

# **My Listening Scripts**

**MIDDLE SCHOOL  
YEAR TWO**



**SCRIPTS FOR: I LISTEN AND DO.**

**ME, MY FRIENDS AND MY FAMILY  
( BOOK 2 – SEQUENCE 1 )**

## ME, MY FRIENDS AND MY FAMILY ( BOOK 2 – SEQUENCE 1 )

### SCRIPTS FOR: I LISTEN AND DO.

#### **Tasks 1 and 2:** I listen to my elder brother Samir.

**Samir 1:** You use your eyes to see, to read a book or to watch TV. Eyes can have different colours: black, brown, blue or green. They can also be big, small or slanted like Chinese people's eyes. Without your eyes, you can't see me now. Some people can't see; they're blind.

**Samir 2:** You use your mouth to speak. With your mouth, you can also eat or drink. A mouth can be big or small. It has two lips. Women have red lips because they put on red lipstick. Some people can't speak at all; they're dumb.

**Samir 3:** You use your ears to hear. We have one ear on each side of our heads, left and right. With your ears you can listen to music or to your teacher in class. Some people can't hear; they're deaf.

**Samir 4:** You use your nose to smell. With your nose you can smell perfume or mum's cooking when you come from school for lunch. A nose can be big or small.

**Samir 5:** You use your two hands to hold things. We have five fingers on each hand. With your fingers, you can hold your pen when you write or a spoon when you eat.

**Samir 6:** There's hair on our heads. It can have different length and colours. Hair can be long or short, black or dark, fair or blonde. Old people have grey or white hair. Hair can have different shapes or styles. It can be straight, wavy like sea waves, frizzy or curly. Some people don't have any hair at all; they're bald.

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#### **Tasks 3 and 4:** I listen to part (1) of the phone conversation between Liz and her Algerian friend Razane.

**Liz:** Hello, Razane. How are you?

**Razane:** Fine, thanks. Glad to hear your voice again!

**Liz:** Me, too. Listen, I'm sending you the photos of some of my relatives via my cell phone right now.

**Razane:** That's a good idea, I'd love to know more about your family but you have to explain to me who is who.

**Liz:** Sure. I'm going to do it right away. First, turn on your speaker. Can you look at the photos on your phone and speak at the same time?

**Razane:** Yes, I can.

**Liz:** Good. On the first photo, you see two women in red dresses, with long straight fair hair and a white bandana. They look alike because they are twin sisters. They are my aunties, my father's sisters.

**Razane:** Sorry, Liz. What does "twin" mean?

**Liz:** It means they were born on the same day. Aunt Carla is on the right; she's the slim one. Aunt Susan is on the left; she's the fat one. She doesn't like to hear anyone say that she's fat!

**Razane:** They look very elegant and charming. And who are the two boys with crossed arms on the second photo? The old one looks handsome and the young one is really cute!

**Liz:** The tall one with a beard and dark hair is my cousin Peter, Aunt Carla's eldest son. He's good-looking. Jack is the short one with red hair. He's also my cousin. He's Aunt Susan's youngest son. They always dress casual: T-shirts or sweaters, cargo trousers with side pockets and sports shoes or trainers ... Oh, no! Not now! Sorry, Razane. My phone battery is very low ... I have to charge it right away ... I ring you back when it's charged ... Bye.

**Razane:** Bye, Liz.

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**Tasks 5 and 6:** I listen to Part (2) of the phone conversation between Liz and Razane.

**Liz:** Hello! I'm back again! Are you looking at the photos, now?

**Razane:** Yes, but there are two persons I still don't know who they are.

**Liz:** Well, the thin boy on the third photo is my little nephew Richard. He's my sister Juliet's eldest son. He's thin because he doesn't eat much. You can see his belt is too long for his trousers, and his trousers are too big for him. He weighs 40 kilos; he's skinny.

**Razane:** Poor little boy! And who is the slim, tall girl with long straight blonde hair on the fourth photo?

**Liz:** That's my niece, Katie. She's my brother's youngest daughter. She's a teenager like us, so she loves fashion wear! You can see how slim she is and how she's dressed in a pink top, a short black skirt and high-heeled shoes. She's pretty. I like her very much.

**Razane:** Thanks for showing me your family photos. I'll send you mine, soon. It's nice to talk to you over the phone. Bye, Liz.

**Liz:** Bye, Razane.

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**Tasks 7 and 8:** I listen to the end of Part (2) of the phone conversation between Liz and Razane.

**Razane:** Poor little boy! And who is the slim, tall girl with long straight blonde hair on the fourth photo?

**Liz:** That's my favourite niece, Katie. She's my brother's youngest daughter. She's a teenager like us, so she loves fashion wear! You can see how slim she is and how she's dressed in a pink top, a short black skirt and high-heeled shoes. She's pretty. I like her very much.

**Razane:** Thanks for showing me your family photos. I'll send you mine, soon. It's nice to talk to you over the phone. Bye, Liz.

**Liz:** Bye, Razane.

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**Tasks 11 and 12:** I listen to Sami and Rachid chatting about their weekend on Sunday morning during the break.

**Rachid:** Hi, Sami. How was your weekend?

**Sami:** Hi, Rachid. Don't ask me about my weekend. It was awful!

**Rachid:** Why?

**Sami:** Well, I like swimming. I go to the swimming pool every Saturday afternoon but I spent this weekend at home, doing nothing interesting because there's a problem with hot water at the pool. And how was your weekend?

**Rachid:** It was fine. A football match with my mates on Friday morning as usual and judo training in the afternoon.

**Sami:** So, you do judo! Can you use a judo throw on me?

**Rachid:** Of course I can! I can knock you down in two seconds! I'm a green belt in judo, you know!

**Sami:** Well, I don't like this kind of sport. It doesn't mean I'm not sporty; I like swimming, and I'm also a fan of cycling and tennis. I love bikes. Cycling is my favourite weekend activity.

