

Teacher: Khelil Moudjib Arrahmane		Level: 3 A.M.
File: 01	Sequence: 01	Lesson: 01
Function: Greetings & Introducing people		Leg. Form: Present Simple (to be)
N. Lexis: How do you do?, Great to see you		V. Aids: Pictures, C.B and gestures.
Objective: Greeting and introducing people.		

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. greets the pps (Good morning, afternoon, hello, how are you, etc ...) Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> T. asks the pupils to greet themselves. <i>Step 2 :</i> T. shows a picture (handshake) and asks : What are they doing ? <i>Step 3 :</i> T. acts the role play. <u>John</u> : Hello, How are you Jack ? <u>Jack</u> : <u>Fine, thanks</u>. And you ? <u>John</u> : <u>Very well</u>. Thank you. Jack ! <u>This is Peter</u>. Our new friend. <u>Jack</u> : <u>Nice to meet you</u>, Peter. <u>Peter</u> : <u>Glad to meet you</u>, Jack. Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives other expressions and asks the pps to use them correctly: • O.K – Great – Bad – Not great. • Can I introduce...?/ I'd like to introduce...,May I introduce...? • Great to see you / Nice to see you. • How do you do ? / Pleased to meet you. <i>Step 2 :</i> T. guides and controls. Stage four: <u>Produce</u> <i>Step 1 :</i> T. writes a dialogue and asks the pps to complete it. A : Good morning B . How _____ ? B : Very _____ . And you ? A : _____ B : I'd like to _____ our new friend C . A : Nice _____ you, C . C : _____ you, B . <i>Step 2 :</i> Correction then reading aloud.	Pps answer Pps do and repeat Pps try and guess Pps listen and repeat Pps practise in pairs several times. Pps try to do the activity. Pps read.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 01		<u>Lesson:</u> 02
<u>Function:</u> Describing physical appearance.		<u>Leg. Form:</u> What’s someone like ?	
<u>N. Lexis:</u> Adjectives (shy, clever, intelligent etc...)		<u>V. Aids:</u> Pictures, C.B and gestures.	
<u>Objective:</u> Describing physical appearance.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> Revision about Sally's family. • Who's Bill ? How is he ? • Who's Liz ? Is she clever ? • Who's Tina ? Is she tall ? Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> T. writes a dialogue on C.B : <u>Sally</u> : Hello, Jack. You look happy today. <u>Olga</u> : Yes, indeed . I've a new friend. <u>Sally</u> : Really ? What's her name ? <u>Olga</u> : Jill . Jill Smith. <u>Sally</u> : What's she like ? <u>Olga</u> : She is very intelligent. <i>Step 2 :</i> T. asks the pps to read in pairs. Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives cues and asks the pps to use them correctly. • Shy – serious – polite – cheerful – crazy. Stage four: <u>Produce</u> <i>Step 1 :</i> T. writes a dialogue and asks the pps to complete it. A : Hello, _____. You look happy. B : Yes, indeed. I've a new friend. A : Really ? What's _____ name ? B : _____ . A : What's _____ like ? B : _____ very _____ . <i>Step 2 :</i> Correction then reading aloud.	Pps answer the questions. Pps listen Pps do & repeat Pps play the roles Pps do Pps do.

Teacher: Khelil Moudjib Arrahmane		Level: 3 A.M.
File: 01	Sequence: 01	Lesson: 03
Function: Describing physical appearance.		Leg. Form: To be, to have in the present simple.
N. Lexis: and, but, because, etc...		V. Aids: Pictures, C.B and gestures.
Objective: Describing physical appearance.		

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. asks the pps different questions : • What's your name ? How old are you ? • Have you got a new friend ? What's he / she like ? Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> T. writes a dialogue on C.B . <u>Lydia</u> : Hello, Susan. You look happy today. What's up ? <u>Susan</u> : I have a new teacher of English. <u>Lydia</u> : What's his name ? <u>Susan</u> : M^r Green. <u>Lydia</u> : Is he severe ? <u>Susan</u> : No, he isn't . He is easy going and very helpful. <u>Lydia</u> : Do you have class, now ? <u>Susan</u> : No. Because our teacher of Maths is absent today. <u>Lydia</u> : You're lucky. Goodbye Susan. <i>Step 2 :</i> T. asks the pps to read the dialogue in pairs. Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives different cues then asks the pps to act the dialogue. The cues : • M^{rs} White / polite / cheerful. • M^r Brown / strict / serious. Stage four: <u>Produce</u> <i>Step 1 :</i> T. writes a dialogue and asks the pps to complete it. A : Hello. B : Hi, _____. How are you ? A : _____. I've got a headache. B : Sure. You look _____. A : Are you going to see the doctor ? B : _____. <i>Step 2 :</i> Correction then reading aloud.	Pps answer the questions. Pps follow and listen. Pps do several times. Pps practise in pairs. Pps try and do. Pps do.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 01		<u>Lesson:</u> 04
<u>Function:</u>		<u>Leg. Form:</u> and / but	
<u>N. Lexis:</u> fortune, teller		<u>V. Aids:</u> Pictures, C.B and gestures.	
<u>Objective:</u> Correct use of : and – but .			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. introduces “a fortune – teller” in a situation (picture). Fortune – teller : You are kind <u>and</u> intelligent <u>but</u> you are sometimes anxious (worried). You like travelling <u>and</u> you are interested in sports. Stage two: <u>Reading</u> <i>Step 1</i> : T. writes act 1 p 18 on C.B, then asks the pps to read text № 1 p 19. “Daniel Radcliffe” <i>Step 2</i> : Correction of the activity. Stage Three: <u>Post Reading</u> <i>Step 1</i> : T. writes an act on C.B, then asks the pps to fill in the gaps. <u>Fill in the gaps with</u> : (and – but – like – dislike). 1. Tom is messy _____ he works hard. 2. Jane is intelligent _____ kind. 3. Peter and John are helpful _____ nervous. 4. I _____ swimming but I _____ playing volley-ball. <i>Step 2</i> : Correction on C.B. Stage four: <u>Produce:</u> Teacher asks the pps to give free examples using : (and – but – like – dislike).	Pps listen Pps do Pps do Pps do Pps try and do. Pps do.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 01		<u>Lesson:</u> 05
<u>Function:</u> Describing people .		<u>Leg. Form:</u> Present Simple	
<u>N. Lexis:</u>		<u>V. Aids:</u> Pictures, C.B and gestures.	
<u>Objective:</u> Describing someone.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. creates a short story about Djeha. T. asks questions : • Who is he ? • What's he like ? • What has he got ? Stage two: <u>Reading</u> <i>Step 1 :</i> T. asks the pupils to open their books on p :20. T. reads text 1 and text 3 <i>Step 2 :</i> T. asks the pupils to read the two texts silently and do act 4 p 20. <i>Step 3 :</i> Correction of act 4 p 20. Stage Three: <u>Post Reading</u> (Write) <i>Step 1 :</i> Choose one of these famous persons then describe • Charlie Chaplin – Mr Beans – The cartoon “Fulla” . <i>Step 2 :</i> T. asks the pupils to read their paragraphs. Stage four: <u>Homework</u> Describe yourself in a short paragraph.	Pps listen - Djeha - A funny person - A small spoken donkey. Pps listen Pps do Pps do Pps do.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 02		<u>Lesson:</u> 01
<u>Function:</u> Making and answering requests.		<u>Leg. Form:</u> Can...? / Could...?	
<u>N. Lexis:</u> can / could		<u>V. Aids:</u> Pictures, (showing scenes)	
<u>Objective:</u> To enable the pupils to express requests using can and could.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. asks the pps the following questions. - Who has a telephone at home ? - What's your telephone number ? Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> T. introduces the following dialogue through a suitable situation. A : Excuse me, can you give me your phone number, please ? B : Yes, of course. It's 79425817. - The dialogue is played as follows : (teacher → teacher) (teacher → pupil) (pupil → teacher) (pupil → pupil) <i>Step 2 :</i> T. presents the second dialogue . A : Could you lend me your book, please ? B : Here you are. A : Thank you . (teacher → teacher) (teacher → pupil) (pupil → teacher) (pupil → pupil) Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives different situations and asks the pps to express suitable requests using can – could . - You need a pen from your friend. - Ask someone to open the door. - Ask for stamps at the post-office. N.B : Could is more polite. Stage four: <u>Produce</u> <i>Step 1 :</i> T. writes a dialogue and asks the pps to complete it. Pupil 1 : I have not understood . _____ you _____ it from me, _____ ? Pupil 2 : It's a bit hard. Let us ask our teacher . Pupil 1 : Teacher, _____ you clarify this point _____ ? Pupil 2 : With pleasure. <i>Step 2 :</i> Correction then reading aloud.	Pps give several answers. Pps listen. Pps practise in pairs. Pps take part Pps practise in pairs. Correct the copy it down. Pps do.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 02		<u>Lesson:</u> 02
<u>Function:</u> Making apologies.		<u>Leg. Form:</u>	
<u>N. Lexis:</u> appointment, afraid, lend.		<u>V. Aids:</u> invitation card / gestures.	
<u>Objective:</u> to enable the pps to express apologies and give the appropriate explanations.			

