

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 01	Lesson: 01	
Function: Describing People		Leg. Form: Present Simple (to be)	
N. Lexis:		V. Aids: Pictures	
Objective: Describing person's physical appearance.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>Revision about the previous acquisitions (1AM) adj <i>tall/small fat / slim</i></p> <p>Stage two: <u>Listen & Speak:</u></p> <p>1) T introduces: a boy – a girl – a man – a woman</p> <p>2) T sticks a picture on BB. T asks: What is his/ her name? T: Is he / she tall ? Small ? Slim? T asks about the hair and the eyes?</p> <p>Stage Three: <u>Practise</u></p> <p>1) T gives Jenny's card Full name: <i>Jenny Smith</i> Age: <i>15</i> Height: <i>1,45m</i> Weight: <i>45kg</i> Eyes: <i>green</i> Hair: <i>long</i></p> <p>2) T asks: What is she like?</p> <p>Stage four: <u>Produce:</u></p> <p>1) T asks a pupil to come to the BB. T asks the class: What is he /she like ?</p> <p>2) Books open on page 08 Dealing with sounds /S/ /Z/ /IZ/</p> <p>HOME WORK T asks the PPs to describe themselves.</p>	<p>Repeat</p> <p>Listen and repeat</p> <p>Look Try Answer and repeat</p> <p>Read the card</p> <p>Answer</p> <p>Describe their friend</p>

Summary

What is she like?

Jenny Smith is 15 years old. She is a tall girl. She weighs 45 kg. She has got long hair and green eyes.

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 01	Lesson: 02	
Function: Describing people.		Leg. Form: Present S	
N. Lexis:		V. Aids: Pictures	
Objective: Describing person's physical appearance			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up:</u></p> <p>Dealing with the home work. (describing oneself)</p>	Do and repeat
<p>Stage two: <u>Listen & Speak:</u></p> <p>1-T introduces(handsome- popular-successful- comic star – perform)</p> <p>2- T writes a question on BB: What language does Mohamed Fellag speak? T reads the paragraph on p 09 (books shut)</p> <p>3- T asks the PPs to answer the question</p>	Follow and repeat
<p>Stage three: <u>Practice:</u></p> <p>1) (books open) T reads the previous paragraph.</p> <p>2) Silent reading.</p> <p>3)T sets the following activity on the BB: True or False</p> <ul style="list-style-type: none"> - Mohamed Fellag is a man. - He has got green eyes. - He is a comic star - He speaks English - He lives in Algeria. 	Follow on their books
<p>Stage four: <u>Produce:</u></p> <p>1) T asks PPs to find the QQ about Fellag</p> <p>2) Loud reading</p>	Follow on their books
	Read silently
	Say true or false
	Do the act

Summary

A: Has Fellag got green eyes?

A: Has he got a moustache?

A: Does he write his shows?

A: In what language?

A: Does he live in Algeria?

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 01	Lesson: 03	
Function: Describing.		Leg. Form: Present S	
N. Lexis:		V. Aids: Pictures	
Objective: using the present simple - the final S			

Procedure	Pupil's task						
<p>Stage one: <u>Warm-up</u></p> <p>Some questions about Mohamed Fellag</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>1) Dealing with the present s (third person singular) he or she to act / she acts to like / she likes to hate / He hates to speak / He speaks</p> <p>2) T gives more verbs and asks the PPs to conjugate them with He or She</p> <p>Stage three: <u>Practice:</u></p> <p>1) T gives verbs and asks the PPs to classify them:</p> <table border="1"> <tr> <td>/S/</td> <td>/Z/</td> <td>/IZ/</td> </tr> <tr> <td>Acts</td> <td>Reads</td> <td>Teaches</td> </tr> </table> <p>Gets – has – likes – closes – drives – plays – sits – runs – stands .</p> <p>2) T asks the PPs to give their own verbs and classify them correctly</p> <p>Stage four: <u>Produce:</u></p> <p>1) Fill in the gaps using: watches – plays – gets up – goes – has –</p> <p>When Jane is on holidays, she always.....at eleven o'clock in the morning. She.....breakfast, then she.....to her tennis club. She never has lunch at home. In the afternoon, she.....tennis or TV.</p> <p>2) Correction and loud reading</p>	/S/	/Z/	/IZ/	Acts	Reads	Teaches	<p>answer</p> <p>Listen and repeat</p> <p>Do</p> <p>Do</p> <p>Do</p> <p>Try and do</p> <p>Loud reading</p>
/S/	/Z/	/IZ/					
Acts	Reads	Teaches					

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 02	Lesson: 01	
Function: Describing.		Leg. Form: Past S	
N. Lexis:		V. Aids:	
Objective: Describing			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>Revision of the previous part.</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>1) T reads the text about Louis Armstrong p 12 and asks PPs to fill in the card p 12</p> <p>2) correction of the activity</p> <p>Stage three: <u>Practice:</u></p> <p>1) books open on p 13. dealing with stars: Souad Massi – Rowan Sebastian – Atkinson – Youssou N'dour</p> <p>Stage four: <u>Produce:</u></p> <p>1) T asks PPs to fill in a card about a person they know. Write a paragraph about him or her.</p> <p>2) Dealing with sounds p 12 /t/ /d/ /id/</p>	<p>Try and do</p> <p>Do</p> <p>do</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 02	Lesson: 02	
Function: Narrating past events.		Leg. Form: past simple	
N. Lexis:		V. Aids: Pictures	
Objective: review of past simple discriminate the final sound / t/ /d/ /id/			

Procedure	Pupil's task																																																		
<p>Stage one: <u>Warm-up</u></p> <p>Review of the previous lesson</p> <p>Stage two: <u>Listen & Speak:</u> T pronounces the new words and classifies them on the table according to their sounds</p> <table border="1"> <thead> <tr> <th>/t/</th> <th>/ d/</th> <th>/id/</th> </tr> </thead> <tbody> <tr> <td>Looked</td> <td>Lived</td> <td>Painted</td> </tr> <tr> <td>Worked</td> <td>Tried</td> <td>Acted</td> </tr> <tr> <td>noticed</td> <td>Toured</td> <td>decided</td> </tr> </tbody> </table> <p>Stage three: <u>Practice:</u></p> <p>T sets act1p14(give the past s of these verbs) T reads the text and picks the verbs on a table</p> <table border="1"> <thead> <tr> <th>Infinitive</th> <th>Past s</th> </tr> </thead> <tbody> <tr> <td>To be</td> <td></td> </tr> <tr> <td>To start</td> <td></td> </tr> <tr> <td>To complete</td> <td></td> </tr> <tr> <td>To go</td> <td></td> </tr> <tr> <td>To participate</td> <td></td> </tr> <tr> <td>To make</td> <td></td> </tr> <tr> <td>To take part</td> <td></td> </tr> <tr> <td>To act</td> <td></td> </tr> </tbody> </table> <p>Stage four: <u>Produce:</u></p> <p>Activity: Put a tick in the right column</p> <table border="1"> <thead> <tr> <th>Past</th> <th>/t/</th> <th>/ d/</th> <th>/id/</th> </tr> </thead> <tbody> <tr> <td>Recorded</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Talked</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Passed</td> <td></td> <td></td> <td></td> </tr> <tr> <td>toured</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	/t/	/ d/	/id/	Looked	Lived	Painted	Worked	Tried	Acted	noticed	Toured	decided	Infinitive	Past s	To be		To start		To complete		To go		To participate		To make		To take part		To act		Past	/t/	/ d/	/id/	Recorded				Talked				Passed				toured				<p>Listen and repeat</p> <p>repeat</p> <p>Do it on the BB</p> <p>Do the act</p>
/t/	/ d/	/id/																																																	
Looked	Lived	Painted																																																	
Worked	Tried	Acted																																																	
noticed	Toured	decided																																																	
Infinitive	Past s																																																		
To be																																																			
To start																																																			
To complete																																																			
To go																																																			
To participate																																																			
To make																																																			
To take part																																																			
To act																																																			
Past	/t/	/ d/	/id/																																																
Recorded																																																			
Talked																																																			
Passed																																																			
toured																																																			

