Teacher's name : Mr.Nacer Larbi

file 4 sequence 01 *Cartoons*

level 2AM lesson: Listen & speak.

Function: Enquiring about someone's likes , inviting.

Language forms: Would like + time expressions , prepositions (consolidation)

Strategies: pair work , questioning.

Phonetics. Sounds : / j / and / g / .Stress and intonation in Yes , No QQ.

Lexical items: would , around , theatre .

visual aids: pictures , textbooks, BB

Objectives: Make PP able to understand while listening (Polite invitations) and practise stress and intonation .

Procedure

warm up:

- We're going to deal with File 04. In this file , you're going to revise 1 AM vocabulary about leisure activities, clothes, shopping, prepositions of time , numbers and comparatives.
- You'll make future plans , invitations , read and enjoy cartoons (look at page 72).

Step one *Listening Phase :*

T. asks PP to open books on page 74 and look at the picture.

- What do you think is our theme today?
  (Sports, baseball, games,...)
- Listen to the conversation and say what it is about: (a polite invitation to a baseball game)

No, he didn't because he is having lunch with Jane.

Step two *Pronunciation and Spelling :*

- Listen and repeat (table on page 74)

T. focuses on the pronunciation of the coloured letters : **Sounds / j / and / g /**

- Identify the following : got , subject , singer , Olga , forget , job , jacket , give , organise , language.
- Compare : jacket , forget , subject , singer , Algeria , language.

Step three *Stress & Intonation :*

- PP repeat after the teacher and practise stress and intonation .

- Would you like this jacket?
- **No**, I'd like **that** one..
- **Which** one? The **blue** one or the **red** one?
- The **blue** one.

Step Four *Practise :*

- **PairWork** : Practise inviting , accepting and refusing invitaions.**(1 page 75)**

e.g : **you** : **Would you like** to go to the theatre this afternoon?

Partner: Yes , **I would** . or –**I'm sorry**. Not today.

- Match QQ and answers (2 page 75)

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e.g : **Would you like** some tea?

– **I'd love to**.

Step Four *Homework*

Exercise 3 page 75 : Separate the two conversations below:

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Teacher's name : Mr.Nacer Larbi
file 04 sequence 01 Cartoons .
level 2 AM lesson: Discover the language.
Function: Enquiring about someone's likes , inviting.
Strategies: questioning , pair work & deducing rules.
Lexical items: excursion.
Language Forms: (would) .
visual aids: pictures , textbooks, BB
Objective: Discovering how the language works (mechanics) and consolidating polite invitations using (**would**) .

Procedure

warm up:
Correction of the homework : (exercise 14 page 92)
(would , tickets ,meet , together , tomorrow)

Step One: Pre-reading phase
T: What do you do when it's your birthday party? (I invite my friends.)
What kind of expressions do you use ? (Polite ones)

Step Two: Reading Phase
T. asks PP to open books on page 76.
Read the folowing conversations and answer the QQ
1. Yanis is talking to Linda.
2. He is inviting her.
3. Jane is talking to Mary.
4. She's inviting her,too.
5. The difference is that Mary is inviting more politely than Yanis.

Step Three: Practise
- **Pair Work :** You invite a friend to any of these activities. Your friend can't go. He must say why(1 page 76) :
e.g : -Would you like to go with me to a fast-food?
- I'm sorry. I can't. I'm busy at the moment.

- Use the words between brackets to express the sentences differently (3 page 77)
e.g : What do you think of cartoons?

Step Four: Reminder

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Read the rule on page 77 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 04 sequence 01 *Cartoons.*

level 2 AM lesson: Go Forward .

Function: Enquiring about someone's likes , inviting.

Strategies: Using a dictionary and taking notes

Lexical items: to laugh , to spank(slap),

Language Forms : Would.

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary

.

Procedure

warm up:

T: Do you like cartoons on TV? Why ?

PP speak.

Step One: *Reading phase*

- T. asks PP to open books on page 75.

-Look at the picture . Read the conversation and say where the situation is taking place:

It's a cartoon .It's taking place at the children's uncle's house (kitchen and sitting-room). There are four characters. The actions are described with drawings and the spoken words are written in bubbles.

- Read the cartoon and say if the statement is right or wrong: (2 page 76)
  1. Wrong
  2. Wrong
  3. Wrong
  4. Right
  5. Wrong
  6. Write

Step two *Post-Reading Phase*

- Find a more polite way to say it: (3 page 76)
  1. Would you like to join us ?
  2. I'd really love to.
  3. Would you like to call me when you get home?
  4. Would you remember to call?

- Find the spelling mistakes and correct them (14 page 92)

e.g : woud ---- would.

