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# TEACHER'S GUIDE

MIDDLE SCHOOL  
YEAR TWO

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ସିନ୍ଧୁ ସାହିତ୍ୟ

# TEACHER'S GUIDE

مادة اللغة العربية  
الصف الثاني

ସିନ୍ଧୁ ସାହିତ୍ୟ

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## INTRODUCTION

### **Dear colleagues,**

It is with a great pleasure and honor that we come to put in your hands another gem – a new facet of the *Teacher's Guide* for Year 2 of the middle school English coursebook. The aim of this *Teacher's Guide* is to help you consolidate the knowledge your learners have acquired in Book One. The book offers you a wide range of selective choices to take by your learners' hands towards a realistic life, a life of real problem solving situations related mainly to the learners' environments and their own interests.

Hence, your great focus will be to promote and help the learners to play a more active role in their own self development and make them responsible for their own progressive learning. At their own age, learners need a guiding hand to change and challenge and overcome day to day difficult encounters. Indeed, they need your personal touch in affording them with opportunities to find the answers to questions arising from their own daily life and to become autonomous learners under your diligent care.

It is worth mentioning then that it is through this guiding book that your intellectual potential will explode and illuminate the paths for the growing and groping learners. In this way you can explore the possibilities of their talents and unleash their latent powers through interacting competencies. The tasks of the course book are therefore always centered on the learners and the focus is on the development of their capacities in order for them to acquire, in the most effective way, competencies in English corresponding to their curricular and extracurricular needs.

It is to this purport that the teacher's guide aspires to; it mostly reiterates what learners know and what they can do with the little they know through their three target competencies. The main objective then is to generate talents and competent learners who can use the language in its mundane and not merely describe it as part of their superficial practice.

This mapped out guideline will henceforth introduce you to new types of discourse, the narrative and the prescriptive. Thus, new tendencies in story relation and in the language of prescription will see their birth. The *Teacher's Guide* is also an attempt to help you to expand your range of teaching methods and techniques to adapt your learners to different situations, give them a chance for interaction, for oral and written practice, accommodate them to face realities depending on themselves and cultivate

in them the sense of critical reading, critical thinking with a lively spirit of Socratic questioning. Consequently, the English they learn will for sure improve as they progressively grow mature.

Teachers should be aware of the priority of the curriculum over the coursebook when implementing the guiding principles. Hence, this priority will be learners-focused according to classroom situations. The tasks and activities included in the coursebook are carefully selected to cater for the learner's styles and multiple intelligences. Teachers should upkeep to the threshold level of their learners and feel free to intelligently inspire from the tasks offered.

In adopting wise teaching methods and techniques, you will facilitate students' learning and have them confront significant and meaningful situations where their personal endowments will heavily depend on their cognitive, psychomotor and affective resources while also taking into account the influence of the social and cultural interactions with the world around them.

In applying the competency-based approach in your classroom, and in bringing the external world into their own social setting, the learners will certainly extrapolate their intellectual lot into the outside world with a more secure energetic force that can do even without your own assistance. This is the learner you should be proud of – a learner who is well prepared to the changes and challenges that are occurring at the national and international levels. **(See the law of orientation 04.08 January 23rd 2008).**

We hope that you find the *Teacher's Guide* useful and helpful. We also hope that your learners will enjoy their new English Book Two.

*The Authors*



## **PRESENTATION OF THE COURSEBOOK OBJECTIVES**

### **I LISTEN AND DO.**

In these new coursebooks, special efforts have been made to adapt authentic listening materials and make them readily available to both teachers and learners in the classroom despite the technical constraints related to audio recordings (to be included in the accompanying CD/DVD), which ideally need to be performed by native speakers or professionals specialised in such pedagogical performances.

The listening tasks proposed to learners in these books involve both receptive and productive skills, which makes listening a purposeful act having its “raison d’être” in carrying out tasks that require learners to integrate all communicative skills other than just listening and speaking. Although the main focus is on communicative interaction in class through role playing as an extension to the original, primary oral input materials, writing skills are also taken into consideration such as information transfer to different text formats and, most importantly (whenever this has been feasible), note-taking – which is a true skill by itself that integrates the three other remaining skills, and also requires higher cognitive levels. Some listening tasks particularly encourage the learners to take notes while listening as this is a study skill they will need throughout their school life. Teachers, too, are encouraged to design further note-taking activities to be monitored in class whether as an extension to listening or reading.

### **TEACHING and LEARNING PRONUNCIATION**

#### **MY PRONUNCIATION TOOLS/ I PRONOUNCE.**

The official syllabus insists on teaching vowel and consonant discrimination in the first, second and third middle school years. To achieve this, teachers may resort to various teaching methods and techniques. Learners do not need to know the complex terminology related to either auditory or articulatory phonetics. However, teachers may use *simplified* articulatory diagrams as teaching aids when introducing English sounds whose counterparts or equivalents do not exist in the learner’s first language (Arabic) or mother tongue (Tamazight).

Pedagogical common sense requires us, teachers of English as a foreign language, to adopt a teaching method whose outcomes may be *immediately* measured and evaluated in class so as to quickly remedy any problem and deal with any difficulty that learners may encounter during the learning process. The following teaching and learning “stages” are supposed to find universal support and adoption among EFL teachers:

1. Repetition/Memorisation
2. Identification/Recognition
3. Autonomous Production

The starting point for the first stage is the repetition of key lexical items, whether content-related or structural ones, that have purposefully been singled out from previous learning inputs, usually the listening ones. The aim of this stage is twofold: to make the learners articulate the sound as correctly as possible and, at the same time, memorize and internalize its correct pronunciation, which they will need in further stages as the sequence evolves and develops. Listening tasks and inputs may be considered as precursors to the pronunciation “lesson or session” per se. Listening inputs should be designed so as to *implicitly* introduce the targeted sounds that are to be *explicitly* taught at a later stage in the progression of the sequence, using “My pronunciation Tools” and “I pronounce” sections of the course book. Even the listening tasks should be exploited in such a way that learners actually have the opportunity to, again, implicitly use, practise and produce the targeted sounds in communicative situations, particularly when acting out dialogues or interviewing class partners.

In “*My Pronunciation Tools*” and “*I pronounce*” sections of the course book, the first activities are devoted to repetition and memorisation of the targeted sounds. Then, learners are invited to identify and recognise the sounds they are learning through the use of minimal pairs whenever this is possible, of course. Minimal pairs are a good teaching device to help learners discriminate similar sounds that might prove to be difficult for them to understand or (re)produce. Tongue twisters are another teaching device, but the problem with these is that they do not often make sense or provide meaningful context and content. Nursery rhymes and extracts from songs or poems in which the targeted sounds are redundant are more “meaningful” and infinitely preferable. Both the repetition and identification stages have single lexical items as starting points, and expand progressively to include longer inputs, first in the form of statements, and then in the form of short texts – dialogues or reading texts. Both forms of extended inputs are contextualized and thematically related to the sequence as a whole. The

reading texts included in the “*I pronounce*” section are meant to be read aloud by learners in class while the teacher monitors their pronunciation. Although the focus in these texts is on sound, this does not mean that comprehension is to be neglected. New or difficult vocabulary should be explained so as to facilitate comprehension. Indeed, vocabulary should be dealt with regardless of the length or form of the phonological input: single words, longer statements, short dialogue exchanges, longer dialogues, interview questions and answers or reading texts.

The autonomous output stage is particularly encouraged in the “*I pronounce*” section through acting out dialogues or asking/answering interview-type questions – whenever this is feasible. Through these communicative and topically contextualised learning situations, learners are expected to naturally produce the targeted sounds and carefully listen to each other for any error. At this stage, teachers have to be most vigilant in class and monitor these peer performances with great care and attention. We, as EFL teachers, should encourage our learners to correct each other, and explain to them how errors can help them improve their pronunciation. Autonomous output is to be extended to the subsequent sections in the sequence. Whenever learners “read aloud” a text or take part in an oral exchange in class at any moment (during “*I read & do*”, “*I learn to integrate*” or “*I think & write*”), they will necessarily reproduce/produce some of the targeted sounds (whether belonging to the current sequence or even the previous ones) and should, therefore, be properly monitored by their teacher.

To sum up these introductory notes to the *Teacher’s Guide* regarding the phonetic component in Middle School books for years two and three, it is worth reminding everyone that both the teaching and learning acts NEITHER start with “*My Pronunciation Tools*” NOR end with the “*I pronounce*” section. The teaching/learning of pronunciation “begins” with the first class input, right at the beginning of each sequence, and evolves, expands and extends to the “last” class task in each sequence. In fact, it is more like an ongoing process that repeats itself throughout the book – within each sequence, and from one sequence to another – aiming to hopefully achieve two objectives: take in charge targeted new sounds and recycle previous ones; this last objective should be remembered by all of us. “*My Pronunciation Tools*” and the “*I pronounce*” sections are just “pedagogical stopovers” on the long, ongoing “route” of the teaching/learning process whereby the targeted new sounds are made explicitly clear to the learner. We should also keep in mind this obvious

fact: a course book is just a teaching aid and, as such, can never replace dedicated teachers, capable of designing extra teaching materials to back and expand those proposed in the coursebook.

### MY GRAMMAR TOOLS

In both Year Two and Year Three coursebooks, “*My Grammar Tools*” are meant to be exploited as learning aids whose main pedagogical function is to succinctly sum up the main tenses, structures and structural lexis dealt with in each sequence in the form of “rules” or, sometimes, broad generalisations.

Another function of these tools is to draw the learners’ attention to special difficulties and exceptional uses related to these language forms. Although the pedagogical approach adopted in both books insists on the implicit teaching of grammar, both common sense and long teaching practice have nonetheless proved that the learners do need, at some point in the learning process, to become fully aware of “what” they are actually learning. Teachers, however, are encouraged to help their students deduce rules and make generalisations through analysis and comparison of relevant examples. They are equally encouraged to recycle the language forms studied in preceding sequences or in the previous year. The course book writers have tried – whenever this has been possible – to take in charge the review/revision of some previously taught language in spite of tight constraints on space, i.e. number of pages available for that purpose.

### I PRACTISE.

This section is meant for the practice of the language presented in the previous teaching points. It aims at consolidating and reusing the acquired knowledge in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities. What matters most in these activities is the use of the language for the sake of real life communication.

Teachers should bear in mind that most learners especially the tactile and the kinesthetic need to keep hands on their subject matter.

Learners by curiosity dislike theory and enjoy practice. Thanks to their immersion in practical activities, they learn better. Learners feel the things and understand them each time an application immediately follows from the theory. Hence, the idea of “*I practice*” evokes a certain pride from the part of learners who have been and are engaged in what they see, what they feel

and what they touch –#This is the best learning, the learning that comes from Practice as an application to theory – for theoretical matters evaporate and fly whereas anything done, made and implemented by hand will remain and forever lasts.

### I READ AND DO.

Due to the limitations imposed on the number of pages in both coursebooks, the writers have been compelled most of the time to reluctantly reduce not only the number and the variety of reading materials, but also the number of visual aids (such as photos, maps, diagrams, etc.), which should normally accompany reading materials – particularly those whose comprehension might prove a little difficult for learners. It would have been more beneficial to the learners to be exposed in each sequence to as many types of documents and discourse types as pedagogically necessary. A special effort, however, has been made to make up for this shortcoming by using the “I read for pleasure” page to offer extra reading documents to the learners. Whenever teaching schedule allows teachers to introduce extra reading materials in class, this would be most welcome.

For us, teachers of English as a foreign language, one pedagogical principle to always keep in mind when preparing our “read” lessons is that the “I read and do” section in the coursebooks has been conceived, designed and planned according to an integrative teaching/learning approach whereby many of the learning and study skills are combined in the reading tasks, and work together towards achieving the same goal, i.e. comprehension with its multi-faceted aspects – from the explicit lexical meaning of single items and the specific referential information contained in phrases or statements to the implicit, more complex meaning of either single items or longer texts, which can only be inferred using relevant clues from the reading materials. Teaching learners how to infer complex meaning should be carefully conducted in class using relevant tasks or stimulating questions, which ought to be designed and planned in such a way that they bring the learners to *progressively* probe the reading material in order to find out the hidden, implicit or implied meaning/information they are looking for. Referential study questions need to be extended to inferential ones – first through a very simplified “version”, so to speak, in Year Two and then through a more elaborate one in Year Three, bearing in mind the cognitive or intellectual requirements needed by the learners at this stage. Indeed, we want them to “think and read” as much as “to think and write”. Inferring complex word or

text meanings requires competences working at a much higher cognitive level than mere comprehension; it goes further beyond to reach the “analysis” level – and this is exactly what we want our learners to be able to do, i.e. “analyse”, i.e. “think”.

### I LEARN TO INTEGRATE.

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate what they have learnt so far. Learners need to mobilize their resources and re-invest them in a problem solving situation through group work and through a collaborative format.

The learners are involved in selecting and classifying **the resources** they need, the **skills** they will use and **the values / attitudes** to be instilled.

This phase will enable the teacher to identify the learners’ strengths and weaknesses in order to organize tutorial sessions for moderation, remediation then standardization (leveling up).

This phase is conducted with the help of the teacher who monitors the task and gives help by providing examples.

Learning to integrate is a good threshold demarcation line between those who have learnt something and can easily integrate it and those who have no notion about the topic and strive to get out of the matter as soon as they could. In this case, what to integrate and how? Teachers should make sure that their learners can integrate the elements they have gathered throughout their collection of lessons.

### I THINK AND WRITE.

We are living in a globalised world. Most learners have some contact with the English language through the Internet. With the help of teachers and parents, learners should learn how to write and communicate with friends about topics related to their environment and interest. However, we should train them to think first and then write. Teachers have to design individual tasks based on what their individual learners need to write about. They should pay attention to what they write; they need to write in simple English. In short, students need to make a distinction between writing to learn (other things, like structures, spelling and vocabulary) and learning to write.

The acquisition of language skills such as reading and writing targets the development of writing competency. Acquiring writing is the most difficult part of the language learning process. It is essential to first acquire the conventions of written English (such as capitals, punctuation, indentation, etc). Next, the learner must become familiar with all the stages which prepare him for the production of a text. Teachers need to find ways to integrate writing with other skills and activities, giving it more relevance and importance – and also making it more interesting. In process writing, these stages are: brainstorming, outlining, drafting, re-drafting, editing, and publishing. The learner should also be able to assess his work, and then with the help of his teacher he will improve his written production. Teachers have to elicit and generate ideas about writing with their learners, how they write well, why to write and for whom.

Teachers need to give learners tasks that are intellectually satisfying, tasks that inspire learners with the envy to write. As course books don't necessarily always help learners develop writing as they want it to be, learners seek materials that provide relevant, real and communicative practice. Here comes the role of inquisitive learning through practical writing based on simplistic form, clear cut messages and straightforward conveyance of expression. Teachers have to work hard on developing ways of responding to the content of what their learners write about – the message – and not just the way things should be written. Learners need a permanent audience represented in the teacher. If the teacher comes to do this efficiently, the learners' confidence in writing will grow.

**So, with the help of teachers, learners will be able to:**

- produce written messages of average length about friends, family, interests, shopping, health and travels
- write coherent paragraphs which hold together from the point of view of form and meaning, respect correct syntax (subject, verb, object) and use tenses effectively.
- use punctuation, capitalization and cohesive devices.
- write an outline (plan) and organise ideas clearly and logically.

In this respect, writing, like all other aspects of language, becomes communicative where learners start to think about what they write in real life writing (e-mails, lists, notes, covering letters, reports, assignments, paragraphs, notes, blogs, forums and websites) will be a good issue to tackle. All of these writing tasks have a communicative purpose and a target audience.

