

BOUNZOU ZOUBIR MIDDLE SCHOOL

# File One

## Read and Consider

### Objectives:

Use of tag questions.

Describing a work process.

Describing food.

Use of the sequencers:

*First, then, after that, next, later, finally.*

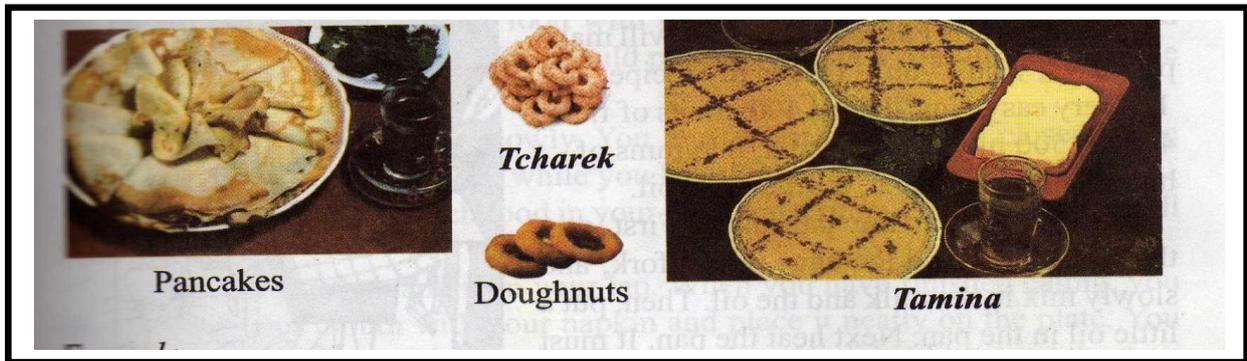
The imperative form.

# Read and consider

## Before you read:

**Step one:** The teacher tells the students to open their books on page 21, observe the pictures and say what they represent.

Pupils should name the cakes: **Pancakes, Tcharek, Doughnuts, and Tamina.**



**Step two:** The teacher explains the instructions of -Task2p21- and the new words {mix-fork-little-toss-pan}

→ Re-order the instructions of the recipe about "How to make a pancake"

**RECIPE**

Ingredients	Instructions
<ul style="list-style-type: none"><li>- 4 eggs</li><li>- 200 grams of sifted flour</li><li>- 2 pinches of salt</li><li>- 400 ml milk with 150 ml water</li><li>- 80 grams butter or one tablespoon of oil</li><li>- A little table oil for frying</li></ul> <p><b>To serve:</b></p> <ul style="list-style-type: none"><li>- Some sugar and one lemon</li></ul>	<ul style="list-style-type: none"><li>a. Slowly mix in the milk and water.</li><li>b. Mix the flour and the eggs with a fork.</li><li>c. Heat the pan.</li><li>d. Put a little oil in the pan.</li><li>e. Cook for about 30 seconds.</li><li>f. Toss cake once.</li><li>g. Serve with a little sugar and lemon juice.</li><li>h. Cook for another 30 seconds.</li></ul>

Number	1	2	3	4	5	6	7	8
Letters	B	A	D	C	E	F	H	G

Mix the flour and the eggs with a fork.

Slowly mix in the milk and water.

Put a little oil in the pan.

Heat the pan.

Cook for about 30 seconds.

Toss cake once.

Cook for another 30 seconds.

Serve with a little sugar and lemon juice.

**Step three:** The learners are invited to go to page 22, read the text and check if their work is correct.

“Tomorrow is Pancake Day. You will make pancakes, won’t you? This is my recipe. It’s very easy. You’ll need 400 grams of flour, 4 eggs, 500 ml of milk, water, 80 grams of butter and some sugar, a little table oil.

Now, to make the pancakes. First mix the sifted flour and the eggs with a fork, and slowly mix in the milk and the oil. Then, put a little oil in the pan. Next heat the pan. It must be very hot. After that, pour in two tablespoons of mixture and cook for 45 seconds. Finally toss the pancake once and cook for another 45 seconds. Serve with a little sugar and some lemon juice.”



**Step four:** The teacher reads the text and insists on the structure (the time sequencers and the imperative).

# Grammar Window

## Describing process

- **Next**, heat the pan.
- a) Next is a time sequencer. It is used to indicate the order in which steps of a procedure are carried out
- b) List other time sequencers of the text: [**first – and-then- next – after that-finally**]
- c) Other time sequencers: [**later**]
- d) In what part do they come in a sentence: → They come **at the beginning of a sentence**.
- e) Heat is a verb in the imperative.

## The imperative

- ♣ The imperative is **the base form of the verb [the infinitive without (to)]** and the command is given to (**you** )
- ♣ "**Let** " the command is given to [ **me- him – her-it –us – them** ]
- ♣ The imperative has "**positive and negative**" commands → **ex: Go out!** - **Don't go out!**
- ♣ The imperative is used to give [**orders-instructions –advice- directions- suggestions- requests and invitations**].
- ♣ The intonation is very 'important' in the imperative .

**Examples:** Come over here. ↗

Come over here, please. ↘

"Order"

"Request"

FLATRON

## Grammar Window

Consider the following sentence:

Next, heat the pan.

- a. Next is a **time sequencer**. It is used to indicate the order in which the various steps of a procedure are carried out.
- b. List the other time sequencers of the text:
- c. In what part of the sentence do they come?
- d. Do you know of any other time sequencers?
- e. Heat is a verb in the **imperative**. The imperative is used for making requests, giving instructions, directions, warnings, orders/commands and advice
- f. List the other verbs in the imperative in the text; consider their form and draw the rule.

See Grammar Reference n° 2, p.177