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AT THE CROSSROADS

SECONDARY EDUCATION:
YEAR ONE / ENGLISH

TEACHER'S BOOK

B. RICHE
General Editor

S.A. ARAB
Editorial Adviser

H. AMEZIANE, H. HAMI, K. LOUADJ

الديوان الوطني للمطبوعات المدرسية
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General introduction

At the Crossroads substantiates the new English studies syllabus for the First Year of Secondary Education as set down by the Ministry of Education in January 2005.

This does not mean, however, that the textbook **is** the syllabus itself. This is the reason why teachers and inspectors are well advised to refer to the syllabus proper and to all the accompanying documents. This will help them understand the ways in which the book 'translates' the syllabus. Such purposeful cross-referencing is precisely what we had in mind when we devised the present ***Teacher's Book***. Its aim is to make 'teaching' and learning from ***At the Crossroads*** less daunting, more fruitful and certainly more interactive.

Since this ***Teacher's Book*** addresses itself specifically to the teachers, one thing should be made clear right at the outset: it **does not** seek at all to get them to toe the pedagogical line; it should rather be regarded as a facilitator, the purpose of which is to make ***At the Crossroads*** user-friendly to teachers and learners alike.

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PRESENTATION OF THE TEXTBOOK

This presentation of ***At the Crossroads*** will try to answer the following questions:

1. What is ***At the Crossroads*** ?
2. How do the units work ?
3. What kind of methodology does ***At the Crossroads*** use ?
4. What is the Competency-Based Approach ?
5. How is it realised in the textbook ?
6. What is project work, and how does it fit in the Competency-Based Approach ?
7. What is the teacher's role in Competency-Based Teaching ?

1. What is *At the Crossroads ?*

At the Crossroads is designed for learners aged 15 to 16, who have already four years' tuition in English at Middle School level. It consists of five units, to be covered in some twenty hours' teaching each. The overall aim of ***At the Crossroads*** is to **consolidate** and **extend the competencies acquired at the Middle School level (**Cf. Syllabus). These broad competencies are worded in the syllabus as follows:

- interacting orally in English
- interpreting oral and written texts
- producing oral and written texts

It has to be observed that the notion of competency in the SE1 syllabus is viewed as an on-going process extending from MS1 (Middle School: Year One) all through to SE1 (Secondary Education: Year One).

There are two reasons why the coursebook is called ***At the Crossroads***. First, it is intended for learners who have come at a 'crossroads' in their educational career. Indeed, at the end of SE1 they will choose to specialise in different streams. Second, the course places the learners at a 'crossroads' of disciplines (school subjects) and cultures in that it seeks to establish cross-curricular and cross-cultural linkages.

All five units follow a definite pattern to facilitate their use in the classroom. Here is an outline of their contents.

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Sequence 1: Listening and speaking. It is streamlined as follows:

- **ANTICIPATE**
- **LISTEN AND CHECK**
- **SAY IT CLEAR**
- **YOUR TURN.**

Sequence 2: Reading and writing. It unfolds in a more or less similar pattern:

- **ANTICIPATE**
- **READ AND CHECK**
- **DISCOVER THE LANGUAGE**
- **WRITE IT RIGHT.**

Stop and consider

Sequence 4: Consolidation and extension. It is subdivided into two sub-sections:

- **WRITE IT OUT**
- **WORK IT OUT**.

Project workshop

Check your progress

2. How do the units work?

Each unit of the textbook turns around a broad topic selected for its general interest and for the functional language it generates: communication in Unit 1, arts (literature) in Unit 2, journalism (reporting) in Unit 3, science and technology in Unit 4, and the environment in Unit 5. These topics are made to be thought-provoking through the treatment of related teenage issues like sports, food, health, the Internet and leisure. The learners explore these issues in relation to skills, functions and related strategies and language forms that fit in with the topic of each unit. Naturally, the emphasis in all five units falls on skills since the statement of outcomes in the syllabus is formulated in terms of what the learners can do with the language.

2.1 Listening and Speaking

The following **listening skills** are systematically covered:

- ♠ Listening for specific information
- ♠ Understanding and sequencing main ideas
- ♠ Interpreting attitude, point of view
- ♠ Identifying and interpreting context, topic, function, information …

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In order to build these skills, a number of strategies are selected. These include focusing attention on the topic, dealing with unfamiliar vocabulary, brainstorming, warming-up and predicting, strategies coming in bold relief in the **ANTICIPATE** rubric; hypothesis testing, inferring, and checking understanding in the **LISTEN AND CHECK** rubric; focusing attention on intonation, stress patterns and sound and spelling relation in the **SAY IT CLEAR** rubric.

The primary skills of listening, speaking, reading and writing are certainly not intended to be developed in the strict order in which they come in the rubrics of ***At the Crossroads.*** In fact, learners interact with their classmates and their teacher through the spoken medium all through the **LISTENING AND SPEAKING** sequence. Learners have already acquired a certain level of competency in general interactional and social language. This enables them to take part in oral class work in preparation for the listening tasks in the **ANTICIPATE** rubric, in doing the listening tasks in **LISTEN AND CHECK**, and in practising the intonation and stress patterns, and deciphering **The hidden messages** in the **SAY IT CLEAR** rubric.

The tasks in the **YOUR TURN** rubric represent the culminating point in the building of the **speaking** skill. They are generally open-ended tasks offering freer speaking practice than the other sub-rubrics of the **Listening and speaking** sequence. They are tasks that the learners do in pairs, in groups, or individually as suggested in **SAY IT IN WRITING**. Most importantly, these tasks give the learners the opportunity to **integrate** functions and language forms previously introduced to their oral performance repertoire through the application of the speaking skill in carefully selected communication areas.
All in all, the learners speak to:

- express their opinion;
- express agreement and disagreement;
- describe a place, a person;
- express likes, dislikes and preferences;
- ask for and give directions;
- locate a place;
- express condition and result,
- give instructions, etc… .

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2.2 Reading and writing

Reading skills are not isolated from other communication skills in the **READING AND WRITING** sequences. Throughout these sequences, learners will share ideas by talking and writing about issues in such areas of communication as arts, journalism, science and pollution.

The following reading skills and strategies are focused on:

- reading for global information;
- reading for specific information;
- reading for main ideas;
- analysing style and tone so as to identify the author's implied attitude;
- analysing overall structure of texts;
- determining the meaning of words through the context in which they are used;
- interpreting texts;
- making inferences, etc...

The learners are guided through numerous reading strategies. The latter range from predicting the subject of articles (texts) from headlines and illustrations, brainstorming the topic and brushing up vocabulary in the **ANTICIPATE** rubric to hypothesis testing and reading comprehension tasks in **READ AND CHECK**, and to the analysis of sentence and paragraph structure, such as if-clauses, the use of connectors that contrast ideas, and other such sentence-and paragraph-level features in **DISCOVER THE LANGUAGE**.

The **READING AND WRITING** sequence culminates with the **WRITE IT RIGHT** rubric wherein the learners are generally requested to draw upon what they have **discovered** about the functioning of written language through reading to produce a limited but meaningful piece of writing. The learners are always asked to write with a purpose, e.g., a letter of reply to a pen-friend giving information about their families and country (Unit One/ Sequence one). Writing tasks emphasise the product as much as the process.

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2.3 Developing skills

At the Crossroads is also concerned with the building / development of 'social' skills. This shows in the **DEVELOPING SKILLS** sequence wherein the learners are encouraged to apply the basic skills of listening, speaking, reading and writing together with the functions and language forms they have learned in the previous sequences in various social situations, e.g., conducting a meeting, writing a letter of inquiry, and telephoning. Contrary to the previous sequences, the **DEVELOPING SKILLS** sequences do not stick to any particular format. Their most distinctive feature is the inclusion of **Tactics Summaries** needed for participating spontaneously in the give-and-take of spoken interaction involving either transaction or mere social interaction.

2.4 Stop and consider

The **STOP AND CONSIDER** section constitutes a grammar review, i.e., a language file/desk. Here the learners are required to stop momentarily the 'hectic' tempo of skill building of the sequences in order to consider aspects of language, with which they have come across earlier in the units. In the sequences, the learners are not given rules and structures. They work them out for themselves. This inductive approach to grammar /shifts in the **STOP AND CONSIDER** section to a deductive approach in that the learners are now invited to look at rules supplied in **Reminders**, and apply those rules in various exercises.

2.5 Consolidation and extension

This sequence takes over primary the skill work temporarily shelved in the **STOP AND CONSIDER** section. It is subdivided into two rubrics **WRITE IT OUT** and **WORK IT OUT**. The aim of the former is to expand on and consolidate all four skills and particularly the writing skill. The latter places the learners in problem situations related to learning English (e.g., problem consonants) and everyday life (e.g., telephoning problems and pollution problems). Its aim is two-fold : to expand on and consolidate social skills, and to make students aware of problem areas in pronunciation and stress that might eventually impede communication in English.

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2.6 Project workshop

Even if the **PROJECT WORKSHOP** section is placed nearly at the end of the unit, project work dovetails with the groundwork done in the sequences and the **STOP AND CONSIDER** section. This section assigns the learners the project which they have to carry out. It also supplies a layout of the project as well as a checklist of instructions to observe for its realisation. More about project work will come in **section 6** below.

2.7 Check your progress

This section comes naturally at the end of the unit. It comprises a series of assessment tasks built around a master text as well as a checklist to be completed by the learners on the basis of their level of performance in the tasks. Its aim is to give learners and teachers alike the opportunity to monitor progress and decide whether remedial work is needed before moving on to the next unit.

3. What kind of methodology does *At the Crossroads* use ?

At the Crossroads borrows from what we think to be most appropriate in both of modern and traditional teaching/learning methodology. Key features include:

3.1 Raising interest: Learners want to learn and know about a topic provided they are motivated. For example, the aim behind the inclusion of an illustration page at the beginning of every unit is to do just that, i.e., raise the learners' interest in the topic that will be covered. The illustration pages of the units are not there simply for decoration purposes but for the pedagogical exploitation. This motivation is kept raised throughout the textbook through variety of tasks, variety of text types, and finally, variety of teenage topics.

3.2 Statement of purpose: It states clearly in the **Preview** opening each of the five units what the learners will be enabled to do in/with English in each and every sequence and section of the unit. This means teachers should go through the **Preview** with their learners in order to let them know what they are going to learn and do, and why. This statement of purpose will certainly help your learners find their bearings in the whole unit, which will enable them to progress smoothly through the textbook.

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3.3 Elicitation: To keep the learners actively engaged in the process of learning, the textbook resorts to thought-provoking questions. It does not just make a blank statement of language forms and functions but raises interest about them. The teacher will be well advised to follow this method instead of delivering the 'goods' bluntly to her/his learners.

3.4 Reflection: The textbook does not hurry off the learners through the units. It gives enough time for the learners to reflect over and to understand instructions and to think over the questions before answering them. Hence, the teacher could manage the tempo of her/his classes in such a way **as not to rush activities**. S/he should take time to explain and demonstrate what to do and how to do it. Above all, s/he should make her/his learners think, and not content him/herself with telling them things they already know or can work out on their own. The learners will certainly learn much more through a **pedagogy of discovery** than that of rote learning and cramming.

3.5 Prediction: The reliance on hypothesis-making and hypothesis-testing is one of the salient features of ***At the Crossroads***. This is mostly evident in the **LISTENING AND SPEAKING** and the **READING AND WRITING** sequences. This methodological option finds its justification in recent research. This research has shown that proficiency in reading and listening depends so much on the learners' capacity of constantly making accurate predictions concerning what is to come in listening and reading passages. They make these predictions on the basis on what they know (procedure knowledge and content knowledge) and what they have already listened to and read earlier. The learners will certainly increase their capacities of reading and listening if the instructor 'teaches' them how to activate their previous knowledge and to make accurate predictions every time they listen to and read texts.

3.5 Problem solving: The textbook is based on the theory that learning is most effective when it involves problem-solving situations. There is a wide range of problem-solving tasks in ***At the Crossroads,*** e.g., the tasks in **The hidden message(s)** of the **LISTENING AND SPEAKING** sequences and those in the **WORK IT OUT** sections of the **CONSOLIDATION AND EXTENSION** sequences.

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3.6 Step-by-step progress: The gradation of the units and within the units follows the following pattern: from the known to the unknown in terms of language and cultural schemata, from easy to difficult in terms of language structure and tasks and from simple to elaborate in terms of cognition. The textbook starts with unit 1 (**Getting through)** which is essentially a revision unit. The purpose of this unit is to smooth out the passage from Middle School to Secondary Education by a return to basics. However, as the learners go on through the textbook, the level of difficulty of the units increases. Likewise, the tasks in the four units are graded, so that the learners always have enough of the language needed to do the tasks. One should keep in mind that nothing is more frustrating to the learners than being assigned tasks that are beyond their attainment level. Therefore, one should make sure that one's learners do have the necessary knowledge and skills to do the tasks (e.g., those involving project work) before assigning those to them.

3.7 Self-assessment: ***At the Crossroads*** offers the learners the opportunity to assess their progress on a unit-by-unit basis in a section called **CHECK YOUR PROGRESS**. At the basis of this section lies our belief that learners want and need to measure their progress by themselves. The teacher will see to it her/his learners feel responsible for their learning by doing the assessment tasks and turning in the checklist at the end of the section; thus the teacher will see whether there is any necessary remedial work to be undertaken before moving on to the next unit.

4. What is the Competency-Based Approach?

At the Crossroads complies with the Competency-Based Approach as defined in the syllabus. This approach is characterised by the following:

4.1 It is **action-oriented** in that it gears language learning to the acquisition of know-how embedded in functions and skills. These will allow the learner to become an effective/competent language user in real-life situations outside the classroom. The **scale of the descriptors of language proficiency** included in the syllabus lists typical or likely behaviours expected of the learner at SE1 level.

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4.2 It is a **problem-solving approach** in that it places learners in situations that test/check their capacity to overcome obstacles and problems. Languages are learned most effectively and lastingly when they are used to solve problems through hypothesis testing. Problems make the learners think and they learn by thinking. They word their thinking in English while solving the problems.

4.3 It is **social-constructivist** in that it regards learning as occurring through social interaction with other people. In other words, learning is not conceived of as the transmission of predetermined knowledge and know-how to be reproduced **in-vitro** (i.e., only within the pages of the copybook or the walls of the classroom), but as a creative use of newly-constructed knowledge through the process of social interaction with other learners.

4.4 Finally, and most importantly, the Competency-Based Approach is a cognitive approach. It is indeed indebted to Bloom's taxonomy (Cf. Bloom, B. ***et al*** , ***Taxonomy of Educational Objectives*** vol 1 'The Cognitive Domain' and vol 2, 'The Affective Domain', New York: Mckay, New York, 1964). Bloom has claimed that all educational objectives can be classified as «cognitive» (to do with information and 'affective' (to do with attitudes, values and emotions) or 'psychomotor' (to do with bodily movements, such as setting up some apparatus). He has said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before s/he can achieve higher ones. (see Table 1 below).

Higher order

Evaluation	6	Learner sets a value on the new information
Synthesis	5	Learner builds new knowledge from diverse elements
Analysis	4	Learner analyses information by separating information into parts for better understanding
Application	3	Learner applies knowledge to new situations
Comprehension	2	Learner understands information.
Knowledge	1	Learner recalls knowledge.

Lower order

(Table 1 Adpated version of Bloom's ***Taxonomy)***

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Bloom's hierarchical model of cognitive thinking is illustrated in the importance that the Competency-Based Approach in the SE1 syllabus accords to the **mobilisation** of knowledge and skills, their gradual integration at higher levels (from level 1 to 6 in the table above), their **application** to new situations of learning or use, the **generation** of new knowledge and skills and finally the **evaluation** of the process and product of thinking. This is the ideal route to the acquisition of competency called, a ***savoir-agir*** in the syllabus. For instance, a learner will need to know a principle before s/he can understand it. S/he must understand it before s/he can apply it. S/he should be able to cut it into smaller fragments and relate it to other principles (analysis) before s/he can summarise it and draw conclusions, and thus evaluate it.

The affective domain is equally important in the achievement of competency. Bloom organises the learner's affections in a hierarchical order illustrated in Table 2 below.

Higher order

Internalising values	5	Learner makes his/her own consistent system of values.
Organisation	4	Leaner
Valuing	3	Learner attaches values to particular objects and behaviours.
Responding	2	Learner participates actively in classroom activities.
Receiving	1	Learner shows willingness to attend to classroom activities.

Lower order

(TABLE 2 Adapted version of Bloom's **Taxonomy**)

The importance attached to the Affective Domain in the syllabus shows in the descriptors of the three competencies which emphasise, among other manifestations, that of 'listening attentively' (corresponding to the category of **Receiving** in Bloom's **Taxonomy**), and particularly in the adoption of the **pedagogy of the project**. The realisation of the project develops, together with the psychomotor domain, the affective domain of the competency in a 'bottom-up fashion', leading ultimately to the internalisation of such values as autonomy, creativity, initiative, and responsibility .

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5. How is the Competency-Based Approach realised in *At the Crossroads*?

At the Crossroads is action-oriented in the sense that the development of skills holds a central position in it. We regard the concept of **skill** as being synonymous with **know-how** and a translation of the French concept ***savoir-faire*** used in the syllabus. We have distinguished between two types of skills in the textbook: on the one hand, we have the primary skills (listening, speaking, reading and writing), and on the other hand the 'social' skills which need the mobilisation of the former for the learner to accomplish everyday life concrete actions such as telephoning, using a road map and writing business and personal letters.

The Competency-Based Approach implies, among other things, a process of apprenticeship involving a transfer of skills from a coach/teacher to the trainee/learner. Of course, a transfer of skills cannot take place instantly and as a whole block. These skills appear in the syllabus as 'fragmented' into verbalised operations keyed to a certain number of language functions (formulated in terms of specific objectives in the syllabus) and language forms.
This is the ***modus operandi*** that ***At the Crossroads*** follows and which is schematised in its **Book Map**.

Let us see how the skills are made operational in Unit One. The first sequence starts with a task, the aim of which is to label the parts of a PC on a picture and to learn to pronounce words related to the computer. This is an easy task to fulfill since learners must be familiar with the names of computer components and might eventually venture to name other components if you encourage them to do so. You may ask in what ways this anticipation task may be geared to skills building and what skill the sequence sets to build. Far from being an exercise in irrelevance, this task does the same function as the coach driver's naming of some of the parts of a car for a trainee driver when s/he starts learning to drive. This labelling may be self-evident but the driving instructor will tell her/him that there are three pedals in a car, and what function each of them serves.

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This knowledge of the names of pedals and their respective functions is a prerequisite for the trainee driver before he can perform the verbalised operations that the instructor will assign to her/him in the driving school. Likewise the knowledge of vocabulary (pronunciation and meaning) related to computers might be familiar to the learners, but it is necessary for the teacher to confirm this before involving the learners in listening comprehension tasks. This first task together with the second task (involving the learners in exchanging e-mail addresses) in the **ANTICIPATE** rubric stand for gear-shift exercises (exercices enclencheurs) for the listening comprehension tasks in the next rubric, **LISTEN AND CHECK**.

The brushing up of computer-related vocabulary and functions makes the learners attuned to the completion of the tasks in the **LISTEN AND CHECK** rubric. The first task consists in re-ordering jumbled verbalised operations (worded of course in English) needed to access e-mail. Accessing e-mail is of course a fundamental social skill today, and learners might well be familiar with carrying out the operations concretely on the computer without consciously thinking about the whole process. This will be the ideal phase in the learning process because if the learners have already the mastery of the skill, they will be much more at ease in predicting accurately the process for accessing e-mail in English, and in so doing increase their understanding of spoken English.

From confirming understanding of the process of e-mail access, there is a small step for some learners to want to **demonstrate** to their peers how the whole process works using the appropriate functions (e.g., describing a process) and language forms (sequencers). This demonstration can take the form of concrete operations/actions if a computer is available in class. In turn, the demonstration can trigger off a discussion about the advantages and drawbacks of communication through e-mail and ordinary letters, a discussion followed by another listening task involving an interview about preferences in modern communications. In the **SAY IT CLEAR** rubric, learners consolidate further the function of comparing and related language forms (e.g., phonology and comparatives of superiority) before moving on to the **YOUR TURN** rubric.

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The speaking skill, as it has been stated earlier, is practised all through the **LISTENING AND SPEAKING** sequence, but it receives attention on its own in the **YOUR TURN** rubric. The social skill aimed at here is that of opening an e-mail account. Just as in the case of the social skill of accessing e-mail in the listening sub-rubric, the skill of creating an e-mail account is decomposed into scrambled verbalised operations that learners are requested to re-order. The learners have come across the function of expressing purpose and related conjunctions in the listening rubric. Since most of them are already familiar about the opening of e-mail account, the task at hand must be less daunting than may appear at first sight. Tasks 1 and 2 are gear-shift exercises for task 3.

In task 3, learners **speak from notes** taking turns to play the roles of instructor and client in order to ask for and give information about how to create an e-mail account. In performing the verbalised operations constituting the skill, they make use of functions (e.g.,expressing purpose and necessity) and related language forms as well as meta-cognitive strategies, like checking understanding, reformulating and paraphrasing.

We take it for granted that nothing is more enjoyable than talking about our experiences and of course ourselves. So we have thought it advisable to personalise the remaining tasks (task 4 and the task of **SAY IT IN WRITING**) in order to appeal to the ego-factor. Task 4 is intended as a brainstorming activity prior to the **SAY IT IN WRITING** task. You can advise your learners to make notes (or yourself jot down ideas on board) while they are expressing the purpose for which they use the Internet. They will use these notes later in the **SAY IT IN WRITING** rubric to flesh out their opinions about the usefulness of the Internet as an invention. To make the latter task more communicative (life-like), just tell your learners to imagine that they are chatting, conferencing or taking part in a newsgroup.

The streamlining of the tasks in the **LISTENING AND SPEAKING** sequence as outlined above is geared to the development of skills, both primary and social, through a process of integration of functions and language forms and in contexts simulating real life situations. Simulation is one of the techniques used for the transfer of skills in what are considered as sensitive domains of learning (e.g., learning to be a pilot or a surgeon).

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Pilots first learn to fly in a simulator and surgeons first learn to make operations on guinea pigs. As foreign language teachers (coaches), we cannot avoid using simulation as a classroom technique to transfer the suggested skills to our learners. We should bear in mind that one of the most recommended techniques to prepare learners to listen, speak, read and write English in order to **interact** and **transact** with other social agents in the real world is simulation.

6. What is project work, and how does it fit in the Competency-Based Approach ?

One of the most distinctive features of the Competency-Based Approach is its integration of project work as part and parcel of learning strategy. Over all, if the Competency-Based Approach expands on communicative approaches, it is in the sense that it seeks to make the attainment of objectives visible, i.e., concrete, through the realisation of projects in selected domains of instruction. It is all good to fix specific learning objectives (cf. SE1 syllabus), but this statement of objectives related to competencies will remain just a pious wish (as is the case in the traditional objective-based approaches) if the outcome is not visible and measurable.

We define project work as a carefully planned long term undertaking. ***At the Crossroads*** assigns project work on a step-by-step procedure. Project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new avenues for action , interaction and the construction of new knowledge. In short, it is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-Based Approach as detailed earlier.

Let us illustrate how project work sets into operation the principles of the Competency-Based Approach. For example, unit 1 assigns the making of a job application booklet as project work. The language demand for carrying out project work is catered for in the sequences and sections of the unit. Even though the layout of the project is positioned at the end of the unit, project work is assumed to run in parallel with the unfolding of the courses. It is up to you to remind your learners about the project when going through the Preview. You will also be well advised at this stage to let the learners choose their groups, elect a (group) delegate, and take down the names of the learners' constituting each of the groups. Refer the learners to the Workshop section every time you start a unit and keep reminding them of the project tasks they have to do when you feel that they are well equipped in terms of skills to do so.