### **NOW, I CAN.**

Pre-assessment – both formal and informal – is necessary to determine the present needs of individual learners after a sequence study. A section is entirely devoted to learners to freely express their own involvement as self-assessment assessors through a suggested appropriate rubric. Learners are supposed to check what they can do through the different parts of the sequence. They might need a bit of extra help and support from the teacher who will identify what the learners already possess and what they need to work more on. The teacher can then determine what level of instruction is needed by which learners and at what level.

Through the ‘*Now, I Can Rubric*’ and in the light of what learners said about their abilities, teachers should set clear learning targets and objectives and share learning intentions of their lessons with learners. Hence, by allowing learners to know the purpose of a lesson or a task right from beginning and with the necessary back up to their zone of proximal development, they will be able to make better decisions about the ways and means to achieve what they are expected to learn through what they can do with the chunks of language.

Learners need to be provided with an appropriate level of curriculum and reasonable expectations to suit their abilities during the various parts of lessons so as to motivate them to engage in the process of learning. While attending to the common needs and individual differences of their learners through what they have openly confessed about their abilities, teachers should also be aware of adjusting their learners’ expectations according to their outcomes. Hence, they encourage those who do better and scaffold the slower ones by remedying the weaknesses in order to enhance their knowledge-building capacity. In fact, the idea of revealing what learners can or cannot do is a good asset for teachers to assess and evaluate their own teaching and adjust what is inappropriate and ineffective. In this respect, the “*Now, I Can Rubric*” is an effective formative assessment tool for both teachers and learners.



## I PLAY AND ENJOY.

The idea of inserting a section for “*I play and enjoy*” is to give another space for your learners to change the atmosphere of boredom, of hard doing activities into a bit of fun and enjoyment, for recreation, for mutual exchange of humorous events. Enjoying is part of learning and the more joyous learners turn to be, the more creative and productive they will be. “*The Play and Enjoy*” part is the fillip through which learners discharge some of their burdens to turn as light and full of vigor to enter the next sequence with too much delight.

Play is fundamental to your learners’ development. It encourages creativity and helps children to learn social skills. Creative games enable learners to solve problems and think critically. Play is an ideal relaxed and fun approach to learning. It is worth mentioning that while playing, learners are unconsciously reinvesting the knowledge acquired in the sequence.

Some activities and tasks of the coursebook need to be done outdoor. A visit to different parks in Algeria can invigorate the learners’ spirits and give a freelance to their creative minds in creating environmental protection associations, in discovering how waste is reduced, reused and recycled by meeting experts in sustainable development whose guidance in the field will prove very beneficial. Learners need green spaces for recreation, for planting and pruning. The culture of tree cultivation starts to grow with children’s growth; hence let learners profit from play and fun to divert it into more elaborative serious work.

The material under this section is a source of pleasure for your learners. It brings them joy and happiness and develops their imagination. Thanks to this teaching point, learners will never feel overwhelmed by English lessons. Learning occurs in a relaxing and motivating atmosphere through reading, songs or games. We recommend teachers to give this section its due merits.

## MY PROJECT.

The main objective of the project is to help the learners to work together and socialize. It helps the teacher discover many aspects and hidden competencies, research and social skills. The teacher will find out that some learners are good at drawing. Some have good computer skills. Some are good at collecting and organising data. In short, the teacher will not be surprised to discover the multiple intelligences Gardner has talked about in one class. While working with groups, the teacher will identify future

leaders, collaborative learners, attentive learners and slow learners who can work better when they are involved in a task within a group.

Each group member is supposed to do a task.

- Time keeper
- Organizer
- Dictionary searcher
- Data collector
- Speaker
- Group leader
- Facilitator

The process is more important than the end product in the project.

The project requires time and efforts and it is the work of the whole group. The teacher has to announce the project beforehand and every member of the group should know about it and has an idea on what this consists of. During the whole project, teachers have to constantly monitor their students' work. Students, all along their research, must be accompanied by their teachers for the whole project can extend to more than two sequences of time span.

The project has a beginning, a middle and an end; it should be coherent, expressive and meaningful; it should bring something new and not mere copying from the internet. The topic should be researchable with a clear cut objective right from the beginning. As the project is a collaborative work, every individual learner can be valued individually to avoid dependency on one another.

### **I READ FOR PLEASURE.**

Certainly, there is no better thing than reading for it is the best companion for the lonely, the isolated, and the traveler sitting on the bus, the learners waiting for an appointment. Reading is the remedy to lonely souls, an occupation to children in their leisure time. The place of books is very important for beginner readers whose imagination is fresh.

Children like reading stories they are interested in namely fables where animals rove and fritter in their imaginative world; a world full of fantasy and pictures where the emotive sense grows. Reading stimulates creativity as it gives a lance to its adaptor- a fresh spring of inspirational source full of imagery, sound and natural settings. Children like to create, to visualise the concrete and render it as subtle as a modest act of recreation.

Through fictional books, children will be able to picture mythical worlds and become more imaginative. It is through reading that children feel free to choose the worlds they visit through imagination, the characters they meet, the points of view they encounter while reading the peoples' ideas from different veins and the visional world they create.

Reading is the best way to breathe in the fresh air and open doors to recreation and relaxation. Just take a book and read it for more than ten minutes, your view of life will see another dimension in psychological freshness; all the stress you once felt will be treated in a few seconds.

Reading is a healing remedy to the soul, an ever growing sensation-reading fills up the reader's head with new bits of information, gives him an invigorating energy to do better at any future reading attempt for the more he reads, the more words he gains exposure to, the more he accustoms his eyes to the different scripts and lettering. This will inevitably make his way into his everyday vocabulary and adds to the reading habits repertoire. Hence, with time, reading fluency will grow and the more he becomes acquainted with reading, the more he gets rid of his stammering habits.

When the learner reads a book, he has to remember a various range of characters, their backgrounds, ambitions, history, and characteristics- an additional lot that thrive his mind. And with every bit of constructive learning, his brain will get strengths and assistance to his short term memory recalls. In addition, reading can increase the capacity for the reader's concentration. When a reader reads a book, all of his attention is focused on the story, its events, its actions and he just feels the rest of the world is just falling away and; hence, he can immerse himself into every fine detail he is absorbing and with every bit of pause, he travels with the hero in his exploration to the imaginative world.

With the increasing appetite to read, the learner's ability to write will increase. As he is more exposed to the different writing styles, he will acquire fluidity in writing that starts as observation to fine writings translated to his own refinements through imitation. Reading for pleasure will cultivate in him the tranquility of mind. So, when he reads an appealing

story that meets his own satisfaction, this will bring to him a kind of peace, a spiritual rest and a therapy to his own roving mind.

The array of reading is vast and numerous. Children's literature is beyond the imaginable. There is practically a reading genre for every literate person on the planet, and whether your learner's tastes lie in classical literature, poetry, anecdotes, fables, fashion magazines, biographies, young adult books, self-help guides, or romance novels, there's something out there to capture his curiosity and imagination. Just give it a bit of attention and try to immerse your learner in one of the stated genres that cater for every interesting topic he wants.

A good counsel for reading remains the learner's own curiosity as a reader. Reading should be cultivated as a habit where young learners have to be trained to become good readers. Indeed, the training habit should start right from an early start with assigning learners some reading tasks to accustom them to reading. Professional readers use reading cards once they go to school or to public libraries. It is important then to train learners as amateur readers to keep their notes organised and well-structured on their **reading cards** so that they can easily find or refer to them later. In addition, they may also use a notebook or set up folders on their computers - keep their notes in good order.

- Readers need to highlight important points in their notes. They may find it useful to use different colours for related areas.
- They need to keep a record of their information sources; it is essential to reference their work.
- When referring to a book, they should record the author's name, the date of publication, the title of the book, the relevant page number, the name of the publisher and the place of publication.
- When referring to a magazine or newspaper, they need to record the name of the author of the article, the date of publication, the name of the article, the name of the publication, the publication number and page number.
- When referring to the internet sources, they record (at least) the full URL or web address and the date you accessed the information.

Hence, the use of reading cards in reading will prove that learners have read many books and that they have got the proven records for any future reference. Show them that type of behaviour should not be considered as a

chore they feel compelled to but as an indication of professionalism in reading as a habit, as a culture and as act of good conduct.

A good experience we can issue in this respect for our young dearest readers is to step away from their computer for a little while, rid themselves of the intricacies the computer that may affect them with, crack open a book or just few pages daily, and replenish their souls for a little while, and they will discover how sweet it is not to abandon the written script. Indeed, the written letters once they imbued will create in their souls a compelling force to read more and more.

Hence, cultivate in your learners the strong habit of reading by accustoming their eyes to read everything and profit from their leisure time to read, to get a purposeful reading, an intentional constructive reading, a reading that takes a few time but reaps a lot of assets.

In a nutshell, Reading is not just something that children should do in school but need to take it as an everyday part of their lives, something everybody should choose to do at all ages. Hence, get your learners opt for this genuine reading habit and cultivate it to other children to save it for long.

### **MY TRILINGUAL GLOSSARY**

The objectives of the trilingual Glossary are of three folds:

1. To enrich the learners' vocabulary with a range of new lexis that cover the difficult and new words encountered through the four sequences.
2. To give an opportunity to learners to use the offered vocabulary contents in a wide realistic context.
3. To help learners use three languages in their different varying contextual use and not lexis as separated entity.

Teachers are recommended to profit from the glossary as a source of reference for them and for their learners to refer to in case of need. Learners are expected to enlarge their vocabulary repertoire for a future mastery of four languages combined.

## THE PEDAGOGICAL FUNCTION OF CROSS-REFERENCES

So far, cross-references have been used solely in reading texts as teaching aids to facilitate intra-text comprehension. Their objective, therefore, is limited to the achievement of a better reading comprehension. In these new course books, however, the writers have tried to extend the pedagogical function of cross-references to other sections – not only the “*I read and do*” section – to involve and integrate all the language (knowledge), skills (search, study and communicative skills) and sometimes even attitudes at work within each sequence. Thus, the valuable pedagogical use of cross-references has been redirected from its “traditional” pedagogical implementation within a restricted intra-text learning situation to a much broader inter-section and intra-sequence learning/studying context.

Cross-references are indispensable study tools that will hopefully enable the learners to achieve three main objectives targeted in these new course books:

1. a better comprehension of the reading materials, when cross-references are at work within the same input/text (at intra-text level) through the use of content-related and grammatical substitutes, such as personal pronouns, possessive adjectives and pronouns, relative pronouns, etc.

2. a better use of knowledge/information/content, when cross-references are at work within the sequence itself (at intra-sequence and inter-section levels), interconnecting the various sections to redirect learners from one section to another and help them reconnect their varied content (from “*My Pronunciation Tools*” to “*I listen and do*” or “*I pronounce*” or reading aloud a text in the “*I read and do*” section for example, or from “*My Grammar Tools*” to “*I learn to integrate*”, “*I read and do*” or “*I think and write*” sections).

3. The ultimate objective targeted in both course books is to achieve a global, comprehensive integration of all the language content, all the communicative and study skills, and attitudes in the “*I learn to integrate*” task, when cross-references are at work at intra-sequence and inter-section levels, compelling the learners to recycle and reinvest previous content learnt in preceding sections, and also to re-implement all the learning and study skills required to integrate all that has been acquired so far in the book sequence.

In both course books, the writers have made special efforts to extend the use of this cross-referential tool – from its “traditional” function restricted to intra-text reading comprehension – to a much broader and more comprehensive one that compels the learners, so to speak, to cross-refer across the different sections, from any one section, in search of the appropriate content they need to reinvest in another.

We, the course book writers, consider these intra-sequence, inter-section cross-references as highly integrative tools whose pedagogical function should make the learners aware of the inter-connected network of content (language and information) available in each sequence, and train them to use appropriate study and search skills to locate this content (wherever it is in the sequence) for the purpose of reinvesting it in any subsequent learning task.

Due to space constraints, we could not make an extensive use of these cross-referential tools in the books. Teachers, however, are encouraged to implement them on a regular basis in their classes. They are also encouraged to make cross-references at inter-sequence level in order to reinvest content already learnt in preceding sequences. More importantly, teachers should help the learners to make cross-references on their own by asking them relevant, helpful questions, such as:

- Which of the listening tasks can help you write part(s) of your email, letter, blog page text, report, etc.?
- Which reading question(s) can help you do your writing task?
- Which part of “*My Pronunciation Tools*” can help you and your partner act out the dialogue, or read aloud the text using correct pronunciation?
- Which part of “*My Grammar Tools*” can help you do your reading or writing task?
- Which reading text can you use as a model to do your writing task?

We, as teachers, should gradually teach our learners how to cross-refer to the required information on their own when they are undertaking any learning task at any level in the sequence and, hopefully, in the whole book, too.

## **THE REPRESENTATION OF THE CORE VALUES IN THE COURSEBOOK.**

(THE CORE VALUES CONTAINED IN THE COURSEBOOK ARE DERIVED FROM

**THE LAW OF ORIENTATION, 04-08 JANUARY 23,2008)**

<b>Sequence 1</b>	<b>Sequence 2</b>	<b>Sequence 3</b>	<b>Sequence 4</b>
<ul style="list-style-type: none"> <li>- Having a tolerant attitude towards others by understanding and accepting the existence of natural physical differences between people.</li> <li>- Learning to be respectful towards people with physical impairments.</li> <li>- Valuing family through the understanding of family ties and relationships.</li> <li>- Valuing healthy physical free time activities, like sport activities.</li> <li>- Understanding that Algerian teen culture is also part of a global universal culture with its influential trends in clothing, hairstyles, sports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Exchanging cultural knowledge about shopping and clothing habits to learn more about countries and people in this respect.</li> <li>- Valuing healthy food (mainly fruit and vegetables).</li> <li>- Valuing money when shopping: learning how to spend it reasonably on necessary and useful things.</li> <li>- Raising teenagers' awareness so that they become selective in regard to what they should buy when shopping.</li> <li>- Raising awareness of the effects of globalization on Algerian teen shopping habits (mainly food and clothes).</li> </ul>	<ul style="list-style-type: none"> <li>- Raising teenagers' awareness in regard to healthy food.</li> <li>- Raising teenagers' awareness in regard to physical exercise.</li> <li>- Raising teenagers' awareness in regard to health problems caused by overweight and obesity.</li> <li>- Sharing valuable medical advice and recommendations between teenagers in regard to health.</li> <li>- Valuing physical exercise and sport.</li> </ul>	<ul style="list-style-type: none"> <li>- Valuing environmental and ecological resources and their preservation.</li> <li>- Valuing Algerian cultural and natural heritage and its preservation.</li> <li>- Understanding that Algerian culture and history are also parts of this universal cultural heritage.</li> <li>- Valuing the past: traditional and even prehistoric culture.</li> <li>- Valuing and sharing national cultural diversity with its regional cultural differences.</li> <li>- Valuing travelling as a source for knowledge and learning, and not only as leisure.</li> </ul>



## THE TUTORIAL SESSIONS

The objective of the tutorial sessions is of three folds:

A- Moderation and remediation.

B- Learning how to integrate.

C- Work for excellence.

In a heterogeneous class with mixed-ability groups, the teacher should appreciate each learner/ child as an individual taking into account his learning styles, his mental capacities, multiple intelligences and the way he adapts himself with the types of learning. The teacher should use the appropriate strategies when working with different groups to the extent that he knows when to apply x strategy with x group and for what purpose.

The tutorial sessions are primarily meant to work with the learners on specific areas. The teacher needs to identify the strengths and the weaknesses of his learners in the course of time. Once he has collected data about his learners, he should be able to address their needs accordingly. He has to identify the main problems during his lessons. His portfolio and the learner's portfolio will give him sufficient data and evidence on how the learning process occurred in class. Thus, he should focus on moderation periods and set appropriate remedial tasks after exploiting his learners' resulting weaknesses and identifying the non-acquired criteria.

