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وزارة التربية الوطنية

The People's Democratic Republic of Algeria
Ministry of National Education

SPOTLIGHT ON ENGLISH BOOK THREE

Middle School, Year Three

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PREFACE TO THE REVISED EDITION

On the whole, ***Spotlight on English, Book 3*** builds on the format of ***Spotlight on English, Book 2***. The approach is competency-based, the method learner-centred and the general lay-out roughly the same.

However, it differs from its predecessor in a number of ways resulting from significant innovations.

The first one relates to the introduction of the ***Reading and Writing*** skills, a development that complies with the Middle School, Year Three curriculum. We have thus included authentic texts, albeit occasionally simplified, in order to exemplify 'learnt' language forms and provide models to emulate in guided and free writing activities.

The second innovation concerns the cultural component. It is both in-built (in the various texts and illustrations) and foregrounded in the ***Snapshots of Culture*** section. Coming after the closely monitored activities of the sequences, this section may be regarded – together with the ***Activate your English*** section that follows it, as a recreative interlude which paves the way to ***WHERE DO WE STAND NOW?*** (More about this, later.)

The third innovation is the ***Tips*** kit that appears at the beginning of the ***Say it Clear*** rubric. It precisely tips the student on the sound system, namely pronunciation, stress and intonation, which s/he is called upon practising shortly afterwards.

The fourth – and not the least – innovation has to do with grammar. It is announced in the guise of functions in the ***Preview*** (one 'bunch' of functions per sequence). It is 'regrouped' towards the end of the file as a ***Language Summary*** that covers the grammar items of all three sequences. Thanks to a system of cross-references, it can be consulted by both teacher and student, bef[illegible] during and after th[illegible]quence. It also serves as a useful summing-up

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before the ***Test Yourself*** section which assesses the student's achievements throughout the file. ***The Learning Log*** that follows , which is a sort of balance sheet of the student's progress, is an exercise in self-assessment that can be used by the teacher to do remedial work on some aspects of the file.

Grouped under the umbrella subtitle ***WHERE DO WE STAND NOW?*** (which also includes the ***Project Round-up***), the three rubrics referred to above constitute, in fact, a revision, consolidation and extension, 'fourth sequence' where the student re-invests, in a self-reflexive and autonomous way, what s/he has acquired in the regular sequences.

As it stands, this textbook can be regarded as a bridge between those of the first two years and that of the fourth year of the Middle School. Though working under severe time constraints, we have nevertheless taken into account most of the comments made by teachers-on-the-field during the experimental phase of this textbook.

This being said, we're fairly aware that no book is perfect. We therefore remain open to all observations and suggestions. Keep us posted at *ONPS*.

April 2008,

The Authors.

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TO THE STUDENT

There are four projects in this book. They unfold in parallel with four files. Each file is divided into three sequences. These sequences are themselves followed by three sections :

- Snapshots of Culture
- Activate your English
- Where Do we Stand Now?

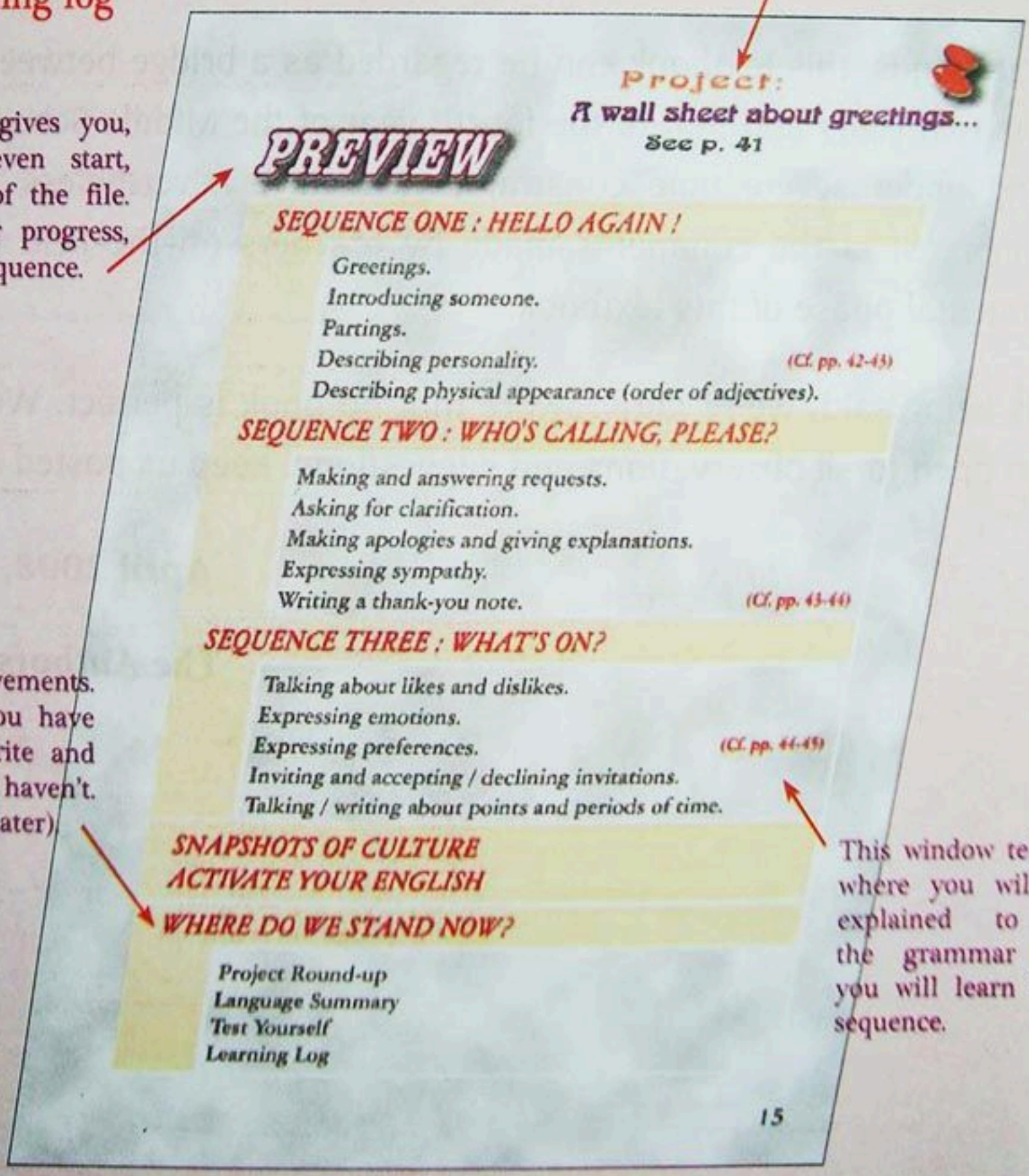
The latter is in its turn divided into:

- Language Summary
- Test Yourself
- Learning log

Your project is announced here. Work on it within your group as you progress through the file. The page number given to you refers you forward to the Project Round-up, i.e, what your project should look like at the end of the file.

The preview gives you, before you even start, the contents of the file. It charts your progress, sequence by sequence.

Assess your achievements. Evaluate what you have learnt to say, write and do, and what you haven't. (More about this later).


Project:
A wall sheet about greetings...
See p. 41

PREVIEW

SEQUENCE ONE : HELLO AGAIN !

Greetings.
Introducing someone.
Partings.
Describing personality. (Cf. pp. 42-43)
Describing physical appearance (order of adjectives).

SEQUENCE TWO : WHO'S CALLING, PLEASE?

Making and answering requests.
Asking for clarification.
Making apologies and giving explanations.
Expressing sympathy.
Writing a thank-you note. (Cf. pp. 43-44)

SEQUENCE THREE : WHAT'S ON?

Talking about likes and dislikes.
Expressing emotions.
Expressing preferences. (Cf. pp. 44-45)
Inviting and accepting / declining invitations.
Talking / writing about points and periods of time.

SNAPSHOTS OF CULTURE
ACTIVATE YOUR ENGLISH
WHERE DO WE STAND NOW?

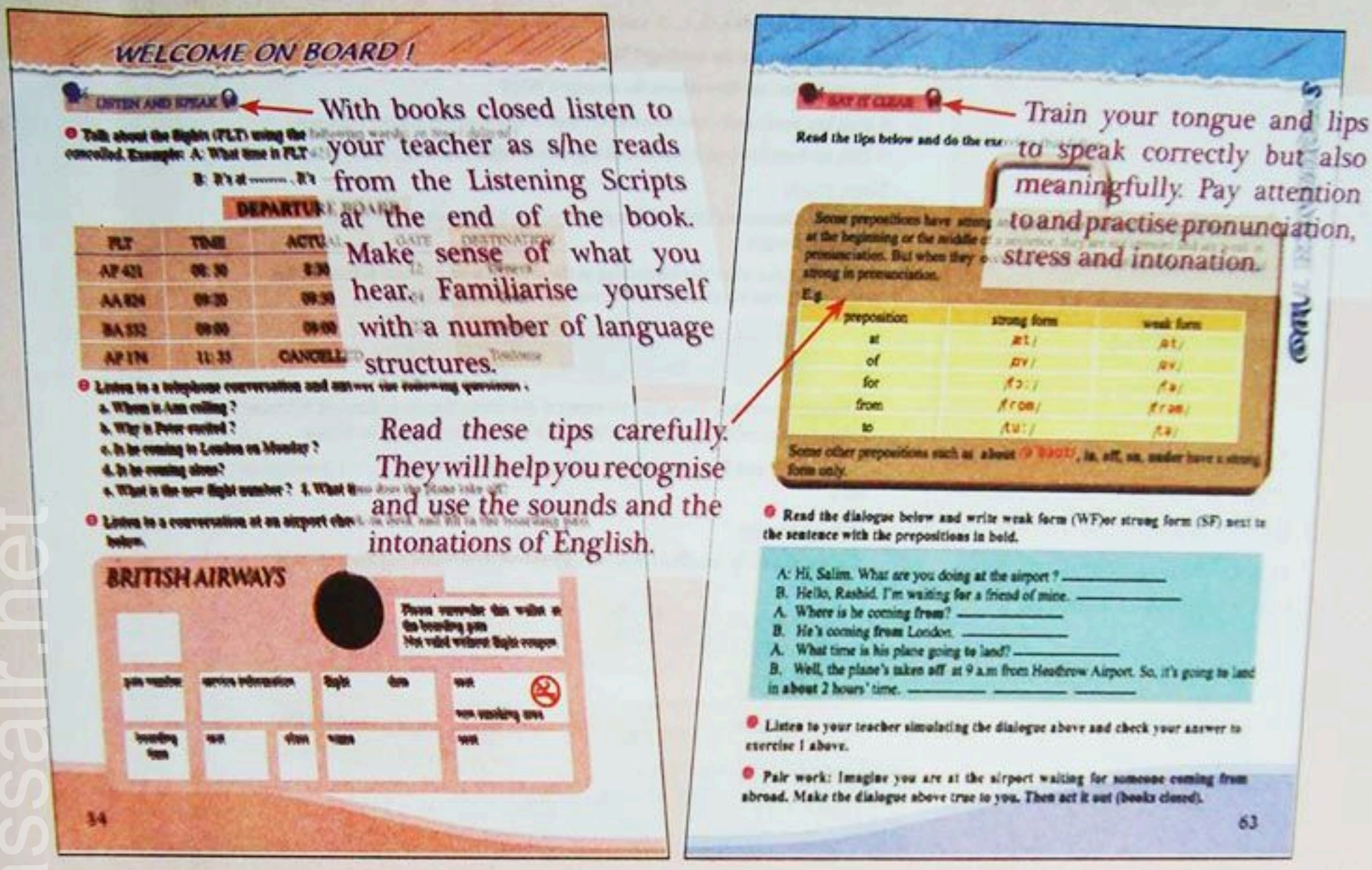
Project Round-up
Language Summary
Test Yourself
Learning Log

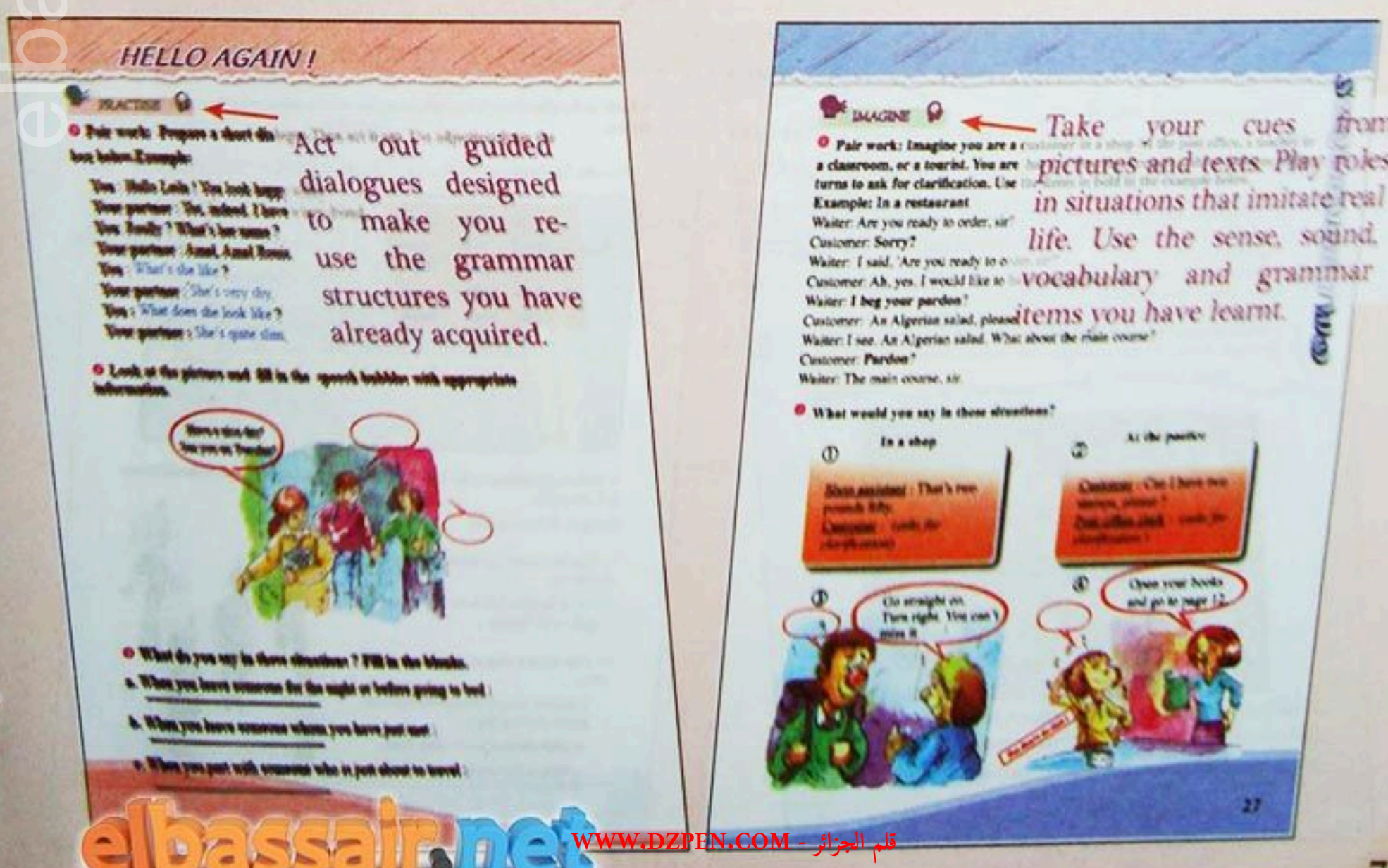
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This window tells you where you will find, explained to you, the grammar items you will learn in the sequence.

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Your progress, throughout every file, is signposted by a number of rubrics. Here are some indications which will help you at every stage of the file.





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The reading tasks will train you to be a good reader. Seek meaning. Pay attention to sentence structure and text organisation.

Use what you have learnt above in short sentences of guided writing.

Now you're expected to write a longer piece, i.e., a letter /paragraph of 6 to 8 lines. Draw inspiration from what you have just read.

I WAS WALKING ...

READ AND WRITE 1

1. Read the newspaper headlines on the next page and guess what the newspaper articles are about.
2. Now read Excerpts A, B, C, D and check your answers.
3. In which tense are the headings? Why?
4. In which tense are the verbs in the excerpts? Why?
5. Find key words and expressions in Excerpt B which convey Emma's courage.
6. Pick up from Excerpt A words and expressions which show that Mary is lucky.

YOUR TURN

1. Combine Sentences Two and Three in Excerpt A with "when". Make any necessary changes.
2. Now, imagine what was happening in the disco (Excerpt B) just before the fire broke out. Relate the events. Use the verbs in the box to help you.

sing	dance	shout	drink	eat
chat	smell	phone	sound	

3. Imagine you were one of the witnesses to the disco disaster in Excerpt B. Write a short report relating the events. Start like this: It was 9 o'clock and I was ...
4. Articles C and D are incomplete. Complete them by adding 2 or 3 sentences to each.

WRITE IT OUT

Choose one of the headlines below and write an article of 6 to 8 lines about it.

PLANE CRASHES ON PLAYING GROUND

HEADMASTER DIES ON RETIREMENT DAY

KID OF 14 WINS PRIZE

DEAD WHALE FOUND ON BEACH

Meet Britain, the U.S.A and other English-speaking countries. Compare and contrast them with Algeria in class discussions and writing tasks.

SNAPSHOTS OF CULTURE

1. Read and discuss the title of the text below.

Guards or bear killers ?

The Life Guards are soldiers who protect royal buildings in London: Buckingham Palace, St James's Palace and the Tower of London. Their uniform is famous. It consist of a scarlet tunic, black trousers, long boots and hats which are called bearskins. The hats weigh 665 grams. They are one of the most famous sights for tourists in London.

People who love wild animals hate the Guards because their hats are made of bear fur. For example, Pamela Anderson, the American actress, wrote a letter to Queen Elizabeth II on November 13 th. She wrote that it was wrong and cruel to kill bears to make fur hats for the Guards. But the Queen didn't want to change the Guards' fur hats because they are part of the English tradition.



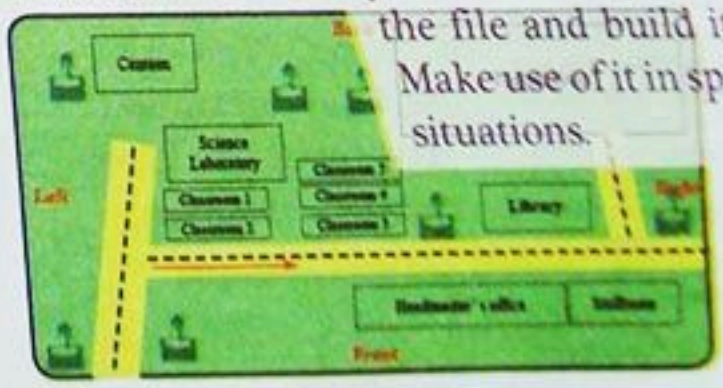
2. How does Pamela Anderson feel about the Guards' hats ?
3. What are the words in bold type called? What do they refer to?
4. Write a paragraph about the Algerian Republican Guards (uniform, equipment, mission ...).

Practise the vocabulary you have acquired in the file and build it up. Make use of it in specific situations.

ACTIVATE YOUR ENGLISH

1. Look at the school map below then locate the various places using the words in the box.

Example: The Headmaster's office is o[illegible]



2. Look at the picture on the right. Suppose you are A. Locate the positions of Persons B, C, D and E.

Example : E is on my left.

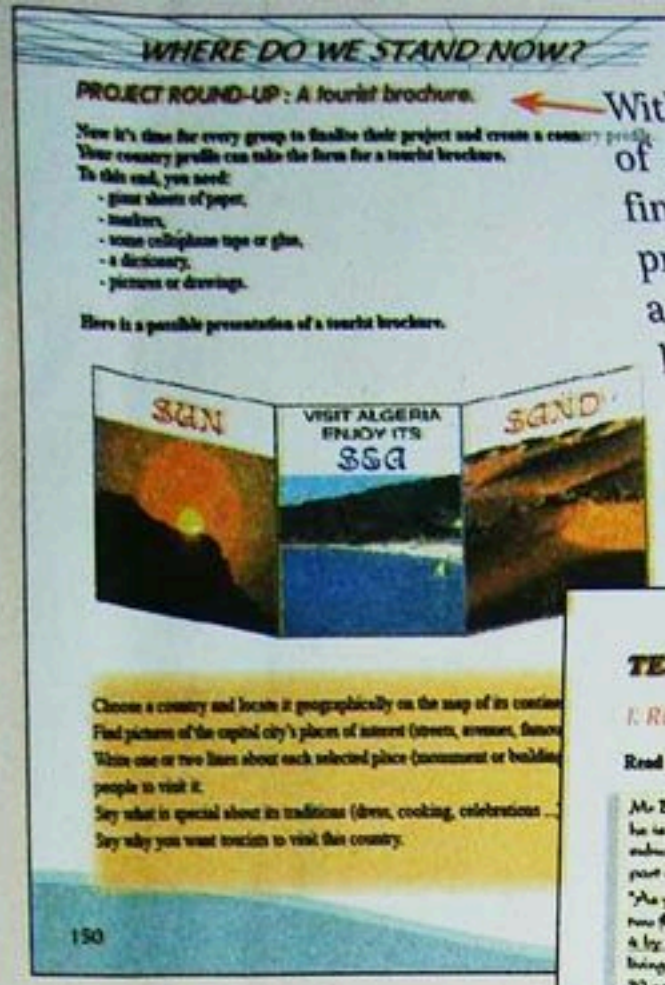


3. Now locate your position in your classroom.

Example: In class, I sit in the first row near ... in front of / behind ...

4. Now draw a map of your own school and :
   a. indicate the positions of the different places and buildings.
   b. name the people who work there.
   c. write a sentence about what each of them does.

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WHERE DO WE STAND NOW?

PROJECT ROUND-UP : A tourist brochure.

Now it's time for every group to finalise their project and create a country profile.
Your country profile can take the form for a tourist brochure.
To this end, you need:
- giant sheets of paper,
- markers,
- some cellophane tape or glue,
- a dictionary,
- pictures or drawings.

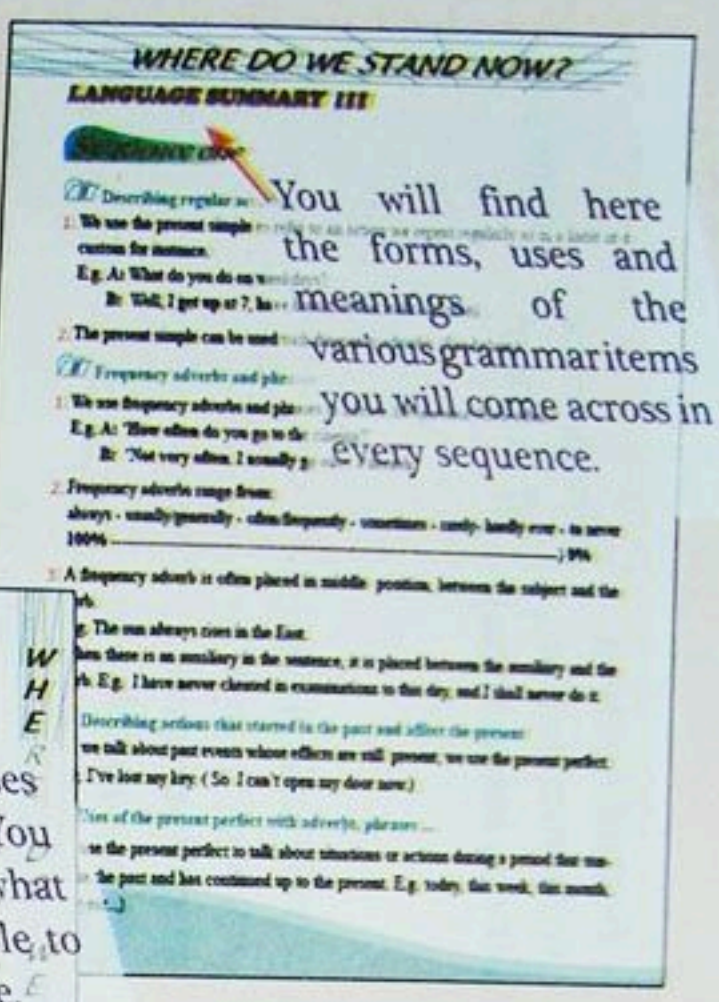
Here is a possible presentation of a tourist brochure.

SUN
VISIT ALGERIA ENJOY ITS SSA
SAND

Choose a country and locate it geographically on the map of its continent.
Find pictures of the capital city's places of interest (streets, avenues, famous buildings ...).
Write one or two lines about each selected place (monument or building) and why you want people to visit it.
Say what is special about its traditions (dress, cooking, celebrations ...).
Say why you want tourists to visit this country.

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With the other members of your group, put the final touch to your project. It should reflect a good deal of what you have acquired.


WHERE DO WE STAND NOW?

LANGUAGE SUMMARY III

Describing regular actions

1. We use the present simple to describe habits, routines, customs for instance.
E.g. A: What do you do on weekends?
B: Well, I get up at 7, have breakfast, ...

2. The present simple can be used ...

Frequency adverbs and phrases

1. We use frequency adverbs and phrases to ...
E.g. A: How often do you go to the cinema?
B: Not very often. I usually go ...

2. Frequency adverbs range from:
always - usually/generally - often/frequently - sometimes - rarely/hardly ever - to never
100% 0%

3. A frequency adverb is often placed in middle position, between the subject and the verb.
E.g. The sun always rises in the East.
When there is an auxiliary in the sentence, it is placed between the auxiliary and the verb. E.g. I have never cheated in examinations in this city, and I shall never do it.

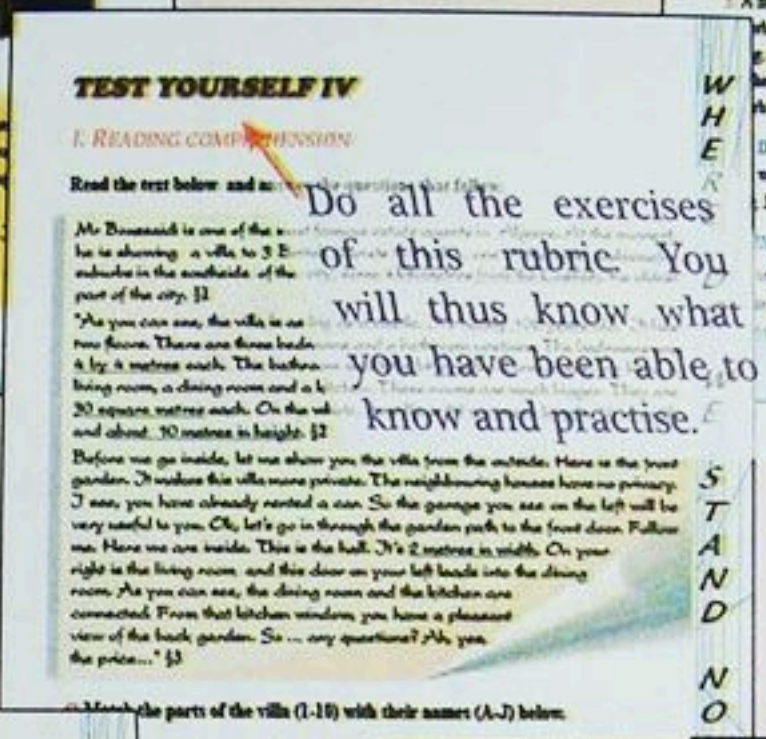
Describing actions that started in the past and affect the present

We talk about past events whose effects are still present, we use the present perfect.
E.g. I've lost my key. (So I can't open my door now.)

Uses of the present perfect with adverbs, phrases ...

We use the present perfect to talk about situations or actions during a period that runs from the past and has continued up to the present. E.g. today, this week, this month, ...

You will find here the forms, uses and meanings of the various grammar items you will come across in every sequence.


TEST YOURSELF IV

I. READING COMPREHENSION

Read the text below and answer the questions that follow.

Mr Boussaid is one of the richest men in Algiers. He is showing a villa to a French estate agent in the southside of the city. part of the city. §1

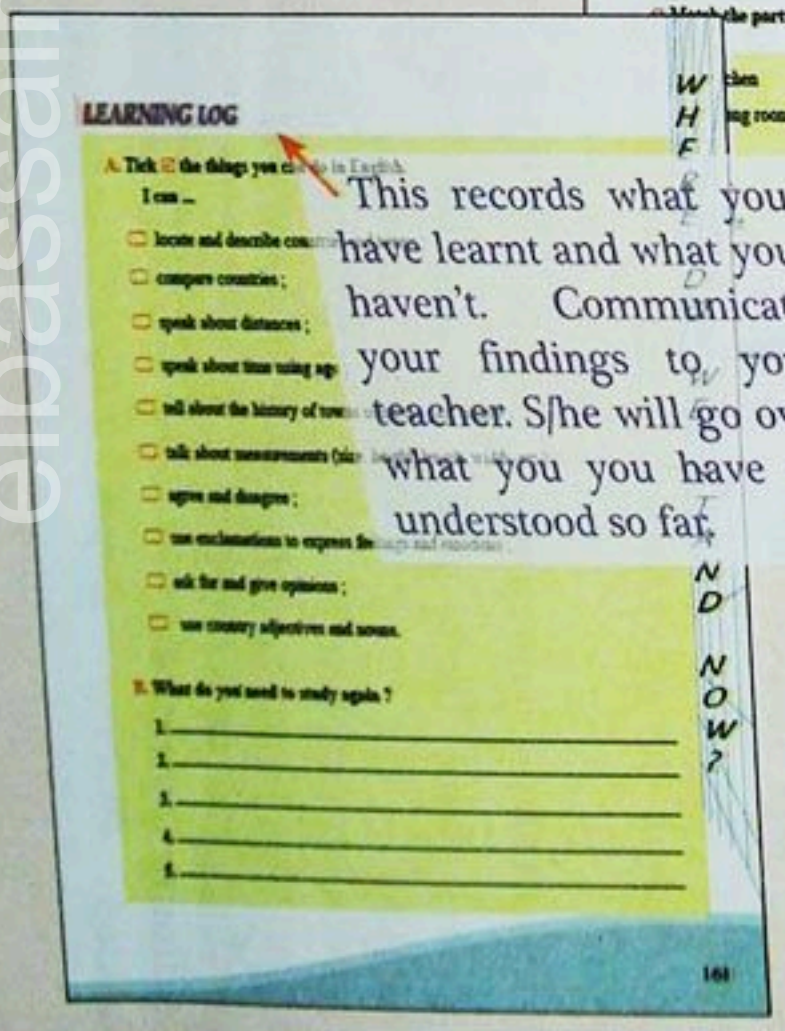
"As you can see, the villa is on two floors. There are three bedrooms, 4 by 4 metres each. The bathroom, living room, a dining room and a kitchen, 30 square metres each. On the roof, and about 30 metres in height. §2

Before we go inside, let me show you the villa from the outside. Here is the front garden. It makes this villa more private. The neighbouring houses have no privacy. I see, you have already rented a car. So the garage you see on the left will be very useful to you. Ok, let's go in through the garden path to the front door. Follow me. Here we are inside. This is the hall. It's 2 metres in width. On your right is the living room and this door on your left leads into the dining room. As you can see, the dining room and the kitchen are connected. From that kitchen window, you have a pleasant view of the back garden. So ... any questions? Ah, yes, the price..." §3

Match the parts of the villa (1-10) with their names (A-J) below.

A. the kitchen
B. the living room
C. the dining room
D. the back garden
E. the bedrooms
F. the front garden
G. the garage
H. the front door
I. the hall
J. the stairs

Do all the exercises of this rubric. You will thus know what you have been able to know and practise.

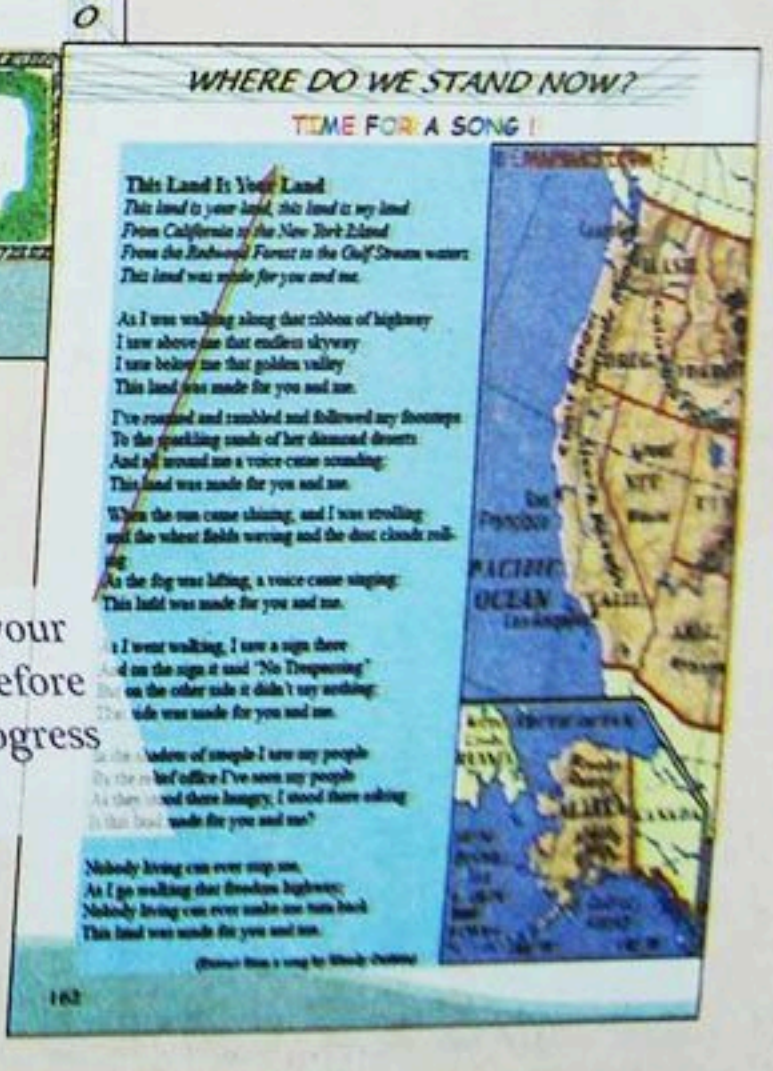

LEARNING LOG

A. Tick ☑ the things you can do in English.
I can ...
- ☐ locate and describe countries;
- ☐ compare countries;
- ☐ speak about distances;
- ☐ speak about time using appropriate tenses;
- ☐ tell about the history of towns;
- ☐ talk about measurements (size, weight, ...);
- ☐ agree and disagree;
- ☐ use exclamations to express feelings and emotions;
- ☐ ask for and give opinions;
- ☐ use country adjectives and nouns.

B. What do you need to study again ?
1. _____
2. _____
3. _____
4. _____
5. _____

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This records what you have learnt and what you haven't. Communicate your findings to your teacher. S/he will go over what you you have not understood so far.


WHERE DO WE STAND NOW?

TIME FOR A SONG !

This Land Is Your Land

This land is your land, this land is my land
From California to the New York Island
From the Redwood Forest to the Gulf Stream waters
This land was made for you and me.

As I was walking along that ribbon of highway
I saw above me that endless skyway
I saw below me that golden valley
This land was made for you and me.

I've roamed and rambled and followed my footsteps
To the sparkling sands of her diamond deserts
And all around me a voice came sounding:
This land was made for you and me.

When the sun came shining, and I was strolling
And the wheat fields waving and the dust clouds rolling
As the fog was lifting, a voice came singing:
This land was made for you and me.

As I went walking, I saw a sign there
And on the sign it said "No Trespassing"
But on the other side it didn't say nothing:
That side was made for you and me.

In the shadow of the steeple I saw my people
By the relief office I've seen my people
As they stood there hungry, I stood there asking
Is this land made for you and me?

Nobody living can ever stop me,
As I go walking that freedom highway;
Nobody living can ever make me turn back
This land was made for you and me.

(Extract from a song by Woody Guthrie)

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Sing along with your classmates ... before making further progress in the next file.

TAKE HEART !

YOU CAN DO IT.

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Book Map

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Title	Sequence	Functions	Language forms	Sound system (pronunciation, stress, intonation)	Snapshots of culture	Project
COMMUNICATION	1 Hello Again!	Greetings. Introducing someone. Partings. Describing personality. Describing physical appearance (order of adjectives).	- *Hello, Hi , Good morning/ afternoon,etc.* - *How do you do ? Nice to meet you, etc.* - *This is Mrs/Mr/Miss …* - ***Adjectives** : slim, tall, short, generous, patient, etc.* - *Goodbye, good night - What's he like? What does he like?* - ***Link words**: and, but and because.*	*Rising and falling intonation in* **wh-questions** *and* ***yes-no questions.***	Guards or Bear Killers?	*A WALL SHEET ABOUT GREETINGS…*
	2 Who is Calling Please?	Making and answering requests. Asking for clarification. Making apologies and giving explanations. Making and responding to offers. Responding to advertisment. Writing a thank-you note.	- *Can you/ could you…, please ?* - *I'm afraid… / I'm sorry, but…* - *Pardon, I beg your pardon, etc.* - *Wait a moment, please.* - *Hold on a minute, please.* - *Would you like me to … ?* - *Do you want me to … ?* - ***Prepositions of time**: at, on, ...* - *Relative pronouns* ***which*** *and* ***who.*** - *Thank you for …* - *I'm glad/sorry to hear that …*	- *Intonation in requests* - *Vowel sounds*		
	3 What's on?	Talking about likes and dislikes. Expressing emotions. Expressing preferences. Inviting and accepting / declining invitations. Talking /writing about points and periods of time.	- ***Do you like/ enjoy/love + verb+ -ing?*** - *Are you fond of …?* - *Would you like to … ?* - *Do you want to … ?* - *What would you like to … ?* - *I prefer …* - *My favourite pet is …*	*Weak and strong forms in* ***Would you …? / Do you…?***		

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Book Map

File Two	Sequence	Functions	Language forms	Sound system (pronunciation, stress, intonation)	Snapshots of culture	Project
TRAVEL	1 Welcome on Board!	Talking about arrangements for the near future. Offering help. Using **from ... to ...** Making, accepting and declining requests. Making and responding to offers.	- *Present continuous and going to in **future** arrangements* - *'Will' in offers.* - *May I... ?* - *Would you mind + verb+ing?* - *Would you like (to)...?* - *I'll show it to you.*	- *Intonation in **or-questions**.* - *Pronunciation in offers.*	Nessie	*A TRAVEL PHRASE LEAFLET*
	2 On my Way ...	Talking / writing about intentions for the future. Talking / writing about timetables (present simple). Asking for and giving directions; Asking about distance and travelling time. Locating amenities.	- *Excuse me...* - *Can you show me the way to ...?* - *Is there a petrol station here... ?* - *How far is it...?* - *How long does it take to ...?* - *Turn left/right...* - *On the left/right...* - *Next to/ opposite/ at the corner of...* - *Present simple: The film starts at 7 p.m. ...*	- *Weak and strong forms of **prepositions** : at,of,for, from and to.*	Hogmany For Auld Lang Syne	
	3 Goodbye Sailor!	Predicting. Talking about arrangements for the near future. Checking understanding and correcting misunderstanding. Making, accepting and declining suggestions.	- *Can I ask you a favour?* - *Why don't we... ?* - *Can you/ Could you... ?* - *Let's ...* - *What about... ?* - *That's a good idea.* - *'Will' in making predictions.* - *'Will' in resolutions.*	- *Corrective stress* - *Stress in listing.*		

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WORK AND PLAY

le ree	Sequence	Functions	Language forms	Sound system (pronunciation, stress, intonation)	Snapshots of culture	Project
	1 What's happened?	Describing regular activities. Frequency adverbs (with the present simple). Describing actions that started in the past and affect the present **Since** and **for** (with the present perfect). Expressing cause and effect	- ***Present simple.*** - ***Frequency adverbs***: *always, generally, etc.* - *How often... ?* - ***Present perfect*** *in yes-no questions and wh-questions.* - *Present perfect with* ***since*** *and* ***for*** - ***How long*** *(present perfect)...?*	- *Pronunciation of* ***have*** *and* ***haven't.***		
	2 Have you ever ...?	Talking about what you did/ didn't do. Talking about what you have/haven't done. Expressing obligation, absence of obligation and prohibition. Asking for and giving advice. Talking about life experiences. Talking about recent events.	- *Have you ever (present perfect)...?* - ***Since*** and ***for*** *with the present perfect.* - ***Already*** *and* ***yet*** *with the present perfect.* - *Should and ought to for giving advice.* - *Must for obligation* - *Mustn't for prohibition.* - *Don't have to for absence of obligation.*	- *Word stress: function and content words.*	Comprehensive schools in Britain	*DESIGNING A SCHOOL MAGAZINE PAGE*
	3 I was walking ...	Describing a continuous action in the past. Using the past continuous and the past simple in narration. Comforting someone. Asking for and giving advice with **should** and **ought to**. Reporting on **where**, **when** and **how** something happened.	- ***Past simple*** *: Did you... ? What did you... ?* - ***Time markers*** *: yesterday, last week/month, etc.* - ***Past continuous*** *: Were you + verb+ -ing... ?* - *What were you + verb+ -ing...?* - ***Link words*** *: when and while.* - *Don't worry. / Relax.*	- *Strong and weak forms of auxiliary was/were.*		

Book Map

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...e ...ur	Sequence	Functions	Language forms	Sound system (pronunciation, stress, intonation)	Snapshots of culture	Project
	1 This land is my land	Locating and describing countries. Comparing countries. Talking about distances. Talking about time from **now** back to ...	- *It's situated in/located in...* - *It's bordered by ...* - ***Adjectives** : Southern, Northern, etc.* - *(In) the north (of)..., (in) the south (of)..., etc.* - ***Comparative adjectives** and **adverbs**:* *Adj/adv + er + than.* *More + adj/adv + than.* *As + adj/adv + as.* *Less + adj/adv + than.* - *How far is it from... ?* - *What was the weather like in...?*	- *Pronunciation of suffix **-er** in comparatives.* - *Pronunciation of suffix **–est** in superlatives.* - *Weak form of **as...as** in comparatives.*		
	2 New York New York	Locating and describing towns. Talking about the history of these towns.Describing amenities and places of interest.	- *North (of)..., south (of)..., etc.* - ***Prepositions of place** : above, below, etc.* - ***Time markers** : long ago, in 1997, etc.* - ***Superlative adjectives** :* *The + adj + est.* *The most + adj; the least + adj.*	- *Pronunciation of **more** in comparatives*	English in the world	A TOURIST BROCHURE
	3 What a wonderful world!	Talking about measurements. Comparing tourist sights and attractions. Agreeing and disagreeing. Using exclamations to express feelings and emotions. Country adjectives and nouns. Asking for and giving opinion.	- ***Prepositions of place** : in, at, etc.* - ***Prepositions of time*** - *Adjectives related to measurements and size :* - *High, long, wide, deep, rectangular, circular, etc.* - ***Nouns** : height, length, size, shape, etc.* - ***Interjections** and **exclamations** : Wow! What a beautiful ...!* - ***Pronouns** : it, they, them, these, etc.* - *In my opinion/personally, I think...* - *Should for recommendations.*	- *Intonation in exclamations.* - *Pronunciation of letters **ph***		

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File 1
COMMUNICATIONS

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Project:
A wall sheet about greetings...
See p. 41.

PREVIEW

SEQUENCE ONE : HELLO AGAIN !

Greetings.
Introducing someone.
Partings.
Describing personality. (Cf. pp. 42-43)
Describing physical appearance (order of adjectives).

SEQUENCE TWO : WHO'S CALLING, PLEASE?

Making and answering requests.
Asking for clarification.
Making apologies and giving explanations.
Making and responding to offers.
Responding to an advertisement.
Writing a thank-you note. (Cf. pp. 43-44)

SEQUENCE THREE : WHAT'S ON?

Talking about likes and dislikes.
Expressing emotions.
Expressing preferences. (Cf. pp. 44-45)
Inviting and accepting / declining invitations.
Talking / writing about points and periods of time.

SNAPSHOTS OF CULTURE
ACTIVATE YOUR ENGLISH

WHERE DO WE STAND NOW?

Project Round-up
Language Summary
Test Yourself
Learning Log

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LISTEN AND SPEAK

The first day at school

❶ **Greet your new classmate and introduce yourself to him/her. Follow the example.**

Example :

You : Hello, my name is ...
Your classmate : Nice to meet you. I am ...

❷ **Look at the picture and guess what the Headmaster and the teachers are doing and saying.**

①



In the staff-room

❸ **Now listen to Dialogue One and check your answers.**

❹ **Listen again. Play the parts of the Headmaster, Mr Green and Mr Jackson with your partners.**

❺ **Listen to the students in Dialogue Two and answer these questions.**

- What's the new teacher's name?
- What does he look like?
- What's he like?

short	fat	tall
nice	polite	boring
nervy	strict	serious
easygoing	sincere	helpful
cheerful	cool	rude

②

In the playground



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SAY IT CLEAR

Read the tips below and do the exercises that follow.

TIPS

There are two types of questions: **wh-**questions and **Yes/no** questions.

A. **Wh-questions** have a **question word** such as **who, what, where, when, why, how**, etc. These questions ask for information answers. The **intonation/voice** goes down at the end of such questions.