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 02	Lesson: 03	
Function: describing		Leg. Form: past s	
N. Lexis:		V. Aids:	
Objective: past s regular /irregular verbs			

Procedure	Pupil's task						
<p>Stage one: <u>Warm-up</u></p> <p>1) Some QQ about Britney spears When was she born? What was she? What did she do?</p> <p>2) T writes the answers on the BB</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>1) T writes the PPs to pick out the verbs from the SS on the BB</p> <p>2) T draws a table</p> <table border="1" data-bbox="204 1025 624 1137"> <tr> <td>Verb</td> <td>infinitive</td> </tr> <tr> <td>Was</td> <td>Be</td> </tr> <tr> <td>Made</td> <td>Make</td> </tr> </table> <p>T explains the regular and irregular verbs</p> <p>Stage three: <u>Practice:</u></p> <p>Act 1 p 14 Correct the verb in the brackets</p> <p>Stage four: <u>Produce:</u></p> <p>T writes a list of verbs related to the text they've seen before and asks them to classify the verbs regular/ irregular ones</p>	Verb	infinitive	Was	Be	Made	Make	<p>answer</p> <p>do</p> <p>Do the act</p> <p>Do the act</p>
Verb	infinitive						
Was	Be						
Made	Make						

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 03	Lesson: 01	
Function: describing.		Leg. Form: past s	
N. Lexis:		V. Aids:	
Objective: Pest s +ago			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>Revision about the simple past</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T uses the following examples to introduce “ago” T: my father went to Mecca in 1999. We are in 2005. So, father went to Mecca <u>6 years Ago</u> Algeria had its independence in 1962. So, Algeria had its independence <u>43 years ago.</u> My friend bought a new car <u>4 years ago.</u></p> <p>Stage three: <u>Practice:</u> Act 2p 17 T gives an example about Dickens Charles Dickens died 135 years ago.</p> <p>Stage four: <u>Produce:</u></p> <p>Act3 p17: T explains the act and asks them to do it.</p> <p>Correction on the BB</p>	<p>PPs listen and repeat.</p> <p>Do the act</p> <p>Do the act</p> <p>Copy the act down</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 03	Lesson: 02	
Function: describing		Leg. Form: past s.	
N. Lexis:		V. Aids:	
Objective: PPs be able to read a letter in the past s			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T revises the past s with ago</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T presents the situation of the letter p 20 including some new words</p> <p>T reads the letter once then asks some oral QQ</p> <p>Stage three: <u>Practice:</u></p> <p>Act 3 p 17</p> <p>Stage four: <u>Produce:</u></p> <ul style="list-style-type: none"> - T asks PPs to read the letter on p20 - T asks PPs to do act 2 p 17 <p>Correction on the BB</p>	<p>Answer orally.</p> <p>Try to answer</p> <p>Do the act</p> <p>Read the letter</p> <p>Do the act</p> <p>Copy down</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 03	Lesson: 03	
Function: describing		Leg. Form:	
N. Lexis:		V. Aids: pictures	
Objective: The possessive case whose			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>Revision of verb to be and present continuous</p> <p>Stage two: <u>Listen & Speak:</u> T presents the possessive case T uses pictures and school things T gives different classroom situations Eg: T Whose pen is it? Yes, It's Ahmed's.</p> <p>Stage three: <u>Practice:</u></p> <p>Ac1p 17.</p> <p>Stage four: <u>Produce:</u></p> <p>Act4p 17</p> <p>Correction on the BB</p>	<p>Listen and repeat</p> <p>It's Ahmed's</p> <p>Match the pairs</p> <p>Do the act</p> <p>Copy down</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 01	Sequence: 03	Lesson: 04	
Function: describing		Leg. Form: past s ago	
N. Lexis:		V. Aids:	
Objective: paragraph completion			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T writes different sentences on the BB then asks the PPs to give the infinitive of the verbs</p>	<p>Read the SS Give the infinitive</p>
<p>Stage two: <u>Listen & Speak:</u></p> <p>T writes the SS in act 1 p 18 and asks the PPs to pick out the verbs T asks them to return the verbs into their infinitives</p>	<p>Do the act do</p>
<p>Stage three: <u>Practice:</u></p> <p>T asks the PPs to read the passage p 18 and to give the past s of its verbs</p>	<p>Do the act</p>
<p>Stage four: <u>Produce:</u></p> <p>Act 4 p 18</p> <p>Correction on the BB</p>	<p>Do the act Copy down</p>

* T. asks PPs to write.

Level: 2am

File: 02

Sequence: 01

Lesson:03

Function: Expressing capacity

Lqge forms: can / can't

N. lexis: donkey , draw

V. aids: pictures, drawings; gestures.

Objective: enabling PPs to ask and express capacity.

Procedure	<u>Pupils' Tasks</u>
<p><u>Stage one: Warm up:</u> T. gives cues and asks PPs to build sentences using can / can't:</p> <ol style="list-style-type: none"> 1- I / go to Setif on foot X 2- We/ dance in the classroom X 3- X / play handball .√ <p><u>Stage two: listen and speak:</u> <u>T.</u> introduces: T.: Can you open the bottle? Farida: No, I can't. T.: Can you open the bottle ? Omar: Yes, I can. T. does the same: Nabil / cook couscous no Fatiha / cook couscous.....yes</p> <p><u>Stage three: Practise:</u> 1- T. gives cues and makes situations.</p> <ul style="list-style-type: none"> - you / speak Chinese. - You / ride a bicycle. - X/ draw a giraffe. - A chicken / fly. <p><u>Stage four: Produce:</u> <u>Step one:</u> T. asks PPs to give eggs.</p> <ol style="list-style-type: none"> 1- T. sets: find the questions: <ol style="list-style-type: none"> A) B) Yes, I can ride a donkey. A) B) No, I can't drive a car. A) B) Yes, Ali can drive a car. <p><u>Step two: Written phase:</u> * T. asks pps to write.</p>	<p>Pps give correct sentences.</p> <p>PPs listen and repeat in pairs.</p> <p>Practise.</p> <p>PPs give eggs.</p> <p>PPs do the activity.</p> <p>Pps write the correction on their copybooks.</p>

Level: 2am

File: 02

Sequence: 01

Lesson:04

Function: Demonstrating

Lgqe forms: demonstratives; these / those

N. lexis: these/ those

V. aids: pictures, drawings; gestures.

Objective: enabling pps to demonstrate using these and those.

Procedure	<u>Pupils' Tasks</u>
<p>Stage one: Warm up: (Revision about this / that) T. introduces the following: 4- Sally: Look Betty, Is my father. 5- Sally: Look; is my uncle. (positioning + photos)</p> <p>Stage two: listen and speak: T. introduces the plural as follows: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>— A pen →</p> <p>A teacher</p> </div> <div style="text-align: center;"> <p>3 pens</p> <p>————→</p> <p>2 teachers</p> </div> </div> T. introduces the following examples: - <u>This</u> is a pen . <u>These</u> are pens - <u>This</u> is a book . <u>These</u> are books - <u>That</u> is a window. <u>Those</u> are windows - <u>That</u> is a boy. <u>Those</u> are boys.</p> <p>Stage three: Practise: 1- T. gives the following cues and asks pps to make examples: - Pen / pens —————→ this is a pen . these are pens. - Door / doors. - Pencil / pencils.</p> <p>Stage four: Produce: T. asks pps to give eggs using these / those.</p> <p>Stage five: Activity: Put in : this / that / these / those: 1) are rulers. 🖋️ 2) is a desk. 🖋️ —————→ 📖 3)are flowers. 🖋️ —————→ 🌸🌸 4) is a house. 🖋️ —————→ 🏠</p> <p style="text-align: center;">Step two: Written phase: * T. asks pps to write.</p>	<p>Pps complete (this / that)</p> <p>Pps listen and repeat .</p> <p>Practise.</p> <p>Pps give eggs.</p> <p>Pps do the activity.</p> <p>Pps write the correction on their copybooks.</p>

Level: 2am

File: 02

Sequence: 02

Lesson:01

Function: Expressing synonyms and antonyms Lgqe forms: synonyms and antonyms .

