

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> Revision about the previous acquisitions (1AM) adj <i>tall/small fat / slim</i> Stage two: <u>Listen & Speak:</u> 1) T introduces: a boy – a girl – a man – a woman 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? Stage Three: <u>Practise</u> 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> 2) T asks: What is she like? Stage four: <u>Produce:</u> 1) T asks a pupil to come to the BB. T asks the class: What is he /she like ? 2) Books open on page 08 Dealing with sounds /S/ /Z/ /IZ/ HOME WORK T asks the PPs to describe themselves.	Repeat Listen and repeat Look Try Answer and repeat Read the card Answer Describe their friend

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.

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

Procedure	Pupil's task						
Stage one: <u>Warm-up</u> Some questions about Mohamed Fellag Stage two: <u>Listen & Speak:</u> 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 2) T gives more verbs and asks the PPs to conjugate them with He or She Stage three: <u>Practice:</u> 1) T gives verbs and asks the PPs to classify them: <table><tr><td>/S/</td><td>/ Z/</td><td>/ IZ/</td></tr><tr><td>Acts</td><td>Reads</td><td>Teaches</td></tr></table> Gets – has – likes – closes – drives – plays – sits – runs – stands . 2) T asks the PPs to give their own verbs and classify them correctly Stage four: <u>Produce:</u> 1) Fill in the gaps using: watches – plays – gets up – goes – has – 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. 2) Correction and loud reading	/S/	/ Z/	/ IZ/	Acts	Reads	Teaches	answer Listen and repeat Do Do Do Try and do Loud reading
/S/	/ Z/	/ IZ/					
Acts	Reads	Teaches					

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

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

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

Procedure	Pupil's task																																																		
Stage one: <u>Warm-up</u> Review of the previous lesson Stage two: <u>Listen & Speak:</u> T pronounces the new words and classifies them on the table according to their sounds <table><tr><td>/t/</td><td>/ d/</td><td>/id/</td></tr><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></table> Stage three: <u>Practice:</u> T sets act1p14(give the past s of these verbs) T reads the text and picks the verbs on a table <table><tr><td>Infinitive</td><td>Past s</td></tr><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></table> Stage four: <u>Produce:</u> Activity: Put a tick in the right column <table><tr><td>Past</td><td>/t/</td><td>/ d/</td><td>/id/</td></tr><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></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				Listen and repeat repeat Do it on the BB Do the act
/t/	/ d/	/id/																																																	
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<u>Teacher:</u> Khelil Moudjib Arrahamane		<u>Level:</u> 2A.M.	
<u>File:</u> 01	<u>Sequence:</u> 02		<u>Lesson:</u> 03
Function: describing		<u>Leg. Form:</u> past s	
<u>N. Lexis:</u>		<u>V. Aids:</u>	
<u>Objective:</u> past s regular /irregular verbs			

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

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<u>File:</u> 01	<u>Sequence:</u> 03		<u>Lesson:</u> 02
Function: describing		<u>Leg. Form:</u> past s.	
<u>N. Lexis:</u>		<u>V. Aids:</u>	
<u>Objective:</u> PPs be able to read a letter in the past s			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T revises the past s with ago Stage two: <u>Listen & Speak:</u> T presents the situation of the letter p 20 including some new words T reads the letter once then asks some oral QQ Stage three: <u>Practice:</u> Act 3 p 17 Stage four: <u>Produce:</u> - T asks PPs to read the letter on p20 - T asks PPs to do act 2 p 17 Correction on the BB	Answer orally. Try to answer Do the act Read the letter Do the act Copy down

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<u>File:</u> 01	<u>Sequence:</u> 03		<u>Lesson:</u> 03
Function: describing		<u>Leg. Form:</u>	
<u>N. Lexis:</u>		<u>V. Aids:</u> pictures	
<u>Objective:</u> The possessive case whose			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> Revision of verb to be and present continuous 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. Stage three: <u>Practice:</u> Ac1p 17. Stage four: <u>Produce:</u> Act4p 17 Correction on the BB	Listen and repeat It's Ahmed's Match the pairs Do the act Copy down

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

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

Teacher: Khelil Moudjib Arrahamane	Level: 2A.M.
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File: 02