**Rachid:** What about the weekdays? What do you do?

**Sami:** Nothing much except the daily routine: school every day, mornings and afternoons. After school, it's homework as usual. After dinner, it's time to go to bed. On Tuesday afternoon, I play tennis. I have training sessions every Tuesday. Well, that's it!

**Rachid:** Oh! The school bell's ringing. It's time for class. Let's go.

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**Tasks 13 and 14:** I listen to the first part of the conversation between Sami and Rachid.

**Rachid:** Hi, Sami. How was your weekend?

**Sami:** Hi, Rachid. Don't ask me about my weekend. It was awful!

**Rachid:** Why?

**Sami:** Well, I like swimming. I go to the swimming pool every Saturday afternoon but I spent this weekend at home, doing nothing interesting because there's a problem with hot water at the pool. And how was your weekend?

**Rachid:** It was fine. A football match with my mates on Friday morning as usual and Judo training in the afternoon.

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**Tasks 15 and 16:** I listen to the second part of the conversation between Sami and Rachid.

**Sami:** So, you do judo! Can you use a judo throw on me?

**Rachid:** Of course I can! I can knock you down in two seconds! I'm a green belt in judo, you know!

**Sami:** Well, I don't like this kind of sport: It doesn't mean I'm not sporty; I like swimming and I'm also a fan of cycling and tennis. I love bikes. Cycling is my favourite weekend activity.

**Rachid:** What about the weekdays? What do you do?

**Sami:** Nothing much except the daily routine: school every day, mornings and afternoons. After school, it's homework as usual. After dinner, it's time to go to bed. On Tuesday afternoon, I play tennis. I have training sessions every Tuesday. Well, that's it!

**Rachid:** Oh! The school bell's ringing. It's time for class. Let's go.

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**Tasks 19 and 20:** I listen to my elder brother Samir read the definitions from the Oxford dictionary.

**Definition 1:** A bedroom is a room for sleeping in.

**Definition 2:** A living room is a room where people sit together, watch television, etc.

**Definition 3:** A dining room is a room that is used mainly for eating meals in.

**Definition 4:** A kitchen is a room in which meals are cooked or prepared.

**Definition 5:** A bathroom is a room in which there is a bathtub, a washbasin and a toilet.

**Tasks 21 and 22:** I listen to my elder brother Samir again.

1. In a bedroom, we find a bed, a bedside table with a bedside lamp and a wardrobe.
  2. In a living room, there's always a sofa, armchairs, a TV set and a coffee table.
  3. In a kitchen, we can find a fridge, a gas or electric cooker, a sink to wash the dishes and cupboards.
  4. A bathroom can have a bathtub or a shower, a washbasin, a toilet and a mirror to look at yourself when you brush your hair.
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**Tasks 23 and 24:** I listen to Liz and her Algerian friend Razane chatting on the Internet.

**Liz:** Hello, Razane. How are you?

**Razane:** Fine, thanks. Glad to see you again!

**Liz:** I can hear you Razane, but I can't see you ... Is your webcam on? Oh, it's all right. I can see you now, I know you want me to tell you more about my home. Well, I live in a beautiful cottage with two storeys, not far from London. I don't live in a flat with so many neighbours around. Cottages are traditional English country houses. In England, most houses with two storeys have the kitchen, the living room and the dining room downstairs, on the ground floor. The bedrooms and the bathroom are upstairs, on the first floor. We have another bathroom downstairs, next to the garage. There're stairs leading to the first floor. I'm drawing a plan of the ground floor to make it easy for you to understand. Here it is on your computer screen. Can you see it, Razane?

**Razane:** Yes, it's clear. I can see the stairs in the entrance hall, on the left. Let me guess ... hmm, is that the living room on the right of the hall? I can see a sofa and an armchair.

**Liz:** Yes, you're right. The dining room's on the left, opposite the living room and the kitchen's at the back of the house. The kitchen and the living room lead into the back garden.

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**Tasks 25 and 26:** I listen again to Liz and her Algerian friend Razane chatting on the Internet.

**Liz:** I'm drawing a quick plan of the first floor of my house. Here it is. Can you see it on your screen?

**Razane:** Yes, but what does "dressing room" mean, Liz?

**Liz:** Oh, it's a small room next to a bedroom in which we keep our clothes and get dressed. You can see that there're three bedrooms upstairs on the first floor, each with a dressing room.

**Razane:** Which one is your bedroom, Liz?

**Liz:** It's the one with two balconies. The one next to mine is Mike's, my elder brother, and the big one next to the bathroom is my parents'. We have a terrace, too. In the summer when it gets hot, we always have dinner there.

**Razane:** You have a very beautiful house, Liz. Next time, I'll tell you about mine. Let's disconnect and say good bye. It's time for me to go to bed. I have class at eight tomorrow!

**Liz:** Have a good night, Razane. Sleep well.

**Razane:** You, too, Liz.

**SCRIPTS FOR: MY PRONUNCIATION TOOLS**

**ME, MY FRIENDS AND MY FAMILY  
( BOOK 2 – SEQUENCE 1 )**

## ME, MY FRIENDS AND MY FAMILY ( BOOK 2 – SEQUENCE 1 )

### SCRIPTS FOR: MY PRONUNCIATION TOOLS

#### 1. Pronunciation of “s” endings in plural nouns and present simple verbs (3rd person singular: he, she, it).

##### I listen and repeat.

- /ɪz/** ➔ houses – dresses – nieces – noses – washes – garages – matches  
cottages
- /s/** ➔ lips – aunts – plaits – makes – roofs – laughs – baths
- /z/** ➔ bathtubs – hijabs – grounds – blogs – moves – clothes – uncles  
bathrooms – cousins – rings – ears – storeys – balconies – nephews

#### 2. Pronunciation of “can / can’t”

##### I listen and repeat.

- Can **/kən/** you use a judo throw on me?
  - Yes, I can. **/kən/**  
I can **/kən/** knock you down in two seconds!
  - No, I can’t. **/kɑ:nt/**  
I can’t **/kɑ:nt/** knock you down in two seconds!

