

REPUBLIC OF TUNISIA
Ministry of Education and Training

Prime English

Year 6 Basic Education

TEACHER'S GUIDE

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Introduction

Prime English is a four-skill, student-centred course for young learners of English in Tunisian primary schools. The gradual pace of the course instils confidence in students as they acquire the basics of the English language.

The material integratively develops the four skills - Listening, Reading, Speaking and Writing - in a child-friendly manner.

Who is the course for ?

This course is designed for children in the **6th** year of Basic Education. Students will attend English classes **twice a week** – 2 separate hours. Each lesson will last **one hour**.

What are the main goals of the programme ?

The programme aims to help children :

- Become familiar with the sounds of the English language, basic vocabulary and grammar.
- Develop a positive attitude towards the English language.
- Listen to / speak the language they can use in child-centred situations.
- Read and write very short texts, dialogues, e-mails, SMS messages and postcards of the type they are mostly interested in.
- Use **ICT** facilities to work on interactive tasks.
- Work on fun activities at home.
- Carry out child-accessible home projects.

What is included in the syllabus ?

The **syllabus** is based on what 12-year-olds like to talk about inside and outside the school - with friends or relatives.

Material components

- Student's Book
- Class Cassette
- CD
- Teacher's Guide

What is the approach ?

The approach is child-centred and developmentally appropriate. It is based on the developmental stages of young learners as well as on the topics they find interesting.

What does the Student's Book contain ?

- An introductory unit entitled '**Welcome to English** – part A and part B' with logos and basic classroom instructions.
- 13 units numbered 1 to 13 – each unit consisting of 3 lessons.
- A closing unit entitled '**Goodbye**'.

Skills Integration

In the 13 units you will find the following integration of skills :

A – 2 skills : Listening and Speaking as in unit 4.

B – 3 skills – Listening, Speaking and Writing as in unit 1.

Listening, Speaking and Reading as in unit 3.

Reading, Speaking and Listening as in unit 12.

Speaking, Reading and Writing as in unit 11.

C – 4 skills – Listening, Speaking, Reading and Writing as in unit 5.

Glossary

The following two-page glossary defines the key pedagogic terms used in the Teacher's Guide. These terms are printed in **bold** type. Please read them before reading the next pages.

Syllabus	Education programme
Skills	We teach four language skills. They are : Listening, Reading, Speaking, Writing. In everyday language, the word 'skill' means what someone can do well.
Materials	They are the Student's Book, the Teacher's Guide, the C D and the Class Cassette.
Component	One part of a large whole
Objectives	What students will be able to do with the language they have learnt in a lesson or a unit.
Teaching aids	Everything we use to help us with teaching including the blackboard, chalk, the cassette player, pictures, posters, maps...
Outline	Summary of the principal parts of a unit or a lesson.
Input	The language students learn from a Listening or a Reading activity.
Output	The language students produce when they communicate in a Speaking or a Writing activity.
Product	What students produce - a word, a sentence or a very short paragraph.
Visual aids	Illustrations, pictures, posters, real objects that we use to support the new language we present.

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Flashcard	Cards with simple pictures (or words or numbers) that we use as visual aids.
Realia	Real objects that we bring into the classroom to use as aids when we introduce new language.
Warm-up	The opening stage of a lesson.
I C T	Information and Communications Technology
To be able to do something	Can do something
To integrate	To combine. In language teaching we integrate skills when we lead students to speak and read or to listen and speak or to read and write etc ...
To present	To introduce new language
To practise	To use language in order to communicate with the others.
To enact	To play roles in a dialogue
To check	To make sure something is taking place. For example, to check comprehension after reading or listening.
To identify	To recognize
To locate	To find the exact place or position.
Aloud (adv)	Say in a voice the others can hear. Aloud is the opposite of silently

Structure of lessons :

The 4 Stages

Each lesson consists of four stages :

1. Language presentation (Look. Listen. Say.)
2. A song(Listen. Sing.), a rhyme (Listen. Say.), a very short text (Read) or a dialogue (Listen. Say.).
3. three or four activities focusing on all four **skills** in order to enable students to practise and consolidate the language **input**. The pronunciation activities are based on minimal pairs that focus on differentiation between basic vowel sounds.
4. Homefun with lighter activities to be carried out at home.
This is a follow-up stage that provides an ongoing link between lessons.

Stage 1 : Presentation

Each lesson opens with 'Look. Listen. Say' **to introduce** new vocabulary items and a new structure point.

In order to introduce the target language (new vocabulary items and the new structure highlighted in the 'What's new ?' box), the teacher should make use of visual aids – picture cards, posters, real objects (realia) or mime. Students should practise the target language in a meaningful context before they actually open their books to read.

Stage 2 : Listening or Reading input

This part is entitled ' Listen. Sing.', ' Listen. Say.' or ' Read'. It contains either a song, a rhyme, a dialogue or a very short text. They are all recorded on the class cassette. To teach this **input**, make students listen to the cassette and follow ; then **check** comprehension. Play the cassette more than once for pronunciation and intonation. If it is a song, play the cassette again and again and ask students to sing along. For texts and dialogues ask them to listen and follow on their books until you feel they can read or role play by themselves. Ask more comprehension questions.

Stage 3 : Activities

Activities are designed to help students **practise** the language they have been taught. The activities entitled ' I say You say ', ' I ask You answer ' or ' I mime You say ' help students practise Speaking interactively – in pairs or in small groups. Other activities will help them practise reading and writing sentences, a short e-mail, an SMS message, a postcard or very basic information about themselves or about others. The pronunciation activities of minimal pairs will help students differentiate between basic vowel sounds in the English language.

Stage 4 : Homefun

At the end of the lesson, ask students to do the homefun activity at home. Discuss it with them at the beginning of the following session.

Types of activities

The answers to the activities and to the homefun are provided in this guide in the ' Answer Keys ' section.

a- Reading and Listening comprehension are checked through the following :

- Circle Yes or No
- Complete
- Answer the questions
- Tick the right box

b- Writing is checked through :

- write sentences
- write an e-mail
- write an SMS message
- write about your room, your family, your hobby ...
- complete the postcard
- complete the conversation

c- Pronunciation is checked through :

- Circle S or D (S = Similar, D = Different)
- Circle the different word

d- Punctuation is checked through :

- Write . or ?
- Put . or ,
- Lower case (eg. : **w**) or upper case (eg. : **W**)

e- Games for further practice and consolidation.

Details of the games

• Pass the ball : Lesson 1

To play this game, ask 10 or 12 students to stand in a circle and provide them with a tennis ball. One student holds the ball and introduces himself or herself, then throws the ball to any of the other students who catches it, says " Nice to meet you.", introduces himself or herself and throws it to another who will do the same etc...

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This game can be played to practise language in any other Speaking activity of ' I say You say '.

• Spell 5 names : Lesson 2

Students work in pairs. One of the pair chooses an item from the list suggested in the activity and the other spells it out. If he or she is right, they continue the game up to 5 names. Then, they change roles.

• Bingo ! : Lesson 4

Provide students with slips of paper with a table of 9 boxes containing different numbers. To prepare tables you need to keep some numbers the same on many slips and vary some others.

Read numbers aloud and not in order. As students hear a number they have, they cross it out. When a student completes a line, in any direction, he / she shouts "Bingo !" and wins the game.

This game can be used to practise any vocabulary items (colours, clothes, fruit ...).

• The opposites game : Lesson 12

To play this game students sit in pairs or in small groups. One student gives an example : "I say ' big '. You say ' Small' " OK ! Then, he / she says another word and waits for partner(s) to give the opposite.

This game can be extended to synonyms, word families or questions and answers.

• Time cards : Lesson 19

Divide the class into groups of 4 to 6 students and give each group a set of cards with different times on. Students take turns to ask "What time is it ?" and the others guess and say. the one with the right guess gets the card. The student who succeeds in collecting the maximum of cards is the winner.

• Mr. Wolf : Lesson 20

Make 8 to 12 students stand in a line while Mr Wolf (a student) stands a few meters away in front of the line and doesn't face them. Students in line move together one step forward and say (all together) " What time is it, Mr Wolf ? " and ' Mr. Wolf ' answers (He / She says any time). They keep moving in steps - asking the same question after every step. When Mr Wolf feels they are close enough, he turns, says, " Time for dinner !" and runs after them. The one he catches is the next Mr. Wolf.

