

REPUBLIC OF TUNISIA  
MINISTRY OF EDUCATION

# Let's Discover More English

8<sup>th</sup> Year Basic Education

## Student's Book

### Authors

**Mahmoud Melki**  
ELT Inspector

**Toumi Lafi**  
ELT Inspector

**Abdelmalek Hadji**  
Senior Teacher

### Evaluators

**Hela Bergaoui Nafti**  
ELT Inspector

**Ali Souli**  
ELT Inspector

National Pedagogic Centre



# Introduction

To the students of the 8th year Basic Education.

*“Let’s Discover More English”* is the title of your English book for this year. In fact, there are two books : *The Student’s Book* and the *Activity Book*.

*The Student’s Book* has five modules and each module contains five lessons. The module map which is at the beginning of each module, highlights the topics discussed in each lesson, the skills and strategies to be developed, the grammar structures and the communicative functions to be learned, the vocabulary to be discovered as well as the project activities to be carried out. At the end of the module, there is a checklist of the targeted abilities for you to evaluate your own learning.

*The Activity Book* provides you with a lesson-by-lesson set of activities that help you discover and practise the targeted skills and strategies and the grammatical and lexical structures you will need to communicate efficiently. You may use your *Activity Book* to write the answers to the various activities. However, you must not write anything on your *Student’s Book*. At the end of each module, there is a mock test to help you assess your own learning.

We sincerely hope that you will find the materials interesting and the learning situations challenging and motivating. We hope that your learning of English will prove to be an exciting experience.

**The authors.**

# ICONS USED IN THIS BOOK



LET'S GET READY



LET'S DISCOVER



LET'S COMMUNICATE



PAIR WORK



GROUP WORK



PROJECT WORK



REMEMBER



CHECK YOUR PROJECT WORK



LISTENING



WRITING



READING



Did you write  
your diary  
notes?



GO TO  
Activity  
Book



TIME FOR A SONG



TAPESCRIPT



# MODULE 1

# Module Map

Module 1			
Lessons	Skills and strategies	Grammar & functions	Vocabulary
<b>Lesson 1</b> <b>Pages 7-10</b> <b>Review and introductory lesson.</b> <b>Meet the Browns.</b>	<b>Reading :</b> -Understand explicitly stated information. <b>Writing :</b> -Write a few lines to introduce people in a picture.	-Yes/no questions. -Wh-questions. -Inviting : (Would you like...?) -Introducing : (This is...)	Baker, become, peaceful, quiet, go back, sell, leave.
<b>Lesson 2</b> <b>Pages 11-13</b> <b>A letter from an English friend.</b>	<b>Reading:</b> -Reading for gist. Strategies : -Recognise sender and receiver. -Identify features of informal letters.	Review tenses -Discover the simple future	Make the beds, set the table, bake, still, begin, both, cheerful, expect, free, hope, regret, diary, plan, promise.
<b>Lesson 3</b> <b>Pages 14-18</b> <b>Can she go to London ?</b>	<b>Listening/reading :</b> -Identify speakers. -Identify topic -Recognise discourse markers <b>Writing :</b> -Write a short argumentative text.	-Expressing ability in the future (will be able to) -Sequential adverbs -Talking about future events. Spelling : Dictation Pronunciation : Stressed syllable.	Miss, call someone, cup of tea, wait, discuss, of course, stay, don't be long! All day long, improve.
<b>Lesson 4</b> <b>Pages 19-22</b> <b>Preparing for the trip.</b>	<b>Listening/reading :</b> -Identify speakers on the phone. -Work in groups. <b>Writing :</b> -Produce a telephone conversation following an example. <b>Strategy :</b> -How to fill in a gapped text. -Infer speaker's mood from tone of voice.	-Review : Telling the time. -Expressing surprise : (How + adjective) (What + noun) (What a surprise!)	Telephone box, post office, mobile phone, stamp, postman, reset a watch, travel, give a call, let someone know, book a flight.
<b>Lesson 5</b> <b>Pages 23-29</b> <b>London wonders</b>	<b>Reading :</b> -Read and match text with visual. -Read and present information in a different form. <b>Writing :</b> -Write diary entries from notes. -Produce an informal letter using information from different sources and following the process writing strategy.	-Describing places -Saying dates	Build/ built, tall column, tower, river, bridge, pets, go on a walk, traffic, palace, royal, kill, jail, bored, dome, sight, century.
<b>-Mock Test- Checklist</b> <b>Page 30</b>	-Check abilities developed in the module (end of module 1, Student's Book).	Test (end of module 1, Activity Book.)	

