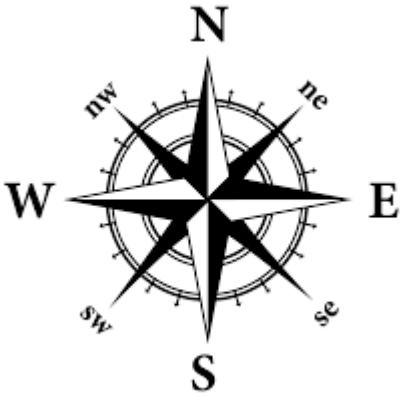
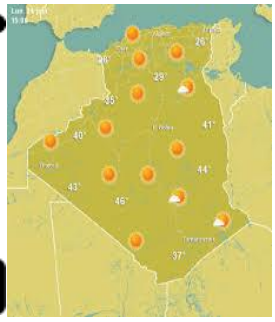
LEVEL :2MS

SEQUENCE :FOUR *ME AND MYTRAVELS*









The initial situation:

In the international" travel forum" of tripadvisor.com website, you read a message of a tourist from England . He wants to visit Algeria. Think of a nice place you visited and write some information about it. Turn these information into a travel brochure to be posted in the " travel forum ".

By djamel djamel

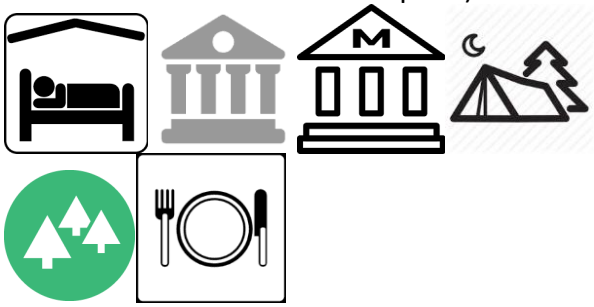
Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 Me and my travels	**Lessons**:1 language use	**Framework:** PPU
Learning Objective (s): At the end of this lesson, the student will be able to talk and write about his future plan using « will »		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple future 'affirmative- negative- interr)	**Domain (s)**: Oral/written/both **I pronounce:** the pronunciation of will	**Materials:** ' a brochure / a map / W. Board/ pictures of famous places and sites.
Cross Curricular Competencies		
➢ **Intel:** Learner can understand verbal and non - verbal messages ➢ **Meth:** - He can work with his partner	➢ **Com**: He can interview his partner **Per and soc**: He can socialize through oral exchange **Core values** To value the national heritage	

Time	Framework	Procedure	Focus	Aims	Material	Vak t
	Warm up **The presentation**	The teacher greets his learners / the learners respond. The teacher asks some questions to brainstorm about the topic Next holidays : Will you stay here? Where will you travel to? What are the most famous touristic places (sites) in Algeria(the teacher shows the learners a map of Algeria with the most famous touristic places). What does a tourist need to visit a place? a map and a brochure (the teacher show a brochure) The teacher presents the following dialogue and invites his learners to consider the highlighted words. Karima :Next week , my family and I are going to visit Bejaia. Will you come with us? Ahlem :Yes ,I will .My Father won't object. I will bring with me a travel brochure and a detailed map of Bejaia. **The teacher highlights the rules :** To talk about intentions that are decided at the time of speaking I use the future simple tense . 1)Will + stem I will ('ll) bring with me a travel brochure and a detailed map of Bejaia.	T/L T/L	To brainstorm ideas and pave the way to the lesson topic To introduce the target structure in a context To familiarize the learner with the target	A map A brochure W board	V A