The tutorial sessions offer an opportunity for teachers to work towards excellence among their students. The teacher targets good learners and asks them to work on problem solving situations of a higher difficulty rate so as to train them for real life problem solving situations.

The sessions are also devoted to train learners on different ways of integrating the previous learning in terms of knowledge, skills and attitudes and build upon the new experiences in a scaffolded way; hence constructing their own down to top learning process.

This evidence will allow the teacher to rethink and reshape his teaching to meet the learners' needs.

The teacher is aware of the differences of levels in his class and thus, he should be ready to organise his tutorial session as follows:

- 1- Identify the frequently repeated errors in class.
- 2- Categorize and make a thorough analysis of the common repeated errors in class.
- 3- Exploit both the learners weak and strong results of the test.
- 4- Find out reasons for the sake of implemented moderation.
- 5- Set remedial work according to non acquired criteria.
- 6- Work with the learners on areas that need reinforcement.
- 7- Focus on learning how to integrate.
- 8- Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.
- 9- Give the opportunity to the learners to work in groups.
- 10- Identify the best learners can help in group work.

## A SAMPLE DIAGNOSTIC TEST

1. I write today's date in full (writing the day and the month in letters, not numbers).

2. I write the following numbers in full: 4, 14, 40, 40th, 44, 5, 5th, 8th, 9th, 12th, 100.

3. I write three sentences about how to greet people I meet for the first time.

4. I write three sentences to introduce myself to my new 2nd year classmates (my name, my age, the place where I live).

5. I write an email to introduce myself to my new friend, Peter (my name, my age, my nationality, my class and school, my hometown or my village, my native language, my pet).

6. I write four sentences to talk about my family, using the following information about each person: name, age, occupation.

7. I look at Peter's school timetable and I write five sentences as in the example (using analogical time).

Maths: 9:30 – 10:15      Break: 10:20 – 10:35      English: 10:40 – 11: 40

Lunch: 12:45 – 13:30      Science: 13:55–15:05      Music: 15:10-15:45

**Example:** Peter has maths from half past nine to quarter past ten.

8. I write another email to Peter to tell him about my daily and weekend activities.

9. I write Peter another email to describe my school and my class.

10. I write seven questions to ask Peter about: his age, his nationality, his class and school, his parents' jobs, his pet(s), his weekend activities, his likes).

11. I write Peter another email to describe my country, and invite him for a visit in summer.

12. I write three sentences about my rights at school, and three other sentences about my duties at school.

13. I write Peter another email to ask him about his country: capital city, national currency, national dish, national holidays, famous places and monuments.

## LAYOUT OF SEQUENCE 4: SUGGESTED LESSON PLANS

**Level:** Ms 2

**Sequence:** 04

**Lesson:** 01 PPU

**Lesson Focus:** Language learning

**Learning Objective:** By the end of the lesson, my learners will be able to write a short report about someone's planned future activities using the three forms of the simple future tense ( will) and (be going to).

**Target Competencies:** interact – **interpret** – produce (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written - **Both**

**Target Structures:** The simple future tense and “Be going to” (three forms).

**Materials:** Sheets of paper / pictures of famous sites and places / handouts.

**Note:** The teacher has to choose whether to present each structure alone or combined with other structure.

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when eliciting the new target structure.
- He can understand and interpret verbal and non-verbal messages.

**2. Methodological competency:**

- He can work in pairs or within the whole class.
- He can mobilize his resources.
- He can assess himself.
- He can assess his peers.
- He can take notes.

**3. Communicative competency:**


He can interview partners to gather information.  
He can process digital data in English.

**4. Personal and social competencies:**

- He is aware of his role and others' roles in the process of learning.
- He socialises through oral or written exchanges.

**Core-values:**

- Valuing the wonderful Algerian landmarks.
- Being proud of the national heritage.
- Valuing good attitudes towards grandparents and neighbours.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	T. distributes some pictures representing famous places and amenities in Algeria and the world to the first half of the class. The second half has names of the towns. T. asks each pupil to find his second half. T. Corrects the activity on the board with the help of the pupils.	T/PPs PPs/PPs	To pave the way for the presentation of the topic about travelling	Pictures of famous places Sheets of paper with the names of towns and places.	-Visual -Tactile Kinesthet ic
15'	Presentation	T. creates a situation (a boy thinking about next holidays). T. asks the pupils to look at the picture and answer the questions. - Who is on the picture? -What is the date? -What is he doing? -Which holidays is he thinking about?  T. suggests a bubble with missing words and asks the pupils to complete them.   thinking – next – will visit <u>Eliciting the target language:</u> <u>Next</u> holidays, Mounir ..... <u>(will visit )</u> wonderful sites in Algeria. After highlighting the time marker and the target structure, the teacher highlights the rule with the help of the pupils. -Mounir <b>will visit</b> wonderful sights. - He <b>will visit</b> wonderful sites. -He' <b>ll visit</b> wonderful sites . Subject + <b>will</b> + (stem/base) <u>Pronunciation and drilling:</u> Highlighting the pronunciation of "will" and its contracted or short form: /wil/ /I/ - He ..... to the sea-side. - His family ..... with him. - I ..... to the sea side, too.	T/PPs  PPs/ T  PPs/T  PPs/T	To enhance the learners to interpret the pictures using the previous structures and language .  To give the opportunity to the learners to guess and elicit the new structure.  To help the learners memorize the target structure and use it correctly.  To check and give correct pronunciation of the new structure.	A picture of Mounir thinking about future summer holidays.  A bubble on the board. ( or on a sheet of paper)  The Board (or slides of the PowerPoint)	-Visual -Auditory  -Visual  -Visual -Auditory  -Visual -Auditory

15'	<p><b>Pres. 2</b></p> <p><b>Pres.3</b></p> <p><b>Practice</b></p>	<p>T: Who will go with Mounir next holidays?  PP: He'll go with his family members.  T: can you complete this sentence?</p> <p><u>Eliciting the target language:</u>  (Negative form)  Mounir ..... go with his  <b>will not = won't</b>  Classmates , next holidays.</p> <p>Subject + <b>will not</b> + (stem/base)  Subject + <b>won't</b> + ( stem/base)</p> <p>Highlighting the pronunciation of  "won't"  He <b>won't</b> travel abroad.  / wɒŋt/  - I ..... travel alone.  - He ..... go by plane.</p> <p>..... Mounir ..... Algiers,next summer?  <b>Will visit</b>  2  • Yes, he will visit Algiers.  • Yes, he will.  • Yes, he'll.</p> <p><b>Highlighting the rule (interrogative)</b>  <b>Will</b> +Subject + (stem/base)...+?</p> <p>T: Can you ask and answer other questions about Mounir?  - Will he go by taxi?  - .....</p> <p><b>M.C.Qs:</b> ( Meaning Checking Questions)  - Is Mounir on holidays?  - Is he visiting famous places ?  - Does he plan to visit them?  - When?</p> <p><b>Task one:</b>  T. writes scrambled words on the board and asks the pupils to order them to get coherent sentences.  - month/?/ have / exams/ next/ you/ will/  - / be/ Friday/ will/ tomorrow /  - won't / we/ English/ have/ next/class / Tuesday/</p> <p><b>Task two:</b>  T. provides the pupils with an information gap activity where</p>	<p>PPs/T</p> <p>T/PPs</p> <p>T /PPs</p> <p>PPs/T</p> <p>PPs/PPs</p> <p>PPs/PPs</p>	<p>To check meaning</p> <p>To practise the simple future tense with <b>WH Qs</b> .</p> <p>Let the learners transform the statements into questions to elicit information from partners.</p> <p>To consolidate topical and structural lexis.</p> <p>To involve PPs in self assessment and peer correction</p>	<p>The board.</p> <p>Handouts</p> <p>Handouts</p> <p>pupils' copybooks and handouts.</p>	<p>-Visual -Auditory</p> <p>-Visual -Auditory</p> <p>-Visual -Auditory</p> <p>V.A.K.T</p> <p>V.A.K.T</p>
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15'	Use	<p>they have to work in pairs , ask and answer (WH Qs) to fill in Sara’s next weekend schedule ( see the handouts)</p> <p><b>Task three:</b> T. Provides his pupils with handouts representing “<b>Find someone who...</b>” ( See the handouts)</p> <p>T. asks each pupil to move around and asks his classmates questions about their future plans and activities using the technique “Find someone who . . .” in order to write a short report/survey about his class. Next....., (X) will ....., s/he .....</p> <p>T. allows some time for self and peer correction.</p>	PPs/PPs	To write a short report/survey		V.A
<b>The Teacher’s comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence:** 04

**Lesson:** 02

**PDP**

**Lesson Focus:** Language Use.

**Learning Objective:** By the end of the lesson, my learners will be able to listen to a conversation and do the tasks; to act out a similar conversation using the simple future ( talking about future plans).

**Target Competencies:** **interact** – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple future tense and “Be going to” (three forms).

**Materials:** Sheets of paper :icons and amenities, books and white board.

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when matching the icons with amenities.
- He can understand and interpret a conversation.

**2. Methodological competency:**

- He can work in pairs or within the whole class.
- He can mobilise his resources.
- He can assess himself and his partner.

**3. Communicative competency:**

He can interview partners to gather information.  
He can re-invest the language in a real life situation.

**4. Personal and social competencies:**

- He socialises through oral exchanges.

**Core-values:**

- Being proud of the national heritage.
- Valuing historical places and sites.



Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up Pre-listening	The teacher splits the class into small groups of four or six. The teacher provides the groups with a set of icons and asks them to match each icon with its corresponding amenity. (handouts Pre-listening) T. invites his pupils to correct on the board.	T/PPs PPs/PPs PPs/ T	To introduce the key lexical items.	Strips of papers with icons and amenities.  White board.	-Visual -Tactile
20'	During - listening	<b>The first listening:</b> T. asks the pupils to listen and answer the following questions: - Who is speaking? - What are they speaking about? -Where is Mounir travelling to?  <b>The second listening:</b> T. asks the pupils to listen again and write "True" or "False" - Next summer, Mounir will visit Algiers. - Tomorrow, Keltoum will help Mounir with a brochure and a map. - Mounir will hike but he won't ski.  <b>The third listening:</b> T. asks the pupils to listen again and cross out the intruder between brackets. (Task 4 page 109)  Before correcting, the teacher asks the pupils to check their answers with partners.	T/PPs PPs/T T/PPs PPs/PPs PPs/PPs PPs/PPs	To listen for a purpose in order to have a general idea about the conversation.  To listen for more details.  To listen for specific information	White board and pupils' copybooks.  White board and books.  PPs' copy books.	- Auditory  -Auditory
15'	Post-listening	T. invites his pupils to play the roles of Mounir and Keltoum (choosing Algerian towns with amenities which he will visit next holidays ; plus outdoors activities)	PPs/PPs PPs/PPs	To involve PPs in peer-correction.  To reinvesting prior knowledge .		-Visual -Auditory  V.A.K.T
<b>The Teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson:** 03     **PDP**

**Lesson Focus:** Language Use.

**Learning Objective:** By the end of the lesson, my learners will be able to listen to the conversation and do the tasks; to locate places on the street map using the simple future (interpreting a street map through listening).

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple future tense and “Be going to” (three forms).

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when locating places on a map.
- He can understand and interpret a conversation.
- He can re-invest the language in a real life situation.

**2. Methodological competency:**

- He can work in pairs or within the whole class.
- He can mobilise his resources.
- He can assess himself and his partner.

**3. Communicative competency:**

- He can interpret and read maps through listening.
- He can transcode information.

**4. Personal and social competencies:**

- He socialises through oral and written exchanges.

**Core-values:**

- Being polite when asking for information.
- Being proud of the famous sites and places in Algiers.
- Protecting historical places.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	<b>Warm up Pre-listening</b>	T. provides each pair with two handouts (A) and (B) with the map of northern Algeria to ask and answer in order to locate the missing towns. (An information gap activity)  T. Sticks pictures on the board ( Pre-listening <b>handout</b> ) 5 pictures on one side and writes 6 names on the other side, asking the PPs to match each picture with its name while crossing the odd one out. After checking the answers in pairs T. invites his pupils to correct on the board.	T/PPs  PPs/P Ps	-To locate directions and places on a map.  - To introduce the key words needed in the conversation.	Handouts sheets (As) and (Bs).  White board.  White board and pupils' copybooks.	-Visual -Tactile -Auditory  - A.V
20'	<b>During - listening</b>	<b>The first listening:</b> T. asks the pupils to listen and re-order the previous names according to their order in the conversation between Keltoum and Mounir: A- Map key B- Brochure C- Monument D- Map E- Ethnography F- Hotel  <b>The second listening:</b> T. asks the pupils to listen again and do task 8 (fill in the gaps with information about the two icons on the map).  T. asks the PPs to check their answers in pairs before correction. <b>The third listening:</b> T. asks the pupils to listen again and locate the Bardo Museum on the street map. (Task 9 page 110)  Before correcting, the teacher asks the pupils to check their answers with partners. <b>The fourth listening:</b> T. asks the pupils to listen again and fill in each gap with the right word. (Task 13 page 111)	PPs/T  T/PPs  PPs/P Ps  T/PPs  PPs/P Ps  PPs/P Ps  PPs/P Ps	To focus on listening to get the right order of the words.  To listen for specific information.  To involve PPs in peer-correction.  To read and interpret a map.  To listen and complete the conversation.  To involve PPs in peer correction.	White board and books.  PPs' books  PPs' books  PPs' books. (Algiers map)	-A. V  -A. V  -Visual -Auditory  V.A.K.T  V.A  V.
15'	<b>Post- listening</b>	T. invites the pupils to play the roles of Mounir and Keltoum ( choosing another site on the street map) (task 11 page 111)	PPs/P Ps	To use personal maps to locate places.		
<b>The teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson: 04     PDP**

**Lesson Focus:** Language Use.

**Learning Objective:** By the end of the lesson, my learners will be able to listen to the conversation and a radio programme and gather specific information to fill in the fact files.

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple future tense and “Be going to” (three forms).

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when locating places on a map.
- He can understand and interpret a conversation.
- He can show his creativity while writing an announcement.

**2. Methodological competency:**

- He can work in pairs or within small groups.
- He can listen and take down notes.
- He can mobilise his resources.
- He can assess himself and his partner.

**3. Communicative competency:**

- He can select specific information through listening.
- He can reinvest the language in a real life situation.
- He can process information from a radio programme.

**4. Personal and social competencies:**

- He socialises through oral and written exchanges.

**Core-values:**

- Being proud of the Algerian beauty and the national heritage.
- Protecting the environment.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	T. provides the PPs with a video about endangered animals and species.	T/PPs	-To activate schemata to introduce the topic related to fauna and flora.	<a href="https://www.youtube.com/watch?v=p8dYpNRIssQ">https://www.youtube.com/watch?v=p8dYpNRIssQ</a> a video about endangered animals.	-Visual
	Pre-listening	T. asks the PPs to watch the video and list down the unknown animals A- T. invites the PPs to work in pairs and answer these questions: -Why are these animals endangered? - Where are they protected? - Can you name some famous parks and zoos in Algeria? B - T. provides PPs sitting in small groups of four with handouts ( to match animals and trees with their names)	PPs/PPs	-To introduce the key words	handouts.	- A.V
			PPs /PPs	To identify the listening support..	White board and pupils' copybooks.	-A. V
20'	During - listening	<b>The first listening:</b> T. asks the pupils to listen and choose the right answer about what they were listening to: A- a conversation B- a TV programme C- a radio programme T. invites the PPs to check their answers in pairs then share them.	PPs/PPs	To listen for specific information	White board and books( or handouts).	-Visual
			T/PPs	To involve PPs in peer-correction.	PPs' copybooks.	- Auditory
		<b>The second listening:</b> T. asks the pupils to listen again and complete the fact file about Djurdjura Park . (Task 17 page 112).	T/PPs	To Listen for specific information		V.A.K.T
		T. asks the PPs to check their answers in pairs before correcting.	PPs/PPs	To involve PPs in peer correction		V.A
		<b>The third listening:</b> T. asks the pupils to listen to part 3 from the conversation ( between Keltoum and Mounir), complete the fact file about Beni Yenni. (Task 24 page 114)	T/PPs			A.T
		Before correcting, the teacher asks the pupils to check their answers with partners.	PPs/PPs			
15'	Post-listening	T. invites the PPs to prepare a fact file about a town in their region, and then use this information to produce and act out an advertising announcement for a touristic travel agency.		To produce an advertising announcement...		