#### 3. Silent letter “h”

##### I listen and repeat.

- ➔ **hour** – **honest** – **honesty** – **honour** – **honoured** – **honourable** – **honourably**  
**what** – **which** – **when** – **where** – **why** – **white** – **vehicle**

#### 4. Silent letter “d”

I listen and repeat.

➔ handsome – sandwich – Wednesday – handkerchief – grandma – grandpa

I pronounce.

**Tasks 1 and 2.** I listen and put each word from the box into the right envelope.

practises – fridges – bathtubs – washbasins – weekends – bedrooms – eyes – faces  
trainers – shoes – terraces – sofas – abilities – writes – rides – halls – bikes

**Tasks 6 and 7.** I listen and tick the words in which the letter “h” is not pronounced.

- |                                 |                                |                                 |                                |                                    |
|---------------------------------|--------------------------------|---------------------------------|--------------------------------|------------------------------------|
| <input type="checkbox"/> he     | <input type="checkbox"/> hers  | <input type="checkbox"/> why    | <input type="checkbox"/> hour  | <input type="checkbox"/> horrible  |
| <input type="checkbox"/> honour | <input type="checkbox"/> house | <input type="checkbox"/> her    | <input type="checkbox"/> hijab | <input type="checkbox"/> hamburger |
| <input type="checkbox"/> heir   | <input type="checkbox"/> hair  | <input type="checkbox"/> honest | <input type="checkbox"/> white | <input type="checkbox"/> whip      |

**Tasks 8 and 9.** I listen and tick the words in which the letter “d” is not pronounced.

- |                                    |                                   |                                       |                                   |
|------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> cupboard  | <input type="checkbox"/> handsome | <input type="checkbox"/> hand         | <input type="checkbox"/> sandwich |
| <input type="checkbox"/> Tuesday   | <input type="checkbox"/> weekend  | <input type="checkbox"/> handwriting  | <input type="checkbox"/> Friday   |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> does     | <input type="checkbox"/> handkerchief | <input type="checkbox"/> handbag  |

**SCRIPTS FOR: I LISTEN AND DO.**

**ME AND MY SHOPPING  
( BOOK 2 – SEQUENCE 2 )**

## ME AND MY SHOPPING ( BOOK 2 – SEQUENCE 2 )

### SCRIPTS FOR: I LISTEN AND DO.

#### Tasks 1, 2, 6 and 7: Friday Couscous (Part 1)

**I listen to my mum and write down what she needs for her weekly Friday couscous.**

**Mum:** We're having couscous for lunch, as usual. I want you to get me half a kilo of every vegetable: carrots, courgettes, aubergines, turnip, potatoes, tomatoes, onions, garlic and chickpeas. I also need one small cabbage and a big slice of pumpkin. Buy three slices of lamb neck and a lamb leg. If you like couscous with fish instead of lamb, buy a kilo of grouper or carp slices. If you prefer chicken, buy a whole one, or six chicken legs and three breasts. Ask your father. Are you taking notes, Mehdi?

**Mehdi:** Yes, mum. Anything else?

**Mum:** Yes, I forgot cardoon, chillies and broad beans.

**Mehdi:** How much do you want, mum?

**Mum:** Half a kilo each.

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#### Tasks 10, 11, and 12 : Friday Couscous (Part 2)

**I listen to my mum and write down what she needs for her weekly Friday couscous.**

**Mehdi:** What about fruit, mum?

**Mum:** Good boy! Buy some tangerines and oranges; it's the season. And some figs. Buy the purple ones, they're sweeter. We already have some pears, peaches and apricots. You can buy some black grapes and some dates, too. Your dad loves them. Now you two go to market and don't be late! Don't forget that we have guests, today. Your aunt and uncle are coming over for lunch.

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#### Tasks 13 and 14: Shopping in London (Part 1)

**I listen to Sandra and her parents shopping in London, and fill in the gaps.**

**Mum:** Look, sweetheart. There's a dress right for you!

**Sandra:** Oh, it looks superb! What size is it?

**Mum:** Well, this one's size 10.

**Sandra:** I'm afraid it's too big. I need a smaller size. Here comes the shop assistant.

**Shop assistant:** Hello, can I help you?

**Sandra:** Yes, please. Does this dress come in a smaller size?

**Shop assistant:** Certainly. What size are you?

**Sandra:** 8.

**Shop assistant:** Just a minute. I'll go and get you one. What colour do you want?

**Sandra:** Same colour, please. Red with a black waistband.

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### **Tasks 15 and 16: Shopping in London (Part 2)**

**I listen to the end of Part (2) of the phone conversation between Liz and Razane.**

**Shop assistant:** Here you are. Size 8.

**Sandra:** Thank you, but it looks a bit long.

**Mum:** Try it on first, sweetheart.

**Shop assistant:** The fitting rooms are at the back, next to the escalator.

**Mum:** Thank you. Let's go, Sandra.

**Sandra:** Look, mum. It fits me well.

**Mum:** And it isn't long at all! It's just perfect on you!

**Sandra:** But look at the price tag, mum. This dress is too expensive! Dad can't afford it.

**Mum:** How much does it cost?

**Sandra:** £75!

**Dad:** It's all right, sweetheart. Don't worry about the money.

**Sandra:** Thanks, dad.

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### **Tasks 18, 19 and 20: Shopping in London (Part 3)**

**I listen to Sandra and her parents shopping in London, and fill in the gaps.**

**Sandra:** I'd like to buy new boots, mum.

**Mum:** All right, sweetheart.

**Sandra:** Let's go to Stopshop. They have very trendy ones, there.

**Father:** You know I'm not familiar with all these fashion shops. Is it far from here?

**Sandra:** Not at all, dad. It's about 500m, right at the corner of Oxford St. and Regent St.

**Father:** All right, then. Let's walk.

**Sandra:** But we'll first stop at Girlie's. They have trendy shoes, too. It's only a few metres away, at the corner of St Christopher's Place and Oxford St., just opposite Hoops.

