

Sequencers expressing time

The plan of the seance

- **My trip to the U.K**
- **Activity's**
- **Cultural Corner**
- **Reading**
- **Activity's**
- **Keep in mind**

- My trip to the U.K :

Yahoo! Mon Yahoo! Mail

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Valider Annuler

From: Sal.Che
Date : Wed , 24 Nov 2004
Object: My Trip to the U.K

Dear Leila,

Greetings from England .We came to England ten days ago and spent a week in London. We visited many places of interest there. First, we took a river boat along the Thames and saw some of London's greatest sights including Tower Bridge, Westminster Abbey and Big Ben.

Then, we went to Buckingham Palace where we watched the Changing Guard.

After that, we caught a train to Scotland and toured the Scottish Highlands .We rode horses in the beautiful countryside and saw some wonderful places .We also met many friendly Scottish people. Sometimes, we did not understand their Scottish accent! You know; Scottish men used to wear kilts (traditional skirts) but they wear them only for special occasions.

Finally, we returned to the capital and started exploring London again. I will tell you more about it another time.

Love , Salah and Cherif

- Activity's:

Activity 1:

Look at the photos and reorder them from 1 to 8 according to the mail.

رتب الصور من 1 إلى 8 حسب الرسالة.



(a)



(e)



(b)



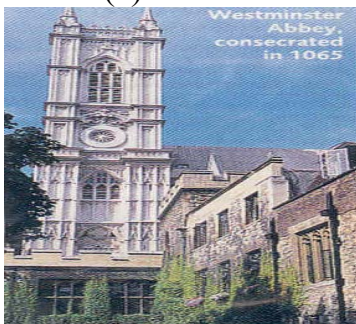
(f)



(c)



(g)



(d)



(h)

Activity 2:

Salah and Cherif have just come from the United Kingdom.
Leila wants to know more about their holidays.

Complete the conversation. Use the right form of the verbs between brackets.

أكمل الحوار. استعمل الفعل المناسب

Leila: So, tell me more about your trip.
How long you (stay) there?

Salah : A month. We (stay) with
my cousin in London and in “Bed and
Breakfast places” in Scotland and in
Cambridge.



Leila: Oh! You (not say) you (go)
to Cambridge. What (be) it like?

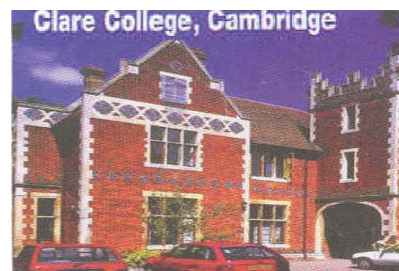
Cherif: It (be) fantastic. We (take)
a boat trip on the River Cam that crosses
Cambridge.



Salah: And we (visit) the famous Clare College University. It (be)
..... built in 1326 but we (not have) time to go to
Market Hill.

Leila : What (be) the weather like?

Cherif : It (be) not bad.
Actually, it (be)
pretty warm.



Salah : We really (enjoy) our holidays.

Cherif : Oh yes, it (be) great!

Leila : Wow! It makes me feel like going to England
now.



Note:

England, Wales, Scotland and Northern Ireland
form the United Kingdom, more commonly called U.K.

Rule:

In the past simple , when the infinitive sound ends in
“k”, “p”, “s”, “ch”, “sh”, “f” sounds , **pronounce the
“ed” ending as / t /**.

When the infinitive sound ends in “l”, “v”, “n” ,”b”
sounds and all vowel sounds, **pronounce the “ed”
ending as / d /**.

When the infinitive sound ends in “t” and “d” sounds,
pronounce the “ed” ending as / id /.

Activity 3:

Write the verbs in the appropriate column.

أكتب الأفعال في الجدول المناسب

stayed – walked – watched – enjoyed – invited –
finished – visited – returned – started – used – crossed.

/ t /	/ d /	/ id /
watched
.....
.....
.....

Activity 4:

Here are some other places of interest Salah and Cherif visited with their
cousin Kamel on Sunday.

**Complete with the right form of the verbs and the appropriate sequence
adverb.**

"sequencer" : أكمل بالفعل المناسب زائد :

Verbs: admire - have - spend - listen - get - go - climb.

Sequence adverbs: First , Then , Next , After that ,
Finally.

1-....., weup the London Eye and
.....
the spectacular view from the top
of the wheel.



