

REPUBLIC OF TUNISIA
Ministry of Education and Training

Let's Learn English

7th year Basic Education

Teacher's Book

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PART I

To the teacher

"Let's learn English" is the first of a new series of textbooks in Basic Education embodying the new programmes.

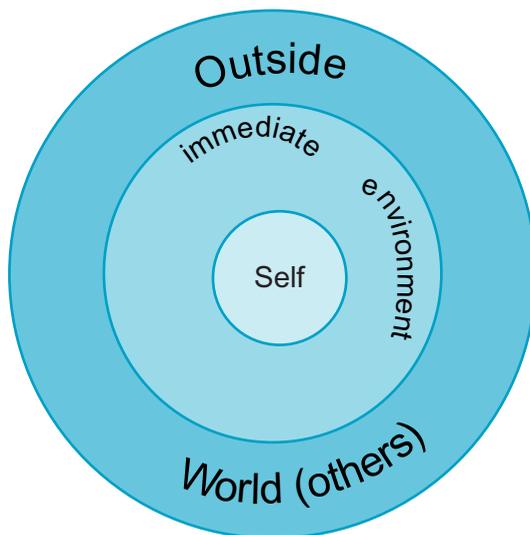
It is designed for 7th Form Basic Education pupils.

This textbook comes as a package ; its components are :

- *Student's Book*
- *Activity Book*
- *Teacher's Book*
- *Course tape*

The student's Book

The student's Book (SB) comes in a new shape in so far as it has a modular structure. Each of the five modules comprises four input sections and a review. The sequencing of the modules is similar to Chinese boxes in that they, on the one hand, encompass one another ; on the other hand, they expand progressively outward from self to the outer world as illustrated below :



Hence, the book progresses from introducing oneself to caring about the environment as a citizen of a civic society. It follows that the book, in its sections, addresses and invites the learner to engage in the learning process and to personalize learning (note the use of "let's" and the imperative).

This book has another innovative aspect that lies in the authors' endeavour to set links between learning units so as to make them meaningful and coherent in the learner's mind and hence more appealing and motivating.

In this respect, the book content is similar to a story that unfolds as the learner progresses through the different modules.

The story is about a cultural exchange whereby a British teenager comes to stay with a Tunisian family as a token for intercultural learning, which facilitates access to universal culture (official programmes).

As the story unwraps during the course of this book, the learner both discovers the main characters and learns language pertaining to everyday life situations (official programmes) as well as the moral attitudes they entail.

The aim of this book is therefore two-fold : to teach and consolidate language and language skills and also to breed a new generation of tolerant, responsible and autonomous youth. In a word, we intend this book for teenagers to learn English and to interact and live with others (official programmes).

In terms of content, each section presents the structure and the function in focus along with an opportunity to practise in a controlled way.

The sections always end with a production task to demonstrate learning and also to assess teaching (how much has been achieved/the extent to which the preset objectives were reached) and learning so as to plan ahead (consolidation - remedial work - diagnostic test - formative assessment - further new input).

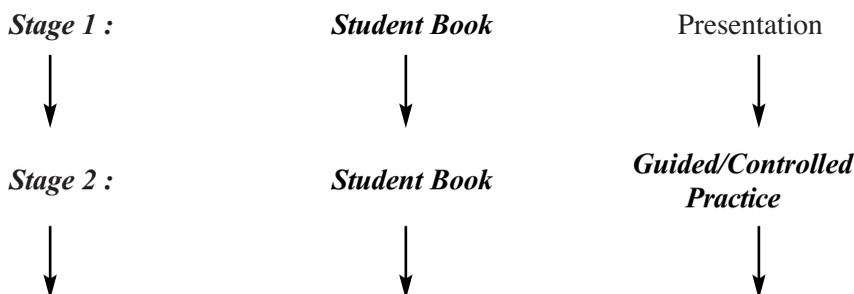
Furthermore, each section develops, integrates and provides practice in language skills. In this respect, at least two skills are integrated in every teaching / learning session.

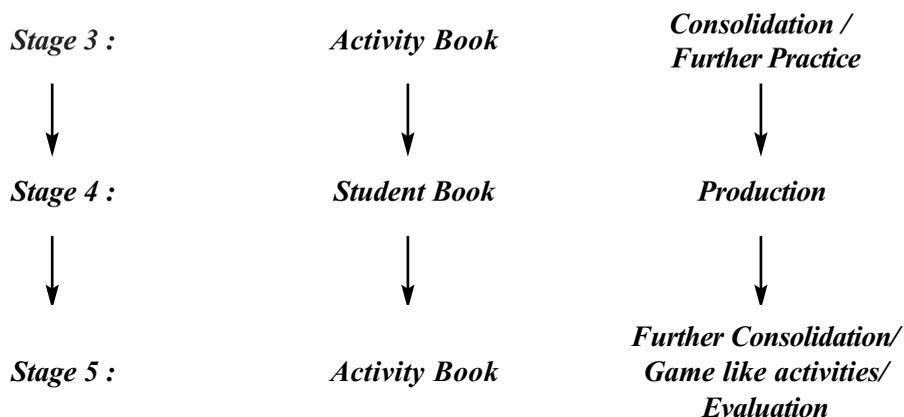
This textbook also pays due attention to pronunciation and spelling. Accordingly, every section presents new phonetic symbols and provides the learner with practice activities that prepare him/her for oral expression and for testing. Work on pronunciation is done through the help of a tape recorder as an imperative teaching aid, work on spelling is facilitated through activities such as dictation and its variants or sometimes through word games and puzzles which by the same token consolidate lexis. Also, project work is integrated in the textbook as advocated by the official syllabus.

At the close of each module, a review section is integrated so as to consolidate and assess both teaching and learning through self- evaluation checklists, which instills a new culture based on self-evaluation to foster responsibility and autonomy. It may be noted here that the teacher can be selective in dealing with this section depending on the learner's needs. With regard to timing, each module can be covered over an approximate timeline of ten teaching hours. The remaining time is devoted to project work, consolidation, and remedial work.

The Activity Book

It is worth noting from the outset that the Activity Book (AB) is intended to be used in class in parallel with the Students' Book (SB). The move is determined by the different learning stages as illustrated below :





Here again the decision regarding the amount of practice i.e. the number of activities dealt with is left to the teacher's discretion depending on learner's needs. The activities provided are of various types, including test-type activities, that prepare learners for testing, and games together with TPR activities that suit learners' age and cognitive development.

The Teacher's Book

The Teacher's Book is meant to help teachers by offering some information, advice and answers. It also suggests teaching procedures, skills, subskills, timing and modes of interaction as well as objectives. An answer key is also provided when necessary. However, this manual should not enslave teachers who need to be creative.

The tape

The tape contains all the listening activities related to listening skills and to pronunciation. It should be emphasized that the use of a tape recorder is imperative in every session both for learners' ear training and for exposure to language.

Methodology

This section purports to describe the theoretical background underlying this coursebook and to provide insight in to the approach adopted in our educational system.

This coursebook implements the ENGLISH PROGRAMME FOR BASIC EDUCATION issued by the Ministry of Education and Training (March 2005). The input implements the principles around which the official syllabus was premised.

The view of Language

Language is viewed as a means of communication that fosters learner self-expression (official syllabus). It is also considered as a system of sounds and rules that vehicle thought. The natural convergence and integration of skills is a feature of language. The implications for teaching are thus that all linguistic input should be presented in meaningful contexts and integrated in and with language skills.

View of learner

In a learner-centered approach, the learner is an intelligent human being (official syllabus) who constructs his / her own learning using knowledge of the world, prior learning, learning strategies and interaction with peers and the teacher. It follows that learners should no longer be regarded as recipients of input from the teacher but rather as active users of language.

View of learning

The view of learning underpinning this textbook is not a purist or dogmatic one as we believe that theories and approaches are not mutually exclusive ; rather, we see the overlap and complementarity between them. In this regard, we consider that learning is both subliminal and conscious at times. The learner constructs his / her learning with the conscious help of the environment and the use - both conscious and unconscious - of learning strategies. Though we have not adopted the behaviorist theory of habit formation, we acknowledge that part of learning can be achieved through a limited amount of drilling. Another aspect of learning rests on a socio-constructivist theory. Also, a cognitivist and mentalist view is valuable in many respects.

This eclectic stand shapes the teaching approach adopted by our system as well as in this book.

Teaching Approach

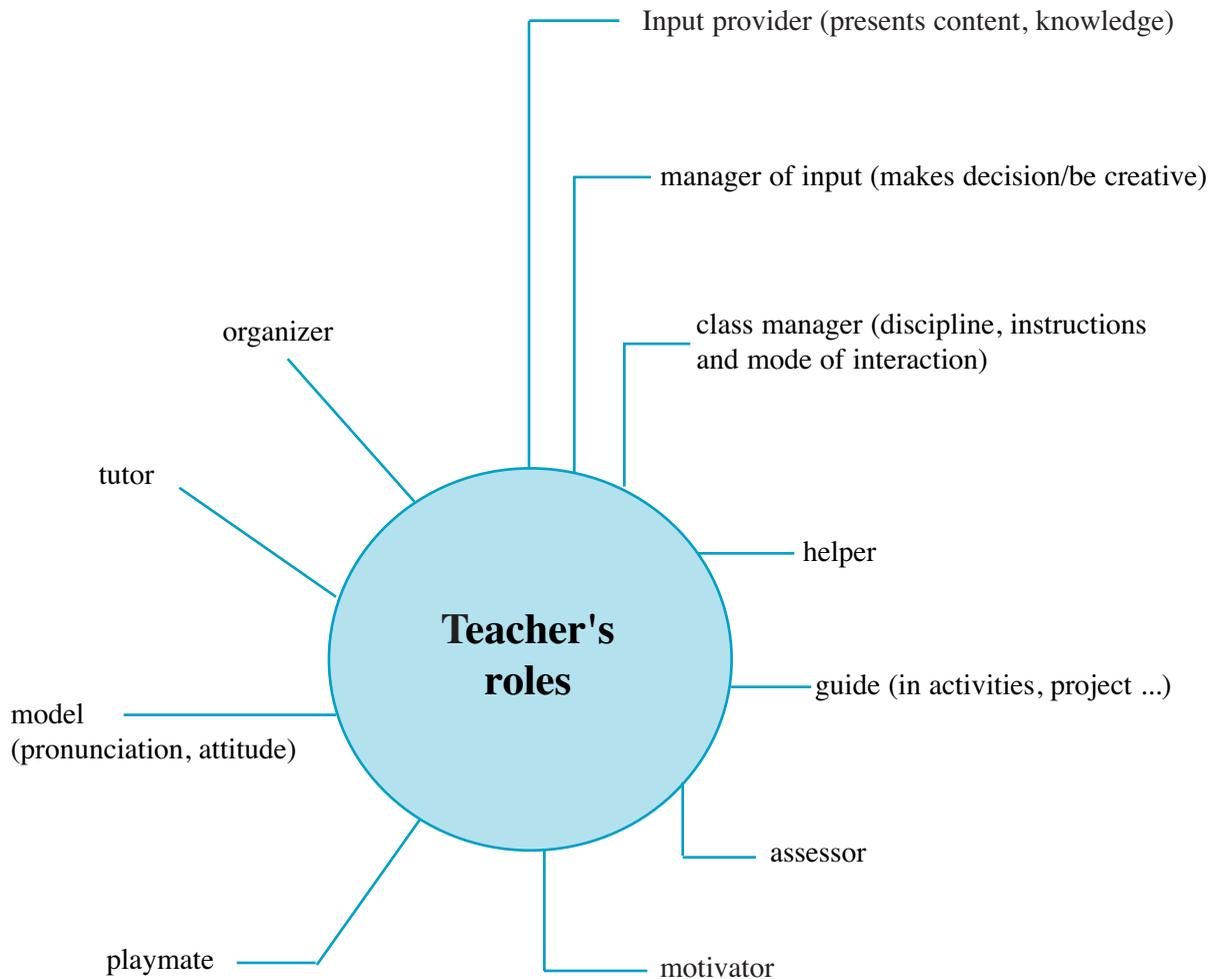
Though we believe in the communicative approach, we haven't adopted its purist version to avoid dogmatism as there is not one way of teaching but many. Accordingly, we consider that an eclectic approach to language teaching is a way to "get the best of both worlds". Yet, it should be cautioned that eclecticism should not be equated with random and thoughtless classroom practices. The approach adopted here is principled eclecticism that requires reflection on the most effective techniques and procedures offered by different teaching methods and approaches.