**Mum:** I know the place, sweetheart. Let's go.

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**SCRIPTS FOR: MY PRONUNCIATION TOOLS**

**ME AND MY SHOPPING  
( BOOK 2 – SEQUENCE 2 )**

# ME AND MY SHOPPING ( BOOK 2 – SEQUENCE 2 )

## SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of “l” in British English

#### a. l listen and repeat.

/l/ ➔ lunch – lamb – leg – like – love – late – look – long – Let’s – listen  
kilo – garlic – slice – chillies – weekly – black – hello – colour

/ɫ/ ➔ vegetable – usual – small – purple – uncle – sandal – email – fill  
else – help – milk – self – elbow – belt – health – salt – cold

#### b. l listen and repeat each pair.

/l/

lip  
lick  
let  
loot  
lime  
late

/ɫ/

pill  
kill  
tell  
tool  
mile  
tale

### 2. Pronunciation of “r” in British English

#### a. l listen and repeat: “r” is pronounced

/r/ ➔ rice – raisin – radish – red – room – right – run – write – repeat – read

➔ carrots – grouper – breasts – tangerines – oranges – apricots – grapes  
parents – dress – trainers – trolley – price – trendy – straight – street

**b. I listen and repeat: “r” is not pronounced (silent letter)**

- ➔ courgettes – aubergines – turnip – garlic – carp – cardoon – purple – card market – forget – superb – Oxford – shirt – skirt – first – perfect – afford
- ➔ colour – grouper – escalator – bigger – there – metre – corner  
prefer – father – mother – sweeter – pear – smaller – shopper  
trainers – customer – cashier – store – far – near – jumper – sweater

**I pronounce.**

**Tasks 1 and 2. I listen and tick the correct pronunciation of the letter “l” in bold.**

– Look, Lisa. The **light blue** leggings are **smaller** than the dark **blue** ones.

/l/                       /ɫ/

– This **small** belt fits **well** with the **purple** dress and the sandals. It’s **cool**!

/ɫ/                       /l/

– How do you **feel**, today?

/l/                       /ɫ/

– Quite **well**. Thanks for asking.

/ɫ/                       /l/

– **Awful**! I’ve had a terrible night.

/l/                       /ɫ/

**Task 3. I listen and write the corresponding phonetic symbol (/l/ or /ɫ/) for each “l” in bold type.**

**Eating out: At the Restaurant**

**Waiter:** Good evening, **ladies** /...../ and **gentlemen** /...../. Are you ready to order?

**Dad:** Yes, please /...../. I’ll /...../ have a **grilled** /...../ **chicken leg** /...../ with **boiled** /...../ **cauliflower** /...../ /...../.

**Mum:** I’ll have the **leek** /...../ **soup** as a starter and a **mixed vegetable** /...../ and **tuna salad** /...../.

**Waiter:** What would you **like** /...../ for dessert?

**Dad:** I’ll try your **vanilla** /...../ **ice cream**.

**Mum:** I’ll have a **fruit salad** /...../.

**Waiter:** Any **drinks**, sir?

**Dad:** **Mineral** /...../ **water** and two **black** /...../ **coffees** after dessert, please.

*(When the meal /...../ is over, dad asks the waiter for the bill /...../ and pays with his credit card.)*

**Tasks 5 and 6.** I listen and tick the right pronunciation of the letter “r” in each word.

1.	/r/	silent
tracksuit	<input type="checkbox"/>	<input type="checkbox"/>
trousers	<input type="checkbox"/>	<input type="checkbox"/>
scarf	<input type="checkbox"/>	<input type="checkbox"/>
shorts	<input type="checkbox"/>	<input type="checkbox"/>
bracelet	<input type="checkbox"/>	<input type="checkbox"/>
ring	<input type="checkbox"/>	<input type="checkbox"/>
wristwatch	<input type="checkbox"/>	<input type="checkbox"/>
green	<input type="checkbox"/>	<input type="checkbox"/>

2.	/r/	silent
butter	<input type="checkbox"/>	<input type="checkbox"/>
sugar	<input type="checkbox"/>	<input type="checkbox"/>
vinegar	<input type="checkbox"/>	<input type="checkbox"/>
mustard	<input type="checkbox"/>	<input type="checkbox"/>
marmalade	<input type="checkbox"/>	<input type="checkbox"/>
pepper	<input type="checkbox"/>	<input type="checkbox"/>
flour	<input type="checkbox"/>	<input type="checkbox"/>
hamburger	<input type="checkbox"/>	<input type="checkbox"/>

**Tasks 8 and 9.** I listen and write (P) for “pronounced” or (S) for “silent” under each “r” in bold type.

**At the Supermarket**

**Mum:** Take some low-fat yogurts for me and your dad, Sandra.

**Daughter:** And I’ll take four sugar-free ones for me.

**Dad:** The strawberry-flavoured ones are better.

**Mum:** Is there any diet margarine left in the fridge, **Robert**?

**Dad:** I think there is but I’m not sure. I can’t remember. Have a look at our shopping list.

**Daughter:** I’ll take two cans of light coke and a chocolate bar, mum.

**Mum:** But that’s very bad for your health!

**Dad:** Your mum’s right.

**Mum:** Ok. Here’s the shopping list: two bags of brown flour, two bags of granulated sugar, three cartons of skim milk, two cartons of orange juice, two jars of marmalade, four bars of perfumed soap, tinned sardines and tuna, tinned tomato purée, two packets of dried fruits and cereals, salt, pepper, olive oil and vinegar.

