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

file 05 THEATRE .

level 2 AM lesson: Learn about culture.

Title: Theatrical Genres.

Lexical items: Genre (type , kind) ,moral , farce (mockery) , a plot (story).

visual aids: pictures , textbooks, BB

Objective: Reading for pleasure and information , talking about and discussing topics about theatrical genres.

Procedure

warm up:

- *Do you always watch theatre plays on TV?*
- *What are the famous ones you know?*
- *What are they usually like?*
- *Are only adults interested in theatre ?*

Step One: Reading phase

- *T.invites PP to read the first paragraph: (Comedy and Farce)and talk about its topic.*

- What was the objective of the theatre play of the past ? (Showing people their faults)

- Is theatre a means of entertainment nowadays? (Yes , it is.)

- What are the norms of comedy in Europe? (language , origin of characters and the plot)

Step two Post-Reading Phase

- *T.asks every group in the class to choose a thearical genre , read and talk about it:*

For example : Group one (Tragedy) , Group Two (Light comedy) , Group three (Drama) ,

Group Four (Kabuki) ,Group Five (Some records), Group six (No)

- ***A pupil from each group presents his comments,***

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then PP are asked to ask him QQ .

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 01 THEATRE

level 2AM lesson: Listen & speak.

Function: Talking about distances , duration .Enquiring about people's careers. Interviewing.

Language forms: prepositions of location , numbers (consolidation), Adverbs of frequency,Wh.QQ

Strategies: role play , questioning.

Phonetics. Sounds : / ai / and / ei / .Stress and intonation.

Lexical items: open-air theatre , critic , to queue .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (showing the way , distances ,...)

and practise stress and intonation .

Procedure

warm up:

- We're going to deal with File 05.In this File , You're going to adapt a story or write a play.
- You're going to imagine a plot (frame of the story) , set up the scenario , write replies and perform it.

Step one Listening Phase :

T. asks PP to open books on page 96 and look at the pictures (pages 96 & 97).

- What do you think is our theme today?
  (actors , theatre ,...)
- Listen to the conversation and answer the QQ :
  1. Andrew is looking for the open-air theatre.
  2. No, they didn't.
  3. It takes about fifteen minutes.

Step two: Pronunciation and Spelling :

- Listen and repeat (table on page 96)

T. focuses on the pronunciation of the coloured letters : **Sounds / ai / and / ei/**

- Identify the following : buy , file , obey , fail , crying , painting , surprise , location,...
- Compare : File , fail , surprise , painting , obey , buy ,..

Step three: Stress & Intonation :

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

- You **li**ked my **play** , OK?
- It's the **sa**me you **pla**yed on **Thur**sday.

Step Four: Practise :

- **Role Play** : Ask and answer QQ about these places:**(1 page 97)**

e.g : **you** : **How far** is the theatre?

Partner : It's 300 m from here.

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you : **How long** does it take to get there?

Partner: It will take about 15 minutes.

- Find the QQ and complete this interview: (3 page 97)

e.g : - **How often** do you go on holidays?

- I go on holidays once a year..

Teacher's name : Mr.Nacer Larbi

file 05 sequence 01 *Theatre.*

level 2 AM lesson: Discover the language.

Function: Talking about distances , duration .Enquiring about people's careers. Interviewing.

Strategies: questioning , pair work & deducing rules.

Lexical items: drama(theatre , tragedy),My God! , actually , rehearse.

Language Forms: Wh. QQ , The Past Simple.

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating the frequency of actions .

Procedure

warm up:

Do you remember our last play ? What was it about ? What was its ending like?

(Yes . It was about Princess Camilla who lost her ring,...)

Step One: *Pre-reading phase*

Who has travelled to the Sahara ? Where? How long does it take to get there? Is it tiring?,...

PP speak.

Step Two: *Reading Phase*

T. asks PP to open books on page 99 and do the activities:

1. Underline the ' WH' question words. (who , where , how long , how ?)
2. They refer to (person , place , time , manner).
3. Whose , which , when , why , what... , How... ?

Step Three: *Practise*

- Match QQ with their answers : (1 page 99) :

  e.g : -**What**'s your name?

  - Akiko.

