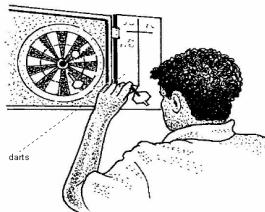


Famille TWO

darts



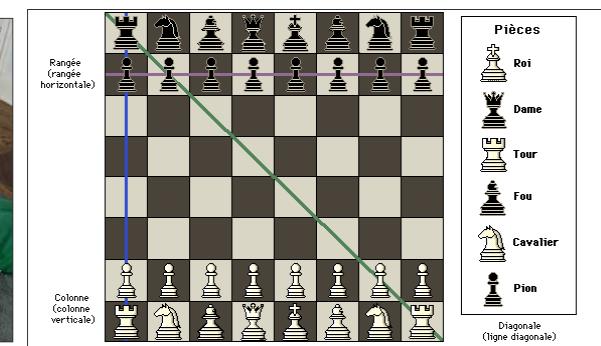
[Exercises Start](#)



Language Game



Jeu de dames



MS2 Level

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File two
Oralized Sheet

listen and speak

sequence one

Vocabulary : {crosswords-never mind-pardon-synonym-link-connect-extra-bind-need-funny-colourful-saddle-handlebar-wheels-even- brake -showy-proud of-antonym-odd-satisfied-bright-flashy-comic-anagram-palindrome-puzzle-busy-game-lorry-bookcase-cassettes -magazines – radio cassette - this-these-that-those- cook –computer- neither- nor –quick- thin-thick –permission- able to do-unable}

MDS :

Picture of a crosswords – bicycle – dictionary- pictures on page "30" and "31"

Aim :

By the end of this sequence the pupils should be able to " interact-interpret and produce" using the following functions

- ⊕ Introduce games
- ⊕ Describe objects
- ⊕ Use a dictionary

Step one : The teacher presents the situation through a picture showing the crosswords game, lets the pupils repeat the new words, then invites them to listen to him and try to answer the questions {books shut}

Step two : Listen and find the word needed :

- ◆ A: What are you doing ?
- ◆ B : I'm doing crosswords. I need your help.
- ◆ A : I'm not very **good** at crosswords.
- ◆ B : Never mind .Can you **give** me a word that means "link"?
- ◆ A : Pardon ?
- ◆ B : A **synonym** of link, L.I.N.K.
- ◆ A : Oh! You mean " link". Let me think .Is "connect" alright ?
- ◆ B : Err... no .It doesn't fit .It's too **long**. There are two extra letters.
- ◆ A : Is it "bind ", then ?
- ◆ B : No, I need a four letter verb that **begins** with "j".
- ◆ A : What about "**join**", then ?
- ◆ B : Oh great ! Now it fits .Thank you.

The word needed is → "join"

Step three : The teacher asks the pupils to open their books on page "40" and perform the drill pair by pair

Step four : The pupils are asked to read the dialogue again and try to do "activity '1' p40:

→ Activity "1" p 40 : Read the dialogue, then find the opposites :

- 1) bad=/**good**
- 2) take=/**give**
- 3) antonym=/**synonym**
- 4) ends=/**begins**
- 5) short =/**long**

Step five : The pupils do the Activity in rough, correct on the BB, then read and copy down.

- 1 -

PRACTISE

Step one : The teacher asks the pupils to open their books on page 29 and look at "activity "2" p 29, he explains the instructions, then invites the pupils to do the activity on their exercisebooks.

Interact

Describing

Games

Identifying

Interpret

Words

Produce

Lexis

◆ The pps recognize easily the theme "games"

◆ List some of the language games

◆ Identify the "crosswords game"

◆ Identify the pr continuous tense

◆ Identify "a synonym and an antonym"

◆ Discriminate between "synonyms and antonyms"

