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*: <u>Warm-up</u>** 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**
Stage three: Write it out	**PPS –read the paragraph**
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.**

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.	PPS- answer : Aren't you ? PPS –give the correct form of the verbs.
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.	PPS listen PPS repeat
Stage three: Practice T-asks pps to do act 1 p20	PPS – do
Stage four: Produce T- asks pps to do act 3 p36	

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,…..** *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)** *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- look & answer** **PPS-listen & repeat** **PPS- do & practise**

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*: <u>Warm-up</u>** **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.** ***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)** ***Stage three : After reading*** **T – asks some pupils to read loudly.** **T – asks pupils to take down the activity on their C.B**	**PPS-names different kinds of cakes : Tamina, pancakes…** **Pps –tells the ingredients: flour, sugar, vanilla …..** **PPS answer orally.** **PPS – listen and follow** **PPS – do the task on the BB** **Some pupils read.** **PPS – write**

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.** **Some PP read them, too.**

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

Procedure	Pupil's task
T. asks PP to add some examples. **T. mentions the rule of the pronunciation of the final (ed)**	**PP try to build the rule with their teacher.**
Stage two: <u>**Consolidation activity:**</u> **T. asks PP to clarify some verbs (act. 1 / 24)**	**PP work in pairs.**
<u>**Silent Sound:**</u> **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**	

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: Comparatives **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.

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.
 	
Step3: T. reads again script 2/165.
 	
   Then asks his pp to do act. 3/29
 	
Step 4: T. reads part 2 script 2 / 166 and ask
        them to circle the correct letter.
 	
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.
 	
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.
	PP listen then do.
	PP check their answers
	
	PP tick the right answer
	
	PP work in pairs
	
	PP make the waiter sound more polite (only the questions)

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>:** **Step1: T. asks the pp to look at the picture P.32** **and guess the answer.** **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)** **Stage three: <u>write it out</u>:** **T. asks pp to do activity 1 / 34**	**PPs listen and follow** **PP work in pairs** **PP work in pairs**

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

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)	**Listen and answer** **Name gestures**
Stage one:	
Listening:	
Step1:	
T asks Pps about what they can / can' t do from these gestures. E.g.: Can you swim ?	**Yes, I can / No, I can' t**
Step 2 : Practice	
Practicing pronunciation of <u>can</u> / <u>can' t</u> (strong and weak forms). (exercise 1 p 43 .)	**Practice sounds**
We can deal with the same examples seen before in (warming up).	**They repeat the examples .**
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.	**They copy down the structures in their copybooks**
Homework Grammar window p 44 .	

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. **Stage one:** **Practice** T practices the use of can / could / be able to (present , past , future) through situations 1, 2, 3 p 45 **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) **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 the board . They participate . They correct on the board . They correct on their copybooks

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?
 	
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 ?
 	
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 ?
 	
Stage three:
 	
After reading.
 	
T asks the pupils find out the sentences containing may , might , can , could and copy them on their copybooks.
	They listen and answer questions.
	
	They listen and repeat .
	
	They guess.
	
	They listen and answer.
	
	They read and answer.
	
	They find out sentences and write .

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:	**They revise.**
Revision of the previous lesson .	
Stage two	
Exercise1 p 48.	**They listen** **They do the exercise.**
T explains what to do **Then , T asks the Pps to correct the ex on the board.**	
Stage three:	
Write it out.	**They listen , then do**
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 correct and read.**

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: <u>**Warm-up**</u>
    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	

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

Procedure	Pupils' task
T. asks the Pps. to do Activity 01 p: 50. They correct on the BB & marking the stress	**Pps. look at the table & read the words with the help of the T.** **Pps. do** **Pps correct on the BB.**

Stage four: <u>**Writing phase**</u>
 	
    T. asks the Pps.. to do Activity: 04 p: 50
    - Correction on the BB
	Pps. do
	Correct on the BB.

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

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: <u>Warm-up</u>
 	
    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

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**

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: <u>**Warm-up**</u>
 	
    T. asks questions about hobbies.
 	
Stage two: <u>**Before you listen**</u>
 	
    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?**
 	
Stage Three: <u>**As you listen**</u>
 	
    T. sets task N°1 p:67 & reads script 01
    T. sets task N°2 p:68 & reads scrip
 	
Stage four: <u>**Writing phase**</u>
 	
    T. asks the Pps.. to do Activity: 04 p: 68
    - Correction on the BB
	Pps. answer
	
	Pps. try to answer
	
	Pps. check their answers
	Pps. Take notes down.
	