	Practice Use	Won't (will not)+ stem My Father won't object Will + sub+stem Will you come with us? - I can also use the time markers : Tomorrow and next (month; week ….) • The teacher devotes time to present and focus on the right pronunciation of / wILL **/wɪł/ ,**'ll **/ł/** and won't **/wəʊnt/** Task 1 : I work with my partner to reorder the words to get complete sentences : 1- 'll – You-your-enjoy- holidays 2- won't – Karima- stay – the city- in. 3- your father- visit-Will – some touristic sites? Task 1 (a page 117) I listen and repeat Task 3 : I listen and tick the right pronunciation (task 1 page 119) Task 4 : I correct the underlined mistake Yesterday, my father will spends a week in Djurdjura. …… -The teacher invites his learners to complete the following conversation with : next- go- will a)Where will your family go ,…… summer ? b)My family and I will …… to Tlemcen . a) …….. you visit Elmansourah ? b)Yes ,we will. -The learners act out a dialogue where they talk about the place they will visit next summer .	T/L T/L L/L	structure To focus on the right pronunciation of will and won't To form a correct sentence To check and consolidate the right pronunciation To check the learner understanding The learner talks about his future plan		V/A

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**:2 language use	**Framework:** PPU
Learning Objective (s): At the end of this lesson, the students will be able to ask and answer about a future plan using « going to »		
Targeted competencies: interact – interpret – produce. **Target structure:** - going to 'affirmative- negative- inter)	**Domain (s)**: Oral/written/both	**Materials:** ' a brochure / a map / W. Board/ pictures of famous places and sites.

Cross Curricular Competencies	
➢ **Intel:** Learner can understand verbal and non - verbal messages ➢ **Meth:** - He can work with his partner	➢ **Com**: He can interview his partner **Per and soc**: He can socialize through oral exchange **Core values** To value the national heritage and be proud of the touristic sites which Algeria contains.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Lead in	The teacher greets his learners / the learners respond Review the dialogue between Karima and Ahlem by asking some questions : where will karima and her family go ,next summer? What we need before travelling ? ? (a brochure and a map)		To refresh /to pave the way		V A
	presentation	The teacher pins some map icons and invites his learners to match them with the corresponding amenity (a restaurant –a camping site- a museum- a hotel- a monument or a touristic site- park)  Where are you going to spend the next holidays? In Oran . What are you going to do there, I'm going to visit some interesting places like the museum of Oran .		To introduce a new topical lexis To introduce the target structure in a context		

	Practice Use	**The teacher highlights the rules :** To talk about the future activities that have been planned before the time of speaking I use : *Affirmative form* am / is/are + going to + verb) Example :I'm going to visit some famous places. Negative form : am /is/ are/ + not +going to + verb Example : I'm not going to the beach. Interrogative form : Are /is + going to +verb Are you going to the camping site? Task 1 I match 1)Are you going to camp In the mountain? A) No, he isn't. 2)Is your father going to Stay in the hotel ? b) Next week. When are you going to travel to jijel? c)Yes, I'm. Task 2 I correct the mistakes Next holidays , We going to visit Tikjda. We not are going to stay in the hotel .We are go to camp in the mountains. Task 3 :Role play Your friend is planning to go on holiday soon. Ask him /her about her/his plans. Use the words in brackets make questions: 1. (where / go ?) _____ . 2. (how long / go for?) _____ 3. (when / leave ?) _____ . 4. (travel/ alone ?) _____ . 5. (who/travel with?) 6. (travel / by plane ?) _____. 7. (where / stay ?) _____ .		To set the rules To familiarize the Learners with the Target structure To reinforce /consolidate To ask and answer about a future plan		

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**:3 language learning	**Framework:** PDP
Learning Objective (s): At the end of this lesson, the students will be able to use a street map and talk about interesting sites (location, distance ,directions		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple future (going to)(will)	**Domain (s)**: Oral/written/both	**Materials:** a brochure / a street map / W. Board/ pictures of famous paces and sites. A compass