◆ Read a dialogue and respect the stress and the intonation

◆ Listen to an oral message and give he appropriate answer

◆ Read the dialogue and scan

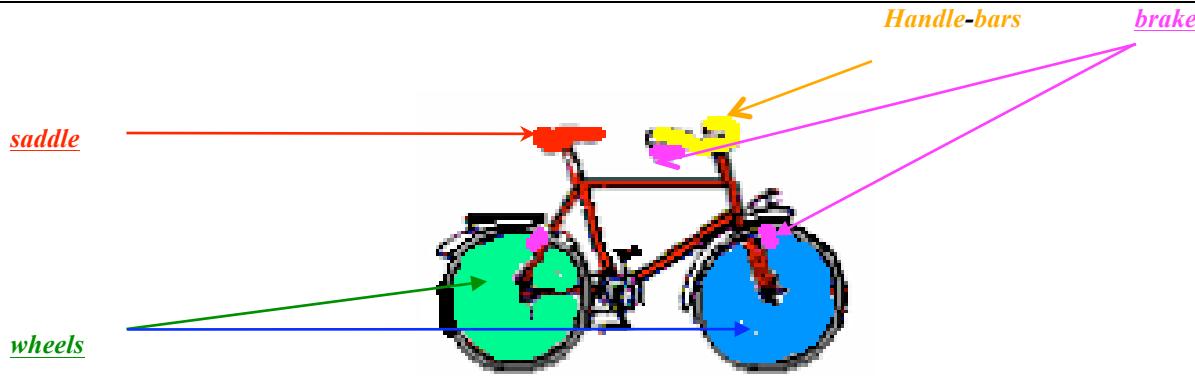
for the aswners to the questions

Crée par Samir Bounab

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→ Activity "2" p 29 : Listen then colour.

Oscar has got a very funny and colourful bicycle .The **saddle** is red and the **handlebar** yellow.
The **wheels** have different colours, too: one is **green** and the other is **blue** .Even the **brake** is of a strange colour:it's **pink**!It's a very showy bicycle but Oscar is very proud of it.



step two : The pupils listen to the teacher, then colour the bicycle.

step three : The teacher invites the pupils to read the text on page, the teacher insists on the new words describing the bicycle {saddle - wheels – brake – handle-bars}

step four : The teacher invites the pupils to do "activity '3' p 29", he explains the instructions and the meaning of the words, then asks the pupils to do it.

→ **Activity "3" p29:** Find the synonyms of the following words from Oscar's text on page 40.

Odd = **strange** satisfied = **proud of** bright = **colourful** flashy = **showy** comic = **funny**

Step five : The pupils do the activity using the dictionary, correct on the board then read and copy down on their exercise books.

Step six :

PRONCIATION AND SPELLING

The teacher asks the pupils to go back to page 28 and look at the activity "pronunciation and spelling"

Step seven : The teacher tries to reminds the pupils about the sounds "**th**" and "**the**" since they were seen in the first AM

"the"	"th"
This- that- these – those – them – brother- mother	Thing- thin- theatre- thief-three- something- nothing

Step eight : The teacher invites the pupils to repeat after him, then read and practise by themselves

Step nine : The pupils are asked to perform the "**identify**" exercise, the pupils identify the sounds and the spelling of each word.
{north – south- third – then - fourth – three – with – these – this – breath ...}

Step ten : The pupils do the next activity which is "**compare**", where the pupils compare the minimal pairs of sounds , they listen to the teacher or to their friends and compare between the sounds "**th**" and "**the**"
[this- third / with – breath / thin – thing...]

Step eleven : The teacher invites the pupils to look at the "**practise of intonation and stress**", they repeat after him, then perform it pair by pair

Step twelve : The pupils read the written activities, they have answered on the board, then write down on their class copy books.

Interact

Describing objects

- ✓ identify the mean of transport "bicycle"
- ✓ describe a bicycle and its use
- ✓ describe colours
- ✓ draw a bicycle and colour it
- ✓ read a short passage and respect stress and intonation
- ✓ Read and decode the message

Interpret

Describing colours

- ✓ Identify the meaning of a synonym and discriminate between it and an antonym
- ✓ Use the dictionary to find the synonyms
- ✓ Identify the sounds "th" and "the"

Lexis

- ✓ Identify the sounds "th" and "the" and discriminate between them

- ✓ Identify the spelling of a word listened

- ✓ Practise stress and intonation

Phonology

Samir Bounab's preparation sheet

Produce

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QQ FORWARD

Step one : The teacher asks the pupils to take their books on page 29 and look at the text below, he explains the instructions, then invites the pupils to do it.

Step two : Using a dictionary, the teacher explains the new words and the use of a dictionary.

Step three : Activity p29 :

1 - Where are these pages from ? → They are from a dictionary.

2- what do you find in a dictionary ? → We find a list of words in alphabetical order with their meanings explained

3- How do we call the explanations below ? → We call them definitions

Step four : The teacher writes the pupils answers on the board, then invites the pupils to read them.

Step five : The teacher reads again the text below and asks the pupils to read it.

DISCOVER THE LANGUAGE

Step one : The teacher asks the pupils to open their books on page 30. He explains the instructions and the new words such as : "the determiners" [this → these (plural)] {that → those (plural)}

Step two : The teacher invites the pupils to repeat through a concrete examples using the classroom situation.

e.g :

• This is a pen → These are pens.

• That chair is next to the table. → Those chair are next to the table.

Step three: The teacher reads the conversation then invites the pupils to read it.

Step four : The pupils are invited to read the conversation, then try to answer the questions.

- Are the following words "these" and "those" singular or plural ? → They are plural
- Give the singular form of "these" and "those" from the dictionary. → these → this / those → that
- Can you deduce the difference between "these" and "those" from the conversation?
- These replaces "words" which B is talking about and they are near him
- Those replaces "dictionaries" which on the bookcase over there.

