

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

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

TEACHER'S BOOK

ON THE MOVE

MIDDLE SCHOOL, YEAR FOUR

S.A. ARAB

B. RICHE

The National Authority for School Publications

CONTENTS

ERRATA IN STUDENT’S BOOK	3
COURSE DESCRIPTION	6
° FILE FORMAT	
° ABOUT THE PROJECT	
ENTRY ASSESSMENT TEST.....	16
ANSWER KEYS FOR FILES ONE AND TWO	21
PROGRESS TEST I.....	60
KEYS FOR FILES THREE AND FOUR	62
PROGRESS TEST II	93
ANSWER KEYS FOR FILES FIVE AND SIX.....	96
EXIT TEST.....	124
ANSWER KEYS FOR ENTRY, PROGRESS AND EXIT TESTS	125-131

° Please note that all answer keys are preceded a reminder of objectives and a word list.

ERRATA IN STUDENT'S BOOK

Due to technical problems beyond our control and the tight publication deadline, a number of errors have inadvertently slipped into some of the texts of the coursebook.

p. VIII. Read “Progress Check” instead of “Progress Chek”.

p. VIII. Read “subjective” instead of “sueTive”.

p. IX . Read *onthemove@hotmail* instead of *onthemove@homail.com* .

p. XI. The expression ‘**Reading and interpreting food labels**’ should figure in the **Reading skills** column not in the **Writing** one (bookmap).

p.19 Read **aloud** and **exercise** instead of **alou d** and **exe rcise**.

p.22 A second question is missing in the **As you read** rubric. It is included in this book.

p.28 Preposition **on** missing in the instruction of activity 4. The instruction should read as follows: Read about Tony’s diet **on** a typical day ...

p.30 There is no comma before **and** in the sentence : The dish is made of potatoes, tomatoes and another vegetable .

p. 32 Missing sentence/slogan at the top of the map. The sentence reads as follows: ‘There is no food more delicious than the one you’re served at Jack’s Fish and Chips Corner !’

p.41 Read In this **file** ... instead of In this **unit** ...

p. 45 Instead of “Ibn Batuta”, read Ibn Battuta.

p.51 Instead of “ from”, read “form.

p. 55 Instead of “**It’s your turn**”, read “**Your turn to speak**”.

p.61 Instead of reading **Check your progress**, read Progress Check.

p.67 Cross out the number of the activity in the **Before you listen** rubric since there is only one.

p.69 Exercise 1. Delete **dialogue completion** ; the rest remains unchanged.

p. 70 Instead of reading “If _____, Paul _____”, read If Paul _____, he _____.

p.74 Number 5 comes twice in the enumeration of the activities. So read 6 when you come across 5 for the second time.

p. 81 There is no need to number the activity in the **Your turn to speak** as there is one only. In addition, the second bracket should include what the Tourist says: “What a pity! I left my camera in the hotel.

p.81 Read ‘ I’m **scared**’ instead ‘ I am **afraid**’.

- p.83 Instead of reading ‘I’ll probably won’t get’, read **I probably won’t get ...**
- p.83 Instead of reading **aa** writer’s ... , read **a** writer’s ...
- p.83 Instead of reading Consider statements **AA** and **BB** below, read consider statements **A** and **B** below.
- p.88 Instead of reading ‘transform lyrics into prose?’, read ‘transform lyrics into prose’.
- p.89 Instead of reading ‘Or walk with king ...’ , read ‘Or walk with kings ...’
- p.90 Instead of reading In this **unit** ..., read In this **file** ...
- p.92 Instead of reading ‘before they became **actors**’, read before they became **stars**.
- p.92 **Before you listen.** There is no number the activity as there is one only.
- p.96 Activity one of the rubric **As you read** . Read the tourist guide took us on a visit **to** the Hoggar instead of reading “the tourist guide took us on a visit the Hoggar”. Delete **Sahra** in ‘Well, that’s **Sahra** what we’ve learned at school...’ Delete **the** in ‘of the cave **the** frescoes ...’ The letter **c** in **classmates** is a smallcase letter not a capital one.
- p.98 **Practice**, activity one. Instead of “**This** is a mill which cavemen used for grinding grain, read “**That is** or that’s a mill which cavemen used for grinding grain”.
- p.101 Read ‘**paragraph**’ instead of ‘paragrap’.
- p. 103 Activity one. “**There**” is missing at the end of the sentence: “His father was a commercial agent (**there**)”.
- p.113 Activity eight. “**Hers**” and “**her**” are missing in the instruction.
- p.114 read “**fete**” instead of “**fête**”.
- p.122 Instead of reading ‘**I am going to** pass’, read ‘**I’ll** pass’.
- p.124 Inverted commas missing in “**He might be in the shower.**”
- p.125 Activity four: The “**ifs**” in middle position should not be preceded by commas.
- p. 126 Instead of “**Word and Sounds**” , read “**Words and Sounds**”.
- p. 126 There is the symbol of a prime missing in the instruction of the second activity.
- p. 129 Instead of reading **Guinness page**, read Guinness **Book Page**
- p.129 Read **Guinness** instead of **Guinness**
- p.130 The punctuation mark coming after “If I _____” is a comma not a full stop.
- p.132 There is a comma missing after “If I were you...” in column B of

table in activity two.

p.133 The heading of the rubric “Read and check” is missing.

p.133 Cross out the second “from” in the instruction of activity one.

p. 134 The instruction of activity 8 reads Use the link words in **exercises 4 and 7** .

p.138 Exercise 1. The letter “b” is repeated . Read “d” the second time you come across“b” .

p.144 **Kerrie** in “As I was running towards her (Kerrie) should be put between parentheses.

p.154 Instead of “It’s your turn”, read “Your turn to speak”. A question mark is missing after “ Is that so” and a full stop is missing after “Don’t worry” .

p.157 **b.** Read to consult **it** . **d.** talk **to** people.

p.158 Read **on** an autumn afternoon instead of **in** an autumn afternoon, and to sing **in** the trees instead of **on** the trees.

p.158 Instead of reading When **she** learns ..., read When the **latter** learns ...

p. 160 Exercise two. Instead of “What did you say you **where** doing?”, read What did you say you **were** doing?

p.161 There is no need for numbers before **Read...** and **Grammar**

p.167 Instead of reading “Tell me Wendy”, read “Tell me, Wendy”.

p.176 The arrow in the sentence ‘You’ll come , won’t you ?’ should go up instead of going down.

p.180 Instead of reading ‘**Can I fail my exams?**’, read ‘Do you think I can fail my exams.?’

p.183 Instead of reading ‘we’re talked’, read ‘we’ve talked’.

p.184 Instead of reading “I’m in the habit of getting early”, read “I’m in the habit of getting up early”.

p. 188 Replace the following comparisons: “Wool is less light than stone.”, “Stone is heavier than wool.” and “The tortoise runs less quickly than the hare.” by more logical comparisons. e.g., “Monkeys are more agile than pandas.” “Bears are less agile than squirrels.” “The giraffe runs less quickly than the gazelle.”

N.B. We are grateful to the inspectors of the Jijel seminar who have drawn our attention to some of the errors in the Student’s Book.

COURSE DESCRIPTION

FILE FORMAT

On the Move is designed for the Middle School Fourth Year students and substantiates the relevant English studies syllabus as set down by the Ministry of Education in April 2005.

It consists of six files, all of them following the same structure, i.e., two main parts subdivided into three sections each. Thus the first part, **Language Learning**, comprises:

Listen and consider

Read and Consider

Words and Sounds

and ends with a recreational space called **Take a Break**.

The second part, entitled **Skills Building** comprises:

Research and Report

Listening and Speaking

Reading and Writing

These two parts are followed by:

Project Round Up, which is a sample breakdown of the items expected to be contained in the project (more on this later),

Where do we Stand Now, a rubric devoted to the students' achievements, itself divided into an objective assessment called **Progress Check** and a rather subjective one called **Learning Log**.

The file finally closes with a **Time For...** rubric which is another moment for students to take a break before moving on to the next file.

We advise you at this juncture to turn to the **Student's Book** where the introductory notes **To the Student** and **To the Teacher** will supplement the information contained above. The **Book Map** for its part gives up a breakdown of the pedagogic procedure for each and every file.

Once you have done this, we suggest you come back to the present introduction the purpose of which is to expound and clarify the role and function of every item in any one file.

THE PREVIEW aims at associating the students to their own learning. It gives them, and naturally the teacher, the pedagogical roadmap of the file they are about to enter. It is divided into two main parts: **Language Learning** which corresponds to the receptive stage of the teaching/learning procedure and **Skills Building** which corresponds to the productive stage. The first part is concerned with the acquisition of language in its various components and forms: functions, grammar, words and sounds (i.e., vocabulary and sound system). The second part consists in the practical uses of the language on the basis of what has been acquired analytically in the first part. The students' performance will be made visible through **primary skills** (listening, speaking, reading, writing) and **social skills**, i.e., all those skills which will enable them to meet the challenges of real-life situations by 'doing things' in English.

The subtle and steady combination of the primary skills with the social skills will be made concrete in the **project**, i.e., the final outcome of all that has been acquired and practised throughout the file.

FOOD FOR THOUGHT is a warm-up and a mini-brainstorming session at one and the same time. It is a visual representation of the underlying topic and the language forms of the file. It consists of two pictures –contrasted on purpose- designed to start off a class discussion on the general theme that runs through the file. It aims at sensitising the students to what comes next, getting them to anticipate, obliquely as it were, on the vocabulary, functions, structures and skills they will be exposed to presently.

LISTEN AND CONSIDER - READ AND CONSIDER

These two sections are meant to skilfully introduce the students to grammar through a conversation or a short text (as the case may be) preceded by a pre-listening or a pre-reading task. As they listen to the conversation or read the text, they check their predictions while becoming aware of the language forms at stake. The **Grammar Window** that follows sets them thinking about rules which they will find expanded and explained in the **Grammar Reference** at the end of the book.

Both **Listen and Consider** and **Read and Consider** are followed by a **Practice** rubric which aims at getting the students to internalize correct usage in life-like situations.

As a matter of illustration, we shall give a detailed description of the procedure for **Listen and Consider** in what follows. Naturally, the procedure is the same for **Read and Consider**.

LISTEN AND CONSIDER aims to get the students to be exposed –through observation, listening and speaking, to the first grammar item in the file. The pedagogic target is threefold: to sharpen listening comprehension, to raise awareness about the intonation and structure that characterize the grammar item under consideration (e.g., You you didn't know that, did you? and Let's have a walk first, shall we? in tag questions) and finally to alert the students to the need to discover 'how it works'.

GRAMMAR WINDOW is precisely designed for this purpose. It aims to get the students to think analytically, ask and answer questions about the language forms they have just come across. Pair work is a must at this stage. It encourages collaborative work, more specifically peer teaching and builds student self-confidence. Their tentative solutions will be infirmed or confirmed in the **Grammar Reference** (see page indications at the bottom of the window) which will be read and explained as a class. Do not hesitate to resort to Arabic if necessary.

PRACTICE: The purpose of this rubric is to get the students to practise the intonation and structures they have discovered in the **Grammar Window**. To this end they are made to act out roles in quasi-realistic situations. The tasks (to be performed in pairs) combine ‘drilling’ with naturally occurring conversations. The **Write it up** activity at the end of the rubric aims at ‘solidifying’ in writing the language forms and structures acquired in speaking.

As said earlier, the **Read and Consider** section follows the same procedure while keeping to the specificities of reading and writing. It introduces the second grammar item of the file.

WORDS AND SOUNDS

The purpose of this section is twofold: to augment the students’ word repertory and to improve their pronunciation. They will be made familiar with the use of the dictionary, notably with phonetic transcription and word formation. They will be encouraged to draw rules from the tasks given to them and thus improve their performance in language use.

TAKE A BREAK

Here the students take some time to sit back and relax after their active involvement in the receptive stage (**Learning the Language**). They will enjoy cartoons, work out puzzles, sharpen their pronunciation with tongue twisters and tease out the meanings of idioms and colloquialisms related to the theme of the file. The class atmosphere should be rather informal during this ‘half-time’.

RESEARCH AND REPORT

The activities of this section are meant to be carried out individually or collectively at home and reported on to the class in the form of short class presentation – to be followed by class discussion. The students are encouraged to do research assignments (on the Internet, through short interviews ...) and be prepared to have their findings

questioned by their peers. Initiative, collaborative work, motivation, articulateness are the key words of this section as far as method is concerned. As to the substance, it is essentially culture-specific. The overall aim is to get the students to learn more about English-speaking countries (The USA, India, Australia ...) and compare their findings with what they know about Algeria in the fields investigated.

LISTENING AND SPEAKING

This section begins with **Listen and Check** whereby the students' attention is drawn to the necessity to use English correctly in social situations. They are made to engage in a lead-in task, e.g., 'Read the sentences and circle those which you expect a polite waiter to say at a restaurant.' They listen to the teacher simulating the script to check their answers. Naturally, proper intonation and grammar usage come into play at this stage as well. The **Coping window** which follows gives the students hints and tips as to ways of keeping the conversation going and at the same time fulfilling a social role. Go through them as a class and make sure they practise them in subsequent conversations.

READING AND WRITING

In this section, as in the previous one, what is at stake is the development of primary skills jointly with social skills. Reading comprehension and written expression are at a premium here. The **Read and Check** instruction is a lead-in to a skim-reading of the text that comes next. It aims at mobilizing the students' intellectual resources in the reading process proper. In fact the text is used both as a reference for the verification of the students' predictions and as a stepping stone for the acquisition of a specific writing skill in a specific social context (e.g., Write a letter of invitation to a friend of yours). The **Write it out** task at the end is designed to synthesize the students' skills acquisition and give an index of their linguistic and social performative ability.

WHERE DO WE STAND NOW? is the umbrella term chosen to cover two types of complementary evaluation: The **Progress Check** and **The Learning log** .

The **Progress Check** is a summative evaluation in that it aims at assessing the students' performance at the end of the file in **listening and speaking**, in vocabulary and sound system (i.e., **Words and Sounds**) and in **reading and writing**. You will note that the tasks given are not just routine exercises but involve students in problem-solving situations. The marking scale (from 0 to 20) is designed however to ensure objectivity.

The learning log is less objective, is more or less, more motivating to the students as it is basically a self-assessment activity. The items covered are a summation of the functions, language forms, sound features and skills nominally internalized throughout the file. The students are requested to evaluate their performance by ticking in the appropriate column (very well, fairly well, a little) against each item. They must do that on a photocopy of the learning log page which s/he will stick in her/his portfolio. Thus the students will monitor and keep a record of their own progress. Get a copy of this page (after the ticking) and put it side by side with the students' scores in **Progress check** . This cross-referencing, extended to the class as a whole should help you identify all areas/items in the file where **remedial teaching** is needed. We suggest you take care of that (at whatever pace you think fit) before moving on to the next file.

TIME FOR ... is meant to end the file on a happy note. The poems, the songs, the cartoons and the proverbs selected all are linked thematically or gramatically with the file as a whole. If you do not know the tunes of some of the songs, please refer to the appropriate website to get them. Encourage students to do it as well. They could all sing along with you!

ABOUT THE PROJECT

As said earlier, the project is the visible and assessable manifestation of the students' competencies, i.e., the end result of their primary and social skills. Its preparation, structuring, realisation and assessment are an illustration of the **learning by doing approach**.

The project is signalled seven times in the file: at the bottom of the **Preview** page, five times throughout the file (**Brainstorming-Factfinding- Organising – Writing up – Assessing**) and a seventh time (**Project Round up**) towards the end of the file. These are flash-points so to speak which chart the students' progress in giving shape and consistency to their project. In order to illustrate that progress we shall focus on the project proposed in **File One: Designing an advertising leaflet for a restaurant** .

Get students to understand the meaning of the words to **design, advertising, leaflet** and to come forth with guesses as to what is expected of them. Ask students to collect samples of the kind of advertisements required and to bring them to the next session devoted to the project (p.20). Note that none of the next monitoring sessions should exceed twenty minutes each preferably at the end of a class meeting. The follow-up between two sessions is assumed to be done by the students themselves, as group work, outside the classroom.

BRAINSTORMING is the first of such sessions, with the teacher acting as facilitator. Its purpose is to make the discussion purposeful. Leaflets and adverts – including your own – will be exchanged, pinned up on the board and talked about by the students. The overall aim is to get them to envisage the tasks involved, the possible sources of information (local restaurants, print-outs from the Internet) and the format and content of the end product. Write their suggestions on the board. Then get them turn to the **Project Round Up** on page 35 of the textbook. Read through it as a class . Make sure it is understood. Get the students to compare it with their own suggestions on the board

and agree on the broad lines of the project. These are to be summed up in a concise **reference sheet** to be written down on the board and copied down by the students.

FACT FINDING

Most of the activities at this stage take place outside the classroom. The students enquire about where and how they will get the information they need (survey? interview?) and about the equipment they may want to use (cassette recorder? picture camera? video camera? drawings?) as well as the places (a posh restaurant, a fast food shop...) they may have to visit and the people they need to talk to. They may not have to meet in class at all.

ORGANISING

This is where the feedback of the students' fact finding is made use of in a rational and efficient way. Divide the class into groups (5 students per group to the maximum). Get each group to appoint a **spokesperson** who will make the final report at the end of the project. Get all groups to agree on the same road map if possible. Otherwise leave it for each group to decide who does what and in what sequence. Examples of individual tasks are:

- o collecting / inventing the information related to 'Where to find us' (text and map),
- o designing a typical menu,
- o finding/inventing the recipe of a local dish
- o interviewing the chef, or the owner, or a client,
- o taking pictures of or drawing local handicraft items (potteries, carpets...),
- o inventing an attractive slogan or catch phrase.

WRITING UP

Like the **fact finding**, the **writing up** may take place outside the classroom, provided each group manages to find a time and place of its own. Otherwise devote a whole class meeting to this session with each group working separately. This will involve writing (in correct English) but also editing (what colours to choose, how much space will be devoted to photos, how much to text...) and negotiating (with possible opinion clashes). The teacher's role at this stage is one of soft monitoring. Move from one group to another, giving advice whenever necessary.

ASSESSING

At this stage the work of each group is assessed by a board of assessors (one from each group) chaired by the teacher. Make it informal and do not get students to refrain from voicing their opinions.

The session starts with the spokesperson of each group reporting (in English, in not more than 5 five minutes) to the class about the collective and individual tasks performed, presents the leaflet realised by her/his group which is then passed around for appreciation.

The same operation is repeated for each group. All leaflets are to be scrutinised by all groups and finally handed to the assessors who will eventually award the First Prize to the best project.

This session should be combined with the **Project Round Up** for purposes of comparison and appreciation. Naturally, the indications above should not be regarded as gospel truth. It is up to you to adopt the pedagogical route which you think to be most suitable for your class.

ENTRY ASSESSMENT TEST (MARKS : 100)

A. MAKING NEGATIVES

	5
--	---

Make the following sentences negative.

Example:

Crocodiles **live** in Europe.

Crocodiles **don't live** in Europe. They live in Africa.

1. An airplane flies very slowly.

.....

2. Bananas come from England.

.....

3. The temperature rises at night.

.....

4. The Italians won the World Cup in 2002.

.....

5. Brazilians speak English.

.....

	5
--	---

B. COMPARATIVES AND SUPERLATIVES

Write the comparative and superlative form of the adjective

adjectives	comparatives	superlatives
Fast		
Funny		
Cheap		
Expensive		
Hot		

C. OPPOSITES

Match the words and phrases in column A with their opposites in column B

	5
--	---

A: words and phrases	B: opposites
a. clean	1. late
b. early	2. to be wrong
c. to travel abroad	3. to tell the truth
d. to be right	4. dirty
e. to tell a lie	5. to stay at home

D. DESCRIPTIONS

	5
--	---

Match a line in column A with a line in column B

A	B
1. What's the weather like? 2. What's Anissa like ? 3. What was the film like 4. What does she like doing ? 5. What are her parents like ?	a. Playing football. b. They're too strict with her. c. It's quite hot. d. It was really exciting. e. She is very nice.

E. SILENT LETTERS

Three words in each of the lines below have silent consonants. Cross them out.

	5
--	---

1. sign - foreign – signature - eight
2. knock – key – knife – know
3. poster – listen – castle – fasten
4. would – could – should – shoulder
5. write – wrong – William - wrap

F. WHO SAYS WHAT ?**Match lines 1-5 with lines a-e .**

What ?	Who ?
1. May I see your passport, please ? 2. I'd like to book a flight to London, please 3. Would you like to open your suitcase, please? 4. Excuse me, sir. This sitting area is for non-smokers. 5. On behalf of British Airways, I would like to welcome you on board this aircraft.	a. a passenger. b. An air hostess c. An immigration officer. d. A flight captain. e. A customs officer.

G. IRREGULAR PAST TENSES

30

Here are thirty verbs. Fifteen are regular and fifteen are irregular. Write in the past simple and the past participle for the regular verbs only.

ask – answer – be- begin – borrow- buy – come – cook – dress – drink – eat – give – go – greet- have – imagine – like – listen – look- love – live – make – play- -put – read- say – send – talk – travel – write .

Stem	Past simple	Past participle
Ask	_____	_____

H. SENTENCE STRUCTURE

5

Put yet or already in these sentences.

1. I have spoken to my teacher about my project.
2. We haven't finished the exercise.
3. I am planning to fly to Oran next week but I haven't bought the plane ticket.
4. Have you done your homework?
5. No, I haven't done it .

5

I. VERB PATTERNS

Complete the following questions using would you like or do you like.

1. _____ swimming ?
2. _____ to go to the cinema with me ?
3. What _____ to drink?
4. _____ going to the cinema ?
5. _____ to go for a walk in the park ?

5

J. THE FUTURE

Complete the sentences with a form of going to or will.

5

1. 'Why have you bought so much food ?'
'because I _____ (cook) a meal for ten people.'
2. ' So you have registered at university ?'
'That's right. I _____ (study) geology at the University of Boumerdes.'
3. 'My car has broken down.'

- ‘ Ask Hassan the mechanic. I am sure he _____ (help) you.’
4. ‘I’ve passed my exam, Mom!’
- ‘ That’s great ! We _____ (give) a party to celebrate that ?’
5. ‘ Why have you got your old jeans on ?’
- ‘Because I _____ (clean) the garden.’

	5
--	---

K. RELATIVE PRONOUNS

Fill in the blanks with who, where, which, or whose.

The Life Guards are soldiers _____ (1) protect royal buildings. They wear uniforms _____ (2) consist of a red tunic, black trousers and big brown hats. The royal building _____ (3) the Queen lives in is called Buckingham Palace. The Life Guards, _____ (4) hats are made of bear skin, are hated by people _____ (5) love wild animals.

	5
--	---

L. PRESENT PERFECT OR PAST SIMPLE

Complete the sentences with the correct form of the verb in brackets: the present perfect or the past simple.

- Assia Djebbar _____ (write) a lot of books. She _____ (write) her first book in 1955.
- _____ you ever _____ (try) Chinese food ?
- I _____ never _____ (be) to Morocco.
- She _____ (live) in Tlemcen for three years and then in 2003 she _____ (move) to Oran;
- We _____ (meet) Ahmed three years ago. How about you ? How long _____ you _____ (know) him.

	5
--	---

M. MODALS

Complete the following sentences using the correct form of can, should, must or may.

- You _____ visit Edinburgh because many people think it is the most beautiful city in Scotland.
- _____ you play the guitar ?
- You _____ knock on the door before entering.
- You _____ take an umbrella because it is going to rain.
- You mustn't drive so fast. You _____ have an accident.

