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

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


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

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


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|---|---|---|
| **Teacher: ……** | | **Level: 4A.M.** |
| **File: 01** | | **Lesson: Read and consider** |
| **Function: Seeking agreement.** | | **Leg. Form: tag questions** |
| **N. Lexis: food** | | **V. Aids: photos** |
| **Objective: To enable PPS to use tag questions** | | |

| Procedure | Pupil's task |
|---|---|
| ***Stage one*: Warm-up**<br>**Step1) T- shows pictures of different dishes and asks PP to identify them (Algerian ones): chorba, couscous….etc…**<br>**Step2) T- shows pictures of other dishes from different countries and asks PPS to try to identify and say in which country they are eaten. Egs: Hamburger,…..** | **PPS- look & answer** |
| ***Stage two: Presentation***<br>A) **AS YOU LISTEN** :<br>**T-reads the script insisting on the simple tag questions with auxiliaries :"to be", "to have". And asks the questions p18. T- here insists on the intonation (rising, falling)**<br>B) **AFTER LISTENING:**<br>**T- lets pps deduce the rules from their comprehension of the presentation (Grammar window p19)** | **PPS-listen & repeat** |
| ***Stage three* : Production:**<br>**Step1) PRACTICE: T- gives cues( writes an example on the BB and asks pps to complete with the correct tag question.**<br>**Step2) PRODUCE: T-asks pps to write a dialogue about one particular food using tag questions in pair work .Then, asks pps to practise it.** | **PPS- do & practise** |


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

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

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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 1** | **Lesson: 5** | **Words and sounds** |
| **Function:** | **Lge. Form:** | |
| **N. Lexis:** | **V. Aids:** | |
| **Objective:** | | |

| Procedure | Pupil's task |
|---|---|
| **Stage one: <u>Words and sounds:</u>**<br><br>**The final ( ed ))**<br>**T. writes some words on BB and asks to transform them into the past:**<br>**E. g. Knock (t) ed + end (id) ed + receive (d) ed**<br>**T. pronounces the words loudly.** | **PP listen then repeat.** |
| | **Some PP read them, too.** |

| /t/ | /d/ | /id/ |
|---|---|---|
| knocked | received | acted |
| washed | filled | ended |

| | |
|---|---|
| **T. asks PP to add some examples.** | |
| **T. mentions the rule of the pronunciation of the final ( ed )** | **PP try to build the rule with their teacher.** |
| **Stage two: <u>Consolidation activity:</u>** | |
| **T. asks PP to clarify some verbs ( act. 1 / 24 )** | **PP work in pairs.** |
| **<u>Silent Sound:</u>**<br>**T. gives a list of some words and pronounces them**<br>**T. asks the pp to discover the silent sounds ( list p. 24)** | **PP try to find the silent sounds through listening.** |
| **Stage three: Short (i) + long (i:) i**<br><br>**Act. P. 25** | |


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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 1** | **Lesson: 6** | **Words and sounds** |
| **Function:** | **Lge. Form:** | |
| **N. Lexis:** | **V. Aids:** | |
| **Objective:** | | |

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


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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 1** | **Lesson: 7** | **Words and sounds** |
| **Function:** | **Lge. Form:** | |
| **N. Lexis:** | **V. Aids:** | |
| **Objective:** | | |

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

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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 1** | **Lesson: 8** | **Words and sounds** |
| **Function:** | **Lge. Form:** | |
| **N. Lexis:** | **V. Aids:** | |
| **Objective:** | | |

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


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

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


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

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


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

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one:**<br><br>**Warming up:**<br><br>**Revision of the previous lesson .**<br><br>**Stage two**<br><br>**Exercise1 p 48.**<br><br>**T explains what to do**<br>**Then , T asks the Pps to correct the ex on the board.**<br><br>**Stage three:**<br><br>**Write it out.**<br><br>**T asks the Pps to use the information on p 49**<br>**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.**<br>**T checks the Pps while doing the task .**<br>**T asks the Pps to correct on the board.** | **They revise.**<br><br>**They listen**<br>**They do the exercise.**<br><br>**They listen , then do**<br><br>**They correct and read.** |