N. lexis:

V. aids: pictures, drawings.

Objective: enabling pps to express and find some synonyms and opposites.

Procedure	<u>Pupils' Tasks</u>
<p><u>Stage one: Warm up:</u> T. reviews can / can't</p> <ul style="list-style-type: none"> - Iride a bicycle. ✓ - You drink oil. X <p><u>Stage two: Listen and speak:</u> T. introduces "could":</p> <p>* Egg: It's very cold. Could you close the window please?</p> <p>1- I could swim well when I was ten.</p> <p>2- Pupil: " Could you shut the door, sir?" T.: OK, boy.</p> <p>3- Leila: " Could you practise sport when you were 10?" Father: yes, I could.</p> <p>4- x could go to the party alone last couple of years, but he feels shy in the present.</p> <p><u>Stage three: Practise:</u> <u>Step 1: - T. makes situations and gives cues :</u></p> <p>T. asks pps to do as above. Egg: you smoke before the doctor asked you to stop it. etc...</p> <ul style="list-style-type: none"> - you / clean /the BB. - I have a drink etc. <p><u>Step2:</u> T. asks pps to give eggs.</p> <p><u>Stage four: Produce:</u> <u>Step 1:</u> T. asks pps to do act. 2 page 34. <u>Step 2: Written phase</u> * T. asks pps to correct then to write.</p>	<p>Pps try to answer</p> <p>Pps listen first</p> <p>Pps do the task within T.'s help .</p> <p>Pps complete.</p> <p>Pps do so.</p> <p>Pps answer.</p> <p>Pps write the correction on their copybooks.</p>

File: 02

Function: Expressing the plural

N. lexis: /

Level: 2am

Sequence: 03

Lgge forms: plural (regular +irregular)

V. aids: BB, gestures, drawings and pictures.

Lesson:01

Objective: To consolidate the understanding of the plural (regular and irregular).

Procedure	<u>Pupils' Tasks</u>																																												
<p>Stage one: Warm up: T. reviews the 1am list of regular and irregular plural: Eg: A watch → 2 ... A baby → 3 A pupil → 7 ... A door → 18 ... A man → 10 ...</p> <p>Stage two: Listen and speak: <u>T.</u> introduces</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Regular plural</th> <th style="text-align: center;">Irregular plural</th> </tr> </thead> <tbody> <tr><td>A pencil → 2 pencils</td><td>A child → 03 children</td></tr> <tr><td>A brush → 7 brushes</td><td>A man → 04 men</td></tr> <tr><td>A box → 10 boxes</td><td>A woman → 101 women</td></tr> <tr><td>A dress → 13 dresses</td><td>A foot → 16 feet</td></tr> <tr><td>A watch → 19 watches</td><td>A tooth → 81 teeth</td></tr> <tr><td>A tomato → 20 tomatoes</td><td>A goose → 39 geese</td></tr> <tr><td>A factory → 8 factories</td><td>A mouse → 15 mice</td></tr> <tr><td>A boy → 9 boys</td><td>A louse → 32 lice</td></tr> <tr><td></td><td>A knife → 11 knives</td></tr> </tbody> </table> <p>T. writes the plural nouns with the help of pupils.</p> <p>Stage three: Practise: - T. writes the following activity on BB and asks pps to answer orally (choose the correct plural noun):</p> <p>A bank → (bankes, banks, bankies) A potato → (potatice, potatos, potatoes) A woman → (womanes, womans, women) A lorry → (lorries, lorrives, lorrys).</p> <p>Stage four: Produce: <u>Step 1:</u> T. sets: Find the correct plural form:</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Singular</u></th> <th style="text-align: center;">→</th> <th style="text-align: center;"><u>Plural</u></th> </tr> </thead> <tbody> <tr><td>A man</td><td>→</td><td></td></tr> <tr><td>A classroom</td><td>→</td><td></td></tr> <tr><td>A tax</td><td>→</td><td></td></tr> <tr><td>A child</td><td>→</td><td></td></tr> <tr><td>A secretary</td><td>→</td><td></td></tr> <tr><td>A mouse</td><td>→</td><td></td></tr> <tr><td>A toy</td><td>→</td><td></td></tr> </tbody> </table> <p><u>Step 2: Written phase</u> * T. asks pps to correct then to write.</p>	Regular plural	Irregular plural	A pencil → 2 pencils	A child → 03 children	A brush → 7 brushes	A man → 04 men	A box → 10 boxes	A woman → 101 women	A dress → 13 dresses	A foot → 16 feet	A watch → 19 watches	A tooth → 81 teeth	A tomato → 20 tomatoes	A goose → 39 geese	A factory → 8 factories	A mouse → 15 mice	A boy → 9 boys	A louse → 32 lice		A knife → 11 knives	<u>Singular</u>	→	<u>Plural</u>	A man	→		A classroom	→		A tax	→		A child	→		A secretary	→		A mouse	→		A toy	→		<p>Pps try to answer</p> <p>Pps help the T. read.</p> <p>Pps choose the right word.</p> <p>Pps write and do the act.</p> <p>Pps write the correction on their copybooks.</p>
Regular plural	Irregular plural																																												
A pencil → 2 pencils	A child → 03 children																																												
A brush → 7 brushes	A man → 04 men																																												
A box → 10 boxes	A woman → 101 women																																												
A dress → 13 dresses	A foot → 16 feet																																												
A watch → 19 watches	A tooth → 81 teeth																																												
A tomato → 20 tomatoes	A goose → 39 geese																																												
A factory → 8 factories	A mouse → 15 mice																																												
A boy → 9 boys	A louse → 32 lice																																												
	A knife → 11 knives																																												
<u>Singular</u>	→	<u>Plural</u>																																											
A man	→																																												
A classroom	→																																												
A tax	→																																												
A child	→																																												
A secretary	→																																												
A mouse	→																																												
A toy	→																																												

Level: 2am

File: 02

Sequence: 03

Lesson:02

Function: Locating places

Lgqe forms: Prepositions (for places)

N. lexis: near/ next to / opposite/ behind/ turn .../ V. aids: Gestures, drawings and pictures.

Objective: To enable pupils to locate or ask about places.

Procedure	<u>Pupils' Tasks</u>
<p><u>Stage one: Warm up:</u></p> <p><i>T. shows pictures representing different amenities and asks pps to name them.</i> (garden, street, school, stationetc)</p> <p><u>Stage two: Listen and speak:</u></p> <p>1) T. sticks a map of a street in a town with different amenities on both sides.</p> <p>T. introduces the following eggs:</p> <ul style="list-style-type: none"> - the garden is <u>near</u> the bank. - The Bank is <u>opposite</u> the school. - The restaurant is <u>behind</u> the cinema. <p>2) T. introduces the following dialogue:</p> <p><i>Stranger:</i> where is the garden, please?</p> <p><i>Policeman:</i> <u>Go along</u> this street, then <u>turn left</u>. The garden is <u>on your right</u>, <u>next to</u> the bank.</p> <p><u>Stage three: Practise:</u></p> <p>- T. gives the following cues and asks pps to play the roles:</p> <p>The bank / opposite/ the school The stadium / next to / the theatre The supermarket / on the left side of the road.</p> <p>NB: T. gives the starting point each time.</p> <p><u>Stage four: Produce:</u></p> <p>1- T. asks pps to give examples. (using the stuck map)</p> <p>2-Complete the following:</p> <p>T. pins up another map on BB and asks pps to complete:</p> <ul style="list-style-type: none"> - The park is The police station. - The cinema is the café. - The club is the school. <p>A) where is the post office? B) along this, then turn..... It is the bank.</p> <p><u>Stage five: Written phase</u></p> <p>* T. asks pps to write the correction down.</p>	<p>Pps try to do so.</p> <p>Pps listen and repeat.</p> <p>Pps do so.</p> <p>Pps do so.</p> <p>Pps do the act.</p> <p>Pps write the correction on their copybooks.</p>

Level: 2am

Sequence: 03

Lesson:03

File: 02

Function: Expressing possession

Lgqe forms: possessive pronouns; mine, yours

N. lexis: mine, yours, his etc

V. aids: BB, Gestures, drawings and pictures.

Objective: To enable pupils to express possession..

