3ème AM

Conforme au nouveau programme de 2ème G

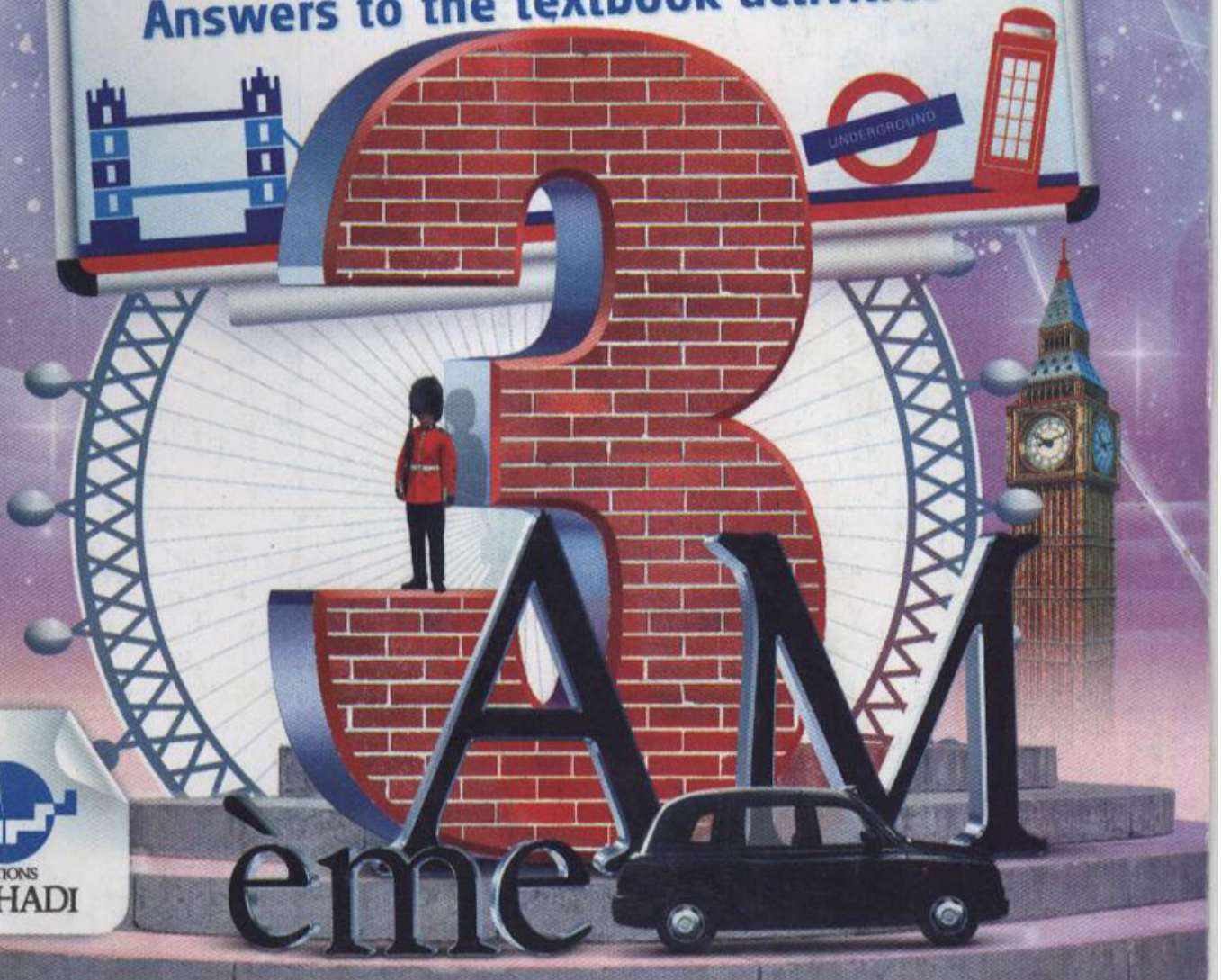
Dalila AHMINE

El-jawab El-kafi

Conforme au programme de 2ème génération

Anglais

Corrigés des activités du manuel scolaire
Answers to the textbook activities



EDITIONS ETAHADI

Dalila Ahmine

EL JAWAB EL KAFI

ANGLAIS

3AM



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Auteur : Dalila Ahmine

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Préface

Cet ouvrage est destiné aux élèves de 3ème année moyenne. Il comporte le corrigé du livre scolaire 'My Book of English, Middle School / Year Three'.

Cet ouvrage pourra aider nos chers élèves à préparer leurs leçons et leurs exercices à la maison afin de mieux appréhender cette nouvelle année scolaire. Il pourra également leur permettre de vérifier leurs propres réponses en cas de doute.

Cet ouvrage pourra également être utile aux parents désireux d'apporter de l'aide à leurs enfants.

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Sequence 1 Me, my Abilities, my Interest, and my Personality

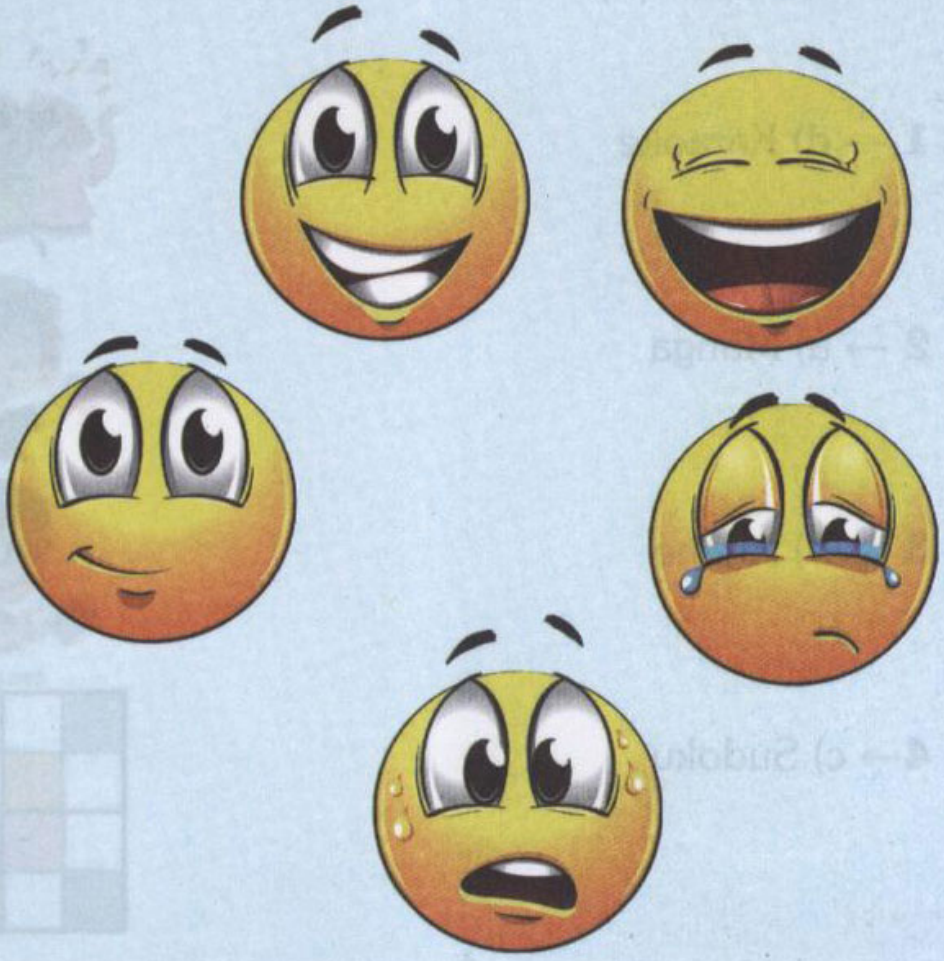
Sequence 2 Me and Lifestyles

Sequence 3 Me and the Scientific World

Sequence 4 Me and my Environment

SEQUENCE ONE (1)

Me, my Abilities, my Interests, and my Personality





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Task 1: ***I listen to each definition and circle the right word. The first one is given.***

b) Sudoku / Karaoke / (Anime)

c) (Sudoku) / Karaoke / Anime

d) Sudoku / (Karaoke) / Anime

Task 2: ***I listen again and match each definition with the right picture in task (1).***



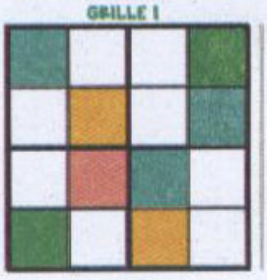
Picture 1 → d) Karaoke



Picture 2 → a) Manga



Picture 3 → b) Anime



Picture 4→ c) Sudoku

Task 4: ***I listen and fill in the profile.***

PROFILE



First name: ***ENZO***
Surname: ***YASHIMOTO***
Age: 13
Nationality: ***JAPANESE***
Hometown: **TOKYO**
Country: **JAPAN**
Interests:

Manga	☑	Anime	☑
Sudoku	☐	Teen songs	☐
Karaoke	☑	Video games	☑
Books about wild animals			☑

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Task 6: ***I listen to the interviewer and tick the answer that suits me best.***

Interviewer: ***What do you like reading?***
Me: *You give your own answer.*
Interviewer: ***How often do you read?***
Me: *You give your own answer.*
Interviewer: ***What kind of music do you listen to?***
Me: *You give your own answer.*
Interviewer: ***What kind of games do you like?***
Me: *You give your own answer.*

Task 7: ***I listen again to the interviewer and write the questions in task (6)***

The questions are written in Task 6.

EL JAWEB EL KAFI

Task 8: ***I work with my partner and interview him/her as in the example.***

Me: I know you like reading. So, what do you read?

My partner: I read encyclopedias and other books about science and animals.

Me: How often ***do you read books?***

My partner: I always read ***books.***

Me: I know you like ***listening to music***. So, what do you ***listen to***?

My partner: I ***listen to Algerian music and Rap.***

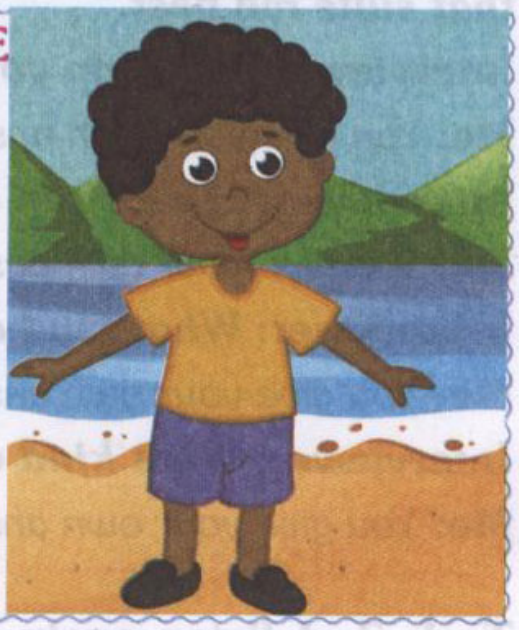
Me: How often ***do you listen to music?***

My partner: I ***always listen to music at weekends.***

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Task 10: ***I listen to the BBC Radio interview (Part 1) and fill in the first part of each teenager's profile.***

PROFILE



1. *Personal Information*

First name: **ADAMOU**

Last name: **FAFANA**

Nationality: **NIGERIAN**

Country: **NIGER**

Age: **13**

Sex: **M**

PROFIL

1. *Personal Information*

First name: **MARIA**
Last name: **PERDITO**
Nationality: **PERUVIAN**
Country: **PERU**
Age: **13**
Sex: **M**



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Task 13: ***I listen to the BBC Radio interview (Part2) and cross out the wrong information (between brackets) in each teenager's profile.***

ADAMOU'S PROFILE

2. *Interests*

- He's interested in (~~plants~~ – ~~animals~~ – birds).
- He's (~~bored of~~ – fond of) bird watching.
- He (~~never~~ – always) watches them at weekends.
- He (can – ~~can't~~) watch them for hours.
- He (~~always~~ –never) gets bored.

MARIA'S PROFILE

2. *Interests*

- She's interested in (~~animals~~ – plants – ~~birds~~).
- She's keen on (~~biology~~ – botany).
- She (~~never~~ – always) goes for a walk in the mountains on Sundays.
- She (can – ~~can't~~) tell the names of many plants in Quechua, her native village.
- She (~~can~~– can't) remember all their English names.

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Task 15: ***I listen to the BBC interview (Part 3) and tick the words that best describe each winner's personality.***

ADAMOU'S PROFILE



3. ***Personality Features***

He's:

☑ cool	☐ impatient
☐ smart	☐ nervy
☑ patient	☑ relaxed
☑ sociable	☐ shy

MARIA'S PROFILE



3. ***Personality Features***

She's:

☑ calm	☐ shy
☑ friendly	☑ curious
☐ unfriendly	☐ nervy
☑ respectful towards nature	
☐ disrespectful towards nature	

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Task 18: ***I listen to the conversation and fill in each gap in the missing word.***

Karim: Tell me, Nadia. Do you always ***tidy*** your room?
Nadia: Yes, of course! I'm not the ***messy*** type of person at all.
Karim: And do you always get ***on*** well with your classmates?
Nadia: Sure. I'm very ***friendly*** and ***outgoing***.
Karim: Are you ***keen*** on chess?

Nadia: No, not really. I ***never*** play such games. I get ***bored*** very quickly.

Task 21: ***I listen to the conversation and try to sort it out with the help of my partner. The first exchange is given.***

1. *Hello! What's up?*

2. *Not much. I have a maths test on Monday morning.*

3. *Well, you don't seem to be happy about it!*

4. *I can't understand maths. I always feel bored in class.*

5. *I think you should get more interested, Ali.*

6. *I know I'm not smart but I'm hard-working and perseverant!*

7. *Good! So I can help you with your maths over the weekend.*

8. *Oh, can you do that for me? Thanks a lot, Karima.*



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Task 1: ***I listen and tick the correct pronunciation of the word in bold.***

- I **can't** do my homework. I'm not good at geography.
  ☑ /kɑ:nt/
- This is an interesting Website. You **can** download many apps and exciting games.
  ☑ /kən/
- **Can** you play a musical instrument? ☑ /kən/
  Yes, I **can**. ☑ /kæn/
  No, I **can't**. ☑ /kɑ:nt/

Task 4: ***I listen again and write the questions.***

Question 1: What ***can you do with a tablet?***
Question 2: ***Can you use it as a printer?***
Question 3: ***Are you a fan of new technologies? Which ones?***

Task 5: ***I listen again and write my answers to the questions in task (4).***

Answer 1: I can ***search for information and play games.***
Answer 2: ***No, I can't.***
Answer 3: ***Yes, I am. I like computers and mobile phones.***
OR ***No, I'm not.***

EL JAWEB EL KAFI

Task 7: ***I listen and tick the right pronunciation of the "s" ending in each word.***

1.

Words	/ɪz/	/s/	/z/
profiles	☐	☐	☑
Web pages	☑	☐	☐
tablets	☐	☑	☐
fans	☐	☐	☑
pianos	☐	☐	☑
smart phones	☐	☐	☑
months	☐	☑	☐
places	☑	☐	☐

2.

Words	/ɪz/	/s/	/z/
emails	☐	☐	☑
messages	☑	☐	☐
video clips	☐	☑	☐
downloads	☐	☐	☑
features	☐	☐	☑
botanists	☐	☑	☐
prizes	☑	☐	☐
mountains	☐	☐	☑

Task 9: ***I listen and match each word with the corresponding pronunciation of its "s" ending.***

Words	/ɪz/	/z/
personalities	☐	☑
abilities	☐	☑
studies	☐	☑
cries	☐	☑
activities	☐	☑
technologies	☐	☑
countries	☐	☑
cities	☐	☑
prizes	☑	☐
carries	☐	☑

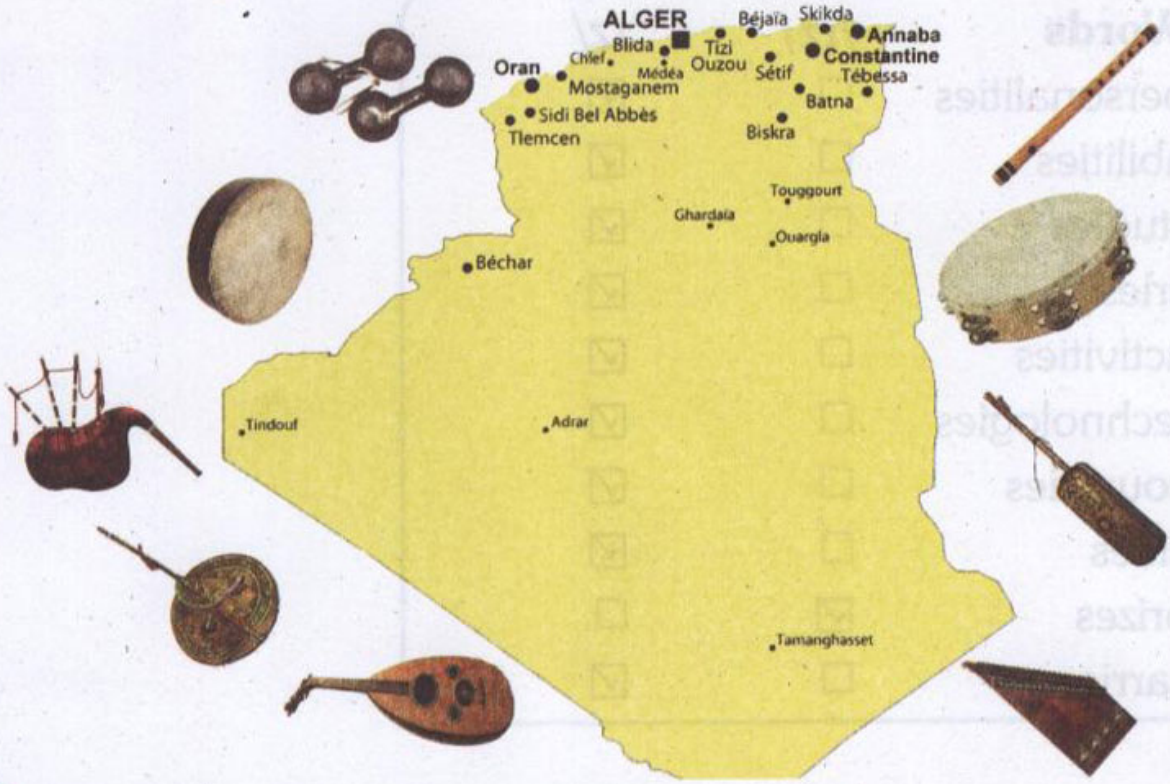


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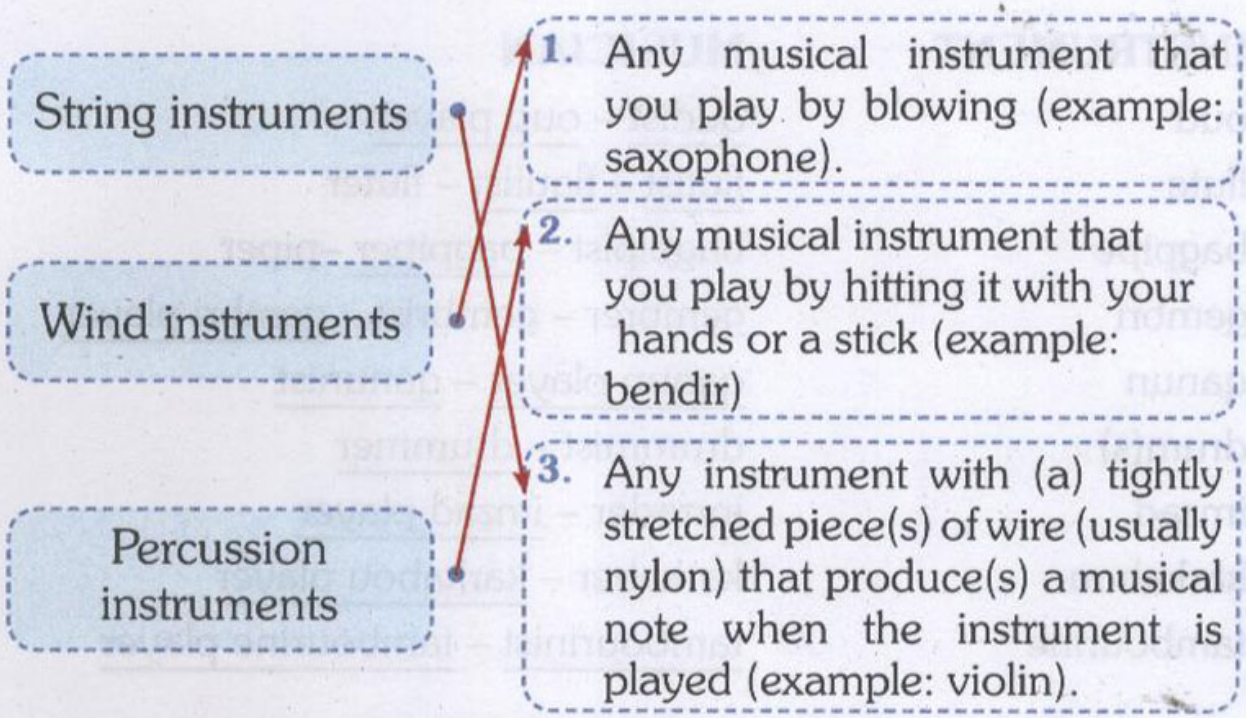
I'm fond of Algerian Music

Task 1: ***I use arrows to show the geographical location for each musical instrument. Sometimes, there are many possible locations for the same instrument.***

- Flute (*gasba, jawaq, ney*) →***Biskra, Laghouat, Kabylia***
- Metal castanets (*karkabou*) → ***west, south***
- drum (*bendir*) → ***East (Sétif, Kabylie)***
- Bagpipe (*shakwa, shkiwa*) → ***east***
- Imzad (*Tuareg fiddle*) → Tamanrassset
- Oud →***Tlemcen, Algiers, Constantine, south, west***
- Qanun→ ***Tlemcen, Algiers, Constantine***
- Gembri (*gnawa* or *diwanguitar*) → ***west, south east***
- Tambourine (*tar*) →***Tlemcen, Algiers, Constantine***



Task 3: ***I match the name of each category of musical instruments with its corresponding definition.***



Task 4: ***I classify the following musical instruments in the table:***

gembri, bagpipe, tambourine, darbouka, guitar, oud, qanun, imzad, flute.

