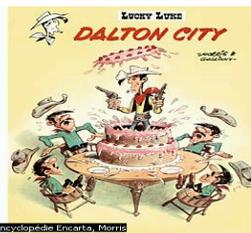
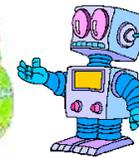




File four



cartoons



MS2 Level

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Sequence one

Guided Sheet

File "4"

- Function**
- ✦ **Making invitation**
 - ✦ **Planning immediate actions**
 - ✦ **Identifying places**
 - ✦ **Reporting events**
- + *phj* + time
- ✦ **Making formal invitations**
 - ✦ **Making formal and informal invitations**
 - ✦ **Refusing invitations with justifications**

- language form**
- **Would / like / love**
 - **Pr continuous**
 - **Future with "will"**
 - **S .past + "when"**
- language exponents**
- **Passive**
 - **pr simple**
 - **would / like**

- **Would + S + like / love**
 - **S + to be + ing ...**
 - **S + will + v + obj + time**
 - **S + v + ed + when + S + irreg + v**
-
- **obj + to be + past participle**
 - **Do + pr + like + obj + ?**
 - **Would + pr + like + obj + ?**

Sounds : ' "j " → john - Algeria ("g " Olga - give * activities

Vocabulary : " tickets - baseball - game - would - like - us - meet - around - sounds - fine - invitation - objective - forget - ignore - language - organize - which one - accept - refuse - help yourself - partner - strawberry pie - laugh - clown - toasts - refuse - top - throw - uncle's face - pleased - spanking - boy's bottom - sure - excursion - funny - can't stand

Visual aids:

Pictures of: { Peter - Jack - baseball - theatre - strawberry }

SWBAT: By the end of this sequence the learners should be able to:

✦ **Make invitations { accept - refuse }**

✦ **Plan immediate future actions**

✦ **Identify places**

✦ **Report events**

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evalu	timing	S T E P S O F T H E L E S S O N	competence	function	P ps competences
		<p>Sequence one : <i>Listen and Speak</i> 2nd Am level File "4"</p> <p>Step one : The teacher presents the situation using pictures of [Peter – Jack and the base-ball game] (p .74)</p> <p>Step two: The teacher writes on the board.</p> <p>→ Activity p74: Listen then answer.</p> <p>A: What is the conversation about? B: It's about Peter inviting Jack to a baseball game and Jack inviting Peter to lunch.</p> <p>A: Did Peter accept the invitation for lunch? B: No, he did not because; he is having lunch with Jane.</p> <p>Step three: The pupils listen, answer the questions, correct on the board, and then copy down.</p> <p>Step four: The teacher invites the P.ps to read and perform the drill on page 88.</p> <p style="text-align: center;">Practise</p> <p>Step one: The teacher asks the pupils to open their books on page 75 and look at "Activity'1'p75", he explains the instructions, and invites the learners to work in pair and perform the drill.</p> <p>Drill :</p> <p>A: Would you like to go to the theatre this afternoon? B: Yes, I would / No, I'm sorry .I'm busy.</p> <p>Step two: The pupils perform the drill by substituting the keywords on page 75.</p> <p style="text-align: center;">Drill:</p> <p>A: Would you like to</p> <div style="display: flex; align-items: center; margin-left: 150px;"> <div style="font-size: 3em; margin-right: 10px;">}</div> <div style="margin-left: 10px;"> play basket ball this week end? Go to the theatre this afternoon? have an ice cream after school? Have a picnic this week end? Go for a ride this Thursday? </div> </div> <p>B :</p> <div style="display: flex; align-items: center; margin-left: 150px;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div style="margin-left: 10px;"> Yes, [I would - I'd love to - I'd really like to] No, {sorry .I'd love to but .I'm sorry ,I'm busy / I'm sorry, I can't} </div> </div> <p>Step three: The teacher asks the learners to perform the drill pair by pair.</p> <p>Step four: The teacher asks the pupils to look at "Activity -3-p75", he explains the instructions, invites the learners to do the activity on their rough copy books, correct on the board and then read and copy down.</p> <p>→ Activity "3"p75 : Match Jane's answers with Peter's questions :</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Peter: - would you like some tea</p> <p>Peter: - what would you like to eat?</p> <p>Peter: -would you like to go to the theatre?</p> <p>Peter: - would you like something to drink?</p> <p>Peter: would you like an apple?</p> </div> <div style="width: 45%;"> <p>Jane : I'd love to a piece of cake , please</p> <p>Jane : I'd love to Yes, coffee, please.</p> <p>Jane: I'd love one</p> </div> </div> <p style="text-align: right;">.yellowdaffodil66@gmail.com</p>		<p>Interact</p> <p>Introducing</p> <p>Persons</p> <p>Describing</p> <p>Games</p> <p>Inquiring</p> <p>about a conversation</p> <p>Interpret</p> <p>Making invitations</p> <p>Accepting invitations</p> <p>Refusing invitations</p> <p>Produce</p>	<p>* Identify the interlocutors of an exchange</p> <p>* Identify games</p> <p>* Discriminate between games</p> <p>* Listen and decode the message</p> <p>* Listen and answer the questions</p> <p>* Read and perform a drill</p> <p>* Make invitations</p> <p>* Identify the date and the time</p> <p>* Accept invitation</p> <p>* Refuse invitation</p> <p>* Identify places of interest</p> <p>* Identify the sounds "g" and "j"</p> <p>*</p> <p>identify the form of a sentence and discriminate between (sentence and</p>

Step one: The teacher asks the pupils to open their books on page 75 and look at "Activity 3 p 75 ".

Step two: The teacher explains the instructions of the "Activity" then invites the learners to work on their rough copybooks.

Step three:

→ **Activity "3"p75:** There are two conversations below .Separate them.

Conversation 1

- * **A:** Would you like a drink?
- * **B:** Yes, please .What have you got?
- * **A:** There's lemonade, fruit juice and mineral water
- * **B:** Give me some lemonade, please.

Conversation 2

- * **A:** I'd like some chicken , please
- * **B:** Would you like potatoes with your chicken?
- * **A:** Yes, please. Can I have some salad, too?
- * **B:** Yes of course. Help yourself.

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

Go forward

Step one : The teacher asks the pupils to open their books on page 75 and look at the pictures .

Step two : The teacher asks the pupils to describe the pictures by asking them some questions .

