

Sequence: 02

Me and my lifestyles.

Lesson focus: Language learning.

Learning objectives: BTEOTL, L will be able to: compare life in the past and present.

-answer an interview.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ Semi modal used to.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Time	Frame work	Procedure	focus	Objectives	materials	VAKT MI
5'	Warm up:	T greets and welcomes her learners T announces the move to the second sequence T writes it on the board T asks : what does the word "lifestyle" means to you? If we want to compare lifestyles, what should we compare? T pins pics on the board to help L compare life in the past and present	T/L L/T	Introduce the topic Elicit data from L	Pics WB TXB	V K M I A
	Pre listing:	① T writes the 'Initial situation on the board':	T/L	Introduce the situation	Pc Scripts	
	While listening:	T sets up the situation: "you're going to listen to an interview of Jenny's grandmother and you're going to do different tasks. Task 1 p 48: Answers: 1.F 8. T 2.T 9. T 3.F 10.F 4.T 11.F 5.F 12.F 6.T 13.F 7.F 14.T			TXB	
10'		Task 7 p49 : Answers : 1 (tell me.....) 2 (porridge at breakfast....)	L/L	Granma's life in the past		

Initial situation :

It's « Grandparents day » in Algeria. To celebrate the event, I am going to make a video interview of my grandmother or grandfather. Then, I'll post it on my school website or my personal blog to share with other people around the world.

25'	listening:	T asks L to do the work in pairs and play it orally. (in pairs)		Food in the past	
20'		②	L/L	Answering an interview about life in the present	idem

Sequence: 02 Lesson: I listen and do (part 02) Level: 3ms.

Objectives: BTEOTL, L will be able to talk about clothing and having fun in the past and present times.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ Semi modal used to.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Time	Frame work	procedure	Focus	Objectives	Mater ials	VAKT MI
5'	Pre liste ning:	Warm up: T greets and welcomes her L	T/L	Review the seen items	WB	V A K M I T
15'		T reminds the L of the part one of the lesson T asks L to open their books on P 50 Step one: Task 11 P 50: T asks L to match the pics with the corresponding items:	L/T	Introduce the topic	TXB	
		Nb: T may bring pics of garments and use them to provide L with some vocabulary.	L/L	Naming garments		
20'	While listening:	T sets up the situation You're going to listen to another part of the interview and you'll do different tasks Task 9 p 50: Step two: Task 14 p 51: (introduction to the next task) Task 12 p 51:	L/L	Games and having fun in the past and present		
20'	Post listening	T listen to the interview and do the tasks Tasks L to do the following tasks Task 17 p 52 Task 15 p 51 (pair work) 3	L/L		Idem	Idem

K. Khaouari

Sequence: 02 Lesson: I listen and do (part 03)

L: 3ms.

Objectives: BTEOTL, L will be able to talk about school wears in the past and present, fill in an interview card.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ Semi modal used to.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT MI
	Pre listen Ing:	Warm up: T greets and welcomes her L T asks I to make a short summary about the interview content sen before	T/L L/L	Introduce the topic	TXB	V A K T M I
	While listen ing:	T asks L to open their books on p 53 T asks L to do T 20 p 23: (orally)(as a lead in to the next task) T invites I to listen to part (5) of the interview and do the following tasks. Task 18 p 53 Task 22 p 54 Task 24 p 54 (pair work) Task 26 p 55	L/L L/L	School wear in the past and present Fill in an interview card	WB	Idem
	Post listen Ing:	T asks I to do the following task Task 28 p 55:				
<p><i>Interview card : Grandma's childhood.</i></p> <p><i>Date and place of birth : 1939 in the North of England.</i></p> <p><i>Type of dwelling & description of farmhouse): Average building where domestic animals were raised.</i></p> <p><i>Daily routine: bathing once a week, boys help the father and girls help the mother.</i></p> <p><i>Food: porridge, Yorkshire pudding, roast beef, boiled potatoes, kidney pies.</i></p> <p><i>Table manners: no talking with mouths full, no elbows on the table.</i></p>						