N. PUNCTUATION AND CAPITALISATION

There are ten mistakes in the draft letter below. Find them, underline them and write the corrections in the margins on the same line.

24 August 2006

Dear KaRima,
i am in London at the moment, I am visiting my friend
Alison? I arrived here yesterday afternoon. I went to
visit buckingham Palace this morning. The Life guards
were very colourful in their red tunics; black trousers
and brown hats. We are going to see a film tonight. It
is called The lord of the Rings: I'll tell you about it in
my next letter,

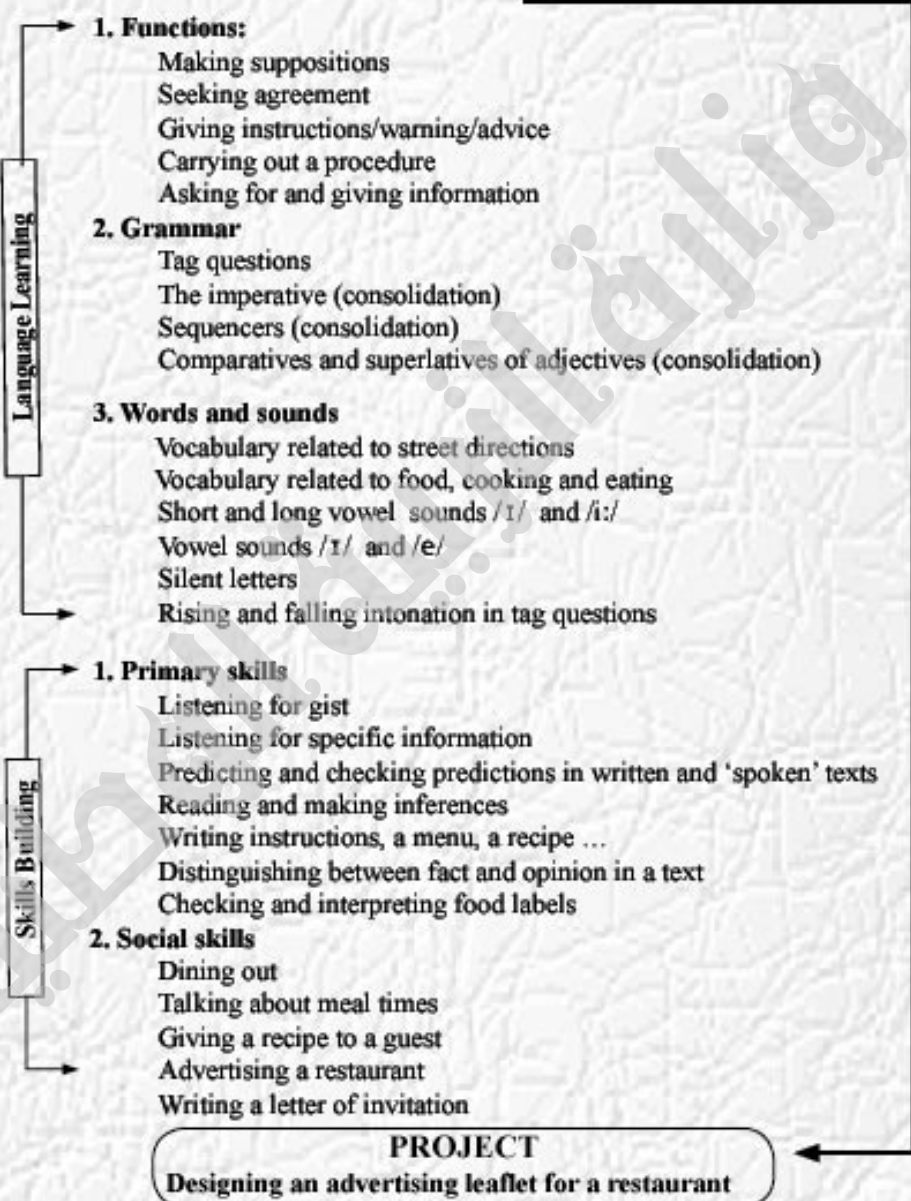
Love,
Anissa.

FILE ONE

IT'S MY TREAT.

Reminder

By the end of this file, the students should have attained the following objectives:



WORD LIST (To be photocopied and handed out to the students)

Write the definition from column B for each word or phrase in Column A according to the meaning it has in the texts. Use the words and phrases in sentences of your own.

Column A: Words and phrases	Column B: Definitions
tease /ti:z/ v. upset /ʌp`set/ v. ticklish /`tɪklɪʃ/ adj. go ahead /`gəʊ ə`hed/ v. It's my treat. Have a walk (Text p.165)	<ul style="list-style-type: none"> - start talking without hesitation - to make fun of somebody playfully - have a journey on foot for pleasure - to trouble someone - to offer to pay a meal for someone at a restaurant - easily excited
sifted /`sɪftɪd/ adj. heat /hi:t/ v. fry /fraɪ/ v. toss /tɒs/ v. mix /mɪks/ v. pan /pæn/ n. (Texts pp.21-22)	<ul style="list-style-type: none"> - to make it hot - to throw into or through the air - passed through a sieve, a kitchen utensil - to put different ingredients together - kitchen utensil used for frying - to cook in boiling oil
order /`ɔ:də/ v. medium /`mi:dɪəm/ adj. starter /`stɑ:tə/ n. main course /`maɪn kɔ:s/ n. minced /mɪnsd/ adj. wash down /`wɒʃ daʊn/ v. (Text pp.165-166)	<ul style="list-style-type: none"> - (of meat) not completely cooked - to make a request for a meal - first part of a meal - cut into small pieces - to swallow down with a liquid - the most substantial part of a meal
hot /hɒt/ adj. tube /tju:b/ n. spicy /`spæɪsi/ adj. convenient /kən`vi:nɪənt/ adj. friendly /`frendli/ adj. nutritious /`nju:trɪʃəs/ adj. (Text p.32)	<ul style="list-style-type: none"> - underground railway - very spicy - contains a lot of spices like black pepper - comfortable - nourishing, having high value as food - showing or expressing kindness

FOOD FOR THOUGHT (p.17)

Possible questions about the picture at the top of the page.

- o The people are in a restaurant, aren't they?
- o They're friends, aren't they?
- o They've finished eating, haven't they ?
- o Why are they smiling ?
- o You like the picture, don't you ? ...

Possible questions about the picture at the bottom of the page

- o Now look at the picture at the bottom of the page. It represents a restaurant, doesn't ?
- o It's a Macdonald's restaurant, isn't it ?
- o A Macdonald's is a fastfood restaurant, isn't it ?
- o To which country does this chain of restaurants belong? Is it Britain, Japan or the USA? ...

LISTEN AND CONSIDER (pp. 18-20)

Before you listen (p.18)

Activity one

Prompt the students with questions about the pictures in the textbook or any of your own choice. The **aim** of the activity is to **brainstorm** the names of dishes and the places where they are eaten most. Apart for **warming up** the students for the next activities in the textbook and **building/brushing up their vocabulary** about food and drinks, this activity can help **raise important issues** related to the food and drinks that your students like. Encourage students to make guesses, agree and/or disagree with each other.

- o This is a beefsteak, isn't it ?
- o It isn't an Algerian dish, is it?
- o How often do you eat out? Why?
- o What's the typical dish of your country ? What is it made of ?

Move gradually to activity two in the textbook. Let the students suggest as many answers as possible. Write down representative answers on the board. Then simulate **script 1 on page 165** for your students to check their answers.

Key to activity one

Picture 1 represents Chicken Tandori. This dish is eaten most in Pakistan.

Picture 2 shows a hamburger and French Fries. This dish is eaten most in America.

The Yorkshire pudding is eaten most in England.

Key to activity two

The hamburger is the most popular dish in the world today. Macdonald's restaurants have made it famous.

As you listen (pp.18-19)

Activity One

The **aim** of this activity is to enable the students to develop appropriate **listening strategies** by asking appropriate questions while listening to conversations. The questions are of two types: reference and inference questions. Their purpose is to elicit both the general idea and specific information from the script.

Key

A There are two speakers.

B Their names are Abderkader and Ronald. The former is Algerian whereas the latter is American.

C. They are talking about food.

D. No, they aren't angry with each other. They're simply teasing each other.

E. They decide to go and have something to eat in a restaurant.

Activity two

The purpose of this activity is to make the students aware that intonation is important for conveying meaning in English. This is done with reference to tag questions, which fall into two categories: tag questions with rising intonation and tag questions with falling intonation. The former are used when we ask for information while the latter are used to seek for agreement about something supposed to be already known to our interlocutors.

Since intonation is functional, make sure that you distinguish clearly between tag questions with a rising intonation and those with the falling intonation so that your students will make a clear distinction between them.

The key is included in script 1, page 165 of the textbook.

Activity three

This activity will give the opportunity to the students to verbalise their understanding of the meaning of rising and falling intonation in English. Make sure they do so.

Key

Tag questions with rising intonation are like yes-no questions;. Therefore, they call for yes-no answers.

Tag questions with falling intonation simply ask for agreement or confirmation. The falling intonation is generally used in statements.

Activity four

In this activity, your students will check their answers to the questions in activity three. Then, they will practise using tag questions by acting out a part of the script to which they have already listened.

After listening

Grammar window

Key

B. We have two types of tag questions :

- Tag questions with **rising** intonation (a-b)
- Tag questions with **falling** intonation. (c-f)

If the intonation of a tag question goes **up**, the speaker is not completely sure of what s/he is saying. S/he is asking a question to get information.

If the intonation of a tag question goes **down**, the speaker is sure of what s/he is saying. S/he is only using the question to check information and ask for agreement.

C. 1 When the sentence is in the positive form as in sentence b, the tag question is in the negative form.

C. 2 When the sentence is in the negative form as in sentence a, the tag question is in the positive form.

The students will check their answer with the Grammar Reference n°1, page 176.

Practice (p.20)

Activity one

This section provides an opportunity for your students to practise the use of tag questions before moving to the production phase. You should see to it that your students indicate with an arrow whether they want them to be real questions or simply requests for confirmation/agreement.

Key

The intonation of the tag questions can be either a falling or a rising one.

- She knows the recipe for Shorba, **doesn't she** ?
- This restaurant can sit thirty people, **can't it** ?
- They drink tea in Tamanrasset, **don't they** ?
- They eat pudding in England, **don't they** ?
- It's a lovely evening for a party, **isn't it** ?
- You don't know how to make English tea, **do you** ?

Activity two

This activity is a free activity. Act out a short dialogue yourself so as to let your students know about what is expected of them. You can suggest the following situations to elicit either tag questions which are real questions or tag questions which are requests for agreement/ confirmation:

Situation 1: in a restaurant, **after a nice meal** (opinions about the food, the service, the bill)

e.g., This situation requires tag questions calling for agreement.

This restaurant is nice, **isn't it** ?

Yes, it is. And the food is delicious, _____ ?

Situation 2: talking about foods who you both like or dislike ?

You will elicit tag questions with falling intonation, i.e., tag questions calling for agreement.

Write it up (p.20)

Activity one

Key

Tea : China - Artichoke : Mediterranean area – tangerines: South east Asia/ China –Potatoes: Peru/Peruvian Andes - Tomatoes: Andes, South America – Coffee: Arabia - dates: North Africa, South East Asia/India – Rice: South east Asia – figs: Mediterranean area – corn: central/south America - Nutmeg: Indonesia – oranges : South east Asia – mint: Mediterranean area - Lemon: Arabia – Sugar: South America

Each time a pair of students play out their dialogue(s), make sure the other students react by saying whether the student who asks the question knows the question or not by just saying he knows or he does not know the answer.

Activity two

Possible key

Make sure the students indicate to you whether the tag questions will be requests for confirmation or real questions before they start their dialogue.

A: You know where tea originally came from, don't you ?

B: Well, let me think. It originally came from Arabia, didn't it ?

A: No, actually it came from China .

B: What about mint ? It was originally grown in China too, wasn't it ?

A: No, actually it was originally grown only in the Mediterranean area.

B: Are you sure ?

A: Yes, I am. I read about it in the Encarta.

B: Ok, I bet you don't know where coffee was originally from.

A: To tell you the truth, I have no idea.

B: Just take a guess.

A: It was originally from Ethiopia, wasn't it ?

B: You're really close to the answer. Have another try.

A: Mm.. I'll say that it originally came from the other side of the Red Sea, Arabia, didn't it ?

READ AND CONSIDER (pp.21-23)

Before you read

Activity one

The aim of this activity is to elicit the use of tag questions with auxiliary **can**. Write the example from the textbook on the board and model the pronunciation for the two types of tag questions. Ask the students which intonation pattern they will use in the activity to ask real questions.

The recipe is for making pancakes. So the answer to the tag questions should be yes when your students ask if they can make a pancake with the ingredients in the recipe.

Activity two

Key

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

As you read (p.22)

Key

The key to the activity in this rubric is the same as the one given for activity two in the **Before you read** rubric.

Question 2: Read the text above again and correct the mistakes of grammar and content. Read the recipe on page 21 before starting the correction.

Key

“Tomorrow is Pancake Day. You **will** make pancakes, won’t you? This is my recipe. It’s very easy. You will need 400 grams of flour, 4 eggs, 500 ml of milk, **some** water, 80 grams of butter, some sugar and **salt, and a little table oil.**

Now, to make the pancakes, first mix the sifted flour and the eggs with a fork, and slowly mix in the milk and the oil. Then, put a little oil in the pan. Next heat the pan. It must be very hot. After that, pour in two **tablespoonfuls** of **the** mixture and cook for **30** seconds. Finally toss the pancake once and cook for another **30** seconds. Serve with a little sugar and some lemon juice.»

Grammar window (p.22)

Key

- b. The other sequencers are : first, then, after that, finally.
- c. They precede the verb in the imperative form.
- d. Other sequencers : first of all, to begin with
- f. verbs in the imperative : mix (twice), put, pour, toss, cook, serve. Elicit form and rule from students. Then check in **Grammar Reference** page 177.

Practice (p.23)

Activity one

The activity is a transformation activity. The student will use the imperative instead of modals must/should in a checklist of instructives to give advice.

Key

When you eat, hold the knife firmly in one hand and the fork in the other. Cut your food with the knife. Push the food onto your fork with the knife. Put the food into your mouth with the fork and not with the knife. (§1)

Chew food very slowly. Keep your mouth closed while chewing. Never speak while you have food in your mouth. (§2)

Don’t put too much food in your mouth at a time. Take small bites only. (§3)

Put the napkin on your lap. When you have finished eating, wipe your mouth with your napkin and place it neatly on the plate. Put your knife and fork together on the plate. Don’t put them on the table cloth. (§4)

Activity two

In picture 1, the man has broken the rule which says “put the food into your mouth with the fork not with the knife.

In picture 2, No rule is broken. The man has followed the set of rules in §4.

In picture 3, the woman on the left-hand side of the picture has broken the rule

which says “Never speak while you have food in your mouth” in §2. In picture 4, the rule is not mentioned in the checklist. So have the students get the rule which the boy has broken. (e.g., Never/Don’t lick your plate.)

Write it out (p.23)

Key

Possible answer

The answer to this question can take the form of a letter or an e-mail. Make sure the students understand that **recipe** in this activity is just a metaphor for the choices we make in our lives. Brainstorm ideas with your students before they start writing the letter or the e-mail.

Dear Farid,

Thank you for your letter of 12 June . I was really sorry to hear that you didn’t do well in the mid-term maths exam again. I understand that after two bad performances in maths, you may start considering yourself a failure. I think you are overreacting.

It’s not true at all that some people are born losers as they say, and that others are born winners. No my friend, failure and success at school depend on what you put into your work.

You want to be successful, don’t you ? Try my recipe because I’ve already tried it and it has worked well for me. First take 2 kilograms of hard work. Add to them half a kilogram of punctuality. Then sprinkle a pinch of honesty on them. Finally mix in a spoonful of self-respect. I’m sure that you will soon start saying that you were born a winner because this recipe will guarantee you success in the final maths exam....

With my best wishes,

Karim

WORDS AND SOUNDS (pp.24-25)

Activity one

The aim of this activity is doublefold: wordformation with the suffix **–ed** and the pronunciation of the **–ed** suffix at the end of past participles.

Please remember that in connected speech, the /d/ inflection of the adjective **cooked** in **cooked food** is pronounced as /ɪd/.

Key

Verbs	Adjectives	phonetic transcriptions
To cook (food)	cooked food	/kʊkt / /kʊkɪd/
To boil (eggs)	boiled eggs	/bɔɪld /
To fry (potatoes)	fried potatoes	/fraɪd /
To steam (rice)	steamed rice	/'sti:m d /
To roast (peanuts)	roasted peanuts	/'rəʊstɪd /
To grill (lamb)	grilled lamb	/grɪld /

Activity two

The aim of this activity is to practise the pronunciation of **-ed** of the adjectives in activity one and to recycle tag questions.

Activity three

The aim of this activity is to let the students be aware of sound-spelling links with an emphasis on silent letters.

Key

The silent letters are those written in bold type.

You see/ write.	You pronounce	You see/ write.	You pronounce
cooker	/'kʊkə/	yolk	/jəʊk/
fruit	/fru:t/	salmon	/'sæmən/
parsley	/'pɑ:slɪ/	salt	/sɔ:lt/
fork	/fɔ:k/	stomach	/'stʌmək/
knife	/naɪf/	lamb	/læm/
turnips	/'tɜ:nɪps/	doughnuts	/'dəʊnʌts/
hamburger	/'hæmbɜ:gə/	wheat	/wi:t/
yoghurt	/'jɒgət/	light	/laɪt/
spaghetti	/spə'getɪ/	calf	/kɑ:f/
		autumn	/'ɔ:təm/

Activity four

In this activity, the students will check their answers to activity three as you read aloud the words in the box of activity three. The key is the same as the one provided for activity three above.

Activity five

The aim of this activity is to make them aware the difference between long and short vowel sounds /i/ and /i:/. These vowel sounds are liable to cause problems to our students.

You see/write.	You say/read aloud	You see/write	You say/read aloud
sweets	/swi:tʃs/	apricots	/'eɪprɪkɒts/
kiwis	/'kiwɪz/	berries	/'berɪz/
beans	/bi:nz/	peaches	/'pi:tʃɪz/
bitter	/'bɪtə/	juicy	/'dʒu:si/
figs	/fɪgz/	lettuce	/'letɪs/
protein	/'prəʊti:n/		

Activity six

In this activity the students practise pronouncing the short and long vowel sounds /i/ and /i:/ that they have identified in activity five. Simulate the dialogue for your students to let them know what is expected of them.

Activity seven

This activity aims to make the students aware of the vowel sounds /i/ and /e/. These sounds are also liable to cause pronunciation problems for our students.

You see/write.	You say/read aloud	You see/write.	You say/read aloud
lettuce	/'letɪs/	bread	/bred/
lipid	/'lɪpɪd/	breakfast	/'breɪkfəst/
liquid	/'lɪkwɪd/	eggs	/egz/
lemon	/'lemən/	coffee	/'kɒfi./

TAKE A BREAK (p.26)

Cartoon

Discuss the cartoon with your students and try to elicit the humour in the speech bubble and the cartoon as a whole. The humour resides in the fact that the man (husband) who ate fish and chips at a fish-and-chips restaurant during weekdays should be served the same meal on the weekend. On weekend, the British expect their wives to cook special/traditional dishes, not to be served fried fish again.

Students can have a laugh at the cartoon from their own cultural point of view. Perhaps they will say that the wife considers her husband a cat or something like that. It is all good that they find it humorous from their own point of view, but it is advisable that you set the cartoon within the British cultural context mentioned above.

Matching

Activity one

Idiom	1	2	3	4	5
Meaning	b	d	e	c	a

Activity two

The students will suggest the equivalent of the idiomatic phrases in activity one in their own language. Make sure you draw attention to the fact that the translation of idioms from one language to another can not be carried out verbatim, i.e., word for word.

Research and report (pp.27-28)

Activity one

Your students will consolidate their knowledge of the comparative of adjectives and adverbs acquired in MS3 by comparing ingredients on food labels. Refer the students to **the grammar reference n°13, page 188** after their having acted out the dialogues to consolidate further their knowledge of the comparatives of adjectives. This activity also stands as a preparation for the group work in **activity three**.

Activity three

This activity aims to make the students aware of the importance of reading food labels in their daily lives as consumers. **Comparing** and **evaluating** the nutritional values mentioned on the food labels in groups and **deciding** which food is the healthiest is one way of preparing the students to be conscious consumers and good citizens. Have the students refer to **Grammar Reference n° 13** in case they still meet difficulties in using comparative adjectives. The activity can end with a short consumers' report.

The report itself can take the shape of a notice addressed to the regular consumers or the manufacturers of the products.

Possible answers

Dear consumer,

We are writing to let you know about the quality of four types of wafers that our youth generally consume at tea time. The results that our Association has sponsored are as follows: Spring Wafers contain more _____ than _____.

We therefore recommend that you buy Good Morning wafers. They contain less _____ . They are healthier _____

Yours sincerely,

Mark Blater,

Chairman, The Young Consumers' Society

Dear manufacturer,

We are a group of teenage consumers of your new brand of wafers. We are writing to complain about the ingredients and the packaging of your new product.

Your new brand of wafers contain ____ than _____

Information about the E-numbers is terribly missing. _____

We hope that you will consider our complaint and that you will take all necessary measures to make them healthier for teenage consumers.

Yours sincerely,

Said Grinn,

Chairman, The Young Consumers' Society

Activity four (p.28)

This activity has a cross-cultural aim. The students compare their eating habits with those of British teenagers. The questions included in the activity prompt the students to compare, analyse and appreciate the health-value of Tony's typical day diet with their own.

Key

A. The foods and drinks which contain sugar are: choco-pops, wafer, ketchup, soda, yoghurt, chips, Cornish pastry, sweetened tea, chewing-gum, pop-corn , chocolate.

B. The foods which contain fat are: cereals, sausages, omelette, choco-popos, wafers, chips, ketchup, yoghurt ...

C. There aren't many foods in his diet which contain fibre only: cereals, sausages and chips.

D. Nearly all the foods he eats contain additives. The exceptions are tea, omelette, Cornish Pastry, fish and chips.

Activity five(p.28)

The aim of this activity is also cross-cultural in the sense that the students are asked to write a letter about meal times in Algeria to a British friend of theirs. This is done after activity four wherein the students have been acquainted with the typical meals of a British teenager. The students are already familiar with letter formats in MS3. Just remind them to re-use them in this activity.

Key

Dear Tony,

Thank you for letting me know about the British mealtimes. It is my turn to give you some information about mealtimes in Algeria.

Unlike the British, the Algerians have only three meals a day. First, they have breakfast when they get up, usually at 7 o'clock. It's made of bread, jam, butter, and white coffee. Next they have lunch at around 12. This is the biggest meal of the day

LISTENING AND SPEAKING (pp.29-31)

Listen and check (pp.29-30)

Activity one

This activity aims to let the students project themselves into the roles of customers and waiters in a restaurant and guess what they would say in this context. The language forms to be taught are those of politeness.

Key: b, c, d, g, i.

Activity two

The students will check their answers to activity one. This activity is also a listening comprehension activity. You should see to it that you simulate script 2, part 1 (pages 165-166) in such a way as to foreground politeness even in the gestures you make.

Key

- a. What's on the menu? (Idiomatic expression) This sentence is said by the client.
- b. Are you ready to order, sir? (polite request)
- c. And for the main course, sir? (Polite request)
- d. How would you like your steak, sir? (Polite request)
- e. This is not a good question because it is about likes and dislikes.
- f. The question is impolite/informal because the speakers are not supposed to know each other.
- g. What would you like for a starter? (This is a polite request because the speaker uses **would**.)
- h. Do you like a starter? (This question is meaningless).
- i. Would you like a starter? (Polite request)

Activity three

This activity is a listening comprehension activity wherein the students are asked to listen for specific information. It is also a preparation activity for activity four.