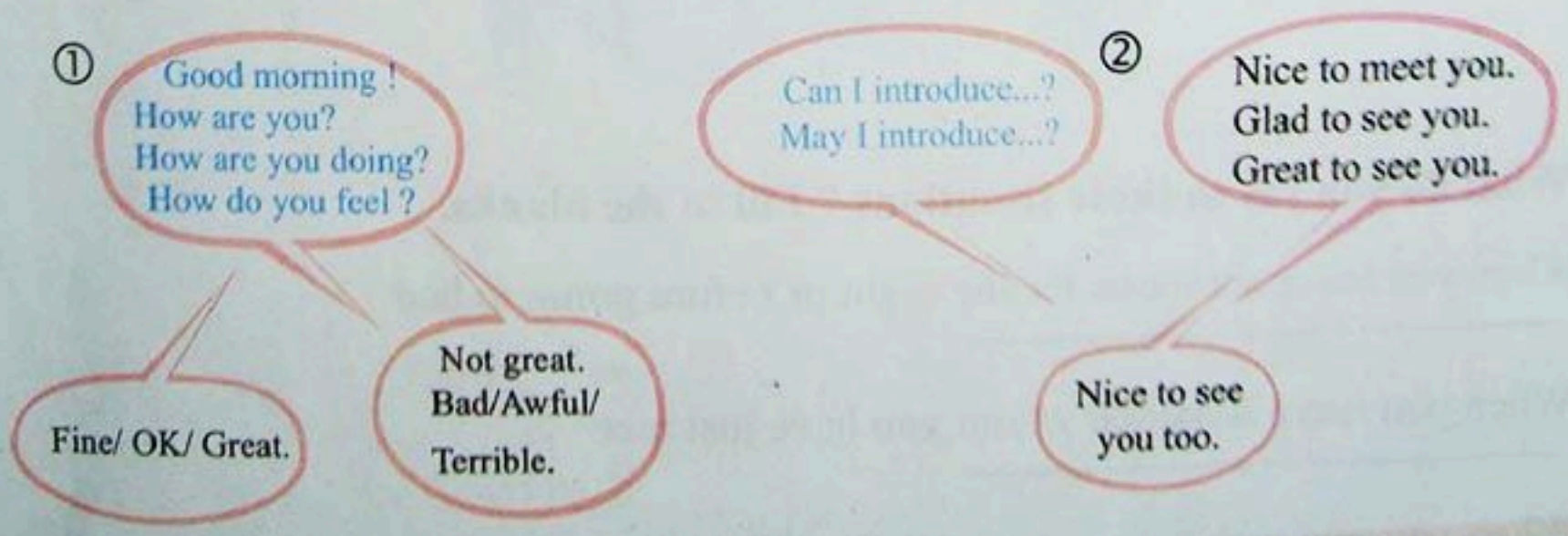
B. **Yes/No** questions do not have question words. We answer these questions with **Yes** or **No**. The **intonation/voice** goes up at the end of such questions.

1 Mark the intonation at the end of the questions below with an arrow (↗ or ↘). Justify your answers.

A. What's your name?
B. Where do you come from?
C. When's your birthday?
D. What does he look like?
E. What's she like?
F. Do you speak English?
G. Do you like speaking English?
H. How do you come to school?
I. Why are you sad?
J. Can you write in English?

2 Pair work: Listen and check your answers in exercise 1 above. Take turns to ask the questions above to your classmate.

3 Group work: Prepare a short dialogue greeting (1) and introducing (2) one another. Use the cues below. Pay attention to intonation.



4 Correct your dialogue. Then act it out.

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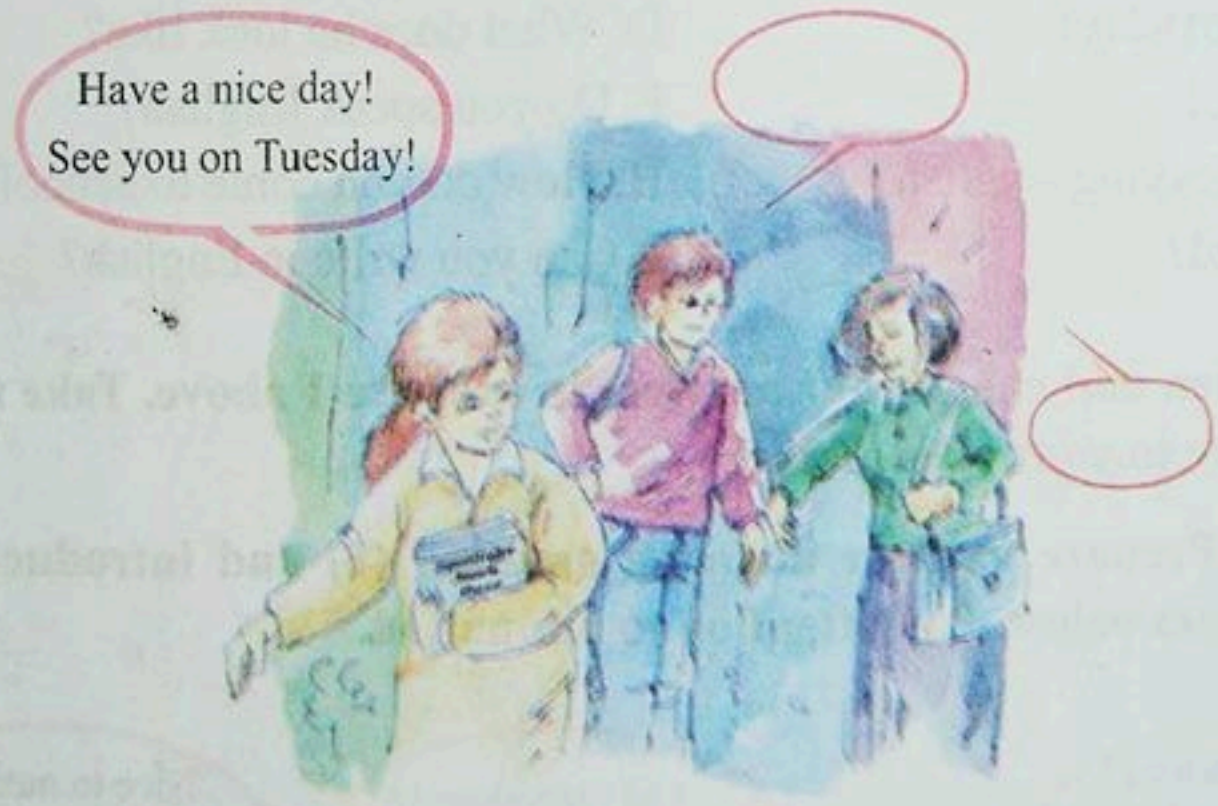
PRACTISE

❶ **Pair work: Prepare a short dialogue.Then act it out. Use adjectives from the box below. Example:**

You : Hello Leila ! You look happy today.
Your partner : Yes, indeed. I have a new friend.
You: Really ? What's her name ?
Your partner : Amel, Amel Rouis.
You : What's she like ?
Your partner : She's very shy.
You : What does she look like ?
Your partner : She's quite slim.

trendy	cool	naughty
messy	funny	friendly
stupid	crazy	shy
clever	patient	intelligent
skinny	plump	slim

❷ **Look at the picture and fill in the speech bubbles with appropriate information.**



❸ **What do you say in these situations ? Fill in the blanks.**

a. When you leave someone for the night or before going to bed :
_____

b. When you leave someone whom you have just met:
_____

c. When you part with someone who is just about to travel :
_____

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IMAGINE

1 Imagine you are a new student in your school. Prepare a short statement to introduce and describe yourself. Include the following details:

Greetings: ...

Name: ...

Origin: I'm from / I come from...

Address: I live in ...

Father's job: My father is...

Mother's job: My mother is ...

Three things you like: ...

Three things you dislike: ...

Personality: I'm generally ...

Ambition: I want to be ...

Conclusion: I'm happy to...

2 Correct your statement. Then introduce and describe yourself orally.

3 With your partner, prepare a dialogue following the outline below.

- greeting
- introducing,
- responding to an introduction,
- parting.



4 Correct your dialogue and act it out before the class.

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READ AND WRITE

1 Look at the advertisement below and answer the following questions.

A. What is the advertisement about?

B. How can you contact channel 7 TV?

C. Do you want to be a pop star? Why or why not?



2 The e-mail below is a response to the advertisement above. Read it and do the tasks (A to D) on the next page.

Dear Madam,

I read your advertisement in the newspaper yesterday. I would like to participate in the competition for teenage pop stars. (§1)

My name is Sarah Bint. I will turn 15 next August. I go to middle school, year 3. I am slim and quite tall for my age. I am 1.65 m tall. I've got long, wavy, red hair with sparkling brown eyes and a short turned-up nose. I am very photogenic. I am Algerian, but I live in England. I am generally quiet but not shy. I like meeting teenagers, and I love exchanging ideas with them. (§2)

I am very musical. I am a member of the music club in my school. I like singing soul music, but I hate classical music. I find it boring because it hasn't got lyrics. I play music on the guitar, the piano and the violin, but my favourite musical instruments are the flute and the lute. I am also very fond of modern dance, but I prefer the Latin American and oriental ones. They have more rhythm. Please find a photo of myself in attachment. (§3)

I look forward to receiving a positive reply.

Yours sincerely,

Sarah Bint.

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A. **Look at the photos below. Which one represents Sarah Bint? Why?**







B. Fill in the blanks in the profile below with information from the e-mail on the previous page. Don't write full sentences.

Name: ..... Age: .....

Physical appearance: ..... Personality: .....

Likes: ..... Dislikes: .....

Preferences: .....

C. **Pair work: Now ask and answer questions about Sarah Bint using the information in task B above.**

D. **Answer the following questions according to the e-mail on the previous page.**

a. What would Sarah Bint like to do?

b. Is she shy? Why or why not?

c. Why does she hate classical music?

d. Why does she prefer Latin American and oriental dances?

YOUR TURN

A. 'And' and 'but' are called coordinators. They join words, phrases or clauses. Read Sarah's e-mail again and copy the coordinators and the items they connect.

Example:

sparkling brown eyes and **a short turned-up nose**.
(noun phrase) (noun phrase)

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B. Join each of the pairs of sentences (a to e) below to get one meaningful sentence.

a. I live in England. I spend my summer holidays in Algeria.
b. He sings well. He plays the banjo wonderfully.
c. I study at Colonel Amirouche school. Latifa studies at the same school.
d. I like football. I also like tennis.
e. I can play the piano. I cannot play the guitar.

A. Pick out from Sarah Bint's e-mail the sentence which contains the conjunction 'because'. What does it express?

B. Complete the sentences (a to e) below to make them meaningful.

a. I like reading detective stories because ...
b. I hate watching horror films because ...
c. My brother likes playing basketball because ...
d. My friends and I don't like football because ...
e. My mother always eats apples because ...

WRITE IT OUT

Use the clues below to write an application letter for membership in a sports club. Use 'and', 'but' and 'because'.

Dear .....,
I would like to .....
Name: ..... Forename (s): .....
Age: .....
Address: .....
Education: .....
Appearance: .....
.....
Personality: .....
Likes and dislikes: .....
.....
I look forward ...

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Word Games: Hobbies

❶ **People enjoy having spare time activities.** Find the names of three activities by putting together the letters in red type.

socks needles cardigans thread

stitch plain pattern gloves

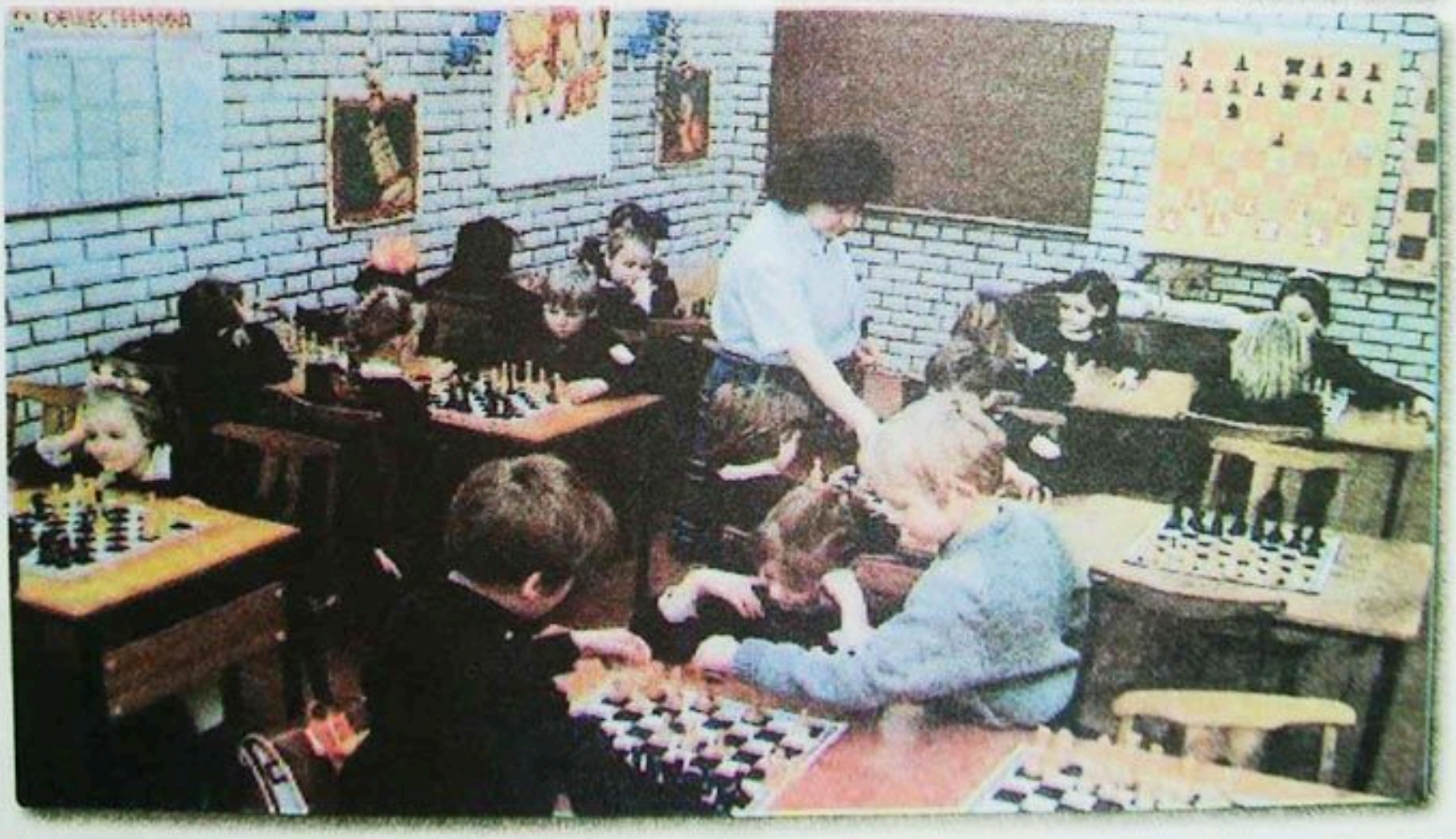
shape decoration earthenware

craft wheel fire clay

championship check mate bishop

castle





❷ **Look up the new words in the dictionary, then give a description of each activity.**

❸ **Which of the spare time activities above do you prefer ? Say why.**

❹ **Pair work: Ask questions about your partner's spare time activities. Which one does he like best ?**

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LISTEN AND SPEAK

Excuse me, what's your phone number?

❶ **Pair work: Take turns to exchange your phone numbers as in the example below.**



❷ **Pair work: Ask your partner to give you someone else's phone number.**



❸ **Listen and fill in this message slip.**

Telephone message

For :

From :

Message : .....

.....

.....

.....

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SAY IT CLEAR

Read the tips below and do the exercises that follow.

TIPS

It's important to choose our words when we make requests i.e., when we want to ask people to do things for us. For example, 'Could you shut the window?' is more polite than 'Shut the window'.

- Intonation is also important. Your voice should **start quite high**, **rise** and then **go down on the last important word**.

e.g. Could you give me that book?

- If the request ends with '**please**'. We say '**please**' with rising intonation.

e.g. Could you give me that book, please ?

❶ **Mark the intonation on the items in bold with an arrow (↗ or ↘). Justify your answers.**

A: Hello, oh-eight-one three-two-oh, nine-five-four-six.
B: This is Massyl. Can I speak to Fatima, please?
A: I'm afraid/ Sorry she's out for the moment.
B: Can I leave a **message**?
A: Yes, go ahead.
B: Thanks. Could you tell her to call me, please?
A: Could you repeat/remind me of your **name**?
B: It's Massyl, M-A-S-S-Y-L.

❷ **Listen and check your answers to exercise 1 above. Then act out the dialogue with your partner.**

❸ **Listen and cross out the word which does not have the vowel sound on the left.**

/e/	well	that	get	afraid
/ʌ/	love	number	thumb	and
/æ/	adjective	personality	thanks	but
/ɑ:/	many	hard	far	charm
/ɪ/	little	sister	please	with
/i:/	meet	see	niece	give

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PRACTISE

❶ **Pair work: Make offers of help with the situations below. Respond to the offers by accepting or declining them.**

Situations: It's hot. Your partner has forgotten her pen / is carrying a heavy satchel./ is hungry. / is thirsty. / has met a difficult word in the text ...

Example:

Formal offers	Informal offers
Your partner: It's cold.	**Your partner**: It's cold.
You: Would you like me to close the window?	**You**: Do you want me to close the door?
Your partner: No, thank you. Could you just pass me that coat, please?	**Your partner**: Yes, thanks.

❷ **Complete one of the apologies below with an explanation of 3 to 4 sentences . Then act out dialogues.**

Apologies

A. Sorry I'm late.
B. I'm sorry I didn't phone.
C. I'm afraid he's out.
D. I'm afraid I can't come on Tuesday.
E. I'm sorry, I didn't come to your party.

Explanations

I didn't get up early. So I missed the train, and .....
.....
.....
.....
.....

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IMAGINE

❶ **Pair work: Imagine you are a customer in a shop /at the post office, a teacher in a classroom, or a tourist. You are hard of hearing. Prepare a short dialogue taking turns to ask for clarification. Use the items in bold in the example below.**

Example: In a restaurant

Waiter: Are you ready to order, sir?
Customer: **Sorry?**
Waiter: I said, 'Are you ready to order, sir?'
Customer: Ah, yes. I would like to have an Algerian salad.
Waiter: **I beg your pardon**?
Customer: An Algerian salad, please.
Waiter: I see. An Algerian salad. What about the main course?
Customer: **Pardon**?
Waiter: The main course, sir.

❷ **What would you say in these situations?**

In a shop

①

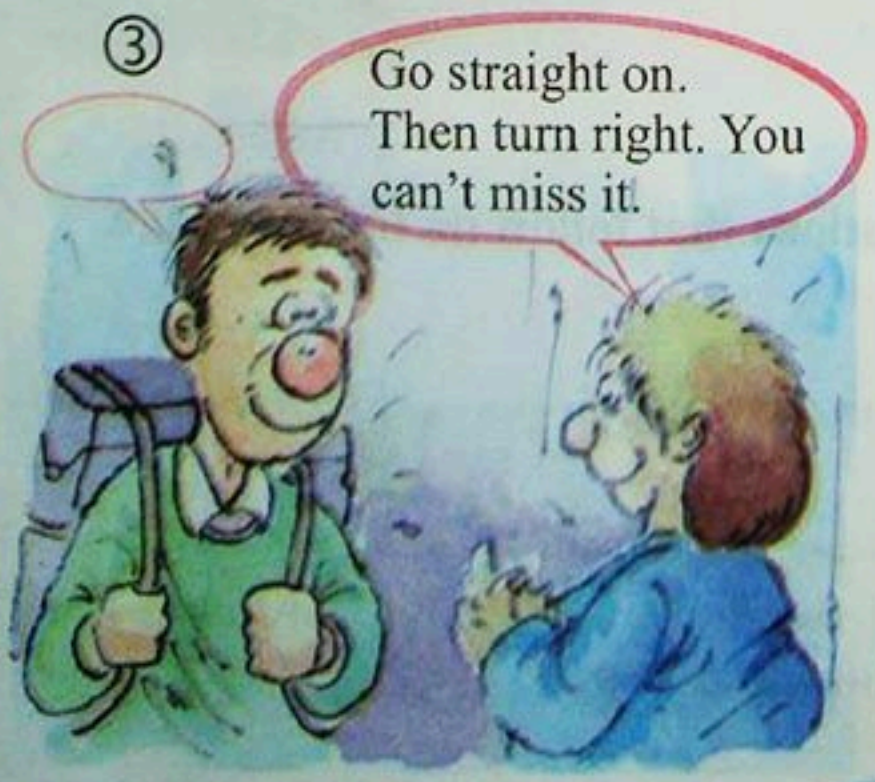
Shop assistant : That's two pounds fifty.
Customer : (*asks for clarification*)

At the post office

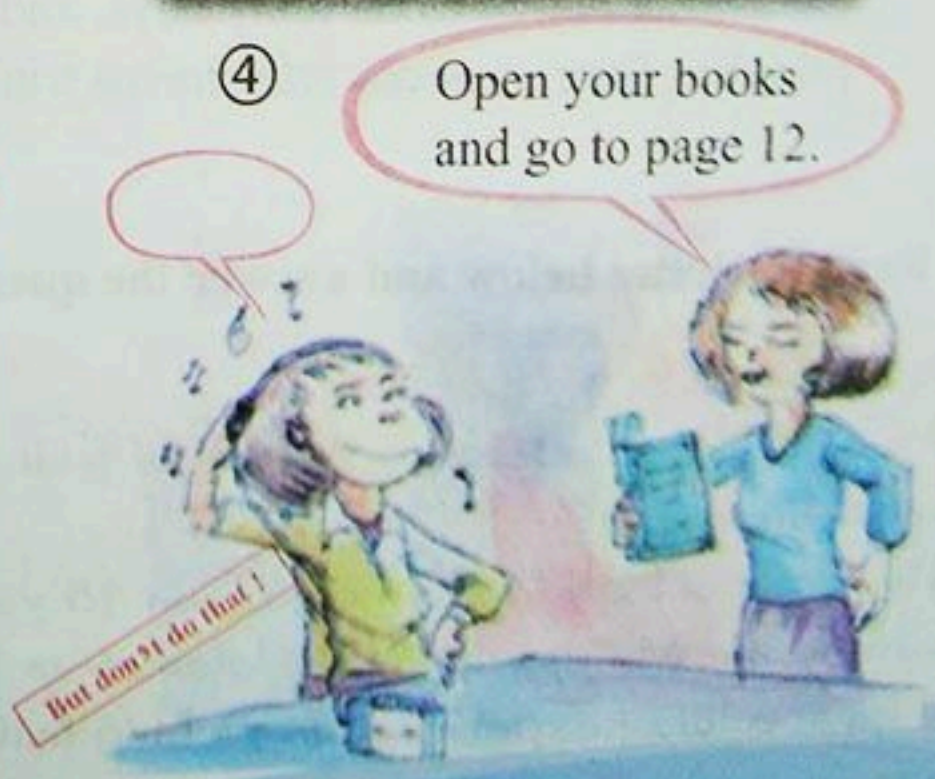
②

Customer : Can I have two stamps, please ?
Post office clerk : (*asks for clarification*)

③



④



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WHO'S CALLING, PLEASE ?

READ AND WRITE

1 Read the advertisement below and answer these questions.

A. What is the advertisement about?
B. Is it addressed to boys only, to girls only, or to both boys and girls?
C. What is the minimum age set for the job applicants?
D. How are the workers paid?
E. Would you like to apply for the job? Why or why not?

LOOKING FOR A HOLIDAY JOB IN BRITAIN?

Then spend July and August picking fruit at Konny's Farm, Canterbury.



Free accommodation, one dormitory for the boys, and one for the girls – with good washing and cooking facilities.
Mininum age 14. Fruit pickers are organised in 3 teams of 6.
Pay is by piecework. You are paid according to the amount of fruit you pick.
Social life – meet and work with people your own age all over the world. There is a programme for games and activities on rainy days, and there is a mini-bus for excursions and cinema trips.

2 Read the letter below and answer the questions that follow on the next page.

Dear Sir,
J would like to apply for the job of fruit picker which you advertised in this month's issue of Teenage Magazine.
My name is Farida Souhali. J am 15 years old. J am Algerian. J live in a farm in the Mitidja, some 30 kilometres from the capital city of Algiers. So J have a lot of experience in picking fruit and vegetables.

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I am the kind of person who likes team work very much. I speak two foreign languages, French and English. It is easy for me to communicate with people who are my age. I'm fond of cooking. I am helpful, sociable and industrious.

I look forward to receiving a positive reply.

Yours sincerely,

Farida Souhali

A. What newspaper advertised the job for fruit pickers?

B. Where does Farida Souhali live?

C. What kind of person is she.?

D. How many foreign languages does she speak?

E. Do you think that Farida will be accepted for the job? Why or why not?

② **Farida Souhila has received a positive reply. Which of the following letter openings is the most suitable for that reply?**

A. I am sorry to inform you that your application for the job of fruit picker has not been accepted.

B. I am pleased to inform you that your application for the job of fruit picker has been accepted.

C. Thank for your letter of application for the job of fruit picker.

D. Congratulations ! You have got the job of fruit picker!

YOUR TURN

① **Pick out from Farida's letter the sentences which contain relative pronouns 'which' and 'who'. Then answer the questions below.**

a. What do 'which' and 'who' refer to in the sentences?

b. What is the difference between 'which' and 'who'?

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❷ **Match items in column A with their defintions in column B. Then write the 6 full sentences on your copybook.**

Column A	Column B
1. A king	**a.** an electronic equipment which transmits images.
2. A TV set	**b.** a person who arrests thieves
3. A policeman	**c.** a person who lives in a palace
4. A pan	**d.** an animal which has big ears
5. An elephant	**e.** a machine which we use to type texts
6. A typewriter	**f.** a kitchen utensil which we use to cook food

❸ **Join each of the pairs of sentences below (A to F) with 'which' or 'who' to form one sentence.**

A. Karim is a boy . He likes telling the truth.
B. A glutton is a person. S/he like eating a lot.
C. Sabrina is the schoolgirl. She is fond of basketball.
D. That's the cat! I photographed it yesterday.
E. I read the postcards. They arrived yesterday.
F. Those are the birds! I fed them last week

WRITE IT OUT

❶ **Imagine you spent last summer working on Konny's farm. This year, your partner intends to go and work there. Write a letter of recommendation to support her/his letter of application. Use the cues provided to you.**
Start your letter like this.

Dear .....,
I am writing to support (your partner's name's) application for the job of fruit picker.
- close friend of mine/ go to the same school
- person/ always punctual/ never arrive/late/ school
- work well in a team/ get on well with people around her/him
- person/well-spoken/tactful
- always ready to help/people/who/problems
- tidy, neat
- do well every work/which/undertake …
- Yours sincerely

❷ **Correct your mistakes and pass your draft letter to your partner for further correction. Then rewrite it and hand it to your teacher.**

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Brainteasers

❶ **Ali has sent e-mails to some of his friends. Guess what every e-mail says for each of the situations below.**

1. Mehdi has just passed his exams.

2. Mohamed is sixteen today.

3. Today is January 1 st.

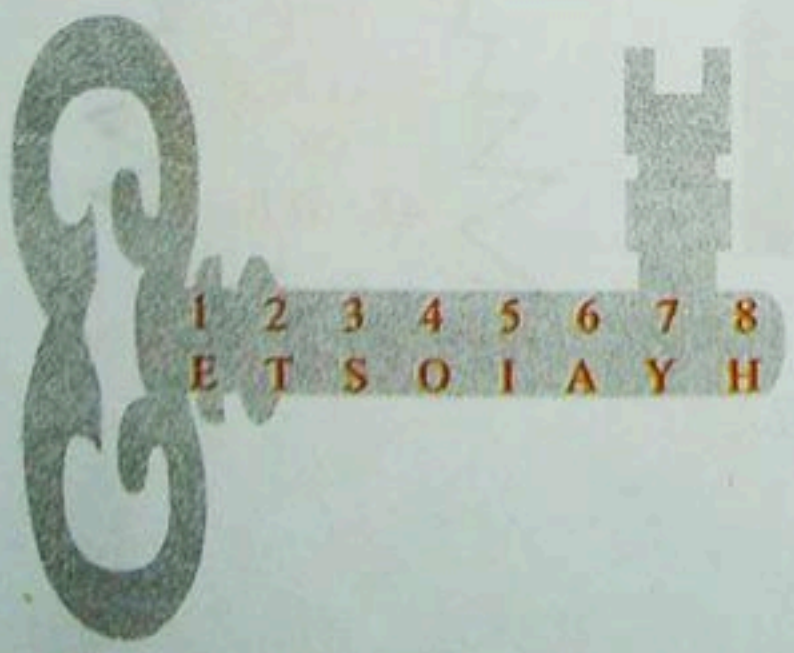
❷ **Now look at the e-mails below and check your answers. The e-mails are written in coded language. Some letters are replaced by numbers. Use the key on the bottom left to decode them.**

8 6 p p 7

N 1 w

7 1 6 r !

C 4 n g r 6 2 u l 6 2 5 4 n 3 !



8 6 p p 7

B 5 r 2 8 d 6 7 !

❸ **If you don't understand how it works, ask your partner for clarification.**

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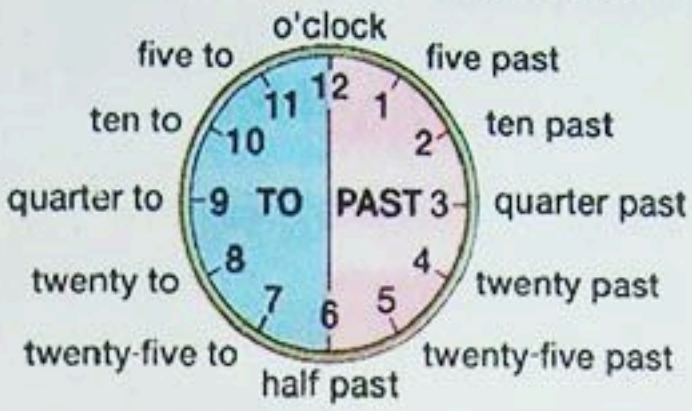
LISTEN AND SPEAK

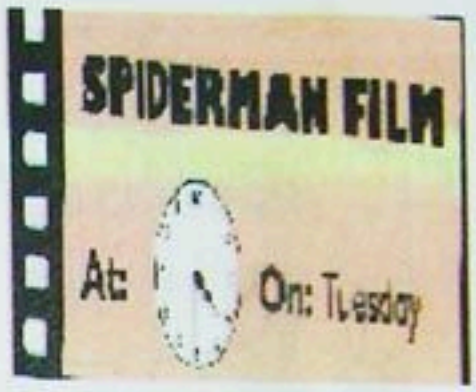
❶ **Before you listen, look at these film announcements, then talk about today's TV programme.**

You : When's ***Spiderman*** on?
Your partner: It's on Tuesday.
You : What time?
Your partner: (It's at) half past four.

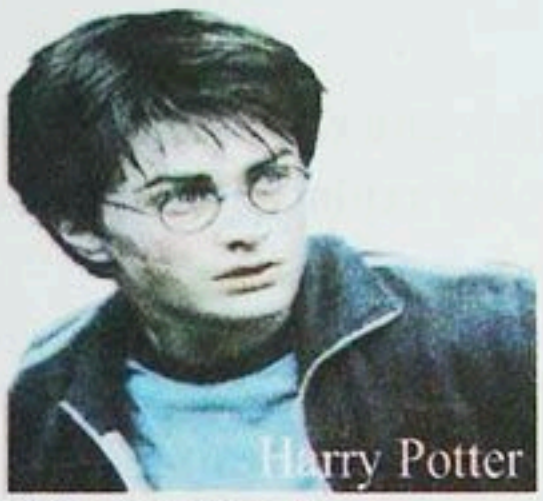


TV show













Film of the day



❷ **Listen and answer these questions.**

- What film are Jack and Jill talking about?
- Did Jack like the film? Why?/ Why not?
- How did he feel ?
- What did he like ?

❸ **Now, look at the TV announcements above. Which programme do you like best? Why? How do you feel when you watch it ?**

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SAY IT CLEAR

Read the tips below and do the exercises that follow.

TIPS

We generally use the weak forms of **'Would you ...?'** and **'Do you ...?'** in questions when we speak very quickly.

	Strong form	Weak form
Would you ...?	/wʊdjʊ/	/wʊdʒʊ/ **or** /wʊdʒə/
Do you ...?	/dʊjʊ/	/dʒʊ/ **or** /dʒə/

❶ **Write the correct pronunciation of the items in bold in the dialogues A and B below.**

Dialogue A

Sofiane: **Do you** like watching serials?
Karim: Yes, I **do**. I love them.
Sofiane: **Would you** like to come home to watch one with me?
Karim: Thank you. What time?
Sofiane: Let's say five o'clock.
Karim: That's fine. Thank you.

Dialogue B.

Houda: **Do you** like watching cartoons?
Meriem: No,I don't. I prefer watching films. **Would you** like to see one this afternoon?
Houda: No, thanks. I have a lot of homework to do.

❷ **Listen to your teacher and check your answers to exercise 1 above. Then in pairs, act out one of the dialogues. Make it true to you. Use the information in the table below.**

Accepting	Declining
B: Thank you. What time?/ Oh, I'd love to./ Why not? **A :** Eight o'clock? **B :** That's fine! Thank you.	**B**: Thank you, but I'm really busy this evening/ How nice of you; unfortunately I'm busy this evening / How kind...../ How thoughtful.....

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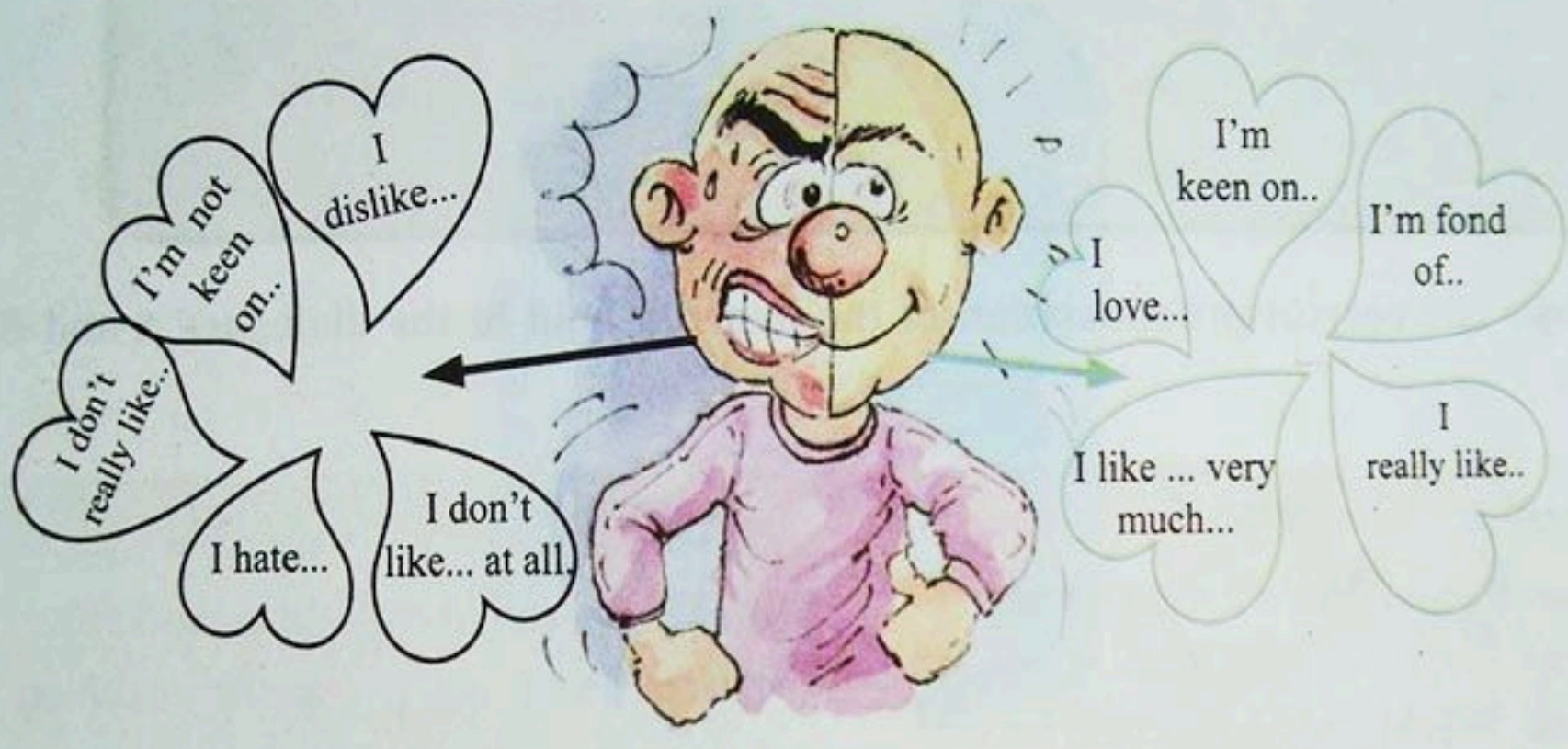
PRACTISE

❶ **Pair work: Ask and answer questions about the television programmes you watch.**

You: Do you like watching comedies?/ Are you fond of watching...?

Your partner: I don't really like comedies, but I like films very much / I'm not fond of comedies, but I'm keen on...

I like watching... but what I prefer is ...



❷ **Act out dialogues. Invite your partner to the cinema :**

i) Make sure your friend is free first.

Are you free on..... ?
Are you doing anything on.....?

Tuesday evening
Saturday morning
This afternoon
.....

ii) Then check what your partner likes.

Do you like.....?
Are you fond of.....?

iii) If the answer is "yes", invite him or her.

Example : "***The Battle of Algiers*** is on. Would you like to come and watch it with me?

iv) If the answer is "no", change your invitation.

Example : Could you come and do some revision with me then?

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IMAGINE



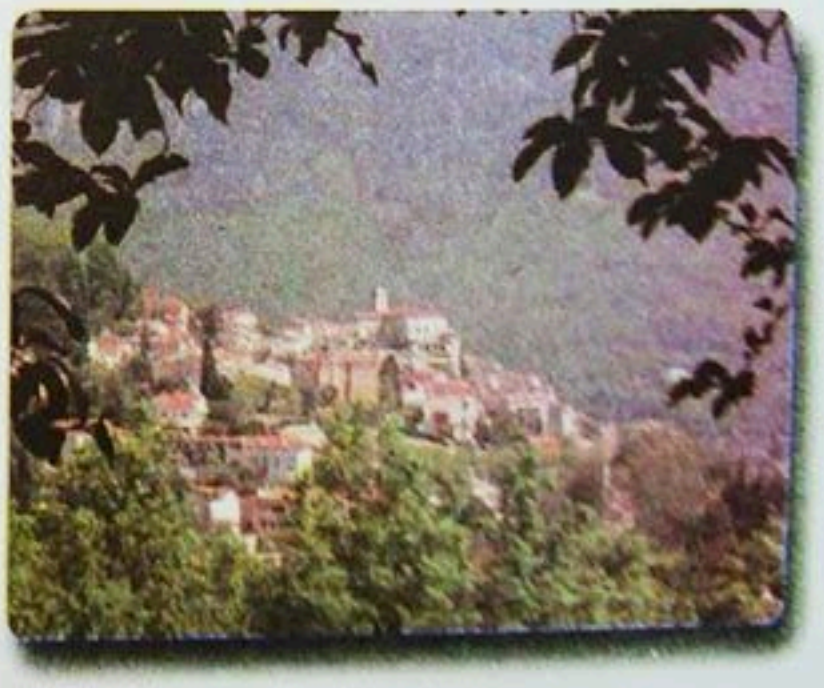
❶ **Pair work: Imagine you are conducting a survey about students' preferences for pets. Interview your partner about his/her preferences.**
Pets: dogs, cats, parrots,canaries, horses, fish, monkeys ...

Example:



You: Do you like pets?
Interviewee: Yes, I do. I love them.
You: Which do you prefer, dogs or cats?
Interviewee: I prefer dogs.
You: Why do you prefer them?
Interviewee: I prefer them because they are friendly and loyal.
You: What do they like?
Interviewee: They like meat and bones.

❷ **Pair work: Where do you prefer to live, in the country or in the city? Prepare a dialogue of 6 to 7 lines. Your partner and you should not have the same preference.**



You: I prefer to live in the country. This is because ...
Cues: air not polluted; no noise; beautiful landscapes; people generous/simple/thoughtful; life not stressful...



Your partner: Personally, I prefer life in the city. ...
Cues: cinemas/museums/hospitals/ stores/ stadiums/better schools; many things to do/ leisure activities; life interesting/easy; people cheerful ...

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WHAT'S ON ?

READ AND WRITE I

❶ Read and play a radio presenter's role for the following stations.

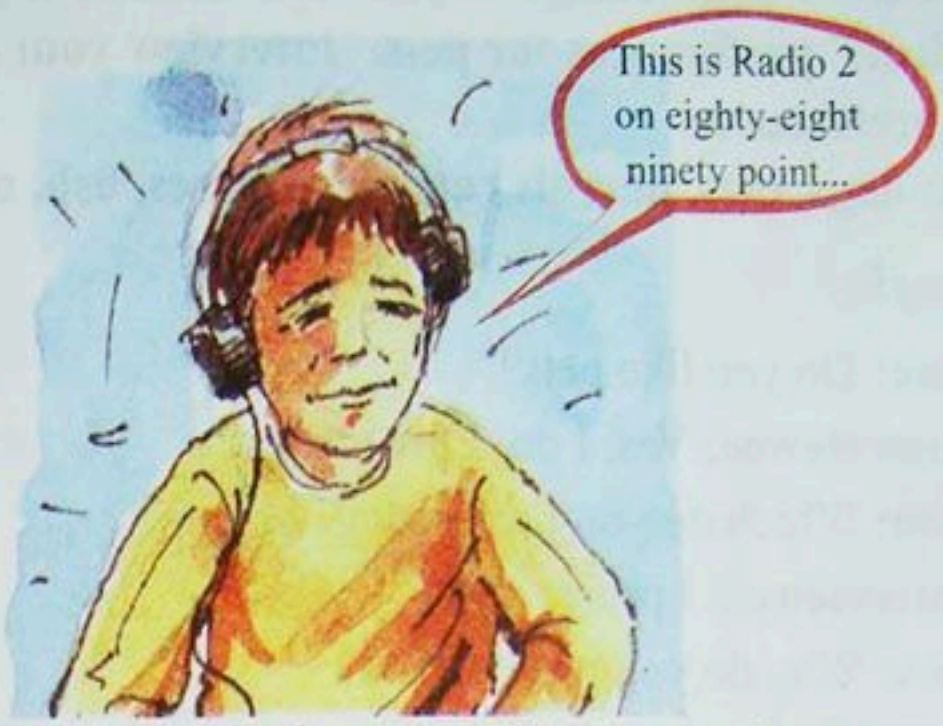
RADIO 1
FM : 97.6-99.8 MHz

RADIO 2
FM : 88-90.2 MHz

RADIO 5 LIVE
MW: 693, 909 KHz

BBC WORLD SERVICE
MW: 648 kHz LW : 198 kHz

RADIO 4
FM : 92.4-94.6 MHz
LW : 198 kHz MW: 720 kHz



❷ Read the TV programme on the next page and answer these questions.

a. What's on Channel 5 at 9.25?

b. Which channel is "The Adams" on?

c. Next to the announcement of some films in the programme, you read *"Don't miss it"*. Why?

YOUR TURN

❶ Read the paragraph below. The opening sentence is not in its place. Find it and rewrite the paragraph.

The BBC has two channels. BBC1 is the main one. Its programmes are of general interest. BBC2 is its second channel. Its programmes include plays and concerts. ITV1 is an independent television. There are five terrestrial TV channels in Britain. Channel Four is essentially for minorities (Hindus, Sikhs, Buddhists and Muslims). It started to broadcast in 1982. The last channel is Channel 5. There are also several satellite channels

❷ Exchange written notes in the class like this.

Hi! Selma,
What's on ITV1 tonight?
Jenny

Hello!
There's a good war film, "The Battle of Algiers" at ten thirty
Selma

WRITE IT OUT

Work with your partner and write a short TV programme. Include a commentary for the film of the day. Follow the example on the next page.

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Evening Standard Tuesday, 30 March 2008

TONIGHT'S TV

BBC1

7:30 **Tom and Jerry** (a cartoon)
8:00 News; Weather
8:30 **The Mexican** (2001)
Starring: Brad Pitt, Julia Roberts, James Gondolfini, Gene Hackman.
(Action comedy).
Don't miss it.

BBC2

8:25 Harry Potter (film). ***Don't miss it.***
10: 00 Acid Rain : (a documentary)
10:30 Sports (Soccer)

ITV 1

8:15 The Adams (film)
10:00 Quiz show
10:30 The Battle of Algiers (a war film).
Don't miss it.

CHANNEL 4

8:25 Top of the pops: the latest hits
9:30 Beverly Hills starring Eddie Murphy.
Don't miss it.
11:15 Newsnight: current affairs.

CHANNEL 5

8:45 Dynasty (a soap opera)
9:25 Shrek III . Don't miss it.
11:10 Late night music: Jazz

FILM OF THE DAY

Are you a fan of Eddy Murphy's ? Do you like comedy and action ? Are you fond of special effects ? Then don't miss ***Beverly Hills.*** It's for you, and it's on Channel 4 at 9:30.



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READ AND WRITE II

I see trees of green
Red roses too
I see them bloom for me and you
And I think to myself,
"What a wonderful world!"

I see skies of blue
And clouds of white
The bright blessed day
The dark sacred night
And I think to myself,
"What a wonderful world!"

The colours of the rainbow
So pretty in the sky
Are also in the faces
Of people going by
I see friends shaking hands
Saying "How do you do?"
They're really saying, "I love you"

What a Wonderful World, sung by
Louis Armstrong

❶ Read the lyrics and answer the questions.

1. Who sings this song ?
2. How does he feel ?
3. Identify the occasion. Two of the greeting cards below indicate this occasion. Find them.