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This is the rationale for the assignment of project work in ***At the Crossroads***. In real life, we simply do not read just for reading. We read with a purpose and we generally follow a set of strategies, like looking at the title to see what the book, article, poem, advertisement, or any other reading material is about. Interest plays an important role in the choice of what we read and how we read it. For example, the readership of a newspaper might be as different as the articles that the newspaper features. A reader interested in sports events will go directly to the sports column and read the articles therein very carefully. S/he might just browse other articles in the other columns before or after reading about sports.

The case will be different for a person looking desperately for a job. There is no doubt whatever that this person, if s/he is a newspaper reader, will look up the advertisement column first. S/he might read articles in the news columns, but s/he will probably not devote the same attention to them as s/he does to the recruitment adverts. Here the job seeker will concentrate on the advertisements to see whether s/he can apply for any of the jobs advertised there. If s/he considers that s/he can apply for any of them, s/he will either clip the advertisements, make a note, or simply circle them. Circling advertisements is one of the habits of Anglo-American newspaper readers. That's why learners are required to circle their advertisements in project task 1 of unit 1.

What conclusion can we draw from what has been said above with reference to the principles of the Competency-Based Approach? You have probably noticed that learners in the role of social agents (in this case as newspaper readers and job seekers) have accomplished several actions using reading strategies and skills (e.g., skimming, scanning and interpreting) and social skills (e.g., reading newspapers and circling). It is up to the teacher to encourage the learners to simulate the actions outlined above by using local newspapers.

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This project work also holds to the principle of interaction on which the competency-based approach rests. After reading the advertisements for job recruitment, the job seeker will not stop at that. S/he will involve him/herself in several interactions like holding telephone conversations to enquire about the vacancy of the jobs, writing letters of application and letters of enquiry about the jobs, writing a curriculum vitae, filling up job application forms, and receiving letters of replies indicating acceptance or refusal and going for interviews. It follows that this process of interaction integrates all four primary skills and social skills stemming from appropriate functions and language forms.

At unit level, project work offers a target situation (cf. SE1 syllabus) wherein the learners (once again in the simulated roles of job seekers, secretaries, etc…) mobilise and integrate the primary and social skills as well as the corresponding functions, strategies and language forms. These are developed in streamlined situations of exploration (cf. "situations d'exploration" in the SE1 syllabus) in the sequences and sections of the unit. It goes without saying that the process of integration and mobilisation of previous knowledge and know-how in carrying out the project will also lead the learners to operate at a more complex level of the cognitive process. There is no surprise for this since the process of project materialising will certainly boost up their egos and make them take more initiative and responsibility for their learning.

In what follows, we will illustrate in the ways in which the project work of unit 1 also abides by the socio-constructivist principle of the Competency-Based Approach. Here it is important to point out that in real life job seekers, as well as their potential employers, will interact with each other through the written and spoken medium. As they interact, each of them will construct new knowledge (e.g., with reference to the employers' and job seekers' expectations) resulting in the decision to accept or refuse to take or give the job. In a learning context duplicating or simulating the real life situations above, the socio-construction of knowledge is also triggered off in the process of learners' interaction with each other.

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At the Crossroads offers the possibility for the teachers and learners to undertake other projects than those suggested in the textbook as long as the projects are well devised and keyed to the skills, functions and language forms covered in the rest of the unit. This is even recommended because it allows the teacher to escape the routine of assigning/doing the same project year after year. We further suggest that you make project work an opportunity for your learners to work with other learners from around Algeria or the world using the Internet. For example, you can assign the Writing of an Internet Guide which will take the form of a poster (cf. Book Map/p.III) as an alternative to the project of Making a job application booklet in unit 1. At the end of this introduction to the textbook, you will find a checklist of web-sites which can help your class meet other classes for undertaking this project or any other one you may decide to undertake (e.g., a difference poster, i.e., a poster wherein learners will write about differences in clothes, diet… between different regions/countries ...).

An afterthought: ***At the Crossroads*** contains mainly production projects, i.e., projects the outcome of which is a written production of a job application booklet (unit 1), a book review (unit 2), a survey (unit3), an invention profile (unit 4) and a consumer guide (unit 5). It is all good if your learners present their projects in the way they are set in the textbook. Otherwise, you can add the dimension of performance to project work in the textbook by having learners present their works orally in the shape of video-taped / taped or recorded performances in class sessions, like "It's me talking / speaking. The project workshop can also offer a good opportunity for a live stage debate, a talk show or a theatrical stage performance.

Here are some suggestions that can help add a performance dimension to the 'production projects' in ***At the Crosswords***. For example, in the project workshop of unit 1 you can ask your learners to stage the telephone conversations and the interview in the classroom. In the project workshop of unit 2, the learners can be encouraged to hold a reading poetry session or a literary debate or stage snippets from plays and novels.

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In unit 3, the project workshop offers the opportunity to carry out the interview, the data collection, interpretation of results and the writing of the report in the classroom. In unit 4, the project workshop can accommodate a performance dimension in the form of a "Do-you-know…?" quiz show. Finally, you can add a performance dimension to the project workshop of unit 5 by urging students to endorse/advertise orally the products they have analysed and to make complaints about these products by telephone.

The advantage of performance projects such as the ones detailed above is that they encourage learners to draw to the same degree on the three competencies specified in the syllabus during their presentation of the projects. They will certainly break the routine in the presentation of projects and therefore teachers ensure that learners remain motivated for project work as a whole.

All in all, however, the rationale for the inclusion of substantial project work in ***At the Crossroads*** has much to do with the fact that it is through the completion of projects that competence really makes itself visible and measurable. Project work is learner-centred in that it allows enough elbow room both inside and outside the classroom for the learners to exercise their cognitive skills. It boosts the learners' sense of achievement resulting in an increasing sense of responsibility, self-esteem, self-confidence, and autonomy in learning. Above all, project work encourages learners to make one step outside the textbook and the classroom into the real world where they will be called later to use their competence to understand, speak, read and write in English.

7. What is the teacher's role in the Competency-Based Approach?

If teacher roles vary according to the approach adopted, it is obvious that the teacher will want to know where s/he really stands in the Competency-Based Approach in general and in its implementation through ***At the Crossroads*** in particular. Let's start with a note of re-assurance. Though ***At the Crossroads*** is competency-based and learner-centred, it does not seek the teachers' subservience. Neither does it seek to substitute itself to the teacher as regards decision making in class, the organisation of the classroom and so on. All it demands is to make the best use of it according to the principles of the Competency-Based Approach announced in the syllabus.

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As it stated above, the Competency-Based Approach is action-oriented. Such a characteristic of the approach naturally requires 'teachers in action', in other words, teachers who will draw on their professional skills, skills in subject matter, in methodology, in decision-making and in social skills of various sorts to enable the learners to be language achievers. However, to be 'teachers in action' does not mean a return to that ancient role of 'drill sergeant' peculiar to the Audiolingual Method. The Competency-Based Approach in its emphasis on cognition also demands a style of teaching based on reflection. Reflection on what, why and how you should teach / or you are teaching in the classroom (reflection in action) implies, among other things, planning ahead your lessons, fixing objectives for each lesson, adjusting your teaching strategies so as to cope with the unexpected, giving time for your learners to reflect on what they are learning and checking that the objectives are reached at the end of each lesson, sequence and unit.

The socio-cognitivist strain of the Competency-Based Approach adopted in the textbook further demands that the teacher cease playing the simplistic role of 'transmitter' of knowledge and the learner that of 'receiver' of knowledge (about language and its literature as is the case, for example, in the Grammar - Translation Method). Instead, his/her role is to facilitate the process of language acquisition through the development of appropriate learning strategies like hypothesis-making and hypothesis-testing. S/he stands as a resource person whose help is sought whenever learners meet with special difficulties as they develop/construct by themselves their competencies through a process of classroom interaction. Thus, the classroom becomes a stage for learners' dress rehearsal of the targeted competencies wherein the teacher plays the role of director setting stage directions, assessing, and giving feedback to the players in order to bring the final touch to their performance.

We will close these notes by providing you with a checklist of E-mail addresses that can be of help both to you and your learners:

- http://www.lecc.org This is the e-address of IECC (International E-mail Classroom Connections) which can help you share ideas with English-language teachers coming from more than 82 countries.

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- http://www.iglou.com/xchange/ece/index.html gives access to a web site which can help you find partner classrooms for e-mail exchanges at Middle School level.

- http://dune.srhs.k12.nj.us/WWW/IDEAL/html/orillas.html makes you access an international clearinghouse for promoting long-distance collaborative partnerships for the realisation of pedagogic projects.

- http://www.enst.fr/tandem/ will allow your learners to access the International E-mail Tandem Network, an EU organisation which helps Middle School learners from various countries of the world work together.

- http://www.europa-pages.co.uk/index.html provides access to the Europa Pages Web site which has an 'International Pen Friends' section helping learners to find native speaker pen- pals in a foreign language.

- http://www.worldculture.com/contact will allow your learners to get connected with pen friends.

- http://www.pacifcnet/sperling/guestbook.html provides teachers' access to the Dave's ESL (English as Second language) E-mail connection.

-http://www.pacifcnet.net/-sperling/student.html is the learners' section of the Dave's ESL E-mail connection.

- LISTERV@unccm.unc.edu will allow your learners to subscribe to a pen-pal list.

Finally, keep us posted at the following E-mail address crossroads_2006@yahoo.fr We will be really happy to help in case you encounter any difficulty in implementing the textbook . (_= 8)

We will start assistance by providing you with lesson notes about the first unit of ***At the Crossroads*** in the second part of this book.

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SAMPLE UNIT TEACHING

UNIT ONE: GETTING THROUGH

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UNIT ONE: GETTING THROUGH

Illustrative page and preview pp. 2-3

Exploit them in the way recommended in the presentation of this book.

Sequence 1: Listening and speaking pp. 4-7

The aim of this sequence is to develop the listening and speaking skills with reference to the following functions: instructing and expressing purpose, and related language forms (e.g., sequencers and imperatives)

Anticipate p.4

The aim of this rubric is to tune in the learners to what will come next in the listening and speaking sequence.

Procedure

As a strategy of learning and teaching the listening skill, the **Anticipate** rubric in the **Listening and Speaking** sequence obeys the following logic. When we listen in everyday life, we usually have a general idea about the people who are speaking and what they are talking about. Surely it is not the case in pedagogic contexts like the ones in which you will implement this textbook. You are often required to read scripts while your learners listen to check predictions or their listening comprehension. At best you can simulate the dialogues by having them recorded on tape.

To make up for this absence of situational or/and linguistic contexts, you will be well advised to **identify/interpret** this context by **interacting** with your learners. You can encourage your learners to **interpret** the context by directing their attentions to the pictures and asking them questions related to the setting, the number of speakers, their roles, their attitudes, etc. In so doing, you will help them build up an overall impression about the context of the listening selection and so help them tune in to listening for meaning instead of trying to understand every word in the script.

Here are some of the questions you can ask them. 'What does the picture represent/show? Who are the people in the picture? How many are there? What are they like? What are they doing? How would you describe their attitudes towards each other/ one another? Are they cheerful or angry?'

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TASK ONE

Make sure your learners have understood the question well. You can start the task by asking your learners what the picture represents/shows (e.g., it represents a PC (personal computer). 'Have you got a PC at home? In which other places do you find PCs? What do PCs consist of? Well, listen to me reading the words in the box, then tell the class which part (component) of the computer each of the words in the box refers to'.

As you read the words aloud, have your learners just listen to you. Once you have done with the reading, start **interacting** with the learners, and have them **identify** the parts of the computer just as they would do if they read any instruction manual presenting the profile of a new product (e.g., 'What does part one represent? Is it a **printer?** That's right, it is a **printer** What about part number two? Is it a keyboard? Do you agree with him/her? What would you call it then?' etc.)

As you check the answer to the task, just jot down the following key gradually on board: **1-printer; 2-central unit (console); 3-monitor; 4-screen 5-speaker; 6-mouse; 7-keyboard; 8-floppy disks; 9-floppy disk drive**

Move on to the second task and elicit as many words as you can from the learners. At first sight, this task may seem to be superfluous. But bear in mind that one of the most frustrating problems which learners can meet when learning a language is just that, not knowing or being able to recall a particular word. Just think about it. How many times have you found yourself in this situation even when using your own language? How have you managed to get around this vocabulary difficulty? You have probably coped with this problem by using a number of strategies without having thought about them:

a) using a word similar in meaning;

b) using paraphrase or explaining the meaning of the word you don't know or recall with a complete sentence;

c) or simply asking another person for help.

You can seize the opportunity provided by **task two** to show your learners how to cope with the vocabulary problem mentioned above by using at least strategies **b** and **c** in your **interaction** with them. For example, you can make them believe that you don't know the word for a component part of a computer.

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So you can use the following question types to elicit vocabulary from your learners:

a)What's the English for (word in Arabic/Berber/orFrench …?

b) What is (word in Arabic/Berber or French)) in English?

c) How do you say (word in Arabic/Berber or French) in English?

You can also show them how to paraphrase. Start your paraphrases with one of the following sentences:

a) I don't know what/how you call it. It's used for connecting to the Internet.

b) I don't know the word in English. We use it for connecting to the Internet.

c) What do you call it? Is it used for…?

Encourage your learners to use the strategies above in order to cope with vocabulary problems when interacting in class. If necessary, have them write on their exercise books samples of the strategies in question as part and parcel of checking answers to **task two.** Show them the fact these strategies will allow them to keep the conversation going when they are faced with a vocabulary problem.

Tasks three and four: Tasks three and four aim to check that learners know how to ask for and give personal information in relation with e-mail addresses. This is a very important social skill in the contemporary world.

Procedure

Start task three by instructing your learners to listen to you reading aloud the e-mail address. You can read it in two ways: Yacine two thousand –and-five at Yahoo dot com (US) or Yacine two-thousand-and five at Yahoo dot com (UK). Show them that @/arobas is prounounced 'at' in **spoken interaction**. Have some of your learners say the e-mail address aloud before getting the whole class to write the written and spoken versions of the e-mail address on their exercise books. The two versions can be presented as follows:

You see/write.	You say/read
Yacine2005@yahoo.com	Write the two spoken versions above.

'**Yacine2005**': This first bit is the user name given to the client by his/her ISP.
@ stands for the «at» symbol. It divides the user name from the domain name.

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Yahoo: This is the name of the company that provides his/her e-mail address: usually his/her ISP, or as in this case a free Web-based e-mail service.
fr: This last bit refers to the country or type of organisation s/he has her/his e-mail with.

Task four is a follow-up to task three. Simulate a dialogue with one of the learners. (e.g., 'Excuse me, what's your e-mail address? Excuse me, can you remind me of your e-mail address? It's'…)

This task leads naturally to task one in the **Listen and check** rubric as learners may well not have an e-mail address . So they will be curious to know how we proceed to get one.

Listen and check p.5

Task one

The aim behind this task is to 'teach' learners **to recognise** and **sequence the main ideas in spoken interaction** and to follow the thread of what is being said by concentrating and recognising the **key words.** Task one trains on the learners in this listening strategy with reference to the function of instructing and related language forms and notions (e.g., the imperative and the sequencers).

Procedure

Follow the procedure already detailed in the **Anticipation** rubric by directing the learners' attention to the picture and **interacting** with them about it in order to make them **identify/interpret** the context (e.g., 'What does the picture represent/ show? How many children are there? Where/who are they? What are they doing? How would you describe their attitudes towards each other/one another?' etc.)

Make your **interaction** with your learners drift gradually and smoothly towards the question asked in task one. Once you are sure that your learners have understood what to do, allow them just enough time to read through the jumbled instructions on how to access e-mail so as to sequence them correctly. Provide help in case your learners meet with vocabulary problems in the instructions.

Remember that the strategy for making your learners really listen to the sequencing of ideas instead of merely trying to **understand every word** requires that you equip them with a first **overall impression** of what the listening script will be about through the analysis of the picture and **prediction** of the order of the instructions just as is indicated in task one.

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Task two

In task two, learners check their answers to the question in task one. Simulate the spoken interaction (the listening script) on page (i) at the end of the textbook. Remember that learners will listen to key words in order to pick out the sequencing order of the instructions. Key words are the words that interlocutors in spoken interactions consider to be important for **understanding/interpreting messages**. They are usually stressed in English. So when you simulate the **spoken interaction** of the textbook, take care to stress only the key words (e.g., sequencers).

The key to the task is as follows:

Number	1	2	3	4	5	6	7
Letter	b	a	c	f	d	g	e

Task three

This task aims to train the learners to speak from notes or memory with reference to the function of instructing and related language forms.

Procedure

Please keep in mind that note taking is an important **listening strategy**. So before simulating the spoken interaction again, make the learners aware that it is not always a good idea to rely on their memory alone when they are listening. Advise them to take notes by writing down important details which they are likely to forget later. The key to task one might well stand for some of the notes they could have taken, but tell them to make other notes as you simulate again the spoken interaction.

Learners will use the notes to prepare their spoken interaction before they play them out. Mind, the task does not consist in reproducing ***verbatim*** the spoken interaction. So give enough elbow room for your learners to personalise the spoken interaction they have listened to. Just check that they sequence their ideas correctly as they **interact** with each other.

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Task four

In task four, learners listen for specific details of information coming in a spoken interaction involving an interview about the advantages and drawbacks of sending messages by electronic and ordinary mail. The learners will revise the functions (e.g., comparing, expressing opinion/point of view) and related language forms.

Procedure

It is clear by now that you will have to make the learners build an overall impression of what the listening script will be about before having them listen to it. In this task there is no picture provided for **interpretation,** but you can personalise your questions by asking them about their own opinions in regard to the advantages and drawbacks of sending e-mail and ordinary messages. You can monitor the **interaction** among the learners by eliciting and confronting their opinions (e.g., 'How often do you send messages? Which way of sending messages do you think is better, electronic or ordinary mail? Do you agree with …?')

Encourage learners to use one of the following phrases when they give their opinions: I think/believe/It seems to me (that)… To my mind/In my opinion/ As far as I'm concerned… Please make sure the learners don't say «according to me» when they give their opinions!

Once the learners have said what they think about electronic and ordinary mail, let them copy down the table and indicate their opinion by ticking in appropriate boxes.

Task five

Task five is a follow-up to task four. Simulate the **spoken interaction** on pages (i) and (ii) at the end of the textbook. Learners will listen for specific information about opinions/points of view given by two informants in an interview about electronic and ordinary mail.

First, check the listening comprehension task i.e., find out whether learners have picked out the opinions expressed in the spoken interaction. Then **interact** with your learners to know whether or not the two informants have the same or differing opinions. Ask them to comment further in order to justify their answers. After that, **personalise the interaction** by asking them whether or not they have the same oipinion as the informants. (e.g., 'Are you of the same mind? Why? How do you feel about it? I think that email is…, but s/he thinks that …)'.

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Here is the key to task five:

Features	E-mail	Snail mail
Faster	x	
Cheaper	x	
More interesting		x
Less personal	x	
Less convenient		x

Task six

In task six, the learners will use information in the table of task two to **produce** a short paragraph about their preferences with regard to electronic and ordinary mail starting with a language structure which they have already heard in listening script two. The learners will turn this paragraph into a short statement to be delivered to the whole class.

Procedure

It is important to make it clear to your learners that when they have to speak for a long time (e.g;, giving a class presentation, making a report, or giving a detailed explanation/justification as is the case in task six), they are often compelled to use a number of techniques to organise their ideas and make it easier for their listeners to follow what they are saying. Most often they are obliged to use words or phrases to indicate what the next stage of the speech or explanation/justification will be. In task six, learners will probably need to list points, to give examples to illustrate and justify their preferences, to give another side of their own preferences, to present result and to summarise.

We understand that the learners cannot use all of these techniques at the same time at this early stage of the course. However, we think that the learners should be encouraged to use discourse markers for listing points. (e.g., first, first of all, to start/begin with, secondly, thirdly…/finally, also, then…) Your learners have already used some of these discourse markers in describing the process e-mail accessing. So it will be a good idea to recycle them here.

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To implement the suggestion made above, you will have to help your learners by sketching out the type of paragraph you would like them to **produce.** Here is a sketch paragraph that you can quickly jot down on board:

I prefer sending my messages by e-mail rather sending them by snail mail. First of all, ……..... Secondly, ……. Finally, ...

Say it clear p.6

In task one, learners will revise the intonation pattern in requests and get familiar with the comparative of superiority of adverbs.

Procedure

With books closed, **interact** with your learners by simulating class situations where you will use all the requests in task 1. (e.g., Ask learners to tell you why they were absent/What they did yesterday/What class they will have next? Who is their teacher of Mathematics? etc.) Each time they answer your prompts, simulate misunderstanding or mishearing and ask them to repeat what they have said using the requests in task 1. (Remember, when you speak, you communicate information both verbally i.e., by using words and non-verbally, i.e., by using gestures, facial expressions, etc... So hold your hand close to your ear to indicate mishearing). Once this is done, tell them to open their books and do the task as indicated.

The rule is that intonation goes up at the end of requests. Requests will become orders in case you make them with a falling tone. It will be a good idea to illustrate to your learners that a great deal of information is conveyed through the way you speak: speed of speech, silences, pauses, hesitations, repetitions or, as in the case of task 1, by the tone of voice (rising or falling tone). For example, as we have said above, tone of voice in questions in task one may indicate either a peremptory or a polite attitude. It is for you to 'teach' the learners to **interpret** speakers' attitudes in **spoken interaction** and to check the way they speak so as not to cause misunderstanding.

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Task two

Task two gives a transformation activity wherein learners are required to make requests out of information provided in the form of statements containing comparatives of superiority.

Procedure

Refer the learners to samples of requests in task one. If necessary, illustrate what the learners are required to do by transforming one of the statements into a request. Read aloud the request and mark the intonation pattern.

Here is a suggested answer key to the task **:**

a- Could you type more quickly, please? ↗

b- Can you press the key more smoothly, please? ↗

c- Could you drive less quickly, please? ↗

d- Could you use the computer more frequently, please? ↗

e- Can you arrive earlier, please? ↗

f- Can you jump higher, please? ↗

g- Could you work harder, please?

Task three

The aim behind this task is to recognise stress patterns in two syllable words related to computers.

Procedure

Direct your learners' attention to the table and show your learners how to split words into syllables. Foreground the sound-spelling links represented by the words and their phonetic transcriptions as well as the stressed syllables. You can use the following table for highlighting this information.

You see/write	You say/read aloud

Once the learners know what is required of them, let them do the task alone on a rough copybook.

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Task four

In this task, learners will check their answers to task three as you read aloud the words in the box. You will be well advised to have the table copied on board and to have the learners correct their answers on their own . If possible take the opportunity to transcribe (some of) the words so as to initiate the learners to phonetic transcription. Give some time for the learners to **analyse** the stress pattern in the two columns to **draw the rule** for accentuation/word stress in two syllable words. (e.g., Look at the words in column A. Are they verbs, nouns, prepositions or adverbs? Where is the stress, on the first or on the second syllable? What about the words in column B? … What conclusion can you draw?

The rule is as follows: In two-syllable words, stress **usually** falls on the second syllable when the word is a verb, but it is placed on the first syllable when the word is a noun.

A	B
browser - cursor - pointer - window floppy - icon - keyboard - modem	connect - protect - remove erase - escape - display

The hidden message p.6

The task in this subrubric is to initiate the learners to phonetic transcription. This task can be done either individually or in pairs. In either case, refer the learners to the phonetic symbols on pages XII and XIII of the textbook. Re-write the first word yourself for illustration, then get the learners to compete as to who will be the first to decipher the whole message. Here is the key to the task: *Your floppy contains a virus; remove it from my computer.*

Your turn p.7

Task one

In this task, the learners will practise and consolidate the speaking skill with reference to functions (e.g., instructing and expressing purpose) and related language forms.

