

Enhancing English Pronunciation for Novice Learners: An Investigation into the Effectiveness of Computer-Assisted Pronunciation Teaching

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Abstract:- Beginner English language learners often face a great challenge in accurately producing sounds of the English language. This is particularly due to the significant differences between the phonetic systems of their native language and English. Consequently, learners often feel frustrated when their communication is misunderstood in real-life situations. Improving pronunciation is therefore a crucial priority in every ESL classroom, as it impedes intelligibility and affects students' motivation. This paper aims to achieve two goals: firstly, to identify and classify the most common pronunciation mistakes made by beginner learners of English, with the aim of helping teachers anticipate and address these errors before they become ingrained. Secondly, the paper proposes practical recommendations for teachers and syllabus designers to improve pronunciation teaching, as it is often neglected in classroom instruction and textbooks. The paper also recommends two computer-assisted pronunciation teaching applications that students can use on their own to improve their pronunciation skills. To collect data, we used a quantitative approach and conducted a speaking test with a focus group of students who completed a 30-hour English course. Based on their recordings, we were able to objectively categorize their pronunciation errors and make generalizations about common mistakes of pronunciation among beginner English language learners.

Keywords:- Segmental; suprasegmental; intuitive-imitative; analytical-linguistic; integrative; EFL, phoneme, morpheme, minimal-pair.

I. INTRODUCTION

The role of pronunciation in contemporary English language instruction programs is considered to be highly significant. Modern English language learners make a conscientious effort to improve their English pronunciation in order to achieve an adequate and native-like accent. The ability to master the correct pronunciation of English words is a crucial factor in enhancing one's self-confidence. Learners who possess excellent pronunciation skills feel more at ease in authentic situations, as their mastery of pronunciation helps them avoid misunderstandings.

Teaching pronunciation in English language instruction is a complex task that involves subjectivity, as the choice of which pronunciation style to teach is at the discretion of the teacher. Typically, teachers worldwide adopt either the American or British pronunciation style based on their interests and teaching philosophy. However, there is no good or bad pronunciation style, as it is quite often a matter of preference of the teacher or the teaching context. For example, teachers at the American Language Center foster the American accent, while those at the British Council emphasize the British tone.

In addition to the pronunciation style, there are three widely recognized pronunciation teaching models. The first is the intuitive-imitative approach, which is the most straightforward and involves exposing learners to specific sounds with the aim of replicating them. This approach explicitly drills students on recasting sounds of language. The second model is the analytical-linguistic approach, which advocates for teaching pronunciation systematically using pronunciation charts, tables, and illustrations. It anticipates and caters to potential mistakes that students may make, either through the textbook or classroom instruction. The third approach, known as the integrative approach, focuses on suprasegmental elements of pronunciation such as rhythm and stress, as opposed to the previous model, which emphasizes minor segmental elements of language.

This paper aims to examine the issue of pronunciation in EFL classes in light of modern technological advancements. Specifically, the research seeks to address the following questions:

- What are the most common types of pronunciation mistakes made by Moroccan and Sub-Saharan African learners of English?
- Is there any significance difference between the Moroccan students and the sub-Saharan Africans in the frequency of making pronunciation errors?

II. LITERATURE REVIEW

ELT researchers have always been interested in exploring the reasons for mispronouncing English words, as pronunciation has a significant impact on meaning and fluency. This literature review highlights the most innovative studies conducted to offer practical suggestions for overcoming pronunciation difficulties in English classrooms.

Initially, the impact of L1 is a primary determinant of mispronunciation in English among ESL learners. El Waheeb's (2020) perceptive study on Arab ESL learners' pronunciation difficulties identified L1 interference as a crucial factor contributing to such problems. Arab learners tend to utilize their Arabic pronunciation system when speaking English, leading to errors that may impede comprehension. The study emphasized that this issue arises because certain sounds in English may not exist in the learners' mother tongue. Al-Rubaat and Alshammari (2019) approached the issue from a linguistic perspective, particularly phonetics and phonology, and argued that mispronunciation cannot be attributed to a single factor, but rather to several factors. They classified pronunciation errors into six categories and concluded that most mistakes could be traced back to three primary factors. Firstly, ESL Arab learners, mainly from Gulf countries, struggle to produce certain English sounds. For example, they tend to replace the sound /p/ with /b/, resulting in pronouncing "bark" instead of "park." Secondly, as learners progress in English, they rely on their L1, which is unrelated to the target language, leading to negative transfer and significant mispronunciation. Finally, cultural factors may hinder proper pronunciation, as some learners may fear losing their language identity and rely on their L1 when pronouncing English words.

