Teacher's name :Mr.Nacer Larbi

file 2 sequence 1 *Language Games*

level 2AM lesson: Listen & speak.

Function: Expressing possibility (can), capacity and permission+Talking about prices + Defining.

Language forms: The Present Continuous tense + demonstratives (these / those).

Strategies: Using a dictionary and discriminating.

Phonetics Sounds / / and / / . Stress and intonation in Yes,No QQ.

Lexical items: equivalents & antonyms.(to connect , extra , to join).

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (definitions) , practise stress

and intonation + Consolidation of the Present Continuous tense .

Procedure

warm up: T. asks PP to open books on page 27 and have a look at the general objective of their new file (File02) : In this file , you're going to make a language game booklet :

You'll revise and recycle previous vocab. , look up words in a dictionary, give definitions , find equivalents and antonyms and play language games such as crosswords (look at page 41), word pyramids (p33),...

Step One: *Introduction:*

T. asks PP if they know any video game. (Nintendo (Super Mario,..)

- How about language games?

PP:(scrabble , Criss-cross , crosswords , ..)

Step two *Listening Phase :*

During the reading , the T. explains the new word above (connect)

PP are asked to find , in the dictionay , the word thatA and B are talking about. (join)

T: so , the word : to connect is the equivalent of : to join (connect=join = link)

Step two *Pronunciation and Spelling :*

1/ Listen and repeat (table on page 28)

T. focuses on the pronunciation of the coloured syllable.

2/ Identify the following : North , South , third , then , fourth three, with, these , this , breath,..

3/ Compare : This / third / with /breath / thin / thing,..

Step three *Stress & Intonation :*

PP repeat after the teacher and practise stress and intonation in Yes , No QQ.

-Can you give me the third of thirty?

- Yes , I can.It's ten

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- Is this thing **thin** or **thick** ?
- It's **nei**ther **thin** or **thick** . It's **quick**.

Step Four *Practise :*

1/ Now, open books on page 40 , read the dialogue and find the opposites of the following words:

bad , take , antonym , ends , short (good , give , synonym , begins , long)

2/ Take a sheet of paper , a pencil , coloured pencils and try to draw a bicycle (I give you its description)

The teacher reads the description on page 40. Later , he shows the best drawing to the class.

Step Five *Homework :*

Find the definitions of the following words:

odd – satisfied – bright - flashy - comic

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Teacher's name : Mr.Nacer Larbi

file 02 sequence 01 *Language Games .*

level 2 AM lesson: Go Forward .

Function: Expressing possibility (can), capacity and permission+Talking about prices + Defining.

Strategies: Using a dictionary and taking notes

Lexical items: anagram , palindrome , antonym , puzzle .

Tenses : The Present Simple .

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary .

Procedure

warm up:

T: Let's correct our homework

odd= strange – satisfied= content , pleased – bright = clever , smart

flashy = showy - comic= funny , humurous.

Step One: *Pre-reading phase*

T. asks PP to open books on page 29 and

- Where are these pages from? (a dictionary)
- What do you find in dictionaries? (definitions, explanations , pictures, proper nouns ,..)
- How do you call the explanations below? Definitions of the words : anagram ,...

Step two *While-Reading Phase*

Read the definition of the words:

What is an anagram? How about the word (antonym)? What does (palindrome) mean?

Can you tell me what the words (puzzle , synonym) mean ?

Step three *Post-Reading Phase*

Work with your partner . Give him words and ask him to give you their definitions , synonyms , antonyms ,..and vice versa.

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Step Four Homework

Exercise 8 page 44

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Teacher's name : Mr.Nacer Larbi

file 02 sequence 01 *Language Games .*

level 2 AM lesson: Discover the language.

Function: Expressing possibility (can), capacity and permission+Talking about prices + Defining.

Strategies: Using a dictionary , practising (role play) & deducing rules.

Lexical items: to seem , a lorry , to deduce .

Tenses : Demonstratives(these , those) , modal (can) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating demonstratives (these/those) + the use of the dictionary.

Procedure

warm up:

Correction of the homework : (exercise 5 page 44)

(eat , are , tea , ice , can , end , jam , age , men)

Step One: *Pre-reading phase*

T. asks PP to open books on page 30.

T : Read the conversation and tell me what these persons are doing.

PP: They're preparing a language game.

Step two *While-Reading Phase*

Now answer the QQ according to the text :

Answers: 1/ singular

2/ **these** = shows things near to the speaker.

Those = shows things far from the speaker .

