

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Let's Learn English

7 Th Year Basic Education
Student's Book

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The Authors

PREFACE

- * **Let's Learn English** is designed for Seventh Year Basic Education pupils. It is made up of two interdependent Books : a Student Book and an Activity Book.
- * **Let's Learn English** contains five modules dealing with themes that cover the requirements of the English Programmes – Year Seven Basic Education. Each module is divided into 4 input sections and a review. Each section proposes several activities. Ample description on how to use the various activities is provided in the Teacher's Book.
- * We have drawn upon various methodological principles while working on **Let's Learn English** since no one single approach or method can claim to be exhaustive and far-reaching.
- * We have opted for principled eclecticism through the proposal of a variety of techniques, advocated by different approaches and methods. Role play, mimicry, physical responses and repetition are but some of these techniques.
- * It is our belief that learner-centredness and autonomous learning are essential in teaching a foreign language. Therefore, most of the activities proposed in **Let's Learn English** aim at involving the learner while encouraging learner autonomy. Project Work – the ultimate in collaborative learning is initiated as early as the first module. The purpose is to encourage autonomous and collaborative learning through the achievement of simple projects.
- * Recreational and ludic activities (time for a song / time for a joke / listen and colour, etc) are meant to motivate the young learners and meet their needs for fun and anxiety-free atmosphere while learning a new language.
- * We shall conclude with a word of caution : **Let's Learn English** - in its first edition - surely presents weaknesses and limitations. In this regard, any criticism and suggestions for improvements that could be incorporated in the second edition will be welcome.

The Authors

PHONETIC SYMBOLS

Short vowels

/ i / sister
/ ʌ / mother
/ ɔ / watch
/ u / good
/ ə / arrive
/ æ / family
/ e / bed

Long vowels

/ i:/ teacher
/ a:/ father
/ ɔ:/ sport
/ u:/ school
/ ə:/ early

Diphthongs (2 vowels)

/ ei /	day	/ au /	now
/ ai /	like	/ eə /	there
/ ɔi /	boy	/ iə /	here
/ əu /	go	/ uə /	poor

Consonants

/p/ play /k/ class /f/ family /s/ sport /h/ hello
 /b/ bed /g/ go /v/ very /z/ visit /m/ mother /j/ yes
 /t/ time /tʃ/ children /θ/ birthday /n/ nice /w/ with
 /d/ day /dʒ/ luggage / ð / brother / ʃ / delicious / l /late
 / ʒ / usually /r/ read / ɹ / morning



Module one

Module One

Page	Section	Skills	Function	Grammar	Lexis	Pronunciation	Project
5	One: Tell me about your family	Speaking Reading Listening	<ul style="list-style-type: none"> Greeting Introducing self and others Identifying 	<ul style="list-style-type: none"> Hello / Hi Subject pronouns Verb to be Demonstratives 	pupil – teacher- brother – sister- little - farmer – friend - meet	/ a: / - / ʌ / - / i /	
5	Two : Tell me more about your family	Reading Writing Speaking Listening	<ul style="list-style-type: none"> Introducing Identifying Asking about age and number Possession 	<ul style="list-style-type: none"> Have got Short answers How many How old 	more – grandparents parents – children – daughter – son family tree – how many – how old	/ ɔ: / - / ʌ / / ɔ: / - / tʃ /	(step1) Draw a family tree
13	Three : What are your hobbies?	Speaking Listening writing Reading	<ul style="list-style-type: none"> Expressing likes Asking / Giving information 	<ul style="list-style-type: none"> Simple present (like - enjoy - love) To be (3 forms) WH-questions 	enjoy – swimming – hobby – favourite – pastime – cycling	/ ʃ / - / ei / - / e /	(step2) Put some pictures on your family tree Write a paragraph to introduce members of the family.
20	Four : How do you spend your day?	Reading Speaking Listening writing	<ul style="list-style-type: none"> Describing routines Asking/ Telling the time Asking / Giving information Expressing approval 	<ul style="list-style-type: none"> Prepositions Wh- questions Simple Present (3 forms) Adverbs of frequency Linkers 	spend - get up - sleep- breakfast - lunch - dinner - wash dress - bed - watch - have - eat - late - early - always- never - usually - sometimes - half - past - to - quarter -	/ au / - / ai / / u: / ɔ: /	(step3) write a second paragraph about the daily routines and hobbies in your family
26	Let's review	Review / Self-evaluation					(step4) Present your project in class

Review

Activity 1: Match pictures with words.

secretary - farmer - doctor - player - pupil - teacher -



One

Activity 2

Complete.

Lunch - breakfast - dinner

Linda and Leena have ① at 7 o'clock.

At 12, they have ② They have ③ at 8 o'clock.

Activity 3

Complete.

Dialogue 1

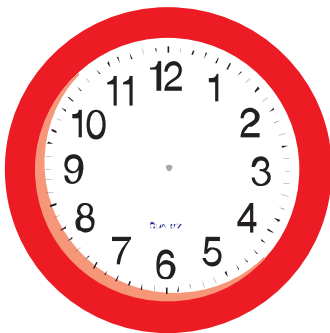
- Hello. My name is
- Hi. I am Andrew.
- Nice to meet you.
-, too.

Dialogue 2

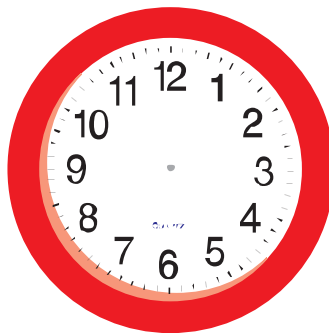
- What's your ?
- Ahmed.
- How old are you ?
- I am

Activity 4

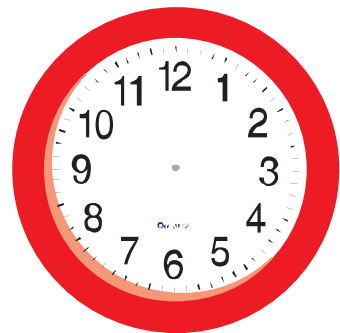
Read. Draw the hands.



It's six o'clock.



It's twelve o'clock.



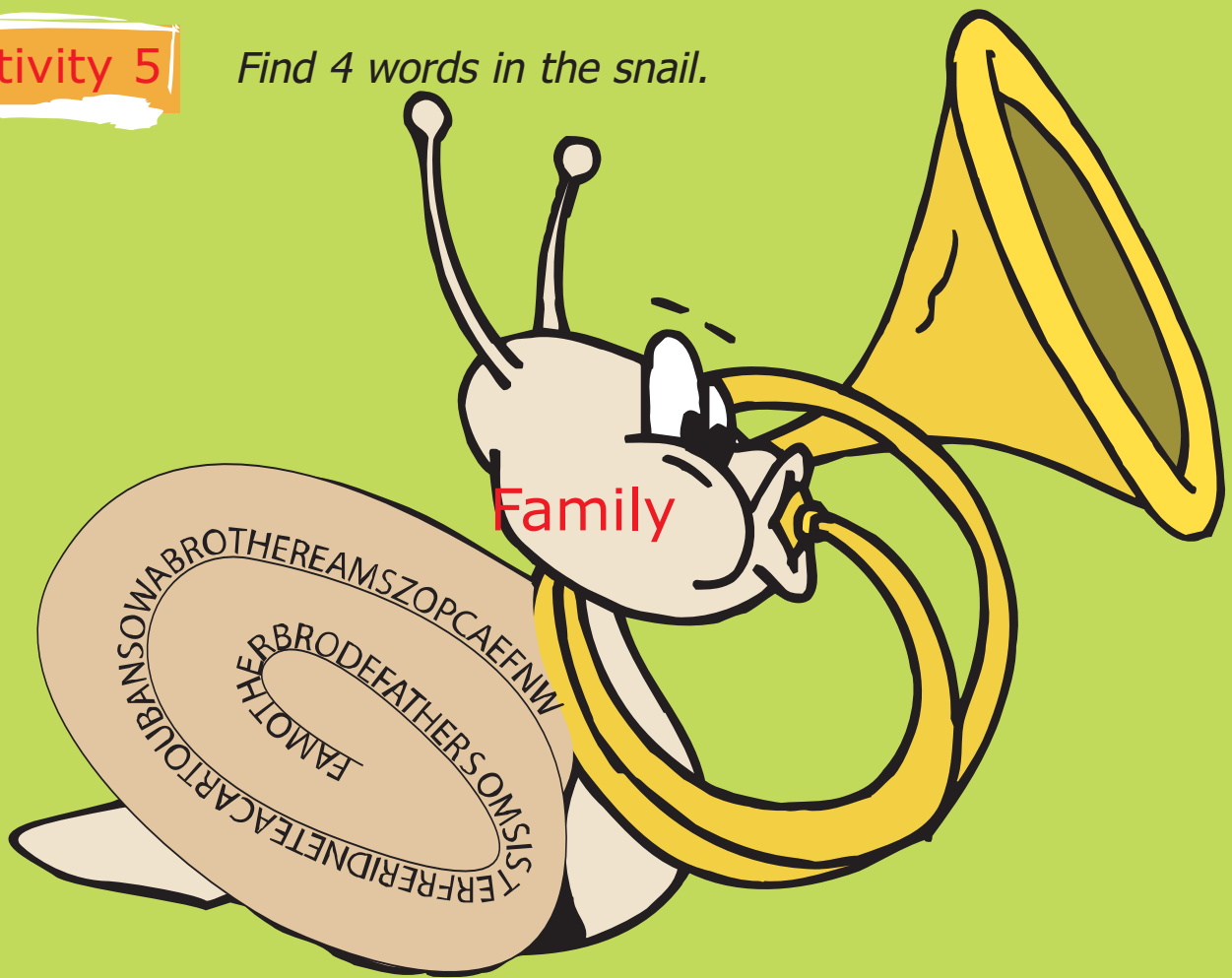
It's eleven o'clock.



Two

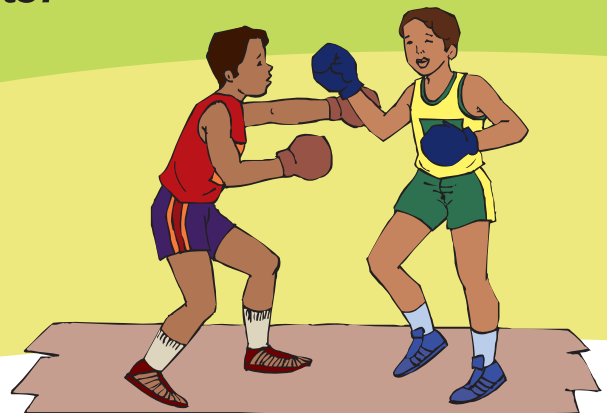
Activity 5

Find 4 words in the snail.



Activity 6

Name the sports.



a

b



Three



c



d



e



f

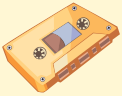


g

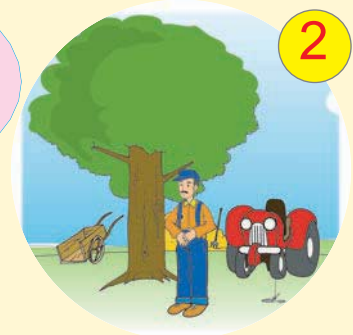


Section One Tell me about your family

Activity 1 a. Look and listen.



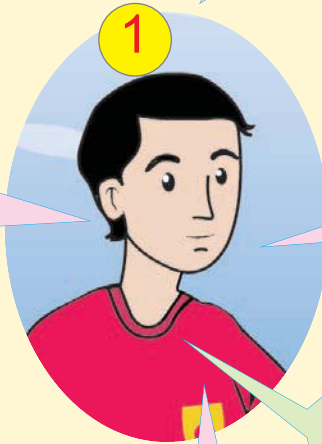
Hello, I'm Aly Soltane.
I'm 13 years old. I am
a pupil in Ryadh prep.
school.



2

3

This is my mother,
Fatma. She's an
English teacher.



1

This is my father
Hedy. He's a farmer

This is my little sister.
Her name is Imene.
She's a pupil.

5

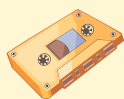


These are my brothers
Ahmed and Selim.
They are pupils, too
They are 8 and 6.

4

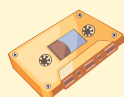


Five









b. Listen and match.

Brothers	→ Selim and Ahmed	pupil farmer teacher pupils
Father	Fatma	
Mother	Hedy	
Sister	Imene	



c. Listen and repeat.

/a:/	/ʌ/	/i/
 father	 mother	little
 farmer	 brother	 sister
		 This



This is ⇒ Singular

These are ⇒ Plural



Activity 2

Read. Enact the conversation with your friends.



Hello Bob. This is my friend Jane.



Hi, Jane. Nice to meet you.

Hello Bob. Nice to meet you, too.



Hello / Hi \Rightarrow Greeting

Activity 3

Now introduce yourself.

stick your photo here

My name
I old.
I
.....prep. school.



I am
My name is.....
This is
Nice to meet you

Introducing self
and others



Seven

Section Two *Tell me more about your family*

Activity 1

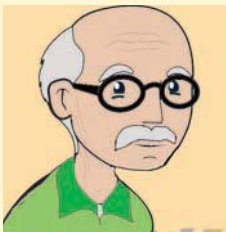
Look and complete on the next page.



Aly's Family tree

Aly's family

Grandfather + Grandmother = Grandparents



Bechir Soltane

Khadija Soltane



mother + father = parents

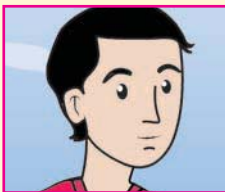


Fatma



Hedy Soltane

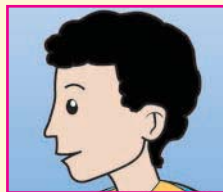
Sons + daughter = Children



Aly Soltane



Selim



Ahmed



Imene

brothers

sister



Eight



Bechir Soltane

I'm Aly's I've got one His name is Hedy.



Ahmed Soltane

I am Aly's brother. I've got two and one

Possession



I
You
We
They

have/'ve got.

He
She
It

has/'s got.



Nine

Activity 2

a. Ask and answer. Look at the examples

Have you got
brothers /
sisters ?



Yes, I have/
No, I haven't.



How many brothers /
sisters have you got ?



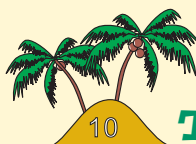
I've got
(number)



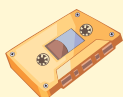
How old
are you ?



I'm fifteen.

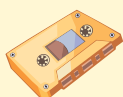


Ten



b. Listen and repeat .

/ɔ /	/ʌ /	/ɔ: /
doctor	son	daughter
stop	brother	sport



c. Listen and put the words in the right column.

/ɔ: /	/ɔ /	/ʌ /	/ tʃ /
.....
.....
.....		
.....			

more - got - match - four - daughter - son - children - your -
doctor - chocolate.



How many ? \Rightarrow number
How old ? \Rightarrow age



Eleven

Spelling

Circle the correct spelling of the word.

[daughter - dauter] [teacher - techer]

[little - litle] [fifteen - fiveteen] [school - scool]

Activity 3

Ask your classmate about his/her family then complete the report.

a. Write your mate's answers here :

name : has got

brother(s) : (number)

(name(s))

(age)

sister(s) : (number)

(name(s))

(age)



Classmates

b. Now complete

My classmate's name is He / She has
got

Project work

Step 1 : Draw your family tree on a poster.



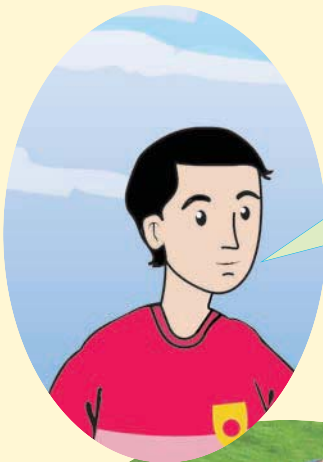
Section Three

What are your hobbies ?

Activity 1

Complete.

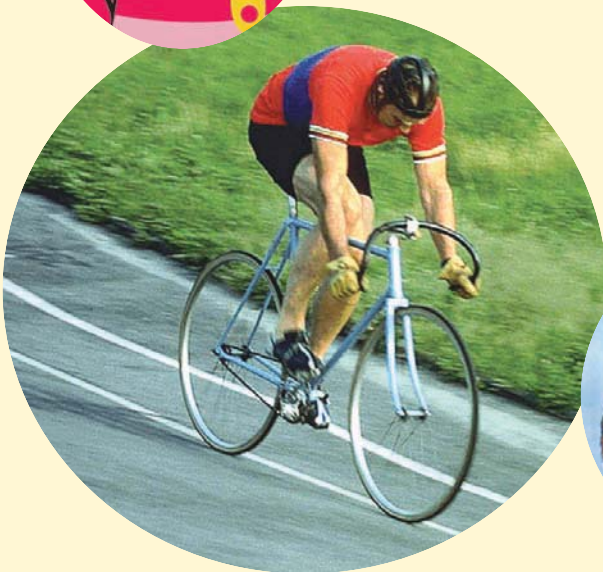
cycling - dancing - reading - videogames - football -
watching cartoons - listening to music - swimming.



Hi ! I'm your
friend Aly. I **love**
videogames.



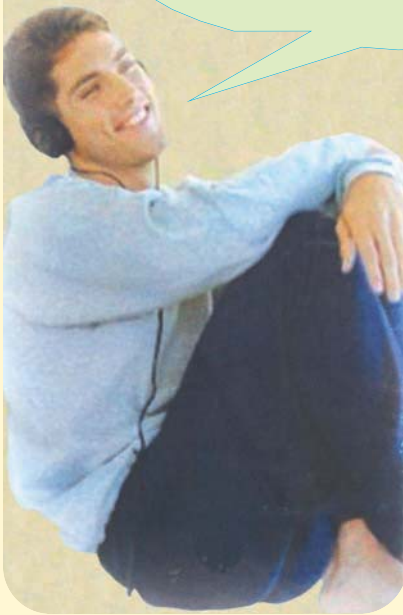
We **like**
very much.



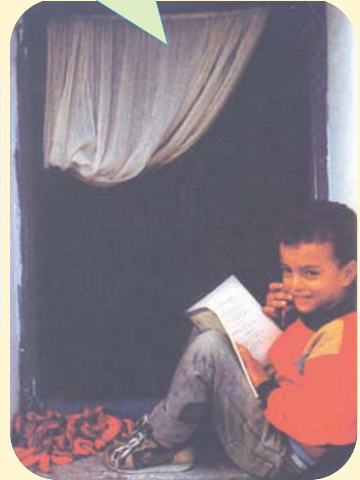
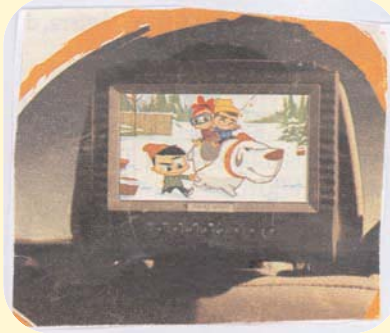
He **enjoys**



My favourite pastime.
is



My hobby is



Children like



They enjoy

They love



Activity 2

What is your favourite pastime ? Tell your classmates.

Example :



I

like ♥

enjoy ♥ ♥

love ♥ ♥ ♥

dancing

My favourite pastime
is basketball.



like
enjoy
love

+ Noun phrase → Expressing likes.



Activity 3

Now ask your classmate about his/her hobbies.
Look at this example :

Example :



1 What is your favourite pastime ?

2 I love tennis.

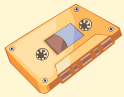
3 Is tennis your only pastime ?

4 No, it isn't. I like football, too.

To be : Simple Present

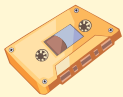
Affirmative form	I	→ am
	We/You/They	→ are
	He/She/It	→ is
Negative form	I	→ am
	We/You/They	→ are+not
	He/She/It	→ is
Interrogative form	Am	I.....
	Are	we/you/they
	Is	he/she/it





a. Listen and repeat.

/ a : /	/ ɪ /	/ tʃ /	/ ei /	/ ɔ : /	/ e /
cartoons pastime dancing	swimming cycling watching	watch children match	play game favourite	four ball your sport	ten friend tell



b. Listen and match. Number 1 is an example.

1. friend	/ ʌ /	7. tennis
2. sister	/ e /	8. rugby
3. golf	/ ei /	9. they
4. sing	/ ɪ /	10. hobbies
5. favourite	/ ɔ /	11. swimming
6. twelve	/ i /	12. play.

playing golf



rugby



17

Seventeen

Spelling

Listen and write.

1.

5.

2.

6.

3.

7.

4.

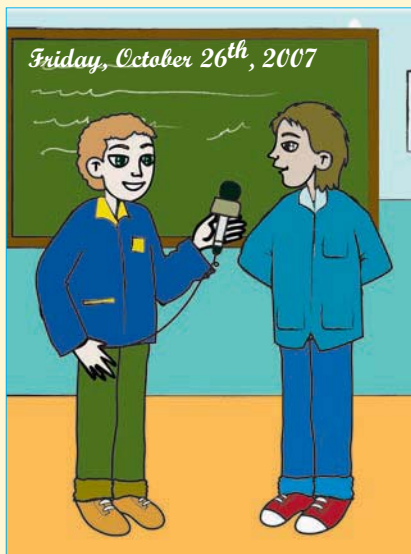
8.



Dansing or Dancing ?



Activity 4 Interview your classmates about their hobbies. Put a tick (✓).



Name 1	Name 2	Name 3	Hobbies
			videogames
			watching T.V.
			dancing
			playing football
			singing
			swimming
			reading
			playing sport

Now complete the report.

(name)
..... likes and

(name) (name)
..... loves only. and
(name)..... enjoy

Project work

Step 2 :

- Put some pictures on your family tree.
- Write a paragraph : Introduce your family members (name / age / job).

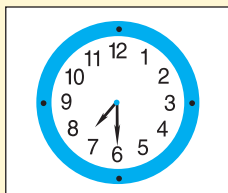


Section Four

How do you spend your day ?

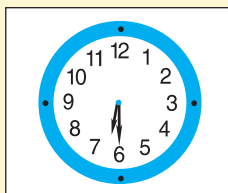
Activity 1

Look. Read. Match.



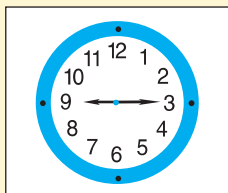
1

It's six thirty. Time to **get up**.



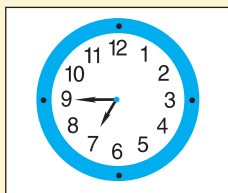
2

It's a quarter to seven. Time to **have breakfast**.



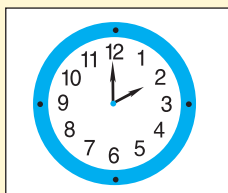
3

It's half past seven. Time to go to school.



4

It's two o'clock. Time **for lunch**.



5

It's nine fifteen p.m. Time for bed.



Activity 2

Read. Answer. Enact.

Tom : Tell me Ahmed. What time do you get up ?

Ahmed : I usually get up at six.

