



LEVEL :2MS

SEQUENCE :ONE

ME AND MY FRIENDS AND

MY FAMILY 



Teacher: Mr bendoubaba

Teacher: bendoubaba djamel

djamel (djamel djamel)

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I listen and do	Framework: PDP

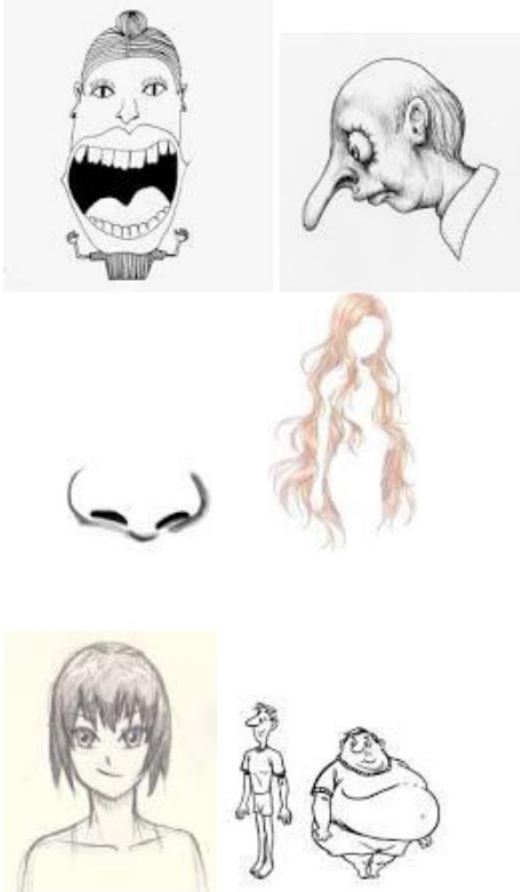
Learning Objective (s): by the end of this lesson my learner will be able to describe his/her physical appearance.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Target structure: -simple present of to be –have got		

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal messages to get information. ➤ Meth: He can use listening strategies in interpreting messages. He can work in pairs or in groups. ➤ Com: He can use a role play to communicate appropriately. ➤ Per and soc: He can socialize through oral exchanges 	<ul style="list-style-type: none"> ➤ Respecting the diffrences

Time	Framework	Procedure	Focus	Aims	Material	Vakt
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	<p><u>Learning situation to install resourses (the starting off)</u></p> <p>There is an Algerian TV show to choose young actors and actresses your friend wants to participate. Help him/her write an e-mail to apply for this job.</p> <p>Teacher greets his learners /the learners respond. Teacher makes a quick review about colours by singing the colour song or asking some questions: what colour is my pen?(teacher/learner) what colour is your slate?(learner/learner)</p>	T/	Interacting To make a quick review about colors		V A

<p>10m Pre listen n</p>	<p>the teacher pins on the board the following pictures to elicit (or present) the following adjectives : big/small/long/short/thin/fat/tall</p> 	<p>L/L</p> <p>Presenting New lexis</p> <p>Wboard + Flash cards</p> <p>Interpreting</p> <p>T/L</p> <p>Announcing the topic of the sequence.</p> <p>T/L</p> <p>Interpreting an oral message</p> <p>Checking the Is understanding</p>				
<p>20m While listen n</p>	<p>The teacher announces the topic of the this sequence</p> <p>The teacher invites his learners to listen to the 1st script and do Task 1page 11</p> <p>The teacher uses gestures when reading the script about the different parts of the body.</p> <div data-bbox="339 1653 954 1861" style="border: 1px solid black; padding: 5px;"> <p>This is my head ,this is my hair.These are my eyes, this is my hand ,these are my fingers,I have two lips,this is my mouth,I have a small nose and big ears hhhhhhhhhh.</p> </div> <p>The teacher invites his learners to listen again and check their answers (here the learner works with his partner)</p> <p>-here the teacher invites his learners to drill chorally and individually</p>	<p>T/L</p> <p>T/L</p>				

Task 2 : I look at Paul and correct the mistakes

(the learner works with his partner:



I Paul has got long straight hair. He's wearing glasses. He's got small eyes and a big mouth. He's got big ears.