• Dominoes : Lesson 28

Prepare sets of domino-like cards with a picture and a different word on each. Groups of 4 students play the game the way they play real dominoes.

Dominoes can be prepared for any other lesson to practise new vocabulary.

- **I mime You say : Lesson 31**

This is a TPR activity for pairs or small groups of students. To play the game give a student a set of cards with words, phrases or even sentences to mime while the other(s) guess what the word, phrase or sentence is.

Sample preparation sheet

LESSON PLAN

Date : 200.. Teacher :

Class : 6th Form Unit ... Lesson

Objectives : By the end of this lesson pupils should be able to :

-
-
-

New language :

Teaching aids :

Stage	Procedure	Time
Warm-up mn
Presentation mn
Practice mn

Sample lesson preparation

LESSON PLAN

Date : 200..

Teacher :

Class : 6th Form

Unit 1

Lesson 3

Objectives : By the end of this lesson pupils should be able to :

- introduce themselves.
- ask about / say where people come from.
- locate countries on a map and write their names.

New language : Where are you from ?

I'm from ...

Tunisia / Tunisian / France / French / England / English

Italy / Italian

Teaching aids : A tape recorder / a map of the world

Stage	Procedures	Time
Warm-up	Teacher asks different pupils to introduce themselves. Then pairs ask and answer : "What's your name ?" " I'm ..." or "My name's" Later on they add "Nice to meet you." and "Spell your name, please."	5 to 10 mn
Presentation	Teacher uses a map of the world to show Tunisia and introduce Tunisian. Pupils repeat the word in a sentence " I'm Tunisian." Teacher shows France on the map and introduces French. Then England / English and Italy / Italian. Pupils look at the map and complete the names of the countries. He / She introduces the question 'Where are you from ?' and helps pupils with the answer 'I'm from Tunisia.'	25 mn
Practice	Pupils practise in pairs the question and answer. He / She plays the cassette once. Pupils listen and follow on their books. He / She asks 'Where is John from ?' then asks pupils 'Where are you from ?' and elicits answers.	25 mn

Practice	<p>Pairs ask each other and answer.</p> <p>Then, they play the roles of John and Nada and read the dialogue</p> <p>Teacher asks pairs to enact the dialogue about themselves.</p> <p>Pupils read silently the sentences about Harry Potter, Zidane ...and circle Yes or No.</p> <p>Teacher and pupils check and correct.</p> <p>Pupils write the sentences on page 24.</p> <p>They check and correct.</p> <p>Teacher introduces the punctuation activity through ‘ What’s your name ? / I’m ...’.</p> <p>Pupils do the activity. Then, they check and correct.</p>	25 mn
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Sample Unit Exploitation

This is an example of how you can teach a unit .

Lesson 7

Unit 3 : My Family

My Family

Step 1 : Warm-up

Ask students to introduce themselves.

Step 2 : Presentation

1 – Introduce the words : father (Dad), mother (Mum), brother, sister. Play the cassette and ask students to repeat the sentences (in the bubbles).

2 – Introduce the possessive adjectives ‘ his ’ and ‘ her ’ and ask students to use them in sentences about their friends. For example, “His name’s Mohammed.” “Her name’s Maha.”

Step 3 : Rhyme

Play the cassette and make students listen to the rhyme ‘ My Family ’ twice at least. Then, ask them to say it aloud.

Step 4 : Activities

- 1 - Introduce the activity and ask students to complete the sentences with his or her.
- 2 - Ask students to read the text. then, check comprehension.
- 3 - Ask them to imitate the text and write a paragraph about their family

Step 5 : Punctuation

Ask students to punctuate the sentences using (? = a question mark) or a (. = a full stop).

Step 6 : Homefun

Ask students to complete at home their ‘ family tree ’ with photos and names.

Lesson 8

Parents and Children

Step 1 : Warm-up

Check students' home production ' family trees ' and ask them questions about their family members.

Step 2 : Presentation

- 1 - Introduce more members of the family ' daughter – son – children ' through the picture. Then, play the cassette and get students to listen to the short text and follow on their books. Ask some of them to read aloud.
- 2 - Introduce ' This is...' and ' These are ... '.

Step 3 : Song

Introduce the key vocabulary in the song. Play the cassette once and ask students to follow on their books. Play the cassette again and ask students to sing along.

Step 4 : Activities

- 1 – Students read the short text and fill in the blanks with the right words.
- 2 – Students complete the sentences with ' This ' or ' These '.

Step 5 : Pronunciation

Students say the pairs of words and circle S when the underlined sounds are similar and D when they are different.

Step 6 : Homefun

At home, students will identify, circle and colour 4 words in the snake.

Lesson 9

My Photo Album

Step 1 : Warm-up

Check and correct students' homefun tasks.

Step 2 : Presentation

Introduce the questions ' Who's this ? ' and ' What's his name ? '. Play the cassette and ask students to listen to the dialogue. Check comprehension. Ask pairs to enact the conversation.

Step 3 : Rhyme

Students listen to the rhyme at least twice. Then, they say it aloud.

Step 4 : Activities

- 1 - Students read the conversation and circle Yes or No to identify the right or wrong sentence.
- 2 - Students complete the questions with ' What ' or ' Who '.
- 3 - Students complete the boxes with the right words.

Step 5 : Homefun

Teacher explains the homefun activities.

- 1 - Write the words. Students should find :
 - a- 1 word in line 1.
 - b- 2 words in lines 2, 3 and 4.
- 2 - Students will complete a table with the right words from the box.

Example

Numbers	Countries	Family
five	France	sister

Sample unit outline

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation

Welcome to English

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
Welcome to English A	Listening Speaking	Using words and phrases for classroom instructions		look / listen / say / read / count / write / play / draw / colour / match / sing / cut / number / point / repeat			Vowels in minimal pairs
Welcome to English B	Listening Speaking	Giving classroom instructions		sit down / stand up close / open the door open your notebook / close your book in pairs / in groups / all together	Look and Say		

Outline of Unit 1 I'm Tunisian

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
1. Hello, I'm...	Listening Speaking Writing	Introducing oneself Socializing	What's your name ? I'm ... / My name's... How are you ?	Nice to meet you. Pleased to meet you. I'm fine, thank you. / thanks		Farmer Brown	
2- The Alphabet	Listening Speaking Writing	Saying and writing the alphabet Spelling out names Grouping alphabet letters according to sound		The alphabet	Sounds Rhyme	The Alphabet Song	Letters of the alphabet
3- Where are you from ?	Listening Speaking Reading Writing	Talking about one's country and nationality	Where...from ? I'm from	Tunisia/ Tunisian France / French England / English Italy / Italian			

Outline of Unit 2 I'm 12

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
4 – Let's count	Listening Speaking Writing	Saying / writing numbers from 1 to 12		numbers 1 - 12 elephant / big / small		Little Elephant	
5- How old are you ?	Listening Speaking Reading Writing	Asking about / telling the age	How old ?	true / right / e-mail / to live	How old are you ?		
6- What's your phone number?	Listening Speaking Writing	Asking about / saying telephone numbers	What's your telephone number ?	age / card telephone			

Outline of Unit 3 My Family

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
7- My Family	Listening Speaking Reading Writing	Introducing one's family	his / her This is ...	family / father / Dad / mother / Mum / brother / sister / tree	My Family		
8- Parents and Children	Listening Speaking Reading	Introducing others	S plural this is These are...	parents / children / son / daughter		My Parents	
9- My Photo Album	Listening Speaking Reading	Inquiring about people	Who?	Photo album boy / girl bike / plane			

Outline of Unit 4 Parts of the Body

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
10- My Body	Listening Speaking	Naming body parts	a / an + noun S plural irregular plurals	face / hair / eye / ear / mouth / nose / teeth body / shoulder / arm /hand / leg knee / foot /feet / toes / right / left		Head and Shoulders	Vowels in minimal pairs
11- Billy the Clown	Listening Speaking Reading Writing	Talking about appearance	What colour is / are? It's ... / they're	blue / brown / black big / small			
12- My Friends	Listening Speaking Reading Writing	Describing people	but	friend tall / short fat / slim	My Name is Paul		Vowels in minimal pairs