Wind instruments	String instruments	Percussion instruments
- bagpipe - flute	- gembri - guitar - oud - qanun - imzad	- tambourine - darbouka

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Task 6: ***I underline the correct name of each musician. There are many possible answers.***

INSTRUMENT	MUSICIAN
oud	oudist – oud player
flute	flutist – flautist – fluter
bagpipe	bagpipist – bagpiper –piper
gembri	gembrer – gembrist – gembri player
qanun	qanun player – qanunist
drum(s)	drummist – drummer
imzad	imzader – imzad player
karkabou	karkaber – karkabou player
tambourine	tambourinist – tambourine player



Task 7: ***I follow the example given below and I ask my partner about his/her interest in music.***

- **Me**: What kind of music are you interested in?
-**My partner**: I'm ***interested in pop music/rock music/ classical music/country music, etc.***

- **Me**: Can you play a musical instrument?
- **My partner**: ***Yes, I can./ No, I can't. OR Yes, I can play the flute./...the piano./...the guitar./...the tambourine, etc.***

- **Me**: What kind of instruments do you like?
- **My partner**: Well, ***I like wind instruments like the flute. / ...string instruments like the piano and the guitar. /... percussion instruments like the tambourine./...***

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I'm interested in nature!

Task 9: ***I complete with 'always' or 'never'.***

- She loves hiking. She **always** goes for a long walk in the countryside on Friday afternoon.

- Many people are fond of whales. They **always** hire boats and go whale watching when the weather is fine.

- A botanist **always** carries a magnifying glass to look closely at small plants and flowers.

- Some picnickers don't respect nature. They **never** collect their litter before they leave.

- My grandparents **never** come to visit us in town. They're **always** at their farm. They enjoy their quiet, peaceful country life so much!

Task 10: ***I work with my partner and we correct the mistakes in the e-mail.***



To: karim&nadia@XYmail.com

Dear Karim, Dear Nadia,

You asked me about my interests. Well, nature **is** always number one on the list of my interests! I **always** go to the ancient Inca city of Machu Picchu (a UNESCO World Heritage Site) at weekends with my classmates. The Andes are superb in spring! There are flowers everywhere. We **always** have picnics at this time of the year but in winter it's **always** cold. So, I **never** get far from my village.

How about the place where you two live? Are there mountains? Do you go hiking? Please, find attached a picture of Machu Picchu.

Love,

Maria

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I'm interested in people

Task 11: ***I read "My Grammar Tools 3" and match the synonyms.***



smart	intelligent
timid	shy
perseverant	patient
sociable	outgoing



Task 12: ***I read "My Grammar Tools 3" and match the antonyms.***



nervy	cool
curious	indifferent
outgoing	shy
messy	tidy



Task 13: ***I write three sentences about myself using three adjectives from tasks (11 and 12).***

1. I think I'm ***shy but I'm patient and curious***.
2. My friends say I'm ***smart and outgoing***.
3. ***My teachers say I'm sociable and perseverant***.

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Task 14: ***I work with my partner. I ask him/her to fill in the questionnaire in order to know more about his/her personality.***

QUESTIONNAIRE

1. Can you wait for an hour at the dentist's?
   ☑ Yes, I **can**. ☐ No, I **can't**.

2. Are you interested in meeting new people and talking to them?
   ☑ Yes, I **am**. ☐ No, I **'m not**.

3. Do you get angry easily?
   ☐ Yes, I **do**. ☑ No, I **don't**.

4. Do you always try to find a solution to a difficult problem?
☑ Yes, I **do**. ☐ No, I **don't**.

5. Will you pick flowers in a park or a public garden?
☐ Yes, I **will**. ☑ No, I **won't**.

6. Is your room always tidy?
☑ Yes, it **is**. ☐ No, it **isn't**.

7. Do you always get on time to school?
☑ Yes, I **do**. ☐ No, I **don't**.

Task 15: ***I interpret the questionnaire: I select from the box below the adjectives that best describe my partner's personality according to his/her answers.***

Question 1 **patient** – impatient
Question 2 **sociable** – **friendly** – unfriendly
Question 3 **cool** –**calm**– nervy
Question 4 **perseverant** – impatient – patient
Question 5 **respectful**– disrespectful towards the environment
Question 6 **tidy** – messy
Question 7 **punctual** – careless

Task 16: ***I write four (4) sentences to describe my partner's personality. I can start like this:***

- My partner can be very patient.
- He/She has an outgoing personality. (or: He/She's a sociable person.)
- He/She likes meeting all kinds of people.
- He/She is cool and respectful towards the environment.
- He/She's never late for school; he/she is punctual.



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Task 1: ***I read text (1) and fill in the bibliographical notes.***

Bibliographical Notes



- **Title:** A Little Prince
- **Author:** Ameziane Ferhani
- **Source:** *"Le Petit Prince"* El Watan
- **Date of publication:**5 November 2016
- **Type of document**

Web article	☐
excerpt from a book	☐
press article	☑

Task 2: ***I read text (1) again and fill in the reading notes (Part A).***

Reading Notes Part (A)

- **Name of the great prince:** the Emir of Dubai
- **Name of the little prince:** Mohamed Farah Djeloud
- **His age:** 7 years old
- **His nationality:** Algerian
- **Prize: a** $150,000 cheque
- **Name of competition:** the Arab Reading Challenge Competition
- **Place of competition:** Dubai

Task 3: ***I read text (1) again and fill in the reading notes (Part B).***

Reading Notes Part (B)

- **Total number of participants:** 3,5million
- **Number of finalists:** 240
- **Number of books read:** 50

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Task 5: ***I read text (2) and fill in the bibliographical notes.***

Bibliographical Notes

- **Title:** Mohamed Farah's Speech at the Arab Reading Challenge Award Ceremony in Dubai
- **Author:** Mohamed Farah
- **Source:** /https://twitter.com/DXBMedia Office
- **Date of Twittering:** 24 October 2016
- **Type of document:**

Blog article ☐
transcript ☐
Web article ☑

Task 6: ***I read Mohamed's speech again and tick the correct answers.***

1. What is Mohamed's main interest?

Philosophy ☐ Writing ☐
Reading ☑ Music ☐

2. Mohamed compares his interest to:

☐ the books he reads. ☑ the air he breathes.
☑ the food he eats. ☑ the water he drinks.

3. According to Mohamed's opinion, this interest can help us:

☐ to relax. ☐ to learn.
☐ to evaluate persons. ☑ to evaluate nations.

4. What is Mohamed's dream? Is it to become:

☐ a philosopher? ☑ a scholar?
☐ a teacher?

5. What can make Mohamed's dream come true?

☐ travelling ☐ dreaming
☑ reading

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Task 8: ***I read text (3) and fill in the bibliographical notes.***

Bibliographical Notes

Title: Society

Author: Jumana Khamis

Source: http://gulfnews.com

Posted on: October 24, 2016

Type of document:

magazine article ☐

newspaper article ☐

Web article ☑

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Task 9: ***I read text (3) again and answer the questions.***

1. What grade is Mohamed?
   Mohamed is in second grade.
2. Who made him interested in reading?
   His parents (made him interested in reading).
3. What is his favourite book? Can you translate the title in Arabic?
   His favourite book is called 'The Cave Man and the Stone Age'. رجل الكهف و العصر الحجري
4. Tick the qualifiers (adjectives) used by the father to describe his son's personality.

smart	☑	messy	☐	active	☑
imaginative	☑	lazy	☐	cool	☐

5. Mohamed is also interested in another activity. What is it?
   He is interested in Karate. <u>OR</u> He is very much into karate.

Task 10: ***I read text (3) again and answer by "true" or "false".***

According to Mohamed's father and the Palestinian judge Hanan Al Hroub, reading books:

1. can encourage children to do more. →**True**
2. can make children have fun. →**False**
3. can enrich children's knowledge. →**True**
4. can make children feel strong. →**True**
5. can develop children's thinking. → **True**
6. can enhance children's abilities. →**True**
7. can develop children's imagination. →**True**
8. can help children to analyse and understand. →**True**

Task 12: ***I read text (4) and fill in the bibliographical notes.***

Bibliographical Notes



- **Main title:** Save the Imzad
- **Subtitle:** The Last four Imzad Players
- **Original title:** « *Les 4 dernières joueuses d'imzad* »
- **Author :** Farida Sellal
- **Source:** "*Les 4 dernières joueuses d'imzad*"www. imzadanzad.com
- **Type of document:**

press article"	☐
excerpt from a book	☐
Web article	☑

Task 13: ***I read text (4) again and answer the questions.***

1. What is an imzad?
   Imzad is a one-string fiddle or violin played with a bow.
2. Why are the imzad and its culture dying?
   The imzad and its culture are dying because of modern life.
3. Are there many old women who can play the imzad today?
   No, there are only a few.
4. What is these old women's dream?
   Their dream is to transmit their knowledge to the whole world.

5. How can Tuareg culture continue to exist?
It can continue to exist thanks to these old women's perseverance.

6. What is the aim of '*Save the Imzad*' association?
It aims at contributing to the preservation of the imzad as an expression of culture and identity.

7. For Mohamed Farah, reading is "the mind's food'. What is the imzad for the Tuareg?
The imzad is for the Tuareg what the soul is for the body.

8. Can Tuareg men play the imzad?
No, they can't.

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Task 15: ***I read text (5) and fill in the bibliographical notes.***

Bibliographical Notes

- **Main title:** Dar Imzad
- **Subtitle:** A Home for Ancestral Culture (founded in January 2004)
- **Author:** /
- **Source:** www.imzadandaz.com
- **Original language:** French
- **Type of document:**

press article	☐
trancript	☐
Web article	☑

Task 16: ***I read text (5) again and correct the wrong reading notes.***

Reading Notes	
1. Tin-Tarabine is located north of Tamanrasset and Idles south of it.	**Wrong** → Tin-Tarabine is located ***east*** of Tamanrasset and Idles ***north*** of it.
2. Dar Imzad in Tamanrasset consists of 3 schools and workshops.	**Wrong** → Dar Imzad in Tamanrasset consists of a school and workshops.
3. In Dar Imzad, young Tuareg girls learn only how to play and make the imzad.	**Wrong** → In Dar Imzad, young Tuareg girls not only learn how to play and make the imzad, but they also learn how to use the computer. (They are also trained in Tifinagh (Tuareg alphabet), traditional culture and imzad songs and poetry.)
4. Tuareg have their own alphabet, called Tifinagh.	**Correct**
5. Tuareg have special imzad songs and poems.	**Correct**

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Task 18: ***I read text (5) again and match each caption with its corresponding photo. Then, I work with my partner and we check each other's captions.***

Photos	Captions
	6. Imzad workshop at Dar Imzad (Tamanrasset): painting the imzad skin with natural colours
	8. Chtima bouzid: one of the last imzad teachers at Tin-Tarabine's school
	2. Poet Boukiyass and last Tuareg flutist Barka
	1. Alamine Khoulen: one of the last imzad players and teachers at Dar Imzad (Tamanrasset)
	4. Tifinagh class at Dar Imzat (Tamanrasset)
	5. Computer class at Dar imzad (Tamanrasset)
	3. Imzad class : students at Dar imzad (Tamanrasset)
	7. Biyat Edaber: one of the last imzad teachers at Idles's school



I learn to integrate.

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Task:

1. *To write Mohamed's profile, I need to fill in the missing information in the following table:*

KNOWLEDGE	SKILLS	ATTITUDES
- Structural lexis related to abilities and inabilities: ***can/can't***	- Expressing abilities and inabilities	- Valuing knowledge and learning in general
- Lexis related to personal information and identification: ***My first name is...*** ***I'm 13 years old.*** ***I'm a 13-year-old pupil.***		- Valuing reading and thinking in particular
- Lexis related to personal interests (likes and dislikes)/ ***I like watching birds.*** ***I don't like/dislike playing video games.***	- Describing personal interests	- Identifying with other persons' positive personality features (friends, parents, teachers, famous scientists and scholars, etc.)
- Lexis related to personality features: ***I am sociable / friendly/ shy .../***	- Describing personal features	- Sharing an outstanding person's dream, ambition, career project (in science and technologies, music, academic research, arts, literature, etc.)
- Present Simple Tense: ***I like reading.*** ***He likes reading.*** ***Do you like...?*** ***Does he like...?***		
- Adverbs to determine the frequency of activities related to interests and personality: ***They always listen to music.*** ***I am always calm.*** ***She is never late.***		

3. Now, I can write my article for our school magazine.

Mohamed Farah Djeloud

An Algerian Prodigy

Mohamed Farah Djeloud is a little boy of 7 years old. He is a second-year primary school pupil.

Mohamed's main interest is reading. He began this activity thanks to his parents who encouraged him. Reading is necessary for his mind, just like the food he eats, the water he drinks, or the air he breathes. His favourite book is *The Cave Man and the Stone Age*.

For the competition, he read and summarized 50 books. This "little prince" is also keen on karate.

Mohamed is an imaginative and active boy. He is also smart and quick to understand and analyse books.

In conclusion, reading can be an enriching activity either for children, for teenagers, or for adults. It is also necessary for the development of any nation.





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Task 1: 3. ***I can now make my poster.***

The Arab Reading Challenge in Figures

- **Pre-selection**
  - Total number of candidates in Algeria: ***30,000***
  - Total number of participating schools: ***2,500***
  - Total number of participating countries: ***21***
  - Total number of participating nationalities: ***54***
- **Semi-finals**
  - Number of participating candidates in Dubai: ***200***
- **Finals**
  - Number of participating candidates in Dubai: ***20***
- **Books**
  - Number of books read by finalists: ***30***
  - Reading topics: ***literature, science, history, social problems***
  - Reading task: ***summarize / give one's opinion about a book***
- **Aim of competition:**
  To encourage and develop the culture of reading in young generations.

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Task 2:

3. I read again text (5) about "Dar Imzad" and start making my poster. I use my answers to the questions to write my paragraphs.

"Dar Hadjra"/"Stone Home"
A Home for Ancestral Culture

The aim of our association is to encourage the revival of this ancestral craft and to encourage people to be environmentally responsible. Using stones makes the house cool in summer and hot in winter (especially in the south of Algeria) because it is a natural material.

The teachers are experienced people who have built houses with stones. They want to make this craft live again. Workshops will be organised to teach young students how to choose the appropriate material and to build a wall using stones. Then, teachers with the help of architects will show them how to build a house with this material.

"Stone Home" will organise conferences and seminars all over Algeria to make people know more about this traditional craft. Our association will go to middle and high schools to invite students to participate in some workshops.

Don't use air conditioners anymore!
Save our traditional skill!



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I can	Examples
talk about the things I can/can't do.	I can read a book in a day.
ask and answer questions about abilities and inabilities.	What instrument can you play? I can't play any instrument.
use the weak/strong forms of "can/ can't" when I talk about abilities/ inabilities.	She can /**kən**/play the flute. He can't /**kɑ:nt**/ride a horse.
talk about my interests (likes/dislikes) using the vocabulary I need.	I am interested in plants. I don't like watching Manga.
ask other people about their interests using the vocabulary they need.	What kind of games do you like? I like chess and crosswords.
use frequency adverbs to talk about the frequency of the activities related to my (or other people's) interests.	I always go for a walk in the mountains. She never reads detective books.
describe my personality using different adjectives.	I am hard-working / patient / nervy/ smart/...

ask and talk about other people's personalities using different adjectives.	My friend is perseverant / outgoing / lazy / cool /...
use the present simple tense to talk about my (or other people's) interests and personality.	He **is** respectful towards others. She **likes** botany.
pronounce correctly the "s" endings in the present simple 3rd person singular and plural nouns.	/s/ → likes, helps, starts /z/ → learns, cars, reads /ɪz/→ prizes, watches, buses
discriminate and pronounce correctly the vowel sounds (/ə/, /æ/, /ɑ:/).	/ə/→ n**e**v**er**, **a**gain /æ/→ **A**lgeria, c**a**t /ɑ:/ /→ c**ar**t, **a**nswer
pronounce correctly the weak and strong forms of "can" and the contracted/short form "can't".	I can /kən/play the flute. We can't /kɑ:nt/ride a horse.



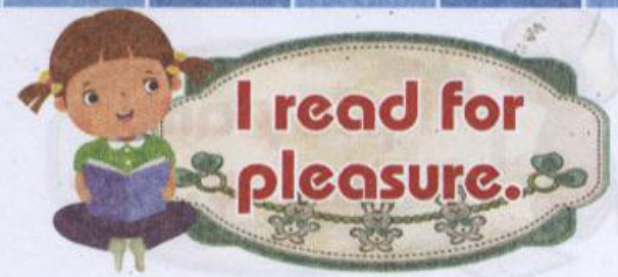
3. Can I play Sudoku?

I can use any number from 0 to 9 but I can't repeat the same number in any box or across and down the whole grid (I listen and do, task 1)

7	6	1	9	3	4	2	8	5
3	9	4	2	8	5	6	1	7
2	8	5	6	1	7	9	3	4
6	1	9	3	4	8	5	7	2
4	3	2	5	7	6	1	9	8
8	5	7	1	2	9	3	4	6
5	2	8	4	9	1	7	6	3
9	7	6	8	5	3	4	2	1
1	4	3	7	6	2	8	5	9



5	3	4	6	7	8	9	1	2
6	7	2	1	9	5	3	4	8
1	9	8	3	4	2	5	6	7
8	5	9	7	6	1	4	2	3
4	2	6	8	5	3	7	9	1
7	1	3	9	2	4	8	5	6
9	6	1	5	3	7	2	8	4
2	8	7	4	1	9	6	3	5
3	4	5	2	8	6	1	7	9



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3. Text 1. I read the text to understand what "Intangible Cultural Heritage" means. Then, I fill in the reading notes. Text 2. I read the text to know more about one of the greatest imzad players and teachers. Then, I fill in the reading notes.

Reading notes (Text 1 and 2)

- Title: ***Tamanrasset Pays Glowing Tribute to Imzad Player Akhamoukh Tabalehouit*** **(Text 2)**
- Author: ***Algeria Press Service (APS)***
- Source & date of publication: **http:/www.aps.dz 26 Dec. 2014**
- Type of document: ***Web article***
- What can be considered as "Intangible Cultural heritage"? I make a list of all the items.

  Oral tradition, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.
- Who is Akhamoukh Tabalehouit?

  Akhamoukh Tabalehouit is an imzad player of 90 years old. She is also a teacher of this art (imzad).
- Who is her brother?

  Her brother is the late Mujaheed Amenokal Hadj Moussa Akhamoukh.

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Text 3. ***I read the text to know whether I am a gifted child like Mohamed Farah Djeloud. Then, I fill in the reading notes.***

Text 4. ***I read the text to understand why a 73-year-old Algerian woman wants to go to school. Then, I fill in the reading notes.***

Reading Notes Texts 3 and 4

- Title: ***Al Hadja Fatma on her Way to School*** **(Text 4)**
- Author:***Algeria Press Service (APS)***
- Source & date of publication: **http:/www.aps.dz 15 Apr. 2016**
- Type of document: ***Web article***
- I list the characteristics of a gifted child that apply to me:

Choose the characteristics that apply to you.