→ **The teacher's oral questions :**

- ✚ Are the pictures photos? → No, they are not.
- ✚ What kind of pictures are they? → They are cartoons.
- ✚ How many persons do they represent? → Four.
- ✚ What are the children asking her aunt to do? → To make a strawberry pie.
- ✚ What did they ask her to put on the top? → A cream.
- ✚ What did the boy do with the cream? → He threw his uncle with it.
- ✚ Was his uncle happy? → No, he wasn't.
- ✚ What did he do to the boy? → He spanked him.
- ✚ Why did the boy do that? → He saw it at the theatre.
- ✚ Where is the situation taking place? → At home.

Step three : The teacher writes on the board some of the questions and answers, then invites the learners to perform them as a drill .

Interact

Asking for likes and dislikes

Inviting

of interests
-Report events
-Narrate past events
-Discriminate between a photo and a cartoon

Making polite request

Interpret

Narrating

-Decode a message from cartoons pictures

Describing cartoons scenes

-Make an exchange from pictures

Produce

-Perform a drill from cartoons pictures

5	<p>Step four: The teacher asks the pupils to open their books on page 76 and look at "Activity 2 p 76", he explains the instructions, then invites the learners to work on their rough copybooks.</p> <p>☀ Activity "2"p76: Read the cartoon and say if the statement is {true} or {false}.</p> <ol style="list-style-type: none"> i. False (They are asking her to prepare some strawberry pie) ii. False (She accepts) iii. False (They want a lot of cream on the top) iv. True v. False (He is angry) vi. True <p>Step five : The pupils are requested to work on their rough copybooks , correct on the board ,and then work in pair (question – answer)</p> <p>Step six : The teacher explains the instructions of "Activity -3- p 76" ,then invites the learners to work .</p>	Interact	Describing cartoons scenes	<p>Identify the type of text</p> <p>☞ identify the type of "activity (true / false)</p> <p>☞ Read and exploit the pictures</p> <p>☞ Decode a message from pictures</p> <p>☞ Identify members of family</p>
5	<p>☺ Activity "3" p 76 : Find a more polite way to say it</p> <ol style="list-style-type: none"> a) Put a lot of cream on it → Would you put a lot of cream on it. b) Do you want to join us? → Would you like to join us? c) I want to go with you. → I would like to go with you. d) Well, call me when you get home. → Well, would you call me when you get home? e) Don't forget to call. → Don't forget to call me, please! 	Reporting Events	Events	<p>☞ Identify food</p> <p>☞ Make polite invitations</p> <p>☞ Ask polite request</p> <p>☞ Make formal statements</p> <p>☞ discriminate between formal and informal request</p>
5	<h2 style="color: purple;">Discover the language</h2>	Interpret		<p>❖ Identify members of family</p> <p>✳ Identify parties (birthday)</p>
5	<p>Step one: The teacher asks the pupils to open their books on page 76 and read the two conversations.</p> <p>Step two: The teacher explains the instructions of the activity, and then invites the learners to work in rough.</p>	Making		<p>✳ identify days of the week</p> <p>◆ identify time</p>
5	<p>☼ Activity p 76 : Read the following conversation ,then answer the question .</p> <ol style="list-style-type: none"> I. Who is Yanis talking to? → He's talking to Linda. II. What's he doing when he says "Do you want to join us?" → He's inviting her to his sister's birthday. III. Who is Jane talking to? → He's talking t Marry. IV. What's she doing when she says "Would you like to join me?" → She is inviting her to a concert. V. What's the difference between "A" and "B"? → Conversation "A " is less formal than conversation "B" 	Formal And informal	Formal And informal	<p>✳ Recognize places of interests</p> <p>⊕ Identify the use of "whqqs"</p>
5	<p>Step three: The teacher invites the learners to read and perform the two conversations.</p> <p>Step four: The pupils are asked to copy down the written work on their copy books.</p> <p style="text-align: center;">yellowdaffodil66@gmail.com</p>	Invitations	Invitations	<p>✳ make invitations</p> <p>✳ Discriminate between formal and informal invitations</p> <p style="text-align: center;">6</p>
	2 nd Am level "File 4"	Produce		

Practise

2 Am level {File -4}

Step one: The teacher invites the learners to open their books on page 76 and look at the pictures.

Step two: The teacher explains the instructions, and then asks the learners to work on their rough copybooks.

→ **Activity "1" p 76:** invite your friend to any of these places .He can't go .He must say why?

Picture 1 : [fast food]

A : **Would you like to go with me to the fast food and have a hum burgher?**

B : **I'm sorry but I can't .I have to do my homework.**

Picture 2 : [a football match]

A : **Do you want to go with me and play a football match ?**

B : **I'm awfully sorry ,but I'm really much too busy at the moment .I've got to prepare my exams.**

Picture 3 : [an excursion to the forest]

A : **Would you like to go with us to an excursion to the forest?**

B : **I'm sorry .I can't . I have no money.**

Step three : The teacher asks the pupils to correct on the board , read then copy down .

Step four : The learners are asked to perform the drills pair by pair .

Step five : The pupils are requested to open their books on page 77 and look at "Activity -2-"

Step six : The teacher explains the instructions of the activity , invites the pupils to work on their rough then correct on the board

● **Activity "2" p 77 :** Choose the correct phrase to complete the conversation

★ A : Do you like jazz music ? → **Yes, I do. I like it a lot.**

★ B : There's a funny film on TV .Would you like to watch it with me ? → **Yes, I'd love to.**

★ C : Do you like cartoons ? → **Yes, I do. I love them.**

Step seven: The teacher invites the learners to come up to the board and correct the activity ,read and then write it down on their class copy books .

Step eight: The pupils are asked to open their books on page 77 and have a look at "Activity -3-p77", he invites one of the learners to read the Activity's instructions , explains it to the learners and then asks them to work in rough .

➔ **Activity "3"p77:** Use the words in brackets to express the sentence differently.

➤ Do you like cartoons? [think of] → **What do you think of cartoons?**

➤ I think cartoons are great. [love] **I love cartoons.**

➤ Would you like to go out for a cartoon? { want} → **Do you want to go out for a cartoon?**

➤ I can't stand cartoons. [not like] → **I don't like cartoons.**

Step nine : The teacher asks the pupils to correct on the board , read and then copy down

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Interact

Making

Identify places of leisure

● Identify food , sport and means of transport

Invitations

● Make an invitation

● Refuse an invitation with an excuse

Interpret

Refusing An

● Improvise excuses

invitation with an excuse

● Read and perform the drills by respecting stress and intonation

Expressing likes

● Identifying types of music and discriminating between them

● Express one's likes and dislikes

Produce

And

● Discriminate between likes and dislikes

● Identify cartoons

● Express ones hobbies and interests

Dislikes

Reminder

5

Use of "Would like":

• Expressing likes and preferences: To talk about something that some ones want.