Outline of Unit 5 My School

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
13- My Schoolbag	Listening Speaking Reading	Asking about / naming school objects	What have you got ? I've got	Schoolbag / pencil case / book / notebook / pen / pencil / ruler / eraser. New / old		I've got 2 books	Final s of the plural
14- My Classroom	Listening Speaking Reading Writing	Locating objects & people	Where's ... ? Prepositions : in / on / under	teacher / pupil / classroom / desk / blackboard / chair / computer / door / window / friendly / take / there	Where's the pen ?		
15- My School	Listening Speaking Writing	Asking about / stating the number of ...	How many ? There is ... There are	school / playground / shape / square / circle / triangle / rectangle		The more we get together	Vowels in minimal pairs

Outline of Unit 6 My Clothes

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
16- Colours	Listening Speaking Writing	Asking about / naming colours	Review of This is ... / These are	clothes / pullover / jacket / dress / shirt / skirt / trousers / t-shirt / cap / coat / shoes / sneakers / socks / beautiful / rose / grass / sky		Rainbow	Final s of the plural
17- Clothes	Listening Speaking Reading Writing	Naming clothes	Where's ... ? Prepositions : in / on / under	teacher / pupil / classroom / desk / blackboard / chair / computer / door / window / friendly / take / there	Colours		Vowels in minimal pairs cons / / / /
18- What are you wearing ?	Listening Speaking Reading Writing	Asking / talking about appearance	The present Progressive / Because + reason	to wear / to tell / to go / shorts		Red shirt, Blue trousers	

Outline of Unit 7 It's 6 o'clock

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
19-What time is it?	Listening Speaking	Asking about / telling time(hours)	What time is it?	time / o'clock / breakfast / ready / lazy		Lazy Henry	Vowels in minimal pairs
20- Twenty / Thirty	Listening Speaking Writing	Saying / writing numbers from 20 to 60 Telling time(hours and minutes)					
21- I'm reading a book.	Listening Speaking Writing	Stating activities in progress	Review of the present progressive	To watch / TV / to sleep / maths / art / sport / tennis / piano			Vowels in minimal pairs

Outline of Unit 8 Days of the Week

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
22- My School day	Listening Speaking Writing	Naming / writing days of the week		Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday / week / game		Days of the Week	
23- My Timetable	Listening Speaking Reading Writing	Reading / writing a school timetable	On + day	to study / Arabic / geography / history / music / science / today / except			
24- My Favourite TV programme	Listening Speaking	Asking about / stating activities		TV programme / bed / lunch / morning / afternoon / evening			

Outline of Unit 9 Months and Seasons

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
25- Months and Seasons	Listening Speaking Writing	Saying / writing months and seasons	before / after	year / month/ Jan / Feb / Mar / Apr / May / Jun / Jul / Aug / Sep / Oct / Nov / Dec season / spring / summer / winter / autumn		Months Song	
26- It's my Birthday	Listening Speaking Reading Writing	Talking about birthdays	in + month	to come / everyone / here / tonight / birthday / present / candle / cake / card		Birthday Song	Vowels in minimal pairs
27-Is it cold ?	Listening Speaking Writing	Talking about the weather	Review of Yes / No questions	grey / sky / cold / hot / cloudy / sunny / rainy / windy / snowy / sunshine / to swim / north / south / east / west	Seasons		

Outline of Unit 10 In my House

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
28- My House	Listening Speaking Reading	Naming different rooms	Where is / are ... ?	house / bedroom / bathroom / living-room / dining-room / kitchen / garden			
29- In my House	Listening Speaking Writing	Talking about house furniture and equipment	What's there in.. ? There is a ... There are	sofa / carpet / bed / fridge / table / cooker	My House		
30- What's my family doing ?	Listening Speaking Reading Writing	Talking about home activities	What's ... doing ?	To do / to drink / newspaper / home / milk			

Outline of Unit 11 My Activities

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
31 - Every day I ...	Reading Speaking Listening	Stating personal routine activities	The present simple	Every / to get up / to wash / to comb / to wear / to brush / to take / to drink		This is the Way	
32 - My Day	Reading Speaking Listening Writing	Talking about daily activities at different periods of the day	In / at + period of day	Morning / afternoon / evening / night / dinner			
33 - A day in the life of ...	Speaking Reading Writing	Asking about / stating daily routines of others	The present simple (Verb + s)	Homework / life			The s of 3rd person sing

Outline of Unit 12 My Favourite Sports and Pets

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
34- My Favourite Sport	Listening Speaking Reading	Talking about sports	What's your favourite ... ?	to like / sport / football / running / swimming / handball / table-tennis / volley-ball		One, Two	
35- My Hobbies	Listening Speaking Reading Writing	Talking about likes and dislikes	Do you like ... ? Yes, I do. / No, I don't.	reading / painting / cartoons cat / dog / rabbit / cow / fish / bird / sheep / tiger / lion / bear / monkey / giraffe /			
36- At the Zoo	Listening Speaking Reading	Expressing ability and inability Naming animals	can / can't	to fly / to walk / to run / to jump / to eat / meat / carrots / bananas		Punchinello	

Outline of Unit 13 In my Town

Lessons	Skills	Functions	Structures	Vocabulary	Rhymes	Songs	Pronunciation
37- My Home	Listening Speaking Reading Writing	Naming and Locating town amenities	Prep of location : on the right / left / between / next to	Supermarket / bank / restaurant / park / police station / cinema		Where's the zoo ?	Vowels in odd word out
38- At the Market	Listening Speaking Writing	Asking about preferences / Ordering fruit & Veg. / Enquiring about prices	Can I help you ? I'd like / How much.. ? (price)	Chicken / fish / butter / cheese / bread / orange / apple / pear / basket / shop			Vowels in minimal pairs
39- An Afternoon Out	Listening Speaking Writing	Ordering food and drinks / buying & selling	The present progressive (review)	to buy / to sell / drinks / sandwich / ice-cream / juice / menu / salad / soup / coke			Vowels in minimal pairs

ANSWER KEYS

Unit 1

Lesson 1

- Match. Write.

Farmer Brown has a dog
And Bingo is his name, oh!

- Read. Number.

-Hello! How are you? _ 1
-I'm fine thanks. And you? _ 2
-I'm OK. _ 3

- Read. Match.

1_c
2_d
3_a
4_b

- Homefun

1. meet
3. thanks
4. nice

Lesson 2

- Complete

- What's your name?
- My name is...

- Homefun :

My name is JUDY. I am FROM LONDON

Lesson 3

- Write in order

- What's your name?
- I'm Nizar.
- Where are you from?
- I'm from Tunisia.

- Choose

- What's your name?
- My name's Peter.
- Where are you from?
- I'm English.

- Write

- England
- France
- Italy
- Tunisia

- Circle

F	TUNISIA
R	T
A	A
N	L
C	Y
E	

- Guess

- 1- I'm Zidane. I'm French.
- 2- I'm Harry Potter. I'm English.
- 3- I'm Nada . I'm Tunisian.

Unit 2

Lesson 4

- Count. Write.

- Six
- four
- ten
- three
- eight
- five
- nine
- two
- seven

- Complete

	One	two	three	four	Five
Six	seven	eight	nine	ten	Eleven
Nine	ten	eleven	twelve	thirteen	Fourteen
Five	six	seven	eight	nine	Ten
Two	three	four	five	six	Seven
One	two	three	four	five	Six

- Circle the odd one

- sing
- your
- fine

- Homefun

- a = 5
- b = 4

Lesson 5

- Listen . Complete.

- I'm eleven.
- That's four and seven.
- thank you.
- What about you ?
- Ten and two ?
- That's twelve.

Lesson 6

- Write the phone numbers.

- five- four- six- seven- eight- nine
- one- nine- eight- four- three- two
- eight- nine- three- seven- eight- six

- Listen . Match.

- I'm Nicole. My phone number is 543169.
- I'm Sam. My phone number is 273436.
- I'm Ted. 835411.
- I'm Denise. 197862.

Unit 3

Lesson 7

- Complete.

- Her name is Fatma.
- His name is Mohamed.
- His name is Aziz.
- Her name is Souad.

- Write ? or.

- What's your name ?
- I'm Akram .
- How old are you ?

- I'm ten.

Lesson 8

- Complete

Nour	Aziz	Hedi
daughter	son	father

Sami
son

Ghalia
daughter

- Complete

- This is my family.
- These are
- This is my
- These are
- This is

- Similar or Different

- mother – father _ D
- family – name _ D
- broother – son _ S

- Homefun

father – son – mum – daughter

Lesson 9

- Circle Yes or No.