**Dad:** Your shopping trolley’s going to be very heavy in a minute, Sandra.

*(When the shopping is over, the family heads towards the cashier who puts the shopping in shopping bags and gives the father a receipt when he pays.)*

**SCRIPTS FOR: I LISTEN AND DO.**

**ME AND MY HEALTH  
( BOOK 2 – SEQUENCE 3 )**

## ME AND MY HEALTH ( BOOK 2 – SEQUENCE 3 )

### SCRIPTS FOR: I LISTEN AND DO.

#### Tasks 1 and 2: Body Parts (Part 1)

**I listen to my mum teaching me the English names of my body parts.**

**Mum:** Before we start, Rami, you should take notes on your notebook. Just write quickly the important words. Don't worry about their spelling, I'll correct you later. Now, look at me. This is my arm with my hand at its end. My hand or yours has five fingers. We have two hands, so we have ten fingers. In the middle of my arm there's a joint called the elbow, which helps me fold my arm. Between my arm and my hand there's another joint called the wrist, which helps me move my hand left and right or up and down. Look at your watch; you wear it around your wrist. This is why it's also called a "wrist ... watch". I'm wearing a bracelet around mine. Now, the part between the top of my arm and my neck is called the shoulder. Do you get it, Rami?

**Me:** I guess so, mum. Two arms with two hands. Each hand has five fingers and a joint called the wrist, which helps me move my hand. In the middle of each arm there's another joint called the elbow, which can help me fold my arm. The top of my arm is connected to my shoulder.

**Mum:** That's right, good boy!

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#### Tasks 3 and 4: Body Parts (Part 2)

**I listen again to my mum teach me other body parts.**

**Mum:** Don't forget to take notes. Now, show me your leg. It's the lower part of your body. You have two legs. The top part of your leg is called the thigh and the lowest part is called the foot. You have two feet. You play football with your foot. This is why it's called "foot ... ball". Are you following me, Rami?

**Me:** Of course, mum. We all have two legs with two feet and two thighs.

**Mum:** Good. Between your thigh and your shin there's a joint called the knee. It helps you fold your leg. There's another joint called the ankle, which connects your foot to your leg.

**Me:** You said "uncle"?

**Mum:** No. It's not "uncle"; it's pronounced "ankle"!

**Me:** All right. I got it, mum. It's "ankle", not "uncle".

**Mum:** Right! We have five fingers on each hand. Remember? We also have five toes on each foot. The tip of each finger and toe is covered with a nail called “fingernail” or “toenail”. When your nails grow long, you must cut them or clip them with nail clippers. Women and girls use nail polish to paint their fingernails and toenails. Now, look at my shoes. They’re called “high ... heels” in English. Why? Well, simply because the back part of the foot, below the ankle, is called the heel. “High ... heels”.

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**Tasks 5 and 6: Body Parts (Part 3)**

**I listen to the last part (part 3) of my mum’s explanations.**

**Mum:** We’re almost finished with the body parts. Stand up Rami, and face the wall. Do you feel my hand touching you there?

**Me:** Yes, mum.

**Mum:** Well, you can’t see this part of your body because it’s not in front. It’s your back I’m touching now. Your neck connects your head to your shoulders. The front part of your neck is called the throat. When you eat or breathe, food or air passes through your throat. Now turn around and face me. The top part of the front of your body is called the chest. You can see your chest, but not your back. Your stomach is just below your chest. When you eat, food goes down to your stomach. “Belly” is another word for “stomach” in English. Small children use the word “tummy” for belly or stomach. The area around your belly is called the waist. You should measure your waist to know the size of your trousers. That’s all for today. I must go to the kitchen now and prepare dinner.

**Me:** Thanks for your help, mum.

**Mum:** My pleasure, sweetie.

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**Tasks 9 and 10: Amy, a 14-year-old English girl, loves fast food. She’s fat because she eats too much. This morning, Amy feels a nagging pain in her belly. Her mother takes her to the doctor. I listen to Part (1) of the dialogue and complete the dialogue bubbles.**

**Doctor:** Hello, Amy. You look very pale. How do you feel?

**Amy:** Not very well. I’ve got terrible pains in my belly. I also vomited up my dinner last night and I have the runs.

**Doctor:** You mean “diarrhoea”. Let me examine you. Oh, you have a high temperature! What did you eat for dinner?

**Amy:** (hesitatingly) ... hmm ... I ate out at a fast food restaurant with some friends of mine. I had a large pizza with extra cheese, a large portion of chips, a large coke and some ice cream for dessert.

**Doctor:** Oh! No wonder then you threw up your dinner last night and you have a stomach ache this morning!

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**Tasks 11 and 12:** I listen to Part (2) of the dialogue between Amy and her doctor, and complete the dialogue bubbles.

**Amy:** I still feel nauseous, like wanting to vomit again

**Doctor:** Listen, Amy. I'm going to give you some medication to ease the pain in your stomach and stop diarrhoea and vomiting but you should consult a dietician, a specialist who'll give you some good advice about what you should or shouldn't eat. You're overweight ... seventy kilos!

**Amy:** Thank you, doctor.

**Doctor:** Here's your prescription. The chemist will explain how you should take the medicine I prescribed to you. Follow his instructions and take care of your health. Good bye, Amy.

**Amy:** Good bye, doctor.

---

**Tasks 13 and 14:** I listen to a family physician explaining on the BBC radio what kind of specialist patients should consult when they have a health problem.

**Doctor:** If you feel a pain in your belly, consult a physician or doctor specialised in gastroenterology. People who suffer from migraines or severe headaches must consult a neurologist. Toothache or dental decay can be treated by a dentist. If you break your leg or sprain your ankle when you play football or have a backache, go and see a specialist in orthopaedics. If you've got an allergy, like a skin rash, or a skin disease like eczema, you should consult a dermatologist. A respiratory physician can treat asthma and any other pulmonary disease. If you put on weight and become overweight or obese, you have to consult a dietician. He'll give you advice about healthy food and diet. Diabetic patients must consult a specialist in endocrinology. Patients who suffer from a heart disease should consult a cardiologist. In winter, many people catch a cold or the flu with a high fever, a sore throat, a runny nose and frequent sneezing. They should consult an otolaryngologist. Patients suffering from eye diseases, like conjunctivitis, must see an ophthalmologist. If you are short-sighted, or if you have poor eyesight or myopia, an optician will make the right eyeglasses for you to improve your sight.