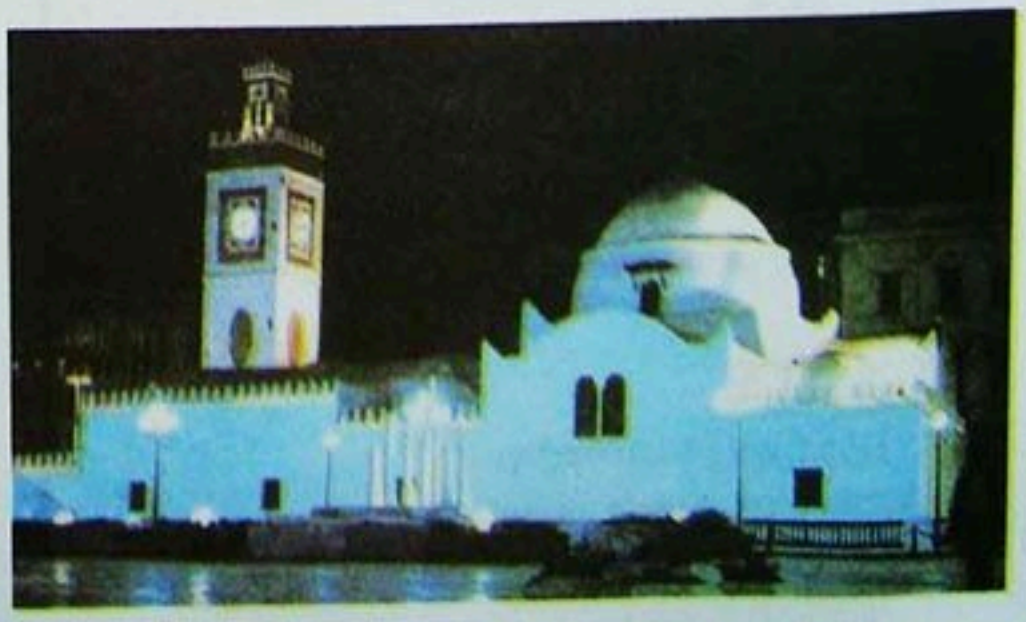


❷ Imagine that you are on holiday in Algiers on the occasion of Eid ul Fitr. Write a postcard to your friend. Include the following :

Opening : Hello ! Hi...

Questions to answer:

- How do you feel ?
- What's the weather like ?
- What's the place like ? (beautiful, quiet...)
- **Closing** : Best wishes,
  Yours, Love...
- **Sign your postcard.**



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❶ **Read and discuss the title of the text below.**

Guards or Bear Killers ?

The Life Guards are British soldiers **who** protect royal buildings such as Buckingham Palace, St James's Palace and the Castle of Windsor. They wear uniforms **which** consist of a scarlet tunic, black trousers, "long socks", and hats **which** are called bearskins. The hats weigh 665 grams. The Guards are one of the attractions for tourists in London.

People **who** love wild animals hate the Guards' hats because they are made of fur. For example, Pamela Anderson, the American actress, wrote a letter to Queen Elizabeth II on November 13 th, 2004. She told the Queen it was wrong and cruel to kill bears to make fur hats for the Guards. But the Queen didn't want to change the Guards' fur hats because they are part of the English tradition.



❷ **How does Pamela Anderson feel about the Guards' hats ?**

❸ **What are the words in bold type called? What do they refer to?**

❹ **Write a paragraph about the Algerian Republican Guards (uniform, equipment, mission ...).**

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❶ Start your picture dictionary (or pictionary).

❷ You need an exercise book, drawings, pictures from magazines or from the Web.

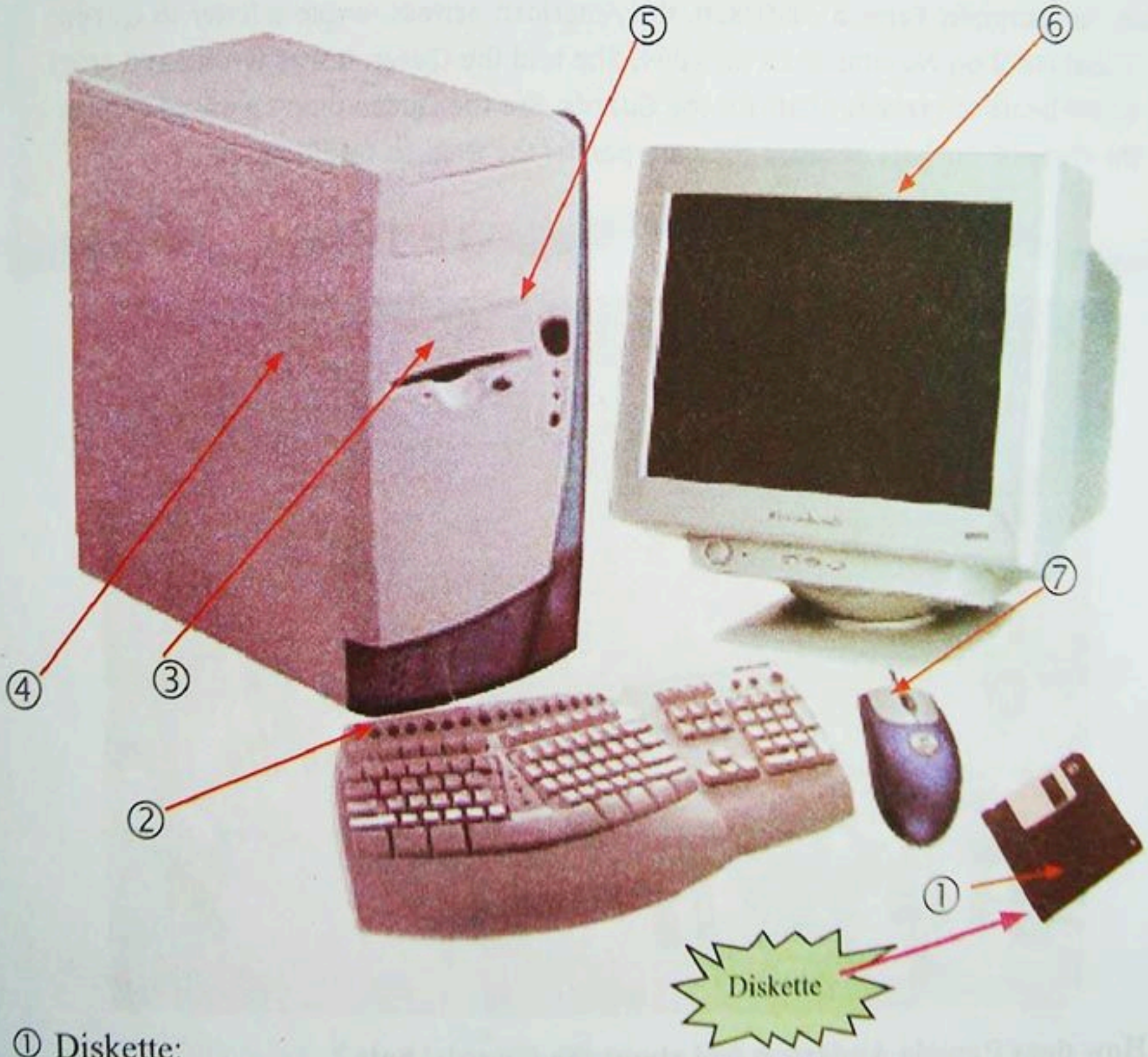
❸ Keep a record of all the words you learn in the files of this book.

❹ Add others as you come across them.

❺ Use them in meaningful sentences of your own.

❻ Consult your pictionary regularly with your teacher and your clasmate.

Look at the sample below to help you get on with your work.



① Diskette:

We use a diskette (also called floppy disc) to store information (data).

② _____ : .....

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PROJECT ROUND-UP : a wall sheet about greetings ...

This is a sample of your project in its final phase. Other contributions could bear on invitations, requests, apologies, etc. Pin your contribution on a wall for display.

Hi! Do you know me ? I live in Smallville. Do you know my real name ? Do you know my friends ? What are they like? ...





Hello! My name is Christopher Reeve. But people call me Clark Kent. In my films, Superman wears blue and red clothes. What do **you** look like ?

You need:

- sheets of paper,
- a dictionary,
- sticky tape, glue, tacks and pins.
- to re-use the language forms you have learnt in the file.

- Get into groups. Each group will examine the contribution of the other groups to the class wall sheet.
- Edit the various contributions (correct grammar mistakes, spelling mistakes...)
- Ask for your teacher's help when necessary.
- Discuss and choose the best contributions.
- Discuss and agree on how to arrange the contributions on the wall sheet.
- Display the wall sheet for all to see.

WHERE DO WE STAND NOW?

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LANGUAGE SUMMARY 1

SEQUENCE ONE

A Greetings

Formal	Informal
Good morning	Hello /Hi!

B Introducing someone

Formal	Informal
I'd like to introduce (you to) ___.	This is _____.
Let me introduce (you to) _____.	Do you know _____?
May I introduce (you to) _____?	Meet _____.
Can I introduce (you to) _____?	

C Responding to an introduction

Formal	Informal
How do you do?	How are you?
(I'm) pleased to meet you.	
(It's) nice to meet you.	

D Partings

Formal	Informal
(It was) nice meeting you. Goodbye.	Bye-bye!
(It was) nice talking to you. Goodbye.	See you (later)!
	Cheers!

E Describing personality

Question	Reply
What's he like?	He is serious and honest.

F Describing physical appearance

Question	Reply
What does he look like?	She is slim and tall with blond, curly hair and blue eyes.

G Order of Adjectives

1. **When we describe people, we generally include the following details:**

   Age: *old, young, middle-aged.*

   Height: *tall, short, small, average height.*

   Build: *plump, corpulent, overweight, muscular, athletic, powerful, skinny, slim, long-legged, short-legged.*

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- **Hair**: Adjectives related to hair occur in this order: **length** (*short, long*) **style** (*straight, wavy, curly*) and **colour** (*blond, black...*)

E.g. She's got long curly black hair. / Salima has copper-coloured hennaed hair.

Eyes: Adjectives related to eyes occur in this order: size (*big, small*), shape (*oval, round...*) and colour. Eyebrows and eyelashes.

E.g. She's got bright blue eyes and long dark eyelashes.

Clothes: Describing someone's clothes is as important as describing the rest of their appearance.

Opinion adjectives and fact adjectives

a. When we use two or more adjectives together, opinion adjectives usually go before fact adjectives. E.g. a nice (opinion) leather (fact) jacket.

b. Sometimes there are two or more fact adjectives. Very often we put fact adjectives in this order: **Size, Age, Colour, Origin, Material**

E.g A small old white Egyptian cotton shirt.

Face: E.g. He's got a long thin face with narrow lips

He's got a round face with a little turned-up nose.

She's got a pretty face with small regular features.

Notes: Adjectives of **size** and **length** usually go before adjectives of **shape** and **width**.

Skin: *Clear skin, spotty face, greasy face.*

Colour: *white, pale, tanned, black, fair/dark complexion.*

2. **Personality:**

Some aspects of people's character are also part of their physical appearance.

Cheerful, relaxed, sociable, gentle, sensual, confident, determined, jumpy ...

SEQUENCE TWO

A Making and answering requests

1. **Requesting**

Please { will / can } you + verb / { would / could } you + verb } please ?

E.g. **Could** you lend me your umbrella, **please**? Or **Please**, **could** you lend me your umbrella?

Please can go at the **beginning** or at the **end** of the request.

2. **Replies** (positive)

Ok./ Yes./ Certainly.

Of course/ All right

Replies (negative)

I'm afraid I can't, because ____.

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WHERE DO WE STAND NOW?

B Making and responding to offers (See p. 82, B3.)

C Asking for clarification

Sorry ?
(I beg your) pardon?
Could you repeat that, please?
Sorry, I didn't quite get what you've just said.

D Apologies and regrets

1. **Apologising** and **Responding**

I'm sorry.	That's all right.
(I beg your) pardon.	Please, don't worry.
Excuse me.	

2. **Regrets**

Formal	Informal
I regret that I was unable to….	So sorry I wouldn't
	I'm sorry I was unable to ….

E Expressing sympathy

1. **Good wishes**
   - Good luck ! - Best wishes for … - I wish you a prompt recovery.
2. **Seasonal greetings**
   Merry Christmas. - Happy Eid. - Many happy returns of the day.
3. **Congratulations**
   Well done! - Congratulations !
   I was delighted to hear about…/that (formal and written)
4. **Condolences**
   Please accept my deepest sympathy on the death of … . (formal and written)
   I was extremely sorry to hear about … . (formal and written)

F Writing a thank-you note.

Dear ____,
Thank you very much for _____.
I enjoyed _____.
I hope to _____.
Yours,

SEQUENCE THREE

A Talking about likes and dislikes

Verbs such as *like*, *love*, *hate* and *prefer* can be followed by:
1. a noun/pronoun. E.g. She likes jam/it.
2. a verb + ing. E.g. I like swimming.

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In these cases, **like** means "**to enjoy**".

3. to + verb. E.g. I like to go to bed early.
   In this case, **like** means to prefer.
   Note that **dislike** only takes an **–ing clause**.
   E.g. He **dislikes** gossiping.

B Expressing preferences

Prefer (something), prefer to do (something) and **prefer doing (something)** are used to express preferences.

Prefer to do something is more usual than **prefer doing** something.

E.g. I don't like cities. I prefer to live in the country.

_____ living in the country.

'**Prefer**' means '**like more**' or '**like better**'.

C Expressing emotions

When **feel** means to 'have a sensation of being', it is followed by an adjective.

e.g. I feel sick happy/awful/ sad/bored/ excited/angry/dizzy.

D Inviting and accepting/declining invitations

1. Would you like to join me for a cup of tea?
   - Thank you very much. (accepting)
   - (It's) very kind of you. But I'm afraid I can't because… (declining)
2. - Are you doing anything tonight?
   - No.
   - Then why don't you come and watch T.V. with me?
   - Good idea/ Thanks (Accepting)
   - I'd love to come, but I'm afraid… (declining)

E Talking /writing about points and periods of time

1. We use '**at**' with
   a. clock time. E.g. Classes start at 9.30 a.m.
   b. with stages of the day: at noon, at lunchtime.
   c. with religious festivals: at Eid ul Fitr , at Christmas.
2. We use '**in**' for periods of time including:
   a. years: in 2007, in the following year.
   b. season: in (the) Winter, in (the) Spring.
   c. months: in July, in September .
   d. weeks: in the second week of November.
   e. periods of the day: in the morning
3. We use '**on**' before:
   a. the days of the week: She is coming on Monday.
   b. precise dates: He was born on March 5 th, 2001.
   named days: H offered her flowers on Women's Day.

WHERE DO WE STAND NOW?

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TEST YOURSELF 1

I. READING COMPREHENSION

Read the letter below and answer questions 1 and 2 that follow.

Dear Fred,
Thank you for your letter of April 15 th. J'm very happy to know that you want to be my penfriend. (§1)
Now, J'd like to tell you something about myself. J'm 15. J'm quite tall and slim for my age. J'm already 1 m 70. J 've got short curly hair and light brown eyes. J'm cheerful. J always tell funny jokes when J'm with my friends. J'm also friendly and J like meeting new people. J'm very helpful and thoughtful of others too. J mean J'm not selfish. When people have problems, J think about them, and J often try to do things to help them. (§2)
One of the things J like doing most when J'm free is playing tennis. J'm also fond of basketball, and J'm quite keen on playing handball as well, but J'm not very good at it. J'm very bad at swimming, too. So J hate going to the seaside or to the swimming pool. (§3)
As for my preferences for clothes, J like wearing jeans and sports shoes, but J don't wear them when J go to school. J prefer to put on a white shirt, a dark blue jacket, grey trousers and black shoes. J feel more comfortable in them. (§4)
Could you, please, tell me something about yourself ?
J look forward to hearing from you again.
Best wishes,
Farid.

❶ **Fill in the table below with information. Don't write full sentences.**

Sender's name :	
Age :	
Height:	
Appearance:	
Personality:	
Likes and dislikes:	
Preferences in matters of clothes:	

❷ **Find in the text synonyms, antonyms and explanations for the words in the table below.**

Synonyms		Antonyms		Explanations	
would like =	§1	selfish ≠	§2	cheerful:	§2
like =	§3	good ≠	§3	helpful:	§2
wear =	§3	love ≠	§4	thoughtful:	§2

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II. MASTERY OF LANGUAGE

GRAMMAR

❶ Write questions to get answers for the information in bold in the sentences below.

A. He'd like to **tell something about himself.**

B. Farid is **tall and slim.**

C. He is **cheerful, friendly and helpful.**

D. He **likes helping people.**

❷ Fill in the gaps in the sentences below with <u>in</u>, <u>on</u> or <u>at</u>.

1. I visited Algeria ___July 2006.
2. Classes finish ___ 5 p.m.
3. He's arriving ___ Sunday.
4. It's very hot here __night.
5. She's free ___ the afternoon.
6. I was born _____1993.
7. I practise sports __ weekends.
8. I go to the seaside __ the summer.
9. School starts again __ September10th.
10. I'm coming to see you __ tea time.

FUNCTIONAL LANGUAGE

❶ Circle the correct responses to the introducings and greetings below.

Example { Hi, Jamila. How are you?
a. How do you do? **(b).** Fine thanks. And you? **c.** Thank you.

1. { Hello, Amin. How are you?
a. Fine, thanks. b. Hi, Meriem. Very well, thanks. c. How do you do?

2. { How do you do?
a. Fine, thanks. b. Nice to meet you. c. How do you do?

3. { This is my friend, Mohammed.
a. How do you do? b. Nice to meet. c. Hello. How are you?

4. { Nice to meet you.
a. Hello. b. Nice to meet you too. c. How do you do?

WHERE DO WE STAND NOW?

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❷ **Circle the item (*a* or *b*) that best completes statements 1-4 below.**

1. There's a good football match on TV tonight.
   a. I'd like to watch it. b. I like watching TV.

2. My brother has got a cat, a parrot and a hamster.
   a. He likes pets. b. He'd like a pet.

3. My computer is very old.
   a. I like computers. b. I'd like to buy a new one.

4. Chahira has a lot of oriental cookbooks.
   a. She'd like to cook. b. She likes oriental dishes and cakes.

❸ **The parts in bold in the dialogue below <u>are not</u> appropriate to the situation. The speakers meet for the first time. Correct them to get a coherent dialogue.**

Headmaster: Welcome to our school. I'm the Headmaster . **Good night.**
Inspector: **Good night.** I'm Rachid Bakeri.
Headmaster: Ah! Here's Miss Kessal. Mr Bakeri, this is Farida Kessal, the Director of Studies. Miss Kessal, this is Mr Rachid Bakeri, the Inspector of English.
Farida Kessal: **How old are you ?**
Inspector: **Fine thanks. And you?**

❹ **The telephone conversation below sounds *impolite*. Re-write the parts in bold in a *polite* style in order to make it appropriate to the situation.**

Souad Faridi: **I want to speak** to Jane Mitchell.
Receptionist: **She's not here today. Who are you?**
Souad Faridi: This is Souad Faridi.
Receptionist: **Do you want** her mobile phone number?
Souad Faridi: **No, tell her** to ring me tomorrow morning. My number is 0777 565566.
Receptionist: **Ok.**
Souad Faridi: **Bye, bye!**
Receptionist: **See you later!**

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5 **Complete the responses (acceptance or refusal) to offers 1-4 below.**

Offers	Responses
1. Would you like some cake?	_____. I'm really hungry.
2.Would you like a drink?	_____. I'm not thirsty.
3.Help yourself to some sugar.	_____. I don't take any.
4. Have a seat.	_____.

SOUND SYSTEM

Mark the intonation in the questions below with an arrow (↗ or ↘).

A. What's his name?

B. Where does he come from?

C. Does he study in this school?

D. Where does he study?

E. Can you give me his phone number, please?

F. May I talk to him?

WRITTEN EXPRESSION

Imagine the letter written to Fred (p.46) is addressed to you. Write a reply of about 8 lines to Farid. Follow the plan below.

A.Say thank you.

B. Give information about your age, your physical appearance and your personality.

C. Mention three things you like doing and three things you don't like doing.

D. Give information about your preferences in matters of clothes, food, etc.

WHERE DO WE STAND NOW?

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LEARNING LOG

A. Tick ☑ the things you can do in English.

I can ...

- ☐ give and return greetings ;
- ☐ introduce someone to someone else ;
- ☐ apologise for something wrong I have done ;
- ☐ ask for clarification about something I haven't understood ;
- ☐ make and respond to offers ;
- ☐ make and answer requests ;
- ☐ ask and answer questions about likes and dislikes ;
- ☐ speak about physical appearance and personality ;
- ☐ make, accept, or decline invitations ;
- ☐ use adjectives in the right order ;
- ☐ read for detail ;
- ☐ write letters of apology, letters of sympathy and thank-you notes ;
- ☐ write an application letter.

B. What do you need to study again ?

1. _____
2. _____
3. _____
4. _____
5. _____

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TIME FOR A SONG!

Hello

You say yes, I say no.
You say stop and I say go go go, oh no.
You say goodbye and I say hello
Hello hello
I don't know why you say goodbye, I say hello.
Hello hello
I don't know why you say goodbye, I say hello.
I say high, you say low.
You say why and I say I don't know, oh no..

Why why why why why why do you
say goodbye goodbye, oh no?

You say goodbye and I say hello
Hello hello
I don't know why you say goodbye, I say hello.
Hello hello
I don't know why you say goodbye, I say hello.
You say yes (I say "yes") I say no
(but I may mean no)

You say goodbye and I say hello
(Hello Goodbye Hello Goodbye) hello hello
(Hello goodbye) I don't know why you say goodbye, I say hello
(Hello Goodbye Hello Goodbye) hello hello
(Hello goodbye) I don't know why you say goodbye
(Hello goodbye) I say goodbye

You say stop (I can stay) and I say go go go (till it's time to go), oh no.
You say goodbye and I say hello
Hello hello
I don't know why you say goodbye, I say hello.
Hello hello
I don't know why you say goodbye, I say goodbye.



The "Beatles" was a famous British pop music group. Its members were John Lennon, Paul McCartney, George Harrison and Ringo Star. They sang together from 1963 to 1971. The group, sometimes called the "Fab Four" (fabulous four) in the press, came from Liverpool, England. Their records were regularly no.1 hits in Britain and the US. "Hello" and "Please" help me are still very popular. They separated in 1971 to follow individual careers.

This is the end of File One. See you in File Two!

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File 2

TRAVEL













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PREVIEW

Project:
Writing a travel phrase leaflet
See p. 79.

SEQUENCE ONE: WELCOME ON BOARD!

Talking about arrangements for the near future. (Cf. pp. 80-81)
Offering help. (Cf. p. 80)
Using *from … to …*
Making, accepting and declining requests. (Cf. pp. 81-82)
Making and responding to offers. (Cf. p. 82)

SEQUENCE TWO : ON MY WAY...

Talking /writing about intentions for the future. (Cf. pp. 80-81)
Talking /writing about timetables (present simple). (Cf. p. 81)
Asking for and giving directions. (Cf. p. 82)
Asking about distance and travelling time. (Cf. p. 83)
Locating amenities. (Cf. p. 83)

SEQUENCE THREE : GOODBYE SAILOR !

Predicting. (Cf. p. 80)
Talking about arrangements for the near future. (Cf. pp. 80-81)
Checking understanding and correcting misunderstanding.
Making resolutions. (Cf. p. 801)
Making, accepting and declining suggestions. (Cf. p. 81)

SNAPSHOTS OF CULTURE
ACTIVATE YOUR ENGLISH

WHERE DO WE STAND NOW?

Project Round-up
Language Summary
Test Yourself
Learning Log

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WELCOME ON BOARD !

LISTEN AND SPEAK

❶ **Talk about the flights (FLT) using the following words:** *on time / delayed / cancelled*. **Example:** A: What time is FLT 421?

B: It's at -------- . It's ----------.

DEPARTURE BOARD

FLT	TIME	ACTUAL	GATE	DESTINATION
AF 421	08: 30	08:30	12	Geneva
AA 824	09:20	09:50	24	Oran
BA 532	09:00	09:00	22	London
AF 174	11: 35	CANCELLED		Toulouse

❷ **Listen to a telephone conversation and answer the following questions :**

a. Whom is Ann calling ?

b. Why is Peter excited ?

c. Is he coming to London on Monday ?

d. Is he coming alone?

e. What is the new flight number ? **f. What time does the plane take off?**

❸ **Listen to a conversation at an airport check-in desk and fill in the boarding pass below.**

BRITISH AIRWAYS

Please surrender this wallet at the boarding gate
Not valid without flight coupon

gate number	service information	flight	date	seat
				non smoking area

boarding time	seat	class	name	seat

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SAY IT CLEAR

Read the tips and do the exercises that follow.

TIPS

When we offer to help someone, we should pay attention to the 'music' of our voice in order to sound polite. The intonation should go up on the first word (I/ We), fall, then go up a little at the end. The higher your intonation is at the start, the more polite you sound. We generally use 'will/'ll' to make offers.

E.g. I'll show it to you.

❶ **Listen and mark the intonation in the offers (B) below.**

A: I'd like to have a soda.
B: I'll get one for you in a moment.
A: Oh, dear. I've dirtied my shirt.
B: Don't worry. I'll clean it for you.
A: This suitcase is heavy. I can't carry it.
B: I'll help you.

TIPS

- We ask **or-questions** when want to give someone a choice of two things. The intonation rises (↗)on the first choice item and falls on the second item (↘).
- It is important to say **please** with rising intonation in order to sound polite.

❷ **Listen and mark the intonation on the words in bold with an arrow (↗ or ↘). Then act out the dialogue in groups of 3.**

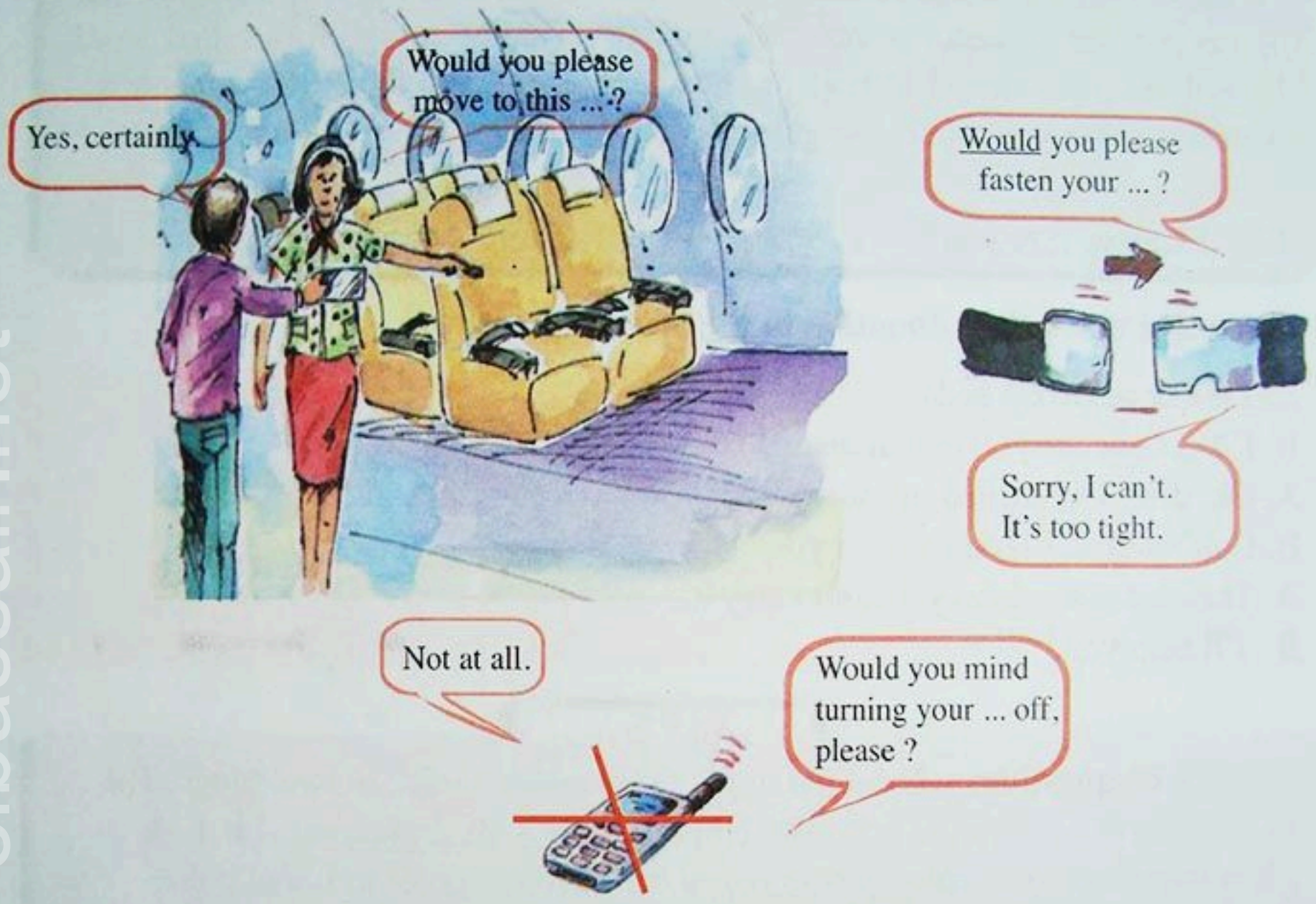
Air hostess: Would like you **tea** or **coffee**?
Passenger 1: I'd like some coffee, **please**.
Air hostess: Black or **white**?
Passenger 1: White, **please**.
Air hostess: With **sugar** or **without**?
Passenger 1: Oh, no sugar for me, **please**.
Air hostess: What about you, Madam?
Passenger 2: A coke, **please**.
Air hostess: Would you like a **large** or a **regular** one?
Passenger 2: Regular, **please**.

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PRACTISE

❶ Fill in the blanks and act out the dialogues below with your partner.

Example :



❷ Now make, accept and decline requests in the classroom. Start with:
Would you please … ?/ Would you mind ... ?

❸ Who says what? Match 1 to 4 with a to d .

1. Would you mind showing me your passport, please ?	a. A passenger
2. I'd like to book a flight to London, please.	b. An air hostess
3. Would you like to open your suitcase, please ?	c. An immigration officer
4. Shall I get you a newspaper ?	d. A customs officer

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IMAGINE

❶ **Group work: Imagine you are a flight attendant and your partners are passengers. The plane is about to take off. Prepare a short dialogue making and accepting requests. Use the cues that follow.**

Example:

Flight attendant : Would you please … ?
Passenger 1: Yes, certainly.
Flight attendant: Would you mind … ?
Passenger 2: Oh, sorry.
Flight attendant: _____.
Passenger 3: _____.

Cues

-Switch off your mobile.
- Return your seat back to the upright position.
-Fasten your seatbelt.
-Return to your seat.
-Put your bag under your seat, please.

❷ **Correct your dialogue. Then act it out to the rest of the class.**

❸ **Group work: Now imagine you are an air hostess. You are serving soft drinks to the passengers (your partners). Prepare a dialogue making and answering offers.**

Air hostess: _____ ?
Passenger: Yes, please.
Air hostess: _____ juice or soda?
Passenger : _____ if you don't mind, please.
Air hostess: Here you are.
Passenger: Thank you.

❹ **Correct your mistakes. Then act out your dialogue.**

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READ AND WRITE

1 Read the advertisement below and answer the following questions.

A.What is the advertisement about?
B.Who wrote it?
C.What is it about?
D. Are you going on holiday this summer ? If yes, where are you going to travel? How are you going to get there ? How long are you going to stay there ?
E. Which of the holiday destinations in the advertisement do you prefer? Why?

Wonderful trips with ONAT

Are you going on holiday this summer?

ONAT is going to organize for you wonderful trips to the following destinations: Cairo, London, Tunis and Paris.

Plan your holidays with us and experience the best adventures that your money can buy.

For more information, contact us online at www.onat.com.dz or call at 021204552.

Open 08:00 - 21:00 seven days a week.

2 Read the postcard on the next page and answer these questions:

A. Who wrote the postcard?
B. What country is he visiting ?
C. Which place in that country is he visiting?
D. Where is he going tomorrow?
E. How long is he staying there?
F. When is he going to send photos?

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Dear Mum and Dad,

J'm sitting on the beach in Ziama Mansouriah, Jijel. The sun is shining. J'm drinking a sherbet. J'm here with my Algerian friends, Rayan and Sofiane. They are swimming. The water is crystal clear. (§1)

Tomorrow, we are going to move to Bejaia. Jt is not far from Jijel. We are going to take a taxi at 8 a.m. .There are many tourist resorts there. We are staying in Bejaia for about a week. So, we'll have plenty of time to visit the main sights : Yemma Gouraya, Boulimat and the Aiguades. J'll send you photos of these resorts as soon as J take them . (§2)

Wish you were here.

Love,

Tom.

❸ **A.** Which tense is used in paragraph 1 of the postcard ? Why?

B. Read paragraph 2 and answer these questions:

a. What does (be) **going to** express? The past, the present, or he future? Justify your answer.

b. What is the form of the verb after **going to**?

c. Which time does the present continuous refer to in the following sentence ?

*We **are staying** in Bejaia for about a week.*

YOUR TURN

❶ **Put he verbs between brackets into the correct form. There are two correct forms only.**

Lydia: Djamila, what are your holiday plans for next week?
Djamila: Er… I (fly) to London with Mum and Dad.
Lydia: Great! When you (fly) there?
Djamila: On August 10th.
Lydia: And where you (stay) ?
Djamila: Well ... we (stay) with friends in London for about two weeks.
Lydia: Sorry for being so curious, Djamila, but what you (do) in London?
Djamila: I (visit) the main sights : Big Ben, London Eye, Trafalgar Square …
Lydia: you(do some shopping) too ?
Djamila: Yes. According to my father's plan, we (do our shopping) at Harrod's. I will also have the chance to admire Diana's statue.

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❷ **Fill in the planner below with information about what you are doing at the weekend. Then write full sentences.**

Planner	Thursday	Sunday
Morning	.....	.....
Afternoon	.....	.....
Evening	.....	.....

❸ **Pair work: Prepare a short dialogue making arrangements with your partner for the remaining time in your planner.**

Example:

You : Are you doing anything on Thursday afternoon?
Your partner : Yes, I'm going on a picnic with my parents.
You : Oh, what about Friday afternoon ?
Your partner : Friday afternoon'll be fine .
You : Shall we go to the cinema then ?
Your partner : Ok. What film are we going to see ?
You : ...

WRITE IT OUT

Imagine you have already made your holiday plans. A friend of yours has asked you to tell her/him about the plans. Write a reply of about 8 lines giving information about the following :

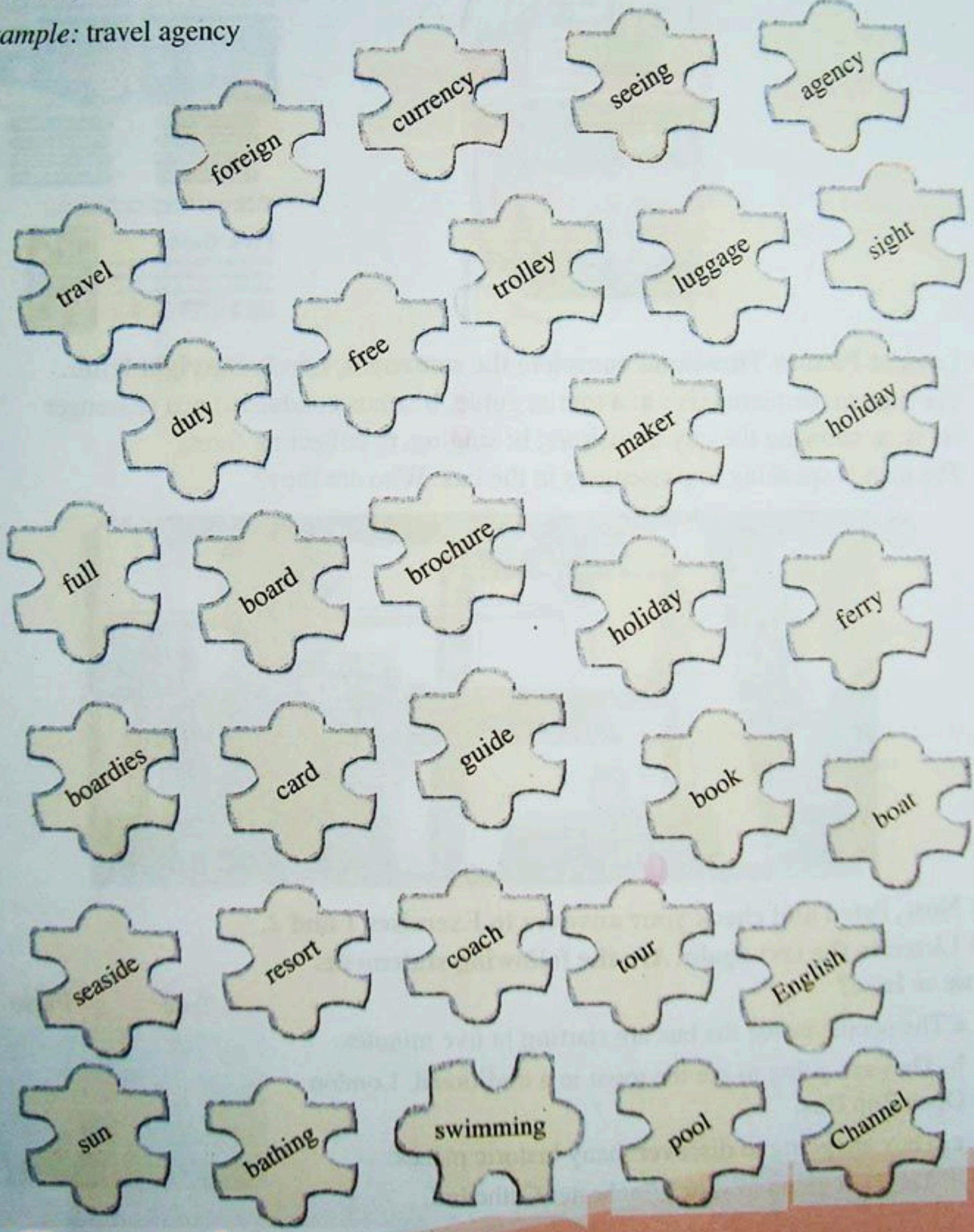
A. Holiday destination (where?)
B. The exact time (when?)
C. The period (how long?)
D. The fellow traveller (with whom?)
E. Means of travel (how?)
F. The reason for the choice of the holiday destination (why?)
G. The holiday activities (what?)
H. Return date (when?)

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Travel Puzzle

Join the words in the pieces below to form <u>compound words</u>, i.e two words which are always together.

Example: travel agency



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LISTEN AND SPEAK

❶ **Look at Picture One and Picture Two. Guess what the people in the bus are going to do in London.**

OPEN-TOP BUS



①

② How Much?



❷ **Look at Picture Three and complete the sentences. Circle the right letter.**

The man in the picture is : **a**: a tourist guide, **b**: a bus conductor; **c**: a passenger

He is: **a**: showing the city to visitors, **b**: singing, **c**: collecting fares.

The man is speaking to passengers in the bus. Who are they?

③



❸ **Now, listen and check your answers to Exercises 1 and 2.**

❹ **Listen to the text again. Are the following statements true or false?**

	True	False
a.The people inside the bus are starting in five minutes.		
b. They are going to see the town in a traditional London Open-Top Bus.		
c. They are going to discover many historic places.		
d. They are going to visit Winchester Cathedral.		

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SAY IT CLEAR

Read the tips below and do the exercises that follow.

TIPS

Some prepositions have strong and weak forms. When these prepositions come at the beginning or the middle of a sentence, they are not stressed and are weak in pronunciation. But when they occur at the end of a question, they are stressed and strong in pronunciation.

E.g. Give it to /tə/ me, please. Where do you come from /frɒm/?

preposition	strong form	weak form
at	/æt/	/ət/
of	/ɒv/	/əv/
for	/fɔ:/	/fə/
from	/frɒm/	/frəm/
to	/tu:/	/tə/

Some other prepositions such as **about** /ə'baʊt/, **in**, **off**, **on**, **under** have a strong form only.

❶ **Read the dialogue below and write weak form (WF)or strong form (SF) next to the sentence with the prepositions in bold.**

A: Hi, Salim. What are you doing **at** the airport ? .....

B. Hello, Rashid. I'm waiting **for** a friend of mine. .....

A. Where is he coming **from**? .....

B. He's coming **from** London. .....

A. What time is his plane going **to** land? .....

B. Well, the plane's taken **off** at 9 a.m from Heathrow Airport. So, it's going **to** land in **about** 2 hours' time. ....

❷ **Listen to your teacher simulating the dialogue above and check your answer to exercise 1 above.**

❸ **Pair work: Imagine you are at the airport waiting for someone coming from abroad. Make the dialogue above true to you. Then act it out (books closed).**

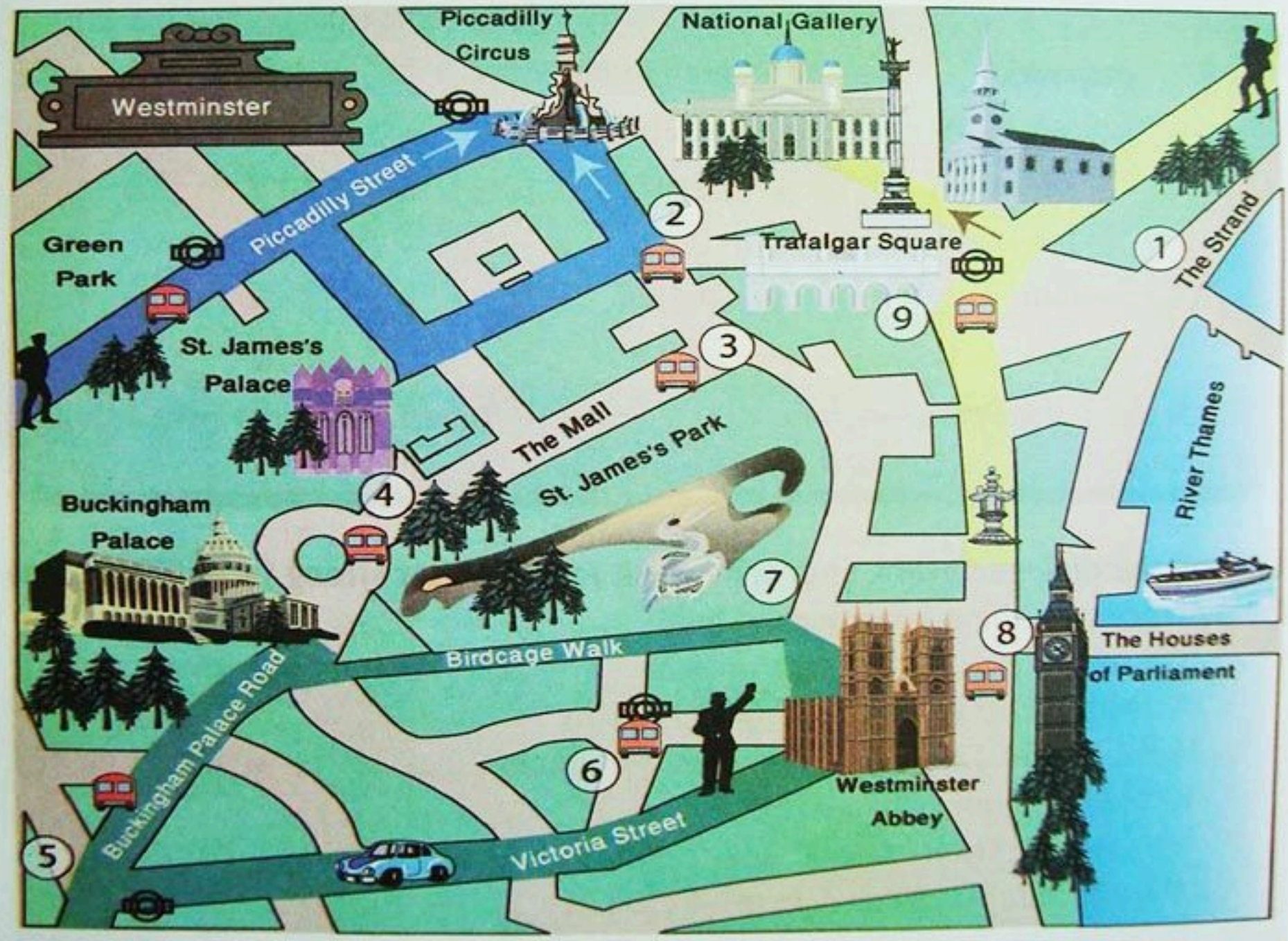
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ON MY WAY...

PRACTISE

❶ **Pair work. Look at the map and imagine you are standing in ①. You want to go to the National Gallery, Piccadilly Circus and Green Park. Ask your partner for directions. Then change places and start again. Use the expressions below.**

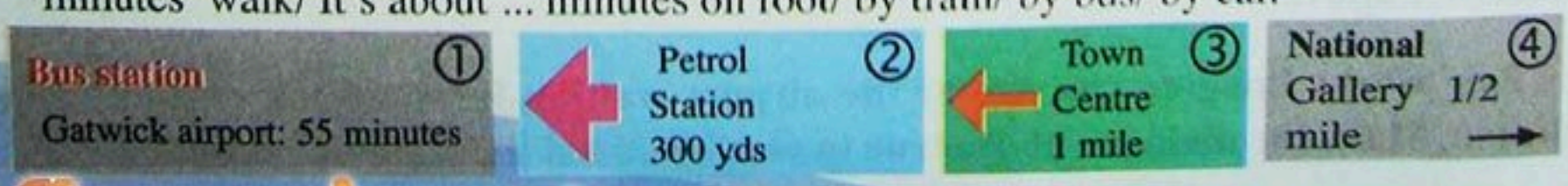
Asking for directions	Giving directions
Excuse me Sir/ Madam.	Go straight ahead/Go along this road/
How do I get to.../ How can I get to...?	Go past the traffic lights . .....
Could you tell me the way to.....?	Turn left/ right. It is opposite/
Can you show me the way to.....?.	at the corner of...



❷ **Look at the road signs then ask and answer questions about distances and time.**

A: How far is ...?/ How long does it take to get to ...?