Tom : Do you always get up early ?

Ahmed : No, I don't. On Sunday, I get up at nine.

Tom : What do you do on Sunday ?

Ahmed : In the morning, I always do my homework. In the afternoon, I usually play football with my friends.
I sometimes go cycling.

Tom : That's great. You are very active.

Question :

Write **True «T»** or **False «F»**.



1. Ahmed always gets up early on Sunday. [-----]
2. Ahmed usually plays football in the morning. [-----]
3. Ahmed never does his homework in the afternoon. [-----]



- at + time
- in + part of the day
- on + day.



Activity 3

Example :

Now tell me
about your day.

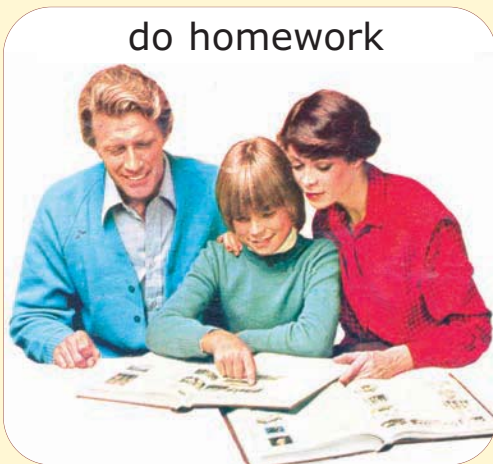
I wash and dress
at 6 O'clock am.



have breakfast/eat



do homework



play/go cycling/practise sport



have dinner/lunch

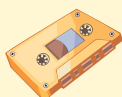


watch cartoons



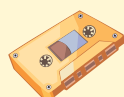
go to bed





a. Listen and repeat.

/ əu /	/ ai /	/ u:/	/ ɜ:/
go homework no	time cycling nine	school cartoon too afternoon	early homework her thirteen



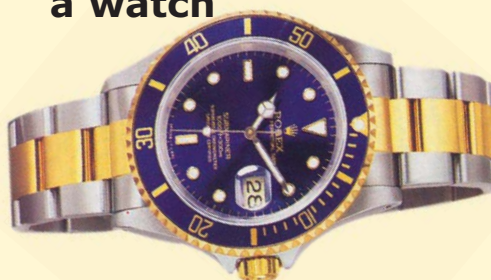
b. Same or different ? Write (S) or (D)

Example :

tell – me (D)

two – too (S)

a watch



son – old (.....)

match – watch (.....)

uncle – lunch (.....)

sing – like (.....)

bed – breakfast (.....)

go – got (.....)



always
usually
sometimes
never

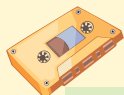
100 %
90 %
50 %
0 %

Adverbs of frequency



Twenty-three

Spelling



Listen and write.

1. 2. 3.
4. 5. 6.

The simple present



Affirmative form	Negative form	Interrogative form
I You + Verb We They	I You We + do not / don't + Verb They	I Do + you + Verb ? we they
He She + Verb + S It	He She + does not / doesn't + Verb It	he Does + she + Verb ? it



I get up late on Sunday



Twenty-four

Activity 4

Read the table about Tom's activities on Sunday and complete the paragraph.

On Sunday, Tom always gets up late. He

.....

.....

.....

.....

.....

.....

.....

.....

Activity	Time
get up	9 a.m
have breakfast	9:15
go cycling	10:00
visit grandparents	14:00
play with friends	17:00
have dinner with family	19:00
go to bed	21:30

Homework

What do you do on Sunday ? Write a short paragraph.

Project work

Step 3 :

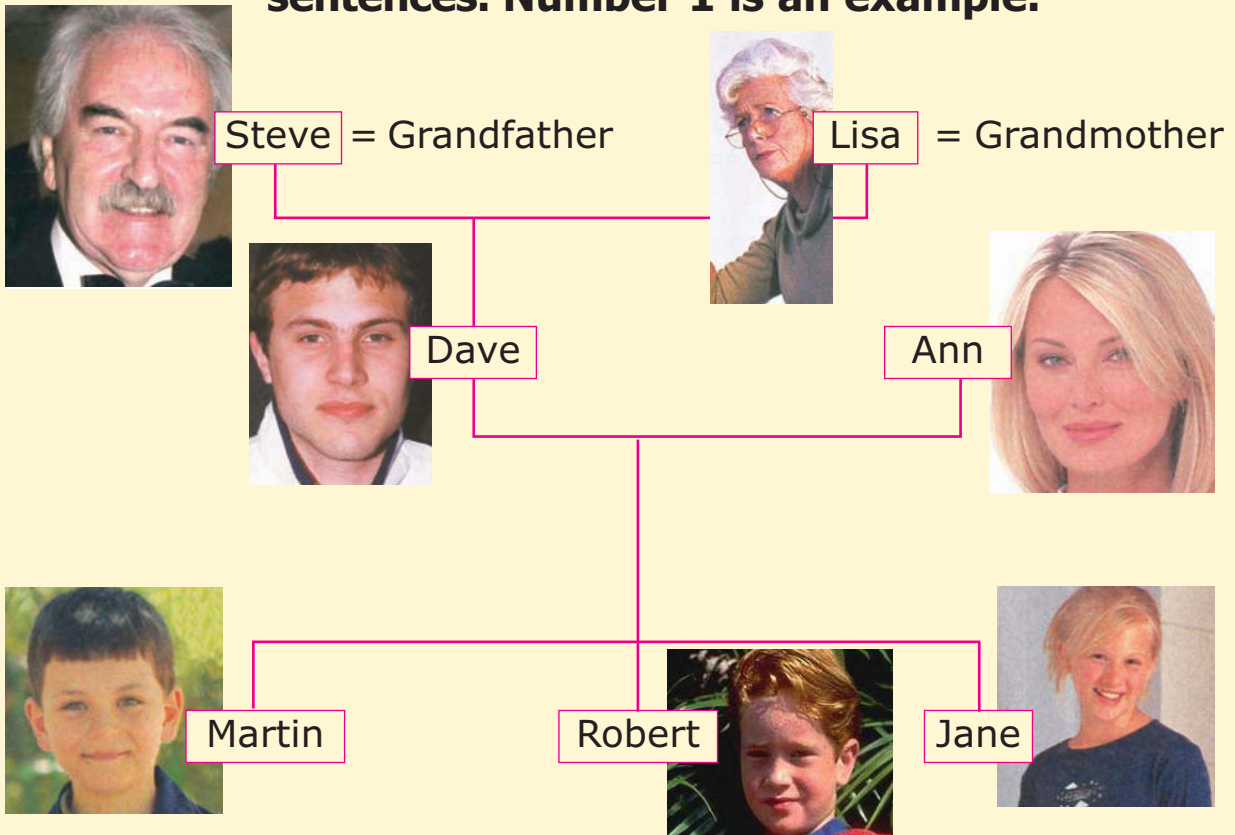
- Write a second paragraph about the hobbies of your family members
- Write a third paragraph about the daily routines in your family.



Let's review

Activity 1

Look at the family tree and complete the sentences. Number 1 is an example.















1. Ann is Jane's mother.
2. Martin is Robert's
3. Steve is Martin's
4. Dave is Lisa's
5. Jane is Dave's
6. Jane is Robert's
7. Martin, Robert and Jane are Ann's



Activity 2

Complete with the right questions from the box.

<p>1. ?</p> 	<p>I'm twelve.</p> 	<p>2. ?</p> 	<p>At five o'clock.</p> 
<p>3. ?</p> 	<p>My name is Dorra.</p> 	<p>4. ?</p> 	<p>I've got one son and one daughter</p> 
<p>5. ?</p> 	<p>It's four thirty.</p> 	<p>6. ?</p> 	<p>It's my favourite sport</p> 

1. What time is it, please ?

4. What's your name ?

2. How many children have you got ?

5. How old are you ?

3. Do you like football ?

6. What time is the film ?



What is my name ? !!



Activity 3 Complete the dialogue.

- Hello ! I am Amine.
-, My name is Sarra.
-, Sarra.
- Pleased to meet you, too.
- Are you in my class ?
- Yes,
- Have you got friends at this school ?
- No,



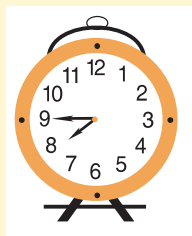
Activity 4 Fill in the blanks with words from the box.

goes - like - has - doesn't - at - is - dresses up - has -
in - enjoys - eats - has got - at - in - reads - is - takes.

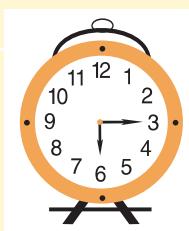
Miss Williams usually gets up at 6.30 a.m. She **1**
breakfast then **2** She **3**
the bus to school. Miss Williams **4** an English
teacher, she **5** nice. Her pupils **6**
her. Miss Williams **7** go home **8**
midday ; she **9** at school. She **10**
home **11** five o'clock **12** the
afternoon. **13** the evening, she **14**
dinner, watches T.V. and **15** the newspaper.



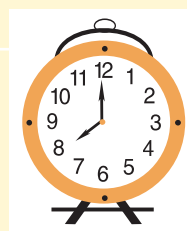
Activity 5 What time is it ? Write the answers. Read to the class.



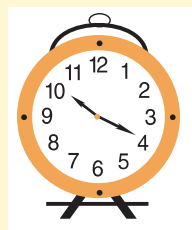
a.



b.



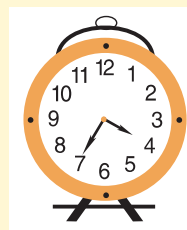
c.



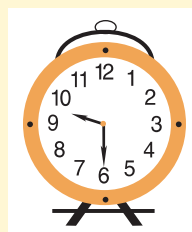
d.



e.



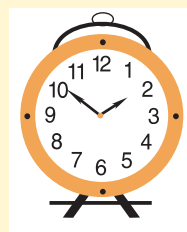
f.



g.

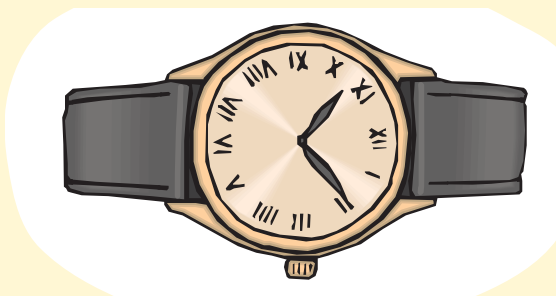


h.



i.

Watch

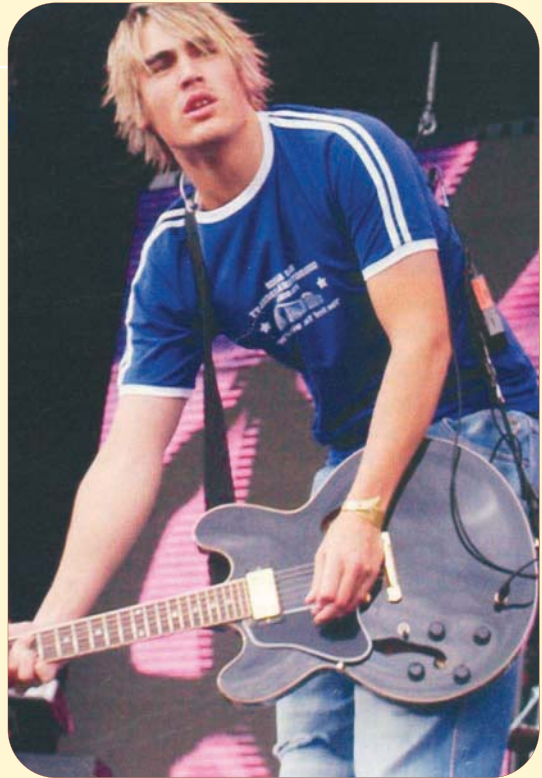


Clock



Activity 6 Circle the correct word.

Karim is my (**freind** - **friend**). He is (**fiveteen** - **fifteen**) years old. His (**favrite** - **favourite**) pastime is tennis. He likes (**listening** - **lisstening**) to music too. He (**olways** / **always**) plays the guitar in the afternoon.



Playing the guitar

Activity 7

Reorder the letters to form words.



Mrs Larson is a [h - e - a - r - c - t - e]

..... Her pupils are

[t - i - t - l - e - l]

children in a [p - m - y - r - a - r - i]

..... school.

Activity 8 Complete this paragraph about yourself.

My name..... I am a pupil at
prep.school. Iold. My father
I've got and
sisters. is my favourite
I enjoy too.



Activity 9

Interview your classmate and complete.

My classmate's name is



- Her / His family name is
- She / He is old.
- She / He's got brothers.
- She / He sisters.
- Her / His favourite pastime is
- She / He always
- She / He never

[Draw or stick your
classmate's photo]



Activity 10

Put these words in the right boxes.

name - four - farmer - favourite - daughter - more - ball - game -
cartoons - pastime dancing - go - early - thirteen - nine - cycling -
homework - too - afternoon - no - Thursday.

/a:/	/ɔ:/	/ə:/	/u:/	/ei/	/əu/	/ai/



/ei/ /əu/ /ei/ /ai/
Playing videogames is children's favourite pastime.

Project work

Step 4 :

- Present your family to your classmates :
 - Show your family tree (and pictures).
 - Read the text about your family.



Let's Remember



Personal Pronouns



I
You

He
She
It

We
You
They

Articles



an + vowel example : an activity
a + consonant example : a sport.

Demonstratives

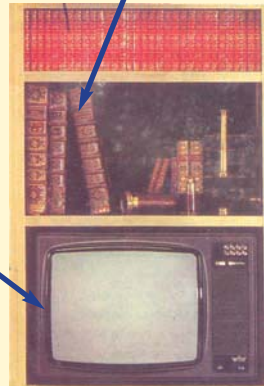


This	→	singular
These	→	plural



This is a flower

These are books



This is a TV set.



WH - questions

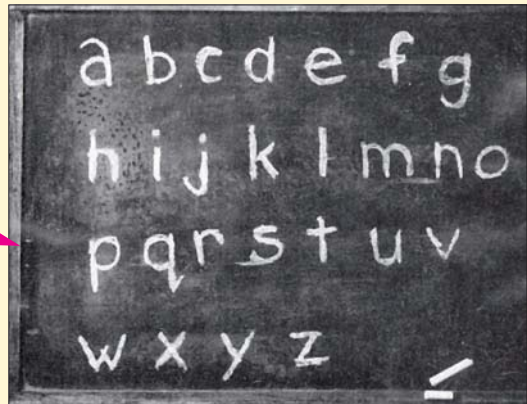
What → object

Example :

What is
this ?



This is a
blackboard



How old → age

How old
are you, Ines ?



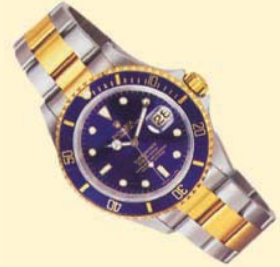
I am
four years old.



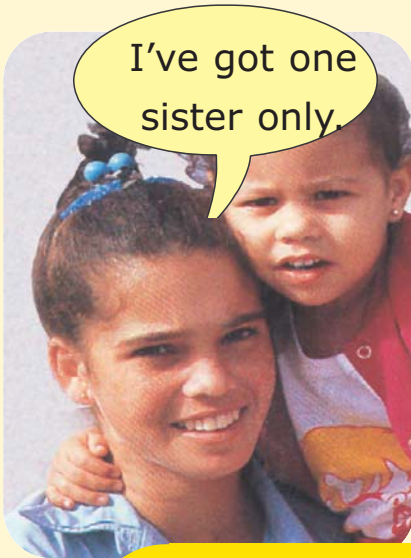
What time —————> time

Example :

- What time is it, please ?
- It's ten past ten.

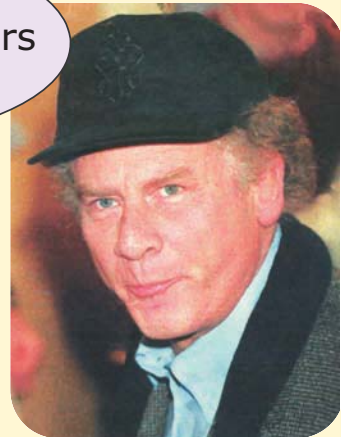


How many —————> number



I've got one
sister only.

How many
brothers and sisters
have you got ?



Possession



I
You
We
They

have/'ve got.

He
She
It

has/'s got.

Example :



I've got a very
nice sister.



Is it
simple ? !



The simple present

Verb Form	To be	have got	other verbs
Affirmative	Subject + $\begin{cases} \text{am} \\ \text{are} \\ \text{is} \end{cases}$	Subject + $\begin{cases} \text{have/ 've} \\ \text{has/ 's} \end{cases}$ + got	Subject + $\begin{cases} \text{verb} \\ \text{verb + s} \end{cases}$
Negative	Subject $\begin{cases} \text{am} \\ \text{is+ not} \\ \text{are} \end{cases}$	Subject + $\begin{cases} \text{haven't} \\ \text{hasn't} \end{cases}$ + got	Subject + $\begin{cases} \text{do not/ don't} \\ \text{does not/ doesn't} \end{cases}$ + Verb
Interrogative	$\begin{cases} \text{Am} \\ \text{Is} \\ \text{Are} \end{cases}$ + Subject ?	$\begin{cases} \text{Have} \\ \text{Has} \end{cases}$ + Subject + got ?	$\begin{cases} \text{Do} \\ \text{Does} \end{cases}$ + Subject + Verb ?

Examples :

- I **am** a pupil but she **is** a teacher.
- He **has got** brothers but I **haven't**.
- **Does** she **like** football ? No, she **doesn't**.



Functions

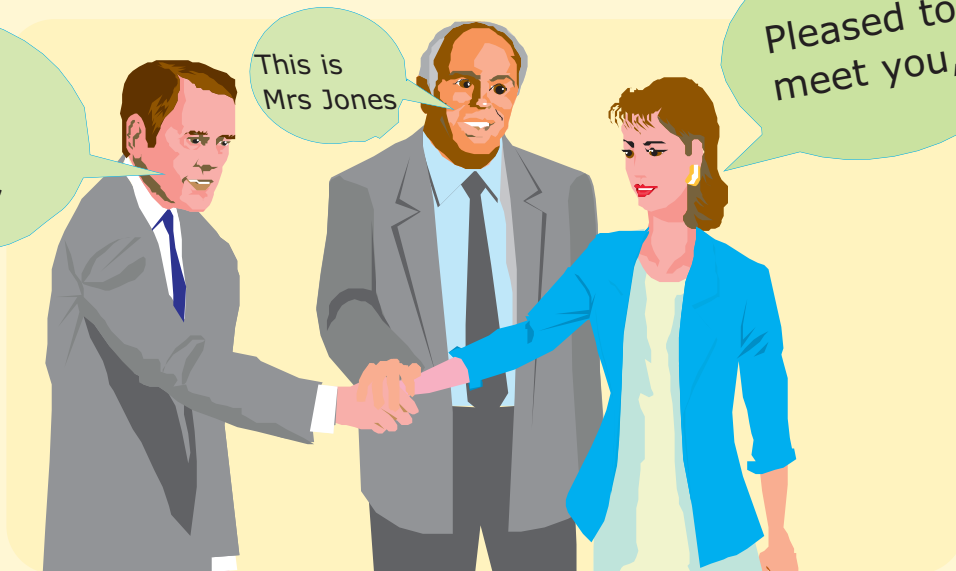
1. Introducing oneself



Hello ! My name is Tina. I'm African.

2. Introducing others

Nice to meet you.



This is Mrs Jones

Pleased to meet you, too.

3. Greeting

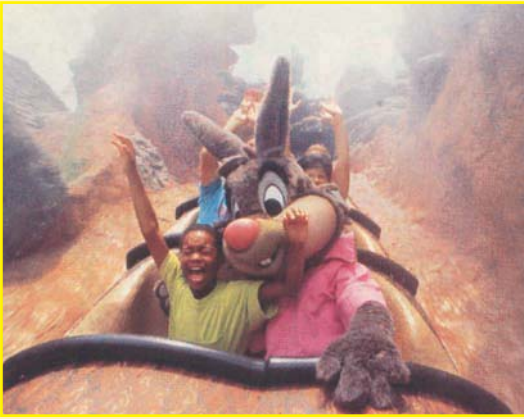
Hi ! ? !



Hello ! ? !



Expressing Likes



They **love** Disneyland.



I **like** music and ice cream.



Football is **my favourite** sport.



He **enjoys** videogames.

Pronunciation

/ʌ/	/i/	/ɔ/	/e/	/ɪ/	/tʃ/	/ei/	/ai/	/əu/	/a:/	/u:/	/ɔ:/
bus	sing	got	bed	sing	watch	name	five	old	farmer	two	ball
son	this	hobby	friend	morning	children	game	my	homework	past	too	draw
does	it	not	seven	evening	teacher	eight	like	hello		school	your



Self-evaluation

Tick ☒ the right box.

Now I can ...



- ☐ • greet people.
- ☐ • introduce myself.
- ☐ • introduce my family / my friends.
- ☐ • talk about family relations.
- ☐ • ask about and tell the age.
- ☐ • tell the time.
- ☐ • speak about my hobbies.
- ☐ • speak about my daily routines.
- ☐ • draw my family tree.
- ☐ • listen then answer questions.
- ☐ • complete a short paragraph.
- ☐ • pronounce words correctly.



Good
Luck !





Module two

Module Two

Page	Section	Skills	Functions	Grammar	Lexis	Pronunciation
40	One: Aly's friend	Speaking Reading Writing Listening	<ul style="list-style-type: none"> • Describing • Thanking 	<ul style="list-style-type: none"> • where, • be good at+ ing • be pleased to • possessive adjectives • Yes/No questions 	nice - kind - friendly - helpful - intelligent - active - funny - river - wonderful - quiet - island -lovely - weather - invite – pleased - house - street - beautiful	/ ʌ / /aɪ/ /z/ /əʊ/ /eə/
47	Two : What's happening ?	Reading Listening Writing	<ul style="list-style-type: none"> • Describing 	<ul style="list-style-type: none"> • Present progressive • what 	clean - garage - prepare - wash - car tidy up - room - garden - busy - arrive - numbers - sitting room	au/ /aɪ/ /eə/ /i:/ / ə / / ʃ /
54	Three : Welcome To Tunisia	Reading Listening Speaking Writing	<ul style="list-style-type: none"> • Polite request • Taking leave • Greeting 	Can you ... ? Can I ... ?	plane - policeman - customs - trolley luggage - airport - taxi -stay - passport - kids - give	/ ʌ / /eə/ /θ/ /j/ / ə /
60	Four : Time for lunch	Reading Speaking Listening writing	<ul style="list-style-type: none"> • Expressing appreciation • Inviting • Declining an invitation 	<ul style="list-style-type: none"> • would, what about 	fish - chips - fruit - vegetable - omlette - soup - rice - pizza - small - delicious - dish - traditional, sweet - savoury - popular - favourite - fast food - taste - dates - roast chicken - fresh - bananas - oranges	/ z / /ei/ silent b
66	Let's review	review and self-evaluation				

Section One

Aly's friend

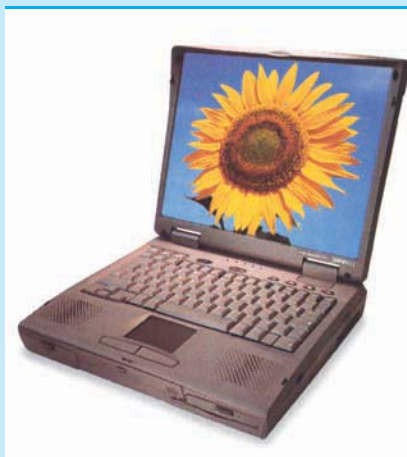
Activity 1

a. Answer these questions.