Key

Fillet steak (medium): main course

Fish soup : starter

Activity four (p.29)

The students will practise the use of polite forms (**modal “would”, address “sir” ...**) by rehearsing script 2, part one, from memory. Allow the students to make variations on the script if they can.

Activity five (p.30)

This activity aims to make the students aware of strategies used in dealing with problems arising when we fall short of vocabulary for expressing ourselves. It also makes the students aware of the importance of pronunciation in English with reference to homographs. Make sure you elicit the exact words used by the speakers in the dialogue from the students when you correct their answers.

Key

A. (b) B. (b)

Your turn to speak (p. 30)

Coping Window

The aim of the **Coping Window** is to make the students aware of the major strategies for avoiding breaks in conversations because of vocabulary problems. Once the students are sensitised about these strategies, they will try to put them into practice in activity one.

Activity one

In this activity, the students will put into practice the strategies to which they were initiated in the **Coping Window**.

Key

Waiter: The dish is made of potatoes, tomatoes and another vegetable. I don't know how to say it. It's like carrots, but it's white in colour.

Customer: You mean turnips, don't you ?

Waiter: That's right .

Waiter: The dish is made of potatoes, tomatoes, and another vegetable. I don't know the word in English. What do you call “aubergine” in English ?

Customer: We also call it aubergine. The other name is eggplant.

Waiter: Thank you. So the other vegetable in the dish is eggplant.

Waiter: The dish is made of potatoes, tomatoes, and another vegetable. I don't know the word in English. It is like chick peas, but they are green in colour.

Customer: You mean peas, don't you ?

Activity 2

This activity will help the students recycle and consolidate the forms of politeness and tag questions learned in previous activities. The activity is at once an editing and a transformation activity since it involves both the editing of the dialogue and a change of comment at the end of the same dialogue.

Key

Waiter: Are you ready to order, sir ?

Customer A: Yes, I'd like a kouskous, please .

Waiter: I'm afraid/sorry, we don't serve *kouskous* on Fridays.

Customer A: Ok, I'll try the soup of the day, then.

Waiter: Would you like anything else, sir ? / Would you like a drink , sir ?

Customer B: Yes, I'll have a cup of mint tea and a glass of water .

Waiter: What about you, madam/sir ?

Customer B : Just the chef's salad for me, please .

Customer A: The waiter was very polite/friendly, wasn't he ?

Customer B: Yes, indeed. He provides excellent service.

Activity three

This activity is a pronunciation activity. The intonation is indicated in the key to activity two above.

Write it up (p. 31)

This activity aims to make the students write **a note describing** an Algerian dish to an American friend of theirs. Make the students read their short notes and check whether they pronounce the verb inflection **-ed** correctly.

Possible answer

This dish is called *Batata Msharmla*. It's made of potatoes, onions, garlic, salt and ground pepper. It is baked in the oven. It takes about twenty minutes to cook. It is served with sausages (*Merguez*) and some lettuce seasoned with olive oil and some lemon juice. It is generally prepared in Ramadan, but some people also eat it on ordinary days. ...

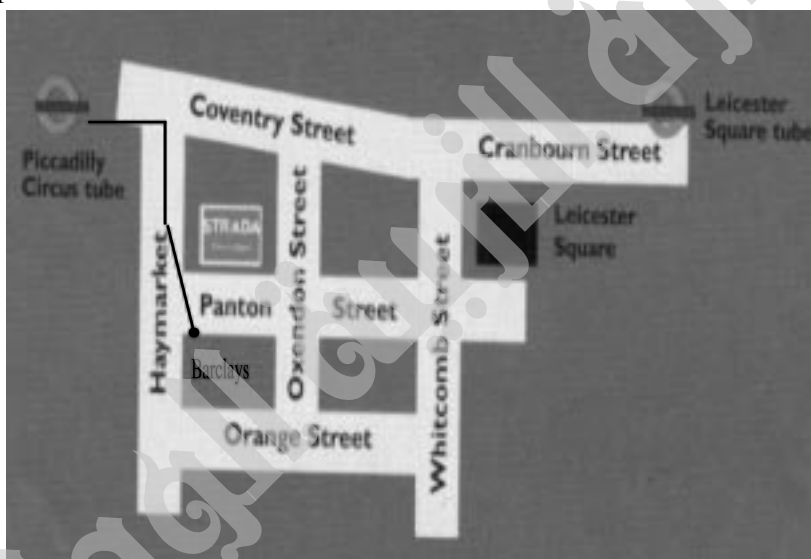
READING AND WRITING (pp.32-34)

Activity one (p.32)

The sentence in question has been left out during the process of publication. So either orient the students to **sentence A. in activity five on page 35 of the textbook or write the same sentence on the board and reformulate the question for the students.**

The aim of the activity is to trigger off the students' interest and to make them aware of rhetorical patterns corresponding to the text type of the advertisement.

There is no food more delicious than the one you're served at Jack's Fish and Chips Corner.



Activity two (p.32)

In this activity, the students will check the hypothesis made in activity one by reading the text (an advertisement) from which the sentence (slogan) is taken. The activity also stands as a reading comprehension activity. Indeed, the students need to understand the general idea of the text to find out that the advertisement and the slogan come from a restaurant advertising leaflet.

Activity three (p.33)

The activity aims to develop the social skill of map reading. It also provides an opportunity for them to transfer verbal information to a visual one. It is for you to check whether the students have understood the street directions in the text by making the students draw the route. See the map above.

Activity four (p.33)

The aim of this activity is twofold. On the one hand, it recycles the use of tag questions through a written text. On the other hand, it provides an opportunity for the students to distinguish between persuasive and purely informative parts of the advertisement they have already read.

Key

- A. The author does not expect an answer to his/her tag question. He uses the question to seek the reader's agreement.
- B. I would read it with a falling intonation if I presented the same advertisement on radio.
- C. Paragraph three gives information.
- D. Paragraph two and one try to persuade/convince customers to go and eat at *Jack's Fish and Chips Corner*.

Activity five (p.33)

This activity aims to enable the students to distinguish between opinions and facts in texts by paying attention to textual features such as the use of superlatives and comparatives.

Key

A and C are the sentences which express the author's opinions.

Sentence B. states a fact. It gives information about the location of *Jack's Fish and Chips Corner*.

Activity six (p.33)

The aim of this activity is to show that contrary to the statement of facts, that of opinion can be either true or false.

Key

Opinion A is true whereas opinion B. is false.

Write it out (p. 34)

This activity is a re-ordering activity. The aim is to get the students to re-order the scrambled sentences into a coherent paragraph paying attention to logic.

Numbers	1	2	3	4	5	6	7
Letters	A	B	E	C	D	F	G

Our opening times are generally from 10:30 to 6:30. And we are open seven days a week all year round. Call us on 0171889223. We accept all credit cards. Book now and pay later. We at Jack's Fish and Chips Corner are looking forward to welcoming customers old and new. Your enjoyment is our pleasure.

Activity two

This activity provides an opportunity for the students to write a letter of invitation. The activity is also a transformation and gap filling activity. It involves the development of information contained in an invitation card in the form of notes into a letter of invitation. Discuss with the students and agree whether the invitation will be written in a formal or informal style.

Possible beginning of the letter of invitation

Dear Sadia,

I'm writing to invite you to our housewarming party. We're going to celebrate it on 20 June, from 10 to 12. Our new home is ...

PROJECT ROUND-UP (p.35)

Follow the instructions included in the **Project Round-Up** page as to the elements and layout of the leaflet that your students will design. Here is some additional information about how a leaflet should be presented.

How to write a leaflet

What makes a good leaflet

A good leaflet is one that makes people want to pick it up and read it. So it must look nice and interesting

Title and Headings – give the leaflet an eye-catching title;

Break the text into short sections with appropriate headings.

Text – short and light; avoid very heavy, complex sentences and long blocks of prose.

Lettering- headings and titles should be big and attractive.

Layout - should be visual. Lists can be presented in columns, with items either numbered or marked with asterisks for example.

Before you write

Make sure you know who you're writing the leaflet for, and why.

Are you trying

- to sell them something ?
- to persuade them to do something?
- to warn them about something.

Making notes and writing

1. Write down everything you want to include.
2. Group these ideas into sections.

3. Give each section a heading; reject any ideas that don't fit.
4. Decide on the order of the sections.
5. Think of a good title (or do this at the end – but leave space !)
6. Write
7. Check and revise.

(From “Making a Leaflet”, in Hugh Cory, *Advanced Writing* , (Oxford: Oxford University Press) 2005, p. 134.

WHERE DO WE STAND NOW ? (pp.36-39)

Progress check (pp.36-38)

Listening and speaking

Exercise one

Waiter: Are you ready to order, sir ?

Customer: I would like/'d like a fillet steak with vegetables and French fries, please.

Waiter: How would you like your steak, rare, medium or well-done ?

Customer: Well done, please.

Waiter: Fine Would you like a starter, sir/madam ?

Customer: Yes, please. I'll have a mushroom soup.

Exercise two

This is not necessarily the dialogue that your students will produce. The most important thing is that your students will use the appropriate strategy for dealing with vocabulary problems.

Waiter: Would you like to take a drink, sir/madam ?

Customer: Shert sounds a good drink, but I don't know what sort of drink it is .

Waiter: Well, I don't know the exact word in English. It is a drink made of lemon.

Customer: Do you mean lemon juice.?

Waiter: Yes, sir/madam it's a local lemon juice.

Exercise three

- a. It's very cheap, isn't it ? (falling intonation)
- b. The meal was delicious, wasn't it ? (falling intonation)
- c. It isn't really ripe, is it ? (falling intonation)

Exercise four

- a. Hassina, you have got a chocolate bar, haven't you ? (rising intonation)
- b. Ali, buy me some stamps, will you ? (rising intonation)
- c. Karim, you have seen my mobile, haven't you ?(rising intonation)

Exercise five

The key to this exercise is included in the keys to exercises three and four above.

Words and sounds (p.37)

Exercise one

The following letters are not pronounced in the list of words given to the students:

B in lamb – R in tart - P in raspberry – U in biscuit – D in sandwich

R in fork – K in knife - R in water.

Exercise two

Spelling	Transcription	Spelling	Transcription
Kitchen		Peas	
Lettuce		Beef	

Reading and writing (p. 37)

Exercise one

- When the author writes that “Nepal has no sea”, I understand that the Nepalese don’t eat a lot of fish.
- When the author writes that the “Nepalese raise goats, cattle and yaks for dairy produce”, I understand that people in Nepal are poor. So they can’t always kill their animals for food.
- In the second paragraph the author wants to show that people in Nepal eat different foods because they have different religions.

Exercise two (p.38)

The following words are the odd ones in the word groups: angry, tuna, breakfast and milk.

Exercise three (p.38)

- When you **stew** meat, you cook it slowly in a liquid in a pan with the lid on.
- Ginger, pepper and cloves are all examples of **spices**.
- A **pinch** of salt is the amount you can pick up between your little finger and thumb.
- When you **pickle** onions, you preserve them in vinegar.

Exercise four (p.38)

You like eating omelettes, don’t you ? And you have learned how to make one, haven’t you ? Well it doesn’t matter whether you know or not to make

omelettes. My recipe for making omelettes is a bit special. First break two or three eggs into a plastic recipient. Next add a little pinch of table oil and one of ground pepper to the eggs. Beat them up with a mixer for two minutes. Then heat the frying pan for 30 seconds. Put one spoonful of table oil in the pan. After that empty the beaten eggs into the frying pan. Cook for one minute at reduced heat. Once the omelette is ready, put it into a plate. Finally, before you start eating it, sprinkle it with cheese and herbs. That will give it flavour.

Reminder

By the end of this file, the students should have attained the following objectives:

→ **Functions**

- Expressing ability
- Expressing possibility
- Asking for and giving permission
- Expressing certainty
- Making requests (consolidation)
- Expressing agreement and disagreement

Grammar

- Modals **can, may, might** and **could**
- Irregular forms of the modals **can** and **could**: **am able/ will be able/was able**
- Agreement and disagreement patterns **So can I/ Neither can I.**
- Modals **must/have to/need** (consolidation)

Words and sounds

- Vocabulary related to technology and to animal life
- Equivalents of defective verbs (modals): **allow to, permit to, capable of ...**
- Prefixes: **il-, im-, in-, is-, un-** and **dis-**
- Stress in words starting with prefixes

→ Strong forms of auxiliaries: **was/were/can/do/have**

→ **Primary skills**

- Listening for functions (agreement and disagreement)
- Listening for intonation patterns
- Listening for gist
- Reading for detail
- Predicting and checking predictions
- Transposing information to a graph
- Interpreting texts with the help of an illustration
- Writing a short newspaper article/a school report

Social skills

- Making a survey
- Managing through conversation
- Drawing rules for a charter

Your Project:

Making a profile of changes in man's capabilities

WORD LIST (To be photocopied and handed out to the students)

Write the definition from column B for each word or phrase in Column A according to the meaning it has in the texts. Use the words and phrases in sentences of your own.

Column A : Words and phrases	Definitions
<p>contest / `kɒntest / n. convince / kən`vɪns /v. enrolment /ɪn`rəʊlmənt /n. grade / greɪd / n. (US) interfere / ɪntə`fɪə / spare / speə /v. strum / strʌm / v. trumpet /`trʌmpɪt / n.</p>	<ul style="list-style-type: none"> - take some free time off - competition - make some somebody feel certain that something is true - stand as an obstacle to ... - the fact of becoming a member of ... - one year's work at school (a class) - musical wind instrument made of brass - play on a musical instrument carelessly
<p>(Text p.167)</p> <p>anxiety / ʌŋ`zæɪəti / n. failure / `feɪljə / n. perform below their capacities score their best</p>	<ul style="list-style-type: none"> - get bad marks even though you're good - have the best marks possible - emotional condition in which there is - fear and uncertainty about the future - lack of success
<p>(Text pp.46-47)</p> <p>funny / `fʌni / adj. mistreat / mis`tri:t / v. walk / wɔ:k / v. friendly /`frendli / adj.</p>	<ul style="list-style-type: none"> - to take a dog for a walk - to treat people badly - to be kind with people - causing amusement
<p>(Text, p.168)</p> <p>amazing / ə`meɪzɪŋ / adj. cool / ku:l / adj. flash forward / `flæʃ `fɔ: wed / v. hold your breath instruct / ɪn`strʌkt / n. plants / plɑ:nts / n. rivals / raɪvlz / n sneak peep / sni:k pi:p / adj. + n. newstand / njuzstænd / n.</p>	<ul style="list-style-type: none"> - that work nicely - quick, furtive look - stand in admiration - look towards the future - competitors, opponents - factories - extraordinary - a place for the sale of newspapers - command, order
<p>(Text p.57)</p>	

FOOD FOR THOUGHT (p.42)

The aim of the two pictures is to illustrate the idea of achievement (one of them physical and the other intellectual).

Elicit the idea of achievement by asking questions to the students.

Possible questions:

Why is the girl in the picture at the top of the page holding up a pick ?

Is she happy ? Why?

What has she managed to do ?

Can you do what she did?

What does picture two represent? (end-of-the year prize-giving ceremony)

Why is the man shaking hands with the girl ? (He is congratulating her for her success.)

What do the two pictures have in common?

LISTEN AND CONSIDER (pp. 43-45)

Before you listen (p.43)

The aim of the activity in this section is to revise the use of **can** (ability) already taught in MS2 and MS3. This also stands as a warming-up to the listening activity wherein students are supposed to respond to an advertisement for a talent show. So draw the students' attention to the advertisement before they start asking and answering questions about they can or can't do .

Possible questions about the picture:

What is the big picture about ?

Do you like talent shows ? Do you watch talent shows on TV ?

Have you ever participated in a talent show? Which one ?

What's your talent? What can you do exactly ?

As you listen (p. 43)

Activity One

This activity aims to make the students distinguish between the strong and weak forms of the modal can and the uses of these forms in conversation. It will also prepare the students for answering the comprehension questions in activity two.

Key

Can you help me ? (weak form of can)

I can play the guitar ? (Weak form of can)

Yes, I can. (strong form)

No, I can't. (Strong form)

Activity two

The aim behind this activity is to make the students aware of the various functions for which the modals **can** and **could** and their irregular forms (was able/be able to) are used.

Make sure you use the appropriate forms of **can** and **could** when you simulate the dialogue for the students.

Key

a. Can you spare a moment to answer a few questions, please ?

b. Sure, what can I do for you ?

c. Yes, she can .

d. Yes, she can.

e. No, she couldn't.

f. Her parents accepted to let her play music/enrol in a music club because she was able to convince them that music wouldn't interfere with her studies.

After listening (p.44)

Grammar Window

Key

a. Sentence **b**

b. Sentence **c** (permission) ; Sentence **a** (Request); We use the same modal to ask for permission and to make a request but the pronouns differ. We use **I** when we ask for permission and **you** when we make requests.

c. **Can** has no future form. So we use **will be able to** when we talk about ability in the **future**.

Was able to is used to talk about **past** achievements.

Practice (p.45)

Activity one

The aim of this activity is to practise the use of **could** and **couldn't**. The students should be encouraged to give examples of their own.

Example: Could people drive cars two hundred years ago? No, they couldn't. People didn't know anything about cars then.

Activity two

This activity aims to make the students practise the use of the verb idiom **will be able to** express future ability.

Example:

Will people be able to live on the moon soon ? No, they **won't be able to** do that soon. But I'm sure they will be able to do it some day.

Activity 3

The aim of this activity is to let the students practise the use of **was/were able to** to talk about past achievements. Make sure the students realise that the verb idiom **was/were able to** is synonymous with **managed to**.

- Ferdinand Magellan (circa 1480 –1521) **was able to** sail through the Strait (of Magellan) at the tip of South America and to cross an ocean he named the Pacific. ...

- Ibn Battuta (1304-1368) **was able to** make a journey of 120,675 km, a journey that took him more than 30 years. ...

- Marco Polo (1254-1324) **was able to** travel with his father to China when he was still young. ...

-Neil Armstrong (1930-) **was able to** set foot on the moon for the first time in human history/ in 1969 ...

Write it up (45)

The aim of this activity is to write a school report using modals **can/could** and verb idioms, **will be able/ was/were able to**. This activity involves group work wherein all the group members should play roles (maths,natural science , French, English teachers) and contribute to the imaginary student's school report.

Key

Possible remarks

Last term, Farida could speak very little English. Now she can speak and read English quite well. She was able to get a good mark in the term test last March. If she continues to work hard, she will be able to pass with merit. (*Berkache Mouloud, Teacher of English*)

At the beginning of the school year, Farida couldn't even solve easy maths problems. Now she can do that. She was able to have a pass in the final exam. I am sure that she will be able to do better in the future because she has become more self-confident in the subject. (*Zohra Naceri , Maths teacher*)

READ AND CONSIDER (pp.46-49)

Before you read (p.46)

The aim of the activity in this section is to warm up the students for the reading activities. They are encouraged to make **suppositions** about why the school boy in the picture has stopped taking his test. The picture is supposed to be an illustration of the newspaper report in activity one on pages 46-47.

As you read (p.46)

Activity one (p.46)

This activity will allow the students to check the predictions that they have made in the activity above. It also aims to make the students develop the prediction strategy when reading newspapers. **Lead-ins** are the first parts of newspapers. In lead-ins, journalists generally synthesize and announce the news items that will be covered later in the article. Newspaper readers generally go through this part of a newspaper article to find out whether it is worth reading the whole article or not.

Key

The student has panicked. He suffers from test anxiety.

Activity two (p.46)

The students will check the predictions that they have made in activity two. Apart from checking their predictions, the students will involve themselves in the understanding of the newspaper article.

Activity three (p.47)

Key

Professor Malcolm Kane says that exam preparation in groups is important for reducing stress and for success in exams. Get students to write the sentences on the blackboard for later scrutiny in **Grammar Window**.

After reading(pp.47-49)

Grammar Window

- This method may possibly be suitable for some children. (Positive possibility)
 - It may well be the cause of the failure of many others. (Positive possibility)
 - Group preparation may also reduce stress. (Positive possibility)
- You may not believe. (**May** has not a short/contracted form) He may or may not believe it.
- They might have in exams. (**Might** is the past form of may / It refers to the future. It expresses **remote possibility**.)

5. Can pupils fail their exams ? **Can** instead of **may** is used when asking about possibility.
6. May I ask you a personal question? (Asking permission) The interviewer is speaking politely/can is more formal)

Refer the students to the grammar reference n°5, page 180 .

Practice(pp.48-49)

Activity one

This activity is a transformation activity. The students will rewrite sentences using **may** and its negative instead of **perhaps** to make them sound more formal. They will act out the dialogue in pairs.

Key

I **may** go next June. I **may** ask for a school leave.

The headmaster **may not let** you go.

Well, I **may** go without asking for a leave then.

The headmaster **may** mark you absent.

Activity two

The aim of this activity is to use **may** and **can** to ask for permission in suggested situations. The students should use these models in an appropriate way. Note that **may** is more formal than **can**.

Possible answers

- May** I use your telephone to give a call to my parents, please ?
- Can** I borrow your dictionary, please ?
- May** I leave early, please ?
- Doctor, **may** I give him/her a drink ?

Activity three

This activity is a follow-up to activity two above. The students will practise further the use of modals **may** and **can** and their negative forms to ask for, give and refuse permission. Pay attention to the intonation as the students act out their dialogues.

Activity four

Activity four is a matching activity. The aim is to make the students aware of the different functions for which the modal **might** can be used.

- Warning
- Expressing a wish
- Remote possibility
- Suggesting

Write it out(p. 49)

The activity in this section aims to encourage the students to re-use modals **may/might** and their negatives to write a short diary note. Brainstorm the ideas with your students and try to show how they can organise them into a coherent diary entry. Suggest to them the topic sentence of the paragraph in the key below.

Key

Everything can happen at the end of the school year . I haven't really worked hard this year especially in maths. So I may fail my brevet exam. I'm still young. So I may be accepted to repeat the year and take the exam again.

However, exams are also a question of luck. So I may pass. I haven't made up my mind yet whether I will continue my studies in a *lycée*. I may go to a vocational school instead because I like doing things with my hands. I'm particularly fond of drawing. So I might decide to train as a draughtsman. When I finish training, I may open a workshop. I'm sure that I'll manage to make a lot of money

WORDS AND SOUNDS

Activity one

The students will learn to form new words using prefixes **il-** , **im-** , **in-**, **ir-**, **un-**, and **dis-**. Read aloud the words in the table for the students to let them know about their pronunciation.

Activity two

This activity aims to initiate the students to transcribe words phonetically, to distinguish between their spelling and their phonetic transcriptions, and to pronounce words with prefixes correctly. **Make sure the students are aware that the adding of a prefix does not change the stress patterns of the words.**

Activity three

In this activity, the students will check their answers to activity three.

