Teacher :	Level : 1 AM

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

Function : Introduce him / herself **Lgge form : To be in the present**

N . Lexis : hello , name , my , your , etc… **V . aids : Pictures.**

Objective : **Make the pupils introduce themselves and use greeting expressions**

Procedure	Pupils' Tasks
Warm up : **My name's …**	**PP give their names.**
Listen and speak	
S_1 : T. writes on C.B. **- What's your name ?** **- My name's Sally. .**	**PP listen / repeat in pairs**
S_2 :T . reads the dialogue 1st and asks PP to repeat it . **- What's your name ?** **- I'm Sally .**	
S_3:T. writes the 2nd dialogue and asks them to repeat it in pairs.	
Practise	
S_1 : T . writes this dialogue on BB and play it . **Sami : Hello, my name's Sami.** **- What's your name ?** **Sally : Hi ! Sami. I'm Sally.**	**PP listen and repeat.**
S_2 : T . asks them to repeat it in pairs.	**PP practise in pairs using their names.**
Produce	
S_1 :T. writes this dialog. on BB and asks PP to find the miss. letters **Amine : Hel-o, my nam- is Amine .** **- W-at' s your n-me ?** **Riyad : H- ! Amine. –'m Riyad .**	**PP do it in pairs.** **Hello, my name's Amine.** **What's your name?** **Hi! Amine. I'm Riyad.**
S_2 : T . checks their work. **S_3 : T . asks them to correct .** **S_4 : T . asks them to greet in Arabic or French .**	**Finally, PP write it down .**

Teacher :	Level : 1 AM

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

Function : Greetings **Lgge form : To be (S. present)**

N . Lexis : hello, hi, nice, glad to meet you, etc… **V. aids : Pictures.**

Objective : Pupils will be able to use greeting expressions .

Procedure	Pupils' Tasks
Warm up : T . asks the pupils - What's your name ?	PP answer : My name's …
Listen and speak	
S_1 : T. writes this dialogue on BB and reads it . Sally : Hello ! I'm Sally. What's your name ? Olga : Hi ! Sally. My name's Olga. Sally : Nice to meet you, Olga. Olga : Glad to meet you, Sally.	PP listen and repeat
S_2 : T . asks PP to play it in pairs .	PP play in pairs.
Practise	
S_1 : T . erases the names and asks PP to change them . Sami : Hello, I'm Sami. – What's your name ? Wang : Hi ! my name's Wang. Sami : Nice to meet you, Wang . Wang : Glad to meet you, Sami .	PP practise using the following names : Steve - Aminata - Ivan- Eva - Sana- Indira
S_2 : T . guides and controls them orally.	
Produce	
S_1 : T . copies the disordered sentences. S_2 : T: Order the sentences and write the dialogue. S_3 : T : Let's correct, now. S_4 : T . gives them a home work . The homework : - Write a conversation between you and your friend.	A : Hello, I'm Massil. What's your name ? B : Hi! Massil . My name's Rym. A : Nice to meet you, Rym B : Glad to meet you, Mas

Teacher :	Level : 1 AM

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

Function: Punctuation **Lgge form : To be in the present**

N. Lexis: (. / , / ?, E. mark, etc…) **V. aids : The board .**

Objective : Pupils will be able to use punctuation where necessary.

Procedure	Pupils' Tasks
Warm up : Correction of the home work.	Some PP present their dialogues.
Listen and speak	
S_1: One of the pupils' dialogue will be written on BB.	
S_2: T. reads the dialogue and asks PP to repeat. Ahmed: Hello! I'm Ahmed. What's your name? Ali: Hi! Ahmed. My name's Ali. Ahmed: Nice to meet you, Ali. Ali: Glad to meet you, Ahmed.	PP listen and repeat
Practise	
S_1: T. reads sentence by sentence.	PP repeat and use the intonation.
S_2: T. corrects their punctuation.	
Produce	
S_1: T. asks PP to Put the right punctuation. Hello Sami My name is Michel Nice to meet you	PP do the act. Hello, Sami. My name is Michel. Nice to meet you.
S_2: T. asks PP to order them and write a dialogue. S_3: T. corrects the dialogue on BB. S_4: T. asks PP to copy the correction on their copy books . T. forms groups (to prepare them for the project.)	

Teacher :	Level : 1 AM

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

Function: Using numbers **Lgge form** : To be in the present

N. Lexis: one, two, three, etc… **V. aids** : The board, Pictures.

Objective : PP will be able to read and write numbers from (0-19) + express age.

Procedure	Pupils' Tasks
Warm up : T. asks PP about their names.	PP answer.
Listen and speak S_1: T. introduces the numbers on the C.B (0 - 19) in full . - T. reads the numbers and asks PP to repeat. S_2: T. shows a photo of sami and draws a table on C.B Name Age Sami 12 Aminata 14	PP listen and repeat
S_3: T. acts the role of Sami and says : My name is Sami. I am 12. T. does the same with Aminata .	PP listen and use their own names and ages.
Practise S_1: T. gives cues and asks PP to do as above. Sally / 10 - Wang / 11 - Sana / 12	PP listen /repeat.
Produce S_1 : T . writes this activity on C.B Act: Write the numbers in full . 4 + 10 =…… 9 + 1 = ……. 2 + 11 = …… 3 + 8 = ……. 4 + 9 = ……. S_2: T. checks their work. S_3: T. asks them to correct on their C.B.	PP listen and do the act. PP write the act down.

Teacher :	Level : 1 AM

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

Function: Talking about nationalities **Lgge form** : To be in the present

N. Lexis: countries and nationalities **V. aids** : Pictures, a map .

Objective : Pupils will be able to know and talk about countries and nationalities.

Procedure	Pupils' Tasks
Warm up : Revision of numbers (1 - 19). T . gives : Sally / 10 and asks PP to make a correct sent. .	PP listen / answer.
Listen and speak S_1: T. introduces some countries through a map. E.g. Algeria, America, France, Nigeria, England, etc… S_2: T. draws this table on C.B Name Country Sami Algeria Michel France	PP listen and repeat
T. acts the role of Sami and says : My name is Sami. I am from Algeria. T. does the same with Michel. S_3: T. adds another colour to the above table. Name Country Nationality Sami Algeria Algerian Michel France French	PP listen and repeat Pupils listen and repeat PP act the dialogue.
T. acts the role of Sami and says : My name is Sami. I am from Algeria. I am Algerian. T. does the same with Michel. **Practise** S_1: T. gives cues and asks PP to do as above. Sally / England / English – Aminata / Nigeria / Nigerian **Produce** S_1: T. copies this act. on BB and asks PP to match the pairs. Countries Nationalities Poland Egyptian India Australian Egypt Polish Australia Indian	Pupils listen and do. PP do the act. Finally, they write it down.

S_2: T. checks their work. **S_3: T. asks them to correct the act. on BB .**	

Teacher :	**Level : 1 AM**

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

Function: Asking about information **Lgge form: To be in the present**

N. Lexis: Countries and nationalities **V. aids: Pictures, a map .**

Objective : **To be able to ask about countries.**

Procedure	Pupils' Tasks
Warm up: T. gives cues : Sami / Algeria / Algerian	**PP answer :** **My name is Sami. I am from Algeria. I am Algerian.**
Listen and speak	
S_1 : T. introduces : **Teacher: Are you from Algeria?** **Sami : Yes, I am .** **Teacher: Are you from Algeria?** **Michel: No, I am not.**	**PP listen and repeat in pairs.** **PP listen and repeat in pairs.**
S_2: T. introduces : **Teacher: Are you from Algeria?** **Michel: No, I am not.** **Teacher: Where are you from?** **Michel: I am from France.**	**PP listen.** **PP do it.**
Practise	
S_1 : T. sets an activity on BB and asks PP to fill in the gaps . **Teacher: ……. you from America?** **Aminata: No, I am …… from America.** **Teacher: ……. are you from?** **Aminata: I am from Nigeria.**	**PP correct it on BB.**
S_2: T. checks their work. **S_3: T. asks them to correct on BB.**	**Pupils listen.**
Produce	
S_1 : T. writes an other dialogue on BB and asks PP to Complete it. **Sami : _____ _____ _____ England ?** **Sally : _____ I am .** **Sami : Are you from England, too ?** **Sana : No, _____ _____ _____** **Sami : _____ _____ _____ from, then?** **Sana : I am _____ Egypt .**	**PP do it in pairs.** **PP correct and write it down**
S_2: T. checks their work. **S_3: T. asks them to correct and copy it on their copybooks.**	

Teacher :	Level : 1 AM

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

Function: Introducing oneself **Lgge form : To be in the present**

N. Lexis: e-mail, true, false, etc… **V. aids: C.B**

Objective : To be able to introduce oneself.

Procedure	Pupils' Tasks
Warm up : T. asks what's your name? Where are you from?	PP answer
Listen and speak	
S_1: T. writes " Riyad's e-mail " on BB. Hi, Riyad. My name's Eva. I'm 9. I'm from Sweden …	PP follow.
S_2: T. reads it and asks them to repeat.	PP listen and repeat
Practise	
S_1: T. writes an act on BB and asks them to put a tick √ on true and a cross X on false sentences. Eva is from England. Eva is 9.	PP listen. PP do it.
S_2: T. checks their work.	PP correct.
Produce	
S_1: T. asks PP to introduce themselves by writing sentences. Such as the (eg.) given in L / S. S_2: T. checks their work.	PP do it.
S_3: T. chooses one example to be written on BB.	Finally, PP write it down.

Teacher :	Level : 1 AM

Fil: 01 **Sequence: 03** **Lesson: 01**

Function: Introducing some one. **Lgge form : To be in the present**

N. Lexis: welcome to, etc… **V. aids: C.B**

Objective : To be able to introduce another person

Procedure	Pupils' Tasks
Warm up : **T. asks: Are you American ? Where are you from?** **Listen and speak** **S_1: T. writes this dialogue on BB.** **Indria: Hello, Steve.** **Steve: Hello, Indria. This is Ivan** **Indria : Hi ! Ivan. Are you Russian?** **Ivan : No, I'm not. I'm Polish** **Indria : Welcome to London, Ivan.** **S_2: T. reads it and asks them to play role in pairs.** **Practise** **S_1: T. gives some subst. drills and asks PP to practise.** **Sami / Algerian** **Sally / English** **Wang / Chinese.** **S_2: T. checks their work.** **Produce** **S_1: T. asks the pupils to fill in the gaps:** **Sami: Hello, Rida.** **Rida: Hello, Sami. This is Sana** **Indria: …… ! Sana. Are you ……?** **…… Sana: ……., I'm …… . I'm** **Indria: Welcome to Algiers, Sana.** **S_2: T. checks their work** **S_3: T. chooses a dialogue to be written on BB.** **Finally, he asks them to put it down on their copybooks.** **S_4: T. gives them a home work.**	**PP answer** **No, I'm not. I'm from Algeria.** **PP follow.** **PP play it in pairs.** **PP practise.** **PP practise.** **PP do it.** **PP write it.**

E.g. **Where's London?** **It's in England.** **Where's Algiers, Cairo, Beirut, New York and Baghdad?**	

Teacher :	**Level : 1 AM**

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

Function: Locating places **Lgge form : To be in the present**

N. Lexis: Statue of Liberty, Big Ben, etc… **V. aids: a map, pictures.**

Objective : **To enable the pupils to locate places and capitals.**

Procedure	Pupils' Tasks
Warm up : **T. asks PP to correct the previous home work.**	**PP correct it on BB.**
Listen and speak **S_1: T. writes the following sentences on BB** **Maqam Eshahid is in Algiers.** **The Statue of Liberty is in New York.** **The Eiffel Tour is in Paris.** **Big Ben is in London.** **S_2: T. reads and asks the pupils to repeat.**	**PP listen and repeat.**
Practise **S_1: T. writes this dialogue on BB then reads it.** **Teacher: Is the Statue of Liberty in Algiers?** **Pupil: No, it is not.** **Teacher: Where is it, then?** **Pupil: It is in New York.** **S_2: T. asks PP to repeat the dialogue using (Sub. Drills)** **The Taj Mahal / Paris / New Delhi.** **The Tower Bridge / Beirut / London.** **S_3: T. checks their work.**	**PP listen and play roles.** **PP practise.**
Produce **S_1 : T . asks the pupils to do as the example :** **Algeria / England / America / Egypt** **New York / Algiers / Cairo / London** **Egyptian / American / English / Algerian**	**PP write it on their CB.**

S_2: T. asks PP to correct it on BB. **S_3: T. asks PP to copy it on their copy - books.**	

Teacher :	**Level : 1 AM**

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

Function: Asking and giving information. **Lgge form : To be in the present**

N. Lexis: school card, surname, etc… **V. aids : pictures**

Objective : **To enable to pick information from a text.**

Procedure	Pupils' Tasks
Warm up : **T. asks: Where is Maqam Eshahid ?** **Where is Big Ban?**	**PP answer**
Listen and speak **S_1 : T. writes this text on BB** **Hello, my name is Ann Smith. I am 13. I am Welsh. I am from Cardiff. I am a pupil at St James School, in London.** **S_2: T. reads the text and asks PP to read.** **S_3: T. corrects the mistakes on the pupils reading.**	**PP listen.** **Some PP read.**
Practise **S_1: T. suggests a (True / False) activity.** **Ann is 15.** **She is Welsh.** **She is a pupil.** **S_2: T. checks their work and asks them to correct.** **S_3: T. asks them to fill in Ann's school card.** **St James School** **Name: ……** **Surname : Smith** **Age: ……** **Country / City: ……..** **Nationality: ……**	**PP do it.** **PP do it.** **PP do it.** **PP work in pairs.**
S_4 : T. asks PP to correct the act. on BB.	**PP correct it on BB.**
Produce **S_1: T. asks PP to fill in their own school card.** **S_2: T. asks one pupil to write his / her own card on BB.** **S_3: T. asks them to correct their mistakes.**	**PP correct their mistakes.**

S_4: T. Decorate your schoolcard and stick it on your copybooks.	**PP should finish at home.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 1**	**Lesson : 1**
Function: Introducing people.		**Lge F. : Who – (He – She)**
V. Aids: Pictures		**N. Lexis : Cousin – friend – brother , …**
Objective: To enable the PP to greet and introduce 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. acts a dialogue.** **A) Hello. I am sally. I am from England.** **B) Hi ! My name is Olga. I am from Russia.**	**PP listen and repeat.**
Stage 2) Listen and speak.	
Step 1) T. creates a situation to introduce the N.L.F. **T. Points at a boy / a girl and asks :** ● **Who is that boy / girl ?** ● **He / She is Ali / Imane.**	**PP listen , repeat and act.**
Step 2) T. presents the N.L.F. through a dialogue. **Sally: Good morning , Wang. How are you?** **Wang: Fine, thanks. Who is that boy?** **Sally: It 's Jim my cousin. He is from Manchester.**	**PP listen then repeat** **T / P** **P / T** **P1 / P2**
Stage 3) Practise	
T. makes the PP practise the L.F. using the substi drills.	
Jim – boy – He – Cousin **Olga – Girl – She – friend** **Ken – girl – He – Brother** **Tina – girl – She – Sister**	**PP practise in pairs.** **P1 / P2**
Stage 4) Produce **Step1)** **T. writes a dialogue on BB and asks the PP to fill in The gaps using : (she – Who – sister – girl)** **A) Hello, Ahmed . How are you?** **B) Fine, thanks . ……. Is that …… ?** **A) It's Sara, my …… . ……is a pupil.**	**PP do the act on their RB** **Who - girl** **Sister - She**
Step 2) **T. and the PP correct it on BB before being copied**	

On their CB.	