- a. Have you got many friends ?
- b. Do you sometimes visit them ?
- c. Have you got penfriends ?
- d. Where are they from ?
- e. Do you { write them letters ?
send them messages ?
e-mail them ?



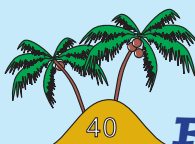
Peter



Where → place

b. What are your friends like ? Use adjectives from the box to describe them. Follow the examples on the next page:

nice / kind / friendly / helpful / intelligent / active



My friends are helpful.



I've got many friends. They are kind.

My friends are intelligent. They are good at maths.

I've got two friends. They are active.



be good at +



Noun
Verb + ing.

Activity 2

Read the letter and answer the questions.



November 15, 2005

Dear Peter,

Hi,

Thank you very much for your postcard. Norwich is a very beautiful city. I like the houses, the streets and the river. They are wonderful.

This is a photo of Jerba. My family and I are very pleased to invite you to our quiet island. We always have lovely weather.

Please accept our invitation.

Yours,
Aly



1. Who is Peter ?

2. Tick ☒ The right answer. Justify from the letter.

a. Peter is from :

☐

America

☐

Great Britain

☐

Australia

b. In this letter Aly ☐ introduces himself.

☐

speaks about his likes.

☐

invites Peter.

3. Find synonyms

a. happy :

b. calm :

4. Complete this table with reference to the text.

Functions	Utterances
Greeting	Hi
.....	Thank you very much
Describing
Inviting



Activity 3

Match. Enact.

Thank you
very much.



1

What's
Jerba like ?



2

I am pleased to
invite you to my
party on Saturday.



3

Hi !
How are you ?



4

Fine thanks.
How are you?



A

You are
welcome.



B

It's quiet and
lovely.



C

Thanks for the
invitation. I am
glad to come.



D

1 →

2 →

3 →

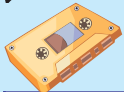
4 →



Thanking → thanks/thank you (very much)/
you're welcome.

Describing → be + adjective

Inviting → be pleased to invite



1. Listen and repeat.

/ ʌ /	/ ai /	/ z /	/ əu /	/ eə /
funny wonderful lovely	kind invite island	pleased friends houses	postcard photo follow	pair where



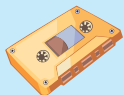
2. Circle the word with a different sound.

a. friendly - weather - pleased - send

b. river - city - invitation - like.



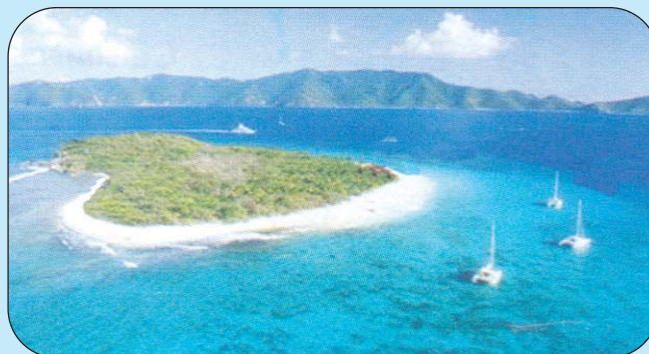
a girl



3. Listen and complete.

– Farah has an English Her name is Suzy. Farah always writes and letters to her.

– Tom is an pupil. He is good at



an island



Activity 4

Complete the following letter and send it to your friend with a picture of your town.

Dear , 20 --
.....

I am very happy to write my first letter to you. My name.

.....
.....
.....
.....

Introduce yourself
speak about your
likes.

This is a picture of my town. It is

.....
.....
.....
.....

Describe your
town.


Please write soon and tell me about your friends.

Yours

.....



Draw a picture of your town here.



Personal pronouns		Possessive adjectives	
I	→	My	} Singular
You	→	Your	
He	→	His	
She	→	Her	
It	→	Its	
We	→	Our	} Plural
You	→	Your	
They	→	Their	

Homework

Read your friend's letter and reply.



Section Two

What's happening?

Activity 1

What are they doing ? Match the sentences with the pictures.



1.



2.



3.



4.



5.

a. Aly is cleaning the garage. ☐

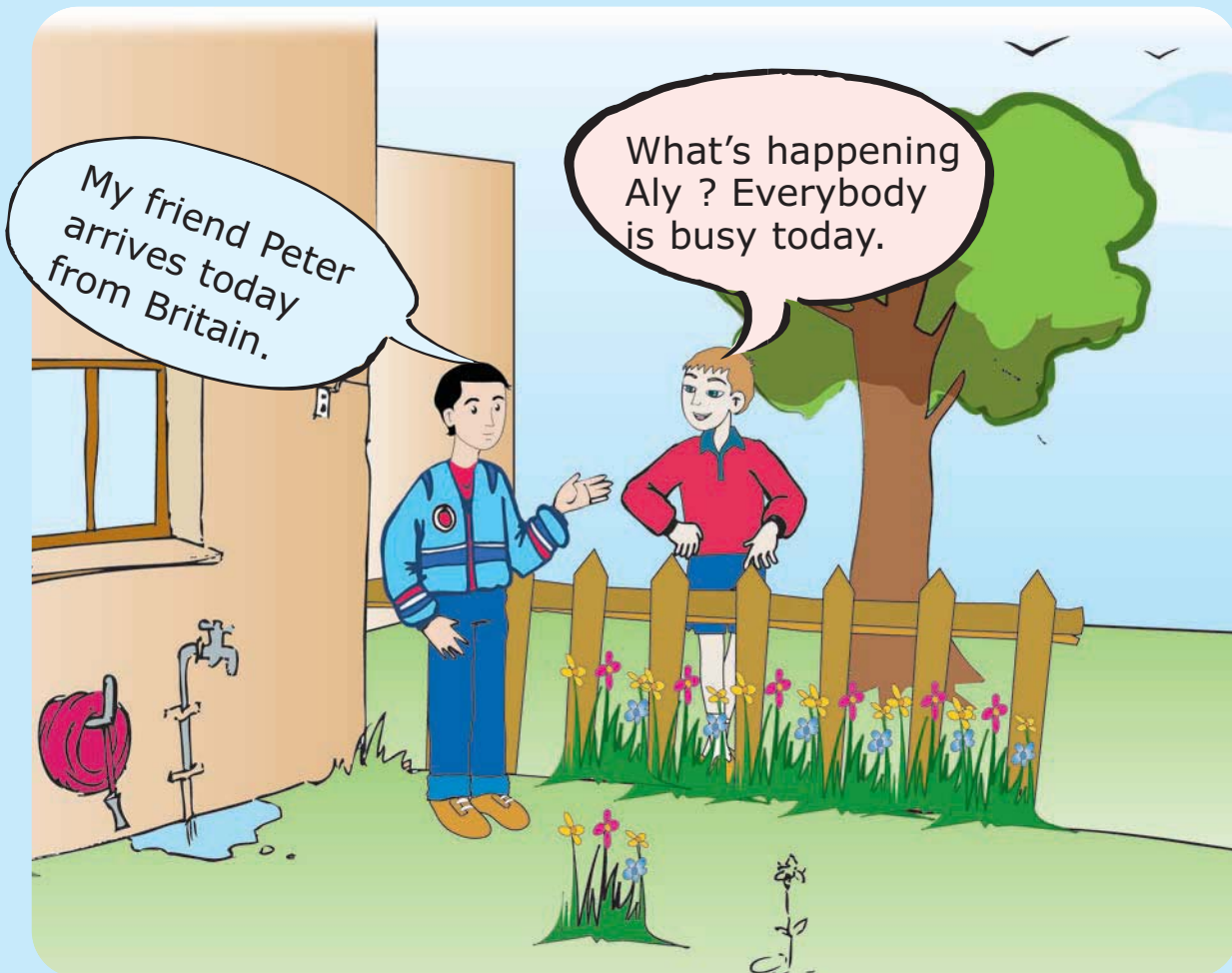
b. His mother is preparing couscous for lunch. ☐

c. His father is washing his car. ☐

d. His sister is tidying up Peter's room. ☐

e. His brothers are playing in the garden. ☐





The present progressive

Affirmative form



I	→	+ am	}	+ Verb + ing.	
He	}	→			+ is
She					
It					
We	}	→	are		
You					
They					



Activity 2

Step 1

Look at the pictures. Ask your friend questions.
What is / are doing now ?

Pupil A



[play]

1. Ahmed



[draw]

2. Rim



[cycle]

3. Saeed



[watch]

4. Noura



[read]

5. Qais



Pupil B



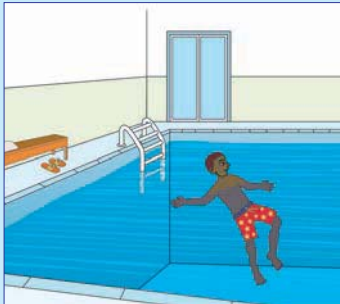
[play]

1. Ahmed



[dance]

2. Rim



[swim]

3. Saeed



[Listen]

4. Noura

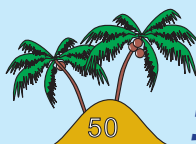


[Write]

5. Qais

Step 2

Ask the teacher questions about the pictures in her/his hand.



Fifty

Example :

Pupil : Is/are dancing ?


Teacher : Yes, is / are

No, isn't / aren't.

The present progressive

Affirmative		Negative	
I	am + verb + ing	I	am not + verb + ing
He	is + verb + ing	He	is not + verb + ing
She		She	
It		It	
We	are + verb + ing	We	are not + verb + ing
You		You	
They		They	
Interrogative			
Yes / No questions		Short answers	
Am	I + verb + ing ?	Affirmative	Negative
Is	he + verb + ing.... ?	Yes, you are	No, you aren't
	she		
	it	Yes, he is	No, he isn't
		Yes, she is	No, she isn't
		Yes, it is	No, it isn't
Are	we + verb + ing.... ?	Yes, we are	No, we aren't
	you	Yes, you are	No, you aren't
	they	Yes, they are	No, they aren't



Asking questions			Answering	
What is	he she it	doing ?	I	am + verb + ing.
What are	we you they	doing ?	He She It	is + verb + ing.
			We You They	are + verb + ing.

Listen and repeat.

/ au /	/ ai /	/ eə /	/ i: /	/ ə /	/ ʃ /
now about	tidy write	pre pare the ir	cle an re ad	togeth er the y	wash she

Spelling

Complete the table.

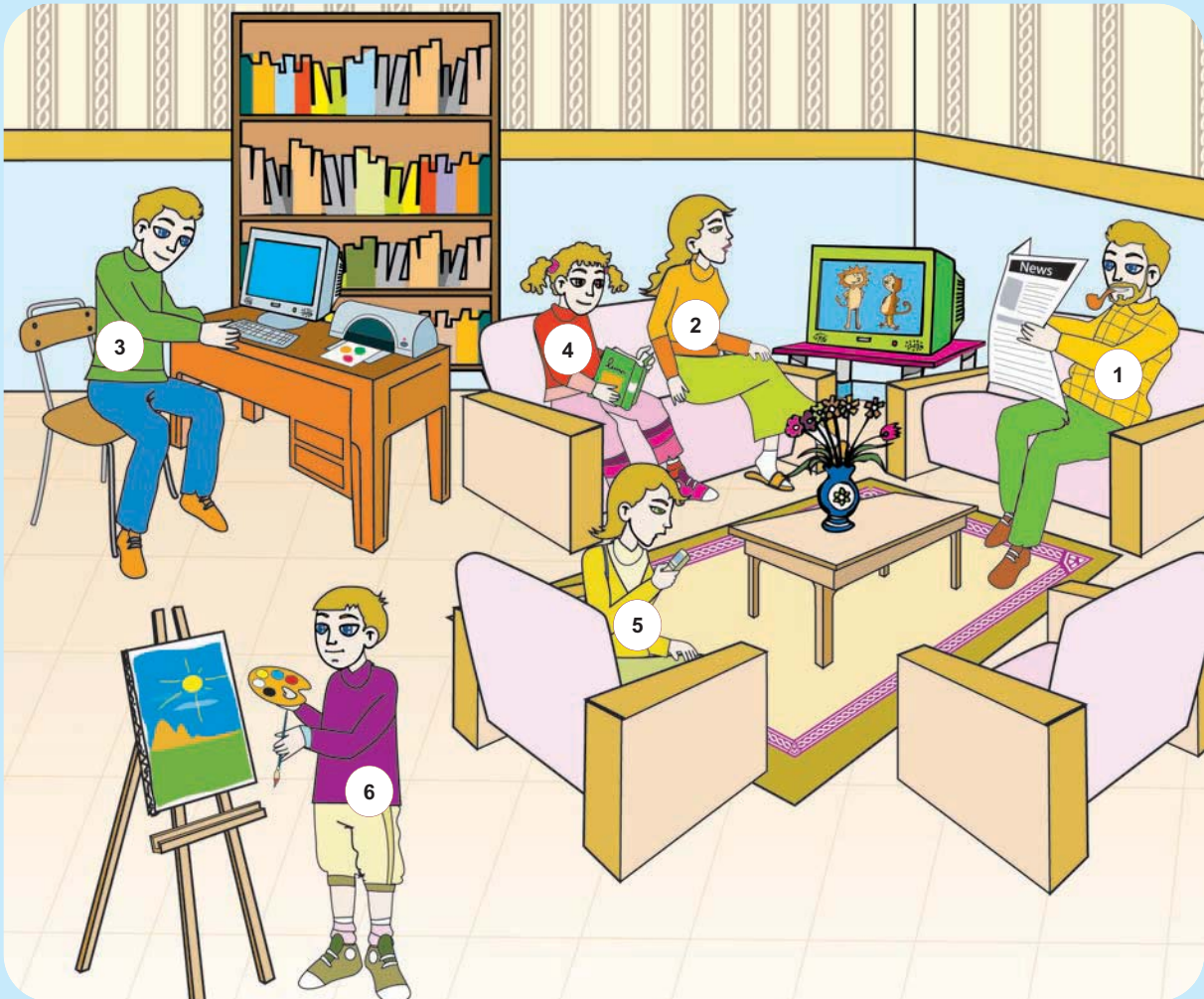
We write	We say
11	eleven
12
14
19
28
36
44



Fifty-two

Activity 3

What is everyone doing ? Look at the picture and complete the paragraph.



This is the Benson Family. They are now in the sitting room.

Mr Benson 1

Mrs Benson 2

John 3

His sister, Jane 4

Sally 5

Her brother Tom 6

They are very happy together.



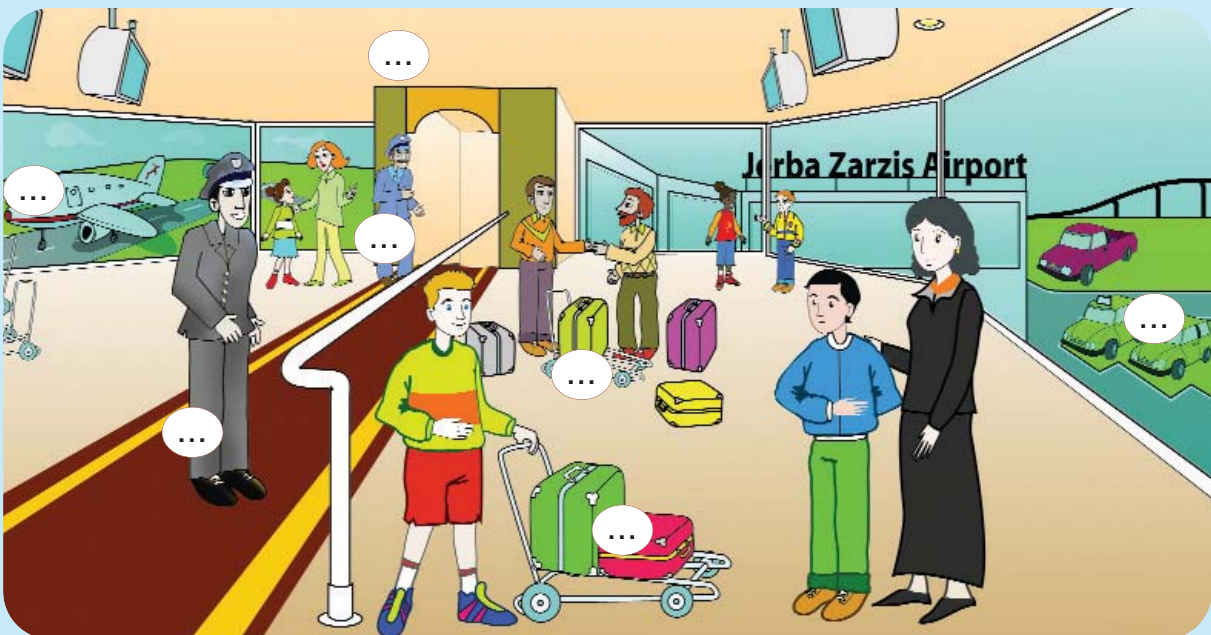
Section Three Welcome to Tunisia

Activity 1

Step 1

Read the words in the box. Label the picture.

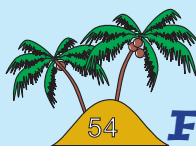
plane / policeman / Customs officer / trolley /
luggage / taxi / airport.



Step 2

Use words from the box (**step 1**) to fill in the blanks.

Peter, Aly's friend, is now at the airport. He is showing the his passport. His luggage is on a Aly and his mother are waiting for him in the airport hall. Aly is very happy to meet his penfriend.



Activity 2

Read. Listen. Answer the questions.

Customs Officer : Good afternoon.

Peter : Good afternoon, Sir .

Customs Officer : Can I see your passport, please ?

Peter : Yes of course. Here you are, Sir.

Customs Officer : Is this all your luggage ?

Peter : Yes, Sir.

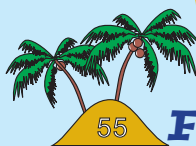
Customs Officer : Where are you staying in Jerba ?

Peter : Well, I have a Tunisian friend in Ryadh. I am staying
with his family.

Customs Officer : Have a nice stay.

Peter : Thank you. Goodbye

Customs Officer : Goodbye.



Questions :

1. Tick the right alternative.

a. This conversation takes place

☐ on the plane ☐ at the airport in Jerba ☐ at the airport in London

b. Peter is staying

☐ in a hotel ☐ with his family ☐ with his friend

2. Complete the table with reference to the dialogue.

Functions	Utterances
Greeting	«Good afternoon»
Polite request	« »
Thanking	« »
Taking leave	« »

3 . Enact the conversation.

Polite request : $\left\{ \begin{array}{l} \text{Can you} \\ \text{Can I} \end{array} \right\} + \text{verb, please ?}$

Taking leave : Good bye.



Activity 3

What do you say in these situations ?



Can you give me a pen, please?



.....
.....



Good bye, Kids



.....
.....

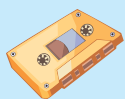


Thank you very much.



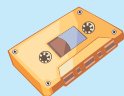
.....
.....





Listen and repeat

policeman - luggage - airport - Customs officer -
passport -

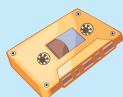


Listen and put the words in the right column.

/ ʌ /	/ eə /	/ ə /	/ θ /	/ j /

airport / luggage / yes / welcome / where / prepare /
thanks / their / three / afternoon / you / customs /
policeman / use.

Spelling



Listen and write.

.....

.....

.....

.....



Activity 4

Complete the following conversation.

Customs Officer : Good morning, Sir.

You : 1

Customs Officer : Your passport, please.

You : 2

Customs Officer : Where are you staying in London ?

You : 3

Customs Officer : Have a nice stay.

You : 4



Section Four

Time for lunch

Activity 1

Step 1 : Match the pictures with the words.

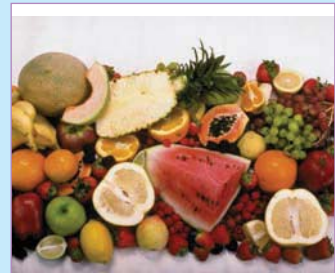
fish and chips - fruit - vegetables - couscous - omelette
- soup - rice - pizza.



a.



b.



c.



d.



e.



f.



g.



h.

Step 2 : Pair work.

a. Pupil A : Ask your partner questions. Follow the example.
Do you like oranges ? Do you like ?

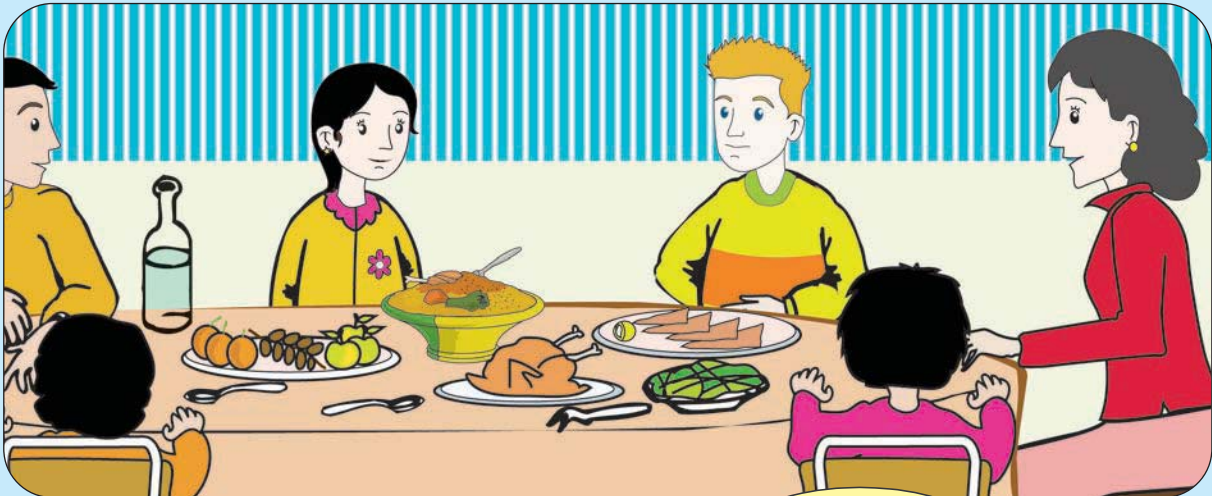
Pupil B : Answer your partner's questions. Follow the example
- Yes, I do / No, I don't.

b. Now reverse roles.

Activity 2

Look at the pictures. Read the text and answer the questions.

Peter is having lunch with Aly and his family : couscous with lamb and vegetables, roast chicken, briks, salad and fresh fruit. Peter is eating couscous for the first time.