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**T. gives two models as examples: like / dislike**<br>**regular / irregular.**<br>**( given in sentences to help the Pps. understand the different means of the two words)**<br><br>**Stage two:**<br>**T.:**<br>• **I like football but I dislike volleyball..**<br>• **To open is a regular verb.**<br>• **To sent is an irregular verb.**<br><br>**Stage Three:**<br>**T. gives 3 or 4 examples as shown in this table**<br><br>**Word** / **Opposite**<br>- **polite** / - **impolite**<br>- **possible** / - **impossible**<br>- **capable** / - **incapable**<br><br>**T. asks the Pps. to do Activity 01 p: 50.**<br>**They correct on the BB & marking the stress**<br>**Stage four: Writing phase**<br><br>**T. asks the Pps.. to do Activity: 04 p: 50**<br>**- Correction on the BB** | **Listen & repeat**<br><br>**Pps. look at the table & read the words with the help of the T.**<br><br>**Pps. do**<br>**Pps correct on the BB.**<br><br>**Pps. do**<br>**Correct on the BB.** |


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**T. shows some pictures of animals to the Pps. & asks:**<br>• **What is this? …** | **Pps. Answer.** |
| **Stage two:**<br>**T. sets these examples on the BB**<br>1. **Lions live for 25 years. They may live more.**<br>2. **giraffes live for 20 years. They may live up to 30.**<br>3. **Camels live for 25 years. They might live long time before.** | **Pps.< listen & repeat** |
| **Stage Three:**<br>**T. pins a cardboard within a table containing information.** | |
| **T. asks the Pps. to say how long each animal may live (orally).**<br>**T. sets a new task**<br>- **Tigers are …….. They ……. In India. They …….. live up to 22 years. They …… exist in Algeria, to.**<br>**T. checks the Pps. attempts asking then to correct on the BB.** | **Pps. perform sentences orally.**<br>**Pps. do**<br>**Correct on the BB.** |
| **Stage four:**<br>**T. asks the Pps.. to read the text then write it down**<br>**- Correction on the BB** | **Pps. read then copy down** |
| **Home Work: T. asks the Pps. to identify other animals life.** | |

| Animal | Average age | Maximum age |
|---|---|---|
| - Cow | - 14 | - 20 |
| - Elephant | - 40 | - 100 |
| - Horse | - 20 | - 27 |
| - Fennec | - 12 | - 15 |


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

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br><br>**T. shows a magazine & asks the Pps.: What's this?**<br>**T. : What's the name of this magazine?** | **Pps. Answers:**<br>**It's a magazine**<br>**It's News Week magazine** |
| **Stage Two:**<br>**T. asks the Pps. to open their books on p: 57 & look at the picture. It's a part of magazine. Try to read it.**<br>**T asks these questions:**<br>• **What's of the magazine?**<br>• **What' the title of this issue of the magazine?**<br>• **Which topics does this issue of the magazine deal with?**<br>• **What does the illustration on the cover page represent?**<br>• **What do you think the most important article in the magazine will be about?** | **Pps. read silently**<br><br>**Pps. try to answer** |
| **Stage three:**<br><br>**T. asks the Pps. read the newspaper article on p: 57 then to do Activity 03 p: 58.** | **Pps. choose the sentences which illustrate to understand** |
| **Stage four:**<br><br>**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**<br>**T. Chooses the best article to copy it down on their copy-books** | **Pps. write an article.**<br><br>**Pps write** |


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**T. asks questions about hobbies.** | **Pps. answer** |
| **Stage two: Before you listen**<br>**T. asks the Pps. to open the book on p:67 & look at the pictures then answer the questions**<br>• **What are they like?**<br>• **What do they like?**<br>• **Where do they live?** | **Pps. try to answer** |
| **Stage Three: As you listen**<br>**T. sets task N°1 p:67 & reads script 01**<br>**T. sets task N°2 p:68 & reads scrip** | **Pps. check their answers**<br>**Pps. Take notes down.** |
| **Stage four: Writing phase**<br>**T. asks the Pps.. to do Activity: 04 p: 68**<br>**- Correction on the BB** | **Pps. Will us information in Act. 02 p:67 & ask & answer questions** |

