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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** T- Reads the text on p22 and asks the pps to list the sequencers	PPS write the sequencers on the bb.
Stage two: Listen and consider 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.	PPS do the task on their C.B PPS –read the paragraph
Stage three: Write it out 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.	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** T- makes a revision about tag questions. Eg: you are pupils,…… 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. ***Stage two: As you listen:*** 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. ***Stage three: Practice*** T-asks pps to do act 1 p20 ***Stage four: Produce*** T- asks pps to do act 3 p36	PPS- answer : Aren't you ? PPS –give the correct form of the verbs. PPS listen PPS repeat PPS – do

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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** **Step1) T- shows pictures of different dishes and asks PP to identify them (Algerian ones): chorba, couscous….etc…** **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 A) **AS YOU LISTEN** : **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)** B) **AFTER LISTENING:** **T- lets pps deduce the rules from their comprehension of the presentation (Grammar window p19)**	**PPS-listen & repeat**
Stage three : **Production:** **Step1) PRACTICE: T- gives cues(writes an example on the BB and asks pps to complete with the correct tag question.** **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** 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.	PPS-names different kinds of cakes : Tamina, pancakes… Pps –tells the ingredients: flour, sugar, vanilla …..
Stage two: As you read 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)	PPS answer orally.
Stage three : After reading T – asks some pupils to read loudly. T – asks pupils to take down the activity on their C.B	PPS – listen and follow PPS – do the task on the BB Some pupils read. 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> **The final (ed))** **T. writes some words on BB and asks to transform them into the past:** **E. g. Knock (t) ed + end (id) ed + receive (d) ed** **T. pronounces the words loudly.**	**PP listen then repeat.**
T. asks PP to add some examples.	**Some PP read them, too.**
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> **T. gives a list of some words and pronounces them** **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 **Act. P. 25**	

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

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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> **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.** **correct** **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>: **creating a situation to introduce restaurant and the served menus.**	
Stage two: <u>Listen and check:</u> **Step1: T. reads the sentences of act. 1/29 and asks his pp to do it.** **Step2: T. reads part 1 of script 2 / 165.**	**PP listen then do.** **PP check their answers**
Step3: T. reads again script 2/165. **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.**	**PP make the waiter sound more polite (only the questions)**
Sept 2: pp are asked to change the comments a the end of the dialogue.	
Stage four: Write it up. **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>: **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
L	A	B	D	C	F	E	G

- To be done by PP then to be corrected on BB

- **Home work:**
  Task 2 / 34

- PP do the task then correct on BB

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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: **Pre- listening:** T mentions some pictures and asks the pupils to name each gesture in the picture (pictures p 43) **Stage one:** **Listening:** **Step1:** T asks Pps about what they can / can' t do from these gestures. E.g.: Can you swim ? **Step 2 : Practice** Practicing pronunciation of can / can' t (strong and weak forms). (exercise 1 p 43 .) We can deal with the same examples seen before in (warming up). **Stage two:** **After listening.** T gives the structure about the use of can / can' t / could / to be able to (present , past , future) page 179. **Homework** Grammar window p 44 .	Listen and answer Name gestures Yes, I can / No, I can' t Practice sounds They repeat the examples . 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: **Correction of a homework given in the previous lesson p 44.**	**They correct on the board .**
Stage one: **Practice** **T practices the use of can / could / be able to (present , past , future) through situations 1, 2, 3 p 45**	**They participate .**
Stage two: **Produce** **Write it up - a group work** **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)**	**They correct on the board .**
Stage three : **T modifies the previous exercise and gives the pupils a similar one with different verbs.**	
Note: **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: T asks : Where are the pupils now ? Who is absent ? Why is he/ she absent?	They listen and answer questions.
Stage one: Before you read. - 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 ?	They listen and repeat . They guess.
Stage two: As you read. 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 ?	They listen and answer. They read and answer.
Stage three: After reading. 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: **Warming up:** **Revision of the previous lesson .** **Stage two** **Exercise1 p 48.** **T explains what to do** **Then , T asks the Pps to correct the ex on the board.** **Stage three:** **Write it out.** **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.**	**They revise.** **They listen** **They do the exercise.** **They listen , then do** **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 **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)**	**Listen & repeat**
Stage two: **T.:** • **I like football but I dislike volleyball..** • **To open is a regular verb.** • **To sent is an irregular verb.**	
Stage Three: **T. gives 3 or 4 examples as shown in this table**	**Pps. look at the table & read the words with the help of the T.**
T. asks the Pps. to do Activity 01 p: 50. **They correct on the BB & marking the stress**	**Pps. do** **Pps correct on the BB.**
Stage four: Writing phase **T. asks the Pps.. to do Activity: 04 p: 50** **- Correction on the BB**	**Pps. do** **Correct on the BB.**