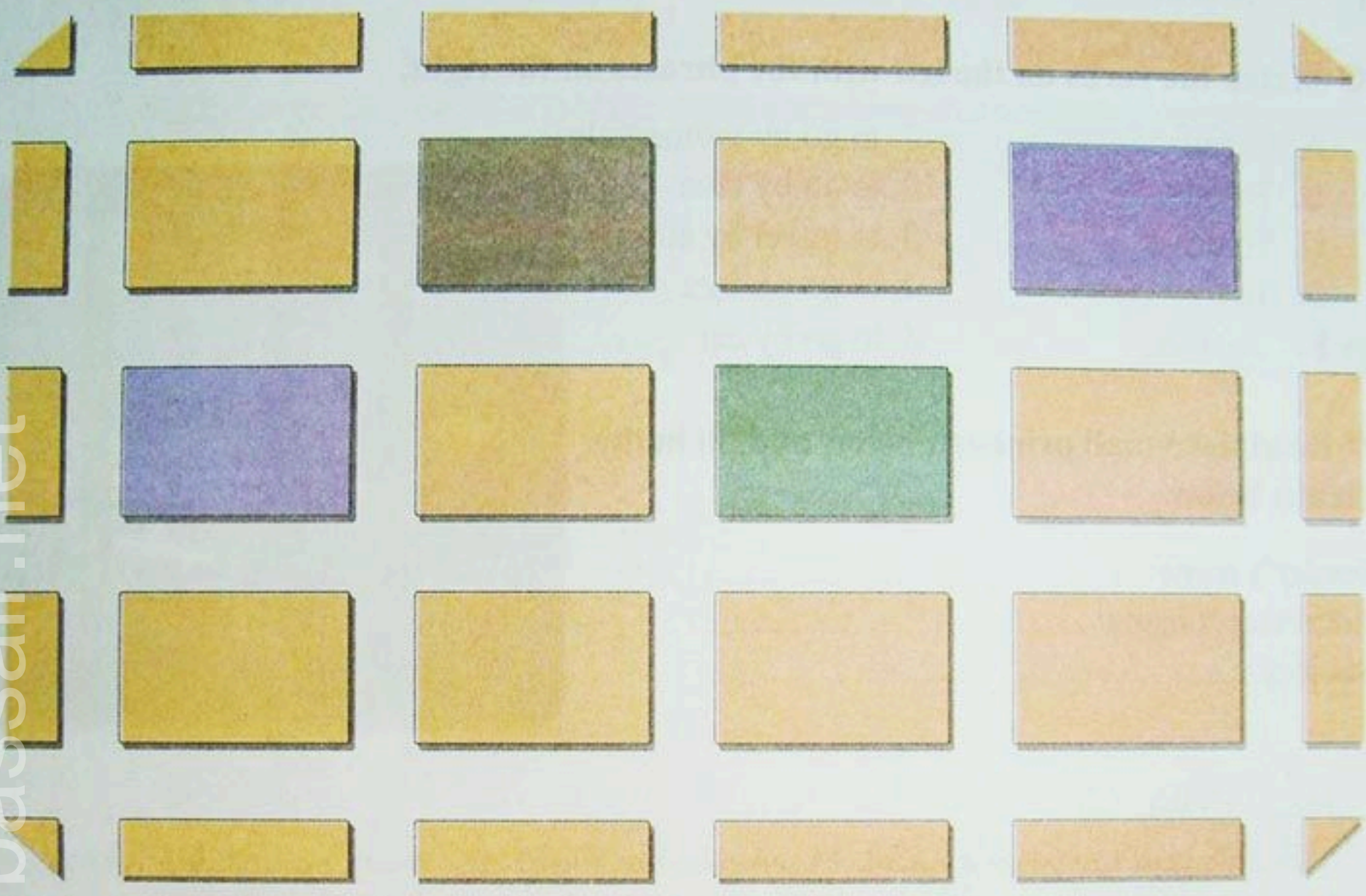
B: It's about 300 yards/ half a mile/ It's not long/ A long time/ Not far/ It's about 10 minutes' walk/ It's about ... minutes on foot/ by train/ by bus/ by car.



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IMAGINE

❶ **Pair work:Name the streets in the map of the imaginary town below. Justify the choice of your names.**



❷ **Now place the amenities in the box below on the map above. Then prepare a description of your town (about 6 lines)and read it to the class. Use prepositions of place (between, opposite, in, around, at (the corner), next to, etc.).**

cyber café, car park, mosque, supermarket, bakery, newsagent, train station, hospital, primary school, middle school, high school, town hall, police station, fire brigade ...

Example

In our town there is a supermarket. It is in .... . It is next to ...

❸ **Pair work: Now imagine your partner is a tourist. Use the map and prepare a short dialogue asking for and giving directions.**

Your partner: Is there a hospital near here?
You: Yes, there's one. It is....
Your partner: Can you tell me how to get there?
You: Certainly. Let's look at the map. We are here in ...

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ON MY WAY ...

READ AND WRITE

❶ What are the different means of transport that you know of ? Which one do you prefer? Why?

❷ Match the verbs on the left with the phrases on the right.

A. To sail	1. to go by motorcycle
B. To ride	2. to go by boat
C. To drive	3. to travel by air
D. To fly	4. to go on foot
E. To walk	5. to go by car



❸ Read the e-mail print-out below and fill in the blanks below.

Sender's name: .....

Addressee's name: .....

Subject: .....

Dear John,

Thank you for your e-mail. Here are the flight and train schedules which you asked me to send you yesterday.

Tomorrow's morning train leaves Agha Station, Algiers, at 7 :10 and arrives at Oran at 3 p.m. There is another departure in the afternoon from the same station. The train departs from the station at 1 p.m and gets to Oran at around 8 p.m.

There are three flights from Algiers to Oran on the same day: one in the early morning and two in the evening. The morning plane takes off at 6 and lands in Oran at 7. As for the evening flights, they are scheduled for 6 p.m and 9 p.m.

"I am arriving at Algiers Airport at 1 p.m," you told me. So there is no need to worry about transport from Algiers to Oran.

I look forward to meeting you at the airport.

Mohammed

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YOUR TURN

❶ Consider sentences A and B below and answer questions (1 to 5) that follow.

A.Tomorrow's morning train for Oran leaves Agha Station **at 7:10** and arrives at Oran **at 3 p.m.**
B. 'I'm arriving in Algiers **at 1 p.m.**'

1.What tense is used in sentence A? What time does it refer to?
a. The present b. the future c. the past?
2.What is the tense used in sentence B? What time does it refer to?
3.Which tense is used to talk about personal arrangements? Justify your answer.
4.Which tense is used to talk about timetables and schedules? Justify your answer.
5. What are the ordinary uses of the two tenses above? Give examples to illustrate.
6. Ask three questions to get the information in bold.

❷ Put the verbs between brackets into the correct tense (present continuous or simple present). Justify your answer.

A. We (go) to the cinema this evening.
B. 'What time (do) the film start?' 'It (start) at 7.30.'
C. ' (be) you go alone?' 'No, I (go) with my friend.'
D. The art exhibition (open) on March 3 rd and (close) on July 21 st.
E. My sister (get) married next month.
F. This year's exhibition (start) on September 15 and (end) on September 21 st.
G. They not (go) abroad for their vacation next summer because they don't have enough money.



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WRITE IT OUT

❶ **Imagine you are the Public Relations Officer of the Timgad Music Festival Committee. Prepare a press release for journalists rewriting the programme in the present simple with a future meaning. Use full sentences.**

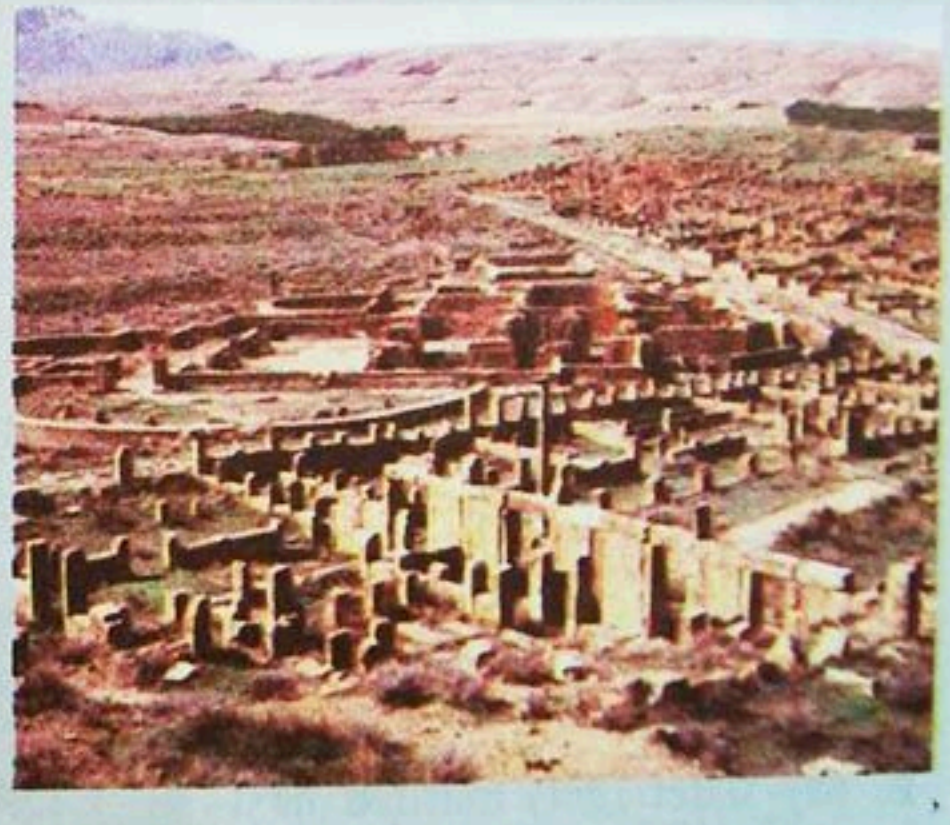
PRESS RELEASE

Subject: Timgad Music Festival

To: National and International Newspapers

Timgad Music Festival Programme

Opening: July 30th
Closing: August 10th
Participants: Oriental, Rai, Kabyle, Shaoui... singers
Opening ceremony: Minister of Culture/ giving a welcome address July 30th, 8 p.m.
Evening concerts: Starting every day at 8 p.m and ending at 1 a.m.



First week: - singing of top hits

.....

..... , ...

-organisers expecting record participation

Second week: - Shaabi and Andalusian music, performance by:

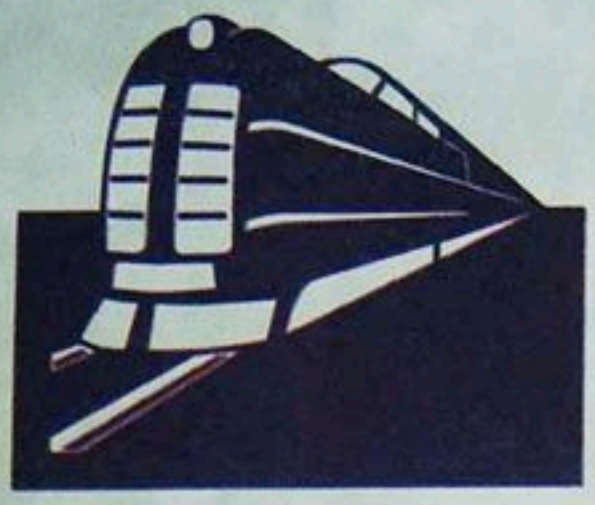
....., ..., ...

❷ **Correct your mistakes and exchange drafts with your partner for further correction. Then write a final version of your press release and hand it to your teacher.**

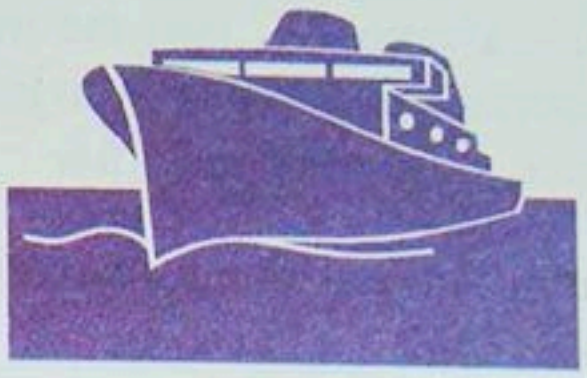
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Travel quiz

Look at the words in bold type below and tick the correct explanation.



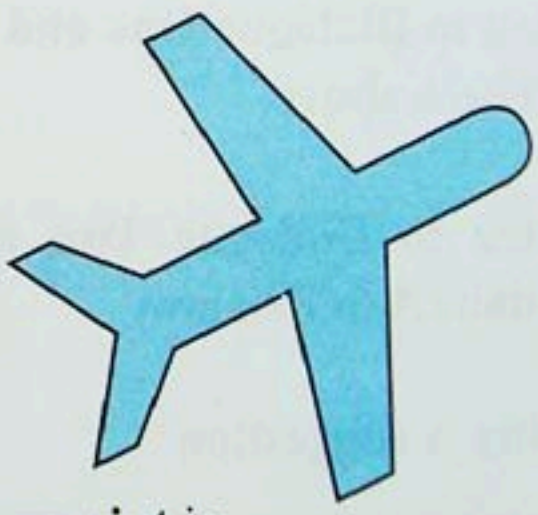
2. A **flight** is
a. a trip by air ☐
b. a trip by sea ☐
c. a trip by train ☐
d. a trip by car ☐



1. To **register** is
a. to pay your bill in a hotel ☐
b. to record your name in a hotel ☐
c. to leave your luggage in a hotel ☐
d. to have a meal in a hotel ☐

4. A **youth hostel** is
a. a kind of reduction for young people ☐
b. a kind of hotel for young people ☐
c. a kind of exhibition ☐
d. a kind of children's room ☐

3. **Abroad** is
a. outside your own country ☐
b. in your country ☐
c. when you are on holiday ☐
d. when your are in the countryside ☐



5. A **hotel guest** is
a. a person who works in a hotel ☐
b. a person who is waiting to get a room ☐
c. a person who is staying at a hotel ☐
d. a person who recommends hotels ☐

6. A **receipt** is
a. a kind of visa ☐
b. a record of payment ☐
c. an insurance document ☐
d. a meal in a hotel ☐

7. A **frontier** is
a. a foreign currency ☐
b. a foreign country ☐
c. a border between two countries ☐
d. an immigration form ☐

8. A **fare** is
a. an amusement park ☐
b. a place to put your luggage ☐
c. an extra charge on a bill ☐
d. the price of a journey ☐

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LISTEN AND SPEAK

❶ Fill in the blanks in the dialogue below with the items in the box.

this afternoon - near the train station - nothing special - pick you up – to join us - at 2 p.m. - be nice - are you going - fine



Karim: Are you doing anything _____?
Foued: No, _____.
Karim: Rashid and I are going to that new Chinese restaurant _____. Would you like _____ ?
Foued: Yes, that would be nice. What time _____ ?
Karim: About 2.20 p.m. Shall we come and _____?
Foued: _____!
Karim: Ok then, I'll call you _____ to confirm.

❷ Listen to Dialogue One and check your answers to exercise 1 above.

❸ Listen to Dialogue Two and complete the blanks in negative responses to suggestions A to F below.

Declining a suggestion

A. I'm (really) sorry, but I can't. I'm + verb-ing
B. I'm afraid I can't. I have to _____.
C. I'd love to, but I _____.
D. I don't really like _____.
E. I'm afraid I'm rather busy.
F. How about _____ instead?

❹ Now consider the negative responses in exercise 3. Are these polite ways of declining suggestions? Why?

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SAY IT CLEAR

Read the tips and do the exercise that follows.

TIPS

We can use stress to correct mistakes. We call this type of stress, **contrastive** or corrective **stress**. We put stress on a particular word when we misunderstand or when we want to correct a mistake or a that our interlocutor has made.

❶ **Read the dialogue below and circle the stressed word in Speaker B's answers.**

A: Are you going to visit France in August?
B: No, I'm going to visit Britain for a week.
A: And I suppose, you're staying in England all week long ...
B: No, I'm going to spend a few days in Scotland.
A: How are you going there? Is it by bus?
B: No, it's by train. It's cheaper and faster.

❷ **Listen and check your answers. Then in pairs make the dialogue true to you and act it in class (books closed).**

Read the tips below and do the exercises that follow.

TIPS

The intonation pattern for listing items is as follows. No matter how long the list is, the intonation always goes down (↘) on the **last item** to show that the list is finished. But it goes up (↗) on all the items that precede the last one to show that there are more items to come.

❸ **Mark the intonation on the words in bold in the dialogue below with arrows (↗ or ↘).**

You: Have you heard? **Karim**, **Foued** and **Hichem** are travelling to France for the Summer holidays. They are going to visit three major French cities: **Paris**, **Marseilles** and **Lyons**.

Your partner: Yes, I know. What about you? Are you going somewhere during these holidays?

You: Yes, I'm going to make a tour of the north of Algeria with my parents. I'm going to to visit **Tipaza**, **Cherchell**, **Mostaganem**, **Oran**, and ...

❹ **Listen and check your answers to exercise 3 above.**

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PRACTISE

1. Pair work: Prepare short dialogues making suggestions. Accept some and refuse others. Use the information below.

Example:

A: What fantastic weather! Why don't we go swimming?/ Let's go swimming.
B: I'd rather not. / That's a good idea.

- Go swimming
- Go skiing
- Go out for dinner
- Go to see a film
- Go to a football match.

Invitations and suggestions
Would you like + infinitive?
Do you fancy + verb -ing?
How about + verb -ing ?
Shall we + verb ?
Let's + verb

Accepting
That would be nice.
That would be great.
Good idea!
Great (idea)!
I'd love to.
Fine.
Yes, OK.

Declining
A.I'm (really) sorry, but I can't.
I'm + verb-ing.
B.I'm afraid I can't. I have to _____.
C.I'd love to, but I _____.
D.I don't really like _____.
E.I'm afraid I'm a bit busy.
F. How about _____ instead?



Fishing



Going for a walk



Scuba diving



Windsurfing



Swimming

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IMAGINE

❶ **Imagine you are a travel agent working for Altour. You have been asked to set a programme for English-speaking tourists visiting your region tomorrow. Set the programme in notes.**

Notes

Tomorrow morning: starting visit at 8.30 a.m

- .....
- .....

Tomorrow afternoon: lunch in Safari Hotel 12.30 p.m

- .....
- .....

Tomorrow evening:

- .....
- .....

❷ **Use the notes that you have made in exercise 1 above to complete the talk below.**

Ladies and gentlemen,

This is our visiting programme for tomorrow. We are going to start .....
.....
.....
..... In the afternoon, ...
.....
.....
..... In the evening, ...
.....
.....
.....

❸ **Correct your mistakes. Then exchange drafts with your partner for further error checking. Read your talk to the class.**

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READ AND WRITE

❶ Prediction

A. Which of the following methods of prediction do you believe in most? Why?

a. weather forecasting **b.** palm reading
c. horoscopes **e.**card reading

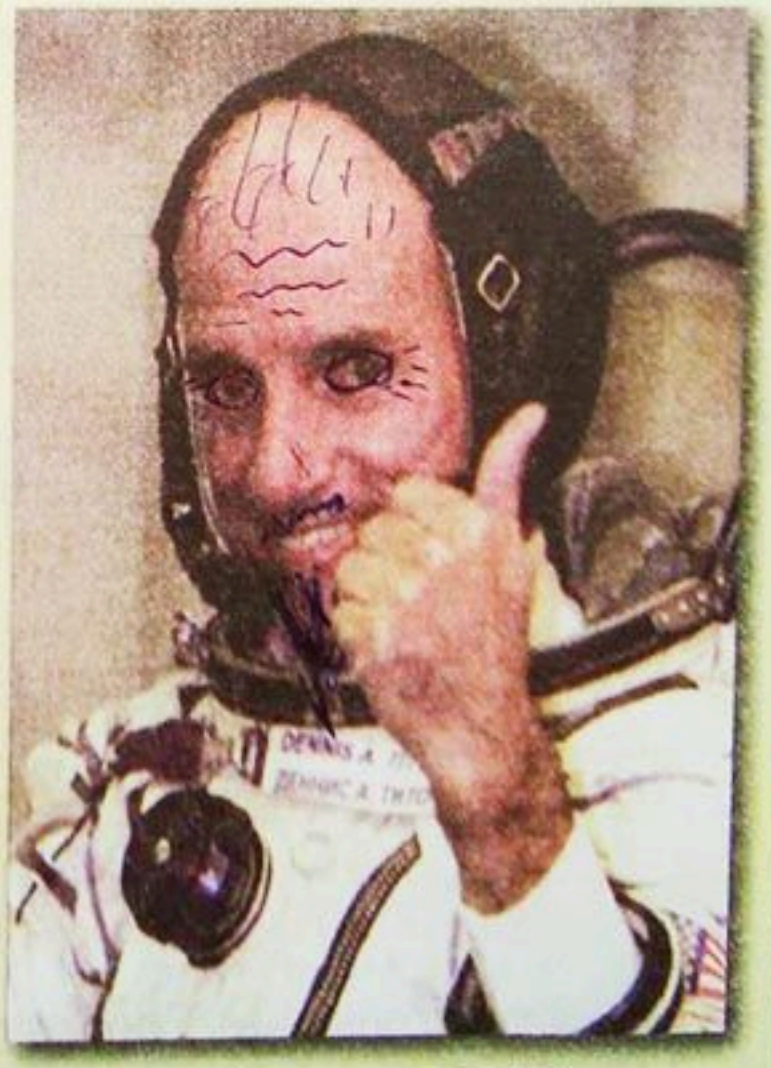
B. Have you ever had your future predicted? What was the prediction and did it come true?



❷ Read the text below and circle the most suitable title for it. Justify your answer.

A. The first space tourists **B.** Space tourism
C. Space hotels **D.** Visiting the moon

In 2001 an American, Dennis Tito, became the world's first space tourist. He travelled to the International Space Station and stayed there for ten days. A year later, South African millionaire, Mark Shuttleworth went on the same trip. When he returned, he made the resolution to go back to space. 'I will spend the rest of my money to visit the moon,' he said. Both men paid $ 20 million for their holidays. §1



Predictions about space tourism are optimistic. Bigelow Aerospace is thinking of spending $500 million to build a 700-metre long spaceship which will fly tourists to the moon. The space tickets won't be very expensive. There will be 100 tourists on each trip and each person will have a private room with a view of the Earth's sunset. The Hilton Hotel Group is also thinking of building a hotel on the moon for the thousands of tourists who will visit the moon in the near future. §2

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❸ **Read the text again and answer the following questions.**

A. When did Mark Shuttlework go to space?
B. What was Mark Shuttleworth's resolution?
C. What company is thinking of building a spaceship?
D. What will this spaceship do?
E. How many tourists will there be on each trip?

❹ **What do these items refer to in the text?**

A. first space tourist §1: ___ **B.** there §1:____ **C.** the same trip§1: ____
D. both men§1: _____ **E.** which §2 :____ **F.** who §2:_____

YOUR TURN

❶ **Pick out from the text three sentences with will-future which express a resolution, a positive prediction and a negative prediction.Then answer the following questions.**

A. What is the form of the verb which comes after **will**?
B. What is the shortened form of **will** in the negative? Rewrite it in full.
C. What do you think is the short form of **will**? Use it in a sentence of your own.

❷ **Put the verbs between brackets into the present simple or the will-future to get a meaningful text about Brian's New Year resolutions.**

I (to go) to school on foot anymore. I not (to travel) with people who (to drive) fast. I not (to stay) with people who (to smoke). Every time I cross the street, I (to look) right and left in order to avoid accidents. ...

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❸ **Imagine you are futurologist. Match the verbs in column A and the items in column B. Then use the will-future to write 5 sentences making predictions about what you think will happen during the next hundred years.**

A. verbs	B. items
be	we/time machines
invent	time travel/possible
find	people on Mars
live	intelligent aliens/ the Earth
discover	we/ life in other solar systems
visit	water on Mars
disappear	hotels on the moon
build	borders between countries



❹ **Pair work: Tell each other your hopes and ambitions for the future in three or four sentences. Start in of the following ways:**

A. One day, I will _____.
B. I think I'll _____.
C. Maybe, I'll _____.
D. I'll never _____.
E. I expect I'll _____.
F. I hope I'll ____.

WRITE IT OUT

❶ **Form pairs or groups according to your star signs. Draw the star sign that comes before or after yours and write a horoscope of 6 to 8 lines. Include these subjects: travelling, meeting important personalities, living abroad …**

Example:

Aries (the Ram)
(21 st March –20 th April
Good news! You will travel to Spain soon. You will go there by boat. You will meet the King and Queen of Spain. They will invite you for dinner ….

Aries (the Ram) , Taurus (the Bull), Gemini (the Twins) ,Cancer (the Crab) , Leo (the Lion), Virgo (the Virgin), Libra (the Scales), Scorpio (the Scorpion), Sagitarius (the Archer), Capricorn (the Goat), Aquarius (the Water Carrier) Pisces (the Fishes).

❷ **Exchange your horoscopes for error checking. Then put them together to form a horoscope page.**

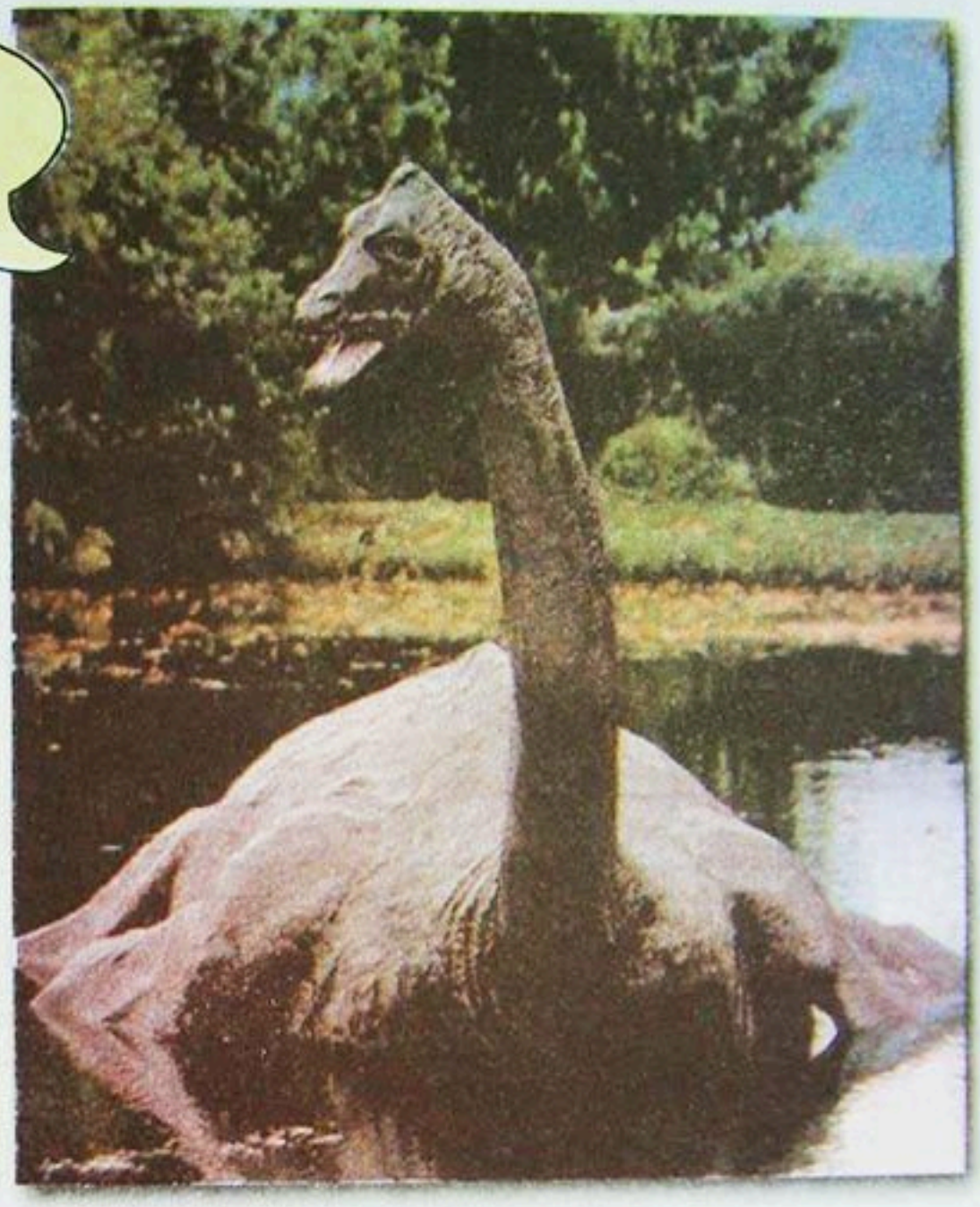
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Meet Britain

❶ **Read the text below and answer these questions :**

a. What kind of text is it?

b. Does its author believe in Nessie's existence? Discuss with your class.



Planning to visit Scotland one day? Come to visit the special Loch Ness Monster Exhibition Centre. **Loch Ness** (Loch is the Scottish word for lake) in the Northern Highlands of Scotland is famous for its monster called "**Nessie.**" People think that Nessie resembles a dinosaur living under the water of the lake. Perhaps you will be the first to see it. Don't miss this opportunity!

❷ **The Algerian song إلى اللقاء يا إخواني has the same tune as the Scottish song "*Auld Lang Syne*". Tell your teacher to sing the tune for you, then sing the Scottish song *in class*.**

Hogmanay

Hogmanay is the Gaelic name for New Year's Eve (31 December) in Scotland. Scots celebrate Hogmanay by dancing a dance called 'Ceilith' and singing a song, ***For Auld Lang Syne***, written by poet Robert Burns (1759-1789).

For Auld Lang Syne means "in memory of past times".

For Auld Lang Syne

Should auld acquaintance be forgot
And never brought to mind
Should auld acquaintance be forgot
For the sake of auld lang syne.
For auld lang syne, my dear,
For auld lang syne,
We'll take a cup of kindness yet,
For the sake of auld lang syne.

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1 Imagine you're taking your driving licence exam. Find the meaning of these road signs in the word jumble below.





No U-turn

No left turn

Road narrows on both sides

No roundabout

No cycling

Park

Traffic lights

Men at work

Cross the street

No crossing

Do not sound horn

Be careful school ahead

Speed limit : 50 miles

Low flying aircraft

No stopping

Slippery road

No right turn

2 Find or draw pictures of the road signs corresponding to the rest of the expressions in the box.

3 Write sentences about the road signs starting with the following:

a. It's forbidden / .....

b. ..... is prohibited.

c. You must / mustn't .....

d. You can / may.....

e. Be careful .....

f. Look out / Watch out .....

g. Pay attention.....

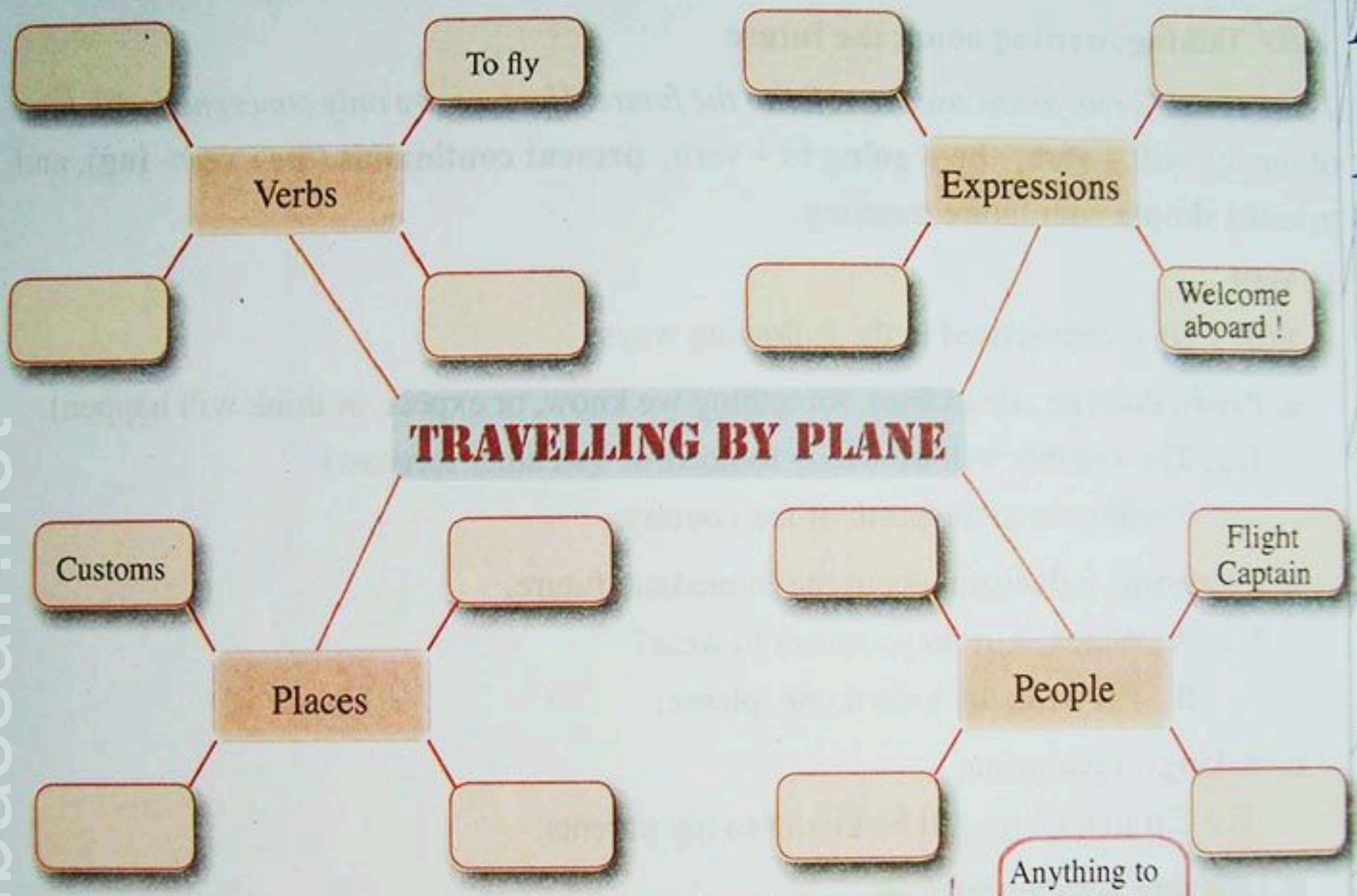
h. Mind .....

4 Find or draw the map of an airport. Label the various places in it and the personnel you can meet there.

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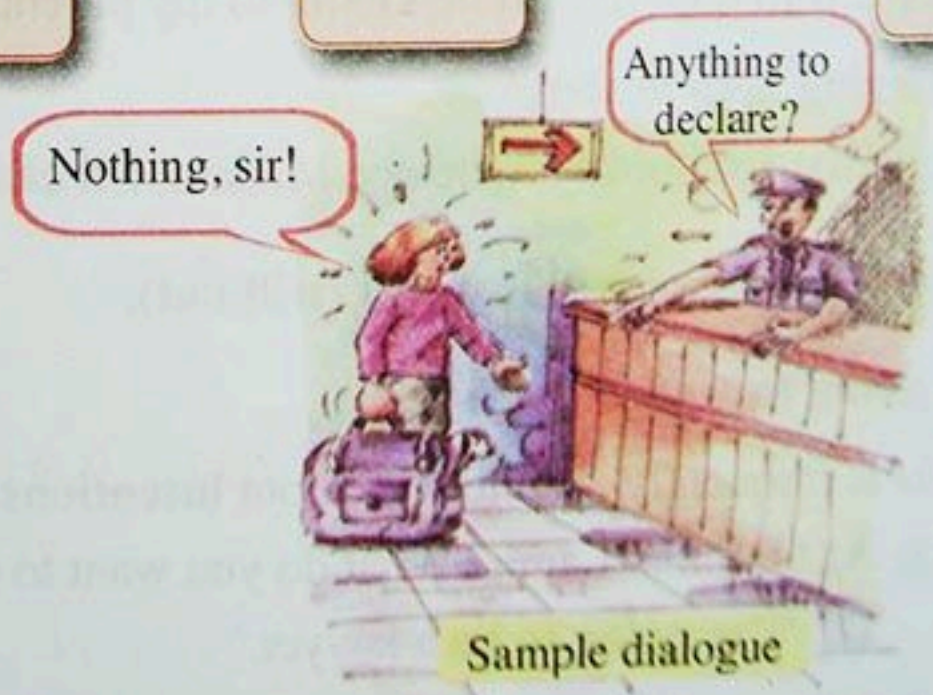
PROJECT ROUND-UP : a travel phrase leaflet.

This is a sample of your project in its final phase. Here the phrase leaflet is about travelling by plane. Other groups will make leaflets about travelling by boat, by train, ... Prepare some dialogues as in the sample below.



You need:

- sheets of paper,
- pictures/ drawings,
- a dictionary,
- some sticky tape/ glue.



Sample dialogue

- Get into groups. Each group will examine the contribution of the other groups to the travel phrase leaflet.
- Correct the various contributions (correct grammar mistakes, spelling mistakes...)
- Ask for your teacher's help when necessary.
- Discuss and choose the best contributions.
- Discuss and agree on how to arrange the contributions in the travel phrase leaflet.

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LANGUAGE SUMMARY II

SEQUENCE ONE

A Talking /writing about the future

There are different forms used to refer to the future. Here we are only concerned with four of them: **will** + verb, **be + going to** + verb, **present continuous** (**be+** verb- **ing**), and **present simple** with future meaning.

1. **Will**

Will ('ll) + verb is used in the following ways:

a. **Prediction** (i.e., describing something we know, or expect, or think will happen).

E.g. The weather **will be** windy tomorrow. (weather forecast)

It **will rain** in the north of the country.

b. Expressing a **decision** about the immediate future.

E.g. **A:** Which skirt do you want to wear?

B: I'll **wear** the brown one, please.

c. Making a **resolution**

E.g From now on, **I'll** be kinder to my parents.

d. **Offering help** to someone

E.g. That bag looks too heavy, Madam. **I'll carry** it for you.

Note: The **negative** of **will** is **won't (will not)**.

2. **Be + going to + verb**

a. This is frequently used to talk about **intentions.**

E.g. **A:** 'Tell me, Lamia. What do you want to be when you grow up?'

B: 'I'**m going to be** a lawyer.'

b. It is also used to talk about someting **planned before the moment of speaking**.

E.g. A: I'**m going to watch** TV for one hour before going to bed.

c. It's also used when there is something in **the present situation** which clearly shows what will happen.

E.g. Just look at those black clouds. It's **going to rain** heavily tonight.

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3. The present continuous

This form is usually used to describe an action occurring at the moment of speaking. It is also used when talking about a future action for which arrangements have already been made (e.g. meeting and travelling arrangements).

E.g. **A:** 'Farida **is coming** tomorrow.'

B: ' Great. What time **is she arriving** exactly?'

Note: that **be going to + verb** can also be used in this situation.

E.g. **I'm going to** travel to Biskra on Monday. = **I'm travelling** to Biskra on Monday.

4. Present simple with a future meaning

We use this tense when we talk about timetables, schedules, etc.

E.g. **A.** 'What time does the film begin?' **B.** 'It begins at 7 p.m.'

B Suggestions, requests and offers

1. Suggestions

To suggest to someone what to do, you can use one of the following patterns.

a. Why don't you/we + **verb ...** ? E.g. Why **don't we have** lunch together?

b. Shall I/we + **verb...** ? E.g. **Shall** we **go** shopping?

c. How/What about + verb+ **-ing ...** ? E.g. **What about** calling the police?

d. Let's (**not**) + verb ... . E.g. **Let's** enjoy ourselves. **Let's not** waste time.

e. I **suggest (that)** ... . E.g. I **suggest (that)** we go home.

In response to a suggestion, you may:

a. accept it and say 'Good idea/ Let's do that/ Ok/ That sounds fine ...

b. decline it and say: 'I'd rather not. / I prefer not. / Sorry. / I'm afraid I'm not free'. Then make an alternative suggestion.

2. Requests

a. See Grammar Summary I for the use of **can** and **could** in requests.

b. Do you mind/would you mind + verb+ **-ing** ... ?

E.g. **Do you mind/Would you mind** calling a taxi for me?

In this case, you may **accept the request** by saying. 'No.' / 'Not at all.' and by doing what you have been requested to do.

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- You may also decline the request by apologising and giving an explanation.

E.g. **Sorry.** I can't help you, Madam. All taxi drivers are on strike today.

3. Offers

In making an offer, we use questions of **two types**:

Type A. - Shall I + verb (...) ? E.g. Shall I carry this bag for you?

- Do you want me to + verb (...) ? E.g. Do you want me to buy the tickets?
- Would you like me to +verb (...)?E.g. Would you like me to phone, the doctor?
- Can I +verb (...) ? E.g. Can I help you?
- May I +verb (...) ? E.g. May I help you?

Type B. - Would you like + noun phrase? E.g. 'Would you like a coffee?'

- Do you want + noun phrase ? E.g. 'Do you want a soda?'

Note:

- The **imperative** can also be used for casual offers. E.g. '**Have** another cookie.'/ '**Try** one of these chocolates.' / '**Have** a seat.'
- You may respond to an offer by the **negative**. In this case you say: 'No, thank you.'/ 'I'd love to... , but ... (Give an explanation for your refusal) .'

E.g. I'd love to, but I'm on a diet.

C Asking for and giving directions

Asking for directions

Excuse me, sir/madam.

- Where is ... ?
- Would you please tell / show me the way to ...?
- Can you tell/show me the way to ... ?
- How do I get to/How can I get to... ?

Giving directions

Yes, certainly. (You) turn right/left at the end of this road. Then (you) go straight on until you come to ... . Then (you) turn left / right and continue until you get to ... . (You) go past ... . on your right. Just after that, you will see ... in front of you. That's the hospital. It's a big building. You can't miss it.

Responding

Thank you (very much indeed)/ That's very kind of you.

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C Asking about distances and travelling time

1. The adverb 'far'

'Far' expresses distance in **questions** and **after negatives**.

E.g. **A:** '**How far** is it from Heathrow Airport to Central London'?

B: '**Not far**. It's about 15 miles'.

E.g. **A:** 'I'm going home now.'

B: 'Do you have **far** to go?'

A: 'I don't live **far** from here.'

Note: **'A long way'** is used in **positive statements** (**instead of 'far** or **far away'**).

E.g. **A:** 'Do you live **far from** here?'

B: Yes. I live **a long way** from here. (Dont say, 'I live far (away) from here'.

2. How long ... ?

This phrase is used to ask about the time it takes for someone to travel from one place to another. E.g. **A:** How long does it take to walk/drive/sail/ fly **from** ... **to** ... ?

B: Not long. It only takes two hours./ Oh, quite a long time.

Locating amenities

- We use **in** for enlosed places (e.g. rooms, buildings), and with limited areas (e.g. towns, countries, continents). E.g. **in** her car, **in** England.

- We use **on** with surfaces (E.g. wall, floor, shelf) and lines(E.g. path, coast, the Equator). E.g. **on** the grass, **on** the sea.

- We use **at** with a point (E.g. at the bus stop) and with a building when we mean **either inside** or **outside**. E.g. **A:**'Let's meet **at** the cinema.'

B: 'Ok. Shall we meet **in** (inside) the cinema or **on** the pavement'?

- We also use **between**, **under**, **above**, **opposite**, **near**, **next to**, **around**, **in front of**, **behind** ... etc to talk about position with such verbs as **be**, **lie** and **stand**.

E.g. Algeria is situated **between** Morocco and Tunisia.

WHERE DO WE STAND NOW?

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TEST YOURSELF II

I. READING COMPREHENSION

Read the letter below and do the exercises that follow.

Dear Robert,
Sorry for not writing more often than I do. I'm in Constantine, in Northeastern Algeria, at the moment. It's a splendid city, but I'm having a few little problems with the meal times. I'm sure I'll get used to them soon. (§1)
At home I usually have a small breakfast at 7.30, then a sandwich for lunch at about one o'clock. That's Ok for these two meal times. It's about the same over here. I always have dinner at about 7 p.m. in London. But dinner time is different here. People in Constantine usually have dinner at about 9 in summer. In London, I'm often in bed by eleven, but over here the streets are full every night until a long time after midnight. Summer is the ideal season for weddings. So a lot of people go to bed at two or three o'clock in the morning. But everybody is up for work at seven or eight o'clock in the morning. (§2)
Tomorrow morning, my friend and I are going to visit Massinissa's Mausoleum. In the afternoon, we are going to spend some time near the Hanging Bridge, one of the most fantastic tourist sights in town. In the evening, we're taking a taxi to Skikda, some 80 kilometres from Constantine. We're staying there for a week. There are a lot of places to visit in this old Phoenician city. (§3)
Algeria is really attractive. I have made up my mind. I will visit it every year. By the way, why don't you come to spend the rest of your holidays over here? (§4)
With my best wishes,
James.

❶ Fill in the table below with information from the text.

City	Breakfast time	Lunch time	Dinner time	Bed time
London				
Constantine				

❷ Read the text again and say whether statements A-D below are true (T) or false (F). Correct the false ones.

A. Meal times are the same in London and Constantine.
B. James is having a very bad time in Algeria.
C. James and his friend are visiting the Casbah of Constantine tomorrow.
D. James suggests to Robert to join him in Algeria.

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❸ **Find in the text words whose definitions are as follows:**

A. very beautiful = _____§1 B. in a short time = _____§1 C. marriage ceremonies = _____§2 D. important places, buildings,etc. to visit = _____§3

II. MASTERY OF LANGUAGE

GRAMMAR

❶ **Pick out from the text the items mentioned in the table below. Write the tense used for each item.**

Items	Tense
A. future action : §1	
B.Three actions that James does regularly in London : §2	
C.Three actions planned for tomorrow : §3	
D. A resolution to do something in the future : §4	

❷ **Put the verbs between brackets in the sentences below in the right tense (present simple, present continuous, going to +verb or will + verb).**

A. Samia (to travel) to Djanet on Thursday. She told me so.
B. Look at that passer-by. She (to slip) on that banana skin.
C. I've heard you won a lot of money yesterday. What you (to do) with it?
D.That bag looks heavy. I (to help) you with it.
E. I (to fly) to Madrid next Saturday.
F. The Earth (to turn) around the Sun.
G. I never (to travel) by bus. I always (to travel) by train.
H. I (not to tell) Hichem about the destination. I promise.