Procedure	<u>Pupils' Tasks</u>
<p><u>Stage one: Warm up:</u> T. reviews the personal pronouns subjects + the possessive adjectives.</p> <p><u>Stage two: Listen and speak:</u> T. introduces the following:</p> <ol style="list-style-type: none"> 1- Salim: The pen of Saïd is old. Mine is new. 2- Teacher: My satchel is big. His is small. 3- Teacher: My eyes are brown. Hers are dark. 4- Pupils: 2am₃ classroom is horrible. Ours is nice. 5- Pupil1: My house is white. Theirs is yellow. <p><u>Stage three: Practise:</u> T. makes situations and gives cues: Eg: your watch is expensive. (// watch) is cheap.</p> <p><u>Stage four: Produce:</u></p> <ol style="list-style-type: none"> 1- T. asks pps to give examples. 2- T. sets: Do the same: <ul style="list-style-type: none"> - this is my bicycle. It is mine. - This is his jacket. It is - This is their table. It is..... - These are our jeans. They are <p><u>Stage five: Written phase</u> * T. asks pps to write te correction down.</p>	<p>Pps try to do so.</p> <p>Pps listen and repeat.</p> <p>Pps do as above(eg).</p> <p>Pps do the act.</p> <p>Pps write the correction on their copybooks.</p>

<u>Teacher:</u> Khelil Moudjib Arrahamane	<u>Level:</u> 2A.M.	
<u>File:</u> 03	<u>Sequence:</u> 01	<u>Lesson:</u> 01
<u>Function:</u> Describing illnesses	<u>Leg. Form:</u> "have got" "has got"	
<u>N. Lexis:</u> Names of different illnesses.	<u>V. Aids:</u> Pictures	

Objective: Talking about common and serious illnesses.

