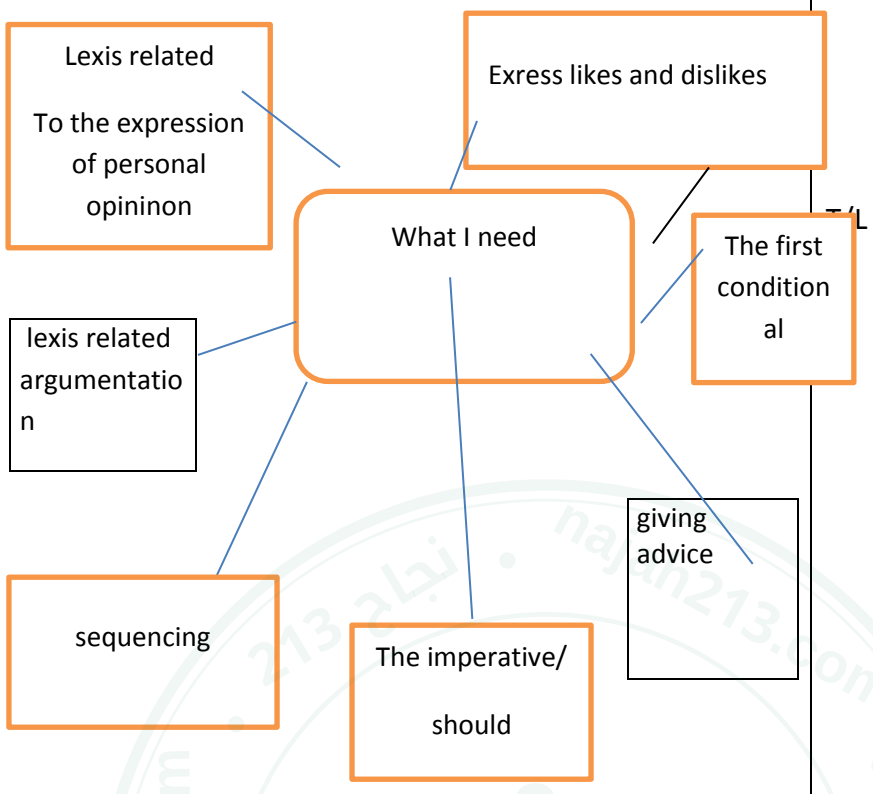
Level : MS4	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 3 Me, My Community and Citizenship	I learn to integrate	Framework: PPP
Learning Objective **:** By the end of the lesson, my learners will be able to work in small groups and write a an open letter in which they 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/

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	practice	**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**  	T/L	present the situation Help them remember the resources they need to write this open letter	Text book	a/v
	producti on	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	L/L	The PPs start drafting Involve PPs in self and group - correction	W board	A/ V/ K

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

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 /

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	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

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com