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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**Revision about the previous lesson.** | **Pps. answer the questions.** |
| **Stage two:**<br>**T. gives examples using time clauses (when, while, as soon as, before, after, until, till)** | **Pps. listen** |
| **Stage Three:**<br>**T. gives sentences without time clauses & asks the Pps.. to put the right clause in the right sentence.** | **Pps. Give their own sentences** |
| **Stage four:**<br>**Pps.. write their sentences on the BB.**<br>**T. helps the Pps.. To deduce a grammatical rule for the use of the time clause.**<br>**Simple Future-Time clause + Simple Present**<br>**H.W: Activity 01 p: 69.** | **Pps. deduce**<br>**Pps. Try to do it at home** |


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|---|---|---|
| **Teacher:** | | **Level: 4 A.M.** |
| **File: 03** | **Practice & write it up** | **Lesson: 03** |
| **Function: Expressing condition** | | **Leg. Form: Time clause(when, as soon as, …)** |
| **N. Lexis:** | | **V. Aids: Book, Pictures, C.B and Gestures.** |
| **Objective:** | | |

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up** | |
| **Revision about the Future Simple tense.** | **Pps. Give sentences** |
| **Stage two: Listen & speak** | |
| **Step1: T. introduces the new words in a text.** | **Pps. Follow & listen** |
| **Step2: T writes an activity on BB & asks the Pps. To join the two halves of a sentence.**<br>• **Feel ill - be admitted to 1 A.S.**<br>• **It rains - I go to the doctor.**<br>• **I pass my privet exam - I take my umbrella.** | **Pps. do** |
| **Step3: Doing the Activity & showing "If clause type I".** | **Pps. follow** |
| **Stage Three: Practice** | |
| **Step1: T. introduces the situation then reads the two passage on p:70/71 ( book open )** | **Pps. listen.** |
| **Step2: T. asks the Pps. To read them & complete the given chart.** | **Pps. do.** |
| **Step3: Correct & getting the rule "If type I"** | **Pps. correct.** |
| **Stage four: Produce:** | |
| **Step1: T. asks the Pps. To complete the second part of the given sentences.**<br>**E.g. If it rains, I …….**<br>**……., if I work hard.** | **Pps. do.** |
| **Step2: T. asks the Pps. To give their own examples using the same model.** | **Pps. do.** |
| **H.W: Write it out p: 72** | **Pps. try to do it at home** |


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|---|---|---|
| **Teacher:** | | **Level: 4 A.M.** |
| **File: 03** | **Sounds & words** | **Lesson: 05** |
| **Function:** | | **Leg. Form:** |
| **N. Lexis:** | | **V. Aids:** |
| **Objective: To enable the Pps. to know some suffixes: er, ist, ian, or…** | | |

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


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|---|---|---|
| **Teacher:** | | **Level: 4 A.M.** |
| **File: 03** | **Listen & speak** | **Lesson: 06** |
| **Function: Expressing satisfaction & dissatisfaction** | | **Leg. Form:** |
| **N. Lexis:** | | **V. Aids:** |
| **Objective:** | | |

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**Revision of the previous lesson.** | |
| **Stage two:**<br>**T. sets two questions:**<br>• **How many groups will they split into?**<br>• **Where will they have lunch?** | **Pps. Write down.** |
| **T. reads the text p: 170.**<br>**T. asks the Pps. to answer the questions.** | **Pps. answer.** |
| **Stage Three: Practice**<br>**T. sets an Activity on BB.**<br>**T. reads 2nd reading**<br>**T. corrects** | **Pps. do it.** |
| **Stage four: Produce**<br>**T. sets Activity: 4 p: 80 & asks the Pps. To do it.**<br>**T. & Pps. correct on the BB.** | **Pps. do it.**<br>**Pps. copy down.** |


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

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


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|---|---|---|
| **Teacher:** | | **Level: 4 A.M.** |
| **File: 03** | **Reading & Writing** | **Lesson: 09** |
| **Function:** | | **Leg. Form:** |
| **N. Lexis:** | | **V. Aids: Pictures, C.B and gestures.** |
| **Objective:** | | |

