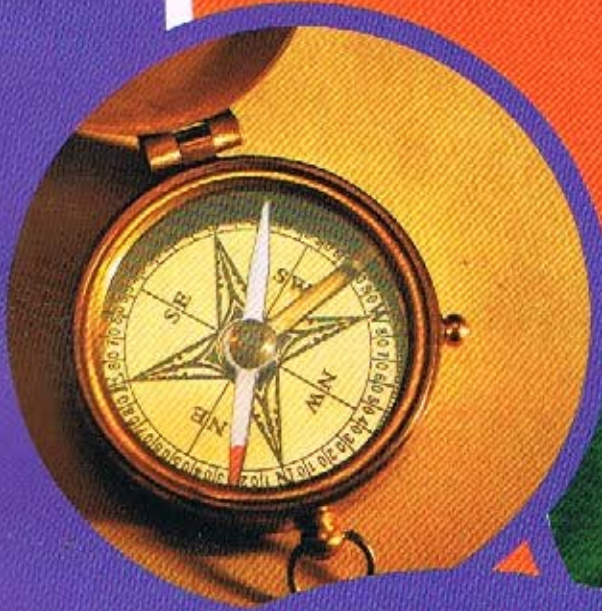
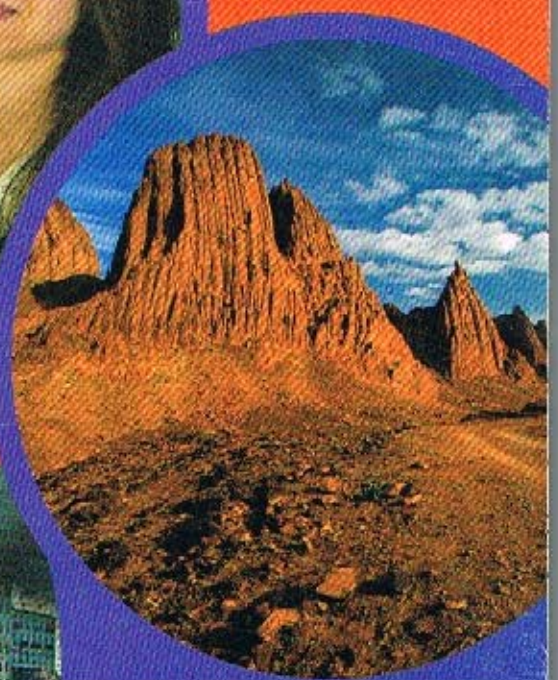
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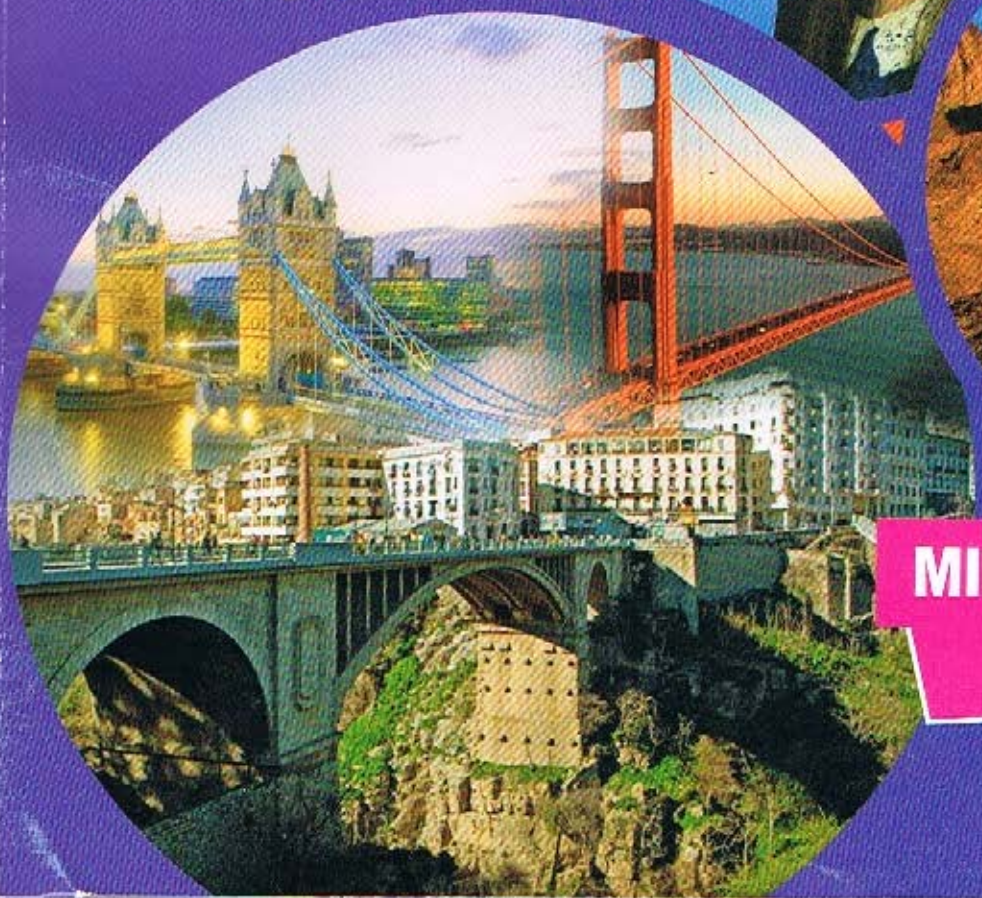
My Book of English

السنة الثانية من التعليم المتوسط









MIDDLE SCHOOL
YEAR TWO

CASBAH Editions

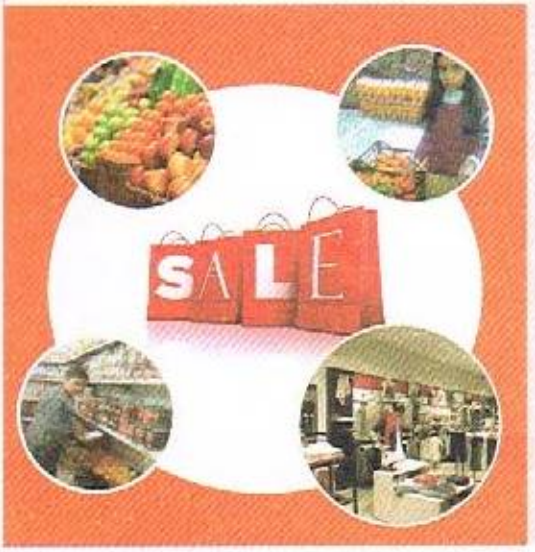
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MY BOOK MAP

Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
Sequence 1 Me, my friends and my family	• Describing physical appearance • Describing daily and free time activities • Describing and locating places • Reading and interpreting a house plan • Recording daily activities on a schedule • Describing family relationships • Expressing likes and dislikes • Expressing abilities and inabilities • Expressing cause or reason	• The simple present tense for description • Adjectives for description (colour, height, build, hairstyle, beauty and physical attraction) • Possessive pronouns for description • Location markers (prepositions and adverbs) for description • "Can" for ability • "Can't" for inability • Cause or reason (why/because)	• Pronunciation of "s" endings: /ɪz/ , /s/ and /z/ • Pronunciation of "can" and "can't": /kən/, /kæn/ and /kɑ:nt/ • Silent letter "h" • Silent letter "d"
Sequence 2 Me and my shopping	• Describing shopping items • Expressing quantity • Asking for information about shape, size, quantity, weight, colour and price • Devising a neighbourhood street map • Locating and showing the way to amenities	• Many, much, some, any • How many …? • How much …? • What size are you? • What is your size? • What is the size of …? • How big is …? • What shape is …? • Cardinal and ordinal numbers • The imperative	• Pronunciation of /l/ and /ɫ/ • Pronunciation of /r/ • Silent "r"
Sequence 3 Me and my health	• Expressing obligation • Expressing prohibition • Giving advice and recommendations • Planning a healthy balanced meal • Planning a healthy weekly diet	• "Have to" (interrogative and affirmative forms) • "Have got to" • "Must" with the three forms • "Should"/"shouldn't" • The imperative	• Pronunciation of /məst/ /mʌst/ /mʌsnt/ • Pronunciation of "should":/ʃəd/ /ʃʊd/ • Pronunciation of "shouldn't": /ʃʊdnt/ • Pronunciation of "sh": /ʃ/ • Pronunciation of "ch": /tʃ/
Sequence 4 Me and my travels	• Narrating a trip/journey • Describing amenities and places of interest • Describing environmental sites • Reading and interpreting a map • Planning and interpreting itineraries	• Simple future tense with the three forms • "Be going to" for future activities with the three forms • Past simple tense with the three forms (regular and irregular verbs) • Demonstratives: this/these, that/those • Word formation with "tion" • Adjectives ending with "y"	• Pronunciation of "will","ll"and "won't": /wɪl/ /ɫ/ /wəʊnt/ • Pronunciation of "ed": /ɪd/ /t/ /d/ • Pronunciation of "th": /θ/ /ð/ • Pronunciation of "tion": /ʃən/

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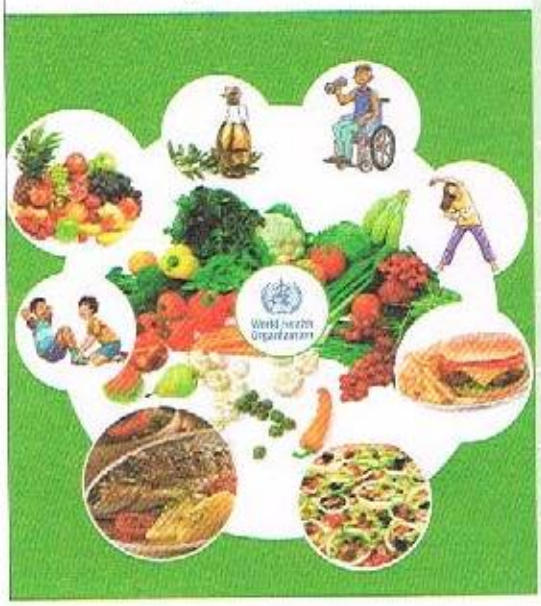
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	I practise. 27
	I read and do. 37
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	I think and write. 41
	Now, I can 42
	I play and enjoy. 43
	I read for pleasure. 44
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	I think and write. 71
	Now, I can 72
	I play and enjoy. 73
	I read for pleasure. 74

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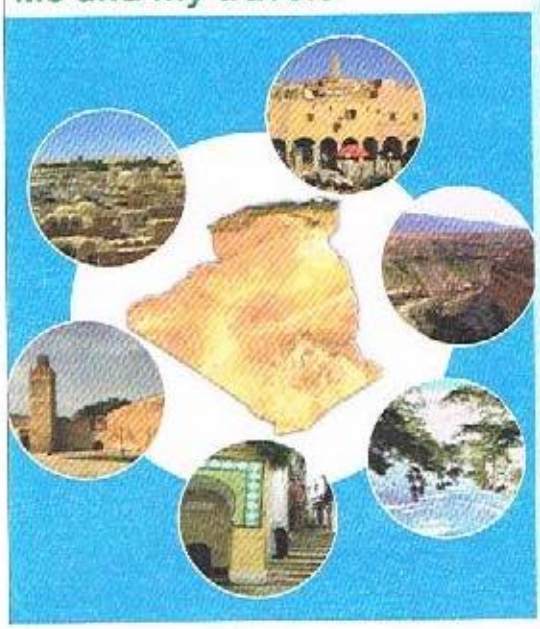
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Me and my travels

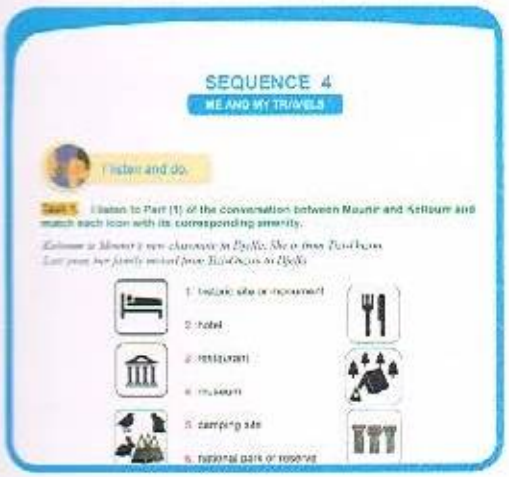


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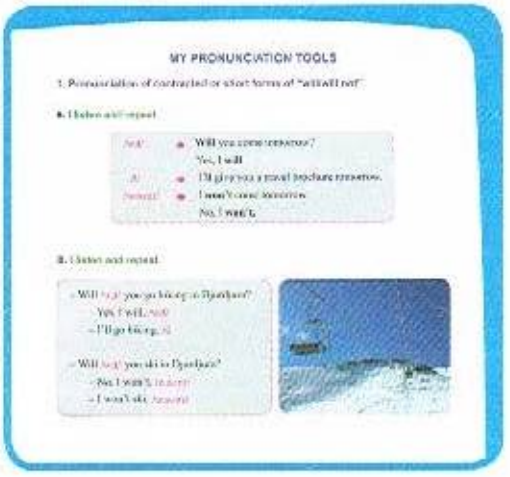
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PRESENTATION OF A SEQUENCE

I listen and do.



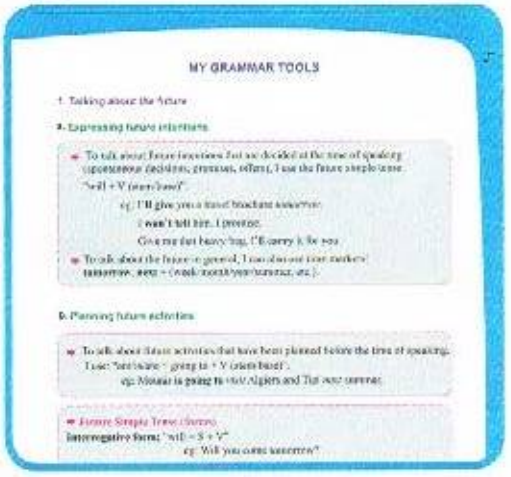
My pronunciation tools



I pronounce.



My grammar tools



I practise.

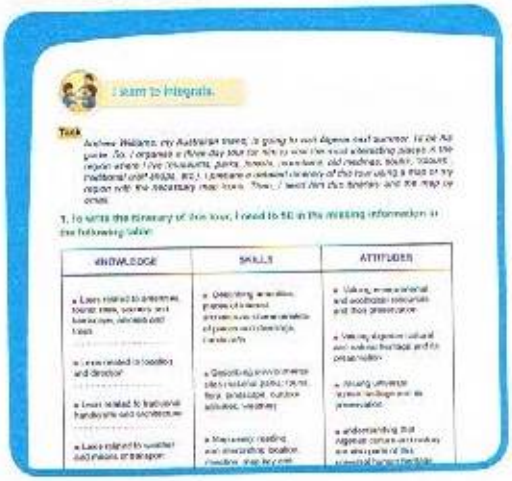


I read and do.

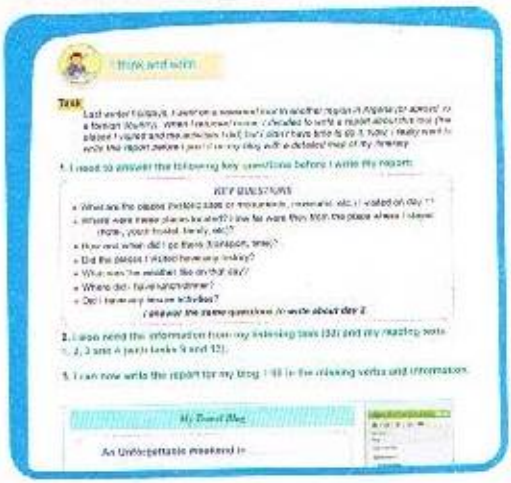


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I learn to integrate.



I think and write.



Now,I can



I play and enjoy.



I read for pleasure.



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SEQUENCE 1

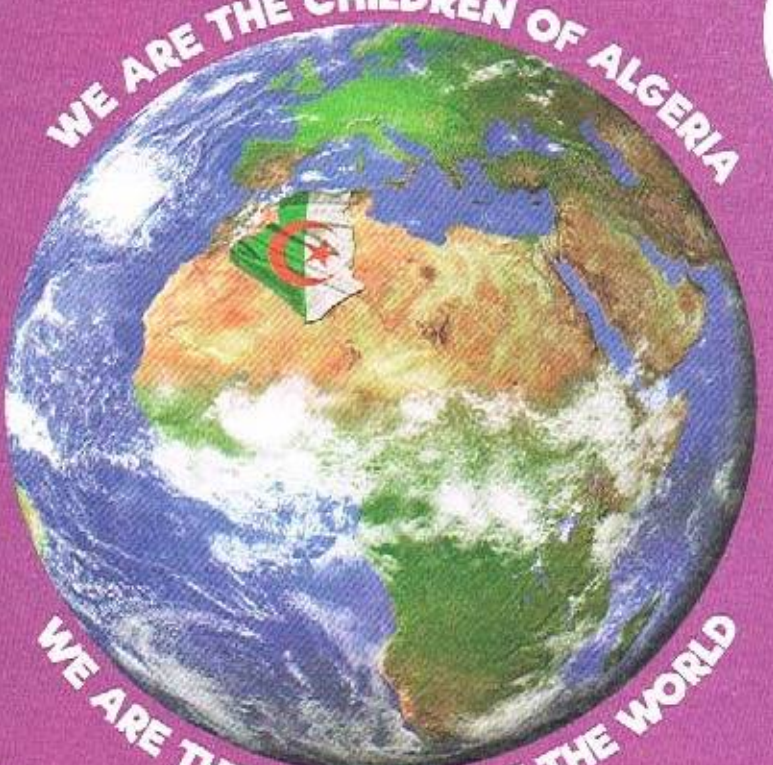
ME, MY FRIENDS AND MY FAMILY



















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MY FIRST TERM PROJECT

1. Table manners worldwide (a multicultural project)

"Good" table manners in one country can be considered "bad" in another. Knowing these differences can help me understand and accept other cultures. I search the internet to learn about table manners in three or four countries from different continents, and design a wall display for my class.

2. My classmates' shopping habits (a class survey)

I prepare a questionnaire for my classmates to know more about their shopping habits. Then, I report the results to the class.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

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SEQUENCE 1

ME, MY FRIENDS AND MY FAMILY



I listen and do.

Task 1. Samir is my elder brother. He is a high school student. He's good at English. So, he is helping me to learn the different parts of my body in English. I listen to him and match each part (picture) with its corresponding name.









1. small slanted black eyes
2. big blue eye
3. big green eye
4. small nose
5. big nose
6. short straight black hair
7. long straight black hair
8. long wavy black hair
9. big frizzy black hair
10. long curly black hair
11. hand and fingers
12. ears
13. big mouth with red lips
14. bald head









Task 2. I listen again and check my answers. Then, I work with my partner and we correct each other.

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Task 3. I listen to Part (1) of the phone conversation between Liz and her Algerian friend Razane. Then, I fill in the missing names which I can hear.






..... and .... and ....

Task 4. I listen again to Part (1) of the phone conversation between Liz and Razane and check my answers.

Task 5. Liz's phone battery is now charged. She's speaking to Razane again. I listen to Part (2) of the phone conversation between the two friends and fill in the remaining missing names of Liz's relatives.






..... and .... and ....

Task 6. I listen again to Part (2) of the phone conversation between Liz and Razane and check my answers.
When I finish, I work with my partner and we correct each other's answers in tasks (3 and 5).

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Task 7. I listen to the end of Part (2) of the phone conversation between Liz and Razane and cross out the wrong word between brackets.

Razane: Poor little boy! And who is the (slim – skim), tall girl with (long – strong) straight blonde hair on the (fourth – first) photo?

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

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

Liz: Bye, Razane.

Task 8. I listen again to the end of Part (2) of the phone conversation between Liz and Razane and work with my partners. We compare our answers and correct each other.

Task 9. I work with my partner and ask him/her to describe one of his/her relatives as in the example.

Example:

Me: What does your (*aunt, female cousin, niece, mother, sister*) look like?

My partner: She is (*describe her height*: tall, short or small), with (*describe her eyes*: size, colour), a (*describe her nose*: size) and (*describe her hair*: length, style: straight – curly – wavy – frizzy, colour).

Me: Is she slim?

My partner: .....

Me: How does she dress most of the time?

My partner: She wears (a hijab: long dress, scarf over her hair; women's suit: jacket and skirt/trousers together) and (eyeglasses: *if she can't see very well*).

Task 10. I change roles with my partner and answer his/her questions about my male cousin, my nephew, father or brother.

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Task 11. Sami is Rachid's new classmate. On Sunday morning, during the break, they start chatting about their weekend. I listen to their conversation and fill in the missing names of their sports activities.



1. .....



4. .....



3. .....



2. .....



5. .....

Task 12. I listen again and compare my answers with my partner's. Then, we correct each other.

Task 13. I listen to Sami and Rachid chatting and I complete the first part of their conversation.

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

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

Rachid: Why?

Sami: Well, I ..... swimming. I go to the swimming pool ..... Saturday afternoon but I spent this weekend at home, doing ..... interesting because there's a problem with ..... water at the pool. And how was your .....?

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

Task 14. I listen again to the first part of their conversation and work with my partner. We compare our answers and correct each other.

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Task 15. I listen to the second part of the conversation between Sami and Rachid and reorder the jumbled exchanges. The first exchange is given.

1. So, you do judo! Can you use a judo throw on me?

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

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!

2. Of course I can! I can knock you down in two seconds! I'm a green belt in judo, you know!

What about the weekdays? What do you do?

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.

Sami: *So, you do*.....

.....

Rachid: .....

.....

Sami: .....

.....

Rachid: .....

.....

Sami: .....

.....

Rachid: .....

.....

Task 16. I listen to Part (2) of the conversation again and check my answers. Then, I work with my partner and we correct each other.

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Task 17. I work with my partner. We ask and answer questions about our daily and free time activities.

Me: Tell me ..... (*I name my partner*), what sports do you do?

My partner: (*choose 2 or 3 sports*).....

Me: And when do you do them?

My partner: (*give the day: weekend/Tuesday, and the period of the day: morning, afternoon, evening*) .....

Me: Why do you like them?

My partner: Because (*give a good reason*).....

Me: What else do you do every day?

My partner: Routine activities, as usual: I go to .....
.....
(*say what you do every day: morning/afternoon/evening*)

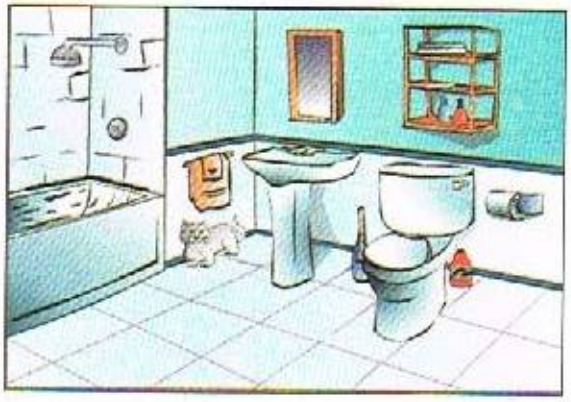
Task 18. I change roles with my partner and answer his/her questions about my free time and daily routine activities.

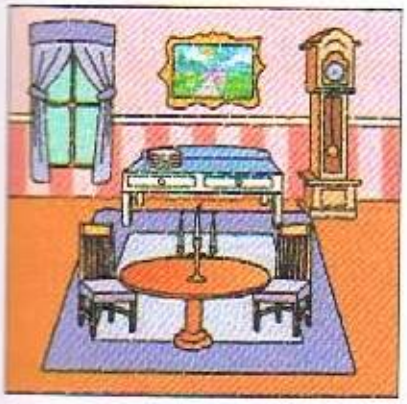


A Judo Throw ... Wow!

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Task 19. My elder brother Samir is helping me again to learn the English names of the different rooms in a house.
I listen to him read the definitions from the Oxford dictionary, and I match each room with its corresponding name.

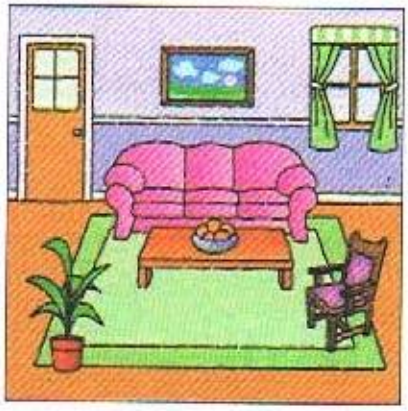




1. bedroom

2. living room

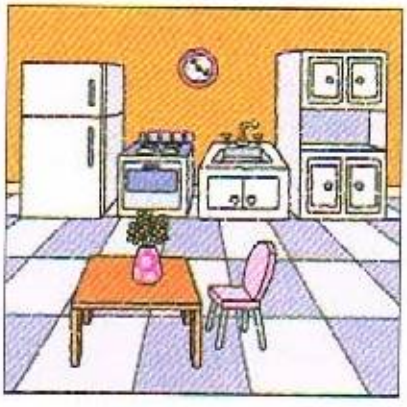
3. dining room





4. kitchen

5. bathroom

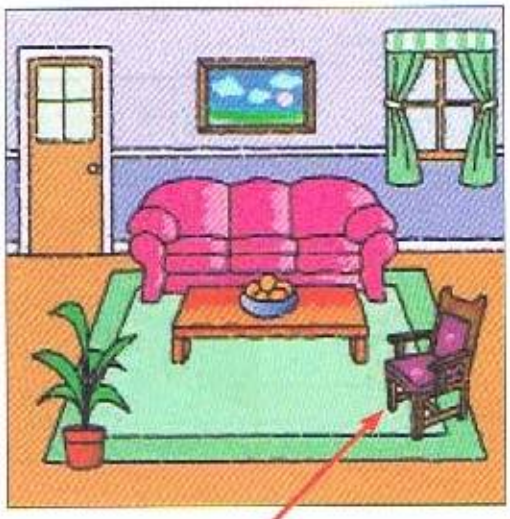


Task 20. I listen again to my brother Samir and compare my answers with my partner's. Then, we correct each other.

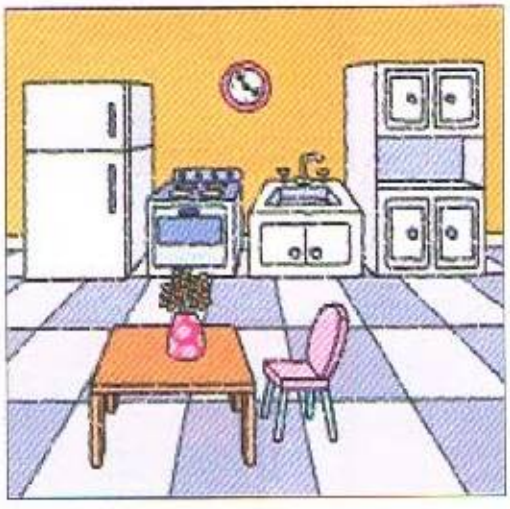
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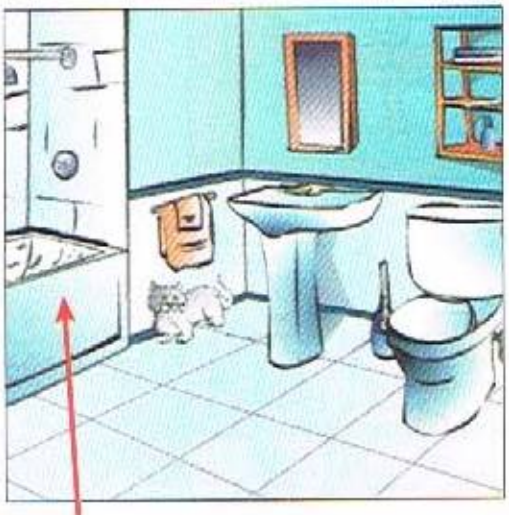
Task 21. I listen to my brother Samir and use arrows to show the things we can find in each room.