❸ **Put the words in the box below into the plural form. Then write the plural words in the table that follows.**

bus – box – match – spoon – fork – lady – child – shelf – wife – foot – woman – bee – man – knife – table – door – trolley

-s	-es	-ies	irregular

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❹ **Turn the commands below into requests using the phrases Do you mind …? and Would you mind … ?**

A. Open the door.
B. Don't smoke.
C. Move to that seat.
D. Fasten your seat belt.

❺ **Order the adjectives between parentheses and use them to fill in the blanks in the sentences below.**

A. I bought ___ ____ _____ bag. (**Italian, new, leather**)
B. The air hostess is wearing ____ ____ ____ skirt. (**blue, beautiful, satin**)

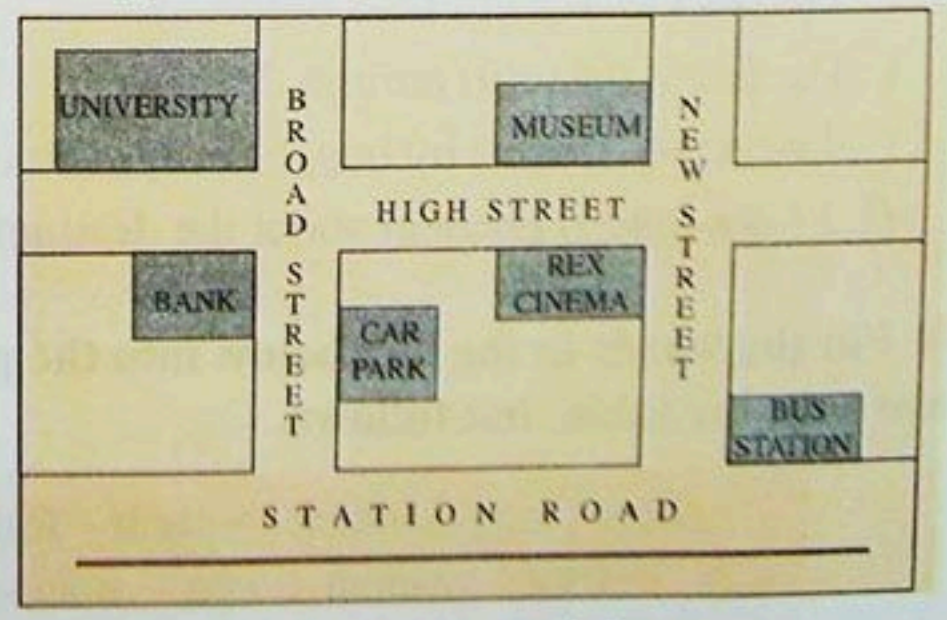
FUNCTIONAL LANGUAGE

❶ **Complete the dialogue below following the instructions next to the blank lines.**

You: You look sad. What's up?
Your partner: I don't know what to do this afternoon.
You:_____. (*Make a suggestion.*)
Your partner: Oh, that's not much fun, is it?
You: _____. (*Make another suggestion.*)
Your partner: _____. (*Accept the suggestion.*)

❷ **Imagine you're waiting at a bus station . Ask a passerby the way to the university. Look at the map below and write a short dialogue asking for and giving directions.**

You: _____?
Passerby: _____
_____.
You: _____?
Passerby: _____.



SOUND SYSTEM

❶ **Circle the word which is most stressed in each of the sentences below.**

A. Are you going to visit England?
B. No, I'm going to visit Tunisia.

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❷ **The words below have two syllables each. Circle the stressed syllable.**

passport – arrive - favour - customs - begin - decline – refuse – accept - postcard

❸ **Circle the silent letter(s) in the words below.**

sight - fasten - would - could - often - column - know

❹ **Show the intonation pattern of the sentences below by putting an arrow (↗ or ↘) above each of the words in bold.**

I'm visiting **Boussaada**, **Laghouat** and **Ouargla** next week.
I'm going to visit **Boussaada**, **Laghouat**, **Ouargla** next week.

WRITTEN EXPRESSION

Imagine you are a tourist guide. Prepare a short talk of about 8 lines to inform a group of English-speaking tourists about a planned tour to the South of Algeria. Use the information below.

Start like this:

Ladies and gentlemen, we're going to tour the South of Algeria for a week. _____

_____.

Cues:

Start/journey/ Boussaada/ Monday.
Bousaada/ to mean/City of Happiness in Arabic.
Stay/ Le Caid Hotel/night/ spend/next day/there/ to visit the Dinet Museum.

Leave Boussaada/for Laghouat/ Wednesday.
Set camp in an oasis/ participate in a twiza for date picking.
Climb up dunes / do sandskiing.

Quit Laghouat/ for Ghardaia further south/ Friday.
Ghardaia/ to be/ capital/ Mzab region.
It/to be/ meeting point of the nomads from different regions/ deep South.
Take part/ camel riding contest / visit souks for carpets

Return to Algiers/ Monday.

Ladies and gentlemen, that's our holiday programme for next week . I hope you'll have a good time in the South. Please, don't forget to bring your cameras.

WHERE DO WE STAND NOW?

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LEARNING LOG

A. Tick ☑ the things you can do in English.

I can ...

- ☐ talk about intention using **going to**;
- ☐ talk about future plans and arrangements using the present continuous;
- ☐ talk about timetables, schedules, etc. using the present simple;
- ☐ use will-future to predict and forecast ;
- ☐ talk about resolutions ;
- ☐ make, accept and refuse an offer ;
- ☐ make, accept or decline a suggestion ;
- ☐ make, accept or refuse a request ;
- ☐ talk about distances and travelling time ;
- ☐ ask for and give directions ;
- ☐ check and correct misunderstanding using stress.

B. What do you need to study again ?

1. .....
2. .....
3. .....
4. .....
5. .....

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Mind your PUNCTUATION

Complete the puzzles below.

.	F		L	L		S	T		P	
;	S		M	I	-	C		L		N
,	C		M	M						
:	C		L		N					
’	A	P	O	S	T			P	H	
( )	B			C			T			

‘ ’	Q	U		T		T			N		M		R		S	
?	Q			S	T			N		M		R	K			
!	E	X	C	L		M		T			N		M		R	K
-	H		P	H		N										
--	D		S	H												
...	T	H	R				D		T	S						



This is where you get the most fantastic views.

Goodbye for now. See you in File Three

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File 3

WORK AND PLAY













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PREVIEW

Project:
Designing a school magazine page
See p. 113.

SEQUENCE ONE: WHAT'S HAPPENED?

Describing regular activities. (Cf. p. 114)
Frequency adverbs (with the present simple). (Cf. p. 114)
Describing actions that started in the past and affect the present. (Cf. p. 114)
Since and for (with the present perfect). (Cf. pp. 115-116)
Expressing cause and effect. (Cf. p. 116)

SEQUENCE TWO: HAVE YOU EVER ... ?

Talking about what you did/didn't do. (Cf. p. 116)
Talking about what you have/haven't done. (Cf. pp. 114-115)
Expressing obligation, absence of obligation and prohibition. (Cf. p. 117)
Asking for and giving advice with *should* and *ought to* (Cf. p. 118)
Talking about life experiences using 'ever' and 'never'. (Cf. p. 115)
Talking about recent events ('*already*','*yet*' and '*just*'). (Cf. p. 115)

SEQUENCE THREE: I WAS WALKING...

Describing a continuous action in the past. (Cf. pp. 117-118)
Using the past continuous and the past simple in narration. (Cf. p. 118)
Comforting someone. (Cf. p. 118)
Reporting on where, when and how something happened. (Cf. p. 116)

SNAPSHOTS OF CULTURE

ACTIVATE YOUR ENGLISH

WHERE DO WE STAND NOW?

Project Round-up
Language Summary
Test Yourself
Learning Log

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WHAT'S HAPPENED?

LISTEN AND SPEAK

❶ Put words and phrases A-K in the right columns of the table that follows.

A. get up B. go to bed C.leave home D. have lunch E.have breakfast F. have dinner G. start classes H. finish classes I. sleep J. revise K. watch TV.

I. In the morning	In the afternoon	In the evening	At night

❷ Listen and put the right frequency adverbs in sentences A-F.

100%					0%
always	generally	often	sometimes	hardly ever	never

A. Souad's day starts at 6.30 a.m.

B. She gets up at 7 a.m.

C. She goes to school by bus.

D.She arrives late at school.

E. She finishes class at 4.p.m

F. She takes the bus to go back home.

❸ **Listen again and answer the following questions.**

A. Has Souad completed her project?

B. What has she already written?

C. Has she used an encyclopedia?

D. What has she found very useful?

❹ **Pair work: Prepare a short dialogue about your school activities and leisure time. Use the items below.**

You: How often .... ?

Your partner: I often...

You: Have you ...?

Your partner: No, I ... , but I have already ...

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SAY IT CLEAR

Read the tips below and do the exercise that follows.

TIPS

The auxiliary forms 'have' and 'has' have strong and weak forms.

Strong forms	Weak forms
Have /hæv/	/həv/ , /əv/ , /v/
Has /hæz/	/əz/, /z/
Haven't /hævnt/	
Hasn't /hæznt/	

- We use the **strong** forms when we **answer questions**.

E.g 'Have you finished your project?' 'Yes, I have./ No, I haven't.'

- The only contraction we usually write with nouns (and names) is **'s**.

E.g Farouk's finished his project. = Farouk has finished his project.

But 'my classmates have finished their projects'.

- The only contraction with usually write with non-personal pronouns (what, where, who, there, that) is **'s**.

What's happened? = What has happened?

But 'where have you been?

Pair work: Imagine you are making preparations for a party. Use the cues in the green box to ask and answer questions. Pay attention to the pronunciation of auxiliary have/has.

Example:

You: Have you finished cooking?
Your partner: Yes, I have./ No, I haven't. What about you? Have you ___?
You: Yes,_____.

you/finish cooking - guests/arrive - you/ welcome guests
you/ set/ table - you / buy drinks - serve, shorba/ dessert …

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WHAT'S HAPPENED?

PRACTISE

❶ **Pair work: Ask and answer questions about school as in the interview below.**

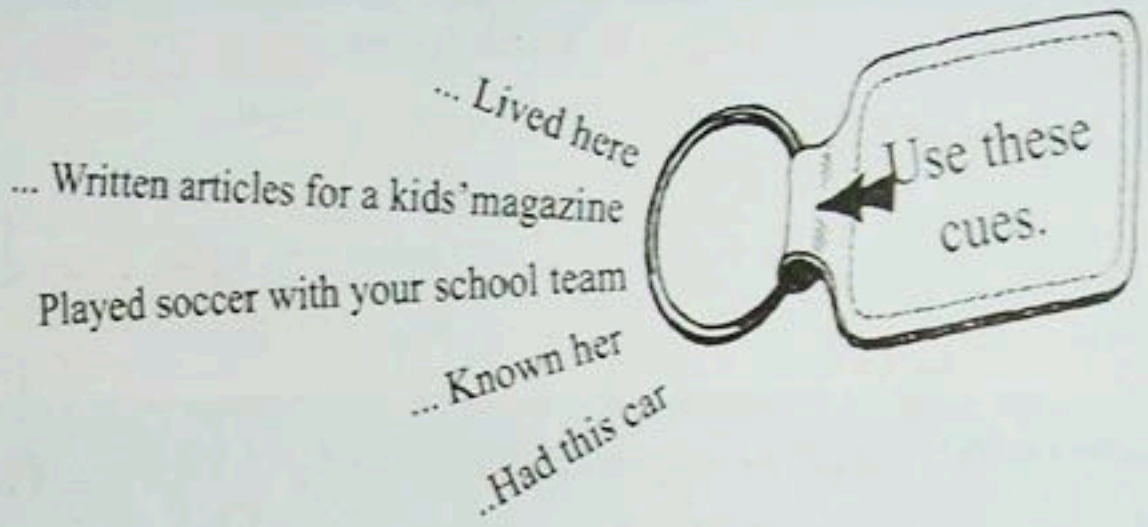
Interviewer : How long have you ..... at this school?

Interviewee: I've been at this school **since** 2000/ 2001/ 2002/ 2003 …

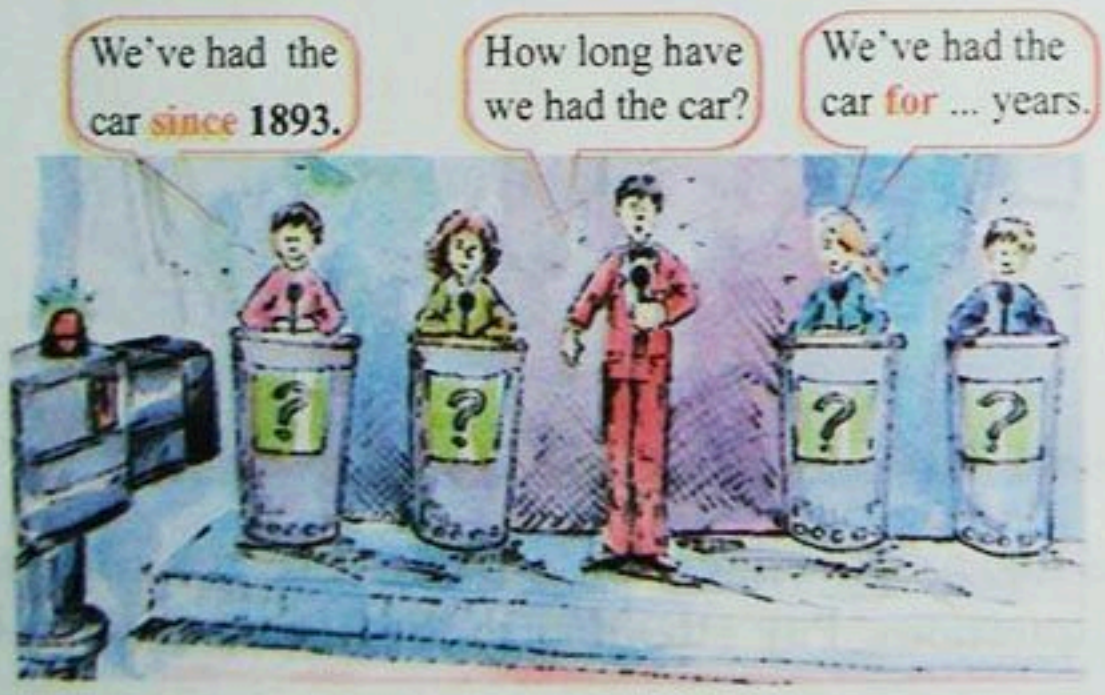
Interviewer: **So/ you mean** you've been at this school **for** two/ three/ four ... years?

Interviewee: That's right.

❷ **Continue your pair work using the cues below.**



❸ **Quiz : Ask and answer questions like this:**




1849


1462


1866


1839


1637


1893



1609


1498


1950


1946

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IMAGINE

❶ **a. Look at Picture One and find out how long each person has been in the queue.**

Example:

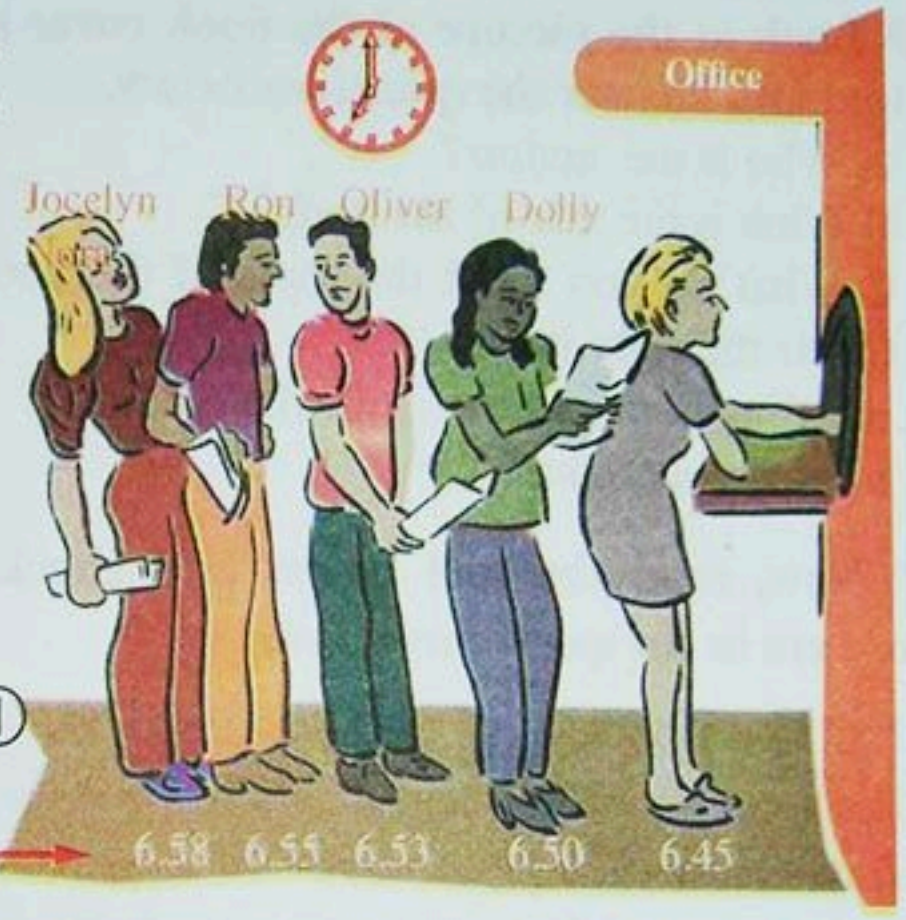
A : Who's the ..... in the queue?

B : It's Nora.

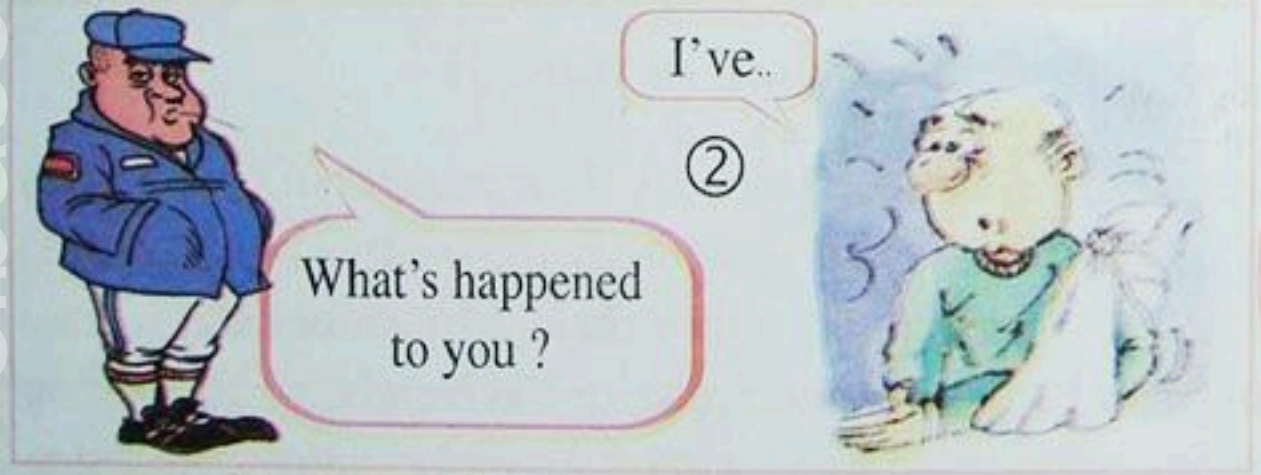
A : How long has she been there?

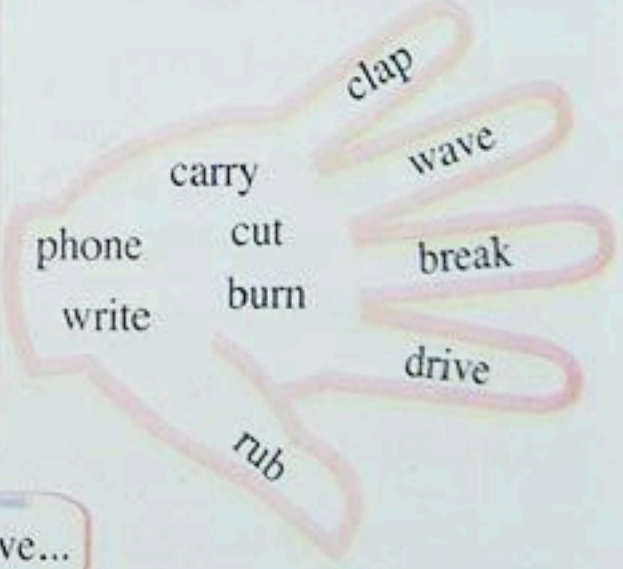
B : She's been there since 6.45 a.m.

She's been in the queue for a quarter of an hour.



❷ **Look at Pictures 2 to 4 and guess what the persons are saying. Pick up the right verbs from the palm on the right.**







❸ **Pair work. Build up dialogues on the following model using verbs from the palm above.**

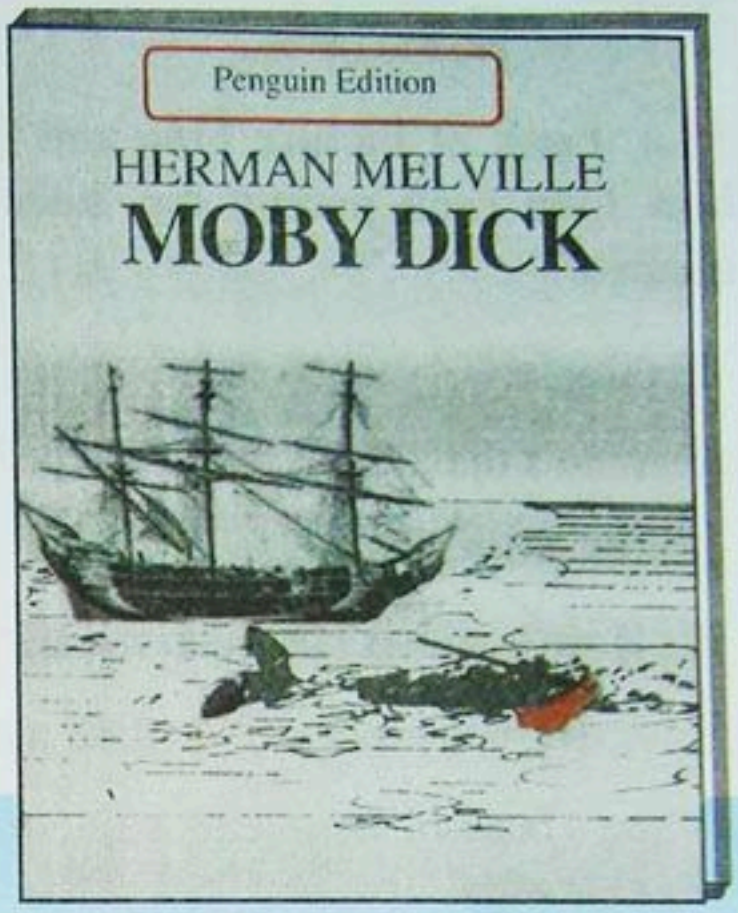
You : Have you cut your thumb ?

Your partner : No, I haven't. I've cut my forefinger.

Act them out. Then write them down in your copybook.

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READ AND WRITE



❶ **Look at the picture of the book cover on the right and answer the questions below.**

A.Who is the author?

B What is the title of the book?

C What do you think the topic of the book is?

Circle the right item.

a. a sailing competition b.whale hunting

c. a rescue operation

❷ **Now, read the text below and check your answers to the questions above.**

In the first half of the nineteenth century the American writer Herman Melville wrote a novel, ***Moby Dick***. It tells the story of Captain Ahab's strong desire to find and kill Moby-Dick, a white whale which has devoured his leg. Films have represented Moby Dick as a man killer; so people have always thought that whales were dangerous to people. This is not true, ***Moby Dick*** is just a story. In fact, men have hunted whales for food and oil for hundreds of years. §1

Today, the whales are in danger of extinction. Since 1950 the number of blue whales has fallen from 40,000 to only 6,000. In order to protect them, the International Whaling Commission was created in 1946 in Washington. Since then, 24 member states have decided to meet once a year in Great Britain. The commission has banned whale hunting since 1986. So most countries have stopped hunting whales. But all countries must stop now, otherwise this aquatic mammal will disappear soon. §2

❸ **Answer the questions below according to the text above.**

A. Has Moby Dick eaten Captain Ahab's hand ?

B. How long have men hunted whales?

C. How long has the I. W. C. existed?

D. Why have most countries stopped hunting whales?

❹ **Find in the text the synonyms, explanations and antonyms of the following words:**

A. one hundred years : _____ (§1) B. eaten = (§ 1) _____ C. never ≠ _____ (§1)

D. chased = (§ 1) _____ E. risen ≠ _____ (§2) F. preserve = _____ (§2)

G. permitted ≠ _____ (§2) H. whale : _____ (§2) I. survive ≠ _____ (§2)

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YOUR TURN

1 Join the two pairs of sentences below with "so". Make any necessary changes.

a1. Men have hunted elephants for their ivory for centuries .

a2. Now the elephants are in danger of extinction.

b1. Men have always hunted gazelles for their beautiful skins.

b2. Now this species is in the list of protected animals.

WRITE IT OUT

Write a short report to speak about the negative changes that have taken place recently. Emphasise the cause and effect of these changes. Use the information in the boxes that follow. Start like this:

I think that many negative changes have taken place in our world recently.

- money/become/very important
- price of food/go up
- TV/invade/ homes
- global temperature/increase
- people/hunt/ too many gazelles
- spirit of solidarity/disappear
- poor people/die of hunger
- people/lose/ the sense of being a family
- ice pack/ North Pole/melt
- they/be/in danger of extinction





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HAVE YOU EVER...?

LISTEN AND SPEAK

❶ **Look at the pictures then ask and answer questions about what your classmates have done today.**



❷ **Talk about your life experiences. Which of these you have never done?**

ride/horse, sail/boat, play/baseball, plant/tree , play/football ...

❸ **Listen to Part 1 of an interview and fill in the questionnaire below. Give full sentences.**

Questionnaire : Have you ever ....?

Questions	Answers
a.Have you ever seen a Senegalese film?	
b. When did you see it?	
c. Did you like it?	
d. Have you ever played golf?	
e. Why haven't you ever played golf?	

❹ **Listen to Part 2 of the interview and fill in the rest of questionnaire.**

Questionnaire : Have ... yet ?

Questions	Answers
a. Have you earned any commendation yet?	
b. Have your parents received your school report yet?	
c. Has the Headmaster told them yet?	
d. Have you celebrated it yet?	

❺ **Pair Work: Ask and answer questions using the questionnaires in exercises 3 and 4.**

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SAY IT CLEAR

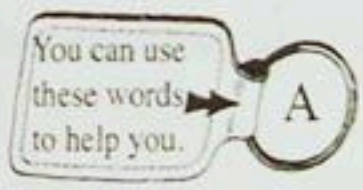
❶ **Read the tips below and do exercises 1 and 2 that follow.**

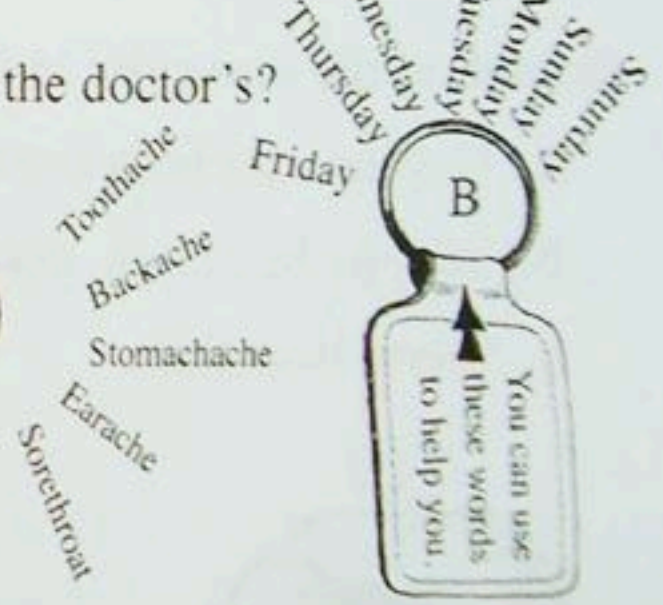
TIPS

There are two types of words in English: function and content words. **Function words** are grammar words such as pronouns (he, she, they, me… etc) articles (a, the) auxiliaries (be and have) and prepositions (in, at, etc). These words are **generally not stressed**. **Content words** are other words: adjectives, adverbs, nouns and verbs. These words are **generally stressed**.

❷ **Listen to the telephone conversation below. Then underline the stressed words.**

① A: I haven't seen you for days. What's the matter ?
B: I've had a terrible headache since Monday.
A: Oh no! I'm sorry to hear that. Have you been to the doctor's?
B: Not yet. I'll go this afternoon.
A: I hope you'll get well soon.





❸ **Now act out Dialogue One with the appropriate intonation.**
Replace "Monday" and "headache" using the words in Pictures A and B.

❹ **Play out Dialogue Two with the right stress and intonation.**

② A: What shall I do? I'm going mad.
B: Why? What's happened?
A: I've lost my geography book.
B: Have you looked in your bag?
A: Of course I have!
B: Well, look in your locker.
A: Good idea. I haven't thought of that.

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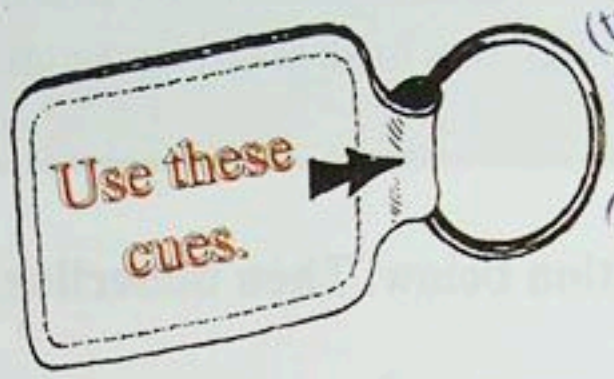
HAVE YOU EVER...?

PRACTISE

❶ **Group work. Act out a dialogue using the cues below. Change roles.**

Example: **A.** Have you done your history homework yet?

B. - Yes, I have.
- Yes, I've already done it. It was really easy.
- Not yet.
- I haven't done it yet. It's too difficult.

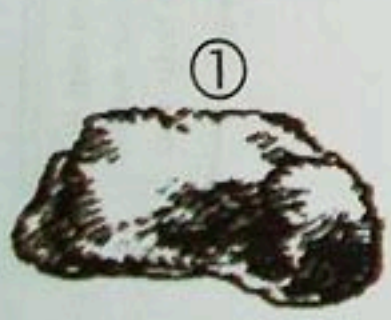


(take) your exam
(write) your essay
(draw) your Geography map
(switch off) the light

❷ **Look at the souvenirs in the pictures below. Then make dialogues like this.**

A.: Has she **ever** been to France?

B : Yes, she has. Look, that's the souvenir she's brought from there./ No, she has **never** been there.















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IMAGINE

❶ **With your partner, choose appropriate punch-lines from the box and make jokes out of the dialogues below.** (Punch-lines are the last lines of jokes.)

Patient: Doctor, I'm very nervous. This is the first operation I've ever had.
Doctor: ..... .

Doctor: Have you had this problem before?
Patient: Yes, Doctor.
Doctor: ..... .

a. Well, you've got it again.
b. I'm nervous too. It's the first operation I've ever done.

❷ **Now imagine the doctor is not joking. Complete the dialogues with a piece of advice given by the doctor to the patient. Use items a to c below.**

a. How many times have you had it?
b. You should/ You ought to have an operation.
c. Don't worry. Everything will be all right.

❸ **Look at the picture and say what the other rules are. Use the words in the box and start with "never".**



go out …
accept …
walk …
trust …

at night
alone
strangers
sweets

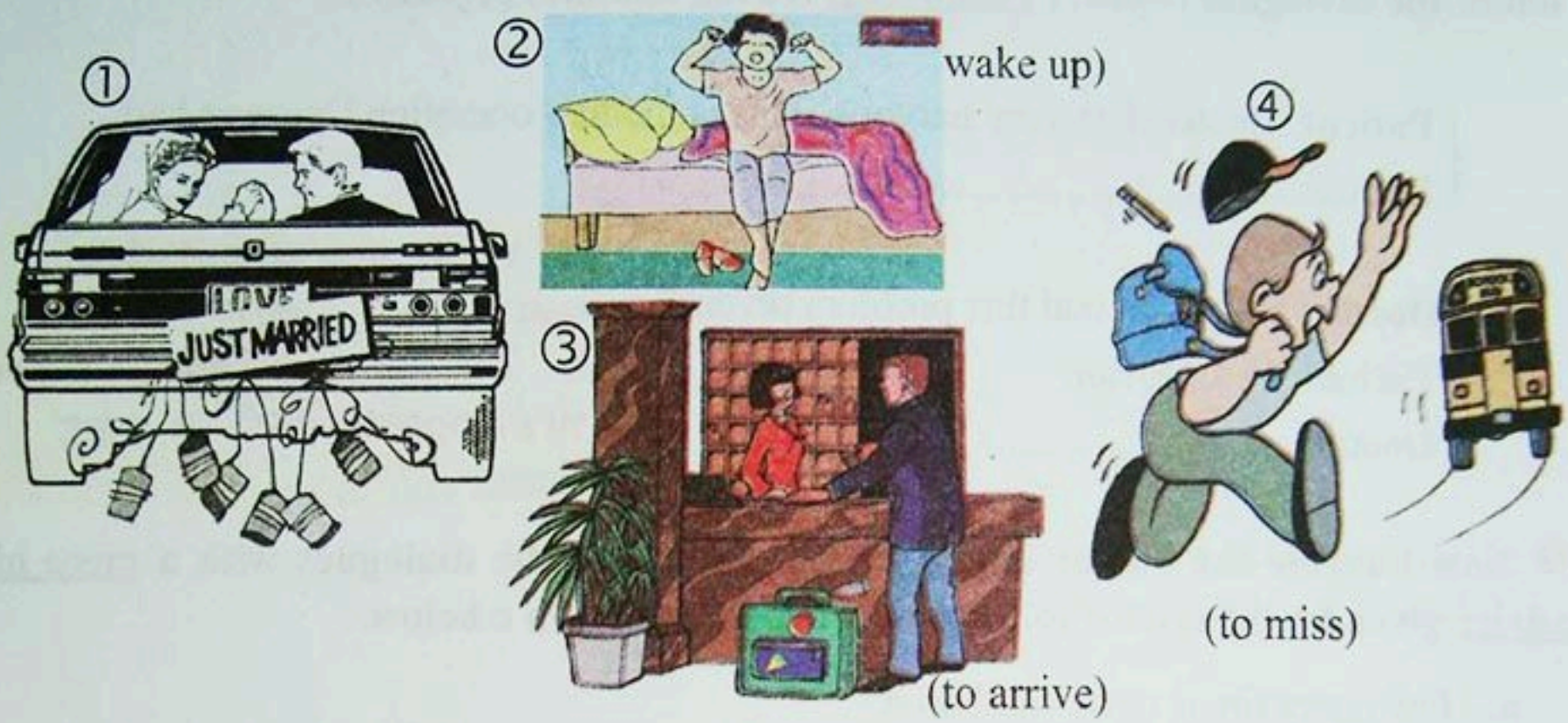
❸ **Now turn these rules into pieces of advice. Write them down in your copybook.**

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HAVE YOU EVER...?

READ AND WRITE

❶ **Look at the pictures and guess what has just happened.**



❷ **Read Text One on the next page and match each picture (a to f) the sentence or sentences that illustrate(s) it best.**

❸ **Read Text One again and and classify the verbs according to the tenses : present simple, present continuous, past simple or present perfect.**

❹ **What conclusions can you draw about the time and duration of the actions?**

❺ **Read Text Two and fill in the table below with sentences expressing :**

Obligation	Absence of obligation	Prohibition

YOUR TURN

Write sentences expressing obligation, absence of obligation and prohibition. Use the cues in the box.

wash hands | brush teeth | smoke | sing | attend school .....

WRITE IT OUT

❶ **A friend of yours has just joined your sports club (tennis club, chess club). Write a note of 5 or 6 lines to remind him/ her of the rules he/ she must go by.**

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① a



b



This is Henry Grates. I'm speaking to you from Gatwick Airport. We're here to welcome the teenagers' idol Billy Crawford. But ... wait a minute! Billy's plane has just landed. Billy hasn't appeared yet. He's still in the plane. A large crowd of fans has already gathered. They're shouting "Billy! Billy! We love you!"... But... wait a moment! The door of the plane has just opened. I can see Billy, but his fans haven't seen him yet. Now, he has just stepped out of the plane. He's walking down the steps, waving to his fans. Now, they can see him. Some of them have already started running towards the plane. A girl has just thrown a bouquet at Billy. Stay tuned ... .

c



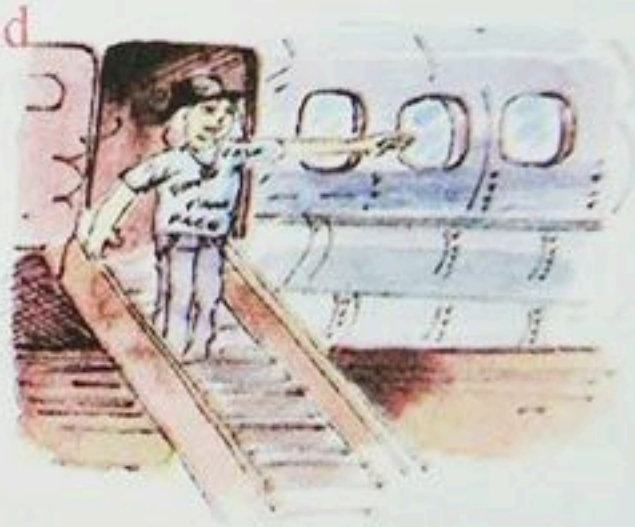
f



e



d



② New Message - 1

Send | Address | Attach | Reply | Reply All | Forward | Draft | Print | Delete | Log | Receipt | Normal

From : Yanice_B @ hotmail.com
To : David.Osborn@Yahoo.com
Object : school rules

Dear Penfriend,

Hi! You've asked me about rules at my school. Well, in Algeria we don't have to wear school uniforms, but children have to wear pinafores in all schools. At breaks, we mustn't stay in classrooms. We have to go to the playground. When the bell rings, we must join the class quickly.

I look forward to hearing from you soon.

Yours, Yanice.

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I WAS WALKING ...

LISTEN AND SPEAK

❶ **Look at the pictures below. What are they about?**

❷ **Listen to the poem then fill in the blanks.**

Your bus is killing the Earth

This morning,
I ..... (1) to school,
I ..... (2) about things,
I ..... (3) at the people in the street,
When I ..... (4).
A big old bus ..... (5) slowly up the hill.
Inside there were students.
They ..... (6)
They ..... (7)
They didn't know what was ..... (8)
Behind them they ..... (9) a big black cloud, black and dirty, coming from the exhaust pipe.
It ..... (10) the Earth in a green house.





❸ **Classify the ten verbs you have found into 2 columns.**

a. Which verbs indicate actions that last ?

b. Which verbs indicate actions that happen suddenly?

c. What is the function of <u>when</u>?

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SAY IT CLEAR

- **Read the tips below and do the exercise that follows.**

TIPS

The auxiliary forms 'was' and 'were' have strong and weak forms.

Strong forms	Weak forms
was /wɒz/	/wəz/
were /wɜ:/	/wə/
wasn't /wɒznt/	
weren't /wɜ:nt/	

- We stress the main verb and we use the weak forms of 'was' and 'were' when the verb is conjugated in the past continuous.

E.g. A: 'What **were** /wə/ you **doing** at 5 p.m. yesterday?'

B: 'I **was** /wəz/ **playing** football.'

- We use the strong forms of 'was' and 'were' in answers to yes/no questions.

E.g. A: '**Were** /wə/ you **playing** tennis at 5 p.m. yesterday?'

B: 'Yes, I was /wɒz/ . / No, I wasn't /wɒznt/.

- **Imagine you are a detective investigating a criminal case. Your partner is one of the suspects. Take turns to ask and answer questions about what you were doing at these times yesterday: 3 p.m. 4.30 p.m. 5 p.m. 6 p.m. 8.10 p.m.**

Example

Detective: What were you doing at 8.10 p.m. yesterday?

Suspect: I was watching a film.

Detective: What film were you watching?'

Suspect: I was watching ***Inspector Tahar's Holidays***.

Detective: Were you watching the film alone?

Suspect: No, I wasn't watching the film alone. I was watching it with my sister.

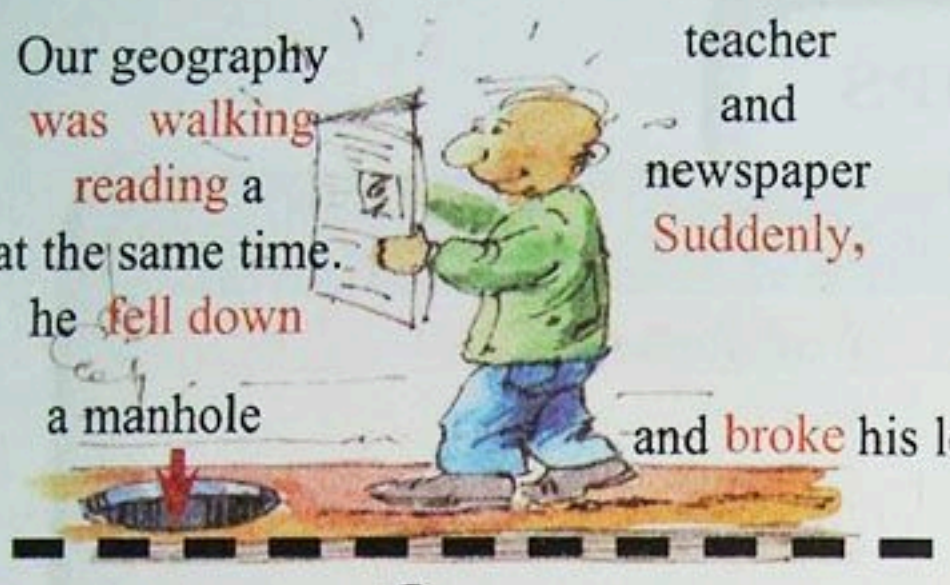
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I WAS WALKING ...

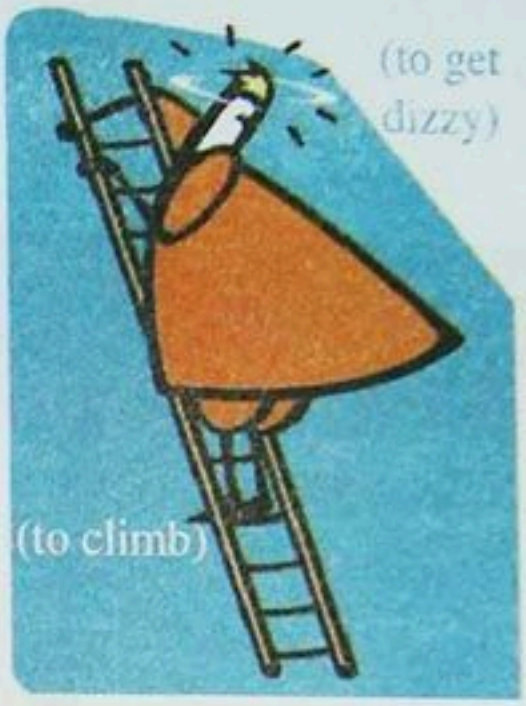
PRACTISE

❶ **Consider Picture One, then describe the scenes in the other pictures in the same way.**

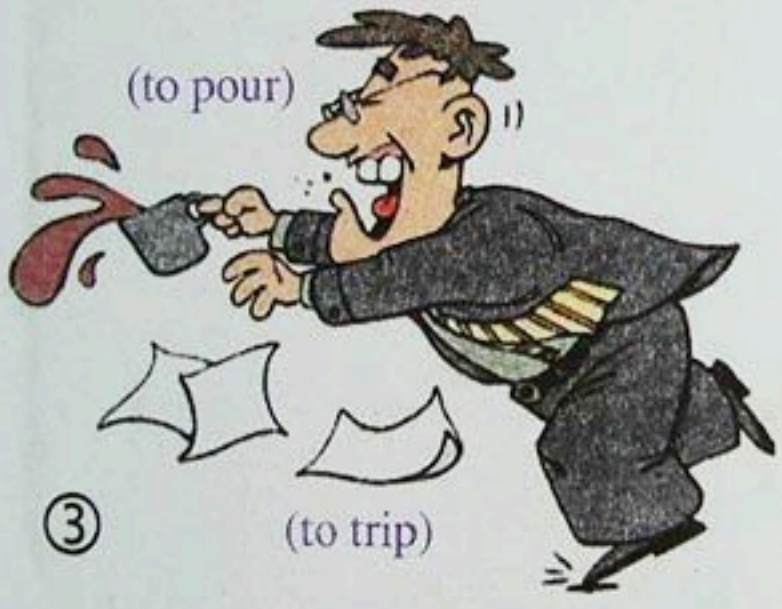
Our geography teacher was walking and reading a newspaper at the same time. Suddenly, he fell down a manhole and broke his leg.



①



②



③ (to trip)



❷ **Now, think and link the two events in each picture with "when".**

Example:

A: Have you heard? Our geography teacher was walking and reading a newspaper at the same time **when** he ...

B: What a pity!

A: Actually, I was thinking of visiting him at the hospital. Do you want to come with me?

❸ **Complete the following sentences.**

a. The plane was landing **when** .....

b. Christopher Columbus ..... **when** he discovered America.

c. The students were laughing in the classroom **when** .....

d. The poor cat was crossing the street **when** .....

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IMAGINE

1 Look at the pictures and imagine what each patient was doing when he / she hurt himself / herself. With your partner, act out dialogues like this:

Nurse: What were you doing when you burnt your hand?
Patient: I was ironing my skirt.
Nurse: Don't worry. We'll take care of you.









Help ?

