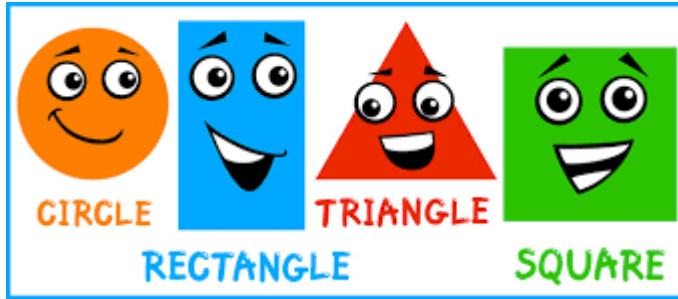


SEQUENCE :TWO

ME AND MY SHOPPING



Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my shopping	Lesson : 1 I listen and do Lesson focus: language learning	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able to name different kind of food

Targeted competencies: interact –
interpret – produce.

Target structure: -how much /how
many/any /some/there is / there are

Domain (s): Oral/written/both

Materials: Flashcards / W. Board/


Cross Curricular Competencies

- **Intel:** Learner can interpret verbal messages to get information.
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - He can use strategies for listening and interpreting oral discourse.
 - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

- **Com:** He can use a role play to communicate appropriately.
- Per and soc: He can socialize through oral exchange

Core values

- Eat healthy food
- /valuing food

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p><u>Learning situation to install resources</u></p> <p>It is Akram's birthday. His mother wants to make a big birthday cake .She asks Akram to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket</p>				V A
	Pre listen	<p>The learners greet the teacher/ the teacher responds warmly .the teacher makes a quick review about traditional dishes in Alg</p> <div style="text-align: center;">  <p>Algerian dishes</p> <p>couscous</p> <p>The mum of Sarah and Mehdi will do couscous for dinner ,listen and find which does she need to make her couscous.</p> </div> <p>The teacher presents (using flash cards or a data projector) some vegetables (Potatoes ,tomatoes ,carrots ,aubergines ,garlic, onions, courgettes, beans, Peas, chickpeas ,</p>		To refresh and check	Flash cards of fruits /vegetables/meat/fish + W board + free script	A/V
				Introduce the new topical lexis		

	<p>W listen</p>	<p>meat(slices of lamb ,chicken) , fish /fruits(tangerines ,bananas,oranges,peaches ,apricots) Drilling chorally and individually.</p> <p>The teacher invites his learners to listen to script 1 and check their answers</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Mum</u> : we are having couscous for dinner,we have in the fridge some courgettes ,turnips,chickpeas,carrots, but we haven't any lamb , chicken,potatoes so , go and buy some. <u>Mehdi</u>; how much do you want,mum ? <u>Mum</u>:2 kilos potatoes,3slices of lamb neck and don't forget to buy some oranges and some peaches. <u>Mehdi</u>: ok ,Mum.</p> </div> <p>Task1I listen and write down the shopping list with all vegetables in the same order as mentioned by mum. Task 2:I listen again and check the fridge of :Mehdi's mother and say:</p> <div style="border: 1px solid black; padding: 5px;"> <table> <tr><td>Lamb</td><td>X</td></tr> <tr><td>Chicken</td><td>X</td></tr> <tr><td>Potatoes</td><td>X</td></tr> <tr><td>Oranges</td><td>X</td></tr> <tr><td>Peaches</td><td>X</td></tr> <tr><td>Chickpeas</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Turnips</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Carrots</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Courgettes</td><td><input checked="" type="checkbox"/></td></tr> </table> </div> <p>Example: There are some courgettes but there is nt any chickpeas Task 3: Mehdi is now at the market.I play the role of Mehdi and my partner is that of the greengrocer. Your partner: Good morning ,can I help you? You : yes ,please., I'd like 2kilos of Your partner: do you need any thing else? You: yes , some.....and some..... ? Your partner: how much ,sir. You :kilo each.how much do I owe you ,sir? Your partner:600 dinars.</p>	Lamb	X	Chicken	X	Potatoes	X	Oranges	X	Peaches	X	Chickpeas	<input checked="" type="checkbox"/>	Turnips	<input checked="" type="checkbox"/>	Carrots	<input checked="" type="checkbox"/>	Courgettes	<input checked="" type="checkbox"/>		<p>To improve his taking note skill</p> <p>Interpret an oral message to get information</p> <p>To reinvest his prior knowledge/to produce a dialogue</p>		<p>A/V/</p>
Lamb	X																							
Chicken	X																							
Potatoes	X																							
Oranges	X																							
Peaches	X																							
Chickpeas	<input checked="" type="checkbox"/>																							
Turnips	<input checked="" type="checkbox"/>																							
Carrots	<input checked="" type="checkbox"/>																							
Courgettes	<input checked="" type="checkbox"/>																							
<p>Post listen</p>																								



Fruits



a carton milk



While listen

The learners exchange their answers to correct each other.