# LESSON 1

## MODULE 1

### Review and introductory lesson Meet the Browns

#### LET'S GET READY

#### Step 1

#### PAIR WORK

Look at the photo and think of 2 things you want to know about the people in it.



#### Step 2

Write one Yes /No question and one Wh- question to ask for the information you wanted to get.



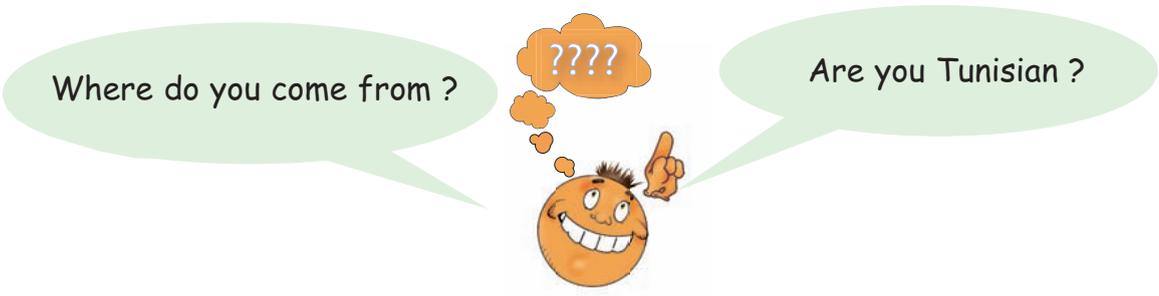
You should ask your questions correctly.

WH- Questions				
Yes / No questions				
What (thing)	is / are	noun /pronoun	verb	?
Where (place)	has / have		verb + ing	
When (time)	does / do		adjective	
Why (reason)	did		adverb	
How (manner)	would / must/ can			
Who (person)				

**Step 3**

Write your questions in your activity book first then rewrite them on the board.

**Examples :**



**LET'S DISCOVER**

**GO TO Activity Book**

**Activity 3**

**Step 1**

- Read the text and find out how many of your questions were answered.

## Meet The Browns

- (1) Mr and Mrs Brown are English. They've got two children : Christopher 14, and Christine 10.
- (2) Mr Brown is a baker and Mrs Brown is a shopkeeper. She sells bread and cakes in her shop.
- (3) The Browns are in Jerba now. Year after year, they come to Jerba to spend their holidays. They like it because it is quiet and peaceful.
- (4) One day, they met the Najjars on the beach. The Najjars invited them for dinner. That was how they became friends.
- (5) The Browns are getting ready to leave now. Their holidays are almost over. They must go back to London.

### Step 2

Answer the comprehension questions in your Activity Book.

GO TO  
Activity  
Book

Activity 4

### Step 3

What did Mr Najjar say to invite the Browns for dinner ? Write the answer in your Activity Book.

GO TO  
Activity  
Book

Activity 5a+b

**REMEMBER**

Would you like + noun ?

**Use**

to invite someone to have something or do something

-Yes, please,  
(you accept the invitation)

-No, thank you.  
(you refuse the invitation)

Would you like + to + verb ?

**Examples :**

Would you like a cup of tea ?



Would you like to come with me ?

**Step 4**

Mime the following activities

- Swim
- Listen
- Write
- Take a photo
- Speak on the phone
- Walk

**LET'S COMMUNICATE**

1. Choose a photo of a family or friends you know then stick it in the space provided in your Activity Book.
2. Write a few lines to introduce the people who appear in the photo.