**Tasks 17 and 18:** Amy followed her family physician's advice about her weight problem, and is now at the dietician's office. I listen to part (1) of the conversation between Amy and her dietician.

**Dietician:** Come in, please. Have a seat.

**Amy:** Thank you.

**Dietician:** What's your name, young girl?

**Amy:** Amy. Amy Morrison.

**Dietician:** Glad to meet you, Amy. I'm Dr Sandgate but you already know my name.

**Amy:** Yes, I do. Glad to meet you, too, doctor.

**Dietician:** Now, tell me. What's the problem?

**Amy:** Our family physician says that I'm overweight and that I should consult a specialist like you.

**Dietician:** Let's check your height and weight, first ... 1.55m. All right. Now step on the scales and don't move, Amy ... well, well, well ... 70kg. Your family doctor's right; you're overweight, Amy. This is not good for your health. The normal healthy weight for your height is 45 to 60 kilos. Two or three more kilos and you'll be obese! That's really dangerous.

---

**Tasks 19, 20, 21 and 22:** I listen to part (2) of the dialogue between Amy and her dietician.

**Amy:** How can it be dangerous, doctor?

**Dietician:** Well, overweight and obesity can cause diabetes or heart disease and many other health problems. But you should also ask me about the causes of overweight and obesity. Are you a couch potato, Amy?

**Amy:** Well, I spend a few hours watching TV every day, like many young people.

**Dietician:** Do you eat between meals?

**Amy:** Hmm ... I like eating salted crisps and peanuts or milk chocolate bars when I watch my favourite TV serial.

**Dietician:** What kind of food do you like eating on a daily basis?

**Amy:** I love fast food. I also like ice cream, sugary drinks and pancakes but I hate vegetables, except potatoes.

**Dietician:** Do you exercise? Do you do gym or practise any sport?

**Amy:** I'm not sporty at all. I just can't do any sport.

**Tasks 23, 24, 25 and 26:** I listen to part (3) of the dialogue between Amy and her dietician.

**Dietician:** Listen, Amy. Too much food or bad food, plus lack of exercise or sport practice are the usual causes of overweight and obesity, and many other health problems. You should eat less fat, less sugar and less salt and more fruit and vegetables because they're rich in vitamins and many other good things. You must do more exercise to keep fit and healthy. Try to walk more often and spend less time watching TV. You must go on a diet immediately if you want to lose weight. I'm putting you on a four-week diet plan with balanced daily menus. Follow it, Amy, and come back in a month for a check. Bye Bye.

**Amy:** Thank you, doctor. Bye.

**SCRIPTS FOR: MY PRONUNCIATION TOOLS**

**ME AND MY HEALTH  
( BOOK 2 – SEQUENCE 3 )**

# ME AND MY HEALTH ( BOOK 2 – SEQUENCE 3 )

## SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of “must / mustn’t”

#### a. I listen and repeat.

- /məs(t)/* ➔ Must Amy go on a diet, doctor?
- /mʌst/* ➔ Yes, she must.
- /məs(t)/* ➔ She must go on a diet.
- /mʌsnt/* ➔ She mustn’t eat bad, unhealthy food.

#### b. I listen and repeat.

- What must */məs(t)/* I do if I have toothache?
  - You must */məs(t)/* consult a dentist.
- What must */məs(t)/* I do if I put on weight?
  - You must */məs(t)/* do exercise.
  - You mustn’t */mʌsnt/* spend a lot of time sitting and watching TV.

### 2. Pronunciation of “should / shouldn’t”

#### a. I listen and repeat.

- /ʃəd/* ➔ Should I take notes, mum?
- /ʃʊd/* ➔ Yes, you should.
- /ʃəd/* ➔ You should write the important words.
- /ʃʊdnt/* ➔ You shouldn’t write whole sentences.

#### b. I listen and repeat.

- When should */ʃəd/* I start this diet?
  - You should */ʃəd/* start it immediately.
- How should */ʃəd/* I take this medicine?
  - You should */ʃəd/* take it after meals.
  - You shouldn’t */ʃʊdnt/* take it before.

### 3. Pronunciation of “sh”

I listen and repeat.

/ʃ/ **should** – **shoulder** – **shin** – **shoes** – **show** – **she** – **shade** – **shape** – **shirt**  
**wishes** – **washes** – **fishing** – **nail polish** – **skin rash** – **English**

### 4. Pronunciation of “ch”

a. I listen and repeat.

/tʃ/ **chest** – **children** – **cheese** – **check** – **choose** – **teacher** – **kitchen**  
**touching** – **patch** – **couch** – **catch** – **rich** – **much** – **itch** – **each** – **wristwatch**

b. I listen and repeat these words of French origin in which “ch” is pronounced /ʃ/ not /tʃ/.

/ʃ/ **chef** – **chic** – **machine** – **moustache** – **brochure** – **chalet** – **parachute**  
**chauffeur**

c. I listen and repeat these English words in which “ch” is pronounced /k/ not /tʃ/.

/k/ 1. “ache” as in: **headache** – **toothache** – **earache** – **backache**  
2. **stomach** – **stomach ache** (= bellyache)  
3. **chemist** – **chemical** – **chemistry** – **school** – **psychologist** – **architect**

I pronounce

**Tasks 1 and 2.** I listen and tick the correct pronunciation of the words in bold.

– People who suffer from migraines or severe headaches **must** consult a neurologist.

/mʌst/

/məs(t)/

– Diabetic patients **must** consult a specialist in endocrinology.

/məs(t)/

/mʌst/

– I have myopia. **Must** I see an ophthalmologist?

/mʌst/

/məs(t)/

– Yes, I think you **must**.  /məs(t)/  /mʌst/

– No, you don't have to. You can just consult an optician.