In view of this, the materials include activities and techniques that foster interaction and communication as well as problem solving and project work. From the Audio-Lingual Method (ALM) we selected some drilling techniques e.g. listen and repeat. Given that the silent way reduces teacher talking time (TTT), we selected some activities that are based on mime, gesture and visual aids which directly involve the learners in producing as much language as possible as a result of problem-solving and discovery which underscore learner creativity and autonomy. This textbook also caters for Total Physical Response (TPR) that is recommended in teaching young learners. This method is based on an important premise ; that is, learning should minimize learner stress. It follows that learners are given time to comprehend before producing ; they also learn by doing. Due attention was also paid to cooperative learning (Kagan & Johnson) which both enhances interaction and peer teaching given that learners learn individually, competitively and cooperatively. Furthermore, this coursebook associates fun with learning in that learners have game-like activities in every section. This aims at enhancing motivation and increasing the attention span of this specific age group.

In a nutshell, in varying the approaches, the techniques and the procedures, the authors sought to make the content materials as rich, varied and appealing as possible. Our choice of a principled and reflective eclecticism enabled us to cater for the different and various learning styles and strategies ; this would not have been possible if we had designed this coursebook on one single theory, method or approach.

View of the teacher

The view of the teacher that underpins this coursebook is that of a professional. Despite our view of the learner as active and autonomous, we still believe that the teacher plays a vital role in helping the learners through a complex learning process. The myriad of roles that teachers are called on to play professionally and reflectively are illustrated in the spidergram below:



PART II

Module One

Section One : Tell me about your family

Skills	Speaking - Reading - Listening
Subskills	<ul style="list-style-type: none"> • Discriminate between sounds • Decode sound symbol correspondence • Distinguish word boundaries • Recognize word order patterns • Understand explicitly stated information • Identify relationships between interlocutors • Practise pronunciation at word and sentence level • Use language forms appropriate to different communicative situations
Teaching aids	tape recorder - visuals
Functions	<ul style="list-style-type: none"> • Greeting • Introducing self and others • Identifying
Grammar	<ul style="list-style-type: none"> • Demonstratives : this / these • Subject pronouns • To be (simple present)
Lexis	pupil - teacher - farmer - brother - sister - little - friend - meet - hello - hi -
Pronunciation	/ a : / - / ^ / - / i /
Suggested procedure	<p>1 - Introduce yourself to the class : (I am / My name is)</p> <p>2 - Show the posters of famous people : (This is / These are)</p> <p>3 - Student's book : Activity 1 This activity is meant both to introduce the characters in the book and to present the new functions and the language related to them while working on listening and pronunciation - all in an integrated way.</p> <p>4 - Do Activity 2 The purpose of this activity is to practise the new functions and structures in an interactive way (pair work).</p> <p>5 - Activity book Choose two among the first three activities and do them in class to monitor learner's performance. The aim of these activities is to provide further practice of the use of to be, sentence construction and the new functions while paving the way for the productive task.</p> <p>6 - Use the remaining activity in the activity book at the start of the following session.</p> <p>7 - Student's book : Activity 3 Make pupils take turns and introduce themselves. This activity is the production activity that shows learner's mastery of the input and allows teachers to measure goal achievement and evaluate teaching.</p>

8 - **Activity book** : Activity 4

This game-like activity suits young learners as it combines learning and fun. Its aim is to consolidate lexis and develop schemas in the learner's minds through word association.

The teacher can add a competitive aspect to this activity by putting the pupils in teams competing against others to enhance motivation.

9 - **Activity 5**

This activity is fun. It consolidates lexis, spelling, syntax and sentence construction.

10 - **Activity 6**

It consolidates the autonomous use of language learnt (the order of this activity can be changed).

Section Two : Tell me more about your family

Skills	Speaking - Writing - Speaking - Listening
Subskills	<ul style="list-style-type: none"> • Recognize acquired vocabulary in reading • Understand explicitly stated information • Read a non linear text • Demonstrate understanding through answers • Practise pronunciation • Sustain an exchange on a familiar topic • Use a model to produce a parallel text (project) • Reinvest acquired language in speech and writing • Ask / Give information • Write legibly and accurately • Use language forms appropriate to different communicative situations.
Functions	<ul style="list-style-type: none"> • Introducing self and others • Identifying • Asking / Giving information about age and number • Express possession
Grammar	<ul style="list-style-type: none"> • Have / has got • Short answers (affirmative + negative) • WH-questions : How many - How old • Numbers
Lexis	<p>move - parents - grandparents - children - daughter - son - family tree - How many - How old -</p>
Pronunciation	<p>/ɔ/ - /ɔ:/ - /tʃ/</p>
Suggested procedure	<p>This section is a sequel to section 1 ; thus it sets links in the learner's minds between learning units.</p> <p>1 - Student's book : Activity 1 Have the students read the non-linear text, namely the family, and complete the paragraphs with the newly presented lexis and information so as to demonstrate understanding of text as well as identify relationships between characters.</p> <p>2 - Present the new structure : "Have got" to assure a smooth transition to next task.</p> <p>3 - Proceed to Activity 2 to practise the new structure with its three forms and present How many - How old (it may also be a recycling if the students are familiar with them).</p> <p>4 - Activity book : Have the pupils do Activity 1 to consolidate new lexis and assess learning through test-type activities.</p>

<p>Suggested procedure</p>	<p>5 - Activity 2 : This activity is related to the previous one, its aim is to consolidate language and sentence structure while preparing learners for testing.</p> <p>6 - Activity 6 (TPR) : Can be fun at the close of the session.</p> <p>7 - Activity 3 : Can be a good start for the second session. It allows interaction and further practice via a motivating activity that refreshes the learner's minds.</p> <p>8 - Activity 4 : further paves the way for the production activity.</p> <p>9 - Student book : do the pronunciation and spelling activities.</p> <p>10 - Activity 3 : Students work in pairs in (a) then individually in (b). The teacher can proceed to a peer correction afterwards.</p> <p>11 - Project : The teacher should explain the idea of the whole project but assigns only step one.</p> <p>12 - Activity book : Do the game in Activity 5 : word snake at the close of the session. Learners can be timed to see who finds the three words in the shortest time.</p>
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Section Three : What are your hobbies ?

Skills	Speaking - Listening - Writing - Reading
Subskills	<ul style="list-style-type: none"> • Recognize acquired vocabulary in reading • Recognize typical word order patterns • Identify the communicative functions of utterances • Work in pairs or groups to make out the meaning of texts • Practise pronunciation • Write words from dictation • Fill in forms • Use cues to produce texts • Sustain an exchange on a familiar topic • Reinvest acquired language in one's speech + writing • Use language forms appropriate to a communicative situation.
Functions	<ul style="list-style-type: none"> • Expressing likes • Asking / giving information about self
Grammar	<ul style="list-style-type: none"> • Like, love, enjoy (simple present) • To be : simple present (3 forms) • WH-questions (what, How old)
Lexis	Like - enjoy - swimming - favourite - hobby - pastime - cycling - play.
Pronunciation	/ e / - / ei / - / ɔ /
Suggested procedure	<p>1 - Student's book : This section deals with another aspect of the pupils' everyday life, namely, hobbies. The ultimate objective is to get them to speak about their hobbies in an accurate and appropriate way both in speech and writing.</p> <p>Activity 1 presents the activities (most of them are familiar) and the expressions of likes : Like - enjoy - love. Here again we start with the main character in the book, Aly, who tells us about his hobby as an example. The learners are then told to do the activity in pairs while the teacher monitors them.</p> <p>2 - Activity 2 is meant as a practice that personalizes learning in that learners here speak about themselves in terms of what they like or enjoy doing as pastime.</p> <p>3 - Activity 3 moves towards communicative and interactive practice where students produce language in a less controlled way. The teacher notes utterances with the different forms of the verb "to be" on the board so as to formally present them to the learners who should be able to conjugate this verb with all subjects and forms.</p>

<p>Suggested procedure</p>	<p>Activity 4 Do Activity 1 to consolidate the use of "to be"</p> <p>5 - Activity 3 adds a bit of fun to the session as the learners are to do something different to express their likes i.e. colouring. This activity closes the session.</p> <p>6 - Project : As homework, the teacher reminds the pupils of the project which they are to present at the end of this module. Make sure the pupils still understand the task : - The learners prepare a project about their families using and reinvesting the acquired knowledge, skill, lexis, grammar,etc.</p> <p>The first step consisted in drawing the family tree on a poster. The second step : tell the pupils to stick pictures of their family members on the tree (don't oblige them in case they are self-conscious). Also ask the pupils to use the language they have learnt in previous and present sections to write about the following :</p> <ul style="list-style-type: none"> • Introducing others • Giving information • Describing the members' pastimes. <p>Make sure the students do the assignment by regularly checking, monitoring, correcting, etc .</p> <p>7 - Start the session with a speaking test : "tell the class about your hobbies, is it your only hobby, do you like, etc".</p> <p>8 - These same questions are a warm up and refresh learner's minds. Check the use of "to be" in Activity 1 (activity book) in case you didn't do it the session before.</p> <p>9 - Activity book Carry on with Activity 4 to pave the way for the production and further consolidate the use of "to be" all forms along with short and long answers.</p> <p>10 - Student's book Proceed to the pronunciation a and b using a tape recorder.</p> <p>11 - Consolidate spelling through the dictation.</p> <p>12 - Have pupils do Activity four. It's worth noting that pupils need to move around the class and ask 3 classmates about their hobbies (allow ten minutes). The teacher should not be annoyed because this is not loss of control. On the contrary, the teacher should move around and listen to pupils interacting to make sure they are on task and use English. Pupils then work individually on their reports (completion task) for another ten minutes while the teacher moves around to check, guide, monitor, help,etc. Learners then report back to class on their survey interview (if time allows, the teacher can proceed to a peer correction before reporting to class).</p>
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	<p>13 - The session ends with a game : Mime. This TPR activity, as explained earlier, matches young learners' styles and consolidates learning while playing. Understanding is here demonstrated through the right gestures. To add a competitive aspect, the teacher can have two teams that mime at the same time and see who makes the right gestures.</p>
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Section Four : How do you spend your day ?