PAUL

Mistakes..... L

.....

.....

...

V/A/
K/T

10m
n

After listen

Task 3 : a) I classify the following words:

Big-green-short-slim-brown-black-fair-tall-long-thin-small-fat-straight-wavy-frizzy
(the learner works with his partner)

height	build	hairstyle	eyes
.....
		

L

Producing a short text in which they describe their physical appearance

10m
n

b)I use the the table to describe myself :

My name isI'm

.....(height) and (build)(boy ,girl).

I have.....hair and eyes

The learners describe themselves in front of their classmates (their classmates correct the mistakes)

The teacher invites the learner to write on their copybooks.









Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson: I listen and speak	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to :a)describe his/her relatives' physical appearance b) naming clothes.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Target structure: -simple present Asking about physical appearance Asking about clothes		

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel: Learner can interpret verbal and non verbal messages to get information. ➤ Meth: He can use listening strategies in interpreting messages. He can work in pairs or in groups. ➤ Com: He can use a role play to communicate appropriately. ➤ Per and soc: socializing 	<ul style="list-style-type: none"> ➤ Respecting the differences ➤ Valuing the family

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10m n	Warm up	<p>The teacher greets his learners/the learners respond. The teacher shows his learners this picture and makes a quick review about members of the family by asking some question:</p>  <p>what is this ? where is the father ?name the other members of the family ?the learners try to remember and answer. The teacher invites them to do Task 18 page33: I match each definition with the <u>corresponding word</u>. The teacher makes a quick review about physical appearance. The teacher describes the father then asks one of his learner : what does the mother</p>	T/L L/L	<p>Activate the LS prior knowledge</p> <p>To introduce the other members Of the family</p>	Flash card+ wboard	V A

<p>15m n</p>	<p>Presentation</p>	<p>look like?The learner answers. The teacher pins a picture of a girl on the board and asks his learners what does she look like ? the learners answer .</p>  <p>T/L</p> <p>The teacher sets a series of questions about her eyes, hair; build,..... Is she fat?does she wear jeans?is she tall? What does she look like? -with the help of the teacher the learners answer. Then he and writes :This is Karima ,she is my <u>niece</u> ,she wears a dress and a nice <u>pair of shoes</u> , she looks <u>elegant</u> ,she loves fashion and she practises Judo. The teacher explains the new lexis Elegant =charming Teacher pins on the board pictures of clothes and invites his learners to drill individually and chorally Task 1 : I work with my partner to complete the table.</p> <table border="1" data-bbox="338 1236 938 1438"> <thead> <tr> <th data-bbox="338 1236 635 1281">Boys wear</th> <th data-bbox="635 1236 938 1281">Girls wear</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 1281 635 1438"></td> <td data-bbox="635 1281 938 1438"></td> </tr> </tbody> </table> <p>Task 2 : Task 9 page13 : I work with my partner and ask him to describe one of his relative. Task 3: a)I draw my family tree including grandpa grand ,uncle,aunt,..... b) I choose one of my relatives and writes about what does he look like and what does he wear?</p> <p>The teacher invites his learner to write on their copybooks.</p>	Boys wear	Girls wear			<p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>Interacting Refresh their vocabulary Asking about Physical K/ appearance</p> <p>Interpreting the picture to say what does karima look like?</p> <p>Eliciting</p> <p>Checking the Ls Understanding</p> <p>Familiarizing them with the new lexis</p> <p>Asking about ph appear</p> <p>Producing a short text in which the learner describes his relative</p>	<p>A/V/</p>
Boys wear	Girls wear								
<p>10m n</p>	<p>Practice</p>	<p>Task 1 : I work with my partner to complete the table.</p> <table border="1" data-bbox="338 1236 938 1438"> <thead> <tr> <th data-bbox="338 1236 635 1281">Boys wear</th> <th data-bbox="635 1236 938 1281">Girls wear</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 1281 635 1438"></td> <td data-bbox="635 1281 938 1438"></td> </tr> </tbody> </table> <p>Task 2 : Task 9 page13 : I work with my partner and ask him to describe one of his relative. Task 3: a)I draw my family tree including grandpa grand ,uncle,aunt,..... b) I choose one of my relatives and writes about what does he look like and what does he wear?</p> <p>The teacher invites his learner to write on their copybooks.</p>	Boys wear	Girls wear			<p>T/L</p> <p>L/L</p>	<p>Familiarizing them with the new lexis</p> <p>Asking about ph appear</p> <p>Producing a short text in which the learner describes his relative</p>	
Boys wear	Girls wear								
<p>15m n</p>	<p>Use</p>	<p>a)I draw my family tree including grandpa grand ,uncle,aunt,..... b) I choose one of my relatives and writes about what does he look like and what does he wear?</p> <p>The teacher invites his learner to write on their copybooks.</p>							
<p>10m n</p>									

