

<b>Teacher:</b> .....		<b>Level:</b> 4A.M.
<b>File:</b> 01		<b>Lesson:</b> 01
<b>Function:</b> Giving instructions		<b>Leg. Form:</b> The imperative/ sequencers
<b>N. Lexis:</b> sequencers		<b>V. Aids:</b> photos
<b>Objective:</b> To enable PPS to use sequencers.		

Procedure	Pupil's task
<p><b><u>Stage one:</u> Warm-up</b> T- Reads the text on p22 and asks the pps to list the sequencers</p> <p><b><u>Stage two:</u> Listen and consider</b> Step 1) T- asks pps to write the recipe on p21 in the right order using the appropriate sequencers . Step 2) T- asks pps to correct the act on the BB.</p> <p><b><u>Stage three:</u> Write it out</b></p> <p>T- asks pps to write a recipe of any food from their own using the imperative and time sequencers. Step 2) T chooses a paragraph to be written.</p>	<p>PPS write the sequencers on the bb.</p> <p>PPS do the task on their C.B</p> <p>PPS –read the paragraph</p> <p>PPS – do the task.</p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 01	<b>Lesson:</b> 02
<b>Function:</b> expressing certainty/ uncertainty.	<b>Leg. Form:</b> going to / might
<b>N. Lexis:</b> new adjectives	<b>V. Aids:</b> photos
<b>Objective:</b> To enable PPS to read, understand and do the required tasks	

Procedure	Pupil's task
<p><b><u>Stage one:</u> Warm-up</b>  T- makes a revision about tag questions.  Eg: you are pupils,.....  T – writes some sentences on the BB &amp; asks pps to give the correct form of the verbs. A) Ahmed (to go) shopping every Friday. B) Last week , pupils (to buy) new clothes. C) You (to pass) B.E.M exam next May.</p> <p><b><u>Stage two:</u> As you listen:</b>  Step 1)= T-gives examples using different tenses in the aff form. Eg: You know your friend ,don't you?  - The baby drink milk , doesn't he?  - Pupils bought new clothes, didn't the?  - You will pass the B.E.M ,won't you ?  Step 2) T- shows how to deal with negative sentences using other examples.</p> <p><b><u>Stage three:</u> Practice</b>  T-asks pps to do act 1 p20</p> <p><b><u>Stage four:</u> Produce</b>  T- asks pps to do act 3 p36</p>	<p>PPS- answer :  Aren't you ?</p> <p>PPS –give the correct form of the verbs.</p> <p>PPS listen  PPS repeat</p> <p>PPS – do</p>



<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 01	<b>Lesson:</b> Read and consider
<b>Function:</b> expressing certainty/ uncertainty.	<b>Leg. Form:</b> going to / might
<b>N. Lexis:</b> new adjectives	<b>V. Aids:</b> photos
<b>Objective:</b> To enable PPS to read, understand and do the required tasks	

Procedure	Pupil's task
<p><b><u>Stage one:</u></b>      <b><u>Warm-up</u></b>  T-asks pps about kinds of cakes which they know.  T- What do you need to make Tamina?  T- Well . Let's know more how to make them.</p> <p><b><u>Stage two:</u></b> <b><i>As you read</i></b>  Step1-T –reads the text loudly after setting a task on the BB.  "What are the ingredients needed to make pancakes" ?  Step 2-  T-reads again the text.  T-sets a task on the BB to be done by pps.  ( question 2 p21)</p> <p><b><u>Stage three :</u></b> <b><i>After reading</i></b>  T – asks some pupils to read loudly.  T – asks pupils to take down the activity on their C.B</p>	<p>PPS-names different kinds of cakes :  Tamina, pancakes...  Pps –tells the ingredients: flour, sugar, vanilla .....</p> <p>PPS answer orally.</p> <p>PPS – listen and follow  PPS – do the task on the BB</p> <p>Some pupils read.</p> <p>PPS – write</p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 1</b>	<b>Lesson: 5</b>		<b>Words and sounds</b>
<b>Function:</b>		<b>Lge. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

Procedure	Pupil's task									
<p><b>Stage one: <u>Words and sounds:</u></b></p> <p><b>The final ( ed )</b>  <b>T. writes some words on BB and asks to transform them into the past:</b>  <b>E. g. Knock (t) ed + end (id) ed + receive (d) ed</b>  <b>T. pronounces the words loudly.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">/t/</td> <td style="text-align: center;">/d/</td> <td style="text-align: center;">/id/</td> </tr> <tr> <td style="text-align: center;">knocked</td> <td style="text-align: center;">received</td> <td style="text-align: center;">acted</td> </tr> <tr> <td style="text-align: center;">washed</td> <td style="text-align: center;">filled</td> <td style="text-align: center;">ended</td> </tr> </table> <p><b>T. asks PP to add some examples.</b></p> <p><b>T. mentions the rule of the pronunciation of the final ( ed )</b></p> <p><b>Stage two: <u>Consolidation activity:</u></b></p> <p><b>T. asks PP to clarify some verbs ( act. 1 / 24 )</b></p> <p><b><u>Silent Sound:</u></b>  <b>T. gives a list of some words and pronounces them</b>  <b>T. asks the pp to discover the silent sounds ( list p. 24)</b></p> <p><b>Stage three: Short (i) + long (i:) i</b></p> <p style="text-align: center;"><b>Act. P. 25</b></p>	/t/	/d/	/id/	knocked	received	acted	washed	filled	ended	<p><b>PP listen then repeat.</b></p> <p><b>Some PP read them, too.</b></p> <p><b>PP try to build the rule with their teacher.</b></p> <p><b>PP work in pairs.</b></p> <p><b>PP try to find the silent sounds through listening.</b></p>
/t/	/d/	/id/								
knocked	received	acted								
washed	filled	ended								

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 1</b>	<b>Lesson: 6</b>	<b>Words and sounds</b>	
<b>Function:</b>		<b>Lge. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

<b>Procedure</b>	<b>Pupil's task</b>
<p><b>Stage one: <u>Comparatives</u></b></p> <p><b>T. asks the pp to bring some packages of some processed food and asks them to compare their contents with different adjectives:</b></p> <p><b>Higher – lower – more – less - as.....as</b></p> <p><b>Act. P .27</b></p>	<p><b>PP listen and follow</b></p> <p><b>PP work in pairs</b></p> <p><b>PP do the activity. correct copy down.</b></p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 1</b>	<b>Lesson: 7</b>		<b>Words and sounds</b>
<b>Function:</b>		<b>Lge. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

<b>Procedure</b>	<b>Pupil's task</b>
<p><b>Stage one: <u>Warn up:</u></b> creating a situation to introduce restaurant and the served menus.</p> <p><b>Stage two: <u>Listen and check:</u></b></p> <p><b>Step1: T. reads the sentences of act. 1/29 and asks</b> his pp to do it.</p> <p><b>Step2: T. reads part 1 of script 2 / 165.</b></p> <p><b>Step3: T. reads again script 2/165.</b> Then asks his pp to do act. 3/29</p> <p><b>Step 4: T. reads part 2 script 2 / 166 and ask them to circle the correct letter.</b></p> <p><b>Stage three: <u>your turn to speak:</u></b></p> <p><b>step1: T. reads act. 2 / 31 then he asks to make the</b> waiter sound more polite in the dialogue.</p> <p><b>Sept 2: pp are asked to change the comments a the</b> end of the dialogue.</p> <p><b>Stage four: Write it up.</b> T. asks pp to write a note describing a dish.</p>	<p><b>PP listen then do.</b> <b>PP check their answers</b></p> <p><b>PP tick the right answer</b></p> <p><b>PP work in pairs</b></p> <p><b>PP make the waiter sound more polite ( only the questions)</b></p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 1</b>	<b>Lesson: 8</b>	<b>Words and sounds</b>	
<b>Function:</b>		<b>Lge. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