Skills	Reading - Speaking - Listening - Writing -
Subskills	<ul style="list-style-type: none"> • Understand explicitly stated information • Read and relate text to illustrations • Work in pairs to make out the meaning of a text • Read and evaluate information (true / false) • Decode sound symbol correspondence • Read a non linear text and write a paragraph • Discriminate among sounds through minimal pairs. Practise pronunciation at word level. • Write from dictation • Speak about one's daily routines • Use appropriate language to express oneself : the simple present + new vocabulary • Tell the time.
Functions	<ul style="list-style-type: none"> • Describing daily routines • Expressing approval "That's great !"
Grammar	<ul style="list-style-type: none"> • Simple present (3 forms) • Adverbs of frequency • Prepositions (at - in - on) • "What time is it ?" WH - Question • Linkers = addition / contrast
Lexis	Spend - get up ≠ sleep - go to bed - have lunch - dinner - breakfast - usually - always - never - sometimes - early ≠ late - wash - dress - eat - watch - clock - half-past - to - quarter.
Pronunciation	/ ðu / - / ai / - / u : / - / ð : /
Suggested procedure	<p>This section may take more than two sessions ; it's up to the teacher to decide the appropriate time according to the learners levels i.e. prior learning and acquisition (6th form).</p> <p>The content of this section is rich given that daily routines involve days of the week, time of the day, the hours, the simple present, the adverbs of frequency, prepositions of time and hence new lexis related to activities. The important thing to keep in mind here is to choose the ripe moment to stop. Let us remember that every session is a whole, thus it shouldn't lack in unity or coherence.</p> <p>1 - Student's book : Activity 1 Have the learners work in pairs (easier for problem solving situations) to see the time and action that match every utterance. It is recommended to do the first one with them as an example.</p>

Suggested procedure	<p>This activity either recycles or presents, depending on learners prior learning, the expressions of time and the routine actions.</p> <p>2 - Activity book The teacher can, in case learners do not know expressions of time, proceed to Activity 3 as a consolidation or practice. The use of the tape recorder is imperative. (work on : o'clock - past - to - half - quarter).</p> <p>3 - Student's book Have pupils do Activity 2. They first read and do the true / false exercise which apart from comprehension, presents the adverbs of frequency along with the present simple and the prepositions. Pupils enact the conversation to practise pronunciation and intonation at sentence level. The teacher may choose to present only the adverbs of frequency in this session then practise by asking the pupils questions about things they always / never / sometimes / usually do. They finally get to the general rule. If time allows, learners produce sentences using those adverbs. It's worth noting that learners need to be given time and space to practise, produce and hence learn.</p> <p>4 - Student's book After the speaking test, the second session can open with/ a review of expressions of time then have the pupils take turns at speaking about their own routines in a controlled way. In Activity 3, the teacher can present / consolidate prepositions of time (at - on - in) while pupils are making sentences. Besides, the teacher can note some verbs on the board in a column then changes them to third person (the pupil concerned) to make pupils see the difference (affirmative). The teacher then asks questions about those routines and writes them in a second column (Interrogative). The negative answers are then written in the third column so that learners can see how the simple present is formed / used in the three forms i. e. affirmative , negative and interrogative.</p> <p>5 - Activity book Do activities 1 and 2 for practice and consolidation.</p> <p>6 - The session can end with a game: Activity 5 where learners need to find seven hidden words in the puzzle. This game can be played in competing teams. Its objective is twofold, it consolidates lexis and spelling while allowing the learners to compete in play.</p> <p>7 - Activity book The third session opens with Activity 4 which reviews lexis and consolidates the use of the present simple.</p> <p>8 - Student's book Proceed to work on pronunciation exercises a and b using the tape recorder.</p>
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9 - Do the dictation.

10 - Have the pupils do Activity 4.

11 - If time allows, the homework can be done in class.

12 - Project.

Tell the learners to write a third paragraph describing family daily routines.

Their text should then comprise three paragraphs

paragraph 1 → Introducing family members (name, age, job)

paragraph 2 → Describing their hobbies

paragraph 3 → Describing routines

This project is presented in class after the review session(s).

13 - The section closes with a TPR activity as in the previous one.

Module Two

Section One :

Aly's Friend

Skills	Speaking - Reading - Writing
Subskills	<ul style="list-style-type: none"> • Scan a text for specific information • Identify the communicative functions of utterances • Infer the meanings of words from context • Practise pronunciation at word level • Write words from dictation • Respond to messages in writing
Teaching aids	Letters - postcards
Functions	Describing - Inviting - Thanking
Grammar	Where - prepositions - adjectives - possessive adjectives yes / no questions
Lexis	Friendly - helpful - intelligent - funny - river - wonderful - quiet - island - lovely - weather - invite - accept - house - street - beautiful.
Pronunciation	/ ʌ / - / aɪ / - / z / - / ðv / - / eð /
Suggested procedure	<p>Student's book 1 - activity 1 This activity is meant to introduce the new topic : "friendship". It is a whole class activity that should be done orally. Listen to different pupils and write some of their sentences on the board. Highlight the new words and the Yes / No questions. In step "b" the focus is not on physical description.</p> <p>2 - Activity 2 The focus of this activity is reading comprehension. The questions are intended to train students for tests. The reading passage paves the way for the production stage (Activity 4). It is based on two functions : inviting and describing.</p> <p>3 - Activity 3 (SB) This activity is meant to consolidate the functions of inviting, thanking and greeting and to introduce possessive adjectives formally. It is also intended to practise pronunciation at word and sentence level.</p> <p>Activity book 4 - Activity 1 This activity aims at consolidating the use of possessive adjectives in context.</p>

5 - Activity 2

This activity trains pupils to make short sentences useful for the production stage / to consolidate sentence structure.

6 - Activity 3 (This can be the first activity in session 2)

The purpose of this activity is to encourage students to talk about friends.

Student's book**7 - Activity 4**

This is the production stage. It is meant to assess student's assimilation of two important functions : introducing and describing. It's a realistic task. Students write a letter and draw a picture of their town and send them to a friend. The teacher has to make sure no two students receive each other's letters. student A sends his letter to student B. Student B sends his letter to student C and so on and so forth.

Activity book**8 - Activity 4**

This activity aims at consolidating the simple present. It focuses on the difference between "to be" and "have got".

9 - Activity 5

This is a TPR activity. The focus is on jobs for more consolidation.

10 - Activity 6 (Dice ?)

This is a game. It aims at consolidating sentence structure.

Section Two :

What's happening ?

Skills	Speaking - Writing
Subskills	<ul style="list-style-type: none"> • Practise pronunciation at word level • Write descriptions from prompts • Write numbers • Write to recycle structures already covered in class. • Ask about people from prompts
Teaching aids	Pictures of people doing something each.
Functions	Describing
Grammar	present progressive What
Lexis	Clean - garage - prepare - car - tidy up - room - garden - busy - arrive - sitting room.
Pronunciation	/ ðv / - / aɪ / - / eð / - / i: / - / ð / - / f /
Suggested procedure	<p>Student's book</p> <p>1 - Activity 1 This activity aims at introducing the present progressive and some new lexis (verbs)</p> <p>2 - Activity 2 The purpose of this activity is to practise the use of the present progressive and to consolidate some of the words introduced in module 1. step 2 is further consolidation of the present progressive and Yes / No questions.</p> <p>3 - Listen and repeat : to consolidate pronunciation at word level (old + new sounds)</p> <p>4 - Spelling : to review numbers</p> <p>Activity book</p> <p>5 - Activity 1 The purpose of this activity is to consolidate the use of the simple present and the present progressive and also some of the new words presented in this section.</p> <p>6 - Activity 2 This activity aims at consolidating “where” introduced in section 1 and the different rooms in a house.</p>

<p>Suggested procedure</p>	<p>7 - Activity 3 (you can start your second session with this activity) A further consolidation of the simple present and the present progressive</p> <p>Student's book 8 - Activity 3 This is a writing task. Its purpose is to practise using the present progressive to describe actions taking place at the moment of speaking.</p> <p>Activity book 9 - Activity 4 A further consolidation of pronunciation</p> <p>10 - Activity 5 This is a TPR activity. Students listen and mime the actions in the present progressive. At the same time it is a consolidation of some verbs.</p> <p>11 - Activity 6 The purpose is to write sentences in the present progressive using the pictures as prompts</p> <p>12 - Activity 7 This is a game meant to consolidate vocabulary related to some jobs.</p>
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Section Three : Welcome to Tunisia

Skills	Reading - Listening - Speaking - Writing
Subskills	<ul style="list-style-type: none"> • Practise pronunciation at word level • Write words from dictation • Sustain an exchange on a familiar topic • Write sentences from dictation • Identify the communicative functions of utterances • Reinvest acquired language in one's writing
Teaching aids	Pictures, tape recorder
Functions	Polite requests Taking leave Greeting
Grammar	Can
Lexis	plane – policeman – customs – trolley – luggage – lounge – airport – taxi – stay – passport – kids – give
Pronunciation	/ʌ/ – /eə/ – /θ/ – /j/ – /ə/
Suggested procedure	<p>Student's book</p> <p>1 - Activity 1 The purpose of this activity is to introduce new words in context. It paves the way for the listening.</p> <p>2 - Activity 2 This is a listening passage. The purpose of this activity is to introduce polite requests and to check comprehension through test type questions.</p> <p>3 - Activity 3 The purpose of this activity is to practise polite requests, taking leave and thanking. It is an oral activity to be done in pairs.</p> <p>4 - listen and repeat This activity is meant to practise pronunciation at word level (stress and sounds)</p> <p>5 - Listen and put the words in the right column The purpose is to consolidate and distinguish sounds.</p> <p>6 - Spelling This is meant to consolidate the spelling of some new words.</p>

Activity book

7 - Activity 1

A further consolidation of some new words.

8 - Activity 2 (This can be a good start for session 2)

This is a game - like activity intended to consolidate the spelling and facilitate the retention of the new words.

9 - Activity 3

The purpose of this activity is to consolidate the use of the simple present and the present progressive and to train students for the test.

10 - Activity 4

This is also a test - type activity meant to consolidate and check the assimilation of the new words.

Student's book

11 - Activity 4

This is a writing activity to be done individually then enacted in pairs.

Activity book

13 - Activity 5

This activity is meant to help students distinguish minimal pairs

14 - Activity 6

This is intended to help students distinguish vowel sounds.

Section Four : Time for lunch

Skills	Reading - Speaking - Writing
Subskills	<ul style="list-style-type: none"> • Practise pronunciation at word level • Write words from dictation • Ask about people's likes and dislikes • Scan a text for specific information • Write in order to recycle words, expressions, structures already covered in class.
Teaching aids	Pictures, realia (fruit, vegetables) tape recorder
Functions	Expressing appreciation – inviting – declining an invitation
Grammar	Would – what about
Lexis	Fish – chips – fruit – vegetables – omelette – soup – rice – pizza – smell – delicious – dish – traditional – sweet – savoury – popular – fast food – dates – roast chicken – fresh – banana – orange.
Pronunciation	/ Z / – / eI / – silent 'b'
Suggested procedure	<p>Student's book</p> <p>1 - Activity 1 The purpose of this activity is to introduce new word and use them in context. It's also a consolidation of Yes / No questions.</p> <p>2 - Activity 2 This is a non - linear text intended to check reading comprehension. The questions include pictures to encourage teachers to use pictures in tests. Inviting is introduced in context.</p> <p>3 - Activity 3 The purpose of this activity is to practise 'inviting' and consolidate the use of the new words.</p> <p>4 - Listen and repeat This is meant to practise the pronunciation of the new words (sound and stress)</p> <p>5 - Circle the word with a different sound This is meant to distinguish specific sounds</p> <p>6 - Listen and write The purpose of this activity is to consolidate the spelling of some new words.</p>

Activity book

7 - Activity 1

This activity is meant to consolidate the use of some prepositions, demonstratives, possessive adjectives and the use of the simple present and the present progressive.