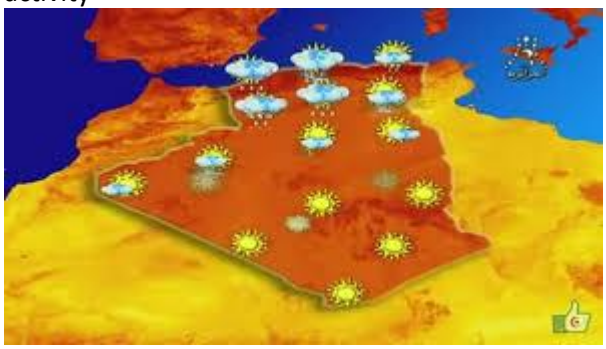
Cross Curricular Competencies	
➢ **Intel:** Learner can understand verbal and non - verbal messages He can use his critical thinking skills ➢ **Meth:** - He can work with his partner	➢ **Com**: He can interview his partner **Per and soc**: He can socialize through oral exchange **Core values** To value /be proud of the national heritage

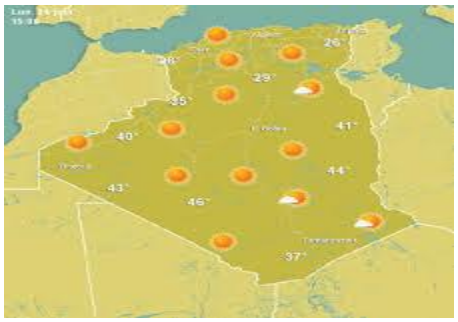
Time	Framework	Procedure	Focus	Aims	Material	V ak t
	Pre listen	The teacher greets his learners / the learners respond. The teacher pins on the board a picture of a **Makam Echahid Monument** and asks : what is the name of this monument ? where is it situated ? where is Algiers situated ? is it far from Relizane ? how far is it ? the teacher can use a compass or a picture of the cardinal points to help the learners  Using a map The teacher tries to elicit other interesting sites and famous monuments in Algiers: The Casbah, Bardo National Museum , Mustapha Bacha hospital, El-Djazair Hotel , National Museum of Antiquities.		To elicit information and Introduce the key words	Flash cardA A compass	V A
	While listen	The teacher prepares the learners for the 1st listening : *Keltoum is Mounir's new classmate in*		Prepare the Ls for the 1st listening	A street map	

	Post listen	*Djelfa.* *I Listen to the conversation (part1) and choose the correct answer :* *1)Mounir is going to travel to :* *a) Algiers – b) Oran – c) Annaba – d) Setif* *2) Keltoom will give Mounir :* *a) A brochure and a map of Algiers* *b) Money* *c) A camera* *d) A magazine* *I Listen to the conversation (part2) and do* *<u>Task 1</u> :answer with true /false :* 1-The Bardo National Museum is near the town center.(true) 2-The Bardo National center is 320 m far from Mostapha Bacha hospital.(false) 3- The Casba is situated in the North of Algiers.(true) <u>Task 2</u> Task 8 page 110 <u>Task 3</u> : Task 09 page 110 <u>Task 04</u> : Task 11 page 111 I *work with my partner ,we use the street map of Algiers and act out the dialogue. .*		To listen and choose the right information To listen and answer the questions To listen and get Information The L reinvests what he learnt to talk about his plan and use a map	Audio script Course book wboard	

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**:4 language learning/use	**Framework:** PPU
Learning Objective (s): At the end of this lesson, the students will be able to use a weather forcast map and talk about the weather.		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple future Adjectives to describe weather	**Domain (s)**: Oral/written/both	**Materials:** A compass/ a map / weather