Similarly, numerous studies have suggested that teachers play a vital role in addressing pronunciation difficulties. For instance, Aydin & Akyum's (2017) research focused on the current approaches used to teach pronunciation. The study highlighted that poor pronunciation significantly impacts meaning, and therefore it is the responsibility of teachers to address this issue. Teachers should have excellent pronunciation skills since they serve as the primary models for first-time learners. In addition to taking continuous training courses, they should also be familiar with and able to apply one of the three pronunciation approaches: intuitive-imitative, analytical-linguistic, and integrated.

Similarly, Jennifer A. Foote, Amy K. Holtby, and Tracey M. Derwing (2011) conducted an insightful survey on pronunciation in Canada, involving both teachers and learners to identify the factors contributing to difficulties in pronouncing English words and assess the effectiveness of syllabi and teaching materials. The researchers the main reason for fostering pronunciation is not to sound like a native speaker when a speaker uses English. Instead, the ultimate goal is to increase intelligibility. They concluded that incorporating more pronunciation into syllabi is necessary for better communication.

Moreover, one point emphasized in all pronunciation research is the dominance of teachers in speaking time, leaving learners with little chance to practice spoken English, as noted by Al-Rubaat and Alshammari (2019).

Conversely, certain studies propose viable solutions to tackle the issue of mispronunciation in EFL classes, recommending the integration of Information and Communication Technology (ICT) and digital learning tools. In this respect, Cristian Tejedor-García, David Escudero-Mancebo, Enrique Cámara-Arenas, César González-Ferreras, and Valentín Cardeñoso-Payo (2020) presented a comprehensive solution to the issue of pronunciation in ELT classes, advocating for the use of Computer-Assisted Pronunciation Tools (CAPT). such tools comprise Text-to-Speech (TTS), Automatic Speech Recognition (ASR), and Google tools, which facilitate both the practice and production of synthetic sounds. To assess the reliability of these tools, the researchers conducted an experiment involving two groups of students, where one group was taught traditionally while the other group was instructed in a lab using technological tools. The results of the pre and post-tests demonstrated that the students who used CAPT scored higher than those who were instructed traditionally. Consequently, the study concluded that computer-assisted tools had impact on improving pronunciation, as they are interactive and self-paced, enabling learners to access them at their convenience.

Additionally, Thai Pi-hua (2015) investigated the impact of Mobile-assisted learning on pronunciation learning and suggested that computer-assisted pronunciation training (CAPT) greatly improves pronunciation mastery. Pi-hua's research explored the pedagogical benefits of using state-of-the-art technologies for teaching pronunciation. The study found that CAPT tools promote autonomous learning, which allows learners to access materials at their own pace and significantly improve pronunciation performance. Similarly, many researchers have put forth various solutions to the issue of pronunciation among EFL learners, including teaching pronunciation rules, allowing authentic pronunciation activities, and using modern technologies instead of classical drills.

Farhat & Dzakiria (2017) conducted a groundbreaking study that revealed various issues affecting English language learners' pronunciation in Pakistan and highlighted the role of CAPT in addressing them. The study revealed that pronunciation is often neglected in

language programs, some teachers lack procedural knowledge of sub-speaking components such as pronunciation, and textbooks do not enhance pronunciation teaching. The study outlined tips for teachers to improve pronunciation mastery among their learners, including equally fostering segmental and suprasegmental pronunciation features, testing pronunciation frequently, digitalizing pronunciation instruction, and continuously upgrading knowledge related to teaching pronunciation.

Another study by Khoshsima, Saed, and Moradi (2017) aimed to get insights into the perspectives of English language learners in Iran regarding the use of CAPT. The study revealed that learners significantly improved their pronunciation after six weeks of instruction using a software called Clear Pronunciation 2. Similarly, Liu and Hung (2016) conducted a study in Taiwan, which revealed that English language teaching is teacher-centered, and students have little or no chance to practice English sound. They suggested that using CAPT technology would help improve English pronunciation among Taiwanese students.

The literature review took into consideration the challenges in pronouncing English words that EFL learners, especially Arab learners, encounter during the learning process. It also examined the various factors that contribute to this difficulty, including linguistic, cultural, and instructional factors. The review also highlighted some studies that proposed effective solutions to overcome these challenges.