Singular : **these** : this , **those**: that

3/This and that are followed by singular nouns / **These** and **those** are followed by plural ones.

Step Three: *Practise*

1/ Look at the pictures and say if you can or can't do these actions (exercise 01 page 30)

e.g : I **can** draw but I **can't** speak German.

2/ Ask your partner QQ (exercise2 page 30)

e.g : - **Can** you speak German? - Yes, I **can** . No , I **can't**.

3/ Now make these sentences plural : (exercise 5 page 31)

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e.g : **This** is my pen : **These** are my pen**s**.

Step Four: *Reminder*

Write the rule on your lesson-book and try to memorize it.

Step Five: *Homework*

Exercise **1** page **43**

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Teacher's name : Mr.Nacer Larbi

file 02 sequence 02 *Language Games .*

level 2 AM lesson: Go Forward .

Function: Talking about health , suggesting and asking politely.

Strategies: Using a dictionary and taking notes

Lexical items: competition , common , stool (chair) .

Tenses : The Present Simple .

visual aids: pictures , textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary

.

Procedure

warm up:

T: - Can you remind me of the language games we talked about?

- How do we play each game? Why ?

Step One: *Pre-reading phase*

T. asks PP to open books on page 33 and :

- Read this text and tell me what the man uses language for.

- Do people practise language games only for pleasure?

Step two *While-Reading Phase*

- Read the text and say : True or False :

1/ People uses language for entertainment.

2/ They don't enjoy playing language games.

3/ We practise them alone.

Step three *Post-Reading Phase*

1/ Now , let's play a language game (exercise 1 page 33)

Make words out of the vord (stool) , (use a dictionary if necessary)

(so , too, loo , lost , slot , Oslo)

2/ Find nouns that derive from the following words (exercise 5 page 33)

(to visit : **visitor** , to teach : **teacher** , to paint : **painter** , to dance : **dancer**)

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Step Four **Homework**

Exercise 4 page 43

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Teacher's name : Mr.Nacer Larbi

file 2 sequence 2 *Language Games*

level 2AM lesson: Listen & speak.

Function: Talking about health , suggesting and asking politely.

Language forms: Modal (could) in polite requests.

Strategies: Discriminating , practise .

Phonetics Sounds / ai/, /ei/ and / i / in the letter (y) . Stress and intonation in Yes,No QQ.

Lexical items: could , an ad , a prize , to apply .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (requests , suggestions) and practise stress and intonation .

Procedure

warm up:

A review on the modal : can.

T: Can you make a crossword puzzle?

How can you do that? ,...

Step one *Listening Phase :*

T. asks PP to open books on page 32 , listen to the dialogue and answer the QQ. (1/an ad , 2/ a crossword puzzle contest , 3/ juniors , 4/ contest/prize/juniors)

Step two *Pronunciation and Spelling :*

1/ Listen and repeat (table on page 32)

T. focuses on the pronunciation of the coloured letter **(y)**

2/ Identify the following : **y**ellow , cit**y** , vocabular**y** , repla**y** , holida**y** , identif**y** , jul**y** , ..

3/ Compare : your , Sally , Yellow , early , delay , try , many , july ,...

Step three *Stress & Intonation :*

PP repeat the dialogue and practise stress and intonation in Yes , No QQ.

- Did you go **ea**rly **Sa**lly?
- Yes, I went in a **hu**rry , **Mu**rray.
- Can she **stay** in Ju**ly**?
- No, she **can'**t. She's a**way** on **ho**liday.

Step Four *Practise :*

1/ Now, say a word and ask your partner to give its synonym , antonym or definition.(exercise 1 page 33)

(smart , calm , fast , sad , huge)

e.g :Could you give me the synonym of (huge) ?

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- I suggest (big).

2/ Use a dictionary and do these word pyramids . (exercise 3 page 33)

(A , an , can , cane , crane)

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Teacher's name : Mr.Nacer Larbi

file 02 sequence 02 *Language Games .*

level 2 AM lesson: Discover the language.

Function: Expressing ability (can) , Requesting politely (could).

Strategies: Using a dictionary , questioning & deducing rules.

Lexical items: toes , froze , turn down .

Language Forms: modal (**could**) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating the modal (**could**) .

Procedure

warm up:

Correction of the homework : (exercise 4 page 43)

(tide ,bide (stay) , line , mine , book , look)

Step One: *Reading phase*

T. asks PP to open books on page 34.

Read the folowing sentences and copy them on your exercise-book.

1/ Now , underline the verbs in the first three sentences.