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 1**	**Lesson : 2**
Function: Introducing people.		**Lge F. Is he / she ….. + His / Her**
V. Aids: Pictures		**N. Lexis : father – mother – uncle - aunt**
Objective: To enable the PP to know and introduce the family members.		

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 (a dialogue)** ● **Wang : Who is that boy , Sally?** ● **Sally: He is my cousin, Jim.**	**PP listen and repeat**
Stage 2) Listen and speak. **Step 1)** **T. introduces some family members (a dialogue)** ● **Wang : Who is that ?** ● **Sally : She / He is my mother / father ?**	**PP listen and repeat.**
Step 2) **T. presents the N.L.F. through this dialogue. (Wang is Looking at Sally's album and asking:** **Wang: Is this your father?** **Sally: No, he is not . He is my uncle.** **Wang: What is his name?** **Sally: His name is Peter.**	**PP listen and repeat** **T / P** **P / T** **P1 / P2**
Stage 3) Practise **T. makes the PP practise the N. L.F. using the sub. dr.** **Father – Peter – uncle** **Uncle – Charles – brother** **Aunt – Liz – mother**	**PP practise in pairs** **P1** **P2**
Stage 4) Produce **Step1)** **T. writes a dialogue on BB and asks the PP to be Completed by PP.** **Sami: …….is this?** **Sally:……..is my uncle.** **Sami: What's ……his name?** **Sally: His ……..is Peter.**	**PP do the act. on their RB.** **Who - It** **His - name** **He - isn't**

Sami : Is …….in Manchester ? **Sally: No, he …….. He is in London.** **Step 2)** **T. and the PP correct it on BB before being copied on their CB.**	

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 1**	**Lesson : 3**
Function: Introducing people.		**Lge F.**
V. Aids: Pictures		**N. Lexis : E. Mail - Sender – receiver – birthday -**
Objective: To enable the PP to ask / answer dealing with the 2 forms (WH / Int.)		

P R O C E D U R E	**P U P I L S' T A S K S**
Stage 1) Warm up: **1) Revision of the previous lesson.** **2) T. introduces the key words within a situation:** **(birthday – party – parents)**	**PP listen and repeat**
Stage 2) Listen and speak. **T. reads the E. Mail , then he writes 2 sentences with Missing words then he asks PP to complete them. Later, he asks 2 / 3 qq on the E. Mail.** **T. reads the E. Mail ,again ,then some of them read it.**	**PP listen and complete the missing words.**
Stage 3) Practise **T. reads the E. Mail ,again ,then some of them read it.** **T. asks the PP practise by asking qq about it, such as:** **Who is the sender?** **Where is she ?** **Is Sally with her family?**	**PP practise in pairs by asking dif. qq.** **P1** **P2**
Stage 4) Produce **Step1)** **T. sets an act. to be completed by PP about the E. Mail.** **Step 2)** **T. selects the best answers to be written by PP on BB, before being written on their CB.**	**PP do the act. on their RB, first.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 2**	**Lesson : 1**
Function: Asking /giving inf. (age / tall / weight.)		**Lge F. How old / tall + What's (the weight) ?**
V. Aids: Pictures		**N. Lexis : tall / old / weight,… + Nrs (20 – 60)**
Objective: To enable the PP to know / ask about age / tall / weight.		

P R O C E D U R E	**P U P I L S' T A S K S**
Stage 1) Warm up: **1) Revision of numbers (1 – 19).** **T. asks PP to count.**	**PP should count (1 – 19)**
Stage 2) Listen and speak. **Step 1) T. presents new NRS (20 – 60)**	**PP listen and repeat.**
Step2)T. creates a situation to introduce the N.L.F. **Then, he presents a dialogue in 3 parts.**	**PP listen and repeat (act) each part in pairs.**
1)T: How old are you, Karim? **P: I am 12.**	**P1** **P2**
2) T: How tall are you? **P: I am 1.40 m.**	
3) T: What's your weight? **P: 51 kg.**	
Stage 3) Practise **T. asks PP to practise with the given sub. drills.**	
Imane Lotfi **13 14** **1.35 m 1.43** **44 kg 47 kg**	**PP practise in pairs .** **P1** **P2**
Stage 4) Produce **Step1) T. sets a dialogue and asks them to give their Own answers.**	
T: What is your name? **P: My name……** **T: How old are you?** **P: I …….**	**Each P should give his / her own answers to complete the dialogue.**

T: How tall are you? P: I am …… T: What is your weight? P:…….. Step 2) T. controls the PP's work, before being written on Their CB.	Finally, PP should copy the right answer on their CB.

Teacher :		Level : 1 AM
File : 2	Sequence : 2	Lesson : 2
Function: Describing people's Phy. App.		Lge F. What's somebody like?
V. Aids: Pictures		N. Lexis : tall / old / weight,… + Nrs (20 – 60)
Objective: To enable the PP to describe somebody's physical appearance.		

P R O C E D U R E	P U P I L S' T A S K S
Stage 1) Warm up: 1) Revision of the previous lesson. (To review the age / the height ,…)	PP should listen and answer.
Stage 2) Listen and speak. Step 1) T. pins a card on BB. (SB's information) Name : John Build : tall (T. / PP read the inf.) Hair : fair Eyes : green Weight : 53 kg Age : 12	PP listen and repeat. (information)
Step 2) T. starts describing John: John is tall. He has got fair hair and green eyes. He weighs 53 kg. He is 12. T. What is John like? T. pins an other card (Sally) and does the same.	PP listen and repeat. (description) (John / Sally) P1…….? P2……..
Stage 3) Practise T. asks PP to practise with the given sub. drills. (T. gives them some information about other people, to make them practise)	PP practise in pairs . P1: What's……like ? P2 He / She ……
Stage 4) Produce Step 1) T. asks each pupil to write information about his / Her partner (or) somebody else and to describe Him / her.	Each P should give inf. and describe the person he / she likes.

Step 2) T. controls their work before being written on CB.	**Finally, PP should copy the right answer on their CB.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 2**	**Lesson : 3**
Function: Asking /giving inf. some currencies.		**Lge F. Whose currency is this ?**
V. Aids: Pictures of paper money.		**N. Lexis : Nrs (70 - 100)**
Objective: To enable the PP to count (70 – 100) and to know and name some currencies.		

P R O C E D U R E	**P U P I L S' T A S K S**
Stage 1) Warm up: **1) Revision of numbers (1 – 60).** **T. asks PP to count.** **2) More practice to the previous lesson. (seq.2 / 1)** **Dealing with act. A/48 (int. form)**	**PP should count (1 – 60)** **PP listen and repeat then practise.**
Stage 2) Listen and speak. **Step 1) T. presents other Nrs (70 – 100)** **Step 2) T. shows some papers money and asks:** **Is this paper money ……? (nationality)** **So, the (€) Euro is the European currency.(Ex. Eng.)** **T. deals with 2 / 3 currencies the same way.** **Then, T. asks:** **What is the Algerian's currency?**	**PP should listen and repeat.** **PP should answer (yes / no)** **PP listen and repeat.** **(The AD)** **P1** **P2**
Stage 3) Practise **T. asks PP to practise with the given sub. drills.** **Currency — Nationality** **Dollar — American** **Pound — English** **Morrocan — Dirham**	**PP should practise (ask / answer)** **P1** **P2**
Stage 4) Produce **Step1)** **A) T. asks PP to complete a chart (Cur. / Nat.)**	

B) Write in full the following currencies. **(T. writes a chart on BB to be completed by them , and gives them currencies to be written in full.)** **Step 2)** **T. asks the PP to correct the act. on BB.**	**PP should work in pairs.** **Finally, PP should correct the act. on BB. Then , they will copy it on their CB.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 3**	**Lesson : 1**
Function: Introducing occupations.		**Lge F. What's your job?**
V. Aids: Pictures .		**N. Lexis : some jobs**
Objective: To enable the PP to know and name some jobs.		
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. creates a situation to drive the PP's attention to the new topic.** **Stage 2) Listen and speak.** **T. My name is…… I am a teacher.** **T. points at a pupil and asks:** **What is your name?** **Are you a pupil?** **T.: Is Zine Edd. Zidane a teacher?** **He is a footballer. / What is Z.Z. ?** **T. deals with other jobs the same.** **Mr Khiari A/M - a doctor** **Mr Bouteflika - a president** **Stage 3) Practise** **T. asks PP to practise with the given sub. drills.** **T. shows them pictures of jobs and gives names. Then, he asks them to practise.** **a butcher -an architect – a painter – a journalist,…** **Stage 4) Produce** **T. sets an act. on BB to guess spelling.** **1) Match these halves:** **a doc lder** **a tea nalist** **a den tor** **a bui cher** **a jour tist**		**PP listen .** **PP listen and answer.** **My name is……** **No, I am not. I am a pupil.** **No, he is not.** **PP repeat P1 --- P2** **PP should practise (ask / answer)** **P1 What's your job Mr X?** **P2 I am Y** **PP should work in pairs to make correct jobs.** **Then to match names with the appropriate jobs.**

2) Match the names with their right jobs. **Mr Bouteflika — a journalist** **Z.Zidane — a teacher** **Mr Khiari A/M — a president** **Mr X (you) — a footballer** **Mr Hafid Darradji — a doctor**	**Finally, PP should correct the 2 Activities on BB.** **Then , they will copy them on their CB.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 3**	**Lesson : 2**
Function: Identifying jobs and tools.		**Lge F. have got…**
V. Aids: Pictures of tools.		**N. Lexis : stethoscope, saw, brush,…..**
Objective: To enable the PP to identify tools and link them with the jobs.		

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 the PP some pictures (jobs) and asks:** **- Who is this ? - What is his job?**	**PP should look at the pictures and answer.**
Stage 2) Listen and speak. **Step 1) T. pins some pictures of jobs and some tools in a scrambled way and makes them guess.** **TOOLS — JOBS** **Spanner — butcher** **Stethoscope — singer** **Brush — mechanic** **Knife — builder** **Trowel — doctor** **Guitar — painter**	**PP look at the pictures and guess.** **They try to link between (tool / job)**
Step 2) T. says : **He has got a spanner, then he is a mechanic.** **He has got a stethoscope, then he is a doctor.** **T. deals the same with 2 / 3 ones.**	**PP listen and repeat.**
Stage 3) Practise **T. asks PP to practise with the given sub. drills.** **(The left tools and jobs that were presented in Listen and Speak Stage.)**	**PP should practise by making sentences.**

Stage 4) Produce **T. asks the PP to build sentences with some data.** - **She / a board / a teacher** - **He / a hat / policeman** - **She / a stethoscope / a doctor** - **He / a camera / a journalist**	**PP should build coherent sentences (They work in pairs)** **Finally, PP should correct the act. on BB. Then , they will copy it on their CB.**

Teacher :		**Level : 1 AM**
File : 2	**Sequence : 3**	**Lesson : 3**
Function: Asking /giving inf. (people).	**Lge F. //**	
V. Aids: Pictures / cards .	**N. Lexis : //**	
Objective: To enable the PP to make / fill an information card about SB.		