Example :

- A: **Would you like** to eat?
- B: **I would like** a piece of cake.

• Making formal invitations: We use "would" to **invite** some one to do something with you .

Example :

↘ **Would you like** to join us?

• Question : We form "question " by putting "would" before the subject followed by "like"

e.g: **Would you like** some more tea?

• Contractive form : The contractive form of "Would" is → { ' d }

File "4" sequence one < 2nd Am level >

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Interact

Expressing likes

And

Preferences

Interpret

Inviting

Produce

Questioning

→ Identify "would"

→ Express likes
And preferences

→ Make invitations

→ Ask questions using "would like"

→ Identifying the contractive form of "would" → ('d)

SEQUENCE TWO

2nd AM level

File four

Guided sheet:

Function

- ▣ *Planning immediate actions*
- ▣ *Expressing future intentions*

Language forms

- *Future with "going to "*
- *Future with " going to " form*

Language exponents

- *S + going to + V + obj*
- *S + going to + verb + obj*

Vocabulary

{ *to park – going to – space – over there – little bit – more – side – driving – rock concert – marbles – climb up – bathe – vet – cool – cartoons – Lucky Luke – Daltons – settling – dig holes – cell – tunnel – escape – retire – polish – bars – balls – chains- clean – comfortable – prison - special – a pity – another – to wait – attend – contest – classmates – further – comics – strips – bubbles*

Visual aids

- * *The pictures of the manual*

SWBAT

: *By the end of this sequence the learners should be able to :*

- + *Plan future activities and intentions*

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Sequence two

Listen and Speak

File "4" book two

Step one: The teacher asks the learners to open their books on page 78 and listen to him :

The drill :

- **Picture 1:** Man: I'm going to park in that space over there. Can you help me?
- **Picture 2:** Woman : Be careful ... a little bit more on my side .
- **Picture 3:** Woman : Lovely ! Very nice driving dear!
- **Picture 4:** Woman : Now, how are we going to get out of the car ?

Step two: The teacher asks the pupils to listen to him then match the bubbles with the cartoons .

Step three: → Activity "1" p 78 : Match the bubbles with the pictures .

Step four: The teacher asks the pupils to work on their rough copy books , then correct on the board .

Step five: The teacher invites the learners to perform the drill pair by pair .

Step six: The teacher asks the learners to open their books on page 78 , look at the pictures then try to answer the teacher's questions .

■ **The teacher's oral questions :**

1. Who is driving the car?
2. Who is sitting beside the driver?
3. Are they husband and wife?
4. Where is he driving?
5. What does he want to do?
6. Who is helping him to park?
7. Is he going to park his car between two cars?
8. What is the situation now?
9. Is there enough space for them to get out?
10. What are they going to do now?

Step seven: The teacher asks the learners to think and suggest a title for these cartoon.

• Suggested title : 1) **Parking a car** or 2) **The cleverest driver**

Step eight: The learners are invited to open their book on page 88 and look at "activity " { Pronunciation and Spelling }

" c = k "	" c = s "
Cake - coffee - cartoon - college - concert - picture - activity - music	Juice - piece - place - advice - accept - exercise - sentence - difference

The pps listen then repeat after the teacher, perform the activities "Identify, compare then practise Stress and intonation

Step nine: The teacher asks the learners to read the written work on the board, then copy down on their copy books .

Interact

Interpret

Produce

already do

Planning

Future

Activities

- Identify the kind of picture
- Recognize cartoons
- Discriminate between a cartoon and a photo
- Identify members of family (husband-wife)
- Recognize means of transports "car"
- Identify places and their use "car park"
- Identify future's time markers
- Improvise a title
- Identify the sounds "c=k and "c= s"
- Perform and respect the intonation and stress
- Bounab 's work
- ↗ Identify the type of picture and discriminate between a photo and a cartoon
- ↗ use the keywords and perform a drill → Recognize the person who visits a country
- ↗ Recognize some touristy places in Algeria

Step one: The teacher asks the pupils to open their books on page 79 and look at the cartoons.

Step two: The teacher explains the instructions of the activity , then invites the learners to perform the drill .

■ **Activity "1" p79:** Role play. Be Charlie and answer your partner's questions.

● **Your partner:** What are you going to do tomorrow, Charlie?

● **Charlie :** I'm going to [play marbles - post this letter - meet my friend - play baseball – have a bath - take the dog for a walk]

Step three: The teacher asks the pupils to substitute the key words, and perform the drill pair by pair.

Step four : The teacher asks the learners to open their books on page 80 and look at "Activity -2-p80 , he explains the instructions and asks the pupils to do the "Activity " < orally>

* **Activity "2" p80:** A group of tourists are visiting Algeria .Here are their plans for next week .Say what they are going to do.

- i. They are going to walk through a palm grove.
- ii. They are going to have a mechoui in an oasis.
- iii. They are going to go to Lake Temacine in Touggourt.
- iv. They are going to climb the dunes in Sidi Khouiled in Ourgla.
- v. They are going to bathe in the natural baths of Zelfana in Ghardaïia.
- vi. They are going to see the underground dam in Tadjmount in Laghouat.
- vii. They are going to visit Kourdane Palace in Laghouat.

Step five : The pupils are asked to perform the drill questions , answer in order to make a coherent conversation .

Step six : The teacher explains the instructions of "Activity -3-p80 " then asks the pupils to perform using their own examples .

■ **A:** What are you going to do next Thursday afternoon?

■ **B:** I'm going to (water the trees – do the shopping – do the washing up ...)

Step seven : The pupils perform the drill then the teacher chooses one of the best examples and writes it on the board, then asks the learners to write it down ;

Step eight : The teacher asks the learners to work in pair and try to plan what they are going to do for next summer holidays .The pupils should make the difference between the use of { going to form } and [will] . The activity is done as a home work.

Step nine: The teacher invites the learners to read the written work on the board, then copy down on their class copy books .