2/ When did these actions happen? (past)

3/ Underline the verbs in the two last ones.

4/ When ..... ? (Present)

5/ The difference is : (**can**) refers to the Present and (**could**) refers to the Past.

Step Two: *Practise*

1/ Here's the second part of the song. Order its sentences: (exercise 1 page 34)

e.g : (I **could** jump as high as a kangaroo.)

2/ Put these words into order to make polite requests:(exercise 2 page 34)

e.g : **Could** you take a message?

3/ Turn these sentences into more polite requests : (exercise 3 page 34)

e.g : Come to my birthday , please.

Could you come to my birthday , please?

Step Three: *Reminder*

Write the rule on your lesson-book and try to memorize it.

Step Five: *Homework*

Exercise **5** page **34**

Write sentences like this and tell your classmates what you could or couldn't do when you were six.

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e.g : When I was six , I **couldn't** stay up after 9:00 pm, but I **could** watch TV on Thursdays.

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Teacher's name : Mr.Nacer Larbi

file 2 sequence 3 *Language Games*

level 2AM lesson: Listen & speak.

Function: Locating and describing places.

Language forms: Prepositions of location , plurals & possessives.

Strategies: Discriminating , practise , role play.

Phonetics. Stress and intonation .

Lexical items: location, .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (locations) and practise stress and intonation .

Procedure

warm up:

A review on prepositions :- Where's your copy-book? – It's in my school-bag.

- Where's your pen ? – It's on my table . , etc.....

Step one *Listening Phase :*

T. asks PP to open books on page 36 .

Listen to the dialogue and try to locate places on the map.

Step two *Pronunciation and Spelling :*

1/ Listen and repeat (table on page 36)

T. focuses on the pronunciation of the coloured syllable .

2/ Identify the following : postcard , beginning , definition , university , geography , history , historical

3/ Compare : science , scientific, history , historic , geography , geographical , ...

Step three *Stress & Intonation :*

PP repeat after the teacher the and practise stress and intonation .

- **Tea** for **two**.
- I **think** I'll **make** a chocolate **cake**..
- This is the h**ou**se that **Jack bui**lt.
- A bird in the **hand** is worth two in the **bush.**

Step Four *Practise :*

1/ Sana wrote a postcard to her friend Eva. But the postcard got wet.

Guess what Sana wrote.

Hi ,dear. I'm having marvellous time.Yesterday , John and I visited the Castle in the middle of the city.

We enjoyed our stay here . See you soon. Love , Sally .

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2/ **Wrole Play:**

You're speaking to a person on the phone asking him for a flat to rent. Complete the dialogue.

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Teacher's name : Mr.Nacer Larbi

file 02 sequence 03 *Language Games .*

level 2 AM lesson: Discover the language.

Function: Expressing possibility ; Requesting politely (could).

Strategies: Using a dictionary , questioning , role play & deducing rules.

Lexical items: to tidy (v.)= (arrange) . tidy (adj.) ≠ messy .

Language Forms: Possessive pronouns (mine , yours ,..) .

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating the possessive pronouns (mine , hers , ours , .. .)

Procedure

warm up:

Correction of the homework : (exercise 12 page 45)

Paraguay , Uruguay, Zaire, Zambia, Libya , Egypt, China, Lebanon, Oman,Tunisia,Hong Kong, Ethiopia, Sudan.

Step One: *Reading phase*

T. asks PP to open books on page 38.

Read the folowing conversation and do the exercises.

1/ It's my room = it's **mine**

2/ Four words.

3/ Three words

4/ **I deduce that** : The possessive pronoun (**mine**) replaces the adjective (my)+the noun (room).

Step Two: *Practise*

1/ Choose the correct word: (exercise 1 page 38)

e.g : Those cards are **mine**.

(your , My , hers , your , our , our , theirs)

2/ Draw this plan on your exercise-book:(exercise 3 page 34)

Read the conversation below (4 page 38) and map out the route.

3/ **Role-Play** :

Play roles with your partner. Ask him to show you the way to a place . He shows you the way and (vice-versa.)

Step Three: *Reminder*

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Write the rule on your lesson-book and try to memorize it.

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Teacher's name : Mr.Nacer Larbi
file 02 sequence 03 Language Games .
level 2 AM lesson: Go Forward .
Function: Locating and describing places..
Strategies: Using a dictionary and taking notes
Lexical items: historic, volcano , ancient .
Tenses : The Present Simple .
visual aids: pictures , textbooks, BB
Objective: Reading for gist , developping the reading comprehension skill and consolidating the use of the dictionary
.