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: the language use	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to express his/her like and dislikes , to ask and answer about the reason and to describe his free time activities.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Target structure: -simple present /wh/because/when-which-what-why-because		

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel: The PPs can use critical thinking to deduce the rules ➤ Meth: he can assess his work and his classmates He can work in pairs or in groups. ➤ Com: He can use a use to communicate appropriately. ➤ Per and soc: socializing 	<ul style="list-style-type: none"> ➤ Valuing the free time ➤ Valuing physical free time activities,like sport activities


Time	Framework	Procedure	Focus	Aims	Material	Vakt				
15m n	Warm up Pre listening	<p>The teacher greets his learners /the learners respond.</p> <p>The teacher shows the learners sports flash cards and elicits from them their names.</p> <p>The teacher asks them to name other sports activities,Then fill in the table</p> <table border="1" style="width: 100%;"> <tr> <td>Sport I like</td> <td>Sport I don't like</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Sport I like	Sport I don't like			T/LS	Brainstorming Interact to Check the LS knowledge	Flash cards + wbord	V A
		Sport I like	Sport I don't like							
		<p>Teacher asks them :</p> <p>Which sport do you like ? the LS answer</p> <p>Then the Ls ask each other in close pairs.</p> <p>T invites them to fill in this table:</p> <table border="1" style="width: 100%;"> <tr> <td>Sport I do</td> <td>when</td> </tr> <tr> <td>.....</td> <td>On Monday afternoon</td> </tr> <tr> <td>.....</td> <td>On Sunday morning At the weekend</td> </tr> </table>	Sport I do	when	On Monday afternoon	On Sunday morning At the weekend		
Sport I do	when									
.....	On Monday afternoon									
.....	On Sunday morning At the weekend									
<p>T: which sport do you do at the weekend? LS answer</p> <p>T: when do you do?</p>	T/LS	Asking about free time activities								

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 4 /language use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to talk and write /ask and answer about daily activities and free time activities .

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -simple present /what/on/at	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the pronunciation of the ending s
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel. The learner can use his critical thinking to deduce the rules ➤ Meth: He can take notes and exchange information with his peers ➤ Com: He can use a role play to communicate appropriately. ➤ Per and soc: He can socialize through oral /written exchanges 	<ul style="list-style-type: none"> ➤ Valuing time ➤ Respecting each other