Procedure	Pupils' task									
Stage one: <u>Warm-up</u> T. presents different situations and asks the pupils to build up appropriate requests. 1. The board is unclean . 2. You are thirsty. 3. You want to read your father's newspaper. Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> T. introduces a dialogue through a suitable situation. A : I have a party at home this afternoon. Could you come, please ? B : <u>I'm afraid</u> I can't come . I have an appointment at the dentist's. A : That's a pity. <i>Step 2 :</i> T. introduces the following expressions of apologizing then asks the pupils to substitute the underlined expression by the ones given. • Sorry • I'm sorry. Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives different situations and asks the pps to express apologies with clarification . <table><tr><td>1</td><td>Being late</td><td>not get up early</td></tr><tr><td>2</td><td>No, book</td><td>lend it to a friend</td></tr><tr><td>3</td><td>Play with us</td><td>be ill</td></tr></table> Stage four: <u>Produce</u> <i>Step 1 :</i> T. sets the following activity on the C.B . Imagine the appropriate explanation and the appropriate apologies. 1. _____. I didn't get up early. 2. I'm sorry, I didn't phone . _____ 3. I'm afraid I can't come on Tuesday. _____ 4. _____. I have got a sore throat . <i>Step 2 :</i> Correction then reading aloud.	1	Being late	not get up early	2	No, book	lend it to a friend	3	Play with us	be ill	Pps build up requests using can / could and repeat . Pps listen, then practise it in pairs. Pps do. Pps build up apologies with clarification. Pps imagine and write.
1	Being late	not get up early								
2	No, book	lend it to a friend								
3	Play with us	be ill								

Teacher: Khelil Moudjib Arrahmane		Level: 3 A.M.
File: 01	Sequence: 02	Lesson: 03 Read & Write
Function: Expressing sympathy .		Leg. Form:
N. Lexis: invitation, message, sympathy, notice.		V. Aids: Realia , C.B and gestures.
Objective: - Reading and making distinction between different kinds of messages. - Writing messages.		

Procedure	Pupils' task																									
Stage one: <u>Warm-up</u> T. Shows the different kinds of messages (real ones). • Invitation – notice – letter Stage two: <u>Presentation</u> <i>Step 1 :</i> T. sets the following task on the C.B <u>The Task</u> : Put a cross (X) in the right box. <table><tr><th>Messages</th><th>Invitation</th><th>Sympathy</th><th>thank-you note</th><th>Notice</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table> <i>Step 2 :</i> T. reads the opposite messages 1, 2, 3, 4 on page : 27 <i>Step 3 :</i> correction of the task. <i>Step 4 :</i> <u>Reading comprehension</u> T. asks questions . 1. Can you go into the shop at 11 : 30 ? Why ? (<i>Text 1</i>) 2. Why did George's friend send this letter ? (<i>Text 2</i>) 3. What happened to Allan's friend ? (<i>Text 3</i>) 4. Who is invited to the celebration ? (<i>Text 4</i>) Stage Three: <u>Write</u> <i>Step 1 :</i> T. reads message (5) on page : 27 and asks the pupils to do task 1 and 2 in practise part on page : 26 <i>Step 2 :</i> The correction of the task. <i>Step 3 :</i> <u>Write it out</u> T. explains task 1 in “Write it out” part on page : 26. <i>Step 4 :</i> The correction and the written phase. <u>Home work</u> <i>Write it out :</i> activity 02 page : 26	Messages	Invitation	Sympathy	thank-you note	Notice	1					2					3					4					Pps look. Pps follow. Pps read and answer. Pps follow then do the tasks. Pps choose one of the birth announcements on page : 27 and expand it into a congratulating letter.
Messages	Invitation	Sympathy	thank-you note	Notice																						
1																										
2																										
3																										
4																										

Teacher: Khelil Moudjib Arrahmane		Level: 3 A.M.
File: 01	Sequence: 03	Lesson: 01
Function: Describing likes and dislikes.		Leg. Form: Past continuous + to be in the past.
N. Lexis: like, hate, prefer, etc...		V. Aids: Pictures, C.B and gestures.
Objective: Pupils should be able to interrupt past continuous events.		

Procedure	Pupils' task
Stage one: <u>Warm-up</u> Revision of “to be” in the past and the past simple tense. Stage two: <u>Listen & Speak:</u> <i>Step 1 :</i> T. says : I <u>like</u> watching “Tom and Jerry”. <i>Step 2 :</i> T. writes it on C.B and asks the pupils to repeat it. <i>Step 3 :</i> T. presents other structures. (I love – I prefer). <i>Step 4 :</i> T. presents dislike by saying : Boys <u>like</u> playing football and <u>dislike</u> watching Egyptian films. <i>Step 5 :</i> T. asks the pupils to repeat . <i>Step 6 :</i> T. presents other structures : I <u>hate</u> staying at home. I <u>don't really like</u> doing my homework. <i>Step 7 :</i> T. asks : Do you <u>like</u> eating chocolate ? T. answers : Yes, I <u>love</u> it. Yes, I <u>like</u> it or No, I <u>don't like</u> at all. No, I <u>hate</u> it. No, I <u>dislike</u> it. Stage Three: <u>Practise</u> <i>Step 1 :</i> T. gives a cues Do you like listening to music ? Playing football – eating sweets – going on trips . Stage four: <u>Produce:</u> <i>Step 1 :</i> T. asks the pupils to do this activity. <u>ACT</u> : Write the verbs correctly. A : Where (be) _____ you, yesterday ? B : I (be) _____ in Oran. A : What (be) ____ you (do) _____, there ? B : I (be) _____ (play) _____ a big football match . A : (be) _____ the weather fine ? B : Yes, it (be) _____ . <i>Step 2 :</i> T. asks the pupils to copy down the dialogue in their copybooks.	Pps listen and do. Pps listen. Pps listen and repeat. Pps listen and do. Pps listen and repeat. Pps do. Pps listen. Pps practise. Pps listen and do. Pps do.