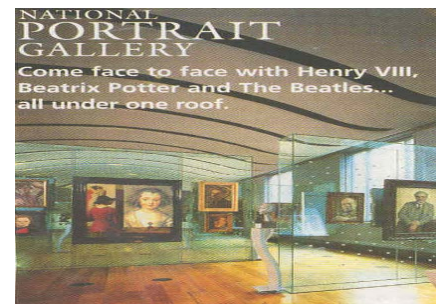
2-....., welunch in a nearby
pizzeria.



3-....., weto Hyde Park and
..... to orators in Speakers' Corner.



4-....., wethe rest of the afternoon in the
National
Portrait Gallery.



5-....., weon a bus
to go back home.








Activity 5:

Last week, Kamel painted the gate of the block of flats. He explained to Salah how to do the work but Salah got confused with the order of the steps.

A/ Look at the pictures and help him find the correct order.

أ- لاحظ الصور لإيجاد الترتيب الصحيح

	.....	a) Leave it to dry.
	.....	b) Apply anti rust on the clean and dry surface.
	.....	c) Clean the metal surface with a special product, dry it with a cloth.
	.....	d) Paint the gate after making sure you've mixed the painting well.
	.....	e) Rub down the metal surface with a metallic brush.

B/ Add a sequencer to each step and write them in chronological order.

ب- أضف "sequencer" المناسب ثم أكتب الجمل حسب الترتيب الصحيح

.....

.....

.....

.....

Activity 6:

How to make a pumpkin cheese cake pie

A/ Number

the steps from 1 to 5 and add the appropriate sequencer.

أ- رقم الجمل من 1 إلى 5 وأضف "sequencer" المناسب

Preparation: time 10 minutes

Bake : time 40 minutes

Ingredients

250 g flour

12 ounces cream, softened cheese

½ cup sugar

½ teaspoons pumpkin pie spice

1 cup 100% pure pumpkin

2 eggs.



N°	Sequencer	Steps
		Pour into flour.
		Refrigerate for 3 hours or overnight.
		Add eggs and mix.
		Bake at 350° for 40 minutes. Cool.
1	First,	Mix cream, sugar and pumpkin, spice on medium speed. Stir in pumpkin.

B/ Write the steps in chronological order.

Start like this:

First,.....

.....

.....

.....

For more great tasting recipes, Log on to
[www. ready rust.com](http://www.readyrust.com)

- **Cultural Corner:**

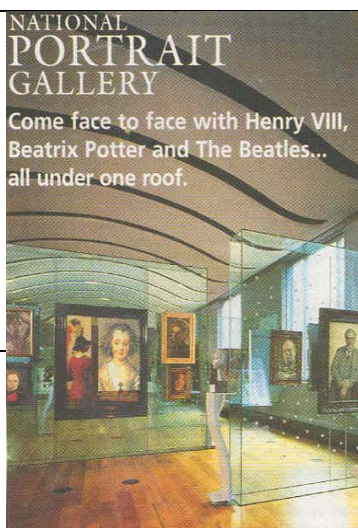


Buckingham Palace: is the main Queen's London House.

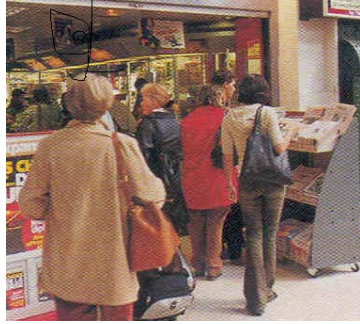


London Eye

The world's largest observation wheel. It is 120 feet taller than Big Ben and a third higher than the Statue of Liberty.



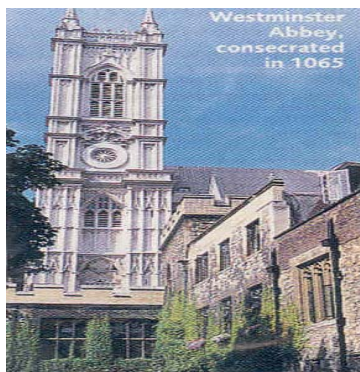
The National Portrait Gallery: the British history is narrated through portraits from the 15th century to the present day.



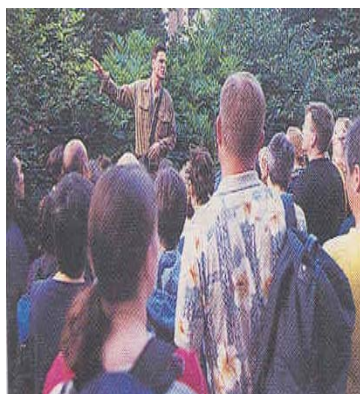
Oxford Street: is the best known London shopping street.