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


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|---|---|---|
| **Teacher:** | | **Level: 3 A.M.** |
| **File: 03** | **Reading & Writing** | **Lesson: 10** |
| **Function:** | | **Leg. Form:** |
| **N. Lexis:** | | **V. Aids:** |
| **Objective:** | | |

| Procedure | Pupils' task |
|---|---|
| **Stage one: Warm-up**<br>**T. asks the Pps. about last Summer holidays.**<br>• **Where did they go?** | **Pps. answer.** |
| **Stage two:**<br>**T. asks other questions:**<br>• **Did you face any problem this Summer?**<br>• **If yes, What kind of problem?**<br>• **What did you do, then?** | **Pps. give examples(car broke down).** |
| **Stage Three: Practice**<br>**T. presents & explains the task given on p: 84 (write it out)** | **Pps. do the task with the help of the T.** |
| **Stage four: Produce**<br>**T. chooses one topic from the examples given by the Pps. at the beginning.**<br>**The topic is: Imagine you are going to Batna. Unfortunately, you find the bridge of Biskra is broken. What will you do?**<br>**T. checks the Pps. work.**<br>**T. choose the best solution & write it on the BB** | **Pps. are asked to think about the solution in few words.**<br>**Pps. write down on their copy books.** |


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|---|---|
| **Teacher:** | **Level: 4 A.M.** |
| **File: 04** | **Lesson: 01** |
| **Function: Describing / Remembering** | **Leg. Form:** |
| **N. Lexis: used to** | **V. Aids: Pictures** |
| **Objective: used to** | |

| Procedure | Pupils' task |
|---|---|
| **Stage one : Warm-up**<br><br>**Revision about the verb to be ( past simple )**<br><br>**Stage two : Presentation**<br><br>**T. shows a picture of Rabah Majer and asks these questions**<br>• **Who is he ?**<br>• **What is he ?**<br>• **What was he in the past ?**<br>• **He used to play football .**<br>**T. shows a picture of Bill Gates .**<br>**T. What did he use to do ?**<br><br>**Stage Three : Practise**<br>**Pictures p : 92**<br>• **Mami / a singer / unemployed**<br>• **Whoppi Goldberg / an actress / a teacher**<br>• **Aït Men Gelett / a singer / a journalist**<br>• **My father / a merchant / a doctor**<br>•<br><br>**Stage four : Produce**<br><br>**Write it up p : 94 Modified**<br>**When I was young, I _____ to go to school on foot. After school, I _____ to revise my lessons …etc .**<br><br>• **Correction on C. B** | **- He is Rabah Majer.**<br>**- He is a trainer in Qatar.**<br>**- He was a football player.**<br>**Pupils repeat.**<br><br>**Pupils answer.**<br><br>**- Mami is a singer. He used to be unemployed.**<br>**- Whoppi Goldberg is an actress. She used to be a teacher.**<br>**- Aït Men Gelett is a singer. He used to be a journalist.**<br>**- My father is a merchant. He used to be a doctor .**<br><br>**The pupils do the activity.** |


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|---|---|
| **Teacher:** | **Level: 4 A.M.** |
| **File: 04** | **Lesson: 02** |
| **Function:** | **Leg. Form:** |
| **N. Lexis:** | **V. Aids: Pictures** |
| **Objective: Describing / Remembering** | |

| Procedure | Pupils' task |
|---|---|
| **Stage one : Warm-up**<br>**Correction of the activity or revision of the previous lesson.**<br>**E.g. Majer / trainer / player** | **Pupils make sentences about "used to"**<br>**( Majer is a trainer. He is used to be a player.** |
| **Stage two : Pre-listening**<br>**T. shows a picture of Whoppi Goldberg.**<br>**T. Today, we are going to speak about Whoppi Goldberg.**<br>**T. asks the pupils to listen to the text and answer the questions. Text p : 171. Scripts 1**<br>**T. Can modify the dialogue.**<br>**1. What is Whoppi Goldberg ?**<br>**2. What did she use to do ?**<br>**3. Where did she use to teach ?** | **Pupils listen then answer the questions.** |
| **Stage Three : After listening**<br>**Page : 93** | **Pupils read dialogue p : 171 and do activity N°= 1/2 p : 93** |