Step six : The pupils do the activities in rough, correct on the board, then read and write down.

PRACTISE

Step one : The teacher asks the pupils to look at "activity 'I' p30, explains the instructions, then asks the pupils to describe the below pictures .

- ② Picture "1" → manipulate a computer
- ② Picture "2" → draw
- ② Picture "3" → cook
- ② Picture "4" → speak German
- ② Picture "5" → ride horses
- ② Picture "6" → play the guitar / music

Step two : The teacher asks the pupils to look at the example and make correct sentences using "can " or "can not"

- ② I can manipulate a computer
- ② I can draw
- ② I can cook
- ② I can't speak German.
- ② I can't ride horses.
- ② I can't play the guitar or music.

Step three : The pupils perform the examples, the teacher can ask them to perform them as questions answers.

→ I can cook, but I can't play music

Step four : The pupils perform using the keywords and express their own abilities and inabilities:

Step five : The teacher asks the pupils to perform the "activity'2'p30:

A : Can you draw ? B : yes, I can / No, I can't.

Step six : The pupils perform and substitute the key words, expressing their abilities and inabilities

Interact

Describing a dictionay

- Recognize a dictionary
- Discriminate between a dictionary and an ordinary book
- Identify the use of a dictionary
- Read a conversation and respect the stress and the intonation
- Identify the determiners "this" and "that" since they have been since last year and they are dealing with them regularly
- Ability to use and search for a word in the dictionary "group work"

Inquiring

- Discriminate between "these" and "those"
- Express ability and inability by using "can and " can't"
- Make questions using "can"
- Describe pictures and their meanings

Interpret

Planning immediat actions

- Make affirmative and negative sentences using "can " and "can't"
- Discriminate between the different situations "present – present continuous and simple future

Produce

Expressing abilities and inabilities

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»

Step seven : The teacher asks the pupils to open their books on page 31 and look at "activity '5' p 31, he explains the instructions of the activity, then the pupils do it on their rough copy books.

→ **Activity "5" p 31 :** Make these sentences plural.

- | | |
|------------------------------------|---------------------------------------|
| → Whose book is that ? | → Whose books are those ? |
| → This is my exercise book. | → These are my exercise-books. |
| → That's my rubber. | → Those are my rubbers. |
| → Is this your pen ? | → Are these your pens ? |

Step eight: The pupils do the activity in rough, correct on the board, read then write down.

Step nine : The teacher explains the instructions of "activity'6' p 31, then the pupils are invited to do it.

→ **Activity 6 p 31 :** You're in a shop. Ask for these articles. Use "**this**" or "**these**"

- "cassettes" → Excuse me, how much are **these** cassettes ?
- "magazines" → Excuse me, How much are **these** magazines ?
- " a pair of shoes" → Excuse me, how much is **this** pair of shoes ?
- "picture" → Excuse me, how much is **this** picture?
- "cassette-recorder" → Excuse me, how is **this** cassette recorder ?

Step ten : The pupils do the activity in rough, correct on the board, then read and copy down

REMINDER

Step one : The teacher presents the reminder, asks the pupils to repeat and invites them to give free examples.

I/ Use of "can" :

A / "can" ability : We use "can" to say what we are **able to do**. e.g : I **can speak English**.

B / "can" inability : We use "cannot / can't" to say that we are **unable to do something**. E.g: I **cannot speak German**.

C / "can" permission : We use "can" to express or **ask for a permission**. E.g : **Can I go out ?** → Yes, you **can**.

D / "can" possibility : "can" is used to express if something is **possible**. E.g: **Can elephants fly ?**

II/ Form :

Subject + can / cannot + verb {infinitive without "to"} + object.

Example : [I – he – she – it – you- we – they] **can / cannot play chess**.

III/ Questions : We form questions with "can" by putting "can" before the subject "interrogative question:

Example : **Can he swim ? No, he can't**.

Note : {cannot} is one word not two

Step two : The teacher invites the learners to do the following exercises in rough, correct on the BB, read then write down.

Exercise. I) Use "can" or "can't" to make correct sentences.

1. **she / swim / in / the / sea** → She **can swim in the sea** 2. **we/ speak/ Italian** → **we can't speak Italian**.
2. **I/play / football/ but / I/play / piano/** → **I can play football, but I can't play the piano**.