Activity four

- a. irregular
- b. indefinite
- c. illegal

a. **The leopard cannot change his spots.** The accepted figurative meaning of this idiom is that men cannot change their characters, and just as a leopard is born spotted and will always be so, a man with a wicked nature is born wicked and will never be anything else.

b. **He that cannot obey cannot command.** We must learn to obey orders before we are qualified to give them. The experience gained in a subordinate position is invaluable when we have to take charge.

c. **May God defend me from my friends.** I can defend myself from my enemies. A tactless or blundering friend can often cause more mischief than an enemy.

d. **The remedy may be worse than the disease.** Measures to deal with evils of one kind or another often make the situations worse. For example, calling in the armed forces during a period of public unrest is liable to make the remedy worse than the disease if it is done too hurriedly.

e. **Sticks and stones may break my bones, but words will never hurt me.** However much one person insults another, he causes him/her no physical injury at all. Only when words lead to blows are bones liable to be broken.

f. **You can't sell the cow and drink the milk.** You cannot enjoy the milk and have at the same the advantage of the money got for the cow. In other words, you must have one thing or the other, not both.

g. **You may lead a horse to the water, but you cannot make him drink.** You may be acting in the best interests of the horse by taking him to the trough, but if he doesn't want to drink he's not going to – and that's that. Similarly, you can do your utmost to make a person share your views, yet there is a point beyond which he will not go.

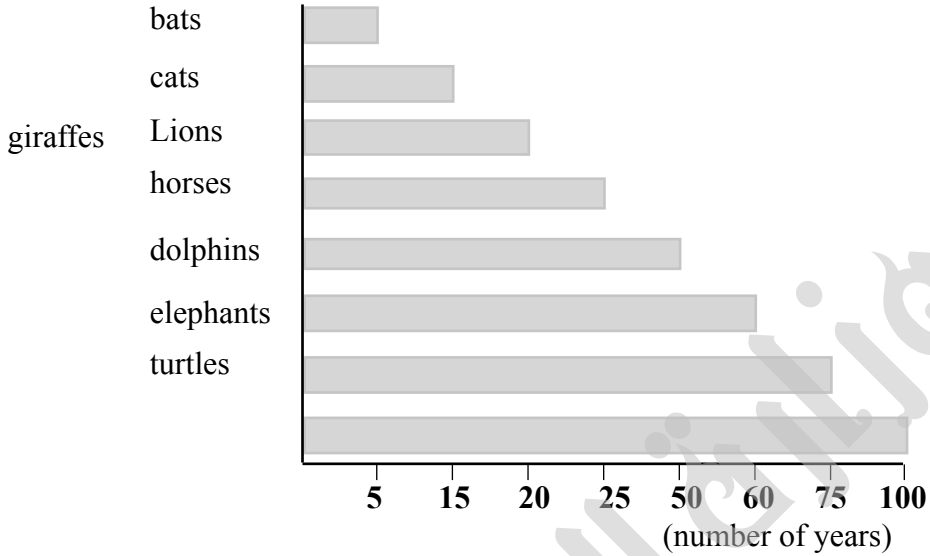
(Cf. Ronald Ridout and Clifford Witting, *English Proverbs Explained*, Beirut: Librairie du Liban, 1967.

RESEARCH AND REPORT(pp.52-53)

Activity one

This activity aims to identify the animals in English, carry out research to find their life expectancies and to transfer the information to a graph.

Name of animal



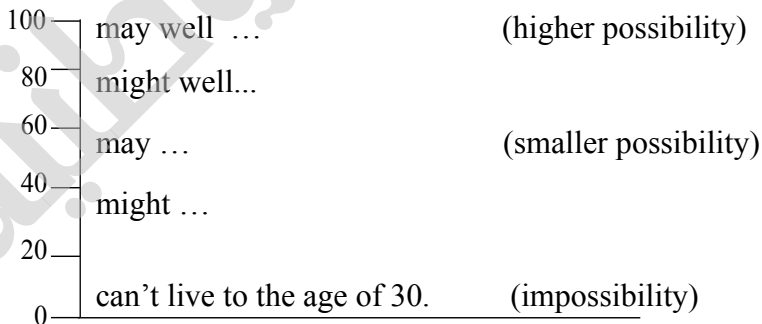
lions : 20 years – horses: 25 years - cats:15 years - giraffes= 20 years - elephants= 60 years – bats= 6 to 15 months - dolphins= 50 years - turtles/ tortoises = 80 years

Activity two

This activity is a follow-up activity. It will help students recycle the use of modals **may/might** and can using the information that they will have gathered for activity one.

Key : There are many possible answers. Please ignore the graph.

Giraffes live for 20 years on the average, but they may well live for up to__



Activity three

This is also a follow-up to activity one .The students can be oriented to the Internet or Encarta to find more information about the life expanctancy of animals. The graphs that the students will produce can be pinned on the walls of the classroom.

Activity four

The aim of this activity is to make the students aware of the animal species in danger of extinction. Apart from encouraging the students to re-use the modals **may** and **can**, it can help to sensitize them about ecological issues and the necessity to save species in danger.

Possible animal report

One of the animals in danger of extinction in the world today is the elephant. The elephant lives in Africa. The elephant is huge. ...

Activity five

This activity aims to develop awareness about the importance of protecting wild life (animals). It also provides the students with the opportunity to use modals of obligation. Refer the students to Grammar Reference n° 6, page 181. This grammar reference will help them revise the use of the modals for expressing obligation which they will need for doing the activity.

The charter can take the following shape.

After discussion, we the undersigned have decided to do the following to save endangered animals.

We mustn't mistreat, hunt or shoot wild animals. We must cure them if they are wounded. ...

LISTENING AND SPEAKING (pp.54-56)

Listen and check (pp. 54-55)

Activity one

This activity is a gap filling activity. The students will be familiarized with the structures **So have I. /So do I. /Neither do I. Neither can I.** used to express agreement. The students will fill in the gaps with **can, do** or **have**. This activity is also a preparation activity for the listening activity that comes afterwards. So there is no need to correct the students at this stage.

Activity two (p.54)

In this activity, the students will check their answers to activity one by listening to **script 2 on page 168** which you will simulate for the class.

Activity three(p.54)

This activity is an activity on sentence stress. The students will identify the word which carries the primary stress in four different sentences. Have the students underline the stressed word in each of the sentences.

Activity four(p.54)

This activity is also an activity on weak and strong forms of auxiliaries **have**, **can** and **do** when they occur in sentences like **So do I**. The rule is that we use the weak forms of these auxiliaries when they occur in such sentences.

Coping window (p.55)

The **Coping window** summarizes the rules for using the structures so+auxiliary + subject and Neither +auxiliary + subject when expressing agreement or disagreement respectively. The summary of these rules will help the students consolidate their knowledge about these structure and prepare them to do the practice activities in the textbook.

Your turn to speak (pp. 55-56)

Activity one

In this activity, the student will practise using the structures that they have studied in the **Coping window**. It's preferable to emphasize the practice of these structures with **can** in this activity. An example is given to you in the textbook.

Activity two (p.56)

This activity provides another opportunity for the students to practise the structures studied in the **coping window**. This time the students will use other modals/auxiliaries: **do, will/shall and have**.

1. So have I.
2. So are we .
3. Neither have I.
4. So do I.

Activity three (p.56)

This activity is a free drilling activity. The students are encouraged to act out the snippets in activity two and to make similar ones.

Activity four(p.56)

In this activity, the students will use “too” which they have met all through the listening and speaking rubric.

- a. Happy New Year to you too.
- b. You too.
- c. I can drive a motorcycle too. / Me too.

Write it up

This activity can be assigned as a group homework. The students can be encouraged to use the script on page 168 as a model.

READING AND WRITING(pp.57-58)

Read and check(p.57)

Activity one(p.57)

This activity aims to make the students simulate the strategies we generally use when we read magazines. Each of the questions in the activity elicit a difference but complementary strategy.

Key

a. *Popular Science*

b. *Flash Forward: Life in the Future* (This is a feature article)

c. Technology/ new inventions : cloning, computers ...

d. A baby in the hands of a robot

e. The most important article will be about robots.

Activity two (p.57)

In this activity, the students will check their answers to question e. in activity one. It is not necessary that they read the whole text. They can stop reading at the end of the lead-in written in italics.

Activity three(p.58)

In activity three, the students will identify and pick out the sentences which refer to illustrations attached to a short magazine article. Apart from checking the understanding of the article, this activity will help the students acquire an important reading strategy.

Key

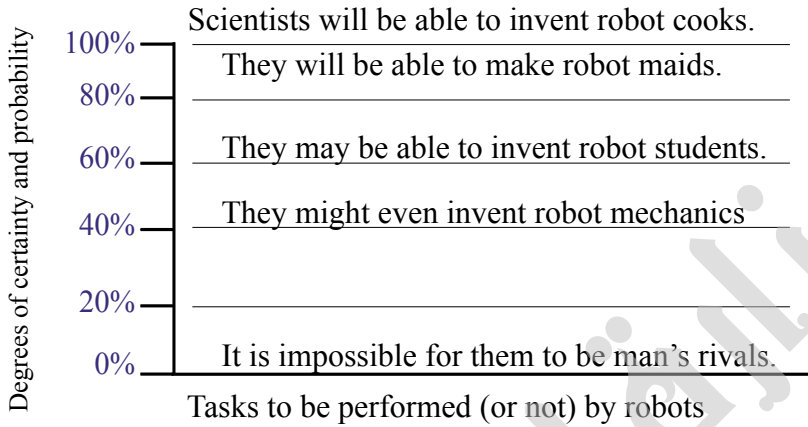
Picture one represents a robot maid and a robot student. It illustrates the following sentences: “They will be able to make robot maids, which will do house cleaning. They may be able to invent robot students to do your homework while you just lie in your bed listening to music.”

Picture two shows a robot cook. It illustrates the following sentence: “ I’m sure scientists will be able to invent robot cooks, which you can instruct to prepare your breakfast in the morning.

Picture three illustrates the following sentence: “ They might even invent robot mechanics, which will repair broken robots”.

Activity four

This activity involves the transfer of written information to a graph, ranking this information according to degrees of probability/possibility.



Coping window(p.58)

The coping window reminds the student of the importance of the reading strategy which consists of getting help from illustrations to understand texts.

Write it out(p.59)

Activity one

The students will practise using modals **may** and **might** in combination with the verb idiom **be able to** to make predictions about the future. You can advise the students to use the graph in activity four to rank their predictions.**Key**

The answers can vary according to students' degree of certainty.

Activity two(p.58)

This activity will help the students consolidate further their use of the future form of the verb idiom "be able to". It also introduces the structures I think/ I don't think so, which are used to express agreement or disagreement with someone's opinion. Note that **even** and **rather** are different in meaning.

Activity three(p.58)

In this activity, the students will combine a number of sentences to form a short newspaper article using modals **may/might** in combination with the verb idiom **be able to**. The importance of this activity is the parallel writing, i.e., students will try to write a short newspaper article similar to the article on page

Brainstorm the topic and try to elaborate an outline with your students before you set them to task.

Key

This is a sample article that your students can write.

Space News

The National Aeronautics and Space Administration is on its way to making new advances in the conquest of space.

NASA scientists will be able to make a new type of spaceship soon. This spaceship will be more powerful than those which the NASA has made so far. The future astronauts may well be a new generation of robots. This new generation of robot astronauts might be able to go on missions of exploration to Mars. They may be able to communicate with NASA specialists in the Kennedy Space Centre in Florida because they can speak English. According a NASA director, these astronaut robots will be able carry with them another robot, Hyperion. Hyperion can work 24 hours a day because it runs with solar energy. Hyperion will be able to find continuous sunlight in the polar regions of the planet Mars. It will be able to run over rocks and to take clearer pictures than we already have of the red planet.

PROJECT ROUND-UP (p.60)

Follow the instructions given in the Project Round-Up page or get students to propose an alternative project.

WHERE DO WE STAND NOW ? (pp.61-63)

Progress check (pp.61-62)

Listening and speaking

Exercise A

- a. A pedestrian /in the street
Excuse me, officer, **could** you show me the way to Victorian Station, please ? (Polite request)
Excuse me, officer, **can** you show me the way to Victoria Station, please ?
(This is a less polite request than the one above , but it is acceptable .)
- b. A pupil in the classroom
Can I borrow your protractor, Said ? I've forgotten mine at home.
- c. Immigration officer at the airport
May I see your passport please ?
- d. In the classroom
Teacher: Where is Karima ? Why is she absent ?
Pupil: I don't know. She **may** be ill.
- e. Pupils in the headmaster's office
Pupils: **May** we leave now, Mr White ?
Headmaster: No, you **may not/can't**. You haven't answered all my questions.

Exercise B

1. So can I .
2. Neither can I.
3. So do I.

Exercise C

The stress goes on the second syllable of the words written in bold.

- Your answer is **incorrect**.
- Stealing is **illegal**.
- It is **impossible** to find him at home now.
- I'm **dissatisfied** with what you're doing.

Reading and writing.

Exercise 1

How long can we hope to live ?

The longest we can hope to live today is about 120 years. The average life span is about 75-80 for women and 70-75 for men. But **may** live longer in the future because our living conditions are getting better and better every day. People in developing countries **may possibly** live for a hundred years on the average, but those in developed countries **may well** reach the average life span of one hundred and twenty years. Some men **might** live up to the age of 140 years whereas some women **might well** reach the age of 160 years.

Exercise 2

Dear Jack,

Sorry I was not able to/couldn't attend your party last Saturday. I was quite ready to come and just about to leave when a friend of mine from Algeria on her way to America dropped in. She wanted me to spend the evening with her before she left for the US in the next morning. Well, I couldn't refuse, could I ?

Of course, I tried to phone, but I couldn't get through. Your number was engaged. I hope you will understand. I know you needed my CD player, but I'm sure you all had a good time just the same.

My parents have bought a house in Brighton. When we move in, I will be able to visit you every week.

Yours ,

Jill

Exercise three

The students will use the letter of apology above as a model.

PROGRESS TEST I

A. Read the conversation below carefully. Add a tag question in each gap and mark the intonation with the appropriate arrow.

Speaker A: This is great, _____?

Speaker B: Yes, it is. And there is plenty of delicious food, _____?

Speaker A: Absolutely. The bride looks very beautiful, _____?

Speaker B: I know, and her husband is so handsome, _____?

Speaker A: Yes, but he doesn't say much, _____?

Speaker B: No, he can't speak very good English, _____?

Speaker A: Hmm ... That's Karim over there, _____?

Speaker B: Oh, yes. He has put on weight, _____?

Speaker A: You're telling me. He got married last June, _____?

Speaker B: I have no idea. Let's find out, _____?

B. The three sets of instructions below are not in order. Re-order them. Then insert appropriate sequencers to make the organisation of the instructions clearer.

Cook in the centre of a pre-heated oven for 15 minutes, then lower to 200 degree celsius for another 15 minutes until the pudding is risen and golden brown. (A)

Prepare the basic mixture by stirring together the eggs and the salt. Add the flour. Mix well. Then gradually add the milk stirring until your mixture is quite smooth. (B)

Put the 2 tablespoonfuls of the heat drippings into a baking tin, and heat it on top of the stove until it sizzles. Add your mixture. ©

C. The sentences below are from an advertising leaflet. Read them and do the following:

- i. One of the sentences is irrelevant. Cross it out and say why.
- ii. One of the sentences is not in the correct place. Put the sentences into a coherent paragraph starting with the sentence you have identified.

a. Our chef and the restaurant staff will provide you with a wide variety of delicious and different dishes every day.

b. Many people work hard to make your vacations at Chrea Guest Centre enjoyable and carefree.

c. Chrea Guest Centre is great because of the interesting people who go there for their vacation.

d. Our activities director will help you plan a full day of exciting sports, entertainment and trips to nearby points of interests.

e. Our house-cleaning staff will make sure that your flat is cleaned daily.

D. The text below is taken from a project on man's capabilities. Read it and use the appropriate modal with the verbs between brackets.

There are many things that people (to do) today that they not (to do) years ago. For example, people (to fly) across the oceans; they even (to go) to the moon in spaceships.

However, Man's present ability to fly is the result of past achievements by exceptional pilots like the Wright brothers and Charles Lindbergh. The former (fly) the first plane in 1903 whereas the former (make) the first solo nonstop flight across the Atlantic in 1927. In the near future, people (commute) by air taxis. He (go) to space by teletransportation.

E. Agree or disagree with the statements below using so and neither.

I can dance. _____

I haven't seen Rashid for a long time now. _____

I have bought a bicycle. _____

I don't like chips. _____

F. You are a futurologist. Write a short newspaper article predicting what will/may/might happen in the future in the following domains: transport, schooling, medicine, shopping and entertainment

Start like this

I'm not a prophet, but I can predict a lot of things that might well happen in the future. ...

GREAT EXPECTATIONS

Reminder

By the end of this file, the students will have attained the following objectives:

- Language Learning**
- Functions**
 Predicting
 Giving instructions
 Expressing condition
 Expressing satisfaction and dissatisfaction
 Making suggestions, requests, offers, promises using **if**
 Locating places
- Grammar**
 Time clauses with **when / while / as soon as / before / after / till and until**.
 Conditional type 1
 Future with **will** (consolidation)
- Words and sounds**
 Vocabulary related to hopes and expectations
 Vocabulary related to the U.S. educational system
 Suffixes **-er , ist, ian and -or**
 Clusters
 Vowel sounds /ɔ/, /ɑ:/, /u:/, /æ/ ...
- Intonation in wh-questions (consolidation)**
- Skills Building**
- Primary skills**
 Listening for specific information
 Making a short class presentation
 Translating
 Transferring information (from oral script to map and from map to speech)
 Guessing meaning from context
 Recognising features of song
 Transforming prose into song
 Summarising
- Social skills**
 Acting as a tourist guide
 Making contingency plans
 Making decisions for the future
 Planning an excursion
 Drawing a road map
 Making a fact file

Your Project :
Arranging a conference

WORD LIST (To be photocopied and handed out to the students)

Write the definition from column B for each word or phrase in column A according to the meaning it has in the texts. Use the words in sentences of your own.

Column A: Words and phrases	Column B: Definitions
<p>- average /`ævrɪdʒ/ adj. - coach /kəʊtʃ/ n. -sophomore /sɒfəməʊ:/ - grades /grɛɪdʒ/ n. - keep on /ki:p ɒn/ v. - over /`əʊvə/ prep. - salesman /`seɪlzmən/ n. - vacations /və`keɪʃnz/ n. (US) (Text, p.169)</p> <p>apply for /əplɑɪ fɔ:/ v. drive-in restaurant /draɪvɪn restɔrnt/n fail /feɪl/ v. full time /fʊl `taɪm/ adj. graduate /`grædʒueɪt/ v. part-time /pɑ:t `taɪm/ adj. pass /pɑ:s/ v. scholarship /`skɒləʃɪp/ n. secondhand /`sekndhænd/ adj. straight /streɪt/ adv. work my way through (Texts, pp.70-72)</p> <p>coach /kəʊtʃ/ n. leave /li:v/ v. get a move on have a good night's sleep off /ɒf/ prep. remain /reɪ`meɪn/ v. set out /`set aʊt/ sharp /ʃɑ:p/ Ad. split /splɪ:t/ v. westwards /westwədʒ/ Ad. (Text, p. 170)</p> <p>go for a walk lyrics /lɪrɪ:ks/ n. catch the flu (Text, p.82)</p>	<p>- person who travel to sell goods - not good or bad, just in-between - trainer - third year student - finished - holidays - continue - scores, marks</p> <p>- a restaurant which allows you to buy and eat food without leaving your car - ask for - amount of money allocated to students to continue their studies - not new, already used - succeed - occupying all normal working hours - not succeed - have a paid job while studying to meet costs - directly - for only a part of the working day - get a diploma</p> <p>- to sleep well during the night - go away from - divide - exactly - in the direction of the west - bus - begin a journey - away from - stay - start</p> <p>- to fall ill with influenza - journey on foot for pleaseure or exercise - words of a song</p>

FOOD FOR THOUGHT (p.66)

The two pictures are snapshots of the same family, the Woodward Family (Mother, Father, Becky their daughter and Paul their son). They are meant to introduce the characters at two different stages of their lives: childhood and adulthood.

Possible questions

What does the picture/snapshot at the top of the page represent/show?

- Is it a small or a large family?
- Why have they taken the picture? Guess what the children's hopes/perspectives are. What will the boy/girl do when s/he grows old?
- What about the second picture? What are the people celebrating?
- Some of the people in the picture at the top of the page also figure in the picture at the bottom of the page. Can you identify them? In what ways have they changed? (Becky is holding a baby. The baby is not hers. It's Paul's./her brother's. Paul is married.)

LISTEN AND CONSIDER(pp.67-69)

Before you listen

Key

- a. Becky is cheerful/ sporty...
Paul is meditative/sporty/dreamy ...
- b. Paul likes (American) football whereas Becky is fond of soccer and music.
- c. They live in the United States of America, more specifically in California.

As you listen(p.67)

Activity one (p.67)

The students will check some of the predictions they've made in activity one while you're reading script 1, page 169.

Activity two(p.67)

In this activity, the students will listen to you simulating script 2, page 169 in order to make notes. Apart from making notes, the students will be introduced to complex sentences containing time clauses.

The key

When school finishes,
Becky will go and visit Grandma and Grandpa at
Spring valley.
Becky won't do anything.
Becky will simply stay in bed all day long listening to
her favourite CDs, watch TV and eat popcorn.
Paul will keep training for the next football season).

Paul will camp at Mount Palomar.

Paul will do some motorbiking.

Activity three (p.68)

This activity is a pronunciation activity. The students will be introduced to the pronunciation of interrogative complex sentences containing time clauses. The intonation pattern of the sentences is indicated by the arrows.

- What will you do when school finishes ? (falling intonation)
- How will you spend your time when you are back? (falling intonation)
- Will you keep on training after the football season is over ? (rising intonation)

Activity four (p.68)

This activity will provide the opportunity for the students to turn the declarative sentences in activity two into interrogative sentence using the appropriate intonation patterns. Make sure your students use both wh-questions and yes-no questions.

After listening (pp.68 –69)

Grammar Window

Key

A. Students will copy the sentences on their copybooks and underline the verbs in the clauses.

B. The verbs in the complex sentence are in the simple present and future simple tenses.

C. Though the verbs in the time clauses are in the simple present tenses, both verbs in the complex sentence refer to the future.

E. They are in the present simple tense.

F. The correct sentence is : When the holidays finish, we will/'ll come back to school.

Refer the students to the Grammar Reference n° 7, page 182.

Practice(p.69)

Activity one (p.69)

In this activity, the students will practise the use of the simple present and future simple tenses in complex sentences containing time clauses.

Key

Becky: Thanks, Mom. **I'll phone** as soon as I arrive there.

Maurine: Fine. But remember that I won't be home in the early morning. **I'll pick up** Paul after his training session **is** over.

Becky: That's 6 p.m. isn't it ? **I'll ring** you before you **leave** home. By the way, Mom, **don't forget** to feed my hamster while **I'm** away.

Activity two (p.69)

The students will act out the dialogue in activity one. Make sure that the students use the short/ contracted forms of the verbs where appropriate.

Activity three (p.69)

This activity is an open-ended completion activity. The students should feel free to complete the sentences as they see it fit provided they use the correct tenses.

Activity four

Choose a sample of sentences made by the students and have the students turn them into interrogative ones. Pay attention to the intonation patterns of the questions.

Write it up

Activity one

This activity involves word reordering in scrambled sentences and the use of correct tenses. Pay attention to the problems that may arise at this stage in order to remedy the situation.

Key

As soon as I pass my exams, I'll go to the lycée.

I'll keep on travelling until I find a good place to live in.

When I leave the *lycée*, I'll travel around Algeria.

I'll work for some time before I go to university to train as an architect.

After I get my diploma, I'll build glass houses.

Activity two

This activity involves the re-ordering of the sentences in activity one into a coherent talk. Before your students start re-ordering the sentences, make sure you give them a topic sentence e.g., **I've great expectations for the future.** The students should feel free to add other sentences to those in activity one provided they use complex sentences with the conjunctions and tenses they have studied in this file. Let them rehearse their talk before presenting it.