The teacher's comments:		
What worked:	What hindered:	Action points:
1-.....	1-.....	1-.....
2-.....	2-.....	2-.....
3-.....	3-.....	3-.....

**Level:** Ms 2

**Sequence :** 04

**Lesson: 05 PPU**

**Lesson Focus:** Language Learning.

**Learning Objective:** By the end of the lesson, my learners will be able to listen to the conversation and a radio programme and gather specific information to fill in the fact files.

**Target Competencies: interact** – interpret – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple past tense with regular and irregular verbs (three forms).

**Materials:** bubbles, handouts , books and white board.

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking to deduce the rules.

**2. Methodological competency:**

- He can take notes and exchange information with his peers.

**3. Communicative competency:**

- He can write an e mail.  
- He can describe past events orally and in writing.

**4. Personal and social competencies:**

- He socialises and exchanges oral and written experiences.

**Core-values:**

- Valuing travelling as a source for knowledge and learning.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	<p>T. shows different photos taken by Mounir during his trip to Algiers and Tizi- Ouzou and the souvenirs bought from Beni Yenni.</p> <p>T. presents a photo of Mounir writing an e-mail; and asks the pupils to answer these questions:</p> <ul style="list-style-type: none"> <li>- What is the date on the picture?</li> <li>- What is Mounir doing?</li> <li>- Can you guess what is writing about?</li> </ul> <p>T: OK. So, Mounir is writing about his last holidays in Algiers and Tizi-Ouzou. So, can you complete what Mounir is saying?</p>	T/PPs	To identify the target structure in a context.	A picture or a PowerPoint slide representing Mounir writing an email .	-Visual
20'	Presentation	<p><u>Last</u> holidays, I ..... Algiers and Tizi. I ..... beautiful photos and I ..... nice souvenirs. The weather ..... warm and fine. I really ..... my time there.</p>	T/PPs	To interpret the picture and interact orally.	The board.	- A.V
		<p><u>Last</u> holidays, I <u>visited</u> Algiers and Tizi. I <u>took</u> beautiful photos and I <u>bought</u> nice souvenirs. The weather <u>was</u> warm and fine. I really <u>enjoyed</u> my time there.</p>	PPs/T		White board and bubbles.	-A. V
		<p><b>Presentation of the affirmative form:</b> T. elicits the verbs from the PPs and helps them to put them in the right tense. ( the teacher can provide the learners with the verbs in the infinitive). With the interaction of the PPs , the teacher corrects on the board.</p>	PPs/ T	To elicit the target structure related to the affirmative form.	White board	-Visual -Auditory
		<p>- T. highlights the rule of the past simple tense with <b>to be, regular verbs and irregular ones.</b> - <b>Regular verbs:</b> "V (stem/base) + ed" e.g: visit+ ed → visited - <b>Irregular verbs:</b> each irregular verb has its own past tense and past participle form. e.g : buy → <b>bought</b> to be: am/ is → <b>was</b> are → <b>were</b> T. elicits examples from PPs about Mounir and themselves.</p> <p><b>Presentation of the negative form:</b> T. asks the PPs to complete the sentence of Mounir:</p>	PPs/PPs T/PPs PPs /T	To introduce the grammar rule related to affirmative form.		V.A.
<p>I (to visit) ..... Algiers and Tizi. But I (to visit not)..... Boumerdes. I ..... (to practise not) skiing . The weather ..... (to be not) warm at night in Djurdjura, It (to be) ..... cold.</p>	T/PPs	To elicit the target structure related to the negative form.	White board and bubbles.	V.A		
		T. helps PPs conjugate the verbs in the past simple and corrects on the board.	T/PPs			V.A

		<p>I <b>visited</b> Algiers and Tizi. But I <b>did not (didn't) visit</b> Boumerdes. I did not <b>(didn't) practise</b> skiing. The weather was <b>not (wasn't)</b> warm at night in Djurdjura, It was cold.</p> <p>T. highlights the rule of the past simple tense with <b>to be, regular verbs and irregular ones in the negative form.</b>  <b>Regular verbs:</b> "subject + <b>didn't</b> + v (stem/base) +...."  e.g: visit → <b>didn't</b> visit. ( visited)</p> <p><b>Irregular verbs:</b> "subject + <b>didn't</b> + v (stem/base) +...."  e.g : buy → <b>didn't</b> buy  to be: → <b>wasn't</b> → <b>weren't</b></p> <p>T. elicits negative examples from PPs about Mounir and about themselves.</p> <p><b>Presentation of the interrogative form:</b>  T. asks PPs to complete the sentence of Keltoum:</p> <p>..... you ..... Your time there?</p> <p><b>Did</b> you <b>enjoy</b> your time there?</p> <p>Yes, I <b>did</b>. I <b>enjoyed</b> my time.</p> <p>T. highlights the rule of the interrogative form:  "<b>Did</b> + subject + v (stem/base) +....?"</p> <p><b>M.C.Qs:( Meaning Checking Questions)</b>  - Is Mounir still on holidays?  - Is it his last or next holidays?  - Is he happy?</p> <p><b>Task one:</b> T. provides the learners with verbs and asks them to write simple examples and sentences about their last weekend.  <b>Task two:</b> I write the correct form of the verbs in brackets ( I practise task 11page 128)</p> <p>T. sets a situation :  You received an email from your e-pal about his/her last holidays. It is your turn to write about your holidays in one of the wonderful Algerian towns.</p>	<p>PPs/T</p> <p>T/PPs</p> <p>T/PPs</p> <p>T/PPs</p> <p>PPs/PPs</p> <p>T/PPs</p> <p>PP/PPs</p>	<p>To introduce the grammar rule related to the negative form.</p> <p>To elicit the target structure related to the interrogative form.</p> <p>To introduce the grammar rule related to the interrogative form.</p> <p>To check meaning.</p> <p>To use the simple past tense correctly.</p> <p>To produce a piece of writing using the simple past tense</p>	<p>White board and bubbles.</p> <p>White board</p> <p>PPs' books</p> <p>PPs' copybooks</p>	<p>V.A</p> <p>A.</p> <p>V.A.</p>
15'	Practice					
15'	Use					



The teacher's comments:		
What worked:	What hindered:	Action points:
1-.....	1-.....	1-.....
2-.....	2-.....	2-.....
3-.....	3-.....	3-.....

**Level:** Ms 2

**Sequence:** 04

**Lesson:** 06 PPU

**Lesson Focus:** Language Learning.

**Learning Objective:** By the end of the lesson, my learners will be able to produce a report about an unforgettable week-end using simple past tense and pronouncing the final "ed" correctly.

**Target Competencies:** interact – interpret – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple past tense regular verbs / pronunciation of "th", final "ed" and "tion"

**Materials:** Handouts, books and white board.

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use critical thinking to deduce the rules.

**2. Methodological competency:**

- He can work individually, in pairs and in small groups.  
- He can assess his work then his classmates.

**3. Communicative competency:**

- He can write a report.  
- He can talk about past events.

**4. Personal and social competencies:**

- He socialises and exchanges oral and written experiences.

**Core-values:**

- Valuing travelling as a source for knowledge.  
- Being responsible.  
- Having a good conduct.



20'	Use	<p>T. explains how to form a noun from the verb adding "tion"          - "to dictate" → <b>dictation</b>          - « to inform » → <b>information</b>          T. asks the PPs to form and give other words as examples.</p>	Ps	By adding "tion".		V.A.T
		<p>T. invites his pupils to do the tasks <b>(I pronounce)</b> Tasks 7, 8 and 9 page 120  <b>(I practise)</b> Task 3 page 125 and task 12 page 129</p> <p>T. invites his PPs to split into small groups of four playing roles of (Time keeper, leader, writer, reader)          And asks them to write about unforgettable weekend using as many regular verbs as possible in the past.</p> <p>T. sets time for the group work.          The winner will be the group that finishes first and sticks the report on the board.          Each group member is invited to read his report in front of the class,          One of the PPs will keep the scores concerning the number of verbs and the mispronunciation of final "ed"</p>	T/PPs	To consolidate pronunciation +		A.T.V
			PPs/P Ps	To involve PPs in peer and group assessment.		
<b>The teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson: 07** PPU

**Lesson Focus:** Language learning

**Learning Objective:** By the end of the lesson, my learners will be able to write and introduce the weather forecast using the simple future tense, adjectives related to weather forecast and adjectives ending in:”y”.

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple future tense / adjectives to describe the weather + temperature.

**Materials:** Weather icons / the maps of Algeria / temperature icons

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use critical thinking.
- He can show some degree of autonomy in learning.

**2. Methodological competency:**

- He can work in pairs and in small groups.
- He can mobilise his resources effectively with his peers or in groups.
- He can face an audience.

**3. Communicative competency:**

- He can write and introduce a forecast weather report.
- He can interpret the weather icons.
- He can use role-play to communicate appropriately.
- He can face an audience.

**Core-values:**

- Valuing the cycle of each season.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	T. splits the class into small groups of four or six and provides each group with a set of icons representing weather and temperature adjectives. (Handouts : lesson 07 warm up) T. asks the groups to work and match the icons with the adjectives. T. invites the PPs to correct on the board.	T/PPs  PPs/ PPs	To present the key words using icons.	Icons of the weather and temperature adjectives.  The white board. The icons	V.A.K.T  V.A.T
15'	Presentation	T. sticks the map of Algeria on the board and elicits the main parts using the compass (North, South, Centre, East and West.) T: suppose we are going to speak about the weather forecast for the few coming days. T. sticks some icons on the map and elicits some sentences from the pupils; e.g: It will be hot in the south east of Algeria; -It <b>will be cloudy</b> in the North west , ... -It .....	T/PPs  PPs/T  PPs/ PPs	- To use the new lexical items in meaningful sentences.	White board  PPs' books  PPs' copybooks	V.A.T   -Visual -Auditory
15'	Practice	T. asks the PPs to read the maps on the book and do tasks(16 – 17page 130 tasks 19 and 20 page 131)	PPs/ PPs  PPs /T	-To reinforce the target structure.	The maps of Algeria and the icons.	V.A.K.T
15'	Use	T. provides the pupils with an empty map of Algeria for each group (the previous groups) and asks them : - to use the icons on the map - to write simple sentences - to prepare a short report about the weather forecast. A representative will come to the board and present it.  The teacher helps the PPs to assess each group's presentation.	PPs/ PPs	To read and interpret a map.  To write a report about the weather forecast and present it in front of the class.  To develop peer and group assessment.		V.A.K.T
<b>The teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson:** 08 PDP

**I read and do.**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able to:

- read the four texts and sort out information to do the tasks.
- write about their unforgettable weekends taking the texts as supports.

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The future simple and past simple tenses.

**Materials:** Photos of the key words / the books/ white board

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can understand and interpret verbal and non-verbal messages.
- He can show some degree of autonomy in all areas of learning.

**2. Methodological competency:**

- He can work in pairs or within small groups.
- He can mobilise his resources.
- He can assess himself.
- He can assess his peers.
- He can develop effective reading strategies.

**3. Communicative competency:**

- He can process digital data in English.
- He can face an audience.

**4. Personal and social competencies:**

- He is keen on promoting the work of his peers.
- He develops attitudes of sharing data about his country.

**Core-values:**

- Understanding that Algerian culture and history are also parts of this universal human heritage.
- Valuing the past: traditional and even prehistoric culture.
- Valuing and sharing national cultural diversity with its regional cultural differences.
- Valuing travelling as a source for knowledge and learning.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	<p><b>Memory Game:</b> T. draws a circle with words ( key words needed in the texts)</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>X Mud-brick X palm groves X a hill X domes X dunes X a rug X Hostel X sword X jewellery X Gorge</p> </div> <p>T. makes the PPs repeat and memorise the words and each time the teacher erases one word till they could repeat the words without reading them.</p>	T/PPs  PPs/PPs  T/PPs	To introduce the key words using the splash word game.	White board  The white board.	V.A.
15'	Pre-reading	<p>T. splits the class into small groups of four or six and provides them with a set of pictures and asks them to match the pictures with the right word from the circle. ( Handouts : lesson 08 warm up) T. invites the PPs to correct on the board.</p> <p>T. asks the PPs to read text by text and do the tasks corresponding to each text. From task 1 to task 13 from page 132 to page 137</p>	PPs/ PPs  PPs/PPs PPs /T	To pronounce the key words correctly and memorise them.	White board  PPs' books	V.A.T
15'	During Reading	T. allotes time to PPs to interpret the texts carefully and doesn't allow PPs to shift to another text till they finish the tasks related to that text.	PPs/T	To involve the PPs in guessing the meaning of some lexical items.	PPs' copybooks and books	-Visual -Auditory
15'	Post-reading	T. provides the pupils with a situation where they are involved in reinvesting previous knowledge. You are checking your diary and you remembered an unforgettable weekend spent with your family. Prepare a report to present to your classmates.	PPs/PPs	To reinvest prior knowledge to produce a piece of writing.		V.A.
<b>The teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson:** 09 PPU and PDP

**I learn to integrate.**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able to prepare a map about a three- day tour plan itinerary (talking about interesting places which they will visit).

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – Written – **Both**

**Target Structures:** The simple future tense.

**Materials:** KSA tables / region’s maps/ the books/ white board

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when gathering information for learning and research.
- He can show creativity when producing written messages.
- He can show some degree of autonomy in all areas of learning.
- He can plan an itinerary.

**2. Methodological competency:**

- He can work in pairs or within small groups.
- He can mobilise his resources.
- He can assess himself.
- He can assess his peers.

**3. Communicative competency:**

- He can process data in English and mobilise it.
- He can solve problem situations using a variety of communication means.

**4. Personal and social competencies:**

- He is aware of his role and others' role in developing projects.
- He develops attitudes of sharing data about his country.
- He is honest and accountable for his work and respects others’ work.

**Core-values:**

- Being proud of our cultural heritage and our Algerian handicrafts.
- Being proud of the Algerian beauty in each area.



Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	Warm up	The teacher asks the PPs to answer the following questions: - Do you like travelling? Why? Why not? - Do you like travelling alone? or with a company? - With whom do you prefer travelling? - Can you travel abroad alone? - Why do people prefer travelling with tourist guides? - Can you be a tourist guide?	T/PPs  PPs/P Ps  PPs/ T	To introduce the topic and elicit information from the PPs about travelling.	The white board.  White board and pupils' copybooks. Maps	-Visual -Auditory  - Auditory
15'	Presentation	T: Ok ! Great! Andrew Williams , Your Australian friend, is visiting Algeria next summer, you will be his guide, plan a three-day tour for him to visit the most interesting places in your region: Museums/ monuments/ handicrafts shops / Souks .... Prepare a detailed itinerary for that tour supported with a map and necessary icons.	T/PPs  PPs/T  PPs/P Ps	To give the opportunity to the PPs to prepare an itinerary using prior knowledge.  To produce a piece of writing by mobilising the resources related to Knowledge, Skills and attitudes.	White board and books.  PPs' copy books.	-Auditory
30'	Production	T. splits the class into groups and provides them with KSA tables and the maps of the region. T. lets the PPs work within the group and monitors their work.  Each group will present the work on the wall in order to be assessed by the other group members.	T/PPs  PPs/P Ps  PPs/P Ps	To involve PPs in self and group assessment.		-Visual -Auditory - Tactile  V.A.K.T
<b>The teacher's comments:</b>						
<b>What worked:</b>		<b>What hindered:</b>		<b>Action points:</b>		
1-.....		1-.....		1-.....		
2-.....		2-.....		2-.....		
3-.....		3-.....		3-.....		