- How many did I find? Am I a gifted child (a prodigy child)?

  '7 and more' means that you are a prodigy child.

- Why does al-Hadja Fatma want to learn?

  She wants to learn because she wants to defeat ignorance; she does not want to remain illiterate. Now, she can read and write.

- Why is she called "a perseverant woman" by the author?

  She is called "a perseverant woman" by the author because in spite of her old age she was able to go to school and learn how to read and write.

SEQUENCE TWO (2)

Me and Lifestyles





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Task 1: ***I listen to the interview (Part 1) and write "true" or "false" next to each of the following statements.***

1. Grandma was born in 1839. **false**
2. The Second World War (WWII) began in 1939. **true**
3. Grandma was born in the south of England. **false**
4. Her parents raised many domestic animals. **true**
5. Grandma's birthplace was a big farmhouse. **false**
6. She shared her room with her two sisters. **false**
7. Grandma's dad shared the farmhouse with his two brothers and three sisters. **false**
8. Jenny has her own room. **true**
9. Grandma's parents had no bathroom. **true**
10. The toilets were inside the house. **false**
11. They used to take a bath once a day. **false**
12. They used a stove for heating and cooking. **true**
13. Jenny rarely takes a shower in the morning. **false**
14. Grandma used to do a lot of domestic chores. **true**

Task 3: ***I listen again to the interview (Part 1) and correct the "false" statements.***

1. Grandma was born in 1839. **false / She was born in 1939.**
3. Grandma was born in the south of England.
   false / She was born in the north of England.
5. Grandma's birthplace was a big farmhouse.
   false / Not really. They shared it with other members of the family.

6. She shared her room with her two sisters.
false / She shared her room with her three sisters.

7. Grandma's dad shared the farmhouse with his two brothers and three sisters.
false /He shared the farmhouse with his three brothers and two sisters.

10. The toilets were inside the house.
false / The toilets were outside the house.

11. They used to take a bath once a day.
false / They used to take a bath once a week.

13. Jenny rarely takes a shower in the morning.
false /Jenny usually takes a shower in the morning

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Task 5: ***I answer my partner's questions about my grandparents' old days.***

My partner: When and where was your grandmother/grandfather born?
Me: ***My grandmother/grandfather was born in 1940, in Algiers.***

My partner: How many were they in the family?
Me: ***They were seven (7).***

My partner: Can you tell me a little more about the place where she/he lived?
Me: ***They lived in a small farmhouse.***

My partner: Did they have a bathroom?
Me: ***No, they didn't.***

My partner: How did they cook their meals?
Me: ***They cooked their meals on a wood-burning stove.***

My partner: Did they use to help with the housework?
Me: ***Oh, yes they did.***

My partner: How often do you tidy your room?
Me: ***I tidy my room every weekend.***

Task 7: ***I listen to part (2) of the grandmother's interview and number each bubble in the correct order. The first answer is given.***



(1.) Tell me, grandma. What did you use to eat in those days?

(2.) Porridge at breakfast. Oh, I hated it! And Yorkshire pudding with roast beef on Sundays. Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies, and brown bread. We had homemade cookies with the afternoon tea. The family used to gather around the table, in the kitchen. Mum used to serve dad first, and then us. We weren't allowed to put our elbows on the table or talk with our mouths full. We didn't have the right to leave the table before the meal was over. No such things as hamburgers or pizza on the table, of course!





(3.) I don't like fast food, grandma. I sometimes eat a cheeseburger when I go out with my friends but I often have a vegetarian meal. You know, salads and rice with vegetables.

(4.) that sounds reasonable, young lady. This is what I call a healthy diet.



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Task 9: ***I listen to part (3) of the interview between Jenny and her grandmother, and tick the boxes next to the items of clothing that correspond to each person.***

JENNY (PRESENT)		GRANDMA(PAST)	
☐ formal clothes		☑ formal clothes	
☑ casual clothes		☐ casual clothes	
☑ leggings	☑ jeans	☐ leggings	☐ jeans
☐ long dress	☐ blouse	☑ long dress	☑ blouse
☐ shawl	☐ headscarf	☑ shawl	☑ headscarf
☐ clogs	☐ hat	☑ clogs	☑ hat
☑ beret	☑ cap	☐ beret	☐ cap

Task 11: ***I match each item of clothing mentioned in the interview (Part 3) with its corresponding picture.***



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Task 12: ***I listen to part (4) of the interview between Jenny and her grandmother, and circle the word in bold that I hear.***
The correct word is just written not circled.

Jenny: Did you have **fun**, grandma? What games did you use to play in **those** days?
Grandma: Well, girls **used** to play with rag dolls. They were made **of** old pieces of cloth and stuffed with wool. We also played **hide**-and-seek, hopscotch, and skipping rope. Boys played with marbles or made their own **toys** from wood. Today, you have all this technology to entertain you on your mobile phones, tablets, and laptops.
Jenny: You're right grandma, but I never play video games, for example. I'm not very **fond** of all this technological entertainment as you call it. I sometimes play board games like scrabble or chess with my friends but I prefer sports and **books**.
Grandma: Nothing can replace books. You should keep reading all your life, sweetheart. Books **teach** you a lot about life.

Task 14: ***I match each game mentioned in the interview (Part 4) with is corresponding picture. Then, I work with my partner and we correct each other.***



rag doll



skipping rope



hopscotch



marbles



hide-and-seek

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Task 15: ***I answer my partner's questions about my childhood games.***

My partner: Did you use to play hide-and-seek when you were a child?
Me: ***Yes, I did.***

My partner: Who did you use to play with?
Me: ***I used to play with my friends.***

My partner: What games did girls use to play?
Me: ***They used to play with rag dolls.***

My partner: What games did boys use to play?
Me: ***They used to play with marbles.***

My partner: What games do you play today?
Me: ***I play billiards and video games.***

My partner: Do you play board games, like "Monopoly" or "Scrabble"?
Me: ***Yes, I do.***

My partner: How often do you play games?
Me: ***Sometimes.***

Task 17: ***I work with my partner and we match each board game with its corresponding picture. One answer is given.***



chess

monopoly



draughts (checker)

scrabble





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Task 18: ***I listen to part (5) of the interview between Jenny and her grandmother, and tick the boxes next to the school wear items that correspond to each person.***

JENNY'S SCHOOL WEAR (PRESENT)

☑ black blazer	☐ blue blazer
☐ white skirt	☑ black skirt
☐ black blouse	☑ white blouse
☑ white socks	☑ red tie
☐ brown coat	☑ black coat
☑ black trousers	☐ blue trousers
☑ V-neck jumper	☐ crew-neck jumper

GRANDMA'S SCHOOL WEAR (PAST)

- ☐ blue gymslip
- ☑ white blouse
- ☐ pinafore
- ☐ skirt
- ☐ tie
- ☑ black gymslip
- ☐ black blouse
- ☐ blazer
- ☐ trousers

Task 20: ***I listen to part (5) of the interview again and match each school uniform item with its corresponding picture. One answer is given.***



skirt



gymslip



tie



coat



blazer



socks



trousers



V-neck jumper

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Task 22: ***I listen to part (5) of the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear.***



(1.) One last question, grandma. What is your best childhood memory?

(2.) My first day at school. I went to primary school the year WWII ended, seventy years ago. I was about 6 at the time. I put on my new school uniform: a nice black **gymslip** and a white **blouse** with a nice big collar.





(3.) What is a "**gymslip**", grandma?

(4.) It's a dress without sleeves which we used to wear over a **blouse** some sixty or seventy years ago. So, I was very happy that morning when dad drove me to the village school in his cart. I was impatient to learn things, and I learnt a lot at school. I will remember that day for the rest of my life! You're still wearing school uniforms today, Jenny.



(5.) Yes, grandma but mine is quite different from yours. It's more like a "blazer-and-tie" uniform style: a black **blazer** and **skirt**, a white **blouse** and **socks**, and a red **tie**. Plus, in winter, a V-neck **jumper**, a black **coat**, and **trousers**.



Task 24: ***I answer my partner's questions about boys' and girls' wear.***

My partner: What do boys wear to school in our country?
Me: ***In my country, boys wear jeans, trousers, and cropped trousers.***

My partner: What do girls wear to school in our country?
Me: ***In my country, girls wear jeans, trousers, cropped trousers, dresses, and skirts.***

My partner: What do boys wear to a wedding in our country?
Me: ***They wear a suit.***

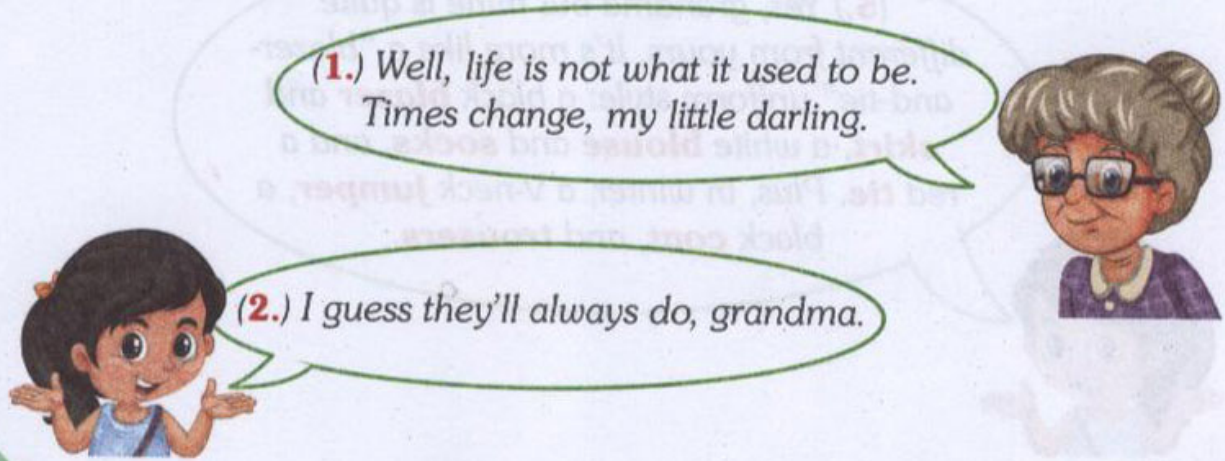
My partner: What do girls wear to a wedding in our country?
Me: ***They wear an evening dress.***

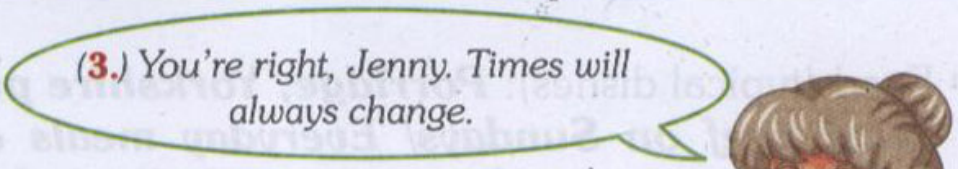
My partner: What do you usually wear at weekends?
Me: ***I usually wear jeans and a T-shirt.***

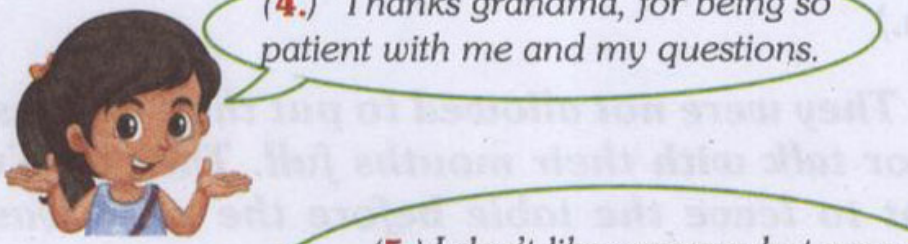
My partner: What did you wear on your first day to school?
Me: ***A new dress. (For girls)***
A *new* pair of trousers and a shirt. *OR* *Nice trousers* and a shirt. *(For boys)*

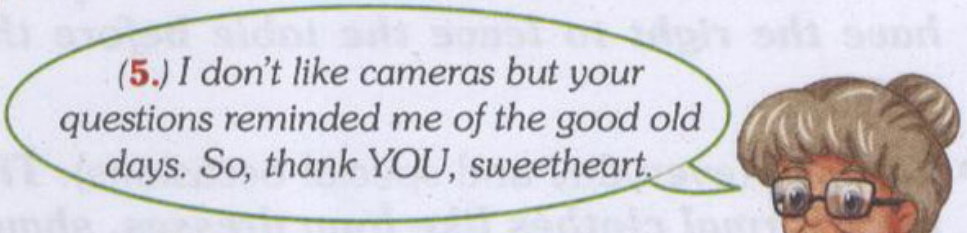
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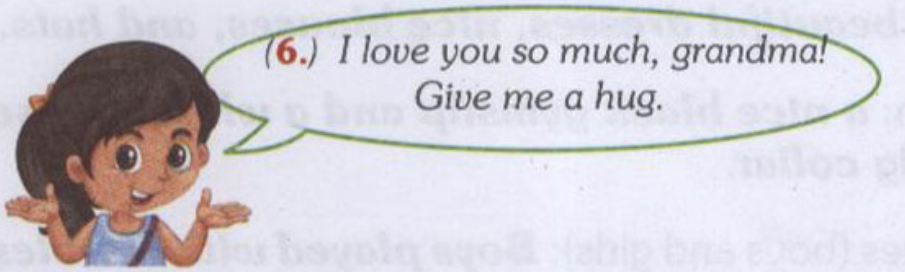
Task 26: ***I listen to part (6) of the interview between Jenny and her grandmother and reorder the jumbled exchanges.***











Task 28: ***I use the information in tasks (1, 7, 9, 12, 18, and 22) to complete the interview cart about the grandmother's childhood.***

Interview Card: Grandma's Childhood

- Date and place of birth: ***1939, north of England***
- Type of dwelling (description of farmhouse): ***They had got two rooms, a kitchen, but no bathroom. The toilets were outside the house.***
- Daily routine (bathing, farm work, chores): ***They used to take a bath once a week. They used to help their mother with the housework and tidy their room every day. They took turns to feed the chickens, ducks, and geese. They also milked the cows.***

- Food (typical dishes): ***Porridge, Yorkshire pudding with roast beef on Sundays/ Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies, and brown bread./ (They had homemade cookies with the afternoon tea.)***
- Table manners: ***They were not allowed to put their elbows on the table or talk with their mouths full. They didn't have the right to leave the table before the meal was over.***
- Clothing (everyday and special occasions): ***They used to wear formal clothes like long dresses, shawls, blouses, headscarves, and clogs. On special occasions, they used to wear beautiful dresses, nice blouses, and hats.***
- School uniform: ***a nice black gymslip and a white blouse with a nice big collar.***
- Childhood games (boys and girls): ***Boys played with marbles or made their own toys from wood. Girls used to play with rag dolls. They were made of old pieces of cloth and stuffed with wool. We also played hide-and-seek, hopscotch and skipping rope.***
- Childhood memories (description of first day at school): ***I went to elementary school the year WWII ended, seventy years ago. I was about 6 at the time. I was very happy that morning when dad drove me to the village school in his cart. I was impatient to learn things, and I learnt a lot at school.***



I pronounce.

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Task 1: ***I listen and tick the correct pronunciation of the letters in bold.***

- He is such a f**oo**l to swim in a p**oo**l where the water is so c**oo**l. → /u:/
- It's g**oo**d to read a c**oo**kery b**oo**k and learn about c**oo**king.→ /ʊ/

- He h**ea**rd b**i**rds ch**i**rping in the f**i**r tree **ea**rly in the morning.→/ɜ:/
- She took a lot of pict**u**res of h**e**r grandpar**e**nts with h**e**r digital cam**e**r**a**.→/ə/

Note: The letters in bold are also pronounced /ə/:
She took **a** lot **o**f…**o**f … →/ə/

Task 3: ***I listen and tick the correct pronunciation of the letters in bold.***

1.

Words	/u:/	/ʊ/
t**oo**l	☑	☐
gl**ue**	☑	☐
sh**oo**t	☐	☑
sh**oo**k	☐	☑
s**ou**p	☑	☐
n**ew**	☑	☐
fl**ew**	☑	☐
b**u**ll	☐	☑

2.

Words	/ɜ:/	/ə/
st**i**r	☑	☐
f**ur**	☑	☐
across	☐	☑
above	☐	☑
teach**er**	☐	☑
urban	☑	☐
r**u**ral	☐	☑
act**or**	☐	☑

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Task 5: ***I listen and tick the correct pronunciation of the letters in bold.***

Words	/æ/	/ʌ/	/e/
c**ou**ple	☐	☑	☐
apple	☑	☐	☐
b**u**tter	☐	☑	☐
b**e**tter	☐	☐	☑
g**u**t	☐	☑	☐
g**e**t	☐	☐	☑
t**a**b	☑	☐	☐
t**u**b	☐	☑	☐

Task 7: ***I listen and write each of the following words in its corresponding column:*** rag, rug, sack, suck, head, had, sat, said, set, met, mat, mad, dead, dad, dud, red, fed, blood, bled, drag, drug, jump, lump, bump.

/æ/	/ʌ/	/e/
rag	*rug*	*head*
sack	suck	said
had	dud	set
sat	blood	met
mat	drug	dead
mad	jump	red
dad	lump	fed
drag	bump	bled

Task 9: ***I listen and tick the correct pronunciation of the letters in bold.***

Letter 't'		
Words	**Silent**	**Pronounced**
bouquet	☑	☐
bucket	☐	☑
bustle	☑	☐
hasten	☑	☐
hasty	☐	☑
soften	☑	☐
mortgage	☑	☐
buffet	☑	☐

Letter 'w'		
Words	**Silent**	**Pronounced**
answer	☑	☐
wrinkle	☑	☐
wrangler	☑	☐
two	☑	☐
twelve	☐	☑
wrap	☑	☐
writing	☑	☐
wreath	☑	☐

Task 11: ***I listen and write between slashes the appropriate phonetic symbols*** (/u:/, /ʊ/, /ɜ:/, /ə/, /æ/, /ʌ/,/e/) ***and between brackets the words "silent" or "pronounced" that correspond to the letters in bold type.***

dress /e/	without "pronounced"	which "pronounced"	used /u:/	over /ə/
a /ə/	some /ʌ/	seventy /e/	ago /ə/	very /e/
that /æ/	when "pronounced"	dad /æ/	school /u:/	cart "pronounced"
happy /æ/	too /u:/	whistled "silent"	listened "silent"	looked /ʊ/
up /ʌ/	few /u:/	wrinkles "silent"	after /ə/	thirty-minute /ɜ:/
country /ʌ/	arrived /ə/	learn /ɜ:/	learnt /ɜ:/	books /ʊ/
remember /e/	rest /e/	of /ə/	uniforms /u:/	today /ə/
Jenny /e/				



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Task 1: ***I read the text about "Djemila" and ask questions on the words in bold type.***

1. a) I visited Algeria for the first time **thirteen years ago**.
   b) How ***long ago did you visit Algeria for the first time?***

2. a) "Djemila" was declared a UNESCO World Heritage Site **thirty-six years ago**.
   b) ***How long ago was "Djemila" declared a UNESCO World Heritage Site?***

3. a) Roman Emperor Nerva founded the city **about two thousand years ago**.
   b) ***How long ago did Roman Emperor Nerva found the city?***

4. a) The Roman city was abandoned **fifteen centuries ago**.
   b) ***How long ago was the Roman city abandoned?***

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Task 3: ***I look at each picture and write sentences using the semi-modal verb "used to" and the prompts between brackets.***

1. a) In the past, ***all surgeons used to operate on patients*** with ***a scalpel.***

b) Today, ***some surgeons operate on patients*** with ***laser rays.***

2. a) In the past, ***supermarket cashiers used to read prices*** on a ***price tag.***

b) Today, ***supermarket cashiers read prices*** on a ***barcode.***

3. a) In the past, ***all teachers used to write on a blackboard*** with ***chalk.***

b) Today, ***many teachers write on a whiteboard*** with ***marker pens.***

Task 5: ***I read my partner's questionnaire about my first year at primary school and write true, personal answers.***

My partner: Which primary school did you use to go to?
Me: I used ***to go to Mohamed Boudiaf Primary School.***

My partner: Who used to be your teacher?
Me: ***Mrs/ Mr/ Miss (Family Name) used to be my teacher.***

My partner: Who used to be your best classmate?
Me: ***Ahmed/Salima/Yasmine/Yanis/...used to me my best classmate.***

My partner: What was your favourite subject?
Me: ***Maths/Reading/...used to be my favourite subject.***

My partner: What did you use to do in your free time?
Me: ***I used to swim a lot/to play video games every day/...***

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Task 7: ***I match each woman's traditional dress with its corresponding regional origin.***



Traditional dress from Constantine "Katefa mahrouja"



Traditional dress from Setif "Benouar Staifi"



Traditional dress from Djelfa and Bousaada "Jebba Naili"

Task 8: ***I fill in the gaps with: "made in" or "made of".***

What is it made of? Where is it made?