1. bed
2. bedside table
3. bedside lamp
4. sofa
5. armchair
6. coffee table



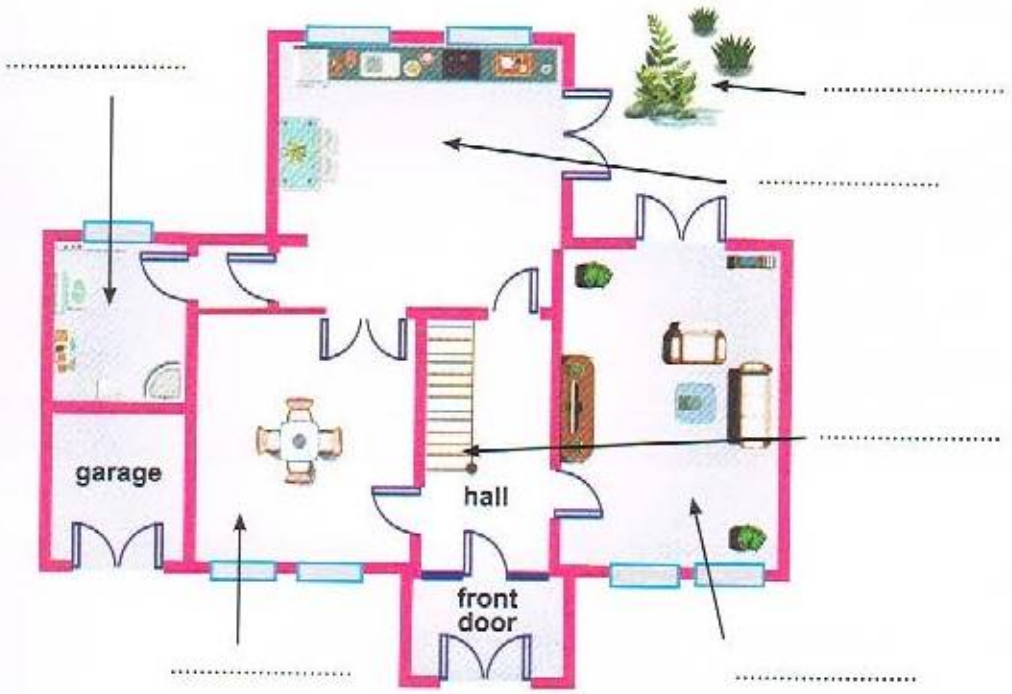


a. fridge
b. cooker
c. sink
d. cupboard
e. bathtub
f. washbasin
g. toilet
h. mirror

Task 22. I listen to my brother Samir again and check my answers. Then, I work with my partner and we correct each other.

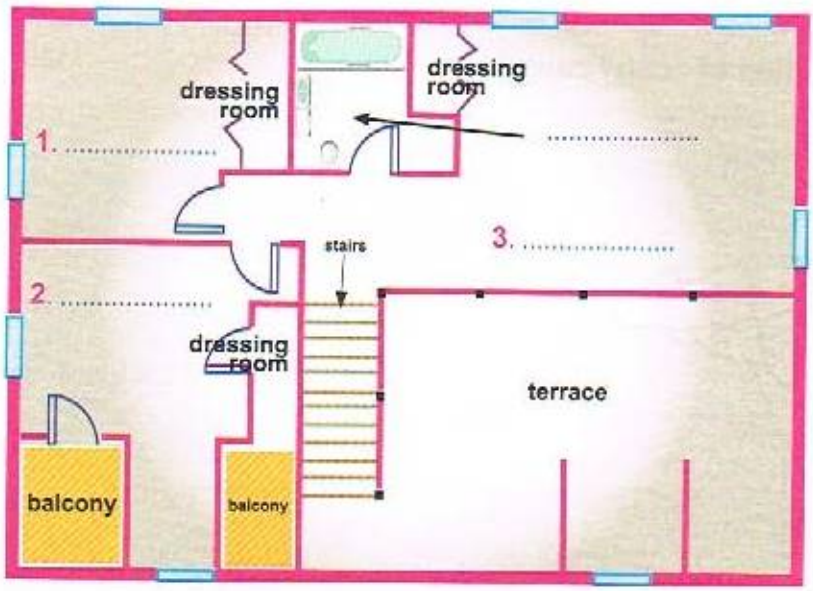
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Task 23. Liz and her Algerian friend Razane are chatting on the Internet. I listen to them and complete the ground floor plan of Liz's house.



Task 24. I listen again to the online conversation and check my answers.

Task 25. I listen again and complete the first floor plan of Liz's house. I locate each person's bedroom on the plan.



Task 26. I listen again and check my answers. Then, I work with my partner and we correct each other.

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MY PRONUNCIATION TOOLS

1. Pronunciation of "s" endings in plural nouns and present simple verbs (3rd person singular: he, she, it).

I listen and repeat.

/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

- "s" is pronounced /ɪz/ after the following sounds: /s – z – ʃ – ʒ – tʃ – dʒ/ (or the following alphabet letters: s, ss, x, ce, sh, ch, ge)
- "s" is pronounced /s/ after the following sounds: /p – t – k – f – θ/
- "s" is pronounced /z/ after the following sounds: /b – d – g – v – ð – l – m – n – ŋ – r + all **vowels and diphthongs**/

2. Pronunciation of "can / can't"

I listen and repeat.



Another Judo Throw ... Wow!

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

– Yes, I can. /kæn/

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

– No, I can't. /kɑ:nt/

I can't /kɑ:nt/ knock you down in two seconds!

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I pronounce.

Task 1. I listen and put each word from the box into the right envelope.

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



Task 2. I listen again and check my answers.

Task 3. I work with my partner. We read again "My Pronunciation Tools (1)" and we correct each other's answers in task (1).

Task 4. I work with my partner. I look at the pictures on page (23) and ask him/her questions about four or five sports as in the example. We read "My Pronunciation Tools (2)" and pay attention to the pronunciation of **"can"** and **"can't"** when we speak.

Example: ***Me:*** *Can you lift weights?*
My partner: *No, I can't but I can go jogging for a long distance.*
Me: *Can you ride a motorbike?*
My partner: *Yes, I can but I can't ride a horse.*

Me: Can you .....?
My partner: No, I can't but I .....
Me: Can .....?
My partner: Yes, I ..... but .....

Task 5. I work with my partner. We change roles and I answer his/her questions. I pay attention to the pronunciation of **"can"** and **"can't"** when I speak.

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bowling



ice skating



horse riding



volleyball



basketball



weightlifting



karate



jogging



skateboard



motorcycling



boxing

Task 6. I listen and tick the words in which the letter "h" is not pronounced.

☐ he	☐ hers	☐ why	☐ hour	☐ horrible
☐ honour	☐ house	☐ her	☐ hijab	☐ hamburger
☐ heir	☐ hair	☐ honest	☐ white	☐ whip

Task 7. I listen again and check my answers.

Task 8. I listen and tick the words in which the letter "d" is not pronounced.

☐ cupboard	☐ handsome	☐ hand	☐ sandwich
☐ Tuesday	☐ weekend	☐ handwriting	☐ Friday
☐ Wednesday	☐ does	☐ handkerchief	☐ handbag

Task 9. I listen again and check my answers. Then, I work with my partner. We read again "My Pronunciation Tools (3 and 4)" and correct tasks (6 and 8).

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MY GRAMMAR TOOLS

DESCRIBING

1. Using the present simple tense for description

I use the **present simple tense** ["V (stem/base) with: I, we, you, they"] or ["V + (s) with: he, she, it"]:

- to describe my (or another person's) physical appearance (eyes, hair, nose, height, build, clothes, etc.).

  eg: I **have** big brown eyes and a small nose. / She wears high-heeled shoes.

- to talk about my family and relatives (cousin, niece, nephew, aunt, uncle).

  eg: Katie **is** my niece. She loves fashion wear.

- to talk about my daily routine activities (school, homework, meals, sleep, etc.) or my free time activities (sports, hobbies, etc.).

  eg: I **go** to the swimming pool every Saturday afternoon.

- to describe my house and locate bedrooms, living room, dining room, etc.

  eg: We **have** another bathroom downstairs, next to the garage.

- to talk about what I like or don't like (my likes/dislikes).

  eg: I **like** swimming, and I'**m** also a fan of cycling and tennis.

  I **don't like** this kind of sport.

- to ask about a person's physical appearance:

  What **does** he/she **look** like?

2. Using adjectives for description

a. **Colour** *(fair, blonde, dark, black, etc.)*
eg: Two women in **red** dresses, with long straight **fair** hair and a **white** bandana.

b. **Height** *(tall, short, small, etc.)*
eg: The **tall** one with a beard is my cousin Peter.

c. **Build** *(fat, slim, thin, skinny, strong, etc.)*
eg: The **thin** boy on the third photo is my little nephew Richard.

d. **Hairstyle** *(straight, curly, wavy, frizzy, short, long, etc.)*
eg: The tall girl with **long straight** blonde hair is my niece Katie.

e. **Beauty and physical attraction** *(good-looking, elegant, handsome, charming, pretty, cute)*
eg: Your aunts look very **elegant** and **charming**.

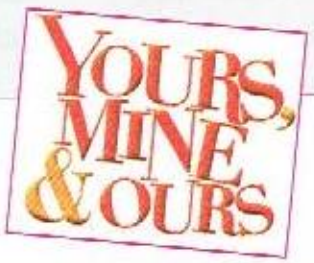
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3. Using possessive pronouns for description

a. Personal Pronouns Subject (+V)	b. Possessive Adjectives (+noun)	c. Possessive Pronouns
I	My	Mine
He	His	His
She	Her	Hers
It	Its	– – –
We	Our	Ours
You	Your	Yours
They	Their	Theirs

eg: **I** *live* in a beautiful cottage with two storeys. (**I**: personal pronoun subject)
This is **my** *bedroom*. (**my**: possessive adjective)
This bedroom is **mine**. (**mine**: possessive pronoun)

- The possessive adjective is followed by a noun.
- The possessive pronoun is **not** followed by a noun.
- To express possession, I can use possessive adjectives or possessive pronouns; they have the **same** meaning.



4. Using location markers (prepositions and adverbs of place) for description

To describe my (or another person's) house, I use:

a. prepositions *(next to, opposite, on the right/left of, (not) far from, at the back of, etc.)*

eg: The dining room is **on the left of** the hall, **opposite** the living room.

b. adverbs *(downstairs, upstairs, etc.)*

eg: The bedrooms and the bathroom are **upstairs**, on the first floor.

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EXPRESSING ABILITY / INABILITY

When I express ability or inability, I need to talk about the things I (or another person) can do and the things I (or another person) can't do, like sports, hobbies, school activities, etc.

a. Ability (what I can do)

To express ability, I use: "can + V (stem)" with all pronouns (subject).

eg: I **can** *knock* you *down* in two seconds.

b. Inability (what I can't do)

To express inability, I use: "can't + V (stem)" with all pronouns (subject).

eg: I **can** *ride* a motorbike but I **can't** *ride* a horse.

EXPRESSING CAUSE / REASON

- To ask for cause or reason, I use the interrogative pronoun "why":
  eg: **Why** do you like motorcycling?

- To express cause or reason and answer the why-question, I use the connector (linking word) "because":
  eg: I like motorcycling **because** it's an exciting sport.



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EXPRESSING ABILITY / INABILITY

When I express ability or inability, I need to talk about the things I (or another person) can do and the things I (or another person) can't do, like sports, hobbies, school activities, etc.

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  eg: I like motorcycling **because** it's an exciting sport.



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I practise.

Describing Physical Appearance

1. Men's and women's wear

Task 1. I look at the pictures of garments and cross out the wrong word.



slippers / flip flops



slippers / flip flops



sandals / high heels



sandals / high heels



cowboy boots / hiking boots



trainers / hiking boots



glasses / sunglasses



glasses / sunglasses



cap / hat



bonnet / hat



cap / hat



cap / belt



belt / scarf



socks / leggings



jacket / coat



turtleneck sweater / V-neck sweater



turtleneck sweater / V-neck sweater



jumper / hoodie



leggings / hipsters



pyjamas / nightie



pyjamas / nightie



leggings / hipsters

I can say: *sweater, jumper or pullover.*

Task 2. I work with a group of partners. We compare our answers and correct each other.

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2. Sportswear

Task 3. I look at the pictures and tick the right box to find out the name of each garment.



☐ football boots
☐ trainers



☐ sneakers
☐ trainers



☐ sneakers
☐ trainers



☐ swimming trunks
☐ shorts



☐ jersey
☐ T-shirt



☐ shorts
☐ swimsuit



☐ tracksuit
☐ shell suit



☐ tracksuit
☐ shell suit



☐ swimsuit
☐ swimming trunks

Task 4. I work with a group of partners. We compare our answers and correct each other.

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1. Trendy haircuts or hairstyles

Task 5. I look at the pictures and guess the name of each hairstyle/haircut. Underline the correct answer.



- short hair with a centre parting
- short hair with a side parting



- short hair with a centre parting
- short hair with a side parting



- marine haircut
- short haircut



- She wears her hair in a bun.
- She wears her hair in plaits.



- She wears her hair in a bun.
- She wears her hair in plaits (braids).



- She wears her hair in plaits (braids).
- She wears her hair in a ponytail.



- She wears her hair in dreadlocks (dreads).
- She wears her hair in a ponytail.

Task 6. I work with a group of partners. We compare our answers and correct each other.

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4. General Physical Description

Task 7. I look up each adjective in my dictionary and complete the definitions of: *handsome; good-looking; cute; charming; elegant; pretty.*

1. "handsome" means: .....
2. "good-looking" means: .....
3. "cute" means: .....
4. "charming" means: .....
5. "elegant" means: .....
6. "pretty" means: .....

Task 8. I look at the picture of this boy and fill in the descriptive card with the words from the box (if the photo is not clear, I can guess).

black; blue; brown; dark; fair; red; grey; blonde; purple; pink; white; green.
curly; wavy; straight; frizzy; short; long.
tall; small; short; big; fat; thin; slim; skinny; strong.
(cotton/woollen or woolly) sweater/jumper/skirt/shirt/jeans/trainers/sandals.
handsome; good-looking; cute; charming; elegant; beautiful; pretty.



DESCRIPTIVE CARD
(PHYSICAL APPEARANCE)

Hair: .....
Eyes: .....
Nose: .....
Build: .....
Height: .....
Clothes: .....
.....
.....
Physical attraction: .....
.....

Task 9. I use the information about the boy's physical appearance in task (8) and write 3 sentences to describe him.

.....
.....
.....

Task 10. I work with my partner. We compare our answers in tasks (8 and 9) and correct each other.

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1. Physical disabilities or impairments (handicaps)

Task 11. I match each definition (explanation) with the corresponding words.

1. A person who can't see.	• a deaf person
2. A person who can't speak.	• a speech-impaired person
3. A person who can't hear.	• a visually impaired person
4. A person who can't see well.	• a paraplegic (person)
5. A person who can't hear well.	• a blind person
6. A person who can't speak well.	• a hearing-impaired person
7. A person who can't walk.	• a dumb person

NOTE : It is better today to call a "disabled/handicapped" person: a person with "physical impairment" or a "physically impaired" person.
This shows my respect for these people.

Task 12. I fill in the gaps to know how to call each disabled child in the pictures. I use the words I learnt in task (11). I pay attention to the last note in task (11).



.....



.....



.....



.....

Task 13. I select one picture in task (12) above and write the physical description (height, build, hair, clothes, etc) of this physically impaired child in three or four sentences.

.....

.....

.....

Task 14. I work with my partner. We compare our answers in tasks (11, 12 and 13) and correct each other.

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Expressing Abilities and Inabilities

Task 15. I work with a group of three partners. I ask each one of them the following questions to know about the things they can or can't do. I write down my partners' names and answers (tick ☑ or cross ☒) in the questionnaire.

	(Name 1)	(Name 2)	(Name 3) .....
1. Can you ride a camel?	.....	.....	.....
2. Can you ride a horse?	.....	.....	.....
3. Can you ride a bike?	.....	.....	.....
4. Can you run for half and hour?	.....	.....	.....
5. Can you run a marathon?	.....	.....	.....
6. Can you pronounce the word "plait"?	.....	.....	.....
7. Can you pronounce "braid"?	.....	.....	.....

Task 16. I use my partners' answers to my questionnaire to write three sentences about each one's abilities and inabilities using **"but"**.

Example:

- Ali can't pronounce the word "braid" **but** he can pronounce the word "plait".
- Zohra can pronounce the word "plait" **but** she can't pronounce "braid".

.....

.....

.....

Task 17. I work with my partners. We correct each other's sentences.

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Talking About My Family

My relatives (family relationships)

Task 18. I match each definition (explanation) with the corresponding words. It is possible to match some definitions with two different words.

1. My mother's sister
2. My father's sister
3. My mother's brother
4. My father's brother
5. My sister's son
6. My brother's son
7. My sister's daughter
8. My brother's daughter
9. My aunt's or uncle's daughter
10. My aunt's or uncle's son
11. My mother's or father's mother
12. My mother's or father's father

- My nephew
- My niece
- My grandpa
- My grandma
- My aunt
- My uncle
- My cousin

Task 19. I draw my family tree including my grandparents, parents, brothers and sisters. I also add my relatives (uncles, aunts, cousins, nephews and nieces).

Task 20. I choose one of my relatives and write three or four sentences about his/her physical appearance (hair, eyes, nose, height, build and adjectives to describe physical attraction).

.....

.....

.....

.....

Task 21. I work with my partner. We correct our answers in tasks (18, 19 and 20).

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2. My father's sister
3. My mother's brother
4. My father's brother
5. My sister's son
6. My brother's son
7. My sister's daughter
8. My brother's daughter
9. My aunt's or uncle's daughter
10. My aunt's or uncle's son
11. My mother's or father's mother
12. My mother's or father's father

- My nephew
- My niece
- My grandpa
- My grandma
- My aunt
- My uncle
- My cousin

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.....

.....

.....

.....

Task 21. I work with my partner. We correct our answers in tasks (18, 19 and 20).

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Talking About Possessions

Task 22. I rewrite each sentence using possessive pronouns: ***mine, his,*** etc.

1. This is my bike.
   This bike is mine. (or: *It is mine.*)
2. This is her swimsuit.
   This swimsuit is .....
3. He is wearing black swimming trunks.
   They are .....
4. We have a nice big living room.
   The nice .....
5. Is this your tracksuit?
   Is this .....?
6. This cottage belongs to my uncles.
   It is .....

Talking About Daily Routine Activities

Task 23. I ask my partner about his/her daily activities and complete the schedule.

	MORNINGS	AFTERNOONS	EVENINGS
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
WEEKEND:			
FRIDAY			
SATURDAY			

Task 24. I use the information in the schedule and write three or four sentence about my partner's weekdays activities and three or four sentences about his/ her weekend activities as in the example (report):

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REPORT: My Partner's Daily Activities

On weekdays, my classmate (*give partner's name*) goes to school every morning and afternoon. She/He has lunch at home. After school, he/she.....

.....

.....

.....

.....

.....

At weekends, she/he .....

.....

.....

.....

.....

.....

Task 25. **I ask my partner to help me correct and improve my report.**

Creativity is the opposite of routine





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Asking and Answering Questions

Physical Appearance, Clothing, Family, Daily Life, Likes & Dislikes, Sport, Home, Abilities, Cause or Reason

Task 26. I work with my partner and match each answer with its corresponding question.

1. What does your new friend look like?
2. What colour are your eyes?
3. What kind of hairstyle do you like wearing?
4. What kind of clothes do you like wearing? Why?
5. Do you have any cousins?
6. What do you do every day?
7. What sport activities do you do?
8. How big is your house? Can you describe it to me?
9. Where is your bedroom located?
10. What do you do at weekends?



a. No, but I have a nephew and two nieces.

b. It's a bit small but very nice. There's only one floor with two bedrooms, a small kitchen and bathroom. We don't have a dining room.

c. She's tall and slim with long dark hair and small brown eyes. She's very charming.

d. They're green.

e. It's on the first floor, next to the stairs.

f. I like wearing casual ones like hipsters, hoodies, T-shirts and trainers or boots because they're trendy.

g. I go to school all day, do my homework in the afternoon, have dinner, then go to bed.

h. I play volley ball and do karate.

i. I relax, watch TV and go swimming.

j. I like to wear my hair in plaits. I like short haircuts with a side parting.

Task 27. I work with my partner and ask him/her the questions in task (26). Then, I write his/her answers in the form of a report.

Task 28. When I finish, I work with my partner again. We correct and improve each other's report.

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I read and do.



Task 1. I read what Mohamed Islam says about himself on his blog page (text) and fill in the bibliographical notes.

Bibliographical Notes

- **Title:** .....
- **Author:** .....
- **Source:** .....
- **Date of publication:** .....
- **Type of document:**
  - ☐ blog page
  - ☐ excerpt from a book
  - ☐ email

Task 2. I read the text again and complete the missing information.

Mohamed Islam

Age: .....
Height: .....
Build: .....
Hair and eyes: .....
Hometown: .....
Mother's occupation: .....
Father's occupation: .....
Number of brothers and sisters: .....
Relatives: .....
.....
Free time activities: .....

Me and My Magic Cube

Tue. 10th Jan.

Hello, everybody. This is the first time I create a blog and post something on it. So, I am going to talk about myself because many people from different parts of the world do not know me.

My name is Mohamed Islam Bouhafs. I am 12. I live in Batna. My father is a journalist and my mother is a teacher. I have got one brother and two sisters. I am tall and slim. I have got dark hair and black eyes. My friends say that I look handsome. I don't know.

I can solve the Magic Cube in thirty seconds. Every day, I train myself on the cube for one hour because I am getting ready for the International Magic Cube Championship.

I live with my grandparents. Every weekend, I visit my aunt and uncle to play with my cousins. I love them very much because they are kind and nice to me.

Mohamed Islam Bouhafs
www.blog.medbouhafs

Task 3. I work with my partner. We discuss and correct our answers (tasks 1 and 2).

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Task 4. I read again Mohamed Islam's blog page (text) and answer by "true" or "false".

1. Mohamed Islam is posting a text on his blog for the third time. .....
2. Many people know Mohamed Islam on the Internet. .....
3. Mohamed Islam says that he is handsome. .....
4. "Slim" means "thin". .....
5. "Dark" is close in meaning to "black". .....

Task 5. I look at the picture and tick the correct definition of a "magic cube".

▶ The "magic cube" is a puzzle consisting of a cube of nine colours. Each face of the cube is made up of six smaller coloured squares. The aim of the puzzle is to rotate the coloured squares until each face of the cube is the same colour.

▶ The "magic cube" is a puzzle consisting of a cube of six colours. Each face of the cube is made up of nine smaller coloured squares. The aim of the puzzle is to rotate the coloured squares until each face of the cube is the same colour.



Task 6. I read the text again and answer the following questions.

1. Can Mohamed Islam solve the Magic Cube quickly?
   .....
2. Why does he train every day?
   .....
3. Does he love his cousins? Why?
   .....

Task 7. I work with my partner and we correct together tasks (4, 5 and 6).

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I learn to integrate.

Task:

I am entering a national competition organised by the Algerian Ministry of National Education for middle school students about the "Best Personal Profile" written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th.
The first three winners will be offered a four-week English language course in London next summer.

1. To write my profile for the "Best Personal Profile" competition, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
▪ Lexis related to physical description ..... ▪ Lexis related to clothing ..... ▪ Lexis related to daily and free time activities ..... ▪ Lexis related to family relationships ..... ▪ Lexis related to the description of my house ..... ▪ Lexis related to my likes and dislikes ..... ▪ The present simple tense ▪ The modal "can/can't" ▪ The connector "because" ▪ Location markers (prepositions and adverbs of place) ▪ Possessive adjectives and pronouns	▪ Describing physical appearance ▪ Describing daily and free time activities ▪ Describing and locating places (rooms, garage, garden, balcony, stairs, terrace, etc.) in a house ▪ Reading and interpreting a house plan ▪ Recording daily activities on a schedule ▪ Describing family relationships ▪ Expressing likes and dislikes related to clothing, daily routine and free time activities ▪ Expressing abilities and inabilities ▪ Expressing cause or reason	▪ Having a tolerant attitude towards others by understanding and accepting the existence of natural physical differences between people ▪ Learning to be respectful towards people with physical impairments ▪ Valuing family through the understanding of family ties and relationships ▪ Valuing healthy physical free time activities, like sport activities ▪ Understanding that Algerian teen culture is also part of a global universal teen culture with its influential trends in clothing, hairstyles, sport, etc.

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2. My listening tasks (7, 13, 17, 23, 25), my pronunciation task (4), "I Practise" tasks, "My Grammar Tools", my reading text and the layout below will also help me to write my profile.

Layout

INTRODUCTION: Personal Information

I first write about my identity (my name, age, class, school, nationality, place of residence) and I add my photo.

DEVELOPMENT

1. Physical Description

I then write about my physical appearance (my height, build, eyes, hair style, clothing, physical attraction).

2. Family

I describe my family tree (father, mother, brothers and sisters, and relatives)

3. Daily and Free Time Activities

– I write about my daily routine activities (I use a schedule).

– I write about my favourite free time activities (sport, hobbies) and say why I like them.

– I write about exceptional, difficult activities that I can do (like the Magic Cube, or jogging for long distances, etc.)

4. My House and My Room

I give a general description of my house and my room.

CONCLUSION

I write one last sentence to say that I am happy to take part in this competition.

3. Now, I can write my profile to enter this competition.



My name is .....

.....

.....

.....

.....

I am very happy to take part in .....

.....

4. I work with my partner. We exchange ideas and vocabulary, and improve our profiles before we upload them.

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I think and write.

Task:

My English friend Liz is asking me to tell her about the place where I live. So, I am going to send her an email with a detailed description of my house and my room. I am also attaching a plan of my house.

1. I need to answer the following key questions before I write my email:

KEY QUESTIONS

- What kind of house do I live in (*flat, villa, old traditional house*)?
- Where is it situated (*town centre, village, on the seaside, mountains, desert*)?
- How big is my house (*number of storeys, number of rooms*)?
- Does my house have balconies, a terrace, a garage, a garden, a swimming pool?
- Where is each room (*bedrooms, kitchen, dining room, living room, bathroom*) or place (*garden, garage, etc.*) located?
- Where do I sleep: Do I have a bedroom? Do I share it with my brother(s) or sister(s)?
- Which room in the house (*living room, kitchen, etc.*) is my favourite? Why?

2. I also need the information from my listening tasks (19, 21, 23, 25) and "My Grammar Tools" (1, 3, 4).

3. I can now write my email to Liz. I also draw the plan of my house.

This message has not been sent.

Send | To... Liz_blacksmith@fastmail.uk | Cc... | Account | Subject: My house

Hello, Liz!

Last time, I promised to tell you about the place where I live. Well, I live .....
.....
.....
.....

P.S Find attached a detailed plan of my .....

Kind regards,
.....

4. I work with my partner. We exchange ideas and improve our emails.

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Now, I can

I can	Yes	Example	No	Support me
describe my physical appearance (height, build, eyes, hairstyle, clothing).				
ask and answer questions about my physical appearance.				
talk about my daily routine activities.				
talk about my free time activities.				
ask and answer questions about daily routine activities and free time activities.				
express my likes and dislikes in relation to these activities.				
talk about my relatives.				
describe my house and the basic furniture in each room.				
interpret a house plan to understand the description of a house (location of each room or place inside).				
design/draw a house plan to describe a house and locate each room or place inside it.				
talk about the activities I can/can't do (abilities and inabilities).				
talk about physically impaired people in a respectful way by using appropriate vocabulary/lexis.				
express possession and talk about my (or other people's) belongings using possessive adjectives and pronouns.				
ask and answer questions about reason/cause.				
use the present simple tense for description (physical appearance, likes and dislikes, daily and free time activities, family, home).				
use the modal "can/can't" to express ability and inability.				
use the interrogative pronoun "why" and the connector "because" to ask and answer questions about reason/ cause.				
use location markers to locate rooms and places inside a house.				
pronounce correctly "s" endings in plural nouns and present simple 3rd person singular (he, she, it).				
pronounce correctly the weak and strong forms of "can" and the contracted/short form: "can't".				
identify silent "h" and "d" in some words.				