**Level:** Ms 2

**Sequence :** 04

**Lesson:** 10 PDP

**I think and write.**

**Lesson Focus:** Language Use

**Learning Objective:** By the end of the lesson, my learners will be able to write a report about their last holidays' tour and post it on a blog/school magazine using the past simple tense.

**Target Competencies:** interact – **interpret** – **produce**. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

**Domains:** Oral – **Written** – Both

**Target Structures:** The simple past tense.

**Materials:** books/ white board

**Cross-curricular Competencies :**

**1. Intellectual competency:**

- The learner can use his critical thinking skills when gathering information for learning and research.
- He can show creativity when producing a written report.

**2. Methodological competency:**

- He can mobilise his resources.
- He can assess himself.
- He can assess his peers.

**3. Communicative competency:**

- He can process data in English and mobilise it.
- He can post his digital data on a blog/ a school magazine.

**4. Personal and social competencies:**

- He develops attitudes of sharing data about his country.
- He is honest and accountable for his work and respects others' work.

**Core-values:**

- Valuing leisure time.
- Valuing travelling as a source for knowledge and learning.
- Valuing our cultural heritage.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A.K.T M.I
10'	<b>Warm up (Pre-writing)</b>	Teacher asks PPs the following questions: - When was your last holiday? - Was it memorable? -What happened? - What did you like most? -Did you write about it?	T/PPs  PPs/PPs  PPs/ T	To brainstorm ideas to prepare the pupils for the written production.	The white board.  White board and pupils' copybooks. Maps	-Visual -Auditory
15'	<b>Presentation</b>	T. asks each pupil to start writing by answering the questions in task 1. - Which places did you visit that day? -Where were these places located? - How and when did you go there? - what was the weather like on that day?  T. offers help when needed.  When PPs finish answering the questions , they can check mistakes with their partners and correct each others'.	T/PPs  PPs/T  PPs/PPs  T/PPs	To answer questions about places visited in order to prepare for the written task.  To involve the PPs in peer correction.	White board and books.  PPs' copy books.	- Auditory  -Auditory
30'	<b>Production</b>	T. asks the PPs to use their previous answers to fill in " My travel Blog".	PPs/PPs	To post information on a blog.		-Visual -Auditory -Tactile  V.A.K.T

**The Teacher's comments:**

What worked:			What hindered:			Action points:		
1-.....	1-.....	1-.....	2-.....	2-.....	2-.....	3-.....	3-.....	3-.....
2-.....	2-.....	2-.....	3-.....	3-.....	3-.....			
3-.....								

## A SAMPLE SUMMATIVE TEST

I read texts (A) and (B) carefully and answer the questions:

This message has not been sent. **(A)**

Send To... Petersmith@gmail.com

Account Subject: My tour in Algeria

Hi Peter,

I am very happy because I landed back from Algeria yesterday. It is a wonderful country and I really enjoyed my time there. What attracted me much more are the stunning landscapes, the vast golden south, the Algerian handicraft-work and the historical sights. Wherever you go you are welcomed, people are very generous and polite. I advise you to visit it as soon as possible, you will admire your trip. When shall we meet to give you some souvenirs and presents?

Yours,  
Andrew Williams



### Task one:

**A-** I choose the right answer:

**(3 points)**

1- **(A)** is: a- a website-article  
b- a letter  
c- an e-mail

2- **(B)** is: a- a website-article  
b- a letter  
c- an e-mail

3- Andrew Williams:  
a- returned to his country  
b- is still visiting Algeria  
c- will visit Algeria

**B-** I read and write “**True**”  
“**False**” and correct the false  
statement: **(2 points)**

- 1- Peter didn't speak about Algerian people.
- 2- According to the writer's article, Algeria is not far from Europe.

**(B)**



Timeless Algeria, Algeria of a thousand colours.

A generous land inviting us to feast our eyes on all its wonders. The African largest country lies just a short hop from Europe. The north, with its snow-flecked mountains and beautiful coastline, is home to urbane and attractive cities such as Algiers and Constantine, as well as some of the most magnificent Roman sites in existence including Timgad and Djemila, both vast, perfectly preserved Roman towns with barely another tourist in sight.

Algeria's other big draw is its extraordinary Saharan region. Whether the sand seas that surround Timimoun, or the burnt red mountains of the far south, these are the desert landscapes of legend.

**Adapted from:** [http:// Algerialonelyplanet.html](http://Algerialonelyplanet.html)

**Task two: Fill in the gaps with words given (2 points)**

**Hospitality – popular – natural – emphasis**

Visitors are drawn to **Algeria** by the...(1)..... beauty, rich **culture**, fascinating **history** and warm...(2)..... offered by this North **African** country, and Algeria is becoming increasingly...(3)..... as an international **tourist** destination. With the knowledge that **tourism** has the potential to contribute significantly on an ongoing basis to the economy of Algeria, authorities place.....(4).... on the development of the country's infrastructure and tourism facilities.

**Task three:**

**A- I supply the sentence with the right punctuation and capitalization where necessary: (02 points)**

last summer holidays andrew visited Algeria

**B- I read the sentences below correctly and tick the right pronunciation of the final "ed" (02 points)**

1- I landed back from Algeria.

2- Beautiful landscapes attracted me.

3- Beautiful snow-flecked mountains.

4- There are some preserved Roman towns.

/d/ /Id/ /t/

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**C- I choose the right form of the verbs between brackets: (03 points)**

Tomorrow, Peter is going to meet Andrew. They (**will talk - talking - talked**) about Algeria. Andrew (**admires - admired - is admiring**) his trip very much and he (**advises - will advise - advising**) Andrew to visit it.



**Task four : Written Expression (06 points)**

Peter is convinced by Andrew to visit Algeria; he sent you an e-mail asking for help and seeking your suggestions and advice. Respond to his e-mail.

Here are some ideas you can write about:

- The region (s) he will visit (east, north, south of Algeria)
- What is the region famous for (traditional food, clothes, fauna and flora)
- When is the best season to visit it (spring, autumn, winter ,summer)
- The weather like there (hot, windy, sunny ,cold, frosty, mild)
- Activities he will do there (sightseeing ,hiking, taking photos, meeting the local population)

## ONLINE RESOURCES FOR THE TEACHER

### General Study Skills Sites

- [www.skills4study.com](http://www.skills4study.com)
- [www.open.ac.uk/skillsforstudy/](http://www.open.ac.uk/skillsforstudy/)
- <http://www.intute.ac.uk>
- [www.oup.com/uk/orc/biosciences](http://www.oup.com/uk/orc/biosciences)
- <http://www.bbc.co.uk/schools/ks2bitesize/english/>

This website provides games and activities in: reading, writing, spelling and grammar.

How To Study - an entire website dedicated to STUDYING!

- [www.how-to-study.com](http://www.how-to-study.com)

Homework Tips - homework strategies, study skills, and time management

- [www.homeworktips.about.com](http://www.homeworktips.about.com)

\***ESL Basics**: On this site, you'll find free English videos for both students and teachers.

### Grammar and Punctuation

- [www.ucl.ac.uk/internet-grammar](http://www.ucl.ac.uk/internet-grammar)

If you are interested in improving your knowledge and understanding of English Grammar, UCL has developed an Internet Grammar of English for undergraduate students.

- <http://www.e-learningforkids.org/>

**Grammarly Handbook**: Amazing resource to learn English grammar with many many examples.

**English grammar exercises** -Kaplan's web site is an extra. What they are good at is offering great English courses in an English-speaking countries.

**EnglishGrammar.org** -I consider Jennifer's blog one of the best English grammar sources. It's a super useful website for both beginners and advanced learners. You'll find the answer for nearly all the questions you can have about English grammar, like Punctuation, Conjunctions, Business Writing, Adjectives, Verbs, and many others. But if you don't find it you can always ask in a comment or send a personal message to Jennifer.

**English Grammar Secrets**-If there's something you didn't find on EnglishGrammar.org you'll most possibly find it here. There are more than just" explanations here. Exercises follow every topic...

**UsingEnglish.com** -Continuing the topic of practicing English grammar, Using English offers you lots of printable lessons for you in all topics. More than just practicing, but you can talk to other learners of English and native tutors. If you have a question you can ask them anytime.

### **On Assessment**

Test Taking Tips - tips you might find helpful during tests  
[www.testtakingtips.com](http://www.testtakingtips.com)

\***EduFind English Online Tests and Learning Games**: Check out these test and games that offer a great way for students to test and improve their English language skills.

\***Activities for ESL Students**: Thousands of teacher contributions can be found on this site full of quizzes, exercises, and tests for teaching English as a second language.

### **On Reading**

Reading is Fundamental / Leading to Reading <http://www.rif.org/>  
American website with lots of audio visual activities

- <http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/2/>

Reading Discovery

- <http://www.chancesforchildren.com.au/Reading-Discovery.aspx>

Book Start

- <http://www.bookstart.org.uk/books/>

British Website that includes a book finder to help select books based on age.

### **On Writing**

A class write board allows all students to work on a class document, add and edit and see the changes.

- <http://weebly.com> – Weebly

Quizlet allows you to make wordlists which your students can use for practice too.

- <http://quizlet.com> - Quizlet

Watch videos with subtitles, for all levels. Unique!

- <http://real-english.com> – Real English flashcards, worksheets for young learners
- <http://mes-english.com> - MES English

A very attractive and simple place for students to keep an online journal or diary. They can share with the teacher or classmates. Really easy to set up. Recommended Websites for Teaching English (Young Learners)

- <http://penzu.com> – Penzu

### **On Phonetics/Pronunciation**

\***English Pronunciation**: Okanagan College's resource offers 13 different unit lessons for learning and teaching English pronunciation.

\***ESL Gold**: ESL Gold is, no joke, *golden*, with seemingly endless learning resources for English. Students can practice pronunciation, find a book to study, and even talk to someone in English on this site. Plus, teachers can find a job, search for textbooks, discover games, and so much more.

\***Repeat After Us**: In this online library, students can get access to a huge collection of English texts and scripted recordings.

\***ESL Cyber Listening Lab**: Direct your students to this ESL cyber listening lab with study guides, quizzes, and even teacher features.

\***Fonetiks**: Direct students to this incredibly useful pronunciation guide with instant sound and samples by native speakers.

### **On Speaking**

**Real English**: Check out this free site for learning English, with loads of videos from real English speakers, plus quizzes and community support.

### **On Vocabulary**

**Vocabulix**: This online tool is designed to help jumpstart students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

**Wordsteps**: Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

\***ESLTOWER.COM** : [Many Free English Grammar & Vocabulary Exercises for Teachers and Students](#)



## On Collaborative writing

- <http://ietherpad.com>

Students or teachers can make post it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

- <http://www.wallwisher.com/>

Students or teachers can make post it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

## On Games

<http://eflclassroom.ning.com> EFL Classroom 2.0

- Lots of resources, games, discussion and tips to using technology in the classroom. For both students or teachers.

- <http://real-english.com> – Real English

Watch videos with subtitles, for all levels. Unique!11)

- <http://jr.naver.com/english/list.nhn?id=dongyo&cid1=2> - Jr. Naver

Many songs, chants, stories, games for young learners (Korean based)

- <http://www.woodlands-junior.kent.sch.uk/literacy/index.htm>

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

- <http://www.woodlands-junior.kent.sch.uk/revision/Science/index.html>

This site provides activities and games in: living and life processes, physical processes, materials, earth and space and water.

- <http://www.woodlands-junior.kent.sch.uk/literacy/index.htm>

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

**\*Play & Learn English:** Through the Early Childhood Education Network's Play & Learn English resource, you can share letters, print, shapes, writing, and other relevant images for learning the English language.

**bab.la:** Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games, and a community forum.

## On Songs:

<http://www.songsforteaching.com/intellitunes/s/circleoffriends.mp3>

<http://www.songsforteaching.com/thomasmoore/s/mymommy.mp3>

<http://www.songsforteaching.com/healthyhabits/foodnutritioneating/letsgos hoppingcarolinedanny.htm>

**Let's all stand in a circle clap your hands.**

<http://www.songsforteaching.com/intellitunes/s/circleoffriends.mp3>

**A song about mom**

<http://songsforteaching.com/thomasmoore/s/mymommy.mp3>

**Big Mac, large fry, cherry coke and apple pie**

<http://songsforteaching.com/healthyhabits/foodnutritioneating/letsgoshooppin gcarolinedanny.htm>

**Go go go!**

<https://www.youtube.com/watch?v=9Fr1iDqemjY>

**Let's go around the world, get into the groove**

<http://songsforteaching.com/actionparticipation/aroundtheworld.php>

\***ManyThings**: On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

**Grammar Games** - Jeopardy, Hangman, Wheel Games, Snakes and Ladders and more

▣ **Fun Games** - Games for Teaching ESL Kids

▣ **Vocabulary Games** - memory games, maze games, Snakes and Ladders, Hangman and more

▣ **ESL Online Games Directory** - Have Fun Teaching and Learning English with your Students

**On Communicative Games for Classroom Learning**

\* **Hot-seat**: A lifetime favorite for most language teachers, this game has long been the cornerstone of most ESL classroom speaking activities and games. It is quite easy to play yet it gets a lot of language out of students if well thought out.

\* **What's this?** : A Vocabulary guessing game with flashcards

\* **Mallet Mallet**: A fun game for practising vocabulary and sentences. .

\* **Chinese whispers**: A fun game for listening and getting correct pronunciation of words.

\* **Miming games**: Excellent game for eliciting description of actions and adjectives.

\* **Fly swatting**: A vocabulary practice game with speaking and pronunciation practice. \*

\* **Steal, Swap, Bust and Number Card Game** : A Fun Game for the class.  
How to Play

\* **Get Rich or Die Trying** : Great Fun Game! Combines several game ideas in one game.

**\*Freeze!or Stop! Ball Game:** This game can practice any language point and it is very easy to set up.

**\*Dice Game :** A great communicative game to practice almost any language skill, by rolling the dice.

**\*Word Association Game:** Communicative vocabulary Game by using flash cards **\*Number Game:** This is a listening game usually used as a warmer using numbers

**\*Guessing Game :** With this game cards are stuck behind a student's back and he/she asks questions to guess.

**\*Swap Seats:** This seat swapping game gets kids very excited. Kids sit in a circle. Prepare some word or phrase cards and put the up side down in the middle of the circle.

### **On Reading, writing/spelling games**

ESLTOWER.COM : Many Free English Grammar & Vocabulary Exercises for Teachers and Students

**\*Running Dictation:** Skills: Reading, writing ; Requirements: pen and paper and text excerpts.

**\*Running Dictation for Large classes and Young Learners' Classes-** This is excellent for beginners to elementary levels. Also adapted for large classes

**\* I spy something... Skills-** Vocabulary, speaking, reading and listening

**\*Memory or Concentration game :** Great game for many language skills practice .Skills: Ideal for teaching words that have a close relationship.

**\*Spelling relay:** Skills: Spelling and reading of words.

**\*Word searching games:** Reading and spelling game.

**\*Chopstick relay :** This is a variation of Spelling relay but this time using chopsticks and alphabet cards.

**\*Spelling Bee:** Teacher says a word and student spells. Any mistake not allowed.

### **On Children's Literature**

#### **BookHive: your guide to children's literature and books**

- <http://www.cmlibrary.org/bookhive>

This guide to children's literature, from a public library in the USA, contains hundreds of reviews and recommended reads.

