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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 01	**Lesson**: 01
Function: Describing People		**Leg. Form**: Present Simple (to be)
N. Lexis:		**V. Aids**: Pictures
Objective: Describing person's physical appearance.		

Procedure	Pupil's task
Stage one: Warm-up Revision about the previous acquisitions (1AM) adj *tall/small fat / slim*	Repeat
Stage two: Listen & Speak: 1) T introduces: a boy – a girl – a man – a woman	Listen and repeat
2) T sticks a picture on BB. T asks: What is his/ her name? T: Is he / she tall ? Small ? Slim? T asks about the hair and the eyes?	Look Try Answer and repeat
Stage Three: Practise 1) T gives Jenny's card Full name: *Jenny Smith* Age: *15* Height: *1,45m* Weight: *45kg* Eyes: *green* Hair: *long*	Read the card
2) T asks: What is she like?	Answer
Stage four: Produce: 1) T asks a pupil to come to the BB. T asks the class: What is he /she like ? 2) Books open on page 08 Dealing with sounds /S/ /Z/ /IZ/	Describe their friend
HOME WORK T asks the PPs to describe themselves.	

Summary

What is she like?

Jenny Smith is 15 years old. She is a tall girl. She weighs 45 kg. She has got long hair and green eyes.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 01	**Lesson**: 02
Function: Describing people.		**Leg. Form**: Present S
N. Lexis:		**V. Aids**: Pictures
Objective: Describing person's physical appearance		

Procedure	Pupil's task
Stage one: Warm-up: Dealing with the home work. (describing oneself)	Do and repeat
Stage two: Listen & Speak: 1-T introduces(handsome- popular- successful- comic star – perform) 2- T writes a question on BB: What language does Mohamed Fellag speak? T reads the paragraph on p 09 (books shut) 3- T asks the PPs to answer the question	Follow and repeat Follow on their books
Stage three: Practice: 1) (books open) T reads the previous paragraph. 2) Silent reading. 3)T sets the following activity on the BB: True or False - Mohamed Fellag is a man. - He has got green eyes. - He is a comic star - He speaks English - He lives in Algeria.	Follow on their books Read silently Say true or false
Stage four: Produce: 1) T asks PPs to find the QQ about Fellag 2) Loud reading	Do the act

Summary

A: Has Fellag got green eyes?
A: Has he got a moustache?
A: Does he write his shows?
A: In what language?
A: Does he live in Algeria?

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Teacher: Khelil Moudjib Arrahamane	**Level**: 2A.M.	
File: 01	**Sequence**: 01	**Lesson**: 03
Function: Describing.	**Leg. Form**: Present S	
N. Lexis:	**V. Aids**: Pictures	
Objective: using the present simple - the final S		

Procedure	Pupil's task
Stage one: Warm-up **Some questions about Mohamed Fellag** **Stage two: Listen & Speak:** **1)Dealing with the present s (third person singular)** **he or she** **to act / she acts to like / she likes** **to hate / He hates to speak / He speaks** **2) T gives more verbs and asks the PPs to conjugate them with He or She** **Stage three: Practice:** **1) T gives verbs and asks the PPs to classify them:** /S/ / Z/ / IZ/ Acts Reads Teaches **Gets – has – likes – closes – drives – plays – sits – runs – stands .** **2) T asks the PPs to give their own verbs and classify them correctly** **Stage four: Produce:** **1) Fill in the gaps using:** watches – plays – gets up – goes – has – **When Jane is on holidays, she always……..at eleven o'clock in the morning. She…….breakfast, then she……to her tennis club. She never has lunch at home. In the afternoon, she……..tennis or …… TV.** **2) Correction and loud reading**	**answer** **Listen and repeat** **Do** **Do** **Do** **Try and do** **Loud reading**

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 02	**Lesson**: 01
Function: Describing.		**Leg. Form**: Past S
N. Lexis:		**V. Aids**:
Objective: Describing		

Procedure	Pupil's task
Stage one: Warm-up Revision of the previous part. **Stage two: Listen & Speak:** 1) T reads the text about Louis Armstrong p 12 and asks PPs to fill in the card p 12 2) correction of the activity **Stage three: Practice:** 1) books open on p 13. dealing with stars: Souad Massi – Rowan Sebastian – Atkinson – Youssou N'dour **Stage four: Produce:** 1) T asks PPs to fill in a card about a person they know. Write a paragraph about him or her. 2) Dealing with sounds p 12 /t/ /d/ /id/	Try and do Do do

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 02	**Lesson**: 02
Function: Narrating past events.		**Leg. Form**: past simple
N. Lexis:		**V. Aids**: Pictures
Objective: review of past simple discriminate the final sound / t/ /d/ /id/		

<table>
<tr><th>Procedure</th><th>Pupil's task</th></tr>
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Stage one: Warm-up

Review of the previous lesson

Stage two: Listen & Speak:

T pronounces the new words and classifies them on the table according to their sounds

/t/	/ d/	/id/
Looked Worked noticed	Lived Tried Toured	Painted Acted decided

Stage three: Practice:

T sets act1p14(give the past s of these verbs)
T reads the text and picks the verbs on a table

Infinitive	Past s
To be To start To complete To go To participate To make To take part To act	

Stage four: Produce:

Activity: Put a tick in the right column

Past	/t/	/ d/	/id/
Recorded Talked Passed toured			

</td><td>

Listen and repeat

repeat

Do it on the BB

Do the act

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 02	**Lesson**: 03
Function: describing		**Leg. Form**: past s
N. Lexis:		**V. Aids**:
Objective: past s regular /irregular verbs		

Procedure	Pupil's task
Stage one: Warm-up 1) Some QQ about Britney spears When was she born? What was she? What did she do? 2) T writes the answers on the BB	answer
Stage two: Listen & Speak: 1) T writes the PPs to pick out the verbs from the SS on the BB 2) T draws a table T explains the regular and irregular verbs	do
Stage three: Practice: Act 1 p 14 Correct the verb in the brackets	Do the act
Stage four: Produce: T writes a list of verbs related to the text they've seen before and asks them to classify the verbs regular/ irregular ones	Do the act

Verb	infinitive
Was	Be
Made	Make

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 03	**Lesson**: 01
Function: describing.		**Leg. Form**: past s
N. Lexis:		**V. Aids**:
Objective: Pest s +ago		

Procedure	Pupil's task
Stage one: Warm-up Revision about the simple past	
Stage two: Listen & Speak: T uses the following examples to introduce "ago" T: my father went to Mecca in 1999. We are in 2005.So, father went to Mecca 6 years Ago Algeria had its independence in 1962. So, Algeria had its independence 43 years ago. My friend bought a new car 4 years ago.	PPs listen and repeat.
Stage three: Practice: Act 2p 17 T gives an example about Dickens Charles Dickens died 135 years ago.	Do the act
Stage four: Produce: Act3 p17: T explains the act and asks them to do it.	Do the act
Correction on the BB	Copy the act down