Teacher: Khelil Moudjib Arrahmane		Level: 3 A.M.
File: 01	Sequence: 03	Lesson: 02
Function: Describing likes and dislikes.		Leg. Form: Present continuous / like and dislike.
N. Lexis: fond of , keen on, would you like to ...		V. Aids: Pictures, C.B and gestures.
Objective: To enable the pupils to express their like and dislike		

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. asks (yes / no questions). - Do you like cartoons. - Do you like watching sports programmes. Stage two: <u>Listen & Speak:</u> <i>Step 1 :</i> T. introduces. A : Are you <u>fond of</u> watching cartoons ? B : I'm not fond of watching cartoons, but I'm <u>keen on</u> watching comedies. <i>Step 2 :</i> A : <u>What would you like to watch ?</u> B : I'd <u>like</u> watching war film . Stage Three: <u>Practise</u> <i>Step 1 :</i> T. writes this dialogue on C.B with gaps and asks the pupils to complete it orally. _____ watching films ? - No, I'm not. - What _____ to watch, then ? - I _____ watching operas . <i>Step 2 :</i> T. guides and controls. Stage four: <u>Produce:</u> <i>Step 1 :</i> T. writes this activity and asks the pupils to write it correctly. - keen – Are _ on – going – parties – birthdays – to – you - ? - would – have - ? – What – like – fond – you – to – lunch – for - have - . – meat – spaghetti – I'd – to – like – with - travel – is - . – John – of – fond <i>Step 2 :</i> Correction then reading aloud.	Pps answer Yes, I do ... No, I don't ... Pps listen and repeat in pairs. Pps complete orally and repeat in pairs. Pps write correct sentences. Pps do.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 01	<u>Sequence:</u> 03		<u>Lesson:</u> 03 Read & write
<u>Function:</u> Greetings & Introducing people		<u>Leg. Form:</u> Present continuous.	
<u>N. Lexis:</u> channel, programme, etc ...		<u>V. Aids:</u> newspaper, magazine, C.B and gestures	
<u>Objective:</u> Reading and talking about T.V programme.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> A short revision about the present continuous (simple questions about T.V programme. Stage two: <u>Listen & Speak</u> <i>Step 1 :</i> The teacher shows the pupils a page taken from a newspaper or a magazine containing T.V programme and the teacher inserts or presents the new words through it . <i>Step 2 :</i> The teacher presents or shows any T.V programme and asks some questions. e.g. What's on T.V tonight ? Stage Three: <u>Practise (Read book open p : 35)</u> <i>Step 1 :</i> The teacher write some questions on the C.B about different channels and their programmes. e.g. • What's on channel 5 at 11:10 ? • What's on ITV₁ at 8: 15 ? • Which channel is “ a war film” on ? Stage four: <u>Produce (pair work)</u> <i>Step 1 :</i> The gives a model . (Selma / Jenny) page : 34 <i>Step 2 :</i> The teacher chooses some notes to be written on the board.	Pps listen answer. Pps listen and repeat. There's a film at 9:00 p.m. Pps read and answer. Pps follow the model. Pps write their work on the board.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 01		Lesson: 01
Function: Asking for permission.		Leg. Form: May I..../ would you mind....	
N. Lexis: flights, airport.....		V. Aids: Pictures	
Objective: To enable PP to ask for permission.			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. creates a situation to express permission. T: I've forgotten my pen. Who has got an extra pen, please? May I have one, please? Stage two: <u>Listen & Speak:</u> 1) T. shows a picture of an airport, then he acts a dialogue: Officer: May I see your passport, sir? Passenger: Of course. Here it is... Officer: Would you mind showing me your ticket, please? Passenger: Wait a minute, sir. Here you are... Stage three: <u>Practise</u> T. gives cues: - borrow your pencil. - Use your dictionary. - Turn off your mobile. Stage four: <u>Produce</u> T. asks his PP to do task 2/55 Then, he asks them to correct on BB before being copied on their CB	Of course, sir. I've two. Ok, sir. Here you are... PPs' repetition T. / P. P. / T. P. / P. PP practise in pairs PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 01		Lesson: 02
Function: Giving suggestions.		Leg. Form: Shall we.... / What about....	
N. Lexis: Shopping , suggest.....		V. Aids: Pictures	
Objective: To enable PP to give suggestions and express requests.			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> Revision of the previous lesson (Asking for permission). Stage two: <u>Listen & Speak:</u> 1) T. adapts dialogue 4 / 54 A: What are you doing tomorrow morning? B: Nothing special. A: Why don't we go shopping? B: That's a good idea. Stage three: <u>Practise</u> T. gives cues: - Shall we go for a picnic? * Sorry! What about next Tuesday? - Let's go to visit the museum. * Yes, why not... Stage four: <u>Produce</u> T. asks his PP to do task 1 / 55 Then, he asks them to correct on BB before being copied on their CB	PPs' repetition T. / P. P. / T. P. / P. PP practise in pairs PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 01		Lesson: 03
Function: Asking for permission. / Making req.		Leg. Form: Present continues	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to decode messages.			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. creates a situation to introduce the G. I. of the text. READ & WRITE 1) (Part 1) Text 1 / 56 T. reads the text and explains the key words.(B. Open) T. asks some QQ to test their comprehension. Stage two: Reading Aloud T. asks some PP to read the text. Later, he asks them to answer q.1 / q.2 / 56 Stage three: <u>Practise</u> T. deals with task 1 / 56 (TEXT 2) - Decoding messages 1) O M A R 2) A L I Stage four: <u>Produce</u> T. gives his PP coding messages and asks them to decode. (To discover the hidden words) Then, he asks them to correct on BB before being copied on their CB	PP listen PP listen PP listen then answer Some PP read and answer the questions PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 01		Lesson: 04
Function: Inviting		Leg. Form: Present cont.	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to write a letter.			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. creates a situation : S.O. has replied a letter to his friend. READ & WRITE I) (Part 2) At first, T. reads / explains the letter (P.57) B.O. Text 3 / 56 Reading Aloud T. asks some PP to read the letter content. T. asks some QQ to test their comprehension. Stage two:T. asks some QQ to make PP know how to build a letter. Date Greetings Body Letter closing Signature. Stage three: <u>Produce</u> T. asks his PP to complete the letter. (P. 56) Then, the best one will be written on BB.	PP listen PP listen Some PP read and answer the questions PP listen then answer PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 01		Lesson: 05
Function: Offering help		Leg. Form: The imperative	
N. Lexis Traffic signs / lights		V. Aids: Pictures	
Objective: To enable PP to know the traffic signs/lights and to show the way to tourists.			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. starts his lesson by introducing some traffic signs / the traffic lights. READ & WRITE II) Stage two T. introduces some expressions to show the way to tourists. Such as: Go ahead / turn left / It's opposite / next to..... (Mentioning some known places in EL OUED,.....) (Within short dialogues.) Stage three: <u>Produce</u> T. asks his PP to write -- very simple / short expressions – inviting a tourist to visit his / her region or hometown Starting with: * Why don't you..... T. controls their work and interferes where necessary. Then, he asks them to correct on BB before being copied on their CB	PP listen then repeat. PP listen then repeat PP practise in pairs PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 02		Lesson: 01
Function: Asking for / giving directions.		Leg. Form: The Imperative	
N. Lexis: /		V. Aids: Pictures	
Objective: Asking / Giving directions.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. shows a picture. - What is it ? - What's there on it? - They are tourists. -Who is with them? - He is a tourist guide. Stage two: <u>Presentation</u> T. sticks a map (p.61) It's the map of London. You are at St James Palace, you want to go Piccadilly Circus and you don't know the way you ask a policeman. T. presents a dialogue. A: Excuse me, sir. Can you show me the way to Piccadilly Circus, please? B: Go along the Mall Street, then turn left. It's in front of you. T. practises the dialogue with the PP. T. presents the different directions and positions through situations (next to / opposite / between / before / behind) Eg: Go along...../ straight.....on your right / left Practise: T. gives cues: Where is St James Park (Green Park) - Could you tell me the way to The National Gallery (You are in Piccadilly Circus) - How do I get to.....? (You are in P. Palace) Produce: Find the missing words: A: Excuse..... – Can you.....me the way to the Green Park, please? B :Go.....to P. Circus. Then.....left the G.P. is..... of..... T. asks the PP to copy the task down after being corrected on BB	PP look. - a bus - passengers PP repeat and give answers PP practise in pairs PP work in pairs PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 02		Lesson: 02
Function: Asking about distances and time.		Leg. Form: How far.../ How long....	
N. Lexis: The main ones		V. Aids: Pictures	
Objective: To enable PP to ask for duration / distances.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. revises the previous lesson Stage two: <u>Listen & Speak:</u> 1) T. sticks a card or draws Bus Station —→ Petrol station (300 yards/ 20 min.) Town Centre —→ National Gallery ½ mile / 05 min.) T. asks: 1) How far is the petrol station? It's 300 yards How long does it take to get there by bus? It takes 20 min. 2) How far is the National Gallery? It's ½ mile How long does it take to get there on foot? It takes 5 min. Stage three: <u>Practise</u> T. gives cues: School / Hospital / 1 km / 1/2 hour / on foot Post office / university / 3 km / 25 min / by bus Stage four: <u>Produce:</u> T. asks his PP to give examples. He selects 1 – 2 as models T. asks them to do act. 2 / p. 61 Then, he asks them to correct on BB before being copied on their CB	PPS' repetition PP practise in pairs PP work in pairs PP ask / answer qq. PP do it orally. Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 02		Lesson: 03
Function: Asking for / giving directions		Leg. Form: S. Future	
N. Lexis: /		V. Aids: Pictures	
Objective: To enable PP to plan for future tasks.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. shows a picture of a bus: What is it? T. asks about other means of transport. Stage two: <u>Presentation</u> 1) T. shows a letter:- What is it? T: Jenny and Steve are going to visit London. They're Tourists. They will visit many places such as: historical places: (church.....) Stage three: First reading (Books shut) T. sets general questions. 1 -When will Sally welcome Jenny / Steve ? 2) What are they going to see? T. reads the text loudly, then he asks for the answers Second Reading (Books open) T. reads the text again loudly He asks many QQ about the text. T: Sally received a telegram from Steve Task 3 /4 p.65 T. explains the first telegram (3) Steve's arriving at Heathrow Airport on Wednesday at 10 am T. asks PP to expand the telegram N° 4 Then, he asks them to correct on BB before being copied on their CB	A bus A train / plane..... A letter PP repeat PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 02		Lesson: 04
Function: Expanding notes.		Leg. Form: going to.....	
N. Lexis: the main ones		V. Aids: Pictures	
Objective: To enable PP to talk about tourism through short texts.			