Procedure	Pupil's task																
<p><b>Stage one: <u>Warn up:</u></b> talking about the previous lesson.</p> <p><b>Stage two: <u>Read and check:</u></b></p> <p><b>Step1: T. asks the pp to look at the picture P.32 and guess the answer.</b></p> <p><b>Step2: T. asks pp to read the text silently and check the answer above.</b></p> <p><b>T. asks the pp to read the text again and answer the question (act 4 / 33)</b></p> <p><b>Stage three: <u>write it out:</u></b></p> <p><b>T. asks pp to do activity 1 / 34</b></p> <table border="1" data-bbox="113 1290 940 1379"> <tr> <td>N</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>L</td><td>A</td><td>B</td><td>D</td><td>C</td><td>F</td><td>E</td><td>G</td> </tr> </table> <p><b>- To be done by PP then to be corrected on BB</b></p> <p><b>- Home work: Task 2 / 34</b></p>	N	1	2	3	4	5	6	7	L	A	B	D	C	F	E	G	<p><b>PPs listen and follow</b></p> <p><b>PP work in pairs</b></p> <p><b>PP work in pairs</b></p> <p><b>- PP do the task then correct on BB</b></p>
N	1	2	3	4	5	6	7										
L	A	B	D	C	F	E	G										



<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 02</b>	<b><u>Lesson:</u> 01</b>
<b><u>Function:</u> : Expressing ability</b>	<b><u>Leg. Form:</u> can , could , to be able</b>
<b><u>N. Lexis:</u> vocabulary related to sports</b>	<b><u>V. Aids:</u> Book, Pictures, C.B and Gestures.</b>
<b><u>Objective:</u> To enable the Pps to express ability and possibility</b>	

<b>Procedure</b>	<b>Pupils' task</b>
<p><b><u>Warming up:</u></b></p> <p><b><u>Pre- listening:</u></b></p> <p>T mentions some pictures and asks the pupils to name each gesture in the picture ( pictures p 43 )</p> <p><b><u>Stage one:</u></b></p> <p><b><u>Listening:</u></b></p> <p><b><u>Step1:</u></b></p> <p>T asks Pps about what they can / can' t do from these gestures. E.g.: Can you swim ?</p> <p><b><u>Step 2 : Practice</u></b></p> <p>Practicing pronunciation of <u>can</u> / <u>can' t</u> ( strong and weak forms ). ( exercise 1 p 43 . )</p> <p>We can deal with the same examples seen before in ( warming up).</p> <p><b><u>Stage two:</u></b></p> <p><b><u>After listening.</u></b></p> <p>T gives the structure about the use of can / can' t / could / to be able to ( present , past , future ) page 179.</p> <p><b><u>Homework</u></b> Grammar window p 44 .</p>	<p>Listen and answer Name gestures</p> <p>Yes, I can / No, I can' t</p> <p>Practice sounds</p> <p>They repeat the examples .</p> <p>They copy down the structures in their copybooks</p>

<b>Teacher:</b>	<b>Level: 4 A.M.</b>
<b>File: 02</b>	<b>Lesson: 02</b>
<b>Function: ; Expressing ability</b>	<b>Leg. Form: Now , last , .....</b>
<b>N. Lexis: Vocabulary related to different activities.</b>	<b>V. Aids: Book, Pictures, C.B and Gestures.</b>
<b>Objective: To enable the pupils to practice ability with different tenses</b>	

<b>Procedure</b>	<b>Pupils' task</b>
<p><b><u>Warming up:</u></b></p> <p>Correction of a homework given in the previous lesson p 44.</p> <p><b><u>Stage one:</u></b> Practice</p> <p>T practices the use of can / could / be able to ( present , past , future ) through situations 1, 2, 3 p 45</p> <p><b><u>Stage two:</u></b> Produce</p> <p>Write it up - a group work</p> <p>T asks the pupils to split into groups and explains what are they going to do with exercise p 45 ( a guided correction ) T should focus on the time markers ( now, last) (to be written with different colors )</p> <p><b><u>Stage three :</u></b></p> <p>T modifies the previous exercise and gives the pupils a similar one with different verbs.</p> <p><b><u>Note:</u></b></p> <p>T tells the pupils to avoid using stem or auxiliary .</p>	<p>They correct on the board .</p> <p>They participate .</p> <p>They correct on the board .</p> <p>They correct on their copybooks</p>

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 02	<b>Read and consider</b>		<b>Lesson:</b> 03
<b>Function:</b> : Expressing possibility		<b>Leg. Form:</b> May be , perhaps .	
<b>N. Lexis:</b>		<b>V. Aids:</b> Book, Pictures, C.B and Gestures.	
<b>Objective:</b> To enable the pupils express possibility			

Procedure	Pupils' task
<p><b><u>Warming up:</u></b></p> <p>T asks :</p> <p>Where are the pupils now ? Who is absent ? Why is he/ she absent?</p> <p><b><u>Stage one:</u></b></p> <p>Before you read.</p> <p>- Ahmed is absent , may be he is sick. - T holds a tiny object in his hand ( a sweet, ..) and asks : What is there in my hand ?</p> <p><b><u>Stage two:</u></b></p> <p>As you read.</p> <p>T writes this question on the board : - What do children suffer from ? T reads the report loudly , then asks the pupils to find the answer. T asks the pupils to open their books on p 47. and answer these questions: 1- Is the preparation for a test important ? 2- How do pupils revise their lessons ?</p> <p><b><u>Stage three:</u></b></p> <p>After reading.</p> <p>T asks the pupils find out the sentences containing may , might , can , could and copy them on their copybooks.</p>	<p>They listen and answer questions.</p> <p>They listen and repeat .</p> <p>They guess.</p> <p>They listen and answer.</p> <p>They read and answer.</p> <p>They find out sentences and write .</p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 02</b>	<b>Practice( Read and consider )</b>		<b>Lesson: 04</b>
<b>Function: ; Socializing</b>		<b>Leg. Form: May he - Can I..</b>	
<b>N. Lexis:</b>		<b>V. Aids: Book, Pictures, C.B and Gestures.</b>	
<b>Objective: Asking for permission.</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b><u>Stage one:</u></b></p> <p><b><u>Warming up:</u></b></p> <p>Revision of the previous lesson .</p> <p><b><u>Stage two</u></b></p> <p>Exercise1 p 48.</p> <p>T explains what to do Then , T asks the Pps to correct the ex on the board.</p> <p><b><u>Stage three:</u></b></p> <p>Write it out.</p> <p>T asks the Pps to use the information on p 49 To write a note in their copybooks listing the things that are possible / likely to happen at the end of the school year using may, may not, might or might not. T checks the Pps while doing the task . T asks the Pps to correct on the board.</p>	<p>They revise.</p> <p>They listen They do the exercise.</p> <p>They listen , then do</p> <p>They correct and read.</p>

<b>Teacher:</b>	<b>Level: 4 A.M.</b>	
<b>File: 02</b>	<b>Words &amp; sounds</b>	<b>Lesson: 05</b>
<b>Function: :</b>	<b>Leg. Form:</b>	
<b>N. Lexis:</b>	<b>V. Aids:</b>	
<b>Objective: How to form the opposite by adding a prefix &amp; marking the stressed syllable of a word.</b>		

Procedure	Pupils' task								
<p><b>Stage one: <u>Warm-up</u></b>  T. gives two models as examples: like / dislike  regular / irregular.  ( given in sentences to help the Pps. understand the different means of the two words)</p> <p><b>Stage two:</b>  T.:</p> <ul style="list-style-type: none"> <li>• I like football but I dislike volleyball..</li> <li>• To open is a regular verb.</li> <li>• To sent is an irregular verb.</li> </ul> <p><b>Stage Three:</b>  T. gives 3 or 4 examples as shown in this table</p> <table border="1" data-bbox="178 1102 952 1276"> <thead> <tr> <th>Word</th> <th>Opposite</th> </tr> </thead> <tbody> <tr> <td>- polite</td> <td>- impolite</td> </tr> <tr> <td>- possible</td> <td>- impossible</td> </tr> <tr> <td>- capable</td> <td>- incapable</td> </tr> </tbody> </table> <p>T. asks the Pps. to do Activity 01 p: 50.  They correct on the BB &amp; marking the stress</p> <p><b>Stage four: <u>Writing phase</u></b></p> <p>T. asks the Pps.. to do Activity: 04 p: 50  - Correction on the BB</p>	Word	Opposite	- polite	- impolite	- possible	- impossible	- capable	- incapable	<p><b>Listen &amp; repeat</b></p> <p>Pps. look at the table &amp; read the words with the help of the T.</p> <p>Pps. do  Pps correct on the BB.</p> <p>Pps. do  Correct on the BB.</p>
Word	Opposite								
- polite	- impolite								
- possible	- impossible								
- capable	- incapable								