Don't worry.
Relax.
Don't be afraid.
Calm down.
Don't cry.
It'll be all right.









2 Try to imagine the nurse's piece of advice for each patient. Use the auxiliaries and verbs in the box.

ought to /oughtn't to		should/ shouldn't	
avoid	take	drive	stay
touch	read	walk	...

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I WAS WALKING ...

READ AND WRITE I

❶ Read the newspaper <u>headlines</u> on the next page and guess what the newspaper <u>articles</u> are about.

❷ Now read Excerpts A, B, C, D and check your answers.

❸ In which tense are the headings? Why?

❹ In which tense are the verbs in the excerpts? Why?

❺ Find key words and expressions in Excerpt B which convey Emma's courage.

❻ Pick out from Excerpt A words and expressions which show that Mary is lucky.

YOUR TURN

❶ Combine Sentences Two and Three in Excerpt A with "when". Make any necessary changes.

❷ Now, imagine what was happening in the disco (Excerpt B) just before the fire broke out. Relate the events. Use the verbs in the box to help you.

sing	dance	shout	drink	eat
chat	smell	phone	sound	

❸ Imagine you were one of the witnesses to the disco disaster in Excerpt B. Write a short report relating the events. Start like this: It was 9 o'clock and I was ...

❹ Articles C and D are incomplete. Complete them by adding 2 or 3 sentences to each.

WRITE IT OUT

Choose one of the headlines below and write an article of 6 to 8 lines about it.

PLANE CRASHES ON PLAYING GROUND

HEADMASTER DIES ON RETIREMENT DAY

KID OF 14 WINS PRIZE

DEAD WHALE FOUND ON BEACH

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A

Mary, from Clare Comprehensive School was a lucky girl yesterday. She was hiking in the mountains with her climbing club. Suddenly she fell into a hole. She survived to tell her story. "When I reached the bottom of the hole", says Mary, "I looked up. My friends were standing near the hole. They were shouting to me and saying "Keep cool!" I was climbing up the hole when I saw a gold necklace."

B

Emma Bridgewater, 14, was leaving a disco last night when she saw smoke coming from one of its windows. Emma didn't panic. She first phoned the fire brigade and then went back very quickly to the disco to sound the alarm. Emma behaved heroically. She saved many teenagers from death. "She really deserves an award for her courage", said the Head of the Fire Brigade.

C

Jack Smith, 15, was training with his team, when he broke his leg. Jack is afraid that he won't play football again. But ...

D

Maya, 14, from Kensington School, had a lucky escape yesterday!
She was preparing her homework when a fire broke out in her room. Luckily, her dog was with her. ...

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I WAS WALKING ...

READ AND WRITE II

❶ Read Text One and Two, then answer the questions.

a. Why has Jane Hatkins earned a commendation?
b. What does "you have cut above the rest" mean ?
c. Why has David Smith got a detention?
d. How will he be punished ?

①

Monte Vista School

Re : COMMENDATION

Dear Jane Hatkins,

Teachers in Form Two have been asked to nominate the best student for each subject in the curriculum; and they have nominated you.

We are delighted to note that you have cut above the rest by the efforts you have made and particularly by your performance in Mathematics.

We hope you will continue to do as well in the future. Keep it up!

20 Decembre 2004

Yours sincerely,

A. Finley
Headmaster

②

Monte Vista School

Re : DETENTION

Dear Mr Smith,

We are writing with reference to your son David Smith, student in Form Three.

It has come to my attention that on March 28, he was smoking in the classroom during the break.

It has always been the policy of our school to reward positive attitudes and sanction students who choose to misbehave. So, I regret to inform you that David will stay in this weekend.

Yours sincerely,

12 September 2004

A. Finley
Headmaster

❷ Read the notice below and fill in the gaps with the verbs in the box. Use the appropriate tense.

Students' Notice Board

A lot of things .....at school this week.
Students in class 1S ..... over 641 bottles. We..... these to the town recycling centre.
Students in class 2A ..... the lawn.
Class 4F ..... wall sheets for every classroom. Class 5B ..... the librarian to cover a lot of old books.
We are holding our next meeting on March 21.

collect
design
happen
mow
help
take

❸ Write a report about the outside class activities you and your classmates have done this week.

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1 Read the text below, then compare schools in Britain with schools in Algeria.

a. Are school uniforms compulsory in British comprehensive schools?

b. What is the Algerian equivalent of a comprehensive school?

c. What is the difference between a boarder and a day-school student?

d. Do you go to the Assembly Hall every morning ?

e. What do you do instead ?



Comprehensive Schools in Britain

In Britain, it is compulsory for everyone between ages 5 and 16 to go to school. Harry Potter goes to "**Hogwarth**". It is a comprehensive school. In Britain comprehensive schools are schools for students aged eleven to sixteen. Harry Potter has to wear a uniform at school. In some comprehensive schools, boarders live in "houses". In each house there is a group of students of different ages who compete with the other houses. Do you remember?

The four houses in *Harry Potter* are 'Ravenclaw', 'Hufflepuff', 'Gryffindor' and 'Slytherin'. It is Harry Potter's house, Gryffindor, which wins the cup on Sports Day.



School day starts at around ten to nine, when the teachers take the register. The teachers call the students' names to check who is present and who is absent in class.

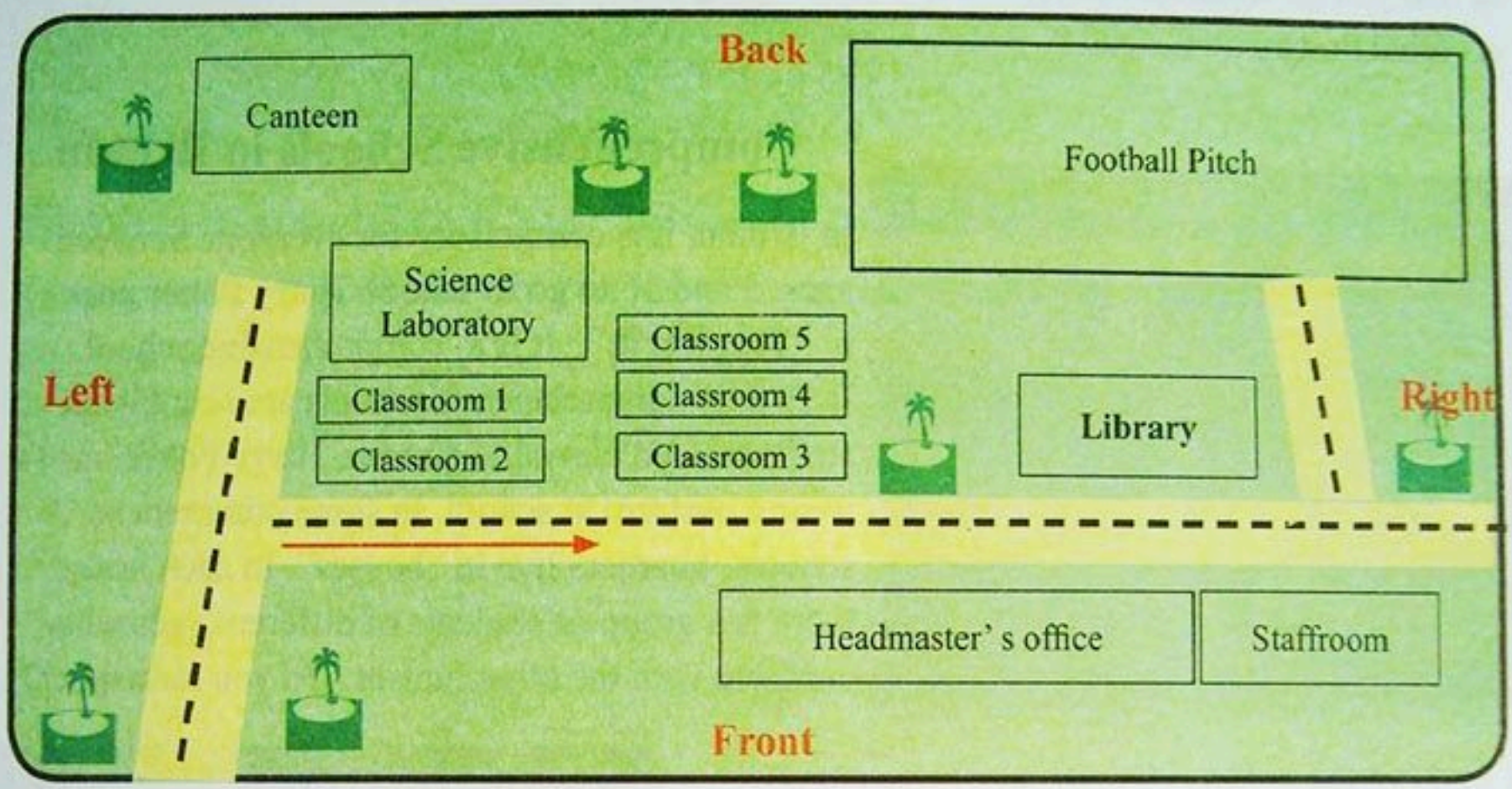


After registration, all students must go to Assembly in the School Hall to listen to the headmaster. The headmaster reads a poem or a passage from a book. Then, he says a prayer and informs the pupils and teachers about what has happened in the school. The lessons start around 9.30 when the assembly is over. The subjects studied are Maths, PE, Science, Geography, Art, Writing, History, Home Economics, French, Drama, etc.

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❶ Look at the school map below then locate the various places using the words in the box.

Example: The Headmaster's office is **on the right**, **beside** the staffroom.



❷ Look at the picture on the right. Suppose you are A. Locate the positions of Persons B, C, D and E.

Example : E is on my left.



❸ Now locate your position in your classroom.

Example: In class, I sit in the first row near ... in front of / behind ...

❹ Now draw a map of your own school and :

a. indicate the positions of the different places and buildings.

b. name the people who work there.

c. write a sentence about what each of them does.

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PROJECT ROUND-UP : Designing a school magazine page.

Now it's time to finalise your display copy of a school magazine page. To this end, you need :

- giant sheets of paper,
- markers,
- cellophane tape or glue,
- a dictionary,
- pictures or drawings.

Don't forget to agree on a theme that has to do with 'work and play'.

Here are some possible titles for your magazine.

TODAY

THE TEENS' NEWSLETTER

THE OPINION

THE DAILY NEWS

THE SCHOLAR

SCHOOL INFO

THE GRAPEVINE



- Join your groups and exchange your articles with the other groups for editing.
- When you have finished correcting the mistakes, exchange the articles again.
- Do the layout out of the page.
- Write in headlines for the articles.
- Type or write the articles in columns.
- Cut out the columns and arrange them attractively on a giant sheet of paper.
- Fill in any remaining blanks with cartoons, puzzles, photographs …
- Display the final product for all to see.

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LANGUAGE SUMMARY III

SEQUENCE ONE

A Describing regular activities

1. We use the present simple to refer to an action we repeat regularly as in a habit or a custom for instance.

   E.g. **A:** What do you do on weekdays?

   B: Well, I **get up** at 7, **have** breakfast and **walk** to school.

2. The present simple can be used with frequency adverbs. (See below.)

B Frequency adverbs and phrases

1. We use frequency adverbs and phrases to answer the question 'How often?'

   E.g. **A:** '**How often** do you go to the cinema?'

   B: '**Not very often**. I **usually** go **once a month**.'

2. Frequency adverbs range **from**:

always - usually/generally - frequently/often - sometimes - rarely- hardly ever - **to** never

100% ——— ——— ——— ——— ——— ——— ——— ——— **0%**

3. A frequency adverb is often placed in middle position, between the subject and the verb.

   E.g. The sun **always** rises in the East.

   When there is an auxiliary in the sentence, it is placed between the auxiliary and the verb. E.g. I have **never** cheated in examinations to this day, and I shall **never** do it.

C Describing actions that started in the past and affect the present

When we talk about past events whose effects are still present, we use the present perfect.

E.g. I've lost my key. (So I can't open my door now.)

D Uses of the present perfect with adverbs, phrases ...

1. We use the present perfect to talk about situations or actions during a period that started in the past and has continued up to the present. E.g. today, this week, this month, this year...)

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E.g. Foued **has phoned** me three times **this week**.

We **haven't saved** much money **this year**.

Have you **seen** Amel **today**?

2. We can use the Present Perfect with **ever**, **never**, **already** and **yet** to talk about **life experiences** like this:

A: 'Have you **ever** been to Paris?'

B: 'I ***haven't*** **ever** been to Paris. /I have **never** been to Paris.' Or 'Yes, I have.'

Note:

- **Never** can also be used with the **imperative** to express a very strong prohibition.

E.g. **Never** tell anyone your password.

- You cannot have **ever** and **before** in the same question.

- **Already** is used before the main verb (and after an auxiliary) in positive statements.

E.g. I **have already read** that book.

- **Yet** is used at **the end of the sentence** in **positive** questions as well as in negative statements.

E.g. A: 'Have you drunk your coffee **yet**?' B: 'I haven't drunk it **yet**'. / 'Not **yet**.'

3. For a very **recent event** we can use the Present Perfect with **just** like this:

Look, they have **just** arrived.

4. We introduce an event with the Present Perfect , but we continue to talk about it in the past simple.

E.g. A: Karima's broken her arm? B: 'How did she break it?' A: 'She fell on a rock.'

5. We use the Present Perfect to talk about events in the past at an indefinite time or period.

6. We use the Present Perfect in questions and answers with '**how many**' and '**how much**'?

E 'Since' and 'for' with the Present Perfect

1. **Since** measures the time from **a point in the past up to now**.

E.g. Since 6 o'clock/ since yesterday / since 2005/ since Eid-ul-Fitr ...

- Since I was born/ since I started school/ since the world began.

2. **'Since'** answers the question '**how long**' + **the Present Perfect**.

E.g. **A:** '**How long** have you known your teacher of English?'

B: 'Since I started Middle School.'

WHERE DO WE STAND NOW?

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Note: Do not use **since** with periods of time. Use **for** instead.

3. **For** is used to refer to a period of time.

E.g. For a second/ for five minutes/ for an hour/ for a day/ for weeks/ for 5 years/ for a decade/ for a century ...

E.g. This car has belonged to my uncle for 20 years.

4. **For** is also used to answer the question '**how long**', but it refers to a period rather than a date or a point in time.

E. g. A: '**How long** have you been there?' B: ' I've been here for two hours.'

F Expressing cause and effect

1. As a link word, '**so**' joins two clauses.

E.g. The price of cars has gone up**.** So some people can't afford to buy them.

The price of cars has gone up**,** (and) so some people can't afford to buy them.

Cause ----------› **effect**

This means that 'Some people can't afford to buy cars because their price has gone up.'

2. Apart from'**so**', we can can use **consequently, as a consequence, as a result, therefore**, etc. to express **cause and effect**.

E.g. The bus drivers have gone on strike**.** Therefore, we are late for school.

The bus drivers have gone on strike**;** therefore, we are late for school.

SEQUENCE TWO

A Talking about what you did/didn't do.

We use the **past simple** to talk about an action that occurs at a definite time or period in the past.

E.g. I was born in (September) 1995. - It rained all day yesterday.

- The Muslims ruled Spain for eight centuries.
- We won the cup last week.
- Did you see a film last night?
- It didn't snow last year.

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B Expressing obligation, absence of obligation and prohibition

1. a. We use the modal **must** to express **obligation**, i.e., when we think it is important to do an action.

E.g. A: '**Must** you go now?' B: Yes, I **must** go now.

b. We use **have to** to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it. E.g. You **have to** drive on the right in Algeria.

c. We make negatives, questions and short answers with a form of **do.**

E.g. **A:** '**Do** you **have** to work on Friday **B:** 'No. **I don't**.'

Note: In positive sentences we can often use **must** and **have to** with little difference in meaning because many things are important both because we think so and because there are rules.

E.g. In Britain you **must/have to** drive on the left.

2. In order to express absence of obligation, we use the following:

- don't have to + verb,

- don't need to + verb,

-needn't + verb.

All these mean that it is not important to do something.

E.g.Mrs Baroudi is a teacher. She **doesn't have to/doesn't need to/needn't** wear a pinafore in class.

3. To express prohibition, we use **mustn't**. In this case, there are rules or laws that forbid such action.

E.g. Students **mustn't** cheat at exams. It's strictly forbidden.

Note: We may also use the negative imperative: E.g. Don't be late!

SEQUENCE THREE

A Describing a continuous action in the past interrupted by another action

1. We use the **past continuous** to talk about an action that was in progress in the past. This action continued for a temporary period.

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E.g. Farouk and Badis **were playing** football **yesterday afternoon**.

What **were they doing** yesterday at **5 p.m.**?

2. We use the **past simple** to talk about an action completed in the past.

E.g. Farouk **fell down** and **broke** his knee **yesterday afternoon**.

3. We often use the past continuous to say what was in progress when something happened.

E.g. Farouk and Badis **were playing** football **when** Farouk **fell down** and **broke** his knee.

We can also say:

- **While** Farouk and Badis **were playing** football, Farouk **fell down** and **broke** his knee.
- Farouk **fell down** and **broke** his knee **while** he **was playing** football with Badis.
- **As** Farouk and Badis **were playing** football, Farouk **fell down** and **broke** his knee.

B Asking for and giving advice

1. We ask for advice by using the following pattern:

Shall I/we... ? E.g. A: 'I have lost my driving licence. What shall I do?'

2. We give advice by using **should** or **ought to**.

B: - 'You **should/ought to** tell the police.'

- 'You **shouldn't/oughtn't to** drive without a licence.'

C Comforting someone

We can comfort or re-assure someone by using:

a. **the imperative (positive)**.

E.g. Relax. / Take it easy.

b. the **imperative (negative)**.

E.g. Don't worry. /Don't get upset.

c. a **should** phrase

E.g. I **shouldn't** worry if I were you.

d. phrases of comfort

E.g. You'll get over it. /Everything will be all right.

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TEST YOURSELF III

I. READING COMPREHENSION

Read the letter below and answer the questions that follow.

Dear Sonia,

Please forgive me ! J haven't written for 5 months, but that's because my family has moved to Oran. My father's company has given him a new job there. J have been in my new school since September, and J have already made some friends. J have never been so happy before. J haven't visited the most important places in Oran yet. But school holidays have just started. So J'm thinking of doing just that with my friends before going back to school in January. By the way, have you ever visited Oran? Jf you haven't, come to spend the summer holidays with us. Jt's a fantastic city. §1

J know that you like Joha's stories when J tell them in English. Here is one just to keep you cheerful. While Joha was sleeping on the porch of his house one hot summer day, he dreamt that a stranger had promised to give him ten gold coins. The stranger counted 9 coins into Joha's hand, but he hesitated to give him the tenth. "Come on! What are you waiting for?" said Joha. "You promised me ten!"

Suddenly there came a noise and Joha woke up. When he looked at his hand he saw that it was empty. He closed his eyes very quickly, opened his hand and said, "All right, give me just 9 coins." §2

Your best friend, always,

Fadila.

1 Answer the questions below.

A. Where has Fadila moved?
B. Why has she moved there?
C. Has she made friends?
D. What was Joha doing on the porch of his house one hot summer day?

2 What do the words in the box refer to in the text?

A. there = _____ §1 B. that = _____ §1 C. him = _____ §2
D. them = _____ §2 E. the tenth = _____ §2 F. it = _____ §2

WHERE DO WE STAND NOW?

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II. MASTERY OF LANGUAGE

GRAMMAR

❶ Fill in the gaps with 'for' or 'since' to get a meaningful paragraph.

People have played basketball ____ over one hundred years. In fact, they have played it _____1891, which means they have played it ____ exactly … years.

❷ Put yet, just, ever, already, never where appropriate in order to get a meaningful dialogue.

A. Have you participated in a cleaning campaign? **(ever)**

B. No, I haven't. I've helped my parents clean our home and garden **(already)**, but I have taken part in a cleaning campaign. **(never)**

A. And what about your project about ecology ? Have you completed it? **(yet)**

B. Yes, I've finished it. **(just)** I've found a lot of information in an encyclopaedia.

A. Have you returned it to the library? **(yet)**

B. Yes, I have returned it. **(already)**

❸ Match the pairs of sentences below and join them with when or while to get meaningful complex sentences.

A	B
a. The wind was blowing strongly.	1. The light went out in the lab.
b. Amina was doing an experiment.	2. The tree fell down across the road.
c. We were planting trees.	3. It started to rain.

❹ Put the verbs between brackets into the past simple or past continuous as appropriate.

It (to be) a beautiful spring morning in 2006. The sun (to shine). The birds (to sing) and a lovely breeze (to blow) off the snow-covered Ouarsenis mountains. My little sister Karima (to run) after butterflies in the garden while my brother Youcef (to play) basketball in the veranda. I (to help) my mother in the kitchen. Suddenly, I (to hear) a knock on the door. When I (to open) it, I (to see) a woman in a purple dress. It (to be) Aunt Zohra.

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❺ The sentences below are not in order. Re-order them to get a coherent narrative.

B. In June, I helped my father paint the garden fence, and I hated painting.
C. I had a really boring summer vacation.
A. In August, I went on a fishing trip with my father, but the weather was cold and wet and we didn't catch any fish.
D. I wanted to go to camp in July, but none of my friends wanted to go. So I just sat around the house doing nothing.

FUNCTIONAL LANGUAGE

❶ Fill in the blanks with an appropriate modal from the list to get meaningful dialogues : *can* , *may*, *ought (not) to*, *shall*, *should*, *should (not)*, *could* or *must*. You can use two different modals in each blank.

A. **Patient**: Doctor, I'm putting on weight . What _____I do?
Doctor: You _____ stop eating too much sugary and fatty food.

B. **Citizen A**: There are many mosquitoes in our town? What __ we do to exterminate them?
Citizen B: We ____ throw rubbish in the streets.

❷ Complete the text below with the right modal. Choose from any of these: "must", "mustn't" "have to" and "don't have to/ don't need to".

In Britain **at the age of 5,** children …… (1) go to school because school is compulsory at this age. **When they are 10,** they ……(2) be careful about what they do; otherwise the police can arrest them. **At the age of 13** , they can get their first jobs, but they ……(3) work for more than two hours on school days. **When they reach the age of 14,** boys but not girls ……(4) break the law because they can go to prison. **At the age of 16,** they can leave school and work full time. Finally **at the age of 18,** they …… ask for their parents' permission for anything.

SOUND SYSTEM

❶ Tick the right pronunciation of auxiliary <u>have</u> in the dialogue below.

<u>Student A</u>: Have you completed your exercises? [hæv] [(h)əv]

<u>Student B</u>: Yes, I have. [hæv] [(h)əv]

<u>Student C</u>: No, I haven't. [hæv] [(h)əv]

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❷ **Form as many words as you can starting with the clusters in the box below. Use 4 of them in sentences of your own.**

Br...	fr...	cr...	sl...	gr...	sc...	pr...
cl...	pl...	bl...	sm...	tr...		
st...	fl...	sn...	sw...	sp...	sk...	

❸ **Add the suffix "ful" and the suffix "less" to the following nouns to form adjectives. Use 4 adjectives in sentences of your own.**

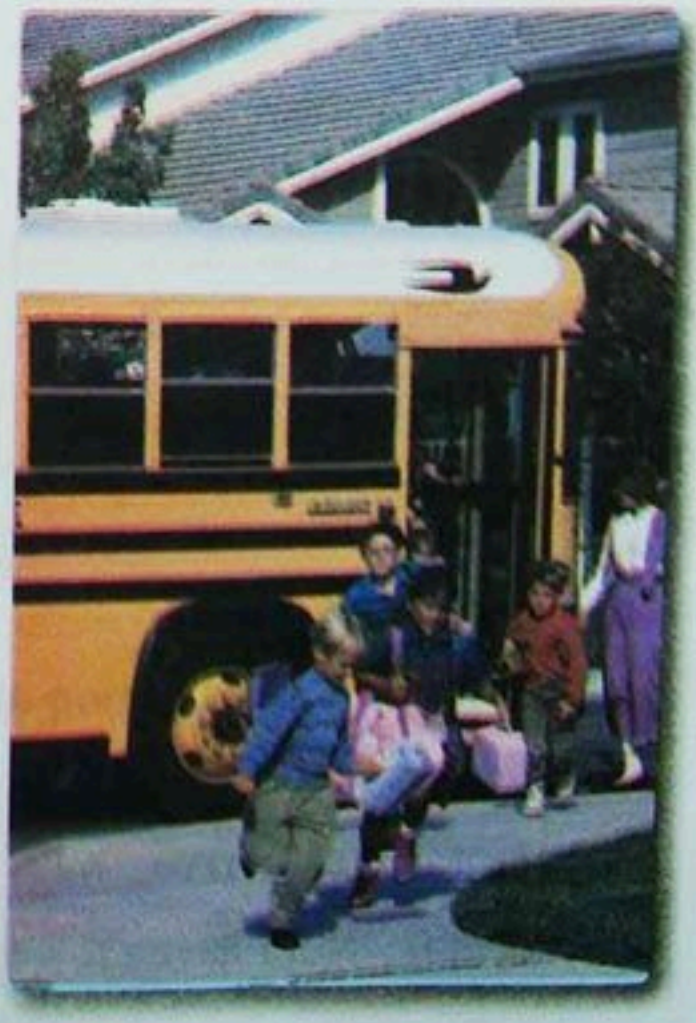
	-ful	-less
hope		
care		
cheer		
joy		
thought		
colour		
mercy		
fear		
help		

WRITTEN EXPRESSION

Write a short narrative (six to eight lines) about an incident or an accident you have witnessed on your way back from school. Use the past simple and the past continuous as well as conjunctions <u>when</u> and <u>while.</u>

Start like this:

It happened on a bright Saturday afternoon. I was getting off the school bus ...



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LEARNING LOG

A. Tick ☑ the things you can do in English.

I can ...

- ☐ describe regular activities using frequency adverbs ;
- ☐ use **yet**, **already** and **just** with the present perfect ;
- ☐ use **ever** and **never** with the present perfect ;
- ☐ use **for** and **since** with the present perfect ;
- ☐ talk about cause and effect ;
- ☐ narrate events using the past continuous and the past simple ;
- ☐ express obligation and absence of obligation ;
- ☐ express prohibition ;
- ☐ ask for and give advice ;
- ☐ make and respond to suggestions ;
- ☐ comfort and re-assure people.

B. What do you need to study again ?

1. _____
2. _____
3. _____
4. _____
5. _____

WHERE DO WE STAND NOW ?

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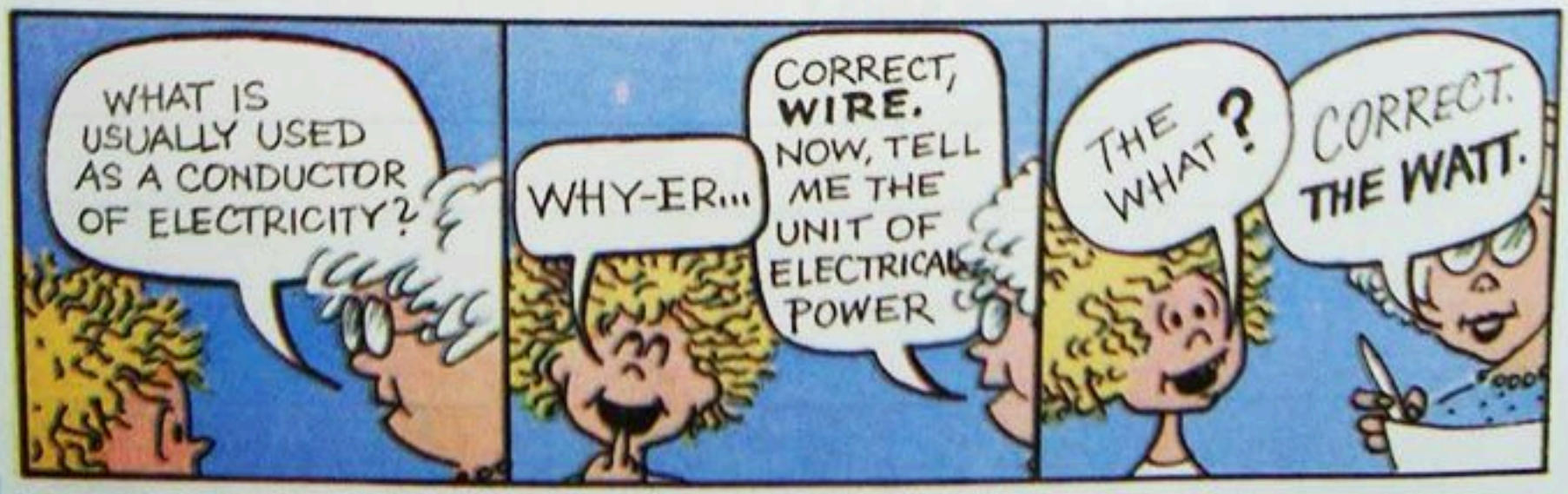
WHERE DO WE STAND NOW?

AND NOW ...

SIT BACK AND RELAX!





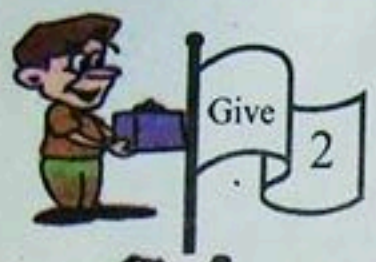


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Time for a puzzle

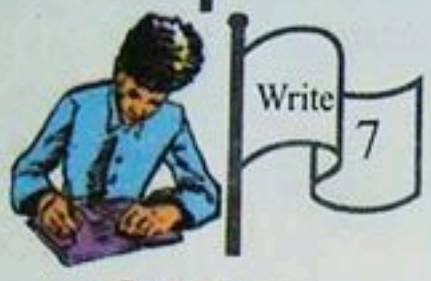
1 Fill in the crossword below with the past participle form of the verbs in the flags.

Across →



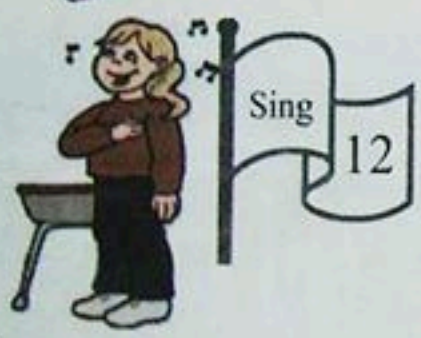












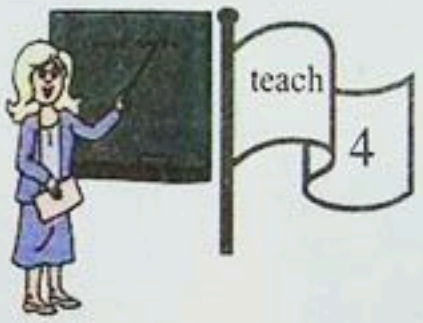


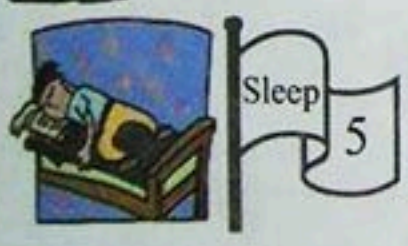


Down



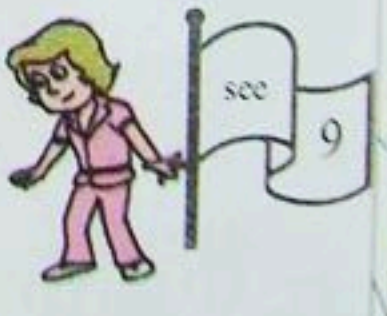




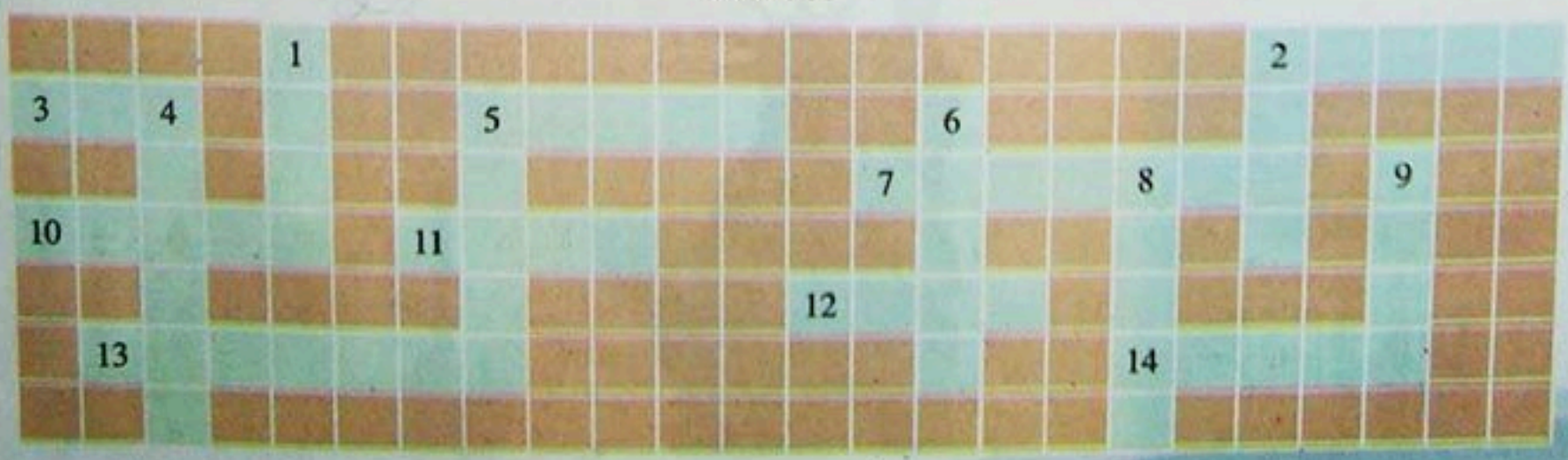








Across



Down

WHERE DO WE STAND NOW?

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File 4

AROUND THE WORLD



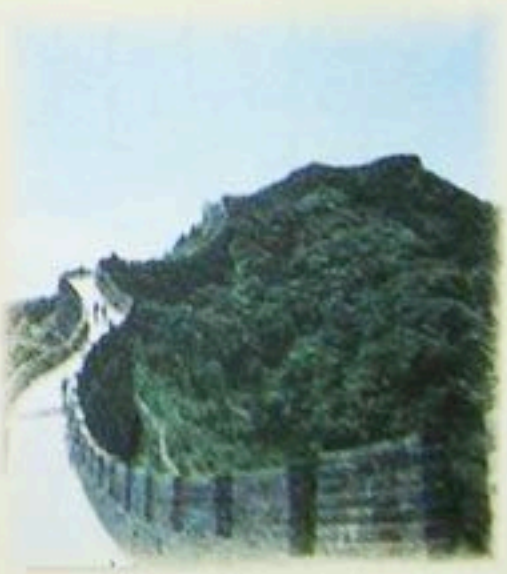


















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PREVIEW

Project:
A tourist brochure
See pp. 150 - 151.

SEQUENCE ONE: THIS LAND IS MY LAND

Locating and describing countries. (Cf. p. 152)
Comparing countries. (Cf. pp. 152-153)
Talking about distances. (Cf. p. 153)
Talking about time from "now" back to ... (Cf. p. 154)

SEQUENCE TWO: NEW YORK, NEW YORK

Locating and describing towns. (Cf. p. 154)
Talking about the history of these towns. (Cf. p. 154)
Describing amenities and places of interest.

SEQUENCE THREE: WHAT A WONDERFUL WORLD!

Talking about measurements. (Cf. p. 154)
Comparing tourist sights and attractions. (Cf. pp. 152-153)
Agreeing and disagreeing. (Cf. p. 155)
Using exclamations to express feelings and emotions. (Cf. pp. 155-156)
Country adjectives and nouns. (Cf. p. 156)
Asking for and giving opinion. (Cf. p. 156)

SNAPSHOTS OF CULTURE

ACTIVATE YOUR ENGLISH

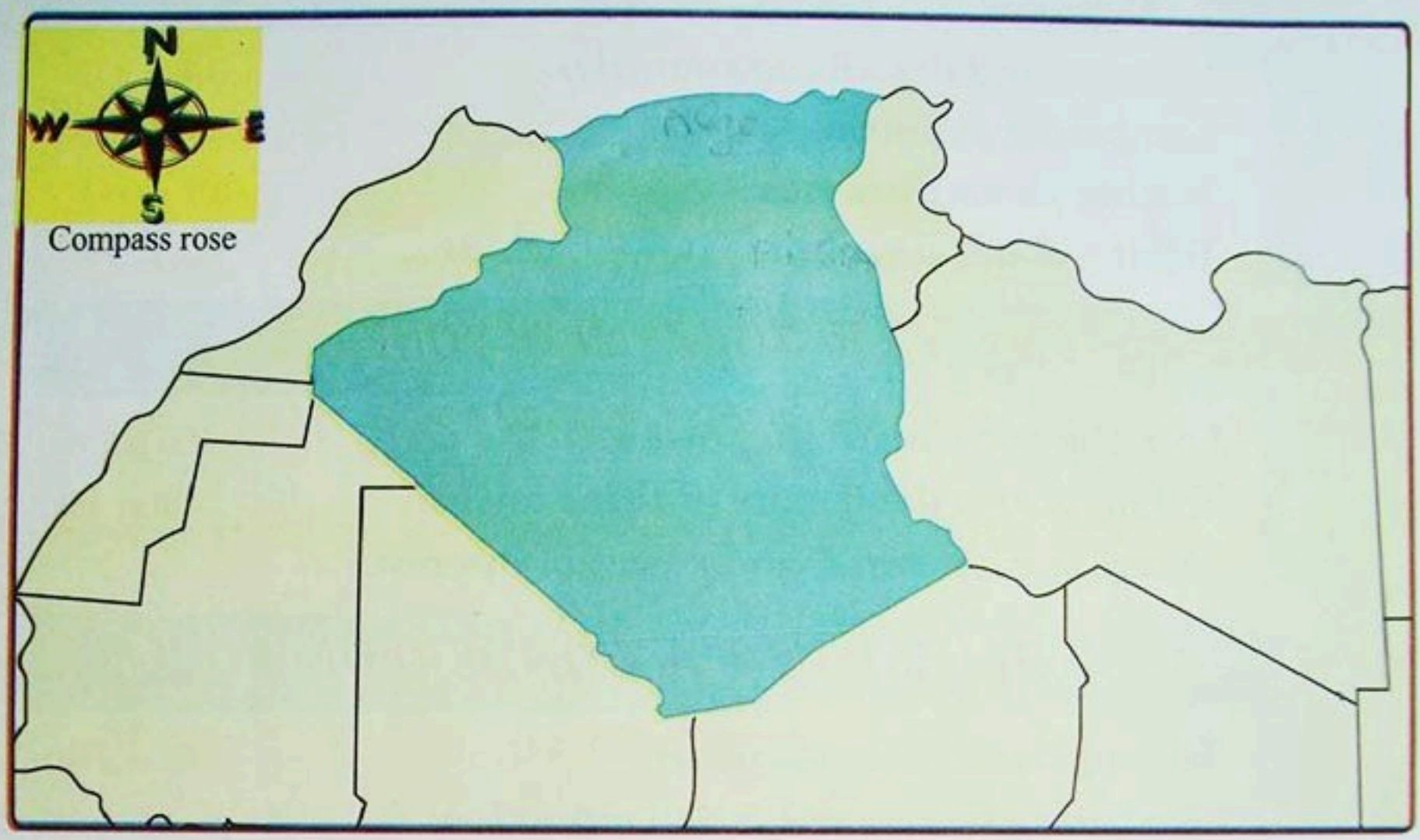
WHERE DO WE STAND NOW?

Project Round-up
Language Summary
Test Yourself
Learning Log

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LISTEN AND SPEAK

❶ **Look at the map below. Name the countries that border Algeria. Make use of the compass rose.**



Compass rose

❷ **Compare the size of Algeria with the size of each of its bordering countries.**

❸ **Listen and complete the following table with the right information.**

Location	In the continent	
	Bordering countries	
Population	Total	
	Density	
Land	Area	
	Regions of the country	
	Highest peak	
Climate	In the north	
	In the south	

❹ **Use the information in the table and compare :**

a. the climate of Northern Algeria with that of Southern Algeria,

b. Mount Tahat with Mount Lalla Khadidja and with Mount Chelia.

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SAY IT CLEAR

Read the tips below and do the exercises that follow

TIPS

A. The **-er** ending in comparative adjectives of superiority is pronounced /ə/. The adjective and the nouns are stressed because they give the message of the sentence. E.g. **Tunisia** is **smaller** /ə/ than **Algeria**.

B. The item **as** in comparative adjectives of equality is pronounced /əz/. The adjective and the nouns are stressed because they give the message of the sentence. e.g. **Tunisia** is not as /əz/ **big** as /əz/ **Algeria**.

C. The **-est** ending of superlative adjectives is pronounced /ɪst/. The adjective and the nouns are stressed because they give the message of the sentence. e.g., The **Soudan** is the biggest /ɪst/ **country** in **Africa**.

❶ **Pair work: Make a short dialogue comparing two countries you know well. Use the adjectives in the box that follows. Pay attention to pronunciation.**

Example:

You: Algeria is a big country.

Your partner: Yes, but Russia is much bigger than Algeria./ Yes, but Algeria is not as big as Russia.

You: I agree with you. / I'm sorry,/afraid, I disagree with you.

Weather	Size	Economy	other features
hot	big	developed	safe
cold	small	rich/poor	green
mild	average	strong/weak	expensive/cheap

❷ **Pair work: Use the items in the box below to ask and answer questions using superlatives of adjectives.**

Example: **You**: What is the largest country in the world?

Your partner:It's____.

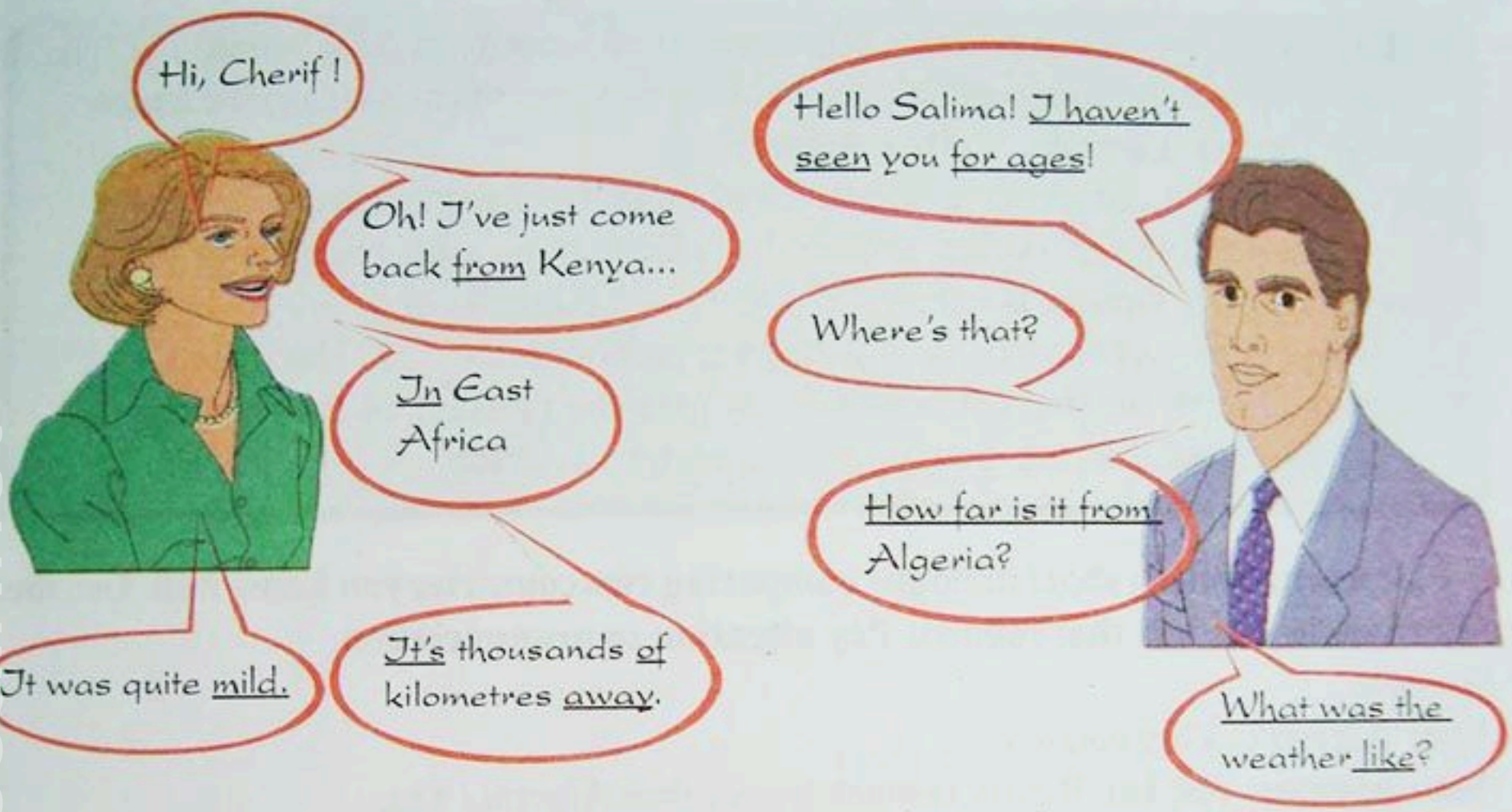
- high- mountain peak - world (Mount Everest)
-hot/ desert/ world (The Sahara)
- large/ big- country – American continent, Africa, Asia …
- long-river- world (The Nile)
-large/big - ocean -world (The Pacific)
-old- republic- modern Europe (France)

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THIS LAND IS MY LAND

PRACTISE

1 Read the conversation between Cherif and Salima. Pay attention to the underlined words and expressions. Then act out the dialogue with the right intonation.



2 Now build dialogues with your partner and perform them with the right intonation.

Use the ideas in the boxes below.

Jamaica, Canada, Peru, Brazil, China, Jordan, Cuba, The Netherlands, Germany, Mali, Malawi.	north / south / east / west of	thousands of miles away from...
	on the European ...	far away from...
	on the Asian ...	a long way from ...
		a long way off ...