8 - Activity 2

The purpose of this activity is to distinguish different functions introduced earlier.

9 - Activity 3 (This can be the starting point in session 2)

The purpose of this activity is to consolidate the use of Yes / No questions and some new words in context.

Student's book

10 - Activity 4

This is a production activity. It is integrative. It has to be done in pairs (step 1) then individually (step 2). It is meant to consolidate the new vocabulary and Yes / No questions in a meaningful situation.

Activity book

11 - Activity 4

This activity is meant to distinguish specific sounds. It's a consolidation activity.

12 - Activity 5

A game - like activity meant to consolidate the spelling of some words. The first student to find all the words is the winner.

13 - Time for a game (Dice ?)

This is meant to practise making sentences and encourage creativity at this levels (teams)

Module Three

Section One :

Aly's house

Skills	Speaking - Reading - Listening
Subskills	<ul style="list-style-type: none"> • Write words from dictation • Practise pronunciation at word level • Scan a text for specific information • Transfer information onto a house plan • Locate things using different prepositions of place • Describe one's house • Demonstrate understanding of written input through nonverbal response.
Teaching aids	Visuals about houses , rooms and furniture
Functions	Describing the home : naming the different rooms and their respective locations
Grammar	<ul style="list-style-type: none"> • There is / there are • Prepositions of location : near, next to, in, on, between, on the right, on the left, in the middle, [- what's / are like ?] • There is / there are
Lexis	Sofa - bed - carpets - wardrobe - kitchen - living room - dining room - bedroom - hall - view - lovely - floor - window - farm - garden - sleep - traditional - cook - furniture
Pronunciation	/ɑ:/ - /aʊ/ - /a:/ - /dʒ/ - /ʒ/
Suggested procedure	<p>Student book</p> <p>1 - Activity 1 This activity is meant to introduce the different rooms and their furniture as well as the new structure (there is / there are)•</p> <p>2 - Activity 2 Have your learners read the letter and tick Aly's house• Questions 2, 3 and 4 will help detailed comprehension. They also aim at introducing the prepositions of place.</p> <p>3 - Activity 3 The purpose of this activity is to practise the new structures (prepositions of place)</p> <p>Activity book</p> <p>4 - Choose one of the first two activities and do it in class to further practise the prepositions as well as the names of the different rooms. It also paves the way for the production activity.</p> <p>5 - Use the second activity in the activity book at the start of the following session.</p>

	<p>Student's book 6 - Do the pronunciation and spelling activities.</p> <p>7 - Activity 4 Have your learners describe their houses to their classmates. This production activity shows the learner's mastery of the input and helps the teacher to evaluate teaching and measure goal achievement.</p> <p>Activity book 8 - Activity 3 This activity is a consolidation of the prepositions and the new lexis.</p> <p>9 - Activity 4 This activity helps the teacher to check the pupils' acquisition of the new lexis related to houses and furniture.</p> <p>10 - Activity 5 This game is motivating for young learners as it combines learning and fun. It aims at consolidating lexis and checking the spelling of new words. A competitive aspect can be added to this activity (the first pupil to find five words is the winner).</p> <p>11 - Activity 6 It consolidates the autonomous use of the language learnt in this section.</p>
<p>Answer key</p>	<p>Student book Activity 1 : a → 3 b → 6 c → 4 d → 1 e → 5 f → 2</p> <p>Activity book Activity 1 house - bedrooms - living room - kitchen - bathroom</p> <p>Activity 2 living - left - near - large - hall</p> <p>Activity 3 (1) where (2) next (3) small (4) living (5) flowers</p> <p>Activity 4 dining room - living room - bedroom - kitchen - bathroom - wardrobe - sofa - table - chair</p> <p>Activity 5 Tree - door - window - garden - flowers - a house</p>

Section two :

Uncle Hedy's farm

Skills	Speaking - Reading - Listening - Writing
Subskills	<ul style="list-style-type: none"> • Distinguish between fruits and vegetables • Recognize acquired vocabulary at sight in reading • Scan a text for specific information • Identify reference relations • Listen and pronounce the new words correctly • Recognize the stress patterns of some words • Write words from dictation to complete a paragraph • Work in pairs to ask about likes and dislikes related to fruits and vegetables, and share information in order to perform a written task
Teaching aids	Visuals about fruits and vegetables
Functions	Asking / Giving information Expressing like and dislike about fruits and vegetables
Grammar	Subject pronouns / object pronouns
Lexis	Carrots - cucumber - figs - strawberries - watermelon - almonds - farm - turkeys - hens - cows - goats - ducks - rabbits - market - lettuce -pepper - apricot - onion - grow - proud - keep - milk
Pronunciation	Listen to and repeat new words
Suggested procedure	<p>1 - Bring some fruits and vegetables and present them to the class.</p> <p>Student's book</p> <p>2 - Activity 1 Have your pupils do this activity and discover other fruits and vegetables. This activity aims at making the pupils familiar with the new context and at facilitating comprehension as most fruits and vegetables will appear in the text.</p> <p>3 - Activity 2 Have your learners read the text and answer the first question. The second question will help detailed comprehension and the third one will enable you to introduce the object pronouns.</p> <p>4 - Activity 3 It is important that the pupils do this practice activity to consolidate the use of object pronouns.</p>

	<p>Activity book 5 - Activity 4 Do this activity to further practise object pronouns.</p> <p>6 - Activities 3 and 5 can be a good start for the second session. They remind the pupils of the names of the different fruits and vegetables they learnt in the first session.</p> <p>Student's book 7 - Do the pronunciation and the spelling activities.</p> <p>8 - Activity 4 The pupils work in pairs and exchange information about the fruits and vegetables they like and dislike. This communicative activity paves the way for the production activity.</p> <p>9 - Have your pupils write about their partners. This guided writing is primarily used to consolidate lexis and grammar.</p> <p>Activity book 10 - Do activities 1 and 2• Their purpose is to check the pupils' acquisition of the new lexis related to fruits, vegetables and animals.</p> <p>11 - Do activity 6, which aims at checking the spelling of some words•</p> <p>12 - Activity 7 This activity is fun. It evaluates the pupils' acquisition of the new lexis.</p> <p>13 - Time for a game This game - like activity suits young learners as it joins learning and fun. Its purpose is to consolidate lexis.</p> <p>14 - Project work Divide the class into three groups and explain the task to the pupils. At the end of the section, you can make your pupils listen to the song (Old Mc Donald's farm). It helps you to check the pupils' acquisition of the animals names.</p>
<p>Answer key</p>	<p>Activity book Activity 3 lettuce - figs - onion - tomatoes</p> <p>Activity 4 <u>top line</u>: bananas - melon - grapes - oranges. <u>bottom line</u>: apples - water melon - strawberries - lemon.</p> <p>Activity 5 milk - salad - apples - oranges</p> <p>Activity 6 strawberry - almonds - apples - dates - figs - apricots</p>

Section three :

Market day

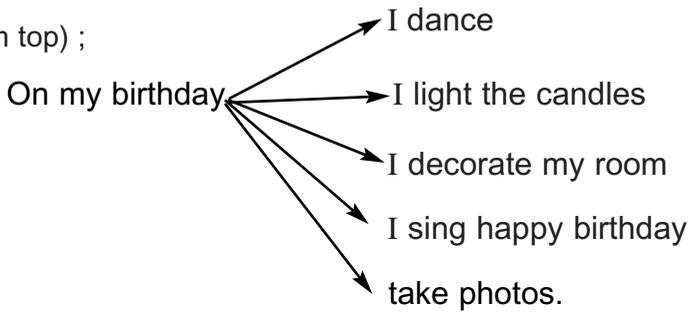
Skills	Speaking - Reading - Listening - Writing
Subskills	<ul style="list-style-type: none"> • Identify different clothes and shops • Transfer information onto a table • Scan a text for specific information • Identify reference relations • Recognize acquired vocabulary in reading • Demonstrate understanding through answers • Ask / give information • Reinvest acquired language in speech and writing • Listen and pronounce new words correctly • Write words from dictation
Teaching aids	Visuals about a market day, clothes and shops
Functions	<ul style="list-style-type: none"> • Naming different clothes and shops • Asking / giving information
Grammar	<ul style="list-style-type: none"> • Articles : a / an / the • Prepositions : near / on / in / from / at • Wh -question : when / what (consolidation)
Lexis	Clothes - dress - hot - socks - sandals - trousers - gloves - tie - tee - shirt - jacket - greengrocer - butcher - antique - goods - pottery - stalls - grounds - square - flea market.
Pronunciation	Listen to and pronounce new words correctly
Suggested procedure	<p>Student's book</p> <p>1 - Activity 1 The purpose of this activity is to introduce new lexis related to men and women's clothes.</p> <p>2 - Have your learners do activity 2, which aims at presenting new lexis about shops and sellers. It also helps you introduce the articles formally. The first two activities pave the way for the reading activity as many new words already introduced in these activities will appear in the reading passage.</p> <p>3 - Activity 3 Have your learners read the text and answer the first question. Then, ask them to read the text again and answer the other questions, which help detailed comprehension. The text is also a good context to introduce other prepositions.</p> <p>4 - Activity 4 Ask the pupils to work in pairs to exchange ideas about the market day and the things they usually buy on that day. This speaking activity helps consolidate the new lexis already acquired and further practise the prepositions.</p>

<p>Suggested procedure</p>	<p>Activity book :</p> <p>5 - Activity 1 The objective of this activity is to consolidate the prepositions already introduced in the reading passage</p> <p>6 - You can start the second session with the second and the third activities, which aim at consolidating the use of articles and reminding the pupils of some shops' names.</p> <p>Student's book 7- Do the pronunciation and the spelling activities.</p> <p>Activity book 8- Do activity 6, which is about pronunciation.</p> <p>9- Activity 4 : The purpose of this listening activity is to check the pupil's acquisition of the new lexis related to clothes. It also paves the way for the production activity in student's book (Activity 5).</p> <p>Student's book 10- Activity 5 : This writing activity shows the pupils' mastery of the input and gives you the opportunity to measure objective achievement and evaluate teaching. You can proceed to a peer correction afterwards.</p> <p>11- Have your learners do activities 5 and 7. These game-like activities, which are motivating for young learners aim at checking the pupils' acquisition of the new lexis.</p> <p>12 - Activity 8 : By asking the pupils to listen and mime, you evaluate their acquisition of some lexical items.</p>
<p>Answer Key</p>	<p>Activity book</p> <p>Activity 1 : in - on - to - at - near - on.</p> <p>Activity 2 : an - Ø - the - the - the - the.</p> <p>Activity 3 : A Butcher's - greengrocer's . antique shop.</p> <p>Activity 4 : a tee - shirt, a pair of jeans and sandals.</p> <p>Activity 5 : 2 - a skirt 3 - socks 4 - a tie 5- shoes 6- a dress 7- a hat</p> <p>Activity 7 : apples - lettuce - dress - shopping - pizza.</p>