This smells tastes (delicious) ⇒ Expressing appreciation.



Questions :

1. Tick ☒ the right box.

	True	False
Peter is having dinner	<input type="checkbox"/>	<input type="checkbox"/>
Peter does not like fish and chips	<input type="checkbox"/>	<input type="checkbox"/>
Peter likes oranges	<input type="checkbox"/>	<input type="checkbox"/>
The family are having couscous with fish and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>

2. What do you see on the table (picture 1 P 61) ? Circle the right words.



a. oranges



b. bananas



c. dates



d. roast chicken



e. couscous



f. pizza

This → (This dish)

These → (These briks)

That → That orange.

Those → Those oranges



Activity 3 Pair work.

Pupil A : Ask your partner questions. Follow the example.
– Would you like chicken or lamb ?

Pupil B : Answer your partner's questions. Follow the example.
– I would like lamb ; please.



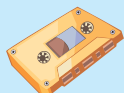
Now reverse roles.



Would you like { + noun
+ to + verb } \Rightarrow inviting

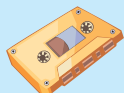
Yes, please \Rightarrow accepting an invitation

No, thank you \Rightarrow declining an invitation.



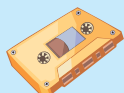
a. Listen and repeat

pizza - vegetables - omelette - lamb - roast chicken
- bananas - savoury - delicious - traditional.



b. Circle the word with a different sound.

1. egg**s** - vegetable**s** - pizz**a** - banan**a**s .
2. b**a**nanas - lam**b** - vegetable**s** - tab**l**e.
3. sav**o**ury - tab**l**e - dat**e**s - oran**g**es.



c. Listen and write

- Would you like.....?
- I would like.....?



Activity 4

Pair work.

Step 1

Look at the table. Ask your partner questions. Tick the right boxes and complete the table.

Example : Do you like ?
What is your favourite ?

Dish	Yes	No	Favourite dish
couscous		
spaghetti			
pizza			
rice			
roast chicken			
fish			

Step 2

Now complete this paragraph with information from the table.
Report to the class.

My friend's favourite

She / He also likes (and)

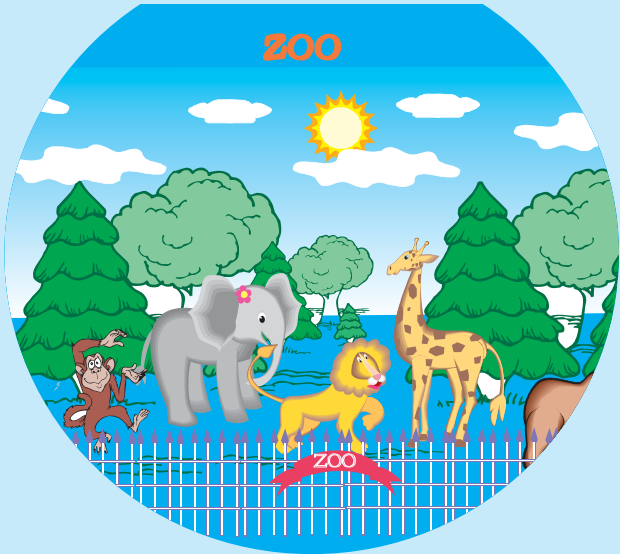
But she / he does not like and



Let's review

Activity 1 Complete with [his - our - my - their]

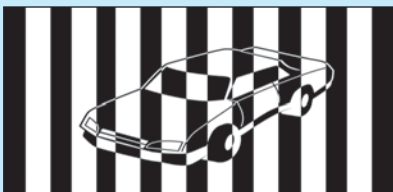
I have two nice friends : Charles and Andrew. They live near home. We always play and do homework together. parents are very friendly. They sometimes take us to the zoo. Charles likes going to the zoo, but brother does not like it very much.



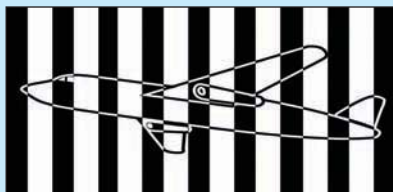
Activity 2 Read. Match. Follow the example.

1. roast	lovely weather
2. delicious messages
3. lovely chicken
4. tidy up music
5. send bedrooms
6. play dish.

Activity 3 What is this ? Colour, then complete the answer.



This is a



This is a

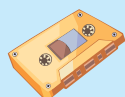


This is a



Activity 4

What do they like eating ?



Listen and tick the right box.

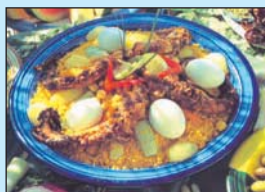
1. Imene likes



a.

☐


b.

☐


c.

☐


d.

☐

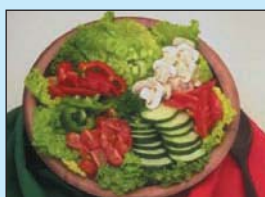
2. Betty likes



a.

☐


b.

☐


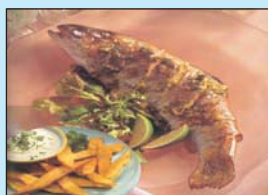
c.

☐


d.

☐

3. Andrew likes



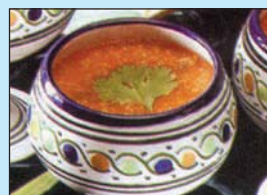
a.

☐


b.

☐


c.

☐


d.

☐

Activity 5

Circle the right alternative.

Sandra is a pupil. She usually (**getting / gets / get**) up at 6 : 30. She washes and dresses. Now she is in the kitchen. She (**has / is having / has**) breakfast. Her mother (**gives / is giving / give**) her an orange. Sandra (**like / is liking / likes**) oranges very much.



Activity 6

Reorder the parts of the conversation. Follow the example.

a. I have two tickets for Britney Spears concert.

Would you like to come with me ?

b. How are you ?

c. You're welcome ?

d. Good morning, Suzy !

e. That's great ! Thank you.

f. Good morning Liz.

g. Fine, thanks. How are you ?

Liz :^d

Suzy :

Liz :

Suzy :

Liz :

Suzy :

Liz :

Activity 7 Write the questions.

Tourist : ?

Aymen : I live in Sousse.

Tourist : ?

Aymen : It's a very busy town.



Activity 8

What would you like to have ?

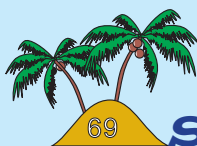
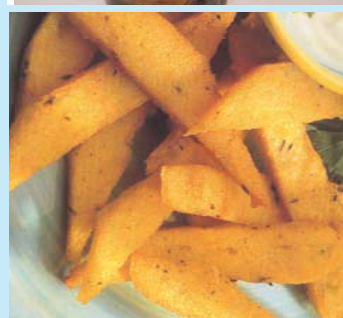
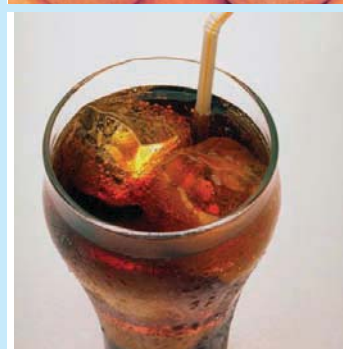
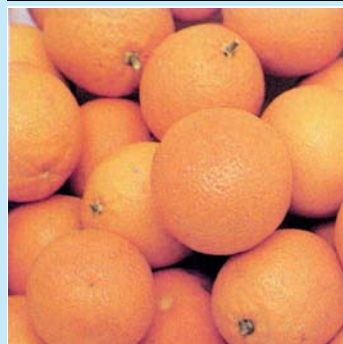
Look at the pictures. Invite your partner

Example : – Would you like to have a / an ?
– Yes, please / No, thank you.

Pupil A



Pupil B



Activity 9

Circle the word with a different sound.

1. plane - wait - stay - glad

2. here - helpful - friend - welcome

3. now - follow - house - about

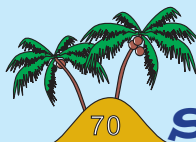
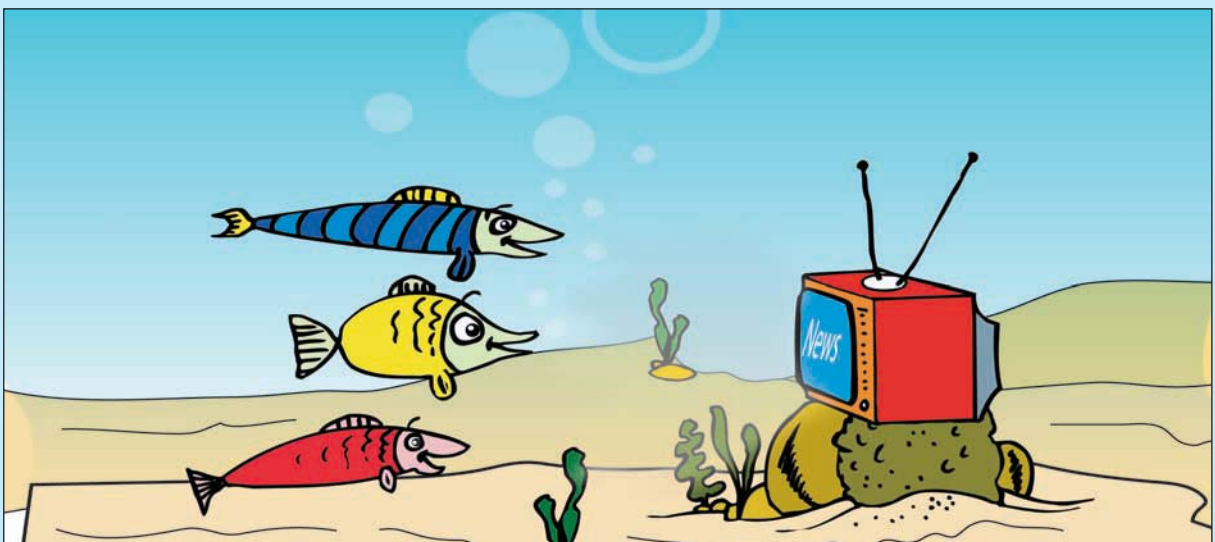
4. luggage - Customs - welcome - lovely

5. delicious - show - lunch - wash

Time for a joke

Ann: What do fish do in the evening ?

Liz : They watch telefishion.

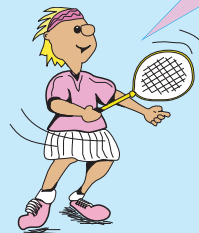


Self-evaluation

Tick ☒ the right box.

Now I can ...

- ☐ • make polite requests.
- ☐ • interact with a customs officer.
- ☐ • describe actions in progress in the present.
- ☐ • give a moral description of a person.
- ☐ • write a letter to introduce myself and describe my home town.
- ☐ • invite someone to visit me or to have something to eat / drink.
- ☐ • accept / decline an invitation.
- ☐ • talk about food.



You're making progress !



Let's Remember

- Nessrine is **good at** English and French.
Suzy is **good at** dancing
⇒ **good at** | + noun
| + verb. + ing.
- Where** are they **from** ? **Where** do you come **from** ? **Where** is Jack ?
Where → place
- Thank** you very much. **Thanks**. **You are welcome**.
⇒ **thanking**.
- They are **wonderful**. Norwich is a **very beautiful** city.
We have **lovely** weather. Jerba is a **quiet** island.
My friends are **very kind**.
⇒ **describing**.
- We **are pleased to invite** you.
Please accept our invitation.
– **Would you like** | **a banana ?**
| **an apple ?**
| **to have** fish and chips ? } **inviting**
– **Yes, please** ⇒ **accepting** an invitation **No, thank you** ⇒ **declining** an invitation
- I am** a teacher. **I** like **my** pupils.
My pupils respect all **their** teachers.

Personal pronouns	Possessive adjectives
I	my father / my parents <u>s</u>
He	his
She	her
It	its
We	our
You	your teacher / our teachers <u>s</u>
They	their friend / their partners <u>s</u>



The present progressive

7. I **am** drawing a picture. My friend **is** watching TV. My brothers **are** playing in the garden.

Affirmative	Negative
<p>I am + verb + ing</p> <p>He is + verb + ing</p> <p>She is + verb + ing</p> <p>It is + verb + ing</p> <p>We are + verb + ing</p> <p>You are + verb + ing</p> <p>They are + verb + ing</p>	<p>I am not + verb + ing</p> <p>He is not + verb + ing</p> <p>She is not + verb + ing</p> <p>It is not + verb + ing</p> <p>We are not + verb + ing</p> <p>You are not + verb + ing</p> <p>They are not + verb + ing</p>

Interrogative

Yes / No questions	Short answers
<p>Am I + verb + ing ? (Am I speaking to Mrs Jones ?)</p> <p>Is he + verb + ing ? she (Is she cleaning the bedroom ?)</p> <p>Is it + verb + ing ?</p> <p>Are we you + verb + ing ? they (Are they listening to music ?)</p>	<p>Yes, you are / No, you aren't.</p> <p>Yes, he is / No, he isn't. she it</p> <p>Yes, we are / No, we aren't. Yes, I am / No, I'm not. Yes they are / No, they aren't.</p>
Asking questions	Answering
<p>What is he doing ? she it</p> <p>What are we doing ? you they</p>	<p>He is playing music. She</p> <p>They are dancing.</p>



8. Can you | send me a message, please ?
| give me a pen, please ?

} polite request.

Can I see your passport, please ?

9. Good bye kids. Bye bye Mum. ⇒ taking leave.

10. This smells delicious.

It tastes delicious.

Couscous is a popular dish in Tunisia.

Spaghetti is my favourite dish.

} talking about food

11. This pen



These pens



That banana



Those bananas



⇒ demonstrative adjectives.





Module three

Module Three						
Page	Section	Skills	Function	Grammar	Lexis	Pronunciation
75	One : Aly's house	Speaking Reading Listening	<ul style="list-style-type: none"> Describing Locating things 	There is/ there are Have got(consolidation) Prepositions : near- on the left - on the right - in the middle - next to - on What's/are....like?	bedroom - living room- kitchen - carpet - wardrobe - sofa - bed	/ɔ i/ /a:/ /əu / /dʒ/ /ʒ/
80	Two : Uncle Hedy's farm	Speaking Reading Listening Writing	<ul style="list-style-type: none"> Expressing likes and dislikes about fruits and vegetables Asking /giving information 	<ul style="list-style-type: none"> Subject pronouns / object pronouns 	carrots - figs - turkeys - duks - eggs....	listen to and repeat new words step1: To prepare posters on fruit vegetables and animals step2 : stick posters on the school magazine
86	Three : Market Day	Speaking Reading Listening writing	<ul style="list-style-type: none"> Expressing likes Asking /Giving information 	<ul style="list-style-type: none"> Articles: a / an / the Prepositions: near -on - in - from - at 	dress - hat - socks - sandals - gloves - cheap - expensive	Listen to and pronounce new words correctly
91	Four : Happy Birthday	Speaking Reading Listening Writing	Talking about birthday parties and colours	<ul style="list-style-type: none"> Regular and irregular plurals(woman - man-child) The genitive Linkers: but-because-and-then 	coke - balloons - present - blow out - light - colours	Listen to and pronounce new words correctly Matching words with their phonetic transcriptions Same/Different
98	Let's review	Review / Self-evaluation				

Review / Self-evaluation

Section One

Aly's house

Activity 1

Look at the pictures. Read and complete. Look at the example.



1

carpets

a. Aly sleeps in his
bedroom.

b. There is a big table in
the



2

kitchen



3

bedroom

c. There is a small
..... in my bedroom.

d. There are traditional
..... in the souk.



4

wardrobe



5

living room

e. They are watching T.V.
in the
.....

f. My mother usually
cooks in the



6

dining room



There is + singular noun

There are + plural noun



75

Seventy-five

Activity 2

Read the letter and answer the questions.

Dear Mum and Dad,

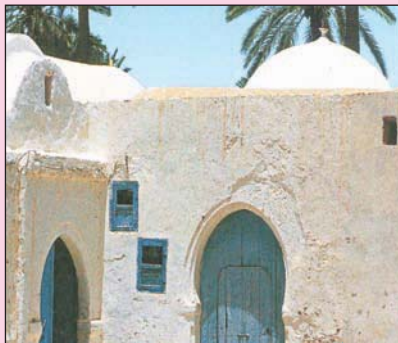
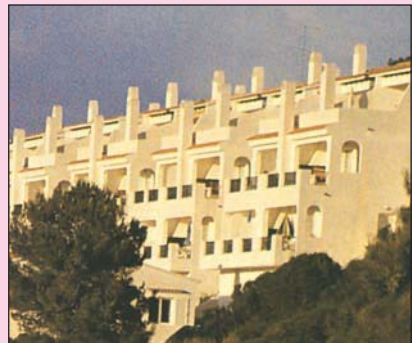
I am very glad to send you my first letter from Jerba. It's a very nice island with lots of olive trees and white houses. The Soltanes live on a big farm. Their house is quite big. It has got four bedrooms, a kitchen, a dining room and a living room. There is also a hall in the middle.

My bedroom is next to Aly's room. It has got a nice view. In my room, there is a bed in the middle and a lovely carpet on the floor. There is also a wardrobe on the left and a sofa on the right near the window

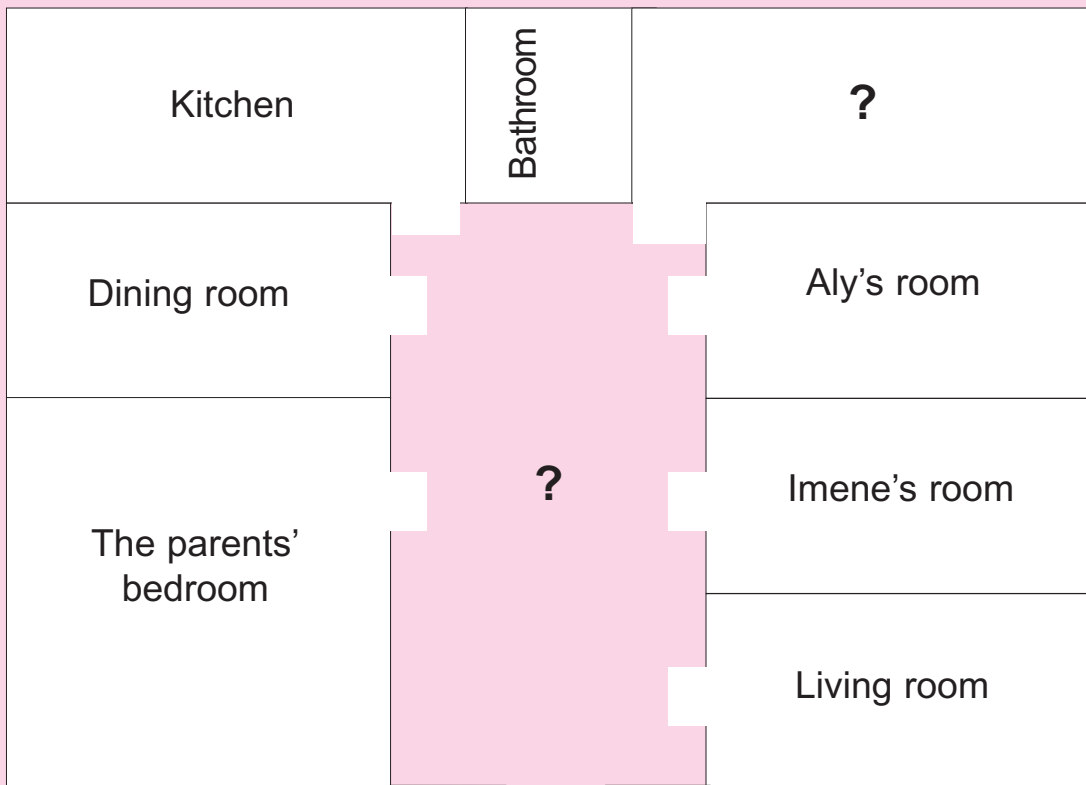
*Yours,
Peter.*

Questions :

1. Which one is Aly's house ? Put a tick in the right box.

☐☐☐

2. Read the letter again. Complete the house plan.



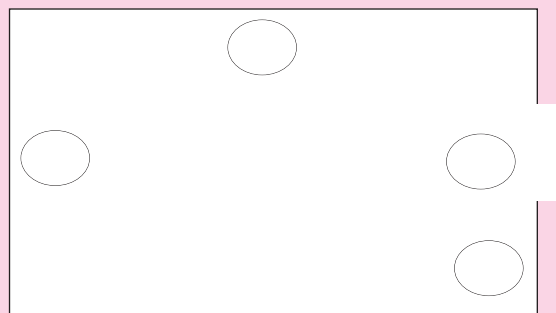
3. Put each piece of furniture in the right place.

a. bed

b. sofa

c. wardrobe

Peter's room



door

window

4. Tick the right box.

a. Aly's house is small

b. The Soltanes have got a big farm.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Seventy-seven



near
on the right
on the left
in the middle
next to
on
in

⇒ locating things/places

Activity 3

Complete with the right words from the box.



The father is sitting

He is sitting his two sons.

near
on the right
on the left
in the middle
next to
on
between



The cat is sitting the floor.



The boy is his father.



Minnie is but Mickey is



Mrs Mac Lean is her husband.



Pronunciation



Listen and circle the silent letter.

listen - island - lamb - night - eight - right - daughter -



Listen and repeat.

/ɔi/	/əʊ/	/ɑ:/	/dʒ/	/ʒ/
enjoy	sofa	farm	orange	garage
boy	wardrobe	carpet	job	usually
	window	garden	enjoy	
	home			

Spelling



Listen and write

.....

Activity 3

What's your house like ? Describe it to your friend.



What's

What are



..... like ? ⇒ describing



Section two

Uncle Hedy's farm

Activity 1

Look at the pictures and fill in each basket with the right items. Rewrite the words.



carrots



apricots



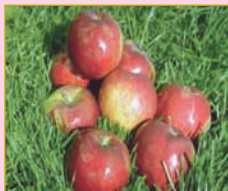
almonds



lettuce



onion



apples



green pepper



figs



tomatoes



potatoes



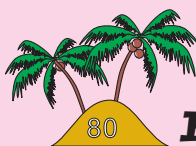
water melon



cucumber












strawberries



Activity 2

Read the text and answer the questions.

- 1 Uncle Hedy has got a big farm. He keeps many animals on his
 2 farm. He has got cows  , goats  , rabbits 
 3 and many birds : hens  , ducks  and turkeys 
 4 He keeps the cows and goats for milk  , the turkeys for meat
 5  and the hens for eggs  . He never buys eggs or milk.
 6 Uncle Hedy grows vegetables on his farm : carrots, onions, green
 7 peppers, tomatoes and many other vegetables. He also grows fruit :
 8 apples, apricots, figs and almonds. He sells them on market day.
 9 Uncle Hedy's farm is very nice. He's proud of it.

Questions :

1. Complete this table with information from the text.

Fruit	Vegetables	Animals
—	—	—
—	—	—
—	—	—
—	—	—
		—
		—



2. Are these statements True or false ? Write T or F and justify orally.

- a. Uncle Hedy keeps cows for meat. [.....]
- b. He sometimes buys milk. [.....]
- c. He doesn't like his farm. [.....].