Word	Opposite
- polite	- impolite
- possible	- impossible
- capable	- incapable

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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 T. shows some pictures of animals to the Pps. & asks: • What is this? …	Pps. Answer.
Stage two: T. sets these examples on the BB 1. Lions live for 25 years. They may live more. 2. giraffes live for 20 years. They may live up to 30. 3. Camels live for 25 years. They might live long time before.	Pps.< listen & repeat
Stage Three: T. pins a cardboard within a table containing information.	Pps. observe & do

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

T. asks the Pps. to say how long each animal may live (orally).	Pps. perform sentences orally.
T. sets a new task - Tigers are …….. They ……. In India. They …….. live up to 22 years. They …… exist in Algeria, to.	Pps. do
T. checks the Pps. attempts asking then to correct on the BB.	Correct on the BB.
Stage four: T. asks the Pps.. to read the text then write it down - Correction on the BB	Pps. read then copy down
Home Work: T. asks the Pps. to identify other animals life.	

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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 T. asks the Pps. To open their books on p: 54 & asks them to fill in the gaps. T. tries to help the Pps.. T. asks the Pps. to listen to the dialogue & correct the mistaken answers. T. asks about the answers orally & corrects them. **Stage Two:** T. introduces the new structure T. proposes a situation to show agreement & 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) **Stage three:** T. asks the Pps.. to give their own examples. T. corrects the mistakes. **Stage four:** T. asks the Pps.. to copy down	Pps. do Pps. do Pps. answer Pps. follow Pps. repeat Pps. repeat Pps. do. 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 T. shows a magazine & asks the Pps.: What's this? T. : What's the name of this magazine?	Pps. Answers: It's a magazine It's News Week magazine
Stage Two: 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. T asks these questions: • What's of the magazine? • What' the title of this issue of the magazine? • Which topics does this issue of the magazine deal with? • What does the illustration on the cover page represent? • What do you think the most important article in the magazine will be about?	Pps. read silently Pps. try to answer
Stage three: 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: 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	Pps. write an article. 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 T. asks questions about hobbies.	Pps. answer
Stage two: Before you listen T. asks the Pps. to open the book on p:67 & look at the pictures then answer the questions • What are they like? • What do they like? • Where do they live?	Pps. try to answer
Stage Three: As you listen T. sets task N°1 p:67 & reads script 01 T. sets task N°2 p:68 & reads scrip	Pps. check their answers Pps. Take notes down.
Stage four: Writing phase T. asks the Pps.. to do Activity: 04 p: 68 - 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 **Revision about the previous lesson.**	**Pps. answer the questions.**
Stage two: **T. gives examples using time clauses (when, while, as soon as, before, after, until, till)**	**Pps. listen**
Stage Three: **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: **Pps.. write their sentences on the BB.** **T. helps the Pps.. To deduce a grammatical rule for the use of the time clause.** **Simple Future-Time clause + Simple Present**	**Pps. deduce**
H.W: **Activity 01 p: 69.**	**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 Correction of the H.W. Activity 01 p: 69. T. revises the previous lesson (time clause)	Pps. give their own sentences.
Stage two: T. helps the Pps. To order the scrambled words & get right sentences T. asks the Pps to reorder the given sentences into a coherent paragraph	Pps. follow & do. Pps. do
Stage Three: 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. Step2: T writes an activity on BB & asks the Pps. To join the two halves of a sentence. • Feel ill - be admitted to 1 A.S. • It rains - I go to the doctor. • I pass my privet exam - I take my umbrella. Step3: Doing the Activity & showing "If clause type I".	Pps. Follow & listen Pps. do Pps. follow
Stage Three: Practice Step1: T. introduces the situation then reads the two passage on p:70/71 (book open) Step2: T. asks the Pps. To read them & complete the given chart. Step3: Correct & getting the rule "If type I"	Pps. listen. Pps. do. Pps. correct.
Stage four: Produce: Step1: T. asks the Pps. To complete the second part of the given sentences. E.g. If it rains, I ……. ……, if I work hard. Step2: T. asks the Pps. To give their own examples using the same model. **H.W:** Write it out p: 72	Pps. do. Pps. do. Pps. try to do it at home

