LEVEL :2MS

TEACHER .MR BENDOUBABA DJ

## sequence :two <u>ME AND MY SHOPPING</u>





Level : MS2		School : Bor	madia Relizar	ne	Teacher: Mr Bendo djamel djamel	oubaba dja	mel	
Seque	nce: 2 Me ana	l my shopping		listen and do s: language le	arning	Framework: PDP		
Learni	ng Objective (	s): by the end of this	lesson my lea	rner will be ab	ole to na	me different kind of	food	
interpr Targe	<u>ret – produce.</u> <b>t structure:</b> -h	<b>cies</b> : <u>interact</u> – ow much /how ere is / there are	Domain (s):	Oral/written/	<u>both</u>	Materials: Flashcar	ds / W. Bo	ard/
many/		rricular Competencie						
get > Me - He c - He c - He c oral - He c	t information. eth: can work with h can assess his w can use strateg l discourse. can develop effe	n interpret verbal me is partners./ ork and his peers. gies for listening and i ective study methods, m and manage his time rat	nterpreting obilise his	appropri	ately. He can	a role play to comm		e
Time	Framework	Pi	rocedure		Focus	Aims	Material	Vakt
	Warm up Pre listen	Learning situation to It is Akram's birth make a big birthda buy the ingredient write his shopping to the supermarked The learners greet teacher responds w a quick review about Algeria couscous	iday. His mother iy cake .She asks s she needs. Help list and show hi t t t t t t t t t t t t t t t t t t t	wants to Akram to Akram to m the way		To refresh and check	Flash cards of fruits /vegeta bles/me at/fish + W board + free script	VA
		The mum of Sarah a couscous for dinner does she need to m	,listen and fir	nd which		Introduce the		A/V

The teacher presents (using flash cards or a data projector) some vegetables (Potatoes ,tomatoes ,carrots ,aubergines ,garlic, onions,

courgettes, beans, Peas, chickpeas,

new topical lexis

W listen	meat(slices of lamb ,chicken) , fish /fruits(tangerines ,bananas,oranges,peaches ,apricots) Drilling chorally and individually.		
Post listen	The teacher invites his learners to listen to script 1 and check their answers         Mum : we are having couscous for dinner, we have in the fridge some courgettes ,turnips,chickpeas,carrots, but we haven't any lamb , chicken,pototoes so , go and buy some.         Mehdi; how much do you want,mum ?         Mum: 2 kilos potatoes,3slices of lamb neck and don't forget to buy some oranges and some peaches.         Mehdi: ok ,Mum.         Task1         Listen and write down the shopping list with all vegetables in the same order as mentioned by mum.         Task2: I listen again and check the fridge of :Mehdi's mother and say:         Lamb       X         Chicken       X         Potatoes       X         Oranges       X         Chickpeas       ✓         Turnips       ✓         Carrots       ✓         Courgettes       ✓	To improve his taking note skill Interpret an oral message to get information	A/V/
	<ul> <li>Example: There are some courgettes but there is nt any chickpeas</li> <li><u>Task 3:</u> Mehdi is now at the market.I play the role of Mehdi and my partner is that of the greengrocer.</li> <li>Your partner: Good morning ,can I help you?</li> <li>You : yes ,please., I'd like 2kilos of</li></ul>	To reinvest his prior knowledge/to produce a dialogue	

Level :	Level : MS2 School : Bormadia Reliza		ne	Teacher: Mr Ber djamel djamel	ndoubaba dja	mel		
Seque	e <b>nce:</b> 2 <i>Me ana</i>	l my shopping	Lessons:2- I listen and do Language focus: language learning/use		9	Framework: PDF	0	
Learni	ing Objective (	s): by the end of this	lesson my lea	rner will be at	ole to as	k and answer abo	ut quantities.	
interp Targe	<u>ret – produce.</u> •t structure: -h	<b>cies</b> : <u>interact</u> – low much /how ere is / there are	Domain (s):	Oral/written/	′ <u>both</u>	Materials: Flash	cards / W. Bo	ard/
	Cross Cu	rricular Competencie	S					
<ul> <li>Intel: Learner can interpret verbal messages to get information.</li> <li>Meth: <ul> <li>He can work with his partners./</li> <li>He can assess his work and his peers.</li> <li>He can use strategies for listening and interpreting oral discourse.</li> <li>He can develop effective study methods, mobilize his resources efficiently and manage his time rationally.</li> </ul> </li> </ul>		appropri	iately. He can thy food	a role play to cor		e		
Time	Framework	Pi	rocedure		Focus	Aims	Material	Vakt
	Warm up Pre listen	The learners greater teacher warmly res The teacher sticks a interact with his lea	pond pic of a piece	of cake.and	T/L			v