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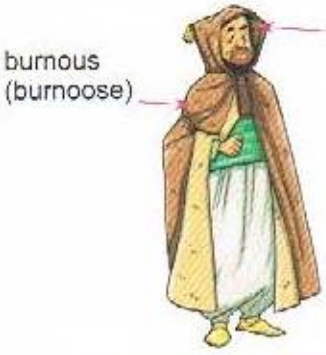
I play and enjoy.

Can I guess the country where I can see these people?

I use the vocabulary clues and circle the right name of the country. If I can't guess, I search the Internet to know more about each country.



Peru – Mexico



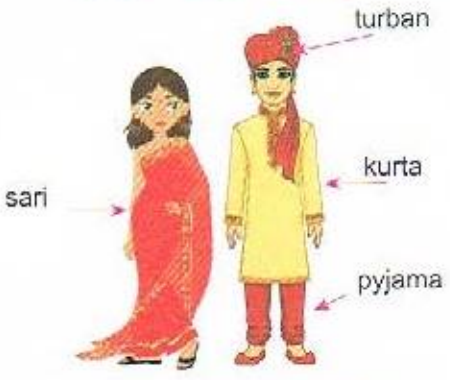
Yemen – Algeria



Antarctica – Nunavut



Peru – Mexico



Malaysia – India



Australia – China



India – Morocco



Mexico – Spain



China – Japan

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I read for pleasure.

Text. I read the text to understand what a "best friend" means and why it is important for me to choose my friends. Then, I fill in the bibliographical and the reading notes.

My Best Friend

My best friend is called Ernesto, and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is a teacher. He is punctual, well-educated, and has good manners. He is friendly, clever and really hardworking. He always does his homework. He is also well-dressed and well-behaved. All the teachers have a high opinion of him.

Ernesto has a well-built body; he is tall and slim and has small blue eyes and curly brown hair. He takes part in all sports, scout and mountaineering activities and he also likes to play the guitar. He has a good heart. He is truthful, honest and obedient.

Ernesto makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Andrés Diaz
April 26th 2012

http://es.slideshare.net/ignaciaparotprofesora

Bibliographical Notes

- **Title:** .....
- **Author:** .....
- **Source:** .....
- **Date of publication:** .....
- **Type of document:**
  - ☐ blog page
  - ☐ excerpt from a book
  - ☐ web article

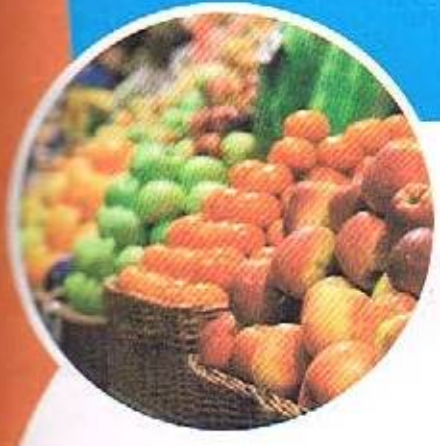
Reading Notes

- Type of text:
  - ☐ narrative
  - ☐ descriptive
- In which paragraph does the author give a physical description of his best friend?
  .....
- Why is Ernesto punctual, well-educated and well-mannered?
  .....
- Why is the author happy to have Ernesto as a friend?
  .....

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SEQUENCE 2

ME AND MY SHOPPING











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SEQUENCE 2

ME AND MY SHOPPING

I listen and do.

Task 1. **My father and I are getting ready to go to market. Mum is telling us what she needs for her weekly Friday couscous. I listen and write down the shopping list with all the vegetables in the same order as mentioned by mum:** carrots, turnip, garlic, ~~broad beans~~, aubergines, onions, ~~cardoon~~, courgettes, cabbage, tomatoes, ~~pumpkin~~, chillies, ~~chickpeas~~, potatoes.

SHOPPING LIST (1)

Vegetables

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. *chickpeas*
10. .....
11. *pumpkin*
12. *cardoon*
13. .....
14. *broad beans*



Task 2. **I listen again to my mum (Part 1) and match each vegetable with its corresponding picture.**

Task 3. **I work with my partner. We compare our answers in tasks (1 and 2) and correct each other.**

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Task 4. **Mehdi and his dad are at the market now. I play the role of Mehdi's dad, and my partner that of a greengrocer. We use the vocabulary we learnt in tasks (1 and 2).**

Me: Good morning. We'd like some .....

My partner (greengrocer): Good morning, sir. How much do you want?

Me: Just one big slice, about ..... kilo.

My partner: Would you like anything else, sir?

Me: Yes, some ..... and ....., too.

My partner: How much, sir?

Me: ..... kilo each.

Me: How much do I owe you, sir?

My partner: Five hundred and fifty dinars, sir.

Task 5. **I change roles with my partner and we act out the dialogue again.**

Task 6. **I listen again to my mum (Part 1) and complete my shopping list (2), writing all the items in the same order as mentioned by mum:** Three slices of lamb neck, six chicken legs, grouper slices, a whole chicken, carp slices, three chicken breasts, a leg of lamb.

SHOPPING LIST (2)

Meat & Fish

1. *three slices of lamb neck*.
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....



Task 7. **I listen again to my mum (Part 1) and match each item in the shopping list (2) with its corresponding picture.**

Task 8. **I work with my partner. We compare our answers in tasks (6 and 7) and correct each other.**

Task 9. **Mehdi and his dad are at the market now. I play the role of Mehdi's dad and my partner that of a butcher/fishmonger. We use the vocabulary we learnt in task (6) and the dialogue in task (4) as an example. Then, we change roles.**

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Task 10. I listen to my mum (Part 2) and complete my shopping list (3), writing all the fruit in the same order as mentioned by mum: tangerines, grapes, oranges, figs, dates.

SHOPPING LIST (3)

Fruit

1. *tangerines*
2. .....
3. .....
4. .....
5. .....





.....

.....







.....

Task 11. I listen again to my mum (Part 2) and match each fruit in the shopping list (3) with its corresponding picture.

Task 12. There are three fruits that are not written on my shopping list because we have them at home. I listen again and write their names under their corresponding pictures.

Task 13. It's the sales period in London. Sandra is out shopping with her dad and mum in one of the oldest and largest department stores on Oxford Street. I listen (Part 1) and fill in the gaps with the missing words.

Mum: Look, sweetheart. .....'s a dress right for you!
Sandra: Oh, it looks superb! What ..... is it?
Mum: Well, this one's size .....
Sandra: I'm afraid it's ..... big. I need a smaller size. Here comes the shop .....
Shop assistant: Hello, can I ..... you?
Sandra: Yes, please. Does this dress ..... in a smaller size?
Shop assistant: Certainly. What size ..... you?
Sandra: .....
Shop assistant: Just a minute. I'll go and get you one. What ..... do you want?
Sandra: Same colour, please. ..... with a ..... waistband.

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Task 14. I listen again and check my answers in task (13). Then, I work with my partner and we correct each other.

Task 15. I listen to Part (2) and reorder the jumbled conversation exchanges between Sandra, her mum and the shop assistant. The first exchange (1, 2) is given.

( ) **Sandra:** But look at the price tag, mum. This dress is too expensive!

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

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

(1) **Mum:** Try it on first, sweetheart.

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

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

Task 16. I listen to Part (2) again and check my answers. Then, I work with my partner and we correct each other.

Task 17. I play the role of a shopper and my partner that of a shop assistant. We use the vocabulary we learnt in tasks (13 and 15) to act out the dialogue. We change roles.

My partner: Good morning. Can I help you?

Me: Yes, please. I'm looking for (*shoes; clothes*) .....

My partner: What size .....?

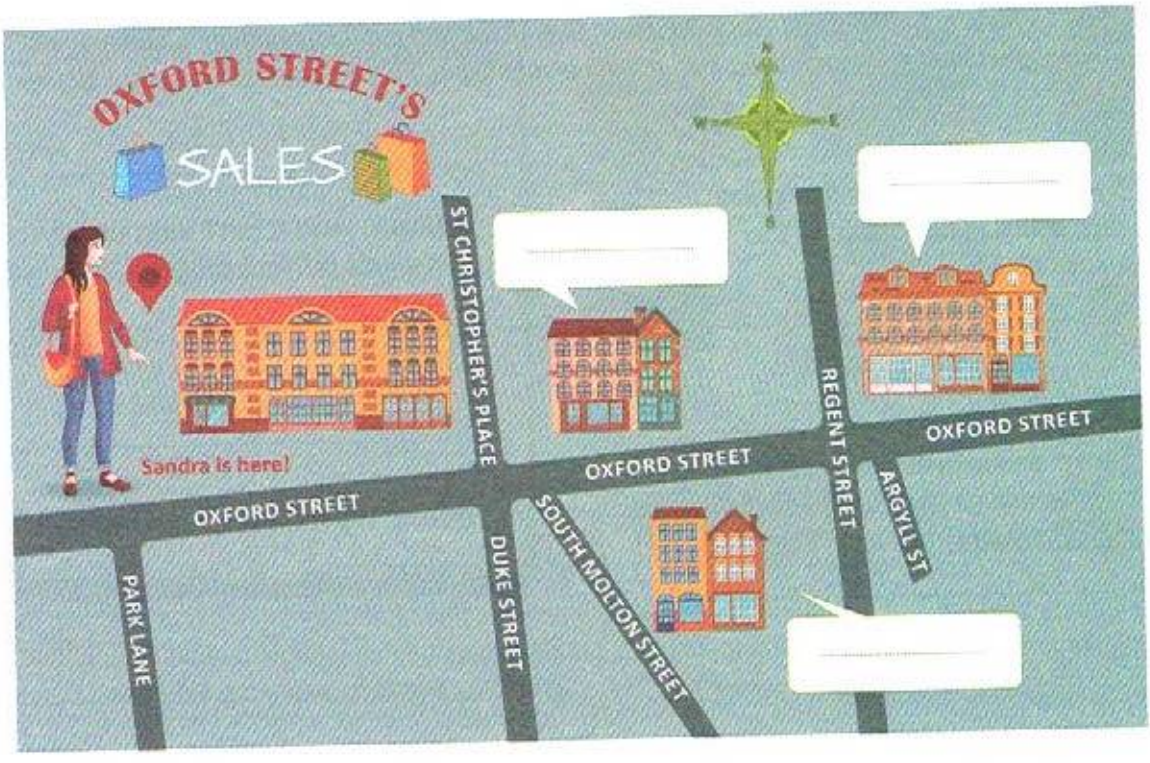
My partner: What colour do you .....?

My partner: Do/Does ..... fit?

Me: Yes/No. They/It .....

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Task 18. I listen to the conversation between Sandra and her parents (Part 3), and write the names of the shops on the map: Hoops; Girlie's; Stopshop.



Task 19. I listen again to the conversation and fill in the gaps.



Sandra: I'd like to buy new ....., mum.
Mum: All ....., sweetheart.
Sandra: Let's go to Stopshop. They have very trendy ones, ...
Father: You know I'm not familiar with all these fashion shops. Is it ..... from here?
Sandra: Not at all, dad. It's about 500m, right at the ..... of Oxford St and Regent St.
Father: All right, then. Let's .....
Sandra: But we'll first stop at Girlie's. They have ..... shoes, too. It's only a few metres away, at the ..... of St Christopher's Place and Oxford St., just ..... Hoops.
Mum: I know the place, sweetheart. .....'s go.

Task 20. I listen to Part 3 again and check my answers. Then, I work with my partner and we correct each other (tasks 18 and 19).

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MY PRONUNCIATION TOOLS

1. Pronunciation of "l" in British English

a. I listen and repeat.

/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.

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



- "l" is pronounced as "clear l" /l/ before a vowel: in initial position (beginning of the word) or in mid position (middle of the word).
- "l" is pronounced as "dark l" /ɫ/ in final position (end of the word) or before a consonant (in mid position: middle of the word).

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2. Pronunciation of "r" in British English

a. I listen and repeat: "r" is pronounced

/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)

➡ 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

➡ In British English, "r" is pronounced as /r/ before a vowel: in initial position (beginning of the word) or in mid position (middle of the word).

➡ In British English, "r" is not pronounced (silent letter) in final position (end of the word) or before a consonant (in mid position: middle of the word).

EXCEPTION !

In British English, final "r" is not *always* silent. If it is followed by a word beginning with a vowel, it is pronounced.

eg: I like Peter. ("r" is silent because "Peter" is the last word in this sentence.)
I like Peter and John. ("r" is pronounced because it is followed by a vowel.)
Peter is absent. ("r" is pronounced because it is followed by a vowel.)

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I pronounce.

Task 1. I listen and tick the correct pronunciation of the letter "I" in bold.

– Look, Lisa. The light blue leggings are smaller than the dark blue ones.
☐ /ɪ/ ☐ /aɪ/

– This small belt fits well with the purple dress and the sandals. It's cool!
☐ /aɪ/ ☐ /ɪ/

– How do you feel, today? ☐ /ɪ/ ☐ /aɪ/

– Quite well. Thanks for asking. ☐ /aɪ/ ☐ /ɪ/

– Awful! I've had a terrible night. ☐ /ɪ/ ☐ /aɪ/

Task 2. I listen again. Then I read "My Pronunciation Tools (1)" with my partner and we correct each other's answers in task (1).

Task 3. I listen and write the corresponding phonetic symbol (/ɪ/ or /aɪ/) for each "I" in bold type.

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.)

Task 4. I work with a group of partners and we act out the dialogue. We correct each other's pronunciation. Then, we change roles.

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Task 5. I listen and tick the right pronunciation of the letter "r" in each word.

1.	/r/	silent
tracksuit	☐	☐
colour	☐	☐
scarf	☐	☐
shorts	☐	☐
bracelet	☐	☐
ring	☐	☐
wristwatch	☐	☐
green	☐	☐

2.	/r/	silent
butter	☐	☐
sugar	☐	☐
vinegar	☐	☐
mustard	☐	☐
marmalade	☐	☐
pepper	☐	☐
flour	☐	☐
hamburger	☐	☐

Task 6. I listen again and check my answers.

Task 7. I work with my partner. We read again "My Pronunciation Tools (2)" and we correct each other's answers in task (5).

Task 8. I listen and write (P) for "pronounced" or (S) for "silent" under each "r" in bold type.

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.)

Task 9. I listen again and check my answers.

Task 10. I work with my partner. We read again "My Pronunciation Tools (2)" and correct each other's answers in task (8). Then, we act out the dialogue.

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MY GRAMMAR TOOLS

1. Expressing Quantity

a. Expressing countable quantity using "many"

➡ To talk about countable quantity (quantity that can be counted: one, two, three, four, etc.), I use: "many" + (count noun = plural).
eg: Are there **many** vegetables in the soup?
There aren't **many** fitting rooms in this department store.

b. Expressing uncountable quantity using "much"

➡ To talk about uncountable quantity (quantity that cannot be counted), I use: "much" + (uncount noun = singular).
eg: Do you have **much** *work* to do at school?
There isn't **much** *time* for revision.

➡ "Much" and "many" are used mainly in questions and negative sentences. In affirmative sentences (and also in questions and negative sentences), I can use "a lot of" (informal).
eg: I have **a lot of** work to do. / There are **a lot of** vegetables in the soup.

c. Expressing quantity using "some" and "any"

➡ If I don't want to express exactly the number (of people or things) or the quantity/amount of something, I generally use:
1. "**some**" (in affirmative/positive sentences)
eg: There are **some** apples. / There is **some** cheese in the fridge.
2. "**any**" (in interrogative and negative sentences)
eg: Are there are **any** students in the gym?
(*Answer*: No, there aren't./ There aren't **any** students in the gym.)
Is there **any** cheese in the fridge?
(*Answer*: No, there isn't./ There isn't **any** cheese in the fridge.)

EXCEPTIONS

➡ **I can use "some" in questions when making *offers* or *requests*.**
eg: Would you like *some* coffee? (= offer)
Dad, can I have *some* pocket money, please? (= request)

➡ **I can use "any" in affirmative/positive sentences to mean "*I don't mind*" or "*It doesn't matter*".**
eg: At a men's wear shop.
Shop assistant: Sorry, sir. We don't have this coat in black.
Shopper: Never mind. *Any* dark colour will do.

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2. Asking about Quantity

a. Asking about countable quantity using "How many?"

➡ To ask about countable quantity (quantity that can be counted: one, two, three, four, etc.), I use: "How many" + (count noun = plural).
eg: **How many** vegetables are there in the soup?
How many fitting rooms are there in this department store?

b. Asking about uncountable quantity using "How much?"

➡ To ask about uncountable quantity (quantity that cannot be counted), I use: "How much" + (uncount noun = singular).
eg: **How much** *work* is there to do?
How much *time* is there for revision?

3. Asking about price

➡ To ask about the price of something (food, clothes, etc.), I use: "How much" + is/are + singular/plural noun + (?)
eg: **How much** *is* chicken/lamb/mutton/beef?
How much *are* the white tennis shorts?



Other ways to ask about price

There are other forms I can use to ask about price:

➡ **"How much is it?" / "How much are they?"**
eg: I love this bag. How much is it, please?
(*Answer*: Well, it's not expensive. It's only 500 dinars.)

I like these sunglasses. How much are they, please?
(*Answer*: Well, they're very cheap. They're only 400 dinars.)
("expensive": high price ≠ "cheap": low price)

➡ **"How much does it cost?"**
eg: I like this bag. How much does it cost, please?
(*Answer*: It costs 500 dinars.)

➡ **"How much do I owe you?"**
eg: At the supermarket
Shopper: How much do I owe you, please?
Cashier: £ 250, sir.

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4. Talking about size

- To ask about the size of clothes and shoes, I can use the following questions:
  "What size are you?" / "What size do you take?" / "What's your size?"

- To talk about the size of clothes and shoes, I can say:
  – "I take (a) size 34 in shoes." / "I'm a size 36 in clothes."
  – "The red sweater isn't my size. It doesn't fit. I need a small (S)/medium (M)/large (L)/extra large (XL) size." / "The blue one fits well."
  – "Have you got these boots in size 37?" / "Does this dress come in size 36?"

- To ask about the size of things other than clothes, I use the following question:
  "How big is it?" / "What is the size of ...?"
  eg: How big is your bedroom? / It's quite big, about 10 sq. m. (square metres).

5. Talking about weight

- To ask about someone's weight, I can use the following questions:
  – "How much do you weigh?" / "How many kilos do you weigh?"
  I weigh 50 kilos.

- To talk about the weight of something, I can use the following questions:
  – "How heavy is this bag?" / "How much does it weigh?"
  It's very heavy. It weighs about 20 kilos. (heavy ǂ light)

6. Talking about shape

- To talk about shape, I can use the following vocabulary:
  – "What shape is the table?"
  The table is oval/circular/rectangular/square/triangular (in shape).

7. Talking about colour

- To talk about colour, I can use the following vocabulary:
  – "He's wearing a **dark** blue jacket." ǂ "He's wearing a **light** blue jacket."
  – "What colour is it/do you want?" / "What's your favourite colour?"

- Other colours I need to know:
  beige; cream; violet; olive green; navy blue (very dark blue); grey.

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8. Showing the way

a. Giving directions using ordinal numbers

➡ To show the way and give directions to someone, I can use some ordinal numbers:
eg: Can you tell me how to get to Selfridges, please?
Answer: Take *the second* turning on the left, then *the third* on the right.

Cardinal Numbers	Ordinal Numbers	Abbreviated ordinals
one	the first	1st
two	the second	2nd
three	the third	3rd
four ... nineteen	the fourth ... the nineteenth	4th ... 19th
twenty ... ninety	the twentieth ... the ninetieth	20th ... 90th
one hundred (100)	the hundredth	100th
one thousand (1000)	the thousandth	1000th
one million (1000,000,000)	the millionth	1,000,000th

b. Giving directions using the imperative

➡ To show the way and give directions to someone, I can use the imperative mode:
"Verb (stem/base)"
eg: Is there any post office near here, please?
Go along Oxford Street and then **turn** left into Regent Street.

➡ I can also use the negative form of the imperative mode:
"Do not/Don't + Verb (stem/base)"
eg: **Don't turn**. Just **walk** straight ahead/straight on.

c. Locating places and amenities

➡ To locate places or amenities, I can use the following vocabulary:

Words	Synonyms	Antonyms (Opposites)
left		right
near	next to/close to	far from
across from	opposite	in front of
in/at the front of		at the back of
behind		
at the corner of		
at the traffic lights		

eg: There's a taxi rank *in front of* the hotel (outside, on the same side of the street).
There's a taxi rank *opposite/across from* the hotel (on the other side of the street).
Turn left *at the traffic* lights. The butcher's is *behind* the grocer's.


Taxi rank in London

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I practise.

Expressing Quantity

Task 1. I fill in each box with one of the following phrases that express quantity: A branch of / A clove of / ~~A bunch of~~ / A head of /A cluster of. The first one is given.

A bunch of


fresh coriander


carrots


parsley


spinach


leeks


radishes


onions

.....


celery


cauliflower


cabbage


lettuce


garlic

.....



.....

.....

grapes


dates


bananas


a grape

.....


a date

dates

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Task 2. I fill in each box with one of the following phrases that express quantity: A packet of / A bag of / A carton of / A tin of. The first one is given.

A slice of


bread


beef sausage


Swiss cheese


melon


watermelon


chocolate cake

.....


eggs



apple juice


skim (low fat) milk

.....

milk





flour



pasta

granulated sugar



.....



biscuits


chewing gum



crisps



cereals/ cornflakes

.....


sardines



tomato purée

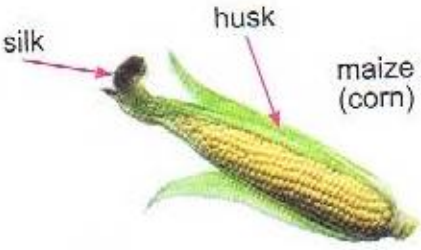

tuna

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Task 3. I match each one of the following phrases that express quantity with its corresponding picture: A stick of / A lump of / A bar of / A dash of / A pinch of / A tray of / A loaf of / A can of / An ear of / A jar of. Some answers are given. The words in red are not part of the task.


bread


sugar




A baguette

A lump of
A stick of
A bar of
A dash of
A pinch of
A tray of
A loaf of
A can of
An ear of
A jar of


eggs


soap


chocolate



butter


chewing gum



soda
A bottle of lemonade




salt


jam


A yogurt pot


salt

Task 4. I work with a group of partners. We compare our answers and correct each other's tasks (1, 2 and 3).

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Task 5. I fill in the gaps with: many; much; a lot of. In some sentences, many answers are possible (I read again the information in "My Grammar Tools 1 and 2" before I do the task).

1. I don't have ..... close friends, but there are ..... classmates who I get on with at school.
2. There isn't ..... coffee left in the coffee pot and I haven't got ..... time to make any, now. I have ..... work to do!
3. ..... of the food we eat isn't very healthy. We should eat ..... fruit and vegetables every day.

Task 6. I tick the box next to each uncountable item in the shopping list.

Shopping List

- ☑ bread
- ☐ cheese
- ☐ oil
- ☐ courgette
- ☐ parsley
- ☐ butter
- ☐ aubergine
- ☐ milk
- ☐ cabbage
- ☐ spinach
- ☐ jam / marmalade



Shopping trolley

Task 7. I look at the grocery bill and fill in the gaps with: much; many; some; any.

ORGANIC GROCER'S
SPEND MONEY. EAT BETTER.

ORGANIC APPLES 3 LB	4.99
ORGANIC CELERY	9.49
CARROTS @ 1.49 LB	8.13
LEMONS 2 LB BAG	2.14
TOTAL: £	24.75

PLEASE KEEP YOUR RECEIPT



Cashier

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QUESTIONS



Scales

1. How ..... money does the shopper have to pay for apples?
2. How ..... does celery cost?
3. How ..... does one bag of lemons weigh?
4. How ..... bags of lemons does the shopper buy?
5. How ..... does the shopper owe the grocer for the groceries?
6. Does the shopper buy ..... lettuce?
7. Does the shopper buy ..... tomatoes?

(1 pound = 1 lb = 454 grams)

Task 8. **I work with my partner. We correct our answers in tasks (5, 6 and 7) using the information in "My Grammar Tools (1, 2 and 3)". Then, we answer all the questions in task (7) as in the example:**

ANSWERS

Example:

1. *The shopper has to pay four pounds ninety-nine pence for apples.*
6. No, he doesn't buy ..... lettuce but he buys ..... carrots.
7. No, he doesn't buy ..... tomatoes but he buys ..... celery.

Task 9. **I read this restaurant bill and fill in each gap with:** How much; How many. **Then, I answer each question.**



A five-pound banknote (with a portrait of Queen Elizabeth II)

D. HAMBURGERS

3 JESSICA SU 02

ORDR 31 APR11'17 12:37PM

2 HAMBURGER	2.40
2 FRIES	0.95
2 MED SODA	0.99
CASH	5.00
* SUBTOTAL *	4.35
TAX	0.34
PAYMENT	£4.69
CHANGE DUE	0.31

THANKS FOR CHOOSING D. HAMBURGERS

WE HOPE TO SEE YOU AGAIN SOON!!!
TRN 64955

ORDER # 31



A 10 pence coin

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QUESTIONS & ANSWERS

1. ..... hamburgers are there on this bill?
Answer: *There* .....
2. ..... does a hamburger cost at "D. Hamburgers"?
3. ..... portions of fries are mentioned on the bill?
4. ..... is one portion?
5. Sodas at fast food restaurants in the UK or the USA come in different sizes (small; medium/regular; large). How big is the soda mentioned on the bill?
6. ..... does "D. Hamburgers" charge for a soda?
7. ..... does the diner owe ""D. Hamburgers"?
8. ..... cash does the diner pay?
9. ..... does the diner have to pay for the tax?
10. ..... change should the diner get in return?
11. ..... diners are there according to the number of hamburgers and sodas, and portions of fries mentioned on the bill?

Task 10. I work with my partner. We compare our answers in tasks (8 and 9), and correct each other.

Asking about Weight, Size, Shape and Colour

Task 11. I fill in the questionnaire with: what (x3); size; take; how (x2); tall; favourite; weigh (x2); are; weight; shoe; kilos.

QUESTIONNAIRE

1. ..... much do you ..... ?
or: ..... is your .....?
or: ..... many ..... do you .....?
2. How ..... are you?
3. What ..... do you .....?
or: ..... size ..... you?
4. What is your ..... size ?
5. ..... is your ..... colour?

Task 12. I work with my partner and we correct each other's answers in task (11) using the information in "My Grammar Tools (4, 5, 6 and 7). Then, I write his/her personal answers to the questions.

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MY PARTNER'S PERSONAL ANSWERS TO THE QUESTIONNAIRE

1. Answer: .....
2. Answer: .....
3. Answer: .....
4. Answer: .....
5. Answer: .....

Task 13. I complete my partner's personal information file using his/her personal answers to the questionnaire.

My Partner's Personal Information File

First Name: .....
Surname: .....
Age: .....
Weight: .....
Height: .....
Size (clothes): .....
Size (shoes): .....
Favourite colour: .....

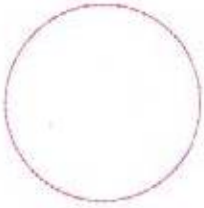


Scales

Task 14. I write the name of each geometrical shape using the following words: a cube; a square; an oval (ellipse); a circle; a triangle; a rectangle.



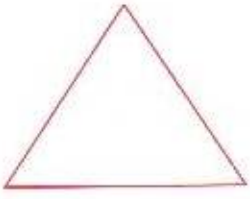
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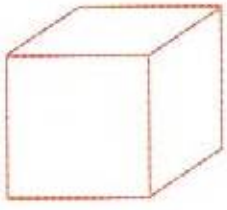
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Task 15. I match each table with the adjective that best describes its geometrical shape.



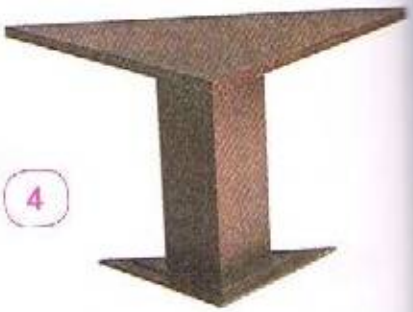
1



2



3



4



5



6

- cubic
- square
- oval
- circular / round
- triangular
- rectangular

Task 16. I answer my partner's questions about each table as in the example, using the right words from the information given in "My Grammar Tools (6 and 7)". We change roles.