II) Fill in with "can" or "can't"

a- **I ride a bicycle, but I drive a car.** b- **Shelift the desk, but she Carry the bag.**

c- **what you do with a lot of money ? I buy a car.** d- **I go out please? No, you**

Exercise : Put the following sentences into the future tense.

a) **I went to Algiers, yesterday. Tomorrow, I will go to Algiers.** b) **Today, the weather is fine. Next week, it will be fine.** C) **They study at the 2nd AM, this year. They will study at the 3rd Am, in 2006.** d) **What did she do last week? → What will she do, next week?** E) **He didn't learn English, last Tuesday. He will not learn English, next Tuesday.**

Interact

Inquiring about ones object

- Recognize the determiners "this" and "that"

- Discriminate between the singular and the plural

- Discriminate between the use of the "this" and "that"

Asking about prices

- Ask about prices

- Identify 'can" ability and "can't" inability

Interpret

Expressing abilities and inabilities

- Identify the future

Expressing possibilities

- Discriminate between 'present situation, past situation and future situation

Asking for permission

- Use "can" in questions

Planning

- Respect the punctuation and the capitalisation

Narrating

Describing routines

- Use "can" in questions

- Respect the punctuation and the capitalisation

Guided Sheet

Vocabulary : {ad-interesting-puzzle-prize-trip-apply-win-delay-standby-a hurry-pyramids- a stick-legs-exist-entertain-competition-nowadays-contests- common-stool-vending machine-preposition-also-lavatory-narrow-necessary-derive-touch-toes-catch-end-nose-ski-snow-fingers-froze-run- fast-message-louder-lend-bring}

ADS :

Picture of a crosswords – pyramids -dictionary

Aim : By the end of this sequence the pupils should be able to " interact-interpret and produce" using the following functions

+ Express abilities and inabilitys/permission/request

+ Describe a game

Step one : The teacher explains the situation through "a newspaper", he introduces "an ad", presents the 'John and Indira', asks the pupils to listen to him and try to answer the questions written on the board. [Books shut]

Step two : The teacher writes the activity on the board, reads the drill on page "40", then invites the pupils to listen and try to answer the questions.

Step three : The drill :

* John : What are you looking at, Indira ?

* Indira : An ad .A very interesting ad.

* John : An ad what for ?

* Indira : A crossword puzzle contest for juniors.

* John : And what's the prize ?

* Indira : A trip for two ! Could you apply with me?

* John : Oh, yes ! Why not ! We could win, you know !

→ Activity "listening comprehension " p 32: Listen, then answer :

1) What sort of document is Indira reading ? → She is reading and "ad".

2) What is it about ? → It is a crossword puzzle

3) Who is it for ? → It for juniors.

4) Three words to justify the answer → " an ad – a crossword puzzle – a prize "

Step four : The pupils do the activity in rough, correct on the board, read then copy down.

Step six : The teacher asks the pupils to open their books on page "40" and read, then perform the drill.

PRONUNCIATION AND SPELLING

Step one : The teacher presents the new sound which is "y" and its pronunciation in the different parts of the word /beginning-end/

Y="u"	Y="e"	Y="a"	y="i"
You	city	They	My
Your	Many	Stay	Sky
Yes	Sally	May	Try
Yogurt	Heavy	Replay	Standby
Yellow	Early	Delay	July
Young	vocabulary	Holiday	identify

Step two : The pupils listen, repeat, perform the activities "compare and identify"

Step three : The teacher asks the pupils to look at "activity" Practise stress and intonation:

☺ Did you g early Sally ? → Yes, I went in a hurry Murray

☺ Can she stay in July ? → No, she can't .She's away on holiday.

Step four: The pupils perform the drill, then write down the written activities on

the board

- | | |
|--|---|
| <p>✓ Identify a newspaper and its contain</p> <p>✓ Identify and "ad"</p> <p>✓ Identify the game "crossword"</p> <p>✓ Maintain an oral exchange</p> <p>✓ Ask and answer qqs about the game</p> <p>✓ Justify an answer</p> <p>✓ Listen and decode the message needed</p> <p>✓ Identify the sound "y" and discriminate between the different sounds according to its spelling</p> <p>✓ Practise intonation and identify the stress of a word</p> <p>Samir'sheet</p> <p>Pronunciation and spelling</p> <p>yellowdaffodil66@gmail.com</p> | <p>Reporting A Piece of news</p> <p>Describing a game</p> <p>Inquiring About an ad</p> <p>Produce</p> |
|--|---|

PRACTISE

Step one : The teacher explains the instructions of "activity 1" p 33 , asks the pupils to take their rough copy books and do the activity using the dictionaries if they are available or change the type of activity by providing the "synonyms, antonyms or definitions of the words .

Step two : → Activity '1' p33: Ask your partner to give you the "synonym-antonym or definition " of the following words:

- ⌚ A : Could you give me the synonym of "smart"? B : I suggest "bright".
- ⌚ A : Could you give me the antonym of "calm"? B : I suggest "noisy"
- ⌚ A : Could you give me the definition of "sad" ? B : I suggest "unhappy "

Step three : The pupils correct the activity on the BB, read and perform the drills.