Sequence: 01

Lesson: 01

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

N. lexis:

V. aids:

Objective: to enable pupils to express synonyms and antonyms

Procedure	Pupils' Tasks																														
Stage one: Warm up: T. gives some vocabulary already seen and asks the pupils to give their synonyms or opposites; Come =/= slim = etc Stage two: Presentation: Step one: T. sets the following crosswords on the BB: <table><tr><td></td><td>I</td><td>II</td><td>III</td><td>IV</td></tr><tr><td>1</td><td>G</td><td>...</td><td>...</td><td>W</td></tr><tr><td>2</td><td>...</td><td>...</td><td>///</td><td>...</td></tr><tr><td>3</td><td>...</td><td>...</td><td>M</td><td>...</td></tr><tr><td>4</td><td>...</td><td>...</td><td>...</td><td>T</td></tr><tr><td>5</td><td>S</td><td>///</td><td>...</td><td>///</td></tr></table> Across: 1- to develop = ... 3- parts of the body = ... 4- place of sitting =... Down: I) eaten by sheep and cows= ... II) usual =/= ... III) month = ... IV) east =/= ... Stage two: Practise: T. asks the pupils to read the dialogue on page 40 and then find the opposites or synonyms of the following words: bad =/= ... take =/= ... connect = ... starts = ... yes =/= ... sorry = ... Stage three: Produce: Activity three page 43 Stage four: Written phase: * After checking PPs' work, the correction will be done on BB.		I	II	III	IV	1	G	...	...	W	2	...	...	///	...	3	...	...	M	...	4	...	...	...	T	5	S	///	...	///	PPs take part / participate PPs do this act. within Teacher's help. PPs do so. PPs do this activity on their exercise books. PPs copy the correction down.
	I	II	III	IV																											
1	G	...	...	W																											
2	...	...	///	...																											
3	...	...	M	...																											
4	...	...	...	T																											
5	S	///	...	///																											

Teacher: Khelil Moudjib Arrahamane

Level: 2A.M.

File: 02

Sequence: 01

Lesson:02

Function: Ability (expressing capacity) . **Lge forms:** Model “can” (affirm. + neg. form)

N. lexis: word

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

Objective: enabling pps to express capacity using “can, can’t”.

Procedure	<u>Pupils’ Tasks</u>
Stage one: Warm up: T. reviews some verbs through drawings and gestures; Eg: open, clean, eat, dance, write, ...etc.	Answer
Stage two: listen and speak: T. chooses two PPs (a small pp and a tall one). T. writes a word at the top of BB . T. asks them to clean this word. T. introduces: 1- Mourad <i>can not</i> clean the word. 2- Yahia <i>can</i> clean the word. T. talks about “can not” . T. introduces: 3- I can not go to Batna on foot. 4- I can go to El-oued by bicycle. 5- We can not speak Spanish, but we can speak Arabic. 6- Malika can’t cook, but she can wash clothes.	PPs listen and speak
Stage three: Practise: Step one: T. gives cues and sets: complete using: can / can’t: 1- I eat three kilos of oranges. 2- We walk two kilometres. 3- They write the date. Step two: T. asks PPs to give their own examples.	PPs give correct sentences PPs give eggs
Stage four: Produce: Step one: T. sets: write correct sentences: 1- I (mend) a car. X 2- We (sing) in the classroom. ✓ 3- John (play) football X / play volleyball ✓ 4- I (prepare) tea ✓ / I (prepare) cakes X 5- Samira (swim) X. E.g.: 1- I can’t mend a car.	Pps do the act.
Step two: Written phase:	Pps do so.

* T. asks PPs to write.

Level: 2am

File: 02

Sequence: 01

Lesson:03

Function: Expressing capacity

Lgqe 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>
<u>Stage one: Warm up:</u> T. gives cues and asks PPs to build sentences using can / can't: 1- I / go to Setif on foot X 2- We/ dance in the classroom X 3- X / play handball .√ <u>Stage two: listen and speak:</u> T. 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 <u>Stage three: Practise:</u> 1- T. gives cues and makes situations. - you / speak Chinese. - You / ride a bicycle. - X/ draw a giraffe. - A chicken / fly. <u>Stage four: Produce:</u> <u>Step one:</u> T. asks PPs to give eggs. 1- T. sets: find the questions: 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. <u>Step two: Written phase:</u> * T. asks pps to write.	Pps give correct sentences. PPs listen and repeat in pairs. Practise. PPs give eggs. PPs do the activity. Pps write the correction on their copybooks.