<b>Teacher:</b>	<b>Level: 4 A.M.</b>	
<b>File: 02</b>	<b>Search &amp; report</b>	<b>Lesson: 06</b>
<b>Function: ; Describing (Expressing possibility)</b>	<b>Leg. Form: may / might</b>	
<b>N. Lexis: up to , live , may , might.</b>	<b>V. Aids: pictures of animals, BB, cardboard</b>	
<b>Objective: Enable the Pps. to express possibility using ( may / might ).</b>		

Procedure	Pupils' task															
<p><b>Stage one: <u>Warm-up</u></b>  T. shows some pictures of animals to the Pps. &amp; asks:</p> <ul style="list-style-type: none"> <li>• What is this? ...</li> </ul>	Pps. Answer.															
<p><b>Stage two:</b>  T. sets these examples on the BB</p> <ol style="list-style-type: none"> <li>1. Lions live for 25 years. They may live more.</li> <li>2. giraffes live for 20 years. They may live up to 30.</li> <li>3. Camels live for 25 years. They might live long time before.</li> </ol>	Pps.< listen & repeat															
<p><b>Stage Three:</b>  T. pins a cardboard within a table containing information.</p> <table border="1"> <thead> <tr> <th>Animal</th> <th>Average age</th> <th>Maximum age</th> </tr> </thead> <tbody> <tr> <td>- Cow</td> <td>- 14</td> <td>- 20</td> </tr> <tr> <td>- Elephant</td> <td>- 40</td> <td>- 100</td> </tr> <tr> <td>- Horse</td> <td>- 20</td> <td>- 27</td> </tr> <tr> <td>- Fennec</td> <td>- 12</td> <td>- 15</td> </tr> </tbody> </table> <p>T. asks the Pps. to say how long each animal may live (orally).  T. sets a new task</p> <ul style="list-style-type: none"> <li>- Tigers are ..... They ..... In India. They ..... live up to 22 years. They ..... exist in Algeria, to.</li> </ul> <p>T. checks the Pps. attempts asking them to correct on the BB.</p>	Animal	Average age	Maximum age	- Cow	- 14	- 20	- Elephant	- 40	- 100	- Horse	- 20	- 27	- Fennec	- 12	- 15	<p>Pps. observe &amp; do</p> <p>Pps. perform sentences orally.  Pps. do</p> <p>Correct on the BB.</p>
Animal	Average age	Maximum age														
- Cow	- 14	- 20														
- Elephant	- 40	- 100														
- Horse	- 20	- 27														
- Fennec	- 12	- 15														
<p><b>Stage four:</b></p> <p>T. asks the Pps.. to read the text then write it down  - Correction on the BB</p> <p><b>Home Work:</b> T. asks the Pps. to identify other animals life.</p>	Pps. read then copy down															

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 02	<b>Listening &amp; Speaking</b>	<b>Lesson:</b> 07	
<b>Function:</b> : Expressing ability		<b>Leg. Form:</b> Modal auxiliaries + neither / so	
<b>N. Lexis:</b> mistreat , cruel , protection		<b>V. Aids:</b> Pictures of animals, actions ...	
<b>Objective:</b> Expressing agreement & disagreement.			

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>T. asks the Pps. To open their books on p: 54 &amp; asks them to fill in the gaps.  T. tries to help the Pps..  T. asks the Pps. to listen to the dialogue &amp; correct the mistaken answers.  T. asks about the answers orally &amp; corrects them.</p>	<p>Pps. do  Pps. do  Pps. answer</p>
<p><b>Stage Two:</b></p> <p>T. introduces the new structure  T. proposes a situation to show agreement &amp; disagreement (singing , playing ...)  E.g.: I can swim. (positive statement)  I can't swim. (negative statement)  T. asks the Pps. to give examples using ( can / can't ).  T. introduces the new items (neither / so).  E.g.: I can play handball → so can I.  I can't play handball → neither can I.  T. gives the final structure (the rule)</p>	<p>Pps. follow  Pps. repeat  Pps. repeat</p>
<p><b>Stage three:</b></p> <p>T. asks the Pps.. to give their own examples.  T. corrects the mistakes.</p>	<p>Pps. do.</p>
<p><b>Stage four:</b></p> <p>T. asks the Pps.. to copy down</p>	<p>Pps write</p>

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 02	<b>Reading &amp; Writing</b>		<b>Lesson:</b> 08
<b>Function:</b> ; Illustrating		<b>Leg. Form:</b> will be able, may, might, may well, won't be able ...	
<b>N. Lexis:</b> robot, NASA, issue, magazine ...		<b>V. Aids:</b> Pictures , magazines ...	
<b>Objective:</b> Writing an article using the grammatical instructions.			

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>T. shows a magazine &amp; asks the Pps.: What's this? T. : What's the name of this magazine?</p> <p><b>Stage Two:</b> T. asks the Pps. to open their books on p: 57 &amp; look at the picture. It's a part of magazine. Try to read it. T asks these questions:</p> <ul style="list-style-type: none"> <li>• What's of the magazine?</li> <li>• What' the title of this issue of the magazine?</li> <li>• Which topics does this issue of the magazine deal with?</li> <li>• What does the illustration on the cover page represent?</li> <li>• What do you think the most important article in the magazine will be about?</li> </ul> <p><b>Stage three:</b></p> <p>T. asks the Pps. read the newspaper article on p: 57 then to do Activity 03 p: 58.</p> <p><b>Stage four:</b></p> <p>T. asks the Pps.. to write an article to say what the NASA will / may might / well be able to do with robots in the future (ideas are given on p: 59 T. Chooses the best article to copy it down on their copy-books</p>	<p><b>Pps. Answers:</b> It's a magazine It's News Week magazine</p> <p><b>Pps. read silently</b></p> <p><b>Pps. try to answer</b></p> <p><b>Pps. choose the sentences which illustrate to understand</b></p> <p><b>Pps. write an article.</b></p> <p><b>Pps write</b></p>



<b>Teacher:</b>	<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>Listen &amp; consider</b>	<b>Lesson: 01</b>
<b>Function: Expressing condition</b>	<b>Leg. Form: Time clause(when, as soon as, ...)</b>	
<b>N. Lexis:</b>	<b>V. Aids: Book, Pictures, C.B and Gestures.</b>	
<b>Objective: Pupils will be able to listen script &amp; pick out information</b>		

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>      T. asks questions about hobbies.</p>	<b>Pps. answer</b>
<p><b>Stage two:     <u>Before you listen</u></b></p> <p>      T. asks the Pps. to open the book on p:67 &amp; look at the pictures then answer the questions</p> <ul style="list-style-type: none"> <li>• What are they like?</li> <li>• What do they like?</li> <li>• Where do they live?</li> </ul>	<b>Pps. try to answer</b>
<p><b>Stage Three:     <u>As you listen</u></b></p> <p>      T. sets task N°1 p:67 &amp; reads script 01  T. sets task N°2 p:68 &amp; reads scrip</p>	<b>Pps. check their answers  Pps. Take notes down.</b>
<p><b>Stage four:     <u>Writing phase</u></b></p> <p>      T. asks the Pps.. to do Activity: 04 p: 68  - Correction on the BB</p>	<b>Pps. Will us information in  Act. 02 p:67 &amp; ask &amp; answer questions</b>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>After listening</b>	<b>Lesson: 02</b>	
<b>Function: Expressing condition</b>		<b>Leg. Form: Time clause(when, as soon as, ...)</b>	
<b>N. Lexis:</b>		<b>V. Aids: Book, Pictures, C.B and Gestures.</b>	
<b>Objective: Pupils will be able to use clauses-time correctly</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one: <u>Warm-up</u></b></p> <p>Revision about the previous lesson.</p>	Pps. answer the questions.
<p><b>Stage two:</b></p> <p>T. gives examples using time clauses (when, while, as soon as, before, after, until, till)</p>	Pps. listen
<p><b>Stage Three:</b></p> <p>T. gives sentences without time clauses &amp; asks the Pps.. to put the right clause in the right sentence.</p>	Pps. Give their own sentences
<p><b>Stage four:</b></p> <p>Pps.. write their sentences on the BB. T. helps the Pps.. To deduce a grammatical rule for the use of the time clause.</p>	Pps. deduce
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Simple Future-Time clause + Simple Present</p> </div>	Pps. Try to do it at home
<p><b>H.W: Activity 01 p: 69.</b></p>	