3. What do these words refer to ? Tick the right answer.

- 'them' line (8) refers to
 - ☐ fruit and vegetables.
 - ☐ animals and birds.
 - ☐ milk and eggs.
- 'it' line (9) refers to
 - ☐ market day
 - ☐ fruit
 - ☐ farm

Activity 3 Fill in the blanks with the right object pronoun.

Number one is an example. her - him - me - it - us

Dialogue one : A : What's Jane telling Bob ?

B : She's telling him a joke.

Dialogue two : A : What's Mr Cook showing Mrs Brown ?

B : He's showing ————— his new car.

Dialogue three : A : Excuse me, Sir. Can you tell ————— the time, please ?

B : It's three o'clock.



Dialogue four : A : My cat is very hungry, Mum.

B : Give _____ some milk or meat.

Dialogue five : A : What do we have for dinner ?

B : Dad is taking _____ to a nice restaurant.



Subject pronouns		Object pronouns	
I	→	me	
You	→	you	
He	→	him	
She	→	her	
It	→	it	
We	→	us	
They	→	them	

Time for a song



Listen to the song «Old Mc Donald's farm» and show the flash card with the animal's name and picture.

Pronunciation



Listen and repeat.

onion - tomatoes - cucumber - strawberries - almonds - apricots.



Number the syllables. Then circle the stressed syllable.

[o / nion] [to / ma / toes] [cu / cum / ber] [straw / ber / ries].





Listen and put the words in the right box.

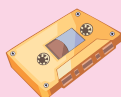
vegetables – Joke – Jane – John – potatoes – grapes – dates

cucumber – new – turkey – bird – dinner – Sir – her – apricot

you – usually

/ ə:/	/ ei/	/ ju: /	/ dʒ/
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

Spelling



Listen and complete with the missing words.

On Thursday, I go to the market to buy some fruit and
I buy some, some and some

Activity 4

Step 1 :

Pair work. Ask your partner about the fruit and vegetables she/he likes. Tick the right boxes.



Example : – Do you like bananas ? Do you eat bananas?
 – Yes I do / No I don't like them.

	My partner likes ☺	My partner does not like ☹
potatoes		
bananas		
strawberries		
apples		
apricots		
figs		
onions		
carrots		
green peppers		

Step 2 :

Now write a paragraph about your partner.

(partner's name)

.....

..... . He/she also

But he/she

never

Project work

Step 1 :

- **Group 1:** Prepare a poster on fruit (**pictures+ names**)
- **Group 2 :** Prepare a poster on vegetables (**pictures + names**)
- **Group 3:** Prepare a poster on animals (**pictures + names**)

Step 2 :

Stick your posters on your school wall magazine or classroom wall charts.



Section three

Market Day

Activity 1

What do men and women wear ?
Write the words in the right space.



dress



tee-shirt



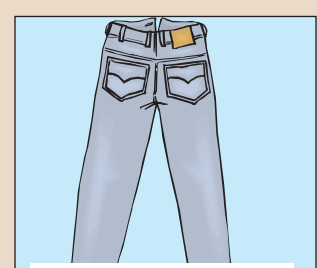
jacket



shirt



skirt



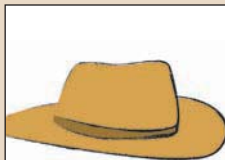
trousers



shoes



socks



hat



tie



sandals



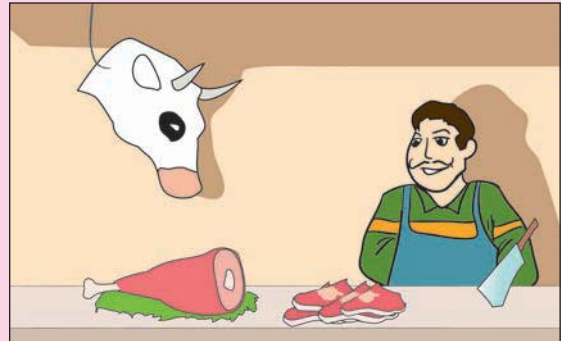
Activity 2

Look at the pictures and complete the sentences.

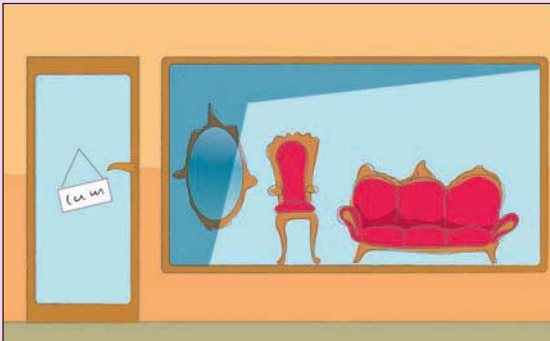
Greengrocer's



Butcher's



Antique shop



Clothes shop



1. Jane is buying clothes at the
2. Julia is buying some vegetables at the
3. A sells meat.
4. An usually sells old things.



a
an
the



articles



Activity 3

Read, and answer the questions

1. Today is Monday. It's market day in Houmt Souk. Aly and Peter are now in the market place. It's a big square near the sea. It's very busy. People come from different towns and villages to buy many goods : fruit and vegetables, pottery, furniture, carpets and very expensive antiques. These goods are in shops, on stalls or on the ground.

2. One part of the market place is a flea market. It sells cheap clothes like trousers, jackets, skirts, pullovers and shirts. Peter is now taking photos of some people there. They look at him and smile. He likes their big hats and traditional clothes.

Questions :

1. Complete with information from the text.

Day	Place	Event
.....	Market day

2. a. What's the market place like today ?

.....

b. Where do people buy cheap clothes ?

.....



3. Are these statements true or false ? Write T or F .

- a. People from different places come to the market . [.....]
- b. Peter is taking photos of goods. [.....]

4. Find opposites [≠]

- a. cheap ≠ (paragraph 1)
- b. buy ≠ (paragraph 2)

5. What do the underlined words in the text refer to ?

“it” § 2 refers to

“him” § 2 refers to



Activity 4

Complete and enact. Then swap roles.

Student A : When is market day in your ?

Student B : It's on

Student A : What do you buy on market day ?

Student B :



Pronunciation



Listen and repeat.

vegetables - traditional - antiques - butcher - furniture - expensive.



Number the syllables. Then circle the stressed syllable.

[vege / tables] [tra / di / tio / nal] [fur / ni / ture]



Listen and put the words in the right boxes.

squ^{are} - clothes - bu^{tch}er - tradi^{ti}onal - ^{the}se - we^{ar} -
furni^{tu}re - the^{ir} - ^{the}re - ^{sh}oes - ^{che}ap - ^{sh}irt -
^{sh}op - ^{wh}ere.

/eə/	/ə/	/tʃ/	/ʃ/
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

Spelling



Listen and write

.....
.....

.....
.....

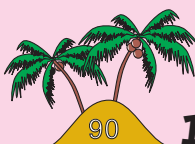
.....
.....

Activity 5

What is your friend wearing today ? Complete the paragraph.

Today, my friend (+ name)

.....
.....
.....
.....



Ninety

Section four

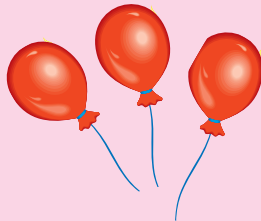
Happy Birthday

Activity 1

Look. Read and complete the table on the next page.



cake



balloons



glasses



a present



flowers



a camera



juice



candles



a watch



books



CD player



chips



lemonade



coke



fruit



A Birthday Party

Decoration	Food	Drinks	Presents 
– balloons – – –	– cake – – –	– coke – – –	– CD player – – –

Activity 2

Read, then answer the questions.

1. The Soltanes are very busy today. There are many children in the garden and in the living room. They are Imene's friends and cousins. Everyone is happy. The house is decorated with blue, green and brown balloons. There are many white, yellow and red flowers, too.

2. It's 4 : 00 p.m. now. Everyone is around the dining table. There is a big cake in the middle with ten pink candles on it. Peter stops the music and lights the candles. Everyone sings "Happy birthday to you, Imene". Then, she blows out the candles and Aly takes some photos. Imene is very happy because she's got a lot of presents.



1. Tick the right alternative :

- The text is about
 - Peter's birthday ☐
 - Imene's birthday ☐
 - Aly's birthday ☐

2. Match the colours with the objects

Colours	Objects	Answers
1. pink	a. candles	1 +
2. red		2 +
3. green	b. flowers	3 +
4. brown		4 +
5. yellow	c. balloons	5 +
6. blue		6 +
7. white		7 +

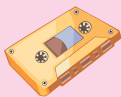
3. How old is Imene ?

4. What do the underlined words refer to ?

- a. "it" (paragraph 2) refers to
- b. "she" (paragraph 2) refers to

Time for a song

Listen to and sing "Happy Birthday to you"



Ninety-three



Singular	Plural
We say a { friend glass candle	many { friends glasses candles
But	
We say <u>/u/</u> a woman man child	<u>/i/</u> many { women men children

Activity 3

Express differently. Follow the example.

Example : Aly has got a sister. Her name is Imene.
⇒ Imene is Aly 's sister.

1.



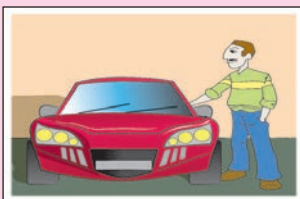
- Helen has got a dog.
- This is

2.



- Dave has got an old house.
- Dave is old.

3.



- Mark has got a new car.
- Mark is new.



4.



– “Is this your food ?”

– “No ! It’s”.



Noun + 's \Rightarrow Possession

Activity 4

Combine the sentence parts. Rewrite the sentences on your notebook. Be careful. There is an extra sentence part in B.

A		B
1. Ann is very happy 2. Yassine 's book is new 3. Elizabeth is preparing a big round cake 4. Aymen gets up at 7 a.m., has his breakfast.	but because and then	a. Mehdi 's is old. b. goes to school by bus. c. it's her birthday today. d. some drinks for her brother's birthday. e. grow vegetables.

Example : Ann is very happy because it's her birthday today.



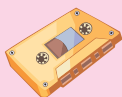
But \longrightarrow **contrast**

Because \longrightarrow **cause / reason**

Then
And } \longrightarrow **addition**

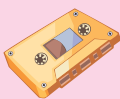


Pronunciation



Same or different ? Write (S) or (D).

- | | | | |
|----------|---|--------|---------|
| cousin | - | house | (.....) |
| cake | - | candle | (.....) |
| decorate | - | take | (.....) |
| square | - | there | (.....) |
| birthday | - | pink | (.....) |
| brown | - | blow | (.....) |



**Match words with their phonetic transcriptions.
Number 1 is an example.**

- | | |
|-------------|--------------------|
| 1. dog | [k æ m r ə] |
| 2. candle | [s k w e ə] |
| 3. camera | [d ɔ g] |
| 4. children | [k æ n d l] |
| 5. square | [b ə l u : n z] |
| 6. balloons | [tʃ i l d r ə n] |

Spelling



Listen and fill in the blanks with words you hear.

My birthday is in December. I have a at home every year. I usually invite my and my They give me nice



Activity 4

It's Jane's birthday. Look at the pictures and write a paragraph to describe the birthday party.



Let's review

Activity 1

Look at the picture. Name the items. Follow the example.



1. A red skirt.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Activity 2

Read and complete.

The Johnsons live in a large house near Oxford. It has got three - - - rooms, a - - - - - room, a - - - - room and a k - - - - - . It also has a nice garden. The Johnsons like their house very much.

Activity 3

Read this paragraph and label the picture.

Hi, my name is David. This is a picture of my family. My mother is in the middle. My father is between my mother and my brother Sam. My sister Julia is on the right, near my mother. I am on the right near my sister.



Activity 4

Colour these balloons.



Activity 5

Read and name the people in the picture.

- Sarah is wearing a blue skirt.
- Leila is wearing a red dress.
- Amira is wearing green trousers.



.....



.....



Activity 6

Replace the pictures with words.

.....

Dear Mum and Dad,

Thank you for your



..... I am very



.....

here in Jerba. The



..... where I'm staying is very nice.

It has got a lovely



..... with many flowers. It is

near the sea.

Jerba is a quiet



..... I ♥ ♥ ♥ it very

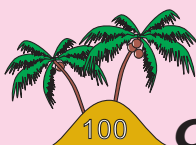
much. The



..... here are very friendly.

Bye

Paulina



One hundred

Spelling



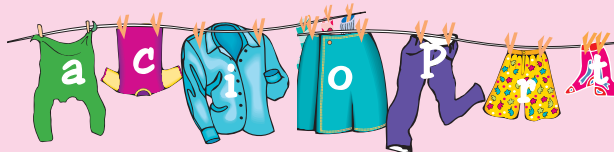
Listen and complete.

- What animals do you keep on your farm, Brian ?
- Eh, , and some cows.
- That's great. And what vegetables do you grow ?
- , and some carrots.

**Reorder the letters to discover the fruit or the vegetable.
Write the answers in the space provided.**



a.



b.



c.

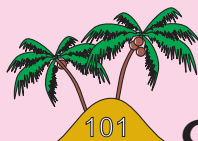


d.

Pronunciation

Same or different ? Write S or D.

almonds	-	apples	[.....]
meat	-	milk	[.....]
birds	-	birthday	[.....]
apricots	-	carrots	[.....]
goat	-	cow	[.....]



One hundred and one

Let's Remember

1. – **There is** a lovely wardrobe in my room.

– **There are** nice carpets in the souk.

⇒ There is + a singular noun

There are + a plural noun

2. – The dining table is { **on the right**
on the left
in the middle

– My bedroom is { **next to**
near } my brother's bedroom.

– There is a delicious cake **on** the table.

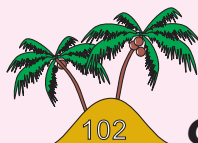
⇒ { **on the right**
on the left
in the middle
near / next to
on } locating things

3. { **What's** your house **like** ?
It's small but very nice.

{ **What are** your friends **like** ?
They are friendly and helpful

⇒ { What's
What are } like ? ⇒ describing

4. I have many friends. I sometimes go out with **them**. This is my cat.
I like **it** very much.



Subject pronouns	Object pronouns
I	me
You	you
He	him
She	her
It	it
We	us
They	them

5. – I usually eat **a** fruit and **an** egg in the morning.
 – **The** man over there is my uncle.

⇒ $\left. \begin{array}{l} a \\ an \\ the \end{array} \right\} \text{articles}$

6. { When is market day **in** your village ?
 { It's **on** Monday.

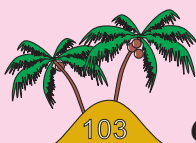
{ Where is your mother ?
 { She is **at** home.

{ Where do you usually buy fruit and vegetables ?
 { I usually buy them **at** the market.

⇒ $\left. \begin{array}{l} near \\ on \\ in \\ from \\ at \end{array} \right\} \text{prepositions}$

7. { **What colour** is your uniform ?
 { It's blue.

⇒ What colour $\left| \begin{array}{l} is \\ are \end{array} \right|$ + Noun ? ⇒ Asking about colours.



8. Jim has two **sons** and three **daughters**

My uncle has got two **children**

There are two **men** and three **women** at the shop.

Singular	Plural
One { son daughter	Two { sons daughters
One { man woman child	Two { men women children

9. **Mohamed 's** house is quite big.

⇒ Noun + 's → possession

10. – Samir 's car is new **but** Houssem 's is old.

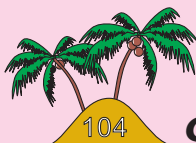
– In the evening, Meriem does her homework. **Then**, she goes to bed.

– Sofiane is very happy **because** it's his birthday today.

but → contrast

because → cause / reason

then
and | → addition



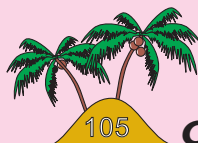
Self-evaluation

Tick ☒ the right box.

Now I can ...



- | | |
|--------------------------|---|
| <input type="checkbox"/> | • describe a house and its furniture. |
| <input type="checkbox"/> | • draw a house plan. |
| <input type="checkbox"/> | • locate things and places. |
| <input type="checkbox"/> | • tell the colours. |
| <input type="checkbox"/> | • identify different kinds of fruit and vegetables. |
| <input type="checkbox"/> | • describe one's clothes. |
| <input type="checkbox"/> | • describe a birthday party. |
| <input type="checkbox"/> | • talk about birthdays. |
| <input type="checkbox"/> | • tell the colours. |
| <input type="checkbox"/> | • know the regular and irregular plurals. |
| <input type="checkbox"/> | • use the genitive correctly. |
| <input type="checkbox"/> | • combine sentence parts using and , but , because , and then . |
| <input type="checkbox"/> | • spell and pronounce new words correctly. |
| <input type="checkbox"/> | • match words with their phonetic transcriptions. |
| <input type="checkbox"/> | • name days and months. |



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One hundred and five

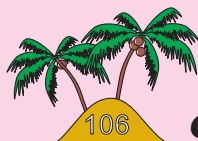
Time for a joke

Teacher : Jack, spell 'mouse'.

Jack : M - O - U - S -

Teacher : But what's on the end ?

Bob : A tail, teacher.





Module four

Module Four

Page	Section	Skills	Function	Grammar	Lexis	Pronunciation	Project
107	One: You must be careful	Listening Speaking Reading Writing	-Warning -Obligation -Prohibition	-Be Careful -Don't / Do not + Verb -Must / Mustn't	careful – touch safe – brush sharpener - dangerous - leaflet - safety rules	silent / t / / ai / / f / / əu / / tʃ / / ʌ /	Safety rules: Producing a leaflet / Step 1
111	Two : What's the matter ?	Listening Speaking Writing Reading	-Taking leave - Asking permission - Asking for Information -Thanking	<u>Simple past:</u> -Be -Regular verbs *Can I+ verb ?	mouth - eye - hand - body- ear - food -hair - head - arm - leg - ankle - cut - fingers - plaster - medicine - burn - slip - twist - hurt - fall off - attack - injection - injury - serious - clean	/ ə / / dʒ / / θ / / ð / / t / / d / / ei /	Producing a leaflet: Step 2
119	Three : Let's keep fit	Writing Reading Listening Speaking	• Giving advice • Talking about quantity /number	-Much / many + noun -The imperative -Simple past : Regular and irregular verbs	fat - bread - practise -sit-ups - press-ups - jogging - advice -balanced - diet - health - keep fit - vitamins -habit - smoke - regular - follow - chef - cigarettes - tips	/e / / əu / / ʌ / / f / / tʃ / -Stressed syllables Odd man out	Producing a leaflet: Step 3
125	Four : What's the weather like ?	Reading Listening Speaking Writing	• Making suggestions • Describing the weather	-Noun + y = adj -Let's + verb -What about + verb + ing -What about + noun	sun - rain - wind - cloud- warm - suggest - snow - countryside - picnic - environment - understand- sky - regularly - rainbow- idea	/ ei / / au / / ð /	Producing a leaflet: Step 4
132	Let's review	review and self-evaluation					

Section One

You must be careful

Activity 1



What is the father saying ?

Write each number [1-2-3-4] in the right box

1

Don't drink that !

You mustn't play in the street.

2

3

Don't touch!
It's dangerous.

4

You must use a sharpener. It's safe.

Dangerous



≠

safe

(adjective)

(adjective)



....



....



....



....

Answers



Don't + verb

You mustn't + verb

you must + verb



Prohibition



Obligation

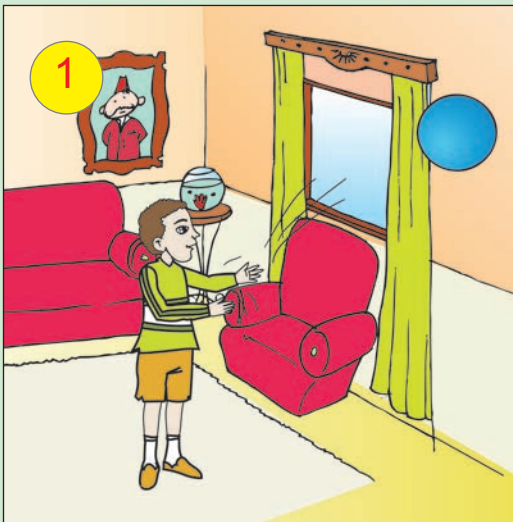


107

One hundred and seven

Activity 2

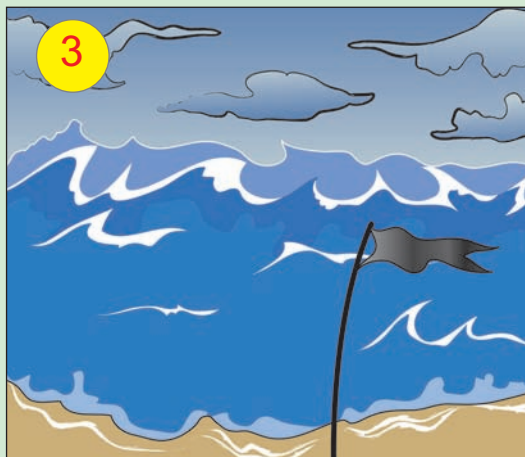
Look at the pictures. Complete the sentences with **must**, **mustn't** or **don't**.



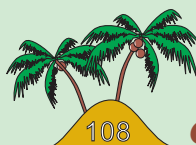
You play football
in the living room.



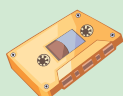
You brush your
teeth every day.



..... swim now !

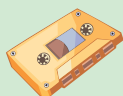


Pronunciation



Listen and repeat

mustn't – don't – dangerous – sharpener – touch – brush



Same or different ? Write (S) or (D)

a. Mustn't – listen (.....)

b. sharpener – touch (.....)

c. touch – brush (.....)

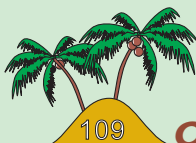
Spelling



Listen, write and spell out.

Number one is an example

1. Don't! s – w – i – m.
2. You must use a
3. You mustn't play with things.
4. You must your teeth.



Activity 3

Pair Work.

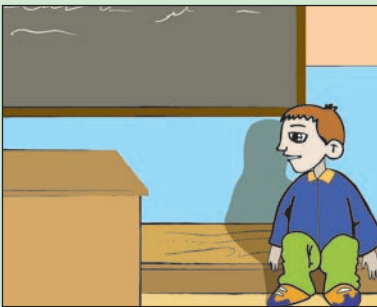
Pupil A : Show your partner your first picture.

Pupil B : Look at your partner's picture and make a sentence.

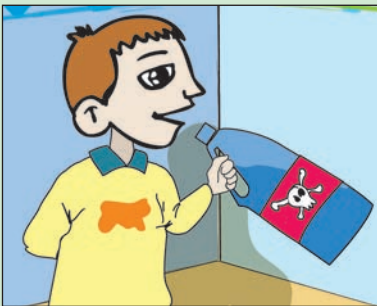
Use **must, mustn't or don't**.