**Activity** 6a+b+c

## A letter from an English friend

### LET'S GET READY

Answer the following questions

- Did you enjoy your holidays ?
- Did you meet new friends ?
- Did you help your Mum and Dad ?
- Did you do anything special ?



### LET'S DISCOVER

GO TO  
Activity  
Book

Activity 1

### Step 1

### Reading Comprehension

a/ You have 10 seconds to find out :

1. The name of the person who wrote the letter.
2. The name of the person who received the letter.

The name of the person who **writes** the letter is at the **bottom**  
The name of the person who **receives** the letter is at the **beginning**.



4, Dunbarten Terrace  
London  
August 15, 2006

Dear Imene,  
Hi ! How are you ?

My family and I are back in London now. We really enjoyed the time we spent in Jerba. The island was very peaceful and quiet and the people very friendly and helpful. We all want to thank you for the good time we spent with you and your family.

Mum and Dad went back to work this morning but Christine and I are still on holidays. School usually begins in September. So, we still have a couple of weeks to relax. Dad got up early today to work in the bakery and Mum went down to the shop to sell fresh bread and cakes. Dad's bakery is next to Mum's shop. When I finish writing this letter, I'll go to the kitchen and wash the dishes. Christine is making the beds now and then she'll go downstairs and help Mum. In the afternoon, we'll be free to do what we want.

When we were in Jerba, you said that you wanted to visit London some time. Last night, I said to Mum and Dad «Why don't we invite Imene to spend a few days with us ? ». «Good idea », they said. Can you come soon ? Please try to come. We'll be very happy to see you again and I promise you won't regret it.

I hope you'll accept our invitation. I expect to hear from you soon.

Your Friend,  
Chris



## Step 2

### Formal and informal letters

A yellow box with a brown border and a leaf-like shape on top. The word 'REMEMBER' is written in brown capital letters inside the box.

#### REMEMBER

- A letter you write to a friend or a member of your family is called an **informal letter**.
- An official letter is a **formal letter**.

These two types are different in their format (layout) and in the kind of language (register) the writers use in them.

### Step 3

## The simple future tense.

To talk about future events, we use :  
Will ('ll) + verb (without to)

Affirmative form	Subject + will ('ll) +verb (without to)
Negative form	Subject + will not (won't) + verb (without to)
Interrogative form	Will + subject + verb (without to) ? Wh / word + will + subject + verb (without to) ?

### Examples :

a/ - Will you go to school tomorrow ?

- Yes, I will.

- No, I won't.

b/ - When will you go to the dentist ?

- Tomorrow at 11 a.m.



LET'S COMMUNICATE

In lesson 5, you will write an informal letter.  
Remember the characteristics of this letter.

### Can she go to London ?

#### LET'S GET READY

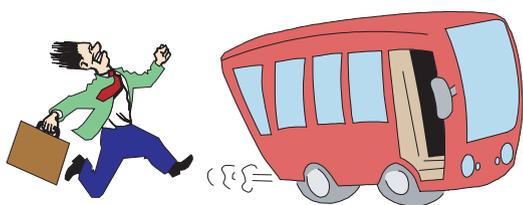
Look at the pictures and the captions, then complete the statements in your Activity Book.



Hello John. How are you ?



Come and have a cup of tea.



Oh dear ! I missed it again !



I can't buy it. It's too expensive !

GO TO  
Activity  
Book

Activity 2



## LET'S DISCOVER

### Step 1

## Listening Comprehension.

When you are listening to a conversation, it is important to identify the speakers. So, you need to find the words that can help you identify them (names, relationships ...)



## LISTENING

## Listening comprehension

GO TO  
Activity  
Book

Activity

3 a+b

### Step 2

## Listening / reading comprehension

Read the conversation while listening to the recording and find out :

- the number of speakers.
- who the speakers are.
- what they are talking about.