Step four : The teacher asks the pupils to open their books on page 33 and look at 'activity 3' p33, he explains the instructions, then asks the pupils to use the dictionaries and do the word pyramids.

→ Activity "3" p33: Add only one letter each time to get the words corresponding to the definitions :

A/

- ➡ It's me
- ➡ Third singular person of "to be"
- ➡ Possessive
- ➡ Demonstrative
- ➡ Men wear it



B/

- ★ Article
- ★ Article
- ★ To have the ability
- ★ A stick
- ★ Bird with long legs



Step five : The teacher and the pupils work together using dictionaries, correct on the board, read, then perform pair by pair.



FORWARD

Step one : The teacher asks the pupils to open their books on page 33, and look at the text , he reads the text, explains some new words, then asks the pupils to try to do the activity :

Step two :

→ Activity '1' p33: How many words can you make out of the word "**stool**"?

Can you find :

- a preposition → "to"
- a word meaning "also"? → "too"
- British slang for "lavatory" ? → "loo"
- That cannot be found ? → "lost"
- A small narrow opening ? → "slot"
- The capital of Norway ? → "Oslo"

Step three : The teacher asks the pupils to write and the words on the board, then asks them to make question answer:

⌚ A : How many words can you find ? B : I can find "6" words

⌚ A : What are they ? B : They are : {to – too – loo – lost – slot and Oslo}

Step four : The teacher explains the instructions of "activity 5" p33, then asks the pupils to work in rough , then correct on the board: → Activity '5' p33: Find nouns that derive from the following words.

1) to visit (v) → a **visit** (n) 2) to teach (v) → **teacher** (n) 3) to paint (v) → **painter** (n) 4) to dance (v) → **dancer** (n)

Step five : The pupils do the activity in rough, correct on the board, read then write down.

Interact

Expressing ☐ Identify synonyms,

Permission ☐ antonyms, definitions and discriminate between them

⌚ Ask for permission

Suggesting ☐ Express suggestions

⌚ Use a dictionary

⌚ Identify the different types of a word "article – demonstrative..."

Interpret

Guessing ☐ Read a short text

⌚ Describe games

⌚ Make words from one word by changing the order of the letters

⌚ Formation of the words from verbs to nouns

Guessing

Produce

Spelling

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DISCOVER THE LANGUAGE

Step one : The teacher asks the pupils to open their books on page 34 and look at the "song "

Step two : The teacher reads the song and invites the pupils to read it, then do the activities :

Step three : → Activity p 34:

- * Underline the verbs in the first three lines : → [was – could touch – could ski]
- * When did these actions happen ? → These actions happened in the past.
- * Now, underline the verbs in the last two lines ? → [can't do – can't do]
- * When did these actions happen ? → These actions happen in the present.
- * Say what's the difference between "can" and "could" → The difference is : "can" is in the present tense/ "could" is in the past tense. [could is the past tense of "can"].

Step four : The pupils do the activities in rough, correct on the board, read then copy down.



Step one : The teacher asks the pupils to open their books on page 34 and look at "Activity '1' p34, he explains the instructions of the activity then invites the pupils to do the activity in rough.

Step two : Put the words in order to get the true sentences.

- a/jump/I/as/could/kangaroo/high/as → I could hold my breath till my face turned blue.
- Lion/too/as/could/I/run/fast/as/a → I could run as fast as a lion, too.
- I/do/now!/but/can't/that → I can't do that, now !
- Can't/no./I/now!/do/that → No, I can't do that now .

Step three : The pupils correct the "activity " then read and perform the song.

Step four : The teacher explains the instructions of "activity '2' p34, then invites the pupils to do it on their rough copy books.

- Activity'2' p 34: Put these words in the correct order to make requests.
- Message/you/a/take/could/? / Could you take a message ?
- I/borrow/pencil/could/your/? / Could I borrow your pencil ?
- Louder /could /please/you/speak/? / Could you speak louder ?
- Turn /music/please/ down/could /you/the/? / Could you turn down the music, please ?

Step five : The teacher asks the pupils to correct on the board, read and perform the drill as question answer [affirmative or negative answers] → (yes, I could / No, I couldn't)

→ Activity "3" p 34 : Turn these sentences into polite requests.

- Come to my birthday, please. Could you come to my birthday ?
- Lend me your record player, please. Could you lend me your record player, please ?
- Bring some CDs with you, please. Could you bring some CDs with you, please ?
- Please, come before 2 p.m to help me. Could you come before 2 p.m, please ?

Step six: the pupils correct the activity on the board, read then perform by giving an affirmative or negative answer.

Step seven : The teacher explains the instructions of "activity "5" p34 ", then the pupils are asked to do it .

- Activity "5" p 34: Work in pair and tell what you could or couldn't do when you were six.