Time	Framework	Procedure	Focus	Aims	Materia	Vakt
10mn	Warm up	<p>Teacher greets his learners /the learners respond.</p> <p>The teacher makes a quick review about the daily routine which they saw last year by Showing them some flashcards</p>  <p>The teacher asks his learners to order the following daily routine(the learner works with his partner)</p> <p>I go to school-I have dinner-I get up –I put on my clothes(I get dressed)- I have breakfast-I watch Tv-I have lunch-I go to bed.</p> <p>T. suggests a short text with missing words</p>	T/L	<p>Reminding the Ls about the daily routine(1ms)</p> <p>Interpret the flash cards</p> <p>Use the Is Prior knowledge</p>	Flash cards+Wboard	V A

15m n	Presentation	<p>and asks the pupils to complete them. Every day my friend Hakimat 6:40 ,hehis face and.....breakfast at 7:00 , hedressed at 7:25, he.....to school atbut at weekends he relaxes,.....,.....,.....</p> <p>The teacher sorts out the verbs and asks them to read correctly :gets-washes-has- goes-</p> <p>The teacher highlights the rulehow to pronounce the s endings in plural nouns and present simple(he,she,it):</p> <p>S is pronounced /s/ after the following sounds/f/ , /k/ , /p/ , /t/ , /θ/</p> <p>S is pronounced /z/ after (a, e, i, o, u) or consonant sounds: /b/ , /d/ , /g/ , /l/ , /m/ , /n/ , /r/ , /v/.</p> <p>S is pronounced /z/ after plurals and verbs that end in /tʃ/ , /s/ , /d / , /z/ , /ʃ / :(-ches, -ces,-ges, -ses, -shes, -sses, -xes, -zes)</p>	T/L	To elicit the target language from the learners													
15m n	Practice	<p>Task 1: ask my partner and complete the schedule (the teacher guides and helps) what do you do everyday? What do you do at weekends?</p> <table border="1" data-bbox="336 1223 940 1462"> <thead> <tr> <th></th> <th>morning s</th> <th>afternoon s</th> <th>evenings</th> </tr> </thead> <tbody> <tr> <td>weekday s</td> <td></td> <td></td> <td></td> </tr> <tr> <td>weekend s</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		morning s	afternoon s	evenings	weekday s				weekend s				L/L	Interacting /ask and answer about daily routine and free time activities	
	morning s	afternoon s	evenings														
weekday s																	
weekend s																	
10m n	use	<p>Task2: I pronounce</p> <p>T invites his learners to classify the following words: hidjabs-watches-revises-puts -goes- relaxes-slippers-trainers</p> <table border="1" data-bbox="336 1695 828 1778"> <thead> <tr> <th>/s/</th> <th>/z/</th> <th>/z/</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Task 3: 24page34</p> <p>I use the information in the schedule and write three or four sentences about my partner”s Weekdays activities and two or three about his weekends activities as an example :</p>	/s/	/z/	/z/				L/L	Checking	The learner can Produce a report about his						
/s/	/z/	/z/															

REPORT: My Partner's Daily Activities

On weekdays, my classmate (*give partner's name*) goes to school every morning and afternoon. She/He has lunch at home. After school, he/she.....

.....
.....
.....
.....

At weekends, she/he

.....
.....
.....
.....

The teacher invites his learners to write on their copybooks

partner daily and weekends activities


10m
n

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 5 /language use	Framework: PPU

Learning Objective (s): by the end of this lesson my learner will be able to talk about activities he/she can/can't do .

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> . Target structure: -the model can (affirmative/negative /interrogative,Whq)	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the pronunciation of can and can't
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Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel. The learner can use his critical thinking to deduce the rules ➤ Meth: He can take notes and exchange information with his peers ➤ Com: He can interview his partner ➤ Per and soc: He can socialise through oral /written exchanges 	<ul style="list-style-type: none"> ➤ Respecting each other ➤ Respecting differences ➤ Respecting people who are physically impaired.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	Teacher greets his learners and the learners The teacher asks his learner about what do they do at weekends? The learners may answer like this : I practise football /I do judo/I play the guitar.....	T/L	Interacting to remind them and to prepare them for the new lesson	Flash card+ W board	V A
28mn	presentation	<p>The teacher pins on the board a picture of A kimono and asks them :what is this ?</p>  <p>do we use it in boxing?</p> <p>The learners will answer and tell you : karate and judo.</p> <p>The teacher writes on the board the following question :(the teacher should be very careful about the pronunciation of can)</p> <p><u>Can(/kən/)</u> you use judo?</p> <p>The teacher chooses some learners to answer and helps them in forming the answer :Yes ,I <u>can</u> /kæn/ /No, I <u>can't</u> /kɑːnt/</p> <p>The teacher invites his learners to put a tick</p>	T/L	<p>Interpreting The picture</p> <p>interacting through asking/ answering the questions to elicit the target structure</p> <p>Use correct pronunciation</p>		