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. asks about the absence of one of the PPs. T: What is the problem with him/her? T: What has he/she got? T: What is "toothache"? T: Toothache is an illness. T: Do you know other kinds of illnesses?</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>1) T. shows pictures of some illnesses and makes the PPs repeat each one. Eg: T: What has he/she got? T: He/She has got a headache. T. does the same with the other illnesses [toothache –heart disease –cold –stomach-ache...]</p> <p>2) T. shows a picture of a headache and asks: T: Did you suffer from headache? T: Everyone suffered from headache. So it is a <u>common illness.</u></p> <p>T. shows a picture of cancer. T: Cancer isn't a common illness. It is a <u>serious illness.</u></p> <p>Stage four: <u>Produce:</u></p> <p>T. gives cues and asks the PPs to make Correct sentences using "have/has got" Pupils / cough Baby / fever I / headache T. asks the PPs to give their own examples.</p> <p>Stage three: <u>Practice:</u></p> <p>T. asks the PPs to do Activity: 04 Page: 52</p>	<p>PPs may answer: He/She is ill. PP: He/She has got a toothache. PPs may answer.</p> <p>PPs may answer.</p> <p>PPs may answer PPs listen and repeat</p> <p>PPs make sentences using "have/has got"</p> <p>Some PPs say : "yes"</p> <p>PPs listen and repeat</p> <p>PPs follow and do.</p> <p>PPs give examples.</p> <p>PPs do.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 01	Lesson: 02	
Function: Enquiring about someone's health.		Leg. Form: "must – mustn't".	
N. Lexis:		V. Aids: Pictures	
Objective: Consolidate the imperative using "must – mustn't".			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up:</u></p> <p>T. reviews with some illnesses. T: What has John got? T: What does the baby suffer from? T: Have you got stomach-ache? T: Who has it got?</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T. creates a situation through which he could introduce the teaching points "must + mustn't". T: John has got a headache. So, he must see the doctor. He mustn't watch T.V. too much. T. asks the PPs to repeat. T: Sally has got a toothache. So, she must go to the dentist. She mustn't eat sweeties.</p> <p>Stage three: <u>Practice:</u></p> <p>T. gives cues (situation) and asks the PPs to predict the answer - Mike has got diabetes, he (have sugar). - Veronica has got high blood pressure, he (have salt) - My elder brother has got obesity, he (have fat) - They are fat, they (practise sports a lot) T. asks the PPs to give their own examples.</p> <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to do Activity: 01 Page: 53 T. explains the activity. Then, he writes it on BB. T. checks the PPs work. T. asks for correction on the BB. T. asks them to copy down.</p> <p><u>Home Work:</u> T. asks the PPs to do Activity: 03 Page: 53 at home</p>	<p>PPs listen and answer orally.</p> <p>PPs may answer PPs listen and repeat</p> <p>PPs listen and repeat</p> <p>PPs give their own examples.</p> <p>PPs follow and do. PPs correct the Activity.</p> <p>PPs copy down.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 01	Lesson: 03	
Function: Suggesting.		Leg. Form: "should – shouldn't".	
N. Lexis:		V. Aids: Pictures	
Objective: Expressing advice using "should shouldn't".			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T: John is ill. He has got a headache. What must he do? Must he watch T.V. a lot? T: Jane isn't ill but she work a lot.</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T: Jane should take care of her health. T. asks the PPs for repetition. T: You should clean your teeth daily to get mice teeth. T: You shouldn't eat too much sweetie, too. T: We should practise sports to have a good build. T: You should visit the dentist for a check up twice a year.</p> <p>Stage three: <u>Practice:</u></p> <p>T. gives cues (situation) and asks the PPs to make examples. - You / clean your hands before eating. - John / stay in bed two days. - I / go to bed late. - We / have medicine without seeing the doctor.</p> <p>T. asks the PPs to give their own examples.</p> <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to do Activity: 05 Page: 52 T. explains the activity. T. checks the PPs work. T. asks for correction on the BB. T. asks them to copy down.</p>	<p>PPs listen and answer.</p> <p>PPs listen and repeat</p> <p>PPs give examples.</p> <p>PPs make their own examples.</p> <p>PPs follow and do. PPs correct the Activity.</p> <p>PPs copy down.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 01	Lesson: 04	
Function: Permission & Prohibition.		Leg. Form: "should – shouldn't".	
N. Lexis:		V. Aids: Pictures	
Objective: Expressing advice using "should shouldn't".			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. presents a picture of a headache and aspirin.</p> <p style="padding-left: 40px;">T: I suffer from a headache. I should take an aspirin.</p> <p>Stage two: <u>Listen & Speak:</u></p> <p style="padding-left: 40px;">T: Let's speak about aspirin.</p> <p>T. reads the instruction page: 51.</p> <p>T. asks questions on page: 52. using "should" "shouldn't".</p> <p>Stage three: <u>Practice:</u></p> <p>T. presents an other illness and asks the PPs to speak about it as (aspirin) using "should" "shouldn't".</p> <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to speak about an illness using "should" "shouldn't".</p> <p>T. explains the activity.</p> <p>T. checks the PPs work.</p>	<p>PPs listen and repeat.</p> <p>PPs listen and answer the question.</p> <p>PPs give examples.</p> <p>PPs make their own examples.</p> <p>PPs copy down.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 02	Lesson: 01	
Function: Enquiring about someone's regular activities.		Leg. Form: How often do ...?	
N. Lexis: twice / once / three times...		V. Aids: Pictures	
Objective: Consolidate vocabulary about sport and using time adverbs.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. asks a question. T: When do you study English? T: On, and T: You study English three times. T. asks other questions (music / sport / Arabic). (once / twice ...)</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T. reads the dialogue and asks the pupils to fill in the gaps.</p> <p>Rayan is a fit boy because he <u>lifts weight twice a week</u>.</p> <p>Stage three: <u>Practice:</u></p> <p>T. asks the PPs to do Activity: 03 Page: 56.</p> <p>Stage four: <u>Produce:</u></p> <p>T: How often do you practise sport at school?</p> <p>T. writes some activities on BB and asks the PPs to write questions like the example.</p> <p>Q: How often do you brush your teeth? A: Twice a day. - Brush your teeth. - Wash your hands. - Take a shower. - Clip your nails. - Comb your hair. - Visit your relative / or dentist</p>	<p>PPs : on,, &</p> <p>PPs listen & answer.</p> <p>PPs try to do it.</p> <p>PPs: once a week</p> <p>PPs follow and do.</p> <p>PPs ask & answer in pairs.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 02	Lesson: 02	
Function: Enquiring about someone's regular activities.		Leg. Form: How / Adj.+ly	
N. Lexis: patient / react / fast / patiently...		V. Aids:	
Objective: Enable the PPs to know about adverbs of manner.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. takes the duster and cleans the BB slowly. T: Am I quick or slow? T. cleans the BB quickly. T: Am I quick or slow?</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T. says: a) - Teacher cleans the BB slowly. - Teacher cleans the BB quickly. - Father drives his car rapidly.</p> <p>b) - How does the father drive his car? He drives his car rapidly. - How does the teacher clean the BB? He cleans the BB slowly</p> <p>Stage three: <u>Practice:</u></p> <p>T. gives cues and asks the PPs to build good sentences. - doctor / listen / attentive. Doctor must listen attentively.</p> <p>- patient / suffer / silent - mother / explain / patient - nurse / react / quick - secretary / answer / polite</p> <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to Activity: 02 Page: 67 (check).</p>	<p>PPs : You are slow.</p> <p>PPs : You are quick.</p> <p>PPs listen & repeat.</p> <p>PPs listen & repeat.</p> <p>PPs try to do it.</p> <p>- Patient suffers silently. - Mother explains patiently. - Nurse reacts quickly. - Secretary answers politely.</p> <p>PPs try to do.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 02	Lesson: 03	
Function: Giving advice.		Leg. Form: Imperatives	
N. Lexis:		V. Aids:	
Objective: Giving advice for improving health.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p> T: Why do you practise sport? T: To have a good health / to be healthy.</p> <p> T. asks other questions</p> <p>Stage two: <u>Listen & Speak:</u></p> <p> T. sticks a tip on the BB and reads it.</p> <p> T: Go to bed early and get up early! 08 hours of sleep make you feel rested quiet and calm.</p> <p> T. asks a pupil to read it. T. Explains: To feel calm, go to bed early and get up early.</p> <p>Stage three: <u>Practice:</u></p> <p> T. and the PPs do the same with the other tips on Page: 57</p> <ul style="list-style-type: none"> - To keep fit, walk for half an hour everyday. - To have strong and good teeth, brush your teeth for three times a day. <p>Stage four: <u>Produce:</u></p> <p> T. asks the PPs to do Activity: 03 Page: 57.</p>	<p>PPs answer.</p> <p>PPs listen .</p> <p>One of the PPs will read.</p> <p>PPs listen & repeat.</p> <p>PPs listen & repeat.</p> <p>PPs make advice.</p> <p>PPs try to do.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 03	Lesson: 01	
Function: Talking about discoveries		Leg. Form: Passive form.	
N. Lexis:		V. Aids:	
Objective: Using passive form. (past form)			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. revises some discoveries.</p> <ul style="list-style-type: none"> - Alexander Bell invented the telephone in - Marie Curie discovered radium in <p>Stage two: <u>Listen & Speak:</u></p> <p>T. asks questions and gives answers in passive.</p> <p>T: When was Penicillin discovered? T: Penicillin was discovered in 1928. T: When were glasses invented? T: Glasses were invented in 1280.</p> <p>Stage three: <u>Practice:</u></p> <p>T. gives cues and asks the PPs to ask and answer.</p> <ul style="list-style-type: none"> - Aspirin / discover / 1853. - X/rays / discover / 1895. - Thermometer / invented / 1626. <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to do the activity.</p> <ul style="list-style-type: none"> - Who did what? <ul style="list-style-type: none"> - - Insulin Dominique J. L. - - Aspirin F. N. - - Ambulance W. K. R. - - Thermometer S. D. A. 	<p>PPs give the dates.</p> <p>PPs listen & repeat.</p> <p>PPs ask and answer in passive.</p> <p>PPs try to fill the gaps.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 03	Lesson: 02	
Function: Talking about remedies		Leg. Form: Passive form.	
N. Lexis: illnesses		V. Aids:	
Objective: The pupils will use home remedies.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T: You have a cough and you don't go to the doctor. You stay at home. What does your mother give you? T: Your mother gives you a home remedy.</p> <p>Stage two: <u>Listen & Speak:</u></p> <p>T. writes in active form: When you have a headache, soak a cloth in cold water and apply it on your head. It relieves the pain.</p> <p>T. writes in passive form: A cloth is soaked in cold water and applied on the head. The pain is relieved.</p> <p>Stage three: <u>Practice:</u></p> <p>T. gives cues and asks the PPs to use passive form.</p> <ol style="list-style-type: none"> 1) When you flu, heat some milk, pepper it and drink it warm. 2) When you have a cough, heat some lemon juice, add some honey and drink it warm. <p>Stage four: <u>Produce:</u></p> <p>T. asks the PPs to do the Activity: 01 Page: 61.</p>	<p>PPs listen and try to answer.</p> <p>PPs repeat.</p> <p>PPs listen & read.</p> <p>PPs listen & read.</p> <p>PPs try to change them.</p> <p>PPs try to give correct examples.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 03	Sequence: 03	Lesson: 03	
Function: Talking about remedies		Leg. Form: Passive form.	
N. Lexis:		V. Aids:	
Objective: To read about vitamins.			

Procedure	Pupil's task
<p>Stage one: <u>Warm-up</u></p> <p>T. asks questions about plants an illnesses.</p> <ul style="list-style-type: none"> - Headaches are relived with - Cough is relieved with <p>Stage two: <u>Listen & Speak:</u></p> <p>T. gives some information about vitamins:</p> <p style="padding-left: 40px;">Vitamins improve the development of the body. They regulate the transformation of food into energy. We find vitamin C in fruits and vegetables.</p> <p>Stage three: <u>Practice:</u></p> <p>T. asks the pupils to read the text on page 62, silently. T. writes some question about the text and asks the PPs to answer them.</p> <p>Stage four: <u>Produce:</u></p> <p>T. reads the text and explains the difficult words. After, he writes questions and asks the PPs to answer.</p> <ol style="list-style-type: none"> 1) What are vitamins? 2) Where do you find vitamins? 3) Are they important? 	<p>PPs listen and try to answer.</p> <p>PPs repeat.</p> <p>PPs listen & repeat some words ad expression.</p> <p>PPs read silently.</p> <p>PPs answer.</p> <p>PPs listen to the teacher.</p> <p>PPs try to answer the questions.</p>

File: 03	Sequence: 03	Lesson: 04
Function: Talking about food		Leg. Form: Simple Present.
N. Lexis: Food groups.		V. Aids: Pictures
Objective: The pupils will know importance of each group..		