	teacher wanning	respond.						
<b>- - - - - - - - - -</b>	The teacher stick	ks a pic of a piece	of cake.and					1
Pre listen	interact with his	learners : do you	Ilike cakes ?				V	1
	need to make a d other pics and in ,repeat and put a ingredient.	ts among the foll cake? The teacher vites his learners a tick⊠ near the r ofchocolate Wites a tick⊡ near the r ofchocolate	er sticks s to listen	T/L	Introduce lexis that may impede the learner's understanding/ To pave the way	Flash cards+ Wboard + Free script	Α	

While listen	Fruitsa carton milkFruitsa carton milkSarah:yes, there are 2 eggs.how many eggs We need?Mum:i there any milk?Sarah:yes, there is some.Mum:is there any milk?Sarah:No, there isn' any.Mum:so ,go to the supermarket and buy a bag of milk, some chocolate, 2 apples and 2 bananas for	T/L	Peer correction To prepare PPs' for the listening phase.	A/V
	2 apples and 2 bananas for decoration, some sugar ,3 eggs. and 2 kilos of flour Sarah: how much sugar, mum? Mum: 1 packet		Interpreting/ Listen to answer	
	Task 2: I listen again and choose the right answer.		questions	
	<ol> <li>Are there any eggs in the fridge?         <ul> <li>a) Yes, there are some b) no, there isn't any.</li> <li>b) How many eggs she needs:                 <ul></ul></li></ul></li></ol>	T/L	To ask about quantities	
	Task 3: I listen again and complete the following table with countable/uncountable nouns (the teacher		Listen to fill in the table	

				1
	explains what does the verb count mean?			
	Countable noun Uncountable			
	noun			
	Task4Tasks 2/3 page:61(on their books )	L/L		
	The teacher highlights in brief the use of:			A/V/
	How much-how many-a lot of – some any		To reinvest what	К
	(my grammar tools)		he learnt to	
Post listen	Task 4:.		produce a	
	_ I Complete the dialogue with these words		dialogue	
	and act it out with my partner:			
	Much / some / any / many / are / of / is / lot			
	of /some.			
	You : Howmilkthere in the fridge?			
	Your partner: There isn't			
	You : And howapples and			
	orangesthere?			
	Your partner: There are a few apples and a			
	oranges.			
	You: Ok, we have to getmilk			
	andapples.			

Level : MS2	School : Bor	madia Relizane	Teacher: Mr Bendoubaba djamel	
			djamel djamel	
Sequence: 2 Me and my shopping	Lessons:3   p	pronounce	Framework: PPU	
Learning Objective (s): by the end of this	lesson my lea	rner will be able to ac	t out a dialogue to order a meal at	
the restaurant with correct pronunciation	oflandr.			
Targeted competencies: interact –	Domain (s):	<u>Oral</u> /written/both	Materials: Flashcards / W. Board/	
<u>interpret – produce.</u>				
Target structure: -how much /how				
many/any /some/there is / there are				
Cross Curricular Competencie	es			
		Com: He can use a role play to communicate		
- Intel:. The leaner can interpret and identify	sounds.	appropriately.		
He can interpret verbal and non-verbal m	nessages	Per and soc: He can socialize through oral exchange		
Meth:				
- He can work with his partners./				
- He can assess his work and his peers.				
		Core values		
- He can develop effective study methods, mobilise his				
resources efficiently and manage his time rat	tionally.	Eat healthy food		
	-	Don't waste food		