Now reverse roles

Pupil A



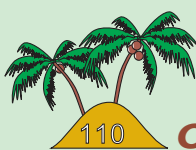
Pupil B



Project work

Produce a leaflet on safety rules to distribute to the pupils in your school. Keep a copy in your school library.

Step 1 : Collect or draw pictures illustrating dangerous situations.



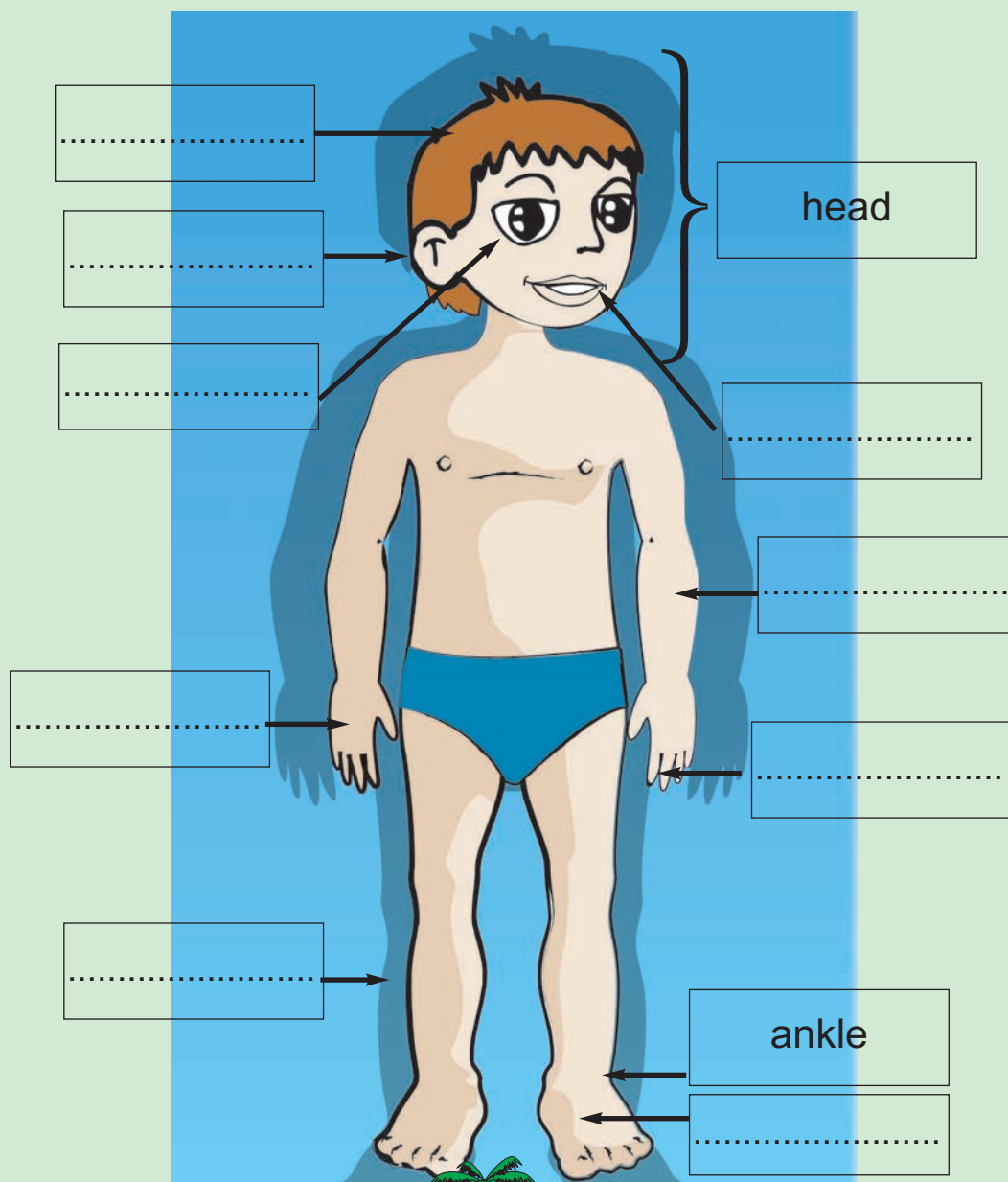
Section two

What's the matter?

Activity 1

Label the body parts

mouth – eye – hand – ear – foot – hair – head – fingers –
arm – leg – ankle



Activity 2



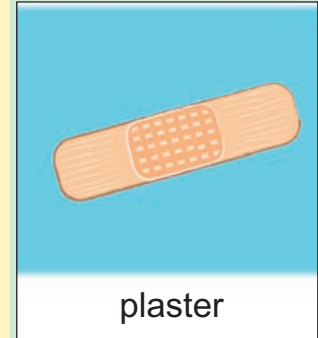
Read. Listen. Enact



cut one's finger

Dialogue 1 :

- Where were you yesterday morning ?
- I went to hospital.
- What happened ?
- I cut my finger. The doctor covered the cut with a plaster and gave me some medicine.



plaster



burn one's hand

Dialogue 2 :

- What happened to your hand ?
- I burned it.
- Did you go to the doctor ?
- Yes, I did. He gave me some medicine.



Medicines



a banana skin

Dialogue 3 :

- How are you, Kate ?
- I'm not fine. I slipped on a banana skin and twisted my ankle.



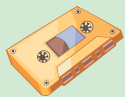
fall off a tree

Dialogue 4 :

- I'm not playing football with you today.
- Why ? What's the matter ?
- My foot hurts. I fell off a tree yesterday.



Activity 3

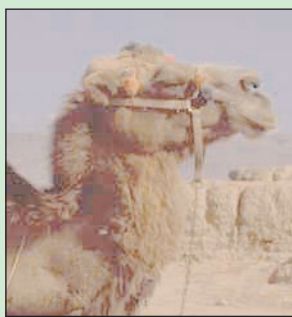


Listen . Answer the questions

1. Which animal attacked Peter ? Tick (✓) the right box



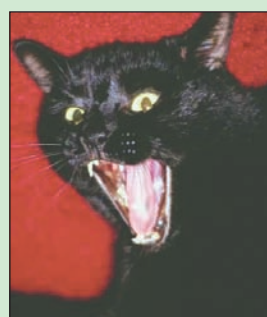
a. ☐



b. ☐



c. ☐



d. ☐

2. What must Peter do ? Tick (✓) the right boxes

☐

a. change the plaster.

☐

b. take medicines.

☐

c. wash his hand.

☐

d. have an injection.

☐

e. stay in bed.

**3. Which part of the body did the animal attack ?
Tick (✓) the right box**

☐

the head

☐

the leg

☐

the hand



4. Match the utterances with the right functions. Be careful ! There's an extra function in B.

A-Utterances	B.Functions	Answers
1. Can I wash my hand, Doctor ?	a. Taking leave	1 +
2. We must clean the injury.	b. Thanking	
3. What's the matter, Peter ?	c. Obligation	2 +
4. Thank you Doctor .	d. Asking for information	3 +
	e. Asking permission	4 +



Can I + Verb + ? \Rightarrow Asking permission



Activity 4

Match. Enact

1

Were you at the cinema yesterday ?



2

Can I play in the garden Dad ?



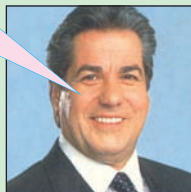
3

What's the matter, Joe?.



4

Why were you absent last week ?



5

Did you wash your face ?



6

Did you watch TV last night ?



A

No, you can't. You must do your homework first.

B

No, I wasn't. I was at home.

C

I burned my leg.

D

No, I didn't. I just brushed my teeth.

E

Yes, I did. There was a good film on.

F

I was ill, Sir.

Answers

1+

2+

3+

4+

5+

6+

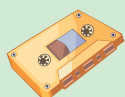


115

One hundred and fifteen

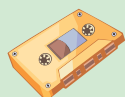


Today		Yesterday
I am	→	I was
He is	→	He was
You are	→	You were
I am not	→	I was not
We aren't	→	We weren't
Is he	→	Was he ?
Are they?	→	Were they?



Listen and repeat

medicine – injury – hospital – slipped – burned – attacked –
injection

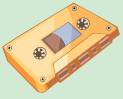


Same or different ? Write (S) or (D).

- a. hurt – must (.....)
- b. mouth – thanks (.....)
- c. slipped – burned (.....)
- d. cover – doctor (.....)
- e. stay – away (.....)



Spelling



Listen and complete

Yesterday, Dick didn't go to school. He on a banana skin and his ankle. The told him to stay in bed for days.

Activity 5 : Enact a conversation. Use these hints.

Student A :

You are at the doctor's.

- Explain to the doctor what happened.
- Ask for help or information.
- Ask about the things you must / mustn't, can or can't do.
- Thank the doctor and take leave.

Student B :

You are a doctor.

- Examine the child.
- Ask for information.
- Tell the child about the things he / she must / mustn't / can / can't do.



Project work

Step 2 :

Write sentences under the pictures you collected (see step 1, section 1). Use "must", "mustn't", "don't".



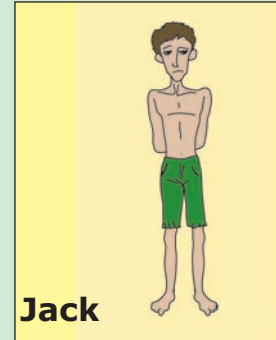
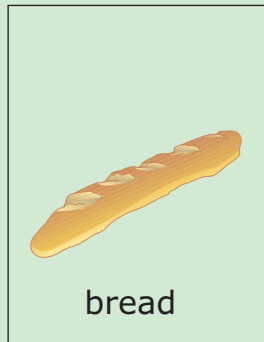
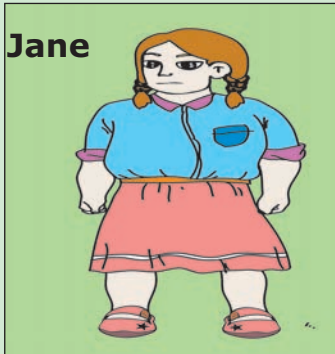
One hundred and eighteen

Section Three

Let's keep fit

Activity 1

Look at the pictures. What must Jane do ?
What must Jack do? Tick ☒ the right boxes



Jane must :

- ☐ eat much bread and spaghetti.
- ☐ eat many eggs and cakes.
- ☐ eat fruit and vegetables.
- ☐ practise sport.
- ☐ walk for an hour every day.
- ☐ have dinner at 10 p.m.
- ☐ do 10 sit-ups every day.
- ☐ touch her toes twenty times.
- ☐ have 4 meals a day.
- ☐ drink much coke

Jack must :

- ☐ smoke many cigarettes.
- ☐ eat fruit and vegetables.
- ☐ drink much tea and coffee.
- ☐ have regular meals.
- ☐ go jogging every morning.
- ☐ eat well.
- ☐ do 10 press-ups every day.
- ☐ swim for an hour every day.
- ☐ eat much chocolate.
- ☐ stop smoking.



sit-ups



press-ups





Much + noun \Rightarrow quantity
Many + noun \Rightarrow number

Activity 2

Your friend is very fat. Tell him/her how to keep fit . Number one is an example

1. You must eat fruit and vegetables every day .
2. You mustn't
3. Don't
4. You can
5. I advise you to
6. Practise
7.
8.
9.
10.



- I advise you to + verb
- Practise sport.
(Imperative)

\Rightarrow Giving advice



One hundred and twenty

Activity 3

Read the text. Answer the questions.

- 1 Last Saturday, Mrs Soltane got up in the morning feeling tired. She didn't go to work. She went to the doctor instead.
- 2 The doctor examined her, then said : “ Don't worry, Mrs Soltane. There's nothing serious. You're not doing exercise, that's all. Jogging is good for your health. I also advise you to change your diet : eat many fruits and vegetables.
- 3 Mrs Soltane followed the doctor's advice : she started jogging for half an hour every day, ate many fruits and vegetables and drank much water.
- 4 Today Mrs Soltane is in good health. She says that taking regular exercise and having a balanced diet are a good way to keep fit.

Questions

1. Are these statements true or false ? Write “T” or “F”

- a. Mrs Soltane was fine last Saturday. ()
- b. The doctor didn't prescribe her any medicine ()

2. Pick out two sentences expressing advice : (paragraph 2)

- a.
- b.



3. Read the text again. Pick out the verbs in the simple past. Follow the examples.

– examined

–

–

– got

– didn't go

–

–

–

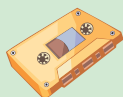
–



	The simple past	
Verb	Affirmative	Negative
examine	examined	didn't examine
start	started	didn't start
flow	followed	didn't follow
But		
Verb	Affirmative	Negative
go	went	didn't go
drink	drank	didn't drink
eat	ate	didn't eat
get	got	didn't get



Pronunciation



Listen and circle the stressed syllable

ba/lanced doc/tor foll/owed vege/tables ci/ga/rettes



Circle the word that has a different sound.

1. bread – eggs – eat
2. sugar – much – change
3. toes – does – goes

Spelling



Listen. Add the missing letters

1. We must p – – – – – se sports
2. She fell off her bike and twisted her – – – le
3. The doctor adv – – – d me to stay in bed.
4. Fruits and vege – – – – es are good for our he – – th.

Activity 4

How do you keep fit ? Write a list of tips (advice) on how to keep fit and stick it on your school wall magazine.



One hundred and twenty-three

Homework

**What vitamins do these fruits and vegetables contain .
What are they good for ?**

oranges – apples – dates – carrots

Project work

(Safety rules)

Step 3 :

- a. Use your dictionary to check your spelling or look for new words.
- b. Produce your leaflet. (You can use the computer).



One hundred and twenty-four

Section four

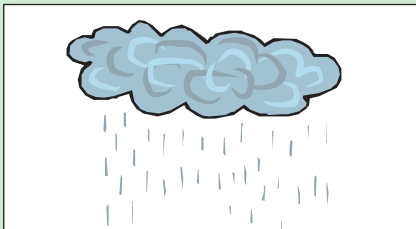
What's the weather like ?

Activity 1 What's the weather like ?

Step 1 : Read and match



1. clouds



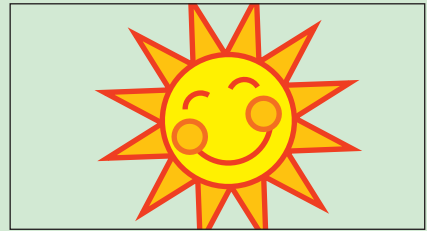
2. rain

a. It's rainy

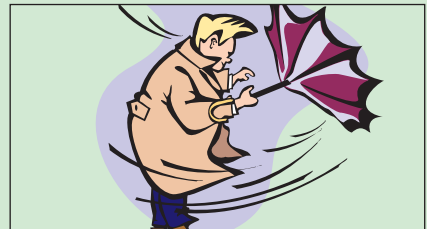
b. It's sunny

c. It's windy

d. It's cloudy.



3. sun



4. wind

Answers	a +.....	b +.....	c +.....	d +.....
---------	----------	----------	----------	----------

Noun + Y \Rightarrow Adjective

Sun + Y \Rightarrow sunny



Step 2 : Read. Complete.

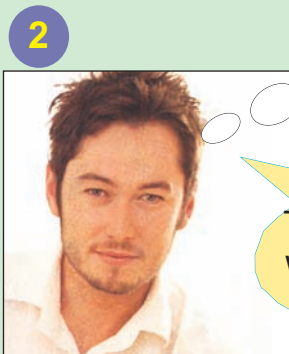


It's raining outside.
Let's stay at home
and

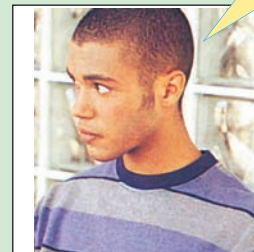


That's fine.

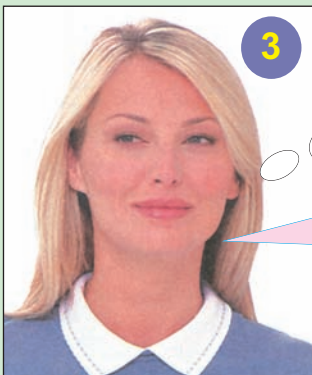
With pleasure.



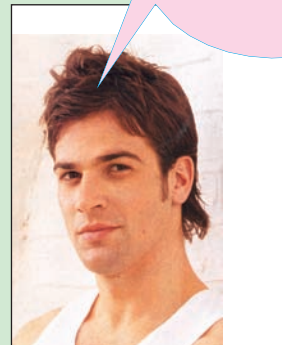
The weather is very cold.
What about having
..... ?



That's a good
idea !



It's very hot.
What about an
..... ?



Let's + verb

What about

{ + Verb + ing
+ Noun }

⇒ Making
Suggestions



Activity 2

Complete with the right expressions from the box :

- * What about going to the park ?
- * Let's stay at home and play video games.
- * What about a pizza ?
- * Let's go to the stadium and watch it.

1- **A :** There's an important football match this afternoon ?
 B :

2- **A :** The weather is nice today.
 B :

3- **A :** It's rainy and windy outside.
 B :

4- **A :** I am very hungry.
 B :



Activity 3

Read Peter's letter and answer the questions

Dear family,

Hello ! How's everyone ? (Fine , I hope)
What's the weather like in Britain ? Is it still cold and cloudy as usual ?

Here the weather is very nice. It's usually sunny and warm in Jerba.

Yesterday the weather was lovely, so Mr Soltane suggested going to the countryside. We went there in the morning and had a picnic. It was a nice day and I had a good time. I liked the clean environment and the fresh air. I enjoyed watching the green trees and lovely flowers and listening to the birds singing.

When it was time to go home, Mrs Soltane said : "We must clean this place before we leave".
Now I understand why tourists love Jerba.

That's all for today.

Love,
Peter

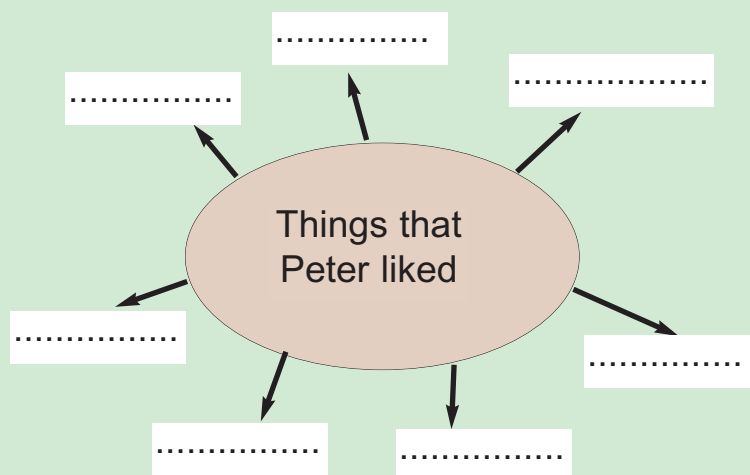


Questions

1. Put a tick ☒ in the right box

	True	False
a. The weather in Britain is never cold.		
b. Peter likes the weather in Jerba.		
c. Peter and the Soltane family went to the countryside in the afternoon.		

2. Complete :



3. What do the underlined words in the letter refer to ?

a- **Here** (line 4) refers to

b- **there** (line 8) refers to

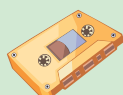


Pronunciation



Listen and repeat

weather – understand – cloudy – environment – outside – pleasure



Put the words in the right boxes

cloudy – weather – stadium – with – rainy – about – there – games

/ ei /	/ au /	/ ɜ /
.....
.....
.....

Spelling

Put the letters in the right order to obtain correct words

1. i d n y w

2. e i d c n o t u r s y

3. g t e g s u s

4. e t n m n v n i o r e

1. W _ _ _ _

2. C _ _ _ _ _ _ _ _

3. S _ _ _ _ _

4. E _ _ _ _ _ _ _ _



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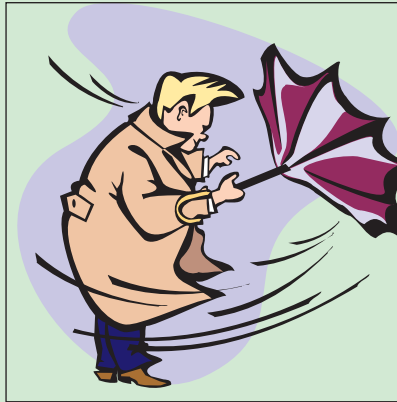
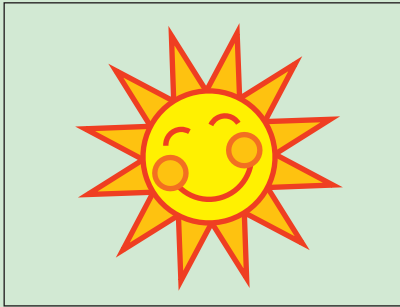
One hundred and thirty

Activity 4

Role play

Student A : Describe the weather.

Student B : Make a suggestion.



Project work

Step 4 :

- Present your leaflet on safety rules to your class.
- Give out a copy to your classmates.
- Ask your classmates to express their opinions about it.
- Evaluate your partners' leaflets.



Let's review

Activity 1 Circle the correct alternative

Selim : Hi, Mehdi . How are you ?

Mehdi : I (**am – can – must**) not fine. I'm (**happy – small – ill**)

Selim : Did you go to the doctor ?

Mehdi : No, I (**haven't – didn't – don't**). I just stayed in
(**hospital - shop - bed**) yesterday.

Selim : You (**must – can – do**) see a doctor and take some
(**fish – medicine – cake**).

Activity 2 Put the bracketed verbs in the simple past.

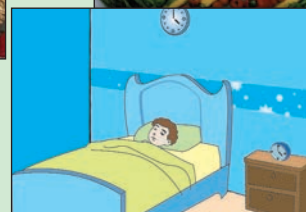
Yesterday, I watched an interesting programme on TV. The presenter (**invite**) a doctor. The doctor (**answer**) many phone calls. Many people (**ask**) about how to keep fit. His answers (**be**) very useful . He (**advise**)people to walk for an hour every day and to eat a lot of fruits and vegetables . I (**like**) his advice very much.



Activity 3

Add "**must**", "**mustn't**" or "**don't**" :

1. play with matches !
2. You cross the street when the lights are red.
3. You..... stop smoking. It's dangerous.
4. You..... eat much spaghetti. It's not good for your health.
5. You..... eat fruit and vegetables every day.
6. sleep for 12 hours a day !



Activity 4

Put the bracketed verbs in the correct tense or form.

It is Sunday morning. The weather **(be)**..... lovely. Sally **(ask)** her mother .

"Can I **(go)** out with Jennifer ?

- No, you can't. You must **(do)** your homework.
- I **(do)** my homework last night before I **(go)** to bed. I also **(have)** a good mark in English. The teacher **(like)**..... my answers. So, please, Mum,



One hundred and thirty-three

I want to **(have)** fun with Jennifer.

– OK, Sally. **(have)** a good time with your friend, but
(not/be)..... late !”

Activity 5

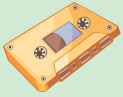
What does your teacher say in class ?

Tick ☒ the right sentences.

- ☐ • Don't cross the street now.
- ☐ • You must do your homework
- ☐ • Don't chat with your friend !
- ☐ • Open your books on page 75.
- ☐ • You must make noise.
- ☐ • Write the date first.
- ☐ • You must write on the wall.
- ☐ • Clean the board.
- ☐ • Listen to me !