Procedure	Pupil's task		
<p>Stage one: <u>Warm-up</u></p> <p>T. asks questions:</p> <ul style="list-style-type: none"> - When you are hungry, what do you do? - What do you eat? - What are they? - Yes, they are food. <p>Stage two: <u>Listen & Speak:</u></p> <p>T. read a paragraph on page63 which speaks about food groups.</p> <p>T. asks questions:</p> <ul style="list-style-type: none"> - What are the five food groups? - What does each group play? - To have good health, what must people consume? - What mustn't they eat too much? <p>Stage three: <u>Practice:</u></p> <p>T. asks :</p> <p style="padding-left: 40px;">Where do you find water, fats, vitamins, fibres, mineral and carbohydrates?</p> <p>Stage four: <u>Produce:</u></p> <p>T. Gives an activity:</p> <p>Match the pairs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> - meat - oranges - whale - mineral water - dates - grains </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - fibres - minerals - carbohydrates - fats - proteins - vitamin 'C' </td> </tr> </table> <p>T. Correct with the PPs then asks them to copy.</p>	<ul style="list-style-type: none"> - meat - oranges - whale - mineral water - dates - grains 	<ul style="list-style-type: none"> - fibres - minerals - carbohydrates - fats - proteins - vitamin 'C' 	<p>PPs answer: We eat. PPs: bread, tomatoes, meat, ...</p> <p>PPs repeat.</p> <p>PPs listen .</p> <p>PPs answer.</p> <p>PPs answer.</p> <p>PPs will do.</p> <p>PPs correct and copy.</p>
<ul style="list-style-type: none"> - meat - oranges - whale - mineral water - dates - grains 	<ul style="list-style-type: none"> - fibres - minerals - carbohydrates - fats - proteins - vitamin 'C' 		

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 04	Sequence: 01	Lesson: 02	
Function: Inviting		Lge. Form: Enq. S.O.'s likes (Would like)	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to ask polite requests.			

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u> Revision</p>	<p>PP correct it on BB</p>
<p>Stage 2) <u>GO FORWARD</u> T. reads the conversation (p. 75) and asks some questions</p>	<p>PP repeat</p>
<p>Stage 3) Task 1) Act. 2 / 76 Read the cartoon and say if the statement is right or wrong. T. asks PP to work in pairs.</p>	<p>PP listen then do the activities in pairs PP make sentences</p>
<p>Stage 4) Act. 3 / 76 T. asks PP to work in pairs.</p>	
<p>After correcting both of the tasks on BB, he asks them to put them down on their copy books.</p>	<p>PP put the activities down.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 04	Sequence: 01	Lesson: 03	
Function: Inviting		Lge. Form: Expressing (I'd like / love to.....)	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to apologize and give excuses.			

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u></p> <p> Correction of the home work.</p>	<p>PP correct it on BB</p>
<p>Stage 2) <u>Discover the language</u></p> <p> T. reads the dialogue and asks some G. questions (PP are expected to answer the QQ)</p>	<p>PP listen and give the answers.</p>
<p>Stage 3)</p> <p> Task 1) Act. 2 / 77</p> <p>Choose the correct phrase to complete the conversation :</p> <p>A:</p> <p>B:</p> <p>C:</p>	<p>PP practise in pairs.</p>
<p>Stage 4)</p> <p> Task 2) Act. 3 / 77</p> <p>Use the words between brackets to express the sentences Differently.</p>	<p>PP work in pairs.</p> <p>PP will put the act (s) down after being corrected on BB.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.	
File: 04	Sequence: 02	Lesson: 01	
Function: Expressing intentions.		Lge. Form: Time expressions + going to.....	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to express time and to plan things.			

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u></p> <p>Revision of the present continuous.</p>	
<p>Stage 2) <u>Listen and Speak</u></p> <p>T. reads dialogue 2 / page 88 T. asks PP to match bubbles with pictures.</p>	PP do the same.
<p>Stage 3) <u>Practise</u></p> <p>T. explains act. 1 / P. 79 T. look at picture 1 (play marbles) Eg: A :What are you going to do tomorrow? B : I am going to play marbles. F. P. : T. shows pictures to PP and asks them : What is she / he going to do ?</p>	PP build sentences through pictures And cues.
<p>Stage 4)</p> <p>T. asks PP to do act. 2 / 80.</p>	PP make sentences.
	PP work in pairs.

--	--

Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.
File: 04	Sequence: 02	Lesson: 02
Function: Expressing intentions.		Lge. Form: Time expressions + going to..
N. Lexis: The main ones		V. Aids: Pictures
Objective: To enable the PP to describe events from pictures.		

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u></p> <p> Correction of the HW</p>	<p>PP listen & answer</p>
<p>Stage 2) <u>GO FORWARD</u></p> <p>T. reads the cartoon (Lucky Luke)</p> <p>T. asks some G. questions. (Pictures p. 80)</p> <p>T. asks the PP to give the answers.</p> <p>How do you express the same things in your language?</p> <p>Stage 3)</p> <p> Task 1) Act. 2 / 80</p> <p>Read the cartoon about Lucky Luke and the Daltons and answer the questions.</p> <p>T. asks PP to work in pairs.</p>	<p>PP answer the questions.</p> <p>PP listen and repeat then practice in pairs.</p>
<p>Stage 4) <u>Home Work</u></p> <p> T. asks the PP to do act. 4 / 81</p>	

Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.	
File: 04	Sequence: 02	Lesson: 03	
Function: Expressing intentions.		Lge. Form: Enq. (S.O. 's) activities.	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to ask about people's intentions for the future.			

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u> Revision of : GOING TO</p> <p>Stage 2) <u>DISCOVER THE LANGUAGE</u></p> <p>T. writes the dialogue p. 81 on the board and asks PP to come up to the BB and to answer individually Questions (2, 3, 4) p. 81</p> <p>Stage 2) <u>Practise</u></p> <p>Ask qq on the underlined words.</p> <p>1) I am going to phone <u>my brother</u>. 2) He is going to come back <u>by plane</u>. 3) She is going to bring <u>her children</u> with her. 4) We are going <u>to buy a new car</u>.</p> <p>Stage 3)</p> <p>T. asks the PP to do act. 3 / p. 82</p>	<p>PP do so.</p> <p>PP find the qq</p> <p>PP do the act in pairs.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.	
File: 04	Sequence: 03		Lesson: 01
Function: Making choice		Lge. Form: Which one / ones	
N. Lexis: The main ones		V. Aids: Pictures.	
Objective: To enable the PP to differ between things.			

Procedure	Pupils' task
<p>Stage 1) <u>Warm up</u> Revision of numbers.</p> <p>Stage 2) <u>Listen & speak</u> T. presents numbers (100 - 35000)</p> <p>Stage 3) <u>Practise</u> 1) How much is it? - It isDA. 2) How much are they? - They are.....DA T. uses the new structures in a dialogue. Shop assistant: Can I help you ? Ahmed: Yes, please. How much is that shirt? Shop assistant: It's 1500 DA. Ahmed: Oh! It's expensive.</p> <p>Cues: T. helps PP to use plural. It / a jacket / 3000 DA They / shoes / 2500 DA</p> <p>Stage 4) T. asks the PP to Complete the dialogue: S.A. :you, sir ? Peter: I'd like..... S.A. : What size, sir? Peter: Size..... S.A.:600DA.</p> <p>T. checks PP's work and correct it on BB.</p>	<p>PP participate</p> <p>PP practise</p> <p>PP do it in pairs</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.	
File: 04	Sequence: 03	Lesson: 02	
Function: Enquiring about prices		Lge. Form: Numbers + possessive pronouns.	
N. Lexis:		V. Aids: Pictures	
Objective: To enable the PP to express actions using their own vocabulary .			