A: What you could do when you were six ? B: When I was six I couldn't stay up after 9.00 p.m, but I could watch TV on Thursdays.

Step eight : The pupils are asked to give their own examples and use their own vocabulary.

Step nine : The teacher asks the pupils to read all the written work on the BB, then copy down on their copy books.

<i>Interact</i>	<i>Narrating</i>	☺ Recognize the type of text "song"				
<i>Expressing</i>	<i>Identify the past situation</i>					
<i>Abilities</i>	<i>Identify "can" ability and inability</i>					
<i>And</i>	<i>Identify the parts of a sentence (verbs)</i>					
<i>Inabilities</i>	<i>Discriminate between past and present situation "can/could"</i>					
<i>Interpret</i>	<i>Make a simple request</i>					
<i>Making</i>	<i>Discriminate between "could" ability and "could" request</i>					
<i>Requests</i>	<i>Give short narration about ones life by using "could" ability</i>					
<i>Making polite Requests</i>						
<i>Produce</i>	<i>Narrating Expressing Abilities and inabilities</i>					
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REVIEWER

" The use of 'Could' "

✓ We use "could" :

- ★ To express **polite requests** : example : Could I have a biscuit ?
- ★ To express **ability** in the past .e.g. I could swim well when I was 5.
- ★ To express **permission** in the past : He could go to the party.

Step one : The teacher presents the drill through the classroom situation :

I/ Expressing ability and inability :

- ⊕ A : Did you study in the primary school ?
- ⊕ B : Yes, I did.
- ⊕ A : What languages could you study there ?
- ⊕ B : I could study Arabic and French.
- ⊕ A : Could you study English there ?
- ⊕ B : No, I couldn't.
- ⊕ A : Can you study English, now ?
- ⊕ B : Yes, I can

Step two : The teacher performs the drill with the pupils, then invites the learners to practise it.

Step three: The teacher asks the pupils to use the same drill, then substitute the keywords

Course / maths / physics

II/ Expressing permission :

- ⊕ A : Can I use your pen ?
- ⊕ B : No, you can't. I'm using it.
- ⊕ A : Could you see the match, yesterday ?
- ⊕ B : Yes, I could my father allowed me.

Step four : The teacher invites the pupils to read the drill and perform it.

III/ Expressing polite request :

- ⊕ A : Good morning, sir.
- ⊕ B : Good morning, sir. Can I help you ?
- ⊕ A : Oh yes, you can. Can you lend me that watch, please ?
- ⊕ B : Here you are sir.
- ⊕ A : Could you show me how it works.

Step five : the teacher asks the pupils to perform the drill.

Step six : The teacher asks the pupils if the three dialogues express the same idea .The answer will certainly be negative.

Step seven : The teacher gives the function of each dialogue, then invites the pupils to repeat them.

Step eight : The teacher asks the pupils to open their books on page 34 and look at the activities "2" and "3"

→ Activity '2' p 34 : Put the words in the correct order to make requests.

- Message / you / a / take / could / ? / → Could I take a message ?
- I / borrow / pencil / could / your / ? / → Could I borrow your pencil ?
- Louder / could / please / you / speak / ? / → Could you speak louder ?
- Turn / music / please / down / could / you / the ? / → Could you turn down the music please ?

Step nine : The teacher asks the pupils to do the activity in rough, correct on the board then write down.

Step ten : The teacher asks the pupils to look at 'activity 3 p 34', he explains the instructions,then invites them to do it in rough, correct on the board and copy down .

→ Activity '3' p 34: Turn these sentences into more polite requests.

- Lend me your record player, please. → Could you lend me your record-player?
- Please , come before 2 p.m . to help me. → Could you please come before 2 p.m. to help me ?

Step eleven : The pupils correct the activity, read then copy down .

Interact

Expressing

Abilities

And

Inabilities

☺ Identify the past situation
☺ Identify "can" ability and inability

☺ Identify the parts of a sentence (verbs)

☺ Discriminate between past and present situation "can/could"

☺ Make a simple request.
☺ Discriminate between "could" ability and "could" request

Interpret

Making Requests

Making polite Requests

Narrating Expressing Abilities and inabilities

Give short narration about ones life by using "could" ability

Produce

Expressing permission

Discriminate between 'could' ability-permission-request

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Exercise n °1 : Fill in the gaps using : "can – could - will be able "

In the past people not travel very fast . They not use the plane . Nowadays, they go to any where very quickly in few hours . People to travel to space in the future using spaceships .

Exercise n °2 : Ask the questions using "could"

- A : At what time could the pupils leave school ?
- B : Pupils could leave school at 16.30.
- A : What could they speak as foreign language ?
- B : They could speak English .
- A : Could you lend me your pen ?
- B : Yes , I could lend you my pen .