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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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 T. writes on the BB the word "teacher". T. reads the word & asks the Pps. To repeat it. T. divides the word into root & suffix.	Pps. Look & listen Pps. Listen & repeat
Stage two: Listen & speak 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 Activity 01 p: 73 T. writes the activity on the BB.	Pps try to answer the activity Pps. Write the answer on the BB. Pps. copy it down
Stage four: Produce T. asks the Pps. to give 2 examples to each suffix.	Pps. try to do Pps. copy down

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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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 Revision of the previous lesson. **Stage two:** 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) **Stage Three: Practice** 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. **Stage four: Produce** T. sets Activity: 1 p: 79 & asks the Pps. To do it.	Pps. listen. Pps. listen & repeat.. 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 **Revision of the previous lesson.**	
Stage two: **T. sets two questions:** • **How many groups will they split into?** • **Where will they have lunch?**	**Pps. Write down.**
T. reads the text p: 170. **T. asks the Pps. to answer the questions.**	**Pps. answer.**
Stage Three: Practice **T. sets an Activity on BB.** **T. reads 2nd reading** **T. corrects**	**Pps. do it.**
Stage four: Produce **T. sets Activity: 4 p: 80 & asks the Pps. To do it.** **T. & Pps. correct on the BB.**	**Pps. do it.** **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 **Revision of the previous lesson.** **Stage two:** **T. sticks a map on the BB & sum up the text on p: 170 explains it pointing on the map (as a model).** **Stage Three: Practice** **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.** **Stage four: Produce** **T. helps the Pps. to write the paragraph on the BB.**	**Pps. listen & follow.** **Pps. listen & do.** **Pps. do.** **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 **T. shows the Pps. some pictures of writers & poets for example: Med Dib, Ben Badis.** **T. says: Ben Badis is a poet .** **T. asks them to give other names of poets.**	**Pps. listen & answer.**
Stage two: **T. reads the passage on p: 82.**	**Pps. listen.**
Stage Three: Practice **T. asks the Pps.: What are the words repeated in the passage?**	
Stage four: Produce **T. explains task 5 p: 83.** **T. asks them to read the passage silently then to do the task.** **Correction on the BB.**	**Pps. listen & do.** **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 **T. asks the Pps. about last Summer holidays.** • **Where did they go?**	**Pps. answer.**
Stage two: **T. asks other questions:** • **Did you face any problem this Summer?** • **If yes, What kind of problem?** • **What did you do, then?**	**Pps. give examples(car broke down).**
Stage Three: Practice **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 **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?** **T. checks the Pps. work.** **T. choose the best solution & write it on the BB**	**Pps. are asked to think about the solution in few words.** **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 **Revision about the verb to be (past simple)** **Stage two : Presentation** **T. shows a picture of Rabah Majer and asks these questions** • **Who is he ?** • **What is he ?** • **What was he in the past ?** • **He used to play football .** **T. shows a picture of Bill Gates .** **T. What did he use to do ?** **Stage Three : Practise** **Pictures p : 92** • **Mami / a singer / unemployed** • **Whoppi Goldberg / an actress / a teacher** • **Aït Men Gelett / a singer / a journalist** • **My father / a merchant / a doctor** • **Stage four : Produce** **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 .** • **Correction on C. B**	**- He is Rabah Majer.** **- He is a trainer in Qatar.** **- He was a football player.** **Pupils repeat.** **Pupils answer.** **- 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 .** **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 **Correction of the activity or revision of the previous lesson.** **E.g. Majer / trainer / player**	**Pupils make sentences about "used to"** **(Majer is a trainer. He is used to be a player.**