Procedure

warm up:

T: Did you visit any famous place ? When ? Where is it situated ? What did you see there?

PP answer the QQ.

Step One: Reading phase

T. asks PP to open books on page 37 .

- Read and say True or False :

1/ Edinburgh is in the UK.

2/ The Meusuem of Childhood is for children.

3/Holyrood Park is not old.

4/ In the Royal Musuem , there are collections of toys.

Step two Post-Reading Phase

a) - Read the text and say : True or False :

1/ People use language for entertainment.

2/ They don't enjoy playing language games.

3/ We practise them alone.

b)Draw a plan of a village town or (an imaginary place) . Mark places of interest on it.

Write five sentences about the places on the map.

e.g : My school is in the North-West of the town / village.

Step Three: Homework

Exercise 12 page 45 (**Game**)

Find country names beginning with each letter of the word given.

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Teacher's name : Mr.Nacer Larbi

file 02 Language Games .

level 2 AM lesson: Learn about culture.

Title: Language Games Around The World.

Lexical items: discover , mysterious , origin . ..

Tenses : The Past Simple , the Present Simple .

visual aids: pictures , textbooks, BB

Objective: Reading for pleasure and information , talking/ discussing topics about different kinds of language games from different parts of the world.

Procedure

warm up:

-What kind of game do you like?

- Can you list other kinds of games?

- Do you know its origin ?

- How do you play it?

Step One: Reading phase

1/ T.invites PP to read the first passage about (Crosswords) and say what they think about what's written there.

- What is the origin of crosswords? When ?

- How about the modern crossword game? How old is this game now?

2/ T.asks every group in the class to choose a game (page 42) and describe it to their partners.

For example : Group one (Chess) , Group Two (Video Games) , Group three (Flipper) , Group Four (Scrabble) and Group Five (Criss-cross).

Step two Post-Reading Phase

1/ A pupil from each group presents his comments , then PP are asked

to ask him QQ .

2/ T. asks PP if they know other local games and talk about them.

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Teacher's name : Mr.Nacer Larbi

file 02 Language games .

level 2 AM lesson: Check

visual aids: **textbooks, BB**

Objective: **Evaluating PPs' acquisitions in (File 02)**

Consolidating what has been learnt .

Procedure

warm up:

T. : We have a set of exercises that we'll do to check our acquisitions and reinforce what we learnt in this file. ***We're going to do some of them in the class whereas the rest is left as a homewrk.***

Step One: opposites

Look at exercise 03 page 43 . What is number ten?

Fill in the crossword puzzle and you'll know.

(stupid , full , short , happy , strong , alive, noisy , heavy , good, surprised)

Step two can

Exercise 1 page 43 (Match QQ and answers)

Step three spelling

Look at exercise 09 page 44. **Correct the spelling mistakes**

Step Four Tenses

Look at exercise 10 page 45. Write the correct form of the verbs.

Step Five Abbreviations

Look at exercise 17 page 46. Write these abbreviations in full

(n, adj , prep , pron , pron(obj) , v (irreg.))

Step Six Homework

The following exercises will be done as homework and will be corrected later:

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- ***Exercise 2 page 43.***
- ***Exercise 08 page 44.***
- ***Exercise 11 page 45.***

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Teacher's name : **Mr.Nacer Larbi**

file 02 *Language Games .*

level 2 AM lesson: **Project**

visual aids: **pictures , Internet , textbooks, BB**

Objective: **Train pupils do research work and re-use what they have learnt in this file**

Procedure

warm up:

In this Second File , we used our vocab. in opposites, synonyms, plurals and pronouns . We made polite requests , filled in puzzles , gave instructions and showed the way. Now you are going to make a language game booklet.

You need :

- ***a large sheet of paper***
- ***photos / drawings/ cut outs.***
- ***A dictionary /magazines/ internet materials,..***

Step One: Instructions

How to start ?

- ***Choose the themes:***

Countries,clothes,weather, names , nationalities, grammar ,..

- ***Decide what kind of language game you'll do.***
- ***Draw your pattern.***
- ***Find the definitions, synonyms, antonyms…***
- ***Write instructions for your game.***
- ***Ask for help when necessary.***
- ***When your game is ready, check again and correct the mistakes***
- ***Give a title.***
- ***Put your name on the first page.***

Your Project is ready:

1. ***Compare it with your partners' ones.***
2. ***Write their remarks on a sheet of paper.***

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3. Decide how to improve your next project.

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