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. reviews the previous L.F.** **I have got brown eyes. – How about you?** **Sally / long hair** **He / small car**	 **I have got……..eyes.** **Sally has got long hair.** **He has got a small car.**
Stage 2) Listen and speak. **T. pins Lynda's card (p. 52)** **Then, he reads it, after that he asks some PP to read. Later, he asks different QQ about Lynda to guess their comprehension.** - **Is Lynda English?** - **How old is she?** - **What has she got?**	 **PP should listen then some of them read.** **No. she is Australian.** **She is 14** **A dog.**
Stage 3) Practise **T. pins Lynda's card on BB to be completed by PP** **Name: …….** **Country:……..** **City :……** **School: …….** **Hair:……..** **Eyes:……..** **Mother's job:…….** **Father's :……**	**PP should read again and complete Lynda's card.(They work in pairs)** **Lynda Smith** **Australia** **London** **St James** **Fair** **Blue** **Nurse** **Electrician**

Stage 4) Produce **T. asks PP to fill cards about themselves.** **Name: …….** **Nationality:……..** **City :……** **School: …….** **Hair:……..** **Eyes:……..** **Mother's job:…….** **Father's :…….** *** Later, T . corrects the act. with PP and helps them to write a paragraph. (It' ll be finished at home)**	**Each P should make his / her own card.** **PP should copy their own cards on their CB, after being corrected by the T.** **The expected parag. :** **My name is……. I am ……. .I am from…… I am a pupil at…….** **I have got…….and…….eyes.** **My father is……..and my Mother is ……**

File: 03	**Sequence: 02**	**Lesson : 02**	**Level: 1Am**

?Function: Naming, locating places **Grammar forms: prepositions, Where is it**

Lexis: school places sport center, next , opposite, near, right, left

Visual aids : plans,a school, sport center+ card

.Objectives: PP will be able to locate places and say where places are

Content of the lesson	Pupils' tasks
:Warming up	
.T. revises the previous lesson	
Stage 1) <u>Listen and repeat</u>	
.T. sticks a plan of the school on BB	
.T. presents the places (names) library, classroom, staffroom,..etc	
right ≠ left (1	
.The laboratory is on the left, the classroom Nr 4 is on the right	**Listen and repeat**
..... The staff room is on....., the library is on	**The left the right**
behind, opposite , next to (2	
.The staffroom is opposite the office	
.The classroom Nr 2 is next to the work shop	**Listen and repeat**
.T. keeps the prepositions written on BB	
Left - right - behind - opposite - next to	
Stage 2) <u>Practise</u>	
.T. asks PP to open their books on p 68	**Do so**
.T. and PP read the places to be familiarized with their pronunc	**Look and repeat**
?T : Where is the swimming pool	
It is on the left next to the aerobics club	

T keeps this pattern on the BB (T: café (let PP practise .T. asks them to take their RB and practise in pairs Stage 3) <u>Produce</u> T sticks an other different sport center but without names :Two ways to present it 1- T reads the SS orally 2- T writes the SS on BB or a big card with the SS .Written before Correction on the BB -	?P1: Where is the café ..P2: It is on the left opposite P1 writes QQ P2 writes Ans Take their CBS Draw the plan Listen and locate the places Read and locate the places

File: 03	Sequence: 02	Lesson : 01	Level: 1Am
Function: Identifyingordinal numbers			
.Grammar forms: Interrogative form to be negative answ			
(Lexis: ordinal Nrs from (first – tenth			
Visual aids : pictures of runners in races			
.Objectives: To enable PP to learn ordinal Nrs and to distinguish between cardinal and ordinal			

Content of the lesson	Pupils' tasks
:Warming up (T. revises numbers with the PP (1 – 10 .T. sticks a picture of 10 runners in a race .T: What is this sport? - Count them .T. names the runners Paul, Peter, Billy....etc Stage 1) <u>Listen and say</u> Step1:T: - Peter is the first. - Paul is the second Jim is the tenth - .T. repeats Peter is the first ……. Jim is the tenth First 1st, second 2nd, third 3rd ,fourth 4th, fifth 5th , sixth 6th, seventh - . 7th ,eighth 8th, Ninth 9th, tenth 10th ?Step2:T: Is Alfred the first .T: He is the eighth ?T: Is Billy the tenth ?He is third .T. keeps the model on BB	. PP Count Running. 1.....10 Look and listen (Repeat (cho/ ind .No, he is not No, he is not .No, he is not

Stage 2) Practise **:Step1 Guided practise** **T : Paul / fourth** **T gives other cues and makes them practise** **.Step2: T: Take your books p 68** **(T. and PP read the teams (to be familiar** **.T sets the first example** **.Is RCKOUBA the second? - No, It is not .It's the ninth -** **Step3: T asks PP to work in pairs** **T. constructs, checks + Oral correction** **Stage 3) Produce** **Step1: T gives them a task a) p69 Unscramble the ordinal number** **T sets on BB** **.....one ,3.....,5th.....,9.....,2nd 1** **.....1st first, 3rd.....,7th.....,8th....., 10**	**Practise in pairs** **?P1 is Paul the fourth** **P2:No,he is not. He is second** **Practice in written** **?A: Is MC Oran the third** **B: No, it is not. It is the fourth** **?A: Is CA Batna the tenth** **B: Yes it is** **Read their work** **.Write in full card. /ord Nrs** **. PP have to distinguish**

File: 03 Sequence: 03 Lesson: 04 Level: 1Am
.....Function: Naming, clothes Grammar forms : Present S / Who wears
….,Lexis: shorts/skirt/ sweater/ Jeans/ Blouse/ dress/ Jacket/ pants/vest/ tennis woman/ a boxer
Visual aids : pictures of the items mentioned in lexis
Objectives:PP will be able to arrangethe clothes in the right section/ - say who wears what

Content of the lesson	Pupils' tasks
:Warming up **.Step 1: T asks about the date** **.Step 2: Naming sports, sportsman and sportswoman** **Stage 1) Listen and say** **?Do you play football** **?Do you wear Jeans** **T: Shows pictures of players** **?Look ! Zidane wears shorts** **:T. presents other clothes using pictures** **,Skirt,gloves,swimsuit,kimonotrainings,sweter,jeans** **blouse,sandals,hat,tights,socks,dress, Jacket, pants, vest** **Stage 2) Practise** **T. moves to activity** **.T. writes on the BB** **.A tennis woman-**	**Write it on the BB** **name them, what do they play** **yes** **.No** **Look, listen and repeat** **P1: a footballer wears shorts** **P2: A tennis woman wears a skirt** **P3:A boxer wears gloves** **P4: A swimmer wears a swimsuit** **P5: A judo man wears a Kimono**

.A swimmer- .A boxer- .A judo man- Stage 3) Produce T. moves to activity B p73 .Arrange the clothes in the right section .T. checks, controls and helps whenever necessary T. asks PP to correct, read and write	Write their SS on their CBs to consolidate their writing skills Boys Girls Tainings a skirt/. A dress Jeans a blouse/ socks a sweater tights Correct / Read / Write

File: 03 Sequence: 03 Lesson : 03 Level: 1Am (Function: Talking about daily acts Grammar forms: S. Present (aff/ inter forms Lexis: Famous / Sportswomen (Visual aids : two cards (A and B Objectives: PP will be able to ask and answer about sportsmen's daily activities

Content of the lesson	Pupils' tasks
:Warming up .T. asks about the PPs' daily life and activities Stage 1) Listen and say ?..Step 1: T. shows a picture of a sportman and asks: who is :T gives some information about Ronaldo .He gets up at 11:00 - has breakfast at 11:30 .goes to the stadium at 14:00 goes to the swimming pool at 17:00 ?T: What time does Ronaldo get up ?What time does he have breakfast ?What time does he go to the stadium ?When does he go to the swimming pool Stage 2) Practise (T. divides the classroom into 2 groups (A and B	Write the date I get up at 6:00 Ronaldo Try to give true answers

A asks / B answers gets up- .has breakfast- has a shower- ..... goes to the running- .goes to the stadium- T. gives two different sheets of papers: A/ activities , B/ time .T. asks PP to use their slates or their rough books Stage 3 Produce T. asks PP to do activity C / p. 73 .Choose your favourite sportsman and write about his day - A famous sportsman / sportsman	?A: What time does Zidane get up B: He gets up at 6:00 ?A: What time does he have breakfast .B: He has it at 9:00 Finish their work using their slates or their roughbook .Aim: to consolidate their writing skill ..Choose and write

File: 03 Sequence: 03 Lesson : 02 Level: 1Am
Function: talking about daily acts + time Grammar forms: Do questions aff/ inter. forms
Lexis: sportsman – lunch – dinner - breakfast
Visual aids : pictures of breakfast, lunch, dinner
.Objectives: PP will be able to ask and answer to get information

Content of the lesson	Pupils' tasks
:Warming up .Step 1: T writes on BB: 7:00, 9:15, 11:30, 10:45 ?What time is it Stage 1) Listen and say :T. uses the picture and asks (What time do you get up? (6:00- (What time do you have breakfast? (7:00- (What time do you go to school? (7:45- (What time do you have lunch? (12:30- (What time do you have dinner? (8:00- Stage 2) Practise (Step 1: T. sticks the pictures on BB (5 pictures .T: Look at the pictures and play the role of a spt/man Step 2:T. asks PP to use their slates or roughbooks	Read Look listen and repeat (Pair repetition) I get up at 5:00 I put my clothes at 5:10 I go to the running track at 6:20 I take a shower at 6:50 I have breakfast at 7:15 I go to the gym at 8:30

(to write sentences (number 3, 4, 5 Stage 3) Produce (T. moves to activity (b p73 .Your time table is different from the sportsman's ?What time do you get up- ?When do you practise sport- ?When do you study English- ?What time do you do your home work- ?.What time do you watch T.V- ?What time do you go to bed-	Use their copy books To consolidate their writing skills Write their own daily acts Read Correct

File: 03	Sequence: 03	Lesson : 01	Level: 1Am
?Function: Telling the time		Grammar forms:What time is it	
Lexis: O'clock – half – to – past – a quarter - hand			
Visual aids : a clock – a watch			
.Objectives: PP will be able to ask and answer about time			

Content of the lesson	Pupils' tasks
:Warming up .Revision about the previous lesson- ?T: When do you have Sport/ English/ Physics- (..T: At what time? (Gestures- Stage 1) Listen and speak .Step 1: T. shows a 'watch' and asks: What is it? It is a watch .T. shows a ' clock' and asks :What is it? It is a clock Step 2: T. fixes the clock on BB, and shows the handle of the (clock (a real clock or draws on BB T. says: The short hand is for hours, and the long hand is for .minutes .Step 3: T. draws the picture .T. says it's three o'clock :T. moves the short hand and asks	 Tell the date and write it On Monday 10 It's a watch It's a clock Look listen and repeat Look listen and repeat Look listen and repeat

.What time is it? - It's four o'clock :Step 4: T. shows on BB a clock, and shows (Past / to) (a quarter / half) :T. moves the hands and says .It's five past ten- .It's a quarter past ten- .It's half pat ten- .It's a quarter to eleven- .T. moves the minutes eg: 12:13 Stage 2) Practise (T. asks PP to open their books on p72 (an activity (Look at Sue's time table. (Ask and answer .T. reads the example .T: What about the basket ball? Tennis / running / swimming .T. asks PP to use their slates or their roughbooks .Stage 3) Produce .T. sets an extra activity and asks PP to do it on their CB .11:40 ,8:50 ,12:30 ,10:20 ,9:45 ,7:15 ? What time is it	Look listen and repeat ?When do you practise aero, Sue .On Wednesdays .At what time? - At nine oclock ?When do you practice B/ ball .On Mondays .At what time? - At ten oclock To consolidate their writ. skills Read the time Do the act // Correct on the BB Write in their CBS

File: 03 Sequence: 01 Lesson : 03 Level: 1Am (…Function: asking for information Grammar forms:Wh qq (where, when, what Lexis: favourite – practise – places - club Visual aids : pictures .Objectives: PP will be able to use WH words to get information

Content of the lesson	Pupils' tasks
:Warming up .Revision of the previous lesson .T. shows 2 picts and makes PP act the structure seen before Stage 1) Listen and Say :T. sticks a picture of 2 girls / 2 boys then presents them .These are Sally and Sue .T: Listen to the dialogue, then complete .T. writes on BB this information .T. acts the dialogue below twice ?Sally: Do you like sports .Sue: Yes, I do ?Sally: What is your favourite sport . Sue: I like aerobics ?Sally: Where do you practise them	?Do you like cycling No, I don't. I like running Do so ..... Favourite sport ..... Where ..... When

.Sue : I practise them in the (local) club ?Sally: When do you practise them (Sue: On Wednesday morning, (PP should know days before Stage 2) Practise ?Step1:T: What's your favourite sport, Sue ?T: How about you? What's your favourite sport .T. asks them to pratise in pairs ?Step2: T: Where do you practise aerobics, Sue .T: I practise aerobics in the club ?T: How about you? Where do you practise sport ,T. helps PP by giving them some places such as: Outdoors youth club, stadium, school ground.....etc ?Step3:T: When do you practise aerobics .T: I practise them on Wednesday morning ?.T: How about you? When do you practise your favourite spt Stage 3) Produce (T. asks PP to do act. H / p. 78 (check	,Once the dialogue is finished PP give their answers .PP should have the answers I like aerobics ?What's your favourite sport I like cycling Practise in pairs Practise in pairs .PP do the act

File: 03 Sequence: 01 Lesson : 02 Level: 1Am	
Function: Ask. / ans. about sport Grammar forms: Do you ? Yes I do – no I don't – I like	
Lexis: Like - sports	
Visual aids : pictures of sports	
.Objectives: PP will be able to ask about one's likes / dislikes and answer with short answers	

Content of the lesson	Pupils' tasks
:Warming up ,Revision of the previous lesson by showing pictures .also we can revise what kind of game it is Stage 1) Listen and say .Step1: T selects a picture. Eg: Tennis .Using gestures) T says: I like tennis) ?Step2: T: Do you like boxing or tennis ?T. says again to the same P. - Do you like tennis .T:Yes, I do ?T. (to the same P.) - Do you like boxing T: No, I don't .T. asks the same P. to introduce the teaching point .T. writes on BB: - Yes, I do. // No, I don't So, No, I don't like tennis. T. makes P1 say it after asking	Look – name – collective – individual Listen look repeat Tennis Yes Yes, I do No No, I don't No, I don't . I like tennis