**LISTENING****Listening / reading comprehension**

(In the evening )

**Imene** : Dad, can I go to London ? The Browns are inviting me.

**Mr Najjar** : That's interesting. Why do you want to go to London ?

**Imene** : First, I'll be able to speak English all day long. So my English will improve. Second, London is a beautiful city. Chris promised to take me to many interesting places. Finally, I'll be able to stay with the Browns. So, it won't be expensive.

**Mr Najjar** : I see. What does your Mum think ?

**Mrs Najjar** : I think Imene should go. She can learn many things from the experience.

**Mr Najjar** : What about you Hazem ? What do you have to say ?

**Hazem** : If she goes, I go.

**Mr Najjar** : (laughing) Sorry Hazem. We don't have the money for the two of you. You can go next summer.

**Hazem** : Promise ?

**Mr Najjar** : Promise.

**Imene** : Dad, can I call Chris and tell him I'm coming ?

**Mr Najjar** : Of course! But don't be long !

Ability in the future

To express ability in the future, we use : **Will be able to + verb**

*Example: Hazem will ( 'll ) be able to visit London next year.*



### Step 3

a- What are the words that Imene used to indicate the order (sequence) of her reasons ?

**Sequential adverbs**  
First, Second, third, finally...

**REMEMBER**



The first



The second



The third



The fourth

Cardinal		Ordinal	
1	One	1st	first
2	Two	2nd	second
3	Three	3rd	third
4	Four	4th	fourth
5	Five	5th	fifth
6	Six	6th	sixth
7	Seven	7th	seventh
8	Eight	8th	eighth
9	Nine	9th	ninth
10	Ten	10th	Tenth



**Activity** 4 a



## LET'S COMMUNICATE

In your Activity Book :

- Write a few lines to say why Imene should or shouldn't go to London.
- Use one of the following sets of arguments and the sequential adverbs you saw earlier (first, second, finally).

I think Imene should go to London

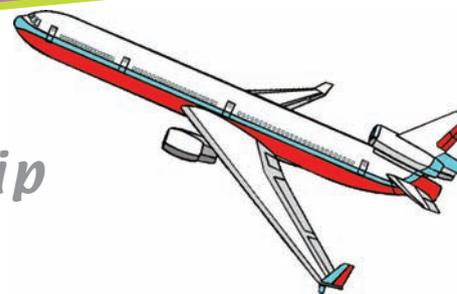
- meet new friends
- buy presents
- enjoy herself

I don't think Imene should go to London

- too expensive
- passport not ready
- the Browns are busy



Activity 8



### Preparing for the trip

#### LET'S GET READY

Answer the following questions.



- a- Do you often write letters ?
- b- Do you prefer to call people on the phone ?
- c- Which is faster, a letter or an e-mail ?
- d- Which is easier, a telephone call or a letter ?

#### LET'S DISCOVER

#### LISTENING

#### Step 1

Listening / reading comprehension.

Read the script of the conversation while listening to the recording and find out who answered the phone.

If the desired person answers, he/she says "Speaking"

In a telephone conversation : use " Who is it ?" to know who is calling.



...and " Can I speak to (name), please ?"  
Or

"May I speak to (name), please?" when you want to speak to a particular person.

GO TO  
Activity  
Book

Activity

3 a

## A Telephone Call

- Hello. Who is it ?
- Hello. Can I speak to Chris, please ?
- Speaking.
- Oh! Hi Chris. It's me, Imene .
- Hi Imene. How are you ?
- Fine, thanks. Guess what.
- What ?
- Mum and Dad said I could go to London .
- Great! Wonderful ! When are you coming ?
- I'll let you know when I book my flight.
- How exciting ! Say hello to your family.
- You too. Bye.
- Bye.



### Step 2

### Expressing surprise

To express surprise, use :

Adjectives	How + adjective	
Great !	How exciting !	What a surprise !
Wonderful !	How nice !	
	How sad !	

### REMEMBER

It's important to notice the special tone when expressing a surprise.