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Procedure

Refer the learners to the sentences in columns A and B. Then ask them to read them very quickly and **identify** the main idea. This will allow them to have an overall impression of what the sentences are about. Once this is done, make sure everyone understands the sentences before telling them to work in pairs to do task 1. Interact with your learners to check their answers.

The key to the task is as follows: 1-b, 2-a, 3-d, 4-c. As you check the learners' answers, have them write full sentences on the board.

Task two

The aim of this task is to encourage the learners to pay attention to the organisation of ideas in a paragraph. They will organise the jumbled sentences written on the board during the previous task into a coherent paragraph using sequencers and modals. You can help the learners by giving them the first two introductory sentences in the key below.

Here is a suggested key to task two:

'Ok, you want to create an e-mail account? It is very easy. **First,** you have to switch on the central unit and the monitor in order to start the computer. **Next,** you need to go to the address section to choose a site'. 'Well, if you want to create an e-mail account, click on the e-mail option in the menu. **After that,** click on the 'sign up' icon in order to open the page for personal details…' (The learners can complete the instructions)

An afterthought: Today's learners are very knowledgeable with things related to computers and the Internet. We are sure that they are not as scared as we are about new technology; some of them can even outdo their teachers in the field. Don't hesitate to capitalise on your learners' knowledge about the Internet to run your class. You should keep in mind that a good teacher is not necessarily a 'guru', but someone who knows how to manage her/his class in such a way as to create a congenial environment for **peer-teaching** and **cooperative learning**.

Therefore, we strongly believe that most of the tasks in this rubric can be done in the form of short class presentation (e.g., How to open an e-mail account?/ What is the Internet used for? etc...).

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Task three:

The aim behind this task is to consoldiate further the speaking skill with reference to functions (e.g., instructing and expressing purpose) and strategies (checking and confirming understanding) and related language forms.

Procedure

Sometimes, it is difficult to understand what someone says especially when s/he gives long or difficult answers. So, it is important to make your learners acquire some strategies to cope with these difficult situations. Here are some of them:

a. When an interlocutor gives long or difficult answers, check you really understand **by repeating** or **reformulating** what s/he has said:

You usually start as follows: **So/Ok …**

b. When the interlocutor understands you, tell them:

That's right…

c. When the interlocutor does not understand you, correct him/her and give the right information:

No, that's not quite right, I said…

When you completely mishear or misunderstand an interlocutor, it is necessary to ask for clarification. Here are some formulae that you can urge your learners to have ready at hand:

'Sorry, I don't understand/ (I beg your) pardon?/What did you say, please? / (Sorry)could you say/explain that again, please? Could you repeat that more slowly please? (Sorry, + wh-questions, e.g., Sorry, what did you say?)/ Sorry, what do you mean (by X)?' …

The learners are supposed to have acquired the clarification asking strategies in Middle School. So encourage them to re-invest them in your class so as to further develop their speaking skill.

In task three, refer to scripts 1 and 2 on pages (i) and (ii). You can simulate them again so as to make the learners understand what is expected of them in doing the task. Use the above information about speaking strategies and show how the strategies are used in **spoken interaction.** The learners prepare their spoken interaction in writing before playing them out in pairs.

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Task four

The aim is to encourage learners to speak about the various purposes for which the Internet is used.

Procedure

Direct the learners' attention to the picture and ask them to tell you what the man is doing. Next ask them to tell you what people generally use the Internet for. Refer them to the cues on the picture of the monitor screen . Move very smoothly to the question in task four and prompt them as follows: What about you? What do you use the Internet for? I use it for verb+ing or I use it to+verb. I also use it… The task can be carried out in the form of spoken interaction. (e.g., What do you use the Internet for? Well, I use it … What about you, Karim? What do you use if for? …

Say it in writing p.7

The learners will re-invest what they have learned in the previous tasks in terms of functions and related language forms in order to **produce** an argumentative paragraph defending a point of view about the usefulness of the Internet.

Procedure

Before setting the learners to task, brainstorm the topic with them and jot notes on board as you do so. Jotting notes is an important writing strategy that your learners should acquire. Here are some prompts you can use to elicit what your learners think about the Internet (in open class) : What do you think about/of the Internet? Is it useful or not? Why? Can you give other reasons? Explain/Justify…

You can encourage the learners to list the reasons why they think that the Internet is useful or not by giving the following transitional sentence:
'I think that the Internet is a useful invention. Let me explain/There are several reasons for this. Here are some. First ...'

Here are some other ways of giving an opinion/point of view: 'I think/ believe that/ in my opinion/to my mind/as far as I am concerned/If you ask me.. Set a time for the task, and have learners make mini-presentations about the usefulness of the Internet'.

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Sequence two: Reading and writing pp. 8-11

Anticipate p. 8

The aim of this rubric is to help your learners read icons in a computer screenshot. This is a very useful social skill in our modern technological world. This social skill will be developed in relation to functions covered earlier. It also aims to create a lead-in to the reading tasks proper on page 9.

Procedure

Direct learners' attention to the first screenshot and have them **identify**/ **interpet** the different icons and information on the screenshot. Illustrate the difficult vocabulary items, then set the learners to task. Here is the key to the task: a - 3 b - 1 c – 6 d - 4 e - 5 f – 2

Task two

The aim of this task is to enable learners to ask for and give information about eletronic addresses. Proceed exactly as in task three in the **Anticipate** rubric of sequence one (page , 4).

Task three

In this task, learners will learn to make predictions about what will come next in an e-mail message on the basis of information contained in an e-mail box screenshot.

Procedure

Direct the learners' attention to the second screenshot and **interact** with them in order to elicit an **interpretation** of the information contained on the screenshot. Follow the approach that we have already outlined in the previous sequence.

Read and check p.9

Task one

In this task, the learners will check the predictions they have made in task three of the **Anticipate** rubric. We have already mentioned the importance of this strategy for the development of the reading capacities of your learners in the presentation of this textbook.

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Procedure

Make sure the learners understand what is expected of them in this task. They don't need to read the whole message. Indeed, they can check their predictions by reading only two or three sentences of the e-mail message. But note that the process of making predictions keeps going all along the reading of any text. So you can ask your learners to try it again by making other predictions just after they have checked those they have made earlier. (e.g., 'What will Kirsi write about just after the two introductory sentences?')

Task two

This task reverts to traditional reading comprehension. The learners are required to answer a set of comprehension questions.

Procedure

Ask the learners to read the questions and make sure they understand what they have to do. As you check the learners' answers, **interact** with them to elicit further information about Finland. For example, you can ask questions about the languages spoken in Finland, Finland's neighbouring countries, its currency, etc... We think that it will be pertinent to change the comprehension questions about the text year after year as it has become common practice these days to borrow copybooks from previous SE1 learners and to copy the answers as they stand on it.

Task three

This task aims to encourage the learners to guess the meaning of new/ difficult words from context.

Procedure

Explain to your learners that it is not always necessary to check new/ difficult words in a dictionary/or to pass by them as if they were not there. Guessing the meaning of difficult/new words constitutes an important reading strategy. There is no agreed-on procedure as to how to make learners infer the meaning of words from context through the use of structural and semantic clues provided by the context. However, you can help your learners acquire this strategy by guiding them through a set of questions. (e.g., 'What part of speech is the word? Is it a verb, a noun or an adverb? If a noun is it singular or plural? How do you know? Is there any synonym or antonym of the word in the text? Is there a superordinate of the word in the text? Look if the word is not explained in the sentence coming just after the sentence in which it occurs', etc...).

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With a view to developing fluency in reading, the direct use of a dictionary should always be kept as a last resort. This does not mean that the use of a dictionary is not recommended. You can perhaps show them the importance of using a dictionary by showing in what ways it can contribute to learning English.

Ask your learners to bring their dictionaries to school and ask them to do the following exercise. Look at your dictionary and find out if it includes the following contents. My dictionary contains: a. different meanings of words; b. information about pronunciation; c. information about grammar; d.sample sentences; e.study pages, etc... The point is to make the learners aware that dictionaries can help them learn the language if used in a reasonable way. You will also be well advised to make your learners go back to the good old habit of keeping a vocabulary notebook.

Discover the language pp.10-11

Skill building in this rubric is treated at different levels: the word level, the sentence level, and the paragraph level.

Task one

The aim of this activity is to familiarise the students with frequency adverbs and their pronunciation. Make the learners aware of the difference in degree among the frequency adverbs included in the chart.

Task two

Refer the learners to paragraph three. It is this paragraph which talks about Kirsi's regular activities. Ask the learners to pick out the sentences which contain the frequency adverbs and to place these on the chart they will have drawn on their rough copybook beforehand.

Task three

In this task the learners will **observe/study** the sentences in order to **identify** the position of the adverbs of frequency in the sentences. They will **draw the rule** as to the sentence position in which frequency adverbs usually occur. You can interact with your learners as follows.

'What is the function of the word which comes before the adverb of frequency? Is it an object or a subject? What about the word which comes after it?' …The rule is that frequency adverbs usually occur between the subject and the verb in full affirmative/negative sentences.

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Task four

In this task, the learners will use questions included in a questionnaire to conduct an interview about regular activities.

Procedure

Direct the learners' attention to the questionnaire and ask them to identify what it is about. Once they have identified it, **interact** with them (in open class) simulating a sample interview. Show the learners how to make notes by jotting down the responses of your informants/learners on board. The learners will make notes on rough pieces of paper when it is their turn to do the task in pairs.You can refer to the script on p.(i) at the end of the textbook for further reference as to how interviews are conducted.

Task five

This is a follow-up to task four. The learners will use the notes they have made about their partners' regular activities to **write**/**produce** a short report.

Hamid generally gets up around 7 in the morning. He always goes to school by bus and he studies from 8.30 to 12 in the morning. …

Task six

Proceed as in task one and make learners pronounce and **interpret** the adverbs of degree on the chart.

Task seven

Proceed as in task two. Make learners read the text very quickly and pick out the sentences containg degree adverbs.

Task eight

The learners analyse the sentences and draw the conclusion. Proceed in the same way as in task three. Interact with your learners to enable them to draw the following rule: Degree adverbs occur before the adverbs or adjectives that they modify.

Task nine

The aim behind this task is to consolidate the function of locating a place (e.g., a country or a town) and related language forms.

The learners will **produce** short dialogues using the cues in the box.

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(Sample Dialogue)**:**

A: Tell me, which continent is your country located in?

B: It is located in Africa.

A: Which country borders it to the west?

B: Morocco. (or Morocco borders it to the west.)

A: What's its average temperature in summer?

B: It's more than 30° C.

A: What is it famous for?

B: It's famous for its beautiful beaches, marvellous southern regions, and historical sights.

Write it right p. 11

This task aims to make the learners re-invest what they have learned in the **Disover the language** rubric to write a reply to the e-mail message that they have read in the **Read and check** rubric.

Procedure

This writing task, like the other tasks in this sub-rubric, focuses on purpose as well as on text type. It focuses on the text in the sense that it stresses the importance of the paragraph as the basic unit of written expression. The learners are 'taught' how to build and organise paragraphs. In this text-focused approach to writing, we usually use the following techniques: writing parallel or model paragraphs, forming paragraphs from jumbled sentences, or building paragraphs from topic sentences with or without cues. Therefore, we strongly recommend that you refer your learners to Kirsi's e-mail on page 9 of the textbook, and have them take it as a parallel or model of building and organising the paragraphs of their replies. Provide them with a topic sentence for the first paragraph. (Cf. Letter of reply, p.21 of the texbook) The learners can check whether they have organised their paragraphs correctly by referring to the same letter).

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The writing task on page 11 of the textbook also focuses on purpose. In other words, there is a reason behind the writing task assigned to the learners. They won't write just for writing but with a purpose. The task simulates a situation more or less authentic wherein the learners have to write a reply to an e-mail from a pen-friend of theirs.

Apart from the focus on text and purpose, it is helpful to bear in mind that writing demands that learners follow some strategies like making a first draft and having the draft revised by the leaners themselves or by their peers before writing the final version. These strategies are part and parcel of two other approaches to writing: the fluency and accuracy approaches. Learners write as much as possible during the preparation of the first draft without caring too much about mistakes. The aim at this stage is fluency. The feedback that learners get from their peers will allow them to focus on accuracy (correction of mistakes) when writing the revised version of their papers. (More will be said about writing later).

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Sequence three: Developing skills pp.12 –17

Developing skills pp.12 –13

This sequence as its title indicates aims to develop social skills (e.g., telephoning, writing a letter of inquiry and good-will letters) stemming from functions and language forms learnt in the previous sequences.

Task one p. 12

This task aims to make the learners aware that language is not simply a question of (grammar) accuracy but also that of appropriate use / usage according to context. (cf. pragmatic competence). We have highlighted pragmatic competence with reference to the social skill of telephoning.

Procedure

Have the learners read the question very quickly. Then **interact** with them about each of the multiple choice questions in order to make them understand that the exercise is not meant to check whether they are able to identify the grammatically correct response but the most appropriate one in the context of telephoning. The learners have already come across the language forms used in telelepheing in Middle School / Year3.

Once the learners have understood the purpose of the task, let them guess the appropriate responses.

Task two

The learners check their answers as you simulate the telephone conversations in the script on pages (ii) and (iii). Simulate the telephone conversations again. The learners make notes and play out the conversations in pairs.

Here is the key to tasks one and two: A-b, B-b, C-c, D-b

Task three

The aim of this task is to consolidate the learners' knowledge of comparatives of superiority and the pronunciation of phone numbers.

Procedure

Remind your learners that one of the conventions in telephone convesation is that phone numbers are not prounounced as we usually pronounce ordinary numbers.

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a)We say each figure separately (e.g., 875754 , eight-seven-five-seven-five-four).
b) We say 0 as **Oh (**Br. English) or **Zero** (Am. English)**.** (e.g., 405 **four-oh-five** or **four-zero-five**).
c) When two numbers are the same and are together, we can say **double** or we say the figures separately.(e.g., 6554 , six-double five/five five-four)
d) When we say phone numbers the intonation goes up in the end of the first stretches of numbers and goes down at the end of the phone number.

Simulate the spoken interaction and make sure learners pronounce their phone numbers correctly. Then let them play out the conversation in pairs.

Task four

The aim of this task is to enable learners to use tactics/strategies and languages forms related to the social skill of telephoning. These strategies and language forms are presented in a separate rubric called **Tactics summary (p.13)**. An appropriate manipulation of these tactics will certainly increase the fluency of the learners in this social skill.

Procedure

Before setting them to task, direct your learners' attention to the tactics summary on page 13, and get them acquainted with these tactics. Encourage them to compare the tactics mentioned in the **Tactics summary** with those they themselves use when they hold telephone conversations in their own language. Are they the same? It is clear that there are some differences due mainly to socio-cultural convention?

The learners prepare in pairs a telephone conversation with reference to one of the situations suggested in the task and using the tactics summary. Once they are ready, let them play out the conversations from memory or from notes. Make sure the learners write a sample conversation on their exercise books.

Suggested answers:

Situation 1:
You: Hello, 54712200
A friend of yours: Hello, I'm Farid. Can I speak to ……., please?
You: Speaking.
A friend of yours: Brahim and I are going out for a football match. Would you like to join us?
You: I'm sorry I can't. I have to go to the dentist.

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Situation 2:

Company secretary: Hello, SEK company. Can I help you?

Caller: Hello, my name's Bob Karl. Could I speak to the manager, please?

Company secretary: I'm afraid he's out at the moment. Can I take a message?

Caller: Please tell him to call me. My number is 7213599.

Company secretary: So your phone number is 7213599 and your name is Bob Karl

Caller: That's right. Thank you. Goodbye

Company secretary: Goodbye.

Situation 3:

A : Hello.

B: Hello, this is Ali. Is Karim there?

A : I'm sorry, Karim's out at the moment.

B: Please tell him I expect his call this evening at 6:30.

A: Can you remind me of your name, please?

B: Of course, it's Ali, Ali Bachiche.

A: I see.

B: Thank you;Goodbye.

A:. Bye

Developing skills pp.14-15

Task one

The aim behind this task is to **interpret** and to differentiate **between** texts (goodwill letters/notes) according to register and type of message.

Procedure

Make sure the learners understand what they are required to do. If necessary exploit the following tips to explain to them the difference between formal and informal English before they start doing the task.

Formal English is the kind of English we use for serious public purposes whereas informal or colloquial English is the kind of English we use everywhere, everyday. The former is used especially in print: official reports, business letters, serious books, public notices, important speeches, new programmes while the latter is used mainly in speech, private letters, converstation between friends, etc...

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There are several degrees of formality and there is also a neutral style, i.e., a style with not too many formal or informal features. Make it clear to your learners that it is important to use the right register for the right situation. This is partly the aim of all the tasks on page 14.

Here are some features that can allow your learners differentiate between styles. The formal style distinguishes itself from the informal style by its long and complex sentences, its use of abstract nouns, of long phrases and of words derived from Latin, the frequent use of the passive , circumlocutions and past forms of modals. Some hallmarks of the informal register are the use of contractions, simple words, phrasal verbs, and shorter clauses.

You can illustrate the difference between formal and informal styles by referring them to the following requests: Would you be kind enough to speak more slowly, please?/Can you speak more slowly? Speak more slowly please. All of these are requests, their difference is in degree of formality dictated by the situation and status of the interlocutors. If this seems not to be illustrative enough, choose other examples.

Once you have illustrated the difference between registers, have them read the question and do the task as indicated. Ask the learners to justify their answers by giving evidence from the texts. The key to the task is as follows: 2-informal invitation (use of proper/forename, surname, contractions, short sentences, informal closing…); 3. An informal (neutral?) acceptance of invitation; 4.an informal refusal of invitation.

Task two

This task aims to enable learners to deduce meanings of words from context and to read for specific information. The key to question (d) is Reponse s'il Vous Plait. Try to elicit from the learners why the English use this expression. Take the opportunity to talk about English history.(e.g., the Norman Conquest of Britain in 1066, the influence of French on English. Remind them that English is French spoken with an English accent. This will encourage them to draw parallels between the two languages.

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Task three

Use the tips in task one above to conduct your class. They are different in register, the first invitation is more formal than the second invitation; the second invitation starts with a salutation and the second is anonymous; the first invitation uses a formulaic language (e.g., would like) whereas the second one uses a colloquial language (e.g., contractions, imperative). The first invitation is public whereas the second one is private… It is for you to monitor the discussion to elicit as much information as possible.

Task four

Refer again the students to texts 1, 2, 3, and 4 and ask them to choose one of them as a model for writing a parallel text. Give **Tips**

Here is the format that personal letters usually take in English.

Sender's address
85 Oxford Street,
Kenton, Sussex
14 March, 2005 (2)

Dear George, (3)

I am pleased/happy/glad to learn that you have moved to a new flat.

……
……

With best wishes (4)
(signature) (5)
Karim Boudri

1. The writer's, i.e., the sender's address, does not usually include the name, which is shown by the signature (see number 5 in the letter layout above). It is usually written on the top right-hand corner.
2. The date should appear just below the address. There is also an American way of writing the date (e.g., March 14, 2005). Here are some of the ways of reading/saying dates.

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In Br. English, you say March the fourteenth or the fourteenth of March. In American English, you say March fourteenth.

3. Letters need salutations (Dear George, Hello…) Here are some other salutations that you can use in both personal and business letters.

	Salutation
Personal	Dear George/ My Dear George/ Dear Mr/Miss/ Mrs Kane
Formal or routine (Business letters)	Dear Sir /Dear Sirs/ Dear Madam/ Dear Sir or Madam
Informal (Business)	Dear Mr/Miss/Mrs Kane

4. Letters also need complimentary closes (e. g, Love, Best wishes). Here are some other complementary closes.

	UK	US
Personal (Formal to informal)	Yours sincerely/ Sincerely/ Yours/ With best wishes/ All the best/ With all my love/Love	Sincerely yours/With kind regards/With best regards/ Sincerely/Yours/Best wishes/ All the best/ With all my love/ love
Informal (business)	Yours sincerely/ Yours truly	Sincerely yours Cordially yours
Formal or routine (business)	Yours faithfully,	Very truly yours/ Sincerely yours/ Yours very truly

Remember that in informal letters, **love** is a complimentary close used both by men and women when writing to close friends or relatives. **Best wishes, Yours, All the best, Kind regards, Best regards** are used when addressing people whom they are not close to. **With all my love** is used by both men and women when writing to someone they are very close to (e.g., husband to wife or vice versa).

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In business letters (formal or less formal), the complimentary close depends on the form of salutation. For instance, if you start your letter with salutation **Dear Mr/Miss/Mrs/Ms Kane** you will close your letter with **Yours sincerely.** But if you start with **Dear Madam, Sir/ *or* Madam/Sir,** you will close it with **Yours faithfully.**

Task five p.14

The aim of this task is to **interpret** and **categorise** messages according to style.

Procedure

Make sure the learners have understood what to do. **Interact** with them and have them **interpret** the context of each of the goodwill letters. (e.g.,Who is the sender of the letter? Who is the recipient of the letter? What is the context?) Check whether the learners have vocabulary problems in reading the letters. Get them to guess the difficult words from context. Once this is done, give them enough time to read the goodwill letters and identify each of them according to register. As you check the answers with your learners, encourage them to justify their answers by giving evidence from the messages.

Task six

The aim is to get learners to distinguish between degrees or levels of formality.

Procedure

Intearact with your learners about the register using the tips supplied in task one of this book. You can attract your learners' attention to the way the senders address their conrespondents in the salutations, the length of the sentences, the vocabulary items, etc. You can also ask them to make the sixth letter more informal/less formal than the fifth one by asking them to use **sorry** instead of **apologize**.

Task seven

The learners will **write** letters of apology following a model.

Procedure

Interact with your learners to let them understand the context of their writing. You can get them to write these letters of apology in different contexts from than the one mentioned in task one. It will be a good idea to have them re-invest the functions and language forms introduced in the previous sequences (e.g., expressing purpose and obligation). Check that the learners follow the rules for making apologies. In English, it won't do just to say that you are sorry for a mistake you have done. You have also to explain the circusmstances in which you have done the mistake. If you have time, have them exchange notes of apology among themselves in class. This can be considered as a game and will help illustrate the difference between formal and informal apologies.

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Developing skills pp.16-17

Task one

The aim of this task is to focus on the formal layout of a 'business' letter, i.e., a letter of enquiry.

Procedure

Interact with your learners and have them **interpret** the context in which the jumbled letter is written (e.g., What do the sentences represent? What is the letter about? What does **Re:** stand for? etc... Reference = subject). Once this is done, have them read the jumbled sentences and phrases and match them with their corresponding information (rubrics) in the letter lay-out.

Tasks two and three

The aim behind these tasks is to focus on the organisation of ideas with reference to a reply to the letter of enquiry in task one above.

Procedure

Go over the jumbled information with your learners and have them explain the difficult vocabulary using structural and semantic clues. Then they will re-order the information using numbers. As you check the answers with the learners, encourage them to justify their choices. (e.g., they can note that when we reply to letters, we sometimes thank the sender for having contacted us first….).

The key to the task is as follows: b-1, a-2, c-3 , d-4.

Task four

The aim is to **produce** a reply to a letter of enquiry by ordering jumbled sentences and re-investing what is learned in tasks one, two and three.

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Procedure

Refer the learners to the layout of the letter of enquiry in task one. This will help them visualise how to present their replies. Refer to the correction of task two for the organisation of ideas in the body of their reply letter.

Please note again that writing in the textbook does not follow the **sink-or swim-**logic characteristic of the traditional approach wherein the learners are simply asked to write a composition without any guidance or purpose whatsoever. Apart from the features already mentioned above (cf. focus on purpose, accuracy, fluency), the development of the writing skill in the textbook focuses on process. This process approach shows in the following: the learners have gone through skill building tasks (tasks one, two and three); teachers are asked to interact with their learners to prepare them orally for the task; layouts and other types of information are provided… It goes without saying that you are expected cooperation among the learners as you set them to do the tasks. This involves brainstorming, pair work and peer correction . You will be well advised to provide the learners with a set of error symbols right at the beginning of the course (e.g., punct., gr…).