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 03	**Lesson**: 02
Function: describing		**Leg. Form**: past s.
N. Lexis:		**V. Aids**:
Objective: PPs be able to read a letter in the past s		

Procedure	Pupil's task
Stage one: Warm-up T revises the past s with ago	Answer orally.
Stage two: Listen & Speak: T presents the situation of the letter p 20 including some new words T reads the letter once then asks some oral QQ	Try to answer
Stage three: Practice: Act 3 p 17	Do the act
Stage four: Produce: - T asks PPs to read the letter on p20 - T asks PPs to do act 2 p 17	Read the letter Do the act
Correction on the BB	Copy down

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 03	**Lesson**: 03
Function: describing		**Leg. Form**:
N. Lexis:		**V. Aids**: pictures
Objective: The possessive case whose		

Procedure	Pupil's task
Stage one: Warm-up Revision of verb to be and present continuous	Listen and repeat
Stage two: Listen & Speak: T presents the possessive case T uses pictures and school things T gives different classroom situations Eg: T Whose pen is it? Yes, It's Ahmed's.	It's Ahmed's
Stage three: Practice: Ac1p 17.	Match the pairs
Stage four: Produce: Act4p 17 Correction on the BB	Do the act Copy down

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 01	**Sequence**: 03	**Lesson**: 04
Function: describing		**Leg. Form**: past s ago
N. Lexis:		**V. Aids**:
Objective: paragraph completion		

Procedure	Pupil's task
Stage one: Warm-up T writes different sentences on the BB then asks the PPs to give the infinitive of the verbs	Read the SS Give the infinitive
Stage two: Listen & Speak: T writes the SS in act 1 p 18 and asks the PPs to pick out the verbs T asks them to return the verbs into their infinitives	Do the act do
Stage three: Practice: T asks the PPs to read the passage p 18 and to give the past s of its verbs	Do the act
Stage four: Produce: Act 4 p 18 Correction on the BB	Do the act Copy down

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Teacher: Khelil Moudjib Arrahamane	Level: 2A.M.

File: 02 **Sequence**: 01 **Lesson**:01

Function: Expressing synonyms and antonyms . **Lgge forms**: synonyms / antonyms

N. lexis: **V. aids**:

Objective: to enable pupils to express synonyms and antonyms

Procedure	Pupils' Tasks
Stage one: Warm up: **T. gives some vocabulary already seen and asks the pupils to give their synonyms or opposites;** Come =/= ……. slim = ……. etc	PPs take part / participate
Stage two: Presentation: **Step one:** T. sets the following crosswords on the BB:	PPs do this act. within Teacher's help.

	I	II	III	IV
1	G	…	…	W
2	…	…	///	…
3	…	…	M	…
4	…	…	…	T
5	S	///	…	///

Across:
1- to develop = …
3- parts of the body = …
4- place of sitting =…

Down:
I) eaten by sheep and cows= …
II) usual =/= …
III) month = …
IV) east =/= …

Stage two: Practise: T. asks the pupils to read the dialogue on page 40 and then find the opposites or synonyms of the following words: bad =/= … take =/= … connect = … starts = … yes =/= … sorry = …	PPs do so.
Stage three: Produce: Activity three page 43	PPs do this activity on their exercise books.
Stage four: Written phase: * After checking PPs' work, the correction will be done on BB.	PPs copy the correction down.

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Teacher: Khelil Moudjib Arrahamane	Level: 2A.M.

File: 02 **Sequence**: 01 **Lesson**:02

Function: Ability (expressing capacity) . **Lge forms**: Model "can" (affirm. + neg. form)

N. lexis: word **V. aids**: BB, pictures, drawings and gestures.

Objective: enabling pps to express capacity using "can, can't".

Procedure	Pupils' Tasks
Stage one: Warm up: T. reviews some verbs through drawings and gestures; Eg: open, clean, eat, dance, write, …etc.	Answer
Stage two: listen and speak: T. chooses two PPs (a small pp and a tall one). **T. writes a word at the top of BB .** T. asks them to clean this word. T. introduces: 1- Mourad *can not* clean the word. 2- Yahia *can* clean the word. T. talks about "can not" . T. introduces: 3- I can not go to Batna on foot. 4- I can go to El-oued by bicycle. 5- We can not speak Spanish, but we can speak Arabic. 6- Malika can't cook, but she can wash clothes.	PPs listen and speak
Stage three: Practise: **Step one**: T. gives cues and sets: complete using: can / can't: 1- I …….. eat three kilos of oranges. 2- We …….. walk two kilometres. 3- They …….. write the date.	PPs give correct sentences
Step two: T. asks PPs to give their own examples.	PPs give egs
Stage four: Produce: **Step one**: T. sets: write correct sentences: 1- I (mend) a car. X 2- We (sing) in the classroom. √ 3- John (play) football X / play volleyball √ 4- I (prepare) tea √ / I (prepare) cakes X 5- Samira (swim) X. E.g.: 1- I can't mend a car.	Pps do the act.
Step two: Written phase:	Pps do so.

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* T. asks PPs to write.	

Level: 2am

File: 02 **Sequence**: 01 **Lesson**:03

Function: Expressing capacity **Lgge forms**: can / can't

N. lexis: donkey , draw **V. aids**: pictures, drawings; gestures.

Objective: enabling PPs to ask and express capacity.

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Procedure	Pupils' Tasks
Stage one: Warm up: T. gives cues and asks PPs to build sentences using can / can't: 1- I / go to Setif on foot X 2- We/ dance in the classroom X 3- X / play handball .√	Pps give correct sentences.
Stage two: listen and speak: T. introduces: T.: Can you open the bottle? Farida: No, I can't. T.: Can you open the bottle ? Omar: Yes, I can. T. does the same: Nabil / cook couscous …….. no Fatiha / cook couscous…….yes	PPs listen and repeat in pairs.
Stage three: Practise: **1- T. gives cues and makes situations.** - you / speak Chinese. - You / ride a bicycle. - X/ draw a giraffe. - A chicken / fly.	Practise.
Stage four: Produce: **Step one:** **T. asks PPs to give eggs.**	PPs give egs.
1- T. sets: find the questions: A) ……..? B) Yes, I can ride a donkey. A) ……..? B) No, I can't drive a car. A) ……...? B) Yes, Ali can drive a car.	PPs do the activity.
Step two: Written phase: * T. asks pps to write.	Pps write the correction on their copybooks.

Level: 2am

File: 02 **Sequence**: 01 **Lesson**:04

Function: Demonstrating **Lgge forms**: demonstratives; these / those

N. lexis: these/ those **V. aids**: pictures, drawings; gestures.

Objective: enabling pps to demonstrate using these and those.