- <http://www.bbc.co.uk/schools/ks2bitesize/science/>

This website provides games and activities about: living things, materials and physical processes.

## For Teachers

\***EverythingESL**: EverythingESL is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

\***UsingEnglish.com**: On UsingEnglish.com, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

\***ESL Basics**: On this site, you'll find free English videos for both students and teachers.

\*lesson plans, activities, for young learners and M.S. / H.S.

- <http://bogglesworldesl.com> - Bogglesworld

\*short and simple techniques, ideas and resources to help teachers

- <http://teachingrecipes.com> - Teaching Recipes

- A list of MANY sites, all categorized and saved by fellow English teachers. A treasure chest!

- <http://www.diigo.com/list/eflclassroom> -

## On Dictionaries

From reference books to a pronunciation guide, you and your students will get a lot of use out of these links.

**<http://dictionary.cambridge.org/dictionary/english/classmate>**

\***Dictionary.com**: This site isn't just for looking up words, although it's quite useful in that function. Dictionary.com also offers a word of the day, games, quotes, translation, and much more.

\***Thesaurus.com**: Like Dictionary.com, Thesaurus.com goes beyond simple reference, bringing inspiration and fun in the form of synonyms, fun word facts, and even search trends.

\***Common Errors in English Usage**: Read Paul Brian's *Common Errors in English Usage* on this website, and even get links to the book's blog, calendar, and entry-a-day Facebook page.

\***Idiom Site**: With the help of this site, English language learners can make sense of common idioms.

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**APPENDICES:  
THE LISTENING SCRIPTS**

مكتبة جامعة القاهرة

## ME, MY FRIENDS AND MY FAMILY (SEQUENCE 1)

### SCRIPTS FOR: I LISTEN AND DO.

#### ● **Tasks 1 and 2: I listen to my elder brother Samir.** (CD, Track 1)

**Samir 1:** You use your eyes to see, to read a book or to watch TV. Eyes can have different colours: black, brown, blue or green. They can also be big, small or slanted like Chinese people's eyes. Without your eyes, you can't see me now. Some people can't see; they're blind.

**Samir 2:** You use your mouth to speak. With your mouth, you can also eat or drink. A mouth can be big or small. It has two lips. Women have red lips because they put on red lipstick. Some people can't speak at all; they're dumb.

**Samir 3:** You use your ears to hear. We have one ear on each side of our heads, left and right. With your ears you can listen to music or to your teacher in class. Some people can't hear; they're deaf.

**Samir 4:** You use your nose to smell. With your nose you can smell perfume or mum's cooking when you come from school for lunch. A nose can be big or small.

**Samir 5:** You use your two hands to hold things. We have five fingers on each hand. With your fingers, you can hold your pen when you write or a spoon when you eat.

**Samir 6:** There's hair on our heads. It can have different length and colours. Hair can be long or short, black or dark, fair or blonde. Old people have grey or white hair. Hair can have different shapes or styles. It can be straight, wavy like sea waves, frizzy or curly. Some people don't have any hair at all; they're bald.

#### ● **Tasks 3 and 4: I listen to part (1) of the phone conversation between Liz and her Algerian friend Razane.** (CD, Track 2)

**Liz:** Hello, Razane. How are you?

**Razane:** Fine, thanks. Glad to hear your voice again!

**Liz:** Me, too. Listen, I'm sending you the photos of some of my relatives via my cell phone right now.

**Razane:** That's a good idea, I'd love to know more about your family but you have to explain to me who is who.

**Liz:** Sure. I'm going to do it right away. First, turn on your speaker. Can you look at the photos on your phone and speak at the same time?

**Razane:** Yes, I can.

**Liz:** Good. On the first photo, you see two women in red dresses, with long straight fair hair and a white bandana. They look alike because they are twin sisters. They are my aunties, my father's sisters.

**Razane:** Sorry, Liz. What does "twin" mean?

**Liz:** It means they were born on the same day. Aunt Carla is on the right; she's the slim one. Aunt Susan is on the left; she's the fat one. She doesn't like to hear anyone say that she's fat!

**Razane:** They look very elegant and charming. And who are the two boys with crossed arms on the second photo? The old one looks handsome and the young one is really cute!

**Liz:** The tall one with a beard and dark hair is my cousin Peter, Aunt Carla's eldest son. He's good-looking. Jack is the short one with red hair. He's also my cousin. He's Aunt Susan's youngest son. They always dress casual: T-shirts or sweaters, cargo trousers with side pockets and sports shoes or trainers... Oh, no! Not now! Sorry, Razane. My phone battery is very low... I have to charge it right away... I ring you back when it's charged... Bye.

**Razane:** Bye, Liz.

● **Tasks 5 and 6: I listen to Part (2) of the phone conversation between**

**Liz and Razane.**

(*CD, Track 3*)

**Liz:** Hello! I'm back again! Are you looking at the photos, now?

**Razane:** Yes, but there are two persons I still don't know who they are.

**Liz:** Well, the thin boy on the third photo is my little nephew Richard. He's my sister Juliet's eldest son. He's thin because he doesn't eat much. You can see his belt is too long for his trousers, and his trousers are too big for him. He weighs 40 kilos; he's skinny.

**Razane:** Poor little boy! And who is the slim, tall girl with long straight blonde hair on the fourth photo?

**Liz:** That's my favourite niece, Katie. She's my brother's youngest daughter. She's a teenager like us, so she loves fashion wear! You can see how slim she is and how she's dressed in a pink top, a short black skirt and high-heeled shoes. She's pretty. I like her very much.

**Razane:** Thanks for showing me your family photos. I'll send you mine, soon. It's nice to talk to you over the phone. Bye, Liz.

**Liz:** Bye, Razane.

● **Tasks 7 and 8. I listen to the end of Part (2) of the phone conversation between Liz and Razane.** (CD, Track 4)

**Razane:** Poor little boy! And who is the slim, tall girl with long straight blonde hair on the fourth photo?

**Liz:** That's my favourite niece, Katie. She's my brother's youngest daughter. She's a teenager like us, so she loves fashion wear! You can see how slim she is and how she's dressed in a pink top, a short black skirt and high-heeled shoes. She's pretty. I like her very much.

**Razane:** Thanks for showing me your family photos. I'll send you mine, soon. It's nice to talk to you over the phone. Bye, Liz.

**Liz:** Bye, Razane.

● **Tasks 11 and 12: I listen to Sami and Rachid chatting about their weekend on Sunday morning during the break.** (CD, Track 5)

**Rachid:** Hi, Sami. How was your weekend?

**Sami:** Hi, Rachid. Don't ask me about my weekend. It was awful!

**Rachid:** Why?

**Sami:** Well, I like swimming. I go to the swimming pool every Saturday afternoon but I spent this weekend at home, doing nothing interesting because there's a problem with hot water at the pool. And how was your weekend?

**Rachid:** It was fine. A football match with my mates on Friday morning as usual and judo training in the afternoon.

**Sami:** So, you do judo! Can you use a judo throw on me?

**Rachid:** Of course I can! I can knock you down in two seconds! I'm a green belt in judo, you know!

**Sami:** Well, I don't like this kind of sport. It doesn't mean I'm not sporty; I like swimming, and I'm also a fan of cycling and tennis. I love bikes. Cycling is my favourite weekend activity.

**Rachid:** What about the weekdays? What do you do?

**Sami:** Nothing much except the daily routine: school every day, mornings and afternoons. After school, it's homework as usual. After dinner, it's time to go to bed. On Tuesday afternoon, I play tennis. I have training sessions every Tuesday. Well, that's it!

**Rachid:** Oh! The school bell's ringing. It's time for class. Let's go.

● **Tasks 13 and 14: I listen to the first part of the conversation between Sami and Rachid.** (CD, Track 6)

**Rachid:** Hi, Sami. How was your weekend?

**Sami:** Hi, Rachid. Don't ask me about my weekend. It was awful!

**Rachid:** Why?

**Sami:** Well, I like swimming. I go to the swimming pool every Saturday afternoon but I spent this weekend at home, doing nothing interesting because there's a problem with hot water at the pool. And how was your weekend?

**Rachid:** It was fine. A football match with my mates on Friday morning as usual and Judo training in the afternoon.

● **Tasks 15 and 16: I listen to the second part of the conversation between Sami and Rachid.** (CD, Track 7)

**Sami:** So, you do judo! Can you use a judo throw on me?

**Rachid:** Of course I can! I can knock you down in two seconds! I'm a green belt in judo, you know!

**Sami:** Well, I don't like this kind of sport. It doesn't mean I'm not sporty; I like swimming and I'm also a fan of cycling and tennis. I love bikes. Cycling is my favourite weekend activity.

**Rachid:** What about the weekdays? What do you do?

**Sami:** Nothing much except the daily routine: school every day, mornings and afternoons. After school, it's homework as usual. After dinner, it's time to go to bed. On Tuesday afternoon, I play tennis. I have training sessions every Tuesday. Well, that's it!

**Rachid:** Oh! The school bell's ringing. It's time for class. Let's go.

● **Tasks 19 and 20: I listen to my elder brother Samir read the definitions from the Oxford dictionary.** (CD, Track 8)

**Definition 1:** A bedroom is a room for sleeping in.

**Definition 2:** A living room is a room where people sit together, watch television, etc.

**Definition 3:** A dining room is a room that is used mainly for eating meals in.

**Definition 4:** A kitchen is a room in which meals are cooked or prepared.

**Definition 5:** A bathroom is a room in which there is a bathtub, a washbasin and a toilet.

● **Tasks 21 and 22: I listen to my elder brother Samir again.** (CD, Track 9)

1. In a bedroom, we find a bed, a bedside table with a bedside lamp and a wardrobe.

2. In a living room, there's always a sofa, armchairs, a TV set and a coffee table.



3. In a kitchen, we can find a fridge, a gas or electric cooker, a sink to wash the dishes and cupboards.

4. A bathroom can have a bathtub or a shower, a washbasin, a toilet and a mirror to look at yourself when you brush your hair.

● **Tasks 23 and 24: I listen to Liz and her Algerian friend Razane chatting on the Internet.**

*(CD, Track 10)*

**Liz:** Hello, Razane. How are you?

**Razane:** Fine, thanks. Glad to see you again!

**Liz:** I can hear you Razane, but I can't see you... Is your webcam on? Oh, it's all right. I can see you now, I know you want me to tell you more about my home. Well, I live in a beautiful cottage with two storeys, not far from London. I don't live in a flat with so many neighbours around. Cottages are traditional English country houses. In England, most houses with two storeys have the kitchen, the living room and the dining room downstairs, on the ground floor. The bedrooms and the bathroom are upstairs, on the first floor. We have another bathroom downstairs, next to the garage. There're stairs leading to the first floor. I'm drawing a plan of the ground floor to make it easy for you to understand. Here it is on your computer screen. Can you see it, Razane?

**Razane:** Yes, it's clear. I can see the stairs in the entrance hall, on the left. Let me guess... hmm, is that the living room on the right of the hall? I can see a sofa and an armchair.

**Liz:** Yes, you're right. The dining room's on the left, opposite the living room and the kitchen's at the back of the house. The kitchen and the living room lead into the back garden.

● **Tasks 25 and 26: I listen again to Liz and her Algerian friend Razane chatting on the Internet.**

*(CD, Track 11)*

**Liz:** I'm drawing a quick plan of the first floor of my house. Here it is. Can you see it on your screen?

**Razane:** Yes, but what does "dressing room" mean, Liz?

**Liz:** Oh, it's a small room next to a bedroom in which we keep our clothes and get dressed. You can see that there're three bedrooms upstairs on the first floor, each with a dressing room.

**Razane:** Which one is your bedroom, Liz?

**Liz:** It's the one with two balconies. The one next to mine is Mike's, my elder brother, and the big one next to the bathroom is my parents'. We have a terrace, too. In the summer when it gets hot, we always have dinner there.

**Razane:** You have a very beautiful house, Liz. Next time, I'll tell you about mine. Let's disconnect and say good bye. It's time for me to go to bed. I have class at eight tomorrow!

**Liz:** Have a good night, Razane. Sleep well.

**Razane:** You, too, Liz.

## ME, MY FRIENDS AND MY FAMILY (SEQUENCE 1)

### SCRIPTS FOR: MY PRONUNCIATION TOOLS.

#### 1. Pronunciation of “s” endings in plural nouns and present simple verbs (3<sup>rd</sup> person singular: he, she, it).

**I listen and repeat.**

(CD, Track 12)

/ɪz/ ➔ houses - dresses - nieces - noses - washes - garages - matches  
cottages

/s/ ➔ lips - aunts - plaits - makes - roofs - laughs - baths

/z/ ➔ bathtubs - hijabs - grounds - blogs - moves - clothes - uncles  
- bathrooms - cousins - rings - ears - storeys - balconies -  
nephews

#### 2. Pronunciation of “can / can't”

**I listen and repeat.**

(CD, Track 13)

– Can /kən/ you use a judo throw on me?

– Yes, I can. /kən/

I can /kən/ knock you down in two seconds!

– No, I can't. /kɑːnt/

I can't /kɑːnt/ knock you down in two seconds!

#### 3. Silent letter “h”

**I listen and repeat.**

(CD, Track 14)

➔ hour - honest - honesty - honour - honoured - honourable -  
honourably - what - which - when - where - why - white - vehicle

#### 4. Silent letter “d”

**I listen and repeat.**

*(CD, Track 15)*

➔ handsome - sandwich - Wednesday - handkerchief - grandma - grandpa

**I pronounce.**

- **Tasks 1 and 2. I listen and put each word from the box into the right envelope.**

*(CD, Track 16)*

practises - fridges - bathtubs - washbasins - weekends - bedrooms - eyes  
faces - trainers - shoes - terraces - sofas - abilities - writes - rides - halls  
bikes

- **Tasks 6 and 7. I listen and tick the words in which the letter “h” is not pronounced.**

*(CD, Track 17)*

- |                                 |                                |                                 |                                |                                    |
|---------------------------------|--------------------------------|---------------------------------|--------------------------------|------------------------------------|
| <input type="checkbox"/> he     | <input type="checkbox"/> hers  | <input type="checkbox"/> why    | <input type="checkbox"/> hour  | <input type="checkbox"/> horrible  |
| <input type="checkbox"/> honour | <input type="checkbox"/> house | <input type="checkbox"/> her    | <input type="checkbox"/> hijab | <input type="checkbox"/> hamburger |
| <input type="checkbox"/> heir   | <input type="checkbox"/> hair  | <input type="checkbox"/> honest | <input type="checkbox"/> white | <input type="checkbox"/> whip      |

- **Tasks 8 and 9. I listen and tick the words in which the letter “d” is not pronounced.**

*(CD, Track 18)*

- |                                    |                                   |                                       |                                   |
|------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> cupboard  | <input type="checkbox"/> handsome | <input type="checkbox"/> hand         | <input type="checkbox"/> sandwich |
| <input type="checkbox"/> Tuesday   | <input type="checkbox"/> weekend  | <input type="checkbox"/> handwriting  | <input type="checkbox"/> Friday   |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> does     | <input type="checkbox"/> handkerchief | <input type="checkbox"/> handbag  |

## ME AND MY SHOPPING (SEQUENCE 2)

### SCRIPTS FOR: I LISTEN AND DO.

● **Tasks 1, 2, 6 and 7: Friday Couscous (Part 1)** (CD, Track 19)

**I listen to my mum and write down what she needs for her weekly Friday couscous.**

**Mum:** We're having couscous for lunch, as usual. I want you to get me half a kilo of every vegetable: carrots, courgettes, aubergines, turnip, potatoes, tomatoes, onions, garlic and chickpeas. I also need one small cabbage and a big slice of pumpkin. Buy three slices of lamb neck and a leg of lamb. If you like couscous with fish instead of lamb, buy a kilo of grouper or carp slices. If you prefer chicken, buy a whole one, or six chicken legs and three breasts. Ask your father. Are you taking notes, Mehdi?