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Stage one Presentation 1	A quick revision about about how to pronounce Consonants and vowels. The teacher writes the following dialogue on the board then read it /invites his learner to focus on r and I: waiter: Are you ready to order now? customer: Yes, I'm. I would like some roasted vegetables and mushroom burgers and some salad please? waiter: Would you like anything to drink with your meal?	T/L	To identify the targeted sounds.	W board+ course book + free dialogue	V A A/V
		customer: a bottle of water and some apple juice         After the Meal         waiter: Would you like to see the dessert menu.         customer: No thanks, can I have the bill please.         Task one:         The teacher invites his learners to listen and sort out the words in which the r is pronounced and not pronounced         r is pronounced         r is pronounced         r the teacher highlights the rule:	T/L T/L	To set the rules of the silent r		

I don't pronounce the r (the r is silent) :       a when it come after a vowel         b at the end of the word       bronounce the r         i pronounce the r       a)when it comes in the beginning of the word         ib when it comes after a consonant like:       bread, grouper,         c)when it comes after a vowel and followed       by a vowel like:         target 2       task 2 it task 5 page:54         The teacher reads the dialogue again       and invites his learners to focus on the L how         is pronounced in the following words:       help like apple please         i l       i         j L is pronounced a clear 1//when it comes       tro reinforce and consolidate the pronunciation         VL       the final position like:         leg, black—lip-last.       2) its pronounced a 1/4 / when it comes in :         a) the final position like:       sold (the dial)         use       b)When it comes before a vowel in initial /mid position like:         leg, black—lip-last.       2) its pronounced boff or a consonant in a mid position like: she leares at out the dialower         Task 1 : I pronounce the following @Orall act)       Ip-nell/like.kil/et -tell/ime-mile/late-tale/         Task 2 : Task 1 age 54(written)       Task 2 : Task 1 age 54(written)         use       b)When it comes before a consonant in a mid position like: hem.         use       t					
PracticeTo set the rulesPracticeTo reinforce and consolidate the is pronounced in the following words: help ike ike ipple ike ipple ike please i i i i i i i i i please i i i i i i i i i please i i i i i i i i i please i i i i i i i i i i please i i i i i the teacher highlights the rules of the dark / clear L: i i i i i i pronounced a clear I /l/when it comes before a vowel in initial /mid position like: leg, black -lip- last. i i i i i i i i ponounced darl l/t/ when it comes in : a)the final position Like ; small , will, a bill b)When it comes before a consonant in a mid position like: milk ,salt, cauliflowerTask 1: i i pronounce the following $\textcircled$ i i ip - pill/lick-kill/let - tell /lime- mile/late- tale/ Task 2: Task 1 page 54('written) Task 3: the learners act out the dialogue in front of their class mates / their classmates correct	Stage 2	<ul> <li>a- when it come after a vowel</li> <li>b- at the end of the word</li> <li>I pronounce the r</li> <li>a)when it comes in the beginning of the word</li> <li>like: a ruler, rice, right, a room.</li> <li>b) when it comes after a consonant like:</li> <li>bread, grouper,</li> <li>c)when it comes after a vowel and followed</li> <li>by a vowel like:</li> </ul>	T/L	The target sounds (the darl/	
Practice       the teacher reads the dialogue again and invites his learners to focus on the L how is pronounced in the following words: help like apple please                   To reinforce and consolidate the pronunciation         Practice       before a vowel in initial /mid position like: leg, black -lip- last. 2)It is pronounced darl I/t/ when it comes in : a)the final position Like ; small , will, a bill b)When it comes before a consonant in a mid position like: milk ,salt, cauliflower       L/L         Task 1 : I pronounce the following <sup>®</sup> Orall act) lip - pill/ lick-kill/ let - tell /lime- mile/ late- tale/ Task 2 : Task 1 page 54('written) Task 3: the learners act out the dialogue in front of their class mates / their classmates correct		<u>Task 2</u> : task 5 page:54			
and invites his learners to focus on the L how is pronounced in the following words:       To reinforce and consolidate the pronunciation         help       like       apple       please   /t/       /l/       /l/       I//         /t/       /l/       /l/       I//         /t/       /l/       /l/       /l/         /tip       is pronounced a clear l /l/when it comess       L/L         /lip       before a vowel in initial /mid position like:       L/L         /lip       plack -lip- last.       2)It is pronounced darl l/t/ when it comes in :       L/L         /use       b)When it comes before a consonant in a mid position like: milk ,salt, cauliflower       Task 1: I pronounce the following @orall act)       Iip - pill/lick-kill/let - tell /lime- mile/late- tale/         Task 2: Task 1 page 54('written)       Task 2: Task 1 page 54('written)       Task 2       Image act act a				To set the rules	
		and invites his learners to focus on the L how is pronounced in the following words: help like apple please   $ $ $ $ $ $ $ / \frac{1}{/} / \frac{1}{/} / \frac{1}{/}the teacher highlights the rules of the dark /clear L:1) L is pronounced a clear l /l/when it comesbefore a vowel in initial /mid position like:leg, black –lip- last.2) It is pronounced darl l/\frac{1}{/} when it comes in :a) the final position Like ; small , will, a billb) When it comes before a consonant in a midposition like: milk ,salt, cauliflowerTask 1 : I pronounce the following \textcircledorall act)lip - pill/ lick- kill/ let – tell /lime- mile/ late- tale/Task 2 : Task 1 page 54('written)Task 3: the learners act out the dialogue in frontof their class mates / their classmates correct$	L/L	To reinforce and consolidate the	