Cross Curricular Competencies	
➢ **Intel:** Learner can interpret a map He can use his critical thinking skills ➢ **Meth:** - He can work with his partner	➢ **Com**: He can interview his partner **Per and soc**: He can socialize through oral exchange **Core values** Valuing environmental and ecological resources.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	T tries to **get students talking about seasons** by asking them what season they like best and sees if anyone can explain why. If certain vocabulary words come up, Twrites them on the board. (hot ,temperature ,cold,windy, sunny,snowy……) T can talk about the four cardinal points (north-south-west-east) T can talk about different activities students like to do during particular seasons such as snowboarding, swimming ,climbing ……		To elicit much of the vocabulary Related to the topic	a compass w board	A
	The presentation	**Note** : the learners repeat the new vocabulary. a)The teacher sticks on the board a weather forcast map of Algeria and starts a discussion activity  What is the weather like in the south ,east ……? It is windy .stormy, sunny ……. b) the teacher sticks another weather forcast map for tomorrow and asks some questions:		To familiarize The learner with the new lexis	a map A map	V A

	Practice Use	 What will be the weather like for tomorrow? It will be hot in the south , …….. What about the temperature? **Task 1** :Task13 page 129 I match each adjective with its corresponding weather icon . **Note** : the learners repeat the adjectives. **Task 2 : Talk about the weather outside** The teacher asks the students to come over to the window (or even outside). And asks each other what is the weather like ? **Task 3**" task 16 page 130 I look at the map and fill in the gap with the weather forcast . - The learners check the answers with their partners. **Task 4 :** the teacher gives the learners a weather forcast map and invites his learners interpret it By asking each other : What will be the weather like in ……?		To introduce the new language form To read a map and complete a Weather forcast The learner uses what he learnt to write /talk about weather.	Wboard A map	V/A V/ A T

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**:5language learning	**Framework:** PDP

Learning Objective (s): At the end of this lesson, the students will be able listen and get information about Location , Weather, , distance ,direction , animals and use it to fill in a fact file.

Targeted competencies: interact – interpret – produce. **Target structure:** - simple presents	**Domain (s)**: Oral/written/both	**Materials:** Flash cards , course books

Cross Curricular Competencies	
➢ **Intel:** L can understand and interpret verbal and non-verbal messages He can use his critical thinking skills ➢ **Meth:** - He can work with his partner	➢ **Com**: he can use information and communication technology such radio to get information ➢ **Per and soc**: He can socialize through oral exchange **Core values** Valuing environmental and ecological resources. Valuing Algerian natural heritage.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners /the learners respond . Using flash cards The teacher presents (and elicits) some animals and plants which we have in Algeria invites his learners to Categorize them: Eagle ,Falcon ,Camels, Fennecs,oak ,pine trees,old cedars , Jackals ,Fox Barbary macaque ,vulture , palm Birds (fauna) | Animals (fauna | trees(flaura | | |	T/L	To elicit information and introduce new topical lexis	Flash cards	V A
	Pre listen	The teacher asks some questions to pave the way for the listening stage : Which animals among them are endangered species? Must we protect them (using gestures)? How ? Do you know some famous reserves,gardens ,zoos in Algeria?		To pave the way	Wboard	
	W listen	The teacher invites his learners to listen to the BBC Radio programme about Djurdjura National Park and do : Task 15 page 112 : I listen and find the missing name of the 2nd town and locate on Djurdjura National Park the map		To listen and a a find a missing name	Audio script	

	Post listen	Task 17 page 112 : I listen and complete the fact file about Djurdjura National Park Task 18 page 112 I listen again and check my answers (with my partner) I Summarize the main ideas of the listening text either orally or in writing.		To listen and fill in a fact file To encourage the learners to work in pairs To relate the information he gained	Courseb ook Wboard	

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**: 6language learning	**Framework:** PPU

Learning Objective (s): By the end of the lesson, my learners will be able to talk about of some Algerian traditional handcrafts using demonstratives .