- Jill is a boy. NO
- Tim is a boy. YES
- Mary is a girl. YES
- Bob is a boy. YES

- Complete with What or Who

- Who's this ?
- What's his name ?
- Who's this ?
- What's her name ?

- Complete

He	She
father	sister
brother	mother

- Homefun

- children
- boy- girl
- Good morning
- Mum – Dad

Unit 4

Lesson 10

- What's the word ?

arm – hand – nose – toes – finger
- Complete with a or an
a finger – a hand – an ear – an eye

- Similar or Different ?

eye – I _ S
knee – read _ S
leg – ten _ S
finger – nice _ D
toe – close _ S

- Homefun

1 arm
2 leg
3 ear
4 shoulder
5 hand
6 mouth

Lesson 11

- Complete

- My hair is brown
- And my eyes are blue.

-Circle Yes or No.

- His feet are big _ Yes
- His face is small _ No
- His ears are big _ No

- Put in the correct order

My hair is brown
My eyes are blue.

- Homefun

Sm all Col our Bl ack	blue big hair
--	--

Lesson 12

Game :

Big ≠ Small

Slim ≠ Fat

- Complete

- 1- Where are you from?
I am from Jerba.
- 2- Paola and Mario are Italian.
They are from Rome.
- 3- She is from Paris.
- 4- He is from London.
- 5- They are from Kassrine.

- Similar or Different

toes – nose _ S
hair – ear _ D
fat – arm _ D
tall – small _ S
slim – big _ S

Unit 5

Lesson 13

- Read and complete

I've got 2 books, 2 books, 2 books and a pencil.

- What's this ? - Complete.
- This is a book.
- This is an eraser.
- a ruler.
- a pencil case.
- a schoolbag.
- a notebook.

- Similar or Different

bags – pens _ S
books – erasers _ D
pencils – rulers _ S

-Homefun

- 1 pen
- 2 schoolbag
- 3 pencil

- 4 notebook
- 5 ruler
- 6 eraser

Lesson 14

- Complete.

- It's on the table.
- It's in the bag.

- Look. Match.

- Where's the teacher? _ In the classroom.
- Where's the bag ? _ Under the desk.
- Where's the book? _ On the desk
- Where's the ruler? _ In the bag

- Read – Complete the words :

a pupil – a teacher – nice and friendly

Homefun

- The eraser is under the desk.
- The ruler is on the desk.
- The bag is on the desk.

Lesson 15

- Count and complete.

- 4 chairs
- 5 books on the desk.
- 5 pencils in the box.
- 4 desks in the classroom.

- Similar or Different.

- Playground – count _ S
- Classroom – name _ D
- Door – four _ S
- Teacher – read _ S

- Homefun

What is it ?
a circle – a triangle – a square

Unit 6

Lesson 16

Answer the question.

How many colours are there in the rainbow ?
There are 7 colours in the rainbow.

Look and complete.

The schoolbag is pink.
The pencil case is brown.
The telephone is white.
The computer is black.

Lesson 17

Complete with : This is ... or These are ...

Example : *This is a shirt.* *These are shirts.*

This is a coat.	These are coats.
These are trousers.	These are socks.
This is a cap.	This is a dress.
These are shoes.	These are sneakers.
This is a skirt.	This is a pullover.

What's the word ?

sneakers. socks . coat. trousers

Similar (=) or Different (#) ?

Say and circle S or D.

red	dress	S
br <u>o</u> wn	tr <u>o</u> users	S
g <u>i</u> rl	sk <u>i</u> rt	S
sh <u>o</u> es	<u>ch</u> air	D
fo <u>o</u> t	pu <u>l</u> lover	S

Lesson 18

Complete with :

Sandy and Andy are **listening** to music.

Pam is **playing** the guitar.

Alice is **singing** .

Little Tom is **colouring** a picture.

singing - playing - colouring - listening

Unit 7

Lesson 19

Complete:

What time is it, please?

It's eight o'clock.

Similar (=) or Different (#) ?

seven	-	twelve	S
five	-	time	S
two	-	four	D
eight	-	five	D
six	-	nine	D

Lesson 20

+	1	2	3	4	5	6	7	8	9
20				Twenty four					
30							Thirty seven		
40					Forty five				
50									
60									

Write

- 45 = Forty-five
- 51 = Fifty-one
- 62 = Sixty-two
- 48 = Forty-eight
- 36 = Thirty-six
- 50 = Fifty
- 30 = Thirty
- 15 = Fifteen

Read and circle Yes or No

- The plane from Cairo is at eight forty-five. No
- The plane from Rome is at eight o'clock. No
- The plane from Paris is at nine fifty. No
- The plane from London is at eight thirty. Yes

Lesson 21

Complete :

What are they doing?

1. He's playing the piano.
2. She's going to school.
3. She's watching TV.

Write : drawing – playing – reading – counting

1. They are having sport. They are **playing** basketball.
2. They are having Art. They are **drawing**.
3. They are having Maths. They are **counting**.
4. They are having English. They are **reading**.

Write S (Similar) or D (Different) :

- bed - ball D
watch - have D
play - game S
Mary - have D

Unit 8

Lesson 23

Complete with (,) and (.)

On Tuesday, I study Arabic, Science, French and I play music and computer games.

Read. Number.

1. There are seven days in a week. Today is Monday. What day is it today ?
4. Yes, there is. There's school every day, except on Sunday.
5. Is there school on Sunday ?
3. Is there school on Monday ?
6. No, there isn't. It's a holiday.
2. It's Monday.

Lesson 24

Listen and complete.

1. Thursday morning

2. Friday afternoon
3. Saturday evening
4. Wednesday at eight o'clock

Unit 9

Lesson 25

Complete.

Days	31 days	30 days	28 days
Months	January March May July August October December	April June September November	February

Write before or after.

- May is before June.
- August is after July.
- March is after February.
- October is after September.
- January is before December.

Number **1,2,3** the months

2 February 11 November 5 May 3 March

9 September 4 April 1 January 12 December

8 August 6 June 10 October 7 July

Write the seasons

WINTER / SPRING / SUMMER / AUTUMN

Lesson 26

Read.

This is an e-mail

Similar (=) or Different (#)?

birthday - shirt S
 summer - June D
 August - autumn S
 happy - April D

Homefun Read. Complete.

- 1 - Month number four. April
- 2 - The day before Friday. Thursday
- 3 - The month after February. March.
- 4 - It's on the birthday cake. Candle.
- 5 - Birthday

Lesson 27

Game

Example : cold # hot
 sunny # rainy
 summer # winter
 cloudy # sunny

Tick ✓ the right box

	Sunny	Rainy	Cloudy	Snowy
Sousse		✓		
Bizerte			✓	
Medenine	✓			
Tela				✓

Look at the map and write.

Rainy - cloudy - sunny - snowy.

Unit 10

Lesson 28

Complete with **Where** or **Who**.

Questions	Answers
Where's Hedi ? Who's in the kitchen ? Where's Adel ? Who's in the living-room ? Where's Hana ?	He's in the garden. Mum. He's at school. Mouna. She's in her bedroom.

Homefun

Write the names of the rooms.

living room – kitchen – bedroom – dining room - bathroom

Lesson 29

Complete with words from the rhyme.

There are **TEN** rooms in my house.
 There's a **SOFA** and a **CARPET** in the living-room.
 There's a **BED** in the bedroom.
 My house is very **BIG**.
 My bed is very **SMALL**.

Complete the words.

Pict	Pict	Pict	Pict
COOK er	C ARPE t	f RIDGE	B ED

Where's it ? Complete.

	table	cooker	sofa	TV	bed
Room	KITCHEN	KITCHEN	LIVING ROOM	Living-room	BEDROOM

Lesson 30

Complete with :

writing - playing - sitting - watching

Dad is **sitting** under a tree in the garden.
 Fares is **playing** with his play station.
 Hana is **watching** a film on T V.
 Aymen is **writing** a letter to his friend.

Homefun

Read. Find. Circle.

Y m l s o f a x z f r i d g e f z s t o r g k
t r p b a t h r o o m q y o c a r p e t j b a
a e r p n t a b l e d t j s k i t c h e n h g l
x s a u t n e w s p a p e r h e t k l m y r t m u

Unit 11

Lesson 31

Listen to the song and match.