Example:

My partner: What shape is table (1)?
Me: It is oval. It's oval in shape.
My partner: What colour is it?
Me: It's light brown. (~~dark brown~~ / light brown / ~~beige~~ / ~~cream~~)

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Task 17. I read the dialogue and draw the itinerary to the bakery according to the directions given.

Bill: Good morning. I am Bill Wright, your new neighbour.

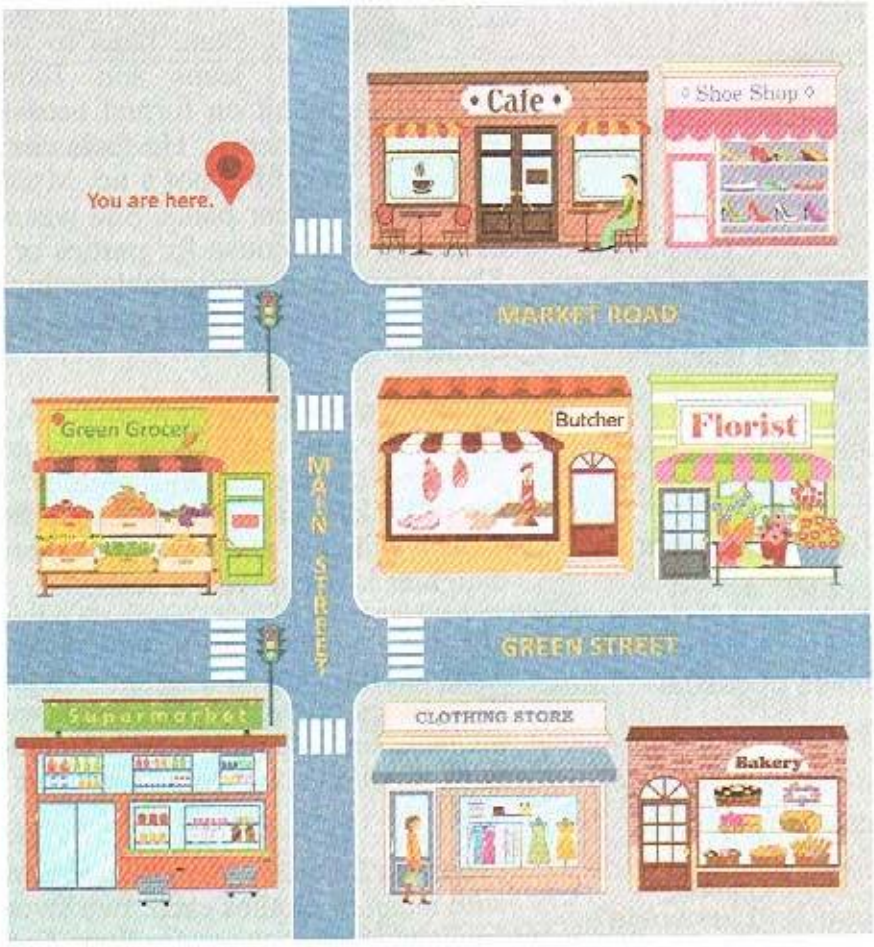
Peter: Nice to meet you, Bill. I'm Peter Ankil. How can I help you?

Bill: Can you show me the way to the nearest bakery, please?

Peter: Well, walk straight ahead and then take the second turning on the left. The bakery is on Green St, on the right, opposite the florist.

Bill: Thank you very much.

Peter: Don't mention it. Have a good day.



Task 18. I work with my partner. We read again "My Grammar Tools 8 (a, b,c)" and choose other amenities on the street map (supermarket; clothing store; greengrocer's; butcher's; florist; shoe shop).
Then, we act out the dialogue together and change roles (and names).

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I read and do.

Task. I read the text and circle the correct answers in the "Bibliographical Notes". When I finish, I answer the questions in the "Reading Notes".

Bibliographical Notes

- Type of text:
  - a. descriptive
  - b. narrative
  - c. prescriptive
- Type of document:
  - a. web article
  - b. excerpt from a book
  - c. press article

Reading Notes

1. I give a title to the text:
.....
2. Who is speaking in the text?
.....
3. What do the children wear on formal occasions?
.....
4. Give examples of casual clothes mentioned in the text.
.....
5. Draw a picture of: "gloves", "toque", "mitten"; "tie", "suit", "socks", "blouse" and "umbrella".
6. What do Stan and Lily wear in summer, and when hiking?
.....
7. How does the picture of the tree illustrate the text? Explain.
.....



I have two teenage children who love shopping for clothes. They go to the mall with their friends every Saturday.

On school days, my son, Stan, likes to wear blue jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He feels comfortable wearing a jacket but not a tie. My daughter, Lily, likes to wear pants. She wears a dress or a skirt and blouse for parties or dinners. She doesn't feel comfortable in high heeled shoes and loves wearing casual and sporty clothes.

In winter, my children wear coats, hats and gloves on cold days. When they go skiing, they put on toques and mittens. My son doesn't like rainy days because he has to wear a raincoat and carry an umbrella. My daughter loves to wear a scarf.

In the summer, Lily and Stan usually wear shorts, caps and sandals to the beach. Sometimes on weekends, we go walking in the mountains so they wear hiking boots and thick woollen socks to protect their feet and toes.

Today is Saturday; my children come home with a bag of clothes each: two sweaters and a pair of leather shoes for Stan. For Lilly: a black belt to wear with her blue dress, a pair of grey pants, a matching jacket and a green blouse.

My children have no problem spending money. They think money grows on trees!

Adapted from:
http://esldivlabs.vcc.ca/

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I learn to integrate.

Task:

Sandra, my English friend, is asking me about shopping in Algeria. So, I write her an email to give her information about shopping malls, supermarkets, street markets and traditional craft shops in the place where I live. I also tell her about how Algerian teenagers dress and what they generally eat. Then, I ask her questions about shopping in England and what English teenagers wear and eat. I attach to my email a street map showing the shopping amenities in my neighbourhood and the location of my home.

1. To write the email to Sandra, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
▪ Lexis related to food products ..... ▪ Lexis related to clothing ..... ▪ Lexis related to shape, size, weight, colour and price ..... ▪ Lexis related to quantity ..... ▪ Lexis related to location and directions ..... ▪ Cardinal and ordinal numbers ▪ Present simple tense ▪ Imperative mode	▪ Describing shopping items (shape, size, eight, colour, price) ▪ Expressing quantity ▪ Asking for information about shape, size, quantity, weight, colour, price ▪ Devising a neighbourhood street map ▪ Locating and showing the way to amenities	▪ Exchanging cultural knowledge about shopping and clothing habits to learn more about other countries and people in this respect ▪ Valuing healthy food (mainly fruit and vegetables) ▪ Valuing money when shopping: learning how to spend it reasonably on necessary and useful things ▪ Raising teenagers' awareness so that they become selective in regard to what they should buy when shopping ▪ Raising awareness of the effects of globalisation on Algerian teen shopping habits (mainly food and clothes)

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2. To write my email, my listening tasks, my "Grammar Tools", "I practise" tasks and the layout below will also help me.

Layout

Email Contents

1. **Salutations**: I say "Hello" to Sandra.
2. I talk about the various shopping places in my neighbourhood (shopping malls, supermarkets, street markets, traditional craft shops, etc.).
3. I give Sandra information about what Algerian teens wear to school, at weekends and on special occasions (Eid, weddings, etc.).
4. I inform Sandra about the food Algerian teenagers like to eat. I insist on healthy food (fruit and vegetables).
5. I describe a typical street market (what people can buy there, cheap prices, etc.).
6. I describe a craft shop selling traditional carpets or rugs for example (different sizes, shapes, colours and prices).
7. I ask Sandra about shopping in London; what teens wear and eat; if clothes and shoe sizes are the same as in Algeria; I ask about prices, etc.
8. I locate some of the shopping amenities in my neighbourhood and tell Sandra how to get there from my home.
9. **Closing**: I say "Good bye" and sign off.

Attached document:

Street Map of my Neighbourhood

3. Now, I can write my email to my English friend Sandra.

This message has not been sent.

Send | To... sandracherrington@getmail.edu.uk | Cc... | Account | Subject: re: shopping in Algeria

Hello, Sandra!

I live in a (small/big) (town/city/village) where there (are a lot of/some) (aren't many/ isn't any) .....
.....
.....

How about shopping in London? Are clothes expensive? .....
.....

I'm attaching a street map of my neighbourhood to help you see where I usually go shopping with my parents.

Bye for now,
.....

4. I work with my partner. We exchange ideas and improve our emails.

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I think and write.

Task:

I am spending my summer holiday in another town in Algeria (or a foreign country). When I return to school, my English teacher asks me to write a report about my shopping there (the local shops, markets, malls, traditional craft shops, bazaars, souks, street markets and the local products that attract my attention). The teacher asks me to describe these products and draw a street map to explain to my classmates the location of all these shopping places.

1. I need to answer the following key questions before I write my report:

KEY QUESTIONS

- What is the name of the town, country?
- What are the most interesting shopping places (street market, shopping mall, bazaar, souk, etc.) in this town?
- What do these shopping places sell (I describe some of the most attractive products: food, clothes, traditional crafts, furniture, together with their size, shape, colour and price)?
- Where are these shopping places located from my hotel/family place, etc?
- I give directions to some of the most important shopping places according to the street map.
- What shopping items do I decide to buy? Why?



Street hawker

2. I also need the information from my listening tasks and "My Grammar Tools".

3. I can now write the report for my classmates.

My Class Report

Shopping in .....

..... is a lovely town. There are a lot of .....

.....

.....

.....

.....

.....

4. I work with my partner. We exchange ideas and improve our reports.

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Now, I can

I can	Yes 	Example	No 	Support me 
name different kinds of food (meat, fish, fruit, vegetables, etc.).				
name different kinds of clothes.				
name different kinds of shopping amenities (greengrocer, butcher, fishmonger, supermarket, bakery, etc.).				
name the different courses in a meal/menu.				
ask and answer questions about quantity.				
ask and answer questions about size.				
ask and answer questions about shape.				
ask and answer questions about weight.				
ask and answer questions about price.				
ask and answer questions about colour.				
ask and answer questions about the location of amenities.				
show the way and give directions to these amenities.				
use lexis related to shopping (shopper, customer, shop assistant, cashier, shopping trolley, fitting room, bill, receipt, etc.).				
use lexis related to size, shape, weight, price and colour (adjectives; verbs; nouns).				
write a shopping list.				
read and interpret a shopping bill.				
read and interpret a restaurant bill.				
devise a street map to show amenities in my neighbourhood.				
order a meal at the restaurant.				
use quantifiers to talk about the amount/number of things (many; much; a lot of; some; any).				
use partitives to talk about the amount/number of things (a bunch of; a slice of; a pinch of; etc.).				
use "there is/there are".				
use "how much / how many" to ask about quantity and price.				
use other forms to ask about size, weight, price and colour.				
using ordinals to show the way.				
use the imperative mode when showing the way or shopping.				
pronounce "l" as either dark /ɫ/ or clear /l/.				
pronounce "r" in British English.				

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I play and enjoy.

1. Let's sing a song!

Let's go shopping

Big Mac, large fry, cherry coke and apple pie
Fast food is okay
Just don't do it everyday!

So let's go shopping
Let's go shopping
Baked, not fried-
Little dressing on the side
Let's go shopping

Grocery store - got our cart
Got the list - that's a start
Healthy food from A-Z
Everybody shout with me

So let's go shopping
Let's go shopping
Baked, not fried-
Little dressing on the side
Let's go shopping

A-apple
B-banana
C-cantaloupes...
.....

Chorus

I-Ice Cream (sometimes)..
.....

.....Z-Zuchini

Chorus

Baked, not fried-
Little dressing on the side
Let's go shopping.

Caroline Figiel & Danny Jones

http://songsforteaching.com/healthyhabits/foodnutritioneating/letsgoshoppingcarolinedanny.htm

2. Food riddles: Guess what I am.

1. I am a big round fruit. I'm green outside and red inside with black seeds. I'm very sweet and you eat me in summer because I'm refreshing and watery.
2. I am a vegetable. I'm long and orange. I sometimes come in bunches. Rabbits are mad about me.
3. If you peel off my skin and slice me, you will cry but I won't.
4. I have the shape of an egg. I can be small or big and usually purple. Americans call me "eggplant" but the British call me like the French.
5. I am a veg. I am long and thin with a green skin and a white and orange flower on my tail. I am always there in couscous. Americans call me "zucchini" but the British call me like the French.

3. What do the following idioms mean? I match to find out the answer.

1. "You can't make an omelette without breaking eggs."
2. "Do not put all your eggs in one basket."
3. "Do not cry over spilled milk."

a. Stop regretting something that cannot be changed.
b. You can't succeed without making any sacrifice.
c. Do not rely on one solution only; try to think of many different ones.

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I read for pleasure.

Task. I read the text to understand how to manage money. Then, I complete the reading notes.

HOW PARENTS CAN HELP TEENAGERS MANAGE THEIR MONEY

Sharing responsibilities with your kids

It is important that teenagers recognise the value of money and understand that it is not an unlimited resource. Giving them the freedom to manage their own budget will teach them valuable lessons about only spending what they can afford. You can send them out to do some grocery shopping with a list and strict budget.

Pocket money and budgeting

For many people, pocket money is the first taste of financial responsibility. Providing your teenager with a regular, set amount of money and the responsibility of paying for something (like refilling their mobile phones) gives them their first opportunity to practise how to stay within a budget.

Developing a savings habit

Learning about the importance of saving is an important part of adult life. This means encouraging your teenagers to put aside a small amount of money every week to buy clothes. If your teenager is trying to save up for a large purchase, or simply wants some extra spending money, one option is to find a part-time job.

Adapted from:
www.moneyadviceservice.org.uk



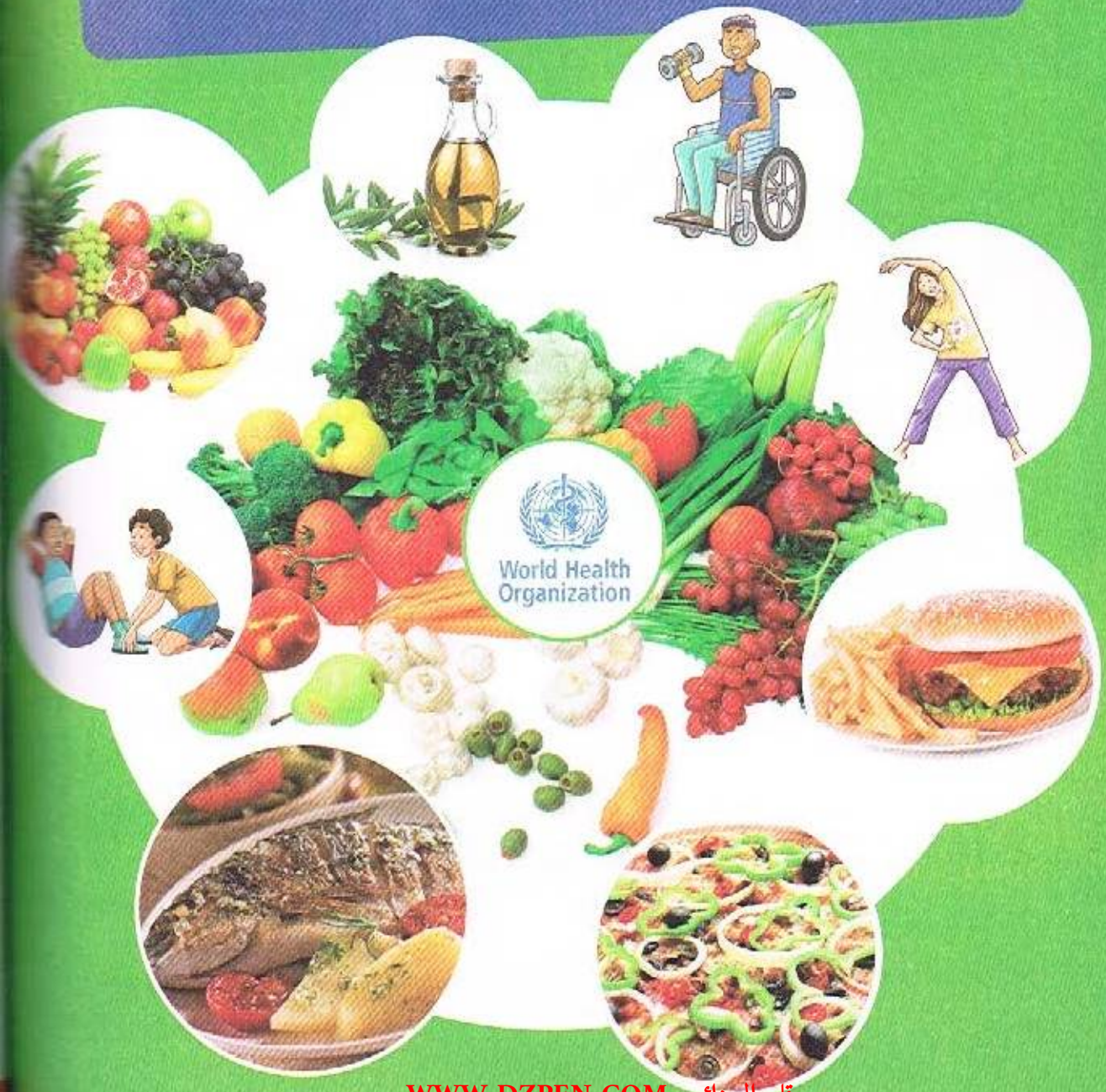
Reading Notes

- Title: .....
- Subtitles: .....
- Source: .....
- Type of document: .....
- Why is it important for teenagers to understand the value of money?
- How do you spend the pocket money that your parents give you?
- Do you save up money? What do you do with it?
- Can an Algerian teenager find a part-time job? If yes, give examples.

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SEQUENCE 3

ME AND MY HEALTH



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MY SECOND TERM PROJECT

1. My Healthy Food & Exercise Poster
2. My Dietary Flyer

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

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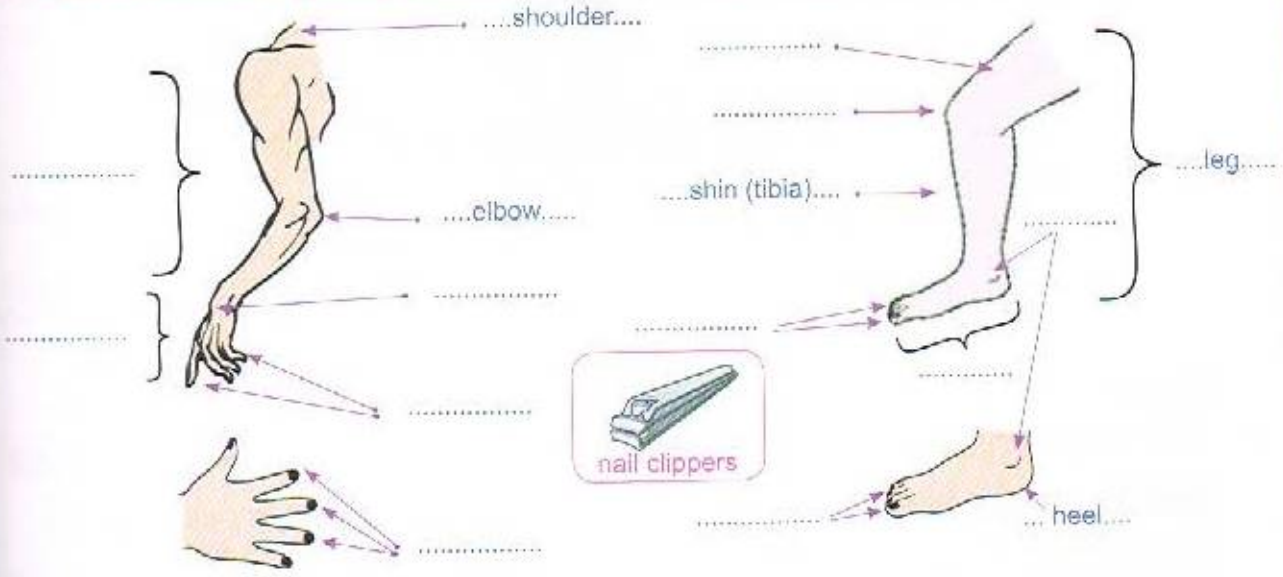
SEQUENCE 3

ME AND MY HEALTH



I listen and do.

Task 1. My mum is an English teacher. She is helping me at home to learn the English names of my body parts. I listen to her (Part 1) and fill in the blanks.

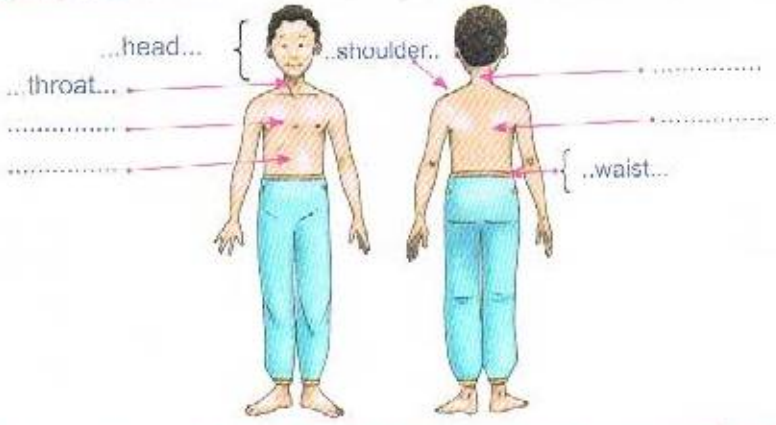


Task 2. I listen again to my mum (Part 1) and check my answers.

Task 3. I listen to my mum (Part 2) teach me other body parts. Then, I fill in the remaining blanks in task (1).

Task 4. I listen again to my mum (Part 2) and check my answers.

Task 5. I listen to the last part (Part 3) of my mum's explanations. Then, I complete the chart with the names of the missing body parts.



Task 6. I listen again to Part (3) and compare my answers (tasks 1, 3, 5) with my partner's. Then, we correct each other.

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Task 7. I listen to my partner's questions and answer him/her using the names of the body parts I learnt in tasks (1, 3 and 5).

My partner: How do we call the part between the neck and the top of the arm?

Me: We call it .....

My partner: How do we call the joint between the arm and the hand?

Me: .....

My partner: How many fingers and toes do we have?

Me: .....

My partner: How do we call the joint that helps fold our leg?

Me: .....

My partner: What's the top part of the leg called?

Me: .....

My partner: And the lowest part?

Me: .....

Task 8. I change roles with my partner and ask him/her questions about the other body parts I learnt in tasks (1, 3 and 5).

Task 9. Amy, a 14-year-old English girl, feels a nagging pain in her belly this morning. Her mother takes her to the family doctor. I listen to Part (1) of the dialogue and complete the dialogue bubbles.



1. Hello, Amy. You ..... very pale. ..... do you feel?

2. Not very well. I've got terrible ..... in my belly. I also ..... up my dinner last night and I have the .....

3. You mean "diarrhoea". Let me ..... you. Oh, you have a ..... temperature! What did you eat for dinner?

4. Hmm ... I ate out at a fast food restaurant with some friends of ..... I had a large pizza with extra cheese, a large ..... of chips, a large coke and some ice cream for .....

5. Oh! No wonder then you threw up your dinner last night and you have a stomach ..... this morning!

Task 10. I listen to Part (1) of the dialogue again and check my answers. Then, I work with my partner and we correct each other.

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Task 11. I listen to Part (2) of the dialogue between Amy and her doctor and complete the dialogue bubbles.

2. Listen, Amy.
I'm going to give you some ..... to ease the pain in your stomach and stop diarrhoea and vomiting but you ..... consult a dietitian, a specialist who'll give you some good ..... about what you should or ..... eat. You're overweight ..... kilos!

1. I still ..... nauseous, like wanting to ..... again.



3. Thank you, ...

4. Here's your prescription. The ..... will explain how you should take the ..... I prescribed to you. Follow his instructions and take care of your ..... Good bye, Amy.

5. Good bye, ...

Task 12. I listen to Part (2) of the dialogue again and check my answers.

Task 13. I listen to Part (2) of the dialogue again. Then, I work with my partner and we correct each other.

Task 14. I listen to my partner's questions and answer him/her using some of the new words I learnt in task (9).

My partner: Hi. You look pale and tired today. How do you feel?

Me: (*Not well/Awful/Not in good shape*) .....

My partner: What's the matter?

Me: I have (*the flu/a headache/a sore throat/etc.*) .....

My partner: Did you see a doctor?

Me: .....

My partner: What did he/she say?

Me: He/She prescribed some medications and advised me to .....

.....

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Task 15. I change roles with my partner and ask him/her questions about his/her health.

Task 16. Amy followed her family physician's advice about her weight problem and is now at the dietitian's office. I listen to Part (1) of the conversation and complete the information on Amy's medical card.

MEDICAL CARD



FIRST NAME: .....

SURNAME: .....

SPECIALIST's NAME: .....

MEDICAL SPECIALITY: .....

AGE: .....

HEIGHT: .....

WEIGHT: .....

NORMAL HEALTHY WEIGHT: .....

DANGEROUS UNHEALTHY WEIGHT: .....

HEALTH PROBLEM: .....

Task 17. I listen again to Part (1) of the conversation and check the information on Amy's medical card. Then, I work with my partner and we correct each other's answers.

Task 18. I listen now to Part (2) of the conversation between Amy and her dietitian and tick the boxes next to the medical causes of overweight and obesity.

- ☐ to eat too much
- ☐ to eat fruit and vegetables
- ☐ to eat between meals
- ☐ to eat bad, unhealthy food with lots of fat, sugar and salt
- ☐ lack of physical exercise or sport practice
- ☐ to be a "couch potato" (to spend a lot of time sitting and watching TV)

Task 19. I listen again to Part (2) of the conversation between Amy and her dietitian, and check my answers. Then, I work with my partner. We compare our answers and correct each other.

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Task 20. I listen again to Part (2) of the conversation between Amy and her dietitian, and reorder the jumbled exchanges.



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

Are you a couch potato, Amy?

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

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



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

Do you eat between meals?

Task 21. I listen to Part (2) of the conversation again and check my answers. Then, I work with my partner and we correct each other.

Task 22. I listen now to Dr Sandgate in Part (3). Then, I complete the medical advice she gives Amy to treat the problem of overweight and obesity.

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

Task 23. I listen again to Dr Sandgate in Part (3) and check my answers. Then, I work with my partner and we correct each other's answers.

Task 24. I listen again to Dr Sandgate in Part (3) and tick the boxes next to the medical solutions she recommends for the treatment of overweight and obesity.

- ☐ to go on a diet
- ☐ to eat fruit and vegetables on a regular, daily basis
- ☐ to consult a specialist
- ☐ to eat healthy food with low fat, less sugar and less salt
- ☐ to exercise or practise sport (gym, fitness, jogging)
- ☐ to avoid excess of sweets (ice cream, pastries, biscuits, pancakes, chocolate)
- ☐ to spend less time watching TV
- ☐ to walk more often

Task 25. I listen again to Dr Sandgate in Part (3) and check my answers. Then, I work with my partner and we correct each other's answers.

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MY PRONUNCIATION TOOLS

1. Pronunciation of "must / mustn't"

a. I listen and repeat.

/məs(t)/ ➡ Must Amy go on a diet, doctor?
/mʌst/ ➡ Yes, she must.
/məs(t)/ ➡ She must go on a diet.
/mʌsnt/ ➡ She mustn't eat bad, unhealthy food.

b. I listen and repeat.

– What must /məs(t)/ I do if I have toothache?
– You must /məs(t)/ consult a dentist.
– What must /məs(t)/ I do if I put on weight?
– You must /məs(t)/ do exercise.
– You mustn't /mʌsnt/ spend a lot of time sitting and watching TV.

HEALTH IS NOT VALUED TILL SICKNESS COMES.

Thomas Fuller

➡ /məs(t)/ is the weak form of "must". It is generally used in questions or in the middle of statements.
Final "t" is usually silent (not pronounced).
In short answer questions "**have to**" is more common than "**must**".
Example: *Does* Amy *have to* go on a diet, doctor?