Here is a suggested body for the letter of reply that learners are supposed to **produce.** Make sure your learners place theirs in appropriate formats:

> Thank you for your enquiry about our summer courses. Please find enclosed here our latest information prospectus, which we hope will be of interest to you.
>
> We're permanent, we're professional and we offer you a warm welcome here at a our school.
>
> We look forward to hearing from you soon.

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Developing skills p. 17

Ta sk one

The aim behind this task is to train learners to **interpret** and **identify** texts according to content/message.

Procedure

Direct the learners' attention to the table and make sure they understand the difficult vocabulary. Then try to elicit the contexts in which we usually address the messages. (e.g., we address messages of sympathy to people who are ill or who have lost one of their kith and kin (condolences). Once this is done, let them read quickly the texts to do the task. The learners will read for gist, so it is recommended to allow more time than necessary for the task. As you check the answers with your learners, encourage them to support their answers with evidence from the texts.

Task two

The aim behind this task is to match messages with real life situations.

Procedure

Interact with your learners about texts three and four. (e.g., 'Where are they taken from? What are the messages for? In which column of newspapers do these types of message are usually placed? What is the meaning of the word «passed away»? Why has the author used «pass away» instead of the verb «die»? What is the English word for «Née»?'). The learners will move on to the task proper once this oral preparation is done. The key is as follows:3-1 and 2-4. As you check the answers, make sure learners give evidence to support their opinions or points of view. The texts are written in telegraphic style. Take the opportunity to make your learners rewrite them using full sentences.

Task three

Learners will **produce** written messages expressing sympathy (condolences) and congratulations. Refer them to the models given in the textbook and use the following tips to help your learners start writing their messages:

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We congratulate in order to express pleasure when something good happens to relatives and people with whom we are acquainted and those to whom congratulations are due. (e.g., wedding, engagement, the passing of exams, etc...). Congratualtions can be expressed in written or oral forms (e.g., spoken form: Congratulations, John! I hear you've passed your exams with top marks! Everybody is proud of you! Well done! Written form: When we send our congratulations, we usually proceed as follows: **I have just learned that**…/ **I have just heard the news**…/ **I'm writing to congratulate you for**... In less formal situations, we can start directly by saying **Congratulations** (e.g., Congratulations on your success/your engagement …)

Messages of sympathy including condolences can be expressed by saying that you were sorry to hear about a bad thing which has happened to your correspondent. I was (really/very/extremely) sorry/sad to hear/I'm deeply distressed… (In spoken interaction, reaction to bad news can start with the idiomatic expression **What a pity!**

Here is a sample message of condolences:

I was deeply distressed to hear of the sudden death of Mr John Smith, who served as vice chancellor in your university for so long. His loss must mean a great loss to your educational institution. We, who know him, have good cause to be grateful to him for the sound education and instruction that he gave us unreservedly.

My colleagues join me in conveying our sincere sympathy to his family.

Stop and consider pp.18-19

This is a section wherein learners consolidate grammar notions they have met in the sequences. We have designed it in such a way as to make them consider these notions in context both deductively and inductively.

Task one

Interact with the learners about the sentences and make them **interpret** the contexts in which the different sentences can occur. Then let them study, discuss about the sentences, and draw the rules for using the different language forms related to the expression of purpose. Have the learners check their answers with the **reminder**.

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Task two

In this task the approach shifts from induction to deduction in the sense that learners apply rules provided to them in a reminder. When you check their answers, make sure the learners justify their answers with evidence from the reminder.

Task three

Refer the learners to the text on page 9 of the textbook and have them pick out the sentence which contains a reflexive pronoun. You can also refer the learners to the picture to interpret the meaning of reflexive pronouns. (e.g., 'What does the picture show? How many parrots/birds are there? One or two? There is one parrot only. The parrot in the mirror is just a reflexion of the parrot perched on a stick'….) The sentence 'The parrot is talking to itself' can serve as an example for completing the blanks in task three with appropriate reflexive prounouns. Remember that reflexive pronouns usually refer back to the subject of the clause or sentence. However, the **–self** particle can be used to give emphasis to the nounphrase or pronoun subject (e.g., I cooked it **myself)**.

Tasks four

The aim of this task is to consolidate the language forms related to the expression of obligation.

Procedure

The approach to this task is at once inductive and deductive. It is inductive in the sense that learners are required to **study/observe** a set of sentences containing language forms linked with the expression of obligation and through oral interaction with each other and with the teachers to **draw conclusions** as to the use of these language forms. The approach shifts to deduction in question E. The learners will apply the rules about the use of these language forms to express obligation in the past. Then they will check their answers with the reminder.

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Task five

This task aims to consolidate the use of definite and indefinite articles.

Procedure

Refer the learners to the reading text on page 9 of the textbook to establish links between the two texts (text p.9 and text p.21) . It will help them in accomplishing the task i.e filling blanks with appropriate articles if they identify the context in which the text on page 21 is written. Encourage the learners to refer to the reminder when they check their answers. The key to the task is as follows:

1 → the 2 → Ø 3 → Ø 4 → Ø 5 → a 6 → the 7 → Ø 8 → Ø 9 → Ø 10 → Ø 11 → the 12 → Ø 13 → Ø 14 → Ø 15 → Ø 16 → an 17 → a 18 → a 19 → an 20 → Ø

Task six

The aim of this task is to consolidate the use of prepositional and phrasal verbs.

Procedure

The learners are already familiar with the prepositions that go with the verbs in the sentences. So it will be very easy for them to complete the blanks. This task is just a shifter task (exercise enclencheur in French); it is up to you to encourage your learners to find other prepositional verbs and phrasal verbs. It will be a good idea if you advise the learners to create a column for prepositional and phrasal verbs in the vocabulary notebooks that we have already recommended as a strategy for vocabulary development. Don't worry, learners are already familiar with keeping notebooks in Middle School!

Here is the key to the task:

a → on b → on c → up d → in e → down

Task seven

The learners will consolidate their knowledge of time prepositons: 'from …to…' and 'until/till'.

Procedure

The learners can do the task in pairs by exchanging notes. Get the learners to use strips of paper to write their notes. One student asks for information

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about the closing and opening times/hours and the other will answer using information from the advertisement. The learners will check their answers with the reminder and then act out a short dialogue speaking from notes. Make sure the learners use weak forms for the prespositions 'from' and 'to'.

Task eight

The learners will consolidate the use of the double conjunction '**neither… nor...**' and '**neither'** as a linking adverb.

Procedure

Direct the learners' attention to the picture and interact with them. They will **interpret** the context of the spoken interaction among the hikers. Simulate the spoken interaction for the learners to note the stressed words. The key to the task is as follows: as a double conjunction '**neither… nor...**' is unstressed, **John**, **Pam** and **like** are stressed. The main stress falls on **hiking.**

As a linking adverb (e.g., **Neither** do I.), **neither** is stressed. Please note that intonation falls at the end of statements, goes up at the end of yes-no / auxiliary questions and falls at the end of wh-questions. The learners are already familiar with these intonation patterns. So it will be a good idea if you consolidate them in SE 1.

The learners will practise orally the use of the double conjunction '**neither… nor…**' by employing it in dialogues. Then they use the same conjunction in joining simple sentences. They check their answers with the reminder.

Task nine

The aim behind this task is to consolidate the use of the double conjunction '**either… or …**'

Procedure

The learners will **identify** the context of the spoken interaction. Simulate the dialogue and have them note down the words which carry stresss in the underlined sentence. Particles '**either**' and '**or**' in the double conjunction are not stressed. You stress only the content words of the sentence, i.e., 'have' (expressing possession), 'computer' and 'video'. The main stress falls on video. Intonation falls at the end of the sentence.

The learners will interact using the double conjunction '**either... or...**' in playing out the dialogue in the textbook. They will use cues to act out dialogues of their own before drawing rules for the use of the double conjunction.

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Here are some tips to help you conduct your class about the use of the double conjunctions **either… or…**, **neither… nor...** and **both… and…** The latter conjunction does not figure in the SE1 syllabus, but it will perhaps help if all these double conjunctions are dealt with by analogy.

The conjunctions **and, or** and **nor** sometimes follow another word which **emphasizes** their meaning. (e.g., **Both** Said **and** Rachid are students. - You can have **either** a camera **or** a computer. – **Neither** John **nor** James are/is sick.) We call these pairs of conjunctions double conjunctions . **Both**… **and**… adds one item to another, **either… or…** expresses a choice between alternatives; and **neither… nor…** adds two negative actions together.

Either and **neither** have other functions than those of conjuction, but we have not included these because they are not in the SE1 syllabus. These functions are as follows :

a. **Either** and **neither** can occur as pronouns which describe a choice between two. In this case they are often followed by **of + noun phrase. E.g.,** Which film do you prefer , ***Jack The Ripper*** *or* ***Dracula*** *?* I don't like **either (of them). Or** I like **neither (of them)**.

Note : We use **either** chiefly in questions and after negatives. **Neither** is of negative value, so the verb following/preceding it is always positive.

b. **Either** and **neither** can be linking adverbs (e.g., I don't agree with John. No I don't, **either**, or **Neither** do I).

Note : **Either** in this case is the opposite of the adverbs **too** and **also.** It carries the main stress.

c. **Either** and **neither** can occur in the position of determiner. (e .g., There are people on **either** banks of the river. The match was even. **Neither** team scored).

Sequence four: Consolidation and extension pp. 24- 27

Write it out p. 24

This section aims to consolidate and extend the range of writing skills.

Procedure

The approach to the writing skills in this section is functional in the sense that all the writing tasks are **'realistic'**. The learners are required to write a letter of application and to fill in a résumé. Furthermore, we have taken care to provide **adequate context** for these writing tasks. Before writing letters of application, learners first read advertisements, a model application, and a résumé.

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Task one

Direct the learners' attention to the advertisement and **interact** with them to help them **interpret** the text in order to have an overall idea about its context (e.g., What is the text about ? What is it ? Where is it taken from ? Who can be interested in (reading) it ?) Move smoothly to the question of the task . The key is as follows : In case the applicant gets a job, h/she has/will have to *deal* with children, *organise* and *participate in* daily activities such as swimming, singing, dancing, cooking, drama, telling stories, and sports.

Task two

Task two is a follow-up to task one. The learners will read a letter of application to pick out an information that a job applicant has included in her letter of application so as to demonstrate her suitability for the job. The aim of this task is to make the learners aware that we don't write to ourselves but to particular readers. In this case, a good letter of application should contain **facts** the prospective employer (Mr Michael Armstrong) would like to know, what experience the applicant has, how useful s/he will be to the camp.

The letter then can draw attention to the candidate's suitability for the vacancy. Refer the learners to the advertisement in task one so as to make them aware of what the employer would like to know about potential candidates for the advertised vacancy. Check the answer with your learners. Here is the key to the task: The important pieces of information that the applicant has included in her letter to show that she is suitable for the job are: a) I often volunteer to work in infant hospital wards; b) I often look after my brothers and sisters when my mother and father are at work.

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Task three

This is a transfer task. The learners complete a résumé (Am. English) or curriculum vitae (Br. English) with information from the letter of application on page 24 of the textbook. Encourage your learners to guess what type of correspondence the job applicant will receive as a result of her application for the job. Here is a suggested key to the task:

Résumé

Name: *Parfit* *J.* *Joy*
Last middle first
Address: 46 Regent Street, Madison 15026, Wisconsin.
Place of birth: Columbus
Education: Junior at Thomas Jefferson High School
Languages:
Previous work experirence: Working in infant hospital wards
Interests: Meeting people, photography, music.
References: Letters of reference from two teachers, Mr John Clarke and Miss Emma Smithson.

Task four

Task four is at once a completion and a matching task. The aim is to make the learners **interpret** three short (gapped) texts, i.e., possible replies for the letter of application on page 24 and to **identify** the appropriate topic sentence which goes with each text.

If you have involved your learners in the process of prediction at the end of task three, then you can ask them to check their answers with texts one, two and three. Yet, make sure your learners have understood the question before they start performing in task 4. Encourage them to put the texts in the form of letters of reply by adding addresses, saluations, etc., to each of them. Here is the key to the task:
1 → b; 2 → c; 3 → a.

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Task five

The learners will read the texts of task 4 again to identify what type of reply each of them is. Encourage the learners to justify their answers. All the messages indicate acceptance. So encourage your learners to imagine how the letters of reply will start if they were refusals. Familiarise them with the following opening sentences. Refusals usually start as follows: I regret to inform you that … (e.g., I cannot accept the position of… / I cannot offer you the position of…).

Key to task 6

The learners will re-invest what they have learned in tasks one, two, three, four and five to **produce** both a curriculum vitae and a letter of application.

Procedure

The learners will fill in the résumé/curriculum vitae form included in task three with personal information. Then they will use the information in their own résumés for writing letters of application. Refer the learners to the model letter of application on page 24 of the textbook as to the layout and organisation of ideas. Once again don't just tell your learners to write a letter of application without brainstorming the topic with them beforehand. Apply the writing strategies already recommended above to conducting your class.

Work it out p. 26

The aim behind this task is to enable learners to solve problems related to telephoning.

Procedure

Go through the sentences with which the learners will complete the blanks in the dialogues. Make sure they understand their meanings. Then move on to the task at hand. The learners will **read/interpret** the dialogues and complete each of them as appropriate. Check the answers in open class. Encourage them to justify their answers. The learners will act out the dialogues in pairs.

Task two

The learners will **produce** written dialogues taking as models those in task one before acting them out in pairs. Make sure they use the tactics for solving problems of telephoning.

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Work it out p. 27

Task one

The aim is to focus on the problem consonant ‘**r**’, i.e., to recognise when the sound ‘**r**’ is silent and when it is not, and to prounounce it as appropriate.

Procedure

Make sure the learners understand what is expected of them. Have them copy down the dialogues on their rough copybooks.They will idendify the ‘**r**s’ in the words and cross out those which they believe should not be pronounced. Illustrate what the learners should do by writing an example on the board.

Task two

Simulate each of the dialogues for the learners to check their predictions. Then make them **observe** the corrected exercise on board and draw the rules for the pronunciation of ‘r’. The rules for the pronunciation of silent ‘**r**’ apply only for British English. In American English all ‘**r**s’ are pronounced. The learners will play out the dialogues to practise the pronunciation of ‘r’.
It is pronounced /r/ only before a vowel or as a linking sound finally in a word when the next word begins with a vowel. (e.g., more elegant)

Task three

The aim behind this task is to make learners recognise and pronounce the modals of obligation ‘have / has / had to’.

Procedure

The learners copy the following table on their exercise books:

You see/write	You say/hear

Illustrate with examples of your own to show your learners what to do in the task. The learners will complete the table as appropriate.

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Task four

Read aloud the sentences and check their answers.

The "v" in modal of obligation '**have to**' is always pronounced /f/ because of assimilation . In other words, the voiced fricative /v/ of 'have' becomes a voiceless syllable /f/ because it is assimilated to the voiceless consonant /t/ of 'to'. Likewise the voiced consonants /d/ of 'had' and /z/ of 'has' become respectively /t/ and /s/ because of assimilation with the voiceless consonant/t/.

Task five

The aim of this task is to focus on the relation of sentence stress to new information.

Procedure

It is important to note that speaker choices as to which word to stress / foreground in a message/sentence and which to relegate to the background depends on which words the speaker regards as carriers of new information. In the dialogues, the words that should be stressed are **Brad** and **school** (in dialogue one) and **brother** and **Tom (**in dialogue too). **Isn't** and **am not** are also stressed. The stress on Brad means that we are looking for Brad and not someone else. Likewise the stress on school means that he is at school and not anywhere else. …

Before the learners start doing the task, point out the fact that in English there is always a word which carries the main stress in a sentence. Choose any sentence of yours for illustration. Then have the learners predict the words which will carry the main stress in the sentences of the dialogues. Simulate the two dialogues as learners check their answers. Bring the learners to justify the answers, then let them act out the dialogues in pairs.

Project workshop

We have already suggested that project work should run in parallel with your classes. Therefore, we consider that the aim of this section of the unit is to check the learners' projects.

Procedure

The overall procedure for carrying out project work has been stated previously in the presentation of the book. Here, we shall give you hints as to what you can expect from the learners in terms of final project/product.

The final product of project work in this unit is the writing or making of a job application booklet.

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Task one

In task one, the learners will re-invest the skills, functions and related strategies and language forms learned in the unit to respond to a recruitment advertisement. Remind the learners to start doing each of the parts of the task as soon as they have acquired the language needed to carry them out.

We have already inserted an advertisement in the textbook. So your learners can use it as a model to write their own advertisements. However, it is worth attracting the learners'attention to the fact that there are many other ways of presenting recruitment advertisements. Advise them to check newspapers for other possible ways of presenting them. For those who have access to the Internet, they can do this by checking electronic newspapers. The learners will **produce** four to five advertisements to be placed on a page of their booklet taking as a model an advertisement column of a newspaper of their choice.

At first sight, **circling** a recruitment advertisement may seem to be irrelevant. But it is important to explain to your learners that in English speaking countries job seekers usually involve themselves in this activity. **Circling** can be considered as a **cultural trait** similar to that of sticking notes on the fridge or a note board. The learners will circle only one advertisement or two, i.e., the advertisements to which they will respond.

Telephoning is a social skill that learners have covered in different parts of this textbook. The learners will re-invest it in the context of job hunting. Remind your learners to start the task as soon as they have a fairly good command of the social skill of telephoning and related functions and language forms. The learners (playing the role of job seekers) cannot make phone calls for the **circled advertised jobs** if they don't include phone numbers.

The initial phone calls can either be positive or negative. The ideal is that the learners will write at least two (e.g., a phone call for which the caller receives the information that the vacancy is filled and another one which informs them that the job is still available, but they should apply for it in writing and include letters of reference. Here is a sample telephone conversation in relation to the topic:

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Secretary: Hello . 587455. Can I help you?
Job seeker: Hello, my name's Rachid Bard. I'm calling about that vacancy you advertised in the **Herald Tribune.**
Secretary: Which one was that? Was it for the position of shop assistant?
Job seeker: Yes, that's right.
Secretary: Well, I'm afraid we've already filled that vacancy. I'm very sorry.
Job seeker: Thanks very much. Goodbye.
Secretary: Goodbye.

Remember that learners will have to act out their telephone conversations in class in order to give a performative dimension to their projects.

Contacting referees

Bear in mind that contacting referees is a common cultural practice in which job seekers in English-speaking countries usually involve themselves as employers usually need more information about potential employees than is given in letters of application, application forms and CVs.

Employers are interested in both the professional and personal qualities of potential candidates. So the request for letters of reference or recommendations are not necessarily made to the teachers. They can be made to any one who holds a high position in an institution , or someone who knows the applicant well in private life (e.g., a previous employer, a colleague, the parish priest, etc...).

In any case, before quoting the name of the person whom you wish to act as a referee, you should always let him know about it. Include the correct title of the referees (Mr, Mrs, Dr., Professor…) in your application.

When you write to your referees to ask them for letters of reference, give as many details as possible about the job for which you will apply. A copy of the job description would be appropriate in this case.

Here is a written request for a person to act as a referee. (Your learners are already familiar with letter formats and with making requests .)

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Dear …

I am applying for a job as camp leader with Haryton Bay Summer Camp in Florida. I should be grateful if I could give your name as one of my referees.

You will remember I was in your class (Class 3 SE1) and I cannot think of anyone in a better position to give an opinion of my knowledge of music.

Please find included here a copy of the job description.

I would highly appreciate your help.

It is quite understandable that your learners are not already familiar with polite expressions like 'I wonder if I could… / I should be grateful if …/ I shall be grateful if you allow me…' So it will be all right if they make their requests directly : «Could you act as my referee?» You can also help your learners by providing them with the necessary command of the polite expressions used in written requests.

Note that the sender of the letter above has taken care to remind the referee of when and where they have known each other, and to include a copy of the job description.

Here is a typical job description outline.

Company: Yonkers/Wallmart

Job Title/Position/Post: Sales clerk

Department/Division: Sales

Responsible/Reporting to/ Communicates with: Sales manager

Grade: D (on a scale of A-G)

Main purpose of job/ Description of Job: To place articles on stock shelves, keep a cash desk …

Duties and responsibilities:

(You have already a sample in the advertisement included in the textbook)

Comments: This post requires bookkeeping as well as some accountancy training. Spanish and a working knowledge of at least one other language are recommended, etc...

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Tasks two and three

Remind the learners to start doing the tasks as soon as you think they have acquired a good command of the language forms to carry them out.

Your learners will probably need to be shown how to write a job description and a letter of reference. Use the tips above to show them how they will do this. Here is a sample letter of reference which you can use in your demonstration.

(The learners are familiar with the layout of letters. Cf; Letter of enquiry in the textbook.)

To whom it may concern

Mr/Miss/Mrs has asked me to write a letter of reference for him/her. I understand that he has applied for the post of camp leader in Haryton Bay Summer camp.

I have had the opportunity to teach Mr/Miss/Mrs…music in HighSchool Grade 10. I must say that s/he stands out above all the other students in my class… etc... . (Continue to deliver your appreciation of the job seeker in terms of his/her abilities and personal qualities.)

I strongly recommend Mr/Miss…for the job/post/position of...

Check your progress pp. 29-30

In this section, the learners will check where they stand in terms of the acquisition of skills, functions and related language forms and strategies covered in the unit. (See supra. in the presentation of the textbook for further details about the aims and procedure to be adopted in this section of the textbook)

Procedure

One of the assumptions behind the **Check your progress** section is that learners should be checked/assessed both in the way they have been 'taught' and about the skills, functions and the related language forms and strategies they are supposed to have acquired in the unit. This is valid both for the formative assessment of the **Check your progress** section as well as for the summative evaluation which learners will take at the end of each term. It follows that the overall procedure adopted in the sequences should be applied in this section as well.

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Tasks one and two.

The aim is to check whether learners can predict what a text is about from the **observation** and **interpretation** of an illustrative picture and the title of a text.

Procedure

Follow the procedures suggested above for dealing with the reading and speaking tasks. Make sure the learners **interpret** the picture. (What is the picture about? Who are the people in the picture ? Where are they… ? What is their attitude towards each other?) Move smoothly on to the question about what the text is about and write as many predictions as possible on the board. Then the learners will read the text and choose the best answer. One of the possible answers is that the text is about the importance of (electronic) manners in the Internet.

Task three

The aim behind this task is to develop the skill of synthesising and identifying the most appropriate summary of text.

The best summary is (b), i.e., We forget about our good manners more quickly on the Net than in face-to-face communication because of the absence of our correspondents. The learners should justify their answers by bringing evidence from the text.

Task four

This is a reading comprehension task wherein learners check their understanding of a text. The learners will also check whether they can use the conjunctions 'neither… nor…' and 'either… or…'.

Suggested answers

a- Yes, it is. Our correspondents can neither see our gestures nor hear the tone of our voice.

b- We use either speech or gestures.

c- When we communicate through e-mail we don't use gestures and facial expressions to show our emotions, or to indicate agreement or disagreement. (This question is a bit ambiguous. So don't hesitate to substitute an inference question for it if you want to do so.)

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Task five

The words from the text (p.29) containing a silent **'r'** are as follows:

our - words - are - important - either - their - or – neither - hear - forget - more.

The learners will cross out the 'r' letter in each of the words.

Tasks six and seven

Have the learners go back to page 29 of the textbook. They will read the text and make their predictions about what the author will do next with his text. Encourage the learners to justify their answers. The key to the task is : The author will define what e-manners are (b).

Task eight

The aim is to re-write sentences from a text to make it read more smoothly using the comparative of superiority of adverbs. The learners can rewrite the sentences as follows:

1- E-mail messages travel faster than ordinary mail.
2- Ordinary messages travel less securely than e-mails.
3- Ordinary mail is accessed more easily than e-mail.