A	B	ANSWERS
1- comb	a- my face	1 - b
2- drink	b- my hair	2 - c
3- wash	c- milk	3 - a

Similar (=) or Different (#) ?

face - wash D
up - brush S
eight - face S
breakfast- have D

Number these activities from 1 to 6.

- | | |
|---------------------|---------------------|
| 4 I have breakfast. | 2 I wash my face. |
| 5 I comb my hair. | 6 I go to school. |
| 1 I get up . | 3 I brush my teeth. |

Lesson 32

Look at the table and complete the sentences.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Go to school	x	x	x	x	x	x
Play basketball	x		x		x	
Go to the cinema			x			

- I go to the cinema on **WEDNESDAY**
- I play basketball on **MONDAY, WEDNESDAY** and **FRIDAY**
- I go to school **EVERY DAY** except on Sunday

Put the words in the correct order.

1. I play sport in the afternoon.
2. I wash my face every day.
3. I have breakfast every morning.
4. I have dinner in the evening.
5. I have lunch at midday.

Homefun

Circle the 20 words in the box :

morning afternoon bed teeth lunch have at early day sport night face midday
go evening very wash

Lesson 33

Read the text and write YES or NO.

- Sandra gets up at 9.
- She has lunch at 3.
- She plays sport in the morning.
- She goes to bed late.

Complete the sentences with :

has - gets up - goes - plays

- 1 - Peter **gets up** at 7.
- 2 - Kate **has** breakfast at eight.
- 3 - Jenny **plays** handball.
- 4 - Mike **goes** to school every morning.

Similar (=) or Different (#) ?

- goes - reads **S**
- has - eats **D**
- plays - gets **D**

brushes - washes **S**
does - watches **D**

Put the words in the correct order.

Pam plays in the afternoon.

John goes to school every day.

Jack brushes his teeth after dinner.

Unit 12

Lesson 34

Complete with :

colour – cartoon star – season – number

What's your favourite **colour**?
What's your favourite **number**?
What's your favourite **cartoon star**?
What's your favourite **season**?

purple
thirteen
Super Mario
summer

Lesson 35

Complete the words and match.

- 1 - Jack likes music.
- 2 - Bruce likes painting.
- 3 - Harry likes cartoons.
- 4 - Mark likes reading stories.
- 5 - Angela likes computer games.

Lesson 36

What's my name ?

Match and find 7 animals.

Lion
Sheep
Monkey
Duck
Rabbit
Bear
Fish

Read. Answer the questions.

Can Anas run ?	Yes, he can.
Can Anas write ?	No, he can't.
Can Anas play football ?	No, he can't.
Can Anas draw ?	Yes, he can.
Can Anas jump ?	Yes, he can.
Can Anas eat ?	Yes, he can.

Guess and Circle.

How old is Anas ? He is **five**.

Unit 13

Lesson 37

Read and answer.

Where's the supermarket ?

It's on the **left**.

Is the police station **on the left** ?

No, it's **on the right** .

Where's the park ?

It's **between the bank and the restaurant**.

Where's the cinema ?

It's **next to the bank** .

Where's the restaurant ?

It's **next to the park**

Match.

Films / **cinema**
Letters / **post office**
Trees / **park**
Animals/ **zoo**
Pupils / **school**

Say and circle the different word.

A - between - read - tree - **ten**

B - right - nine - **police** - fine

C - **bank** - left - leg - next

Lesson 38

Complete the conversation.

: Can I HELP you ?
: I'd like one kilo of BANANAS.
: OK.
: How MUCH is it ?
: 2 Dinars.

Similar (=) or Different (#) ?

<u>j</u> uice	fr <u>i</u> it	S
m <u>u</u> ch	b <u>u</u> tter	D
ch <u>ee</u> se	ch <u>i</u> cken	D
or <u>a</u> nge	m <u>i</u> lk	D
<u>a</u> pple	c <u>a</u> t	S
<u>ch</u> oose	<u>sh</u> oes	D

Lesson 39

Look at the picture and complete.

What are they selling ?

Example : Picture 1 : She's selling drinks.

Picture 2 : She's selling sandwiches.

Picture 3 : She's selling ice cream.

Picture 4 : He's selling fruit.

What are they buying ?

Example : Picture 1 : They're buying drinks.

Picture 2 : They're buying sandwiches.

Picture 3 : He's buying ice-cream.

Picture 4 : They buying apples.

Look and say.

What are they eating ?

Picture 5 : The mother is drinking orange juice.
Her son is eating ice-cream.
Her daughter is eating a sandwich.

10 – Listening Material : *Songs and Rhymes*

Welcome to English B

Rhyme

*Look and say.
Look and read.
Listen and sing.
Sing all together !*

*Point and say.
Circle and draw.
Colour and match.
Sing all together !*

*Read and write.
Listen and count.
English speak.
Sing all together !*

*Practise in pairs.
Practise in groups.
Practise alone.
Practise all together !*

Unit 1

Lesson 1

Song

Farmer Brown has a dog
And Bingo is his name, oh !
B - I - N - G - O
... - **I - N - G - O**
... - ... - **N - G - O**
And Bingo is his name, oh !

Lesson 2

Song

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y Z

Now I know my **A - B - Cs**
Tell me what you think of me.

Rhyme

*B and P
T D E V
C and G*

H J K and A

I and also Y

Q U and W

*F and L
M N S
X and Z*

*O and R
alone they are.*

Unit 2

Lesson 4

Song

One Little Elephant

*One little, two little, three little elephants.
Four little, five little, six little elephants.
Seven little, eight little, nine little elephants.
Ten little elephants.*

Lesson 5

Rhyme

*How old are you ?
I'm eleven.
That's four and seven.
That's right. Thank you !*

*What about you ?
I'm ten and two.
That's twelve.
It's true.*

Unit 3

Lesson 7

Rhyme

My Family

*This is my **mother**.
Nice to meet you.
Nice to meet you, too.*

*This is my **father**.
Nice to meet you.
Nice to meet you, too.*

*This is my **sister**.
Nice to meet you.
Nice to meet you, too.*

*This is my **brother**.
Nice to meet you.
Nice to meet you, too.*

Lesson 8

Song

My parents

*This is Dad.
And this is Mum.
And my little brother Tom.
Dad and Tom
are father and son.
I'm the son
of Dad and Mum.*

Lesson 9

Rhyme

Who's this ? What's this ?

*Who's this ?
It's Jane.
What's this ?
It's her plane.*

*Who's this ?
It's Mike.
What's this ?
It's his bike.*

Unit 4

Lesson 10

Song

Head and Shoulders

*Head and Shoulders,
Knees and toes, knees and toes,
Head and Shoulders,
Knees and toes, knees and toes,*

*Eyes and ears and mouth and nose,
Head and Shoulders,
Knees and toes, knees and toes,*

Lesson 11

Text

Billy the clown

*Hi, I'm Billy the clown.
I'm big.
My feet are big.
My face is big, too.
My nose is small.
My ears are small, too.
My hair is brown.
And my eyes are blue.*

Rhyme

*My name is Paul.
And I'm very tall.
This is my ball.
But it's very small.*

Unit 5

Lesson 13

Song

*I've got 2 books, 2 books,
2 books and a pencil.*

*I've got 2 bags, 2 bags,
2 bags and a pencil.*

*I've got 2 pens, 2 pens,
2 pens and a pencil.*

*I've got 2 books, 2 bags and a pencil.
I've got 2 books, 2 pens and a pencil.*

Lesson 14

Rhyme

*Where's the pen ?
Where is it ?
It's on the table.
Take it !*

*Where's the book ?
Where is it ?
It's in the bag.
Read it !*

*Sit on the chair.
Where is it ?
Where ?
It's there !
It's there !*

Lesson 15

Song

At School

The more we get together, together, together.

The more we get together, the happier we'll be.

*For your friends are my friends.
And your friends are my friends.*

The more we get together, the happier we'll be.

Unit 6

Lesson 16

Song

Rainbow purple, rainbow blue.

Rainbow green and yellow, too.

Rainbow orange, rainbow red.

Rainbow smiling overhead.

Come and count the colours with me.

How many colours can you see ?

Rainbow purple, rainbow blue.

Rainbow green

and yellow, too.

Rainbow orange,

Rainbow red.