Procedure	Pupils' task
Stage one: <u>Warm-up</u> T. shows a picture. What's it? What can you see on the bus? Stage two: <u>Presentation</u> They are passengers. They are making a tour. They are going to visit many places. They are visitors. Stage three: First reading (Books shut) T sets general questions. T. reads the text loudly, then he asks for the answers Second Reading (Books open) T. reads the text again loudly He asks many QQ about the text. T. shows / draws a picture of a space ship and a man near it. It's a space ship He is an astronaut. T. draws a moon / It's a moon. T: Armstrong landed on the moon in 1969. T. writes an exercise on the board. Find the missing words: * One day, some PP.....to space by a.....They..... Late on the..... T. asks the pp to give the right answers. Then, he asks them to correct on BB before being copied on their CB	It's a bus PP give answers PP practise in pairs PP work in pairs Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 03		Lesson: 01
Function:		Leg. Form: Model Can	
N. Lexis:		V. Aids: Pictures	
Objective: The pupils set a visit.			

Procedure	Pupils' tasks
Stage one : Warming up T. asks PP to name some places of interest in London. Stage two : Listen and speak 1) T. reads listening scripts on P. 171(At a tourist agency) and asks PP to tell him /her some places of interest in Wales. 2) T. reads again a conversation and asks PP to do act. 2 page 67. Stage three : Practise T. asks PP to play out the dialogue(3 p 69). Stage four : Imagine T. asks PP to complete these sentences : What can you do in these places ? 1 – At Leisure Centre 2- At Dino Disco 3- At the art Gallery 4- At Gift shops	PP.: Big Ben Tower Bridge, Listen and say : The Maritime Quarter. Leisure Centre. The Art Gallery. PP. tick the places on their books (with a pencil). PP. practise in pairs using the cues given in the act. . P. look at the text on P.171 and do the activity. 1 – At the Leisure Centre, I can have a good time.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 03		Lesson: 02
Function:		Leg. Form: Present continuous.	
N. Lexis:		V. Aids: Pictures	
Objective: Expressing long actions in the present.			

Procedure	Pupils' tasks
Stage one : Warming up T. asks questions like this: What do people do in these places ?. At the beach. At the cinema. In a public garden. In the supermarket. Stage two : Listen and speak T. shows pictures and asks PP. to tell him/her what They are doing . Pict. 1 : run Pict. 2 : fish T. does the same work with the other pictures. Stage three : Practise T. gives an example(picture) : A: Look at this boy. He is playing. B: No, he is not. He is escaping from a dog. T. shows other pictures and asks PP to practise in pairs (T. helps them by giving cues.) Stage four : Imagine Many tourists are in Maritime Quarter. Now, what are they doing ? 1 – At Leisure Centre /have a good time 2- At Dino Disco / listen to music. 3- At the art Gallery / look at the paintings. 4- At Gift shops / buy Welsh souvenirs.	PP. answer. They swim / fish/ Basket /..... -A man is running. - They are fishing. PP. practise in pairs using the cues given in the act. . PP. do it. 1 – At Leisure Centre ,they are having a good time.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 03		Lesson: 03
Function:		Leg. Form: The future tense.	
N. Lexis: a fortune teller/a weatherman/....		V. Aids: Pictures	
Objective: Planning future events.			