?him or her the same question. - Do you like tennis .T. writes on BB: Do you like x ? - No, I don't . I like Y Stage 2) <u>Practise</u> .T. arranges the pictures two // two (Eg: (Volleyball / football) (Cycling / Horse riding (.Baseball / Criket) (Basketball / Handball…etc) .T. gives 2 pictures to 2 pupils, and asks PP to practise .The same thing will be done with all the pictures . (Step2: T. explains to PP to work in pairs (P1 / P2 (.It'll be written . (To make everybody practise T. helps and checks. When they finish , he asks PP who .haven't participated to read their activity Stage 3) <u>Produce</u> .T erases the board and sets a dialogue ?A:…..you……running , B .B: No, I…… I……swimming ……A: How about you, C? - C: I	Practise using the Pattern ?Do you like cycling .No, I don't. I like riding horses Write QQ and Answ Copy down the dialogue then fill it in

File: 03	Sequence: 01	Lesson : 01	Level: 1Am
Function: Naming sports		Grammar forms: (be) affirmative	
Lexis: Games- kind – sports names			
.Visual aids : pictures of sports a large picture including sports			
.Objectives: PP will be able to name and identify sports then classify them			

Content of the lesson	Pupils' tasks
:Warming up: T. has the choice to A- ask PP to open books at p 61 / or ?B- Bring a large picture of sports.T: what's the picture about Stage 1) <u>Listen and Say</u> . T. reads the dialogue on p74 .T. asks PP to listen and say what the game / sport is ?T: What is the sport ?What is football ?Is it a sport or a game - ?T: Do you play football alone or in a group (T. shows the difference by gestures or drawings) .T: we have 2 kinds of sports / games .T. writes : (individual and collective) on BB	Look at the picture on BB Listen and answer It's football In groups

Stage 2) Practise **Step1) T. shows different pictures of sports. Each time, he presents a new sport, he writes it on the small BB, and sticks . the picture on the other board. T. does the same** **T. erases the new words written and makes them look at the . picture and name them** Step2) T. draws a chart on BB with 2 columns and asks PP to come up to BB one by one then, they take the pictures and classify .them in the right column **Individual Collectve** **Stage 3) Produce** T. asks PP to copy down the chart but instead of drawing ,they (just name them (write **.T. moves around and checks** **.Finally, the correction will be done on BB**	**They have to guess** **Look Read and Spell** **Try to remember** **Come to the BB, take pictures and classify them in the right column :and say** **.individual G. // collective G** **Boxing Handball** **.Write the appropriate answer**

Teacher : Khelil Moudjib Arrahmane		**Level : 1 AM**
File: 4	**Sequence : 1**	**Lesson : 1**
Function : Describing		**Lge F. : Present Continuous tense**
N. Lexis: to type/to repair/a holiday/now		**V. Aids: some pictures**
Objective: Expressing actions in progress.		

P R O C E D U R E	PUPILS' TASKS
Stage 1) Warm up **T. makes a revision about simple present (old notes of previous lesson talking about the simple present).** **Questions and answers.** **Stage 2) Listen and speak** **T. acts this dialogue.** **Jane: Hello, Liz. It's Jane.** **Liz: Hello Jane! Where are you?** **Jane: I'm in Algiers.** **Liz: What are you doing there?** **Jane: I'm having a nice holiday!** **Liz: Lucky you!** **T. and PP practise.**	**PP answer the questions.** **PP listen.** **PP practise.** **T.→P.** **P.→T.** **P.→P.**

Stage 3) Practise **T. shows some photos and describes (using the pr. Progressive)** **T. asks a few questions and tries to find answers.** **(guiding PP to answer the questions.)**	 **PP listen and repeat.** **PP try to answer the questions.**
Stage 4) Produce **A) -T. shows some other pictures (photos on pages 83 / 86)** **-T gives cues to make PP produce sentences.** **T. checks PPs' answers and corrects the mistakes.** **B)-A writing drill.** **XX. writes some cues on the board.** **e.g.: Sami photo his friend.** **T. and PP. do the correction on BB**	 **PP try to describe the actions according to the given cues.(Making sentences in the present prog.)** **PP repeat the sentences.** **PP try to write correct sentences.** **After correcting the activity, it will be taken down.**

Teacher : Khelil Moudjib Arrahmane		**Level : 1 AM**
File : 4	**Sequence : 1**	**Lesson : 2**
Function : Describing		**Lge F. :Present Cont. tense(Interrogative form)**
N. Lexis: to slide/to ride/to walk/chess/children.		**V. Aids: some pictures**
Objective : Expressing simultaneous present actions.		

PROCEDURE	**PUPILS' TASKS**
Stage 1) Warm up. **T. makes a revision of the previous lesson.** **T. gives cues: Jane / phone / her friend.** **Aminata / write / a letter .**	 **PP. build correct sentences.** **-Jane is phoning her friend.** **-Aminata is writing a letter.**
Stage 2) Listen and speak **T. asks a pupil to clean the board and asks:** **- Is X writing the date ?** **T.: No, he is not./ No, he isn't.** **T. asks them to practise in pairs.**	 **PP. answer "No".** **PP. repeat.**

T. gives other examples.	PP. practise
Stage 3) Practise **T. asks PP. to open their books on page 84.** **T. gives cues: the boy / ride a horse.** **The two girls / play chess.** **T. completes the other examples.**	**PP. practise in pairs.** **P1.: Is the boy riding a horse ?** **P2.: No, he is not.** **P1.:Are the two girls playing chess ?** **P2.:Yes,they are.**
Stage 4) Produce **T. asks PP to give examples based on the pictures(page 86)**	**PP. give examples.**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**	
File : 4	**Sequence : 1**	**Lesson : 3**
Function : Describing	**Lge F. : Present Cont. (WH questions)**	
N. Lexis: to interview/ to shine/ sea / sand …	**V. AIDS: Some pictures.**	
Objective : Questioning about progressive actions .		

PROCEDURE	PUPILS' TASKS
Stage 1) Warm up **T. reviews the recent structure. (The pr. Cont. tense: 3 forms.)** **T. shows pictures and asks questions.**	**PP answer the questions.**
Stage 2) Listen and speak **Role play.** **T. reads the dialogue on page 95,then he makes PP take part in it.**	**PP. listen, then act.**
Stage 3) Practise	

T. introduces an example on the board. **- What is the man doing, now?** **- He is painting.** **.Activity: Look at the pictures on page 84 and ask questions**	**PP build questions and answers using: what / who.**
Stage 4) <u>Produce</u> **T. chooses one of these activities and asks PP. to do it.** **I- T. writes some sentences with underlined words and makes PP. ask correct questions.** **e.g.:-They are playing <u>chess</u>.** **-<u>The journalists</u> are interviewing the president.** **II- T. asks PP to do activity c page 85.(Jane's letter).**	**PP try to ask correct questions.** **-<u>What</u> are they playing?** **-<u>Who</u> is interviewing the president?**

Teacher : Khelil Moudjib Arrahmane	**LEVEL : 1 AM**	
FILE : 4	**SEQUENCE : 2**	**LESSON : 1**
FUNCTION : Describing	**LGE F. : The simple present tense.**	
N.LEXIS: names of different animals/ to like	**V. AIDS: Pictures.**	
OBJECTIVE : Naming animals/expressing feelings towards animals.		

PROCEDURE:	PUPILS' TASKS
<u>STAGE ONE :</u> Warm up **Preparing the pupils for the new sequence.** **T. pins up some pictures on the board and asks:** **What are they ?**	**PP. may say: They are animals.**
<u>STAGE TWO :</u> Listen and speak **T. lets one picture on the board and says : This is a dog.** **T. presents other animals such as: a horse – a camel – a cow – a goat** **- a tiger – a cock – a shark – a cat.** **T. asks: Which animals do you know ?** **T. corrects the PPS' mistakes.**	**PP. listen and repeat.** **PP. may give the names of the lion , elephant , giraffe ….etc.**

STAGE THREE : Practise **Aim:** Asking about someone's feeling towards animals. **STEP 1 : T.: Do you have a cat at home ?** **T.: Do you like your cat ?** **T. says: I like my cat.** **STEP 2 : T. suggests other animals.** **T. asks: Do you like sharks ?** **T.: No, I don't.** **STAGE FOUR :** Produce **STEP 1 :** **T. asks PP. to choose an animal, name it and draw it.** **STEP 2 :** **T. selects 2 or 3 pupils to draw and name their favorite animals on the BB.**	**PP.: Yes.** **PP.: Yes / No.** **PP. repeat.** **PP.: No.** **PP. repeat.** **PP. draw and name their favorite animal with the teacher's help.** **e.g.: I like dogs.**

Teacher : Khelil Moudjib Arrahmane		**LEVEL : 1 AM**
FILE : 4	**SEQUENCE : 2**	**LESSON : 2**
FUNCTION : Describing		**LGE F. :WH. Questions.**
N.LEXIS: food / habitat / sleeping hours.		**V. AIDS: Pictures.**
OBJECTIVE : Asking questions about animals.		

PROCEDURE:	PUPILS' TASKS
STAGE ONE : Warm up **Revision of the previous lesson.** **T.: Do you like camels ?** **Yes, I like camels.** **STAGE TWO : Listen and speak** **STEP 1 : T.: Where can you see camels ?** **T.: Camels live in the desert.** **T.:-Where do camels live ?** **-** **-They live in the desert.** **STEP 2 :T. asks: What do camels eat ?**	**PP. answer :" yes, I do."** **PP. repeat in pairs.** **PP. : in the Sahara.** **PP. repeat the sentence.** **PP. repeat in pairs.** **PP. may answer Halfa.** **PP. repeat in pairs.**

T. camels eat Halfa / dates. **STEP 3 :T. How long do camels sleep ?** **They sleep 4 hours.** **(Remark: T. writes the questions and the answers on BB while PP. practise.)** **<u>STAGE THREE :</u> Practise** **STEP 1 : T. asks PP. to read the dialogue about camels.** **STEP 2 : T. draws a chart on the board.** **Animals** **place** **food** *Hours of sleeping* **T. asks PP. to make dialogues about animals from the chart.** **<u>STAGE FOUR :</u> Produce** **T. asks PP. to do the activity.(Complete this dialogue.)** **<u>Pupil</u>: …….does the lion live ?** **<u>Zoo keeper</u>: It lives in Africa.** **<u>Pupil</u>:……...does it eat ?** **<u>Zoo keeper</u>: It eats meat.** **<u>Pupil</u>:……does it sleep ?** **<u>Zoo keeper</u>: It sleeps 6 hours.**	**PP.: guess (6 / 7 / 8 / ….)** **.PP. repeat in pairs.** **PP. read the dialogue.** **PP. work in pairs.** **PP. do it.**

Teacher : Khelil Moudjib Arrahmane	**LEVEL : 1 AM**	
FILE : 4	**SEQUENCE : 2**	**LESSON : 3**
FUNCTION : Describing	**LGE F. :stress sounds.**	
N.LEXIS: /	**V. AIDS: Pictures.**	
OBJECTIVE : Knowing the right pronunciation of the plural form.		

PROCEDURE:	**PUPILS' TASKS**
<u>STAGE ONE :</u> Warm up **Revision of the previous lesson.(WH. Questions)** **<u>STAGE TWO :</u> Listen and speak** **Aim : Pronunciation of the final (s) of the plural form(animals).** **T. says some examples: cats – dogs – horses .** **T. focuses their attention on the (s).** **Sounds** **Stress** **/s/ /z/ /iz/ Cats** **Cats Dogs horses Horses**	**PP. repeat.** **PP. listen and repeat.** **PP. classify the words according to the pronunciation of the final (s).**

Lions foxes **Camels** **T. asks the PP. to do the same with other words.(page 89)** **<u>STAGE THREE :</u> Practise** **Aim : Getting information about animals.** **T. uses the texts shown on page 89 or adapts extra texts.** **T. asks questions of comprehension (yes, no questions and WH questions.).** **<u>STAGE FOUR :</u> Produce** **T. asks PP. to write a paragraph about an animal.** **<u>Activity :</u> Look at this paragraph about the elephant then write an other one about the cat.** ***Animal place food Hours of sleeping*** **Elephant Africa grass 4 hours** **Cat home milk 7 hours** **The elephant lives in Africa. It feeds on grass. It sleeps for four hours.**	**PP. are asked to practise with other words.** **.PP.answer.** **PP. do.** **The cat lives at home. It feeds on milk. It sleeps for 7 hours.**

Teacher : Khelil Moudjib Arrahmane	**LEVEL : 1 AM**	
FILE : 4	**SEQUENCE : 3**	**LESSON : 1**
FUNCTION : Describing	**LGE F. :Simple present tense.**	
N.LEXIS: Means of transport (car, bus, plane,…)	**V. AIDS: Pictures.**	
OBJECTIVE : Knowing the different means of transport.		