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

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


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

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


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|---|---|
| **Teacher:** | **Level: 4 A.M.** |
| **File: 04** | **Lesson: 05** |
| **Function: Remembering** | **Leg. Form:** |
| **N. Lexis:** | **V. Aids: Pictures** |
| **Objective: The pupils will be able to pronounce words containing diphthongs.** | |

| Procedure | Pupils' task |
|---|---|
| **Stage one : Warm-up**<br>**T. asks the pupils to classify these words.**<br>**( teens – too – word – car – red – ten – much )**<br>*Short vowel* \| *Long vowel*<br>\| | **The pupils answer.** |
| **Stage two : Listen and speak**<br>**T. presents some words that contain diphthongs .**<br>**( day – buy – boy – no – now – ear – there – sure )**<br>**T. asks the pupils to repeat .**<br>**T. transcribes each on the C.B and colour the diphthongs.** | **The pupils repeat .** |
| **Stage Three : Practice**<br>**T. asks the pupils to do act 3 p 99 .** | **The pupils do.** |
| **Stage Four : Produce**<br>**T. asks the pupils to find out words that contains diphthongs .** | **The pupils do .** |


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

| Procedure | Pupils' task |
|---|---|
| **Stage one : Warm-up**<br>**T. asks the pupils about the previous lesson .** | **The pupils answer.** |
| **Stage two : Listen and speak**<br>**T. sticks a map of Africa on the C. B and asks some questions.**<br>**1- Where is Egypt located ?**<br>**2- What is its capital / language / monuments / famous leaders.** | **The pupils answer.**<br>**The pupils say Djamal Abdelnacer .** |
| **Stage Three :**<br>**Step one : T. asks this question**<br>• **Name one of famous Abbasids caliph** | **The pupils say Harun Rachid .** |
| **Step two : Practice**<br>**T. writes some information about Harun Rachid then asks them to write on the board short biography about him using relative pronouns.** | **The pupils do.** |
| **Stage Four : Produce**<br>**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 .** | **The pupils do.** |


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

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


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|---|---|
| **Teacher:** | **Level: 4 A.M.** |
| **File: 04** | **Lesson: Reading and writing** |
| **Function: Describing people.** | **Leg. Form :** |
| **N. Lexis:** | **V. Aids: Pictures** |
| **Objective:** | |

| Procedure | Pupils' task |
|---|---|
| **Stage one : Read and Check**<br><br>**Step one : T. shows a picture of Martin Luther king and asks some questions .**<br>• **Who is he ?**<br>• **Is he Algerian ?**<br>• **What is his job ?** | **The pupils try to answer.** |
| **Stage Two : Presentation**<br><br>**Step one : T. writes two or three general questions on the C.B.**<br>**T. reads the text p : 107.** | **( Books shut )**<br><br>**Listen and try to answer the previous questions .** |
| **Stage Three : Reading Comprehension**<br><br>**T. asks the pupils to open the books on p : 107 and deal with act 3 p : 108.** | **The pupils read the text and do the task.** |
| **Stage Four : Write it out**<br><br>**Task : Write a short letter about their favourite hero using the previous letter as a model p : 110.** | **The pupils do.** |


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

| Procedure | Pupil's task |
|---|---|
| **Stage one: Warm-up**<br><br>**T-asks:**<br>**- What do you want to be in the future?**<br>**- How can you be a doctor?**<br><br>**Stage two: Listen & Consider:**<br><br>**1) T reads the summary of the dialogue (p137)**<br>**2) T asks some questions.**<br>**T: How old do you think Bachir is?**<br>**T: What kind of school does he go to ?**<br>**T: What does he hope to become?**<br>**T: What's his dreaming?**<br><br>**T gives instructions:**<br>***If Bachir became rich, he would buy a boat for his father.**<br>*** If he became rich, he would visit many parts of the world.**<br>**Stage Three: WRITE IT UP**<br>**1) It wasn't raining/ go on a picnic.**<br>**2) Karima is sick/ not to come to the party.**<br>**3) Man /have/wings/he/ fly/ to the moon.**<br><br>**Stage four: Write it out:**<br>**T: asks pps to give examples using(if)**<br>**Stage five: Produce:**<br>**1) T selects the best examples and writes them on the BB.** | **-Doctor – pilot-…….**<br><br>**-P1- I work hard and be a good pupil.**<br><br>**Listen**<br>**Answer:**<br>- **He is 15 ..16**<br>- **Middle**<br>- **He wants to be a naval engineer.**<br>- **He's dreaming of being rich and visiting different parts of the world.**<br><br>**Listen and repeat.**<br><br>**-If it wasn't raining ,we would go on a picnic.**<br>**-If karima was sick ,she would not come to the party.**<br>**- If man had wings, he would fly to the moon**<br><br>**PPS practise**<br><br>**PPS copy down on the C.B** |