K. Khachai

Objectives: BTEOTL, L will be able to identify the sounds: / u, u: , ə, ɜ:/

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ Semi modal used to.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Time	Frame work	Procedure	Focus	Objectives	Materials	VAKT MI
5'		<p>Warm up: T greets and welcomes her learners T may review the vowel sounds seen before /e,æ,ə/</p> <p>Today we're going four new sounds</p>	T/L L/T	introduce the topic		
10'	Present ation:	T writes the text below on the board or distributes handouts				
10'		<p><i>This afternoon, when I went to school I took my Oud. My teacher reacted pretty good because he understood what is it like to appreciate childhood. He didn't think I was a complete fool and he even let me play a song in full.</i></p> <p>Task one: I listen to my teacher end read the text as better as I can:</p> <p>T says: notice the words in bold, what are the sounds repeated when you utter them? / u, u:/</p> <p>Task two: I listen and repeat (a) p56. T puts on the scripts or says the words L repeat</p> <p>● I notice P56 (the different spellings of the vowel sounds /u, u:/</p> <p>Task three: (I listen and repeat each pair p 56) T notices: the words may be written in</p>	T/I	Present the new sounds		
10'	Practice:		T/L L/L	Practice the sunds		

10'	Presentation 2:	<p>the same way but have different pronunciation.</p> <ul style="list-style-type: none"> ● I notice p 56 (the special difficulties) <p>T writes the text below on the board or distributes handouts</p>	T/L	Idem		
		<p>A girl grows up early, usually before her twelfth birthday. She is like a bird which is eager to discover the world. But soon it is given a cold shower and learns that it's hard to be alone and wishes to go back to what it was like some years ago.</p>				
10'	Practice:	<p>Task one: I listen to my teacher and read as good as I can: T reads and asks L to read T asks: when reading the passage above, which sounds are repeated in the words in bold? /ə, ɜ:/</p> <p>Task two: I listen and repeat (a) P 57. T puts on the scripts or says the words L repeat after her</p> <ul style="list-style-type: none"> ● I notice p 57 (the spelling of the target sounds) <p>Task three: I listen and repeat each pairs: (special difficulties)</p> <p>Sounds: / u, ʊ: /, / ɜ:, ə /</p> <p>Task one p 60: Task three p 60:</p>	L/T	Idem		
			L/L			
			L/L	Discriminate between the learnt sounds		

Sequence :02		Lesson: I pronounce PPU		Level: 3MS								
Learning Objective(s): By the end of the lesson my PPs will be able to pronounce these sounds /æ/,/ʌ/and /e/ Correctly & Silent T-W												
Targeted Competences: Interact .Interpret .Produce												
Domain (s): Oral-Written (Both)												
Materials: WB- PPs' Copybook +pictures- audio scripts												
Target Structures: sounds : /æ/,/ʌ/and /e/ & Silent –T-W												
Cross Curricular Competencies				Core values								
<ul style="list-style-type: none"> * Intel: He can understand, interpret verbal and non verbal texts. He can interpret and identify sounds. * Meth: He can work in pairs or in groups. * Com: He can use a role play to communicate appropriately. * Per and Soc: He socializes through oral and written messages. 				<ul style="list-style-type: none"> * Valuing traditional lifestyles * Valuing the intangible cultural heritage. 								
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT						
05°	Warming up	-T-Greets his PPs ,they respond . Part One -T-Writes the following words on the board then read it. *began-grandma-casual-cap→/æ/ *uncle-us-mother-London→/ʌ/ *elbow-then-very-chess→/e/	T/PPs	Establish a good classroom Atmosphere		A V						
05°	Presentation	-T-Invites his learner to read and focus on /æ/,/ʌ/and /e/ -T-Asks PPs to open their books on <u>P 58</u> -T-Asks the PPs to read the pronunciation tools than do the following tasks: -T- Gives the instructions Task 05 p 61: oral I listen and tick the correct pronunciation of the letters in bold. -T-Asks the PP to check their answers then compare the answers with their mates and correct one another(Task 06 p 61) Task 03:Written I classify these words in its corresponding column	T/PPs /	To identify the target sounds	WB-PPs' Copybook +book+	A V K						
15°	Practice	Task 05 p 61: oral I listen and tick the correct pronunciation of the letters in bold. -T-Asks the PP to check their answers then compare the answers with their mates and correct one another(Task 06 p 61) Task 03:Written I classify these words in its corresponding column		To reinforce and consolidate the pronunciation	WB-PPs' Copybook +book+							
15°	Use	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">/æ/</th> <th style="width: 33%;">/ʌ/</th> <th style="width: 33%;">/e/</th> </tr> </thead> <tbody> <tr> <td>rag</td> <td>Rug</td> <td>head</td> </tr> </tbody> </table>	/æ/	/ʌ/	/e/	rag	Rug	head	PPs/T	To Check PPs assimilation	WB-PPs' Copybook	V A K T
/æ/	/ʌ/	/e/										
rag	Rug	head										
05°		-T-Asks PPs to copy down the task in their copybooks Part Two -T-Writes the following words on the board then read it. *listen-beret-fasten→ Silent-T *write-who-answer→ Silent-W		To identify the target sounds								
10°	Presentation	-T-Invites his learner to read -T- Asks PPs to open their books on <u>P 59</u> -T-Asks the PPs to read the pronunciation tools than do the following tasks:	T/PPs		WB-PPs' Copybook +book							