- Write QQ . Use the Past Simple: (2 page 99)

  e.g : **Who** was Kateb Yacine?

- Write a questionnaire to interview a famous actor: (5 page 100)

e.g : What's your name ?

Where are you from?

Step Four: *Reminder*

Read the rule on page 100 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 02 THEATRE

level 2AM lesson: Listen & speak.

Function: Talking about likes , dislikes and preferences.

Language forms: Wh.QQ , Would you like (consolidation) , like+---ing.

Strategies: role play , questioning.

Phonetics. Sounds : / ei/ and / oi / .Stress and intonation.

Lexical items: sold out , surfing on the net.

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (likes , dislikes and preferences)

and practise stress and intonation .

Procedure

warm up:

T: I have got some words to tell you . Say what they refer to :

Album , concert , tour , celebrity (singer , singing , songs ,...)

Colours , brush , exhibition , feelings (painter , painting , drawing)

Film , movie , actor , award (cinema , ..)

Play , character , drama ,role (theatre ,...)

Step one **Listening Phase :**

T. asks PP to open books on page 101 and look at the picture :

- Listen to your teacher and say what these words refer to :
  - **musical:** play in which words are sung instead of spoken .
  - **tickets:** theatre tickets.
  - **Performance** : show.
  - **Play** : story based on dialogues and gestures on a stage in front of an audience.

Step two: **Pronunciation and Spelling :**

- Listen and repeat (table on page 101)

T. focuses on the pronunciation of the coloured letters : **Sounds / ei / and / oi/**

- Identify the following : place , obey , coin , join , choice , explain , exploit ,...
- Compare : Join , Jane , coin , cake , paint , point , sail , soil ,..

Step three: **Stress & Intonation :**

- PP repeat after the teacher and practise stress and intonation .
  - That boy **joi**ned the **na**vy !
  - And that girl **sai**led to **Wa**les !
  - But I **sta**yed with **Ja**ne !
  - And **you joi**ned the **ar**my.

Step Four: **Practise :**

- **Role Play** : Work with your partner then change roles:**(1 page 102)**

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e.g : **you :** **Would you like to** go to the theatre?

Partner: I **prefer watching** a film on TV.

- Ask your partner QQ about his likes and dislikes: (4 page 102)

  e.g : - What do you **enjoy doing**?

  - I **enjoy playing** croswords.

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 01 *Theatre.*

level 2 AM lesson: Go Forward .

Function: Talking about distances , duration .Enquiring about people's careers. Interviewing.

Strategies: Using a dictionary , acting and questioning.

Lexical items: ring , , sapphire , relatives , sword .

Language Forms : The Present Continuous., possessive pronouns.

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: Do you like plays on TV? What kind of plays?

Can you name your favourite play?

PP speak.

Step One: *Reading phase*

- T. asks PP to open books on page 98.

-Look at the picture . John's class are acting this play at school. Read it then answer QQ:

1. Camilla is crying because she lost her ring.
2. John is Sir Edward's son. .
3. Julia is Sir Edward's daughter.
4. No , he doesn't

Step two *Post-Reading Phase*

- **Act the play** . Work in groups of six and choose a role . Learn your part and act the play in front of the class: (2 page 98)

(PP act the play)

- Imagine a happy ending . Tell it to the class. (3 page 98)

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Teacher's name : Mr.Nacer Larbi
file 05 sequence 02 *Theatre.*
level 2 AM lesson: Discover the language.
Function: Enquiring about people's likes , dislikes and preferences.
Strategies: questioning , pair work & deducing rules.
Lexical items: hate.
Language Forms: The gerund : like /enjoy+ ---ing , would .
visual aids: pictures , textbooks, BB
Objective: Discovering how the language works (mechanics)
and consolidating like/ enjoy +---ing.

Procedure

warm up:
Do you like narrating stories ? What was our last story about ?
What did Djeha do? Was the man happy at the end?

Step One: *Pre-reading phase*
T: I **like reading** books . How about you?