		<p>or a cross about what they can do/can't do.</p> <table border="1" data-bbox="338 91 935 295"> <tr> <td>Play the guitar</td> <td></td> <td></td> </tr> <tr> <td>sing</td> <td></td> <td></td> </tr> <tr> <td>swim</td> <td></td> <td></td> </tr> <tr> <td>run</td> <td></td> <td></td> </tr> <tr> <td>Ride a horse</td> <td></td> <td></td> </tr> </table> <p>The learners start asking each other Example: can you sing ? The teacher writes on the board the following questions : what can you do ? What can't you do? The learners use the table above to answer T helps the learners to answer : I can swim <u>but</u> I can't 'kɑ:ni/ play the guitar.</p> <p><u>The teacher isolates and states the rule :</u> Expressing ability and inability page24.</p> <p><u>I pronounce:</u> The teacher states the rule briefly.</p> <p>Task 1: I order the words 1- you /Can/Chinese/speak? 2- My/ father/drive/can/ the car. Task two: I put can or can't(the teacher uses gestures to explain the difficult words(blind-deaf-dumb) I'm blind,Isee. My sister is deaf , shehear. My friend is dumb,he speak I 'm tall ,Iwrite the date Task three :(communicative based activity)(orally):task 4page22 I work with my partner ,I look at the pictures on page 23 and ask him ,I pay attention to the pronunciation of can and can't.</p> <p>The teacher invites his learners to write on their copybook.</p>	Play the guitar			sing			swim			run			Ride a horse			<p>T/L</p> <p>T</p> <p>LS/LS</p> <p>LS/LS</p>	<p>Highlighting The rule</p> <p>To check how well the learners have grasped the meaning and the use of the new structure.</p> <p>(producing) To check how well the learners are able to use and pronounce the new structure correctly</p>		<p>V/A/ K</p>
Play the guitar																					
sing																					
swim																					
run																					
Ride a horse																					
5mn																					
5mn	practice																				
7mn	use																				
10mn																					


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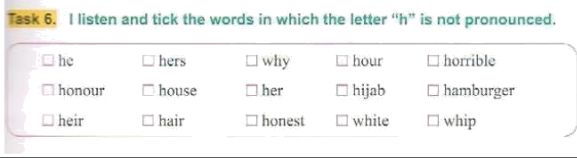
Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 6 /language learning	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to describe his/her house and the basic furniture in each room.

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce.</u>	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce : the silent h
Target structure: -present simple		

Cross Curricular Competencies	Core values
<p>Intel. He can understand and interpret verbal and non-verbal messages</p> <ul style="list-style-type: none"> ➤ Meth: He can work in pairs or in groups ➤ Com: He can describe ➤ Per and soc: He can socialise through oral /written exchanges 	Valuing the place /the city where we live in.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	Warm up	The teacher greets his learners /the learners respond.	T/L	Interacting To pave the way	Flash cards + W board	V A
	Pre listen	The teacher draws (or pins on)a house and asks some questions: what is this ?is it big or small ? is it beautiful or horrible ? 				
15mn	While listen	The teacher invites his learners to listen to the following script and do Task 1(task 19 page 17) I listen to my elder brother Samir read the definitions from the Oxford dictionary. Definition 1: A bedroom is a room for sleeping in. Definition 2: A living room is a room where people sit together, watch television, etc. Definition 3: A dining room is a room that is used mainly for eating meals in. Definition 4: A kitchen is a room in which meals are cooked or prepared. Definition 5: A bathroom is a room in which there is a bathtub, a washbasin and a toilet. I listen to my brother salim again and do	T/L	Interpreting/ Listening for specific information		