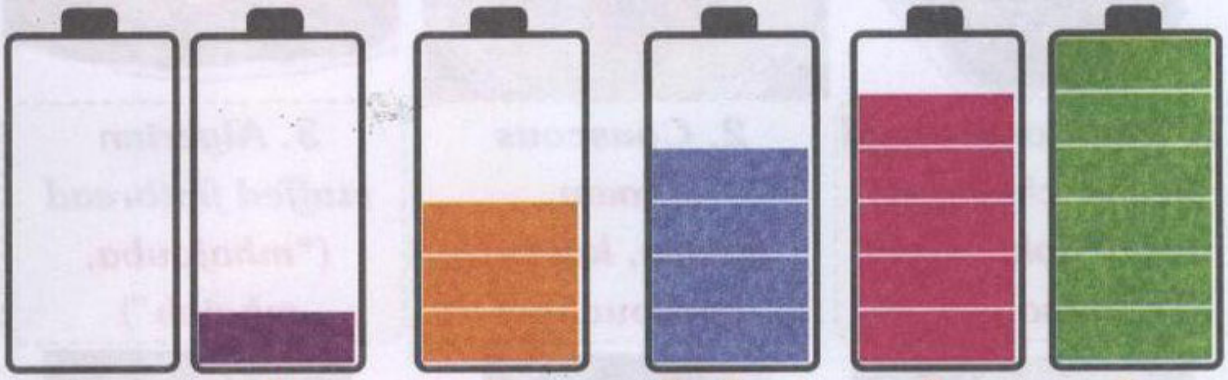
1. "Katefa mahrouja" is a traditional dress ***made of*** dark-red or clear- red velvet which merchants used to import from the city of Genoa, Italy. The dress is embroidered with gold thread ("fetla" or "majboud") and can be very heavy to wear. It originated in Constantine and is worn on special occasions like weddings. Today, it is also ***made in*** other Algerian towns.

2. Originally, "benouar Staifi" was ***made in*** Setif. It is a traditional regional dress ***made of*** light material with a variety of colours. It can be worn as everyday wear or on special occasions.

3. "Jebba" or "roubba Naili" is a modern version of the traditional Naili costume, which used to be worn many years ago by the women of Djelfa, Bousaada, and M'sila. It is still ***made in*** this same region, today. The dress is usually ***made of*** silk with a white colour. A light white shawl ("malhfa"), also ***made of*** silk, covers the shoulders. "Jebba Naili" can be worn every day or on special occasions.

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Task 10: ***I read "My Grammar Tools (3) and write the adverb of frequency that best represents each battery. Two answers are given.***



6. never **5. rarely** **4. sometimes** **3.often/ frequently** **2. usually** **1. always**

Task 11: ***I write true, personal answers to my partner's questions using some of the following words: every Friday/often/rarely/sometimes/ never/ twice a week/ once a month/ every day/always.***

Question: How often do you go hiking?
Answer: Rarely. / I rarely go hiking.

Question: How often do you take a bath or a shower?
Answer: Always. / I always take a shower.
Every Friday. / I take a bath every Friday.

Question: How often do you play video games?
Answer: Sometimes. / I sometimes play video games.

Question: How often do you connect to the Internet?
Answer: Often. / I often connect to the Internet.

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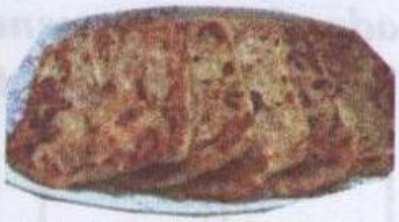
Task 13: ***I write the name of each of these traditional Algerian dishes in its corresponding box.***



1. *Traditional broad beans/ chickpeas dish ("dobara foul/ homous")*



2. *Couscous ("taam, naama, kusksi, barboucha")*



3. *Algerian stuffed flatbread ("mhajouba, mhajeb")*



4. *Algerian pancakes ("graief, baghrir, korsa")*



5. *Traditional crushed bread and vegetables dish ("boumehres, batout, zviti")*



6. *Tuareg bread ("taguella")*

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Task 13: ***I look at the pictures again (task 13) and fill in each gap with the appropriate grammatical word:*** **used to – ago – of – in – with.**

1. "Couscous" is a typical Algerian dish. It is considered as the national dish by many people. It consists of broth and rolled semolina, which is steamed twice or three times. The broth is made **of** vegetables and lamb, mutton, beef, or fish depending on each region.
2. "Taguella" is traditional Tuareg bread ("*kasra*" or "*matlou*"). It is made **of** wheat flour and it is baked in the sand, in a hole covered with embers.

3. "Mahjouba" is well known in many regions of Algeria. It consists of a dough which is flattened with the palm of the hand into very thin layers like pancakes, then filled with a spicy mixture of diced vegetables and chillies, and finally baked on a hot, round baking tray (*"tajin"*) traditionally made **of** brass.

4. "Boumehres" is another Algerian popular dish made **of** unleavened bread (*"rekhses"*) which is crushed together with tomatoes, garlic, fresh coriander, chillies, and spices in a mortar made **of** wood or brass. This dish is traditionally eaten with bare hands or spoons made **of** wood.

5. Biskris say that "dobara" was first made **in** Biskra many years **ago**. It is made **of** broad beans or chickpeas or a mixture of these two dried vegetables, which are cooked in a broth and served with diced tomatoes, minced fresh coriander, olive oil, pickled chillies, and a hot spicy sauce.

6. Algerian "baghrir" are the counterpart of European or American pancakes. They consist of a mixture of flour and water, which is whisked to a smooth batter and then cooked in the form of thin, round pieces of flat bread on a traditional baking tray (*"tajine"*) made **of** earthenware. Traditional Algerian "baghrir" are served with melted butter, sugar, or honey and traditionally eaten with bare hands.

All these traditional dishes appeared a long time **ago** in my country but no one knows exactly when or how. Our ancestors **used to** prepare them in their mountains, their plains, or the Sahara Desert and certainly loved them, too. It is now my turn to preserve these dishes because they are part of my cultural heritage.

Task 15: ***I write one sentence about each dish in task (14) to say how often I eat it at home (or at other places on special occasions).***

- I always eat "couscous" on Fridays.
- We sometimes eat Algerian pancakes "*baghrir*" in the morning for breakfast.
- In Tamanrasset, people usually eat "taguella".



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Task 1: ***I read text (1) and complete the bibliographical notes.***

Bibliographical Notes

- **Title:** /
- **Author:** C.S. Vereker
- **Source:** Scenes in the Sunny South, Longmans, Green &Co., London
- **Date of publication:** 1871
- **Type of text:**
  ☐ **descriptive** ☑ **narrative**
- **Type of document:**
  ☐ **blog page**
  ☑ **excerpt from a book**
  ☐ **press article**

Note: The text is also descriptive because it describes Sétif as it used to be.

Task 2: ***I read text (1) again and answer the questions.***

1. How many paragraphs are there in the text?
   There are two (2) paragraphs in the text.
2. What or who do the bold words in the text refer to?
   - **I** → ***the writer/the author***

- **the town → *Sétif***
- **it → *Sétif***
- **today → *1871***
- **it → *this plain (the plain of Sétif/a plain of cotton plantations and corn-fields)***
- **its → *the agriculture of this plain/of the plain of Sétif***
- **there → *Sétif***

3. How long ago did the writer visit Sétif?
The writer visited Sétif 146 years ago.

4. Did the writer like Sétif? Justify your answer.
Yes, he did because he "was glad to see the town of Sétif".

5. What did Sétif use to be in the Roman period?
Sétif used to be a military station of great importance.

6. What did Sétif use to be in the time of el-Bekri and in the Turkish period?
Sétif used to be a plain filled with cotton plantations and corn-fields in the time of El Bekri. But in the Turkish period it decayed and its agriculture vanished.

7. What was Sétif like in 1871?
Sétif was standing on bare hills in the middle of a plain.

8. What kind of dwellings did the "Arabs" use to live in?
They used to live in tents and "gourbis".

9. What did the children use to do in the open-air museum?
They used to amuse themselves knocking off the noses and the fingers of the statues.

10. Suggest a title to the text.
Sétif, a Historic City

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Task 4: ***I read text (2) and complete the bibliographical notes.***

Bibliographical Notes

- **Title:** /
- **Author:** Lady Herbert
- **Source:** *A Search after Sunshine*, Spottiswoode & Co., London
- **Date of publication:** 1871
- **Type of text:**
  ☐ **descriptive** ☑ **narrative**
- **Type of document:**
  ☐ **blog page**
  ☑ **excerpt from a book**
  ☐ **press article**

Note: The text is also descriptive because it describes the town of Constantine.

Task 5: ***I read text (2) again and answer the questions.***

1. How many paragraphs are there in the text?
   There are four (4) paragraphs.

2. What or who do the bold words in the text refer to?
   - **I → *the* author/*the writer***
   - **me → *the author/the writer***
   - **It → *Constantine***
   - **their → trades**
   - **they → *"gandouras"***

3. How long ago did the writer visit Constantine?
The writer visited Constantine 146 years ago.

4. What was the Arab town of Constantine like?
The Arab town of Constantine was interesting; the streets were excessively narrow. (And they are still narrow.) There, we could find the different trades which lived each in their separate quarters (shoemakers, butchers, bakers, etc.). We could also find the burnous court and the shoe bazaar.

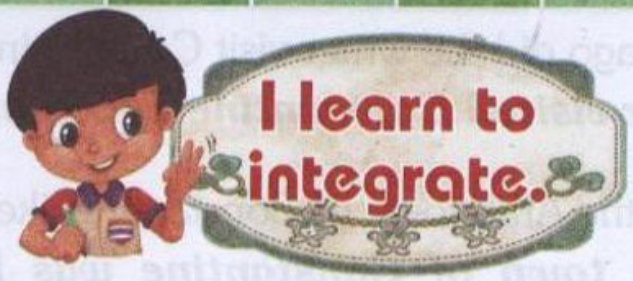
5. What were the "gandouras" made of?
The "gandoura" were made of silk and wool.

6. Who used to wear these "gandouras"?
The higher classes used to wear these "gandouras".

7. What were shoes and slippers (rihyia or babouche) made of?
They were made of leather.

8. Did the writer like the town of Constantine? Justify your answer.
Yes, because he uses the word 'magnificent' to describe Constantine and at the end of the text he writes: "It's impossible to describe in words the beauty of these eastern bazaars."

9. Suggest a title to the text.
Constantine, a Beautiful City



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Task: ***1. To interview my grandparents, I need to fill in the missing information in the following table:***

KNOWLEDGE	SKILLS	ATTITUDES
-Lexis related to biographical information (personal identification) ***He/She was born in (date)/(place)*** -Lexis related to dwelling places (description of home) ***He/ She lived in a farmhouse/ in a flat/...*** -Lexis related to routine activities (chores, housework) ***We used to clean our rooms every day/We used to feed the chickens/...*** -Lexis related to food (traditional dishes) ***-porridge/Yorkshire pudding with roast beef/Algerian pancakes/...*** -Lexis related to dress (traditional, special and daily wear, school uniform) ***-gymslip/blouse/skirt/tie/...*** - Lexis related to games ***Rag doll/skipping rope/...*** -The Past Simple tense (ago) ***How long ago did you visit this town?*** ***I visited this town ten years ago.*** -The semi-modal "used to" ***Boys used to play with marbles.*** - Adverbs of frequency ***We often go hiking.*** - made of /made in ***The dress is made of silk.*** - "My pronunciation Tools" **-/u:/fool, /ʊ/book, /ɜ:/learn, /ə/ago, /æ/dad, /ʌ/bus, /e/head** ***- silent 'w'→ write/ wrinkles*** ***- silent 't'→ listen/soften***	-Narrating past events, experiences and childhood memories - Describing life and lifestyles (past and present) - Comparing life and lifestyles (past and present) - Devising and selecting relevant interview questions -Conducting an interview (oral/aural communicative skills)	- Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience - Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable national cultural and historical heritage - Valuing the past in order to build a better future for one's community - Sharing national, cultural, and historical values that cement community ties and unity

3. *To interview my grandparents, I need to write questions corresponding to each of the entries in the following interview card.*

interview card

- **Date and place of birth**
  Interview Questions .....
- **Type of dwelling (description of living place)**
  Interview Questions .....
- **Daily routine (housework and chores)**
  Interview Questions .....
- **Food (typical dishes)**
  Interview Questions .....
- **Table manners**
  Interview Questions .....
- **Clothing (every day and special occasions)**
  Interview Questions .....
- **School uniform**
  Interview Questions .....
- **Childhood games (boys and girls)**
  Interview Questions .....
- **Childhood memories (description of an unforgettable event)**
  Interview Questions .....

4. *Now I can write my interview questions. I can start like this:*

Me: I'm going to interview you for my school project, grandma/ grandpa. This video will be posted on the Web on "Grandparents Day". So let's start.

- When were you born?

Grandma: *I was born in 1945.*

Me: *Where were you born?*
Grandma: *I was born in Sétif.*

Me: *Where did you use to live?*
Grandma: *I used to live in a farmhouse with my parents, my uncles, my aunts, and my six brothers.*

Me: *What did you use to eat?*
Grandma: *We used to eat couscous that we call "Berboucha" and Algerian traditional bread ("Kesra"or "Metlou) with olive oil.*

Me: *Did the family use to eat all together?*
Grandma: *No. Men used to eat first. Then, it was the turn of women and the little brothers.*

Me: *Oh! You mean that you didn't eat with your father!*
Grandma: *Yes, it was the case at that time and it is still the case in some regions.*

Me: *What about table manners? Did you have the right to speak when you were eating?*
Grandma: *Actually we didn't, but sometimes at the end of the meal, one my aunts told us jokes and we all laughed heartily.*

Me: *What did you use to wear?*
Grandma: *We used to wear dresses or skirts and boys used to wear traditional trousers ("Arab Seroual").*

Me: *What did you use to wear for special occasions?*
Grandma: *We used to wear new clothes when my parents had enough money to buy them.*

Me: *Did you wear a school uniform?*

Grandma: *No. Some pupils wore a school apron and others put on their "kachabia", a traditional coat. You know sweetheart, few Algerian children went to school in those days.*

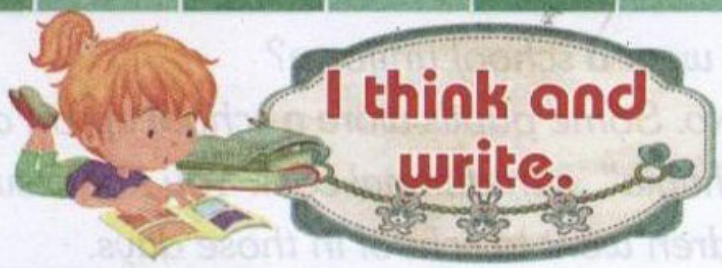
Me: *What games did you use to play?*

Grandma: *I used to play rag dolls with my friends and boys used to play with marbles. We used to play hide-and-seek, too.*

Me: *Can you tell me about an unforgettable event?*

Grandma: *I will never forget when my brothers and I went to the village for the first time. It was marvellous to see people, shops, markets, and cars.*

Me: *I really thank you grandma, for answering my questions.*



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2. I need to read again texts (1 and 2) in "I read and do". The information they contain about the two cities in 1871 will help me in writing my own texts.

One hundred years ago, Sétif and Contantine were not like today. They were less large. People used to go from one place to another on foot or by cart. There were nice buildings and paved streets lined with trees. When they went out, women used to wear a white piece of cloth ("Haiek') or a black piece of cloth ("Mleya") to cover their body. Men used to wear long dresses ("Gandouras") and traditional coats ("Kachabiats").

Nowadays, Sétif and Constantine have changed. They have become large. As a result, means of transport have developed. People take the bus or use their cars to go to work, to go shopping, to visit their friends and relatives, and so on. Contrary to the past, the construction of buildings is not as well organized as it used to be. Concerning dress and costumes, people wear European clothes or religious ones like the "Hijab".

As a conclusion, the two cities Sétif and Constantine have changed with the years. People's lifestyles are influenced by modernity. The use of the Internet has also played an important role in these changes.



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I can	Examples
name some types of dwellings.	farmhouse/ tents/"gourbis"...
name some routines activities related to housework and chores.	feed the animals/tidy the room...
name some items of clothing related to past and present daily and special wear, and school uniform (teenage and traditional lifestyles).	gymslip/ shawl/ clogs/ headscarf/ jumper/ blouse/ leggings/ jeans/ beret/ blazer/ skirt/ blouse/ tie...
name some dishes and their ingredients (teenage and traditional lifestyles).	- "Couscous"/Chickpeas dish/... - Yorkshire pudding with roast beef
name some past and present children's games and other kinds of games like board games (teenage and traditional lifestyles).	ragdolls/marbles/Monopoly/ Scrabble...
describe the interior of a home.	kitchen/room
describe some clothes and costumes, the material they are made of and the place where they are made.	-"Gandouras" made of silk and cotton /made in Constantine - "Jebba Naili" made of silk/ made in Djelfa, Bousaada, and M'sila
describe some dishes and the ingredients they are prepared with.	- "Mhadjeb" (a dough filled with spices of diced vegetables and chillies) - "Taguella" Tuareg bread made of wheat flour
describe some changes in modern life caused by technological inventions.	The use of the Internet, mobile phones, and social media like "Twitter" and Facebook" which help people communicate more easily.

compare past and present lifestyles (dwellings, dress codes, food and table manners, etc.).	In the past, people lived in the countryside. Today, most people live in town. In the past, people ate only food made at home. Today, many people eat fast food.
devise and select relevant interview questions.	Where and when were you born? What games did you use to play?
identify various types of documents and texts.	Web page/press article/ excerpt from a book descriptive/narrative texts
use the past simple tense with "ago" to talk about/ask questions about actions/ activities and events that happened during a specific period of time in the past.	How long ago did they visit Algeria? They visited Algeria thirteen years ago.
use the semi-modal "used to" to talk about/ask questions about past events, experiences, memories or things that no longer exist in the present.	Did you use to play hide-and-seek when you were a child? Yes, I did./ No, I didn't.
use adverbs of frequency to say /ask questions about how often actions, activities, events or states happen.	How often do you play video games? Sometimes.
use "made of" to talk about the material of which something is made and "made in" to talk about the place where it is made.	The dress is made of velvet. It is made in Constantine.
discriminate and pronounce correctly the vowel sounds (/u:/, /ʊ/, /ɜ:/, /ə/, /æ/, /ʌ/, /e/)	-**/u:/**fool, **/ʊ/**book, **/ɜ:/**learn, **/ə/**ago, **/æ/**dad, **/ʌ/**bus, **/e/**head
identify silent "t" and "w" in some words	- **silent 'w'**→ **w**rite/ **w**rinkles - **silent 't'**→ lis**t**en/sof**t**en



I play and enjoy.

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I write the name of each of these traditional Algerian children's games in its corresponding box.



Picture 1 →
Jackstones
("kroud")



Picture 2 →
Rag dolls
("arayass")



Picture 3 →
skipping rope
("lahbel")



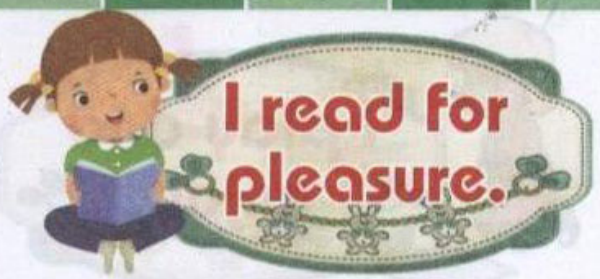
Picture 4 →
swing ("jaalaila")



Picture 5 →
back-to-back
("al-kourkba")



Picture 6 →
up-you-go
("alilou")



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I read the text to find out more about the famous painter of the children's games on the "I play and enjoy" page and complete the bio card.