Procedure	Pupils' task
<p>Stage1) <u>Warm-up</u></p> <p>Correction of the home work</p> <p>Stage 2) <u>GO FORWARD</u></p> <p>T. reads the dialogue between Mike and his mother. T. explains this situation, through asking some questions.</p> <p>Stage 3) TASK 1)</p> <p>T. sets an activity or deals with the Ones of the book (p. 85)</p> <p>Stage 4) <u>Task 2)</u> An act dealing with vocabulary . (Synonyms and antonyms)</p> <p>T. selects an act. dealing with comprehension.</p>	<p>PP correct the HW on BB.</p> <p>PP listen to understand Then, they answer the questions.</p> <p>PP work in pairs</p> <p>PP try in pairs to do the task.</p> <p>PP copy down the 2 activities.</p>

Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.	
File: 04	Sequence: 03	Lesson: 03	
Function: Making choice		Lge. Form: Which one / ones	
N. Lexis: The main ones		V. Aids:	
Objective: To enable PP to order sentences to get a conversation			

Procedure	Pupils' task
<p>Stage1) <u>Warm up</u> Revision</p>	PP listen then answer.
<p>Stage 2) <u>DISCOVER THE LANGUAGE</u> Creating a situation to introduce the dialogue. T. acts the dialogue, then he asks different questions. (the 6 questions orally)</p>	PP listen & answer the questions
<p>Stage 3) <u>Practise</u> Task 1) Act. 1 / 86 T. asks the PP to find the questions.</p>	PP work in pairs. PP are expected to give examples.
<p>Task 2) Act. 4 / 86 T. asks the PP to do the act in pairs.</p>	PP listen & do the activity.
<p>Stage 4) T. selects 1 and 4 to be written on the PP's CB.</p>	PP put the 2 act.(s) down.

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM	
File : 5	Sequence : 1	Lesson : 1	
Function: Instructing .		Lge F. : Imperatif	
V. Aids: A map .		N. Lexis :show me / next to /straight ...	
Objective: To enable the PP to show and ask about a place .			
P R O C E D U R E		P U P I L S ' T A S K S	
<p>Stage 1) Warm up: T. shows a picture of comedians on the platform . They are comedians .They're performing a play .</p> <p>T : Is there a theatre in El-oued ? Where is it ? It's next to the post-office . Do you go to the theatre ?</p> <p>Stage 2) Listen and say.</p> <p>Step 1) T. sets questions on the board. 1- What's Andrew looking for ? 2- Did the newspaper make a bad critic ? 3- How far is the theatre ?</p> <p>Step 2) T. reads the dialogue. T. and PP correct on BB .</p> <p>Step 3) T. sticks the map and says :</p> <p>A: Could you show me the way to the theatre , please? B: Sure. Go straight along this street .Turn left at the corner . The town hall is there and the theatre is just opposite .</p> <p>T – T / T – P / P – T / P – P</p> <p>Stage 3) Practise</p> <p>Step 1) T. chooses a place and asks PP to write a dialogue .</p> <p>Step2) Task 1 page 97</p> <p>Home work : Task 3 page 97</p> <p>5/1/1 LISTEN / SPEAK 1) dial. 1/110 2) PT: 1/97 Task 4/97 (HW)</p>		<p>PP guess, what their job is . PP : yes .</p> <p>PP : Yes / No .</p> <p>PP write the questions.</p> <p>PP listen and find out the answers .</p> <p>Pp listen .</p> <p>PP practise in pairs.</p> <p>PP work in pairs .</p> <p>PP do the act on their RB</p>	

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 1	Lesson : 2
Function: Socializing .		Lge F. : Wh questions
V. Aids: Text book / Classroom situation .		N. Lexis : sword / ring
Objective: To enable the PP to read , understand and act a play .		
P R O C E D U R E		P U P I L S ' T A S K S
<p>Stage 1) Warm up: Correction of the homework . (Task 3 page 97 : find the questions to complete this interview)</p> <p>Stage 2) Go forward.</p> <p>Step 1) T. creates a situation to introduce the play on page 98 . - What do you see at the cinema ? - What about the theatre ?</p> <p>Step 2) T. reads the play once. T. asks some questions . - Where does the story take place ? - Where are Camilia and Philip ? - Who are they ?</p> <p>Step 3) T. asks them to do task 1 page 98 . (a collective correction) T. explains a bit the play to have a very clear idea about it .T. also explains sword & ring .</p> <p>Step 4) T.: Prepare yourself to act the play . T. chooses a member from each group to act the the play in front of the class .</p> <p>5/1/2 G.F. - Corr. Of the HW - Reading/explaining the play p.98 - + the QQ below</p> <p>Pt: 1/99 + any of the rest (if there is times)</p>		<p>PP give the questions.</p> <p>PP listen and find out the answers . A film A play</p> <p>Pp follow .</p> <p>In a palace. In the palace garden . Brother and sister.</p> <p>split into groups and try to answer the questions.</p> <p>PP try to learn a part and act the play in front of the class.</p>

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 1	Lesson : 3
Function: Socializing .		Lge F. : Wh questions
V. Aids: flash cards .		N. Lexis : /
Objective: To enable the PP to use wh questions(ask and answer about people) .		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up:</p> <p style="padding-left: 40px;">T. asks PP about the previous lesson.</p> <p>Stage 2) Listen and say.</p> <p style="padding-left: 40px;">Step 1) T. asks PP to open their books on p. 99.</p> <p style="padding-left: 80px;">T. reads the dialogue once .Then ,he asks these questions :</p> <p style="padding-left: 80px;">1- Where is Akiko from ?</p> <p style="padding-left: 80px;">2- How long did he travel?</p> <p style="padding-left: 80px;">3- How long does it take ?</p> <p style="padding-left: 40px;">Step 2) T. asks PP to underline the WH question words and say what they refer to.</p> <p style="padding-left: 80px;">-How long → duration</p> <p style="padding-left: 80px;">-Where → place</p> <p style="padding-left: 40px;">Step 3) T. asks PP about other WH question words and tell what they refer to .</p> <p>Stage 3) Practise</p> <p style="padding-left: 40px;">Task 1 page 99 (matching pairs)</p> <p style="padding-left: 40px;">T.asks PP to the activity on their exercise – books .</p> <p style="padding-left: 40px;">Home work : Task 4 page 99</p> <p>5/1/3 D.L.</p> <p style="padding-left: 40px;">-Dial. P. 99 + the qq + the other WH QQ.</p> <p>PT: 1/</p>	<p>PP give true answers .</p> <p>PP look, listen , follow and say .</p> <p>Pp try to find out the correct answer.</p> <p>PP try to give correct ones.</p> <p>PP try to match the questions with the answers .(PP work in pairs .)</p>

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 2	Lesson : 1
Function: Socializing .	Lge F. : Would	
V. Aids: pictures .	N. Lexis : prefer / enjoy	
Objective: To enable the PP to use would / do you like		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up:</p> <p>Step 1) T. asks : Do you like music ? What kind of music do you like ?</p> <p>Step 2) T.:What do you enjoy doing ? I enjoy playing football . Do you enjoy playing music ? Yes,I do .</p> <p>Step 3) T. shows some pictures Would you like playing football ? Would you like reading books ? Would you like watching cartoons ?</p> <p>Stage 2) Listen and say.</p> <p>Step 1) T. asks PP to listen to the dialogue and to say what the following words refer to : musical – tickets – performance – play .</p> <p>Step 2) T. asks PP to open their books on page 102 and do "role play " activity (act. 1) words and say what they refer to.</p> <p>Stage 3) Practise</p> <p>Re-order the words to get a correct question.</p> <p>-you / like / drink / to / would / some juice / ? -prefer / a cup / of / drink / I / to / coffee / . -would / go / the / you / to the zoo / like / to / ? -don't /no / I / , / . / like / the dishes / I / washing. -to / have / at / lunch /would / the / you / like / restaurant . - prefer / I / having / home / it / at / no, / .</p>	<p>PP answer.</p> <p>PP try to answer.</p> <p>PP give true answers .</p> <p>PP listen and try to answer .</p> <p>PP practise in pairs.</p> <p>PP re-order the words and find out the questions and their answers .</p>