15m		<p>Task 2(task 22 page 18) I work with my partner and check each other answers here the teacher invites his learners to drill chorally and individually</p> <p><u>I pronounce</u> The teacher writes some words on the board and reads them ,then asks the LS which letter is silent in the second word. <u>house- why –shop-watch – bathroom -washbasin kitchen-home</u></p> <p>the rule : we don't pronounce the h when it comes after w like: why-when-what-where but in who ,whose we pronounce the h. n</p> 	T/L	Helping him to memorize The new lexis		
15m	After listen	<p>Task 3 : I describe my house: It is in...(the city) It is...(big,small,spacious,lovely,apartment, House with _____ bedrooms) I share a bedroom with my... I want to describe my bedroom. It is... I have ... (a bed, cupboards for my clothes). I have....(on the walls) My bedroom is always...(clean,messy,organised,) My kitchen has... My favourite room in the house is... (livingroom,diningroom,kitchen)because (I can relax there, I make delicious meals there) The only thing I don't like about my house is...</p>	L/L	Producing a short Text in which the learner describes His/her house		
10m		<p>The teacher invites his learners to write on their copybooks</p>				

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson focus: 7 /language use	Framework: PDP/PIASP

Learning Objective (s): by the end of this lesson my learner will be able to locate rooms and places inside a house

Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Target structure: -simple present / Markers(next to-between-on the right/left of/ possessive pronouns		

Cross Curricular Competencies	Core values
Intel. He can understand and interpret verbal and non-verbal messages ➤ Meth: He can work in pairs or in groups ➤ Com: He can describe Per and soc: He can socialise through oral /written exchanges	➤ Valuing the place and the city where we live

Time	Framework	Procedure	Focus	Aims /rationals	Material	Vakt
5mn	Warm up	The teacher greets his learners/the learners respond. The teacher interacts with his learners and makes a quick review about describing their houses and The basic furniture in each room.	T/L	To Interact to Refresh the vocabulary about houses/furniture		V A
10mn	Pre listen	  <p>Cottage Terraced house</p> <p>The teacher pins on the board a real plan of any house to explain the new vocabulary that may impede the understanding like: cottage-storeys-flat- stairs-downstairs-upstairs-the first flour-the ground floor.) To explain the prepositions: next to – on the left of –on the right of –between</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> A B </div> <p>Where is the room A? It is next to B.</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> A B C </div> <p>B is between A and C</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> D E </div> <p>E is on the left of D</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> D E </div>	T/LS	To Pave the way and present the key words needed in the conversation	Flashcards+ a plan + w board	