Stage two : Pre-listening **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.** **1. What is Whoppi Goldberg ?** **2. What did she use to do ?** **3. Where did she use to teach ?**	**Pupils listen then answer the questions.**
Stage Three : After listening **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 **A short revision about the previous lesson.** **Stage two : Before you read** **T. creates a situation to the text by showing about the Sahara and caves .** **Stage Three : As you read** **Step one : Teacher's 1st 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 .**	**The pupils listen and answer.**
Step two : Teacher's 2nd reading **T. asks the pupils to open their books and follow.**	**Pupils listen and follow.**
Step three : Silent reading **T. sets detailed questions on C.B**	**The pupils read silently and answer the questions.**
Stage Four : **T. checks their answers and asks for the correction on C.B** **T. asks them to copy down .**	**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 **T. asks the pupils some questions about the previous text (lesson 3)**	**The pupils answer**
Stage two : After reading **T. presents the relative pronouns Which / That / Who through examples using pictures.** **1- a) They wore clothes.** **b) The clothes are made of animals skins .** *** They wore clothes which / that are made of animals skins.** **2- a) People used to live in the Sahara.** **b) These people were cave people.** *** People who / that used to live in the Sahara were cave people.**	**The pupils listen and repeat**
Stage Three : Produce **Step one : Teacher asks the pupils to do activity 01 p 97** **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 **T. asks the pupils to classify these words.** **(teens – too – word – car – red – ten – much)** *Short vowel* | *Long vowel* |	**The pupils answer.**
Stage two : Listen and speak **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.**	**The pupils repeat .**
Stage Three : Practice **T. asks the pupils to do act 3 p 99 .**	**The pupils do.**
Stage Four : Produce **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 **T. asks the pupils about the previous lesson .**	**The pupils answer.**
Stage two : Listen and speak **T. sticks a map of Africa on the C. B and asks some questions.** **1- Where is Egypt located ?** **2- What is its capital / language / monuments / famous leaders.**	**The pupils answer.** **The pupils say Djamal Abdelnacer .**
Stage Three : **Step one : T. asks this question** • **Name one of famous Abbasids caliph**	**The pupils say Harun Rachid .**
Step two : Practice **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 **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 **Step one : T. reads the dialogue p : 171 (script 2)** **T. sets the task p : 105.** **T. asks the pupils to do it .**	**The pupils listen and try to answer.**
Stage Two : Practise **Step one : Listen and Check.** **T. gives situation (A) p :104 orally.** **T. suggests three choices .** **T. does the same with situations (B) and (C).**	**The pupils listen .** **The pupils choose the appropriate answer.**
Stage Three : Write it up **T. explains the activity 1 p : 106** **T. reads the script (3)** **The class task correction .**	**The pupils follow .** **The pupils listen and try to get the right answers.** **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 **Step one : T. shows a picture of Martin Luther king and asks some questions .** • **Who is he ?** • **Is he Algerian ?** • **What is his job ?**	**The pupils try to answer.**
Stage Two : Presentation **Step one : T. writes two or three general questions on the C.B.** **T. reads the text p : 107.**	**(Books shut)** **Listen and try to answer the previous questions .**