Possible talk (about 3 minutes)

I've great expectations for the future/I'm a boy of great expectations. As soon as I pass my exams, I'll go to the lycée. When I leave the lycée, I'll travel around Algeria. I'll keep travelling until I find a good place to live in. Then I'll work for some time before I go to university to train as an architect. After I get my diploma, I'll build glass houses. Finally I will ...

READ AND CONSIDER (pp.70-72)

Before you read (p.70)

Activity One

This activity can be assigned as a homework. The students are asked to play either the role of Becky or that of Paul and write about their respective expectations. Refer the students to the pictures in the **Food for Thought** and those in the **Before you listen** sections. The pictures will help them guess their expectations.

One possible key

Paul is a rather dreamy character whereas Becky looks more determined. Becky is therefore more likely to succeed.

As you read (pp.70-71)

The aim of this activity is to introduce the notion of the first conditional. They will start by making notes of sentences containing the first conditional. The students will copy a sample of the sentences on their copybooks.

Key (Other sentences from the text can be added to the list below.)

If Paul passes his final year exam, he'll go to Lincoln Senior High School.

If he gets his high school diploma, he'll work in a drive-in restaurant.

If he fails to get his high school diploma, he'll start work full time right away.

Becky won't go to junior high if she finishes primary school with high grades.

If she gets her high school diploma with distinction, she will go to Grossmont College.

She will keep on playing soccer if she has any spare time.

After reading(p.71)

Grammar Window

2. The tense of the verb of the **if-clause** is the present simple.
3. The tense of the verb of the **result clause** is the future simple.
4. Yes, we add a comma just after the if-clause when the sentence starts with the conjunction **if**.
5. If +subject +verb in the present simple, subject + verb in the future simple.
Subject+ verb in the future simple +if + subject+verb in the present simple.

Refer the students to Grammar Reference n° 8, page 183.

Practice (p.72)

Activity one (p.72)

Key

If I pass my *Brevet* exam, I will (or I'll) be admitted to Secondary School.

I will (or I'll) be admitted to Secondary School if I pass my *Brevet* exam.

If I work hard for three years, I will(I'll) pass the *Baccalaureate* exam.

I will (I'll) pass the *Baccalaureate* if I work hard for three years.

If I go to university, I will (or I'll) study literature.

I will (I'll) study literature if I go to university.

Activity two

This activity is a game which will allow the students to practise further the use of the first conditional. The students should feel free to carry on the discussion provided they use the if-conditional in an appropriate way. Give them time to think over the situations.

Key

The discussion can take the following pattern:

A: I'm going to camp in the forest.

B: What will you do if you don't find where to sleep?

A: I'll pitch a tent.

B: What if you don't have a cleared-up space where to pitch your tent?

B: Don't worry. I'll sleep under a tree .

A: But what if a jackal attacks you?

B: Well, I'll climb up the tree and shout out for help.

B: What if you fall from the tree and you break your leg?

A: Don't worry. I'll call you up. I always carry my mobile with me.

You can suggest other situations to your students. e.g.,

- You are going to tour the Sahara desert.

- You are going to enter a sports (e.g., racing) competition

Write it out

The aim of this activity is to encourage the students to write about their expectations. The form of this writing activity can be either a dialogue , a letter, or a diary entry. The students should use if-conditional type one.

Dear Zohra,

Thank you for asking me about what I'll do after taking the *Brevet* exam. Well, if I succeed, I'll go to secondary school. I'll opt for the Foreign Languages

stream. If I pass my Baccalaureate, I'll go to university. I will train to become a translator. If I get my diploma, I'll travel all around the world to see other people and make friends.

However, I know that life is full of surprises . So If I fail, I'll go to a vocational school. I'll train to be a computer technician. If I manage to get my diploma, I'll open a cybercafé and work on my own. Of course if I make a lot of money, I'll build a house. I'll get married and start a family.

Yours,
Amina

Words and sounds(pp.73-74)

Activity one

This is a word-formation activity. The students will form words related to trades using suffixes **-er, -or, -ian or -ist**.

art- artist , paint –painter , music- musician, collect-collector, sculpt-sculptor, guitar-guitarist, cartoon-cartoonist, write-writer, physics-physicist , library-librarian , chemistry-chemist, teach-teacher.

Activity two

The aim of this activity is twofold. The students will listen to you as you read aloud the sentences. Your intonation should help in a way your students to identify the different functions for which the first conditional can be used.

Key

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

Activity three

This activity provides the students with the opportunity to practise intonation in complex sentences with the first conditional. The intonation pattern is the same i.e, the intonation falls down at the end of each sentence, but the tone of voice and the attitude of the speaker differs from one sentence to another depending on the functions they express.

Key

If we don't go now, **(falling intonation)** we'll miss the bus. **(falling intonation)**

Be careful! **(falling intonation)**. You'll get an electric shock **(falling intonation)** if you touch that wire. **(falling intonation)**.

Activity four

The Key

The words which don't contain the vowel sounds in question are:

Port - cot - but - cat - good - suit - glass

Activity five

(Reproduce the table p.74 and add example)

black, class, fly, glass

science, slow, skim, smart, snow, start

spring, street

Activity six

The key

Brad and Tracy study English at a high school in Florida. When they complete their studies, they'll train as translators at Houston University in Texas. As soon as they finish their training, they'll sign a contract with a petroleum firm in the Middle East.

TAKE A BREAK (p.75)

Cartoon

Discuss with the students and try to elicit the humour conveyed by the cartoon.

Superstitions

Activity one

The students do not necessarily know about these superstitions. So try to help them.

The key

- 1.If you walk under a ladder, you will have bad luck.
- 2.If you break a mirror, you will have seven years' bad luck.
- 3.If you scratch your left hand, you will get a lot of money.
- 4.If you hear an owl at night, a friend of yours will die.
- 5.If a black cat crosses your path, you will have good luck.

Activity two

The students will come out with equivalents of the English superstitions in their own language and culture.

Idioms and colloquialisms

1. This idiomatic phrase means that it is sometimes necessary/more pragmatic to compromise with one's opponents when you know well that they are stronger than you.

2. Your father wants you to stop finding excuses and get the job done rightaway.
3. This is a promise to talk in favour of someone having a problem with someone else.

RESEARCH AND REPORT(pp.76-77)

Activity one

This research activity is a cross-curricular one. Its aim is to encourage the students to use their knoweldge in geography to fill in a fact file, and then to use the information in the fact file as notes for writing a short report. The students should be encouraged to make their report informative and attractive.

Possible report

The United States has 50 states. The most famous state is that of California. Its area is 411,100 sq km/158,685 sq mi. Its capital is Sacramento. It is situated in the West, bordering the state of Oregon to the north, those of Nevada and Arizona to the east, Mexico to the south, and the Pacific Ocean to the west. Arnold Schwarzeneger is currently its governor.

California is the most populous state in the United States with a population of 29,760,000.(census of 1990). Its important cities are Los Angeles, San Diego, San Francisco, San José, Fresno and Santa Barbara.

California has important features. Yosemite Falls (with its 739 m/2,425 ft) is the highest waterfall in North America. It has the tallest type of tree in the world , the *sequoia*. These features have made California famous, but it is best known for its cinema city Hollywood, with Universal Studios, Sunset Strip and Beverley Hills. Computer fans know it for the Silicon Valley where chips started to be made for the first time in the 1980s. The most famous bridge is the Golden Gate Bridge in San Francisco and California's most famous observatory is situated on Mount Palomar.

Activity two (p.76)

You can check an atlas book.

At school in the USA and Algeria

Activity one

This activity is at the same time a transfer and completion activity. The students are asked to complete blank spaces in a letter with information from a diagram. Apart from the language dimension, this will allow the students to be acquainted with the American system of education.

The key

1. six (years)
2. elementary
3. grade
4. sixth
5. middle School
6. college prep,
- 7 vocational training ;
8. 12th ;
9. community college
- 10: university

Activity two (p.77)

Possible answer

Dear Becky,

I'm happy to help you in your project on schools in other countries.

The pre-university educational system in Algeria consists of three important stages. First, pupils go to primary/elementary school at six. They study there for five years. At the age of eleven, they take a final primary school exam. If they succeed, they move to middle school. The middle school goes for 4 years, from MS1 to MS4. Students take the *Brevet* exam at the end of MS4. If they manage to get a pass, they will go to the *lycée*. There are many streams in the lycée. Students can choose at the end of the second year in the *lycée* the stream which they like best if they meet the required standards. Studies in the lycée run for three years. In the third year, they take the *Baccalaureate* exam. The baccalaureate is a diploma which allows its holders to register at university.

I hope this information will help you get a good score in your project.

Best wishes,
Meriem

Advertising a monument(p.78)

Fact File

Location: Tipaza

Shape: rounded and domed

Base circumference: 185,5 metres

Height: 32,4 metres.

Sustaining columns: 60

Doors: 4

Sample advertisement

You want to travel back in time to the period of the Numidians, don't you ? So come and visit the Royal Mauretanian Mausoleum. It is located in Tipaza, just 40 minutes' drive from Algiers.

The Royal Mauretanian Mausoleum is here waiting for you. With its base circumference of 185,5 metres, its rounded and domed shape, its height of 32,5 meters, its 60 columns and its 4 doors opening on the four cardinal points, this monument is an example of the finest architecture from the Numidian period in Algeria. If you visit it once, you will keep on visiting it every year.

LISTENING AND SPEAKING (pp.79-81)

Listen and check(pp.79-80)

Activity one

The students will be introduced to ways of expressing satisfaction and dissatisfaction. At this stage the students will make predictions making a choice among three possibilities.

Activity two

The students will check their predictions to their answers in activity one by listening to you simulating script 3 , page 170. Apart from checking their answers, the students will also tune in to activity three, which is a listening comprehension activity.

Key

A. b: He is late again B. b: It's quite alright now

Activity three

Key

- a. (The first sight the tourists will visit is) the Royal Mauretanian Mausoleum.
- b. (It will take them) one hour and a half.
- c. It is some six kilometres off the main road .
- d. It's situated on the top of a hill, some six kilometres off the Algiers-Tipaza main road just after Ain-Tagourait, on the left-hand side , in the direction of Sidi-Rashed.
- e. (They'll split into) two groups.
- f. (They'll have lunch) in the local cafeteria.
- g. (They'll stop) in Tipaza.

Activity four(pp.79-80)

The students will use the map on page 80 with blank spaces to draw their own maps. To check their answers, refer them to the map on page 81 of the textbook.

Coping(p.80)

Go through the **Coping Window** with your students to consolidate their knowledge about ways of expressing emotional and moral attitudes. Some of the functions/strategies included there have already been covered in MS3 and some others at the beginning of this unit.

Your turn to speak

In this activity, the students will re-use the functions/strategies from the **Coping Window** to make short dialogues as in the examples provided in the textbook. The situations can be various. Don't rush the students, give them time to think over possible situations where some of the functions/strategies can be used.

Write it up

In this activity, the students will play the role of tourist guide to English-speaking tourists. They write a short text setting for them a programme with an itinerary . Brainstorm the topic with your students and jot down ideas on the board before setting them to task.

READING AND WRITING(pp.82-84)

Read and check(pp.82-83)

Activity one

This activity simulates the actions that we generally involve ourselves in when we decide to buy a CD. The questions are comprehension questions meant to elicit specific information. This activity also stand as a lead-in to activity two.

Key

The singer's name: Jimmy Spheens

The composer's name: Robert Campbell

The title of the song: Song for a Rainy Day

The writer of the lyrics: Jonathan Dykes

Activity two

The activity will help the students discover rhyme and its role in lyrics (poetry). Apart from being an opportunity for distinguishing different sounds, the students will be acquainted with different conventions in writing. So take some time to ask them about the functions of the rhyme in the lyrics. (Rhyme serves to give rhythm and harmony and at the same delimit the verses(lines).

Activity three

In activity three, the students will reorganise the prose text into the stanza which follows up the earlier stanzas on **page 82 of the textbook**. The rhyme for the verses of the stanza is /i:t/.

Key

It's nearly Sunday lunch and I don't know where to eat

If I walk to the fish and chips shop, I'll only get wet feet

If I stay at home for lunch, I'll have to eat last week's meat

And if I get in my car and drive to the pub, I probably won't get a seat.

Activity four(p.83)

In activity four, the students will check their answers to activity three while you simulate the lyrics in activity three for them. Have some of them read aloud the stanza before you move to activity three.

Activity five(p.83)

This activity is a reading comprehension activity. The students will read all the lyrics of the song and answer questions related to tone.

Key

- A. The word which comes closest to describing the singer's feeling is (c.) **grief**. Grief is extreme sadness.
- B. The singer feels thus because his girl-friend has left him.

Coping Window(p.83)

Go through the coping box with your students and try to explain to them that tone is important in reading and listening to texts and that they risk overlooking their meaning if they pay attention only to the words and not to the ways in which those words are said.

Activity six(84)

In activity six, the students will infer the tone of voice from sentences containing the first conditional by making a guess at the situations and the actors involved in them. An example in italics is given to illustrate what is expected from the students.

Write it out(p.84)

In this activity, the students will write an e-mail informing their friends about contingency plans. Brainstorm the topic with your students and jot down the main ideas on the board before setting them to task.

Dear All,

I'm writing to inform you about the plans for next Friday's excursion. The departure point will be our school, just at the front door. If everybody is punctual, we'll start at 7 sharp. We'll postpone the departure for another 15 minutes if there are late comers.

The weather forecast announces a day with showers on Friday. Don't worry, we have made a contingency plan just in case it rains while we are on excursion. Thus, if it rains in the morning, we won't go to the zoo. We'll visit the Martyr's Sanctuary/Monument in El-Madania instead. That will keep us from getting wet and it will help a lot in revising our history lessons. Normally, we'll have lunch at 12.30 by a riverside in Boushaoui. But the weather gets bad, we'll get back into the coach and have our sandwiches inside. ...

I look forward to seeing everybody on Friday morning.

Karim,

Excursion Coordinator

PROJECT ROUND-UP (p.85)

Arranging a conference

WHERE DO WE STAND NOW ? (pp.86-87)

Exercise 1

A. Why do you throw your newspapers and old copybooks in the garbage can, Farida ? The intonation goes down at the end of the sentence because it is a wh-question.

But where shall I leave them ? Intonation goes down.

B. If we recycle them, we won't need much wood for paper. (prediction)

If we go and ask them, they'll tell us where to leave them. (suggestion)

C. town, ask, old, books, friends, haven't ...

D. They are friendly.

E. wood, good, have, and, branch, haven't, soon, ask, as

Exercise two

a. If you ring from the station, I'll come and meet you.

b. What will you do if the train is late?

c. I'm sure you will enjoy the film if you see it.

d. If she phones, tell her I'll be back at three.

e. If I see her, I won't say anything.

Exercise three

a. If I get enough money, I'll travel around the world.

b. If it rains this afternoon, we'll stay at home.

c. I'll close the curtains when it gets dark.

d. When I get older, I'll stop playing soccer.

e. You can't go home now, but you can go when the work is finished.

Writing

Dear citizens,

The Green Party is entering the municipal elections with the following programme. If you vote for us, we will plant trees all along the pavements of our town. We promise that we will ban traffic in the centre of the town and build recycling factories. So vote for us.

We also promise that we will impose taxes on polluting industries and on cigarettes as soon as we take office. As you know these are the major causes of cancer. We will oblige factories to re-use old bottles. We hope to create more than 10,000 jobs for street sweepers in the whole country.

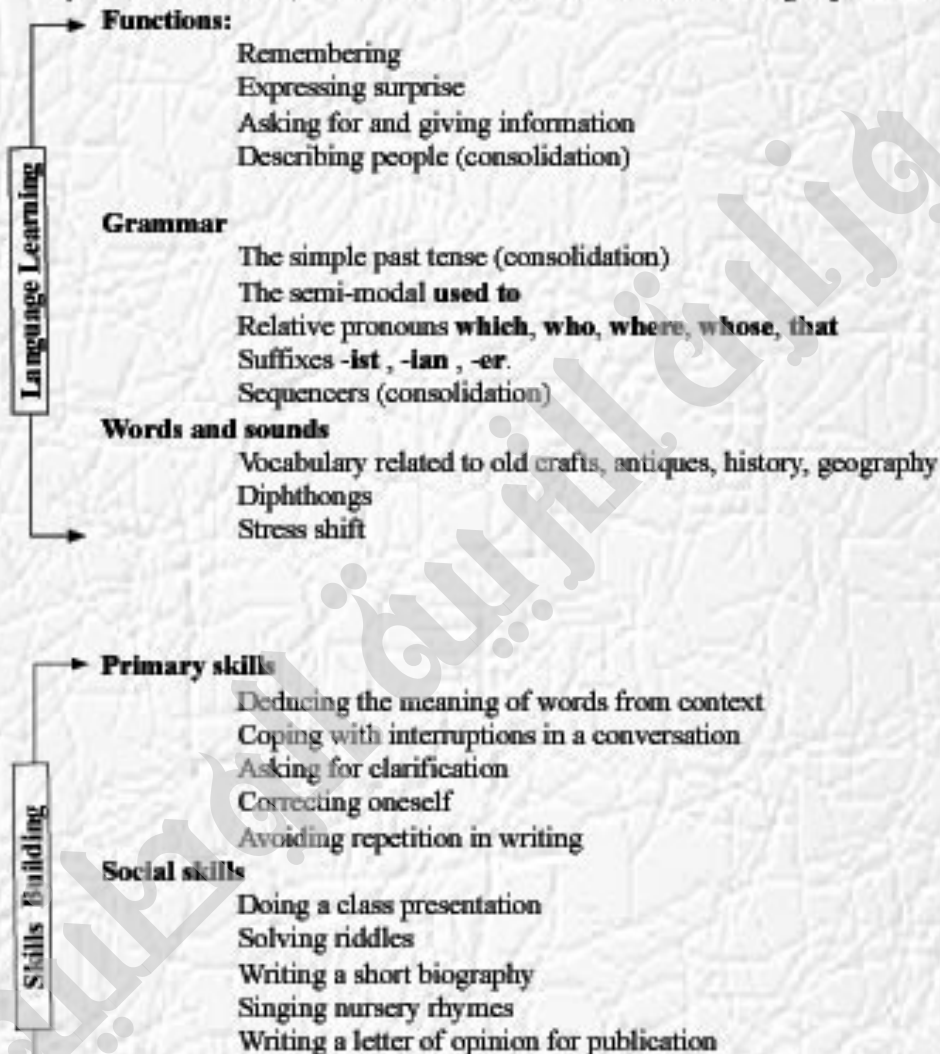
We count on you to win the vote. Help us make our city cleaner and our citizens more prosperous and healthier.

FILE FOUR

THEN AND NOW

Reminder

By the end of this file, the students will have attained the following objectives:



**YOUR PROJECT:
MAKING A DIFFERENCES POSTER**

WORD LIST (To be photocopied and handed out to the students)

Write the definition in column B for each word or phrase in Column A according to the meaning it has in the texts. Use the words in sentences of your own.

Column A: Words and phrases	Column B: Definitions
<p>behave /bɪ`heɪv / v. broadcast /`brɔ:dkɑst / n. complain /kəm`pleɪn /v. fabulous /`fæbjələs /adj. on line with us keep fond memories</p> <p>(Text, p. 171)</p>	<ul style="list-style-type: none"> -programme on radio or on television - say that you are annoyed - talking with on the phone - fine - remember something or somebody with pleasure. - conduct
<p>frescoes /`freskəʊz / have a good time hunters /`hʌntəz / n. skin /skɪn / n.</p> <p>(Text p.96)</p>	<ul style="list-style-type: none"> - take pleasure - elastic substance forming the outer covering of the body of a person or an animal - people who go after wild animals for food or sport - paintings made on a wall by using watercolour paint on a surface of wet plaster
<p>catch what you you've said dignified /`dɪgnɪfaɪd / adj. forgive /fə`gɪv / v. hold on /`həʊldɒn / v. leaders /li:dəz / n. recap /rɪ:`kæp / v. stern /stɜ:n / adj.</p> <p>(Listening scripts, pp.171-172)</p>	<ul style="list-style-type: none"> - honourable - pardon or show mercy to somebody - stop talking - person who directs or controls a team, an organisation etc. - hear ,understand - strict, very serious - repeat and summarize
<p>civil rights /sɪvl raɪts / decent /di:snt / adj. defend /dɪ`fend / v. modesty /`mɒdɪsti / n. preach /pri:tʃ / v. star /stɑ: / v. win /wɪn / v.</p> <p>(Text p.107)</p>	<ul style="list-style-type: none"> - suitable, respectful - speak or write in support of - urge, recommend, talk in favour of -play as a main actor or actress in a film - the fact of not showing off or not having a high opinion of one's merits - get something by hard work - things which we may do or have by law e.g., voting

FOOD FOR THOUGHT(p.91)

Try to elicit your students' responses to the two pictures by asking questions.

Which part of Algiers is represented in the picture at the top of the page ?

At what period of Algerian history was it taken ?

Who are the people in the picture ?How did they travel ?(Focus on horse cabs.)

How is the place shown in the picture called today ?

Now look at the second picture and compare it with the first picture.

At what period of Algerian history was it taken ?

What are the things which we find in the first picture that we don't find in the second one ? What has changed? (Focus on buildings, streets, cars ...)

Before you listen(p.92)

Key

Picture one: Brad Pitt , American actor . First job: journalist

Picture two: Whoopi Goldberg,Black American actress:. First job: teacher

Picture three: Ait-Menguelat, Algerian singer. First job: cabinet maker

Picture four: Clint Eastwood, American actor. First job: gas station attendant

Picture five: Nicole Kidman, American actress of Australian origin. First job: none ; she was unemployed.

Picture six: Cheb Mami, Algerian singer, First job: shoemaker

Picture seven: Harrison Ford, American Actor, First job:carpenter

Picture eight : Arnold Schwarzeneger, American actor. First job: bodybuilder

Note that **U.S. gas station** means **petrol station in Br English**.

As you listen (p.92)

Activity one

key

Whoopi Goldberg; teacher

Activity two

The letter "d" in modal **used to** is pronounced /t/ because of the assimilation of the sound /d/ in **used to** to the letter /t/ in **to**.

After listening(pp.93-94)

Grammar Window

Activity one

A. I used to teach in high school in Harlem, but I'm playing roles in films now.

B. Did you like teaching ? Yes, I did.

C. I didn't complain about them.

Activity two

A.We use **used to** to talk about things which **don't happen now, but did happen in the past**.

B. We can use **the simple past** to replace **used to**.

Practice (p.93)

Activity one(pp.93-94)

Key

- A. Karim is playing in major films. B. Really, he used to be so shy.
B. Souad has ranked first in mathematics. B. Really, she used to have bad marks in geometry and algebra.
C. Ron is running faster than anyone else. B. Really, he used to lag behind everybody.

Activity two(p.94)

Key

The answers are not necessarily the ones given in this key.

A: Which primary school **did you use** to go to ?

B: I **used to** go to Ibn Badis School/ Mouloud Feraoun School ...

A: Who **used to** be your teacher of Arabic ?

B: Just a minute. It was ____.

A: What about your teacher of French ?

B: I don't remember his/her name.

A.. How **did you use to** go to school, by bus, by car, or on foot ?

B: I used to go on horseback.

A: **Did you use to** eat at the canteen ?

B: Yes, I did. /No, I didn't.

A: What used to be your favourite subject ?

B: I used to like both physics and maths.

A: **Did** your teachers **use to** punish you ?

B: No, they didn't./ Yes, they did.