**Mehdi:** Yes, mum. Anything else?

**Mum:** Yes, I forgot cardoon, chillies and broad beans.

**Mehdi:** How much do you want, mum?

**Mum:** Half a kilo each.

● **Tasks 10, 11, and 12: Friday Couscous (Part 2)** (CD, Track 20)

**I listen to my mum and complete my shopping list.**

**Mehdi:** What about fruit, mum?

**Mum:** Good boy! Buy some tangerines and oranges; it's the season. And some figs. Buy the purple ones, they're sweeter. We already have some pears, peaches and apricots. You can buy some black grapes and some dates, too. Your dad loves them. Now you two go to market and don't be late! Don't forget that we have guests, today. Your aunt and uncle are coming over for lunch.

● **Tasks 13 and 14: Shopping in London (Part 1)** (CD, Track 21)

**I listen to Sandra and her parents shopping in London, and fill in the gaps.**

**Mum:** Look, sweetheart. There's a dress right for you!

**Sandra:** Oh, it looks superb! What size is it?

**Mum:** Well, this one's size 10.

**Sandra:** I'm afraid it's too big. I need a smaller size. Here comes the shop assistant.

**Shop assistant:** Hello, can I help you?

**Sandra:** Yes, please. Does this dress come in a smaller size?

**Shop assistant:** Certainly. What size are you?

**Sandra:** 8.

**Shop assistant:** Just a minute. I'll go and get you one. What colour do you want?

**Sandra:** Same colour, please. Red with a black waistband.

● **Tasks 15 and 16: Shopping in London (Part 2)** (CD, Track 22)

**I listen and reorder the jumbled conversation exchanges between Sandra, her mum and the shop assistant.**

**Shop assistant:** Here you are. Size 8.

**Sandra:** Thank you, but it looks a bit long.

**Mum:** Try it on first, sweetheart.

**Shop assistant:** The fitting rooms are at the back, next to the escalator.

**Mum:** Thank you. Let's go, Sandra.

**Sandra:** Look, mum. It fits me well.

**Mum:** And it isn't long at all! It's just perfect on you!

**Sandra:** But look at the price tag, mum. This dress is too expensive! Dad can't afford it.

**Mum:** How much does it cost?

**Sandra:** £75!

**Dad:** It's all right, sweetheart. Don't worry about the money.

**Sandra:** Thanks, dad.

● **Tasks 18, 19 and 20: Shopping in London (Part 3)** (CD, Track 23)

**I listen to Sandra and her parents shopping in London.**

**Sandra:** I'd like to buy new boots, mum.

**Mum:** All right, sweetheart.

**Sandra:** Let's go to Stopshop. They have very trendy ones, there.

**Father:** You know I'm not familiar with all these fashion shops. Is it far from here?

**Sandra:** Not at all, dad. It's about 500m, right at the corner of Oxford St. and Regent St.

**Father:** All right, then. Let's walk.

**Sandra:** But we'll first stop at Girlie's. They have trendy shoes, too. It's only a few metres away, at the corner of St Christopher's Place and Oxford St., just opposite Hoops.

**Mum:** I know the place, sweetheart. Let's go.

## ME AND MY SHOPPING (SEQUENCE 2)

### SCRIPTS FOR : MY PRONUNCIATION TOOLS

#### 1. Pronunciation of “l” in British English

##### a. I listen and repeat.

(CD, Track 24)

/l/ ➔ lunch - lamb - leg - like - love - late - look - long - Let's - listen - kilo  
- garlic - slice - chillies - weekly - black - hello - colour

/ɫ/ ➔ vegetable - usual - small - purple - uncle - sandal - email - fill - else  
- help - milk - self - elbow - belt - health - salt - cold

##### b. I listen and repeat each pair.

(CD, Track 25)

/l/	/ɫ/
lip	pill
lick	kill
let	tell
loot	tool
lime	mile
late	tale

#### 2. Pronunciation of “r” in British English

##### a. I listen and repeat: “r” is pronounced

(CD, Track 26)

/r/ ➔ rice - raisin - radish - red - room - right - run - write - repeat  
- read  
➔ carrots - grouper - breasts - tangerines - oranges - apricots  
- grapes - parents - dress - trainers - trolley - price - trendy  
- straight - street

**b. I listen and repeat: “r” is not pronounced (silent letter) (CD, Track 27)**

- ➔ courgettes - aubergines - turnip - garlic - carp - cardoon - purple  
- card - market - forget - superb - Oxford - shirt - skirt - first  
- perfect - afford
- ➔ colour - grouper - escalator - bigger - there - metre - corner - prefer  
- father - mother - sweeter - pear - smaller - shopper - trainers  
- customer - cashier - store - far - near - jumper - sweater

**I pronounce.**

**• Tasks 1 and 2. I listen and tick the correct pronunciation of the letter “l” in bold. (CD, Track 28)**

– Look, **L**isa. The **l**ight **bl**ue leggings are smaller than the dark **bl**ue ones.

/l/     /ɫ/

– This **sm**all **b**elt fits **w**ell with the purple dress and the sandals. It’s cool!

/ɫ/     /l/

– How do you **fe**el, today?

/l/     /ɫ/

– Quite **w**ell. Thanks for asking.

/ɫ/     /l/

– Awful! I’ve had a terrible **n**ight.

/l/     /ɫ/

- **Task 3. I listen and write the corresponding phonetic symbol (/l/ or /ɫ/) for each “l” in bold type.** (CD, Track 29)

**Eating out: At the Restaurant**

**Waiter:** Good evening, ladies /...../ and gentlemen /...../. Are you ready to order?

**Dad:** Yes, please /...../. I'll /...../ have a grilled /...../ chicken leg /...../ with boiled /...../ cauliflower /...../ /...../.

**Mum:** I'll have the leek /...../ soup as a starter and a mixed vegetable /...../ and tuna salad /...../.

**Waiter:** What would you like /...../ for dessert?

**Dad:** I'll try your vanilla /...../ ice cream.

**Mum:** I'll have a fruit salad /...../.

**Waiter:** Any drinks, sir?

**Dad:** Mineral /...../ water and two black /...../ coffees after dessert, please.

*(When the meal /...../ is over, dad asks the waiter for the bill /...../ and pays with his credit card.)*

- **Tasks 5 and 6. I listen and tick the right pronunciation of the letter “r” in each word.** (CD, Track 30)

1.	/r/	silent
tracksuit	<input type="checkbox"/>	<input type="checkbox"/>
colour	<input type="checkbox"/>	<input type="checkbox"/>
scarf	<input type="checkbox"/>	<input type="checkbox"/>
shorts	<input type="checkbox"/>	<input type="checkbox"/>
bracelet	<input type="checkbox"/>	<input type="checkbox"/>
ring	<input type="checkbox"/>	<input type="checkbox"/>
wristwatch	<input type="checkbox"/>	<input type="checkbox"/>
green	<input type="checkbox"/>	<input type="checkbox"/>

2.	/r/	silent
butter	<input type="checkbox"/>	<input type="checkbox"/>
sugar	<input type="checkbox"/>	<input type="checkbox"/>
vinegar	<input type="checkbox"/>	<input type="checkbox"/>
mustard	<input type="checkbox"/>	<input type="checkbox"/>
marmalade	<input type="checkbox"/>	<input type="checkbox"/>
pepper	<input type="checkbox"/>	<input type="checkbox"/>
flour	<input type="checkbox"/>	<input type="checkbox"/>
hamburger	<input type="checkbox"/>	<input type="checkbox"/>



- **Tasks 8 and 9. I listen and write (P) for “pronounced” or (S) for “silent” under each “r” in bold type.** (CD, Track 31)

### At the Supermarket

**Mum:** Take some low-fat yogurts for me and your dad, Sandra.

**Daughter:** And I'll take four sugar-free ones for me.

**Dad:** The strawberry-flavoured ones are better.

**Mum:** Is there any diet margarine left in the fridge, **Robert**?

**Dad:** I think there is but I'm not sure. I can't remember. Have a look at our shopping list.

**Daughter:** I'll take two cans of light coke and a chocolate bar, mum.

**Mum:** But that's very bad for your health!

**Dad:** Your mum's right.

**Mum:** Ok. Here's the shopping list: two bags of **brown flour**, two bags of **granulated sugar**, three cartons of skim milk, two cartons of orange juice, two jars of marmalade, **four bars of perfumed soap**, tinned sardines and tuna, tinned tomato purée, two packets of dried fruits and cereals, salt, pepper, olive oil and vinegar.

**Dad:** Your shopping trolley's going to be very heavy in a minute, Sandra.

*(When the shopping is over, the family heads towards the cashier who puts the shopping in shopping bags and gives the father a receipt when he pays.)*

## ME AND MY HEALTH (SEQUENCE 3)

### SCRIPTS FOR: I LISTEN AND DO.

#### ● Tasks 1 and 2: Body Parts (Part 1) (CD, Track 32)

##### **I listen to my mum teaching me the English names of my body parts.**

**Mum:** Before we start, Rami, you should take notes on your notebook. Just write quickly the important words. Don't worry about their spelling, I'll correct you later. Now, look at me. This is my arm with my hand at its end. My hand or yours has five fingers. We have two hands, so we have ten fingers. In the middle of my arm there's a joint called the elbow, which helps me fold my arm. Between my arm and my hand there's another joint called the wrist, which helps me move my hand left and right or up and down. Look at your watch; you wear it around your wrist. This is why it's also called a "wrist... watch". I'm wearing a bracelet around mine. Now, the part between the top of my arm and my neck is called the shoulder. Do you get it, Rami?

**Me:** I guess so, mum. Two arms with two hands. Each hand has five fingers and a joint called the wrist, which helps me move my hand. In the middle of each arm there's another joint called the elbow, which can help me fold my arm. The top of my arm is connected to my shoulder.

**Mum:** That's right, good boy!

#### ● Tasks 3 and 4: Body Parts (Part 2) (CD, Track 33)

##### **I listen again to my mum teach me other body parts.**

**Mum:** Don't forget to take notes. Now, show me your leg. It's the lower part of your body. You have two legs. The top part of your leg is called the thigh and the lowest part is called the foot. You have two feet. You play football with your foot. This is why it's called "foot... ball". Are you following me, Rami?

**Me:** Of course, mum. We all have two legs with two feet and two thighs.

**Mum:** Good. Between your thigh and your shin there's a joint called the knee. It helps you fold your leg. There's another joint called the ankle, which connects your foot to your leg.

**Me:** You said "uncle"?

**Mum:** No. It's not "uncle"; it's pronounced "ankle"!

**Me:** All right. I got it, mum. It's "ankle", not "uncle".

**Mum:** Right! We have five fingers on each hand. Remember? We also have five toes on each foot. The tip of each finger and toe is covered with a nail called "fingernail" or "toenail". When your nails grow long, you must cut them or clip them with nail clippers. Women and girls use nail polish to paint their fingernails and toenails. Now, look at my shoes. They're called "high... heels" in English. Why? Well, simply because the back part of the foot, below the ankle, is called the heel. "High... heels".

• **Tasks 5 and 6: Body Parts (Part 3)** (CD, Track 34)

**I listen to the last part (part 3) of my mum's explanations.**

**Mum:** We're almost finished with the body parts. Stand up Rami, and face the wall. Do you feel my hand touching you there?

**Me:** Yes, mum.

**Mum:** Well, you can't see this part of your body because it's not in front. It's your back I'm touching now. Your neck connects your head to your shoulders. The front part of your neck is called the throat. When you eat or breathe, food or air passes through your throat. Now turn around and face me. The top part of the front of your body is called the chest. You can see your chest, but not your back. Your stomach is just below your chest. When you eat, food goes down to your stomach. "Belly" is another word for "stomach" in English. Small children use the word "tummy" for belly or stomach. The area around your belly is called the waist. You should measure your waist to know the size of your trousers. That's all for today. I must go to the kitchen now and prepare dinner.

**Me:** Thanks for your help, mum.

**Mum:** My pleasure, sweetie.

• **Tasks 9 and 10:** *Amy, a 14-year-old English girl, loves fast food. She's fat because she eats too much. This morning, Amy feels a nagging pain in her belly. Her mother takes her to the doctor.* (CD, Track 35)

**I listen to Part (1) of the dialogue and complete the dialogue bubbles.**

**Doctor:** Hello, Amy. You look very pale. How do you feel?

**Amy:** Not very well. I've got terrible pains in my belly. I also vomited up my dinner last night and I have the runs.

**Doctor:** You mean "diarrhoea". Let me examine you. Oh, you have a high temperature! What did you eat for dinner?

**Amy:** (hesitatingly)... Hmm... I ate out at a fast food restaurant with some friends of mine. I had a large pizza with extra cheese, a large portion of chips, a large coke and some ice cream for dessert.

**Doctor:** Oh! No wonder then you threw up your dinner last night and you have a stomach ache this morning!

● **Tasks 11, 12 and 13: I listen to Part (2) of the dialogue between Amy and her doctor, and complete the dialogue bubbles.** (CD, Track 36)

**Amy:** I still feel nauseous, like wanting to vomit again

**Doctor:** Listen, Amy. I'm going to give you some medication to ease the pain in your stomach and stop diarrhoea and vomiting but you should consult a dietitian, a specialist who'll give you some good advice about what you should or shouldn't eat. You're overweight... seventy kilos!

**Amy:** Thank you, doctor.

**Doctor:** Here's your prescription. The chemist will explain how you should take the medicine I prescribed to you. Follow his instructions and take care of your health. Good bye, Amy.

**Amy:** Good bye, doctor.

● **Tasks 16 and 17: Amy followed her family physician's advice about her weight problem, and is now at the dietitian's office.** (CD, Track 37)

**I listen to part (1) of the conversation between Amy and her dietitian.**

**Dietitian:** Come in, please. Have a seat.

**Amy:** Thank you.

**Dietitian:** What's your name, young girl?

**Amy:** Amy. Amy Morrison.

**Dietitian:** Glad to meet you, Amy. I'm Dr Sandgate but you already know my name.

**Amy:** Yes, I do. Glad to meet you, too, doctor.

**Dietitian:** Now, tell me. What's the problem?

**Amy:** Our family physician says that I'm overweight and that I should consult a specialist like you.

**Dietitian:** Let's check your height and weight, first... 1.55m. All right. Now step on the scales and don't move, Amy... well, well, well... 70kg. Your family doctor's right; you're overweight, Amy. This is not good for your health. The normal healthy weight for your height is 45 to 60 kilos. Two or three more kilos and you'll be obese! That's really dangerous.

● **Tasks 18, 19, 20 and 21: I listen to part (2) of the dialogue between Amy and her dietitian.** *(CD, Track 38)*

**Amy:** How can it be dangerous, doctor?

**Dietitian:** Well, overweight and obesity can cause diabetes or heart disease and many other health problems. But you should also ask me about the causes of overweight and obesity. Are you a couch potato, Amy?

**Amy:** Well, I spend a few hours watching TV every day, like many young people.

**Dietitian:** Do you eat between meals?

**Amy:** Hmm ... I like eating salted crisps and peanuts or milk chocolate bars when I watch my favourite TV serial.

**Dietitian:** What kind of food do you like eating on a daily basis?

**Amy:** I love fast food. I also like ice cream, sugary drinks and pancakes but I hate vegetables, except potatoes.

**Dietitian:** Do you exercise? Do you do gym or practise any sport?

**Amy:** I'm not sporty at all. I just can't do any sport.

● **Tasks 22, 23, 24 and 25: I listen to part (3) of the dialogue between Amy and her dietitian.** *(CD, Track 39)*

**Dietitian:** Listen, Amy. Too much food or bad food, plus lack of exercise or sport practice are the usual causes of overweight and obesity, and many other health problems. You should eat less fat, less sugar and less salt and more fruit and vegetables because they're rich in vitamins and many other good things. You must do more exercise to keep fit and healthy. Try to walk more often and spend less time watching TV. You must go on a diet immediately if you want to lose weight. I'm putting you on a four-week diet plan with balanced daily menus. Follow it, Amy, and come back in a month for a check. Bye Bye.