Level : MS2			<b>Teacher:</b> Mr Bendoubaba djamel djamel
Sequence: 2 ME and my shopping	Lessons: l list	ten and do	Framework: PDP
<b>Learning Objective (s):</b> by the end of this use lexis related to shopping.	lesson my lea	nner will be able ask	questions about size,colour,price and
Targeted competencies: <u>interact</u> – <u>interpret</u> – <u>produce.</u> Target structure: -how much /what size-what colour	Domain (s):	Oral/written/ <u>both</u>	Materials: Flashcards / W. Board/
Cross Curricular Competencie	S		
<ul> <li>Intel: Learner can interpret verbal merget information.</li> <li>Meth:         <ul> <li>He can work with his partners./</li> <li>He can assess his work and his peers.</li> <li>He can use strategies for listening and i</li> </ul> </li> </ul>	-	<ul> <li>Com: He can use appropriately.</li> <li>Per and soc: socializ</li> </ul>	e a role play to communicate
oral discourse.		<u>Core values</u>	
- He can develop exfective study methods, m resources efficiently and manage his time rat		other cultures/	ner awareness about the impact of

Raising his awareness	about valuing money
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Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The learners greet their teacher/ the teacher responds .the teacher makes a quick revision about colours and clothes(they saw them in 1ms)	T/L	To refresh the vocabulary about clothes and colours		V A
	Pre listen	Tshirt Tshirt The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions: The teacher sticks some pictures on the board and starts a series of questions:	T/L	Interpreting Pictures To explains words which may		

			understanding	
While listen Post listen	A dress Colour: green Size: 10 Price: 40000 dinars The teacher sets a series of questions What colour is this dress? How much does it cost? It costs Does it fit you? Is it smaller or bigger? Is it short or long What size is it? It is the sale's period in London ,Sandra is out for shopping with her mum and dad in one of the oldest department store on oxford street. The teacher invites his learners to listen to script: Shopping in London (Part 1) and do: Task 13 page 48 : I listen and fill in the gap Task 14 : I listen again and check my answers then I correct it with my friends. The teacher highlights the rules 4.7 page57: To ask about the size of "clothes" or "shoes". We can say: (I take ( <i>a</i> ) size in shoes! ( <i>I</i> ) extra-large ( <i>KL</i> ) size in clothes.) To ask about the colour of "clothes" or "shoes". We use the following questions: (What tolour is it?) What colour do you want? (What colour do you prefer?) What's your favourite colour?) It is dark blue / light blue /dark brown. Task 17: Page 49, I play the role of the shopper and partner that of a shop assistant.	L/L T/L	To elicit informationand Pave the way To listen and complete To set the rule : how to ask/answer about size,colour price To reinvest/to produce a dialogue	