Sequence :02		Lesson: I practise I PPU		Level 3ms		
Learning Objective(s): By the end of the lesson my PPs will be able to use past simple and the time marker ago						
Targeted Competences: Interact .Interpret .Produce						
Domain (s): Oral-Written (Both)						
Materials: WB- PPs' Copybook –PPs' course book						
Target Structures:						
Cross Curricular Competencies				Core values		
<p>* Intel: He can understand, interpret verbal and non verbal texts. He can interpret and use past simple.</p> <p>* Meth: He can work in pairs or in groups.</p> <p>* Com: He can use a role play to communicate appropriately.</p> <p>* Per and Soc: He socializes through oral and written messages.</p>				<p>* Valuing traditional lifestyles</p> <p>* Valuing the intangible cultural heritage.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ⁰	Warm up	-T-Greets his PPs ,they respond . Part One		Establish a good classroom Atmosphere		A V
10 ⁰	Presentation	<p style="text-align: center;">PIASP Lesson</p> <p>Affirmative form -T-Writes on the board this sentence -she shared the room.</p> <p style="text-align: center;">↓ ↓ ↓ We shared the room. ↓ ↓ ↓ S + V+ed + O Regular v: v(Stem/Base)+e</p> <p>-Grandma bought a blouse. ↓ ↓ ↓ Grandma bought a blouse. S + (irregular) V + O Irregular v : (v change</p>	T → L	Interacting to elicit the target structure	WB-	A V
10 ⁰	Practice	<p>Affirmative Regular v: v(Stem/Base)+e Irregular v : (v change</p> <p>Negative form She did not share the room. ↓ ↓ ↓ ↓ ↓ S +did +not+Vstem+O</p> <p>Negative did +not + V stem</p> <p>Interrogative form Did grandma buy a blouse? ↓ ↓ ↓ ↓ ↓ Did + S+ V(stem) +O+?</p> <p>Interrogative Did+S+V(stem)+O+?</p> <p>Task 01:I order these to get correct Sentences</p> <p>1-did-she-not-getup 2-?-did-Jenny-wear-berets 3-Grandma-at home-prepared-cookies</p>	T → L	To elicit the rule about the Past simple		A V K
15 ⁰	Use	<p>Task 02:I put the verbs in bracket in the correct form</p>	L → T		WB-PPs'	A V K T