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>Practice &amp; write it up</b>	<b>Lesson: 03</b>	
<b>Function: Expressing condition</b>		<b>Leg. Form: Time clause(when, as soon as, ...)</b>	
<b>N. Lexis:</b>		<b>V. Aids: Book, Pictures, C.B and Gestures.</b>	
<b>Objective:</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>Correction of the H.W. Activity 01 p: 69. T. revises the previous lesson ( time clause )</p> <p><b>Stage two:</b></p> <p>T. helps the Pps. To order the scrambled words &amp; get right sentences</p> <p>T. asks the Pps to reorder the given sentences into a coherent paragraph</p> <p><b>Stage Three:</b></p> <p>Correction on the BB.</p>	<p>Pps. give their own sentences.</p> <p>Pps. follow &amp; do.</p> <p>Pps. do</p> <p>Pps. Write it down</p>

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 03	<b>Read &amp; consider</b>		<b>Lesson:</b> 04
<b>Function:</b> Predicting		<b>Leg. Form:</b> If clause ( type I )	
<b>N. Lexis:</b> Pass – diploma – fail – succeed - if		<b>V. Aids:</b> Book, Pictures, C.B and Gestures.	
<b>Objective:</b>			

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>Revision about the Future Simple tense.</p>	Pps. Give sentences
<p><b>Stage two:     <u>Listen &amp; speak</u></b></p> <p>Step1: T. introduces the new words in a text.  Step2: T writes an activity on BB &amp; asks the Pps. To join the two halves of a sentence.</p> <ul style="list-style-type: none"> <li>• Feel ill                                 - be admitted to 1 A.S.</li> <li>• It rains                                 - I go to the doctor.</li> <li>• I pass my privet exam   - I take my umbrella.</li> </ul> <p>Step3: Doing the Activity &amp; showing "If clause type I".</p>	<p>Pps. Follow &amp; listen</p> <p>Pps. do</p> <p>Pps. follow</p>
<p><b>Stage Three:     <u>Practice</u></b></p> <p>Step1: T. introduces the situation then reads the two passage on p:70/71 ( book open )  Step2: T. asks the Pps. To read them &amp; complete the given chart.  Step3: Correct &amp; getting the rule "If type I"</p>	<p>Pps. listen.</p> <p>Pps. do. Pps. correct.</p>
<p><b>Stage four:     <u>Produce:</u></b></p> <p>Step1: T. asks the Pps. To complete the second part of the given sentences.  E.g. If it rains, I .....  ....., if I work hard.</p> <p>Step2: T. asks the Pps. To give their own examples using the same model.</p> <p><b><u>H.W:</u></b> Write it out p: 72</p>	<p>Pps. do.</p> <p>Pps. do.</p> <p>Pps. try to do it at home</p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>Sounds &amp; words</b>	<b>Lesson: 05</b>	
<b>Function:</b>		<b>Leg. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective: To enable the Pps. to know some suffixes: er, ist, ian, or...</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>T. writes on the BB the word "teacher".  T. reads the word &amp; asks the Pps. To repeat it.  T. divides the word into root &amp; suffix.</p> <p><b>Stage two:     <u>Listen &amp; speak</u></b></p> <p>T. gives to the Pps. Words ended by suffix: er, ist, ian, or &amp; asks them to read &amp; divides the words.</p> <p><b>Stage Three:     <u>Practice</u></b></p> <p>Activity 01 p: 73  T. writes the activity on the BB.</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. asks the Pps. to give 2 examples to each suffix.</p>	<p>Pps. Look &amp; listen  Pps. Listen &amp; repeat</p> <p>Pps. do</p> <p>Pps try to answer the activity  Pps. Write the answer on the BB.  Pps. copy it down</p> <p>Pps. try to do  Pps. copy down</p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>Listen &amp; speak</b>	<b>Lesson: 06</b>	
<b>Function: Expressing satisfaction &amp; dissatisfaction</b>		<b>Leg. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>Revision of the previous lesson.</p> <p><b>Stage two:</b></p> <p>T. involves the Pps. In the topic by setting a situation.  T. acts the dialogue.  T. asks: Where is X?  Pps. : He is coming.  T. : He is late again – terrible (using gestures)</p> <p><b>Stage Three:     <u>Practice</u></b></p> <p>T. repeat the above dialogue by changing the expressions used  (my god he's always late, he did it again... ect)  T. explains satisfaction by giving a new situation.  Eg: T. shows his satisfaction about their project.</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. sets Activity: 1 p: 79 &amp; asks the Pps. To do it.</p>	<p>Pps. listen.</p> <p>Pps. listen &amp; repeat..</p> <p>Pps. do.</p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 03</b>	<b><u>Lesson:</u> 07</b>
<b><u>Function:</u> Locating places</b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u></b>
<b><u>Objective:</u> Enable the Pps. to draw a road map of tourist's route.</b>	

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>Revision of the previous lesson.</p> <p><b>Stage two:</b></p> <p>T. sets two questions:</p> <ul style="list-style-type: none"> <li>• How many groups will they split into?</li> <li>• Where will they have lunch?</li> </ul> <p>T. reads the text p: 170. T. asks the Pps. to answer the questions.</p> <p><b>Stage Three:     <u>Practice</u></b></p> <p>T. sets an Activity on BB. T. reads 2<sup>nd</sup> reading T. corrects</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. sets Activity: 4 p: 80 &amp; asks the Pps. To do it. T. &amp; Pps. correct on the BB.</p>	<p><b>Pps. Write down.</b></p> <p><b>Pps. answer.</b></p> <p><b>Pps. do it.</b></p> <p><b>Pps. do it. Pps. copy down.</b></p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 03</b>	<b><u>Lesson:</u> 08</b>
<b><u>Function:</u> Locating places</b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u></b>
<b><u>Objective:</u> The Pps. should be able to write a paragraph using a given map.</b>	

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>Revision of the previous lesson.</p> <p><b>Stage two:</b></p> <p>T. sticks a map on the BB &amp; sum up the text on p: 170 explains it pointing on the map (as a model).</p> <p><b>Stage Three:     <u>Practice</u></b></p> <p>T. sticks a new map about their own area (tourist places in El-Oued) explains it &amp; asks the Pps. To write a paragraph following the model.</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. helps the Pps. to write the paragraph on the BB.</p>	<p>Pps. listen &amp; follow.</p> <p>Pps. listen &amp; do.</p> <p>Pps. do. Pps. copy down.</p>



<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 03</b>	<b>Reading &amp; Writing</b>	<b>Lesson: 09</b>	
<b>Function:</b>		<b>Leg. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids: Pictures, C.B and gestures.</b>	
<b>Objective:</b>			

Procedure	Pupils' task
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>T. shows the Pps. some pictures of writers &amp; poets for example: Med Dib, Ben Badis. T. says: Ben Badis is a poet . T. asks them to give other names of poets.</p> <p><b>Stage two:</b></p> <p>T. reads the passage on p: 82.</p> <p><b>Stage Three:     <u>Practice</u></b></p> <p>T. asks the Pps.: What are the words repeated in the passage?</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. explains task 5 p: 83. T. asks them to read the passage silently then to do the task.  Correction on the BB.</p>	<p><b>Pps. listen &amp; answer.</b></p> <p><b>Pps. listen.</b></p> <p><b>Pps. listen &amp; do.</b></p> <p><b>Pps. write the correction on their copy books.</b></p>

<b>Teacher:</b>		<b>Level: 3 A.M.</b>	
<b>File: 03</b>	<b>Reading &amp; Writing</b>	<b>Lesson: 10</b>	
<b>Function:</b>		<b>Leg. Form:</b>	
<b>N. Lexis:</b>		<b>V. Aids:</b>	
<b>Objective:</b>			

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one:     <u>Warm-up</u></b></p> <p>T. asks the Pps. about last Summer holidays.</p> <ul style="list-style-type: none"> <li>• Where did they go?</li> </ul> <p><b>Stage two:</b></p> <p>T. asks other questions:</p> <ul style="list-style-type: none"> <li>• Did you face any problem this Summer?</li> <li>• If yes, What kind of problem?</li> <li>• What did you do, then?</li> </ul> <p><b>Stage Three:     <u>Practice</u></b></p> <p>T. presents &amp; explains the task given on p: 84 (write it out)</p> <p><b>Stage four:     <u>Produce</u></b></p> <p>T. chooses one topic from the examples given by the Pps. at the beginning. The topic is: Imagine you are going to Batna. Unfortunately, you find the bridge of Biskra is broken. What will you do?</p> <p>T. checks the Pps. work.</p> <p>T. choose the best solution &amp; write it on the BB</p>	<p><b>Pps. answer.</b></p> <p><b>Pps. give examples(car broke down).</b></p> <p><b>Pps. do the task with the help of the T.</b></p> <p><b>Pps. are asked to think about the solution in few words.</b></p> <p><b>Pps. write down on their copy books.</b></p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 01</b>
<b><u>Function:</u> Describing / Remembering</b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u> used to</b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> used to</b>	