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Procedure	Pupils' Tasks
Stage one: Warm up: (Revision about this / that) T. introduces the following: 4- Sally: Look Betty, ... Is my father. 5- Sally: Look; ..... is my uncle. (positioning + photos)	Pps complete (this / that)
Stage two: listen and speak: T. introduces the plural as follows: A pen → 3 pens A teacher → 2 teachers **T. introduces the following examples:** - This is a pen . These are pens - This is a book . These are books - That is a window. Those are windows - That is a boy. Those are boys.	Pps listen and repeat .
Stage three: Practise: **1- T. gives the following cues and asks pps to make examples:** - Pen / pens → this is a pen . these are pens. - Door / doors. - Pencil / pencils.	Practise. Pps give eggs.
Stage four: Produce: T. asks pps to give egs using these / those. **Stage five: Activity:** **Put in : this / that / these / those:** 1) ..... are rulers. 2) ..... is a desk. 3) .....are flowers. 4) ..... is a house. **Step two: Written phase:** * T. asks pps to write.	Pps do the activity. Pps write the correction on their copybooks.

Level: 2am

File: 02 **Sequence**: 02 **Lesson**:01

Function: Expressing synonyms and antonyms **Lgge forms**: synonyms and antonyms .

N. lexis: **V. aids**: pictures, drawings.

Objective: enabling pps to express and find some synonyms and opposites.

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Procedure	Pupils' Tasks
Stage one: Warm up: T. asks pps to complete the following words with the following given letters: r / e/ p/ d/ k Won…erful – jou…ney – dom …stic – li…e – hap …y.	Pps complete
Stage two: Presentation: T. writes the following columns of words and asks pps to match each pair representing synonyms or opposites: - Wonderful = - bad - Journey = - wild - Domestic =/= - fantastic - Good =/= - unhappy - Like =/= - trip - Happy=/= - dislike	Pps do the task within TTS's help .
Stage three: Practise: **1- T. gives a group of words and asks pps to find out pairs of synonyms and opposites:** Calm/ happy /quick /fast /quiet/ small /sad /slow /unhappy/ fat/tall/ huge /slim /big /old /young	Pps classify words.
Stage four: Produce: T. asks pps to make any pairs of synonyms or opposites they know.	Pps do the activity.
Stage five: -Activity 08 page 44 (opposites). **- Created activity (synonyms).**	Pps participate.
Stage six: Written phase: * T. asks pps to correct then to write.	Pps write the correction on their copybooks.

Level: 2am

File: 02 **Sequence**: 02 **Lesson**:02

Function: Expressing ability + permission **Lgge forms**: "Could"

N. lexis: polite, message, borrow **V. aids**: BB, gestures, drawings.

Objective: enabling pps to express ability, permission and polite request using "could".

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Procedure	Pupils' Tasks
Stage one: Warm up: T. reviews can / can't - I …….ride a bicycle. √ - You …… drink oil. X	Pps try to answer
Stage two: Listen and speak: T. introduces "could": * Egg: It's very cold. Could you close the window please? 1- I could swim well when I was ten. 2- Pupil: " Could you shut the door, sir?" T.: OK, boy. 3- Leïla: " Could you practise sport when you were 10?" Father: yes, I could. 4- x could go to the party alone last couple of years, but he feels shy in the present.	Pps listen first Pps do the task within T.'s help .
Stage three: Practise: **Step 1: - T. makes situations and gives cues :** T. asks pps to do as above. Egg: you ….. smoke before the doctor asked you to stop it. etc… - you / clean /the BB. - I ….. have a drink . ….. etc.	Pps complete.
Step2: T. asks pps to give eggs.	Pps do so.
Stage four: Produce: **Step 1: T. asks pps to do act. 2 page 34.** **Step 2: Written phase** * T. asks pps to correct then to write.	Pps answer. Pps write the correction on their copybooks.

Level: 2am

File: 02 **Sequence: 03** **Lesson:01**

Function: Expressing the plural **Lgge forms: plural (regular +irregular)**

N. lexis: / **V. aids: BB, gestures, drawings and pictures.**

Objective: To consolidate the understanding of the plural (regular and irregular).

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Procedure	Pupils' Tasks
Stage one: Warm up: T. reviews the 1am list of regular and irregular plural: Eg: A watch ⟶ 2 … A baby ⟶ 3 A pupil ⟶ 7 … A door ⟶ 18 … A man ⟶ 10 … **Stage two: Listen and speak:** T. introduces	Pps try to answer
Regular plural A pencil ⟶ 2 pencils A brush ⟶ 7 brushes A box ⟶ 10 boxes A dress ⟶ 13 dresses A watch ⟶ 19 watches A tomato ⟶ 20 tomatoes A factory ⟶ 8 factories A boy ⟶ 9 boys **Irregular plural** A child ⟶ 03 children A man ⟶ 04 men A woman ⟶ 101 women A foot ⟶ 16 feet A tooth ⟶ 81 teeth A goose ⟶ 39 geese A mouse ⟶ 15 mice A louse ⟶ 32 lice A knife ⟶ 11 knives	Pps help the T . read.
T . writes the plural nouns with the help of pupils. **Stage three: Practise:** **- T. writes the following activity on BB and asks pps to answer orally (choose the correct plural noun):** **A bank ⟶ (bankes, banks, bankies)** **A potato ⟶ (potatice, potatos, potatoes)** **A woman ⟶ (womanes, womans, women)** **A lorry ⟶ (lorries, lorrives, lorrys).**	Pps choose the right word.
Stage four: Produce: **Step 1: T. sets: Find the correct plural form:** **Singular** **Plural** A man ⟶ A classroom ⟶ A tax ⟶ A child ⟶ A secretary ⟶ A mouse ⟶ A toy ⟶	Pps write and do the act.
Step 2: Written phase * T. asks pps to correct then to write.	Pps write the correction on their copybooks.

Level: 2am

File: 02 **Sequence**: 03 **Lesson**:02

Function: Locating places **Lgge forms**: Prepositions (for places)

N. lexis: near/ next to / opposite/ behind/ turn …/ **V. aids**: Gestures, drawings and pictures.

Objective: To enable pupils to locate or ask about places.

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Procedure	Pupils' Tasks
Stage one: Warm up: ***T. shows pictures representing different amenities and asks pps to name them.*** **(garden, street, school, station ….etc)**	**Pps try to do so.**
Stage two: Listen and speak: **1) T. sticks a map of a street in a town with different amenities on both sides.** **T. introduces the following eggs:** - **the garden is near the bank.** - **The Bank is opposite the school.** - **The restaurant is behind the cinema.** **2) T. introduces the following dialogue:** ***Stranger*: where is the garden, please?** ***Policeman*: Go along this street, then turn left. The garden is on your right, next to the bank.**	**Pps listen and repeat.**
Stage three: Practise: **- T. gives the following cues and asks pps to play the roles:** **The bank / opposite/ the school** **The stadium / next to / the theatre** **The supermarket / on the left side of the road.** **NB: T. gives the starting point each time.**	**Pps do so.** **Pps do so.**
Stage four: Produce: **1- T. asks pps to give examples. (using the stuck map)** **2-Complete the following:** **T. pins up another map on BB and asks pps to complete:** - **The park is ……. The police station.** - **The cinema is ……. the café.** - **The club is …….. the school.** **A) where is the post office?** **B) …… along this ……., then turn…… It is …… the bank.**	**Pps do the act.** **Pps write the correction on their copybooks.**
Stage five: Written phase *** T. asks pps to write the correction down.**	

Level: 2am

File: 02 **Sequence: 03** **Lesson:03**

Function: Expressing possession **Lgge forms: possessive pronouns; mine, yours**

N. lexis: mine, yours, his …. etc **V. aids: BB, Gestures, drawings and pictures.**

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Objective: To enable pupils to express possession..