05 ⁰	Presentation	<p>1-People(to take)bath once a week in the past. 2-grandma (to share) the room with three sisters 80 years ago. 3-we (not buy) dress a lot in the 1900's.</p> <p>Part Two</p> <p>-T-Writes on the board this sentences They went there two days ago. I didn't see her since 2010. He stayed there for three weeks.</p>	T → L		Copybook	
05 ⁰	Practice	<p>-T-Asks to notice what is the difference between the three highlighted words Ago preceded by a period of time. For followed by a period of time. Since followed by a date .</p>	T → L		WB-	
10 ⁰	Use	<p>Task 01: I fill in the gaps with (since-fore-ago)</p> <p>1-We didn't use to wear it 80 years..... 2-I left it2012. 3-i worked Two days.</p>	L → T		WB-PPs' Copybook	

K. Khaekhai

Sequence :02		Lesson: I practice II PPU		Level: 3MS		
Learning Objective(s): By the end of the lesson my PPs will be able to use WH questions						
Targeted Competences: Interact .Interpret .Produce						
Domain (s): Oral-Written (Both)						
Materials: WB- PPs' Copybook –PPs' course book						
Target Structures: How long ago/What/Where/When....+did+.....?						
Cross Curricular Competencies				Core values		
<p>* Intel: He can understand, interpret verbal and non verbal texts. He can interpret and use WH questions.</p> <p>* Meth: He can work in pairs or in groups.</p> <p>* Com: He can use a role play to communicate appropriately.</p> <p>* Per and Soc: He socializes through oral and written messages.</p>				<p>* Valuing traditional lifestyles</p> <p>* Valuing the intangible cultural heritage.</p>		
Time	Framework	Procedure	Focus	Objectives	Aids	VAK T
05 ⁰	Warm up	-T-Greets his PPs ,they respond .		Establish a good classroom Atmosphere		A V
10 ⁰	Presentation	<p style="text-align: center;">PIASP Lesson</p> <p>-T-Writes on the board this sentence -she shared the room.</p> <p style="text-align: center;">↓ ↓ ↓</p> <p>Where did grandma take bath ?</p> <p style="text-align: center;">↓ ↓ ↓ ↓ ↓ ↓</p> <p>Wh q w did s v o ?</p> <p>Rule: wh+did+s+v+o+?</p> <p>How long did Algeria take the independence?</p> <p>How long ago did s v o ?</p> <p>Rule: how long ago+did+s+v+o+?</p>	T → L	Interacting to elicit the target structure	WB-	A V
10 ⁰	Practice	<p>Task 01:I order these to get correct Statements. Written</p> <p>1-did-what-she-like-?</p> <p>2-?-did-Jenny-when-have-a bath</p> <p>3-did-grandma-how-ago-long-wear-blouse</p> <p>Task 02:(T1p66) oral</p> <p>Task 01:I ask questions on the underlined words Written</p> <p>1-Jenny took a shower <u>once a day</u>.</p> <p>-->.....</p> <p>2-Grandma lived in a <u>small house</u>.</p> <p>-->.....</p> <p>3-My father bought me <u>new dress</u>.</p> <p>-->.....</p> <p>4-She wore clogs <u>80 years ago</u>.</p> <p>-->.....</p>	T → L	To elicit the rule about the WH questions	WB-PPs' courses Books Copybook	A V K
15 ⁰	Use	<p>1-Jenny took a shower <u>once a day</u>.</p> <p>-->.....</p> <p>2-Grandma lived in a <u>small house</u>.</p> <p>-->.....</p> <p>3-My father bought me <u>new dress</u>.</p> <p>-->.....</p> <p>4-She wore clogs <u>80 years ago</u>.</p> <p>-->.....</p>	L→T		WB-PPs' Copybook	V A K T

Sequence: 02

Lesson: I practice III. (PPU)

Level: 3ms

Objectives: BTEOTL, L will be able to talk about what things are made of, and where they are made in.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ made of – made with – made in.