Write it up

Activity one

Key

The answer is not necessarily the one included in this key.

When I was younger, I used to go to school by bicycle. After school, I used to revise my lessons before watching TV. My favourite TV show used to be *The Cosby Show*. My friends used to come to my home to play games. At school, I didn't use to like maths and physics. I used to prefer to study languages: Arabic, French and English. The season I liked most was summer. During the summer holidays, I used to go to the beach. I used to be a very good swimmer. I remember that I could swim for a thirty metres to a huge rock in the sea. I used to spend whole summer days there fishing and enjoying the fresh air coming from all the north.

READ AND CONSIDER(pp.95-97)

Before you read(p.95)

Activity one

Key

Students might come up with other ideas. The importance here is the appropriate use of **used to**.

You: Where did people in the Sahara use to live ?

Your partner: They used to live in caves.

You: What did they use to do to live/for their livelihood?

Your partner: They used to hunt./used to be hunters.

You: With what did they use to hunt ?

Your partner: They used to hunt with spears.

You: Did they use to make stone tools?

Your partner: Yes, they did.

You: What did they use to wear?

Your partner: They used to wear animal skins.

You: Did they use to paint on rocks?

Your partner: Yes, they did .

Activity two(p.95)

Key

This is a prediction activity. The key is the one given for activity one of the **As you read rubric** .

As you read(p.96)

Activity one

Key

b.The Sahara used to be a green land.

d.Life used to be dangerous there.

Activity two(p.96)

Key

The cave people used to play music (the flute)

The cave people used to light fires at the entry of the caves to frighten animals away. ...

After reading (p.97)

Grammar Window

Key

A.

1. It used to be a green land with large rivers and big lakes, which contained a lot of fish.
2. It had large forests, which were full of dangerous animals.
3. The people **who** used to live in the Sahara were cave people.
4. They painted many beautiful pictures of animals and hunters in the caves where they lived.

D. **Which, who, where** are relative pronouns. They refer to the words which come before (precede) them.

Practice (pp.97-98)

Activity one (pp.97-98)

Key

The key to this activity is not necessarily the one given below.

Ann: What is this ?

You: This/That is a stone ax.

Ann: What did the cave men use it for ?

You: They used it for hunting wild animals.

Ann: And what is that ?

You: This/That is a stone star.

Ann: What did they use it for ?

You: They used it for storing fat.

Please make sure that the students don't confuse the semi-model used to with the verb to use meaning employ for a purpose.

Activity two (p.98)

Key

The aim here is to practise the use of relative pronouns which, that and where.

- This is a corner of the cave where they used to keep their musical instruments.
- This is the back of the cave where they used to sleep.
- This is the front of the cave where they used to keep a fire to frighten wild animals away.

Write it out (p.98)

Before you set the students to task, brainstorm the topic with your students and jot down some ideas on the board. Provide a topic sentence; e.g., the sentence written in bold in the following paragraph.

Ladies and gentlemen,

Life used to be dangerous in the Sahara. You know, tigers, bears and lions , which lived near the caves, used to attack cave people. Today all you can see are these beautiful camels, which have carried you here from the hotel. Life was even more dangerous for children. The children who used to stay close to the open fire often got burnt. The children who often fetched water to drink fell into the deep lakes and died. ...

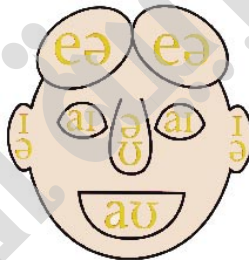
Words and sounds (p.99)

Activity one

A diphthong is a sound where there is a glide from one vowel quality to another. It is a union of two vowel sounds . (Cf. *Oxford Advanced Learner's Dictionary of Current English*)

Activity two(p.99)

Reproduce the drawing.
Hair, ear, eye, nose, mouth



Activity three (p.99)

Key

əʊ	aʊ	aɪ	eɪ	ɪe	eə	ɔɪ	ʊə
Nose	Now	Buy	bay	Here	Air	Oil	Sure
No	House	Five		Spear	There		Tour
Boat	Town			hear	Chair		Pure
Know					bear		

Activity four (p.99)

The key is the one provided above. Read aloud the words in the box for the students to check their answers to activity three.

Take a break(p.100)

Nursery rhyme

Key

Read the nursery rhyme aloud and beat the rhythm on desk for your students to get it right. Your students can make similar rhymes using the relative pronoun that.

Idioms and colloquialisms

1. b
2. a
3. c
4. e
5. d

RESEARCH AND REPORT

Activity one

Key

National name: *Hindi Bharat*

Area: 3,166,829 sq km/1,22,396 sq mi

Bordering countries: Nepal, China, Afghanistan Bangladesh, Pakistan, (Arabian Sea, Indian Ocean)

Official languages: Hindi, English

National languages: 17 Assamese, Bengali, Gujarati, Kannada, Kashmiri, Konkani, Malayalam, Manipur, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu. More than 1,650 dialects.

Religions: Hindu 83%, Sunni Muslim 11%, Christian 2.5%, Sikh 2%

Capital city: New Delhi

Main towns: Bangalore, Hyderabad, Ahmedabad, Kanpur, Pune, Nagpur, Bhopal, Jaipur, Lucknow, Surat, Bombay, Calcutta

Currency: Rupee

Monuments: Kesava Temple, Taj Mahal

Representational animal: cow

Famous indian leaders: Mahtma Gandhi, Nehru, Andira Ghandi

Activity two

Key

The answer below is not necessarily the one that your students will hand out.

From the British Raj to India (*Hindi Bharat*)

The Raj is the period of British rule in India before independence in 1947. India, Pakistan and Bengladesh used to be part of the British Raj. But just six months after independence what used to be the British Raj was partitioned

between Pakistan and India. After partition, some 15 million Hindus, Sikhs and Muslims moved to live among their own. At least a million people were massacred on all sides during the migration. Fighting over the region of Kashmir continues to this day.

Between 1947 and 1971 Pakistan used to have two parts, one part situated to the west of India and another to the east of the same country. East Pakistan had a larger population than West Pakistan. In 1971, the people of East Pakistan declared their independence as Bangladesh.

Activity three (p.101)

Ladies and gentleman,

This is the white marble mausoleum which was built by Shah Jahan in memory of his favourite wife, Mumtaz Mahal. It is called the Taj Mahal. It took 20,000 workers more than 23 years to build. They finished building it in 1653. It is a famous example of Indo-Islamic architecture, which fuses the Muslim and Hindu styles. As you can see, it has a central dome and minarets on each corner. ...

Activity four(p.102)

Name: Harun Al-Rashid

Date and place of birth: Ravy, Persia, Present-day Iran, 765 AD

Father: Caliph El-Mahdi

Mother: Of Berber stock

Occupation: Caliph from 786 A.D to 809 A.D.

Married: Zubayda, his cousin in 782.

Hobbies: Reading short stories, listening to music, playing chess...

His friends: Khalid Al-Barmak, Fadl, Djaffar, Yahia

His penfriend: Charlemagne, King of the Franks, Sent gifts to Charlemagne: silk robes, elephant chess game, clock

Hero of a famous tale: *One Thousand and one Nights*

Habits: walking the streets of Baghdad in disguise at night.

The students can add other details to the fact file above.

Activity five (p.102)

Key

The sample dialogue below is not necessarily the one that your students will create.

TV presenter: Can you tell me the name of the Abbasides caliph who was walked

the streets of Baghdad in disguise at night to hear what people thought about him?

Host A: The name of the caliph who walked the streets of Baghdad at night was Al-Mamun.

TV presenter: Actually, that's wrong.

TV presenter: It's your turn, Said. Who was the Abbasides Caliph who walked the streets of Baghdad at night ...

Host B. Sorry, I don't know.

Activity(p.102)

Key

This is just a sample biography.

Harun Al-Rashid was born in 766 and died in 809. He was the son of Al-Mahdi, who was the third caliph of the Abbasides dynasty of Baghdad. His mother was of Berber stock. Harun Al-Rashid married his cousin in 782. In 786 he became caliph. Harun Al-Rashid was a man who was very fond of music, science and literature. He gave his protection to many scientists and writers during his reign. Harun Al-Rashid had many friends. Among these friends were Khalid Al-Barmak, Fadl, Djaffar and Yahia. One of his pen-friends was Charlemagne, who was the king of the Franks. Harun Al-Rashid was generous with him. He sent silk robes, a chess game, a clock and an elephant to Charlemagne to show him his friendship. What he dislikes most is dishonesty. He was the hero of the famous tales called *One Thousand and On Nights*, where Harun-Al-Rashid is portrayed as a man walking the streets of Baghdad in disguise at night

Do you know?(p.103)

Activity one

Please note that **there** is missing at the end of the following sentence from activity one: his father was a commercial agent (there).

Key

The Italian Leonardo Fibonacci, **who** was a merchant and also a learned mathematician, introduced Arabic numerals to Western Europe. He was educated in present-day Bejaia, on the North African coast, **where** his father was a commercial agent. When he returned to Italy, he published a book of mathematics, **which** he called **The Book of the Abacus.**(§1)

The Arabs numbered many excellent physicians. Among the best known was Rhazes, **who** was an alchemist as well as a physician. His most famous book was *The Comprehensive Book*, **which** summed up the medical knowledge of ancient Greeks. (§2)

Activity two(p.103)

Key

There is really no key to be provided here since the students' answers can vary. Yet, make sure your students don't just reproduce what they have read in books and on the Net. Help them synthesize the information using **relative pronouns** and if possible **used to** .

Some information to help you:

Al-Kwarizmi

The Moslems / Arabs made important contributions to mathematics. The outstanding Arabic work in this field was the *Arithmetic* of the Persian Al-Kwarizmi(ninth century), which introduced the number system that we use today. The Arabs called the Arabic numerals the *gobar* numbers. Al-Kwarizmi derived the system of the Arabic numerals from Hindu mathematicians , who worked out the system as early as the third century BC in India.

Al-Kwarizmi also wrote a book, *On Algebra*, which was based to some extent on Hindu sources. The name Algebra is of Arabic origin. It comes from *al-jebr* , which means "the union of broken parts". ...

Alhazen

The foremost Arab physicist was Alhazen of Basra, who was born around 965 and who died around 1038. His chief works were *The Treasury of Optics* and *On the Burning Sphere*. His theory of the process of vision, which he developed in his book , marked a definite advance over Euclid and other ancient Greek scientists , who had taught that the eye sends out rays to the object that is seen. ...

Avicenna of Bokhara

Avicenna was born around 980 and died in 1037. He was both a distinguished philosopher and a famous physician. He was the author of a medical textbook which he called the *Canon of Medicine*. ...

Averroes of Cordova

Averroes was born in Cordova in 1126 and died in Marrakesh 1198. He was a practising physician and a judge of high repute. ...

(Adapted from *Book of Popular Science*, Grolier, v.3)

LISTENING AND SPEAKING(pp.104-106)

Listen and check(pp.104-105)

Activity one(p.104)

Key

- A. (b) Could you repeat that, please ?
- B. (c) Say sorry and correct the mistake.
- C. (a) Pardon ?

Activity two

The key to this activity is the one given in activity one above.

Activity three

Key

- A. a. James hasn't waited for his turn to speak.
E. b. He wants to change the topic of conversation.

Coping window

Key

Go through the coping window with your students before you move to the practice activity in **Your turn to speak**.

Your turn to speak(p.105)

Key

The students will write a short dialogue simulating the roles of teacher and students. The example provided for this activity and **script 2, pages 171 and 172** will serve as models.

Write it up(p.106)

Activity one

Key

The students will make notes using the box as you simulate script 3 on page 172.

Indian Chief : also Powhattan

What did he look like ? Tall, dignified man with a stern face

What was he like? Cruel to his enemies, loving to his daughter.

His age: 60

Daughter's name: Pocahontas

Her age: 13

Coping window

Go through the coping window with your students before you move to activity two.

Activity two(p;106)

Key

The students are supposed to develop the notes they have made in activity one after having checked their correctness in activity two.

Activity three(p.106)

The students are supposed to develop the notes into a short biography of Pocahontas. Encourage them to add new information and to use their own words.

Pocahontas was an Indian princess. She lived in the first half of the seventeenth century. She belonged to the Powhatan tribe, an Indian tribe which lived on the East Coast of the United States. When the first American colonists settled in America in 1607, Pocahontas was just 13. Though her father was cruel towards his enemies, he loved her very much. Pocahontas fell into love with John Smith. When her husband came back to England from Virginia, she did not hesitate to follow him. ... (

The students can add other details that can be included in the biography. Brainstorm the topic before you set them to task.

READING AND WRITING(pp.107-110)

Read and check(p.107)

Activity one (p.107)

The aim of this activity is to distinguish between relevant and irrelevant information supposed to be included in a short newspaper article about Martin Luther King Day.

Key

The irrelevant information is as follows:

- d. married Coretta Scott.
- e. Baseball fan

The reason for not including this information is that the topic is about Martin Luther King as a political/public figure not about his hobbies or his private life.

Activity two (p.108)

The key is given above. The students will check their answers with the text. Discuss with them the reason why the author has decided not to include the information in the notes of activity one above.

Activity three(p.107)

Key

A. The author states his/her opinion in the first sentence of the letter:
“Martin Luther King Junior never starred in a Hollywood film, and he never killed the “bad guys”, but he was my hero.

B.(b) . The author organises his/her text/letter by listing and explaining a series of arguments.

C. She uses sequencers: first, second, third, finally.

Activity four(p.108)

Key

- a. Famous: well-known
- b. He never preached violence against white people who hated the black population in America.
- d. peace \neq violence
- e. courage \neq afraid hate \neq love

Coping window(p.108)

Go through the **coping window** with your students before moving to activity five for practising the strategies detailed there.

Activity five(pp.108-109)

Key

Strategies	1 (life)	2 (people)	3 (defend)	4 (King, racists)
Examples	d (lived)	a(population)	b(defence)	c. (him/he/them)

Write it out (pp.108-109)

key

Activity one(p.108)

Mohandas Karamchand Gandhi was an Indian nationalist **leader**. He **led** the Indian struggle for independence. He was a peaceloving man(a pacifist), who strongly believed that non-violent cooperation could free his country from British colonial rule. He organised many hunger strikes and demonstrations to make India independent. India got its independence in 1947. A Hindu nationalist assassinated Mahatma Gandhi (the Great Soul) in 1948. He killed him because he thought that Gandhi had betrayed his people.

Activity two(p.109)

Key

The answer in this key is not necessarily the one that your students will hand out to you.

Though Abdelhamid Ben Badis didn't participate in the War of Independence, he was for me the greatest hero of the Algerian Revolution. I hold this opinion for four main reasons. First, he was among the Algerian intellectuals who laid the foundations of the Algerian nation. Second, ____ He lived and worked for the independence of Algeria. We are right to celebrate Science Day on his birthday, April 16, every year. ____

PROJECT ROUND-UP(p.111)

WHERE DO WE STAND NOW? (pp.112-115)

Progress check(p.112-114)

Exercise 1

B. What School used to be like .

Exercise 2

- A. Which school did the author use to go to?
- B. How did he use to go to school when the weather was fine?
- C. How did he use to go to school when it rained ?
- D. Did you/he use to learn Greek?
- E. Did you have computer science?

Exercise three

The author will write about school uniforms.

Exercise four

The students will check their answers to exercise three.

Exercise five

- A.Girls used to wear a white blouse and a long skirt.
- B.The men and women teachers' uniforms were different.
- C. The author disapproves because he finds it 'difficult to tell who are the teachers and who are the students.
- D. What is important here is the soundness of the justification.

Exercise six

- A.The word is "hated".
- B. The sentences are : I didn't go to an all boys' school. My sister too didn't go to an all girls' school. From these two sentences, we can infer the meaning of **co-educational school**.

Exercise seven

Sentence order	1	2	3	4	5
Letters	b	a	c	d	e

Exercise eight

- 1. Really? S/he used to be slim.
- 2. Really? S/he used to be poor.
- 3.Tell me another ! S/he used to hate English.
- 4. I can't belive it! They didn't use to like each other.

Exercise nine

- A. I used to like the fêtes, which/that students organised at the end of every school year.
- B. Fêtes were the good times when we really felt happy to do something for charity.
- C. The school caretaker used to give us a spare room where we put everything we made.
- D. The girls, who knitted jumpers and made cakes, took cookery and needlework lessons.
- E. The boys, who made wooden toys like trains and dolls, used to take woodwork lessons.
- F. At every fête there used to be a “white elephant “stall, where you could find second-hand clothes.
- G. I particularly liked the big day of the fête when parents came to share with us the fête and to spend some of their money for charity.

Exercise ten

Sample autobiographical paragraph

How time flies ! Eight years ago, I was a pupil in Souidani Boudjemaa Primary school. I used to be so short that my teacher always seated me in the front. I used to be so shy. I never used to raise my finger to answer questions because I was afraid that my classmates would laugh at me....

PROGRESS TEST II

Read the text below and answer the following questions.

1. How does the author of this text feel ? Why ?
2. Does his wife feel the same ? Why ?
3. What will he do if his firm pays a good pension into his bank account?
4. Will he be able to do all the things that he has always wanted to do? Why ?

Retirement

I'm going to retire next week and I'm looking forward to it. For the first time in my life, I shall be able to do all the things I've always wanted to do. When I wake up in the morning, I won't have to get up quickly. I shall stay in bed until I feel ready to take my bath. I won't have to travel to work anymore. So as soon as I finish taking my bath, I'll go to the living room. I shall listen to music while I wait for my breakfast to be served. You know, if my firm pays a good pension into my bank account, I will hire a cook. My wife and I will be able to spend more time together while we take care of our grandchildren. I explained all these plans to my wife. "Of course", she said "I'm looking forward to your retirement, too, but you must remember that while you can retire, I can't. I've written out some simple rules for us both which will apply from the day you retire". Here they are ...

Vocabulary

Find in the text:

- a. a verb which **means** that a worker has stopped working at the end of his/her working life.
- b. a noun which **means** an amount of money paid regularly to someone who has stopped working at the end of his/her working life.
- c. a phrasal verb which **means** to be excited and pleased about something that is going to happen.

Grammar

1. This is the continuation of the text on the previous page Put the verbs between brackets into the correct tenses to get a coherent set of rules.

RULES OF THE HOUSE

1. We (to take) turns to do the cooking and the housework after you (to retire).
2. You not (to watch) TV before you (to cook) our meals.
3. As soon as (to retire) we (to do) exercise in order to keep fit in body and mind.

“They look like sensible suggestions,” I said. “They are,” my wife answered. “If we (follow) these rules, I’m sure we (to enjoy) a long and happy life to together.” “I hope we will,” I answered.

(Adapted from L. G. Alexander , *Longman English Grammar Practice*)

Listening and speaking

1. Make a short interview (five questions) about what the world used to be like when your grandparents were young using the ideas in the box.

housing - transport – food – shops -sports

Start like this:

You: Tell me, Grandpa, where did you _____ ?

Grandfather: _____

You: How _____ ?

Grandfather: _____

You: What _____ ?

2. Read the short brainteaser below and find words which contain the vowels and diphthongs in the box below.

I didn’t use to fly when I was young, but I can fly now. I used to crawl along the leaves before I turned into what I am now. What am I.

Vowels	Examples	Diphthongs	Examples
/ɪ/			
/i :/		/aʊ/	
/ɒ/		/aɪ/	
/ɔ :/			

Writing

Find the connections in the table below. Then write a short paragraph about your wants. Each time you express a want say why.

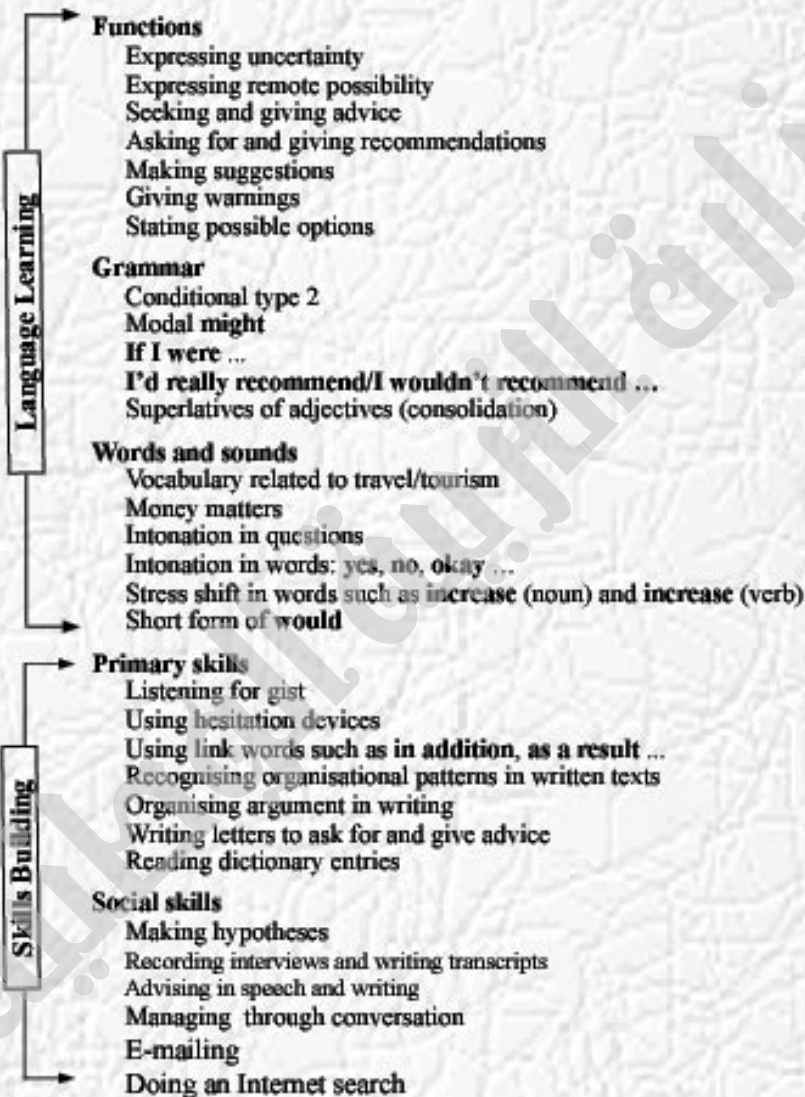
Start like this:

There are five things I want most in my life. First, I want _____

Wants	Relative pronouns	definitions
I want a car	where	- runs at the maximum speed limit of thirty kilometers an hour.
I want to live in a town	which/that	- is safe and economical.
I want a friend	when	- father and mother can help make the world happier.
I want to live only during the days	who	-people make peace.
I want to know someone	whose	- is courageous and honest. -people are careful about the environment.

Reminder

By the end of this file, the students will have attained the following objectives:



**YOUR PROJECT:
LAYING OUT A NEWSPAPER PROBLEM PAGE**

WORD LIST (To be photocopied and handed out to the students)

Write the definition from column B for each word or phrase in Column A according to the meaning it has in the texts. Use the words and phrases in sentences of your own.