➡ /mʌst/ is the strong form of "must". It is used in short answers.

➡ "mustn't" is the contracted or short form of "must not". It is pronounced /mʌsnt/.
The first "t" is silent (not pronounced).

2. Pronunciation of "should / shouldn't"

a. I listen and repeat.

/ʃəd/ ➡ Should I take notes, mum?
/ʃʊd/ ➡ Yes, you should.
/ʃəd/ ➡ You should write the important words.
/ʃʊdnt/ ➡ You shouldn't write whole sentences.

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b. I listen and repeat.



– 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.

- /ʃəd/ is the weak form of "should". It is generally used in questions or in the middle of statements.
  "l" is silent (not pronounced).
- /ʃʊd/ is the strong form of "should". It is used in short answers.
  "l" is silent (not pronounced).
- "shouldn't" is the contracted or short form of "should not".
  It is pronounced /ʃʊdnt/.
  "l" is silent (not pronounced).

3. Pronunciation of "sh"

I listen and repeat.

/ʃ/ **sh**ould – **sh**oulder – **sh**in – **sh**oes – **sh**ow – **sh**e – **sh**ade – **sh**ape – **sh**irt
wi**sh**es – wa**sh**es – fi**sh**ing – nail poli**sh** – skin ra**sh** – Engli**sh**

4. Pronunciation of "ch"

I listen and repeat.

/tʃ/ **ch**est – **ch**ildren – **ch**eese – **ch**eck – **ch**oose – tea**ch**er – kit**ch**en – tou**ch**ing
pa**tch** – cou**ch** – ca**tch** – ri**ch** – mu**ch** – i**tch** – ea**ch** – wristwa**tch**

- English language has many words of French origin in which the spelling "ch" is pronounced /ʃ/ not /tʃ/. These words have kept their French pronunciation.

  Examples of these exceptions:

  chef – **ch**ic – ma**ch**ine – moustа**ch**e – bro**ch**ure – **ch**alet – para**ch**ute
  chauffeur
- In some English words "ch" is pronounced /k/ not /tʃ/.

  Examples of these exceptions:

  1. "a**ch**e" as in: heada**ch**e – tootha**ch**e – eara**ch**e – backa**ch**e
  2. sto**mach** – sto**mach** a**ch**e (= bellya**ch**e)
  3. **ch**emist – **ch**emical – **ch**emistry – **sch**ool – psy**ch**ologist – ar**ch**itect

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I pronounce.

Task 1. I listen and tick the correct pronunciation of the words in bold.

– 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.

Task 2. I listen again. Then, I read "My Pronunciation Tools (1)" with my partner and we correct each other's answers in task (1).

Task 3. I listen and tick the correct pronunciation of the words in bold.

– People who catch a cold or the flu **should** consult an otolaryngologist.
☐ /ʃod/ ☐ /ʃəd/

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

– I have a headache. **Should** I go to the doctor?
☐ /ʃod/ ☐ /ʃəd/

– Yes, I think you **should**. ☐ /ʃəd/ ☐ /ʃod/
– No, I think you **shouldn't**. ☐ /ʃədnt/ ☐ /ʃodnt/
You can just take an aspirin.

Task 4. I listen again. Then, I read "My Pronunciation Tools (2)" with my partner and we correct each other's answers in task (3).

Task 5. I listen and match the dialogue exchanges between Liz and her mum. Liz's and her mum's first sentences are given.

LIZ	MUM
a. What should I do if I vomit, then?	a. Yes. You must take one spoonful right now and another one before you go to bed.
b. Must I take it right now?	b. Of course you must! The doctor knows better, sweetheart.
1c. Do I have to take this cough syrup, mum? It tastes awful!	c. Well, you should take another spoonful after a few minutes!
d. I don't think I must take two spoonfuls, mum! One should be enough.	1d. I'm afraid you have to, sweetheart.
e. Oh, no! That's not fair!	

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Task 6. I listen to the dialogue again and check my answers. Then, I work with my partner and we correct each other.

Task 7. I listen to the dialogue for the last time and copy it down on my notebook (I change the names of the speakers to mine and my partner's and delete the words **"mum"** and **"sweetheart"** from the dialogue).

Task 8. I work with my partner and we act out the dialogue.
We correct each other's pronunciation and change roles.

Task 9. I listen and tick the box next to the right pronunciation of the letters in bold type in each word.

1.	/tʃ/	/ʃ/
ma**sh**	☐	☐
ma**tch**	☐	☐
wa**tch**	☐	☐
wa**sh**	☐	☐
chef	☐	☐
chief	☐	☐
ship	☐	☐
chip	☐	☐

2.	/tʃ/	/ʃ/
shoes	☐	☐
choose	☐	☐
chin	☐	☐
shin	☐	☐
wi**ch**	☐	☐
wi**sh**	☐	☐
ca**sh**	☐	☐
ca**tch**	☐	☐

Task 10. I listen again and check my answers. Then, I work with my partner. We read again "My Pronunciation Tools (4)" and correct each other.

Task 11. I listen and write the phonetic symbol (/tʃ/ – /ʃ/ – /k/) corresponding to the pronunciation of the letters in bold type in each word.

Shirley /..../ Ri**ch**ardson /..../ and her husband **Ch**arles /..../ Fi**sh**er /..../ are a ri**ch** /..../ Engli**sh** /..../ couple. They live in **Ch**i**ch**ester /..../ /..../, a beautiful town about 128km southwest of London. Shirley is a tall, **ch**arming /..../ blonde who is always **ch**ic /..../ and elegant. Charles is a typical Englishman with his pipe and mousta**ch**e /..../. Shirley is a **ch**emist /..../ and Charles is an ar**ch**itect /..../. Mi**ch**ael /..../ is their only **ch**ild /..../. He studies psy**ch**iatry /..../ at the University of **Ch**icago /..../, USA. Charles and Shirley have a private Fren**ch** /..../ **ch**ef /..../ who cooks for them. The couple don't drive because they have their own **ch**auffeur /..../. They always spend their winter holiday in their Swiss **ch**alet. /..../.

Task 12. I listen again and check my answers.

Task 13. I work with my partner. We read again "My Pronunciation Tools (3 and 4)". We compare our answers and correct each other. Then, I read aloud the text.

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MY GRAMMAR TOOLS

1. Talking about things that are necessary for me to do (obligation)

a. Using "have to"

➡ To talk about something that is necessary for me (or another person) to do (because it's a law, a duty or a fact), I use: "have/has to + V (stem/base)".

eg: **I have to** get a passport if I want to travel to other countries. (It's a law.)
She **has to** take care of her sick mother. (It's a duty.)
I **have to go** to the dentist. I have an appointment at 3 pm. (It's a fact.)

➡ In informal British English, I can use "have/has got to" instead of "have/has to".

eg: I **have got to** *get* a passport if I want to travel to other countries.

b. Using "must"

➡ To talk about something that is necessary for me (or another person) to do (but it's just a personal opinion or a rule that I have made myself), I use: "must + V (stem/base)".

eg: You **must** *go* to the dentist.
I **must** *remember* to buy a red pen.

➡ In modern English, I can generally use "must" or "have/has to" in:

1. **Questions:**

eg: **Must** I *take* this cough syrup, mum? (= Do I **have to** take this cough syrup, mum?)

2. **Affirmative (positive) sentences:**

eg: Liz **must** *take* her cough syrup. (= Liz **has to** *take* her cough syrup.)

Interrogative and Affirmative (Positive) Forms

➡ **"Have to"**

Interrogative form: "Do/Does + S + have to + V ...?"
eg: Does he have to come back for a check, doctor?
Affirmative form: "have/has to + V"
eg: She has to take her medication every day.

➡ **"Must"**

Interrogative form: "Must + S + V ...?"
eg: Must she stay in bed, doctor?
Affirmative form: "must + V"
eg: You must take a rest.

" It is health that is real wealth and not pieces of gold and silver."
~ Mahatma Gandhi

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Negative Form

➡ **"don't/doesn't have to + V"**

When I say that "I don't have to do something", it means that it's not necessary for me to do it, **but I can (do it) if I want to.**

✓ eg 1: I **don't have to** *get* up early on Friday morning (but I **can** get up early if I want to).

✗ eg 2: ~~I **don't have to** *get* a passport if I want to travel to other countries.~~ (I can't use "**don't have to**" in this example because it **is** *necessary for all Algerians to have a passport* if they want to travel to any country in the world! I **can't** travel without a passport!)

➡ **"mustn't + V"**

When I say that "I (or another person) **mustn't** do something", it means: **Don't do it. It is forbidden. It is a prohibition.**

eg: I **mustn't** *eat* too much. I **mustn't** *smoke*.

You **mustn't** *wear* eyeglasses without consulting an ophthalmologist.

2. Giving and asking for advice using "should / shouldn't"

➡ To give advice to someone, I use "should + V" or "shouldn't + V"

eg: You **should** *do* exercise. (= I think it's better for you to do exercise.)

She **shouldn't** *sleep* too much. (= I think it's not good for her to sleep too much.)

➡ To ask for advice, I use "should + S + V ...?"

eg: What **should** I *do* if I have (a) backache? (= Please, tell me what to do.)

– You **should** *lie* on your back and take a rest.

– You **shouldn't** *move*. You **should** *stay* in bed.

3. Giving advice and making recommendations using the imperative

➡ To make recommendations or give advice to someone, I can also use the imperative: "V (stem/infinitive)" without "to".

eg: **Follow** the chemist's instructions. He knows better.

Take antibiotics. They're more effective.

➡ To form the negative, I use "Don't + V (stem/infinitive)" without "to".

eg: **Don't** *eat* too much. It's bad for your health.

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I practise.

Talking about My Body and My Health

Task 1. I match each picture with the corresponding health problem (or sentence).










1. He has a sore throat.
2. He has a bad cough.
3. His cheek is swollen.
   He has got (a) toothache.
4. She's sneezing.
5. She has a runny nose.
6. He's in bed with a high fever.
7. She has (a) backache.
8. He has asthma.
9. He has a bad ankle sprain.
10. He has a terrible stomach ache.
11. His ear aches. He has an earache.
12. He is suffering from severe sunburn.
13. He cut his finger. It is bleeding.
14. He suffers from sunstroke.
15. He has conjunctivitis.









Task 2. I work with my partner. We compare our answers and correct each other.

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Task 3. I match each health problem (sentences 1 to 15) with its corresponding treatment (picture). I can match more than one sentence with the same picture.



Pills



Inhaler

Syringe



Injection



Sunburn cream



(sticking) Plaster



Sunscreen



Pain relief back patches

Dropper



Ear drops



1. He has a sore throat.
2. He has a bad cough.
3. His cheek is swollen. He has got (a) toothache.
4. She's sneezing.
5. She has a runny nose.
6. He's in bed with a high fever.
7. She has (a) backache.
8. He has asthma.
9. He has a bad ankle sprain.
10. He has a terrible stomac ache.
11. His ear aches. He has an earache.
12. He is suffering from severe sunburn.
13. He cut his finger. It is bleeding.
14. He suffers from sunstroke.
15. He has conjunctivitis.





Throat spray



Anti Spasmodic Pills



Nasal drops



Nasal spray





Orthopaedic ankle brace



Infusion (herbal tea)



Ophthalmic ointment

Task 4. I work with my partner. We compare our answers and correct each other.

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Task 5. I use the information that I learnt in task (3) and underline the right treatment (medication) between brackets. I can sometimes underline more than one treatment in the same sentence.

MEDICAL TREATMENT or MEDICATION

1. He has a sore throat. He should use (*painkillers; a throat spray; a cough syrup*).
2. He has a bad cough. The doctor gives him (*ear drops; nasal drops; a cough syrup*).
3. He has got toothache. His dentist prescribes (*a throat spray; injections; painkillers*).
4. She has the flu. She's sneezing. She has a runny nose and she's in bed with a high fever. The family physician prescribes (*pain relief back patches; nasal drops; antibiotics; herbal infusions*).
5. She has backache. She should use (*an orthopaedic ankle brace; pain relief back patches*).
6. He has asthma. He should use (*a throat spray; an inhaler; antibiotics*).
7. He has a bad ankle sprain. He should wear (*an orthopaedic wrist brace; an orthopaedic neck brace; an orthopaedic ankle brace*).
8. He has a terrible stomach ache. His gastroenterologist prescribes (*injections; aspirin; antispasmodic pills*).
9. His ear aches. He has an earache. His otolaryngologist prescribes (*antibiotics; eye drops; antispasmodic pills; ear drops*).
10. He is suffering from severe sunburn. He should put on (*sunscreen; ophthalmic ointment; sunburn cream*).
11. He cut his finger. He should press on the wound to stop the bleeding and put on (*sticking plaster; sunburn cream; sunscreen*).
12. He suffers from sunstroke. He feels weak and dizzy. He is going to faint. He should (*drink water; stay in the shade; spray his skin with cool water; take antibiotics*).
13. His eye is swollen, red and sticky. He has conjunctivitis. His ophthalmologist prescribes (*eye drops; aspirin; ophthalmic ointment.*)

Task 6. I work with a group of partners. We compare our answers and correct each other.

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Task 7. I look at the pictures and reorder the jumbled medication tips about how to treat stings and bites. The first (1), the third (3) and the last (8) parts are given.















Ice
(cubes)



Antivenom
(Injection)

Treatment for Stings and Bites

1. Wasps and bees have stingers that they use to inject venom into the skin. Mosquitoes use their proboscis to bite and suck blood.

a. After cleansing, apply ice immediately to the wound to reduce the swelling and inflammation of the sting or bite.

3. After the stinger is removed, cleanse the affected area with warm water and soap.

c. After icing, rub the wound with an antiseptic (alcohol) or apply an antibiotic ointment to reduce the risk of infection.

d. First, you'll need to remove any remaining stinger from the surface of the skin. Use tweezers to clamp the stinger and pull it out. If it is a mosquito bite, you should start by cleansing the wound.

e. If pain, swelling and itching don't stop within two hours of the insect bite or sting, you have to consult a doctor immediately.

f. You should finally apply itch-relieving cream or ointment to stop the itching. You can also take painkillers to relieve pain.

8. Scorpions inject their venom through their sting but snakes do it through their fangs. If a scorpion or a snake bites you, you have to go immediately to hospital where you will be given an antivenom injection. A bite from a scorpion or a venomous snake is a medical emergency because it can be deadly if not treated quickly.

Adapted from:
http://skincare.lovetoknow.com
http://www.nhs.uk/

Task 8. I underline all the words that express obligation, advice and recommendations in task (7).

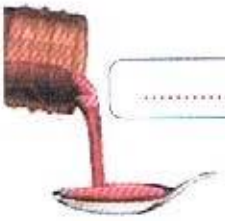
Task 9. I work with a group of partners. We compare our answers in tasks (7 and 8) and correct each other.

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Task 10. I look at the pictures of the different medical drugs (or medicines) and complete each definition (adapted from Oxford or Cambridge dictionaries) with: *(pills – tablets – capsules – ampoules – teaspoonful – tablespoonful – syrups.)*



.....



.....



.....

1. ..... are small glass containers used for holding a measured quantity of injectable liquid medicine (like vaccine or antibiotics).

2. ..... are small cylindrical cases containing a dose of medicine in the form of powder. They should be swallowed whole.

3. Medical ..... come in liquid form. The usual dose for adults is a ..... (abbreviation: Tbsp), and the usual one for children is a ..... (abbreviation: Tsp).

4. ..... are small, round pieces of medicine that a person swallows. They cannot be cut into two.

5. ..... are flat solid pieces of medicine that a person swallows. They can have an oblong or circular shape. They can be cut into two.



.....



.....



.....

Task 11. I write the number corresponding to each definition (1, 2, 3, 4, 5) in the box next to the corresponding picture.

Task 12. I reorder the jumbled words to form meaningful sentences with correct punctuation and capitalization (capital letters).

1.a feel / today / you / Nora / , / do / ? / how — *How*.....

b. is / ! / it / and / sticky / red / but — .....

c. is / . / it / rub / itching / don't / it / but — .....

d. much / . / better / feel /, / I / thanks — .....

e. not / eye / . / swollen / your / today / is — .....

6.f do / . / I / know / that / I / mustn't — .....

Task 13. I work with my partner and we organize the sentences in task (12) into a dialogue between Nora and her classmate Salim. The first (1.a) and the last (6.f) sentences are given. When we finish, we act out the dialogue.

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Talking about Food and My Health

Task 14. I look at the pictures and fill in each gap with a word from the list: *pizza; hamburger; shawarma sandwich; mayonnaise (or "mayo"); ice cream; ketchup; salted peanuts; salted crisps; cake (or "tart"); chips; chocolate bars; pastries; sweets (or "candies"); (juice, coke, lemonade, sodas).*



1. .....



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....



9. .....



12. .....



10. .....



11. .....



13. .....



14. .....

Task 15. I classify the foods (in task 14) under the three headings (Fats – Sugars Salt) in the table. Some foods can be classified under different headings.

Fats	Sugars	Salt
..... *pizza*	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Task 16. I work with a group of partners. We compare and discuss our answers. Then, we correct each other.

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Task 17. I read the recommendations given by this specialised website about what I should and shouldn't eat.
Then, I work with my partner and classify these recommendations in the table.

Healthy Dietary Recommendations

Some of the tastiest and most delicious foods also happen to be some of the most fattening and unhealthy. Here are some foods you should avoid eating excessively or all the time if you don't want to become overweight and obese, or have diabetes and other dangerous chronic illnesses.

1. Chocolate, sweets (or candies), cakes and pastries are fattening and sugary. Eat them with moderation, not every day.

2. Sugary drinks, like sodas, are full of sugar and calories, and have no nutritional value. Even lite sodas are not good for health. Drink water and herbal teas (infusions) instead.

3. Fast food like pizza, shawarma sandwiches, hamburgers and panini are full of cheese and meat, which in turn contain lots of fat and salt. Any fast food meal is usually served with chips, mayonnaise and ketchup, which are fattening because chips are oily (greasy) and salty, mayonnaise is full of fat and ketchup contains a lot of sugar. Avoid eating out at fast food restaurants. Eat at home instead. Eat more salads, fruit and vegetables. Have balanced and healthy meals on a regular, daily basis.

4. Salted peanuts, crisps and crackers contain too much salt, which is very bad for your health. Avoid eating too much salty food. Do not add salt to your food: it's already salted!

Parts of this text are adapted from:
http://www.mydiet.com

Dos	Don'ts
Eat chocolate, (etc.) with moderation.	*Don't eat chocolate, (etc.) every day.*
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Task 18. I work with my partner and we underline in the text (task 17) the reasons why some foods and drinks are not recommended as being good for health.

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Task 19. I look at the pictures and complete the sentences using the connector *"because"* and *(have to/don't have to – should/shouldn't – must/mustn't)* where appropriate, as in example (1).


mashed potatoes


olive oil


prawns (big shrimps)


Tuna


wholemeal bread


grains of wheat (without husks)


grains of wheat (with husks)

1. Dietitians say that we ....*must*..... eat balanced meals .... *because*.... they contain a bit of everything that our body needs without any excess.

2. I ..... eat mashed potatoes and fries all the time. I ..... eat other vegetables, fruit and wholemeal bread ..... they contain many vitamins, minerals and fibre.

3. Wholemeal bread is better for health ..... it is made from whole grains of wheat, including the husk (envelope covering the grain). We ..... eat too much white bread.

4. You ..... eat more fibre ..... it helps avoid and relieve constipation.

5. Eating chicken or turkey is better for health than red meat like beef, lamb or mutton. We ..... eat red meat all the time. We ..... also eat camel (dromedary) and goat meat ..... it is low in calories, fat and cholesterol.

6. You ..... eat fish or seafood once a week if you can ..... it is healthier than any kind of white or red meat.

7. If I ..... choose among a number of oils, then olive oil ..... be among my top ten choices ..... it has a low cholesterol level and protects the body from disease. I ..... remember to use extra virgin olive oil in all our salads at home!

8. We ..... eat cheese or yogurt every day ..... they are made from whole cow milk, which contains a lot of fat. We ..... drink whole milk; we ..... drink skimmed (with very low fat) or semi-skimmed milk (with low fat) and low fat or lite yogurt (with less sugar). Goat and camel milk contains less fat. Goat cheese is best for health.


(beef) steak


a leg of lamb

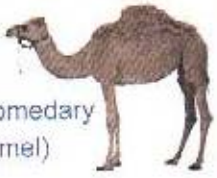

lamb


roast chicken


chicken


turkey


goat


dromedary (camel)

Task 20. I work with my partner. We read again "My Grammar Tools (1) and (2)" and correct each other's answers.

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Talking about Exercise and My Health

Task 21. I look at the pictures and complete each definition (adapted from Oxford or Cambridge dictionaries) using the name of the physical exercise or equipment in the list: *(treadmill; stretching; stationary bike; weight training; brisk walking).*



1. ..... is a fitness activity in which we extend or straighten our body or a part of our body to its full length in order to tighten our muscles.



2. ..... is a fitness activity in which the person uses hand-held weights (not machines) to strengthen different muscles and parts of their body.



3. ..... is a fitness activity in which a person walks with quick and energetic steps.



4. An exercise or ..... is a fitness machine we find in a gym. It has pedals that help improve heart condition and burn excess of fat and calories. It is good to ride this machine if you want to lose weight. A ..... is another fitness machine with a continuous moving belt on which a person can walk or run.

















Task 22. I classify each picture (in task 21) under its corresponding heading using the picture number.

Treadmill	➡	**Picture:** ....4....
Stretching	➡	**Pictures:** .....
Stationary bike	➡	**Picture:** .....
Weight training	➡	**Pictures:** .....
Brisk walking	➡	**Picture:** .....
Jogging	➡	**Picture:** .....

Task 23. I work with my partner and we correct each other's answers in tasks (21) and (22).

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Task 24. I write my answers to the school health adviser's questionnaire in the form of a report. The adviser's questions are jumbled; I have to write my answers in a correct order. The first (1.a) and the last (5.e) questions are given.

1.a. Why do you have to exercise regularly? (Give two good reasons.)
b. Which one of them do you do now? If you don't, which one are you starting soon?
c. When and where should you do it?
d. Which of the fitness exercises (*in task 21*) do you like? Why?
5.e. Do you think that exercise alone is enough to keep you fit and healthy? What else should you do?

I can follow this layout to write my report.

My Report: Keeping Fit and Healthy

There are two good reasons why I have to exercise regularly.
First, ...
Second, ...
In conclusion, I think that .....

Task 25. I correct my report with my partner. We should pay attention to punctuation, capitalization, spelling, repetition and choice of words.

Task 26. I fill in the gaps with *(have/has to; don't/doesn't have to – must/mustn't – should/shouldn't – imperative: positive/negative forms)* using the verbs in brackets.

MEDICAL TREATMENT or MEDICATION

1. I ..... (go) to hospital immediately if a snake or a scorpion bites me. I ..... (wait)!
2. I ..... (keep) quiet in a hospital. I ..... (make) any noise.
3. Dietitians always recommend a balanced diet. So, ... (eat) fruit, vegetables and fish regularly but ..... (eat) too much dairy like cheese, cream, butter or yogurt!
4. ..... (drink) a lot of water in summer to avoid dehydration, and ..... (stay) in cool or shady places to avoid sunstroke.
5. Health specialists recommend that you ..... do jogging, stretching, weight training, or practise any other sports as often as you can. ..... (spend) a lot of time in bed or watching TV!

Task 27. I work with a group of partners. We read again "My Grammar Tools" and correct each other's answers.

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I read and do.

Task 1. *Amy and Nadia met on the Internet. They are friends now. Nadia has the same health problem as Amy: she is overweight but she is afraid to consult a doctor. So, she asks Amy to tell her what kinds of food and physical activities Dr Sandgate recommends for her weekly diet plan.*

I read Amy's email and complete her weekly diet plan. "Monday" is given as an example. I complete the other days of the week on my notebook.

This message has not been sent.

Send | To... nadiabent@maghrebmail.dz | Cc... | Account | Subject: My diet plan

Hello, Nadia!

You asked me last time to send you a copy of my diet plan but I can't find **it** anywhere. Anyway, I can remember almost everything Dr Sandgate wrote. **She** recommends that a typical daily menu should be balanced, and include a salad at lunch (tomatoes, lettuce, olive oil and lemon) and a vegetable soup at dinner. One grilled turkey escalope for lunch on Monday, Wednesday and Friday and one grilled chicken leg for lunch on Tuesday and Thursday. Grilled fish for dinner at weekends. At lunch, I can take two boiled eggs instead of meat. Two veg as side dishes every day at lunch and dinner (peas, carrots, green beans, cabbage or spinach). For dessert, I have to eat one fruit after each meal (apple, orange or strawberry). I have the right to eat one slice of wholemeal bread at each meal. I can drink only water or herbal teas.

Every day, I have to breakfast on tea, cereals with skim milk and fresh-squeezed lemon or orange juice.

Oops! I forgot about the hardest part of this diet: exercise! I have to go to the gym every afternoon after school and do stretching for one hour, plus riding the stationary (exercise) bike for half an hour. At weekends, I have to go jogging in the park near my home for one hour every morning. **You** and **I** can say bye to ketchup, mayo, chocolate and cheesy snacks!

Keep in touch,

All the best,



Amy

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Amy's Weekly Diet Plan					
	Breakfast	Lunch	Dinner	Exercise	
				Morning	Afternoon
Monday	*tea*	*salad*	*soup*		*stretching* ....

Task 2. I read the email and find who or what the bold words in the text refer to.

– "**it**" (paragraph 1) refers to "....."
– "**She**" (§ 1) refers to "....."
– "**you** and **I**" (§ 3)
"**you**" refers to "....."
"**I**" refers to "....."

Task 3. I read Amy's email again and find the words whose definitions follow.

– "cooked over fire or on a hot metal frame" (§ 1): "....."
– "abbreviation for the word (vegetable)" (§ 1): "....."
– "pressed firmly in order to remove liquid" (§ 2): "....."
– "abbreviation for the word (mayonnaise)" (§ 3): "....."
– "continue to communicate with someone by using a phone or writing" (closing part of the email: Amy's last words): "....."

Task 4. I read the email again and complete Amy's typical daily menu.

Amy's Typical Daily Menu

Breakfast: *tea*, ...
Lunch
Starter: *salad* (.....)
Main course & side dishes: .....
Dessert: .....
Dinner
Starter: .....
Main course & side dishes: .....
Dessert: .....
Drinks: .....

Task 5. I read the email again and complete Amy's exercise activities.

Amy's Typical Exercise Activities

Weekdays: .....
Weekends: .....

Task 6. I work with my partner and we correct each other's answers in tasks (1, 2, 3, 4 and 5).

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I learn to integrate.

Task:

Nacer, my Tunisian friend, is overweight. He wants to know what kind of diet my Algerian dietitian recommends because he knows I have the same problem. I'm going to send him a detailed email in which I explain my doctor's dietary advice and recommendations about food and exercise. I am also going to send him a weekly diet plan and a typical daily menu as attached documents.

1. To write the email and the attached documents (weekly diet plan and typical daily menu), I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
■ Lexis related to healthy food (meat, fish, vegetables, fruit, bread, dairy produce, drinks, etc.)	■ Expressing obligation with "have to" and "must"	■ Raising teenagers' awareness in regard to healthy food
■ Lexis related to physical exercise (indoor and outdoor activities)	■ Giving advice using "should"	■ Raising teenagers' awareness in regard to physical exercise
■ Lexis related to different meals of the day	■ Giving advice and recommendations using the imperative	■ Raising teenagers' awareness in regard to health problems caused by overweight and obesity
■ Lexis related to different courses of a meal	■ Planning a healthy balanced meal to avoid overweight	■ Sharing valuable medical advice and recommendations between teenagers in regard to health
■ Lexis related to days of the week (weekdays and weekends)	■ Planning a healthy weekly diet to avoid overweight	■ Valuing healthy food (mainly fruit and vegetables)
■ Structural lexis related to obligation and advice		■ Valuing physical exercise and sports
■ Imperative mode		

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2. To write the attached documents ("typical daily menu" and "weekly diet plan"), tasks (1, 4 and 5) in "I read and do" will also help me. I have to recommend other food and exercise activities, not copy the ones in Amy's email.