The teacher sets up the situation.

The mother of Sarah and Mehdi has a guest today ,she wants to make some cakes and a traditional dish for dinner.

Listen to script one and check their answers above.

Script 1

Mum: I 'd like to make a cake,are there any eggs in the fridge?
 Sarah: yes, there are 2 eggs.how many eggs We need?
 Mum : we need 5 eggs.is there any flour?
 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 decoration, some sugar ,3 eggs. and 2 kilos of flour
 Sarah: how much sugar, mum?
 Mum: 1 packet..

Task 2: I listen again and choose the right answer.

- 1) Are there any eggs in the fridge?
 a) Yes, there are some b) no, there isn't any.
- 2) How many eggs she needs:
 a) She needs : a) 4 eggs b)5 eggs.
- 3) Is there any milk in the fridge?
 a) Yes ,there is some b) No, there isn't any.
- 4) How much sugar does the mum need?
 a) She needs :a) 1 packet . b) 2 packets

Task 3: I listen again and complete the following table with countable/uncountable nouns (the teacher

Peer correction

To prepare PPs' for the listening phase.

T/L

A/V

Interpreting/

Listen to answer questions

T/L

To ask about quantities

Listen to fill in the table

explains what does the verb count mean?

Countable noun	Uncountable noun

Task 4 Tasks 2/3 page: 61 (on their books)

The teacher highlights in brief the use of:
How much-how many-a lot of – some any
(my grammar tools)

Task 4:

_ I Complete the dialogue with these words and act it out with my partner:

Much / some / any / many / are / of / is / lot of / some.

You : How.....milk.....there in the fridge?

Your partner: There isn't.....

You : And how.....apples and oranges.....there?

Your partner: There are a few apples and aoranges.

You: Ok, we have to get.....milk and.....apples.

Post listen

L/L

To reinvest what he learnt to produce a dialogue

A/V/
K

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 ME and my shopping	Lessons: I listen and do	Framework: PDP

Learning Objective (s): by the end of this lesson my learner will be able ask questions about size,colour,price and use lexis related to shopping.

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/
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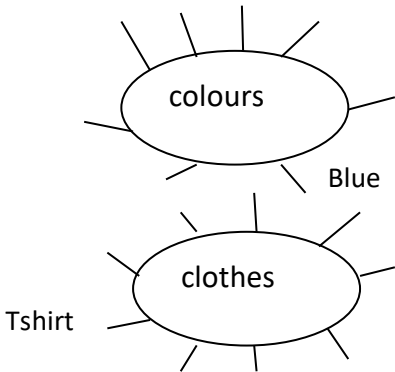


Cross Curricular Competencies

- **Intel:** Learner can interpret verbal messages to get information.
- **Meth:**
 - He can work with his partners./
 - He can assess his work and his peers.
 - 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.

- Com: He can use a role play to communicate appropriately.
- Per and soc: socializing

Core values

- Raising the learner awareness about the impact of other cultures/
- Raising his awareness about valuing money

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	<p>The learners greet their teacher/ the teacher responds .the teacher makes a quick revision about colours and clothes(they saw them in 1ms)</p> <div style="text-align: center;">  </div>	T/L	To refresh the vocabulary about clothes and colours		V A
	Pre listen	<p>The teacher sticks some pictures on the board and starts a series of questions:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>A shop assistant a shop window</p>	T/L	<p>Interpreting Pictures</p> <p>To explains words which may impede his</p>		



A dress
 Colour : green
 Size: 10
 Price: 4000 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.