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

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


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

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


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

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


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

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: WARM UP**<br>**Where did you go last summer holidays?**<br>**What did you do there?** | **PPS answer** |
| **Stage two: BEFORE YOU LISTEN**<br>**Pair work 01 P 143 (ask and answer) questions** | **PPS ask and answer** |
| **Stage three: BEFORE YOU LISTEN**<br>**T sets the task**<br>**T reads the script 01 P 175**<br>**What happened to Kerrie when she was swimming?**<br>**When Kerrie was swimming, the shark appeared in the water** | **PPS answer** |
| **Stage four: AFTER LISTENING**<br>**Matching pairs using: when – while – as** | **PPS match the pairs** |
| **Stage five: practice p145** | **PPS use: when, while, as**<br>**to give correct sentences** |

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|---|---|
| **Cathy was playing with a balloon** | **The life guard arrive on the scene** |
| **Mother was lying on the ground** | **She fell in a pothole in the sand** |
| **Mother was running towards Kerrie** | **Bill was digging holes in the sand and building castles** |


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|---|---|---|
| **Teacher:** | | **Level: 4 A.M.** |
| **File: 06** | **Listen & Consider** | **Lesson: 02** |
| **Function: : Narrating** | | **Leg. Form: past continuous & simple past** |
| **N. Lexis:** | | **V. Aids: Pictures** |
| **Objective: asking and answering about past actions** | | |

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


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

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


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

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


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

| Procedure | Pupils' task |
|---|---|
| **Stage one: WARM UP**<br>**T reminds pupils of the meaning and the use of the following words: tell – speak – talk – say** | **PPS try to distinguish between the different words** |
| **Stage two: PRESENTATION**<br>**T asks pupils to open their books on p 149**<br>**T reads the concerned activity and explains the most difficult words**<br>**T asks pupils to fill in the gaps with the suitable verbs taking into consideration the suitable tense** | **PPS open their books p149 and follow**<br>**PPS try to choose correct answer each time**<br>**talked – tell – said – does not tell – told – talking – said** |
| **Stage three: MODEL CORRECTION** | **PPS copy down the model correction** |
| **Stage four: Deriving nouns from verbs**<br>**VERB NOUN**<br>**to prepare ↔ preparation**<br>**to pronounce ↔ pronunciation**<br>**to invent ↔ invention**<br>**to explain ↔ explanation**<br>**to admire ↔ admiration**<br>**to comprehend ↔ comprehension**<br>**to direct ↔ direction** | **PPS try to sort out nouns and then copy the model correction** |
| **remark:**<br>**verbs: stress on the second syllable**<br>**nouns: stress on the third syllable** | **PPS try to help teacher "oral answer" and finally copy down** |
| **stage four: TAKE A BREAK**<br>**Idioms**<br>**1 replace**<br>**2 make someone angry**<br>**3 have a serious problem**<br>**4 give someone permission**<br>**t always checks pupils pronunciation and spelling** | |


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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 06** | | **Lesson: 06** |
| **Function: :** | **Leg. Form:** | |
| **N. Lexis:** | **V. Aids:** | |
| **Objective: responding to different situation** | | |

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


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|---|---|---|
| **Teacher:** | **Level: 4 A.M.** | |
| **File: 06** | | **Lesson: 07** |
| **Function: :** | **Leg. Form:** | |
| **N. Lexis** | **V. Aids:** | |
| **Objective: reasoning – expressing – surprise – apologising – interest** | | |

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


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

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


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

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


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