Procedure	Pupils' tasks
Stage one : Warming up T. draws a map of Algeria on BB and designs the weather states of that day, then he asks : What's the weather like in Algeria, today ?	PP.: answer -It's cloudy in the North.
Stage two : Read and write(1) 1) T. asks PP to open the books on P. 72 and asks them to tell him/her about the pictures(A,B,C,D,E) (T. presents the new lexis : a fortune teller/ astrologer/ a weatherman .) 2) T. asks PP to read the 5 texts and to link them with the pictures.	A: Great Britain B: A cloud PP. repeat. A → 2 B → 5 C → 3 D → 1 E → 4
Stage three : Practise T. asks PP to do act.1 p 72(Brian Smith's resolutions).	PP. do it .

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 03		Lesson: 04
Function:		Leg. Form: The future tense.	
N. Lexis: a fortune teller/a weatherman/....		V. Aids: Pictures,	
Objective: Planning future events.			

Procedure	Pupils' tasks
Stage one : Warming up Revision of what we learnt during the previous lesson.	PP answer.
Stage two : Read and write (1) T. asks PP to read the 5 texts and to underline all the verbs. T. asks : In which tense are the verbs in text 1? Why ?	PP try to do it. In the future + it's about someone's future life. (Predicting)
Stage three : Practise T. asks 2 pupils to come to the board. PP will predict his/her colleague's future. T. does the same with other pp.	P1: Will you tell me my future ? P2: You'll be successful in your life. You'll be very rich.....
Stage four : Write T. asks PP to do act. 1 p 72. (Write out)	PP write.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 02	Sequence: 03		Lesson: 05
Function:		Leg. Form: The future tense.	
N. Lexis: a fortune teller/a weatherman/....		V. Aids: Pictures,	
Objective: Planning a visit to places of interest.			

Procedure	Pupils' tasks
Stage one : Warming up T.: Imagine that you are in London. What are the most interesting places you want to visit ? Stage two : Read and write (2) 1)-T. asks PP to read the text p. 74 and to underline all the places of interest. 2)-T. asks PP to play the dialogue in pairs A: I want to buy souvenirs. B: Let's go to Oxford Street. Cues: National Gallery/ admire the paintings. Tower of London / see the Crown Jewels. Saint James Park / watch ducks and birds. Hyde Park / listen to people at Speakers' corner Stage three : Write T. asks PP to do act.2 p 74.	I'll visit Big Ben /The Tower Bridge / PP read the text and underline the places. PP practise in pairs. PP do it.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.
File: 03	Sequence: 01	Lesson: 01
Function:		Leg. Form: I've been ...since/for (Affirmative)
N. Lexis: since / for, etc...		V. Aids: Pictures,
Objective: Describing actions that happened in the past and affect the present.		

Procedure	Pupils' tasks
Stage one : Warming up Revision about the present simple.	
Stage two : Listen and speak	
1) T. gives examples: - You have been a pupil for 9 years. - You have studied English for 3 years. - My brother has worked in SONATRACH for 10 years.	Listen and repeat
2) T. repeats the same examples with 'since'. - You have been a pupil since 1996. - You have studied English since 2002. - My brother has worked in SONATRACH since 1995.	Listen and repeat
Stage three : Practise T. shows pictures and gives cues. - They / practise / football / 2 years - She / live / here / 1990 - He / be / a taxi-driver / 7 years - I / feel / ill / last week T. asks PP to give examples	PP make the sentences
Stage four : Imagine T. asks PP to do this act.: "put in since or for" 1- We have had computers 1950. 2- You've learnt French 5 years. 3- He has repaired cars 1970. 4- I've lived here 10 months.	give examples PP do the activity

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 01		Lesson: 02
Function:		Leg. Form: Have you ...? / How long ... ?	
N. Lexis: How long, etc...		V. Aids: Pictures,	
Objective: To enable the pupils to ask and answer using present perfect.			

Procedure	Pupils' tasks
Stage one : Warming up T. asks to combine words giving right sentences. - I / come to school / last September - father / travel / long time - she / be a secretary / 7 years	PP make correct sentences
Stage two : Listen and speak T. introduces the following dialogue : Patient: I've a stomach ache. Doctor: Have you eaten bad food ? Patient: No, I haven't. Doctor: Has your mother given you an infusion ? Patient: Yes, she has. Doctor: How long have you had it ? Patient: For 2 days.	Perform the dialogue
Stage three : Practise T. asks to do quiz 3p.92(ask and answer). Example: - How long have we had the car ? - We had the car for Years.	PP do the quiz.
Stage four : Imagine T. asks PP to complete the bubbles in pictures(2 and 3) on page 93	PP do it

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 01		Lesson: 03
Function:		Leg. Form: I have ..., so ...	
N. Lexis: so, etc...		V. Aids: Pictures,	
Objective: Expressing actions in present perfect using "so"			

Procedure	Pupils' tasks
Stage one : Warming up Revising the last lesson: how long ... ?. T. asks to give examples with 'how long'. Stage two : Listen and speak T. gives examples: I've been a pupil here since 2002. I've been a pupil here for 3 years. T. combines the 2 sentences using "so" I've been a pupil here since 2002;so I've been a pupil here for 3 years. Stage three : Practise T. gives cues ,asking PP to combine. - Write articles / 1995 ;so ... - Play chess / 2001 ;so ... - Wait for the bus / 9 :00 ;so ... Stage four : Imagine T. asks PP to work in pairs giving compound sentences with "so" in present perfect.	PP give examples Listen and repeat Make correct sentences. PP give examples in pairs

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.
File: 03	Sequence: 01	Lesson:04 Read and Write 1
Function:		Leg. Form: The present perfect.
N. Lexis:		V. Aids: Pictures,
Objective: To read about whales extinction/ Combining sentences using "so".		

Procedure	Pupils' tasks
Stage one : Warming up T. shows a picture of whales and gives brief information about these animals. Whales live in oceans .They are in danger of extinction. Stage two : Read and write (1) T. gives the overall idea of the text on p. 95 ,introducing the new items : whales / hunt / extinction / ban /... Stage three : Practise 1- T. asks some questions on Herman Menville. - Who is Herman Menville ? - What did he write ? - What is it about ? 2- T. writes act. 4 p 94. Then ,he asks PP to read the text (P 95) and do the activity. T. asks for correction. Stage four : Write T. asks PP to do practise 1 p 94. Join the sentences using "so"	Listen and take notes down Listen and repeat Answer the questions. Read and do. Give the correction Do the activity .. Write down the correction.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 01		Lesson: 05 Read and Write 2
Function:		Leg. Form: The present simple.	
N. Lexis: eco/food/protest/destruction/admiration.		V. Aids: Pictures, (trees/forests/nature/...)	
Objective: Making the pupils read Eco-warriors and write a paragraph about nomads.			

Procedure	Pupils' tasks
Stage one : Warming up T. shows a picture of forests and trees related to the text.	Repeat some words
Stage two : Read and write (2) T. gives the overall idea of the text on p. 95 ,introducing the new items : whales / hunt / extinction / ban /...	Listen and repeat The left the right
Stage three : Practise 1- T. introduces the new words of text 1 p 96(through a situation) 2- T. sets an activity (right or wrong) 3- T. reads the text and corrects the activity. 4- T. inserts the new words for 2nd text in a situation. 5- T. asks WH questions on the 2nd text p 96. -Who are Eco- warriors ? -What do they like ? -How do they attract the attention ? T. reads the 2nd text and then corrects with PP	Repeat the new items. Do the activity. Correct. Repeat the new items . Answer the questions. Correct.
Stage four : Write T. asks PP to write a paragraph about travelling people in their countries.(people of the Sahara)	Write a paragraph.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 02		Lesson: 01
Function:		Leg. Form: The present perfect (all forms)	
N. Lexis: eco/food/protest/destruction/admiration		V. Aids: Pictures, drawings . real situations	
Objective: Enable the pupils to express past actions related to present time.			