3. To write the email to my Tunisian friend Nacer, I need to read again Amy's email and follow this layout.

Layout

⇨ **Salutations**
– I greet Nacer (Dear Nacer; Hi/Hello, Nacer)

⇨ **Part 1 of email**
– I talk about the contents of a typical daily menu (starter; main course and side dishes; dessert; drinks)
– I extend this daily menu to other days of the week (weekdays & weekends)

⇨ **Part 2 of email**
– I talk about breakfast

⇨ **Part 3 of email**
– I talk about exercise activities (during weekdays and weekends) and (period of the day)

⇨ **Closing**
– I express my "Best wishes", "(Kind) Regards", etc.

⇨ **I sign my name.**

⇨ **PS** (i.e. Post Scriptum)
– I mention the attached documents in a sentence like this: "Please, find attached two documents: a weekly diet plan and a typical daily menu."

4. Now, I can write my email to my Tunisian friend.

This message has not been sent.

Send | To... nacerben@fastmail.edu.tn | Cc... | Account | Subject: Diet plan

.....

I'm sending you a detailed .....

.....

.....

At breakfast, you should .....

.....

.....

.....

.....

.....

PS Please find .....

5. I work with my partner. We exchange ideas and improve our emails.

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I think and write.

Task:

I want to make a poster, put it up in my school and post it on my school website and my blog to help other teenagers stay healthy. The poster should contain "five dietary keys" (or recommendations), each with "one important reason explaining why it should be followed and respected". I can add drawings or pictures to my poster. (I use the WHO poster in "I read for pleasure" as an example.)

1. I need to answer the following key questions before I write my poster keys:

KEY QUESTIONS

- What food should teenagers eat? What food shouldn't they eat?
- What is a balanced meal? (I read again sentence 1, task 19 in "*I Practise*")
- Why are fruit and vegetables important for health?
- Why is wholemeal bread healthier that white bread?
- What kinds of exercise can help teenagers stay healthy?
- Why should teenagers exercise or practise sports regularly?

2. I also need the information from my listening tasks (18, 22 and 24), "My Grammar Tools" and "I read and do" (tasks 1, 4 and 5).

3. I can now write the five keys (with their reasons) for my poster (the last key is given).

Five Keys to Keep Healthy

TAKE ACTION

1. (*imperative*) .....
.....
2. .....
.....
3. .....
.....
4. .....
.....
5. .....
.....
6. Don't be a "couch potato".







Why? .....
.....
Why? .....
.....
Why? .....
.....
Why? .....
.....
Why? .....
.....
Why? Sitting, eating and watching TV for a long time is bad for health.

To check whether you are underweight, overweight, obese or have a normal weight, please use the BMI Calculator on the BBC website: http://www.bbc.co.uk/health/tools/bmi_calculator/bmi.shtml

4. I work with my partners. We exchange ideas and improve our posters.

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Now, I can

I can	Yes 	Example	No 	Support me 
name many parts of my body (legs, feet, arms, hands, shoulders, neck, stomach, belly, chest and the main joints)				
talk about health problems related to some of my body parts (headache, stomach ache, earache, backache, sprained ankle, etc.).				
ask and answer questions about health.				
use short answers when asked about my health.				
talk about common health problems (stomach ache, backache, sore throat, flu, cold, stings and bites, etc.) and their medical treatment (medication or medicines).				
describe symptoms (pain, fever, nausea, vomit, diarrhoea, dizziness, weakness, etc.).				
describe various medicines or medical drugs (pills, tablets, capsules, sprays, syrups, etc.).				
discriminate between healthy and unhealthy food in regard to excessive fats, sugars and salt.				
plan a balanced meal (starter, main course with side dishes, dessert, drinks and bread).				
plan a weekly diet plan.				
talk about indoor (like treadmill or stationary bike) and outdoor (like jogging) exercise activities.				
express obligation using "have to" or "must".				
express prohibition using "mustn't".				
express lack of obligation using "don't/doesn't have to".				
give and ask for advice using "should".				
give advice and recommendations using the imperative mode.				
use the present simple tense to talk about health (illnesses, medication, food, exercise).				
use "have (got) + noun" and "feel + adjective or adverb" to talk about health.				
pronounce correctly "must" and "mustn't".				
pronounce correctly "should" and "shouldn't".				
pronounce correctly "ch" and "sh" in some words.				

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I play and enjoy.

1. Health Proverbs

These English proverbs give advice and recommendations about how to stay healthy.



- Prevention is better than a cure.
- After dinner sit a while, after supper walk a mile.
- An apple a day keeps the doctor away.

2. Let's sing a song!

The Healthy Habits Song For Kids

Go Go Go! (2)
Food keeps you healthy ...
Food makes you grow
Food gives you energy ...
Go Go Go! (2) Go the healthy song!

Go Go Go! (2)
Sport keeps you healthy...
Sport makes you strong
Sport exercises your body...
To keep you young!
Go the healthy song!... Go Go Go! (2)

Hygiene keeps you healthy...
Hygiene stops decay
Hygiene kills germs...
And keeps illness away!
Go the healthy song!... Go Go Go! (2)

https://www.youtube.com/watch?v=9Fr1iDqem

3. Word Search

I should find more than 10 food words (down, across and diagonally).



T	C	R	E	A	M	C	P	P	L
O	A	B	E	A	N	A	R	A	E
M	R	T	E	G	G	B	A	S	T
A	R	S	U	E	T	B	W	T	T
T	O	H	L	R	F	A	N	R	U
O	T	U	N	A	K	G	V	I	C
E	F	I	S	H	E	E	E	E	E
S	P	E	A	N	U	T	Y	S	G

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I read for pleasure.

...read the "WHO (World Health Organization) Five Keys to Safer Food" poster. Do I agree with these five WHO recommendations? Why?

Five keys to safer food

World Health Organization



Keep clean

- ✓ Wash your hands before handling food and often during food preparation
- ✓ Wash your hands after going to the toilet
- ✓ Wash and sanitize all surfaces and equipment used for food preparation
- ✓ Protect kitchen areas and food from insects, pests and other animals

Why?

While most microorganisms do not cause disease, dangerous microorganisms are widely found in soil, water, animals and people. These microorganisms are carried on hands, wiping cloths and utensils, especially cutting boards and the slightest contact can transfer them to food and cause foodborne diseases.



Separate raw and cooked

- ✓ Separate raw meat, poultry and seafood from other foods
- ✓ Use separate equipment and utensils such as knives and cutting boards for handling raw foods
- ✓ Store food in containers to avoid contact between raw and prepared foods

Why?

Raw food, especially meat, poultry and seafood, and their juices, can contain dangerous microorganisms which may be transferred onto other foods during food preparation and storage.

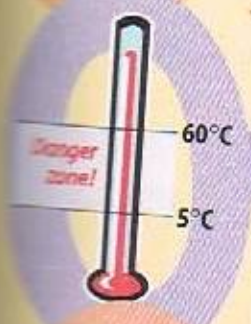


Cook thoroughly

- ✓ Cook food thoroughly, especially meat, poultry, eggs and seafood
- ✓ Bring foods like soups and stews to boiling to make sure that they have reached 70°C . For meat and poultry, make sure that juices are clear, not pink. Ideally, use a thermometer
- ✓ Reheat cooked food thoroughly

Why?

Proper cooking kills almost all dangerous microorganisms. Studies have shown that cooking food to a temperature of 70°C can help ensure it is safe for consumption. Foods that require special attention include minced meats, rolled roasts, large joints of meat and whole poultry.



Keep food at safe temperatures

- ✓ Do not leave cooked food at room temperature for more than 2 hours
- ✓ Refrigerate promptly all cooked and perishable food (preferably below 5°C)
- ✓ Keep cooked food piping hot (more than 60°C) prior to serving
- ✓ Do not store food too long even in the refrigerator
- ✓ Do not thaw frozen food at room temperature

Why?

Microorganisms can multiply very quickly if food is stored at room temperature. By holding at temperatures below 5°C or above 60°C, the growth of microorganisms is slowed down or stopped. Some dangerous microorganisms still grow below 5°C.



Use safe water and raw materials

- ✓ Use safe water or treat it to make it safe
- ✓ Select fresh and wholesome foods
- ✓ Choose foods processed for safety, such as pasteurized milk
- ✓ Wash fruits and vegetables, especially if eaten raw
- ✓ Do not use food beyond its expiry date

Why?

Raw materials, including water and ice, may be contaminated with dangerous microorganisms and chemicals. Toxic chemicals may be formed in damaged and mouldy foods. Care in selection of raw materials and simple measures such as washing and peeling may reduce the risk.

Knowledge = Prevention

Food Safety
World Health Organization

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MY THIRD TERM PROJECT

1. My Last Holiday Mini-Travelogue
2. A Memorable Holiday Report
3. Planning an Itinerary for my Next Holiday
4. What to See in Algeria: A Travel Leaflet

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

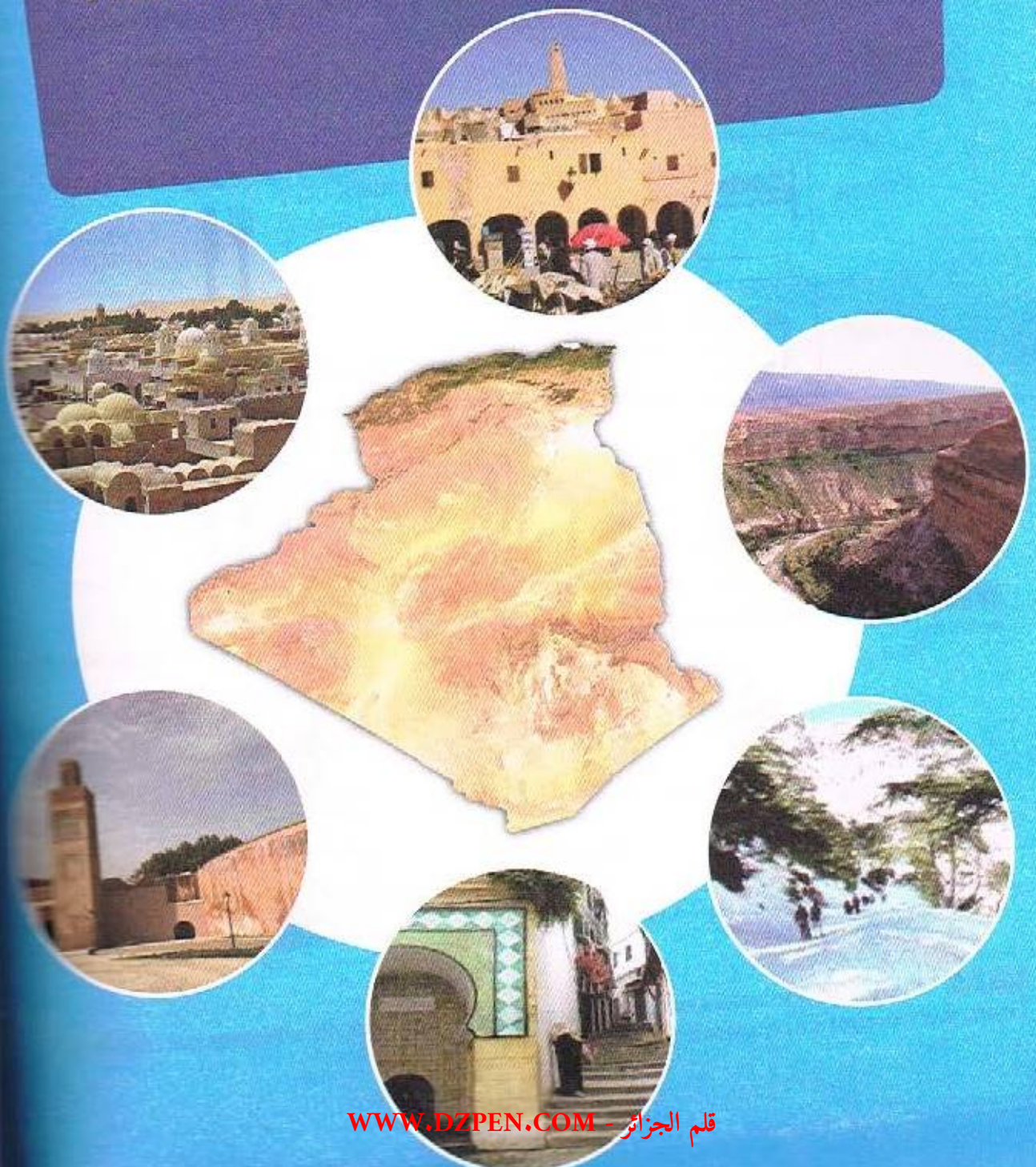
C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

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SEQUENCE 4

ME AND MY TRAVELS



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SEQUENCE 4

ME AND MY TRAVELS



I listen and do.

Task 1. I listen to Part (1) of the conversation between Mounir and Keltoum and match each map icon with its corresponding amenity.

Keltoum is Mounir's new classmate in Djelfa. She is from Tizi-Ouzou. Last year, her family moved from Tizi-Ouzou to Djelfa.



1. historic site or monument
2. hotel
3. restaurant
4. museum
5. camping site
6. national park or reserve









Task 2. I listen again and match each map icon with its corresponding outdoor activity.



1. fishing
2. mountain biking
3. skiing
4. hiking or trekking







Task 3. I listen again and compare my answers (tasks 1, 2) with my partner's. Then, we correct each other.

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Task 4. I listen again and cross out the intruder between brackets.

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

Keltoum: I'll give you a travel brochure *(to draw – tomorrow)*. You'll find all the information you need about hotels, restaurants, muscums, historic *(sides – sites)* and monuments.

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

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

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

Task 5. I listen again and compare my answers with my partner's. Then, we correct each other.

Task 6. I work with my partner and ask him/her Mounir's questions as in the example.

Example: **Me:** I'm going to visit (*I choose a different Algerian town*) next summer. What do I need to know before travelling?

My partner: I'll give you a travel brochure tomorrow. You'll find all the information you need about (*names of 2 or 3 amenities*).

Me: What kinds of outdoor activities are available there?

My partner: Tomorrow, I'll also give you a map with a key to outdoor activities like (*names of 2 or 3 outdoor activities*).

Task 7. I change roles with my partner and answer his/her questions.

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Task 11. I work with my partner. We use the street map of Algiers and act out the dialogue together as in the example.

Example: **Me:** Tell me. When are you going to travel to Algiers?

My partner: I don't know. Maybe (*choose a different date*).

Me: Don't forget to visit (*I choose another museum, monument or site on the street map: the Museum of Antiquities, Martyr's Memorial, El-Hamma Experimental Garden*).

My partner: I will! Where is it situated?

Me: Hmm … (*I use the street map to give directions and locate the site.*)

Task 12. I change roles with my partner and we act out the dialogue again.

Task 13. I listen to the end of the conversation Part (2) and fill in each gap with the right word.



Mounir: I will! Where is it situated?

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

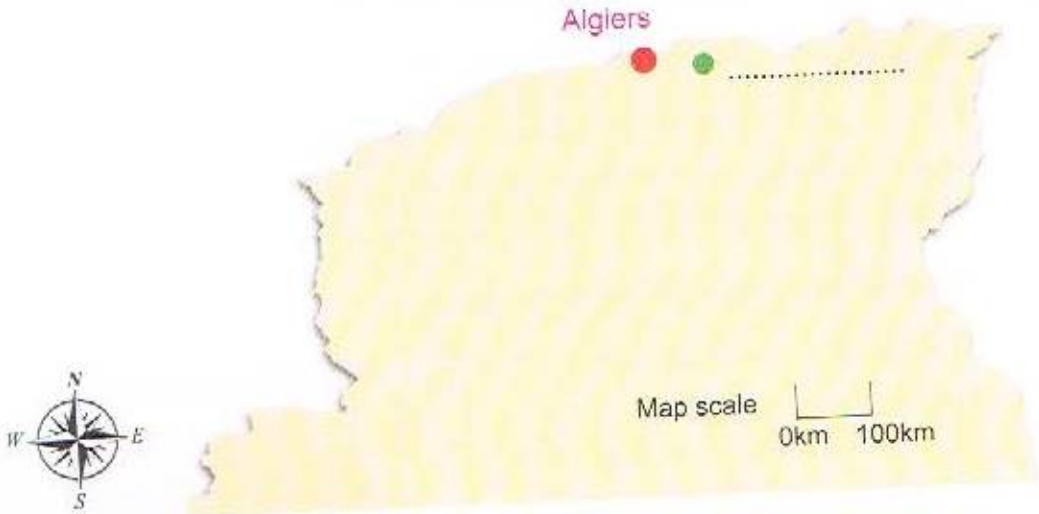
Mounir: Is there any interesting site or ..... in the capital?

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

Task 14. I listen again and compare my answers with my partner's. Then, we correct each other.

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Task 15. I listen to this BBC radio programme. Then, I find the missing name of the 2nd town and locate Djurdjura National Park on the map.



Task 16. I listen again and compare my map with my partner's. We discuss our answers and correct each other.

Task 17. I listen again and complete the fact file about Djurdjura National Park: I fill in the missing information and tick the right boxes.

Fact File
Djurdjura National Park



Name of geographical region: .....
Date of establishment: .....
Distance from the capital: .....
Distance from Tizi-Ouzou: .....
Total area: .....

Animals (fauna):
- ☐ foxes
- ☐ fennecs
- ☐ jackals
- ☐ Barbary macaques
- ☐ bears

Birds (fauna):
- ☐ vultures
- ☐ ducks
- ☐ peacocks
- ☐ ostriches
- ☐ eagles
- ☐ falcons

Trees (flora):
- ☐ date palms
- ☐ cedars
- ☐ oak trees
- ☐ pine trees

Weather:
- ☐ warm in winter
- ☐ cool in summer
- ☐ cold in spring
- ☐ sunny in winter
- ☐ temperature below zero in winter
- ☐ heavy snow in winter

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Task 18. I listen again and check my answers.

Task 19. I listen again. Then, I work with a group of partners. We compare our answers and correct each other.

Task 20. I listen again and match these pictures with the names of wild animals or birds living in Djurdjura National Park.







Barbary macaque

falcon

fox

vulture

jackal

eagle







Task 21. I listen again and work with my partner. We correct each other's answers.

Task 22. I tick the correct definition of "endangered species".

- ☐ Pets which are dangerous
- ☐ Domestic animals which need our protection
- ☐ Wild animals which will disappear if we don't protect them

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Task 23. I listen to Part (3) of the conversation between Mounir and Keltoum, and locate the town of Tizi-Ouzou and the village of Beni Yenni on the regional map.



Task 24. I listen again and complete the fact file about Beni Yenni: I fill in the missing information and tick the right boxes.



Fact File
Beni Yenni



Distance from Tizi-Ouzou: .....

Which direction from Tizi-Ouzou? .....

Distance from Djurdjura National Park: .....

What is this village famous for? .....

What is the region famous for? .....

What's the weather like in this region?

- ☐ snowy in winter
- ☐ very hot in Tizi in summer
- ☐ warm but rainy in autumn
- ☐ nice and sunny in spring
- ☐ cool in the mountains in summer

Task 25. I listen again and work with my partner. We compare and correct our answers in tasks (23 and 24).

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Task 26. I listen to Part (4) of the conversation between Mounir and Keltoum, and reorder the jumbled exchanges.

Thanks, Keltoum, for all your help!

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.

I will. Many thanks again.

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

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





Mounir: *What's* .....

.....

Keltoum: .....

.....

.....

Mounir: .....

.....

Keltoum: .....

.....

Mounir: .....

.....

Task 27. I listen to Part (4) of the conversation again and check my answers. Then, I work with my partner and we correct each other.

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Task 28. I work with my partner. We use the information in the fact file about Beni Yenni (task 24) and act out the dialogue together.

Example: **Me:** You can visit (*I choose a town or village in my region*). It's famous for (*I say what this town or village is famous for*).

My partner: That's interesting! How far is it from (*use the name of your hometown*)?

Me: Not very far. About .....km to the ..... (*I give the distance and point of the compass*).

My partner: What's the weather like there?

Me: Well, it's ..... and ..... in winter but ..... and ..... in summer (*I use adjectives to describe the weather*).

Task 29. I change roles with my partner and we act out the dialogue again.

Task 30. I use the information in tasks 17 and 24 (fact files) and 23 (map) and complete Mounir's summer holiday itinerary on the regional map.



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MY PRONUNCIATION TOOLS

1. Pronunciation of contracted or short forms of "will/will not"

a. I listen and repeat.

/wɪl/ ➡ **Will** you come tomorrow?
Yes, I **will.**

/l/ ➡ **I'll** give you a travel brochure tomorrow.

/wəʊnt/ ➡ I **won't** come tomorrow.
No, I **won't.**

b. I listen and repeat.

– Will /wɪl/ you go hiking in Djurdjura?
– Yes, I will. /wɪl/
– I'll go hiking. /l/

– Will /wɪl/ you ski in Djurdjura?
– No, I won't. /wəʊnt/
– I won't ski. /wəʊnt/



➡ ('ll) is the contracted or short form of "will". It is usually pronounced /l/ (dark "l") in the middle of sentences.
/l/ is the weak form of "will".

➡ "will" is usually pronounced /wɪl/ in short answer questions or at the end of a sentence.
/wɪl/ is the strong form of "will".

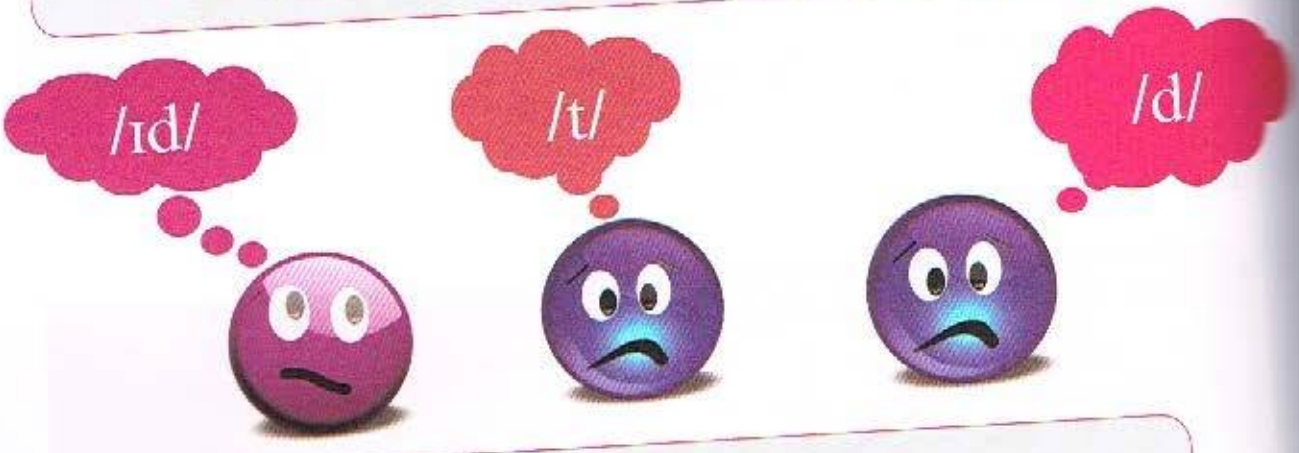
➡ "won't" is the contracted or short form of "will not". It is pronounced /wəʊnt/.
/wəʊnt/ is a weak form.

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2. Pronunciation of "ed" endings in the past simple and past participle forms of regular verbs

I listen and repeat.

/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



- "ed" is pronounced /ɪd/ after the following sounds: /t – d/
- "ed" is pronounced /t/ after the following sounds:
  /p – k – f – θ – s – ʃ – tʃ/
- "ed" is pronounced /d/ after the following sounds:
  /b – g – v – ð – z – ʒ – dʒ – l – m – n – ŋ – r + all vowels and diphthongs/

3. Pronunciation of "th"

I listen and repeat.

/θ/ ➡ **th**ree – **th**anks – birth**th**place – e**th**nology – north – south – month
/ð/ ➡ **th**is – **th**ese – **th**at – **th**ose – wea**th**er – mo**th**er – fa**th**er – wi**th**

4. Pronunciation of "tion"

I listen and repeat.

/ʃ(ə)n/ ➡ pronunci**ation** – loc**ation** – situ**ation** – inform**ation** – conversation
prepar**ation** – pos**ition** – instruct**ion** – connect**ion** – direct**ion**

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I pronounce.

Task 1. I listen and tick the correct pronunciation of the words in bold.



– You'll find all the information you need.

☐ /wɪl/ ☐ /l/

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

☐ /l/ ☐ /wɪl/

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

☐ /wɪl/ ☐ /l/

– Yes, I **will**. ☐ /l/ ☐ /wɪl/

– No, I **won't**. ☐ /wəʊnt/ ☐ /waʊnt/

Task 2. I listen again. Then, I read "My Pronunciation Tools (1)" with my partner and we correct each other's answers in task (1).

Task 3. I listen and repeat the questions.

Task 4. I listen again and write the questions.

Question 1: *Will* .....?

Question 2: .....?

Question 3: .....?

Task 5. I listen again and answer the questions in task (4).

Answer 1: *Yes,* .....

Answer 2: *No, I* ..... *I'll go* .....

Answer 3: .....

Task 6. I work with my partner and we act out the dialogue (questions and answers in tasks 4 and 5).
We correct each other's pronunciation and change roles.

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Task 7. I listen and tick the right pronunciation of the "ed" ending in each verb.

1.	/ɪd/	/t/	/d/
cried	☐	☐	☐
asked	☐	☐	☐
wanted	☐	☐	☐
received	☐	☐	☐
camped	☐	☐	☐
admired	☐	☐	☐
stayed	☐	☐	☐
added	☐	☐	☐

2.	/ɪd/	/t/	/d/
planned	☐	☐	☐
located	☐	☐	☐
liked	☐	☐	☐
changed	☐	☐	☐
followed	☐	☐	☐
ended	☐	☐	☐
surprised	☐	☐	☐
impressed	☐	☐	☐

Task 8. I work with my partner. We read again "My Pronunciation Tools (2)" and we correct each other's answers in task (7).

Task 9. I listen and write the phonetic symbol (/θ/ or /ð/) for each "th" in bold type.

- "**Th**ese" /...../ is the plural form of "**th**is" /...../.
- "**Th**ose" /...../ is the plural form of "**th**at" /...../.
- "Mou**th**s" /...../ is the plural form of "mou**th**" /...../.
- "To brea**th**e" /...../ is a verb and "brea**th**ed" /...../ is its past form; "brea**th**" /...../ is a noun.
- "Clo**th**" /...../ is a noun; its plural form is "clo**th**s" /...../.
- "To clo**th**e" /...../ is a verb, and "clo**th**ed" /...../ is its past form;

"clo**th**es" /...../ is another plural noun.

Task 10. I listen again and check my answers in task (9).

Task 11. I work with my partner. We compare our answers and correct each other. Then, I read aloud all the statements.

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MY GRAMMAR TOOLS

1. Talking about the future

a. Expressing future intentions

➡ To talk about future intentions that are decided at the time of speaking (spontaneous decisions, promises, offers), I use the future simple tense: "will + V (stem/base)".

eg: I'**ll give** you a travel brochure *tomorrow*.

I **won't tell** him. I promise.

Give me that heavy bag. I'**ll carry** it for you.

➡ To talk about the future in general, I can also use time markers: **tomorrow, next** + (week/month/year/summer, etc.).

b. Planning future activities

➡ To talk about future activities that have been planned before the time of speaking, I use: "am/is/are + going to + V (stem/base)".

eg: Mounir **is going to** *visit* Algiers and Tizi *next* summer.

➡ **Future Simple Tense (forms)**

Interrogative form: "will + S + V"

eg: Will you come tomorrow?

Negative form: "won't" (in short answers) or "will not/won't + V" (in long answers)

eg: No, I won't. I won't come.

Affirmative form: "will" (in short answers) or "will/'ll + V" (in long answers)

eg: Yes, I will. I will/'ll come.

➡ **"Be going to" (forms)**

Interrogative form: "Am/Is/Are + S + going to + V"

eg: Are you going to travel abroad next holidays?

Negative form: "am/is/are + not + going to + V"

eg: No, I'm not. I'm not going to travel anywhere.