III. METHODOLOGY

The objective of this study is to identify the most frequent pronunciation errors made by novice English learners from Morocco and Sub-Saharan Africa. A comprehensive investigation was undertaken using a quantitative methodology to address this problem.

A. Research Design

This investigation adopted a quantitative methodology in which the outcomes and conclusions were presented through numerical data. The research is distinguished by its systematic approach, grounded in measures and statistics, thereby mitigating the presence of any subjectivity or bias. As a result, the generalizability of findings from a well-designed quantitative inquiry is feasible. Hence, the selection of a quantitative design to examine such issue is germane.

B. Research Context

The objective of this study is to examine the challenges in pronunciation faced by Moroccan and Sub-Saharan beginner learners of English. Due to the multilingual nature of Morocco, where various languages such as Arabic, Berber, French, and Spanish are commonly used, individuals' pronunciation abilities may be influenced. This is a phenomenon that can also be observed in other African countries where numerous languages are spoken alongside the official language, which is often French. As a result, language diversity can impact the pronunciation of English sounds.

Despite the significance of pronunciation, there is a dearth of research on this topic in the Moroccan context, particularly regarding the variations in pronunciation challenges between Moroccans and Sub-Saharan learners of English. As such, the objective of this investigation is to fill the gap in the literature and offer insights into the pronunciation complexities that these two groups encounter. The study took place in Rabat and involved students from a wide range of linguistic backgrounds. To maintain the confidentiality of the participants and the credibility of the data, the schools where the study was carried out will not be disclosed. However, Participants were all enrolled in a language center in Rabat for a communication course. The outcomes of this study could have implications for language pedagogy in Morocco and other regions.

C. Research Hypotheses

Null Hypothesis (H_0): There is no significant difference in the frequency and type of pronunciation mistakes made by Moroccan and Sub-Saharan African learners of English.

Alternative Hypothesis (H_1): There is a significant difference in the frequency and type of pronunciation mistakes made by Moroccan and Sub-Saharan African learners of English.

D. Research Questions

- What are the most common types of pronunciation mistakes made by Moroccan and Sub-Saharan African learners of English?
- Is there any significance difference between the Moroccan students and the sub-Saharan Africans in the frequency of making pronunciation errors?

E. Research Instrument

To collect data pertaining to the topic of interest, a speaking test was administered to students. The test was structured in a way that required students to employ cue cards (see appendix) containing guiding questions and develop a coherent presentation. The students were instructed to discuss themes and topics that had been covered during the term, including personal information, likes, dislikes, and details about their lives. Additionally, the test included a section in which students were prompted to comment on one of three short stories that had been covered during the term. The design of the test was intended to stimulate the students' interest in speaking, and the questions were carefully designed to recycle content presented throughout the term. To submit their presentations, the students sent the teacher a voice call via the messaging application WhatsApp.

F. Participants

The study's main objective was to illuminate the obstacles encountered by sub-Saharan and Moroccan learners experience when using spoken English. So, to better investigate the issue of pronunciation among beginner learners of English, this study involved two distinctive groups of participants. The first group was composed entirely of 20 Moroccan students whose age ranged between 18 and 30 years old. They signed up for a

language course with the intention of learning English for either professional or personal reasons like immigration or leisure. Similarly, the second group of participants involved Sub-saharan African students registered a beginning 1

general English course in the same language school. They come mainly from Senegal, Gabon or Ivory coast. The table below (Table 1) provided more details about the participants.

Gender * Group Crosstabulation

		group		Total
		1 (Moroccan students)	2 (Sub-saharan Africans).	
gender	male	12	9	21
	female	8	11	19
Total		20	20	40

Table 1: crosstabulation for distribution of males and females .

This gender group crosstabulation shows the distribution of male and female students from two different groups (Moroccan and Sub-saharan African) with a total of 40 students. Looking at the table, it can be observed that there is a difference in distribution of gender in both groups. Generally, there are more males than females. Specifically, there are 21 males and 19 females. Furthermore, the table indicates that the Moroccan group has more male students than the Sub-saharan African group, whereas the latter has more female students than the Moroccan group. Overall, this gender group Crosstabulation provides a useful summary of the distribution of students across two different groups by gender.

G. Data Collection

In order to gather relevant data for the current paper, two groups were given an oral test at the end of the term. The students were provided with a prompt card which was created by combining various sources and intended to prompt students to deliver a thorough speech on specific topics. This method was used as a way to collect data, as students recorded and sent their presentations to the teacher. Following this, the researchers listened carefully to the students' presentations and identified and categorized their errors using a specialized chart designed for this purpose.