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	Pupils' Tasks
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) Stage two: listen and speak: T. introduces the plural as follows:  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. 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. Stage four: Produce: T. asks pps to give eggs using these / those. Stage five: Activity: Put in : this / that / these / those: 1) are rulers.  2) is a desk.  →  3)are flowers.  →  4) is a house.  →  Step two: Written phase: * T. asks pps to write.	Pps complete (this / that) Pps listen and repeat . Practise. Pps give eggs. Pps do the activity. Pps write the correction on their copybooks.

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>
<u>Stage one: Warm up:</u> T. reviews can / can't - Iride a bicycle. ✓ - You drink oil. X <u>Stage two: Listen and speak:</u> T. introduces "could": * Egg: It's very cold. Could you close the window please? 1- I could swim well when I was ten. 2- Pupil: " Could you shut the door, sir?" - T.: OK, boy. 3- Leila: " Could you practise sport when you were 10?" - Father: yes, I could. 4- x could go to the party alone last couple of years, but he feels shy in the present. <u>Stage three: Practise:</u> <u>Step 1:</u> - T. makes situations and gives cues : T. asks pps to do as above. Egg: you smoke before the doctor asked you to stop it. etc... - you / clean /the BB. - I have a drink etc. <u>Step2:</u> T. asks pps to give eggs. <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.	Pps try to answer Pps listen first Pps do the task within T.'s help . Pps complete. Pps do so. Pps answer. Pps write the correction on their copybooks.

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	Pupils' Tasks																																				
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 ... Stage two: Listen and speak: T. introduces <table border="1"> <thead> <tr> <th>Regular plural</th><th>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> T. writes the plural nouns with the help of pupils. Stage three: Practise: - T. writes the following activity on BB and asks pps to answer orally (choose the correct plural noun): A bank → (bankes, banks, bankies) A potato → (potatice, potatos, potatoes) A woman → (womanes, womans, women) A lorry → (lorries, lorrives, lorrys). Stage four: Produce: Step 1: T. sets: Find the correct plural form: <table> <thead> <tr> <th>Singular</th><th>Plural</th></tr> </thead> <tbody> <tr> <td>A man</td><td>_____→</td></tr> <tr> <td>A classroom</td><td>_____→</td></tr> <tr> <td>A tax</td><td>_____→</td></tr> <tr> <td>A child</td><td>_____→</td></tr> <tr> <td>A secretary</td><td>_____→</td></tr> <tr> <td>A mouse</td><td>_____→</td></tr> <tr> <td>A toy</td><td>_____→</td></tr> </tbody> </table> Step 2: Written phase * T. asks pps to correct then to write.	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	Singular	Plural	A man	_____→	A classroom	_____→	A tax	_____→	A child	_____→	A secretary	_____→	A mouse	_____→	A toy	_____→	Pps try to answer Pps help the T. read. Pps choose the right word. Pps write and do the act. Pps write the correction on their copybooks.
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																																				
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Singular	Plural																																				
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	Pupils' Tasks
<u>Stage one: Warm up:</u> <i>T. shows pictures representing different amenities and asks pps to name them.</i> (garden, street, school, stationetc) <u>Stage two: Listen and speak:</u> 1) T. sticks a map of a street in a town with different amenities on both sides. T. introduces the following eggs: - the garden is <u>near</u> the bank. - The Bank is <u>opposite</u> the school. - The restaurant is <u>behind</u> the cinema. 2) T. introduces the following dialogue: <i>Stranger:</i> where is the garden, please? <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. <u>Stage three: Practise:</u> - T. gives the following cues and asks pps to play the roles: The bank / opposite/ the school The stadium / next to / the theatre The supermarket / on the left side of the road. NB: T. gives the starting point each time. <u>Stage four: Produce:</u> 1- T. asks pps to give examples. (using the stuck map) 2-Complete the following: T. pins up another map on BB and asks pps to complete: - The park is The police station. - The cinema is the café. - The club is the school. A) where is the post office? B) along this, then turn..... It is the bank. <u>Stage five: Written phase</u> * T. asks pps to write the correction down.	Pps try to do so. Pps listen and repeat. Pps do so. Pps do so. Pps do the act. Pps write the correction on their copybooks.