Stage Three : Reading Comprehension **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 **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. 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 **T-asks:** **- What do you want to be in the future?** **- How can you be a doctor?** **Stage two: Listen & Consider:** **1) T reads the summary of the dialogue (p137)** **2) T asks some questions.** **T: How old do you think Bachir is?** **T: What kind of school does he go to ?** **T: What does he hope to become?** **T: What's his dreaming?** **T gives instructions:** ***If Bachir became rich, he would buy a boat for his father.** *** If he became rich, he would visit many parts of the world.** **Stage Three: WRITE IT UP** **1) It wasn't raining/ go on a picnic.** **2) Karima is sick/ not to come to the party.** **3) Man /have/wings/he/ fly/ to the moon.** **Stage four: Write it out:** **T: asks pps to give examples using(if)** **Stage five: Produce:** **1) T selects the best examples and writes them on the BB.**	**-Doctor – pilot-…….** **-P1- I work hard and be a good pupil.** **Listen** **Answer:** - **He is 15 ..16** - **Middle** - **He wants to be a naval engineer.** - **He's dreaming of being rich and visiting different parts of the world.** **Listen and repeat.** **-If it wasn't raining ,we would go on a picnic.** **-If karima was sick ,she would not come to the party.** **- If man had wings, he would fly to the moon** **PPS practise** **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** **(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: **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.**	**PPS read the sentence.**
Stage two: Presentation: **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?**	**Past simple.** **It refers to the future.** **He is poor. I don't think he will become rich.** **It expresses(condition)** **-It expresses conditions** **-It is a dream.**
Stage three: Practice: **Activity : 1 P 121**	**Do the activity.**
Stage four: Produce: **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 …… .**	**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** **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?**	**answer**
Stage two: **Presentation**: **Step1: Before you listen:** **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?**	**Try to answer**
Step 2 : As you listen: **T- reads (script one) on page 173 to check the pps` answers.**	**Listen and answer**
Stage three: **Practice (feed back):** **T- reads script one(dialogue) p173 and asks the pps to do activity 3 p120.** **Then, T asks them to copy the answer down.**	**Listen and do the act.** **Make the correction.** **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** Recycling conditional type1. T-gives two or three examples and explains them. What do you hope to be in the future? ***Stage two***: **Presentation**: **Step1: T-gives examples:** 1- If Bachir becomes rich, he will buy a fishing boat for his father. 2- If bachir became rich , he would buy a fishing boat for his father. T-introduces and explains: ***If+ v (past) , …. would (could)+ v (inf) ….*** 3- If I (was, were) rich , I would buy a house In If sentence , we often use (were) replacing (was) . ***Stage three***: **Practice**: 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/ … ***Stage four*** : **Produce:** T-asks the pps to do act 3 p121.	listen Listen and read Listen and read PPS answer orally 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** T- presents might through different examples taking into consideration its different uses . -Don't go out now .You might have a cold. (warning) -You might have tea or coffee?(option)	Follow and take part .
Stage two: **Presentation**: T-introduces act 2 p124 and asks the pps to do it . T- Corrects the act with the pps	Do the act Correct on the board
Stage three: **Warming up 2**: 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. 2- I have an appointment. I am meeting my friend this afternoon. 3- It's cloudy. It might rain.	PPS follow
Stage four : **Presentation :** T-introduces act 1p124 and asks the PP to do it . 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 **Where did you go last summer holidays?** **What did you do there?**	**PPS answer**
Stage two: BEFORE YOU LISTEN **Pair work 01 P 143 (ask and answer) questions**	**PPS ask and answer**
Stage three: BEFORE YOU LISTEN **T sets the task** **T reads the script 01 P 175** **What happened to Kerrie when she was swimming?** **When Kerrie was swimming, the shark appeared in the water**	**PPS answer**
Stage four: AFTER LISTENING **Matching pairs using: when – while – as**	**PPS match the pairs**
Stage five: practice p145	**PPS use: when, while, as** **to give correct sentences**