Targeted competencies: interact – interpret – produce. **Target structure:** - demonstratives	**Domain (s)**: Oral/written/both I pronounce : / ð / / ð /	**Materials:** Flash cards , course books

Cross Curricular Competencies

- **Intel:** L can understand and interpret verbal and non-verbal messages
  He can use his critical thinking skills
- **Meth:**
  - He can work with his partner
- **Com**: he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures
- **Per and soc**: He can socialize through oral exchange

Core values
Valuing Algerian cultural heritage.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	Teacher greets his learners / the learners respond Teacher makes a quick review about the previous lesson(the flora and fauna of the different parts of Algeria). The teacher presents some traditional items and invites his learners to work in pairs to categorize them : Caftan , blankets, burnous , pendant , earrings Pot ,a jar , necklace,……	T/L	To reinforce the previous lexis	Flash cards	V A
	Presentation	 1 The teacher explains some words like: crafts, craftsmen ,craftswoman ,…. The teacher elicits which region is famous for each of these items The teacher shows his learners a ring and writes(the teacher points his finger)	T/L	Familiarize the learners with the new lexis related to handcrafts	Wboard	

Pottery	Jewellery	clothes



This is called a ring , it is worn on the finger .
The teacher invites his learners to repeat

T highlights the rules :
This , that these and those are demonstratives
Demonstratives are words that show which person or thing is being referred to

Demonstratives	singular	Plural	Near	Far
this	✓		✓	
that	✓			
these		✓	✓	✓
those		✓		✓

T/L

To introduce the target structure In a context

Flash card

Course book

V
A

Practice

The teacher invites his learners to repeat them
Task 1 : task 3 page 125
I observe the distance between the finger and the crafts and complete with this that ,these ,those .
: I pronounce : T highlights the pronunciation of / θ / and / ð
Task 2 : I listen and repeat
/ θ / **th**ree – **th**anks – bir**th**place – e**th**nology – nor**th** – sou**th** – mon**th**
/ ð / **th**is – **th**ese – **th**at – **th**ose – wea**th**er – mo**th**er – fa**th**er – wi**th**

T/L

To reinforce the use of the demonstratives

To focus on the right pronunciation of / θ/ ð /

Use

Task 3 : Task 6 page 125

Task 4 : your British friend needs information about some Algerian traditional crafts to use them in his project.
Send him some pictures of the most famous crafts with their names using demonstratives.

L/L

To reinvest prior knowledge

Course book

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**: 7language learning /use	**Framework:** PPU

Learning Objective (s): By the end of the lesson, my learners will be able to use the simple past to narrate a trip or a journey

Targeted competencies: interact – interpret – produce. **Target structure:** - simple past Affirmative / negative , interrogative forms .Regular and irregular verbs	**Domain (s)**: Oral/written/both I pronounce : "ed"	**Materials:** course book/flash card

Cross Curricular Competencies

- **Intel:** L can understand and interpret verbal and non-verbal messages
  He can use his critical thinking skills
- **Meth:**
  - He can work with his partner
- **Com**: he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners
- **Per and soc**: He can socialize through oral exchange

Core values

Valuing travelling as a source of knowledge and not only as leisure.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners / the learners respond . Asks his learners some questions about the Last spring holidays : From when did it begin ? Did you visit some places? Did you stay a home?	T/L	To brainstorm ideas to pave the way	Wboard	V A
	Presentation	I read Omar 's email about his last holidays and work with my partner to find : a time marker : …….. a subject : …….. a verb : …….. . Last spring holidays, I spent five days in Jijel, I went with my family .I visited many interesting places there. I took a lot pictures and the weather was beautiful. 	T/L	To elicit the target structure	Fash card	v/a

	Practice **Use**	T presents the rules of simple past (my grammar tools p 122) Task 1 : I order 1 – Ahlem- Yesterday ,-to –visited- the –museum. 2- went – by bus,she. 3- didn't go – she – by car. 4- Did – see –her – you ? Note : the teacher devotes time to focus on the pronunciation of the final "ed" Task 7 page 120 : I listen and tick the right pronunciation of "ed" Task 2 : (task 11page 125) I correct the verb between brackets Task 3 : I answer the following questions to write an email to Mounir about your last holidays: Where did you spend your holidays ? When did you go ? Where is it situated ? How did you go ? (by bus , train , boat ……) How was the weather like ? Where did you stay ? (hotel , youth hostel , camping site…) Which interesting places did you visit? Which activities did you do ? (walking , hiking , climbing , swimming ……)	T/L T/L	To familiarize the learners with the target structure To form a meaningful sentence To focus on the right pronunciation of "ed" To write a correct form of the verb To produce an email or a piece of writing from a set of questions	Wboard Course book wboard	