Exercise n °3 : Re-order the words to get correct sentences.

- 4- man/ in / could/ fly/ the/ not/ past →
- 5- language / can / speak / you/?/ what →
- 6- you/ tell / the / could/ me/ time/?/ please →

Interact	Expressing Abilities	- expressing ability and inability
	And	- expressing polite request
	Inabilities	- express permission - discriminate between "could" ability, permission, request
	Making Requests	- identify the past situation - identify famous places - inquire about past actions - locate famous places - recognise the syllables and the different parts of the stress
Interpret	Making polite Requests	- read an exchanges and respect the intonation and the stress
	Produce	Narrating
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		Locating

File two
Guided Sheet

listen and speak

sequence three

Vocabulary take part – idea – weekend- wow- castle – through – street – hope- again "

AIMS :Plan of Edinburgh – plan of Bouchrahil – postcard-

Aim:By the end of this sequence the pupils should be able to " interact-interpret and produce" using the following functions

- ⊕ Locating
- ⊕ Making polite request

Step one : The teacher asks the pupils to open their books on page 36 and look at the plan .

Step two : The teacher presents the situation : John and Indira won the crossword puzzle contest, they went to Edinburgh

This is the plan of Edinburgh , the capital of Scotland . In Edinburgh ,there are : hotels , a Castle , museums , theatres

Step three : The teacher asks the pupils to listen then try to answer the following questions ;

→ **Exercise** : Listen then answer the questions .

- ✓ Where did John and Indira go last weekend ? → They went to Edinburgh .
- ✓ Where is it ? → It is in Scotland .
- ✓ What is there in Edinburgh ? → There are hotels , museums, a Castle , theatres

Step four : The pupils listen then correct the activity on the board .

Step five : The pupils read the activity and perform it as pair work .

Step six : The teacher invites the pupils to look at the plan on page 40, listen to him and try to locate using their pencils the places which Indira and John visited in Edinburgh .

→ **Activity page 40**: Listen then locate the places on the map

→John and Indira visited : The Castle, the Royal Mile and walked along Princes Street .

Step seven : The pupils listen then locate the places on the map, correct on the board, and copy down the map.

Step eight : The teacher invites the pupils to look at activity Pronunciation and Spelling which is on "the stress"

Step nine : The pupils perform intonation and stress .

Step ten : The pupils read all the written work on the board then copy down on thei copy books .

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Practise

Step one : The teacher asks the pupils to open their books on page 37 and look at activity '1'.

Step two : The teacher explains the situation and the new words then invites the pupils to do the activity.



Interact

locating

Narrating

- identify Edinburgh
- recognize person such as Sana,

Describing Places

- Eva
- Narrate

- Correct spelling words

- Read the postcard respecting

Interpret

Inquiring about places

- intonation and stress
- Recognize a telephone conversation

- Describe a flat

Making

- Discriminate between flat,

One's town plan

- house, room....
- Identify picture of famous places in Edinburgh

- Draw the plan of their own town

Produce

Locating

- Describe different directions

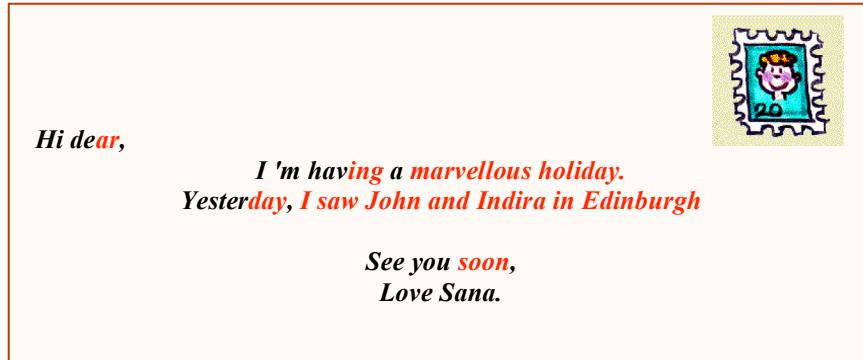
Desctibing famous places in one's town

- Locate most important places in one's town .

Describing directions

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→ Activity '1'p37 : Guess what Sana wrote.



Interact

Making complaint

recognize 'could' and its uses

Describing Places

Count

Inquiring about one's objects

- identify ordinal numbers

- recognize the possessive adjectives

- discriminate between possessive pronouns and

possessive adjectives

- choose the correct word
- read and perform an exchange

Asking and showing the way

- identify most important

places in a town

Produce

Giving directions

- ask for the way and show it

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Step four : The pupils do the activity in rough, correct on the board, read then write down.

Step five : The teacher explains the instructions of activity '2'p37, he reminds the pupils about the "ad" and the newspaper, explains the new words, such as "flat", then invites them to do activity "2"p37.