Task nine

The aim is to re-write sentences from a text using 'in order to /so as to…' There are several ways of re-writing the sentences. Here are some of them:

- In order/so as to /to make e-mailing less rude and more enjoyable, e-mailers use netiquette, which sets the correct form for professional e-correspondence.
- E-mailers use netiquette (which sets the correct form for professional e-correspondence) to/in order/so as to make e-mailing less rude and more enjoyable.

Task ten

The aim of this task is to focus on proof-reading/revision, a task that learners have learned to do in the writing rubrics of the sequences. The mistakes that they will identify and correct are those that e-mailers generally make.

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Procedure

Provide the learners with symbols for indicating the mistakes (e.g., sp. (spelling) gr. (grammar) w.o. (word order)…). The learners will indicate the mistakes and suggest the correction in open class. Here is the key to the task:

- In e-mail message A most of the mistakes are due to the exaggeration in the use of abbreviations: U = you ; yr = your; c u soon = see you soon.

- In e-mail message B, the salutation is missing. Instead of Mr Johnson, the e-mailer should have written **Dear Mr Johnson**. The e-mailer has also forgotten to thank the employer for having accepted his application for the job. So he should have started his e-mail by saying **Thank you for offering me the position of secretary.** The closing is also faulty. As it stands, it is too informal. The e-mailer should have **closed his message as follows: Yours sincerely + signature + full name.**

- In e-mail message C there are two types of mistakes. First, all the message is written in capital letters. The learners will re-write it using capital letters only where appropriate. Second, the salutation in the opening does not fit the salutation in the closing. If the message starts with **Dear Madam** the reader expects the message to close with **Yours faithfully.** Otherwise, s/he will fall into the trap of incoherence in register (formal/informal).

- In e-mail D, the mistakes are related to capitalisation, punctuation, spelling and inappropriate salutations. The message should be re-written as follows:

Dear Miss Lee,

I am writing to apologise for all the noise that my children made last night.

I will make sure that they won't repeat the same mistake next time.

Yours sincerely,
(Signature)
Claire James

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Task eleven

The learners will classify the mistakes they have identified in task ten into categories: spelling, abbreviations… Once this is done, they will check whether there are other types of mistakes that less professional e-mailers generally make (e.g., All the e-mail messages in task ten are relatively short. So the learners should be made aware that lengthiness or rather wordiness is not recommended in correspondence by e-mail.)

Task twelve

The learners will deduce the meaning of grammar words from context**. In order to, so as not to** express purpose and **have to** expresses necessity / obligation.

Task thirteen

The learners will **interpret** a picture on the basis of previous information. They will check their interpretations in task fourteen.

Procedure

Direct learners' attention to the text on page 29 of the textbook. The text as well as its illustration can help them guess the meaning of the stop sign.

Task fourteen

In this task, the learners will re-use the time prepositions : **from … to , from** and **until.**

The learners will do the task. Then they will check their answer to task thirteen.

Task fifteen

The learners will re-process information contained in the text of task 11 to draw a portrait of professional e-mailers using frequency adverbs.

Questionnaire p. 33

Follow the procedure outlined at the end of the first part of this book.

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KEYS AND SUGGESTIONS

UNIT TWO

ONCE UPON A TIME

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Illustrative page and preview pp. 34-35

Follow the procedure recommended in the presentation of this book. (What's the title of the book in the top left-hand corner? Who is its author? Have you seen the adapted film? What about the title of the book cover in the right-hand corner? …

Then preview the contents of the unit.

Listening and speaking pp. 36-39

Anticipating p. 36

Skills: - guessing

- responding to a tale (- Identifying characters in a picture story/a place on a map)

Key to task 1:

The pictures illustrate ***The Voyages of Sindbad the Sailor.***

Key to task 2: The hero is Sindbad; he appears in pictures A, B, E and F.

Key to task 3: c- The Middle East (Justification: The Trigris and Euphrates appear clear in picture B. You can also see the Chatt-El-Arab /Persian Gulf)

Listen and check p.37

Skill: expressing literary preferences

Function: narrating

Language forms:

- Grammar: past simple, adjectives
- Vocabulary: keen on…fond of…

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Task 1:

Listening script : part one

My name is Sindbad the Sailor. You have probably heard about me if you have read ***Arabian Nights***. I've made seven voyages. Today, I'll tell you about my first voyage because it was the most fantastic.

I was born to a wealthy family in the surroundings of Baghdad. When my father died, he left me a lot of money. I liked the easy life, so I spent it all very quickly. As a result, I was obliged to become a merchant sailor. I travelled from Baghdad to Basra, and there the captain of a merchant ship accepted to take me to the Far East in order to buy and sell goods. I took with me many boxes full of carpets.

I remember that the captain sailed his ship safely from Basra, down Shatt Al-Arab, through the Persian Gulf in a hot summer day. After that, we sailed night and day across the vast Indian Ocean, stopping at many places to buy and sell merchandise for profit.

One day, we caught sight of a beautiful island which surprisingly did not show on the captain's map. But the captain decided to stop there to fetch fresh water because there wasn't any left in the ship. We got off the ship onto the island and started to explore it for water sources. I was happy to be on firm ground again. So I walked to the highest point of the island in order to have a full view of it.

Key to task 2:

Skill**:** responding to an extract from a tale by putting the narrated events in a logical order.

1	2	3	4	5	6
C	B	D	E	F	A

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Task 3: Check

Listening script: part two

Unfortunately, when I reached the summit, the island began to move. At first, I thought it was an earthquake, but then I realised that the 'island' was not an island at all. It was a whale! I started to run back to the ship, but before I reached it, the whale threw me down in the water. When I came back to the surface, I realised that the ship was sailing away from me. Soon I saw nothing around me, except water and a floating box. I climbed on the box and let myself float on the sea for many days and nights until I landed on an island, a real island this time.

A king's horseman came to me, and I told him who I was and what happened to me. He took me to the shelter of a cave and gave me food and water. A few days later, I travelled with him to the capital city of the country. Once there, the horseman took me to the king and told him my fantastic story. The king gave me permission to live in the city. I discovered that the city was full of merchantmen from other countries.

One day, I was visiting the harbour when I suddenly saw a ship with boxes which had my name written on them. At first, the captain of the ship didn't believe that I was Sindbad. He thought that I was drowned, but when I told him the story about the whale and how I came to be there, he knew I was telling the truth. He gave the boxes back to me and the profit he made by selling my goods. It was in this way that I became rich again...

Key to task 4:

1	2	3	4	5	6
b	d	e	f	a	c

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Key to task 5:

Skill : narrating a tale:

I'm Sindbad the Sailor. You probably know about me if you've read ***Arabian Nights***. I've made seven voyages. Today, I'll tell you about my adventures during my first voyage. Well, … (The learners will re-use the ordered sentences in task four to narrate the tale. Give them some time to rehearse before performance)

Say it clear p.38

Phonology: - pronunciation of final '**-ed**'

- stress in three-syllable words

Key to tasks 1/2:

Verbs	**/t/**	**/d/**	**/id/**
travell**ed**		**X**	
sail**ed**		**X**	
stopp**ed**	**X**		
start**ed**			**X**
land**ed**			**X**
climb**ed**		**X**	

Key to task 3: (The learners will transcribe the adjectives as required.)

Adjective	**oOo**	**Ooo**
dramatic	**(dramatic) in phonemic symb.**	
saddening		
magical		
wonderful		
fantastic		
relaxing		
exciting		
depressing		

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Key to task 4: Suggested dialogues

A: I saw ***Stewart Little Two***, last night.
B: What was it like?
A: It was very funny. You really missed something.

A: I read a novel yesterday.
B: What was it like?
A: It was very interesting. You should read it.

The hidden message p. 38

I like the book because it has good characters.

Your turn p.39

Skill: - expressing literary preferences
Language forms: - Adjectives ending in: -ful , able, -ing, and -ly .
- Use of expressions: fond of / keen on…

Suggested dialogues:

Student A: Tell me B, what's your favourite book?
Student B: My favourite book is Robert Louis Stevenson's ***Treasure Island.***
Student A: Why do you like it so much?
Student B: I like it because it tells a fascinating story and the setting is striking.
Student A: Personally, I don't like it.
Student A: Tell me B, what's your favourite book?
Student B: My favourite book is Mark Twain's ***Tom Sawyer***.
Student A: Why do you like it so much?
Student B: I like it because it tells an enjoyable story and the characters are courageous..
Student A: I like it very much too….

Say it in writing p. 39

Ask the learners to make use of the vocabulary suggested in the table and the model paragraph given in the same page to write their own reviews.

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Sequence two: Reading and writing pp. 40-43

Anticipate p. 40

Skill: interpreting and responding to the jacket blurb of a book cover.

Key to task 1:

a- The picture shows the back page of the book cover.

b- The author of the book is Chinua Achebe.

c- He is from Nigeria.

d- The blurb gives an appreciation and a summary of the novel. It is included for commercial reasons. (The learners can formulate the answer in other ways.)

Key to task 2:

The novel will start with the portrayal of the hero. (**b**)

Read and check p. 41

Skills: reading and responding to an extract from a novel

Function: describing people's physical appearance and personality features

Language forms: - prepositions: with, in

- What did s/he like? / What did s/he look like?
- past simple tense

Key to task 1:

The novel will start with a portrait of the hero.

Key to task 2:

CHARACTER TRAITS	OKONKWO	UNOKA
a- **Physical appearance** (What did he look like?)	Tall and huge, with a dark complexion, a wide nose and bushy eyebrows .	A thin, handsome man . He had a genle look.
b-**Personality features** (What was he like?)	He had a fierce look; He was a very hard worker; He was courageous; He was a hero.	- He was lazy and improvident (incapable of bringing food to his wife and children). - He was a coward.
c- **Likes and dislikes** (What did he like/dislike?)	He was a man who liked action.	Playing on his flute and talking about music.

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Key to task 3:

The tense used in this text is **the past simple tense** because the action took place in the past, at a definite time and is over.

Discover the language p.42

Key to task 1: Suggested dialogue

A: Tell me, James Who's the man with a thin moustache and a wide nose?

B: It's Fellag, the comedian and playwright. He's Algerian, isn't he?

A: Yes, he is. How do you know?

B: Because he speaks Arabic, Berber and french.

A: Oh yes! That's right.

(Note: Ghandi in picture 2 wears a Hindu/an Indian shawl and not a white piece of cloth. Indian women wear saris.)

Key to task 2:

1 → e 2 → f 3 → a 4 → b 5 → c 6 → d

Key to task 3: Who's who? (pair-work)

The learners ask and answer questions about physical appearance and personality traits so as whom / who / her / his / partner had in mind. The types of questions and answers to be asked and answered are given in task two.

Write it right p. 43

The learners are given an outline and the procedure to be followed in order to reminisce about a deceased member of their families.

The reminiscences can be as various as the learners themselves. Follow the procedure we have outlined in the second part of this teacher's book.

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Sequence three: Developing skills pp. 44-49

Skills: reading: - a street map
- an excerpt from a literary work (setting and plot)
writing a personal *narrative*

Functions: - asking for and giving directions - describing a place
- comparing and contrasting - narrating

Language forms: - prepositions of place (in, on, beside, next to…)
- look like / similar to… - past simple / continuous

Key to task 1:

Make sure you don't read all the dialogues at the same time.The learners will retrace with a pencil the intinerary to each of the locations not indicated on the map.

1		**2**		**5**
	11			Supermarket
4	**6** Railway station			
	12	**15**	**3**	**9**
		Hotel		
	7			**8**
				Bank **10**
				13
			14	

Listening scripts

Dialogue 1

Passer-by: Excuse me. Can you show me the way to the railway station please?

Policeman: Yes, let me see. Go straight ahead and turn left into Spring Avenue at the roundabout. Go along Spring Avenue and turn right at the stadium. It's opposite the school.

Passer-by: How far is it from here?

Policeman: It's about a mile. You can go on foot.

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Dialogue 2

Passer-by 1: Excuse me, Madam. Could you show me the way to the bank, please?

Passer-by 2: Go along this road and turn right into Wilson Road. Then go straight again and take the second turning on the left. It's between a cinema and a bookshop.

Passer-by 1: How long will it take me to get there on foot?

Passer-by 2: It's about twenty minutes' walk from here.

Dialogue 3

Passer-by: Excuse me, how do I get to the Hilton Hotel please?

Policeman: Go straight ahead and turn right at the roundabout. Walk along Spring Avenue. It's on the left-hand corner of Spring Avenue and Long Road.

Passer-by: So it's straight ahead. Right at the roundabout. Left-hand corner of Spring Avenue and Long Road. Thank you

Dialogue 4

Passer-by: Excuse me, sir. Can you show me the way to the supermarket?

Policeman: Let me see. Turn right and go along Wilson Road. Then take the second turning on the left. Walk straight ahead, it's at the bottom of Duke Street.

Passer-by: How far is it from here?

Policeman: I'm afraid that it's quite a long way to walk from here.

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Key to task 2: Suggested dialogue

A: Excuse me. Is there a hospital near here?

B: Yes. There's one on the corner of Spring Avenue and Duke Street.

A: Can you show me how to get there?

B: Let me see. Go staight ahead and turn right at the roundabout. Walk along Spring Avenue until the second roundabout. The hospital is at the corner of Spring Avenue and Duke Street.

Key to task 3: Suggested answer

Meet me at the School. It's *in* Pembroke Street. Turn right as you walk out of the bus station. Then cross Madison Street. Keep to the right. It's opposit the railway station (n° 6).

Developing skills pp. 46-47

Key to tasks 1/2:

A- The author of the book is Charles Dickens.

B- The title of the novel is ***Hard Times***. I expect the book to be depressing.

C- The picture illustrates an industrial town. (**b**) The learners can show the smoke coming out of the factory chimneys and the polluted canal.

Key to task 3:

a- The author compares Coketown to the painted face of a savage.

b- The canal was black because it was polluted by water from the factories.

c- Most people in Coketow work in the textile factories near their homes.

d- Coketown was a noisy owing to because of the piston engines of the machines.

e- No, Coketown was not a good place to live in because there was nothing in it except for some rare facilities such as a bank, an infirmary, a school, a townhall, an old church and a prison.

Key to task 4:

a- The smoke from the factories resembled serpents trailing themselves.

b- The piston engines worked like procedures a melancholy elephant.

c- The people who lived in Coketown looked like one another.

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Key to task 5:

a- Dirtiness: The author uses words related to colour and smell (black town, smoke, black canal, a river with purple water because of ill- smelling dye). (Visual and olfactory images)

b- Streets were like one another; people were like one another. (repetition of the same structure)

c-There were no recreational facilities. You saw nothing in Coketown; all public inscriptions were written in black and white; all buildings looked like one another.

Key to task 6:

The learners can start setting the first scene of their narratives as follows:

Elephant Hill was a small traditional village in Dream Land. It was situated in the mountains, far from busy towns . …

Developing skills pp. 48-49

Key to tasks 1/2:

to be	to find	to have	to see	to get
was/were	found	had	saw	got

to feel	to think	to understand	to take	to go
felt	thought	understood	took	went

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Key to task 3:

Who are the characters?	**What were the characters doing?**	**Where and when did the action take place?**	**What was the weather like?**
- Alice - her sister - her cat Dinah - a white rabbit	-Alice was sitting in the garden . -Her sister was reading . -Her cat was mewing .	-The action took place in the garden in Spring,.	-The weather was very hot.

Key to task 4:

Verbs in the first two paragraphs of the text (p.48)	**Past simple**	**Past continuous**
be	was	
sit		was sitting
have	had	
read		was reading
mew		was mewing
find	did not find	
think	thought	
feel	felt	
consider		was considering
pass	passed	

Key to task 5:

Conclusion: All the verbs are either in the past continuous (for lasting actions) or in the past simple (for actions that do not last, e.g. a white rabbit passed near her or for actions describing a state of things, e.g. it was spring).

Key to task 6:

The narrator is a third person. Alice and her sister are the characters of the story and the narrator refers to each of them in the third person singular: Alice = she; her sister was…

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Key to task 7:

The first two paragraphs narrated from Alice's point of view:

It was spring and I was sitting in the garden. I had nothing to do. My sister was reading while her cat Dinah was mewing. But I did not find the book interesting. 'How stupid!' I thought, 'a book with no pictures in it'. The weather was very hot, and I felt I was going to sleep. I was just considering what to do when a white rabbit passed near me.

Key to task 8:

1- Her sister was reading **while** her cat was mewing.
2- She was considering what to do **when** a rabbit suddenly passed.
3- She was looking at the objects **when** she saw a little bottle.

Key to task 9: Suggested story

It happened on January 10, 2003. It was early afternoon. The weather was very cold and rainy. I was watching a handball game on TV in the living room while my sister and my brother were playing games on the computer. I was having a cup of tea when suddenly the Algerian team scored the first goal. I jumped with joy, dropped the cup and spilt the tea on the carpet…

Stop and consider pp. 50-53

Language forms: - past simple / continuous + while / when / as
- relative pronouns : who / whom / which
- beside / besides

Key to task 1: Suggested exchanges

A: What were Rashid and Karim doing at 7:45 a.m. yesterday?
B: They were having breakfast.

A: What were Ahmed and Slimane doing at 3:00 a.m. yesterday?
B: They were playing chess.

A: What were Amel and Lydia doing at 11:30 a.m. yesterday?
B: They were revising their lessons.

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Key to task 2: Suggested dialogue:

John: I had a terrible day yesterday.

Peter: Really? What happened?

John: I was having a beautiful dream when I hit my foot on the bed.

Peter: What next?

John: While I was having a bath, the telephone rang.

Peter: And then?

John: I was just lifting the receiver when the phone stopped ringing.

Peter: Did anything else happen?

John: While I was walking in the park, a dog bit me.

Peter: Incredible! What then?

John: I was running for the bus when I fell over.

Peter: Oh no! What did you do in the evening?

John: While I was watching television, the TV set went out of order.

Peter: What next?

John: I was reading a book when the light went out, and I let myself fall asleep.

Key to task 3:

1- Sofiane was playing golf while Ryan was playing tennis.

2- The girls (Karima and Zohra) were playing field hockey while the boys (Belkacem , Omar and Tahar) were playing volley ball.

3- Rashid was playing table tennis while Robert was skiing.

4- Melissa was playing ice-hockey while her friends were swimming.

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Key to task 4:

1- Charles Dickens was born on February 7, 1812 in Portsmouth, which is a naval town on the southern coast of England.

2- Charles Dickens' father was a clerk who worked for the Navy.

3- In 1814, Charles's family moved to London, which was the financial and industrial centre of the world at that time.

4- After that, his family moved to Chatham, which is a small town to the east of London.

5- When Charles was twelve, the police arrested his father whom he missed very much.

6- Dickens left school and went to work in a factory which was far from his home.

7- He experienced the life of exploited children whom he portrayed in his books.

8- One of these books is ***Oliver Twist***, which Dickens published in 1836.

(The sentences above can be combined to a form a short biography.)

Key to task 5:

a → beside **b** → besides **c** → beside

d → beside **e** → besides **f** → besides

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Sequence four: Consolidation and extension pp. 54-58

Skill: reading and writing a short biography, reading a map, and appreciating a poem.

Write it out pp. 54-55

Key to task 1: Some suggestions

Questions	Answers
When was Shakespeare born?	He was born in 1564.
Where was he born?	He was born in Stratford-Upon-Avon
What was his father's job?	He was a wealthy glove maker.
Whom did he marry?	He married Anne Hathaway.
…	…

Key to task 2:

(1) on	(2) in Stratford-Upon-Avon	(3) a wealthy glove maker
(4) At the age	(5) Anne Hathaway	(6) Susanna
(7) in 1583	(8) later	(9) At first
(10) 1589	(11) when	(12) 1594
(13) The Globe	(14) in 1612	(15) later
(16) After		

Key to task 2:

(1) tragic plays	(2) He	(3) in the capital	(4) him
(5) his	(6) they	(2nd 7) he	(8) At the funeral speech

Key to task 3: Suggested short biography

Charlie Chaplin was born in London on April 16, 1889. His father and mother were very poor. They were music hall performers. At first, he started clog dancing and singing for money in 1894. Ten years later, he joined a travelling theatre company and emigrated to America. A film director offered him a role in a film in 1910. Four years later, he became a film director himself . From 1914 to December 25,1966, he made funny films. He died in Switzerland in 1977.

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Work it out p.56

Skills: - using a street map
- reading a poem / a folktale

Functions: - asking for and giving directions
- expressing point of view

Language forms: - time markers: at first / later
- lexical and grammatical cohesive ties
- punctuation / capitalisation

Key to tasks 1/2: (The order can vary except for c1 and b2…) Any order could be accepted if it is well argued by the learners.

a → 5 b → 2 c → 1 d → 3 e → 4

Key to task 3:

Take task 1 as model.

Work it out p.57

Key to task 1:

The voice goes down at the end of each verse.

Key to task 2: Get the learners to note the rhymes at the end of the verses.

Key to task 3:

In the second stanza, the author is describing the diversity of Australian landscape and beauty. (Answer a)

A- Personal appreciation. Let the learners express what they think about the poem. Encourage them to discuss it.

C- No, the poet's point of view about Australia is different from that of her readers. She says: «I know but cannot share it. My love is otherwise». Note the contrast between the two stanzas.

Key to task 4: Some notes

Punctuation: The verses are not sentences.

Capitalisation: The verses start with capital letters .

Number of verses: There are eighteen verses.

Organisation of verses: These verses are organised/divided into stanzas. These stanzas are not paragraphs.

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Key to task 5: Suggested prose passage

Dear countrymen/readers, the love of field and coppice, of green and shaded lanes, of ordered woods and gardens is running in your veins. I know that you have a strong love for grey-blue spaces, brown and soft streams, dim skies, but I cannot share it because my beloved country is otherwise (different).

I love a different part of my country. I love the sunburnt country, a land of sweeping plains, of ragged mountain ranges, of droughts and flooding rains. I love her jewel-sea, her beauty and her terror, and the wide brown land.

Key to task 6:

Have the learners think about the different regions of their country and write a poem about the region they like best. Learners' personal productions.

Work it out p.58

Key to task 1

The learners can use their mother tongue to find equivalents of the sayings.

Key to task 2: Folktales and sayings

Folktales	Sayings
The stork and the pitcher/bottle. The oak and the reeds.	(b) Necessity is the mother of invention. (d) It is better to bend than to break.

Key to task 3:

The stork and the pitcher.	a- Description of a situation. b- A little story about what happened having to the situation. d. The moral of the story
The oak and the reeds.	a- Description of a situation. b- A little story about what happened owing to the situation. c- A comment from another character on the central character's action. d- The moral of the story.

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Task 4:

The learners will follow the plan and take the folktales given in task 2 as models**.**

Project workshop **p.59**

Follow the procedure outlined in the presentation of this book.

Check your progress **pp. 60-63**

Task 1:

A- It was not a shabby place, but a pleasant brownstone building.

B- A rooming house is a building where tenants live in separate rooms. (**c**)

C- Yes it was. 'It was a nice big sunshiny room'.

D- Sets the setting of his story. (**b**)

Task 2:

- It was a nice big sunshiny room which he never left.
- Mr Jones was simply a wise intelligent man whom people visited just in order to ask for advice.

Tasks 3/4:

The narrator will portray Mr Jones for us. (**b**)

Task 5: Suggested answer

He was a slender man with black hair. He had a pale, lean distinctive face with strong cheekbones and a birthmark on his left cheek which was a small red defect like a star.

Task 6:

But he simply sat in his cheerful room in a comfortable chair and received visitors.

Task 7: **c → a → d → b → e**

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Task 8: **b**: true **c**: (acceptable to some degree)

Tasks 9: Title: ***Mr Jones***

Task 10: Title: ***Mr Jones the spy***

Task 11:

Ten years passed…

Then it **was** a zero-cold December, and I **was** in Moscow. I **was travelling** in a subway car. There **were** only a few other passengers. One of them **was** a man sitting opposite me, a man wearing boots, a thick long coat, and a Russian-style fur cap. He **had** bright eyes, blue as a peacock's.