Section four :

Happy Birthday

Skills	Speaking / Reading / Listening / Writing
Subskills	<ul style="list-style-type: none"> - Identify different items related to birthdays - Skim a text to get the gist - Scan a text for specific information. - Read and interpret information in a table. - Identify reference relations. - Recognize basic discourse markers (eg. but, because, and, then) - Match words with phonetic transcriptions. - Write words from dictation - Use pictures to produce a text.
Teaching aids	<ul style="list-style-type: none"> - Visuals about birthday parties and presents - colours.
Function	<ul style="list-style-type: none"> - Talking about birthday parties and colours. - Asking about time and age.
Grammar	<ul style="list-style-type: none"> - Regular and irregular plurals (child/man) - The genitive - Linkers : but, because, and, then - Regular and irregular plurals.
Lexis	Birthday - balloons - party - presents - cake - coke - candles-light(vb) -blow out - flowers - music - decorate - green - brown - white - yellow-red-pink..
Pronunciation	<ul style="list-style-type: none"> - Say if the words have the same or different pronunciation. - Match words with their phonetic transcriptions.
Suggested procedure	<p>Student's book :</p> <p>1- Activity 1 : Have your learners do the first activity. It is meant to introduce new lexis related to birthday parties and to make the pupils familiar with the new context.</p> <p>2 - Activity 2 : Have the pupils skim the text in order to choose the right title. Questions 2 and 3 will lead to detailed comprehension. The second question is also a good context to present colours. You can start from the text to introduce the genitive "s" formally. After dealing with the text, you can ask your pupils to pick out the plural words from the passage. Make them distinguish between regular and irregular plurals.</p> <p>3 - Activity 3 : It is important for the pupils to do this activity to practise the genitive "s".</p> <p>Activity book :</p> <p>4- Activity 3 : The purpose of this activity is to check the pupils' acquisition of the new lexis related to birthday parties.</p> <p>5- Activity 4 : Start the second session with this activity, which is motivating as it</p>

<p>Suggested procedure</p>	<p>involves all the pupils, who enjoy writing the dates of their classmates' birthdays.</p> <p>Student's book 6- Activity 4 : The purpose of this activity is to get the pupils to distinguish between the linkers of addition, cause and contrast, so that they can use them correctly in the production activity later (Activity 5/ student's book) 7- Do the pronunciation and the spelling activities.</p> <p>Activity book : 8 - Do the first two activities, whose aim is to consolidate the new lexis and structure. The first activity paves the way for the production activity.</p> <p>Student book : 9- Activity 5 : The learners use the pictures given to them to write a paragraph about a birthday party. This writing activity clearly shows the pupils' mastery of the input. You can proceed to a peer-correction.</p> <p>Activity book : 10- Activity 5 : This game-like activity is motivating for the pupils, who are young learners. Its aim is to consolidate new lexis.</p> <p>11- Activity (TPR) It can be fun at the close of the session. It checks the pupils' acquisition of colours.</p>
<p>Aswer Key</p>	<p>Activity book : Activity 1 : Shopping - candles - camera - round - juice - party. Activity 2 : Sixteen - on - brother's bicycle - him. Activity 3 : (clockwise from top) ;</p> <div style="text-align: center;"> <p>On my birthday</p>  </div> <p>Activity 5 : 1- flower 2- table 3- balloon 4- camera 5- candle 6- present 7- cake.</p>

Module Four

Section One : You must be careful

Skills	listening- Speaking - Reading - writing
Subskills	<ul style="list-style-type: none"> • Demonstrate understanding of aural input through nonverbal response • Understand explicitly stated information • Produce oral descriptions from prompts • Infer meaning expressed in different grammatical forms. • Discriminate among the different sounds of English. • Practise pronunciation at word level • Identify letters of the alphabet
Teaching Aids	<ul style="list-style-type: none"> • tape recorder - Real objects (realia) = a box of matches/ a toothbrush/ a sharpener - Flashcards.
Functions	<ul style="list-style-type: none"> • Warning • Obligation • Prohibition
Grammar	<ul style="list-style-type: none"> • Be + Careful • Do not + Verb • Must / Mustn't
Lexis	Careful - fall down - touch - safe - leaflet - brush - sharpener - dangerous.
Pronunciation	<ul style="list-style-type: none"> • Silent letters t - l • / a : / • / ou / • / ai / • / /Λ/
Suggested procedure	<p>* Warm-up (Engaging the learners)</p> <p>1. Show your pupils a triangular road sign - preferably the one warning drivers of school ahead (a triangular sign with 2 children holding hands) - and elicit :</p> <p>a) Be careful. Children going to school. b) Don't drive quickly (mime and gestures). Make your pupils repeat : "Be careful ! Don't drive quickly" chorally, individually or both.</p> <p>2. Student's Book / Activity 1</p> <ul style="list-style-type: none"> • Use objects (razor / sharpener) to elicit the new lexical items = sharpener - dangerous - safe - touch. • Make your pupils repeat the new words individually, chorally or both. • Let your pupils do the activity in pairs. • Get feed-back, then elicit the functions "obligation and Prohibition" and the structures "don't / Mustn't/ Must".

<p>Suggested procedure</p>	<p>3. Student's Book / Activity 1 The purpose of this activity is to practise the structures must/mustn't/ don't. It is blank-filling with reference to a visual.</p> <p>4. Activity Book (Activities 1 to 3). The 3 activities aim at practising the new structures while paving the way for the production activity (Activity 3 - Student's Book). Select two activities and leave the third for the following session. (The teaching session may end here)</p> <p>5. Student's Book / Activity 3 This activity is the production activity that will allow you to check whether your aims have been reached.</p> <ul style="list-style-type: none"> • Distribute your pictures (flashcards) among pairs of pupils. Explain the task. • Ask volunteers to play roles in front of their classmates. <p>6. Student's Book / Pronunciation and spelling</p> <p>a) Listen and repeat Play the tape. Let your pupils repeat during the pauses.</p> <p>b) Same or different Play the tape. Ask your pupils to use their pencils to write S or D. Encourage peer checking before getting feedback.</p> <p>c) Spelling : the same procedure described above should be applied.</p> <p>7. Activity Book / Time for a game This is a ludic activity which is meant to encourage the pupils to find the secret word while completing the crossword. Some competitiveness should be sought in order to increase learners' motivation. The first pupil / team to find the secret word is the winner.</p> <p>8. Student Book / Project work. Explain step 1 to your pupils. Tell them when the assignment is due.</p>
<p>Answer key</p>	<p>Activity Book Activity 1 : $a + 4 - b + 5 - c + 2 - d + 1 - e + 6$</p> <p>Activity 3 : The secret word is danger</p>

Section Two : What's the matter ?

Skills	Listening - Reading - Speaking
Subskills	<ul style="list-style-type: none"> • Demonstrate understanding of aural input through nonverbal response. • Practise pronunciation at word and sentence levels. • Discriminate among the different sounds of English through minimal pairs and repetition. • Sustain an exchange on a familiar topic. • Identify the communicative functions of utterances according to situations, participants and goals. • Draw on acquired vocabulary and structures to comprehend texts. • Identify the number and gender of interlocutors. • Write in order to recycle words, expressions and structures already covered in class.
Teaching Aids	<ul style="list-style-type: none"> • Tape recorder - flashcards (a chart showing body parts) - realia (medicines)
Functions	<ul style="list-style-type: none"> • Asking for information • Asking for permission • Thanking • Obligation • Taking leave
Lexis	<p>mouth - eye - hand - ear - foot - hair - head - arm - leg - ankle - cut - plaster - prescribe - medicine - burn - slip - hurt - fall off - attack - injection - injury - serious - clean - to injure.</p>
Pronunciation	<p>/ ð : / / t / - / d / / θ / - / ð / / ei /</p>
Suggested procedure	<p>1. Warm - up (Engaging the Learners)</p> <ul style="list-style-type: none"> • Play the song “Head, Shoulders, knees and toes”. <p>Most of your pupils are familiar with it. Point to your head, shoulders, knees and toes. Elicit : parts of the body.</p> <p>2. Student’s Book / Activity 1</p> <ul style="list-style-type: none"> • Pupils identify the different parts of the body and fill in the boxes. Make them repeat all the new words. (Choral or individual repetition or both). • Encourage volunteers to stand up and point to the parts you or other volunteers mention. <p>3. Activity 2</p> <ul style="list-style-type: none"> • Show / display the medicines you have brought with you. • Elicit : medicine - plaster • Use mime, gestures and the textbook visuals to elicit : cut one’s finger - burn one’s hand. • Let the pupils read the 4 dialogues silently to answer the question what’s the matter ?

<p>Suggested procedure</p>	<ul style="list-style-type: none"> • Get feedback then play the tape. • Elicit the simple (past went...) • Encourage volunteers to enact the dialogues. • Involve the other pupils in the evaluation of their peers (quality of reading) <p>4. Activity Book (Activities 1 to 3)</p> <ul style="list-style-type: none"> • Select two activities to deal with. • Activity 1 aims at recycling some parts of the body. It is a good opportunity for the pupils to identify the character (Alice) through the brief physical description. • Both activities 2 and 3 aim at consolidating the simple past form of some verbs, mainly regular ones. <p>(The Teaching session may end here)</p> <p>5. Activity Book (Activities 1 to 3)</p> <ul style="list-style-type: none"> • After dealing with the 3rd activity from Activity Book, pave the way for your listening comprehension. You may use pictures of some animals to elicit : attack • Play the tape in order to answer the following questions : Who's speaking ? What's the dialogue about ? • Play the tape in sections for the pupils to answer questions 1, 2 and 3. • Question 4 aims at recycling four different functions in context. <p>6. Student's Book / Pronunciation and spelling</p> <p>Apply the same procedure described in section 1.</p> <p>7. Activity Book / Activity 4</p> <p>The purpose of this activity is to reinvest acquired language (lexis and structures) to create utterances specific to some situations.</p> <p>8. Student's Book / Activity 4</p> <p>The purpose of this activity is to further recycle and consolidate the use of the past in interrogative, affirmative and negative forms. Some functions are also recycled.</p> <p>9. Student's Book / Activity 5</p> <p>This activity is the production activity which will allow you to check whether your aims have been achieved. (you may end the teaching session here)</p> <p>10. Activity Book / time for a game</p> <p>The purpose is to recycle parts of the body in a game-like activity. It also aims at reinforcing good spelling.</p> <p>11. Activity Book / Listen. Sing and Mime</p> <p>The rhyming exchanges between the youngsters and the grown - ups aim at reinforcing correct pronunciation through minimal pairs and rhyming words.</p> <p>12. Activity Book / Story Time.</p> <p>This is an extended reading activity. It is reading for pleasure. You may assign it as home reading.</p> <ul style="list-style-type: none"> • The moral of the story is that it is always good for youngsters to ask questions (signs of curiosity, alertness and intelligence). However, we cannot find an answer to all questions. <p>13. Student Book / Project Work</p> <ul style="list-style-type: none"> • Refer your learners back to section 1 and explain step 2 in the project. <p>N.B Project work activities "are meant to foster socio-psychological skills, research strategies and learner autonomy "(official Programmes/page 5).</p>
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Section Three : Let's keep fit