PROCEDURE:	**PUPILS' TASKS**
<u>STAGE ONE :</u> Warm up **T. asks: Where are you ,now ?** **What are you doing ?** **Yes and I am your teacher of English.** **T. gives the name of their Math's teacher and says :** **X is your teacher of Math's.** **<u>STAGE TWO :</u> Listen and speak** **T. shows a pictures and says:** **This is a car / a bus .** **T. presents a dialogue:**	**We are at school / in the classroom.** **We are studying English.** **PP. repeat.** **PP. listen and repeat.** **PP.listen.**

Teacher: Where is your sister, Tom ? **Tom: She is at home. Why ?** **Teacher: Today,we have the Maths exam at nine,and she isn't here.** **Tom: Don't worry madam.There she is.She always comes by car with dad.** **Teacher: What a lazy girl !** **T.practises the dialogue several times following the steps:** **TT - TP - PT - PP .**	**PP. practise.**
<u>STAGE THREE :</u> Practise **T. : She comes by car but Tom comes by bus.** **T. shows or draws pictures of a train,a boat,a lorry,a plane ,a horse,a camel, …..**	**PP. listen and repeat.**
<u>STAGE FOUR :</u> Produce **T. asks PP. to do activity b page 91.** T. corrects the activity with PP. and asks them to make **Correct sentences.**	**PP.try to do the activity.**

Teacher : Khelil Moudjib Arrahmane	**LEVEL : 1 AM**	
FILE : 4	**SEQUENCE : 3**	**LESSON : 2**
FUNCTION : Describing	**LGE F. :S. present T.(Adverbs of frequency)**	
N.LEXIS: /	**V. AIDS: Pictures.**	
OBJECTIVE :Using adverbs of frequency with the simple present tens.		

PROCEDURE:	**PUPILS' TASKS**
<u>STAGE ONE :</u> Warm up **T. makes a revision of the previous lesson (Means of transport)** **T. asks: How do you come to school ?**	**PP. answer: by car, bus, bicycle …..**
<u>STAGE TWO :</u> Listen and speak **T. listen now:** **1- I always come to school on foot .** **He always comes at 8 o'clock.** **They always revise their lessons.**	**PP. listen and repeat.**

2- He comes at 9 o'clock 5 times a week. . He often comes at 9. **We often do exercises in class.** **Nice pupils often take notes down.** **3- I watch a football match once or twice a week.** **I sometimes watch a football match.** **He sometimes listens to music.** **She sometimes goes to the market.** **4- I don't arrive late to school.** **I never arrive late to school.** **He is very lazy. He never does the ex. .** **He never brings his book.**	**PP. listen and repeat.** **PP. listen and repeat.** **PP. listen and repeat.**
<u>STAGE THREE :</u> Practise **T. gives cues:** **She/does/exercises/always.** **You/write /your lessons /always.** **He /arrives/late / often.** **They / forget/ their books / often.** **I / drink /coffee / in the evening / sometimes.** **We /play /football /at the stadium / sometimes.** **I / play / tennis / never** **We /have /class /on Thursdays afternoon/ never.**	**PP. try to make sentences.**
<u>STAGE FOUR :</u> Produce **T. asks PP. to do activity b page 92.** **T. corrects the activity with PP. on BB.**	**PP. try to do the activity.** **After correcting it on BB., they take it down.**

Teacher : Khelil Moudjib Arrahmane		**LEVEL : 1 AM**
FILE : 4	**SEQUENCE : 3**	**LESSON : 3**
FUNCTION : Describing		**LGE F. :S. present T.(Interrogative form)**
N.LEXIS: /		**V. AIDS: Pictures.**
OBJECTIVE :Asking and answering questions in the present simple tense.		

PROCEDURE:	PUPILS' TASKS
<u>STAGE ONE :</u> Warm up **T.: Where are you, now ?** **T.: How do you come to school ?** **<u>STAGE TWO :</u> Listen and speak** **T. Listen now.** **I always come to school on foot .** **1- Do you come to school on foot ?** **T. helps PP. 'Yes, I do.'** **Do we have English on Saturday ?** **Yes, we do.**	**PP. :At school /In the classroom.** **PP. answer: by car, bus, bicycle …..** **PP. answer 'yes'**

Does your father go to work by car ? **Yes ,he does.** **Does your mother cook lunch at 11 o'clock ?** **Yes, she does.** **2- Do the pupils always arrive late to school ?** **No, they don't.** **Do you have class on Fridays ?** **No, we don't.** **Does your father go to work in the evening ?** **No, he doesn't.** **Does your little brother like watching long films ?** **No, he doesn't.**	**PP. repeat.** **PP. listen and repeat.** **PP. listen and repeat.** **PP. listen and repeat.**
<u>STAGE THREE :</u> Practise **T. gives cues:** **1- They always do exercises.** **Sami comes to school by bicycle.** **I practise sports once a week.** **She helps her mother on Fridays.** **2- The pupils come to school on Monday afternoon .** **She does shopping every day .** **I always get up late.** **Peter has breakfast at 9 o'clock.**	 **PP. practise in pairs.** **P1: Do they always do exercises ?** **P2: Yes, they do.** **The same with the others.** **P1: Do the pupils come to school on Monday afternoon ?** **P2: No, they don't.** **The same with the others.**
<u>STAGE FOUR :</u> Produce **T. asks PP. to complete this table.** **T. corrects the activity with PP. on BB.** **Affirmative** **Negative** **Interrogative** **1-She arrives late.** **2-They have an English class at 8 o'clock.** **3-He does an exercise.** **4-You write the lesson.** **5-We read the text.**	 **PP. try to do the activity.** **After correcting it on BB., they take it down.**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**	
File : 5	**Sequence : 1**	**Lesson : 1**
Function : Naming food	**Lge F. : I want a .....**	
N . lexis: Names of vegetables ,fruit and meat	**V. aids: some pictures**	
Objective : PP will be able to name vegetables ,fruit and meat.		

P R O C E D U R E	**PUPILS' TASKS**
Stage 1) <u>Warm up</u> **T. asks PP to take their books and to look at the pictures on page 101.Then ,T. asks: What's all this ?** **It's food .** **T. and his PP try to name the food on that page.** **Or ,T. brings other pictures including different kinds of food and names them with the help of PP .** **(Aim : to prepare PP for the topic "food".)**	 **PP. take their books and follow.** **PP. look.**

Stage 2) <u>Listen and speak</u> **T. sticks 3 big pictures including :** **1) vegetables - 2) fruit - 3) meat (lamb / chicken /beef /fish)** **T. asks : What are these ? (showing the pictures one by one.)** **(If PP can't answer , T. gives the names and makes them repeat .)** **T. names vegetables and writes them on BB.** **T. does the same with fruit and meat .** **Stage 3) <u>Practise</u>** **Step 1 : T. sticks a picture of a customer at the greengrocer's.** **T. plays the dialogue.** **G. grocer : Can I help you ?** **Customer: Yes, please. I want a kilo of tomatoes.** **G. grocer : Here you are ,madam.** **Step 2 : Substitution drill .** **T. helps and controls .** **Stage 4) <u>Produce</u>** **T. takes the pinned pictures out and sticks other pictures including different food . The pictures are smaller .** **e. g : Pict. 1 : an apple – a potato – fish – apricot – lamb .** **Pict. 2 : a peach – an onion – beef – pepper – a fig .** **Pict. 3 : melon – chicken – carrot – tomato – orange** **T. moves and controls .Later , the correction is done on BB.**	**PP say : vegetables / fruit / meat.** **PP repeat.** **PP. listen and repeat .** **PP. play the dialogue in pairs using the using different kinds of food.** **PP. look at the pictures and write the names .** **This task is done on the copy-book .** **(PP. should write the names of the food and finish the drawing at home.)**

Teacher : Khelil Moudjib Arrahmane		**Level : 1 AM**
File : 5	**Sequence : 1**	**Lesson : 2**
Function : Identifying packages .		**Lge F. : Questions with "how much"**
N . lexis: packages .		**V. aids: realia / pictures of packages .**
Objective : PP will be able to identify packages and ask about the price .		

P R O C E D U R E	**PUPILS' TASKS**
Stage 1) <u>Warm up</u> **Correction of the homework .** **T. shows the pictures of the previous lesson .** **Stage 2) <u>Listen and speak</u>** **T. shows pictures or brings realia .** **Empty packages :a bottle-a packet-a carton-a tin- a jar …** **T. names the objects and writes on BB at the same time .**	**PP. give the answers.** **PP. look.** **PP. repeat.** **PP. do so with the other items.** **PP.: It is 65 DA.** **P1:How much is the bar of**

Stage 3) <u>Practise</u> **T. asks PP to take their books on page 104.** **It is a packet of sugar .** **T. asks : How much is the packet of sugar ?** **T. writes the question on BB .** **Stage 4) <u>Produce</u>** **T. sticks other pictures including :a bottle of soda /a packet of salt / a carton of juice / a tin of tuna / a bar of soap / a jar of mayonnaise.** **T. writes the price of each item .** **T. gives the model. "The bottle of soda is 60 DA."** **After they finish, the correction is done on the board.** **Homework:** **1) – T. asks PP to draw the items shown in the previous activity.** **2) – Look up these words in the dictionary and find out their translation .(bakery – dairy – pasta – cereals – grocery .**	**chocolate ?** **P2:It is 35 DA.** **PP. take their copybooks and guess the name of each item and make a correct sentence ,the same as the example .**

Teacher : Khelil Moudjib Arrahmane		**Level : 1 AM**
File : 5	**Sequence : 1**	**Lesson : 3**
Function : Categorizing food.		**Lge F. : Countable and uncountable nouns.**
N . lexis: grocery – bakery – dairy .		**V. aids: pictures of some food .**
Objective : PP will be able to classify food items in each category .		

P R O C E D U R E	**PUPILS' TASKS**

Stage 1) Warm up **Correction of the homework .** **T. checks PPs' drawings and makes sure of the translation of the words .**	**PP.show their work.**
Stage 2) Listen and speak **T. writes the words in columns .** **Vegetables fruit meat bakery grocery drinks dairy** **Is an orange a fruit or a vegetable ?** **The orange is a fruit .** **How about oil , soda, cheese ……**	**PP. : It is a fruit.** **Soda is a drink .PP look and listen.** **PP practise and try to give the category .** **PP. take their copybooks and try to do the activity .**
Stage 3) Practise **T. writes some examples on BB (one from each category).** **T. shows pictures and asks PP to say the category.**	**PP. take it down.**
Stage 4) Produce **T. asks PP to take their books on page 105 and do act. A. (classify the food .)** **T. moves around and controls PPs' work .** **T. allows them to use a dictionary to know the meaning of some food not mentioned before .** **After they finish, the correction is done on the board.** **Homework : b page 105 .**	

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**	
File : 5	**Sequence : 2**	**Lesson : 1**
Function : Inquiring about quantity	**Lge F. : How many /how much**	
N . lexis: bunch	**V. aids: some pictures and drawings**	
Objective : PP will be able to ask about the quantity of countable and uncountable nouns.		

P R O C E D U R E	PUPILS' TASKS
Stage 1) <u>Warm up</u> **T. asks PP : what is the apple?** **What about sugar , fish , carrot … ?** **T. shows a picture and says : This is a bunch of carrots .**	**Fruit .** **Grocery – meat – vegetable** **PP. repeat .**
Stage 2) <u>Listen and speak</u> **T. shows a drawing of some eggs ,on a table .** **How many eggs are there on the table ?** **T. counts 1,2,3, … There are 6 eggs on the table .** **T. writes the question and the answer on BB.(as a model)** **T. shows a sac of flour with the weight marked on it .** **T. How much flour is there in the sac ?** **There is 1 kilo .** **T. writes the question and the answer on BB .** **T. underlines 'is' – 'are'**	**Count with the teacher.** **Repeat in pairs .** **PP repeat in pairs.**
Stage 3) <u>Practise</u> **Step 1 : T. shows a picture of courgettes in a basket and asks PP to practise in pairs (question and answer).** **T. helps if PP can't make the difference.** **T. explains by counting courgettes, eggs : we can count courgettes and eggs but we can't count flour .** **Then, T. shows a bottle of oil .** **Step 2 : Substitution drill .** **Matches in the box / 45 sticks.** **Carrots in the basket / 2 bunches.** **Spaghetti in the sac / 1 pound .** **Salt in the packet / 1 kilo .** **Biscuits in the packet / 12 .**	**PP. have to use 'how many' or 'how much'** **PP practise in pairs using :how much or how many .**
Stage 4) <u>Produce</u> **Fill in the gaps** **A: ……. oil is there in the bottle ?** **B: There is 1 liter.** **A: ……. dates are there in the carton ?** **B: There are 2 kilos .**	

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**	
File : 5	**Sequence : 2**	**Lesson : 2**
Function : Inquiring about quantity	**Lge F. : Interrogative form**	
N . lexis: some / any	**V. aids: realia /bottle/cup/pictures**	

Objective : PP will be able to say quantifiers .

P R O C E D U R E	PUPILS' TASKS
Stage 1) <u>Warm up</u> **T. reviews the previous lesson .** **How many eggs are there ? How much flour … ?** **T. shows a picture and says : This is a bunch of carrots .**	**Ask and answer questions .**
Stage 2) <u>Listen and speak</u> **T. shows an empty bottle of mineral water .** **Is there any water in the bottle?** **No ,there is not any .** **T. shows an other bottle which contains some oil ?** **Is there any oil in this bottle ?** **Yes, there is some .** **T. shows a bag with some sweets in .** **Are there any sweets in this bag ?** **T. shows an empty bag .** **Are there any biscuits in this bag ?**	**PP : no .** **No, there is not any .** **Yes.** **Yes, there is some .** **Yes, there are some.** **No, there are not .**
Stage 3) <u>Practise</u> **T. gives cues and asks PP to practise in pairs (question and answer).** **e.g. : flour in the sac .** **-Is there any flour in the sac ?** **-Yes ,there is some .** **meat in the fridge / potatoes in the basket / oranges in the basket / jam in the cakes ….**	**PP practise in pairs using :how much or how many .**
Stage 4) <u>Produce</u> **T. asks PP to do the following activity.** **Fill in the gaps with : some and any** **Sally : I want to make ……. Cakes, mum. Is there ……. flour ?** **Liz : Yes ,there is …….. in the sac .** **Sally : What about eggs ?** **Liz : Eggs ! No, there are not …….. .**	

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**	
File : 5	**Sequence : 2**	**Lesson : 3**
Function : Describing a process	**Lge F. : Imperative**	

N . lexis: mix –pour – stir – melt - bowl	V. aids: realia or pictures
Objective : PP will be able to learn some utensils and to describe a process .	