Task 12:

- I was asking myself questions about it **when** suddenly I saw a red birthmark on the man's cheek.
- I was thinking to cross the aisle and speak to him **when** the train pulled into the station and Mr Jones, on a pair of fine strong legs, stood up and went out of the car.

Task 13:

/t/	/d/	/ɪd/
dressed pressed	lived moved closed	visited carried

Task 14: Suggested short review about the whole story.

Mr Jones is a short story written by Truman Capote. The action starts in Brooklyn, one of the poorest borroughs of New York city and ends in Moscow. The narrator recounts an experience he had while living in a rooming house there.The experience is about a man called Mr Jones who lived in another room next to his. The theme of the story is about appearances and first impressions. The story shows that it is not good to judge by appearances because first impressions are often deceptive. …

Questionnaire

Follow the procedure outlined in the presentation of this book.

Cartoon p.63

Key: A person who reads a lot is called 'a book worm' in English and 'un rat de bibliothèque' in French.

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UNIT THREE

OUR FINDINGS SHOW…

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Illustrative page and preview pp. 64-65

Follow the procedure outlined in the presentation of this book.

Sequence one: Listening and speaking pp. 66-67

Anticipate p. 66

Skills: - Interpreting a picture (representing a newstand)
- responding to newspaper articles

Key to task 1:

The picture shows **newspapers** and **magazines**.

Key to task 2:

The remaining words in the box refer to **rubrics.**

Key to task 3:

USA TODAY: El Djazair EL-youm (in Arabic)
Evening Standard: Le Soir d'Algerie
The Daily Telegraph: Le quotidien
Herald Tribune*: *La Tribune

Key to task 4:

The main purpose of a newspaper is to inform its readers.

Key to task 5:

When I read newspapers, **I am very careful about the information they provide because there are 'serious' newspapers as well as sensational ones. (b)**

Listen and check p.67

Skills: listening and responding to an interview
Function: expressing reason

Key to task 1:

When I read newspapers, **I am very careful about the information they provide because there are 'serious' newspapers as well as sensational ones. (b)**

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Listening script

Interviewer: Excuse me, sir. My name is Alison Broadbent. I'm a reporter, and I work for the ***Daily Messenger***. May I ask you some questions?

Interviewee: Certainly.

Interviewer: Thank you. Tell me; how often do you read newspapers?

Interviewee: Well I always read daily newspapers, especially on weekdays when I travel to and from work.

Interviewer: Do you mean that you read morning as well as evening newspapers?

Interviewee: Yes, that's right.

Interviewer: Quite interesting. Now, what sort of newspaper do you usually read?

Interviewee: I usually read quality paper, I mean serious ones.

Interviewer: Fine. What do you mean by serious newspapers?

Interviewee: Well, I mean newspapers which are objective in reporting news.When I read a newspaper, I want to have reliable information. That's why I hate those sensational stories you read in tabloids. You know those papers which people generally call popular. They are so boring... and so feckless!

Interviewer: I see. And why do you exactly hate them, may I ask?

Interviwee: Let me think. The news content is so sensational that one doesn't know where the truth is. They are full of half-truths. They don't report events objectively. They just want to shock you with their screaming headlines, and thus get you to buy them.

Interviewer: Okay. Thank you very much. Good bye.

Interviewee: Bye.

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Key to task two

Make the learners aware of the following: The interviewer and the interviewee are not giving dictation. Don't try to copy the exact words or full sentences. Make a note of the meaning, not the words. You don't have time to make notes of everything they say. Only note the important points.

Your learners can concentrate on the key words of the table to **identify** the most important information.

Key to task 3:

A. sensational = shocking. (**b**)

B. half-truth = a statement that is true but not complete. (**c**)

C. tabloids = newspapers that tell sensational stories. (**a**)

Key to task 4:

Skill : Interpreting a picture

Here are some suggestions:

a- The people in the picture are on a train, probably a 'tube' train (metro).

b- They are reading newspapers and magazines.

c- They are probably going to work.

d- No, none of them are/is talking.

e- Very few people do.

f- They talk to one anothe about various subjects related to politics and society in general.

g- (Learners' personal answers)

Say it clear p. 68

Phonology: - stress in compound words

- stress shift (noun → adjective)

Key to task 1:

a- newspaper bestseller newscaster postman newsagent crossword broadcast postcard headline bookshop

b- Stress is on the first syllable. Therefore, all of the words of list A should be put onto scale 1.

Note: The accentual patterning of compounds is as significant as that of simple words.The most common type of compound accentuation has primary stress on the first syllable.

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Key to task 2: (O = stressed syllable – o = unstressed syllable)

Oo	oOo		Ooo
atom civil drama grammar proverb	colonial comedian strategic atomic civilian dramatic grammatical proverbial		colony comedy strategy

The hidden message p.68

Tabloids usually report scandals and use sensational language.

Your turn p.69

Skills*:* reporting orally and then in writing what the horoscope says

Language forms: degree adverbs: quite, absolutely, …

Sample dialogue:

Ali: Tell me Ryan, what's your star sign?

Ryan: It's Aries. What does the horoscope say?

Ali: Well, it says that you like jokes and loud music. It also says that you don't often ask for advice.

Ryan: Oh! That's quite right!

Say it in writing p.69

This task involves model/parallel writing. Follow the procedure suggested in the second part of this book.

Sequence two: Reading and writing pp70-73

Anticipate p.70

Skills: - Reading and interpreting graphs and charts.

A- It is a bar graph.

B- It displays numbers

C- It describes the results of a survey about the different uses of the computer.

D- It represents the total number of people questioned.

E- a = 60 b = 28 c = 16 d = 8 e = 6 f = 4

F- The students should make the best use of their personal experience to guess the informants' different uses of the computer (guessing game).

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Read and check p.71

Skill: interpreting survey results

Function: reporting questions

Language forms: direct / reported speech

Key to task 1 (Question F / p. 70)**:**

Number of informants who use the computer…

- to keep addresses and phone numbers = 16
- to learn programming = 6
- to play games = 60
- as a calculator = 2
- for their studies = 4
- to do some word-processing at home = 28

Key to task 2:

A- The reporter asked 60 teenagers.

B- S/he decided to do a survey to find out if it was true that teenagers knew about computers.

C- The survey shows that teenagers don't really know how to use computers. (b)

D- a. b. c. d. (The reporter asked all the questions. Learners should justify their answers.)

E- The reporter uses the following verbs to report his/her findings:

said - told me

F- The verbs used for reporting are in the past simple tense.

G- The verbs following the reporting verb are also in the past simple tense.

H- Interact with your learners about the differences in word order, tenses …to introduce the notions of direct and indirect speech.

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Discover the language **p.72**

Skill: conducting an interview

Function: reporting questions

Language forms: direct / reported speech

Phonology: pronunciation of /h/ in stressed and unstressed syllables

Key to task 1: Suggested interview

Reporter: What's your name?

Informant: (My name's) Amine.

Reporter: Where do you go to school?

Informant: I'm a first-year secondary school student at Lycée Ibn Khaldoun.

Reporter: Do you have a computer?

Informant: Yes, I do.

Reporter: What do you use it for?

Informant: I generally use it for my studies, but I sometimes use it to play games.

Key to task 2: Suggested dialogue

A: What questions **did** she **ask** you at the interview?

B: She **asked** me **what my name was** and **where I went to** school.

A: And then ?

B: Then she **asked** me **if I had** a computer and **what I used** the computer **for**.

Key to task 3: Consonant /h/ in 'him' and 'her' is not pronounced. It is silent.

Key to task 4: The learners should pay attention to the pronunciation of consonant /h/ while performing.

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Write it right p. 73

Skills: - interpreting survey results
- writing a report

Function: reporting

Suggested report:

In present-day Algeria, sport is the teenagers' favourite pastime. But people today keep complaining that the good sportsmanship of yore is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders.

I questioned eighty high school teenagers between 15 and 17 in order to know which sport was the most popular with them and why it was popular. When I asked them if they liked practising sports, all the teenagers said yes. But my main interest in fact was what they practised sport for.

Sixty of them said they practised sports for fun. 12 told me they did it for challenge. Only 8 informants said they practised sports to keep fit. Then I asked them what their favourite sport was. Fifty of them told me they liked playing football whereas 18 said they liked playing handball. Only 12 of the informants said they preferred practising basketball.

Surprisingly, my survey showed that our teenagers were more sporty than their elders.

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Sequence three: Developing skills pp.74-75

Skills: - filling a questionnaire
- conducting an interview
- interpreting survey results
- writing a report / diary

Functions: - asking for and giving information
- giving advice
- expressing orders / requests / suggestions…

Language forms:

Grammar: - direct / reported speech transformations
- adverbs of manner
- suffixes '-ful' and '-less'

Phonology: pronunciation of suffixes '-ful' and '-less'

Key to tasks 1/2:

The form is a questionnaire. (**c**)

Listening script

Interviewer: Excuse me. My name's Lila Chennab. We're doing a survey at school on people's leisure time activities. Can you help me?

Interviewee: Certainly. What can I do for you?

Interviewer: May I ask you some questions about your leisure time activities?

Interviewee: Yes, if you are quick.

Interviewer: Thank you. My first question is: What do you like doing in your leisure time?

Interviewee: Well, the activity I enjoy most is taking part in team sports.

Interviewer: Fine. Which team sport do you practise?

Interviewee: I like practising football.

Interviewer: Oh, do you? What other activity do you enjoy doing?

Interviewee: It's listenning to music. I like pop music. I also spend some of my leisure time painting.

Interviewer: Well, thanks for answering my questions. Goodbye.

Interviewee: Bye.

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Key to task 3:

Name: Lila Chennab Boy Girl X		
ACTIVITY	YES	NO
Listening to music	X	
Surfing on the Web		X
Going to concerts		X
Watching TV		X
Taking part in team sports	X	
Camping		X
Bicycle riding		X

Key to task 4:

Learners' personal questions and answers.

Draw the learners' attention to the tactics summary on page 75.

Key to task 5:

The contents of the report will depend on the learners' personal findings. Draw inspiration from the sample report above and make the learners use the tactics summary on page 75.

Developing skills pp.76-77

Skill: Developing attitudinal skills

Key to tasks 1/2:

The picture illustrates love and kindness. The man is doing something nice and kind for the boy. The piece of watermelon he gives him has the shape of a heart (heart-shaped).

Key to task 3:

A. Suggested title: Choosing to be kind (**c**)

B. The author cites them in order to support her point of view about kndness. (**b**)

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C. He says that when we do something nice and kind to someone, we experience a beautiful feeling of ease and peace.

D. 'On the contrary' in paragraph 2 expresses contrast. (**c**)

E. I can use the conjunction 'but' to replace 'on the contrary'. (**b**)

F. In the first paragraph, the author defines kindness as a decent and generous behaviour.

G.

Words ending in '-ness'	Roots
kindness	kind
tenderness	tender
calmness	calm
happiness	happy

Conclusion: In English, we can derive nouns from adjectives by adding the suffix '**-ness**' to some adjectives.

H. Direct speech:

Sinatra says, 'rage and anger, which are the reverse side of kindness, increase surges in adrenaline and cortisol, two of the main hormones which contribute to heart disease'.

Key to task 4:

Direct speech:

A. Katie Courie says, 'kindness is not an inherited trait; it is learned behaviour'.

B. Peter Carlson says, 'I feel good when I help people'.

C. Lynda Johnson says, 'small gestures can make people happy'.

Reported speech:

A. Katie Courie says that Kindness is not an inherited trait; it is learned behaviour.

B. Peter Carlson says that he feels good when he helps people.

C: Lynda Johnson says that small gestures can make people happy.

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Developing skills p.78

Key to task 1:

Situation 1: The policeman requested/told/ordered the motorist to fasten his seat belt. The motorist apologised and fastened it right away.

Situation 2: Karim invited Doris; Doris thanked him and accepted the invitation.

Situation 3: Meriem suggested to Aicha to revise their lessons, and Aicha agreed.

Situation 4: Mother warned her child not to do that again another time. Otherwise he wouldn't have his pocket money. The child apologised and promised not to repeat the mistake.

Key to task 2:

The author (Michael Rosen) says that parents order their children to speak up / to sit up / to say please / to make less noise / to take their hands off / to shut the door behind them / to say thank you / to stop kidding / to take their elbows off the table.

The author says that parents order their children not to talk with their mouth full /not to stare / not to point / not to pick their nose/ not to interrupt / not to drag their feet.

Developing skills p.79

Key to task 1:

Answer (**b**): The texts are taken from **the advice column** of a newspaper or a magazine. The writer of the question asks for some advice, and Dr Carla provides it for him/her.

Key to task 2:

1 → B 2 → D 3 → C 4 → A

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Key to task 4: Suggested dialogue

Bachir: Tell me Meriem, what did the psychologist tell you?

Meriem: S/he advised me to start thinking positively about my exams.

Bachir: Is that all?

Meriem: No, s/he also told me not to take exams only for scores.

Bachir: What did s/he advise you not to do?

Meriem: S/he advised me not to start answering the exam questions as soon as the teacher handed them to me.

Key to task 5: Suggested paragraph

On January 20, I wrote a letter to a newspaper advice columnist to expose my problems. I asked her to help me to score well in my exams. On the exam day I always feel anxious, and I get into a panic when I see the test sheet. … (To be completed)

Stop and consider pp. 80-83

Skills: - reporting questions
- filling a report

Language forms: s/he asked / told / advised / suggested ..., adverbs of manner

Suggested key to task 1:

1- **Rashid:** Could you send a message to Ryan?
Karim: Sorry. What did he say?
You to Karim: He asked you to send a message to Ryan.

2- **Rashid:** Stop writing please!
Karim: Sorry. What did he say?
You to Karim: He ordered you to stop writing.

3- **Rashid:** Don't write the message here!
Karim: Sorry. What did he say?
You to Karim: He told you not to write the message there.

4- **Rashid:** Could you please give me the pen?
Karim: Sorry. What did he say?
You to Karim: He asked you to give him the pen.

5- **Rashid:** Could you please email the message?
You to Karim: Sorry. What did he say?
Karim: He asked you to email the message.

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Key to task 2:

A. Direct speech:

a- ‘Can you read and write?’ the reporter asked the woman.
‘Yes I can,’ she answered.

b- ‘Is Rashid here?’ Ali asked Bashir.
‘I’m sorry, he isn’t here,’ he answered.

c- ‘Do you want to drink tea?’ Karim asked Sofiane.
‘Yes, please. Just a little,’ he answered.

d- ‘You have to do your work,’ the teacher told the student.
‘I’ll do it tomorrow,’ the student said.

e- ‘Do you have to go now?’ Melissa asked Dyhia.
‘Yes, I have to. I’m so late,’ she answered.

f- ‘She may come tomorrow,’ Jamel said.
‘It’s great,’ said Salima.

B. Reported speech:

a- The reporter asked the woman if she could read and write.
The woman said that she could.

b- Ali asked Bashir if Rashid was there.
Bashir answered that he was not there.

c- Karim asked Sofiane if he wanted to drink tea.
Sofiane said that he would drink just a little.
(Karim invited Sofiane for tea; Sofiane accepted.)

d- The teacher told the student that he had to do his work.
The student said that he would do it the day after.

e- Melissa asked Dyhia if she had to go then.
Dyhia answered that she had to because she was so late.

f- Jamel said that she might come the day after.
Salima said (that) that was great.

Key to task 3:

1- hard	2- cordially	3- politely	4- quickly	5- carefully
6- late	7-coldly	8- heavily		

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Key to task 4:

a. 1- remind (**c**) 2- warn (**a**) 3- advise (**g**) 4- promise (**b**)
5- suggest (**d**) 6-beg (**h**) 7- apologise (**e**) 8- admit (**f**)

b. 1- 'Remember you have to buy an air ticket,' he **reminded** him.
2- 'Beware of the dog!,' he **warned** him.
3- 'You should go and see a doctor,' he **advised** her.
4- 'I'll never say it again,' he **promised.**
5- 'Why don't we open the box first?' he **suggested.**
6- 'Please, please, please, show me the way to do it,' he **begged.**
7- 'I'm so sorry for the incident!,' he **apologised.**
8- 'Okay, Okay, I touched it. It's true,' he **admitted.**

Key to task 5: Remember «-ful» and «-less» are pronounced with a schwa.

Nouns	Adjectives		Nouns	Adjectives
harm	harm**ful** / harm**less**		beauty	beauti**ful**
worth	worth**less**		care	care**ful** / care**less**
delight	delight**ful**		success	success**ful**
price	price**less**		truth	truth**ful**
use	use**ful** / use**less**		hope	hope**ful**/hope**less**

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Sequence four:

Consolidation and extension pp. 84-89

Write it out pp.84-85

Skills: - reporting about a burglary and an accident
- interpreting newspaper headlines
- writing a report

Key to task 1:

1- asked	2- answered	3- asked	4- said
5- told	6 –said	7- told	

Key to task 2:

'Is that your house**?'** the policeman asked him**. 'Y**es it is**,'** the man said**.** 'I can't find my keys and I want to get in**.' 'W**hat's your name please**?'** the officrer asked**. 'M**y name is Jones**,'** the man answered**.**

As he climbed down the ladder**,** a neighbour came out of her house**. 'W**hat's the problem**?'** she asked**. 'M**r **J**ones wants to get into his house**,'** the officer said**. S**he looked at the man and told the officer in a low voice**, '**the people from number 19 are on holiday**.'**

The police officer arrested **J**ones and brought/took him to the police station**.**

Key to task 3:

The reports are about road accidents.

1- A child was killed in a terrible road accident.

2- A car driver was badly injured.

3 -A lorry ran over a child.

Key to task 4:

The most dramatic article headline is:

CHILD KILLED IN TERRIBLE ROAD ACCIDENT

The reporter has called it **terrible**.

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Key to task 5: Sugested report

A terrible accident happened near a school yesterday morning. A motorist driving very fast came out of a very sharp bend. He lost control over his vehicle, and knocked down a child who was playing with a ball. A lorry which was coming from the opposite side stopped sharply thus avoiding to run over the child who was lying on the ground, badly injured. The car driver who, fortunately was safe, immediately took the child to hospital.

Key to task 6: Suggested report

The accident occurred near a sharp bend in the road to Tebessa. According to a witness, the car driver who hit/ran over a boy was holding his mobile phone near his ear and driving very fast. Another witness said that the child came into the road, running after a football. 'I don't know how it happened exactly,' he declared. 'I saw the child, but I didn't see the car. It happened very quickly,' he added. I enquired about the child's health, and the witness said he was not dangerously injured. When I asked him who took the child to hospital, he said that it was the car driver himself.

Work it out pp. 86-87

Skills: - reading and identifying health alerts
- interpreting a graph
- writing an article to report an accident

Functions: - describing a graph
- suggesting / recommending
- narrating
- expressing point of view

Language forms:

Phonology: - silent letters : /w/, /d/, etc…
- pronunciation of final '-s' and '-es'
- pronunciation of /h/ in stressed and unstressed syllables

Key to task 1:

Report 2: Prostate cancer is mostly due to the lack of Lycopene-rich diets.

Report 3: Sleeping pills can cause serious health problems. Some of them can even kill those who consume them.

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Key to task 2: Suggested answers

A. The text starts with the expression 'Good News' because it announces a decrease of heart attacks for men and women owing to improved health habits.

B. went down: fall (fell) / decrease (decreased) / dropped

C. Curve A for men - Curve B for women

Key to task 3: Suggested answers

The consumption of:

- milk and cream **went down slowly** between 1980 and 1987.
- butter **dropped dramatically** between 1980 and 1987.
- margarine **increased slowly** between 1980 and 1987.
- mutton and lamb **decreased dramatically** between 1980 and 1987.
- poultry **went up steadily** between 1980 and 1987.
- fresh fruit **decreased slowly** between 1980 and 1987.
- other fruit and fruit products **rose steadily** between 1980 and 1987.
- fresh vegetables **went down gradually** between 1980 and 1987.
- other vegetables and vegetable products **increased rapidly** between 1980 and 1987.
- white bread **decreased quickly** between 1980 and 1987.

Key to task 4: Suggested graph description

The graph shows the change in food consumption in Great Britain between 1980 and 1987. The horizontal line represents the direction of change whereas the bars show the percentage of change in the consumption of foods.

You can see immediately that the British now drink less milk and cream; eat a little less fresh fruit and fresh vegetables. They eat much less butter and white bread, too. But they eat much more brown and wholemeal bread.

In my opinion, this means that our food habits have become less healthy. We should inform the consumers about the danger of eating less fruit and vegetables, and drinking less milk. Getting enough of these foods prevents diseases.

Key to task 5: Model/parallel writing

Group work: The students should take the texts on p. 86 as models.

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Work it out p. 88.

Key to tasks 1 and 2:
Seek help in the *Cambridge English Pronouncing Dictionary 16 th edition,* or any English dictionary containing phonetic entries.

Key to tasks 3/4: 'h' in bold print is not pronounced.

- He said **h**e would.
- What's **h**is name?
- This is **h**is answer.
- Who told **h**er that **h**e was here?
- He says that **h**e **h**as lost **h**is hat.
- His name's Hamlet.
- Give **h**im the address of the hotel.
- He's the one who told **h**er.

Rule: Silent /h/ in weak forms

> Pronouns with initial /h/ commonly lose /h/ when they occur unaccented within a sense group ; they retain /h/ when they are initial in a group or when they are accented (for loss of /h/ in auxiliaries: had, has, have). Usually affected are : he, his, him, her.

Key to task 1:

Hanz has misheard Peter. He heard clocks instead of clogs.

Key to task 2:

Check with the ***Cambridge English pronouncing Dictionary 16 th edition,*** or any English dictionary with phonetic entries.

Project workshop p.90

Follow the procedure outlined in the two previous parts of this book.

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Check your progress pp. 91-94

Key to tasks 1/2:

The rest of the article will be about relaxing. (**a**)

Key to task 3:

A: Most of us suffer from stress because it is difficult to relax in modern life.

B: The author defines stress as 'the pressure we live with every day.'

C: They say that many serious diseases are due to stress.

D: No, there are other causes, such as smoking, pollution, unhealthy food…

E: The author will show how and why modern life creates tension. (**a**)

Key to task 4:

1	2	3	4	5	6	7	8	9
b	a	d	h	g	c	e	f	i

Key to task 5:

1 → C 2 → B 3 → A 4 → D

Key to task 6: Suggested questions

1- Do you take any rest at all?
2- What kind of music do you like to listen to?
3- Do you take time to meditate?
4- Which do you prefer, reading books or watching films?
5- What do you ususally do to relax?
6- What do you regularly do to keep cool?

Key to task 7:

The reporter asked his informants:

- if they took some rest regularly.
- what kind of music they liked to listen to.
- if they took time to meditate.
- whether they preferred reading books or watching films.
- what they usually did to relax.
- what they regularly did to keep cool.

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Key to task 8:

b. Young people drink too much coffee…

d. Young people spend too much time watching…

f. Young people's musical habits are not healthy… music.

g. Young people spend little time…

Key to task 9:

/s/ : breaks - excites - habits - makes - techniques

/z/ : calms - does - nerves

/ɪz/ : relaxes

Key to task 10: Suggested conclusion

As I expected, the results of the survey show that many teenagers do not know how to relax and thus get rid of stress. Most of them prefer watching adventure films or drink coffee in the morning and the evening to reading books and drinking milk. They do not know that all those little things that make up modern life can cause tension. …

Key to task 11: Suggested paragraph

The survey reveals that our teenagers do things that are bad for them. We should advise them to stop drinking coffee and watching adventure films. They should also stop listening to Jazz music and Rock music which is an unhealthy musical habit. To fight stress, they should spend time more in relaxing activities like reading books and meditating...

Questionnaire p. 94

Follow the procedure outlined in the first part of this book.