Affirmative form: "am/is/are + going to + V"

eg: Yes, I am. I'm going to visit Tunisia.

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2. Talking about the past

- To talk about past events or activities, I use the past simple tense:
  - **Regular verbs**: "V (stem/base) + ed"
  - **Irregular verbs**: each irregular verb has its own past tense and past participle forms *(See "My Basic Irregular Verb List" in the appendix)*.

    eg: **Regular verb**

    Last year, Keltoum's family **moved** from Tizi Ouzou to Djelfa.

    eg: **Irregular verb**

    The weather **was** fine *yesterday*.
- To talk about the past in general, I can also use time markers: **yesterday**, **last** + (week/month/year/summer, etc.).

Past Simple Tense (forms)

Interrogative form: "Did + S + V"

eg: Did you visit Beni Yenni last summer?

Negative form: "didn't (in short answers) / "did not/didn't + V" (in long answers)

eg: No, I didn't. I didn't visit it.

Affirmative form: "did (in short answers) / "V+ ed" or irregular form (in long answers)

eg: Yes, I did. I visited Beni Yenni. I also went to Bejaia.

- "**went**" is the past form of the irregular verb "to go".
- "**didn't**" is the contracted or short form of "did not".
- "**did**" is the past form of the irregular verb "to do".

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I practise.

Traditional Algerian Crafts

Task 1. I match each picture with its corresponding traditional craft museum. Sometimes, there are many pictures that can match the same museum.











Traditional Rug & Leather Crafts Museum

Traditional woodwork Museum

Traditional Jewellery Museum

Traditional Pottery Museum

Traditional Brass and Copperware Museum

Traditional Wickerwork Museum









Task 2. I work with a group of partners. We compare our answers and correct each other.

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Task 3. I observe the distance between the pointing finger and the craft item, and then I complete the sentences with: *this/these, that/those* and **is** or **are**.



1. ....This.....is.... called a bangle.



2. ..... called anklets.



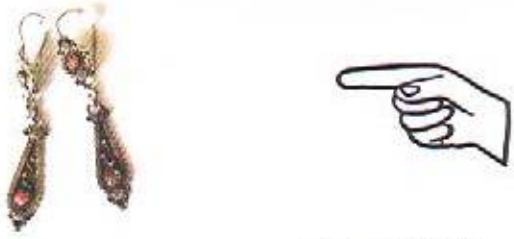
3. ..... called a fibula.



4. ..... called a pendant.



5. ..... called rings.



6. ..... called earrings.



7. ..... called a necklace.

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Task 4. I complete this article to learn more about traditional Algerian crafts. I fill in each gap with the following names of the items I saw in the photos (task 1): *trays – baskets – plates, pots and spoons – jewels – carpets and rugs – saddles.*

Traditional Algerian Crafts

Algerian traditional crafts are very rich and diverse. Skilled craftsmen and craftswomen all over Algeria make fine traditional pottery and woodwork like ..... Weavers make colourful ..... Goldsmiths and silversmiths design nice gold and silver ..... In Constantine, for example, coppersmiths and brass makers produce shiny coffee ..... with different shapes and sizes. Leather goods like sandals, bags and horse ..... are beautifully decorated. Some Algerian regions are famous for their wickerwork. This craft consists in twisting thin sticks of wood together to make ..... or furniture like wicker chairs.

Task 5. I work with my partner. We compare our answers and correct each other.

Task 6. I complete each sentence with the name of a piece of jewellery I learnt in task (3).

Traditional Algerian Jewellery

1. A ..... is worn around the neck.
2. A ..... is worn around the wrist.
3. A ..... is worn around the neck on a chain.
4. ..... are worn on the fingers.
5. ..... are worn around the ankles.
6. ..... are fastened in or on the ears.
7. ..... is used as a brooch or pin for fastening women's clothes like shawls.

Task 7. I work with a group of partners. We compare our answers and correct each other.

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Task 8. I help my partner correct his email to his English friend by underlining the time markers and choosing the correct form of the verbs in brackets.

This message has not been sent.

Send | To... petersmith@ABCmail.com | Cc... | Account | Subject: weekend activities

Hello, Peter!

You ('ll ~~ask~~ – asked) me last time about my weekend activities. Well, next weekend, there (was – will be) an interesting exhibition of traditional Algerian crafts at the cultural centre in my hometown. People (come – came – will come) to see traditional craftwork done by craftsmen from all over the country. I ('ll go – 'm going) to visit this exhibition with my classmates next Friday. I (sent – sended – 'll send) you photos with my next email.

Bye for now,

Rachid

Task 9. I follow the example given below and ask my partner about his/her plans for next summer holidays.

Example:

– **Me:** Where are you going to spend your summer holidays?

– **My partner:** I'm .....

– **Me:** Where is it situated?

– **My partner:** .....

– **Me:** What are you going to do there?

– **My partner:** Well, ...

– **Me:** Which activity do you prefer?

– **My partner:** Well, I like ..... but I prefer .....

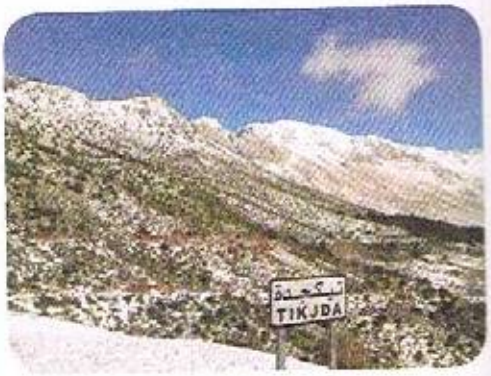
Task 10. I change roles with my partner and answer his/her questions. When we finish, we correct each other and I write the dialogue using my answers.

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Task 11. This is the draft of a report to my class about my last winter holidays. I work with my partner and ask him/her to help me write the correct form of the verbs in brackets.

My Winter Holiday Class Report

I (spend) .....**spent**..... my last winter holidays in Tikjda National Park. It is situated south of Djurdjura National park. I (go) ..... there with my family. We (rent) ..... a lovely chalet and (stay) ..... there for a week. The weather (be) ..... cold. It (snow) ..... a lot for the first two days. On the third day, it (stop) ..... snowing but old cedars, pines and oak trees (be) ..... covered with snow. It (be) ..... sunny again and the mountains (be) ..... beautiful in the morning sunlight. So, we (take) ..... our lunch packages and (ski) ..... all day. We (not go) ..... back to the chalet until late in the afternoon. I also (do) ..... some hiking in the mountains and (see) ..... a jackal and a falcon. I (not forget) .... this wonderful week in Tikjda. I (remember) ..... it for the rest of my life.







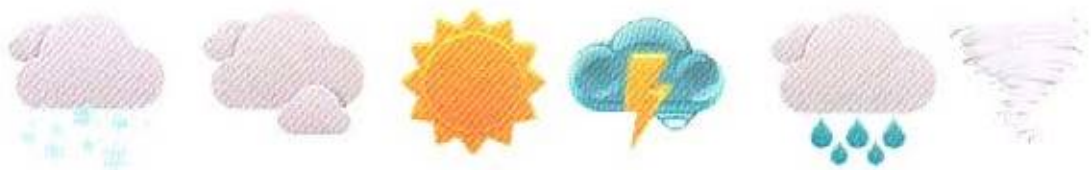
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Task 12. I tick the correct spelling of each noun.

to define	☐ definetion	☐ definition
to correct	☐ correction	☐ correctation
to produce	☐ productition	☐ production
to invite	☐ invitation	☐ invitition
to protect	☐ protectation	☐ protection
to exhibit	☐ exhibitation	☐ exhibition

Task 13. I match each adjective with its corresponding weather icon in the map key.

WEATHER MAP KEY



1. rainy 2. windy 3. cloudy 4. snowy 5. sunny 6. stormy

Task 14. I match each tree with its corresponding name.

TREES GROWING IN ALGERIA

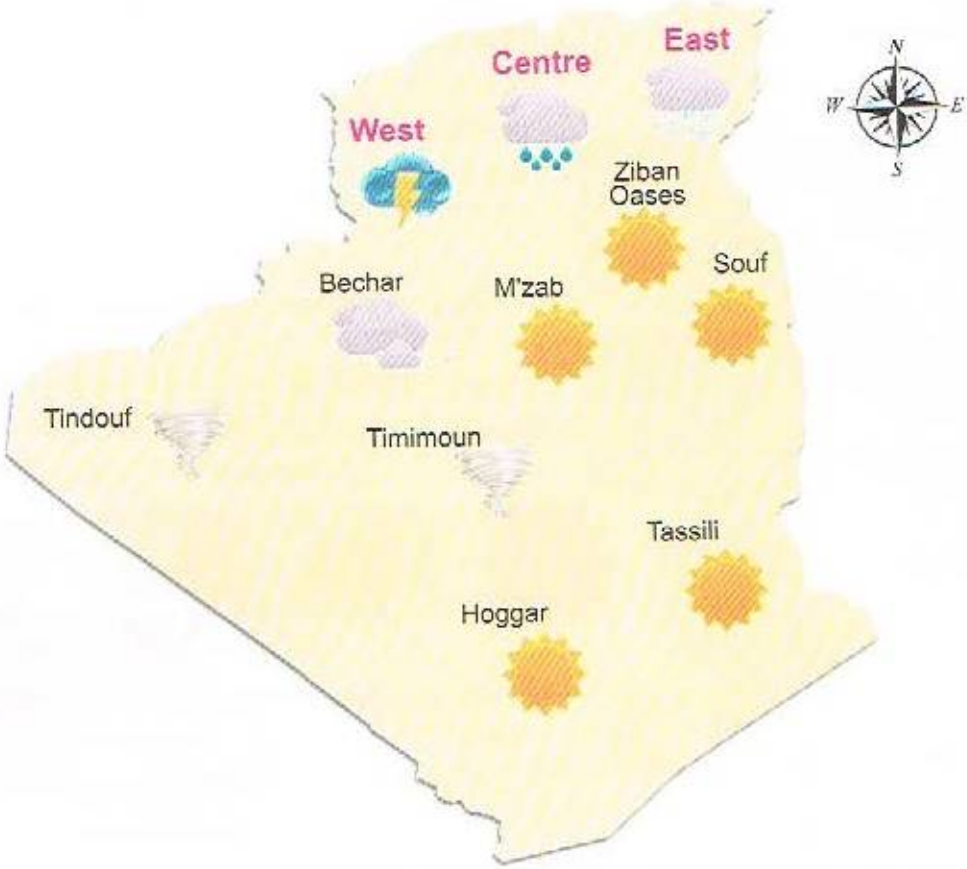


1. date palm 2. oak tree 3. cedar 4. pine tree 5. eucalyptus

Task 15. I work with my partner. We discuss our answers in tasks (12, 13 and 14) and correct each other.

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Task 16. I look at the map and fill in each gap in the weather forecast for the next three days using weather adjectives I learnt in task (13).



WEATHER FORECAST 1

Good evening, ladies and gentlemen. I'm Ali Benamar, and here's the weather forecast for the weekend. There'll be some showers on the central region of the country. So, the weather will be mostly wet and ..... in the capital on Friday. In the western regions, the weather will be ..... most of the weekend. But in the east, it'll be cold and ..... On the northern and southern Sahara, it'll be warm and ..... everywhere from the oases of Biskra, M'zab and Souf to the Hoggar and Tassili. Sandstorms are expected on Saturday in the south-western regions of Timimoun and Tindouf because of ..... weather. In Bechar and the Saoura, the sky will remain ..... for the rest of the week.

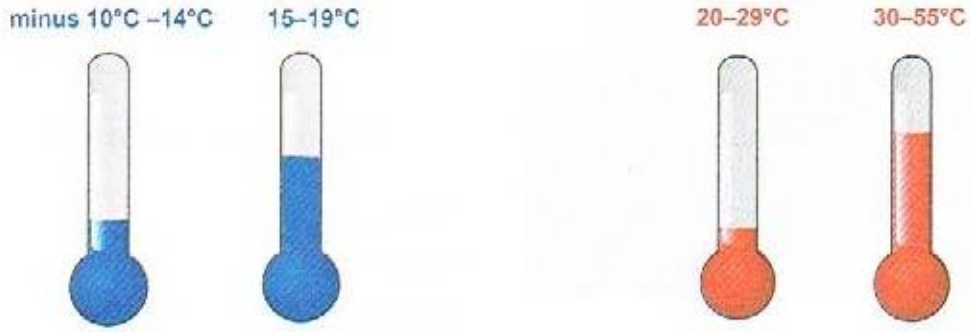
That's it for today's forecast. Stay tuned to our programmes!

Task 17. I check my answers with my partner and we correct each other.

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Task 18. I match each adjective with its corresponding temperature icon in the map key (according to Algerian winter and summer temperatures).

MAP KEY



1. warm 2. hot 3. cold 4. cool

* °C stands for: "degree Celsius" or "degree centigrade"

Task 19. I fill in each gap in the weather forecast (for the next three days) using the temperature adjectives in task (18).
When I finish, I write the correct form of the verbs in brackets.

WEATHER FORECAST 2

Good morning, ladies and gentlemen. I (be) Ali Benamar, and here (be) the weather forecast for the next three days. There (be) some heavy rain tomorrow on the central regions of the country but the temperatures (be) quite ..... in the capital. It's not time to wear your coats yet! In the east, heavy snowfalls are expected on the Aures Mountains. Temperatures (fall) below zero, so it (be) freezing ..... The sun (keep) shining on the northern and southern Sahara for the next few days and the temperatures (rise) everywhere from the oases of Biskra, M'zab and Souf to the Hoggar and Tassili. So, we expect very ..... weather there for the rest of the week but the nights (be) fairly..... because the temperatures (fall) a bit.

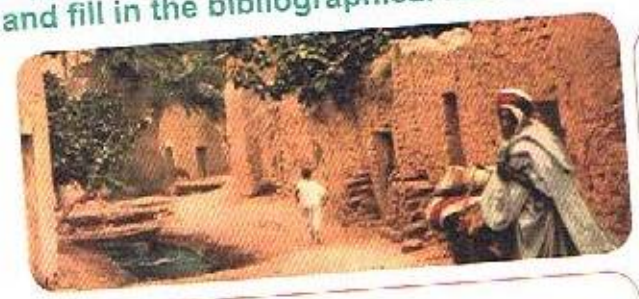
That (be) it for today's forecast. (Stay) tuned to our programmes!

Task 20. I check my answers with my partner and we correct each other.

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I read and do.

Task 1. A group of English middle school students are going to visit the Algerian South next winter holidays. I read text (1) about their itinerary (Part 1) and fill in the bibliographical notes.



An Unforgettable Journey to the South of Algeria

Itinerary (Part 1): London – Tassili n'Ajjer

Day 1

We'll depart via London and Algiers to Biskra on scheduled flights. We'll arrive in Biskra late in the afternoon. The airport bus will transfer the group to the town youth hostel, where we'll have dinner and stay for the night.

Day 2

We'll explore Biskra in the morning. The town is situated 400km southeast of Algiers. The Ziban capital has a long history marked by Berbers, Romans, Arabs, Turks and French. The old souk is well known for its spice shops. Tourists can still see traditional mud-brick houses with small doors and windows, scattered in the middle of palm groves in Old Biskra. In the afternoon, our guide Ahmed will take us to Tolga, an oasis located 36km to the west of Biskra and famous for the quality of its dates called "deglet nur". After dinner, two vans will drive us to Ghardaia, where we'll spend the night in a local school dormitory. *(to be continued)*

Peter Smith,
editor-in-chief *The Online School Magazine*
www.londonschoolmag.edu.uk

Bibliographical Notes

- Title: .....
- Author: .....
- Source: .....
- Date of publication: .....
- Type of document:
  - ☐ web article
  - ☐ excerpt from a book
  - ☐ press article

Task 2. I read text (1) again and complete the fact file.

FACT FILE: Biskra

Distance from Algiers: .....
In which direction (point of compass): .....
Transport from Algiers: .....
.....
History: .....
Traditional architecture: .....
.....

Tolga

Distance: .....
Direction: .....
Famous for: .....

Task 3. I work with my partner. We discuss and correct our answers (tasks 1 and 2).

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Task 4. I read text (2) about the second part of the itinerary and answer by "true" or "false".

An Unforgettable Journey to the South of Algeria

Itinerary (Part 2):
London – Tassili n'Ajjer

Day 3

We'll explore Ghardaia in the morning in the company of Mohamed, our local guide. The M'zab capital was founded in 1048. It is situated 570km southwest of Biskra. It is built on a hill. The old medina is beautiful with its souk (marketplace), its arcades, its whitewashed and red sandstone houses, and its typical old mosque minaret. In the afternoon, we'll visit Ben Isguen, one of the five oases of the M'zab Valley. We'll have "mechoui" (whole barbecued lamb) in a palm grove. Don't forget that M'zab is a UNESCO World Heritage Site.

Day 4

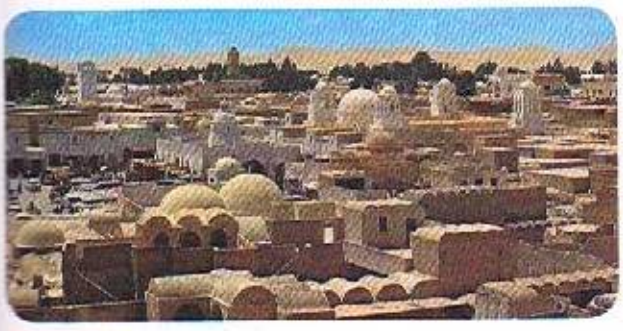
A coach will take us to El-Oued early in the morning. Souf Valley is situated about 450km northeast of Ghardaia. "The city with a thousand domes" is surrounded by palm groves and sand dunes. Old houses and buildings in Souf have domes instead of flat ceilings or roofs. This keeps the temperatures cool in summer. In the old souk, many traditional craft shops sell traditional rugs with different shapes, sizes, colours and prices. Omar, our Soufi guide, will show us around all these interesting places. The weather will be nice and sunny on days 3 and 4. *(to be continued)*



1. Ghardaia's marketplace is in the background of the photo .....
2. Ghardaia's old mosque minaret is in the foreground of the photo. .....
3. Some of the houses are painted in white; others are painted in ochre. .....
4. There are four main oases in M'zab Valley. .....
5. M'zab is a region protected by UNESCO. .....

Task 5. I read part (2) again and answer the questions.

1. How far is Ghardaia from El-Oued?
   .....
2. Why is El-Oued called "the city with a thousand domes"?
   .....
3. Can you draw sandunes? What colour are they: white or ochre?
   .....
4. Why do Souf houses have domed ceilings?
   .....
5. What are these English students going to see in El-Oued?
   .....



Task 6. I work with my partner and we correct each other's answers in tasks (4 and 5).

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Task 7. **When Mary Townsend returned to England, she posted on her blog the following story (and photos) about the rest of her trip to the Sahara with her schoolmates.** **I read Mary's narrative (text 3) and fill in the bibliographical notes.**

My Travel Blog

An Unforgettable Journey to the South of Algeria

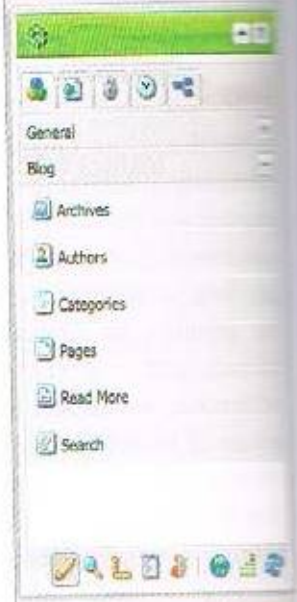
London – Tassili n'Ajjer *(continued)*

Posted on Jan. 10

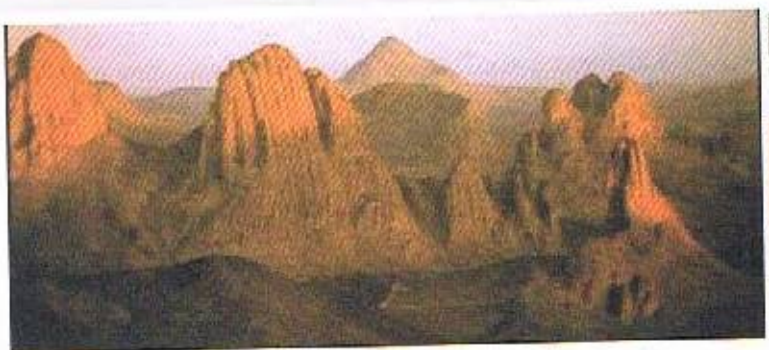
By the end of the fourth day, our group flew south to Tamanrasset, the capital of the Hoggar (1,700km far from El-Oued), where we spent the night at a youth hostel. In the morning, our Tuareg guide Hamza took us on a tour in the old town with its souk, its old red mud-brick houses and its silversmiths making and selling Tuareg jewellery like the famous pendant "Agades cross". After lunch, we visited the Hoggar Museum, which displays Tuareg clothing, swords and daggers.

On the sixth day, Hamza organized for us a caravan to Assekrem and Mount Tahat, the highest mountain in Algeria (2,918m). Riding camels was an awesome experience! After a long journey to the north (about 86km), we arrived at Mount Tahat. It was sunset. We took some beautiful photos and camped there for the night. The next morning, we rode southeast for about 20km to Assekrem. The view was splendid! We spent the rest of the day and night there. The nights are quite cool in the desert but it's warm in daytime. In the morning, we drove back to Tamanrasset in 4WD vehicles.

(to be continued)







Sunset on Assekrem. Mt Tahat in the background.



Red mud-brick houses in Tamanrasset.

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Bibliographical Notes

- Title: .....
- Author: .....
- Source: .....
- Date of publication: .....
- Type of document:
  - ☐ newspaper article
  - ☐ email
  - ☐ blog article



Tuareg dagger



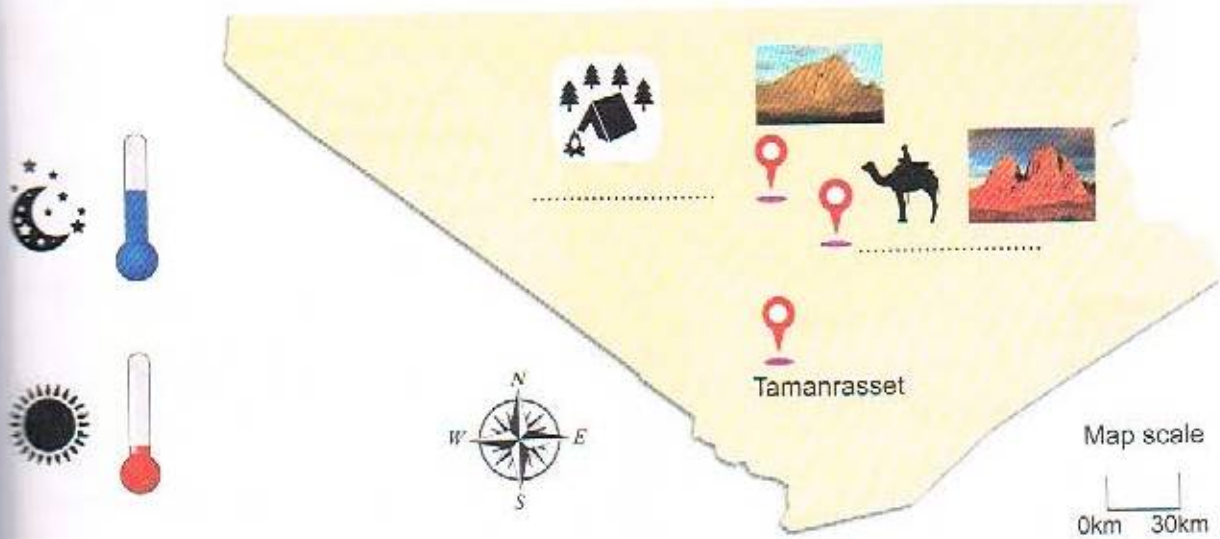
Tuareg sword

Task 8. I read text (3) again and complete the fact file.

FACT FILE: Tamanrasset

Distance from El-Oued: .....
In which direction (point of compass):
.....
Transport from El-Oued: .....
.....
Traditional architecture: .....
.....
What is displayed in the museum?
.....
Distance and direction of Mt Tahat from Tamanrasset and Assekrem: .....
.....
Altitude: .....
Temperatures: .....
How many days did the group stay in the Hoggar region?
.....

Task 9. I read text (3) again and complete the itinerary on the map by writing the names of places and drawing arrows to indicate the directions of the guided tour in the Hoggar.



Task 10. I work with my partner. We discuss our answers in tasks (7, 8 and 9) and correct each other.

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Task 11. John Mulberry wrote some notes in his diary during his excursion to the Tassili N'ajjer with his schoolmates. I read this text (4) and fill in the bibliographical notes.

My Diary

Tues. 30 Dec.

A morning flight took us from Tam to Djanet (700km to the northeast). We visited Djanet, "the pearl of the Tassili", with its 16th century "Ksar" and beautiful palm groves. The weather was cloudy that day and a bit windy.

Wed. 31 Dec.

Sunny day! We drove northwest to the Tassili National Park, a UNESCO World Heritage Site that hosts endangered fauna and flora like the Saharan cheetah and cypress tree. We camped in the lovely oasis of Essendilen (50km northwest) with its palm grove and splendid gorge. We returned to Djanet at night to celebrate New Year's Eve.

My Diary

Thu. 1 Jan. – Fri. 2 Jan. – Sat. 3 Jan.

After a good night's sleep, we trekked to the amazing gorge of Oued Tafilalet (12km east of Djanet). Donkeys carried our food and water, bags and tents. On Friday, we walked to Tamrit plateau and valley (only a few kilometres to the northwest), where we admired beautiful rock paintings of antelopes and the endangered cypress trees ("tarout" in Tamachek, the Tuareg Berber language). On Saturday, we continued our trekk to Sefar (14km to the northwest), an open-air museum of prehistoric rock paintings and engravings depicting animals and hunters. This was our last night in the Sahara! What a wonderful trip!



Taghourfit Ksar, Djanet

Bibliographical Notes

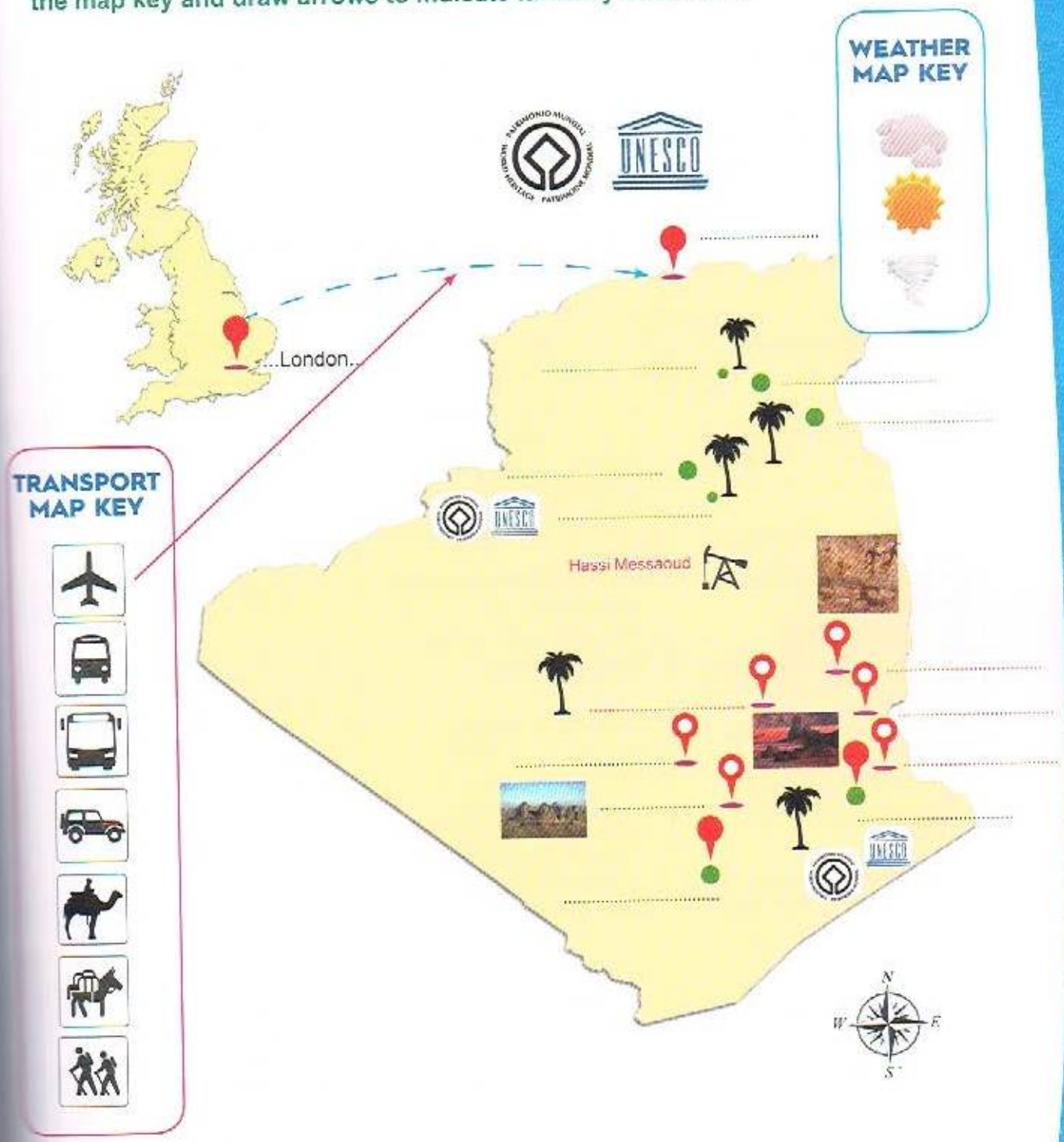
- Title: .....
- Author: .....
- Source: .....
- Number of entries: .....
- Type of document:
  - ☐ excerpts from a book
  - ☐ diary entries
  - ☐ pages from a notebook

Task 12. I read text (4) again and tick the correct reading notes. I correct the wrong ones.