P R O C E D U R E	PUPILS' TASKS
Stage 1) Warm up Revision of some food . T. shows pictures or realia . A packet of sugar – a pot of yoghurt …etc	Name the food items .
Stage 2) Listen and speak T. shows a picture of a pancake or brings some . What are the ingredients of a pancake ? T. reads 'Listening script' page 114 (sequence 2) T. writes the ingredients on BB .	PP : try to answer. PP repeat .
What are the utensils needed ? T. shows pictures or realia . A bowl – a frying pan – a glass – a spoon -	Take their books and do the act.
Stage 3) Practise Books on page 108 (Activity C .) (Read and re-order the pictures) After they finish, T. corrects on BB and explains the verbs: Mix – pour – stir	PP take their books and exercise books .They try do the activity .
Stage 4) Produce T. asks PP to do activity B. page 109 . T. moves around and controls .	
Homework : T. asks PP to draw the utensils shown before plus others .	

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File : 5	Sequence : 3	Lesson : 1
Function : Expressing ability	Lge F. : Affirmative and negative forms of 'can' .	
N . lexis: diet –fat – can – can't	V. aids: some pictures	
Objective : PP will be able to express ability of having kinds of food .		

P R O C E D U R E	PUPILS' TASKS
Stage 1) <u>Warm up**</u>** T. shows pictures or realia of : Sweets – choco – jam – cakes – soda T.: When you eat a lot of sweeties ,you 'll be fat (gesture). You must follow a diet .You must stop eating sweeties – bread –couscous …etc .	PP. name the items .
Stage 2) <u>Listen and speak</u> T. sticks a picture of 2 people then plays the dialogue . Sue : Have some cakes , Lilian . Lilian : I can't .I am on a diet . Sue : Have some tea, then. Lilian : Ok. I can have some tea but I can't have cakes . T. writes the last sentence on BB .	PP listen and follow. PP repeat the last sentence .
Stage 3) <u>Practise</u> T. asks PP take their books at 111 (Act. B). Tell what Lilian can or can't have. T. helps and controls .	PP choose 3 or 4 examples and write them .
Stage 4) <u>Produce</u> T. sets a dialogue on BB . Fill in the gaps with : can or can't A : Have some spaghetti . B : I ……. . I am on a diet . A : Have some salad ,then . B : OK . I …… have some salad but I …… have spaghetti.	This task is done on the copy-book .

Teacher : Khelil Moudjib Arrahmane		Level : 1 AM
File : 5	Sequence : 3	Lesson : 2
Function : Instructing		Lge F. : Imperatives .
N . lexis: Headache – stomachache – toothache		V. aids: some pictures
Objective : PP will be able to give instructions or a piece of advice .		

P R O C E D U R E	PUPILS' TASKS
Stage 1) Warm up Revision of the previous lesson . Can - can't	PP. follow their teacher then answer PP. listen .
Stage 2) Listen and speak T. plays a dialogue . A : Have some ice-cream . B : I can't .I have a sore throat .(gesture) A : Go to the doctor and don't have cold drinks. T. shows other people suffering from: a toothache / a stomach -ache / a headache . He / she has a headache . T. writes new words .	PP listen and repeat. PP repeat the last sentence .
Stage 3) Practise T. Have some chocolate . I can't ……. T. Have some fish . I can't ……. T. Listen to music . I can't …….	PP guess the answer . I have a toothache . I have a stomachache . I have a headache .
Stage 4) Produce T. asks PP take their books at 111 (Act. A). T. writes an example on BB . A: What's the matter ? B: I have a headache . A: Have a rest. Don't watch TV. Too much .	This task is done on the copy-book . PP choose one of the examples and write it on their lesson copybooks.

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File : 06 **Sequence : 01** **Lesson : 01**

Function : Talking about past events **Lge Form : Be (past) (A / N) Forms**

N. Lexis : The main ones **V. Aids : Pictures**

Objectives : To enable PP to use the simple past of " to be " + Time markers or previous dates . (aff – neg) forms.

Procedure	Pupils' tasks
Stage 1) Warm up	
T. revises the simple present of " to be " with the PP. eg : Where are you, now ?	**PP answer orally**
Where is the headmaster?	**We are in class.**
	He is in his office.
Stage 2) Listen and speak	
S. 1) To "be " aff . form .	**PP listen and repeat .**
- T. gives an example:	
- Now, I am in the classroom, but yesterday, it was Friday. I was at home .	**PP listen and repeat .**
- T. gives different examples:	
- The children were at the zoo , yesterday .	
- Last Sunday, I was very happy. It was my birth day and all my friends were at the party .	
S. 2) " To be " (neg . form.)	
T. gives an example :	**PP listen and repeat .**
- Yesterday, I was not absent.	
- The headmaster was not at school.	
- The pupils were not in the market.	
Stage 3) Practise	
- Guided practice	
T. gives cues and asks PP to produce correct sentences :	
-Yesterday / be / Eva /at the restaurant.	
-The boys / be / at the stadium / yesterday.	**PP practise orally.**
-The doctor / not be / at the hospital / yesterday.	
-My friends/ not be / good in English.	
Stage 4) Produce	
Fill in the gaps with : (was / were)	
-My father ……in the café, yesterday .	**PP do the act. in pairs**
-The footballers …… not on the play ground .	
-Yesterday, It ……..rainy and cold in Setif .	
T. corrects with PP on the board .	
T. asks them to put the correction down .	**PP take part.**
	PP put the act. down

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File: 6 **Sequence :** 01 **Lesson :** 02
Function: Talking about past events. Lge Form : S. Past R. Verbs (A / N) Forms
N. Lexis : Some verbs **V. Aids :** Pictures
Objectives: Using simple past with regular verbs . aff – neg .

Procedure	Pupils' tasks
Stage 1) warm up **Revising the simple past of " to be "aff – neg . forms.**	**PP participate**
Stage 2) Listen and speak **S. 1) T. gives example :** **-Last week end , the pupils were not at school.** **Regular verbs – Aff .form.** **-Olga visited her uncle .** **-Sally cleaned the room .** **-Sami played football .** **-Sana helped her mother .**	**PP listen and repeat**
S. 2) Regular verbs . – Neg. form . **- Olga did not visit her aunt .** **- Sally did not clean the garage .** **- Sami did not play tennis .** **- Sana did not help her father.**	**PP listen and repeat**
Stage 3) Practise **S. 1) guided practice** **-Eva (watch) a film.** **-Wang (not travel) to China .** **-Aminata (phone) her friend .** **-Indira (not wash) the clothes .**	**PP try to give the answer**
S. 2) Free practice **T. asks PP to give their own examples .**	
Stage 4) Produce **T. asks PP to do act. A / p 126 .**	**PP give their own examples**
T. corrects with PP on the board . **T. asks PP to put down the correction .**	**PP do the task** **PP take part .** **PP put the act. down**

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File :6 **Sequence : 01** **Lesson : 03**
Function: Talking about past events. Lge Form : S. Past (WH) form
N. Lexis : The main ones **V. Aids :** Pictures.
Objectives: To enable PP to talk and ask about past events.

Procedure	*Pupils' tasks*
Stage 1) warm up Revision of the previous lesson (S. past) (A. / N. forms.)	PP listen
Stage 2 (Listen and speak S. 1) T. presents a short dialogue including the int. form and some "wh" questions.	PP listen then act the dialogue.
Stage 3) Practise T . starts asking questions about Mouna . -Did Mouna enjoy the journey ? -Did she stay in the hotel ? T. writes a short paragraph and underlines 3 / 4 words which are related to the questions . * Yesterday , Mouna went to London . She arrived at the airport at 4:00 p.m. T. orders PP to ask question on the underlined words . -What time did Mouna arrive at the airport ? T. asks PP to do the same with: (where / who / when)	PP answer -No, she did not . -Yes , she did . PP practise in pairs. PP try to ask questions with the teacher's help .
Stage 4) Produce T. writes some sentences on the board and makes PP ask questions on the underlined words . -The custom officer checked her documents. -The waiter served her meals . -Yes , her mother phoned her . T. corrects the pupils' mistakes . T. asks PP to correct the act. on BB . T. asks PP to put the correction down .	PP answer: - At 4:00 p.m. PP repeat in pairs. PP give the questions and write them on the board . After the correction, PP copy down the questions with their answers . PP take part . PP put the act. down.

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File: 6 **Sequence : 02** **Lesson : 01**
Function: Talking about past events **Lge Form : S. Past 'Wh ' form .**
N. Lexis : invent – discover – radium – BCG -etc. **V. Aids :** pictures

Objectives: Asking and giving information about inventions and discoveries.

Procedure	Pupils' tasks
Stage 1) warm up Revision about the previous sequence . Simple past of 'to be' (regular verbs .)	PP answer. -Yes,……./ No, ……
Stage 2) Listen and speak S. 1) T . shows a picture of a telephone to PP and asks : - What's this ? -T . asks : -who discovered the telephone ? -Alexander Graham Bell discovered the telephone. or : - Alexander Graham Bell did . -T . does the same with : -Fleming (Penicillin) -Pierre and Marie Curie (radium)	PP answer: -It's a telephone. - Alexander Graham Bell PP repeat in pairs : * who discovered……? -Alexander did . PP repeat in pairs
Stage 3) Practise T. asks PP to open their books on page 128 to practise orally using : (who / what) -Edward Jenner / cow- pox . -Louis Pasteur / Rabies. -Albert Calmette / BCG . - T. asks PP to give their own examples about some inventions and discoveries .	PP open their books and do the act. orally PP give their own examples .
Stage 4) Produce -Activity b page 129 .– who invented what ? - T. explains the task of the activity and gives the question of the first example. T. asks PP to correct the act. on BB . T. asks PP to put down the correction .	PP do the activity in pairs. PP take part . PP put the act. down

Teacher : Khelil Moudjib Arrahmane	Level : 1 AM

File: 6 **Sequence : 02** **Lesson : 02**

Function: Talking about past events **Lge Form : Interrogative form . Simple past.**

N. Lexis : The mains one . **V. Aids : Pictures and cards .**

Objectives: To enable PP to talk about some inventors and their inventions

Procedure	*Pupils' tasks*
Stage 1) warm up **Revising the previous lesson .**	**PP listen**
Stage 2) Listen and speak **S.1) T. says :** **- Who invented the Braille system ?** **- When did he invent it ?** **T. gives another example and asks pupils to repeat.**	**PP answer:** **- Louis Braille did .** **- In 1829** **- PP repeat in pairs.**
Stage 3) Practise **S.1) T. gives cues on BB .** **- Louis Pasteur / discovered the vaccine against rabies / 1885 .** **- Marie Curie / radium / 1898 .** **- Albert Calmette / BCG / 1921 .** S. 2) T. asks PP to give their own examples . **S. 3) T. asks:** **- What did Louis Braille invent ?** **- Why did he invent it ?**	**PP practise** **PP give their own examples.**
Step 2) T. pins a chart on BB and asks PP to practise. **Invention :** **Why :** ***L. B invented L.B.S.** ***To help blind people.** ***A.G Bell invented (Tel.)** ***To facilitate calling at distance.** ***C. Benz invented car.** ***To facilitate the transportation.**	**PP answer :** **-He invented the Braille Sys.** **-To help blind people.** **-PP listen and repeat in pairs.**
Stage 4) Produce **Find the questions :** **A: ……..?** **B: Lazlo Biro did .** **A: ……?** **B: He invented it in 1838** **A: ……?** **B: To help people to write easily .**	**PP practise** **PP do the task .**
- T. asks PP to correct it on BB, first .	**PP correct on the act. on BB** **Finally, they'll put it down on their CB.**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**

File: 6 **Sequence : 02** **Lesson : 03**
Function: Talking about events **Lge Form : Simple past (regular / irregular) verbs**
N. Lexis : The main ones. **V. Aids : Pictures – Flash card**
Objectives: To enable PP to talk about people's lives and give their biographies.

Procedure	*Pupils' tasks*

Stage 1) <u>warm up</u> T. asks question about the previous lesson : **-Who invented the Penicillin ?** **-When did he invent it ?** **-What did Alexander Graham Bell invent ?**	**PP listen and answer** **-Alexander Fleming did .** **- In 1928.** **- The telephone .**
Stage 2) <u>Listen and speak</u> **S. 1) T. pins a card on BB where a paragraph about Bill Gates is written.** **T. reads the paragraph , then he asks questions about Bill:** **- When was Bill Gates born ?** **- Is he French? - Where is he from, then ?** **-What is his job ? -Was he fond of football in his T. A.?** **-Where did he stop his studies ?** **- Who was his friend ?** **-Did he introduce windows 3.0 in 1890 ?**	**PPs listen and answer :** **-On October 28th, 1955.** **-No, he isn't. He is American .** **-A computer programmer.** **-No, in computing.** **-In Harvard University .** **-Paul G. Allen .** **-No. in 1990.**
Stage 3) <u>Practice</u> **T. asks PP to read the paragraph, then to fill in Bill's personal card, that is pinned on BB.** **First Name: …….** **Nationality :……..** **Surname : ……** **University: ……..** **Date of birth :……..** **Occupation:……..**	**PP should read and fill in the card (in pairs)** **-Bill -American** **-Gates - Harvard** **-Occt28th,1955 - a computer programmer .** **PP listen and repeat**
Stage 4 (<u>Produce</u> **T. pins a card on BB** **T. reads ,explains and makes them read Edison's card.** **Then, he gives questions to help them to write a paragraph :** ***What's his name and surname ?** ***When was he born ? -Where was he born ?** ***What did he invent ? -When ?** **T. interferes where necessary to help them to build the parag.** **T. corrects the act. on BB and asks them to put it down.**	**PP should read the questions and answer in pairs to write a parag. (biography)about Edison :** **-Thomas Edison / -11/02/1847** **-In Idaho. –Telegraphy –In 1868.** **The paragraph :Thomas Edison was born in 11/02/ 1847, in Idaho He invented the telegraphy in 1868.**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**

<u>File:</u> 6 **<u>Sequence</u> : 03** **<u>Lesson</u> : 01**
<u>Function</u>: Talking about past events. **<u>Lge Form</u> : Past Simple (Irr. V.)**
<u>N. Lexis</u> :Main ones **<u>V. Aids</u> : Pictures**
<u>Objectives:</u> To enable PP to use simple past of regular verbs.