H. Data Analysis

The "Independent-Samples T Test" was used to compare and highlight the main distinctions between two groups, such as the difference in English mispronunciation between two groups of students. As a researcher, it is important to determine whether these differences were significant.

IV. RESULTS

The study's findings revealed significant errors in pronunciation frequently made by novice English learners. It is important to mention that participants in both groups were taught under similar circumstances and had equal access to resources. Despite receiving roughly 30 hours of classroom instruction, their pronunciation skills remained deficient with differences in the frequency of errors among Moroccan and Sub-saharan African learners of English.

The table below (Table 2) compares the number of errors made by two groups of students, Group 1 consisting of Moroccan students and Group 2 consisting of Sub-Saharan African students. The errors are categorized into six types: Misplaced stress, Minimal pairs, Word stress, Vowel length, Homophone, and Mispronouncing (ð, tʃ and ʃ). The table shows the frequency of errors made by each group in each category. Generally, Group 2 (Sub-Saharan African students) made more errors in all categories except for Mispronouncing (ð, tʃ and ʃ). It summarizes the frequency of errors among the two groups.

	Group 1 (Morrocca Students)	Group 2 (Sub-saharan Africans)
Misplaced stress	30	124
Minimal pairs	28	82
Word stress	85	131
Vowel length	28	72
homophone	11	59
Mispronouncing (ð, tʃ and ʃ)	10	18

Table 2: Distribution of speaking errors among the two groups

In summary, the data suggests that Group 2 (Sub-Saharan African students) had more difficulty with English pronunciation than Group 1 (Moroccan students) across all categories. The statistics presented in the table below (figure 3) support the previously stated assumptions that there is a significant contrast in the frequency of pronunciation errors between English learners. The difference between the means of the two groups is substantial, with Moroccan students

averaging a score of M= 32 and Sub-Saharan students averaging M=81. The table clearly indicates a significant gap between the means of the two groups. The standard deviation results also indicate a wide range of data. Like the means, the standard deviations for the two groups are quite different, with Moroccan students having a standard deviation of SD = 27.45 and Sub-Saharan African learners having a standard deviation of SD= 42.15.

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Types of mistake	Moroccan Students	6	32,0000	27,45906	11,21011
	Sub-saharan Students	6	81,0000	42,15211	17,20853

Fig. 3: inferential statistics for the types of mistakes among the two groups

The Leven's Test for Equality of Variances was utilized (Table 3) to assess whether there were any discrepancies in variances between the two groups. The obtained p-value was 0.3, which is below the 0.5 threshold. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there is a significant difference in the groups regarding pronunciation errors.

The t-test was used to evaluate whether the means of two groups were equal under the following two presumptions: (1) the variances were equal; and (2) the variances were not equal. With equal variances assumed, the

two-tailed test yielded a t-value of -2.386 and a significance level of 0.038, suggesting a substantial difference between the means of the two groups, with group 2 (M = -49) performing noticeably worse than group 1. Statistics show that the mean difference was -49, with a standard error of 20.54 and a 95% confidence interval of (-94.76, -3.24).

Similar to the equal values assumed, the equal variances not assumed condition, the t-value of -2.386 with a two-tailed significance level of 0.042 still indicates a significant difference between the means of the two groups.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Types of mistake	Equal variances assumed	1,146	,310	-2,386	10	,038	-49,00000	20,53777	-94,76100	-3,23900
	Equal variances not assumed			-2,386	8,596	,042	-49,00000	20,53777	-95,79464	2,20536

Fig. 4: Independent sample t-test results

These findings generally imply that the two groups are significantly different when it comes to making mistakes of pronunciation with group 1 performing better than group 2.

V. DISCUSSION

English is renowned as a global lingua franca owing to its widespread usage worldwide. However, learners frequently encounter several obstacles as they advance in their English language learning journey, necessitating immediate intervention. Pronunciation, a major hurdle in the learning process, often poses a challenge to learners. Despite the considerable attention accorded to pronunciation, communication and interaction among individuals persist, as the context in which the word is used allows the interlocutor to infer its meaning, even when mispronounced. For example, in the early stages of learning, learners tend to generalize the (t) sound instead of the (th) sound, often resulting in the incorrect usage of words such as "tree" instead of "three." This can be attributed to the learners' inability to identify the various types of sounds, particularly the (th) sound, which is notoriously challenging for beginners to distinguish between its variations, including the voiced dental fricative /ð/ (as in "with," "then," "there," "within") and the voiceless dental fricative /θ/ (as in "think," "thing," "thirst"). Occasionally, pronunciation issues may impede comprehension, particularly in the case of long vowels or minimal pairs, where the omission of a single letter can alter the entire word's meaning. For example,

"pray" and "bray," "crab" and "crap," "bad" and "bed" signify entirely distinct concepts.