Interact	Asking	Give other touristy places in Algeria and their specialties
	Ones	Identify the different regions of the country and their directions
	Future	ask about one's plans
Interpret	Plans	Use of "going to" form and "will" form" and discriminate between them Samir'a preparation sheet Bouchrahil -Médéa
	Planning	Recognize a cartoon
	Future	Decode the message from a cartoon picture
Produce	Activities	Describe different sorts of emotions
	Making	Express those emotions in their mother tongue
	Future	Identify the famous cartoon "Luky Luke " and the Daltons"
	Plans	Read and exploit a cartoon
		Identify the message from a cartoon

Sequence two

📄 "4"

Step one: The pupils are asked to open their books on page 80 and look at "Activity 1p80", the teacher explains the instructions of the activity, then invites the learners to do the activity.

→ **Activity -1-p80:** What do these exclamations express?

- 🎨 **Picture "1"** : expresses someone who got a pain in his stomach .
- 🎨 **Picture "2"** : expresses someone who knocked his head in a wall.
- 🎨 **Picture "3"** : shows somebody is going to slide away .
- 🎨 **Picture '4'"** : presents someone having a pain in his back .
- 🎨 **Picture "5"** : showing a body going to fall down .

Step two: The teacher asks the learners to repeat the sentences, and then practise pair by pair.

Step three: The pupils are asked to look at "Activity 2p80", the teacher presents the cartoons and its famous stars "The Daltons ", he gives an idea about those famous cartoons.

Step four: The teacher explains the instructions of the activity, asks the learners to read the cartoon and then answer the questions on their rough copybooks.

→ **Activity "2p80":** Read the cartoon then answer the questions.

📄 **What are the Daltons going to do?** → They are going to retire, they are going to clean their cell , polish the chains , the balls and the chains ,they are going to live in a comfortable cell because Lucky Luke is always after them .

📄 **Are they happy?** → No, they aren't , because they are going to move to another prison the prisoners got rid of them

Step five: The teacher invites the learners to read the cartoon, and then perform the "activity" question answer.

Step six: The teacher explains the instructions of "activity 3p81", and then asks the pupils to read silently the cartoon and work on their rough copybooks.

→ **Activity 3p81 :** Underline the verbs (settle - polish - move) then pick up their meaning in the dictionary .

→

- 📄 **To settle :** LIVE [I] to start living somewhere that you are going to live for a long time He travelled around Europe for years before finally settling in Vienna
- 📄 **Polish :** polish /'pɒlɪʃ/ verb [T] to rub something with a cloth in order to make it clean or to make it shine / to polish your shoes
- 📄 **Move:** move 1 /mu: v/verb CHANGE PLACES [I] If a person or an organization moves, they go to a different place to live or work.
 - 📄 Eventually, he moved to Germany.
 - 📄 She's moving into a new apartment.

Step seven: The teacher asks the learners to use the dictionaries and find out the meaning of the words, and then asks each group to design a member and come up to the board and write the meaning of each word.

Step eight: The pupils are asked to read all the written work on the board, and then write it down on their copybooks.

Interact

Describing

Cartoons

Showing emotions

Interpret

Describing

Cartoons scenes

Reporting

Events

Produce

Describing

jobs and occupations

- Recognize the verb in a sentence
- Use a dictionary and check out the meaning
- Give other scenes of "Lucky Luke " and his adventures
- Samir Bounab preparation sheet
- Identifying the interlocutors of a dialogue
- Identifying the time markers of the future tense
- Recognize parties such as birthdays
- Make invitations for birthday
- Refuse an invitation with an excuse
- Express inability to do something
- Plan future activities for nearest future
- Discriminate between future times the nearest to the nearest
- Discriminate between leisure activities and intellectual ones
- Identify nationalities "Italian"
- Recognize an locate

Step one: The teacher asks the pupils to open their books on page 81 and look at the text; he explains the instructions then asks the learners to work on their rough copy books.

→ **Activity "1"p81:** Read the conversation below then copy it in your exercise-book.

- **Yanis:** *Next Saturday* is my birthday.
- **Eva:** Are you *going to have* a party?
- **Yanis:** Yes, my friends are *going to prepare* something special for me. It's a surprise .Would you like to come?
- **Eva:** I'd love to, but my mother asked me to clean my room.
- **Yanis:** What a pity! Can't you clean it on *another day*?
- **Eva:** Oh, listen! *I'm not going to wait till Saturday. I'm going to clean my room on Wednesday.*

Step two : The teacher asks the learners to read again the conversation then do "Activity -2- :

→ **Activity 2"p81:** Read again the conversation and underline the words that express time.

➔ The words that express time : { *next Saturday - another day - on Wednesday – till Saturday* }

→ **Activity "3"p81:** Do the sentences in italic refer to the: past, present or future?

➔ The words in italic refer to the "*future*" with *going to form*.

→ **Activity "4"p81:** How do we form "the affirmative and negative statements" with (going to)?

➔ **The affirmative form :**

S + to be (present) + going to + verb (infinitive without "to" + object

➔ **The negative form :**

S+ to be + Not + going to + verb + object

Step three : The teacher invites the learners to correct on the board , then read and copy down on their copy books

Step four: The teacher asks the pupils to open their books on page 81 and perform the drill pair by pair.

Practise

Step one : The teacher explains the instructions of "activity -1-p82 , then invites the pupils to do the activity on their rough copy books .

→ **Activity <1>p82 :** Look at the chart and talk about these people's intentions for the future .Use (going to) .

	Tonight	On Sunday	Next week
Brian	Attend a rock concert	Begin an Italian course	Not take a holiday
Tom	See a film	Not attend a baseball game	Move into another flat
Sue	Not have a barbecue	Visit Ireland	Take part in a school contest

⊕ Brian is going to attend a rock concert, tonight .On Sunday; he's going to begin an Italian course. He's not going take a holiday.

⊕ Tonight Tom is going to see a film. He's not going to attend a baseball game, on Sunday. Next week he's going to move into another flat

Sue is not going to have a barbecue, tonight. She is going to visit Ireland, on Sunday. Next week she 's going to take part in a school contest

Step two: The pupils correct on the board then read and write down.

Interact

Inquiring about one's future plans

countries "Ireland"
⊕ Samir's preparation sheet

⊕ Identify time and discriminate between them

⊕ Recognize activities of leisure

⊕ Identify nationalities

⊕ Recognize the irregular verbs

⊕ Plan one's birthday party

Declining an invitation

⊕ Ask about someone's future plans

Interpret

Expressing inability

⊕ Compare one's plans with others

⊕ Plans longer future plans

Expressing regrets

⊕ Discriminate between the use of "going to form " and the use of "will"

Planning future plans

⊕ Identify the different forms of the sentences

⊕ Use "going to form " to

Planning future plans

express intentions

Produce

Planning future plans

Step three: The teacher invites the learners to a free discussion by explaining the instructions of "Activity -2-p82.