**Tasks 3 and 4. I listen and tick the correct pronunciation of the words in bold.**

– People who catch a cold or the flu **should** consult an otolaryngologist.

/ʃʊd/

/ʃəd/

– If you've got an allergy like a skin rash or a skin disease like eczema, you **should** consult a dermatologist.

/ʃəd/

/ʃʊd/

– I have a headache. **Should** I go to the doctor?

/ʃʊd/

/ʃəd/

– Yes, I think you **should**.

/ʃəd/

/ʃʊd/

– No, I think you **shouldn't**.

/ʃədnt/

/ʃʊdnt/

You can just take an aspirin.

**Tasks 5, 6 and 7. I listen to the dialogue between Liz and her mum.**

**Liz:** Do I have to take this cough syrup, mum? It tastes awful!

**Mum:** I'm afraid you have to, sweetheart.

**Liz:** Must I take it right now?

**Mum:** Yes. You must take one spoonful right now and another one before you go to bed.

**Liz:** I don't think I must take two spoonfuls, mum! One should be enough.

**Mum:** Of course you must! The doctor knows better, sweetheart.

**Liz:** What should I do if I vomit, then?

**Mum:** Well, you should take another spoonful after a few minutes!

**Liz:** Oh, no! That's not fair!

**Tasks 9 and 10. I listen and tick the box next to the right pronunciation of the letters in bold type in each word.**

1. /tʃ/ /ʃ/

mash

match

watch

wash

chef

chief

ship

chip

2. /tʃ/ /ʃ/

shoes

choose

chin

shin

which

wish

cash

catch

**Tasks 11 and 12.** I listen and write the phonetic symbol (/tʃ/ – /ʃ/ – /k/) corresponding to the pronunciation of the letters in bold type in each word.

Shirley /.../ Richardson /.../ and her husband **Charles** /.../ Fisher /.../ are a rich /.../ English /.../ couple. They live in **Chichester** /.../ /.../, a beautiful town about 128 km southwest of London. Shirley is a tall, **charming** /.../ blonde who is always **chic** /.../ and elegant. Charles is a typical Englishman with his pipe and moustache /.../. Shirley is a **chemist** /.../ and Charles is an **architect** /.../. **Michael** /.../ is their only **child** /.../. He studies **psychiatry** /.../ at the University of **Chicago** /.../, USA. Charles and Shirley have a private French /.../ **chef** /.../ who cooks for them. The couple don't drive because they have their own **chauffeur** /.../. They always spend their winter holiday in their Swiss **chalet**. /.../.

**SCRIPTS FOR: I LISTEN AND DO.**

**ME AND MY TRAVELS  
( BOOK 2 – SEQUENCE 4 )**

## ME AND MY TRAVELS ( BOOK 2 – SEQUENCE 4 )

### SCRIPTS FOR: I LISTEN AND DO

#### Tasks 1, 2, 3, 4 and 5: I listen to Part (1) of the conversation between Mounir and Keltoum.

*Keltoum is Mounir's new classmate in Djelfa. She is from Tizi-Ouzou. Last year, her family moved from Tizi-Ouzou to Djelfa.*

**Mounir:** I'm going to visit Algiers and Tizi-Ouzou next summer. I need your help, Keltoum. Tell me, what do I need to know before travelling?

**Keltoum:** I'll give you a travel brochure tomorrow. You'll find all the information you need about hotels, restaurants, museums, historic sites and monuments.

**Mounir:** Thanks, Keltoum. Well, you know I love outdoor life. What kinds of activities are available around the capital or Tizi?

**Keltoum:** Tomorrow, I'll also give you a detailed map with a key to all the camping sites, national parks and outdoor activities in the region like hiking, mountain biking, skiing or fishing.

**Mounir:** I won't ski in summer! I like fishing and biking but I prefer hiking.

---

#### Tasks 8, 9 and 10: I listen to Part (2) of the conversation between Mounir and Keltoum.

*The next day, Keltoum meets Mounir during the morning break.*

**Keltoum:** Hello, Mounir. Here are the brochure and the map I promised you yesterday.

**Mounir:** It's very kind of you, Keltoum! Thanks a lot.

**Keltoum:** Not at all. Tell me, when are you going to travel to Algiers?

**Mounir:** I don't know. Maybe in July or August.

**Keltoum:** Don't forget to visit the Bardo National Museum of Prehistory and Ethnography.

**Mounir:** I will! Where is it situated?

**Keltoum:** Hmm... It's near the town centre, about 500m far from Mustapha Bacha hospital, and a 100m walk from the National Museum of Antiquities. El-Djazair Hotel is also nearby, about 600m to the south.

**Mounir:** Is there any interesting site or monument in the capital?

**Keltoum:** Oh yes, you should visit the Casbah. It's a UNESCO World Heritage Site. Actually, it's the old medina of Algiers. It's located north of Algiers Central Train Station, not far from the sea.

---

**Tasks 13 and 14:** I listen to the end of the conversation part (2) between Mounir and Keltoum.

**Mounir:** I will! Where is it situated?

**Keltoum:** Hmm... It's near the town centre, about 500m far from Mustapha Bacha hospital, and a 100m walk from the National Museum of Antiquities. El-Djazair Hotel is also nearby, about 600m to the south.

**Mounir:** Is there any interesting site or monument in the capital?

**Keltoum:** Oh yes, you should visit the Casbah. It's a UNESCO World Heritage Site. Actually, it's the old medina of Algiers. It's located north of Algiers Central Train Station, not far from the sea.

---

**Tasks 15, 16, 17, 18, 19, 20 and 21:** I listen to this BBC Radio programme about Djurdjura National Park.

Djurdjura National Park is situated in Kabylia, in the northeast of Algeria, about a 150 km east of the capital Algiers. The park was established in 1983. It covers an area of 82 square kilometres. It's about 60km southeast of Tizi-Ouzou. The park has a rich fauna and flora. It hosts many forests of oak and pine trees, and old cedars,. There are also many mountains, gorges and caves. Many animals and birds inhabit the park such as jackals, foxes, Barbary macaques, vultures, eagles and falcons. Some of them are endangered species. Winters are cold, with heavy snow. Temperatures fall below zero but in autumn and spring it is rather warm. In the summer, the weather is cool and sunny most of the season.