Column A: Words and phrases	Column B: Definitions
assume /ə`sjʊm/ v. attend /ə`tend/ v. by myself /baɪ`maɪself/ come true /`kʌmtru: / naval /neɪvl/ adj. stay tuned /steɪtju:nd/ (Listening script, p.173) chuck it all famous /`feɪməs/ adj. fed up with /`fedʌpʷɪð/v enquire /`enkwaɪə/v. make up my mind stand /stænd/v. torrid /`tɒrɪd/ toy with /`tɔɪʷɪð/v. unfortunately /ʌn`fɔ:tʃnətli/ adv. (Texts pp.122-123) altogether /ɔ:ltə`geðət/ adv. backpack /`bækpæk/ n. book /bʊk/ v. cost /kɒst/ n. fly back /`flaɪbæk/v. hitchhike /`hɪtʃhaɪk/ light /laɪt/ rent /rent/ v. seek /si:k/ v. short of time /ʃɔ:təftaɪm/ (Text, p. 174) chronic /`krɒnɪk/ adj. degree /dɪ`gri:/ n. drug /drʌg/ n. feel guilty /fi:l gɪlti/ opportunity /ɒpə`tju:nəti/ n. painkiller /`paɪnkɪlə/ n. wise /waɪz/ adj. widowed mother /wɪdəʊd mʌðə/ supervision /su:pə`vɪʒn/ n. (Text pp.133-135)	- related to the navy, ships - guess, suppose - be realised, fulfilled - alone - to listen to a broadcast - go and see - think not very seriously about - sadly, regrettably - very hot - decide - support, endure, bear - well-known - ask for - abandon/give up everything - tired of - pay for the use of land ,a flat etc. - completely - not heavy - bag carried on the back - get a free ride from a passing car by signalling for one. - arrange for getting a plane ticket - go back by plane - not enough time - ask for/look for/search - price - someone who has lost a husband - medicine which reduces pain - continual, lasting for a long time - sensation that you have done sth wrong - guidance - diploma - substance used for medical purposes - chance, occasion - having or showing experience or knowledge

FOOD FOR THOUGHT (p. 118)

Interact with the students and try to elicit what the budding jazzman (the boy) is dreaming about Louis Armstrong (in the picture at the top of the page) should be familiar to the students since they have already come across the name of this jazzman in MS3. Can the boy really become like Louis Armstrong? Is this a certainty or a remote possibility ?

LISTEN AND CONSIDER(pp.119-121)

Before you listen(p.119)

Key

This is an open-ended activity. So the students should feel free to suggest their own answers. Just make sure they justify them..

- a. He is fourteen/ about fifteen . ____
- b. He goes to Middle School. ____
- c. He hopes to become a sailor/ a naval engineer. ____
- d. He dreams of buying /owning a fishing ship/ visiting his girl friend/ travelling around the world.

As you listen

Key (See key above.)

Activity one

Simulate the dialogue for the students to check their answers to the activity above. The answer to question a is an inference question. Bachir is a third-year student at Mohammed Dib Middle School. So logically, he is about the same age as the students between 14 and 15.

Activity two

Key

- a. What would you do if you suddenly became rich ? (down)
- b. Would you take anyone with you ? (up)

Activity three(p.120)

key

- a. If Bashir suddenly became rich, he would buy a fishing boat for his father.
- b. If his dream came true, he would/'d pay a visit to his pen-friend Kerrie in Sydney, Australia.
- c. Kerrie would/'d take him on a sightseeing tour of Harbour Bridge, the Opera House and other places if he asked her.

Activity four(p.120)

If necessary simulate the dialogue for the students to make notes before they act out some snippets of it.

After listening(p.120)

Grammar Window

Key

- 1.a The tense is the past simple. It refers to the present.
- 1.b Bachir is poor. Certainly not.
- 1.c The clause expresses condition .
2. a The sentence expresses result.
- 2.b It is a dream.
3. When we imagine an unreal situation, we use if + the past simple tense in the **conditional** clause.

In the **result** clause; we use the auxiliary verb would +the infinitive verb without to.

Refer the students to the Grammar Reference n°8, page 183 to consolidate further the notion of conditional type two before moving on to its practice.

Practice(p.121)

Activity one

Key

The answers in this key are not necessarily the ones that the students would give in response to the questions.

- a.If trees could talk, they would complain about pollution.
- b.If Man had wings, he would live on trees.
- c.If money grew on trees, people would not work.
- d.If time travel was/ were possible, people would choose to live in the Abbasides period.
- e.If animals could talk, they would complain about man's cruelty.
- f.If aliens conquered our planet, they would make us their slaves.

Activity two(p.121)

Each group will choose the best response to each of the questions in activity one above and read it aloud. Invite the class to choose their favourite sentences . Then have them write the selected sentences on the blackboard and then in their copybooks/portfolios.

Activity three

Key

- a.If he didn't work so hard, he would not often get nervous breakdowns
He would not often get nervous breakdowns if he didn't work so hard.

b. If Karima were./was not sick, she would come to the party.

Karima would come to the party if she were/was not sick.

c. If you stopped smoking, you would not cough.

You would not cough if you stopped smoking.

d. If I had a car, I would give you a lift.

I would give you a lift if I had a car.

Write it up(p.121)

Key

Possible response to the question

The answer is not necessarily the one given in this key.

If I could change things in my life, I'd work harder at school. I'd do more exercise to keep fit. I'd watch less TV and talk more with my family and friends.

If I had time, I would help my father and mother doing odd jobs....

READ AND CONSIDER(p.122-125)

Before you read(p.122)

Key

The answers are not necessarily the ones provided in this key.

You: What's Abdelkader like?

Your partner: He's (a)determined/outgoing/active (person).

You: What about Ronald ?

Your partner: He's (a)dreamy/shy/indecisive/thoughtful (person) .

As you read(pp.122-123)

Activity one (p.122)

key

Abdekader's diary entry shows that he is outgoing, decisive, active and determined whereas Ronald's e-mail shows that he is indecisive and dreamy.

Have the students justify their answers by giving evidence from the text. For instance, Abdelkader shows determination by saying that "my decision is made" and then goes on using the **going-to** form which indicates that he has definitely planned his future actions. Ronald keeps using modal **might**

Activity two (p.123)

Key

a. I'm going to quit tomorrow.

b. I'm going to apply for admission to a magister degree in Journalism.

c. I'm going to pass.

d. I'll go home to Tam. ...

Activity three(p.123)

- a. I might get back to San Diego next week.
- b. I might stay here for another month or so.
- c. I might accept the invitation.
- d. I might become rich and famous.

After reading(p.123)

Grammar Window

Key

- 1. The sentences in Abdelkader's diary entry and Ronald's e-mail refer to the future.
- 2. It is in Ronald's list of sentences that the speaker is not really sure about what he wants to do.
- 3. We use modal **might** to express uncertainty/remote possibility.
- 4. No, we don't add **s** to modal **might** even when it is preceded by he/she/it.
- 6. No we don't use **do** or **does** in the negative.

Refer the students to the Grammar Reference n°5, page 180 before moving to the practice activities.

Practice(p.124)

Activity one

Key

- a. 'What's for lunch, Mom ?'
'We 're having a pizza . It's in the oven.'
- b. 'Are you going to give a party for your birthday ?'
'I might. I haven't decided yet.'
- c. 'I'm going to the airport this afternoon.'
'I'm collecting my sister at 4 p.m.'
- d. 'Who is eating with us ?'
'I've invited Aisha, but she might be late. It depends on the traffic.'
- e. 'What time are we eating ?'
'Don't worry. It might be ready before your bus comes.'

Activity two(p.124)

Key

Sentences	1	2	3	4
Functions	a	d	b	c

Activity three (p.124)

Key

The correct answers are not necessarily the ones in this key.

- a. If I were you, I would notify the police.
- b. If I were you, I would ask Hamid to lend me some.
- c. If I were you, I would take him/her to dine out.
- d. If I were you, I would go to a psychologist.

Activity four(p.124)

Key

- a. Her boss might give her a pay rise next year.
- b. She wouldn't go to work on crowded buses if she had a car.
- c. She could rest when she gets home if she did not have to take care of her sick mother.
- d. She would quit her job if she was/were sure to find a better one soon.

Write it out(p.125)

Key

This is an open-ended activity. Just refer the students to Ronald's e-mail to take it as a model. Write down the topic sentence of the e-mail below on the board. Then brainstorm the topic with your students.

Possible answer

This year I haven't really made up my mind as to where I'll spend my summer holidays. I might go to visit Grandma and Grandpa in Oran. They might need some help in cleaning their home and garden. I might go to the sea. The beach is only two kilometres away from my grandparents' home. But I might go camping with my friends as well. ...

WORDS AND SOUNDS (p.126)

Activity one (p.126)

object ¹ /`ɑbdʒɪkt/ **n**, sth that can be seen or touched; material thing; e.g *Tell me the names of the objects in this room.*

present ¹ /`preznt/ **n**, gift: *a birthday present.* e.g *I'll make you a present.*

increase ¹ /in`kri:s/ **v**, make or become greater in size, number, degree, etc; e.g *The population has increased by 20 million since independence.*

Activity two (p.126)

Key

Activity three/Activity four (p.126)

Key

Yes ? (1) The intonation goes up. This is a query.

Yes, definitely. (2) The intonation goes down. (Agreement with a statement)

Well ... Yes. The intonation goes up. There is hesitation.

Activity five

Key

Okay? (rising intonation for a query) : equivalent of "Are you ready ?"

Answer: Yes, (I am).

Read ?(rising intonation for a query): equivalent of "Are you ready ?"

Sorry (falling intonation) possible answer: Don't worry.

Yes ? (rising intonation for a query) : Many possible answers depending on the situation.

Tea? (Rising intonation for a query) = (Do you want/Would you like some tea ?)

Yes please, with sugar: (falling intonation)

Take a break(p.127)

The cartoon

Make the students identify the characters in the cartoon i.e., the policeman, the prisoner and the lady, bus conductor. Then try to elicit the humour in the cartoon. Pay attention to the meaning of "single" or "return" ticket. **Single** implies that the prisoner is sentenced to a long time in prison. A **single** is a one-way ticket. If they bought two return tickets, it would mean that the prisoner would come back from the prison, which is absurd.

object ² /əb`dʒekt/ **v**, say that one is not in favour of sth; be opposed to; make a protest against.; e.g *I object to all this noise.*

present ² /pri`zent/ **v**, give, offer; e.g *He presented the village with a bus.*

increase ² /`iŋkri:s/ **n**, amount by which sth increases; e.g *Increase in population made family planning necessary.*

Idioms and colloquialisms (p. 127)

1: d 2:c 3: a 4: b

RESEARCH AND REPORT(pp.

Activity one

Australia

Location: situated south of Indonesia, between the Pacific and Indian Oceans

Area: 7,682,300 sq km/2,966,136 sq mi

Population: 18,088,000 (1995 census)

Capital city: Canberra

Main towns: Adelaide, Alice Springs, Brisbane, Darwin, Melbourne, Perth, Sydney, Hobart, Geelong, Newcastle, Townsville...

Most famous rock: Ayers Rock

Most famous animal: Kangaroo/Wallaby

Most famous opera house: Sydney Opera House

Most famous bridge: Harbour Bridge

Most famous rugby team: The Wallabies

Most popular water sport: surfing

The students can also write a short paragraph about Australia using the information in the fact file

The picture at the bottom left-hand corner represents a player belonging to the Australian national rugby team, the **Wallabies**.

The picture on top right-hand corner shows **Ayers' Rock**. It is a monolith, i.e., a very large upright piece of stone .

The picture under it represents **Harbour Bridge** in Sydney in the middle and Sydney Opera House on the left.

Activity two(p.129)

Key

- The most powerful observatory is in the USA. It's Mount Palomar Observatory.
- The largest desert is in Algeria.
- The tallest tree is in California, USA.
- The biggest rock is in Australia.

Activity three (p.129)

Key

The wallaby is the animal which is the least known in Algeria.

Activity four

Key

This is an open-ended activity. The students will quiz one another. Then they will discuss their reports and synthesise them into a class report.

LISTENING AND SPEAKING(pp.130)

Listen and check (p.130)

Activity one

Key

He uses the words in bold type because he does not know what to say next, so he hesitates.

Activity two

Key

The key to activity is the one given in activity one. Simulate the dialogue in script 2, page 174 **showing the necessary hesitations** so that the students will check the predictions made in activity one.

Activity three(p.130)

Key

- a. False: A return flight to Tamnrasset costs 20,000 dinars.
- b. False : We don't have charter flights unfortunately.
- c. True
- d. He won't rent a car because he doesn't know how to drive.
- e. True

Activity four(pp.130-131)

Key

The students will play the roles of customer (Ronald) and travel agent. If necessary, simulate the dialogue for the last time. The students can play variations on the dialogue.

Coping window(p. 131)

Go through the **Coping window** with your students to consolidate the hesitation devices. Give examples for illustration.

Your turn to speak (p. 131)

Key

The students will play variations on the sample dialogue included in the text to make similar ones using cues a-e.

Passenger: Can you recommend me places to visit in your town?

Taxi driver: I'd really recommend the Safir Hotel. The service there is good.

Passenger: What about the Djurdjura hotel?

Taxi-driver: Um... The service there is also good, but the prices are quite high. So I wouldn't recommend that hotel.

Passenger: Ok, then, I 'll stay in the Safir Hotel.

Activity two(p.132)

Key

This is an open-ended activity. So the students should feel free to come out with their own ideas. Simulate a short dialogue for your students before you set them to task.

Write it up (p.132)

Key

The answer in this key is not necessarily the one that your students will give. Brainstorm the topic with your students before they start writing their e-mails.

Dear Rashid,

Sorry to hear about the trouble you're having in Britain at present. Don't panic. It often happens that tourists lose their passports. If I were you, I would inform both the local police and the Algerian Consulate in London. You could phone to Rabah at 122525. He could give you a lift there. I know you are probably running short of money. The best thing to do would be to move to a youth hostel. You won't pay as much in a youth hostel as you do in a hotel. Above all, keep your self-control. After all holidays are nothing if there is no adventure in them. I'm sure you will keep fond memories of these holidays when you come back to Algeria .

Best Wishes,
Djaffar

READING AND WRITING(pp.133-135)

Activity one(p.133)

Key

It's taken from a problem page of a newspaper.

Activity two

(See the key in activity one above)

Activity three(p.134)**Key**

Nacera will give information about herself and expose the problem or dilemma she is faced with.

Activity four(p.134)**Key**

Words similar to and	Words similar to so
In addition, besides, moreover, furthermore	As a result, therefore

Activity five(p.134)**Key**

There are many possible answers. Make sure the students don't use a link word twice in order to avoid redundancy.

1. In addition, besides
2. Moreover/furthermore
3. Therefore/ As a result
4. In addition, moreover/furthermore/besides

Activity six(p.134)**Key**

I think Nacera will continue her letter by giving positive and negative prospects.

Activity seven(p.134)**Key**

Words similar to but	Words similar to I conclude
However, yet, in contrast, on the contrary	To sum up, in conclusion, on the whole

Activity eight (p.134)

Please before you set your students to task reformulate the instruction of the activity as follows: Use the link words in exercises 4 and 7 to fill in the blanks in the rest of Nacera's letter on the next page.

1. Besides/in addition
2. However,
3. In contrast to
4. To sum up
5. On the whole
6. In conclusion

Coping window(p.135)

Read the **Coping window** with your students. Have the students provide examples to illustrate the use of the link words listed there.

Write it out(p.135)

Activity one

Key

§1. b (introduction) § 2.d(The reality of the situation)
§3. e(Positive prospects) § 4.a(Negative prospects) §5.c(Conclusion)

Activity two

Brainstorm a certain number of dilemmas that your students may face at the end of MS4. Then let them choose one of the dilemmas as topic of the type of letter they are expected to write.

Key

Dear Dr Hakima,

I'm writing to seek your kind advice. I'm a four-year Middle School student. I took my *Brevet* last June and had a pass with merit. The problem is that I'm facing a dilemma as to the choice of the stream in which I'll register in the *lycée*. My parents want me to register in the scientific stream whereas my choice goes for the literary stream.

Indeed , if I decided to register in the stream of my choice, I would realise the dream of my life which consists of becoming a translator. I would work very hard to get a literary stream *Baccalaureate*, which would allow me to register at a department of translation at university

However, if I followed my choice, my parents would be really disappointed. They want me to become a doctor. ...

In conclusion, I'm at a crossroads in my educational career. I don't know whether I must listen to my parents or decide about what do with my school life on my own. What should I do ?

Yours sincerely,

Karim

PROJECT ROUND-UP(p.136)

WHERE DO WE STAND NOW ?(pp.137-138)

Listening and speaking

Exercise one

1. I **might** be late.
2. I **might** go out or I **might** stay at home.

3. I'm going to cook *kouskous* with lamb.
4. She **might not** like the red colour.
5. I **might** be president.

Words and sounds(p.137)

Exercise two

Yes, can I help you, sir ? (The intonation on “yes” goes up. It is pronounced as a query.

Well, yes... (The intonation on “yes” goes up. It shows hesitation.)

Yes, that’s right. (The intonation on “yes” goes down.)

Reading and writing

Exercise one

The letter is **a letter of reference**

Get the students to write the letter in full.

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

Exercise two

- a. I would lend you my umbrella if I had one but I’m afraid I haven’t.
- b. This **shorba** would taste better if it had more coriander in it.
- c. I wouldn’t mind living in Australia if it wasn’t/weren’t so far away from Algeria.
- d. I’d help you solve the problem If could but I’m afraid I can’t.
- e. If I were you, I would not/ wouldn’t drive this car; it has no brakes !

Exercise three

This is my story chain. If I had ten billion dinars, I would buy a boat. If I bought a boat, I would travel round the world. If I travelled round the world, I would make friends in every corner of the world. If I made friends, I would start another ecological movement, which I would call the New Friends of the Earth. If ...

FILE SIX

FACT AND FICTION

Reminder

By the end of this file, the students will have attained the following objectives:

- Language Learning**
- Functions:**
 - Narrating (consolidation)
 - Reporting
 - Expressing interest and surprise
 - Comforting and re-assuring
 - Grammar**
 - The past simple tense (consolidation)
 - The present perfect (consolidation)
 - The past continuous (consolidation)
 - Interrupted past actions with **when, while** and **as**
 - Simultaneous past actions with **while** and **as**
 - Words and sounds**
 - Word formation: suffix-**tion**
 - Stress in words ending with suffix **-tion**
 - Intonation in questions expressing surprise and interest
 - Vowels /e/, /æ/ and /ʌ/
- Skills Building**
- Primary skills**
 - Making inferences from a written text
 - Making and checking narrative predictions
 - Writing a sequel to a fairy tale
 - Talking about personal experience
 - Editing (punctuation and capitalisation)
 - Social skills**
 - Sympathizing in conversation
 - Writing a letter of condolences
 - Writing a letter of congratulations
 - Writing an obituary notice
 - Recording a folktale and telling it in English
 - Drawing lessons for life (morals) from tales
 - Giving a written and an oral account of an incident/accident

YOUR PROJECT :
MAKING A SCRAPBOOK

WORD LIST (To be photocopied and handed out to the students)

Write the definition from column B for each word or phrase in column A according to the meaning it has in the texts. Use the words and phrases in sentences of your own is used in one of the texts.

Column A : Words and phrases	Column B: Definitions
bite /baɪt/ n. calm down /`kɑ:m daʊn/ v. dive /daɪv/v. lifeguard /`lɪfgɑ:d/ n. safe and sound /seɪf ənd saʊnd/ scare away /`skeə ə`weɪ/v. scream /skri:m/ v. shark /ʃɑ:k/n. (Text p. 175)	- secure and unharmed - plunge - frighten away - expert swimmer on duty at dangerous beaches - take it easy - shout - injury resulting from the act of cutting with the teeth -big, dangerous sea fish
bend /bend/ n. biker /baɪkə/ n. overtake /əʊvə`teɪk/ v. low flying /ləʊ`flaɪɪŋ/ adj. eyewitness /`aɪwɪtnəs/ n. landing /`ləndɪŋ/ adj. collision /kə`lɪʒən/n. (Text p. 147)	- accident in which two moving vehicles hit each other - someone who rides a bicycle (bike) - curve or turn on a road - person who has seen something such as an accident happen - flying close to the land - coming down (for a plane) - speed up and go past a moving vehicle
design /dɪ`zaɪn/n. earn /ɜ:n/v. spill /spɪl/v. pick /pɪk/ (Text p.175)	- remove with fingers - run over the side of a container full of liquid - the way something is made - get/receive an amount of money
beg /beg/ v. blow /bləʊ/ v. come into life /kəm ɪntə laɪf/ ebony /`ebəni/ n. foresee /fɔ: `si:/ v. fulfill /fʊl`fɪl/ v. prick /prɪk/ v. sew /səʊ/ v. stepdaughter /`stepdɔ:tə/ stepmother /`stepmʌðə/ wish /wɪʃ/ (Texts pp.156-157)	- flow as a current of air - to be born - know something in advance - ask for something in an urgent way - type of black wood - make a hole in one's skin with a sharp point - realise (one's dreams, for instance) - desire - one's father's second wife - child of an earlier marriage of one's wife or husband - work with a needle and thread

FOOD FOR THOUGHT(p.142)

Elicit the students' reactions towards the picture.

Possible questions:

What does the picture at the top of the page represent/show ?

Who are the people in the middle of the road? What are they doing?

How do we know they are about reality?

What about the two pictures at the bottom of the page ?

Which folktale:fable do they illustrate ? How we know they are about fiction?

LISTEN AND CONSIDER(pp.143-145)

Activity one (p.143)

The aim of this activity is to revise the past simple. Before you set the students to task, elicit their response to the picture. e.g., Who are the people in the picture ? Where are they ? What are they doing ? Then remind them that the picture appeared in yesterday's newspaper, hence the need to use the past simple.

Key

The answers are suggested in the picture.

Example:

You:What did Bill do yesterday ?

Your partner:He built sandcastles

You: That's right.

Activity two (p.143)

The purpose of this activity is to revise the past continuous.

Key

The answers are suggested in the picture.

Example

You: What was Bill doing before the shark attack? (Cf. File 6, script 1, p.175)

Your partner: He was digging holes in the sand and building castles.

As you listen (p.144)

Activity one

A. weak form of **were** ; strong form of **wasn't**

B. Weak form of **were** ; Weak form of **was**

C.Weak form of **were**; Strong form of **were not**

Activity two

Key

a.She was running when she fell into a pothole.

b.Bill was digging holes in the sand and building castles while Cathy was playing with a balloon.

- c. The lifeguard arrived on the scene while the mother was lying on the ground.
d. The husband was reading a novel. The younger daughter was playing with a balloon and Bill was digging holes in the sand and building castles when the elder daughter Kerrie was attacked by the shark.

After listening

Grammar Window(p.144)

Key

1. d. I dropped the ice cream and started running.
2. Sentences b and f.
3. Sentences a,c,and e.

Practice(p.145)

Activity one

I burned/burnt my finger as I was taking the cake out of the oven

As I was getting off the school bus I slipped and hurt my arm.

While I was playing basketball I broke my sunglasses.

My computer went out of order while I was doing my exercises.

I was reading my favourite book in bed when light went out.

Not at all. Just as I was getting to sleep a thunderstorm woke me up.

Write it up(p.145)

Key

The text below is not necessarily the one that the students will produce.

Yesterday was an unlucky day for me. First, when I woke up, I realized that I was late. Next as I was having breakfast, I spilled coffee on my shirt. Then while I was getting on the school bus, I missed the step and fell down. The worst happened in the evening when I came back home. While I was crossing the street, a motorcyclist nearly ran me over. I dropped my satchel in the middle of the road and a car ran over it. _____

READ AND CONSIDER(pp.146-148)

Before you read

Activity one

Have the students react to the picture first (e.g., identification of the actors, the scene, the scenery)

A plane was flying low in order to land at 9.30 yesterday.

Another plane was taking off at the same time.

Bikers were riding on the right side of the street at 9.30 yesterday.

A pedestrian was crossing the street at 9.30 yesterday.

Children were making a snowman yesterday at 9.30.