⊗ Activity "2"p82 : Say three things you're going to do and three things you're not going to do for your birthday

→ The learners are free to say what they ever want; the teacher has to conduct the discussion and

corrects their mistakes .The pupils have to create a real discussion by making questions and giving answers according to the topic.
Step four : The teacher explains the instructions of "Activity -3-p81, then asks the pupils to work pair by pair on their rough copy books .

⊗ Activity -3-p82 : Find people who are going to do these things for this week-end .Ask for further information

A : Are you going to go to the party this weed-end?

B : Yes , I am .

A : Oh , you are ? Who are going with? What time will you go?
How are you going there?

Step five: Using the above pattern the learners are asked to make real exchanges.

Step six: The teacher asks the learners to do "written homework" in which they express themselves about their future plans.

→ Activity "4"p82: What are your plans for the future? Write about two things you're going to do next year / two things you're not going to d next summer /two places you're going to visit soon.

Step seven : The pupils do the work on "double sheets" for the next day , the teacher collects the work and corrects it , chooses one or two of the best written work then invites the learners to come up to the board and present their work to the audience.

Step eight: The teacher asks the learners to read the written work on the board, then copy down on their class copy books .

<p>Find someone who is going to ...</p> <ul style="list-style-type: none"> -go to the party -visit a friend or a family -go to the stadium - go to the market - clean the house 	<p>name</p>
---	--------------------

Reminder

The use of : " going to form "

⊕ The teacher asks the learners to open their books on page 82 and look at (Reminder)

⊕ The learners are asked to read loudly one by one each part of the (Reminder) and the teacher explains each part of the use of " going to form"

→ We use " going to " to express intentions and future plans

⊕ Intentions : example : They are going to move t a new house .(they intended to do the action, they have decided it)

⊕ Future plans : e.g.: He's going to visit his grandmother next week end. (means his going to do what he has decided to), e.g. : He will go to the lycee next year .(the action may not happen only with conditions, and the time is longer than with "going to"

→ The future with "will " is uncertain whereas with "going to" is certain

⊕ The affirmative form : Subject+ to be (present)+going to +verb+object → He's going to leave at 3p.m

⊕ The negative form : Subject+ to be +not+going to +verb → e.g. He is not going to leave at 3 p.m.

⊕ Interrogative form : to be (present) + subject + going to + verb → e.g. Is he going to leave at 3 p.m?

Step nine: The teacher invites the learners to read the reminder then copy down.

Interact

Planning future plans

⊕ Plans longer

future plans

⊕ Discriminate

between the use of

"going to form " ans

Planning future plans

the use of "will"

Interpret

Expressing

Intentions

⊕ Identify the

different forms of the

sentences

⊕ Use "going to form

" to express

Making Future Plans

intentions

Produce

File four

SEQUENCE THREE

2nd AM level

Guided sheet:

Function

- ✚ *Expressing choice*
- ✚ *Enquiring about prices*

Language forms

- *s.pre + which one/ones /shapes*
- *simple past/must obligation/ future/ numbers*

Language exponents

- *which one/ones +?*
- *how much+ price*

Vocabulary

{ *those – shoes – perfect- which – ones – these – colour – expensive- let – roles – numbers – counting- tonight –parking-swimming-choose – make up-monopoly - teenagers – fashion- notebook- lend-agenda –walkman-stamp-album-rollers –ice skates-posters-dolphin-near-masks-photocopiers- printer- ready –mean-awful – suit-look like- penguin- twin – old- platform- wide- tight-thin – thick – round- better – square-handkerchief – knowledge-cheaper- crystal* }

Visual aids

- * *The pictures of the manual*

SWBAT

: *By the end of this sequence the learners should be able to :*

- ✚ *Make choice*
- ✚ *Describe prices*
- ✚ *Narrate*

evalu	timing	T H E S T E P S O F L E S S O N	competence	function	P ps competences
		<p>Sequence three 2nd/3rd level</p> <p style="text-align: center;">LISTEN and SPEAK</p> <p>Step one : The teacher invites the learners to open their books at page 83 and look at the cartoon . The teacher presents the situation, then asks the pupils to listen and try to do the activity.</p> <p>Step two: The teacher reads the drill while the learners try to take down notes.</p> <p>→ The drill :</p> <ul style="list-style-type: none"> ✚ Mickey: Look at those shoes, they are perfect for you. ✚ Winnie: Which ones? ✚ Mickey: The green ones. ✚ Winnie: Oh, these? Green isn't a good colour for me. ✚ Mickey: Well, how about that bag, then? ✚ Winnie: Which one? ✚ Mickey: That blue one on the right .Do you like it? ✚ Winnie: Yes, I love it, but it's too expensive! ✚ Mickey: Hey, let me get it for you .It's your birthday present. <p>Step three : The learners listen then try to answer the "Activity"</p> <p>→ Activity -1-p83: Listen then find who says what s</p> <ul style="list-style-type: none"> ✚ Mickey says: → Look at those shoes, they are perfect for you / the green ones / well, how about that bag, then? / That blue one on the right .Do you like it? / Hey, let me get it for you .It's your birthday present ✚ Winnie says: → Which ones? / Oh, these? Green isn't a good colour for me. / Which one? / Yes, I love it, but it's too expensive ✚ N.B: The teacher has to accept any answer from the learners even a holophrastic sentences <p>Step four : The learners listen and try to do the activity on their rough copy books , then the teacher asks the pupils to answer orally .</p> <p>Step five: The teacher invites the pupils to listen again and try to do the following exercise.</p> <p>▣ Exercise : Listen to the dialogue then match the pairs :</p> <ol style="list-style-type: none"> 1. Which ones – (That bag) 2. Which one - ('Those shoes) <p>Step six : The learners works in rough then correct on the board, read then write down .</p> <p>Step seven : The teacher invites the learners to open their books on page 88 and read the drill and then play the role .</p> <p>Step eight ; The teacher asks the pupils to go back to page 83 and look at { pronunciation and Spelling Activity }, the teacher reads the words loudly then invites the learners to repeat and identify the place of the stress .</p> <ul style="list-style-type: none"> ▣ 1st syllable → jacket – subject – concert – counting- college ▣ 2nd syllable → objective – Algeria – cartoon – advice – excursion ▣ 3rd syllable → organise – exercise – invitation – lemonade – conversation <p>Step nine ; The teacher asks the pupils to repeat and identify the stress, then they are asked to do the activities " identify / compare" then perform" the stress and intonation " activity ;</p> <p style="text-align: right;">-page 16 –</p>	<p>Interact</p> <p>Interpret</p> <p>Produce</p>	<p>laborating</p> <p>Clothes</p> <p>Describing colours</p> <p>phonology</p> <p>Phonology</p> <p>Phonology</p>	<ul style="list-style-type: none"> ● Identify and discriminate between a photo and a cartoon ● Recognize the "cartoon" <Mickey> and <Winnie> ● Identify places such as "shoe-shop" ● Ask questions using "which " for object and should discriminate between the use of "whqqs" ● Identify and describe colours ● Describe prices using the appropriate adjective ● Ovoid the repetition using the determiner "one-ones" ● Offer present for birthdays occasions ● Read and perform the drill ● Read and decode the message ● Identify the parts of a word and the different places of the syllables ● Recognize and discriminate between the place of the stress