Procedure	Pupils' Tasks
Stage one: Warm up: T. reviews the personal pronouns subjects + the possessive adjectives.	Pps try to do so.
Stage two: Listen and speak: T. introduces the following: 1- Salim: The pen of Saïd is old. Mine is new. 2- Teacher: My satchel is big. His is small. 3- Teacher: My eyes are brown. Hers are dark. 4- Pupils: 2am3 classroom is horrible. Ours is nice. 5- Pupil1: My house is white. Theirs is yellow.	Pps listen and repeat.
Stage three: Practise: T. makes situations and gives cues: Eg: your watch is expensive. (I/ watch) is cheap.	Pps do as above(eg).
Stage four: Produce: 1- T. asks pps to give examples. 2- T. sets: Do the same: - this is my bicycle. It is mine. - This is his jacket. It is …… - This is their table. It is…….. - These are our jeans. They are ……..	Pps do the act.
Stage five: Written phase * T. asks pps to write te correction down.	Pps write the correction on their copybooks.

Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 01	**Lesson**: 01
Function: Describing illnesses		**Leg. Form**: "have got" "has got"
N. Lexis: Names of different illnesses.		**V. Aids**: Pictures

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Objective: Talking about common and serious illnesses.

Procedure	Pupil's task
Stage one: Warm-up T. asks about the absence of one of the PPs. T: What is the problem with him/her? T: What has he/she got? T: What is "toothache"? T: Toothache is an illness. T: Do you know other kinds of illnesses?	 PPs may answer: He/She is ill. PP: He/She has got a toothache. PPs may answer. PPs may answer.
Stage two: Listen & Speak: 1) T. shows pictures of some illnesses and makes the PPs repeat each one. Eg: T: What has he/she got? T: He/She has got a headache. T. does the same with the other illnesses [toothache –heart disease –cold –stomach-ache…] 2) T. shows a picture of a headache and asks: T: Did you suffer from headache? T: Everyone suffered from headache. So it is a common illness. T. shows a picture of cancer. T: Cancer isn't a common illness. It is a serious illness.	 PPs may answer PPs listen and repeat PPs make sentences using "have/has got" Some PPs say :"yes" PPs listen and repeat
Stage four: Produce: T. gives cues and asks the PPs to make Correct sentences using "have/has got" Pupils / cough Baby / fever I / headache T. asks the PPs to give their own examples.	 PPs follow and do. PPs give examples.
Stage three: Practice: T. asks the PPs to do Activity: 04 Page: 52	 PPs do.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 01	**Lesson**: 02
Function: Enquiring about someone's health.		**Leg. Form**: "must – mustn't".
N. Lexis:		**V. Aids**: Pictures
Objective: Consolidate the imperative using "must – mustn't".		

Procedure	Pupil's task
Stage one: Warm-up: T. reviews with some illnesses. T: What has John got? T: What does the baby suffer from? T: Have you got stomach-ache? T: Who has it got?	PPs listen and answer orally.
Stage two: Listen & Speak: T. creates a situation through which he could introduce the teaching points "must + mustn't". T: John has got a headache. So, he must see the doctor. He mustn't watch T.V. too much. T. asks the PPs to repeat. T: Sally has got a toothache. So, she must go to the dentist. She mustn't eat sweeties.	PPs may answer PPs listen and repeat
Stage three: Practice: T. gives cues (situation) and asks the PPs to predict the answer - Mike has got diabetes, he (have sugar). - Veronica has got high blood pressure, he (have salt) - My elder brother has got obesity, he (have fat) - They are fat, they (practise sports a lot) T. asks the PPs to give their own examples.	PPs listen and repeat PPs give their own examples.
Stage four: Produce: T. asks the PPs to do Activity: 01 Page: 53 T. explains the activity. Then, he writes it on BB. T. checks the PPs work. T. asks for correction on the BB. T. asks them to copy down. Home Work: T. asks the PPs to do Activity: 03 Page: 53 at home	PPs follow and do. PPs correct the Activity. PPs copy down.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 01	**Lesson**: 03
Function: Suggesting.		**Leg. Form**: "should – shouldn't".
N. Lexis:		**V. Aids**: Pictures
Objective: Expressing advice using "should shouldn't".		

Procedure	Pupil's task
Stage one: Warm-up T: John is ill. He has got a headache. What must he do? Must he watch T.V. a lot? T: Jane isn't ill but she work a lot.	PPs listen and answer.
Stage two: Listen & Speak: T: Jane should take care of her health. T. asks the PPs for repetition. T: You should clean your teeth daily to get mice teeth. T: You shouldn't eat too much sweetie, too. T: We should practise sports to have a good build. T: You should visit the dentist for a check up twice a year.	PPs listen and repeat
Stage three: Practice: T. gives cues (situation) and asks the PPs to make examples. - You / clean your hands before eating. - John / stay in bed two days. - I / go to bed late. - We / have medicine without seeing the doctor.	PPs give examples.
T. asks the PPs to give their own examples.	PPs make their own examples.
Stage four: Produce: T. asks the PPs to do Activity: 05 Page: 52 T. explains the activity. T. checks the PPs work. T. asks for correction on the BB. T. asks them to copy down.	PPs follow and do. PPs correct the Activity. PPs copy down.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 01	**Lesson**: 04
Function: Permission & Prohibition.		**Leg. Form**: "should – shouldn't".
N. Lexis:		**V. Aids**: Pictures
Objective: Expressing advice using "should shouldn't".		

Procedure	Pupil's task
Stage one: Warm-up T. presents a picture of a headache and aspirin. T: I suffer from a headache. I should take an aspirin.	PPs listen and repeat.
Stage two: Listen & Speak: T: Let's speak about aspirin. T. reads the instruction page: 51. T. asks questions on page: 52. using "should" "shouldn't".	PPs listen and answer the question.
Stage three: Practice: T. presents an other illness and asks the PPs to speak about it as (aspirin) using "should" "shouldn't".	PPs give examples.
Stage four: Produce: T. asks the PPs to speak about an illness using "should" "shouldn't". T. explains the activity. T. checks the PPs work.	PPs make their own examples. PPs copy down.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 02	**Lesson**: 01
Function: Enquiring about someone's regular activities.		**Leg. Form**: How often do …?
N. Lexis: twice / once / three times...		**V. Aids**: Pictures
Objective: Consolidate vocabulary about sport and using time adverbs.		