While listen

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 use the following questions:
 (What size are you?/ What size do you take?)
 ☑ To answer about the size of "clothes" or "shoes". We can say:
 (I take (a) size ... in shoes/ I'm a size ... in clothes./ I need extra-small (XS), small (S), medium (M), large (L), extra-large (XL) size in clothes.)
 To ask about the colour of "clothes" or "shoes". We use the following questions:
 (What colour 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 / light brown.

Post listen

Task 17: Page 49 , I play the role of the shopper and partner that of a shop assistant.



understanding

To elicit information and pave the way

To listen and complete

L/L

T/L

To set the rule : how to ask/answer about size, colour price
 To reinvest/to produce a dialogue

L/L

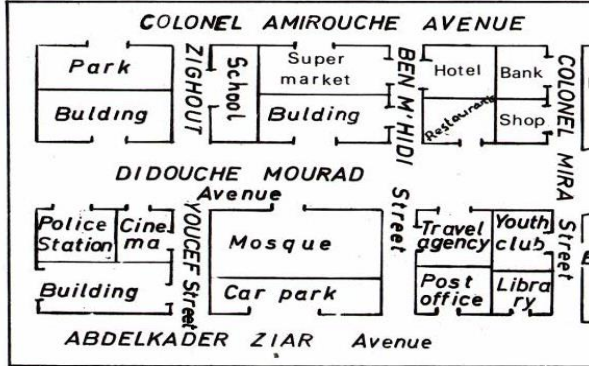


Presentation

Go straight the traffic light.
The teacher sticks(or draws) the following map on the board then familiarize his learners with some amenities.

T/L

Interpret a map



Practice

Task one : I locate amenities(oral)
The mosque / behind / the car-park
The supermarket / opposite / the hotel
The post-office / next to / the library
The bank / near / the shop

L/L

Locating places

Task 2: I look at the example and do the same with my partner

What is on Colonel Mira Street ?
There is a bank, a shop and a youth club.
1) What is on Larbi Ben M'Hidi Street ?
2) What is on Zighout Youcef Street ?
3) What is on Didouche Mourad Avenue ?
4) What is on Colonel Amirouche Avenue ?
5) What is on Abdelkader Ziar Avenue ?

Consolidate

Task 4: I help Ahmed to go to...(library,supermarket,the shop)(I work with my partner)

T/L

Your partner : excuse me!show me the way to the library ,please?

You :

The teacher highlights the rules of /asking showing the way and using imperative

Grammar tool 8 page58

use

Task 5 : I complete the following dialogue using the following words:

far,take,get to , third, go ,right, opposite

Sandra: Excuse me. How do I the bank,please?

Policeman:It is not very from here. First ,.... long the Blue street,don't turn ,just walk straight , take the turning on the ,it isto the train station.

The learners act out the dialogue.

L/L

To Complete a dialogue

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 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 interpret a written message about clothes and shopping






Targeted competencies: <u>interact</u> – <u>interpret</u> – produce, Target structure: -simple present /	Domain (s): Oral/ <u>written</u> /both	Materials: the course book / W. Board
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Cross Curricular Competencies

- Intel: Learner can interpret a written message to get information
- Meth: he can exchange ideas with his partner he can mobilize his resources to write about his profile
- com:he can work In pairs or in groups.
- Per and soc: he can socialize through written messages

Core values

- Being SELECTIVE
- Valuing money

Time	Framework	Procedure	Focus	Aims	Materia l	Vakt
	Warm up	The teacher makes a quick review about clothes , using what he and the pps are wearing . What is this ? what colour is it? The teacher Can use pictures to talk about other clothes. For example : (the teacher uses pictures and gestures)	T/L	TO REINFORCE THE PREVIOUS LEXIS AND FAMILIARIZE HIS PPS WITH THE NEW VOCABULARY RELATED TO CLOTHES		V A
	Pre read	 a tie  a scarf  tank top  SUITS 	T/L			

Suits

mitten



Sweater



toque



a coat

Then asks some questions:
 In which season do we put on mitten?
 Do people always wear suits ?for which occasion do people wear suits?(EID,wedding parties,in Europe ,people wear suits for funerals too,)



Sporty clothes casual clothes
 What do you wear on school days?
 Sporty clothes,casual clothes or suits?
 Do you feel comfortable when you wear high heeled shoes or suits?