Step one : The teacher asks the learners to open their books on page 84 and look at "Activity -1-p84 .H e explains the instructions of the Activity and then makes the learners perform it <orally>

First of all the teacher has to present the new words for the learners and asks them about them if they know some of them { make the learners interact with him}(monopoly – Shakira – teens –teenagers Robin Hood)

Step two:

Activity -1-p84: You are in a shop with your friend, to help him choose a present.

You: Make up your mind. Which (videos / book / CD/ game/ magazine) are you going to buy?

Your friend : I'll take (Batman and Spiderman) / (Robin Hood's)/(Shakira's and Mami's)/ (chess and monopoly) / (The teens and the teenagers ' fashion)

Step three: The teacher reads the first drill, invites the pupils to read the drill then asks them to perform the drill by substituting the key words .

Step four: The teacher asks the learners to look at "Activity (2) p84. He explains the instructions and the new words then invites them to practise

Make correct exchanges. - The new words (walkman – rollers – stamp album – ice skates – glasses)

Step five : → **Activity (2)p84:** Pair work .Make conversations .

A : Is that the (walkman / stamp album / football-ball-/Are those the rollers) I lent you last week end ?

B : Which one ?

A : The one over there .

B : You really must (wear glasses / make up your mind !) That's (a camera/ a dictionary/ a handball/those are ice skates)

Step six : The teacher asks the learners to perform then chooses one of the drill which is new for them in vocabulary and writes it on the board.

Step seven : The pupils are asked to look at "Activity (3)p84 " , listen to the explanation of the instruction , take their pencils and underline the words (poster) and (masks) then perform the drill .

→ **Activity (3) p84:** Pair works. practise the conversation without repeating the word 'poster ' or (masks)

A : Ooh, look! These posters are nice! Look at the blue poster with the dolphin on it. **A :** Ooh, look! These posters are nice! Look at the blue one with the dolphin on it

B : Yes,. This poster is nice, too.

A : Which poster?

B : The poster on the left .Near the African masks.

A : Which masks?

B : Those mask on the right side .Can't you see?

A : Oh, yes but I think this poster in nicer.

B : Yes,. This one is nice, too.

A : Which one?

B : The one on the left .Near the African masks

A : Which ones?

B : Those ones on the right side .Can't you see?

A : Oh, yes but I think this poster in nicer.

Step eight: The learners work in rough, correct on their copy books and then perform the drill the second one.

Step nine: The teacher asks the pupils to look at "Activity -4-p84, he explains the instructions then invites the learners to work in pairs.

→ **Activity 4p84:** Ask and answer about these items.

A : How much is the { computer/television/photocopier/ printer/walkman/camera/video }

B : Which one?

A : The small /big one.

B : It's (30.000DA/14000/80000/10000/2000/45000/9000 DA)

A : That's expensive.

Interact

Making choice

Identify places

Recognize means of leisure and discriminate between them

Recognize famous personalities 'singer-actors...'

Identify songs, films ...

Inquiring about objects

Interpret

Recognize nationalities

Identify the tenses (present-past-future) and discriminate between the situations.

Elaborating

Identify sports and leisure

Objects

Recognize colours

Produce

Ovoid the repetition using "one- ones"

Describing prices

Ask questions using "which"

Ask about prices and describe them

Step ten : The teacher asks the learners some questions and invites them to answer

Step eleven: The Teacher's questions:

-  What's a computer?
-  What is a computer used for?
-  Is a computer cheap?

Step twelve: The same pattern of questions is used in order to make the pupils perform questions and answers.

Step thirteen : The teacher goes back to the activity and asks the pupils to perform and substitute the keywords , he should insist on the use of "**which**" and avoid the repetition by using (**one** or **ones**)

Step fourteen : The teacher chooses one the drills performed orally writes it on the board, invites the learners to read it then copy down on their class copy books .

Go forward

Step one: The teacher asks the pupils to open their books on page 85 and look at the cartoons, he introduces the situations through some oral questions in order to make the learners interact with him.

→ The teacher's oral questions :

-  What kinds of pictures do we have? → They are cartoons pictures
-  How many persons do they show? → They show two persons.
-  Who are these persons? ↻ They are a mother and her son .

Step two : The teacher asks the learners to read the cartoons and try to answer the questions of the book's activity.

→ **Activity p85** : Read then answer the following questions :

- i. In which picture is Mike happy, angry, and imploring? → Mike is happy in picture "4". → He's angry in picture "1 and 2" .
→ He's imploring in picture "3".
- ii. Read the story again and explain Mike's problem. → Mike's problem is that he doesn't want to wear a suit, because he looks in it as a penguin. He wants to wear a t-shirt and jeans.

Step three : The teacher asks the pupils to read the dialogue , work on their rough copy books , correct on the board then read and write out the correct answers.

Step four: The teacher asks the pupils to perform the activity as question and answer.

Step five: The teacher asks the learners to read the dialogue again and act it in pairs.