In fact, the responsibility of the ongoing issue of pronunciation falls mainly on teachers. Teachers and language instructors are viewed as the primary source of input for their learners, as students tend to imitate the way their teachers use language. However, rather than contributing to improving pronunciation, teachers may unintentionally exacerbate the problem, especially non-native and novice teachers who struggle with pronunciation themselves. In some cases, teachers do not take the time to check pronunciation of some words when designing lessons, and some students are not given opportunities to speak in class. This lack of engagement leads to students developing an inability to pronounce English sounds, as well as becoming demotivated learners. Additionally, some teachers do not prioritize the importance of correct pronunciation and do not incorporate pronunciation activities in their syllabi or correct learners' mistakes as they occur. Many teachers also disregard listening materials in their textbooks. Previous studies have highlighted several factors contributing to mispronouncing English words, including interference from the learners' first language, such as Arabic or French, and inadequate pronunciation activities in textbooks. In some cases, learners' interlanguage may cause their speech to sound substandard, such as Moroccan learners who do not utilize the necessary organs for producing speech despite having similar sounds in their language, and Sub-Saharan

African learners who may drop some phonemes or replace others.

There are other contributing factors to the issue of mispronunciation in English. One of these is the abundance of online learning resources available to learners. While YouTube and language learning apps offer a plethora of language input, anyone can post content on these platforms, regardless of their qualifications or expertise in teaching. Consequently, learners who rely on such sources may end up making numerous errors. In addition, there are those who cannot afford language classes and rely solely on self-study using available textbooks. In similar vein, the lack of emphasis on pronunciation in these materials leads to learners failing to internalize the rules of pronunciation, thereby perpetuating the problem of mispronunciation in EFL learning. Hence, it is imperative to address this issue with careful consideration.

Drawing upon the preceding analysis, it can be asserted that the issue of pronunciation is of paramount importance in English language teaching (ELT) classes. Accordingly, it is crucial to emphasize the significance of pronunciation and provide guidance to EFL instructors on this matter. Firstly, teachers should recognize that pronunciation is a crucial component of language learning that has a significant impact on meaning. They must ensure that their own pronunciation meets the required standards and impart this knowledge to their students. Furthermore, it is imperative that teachers allow students ample opportunities to practice speaking and correct their pronunciation errors. Secondly, textbooks are not without flaws, and therefore teachers must scrutinize them carefully and adapt them to suit their students' needs. In the case of inadequate pronunciation activities, teachers should seek out alternative resources. To enhance pronunciation proficiency, educators should implement various drills to facilitate learners' acquisition of correct English pronunciation.

Upon closer examination of the study's findings, it is evident that Moroccan learners demonstrate a more rapid improvement in English pronunciation compared to Sub-Saharan learners, who appear to struggle with certain English sounds. Various factors contribute to this challenge for both groups of learners. Moroccan students already possess a foundation in at least two languages - French and Arabic - which encompass almost all sounds of the English language. Conversely, Sub-Saharan learners typically speak their local languages, which are primarily composed of their native dialects and French. This discrepancy makes it difficult for them to properly articulate certain sounds absent in their mother tongue. To address this issue, Computer-assisted Pronunciation Teaching can be utilized.

Fortunately, Numerous applications have emerged to facilitate the process of internalizing proper English sounds, particularly pronunciation, which has long been a source of concern for language instructors and students alike. Two particularly noteworthy mobile applications have emerged, offering significant support to English language learners in their pursuit of improved pronunciation. These applications

address both segmental and suprasegmental aspects of pronunciation.

VI. RECOMMENDATIONS

Two computer-based applications aimed at assisting English language learners in overcoming their pronunciation errors autonomously are deserving of recommendation..

A. *Say it*

An exceptional English pronunciation drill program, renowned for its user-friendly interface, is Say It. Oxford University Press developed this program in 2016 for English language learners who face difficulty in articulating English words. The program enables learners to listen to English words and then record their own voice to compare with the original pronunciation. Along with instant recording, Say It offers additional beneficial features. Firstly, the app anticipates some common pronunciation difficulties that learners may encounter and thus recommends a set of drills to assist learners in familiarizing themselves with certain sounds beforehand. Secondly, learners can evaluate their progress through tests provided by the app. However, the program is not free of charge; English language learners must pay to access all of its functions.