Materials: WB, TXB, pics,.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Timing	Frame work	Procedure	Focus	Objectives	Materials	VKA MIT
5'	warm up:	<p>T greets and welcomes her L</p> <p>T writes the example below on the board.</p> <p><i>I made a cake in a pan made of iron.</i></p> <p>T reads the sentence.</p> <p>T asks L to read the sentence.</p> <p>T asks about the words written in red</p>	T/L	Introduce the new stre	WB	V A K
15'	Present ation:	<p>Made: the past simple or past participle of "to make"</p> <p>In: a preposition of place.</p> <p>Of: preposition.</p> <p>Task one: I read the dialogue below:</p>	T/L	Practice the new stre	WB Wkshts	
		<p><i>Karima and Amale are school mates.They are in the school yard waiting for the bell to ring.</i></p> <p><i>Amale: Look! I bought a new scarf yesterday.</i></p> <p><i>Karima: I saw it! It's so beautiful!</i></p> <p><i>A: And so soft; touch it!</i></p> <p><i>K: Yes, it's so smooth! What is it made of?</i></p> <p><i>A: It's made of silk.</i></p>				
		<p>T reads the dialogue.</p> <p>T asks L to read it in pairs.</p> <p>T asks some questions about the dialogue.</p> <p>What did Amale buy?</p> <p>How is it?</p> <p>What is it made of?</p> <p>Where is it made in?</p> <p>PIASP:</p>	L/L	Clarify the uses and forms of the new stres		Ide m

		<p>Notice the examples:</p> <p>-The scarf is made of silk. -The scarf is made in India. ⑱</p> <p>“silk” is a material. / “India” is a place.</p> <p>I use the expression “made of” + materials to talk about what something is consisted of.</p> <p>I use the expression “made in” + place to talk about the place where something is made.</p> <p>Questions: what is it made of? Where is it made in?</p> <p>Task one: I complete with “made in or made of”:</p> <p>-Bottles areplastic or glass. -Most of today clothes are..... China. -The world’s weapons are USA. -I love shoesleather. -Expensive jewellery isgold and diamonds. -All women fancy about garments Paris.</p> <p>Tasks 7 & 8 p 69. Tasks 13 & 14 p71 & 72.</p>	T/L		WB	
10'	Practice:		L/L	Use the new stresses in meaningful context	WB CPB	Idem
25'	Use:		L/L	Consolidation	TXB	

K. Khachai

Sequence :02		Lesson:I read and do PDP		Level: 3MS		
Learning Objective(s): By the end of the lesson my PPs will be able to talk about lifestyle in the past.						
Targeted Competences: Interact .Interpret .Produce						
Domain (s): Oral-Written (Both)						
Materials: WB- PPs' Copybook –PPs' course book						
Target Structures: lexis and expressions related to past simple (used to –ago-did)						
Cross Curricular Competencies					Core values	
<p>* Intel: He can understand, interpret verbal and non verbal texts. The learner can use his critical thinking skills when gathering information</p> <p>* Meth: He can work in pairs or in groups.</p> <p>* Com: He can use a role play to communicate appropriately.</p> <p>* Per and Soc: He socializes through oral and written messages.</p>					<p>* Valuing traditional lifestyles</p> <p>* Valuing the intangible cultural heritage.</p>	
Time	Framework	Procedure	Focus	Objectives	Aids	VAKT
05 ^o	Warm up	-T-Greets his PPs ,they respond .		Establish a good classroom Atmosphere		A V
10 ^o	Pre-reading	-T-Asks the PPs to open their books on p73 and read the text on than try to do these tasks Task 01: I write <u>true, false or not mention oral</u> 1-The author travelled by train. 2-The city was crowded 3-This journey was before the independence. 4-The writer was alone in his trip. Task 02:I write what or who do these words in the text refer to. <u>oral</u> 1-I → 2-The town → 3-It → -T- Asks the PPs to read again the text to check their answers then compare the answers with their mates and correct one another.	T → L	To lead in	WB-	A V
30 ^o	During reading	Task 03: Lexis:<u>written</u> a-I find in the text words that are closest in meaning to: Happy=..... City=..... Enjoy=.....Disappeared=..... b-I find in the text words that are opposite in meaning to: A lot≠..... Ugly≠..... On≠..... Decay≠..... Task 04:I answer these questions <u>written</u> 1-How long ago did the author visit Setif? → 2-How did the writer visit The town? → 3-How did the writer find setif? →	L → T	To reinforce peer correction and cooperative learning	WB- PPs' courses Books Copybook	A V K
				To collect more lexis		
			L → T			

15 ⁰	Post reading	<p>4-Did the writer like the city? Justify? → -T- Asks the PPs to read again the text to check their answers then compare the answers with their mates and correct one another.</p> <p>Task 05: I use the previous data and others to write a short summary about the writer trip written 15 years ago a famous British writer</p> <p>.....</p> <p>.....</p>	L→T	<p>To reinforce peer correction and cooperative learning</p> <p>To transform data to short passage</p>	WB-PPs' Copybook	V A K T
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N. Khachai

Objectives: BTEOTL, L will be able to read a text and gather information about Constantine.