Level : MS2	**School :** Bormadia Relizane	**Teacher:** Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY travels	**Lessons**: 8 I read and do	**Framework:** PDP
Learning Objective (s): By the end of the lesson, my learners will be able to use the simple past to narrate a trip or a journey		
Targeted competencies: interact – interpret – produce. **Target structure:** - simple past /simple future	**Domain (s)**: Oral/written/both	**Materials:** course book/flash cards

Cross Curricular Competencies	
➢ **Intel:** L can understand and interpret verbal and non-verbal messages He can use his critical thinking skills ➢ **Meth:** - He can work in small groups	➢ **Com**: he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners ➢ **Per and soc**: He can socialize through oral exchange **Core values** Valuing travelling as a source of knowledge and not only as leisure.

Time	Framework	Procedure	Focus	Aims	Material	Vakt
	Warm up	The teacher greets his learners . the learners respond. The teacher interacts with his learners about the famous places / sites in Algeria . Did you visit …….(sahara , El Kala …….) before? How did you go ? Using pictures the teacher elicits some means of transport: the train , bus , car , boat , plane …….)	T/L T/L	To motivate and brainstorm ideas about travelling		V A
	Pre read	the teacher shows the learners pictures of : oasis , school dormitory , palm groove , van , deglet nour. schedule flight , youth hostel and asks the students to work in small groups to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas.		To introduce the topical vocabulary /key words		
	W read	The teacher invites his learners to read text 1 page 132 and do : **Task 1 page 132** : I read the text and fill in the bibliographical notes. **Task 2 page 132** : I read the text and fill n the fact file The teacher invites his learners to read text 3 and do : **Task 4** : complete the fact file (task 8 p 135)	T/L T/L	To read and fill in the bibliographical notes To read a text and fill in a fact file To read a text and follow an itinerary on a map		

	After read	**<u>Task 5</u>** : I read the text3 complete the itinerary on the map(task 9 page 135). I summarize(relate) the main points of the third text .	L/L	To relate the most important ideas in the text		

PAST SIMPLE

Auxiliary: DO | **DID** | DONE

Regular verbs (-ed)

	BASE FORM	PAST FORM	
TO	PLAY	PLAYED	PLAYED
TO	WALK	WALKED	WALKED
TO	STUDY	STUDIED	STUDIED

Affirmative: SUBJECT + BASE FORM -ed

EX. I / you / he / she / it / we / they **played** football yesterday

Irregular verbs (different ways)

	BASE FORM	PAST FORM	
TO	MAKE	MADE	MADE
TO	RING	RANG	RUNG
TO	GO	WENT	GONE

Affirmative: SUBJECT + 2nd FORM

EX. I / you / he / she / it / we / they **went** to the cinema

Negative: SUBJECT + DIDN'T + BASE FORM

REGULAR VERBS: EX. I / you / he / she / it / we / they **didn't** **play** football yesterday

IRREGULAR VERBS: EX. I / you / he / she / it / we / they **didn't** **go** to the cinema last night

(Yes / No quest.) **Interrogative:** DID + SUBJECT + BASE FORM ?

REGULAR VERBS: EX. **Did** I / you / he / she / it / we / they **play** football yesterday ?

IRREGULAR VERBS: EX. **Did** I / you / he / she / it / we / they **go** to the cinema last night ?

(Wh- quest.) **Interrogative:** WH- WORD + DID + SUBJECT + BASE FORM ?