Bio Card

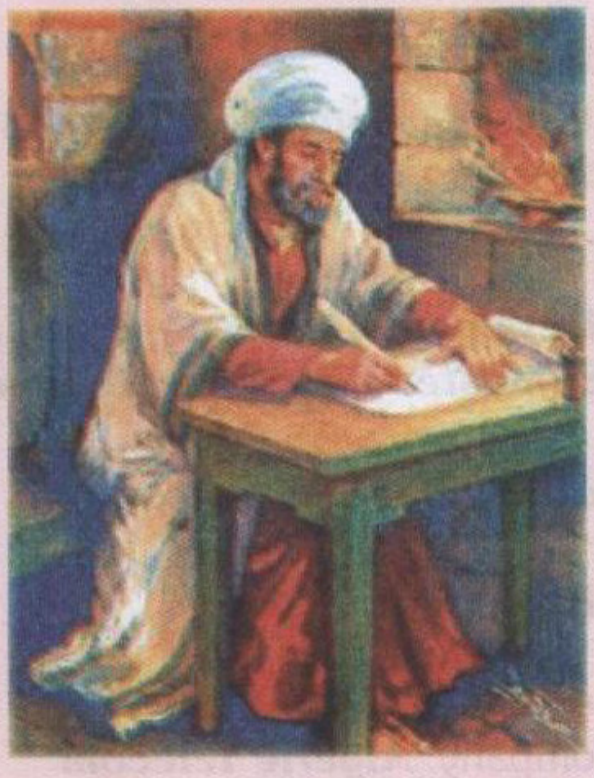
Name: DINET
First Name (French & Arab): Alphonse-Etienne / Nasr'Eddine
Date & Place of Birth: March 28, 1861, Paris
Date & Place of Death: December 24, 1929/, Paris
Date & Place of Burial: 1930, Bou Saâda
First Trip to Bou Saâda: 1884
Date of Pilgrimage to Mecca: 1929
Date of Conversion to Islam: 1908





SEQUENCE THREE (3)

Me and the Scientific World





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Task 1: ***I listen to the text and complete Dr Bourouis ID card. Some answers are given.***

Dr Bourouis' ID Card (Part 1)



First name: ***Abderrahim***
Surname: ***BOUROUIS***
Date of Birth: ***1988***
Place of Birth: ***Tlemcen***
Father's occupation: ***mechanic***
Mother's occupation: ***housewife***
Primary, Middle, and High School: ***In Tlemcen***

Undergraduate studies
University: *University of Tlemcen – Abou Bekr Belkaid*
Degree: *BE (Bachelor of Engineering)*

Postgraduate studies
University: ***University of Tlemcen – Abou Bekr Belkaid***
Degree (1): ***ME (Master's degree of engineering)***
Year: ***2009***
Degree (2): ***PhD in Telecommunication***
Year: ***2014***
Field of study: ***Engineering***

Professional experience
Name of the Company: ***Algérie Telecom***
Occupation(s): ***engineer and researcher***
Year: ***2014***

Task 4: ***I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID card in task (1).***

My partner (journalist): How old are you, Dr Bourouis?
Me (Dr Bourouis): ***I'm 29 (years old).***

My partner: Where were you born?
Me: ***(I was born) in Tlemcen.***

My partner: What is your father's occupation?
Me: ***Mechanic.***

My partner: Where did you graduate?
Me: ***At Abou Bekr Belkaid University, in Tlemcen.***

My partner: When did you get your PhD?
Me: ***In 2014.***

My partner: What is your occupation now?
Me: ***I'm an engineer and a researcher.***

Task 6: ***I listen to part (1) of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr Baghdadi, and complete the dialogue bubbles.***



Prof. Belgacem Haba

1. *After graduating, I was contacted by a Japanese company. So, I went to* **Japan** *and stayed there for* **six** *years.*
I was **working** *in the application of laser technology to microelectronics while I* **was** *living there. Then, I moved on to work* **on** *miniaturization.*



Dr Baghadadi

2. *The miniaturisation of electronics.*

3. *Yes. When I returned to the US, I joined a small company. Our aim was to miniaturise the* ***mobile*** *phone. Phones were big and we* ***knew*** *that if we managed to make them smaller, they would* ***sell*** *more*



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Task 8: ***I listen to part (2) of the interview between Professor Haba and Dr Baghdadi, and tick the four technological inventions that Prof. Haba was working on.***

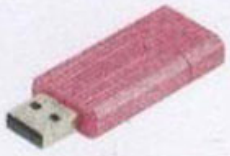
- ☑ the miniaturisation of mobile phone chips
- ☑ the miniaturisation of mobile phone
- ☑ the miniaturisation of cameras
- ☑ the design and development of console games "Play Station" 2 and 3

Task 10: ***I listen again to part (2) of the interview between Professor Haba and Dr Baghdadi, and match each scientific term with its corresponding definition adapted from Cambridge Dictionary. One answer is given.***

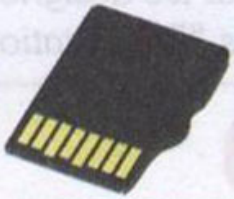
Word	Definition
chip (microchip)	**4.** a very small piece of semiconductor, especially in a computer, that contains extremely small electronic circuits and devices, and can perform particular operations
memory chip	**1.** a small piece of electronic equipment that stores computer data
memory stick (flash drive) (USB stick) (pen drive)	**2.** a small piece of equipment that you connect to a computer or other piece of electronic equipment to copy and store information
smart card	**6.** a small plastic card (with a microchip) that is used to make payments and to store personal information, and can be read when connected to a computer system
memory card	**3.** a device for storing information in computers, mobile phones, or digital cameras
Play Station	**5.** a machine that you use to play games on your television

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Task 11: ***I match each scientific term mentioned in the interview part (2) with its corresponding photo.***








memory stick (flash drive) (USB stick) (pen drive)	chip (microchip)	Play Station	memory card	smart card (chip card)

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Task 13: ***I listen again to part (2) of the interview between Prof. Haba and Dr Baghdadi, and reorder the jumbled exchanges.***



1. *When was this?*

2. *In the nineties. By 1998, we started to see results and the technology that we produced has been in use ever since.*





3. *So, any person right now is using some of the technology that you have developed as part of this company.*

4. *Exactly. And we were also doing other things while we were working on the miniaturization of mobile phones and mobile phones chips; we were working on the miniaturization of cameras. Then, I moved on to another company, which specializes in memory chips used today in memory sticks, memory cards, and smart cards. It was there that we designed and developed the console games "Play Station Two" and "Three"*



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Task 15: ***I listen to part (3) of the interview between Prof. Haba and Dr Baghdadi, and circle only the words I hear between brackets.***

Professor Haba's Advice to Algerian Students

"The **first** thing one must do is to **know** your weak points. **Secondly**, when you are about to do some work, work on something you are able to **accomplish**. Finally, you must have a **goal**, an objective and a **plan** to achieve it. I feel sorry for people who don't have a plan, a **vision** of where they are going in life. When you have an **idea** to realise, don't give it **up** because of problems or obstacles. Be perseverant. **Perseverance** is more important than intelligence if you want to succeed. Also, find people who can help you. Many of us **want** to do everything by ourselves; you can't **clap** with one hand.»

Task 17: ***I listen to my history teacher (Part 1) and complete the missing dates in the timeline (Part A). The first date is given.***

TIMELINE (Part A)

- First half of the 13th century	His ancestors immigrated to Tunisia from al-Andalus (Andalusia)
- May 27th 1332	He was born in Tunis.
- 1348-1349	His parents died during an epidemic of the plague that hit Tunis.
- 1354	He accompanied his teacher to Fez, where he became a secretary of the sultan of Morocco.
- From 1365 to 1374	He travelled a lot, moving from Bejaia to Biskra, Tlemcen, Fez, Granada, Seville, and then returned to North Africa.

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Task 19: ***I listen to my history teacher (Part 2) and complete the missing dates in the timeline (Part B).***

TIMELINE (Part B)

- From 1375 to 1378	Our great Maghribi scholar then withdrew from politics and found refuge in Qalat Beni Sellam, near Frenda, Algeria. He spent four years there, writing his "Muqaddimah" and part of "Kitab al-ibar".
- 1383	A few years later, he settled in Cairo, Egypt where he became a teacher and a Cadi or a judge.
- 1384	The following year, his wife and four daughters died in a shipwreck on their way to join him in Cairo but his two sons survived.
- 1387	Three years later, he went to Mecca on the pilgrimage.
- 17th March 1406	He died in Cairo, Egypt and was buried there.

Task 22: ***My partner plays the role of our history teacher. I listen to his/her questions and answer him/her using the information in the timeline (parts A and B).***

My partner: When and where was this famous Maghribi scholar born?
Me: ***He was born on May 27th, 1332 in Tunis.***
My partner: Can you mention the names of three towns in Algeria where he lived?
Me: ***Bejaia, Biskra, and Tlemcen.***
My partner: Where and when did he write his famous book "al-Muqaddima"?
Me: ***He wrote his famous book in Qalat beni Sellam, near Frenda, Algeria from 1375 to 1378.***
My partner: What was he doing all these years in Cairo?
Me: He was working as a ***teacher and a Cadi (or a judge).***
My partner: Where and when did he die?
Me: ***He died in Cairo on 17th March 1406.***
My partner: What's his name?
Me: ***His name is Ibn Khaldun.***



I pronounce.

PAGE 92

Task 1: ***I listen and tick the correct pronunciation of the letters in bold.***

- In**v**entors de**v**elop de**v**ices that help us almost e**v**ery day. → /v/
- We know little about al-**F**arabi's li**f**e or biogra**ph**y. He was a tenth-century Muslim **ph**ilosop**h**er who also wrote a book on music. → /f/

Task 3: ***I listen and tick the correct pronunciation of the letters in bold.***

1.

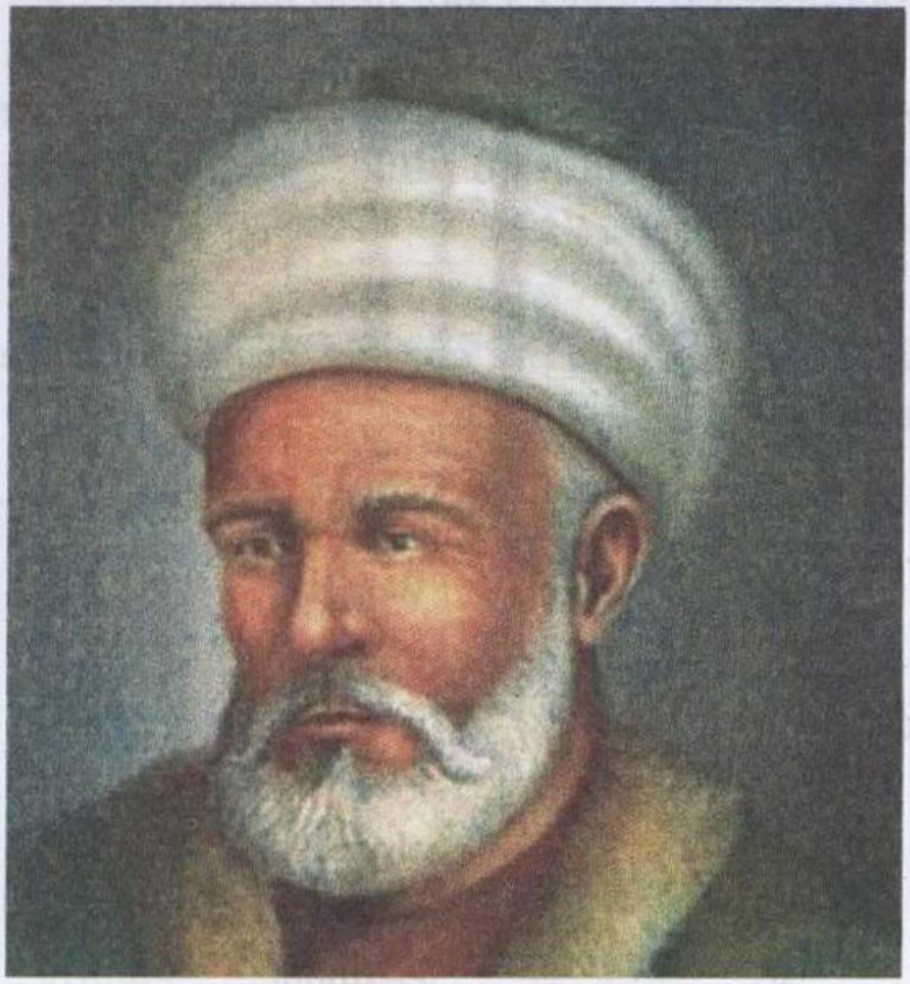
Words	/f/	/v/
free	☑	☐
in**f**ormation	☑	☐
vitamin	☐	☑
sta**ff**	☑	☐
vaccine	☐	☑
brie**f**	☑	☐
rou**gh**	☑	☐
photo	☑	☐

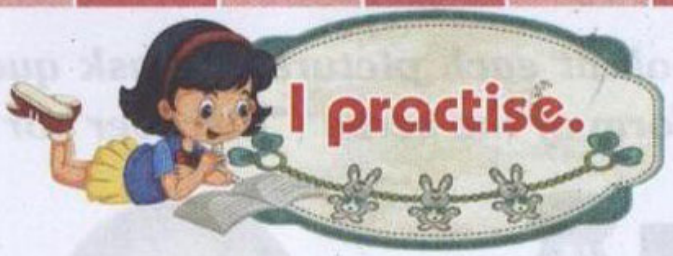
2.

Words	/f/	/v/
pharmacy	☑	☐
friend	☑	☐
lo**v**e	☐	☑
al**ph**abet	☑	☐
dri**v**e	☐	☑
ele**ph**ant	☑	☐
hea**v**y	☐	☑
phenomenon	☑	☐

Task 5: ***I listen and write the phonetic symbol*** (/f/,/v/) ***corresponding to the pronunciation of the letters in bold type in each word.***

Al-**F**arabi /f/	**ph**ilosopher /f/	re**f**erred /f/	a**f**ter /f/
"**F**irst Teacher" /f/	in**v**ented /v/	**v**ariety /v/	tra**v**elled /v/
visited /v/	su**ff**ered /f/	li**f**e /f/	o**f** /v/
philoso**ph**y /f/	**ph**ysics /f/		





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Task 1: ***I match each word with its corresponding definition adapted from Oxford dictionary. One answer is given.***

Word	Definition
an experience (to experience)	**3.** the knowledge and skill that you gain after doing something (a profession) for a period of time; the things that happened to you that influence the way you think and behave
an experiment (to experiment)	**4.** a scientific test that is done (usually in a laboratory) to study what happens and to gain new knowledge
a patent (to patent)	**5.** an official document which proves that the inventor is the only person who has the right to make, use, or sell the invention or the invented product
science	**7.** Knowledge about the natural and physical world, based on facts which you can prove, for example by experiments
technology	**6.** scientific knowledge used in practical ways in industry to develop products, machinery, or equipment
to discover (discovery)	**1.** be the first to find or observe a place, substance, or scientific phenomenon
to invent (invention)	**2.** create or design something that did not exist before

Task 3: ***I look at each picture and ask questions using the correct form of the verbs ("discover" or "invent").***









x-rays	penicillin	compass	camera
Who discovered x-rays?	Who discovered penicillin?	Who invented the compass?	Who invented the camera?

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Task 4: ***I answer my partner's questions about what I was doing at the police station yesterday morning using the correct form of the verbs in my answers.***

My partner: I was on my way to the dentist's yesterday morning and I saw you standing in front of the police station. What were you doing there?

Me: I was waiting for my father.

My partner: Why were you wearing a bandage on your head?

Me: I had an accident.

My partner: What were you carrying in your hand?

Me: I was carrying my mobile phone.

My partner: Who was talking to you?

Me: My friend was talking to me.

My partner: Did the police help you?

Me: Yes, they did.

Task 6: ***I write the correct form of the verbs in brackets and combine the pairs of sentences using the connector "while". I should pay attention to the order of clauses.***



1. a) Al-Khawarizmi **was living** in Baghdad.

b) He **was staying** at the "House of Wisdom" ("Dar el Hikma").

While *Al-Khawarizmi* ***was living*** *in Baghdad, he* ***was staying*** *at the "House of Wisdom" ("Dar el Hikma").*

2. a) They **were studying** at the "House of Wisdom".

b) During the reign of the Abbasid Caliph Harun al-Rashid, many Muslim scholars **were working** on the translation of foreign scientific books into Arabic.

During the reign of the Abbasid Caliph Harun al-Rashid, many Muslim scholars ***were working*** *on the translation of foreign scientific books into Arabic* ***while*** *they* ***were studying*** *at the "House of Wisdom".*

3. a) Under the Abbasid Caliph al-Mamoun, many Muslim scientists **were getting** involved in astronomical research.

b) Al-Khawarizmi **was trying** to measure the circumference of the earth.

Under the Abbasid Caliph al-Mamoun, many Muslim scientists ***were getting*** *involved in astronomical research* ***while*** *Al-Khawarizmi* ***was trying*** *to measure the circumference of the earth.*

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Task 8: ***I read each situation and tick the appropriate request.***

SITUATION 1

You are having lunch at the school canteen. You ask one of your schoolmates for salt. What should you say?

- ☑ a) Can I have the salt?
- ☐ b) May I have the salt, please?

SITUATION 2

You are having lunch at a restaurant. You want to ask the waiter/waitress for the bill. What should you say?

- ☐ a) Can I have the bill?
- ☑ b) May I have the bill, please?

SITUATION 3

You are at Heathrow Airport, in London. The immigration officer asks for your passport. What should he/she say?

- ☐ a) Can I see your passport?
- ☑ b) May I see your passport, please?

Task 9: ***I read each situation and write the appropriate request using "can" or "may" as in task (8).***

SITUATION 1

You are a traffic policeman/policewoman. You ask a motorist for his/her driving licence. What should you say?

May I see your driving licence, please?

SITUATION 2

Your English teacher wants you to open your books at page 33. What should he/she say?

Can you open your books at page 33?

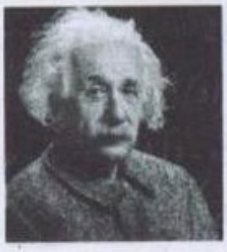
SITUATION 3

You are at Heathrow Airport, in London. The immigration officer asks for your address in London. What should he/she say?

May I have your address in London, please?

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Task 11: *I fill in each gap with the appropriate relative pronoun: "who" or "which".*



Albert Einstein (1879 – 1955) was a physicist **who** developed the special and general theories of relativity and won the Nobel Prize for Physics in 1921.

Two experiences deeply affected his childhood. The first was his encounter at age 5 with a compass, **which** he saw for the first time in his life. He wondered how invisible forces could make the compass needle move! This fascination with invisible forces **which** controlled the physical world stayed with him all his life. The second happened at age 12 when he discovered a book of geometry, **which** he read with great excitement. He called it his "sacred little geometry book".

Task 12: *I join each pair of sentences using the appropriate relative pronoun "who" or "which".*

1. **a)** A search engine is a programme.
   b) It searches the Internet and finds Web pages based on keywords.
   A search engine is a programme **which** searches the Internet and finds Web pages based on keywords.



2. a) Larry Page and Sergey Brin invented *Google* search engine in 1996.
   b) They were studying computer science at Stanford University.
   Larry Page and Sergey Brin, **who** were studying computer science at Stanford University, invented *Google* search engine in 1996.

3. a) Today, *Google* is a multinational technology company.
   b) This company has many innovative applications and services.
   Today, *Google* is a multinational technology company **which** has many innovative applications and services.

Task 13: ***I spot the mistake in each sentence and correct it.***



1. Al-Khawarizmi (780 – 850 CE) is considered the "father of algorithm and algebra", which he invented **them** in the ninth century.
   Correction: Al-Khawarizmi (780 – 850 CE) is considered the "father of algorithm and algebra", which he invented in the ninth century.



2. Ladislo Biro (1899 – 1985) was a Hungarian journalist who **he** invented the ballpoint pen in 1938.
   Correction: Ladislo Biro (1899 – 1985) was a Hungarian journalist who invented the ballpoint pen in 1938.



3. Ibn-Sina (980 – 1037) wrote "The Canon of Medicine", which **it** is among the most famous books in the history of medicine.
   Correction: Ibn-Sina (980 – 1037) wrote "The Canon of Medicine", which is among the most famous books in the history of medicine.



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Task 1: ***I read text (1 and 2) and complete the bibliographical notes.***

Bibliographical Notes

- **Title:**
- **Author:** Paul Valley
- **Source:** "How Islamic Inventors Changed the World" The Independent
- **Date of publication :** 11 March 2006
- **Type of document:**
  - ☐ **blog page**
  - ☐ **excerpt from a book**
  - ☑ **press article**

Task 2: ***I read texts (1 and 2) and answer the questions.***

1. How many paragraphs are there in each text?
   There are two paragraphs.
2. Which topic(s) do texts 1 and 2 discuss and develop?
   The topic discussed and developed in texts 1 and 2 is about inventions.

   In Text 1: The invention of the first pinhole camera, an optical instrument.
   In Text 2: The inventions of surgical instruments like the scalpel, and the scissors.