-write an e-mail describing the place where they live.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Past simple tense/ Semi modal used to.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can use his critical thinking.

He can interpret oral messages.

Meth comp: He can mobilize his resources.

Com comp: He can pick up information from an audio interview.

Pers comp: He socializes through oral exchanges.

Core values: Being proud of the Algerian way of life.

Tim ing	Frame work	Procedure	Focus	Objectives	Mat erials	VKTAI							
5'	Warm up:	T greets and welcomes her L T brings a map of Algeria T asks questions about Algeria: location, capital, population, ...	T/L L/T	Introduce the topic	WB	V K A I T							
10'	Before reading:	Task one: classify the cities in the table below:, Tindouf, Oran, Constantine, Djidjel, Bejaia, Mostaghanem, Algiers, Tamanrasset... <table border="1" data-bbox="395 1272 893 1348"> <tr> <td>North</td> <td>west</td> <td>East</td> <td>South</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </table>	North	west	East	South	L/L	Interpret a non verbal msg WB	Map WB
North	west	East	South										
.....										
20'	While reading:	T asks: How many paragraphs are there in the text? What's the text about? Give a title to the text. Task two: (task 4 P 74) Task three: questions (2,3,4,5,6,7, 8) p 74. T checks, correction on the board NB: this work can be dealt with as a group or pair work	L/L	Analyse the text and gather data	CPB TXB WB	Idem							
25'	After												

reading: **(pair work)**

Task: I love the region where I live (Chorfa).

Following Amine's e-mail model and plan;

-I use the information in the form to describe Chorfa.

-I draw an approximate plan of its amenities. 24

Town : Chorfa.

Location : 50kms East of Bouira.

Borders: three rivers(Ouakour to the West, Aghbalou to the East, Amaregh to the South)

Localities: Chokrabe, Thoghza, Chorfa centre, Tikhsighidene.

Population: more than 16000 people.

Amenities:

L/L

L/L

Turn notes into an e-mail

Idem

Describe one's region

Handouts



— Les frontières de Chorfa

Sequence: 02

Lesson: I learn to integrate.

Level: 3ms

Objectives: BTEOTL, L will be able to conduct an interview.

Target comp: intrc, intrp, prod.

Domains: o&w.

Target stres: Lexis related to past life.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can solve problem situations using a variety of communication means..

Meth comp: he can work in small groups and share information with peers.

Com comp: He can process digital data in English.

Pers comp: He can show responsibility towards team work..

Core values: Valuing his identity and national heritage

Tim ing	Frame work	Procedure	Focus	Objectives	Mate rials	VKIAT
5'	Warm up:	<i>T greets and welcomes her L T splits L into small groups T deals with a short review of the items seen in sequence two (oral review)</i>	T/L L/T	Introduce the topic		V K
10'	Presentation:	<i>T asks L to open their books on p 75 T reads the situation of integration T explains difficult terms</i>	T/L	Review prior knowledge	WB	T A M I
10'	Practice:	<i>T clarifies: Before writing our interview, we need to fill in the interview card (Interview card p 76)</i>	L/L	Identify the situation problem	TXB	
35'	Production:	<i>T invites each group to write his interview, with the help of the textbook(I listen and do tasks), interview card p 76 T asks L to play their interviews T writes the best one on the board.</i>	L/L	Fill in an interview card	CPB	
		An interview sample:		Conduct		Idem

Hello, grandpa. I'm going to ask you some questions about your childhood. It's for my school project. So, let's get started!