Activity 6



Listen. Tick the right pictures



Activity 7 Read. Match

1

This is my mouth.

2

These are my eyes.

3

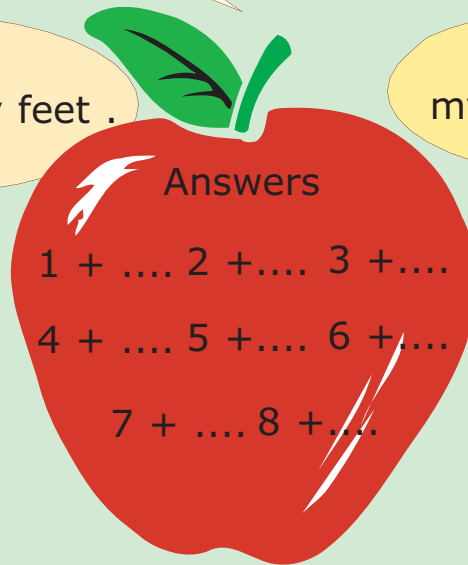
These are my feet .

4

These are my ears.



a.



h.



b.



c.



d.



e.



f.



g.

5

This is my hair.

6

This is my nose.

7

These are my shoulders.

8

These are my knees.



Activity 8

Complete the story. Follow the order of the pictures.



What's the matter, Mehdi ?



I'm not feeling well Mum.



Doctor



...must ...
...advise ...

Doctor

Mother

It's 8 a.m on Wednesday. Mehdi is still in bed

.....

.....

.....

.....

.....



Let's Remember

1. Don't play in the street.

Don't + verb \Rightarrow prohibition

2. You must brush your teeth every day

You mustn't play football in the living-room.

You must + verb \Rightarrow obligation
You mustn't + verb \Rightarrow prohibition

3. Can I wash my hand, doctor ?

Can I + verb + ? \Rightarrow asking permission

4. Jane mustn't eat much bread

Jack mustn't smoke many cigarettes.

Much + noun \Rightarrow quantity
Many + noun \Rightarrow number

5. I advise you to go jogging

Practise sports !

I advise you + verb
Imperative \Rightarrow } giving advice



6. The doctor **examined** Mrs Soltane.
The doctor **didn't prescribe** medicine

examined : simple past / affirmative form
didn't prescribe : simple past, negative form.

7. It's **sunny / windy / rainy / cloudy**

Noun + y \Rightarrow Adjective

8. **Let's stay** at home
What about having a hot drink ?
What about an ice-cream ?

Let's + verb

What about + verb + ing \Rightarrow Making suggestions

What about + noun

9. **What's the weather like ?**
– **It's sunny**

What's the weather like ? \Rightarrow Asking about the weather

It's sunny and warm. \Rightarrow Describing the weather



Self-evaluation

Tick ☒ the right box.

Now I can ...

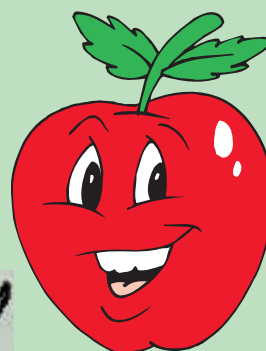
- | | |
|--------------------------|--|
| <input type="checkbox"/> | • ask permission |
| <input type="checkbox"/> | • give advice |
| <input type="checkbox"/> | • talk about minor ailments (slight illnesses) |
| <input type="checkbox"/> | • make suggestions |
| <input type="checkbox"/> | • describe the weather in simple English |
| <input type="checkbox"/> | • prepare a simple project on safety rules |
| <input type="checkbox"/> | • read a text and answer comprehension questions |
| <input type="checkbox"/> | • talk about past events |
| <input type="checkbox"/> | • express obligation and prohibition |



Time for a joke

Dick : Doctor, each time I drink my coffee, something hurts my eyes. What must I do ?

Doctor : Next time, take the spoon out of your cup !



One hundred and forty



Module five

Module Five

Page	Section	Skills	Function	Grammar	Lexis	Pronunciation
141	One: Let's visit Aly's school	Reading Writing Listening Speaking	<ul style="list-style-type: none"> Giving permission Expressing desire Locating people, things, places, etc... 	<ul style="list-style-type: none"> You can + verb Of course you can Want + to + verb Prepositions of place (in - at ...) 	headmaster - board - flag - bookcase - tape recorder - office - ruler - eraser - pencil-case - desk - register - map - guest - want - bell - ring - sharpen -raise - attend - library - behind - tricks - hard	/ ei / / əu / / æ / / f / / s / *stressed syllables
150	Two : Who is your favourite teacher?	Speaking Reading Listening Reading	<ul style="list-style-type: none"> Expressing choice Apologizing Granting forgiveness 	<ul style="list-style-type: none"> Adjective + ly = adv Verb + er = noun Which 	subject - maths - Arabic - technology - biology - respect - lab - strict - good-looking - fluent(ly) - lazy - apologize - drop - keyboard - mouse - sorry - study - careful - cheerful - reply - attentive - nervous - monitor	Verb+ ed / e / / ə / / iə /
156	Three : Let's help others	Speaking Reading Listening Writing	<ul style="list-style-type: none"> Making suggestions Comparing 	How about + verb + ing Noun+ be + like+ noun	voluntary - collect - garbage - bring - tidy - break - throw - walls - leaflets - posters - litter - waste paper - cans - floor - dirty - seat - responsible - rarely	/ ə : / / u / / ə / / ai / / i / [auə] / əu /
160	Four : Good bye Peter	Listening Speaking Reading Writing	<ul style="list-style-type: none"> Offering help Asking for help Expressing ability Expressing inability Asking about number, quantity and price Taking leave 	How many -How much - Subject + can + verb -Subject + can't + verb	cost - heavy - light - suit case - carpet - traditional - carry - spell - souvenirs - souks - safe - trip - matter - remember	/ æ / / i : / / əu / / ei /

Section One

Let's visit Aly's school

Activity 1 : Look. Read . Tick



Mr. Guirat is the headmaster of Aly's school.

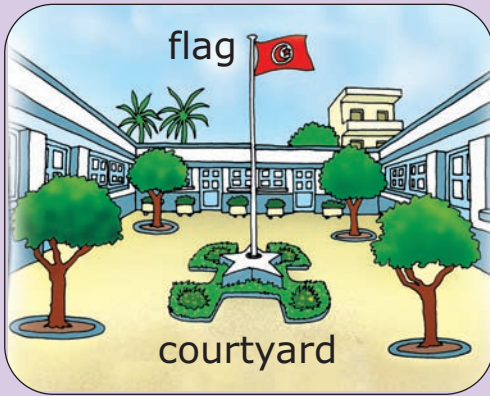
What has he got in his office ?

- ☐ a telephone
- ☐ a tape-recorder
- ☐ a board
- ☐ a map of Tunisia
- ☐ a globe
- ☐ a clock
- ☐ a computer
- ☐ a small flag
- ☐ a school bag
- ☐ a bookcase



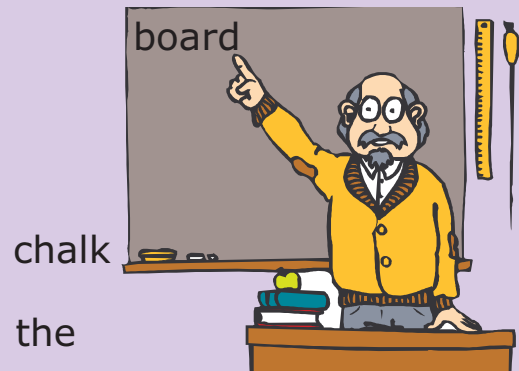
Activity 2

Read. Complete . Enact.



1

- Where's the flag. Aly?
- There. In the middle of the



The teacher's desk

2

- When does your teacher call the , Khaled ?
- At the beginning of the lesson.



3

- Do you sometimes clean the, Imene ?
- Yes, I do. Quite often !

4

- What have you got in your , Jim?
- Many things : some , an , a sharpener, a and a..... .



pens



pencil-case



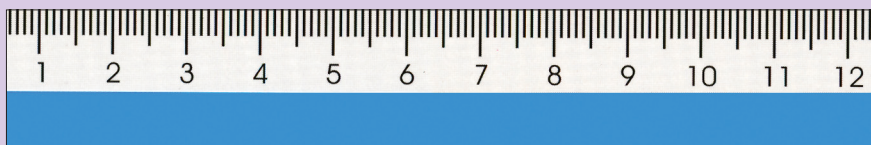
pencil



eraser



pencil sharpener



ruler



Activity 3

Read Peter's letter to his sister, Jane . Answer the questions

Dear Jane,

How are you ? How are you doing at school ? Today I'm writing to tell you about my visit to Aly's school. The headmaster told Mrs Soltane, "Your English guest is welcome in our school. He can come at any time he wants."

Aly and I arrived at school at 8.30 . We were early because Aly's first lesson started at 8.55 . Aly introduced me to Mr Guirat, the school headmaster and Mr Belhassine, his English teacher. Both men were kind to me.

When the bell rang, we went into class. Aly's friends were friendly. They all smiled at me. Mr Belhassine called the register and asked a girl to write the date on the board. Then, he started his lesson. It was about protecting the environment.

I left Aly's school at midday.

That's all for today. Give my love to Mum and Dad.

Yours,

Peter.



Questions

1. Complete the table

Name	Job
Mr Guirat
.....	Aly's English teacher

2. Tick the right box

a. Who asked the headmaster permission ?

- ☐ Mr Soltane
☐ Aly
☐ Mrs Soltane

b. Which class did Peter attend ?

- ☐ French
☐ English
☐ Geography

c. "Peter can come at any time " expresses :

- ☐ asking permission
☐ refusing permission
☐ giving permission



3. What do the underlined words refer to ?

- a. We (line 6) refers to
- b. They (line 12) refers to

4. What do you call ... ?

- a. someone you invite ?
- b. the sound that announces the end of a lesson ?



You can + verb
Of course you can

} ⇒ giving permission



Want + Noun
Want + to + verb

} ⇒ expressing desire



Activity 4

Step 1

Read the bubbles. Use your pencil to circle the prepositions. Number one is an example.

1. Work **in** pairs.

2. Fill in the blanks.

3. Write it on the board.

4. Do it at home.

5. Sit behind Sami.

6. Take books from the library.

7. Talk to your partner.

8. Listen to your partner.

9. Put your book on the desk.

10. Sit next to Yosra.

11. Write your name in pen or in pencil.

12. It's about King Lear.

13. Arrive at school.

Step 2

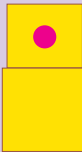


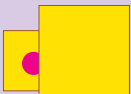
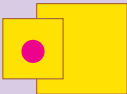

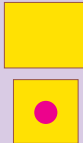
Read. Complete with the right preposition (See step 1)

Mr Johnson, the history teacher, is talking **to** his pupils :

"Today's lesson is about Queen Victoria. First, what do you know about her ? Before you answer, talk a partner. Listen each other. Please write pencil . Next, choose someone to write your answers the board".



Where is ?

 on on the floor on the board on the desk	 in in the classroom in the garden	 near near London near Sonia
 Behind behind the tree behind Lotfy	 in front of Sit in front of Peter	 Between Alice is sitting between Mary and Lynn
 under under the chair under the bed under the table		

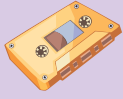


on / in / near / behind / in front of /
under / between = **prepositions of place**
Locating people / things / places, etc.....



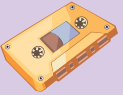
One hundred and forty-seven

Pronunciation



Listen and repeat

interested – flag – behind – board – permission –
courtyard – bad – bookcase



Circle the word that has a different sound

- a. **t**ape – book**a**se – fl**a**g
- b. gl**o**be – cl**o**ck – **o**pen
- c. permi**ss**ion – cla**ss** – pen**cil**
- d. g**o** – **o**ffice – cl**o**se



Circle the stressed syllable

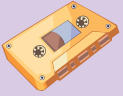
ru/ler

re/gis/ter

be/hind

shar/pener

Spelling



Listen and complete

Paul is late for school today. In the yard, the
..... master asks him “..... are you late , Paul ?
Paul answers “ I’m very , Sir. I missed the
..... this “OK be late again !”



Activity 5

What is a good pupil for you ?

Look at the bubbles. Complete your paragraph



For me, a good pupil

.....

.....

.....

.....

.....

.....

.....

.....



Section two *Who is your favourite teacher ?*

Activity 1 Read. Tick. Justify

a. Which subjects do you like at school ? Why ?

- | | | | |
|----------------------------------|-------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> French | <input type="checkbox"/> English | <input type="checkbox"/> Maths |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Technology | <input type="checkbox"/> History | <input type="checkbox"/> Biology |

b. What are your favourite teachers like ?



- | | | |
|-----------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> friendly | <input type="checkbox"/> serious | <input type="checkbox"/> strict |
| <input type="checkbox"/> kind | <input type="checkbox"/> good-looking | <input type="checkbox"/> helpful |
| <input type="checkbox"/> cheerful | | |

c. How do they speak in class ?

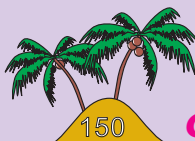
- | | | | |
|----------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> quickly | <input type="checkbox"/> slowly | <input type="checkbox"/> clearly | <input type="checkbox"/> fluently |
|----------------------------------|---------------------------------|----------------------------------|-----------------------------------|

d. Which things can't you do in class ?

- | | | | |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> be noisy | <input type="checkbox"/> take notes | <input type="checkbox"/> play in class | <input type="checkbox"/> listen carefully |
| <input type="checkbox"/> speak without permission | | | |
| <input type="checkbox"/> answer the teachers' questions | | | |
| <input type="checkbox"/> respect teachers and classmates | | | |
| <input type="checkbox"/> stay in classrooms after classtime | | | |



Which... ? → choice

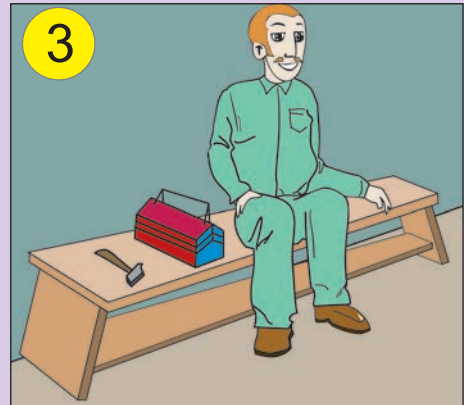
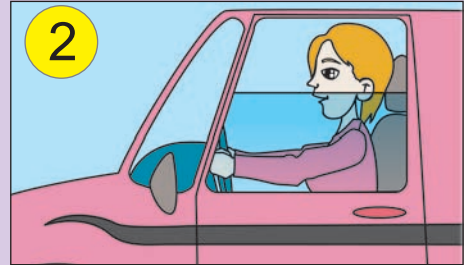
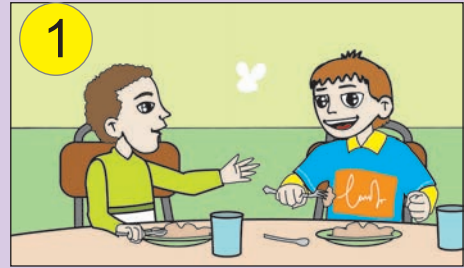


Activity 2

Read . Complete

The first one is an example

1. – Let's have a quick lunch.
– I'm sorry. I can't eat **quickly**
2. My mother is a careful driver
She drives
3. Fred is a slow worker.
He works because
he's lazy.
4. Najoua is a fluent speaker
of English. She speaks English
.....



Adjective + ly
Verb + er

= adverb
= Noun



Activity 3

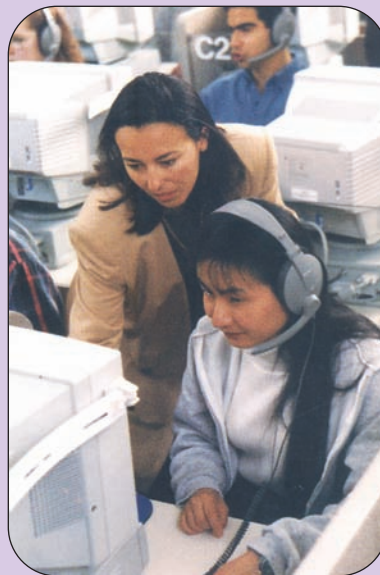
Read the text. Answer the questions.

After the morning break, Peter and Aly went to the computer lab. They attended Miss Shedly's lesson. She was active and cheerful. She explained slowly and clearly. Her pupils were attentive. They listened to her carefully. They wanted to know everything about the computer. Many of them were excellent at using the keyboard and the mouse.

When one of the pupils suddenly dropped the keyboard, Miss Shedly said calmly : "Imed, be careful ! That's very expensive".

"I am sorry, Miss" said the pupil.

"That's all right", replied Miss Shedly.



Questions

1. Complete the following table



Teacher	Lesson	Time
.....



One hundred and fifty-two

2. Tick the two adjectives that describe the teacher.

☐ serious

☐ nervous

☐ kind

☐ boring

☐ lazy

3. Tick the computer parts mentioned in the text

1



☐ monitor

2



☐ keyboard

3



☐ mouse

4



☐ central unit

5



☐ printer

4. What do the underlined words in the text refer to ?

a. her (line 5) refers to

b. them (line 7) refers to

c. That (line 11) refers to



1. Pick out the utterances expressing :

a. forgiving :

b. warning :

c. apologizing :



I am sorry \Rightarrow apologizing
That's all right }
It's O.K. } \Rightarrow forgiving

Activity 4

Complete the following dialogue. Use the utterances in the box

That's all right – She's an excellent teacher – Can I attend a Maths lesson with you ? – It's my favourite subject.

Ken : Which subjects do you enjoy studying, Sam ?

Sam : Maths **1**

Ken : Who's your Maths teacher ?

Sam : Mrs Clark. **2**

Ken : **3**

Sam : No, I'm sorry it's not possible.

Ken : **4**



Pronunciation



Listen and repeat

careful – favourite – friendly – fluently – serious – keyboard –
dropped



Circle the word that has a different sound

- a. after - again - attend - about
- b. dropped - asked - attended - watched
- c. lesson - enjoy - attentive - friend

Spelling

Put the letters in brackets in the right order :

- * These pupils must listen to their teacher (a f l u r e y l c)
_ _ _ _ _ .
- * He mustn't drive (k y c q i u l) – _ _ _ _ _ .
- * The pupils mustn't make (s i n e o) _ _ _ _ _ in class.

Activity 5

What is your favourite teacher like ?

a. Read :

young / old / cheerful / strict / serious / helpful / kind /
patient / clearly / slowly / carefully / fluently.

b. Complete :

My favourite teacher is

.....



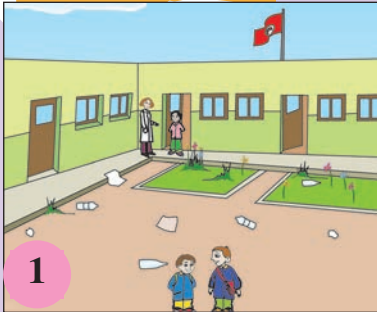
One hundred and fifty-five

Section three

Let's help others

Activity 1

Look - Read - Complete with a, b, c or d.



1. Our school is dirty. Let's

.....



2. Oh ! Look at that old lady. Let's

.....



3.

You can't stand for a long time.

4. I'd like you to bring books. Together we can

.....



a. have a nice and rich library.

b. help her cross the street.

c. You can take my seat, Madam.

d. collect all the garbage together.



Let's + verb + ➡ suggestion



Activity 2

Read the text and answer the questions.

Be Like Us ! Keep your School Clean

Our prep school is small, but it is very nice . It has got flowers and trees. **It** is always tidy and clean.

After the break, you never see any garbage in the courtyard or in the classrooms. A new group of voluntary pupils decide every day to collect all the garbage.

Everyone of **them** is responsible for cleaning one part of the school. They put litter in plastic bags before putting it in garbage cans. They also tell other pupils to put all their waste paper in waste paper baskets. In the beginning, some pupils were not very helpful but later, they understood it was a good thing. Now pupils rarely throw paper on the floor. They even stopped writing on walls and desks.



Questions :

1. Who cleans the school ?
2. Do they get money for it ?
3. Does anyone oblige them to clean it ?
4. Do all the pupils like the idea ?
5. What about you ? Do you want to be like these pupils ?
Say why.....



6. Tick the right boxes.

Voluntary pupils ...

☐ put litter in plastic bags

☐ throw paper on the floor

☐ write on walls

☐ give advice to other pupils

☐ write on desks

☐ collect garbage

7. Are these statements true or false ? Write "T" or "F"

a. The same pupils clean the school every day [.....]

b. Cleaning the school takes place during the break [.....]

c. Now, pupils don't write on walls and desks [.....]

8. What do the underlined words refer to in the text ?

"It" (line 2) refers to

'them' (line 8) refers to



Noun + be like + noun \Rightarrow comparing



One hundred and fifty-eight

Pronunciation



Listen and repeat.

dirty – flowers – raise – understand – library – garbage – together –
responsible – voluntary – rarely – throw – courtyard



Same or different ? Write "S" or "D"

dirty – rich (.....)

garbage – pupil (.....)

throw – flowers (.....)

library – tidy (.....)

together – book (.....)

Spelling



Listen and complete :

1. We are all for keeping our school clean.
2. Don't throw waste paper in the There is
a..... can over there.
3. I am a pupil and I am proud of it.

Activity 3

You are a journalist. Interview some voluntary pupils about what they did to keep their school tidy and clean.



One hundred and fifty-nine

Section Four :

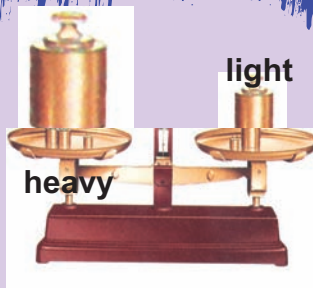
Goodbye Peter

Activity 1 Read. Match

Example :

A – “Can you carry this suitcase” ?

– “No ! I can’t, it’s heavy !
—————→ picture : 1



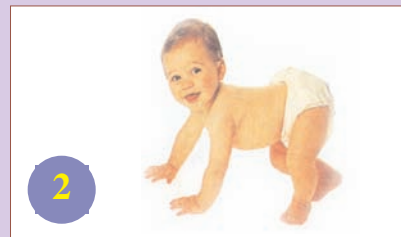
1

a suitcase



B – “Can she speak English ?”

– “Yes, of course. She is British”
—————→ picture :



2

C – “Can you read Chinese ?”

– “No! I can’t ”.
—————→ picture :



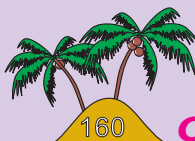
3

d – “Can she walk ?”

– “No, she can’t, she’s only six months old”
—————→ picture :



4



160

One hundred and sixty



Can + verb → ability
Cannot + verb → inability

Activity 2 Match. Enact.

1

Can you drink
five litres of milk
in the morning ?

1 +

A

It's sixty dinars.