Procedure	Pupil's task
Stage one: Warm-up T. asks a question. T: When do you study English? T: On ……., ……. and …….. T: You study English three times. T. asks other questions (music / sport / Arabic). (once / twice …)	PPs : on ….., ……, & …..
Stage two: Listen & Speak: T. reads the dialogue and asks the pupils to fill in the gaps. Rayan is a fit boy because he lifts weight twice a week.	PPs listen & answer.
Stage three: Practice: T. asks the PPs to do Activity: 03 Page: 56.	PPs try to do it.
Stage four: Produce: T: How often do you practise sport at school?	PPs: once a week
T. writes some activities on BB and asks the PPs to write questions like the example. Q: How often do you brush your teeth? A: Twice a day. - Brush your teeth. - Wash your hands. - Take a shower. - Clip your nails. - Comb your hair. - Visit your relative / or dentist	PPs follow and do. PPs ask & answer in pairs.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 02	**Lesson**: 02
Function: Enquiring about someone's regular activities.		**Leg. Form**: How / Adj.+ly
N. Lexis: patient / react / fast / patiently…		**V. Aids**:
Objective: Enable the PPs to know about adverbs of manner.		

Procedure	Pupil's task
Stage one: Warm-up T. takes the duster and cleans the BB slowly. T: Am I quick or slow? T. cleans the BB quickly. T: Am I quick or slow?	 PPs : You are slow. PPs : You are quick.
Stage two: Listen & Speak: T. says: a) - Teacher cleans the BB slowly. - Teacher cleans the BB quickly. - Father drives his car rapidly. b) - How does the father drive his car? He drives his car rapidly. - How does the teacher clean the BB? He cleans the BB slowly	 PPs listen & repeat. PPs listen & repeat.
Stage three: Practice: T. gives cues and asks the PPs to build good sentences. - doctor / listen / attentive. Doctor must listen attentively. - patient / suffer / silent - mother / explain / patient - nurse / react / quick - secretary / answer / polite	 PPs try to do it. - Patient suffers silently. - Mother explains patiently. - Nurse reacts quickly. - Secretary answers politely.
Stage four: Produce: T. asks the PPs to Activity: 02 Page: 67 (check).	 PPs try to do.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 02	**Lesson**: 03
Function: Giving advice.		**Leg. Form**: Imperatives
N. Lexis:		**V. Aids**:
Objective: Giving advice for improving health.		

Procedure	Pupil's task
Stage one: Warm-up T: Why do you practise sport? T: To have a good health / to be healthy. T. asks other questions	PPs answer.
Stage two: Listen & Speak: T. sticks a tip on the BB and reads it. T: Go to bed early and get up early! 08 hours of sleep make you feel rested quiet and calm. T. asks a pupil to read it. T. Explains: To feel calm, go to bed early and get up early.	PPs listen . One of the PPs will read. PPs listen & repeat.
Stage three: Practice: T. and the PPs do the same with the other tips on Page: 57 - To keep fit, walk for half an hour everyday. - To have strong and good teeth, brush your teeth for three times a day.	PPs listen & repeat. PPs make advice.
Stage four: Produce: T. asks the PPs to do Activity: 03 Page: 57.	PPs try to do.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 03	**Lesson**: 01
Function: Talking about discoveries		**Leg. Form**: Passive form.
N. Lexis:		**V. Aids**:
Objective: Using passive form. (past form)		

Procedure	Pupil's task
Stage one: Warm-up T. revises some discoveries. - Alexander Bell invented the telephone in …… - Marie Curie discovered radium in ……..	PPs give the dates.
Stage two: Listen & Speak: T. asks questions and gives answers in passive. T: When was Penicillin discovered? T: Penicillin was discovered in 1928. T: When were glasses invented? T: Glasses were invented in 1280.	PPs listen & repeat.
Stage three: Practice: T. gives cues and asks the PPs to ask and answer. - Aspirin / discover / 1853. - X/rays / discover / 1895. - Thermometer / invented / 1626.	PPs ask and answer in passive.
Stage four: Produce: T. asks the PPs to do the activity. - Who did what? - - Insulin …… Dominique J. L. - - Aspirin …… F. N. - - Ambulance …… W. K. R. - - Thermometer …… S. D. A.	PPs try to fill the gaps.

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Teacher: Khelil Moudjib Arrahamane	**Level**: 2A.M.	
File: 03	**Sequence**: 03	**Lesson**: 02
Function: Talking about remedies	**Leg. Form**: Passive form.	
N. Lexis: illnesses	**V. Aids**:	
Objective: The pupils will use home remedies.		

Procedure	Pupil's task
Stage one: Warm-up T: You have a cough and you don't go to the doctor. You stay at home. What does your mother give you? T: Your mother gives you a home remedy.	PPs listen and try to answer. PPs repeat.
Stage two: Listen & Speak: T. writes in active form: When you have a headache, soak a cloth in cold water and apply it on your head. It relieves the pain. T. writes in passive form: A cloth is soaked in cold water and applied on the head. The pain is relieved.	PPs listen & read. PPs listen & read.
Stage three: Practice: T. gives cues and asks the PPs to use passive form. 1) When you flu, heat some milk, pepper it and drink it warm. 2) When you have a cough, heat some lemon juice, add some honey and drink it warm.	PPs try to change them.
Stage four: Produce: T. asks the PPs to do the Activity: 01 Page: 61.	PPs try to give correct examples.

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Teacher: Khelil Moudjib Arrahamane		**Level**: 2A.M.
File: 03	**Sequence**: 03	**Lesson**: 03
Function: Talking about remedies		**Leg. Form**: Passive form.
N. Lexis:		**V. Aids**:
Objective: To read about vitamins.		

Procedure	Pupil's task
Stage one: Warm-up T. asks questions about plants an illnesses. - Headaches are relived with …… - Cough is relieved with ……..	PPs listen and try to answer. PPs repeat.
Stage two: Listen & Speak: T. gives some information about vitamins: Vitamins improve the development of the body. They regulate the transformation of food into energy. We find vitamin C in fruits and vegetables.	PPs listen & repeat some words ad expression.
Stage three: Practice: T. asks the pupils to read the text on page 62, silently. T. writes some question about the text and asks the PPs to answer them.	PPs read silently. PPs answer.
Stage four: Produce: T. reads the text and explains the difficult words. After, he writes questions and asks the PPs to answer. 1) What are vitamins? 2) Where do you find vitamins? 3) Are they important?	PPs listen to the teacher. PPs try to answer the questions.

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File: 03	Sequence: 03	Lesson: 04
Function: Talking about food	Leg. Form: Simple Present.	
N. Lexis: Food groups.	V. Aids: Pictures	
Objective: The pupils will know importance of each group..		

Procedure	Pupil's task
Stage one: Warm-up T. asks questions: - When you are hungry, what do you do? - What do you eat? - What are they? - Yes, they are food.	PPs answer: We eat. PPs: bread, tomatoes, meat, … PPs repeat.
Stage two: Listen & Speak: T. read a paragraph on page63 which speaks about food groups. T. asks questions: - What are the five food groups? - What does each group play? - To have good health, what must people consume? - What mustn't they eat too much?	PPs listen . PPs answer.
Stage three: Practice: T. asks : Where do you find water, fats, vitamins, fibres, mineral and carbohydrates?	PPs answer.
Stage four: Produce: T. Gives an activity: Match the pairs. - meat - oranges - whale - mineral water - dates - grains - fibres - minerals - carbohydrates - fats - proteins - vitamin 'C' T. Correct with the PPs then asks them to copy.	PPs will do. PPs correct and copy.