Step six :

→ Activity 2 p 37: Complete the conversation.

- A : Good morning !
- B : Good morning. Who is it ?
- A : It's X. I am calling for the ad
- B : I suppose you saw it in the newspaper.
- A : Yes, can you tell me about it ?
- B : Yes, it's a nice flat with 2 bedrooms, a kitchen, a bathroom, a toilet and...
- A : Could I come and see it, please ?
- B : Of course .The address is Bouchrahil .

Step seven : The pupils do the activity in rough, correct on the board, read then copy down.

GO FORWARD

Step one : The teacher explains the instructions of activity '1'p37, he asks the pupils to draw the plan of their own town.

Step two : The teacher the compass and the different directions, then invites the pupils to repeat the new words.

Step three: The teacher asks the pupils to make correct sentences locating the most important places in their town.

- VII) The stadium is in the north east of Bouchrahil.
- VIII) The park is in the south east of Bouchrahil.
- IX) The petrol station is in the south west of Bouchrahil.
- X) The post office is in the south of Bouchrahil.
- XI) The out patient's department is in the north of the town.
- XII) The mosque is in the middle of the town.

Step four : The pupils repeat the sentences, then perform as questions answers {interrogative form}

Step six : The teacher asks the pupils to read the written work on the chalk board, then copy down on their copy books.

DISCOVER THE LANGUAGE

Step one : The teacher asks the pupils to open their books on page 38, and look at activity "discover the language", he explains the instructions then they are asked to read the dialogue.

Step two : The pupils are invited to do

- ★ How many words are there in the first sentence? → There are **four** words.
- ★ How many words are there in the second sentence? → There are **three** words.
- ★ What does "mine" replace? → It replaces "**my room**".
- ★ What's the grammatical term for mine ? → "**mine**" is a **possessive pronoun**.
- ★ What can you deduce? → I can deduce that "mine" is used to avoid the repetition.

PRACTISE

Step one : The teacher asks the pupils to take their pencils and do activity '1' p 38.

→ **Activity '1'p38:** Choose the correct word :

- + Those cards are (my/ mine) → **mine**
- + John, where's (your/ yours) → **your** walkman?
- + (**My/mine**) magazine is on the desk.
- + Give that pencil to Olga .It's (hers/ her) → **hers**
- + Is that (**your** / yours) → your dictionary ? It's heavy .
- + Come on , you two ! (**our/ ours**) project is ready .
- + Aminata and Pedro are (**our/ours**) → **our** classmates.
- + Our puzzle isn't the same as (their/theirs) → **theirs** .

Step two : The pupils correct the activity on the BB , read then copy down.

Step three : The teacher asks the pupils to do activity 2p38, he explains the instructions,then use their pencils to do it on their books .

→ **Activity '2'p38:** Complete the conversation with the right possessive pronouns .

Yanis : Hi, Sami .can I borrow your sharpener , please ? I've lost **mine**.

- Sami : I'm using it right now .Ask Olga, she isn't using **hers**.
- Yanis : Can't you lend me **yours** just a minute ?
- Sami : OK.Then hurry up .
- Yanis : Thanks .

Step four: The pupils correct the activity on their books, read and perform the drill pair by pair .

Step five : The teacher introduces words and expressions used in locating and showing the way such as

Left - right - turn right - turn left - go down - it's on - it's next to - start from - to go to "

Step six : the teacher asks the pupils to look at acitivity four , he reads the drill then invites the learners to read and should insist on the pronunciation and use of the new expressions .

Step seven : The teacher requires from the learners to take their pencils , read again the dialogue and try to map out the route .

Step eight : The teacher asks the pupils to look at activity '5'p38 , he explains the instructions and invites to do the acitivity orally .

- **Activity 5p 38 :** Tell your partner how to go to the 'chemist's or the public library "
- To go to the chemist's ,start from the coffee shop, go down Oak Street,then turn left into Maple Avenue,then turn right into Cherry Drive .It's on the **left side** , next to Fast food .
 - To go to the Public Library ,start from the swimming pool, go down Lagoon Street ,turn left into Ocean Avenue ,then turn right into River Drive .It's on the **left side** , next to Car park .

Step nine : The pupils perform the exercise, pair by pair using the following questions :

A: excuse me , where is the chemist's , please ? or A: Excuse me , can you show me the way to the library please?

Step ten : The pupils perform then write down , draw the map of "activity 4p38", on their copy books

Inquiring about one's objects

Interact

- recognize 'could' and its uses

Count

- identify ordinal numbers

Inquiring about one's objects

- recognize the possessive adjectives

- discriminate between possessive pronouns and

possessive adjectives

- choose the correct word

- read and perform an

exchange

- identify most important

places in a town

- ask for the way and show it

Interpret

Inquiring about one's objects

Produce

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