	Pps. Will us information in Act. 02 p:67 & ask & answer questions

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.	Pps. deduce
Simple Future-Time clause + Simple Present	
H.W: Activity 01 p: 69.	Pps. Try to do it at home

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)
 	
 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
 	
 Stage Three:
 	
    Correction on the BB.
	Pps. give their own sentences.
	
	 Pps. follow & do.
	
	 Pps. do
	
	 Pps. Write it down

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: <u>**Warm-up**</u>
 	
  Revision about the Future Simple tense.
 	
Stage two: <u>**Listen & speak**</u>
 	
  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".
 	
Stage Three: <u>**Practice**</u>
 	
  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"
 	
Stage four: <u>**Produce:**</u>
 	
  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.
 	
  <u>**H.W:**</u> **Write it out p: 72**
	Pps. Give sentences
	
	Pps. Follow & listen
	
	Pps. do
	
	Pps. follow
	
	Pps. listen.
	
	Pps. do.
	Pps. correct.
	
	Pps. do.
	
	Pps. do.
	
	Pps. try to do it at home

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

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.**

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: <u>**Warm-up**</u> **Revision of the previous lesson.** **Stage two:** **T. sets two questions:** • **How many groups will they split into?** • **Where will they have lunch?** **T. reads the text p: 170.** **T. asks the Pps. to answer the questions.** **Stage Three:** <u>**Practice**</u> **T. sets an Activity on BB.** **T. reads 2nd reading** **T. corrects** **Stage four:** <u>**Produce**</u> **T. sets Activity: 4 p: 80 & asks the Pps. To do it.** **T. & Pps. correct on the BB.**	**Pps. Write down.** **Pps. answer.** **Pps. do it.** **Pps. do it.** **Pps. copy down.**

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: <u>**Warm-up**</u>	
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).	Pps. listen & follow.
Stage Three: <u>**Practice**</u>	
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.	Pps. listen & do.
Stage four: <u>**Produce**</u>	
T. helps the Pps. to write the paragraph on the BB.	Pps. do. Pps. copy down.

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.**

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?** **Stage two:** T. asks other questions: • **Did you face any problem this Summer?** • **If yes, What kind of problem?** • **What did you do, then?** **Stage Three: Practice** T. presents & explains the task given on p: 84 (write it out) **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. answer. Pps. give examples(car broke down). Pps. do the task with the help of the T. Pps. are asked to think about the solution in few words. Pps. write down on their copy books.

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.

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**

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 :   <u>**Warm-up**</u>
 	
  A short revision about the previous lesson.
 	
Stage two :   <u>**Before you read**</u>
 	
  T. creates a situation to the text by showing about the Sahara and caves .
 	
Stage Three :   <u>**As you read**</u>
 	
  <u>**Step one**</u> : 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 .
 	
  <u>**Step two**</u> : Teacher's 2nd reading
T. asks the pupils to open their books and follow.
 	
  <u>**Step three**</u> : Silent reading
 T. sets detailed questions on C.B
 	
Stage Four :
  T. checks their answers and asks for the correction on C.B
  T. asks them to copy down .
	The pupils listen and answer.
	
	Pupils listen and follow.
	
	The pupils read silently and answer the questions.
	
	The pupils copy down .