Rainbow smiling overhead.

Lesson 17

Rhyme

*What's pink ?
A rose is pink.*

*What's blue ?
The sky is blue.*

*What's green ?
Grass is green.*

*What's orange ?
An orange !
Just an orange.*

Lesson 18

Song

Red Shirt, Blue Trousers

What's he wearing ?

What's he wearing ?

A red shirt, a red shirt.

He's wearing a red shirt.

All day long !

What's she wearing ?

What's she wearing ?

Blue trousers, blue trousers.

She's wearing blue trousers.

All day long !

Unit 7

Lesson 19

Rhyme

*Lazy Henry !
Lazy Henry !
Sleeping yet ?
Sleeping yet ?*

*Up you get !
Up you get !*

*Breakfast's ready.
Breakfast's ready.*

*Up you get !
Up you get !*

Unit 8

Lesson 20

Song

*Monday, Tuesday,
Monday, Tuesday,
and Wednesday,
and Wednesday.*

*Thursday, Friday,
Thursday, Friday,
and Saturday,
and Saturday.*

*Last of all is Sunday.
Last of all is Sunday.
It's a holiday ! It's a holiday !*

Lesson 21

Rhyme

*What time is it ?
It's eight o'clock.
It's time for school.*

*What time is it ?
It's twelve o'clock.
It's time for lunch. Let's go !*

*What time is it ?
It's nine o'clock.
It's time for bed. Let's go !*

Rhyme

What's on TV ?

Please, tell me.

What's for me ?

I'd like to see.

Unit 9

Lesson 22

Song

January, February, March, April, May, June, July,

January, February, March, April, May, June, July,

August, September, October, November, December.

August, September, October, November, December.

Calendar Song

Thirty days have September, **30**

April, June and November ; **30**

February has twenty-eight. **28**

All the rest have thirty-one. **31**

Lesson 23

Song

*Sally's birthday is today,
is today, is today.
Sally's birthday is today,
is today, is today.*

*Sing a happy birthday song,
birthday song, birthday song.
Sing a happy birthday song
just for Sally.*

*Happy birthday to you !
Happy birthday to you !
Happy birthday, dear Sally !
Happy birthday to you !*

Lesson 24

Rhyme

*In winter
the sky is grey !
And I can't play !*

*In summer
it's very hot !
And I swim a lot !*

*In spring and summer
it's nice and fine.*

*In autumn and winter
there's no sunshine.*

Song

*Rain, rain go away,
Come again
Some other day ;
We want to go outside
and play.
Come again
Some other day.*

Unit 10

Lesson 25

Dialogue

Pam and Sue are sisters.

*Pam : Where's Mum, Sue ?
Sue : She's in the living-room.
Pam : Where's Dad ?
Sue : He's in the garden.
Pam : Where's Tom ?
Sue : He's in his bedroom.*

Lesson 26

Rhyme

My House

*My house is big, big, big !
There are ten rooms in my house.
My house is very big !*

*In my house there are ten rooms.
There are ten rooms in my house.
It's a big, big house !*

In the living-room

*There's a sofa in the living-room.
In the living-room, there's a sofa.
There's a sofa and there's a carpet, too.
A big, big carpet on the floor.*

In my bedroom

*In my bedroom, there's a bed.
There's a small, small bed.
A small, small bed in my bedroom.
In my bedroom, there's a small, small bed.*

Unit 11

Lesson 27

Text

*Every day, I get up early. I wash my face,
I comb my hair and wear my clothes. After I
have breakfast, I brush my teeth. Then,
I take my bag and go to school.*

Song

This is the way

*This is the way I wash my face,
wash my face, wash my face ;
This is the way I wash my face,
Early in the morning.*

*This is the way I drink my milk,
drink my tea, drink my milk,
This is the way I drink my milk,
Early in the morning.*

*This is the way I comb my hair,
brush my hair, comb my hair,
This is the way I comb my hair,
Early in the morning.*

Lesson 28

Text

Sandra Smith gets up early in the morning. She washes her face, brushes her teeth and has breakfast. Then, she goes to school. She has lunch at midday. In the afternoon, she plays sport. In the evening, she does her homework and goes to bed early, at 9 o'clock.

Unit 12

Lesson 29

Song

*One, two, I like you.
One, two, I like you.
One, two, three.
You like me and I like you.
I do !*

Lesson 30

Song

Punchinello

Look ! it's Punchinello the clown.

*What can you do Punchinello funny fellow ?
What can you do, Punchinello funny you ?*

*We can do it, too ; Punchinello funny fellow.
We can do it, too ; Punchinello funny you.*

*You choose one of us ; Punchinello funny fellow.
You choose one of us ; Punchinello funny you.*

Unit 13

Lesson 31

Where' the zoo ?

*Left, Left, Left, right, Left ;
Left, Left, Left, right, Left ;*

*Where's the zoo, zoo, zoo ?
Yes, the zoo, zoo, zoo.*

*Where's the zoo, zoo, zoo ?
Where's the zoo, zoo, zoo ?*

It's next to the station.

Goodbye

Rhyme

Time to say goodbye

*It's a long, long way
from Welcome to Good bye !*

*My name is Pupil.
I'm in year 6 primary.
I'm Tunisian.
I'm twelve.*

*I go to school every day
but I rest in the holidays.*

*I like summer.
It's my favourite season.
I can swim and play.*

*It's time to say
goodbye to my friends
and to my teachers.*

See you in September !

Jawida Ben Afia

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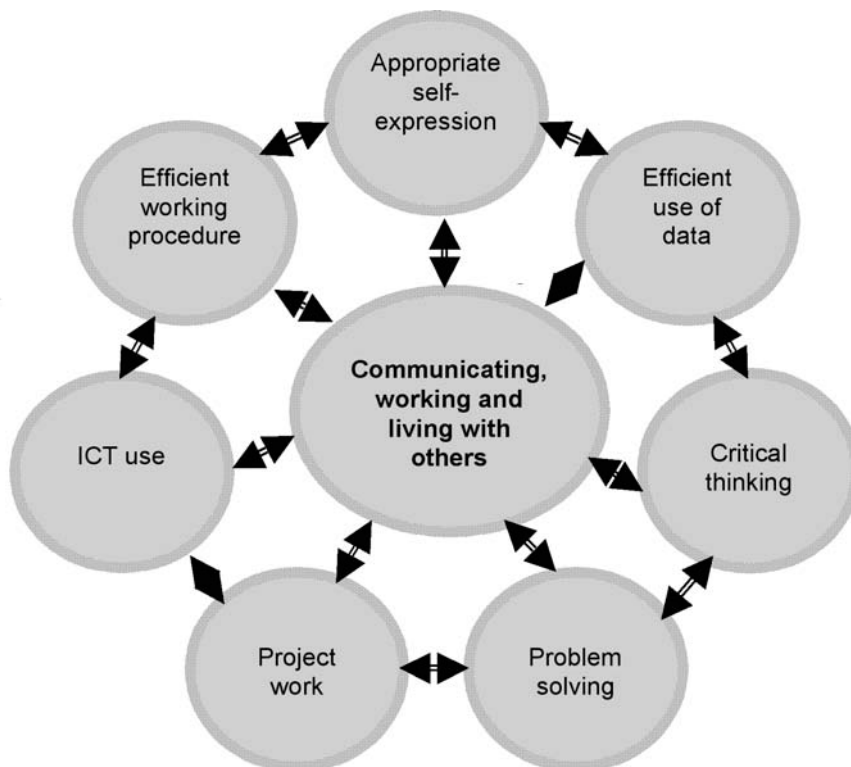
THE STATUS OF ENGLISH AS A SUBJECT MATTER AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF THE CROSS CURRICULAR COMPETENCIES ¹

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means to collect information, process data and use communication technology, be it at the individual or cooperative modes through efficient working procedures.

The diagram below shows how the targeted competencies interrelate.



1- See the translation in Appendix A

PRINCIPLES, ASSUMPTIONS AND METHODOLOGY ²

– The learner is at **the core** of the learning process. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.

– Language is seen as a means of communication rather than a set of decontextualized grammatical structures, word lists and isolated language skills.

– Language is seen as a system that has lexis, grammar as well as linguistic structures and patterns. Knowledge of grammar and how it functions contribute to effective language use.

– The teaching learning process should foster learner independence to enable the learner to use English effectively both in its spoken and written forms.