Procedure	Pupils' task
<p><b>Stage one :     <u>Warm-up</u></b></p> <p>Revision about the verb to be ( past simple )</p> <p><b>Stage two :     <u>Presentation</u></b></p> <p>T. shows a picture of Rabah Majer and asks these questions</p> <ul style="list-style-type: none"> <li>• Who is he ?</li> <li>• What is he ?</li> <li>• What was he in the past ?</li> <li>• He used to play football .</li> </ul> <p>T. shows a picture of Bill Gates . T. What did he use to do ?</p> <p><b>Stage Three :     <u>Practise</u></b> Pictures p : 92</p> <ul style="list-style-type: none"> <li>• Mami / a singer / unemployed</li> <li>• Whoppi Goldberg / an actress / a teacher</li> <li>• Aït Men Gelett / a singer / a journalist</li> <li>• My father / a merchant / a doctor</li> <li>•</li> </ul> <p><b>Stage four :     <u>Produce</u></b></p> <p>Write it up p : 94 Modified When I was young, I _____ to go to school on foot. After school, I _____ to revise my lessons ...etc .</p> <ul style="list-style-type: none"> <li>• Correction on C. B</li> </ul>	<p>- He is Rabah Majer. - He is a trainer in Qatar. - He was a football player. <b>Pupils repeat.</b></p> <p><b>Pupils answer.</b></p> <p>- Mami is a singer. He used to be unemployed. - Whoppi Goldberg is an actress. She used to be a teacher. - Aït Men Gelett is a singer. He used to be a journalist. - My father is a merchant. He used to be a doctor .</p> <p><b>The pupils do the activity.</b></p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 02</b>
<b><u>Function:</u></b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> Describing / Remembering</b>	

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one :     <u>Warm-up</u></b></p> <p>Correction of the activity or revision of the previous lesson. E.g. Majer / trainer / player</p> <p><b>Stage two :     <u>Pre-listening</u></b></p> <p>T. shows a picture of Whoppi Goldberg. T. Today, we are going to speak about Whoppi Goldberg. T. asks the pupils to listen to the text and answer the questions. Text p : 171. Scripts 1 T. Can modify the dialogue.</p> <ol style="list-style-type: none"> <li>1. What is Whoppi Goldberg ?</li> <li>2. What did she use to do ?</li> <li>3. Where did she use to teach ?</li> </ol> <p><b>Stage Three :     <u>After listening</u></b></p> <p>Page : 93</p>	<p>Pupils make sentences about "used to" ( Majer is a trainer. He is used to be a player.</p> <p>Pupils listen then answer the questions.</p> <p>Pupils read dialogue p : 171 and do activity N°= 1/2 p : 93</p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 03 Read and consider.</b>
<b><u>Function:</u> Asking for and giving information .</b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> The pupils be able to ask and give information about the Sahara .</b>	

Procedure	Pupils' task
<p><b>Stage one :</b>     <b><u>Warm-up</u></b></p> <p>A short revision about the previous lesson.</p> <p><b>Stage two :</b>     <b><u>Before you read</u></b></p> <p>T. creates a situation to the text by showing about the Sahara and caves .</p> <p><b>Stage Three :</b>     <b><u>As you read</u></b></p> <p><b><u>Step one</u> :</b> Teacher's 1<sup>st</sup> reading . T. sets a general questions . * Where did people live T. read the text and explains the new words such as caves, skins of the animals, hunt etc... ) books are shut .</p> <p><b><u>Step two</u> :</b> Teacher's 2<sup>nd</sup> reading T. asks the pupils to open their books and follow.</p> <p><b><u>Step three</u> :</b> Silent reading T. sets detailed questions on C.B</p> <p><b>Stage Four :</b> T. checks their answers and asks for the correction on C.B T. asks them to copy down .</p>	<p>The pupils listen and answer.</p> <p>Pupils listen and follow.</p> <p>The pupils read silently and answer the questions.</p> <p>The pupils copy down .</p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 04</b>
<b><u>Function:</u> Asking for and giving information .</b>	<b><u>Leg. Form:</u> Relative pronouns (who/that/which)</b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u></b>	

Procedure	Pupils' task
<p><b>Stage one :</b>     <b><u>Warm-up</u></b></p> <p>T. asks the pupils some questions about the previous text ( lesson 3 )</p> <p><b>Stage two :</b>     <b><u>After reading</u></b></p> <p>T. presents the relative pronouns Which / That / Who through examples using pictures.</p> <p>1- a) They wore clothes.     b) The clothes are made of animals skins . * They wore clothes <u>which / that</u> are made of animals skins.</p> <p>2- a) People used to live in the Sahara.     b) These people were cave people. * People <u>who / that</u> used to live in the Sahara were cave people.</p> <p><b>Stage Three :</b>     <b><u>Produce</u></b></p> <p><b><u>Step one</u></b> : Teacher asks the pupils to do activity 01 p 97</p> <p><b><u>Step two</u></b> : Teacher asks for the correction on C.B.</p>	<p>The pupils answer</p> <p>The pupils listen and repeat</p> <p>The pupils correct.</p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 05</b>
<b><u>Function:</u> Remembering</b>	<b><u>Leg. Form:</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> The pupils will be able to pronounce words containing diphthongs.</b>	

Procedure	Pupils' task				
<p><b>Stage one :     <u>Warm-up</u></b></p> <p>T. asks the pupils to classify these words. ( teens – too – word – car – red – ten – much )</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Short vowel</i></td> <td style="text-align: center;"><i>Long vowel</i></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<i>Short vowel</i>	<i>Long vowel</i>			<p><b>The pupils answer.</b></p>
<i>Short vowel</i>	<i>Long vowel</i>				
<p><b>Stage two :     <u>Listen and speak</u></b></p> <p>T. presents some words that contain diphthongs . ( day – buy – boy – no – now – ear – there – sure ) T. asks the pupils to repeat . T. transcribes each on the C.B and colour the diphthongs.</p>	<p><b>The pupils repeat .</b></p>				
<p><b>Stage Three :     <u>Practice</u></b></p> <p>T. asks the pupils to do act 3 p 99 .</p>	<p><b>The pupils do.</b></p>				
<p><b>Stage Four :     <u>Produce</u></b></p> <p>T. asks the pupils to find out words that contains diphthongs .</p>	<p><b>The pupils do .</b></p>				

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> 06</b>
<b><u>Function:</u> Describing people.</b>	<b><u>Leg. Form :</u> Past simple – Relative pronouns .</b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> Writing short biography using relative pronouns .</b>	

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one :     <u>Warm-up</u></b></p> <p>T. asks the pupils about the previous lesson .</p>	<p>The pupils answer.</p>
<p><b>Stage two :     <u>Listen and speak</u></b></p> <p>T. sticks a map of Africa on the C. B and asks some questions.</p> <p>1- Where is Egypt located ?</p> <p>2- What is its capital / language / monuments / famous leaders.</p>	<p>The pupils answer.</p> <p>The pupils say Djamal Abdelnacer .</p>
<p><b>Stage Three :</b></p> <p><b>Step one :</b> T. asks this question</p> <ul style="list-style-type: none"> <li>• Name one of famous Abbasids caliph</li> </ul> <p><b>Step two :     <u>Practice</u></b></p> <p>T. writes some information about Harun Rachid then asks them to write on the board short biography about him using relative pronouns.</p>	<p>The pupils say Harun Rachid .</p> <p>The pupils do.</p>
<p><b>Stage Four :     <u>Produce</u></b></p> <p>T. asks the pupils to open books p 103 then to read about the Italian Leonardo Fibonacci then write biography about him using relative pronouns .</p>	<p>The pupils do.</p>



<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> listening and speaking.</b>
<b><u>Function:</u> Asking for and giving information.</b>	<b><u>Leg. Form :</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u> Coping with interruptions in a conversation.</b>	