3 Think of a country that you would like to visit some day and tell your partners about it. Follow the example given.

Example:

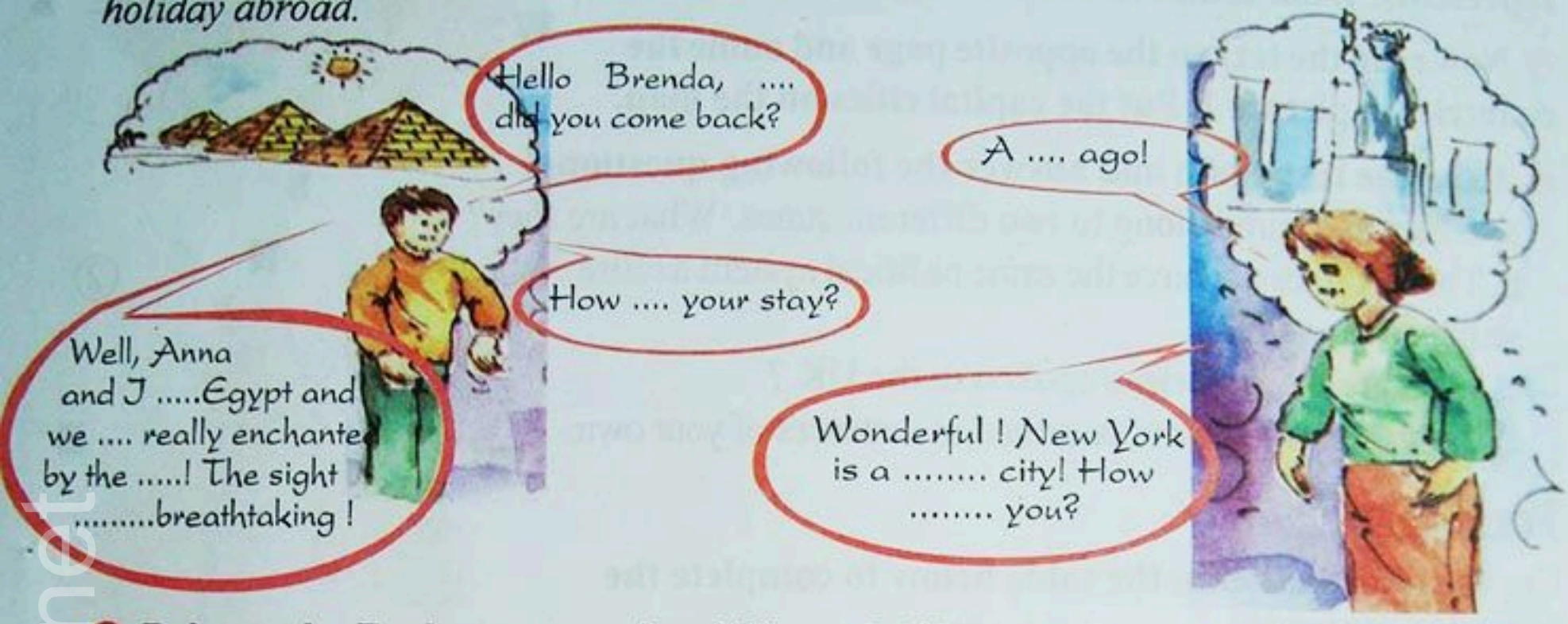
I'd like to visit Egypt some day. It is situated ..... (Use points of the compass). It is bordered by ..... in the ....., by ..... in the ....., by ..... in the ....., by ..... in the ..... . (Add any other geographical details mountains, rivers, plains, climate ... . Conclude by saying why you would like to visit it.)

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IMAGINE

1 Complete what the people in the pictures are saying.

Situation : Bob and Brenda are two colleagues who meet after their return from a fortnight's holiday abroad.



2 Pair work: Barbara spent her Winter holidays in Jamaica. Complete her conversation with Allan. Then act it out with your partner. Pay attention to the intonation.

A : ..... ?
B : In Jamaica .
A: .....?
B: We stayed there for three weeks. We really enjoyed the sunny weather and the exotic food.
A : ..... it a colonised .....?
B : No, it's not! It's an independent country.
A : ..... ?
B : It is situated in the Caribbean Sea, south of ... .
A : Lucky you ! And how .... you ..... back ?
B : A week ... .

3 Now join your partners and build a dialogue on the model above. Tell the class where you spent your last holidays. (Speak about the period, the country, the towns, the weather, the accommodation, the food, the people). Use the past simple with ago and for.

A couple of days, a week, a fortnight, a month, …	splendid - beautiful - fine - comfortable - tasteful - wonderful
	awful - depressing - tasteless - noisy - boring - disastrous

4 Act out the dialogue. Then write it down in your copybook.

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THIS LAND IS MY LAND

READ AND WRITE 1



1 Look at the maps and say which country each of them represents. What countries/seas/ oceans border them ?

2 Now read the text on the opposite page and name the countries in picture 2. Put the capital cities on the map.

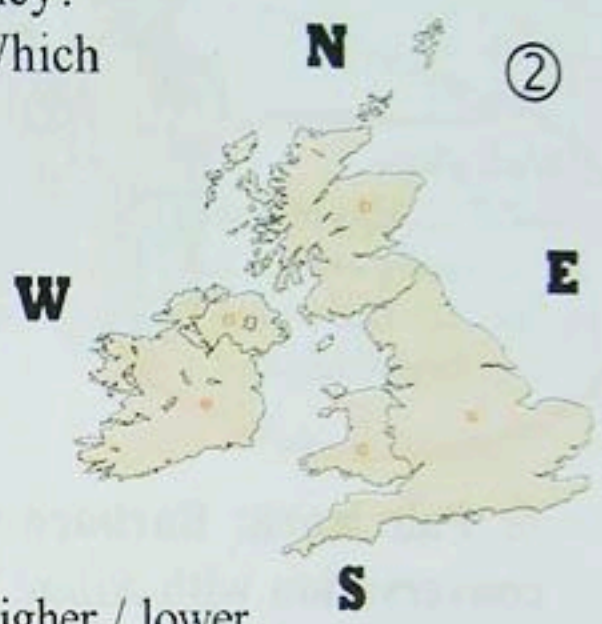
3 Read the text again and answer the following questions.

a. Ulster and Eire belong to two different states. What are they?

b. The UK does not have the same political system as Eire. Which sentence says so?

c. What are the languages spoken in the UK ?

d. Use the verbs **to lie** and **to extend** in sentences of your own.



YOUR TURN

Use the information in the table below to complete the following sentences.

England / Wales

① is more / less populated…/ ② is bigger / smaller…/ ③ has a higher / lower population density...

① …is the most… / ② …is the big… / ③ …has the high…

Country	Area	Population	Density (Inhabitants per sq km)
England	130,400 sq km	46170300	380
Scotland	78,800 sq km	5130000	64
Wales	20,800 sq km	2798200	141
Northern Ireland	14,000 sq km	1570000	120

WRITE IT OUT

You want your city or your country to be the site of the Olympic games in 2016. In a group of three or four students, write a letter to the International Olympic Committee to persuade them to choose your city or country for the site of the Olympics. Use comparatives and superlatives of adjectives.

International Olympic Committee
Vidy 1, Olympic House
1007, Lausanne, Switzerland
April 4, 2008

Dear Sir or Madam,
We are writing to you from Algeria. We would like you to consider our country/ capital city Algiers for the Olympics of 2016.
Algeria is _____.

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The United Kingdom

In the north of Europe, to the north-west of France, lie two large islands and other smaller ones. The whole makes up the British Isles.

The largest island is Great Britain with England in the South, Scotland in the North and Wales, in the West. The second largest island is called Ireland. It is smaller than Great Britain and is divided into two countries: Northern Ireland (or Ulster) and Southern Ireland (or Eire). Ulster and Great Britain form the United Kingdom but Eire is independent. The United Kingdom is a monarchy while Eire is a republic.

Each of the four countries of the United Kingdom has its own capital city. London is the capital of England and that of the U.K. at the same time. Edinburgh is the capital of Scotland, Cardiff that of Wales and Belfast that of Northern Ireland. The official language in the British Isles and the United Kingdom is English. Besides English, Welsh is spoken in Wales, Gaelic in Scotland and in Ireland.

The United Kingdom extends over an area of two hundred forty-four thousand and forty-four square kilometres. It has a population of about sixty million inhabitants. The density is two hundred and thirty-three inhabitants per square kilometre. London, with its seven million people, is the most populated city.

Ben Nevis is the UK's highest mountain. It is about one thousand three hundred and forty metres high and is situated in Scotland. The climate of the British Isles is temperate. The weather is quite rainy though.

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READ AND WRITE II

❶ **Read the histories of some English-speaking countries below; then compare them with one another.**

a. Which country was colonised **earlier/later than** .....?
b. Which country gained its independence **earlier than/ later than** .....?
c. Which country gained it **earlier than/ later than** .....?
d. What was the country which was colonised **the earliest/ the latest** by the English?

Canada

The English explorer John Cabot went there in 1497. The native Inuit people (the Eskimos) resisted the European invasions of their country until 1763.



Australia

Captain Cook, the English explorer, landed in Australia in 1770. At first, the British government sent criminals to live there. **Later on**, a lot of poor people, mostly Irish, emigrated to the colony. It became independent in 1903.



New Zealand

The native people, the Maoris, accepted British rule in 1840. It became independent in 1931.

Jamaica

The English took this island from the Spaniards in 1655. It remained an English colony until 1962 when it gained its independence

Ireland

The English arrived in Ireland in 1169. Four hundred years later, it became British. In 1921, the southern part of the island re-gained its independence. It is now called the Republic of Ireland, or Eire. Northern Ireland is still part of the UK.

❷ **Choose two countries above. Write a paragraph about their histories using comparatives and superlatives of adverbs .**

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SIT BACK ☺ AND RELAX

Teacher: Sir, I'm afraid there's a problem with your son. I have proof that he cheats on his tests.

Father: That's impossible, my son Pierre doesn't copy anyone else's work. I'm sure you are mistaken.

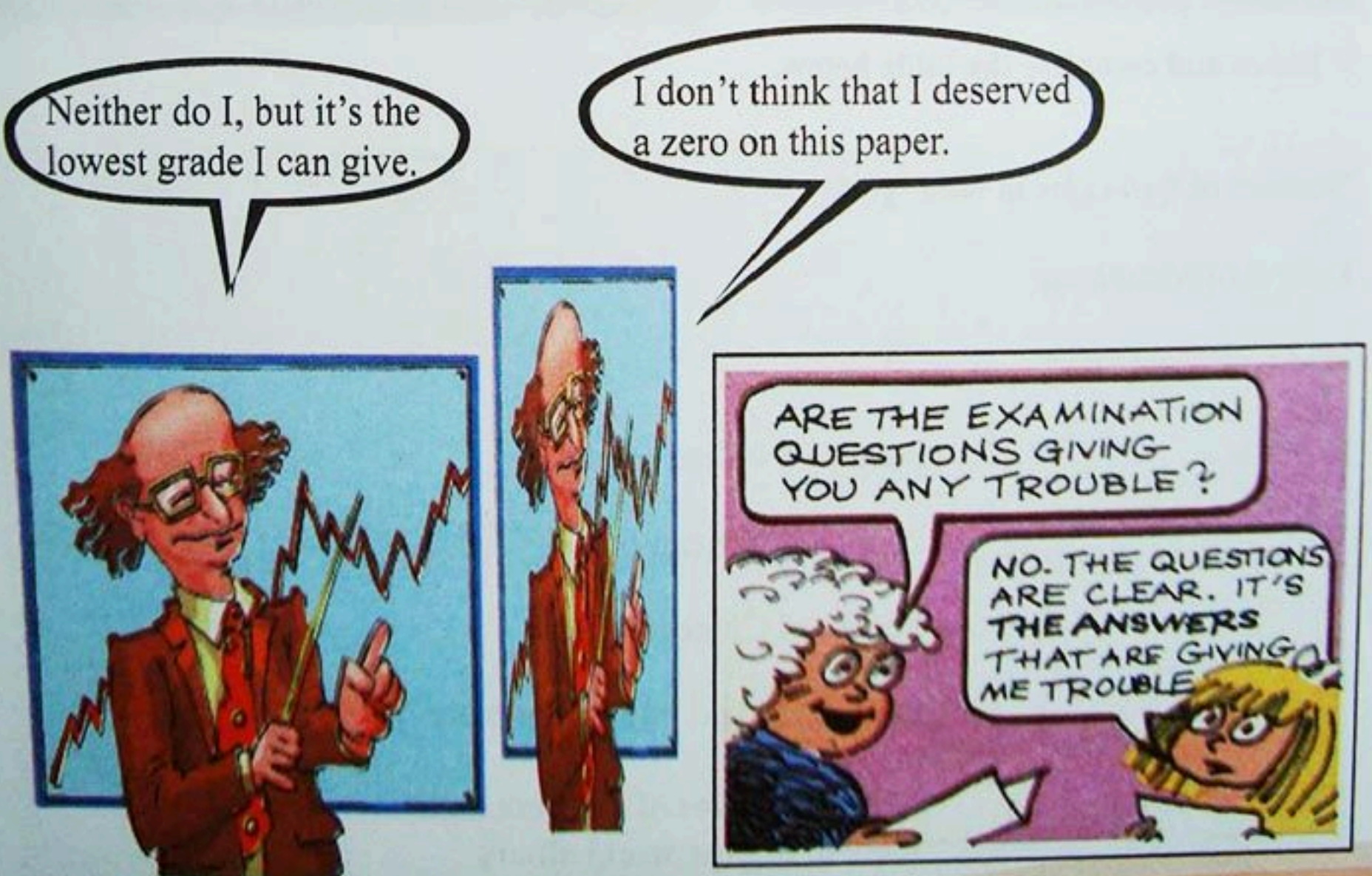
Teacher: May I show you his history test? The answers are copied from the paper of his friend Henri. The question was *Who came after Napoleon?* Henri's answer is *Louis XVIII.* Pierre's answer is also *Louis XVIII.*

Father: Aha! But it *Was* Louis XVIII.

Teacher: That's true, but look at the second answer. The question was *When did Napoleon achieve his greatest victory?* Henri's answer is *London*; Pierre's answer is also *London.*

Father: Yes, ... but it's purely coincidence.

Teacher: Ahh, but wait, sir, until you see the third answer. The question was *Where did Napoleon die?* Henri's answer is *I don't know*, and Pierre's answer : *Neither do I.*

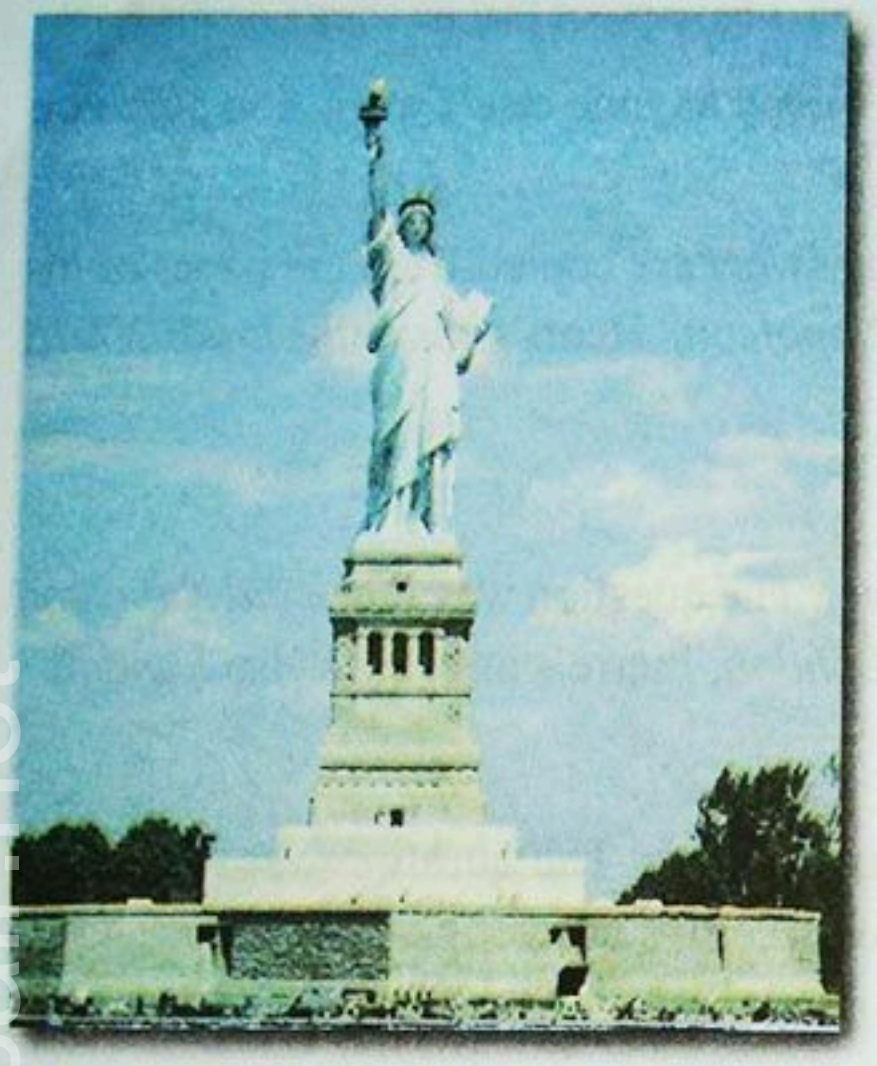


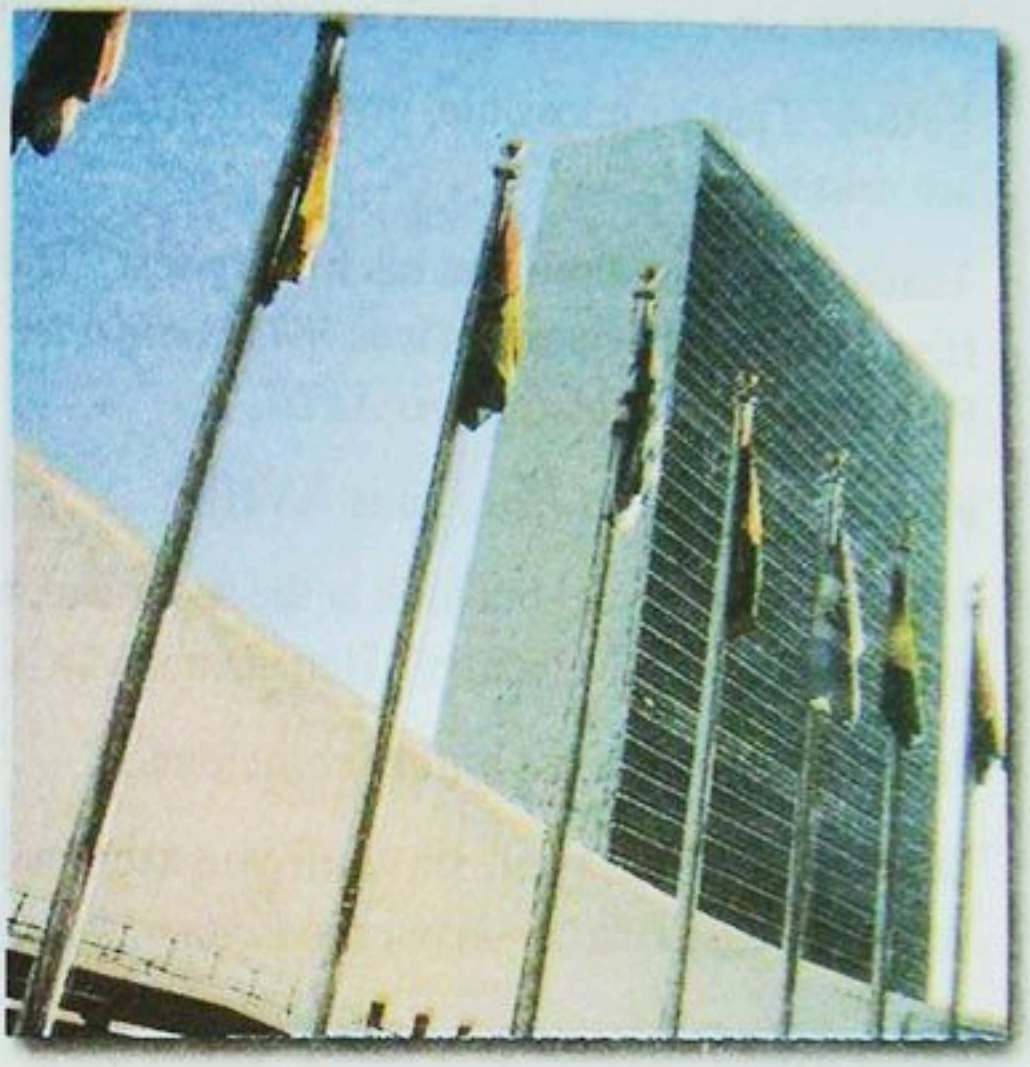
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NEW YORK, NEW YORK

LISTEN AND SPEAK

1 **Look at the pictures and say all you can about the monument and the building .**





2 **Listen and complete the table below.**

Number of boroughs in New York	
Length of Manhattan	
Width of Manhattan	
Places where people live	People of Italian origin
	People of African origin
	People of Chinese origin
Places of activities	People sell and buy stocks there
	Representatives of different nations meet there to discuss world affairs

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SAY IT CLEAR

Read the tips below and do the exercises that follow.

TIPS

In fast speech, the consonant '**r**' at the end of **more** is pronounced and is linked to the adjective or the adverb, if the adjective or the adverb starts with a vowel. e.g. more /mɔːr/ intelligent.

The consonant is not pronounced if the adjective or adverb starts with a consonant. e.g. more /mɔː/ friendly.

1 Use the cues in the box below to write 5 sentences comparing the city and the countryside. Use comparative adjectives of superiority and inferiority.

Example:

Life is more/less expensive in the countryside than in the city.

A. life /expensive / comfortable.
B. city / attractive / countryside.
C. streets / crowded.
D. air / polluted.
E. social life/interesting / enjoyable/ boring.
F. people /conservative / easygoing / open-minded.

2 Write a talk of five to six lines using the comparatives of adjectives in exercise 1 above. Then read it to the class. Pay attention to your pronunciation.

Example:

I prefer to live in the countryside. This is because the air is _____.

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PRACTISE

Pair work. Look at the map of Manhattan, use the expressions given below and locate the following places:

Little Italy, Chinatown, Greenwich Village, the U.N Headquarters

Example:

A: Can you show me where Soho is?

B: It's ...

It is north of …

... south of …

It is on the west side of ...

... east side of ...

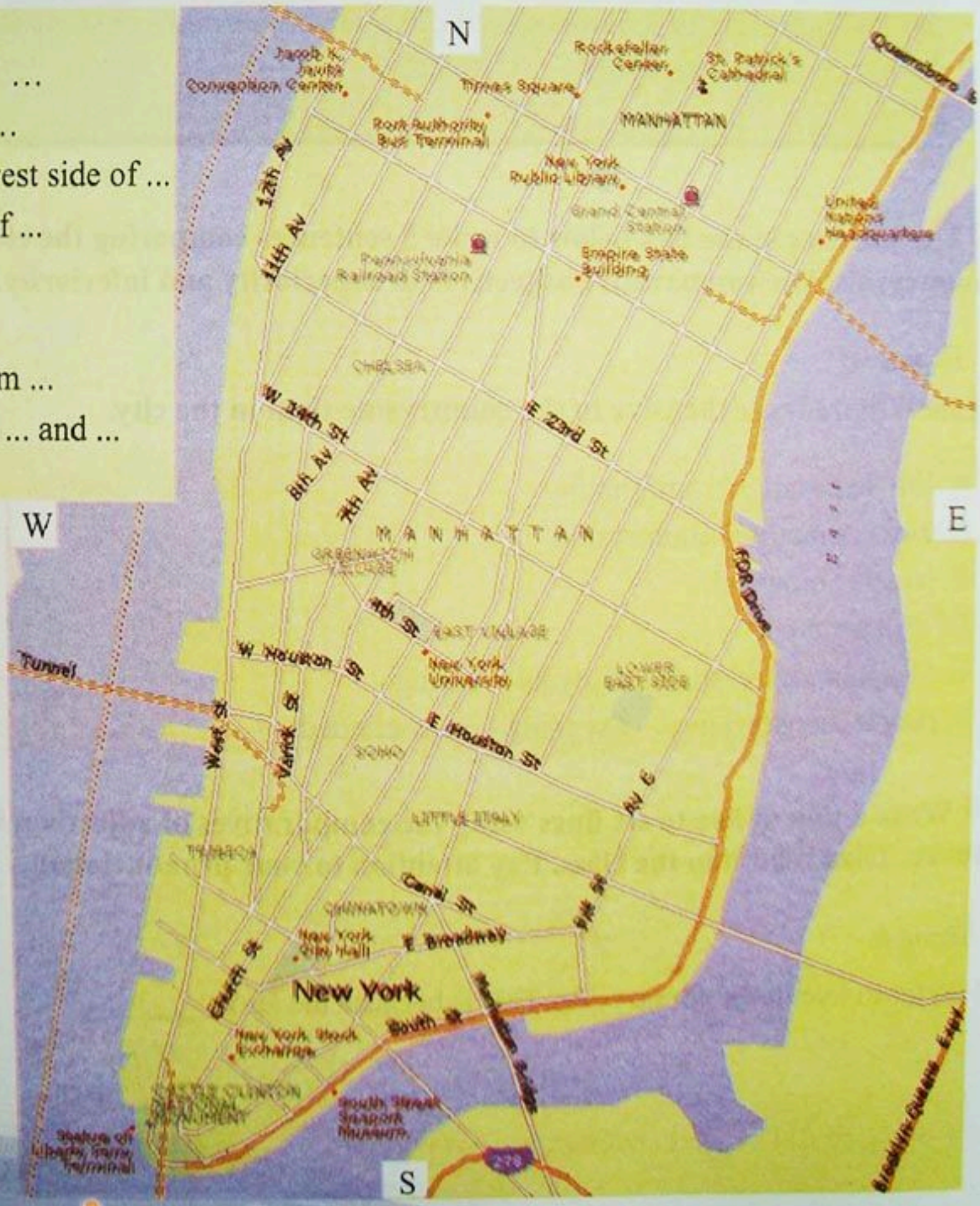
It is near ...

... beside ...

... not far from ...

It is between ... and ...

It is in ...



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IMAGINE

1 Look at the pictures and make adverts using comparatives. Add "er", "more" or "less".

Example: Jump higher!



Run ...
Be …
Jump ...

With the London Pass, you see ....and pay ... .



Hop on and have a ... expensive and ... exciting tour of London with the Big Bus Company.



Wake up late ... and arrive early ... with the London Cab.





2 Now think of three products that you like and make adverts for them.

Example :

Take a spoonful of olive oil every morning. It'll make you healthier !

Write them down on your copybook.

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READ AND WRITE

❶ **Look at the picture and read the text on the next page. Then name and locate a monument and a government building.**



❷ **Read the text again and answer the questions.**

a. How many states are there in the USA?

b. In what ways is Washington D.C. different from other cities in the United States ?

c. Why is " 1600, Pennsylvania Avenue" a special address ?

d. From where can tourists have a full view of Washington? Why?

WRITE IT OUT

Write a short presentation of your hometown. Use the text about Washinton D.C. as a model.

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Washington D.C.

The USA is a federal republic, made up of fifty states including Hawai. Many foreigners believe that New York is the capital city of the United States. Actually, the capital is Washington D.C. It is situated on the Potomac River between the State of Maryland and the State of Virginia.

Washington D.C. is different from other US cities : it belongs to no state. It was George Washington, the first President of the United States who, in 1790, chose a specific location for the Federal capital. He decided to build it on a territory which was made up of two pieces of land, one given by Virginia, and another by Maryland. This territory was called the District of Columbia and the city was named after George Washington.



Washington D.C. is a beautiful city, with broad avenues, beautiful parks, famous monuments and Government buildings.

These buildings and monuments which tell the history of the United States, are : the Capitol, the Supreme Court, the Library of Congress and of course, the White House.

The White House is the oldest public building in Washington and also one of the most popular tourist attractions in the United States. The White House is located at 1600, Pennsylvania Avenue. It is the home and office of the President of the United States. Every year more than 1.5 million people visit it.

One of the most beautiful monuments in Washington is the Washington Monument. It is situated on the Mall, a large park. It is five hundred and fifty-five feet(one hundred and sixty-nine metres) high and made of white marble. Tourists can climb the 898 steps or take an elevator to the top. From there they can have a full view of the city.

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LISTEN AND SPEAK

1 **Below are the names, the pictures of the Seven Wonders of the Ancient World and the countries where they are located. Match the pictures with the names. Then say where each wonder is situated.**

List of the Seven Wonders

1. Pyramids _____
2. Hanging Gardens _____
3. Statue of Zeus _____
4. Temple of Artemis _____
5. Mausoleum of Harlicarnassus _____
6. Colossus of Rhodes _____
7. Pharos _____

Greece	Turkey	Egypt	Iraq

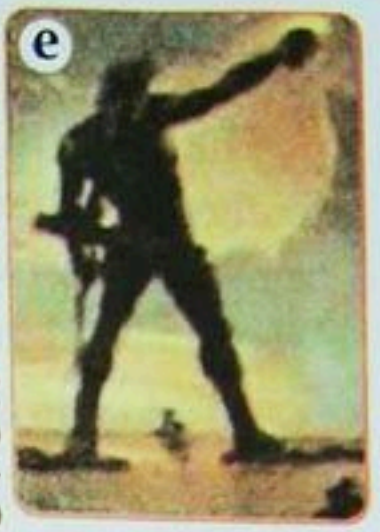


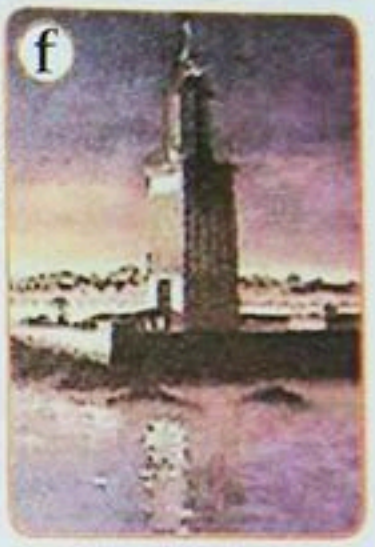






The Seven Wonders







2 **Copy down the table. Listen to the teacher and complete it with as much information as possible about one of the two wonders described.**

Monument	1.	2.	Monument	1.	2.
Location			Shape		
Age			Size		
Architect			Height		
Material			Weight		

3 **Choose one of the two Wonders and tell the class what you know about it now.**

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SAY IT CLEAR

TIPS

To express admiration, we use exclamations with the following structures:
What + (a) adjective +noun !
How + adjective !
The main stress is on the noun. The intonation rises and falls like this:
Example:



What a beautiful building!

❶ **Pair work: Prepare a short dialogue using exclamations and the cues in the box that follows. Act it out using appropriate pronunciation.**

Example:

You : Oh, look! what a beautiful building !
Your partner : Oh, yes. It's really beautiful. Let's take a photo of it.
You : That's a good idea.

splend view	-	go closer to admire it
wonderful museum	-	go inside and visit it
fantastic bridge	-	walk over it

❷ **Listen and put the words in the box in the table below according to the pronunciation of the letters (digraph) ph.**

/f/	/v/	Silent h

Pharaoh	Pro**ph**et	**Ph**rase
Physics	S**ph**inx	Ste**ph**en
Photogra**ph**	Ne**ph**ew	**Ph**onetics
She**ph**erd	Autogra**ph**	**Ph**iloso**ph**y

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WHAT A WONDERFUL WORLD !

PRACTISE

1 Who says what? Bob is enthusiastic about the monument below, but Jane is not. Complete their reactions using the adjectives around the monument.



Wow ! What a … !
Oh, how …

Do you think so?
Actually, I find it ...



moving

ugly

hideous

fascinating

impressive



attractive

grotesque

fantastic

beautiful

splendid

awful

horrible

striking

2 Pair work. Think of places or monuments in your country and recommend them to a foreign visitor. Take turns to play the host and the visitor. Use the conversation summary:

- Have you had time to look round the town?
- You should visit ...
- It's in ...
- It's the best ...
- It's not far by bus ...
- It's within walking distance from ...

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IMAGINE

❶ Pair work: Prepare a short dialogue using the information attached to the monuments below. Act out your dialogue to your classmates.

Example:

A: Wow! What a beautiful bridge!
B: I quite agree with you. It's really fantastic. What is its name?
A. ...
B. And how long is it? - How old ... ?
- Where is it ...?
- What is it made of?
- How high...?

A: Well, I think it's ...
C: I'm afraid I disagree with you / I don't quite agree with you. I think it's ...



❶
Statue of Liberty
Erected: 1884
Material: steel, iron, copper
Height: 93 m
Weight: 225 tons
Location: Liberty Island, New York.



Tower Bridge ❸
Built: 1894
Material: Steel, iron
Location: Thames, London

❷
Eiffel Tower
Erected: 1889
Material: Iron
Height: 320 m
Location: Champ-de-Mars, Paris



❷ Write a paragraph of 6 to 8 lines completing the statement below with information about the monuments above. Read your paragraph to the class.

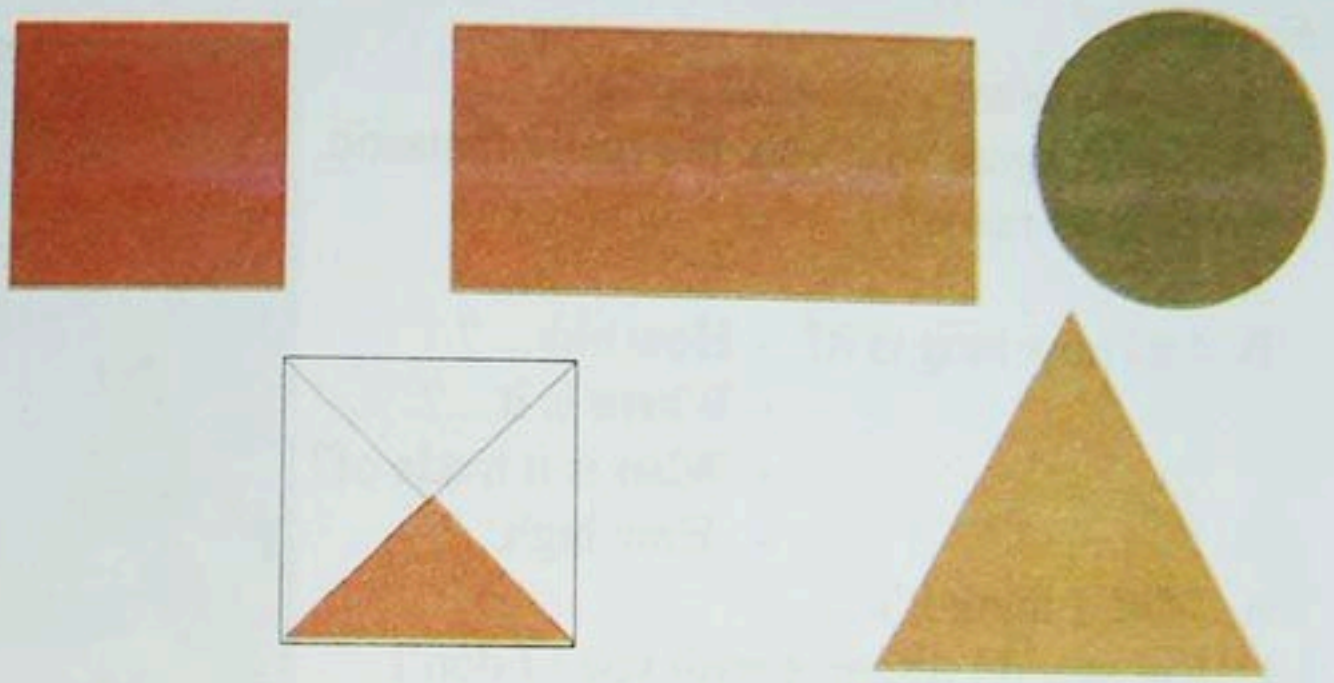
In my opinion/ Personally, I think that/ To my mind,/ the Statue of Liberty, Tower Bridge and the Eiffel tower are the most beautiful monuments in the world. The Statue of Liberty is ...
- To my mind, the ...

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READ AND WRITE

1 Match these shapes with their corresponding names and adjectives. Use sentences as in the example below.

names	adjectives
circle	circular
triangle	triangular
rectangle	rectangular
square	square
pyramid	pyramidal



Example: - It's a circle. - It's circular in shape. - Its shape is circular.

2 Read the text on the next page and ask your partner questions about the characteristics of the Great Pyramid. Use the cues in the box.

characteristics	questions
Age	How ...
Size	How ...
Weight	How ...
Height	How ...

long	heavy
high	old

2 Read the text again. What do the words in bold refer to ?

YOUR TURN

Describe pieces of school furniture using appropriate shape names and adjectives.

WRITE IT OUT

Imagine you're a tourist guide. Choose a monument and prepare a short talk to tell tourists about it. Start like this:

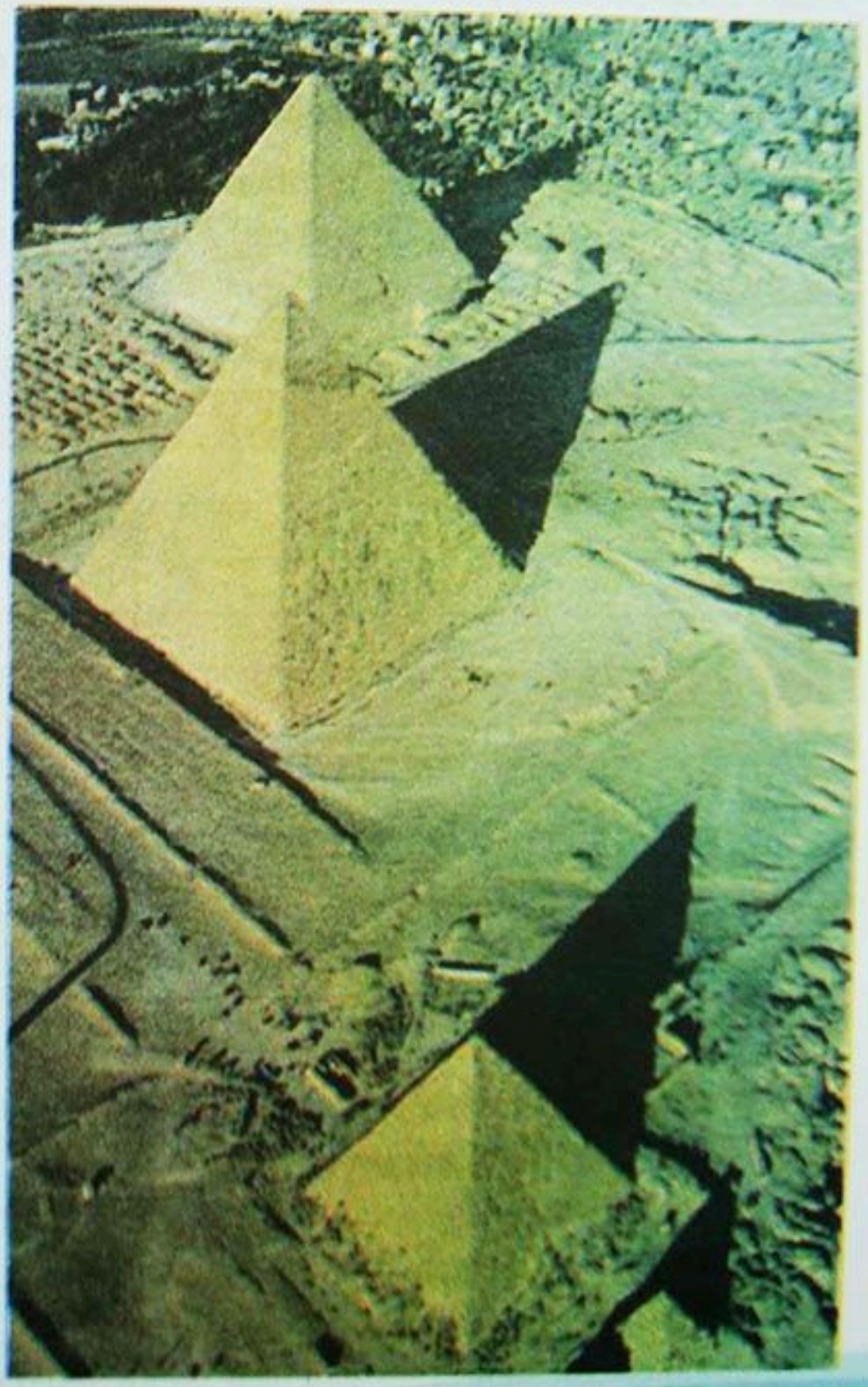
'Ladies and gentlemen, we're now standing in front of ...'

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The Pyramids of Giza

The three pyramids are located at Giza, a suburb of Cairo in Egypt. Built in the year 2550 BC, **they** constitute one of the Seven Wonders of the World. **They** are **those** of Cheops, Khafre and Menkaure. Cheops's is the oldest. It is known as "*The Great Pyramid*"

The Great Pyramid alone contains over two million finely cut blocks of stone. **It** weighs about 6.3 million tons in all. It is 147 metres high and its base is almost a perfect square. Each side of the square is 230 metres long and is orientated towards one of the four cardinal points.



The Khafre Pyramid is orientated directly to the south-west of the Great Pyramid, but the Menkaure pyramid is not quite on the same alignment. **It** is also much smaller than the two others.

Inside the Great Pyramid are two chambers : the Queen's chamber and above **it** the King's. Each of **them** has ventilation shafts to the exterior.

Though the pyramids of Giza are the oldest of the Seven Wonders, **they** are still majestuously standing, defying Man and Time !

Adapted form *Reflections*, Student's Book 2 by James Taylor

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English in the world

❶ Read and learn about English

More than 360 million people in the world speak English as their first language . With 252 million people, the United States has the greatest number of English speakers. The United Kingdom comes second with a population of 57 million, Canada third with 26 million, Australia fourth with 17 million, Ireland fifth with 3.6 million, New Zealand sixth with 3.4 million , Jamaica seventh with 2.3 million, and Trinidad is in the eighth position with 1.7 million people. To all these English-speaking countries, English came on the boat of the British colonisers. In each of its new homes, it developed and became a little different from British English.

❷ Now read the list of words below and try to find the differences in spelling and vocabulary between British and American English. Make dialogues like this ..

A: How do you spell *flavour* in American English ?
B: F.L.A.V.O.R. Now, how do you call *French fries* in British English ?
A: *Chips*.

Br. English	Am. English	Br. English	Am. English
Spelling			
flavour	flavor	centre	center
programme	program	traveller	traveler
connexion	connection	learnt	learned
catalogue	catalog	got	gotten
Vocabulary			
luggage	baggage	lift	elevator
flat	apartment	queue	line
chips	French fries	cinema	movie theatre
lorry	truck	handbag	purse
petrol	gas	film	movie
holiday	vacation	sweets	candies

❸ Now discuss the following points with your partner then write a paragraph about the different languages of Algeria.

a. How many languages do people speak as their first language ?
b. Are there any dialects of those languages ?
c. In what ways are those dialects different from one another ?
d. Compare the languages you hear on the radio and the one you learn at school with the language you speak at home. Are they exactly alike ? Why ?

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1 **The countries in black are members of the Commonwealth. Name them and say in which continent they are. What are the members of the Commonwealth which are missing on the map (if any)?**



2 **Fill in the table below with the characteristics of the members of the Commonwealth. An example is given to you.**

Country	People	Adjective	Language (s)
Australia	Australian	Australian	English

Use the suffixes in the box if necessary

-ian	-an	-ean	-ish	-ese	-i	-ench	- elsh

3 **Fill in the same table with the characteristics of three European countries, three Asian countries and three Latin American countries using the same suffixes as above (as appropriate).**

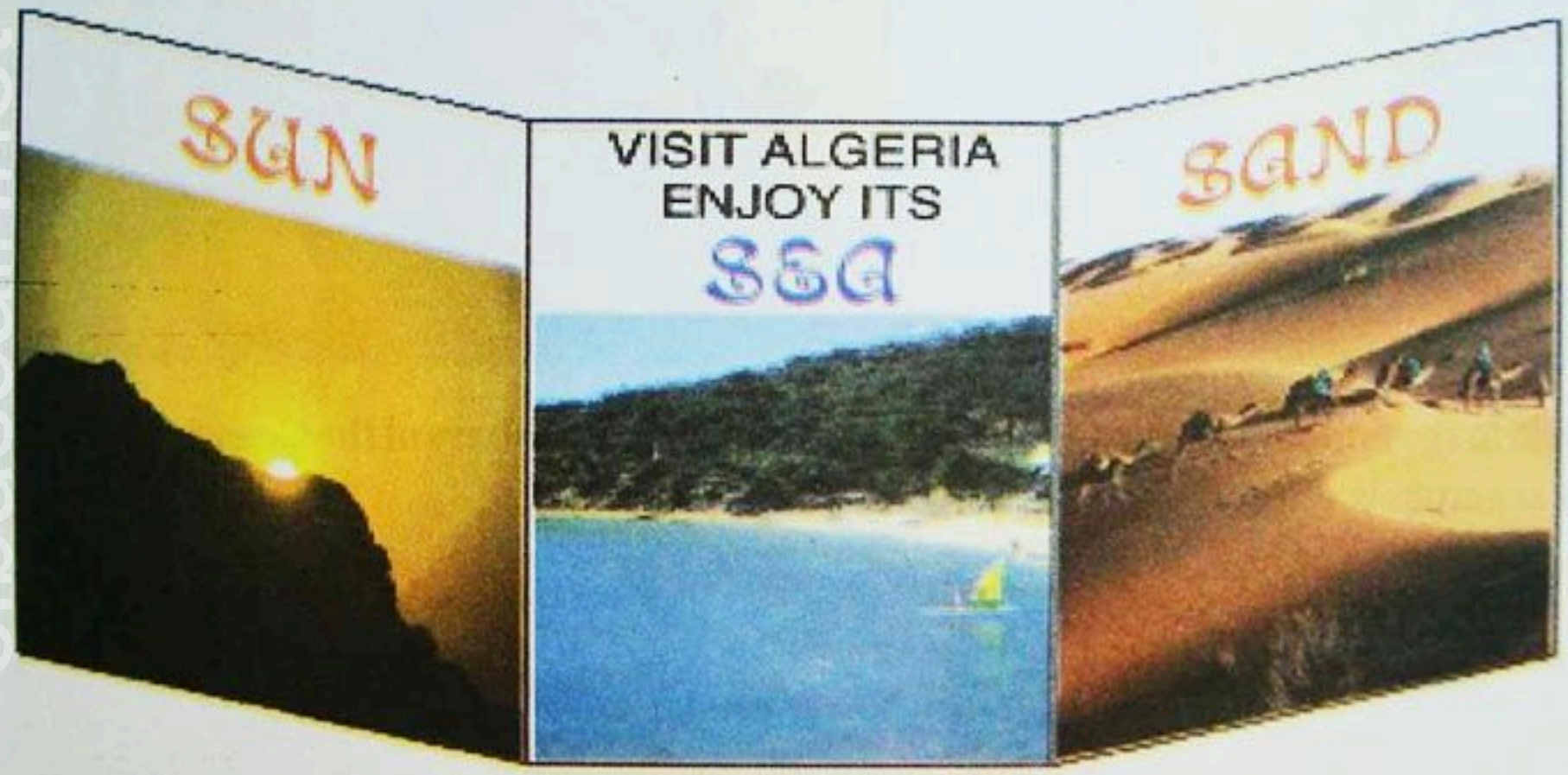
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PROJECT ROUND-UP : A tourist brochure.