15m while listen n		<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>D is on the right E.</p> <p>The teacher invites his learners to listen to Liz and her friend Razane and do Task 1: Task 23 page 19</p> <p>Task 2:Task 25 p19:The learner listen again and complete the first floor plan of Liz’s house ,then the learner works with his partner to correct each other.</p> <p>The teacher invites his learners to listen to the script and complete the missing words in the following dialogue Prep 2(PIASP) Razane: Which one isbedroom, Liz? Liz: It’s the one with two balconies. The one next to is Mike’s. The learners answer with : Your mine</p> <p>The teacher makes a short revision of he possessive adjective and get them familiarized with the possessive pronouns It is my <u>room</u> ,it is mine</p>	T/LS	To Listen for specific information/ Interpreting														
20m n	After listen	<p>Isolate</p> <table style="margin-left: 40px;"> <tr> <td style="border: none;">-</td> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> <tr> <td style="border: none;">a noun</td> <td style="border: none;"></td> <td style="border: none;">mine</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"> </td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">a possessive pronoun</td> <td style="border: none;"></td> </tr> </table> <p>Analysis</p> <p>Highlighting the rule</p> <p>We use possessive pronouns (mine-yours-his-hers-ours-theirs) in place of a noun</p> <p>practice</p> <p>Task3: I complete with a possessive pronoun It is the bedroom of karima , it is It is your car , it is It kamel”s pen ,it is</p> <p>Task 4: I choose the right pronoun (my, mine) bedroom is beautiful. Whose car is it? It is (my –mine) Where is (hers-her)room ?</p> <p>Task 5: I draw the plan of my house and locate My bedroom . My bedroom is (small- spacious) it is(downstairs Upstairs) it is (next to ,between,on the right of ,on the left of).....</p>	-			a noun		mine					a possessive pronoun		T/LS	To involve PPs in peer- correction		
-																		
a noun		mine																
	a possessive pronoun																	
10m n		<p>The teacher invites his learners to their copybook</p>	LS/LS	To Help PPs to be more autonomous In reinvesting their prior knowledge														

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Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 ME ,MY FRIENDS ANDMY FAMILY.	Lesson : I read and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to interpret a written message		
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce</u> .	Domain (s): Oral/written/ <u>both</u> Materials: Flashcards / W. Board/	I pronounce: the silent d in handsome/the weak form of can/the ending s
Target structure: -simple present		

Cross Curricular Competencies	Core values
<p>Intel. He can understand and interpret verbal and non-verbal messages</p> <ul style="list-style-type: none"> ➤ Meth: He can work in pairs or in groups/develop his strategies for reading ➤ Com:he can use ICT to communicate with people/ He can describe <p>Per and soc: He can socialise through written exchanges</p>	<ul style="list-style-type: none"> ➤ Valuing time ➤ Valuing talents ➤ Encouraging sport

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Warm up Pre read	<p>The teacher greets his learners/the learners respond. The teacher writes on the board the following words then interacts with his learners about the meaning of them : handsome ,dark hair and black eyes- journalist- I live with my aunts- championship ,the magic cube, a blog</p> 	T/L	Interact/ To pave the way	Magic cube + Course book + W board	V A
30mn	while read	<p>Te teacher asks some questions about the magic cube: who likes this game, how many faces are there : 6 or 8?.</p> <p>The teacher invites the learners to guess the topic of the text is about what?</p> <p>The teacher invites his learners to read the text page :37 and do TASK one: I read and fill in the bibliographical notes. Task 2 : I read and complete the missing information .(the learner works with his partner and corrects each other) Task three : I read and answer by true or false Task four: I read and answer the questions Task six : I find in the text words are closest</p>	T/L	to prepare them to involve everybody in paving the way interpret/ skimming to get general information to read for details		

in meaning to:

Beautiful =..... like=.....

Words opposite in meaning to :

Horrible ≠ small≠.....

10m
n

Post read

10m
n

The learner works with his partner to make 2 or 3 statements about the text.
The teacher invites his learners to write on their copybooks.

To reinvest what he learnt

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 1 <i>ME ,MY FRIENDS ANDMY FAMILY.</i>	Lesson: I learn to integrate	Framework: writing process
Learning Objective (s): by the end of this lesson my learner will be able to write about his profile		
Targeted competencies: <u>interact</u> – interpret – <u>produce</u> . Target structure: -simple present /like and dislike/have/my	Domain (s): Oral/ <u>written</u> /both	Materials: the course book / W. Board
Cross Curricular Competencies		Core values
<p>Intel: Learner can show autonomy and creativity in writing</p> <p>Meth: he can exchange ideas with his partner he can mobilize his resources to write about his profile</p> <p>com: he can use ICT to communicate with others.</p> <p>Per and soc: he can socialize through written messages</p>		<ul style="list-style-type: none"> ➤ Being positive ➤ Being respectful toward himself/his family and people