2

How much
does this
carpet cost ?

2 +

B

Yes I can .
a - b - i - l - i - t - y

3

Can you spell
"ability"?

3 +

C

There are
seven days.

4

How many
days are there
in a week ?

4 +

D

No, I can't
It's too much !



How many + countable noun
How much + uncountable noun



One hundred and sixty-one

Activity 3

Read . Listen. Answer the questions

It's Peter's last day in Tunisia. He prepared his suitcases, but he remembered to buy some souvenirs for his family. Mrs Soltane went with him to the Souk.

Dialogue 1 At the souk

Shopkeeper : "Can I help you?"

Peter : " I would like to buy small carpets ."

Shopkeeper : " We have nice traditional carpets here."

Peter : " How much are they, please ?"

Shopkeeper : " Fifteen dinars each. How many would you like ?"

Peter : " Three, please."

Shopkeeper : " Here you are."

Peter : " Thank you, Sir. Goodbye."

Shopkeeper : " Goodbye

Dialogue 2 At home

Mr Soltane : " Are you ready boys ?"

Peter : " Not yet, Mr Soltane. Aly, can you help me please?"

Aly : " What's the matter Peter?"

Peter : " I can't carry this suitcase to the car, it's too heavy for me."

Aly : " Let's carry it together"

Mr Soltane : " Hurry up boys. You must leave for the airport now."

Peter : " Goodbye Mrs Soltane and thank you for everything."

Mrs Soltane : " It was nice having you with us."

Peter : " Please come and visit us in Britain with Aly".

Mrs Soltane : " Thanks for the invitation. Have a safe trip home."

Peter : " Goodbye everybody"



Questions

Dialogue I

a. Peter talked to

- ☐ Aly
- ☐ The shopkeeper
- ☐ Mr Soltane

b. Peter bought three

- ☐ carpets
- ☐ cakes
- ☐ cards

c. They cost

- ☐ fifty dinars each
- ☐ fifteen dinars each
- ☐ fifty-five dinars each

Dialogue II

1. In this dialogue, there are :

- ☐ two speakers
- ☐ three speakers
- ☐ four speakers

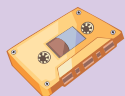
2. True or false ? Tick the right box

Statements	True	False
Peter can't carry the suitcase		
Mrs Soltane is driving Peter to the airport		
Peter invites Aly to Britain		



3. Match the utterances with their functions

Utterances	Answers	Functions
1. "Can I help you ?"	1 +	a- Suggestion
2. "I can't carry this suitcase"	2 +	b- Inviting
3. "Can you help me, please ?"	3 +	c- Offering help
4. "Let's carry it together"	4 +	d- Taking leave
5. "Please come and visit us"	5 +	e- Asking for help
6. "Goodbye"	6 +	f- Inability
		g- Ability

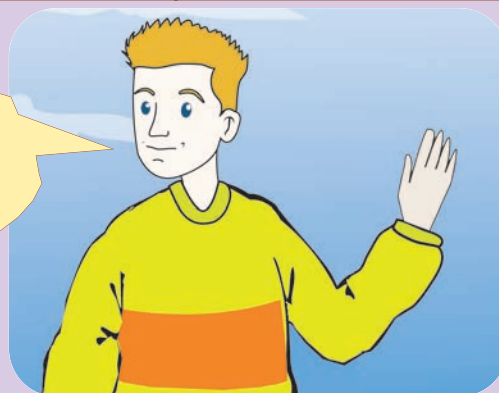


4- Listen and put the words in the right box

carry – please – suitcase – go – matter – home – invitation – three

/ æ /	/ i : /	/ əu /	/ ei /

Goodbye
kids. have
nice holidays



Let's Remember

1. You can come at any time.
Of course you can.

Can + verb \Rightarrow giving permission

2. I want a cup of coffee
I want to buy a jacket

Want + noun
Want + to + verb } \Rightarrow expressing desire

3. The bag is on the desk
The cat is under the table
The post office is behind the cinema

\Rightarrow On – in – near – behind – under – between .
Prepositions of place

4. Which subjects do you like ?

Which \Rightarrow choice

- 5 – How do you drive in the city ?
– I always drive slowly and carefully.

A djective + ly \Rightarrow adverb

6. My mother is a careful driver

Verb + er \Rightarrow a noun



7. – I am sorry. I am late
– That's all right. Come in please

I am sorry \Rightarrow apologizing
That's all right \Rightarrow granting forgiveness

8. – The weather is nice today.
– Let's go for a walk.

Let's + verb \Rightarrow making suggestions

9. Tom is like his father. He has got blond hair

Noun + (be) + like + noun \Rightarrow comparing

10. – How many brothers have you got ?
– I've got only one brother.

How many + plural noun ... ? \Rightarrow asking about number

11. How much milk do you need ?

How much + singular (uncountable) noun \Rightarrow asking about quantity



One hundred and sixty-six

- 12. – How much does this dress cost ?
– £ 25**

How much ... ? ⇒ asking about price

- 13 . I can speak English fluently.
I can't speak Chinese.**

Can + verb ⇒ expressing ability
Cannot/can't + verb ⇒ expressing inability

- 14 . Good morning Madam. Can I help you ?
I'd like to buy a jacket.**

Can I help you ? ⇒ offering help

- 15 . Can you help me, please ?
Yes. Of course.**

Can you help me, please ? ⇒ asking for help



IRREGULAR VERBS	
Verb	Simple past
Be	Was / were
Begin	Began
Come	Came
Cut	Cut
Do	Did
Drink	Drank
Drive	Drove
Eat	Ate
Fall	Fell
Get	Got
Give	Gave
Go	went
Have	Had
Keep	Kept
Leave	Left
Make	Made
Put	Put
Ring	Rang
See	Saw
Sing	Sang
Sit	Sat
Speak	Spoke
Swim	Swam
Take	Took
Tell	Told
Throw	Threw
Understand	Understood
Write	Wrote



Module 1

A

active [ˈæktɪv]
afternoon [ˌæftənʊːn]
always [ɔːlweɪz]

B

ball [bɔːl]
basketball [ˌbɑːskɪtbɔːl]
bed [bed]
breakfast [ˌbrekfəst]
brother [ˈbrʌðə]

C

Cartoons [ˈkɑːtuːnz]
children [ˈtʃɪldrən]
chocolate [ˈtʃɒkləʃt]
classmate [ˈklɑːsmeɪt]
cycling [ˈsaɪklɪŋ]

D

dancing [ˈdɑːnsɪŋ]
daughter [ˈdɔːtə]
day [deɪ]
dinner [ˈdɪnə]
do [duː]
doctor [ˈdɒktə]
dress [dres]

E

early [ɔːli]
eat [iːt]
enjoy [ɪnˈdʒɔɪ]

F

family [ˈfæməli]
farmer [ˈfɑːmə]
father [ˈfɑːðə]
favourite [ˈfeɪvərɪt]
film [fɪlm]
football [ˈfʊtbɔːl]
friend [ˈfrend]

G

games [ˈgeɪmz]
get up [ˈgetʌp]
go [ɡəʊ]
golf [ɡɔːlf]
grandfather [ˈɡrændfɑːðə]
grandmother [ˈɡrændmʌðə]
grandparents [ˈɡrændpeərənts]
great [ɡreɪt]
greeting [ˈɡriːtɪŋ]
guitar [ˈɡɪtɑː]

H

half [hɑːf]
have [hæv]
hello [heləʊ]
hi [haɪ]
hobby [ˈhɒbi]
homework [ˈhəʊmwɜːk]

I

icecream [aɪskriːm]

L

late [leɪt]
like [laɪk]
listen [lɪsən]
little [lɪtl]
love [lʌv]
lunch [lʌntʃ]

L

match [mætʃ]
meet [miːt]
morning [ˈmɔːnɪŋ]
mother [ˈmʌðə]
much [mʌtʃ]
music [ˈmjuːzɪk]

N

never [nevə]
nice [naɪs]
only [əʊnli]

O

P

parents [ˈpeərənts]
pastime [ˈpɑːstaim]
play [pleɪ]
please [ˈpliːz]
pleased [ˈpliːzd]
practise [ˈpræktɪs]
prep [ˈprep]
pupil [ˈpjuːpəl]

Q

quarter [ˈkwɔːtə]

R

reading [ˈriːdɪŋ]
rugby [ˈrʌɡbi]

S

school [skuːl]
sing [sɪŋ]
sister [ˈsɪstə]
sometimes [sʌmtaɪmz]
son [sʌn]
spend [spend]
sport [spɔːt]
sunday [ˈsʌndeɪ]
swim [swɪm]

T

teacher [ˈtiːtʃə]
tennis [ˈtenɪs]
time [taɪm]
too [tuː]
tree [triː]

U

uncle [ˈʌŋkl]
usually [ˈjuːʒuəli]

V

video [ˈvɪdɪəʊ]
visit [ˈvɪzɪt]

W

wash [wɒʃ]
watch [wɒtʃ]
with [wɪð]

Module 2

A

accept [ək'sept]

airport ['eəpɔ:t]

arrive [ə'raiv]

B

bananas [bə'nɑ:nəz]

beautiful [bju:tɪfəl]

briks [briks]

busy [bizi]

bye [bai]

C

calm [kɑ:m]

car [kɑ:r]

chicken [ˈtʃɪkɪn]

chips [tʃɪps]

city [siti]

clean [kli:n]

come [kʌm]

course [kɔ:s]

customs officer [ˈkʌstəmz ɔfɪsə]

d

dates [deɪts]

delicious [dɪlɪʃəs]

dish [dɪʃ]

draw [drɔ:]

E

eggs [egz]

email [i:meɪl]

evrybody [évri'bɒdi]

F

fast food [fɑ:st fu:d]

fish [fɪʃ]

follow [ˈfɒləʊ]

French [ˈfrentʃ]

fresh [freʃ]

friendly [ˈfrendli]

fruit [fru:t]

funny [ˈfʌni]

G

garage [ˈgærɪdʒ]

garden [ˈgɑ:dən]

give [gɪv]

glad [glæd]

good [gʊd]

H

happen [ˈhæpən]

happy [ˈhæpi]

helpful [ˈhelpfʌl]

here [hɪə]

hotel [ˈhəʊtel]

houses [ˈhaʊzɪz]

I

intelligent [ɪntelɪdʒənt]

invitation [ɪnvɪteɪʃən]

invite [ɪnˈvaɪt]

island [ˈaɪlənd]

K

kids [kɪdz]

kind [kaɪnd]

L

lamb [læm]

letter [ˈletə]

lovely [ˈlʌvli]

luggage [ˈlʌɡɪdʒ]

M

many [ˈmeni]

maths [mæθs]

messages [ˈmesɪdʒəz]

O

omelette [ˈɒmlet]

orange [ˈɒrɪndʒ]

P

party [ˈpɑ:ti]

passport [ˈpɑ:spɔ:t]

penfriends [ˈpen frend]

photos [ˈfəʊtəʊ]

picture [ˈpɪktʃə]

pizza [ˈpi:tʃə]

plane [pleɪn]

policeman [pəˈlɪsmən]

popular [pəˈpjʊlə]

postcard [ˈpəʊstkɑ:d]

prepare [prɪˈpeə]

put [put]

Q

quiet [kwaɪt]

R

rice [raɪs]

river [rɪvə]

roast [raʊst]

room [ru:n]

S

salad [ˈsæləd]

saturday [ˈsætədeɪ]

savoury [ˈseɪvəri]

see [si:]

send [send]

show (v) [ʃəʊ]

sir [sɜːr]

sitting room [ˈsɪtɪŋ ru:m]

smell (v) [smel]

soup [su:p]

stay [steɪ]

streets [stri:tɪz]

sweet [swi:t]

T

table [teɪbl]

taste [teɪst]

taxi [ˈtæksi]

thanks [θæŋks]

tidy up [ˈtaɪdiʌp]

today [tədeɪ]

together [təˈgeðə]

town [taʊn]

traditional [trəˈdɪʃənəl]

trolley [ˈtrɒli]

V

vegetables [ˈvedʒtəblz]

W

wait	[weɪt]
weather	[ˈweðə]
welcome	[ˈwelkəm]
where	[weə]
wonderful	[ˈwʌndəfʊl]
write	[raɪt]

Module 3

A

almonds	[ˈɑːməndz]
animal	[ˈænɪml]
antique	[ˈæntɪk]
apple	[æpl]
apricot	[ˈeɪprɪkət]
around	[əˈraʊnd]

B

balloons	[ˈbælʊnz]
bathroom	[ˈbæθrʊm]
bedroom	[ˈbedrʊm]
between	[bɪtwiːn]
big	[bɪɡ]
birds	[bɜːdz]
birthday	[ˈbɜːθdeɪ]
blue	[bluː]
butcher	[ˈbʊtʃə]
buy	[baɪ]
cake	[keɪk]
camera	[ˈkæməɹə]
candle	[ˈkændl]

B

carpet	[ˈkɑːpɪt]
carrot	[ˈkærət]
cheap	[tʃiːp]
clothes	[ˈkləʊðz]
coke	[kəʊk]
cook	[kʊk]
cows	[kaʊz]
cucumber	[ˈkjuːkʌmb]

D

decorate	[ˈdekəreɪt]
dining room	[ˈdaɪnɪŋ rʊm]
different	[ˈdɪfrənt]
dolls	[dɒlz]
door	[dɔː]
dress	[dres]
drinks	[ˈdrɪŋks]
ducks	[ˈdʌks]
earrings	[ˈɪərɪŋ]
event	[ɪvent]
everyone	[ˈevriwʌn]
everything	[ˈevriθɪŋ]
expensive	[ɪkspensɪv]

F

figs	[fɪɡz]
flea	[fliː]
floor	[flɔː]
flower	[ˈflaʊə]
footwear	[ˈfʊtweə]
furniture	[ˈfɜːnɪtʃə]

G

glasses	[ˈglæsɪz]
gloves	[ˈglʌvz]
goats	[ɡəʊts]
goods	[ɡʊdz]
green	[ɡriːn]
greengrocer	[ˈɡriːn ɡrəʊsə]
green pepper	[ˈɡriːn pepə]
ground	[ɡraʊnd]
grow	[ɡrəʊ]

H

hall	[hɔːl]
hat	[hæt]
hens	[henz]
home	[həʊm]
hungry	[ˈhʌŋɡri]

J

jacket	[ˈdʒækɪt]
juice	[dʒuːs]

K

keep	[kiːp]
kitchen	[ˈkɪtʃən]

L

left	[left]
lemonade	[ˈleməneɪd]
lettuce	[ˈletɪs]
living room	[ˈlɪvɪŋ rʊm]
look	[lʊk]

M

market	[ˈmɑːkɪt]
meat	[miːt]
middle	[ˈmɪdl]
milk	[mɪlk]

N

near	[nɪə]
necklace	[ˈnekləs]
next	[nekst]
night	[naɪt]
old	[əʊld]
olive tree	[ˈɒlɪvriː]
onion	[ˈɒnjən]

O

P

photos	[ˈfəʊtəʊz]
pink	[pɪŋk]
potatoes	[ˈpəteɪtəʊz]
pttery	[ˈpɒtəri]
present	[ˈpreznt]
proud	[praʊd]
pullover	[ˈpʊləʊvə]

Q

quite	[kwaɪt]
-------	---------

R

rabbit	[ˈræbɪt]
red	[red]
right	[raɪt]
round	[raʊnd]

S

sandals [sændlɪz]

sea [si:]

sell [sel]

shirt [ʃə:t]

shop [ʃɒp]

show [ʃəʊ]

sit [sit]

skirt [skɜ:t]

sleep [sli:p]

small [smɔ:l]

smile [smaɪl]

socks [sɒks]

sofa [səʊfə]

souk [suk]

stalls [stɔ:lz]

stop [stɒp]

strawberry [strɔ:bri]

T

take [teɪk]

tee-shirt [ti:ʃə:t]

tie [tai]

tomatoes [təma:təʊz]

trousers [traʊzəz]

Turkey [tə:ki]

V

view [vju:]

village [vɪlɪdʒ]

W

wardrobe [wɔ:drəʊb]

watermelon [wɔ:təmelən]

white [wait]

window [wɪndəʊ]

Y

yellow [jeləʊ]

Module 4

A

absent [æbsənt]

advice (N) [ədvaɪs]

advise (V) [ədvaɪz]

air [eə]

ankle [æŋkl]

arm [a:m]

attack [ə'tæk]

away [əwei]

B

balanced [ˈbælənst]

bandage [ˈbændɪdʒ]

bird [bɜ:d]

bread [bred]

brush [brʌʃ]

burn [bɜ:n]

C

careful [ˈkeəfəl]

change [tʃeɪndʒ]

cigarette [ˈsɪɡəret]

cinema [ˈsɪnəmə]

clean [kli:n]

cloud [klaʊd]

cloudy [ˈklaʊdɪ]

cold [kəʊld]

countryside [ˈkaʊldrɪs]

cover [ˈkʌntrɪsaɪd]

cut [kʌt]

D

dangerous [ˈdeɪndʒərəs]

diet [daɪət]

E

ear [iə]

elastic [ɪˈlæstɪk]

enjoyment [ɪnˈɔɪəmənt]

examine [ɪɡˈzæmɪn]

eye [aɪ]

F

face [feɪs]

fall [fɔ:l]

feel [fi:l]

finger [ˈfɪŋɡə]

fit [fɪt]

foot [fʊt]

H

hair [heə]

hand [hænd]

head [hed]

health [helθ]

here [hɪə]

hospital [ˈhɒspɪtl]

hour [aʊə]

hurt [hɜ:t]

I

idea [aɪdɪə]

important [ɪmˈpɔ:tnt]

injection [ɪndʒekʃn]

injure [ɪndʒə]

J

jogging [ˈdʒɒɡɪŋ]

K

knife [naɪf]

L

leg [leg]

M

matter [ˈmætə]

meal [mi:l]

medicine [ˈmedsn]

mouth [maʊθ]

O

outside [aʊtsaɪd]

P

park [pa:k]

picnic [ˈpɪknɪk]

plaster [ˈplɑ:stə]

pleasure [ˈpleʒə]

practise (V) [ˈpræktɪs]

prescribe [ˈprɪskraɪb]

press up [presʌp]

R

rain [reɪn]

rainy [ˈreɪni]

regular [ˈregjʊlə]

remember [rɪˈmembə]

S

safe [seɪf]

serious [ˈsɪəriəs]

sharpener

sing [sɪŋ]

sit ups [ˈsɪtʌps]

skin [skɪn]

slip [slɪp]

smoke [sməʊk]

spaghetti [spəˈɡeti]

stadium [ˈsteɪdiəm]

start [stɑ:t]

suggest [sədʒest]

sun [sʌn]

sunny [ˈsʌni]

T

teeth [ti:θ]

tired [ˈtaɪəd]

toes [təʊz]

touch [tʌtʃ]

twist [twɪst]

U

usual [ˈju:ʒuəl]

W

walk [wɔ:k]

warm [wɔ:m]

water [ˈwɔ:tə]

wear [weə]

weather [ˈweðə]

wind [wɪnd]

windy [ˈwɪndi]

worry [ˈwʌri]

Y

yesterday [ˈjestədi]

Module 5**A**

announce [əˈnaʊns]

answer [ˈɑ:nsə]

apology [əˈpɒlədʒi]

arabic [ˈærəbɪk]

attend [ətend]

attentive [ətentɪv]

B

bad [bæd]

basket [ˈbɑ:skɪt]

beginning [ˈbɪɡɪˌnɪŋ]

behind [bɪˈhaɪnd]

bell [bel]

biology [baɪˈɒlədʒi]

blank [blæŋk]

B

board [bɔ:d]

bookcase [ˈbʊk-keɪs]

books [bʊks]

boring [ˈbɔ:rɪŋ]

break [breɪk]

C

call [kɔ:l]

cans [kænz]

card [kɑ:d]

carry [kæri]

central unit [ˈsentrəl ˌju:nɪt]

chair [tʃeə]

chalk [tʃɔ:k]

cheerful [tʃiəfl]

chinese [tʃaɪniːz]

choice [tʃɔɪs]

class [kla:s]

classmate [ˈkla:smeɪt]

classroom [ˈkla:srʊm]

clearly [ˈkliəli]

collect [kəlekt]

computer [kəmˈpjʊ:tɪ]

cost [kɒst]

courtyard [ˈkɔ:tjɑ:d]

cross [krɒs]

D

desk [desk]

dirty [ˈdɜ:ti]

driver [ˈdraɪvə]

drop [drɒp]

E

end [end]

English [ˈɪŋɡlɪʃ]

excellent [ˈeksələnt]

explain [ɪkˈspleɪn]

F

fill [fɪl]

flag [flæg]

fluently [ˈflu:əntli]

forgive [ˈfɔɡɪv]

G

garbage [ˈɡɑ:bɪdʒ]

geography [dʒɪˈɡræfi]

globe [ɡləʊb]

good-looking [ˈɡʊdlu:kɪŋ]

guest [ɡest]

H

hard [hɑ:d]

headmaster [ˈhedmæstə]

heavy [ˈhevi]

history [ˈhɪstri]

I

interested [ˈɪntrestɪd]

introduce [ˈɪntrədju:s]

J

joke [dʒəʊk]

K

keyboard [ki:bɔ:d]

know [nəʊ]

L

lab [læb]

late [leɪt]

lazy [leɪzi]

leave [li:v]

lesson [lesn]

library [laɪbrəri]

light [laɪt]

litter [lɪtə]

M

make [meɪk]

map [mæp]

marks [ma:ks]

money [mʌni]

monitor [mɒnɪtə]

mouse [maʊs]

N

nervous [nə:vəs]

noise [nɔɪz]

notes [nəʊts]

O

office [ɒfɪs]

often [ɒfn]

open [əʊpən]

P

pain [peɪn]

partner [pɑ:tn]

patient [peɪʃnt]

pen [pen]

pencil [pensl]

permission [pə'mɪʃn]

physics [fɪzɪks]

plastic [plæstɪk]

possible [pɒsəbl]

printer [prɪntə]

protect [prətekt]

put [put]

Q

quickly [kwɪkli]

R

rarely [reəli]

register [redʒɪst]

reply [rɪplai]

respect [rɪspekt]

responsible [rɪspɒnsəbl]

rich [rɪʃ]

ring [rɪŋ]

ruler [ru:lə]

S

seat [si:t]

shop-keeper [ʃɒpki:pə]

slowly [sləʊli]

sorry [sɒri]

souvenir [su:vəni]

spell [spel]

street [stri:t]

strict [strikt]

subject [sʌbdʒɪkt]

suddenly [sʌdnli]

suitcase [sju:tkeɪs]

T

talk [tɔ:k]

tape recorder [teɪp rɪkɔ:də]

teacher [ti:tʃə]

technology [tek'nɒlədʒi]

telephone [telɪfəʊn]

tricks [trɪks]

U

under [ʌndə]

understand [ʌndə'stænd]

use (V) [ju:z]

V

voluntary [vɒləntri]

U

walls [wɔ:lz]

want [wɒnt]

warning [wɒnɪŋ]

wastepaper [weɪst peɪpə]

week [wi:k]

work [wɜ:k]