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Teacher: Khelil Moudjib Arrahamane		**Level: 2A.M.**
File: 04	**Sequence: 01**	**Lesson: 02**
Function: Inviting		**Lge. Form: Enq. S.O.'s likes (Would like)**
N. Lexis: The main ones		**V. Aids: Pictures**
Objective: To enable PP to ask polite requests.		

Procedure	**Pupils' task**
Stage 1) **<u>Warm up</u>** **Revision**	**PP correct it on BB**
Stage 2) **<u>GO FORWARD</u>** **T. reads the conversation (p. 75) and asks some questions**	**PP repeat**
Stage 3) **Task 1) Act. 2 / 76** **Read the cartoon and say if the statement is right or wrong.** **T. asks PP to work in pairs.**	**PP listen then do the activities in pairs** **PP make sentences**
Stage 4) **Act. 3 / 76** **T. asks PP to work in pairs.** **After correcting both of the tasks on BB, he asks them to put them down on their copy books.**	**PP put the activities down.**

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Teacher: Khelil Moudjib Arrahamane		**Level: 2A.M.**
File: 04	**Sequence: 01**	**Lesson: 03**
Function: Inviting		**Lge. Form: Expressing (I'd like / love to…..)**
N. Lexis: The main ones		**V. Aids: Pictures**
Objective: To enable PP to apologize and give excuses.		

Procedure	**Pupils' task**
Stage 1) **Warm up** **Correction of the home work.**	**PP correct it on BB**
Stage 2) **Discover the language** **T. reads the dialogue and asks some G. questions** **(PP are expected to answer the QQ)**	**PP listen and give the answers.**
Stage 3) **Task 1) Act. 2 / 77** **Choose the correct phrase to complete the conversation :** **A:** **B:** **C:**	**PP practise in pairs.**
Stage 4) **Task 2) Act. 3 / 77** **Use the words between brackets to express the sentences Differently.**	**PP work in pairs.** **PP will put the act (s) down after being corrected on BB.**

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Teacher: Khelil Moudjib Arrahamane		**Level: 2 A.M.**
File: 04	**Sequence: 02**	**Lesson: 01**
Function: Expressing intentions.		**Lge. Form: Time expressions + going to…..**
N. Lexis: The main ones		**V. Aids: Pictures**
Objective: To enable PP to express time and to plan things.		

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Revision of the present continuous.** **Stage 2) <u>Listen and Speak</u>** **T. reads dialogue 2 / page 88** **T. asks PP to match bubbles with pictures.** **Stage 3) <u>Practise</u>** **T. explains act. 1 / P. 79** **T. look at picture 1 (play marbles)** **Eg: A :What are you going to do tomorrow?** **B : I am going to play marbles.** **F. P. : T. shows pictures to PP and asks them :** **What is she / he going to do ?** **Stage 4)** **T. asks PP to do act. 2 / 80.**	**PP do the same.** **PP build sentences through pictures** **And cues.** **PP make sentences.** **PP work in pairs.**

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Teacher: Khelil Moudjib Arrahamane		Level: 2 A.M.
File: 04	Sequence: 02	Lesson: 02
Function: Expressing intentions.		Lge. Form: Time expressions + going to..
N. Lexis: The main ones		V. Aids: Pictures
Objective: To enable the PP to describe events from pictures.		

Procedure	Pupils' task
Stage 1) **Warm up** Correction of the HW	PP listen & answer
Stage 2) **GO FORWARD** T. reads the cartoon (Lucky Luke) T. asks some G. questions. (Pictures p. 80) T. asks the PP to give the answers. How do you express the same things in your language?	PP answer the questions. PP listen and repeat then practice in pairs.
Stage 3) Task 1) Act. 2 / 80 Read the cartoon about Lucky Luke and the Daltons and answer the questions. T. asks PP to work in pairs.	
Stage 4) **Home Work** T. asks the PP to do act. 4 / 81	

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Teacher: Khelil Moudjib Arrahamane	**Level: 2 A.M.**	
File: 04	**Sequence: 02**	**Lesson: 03**
Function: Expressing intentions.	**Lge. Form: Enq. (S.O. 's) activities.**	
N. Lexis: The main ones	**V. Aids: Pictures**	
Objective: To enable PP to ask about people's intentions for the future.		

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Revision of : GOING TO**	
Stage 2) <u>DISCOVER THE LANGUAGE</u> **T. writes the dialogue p. 81 on the board and asks PP to come up to the BB and to answer individually Questions (2, 3, 4) p. 81**	**PP do so.**
Stage 2) <u>Practise</u> **Ask qq on the underlined words.** **1) I am going to phone <u>my brother</u>.** **2) He is going to come back <u>by plane</u>.** **3) She is going to bring <u>her children</u> with her.** **4) We are going <u>to buy a new car</u>.**	**PP find the qq**
Stage 3) **T. asks the PP to do act. 3 / p. 82**	**PP do the act in pairs.**

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Teacher: Khelil Moudjib Arrahamane		**Level: 2 A.M.**
File: 04	**Sequence: 03**	**Lesson: 01**
Function: Making choice		**Lge. Form: Which one / ones**
N. Lexis: The main ones		**V. Aids: Pictures.**
Objective: To enable the PP to differ between things.		

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Revision of numbers.** **Stage 2) <u>Listen & speak</u>** **T. presents numbers** **(100 - 35000)** **Stage 3) <u>Practise</u>** **1) How much is it? - It is ……DA.** **2) How much are they? - They are……DA** **T. uses the new structures in a dialogue.** **Shop assistant: Can I help you ?** **Ahmed: Yes, please. How much is that shirt?** **Shop assistant: It's 1500 DA.** **Ahmed: Oh! It's expensive.** **Cues: T. helps PP to use plural.** **It / a jacket / 3000 DA** **They / shoes / 2500 DA** **Stage 4)** **T. asks the PP to Complete the dialogue:** **S.A. : ……you, sir ?** **Peter: I'd like……..** **S.A. : What size, sir?** **Peter: Size……** **S.A.: ……600DA.** **T. checks PP's work and correct it on BB.**	**PP participate** **PP practise** **PP do it in pairs**

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Teacher: Khelil Moudjib Arrahamane		Level: 2A.M.
File: 04	Sequence: 03	Lesson: 02
Function: Enquiring about prices		Lge. Form: Numbers + possessive pronouns.
N. Lexis:		V. Aids: Pictures
Objective: To enable the PP to express actions using their own vocabulary .		