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 **Revision about the previous scene**	**PPS give examples**
Stage two: BEFORE YOU LISTEN **Ask and answer questions about what each of the named sunbathes was doing at the beach while the shark attacked** **eg: what was bill doing before the shark attacked?** **He was doing holes in the sand and building castles**	**PPS ask and answer**
Stage three: AS YOU LISTEN **Act 02 p 144 to be done orally** **Teacher asks:**	**PPS answer**
Stage four: WRITE IT UP **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 **T sticks a picture on the BB and asks:** **What is this?** **What can you see on it?** **Stage two: BEFORE YOU READ** **1-** **T gives examples (simple ones) out the picture** **T a pedestrian was standing on the road at 9:30, yesterday** **Children were making a snowman** **T asks PPS to repeat** **2-** **T gives cues and asks PPS to form statements** **The cues are mentioned on P146 (1)** **3-** **T asks PPS to do task (2) on page 146 (02 min)** **Stage three: AS YOU READ** **1-** **T reads the given passage on p147 after giving two general questions (on act 2 p 146)** **T asks for the answer (book shut)** **2-** **T sets the task (2) on page 147** **T asks PPS to read silently and do the task** **T asks for correction**	**PPS listen and answer** **PPS answer** **PPS write**

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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 **T asks questions on the previous lesson**	**PPS answer**
Stage two: AFTER READING **T deals with grammar window task as it is**	**PPS answer**
Stage three: PRACTICE **1-** **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- **T explains the task (2) on 148 and asks PPS to do it in pairs. (written)**	**PPS write their conversations**
T checks the PPS work	
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**	**PPS listen and follow**
*** the home work must be corrected later on**	

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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 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 T asks pupils to open their books on p 149 T reads the concerned activity and explains the most difficult words 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 PPS try to choose correct answer each time 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 **VERB** **NOUN** to prepare ↔ preparation to pronounce ↔ pronunciation to invent ↔ invention to explain ↔ explanation to admire ↔ admiration to comprehend ↔ comprehension to direct ↔ direction	PPS try to sort out nouns and then copy the model correction
remark: verbs: stress on the second syllable nouns: stress on the third syllable	PPS try to help teacher "oral answer" and finally copy down
stage four: TAKE A BREAK Idioms 1 replace 2 make someone angry 3 have a serious problem 4 give someone permission 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 **Review to imperative form affirmative / negative** **T asks PPS to do some things** **eg: lend your friend a pen** **clean the board**	**T orders** **PPS answer**
Stage two: **Step one: choosing the right answer. Act 1 page 153** **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: **T reads the dialogue on page 175 (script 2)**	**PPS listen and check their answer on 153**
Stage three: CONFIRMATION **T gives other situations and asks his PPS to choose the best ones** **eg: your friend had an accident** **What do you say?** **1- Why were you driving fast?** **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 **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** **Correction**
Stage three: writing a dialogue from situations (to apologies, to express surprise … etc …)	**Act 2 page 155** **PPS do as the model**
eg: Tahar: I was in America this time last year **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 **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 writing: ordering sets to get a coherent paragraph		

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

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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 **Revision about the previous session (telling stories)**	**PPS tell a story**
Stage two: T gives a pattern **Birds/to sing on the trees**	**PPS listen and repeat** **Birds were singing on the trees**
Stage three: **T helps the PPS to do the activity**	**PPS combine the examples using the past continuous**
Stage four: production **(WRITE IT OUT)** **T asks pupils to build a story (using the past tense)** **T gives the cues of the story** **OR:** **Activity 2 p 158**	**PPS try to build a story using the cues given** **PPS transform the present tense to the past tense**

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