Step Two: *Reading Phase*
Now open books on page 103 and work with your partner:
Look at the QQ below and make rules about the forms of the following verbs:
(like , enjoy , would like , want)

1. **These verbs are followed by a verb in the ' ing ' form.**
2. **Verbs expressing likes , dislikes and preferences are always followed by the ' ing ' form of the verbs (actions) that are liked , disliked or preferred.**

Step Three: *Practise*

- Look at the questionnaire and write sentences : (1 page 103) :
e.g : -Eva doesn't **like getting** up early.
- Eva **loves practising** sports.

- Make an interview with Jane Smith: (3 page 103)
e.g : -Do you **enjoy acting** , Miss Smith?
-Oh ,yes. I **love acting**.

- Write an ad . Use like , want , enjoy : (4 page 103)

e.g : Do you like foreign languages?

Step Four: *Reminder*
Read the rule on page 104 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 02 *Theatre.*

level 2 AM lesson: Go Forward .

Function: Narrating.

Strategies: Using a dictionary , taking notes.

Lexical items: fighting , shouting , goat , crowded , hen .

Language Forms : The Past 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: Do you like .....? , What do you like doing ? , What do you prefer ?

PP speak. (review likes , dislikes and preferences)

Step One: *Reading phase*

- T. asks PP to open books on page 102.

  Look at today's text . What is it ? (a story)

  T. gives the main topic including new lexical items.

  Now , read the text and answer the QQ:

  1. The man was unhappy because his house was small and full of people.
  2. He asked Djeha to help him because his children are very noisy and disturb their mother.
  3. He advised him to buy a goat , some hens , keep them for some time then sell them.
  4. The man was happy at the end because his house became quiet.

Step two *Post-Reading Phase*

- Find in the text the equivalents of the following words :

intelligent = clever **told**= said

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awful : terrible **more**

beautiful : nicer

happy : pleased **next** = following

- Find in the text the antonyms of the following words:

stupid ≠ clever

unhappy ≠ happy

young ≠ old

went ≠ came

sell ≠ buy

worse ≠ better

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 03 THEATRE

level 2AM lesson: Listen & speak.

Function: Enquiring about someone's past activities.

Language forms: The Past Simple (consolidation) , The Present Perfect.

Strategies: role play , questioning.

Phonetics. Stress in different syllables + intonation.

Lexical items: adapt (get used to), casting , ghost .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (Past activities (Present Perfect)))

and practise stress and intonation .

Procedure

warm up:

A review on the Päst simple tense :

T: What did you do after school yesterday ? PP speak.

Step one *Listening Phase :*

- T. asks PP to open books on page 105 and look at the picture :

What are these persons ? Where are they ? What are they doing ?,..

(They're actors on the stage/ in a theatre . They're acting a play.)

- Now , listen and say which part Linda has taken . (the ghost)
- Listen again and answer these QQ:
  1. Yes , she has.
  2. Pupils have decided to adaptScoobidoo this year.
  3. The art teacher has helped them.

Step two: *Pronunciation and Spelling :*

- Listen and repeat (table on page 105)

T. focuses on the pronunciation of the coloured syllable:

- Identify the following : nice , perhaps , afraid , beginning , entertainment , understand , ...
- Compare : cowboy , okay, sailing , surface , confrontation , neighbour , ...

Step three: *Stress & Intonation :*

- PP repeat after the teacher and practise stress and intonation .
  - Who's your **fa**vourite **foot**baller?
  - Guess **who** and you get a **coin.**
  - Does he **pra**ctise another **sport**?
  - I'll **tell** you on **Thur**sday.

Step Four: *Practise :*

- Ask your partner things he/she has done : (**1 page 106)**

e.g : **you** : **Have you ridden** a horse once in your life?

Partner: Yes , **I have.** Or No, **I haven't.**

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- Ask and answer QQ about these people : (3 page 106)

  e.g : - What **has** he **done** ?

  - He **has acted** as a cowboy.

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 03 *Theatre.*

level 2 AM lesson: Discover the language.

Function: Enquiring about people's past activities.

Strategies: questioning , pair work & deducing rules.

Lexical items: furniture , wallet .

Language Forms: The Past Simple & The Prsent Perfect.

visual aids: pictures , textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating The Present Perfect tense (actions that happened in indefinite time in the past)

Procedure

warm up:

Do you like narrating stories ? What was our last story about ? What has Willy done ? Was he clever or stupid? Why?