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Teacher's name : Mr.Nacer Larbi

file 04 sequence 02 *Cartoons .*

level 2 AM lesson: Discover the language.

Function: Planning future activities , inviting.

Strategies: questioning , pair work & deducing rules.

Lexical items: till , attend , barbecue .

Language Forms: (The near Future) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating polite invitations using(**would**) and the Near Future tense.

Procedure

warm up:

T: Our last cartoon was about the Daltons in prison.
What are they going to do ? Why ?

Step One: *Pre-reading phase*

T: What do you do when it's your birthday party? (I invite my friends.)
What kind of expressions do you use ? (Polite ones)

Step Two: *Reading Phase*

T. asks PP to open books on page 81.
Read the folowing conversation and underline words that express time :
(Next Saturday , till Saturday , on Wednesday)

1. The sentences in italic refer to the Future tense.
2. **Affirmative sentences** : Subject+be+going to+verb (inf.)
   Negative sentences : Subject+be+ not +going to + verb (inf.)
   Interrogative sentences : Be + subject+going to +verb (inf.)

Step Three: *Practise*

- Look at the chart and talk about these people's intentions for the future :Use (going to):(1 page 82)

e.g : -Brian **is going to attend** a rock concert tonight.

- Say three things you're going to do and three things you're not going to do for your birthday: (2 page 82)

e.g : I'**m going to invite** all my friends.
I'**m not going to listen** to Rai music.

Step Four: *Reminder*

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Read the rule on page 82 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 4 sequence 02 *Cartoons*

level 2AM lesson: Listen & speak.

Function: Planning Future activities.

Language forms: Future (going to)

Strategies: pair work ,role play , questioning.

Phonetics. Sounds : / k/ and / s / in the letter/ c/ .Stress and intonation in Yes , No QQ.

Lexical items: going to , space .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (Future Plans) and practise stress and intonation .

Procedure

warm up:

- A review on the Future Simple tense :

T: What will you do this time?

PP : We'll listen to a conversation and answer some QQ.

Step one *Listening Phase :*

T. asks PP to open books on page 78 and look at the picture.

- What do you think is our theme today?
  (drivers , cartoons , cars ,..)
- Listen to the conversation and write the sentences you hear on your exercise-book.
- Now match the bubbles with their pictures.
- What's funny in this situation is that the lady was proud of her husband's driving
  but she realized later that they couldn't open the car doors.
- **Title** : Good parking.

Step two *Pronunciation and Spelling :*

- Listen and repeat (table on page 79)

T. focuses on the pronunciation of the coloured letters : **Sound / s /**

- Identify the following : concert , accept , music , advice , sentence , exercise , college,...
- Compare : college , concert , cake , piece, place , coffee , picture , practise,..

Step three *Stress & Intonation :*

- PP repeat after the teacher and practise stress and intonation .
  - Are you **co**ming to **class**?
  - **No**, I'm going to the **rock con**cert.
  - **Class** makes you **practise coun**ting.
  - **Thanks** , but I don't need ad**vi**ce !

Step Four *Practise :*

- **Role Play** : Be Charlie and answer your partner's QQ :(1 page 79)

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e.g : **your partner** : What **are you going to do** tomorrow ?

You: I**'m going to play** marbles..

- A group of tourists are visiting Algeria. Here are their plans for next week. Say what they are going to do : (2 page 75)

e.g : They**'re going to walk** through a palm grove in El Oued.

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Teacher's name : Mr.Nacer Larbi

file 04 sequence 02 *Cartoons.*

level 2 AM lesson: Go Forward .

Function: Describing a cartoon Expressing Future activities.

Strategies: Using a dictionary and taking notes

Lexical items: disgust , settle , escape , move, polish , get rid of.

Language Forms : The Near Future.

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary

Procedure

warm up:

T: asks PP to open books on page 80 , look at the pictures and say what the exclamations express:

(yuk=disgust , ouch =pain , stomp=noise made , waah =crying , oops= nearly fall.)

How do you express the same things in your language?

Step One: *Reading phase*

- Read the cartoon about **Lucky Luke** and the Daltons and answer theQQ:
  1. They're going to clean their cell in prison.
  2. Yes, they are.

Step two *Post-Reading Phase*

- Underline the verbs : settle , polish ,move.: (4 page 81)
  1. settle = stay , become peaceful.
     Polish= shine , clean.
     Move= go , change.
  2. These actions are going to happen in the future.

- Write sentences about what you are going / not going to do next week : (exercise 4 page90)

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e.g : I'm going to read a detective story but I'm not going to go to the stadium next week.