File: 02

Function: Expressing possession

N. lexis: mine, yours, his etc

Level: 2am

Sequence: 03

Lgqe forms: possessive pronouns; mine, yours

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

Lesson:03

Objective: To enable pupils to express possession..

Procedure	<u>Pupils' Tasks</u>
<u>Stage one: Warm up:</u> T. reviews the personal pronouns subjects + the possessive adjectives. <u>Stage two: Listen and speak:</u> T. introduces the following: 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. <u>Stage three: Practise:</u> T. makes situations and gives cues: Eg: your watch is expensive. (I/ watch) is cheap. <u>Stage four: Produce:</u> 1- T. asks pps to give examples. 2- T. sets: Do the same: - 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 <u>Stage five: Written phase</u> * T. asks pps to write te correction down.	Pps try to do so. Pps listen and repeat. Pps do as above(eg). Pps do the act. Pps write the correction on their copybooks.

<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
Stage one: <u>Warm-up</u> 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? Stage two: <u>Listen & Speak:</u> 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...] 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>. T. shows a picture of cancer. T: Cancer isn't a common illness. It is a <u>serious illness</u>. Stage four: <u>Produce:</u> 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. Stage three: <u>Practice:</u> T. asks the PPs to do Activity: 04 Page: 52	PPs may answer: He/She is ill. PP: He/She has got a toothache. PPs may answer. PPs may answer. PPs may answer PPs listen and repeat PPs make sentences using "have/has got" Some PPs say : "yes" PPs listen and repeat PPs follow and do. PPs give examples. PPs do.

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

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> 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? Stage two: <u>Listen & Speak:</u> 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. Stage three: <u>Practice:</u> 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. Stage four: <u>Produce:</u> 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. <u>Home Work:</u> T. asks the PPs to do Activity: 03 Page: 53 at home	PPs listen and answer orally. PPs may answer PPs listen and repeat PPs listen and repeat PPs give their own examples. PPs follow and do. PPs correct the Activity. PPs copy down.

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> 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. Stage two: <u>Listen & Speak:</u> 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. Stage three: <u>Practice:</u> 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. T. asks the PPs to give their own examples. Stage four: <u>Produce:</u> 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.	PPs listen and answer. PPs listen and repeat PPs give examples. PPs make their own examples. PPs follow and do. PPs correct the Activity. PPs copy down.

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

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

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> 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 ...) Stage two: <u>Listen & Speak:</u> T. reads the dialogue and asks the pupils to fill in the gaps. Rayan is a fit boy because he <u>lifts weight twice a week</u>. Stage three: <u>Practice:</u> T. asks the PPs to do Activity: 03 Page: 56. Stage four: <u>Produce:</u> T: How often do you practise sport at school? T. writes some activities on BB and asks the PPs to write questions like the example. 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	PPs : on,, & PPs listen & answer. PPs try to do it. PPs: once a week PPs follow and do. PPs ask & answer in pairs.

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

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

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T: Why do you practise sport? T: To have a good health / to be healthy. T. asks other questions Stage two: <u>Listen & Speak:</u> T. sticks a tip on the BB and reads it. T: Go to bed early and get up early! 08 hours of sleep make you feel rested quiet and calm. T. asks a pupil to read it. T. Explains: To feel calm, go to bed early and get up early. Stage three: <u>Practice:</u> T. and the PPs do the same with the other tips on Page: 57 - To keep fit, walk for half an hour everyday. - To have strong and good teeth, brush your teeth for three times a day. Stage four: <u>Produce:</u> T. asks the PPs to do Activity: 03 Page: 57.	PPs answer. PPs listen . One of the PPs will read. PPs listen & repeat. PPs listen & repeat. PPs make advice. PPs try to do.