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

Interact

Describing
Object
And
Prices

- ✓ Identify objects and their use "such as" computer, camera, printer...
- ✓ Recognize the numbers on the slots as prices
- ✓ Discriminate between the prices
- ✓ Discriminate between the shape and the forms of the objects

Interpret

Describing
Cartoons

- ✓ Ask questions about prices "How much?"
- ✓ Use the appropriate adjective to describe a price

Elaborating
Clothes

- ✓ Use the question {which}to ask for object
- ✓ Ovoid the repetition using the pronouns [one for singular]

Produce

Expressing
Likes
And dislikes

- {ones for plural}
- ✓ Identify pictures such as "cartoons"
- ✓ Recognize members of family
- ✓ Recognize clothes

evalu	timing	STEPS OF THE LESSON	competence	function	P ps competences
		<p>Sequence three</p> <h2 style="text-align: center;">Discover The Language</h2> <p style="text-align: right; color: red; font-weight: bold;">2nd AN Level</p> <p>5 <i>Step one:</i> The teacher asks the learners to open their books on page 86 and look at the drill; he explains the instructions then invites the pupils to read then do the activities on their rough copy books. → Read the conversation then answer the questions :</p> <ul style="list-style-type: none"> ◆ A: Hey, do you remember The Twin Brothers? They were so funny all the time! ◆ B: No, I don't remember them .Why are you asking? ◆ A: Look at this old photo. Here they are in the first row. ◆ B: I remember now! The ones with the red hair! Weren't you close friend of one of them? ◆ A: Yes, I was. ◆ B: Which one is it? ◆ A: The one with the hip hop trousers. <p><i>Step two:</i> The teacher invites the learners to read silently then try to answer the questions.</p> <p>5 1) Who is A talking about? → He's talking about "The Twin Brothers". 2) What does which express? → Which expresses the choice between the twin brothers? 3) What does the word {ones} refer to? → It refers to the [Twin brothers] 5 4) What does the word 'one' refer to? → It refers to one of the Twin Brothers [The one with the hip-hop trousers] 5) What's the difference between the two words? → The difference is {one → for singular pronoun} and [ones → for plural pronouns] 6) What can you deduce? → I can deduce that : Which is used for asking questions about [choice and preference] and {one/ones are pronouns to avoid the repetition and they refer for (persons or object)</p> <p><i>Step three:</i> The teacher asks the learners to read and perform the activity as question answer 5 <i>Step four:</i> The teacher invites the learners to correct on the board, read then write down on their copy books.</p> <h3 style="text-align: center; color: blue; text-decoration: underline;">PRACTISE</h3> <p><i>Step one :</i> The teacher asks the pupils to open their books on page 86 and look at the activity . He explains the instructions then asks them to work on their rough copy books. → Activity "1"p86: Find the questions use {which}.</p> <ul style="list-style-type: none"> ◆ A: Which train leaves to Bristol? ◆ B: The train to Bristol? It leaves at 9.00. ◆ A: Which platform, please? ◆ B: Platform n°10. ◆ A: Thank you. <p><i>Step two:</i> The teacher asks the learners to correct the activity orally, correct on their books, then invites them to read and perform the drill. <i>Step three::</i> The teacher explains the instructions of "Activity 2p86" then asks the pupils to perform it orally: 5 → Activity 2p86: Ask and answer.</p> <ul style="list-style-type: none"> ◆ The red one or the blue one? Which one do you want? ☞ Can I have the red one? ◆ The long one or the short one? Which one do you want? ☞ Can I have the long one? ◆ The wide one or the tight one? Which one do you want? ☞ Can I have the wide one? ◆ The thin one or the thick one? Which one do you want? ☞ Can I have the thin one? ◆ The old one or the new one? Which one do you want? ☞ Can I have the new one? ◆ This one or that one? Which one do you want? ☞ Can I have that one? <p>5 <i>Step four:</i> The teacher asks the pupils to read the written work on the board then copy down on their class copy books .</p>	<p>Interact</p> <p>Interpret</p> <p>Produce</p>	<p>Describing</p> <p>Physical Appearance</p> <p>Narrating</p> <p>Asking about choice</p> <p>Inquiring about journey</p> <p>Asking about choice and preference</p>	<ul style="list-style-type: none"> ◆ Recognize members of family ◆ Identify the simple past of "to be" ◆ Recognize the use of the "whqq" → why ◆ Recognize ordinal numbers ◆ avoid the repetition by using the pronouns {one-ones} ◆ use the "whqq" which to make [choice and preference] ◆ read the "whqs" and understand the meaning of each one ◆ read the drill and deduce the meaning of the use of {which and one(s)} ◆ make correct questions t express choice ◆ identify numbers and time ◆ recognize places and their location ◆ express gratitude ◆ describe colours, shapes, objects. ◆ Identify the way to ask for a request

Discover the language part II

Sequence 3

Step one : The teacher asks the pupils to open their books on page 86 he explains the instructions then invites the pupils to work on their rough copy books

→ **Activity 3p86 :** Re-write the conversation without using the word "watch"

- | | |
|---|--|
| <p>✚ A: Which watch do you like better</p> <p>✚ B: I like the round watch better</p> <p>✚ A: Well, I prefer the square watch. It's more fashionable.</p> <p>✚ B: Hum! It's probably expensive.</p> <p>✚ A: No, it's only £35.</p> <p>✚ B: Great! I'm going to buy it for my mother. It's her birthday.</p> | <p>→ A: Which watch do you like better?</p> <p>→ B: I like the round one better</p> <p>→ A: Well, I prefer the square one. It's more fashionable</p> <p>→ B: Hum! It's probably expensive.</p> <p>→ A: No, it's only £35.</p> <p>→ B: Great! I'm going to buy it for my mother. It's her birthday.</p> |
|---|--|

Step two : The learners work on their rough copy books , then correct on the board, read the write down .

Step three : The teacher explains the instructions of "Activity 4p86" then asks the learners to work on their rough copy books ;

Step four : The teacher asks first of all some oral questions to make the learners interact with him .

→ **The teacher's oral questions :**

- ❖ What sort picture do we have? → They're cartoons pictures
- ❖ What do they show? → They show a father and his son
- ❖ What are they talking about? → They're talking about a garden
- ❖ Is the boy happy? → No, he isn't

Step five: The teacher explains the instructions of the activity, then invites the learners do the work on their rough copybooks, correct on the board , read and copy down .

→ **Activity 4p86:** Who says what? Write in front of each reply (F) for father and [B] for boy:

- ✚ **Father:** You are going to enter kindergarten soon.
- ✚ **Boy:** Wow! I feel excited!
- ✚ **Father:** You must know some things.
- ✚ **Boy:** Which ones ?
- ✚ **Father:** Use a handkerchief, put on your coat without help, cut with scissors for example.
- ✚ **Boy:** Which one is important ?
- ✚ **Father:** They are all important ,you know !
- ✚ **Boy:** Gee! I didn't know you needed so much knowledge to enter kindergarten!