Teacher's name : Mr.Nacer Larbi

file 4 sequence 03 *Cartoons*

level 2AM lesson: Listen & speak.

Function: Making choices . Enquiring about prices and people's likes.

Language forms: Which? +Use of numbers+ possessive pronouns.

Strategies: taking notes , pair work ,role play , questioning.

Phonetics. Stress in different syllables and intonation in Yes , No QQ.

Lexical items: perfect .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (making choices , likes , prices)

and practise stress and intonation .

Procedure

warm up:

T: When you want to give a present to someone , what do you do?

PP : We enquire about what he/she likes , choose the present , enquire about its price , etc...

Step one *Listening Phase :*

T. asks PP to open books on page 83 and look at the picture.

- Do you know these characters? (Yes , Mickey Mouse & Winnie)
- What are they going to do ?
  (They're going **to choose** something to buy)
- Now , listen to this conversation and say who says what :(conversation 3 page 88)
- Listen again to the conversation and take notes . Then , play roles.
- Now, listen and repeat these numbers :(page 88)

Step two *Pronunciation and Spelling :*

- Listen and repeat (table on page 83)
  T. focuses on the pronunciation of the coloured syllable .
- Identify the following : cartoon , exercise , Algeria , invitation , lemonade , college.
- Compare : jacket , objective , advice , exercise , lemonade , conversation,..

Step three *Stress & Intonation :*

- PP repeat after the teacher and practise stress and intonation .
  - Would you **li**ke to go to the **con**cert to**ni**ght?
  - **Yes**, I'd **lo**ve to. What time are you **go**ing?.
  - At **ni**ne o'clock. We're **lea**ving the **par**king.
  - That's **fi**ne. I've got **ti**me for my **swim**ming.

Step Four Practice

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- **Pair Work:** You're in a shop with your friend , to help him choose a present :(1 page 84)

e.g : **you** : Make up your mind. **Which** videos are you going to buy?

Your friend: I'll take ' Batman ' and ' Spiderman '.

You: Super !

Ask answer QQ about items : (4 page 84)

e.g : - How much is the computer?

- **Which one** ?
- **The small one**. -It's 50000 DA. - Oh, that's expensive !

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Teacher's name : Mr.Nacer Larbi

file 04 sequence 03 *Cartoons .*

level 2 AM lesson: Discover the language.

Function: Expressing choices. Enquiring about prices and people's likes.

Strategies: questioning , pair work & deducing rules.

Lexical items: twin ,

Language Forms: (Which ?) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating choices using (which).

Procedure

warm up:

T: Let's correct our homework 10 page 91

(punctuation)

Step One: *Pre-reading phase*

T: What's your teacher like? (Who , which teacher?)

T: The----- teacher . (He/She's a----with------)

Step Two: *Reading Phase*

T. asks PP to open books on page 86.

Read the folowing conversation and answer the QQ:

1. (A) is talking about twin brothers.
2. (**Which**) expresses choice.
3. (ones) refers to (the twins).
4. (one) refers to (one of the twins).
5. (one) refers to a singular and (ones) refers to a plural.
6. (one) is used to avoid repetition of a singular word
   (ones) is used to avoid repetition of a plural word.

Step Three: *Practise*

- Rewrite the conversation without using the word (watch):(3 page 86)
  e.g : -Which **one** do you like better?.

- Order the sentences to get a conversation : (2 page 87)
  e.g : - Anis , look at those jeans! ...

Step Four: *Reminder*

Read the rule on page 87 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 04 sequence 03 *Cartoons.*

level 2 AM lesson: Go Forward .

Function: Describing a cartoon Expressing likes.

Strategies: Using a dictionary and taking notes

Lexical items: a penguin , implore (beg).

Language Forms : The Near Future.The cause.

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary

Procedure

warm up:

T: What should clothes you put on be? (clean)

Do you (yourself) choose your clothes ? (yes/no/sometimes)

Step One: *Reading phase*

T: asks PP to open books on page 85 , look at the pictures then answer these QQ :

1. What 's the mother going to do? (She's going to take her son with her out)
2. What's the matter with her son? (He doesn't want to put on a suit)

Step two *Post-Reading Phase*

- In which picture is Mike happy , angry , imploring?
  (He looks happy in picture 4 , angry in picture 1& 2 and imploring in picture3)
- What does Mike think of wearing a suit?
  (He thinks he'll look like a penguin.)
- Now , act out this dialogue with your partner.

Step three *Homework*

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Rewrite the following conversation using the ri ght punctuation : (Exercise 10 page 91)

Assistant: Can I help you?

Nabil : Yes , I want a T-shirt. ...