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. revises some discoveries. - Alexander Bell invented the telephone in - Marie Curie discovered radium in Stage two: <u>Listen & Speak:</u> T. asks questions and gives answers in passive. T: When was Penicillin discovered? T: Penicillin was discovered in 1928. T: When were glasses invented? T: Glasses were invented in 1280. Stage three: <u>Practice:</u> T. gives cues and asks the PPs to ask and answer. - Aspirin / discover / 1853. - X/rays / discover / 1895. - Thermometer / invented / 1626. Stage four: <u>Produce:</u> T. asks the PPs to do the activity. - Who did what? - Insulin Dominique J. L. - Aspirin F. N. - Ambulance W. K. R. - Thermometer S. D. A.	PPs give the dates. PPs listen & repeat. PPs ask and answer in passive. PPs try to fill the gaps.

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> 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. Stage two: <u>Listen & Speak:</u> 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. T. writes in passive form: A cloth is soaked in cold water and applied on the head. The pain is relieved. Stage three: <u>Practice:</u> T. gives cues and asks the PPs to use passive form. 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. Stage four: <u>Produce:</u> T. asks the PPs to do the Activity: 01 Page: 61.	PPs listen and try to answer. PPs repeat. PPs listen & read. PPs listen & read. PPs try to change them. PPs try to give correct examples.

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

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. asks questions about plants an illnesses. - Headaches are relived with - Cough is relieved with Stage two: <u>Listen & Speak:</u> T. gives some information about vitamins: Vitamins improve the development of the body. They regulate the transformation of food into energy. We find vitamin C in fruits and vegetables. Stage three: <u>Practice:</u> 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. Stage four: <u>Produce:</u> T. reads the text and explains the difficult words. After, he writes questions and asks the PPs to answer. 1) What are vitamins? 2) Where do you find vitamins? 3) Are they important?	PPs listen and try to answer. PPs repeat. PPs listen & repeat some words ad expression. PPs read silently. PPs answer. PPs listen to the teacher. PPs try to answer the questions.

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

Procedure	Pupil's task		
Stage one: <u>Warm-up</u> T. asks questions: - When you are hungry, what do you do? - What do you eat? - What are they? - Yes, they are food. Stage two: <u>Listen & Speak:</u> T. read a paragraph on page63 which speaks about food groups. T. asks questions: - 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? Stage three: <u>Practice:</u> T. asks : Where do you find water, fats, vitamins, fibres, mineral and carbohydrates? Stage four: <u>Produce:</u> T. Gives an activity: Match the pairs. <table border="1"> <tr> <td> - meat - oranges - whale - mineral water - dates - grains </td><td> - fibres - minerals - carbohydrates - fats - proteins - vitamin 'C' </td></tr> </table> T. Correct with the PPs then asks them to copy.	- meat - oranges - whale - mineral water - dates - grains	- fibres - minerals - carbohydrates - fats - proteins - vitamin 'C'	PPs answer: We eat. PPs: bread, tomatoes, meat, ... PPs repeat. PPs listen . PPs answer. PPs answer. PPs will do. PPs correct and copy.
- meat - oranges - whale - mineral water - dates - grains	- 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
Stage 1) <u>Warm up</u> Revision Stage 2) <u>GO FORWARD</u> T. reads the conversation (p. 75) and asks some questions 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. Stage 4) Act. 3 / 76 T. asks PP to work in pairs. After correcting both of the tasks on BB, he asks them to put them down on their copy books.	PP correct it on BB PP repeat PP listen then do the activities in pairs PP make sentences PP put the activities down.

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
Stage 1) <u>Warm up</u> Correction of the home work. Stage 2) <u>Discover the language</u> T. reads the dialogue and asks some G. questions (PP are expected to answer the QQ) Stage 3) Task 1) Act. 2 / 77 Choose the correct phrase to complete the conversation : A: B: C: Stage 4) Task 2) Act. 3 / 77 Use the words between brackets to express the sentences Differently.	PP correct it on BB PP listen and give the answers. PP practise in pairs. PP work in pairs. PP will put the act (s) down after being corrected on BB.

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
Stage 1) <u>Warm up</u> Revision of the present continuous. Stage 2) <u>Listen and Speak</u> T. reads dialogue 2 / page 88 T. asks PP to match bubbles with pictures. Stage 3) <u>Practise</u> 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 ? Stage 4) T. asks PP to do act. 2 / 80.	PP do the same. PP build sentences through pictures And cues. PP make sentences. PP work in pairs.