---

**Tasks 23, 24 and 25:** I listen to Part (3) of the conversation between Mounir and Keltoum.

*The conversation goes on between Mounir and Keltoum during the morning break.*

**Keltoum:** How long will you stay in Algiers?

**Mounir:** Maybe a couple of days. Then, I'm going to travel to Tizi-Ouzou, your hometown.

**Keltoum:** Good. You should visit Djurdjura National Park. You can camp there and go hiking, fishing or mountain biking. You'll see, it's a wonderful place!

**Mounir:** I can't wait to be there!

**Keltoum:** You can also visit the village of Beni Yenni. It's famous for its traditional Berber jewellery. The region is also famous for traditional pottery.

**Mounir:** That's interesting! How far is it from Tizi?

**Keltoum:** Not very far, about 35km to the southeast. It's halfway between Djurdjura National Park and Tizi. You can stop there on your way to the park.

**Mounir:** What's the weather like in your region, Keltoum?

**Keltoum:** Well, in summer it's cool in the mountains but very hot in Tizi. Winter is very cold. It snows a lot. Autumn is a warm but rainy season. I prefer spring. The weather is really nice and sunny.

**Mounir:** Thanks, Keltoum, for all your help!

**Keltoum:** It's my pleasure, Mounir! I hope you'll enjoy your summer holidays in my birthplace.

**Mounir:** I will. Many thanks again.

---

**Tasks 26 and 27:** I listen to Part (4) of the conversation between Mounir and Keltoum.

**Mounir:** What's the weather like in your region, Keltoum?

**Keltoum:** Well, in summer it's cool in the mountains but very hot in Tizi. Winter is very cold. It snows a lot. Autumn is a warm but rainy season. I prefer spring. The weather is really nice and sunny.

**Mounir:** Thanks, Keltoum, for all your help!

**Keltoum:** It's my pleasure, Mounir! I hope you'll enjoy your summer holidays in my birthplace.

**Mounir:** I will. Many thanks again.

## SCRIPTS FOR: MY PRONUNCIATION TOOLS

**ME AND MY TRAVELS  
( BOOK 2 – SEQUENCE 4 )**

## ME AND MY TRAVELS ( BOOK 2 – SEQUENCE 4 )

### SCRIPTS FOR: MY PRONUNCIATION TOOLS

#### 1. Pronunciation of contracted or short forms of “will / will not”

##### a. I listen and repeat.

**/wɪl/** ➔ **Will** you come tomorrow?

Yes, I **will**.

**/ɪ/** ➔ I’**ll** give you a travel brochure tomorrow.

**/wəʊnt/** ➔ I **won’t** come tomorrow.

No, I **won’t**.

##### b. I listen and repeat.

– Will **/wɪl/** you go hiking in Djurdjura?

– Yes, I will. **/wɪl/**

– I’ll go hiking. **/ɪ/**

– Will **/wɪl/** you ski in Djurdjura?

– No, I won’t. **/wəʊnt/**

– I won’t ski. **/wəʊnt/**

#### 2. Pronunciation of “ed” endings in past simple and past participle forms of regular verbs

##### I listen and repeat.

**/ɪd/** ➔ greeted – started – waited – visited – needed – decided

**/t/** ➔ stopped – hiked – stuffed – unearthed – washed – watched – danced

**/d/** ➔ rubbed – belonged – moved – bathed – advised – judged – travelled  
aimed – rained – endangered – preferred – snowed – played – skied

### 3. Pronunciation of “th”

I listen and repeat.

/θ/ ➔ **three** – **thanks** – **birth**place – **ethn**ology – **north** – **south** – **month**  
/ð/ ➔ **this** – **these** – **that** – **those** – **weather** – **mother** – **father** – **with**

### 4. Pronunciation of “tion”

I listen and repeat.

/ʃ(ə)n/ ➔ **pronunciation** – **location** – **situation** – **information** – **conversation**  
**preparation** – **position** – **instruction** – **connection** – **direction**

I pronounce.

**Task 1 and 2.** I listen and tick the correct pronunciation of the words in bold.

– You’ll find all the information you need.

/wɪ/                       /ɪ/

– I hope you’ll enjoy your holidays in my birthplace.

/ɪ/                       /wɪ/

– **Will** you travel there next summer?     /wɪ/     /ɪ/

– Yes, I **will**.     /ɪ/                       /wɪ/

– No, I **won’t**.     /wəʊnt/                       /waʊnt/

**Task 3.** I listen and repeat the questions.

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

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

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

**Task 5.** I listen again and answer the questions in task (4).

Question 1: Will you camp there next summer?

Question 2: Will you go swimming?

Question 3: Will you be with your family?

**Task 7.** I listen and tick the right pronunciation of the “ed” ending in each verb.

1.	/ɪd/	/t/	/d/
cried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
camped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
admired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
added	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.	/ɪd/	/t/	/d/
planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surprised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
impressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tasks 9 and 10.** I listen and write the phonetic symbol ( /θ/ or /ð/ ) for each “th” in bold type.

- “**These**” /...../ is the plural form of “**this**” /...../.
- “**Those**” /...../ is the plural form of “**that**” /...../.
- “**Mouths**” /...../ is the plural form of “**mouth**” /...../.
- “To **breathe**” /...../ is a verb and “**breathed**” /...../ is its past form; “**breath**” /...../ is a noun.
- “**Cloth**” /...../ is a noun; its plural form is “**cloths**” /...../.
- “To **clothe**” /...../ is a verb, and “**clothed**” /...../ is its past form; “**clothes**” /...../ is another plural noun.