Now it's time for every group to finalise their project and create a country profile.
Your country profile can take the form for a tourist brochure.
To this end, you need:

- giant sheets of paper,
- markers,
- some cellophane tape or glue,
- a dictionary,
- pictures or drawings.

Here is a possible presentation of a tourist brochure.



Choose a country and locate it geographically on the map of its continent.
Find pictures of the capital city's places of interest (streets, avenues, famous buildings, ...).
Write one or two lines about each selected place (monument or building) to encourage people to visit it.
Say what is special about its traditions (dress, cooking, celebrations ...).
Say why you want tourists to visit this country.

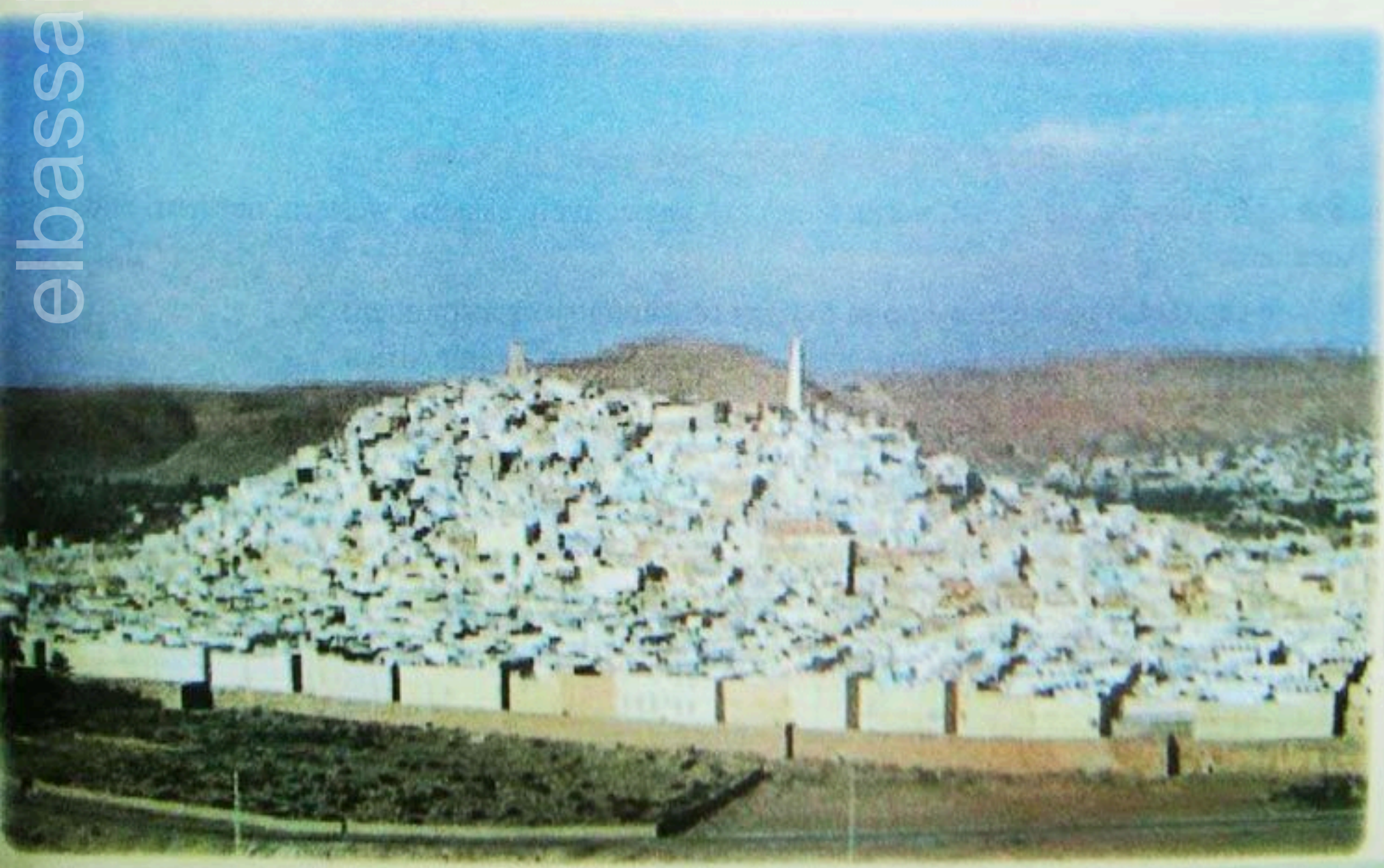
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♦ TIMGAD



♦ THE ROYAL MAURETANIAN MAUSOLEUM (TIPAZA)



♦ GHARDAIA

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LANGUAGE SUMMARY IV

SEQUENCE ONE

A Locating and describing countries

1. **We locate countries according to their geographical position:**
   a. in a continent, e.g. Algeria **is situated in** North Africa.
   b. in relation to their neighbouring countries, e.g. Algeria is **bordered** by Tunisia to the East and by Mali **to** the south...
   c. in relation to surrounding seas and oceans, e.g. Algeria **lies south of** the Mediterranean Sea.
2. **We describe countries in terms of:**
   a. - geographical features (plains, plateaux, mountains, etc.).
   E.g. Mount Lalla Khadija **rises** 2308 metres above sea level.
   - lakes, rivers e.g. The Nile **flows** south to north in Egypt.
   b. area: E.g. Algeria **extends** over an area of 2,381,741 square kilometres.
   c. population: E.g. It **has** a population of ...
   d. climate:
   e. economic resources:
   f. form of government: ...

Note:

1. The adjectives for east, west, north, south are respectively eastern, western, northern and southern.
2. We use capital letters when we point to parts of a country or a continent.
   E.g. The South of Algeria, North Africa, Western Sahara, South Africa

B Comparatives of adjectives.

There are three types of comparative adjectives.

1. **Comparative adjectives of superiority**
   To make a comparative adjective of superiority, do the following:
   For one-syllable adjectives :
   Add – **er** to the adjectives: old – older
   Add – **r** to adjectives ending in **-e**: nice - nicer.
   For adjectives ending in –y, take away **y**, and add – **ier**: sunny - sunnier.
   For adjectives with consonant+vowel+consonant (except w), double the consonant.
   Hot – hotter , but new -newer.
   Add **more** to **two-syllable adjectives** : exciting --- more exciting.
   Some adjectives are **irregular**: good – better bad – worse far- farther

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2. **Comparatives of equality**

a. Comparative adjectives of positive equality: E.g. Algeria is nearly **as big as** the Soudan.

b. Comparative adjectives of negative equality

E.g. The Seybouse is **not as** long **as** the Nile.= The Nile is longer than the Seybouse.

The Seybouse is not **so** long **as** the Nile.

3. **Comparatives of inferiority:** We use **less + adj. + than** with all adjectives. E.g. Malawi is **less developed than** South Africa.

Comparatives of Adverbs

The rules for the formation of the comparative of adverbs are the same as those for the formation of adjectives.

E.g. Nigeria gained its independence earli**er than** Algeria.

Togo is developing **less** quickly **than** Tunisia.

C Superlative of adjectives

1. **Superlatives of superiority**

To compare three or more things, animals, people, etc and pick out one of them as being superior to all others, we use the following patterns:

a. **The** adjective + **-est** + in/of E.g. Algeria is the biggest country in the Maghrib.

b. **The most** +adjective+in/of: E.g. The USA is the most developed country in the world.

Note: The first pattern is used with short adjectives and the second pattern with longer adjective. The spelling rules are the same as those for comparatives. The superlatives of **good** and bad are respectively **the best** and **the worst**.

2. **Superlatives of inferiority**

There is only one pattern : **the least** + adjective+ in/of

E.g. **The least** populated country of the UK is Northern Ireland.

Superlatives of adverbs

The rules for the formation of superlatives of adverbs are the same as those for the formation of adjectives. E.g Hania wakes up **the earliest of** all her siblings.

D Talking about distances

1. **We measure distance in kilometres and miles.**

E.g. London to New York is three thousand four hundred and forty-one miles (3,441 m).

London to New York is five thousand and five hundred and six kilometres(5,506 km).

2. **We ask about distance by saying 'How far... ?'**

E.g.A: 'How far is it from Constantine to Skikda?' B: 'It's about 80 kilometres.'

3. **Other expressions related to distance.**

E.g. **A:** 'How far did he run?' **B:** 'He ran 20 miles'.

A: 'How far does she live ?' **B:** 'She lives 6 km away.'

A: ' How far is Capetown from Algiers?' **B:** ' It's quite a long way.'

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E Talking about time using ago

1. **Ago** is an adverb. It measures the time back to a fixed point in the past.
   E.g. Algeria became independent in *1962*.= Algeria became independent ***50 years ago***.
   ---------- **2008.(Now)**
2. **Ago** can be part of time phrases such as: a second ago, two minutes ago, three hours ago, four days ago, 5 weeks ago, 6 months ago, 7 years ago, 8 decades ago, 9 centuries ago, many years ago, a long time ago, ages ago, etc. It is always used with **the past simple**.
3. To get answers with ago, we ask questions with '**How long ago... ?**'.
   E.g **A:** 'How long ago was apartheid banned in South Africa?'
   B: 'It was banned some 18 years ago'.
   A: 'How long ago did he finish school?'
   B: 'He finished school 5 years ago.'

Sequence two

A Locating and describing towns

We generally use the present simple with the following verbs and phrases:

1. It's **located in** Eastern/Western Algeria / **in** the Mzab Valley
2. **on** the Mediterranean coast/ on the right/left bank of the Cheliff River ...
3. **at** the foot of Mount Chréa

B Talking about the history of towns and monuments

We generally use the **past simple** with time phrases:
E.g Batna was built in 1844, but the Medracen was erected about 2,400 years ago.

Sequence three

A Talking about measurements

Depth, height, length and width

To ask about **depth**, **height**, **length** and **width**, we use **how**+deep/high/long/wide + is ... ?

E.g. **A:** 'How deep is *Shatt-Melghigh* ?' **B:** ' It is not very deep.'
A: ' How high is Mount Kilimanjaro?' **B:** 'It's 5,895 m high.'= Its height is...

Note: For people and buildings we say '**How tall is ... ?**'

Area, volume, weight.

1. **Area** Eg. The average football pitch is 9,600 square yards in area (9,600 sq yd).
   Or The area/size of the average football pitch is 9,600 sq yd.
2. For **volume** and **weight** we use the following patterns:
   E.g. The jug **holds** five litres (4 l). This bag **weighs** ten kilos (10 kg)

B Comparing sights and attractions

(See Sequence one, A to C, above).

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C Agreeing and disagreeing

1. Agreement

a. In agreeing with unfavourable opinion, it is preferable to express regret at the same time:

E.g. **A:** 'The journey was awful.'

B: 'Yes, I'm afraid it was.' / I have to agree it was./I must say I found it so.

b. In other cases, we can openly express our agreement.

(i) **A:** 'A referendum will satisfy all citizens.'

B: ' (Yes,) definitely/quite/ absolutely.'

Or '(Yes,) I quite /absolutely agree. / I couldn't agree more.'

ii. **A:** 'A referendum won't satisfy anyone.'

B: 'Definitely not./ It certainly won't./ You're absolutely right./ I agree.'

Note: Don't say, 'I am agree (with you).'

2. Tactful disagreement

When we are not of the same opinion with someone, it is more polite to disagree partly than to disagree totally.

E.g. **A:** 'English is a difficult language to learn.'

B: 'I'm afraid I disagree with you. German is even more difficult.'

'True, but the grammar is quite easy.'

'Yes, but it's not as difficult as German.'

'Do you think so?' Actually, I find it quite easy.'

D Using exclamations to express feelings

We use exclamations to express our feelings and emotions in various ways.

1. Interjections or 'emotion words'

a. Oh! (surprise) E.g. Oh, how nice to see you!

b. Oah! (pleasure) E.g. Oah, how sweet (of you)!

c. Ugh!(disgust) E.g. Ugh, this tastes awful!

d. Wow! (admiration) E.g Wow, congratulations!

e. Ouch !(pain) E.g. Ouch, that really hurts!

2. With adjectives

a. Great!/ Super!/ Wonderful!/ Fantastic! (Something good!)

E.g. A: 'Did you know we won the Cup?' B: 'Fantastic!'

b. Oh dear! / Oh my God! -----) (Something bad!)

E.g. Oh dear! I've lost my keys.

c. Well! / Good heavens! /My goodness! ----) (A surprise)

E.g. **A:**'It took us three hours to reach the hill.'

B: 'My goodness! I didn't know it was that far.'

3. What and How exclamations

a. What (a) + (adjective) + noun !

E.g. What fun! /What a surprise! / What a lovely day! / What wonderful mountains!

b. How +adjective/adverb!

E.g. How wonderful! / How unfortunate!

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4. **Exclamations are sometimes whole sentences.**

,

(...) such (a) + adjective +noun ! E.g. It's such a nice day!

E Asking for and giving opinion

1. Asking for someone's opinion

E.g. **A:** 'What do you think of my new car?

2. Giving a positive opinion

B: 'It's quite safe.' / 'I **guess** it's better than the one you had before (Am.Eng).' / ' **I suppose** it's quite safe.'/ **In my view**,/ **In my opinion**, it's quite a good car.'

3. Giving a negative opinion

E.g. **B:** 'I **don't think** it's a safe car.' / 'I **think** it's **un**safe.'

F Country adjectives and nouns

We generally use suffixes to form country adjectives and nouns.

Country	Adjective	People/persons
Russsia	Russian	Russian(s)
China	Chinese	Chinese (no 's' for the pl)
Iraq	Iraqi	Iraqi(s)

Note:

1. Some countries have different words for the adjective and the person(s).

Country	Adjective	People/persons
(Great) Britain	British	Briton (s)
Poland	Polish	Pole (s)
Sweden	Swedish	Swede(s)
Scotland	Scottish	Scot(s)
Spain	Spanish	Spaniard(s)

2. In some cases we add **-man/-woman** to the name of the country to refer to persons.

Country	Adjective	People/persons
England	English	Englishman/Englishwoman
Wales	Welsh	Welshman /Welshwoman
France	French	Frenchman/Frenchwoman

3. In most cases, the adjective is also the word for the country's language, but there are exceptions to this rule.

E.g. Algeria : Arabic/ Berber

Australia : English Canada : English/French

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TEST YOURSELF IV

I. READING COMPREHENSION

Read the text below and answer the questions that follow.

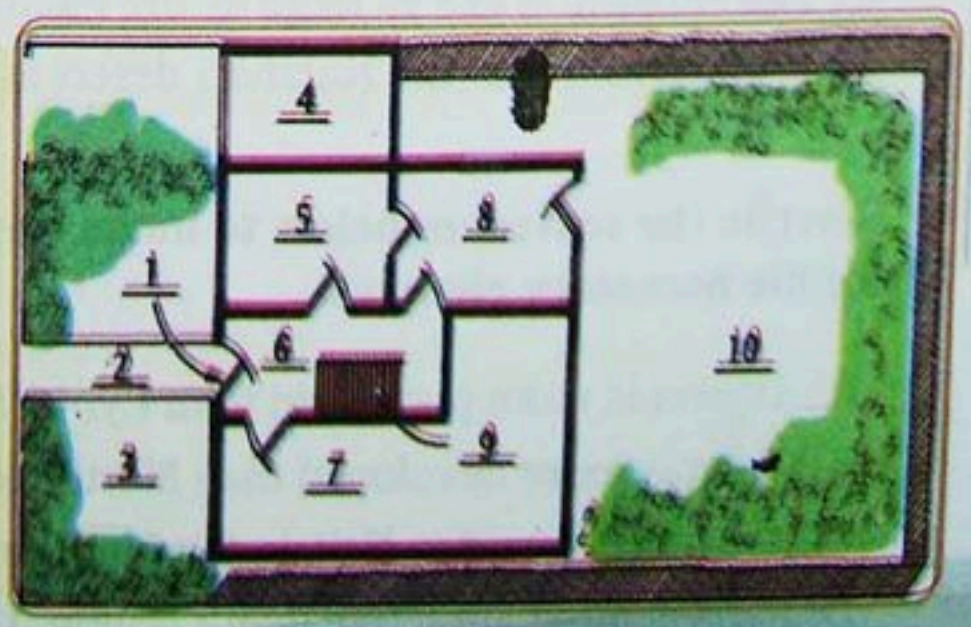
Mr Boussaidi is one of the most famous estate agents in Algiers. At the moment, he is showing a villa to 3 British tourists in Hydra, one of the most fashionable suburbs in the southside of the city, some 4 kilometres from the Casbah, the oldest part of the city. §1

"As you can see, the villa is as big as a castle. It's nearly 100 years old. It has two floors. There are three bedrooms and a bathroom upstairs. The bedrooms are 4 by 4 metres each. The bathroom is a little bit smaller. Downstairs, we have a living room, a dining room and a kitchen. These rooms are much bigger. They are 30 square metres each. On the whole, the villa is 18 metres in length, 16 in width and about 10 metres in height. §2

Before we go inside, let me show you the villa from the outside. Here is the front garden. It makes this villa more private. The neighbouring houses have no privacy. I see, you have already rented a car. So the garage you see on the left will be very useful to you. Ok, let's go in through the garden path to the front door. Follow me. Here we are inside. This is the hall. It's 2 metres in width. On your right is the living room and this door on your left leads into the dining room. As you can see, the dining room and the kitchen are connected. From that kitchen window, you have a pleasant view of the back garden. So ... any questions? Ah, yes, the price..." §3

1 Match the parts of the villa (1-10) with their names (A-J) below.

A. kitchen	B. living room
C. dining room	D. back garden
E. hall	F. front garden
G. path	H. front door
I. garage	J. stairs.



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❷ **Fill in the blanks in sentences A-C below with information from the text to make them meaningful.**

A. The bathroom is a little bit smaller than_____. §2
B. These rooms are much bigger than _____. §2
C. It makes this villa more private than _____. §3

II. MASTERY OF LANGUAGE

GRAMMAR

❶ **Imagine you are one of the tourists. Ask 6 questions to get the information underlined in the text on the previous page. Use the following items: big, far, high, long , old and wide.**

❷ **Read the text again and fill in the blanks below with appropriate adjectives from the box.**

A.The bedrooms _____ shape.
B.The villa _____ shape.

Circular, rectangular, oval, square, triangular

❸ **Rewrite the sentences to mean the same using comparative adjectives of superiority instead of comparatives of equality .**

A.Tunisia is not as big as Algeria. Algeria is _____.
B. The Amazon river is not as long as the Nile. The Nile is _____.
C. The Atlantic is not as large as the Pacific. The Pacific is _____.
D. It is not as hot in the Kalahari desert as in the Sahara. It is_____.

❹ **Rewrite the sentences below to mean the same using 'less' instead of 'more'. Make the necessary changes.**

A. Algeria is more populated than Lybia. Lybia _____.
B. Japan is more developed than North Korea. North Korea_____.
C. It is more humid in Britain than in France. It is_____.
D. Paris is more attractive than London. London is _____.

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5 **Put the adjectives between brackets into the superlative form to get a coherent advertisement.**

For the (exciting) and (expensive) holidays in Algeria, go to the Sahara. Help yourself to tea with the nomads in the (great) desert in the world. Sandşki on the (attractive) dunes of Timimoun-the-Red. Climb the (tall) palm trees in the (beautiful) oasis in the world. Pick up the Deglet Ennour, the (delicious) dates you can eat on earth. And go further south to the Tassili to see some of the (old) carvings of man's civilisation.

FUNCTIONAL LANGUAGE

1 **Imagine British tourists John, Barnes and Jack are discussing the price of the rent for the villa. Fill in each of the blanks with one item from the box below so as to make the dialogue that follows meaningful.**

agree, but, mind, personally, think

John: I _____(1) 60,000 dinars a month is too expensive.
Barnes: I quite _____(2) , _____(3) the villa is wonderful .
John : What do you _____ (4), Jack?
Jack: _____(5), I don't _____(6) it's expensive. The rent is about £ 600. So to my ___(7) the price is quite reasonable.

2 **Someone has just come on holidays to your town. Make a recommendation for a special place to visit using the dialogue below as a model.**

You: Have you had time to look around the city/region?
Tourist: No, I haven't. I've just arrived.
You: **(Suggest/recommend a place)** _____.
Tourist: (Asks for the location place) _____.
You: (Locate the place) _____.
(Say what makes it special) _____.

SOUND SYSTEM

1 **Listen to the pronunciation of the words in the box on the next page and say how the letters "ph" are pronounced in each.**

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WHERE DO WE STAND NOW?

Ph aros	Christo**ph** er	Atmos**ph** ere
Ph ysics	S**ph** inx	Ste**ph** en
Ph otogra**ph**	Ne**ph** ew	**Ph** onetics
She**ph** erd	Autogra**ph**	Geogra**ph** y

Now read the words aloud and complete the rule below.

The consonant digraph "*ph*" is usually pronounced / ... / except in words such as...

Listen to the words in the box and write them in the table according to the pronunciation of digraph "th".

southern	Thames	northern
Thailand	to breathe(verb)	
thanks	breath (noun)	teeth
mouth	thin	Thomas

/θ/	/ð/	/t/

WRITTEN EXPRESSION

Use the information in the fact file below to write a presentation (about 10 lines) of Malawi. Use comparative and superlative adjectives as well as prepositions of place.

Malawi (Republic)
Area: 118,000 sq km (one of the smallest countries in Africa)
Capital: Lilongwe
Physical features: no access to sea,rolling plains, mountainous West of Lake Malawi.
Administrative divisions: three regions, subdivided into 24 districts
Population: (about) 12,500,000
Languages : English, Chichewa (both official)
Religions: Christian 75 % , Muslim 25%
Exports: cotton, peanuts, sugar.
Famous for: Tea
History: Became the British protectorate of Nyasaland in1891.
Regained independence in 1964.



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LEARNING LOG

A. Tick ☑ the things you can do in English.

I can ...

- ☐ locate and describe countries and towns ;
- ☐ compare countries using comparatives and superlatives ;
- ☐ talk about distances ;
- ☐ talk about time using **ago** ;
- ☐ tell about the history of towns and countries using the past simple ;
- ☐ talk about measurements (size, height, length, width, etc.) ;
- ☐ agree and disagree ;
- ☐ use exclamations to express feelings and emotions ;
- ☐ ask for and give opinions ;
- ☐ use country adjectives and nouns.

B. What do you need to study again ?

1. _____
2. _____
3. _____
4. _____
5. _____

WHERE DO WE STAND NOW ?

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TIME FOR A SONG !

This Land Is Your Land

This land is your land, this land is my land
From California to the New York Island
From the Redwood Forest to the Gulf Stream waters
This land was made for you and me.

As I was walking along that ribbon of highway
I saw above me that endless skyway
I saw below me that golden valley
This land was made for you and me.

I've roamed and rambled and followed my footsteps
To the sparkling sands of her diamond deserts
And all around me a voice came sounding:
This land was made for you and me.

When the sun came shining, and I was strolling
and the wheat fields waving and the dust clouds rolling
As the fog was lifting, a voice came singing:
This land was made for you and me.

As I went walking, I saw a sign there
And on the sign it said "No Trespassing"
But on the other side it didn't say nothing:
That side was made for you and me.

In the shadow of steeple I saw my people
By the relief office I've seen my people
As they stood there hungry, I stood there asking
Is this land made for you and me?

Nobody living can ever stop me,
As I go walking that freedom highway;
Nobody living can ever make me turn back
This land was made for you and me.

(Extract from a song by Woody Guthrie)



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United States

CANADA

0 200 Miles
0 200 Kilometers

Missouri
N.DAK.
MONT.
MINN.
Superior
Great Lakes
ME.
VT.
N.H.
Boston
MASS.
R.I.
CONN.
40° N
New York
N.Y.
L. Ontario
Black Hills
WYO.
S.DAK.
Cr
Mississippi
WIS.
MICH.
L. Michigan
Huron
Detroit
L. Erie
Mountains
PA.
N.J.
Philadelphia
MD.
DEL.
NEBR.
IOWA
Chicago
IND.
OHIO
Denver
Platte
COLO.
MO.
ILL.
W.VA.
Washington, D.C.
VA.
Arkansas
KANS.
St. Louis
Ohio
KY.
Appalachian Mts.
Ozark Plateau
Plains
N.C.
TENN.
S.C.
Coastal Plain
ATLANTIC OCEAN
N. MEX.
OKLA.
ARK.
Red
Atlanta
GA.
MISS.
ALA.
30° N
Rio Grande
Dallas
LA.
TEX.
Coastal Plain
Houston
New Orleans
FLA.
EXICO
0 50 Mi
0 50 Km
20° N
HAWAII
Gulf of Mexico
Miami
BAHAMAS
Tropic of Cancer
100° W
90° W
80° W
CUBA

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LISTENING SCRIPT

FILE ONE

SEQUENCE ONE

Dialogue One

Mr Green: Good morning.
The Headmaster : Good morning. Are you Mr Green ?
Mr Green : Yes, I am.
The Headmaster : How do you do?
Mr Green : How do you do?
The Headmaster : (*Addressing Mr Jackson*)Bill, let me introduce to you Mr Green, our new teacher of English. (*Addressing Mr Green*) Mr Green, this is Bill Jackson. Bill's head teacher of English.
Mr Green: Nice to meet you, Mr Jackson.
Mr Jackson : Nice to meet you too, Mr Green .
Mr Green: Oh, please call me Steve.

Dialogue Two

Susan: Hello Lydia, you look happy today. What's up ?
Lydia: I have a new teacher of English.
Susan: What's his name ?
Lydia: Mr Green.
Susan: What does he look like?
Lydia: He is big and tall with wavy black hair.
Susan: And what's he like ?
Lydia: He's really cool. He never gets angry.
Susan: Oh , you're very lucky, Lydia. Mine is rather nervy.

SEQUENCE TWO

A: Hello, is that oh double six one four nine four one five three?
B: Yes, it is. Can I help you?
A: I would like to speak to Jane Smith, please.
B: Who is calling, please ?
A: My name is Mary. Mary Chapman.
B: Wait a moment, please. I'm sorry, she isn't here at the moment.

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A: I see. Well, what time will she be in?
B: From about two this afternoon.
A: Right. Could you tell her I'll ring her at 2.30, please?
B: I certainly will.
A: Thank you very much indeed. Goodbye.
B: You're welcome. Goodbye.

SEQUENCE THREE

Jack : Hello Jill. Did you watch *Catwoman* last night ?
Jill: On which channel was that?
Jack : It was on BBC 1 at 7.
Jill : It's a pity I missed it. What was it like?
Jack : It was terrible.
Jill : Was it? Why?
Jack : Well, the story was awful, the actors were horrible and the dialogues were boring. I simply felt depressed.
Jill : What about the costumes?
Jack : The costumes were quite good. In fact, the only thing I liked were the special effects. You know...Catwoman jumping from building to building. That was really fantastic!
Jill : So it wasn't so bad after all!

FILE TWO

SEQUENCE ONE

Telephone conversation

Ann : Hello ?
Peter : Hello. Can I speak to Ann, please ?
Ann : Speaking.
Peter : This is Peter. How are you, Ann ?
Ann : I'm fine, thanks. How are you, Peter ? Are you excited about coming to London ?
Peter : Oh yes ! I'm very excited to visit London. My sister Jenny is coming too.
Ann : Great. Are you still coming on the British Airways flight at 10

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a.m on Monday?

Peter : No, We're coming on Tuesday 21st. The new flight number is 532. We're taking off at 9 a.m from Dublin.

Ann : That's fine. See you soon. Bye!

Peter: Bye!

At the check-in desk

Peter : Excuse me. Is this the British Airways check-in desk for London?

Clerk : Yes, sir. Can I see your ticket, please? And would you please put your suitcase on the scales?

Peter: Here is my ticket. ... Oh, my God! This suitcase is too heavy!

Clerk: Don't worry sir. I'll lift it for you. ... Here you are. Now, smoking or non-smoking?

Peter: Non-smoking, please.

Clerk : Here is your boarding card. Your seat number is 46. You'll board from Gate 22 at 8.30. Have a nice flight, Mr O'Hara.

SEQUENCE TWO

A tourist guide speaking

Good morning, ladies and gentlemen. We're going to start on our tour in about five minutes. Here is an opportunity for you to view Westminster, one of the main parts of Central London, from the top of our famous open-top buses. I'm going to describe to you all the historic and interesting places as we drive through on this tour of Westminster. You're going to see the Houses of Parliament, Big Ben, Westminster Abbey, Trafalgar Square and many other major sights.

SEQUENCE THREE

Dialogue One

Karim: Are you doing anything this afternoon ?

Foued: No, nothing special.

Karim: Rashid and I are going to that new Chinese restaurant near the railway station. Would you like to join us ?

Foued: Yes, that would be nice. What time are you going there ?

Karim: About 2.20 p.m. Shall we come and pick you up ?

Foued: Fine!

Karim: Ok, I'll call you at 2 p.m. to confirm.

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Dialogue Two

Soraya: How about going to Algiers next weekend?
There's a good exhibition at the Bardo Museum.
Samia: I'm afraid I can't. I have to revise my lessons.
Soraya: Let's go for a walk this afternoon then.
Samia: I'd love to, but I'm going to finish my assignment this afternoon.
Soraya: What about going to a concert tonight ?
Samia: I don't really like concerts. Let's go to the cinema instead.

FILE THREE

SEQUENCE ONE

Interviewer: Souad, tell me about your typical day as a middle-school student.
Souad: Well, a typical day of mine always starts at 6.30 a.m when the alarm clock wakes me up. I often get up at 7 o'clock. I like taking a few minutes to stretch up before I take my bath. I always have my breakfast at 7.15. I sometimes go to school by bus, but when I miss it, I have to go on foot. The school is about 20 minutes' walk from home.
Interviewer: How often do you arrive late at school?
Souad: I never arrive late at school because the porter always closes the door at 8 o'clock sharp. The rules are very strict.
Interviewer: And where do you have lunch?
Souad: I always have lunch at the canteen. We have a good chef.
Interviewer: And what do you do when you finish school?
Souad: I generally finish school at 4 p.m. I hardly ever take the bus to go back home. After a day's hard work, I prefer to walk. I always revise my lessons before watching T.V in the evening.
Interviewer: Now, tell me about your project. Have you completed it?
Souad: No, I haven't. But I have already written the first draft.
Interviewer: And have you used the Internet?
Souad: Yes, I have. And I've found it very useful.

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SEQUENCE TWO

Part 1

Interviewer : Hello , I'm conducting a survey about students' leisure activities and school work. May I ask you a couple of questions, please?

Interviewee : Certainly. Go ahead.

Interviewer : Have you ever seen a Senegalese film?

Interviewee: Yes, I have. The film is called The Money Order. It was made by Sembene Ousmane.

Interviewer : When did you see it?

Interviewee : I saw it on CHANNEL 3 last night.

Interviewer : Did you like it?

Interviewee : Yes, I did. I found it wonderful. It was about social problems of the kind we have in our country, you know.

Interviewer: Good. Now, another question if you don't mind. Have you ever played golf?

Interviewee: No, I have never played golf.

Interviewer: And why haven't you ever played it?

Interviewee: Because I simply haven't ever seen a long stretch of green grass in this desert.

Part 2

Interviewer : Can I ask you some more questions?

Interviewee: Well, if you insist.

Interviewer: Have you got any commendation yet?

Interviewee: Yes, I have.

Interviewer: Congratulations! For which subject was it?

Interviewee: It was for English.

Interviewer: And have your parents received your school report yet?

Interviewee: They haven't received it yet. But they know about my commendation. The Headmaster has already told them.

Interviewer: I suppose they're quite proud of you. Have you celebrated it yet?

Interviewee: Not yet. But I'm having a party on Thursday.

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SEQUENCE THREE

Your bus is killing the Earth
This morning,
I was walking to school,
I was thinking about things,
I was looking at people in the street,
When I saw it.
A big old bus was going slowly up the hill.
Inside there were students.
They were chatting,
They were laughing,
They didn't know what was happening.
Behind them they left a big black cloud,
Black and dirty, coming from the exhaust pipe.
It put the Earth in a greenhouse.

FILE FOUR

SEQUENCE ONE

Let's talk about our country today. Algeria is situated in North Africa. It has borders with Tunisia and Libya in the east, Niger and Mali in the south, Mauritania and Western Sahara in the southwest and Morocco in the northwest. The Mediterranean Sea lies to the north.

It has a population of 36 million inhabitants with a density of 12 people per square kilometre. It covers an area of 2, 381, 741 square kilometres. More than 70 % of the country's total area lies in the Sahara. The Ahaggar Mountains, which rise above the desert in the south have the highest peak of the country. It is 3,003 metres high, and it is called Mount Tahat. The Tell Atlas region in the north has warm, dry summers and mild, rainy winters. The climate is drier in the High Plateaux and in the Saharan Atlas. The Sahara desert is the biggest desert in the world. It is hotter than the Gobi desert in Mongolia, and it has the most beautiful oases in the world.

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SEQUENCE TWO

New York has six boroughs: Brooklyn, Queens, The Bronx, Staten Island, Long Island and Manhattan. Manhattan is an island just 13 miles long and 2 miles wide, but it is the most populated area in New York. It is the centre of American finance. Wall Street is situated there. The United Nations Secretariat Building is there too. It is in Midtown Manhattan. More than 150 representatives of nations meet there to discuss world affairs.

People living in New York come from all parts of the world. You can meet Americans of Italian origin in Little Italy, in Lower East Manhattan. Most people of Chinese origin live there too. People of African origin live mostly in Harlem, in the West Side of Upper Manhattan.

SEQUENCE THREE

The Seven Wonders refer to the ancient world's seven most beautiful and impressive monuments. These monuments, built in ancient times, are located in the Eastern Mediterranean region and the Middle East. The most impressive of them all is the Great Pyramid located at Giza, which is a suburb of Cairo today. It was built by the Egyptian Pharaoh Khufu around the year 2,560 BC. It is made of more than two million blocks of stone and has a square base. When it was built, the Great Pyramid was 145.75 metres high. It ranked as the tallest structure on Earth for more than 43 centuries. But over the years, it has lost 10 metres off its top.

The second most famous Wonder is the enormous statue of Zeus. Built around 450 BC by the architect Libon and carved by the great sculptor Pheidias, this statue was made of gold and ivory. It was located at the ancient town of Olympia on the western coast of modern Greece, some 150 kilometres from Athens. Its base was 1 metre wide and 6.5 metres long. The statue itself was 13 metres high.

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ELECTRONIC MESSAGING

We often use the smallest number of letters possible for writing text messages, chat room messages and sometimes e-mails. We may omit pronouns, prepositions and articles and use abbreviations in their stead.
These are some examples of the abbreviations which we can use in electonic messages.

Items	Abbreviations	Emoticons	Feelings
Today	2day	:-)	Happy
Tomorrow	2morrow	:-(	Unhappy
Tonight	2night	;-)	Winking
As soon as possible	ASAP	:-D	laughing
All the best	ATB	:-Q	I don't understand.
Before	B4	:'-(	Crying
Be back later.	BBL	:-I	Bored
See you later.	CU8L	:-*	Kiss
Face to face	F2F	:-0	Surprised
For what it's worth	FWIW	:-X	I won't tell anyone.
Great	GRT		
Have a nice day.	HAND		
I love you.	ILU		
In my humble opinion.	IMHO		
Keep in touch.	KIT		
Lots of love/luck	LOL		
Laughing out loud	LOL		
Message	MSG		
Mind your own business.	MYOB		
No one	NO 1		
Please call me.	PCM		
Please	PLS		
Someone	SOM1		
Speak	SPK		
Thanks	THX		
Want to	Wan2		
Weekend	WKND		
Excellent	XLNT		
Kiss	X		
Your/You're	YR		

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Phonetic Symbols

The consonant sounds of English are:

/p/	as in **p**artner	/f/	as in **f**ood	/h/	as in **h**as
/b/	as in **b**ut	/v/	as in **v**oice	/m/	as in **m**at
/t/	as in **t**wo	/θ/	as in **th**ree	/n/	as in **n**ote
/d/	as in **d**o	/ð/	as in **th**is	/ŋ/	as in si**ng**
/k/	as in **c**ar	/s/	as in **s**ea	/l/	as in **l**uck
/g/	as in **g**o	/z/	as in **z**oo	/r/	as in **r**ed
/tʃ/	as in **ch**in	/ʃ/	as in **sh**e	/j/	as in **y**es
/dʒ/	as in **j**oke	/ʒ/	as measure	/w/	as in **w**ill

The vowel sounds of English are:

long vowels		short vowels		diphthongs (2 vowels)	
/i:/	as in **ea**t	/ɪ/	as in **i**t	/eɪ/	as in d**ay**
/ɑ:/	as in c**ar**	/e/	as in t**e**n	/ɑɪ/	as in b**uy**
/ɔ:/	as in m**ore**	/æ/	as in b**a**t	/ɔɪ/	as in b**oy**
/u:/	as in t**oo**	/ʌ/	as in m**u**ch	/əʊ/	as in n**o**
/ɜ:/	as in w**ord**	/ɒ/	as in n**o**t	/ɑʊ/	as in n**ow**
		/ʊ/	as in p**u**t	/ɪə/	as in **ear**
		/ə/	as in **a**gain	/eə/	as in th**ere**
		/i/	as in happ**y**	/ʊə/	as in s**ure**

triphtongs (3 vowels)					
/ɔɪə/	soya	/ɑʊə/	flower	/əʊə/	mower

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Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed

- If an infinitive ends in -d or -t the final –ed is pronounced /ɪd/
- If an infinitive ends in a voiceless consonant (/p/, /s/, /k/, /f/, /ʃ/, /tʃ/, or /θ/ the final –ed is pronounced /t/
- If an infinitive ends in a voiced consonant (/b/, /d/,/dʒ/,/ʒ/,/g/, /l/,/m/, /n/,/ŋ/, /r/,/v/ /z/, /ð/) or a vowel sound, the final -ed is pronounced /d/.

Pronunciation rules for final -s

- You pronounce the final -s as /ɪz/ if the word ends in one of the following sounds: /s/ E.g. miss - /z/ E.g. buzz - /ʃ/ E.g. washes - /tʃ/ watches /dʒ/ E.g. manages /ʒ/ garages
- If a word ends in any other voiceless consonant sounds (/k/, /f/, /p/, /θ/, /t/) you pronounce the final –s as /s/
- If a word ends in any other voiced consonant sound (/b/, /d/, /g/ /l/,/m/, /n/, /ŋ/, /r/, /t/ /v/) or a vowel sound, you pronounce the final –s as /z/.

Irregular verbs

List A: Irregular verbs with the same past simple and past participle forms.

Infinitive	Past simple	Past Participle
Awake	Awoke	Awoke
Bend	Bent	Bent
Bleed	Bled	Bled
Breed	Bred	Bred
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Catch	Caught	Caught
Cling	Clung	Clung
Creep	Crept	Crept
Deal	Dealt	Dealt
Dig	Dug	Dug
Dream	Dreamt	Dreamt
Dwell	Dwelt	Dwelt
Feed	Fed	Fed
Fight	Fought	Fought
Find	Found	Found
Flee	Fled	Fled
Fling	Flung	Flung

List B: Irregular verbs with different past simple and participle forms.

Infinitive	Past simple	Past Participle
Arise	Arose	Arisen
Bear	Bore	Born
Beat	Beat	Beaten
Befall	Befell	Befallen
Beget	Begot	Begotten
Begin	Began	Begun
Betake	Betook	Betaken
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown

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Irregular verbs

List A

Infinitive	Past simple	Past Participle
Get	Got	Got
Grind	Ground	Ground
Hang	Hung	Hung
Hear	Heard	Heard
Hold	Held	Held
Keep	Kept	Kept
Kneel	Knelt	Knelt
Lay	Laid	Laid
Lead	Led	Led
Lean	Leant	Leant
Leap	Leapt	Leapt
Learn	Learnt	Learnt
Leave	Left	Left
Lend	Lent	Lent
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Rend	Rent	Rent
Say	Said	Said
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shine	Shone	Shone
Shoot	Shot	Shot
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Sling	Slung	Slung
Smell	Smelt	Smelt
Speed	Sped	Sped
Spell	Spelt	Spelt
Spend	Spent	Spent
Spill	Spilt	Spilt
Spoil	Spoilt	Spoilt
Stick	Stuck	Stuck
Strike	Struck	Struck
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Understand	Understood	Understood
Win	Won	Won

List B

Infinitive	Past simple	Past Participle
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
forsake	forsook	forsaken
Freeze	Froze	Frozen
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Hide	Hid	Hidden
Know	Knew	Known
Lie	Lay	Lain
Mistake	Mistook	Mistaken
Mow	Mowed	Mown
Outrun	Outran	Outrun
Partake	Partook	Partaken
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Slay	Slew	Slain
Smite	Smote	Smitten
Speak	Spoke	Spoken
Spring	Sprang	Sprung
Steal	Stole	Stolen
Stink	Stank/stunk	Stunk
Stride	Strode	Stridden
Swear	Swore	Sworn
Swim	Swam	Swum
Take	Took	Taken
Throw	Threw	Thrown
Thrive	Throve	Thriven
Tread	Trode	Trodden
Undergo	Underwent	Undergone
Undertake	Undertook	Undertaken
Wear	Wore	Worn
Weave	Wove	Woven
Withdraw	Withdrew	Withdrawn
Write	Wrote	Written

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Spelling Rules

Nouns, verbs, and adjectives can have the following endings/suffixes :

- Noun+ -s – es (plural) books ideas matches
- Verb + -s -es (after he, she, it etc) works enjoys flourishes
- Verb + -ing working enjoying flourishing
- Verb + -ed worked enjoyed visited
- adjective +-er (comparative) cheaper higher narrower
- adjective +-est (superlative) cheapest highest narrowest
- adjective +-ly (adverb) cheaply highly narrowly

When we use these endings, there are sometimes changes in spelling.

Nouns and verbs +-s -es

- The ending is –es when the word (noun or verb) ends in –s ,-ss,-sh,-ch or –x : E.g. match(n) → matches bus (n) → buses
  teach (v) → teaches search (v) → searches

Note also hero → heroes go → goes , do → does etc.

Words ending in -y

If a word ends in a consonant + y

- -y changes to :
  - ie before –s , E.g., city → cities , carry → carries
  - i before -ed , E.g., apply → applied
  - i before –er and –est, E.g., easy → easier → easiest
  - i before –ly, E.g., easy → easily
- -y does not change
  - before – ing , E.g., study → studying
  - if the word ends in a vowel +y (-ay, -ey, -oy, -uy)

E.g., play → plays, played , monkey → monkeys

Note say → said , pay → paid , lay → laid

Words ending in -ie

If a verb ends in –ie, -ie changes to -y before -ing. E.g.
die → dying , tie → tying , lie → lying

Words ending in –e

- If a verb ends in –e ,

we leave out –e before - ing. E.g. write → writing
Exceptions: be –being see → seeing , agree → agreeing

- we add only –d not –ed for the past (of regular verbs).
  E.g., hope → hoped , dance → danced

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- If an adjective ends in –e,
  - we add respectively –r and –st for the comparative and the superlative.
    E.g. wide → wider → the widest
  - we keep e before the adverb ending in –ly. E.g. polite → politely
- If an adjective ends in –le, we leave out e and add –y for the Adverb. E.g. probable [a]probably , possible → possibly

Doubling consonants

- If a verb or an adjective ends in consonant +vowel +consonant (CVC), we double the final consonant before –ing , – ed, -er and –est.
  E.g. plan → planning → planned , big → bigger → biggest
- If the word has more than one syllable, we double the final consonant only if the final is stressed. E.g. preFER → preferring → preferred, beGIN → beginning
- If the final syllable is not stressed, we do not double the final consonant .
  E.g.VIsit → visting → visited , deVElop → developing → developed
- If the final syllable is not stressed, and the last consonant is l , the consonant may be left single or double. E.g. travel → traveling → traveled or travelling → travelled
- If a word ends in a cluster of two consonants (-rt, –rn ,–ck , etc.), we do not double the consonant. E.g. start → starting → started, turn → turning → turned, thick → thicker
- We do not double the final consonant if it ends with two vowels + a consonant (-oil, -eed, -ain, etc.). E.g. boil → boiling → boiled, cheap → cheaper –cheapest, explain → explaining → explained
- We do not double y or w at the end of words if they are preceeded by a vowel.
  E.g. stay → staying → stayed , new → newer → newest → grow → growing

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