Skills	Reading - Speaking - Writing -				
Subskills	<ul style="list-style-type: none"> • Identify the communicative functions of utterances according to situations, participants and goals. • Recognize the stress pattern of words • Use basic punctuation appropriately (capital letters, periods, etc) • Understand explicitly stated information • Recognize basic syntactic patterns and devices (simple past...) • Draw on acquired vocabulary and structures to comprehend texts. • Detect key words • Write in order to recycle words, expressions, structures already covered in class. 				
Teaching Aids	Tape recorder - circular flashcards Visuals representing fat and skinny persons.				
Functions	<ul style="list-style-type: none"> • Giving advice • Talking about quantity / Numbers 				
Grammar	<ul style="list-style-type: none"> • Much / many + Noun • The imperative • Simple past = regular and irregular verbs. 				
Lexis	Fat - bread - practise - sit-ups - press-ups - jog (ging) - advise - balanced - diet - health - keep fit - vitamins - contain - regular - follow - chef - smoke (vb) - healthy - take exercise.				
Pronunciation	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">/ e /</td> <td style="width: 50%; border: none;">• stressed syllables</td> </tr> <tr> <td style="border: none;">– / f / – / tʃ /</td> <td style="border: none;">• Sounds = odd man out</td> </tr> </table>	/ e /	• stressed syllables	– / f / – / tʃ /	• Sounds = odd man out
/ e /	• stressed syllables				
– / f / – / tʃ /	• Sounds = odd man out				
Suggested procedure	<p>Warm-up (Engaging the learners)</p> <ul style="list-style-type: none"> • Show your pupils two visuals : one representing an obese person, the other a skinny one. Elicit the problem : Health problems. Introduce "fat". <p>2. Student's Book / Activity 1</p> <ul style="list-style-type: none"> • Exploit the visuals in the textbook, gestures and mime to elicit the new lexis. • Split your class into 2 large groups. Each dealing with one character. • During feedback, elicit Much / many + Nouns. <p>3. Activity 2</p> <p>The purpose of this activity is to practise the new lexis as well as the new structures, used to give advice. Besides, it is meant to help learners produce written discourse at sentence level.</p> <ul style="list-style-type: none"> • Encourage peer - correction before getting feedback. • Elicit the structures used for giving advice. 				

Suggested procedure	<p>4. Activity Book / Activities 1 to 3 You may choose two activities for your pupils to do in class.</p> <ul style="list-style-type: none"> • Activity 1 includes some new lexis (diet-healthy food - health). Introducing it will pave the way for the reading comprehension in S.B (The session may end here) • Activity 2 aims at familiarising the learners with some idioms and collocations. Copying the idiom / collocation in Box C should help learners with better retention and correct spelling. The use of a pencil while writing is recommended. • Activity 3 aims at not only recognizing already taught lexis and structures, but also distinguishing between good and bad habits. <p>5. Student's Book / Activity 3</p> <ul style="list-style-type: none"> • In addition to the subskills pertaining to reading - mentioned above - the activity aims at recycling and consolidating the use of the simple past (regular / irregular verbs) as well as the structures used for giving advice. <p>6. Pronunciation - Spelling</p> <ul style="list-style-type: none"> • In addition to the now familiar practice of correct pronunciation through repetition drills, learners are now introduced to the stress pattern of words. Your pupils should understand the importance of correct stress. (e.g 'ba - lanced (correct stress) b a. - 'lanced (wrong stress). • The odd-man activity engages the learner in a comparison of 3 words at a time to find out which one has a different sound. • Spelling : each dot stands for a letter. • Encourage volunteers to write the 5 words on board. <p>(The session may end here)</p> <p>7. Activity Book / Activity 4</p> <ul style="list-style-type: none"> • your learners are now quite familiar with this activity type. <p>8. Student's book / Activity 4</p> <ul style="list-style-type: none"> • This is the production activity in S.B. It will allow you to check whether your aims have been reached. • Encourage peer - correction • Encourage pupils to refine their composition, write it on a large sheet of paper and display it on the board / wall. <p>9. Student's Book / homework - Project work</p> <ul style="list-style-type: none"> • Homework : explain task. Encourage pupils to ask their biology teacher for information. • Project work : Explain step 3. <p>10. Activity Book / Activity 5</p> <ul style="list-style-type: none"> • This activity aims at developing the learner's writing skills. Your pupils are expected to produce a short paragraph using the simple past. It is a good opportunity to draw pupils' attention to the mechanics of writing (capitalisation, punctuation and spelling). Encourage swapping papers and peer - correction. <p>11. Activity Book / Time for a game</p> <ul style="list-style-type: none"> • This is a game which is supposed to encourage healthy, constructive competitiveness between groups of pupils. <ol style="list-style-type: none"> 1• Divide the class into teams (A's and B's or 'Lions vs Tigers' etc). 2• Give each team a sufficient number of flashcards (wheels) : you are supposed to have 2 sets of "wheels". 3• A pupil from an "A team" or "Lion Team" chooses a number from 1 to 12 and says it aloud. 4• A pupil from a "B team" or "Tiger Team" says his word for that number.
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5. the pupil from Team A (Lion Team) uses that word to make a sentence. (See the 3 examples provided in the answer key below.)
6. Each team can be given up to 4 or 5 trials. A tick (V) on the board indicates a successful attempt. A cross (x) indicates an unsuccessful one.
7. The winning team is the one that has a better score / the highest score. We believe that during this game like activity, the learners affective filter will be low, thus enabling them to produce utterances in non threatening, anxiety-free conditions.

1 - S.B - ACTIVITY 1

JANE MUST... (TICK N° 3 - 4 - 5 - 7 - 8)

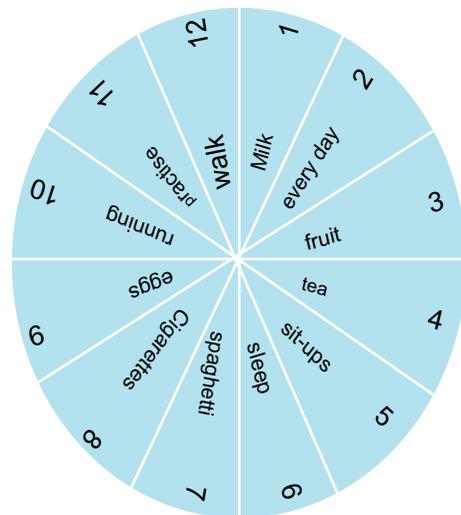
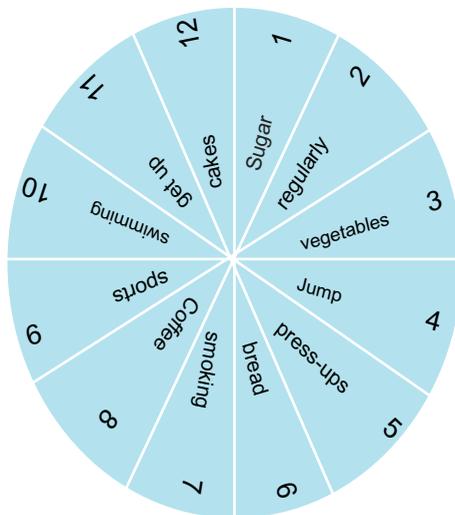
JACK MUST... (TICK N° 2 - 4 - 5 - 6 - 7 - 8 - 10)

2 - ACTIVITY BOOK / ACTIVITY 1 :

1 + e	2 + d	3 + a	4 + B
5 + c			

3 - ACTIVITY Book / Time for a game.

Answer key



examples :

- Touch your toes three times.
- Do two press-ups.
- Jump three times.

Section Four : What's the weather like ?

Skills	Reading - Speaking
Subskills	<ul style="list-style-type: none"> • Demonstrate understanding of written input through nonverbal response. • Produce oral descriptions from prompts • Identify reference relations • Relate illustrations, graphic presentations to the linear text while reading • Scan a text for specific information.
Teaching Aids	Tape - recorder / A large map of Great - Britain / visuals (weather / season) - crayons
Functions	<ul style="list-style-type: none"> • Making suggestions • Describing the weather
Grammar	<ul style="list-style-type: none"> • Noun + y = adjective • Let's + verb • What about + V + ING • What about + Noun
Lexis	Sun - rain - wind - cloud - warm - suggest - snow - countryside - picnic - environment - understand - sky - regularly - rainbow - idea.
Pronunciation	/ ei / / ə / / au /
Suggested procedure	<p>Warm-up (Engaging the learners)</p> <ul style="list-style-type: none"> • A successful way of engaging the learners is to point to the window, ask the pupils to look through it and answer the question "What's the weather like today ?" <p>What matters is not getting the right answer. It's rather setting the right mood for activity 1 / S.B</p> <p>1. Student Book / Activity 1</p> <ul style="list-style-type: none"> • Introduce the new lexis (through visuals) and engage in choral / individual repetition (aiming at correct pronunciation and retention). • Assign step one and get feedback, then elicit the structure 'N + y =adj'. • Step 2 aims at prompting learners to provide a logical ending to the utterance (making suggestions). • Encourage pair work. • Ask volunteers to enact the mini-dialogues. • Elicit the new structures (Let's... / What about = making suggestions). <p>2. Student's Book / Activity 2</p> <ul style="list-style-type: none"> • This activity aims at identifying the logical response to each utterance. Besides, copying down the right expressions from the box (using pencils) helps pupils practise copying down. • You may wish to encourage parallel writing by asking your pupils to imitate these short exchanges to produce similar ones, orally or in writing.