EL JAWEB EL KAFI

3. What or who do the bold words in texts 1 and 2 refer to?

Text 1

- **our → *people/the reader/everybody***
- **which → *laser***
- **us → *people/the reader/everybody***
- **it → *the eye***
- **he → *Ibn al-Haitham***

Text 2

- **those → *surgical intruments***
- **His → *Al-Zahrawi***
- **who → *Al-Zahrawi***
- **his → *Al-Zahrawi***
- **it → *catgut***

4. Is the word "camera" of English origin?

No, it is an Arab word "qamara".

5. Which tense is dominant in text 1 and why? Which one is dominant in text 2 and why?

The tense which is dominant in Text 1 is the Past Simple.

<u>Justification:</u> The text is about inventions which were made in the past.

The tense which is dominant in Text 2 is the Present Simple.

<u>Justification:</u> The text deals with inventions and discoveries made in the past but which are used nowadays.

6. Do texts 1 and 2 refer to the same historical period? Justify your answer.

No, they don't.

Text 1 refers to the 10th century (the past) while Text 2

refers to the present (the inventions and discoveries of the past used nowadays).

7. Suggest a title to each text.
The Invention of Optical and Surgical Instruments
Optics and Medicine: the Invention of Instruments

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Task 3: ***I read texts (1 and 2) and complete the table.***

Name of Scientist	Dates of Birth and Death	Field(s) of Study	Discoveries	Inventions
1. Ibn al-Haitham	965-1040	mathematics, astronomy, physics		pinhole camera
2. Al-Zahraoui	936-1013	surgery, medicine	Catgut (used for internal stitches, dissolves away naturally)	scalpel, bone saw, forceps, scissors ... (200 instruments)

Task 5: ***Text 1 is divided into two parts. I look at the two diagrams (A and B) and say which part of text (1) they illustrate. Then, I give a title to diagram (A).***
Diagram A illustrates the second part of Text (1).
Diagram A → Title : The Pinhole Camera
Diagram B → Diagram B illustrates the first part of Text (1).

Task 6: ***I choose diagram (A) or (B) and write three or four sentences to describe how an image of a real object is created. I can use the dictionary.***

- A pinhole camera is a simple camera without a lens and with a small hole (opening).

- It is a dark box with a small hole on one side.
- When light enters through the small hole, it projects a reversed image on the other side of the box.
- The human eye acts in the same way.

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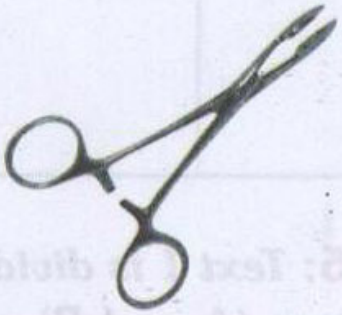
Task 8: ***A scientist is a good "observer" of the world around him/her. I find in text (1) the scientist's "observation" which the following picture illustrates.***

The scientist observes light and notices how it (light) comes through a hole in window shutters.

Task 9: ***I write the name of each surgical instrument using the information given in text (2).***



1. scalpel



2. scissors



3. forceps



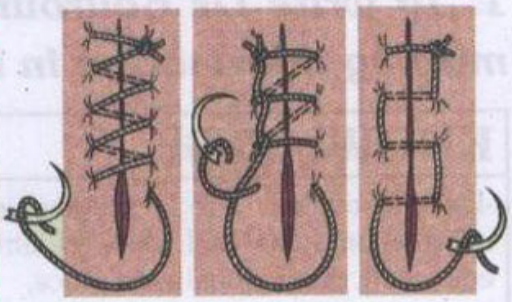
4. bone saw

Task 11: ***I look at the pictures and complete boxes (1) and (3) using the following words: "catgut", "surgical stitches/sutures".***

1. Types of **surgical stitches/ sutures**:

"a short piece of thread that doctors/ surgeons use to sew the edges of a wound/ cut together"

(adapted from *Oxford Dictionary*)



2. *....surgical needle ....*



3. catgut:

"thin strong string made from animals' intestines, also used in making musical instruments"

(adapted from *Oxford Dictionary*)

Task 12:

The scientist made a discovery thanks to his monkey that ate his lute string. Indeed, he discovered that catgut used for internal stitches, dissolved away naturally. He also discovered that it could be used to make medicine capsules.

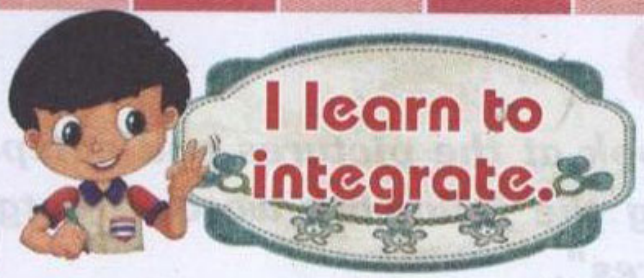
Task 13:



While al-Zahraoui was suturing the wound of the patient, his assistant was holding the head of the patient.

While al-Zahraoui was operating on the patient, the nurse was standing by his side to help him.

Al-Zahraoui was operating the patient while the students were watching him.



PAGE 103

1. To write Dr Bourouis' biography, I need to fill in the missing information in the following table.

KNOWLEDGE	SKILLS	ATTITUDE
-Lexis related to biographical information (date and place of birth, education, professional experience, research achievements, awards, etc.) ***-Ibn-Khaldun was born on May 27th 1332 in Tunis.*** ***-Dr Bourouis studied at the university of Tlemcen.*** -Lexis related to science and technology (fields of study and research, inventions, scientific terminology, etc.) ***-miniaturisation of mobile phones*** ***-smart card/memory stick*** -The past simple and the past continuous tenses to narrate past events ***-Al-Farabi travelled to Egypt and visited Damascus.*** ***-While Al_Khawarizmi was living in Baghdad, he was staying at the "House of Wisdom".*** -The present simple tense to describe technological devices or inventions ***-A search engine is a programme which searches the Internet and finds Web pages based on keywords.*** -Relative pronouns to combine sentences and avoid repetition of information ***-Google is a multinational company which has many innovative applications and services.*** ***-Ladislao Biro is a Hungarian journalist who invented the ballpoint in 1938.***	- Narrating - Describing -Organising/ Sequencing Biographical information in chronological order -Selecting relevant important biographical information -Transferring biographical information from one format (ID card) to another (plain prose text with specific writing rules and mechanics)	-Raising teenagers' awareness of the importance of scientific knowledge to the intellectual fulfilment of both the individual citizen and his community - Raising teenagers' awareness of their intellectual potential and capabilities compared with teenagers in developed countries (They should model themselves on worldwide famous Algerian scientists and inventors like Dr Bourouis or Prof. Haba) - Valuing knowledge and hard work to achieve one's goals in life - Sharing a national, community vision of a better future built on technological progress and economic prosperity

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5. Now I can write Dr Bourouis' biography.
I can start like this:

Dr Bourouis was born in Tlemcen, an old historic town in the west of Algeria. His father is a mechanic and his mother is a housewife. He went to primary, middle, and high school in Tlemcen. He graduated from Abou Bekr Belkaid University in Tlemcen. There he got his Bachelor's and Master's degrees of Engineering. Dr Bourouis also holds a PhD in telecommunication.

Dr Bourouis works as an engineer and a researcher at Algérie Telecom, which he joined in 2014. Regarding his scientific and research interests, he is concerned with helping people who suffer from mental and physical disabilities like Alzheimer's disease and autism.

Hence, one of his inventions was a smart shirt for patients suffering from Alzheimer's disease; this shirt is designed to protect these patients from being lost. Thanks to this invention, he won the Arab Youth Creativity Award in 2013.

Dr Bourouis is a talented young man. Indeed, his notable achievements and inventions can help a great number of patients.



I think and write.

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Task:

The first hospital was built in 707, in Damascus but it was during the reign of Harun al-Rashid (786 – 809) that the first free public hospital in its modern sense opened in Baghdad.

When the talented Ziryab arrived in Cordoba in 822, he brought with him new lifestyles. He opened a beauty parlour and "cosmetology school" for women. He was the one to have introduced the three-meal course (starter, main course, and dessert).

It was in the 10th century that the Muslim mathematician, astronomer, and physicist ibn al-Haitham invented the pinhole camera. This invention was a basis for modern optics.

The great surgeon and physician al-Zahraoui (936 – 1013) is described as the "father of surgery". He contributed to the development of medicine with the invention of many surgical instruments; for example, the scalpel, the scissors, and the forceps. The use of catgut for internal stitches is still practised in modern surgery.

In the 12th century, Al-Jazari wrote a famous book entitled "*The book of Knowledge of Ingenious Mechanical Devices*". In this book, he described 100 mechanical devices the most important of which, the crank; the crank is a machine which **can turn rotary motion into linear motion, or linear motion into rotary motion.**

As a conclusion, thanks to all these inventions and discoveries, present day science and technology are indebted to the Islamic, scientific, and cultural heritage.



Now, I can

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I can	Examples
name some electronic devices and equipment (microchip, memory card, memory stick, etc.).	A memory chip is a small piece of electronic equipment that stores computer data.
name some surgical instruments and equipment (scalpel, forceps, bone saw, surgical needle, catgut , suture, etc.).	A scalpel is a small knife. Forceps are two long parts used for picking up and holding things.
name some scientific fields of study and research (physics, medicine, optics, surgery, electronics, computer science, etc.).	Larry Page and Sergey Brin studied computer science at Stanford University. Ibn al-Haitham's findings provided a basis for modern optics.
name postgraduate degrees (master's, PhD).	He had a master's degree in applied physics
ask and answer biographical questions about famous scientists.	**A:** In which university did you study? **B:** I studied at Bab Ezzouar University. **A:** What did you do after graduating from university? **B:** I got a scholarship to study in the U.S.
describe the functioning of a human organ (eye) or that of a scientific device which imitates it (pinhole camera)	A pinhole camera is a simple camera without a lens and with a small hole (opening).When light enters through the small hole, it projects a reversed image on the other side of the box. The human eye acts in the same way.
interpret a scientific diagram and understand how it can illustrate and clarify a text.	In the diagram we see that the light projects an inverted image of the tree.

transfer information from one format (ID card, timeline, plain text) to another (plain text, biography, table)	Dr Bourouis was born in Tlemcen where he got his bachelor's degree in engineering.
design a timeline with chronological entries.	- 1st half of the 13th century - May 27th 1332 - 1348 – 1349 - 1354 ...
organize and sequence biographical information in chronological order.	- 1st half of the 13th century → His ancestor immigrated... - May 27th 1332 → He was born in Tunis. ...
identify various types of documents and texts.	Type of document: excerpt from a book
discriminate between some confusing terms (discover/invent; experience/experiment; science/ technology)	Alexander Fleming discovered penicillin. Al-Zahraoui invented the scalpel.
make formal and informal requests using the modals "may" and "can".	"May I see your passports, please?" "Can I have the salt?
use the present simple tense to describe technological devices or inventions.	-A search engine is a programme which searches the Internet and finds Web pages based on keywords.
use the past continuous tense to talk one single, longer action/event or two longer simultaneous actions/ events in the past.	-While Al-Khawarizmi <u>was living</u> in Baghdad, he <u>was staying</u> at the "House of Wisdom".
use the connector "while" to combine two clauses expressing two simultaneous actions/events.	-<u>While</u> Al-Khawarizmi was living in Baghdad, he was staying at the "House of Wisdom".
use the relative pronoun "who" and "which" to avoid repetition of information and combine two sentences.	-Google is a multinational company <u>which</u> has many innovative applications and services. -Ladislao Biro is a Hungarian journalist <u>who</u> invented the ballpoint in 1938.
discriminate and pronounce correctly the consonant sounds (/f/, /v/)	- /f/ → **f**ree/**ph**ilosop**h**er/li**f**e - /v/→ li**v**e/e**v**ery/de**v**elop



I play and enjoy.

PAGE 109

I match each picture with its corresponding caption.

Innovating ideas: Past and Present

	**1.** Scientists can read closed books using technology similar to X-ray vision. (2016)
	**2.** This adhesive sensor can read what's going on in your body based on your sweat. It can replace blood tests and relay medical information to your smart phone. (2016)
	**3.** Instead of extending your arm or using a selfie stick, you can use this new pocket-size drone (Air-Selfie) to help you remotely capture aerial photos and videos. (2016)
	**4.** A reproduction of Andalusian inventor ibn-Firnas flying in his glider at ibn-Battuta Mall, Dubai. (875)
	**5.** Al-Qarawiyin Mosque and University (Fez, Morocco) opened centuries before Oxford and Cambridge, and is still operating today, almost 1,200 years later. (859-today)



PAGE 110

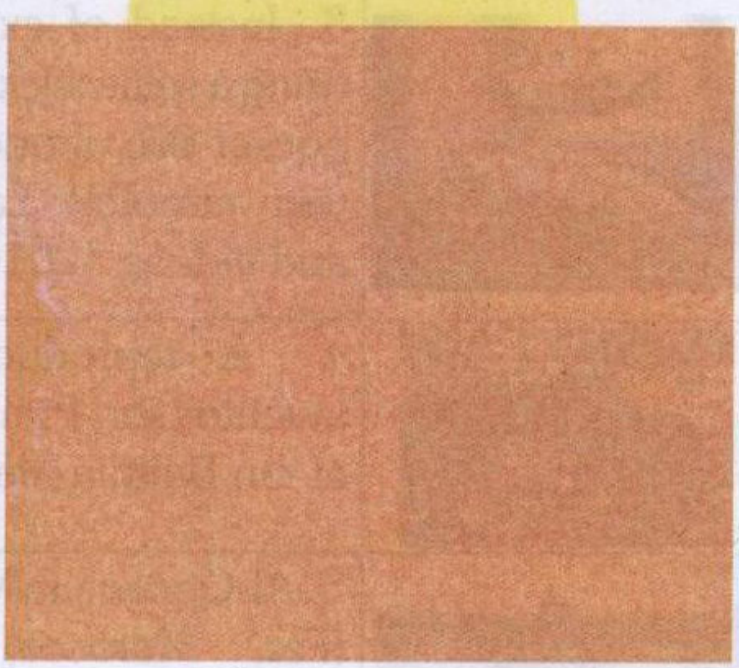
I find the missing words in the diagram to check if I understand the functioning of al-Jazari's mechanical engineering invention: "the castle clock" ("perhaps the earliest programmable analogue computer").

upper and lower doors
(with figure of a man)
crescent moon

frieze
falcon(s)

vase
(with cymbals inside)

Musicians
(two)



SEQUENCE FOUR (4)

Me and my Environment





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Task 1: ***I listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria (Part 1) and tick the box next to the name of each national park I hear. The first answer is given.***

- ☑ **1.** Belezma National Park
- ☑ **2.** Chrea National Park
- ☐ **3.** Tikjda National Park
- ☑ **4.** El-Kala National Park
- ☑ **5.** Theniet el-Had National Park
- ☐ **6.** Aures National Park
- ☑ **7.** Djurdjura National Park
- ☑ **8.** Gouraya National Park
- ☑ **9.** Hoggar National Park
- ☑ **10.** Tassila n'Ajjer National Park
- ☐ **11.** Atlas National Park
- ☑ **12.** Mount (Djebel) Aissa National Park
- ☑ **13.** Taza National Park
- ☑ **14.** Tlemcen National Park

Task 3: ***I listen again to the UNESCO representative speaking on BBC radio (Part 1) and complete the information in the fact file. The first answer is given.***

FACT FILE

Algeria's Biodiversity

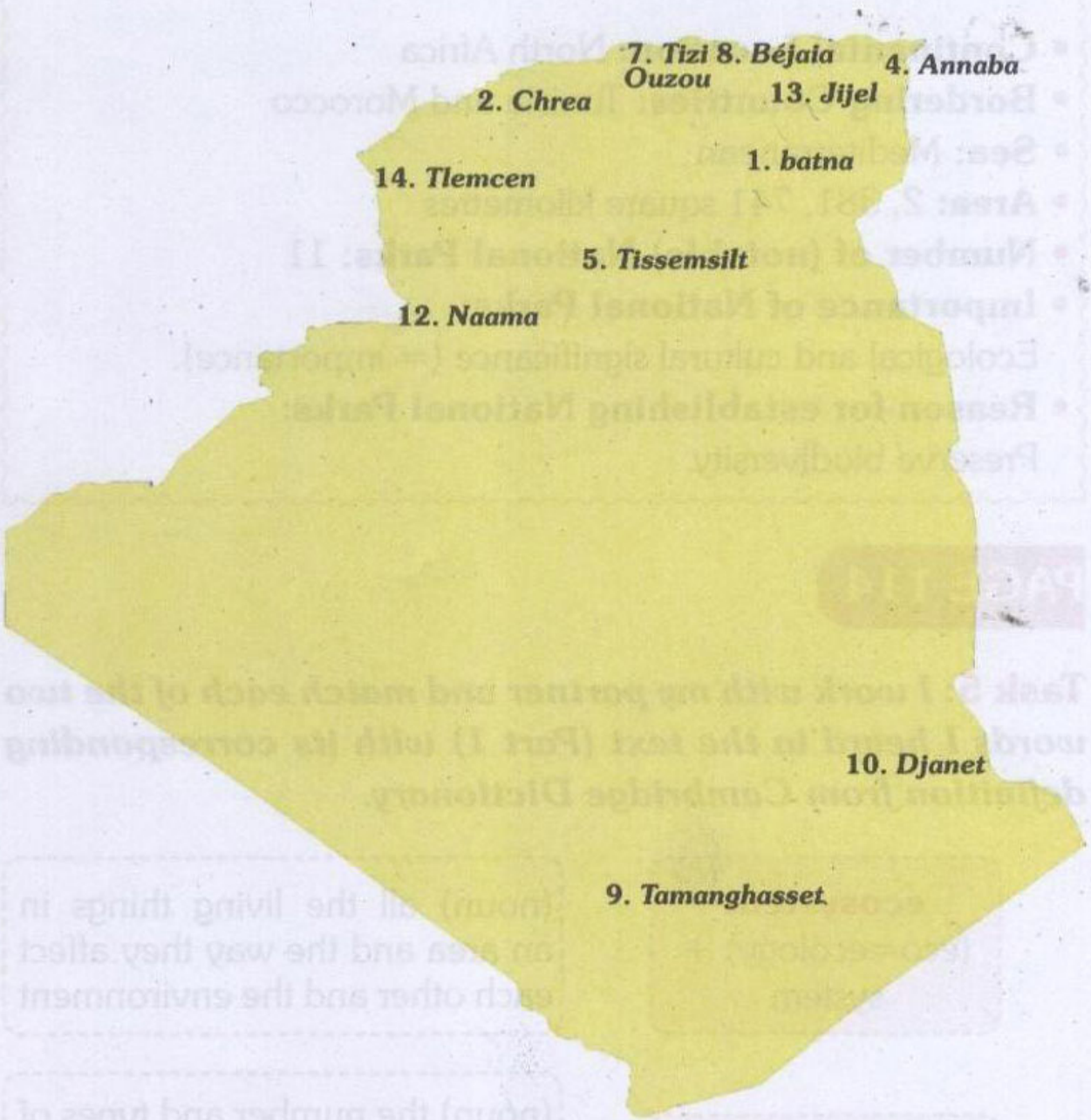
- **Continental Location:** North Africa
- **Bordering Countries:** Tunisia and Morocco
- **Sea:** Mediterranean
- **Area:** 2, 381, 741 square kilometres
- **Number of (notable) National Parks:** 11
- **Importance of National Parks:**
  Ecological and cultural significance (= importance).
- **Reason for establishing National Parks:**
  Preserve biodiversity.

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Task 5: ***I work with my partner and match each of the two words I heard in the text (Part 1) with its corresponding definition from Cambridge Dictionary.***

ecosystem (eco=ecology) + system	(noun) all the living things in an area and the way they affect each other and the environment
biodiversity (bio=life)+ (diversity=variety)	(noun) the number and types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this

Task 6: ***I listen to the UNESCO representative (Part 2) and write down on the map the number (in Task 1) corresponding to the name of each Algerian national Park I hear and the name of the nearest town. The first answer is given.***



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Task 9: ***I listen to the UNESCO representative (Part 3) explain what "Biosphere Reserves" are and I fill in each gap with the word I hear.***

What is a Biosphere Reserve?

Biosphere reserves are areas including terrestrial, marine and coastal **ecosystems**. Each reserve gives solutions for the conservation of **biodiversity** and prevention of conflicts or problems between man, animals and plants. Biosphere reserves are special places for scientists and researchers to **understand** changes and interactions between **man** and ecological systems.

As Algerian national parks have a rich variety of ecosystems, we have turned eight of them into Biosphere Reserves. In **1986**, Tassili n'Ajjer was the first Algerian park to be designated as a Biosphere Reserve. Then comes El Kala, followed by Djurdjura, Chrea, Taza, Gouraya, Belezma and, finally, Tlemcen Mountains – the last Algerian Biosphere Reserve to be **designated** in 2016.