Activity two

The aim of the activity is to make the students aware that titles/headings of newspaper articles are written in a particular way. Their style is sometimes telegraphic (e.g., no articles are used), the tense is usually the present simple. They are made catchy by the use of 'extreme' adjectives like 'tragic'.

Key

A tragic accident blocked the traffic yesterday morning at 9.30.

Two cyclists died in a collision on Airport Road yesterday morning at 9.30.

As you read(p.147)

Activity one

Key

Draw the students to the difference in tenses between the headings and the development of the information in the newspaper article.

Activity two

The key

a. The accident occurred on a sharp bend on Airport Road.

b. The bikers were talking to each other while they were riding their bikes.

c. The traffic block lasted for more than two hours.

d. The journalists/reporters arrived on the scene when the police were investigating the accident.

After reading

Grammar Window(p.147)

1. Two policemen were investigating the accident (first action).

We arrived on the scene (second action).

2. The second action is shorter than the first one.

3. Graph A represents/illustrates the actions in sentence c.

4. Graph B illustrates the simultaneity of the actions in sentences a and b.

Practice(p.148)

Activity one (p.148)

Key

- a. It was snowing when the accident occurred.
- b. An airplane was flying low when the collision happened.
- c. A pedestrian was standing on the left roadside while the cyclists were overtaking the lorry.
- d. While the lorry driver was heading to the airport he was having a chat with a hitchhiker.
- e. The lorry driver was singing as he was driving.

Activity two (p.148)

Key

The students will use the answers in activity one as prompts. They will simulate roles.

Write it out (p.148)

Key

The importance here is that the students will tell the news story in the reading activity from another point of view using the link words **while**, **when** and **as** and appropriate tenses. Have them look at the picture on page 146 to draw inspiration

Two Die in Road Accident near Airport

I was driving on Airport Road when I saw a hitchhiker. I stopped to give him a lift. When he got on the lorry, I saw that he had a guitar. I told him to play us a tune. He was playing and I was singing along with him. Everything was going well when suddenly I saw two bikers trying to overtake me. It was round a sharp bend. I reduced my speed, but while they were overtaking me, a motorcyclist coming from the other direction suddenly appeared in the middle of the road. The road was slippery and the man behind the motorcyclist was drawing his attention to a low flying plane. So he did not see the bikers who were overtaking me. When he braked, his motorcycle slipped and crashed into the bikers

WORDS AND SOUNDS(p149)

Activity one (p.148)

Key

- I talked to him in the street the other day.
- “Tell me, who is that man over there ?”
- “Please”, I said, “Could you make less noise?”
- An honest man doesn't tell lies.
- I told her never to come here again.
- After he finishes speaking, I'll offer him a drink.
- “You're about 50 miles from London,” he said.

Activity two

Key

verb	Noun	Verb	Noun
To prepare	Preparation	To explain	Explanation
To pronounce	Pronunciation	To direct	Direction
To invent	Invention	To admire	Admiration

Activity three(p.149)

Key

The stress is on the syllables written in bold. Check the pronunciation of the words in a dictionary. The rule is that stress in words ending with **-tion** or **-sion** falls on the penultimate syllable i.e., the second syllable from the end (-tion is a consonantic syllable).

Activity four (p.149)

Key

Vowel sound	Vowel sound	Vowel sound
bat, rat, sad, bad, fat, mat, cat	bet, said, bet, head, next, bed	but, cut, bud

Activity five

The key to this activity is the same as the one given in activity four above. Read aloud the arranged words so that the students will check their answers.

TAKE A BREAK(p.150)

Cartoons of the day

Discuss the cartoons and try to elicit the sense of humour in the cartoons. Have the students tell their own jokes.

The first picture shows people queuing. The woman is angry with the man

who has tried to jump the queue. The funny thing is that the man is a gangster trying to rob a bank. Draw parallels between the situation in the picture and the experiences that the students might have had of similar situations in their own daily lives

Tongue twisters(p.150)

Please remember that ‘saint’ in Saint (St) Ives is pronounced as /snt/ or /saent/ in connected speech i.e., when it comes immediately before names.

Read the tongue twisters yourself before getting the students to read them. The student who twists his/her tongue is out.

Idioms and colloquialisms(p.150)

1.b 2.a 3.d 4.c

RESEARCH AND REPORT (p.151)

The proof reader

Key

One day Joha borrowed a small pot from his neighbour. He didn't take it back when he finished cooking, so his neighbour visited him.

“Please, may I have my small pot back,” he said.

“Of course,” said Joha. “Here you are.”

Joha gave the man his small pot and another tiny one.

“What's this?” asked the other man.

“Your small pot had a baby while it lived in my house,” answered Joha.

The neighbour was surprised, but he didn't say anything. He just took the small pot and the tiny pot and went home. ...

Activity two/activity three

Key

A few days later, Joha borrowed a big pot from his neighbour. He didn't take it back the following afternoon. So the man went to see him.

“Could you give my big pot back?” he said.

“Certainly,” said Joha. “Here you are.” Joha handed the man the big pot and another small pot.

“What's this?” said the neighbour.

“Your big pot had a baby while it was with me,” said Joha.

The neighbour was delighted and took his big pot and the small pot and went back to his house.

A few days later, Joha borrowed a huge pot from his neighbour. He didn't bring it back the following day. So his neighbour visited him.

“I’d like my huge pot back, please,”he said.

“I’m sorry,” said Joha. “Your pot died while I was using it.”

The students can come out with many versions of this folktale.

RESEARCH AND REPORT(p152)

Activity one (p.152)

Key

a. The insect in question is a butterfly. B. The reptile in question is a crocodile.

Activity two

- Newton was taking a rest in his garden when he saw an apple fall to the ground. This made him discover the Law of Gravity.

- While Archimedes was taking a bath, he discovered the Law of Buoyancy.

-Joseph John Thomson was manipulating machines awkwardly when he discovered the electron.

-One day Fleming was looking at an experiment with bacteria in a container. He had left the lid off by mistake, and saw that a mold, or fungus was growing. As he was throwing it away, he looked at it carefully and realised that the little mold had killed the bacteria.

Report

The report can start like this:

Some of the greatest discoveries happen by accident, but it takes a brilliant person to be able to understand the meaning of the accident. (The students will give examples)

LISTENING AND SPEAKING(pp.153-155)

LISTEN AND CHECK(p.153)

Activity one (p.153)

Key

A. (c). That’s ok, don’t worry. B. (c) Calm down.

C (a) Thank you.

D. (a) How much did you say ?

Activity two

Key

Simulate the dialogue in script two, page 175 for the students to check their answers to activity one. The key is provided is the one included in activity one above.

Activity Three (p. 153)

The intonation goes up at the end of question A(Did you ?)and question B.(How much did you say?) This rising intonation expresses surprise. Note that even **wh-questions** end with a rising intonation when we want to express surprise.

C. The intonation at the end of question c. goes down because it is an ordinary wh-question.

Activity Four (p. 153)

The key is provided in activity three.

Coping window(p.154)

Go through the coping window to consolidate further the conversation strategies included there. The strategies will help the students do the activities in Your-turn-to-speak activities.

Your turn to speak

Activity one

Key

Speaker A: I bought the new *Shrek* CD yesterday.

Speaker B: What did you say you bought ? / Did you ?

Speaker A: You heard well. I bought the new *Shrek* CD.

Speaker B: How much did you pay for it ?

Speaker A: Guess how much.

Speaker B: I have no idea. It's a long time since I haven't gone to a music shop.

Speaker A: I'll tell you. It's £ 30.

Speaker B: How much did you say ?

Activity two(p.155)

Key

Dialogue A

Tahar: I was in America this time last year.

Omar: Where did you say you were this time last year?

Tahar: I said, "I was in America this time last year". I visited Madison Square Garden.

Omar : Oh, did you ?/ Is that so?

Dialogue B

Abderrahmane: I'm really sorry. Did it hurt you ?

The spectator: That's ok. Don't worry.

Write it up(p.155)**Key**

Letter A

Dear Salima,

I'm happy to learn that your daughter passed her Final Middle School Exam. last week. I'm sure she worked hard all through this year. So she fully deserves my congratulations. I remember that she won a commendation three years ago. Please give her my fond regards.

Letter B

Dear Rashid,

I was sorry to hear that your grandfather passed away. He was a great man. I keep very fond memories of the few times I spent with him. Please accept my sincere condolences.

READING AND WRITING(pp.156-158)**Read and check (p.156)****Activity one (p.156)**

The authors: The Brother Grimms

The title of the book: *Grimms' Fairy Tales*

Publishing house: Penguin

Story: *Snow White* (The students may not be able guess it as the illustration represents Snow White's wicked stepmother).

Activity two (p.156)**Key**The fairy tale (story) is *Snow White***Activity three(p.156)****Key**

Order of sentences	1	2	3	4	5	6	7	8
Letters	c	a	e	d	b	g	f	h

Make sure your students organise the sentences so as to form a coherent paragraph.

Activity four(p.157)

A. While she was looking at the falling snowflakes, she pricked her finger and three drops of blood fell upon the snow.

B. While she was watching the drops of blood, she wished for a baby girl.

Activity five(p.157)

Key

The lesson for life that the author wants to teach is that stepmothers don't like their stepdaughters.

Activity six(p.158)

Key

The student can agree or disagree. The most important point is that students should provide arguments to support their point of view.

Write it out(p.158)

Activity one

The servant left Snow White in the deep forest on an autumn afternoon. The birds were singing in the trees. The wolves were howling a short distance away. The breeze was blowing off the mountain, and dead leaves were falling on the ground.

Snow White was scared. So she started crying and running. In the evening, she came to a cottage and went in there to take a rest. Everything was clean and neat in the cottage. On the table, there were seven plates with seven loaves, seven glasses with juice in them and seven knives and forks. Against the wall stood seven beds. Snow White was happy. So she picked a piece of each loaf and drank a little out of each glass. When she was full, she lay in one of the beds and fell asleep.

Activity two

Key

While Snow White was sleeping, the masters of the cottage came in. They were seven dwarfs, who mined gold and silver in the mountains. They were called: Dopey, Doc., Sneezy, Bashful, Sleepy, Grumpy and Happy. When one day the stepmother discovered that Snow White was not dead and that she was living happily with the seven dwarfs, she went to the dwarfs' cottage and gave her a poisoned apple. Snow White fell asleep after eating it. When a prince kissed her, she woke up. He asked for her hand, and she accepted to be his wife. They decided to invite the stepmother to their wedding. When the latter learned that the princess was Snow White, she died of jealousy.

PROJECT ROUND-UP(p.159)

WHERE DO WE STAND NOW? (pp.160-163)

PROGRESS CHECK (pp. 160-162)

Exercise one (p.160)

Numbers	1	2	3	4	5	6	7
Letters	b	a	c	g	f	d	e

Exercise two (p.160)

Where are you flying ? (The intonation goes down because the question is a wh-question .)

Did you say New York? (The intonation goes up because the question is a yes-no question which shows the interest of the speaker in what his/her interlocutor has said.)

What did you say you were doing ? (The intonation goes up because the speaker shows surprise at what his/her interlocutor is saying.)

And why were you flying in a balloon ? (The intonation may go up or down depending on whether the question it is meant as an ordinary wh-question (falling intonation) or as a wh-question expressing surprise/interest)

Reading and writing

Exercise one (p.161)

It is not necessary that the students answer exactly in the same terms.

a. The lesson that teachers can learn from reading Edison's biography is the following:

All pupils are intelligent/clever. They should avoid saying that they are not.

b. The handicapped can do as well as the normal people.

c. We should work hard and never give up no matter what our handicaps are.

Grammar

Exercise A. (p.161)

1. I fell and broke my arm two days ago.
2. While she was having breakfast, the telephone rang.
3. As he was going out for work, he saw a friend across the road.
4. They were looking out of the window when the explosion happened.
5. We were playing football while the girls were playing basketball.
6. I was taking a test when the headmaster came in.

Exercise B (p.162)

The students will copy the correct version of the story in their portfolios.

(Indentation) Mr Adams was just closing his clothes shop a week ago when a handsome man **with** a big moustache and in blue jeans walked in and went to the leather jackets section of his shop. Mr Adams was observing the customer (**omit the comma**) while he was looking at the suits. All of sudden, he became suspicious of his client because he had a strange behaviour. To his surprise, he realised that he was a **wanted** criminal. As the man was trying a suit on, Mr Adams started thinking what to do to get the criminal arrested. When the customer asked him to recommend one of the jackets, (**comma**) he came up with an idea. “**The** blue one will suit you well,” Mr Adams answered. The customer said , “**It** is tight at the shoulders, isn’t it”. “It’ll stretch,” (**quotation marks**) Mr Adams responded. **The** customer bought the leather jacket that **Adams** recommended and went away. Naturally, two days later, the criminal went back in the **tight** jacket to Mr Adams’s shop to change it. (**Full stop**) As he was asking Mr Adams for a bigger jacket, the police **walked** in and caught him from the shoulders of his **straight** jacket.

The short narrative can be as follows:

It was a beautiful spring morning in 2005. I was picknicking with my school friends. The sun was shining; the butterflies were flying all around us; the birds were singing beautiful tunes while the breeze was blowing from the north. I was reading a book while my school friends were playing basketball. They were enjoying the game so much; they were shouted every time they scored. At one moment, the ball went out of the cleared ground and fell in the bushes nearby.

One of my school friends went to fetch it. As he was walking towards the ball, he saw something that looked like a stick. When he picked it, he realised that it was a snake. It was too late ! The snake bit him and slipped away under the bushes. Fortunately, we had some serum against snake bites in our First Aid box ...

EXIT TEST

READING

Read the two short texts below and answer the following questions.

1. What does the author seek in the first text ?
2. What does the author do in the second text?
3. In which part of a newspaper do we generally read such texts?
4. Why has the author of the first text chosen to give a code name ?

Dear Hakima,

I've just moved to a new school and I really like it. Unfortunately, I have already been in trouble because I hate P.E. (physical education). I'm not good at sports, and I don't understand the rules. I've started missing school on Tuesdays and Thursdays when I have P.E., but I know I'm getting behind in my other subjects too. I'm so depressed, but no one understands how terrible P.E. is for me. What would you do if you were me ?

“Miserable”

Dear ‘Miserable’,

If I were you, I'd try to change my attitude. There are 168 hours in a week and you only have to be in P.E. class for two of them. Two hours a week isn't much, is it ?

If I felt miserable like you do, I'd talk to the P.E. teacher. I'd ask her if she could help me understand some of the rules, and I'd ask her to help me to find an interesting sport.

Vocabulary

Find in the first text

1. a verb which means “not to like something”.
2. an adjective which means “not very happy”
3. a noun which means “problem”.

Grammar

1. Here are some other pieces of advice that another agony aunt gave to ‘Miserable’. Put the verbs between brackets into the right tense.

1. I (to join) a sports club and (to do) some extra training if I (to be you).
2. I (to ask) the P.E. teacher if he (can) give me something easy to do in P.E. teachers class instead of playing violent sports.
3. Think twice before missing P.E next time. What you (to do) if your P.E. (to dismiss) from school ?

2. Fill in the blanks with appropriate modals to express uncertainty or possibility.

We make decisions all the time, but we ___ (1) never be certain whether we are right or wrong. The choice you make for you studies in the lycée ___ (2) work for you or it _____ (3) not. The person you choose to live with ___ (4) prove the best husband/wife on earth but your choice ___ (5) be the worst you have ever made.

Writing

Write a a narrative of about ten lines following the outline below.

1. Write a topic sentence
e.g., When we left home, it was a fine morning.
2. Complete the topic sentence by writing a few more sentences to set the scene. Use discourse markers like **while/as/when**.
e.g., The sun was ... /
3. Develop the story further by saying what happened suddenly and in a few more sentences talk about the consequences of the sudden action.
e.g. , Suddenly ...
4. Give a happy or an unhappy turn to your story in two or three sentences.
Fortunately, ... /Unfortunately, ...

Speaking

Narrate your experience to the class in two or three minutes.

(Adapted from *Reflections, Student's Book:3*)

TEST ANSWER KEYS

COUNTRY ASSESSMENT TEST

A. MAKING NEGATIVES

1. An airplane doesn't fly very slowly. It flies very fast.
2. Bananas don't come from England. They come from the Ivory Coast.
3. The temperature doesn't rise at night. It rises in the day.
4. The Italians didn't win the World Cup in 2002. They won it in 2006.
5. Brazilians don't speak English. They speak Portuguese.

B. Comparatives

fast - faster - the fastest
funny - funnier - the funniest
cheap- cheaper - the cheapest
hot - hotter - the hottest

C. OPPOSITES

clean \neq dirty
early \neq late
to travel abroad \neq to stay at home
to be right \neq to be wrong
to tell a lie \neq to tell the truth

D. DESCRIPTIONS

What's the weather like ? - It's quite hot.
What's Anissa like? - She is very nice.
What was the film like? - It was really exciting.
What does she like doing? - Playing football.
What are her parents like? - They're too strict with her.

E. SILENT LETTERS

The silent consonants are written in bold.

sign - foreign - **eight** - **knock** - **knife** - know - listen- castle - fasten
- would - could - should - **write** - **wrong** - **wrap**

F. WHO SAYS WHAT ?

1- C ; 2- a ; 3- e ; 4- b ; 5- d

G. IRREGULAR PAST TENSES

STEM	PAST SIMPLE	PAST PARTICIPLE
be	was/ were	been
begin	began	begun
buy	bought	bought
come	came	come
drink	drank	drunk
eat	ate	eaten
give	gave	given
go	went	gone
have	had	had
make	made	made
put	put	put
read	read	read
lay	laid	laid
find	found	found
write	wrote	written

H. SENTENCE STRUCTURE

1. I have **already** spoken to my teacher about my project.
2. We haven't finished the exercise **yet**.
3. I am planning to fly to Oran **next** week, but I haven't bought the plane ticket **yet**.
4. Have you done your homework already? /Have you done your homework yet?
5. No, I haven't done it **yet**.

I. VERB PATTERNS

1. Do you like swimming ?
2. Would you like to go to the cinema ?
3. Do you like going to the cinema ?
4. What would you like to drink ?
5. Would you like to go for a walk in the park ?

J. THE FUTURE

1. I am going to cook a meal for ten people.
2. I am going to study.
3. He will help you.
4. We will/shall give a party to celebrate that !
5. I am going to clean the garden.

K. RELATIVE PRONOUNS

1. who 2. which 3. where 4. whose 5. who

L. PRESENT PERFECT OR PAST SIMPLE

1. has written , wrote
2. have you ever tried
3. have never been
4. lived , moved
5. met , have known

M. MODALS

1. should 2. can 3. must 4. should 5. may

N. PUNCTUATION AND CAPITALISATION

24 August 2006

Dear Karima,

I am in London at the moment . I am visiting my friend Alison. I arrived here yesterday afternoon. I went to visit **Buckingham Palace** this morning. The **Life Guards** were very colourful **in** their red tunics, black trousers and brown hats. **We** are going to see a film tonight. It is called The Lord of the Rings. I'll tell you all about it in my next letter.

Love,
Anissa

PROGRESS TEST I

A. There are two types of tag questions: tag questions with rising intonation and tag questions with falling intonation. Make sure your students write either **agreement** or **question** next to the questions once they have indicated the intonation with an arrow.

Speaker A: This is great, isn't it ?

Speaker B: Yes, it is. And there is plenty of delicious food, isn't there?

Speaker A: Absolutely. The bride looks very beautiful, doesn't she?

Speaker B: I know, and her husband is so handsome, isn't he ?

Speaker A: Yes, but he doesn't say much, does he ?

Speaker B: No, he can't speak very good English, can he ?

Speaker A: Hmm... That's Karim over there, isn't that him?

Speaker B: Oh, yes. He has put on weight, hasn't he ?

Speaker A: You're telling me ! He got married last June, didn't he?

Speaker B: I have no idea. Let's find out, shall we ?

B. The order of the paragraphs is as follows:

1: B - 2-C - 3- A

First prepare the basic mixture by stirring together the eggs and the salt. Add the flour. Mix well. Then gradually add the milk stirring until your mixture is quite smooth.

Next put 2 tablespoonfuls of the heat drippings into a baking tin and heat it on top of the stove until it sizzles. After that add your mixture.

Finally cook in the centre of a pre-heated oven for 15 minutes, then lower to 200 degree celsius for another 15 minutes until the pudding is risen and golden brown.

C.

i. Sentence **c** is irrelevant (Chrea Guest centre is great because of the interesting people who go there for their vacations) . The leaflet is about the services that are likely to be provided to potential customers in the Chrea Guest Centre in order to make their holidays enjoyable.

ii. Sentence **b.** is the topic/thesis sentence. It should be moved to first position in the paragraph.

D. There are many things that people can do today that they could not do years ago. For example, people **can** fly across the oceans; they **can** even go to the moon in spaceships.

However, Man's present ability to fly is the result of past achievements by exceptional pilots like the Wright brothers and Charles Lindbergh . The former were able to fly the first plane in 1903 whereas the latter was able to make the first solo nonstop flight across the Atlantic in 1927 . In the near future, we will certainly be able to commute by air taxis. He will be able to go to space by teletransportation.

E. I can dance. So can I .

I haven't seen Rashid for a long time now. Neither have I.

I have bought a bicycle. So have I.

I don't like chips. Neither do I.

F. The students will produce a paragraph of about ten lines.

PROGRESS TEST II

1. The author is happy because he is going to retire and do whatever he wants.
2. His wife does not feel the same because her husband has not the intention to help at home and she has not decided to retire yet.
3. If his firm pays him a good pension, he will hire a cook. ...
5. No, he won't be able to do all the things he has always wanted to do even after retirement because his wife has set rules for him.

Vocabulary

- a. to retire b. pension c. look forward

Grammar

1. We will take turn to do the cooking and the housework after you retire.
2. You won't watch TV before you cook the meals.
3. As soon as you retire we will do exercise in order to keep fit in body and mind.

Listening and speaking

1. Get the students to ask both wh-questions and yes-no questions which contain used to.
- 2.

2

vowels	examples	diphthongs	examples
	before, into, didn't leaves young, what , along, crawl, before		I, fly, now

WRITING

There are five things I want most in my life. First, I want to live in a town where people make peace. I am a peace loving person , and it upsets me to see people quarrelling all day long. The next thing I want most is to live with people who are careful with the environment. I don't like pollution because I suffer from asthma and I also like to see beautiful things. The third thing I want most is a car, a car which can run only at the speed limit of thirty kilometres an hour. It is horrible to see all the casualties caused by fast moving cars on our motorways. My fourth wish is to have a friend who is courageous and honest. For me, courage and honesty are man's best qualities. I also want to live only during the days when people are happy. Happiness makes life worth living. Finally I want to know someone whose father and mother can help make the world better.

EXIT TEST

Reading

Reading comprehension

1. The author seeks advice in the first text.
2. The author gives advice to 'Miserable'.
3. He doesn't want to be identified by the readers. He wants to stay anonymous.

Vocabulary

1. hate 2. miserable 3. trouble

Grammar

A.

1. I would join a sports club and do some extra training if I were you.
2. I would ask the P.E. teacher if he could give me something easy to do in the P.E. class instead of playing violent sports.
3. Think twice before missing P.E. classes next time. What would you do if the P.E. teacher dismissed you from school ?

B.

We make decisions all the time, but we **can** never be certain whether we are right or wrong. The choice you make for your studies in the *lycée* **may** work for you or it **may** not. The person you choose to live with **may** prove the best husband/wife on earth but your choice **might** also be the worst you have ever made.

Writing

Make sure your students use the past simple and past continuous in combination with the conjunctions **while**, **as** and **when**.