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UNIT FOUR

EUREKA!

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Illustrative page and preview pp.96-97

Interact with the learners and have them interpret the pictures.Then go through the preview as indicated in the first part of this book.

Sequence one: Listening and speaking pp.98-101

Anticipate p.98

Skills: - Interpreting pictures
- Stating hypotheses

Functions: - describing an object
- Asking for and giving information

Key to task 1:

A. They are in the countryside. (**b**)

B. They are washing clothes. (**c**)

C. They are washing the clothes with their hands/with brushes/ in a basin.

D. I think they have brought water from a river, a stream or a well.

Key to task 2:

(Mind you don't give the correct answers to your learners at this stage. Your learners will check their answers in task one of **Check and read p.99.)**

A. She is washing clothes in a basin.

B. She does not have/hasn't got a washing machine.

C. No, she isn't.

D. She is using a washboard and a brush.

E. She is doing it to remove dirt from the clothes.

F. No, it isn't. The washboard and the brush will use up the clothes.

Listen and check p.99

Skills: - listening and responding to a presentation of an invention
- note taking
- sequencing /organising ideas in a logical order

Language forms: Have you got any idea…?
Can you tell me…?

Key to task 1: (See supra)

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Listening script

Part One

Thanks to technology, there are many labour-saving devices in the modern home today. If they were not there, people could not save time and effort. But things were difficult in the old days. People had to keep clean, and they did so by washing their clothes by hand in rivers or country streams. Sometimes they used a washboard on which they moved the clothes up and down, and sometimes a small rock to beat the clothes. That is how they kept clean.

However, there were three main drawbacks to this solution. Firstly, it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly, clothes did not last very long because the stones, brushes and washboards damaged them.

Part Two

In 1851, a man called James King invented a washing machine powered by hand. Yet, this was still hard work, even though it did not take as long as before to clean the clothes with the manual washing machine. Thus, in 1909, a company in the U.S.A. produced the first electric washing machine. And today, this device is so useful that almost every home has one.

Key to task 2:

A. It represents a washing machine powered by hand/ a manual washing machine.

B. An electric washing machine.

C. No, it doesn't.

D: It tells us about an invention's profile / the invention and evolution of the washing machine.

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Key to task 3:

	A	B
1	Introduction	importance of home labour-saving devices
2	Problem	people had to keep clean
3	Original solution	hand/ small rock / washboard / brush
4	Problems with the solutions	but long time; hard work; clothes damaged
5	Invention (who-what-when)	James King / washing machine / 1851
6	Problems	still hard work / hand powered
7	Innovation/New invention	1908 / US company / electric machine
8	Conclusion	almost every home has one

Key to task 4:

Pair work: The learners will use the plan from column A and the notes from column B. to prepare a presentation in writing before oral performance. Refer to the listening script if necessary.

Say it clear p.100

Phonology: - intonation in 'wh' and 'yes/no' questions
- stress shift in names of sciences and adjectives derived from them.

Key to task 1: ↘

Who invented the first washing machine?

Rule: Intonation in wh- questions

The voice goes down at the end of *wh*- questions.

Key to task 2: ↘

a- Can you tell me who invented the first washing machine? ↗

b- Have you got any idea who invented the first washing machine? ↗

c- Do you happen to know who invented the first washing machine?

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Rule: Intonation in yes/no questions

> The voice goes up at the end of **yes/no** questions and down in information questions.

Key to task 3:

Follow the instruction. Once you have checked the learners' answers. Make them observe the shift in stress when the words change category. Make it clear to your learners that word stress does not change everytime you add suffixes to names of sciences. Illustrate this by adding the suffix –ist to the names of sciences in the table .

Key to task 4:

The rule here is that stress falls on the ante-penultimate syllable (third from the end). This holds true for all words ending with 'cy', 'ty', 'phy', 'gy', and 'al'.

The adjectives and the names of science in the table (task3) end respectively in 'al' and 'gy'. There is a shift in stress when words related to science change their grammatical category because of the addition of the suffix 'al', but the rule remains the same i.e., stress should fall on the ante-penultimate syllable of the adjectives and names.

The hidden message

The presentation is about the invention of the washing machine.

Your turn p.101

Skill*:* - talking about famous people using cues and pictures

Key to task 1: 1- Alexander Graham Bell 2- Louis Pasteur
3- Albert Einstein 4- Alexander Fleming

Key to task 2: Suggested dialogues

1- A: Can you tell me who invented the telephone?
B: I think it was Alexander Graham Bell.
2- A: Have you got any idea who discovered Penicillin?
B: I guess it was Alexander Fleming.
3- A: Do you know who discovered the vaccine against rabies?
B: Yes, wasn't it Louis Pasteur?
4- A: Do you happen to know who formulated the theory of relativity?
B: No, I'm afraid I don't.

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Saying it in writing: p.101

Louis Pasteur was born in France in 1822. He discovered the vaccine against rabies in 1885. He died in 1895. His vaccine has saved many lives….

Sequence two: Reading and writing pp.102-103

Anticipate p.102

Skill*:* - interpreting pictures
- associating ideas

Language forms:

Vocabulary: lexis related to telecommunications

Key to task 1:

1- telegraph 2- satellite 3- drum 4- telephone

Key to task 2:

They represent the development of telecommunications. (**b**)

Key to task 3:

Mind you don't check the answers at this stage. This is a guessing task to be checked in the **Read and check** rubric on p.103.

Devices	**Date / Time period**
3- drum	ancient times
4- telephone	1876
1- telegraph	1890 s
2- satellite	mid-twentieth century

Read and check

Skill: -reading an article about technological evolution (telecommunications).

Functions: - narrating - expressing concession

Language forms: link words: however, though, although… (concession)

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Key to task 1:
(See supra for Tasks 2 and 3.)

Key to task 2:
The most suitable title: Telecommunications: Past, Present and Future

Key to task 3:
a- The 'wireless' telegraph was the ancestor of the radio.
b- The problem with long-distance voice communication was that the transmissions followed a straight line from tower to tower. This made the system impractible over the sea.
c- The solution was a system of communication satellites orbiting around the earth.

Discover the language p.104

Function: -expressing concession
Language forms: link words: however, although, though, even though

Key to task 1:
b- The author uses the connector '**however**' because the information in §2 contrasts with that of §1. (**b**)

Key to task 2:
'However' is used to express concession.

Key to task 3:
1- The washboard is a convenient solution. **However**, it uses up clothes.
2- Einstein's discovery revolutionised science. **However,** it led to the making of the Atom Bomb.
3- Graham Bell managed to solve the problem of long-distance communication. **However**, it necessitated the installation of telephone poles and wires.

Key to task 4:
a- Although Bell's invention solved the problem of long-distance communications, it required large amounts of cable.
b- Though Marconi's invention solved the problem of cables, transmission overseas was impracticable.
c- Even though Arthur Clarke's suggestion could solve the problem, it was difficult to put a satellite into orbit at that time.

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Write it right p.105

Skills: - Sequencing/organising ideas in a logical order
- Transfer of information from a flow chart
- Writing a profile about the evolution of an invention

Key to task 1:

1- Problem: The human voice does not allow people to communicate over very long distances. (**c**)

2-Initial solution: So, in the old days men used drums and other archaic means to communicate. (**a**)

3- Problems raised by the initial solution: However, it took a lot of time to send messages. (**d**)

4- Invention: In 1876, Graham bell solved the problem by inventing the telephone.

Key to task 2:

Problem: Dishes get dirty when you **use** them.
Floors and **carpets** get covered in **dust** and dirt.
Ovens **take** a long time to cook **food**.

Initial solution: Wash them up by **hand**.
Sweep with a brush**; beat** carpets with a stick.
Start cooking a long time before the **meal** is served.

Key to task 3:

Refer the learners to model paragraph in task 1 for the organisation of ideas. If necessary, supply them with topic sentences for developing any of the three topics. (e.g., Cooking food is one of the activities that has occupied man ever since the dawn of civilisation. To make cooking less difficult, man has invented the oven… / One of the problems facing modern man is how to get rid of household dust and dirt…/ Washing dishes three or four times is an unpleasant and hard task...)

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Sequence Three: Developing Skills pp.106-107

Skills: - listening/responding to and making a product presentation
- writing a business letter from product specifications

Functions: - describing an object
- comparing/contrasting
- expressing opinion

Language forms : What is its height/width…? / How wide/deep is…?

Listening script

Customer: Hello. Is that the **Juice Exp. Company**?
Bob: Yes. Sales Department. Bob Bradley speaking. Can I help you?
Customer: Well, I like your new product... I mean the **Design 2005**, but I'm not sure I have enough space for it. What's its height?
Bob: It's seven hundred and forty millimetres high.
Customer: Seven hundred and forty millimetres... That's OK. And what's the depth of it?
Bob: Five hundred and five millimetres.
Customer: Aha. And how wide is it?
Bob: The width is four hundred and thirty-five millimetres.
Customer: I think I can manage to fit it in. I'll call again. Bye for now.
Bob: Goodbye.

Key to task 1:

A: The customer wants to know about the size of the machine because he is not sure he has enough space for it.

B: **a-** What's the **height** of the machine?
b- And what's the **depth** of it?
c- And how **wide** is it?

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Key to task 2:

a- The **Design 2005** is seven hundred and forty mm high.

b- It is five hundred and five mm deep.

c- It is four hundred and thirty-five mm wide.

Key to task 3: Suggested presentation

Ladies and gentlemen,

This product is our Frost 55. Although it is based on Frost 520, its system is completely different. The big advantage of Frost 550 is its gross capacity of 113 litres and its net capacity of 102 litres. Another big advantage is that it does not take much space because its width is only 450 mm. The major new feature of Frost 550 is its 3-star frozen compartment. Frost 550 is far superior to Frost 520.

Key to task 4: Suggested business letter completion

Thank you for your letter of April 10th asking for some information about our products. Below is some detailed information about our machines.

Our company manufactures different models of refrigerator with different dimensions, capacities and prices. **Frost 700** and **Frost 750** are our newest models. Both are compact models with removable food shelves and full-width salad bin. However, **Frost 750** is better in terms of net and frozen food capacity, heigtht, depth and width. Both are available at low prices and in various colours.

(The learners are already familiar with letter formats and layouts.)

Developing skills pp. 108/109

Key to task 1:

a → 2 b → 4 c → 5 d → 6 e → 1 f → 3

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Key to task 2: Suggested answers (The learners are not in any obligation to use the verb 'allow'.)

a- The automobile allows/helps us [to] travel over long distances.

b- The cell phone allows us to get in touch with people wherever they are.

c- The television set allows us to have entertainment .

d- The computer allows us to work very quickly and efficiently.

e- The walkman allows us to listen to music without disturbing others.

f- The calculator allows us to do very difficult sums very quickly.

Key to task 3:

a- Though the automobile allows us to travel over distances, it can sometimes cause health problems and death to motorists and passengers.

b- Though the cell phone allows us to get in touch with people wherever they are, it distracts drivers and causes accidents.

c- Though the television set allows us to have entertainment, it can distract from work.

d- Though the computer allows us to work very quickly and efficiently, it can cause eyesight problems.

e- Though the walkman allows us to listen to music without disturbing others, experts say it causes hearing problems.

f- Though the calculator allows us to do difficult sums very quickly, it reduces arithmetic mental ability.

Key to task 4:

a- Main idea: 'we cannot really live without technology for three reasons'

b- The author of the letter is for technology.

c- To support his argument, the author gives three reasons.

d- Concession: **'we must make sure that we have full control over it.**

Key to task 5:

a- No, she is knitting an article of clothing.

b- No, everyone is busy doing something.

c- No, it doesn't.

d- No, he doesn't.

e- The cartoonist's attitude towards TV is critical. (**b**)

f- It is unfair because he mentions the drawbacks of TV without pointing out its advantages.

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Key to task 6:

Ask the learners to use the captions, the pictures as well as the answers to questions **a-f** to highlight the disadvantages of TV. The learners are required to counter-argue with reference to the letter of opinion.

Stop and consider pp. 110-113

Language forms : - prepositions: in/with
- articles: the, a/an, Ø
- so + adjectives + that
- future perfect
- relative pronoun object: whom

Key to task 1:

a- The watch is white and oval / Its colour is white and its shape is oval.

b- The banknote is green in colour and rectangular in shape / The colour of the banknote is green and its shape is rectangular.

c- The dishwasher is cubic / The shape of the dishwasher is cubic.

d- The hairdryer is blue / The hairdryer is blue in colour.

Key to task 2:

1-c: The car is new with tinted windows and an air bag.

2-d: The watch is square with silver hands and a gold strap.

3-a: The mobile phone is small with large luminous numbers.

4-b: The washing machine is made of plastic with a metal drum.

Key to task 3: Product presentation

This is our new **Quartz Watch 10**. The watch has a round frame with an oval face. The strap is white in colour and made of silver. **Quartz Watch 10** is superior to **Quartz Watch 9**. It has golden hands with an alarm and a calendar. **Quartz Watch 10** is waterproof. You don't need to take it off when you go to swim or have a shower.

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Key to task 4:

Ø man	- **the** sea	- Ø food	- Ø transportation
Ø oceans	- **the** earth	- **the** spread	- Ø civilisation
the development		- Ø culture	- **the** twentieth century
Ø man		- **the** ocean floor	- Ø new sources
Ø raw materials		- **the** submarine	

Key to task 5:

Ø cleanliness	-	**a** healthy skin	-	**a** good complexion
Ø mild soap	-	Ø warm water	-	Ø excessive oil
Ø soap	-	**an** acne	-	**a** skin disease

Key to task 6:

♣ We should thank Dr John Pemberton. He invented Coca Cola in 1886.

→ Dr John Pemberton is the man **whom** we should thank for the invention of Coca Cola.

♠ We should be grateful to Levi Strauss. He made the first jeans in 1860.

→ Levi Strauss is the man **to whom** we should be grateful for the invention of the jeans**.**

♥ We should be thankful to William Wrigley. He invented flavoured chewing gum in1892.

→ William Wrigley is the man **to whom** we should be thankful for the invention of flavoured chewing gum.

♦ We ought to thank Chester Carlson. He invented the photocopying machine in1938.

→ Chester Carlson is the man **whom** we ought to thank for the invention of the photocopying machine.

Key to task 7:

- The cell phone is **so useful that** nearly everybody has one. **(1-d)**
- The satellite is **so distant that** it covers a large part of the earth. **(2-e)**
- The experiment was **so difficult that** the inventor spent long nights in his laboratory. **(3-c)**
- The refrigerator was **so expensive that** not many people could buy it. **(4-a)**
- Pasteur's discovery was **so important** for man's health **that** many people gave money to build a Pasteur Institute in Paris. **(5-b)**

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Key to task 8:

By the year 2055, the population of the world **will have reached** 8 billion. Many cities **will have doubled** in size. We **will have used up** many sources of energy. Robots **will have replaced** people for many boring jobs.

Sequence four: Consolidation and extension pp.114-120.

Skills: - drawing/writing a conclusion
- summarising
- reading a warning notice
- writing to an opinion page / taking sides in a debate

Functions: - narrating - giving advice
- expressing opinion - reporting facts

Language forms : - imperative - modal auxiliaries
problem consonants: /n/ - /ŋ/ - /ŋk/…

Write it out pp. 114-115

Key to task 1:

It comes from a history book. (**c**)

It retraces the history of man's fight against malaria.

Key to task 2:

a- Introduction A is more enjoyable than introduction B.

b. To make his/her introduction more interesting, the writer makes it read like a story wherein man stands as a hero against the killer disease malaria. He dramatises the facts to make them more impressive to the reader. (The learners can come out with other explanations.)

c- Introduction B is boring . It just delivers flat facts. We don't have any pleasure reading it….

d.The first introduction informs and teaches a lesson at the same time.

e.Among the lessons which the author aims to teach are: the vulnerability of man and his heroic struggle against one of the most dangerous diseases. …

f- The author of the second introduction wants just to inform his/her readers about the fight against malaria and nothing more.

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Key to task 3: Irrelevant sentences

- Pasteur discovered the vaccine against rabies.
- At that time rabies was another dangerous disease.

Key to task 4: Irrelevant sentences

- Fleming discovered penicillin in 1928.
- Antibiotics are very useful in the treatment of various diseases.

Key to task 5:

Here are some hints for making the concluding paragraph interesting:

1. The story of the fight against the killer disease goes on even today…. However, the battle against malaria has become more equal. …

2. Malaria remains one of the most dangerous diseases on earth….

(Note that such a topic sentence as 'Malaria is still a dangerous disease.' is not as appealing to the reader as topic sentence two above: Malaria remains one of the most dangerous diseases on earth. There are personal feelings and thought expressed in the former that are not found in the latter.

Work it out pp. 116-120

Key to task 1:

a- The law of Gravity: Issac Newton

b- The law of Relativity: Albert Einstein

c- The submarine and the 'flying machine': Leonardo Da Vinci

d- Rules for chemical combination and combustion: Priestly.

e- Radioactivity: Marie Curie

f- Three electromagnetic laws : Joule

Key to task 2:

Opinions	Facts
- The first sentence of the first paragraph: These men ... famous scientist. - Last sentence of the second paragraph: It illustrates…	- The second sentence of the first paragraph: Leonardo da Vinci ... Carver, a slave. - First two sentences of the second paragraph.

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Key to task 3: The learners can have different opinions about the issue. Let them discuss it in class. (e.g., 'I do agree with the author's opinions because I think that all men and women are born equal'. 'Anybody who is devoted to science and works hard can become a famous scientist'. 'I don't agree with you', etc…)

Key to task 4: The author wants to teach a lesson to the reader. (**a**)

Key to task 5:

1	2	3
C	B	A

Key to task 6:

§ **C:** Carver came from a poor family. (**c**)

§ **B:**He showed his ability for learning at an early age. (**b**)

§ **A:** He was ambitious and helped himself. He did't count on others. (**a**)

Key to task 7:

His story is an inspiring example to people who want to become scientists.

Key to task 8: How to make a good summary

Making a summary does not mean copying sentences verbatim from the original text. We cannot summarise a text if we have not understood it well, and a good summary is around 10% of the original text, written in our own words. Sometimes, we resort to paraphrase to make a summary, which is not as sinful as copying when it is not exaggerated.

Suggested summary

There is no discrimation in science. The career of George Washington Carver provides a good example. Though Carver was a black slave, he managed to become a famous agricultural scientist. His story shows that anyone with personal ambition and devotion to science can be a scientist.

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Work it out p.118

Key to tasks 1/2:

	a	b	c	d	e	f
True		x			x	
False	x		x	x		x

Key to task 3

(Follow the steps for giving advice outlined on page 79 of the textbook. Below is the recommendation phase. Don't forget to include an analysis of the problem, the expression of concern over the problem…)

Dear Khaled,

You can continue to play games and stay healthy. However, you should be very careful with the use of video games. Here is some advice which I hope you will follow.

First, the screen of your monitor/TV set should be small so that you can concentrate easily on it. Second, you should take some rest for at least 10 to 15 minutes after playing for an hour's time. Third, sitting too close to the screen can cause serious health problems, such as an epileptic seizure or loss of consciousness. Finally, you should make sure that the room in which you play is not dark…

Work it out p.119

Key to task 1

A- Cloning is making copies of plants, animals and human beings.

B- No, it isn't. Ancient Greeks cloned plants over 4,000 years ago.

C- The debate about cloning started when people realised that it was possible to clone human beings.

D- People refuse to eat genetically modified foods because they consider that this kind of food is dangerous for health.

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Key to task 2

Cf. model letter of opinion on pages 108-109 of the textbook.

Work it out: Problem consonants p. 120

Key to task 1 / 2:

It is really difficult to differentiate between the sentences when they are read aloud very quickly because they differ only in one sound. Accordingly, this task is to be carried out in the form of a game. As you read them aloud, make sure you provide a linguistic context and make necessary gestures to allow the learners understand what you mean. (e.g., Look out , that's wrong. The sum is 52 not 53. Look out, that's Ron playing football over there.)

A: wro**ng** /ŋ/	**A:** fa**ngs** /ŋ/	**A:** ta**n** /n/
B: Ro**n** /n/	**B:** fa**n**s /n/	**B:** ta**nk** /**ŋk**/

Key to tasks 3/4:

If necessary check a dictionary with phonetic entries.

Key to task 5:

a- The banker who is sitting on the bank is singing a song.

b- The singer is singing in a dangerous swimming pool.

Project workshop p.121

Follow the procedure outlined in the two previous parts of this textbook.

Check your progress pp.122-123

Key to task 1:

Astronomy (**b**) is perhaps the oldest recorded science.

Key to task 2

a. Numerous accounts of fanciful trips to other words stirred man's imagination.

b. The ancient Egyptians observed the celestial bodies to solve practical problems, such as sowing, growing and harvesting crops.

c. Ptolemy, an ancient Greek astronomer, maintained the theory that the earth was the centre of the universe with the Sun, the Moon, and the stars turning around it.

d. No, many Greek philosophers did not agree with him.

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Key to task 3:

A: -The heavenly bodies have always stirred the imagination of men. **This is the reason / That is why** there has always been numerous accounts of fanciful trips to other worlds. (It is not possible to join the sentences with the link words provided in the instruction. Discuss with your learners why they can't do so.

- Ptolemy maintained the theory that the earth was the centre of the universe, with the Sun, the Moon, and the stars turning around it./ **However/yet…** /, **though** many Greek philosophers did not all agree with him. (There are other possibilities for combining the sentences)

B: However/yet (**b**), the first true astronomers were the Greeks. Even though it was the ancient Egyptians who started astronomy, it was the Greeks who developed the science and reached interesting findings.

Key to task 4:

1	2	3	4	5	6
b	a	e	d	c	f

Key to task 5:

- It is text **B** that completes the reconstructed paragraph of task 4.
- The idea contained in **B** does not add to the information contained in the paragraph. On the contrary, it is in contrast with it.

Key to task 6:

Ø progress	Ø astronomy	Ø inventions	the telescope
the spectroscope	the camera	the detectors	Ø people
Ø astronomy	Ø life	the universe	Ø life
the population	the world		

Key to task 7:

- By the year 2030, the earth **will have heated up** to very high temperatures.
- We **will have used up** all food and water resources.
- Martian aliens **will have discovered** the earth.

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Key to task 8:

It has a thin atmosphere of carbon dioxide with an average temperature of -23°. It is rocky, dusty and red in colour with white polar caps.

The diameter of its base is 600 km and its crater is 65 km wide. (Or it is 600 km in diameter at base, and its crater is 65 km wide.

Key to task 9:

How high is Olympus Mons?
How wide is it?
How long is its diameter?

Key to task 10: Suggested description

Planet Earth is the third planet from the sun. It is spherical in shape with flat poles. Its surface is about 150 million km2 with 70% of water. It is some 149,500,000 km distant from the sun. Its circumference is 40,070 km with an equatorial diameter of 12,756 km. It makes a complete revolution around the sun in 23 hours, 53 minutes and 4.1 seconds. The earth year is estimated at 365 days, 51.48 minutes and 46 seconds.

78% of the earth's atmosphere is composed of nitrogen, 20.95% of oxygen, 0.93% of argon, and 0.03% of carbon dioxide and other gases such as neon. The greatest height of planet Earth is Mount Everest. It stands some 8.872m above sea level…

Questionnaire

Follow the procedure sketched out in the two previous parts of this book.

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UNIT FIVE

BACK TO NATURE

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Illustrative page and preview pp. 126-127

Monitor a discussion with your learners to go through the pictures.

SEQUENCE ONE: Listening and speaking pp. 128-131

ANTICIPATE p.128

Skills: - identifying types of climate areas
- identifying types of natural disasters

Functions: - expressing and justifying opinion.

Key to task 1:

a. The names of climate areas are mentioned on the map.

b. The source is written at the bottom of the map.

c. Warm temperature climate and desert climate.

d. mountain – tropical.