Procedure	Pupils' task
Stage1) Warm-up Correction of the home work	PP correct the HW on BB.
Stage 2) GO FORWARD T. reads the dialogue between Mike and his mother. T. explains this situation, through asking some questions.	PP listen to understand Then, they answer the questions.
Stage 3) TASK 1) T. sets an activity or deals with the Ones of the book (p. 85)	PP work in pairs
Stage 4) Task 2) An act dealing with vocabulary . (Synonyms and antonyms) T. selects an act. dealing with comprehension.	PP try in pairs to do the task. PP copy down the 2 activities.

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Teacher: Khelil Moudjib Arrahamane		**Level: 2 A.M.**
File: 04	**Sequence: 03**	**Lesson: 03**
Function: Making choice		**Lge. Form: Which one / ones**
N. Lexis: The main ones		**V. Aids:**
Objective: To enable PP to order sentences to get a conversation		

Procedure	**Pupils' task**
Stage1) <u>Warm up</u> **Revision**	**PP listen then answer.**
Stage 2) <u>DISCOVER THE LANGUAGE</u> **Creating a situation to introduce the dialogue.** **T. acts the dialogue, then he asks different questions.** **(the 6 questions orally)**	**PP listen & answer the questions**
Stage 3) <u>Practise</u> **Task 1) Act. 1 / 86** **T. asks the PP to find the questions.**	**PP work in pairs.** **PP are expected to give examples.**
Task 2) Act. 4 / 86 **T. asks the PP to do the act in pairs.**	**PP listen & do the activity.**
Stage 4) **T. selects 1 and 4 to be written on the PP's CB.**	**PP put the 2 act.(s) down.**

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Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 1	Lesson : 1
Function: Instructing .		Lge F. : Imperatif
V. Aids: A map .		N. Lexis :show me / next to /straight …
Objective: To enable the PP to show and ask about a place .		

P R O C E D U R E	P U P I L S' T A S K S
Stage 1) **Warm up:** T. shows a picture of comedians on the platform . They are comedians .They're performing a play . T : Is there a theatre in El-oued ? Where is it ? It's next to the post-office . Do you go to the theatre ?	PP guess, what their job is . PP : yes . PP : Yes / No . PP write the questions.
Stage 2) **Listen and say.** Step 1) T. sets questions on the board. 1- What's Andrew looking for ? 2- Did the newspaper make a bad critic ? 3- How far is the theatre ? Step 2) T. reads the dialogue. T. and PP correct on BB . Step 3) T. sticks the map and says : A: Could you show me the way to the theatre , please? B: Sure. Go straight along this street .Turn left at the corner . The town hall is there and the theatre is just opposite . T – T / T – P / P – T / P – P	PP listen and find out the answers . Pp listen . PP practise in pairs. PP work in pairs . PP do the act on their RB
Stage 3) **Practise** Step 1) T. chooses a place and asks PP to write a dialogue . Step2) Task 1 page 97 Home work : Task 3 page 97 5/1/1 LISTEN / SPEAK 1) dial. 1/110 2) PT: 1/97 Task 4/97 (HW)	

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Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 1	Lesson : 2
Function: Socializing .	Lge F. : Wh questions	
V. Aids: Text book / Classroom situation .	N. Lexis : sword / ring	
Objective: To enable the PP to read , understand and act a play .		

P R O C E D U R E	P U P I L S' T A S K S
Stage 1) **Warm up:** Correction of the homework . (Task 3 page 97 : find the questions to complete this interview)	PP give the questions.
Stage 2) **Go forward.** Step 1) T. creates a situation to introduce the play on page 98 . - What do you see at the cinema ? - What about the theatre ?	PP listen and find out the answers . A film A play Pp follow .
Step 2) T. reads the play once. T. asks some questions . - Where does the story take place ? - Where are Camilia and Philip ? - Who are they ?	In a palace. In the palace garden . Brother and sister. split into groups and try to answer the questions.
Step 3) T. asks them to do task 1 page 98 . (a collective correction) T. explains a bit the play to have a very clear idea about it .T. also explains sword & ring .	PP try to learn a part and act the play in front of the class.
Step 4) T.: Prepare yourself to act the play . T. chooses a member from each group to act the the play in front of the class . 5/1/2 G.F. - Corr. Of the HW - Reading/explaining the play p.98 - + the QQ below Pt: 1/99 + any of the rest (if there is times)	

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Teacher : Khelil Moudjib Arrahamane	Level : 2 AM
File : 5 / Sequence : 1	Lesson : 3
Function: Socializing .	Lge F. : Wh questions
V. Aids: flash cards .	N. Lexis : /
Objective: To enable the PP to use wh questions(ask and answer about people) .	

P R O C E D U R E	P U P I L S' T A S K S
Stage 1) **Warm up:** T. asks PP about the previous lesson.	PP give true answers .
Stage 2) **Listen and say.** Step 1) T. asks PP to open their books on p. 99. T. reads the dialogue once .Then ,he asks these questions : 1- Where is Akiko from ? 2- How long did he travel? 3- How long does it take ?	PP look, listen , follow and say .
Step 2) T. asks PP to underline the WH question words and say what they refer to. -How long → duration -Where → place	Pp try to find out the correct answer.
Step 3) T. asks PP about other WH question words and tell what they refer to .	PP try to give correct ones.
Stage 3) **Practise** Task 1 page 99 (matching pairs) T.asks PP to the activity on their exercise – books .	PP try to match the questions with the answers .(PP work in pairs .)
Home work : Task 4 page 99	
5/1/3 D.L. -Dial. P. 99 + the qq + the other WH QQ.	
PT: 1/	

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 2**	**Lesson : 1**
Function: Socializing .	**Lge F. : Would**	
V. Aids: pictures .	**N. Lexis : prefer / enjoy**	
Objective: To enable the PP to use would / do you like … .		

P R O C E D U R E	**P U P I L S' T A S K S**
Stage 1) Warm up: **Step 1)** **T. asks :** **Do you like music ?** **What kind of music do you like ?**	**PP answer.**
Step 2) **T.:What do you enjoy doing ?** **I enjoy playing football .** **Do you enjoy playing music ?** **Yes,I do .**	**PP try to answer.**
Step 3) **T. shows some pictures** **Would you like playing football ?** **Would you like reading books ?** **Would you like watching cartoons ?**	**PP give true answers .**
Stage 2) Listen and say. **Step 1)** **T. asks PP to listen to the dialogue and to say what the following words refer to :** **musical – tickets – performance – play .**	**PP listen and try to answer .**
Step 2) **T. asks PP to open their books on page 102 and do "role play " activity (act. 1)** **words and say what they refer to.**	**PP practise in pairs.**
Stage 3) Practise **Re-order the words to get a correct question.** **-you / like / drink / to / would / some juice / ?** **-prefer / a cup / of / drink / I / to / coffee / .** **-would / go / the / you / to the zoo / like / to / ?** **-don't /no / I / ,/ ./ like / the dishes / I / washing.** **-to / have / at / lunch /would / the / you / like / restaurant .** **- prefer / I / having / home / it / at / no, / .**	**PP re-order the words and find out the questions and their answers .**

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Home work : Task 4 page 102	

Teacher : Khelil Moudjib Arrahamane		Level : 2 AM
File : 5	Sequence : 2	Lesson : 2
Function: Narrating .	Lge F. : /	
V. Aids: Text book .	N. Lexis : /	
Objective: To enable the PP to read ,understand and tell the story .		