Task 11: ***I listen to the UNESCO representative (Part 4) and complete the table.***

	Year of designation as UNESCO Biosphere Reserve	Area	Examples of rare or endangered animal species (fauna)	Examples of rare or endangered plants species (flora)
Belezma National Park	June 2015	262,5 km² (=sq km)	- Cuvier's gazelle - Dorcas gazelle - Barbary sheep - serval	- Atlas cedar

Gouraya National Park	2004	20,8 km²	- Barbary apes or macaques - Jackal - Algerian hedgehog	
Taza National Park	2004	3,807 km²	- Barbary ape (the only macaque primate in North Africa) - Algerian nuthatch	
Tlemcen National Park	2016	985,32 km²		- The Montpellier maple - the Atlas pistachio - The green oak - The Thuya

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Task 14: ***I listen to the UNESCO representative (Part 4) and write down the English name of each rare or endangered species mentioned in the table (task 11) under its corresponding picture.***



Barbary ape or Macaque



Algerian nuthatch



Serval



Cuvier's gazelle



Dorcas gazelle



Barbary sheep



Atlas cedar

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Task 16: ***I listen now to the representative of the International Union for Conservation of Nature (IUCN) talking to Algerian journalists about protected animals and plant species in Algeria, and I complete the fact file by ticking the right answer.***

- **Atlas Cedar**

IUCN status	extinct ☐	vulnerable ☐	endangered ☑
Date of inscription	2003 ☐	1913 ☐	2013 ☑

- **Barbary sheep**

IUCN status	extinct ☐	vulnerable ☑	endangered ☐
Date of inscription	1996 ☐	1968 ☐	1986 ☑

- **Barbary/macaques**

IUCN status	extinct ☐	vulnerable ☐	endangered ☑
Date of inscription	1988 ☐	2008 ☑	1998 ☐

- **Algerian nuthatch**

IUCN status	extinct ☐	vulnerable ☐	endangered ☑
Date of inscription	1994 ☑	1984 ☐	2014 ☐

- **Dorcas gazelle**

IUCN status	extinct ☐	vulnerable ☑	endangered ☐
Date of inscription	2008 ☐	1988 ☑	1998 ☐

- **Cuvier's gazelle**

IUCN status	extinct ☐	vulnerable ☑	endangered ☐
Date of inscription	1996 ☐	1916 ☐	2016 ☑

- **Saharan cheetah**

IUCN status	not evaluated ☑	vulnerable ☐	endangered ☐

- **Atlas/Barbary lion**

IUCN status	extinct ☑	vulnerable ☐	endangered ☐
Approximate date of extinction	1922 ☐	1924 ☐	1942 ☑

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Task 19: ***I work with my partner and match each of the words I heard in the previous tasks with its corresponding definition from Oxford Dictionary.***

vulnerable	**3.** weak animals or plants exposed to the possibility of being harmed
endangered	**4.** animals or plants that are seriously at risk of extinction
rare	**1.** animals or plants existing in very small numbers
extinct	**5.** animals or plants that have disappeared or no longer exist
endemic	**2.** animals or plants found only in a particular place (native species)
wildlife	**6.** animals (and sometimes plants) that live in a natural environment (in the wild)

Task 20: ***My partner wants to test my knowledge about biodiversity in Algeria. I answer his/her questions using the information in the fact files (tasks 3 and 16), the table (task 11) and tasks (5 and 9). When I finish, we change roles.***

My partner: How many National Parks are there in our country?
Me: There are fourteen (14) National Parks.

My partner: Can you name six of them?
Me: Chrea, Djurdjura, El Kala, Aures, Tlemcen, Gouraya.

My partner: And how many Biosphere Reserves are there?
Me: There are eight (8) Biosphere Reserves.

My partner: Can you name four of them?
Me: Tassili n'Ajjer, Djurdjura, Chrea, and Taza.

My partner: Which one is nearer to the place where we live?
Me: It depends on where you live. So, you give your own answer.

My partner: Why has UNESCO created Biosphere Reserves?
Me: UNESCO has created Biospheres Reserves because Algerian National Parks have a rich variety of ecosystems.

My partner: Can you name four endangered plant and animal species in our country?
Me: The Atlas cedar, the Barbary ape, the Algerian nuthatch, and the Thuya.

My partner: Can you name one endemic animal species?
Me: The Barbary sheep.

My partner: Can you name one instinct animal species?
Me: The Atlas lion.

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Task 21: ***Dr Sian Waters, from the university of Durham in England, has studied the Barbary macaque for the last ten years. I listen to the interview and reorder the jumbled exchanges using numbers from 1 to 6.***

1. *Journalist:* *Thank you Dr Waters for accepting to answer our questions. Macaques face many dangers. What is the primary threat in your opinion?*

2. Dr Waters: *The main threat is development of tourism without thought for the environment. However, illegal trade in Barbary macaques is more dangerous.*

3. *Journalist:* *Is the wildlife trade a local or an international problem?*

4. Dr Waters: *It is an international one because many Barbary macaques are smuggled by tourists as pets from Morocco to Europe. We must put an end to this illegal trade of wild animals.*

5. Journalist: *Your project is involved in educating local communities. How can football games change people's attitudes towards macaques?*

6. Dr Waters: *Traditionally, the macaque is thought of as funny or shameful. So, the football tournament is a way to reward the boys and men of the villages for their change in behavior: becoming macaque protectors instead of persecutors. Macaques shouldn't be kept as pets or used to entertain people and make money. They should live in the wild, in nature.*

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Task 23: ***I listen again to the interview and tick the boxes next to the causes that represent a danger to the lives of Barbary macaques.***

- ☑ illegal trade or trafficking (selling macaques to European tourists as pets)
- ☑ destruction of their habitat (forests) to develop tourism
- ☑ lack of awareness among the public who consider the monkey as a pet
- ☑ hunting
- ☑ macaques are used as a tourist attraction to make money

Task 25: ***I listen again to the interview and tick the boxes next to the solutions proposed by Dr Sian Waters to protect Barbary macaques.***

- ☑ changing men's and children's behaviour and attitude towards macaques by organising football tournaments
- ☑ changing local people from persecutors or enemies of Barbary macaques into their protectors and friends
- ☑ making people understand that macaques are not pets but wild animals that should live free in their natural habitat (forests and mountains)

Task 27: ***"Eco-Schools" is an international programme that has involved millions of school children in environmental issues around the world for more than twenty years. I listen to the BBC interview of the UK Eco-School representative (Part 1) and tick the information given by the interviewee.***

What is litter?

According to the UK Eco-School representative, litter is:

- ☑ food
- ☑ plastic bags
- ☑ banana skin
- ☑ rubbish that is in the wrong place
- ☑ chewing gum
- ☑ syringes
- ☑ crisp packets
- ☑ a form of pollution
- ☑ sweetie papers
- ☑ any item left by a person that should not be there

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Task 29: ***I listen to the BBC interview of the UK Eco-School representative (Part 2) and underline the right information given by the interviewee.***

How long can litter stick around?

According to the UK Eco-School representative:

1. Banana skins will take up to (twenty-two / **two**) years to rot away.
2. A newspaper can take up to (**ten** / two) years to rot away.
3. Supermarket plastic bags can last between (**ten** / two) and (twelve / **twenty**) years to rot away.
4. Glass bottles and jars, plastic bottles, plastic trays and yogurt pots will (always / **never**) rot away.

Task 31: ***I listen to the BBC interview of the UK Eco-School representative (Part 3) and fill in each gap with the corresponding word I hear.***

How can litter be dangerous to wildlife?

Well, we **have** found animals killed by swallowing balloons. Many of them are trapped inside cans, bottles, and **plastic** bags. Some are poisoned by **cigarette** butts. Food containers, like crisp packets and plastic bags, can be blown out to sea by the wind. **Fish** and sea birds will eat them, thinking they are food. Scientists estimate that a **million** birds and 100,000 marine mammals and turtles die every year from **eating** plastics.

Task 33: ***I listen again to the BBC interview (Part 3) and write "True" or "False" next to each statement. Then, I correct the "false" statements.***

Are there other problems that litter can cause?

1. Careless discarding of cigarettes can cause fires. **True**
2. Careless discarding of glass can cause fires. **True**
3. Forest fires will destroy animal habitat only. **False**
4. Food litter attracts rats only. **False**
5. Rats will spread disease among people and animals. **True**

Correction:

3. Forest fires will destroy both plant and animal habitats.
4. Food litter attracts rats and other vermin.

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Task 35: ***I listen to the BBC interview (Part 4) and circle the right number of recommendations made by the interviewee.***

a. four b. six c. five

Task 37: ***I listen again to the BBC interview (Part 4) and number the recommendations given below, following the order mentioned by the interviewee. One of these recommendations is missing.***

1. The three "Rs": **R**educe, **R**euse, **R**ecycle.
2. Put your rubbish in a bin; if there isn't one near, put it in your pocket until you find one or take it home.
3. Use reusable bags ("bags for life").



4. organize 'litter patrols" at school: each class should take it in turn to pick litter on the school grounds throughout the week.
5. Classes can put up posters inside and outside school or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general.

Task 39: ***I listen again to the BBC interview (Part 4) and fill in each gap with the right word I hear to complete the missing recommendation made by the interviewee.***

What should school children do to raise awareness of the litter problem among their community?

School children **should** raise awareness of this litter problem among their community by talking about its **causes** and dangers to their friends **outside** school, their family and **relatives**, and also to their **neighbours** in the place where they live, whether in **towns** or in **villages**. Young people can be more **responsible** than adults. We shouldn't forget that!

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Task 41:

My partner: *Where do you often see litter in?*
Me: ***Near the market place.***

My partner: What kind of litter can we find in or around our school?
Me: ***Sweetie papers, plastic bottles, crisp packets, and cans.***

My partner: What sorts of problems can this litter cause?
Me: (problem 1) ***Children can touch this litter or play with it and be harmed.***
(problem 2) ***It can attract rats and other vermin which***

can bring diseases.

(problem 3) ***It can damage the environment.***

My partner: What can our school do to help solve this environment problem?

Me: (solution 1) ***Put more litter bins inside and outside the school.***

(solution 2) ***Organise litter patrols to clean the school.***

(solution 3) ***Put up posters inside or outside the school to remind everyone of the dangers and damage that litter can cause to the environment.***

My partner: If you drop litter in a public place in England, the police will make you pay a fine of between £50 and £80, and a school that doesn't pick litter on its grounds can be fined up to £2,500. What do you think of this solution?

Me: ***I think it's a good solution.***



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Task 1: ***I listen and tick the correct pronunciation of the letters in bold.***

a. When I start my revi**s**ion for an exam, I u**s**ually forget all about lei**s**ure. → /ʒ/

b. Environmental pro**j**ects, litter mana**g**ement, should be part of e**d**ucational programmes in all Al**g**erian schools. → /dʒ/

c. Our environment is more valuable than any trea**s**ure. We must make the right deci**s**ions and take preventive and repressive mea**s**ures to preserve it. → /ʒ/

Task 3: ***I listen and match together the words that rhyme. Then, I match each rhyming pair with its corresponding phonetic symbol*** (/dʒ/, /ʒ/).

cage	page
danger	stranger
explosion	implosion
carriage	marriage
evasion	invasion
casual	visual

/dʒ/	/ʒ/
cage	explosion
page	implosion
carriage	casual
marriage	visual
stranger	invasion
danger	evasion

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Task 6: ***I listen and tick the box corresponding to the pronunciation of the letter in bold type in each word.***

1.

Words	Pronounced	Silent
honour	☐	☑
knuckle	☐	☑
fas**t**ener	☐	☑
w**h**ere	☐	☑
honesty	☐	☑
knit	☐	☑
T**h**ames	☐	☑
r**h**inoceros	☐	☑

2.

Words	Pronounced	Silent
cheeta**h**	☐	☑
whale	☐	☑
two	☐	☑
why	☐	☑
writer	☐	☑
knot	☐	☑
when	☐	☑
wrap	☐	☑

Task 9: ***I listen and mark the intonation of each question: ↓ or ↑.***

Interview Questions

Question 1: Was there a waste-paper basket in your classroom when you were in primary school? ↑

Question 2: Were there any litter bins in your schoolyard or playground? ↑

Question 3: Are there any recycling bins in your neighbourhood? ↑

Question 4: What materials make up most of your family's rubbish? ↓

Question 5: How many plastic rubbish bags does your family throw away every day? ↓

Question 6: What kinds of waste material can be recycled? ↓

Task 11: ***I write my personal answers to the six questions in task 9.***

Question 1: Was there a waste-paper basket in your classroom when you were in primary school?
Answer: Yes, there was. / No, there wasn't.

Question 2: Were there any litter bins in your schoolyard or playground?
Answer: Yes, there were. / No, there weren't.

Question 3: Are there any recycling bins in your neighbourhood?
Answer: Yes, there are. / No, there aren't.

Question 4: What materials make up most of your family's rubbish?
Answer: Paper, plastic bottles, food waste, food cans, soda cans, etc.

Question 5: How many plastic rubbish bags does your family throw away every day?
Answer: My family throws away one rubbish bag every day.

Question 6: What kinds of waste material can be recycled?
Answer: Almost everything: plastic bottles, metal, paper, cardboard, glass, electronic parts...



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Task 1: ***I match each sign with its corresponding text. An example is given.***



7. No throwing of matches, cigarette butts, or glass bottles in this area!



2. No littering in this area!



5. No hunting in this area!



1. No tree cutting in this area!



3. No swimming in this area!



6. No flower picking in this area!



4. No fishing in this area!

Task 2: ***What do all the preceding signs (task 1) express? I tick the box next to the correct answer.***

☑ Prohibition ☐ Obligation

Task 3: ***I rewrite each of the preceding texts (task 1) using "mustn't" or "shouldn't".***

Text 1: No tree cutting in this area!
When we see this sign, (it means that) we mustn't cut tree in this area.

Text 2: No littering in this area!
When we see this sign, (it means that) we mustn't litter/ throw litter in this area.

Text 3: No swimming in this area!
When we see this sign, (it means that) we mustn't swim in this area.

Text 4: No fishing in this area!
When we see this sign, (it means that) we mustn't fish in this area.

Text 5: No hunting in this area!
When we see this sign, (it means that) we mustn't hunt in this area.

Text 6: No flower picking in this area!
When we see this sign, (it means that) we mustn't pick flowers in this area.

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Task 5: ***I use the information I learnt about wildlife and my environment in my listening tasks to answer the following questions about the signs and texts in task (1). Answer (7) is given.***

Text 1: Why is it forbidden to cut trees in this area?

It is forbidden to cut trees in this area because trees give oxygen and protect from strong winds.

Text 2: Why is it forbidden to throw litter in this area?

It is forbidden to throw litter in this area because our town must remain clean.

Text 3: Why is it forbidden to swim in this area?

It is forbidden to swim in this area because it is too dangerous.

Text 4: Why is it forbidden to fish in this area?

It is forbidden to fish in this area because there are endangered fish species that are protected by UNESCO.

Text 5: Why is it forbidden to hunt in this area?

It is forbidden to hunt in this area because there are protected animal species.

Text 6: Why is it forbidden to pick flowers in this area?

It is forbidden to pick flowers in this area because this is a public garden and not a private one.

Task 6: ***I match each sign with its corresponding text. An example if given.***



8. Dromedaries crossing the road!



6. Kangaroos crossing the road!



7. Rhinoceros crossing the road!



5. Reindeer crossing the road!



2. Cows crossing the road!



1. Kiwis crossing the road!



4. Koalas crossing the road!



3. Sheep crossing the road!

Task 7: ***What do all the preceding signs (task 6) express? I tick the box next to the correct answer.***

☐ Mild Obligation ☑ Strong Obligation

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Task 8: ***I rewrite each of the preceding texts in task (6) using "must" or "should".***

Text 1: "Kiwis crossing the road!"

a. Kiwis can cross the road.
b. Motorists must slow down.

Text 2: "Cows crossing the road!"

a. Cows can cross the road.
b. Motorists must slow down.

Text 4: "Koalas crossing the road!"

a. Koalas can cross the road.
b. Motorists must slow down.

Text 5: "Reindeer crossing the road!"

a. Reindeer can cross the road.
b. Motorists must slow down.

Text 6: "Kangaroos crossing the road!"

a. Kangaroos can cross the road.
b. Motorists must slow down.

Text 7: "Rhinoceros crossing the road!"

a. Rhinoceros can cross the road.
b. Motorists must slow down.

Task 9: ***I combine each pair of sentences I have written in task (8), using the connectors "therefore / so" and "because / as" to express both cause and consequence.***

Text 1: **a.** Kiwis can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As kiwis can cross the road, motorists must slow down.
  Motorists must slow down **because** kiwis can cross the road.
- **Consequence/Result:**
  Kiwis can cross the road. **Therefore/So,** motorists must slow down.

Text 2: **a.** Cows can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As cows can cross the road, motorists must slow down.
  Motorists must slow down **because** cows can cross the road.
- **Consequence/Result:**
  Cows can cross the road. **Therefore/So,** motorists must slow down.

Text 4: **a.** Koalas can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As koalas can cross the road, motorists must slow down.
  Motorists must slow down **because** koalas can cross the road.
- **Consequence/Result:**
  Koalas can cross the road. **Therefore/So,** motorists must slow down.

Text 5: **a.** Reindeer can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As reindeer can cross the road, motorists must slow down.
  Motorists must slow down **because** reindeer can cross the road.
- **Consequence/Result:**
  Reindeer can cross the road. **Therefore/So,** motorists must slow down.

Text 6: **a.** Kangaroos can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As kangaroos can cross the road, motorists must slow down.
  Motorists must slow down **because** kangaroos can cross the road.
- **Consequence/Result:**
  Kangaroos can cross the road. **Therefore/So,** motorists must slow down.

Text 7: **a.** Rhinoceros can cross the road.
b. Motorists must slow down.

- **Cause/Reason:**
  As rhinoceros can cross the road, motorists must slow down.
  Motorists must slow down **because** rhinoceros can cross the road.
- **Consequence/Result:**
  Rhinoceros can cross the road. **Therefore/So,** motorists must slow down.

Task 11: ***I rewrite each of the texts in task (1) using "the imperative".***

Text 1: No tree cutting in this area!
Don't/Do not cut trees in this area.

Text 2: No littering in this area!
Don't/Do not litter/throw litter in this area.

Text 3: No swimming in this area!
Don't/Do not swim in this area.

Text 4: No fishing in this area!
Don't/Do not fish in this area.

Text 5: No hunting in this area!
Don't/Do not hunt in this area.

Text 6: No flower picking in this area!
Don't/Do not pick flowers in this area.

Task 12: ***I rewrite each of following sentences using "the imperative". The first one is given.***

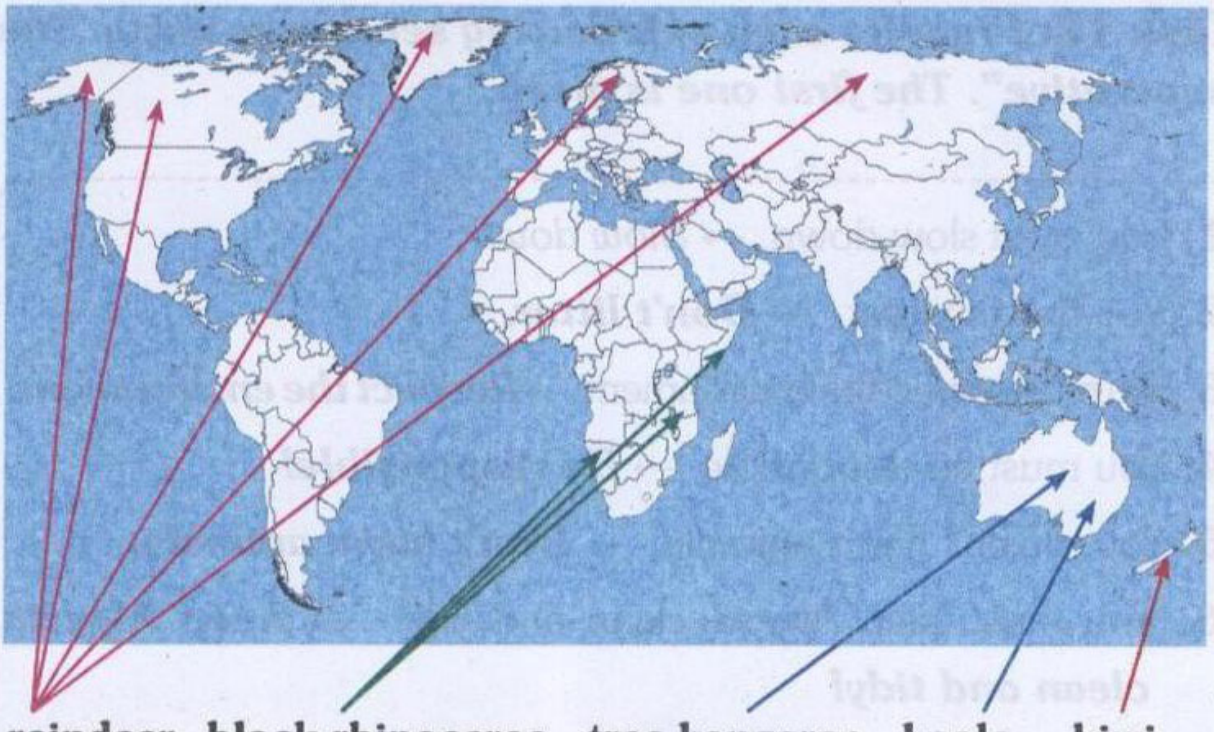
1. You must slow down. → *Slow down.*
2. You mustn't litter. → ***Don't litter.***
3. You must respect the environment. → ***Respect the environment.***
4. You must be responsible. → ***Be responsible!***
5. You mustn't harm animals. → ***Don't harm animals.***
6. You must keep Algeria clean and tidy. → ***Keep Algeria clean and tidy!***

Task 13: ***I write five recommendations (using "the imperative" as in task (12) that will be included in my school eco-charter.***

DOs	DON'Ts
- Respect the environment. - Take care of the plants. - Take care of the animals. - Plant trees. - Keep your class and your school tidy.	- Don't throw rubbish anywhere! - Don't use your car every day. - Don't be selfish! - Don't be irresponsible towards nature. - Don't leave the lights on in all the rooms.