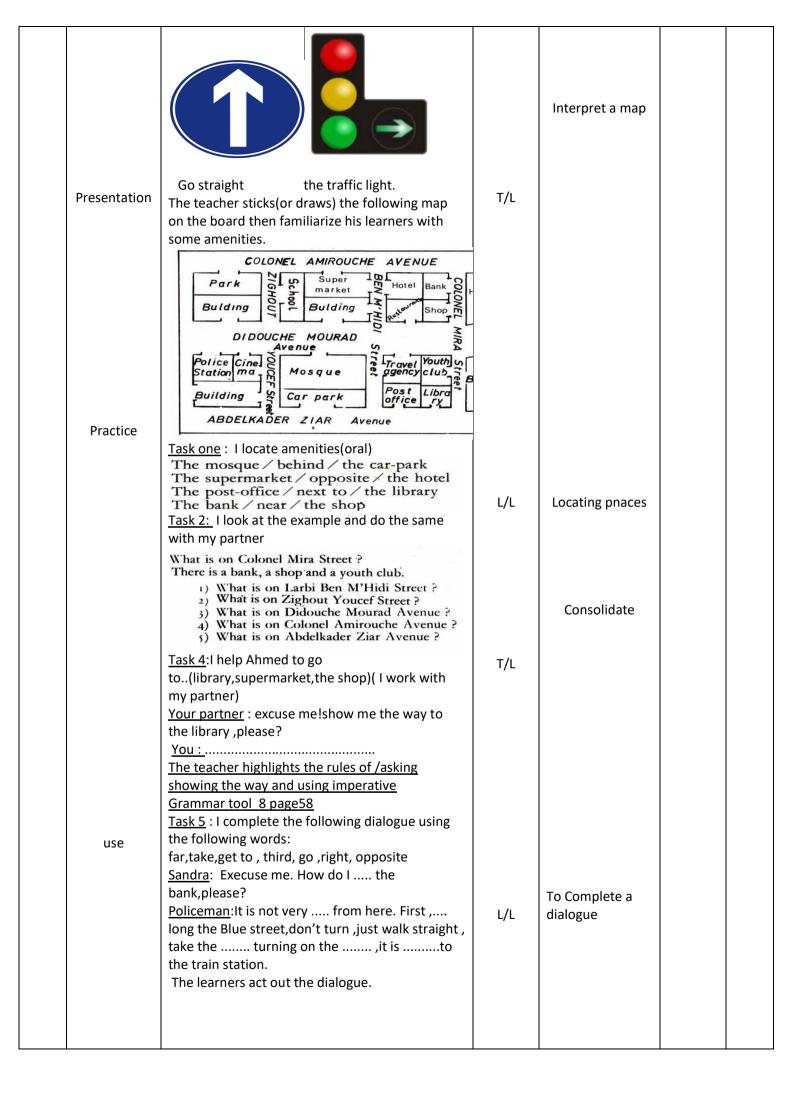
g Objective (s es/ask and ar d competence t – produce. structure: -p nt of/far , Cross Cur	<i>my shopping</i> s): by the end of this nswer about amenitie cies: <u>interact</u> – repositions; next to /near rricular Competencie	lesson my lear es/showing dir <b>Domain (s)</b> :		ile to devi se amenit			
es/ask and ar ed competence et – produce. structure: -p ont of/far / Cross Cur el: Learner car rmation.	nswer about amenitie cies: <u>interact</u> – repositions; next to /near	es/showing dir Domain (s):	ection to the	se ameniti	ies		
ed competend et – produce. structure: -p ont of/far / Cross Cur el: Learner car rmation.	c <b>ies</b> : <u>interact</u> – repositions; next to /near	Domain (s):				ds / W. Boa	
et – produce. structure: -p nt of/far / Cross Cur l: Learner car rmation.	repositions; next to /near				viacentais. Trasilicari		ard/
structure: -p int of/far / Cross Cui l: Learner car rmation.	/near	s				,	aru/
nt of/far , Cross Cur I: Learner car rmation.	/near	s					
Cross Cur l: Learner car rmation.		s					
rmation.		-					
n work with hi	ork and his peers.		appropri Per and soc: messages Core values Raising to of some	ately. socializin he learner amenities		written the import	ance
Framework	Pr	rocedure		Focus	Aims	Material	Vakt
Warm up	responds warmly. The teacher makes a c (next to , on the left o of,far ,near,) and The teacher sticks on The following signs a	The teacher makes a quick review of prepositions next to , on the left of, on the right of, opposite of,far ,near,) and ordinal numbers. The teacher sticks on the boards The following signs and tries to elicit the			To refresh their vocabulary and pave the way	Flash cards+ A map wboard	V A
	Turn left	don't turn le	ft	T/L	To involve all the learners in paving the way		
a	in use strateg	Framework       P         Framework       P         The learners greet responds warmly.       The teacher makes a (next to , on the left cof,far ,near,) and The teacher sticks on The following signs a meaning Of these road the sector of	In use strategies for listening and interpreting         Framework       Procedure         The learners greet the teacher/ the responds warmly.         