– Language learning is seen as incidental but the teacher should create conditions conducive to learning.

What follows from these considerations is that:

– The learner becomes an active user of English in the contexts and activities proposed in each lesson rather than a passive recipient of input provided by the teacher.

– The learner's participation and interaction are important in learning the language and fostering self-confidence and social relationships among learners.

– The teacher acts as a professional, creative manager of classroom activities and of student learning.

– Lessons serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.

– The topics and activities interest the learners, challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.

– Lexis, grammatical structures and functions are taught and recycled at increasing levels of difficulty through the variation of activities and contexts.

– Assessment

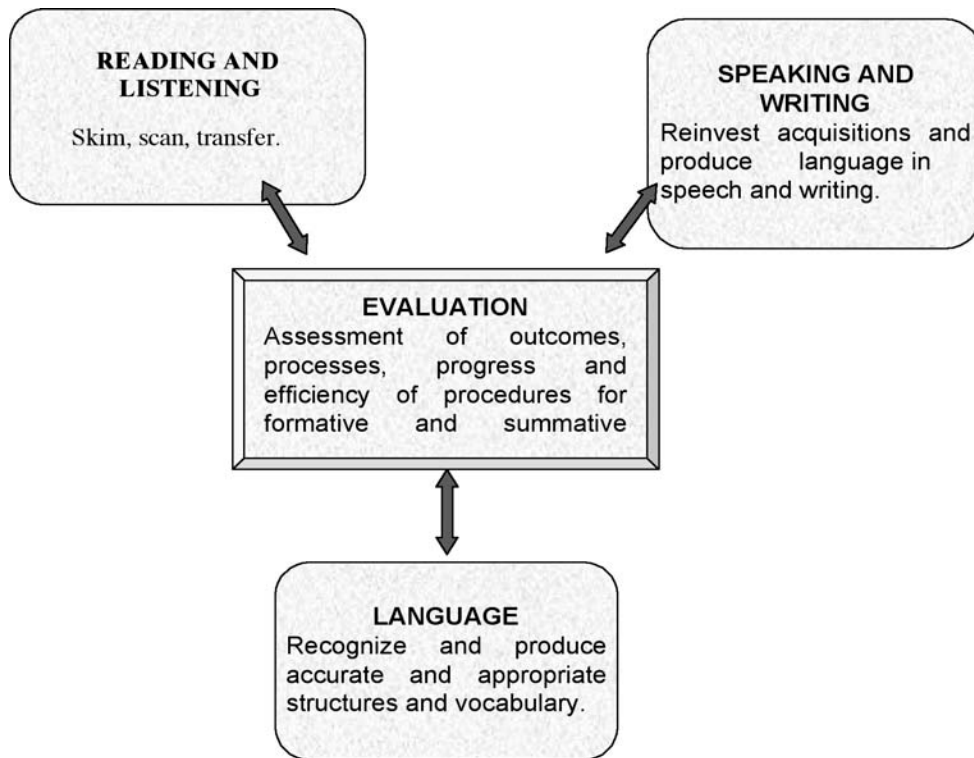
■ Learner assessment follows naturally from the teaching/learning activities done in class. It is both formative and summative.

■ Formative assessment is an ongoing process. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.

■ Learner assessment is part of the learning process.

■ Summative assessment is intended to be an indicator of learners' achievement. It is carried out at the end of a period of study.

2- See the translation in Appendix B



ASSESSMENT

Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN READING AND LISTENING

The learner will be assessed on his/her ability to read/listen to various types of texts and

- read/listen for gist
- scan for details
- transfer information
- answer direct reference questions

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/use accurate grammatical structures and appropriate vocabulary at word, sentence and paragraph levels.

IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:

- speak/write to respond to an audience in simple situations
- reinvest new words/expressions in one's speech or writing
- describe events related to own experience in speech or writing
- use basic linkers, capitalization and punctuation marks correctly

CONSTRUCTING MEANING IN READING AND LISTENING

1. Identify letters of the alphabet
2. Discriminate among the different sounds of English through minimal pairs, echoing, repetition...
3. Decode sound script correspondence
4. Distinguish word boundaries
5. Recognize the stress patterns of words and common expressions
6. Read aloud and match sound, symbol and meaning
7. Listen to and repeat key words and phrases
8. Understand the teacher's instructions
9. Retain chunks of language for short periods of time (e.g., to answer a question, perform a task)
10. Recognize acquired vocabulary at sight in reading
11. Recognize basic grammatical word classes (e.g., noun, adjective)
12. Recognize simple, typical word order patterns
13. Understand explicitly stated information
14. Understand word relations within the sentence
15. Recognize basic syntactic patterns and devices (e.g., negative, present progressive)
16. Recognize elementary cohesive devices in spoken discourse
17. Recognize contracted forms
18. Recognize basic discourse markers (e.g., first, but, so, for example)
19. Read / identify figures indicating time, date, price, number, quantity and telephone numbers
20. Draw on acquired vocabulary and structures to comprehend texts
21. Relate illustrations, graphic presentations to the linear text while reading
22. Identify the number and gender of interlocutors
23. Identify relationships between interlocutors
24. Listen to / read a text and present the information in a different form (e.g., drawing, table, diagram)
25. Identify logical relationships in a text (e.g., sequence, cause/effect, class / example)
26. Scan a text for specific information

SPEAKING AND WRITING SKILLS AND STRATEGIES

1. Reproduce the basic sounds of English
2. Practice pronunciation at word and sentence level
3. Spell out words
4. Write letters of the alphabet from spelling, in upper and lower case
5. Write legibly and accurately (handwriting and spelling)
6. Write words from dictation
7. Write lists, notes and messages
8. Write in order to recycle words, expressions, structures already covered in class
9. Fill in forms
10. Use basic punctuation appropriately (capital letters, period, comma, question mark).
11. Say / write figures indicating time, date, price, number, quantity and telephone numbers
12. Repeat chunks of language for pronunciation accuracy
13. Recite songs, rhymes, short poems in chorus/individually
14. Respond to teacher's instructions
15. Respond to messages in writing
16. Take part in short conversations on familiar topics
17. Ask about/produce oral/written descriptions from prompts (people, objects, places)
18. Use a model to produce a parallel dialogue or paragraph
19. Produce a limited range of sentences in relation with the communicative functions
20. Use basic linkers (and, but, so)
21. Reinvest acquired language in one's writing
22. Work in pairs or small groups and share information in order to perform an oral / written task or solve a problem

INPUT AND OUTPUT MATERIALS

INPUT MATERIALS

Input materials should be as varied and as stimulating as possible and take into account the cognitive and linguistic abilities of the learners. They can be oral or written materials of the following types:

- Linear texts:

Diaries, letters, speech bubbles, announcements, conversations, dialogues, picture dictionaries, e-mails, diaries, cartoon strips, captions, rhymes, messages, postcards, SMS messages.

Non-linear texts:

Brochures, maps, plans, cartoons, recipes, menus, charts, shopping lists, tickets, timetables, traffic signs, notices, word snakes, TV programmes, radio programmes, photo albums, crossword puzzles...

- Visual materials:

Illustrations, pictures, postcards, cartoons, ...

- Electronic media:

Audio cassettes, CD roms, DVDs, software, Internet sites, online information...

EXPECTED ORAL OUTPUT

Simple statements, dialogue exchanges, tele-phone exchanges, role play, descriptions, rhymes, songs, instructions and directions

EXPECTED WRITTEN OUTPUT

Short descriptions, messages, e-mails, notes, notices, lists, diary entries, simple rhymes, instructions and directions

TOPICS

The family
The house / furniture
The classroom
The body / appearance
Colours
Numbers
Days of the week
Clothes
Location
Daily routines
The town
The weather
Animals
Time
Money / shopping
Food and drink
Hobbies (music, sport...)