<b>Procedure</b>	<b>Pupils' task</b>
<p><b>Stage one :     <u>Presentation</u></b></p> <p><b>Step one :</b> T. reads the dialogue p : 171 ( script 2 )  T. sets the task p : 105.  T. asks the pupils to do it .</p> <p><b>Stage Two :     <u>Practise</u></b></p> <p><b>Step one : <u>Listen and Check.</u></b>  T. gives situation ( A ) p :104 orally.  T. suggests three choices .  T. does the same with situations ( B ) and ( C ).</p> <p><b>Stage Three :     <u>Write it up</u></b></p> <p>T. explains the activity 1 p : 106  T. reads the script ( 3 )  The class task correction .</p>	<p><b>The pupils listen and try to answer.</b></p> <p><b>The pupils listen .  The pupils choose the appropriate answer.</b></p> <p><b>The pupils follow .</b></p> <p><b>The pupils listen and try to get the right answers.  The pupils write it down .</b></p>

<b><u>Teacher:</u></b>	<b><u>Level:</u> 4 A.M.</b>
<b><u>File:</u> 04</b>	<b><u>Lesson:</u> Reading and writing</b>
<b><u>Function:</u> Describing people.</b>	<b><u>Leg. Form :</u></b>
<b><u>N. Lexis:</u></b>	<b><u>V. Aids:</u> Pictures</b>
<b><u>Objective:</u></b>	

Procedure	Pupils' task
<p><b>Stage one :     <u>Read and Check</u></b></p> <p><b>Step one :</b> T. shows a picture of Martin Luther king and asks some questions .</p> <ul style="list-style-type: none"> <li>• Who is he ?</li> <li>• Is he Algerian ?</li> <li>• What is his job ?</li> </ul> <p><b>Stage Two :     <u>Presentation</u></b></p> <p style="padding-left: 40px;"><b>Step one :</b> T. writes two or three general questions on the C.B. T. reads the text p : 107.</p> <p><b>Stage Three :     <u>Reading Comprehension</u></b></p> <p style="padding-left: 40px;">T. asks the pupils to open the books on p : 107 and deal with act 3 p : 108.</p> <p><b>Stage Four :     <u>Write it out</u></b></p> <p style="padding-left: 40px;"><b>Task :</b> Write a short letter about their favourite hero using the previous letter as a model p : 110.</p>	<p>The pupils try to answer.</p> <p>( Books shut )</p> <p>Listen and try to answer the previous questions .</p> <p>The pupils read the text and do the task.</p> <p>The pupils do.</p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 05	<b>Lesson:</b> 01
<b>Function:</b> Expressing remote possibility	<b>Leg. Form:</b> conditional type 1-2. If +past simple- - - - would
<b>N. Lexis:</b> if, wings, naval engineer	<b>V. Aids:</b> Pictures
<b>Objective:</b> To make pupils express conditional type 2.	

Procedure	Pupil's task
<p><b>Stage one:      <u>Warm-up</u></b></p> <p><b>T-asks:</b></p> <ul style="list-style-type: none"> <li>- What do you want to be in the future?</li> <li>- How can you be a doctor?</li> </ul> <p><b>Stage two:      <u>Listen &amp; Consider:</u></b></p> <p>1) T reads the summary of the dialogue (p137)</p> <p>2) T asks some questions.</p> <p>T: How old do you think Bachir is?</p> <p>T: What kind of school does he go to ?</p> <p>T: What does he hope to become?</p> <p>T: What's his dreaming?</p> <p>T gives instructions:</p> <p>*If Bachir became rich, he would buy a boat for his father.</p> <p>* If he became rich, he would visit many parts of the world.</p> <p><b>Stage Three:      <u>WRITE IT UP</u></b></p> <p>1) It wasn't raining/ go on a picnic.</p> <p>2) Karima is sick/ not to come to the party.</p> <p>3) Man /have/wings/he/ fly/ to the moon.</p> <p><b>Stage four:      <u>Write it out:</u></b></p> <p>T: asks pps to give examples using(if)</p> <p><b>Stage five: Produce:</b></p> <p>1) T selects the best examples and writes them on the BB.</p>	<p>-Doctor – pilot-.....</p> <p>-P1- I work hard and be a good pupil.</p> <p style="text-align: center;"><b>Listen</b></p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>- He is 15 ..16</li> <li>- Middle</li> <li>- He wants to be a naval engineer.</li> <li>- He's dreaming of being rich and visiting different parts of the world.</li> </ul> <p><b>Listen and repeat.</b></p> <p>-If it wasn't raining ,we would go on a picnic.</p> <p>-If karima was sick ,she would not come to the party.</p> <p>- If man had wings, he would fly to the moon</p> <p><b>PPS practise</b></p> <p><b>PPS copy down on the C.B</b></p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 05	<b>Lesson:</b> 02
<b>Function:</b> Expressing remote possibility.	<b>Leg.form Conditional type 2</b> (if +past s - - - - would)
<b>N. Lexis</b> condition, exult, obligation.....	<b>V. Aids:</b> Pictures
<b>Objective:</b> to enable the pps to use conditional type 2.	

Procedure	Pupil's task
<p><b>Stage one:      <u>Warm-up:</u></b></p> <p>T: asks Q about the previous lesson. T: writes on the BB: If I become rich, I would buy a fishing boat for my father.</p> <p><b>Stage two:      <u>Presentation:</u></b></p> <p>1-T asks pp: Which tense is the verb? -Does it refer to the past, present or future? -Is Bachir poor or rich? Do you think he will really become rich? - What does the clause express? 2-T- asks: - What does clause 2 express? - Is it a dream or reality?</p> <p><b>Stage three:    <u>Practice:</u></b> Activity : 1 P 121</p> <p><b>Stage four:     <u>Produce:</u></b> Complete the following dialogue: A: Would you introduce yourself to the audience, please? B: My name is..... I'm ..... I live in ..... . My father ..... my mother is ..... . A: If you owned the prizes what ..... you do? B: If I ..... the prize, I would .....</p>	<p>PPS read the sentence.</p> <p>Past simple. It refers to the future.</p> <p>He is poor. I don't think he will become rich. It expresses( condition)</p> <p>-It expresses conditions -It is a dream.</p> <p>Do the activity.</p> <p>Do the act</p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 05	<b>Lesson:</b> 03
<b>Function:</b> Predicting and suggesting.	<b>Leg. Form:</b> Conditional type 02
<b>N. Lexis:</b> dream ,assume, navy....	<b>V. Aids:</b> Pictures
<b>Objective:</b> To be able to express future hopes and dreams .	

Procedure	Pupil's task
<p><b><u>Stage one:</u>      <u>Warm-up</u></b></p> <p>T-asks the pupils : How old are you? Do you study at the university ( secondary school ) What do you hope to be in the future?</p> <p><b><u>Stage two:</u>      <u>Presentation:</u></b></p> <p><b>Step1: Before you listen:</b> T- shows the picture of Bachir (p119) and asks the QQ which are written in the page. e.g. :How old do you think Bachir is?</p> <p><b>Step 2 : As you listen:</b> T- reads (script one) on page 173 to check the pps` answers.</p> <p><b><u>Stage three:</u>      <u>Practice</u> (feed back):</b></p> <p>T- reads script one(dialogue) p173 and asks the pps to do activity 3 p120. Then, T asks them to copy the answer down.</p>	<p>answer</p> <p>Try to answer</p> <p>Listen and answer</p> <p>Listen and do the act. Make the correction.</p> <p>Write</p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 05	<b>Lesson:</b> 04Grammar
<b>Function:</b> Predicting and suggesting.	<b>Leg. Form:</b> Conditional type 02
<b>N. Lexis:</b> conditional	<b>V. Aids:</b> Pictures
<b>Objective:</b> To be able to use conditional type 2 .	