Suggested procedure	<p>3. Activity Book (Activities 1 to 3) As usual, use your own discretion to choose two activities to deal with during the session.</p> <p>a. Activity 1 aims at presenting the months, the four seasons and weather conditions pertaining to each season.</p> <p>b• Activity 2 Asking the pupils where Peter comes from (country) can be a good transition to this activity.</p> <ul style="list-style-type: none"> • Display your large map of G.B and point to the different countries : England, Scotland and Wales. Practise the pronunciation of these new words. Now you can assign the activity. <p>This activity aims at producing simple sentences about the weather, imitating a model.</p> <p>c. Activity 3 This activity aims at enabling the learners to distinguish between adjectives and nouns.</p> <ul style="list-style-type: none"> • Learners may mistake sky for an adjective (ending in y) : this is a good opportunity to remind them that many nouns end in y (boy - day - May, etc). <p>(the session may end here)</p> <p>4. Student's Book /* Activity 3</p> <ul style="list-style-type: none"> • This activity aims at developing the reading skills described above. • Question 2 requires scanning for precise words / phrases. You may wish to facilitate your learners' job by providing the first phrase. • Question 3 aims at "identifying reference relations "(Official Programmes / p. 8). Your role is to help your learners' transfer this subskill (word reference) From French and Arabic into English (official Programmes / page 5). <p>5. Student's Book / Pronunciation - spelling</p> <ul style="list-style-type: none"> • Play the tape and follow the usual procedure (described in previous modules and sections). You may wish to consolidate correct pronunciation with a focus on stress at word level. • Spelling : reordering the letters to get the right words aims at consolidating spelling in a game like activity. <p>(You may end the session here)</p> <p>6• Student's Book / Activity 4</p> <ul style="list-style-type: none"> • This activity is the production activity that will allow you to check whether your aims have been reached. • Guide / Help the learners to produce oral descriptions of the weather through reinvesting acquired language to produce appropriate descriptions and suggestions. <p>7• Activity Book / Activity 4</p> <ul style="list-style-type: none"> • Your learners are quite familiar with this activity type. You can make the activity more appealing by asking your pupils to enact these brief exchanges. <p>8. Activity Book / Activity 5</p> <ul style="list-style-type: none"> • This activity aims at consolidating already covered lexis. You may wish to make it more appealing by asking the pupils to guess / imagine what those people did at home.
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<p>Suggested procedure</p>	<p>9• Student Book Project work</p> <ul style="list-style-type: none"> • Devote the necessary time to the presentation of the projects. • Be supportive and boost your young learners' self-confidence. • Encourage the class to clap their hands as a sign of encouragement and support before and after each presentation. • Encourage the class to point to positive aspects first. <p>10• Activity Book / Read. Colour</p> <ul style="list-style-type: none"> • This game - like activity (a ludic activity) aims at providing a physical response (colouring) to a prompt or cue (short text - labels indicating which colour to use). We believe that 7th year pupils are still motivated enough to use crayons and colour pictures. (Your session may end here) <p>11• Self-evaluation</p> <ul style="list-style-type: none"> • We recommend devoting the necessary time to this activity. The aim is to sensitize the learners to self-evaluation (strengths and weaknesses) to develop some sort of autonomy among them. <p>12• Time for a joke</p> <ul style="list-style-type: none"> • Ending the module with some fun and making the learners look forward to the next module is the aim. 								
<p>Answer key</p>	<p>Activity Book</p> <p>Activity 4 :</p> <table border="1" data-bbox="378 1103 1149 1226"> <tr> <td>1 + c</td> <td>2 + D</td> <td>3 + A</td> <td>4 + B</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Activity 5 : clouds - windy - home - go</p>	1 + c	2 + D	3 + A	4 + B				
1 + c	2 + D	3 + A	4 + B						

Module Five

Section One : Let's Visit Aly's School

Skills	Speaking - Reading - Listening
Subskills	<ul style="list-style-type: none"> • Draw on acquired vocabulary and structures to comprehend texts • Understand explicitly stated information • Infer the meanings of words from the contexts in which they occur. • Identify reference relations • Relate illustrations to the linear text while reading. • Construct a coherent paragraph from notes. • Use basic punctuation appropriately. • Identify the communicative functions of utterances.
Teaching Aids	Realia (stationery) / Tape - recorder / flag
Functions	<ul style="list-style-type: none"> - Giving permission - Expressing desire - Locating people, things, places.
Grammar	<ul style="list-style-type: none"> - you can + verb / of course you can - want + Noun - Want + to + verb - Prepositions of place.
Lexis	headmaster - office - tape recorder - map - globe - computer - flag - bookcase - eraser - pencil-case - ruler - chalk - desk - register - guest - bell - ring (vb) - leave (vb) behind - attend -in front - under - between - courtyard - miss (vb) - tricks - sharpen - raise - museum - board.
Pronunciation	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/ ae / / ʃ / / s /</p> <p>/ a: /</p> <p>/ ɔ: /</p> <p>/ ou / / e i /</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> • Stressed syllables • Odd man out. </div> </div>
Suggested procedure	<p>* Warm-up (Engaging the learners) Use your own discretion to engage your learners. Many options are possible when dealing with this topic "School life".</p> <p>1• Student's Book / Activity 1</p> <ul style="list-style-type: none"> • Use real objects to introduce some lexical items in activity 1 : You can also introduce items you will need for activity 2 (stationery - register.). • Let your pupils cross-check their answers (written in pencil). • Make your pupils repeat the new words individually, chorally or both.

	<p>2• Student's Book / Activity 2 The purpose of this activity is to introduce more lexical items in context. Your pupils should be able to relate the illustrations, which are labelled, to the linear texts. (the short exchanges). Ask voluntary pupils to enact the 4 dialogues.</p> <p>3• Activity Book (Activities 1 to 3) As usual, use your own discretion to choose two activities to deal with during the session. a• Activity 1 : Aims at recycling lexical items, prepositions and articles, in order to achieve integration in language tasks (lexis + grammar). b• Activity 2: Your pupils are now familiar with this activity type : matching words that collocate to obtain meaningful idioms. c• Activity 3 : This is a classic blank - filling activity aiming at recycling and consolidating already presented lexis. (The session may end here)</p> <p>4• Student's Book / Activity 3 This activity aims at developing the reading skills described above. Vocabulary inference, reference relations, scanning for specific information, and identifying the communicative functions of utterances are some of the subskills targeted.</p> <p>5• Student's Book / Pronunciation - Spelling • Play the tape and follow the usual procedure. (you may end the session here)</p> <p>6• Student's Book / Activity 4 This activity aims at introducing the prepositions of place in context. Prior presentation of some prepositions through gestures and mime (eg in front of - behind) is necessary. The figures accompanying the lists of prepositions of place are meant to help young learners understand the location of someone or something. You may wish to further practise some prepositions with reference to your pupils (how / where they are seated, etc).</p> <p>7• Activity Book / Activity 4 This activity is meant to recycle and consolidate the use of the simple past, though one answer requires the use of the present.</p> <p>8• Activity Book / Time for a game Your pupils are quite familiar with this activity whose aim is to recycle some lexical items presented in the section.</p> <p>9• Student's book / Activity 5 This is the production activity that will allow your pupils to construct a coherent paragraph, using / selecting notes in bubbles. • Explain some new collocations (eg play tricks on sb.) • Allocate sufficient time for your learners to produce their first drafts. • Encourage peer - correction. • Get some volunteers to read their productions. • Encourage your pupils to rewrite their paragraphs at home on loose sheets of paper that you will collect and evaluate.</p>						
<p>Answer key</p>	<p>Activity book Activity 1 : register - date - of - to - the Activity 2 :</p> <table border="1" data-bbox="577 1802 872 1882"> <tr> <td>1+c</td> <td>2+f</td> <td>3+e</td> </tr> <tr> <td>4+d</td> <td>5+a</td> <td>6+b</td> </tr> </table>	1+c	2+f	3+e	4+d	5+a	6+b
1+c	2+f	3+e					
4+d	5+a	6+b					

Section Two : Who is your favourite teacher ?

Skills	Reading - Speaking
Subskills	<ul style="list-style-type: none"> • Sustain an exchange on a familiar topic. • Infer the meanings of words from the contexts in which they occur. • Identify the communicative functions of utterances. • Identify reference relations • Relate illustrations to the linear text while reading • Demonstrate understanding of written input through nonverbal response.
Teachings Aids	<ul style="list-style-type: none"> • Tape - recorder / visuals.
Functions	<ul style="list-style-type: none"> • Expressing choice • granting forgiveness • apologizing.
Lexis	Subject - Maths - Arabic - Technology - Biology - physics - history - strict - good - looking - fluent(ly) - slow(ly) - break - lab attentive - keyboard - mouse - drop(vb) sorry - careful - study - reply(vb) - nervous - printer - central unit - monitor - boring - dietlazy.
Pronunciation	/ t / - / d / - / id / (ed in regular verbs) * / a / * / e /
Suggested procedure	<p>1. Warm - up (Engaging the learners)</p> <ul style="list-style-type: none"> • Use your own discretion to engage your learners. <p>1• Student's Book / Activity 1</p> <p>The purpose of this activity is to engage your pupils in some speaking about a familiar topic, their school life. It is also meant to provide more language input (introducing adverbs of manner).</p> <p>2. Student's Book / Activity 2</p> <p>The purpose of this activity is to present the new structure (adjective + ly = adverb) in context, using brief, simple exchanges. The learner identifies the adjective first, then recognizes the adverb derived from it. ER - nouns are also introduced in this activity.</p> <p>3. Activity Book (Activities 1 to 3)</p> <ul style="list-style-type: none"> • Choose which two activities you will deal with during the session. <p>a) • Activity 1</p> <p>This activity aims at consolidating some lexical items presented in /SB. Its format is similar to test - type questions.</p>

b) • Activity 3

Your pupils are now quite familiar with this type of activity. It aims at helping the pupils construct coherent sentences by reordering the scrambled words. The visuals are meant to prompt the learners and facilitate their task. It is also a good opportunity to focus on basic punctuation (capital letters, periods and exclamation marks).
(The session may end here)

4• Student's Book / Activity 3

This activity aims at developing the reading subskills mentioned above.

Apologizing and greeting forgiveness are the two communicative functions introduced in this activity in context.

5. Student's Book / Pronunciation - Spelling

• Pronunciation

Play the tape and follow the usual procedure. You may notice that the pronunciation of regular verbs in the past is consolidated.

• Spelling

This is a game - like activity which aims at reconstructing words by means of correct reordering of letters.

(You may end the session here)

6. Student's Book / Activity 4

This activity aims at constructing a coherent dialogue by adding the missing utterances.

• Encourage volunteers to enact the dialogue.

7• Activity book / Activity 4

This is a classic matching activity which aims at consolidating language already presented in the section.

• Encourage your pupils to enact these brief exchanges.

8• Activity Book / Time for a game

This game - like activity aims at recycling and consolidating the verb-noun conversion.

9• Student's Book / Activity 5

This is the production activity in section 2. It aims at getting the learners to reinvest acquired language in their writing. The prompts are meant to help them produce a coherent paragraph describing their favourite teacher. The theme is supposed to be motivating.

• Encourage learners to swap their papers and to engage in peer-checking.

Have some volunteers read their productions.

• Encourage your pupils to rewrite their paragraphs at home.

Answer key

Activity book

Activity 5 :

1+c	2+e
3-b	4+d

Section Three : Let's help others

Skills	Speaking - Reading
Subskills	<ul style="list-style-type: none"> • Relate illustrations (graphic presentations) to the linear text while reading. • understand explicitly stated information. • Draw on acquired vocabulary and structures to comprehend texts • identify reference relations • Demonstrate understanding of written input through nonverbal response. • Sustain an exchange on a familiar topic. • Repeat chunks of language for pronunciation accuracy. • practise pronunciation at word level.
Teaching Aids	Tape - recorder / Visuals / pencils - crayons.
Functions	• Comparing
Grammar	- Noun + be + like + noun.
Lexis	Collect - garbage - stand - seat - throw - tidy - voluntary - responsible - litter - plastic bags - (garbage) cans - waste paper - waste baskets - rarely - floor - dirty - clean - together - keep - proud - hate -
Pronunciation	/ ə : / / a i / • similar / different Sounds. / i / / u / / ou / / ə /
Suggested procedure	<p>Warm-up (Engaging the learners) Use your own discretion to engage your learners. You may use visuals or the classroom - as an immediate environment - to elicit the idea of helping others (cross the street - clean the classroom - collect garbage, etc)</p> <p>1• Student's Book / Activity 1</p> <ul style="list-style-type: none"> • Use visuals and realia (e.g paper basket in the classroom) and point to litter on the floor to elicit the new lexis. • The textbook illustrations will prompt your learners to find the right sentence corresponding to each situation. • Encourage pair work and peer-checking. <p>2• Student's Book / Activity 2 This activity aims at developing the reading skills described above. The various comprehension question types are meant to cover some levels of comprehension (literal, inferential and critical reading). Your learners are now encouraged to react to the text through question 5: What about you ? Do you want to be like these pupils ? Say why.</p>