Tower Bridge: is the most famous place on the River Thames. It opens up to let tall ships through.



Westminster Abbey:
Dates back to 1065 and is where the kings and Queens are crowned. It took over 500 years to build.



Speakers' Corner is situated at the entrance of Marble Arch in Hyde Park. Speakers' Corner is a place where you can talk about or listen to any topic you are interested in provided you stand on something.

• Reading

The History of World Trade

In the beginning, people produced most of what they needed for themselves. They used to grow and hunt for their own food and made their own simple tools. But little by little they learned that they could have varied goods by trading.

The Egyptian caravans that crossed the deserts of Asia to and from Mesopotamia, Egypt and Arabia around 2500 B.C were the earliest forms of trade. These caravans carried valuable goods such as gold and precious stones.

The Phoenicians on the coast of Syria were the first to develop commerce by sea around 1000 B.C . They used to export metalware, glassware and textiles from Syria to North Africa. They traded their goods for raw materials especially copper and silver. At that time, the ships were small, so they carried only light and luxurious merchandise.

After this, trade by sea started to expand. Greeks began to import and export necessities (not just luxuries) in large quantities such as figs , olive oil, wine, honey. They brought back spices, drugs and silk from Asia, India and Persia.

The next important traders were the Romans who imported slaves, jewels, textiles, leather and metal from North Africa. They also brought back silkworms from China to launch a silk industry in Rome. All these goods used to be the tax paid to the Roman Empire by the various peoples that it had conquered.

In the 12th and 13th centuries, the Venitians became the world's leading traders. In 1271, the famous sailor and explorer Marco Polo went to China and helped establish a trade route. It was common to import goods such as spices and silk from the East and then re-export them by sea to Spain, England and Bruges.

Later, Spanish and Portuguese explorers such as Christopher Columbus in 1492, Vasco Da Gama in 1498 and Ferdinand Magellan in 1519 opened up new trade routes to America, Africa and India.

Great Britain and other Northern European countries started exploring and exploiting new distant lands from where they brought back new products: tomatoes, potatoes, cocoa, corn and green beans. Most of these products were unknown in Europe at that time.

By the 17th century, The Dutch dominated the world's trade with the French and the English. The three nations imported sugar, tobacco, tea and coffee into Europe and started what is usually called the modern world trade.

During the 19th century, the industrial revolution led to mass production and started the present world trade.

Today, advertising persuades people from all over the world to use the same products. People of different nationalities wear the same clothes, drive the same cars and have the same food.

Today, the international trade has resulted in a world with more homogeneous tastes.

• Activitys:

Activity 1:

Make notes about World Trade.

أكتب معلومات عن "World Trade"

Time (when)		Subject (who)	Action (verb)	Object (what)	Place (where)
The Ancient World-BC	2500BC	.....	carried	..... and.....	from... ...to
The Ancient World-AD	..... .	.....	.....	.....	from to and....
The Middle Ages (12 th and 13 th centuries)	..... .	.....	..... and reexported	and	from... and...
The Age of Discoveries	..... .	..... and	brought back	..... and.....	from and...
The Modern World	19 th century	manufacturers	imported and exported	all kinds of goods	all over the world
Today	21 st century	advertisers	persuaded people to buy	the same products	all over the world

Activity 2:

Translate into Arabic.

ترجم باللغة العربية الجملة الآتية

In the beginning, people produced most of what they needed for themselves.

.....
.....

- **Keep in mind:**

A/ Use the **past simple** for finished **actions**.

Affirmative

- I **stayed** with cousins.
- I **went** to Cambridge.

Negative

- We **did not stay** in hotels.
- We **did not go** to Market Hill.

Interrogative

- Where **did** you **stay**?
- What **did** you **do**?

- To form the past simple of **regular** verbs, add – **ed**.
- To form the past simple of **irregular verbs** see the second column of list.
- To form the negative, use **subject + did not = (didn't) + stem ...**
- To form the question, use **did + subject + stem ?**

B/

Use the sequence adverbs:

First, then, next, after that, finally :

to show the chronological order of events in a narrative,
or the steps of a recipe or a process.

First comes at the beginning of the process.

Finally comes at the end.

Then, next and **after that** are interchangeable;
that means that they can be mixed in different orders.