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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
Stage 1) <u>Warm up</u> Correction of the HW Stage 2) <u>GO FORWARD</u> T. reads the cartoon (Lucky Luke) T. asks some G. questions. (Pictures p. 80) T. asks the PP to give the answers. How do you express the same things in your language? Stage 3) Task 1) Act. 2 / 80 Read the cartoon about Lucky Luke and the Daltons and answer the questions. T. asks PP to work in pairs. Stage 4) <u>Home Work</u> T. asks the PP to do act. 4 / 81	PP listen & answer PP answer the questions. PP listen and repeat then practice in pairs.

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
Stage 1) <u>Warm up</u> Revision of : GOING TO Stage 2) <u>DISCOVER THE LANGUAGE</u> 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 Stage 2) <u>Practise</u> Ask qq on the underlined words. 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>. Stage 3) T. asks the PP to do act. 3 / p. 82	PP do so. PP find the qq PP do the act in pairs.

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
Stage 1) <u>Warm up</u> Revision of numbers. Stage 2) <u>Listen & speak</u> T. presents numbers (100 - 35000) 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. Cues: T. helps PP to use plural. It / a jacket / 3000 DA They / shoes / 2500 DA 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. T. checks PP's work and correct it on BB.	PP participate PP practise PP do it in pairs

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
<u>Stage1)</u> <u>Warm-up</u> Correction of the home work Stage 2) <u>GO FORWARD</u> T. reads the dialogue between Mike and his mother. T. explains this situation, through asking some questions. Stage 3) TASK 1) T. sets an activity or deals with the Ones of the book (p. 85) Stage 4) <u>Task 2)</u> An act dealing with vocabulary . (Synonyms and antonyms) T. selects an act. dealing with comprehension.	PP correct the HW on BB. PP listen to understand Then, they answer the questions. PP work in pairs PP try in pairs to do the task. PP copy down the 2 activities.

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
Stage1) <u>Warm up</u> Revision 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) Stage 3) <u>Practise</u> Task 1) Act. 1 / 86 T. asks the PP to find the questions. Task 2) Act. 4 / 86 T. asks the PP to do the act in pairs. Stage 4) T. selects 1 and 4 to be written on the PP's CB.	PP listen then answer. PP listen & answer the questions PP work in pairs. PP are expected to give examples. PP listen & do the activity. 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	
Stage 1) Warm up: T. shows a picture of comedians on the platform . They are comedians .They're performing a play . T : Is there a theatre in El-oued ? Where is it ? It's next to the post-office . Do you go to the theatre ? Stage 2) Listen and say. 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 ? Step 2) T. reads the dialogue. T. and PP correct on BB . Step 3) T. sticks the map and says : 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 . T – T / T – P / P – T / P – P Stage 3) Practise Step 1) T. chooses a place and asks PP to write a dialogue . Step2) Task 1 page 97 Home work : Task 3 page 97 5/1/1 LISTEN / SPEAK 1) dial. 1/110 2) PT: 1/97 Task 4/97 (HW)		PP guess, what their job is . PP : yes . PP : Yes / No . PP write the questions. PP listen and find out the answers . Pp listen . PP practise in pairs. PP work in pairs . PP do the act on their RB	

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
Stage 1) Warm up: Correction of the homework . (Task 3 page 97 : find the questions to complete this interview) Stage 2) Go forward. Step 1) T. creates a situation to introduce the play on page 98 . - What do you see at the cinema ? - What about the theatre ? 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 ? 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 . 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 . 5/1/2 G.F. - Corr. Of the HW - Reading/explaining the play p.98 - + the QQ below Pt: 1/99 + any of the rest (if there is times)		PP give the questions. PP listen and find out the answers . A film A play Pp follow . In a palace. In the palace garden . Brother and sister. split into groups and try to answer the questions. PP try to learn a part and act the play in front of the class.