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Task 15: ***I use the information in task (17) to complete each box with appropriate name of the animal from the list:*** **black rhinoceros, reindeer, kiwi, koala, tree kangaroo**



reindeer black rhinoceros tree kangaroo koala kiwi

Task 16: ***I write the appropriate heading for each column: "since" or "for".***

Since	For
• last month/January 23rd	• a month/many years
• my childhood/my last birthday	• a long time/five minutes
• yesterday/14:00 pm	• two centuries/twelve hours

Task 17: ***I fill in each gap with "since" or "for" and write the correct form of the verbs in italics between brackets.***

1. The IUCN **has listed** some Australian tree kangaroos as threatened species **for** four years.
2. Many wildlife organizations, such as the World Wildlife Fund (WWF), **have considered** the Australian Koala as a vulnerable species **since** 2014.
3. Native to Africa (Kenya, Tanzania, Namibia), the black rhinoceros **has been** on the IUCN red list of critically endangered species **for** almost thirty-two years.
4. Wild dogs and ferrets **have endangered** the life of New Zealand's kiwi **for** a number of years.
5. Reindeer are vulnerable species that **have lived** in Siberia, Mongolia, Finland, Norway, Greenland, Canada, and Alaska **since** the beginning of time.

Task 18: ***I ask questions on the underlined words in task (17) using the question word "How long".***

Sentence 1: The IUCN has listed some Australian tree kangaroos as threatened species for four years.

Question: **How long** has the IUCN listed some Australian tree kangaroos?

Sentence 2: Many wildlife organizations, such as the World Wildlife Fund (WWF), have considered the Australian Koala as a vulnerable species since 2014.

Question: **How long** have wildlife organizations, such as the World Wildlife Fund (WWF), considered the Australian Koala as a vulnerable species?

Sentence 3: Native to Africa (Kenya, Tanzania, Namibia), the black rhinoceros has been on the IUCN red list of critically endangered species for almost thirty-two years.

Question: **How long** has the black rhinoceros been on the IUCN red list of critically endangered species?

Sentence 4: Wild dogs and ferrets have endangered the life of New Zealand's kiwi for a number of years.

Question: **How long** have wild dogs and ferrets endangered the life of New Zealand's kiwi?

Sentence 5: Reindeer are vulnerable species that have lived in Siberia, Mongolia, Finland, Norway, Greenland, Canada, and Alaska since the beginning of time.

Question: **How long** have reindeer lived in Siberia, Mongolia, Finland, Norway, Greenland, Canada, and Alaska?

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Task 15: ***I use the graded IUCN list to compare the dangers facing Algerian animal and plant species. I put the adjectives between brackets in the correct form.***

Dangers facing Algerian Fauna and Flora

1. The dangers facing the Algerian/Numidian fir tree are **more critical than** those facing the Atlas cedar.
2. The dangers facing Dorcas gazelle are **more serious than** those facing the Atlas deer/stag.
3. The dangers facing the Saharan cheetah are **graver than** those facing the Algerian serval.
4. The dangers facing Cuvier's gazelle are **greater than** those facing Barbary sheep.

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Task 20: ***I use the adjectives (big, heavy, resistant) to compare the animals (reindeer/rhinoceros, ostrich/kiwi, dromedary/horse) in the pictures and write three sentences.***

- The dromedary is **more resistant than** the horse.
- The ostrich is **bigger than** the kiwi.
- The rhinoceros **is heavier than** the reindeer.

Task 22: ***I match each word with its corresponding definition adapted from Oxford Dictionary. One answer is given.***

Word	Definition
dustman	a person who removes rubbish from outside houses
dust cart	a vehicle for collecting rubbish from outside houses
dustbin/rubbish bin	a large container with a lid for household rubbish
(household) rubbish	things we throw away because we don't need them
(rubbish) dump	a place outside town where rubbish is taken and left
litter	paper, cans and bottles left in a public place
litter bin	a container in the street to put rubbish in
litter lout	a person who leaves litter in public places

Task 22: ***I use the vocabulary I learnt in task (22) to complete the name of each item in the pictures.***



litter bin



dust cart



dustbin



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Task 1: ***I read text (1) and fill in the "Bibliographical Notes". Then, I answer the question in the "reading Notes".***

Bibliographical Notes

- **Type of text:**
  a. descriptive
  b. argumentative ☑
  c. prescriptive

- **Type of document:**
  a. e-mail
  b. press article
  c. Web article ☑

Reading Notes

1. Give a title to the text.
   Suggested titles: ***Let your Environment Clean!***
   Clean up your School and your Neighbourhood!
2. How many paragraphs are there in the text?
   There are three (3) paragraphs.
3. Why should Scottish pupils learn about litter? List the reasons.
   - There are health risks associated with litter, such as the carriage of disease to young children.

- ***Litter ruins the look of our environment, kills wildlife, and causes fires.***
- ***Discarded food, such as apple cores and banana skins attracts rats and mice.***

4. In which paragraph is it mentioned that the school environment also includes the local neighbourhood?

In paragraph number three (3).

OR ***In the third paragraph.***

5. Why have many Scottish schools rewarded their pupils?

Many Scottish schools have rewarded their pupils because they have helped with tidying their classrooms or schoolyard at the end of the day.

6. What or who do the words in bold type refer to in the text?

- **we** → ***the reader, the author, (Scottish) people***
- **them** → ***children***
- **who** → ***pupils***
- **their** → ***pupils***
- **They** → ***Pupils***
- **They** → ***Pupils***
- **its** → ***the school***

7. What lesson have Scottish pupils learn from cleaning up the local neighbourhood?

Cleaning up the local neighbourhood has given Scottish pupils an understanding that the litter problem and putting litter in the bin does not just happen in school but should happen everywhere.

8. Should Scottish pupils think of litter picking as a kind of chore? What is the writer's opinion?

No, they shouldn't. They should regard it as a positive environmental action and not as a punishment.

9. Do you think that picking up litter in school or in the streets isn't a good thing to do? Discuss with your class.

Class discussion

Each pupil gives his/her opinion.

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Task 2: ***I read text (2) and fill in the "Bibliographical Notes". Then, I answer the question in the "reading Notes".***

Bibliographical Notes

- **Title:** In Search of the Elusive Saharan Cheetah
- **Author:** Sarah Durant
- **Source:** Zoological Society of London
- **Date of publication:** January 28, 2015
- **Type of document:**
  - ☐ **blog page**
  - ☐ **excerpt from a book**
  - ☑ **Web article**

Reading Notes

1. Give another title to the text.

The Saharan Cheetah, a Critically Endangered Species

2. What or who do the words in bold type refer to in the text?

- **I** → ***the author***
- **my** → ***the author***
- **It** → ***the Saharan cheetah***
- **who** → ***sub-Saharan relatives***
- **We** → ***Sarah Durant and her two PhD students, Farid Belbachir and Amel Benbachir-Bazi***
- **Today** → ***in 2015***

- we → ***the author, the reader, people, everybody***
- we → ***the author, the reader, people, everybody***

3. Can you guess the meaning of the two underlined opposites in § 3 (paragraph 3)?

- nocturnal → ***active at night***
- diurnal → ***active during the day/the daytime***

4. Is the 1st paragraph argumentative or narrative? Why?

It is narrative because the action takes place in the mountains of the Hoggar National Park. It is narrated in the first person singular "I"; the possessive pronoun "my" is used and the characters are mentioned (the narrator who is the author and her two PhD students).

5. Is there any descriptive paragraph in the text? Explain.

Yes. The 2nd (second) paragraph is descriptive. It describes the Saharan cheetah (name of the subspecies, what kind of animal it is, physical appearance, etc.)

6. Why is the Saharan cheetah listed as a critically endangered species?

The Saharan cheetah is listed as a critically endangered species because there has been a dramatic decline in Saharan wildlife over the course of the 20th century.

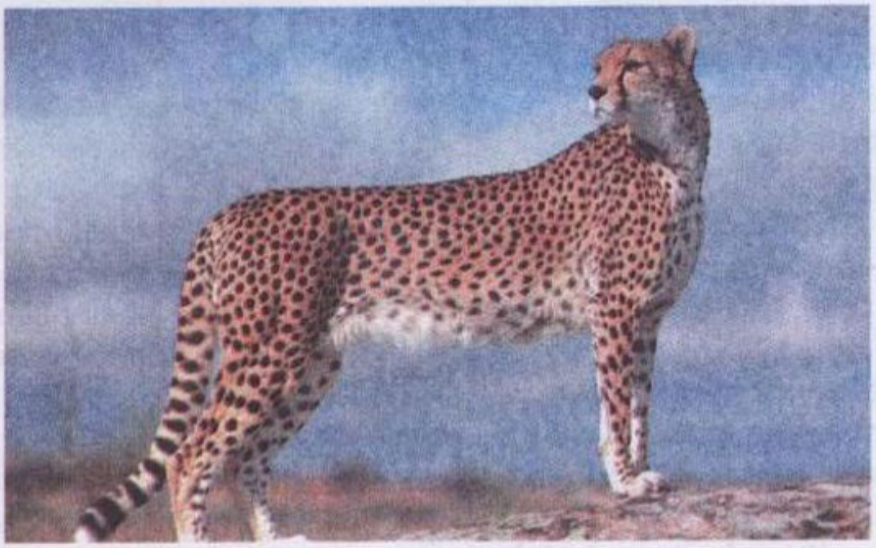
7. What does the author think about the future of the Saharan cheetah?

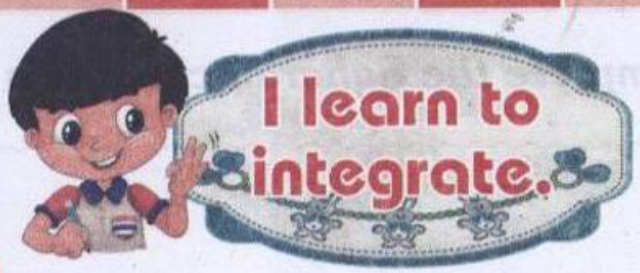
She thinks that the future of the Saharan cheetah hangs in the balance – in other words it is threatened. She also thinks that "surely we will lose something of the magic of the spectacular landscapes of the Sahara if we allow the cheetah to disappear."

Task 3: ***I complete the Saharan cheetah's profile.***

PROFILE

- **Common Name:** Saharan cheetah
- **Scientific name:** Acinonyx jubatus hecki
- **Classification:** mammal
- **Diet:** carnivorous (eating meat)
- **Lifespan:** 10-13 years
- **Habitat:** the Hoggar National Park, in south central Algeria/ the Sahara desert
- **Physical Features:** "dog-like" face with pointed muzzle and sharp facial features
- **IUCN Status:** critically endangered





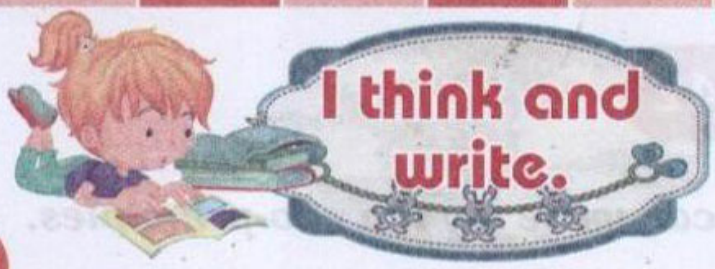
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KNOWLEDGE	SKILLS	ATTITUDE
-Lexis related to UNESCO Biosphere Reserves and National Parks (ecosystems and biodiversity): ***- environment, ecology, area, preservation...***	- Expressing obligation (strong and mild)	-Valuing the richness of national biodiversity and the importance of its preservation
-Lexis related to threatened or endangered plant species: ***- ICUN status: extinct, vulnerable*** ***- The Atlas cedar, the green oak, the Thuya...***	- Expressing prohibition	-Valuing a clean, healthy, rural, and urban school environment, and the importance of its conservation
- Lexis related to threatened or endangered animal species: ***- ICUN status: extinct, vulnerable*** ***- Cuvier's gazelle, Barbary apes/ macaque, the Saharan cheetah...***	-Making recommendations	- Raising teenagers' awareness of vital local and national environmental issues, seeking a change in their attitude towards these issues.
- Lexis related to litter as an environmental issue in and outside school (causes, consequences, and solutions): ***- litter bins, litter louts, rubbish, recycle...***	-Comparing and evaluating	- Raising teenagers' awareness of global, international environmental issues
- The Imperative Mode ***- Respect nature!*** ***- Don't throw cigarette butts in forests!***		- Sharing responsibility (as future citizens) with their community through collaboration and cooperation

3. Now, I can write my ten eco-principles.

My ten Eco-Principles

1. To be responsible towards the environment.
2. To preserve all the plant species.
3. Not to hunt vulnerable animals.
4. To keep the school environment clean.
5. Not to throw litter anywhere in the city.
6. To love and respect our blue planet, Earth.
7. To meet every weekend to clean the neighbourhood.
8. We must teach children to respect their environment.
9. We should use reusable bags ("bags for life")
10. We mustn't be careless towards environmental issues.



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Task:

3. Now, I can design my eco-poster for "Earth Day" celebration in my "Wilaya".

My Earth Day Eco-Poster



1. Do you know the Barbary deer?

The Barbary deer is also called the Atlas deer or stag. Its scientific name is *Cervus elaphus barbarus*. The Barbary deer is native to North Africa; it lives in the Atlas forests. It is an herbivorous mammal with an average span of 10-14 years. It weighs between 100 and 250 kg. The Barbary deer is smaller than the European red deer. It has dark brown colour with white spots on its back and flanks; males have antlers.

2. Why is the Barbary deer a threatened species today?

The dangers facing this animal are:

- hunting (poaching)
- forest fires
- construction of roads and residential areas
- traffic accidents
- deforestation (cutting trees).

3. Slogan : ***"Save our dear Barbary deer!"***



Now, I can

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I can	Examples
name different kinds of trees in my country.	*The Atlas cedar/ the green oak / the Thuya*
name different kinds of wild animals in my country and other countries in the world.	*Barbary sheep / Algerian hedgehog / Australian tree kangaroo*
name different kinds of National Parks and Biosphere Reserves in my country.	*Hoggar National Park/Djurdura Mountains/Tassil n'Ajjer*
ask and answer questions about biodiversity and how to preserve it (Biosphere Reserve).	***Journalist**: Is the wildlife trade a local or an international problem?* ***Dr Waters**: It is an international one.*
ask and answer questions about school environment (causes and consequences of litter) and how to keep it clean and tidy.	***BBC journalist**: How can litter be dangerous to wild life?* ***UK Eco-School representative**: Well we have found animals killed by swallowing balloons.*
locate Algerian national parks on a map and learn about some of the threatened plant and animal species that live there.	
locate on the world map the countries where some endangered animals live.	
use lexis related to litter/rubbish.	*litter bin/dustman/ waste/rubbish*
interpret a graded system of classification (IUCN) to understand the level/degree of danger to wildlife and identify its protection status.	*extinct/vulnerable/endangered*
use IUCN graded system of classification to compare and evaluate the various degrees of threats or dangers to wildlife.	*The dangers facing Dorcas gazelle are more serious than those facing the Atlas deer.*

interpret warning signs related to the protection of the environment.	 *No littering in this area.*
interpret traffic signs related to the protection of animals against road accidents.	 *Dromedaries crossing the road!*
write an animal profile.	*Common name: ...* *Scientific name: ...* *...*
design an eco-poster.	
use "must" to express strong obligation and "should/shouldn't" to express mild obligation.	*We must protect endangered plant species.* *We shouldn't throw litter anywhere.*
use "mustn't" to express prohibition.	*This sign means that we mustn't cut trees in this area.*
use the imperative mode to give advice or make recommendations.	*Slow down. / Don't litter.*
use the present perfect tense with "since" and "for".	*It has been a threatened species since 2007/for 10 years.*
use "how long" to ask questions about duration.	*How long has Algeria been a member of UNESCO? Since 1962.*
use short and long adjectives to compare.	*...more interesting than...* *...greater than...*
use the connectors "as/because" to express cause/reason.	*We must slow down because sheep can cross the road.*
use the connectors "so/therefore" to express consequence/result.	*Sheep can cross the road. Therefore, we must slow down.*
pronounce the sounds /ʒ/ and /dʒ/.	/ʒ/→ leisure/usually/revision /dʒ/→ project/Algeria/education
identify silent letters "k", "w", "h", "t", in some words.	"k" →knot, know, knuckle "w" →who, answer, wrap "h" → honest, cheetah, whale "t" →listen, fastener, castle
ask questions with the appropriate intonation.	*Are there any litter bins in your school? ↗* *What kinds of waste material can be recycled? ↘*



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1. *What do the following organisations do? I match to find out the answer.*

Created officially in 1979 in Holland, it is an independent, campaigning organisation which uses non-violent, creative confrontation to expose global environmental problems, and to force the solutions which are essential to a green and peaceful future.

GREENPEACE

Created in 1961 in Switzerland, it is a non-governmental organisation whose mission is to stop the degradation of our planet's natural environment, and build a future in which people live in harmony with nature.

WWF

3. *Word Search:*

M	H	E	D	G	E	H	O	G	T
A	R	S	C	H	E	E	T	A	H
P	I	S	T	A	C	H	I	O	U
L	T	U	J	A	C	K	A	L	Y
E	F	I	R	H	G	E	E	T	A
M	A	C	A	Q	U	E	O	A	K



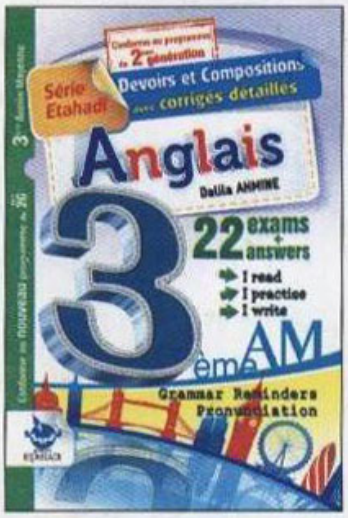
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I complete the reading notes.

Reading Notes

- **Title:** Algeria: Environment Issues
- **Source:** http://www.countriesquest.com
- **Type of document:** Web article
- **Type of text: expositive** (or expository)
- **In which paragraph is it mentioned that Algeria has made a determined effort to deal with environmental issues?**
  In the last paragraph (paragraph n°3).
- **Make a list of all the threats to the environment in Algeria.**
  - Deforestation
  - Burning of scrub vegetation
  - Conversion of steppe habitat to cultivated land
  - Soil erosion due to overgrazing by sheep
  - Desertification caused by the steady progress of the Sahara
- **Look up the following words in your dictionary:**
  - **comprehensive**: including or dealing with all or nearly all elements or aspects of something/complete
  - **conversion**: transformation/change
  - **scrub**: woody plant which is smaller than a tree
  - **severe**: grave/serious/very bad
  - **steppe**: grassy plain without trees
  - **erosion**: gradual destruction or diminution of something
  - **sensitive**: highly affected by something
  - **overgrazing**: grazing land to excess/too much
  - (**grazing**: (sheep, cows…) eating grass in a field)

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