B. *MyET*

MyET is a highly practical mobile application that is designed to improve learners' speaking skills, with a particular focus on sub-speaking, i.e., pronunciation. This interactive app allows students to listen to word models spoken by a tutor, which they then repeat themselves. MyET is unique in that it considers various aspects of word pronunciation, including pitch, stress, and intonation. Notably, the app utilizes the sophisticated Automatic Speech Analysis System, which quickly analyzes learners' speech and provides immediate feedback. MyET is advantageous for both teachers and learners as it eliminates the need for teachers to drill students repeatedly and enables learners to learn at their own pace and assess their progress independently.

VII. CONCLUSION

This article is a significant contribution to the field of English Language Teaching (ELT) and particularly pronunciation teaching. It emphasizes the importance of pronunciation as a crucial element of language proficiency, and provides empirical evidence to refute the claims that downplay the teaching of English sounds. The research also identifies the most common pronunciation errors made by English language learners, and statistically represents the frequency of each type of mistake to account for them.

The study reveals that a number of factors contribute to learners' mispronunciation of English words, including interlanguage, L1 interference, lack of exposure to English sounds, poor input, and incorrect drilling from instructors. Such factors make pronunciation a challenging task for learners. To address these issues, the article investigates different approaches to teaching pronunciation, and concludes that the analytical-linguistic approach is

particularly effective in facilitating the acquisition of given sounds in the early stages of learning.

The research has significant value as it compares the pronunciation skills of Moroccan and Sub-Saharan African learners of English. The study confirmed that Moroccans generally pronounce English sounds more accurately than learners from Sub-Saharan Africa. Additionally, the article identifies the reasons behind the difficulty in pronouncing English words among African learners, revealing that some sounds are particularly challenging to produce, despite being present in learners' native language.

The authors recommend that teachers of English consider certain tips to enhance the teaching of pronunciation. We suggested that instructors should adapt textbooks that do not come with pronunciation activities and emphasize the importance of using authentic teaching materials, such as exposure to well-accented language by native speakers. The authors also highlight the value of mobile applications, which offer learners an opportunity to improve their pronunciation autonomously, and recommend several widely used applications for learners to try.

In summary, this article provides a thorough analysis of the challenges faced by English language learners in mastering pronunciation and offers valuable recommendations for both instructors and learners to enhance pronunciation skills.

APPENDIX

A. End of Term (Beginning 1) Speaking test.

➤ Task instructions:

Use your smartphone to create an oral response to the provided prompts. Record your response and save the file. Then, submit the recording to your teacher for assessment. Make sure to speak clearly and address all the prompts in your response. Good luck!

➤ Part 1 Specific Personal Information

- What's your name? how do you spell it?
- How old are you?
- When were you born?
- What are you? / What is your job?
- What nationality are you?
- Where are you from?
- Where do you live?
- What's your favorite school subject?
- What's your favourite sport?
- What's your hobby?
- What's your phone number?

➤ Part 2 General Personal Information

- How many brothers and sisters have you got?
- What are your parents? (Professions)
- What is your house / flat like? (Large, small)
- How many rooms are there in your house / flat?
- What is your bedroom like?
- Have you got a pet? What is it?
- Tell us about your dream house.

➤ Part 3 Daily Routines

- What time do you wake up in the morning?
- What do you do after you get up?
- Talk about a normal school day.
- What time do you go to bed?
- Tell us about a day in your life.

➤ Part 4 Free time activities

- On Sundays you don't go to school / work
- Tell us about your activities for Sunday?

➤ Part 5 likes & dislikes

- Talk about your likes and dislikes.
- What do you like? What you don't like?

➤ Part 6 descriptions

- Describe someone you love (father, mother, brother, etc.)
- What does he look like? (Physical description)
- ✓ Tall, short, medium etc
- ✓ Face (round, oval etc)
- ✓ eyes (small, big, blue, brown etc)
- ✓ clothes (baggy, tight, smart, shabby, elegant etc)
- ✓ What is s/he like? (Character)
- ✓ Generous, mean, intelligent, honest, serious, funny etc

➤ Part 7 Short story

- Talk about one of the following stories:
- ✓ Sara says No
- ✓ Alissa
- ✓ Photo finish

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