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Teacher's name : **Mr.Nacer Larbi**

file 04 **CARTOONS .**

level 2 AM lesson: Learn about culture.

Title: **C** for **C**artoon / **C**omic .

Lexical items: real , frightened .

visual aids: pictures , textbooks, BB

Objective: Reading for pleasure and information , talking about and discussing topics about cartoons .

Procedure

warm up:

- *Do you always watch cartoons on TV?*
- *What do you think of cartoons on magazines/newspapers?*
- *Are only children interested in cartoons ?*
- *What are the famous ones you know?*

Step One: Reading phase

- *T.invites PP to read the first paragraph: (What's a cartoon..... enjoys cartoons) and talk about its topic.*

- Do cartoons always tell unreal stories ? *(No /Not always.)*

- What does a cartoon make people feel? *(happy , laugh ,..)*

- When was this art created? *(At the beginning of the 20th century)*

- *T.asks every group in the class to choose a cartoon and read about it:.*

For example : Group one (Yellow Kid) , Group Two (Zig et Puce) , Group three (Tintin) , Group Four (Superman) ,Group Five (Lucky Luke), Group six (Zid Ya Bouzid) and Group Seven (Asterix).

- ***A pupil from each group presents his comments, then PP are asked to ask him QQ .***

Step two Post-Reading Phase

PP answer the QQ: (page 89)

1. Mickey Mouse and Tom &Jerry.
2. Zid Ya Bouzid : Slim , Lucky Luke : Morris and Goscinny.
3. True , False , True , False , False.
4. The difference between a cartoon and a piece of writing is that the piece of writing should be grammatically correct .It's descriptive or narrative. In the cartoon , there are drawing showing characters in usually funny situations . Each drawing represents an action and the spoken words are written in bubbles . The story is told through a series of drawings.

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Teacher's name : **Mr.Nacer Larbi**

file 04 CARTOONS .

level 2 AM lesson: Check

visual aids: **textbooks, BB**

Objective: **Evaluating PPs' acquisitions in (File 04)**

Consolidating what has been learnt .

Procedure

warm up:

T. : We have a set of exercises that we'll do to check our acquisitions and reinforce what we learnt in this file.*We're going to do some of them in the class whereas the rest is left as a homewrk.*

Step One: Invitations

Look at exercise 03 page 90 .Fill in the gaps then match the invitations:

e.g :-What are you going to do tomorrow? Would you like to go out?

- Sorry , I can't. I'm going to work overtime.

Step two The Near Future

Look at exercise 06 page 91 . Correct with the right verb form:

e.g : Are you going to do anything next week-end?

Step three Price / Likes

Look at exercise 15 page 92 . **Write QQ for these answers:**

e.g : How much are these trousers?

Step Four Spelling

Look at exercise 14 page 92. Correct the spelling mistakes.

Step Five Homework

The following exercises will be done as homework and will be corrected later:

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- ***Exercise 1 page 90.***
- ***Exercise 7 page 91.***
- ***Exercise 11 page 92.***
- ***Exercise 13 page 92.***

You can do the rest of the exercises on a sheet of paper and bring them to the teacher for correction.

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Teacher's name : **Mr.Nacer Larbi**

file 04 CARTOONS .

level 2 AM lesson: **Project**

visual aids: **pictures , Internet , textbooks, BB**

Objective:**Train pupils do research work and re-use what they have learnt in this file**

Procedure

warm up:

In this Fourth File , you learnt many things about cartoons. Now, you're going , with the help of your teacher of art (or any other person), to make a strip cartoon:

You need :

- *a sheet of paper*
- *rulers/ pencils / colouring pencils / glue…*
- *A dictionary /magazines/ internet materials /other comic strips.*

Step One: Instructions

How to start ?

- *Choose the theme , the kind of cartoon (comic , adventure , horror ,..) ,the situation (real / omaginary),characters (number , animals/humans),where? when? How long ?*
- *Decide what you will do : (plan)*
  make drawings , write the texts (in bubbles)
- *Look for cartoons , read and get some ideas.*
- *Ask your teacher of art to help you draw characters..*
- *Ask for help when necessary.*
  (Is this text true / clear / good / ..?)
  (Is this cartoon well drawn?)
- *Use the dictionary to choose appropriate vocabulary.*
- *When your work is ready , check the punctuation ,the verbs,..*
- *Then , it's time for writing in bubbles.Be careful! Choose the right one/place.*
- *Choose a good title.*

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- *Your Project is ready :*
    1. *Bring it to the class.*
    2. *Compare it with your partners' ones.*
    3. *Write your classmates' remarks on a sheet of paper.*
    4. *Discuss them with your partners and decide how to improve your nextproject.*

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