Procedure	Pupil's task
<p><b><u>Stage one:</u>      <u>Warm-up</u></b></p> <p>Recycling conditional type1. T-gives two or three examples and explains them. What do you hope to be in the future?</p> <p><b><u>Stage two:</u>      <u>Presentation:</u></b></p> <p><b>Step1:</b> T-gives examples: 1- If Bachir <u>becomes</u> rich, he <u>will buy</u> a fishing boat for his father. 2- If bachir <u>became</u> rich , he <u>would buy</u> a fishing boat for his father. T-introduces and explains: <u>If+ v (past) , .... would (could)+ v (inf) ....</u></p> <p>3- If I (was, were) rich , I would buy a house In If sentence , we often use ( were) replacing ( was )</p> <p><b><u>Stage three:</u>      <u>Practice:</u></b></p> <p>T- sets act 1 p121 or he creates examples. e.g-1-If trees /can/ talk / walk / fly . e.g-2-If man /to have wings/ ...</p> <p><b><u>Stage four :</u> <u>Produce:</u></b> T-asks the pps to do act 3 p121.</p>	<p>listen</p> <p>Listen and read</p> <p>Listen and read</p> <p>PPS answer orally</p> <p>answer and write</p>

<b>Teacher:</b> .....	<b>Level:</b> 4A.M.
<b>File:</b> 05	<b>Lesson:</b> 4 Practice
<b>Function :</b> Giving warning	<b>Leg. Form :</b> might/ be +going to/ present continuous
<b>N. Lexis:</b>	<b>V. Aids:</b>
<b>Objective:</b> To express certainty and uncertainty warnings /options/.....	

Procedure	Pupil's task
<p><b><u>Stage one:</u>      <u>Warm-up 1</u></b></p> <p>T- presents might through different examples taking into consideration its different uses .</p> <p>-Don't go out now .You might have a cold. (warning)</p> <p>-You might have tea or coffee?(option )</p> <p><b><u>Stage two:</u>      <u>Presentation:</u></b></p> <p>T-introduces act 2 p124 and asks the pps to do it .</p> <p>T- Corrects the act with the pps</p> <p><b><u>Stage three:</u>      <u>Warming up 2:</u></b></p> <p>T-presents different examples using : be + going to ,the present continuous and might. Eg= 1- My mother has bought some flower, she is going to make some cakes.</p> <p>2- I have an appointment. I am meeting my friend this afternoon.</p> <p>3- It's cloudy. It might rain.</p> <p><b><u>Stage four :</u> <u>Presentation :</u></b></p> <p>T-introduces act 1p124 and asks the PP to do it .</p> <p>Correction of the act.</p>	<p>Follow and take part .</p> <p>Do the act</p> <p>Correct on the board</p> <p>PPS follow</p>

<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 06</b>	<b>listen and Consider</b>	<b>Lesson: 01</b>	
<b>Function: ; Narrating</b>		<b>Leg. Form: Simple Past</b>	
<b>N. Lexis: shark – sandcastles – bucket ...</b>		<b>V. Aids: Pictures</b>	
<b>Objective: Talking about past events</b>			

Procedure	Pupils' task						
<p><b>Stage one: <u>WARM UP</u></b>  <b>Where did you go last summer holidays?</b>  <b>What did you do there?</b></p> <p><b>Stage two: <u>BEFORE YOU LISTEN</u></b>  <b>Pair work 01 P 143 (ask and answer) questions</b></p> <p><b>Stage three: <u>BEFORE YOU LISTEN</u></b>  <b>T sets the task</b>  <b>T reads the script 01 P 175</b>  <b>What happened to Kerrie when she was swimming?</b>  <b>When Kerrie was swimming, the shark appeared in the water</b></p> <p><b>Stage four: <u>AFTER LISTENING</u></b>  <b>Matching pairs using: when – while – as</b></p> <table border="1" data-bbox="108 1285 963 1675"> <tr> <td><b>Cathy was playing with a balloon</b></td> <td><b>The life guard arrive on the scene</b></td> </tr> <tr> <td><b>Mother was lying on the ground</b></td> <td><b>She fell in a pothole in the sand</b></td> </tr> <tr> <td><b>Mother was running towards Kerrie</b></td> <td><b>Bill was digging holes in the sand and building castles</b></td> </tr> </table> <p><b>Stage five: practice p145</b></p>	<b>Cathy was playing with a balloon</b>	<b>The life guard arrive on the scene</b>	<b>Mother was lying on the ground</b>	<b>She fell in a pothole in the sand</b>	<b>Mother was running towards Kerrie</b>	<b>Bill was digging holes in the sand and building castles</b>	<p><b>PPS answer</b></p> <p><b>PPS ask and answer</b></p> <p><b>PPS answer</b></p> <p><b>PPS match the pairs</b></p> <p><b>PPS use: when, while, as to give correct sentences</b></p>
<b>Cathy was playing with a balloon</b>	<b>The life guard arrive on the scene</b>						
<b>Mother was lying on the ground</b>	<b>She fell in a pothole in the sand</b>						
<b>Mother was running towards Kerrie</b>	<b>Bill was digging holes in the sand and building castles</b>						



<b>Teacher:</b>		<b>Level: 4 A.M.</b>	
<b>File: 06</b>	<b>Listen &amp; Consider</b>	<b>Lesson: 02</b>	
<b>Function: ; Narrating</b>		<b>Leg. Form: past continuous &amp; simple past</b>	
<b>N. Lexis:</b>		<b>V. Aids: Pictures</b>	
<b>Objective: asking and answering about past actions</b>			

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b> Revision about the previous scene</p> <p><b>Stage two: <u>BEFORE YOU LISTEN</u></b> Ask and answer questions about what each of the named sunbathers was doing at the beach while the shark attacked</p> <p>eg: what was bill doing before the shark attacked?</p> <p>He was doing holes in the sand and building castles</p> <p><b>Stage three: <u>AS YOU LISTEN</u></b> Act 02 p 144 to be done orally Teacher asks:</p> <p><b>Stage four: <u>WRITE IT UP</u></b></p> <p>P 145</p>	<p><b>PPS give examples</b></p> <p><b>PPS ask and answer</b></p> <p><b>PPS answer</b></p> <p><b>PPS write</b></p>

<b>Teacher:</b>	<b>Level: 4 A.M.</b>		
<b>File: 06</b>	<b>Read &amp; Consider</b>	<b>Lesson: 03</b>	
<b>Function: : Reporting</b>		<b>Leg. Form: Past Continuous &amp; Simple Past</b>	
<b>N. Lexis: pedestrian , take off, snowman</b>		<b>V. Aids: Pictures, gestures, BB</b>	
<b>Objective: To report a past event using the past continuous and the simple past</b>			

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b>  <b>T sticks a picture on the BB and asks:</b>  <b>What is this?</b>  <b>What can you see on it?</b></p> <p><b>Stage two: <u>BEFORE YOU READ</u></b>  <b>1-</b>  <b>T gives examples (simple ones) out the picture</b>  <b>T a pedestrian was standing on the road at 9:30, yesterday</b></p> <p><b>Children were making a snowman</b></p> <p><b>T asks PPS to repeat</b></p> <p><b>2-</b>  <b>T gives cues and asks PPS to form statements</b>  <b>The cues are mentioned on P146 (1)</b></p> <p><b>3-</b>  <b>T asks PPS to do task (2) on page 146 (02 min)</b></p> <p><b>Stage three: <u>AS YOU READ</u></b>  <b>1-</b>  <b>T reads the given passage on p147 after giving two general questions (on act 2 p 146)</b>  <b>T asks for the answer (book shut)</b></p> <p><b>2-</b>  <b>T sets the task (2) on page 147</b>  <b>T asks PPS to read silently and do the task</b></p> <p><b>T asks for correction</b></p>	<p><b>PPS listen and answer</b></p> <p><b>PPS answer</b></p> <p><b>PPS write</b></p>

<b>Teacher:</b>	<b>Level: 4 A.M.</b>
<b>File: 06</b>	<b>Lesson: 04</b>
<b>Function: : Reporting</b>	<b>Leg. Form: Past Continuous &amp; Simple Past</b>
<b>N. Lexis: investigating, overtaking, hitch-hiker</b>	<b>V. Aids: newspaper , gestures, BB</b>
<b>Objective: to report past events using both the simple past and past continuous</b>	

Procedure	Pupils' task
<b>Stage one: <u>WARM UP</u></b> <b>T asks questions on the previous lesson</b>	<b>PPS answer</b>
<b>Stage two: <u>AFTER READING</u></b> <b>T deals with grammar window task as it is</b>	<b>PPS answer</b>
<b>Stage three: <u>PRACTICE</u></b> <b>1-</b> <b>T asks PPS to open their books on page 148 and asks PPS to do the activity orally</b> <b>T asks for correction</b> <b>2-</b> <b>T explains the task (2) on 148 and asks PPS to do it in pairs. (written)</b> <b>T checks the PPS work</b>	<b>PPS do</b>  <b>PPS correct</b>
<b>T asks PPS to read their work</b>	<b>PPS read</b>
<b>Stage four: <u>WRITE IT OUT</u></b> <b>T explains the task on page 148 and asks PPS to do it as a home work</b>  <b>* the home work must be corrected later on</b>	<b>PPS listen and follow</b>