GRAMMAR

PARTS OF SPEECH	STRUCTURES
Articles	A / an + singular noun
	The + singular /plural noun
	A / an vs the
	Ø + noun
Demonstratives	This,, these
Prepositions	of time: in, at, on, before, after
	of location: near, in, on, between, in front of, behind, under
	of movement: out of, to, from
Question words	what, when, who, where, how, how much, how old, how many
Pronouns	There + be
	Subject pronouns, object pronouns
	Possessive pronouns
Numbers	Ordinal / cardinal numbers
	The genitive
Nouns	Singular / plural nouns
	Countable nouns / non-countable nouns
	Irregular plurals
Adjectives	be + adjective
	adjective + noun
Verbs	Auxiliaries: be, have, do
	Modals: can
Tenses	The Simple present tense
	The present progressive tense
	The imperative

COMMUNICATIVE FUNCTIONS AND EXPONENTS

FUNCTIONS	LINGUISTIC EXPONENTS
Greeting people	Hello/ good morning (afternoon/evening) Hello / how are you? (I'm fine, thank you). How are you?
introducing people	This is ... Hello Nice / pleased to meet you
Taking leave	Good-bye / bye-bye / good night
Asking for attention	Excuse me...
Thanking	Thank you (very much)
Identifying	Demonstrative pronouns + BE + NP Demonstrative adjectives + N + BE + NP Personal pronouns + BE + NP Declarative sentences Short answers (Yes, he is, etc.)
Asking for information	Yes/no questions WH questions with what, when, where, who Questions with how old, how much, how many and Tell me about + N.P
Opposing	But
Expressing agreement	OK. That's right / yes Affirmative short answers (it is, I am, I can)
Denying something	No (adverb) Negative sentences Thank you / Yes, please No, thank you
Offering to do something	Can I help you? OK All right

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Expressing Possibility	NP + can + VP NP + can/cannot + VP
	Perhaps...
Giving permission	You can + VP (answering a request)
Expressing pleasure, liking	This is very nice I like + noun (-group) / pronoun / V _{ing} + very much
Expressing satisfaction	This is very good / nice It's all right
Apologizing	I am (very) sorry
	It doesn't matter (at all)
Expressing approval	Good! / Excellent! / That's fine!
Expressing appreciation	(It's) very good (It's) very nice
	I am so / very sorry + that-clause
	Please tell me about ...
Making suggestions	Let's + VP What about + V _{ing}
Requesting others to do something	Please + VP
Instructing others to do something	Imperative sentences

APPENDIX A

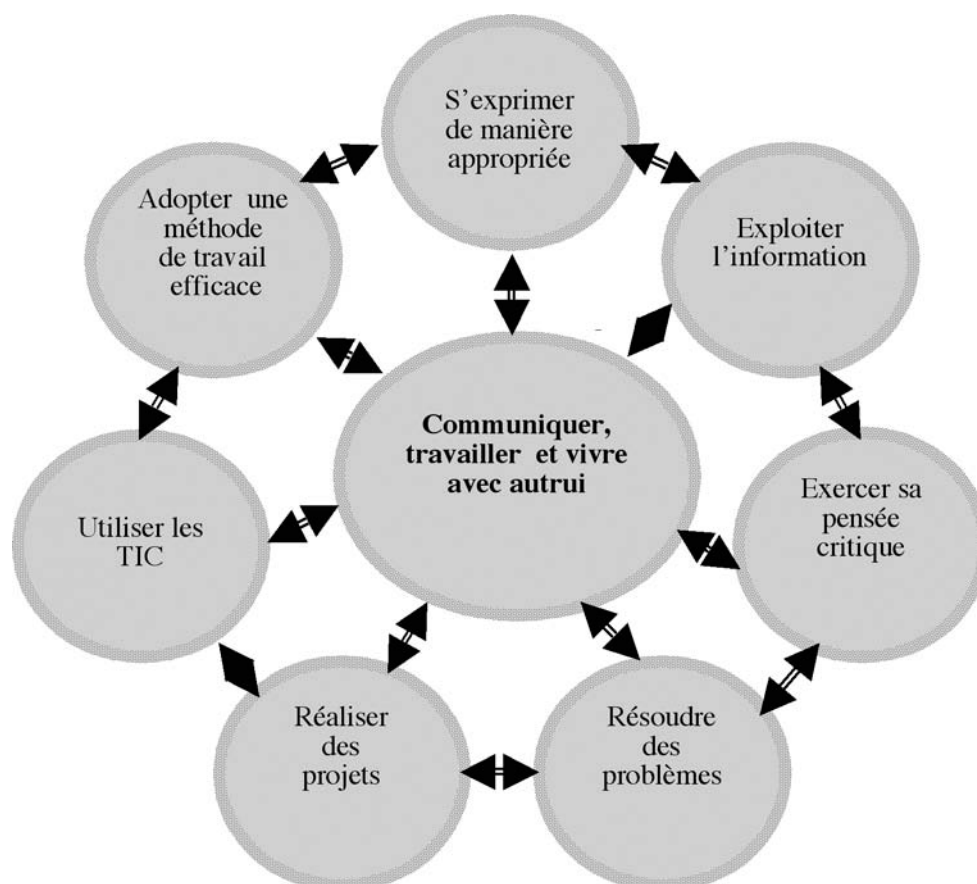
LE STATUT DE L'ANGLAIS ET SA CONTRIBUTION AU DEVELOPPEMENT DES COMPETENCES TRANSVERSALES

Comme moyen de communication, l'Anglais forgera l'aptitude de l'apprenant à s'exprimer et à inter-agir avec ses pairs et autres interlocuteurs et lui donnera accès à la culture universelle à travers des contextes anglophones.

En tant que discipline, l'Anglais développera les habiletés analytiques et critiques de l'apprenant requises par le programme en l'amenant à puiser dans ses acquis pour comprendre et utiliser la langue aussi bien oralement que par écrit.

En tant que moyen de communication et discipline étudiée, l'Anglais sera un moyen de recueillir l'information, d'exploiter les données et d'utiliser les nouvelles technologies de communication individuellement ou avec autrui en adoptant des méthodes de travail efficaces.

Le diagramme suivant montre la corrélation entre les compétences visées :



APPENDIX B

LES PRINCIPES ET LA METHODOLOGIE PRECONISES

- L'apprenant est au coeur du processus d'apprentissage. Il est perçu comme un être intelligent qui vient en classe avec une attitude vis-à-vis de la langue et de l'apprentissage.
- La langue est vue comme un moyen de communication plutôt qu'un ensemble de structures grammaticales et de listes de mots décontextualisés et des savoir faire isolés.
- La langue est perçue comme un système ayant un lexique, une grammaire ainsi que des structures lin-guistiques. Connaitre la grammaire et son fonctionnement contribue à une utilisation effective de la langue.
- Le processus enseignement–apprentissage vise l'autonomie de l'apprenant pour lui permettre d'utiliser la langue Anglaise efficacement aussi bien à l'oral qu'à l'écrit.
- L'apprentissage de la langue s'opère incidemment et il revient à l'enseignant de créer les conditions favo-rables l'apprentissage.

Les implications des principes cités plus haut sont :

- L'apprenant devient un utilisateur actif de l'anglais dans les contextes et activités proposés dans chaque leçon plutôt qu'un donataire passif de connaissances fournies par le professeur.
- La participation et l'interaction de l'apprenant sont essentielles à l'apprentissage de la langue et au dé-veloppement de la confiance en soi et des relations sociales.
- En tant que professionnel créatif, l'enseignant gère les activités de classe et l'apprentissage de la langue.
- Les leçons servent non seulement à enseigner des éléments de langue mais aussi à développer
- Les leçons servent non seulement à enseigner des éléments de langue mais aussi à développer chez l'apprenant de nouvelles stratégies et savoir faire et / ou l'aider à les transférer à partir de ou vers le Français et l'Arabe.
- Les thèmes et activités intéressent l'apprenant et sollicite son intelligence et ses aptitudes linguistiques et contribuent à son épanouissement cognitif et linguistique.
- Le lexique, fonctions et structures grammaticales sont enseignés et recyclés à des niveaux de difficulté croissants et ce en variant les activités et les contextes.

L'évaluation

- L'évaluation de l'apprenant suit naturellement les activités d'enseignement-apprentissage entreprises en classe. Elle est à la fois formative et sommative.

- L'évaluation formative est un processus continu. Il est destiné à aider les élèves dans leur développement en fournissant des informations sur ce qu'ils peuvent faire en tant qu'apprenants /utilisateurs de la langue anglaise en relation avec le programme et ses objectifs.

- L'évaluation du travail de l'apprenant fait partie du processus d'apprentissage.

- L'évaluation sommative sert d'indice du progrès de l'apprenant. Elle est entreprise à la fin d'une période d'étude déterminée.