- ☐ John and his schoolmates travelled to Djanet by coach.
- ☐ "Ksar" (from Arabic) means a small group of houses (village) protected by high walls.
- ☐ "New Year's Eve" is 1st January.
- ☐ Tassili National Park is home to a rich cultural and natural heritage that belongs to all humans in this world.
- ☐ Tassili rock paintings and engravings are thousands of years old. They must be preserved.
- ☐ The Saharan cheetah and cypress tree are endangered species today and must be protected.

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Task 13. I read texts (1, 2, 3 and 4) again and complete the itinerary of the English middle school students' tour of the Algerian South.
I write the missing names of places, use weather and transport map icons from the map key and draw arrows to indicate itinerary directions.



Task 14. I work with a group of partners. We compare our maps and itineraries and correct any errors.

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I learn to integrate.

Task

Andrew Williams, my Australian friend, is going to visit Algeria next summer. I'll be his guide. So, I organise a three-day tour for him to visit the most interesting places in the region where I live (museums, parks, forests, mountains, old medinas, souks, "ksours", traditional craft shops, etc.). I prepare a detailed itinerary of this tour using a map of my region with the necessary map icons. Then, I send him this itinerary and the map by email.

1. To write the itinerary of this tour, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
■ Lexis related to amenities, tourist sites, scenery and landscape, animals and trees ..... ■ Lexis related to location and direction ..... ■ Lexis related to traditional handicrafts and architecture ..... ■ Lexis related to weather and means of transport ..... ■ Lexis related to leisure activities and preferences ..... ■ Future simple tense (intention/planning) and time markers ..... ■ Past simple tense (past actions/events) and time markers ..... ■ Demonstratives	■ Describing amenities, places of interest, architectural characteristics of places and dwellings, handicrafts ■ Describing environmental sites (national parks: fauna, flora, landscape, outdoor activities, weather) ■ Map using: reading and interpreting location, direction, map key and map icons (amenities, outdoor activities, weather, transport, historic sites, national parks, etc.), map scale, compass ■ Planning and interpreting itineraries (location, direction, distance, means of transport, planning sightseeing or outdoor activities, using weather forecasts) ■ Narrating a trip/journey	■ Valuing environmental and ecological resources and their preservation ■ Valuing Algerian cultural and natural heritage and its preservation ■ Valuing universal human heritage and its preservation ■ 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, and not only as leisure

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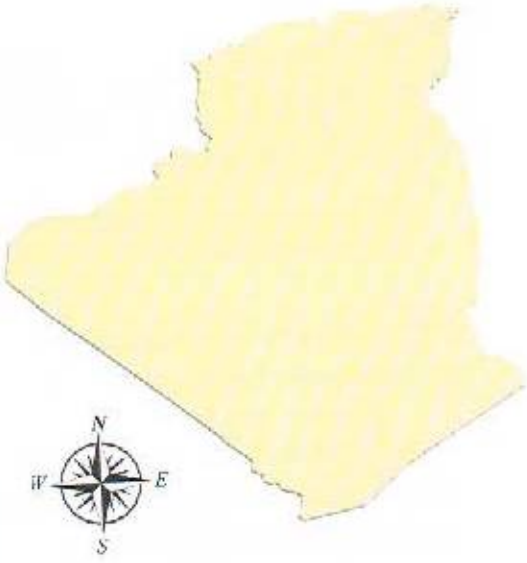
2. To write the itinerary, my listening task (30), my reading texts 1, 2, 3 and 4 (with tasks 9 and 13), the map and the layout below will also help me.

Layout

Day 1

Morning/Afternoon (or whole day)

- I give the name of the place(s) to be visited on that day.
- I give directions / location / distance of the place(s) and indicate this on the map.
- I inform my friend about the history of the place(s).
- I inform him about the means of transport to this/these place(s) and indicate this on the map.
- I consult the weather forecast, inform him about it and indicate this on the map.
- I should include meal times, breaks, accommodation (hotel, family, friends, youth hostel).
- I can suggest other leisure activities and express my preferences.



3. Now, I can write my email to my Australian friend by adding the missing verbs and information in brackets (and completing the map). Day 1 is an example.

This message has not been sent.

Send | To... andrewilliams@boxmail.edu.aus | Cc... | Account | Subject: July tour itinerary



Hello, Andrew!

I'm sending you a detailed itinerary of our July tour of the region where I live. I'm also attaching a map that'll make everything clear to you. Have a look and send me your suggestions. Here is the proposed itinerary.

Day 1:

I'm ..... to take you to (*name of place 1*). It's ..... (*point of compass: north, south, etc.*), about (*distance*) far from (*my hometown or village or another place*). It was built in (*I give some information about the history of the place if it is an old one*). We'll ..... by (*transport*). We'll depart from (*place*) at (*time*) and ..... at (*time*). According to the weather forecast, it'll be (*weather adjectives*) during our tour. After lunch at (*place*), we ..... (*I suggest a break somewhere*). Then, we ..... (*I propose an interesting leisure activity*). After dinner at (*place*), we ..... (*I suggest a leisure activity in the evening*). Well, I ..... the cinema but I prefer (*different activity*). Finally, we'll ..... the night at (*place*).

4. I work with my partner. We exchange ideas and improve our emails.

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I think and write.

Task

Last winter holidays, I went on a weekend tour to another region in Algeria (or abroad, to a foreign country). When I returned home, I decided to write a report about this tour (the places I visited and the activities I did) but I didn't have time to do it. Now, I really want to write this report before I post it on my blog with a detailed map of my itinerary.

1. I need to answer the following key questions before I write my report:

KEY QUESTIONS

- What are the places (historic sites or monuments, museums, etc.) I visited on day 1?
- Where were these places located? How far were they from the place where I stayed (hotel, youth hostel, family, etc)?
- How and when did I go there (transport, time)?
- Did the places I visited have any history?
- What was the weather like on that day?
- Where did I have lunch/dinner?
- Did I have any leisure activities?

I answer the same questions to write about day 2.

2. I also need the information from my listening task (30) and my reading texts 1, 2, 3 and 4 (with tasks 9 and 13).

3. I can now write the report for my blog. I fill in the missing verbs and information.

My Travel Blog

An Unforgettable Weekend in .....

Posted on .....

On (*date*)....., I took ..... (*the train/coach, a flight*) to (*destination*) ..... The weather (*weather adjectives*) ..... After a shower and a good rest at (*place where I stayed*) ....., I (*transport*) ..... to (*first place of interest I visited*) ..... It is (*location/directions*) ....., about (*distance from my hotel, etc.*) ..... It was built in (*history of the place*) ..... After that, I ..... for lunch. In the afternoon, I decided to (*I give the same information about the second place of interest I visited on that first day*)..... In the evening, I (*leisure activity*) .....



PHOTO

4. I work with my partner. We exchange ideas and improve our reports.

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Now, I can

I can	Yes 	Example	No 	Support me 
talk about tourist sites, amenities, places of interest (location, directions, distance).				
ask and answer questions about these places (location, directions, distance).				
talk about leisure activities when I travel.				
ask and answer questions about leisure activities.				
express my preferences in relation to these activities.				
ask and answer questions about preferences.				
use a map to locate a place or to plan an itinerary using the map key, map scale and compass.				
interpret weather map icons used in a weather forecast.				
ask and answer questions about the weather.				
talk about traditional crafts in relation to places of interest, tourist sites or attractions.				
talk about the fauna, flora, scenery or landscape, history, culture, weather related to a place of interest.				
talk about architectural characteristics related to historic sites or typical dwellings.				
use the future simple tense (and its time markers) to talk about my (or other people's) intentions and planned activities.				
use the past simple tense (and its time markers) to talk about past events or my (or other people's) past activities.				
use demonstratives to show people, objects, animals.				
form some nouns by adding: (a/i) + "(t)ion".				
form some adjectives to describe the weather by adding "y".				
pronounce correctly the contracted forms of "will – won't" when I talk about the future.				
pronounce correctly "ed" endings in the past/past participle forms of regular verbs.				
pronounce "th" as /θ/ or /ð/.				
pronounce "tion" ending as /ʃ(ə)n/.				

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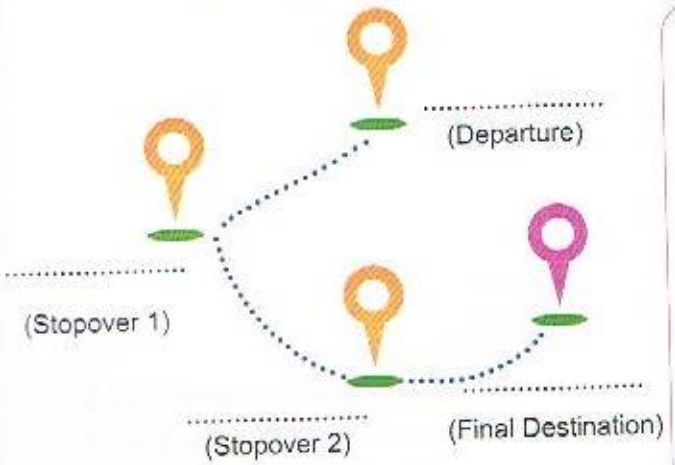


I play and enjoy.

1. Can I guess the itinerary?

I work with my partner. I give him/her information about the places to be visited in my region next holidays (location, distance, point of compass, historic sites or monuments, fauna and flora, crafts, history, architecture, transport, etc.). I can draw map icons on the itinerary to help him/her.

My partner will then guess the names of these places on the itinerary.



2. Can I guess what these abbreviations stand for? I match correctly.

▪ United Kingdom	PDRA
▪ Great Britain	WHO
▪ United States of America	UK
▪ People's Democratic Republic of Algeria	UNESCO
▪ World Health Organisation	USA
▪ United Nations Educational, Scientific and Cultural Organization	GB

3. Which is which?

I work with my partner. We try to guess which of the two animals is a camel, and which one is a dromedary.



.....

.....



4. Alone on a desert island!

I ask my partner to imagine he/she is going to spend three months alone on a desert island.

My partner can take only five things with him/her on this island. I ask him/her to make a list of these items and explain to me his/her choice.



Survival Items List

1. ..... 2. ..... 3. ..... 4. ..... 5. .....

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I read for pleasure.

Text 1. I read the text to understand what a "World Heritage Site" means. Then, I fill in the reading notes.

What is a "World Heritage Site"?

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.

What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world.

http://www.unesco.org

Text 2. I read the text to know more about Chinese "tulou" (UNESCO World Heritage Site). Then, I fill in the reading notes.

CHINESE "TULOU"
Traditional Communal House

The Tulou are earthen square or circular houses constructed between the 15th and 20th centuries over 120km south-west of Fujian province, China.

The Tulou are several storeys high, housing up to 800 people each. They were built for defence purposes around a central open courtyard with only one entrance and windows to the outside, above the first floor.

The houses functioned as village units and were known as "a little kingdom for the family". They have tall fortified mud walls capped by tiled roofs. The buildings were divided vertically between families with each disposing of two or three rooms on each floor.

Adapted from:
http://www.unesco.org



Reading Notes
Texts 1 and 2

- Title: .....
- Author: .....
- Source & date of publication: .....
- Type of document: .....
- Type of text: .....
- I give examples (from the texts I read in this sequence) of "natural" and "cultural" heritage.
- What are the three objectives of UNESCO?
- I describe a "tulou" in a few sentences.

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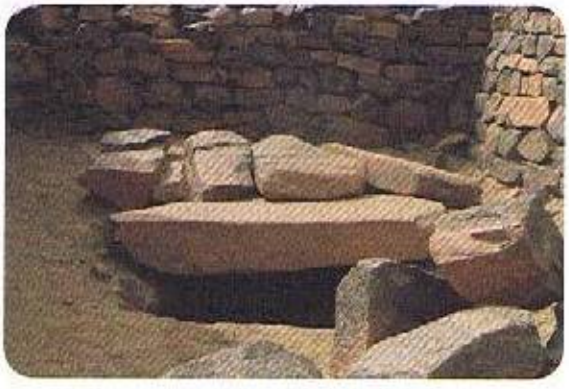
Text 3. **I read to know more about Tin Hinan and fill in the reading notes.**

TIN HINAN
A Tuareg Queen

She was born in the Tafilalt (Morocco), in 4th century CE (...) What reason could have made her decide to leave her native Berber land in the North (...) and settle west of Tamanrasset, in Abalessa in the Hoggar? (...)

In 1925 two archaeologists entered the chamber of the dead princess (...) She wore seven silver and seven gold bracelets on her left wrist (...) a string of beads circled her right ankle (...) Near her, dates and fruits were placed in baskets (...) Her skeleton was taken to the (Bardo) museum of Algiers.

Adapted from:
Assia Djebbar, *So Vast the Prison*, Seven Stories Press, 1999.



Entrance to Tin Hinan's funeral chamber (tomb) in Abalessa, west of Tamanrasset



Rock forest, Tassili

Reading Notes
Texts 3 and 4

- Title: .....
- Author: .....
- Source & date of publication: .....
- Type of document: .....
- Who is Tin Hinan?: .....
- Where was she buried? Where is her skeleton today?
- How old is Tassili rock art? What does it depict?
- What did the Sahara look like in prehistoric time?

Text 4. **I read the text to learn more about Tassili prehistoric rock art. Then, I fill in the reading notes.**

TASSILI ROCK ART
Paintings and Engravings

The Tassili n'Ajjer site (72,000 sq. km) has one of the most important prehistoric cave art in the world. More than 15,000 drawings and engravings describe the climatic changes, the animal migrations and the evolution of human life in the Sahara since 10,000 BC, when the Sahara was green and wet. Wind and water sculpted amazing "forests of rock" and impressive gorges. From 10,000 BC to the first centuries of our era, successive peoples left many engravings and paintings of herders, hunters, wild animals and cattle, and even horses.

Adapted from:
http://www.unesco.org

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My World Travel Photo Album
Architecture of Human Dwellings & Religious Places



Buckingham Palace, London
The Queen's residence



Typical English cottage with a thatched roof



Japanese pagoda, Tokyo
A pagoda is an Asian religious temple.



Inuit (Eskimo) igloo in the Arctic
Igloos are built with ice.



Troglodyte village in Göreme, Turkey
(UNESCO World Heritage Site)



Tulou, China (UNESCO World Heritage Site)
A tulou can house about 800 residents.



Troglodyte houses in Matmata, Tunisia



Traditional village houses, Indonesia



Sidi Boumediene mosque, Tlemcen
Typical Maghrebian [illegible]

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MY BASIC IRREGULAR VERB LIST

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
to be	was / were	been
to have	had	had
to do	did	done
to make	made	made
to eat	ate	eaten
to drink	drank	drunk
to sleep	slept	slept
to write	wrote	written
to read	read	read
to understand	understood	understood
to sit	sat	sat
to stand	stood	stood
to go	went	gone
to come	came	come
to leave	left	left
to meet	met	met
to see	saw	seen
to say	said	said
to tell	told	told
to speak	spoke	spoken
to send	sent	sent
to spend	spent	spent
to drive	drove	driven
to ride	rode	ridden
to fly	flew	flown
to buy	bought	bought
to sell	sold	sold
to take	took	taken
to build	built	built
to learn	learnt	learnt
to give	gave	given
to swim	swam	swum
to choose	chose	chosen
to begin	began	begun
to forget	forgot	forgotten
to wear	wore	worn
to think	thought	thought

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My Trilingual Glossary

ENGLISH	ARABIC	FRENCH
A		
ability	قدرة	capacité
amenities	مرافق	commodités
amount	كمية - مبلغ	montant
antibiotic	مضاد حيوي	antibiotique
antiquities	آثار	antiquités
antiseptic	مطهر	antiseptique
arcades	ممرات	arcades
area	منطقة	région
assistant	مساعد	assistant
asthma	ربو	asthme
awesome	رائع	impressionnant
awful	فظيع	terrible
B		
backache	آلام الظهر	mal de dos
balcony	شرفة	balcon
beach	شاطئ بحر	plage
bee	نحلة	abeille
beef sausage	نقانق لحم البقر	saucisse de bœuf
belly	بطن	ventre
belt	حزام	ceinture
biking	ركوب الدراجات	cyclisme
birthplace	مكان الولادة	lieu de naissance

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ENGLISH	ARABIC	FRENCH
bite	عضة - لدغة - لسعة	morsure
blind	كفيف	non-voyant
blood	دم	sang
blouse	بلوزة	chemisier
board	مجلس	conseil
brass	نحاس	laiton / cuivre
bred	مؤدب	élevé
brochure	مطوية	brochure
budget	ميزانية	budget
built	مبني	construit
	C	
calories	سعرات حراريه	calories
camping site	موقع التخييم	terrain de camping
carton	كرتون	carton
cashier	أمين(ة) الصندوق	caissier / caissière
cave	كهف	grotte
ceilings	أسقف	plafonds
charming	وسيم	charmant
chronic	مزمن	chronique
clamp	مشبك	serrer
cleaning	تطهير	nettoyage
comfortable	مريح	confortable
compass	بوصلة	boussole
conjunctivitis	إلتهاب العين	conjonctivite

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ENGLISH	ARABIC	FRENCH
cool	رائع	cool
copperware	صناعة النحاس	dinanderie
coriander	كزبرة	coriandre
cottage	منزل ريفي	«cottage» maison de campagne
cough	سعال	toux
countable	قابل للعد	dénombrable
cover	غطاء، يغطي	couvrir / couverture
crafts	الحرف	artisanat
cure	شفاء / يشفي	guérir
cute	جذاب	mignon
D		
dairy	منتجات الألبان	produits laitiers
deaf	أصم	mal entendant
dermatologist	طبيب أمراض الجلد	dermatologue
diabetes	داء السكري	diabète
diarrhoea	إسهال	diarrhée
diet	حمية	régime
dietitian	عالم التغذية	diététicien(ne)
directory	دليل	annuaire
domes	القباب	dômes
domestic animals	الحيوانات الأليفة	animaux domestiques
dried fruits	الفواكه المجففة	fruits secs

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ENGLISH	ARABIC	FRENCH
dumb	أبكم	muet
E		
elegant	أنيق	élégant
endangered	معرض للخطر	en danger
endocrinologist	طبيب الغدد	endocrinologue
engravings	نقوش	gravures
escalator	سلم كهربائ - مصعد	escalier mécanique
established	قائم	établi
except	إلا - ما عدا	sauf
exhibition	معرض	exposition
F		
falcon	صقر	faucon
fashion	موضة	mode
fats	الدهون	graisses
financial	مالي - مالية	financier / finance
fishing	صيد السمك	pêche
fits	مناسب	convient
fitting room	غرفة قياس الملابس	salle d'essayage
flavour	نكهة	saveur
flora	النباتية	flore
florist	بائع - منسق أزهار	fleuriste
flour	طحين	farine
flu	أنفلونزا	grippe
fox	ثعلب	renard

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ENGLISH	ARABIC	FRENCH
fracture	كسر	fracture
freedom	حرية	liberté
fruit	فاكهة	fruit
funeral	جنازة	funéraille
furniture	أثاث المنزل	meubles
G		
garden	حديقة	jardin
garlic	ثوم	ail
ghost	شبح	fantôme
give	يعطى	donner
gloves	قفازات	gants
gorge	ممر ضيق	gorge
grapes	عنب	raisin
grouper	سمك الهامور	mérou (poisson)
groves	بساتين	bosquets
guide	يرشد - دليل سياحي	guider / guide
H		
hairstyle	تسريحه شعر	coiffure
handbag	حقيبة يد	sac à main
handkerchief	منديل	mouchoir
handsome	وسيم	beau
hardworking	يعمل بجد	travailleur

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ENGLISH	ARABIC	FRENCH
hawker	بائع متجول	colporteur
heart disease	مرض القلب	maladie cardiaque
heavy	ثقيل	lourd
height	ارتفاع – قامة	taille
heritage	تراث	patrimoine
high heeled shoes	الأحذية ذات كعب عال	chaussures à talons hauts
hiking	التنزه على الأقدام	randonnée
historic site	موقع تاريخي	site historique
hometown	مسقط الرأس	ville natale
honest	صادق	honnête
horrible	رهيب	horrible
host	ضيف	hôte
how long	ما هي المدة	combien de temps / depuis quand?
how many	كم (العدد)	combien
how much	كم (الثمن)	combien
I		
illness	مرض	maladie
inability	عجز	incapacité
infection	تعفن	infection
inflammation	التهاب	inflammation
infusion	منقوع	infusion
inhabit	يعيش في – يسكن	habiter

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ENGLISH	ARABIC	FRENCH
inject	حقن	injecter
interesting	مهم	intéressant
itching	حكة	démangeaison
itinerary	مسار الرحلة	itinéraire
K		
knock down	صرع	abattre
L		
laughs	ضحك	rires
leather craft	حرفة الجلود	maroquinerie
leeks	كراث	poireaux
lift	مصعد	ascenseur
located	تقع	situé
low fat	دهون قليلة	faible en gras
M		
mate	صديق - زميل	camarade / copain
magic cube	مكعب سحري	cube magique
manner	أسلوب	manière
marmalade	مربى	confiture
migraine	صداع نصفي	migraine
mosquito	بعوض	moustique
mountain biking	ركوب الدراجات في الجبل	vélo de montagne
mud-brick	طوب طيني	brique de terre
N		
national park	حظيرة وطنية	parc national

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ENGLISH	ARABIC	FRENCH
nauseous	مصاب بالغثيان	nauséeux
nearby	قريب	proche
neighbour	جار	voisin
neurologist	طبيب أحصاب	neurologue
O		
oak	شجرة البلوط	chêne
oases	الواحات	oasis
ointment	مرهم	pommade
olive oil	زيت الزيتون	huile d'olive
onions	بصل	oignons
ophthalmologist	طبيب العيون	ophtalmologiste
otolaryngologist	طبيب الأذن، الأنف و الحنجرة	oto-rhino-laryngologiste
oval	بيضوي	ovale
overweight	وزن زائد	en surpoids
owe	مدين	qui a une dette
P		
package	علبة حاوية	paquet
pain	الم	douleur
painkiller	مسكن للألم	anti douleur
pancakes	الفطائر	crêpes
paraplegic	مشلول	paraplégique
parsley	بقدونس	persil
part time job	وظيفة بدوام جزئي	travail à temps partiel

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ENGLISH	ARABIC	FRENCH
peanuts	فول سوداني	cacahuètes
pendant	معلق	pendentif
pepper	فلفل	poivre
pills	حبوب الدواء	pilules
pine	شجرة صنوبر	pin
pottery	صناعة الفخار	poterie
prehistoric	ما قبل التاريخ	préhistorique
prescription	وصفة طبية	ordonnance
pretty	جميل	joli
prevention	وقاية	prévention
price	سعر	prix
price tag	بطاقة السعر	étiquette de prix
proud	فخور	fier
pull out	استخرج / اقتلع	extraire
pumpkin	يقطين	citrouille
punctual	دقيق في مواعيده	ponctuel
purchase	شراء	achat
Q		
quantity	كمية	quantité
R		
radishes	فجل	radis
recommendations	توصيات	recommandations
recourse	لجوء، ملاذ	recours

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ENGLISH	ARABIC	FRENCH
refill	إعادة تعبئه	recharge
relieve/relief	إعفاء	soulager / soulagement
rent	تأجير	location / louer
report	تقرير	rapport
roof	سقف	toit
rotate	استدارة	tourner
S		
sandstone	حجر رملي	grès
sandstorm	عاصفة رملية	tempête de sable
scale	مقياس	échelle
scenery	مشهد	paysage
secure	آمن	sécurisé
sell	يبيع	vendre
shape	شكل	forme
show	يظهر	montrer
silversmiths	صانعو الفضة	orfèvres
skiing/ski	تزحلق	ski
skim milk	حليب منزوع الزبدة	lait écrémé
skinny	نحيف	maigre
slice	شريحة	tranche
slim	رشيق	svelte
snowy	مثلج	neigeux
soap	صابون	savon
socks	جوارب	chaussettes

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ENGLISH	ARABIC	FRENCH
solve	حل	résoudre
sore throat	التهاب الحلق	gorge irritée
species	فصائل	espèce
spend	أنفق	dépenser
spinach	سبانخ	épinard
sporty	رياضي	sportif
sprained ankle	كاحل ملتوي	entorse à la cheville
square kilometres	كيلو متر مربع	kilomètres carrés
sting	يلسع	piquer
stomach ache	ألم المعدة	maux d'estomac
strawberry	فراولة	fraise
strict	صارم	strict
strong	قوي	fort
suck	مص	sucer
sugars	سكريات	sucres
suit	بدلة	costume
sunburn	ضربة شمس	coup de soleil
sunny	مشمس	ensoleillé
superb	رائع	superbe
sweater	سترة	chandail
swelling	تورم	gonflement

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ENGLISH	ARABIC	FRENCH
syrup	شراب مركز	sirop
T		
tangerines	يوسفي	mandarines
taste	مذاق	goût
thick	سميك	épais
thin	نحيف - ضعيف	mince
tie	ربطة عنق	cravate
tinned sardines	سردين معلب	sardines en conserve
toes	أصابع الأرجل	orteils
toothache	وجع أسنان	mal de dents
traditional rug	بساط التقليدي	tapis traditionnel
travel brochure	كتيب - مطوية السفر	brochure de voyage
trend	موضة	mode / tendance
trolley	عربة	chariot
tweezers	ملاقيط	pince à épiler
U		
umbrella	مظلة	parapluie
unlimited	غير محدود	illimité
V		
valuable	ذو قيمة	de valeur
value	قيمة	valeur
vegetables	خضروات	légumes
vendor	بائع	vendeur
venom	سم	venin

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ENGLISH	ARABIC	FRENCH
vinegar	خل	vinaigre
vomiting	قيء	vomissement
	W	
waistband	حزام	ceinture
wash	غسل	lavage
washbasin	مغاسل	lavabo
wasp	دبور	guêpe
watermelon	بطيخ	pastèque
way	طريقة	façon
wear	لبس - ارتدى	porter
weather	طقس	météo
weather forecast	نشرة جوية	prévisions météo
wedding	حفل زواج	mariage
weight	وزن	poids
wickerwork	قش	vannerie
wild animals	حيوانات برية	animaux sauvages
woodwork	صناعة الخشب	boiserie
wool	صوف	laine
wound	جرح	blessure
	Y	
youth hostel	دار الشباب	auberge de jeunesse

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