REGULAR VERBS: EX. **What** **did** I / you / he / she / it / we / they **play** yesterday ? **Football**

IRREGULAR VERBS: EX. **Where** **did** I / you / he / she / it / we / they **go** last night ? **to the cinema**

Past Simple (regular verbs)

Write the Past Simple form of the verbs below in the correct column.

repeat ✹ worry ✹ finish ✹ start ✹ phone ✹ call ✹ miss ✹ enjoy ✹ visit ✹ marry ✹ listen ✹ cry ✹ play ✹ hate ✹ wash ✹ climb ✹ live ✹ arrive ✹ talk ✹ look ✹ stay ✹ ask ✹ clean ✹ travel ✹ open ✹ like ✹ walk ✹ carry ✹ stop ✹ mix ✹ plan ✹ decide ✹ tidy

- d	- ed	cons + y - ied	double cons + - ed

Write sentences in Past Simple:

1- Affirmative
2- Negative
3- Interrogative (Yes / No)

A) My sister / tidy / her room / yesterday morning.

1-

2-

3-

B) We / live / in New York / in 1997.

1-

2-

3-

C) Tom / travel / to Dublin / last night.

1-

2-

3-

D) I / clean / my teeth / twice / yesterday.

1-

2-

3-

E) John / stay / at Mary's house / last summer.

1-

2-

3-

F) You / start / school / ten years ago.

1-

2-

3-

G) The film / end / very late / last weekend.

1-

2-

3-

H) Sue and Pat / talk / on the phone / yesterday.

1-

2-

3-

Write the verbs in brackets in **Past Simple.**

- My sister ..... (tidy) her bedroom yesterday morning.
- We ..... (phone) our cousins last week.
- The girls ..... (play) on the computer last night.
- I ..... (travel) to Paris three months ago.
- John ..... (stay) at his granny's house last summer.
- The film ..... (end) very late yesterday.
- My family ..... (live) in New York in 1995.
- You ..... (clean) your teeth three times yesterday.

Complete the sentences with the verbs below in **Past Simple.**

walk | enjoy | like | wash | travel | finish | listen | study

1- Lucy ..... her birthday presents.

2- Last weekend I ..... in the mountains for 2 hours.

3- We ..... the party very much.

4- Ken ..... to his favourite CD yesterday.

5- My sister ..... Maths for an exam.

6- They ..... to the USA in 2003.

7- Dad ..... his car last weekend.

8- The film ..... at 11:30.



Write the sentences in **negative.**

1- Lucy ..... her birthday presents.

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....

8- .....

What did you do yesterday? Put a (✓) or a (✗).

Did you . . .	✓	✗
1 brush your teeth?		
2 help at home?		
3 watch a film on TV?		
4 study English?		
5 listen to music?		
6 phone a friend?		
7 use the computer?		
8 play tennis?		

Write questions about the previous activities and answer them.

1- Did you ..... yesterday? .....

2- .....? .....

3- .....? .....

4- .....? .....

5- .....? .....

6- .....? .....

7- .....? .....

8- .....? .....

Ask your classmate the questions and compare the answers.
Use **and** or **but** to join the actions.

1- Yesterday I .....

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....

8- .....

Past Simple (irregular verbs)

✎ Complete the table.
Then complete the sentences with the Past Simple of the verbs in brackets.

	Infinitive	Past simple	Translation
1	make	made	
2		forgot	
3	hear		
4	drive		
5		did	
6	find		
7		broke	
8	have		
9	eat		
10		swam	
11	drink		
12		ran	
13	cut		
14		got	

- She ..... (go) to school on foot yesterday.
- Paul ..... (eat) 2 sandwiches and an apple.
- I ..... (get) up very early last night.
- They ..... (find) 50 euros in the street.
- My dad ..... (give) me a CD for my birthday.
- Ana ..... (have) a bath last Sunday.
- We ..... (swim) in the Mediterranean sea.
- Joe ..... (write) a letter to Mary 2 days ago.