	<p>3• Activity Book (Activities 1 to 3) As usual, use your own discretion to choose two activities to deal with during the session. a• Activity 1 aims at recycling lexical items presented in S.B. b• Activity 2 Putting the bracketed words in the right form is a relatively new type of activity. If your learners are not already familiar with it (in previous lessons or texts), explain it to them and supply an example. c• Activity 3 Your learners are now quite familiar with this activity type. The aim is obvious : identifying words that collocate to get meaningful expressions. (The session may end here)</p> <p>4• Student's Book / Pronunciation - Spelling Play the tape and follow the usual procedure. You may wish to make your pupils work on the stressed syllable in some words (eg responsible - voluntary - together, etc.)</p> <p>5• Student's Book / Activity 4 This is the production activity. It aims at developing your pupils ability to produce a simple interview about a familiar topic. Go through the usual procedure (producing a first draft - peer - checking - feedback in class - refining the first draft, etc.)</p> <p>6• Activity Book - Time for a game This game - like activity aims at motivating the pupils to recycle / recall their acquired lexis to find out the secret word. It's challenging enough for the pupils to work on it in teams that compete to find out which team is the winner.</p> <p>7• Activiity Book - Let's draw This activity aims at giving your pupils the freedom to draw things. It also aims at developing your learners' speaking abilities.</p>
<p>Answer key</p>	<p>Time for a game</p> <p>1• Love 2• Black 3• Money 4• Clean 5• Tidy</p> <p>Secret word : voluntary</p>

Section Four : Good - bye Peter

Skills	Listening - Speaking - Reading
Subskills	<ul style="list-style-type: none"> • Write in order to recycle words • Practise pronunciation at word level • Identify the number and gender of interlocutors • Sustain an exchange on a familiar topic • Draw on acquired vocabulary and structures to understand texts • Ask about people / objects from prompts • Identify the communicative functions of utterances • scan a text for specific information • Retain chunks of language for short periods of time.
Teaching Aids	Tape - recorder - Visuals - realia (things tourists can take home as souvenirs).
Functions	<ul style="list-style-type: none"> • Ability • Inability • Asking about number / quantity / price • Taking leave • Asking for help • Offering help.
Grammar	<ul style="list-style-type: none"> • Can + verb • Cannot + verb • How much + uncountable nouns • How many + countable nouns
Lexis	carry - heavy - suitcase - light (adj) - carpet - cost - souvenirs - souk - traditional - hurry up - safe - trip - size - tomorrow - feel sick- toy - try out - roses - customer - shopkeeper - countryside - street lamps.
Pronunciation	<p>/ æ / / e i /</p> <p>/ i : /</p> <p>/ ou /</p>
Suggested procedure	<p>Warm-up (Engaging the learners) Use your own discretion as regards the warm - up.</p> <p>1• Student's Book / Activity 1</p> <ul style="list-style-type: none"> • Introduce some lexical items first. You may wish to use gesture ; point to a heavy desk and elicit : heavy. Now it is possible to introduce the new structure CAN - CAN't. • Once your learners have assimilated the new structure, it becomes easier for them to deal with the other exchanges and visuals. <p>2• Student's Book / Activity 2</p> <p>The aim of this activity is to consolidate the use of CAN, expressing ability while presenting another structure "how much / how many" . You may need to explain to your pupils the adjectives countable / uncountable.</p> <p>3• Activity Book (Activities 1 to 3)</p> <p>As usual, use your own discretion as regards the 2 activities to deal with during the session.</p>

a• Activity 1

It aims at consolidating language (lexis - grammar) presented previously, though 1 word is new (souvenir). You will need to give an example. Pupils need to clearly understand the difference between the French meaning of souvenir (eg souvenir d'enfance / childhood memories) and the English meaning of it.

b• Activity 2

This activity aims at consolidating the structures how much - can - can't.

Encourage pair work. Let some pupils enact these brief exchanges.

c• Activity 3

In this M.C.Q activity type, the focus is on tenses (present and past) and modals.

- Enacting this dialogue can be fun if volunteers try to play the roles of the shop assistant and use the right kind of intonation.

(The session may end here)

4• Student's book / Activity 3

The introduction sets the tone for the listening comprehension.

Play the tape as many times as necessary.

- Your pupils are now familiar with the types of comprehension questions.
- Deal with the 2 dialogues, one by one.

The six functions are recycled in context. They are in fact part of the listening activity. The same thing applies to the pronunciation activity.

5• Activity Book / Activity 4

This activity aims at making the learners produce / use language forms appropriate to different communicative situation (lexis and grammar). Thus it's an activity that aims at developing specific writing skills among the learners.

6• Activity Book / Activity 5

This activity aims at constructing a coherent dialogue from scrambled exchanges.

7• Activity Book / Spelling

This task aims at reordering letters to obtain words presented in the section. It is meant to be fun.

8• Activity Book / Time for a game.

A game-like activity meant to entertain the learners.

9• Activity Book / Activity 6

This activity aims at reinvesting acquired language to produce simple exchanges.

10• Activity Book / Time for a story

This is reading for pleasure. It can be assigned as home reading before exploiting it in class.

Answer key**Activity book**

Activity 2 :

1+c	2+e	3+d	4+a	5+b
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Activity 5 :

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

Spelling : 1. souvenir 2. suitcase 3. traditional 4. heavy

PART III

TAPESCRIPT

Student book : Module 1 - Section three

Spelling : Listen and write :

hobby - swimming - cycling - friend - cartoons - listening - pastime - dancing.

Student book : Module 1 - Section four

Spelling : Listen and write :

breakfast - quarter - o'clock - usually - sometimes - don't.

Activity book : Module 1 - Section four

Activity 3 : Listen carefully and draw the correct time on each clock.

1. It's quarter to one.
2. It's quarter past nine.
3. It's twenty-five past three.
4. It's half past six.
5. It's five o'clock.
6. It's five to one.

Student book : Module 2 - Section one

Listen and complete :

penfriend - e-mails - maths

Activity book : Module 2 - Section two

Activity 6 : Listen and mime.

Hi ! I am your friend Potter.

I'm cooking, I'm washing.

I'm eating, I'm drinking.

I'm dancing, I'm singing.

I'm running, I'm playing.

Student book : Module 2 - Section three

Listen and write.

Jane is at the airport now. She puts her luggage on a trolley. The customs officer is asking her questions.

Activity book : Module 2 - Section three

Activity 5 : Listen. Circle the word you hear.

1. Peter's plane arrives at ten.
2. Have a nice stay.
3. Please wait.
4. Let's go there together.

Student book : Module 2 - Section four

Listen and write.

..... roast chicken or lamb ?

..... lamb. It's delicious.

Student book : Module 2 - Section five

Activity 4 : Listen and tick the right box.

Andrew : I'd like to have fish and chips. What about you, Betty ?

Betty : Fish is OK for me.

Andrew : And you, Imène ?

Imène : I'd like to have lamb.

Student book : Module 3 - Section one

Spelling : Listen and write :

in the middle - wardrobe - floor - lovely.

Student book : Module 3 - Section two

Spelling : Listen and complete with the missing words

vegetables - tomatoes - cucumber - strawberries.

Activity book : Module 3 - Section two

Activity 6 : Spelling : Listen and complete. Compare your answers with your friends'.

milk - salad - apricots - oranges.

Student book : Module 3 - Section three

Spelling : Listen and write :

square - expensive - carpets - sandals.

Activity book : Module 3 - Section three

Activity 4 : Spelling : Listen and tick.

What's Imène wearing today ?

Imène is getting ready to go out.

" What am I going to wear ? Sandals or shoes ? Jeans or a skirt ? "

Finally, Imène puts on a tee-shirt, a pair of jeans and sandals.

Activity book : Module 3 - Section three

Activity 8 : Spelling : Listen and mime.

potter - butcher - greengrocer.

Student book : Module 3 - Section four

Spelling : Listen and fill in the blanks with the words you hear.

party - friends - cousins - presents.

Activity book : Module 3 - Section four

Activity 6 : Spelling : Listen and colour.

Tom is a nice clown. He's wearing funny clothes : a large green hat, a yellow shirt, red trousers and orange shoes. His bow-tie is pink. He's got three balloons : balloon A is brown, balloon B is blue and balloon C is red.

Student book : Module 3 - Section five - Let's review

Spelling : Listen and complete.

ducks - turkeys - tomatoes - potatoes.

Student book : Module 4 - Section one

Spelling : Listen and spell out.

sharpener - dangerous - brush.

Student book : Module 4 - Section one

Activity 3 : Listen. Answer the questions.

- What's the matter, Peter ?
- A dog attacked me, Doctor.
- Did it injure you ?
- Yes. Here.
- Let me see your hand. First, we must clean the injury, then put a plaster. You also need an injection.
- Can I wash my hand, Doctor ?
- No, you can't. You must keep it away from water for 4 days and take these medicines.
- Is it serious, Doctor ?
- No, it isn't, but remember to change the plaster every day.
- Thank you, Doctor.

Student book : Module 4 - Section two

Spelling : Listen and write.

slipped - twisted - doctor - four.

Student book : Module 4 - Section three

Spelling : Listen. Add the missing letters.

practice - ankle - advised - vegetables.

Student book : Module 4 - Section four

Activity 6 : Listen. Tick the right pictures.

- Doctor Brown, what must we do when someone is injured in an accident ?
- First, put a blanket around the injured person. Don't give him or her anything to drink. Call a doctor. Dial 999 for an ambulance. When there is a wound, put a bandage on it. Don't move the patient. Wait for the doctor or the ambulance.

Student book : Module 5 - Section one

Spelling : Listen and complete.

courtyard - the headmaster - why - sorry - bus - morning - don't.

Student book : Module 5 - Section three

Spelling : Listen and complete.

responsible - courtyard - garbage - voluntary.

Student book : Module 5 - Section four

Activity 4 : Read. Listen. Answer the questions.

Dialogue 1. At the shop.

- Can I help you ?
- I would like to buy small carpets.
- We have nice traditional carpets here.
- How much are they, please ?
- Fifteen dinars each. How many would you like ?
- Three, please.
- Here you are.
- Thank you, Sir. Good-bye.

Dialogue 2. At home.

- Mr Soltane : - Are you ready, boys ?
- Peter : - Not yet, Mr Soltane. Aly, can you help me please ?
- Aly : - What's the matter, Peter ?
- Peter : - I can't carry this suitcase to the car. It's too heavy for me.
- Aly : - Let's carry it together.
- Mrs Soltane : - Hurry up, boys. You must leave for the airport now..
- Peter : - Goodbye, Mrs Soltane, and thank you for everything.
- Mrs Soltane : - It was nice having you with us.
- Peter : - Please come and visit us in Britain with Aly.
- Mrs Soltane : - Thanks for the invitation. Have a safe trip home.
- Peter : - Goodbye every body.

Activity book : Module 5 - Section four.

Time for a joke

- Hello, who's speaking ?
- This is Watt.
- I'm sorry. What's your name ?
- Yes. Watt's my name.
- Is this a joke ? What's your name ?
- John Watt.
- John what ?
- Yes. Look, who's this ? Are your Jones ?
- No, I'm Knott.
- Are you going to tell me your name ?
- I'm Knott.
- Why not ?
- My name is Knott.
- Not what ?