**Amy:** Thank you, doctor. Bye.

## ME AND MY HEALTH (SEQUENCE 3)

### SCRIPTS FOR : MY PRONUNCIATION TOOLS

#### 1. Pronunciation of “must / mustn’t”

##### a. I listen and repeat.

(CD, Track 40)

/mə(s)t/ ➔ Must Amy go on a diet, doctor?

/mʌst/ ➔ Yes, she must.

/mə(s)t/ ➔ She must go on a diet.

/mʌsnt/ ➔ She mustn’t eat bad, unhealthy food.

##### b. I listen and repeat.

(CD, Track 41)

– What must /mə(s)t/ I do if I have toothache?

– You must /mə(s)t/ consult a dentist.

– What must /mə(s)t/ I do if I put on weight?

– You must /mə(s)t/ do exercise.

– You mustn’t /mʌsnt/ spend a lot of time sitting and watching TV.

#### 2. Pronunciation of “should / shouldn’t”

##### a. I listen and repeat.

(CD, Track 42)

/ʃəd/ ➔ Should I take notes, mum?

/ʃʊd/ ➔ Yes, you should.

/ʃəd/ ➔ You should write the important words.

/ʃʊdnt/ ➔ You shouldn’t write whole sentences.

**b. I listen and repeat.**

(CD, Track 43)

- When should /ʃəd/ I start this diet?
  - You should /ʃəd/ start it immediately.
- How should /ʃəd/ I take this medicine?
  - You should /ʃəd/ take it after meals.
  - You shouldn't /ʃʊdnt/ take it before.

**3. Pronunciation of “sh”**

**I listen and repeat.**

(CD, Track 44)

/ʃ/ **should - shoulder - shin - shoes - show - she - shade - shape - shirt**  
- **wishes - washes - fishing - nail polish - skin rash - English**

**4. Pronunciation of “ch”**

**I listen and repeat.**

(CD, Track 45)

/tʃ/ **chest - children - cheese - check - choose - teacher - kitchen -**  
**touching - patch - couch - catch - rich - much - itch - each -**  
**wristwatch**

## I pronounce.

- **Tasks 1 and 2. I listen and tick the correct pronunciation of the words in bold.** *(CD, Track 46)*

– People who suffer from migraines or severe headaches **must** consult a neurologist.

/mʌst/       /məs(t)/

– Diabetic patients **must** consult a specialist in endocrinology.

/məs(t)/       /mʌst/

– I have myopia. **Must** I see an ophthalmologist?

/mʌst/       /məs(t)/

– Yes, I think you **must**.       /məs(t)/       /mʌst/

– No, you don't have to. You can just consult an optician.

- **Tasks 3 and 4. I listen and tick the correct pronunciation of the words in bold.** *(CD, Track 47)*

– People who catch a cold or the flu **should** consult an otolaryngologist.

/ʃʊd/       /ʃəd/

– If you've got an allergy, like a skin rash or a skin disease like eczema, you **should** consult a dermatologist.

/ʃəd/       /ʃʊd/

– I have a headache. **Should** I go to the doctor?

/ʃʊd/       /ʃəd/

– Yes, I think you **should**.       /ʃəd/       /ʃʊd/

– No, I think you **shouldn't**.       /ʃədnt/       /ʃʊdnt/

You can just take an aspirin.



• **Tasks 5, 6 and 7. I listen to the dialogue between Liz and her mum.**

(CD, Track 48)

**Liz:** Do I have to take this cough syrup, mum? It tastes awful!

**Mum:** I'm afraid you have to, sweetheart.

**Liz:** Must I take it right now?

**Mum:** Yes. You must take one spoonful right now and another one before you go to bed.

**Liz:** I don't think I must take two spoonfuls, mum! One should be enough.

**Mum:** Of course you must! The doctor knows better, sweetheart.

**Liz:** What should I do if I vomit, then?

**Mum:** Well, you should take another spoonful after a few minutes!

**Liz:** Oh, no! That's not fair!

• **Tasks 9 and 10. I listen and tick the box next to the right pronunciation of the letters in bold type in each word.**

(CD, Track 49)

1.	/tʃ/	/ʃ/
<b>m</b> ash	<input type="checkbox"/>	<input type="checkbox"/>
<b>m</b> atch	<input type="checkbox"/>	<input type="checkbox"/>
<b>w</b> atch	<input type="checkbox"/>	<input type="checkbox"/>
<b>w</b> ash	<input type="checkbox"/>	<input type="checkbox"/>
<b>ch</b> ef	<input type="checkbox"/>	<input type="checkbox"/>
<b>ch</b> ief	<input type="checkbox"/>	<input type="checkbox"/>
<b>sh</b> ip	<input type="checkbox"/>	<input type="checkbox"/>
<b>ch</b> ip	<input type="checkbox"/>	<input type="checkbox"/>

2.	/tʃ/	/ʃ/
<b>sh</b> oes	<input type="checkbox"/>	<input type="checkbox"/>
<b>ch</b> oose	<input type="checkbox"/>	<input type="checkbox"/>
<b>ch</b> in	<input type="checkbox"/>	<input type="checkbox"/>
<b>sh</b> in	<input type="checkbox"/>	<input type="checkbox"/>
<b>wh</b> ich	<input type="checkbox"/>	<input type="checkbox"/>
<b>w</b> ish	<input type="checkbox"/>	<input type="checkbox"/>
<b>ca</b> sh	<input type="checkbox"/>	<input type="checkbox"/>
<b>ca</b> ch	<input type="checkbox"/>	<input type="checkbox"/>

- **Tasks 11 and 12. I listen and write the phonetic symbol (/tʃ/ /ʃ/ /k/) corresponding to the pronunciation of the letters in bold type in each word.** (CD, Track 50)

Shirley /.../ Richardson /.../ and her husband **Charles** /.../ **Fisher** /.../ are a **rich** /.../ **English** /.../ couple. They live in **Chichester** /.../ /.../, a beautiful town about 128 km southwest of London. Shirley is a tall, **charming** /.../ blonde who is always **chic** /.../ and elegant. Charles is a typical Englishman with his pipe and **moustache** /.../. Shirley is a **chemist** /.../ and Charles is an **architect** /.../. **Michael** /.../ is their only **child** /.../. He studies **psychiatry** /.../ at the University of **Chicago** /.../, USA. Charles and Shirley have a private **French** /.../ **chef** /.../ who cooks for them. The couple don't drive because they have their own **chauffeur** /.../. They always spend their winter holiday in their Swiss **chalet**. /.../.

## ME AND MY TRAVELS (SEQUENCE 4)

### SCRIPTS FOR : I LISTEN AND DO.

- **Tasks 1, 2, 3, 4 and 5: I listen to Part (1) of the conversation between Mounir and Keltoum.** (CD, Track 51)  
*Keltoum is Mounir's new classmate in Djelfa. She is from Tizi-Ouzou. Last year, her family moved from Tizi-Ouzou to Djelfa.*

**Mounir:** I'm going to visit Algiers and Tizi-Ouzou next summer. I need your help, Keltoum. Tell me, what do I need to know before travelling?

**Keltoum:** I'll give you a travel brochure tomorrow. You'll find all the information you need about hotels, restaurants, museums, historic sites and monuments.

**Mounir:** Thanks, Keltoum. Well, you know I love outdoor life. What kinds of activities are available around the capital or Tizi?

**Keltoum:** Tomorrow, I'll also give you a detailed map with a key to all the camping sites, national parks and outdoor activities in the region like hiking, mountain biking, skiing or fishing.

**Mounir:** I won't ski in summer! I like fishing and biking but I prefer hiking.

● **Tasks 8, 9 and 10: I listen to Part (2) of the conversation between Mounir and Keltoum.**

(CD, Track 52)

*The next day, Keltoum meets Mounir during the morning break.*

**Keltoum:** Hello, Mounir. Here are the brochure and the map I promised you yesterday.

**Mounir:** It's very kind of you, Keltoum! Thanks a lot.

**Keltoum:** Not at all. Tell me, when are you going to travel to Algiers?

**Mounir:** I don't know. Maybe in July or August.

**Keltoum:** Don't forget to visit the Bardo National Museum of Prehistory and Ethnography.

**Mounir:** I will! Where is it situated?

**Keltoum:** Hmm... It's near the town centre, about 500m far from Mustapha Bacha hospital, and a 100m walk from the National Museum of Antiquities. El-Djazair Hotel is also nearby, about 600m to the south.

**Mounir:** Is there any interesting site or monument in the capital?

**Keltoum:** Oh yes, you should visit the Casbah. It's a UNESCO World Heritage Site. Actually, it's the old medina of Algiers. It's located north of Algiers Central Train Station, not far from the sea.

● **Tasks 13 and 14: I listen to the end of the conversation part (2) between Mounir and Keltoum.**

(CD, Track 53)

**Mounir:** I will! Where is it situated?

**Keltoum:** Hmm... It's near the town centre, about 500m far from Mustapha Bacha hospital, and a 100m walk from the National Museum of Antiquities. El-Djazair Hotel is also nearby, about 600m to the south.

**Mounir:** Is there any interesting site or monument in the capital?

**Keltoum:** Oh yes, you should visit the Casbah. It's a UNESCO World Heritage Site. Actually, it's the old medina of Algiers. It's located north of Algiers Central Train Station, not far from the sea.

● **Tasks 15, 16, 17, 18, 19, 20 and 21: I listen to this BBC Radio programme about Djurdjura National Park.**

(CD, Track 54)

Djurdjura National Park is situated in Kabylia, in the northeast of Algeria, about 150 km east of the capital Algiers. The park was established in 1983. It covers an area of 82 square kilometres. It's about 60km southeast of Tizi-Ouzou. The park has a rich fauna and flora. It hosts many forests of oak and pine trees, and old cedars. There are also many mountains, gorges and

caves. Many animals and birds inhabit the park such as jackals, foxes, Barbary macaques, vultures, eagles and falcons. Some of them are endangered species. Winters are cold, with heavy snow. Temperatures fall below zero but in autumn and spring it is rather warm. In the summer, the weather is cool and sunny most of the season.

● **Tasks 23, 24 and 25: I listen to Part (3) of the conversation between Mounir and Keltoum.** (CD, Track 55)

*The conversation goes on between Mounir and Keltoum during the morning break.*

**Keltoum:** How long will you stay in Algiers?

**Mounir:** Maybe a couple of days. Then, I'm going to travel to Tizi-Ouzou, your hometown.

**Keltoum:** Good. You should visit Djurdjura National Park. You can camp there and go hiking, fishing or mountain biking. You'll see, it's a wonderful place!

**Mounir:** I can't wait to be there!

**Keltoum:** You can also visit the village of Beni Yenni. It's famous for its traditional Berber jewellery. The region is also famous for traditional pottery.

**Mounir:** That's interesting! How far is it from Tizi?

**Keltoum:** Not very far, about 35km to the southeast. It's halfway between Djurdjura National Park and Tizi. You can stop there on your way to the park.

**Mounir:** What's the weather like in your region, Keltoum?

**Keltoum:** Well, in summer it's cool in the mountains but very hot in Tizi. Winter is very cold. It snows a lot. Autumn is a warm but rainy season. I prefer spring. The weather is really nice and sunny.

**Mounir:** Thanks, Keltoum, for all your help!

**Keltoum:** It's my pleasure, Mounir! I hope you'll enjoy your summer holidays in my birthplace.

**Mounir:** I will. Many thanks again.

● **Tasks 26 and 27: I listen to Part (4) of the conversation between Mounir and Keltoum.** (CD, Track 56)

**Mounir:** What's the weather like in your region, Keltoum?

**Keltoum:** Well, in summer it's cool in the mountains but very hot in Tizi. Winter is very cold. It snows a lot. Autumn is a warm but rainy season.

I prefer spring. The weather is really nice and sunny.

**Mounir:** Thanks, Keltoum, for all your help!

**Keltoum:** It's my pleasure, Mounir! I hope you'll enjoy your summer holidays in my birthplace.

**Mounir:** I will. Many thanks again.

## ME AND MY TRAVELS (SEQUENCE 4)

### SCRIPTS FOR: MY PRONUNCIATION TOOLS

#### 1. Pronunciation of contracted or short forms of “will / will not”

##### a. I listen and repeat.

(CD, Track 57)

/wɪl/ ➔ **Will** you come tomorrow?

Yes, I **will**.

/ɪ/ ➔ I'll give you a travel brochure tomorrow.

/wəʊnt/ ➔ I **won't** come tomorrow.

No, I **won't**.

##### b. I listen and repeat.

(CD, Track 58)

– Will /wɪl/ you go hiking in Djurdjura?

– Yes, I will. /wɪl/

– I'll go hiking. /ɪ/

– Will /wɪl/ you ski in Djurdjura?

– No, I won't. /wəʊnt/

– I won't ski. /wəʊnt/

## 2. Pronunciation of “ed” endings in past simple and past participle forms of regular verbs

I listen and repeat.

(CD, Track 59)

- /ɪd/ ➔ greeted - started - waited - visited - needed - decided  
/t/ ➔ stopped - hiked - stuffed - unearthed - washed - watched  
- danced  
/d/ ➔ rubbed - belonged - moved - bathed - advised - judged -  
travelled - aimed - rained - endangered - preferred - snowed  
- played - skied

## 3. Pronunciation of “th”

I listen and repeat.

(CD, Track 60)

- /θ/ ➔ **three** - **thanks** - **birth**place - **ethnology** - **north** - **south** - **month**  
/ð/ ➔ **this** - **these** - **that** - **those** - **weather** - **mother** - **father** - **with**

## 4. Pronunciation of “tion”

I listen and repeat.

(CD, Track 61)

- /ʃ(ə)n/ ➔ pronunciation - location - situation - information  
- conversation preparation - position - instruction  
- connection - direction

I pronounce.

• **Tasks 1 and 2. I listen and tick the correct pronunciation of the words in bold.**

(CD, Track 62)

– You’**ll** find all the information you need.

/wɪl/

/ɪ/

– I hope you’**ll** enjoy your holidays in my birthplace.

/ɪ/

/wɪl/

– **Will** you travel there next summer?

/wɪl/

/ɪ/

– Yes, I **will**.

/ɪ/

/wɪl/

– No, I **won’t**.

/wəʊnt/

/wɑʊnt/

● **Task 3. I listen and repeat the questions.**

(CD, Track 63)

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

● **Task 4. I listen again and write the questions.**

(CD, Track 64)

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

● **Task 5. I listen again and answer the questions in task (4).** (CD, Track 65)

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

● **Task 7. I listen and tick the right pronunciation of the “ed” ending in each verb.**

(CD, Track 66)

1.	/ɪd/	/t/	/d/
cried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
camped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
admired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
added	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.	/ɪd/	/t/	/d/
planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surprised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
impressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

● **Tasks 9 and 10. I listen and write the phonetic symbol (/θ/ or /ð/) for each “th” in bold type.**

(CD, Track 67)

- “**These**” /...../ is the plural form of “**this**” /...../.
- “**Those**” /...../ is the plural form of “**that**” /...../.
- “**Mouths**” /...../ is the plural form of “**mouth**” /...../.
- “To **breath**e” /...../ is a verb and “**breath**ed” /...../ is its past form; “**breath**” /...../ is a noun.
- “**Cloth**” /...../ is a noun; its plural form is “**cloth**s” /...../.
- “To **cloth**e” /...../ is a verb, and “**cloth**ed” /...../ is its past form; “**cloth**es” /...../ is another plural noun.

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