✎ Complete the sentences. Use the *negative form* of the underlined verbs.

Yesterday ...

- I drank coffee but I ..... tea.
- She found her purse but she ..... her keys.
- The children broke the window but they ..... the door.
- He had a shower but he ..... breakfast.
- My father made a cake but he ..... any pastries.
- We spoke English and French but we ..... German.

✎ Match the pictures with the actions and write the Past Simple of the verbs.

have a shower | do the homework | write a letter | ride a bike | do the washing up | make a cake | eat a sandwich | read the newspaper



1 Alex wrote a letter



2 He



3 He



4 He



5 He



6 He



7 He



8 He

✎ Write questions about Alex and answer them.

1 play computer games? Did Alex play computer games ? No, he didn't. He wrote a letter.

2 drink coffee? _____

_____

3 watch TV? _____

_____

4 clean his bedroom? _____

_____

5 drive a car? _____

_____

6 swim in the pool? _____

_____

7 read a book? _____

_____

8 walk the dog? _____

_____

Complete the text about Mary's holiday. Use the Past Simple.



Last summer holiday Mary ..... (go) to Miami with her  . She ..... (be) very excited before the journey because it ..... (be) the first time she ..... (travel) by  .

They ..... (stay) at a  near the sea. The weather ..... (be) sunny and very hot. In the morning they usually ..... (go) to the  .

Mary likes  and the children love  .

So Mary and Mum ..... (sunbathe) and the children ..... (play) with the ball and ..... (make) sandcastles. Dad ..... (swim) in the sea and ..... (read) the  under the umbrella. We usually ..... (have) lunch in a  near the beach. In the afternoon they ..... (visit) very interesting places. One day They ..... (go) out in a  . It ..... (be) amazing!

They ..... (like) the  best. They ..... (see) different  , some  and even a  ..... (jump) in front of the boat. They also ..... (watch) some people feed the fish. Mary ..... (take) a lot of  .

The family ..... (enjoy) a lot.

The last day it ..... (rain). The whole family ..... (go) to a shopping centre. They ..... (buy) some souvenirs. In the afternoon they ..... (return) home. Mary and her family ..... (have) a great time there !!!!

WRITE sentences in PAST SIMPLE:

1- Affirmative
2- Negative
3- Interrogative (Yes / No)

A) He / phone / a friend / an hour ago.

1-

2-

3-

B) My father / buy / a jeep / last week.

1-

2-

3-

C) The girls / wear / skirts / to the party

1-

2-

3-

D) I / wash / my hair / last night

1-

2-

3-

E) Jane / send / four e-mails / to Lisa

1-

2-

3-

F) The old lady / carry / heavy bags / yesterday morning

1-

2-

3-

G) The film / end / very late / last weekend

1-

2-

3-

H) They / go / to bed / at midnight

1-

2-

3-

I) The children / play / tennis and basketball / at the sports centre.

1-

2-

3-

J) You / do / your homework / last weekend.

1-

2-

3-

K) My friend / study / German / last year.

1-

2-

3-

L) I / get up / at seven / last Sunday morning

1-

2-

3-

M) We / visit / our friends / yesterday evening

1-

2-

3-

N) She / have lunch / in an Italian restaurant

1-

2-

3-

O) They / watch / TV / in the living room

1-

2-

3-

P) He / drink / orange juice / for breakfast

1-

2-

3-

- **Write *Wh- questions* for the underlined words in the previous sentences.**

Use these wh- words:

WHERE WHAT TIME WHEN WHAT HOW MANY WHO

A) - .....

B) - .....

C) - .....

D) - .....

E) - .....

F) - .....

G) - .....

H) - .....

I) - .....

J) - .....

K) - .....

L) - .....

M) - .....

N) - .....

O) - .....

P) - .....