P R O C E D U R E	P U P I L S' T A S K S
Stage 1) **Warm up:** Correction of the homework . (Task 4 page 102 :ask your partner about his likes and dislikes)	PP give questions and answers.
Stage 2) **Go forward.**	
Step 1) T. asks PP to open the books on page102. T. reads the text loudly. T. asks some questions . -Is the passage a play ? -How many persons are there ? -Are there any animals ? -What are they ?	PP open their books. Pp follow . No.It's a story. Two. Yes,there are some. A goat and hens .
Step 2) T. asks PP to work in group then answer the questions.(page 102) T. interprets in case of a problem .	PP read and do the task .
Step 3) T. and PP correct on the board . (a collective correction)	
Step 4) T.: Prepare yourself to come up to the Board and tell the story in front of the class	PP get ready. A represented of each group tells the story .

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 2**	**Lesson : 3**
Function: Narrating .	**Lge F. : gerund (ing)**	
V. Aids: / .	**N. Lexis : /**	
Objective: To enable the PP to use a gerund for expressing likes and preferences .		
P R O C E D U R E		**P U P I L S' T A S K S**
Stage 1) Warm up: **Revision of the previous lesson .** **T. asks and writes at the same time on BB** **- Do you like watching T.V. ?** **- Do you enjoy reading ?** **- Would you like to play cards ?** **- Do you want to see a play ?**		**PP answer : yes / no**
Stage 2) Discover the language . **(page 103)** **Read the questions set on BB and make rules about the forms of the following verbs : like / enjoy / would like / want .** **T. and PP correct .** **(We use the gerund to talk about likes , dislikes and preferences .And, we form it by adding "ing" to a verb .**		**PP take their exercise- books and try to do the activity .**
Stage 3) Practise: **T. asks PP to do activity 1 p. 103 .** **T. interprets in case of a problem .** **Then, T. asks PP to do activity 2 / 3 p. 103 .**		**PP read and do the task .** **PP practise in pairs .** **P 1 : Miss Smith do you enjoy acting ?** **P 2 : Oh , yes. I love acting .**
HOMEWORK : Task 4 page 103 .		

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 3**	**Lesson : 1**
Function: Socializing .	**Lge F. : The present perfect tense .**	
V. Aids: / .	**N. Lexis : /**	
Objective: To enable the PP to use the present perfect .		

P R O C E D U R E	**P U P I L S' T A S K S**
Stage 1) Warm up: **T. asks :** **Does Med Fellag act in films ?** **Does he act in plays ?** **Do you act in plays ?**	 **No .** **Yes .** **PP answer.**
Stage 2) Listen and say. **T. asks PP to listen to the dialogue and to answer these questions .** - **Has Linda acted in a school drama ?** - **What have the pupils decided for this year ?** - **Who has helped them with the costumes?**	 **PP listen and answer.** **PP give true answers .**
Stage 3) Practise **T. gives an example :** **eg.: Have you had your breakfast ?** **Have you answered the questions of the dialogue ?** **T. asks PP to do the same with these cues .** **(ask and answer)** **1- have / shower** **2- clean / teeth** **3- comb / hair** **4- take / bus**	 **Yes, we have .** **Yes, we have .** **PP listen and try to answer .** **PP ask and answer.**
Home work : Task 2 page 106	

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 3**	**Lesson : 1(Extra work)**
Function: Socializing .	**Lge F. : The present perfect tense .**	
V. Aids: / .	**N. Lexis : /**	
Objective: To enable the PP to use the present perfect .		
P R O C E D U R E		**P U P I L S' T A S K S**
Stage 1) Warm up: **T. asks some questions about the previous lesson .** **What has Linda done ?** **What have the pupils decided for this year ?** **Who has helped them with the costumes?**		**PP answer.**
Stage 2) Listen and say. **T. asks PP to listen and to answer the questions .** **At the end of last year , Linda has acted in a school drama .This year , she has decided to adapt Scoobidoo . The art teacher has drawn the costumes and the settings .** **When has Linda acted in a school drama ?** **What has she decided ?** **Who has drawn the costumes and settings ?**		**PP listen and answer.**
Stage 3) Practise **T. sets act. 2 page 106 .** **Look at the example and do the same** **eg.: What has he done ?** **He has written a book .**		**PP do the activity .**
Stage 4) Produce **Ask questions on the underlined words :** **1- They <u>have played</u> in the street .** **2- I have had <u>breakfast</u> .** **3- <u>John</u> has repaired his car .** **4- Kate has met her friend <u>in the supermarket</u>**		**PP do the activity .**

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 3**	**Lesson : 2**
Function: Narrating .	**Lge F. : Simple past tense / sme & any**	
V. Aids: pictures .	**N. Lexis : farm /eggs / stones / pocket …**	
Objective: To read for jest .		
P R O C E D U R E		**P U P I L S' T A S K S**
Stage 1) Warm up: **Step 1)** **Correction of the homework .** **(Task 2page 106)** **Step 2)** **T. introduces the lexis : farm , eggs , stones …** **Stage 2) Go forward.** **Step 1) T. asks PP to read the text on page107 silently and get the main idea .** **- What's the text about ?** **- Where did Willy go to work ?** **Step 2) T. asks PP to read the text again, then answer the questions .** - **Did Willy bring home what the farmer gave him ?** - **Why did the butter melt ?** - **How did Willy's mother react ?** - **Was Willy very clever ?** **Step 3) T. asks PP to split into groups and to try continue the story on the same pattern using these cues :** **paper bag / milk**		**PP give questions and answers.** **PP repeat** **PP open their books ,read the text and answer .** **No.It's a story.** **Two.** **Yes,there are some.** **A goat and hens .** **PP read and do the task .** **PP work in groups.** **A representer of each group tells the end of the story .**

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Teacher : Khelil Moudjib Arrahamane		**Level : 2 AM**
File : 5	**Sequence : 3**	**Lesson : 3**
Function:Socializing .	**Lge F. : Past simple & past participle**	
V. Aids: / .	**N. Lexis : /**	
Objective: To enable the PP to ask about action happened sometimes in the past .		
P R O C E D U R E		**P U P I L S' T A S K S**
Stage 1) Warm up: **Revision of the previous lesson .** **T. asks some questions .**		**PP answer .**
Stage 2) Discover the language . **(page 108)** **T. reads the dialogue once .**		**PP follow**
T. asks PP to read the dialogue silently and to answer the questions (question 1 / 2). **T. asks PP to give the answers and writes them on BB .**		**PP read and answer the questions .**
T. moves with PP to question 3 / 4 . **T. helps PP to find out the answers .**		**PP try to answer .**
Stage 3) Practise: **T. asks PP to do activity 1 p. 108 .** **T. interprets in case of a problem .** **Then, T. asks PP to do activity 2 p. 108 .**		**PP do the task .**
HOMEWORK : Task 3 page 108 .		

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