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	<p>Teacher greets his learners/the learners respond.</p> <p>The teacher asks his learners about what they do at the weekend :</p> <p>The teacher and the learners interact about sports activities/leisure activities /championship/ and what does the word competition mean./and if they participated in a competition before?</p> <p>Setting up the Situation</p>	T/L	/interacting	The board + The course book	V A K T
5mn		<p>You are entering a national competition organised by the Algerian Ministry of National Education for middle school students about the “Best Personal Profile” written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th. The first three winners will be offered a four-week English language course in London next summer</p>	T/L	<p>LS can use his prior knowledge</p> <p>Interacting</p>		

Planning

The learner writes about his personal profile))

The learners follow the lay out (page4o) The learner can ask and exchange ideas with his partner.

T helps his learners to remember what they learnt in this sequence.

T asks the learners to complete the following table:

knowledge	Skills	Attitudes
Lexis related to physical description	Describing physical appearance	Page 39
Lexis related to clothing	Expressing likes and dislikes related to clothing,haired res,	
Lexis related to description of my house	Describing daily activities	
Lexis related to likes and dislikes	Reading and interpreting A plan of a house	
The present simple tense	Describing and locating places and rooms	
The connector because	Expressing ability ,inability	
Location markers (adverbs of place)		

Drafting

With the help of their teacher, the learners start drafting .

Editing

Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.

15mn

In -writing process

T/L

10mn

10mn

To correct the mistakes(spelling , grammar,..)

L/L

10mn		<p><u>publishing</u></p> <p>The learner writes the final draft and presents his work in front of his classmates to be assessed</p> <p>T selects a work to be written on the board and corrected.</p> <p>T invites his learners to write on their copybooks</p>				
10mn						

Level : MS2

School : bormadia Relizane

Teacher:Mr Bendoubaba djamel

djamel djamel

Sequence: 1 1 ME ,MY FRIENDS ANDMY FAMILY.

Lesson: I think and write

Framework: PDP

Learning Objective (s): By the end of this lesson , my learner will be able to write an email in which he/she describes his/her house.

Targeted competencies: interact – interpret – produce.

Domain (s): Oral/written/

Materials: W. board/The course book

Target structure: simple present /markers of location .

Cross Curricular Competencies

Core values

Intel: Learner shows creativity in writing
Meth: He can mobilize his resources to produce a written message
Com:He can use ICTs to communicate with others
Per and soc: He can socialize through written messages

Valuing the place and house where we live
Being proud of to belong to a family
A good conduct
Being polite
Openness to other people.

Table with 7 columns: Time, Framework, Procedure, Focus, Aims, Material, Vakt. Row 1: 15min, Pre writing, T greets his learners... The teacher sets up the situation... My English friend is asking me about the place where I live... You start like this :3 page 41, T/L, Interacting to pave the way, Wboard +course book, V A, A/V/K

The teacher collects the sheets to be corrected

Criteria	Indicators
<u>1-Relevance</u>	Write an email Describe his house and the room where he sleeps
<u>2-Correct use of linguistic resources</u>	1-the learners uses :the present simple /markers of location 2-the learner uses personal / possessive pronoun I/my The use of the connector because/ Uses suitable ajectives
<u>3-Coherence</u>	1-the learner writes simple and meaningful sentences about the topic;2- the good use of : Punctuation, capitalisation and indentation. 3-s/he respects the logical order of ideas
<u>4-Cross-curricular competences :</u>	1-the learner uses ICT in communicating with his/her friends 2-s/he produces a written message
<u>5-Values</u>	1-the learner shows a good conduct 2-shows attitude of respect
<u>6-Excellence</u>	1-The learner shows creativity in his /her writing 2- Good hand writing

40mn

While writing

The learner uses what he learnt to produce a meaningful message about describing his house

5mn

Post writing