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
Stage 1) Warm up: T. asks PP about the previous lesson.	PP give true answers .
Stage 2) Listen and say. Step 1) T. asks PP to open their books on p. 99. T. reads the dialogue once .Then ,he asks these questions : 1- Where is Akiko from ? 2- How long did he travel? 3- How long does it take ? Step 2) T. asks PP to underline the WH question words and say what they refer to. -How long → duration -Where → place Step 3) T. asks PP about other WH question words and tell what they refer to .	PP look, listen , follow and say . Pp try to find out the correct answer. PP try to give correct ones.
Stage 3) Practise Task 1 page 99 (matching pairs) T.asks PP to the activity on their exercise – books . Home work : Task 4 page 99	PP try to match the questions with the answers .(PP work in pairs .)
5/1/3 D.L. -Dial. P. 99 + the qq + the other WH QQ. PT: 1/	

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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
Stage 1) Warm up: Step 1) T. asks : Do you like music ? What kind of music do you like ? Step 2) T.:What do you enjoy doing ? I enjoy playing football . Do you enjoy playing music ? Yes,I do . Step 3) T. shows some pictures Would you like playing football ? Would you like reading books ? Would you like watching cartoons ? Stage 2) Listen and say. Step 1) T. asks PP to listen to the dialogue and to say what the following words refer to : musical – tickets – performance – play . 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. Stage 3) Practise Re-order the words to get a correct question. -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, / .	PP answer. PP try to answer. PP give true answers . PP listen and try to answer . PP practise in pairs. PP re-order the words and find out the questions and their answers .

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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	
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 ? 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 . 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 . Stage 3) Practise: 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 . HOMEWORK : Task 4 page 103 .		PP answer : yes / no PP take their exercise- books and try to do the activity . PP read and do the task . PP practise in pairs . P 1 : Miss Smith do you enjoy acting ? P 2 : Oh , yes. I love acting .	

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	
Stage 1) Warm up: T. asks : Does Med Fellag act in films ? Does he act in plays ? Do you act in plays ? Stage 2) Listen and say. T. asks PP to listen to the dialogue and to answer these questions . - Has Linda acted in a school drama ? - What have the pupils decided for this year ? - Who has helped them with the costumes? Stage 3) Practise T. gives an example : eg.: Have you had your breakfast ? Have you answered the questions of the dialogue ? T. asks PP to do the same with these cues . (ask and answer) 1- have / shower 2- clean / teeth 3- comb / hair 4- take / bus Home work : Task 2 page 106		No . Yes . PP answer. PP listen and answer. PP give true answers . Yes, we have . Yes, we have . PP listen and try to answer . PP ask and answer.	

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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	
Stage 1) Warm up: 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?		PP answer.	
Stage 2) Listen and say. 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 . When has Linda acted in a school drama ? What has she decided ? Who has drawn the costumes and settings ?		PP listen and answer.	
Stage 3) Practise T. sets act. 2 page 106 . Look at the example and do the same eg.: What has he done ? He has written a book .		PP do the activity .	
Stage 4) Produce 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>		PP do the activity .	

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Teacher : Khelil Moudjib Arrahamane		Level : 2 AM	
File : 5		Sequence : 3	
Lesson : 2			
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	
Stage 1) Warm up: Step 1) Correction of the homework . (Task 2page 106) Step 2) T. introduces the lexis : farm , eggs , stones ... Stage 2) Go forward. 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 ? Step 2) T. asks PP to read the text again, then answer the questions . - Did Willy bring home what the farmer gave him ? - Why did the butter melt ? - How did Willy's mother react ? - Was Willy very clever ? 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		PP give questions and answers. PP repeat PP open their books ,read the text and answer . No.It's a story. Two. Yes,there are some. A goat and hens . PP read and do the task . PP work in groups. A representer of each group tells the end of the story .	

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PROCEDURE	PUPILS' TASKS
Stage 1) Warm up: Revision of the previous lesson . T. asks some questions . Stage 2) Discover the language . (page 108) T. reads the dialogue once . 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 . T. moves with PP to question 3 / 4 . T. helps PP to find out the answers . Stage 3) Practise: T. asks PP to do activity 1 p. 108 . T. interprets in case of a problem . Then, T. asks PP to do activity 2 p. 108 . HOMEWORK : Task 3 page 108 .	PP answer . PP follow PP read and answer the questions . PP try to answer . PP do the task .

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