Step One: *Reading Phase*

- Now open books on page 108 , read the conversation and answer the QQ:
  1. John has moved the furniture.
  2. She put them an hour ago.
  3. The Present Perfect Simple refer to events that happened at an indefinite time in the recent past.
  4. The difference between the Past Simple tense and The Present Perfect Simple tense is that The Past Simple refer to events that happened at a definite time in the past but The Present Perfect Simple refer to events that happened at an indefinite time in the past.

Step two: *Practise*

- Complete the chart with the right past participle (1 page 108)
- Write the correct form of the verbs between brackets : (3 page 108)
- Rewrite this paragraph. Start like this : (4 page 108)

  You're not fair , Mum ! You say that I never help !...

Step Four: *Reminder*

Read the rule on page 108 and try to memorize it

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Teacher's name : Mr.Nacer Larbi

file 05 sequence 03 *Theatre.*

level 2 AM lesson: Go Forward .

Function: Narrating.

Strategies: Using a dictionary , taking notes.

Lexical items: farm , instead , stone .

Language Forms : The Past Simple.The Present Perfect.

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: Do you remember Djeha's story with his neighbour? What was is about? What did Djeha do? ,...

Step One: *Reading phase*

- T. asks PP to open books on page 107.
  Look at today's text . What is it ? (a story)
  T. gives the main topic including new lexical items.
- Now , read the text and answer the QQ:
  1. He went to work on a farm.
  2. No, he didn't.
  3. The butter melted because it was hot .
  4. Willy's mother got angry.
  5. No, he wasn't.

Step two *Post-Reading Phase*

- Continue the story on the same pattern . (2 page 107)
  Use these cues (paper bag / milk)

- This is a very simple and easy story .Would you like to act at school?
  What part would you like to take ? Why ?

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

file 05 Theatre .

level 2 AM lesson: Check

visual aids: **textbooks, BB**

Objective: **Evaluating PPs' acquisitions in (File 05)**

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: Questioning

- ***Look at exercise** (01 page 112) .Order the words to ask QQ:*

  e.g :-How often have you changed your phone number?
- ***Fill in the blanks with the appropriate ' Wh. ' question** (2 page 112)*

  e.g: How many tickets did you buy ?

Step two Likes / dislikes

***Look at exercise** 8 page 113. What do they like? Write sentences:*

e.g : John likes watching serials on TV.

Step three The Present Perfect

***Look at exercise** 12 page 114. Write the Present Perfect of the verbs between brackets:*

e.g : Have you ever lost something valuable?

Step Four Spelling

***Look at exercise** 4 page 112. Correct the mistakes*

Step Five Homework

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

- ***Exercise 5 page 113.***
- ***Exercise 7 page 113.***
- ***Exercise 9 page 113.***
- ***Exercise 14page 114.***

You can do the rest of the exercises on a sheet of paper and bring them to the teacher for correction.

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

file 05 THEATRE .

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 Fifth File , you learnt many things about theatre. Now, you're going , with the help of any person, to write and stage a play.

You need :

- *a sheet of paper*
- *A dictionary /magazines/ internet materials /scripts of plays.*
- *Costumes.*

Step One: Instructions

How to start ?

- *Choose the plot , the kind of play (comedy , drama, musical ,..), characters (number ,) What situation? where? when? How long ?*
- *Decide what you will do : (plan)*
  Looking for costumes, furniture , texts , producer , rehearsals leader,…
- *Read plays and get some ideas.*
- *Ask for help when necessary.*
  (Is this text true / clear / good / ..?)
  (Is this costume appropriate?)
- *Use the dictionary to choose appropriate vocabulary.*
- *When your work is ready , check the punctuation ,the verbs,..*
- *Then , it's time for learning parts : Practise intonation , gestures , miming,…*
- *Rehearse all together .*
- *Your Project is ready :*

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1. ***Stage it in front of your classmates.***
2. ***Compare it with your partners' ones.***
3. ***Write your classmates' remarks on a sheet of paper.***
4. ***Discuss them with your partners and decide how to improve your performance..***

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