Key to task 2:

- Drought can affect my country because it has a desert climate, especially in the South.
- Earthquakes " " because the north of Algeria is situated in a sismic zone.
- Sandstorm " " owing to the desert climate.
- Floods " " because there occur sudden and heavy rainfalls in Autumn.

Key to task 3: Suggested answer (Several possible answers)

I think that the world climate is changing. It is becoming warmer. The winter seasons are becoming shorter and the summer seasons longer.

Listen and check p.129

Skills: -Listening/responding to a radio interview about pollution

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Listening Script

Part one:

Robert: This is 'Back to Nature'. I'm Robert Kidman. We're at 800-978 -8254. And on the line with us now from Madison, Wisconsin, is Mike Richards, a climate specialist. Mike Richards, how are you?

Mike: Fabulous, thanks for asking.

Robert: Everybody is worried about high temperatures these days. My question then is: Is our climate really changing?

Mike: There's no doubt at all that our climate is changing. The earth is getting warmer. Our studies show that four years out of the last ten have been the hottest since records began. The cause is carbon dioxide in the air. Its volume has increased a lot because of the burning of oil, coal and wood. This carbon dioxide has enveloped the earth in a sort of greenhouse, you know the type of plastic houses where farmers grow vegetables. This greenhouse traps the heat from the sun. It doesn't let it go out, so the temperature will continue to rise if we don't reduce carbon dioxide emissions. And we believe that within the next hundred years or so, the earth will have heated up by four degrees. Yes, our climate is rapidly changing.

Part two

Robert: But what will happen if the climate really changes?

Mike: A lot of things will happen. Youk now if the earth gets hotter, the glaciers will melt. And if the glaciers melt, the volume of the water in the seas will increase, and the level of sea water will rise. This will cause flooding. As a result, vast areas of the Indian coast, Bangladesh, Holland and even London will be under water.

Robert: Are there any other effects you haven't mentioned?

Mike: I'm afraid there are many other effects. For example, if the climate changes, the winds and rain will change. Some regions will have more storms. These storms will destroy crops, houses and kill a lot of people. On the contrary, vast areas of the world – the United States of America and Russia, North Africa will suffer from lack of rain. This lack of rain, I mean the drought, can transform these areas into desert. As a result, we will have less food to eat and less water to drink. This is why we scientists are raising the alarm about global warming, which is really a question of life and death to us humans.

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Key to task 1:

The world climate is changing because the volume of carbon dioxide in the air has increased as a result of the burning of oil, coal and wood.

Key to tasks 2/3:

The sea level will…	The food producing areas will…	The temperatures will…	The coastal areas will…
rise.	become deserts.	go up.	be under water

Key to task 4:

a. The gas which is responsible for global warming is carbon dioxide.

b. He compares it to a greenhouse, a type of plastic house where farmers grow vegetables.

c. It is called so because carbon dioxide traps the heat from the sun, just like a greenhouse.

d. We can reduce high temperatures by reducing the volume of CO2 emissions.

e. The climate specialist is worried about climate change.

Evidence from the interview: 'Everybody is worried about high temperatures these days' ; 'scientits are raising the alarm about global warming' ; 'a question of life and death to us humans'.

Say it clear p.130

Phonology: - intonation in yes/no questions and complex sentences.
- stress in words ending in '-tion' / '-sion'

Key to tasks 1/2:

A: Is the earth really getting warmer? ↗

B: It's absolutely certain. The earth's getting warmer. ↘ ↘

A: And why does it matter if the world gets warmer? ↘

B: Oh, it matters a lot. If the earth gets hotter, the sea level will rise. ↘ ↘

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Key to task 3:

Verb	Noun		Verb	Noun
pol**lu**te	pol**lu**tion		con**ta**minate	contami**na**tion
pre**ser**ve	preser**va**tion		de**fo**rest	defores**ta**tion
con**ser**ve	conser**va**tion		des**troy**	des**truc**tion
e**mit**	e**mi**ssion		de**gra**de	degra**da**tion

Key to task 4:

We notice that in the verbs, stress is usually on the second syllable, and in nouns (ending in – tion / sion), it is on the penultimate (second from the end) syllable.

The hidden message p.130

Gas emissions cause air pollution , and deforestation leads to the degradation of the soil.

Your turn p. 131

Skills: - talking about environmental issues

- Issuing warnings / SOS about pollution

Function: - expressing condition.

Language forms : - if-conditional

The learners will make as many dialogues as possible using the cues.

Say it in writing

Students will use the cues in **Your turn** task to issue warnings in the form of environmental SOSs. The latter are usually short.

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Sequence two: Reading and writing pp.132-135

Skills: - Interpreting pictures
- Reading a newspaper article about pollution
- Classifying types of pollution

Functions: - Describing - Expressing cause and effect

Anticipate p. 132

Key to task 1 :

A. Picture 1 is a photo. (**c**) Picture 2 is a cartoon. (**c**)

B. The focus in picture 1 is on the pesticide spray. (**b**)
The focus in picture 2 is on the lungs X-Ray. (**c**)

C. In the background of picture 1, there is a field. (**b**)
In the background of picture 2, there are cars and factories. (**a**)

D. In the foreground of picture 1, there is an aeroplane. (**b**)
In the foreground of picture 2, there is a lungs X-Ray. (**a**)

Key to task 2: The best interpretation of the pictures is:

The two pictures above illustrate the causes and consequences of pollution. **Read and check p.133.**

Skills: - reading and responding to a magazine article.
- categorising

Functions: - expressing cause and effect
- describing

Language forms: - link words: as a result, consequently, ...
- sequencers: fistly, secondly…

Key to task 2:

a- They swallow oxygen, and their fumes poison the air with carbon dioxide (CO_2).

b- The gas responsible for air pollution is carbon dioxide.

c- Pollution in towns causes lung and skin cancers.

d- The negative impact of modern agriculture on people's health is that most pesticides used on food crops are toxic and can cause diseases.

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Key to task 3:

Interact with your learners, using the procedure for guessing the meaning of words from context.

Discover the language p.134

Key to task 1:

In the countryside, fertilisers which contain phosphorus and nitrogen spill over into rivers. **As a result**, fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen.

Key to task 2:

In the sentence from task 1, the cause effect relationship is expressed through the use of the conjunction of subordination 'because'.

In the sentences from the text, the cause effect relationship is expressed through the use of the sentence connector 'as a result'. We also notice that a reshuffling of the cause-effect relationship into an effect-cause relationship. Illustrate this reshuffling for your learners.

Key to task 3:

a → 2 b → 1 c → 4 d → 3

Key to task 4: Suggested sentences

1- The main cause of acid rain is acid gas emission from power stations and cars.
2- The major cause of water pollution is sewage and oil spills.
3- The main effect of toxic waste is the creation of 'earth pollution'.
4- The major effect of factory and vehicle emissions is lung and skin diseases.

Write right p.135

There are four different types of pollution. Firstly, there is **air pollution**. Its major cause is **factory and vehicle emissions**. Secondly, we have **water pollution**. This pollution results from **sewage and oil spills**. Thirdly, there is **earth pollution**. It comes from **toxic waste**. Finally, there is noise pollution. It is due mainly to cars and factories.

Pollution is a very serious problem because most of it comes from machines, which man has invented to satisfy his daily needs. For example, we use cars to travel from one place to another; however, these cars **release gases into the air**. Two of the consequences of this pollution are **lung and skin diseases**.

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Sequence three: Developing skills pp.136-137

Skills: - conducting a meeting - writing minutes of a meeting
- reading and interpreting an advert - writing an advert

Functions: - expressing suggestions/opinion - agreeing and disagreeing
- arguing for and against - polite requests/interruptions

Language forms: - I think… - In my opinion… - I agree / I disagree…
- You're right… - I'm afraid you're wrong. - Could / can I...?

Key to task 1:

Stating words	An abrupt interruption	An expression for dealing with interruptions
Right, Well, So	I disagree with you.	Just a minute. Let her finish, Peter.

Key to task 2:

Just a minute! / Can I come in here? / Could I say something?

Listening script: Task three

Chairman: Well, all in all, we have three suggestions. Let's discuss them in more detail and come to a decision. John?

John: To my mind, all three suggestions are good. It's OK for building car parks outside the town. But this solution alone can't work if we don't make public transport cheaper in town and parking more expensive in the centre of the town.

Mary: Could I say something?

Chairman: Yes, go on Mary.

Mary: I agree with John. I don't think any half-measures will work. Therefore, I say let's go for all three measures.

Chairman: What's your reaction to John's and Mary's suggestions, Peter?

Peter: I totally agree. It'll help a lot if we take all three measures at the same time.

Chairman: Right, let's recapitulate. All of us agree that half measures won't work, so we have decided: One, to build cheaper car parks outside the town; two, to make public transport into and in the centre of the town less expensive; and three to make parking in town more expensive. Let's finish there.

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Key to task 3

A- Building car parks outside the town.

B- Making public transport cheaper in town.

C- Making parking expensive in the centre of the town.

Key to tasks 4/5:

The topics can be as various as rubbish in the streets, open dumps, erratic building (urbanisation), noise pollution, etc…

Suggest other topics to the learners. One of the learners will conduct the meeting about the topic of the group and another one will take down the minutes. Direct the learners'attention to model meeting and minutes on page 136.

Sequence three : Developing skills pp. 138-139

Key to task 2: Suggested answers (5 = 100% certain)

All the answers are correct, but there are degrees of correctness as to what the author of the text seeks to do.

The best answer is (e). The next best is (a), then come (b), (d) and (c).

Key to task 3:

It is an argumentative text because the author wants to persuade potential buyers that ECOCLEAN is a 'green' product.

Key to task 4:

- Want to do more to help the environment but not sure of?
- Or think it's going to be expensive or too much time an effort?

Key to task 5:

- Do you want to do more to help the environment and you don't know how?
- Or do you think it's going to be expensive or it's too much time an effort?

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Key to task 6:

The author uses an informal/idiomatic register/style because s/he addresses the general public, such as housewives. S/he wants to make his/her message sympathetic. His/her purpose is to make him/herself understood and thus attract as many customers as possible.

Key to task 7:

Get the learners to follow the model given on page 138 (ECOCLEAN).

Stop and consider pp. 140-143

Language forms*:* - conditional types 0 / 1 / 2

- suffixes: -able/-al… - quantifiers: all, most, half, ...

Key to tasks 1/2:

1- If plants do not get water, they die. (**b**)
2- If you don't wash yourself, you smell bad. (**c**)
3- If air gets hot, it rises. (**a**)
4- If you leave milk in the sun, it goes bad. (**e**)
5-: If metal gets hot, it expands. (**d**)
6- If you pour water on fire, it goes out. (**g**)
7- If a car runs out of petrol, it stops. (**f**)

Note: If in the sentences above can be replaced by when.

Key to tasks 3/4:

a. If we **stop** traffic pollution, the air **will be** cleaner .
b. If I **were** you , I **would not use** that soap. It contains many pollutants.
c. If we **continue** to pollute our water sources, we **will die** of thirst.
d. What **would happen if** Martians **landed** on earth?
e. What **will** we **do if** we **fail** the exam this time?

Key to task 5:

If I **were** Prime Minister,

a. I **would/'d ban** CFCs.
b. I**'d limit** toxic wastes.
c. I**'d impose** higher taxes.
d. I'd restrict traffic in towns.
e. I**'d restore** monuments.
f. I'**d preserve** plants and animal species.

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Key to task 6:

A. **a.** Paper is a recyclable material.

b. Co2 emissions are very toxic.

c. Oil spills are harmful to the oceans and seas.

d. Ecoclean isn't harmful to the environment.

e. Noise is aggressive to the ears.

f. The greenhouse effect is dangerous to the earth.

g. Desertification is an ecological problem.

h. This food is tasteless. It is not edible/eatable.

Note: There is a difference in meaning between edible and eatable. Check a dictionary and explain this difference in meaning to your learners.

B. 1- Beware! This product is **flammable/inflammable**.

2- This is a **poisonous** product. Keep it out of children's reach.

3- Keep off! **Radioactive** emissions!

4- Never throw away this product! It's **recyclable**.

Key to task 7:

- 100% of it = all of it - 97% of it = most of it
- 30% = some of it - 3% = a little of it - No water = none (of it)

Key to task 8:

40 of them = half of them - the other 40 = the other half

60 of them = most of them - about 10 = a few of them

12 of them = some of them - no demonstrator = none of them

Sequence four : Consolidation and extension pp. 144-149

Skills: - reading articles about recycling and renewable energies
- writing a letter of complaint
- writing a memo

Functions: - describing
- suggesting
- arguing

Language forms:

Morphology: prefixes: dis- / il- / im- / in- / ir- / un-

Phonology: - stress in words starting with prefixes
- problem consonants: /tʃ/ - /k/

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Write it out pp. 144-145

Key to task1:

a. They are called 'fossil fuels'.

b. If we run out of the existing energy sources, there will be no fuel for our cars, buses, air planes, and no electricity for our computers and factories.

c. Consequences of pollution mentioned in the text:

- the environment is threatened.
- man's existence on earth is in danger (contamination of water sources).

d. We can solve the problem of energy shortage by using renewable energy such as the sun, the wind, the earth and the sea.

e. The W.E.C. has identified six renewable energy sources.

Key to task 2: Suggested answers

1. Solar energy comes from the sun rays. (**c**)

2. Wind energy is derived from moving air. (**a**)

3. Geothermal energy is produced by heat inside the earth. (**b**)

4. Modern biomass energy is extracted from plant and animal residue. (**f**)

5. Ocean energy is generated by seawater movement and temperature changes. (**e**)

6. Small hydroelectric energy comes from small dams, such as those filled by melting snow. (**d**)

Key to task 3:

a. The types of energy which can be produced in the different areas of our country are:

Solar: Algerian Sahara

Wind: Algerian coastal area ; Djurdjura; Aures; Ouarsenis ...

Ocean: Algerian coastal area

Biomass: El-Harrach; Oran; Mitidja; Medjana; El-Houdna; Medea ...

Geothermal: North-eastern area: Collo; Jijel; Skikda ...

Hydroelectric: Kabylia; Khenchela; Batna; Chlef ...

b. The most viable energy source for Algeria is solar energy because of its cleanness and the availability of sun rays in the Sahara almost all the year round.

c- Refer to the memo on page 148 for guiding your learners as to the layout of memorandums.

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Work it out pp. 146-147

Key to task 1:

a. Three solutions are suggested to solve the problem of rubbish: to reduce, to re-use and to recycle it.

b. I would buy drinks in glass bottles because I can/could wash them and re-use them many times over.

c. Re-using things reduces rubbish, and recycling others not only reduces litter but also allows us to make new products. They can add other items to the list

Key to task 2:

Monitor a discussion in class and let the learners decide on how to separate the rubbish contained in the dustbin . Some articles can be placed in different categories.

Key to task 3:

Do the same as in task 2 above.

Key to task 4:

> I'm not a litter lout and I consider that it's worth making the effort of recycling my rubbish because this reduces the amount of litter in the environment. Another reason is that we can get new products from it.

Key to task 5:

I will give them to charities, like the Algerian Red Crescent, in order to help the needy.

Key to task 6:

Many alternatives can be found by the learners. (e.g., If I were a member of The Friends of the Earth, I would organise a cleaning campaign in my town. I would write a petition to the Prime Minister to ask him to ban products with heavy packaging....)

Work it out p.148

Key to task 1:

100% of the personnel = all - 30% = some

90% = most - 50%= half - 00% = none

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Key to task 2:

1- Opening (**B**) 2- Problem (**A**)

3- Suggested solution (**D**) 4- Closing (**C**)

Key to task 3:

Follow the procedure recommended for the writing tasks in the second part of this book. Task 3 is a follow-up to task 2. So, refer your learners to the correction of task 2 for the plan of their memorandums .

Work it out p.149

Tasks 1 and 2

Follow the procedure indicated in the instructions.

Key to tasks 3/4/5:

Im-	In-	un-	ir-	il-	dis-	Words
x						pure
				x		legal
x						possible
				x		logical
		x				suitable
		x				drinkable
			x			responsible
x						moral
		x				effective
			x			regular
		x				significant

Key to task 6:

Prefixes are usually not stressed. So, the stress pattern remains the same in all the transcribed words of task 3. The learners will simply add the tanscriptions of the prefixes to the transcribed adjectives in the table.

Project workshop p. 150

Follow the procedure sketched out in the first two parts of this book.

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Check your progress p. 151

Key to tasks 1/2:

The article will be about an environmental problem. (**c**)

Key to task 3:

A. It has become an international problem because water and air pollution cross the borders of countries.

B. Strong winds make air pollution travel very long distances.

C. The author has mentioned acid rain **to support her/his idea that pollution is an international problem**. (**a**)

Key to tasks 4/5:

The author of the article will define what acid rain is and will give a concrete example of this pollution to support further her/his point of view. (**b**)

Key to task 6:

To understand what acid rain is and how it travels long distances, imagine a factory in Britain. The factory needs energy for its manufacturing, so it burns oil or coal. These fuels have a high Sulphur (S) content which turns into Sulphur Dioxide (SO) after the burning of the oil or coal. The Sulphur Dioxide goes up from the factory chimney into the air.

Though/Although some of the Sulphur Dioxide, which has come out of the factory chimney, lands in the streets around the factory, most of it will cross the English Channel to other lands far in the north and the south of the European continent because of strong winds. During its journey abroad, the Sulphur Dioxide mixes with water (H2O). **As a result / consequence**, acid clouds (H2S04) form in the air.

Key to task 7:

The author thinks that there are many factories that pollute the environment in Britain since he uses the conditional type 2. 'Only one factory' is unreal.

Key to task 8:

If there were only one factory doing this, there would be no problem.
However, Europe is such an industrialised area that it sends about 20 million tons into the air every year. Each nation has thousands and thousands of factories which produce hundreds of thousands of tons of poison every year and then sends it abroad with the help of strong winds. (**b**)

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Key to task 9: 1- Some/ a few 2- all 3- most 4- some

Key to task 10:

1- **Ø**	2- **the**	3- **Ø**	4- **the**	5- **the**	6- **the**
7- **the**	8- **the**	9- **the**	10- **Ø**	11- **Ø**	12- **Ø**
13- **Ø**	14- **a shortage of water**		15-a	16- **the**	

Key to task 11: The author uses the words in bold type in the text because he enumerates/lists some different types of pollution.

Key to task 12:

Almost all industries have used poisonous chemicals for decades. **T**hese industries simply get rid of their toxic waste by putting it in open-air dump sites. **T**hese dump sites have become a real problem in some developed countries**,** which send their toxic waste abroad.

Nations are running out of places to bury their rubbish**. T**he problem is that items of household trash**,** such as used batteries**,** are poisonous. **S**ome developing countries have accepted**,** for a few dollars, to open dumps in their own territories for household rubbish coming from developed countries**.**

Key to task 13/14:

Check Daniel Jones's, ***Cambridge English Pronouncing Dictionary*** (16th edition) or any other English dictionary with phonetic entries.

Key to task 15:

Conclusion **b** is more hopeful: Some countries have already promised to cut down on some sources of air and water pollution. They signed the Kyoto Treaty.

Key to task 16:

Refer to the listening script of the textbook on page 154 for ideas about climate change.

Questionnaire

Follow procedure as sketched in the first part of this book.

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ERRATA : TEXTBOOK

Page No.	Line No.	Error	Correction
III	15 (Skills) Project	...to **a an** advert... **Internet project poster**	...to **an** advert... **Making a job application booklet**
VII	01	Phonlogy	**Phonology**
06	17 (T*2 - g)	...(than they do) **Ø**	...(than they do) **.**
11	23	WRITE IT OUT	WRITE IT **RIGHT**
13	13 (T3)	...it has not announced	...**A has not announced it**
15	24 (T6)	...her mother's...	...**my**...
16	27 (T4)	...professionals **. ,** ...	...professionals **,**
27	09 (T3-B)	Oh **Ø** this is ...	Oh , this is
28	09 (T2)	... **Ø** letter...	... **a** letter...
30	16 (T7)	…question 5…	…question **6**…
32	20 (T14)	…question **12**.	…question **13**.
38	03 (T1) 24 (T4)	Tick (**Ø**)... ...exercise **4**.	Tick (**X**)... ...exercise **3**.
53	13 (T4)	…Dickens'**s** father...	…Dickens' father
55	15 (T2)	... on the one hand and his supporters,...	...and his supporters on the one hand...
61	13 (T6)	...transition transition	...**transition**... (once)
62	17 (T11)	...the first and second paragraphs...	...the **first paragraph**...
65	18	...**to** transform...	... **Ø** transform...
73	27 (report)	...is it popular**,**	…is it popular **?**
76	20 / T2	…Si**gn**atra.	…Si**n**atra.
86	24 / T1 39 / T2	...sleeping»...ingredients. …heat…	...sleeping...ingredients.» …**heart**…
91	21 (T2) 34 (T4-g)	...answer **?** ...all day **Ø** all night.	....answer **.** ....all day **and** all night.
99	02 (rubric)	Comprehension check	**Listen and** check
100	19 (T3)	/ phonetic script/ / phonetic script/	/phonetic script/ / phonetic script/

*T=Task

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. . . / . . .

ERRATA (continued)

Page No.	Line No.	Error.	Correction
120	04 (T1)	... in the right box.	...**the right item**.
123	30 (T6)	...be <u>the</u> life what will like....	...**what <u>the</u> life will be like** ...
124	12 (T8)	... takes of the earth.	...takes the earth to do so.
132	02 (rubric)	**Ø**	**ANTICIPATE**
134	03 (T1)	...the second paragraph of the text ...	...**the text** ...
136	02 (T1)	... dialogue...	... **conversation** ...
151 153	23;24;25 31	to… (14) __ shortage in...	**Ø**... __ shortage of water in...
i	28 (B)	... rather **Ø** sending ...	...rather **than** sending ...
ii	22 24 30 32	...a cashier**.** ... hold on **!** ... 4158668 **?** Mr Smith:	...a cashier **?** ...hold on **?** ... 4158668 **.** **John :**
iii	03 05 27 30	... sorry **Ø** he's ... I'll him call ... ... **Ø** island **Ø**... ... me **Ø** except ...	...sorry**,** he's ... **I'll call him** ... ... **'** island **'** ... ... me**,** except ...
iv	05 14 26; 30 33	...harbour**,** when ... ... Spring Street... Passerby: ... **Ø**market?	...harbour **Ø** when ... ... Spring **Avenue** ... **Passer - by**: ...**super**market?
vii	11 20	... days**?** ... the **E**arth ...	... days **.** ... the **e**arth ...

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Appendix

An adapted version of BLOOM'S TAXONOMY OF THINKING PROCESSES

LEVEL OF TAXONOMY	DEFINITION	LEARNERS' ROLES	ACTION VERBS
Evaluation	Judging the value of materials or ideas on the basis of set standards or criteria	Judges Disputes forms opinion debates	judge, decide, select, justify, evaluate, critique, debate, verify, recommend, assess
Synthesis	Putting together ideas into a new or unique plan	discusses generalises relate, contrasts discusses	create, invent, compose, construct, design, modify, produce, propose; what if …
Analysis	Breaking down information into parts	uncovers, lists dissects solve problems demonstrates	analyse, dissect, distinguish, examine, compare, contrast, survey, investigate, categorise, classify, organise
Application	Use of rules, concepts, principles, theories in new situations	uses knowledge constructs explains	apply, practise, employ, use, demonstrate, illustrate, show, report, transform, change,
Comprehension	Understanding of communicated information	translates demonstrates interprets responds	restate, describe, explain, review, paraphrase, relate, generalise,
Knowledge	Recall of information	absorbs remembers recognises	infer, tell, list, define, name, identify, state, remember, repeat.

Please note again that the present edition of **At the Crossroads** is meant to be tried out, assessed by all parties involved and eventually amended. So your criticism is sreally welcome.

Send it to the following e-mail address: crossroads_2006@yahoo.fr (_ = 8)

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