Procedure	Pupils' tasks
Stage One : <u>Listen and act</u> Teacher reads the following dialogue : <u>Teacher</u> : What's the matter , Olga ? <u>Olga</u> : I'm angry with Peter. <u>Teacher</u> : What has he done ? <u>Olga</u> : Look ! He has torn my copy book. What shall I do, madam ? <u>Teacher</u> : Well , use a piece of scotch. Stage Two : <u>Practice</u> A- Explains: Use the cues and make a short dialog. 1- He (break) my ruler./ Take his 2- She (write) on my book./ Rub it out. 3- He (take) my Calculator./ Use mine Stage Three : <u>Produce:</u> Write correct sentences using the situations below: 1-Meriem (clean) the room. 2-I (not draw) a tree. 3-We (go) out ? 4-Jack (visit) Algeria ?	Listen carefully then act in pairs. Substitute Write sentences.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 02		Lesson: 02
Function:		Leg. Form: P. perfect with "already, yet, ever, never"	
N. Lexis: yet, already, ever, etc...		V. Aids: Situations - pictures - Drawing	
Objective: Enable the pupils to use the learnt adverbs with present perfect tense.			

Procedure	Pupils' tasks								
Stage One : <u>Review</u> Describe the pictures on page 97 . Say what those people have done ? Stage Two : <u>Listen and act</u> - Sally has already taken an oral exam . - John and Marry have already visited Algeria . - has taken an oral exam yet ? - have they visited Algeria yet ? <u>Combination</u> - Sally has already taken an oral exam but she has not seen her paper yet. - John and Marry have already visited Algeria but(write) an article..... Stage Three : <u>Practice</u> Giving cues to make sentences (examples) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Already</th><th>Yet</th></tr> </thead> <tbody> <tr> <td>- Go to France</td><td>- see the Eiffel tower</td></tr> <tr> <td>- Buy a camera</td><td>- take photos</td></tr> <tr> <td>- book a room</td><td>- pay it</td></tr> </tbody> </table> <u>More practice</u> Answer the questions : - Have you ever visited the U.S.A ? - Have they ever travelled on horse back?	Already	Yet	- Go to France	- see the Eiffel tower	- Buy a camera	- take photos	- book a room	- pay it	See the pictures and say ! E.g. he has arrived ---- / they have read----- PP's act out (repetition). Answer: yes, Answer: yes: Do the same with the 2nd sentence (Oral) On their exercise CB. PP's make written examples . Try to answer . (oral drill)
Already	Yet								
- Go to France	- see the Eiffel tower								
- Buy a camera	- take photos								
- book a room	- pay it								

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 02		Lesson: 03
Function:		Leg. Form: Present perfect (all forms)	
N. Lexis:		V. Aids: pictures	
Objective: Enable the pupils to get information from a reading text.			

Procedure	Pupils' tasks
Stage One : <u>Pre-reading</u> Look at the pictures on page 102 and describe : They have just got married. Stage Two : <u>Presentation</u> Read the text on page 103 and introduce : " Billy Crawford" set questions on the board : 1- Who is speaking ? 2- What's the text about ? Stage Three : <u>Set the task</u> Read the text then answer the questions: 1- Where's the journalist speaking from ? 2- How did Billy come ? 3- What are the fans doing ? 4- What has the girl thrown at him ? Stage Four : <u>Read and do - write</u> Fill in the blanks with the missing words: The plane has just A big Crowd of fans has already They are Billy is to his fans. A girl has just a bouquet at Billy.	Look and describe. (use "just") Books close (Listen) Answer orally . Read carefully and try to find the answer Copy down on their exercise copybooks and start the work. Correction done on board.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 03		Lesson: 01
Function:		Leg. Form: Past Continuous	
N. Lexis:		V. Aids: pictures	
Objective: To express the Past Continuous			

Procedure	Pupils' tasks
Stage One : <u>Warming up</u> - T : Does a revision about the simple past. - What did you do last Friday ? Stage Two : <u>Listen and speak</u> Step 1 / T. Asks PPS to take books one page 105 Step 2 / T: Read the poem with the missing words . Step 3 / T: Listen to me, now, reading the complete poem . Step 4 / After the reading I give a couple of minutes for PPS to finish their writing then they make a collective correction . Step 5 / T.asks pps about the poem . 1 – what was the boy doing ? 2 – what was he thinking about ? 3 – what were the people doing ? Stage Three : <u>Practise</u> Step 1 / Shows pictures week and ask about , what were the People doing . Stage 4 : Produce Step 1 / Imagine that you are in a party .tell the class what was Happening ? OR Narrate what were all you family members doing last evening	PPS give their own Examples (in the simple past) I went to the market. I prayed in the mosque . I visited some friends . PP do so . P.P : Follow, Listen and fill in the gaps. P.P.S try to answer . P.P : Try to answer . P.P : Look and give correct sentences . Eg : The man was reading the newspaper . P.P Take their C.Books and write using The past Continuous .

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 03		Lesson: 02
Function:		Leg. Form: Past Continuous	
N. Lexis:		V. Aids: pictures	
Objective: To express the past continuous (suddenly - when)			

Procedure	Pupils' tasks
Stage One: <u>Warming up</u> • Can you "remind me" What was happening in the party Or : T. Shows pictures presented before Stage Two : <u>Listen and speak</u> Step 1: T. Shows picture practice 1 P107 or down on a big picture. T. Describes the scene T. What was the man doing? T. What happened to him . T. Makes PP's repeat the whole sentences the man was walking suddenly he fell down . Step 2: T. Writes the sentences on the B.B. underlines the verbs and explains the differences between the Z actions. T. Introduce "When" instead of suddenly. Stage Three : <u>Practice</u> Step 1 : T. Gives cues using "suddenly" or "when" 1- John was reading . The Billy rang . 2- Patient was crying . The Doctor arrived . 3- Angela was climbing up a ladder . She fell down . Step 2 : T. Moves to paragraph 3 p 107. Stage Four : <u>Produce</u> Imagine (1 p 108)	PP : give the examples giving in the previous lesson . PP : look at the pictures and narrate . PP's listen. He was walking or reading he fell down. PP's listen and repeat . PP's : put suddenly or when : - give true sentences . PP . give true answers.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 03		Lesson: 03
Function:		Leg. Form: Past Continuous	
N. Lexis: Avoid - ought to should		V. Aids: pictures	
Objective: To enable the pupils to express long actions in the past.			

Procedure	Pupils' tasks
Stage One : <u>Warming up</u> T. Reminds PP's about the pictures one p 107. Describe the scene . Stage Two : <u>Listen and speak</u> T. Says : why did the man fall down ? T. He should stop reading when he was walking . T. Do you read when you're walking ? T. Avoid reading when you're walking . T. You shouldn't read when you're walking . Stage Three : <u>Practice</u> T. Gives situations PP's give advice using ought to . avoid should. - He was driving quickly . He had an accident . Stage Four : <u>Produce</u> Imagine (1 - 2 p 108)	PP : The man was walking and reading suddenly he fell down . PP : Because he was reading and walking. No, look , listen And speak PP1 : Avoid driving quickly PP2 : He should drive carefully He ought drive slowly.