Narm up       The teacher makes a quick review of (next to , on the left of, on the right of, far ,near,) and ordinal numbe The teacher sticks on the boards The following signs and tries to elicit meaning Of these road signs         Image: Comparison of the second signs	In use strategies for listening and interpreting       Core values         In use strategies for listening and interpreting       Raising to of some         Framework       Procedure         The learners greet the teacher/ the teacher responds warmly.       The teacher makes a quick review of prepositions (next to , on the left of, on the right of, opposite of,far ,near,) and ordinal numbers.         The teacher sticks on the boards       The following signs and tries to elicit the meaning Of these road signs	In use strategies for listening and interpreting       Core values         In use strategies for listening and interpreting       Procedure         Procedure       Focus         Framework       Procedure         Framework       Procedure         The learners greet the teacher/ the teacher responds warmly.       The teacher makes a quick review of prepositions (next to , on the left of, on the right of, opposite of, far , near,) and ordinal numbers.       T/L         The teacher sticks on the boards       The following signs and tries to elicit the meaning Of these road signs       T/L	Core values         an use strategies for listening and interpreting <ul> <li>Raising the learner awareness about to of some amenities in his neighbourhor.</li> <li>Helping visitors</li> </ul> Framework       Procedure       Focus       Aims         The learners greet the teacher/ the teacher responds warmly.       The teacher makes a quick review of prepositions (next to , on the left of, on the right of, opposite of, far , near,) and ordinal numbers.       T/L       To refresh their vocabulary and pave the way         The following signs and tries to elicit the meaning Of these road signs <ul> <li>To involve all the learners in paving the way</li> <li>To involve all the learners in paving the way</li> </ul>	Core values         an use strategies for listening and interpreting