While read

The teacher invites his learners to read the text
 do :
Task one : the bibliographical notes
 The answers : 1- a /2-a
Task 2 page : 68
Task 3 : Find in the text words that closest in the meaning to the following
(A) Find in the text words that closest in the meaning to the following:
 like = ... supermarket = ... put on = ...
(B) Find in the text words that opposite in the

T/L

Brainstorm ideas

T/L

Interpret
 A written message/
 Read to get information

Level : MS2	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 2 Me and my shopping	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 shops where he lives

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

Cross Curricular Competencies

- Intel: Learner can show autonomy and creativity in writing
- 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.
- Per and soc: he can socialize through written messages

Core values

- Being positive
- Being proud of the place where he lives

Time	Framework	Procedure	Focus	Aims	Material	Vakt
10mn	Pre-writing process	<p>Teacher greets his learners/the learners respond. The teacher and the learners interact about how do they choose their clothes? do they go shopping alone? wher do they go ? from where?</p> <p>Setting up the Situation</p>	T/L	/interacting	The board + The course book	V A K T
5mn		<p>Sandra your English friend wants to know about shopping in Algeria. Write her an email to give her information about shopping malls , supermarkets, street markets and traditional craft shops in the place where you live. Tell her also about how Algerian teenagers dress and what they usually eat. Then, ask her questions about shopping in England and what English teenagers wear and eat . Attach to you email a street map showing the shopping amenities in your neighbourhood and the location of your home</p> <p>Planning</p>	T/L	<p>LS can use his prior knowledge</p> <p>Interacting</p>		

15mn	In -writing process	<p>The learner writes an email The learners follow the lay out (page70) 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:</p> <table border="1" data-bbox="359 365 957 1512"> <thead> <tr> <th>knowledge</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td>Lexis related to food</td> <td>Describing shopping items</td> <td rowspan="7">Page 69</td> </tr> <tr> <td>Lexis related to clothing</td> <td>Expressing quantity</td> </tr> <tr> <td>Lexis related size/shape/w eight/colour/ price</td> <td>Asking information About shapes Size price</td> </tr> <tr> <td>Lexis related amenities direction</td> <td>devising neighbourho od stree map</td> </tr> <tr> <td>Lexis related preposititions</td> <td>Expressing ability ,inability</td> </tr> <tr> <td>The present simple tense imperative</td> <td></td> </tr> <tr> <td>numbers ordinal /cardinal)</td> <td></td> </tr> </tbody> </table> <p>Drafting With the help of their teacher, the learners start drafting .</p> <p>Editing Teacher helps his learners to find out and correct typographical errors and mistakes in grammar, style, and spelling.</p> <p>publishing The learner writes the final draft and presents his work in front of his classmates to be assessed T selects a work to be written on the board and corrected.</p>	knowledge	Skills	Attitudes	Lexis related to food	Describing shopping items	Page 69	Lexis related to clothing	Expressing quantity	Lexis related size/shape/w eight/colour/ price	Asking information About shapes Size price	Lexis related amenities direction	devising neighbourho od stree map	Lexis related preposititions	Expressing ability ,inability	The present simple tense imperative		numbers ordinal /cardinal)		T/L		
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10mn																							
10mn				To correct the mistakes(spelling , grammar,..)																			
			L/L																				

<u>Level</u> : MS2	<u>School</u> : bormadia Relizane	<u>Teacher</u> :Mr Bendoubaba djamel djamel djamel
<u>Sequence</u> : 2 Me and my family	<u>Lesson</u> : 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		
<u>Targeted competencies</u> : <u>interact</u> – interpret – <u>produce</u> . <u>Target structure</u> : simple present /markers of location/ .	<u>Domain (s)</u> : Oral/ <u>written</u> /	<u>Materials</u> : W. board/The course book
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> ➤ 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 		<ul style="list-style-type: none"> ➤ Valuing travelling ➤ A good conduct ➤ Being polite ➤ Openness to other people.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
15m n	Pre writing	<p>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?</p> <p>The teacher sets up the situation The teacher introduces the situation and asks them to work individually.</p>	T/L	Interacting to pave the way		V A
40m n	While writing	<p>I am spending my summer holiday in another town 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 that attract my attention). The teacher asks me to describe these products and draw a street map to explain to my classmates the location of all these shopping places</p>			Wboard +course book	
	Post writing	<p>The learner needs to answer the key questions on page71/check the listening tasks</p> <p>The teacher collects the sheets to be corrected</p>		To guide him		
						A/V/