Teacher: Khelil Moudjib Arrahmane		Level: 3A.M.	
File: 03	Sequence: 03		Lesson: 04 Read and Write
Function:		Leg. Form:	
N. Lexis:		V. Aids: pictures	
Objective: To enable the pupils to read newspapers articles and to write short ones.			

Procedure	Pupils' tasks
Stage One : <u>Warming up</u> T. Shows a newspaper T. Asks what is it ? T. Shows headlines Stage Two : <u>Presentation</u> T. Asks her PP to open their book p 111 . T. Look at the headlines and guess what the newspapers articles are about ? T. Asks her PP's to read the 4 articles . T. Asks PP's to do 3 - 4 - 5 - 6 p 110. Stage Three : <u>Practice</u> T. Explains task 2 - 3 - 4 . Stage Four : <u>Produce</u> <u>Write it out</u> Choose one of the headlines below and write an article . P.S if the work is not finished it will be left as a home work.	Look It's a newspaper articles / ad / stories / pictures. Take their books. PP look PP guess To check the answers . PP . Do the last written. Do it PP : work in pairs . Or in groups .

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 01		<u>Lesson:</u> 01
<u>Function:</u> Locating & Describing		<u>Leg. Form:</u> Northern, Southern...	
<u>N. Lexis:</u> Inhabitant , Square Kilometre		<u>V. Aids:</u> Map	
<u>Objective:</u> Locating & describing locating (locations, areas, population , climates)			

Procedure	Pupil's task
Stage one: <u>Warm-up</u> T. sticks the map of Algeria and its bordering countries. T. gathers information about Algeria (E.g. location, areas, population, cities) Stage two: T. reads the text p: 75 twice and asks PP's to name the countries bordering Algeria. T. sticks the chart on p: 132 on BB and reads again then asks the PPs to fill in the Chart with the right information. Stage three: T. asks the PPs to use the information Describe Algeria from the information on BB. Stage four: T. asks the PPs to write a short paragraph describing Algeria.	PPs give their information PPs listen and answer PPs do it PPs describe it PPs write a paragraph about Algeria.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 01		<u>Lesson:</u> 02
<u>Function:</u> Describing		<u>Leg. Form:</u> larger / more important	
<u>N. Lexis:</u> dry, splendid, delicious		<u>V. Aids:</u> Map	
<u>Objective:</u> Comparative form (short & long)			

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> T. sticks the previous map (Algeria & its borders) T. asks PPs to describe the bordering counties. Stage two: (short adjectives) T. asks the PPs which one is big (Algeria or Libya) E.g.: Algeria is bigger than Libya. Mali / Niger (large). T. uses the comparative form with the following: (small, hot, cold, large) Stage three: (long adjectives) T. gives the population of some countries. E.g.: Algeria is more populated than Morocco. Hassi Messaoud is more important than El-oued. T. uses the comparative form with the following: (splendid, wonderful, delicious) Stage four: Dialogue 1 p: 133 A: Is Algeria (large) or (small) In population than London? B: Well... Algeria is (small) than London. A: That's right.	PPs describe PPs answer PPs do it PPs do it PPs give the correct adjective. PPs follow and do. PPs correct the Activity. PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 01		<u>Lesson:</u> 03
<u>Function:</u> Describing		<u>Leg. Form:</u> The largest/ the most important	
<u>N. Lexis:</u> monument , famous)		<u>V. Aids:</u> Map	
<u>Objective:</u> Superlative form (short & long)			

Procedure	Pupil's task															
Stage one: <u>Warm-up:</u> Revision about the previous lesson (comparative form) Stage two: (short adjectives) T. gives some adjectives: E.g.: Algeria is the largest country in the Northern of Africa. Hoggar is the highest mountain in Algeria. Stage three: (long adjectives) T. gives some adjectives: E.g.: Maquam Eshahid is the most modern monument in Algeria. Blida is the most beautiful city in Algeria. Hassi Messaoud is the most important city in Algeria. Stage four: Activity: <u>Complete the table:</u> <table><tr><th><u>Adjectives</u></th><th><u>Comparatives</u></th><th><u>Superlatives</u></th></tr><tr><td>beautiful</td><td>.....</td><td>the most beautiful</td></tr><tr><td>hot</td><td>hotter than</td><td>.....</td></tr><tr><td>high</td><td>.....</td><td>the highest</td></tr><tr><td>famous</td><td>.....</td><td>.....</td></tr></table>	<u>Adjectives</u>	<u>Comparatives</u>	<u>Superlatives</u>	beautiful		the most beautiful	hot	hotter than		high		the highest	famous			PPs answer PPs listen PPs repeat PPs repeat PPs complete it.
<u>Adjectives</u>	<u>Comparatives</u>	<u>Superlatives</u>														
beautiful		the most beautiful														
hot	hotter than															
high		the highest														
famous																

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 01		<u>Lesson:</u> 04
<u>Function:</u> Intonation		<u>Leg. Form:</u>	
<u>N. Lexis:</u> awful / for ages		<u>V. Aids:</u>	
<u>Objective:</u> Acting a dialogue with the right intonation			

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> T. presents the dialogue p: 134 on BB. Stage two: T. reads the dialogue then acts with PPs. The PPs plays the roles alone. Substitution (activity 02 p: 134) Stage three: (long adjectives) T. writes the dialogue 02 p: 135 and asks the PPs to complete it Stage four: Writing phase: The dialogue on the BB.	PPs listen PPs play the role with the T. PPs play the roles without T. PPs do it PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 01		<u>Lesson:</u> 05
<u>Function:</u> Giving Information		<u>Leg. Form:</u> Adjs. / Comp. / Super. + cardinal points	
<u>N. Lexis:</u> divided, island, monarchy, republic, official		<u>V. Aids:</u> maps	
<u>Objective:</u> Getting information from a text.			

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> T. sticks the 03 maps: the British Isles, USA and Canada. T. asks the PPs to name them. T. leaves the map of British Isles on the BB. T. reads the text (p: 137) and asks the PPs to name the countries of British Isles. Stage two: T. writes activity 03 p: 136 on the BB and reads the txt again and asks the PPs to give him the answers of the questions on the BB. Stage three: T. adds information about (Australia / New Zealand / Canada) T. sticks the table p: 136 on the BB and he helps the PPs to compare between the countries in the chart Stage four: Writing phase: Examples from the activity p: 136 (the previous activity) <u>Home Work:</u> Activity write it out p: 136	PPs give their information PPs do it PPs give the answer PPs do it PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 02		<u>Lesson:</u> 01
<u>Function:</u> Asking		<u>Leg. Form:</u> where is...? North, South, beside, in,...	
<u>N. Lexis:</u> Chinatown, in upper		<u>V. Aids:</u> Pictures	
<u>Objective:</u> To be able to locate places within a town.			