tock

don't turn right.

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Turn right

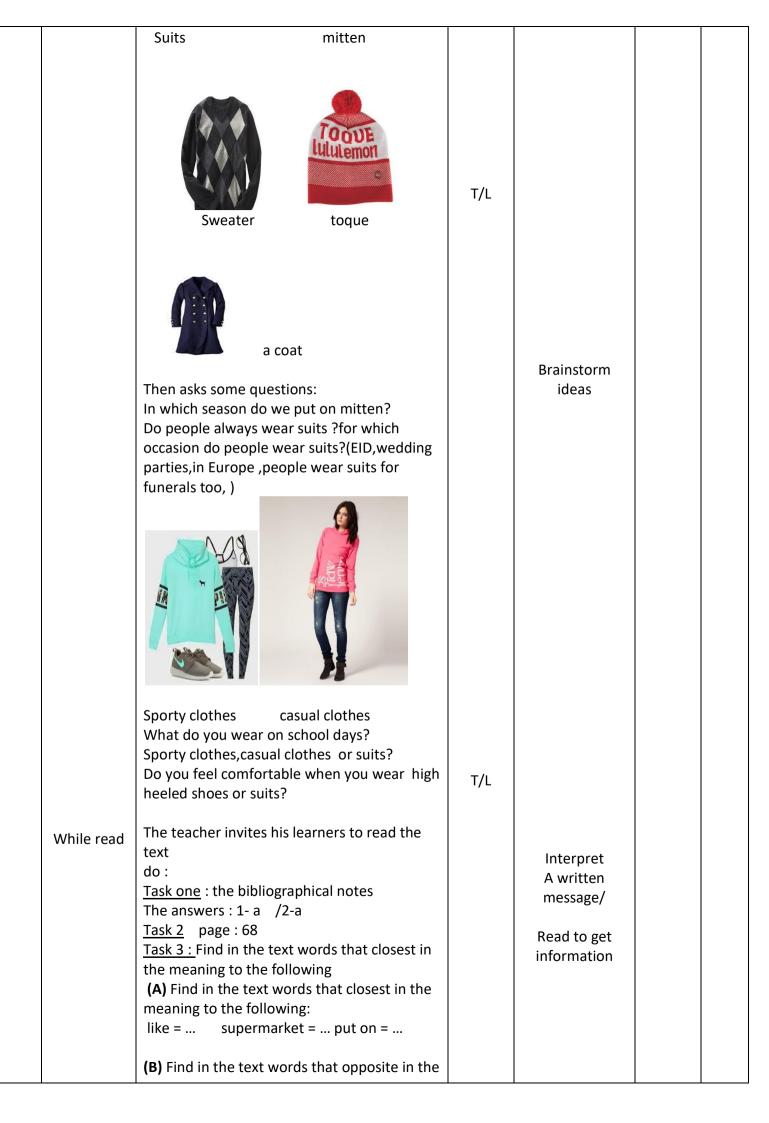


Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel
<b>Sequence:</b> 2 <i>ME , MY FRIENDS ANDMY</i> <i>FAMILY.</i>	Lesson: I read and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able interpret a written message about clothes and shopping

Targeted competencies: <u>interact</u> – <u>interpret</u> – produce <u>.</u> Target structure: -simple present /	Domain (s):	Oral/ <u>written</u> /both	<b>Materials:</b> the course book / W. Board
Cross Curricular Competencies	S		Core values
<ul> <li>Intel: Learner can interpret a written m get information</li> <li>Meth: he can exchange ideas with his p he can mobilize his resources to write profile com:he can work In pairs or in groups.</li> <li>Per and soc: he can socialize through w messages</li> </ul>	oartner about his	<ul> <li>Being SELECTIVE</li> <li>Valuing money</li> </ul>	

Time	Framework	Procedure	Focus	Aims	Materia I	Vakt
	Warm up Pre read	The teacher makes a quick review clothes , using what he and the pproverse of the second structures to talk about other of the teacher uses proverses to talk about other for example : (the teacher uses proverses)	s are e teacher er clothes.	TO REINFORCE THE PREVIOUS LEXIS AND FAMILIARIZE HIS PPS WITH THE NEW VOCABULARY RELATED TO CLOTHES		VA



	meaning to hate ≠ uncomfort hot ≠ <u>Task 4</u> : f ir following so	able ≠  id in the te>	kt words c	ontain the	t/l		
	Pronoun ced r	Silent r	Clear L	Dark L		Check and consolidate his pronunciation	
Post read	toda • Rate	te one thing	g that you l	nave learned	L/L		

Level : I	MS2		School : Borr	madia Relizane		<b>eacher:</b> Mr Bendou jamel djamel	ıbaba djame	ગ
Sequen	<b>ce:</b> 2 Me and m	ny shopping	Lesson: I lea	rn to integrate	F	ramework: writing	process	
Learnin	g Objective (s)	: by the end of this l	lesson my lear	ner will be able	to write	about shops where	e he lives	
Targete	ed competencie	es: <u>interact</u> –	Domain (s):	Oral/ <u>written</u> /bo	oth 🛛 🛛	laterials: the cours	e book / W.	
	et – <u>produce.</u>				В	oard		
Target	structure: -sim							
	Cross Curr	icular Competencies	S			Core values		
<ul> <li>Intel: Learner can show autonomy and creativity in writing</li> <li>Meth: he can exchange ideas with his partner he can mobilize his resources to write about city com: he can use ICT to communicate with others.</li> <li>Per and soc: he can socialize through written messages</li> </ul>			<ul> <li>Being posi</li> <li>Being prot</li> </ul>		place where he live	25		
Time	Framework	F	Procedure		Focus	Aims	Material	Vakt
10mn	Pre-writing process	Teacher greets h respond. The teacher and th how do they choos shopping alone?w where?	ne learners int se their clothe	eract about s? do they go	T/L	/interacting	V A The board +	A K
		Setting up the Situ Sandra your Englis shopping in Algeri her information ab supermarkets, stre- shops in the place about how Algeria usually eat. Then, shopping in Englar wear and eat . Atta	sh friend wants to ia. Write her an e bout shopping ma et markets and tra where you live. T an teenagers dress ask her questions nd and what Eng	mail to give lls, aditional craft Fell her also and what they about lish teenagers	T/L	Ls can use his prior knowledge Interacting	The course book	