Home work : Task 4 page 102	
------------------------------------	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 2	Lesson : 2
Function: Narrating .		Lge F. : /
V. Aids: Text book .		N. Lexis : /
Objective: To enable the PP to read ,understand and tell the story .		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up:</p> <p style="padding-left: 40px;">Correction of the homework . (Task 4 page 102 :ask your partner about his likes and dislikes)</p> <p>Stage 2) Go forward.</p> <p>Step 1) T. asks PP to open the books on page102. T. reads the text loudly. T. asks some questions . -Is the passage a play ? -How many persons are there ? -Are there any animals ? -What are they ?</p> <p>Step 2) T. asks PP to work in group then answer the questions.(page 102) T. interprets in case of a problem .</p> <p>Step 3) T. and PP correct on the board . (a collective correction)</p> <p>Step 4) T.: Prepare yourself to come up to the Board and tell the story in front of the class</p>	<p>PP give questions and answers.</p> <p>PP open their books. Pp follow .</p> <p>No.It's a story. Two. Yes,there are some. A goat and hens .</p> <p>PP read and do the task .</p> <p>PP get ready. A represented of each group tells the story .</p>

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 2	Lesson : 3
Function: Narrating .		Lge F. : gerund (ing)
V. Aids: / .		N. Lexis : /
Objective: To enable the PP to use a gerund for expressing likes and preferences .		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up: Revision of the previous lesson . T. asks and writes at the same time on BB - Do you like watching T.V. ? - Do you enjoy reading ? - Would you like to play cards ? - Do you want to see a play ?</p> <p>Stage 2) Discover the language . (page 103) Read the questions set on BB and make rules about the forms of the following verbs : like / enjoy / would like / want .</p> <p>T. and PP correct . (We use the gerund to talk about likes , dislikes and preferences .And, we form it by adding "ing" to a verb .</p> <p>Stage 3) Practise:</p> <p>T. asks PP to do activity 1 p. 103 . T. interprets in case of a problem . Then, T. asks PP to do activity 2 / 3 p. 103 .</p> <p>HOMEWORK : Task 4 page 103 .</p>	<p>PP answer : yes / no</p> <p>PP take their exercise- books and try to do the activity .</p> <p>PP read and do the task .</p> <p>PP practise in pairs .</p> <p>P 1 : Miss Smith do you enjoy acting ?</p> <p>P 2 : Oh , yes. I love acting .</p>

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM	
File : 5	Sequence : 3	Lesson : 1	
Function: Socializing .		Lge F. : The present perfect tense .	
V. Aids: / .		N. Lexis : /	
Objective: To enable the PP to use the present perfect .			
P R O C E D U R E		P U P I L S ' T A S K S	
<p>Stage 1) Warm up:</p> <p>T. asks :</p> <p>Does Med Fellag act in films ? Does he act in plays ? Do you act in plays ?</p> <p>Stage 2) Listen and say.</p> <p>T. asks PP to listen to the dialogue and to answer these questions .</p> <ul style="list-style-type: none"> - Has Linda acted in a school drama ? - What have the pupils decided for this year ? - Who has helped them with the costumes? <p>Stage 3) Practise</p> <p>T. gives an example : eg.: Have you had your breakfast ? Have you answered the questions of the dialogue ?</p> <p>T. asks PP to do the same with these cues . (ask and answer)</p> <ol style="list-style-type: none"> 1- have / shower 2- clean / teeth 3- comb / hair 4- take / bus <p>Home work : Task 2 page 106</p>		<p>No . Yes . PP answer.</p> <p>PP listen and answer.</p> <p>PP give true answers .</p> <p>Yes, we have . Yes, we have . PP listen and try to answer .</p> <p>PP ask and answer.</p>	

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 3	Lesson : 1(Extra work)
Function: Socializing .		Lge F. : The present perfect tense .
V. Aids: / .		N. Lexis : /
Objective: To enable the PP to use the present perfect .		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up:</p> <p>T. asks some questions about the previous lesson . What has Linda done ? What have the pupils decided for this year ? Who has helped them with the costumes?</p> <p>Stage 2) Listen and say.</p> <p>T. asks PP to listen and to answer the questions . At the end of last year , Linda has acted in a school drama .This year , she has decided to adapt Scoobidoo . The art teacher has drawn the costumes and the settings .</p> <p>When has Linda acted in a school drama ? What has she decided ? Who has drawn the costumes and settings ?</p> <p>Stage 3) Practise</p> <p>T. sets act. 2 page 106 . Look at the example and do the same eg.: What has he done ? He has written a book .</p> <p>Stage 4) Produce</p> <p>Ask questions on the underlined words : 1- They <u>have played</u> in the street . 2- I have had <u>breakfast</u> . 3- <u>John</u> has repaired his car . 4- Kate has met her friend <u>in the supermarket</u></p>	<p>PP answer.</p> <p>PP listen and answer.</p> <p>PP do the activity .</p> <p>PP do the activity .</p>

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM	
File : 5		Sequence : 3	
Function: Narrating .		Lge F. : Simple past tense / sme & any	
V. Aids: pictures .		N. Lexis : farm /eggs / stones / pocket ...	
Objective: To read for jest .			
P R O C E D U R E		P U P I L S ' T A S K S	
<p>Stage 1) Warm up:</p> <p>Step 1) Correction of the homework . (Task 2page 106)</p> <p>Step 2) T. introduces the lexis : farm , eggs , stones ...</p> <p>Stage 2) Go forward.</p> <p>Step 1) T. asks PP to read the text on page107 silently and get the main idea . - What's the text about ? - Where did Willy go to work ?</p> <p>Step 2) T. asks PP to read the text again, then answer the questions .</p> <ul style="list-style-type: none"> - Did Willy bring home what the farmer gave him ? - Why did the butter melt ? - How did Willy's mother react ? - Was Willy very clever ? <p>Step 3) T. asks PP to split into groups and to try continue the story on the same pattern using these cues : paper bag / milk</p>		<p>PP give questions and answers.</p> <p>PP repeat</p> <p>PP open their books ,read the text and answer .</p> <p>No.It's a story. Two. Yes,there are some. A goat and hens .</p> <p>PP read and do the task .</p> <p>PP work in groups. A representer of each group tells the end of the story .</p>	

--	--

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 3	Lesson : 3
Function:Socializing .		Lge F. : Past simple & past participle
V. Aids: / .		N. Lexis : /
Objective: To enable the PP to ask about action happened sometimes in the past .		

P R O C E D U R E	P U P I L S ' T A S K S
<p>Stage 1) Warm up:</p> <p style="padding-left: 40px;">Revision of the previous lesson . T. asks some questions .</p> <p>Stage 2) Discover the language . (page 108)</p> <p style="padding-left: 40px;">T. reads the dialogue once .</p> <p style="padding-left: 40px;">T. asks PP to read the dialogue silently and to answer the questions (question 1 / 2). T. asks PP to give the answers and writes them on BB .</p> <p style="padding-left: 40px;">T. moves with PP to question 3 / 4 .</p> <p style="padding-left: 40px;">T. helps PP to find out the answers .</p> <p>Stage 3) Practise:</p> <p style="padding-left: 40px;">T. asks PP to do activity 1 p. 108 . T. interprets in case of a problem .</p> <p style="padding-left: 40px;">Then, T. asks PP to do activity 2 p. 108 .</p> <p style="padding-left: 40px;">HOMEWORK : Task 3 page 108 .</p>	<p>PP answer .</p> <p>PP follow</p> <p>PP read and answer the questions .</p> <p>PP try to answer .</p> <p>PP do the task .</p>

--	--