Step six: The teacher invites the learners to perform the conversation.

Step seven: The teacher explains the instructions of "Activity5p86" then asks the pupils to work on their rough copy books.

→ **Activity '5'p86:** Order the sentences to get a conversation.

- ✚ **Kamel:** Anis! Look at those jeans.
- ✚ **Anis:** Which jeans?
- ✚ **Kamel:** The **ones** with braces.
- ✚ **Anis:** I prefer the **ones** with the red pockets. They look **nicer**. And they are **cheaper**.
- ✚ **Shop assistant:** Are you interested? You can try them on if you like.
- ✚ **Anis/Kamel:** No, thanks .We're just looking.

Step eight: The teacher invites the learners to correct on the board, perform the conversation then copy down on their class copy books .

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Interact

Asking about choice and preference

- ◆ Identify objects such as "watch" and their use
- ◆ Recognize the shape such as "round"
- ◆ Identify the British currency
- ◆ Express preferences and choice

Describing pictures cartoons

- ◆ Describe members of family
- ◆ Describe educative palces

Interpret

Describing Places

- ◆ Discriminate between school and kindergarten
- ◆ Use "whqq" → which" to make choice and preference

Describing daily activities

- ◆ Identify "must" and its use
- ◆ Identify the simple past

Produce

Expressing

- ◆ Describe clothes
- ◆ Use the comparative

Preferences

- ◆ Use the pronouns "one and ones to avoid the repetition

And

- ◆ Express interest

Choices

evalu	timing	S T E P S	O F	T H E	L E S S O N	competence	function	P ps competences							
		<h1 style="color: red; text-decoration: underline;">Reminder</h1>													
		<p>Step one : The teacher asks the learners to open their books on page 87 and look at the "reminder".</p> <p>Step two : The learners are asked to read the reminder and the teacher tries to explain each part of it .</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● Which (interrogative adjective) is used to ask about choices and preferences? ● It is used with singular or plural nouns. → Example: Which (jacket/ jeans) do you like? ● {The "one/ the "ones" } pronouns are used to refer to a particular thing(s) or person(s) and to avoid repetition. ● Examples: 1- Which jacket do you like? → The black one / 2- Which jeans do you like? → The ones with braces. </div> <p>Step three : The teacher invites the learners to look at the reminder and try to do the exercises :</p> <p style="text-decoration: underline;">Exercise n°1: Choose the right "whqq" to make correct questions.</p> <p style="padding-left: 40px;">➔ A: [who / which] is absent, today? ■ B: Ali is.</p> <p style="padding-left: 40px;">■ A: {where/ which pen do} you want the red one or the blue one? ■ B: I prefer the blue one.</p> <p style="padding-left: 40px;">■ A: (which / when) day is the first of the year? ■ B: January 1st is.</p> <p style="padding-left: 40px;">■ A: {How / which} road takes to Médéa? ■ B: This one takes to Médéa.</p> <p>Step four: The pupils work on their rough copy books, correct on the board then read and write down .</p> <p>Step five : The teacher explains the instructions of the following exercise then invites the learners to work.</p> <p style="text-decoration: underline;">Exercise : Read and try to avoid the repetition use { one – ones }</p> <p>Ahmed and Kamel are in a shoe shop. Kamel wants to buy a pair of shoes. The shop assistant shows them two pairs. Brown shoes and black shoes. He asks Kamel which pair do you like the brown pair or the black pair.Kamel answers he would like the black pair .The brown shoes are 2000DA and the black shoes are 2500DA, says the assistant .Kamel says he does not want the black shoes , because they're too expensive and he wants the brown shoes .</p> <p>Step six : The teacher asks the learners to correct on the board, read then copy down on their class copy books .</p> <p>➔ Correction :</p> <p>Ahmed and Kamel are in a shoe shop. Kamel wants to buy a pair of shoes. The shop assistant shows them two pairs. Brown ones and black ones. He asks Kamel which pair do you like the brown one or the black one.Kamel answers he would like the black one .The brown ones are 2000DA and the black ones are 2500DA, says the assistant .Kamel says he does not want the black ones , because they're too expensive and he wants the brown ones .</p> <p>Step seven: The teacher asks the learners to take their rough copy books and try to do the following exercise.</p> <p>➔ Exercise: Ask questions on the underlined words .</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding-left: 20px;">➔ A: Which exam is first?</td> <td style="width: 50%; padding-left: 20px;">➔ B: The Arabic exam is first.</td> </tr> <tr> <td style="padding-left: 20px;">➔ A : Is the English exam the second?</td> <td style="padding-left: 20px;">➔ B: Yes, the English one is the second.</td> </tr> <tr> <td style="padding-left: 20px;">➔ A : Which exam is easy for you?</td> <td style="padding-left: 20px;">➔ B: The English one is easy for me.</td> </tr> <tr> <td style="padding-left: 20px;">➔ A: Which games do you like best?</td> <td style="padding-left: 20px;">➔ B: I like football game best.</td> </tr> </table> <p>Step eight: The learners correct on the board , then perform the drill .</p>				➔ A: Which exam is first?	➔ B: The Arabic exam is first.	➔ A : Is the English exam the second?	➔ B: Yes, the English one is the second.	➔ A : Which exam is easy for you?	➔ B: The English one is easy for me.	➔ A: Which games do you like best?	➔ B: I like football game best.	<p>Interact</p> <p>Epxpressing</p> <p>Choice</p> <p>And</p> <p>Preference</p> <p>Epxpressing</p> <p>Choice</p> <p>And</p> <p>Preference</p> <p>Interpret</p> <p>Epxpressing</p> <p>Choice</p> <p>And</p> <p>Preference</p> <p>produce</p>	<p>➔ Identify "which and its use"</p> <p>➔ Recognize the way to express preference and choice</p> <p>➔ Use the appropriate pronouns to avoid the repetition</p> <p>➔ Discriminate between the use of the "whqqs"</p> <p>➔ Describe colours and objects</p> <p>➔ Identify places and locate them</p> <p>➔ Read , detect the repetition and avoid it</p> <p>➔ Ask the the right "whqqs" according to the underlined words</p> <p>➔</p>
➔ A: Which exam is first?	➔ B: The Arabic exam is first.														
➔ A : Is the English exam the second?	➔ B: Yes, the English one is the second.														
➔ A : Which exam is easy for you?	➔ B: The English one is easy for me.														
➔ A: Which games do you like best?	➔ B: I like football game best.														