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 <u>which / that</u> are made of animals skins. 2- a) People used to live in the Sahara. b) These people were cave people. * People <u>who / that</u> used to live in the Sahara were cave people.	**The pupils listen and repeat**
Stage Three : **Produce**	
<u>Step one</u> **: Teacher asks the pupils to do activity 01 p 97** <u>Step two</u> **: Teacher asks for the correction on C.B.**	**The pupils correct.**

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) 	**The pupils answer.**

Short vowel	*Long vowel*

Procedure	Pupils' task
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 .**

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 .
 	
 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.
 	
 Stage Three :
 	
    Step one : T. asks this question
 • **Name one of famous Abbasids caliph**
 	
    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.
 	
 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 answer.
	
	 The pupils answer.
	 The pupils say Djamal Abdelnacer .
	
	 The pupils say Harun Rachid .
	
	 The pupils do.
	
	 The pupils do.

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 .

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.

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: <u>Warm-up</u>
 	
T-asks:
  - What do you want to be in the future?
  - How can you be a doctor?
 	
Stage two: <u>Listen & Consider</u>:
 	
  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: <u>WRITE IT UP</u>
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: <u>Write it out</u>:
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

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.
 	
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?
 	
Stage three: Practice:
   Activity : 1 P 121
 	
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 …………   .
	PPS read the sentence.
	
	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.
	
	Do the activity.
	
	Do the act

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?** ***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?** **Step 2 : As you listen:** **T- reads (script one) on page 173 to check the pps` answers.** ***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.**	**answer** **Try to answer** **Listen and answer** **Listen and do the act.** **Make the correction.** **Write**

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?**	**listen**
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)** **.**	**Listen and read** **Listen and read**
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/ …**	**PPS answer orally**
Stage four : **Produce:** **T-asks the pps to do act 3 p121.**	**answer and write**

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.
 	
Stage four : **Presentation :**
  T-introduces act 1p124 and asks the PP to do it .
 Correction of the act.
	PPS follow

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

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

PPS use: when, while, as

to give correct sentences

Stage five: practice p145

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: <u>WARM UP</u> Revision about the previous scene	PPS give examples
Stage two: <u>BEFORE YOU LISTEN</u> 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: <u>AS YOU LISTEN</u> Act 02 p 144 to be done orally Teacher asks:	PPS answer
Stage four: <u>WRITE IT UP</u> P 145	PPS write

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: <u>WARM UP</u> **T sticks a picture on the BB and asks:** **What is this?** **What can you see on it?** **Stage two: <u>BEFORE YOU READ</u>** **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: <u>AS YOU READ</u>** **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**

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: <u>WARM UP</u> **T asks questions on the previous lesson**	**PPS answer**
Stage two: <u>AFTER READING</u> **T deals with grammar window task as it is**	**PPS answer**
Stage three: <u>PRACTICE</u> **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)** **T checks the PPS work**	**PPS write their conversations**
T asks PPS to read their work	**PPS read**
Stage four: <u>WRITE IT OUT</u>	
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	

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

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: <u>WARM UP</u>
Review to imperative form affirmative / negative
T asks PPS to do some things
eg: lend your friend a pen
clean the board
 	
Stage two:
Step one: choosing the right answer. Act 1 page 153
Listen and check the answers
 	
T reads the situation and explains them to his PPS
 	
Step two:
T reads the dialogue on page 175 (script 2)
 	
Stage three: <u>CONFIRMATION</u>
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
	T orders
	PPS answer
	
	PPS read and choose the right answer
	
	PPS listen then answer the task
	
	PPS listen and check their answer on 153
	
	PPS do the task on their copybooks

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: <u>WARM UP</u> **Presentation of act 03 page 153 "intonation"**	**PPS mark the correct intonation with arrows** **PPS find the appropriate questions to show interest** **Correction**
Stage two: presentation of a model act 1 page 154	**Act 2 page 155**
Stage three: writing a dialogue from situations **(to apologies, to express surprise … etc …)**	**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: <u>CONFIRMATION</u> **T sets different situations and asks the PPS to match them with the correct column**	

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: <u>WARM UP</u> 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: <u>READ AND WRITE</u>	PPS correct on the board
T asks pupils to read the text silently to do the exercise	
T checks and helps	

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**