<u>Planning</u>

		1					1	
		The learner wr						
		The learners fo	llow the lay out	: (page70)				
		The learner car	n ask and excha	nge ideas with				
		his partner.						
			rners to remen	ber what thev				
		learnt in this se						
				e the following				
			iers to complet	e the following				
		table:						
15mn		knowledge	Skills	Attitudes				
		Lexis			T/L			
	In -writing	related to	Describing	Page 69				
	process	food	shopping					
			items					
		Lexis related						
		to clothing	Expressing					
			quantity					
		Lexis related						
		size/shape/w	Asking					
		eight/colour/	information					
		price	About shapes					
			Size					
			price					
		Lexis related						
		amenities	devising					
		direction	neighbourho					
			od stree map					
10		Lexis related	Expressing					
10mn		preposititions	ability					
			,inability					
10			, maxinty					
10mn		 The present						
		simple tense						
		imperative						
4.6		numbers						
10mn		ordinal						
		/cardinal)						
		<b>Drafting</b>						
		-	of their teacher,	, the learners				
		start drafting .						
		Editing						
			his learners to	find out and				
10mn			aphical errors a					
		grammar, style						
		publishing	, and spennig.					
			itor the final du	oft and				
			ites the final dr			To correct the		
			ork in front of h	ns classmates		mistakes(spelling		
		to be assessed				, grammar,)		
		T selects a wo	rk to be written	on the board				
		and corrected.						
					L/L			
					1	L	I	

Level : MS2	School : bormadia Relizane	<u>Teacher</u> :Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my family	Lesson: I think and write	Framework: PDP

<u>Learning Objective</u> (s): By the end of this lesson , my learner will be able to write a report about shopping in other Town or country

Town or country	I own or country					
interpret <u>produce.</u> <u>Target structure</u> : simple present /markers of location/.		Dral/ <u>written</u> /	<u>Materials:</u> W. board/The course book			
Cross Curricular Competencies	s		Core values			
<ul> <li>Intel: Learner shows creativity in writin</li> <li>Meth: He can mobilize his resources a written message</li> <li>Com:He can use ICTs to communicate others</li> <li>Per and soc: He can socialize through a messages</li> </ul>	to produce e with	<ul> <li>Valuing travelling</li> <li>A good conduct</li> <li>Being polite</li> <li>Openness to other</li> </ul>	r people.			

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m n	Pre writing	T greets his learners/they respond Teacher writes some questions and asks his learners to answer . Did you visits any other countries? Towns? Do you have families there?	T/L	Interacting to pave the way		V A
40m n	While writing	<ul> <li>The teacher sets up the situation</li> <li>The teacher introduces the situation and asks them to work individually.</li> <li>I am spending my summer holiday in another tor in Algeria (or a foreign country). When I return to school, my English teacher asks me to write a report about my shopping there (the local shops markets, malls, traditional craft shops, bazaars, souks, street markets and the local products tha attract my attention). The teacher asks me to describe these products and draw a street map texplain to my classmates the location of all these shopping places</li> </ul>	o , t		Wboard +course book	
	Post writing	The learner needs to answer the key questions on page71/check the listening tasks The teacher collects the sheets to be corrected		To guide him		A/V/

<b>F</b> ire in	Criteria	Indicators			K
5mn	<u>1-Relevance</u>	Write an email	1		К
		Write a report about shopping			
				The learner uses	
		there/shops /malls		what he learnt to	
	2-Correct use of	1-the learners uses :the present		produce a	
	linguistic resources	simple /markers of location		meaningful	
		2- prepositions/locating		report	
		places/amenities			
		Uses suitable aDjectives			
	2.6.1				
	<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			
	1 Cross	1-the learner uses ICT in	4		
	4-Cross-curricular competences :				
	<u>competences</u>	communicating with his/her friends			
		2-s/he produces a written message			
	5-Values	1-the learner shows a good conduct			
		2-shows attitude of respect			
			-		
	6-Excellence	1-The learner shows creativity in his			
		/her writing			
		2- Good hand writing			
		L	J		