Procedure	Pupils' tasks
Stage 1) <u>Warm up</u> **T. draws a T.V. on BB and asks – What is this?** **T.- What is on T.V. at 20:00 ?** **T. mimes: (news (.**	**PP look and answer : a television** **-news**

T. What's there after the News ……?(miming) **Stage 2) <u>Listen and speak</u>** **S.1) T. writes 3 sentences on BB and asks PP to find the missing words.** **- Yesterday , Jane went to a ……** **- It was a fiction ……** **- ……. will be stored in it .** **T. mimes (if it's necessary (.** **T. presents a dial. (p 136) and asks them to answer: (T / F)** **Stage 3) <u>Practise</u>** **T. reads the dial. on page136** **T. helps them to act the dialogue in pairs ,then to answer Act. / b page132. (T / F)** **T. writes a model on BB.** **- Yesterday evening , Jane went to a movie .** **T. helps PP to tell what they did yesterday evening .** **Stage 4) <u>Produce</u>** **T. helps PP to do the exercise (a) page 133.** **T. mimes .** **T. asks PP to write the answers on BB.** **T. asks PP to put the act. down.**	**PP give several answers (film, songs..** **PP look and find the missing words:)movie, film,...)** **PP say : (true / false) orally.** **PP listen then answer .** **PP give their answers.** **PP take part .** **PP give their own examples.** **PP work in pairs.** **PP correct the act. on BB, then they put it down on their CB**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**

<u>File:</u> 6 **<u>Sequence</u> : 03** **<u>Lesson</u> : 02**
<u>Function:</u> Talking about past events **<u>Lge Form</u> : Irregular verbs (03) forms .**
<u>N. Lexis</u> : Some irregular verbs (past simple) **<u>V. Aids</u> : pictures**
<u>Objectives:</u> To enable PP to use the simple past of irregular verbs .

Procedure	Pupils' tasks
Stage 1) <u>Warm up</u> **T. revises the simple past of regular verbs (a / p. 128)** **Eg :-Who discovered the radium ?**	**-Marie Curie .**

When did Alexander Fleming discover penicillin ? **-Did Louis Pasteur discover rabies ?** **Stage 2) <u>Listen and speak</u>** **S. 1) T. presents a dialogue :** **Jane : Yesterday, I went to the cinema .** **Bruce : Did you take Sally with you ?** **Jane : Yes, I took her with me .** **Bruce : Did Steve go with you ,too ?** **Jane : No , he didn't .** **T. presents a list of some irregular verbs through a context:** **Stage 3) <u>Practise</u>** **T. asks PP to write the verbs correctly :** **- Yesterday , Jane (go)…….. to the cinema.** **- Last Friday, I(have)…….lunch in a restaurant.** **- We (meet) ……. at the theatre at 8 .p.m.** **-She (leave)…… the party at 11 p.m.** **Stage 4) <u>Produce</u>** **T. lists some other irregular verbs and through miming, he asks PP to find out the right spelling of the past form .** **Wear – cut – put – come – buy – make – do .** **Confirmation : Match with an arrow an:** **Put was / were** **Sing saw** **See wore** **Buy put** **Wear sang** **Be bought**	**- In 1928 .** **- Yes , he did .** **PP play the roles .** **PP listen and repeat .** **PP give the right form .** **PP put the act. down.**

Teacher : Khelil Moudjib Arrahmane	**Level : 1 AM**

<u>File:</u> 6 **<u>Sequence</u> : 03** **<u>Lesson</u> : 03**

<u>Function</u> …… <u>Lge Form</u> : The comparative of equality (as … as..)

<u>N. Lexis</u> : The main ones . **<u>V. Aids</u> : Pictures**

<u>Objectives:</u> To enable PP to use comparative of equality

Procedure	Pupils' tasks
Stage 1) <u>Warming up</u> **T. asks pupils some questions about :** **- age ?** **- height ?** **- weight ?** **Stage 2) <u>Listen and speak</u>** **T. sticks two cards on BB, then he starts to compare.** **Harry Jane**	PP listen and answer orally. **PP listen and repeat**

Age : 13 Height : 1.70m Weight :50 kg Hair : long Age : 13 Height: 1.60m Weight :51 kg Hair : long Eg: Harry is as old as Jane . Harry is not as tall as Jane . T. asks PP to give examples. Stage 3) Practise T. gives some substitution drills to make PP practise. Daisy: Age : 15, Height: 1.60m, Weight :51 kg, Hair : short Tom: Age : 15, Height: 1.71m, Weight :51 kg, Hair : short T. : Is Jane as old as Tom? T. asks each P to practise with his/her partner. Stage 4) Produce T. asks PP to compare: - cat / bear (silly) - camel / giraffe (tall (- horse / zebra (strong (- lion / tiger (dangerous (-T. corrects the act. on the board collectively. T. gives his PP (act. /A page 135) as a home work .	PP make sentences. As……as Not as ……as PP give their own examples. PP practise - No, she is not. PP practise in pairs. PP make their own examples. PP work in pairs. Later, they correct the act. on BB. Finally, they put it down on their CB.

Teacher: Khelil Moudjib Arrahmane	Level: 1A.M.	
File: 07	Sequence: 01	Lesson: 01
Function: Talking about the weather	Lge. Form: What's the weather like?	
N. Lexis: The main ones	V. Aids: Pictures & a map	
Objective: Talking about weather & directions		

Procedure	Pupils' tasks

Stage 1) <u>Warm up</u> **T. brings & sticks a map of Algeria & the pictures of weather on the map.** **<u>Ex:</u> It's sunny in the North.** **It's windy in the South.** **Stage 2) <u>Listen and speak</u>** **T. sticks the map of the world and the picture of the weather on it & asks questions:** **What's the weather like in Paris?** **Stage 3) <u>Produce</u>** **T. writes a dialogue & asks PP to write on their CB.** **Complete the dialogue:** **A/: ……in Algeria?** **B/: It's sunny.** **A/: Is it rainy in El-Oued ?** **B/: No, …… . It is …….** **<u>Home Work</u>:** **T. explains activity 3 page 147.**	**PP repeat the sentences that the teacher has said.** **PP answer by describing weather "work in Pairs"** **P_1: What's the weather like in …..?** **P_2: It is ……..** **PP try to do the activity on BB** **PP put it down.**

Teacher: Khelil Moudjib Arrahmane	**Level: 1A.M.**	
File: 07	**Sequence: 01**	**Lesson: 02**
Function: Talking about the weather	**Lge. Form: Future aff. / neg.**	
N. Lexis: The main ones	**V. Aids: Pictures**	
Objective: To predict future events.		

Procedure	Pupils' task
Stage 1) Warm up **The correction of the home work**	 **PP correct it on BB**
Stage 2) Listen and Speak **Today is …….** **Tomorrow will be …….** **Today, it rains in Paris.** **Tomorrow it will rain/snow in Paris.** **Next week, I shall visit my grandmother.** **In 2006, you will pass the BEM.** **In 2008, we will study in the Lycee.** **T. changes the pronouns**	 **Repeat** **PP use other pronouns**
Stage 3) Practise **T. shows pictures & gives cues.** **S.1)** **T. chooses the examples & write them on the BB** **Step2)** **T. changes the PP examples into negative** ***(S. 3*** **T. shows the pictures**	 **PP make sentences** **PP repeat** **PP make sentences in negative..**
Stage 4) Produce **T. asks PP to give examples** **T. chooses the best ones to be written on the BB** **Home Work:** **a / page 162 (check)**	 **PP put the act. down.**

Teacher: Khelil Moudjib Arrahmane	**Level: 1A.M.**	
File: 07	**Sequence: 01**	**Lesson: 03**
Function: Talking about the weather	**Lge. Form: Future Interrogative.**	
N. Lexis: The main ones	**V. Aids: Pictures**	
Objective: How To ask questions.		

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Correction of the home work.**	 **PP correct it on BB**
Stage 2) <u>Listen and Speak</u> **T. asks: Will you come to school, tomorrow?** **- Yes, I will.** **Will you study Arabic, next hour?** **- No, I will not.** **Will your father go shopping, next Friday?** **- Yes, he will.** **Will the pupils visit the airport tomorrow?** **- No, they will not.**	 **PP listen and repeat.**
Stage 3) <u>Practise</u> **S.1) T. gives cues.** **- Sally / come / Algeria / tomorrow.** **- Algeria / participate / the W.C. / 2006** **- The good pupils / study / in 3 AM / next year** **- Your father / go / to Mecca / next January.**	 **PP practise in pairs.**
S. 2) T. asks PP to practise freely.	**PP ask on an other.**
Stage 4) <u>Produce</u> **T. asks PP to do act. (b / page 162 (check)** **Turn into the interrogative form:**	 **PP work in pairs.**

Teacher: Khelil Moudjib Arrahmane	**Level: 1A.M.**	
File: 07	**Sequence: 01**	**Lesson: 04**
Function: Talking about the weather	**Lge. Form: Comparative of superiority.**	
N. Lexis: The main ones	**V. Aids: Pictures**	

Objective: To enable PP to compare between people / things, etc….

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **T. asks QQ to elicit some adjectives.**	**PP give some adjectives.**
Stage 2) <u>Listen and Speak</u> **T. chooses two pupils and says :** **P1 is tall, but P2 is taller. So,** **S.1) P2 is taller than P1.** **The classroom is smaller than the school.** **Algeria is bigger than Tunisia.** **S.2) Meat is more expensive than chicken.** **Lions are more dangerous than dogs.** **Mathematics is more difficult than physics.**	**PP listen and repeat.**
Stage 3) <u>Practise</u> **T. gives cues to make them practise** **- In Salah / Biskra (hot)** **- Spring / winter (nice)** **- The Nile / The Chlef (long)** **- Peacock / butter (beautiful)** **- China / India (populated)**	**PP make correct sentences.**
T. asks PP to give their own examples.	**PP give examples.**
Stage 4) <u>Produce</u> **T. asks PP to do act. F/ 163.**	**PP work in pairs.**

Teacher: Khelil Moudjib Arrahmane		Level: 1A.M.
File: 07	Sequence: 02	Lesson: 01
Function: Expressing intentions		Lge. Form: Future (interrogative form).

N. Lexis: The main ones	V. Aids: Pictures
Objective: To enable PP to use: future (interrogative form) + W.H. Questions (what).	

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Short revision about S. Future aff. & neg. forms.** **T. uses pictures** **<u>Ex</u>: It will snow in the North.** **It won't rain in the South.**	**PP listen & repeat then give examples**
Stage 2) <u>Listen & speak</u> **A/ T. presents pictures of the following animals:** **(a bear, a shark, an eagle)** **T. : This is a bear.** **This is a shark.**	**Look** **PP listen and repeat then practice in pairs.**
B/ T. : Shall we catch bears? **No, we won't.** **Will you hunt eagles?** **No, I won't.** **Will people kill sharks?** **No, they won't.** **Will you protect animals?** **Yes, we will.** **What will you do to protect animals?** **We won't chase / hunt / kill / catch them.** **We won't cut trees.** **We won't make clothes from animals' fur.**	
Stage 3) <u>Practise</u> **Check "a" page: 162. Orally.**	**PP do.**
Stage 4) <u>Produce</u> **Check "b" page: 162** **Check "c" page: 162**	**PP do.**

Teacher: Khelil Moudjib Arrahmane	Level: 1A.M.	
File: 07	Sequence: 02	Lesson: 02

Function: Expressing intentions	**Lge. Form: Simple Future.**
N. Lexis: The main ones	**V. Aids: Pictures**
Objective: To enable PP to express intention using the future simple (protecting Mother Earth)	

Procedure	Pupils' task
Stage 1) <u>Warm up</u>	
Stage 2) <u>Listen & speak</u>	
S.1)	**PP listen & repeat**
T. presents the T.V. debate. **T. sticks on BB each speech alone.** **T. performs the speech of: Sami, Pedro ….** **T. takes the paper to let the PP memorize.**	**PP repeat & memorize**
S.2) **T. draws the table**	**PP Complete**
Stage 2) <u>Practise</u>	**PP do.**
Activity: b page: 151 **T. asks the PP to take their slates.** **T. shows a picture & asks them to give complete sentences.** **<u>Eg</u>: T. shows picture(of polluted seas) & says: Will you pollute the sea?** **T. completes the rest of pictures like this.**	**PP will answer on their slates: (I will not pollute sea.)**
Stage 3) <u>Produce</u> **T. gives the drawing picture of present & asks them to match the sentences with suitable pictures.** **(It is the written phase)**	**PP do.**