Interviewer: Where were you born?

-I: Where were you born?

_J: Could you describe the house where you lived?

-I: What did you use to have as a routine? Did you use to have any chores?

-I: What did you use to eat?

-I: Did you use to have eating rules?

-I: What did you use to wear every day? And in special occasions?

-Did you use to go to school?

-What games did you use to play?

-What's the event that you never forgot?

Objectives: BTEOTL, L will be able to write a comparison between past and present life in the Algerian cities.

Target comp: produce.

Domains: o&w.

Target stres: Lexis related to daily life.

Materials: WB, TXB, pics, Audio scripts.

Cross cur comp:

Intel comp: He can understand and interpret verbal and non verbal messages.

Meth comp: He can work on his own and mobilize necessary resources to accomplish his tasks.

Com comp: He can use English to compare lifestyles.

Pers comp: He can show autonomy in his learning.

Core values: Valuing his nation and freedom.

Timing	Frame work	Procedure	Focus	Objectives	Materials	VKA TMI											
5'	Warm up:	T greets and welcomes her L T asks L to open their books on p77	T/L	Introduce the topic	WB	V K A T M I											
10'	Presen tation:	T asks L to describe the pics on p 77,78,79 T reads the situation of integration T explains difficult terms	L/T														
15'	practice:	Guided writing: T writes the chart below on the board or distributes handouts. Task: I use the notes in the chart to write a comparison between life in setif in 1917(100 years ago) and now:	T/L	Provide L with helping notes	TXB												
		<table border="1"> <thead> <tr> <th>Setif in 1917</th> <th>Setif in 2017</th> </tr> </thead> <tbody> <tr> <td>-Politics: under the French rule, Algerian people were colonized. Work for the colonizer.</td> <td>Algerian government rule People are free citizens, work for their own welfare.</td> </tr> <tr> <td>-dressing: women wore the haik Men Turkish pants and kachabia.</td> <td>-wear all kinds of clothes (traditional or modern)</td> </tr> <tr> <td>Dwelling: old houses of mud, tents, low quarters. 28</td> <td>-buildings, villas, ...</td> </tr> <tr> <td>Transport: Carriages, animals backs, on foot, bus.</td> <td>Transport: cars, buses, planes, ...</td> </tr> <tr> <td>-Schooling: a few privileged went to school but most of</td> <td>-All children must attend school at the age of 6.</td> </tr> </tbody> </table>	Setif in 1917	Setif in 2017	-Politics: under the French rule, Algerian people were colonized. Work for the colonizer.	Algerian government rule People are free citizens, work for their own welfare.	-dressing: women wore the haik Men Turkish pants and kachabia.	-wear all kinds of clothes (traditional or modern)	Dwelling: old houses of mud, tents, low quarters. 28	-buildings, villas, ...	Transport: Carriages, animals backs, on foot, bus.	Transport: cars, buses, planes, ...	-Schooling: a few privileged went to school but most of	-All children must attend school at the age of 6.	L/T		WB
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35'	Production:	<p><i>the population was illiterate.</i></p> <p>A description sample: <i>A hundred years ago, Setif was under the French rule. Algerian people were colonized and were considered as second degree citizens. Women used to wear the haik and the Turkish pants and men used to wear the Turkish pants and kachabia. Only a few privileged were allowed to attend school. Most of the Algerian population was illiterate. They used to live in old houses of mud, tents or low quarters. They used to travel on the animals backs , carriages, or sometimes French buses.</i></p> <p><i>Today, Algerians are free citizens. Every Algerian child must attend school at the age of 6. Women are free to dress as they please and men too. People live in their own villas, houses or rent flats in buildings. Both men and women work for their own welfare. Algerian people travel in cars, buses trains or whatever is available.</i></p> <p><i>There is a great change in lifestyles between 1917 and 2017. And it's important to appreciate our national freedom.</i></p> <p>Individual writing: Following the model of Setif description lifestyles, I write a comparison between past and present life in Constantine.</p> <p>NB: to be done at home.</p>	T/L L/T	Guide L how to write their descriptions	WB CPB	Idem
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