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> T. asks the PPs to locate some countries to the continents. T. asks the PPs to locate some towns. E.g.: Where is New York? (Oran, New Delhi, ...) Stage two: T. shows a picture of the statue of liberty and the picture of the United Nations building. T. introduces the tow items. T. where is the Statue of Liberty? It is in New York. T. asks the PPs to repeat in Pairs. T. (U.N. building / Pyramids / the Amazon ...) Stage three: T. shows other famous places pictures and asks the PPs to practise in pairs locating them. (The Nile / Egypt) , (Big Ben / London) , T. asks the PPs to give similar examples. Stage four: T. asks the PPs to do activity 01 p: 141 but first he should explain the task. T. asks for correction.	PPs do PPs answer PPs follow PPs do in pairs PPs practise in pairs PPs locate these places (in pairs) PPs do PPs follow PPs do the activity PPs correct

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 02		<u>Lesson:</u> 02
<u>Function:</u> Comparing		<u>Leg. Form:</u> as as / not as as	
<u>N. Lexis:</u> industrial / wealthy / elegant / poor / attractive		<u>V. Aids:</u> Pictures	
<u>Objective:</u> To be able to use comparison of equality and inequality.			

Procedure	Pupil's task
Stage one: <u>Warm-up:</u> T. reviews the comparison of superiority with the PPs. T. gives some examples to remind the PPs about the previous knowledge using short, long and irregular adjectives. Stage two: T. in El-Oued, temperature is 40°C and in Biskra, it is 40°C. So. El-Oued is <u>as</u> hot <u>as</u> Biskra. The Arabic films are <u>as</u> interesting <u>as</u> the American ones. (Moscow -4°C / Quebec -4°C) Moscow is <u>as</u> cold <u>as</u> Quebec. T. asks the PPs to repeat the examples. T. introduces the inequality India is <u>not as</u> populated <u>as</u> China. Algeria is <u>not as</u> large <u>as</u> Sudan. I am <u>not as</u> good <u>as</u> mum at cooking. Stage three: T. asks the PPs to open their books on p: 141 and deal with activity 01. Stage four: T. exploits adjectives on p: 140 to make dialogues similar to the one on the same page based on <u>not as</u> ... <u>as</u>	PPs answer PPs listen and repeat PPs listen and repeat PPs do the activity with the help of the teacher PPs do the activity

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 02		<u>Lesson:</u> 03 (Read & Write (I))
<u>Function:</u>		<u>Leg. Form:</u> the superlative.	
<u>N. Lexis:</u> federal, republic, peculiarity, ...			<u>V. Aids:</u>
<u>Objective:</u> To know about the history of a city.			

Procedure	Pupil's task
Stage one: <u>Pre-Reading:</u> T. asks the PPs to name some capitals through (questions & answers) T. asks: What is Washington? T. introduces the Text. Stage two: <u>Loud Reading:</u> T. sets some general questions on the BB to be answered by the PPs. T. asks the PPs to listen his first loud reading. T. asks the PPs to answer the questions. Stage three: <u>Second Reading:</u> T. asks the PPs to open their books and follow. T. reads again loudly focusing on the correct pronunciation and stress. T. explains the text. Stage four: <u>Understanding:</u> T. sets a task activity 02 p: 144. T. explains the task and asks the PPs to do it. T. asks for correction. T. asks the PPs to copy down on their copybooks.	PPs answer PPs answer PPs listen and follow PPs listen PPs do PPs do PPs follow PPs listen and follow PPs do the activity. PPs correct PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 03		<u>Lesson:</u> 01
<u>Function:</u> Describing monuments		<u>Leg. Form:</u> in / at + place.../ in + tear ...	
<u>N. Lexis:</u> federal, republic, peculiarity, ...			<u>V. Aids:</u>
<u>Objective:</u> Be able to describe a monument.			

Procedure	Pupil's task
Stage one: <u>Warm up:</u> T. talks about some monuments in Algeria. E.g.: Maquam El-Shahid / The Pyramids in Egypt Stage two: <u>Listen & Speak:</u> T. name the seven modern (monuments) and ask the PPs to find Where they are located. Stage three: <u>Practise:</u> T. reads the 1st paragraph (text p:176) T. & the PPs match the monuments to their locations. Stage four: <u>Produce:</u> T. asks the PPs to copy down the chart on p: 147 and complete. T. asks the PPs to give the correction on the BB	PPs listen PPs locate (name countries) PPs listen & answer PPs read the 2nd paragraph & read fill in the table. PPs correct on the BB. PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 03		<u>Lesson:</u> 02
<u>Function:</u>		<u>Leg. Form:</u> Preposition of location	
<u>N. Lexis:</u>			<u>V. Aids:</u>
<u>Objective:</u> To get information about the country (Algeria) * adaptation.			

Procedure	Pupil's task								
Stage one: <u>Warm up:</u> Correction of the home work (previous write) Stage two: <u>Listen & Speak:</u> T. writes questions on the BB. - Where is Algeria situated? - What are the borders of Algeria? T. reads the adapted text about "Algeria" loudly. T. asks the PPs to answer the questions. Stage three: <u>Practise:</u> T. asks the PPs to read the text silently & fill in the table. <table border="1"> <tr> <td>Area</td><td>.....</td></tr> <tr> <td>Animals</td><td>.....</td></tr> <tr> <td>....to.....</td><td>1600km</td></tr> <tr> <td>East to west</td><td>.....</td></tr> </table> Stage four: <u>Produce:</u> T. write a paragraph describing the Algerian Sahara as it is today.	Area		Animals		to.....	1600km	East to west		PPs do it PPs answer. PPs listen. PPs do the activity. PPs write a paragraph .
Area									
Animals									
....to.....	1600km								
East to west									

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 03		<u>Lesson:</u> 03 Read and Write
<u>Function:</u>		<u>Leg. Form:</u>	
<u>N. Lexis:</u>		<u>V. Aids:</u> Pictures	
<u>Objective:</u> To enable the pupils to know about The Pyramids of Giza			

Procedure	Pupil's task
Stage one: <u>Warm up:</u> T. asks the PPs to name some famous places in the world such as "Maquam Chahid in Algiers, "Eiffel" in Paris Stage two: <u>Pre-reading:</u> T. reads the texts p: 153 and asks the PPs to answer the questions on the BB. - Where are the three Pyramids located? - How high is the great Pyramid? Stage three: <u>Second Reading:</u> T. writes down two questions on the BB. T. asks the PPs to Open their books and listen then answer these question s - What are the Pyramids? - What are there inside the great Pyramids? Stage four: <u>Silent reading:</u> T. asks the PPs to read silently and do the activity 03 p: 152. T. writes the correction on the BB.	PPs give or name famous places. PPs listen to the T. & answer PPs listen & answer PPs do the activity. PPs copy down.

<u>Teacher:</u> Khelil Moudjib Arrahmane		<u>Level:</u> 3 A.M.	
<u>File:</u> 4	<u>Sequence:</u> 03		<u>Lesson:</u> 04
<u>Function:</u> Describing places		<u>Leg. Form:</u> How , What a?	
<u>N. Lexis:</u> desert, scientist, rock paintings, estimate			<u>V. Aids:</u>
<u>Objective:</u> Describing places.			

Procedure	Pupil's task
Stage one: <u>Warm up:</u> Review of the previous lesson: some information about Algerian Sahara. Stage two: T. reads the text and explains some new lexis. T reads the text again. Stage three: <u>Practise:</u> T. sets Questions: - Where is the Sahara located? - Was there water in it? - Did Scientists find animals' bones? Then asks them to read the text silently and answer the questions. Stage four: <u>Produce:</u> T. asks the PPs to give their Answers T. asks the PPs to write a short Paragraph with the given answers	PPs answers PPs listen PPs read silently PPs give answers.