Teacher: Khelil Moudjib Arrahmane	**Level: 1A.M.**

File: 07	Sequence: 02	Lesson: 03
Function: Describing animals	Lge. Form: BE (present) Affirmative.	
N. Lexis: The main ones	V. Aids: Pictures, books, chart.	
Objective: Naming, describing & classifying animals		

Procedure	Pupils' task
Stage 1) <u>Warm up</u> **Revision of the previous lesson.**	
Stage 2) <u>Listen & speak</u> **T. shows pictures of animals to PP and gives them the names of animals.** **T. asks them to repeat.** **T. shows them the pictures & asks them to name the animals by themselves. Then, T. mentions the wild & domestic animals by giving some examples.** **<u>EX</u>: The dog is a domestic animal and the lion is a wild animal.**	**PP listen & repeat** **PP name.** **PP listen**
Stage 3) <u>Practise</u> **T. sticks a big chart on BB in which he writes the letters of some animals names is disorder.** **<u>Eg</u>: noil ----- lion** **Then, T. asks them to find the correct names of the animals.** **Later, T. asks the PP to correct on BB individually.**	**PP do.** **PP correct on the BB.** **PP listen**
Stage 4) <u>Produce</u> **T. draws 4 boxes on the BB & writes in each box a different species on the animals.** **<u>Pets</u>** **<u>Domestic animal Wild animal</u>** **<u>Animal in danger of extinction</u>** **Now, the T. Tries to explain each word and asks PP to classify the animals which they have seen before according to their species. Then, he asks PP to work in pairs to do the activity.** **After that, T. asks PP to correct the act. on BB. Then, to put it down on their CB.**	**PP draw.** **PP do.** **PP correct.** **PP put it down**

Teacher: Khelil Moudjib Arrahmane		Level: 1A.M.
File: 07	Sequence: 03	Lesson: 01
Function: Talking about rights & duties		Lge. Form: will have the right to + verb.
N. Lexis: elect a representative, good education		V. Aids: Pictures, classroom situation & environment
Objective: To enable PP to know their rights and duties.		

Procedure	Pupils' task
Stage1) Warm-up	
Where are you now? **Who are in the classroom?** **Who is the responsible of the class?** **What does he do?**	**PP listen & answer** **- We are in the classroom.** **- The pupils & the teacher.** **PP answer.**
Stage 2) Listen & speak	
T. reads the text (page:158) loudly & asks the PP to sticks the right answer.	
T. asks the PP to listen & repeat.	**PP listen & do the activity.**
We'll have the right to elect a "representative". **We'll have a good education.** **We'll have good books.**	**PP listen & repeat.**
Stage 3) Practise	
T. gives cues **- clean classroom** **- sports activity** **-class outing**	**PP listen & build examples.**
T. asks the PP to give examples using: **<< We'll have the right to >>**	**PP are expected to give examples with the help of the teacher.**
Stage 4) Produce	
T. sets an activity. Then, he explains the example given and asks the PP to do the activity. **- rights**	**PP listen & do the activity.**
Ex: We'll have the right to have: **- good bed** **- good food** **- clean house & clothes** **- school buses**	**PP fill the table** **PP write**

Teacher: Khelil Moudjib Arrahmane		Level: 1A.M.
File: 07	Sequence: 03	Lesson: 02
Function: Instructing		Lge. Form: Imperatives
N. Lexis: duties in class & out of class		V. Aids: classroom situation
Objective: By the end of the lesson the PP be able to speak & learn about duties.		

Procedure	Pupils' task
Stage1) Warm up	
T. makes a revision about the previous lesson. **-What are your rights in the class & at home?** **T. gives examples.** **will have the right to have good books / good food.**	**PP expected to give examples.**
Stage 2) Listen & speak	
T. performs a dialogue. **T. says: Don't throw letters.** **Protect trees & plants.** **Don't smoke in public places.**	**PP listen & repeat.**
Stage 3) Practise	
T. gives cues **- respect T. sings** **- obey your parents** **- listen to the teacher** **- revise my lessons** **- make noise in the classroom**	**PP listen & repeat.** **PP listen & build examples.**
T. asks PP to give their own examples.	
Stage 4) Produce **T. sets a chosen activity.** **Fill in the table below by:** **Good education – don't make noise – respect your teachers – ask question about the lesson – do your home works**	**PP are expected to give examples.**
Rights **Duties** **- have good books** **- …….** **- …….** **- arrive on time** **- …….** **- …….**	**PP listen & do the activity.** **PP listen then do the activity.** **PP correct with the teacher.**

Teacher: Khelil Moudjib Arrahmane		Level: 1A.M.
File: 07	Sequence: 03	Lesson: 03
Function: Naming / Describe animals		Lge. Form: Why do ….? - For …….
N. Lexis: tusks / fat / skin / fur		V. Aids: classroom situation
Objective: To enable PP to use the new language points where necessary.		

Procedure	Pupils' task

Stage1) Warm up **T. shows pictures of animals & asks the PP to name them.** **T. : -What does it feed on?** **- Where does it live?**	**PP look & name the animals.** **PP answer the questions.**
Stage 2) Listen & speak **T. performs a dialogue & asks the PP to listen.** **- Baby elephant: Why do men kill us, mum?** **- Mother elephant: They kill us for our tusks.** **T. T. / T. P. / P. T. / P. P. /**	**PP listen** **PP perform the dialogue.**
Stage 3) Practise **T. gives cues** **- whales / fat** **- rhinoceros / horn** **- panda / fur** **T. asks the PP to their own examples.** **T. may help them by some animals pictures:** **- camel / hair** **- sheep / wool**	**PP perform the dialogue.** **PP are expected to give examples.**
Stage 4) Produce **T. sets a chosen activity on BB.** **A/ : Match:** **- cow - feather** **- camel - tusks** **- elephant - skin** **- peacock - hair** **B/ : Write examples like this:** **A: Why do people kill elephants?** **B: They kill them for their tusks.** **T. explains the activity. Then, he asks PP to do it.** **T. asks PP to correct on BB.**	**PP copy the activity on their CB.** **PP listen & do the activity in pairs.** **PP put it down on their CB.**

File : 02 **Project : 02** **Title : A tourist brochure about countries.**

Objective : A family tree – A game card .

Duration : About three weeks and giving flashes through sequences.

Teacher's tasks	Pupils activities
1- A family tree **Task the topic is chosen** **T . speaks about the topic and asks the pupils. to choose on (they are asked to make their own family tree).** **T . asks the pupils to draw their family trees .**	**The pupils plan their work .**

T . asks the pupils to collect pictures / draw or bring read photos . **T . asks the pupils to prepare their materials for the project.** **T . divides the pupils into groups.** **T . guides his pupils (In the next lesson. The teacher can ask about jobs, physical appearances .** **N.B : The pupils can use dictionaries, books magazines, cybercafé or some ones to get new information. (e.g. the pupils have learnt : doctor, teacher but they haven't seen the words "plumber – cook – baker" so they should look for it).** **Each group presents his work.** **T . gives his comment corrects some mistakes, helps them, supply them, etc…** **T . collects his pupils game cards and store them in the school library or pins some of them on the class wall.** **T . evaluates each group positive and negative paints and gives marks to each group (judging).**	**The pupils choose their colleagues .** **The use magazines, books** **The pupils shape their pictures.** **The pupils can use their home computer.** **The pupils can ask teachers or other people.** **The pupils work in groups meet and show their work discuss, select, correct themselves.** **They organize their work .** **They write their text.** **e.g. This is my <u>father</u>. <u>He</u> is <u>plumber</u>. He has got a <u>spanner</u>. He is <u>tall</u> man with black eyes and dark <u>hair</u>.** **The pupils present their product in audience (in classroom)** **Each group is going to present one or two models discuss with themselves about their family profiles and game cards .**

<u>File</u> : 03 **<u>Project</u> : 03** **<u>Title :</u> A sport magazine.**

<u>Objective</u> : A sport magazine.

<u>Duration</u> : About three weeks and giving flashes through sequences.

Teacher's tasks	Pupils activities
1- A sports magazine.	
The topic is chosen by the teacher but the content of the project is chosen by the teacher and the pupils :	**The pupils plan their work.**
Talking about football match, biographies of some famous football players (e.g. Zidane, Ronaldinho, Madjer, Achiou, etc, …)	**The pupils name some famous football players they will speak about.**
The pupils can speak about the history of this popular game (When and where did it start, some of its rules, number of players, duration of the football match and the famous organizations : FIFA – CAF – UFA …)	
The teacher divides the pupils into groups according to their prohibit and level .	**The pupils choose their colleagues**

The group must contain different levels of pupils : high – middle – low . **The teacher mentions the duration of the work.** **The teacher evaluate the work : He shows the good and the bad points of the work hoping that evade the bad point and improve their work in the future.** **The teacher should encourage the pupils whoever the work was.** **The teacher select all the works and unify them in on sport magazine which has to be kept in the school library or pins it on the wall of the class.**	**The pupils gather information, pictures about the game by going to the library or visiting the cybercafé, read sports magazine and ask for information.** **The pupils present their work in class : they explain and the others comment .** **They listen to the teacher's comments, and they may argue if it possible.**

File : 04 **Project : 04** **Title : Animals (wild, domestic and pets)**

Objective : Getting information about animals (food – size – particularities and place of living

Duration : About three weeks and giving flashes through sequences.

Phase One : (I) Preparation phase .

A – Explanation of the theme :
- **Speaking about animals (wild and domestic)**
- **Giving information about name, food, places of living, size and particularities .**

B – The grouping of the pupils :
- **Number of the pupils in each group.**

C – Discussing about the kinds of materials they'll need.

Phase Two : (II) Realization phase .

The teacher checks the materials they have brought, the photos, plastic animals and drawings.

The teacher guides the pupils to the right vocabulary related to this file such as : (feed on – live – sleep – heavy – wild – large – domestic, etc,…)

Phase Three : (III) Presentation phase .

- **Two groups will be selected .**
- **The teacher will encourage them to present their projects.**
- **Preparing the place by sticking the project on the C.B.**
- **Asking the group leader to present it in front of his friends .**
- **Their friends discuss about it .**
- **Finally, the teacher encourages the pupils by giving them good remarks and marks.**

File : 05 **Project : 05** **Title : Food.**

Objective : To make menus for a week. – to name vegetables and fruits – to order dishes – to Use prices

Duration : About three weeks and giving flashes through sequences.

Teacher's tasks	Pupils activities
(I) Preparation : Identifying the task . ● The teacher explains what does " menu" means. ● The teacher names the most famous dishes. ● The teacher explains the order of the dishes in a menu. ● The teacher divides the pupils into groups according to the days of the week . ● The teacher proposes, sets the duration of the project .	● The pupils choose the different dishes. ● The pupils divide the work and the task between them.
(II) Realisation : ● The teacher controls and checks . ● The teacher helps them when necessary .	● The pupils collect data and information from waiters and restaurant manager. ● The pupils collect information about famous dishes (national and international). ● The pupils classify and select names, dishes and prices . ● The pupils collect pictures or draw them . ● The pupils discuss their choices . ● The pupils write names and stick pictures and decide prices.
(III) Presentation : ● The teacher comments the products . ● The teacher stores their products	● The pupils present their products group by group. ● The pupils choose the best form of menu which includes all the dishes presented by group . ● The pupils present the menus which includes order of dishes, names, pictures and prices.

File : 06 **Project : 06** **Title : Inventions and discoveries.**

Objective : Making a children's book of inventions .

Duration : About three weeks and giving flashes through sequences.

Phase One : (I) Preparation phase .

A – Presentation of the topic :

- **Giving an idea about the topic.**
- **Talk about any inventor and his / her invention .**

B – Duration :

- **Three weeks.**

C – Grouping of the pupils :

- **The pupils split into groups according to the number of them .**
  e.g. A class of 40 pupils, should contain 5 groups of 8 pupils .

D – Procedure :

- **Collecting information and pictures .**
- **Writing or typing .**
- **Asking for help (teachers – friends – parents – etc…)**
- **Going to libraries (books – magazines – dictionaries – etc …)**
- **Going to the cybercafé (internet)**

Phase Two : (II) Realization phase .

- **Teacher's role :**
  The teacher checks the information and pictures selected by the pupils .

Phase Three : (III) Presentation phase .

- **Time of presentation .**
- **Way of presentation (in groups or at the board …)**
- **Discussion about the project work .**
- **The teacher evaluates the pupils work to encourage them and stores them to be as a reference .**

File : 07 **Project : 07** **Title : The junior animal encyclopaedia**

Objective : Gathering information about different kinds of animals .

Duration : About three weeks and giving flashes through sequences.

Phase One : (I) Preparation phase .

A – Presentation of the topic :

- **Giving idea about the topic .**

B – Duration :

- **The project should be done in three weeks .**

C – Grouping of the pupils :

- **The pupils split into groups according to the number of them .**
  e.g. A class of 40 pupils, should contain 5 groups of 8 pupils .

D – Discussing : the strategies of work is finding information .

- **Collecting pictures.**
- **Typing or writing .**
- **Collecting information .**
- **Selecting materials.**

Phase Two : (II) Realization phase .

- **<u>Teacher's role</u> :**
  The teacher checks the material and the information collected by the pupils .
  The teacher guides the pupils to adjust their work .

<u>Phase Three</u> : (III) Presentation phase .

- **The teacher informs the different groups about the time of the presentation .**
- **The pupils present their final work in front of their classmates .**
- **Discussion about the presented projects.**

N . B :

- **The different project must be stored in an accessible places .**
- **The different project are finally evaluated and marked by the teacher .**