<b>Teacher:</b>	<b>Level: 4 A.M.</b>
<b>File: 06</b>	<b>Lesson: 05</b>
<b>Function: ; expressing surprise and interest</b>	<b>Leg. Form: Verb + suffix</b>
<b>N. Lexis:</b>	<b>V. Aids: Textbooks, gestures, BB</b>
<b>Objective: PPS will be able to derive nouns from verbs + put stress on the suitable syllable</b>	

Procedure	Pupils' task																
<p><b>Stage one: <u>WARM UP</u></b>  <b>T reminds pupils of the meaning and the use of the following words: tell – speak – talk – say</b></p> <p><b>Stage two: <u>PRESENTATION</u></b>  <b>T asks pupils to open their books on p 149</b>  <b>T reads the concerned activity and explains the most difficult words</b>  <b>T asks pupils to fill in the gaps with the suitable verbs taking into consideration the suitable tense</b></p> <p><b>Stage three: <u>MODEL CORRECTION</u></b></p> <p><b>Stage four: Deriving nouns from verbs</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b><u>VERB</u></b></td> <td style="text-align: center;"><b><u>NOUN</u></b></td> </tr> <tr> <td>to prepare</td> <td>↔ preparation</td> </tr> <tr> <td>to pronounce</td> <td>↔ pronunciation</td> </tr> <tr> <td>to invent</td> <td>↔ invention</td> </tr> <tr> <td>to explain</td> <td>↔ explanation</td> </tr> <tr> <td>to admire</td> <td>↔ admiration</td> </tr> <tr> <td>to comprehend</td> <td>↔ comprehension</td> </tr> <tr> <td>to direct</td> <td>↔ direction</td> </tr> </table> <p><b>remark:</b>  <b>verbs: stress on the second syllable</b>  <b>nouns: stress on the third syllable</b></p> <p><b>stage four: <u>TAKE A BREAK</u></b>  <b>Idioms</b>  <b>1 replace</b>  <b>2 make someone angry</b>  <b>3 have a serious problem</b>  <b>4 give someone permission</b>  <b>t always checks pupils pronunciation and spelling</b></p>	<b><u>VERB</u></b>	<b><u>NOUN</u></b>	to prepare	↔ preparation	to pronounce	↔ pronunciation	to invent	↔ invention	to explain	↔ explanation	to admire	↔ admiration	to comprehend	↔ comprehension	to direct	↔ direction	<p><b>PPS try to distinguish between the different words</b></p> <p><b>PPS open their books p149 and follow</b></p> <p><b>PPS try to choose correct answer each time</b>  <b>talked – tell – said – does not tell – told – talking – said</b>  <b>PPS copy down the model correction</b></p> <p><b>PPS try to sort out nouns and then copy the model correction</b></p> <p><b>PPS try to help teacher "oral answer" and finally copy down</b></p>
<b><u>VERB</u></b>	<b><u>NOUN</u></b>																
to prepare	↔ preparation																
to pronounce	↔ pronunciation																
to invent	↔ invention																
to explain	↔ explanation																
to admire	↔ admiration																
to comprehend	↔ comprehension																
to direct	↔ direction																

<b>Teacher:</b>	<b>Level: 4 A.M.</b>
<b>File: 06</b>	<b>Lesson: 06</b>
<b>Function: :</b>	<b>Leg. Form:</b>
<b>N. Lexis:</b>	<b>V. Aids:</b>
<b>Objective: responding to different situation</b>	

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b>  <b>Review to imperative form affirmative / negative</b>  <b>T asks PPS to do some things</b>  <b>eg: lend your friend a pen</b>  <b>clean the board</b></p> <p><b>Stage two:</b>  <b>Step one: choosing the right answer. Act 1 page 153</b>  <b>Listen and check the answers</b></p> <p><b>T reads the situation and explains them to his PPS</b></p> <p><b>Step two:</b>  <b>T reads the dialogue on page 175 (script 2)</b></p> <p><b>Stage three: <u>CONFIRMATION</u></b>  <b>T gives other situations and asks his PPS to choose the best ones</b>  <b>eg: your friend had an accident</b>  <b>What do you say?</b>  <b>1- Why were you driving fast?</b>  <b>2- Sorry to hear that you are seriously injured</b></p>	<p><b>T orders</b>  <b>PPS answer</b></p> <p><b>PPS read and choose the right answer</b></p> <p><b>PPS listen then answer the task</b></p> <p><b>PPS listen and check their answer on 153</b></p> <p><b>PPS do the task on their copybooks</b></p>

<b>Teacher:</b>	<b>Level: 4 A.M.</b>
<b>File: 06</b>	<b>Lesson: 07</b>
<b>Function: :</b>	<b>Leg. Form:</b>
<b>N. Lexis</b>	<b>V. Aids:</b>
<b>Objective: reasoning – expressing – surprise – apologising – interest</b>	

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b>  <b>Presentation of act 03 page 153 "intonation"</b></p> <p><b>Stage two: presentation of a model act 1 page 154</b></p> <p><b>Stage three: writing a dialogue from situations</b>  <b>( to apologies, to express surprise ... etc ...)</b></p> <p><b>eg: Tahar: I was in America this time last year</b>  <b>Omar: Really! What did you see?</b></p> <p><b>Stage four: T asks the pupils to read their work</b></p> <p><b>Stage five: <u>CONFIRMATION</u></b>  <b>T sets different situations and asks the PPS to match them with the correct column</b></p>	<p><b>PPS mark the correct intonation with arrows</b>  </p> <p><b>PPS find the appropriate questions to show interest</b>  <b>Correction</b></p> <p><b>Act 2 page 155</b></p> <p><b>PPS do as the model</b></p> <p><b>PPS do so</b></p> <p><b>PPS follow the teacher's instructions</b>  <b>(apologizing – interest – surprising)</b></p>

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 06	<b>Reading &amp; Writing</b>		<b>Lesson:</b> 08
<b>Function:</b> ; Narrating		<b>Leg. Form:</b> Past Tense	
<b>N. Lexis:</b>		<b>V. Aids:</b> picture	
<b>Objective:</b> reading: making and checking narrative predictions writing: ordering sets to get a coherent paragraph			

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b>  <b>T shows a book that contains stories including the author , the title and the publishing house</b></p> <p><b>T asks questions:</b>  <b>What's the title,</b>  <b>Who writes it?</b>  <b>What's the publishing house?</b></p> <p><b>Stage two: reading</b></p> <p><b>First reading:</b>  <b>T reads and sets two questions on the BB</b></p> <p><b>Second reading:</b>  <b>T reads again</b></p> <p><b>Stage three: <u>READ AND WRITE</u></b></p> <p><b>T asks pupils to read the text silently to do the exercise</b></p> <p><b>T checks and helps</b></p>	<p><b>PPS look at the cover of the book</b></p> <p><b>PPS answer the questions</b></p> <p><b>PPS listen then answer the questions</b></p> <p><b>PPS follow (books open) (pronunciation / spelling)</b></p> <p><b>PPS order the sentences</b>  <b>Ex: 03 p 156</b></p> <p><b>PPS correct on the board</b></p>

<b>Teacher:</b>		<b>Level:</b> 4 A.M.	
<b>File:</b> 06	<b>Read &amp; Consider</b>		<b>Lesson:</b> 09
<b>Function:</b> ; Narrating		<b>Leg. Form:</b> Past Tense	
<b>N. Lexis</b>		<b>V. Aids:</b> Pictures, gestures, BB	
<b>Objective:</b> the use of past tense to narrate			

Procedure	Pupils' task
<p><b>Stage one: <u>WARM UP</u></b> Revision about the previous session (telling stories)</p> <p><b>Stage two: T gives a pattern</b> Birds/to sing on the trees</p> <p><b>Stage three:</b> T helps the PPS to do the activity</p> <p><b>Stage four: production</b> <b><u>(WRITE IT OUT)</u></b></p> <p>T asks pupils to build a story (using the past tense)</p> <p>T gives the cues of the story</p> <p><b><u>OR:</u></b></p> <p>Activity 2 p 158</p>	<p>PPS tell a story</p> <p>PPS listen and repeat Birds were singing on the trees</p> <p>PPS combine the examples using the past continuous</p> <p>PPS try to build a story using the cues given</p> <p>PPS transform the present tense to the past tense</p>