To complete a gapped text, follow these steps :

- Read the whole text first without filling in the blanks
- Re-read the text and fill in the 'easy' blanks
- To decide what goes in other 'difficult' blanks, look at the structure and decide whether you need a noun, a verb, a preposition, an adverb or an adjective.
- Go back to the list and select the word that fits in the blank.



GO TO  
Activity  
Book

Activity 3 b+c

Activity 4

### Step 3

#### GROUP WORK

1. Look at the things Imene must do before going to London, then, in groups, decide in what order she must do them.
2. Write a paragraph to indicate the order of Imene's activities. Start like this :  
**First, Imene must.....**



Pack her suitcase



Book her flight



leave for the airport



Go to the bank



Call Chris



Buy a new dress

#### REMEMBER

Use sequential adverbs : First, second, third, ... finally

GO TO  
Activity  
Book

Activity

5 + 6



## LET'S COMMUNICATE

Use the reading / listening text as a model and write the telephone conversation Imene had with Chris.

She told him :

- she would fly to London on Sunday, August 21,
- she would arrive at Heathrow airport at 7.00 pm.



### London wonders

**LET'S GET READY**

**Step 1**

Match the pictures with the descriptions.

a. The traffic is very busy in the town centre.

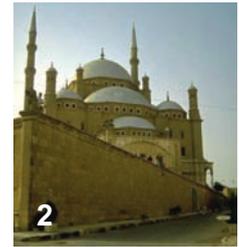
b. This palace was built in the 20th century.  
It is very recent.

c. The pyramids were built 3000 years B.C.  
They are very old.

d. The dome of the mosque is very big.

e. The Eiffel Tower is very famous.

f. These are very tall buildings.



**Step 2**

a- Say the following dates.

1881 -- 1915 -- 1919 -- 1990 -- 2000 -- 2007 -- 3000 B.C.

**PAIR WORK**

**b- Dictation:** Say the dates, your partner will write them in his / her Activity Book.

a- 1235   b- 1512   c- 1120   d- 1717   e- 2025   f- 2006   g- 1909

**LET'S DISCOVER**

**GO TO  
Activity  
Book**

**Activity**

**1 a**

**Step1**

When in London, Imene kept a diary. She wrote daily notes :  
- on what she did.  
- on her impressions of the places she visited.

**a- Read Imene's notes and fill in the table in your Activity Book.**

<p><b>Monday, August 22nd</b></p> <ul style="list-style-type: none"><li>• AM : went to Trafalgar Square with Chris.</li><li>• Took picture of Nelson's Column.</li></ul> <p>Very interesting.</p> <ul style="list-style-type: none"><li>• PM; visited Tower Bridge.</li></ul> <p>Very beautiful.</p>	<p><b>Tuesday, August 23rd</b></p> <ul style="list-style-type: none"><li>• Chris took me to 2 palaces :<ul style="list-style-type: none"><li>o Westminster</li><li>o Buckingham</li></ul></li><li>• Very impressive</li></ul>
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<p><b>Wednesday, August 24th</b></p> <ul style="list-style-type: none"><li>• Went to Camden Market by tube.</li><li>• Bought clothes and souvenirs.</li></ul> <p>Wanted to buy more but didn't have the money. Strange! Walking the dogs.</p>	<p><b>Tomorrow, Thursday, August 25th</b></p> <ul style="list-style-type: none"><li>• Visit London Tower. Chris says the place has a bad reputation. Why ?</li><li>• Have lunch in..... Park.</li></ul>
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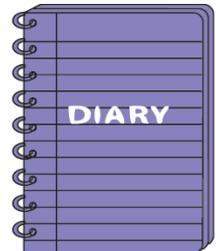
**GO TO  
Activity  
Book**

**Activity 2**

b- Answer the following questions.



1. Did Imene write full sentences in her notes ?
2. Did she write long notes ?
3. Did she talk about everything she did ?
4. Did she write notes to a particular person to read ?



**REMEMBER**

Diary notes...

contain incomplete sentences (no subjects).

are personal notes.

are not meant to be read by other people.

focus on important events.

are usually brief.

**Step 2**

Sights and scenes

**READING**

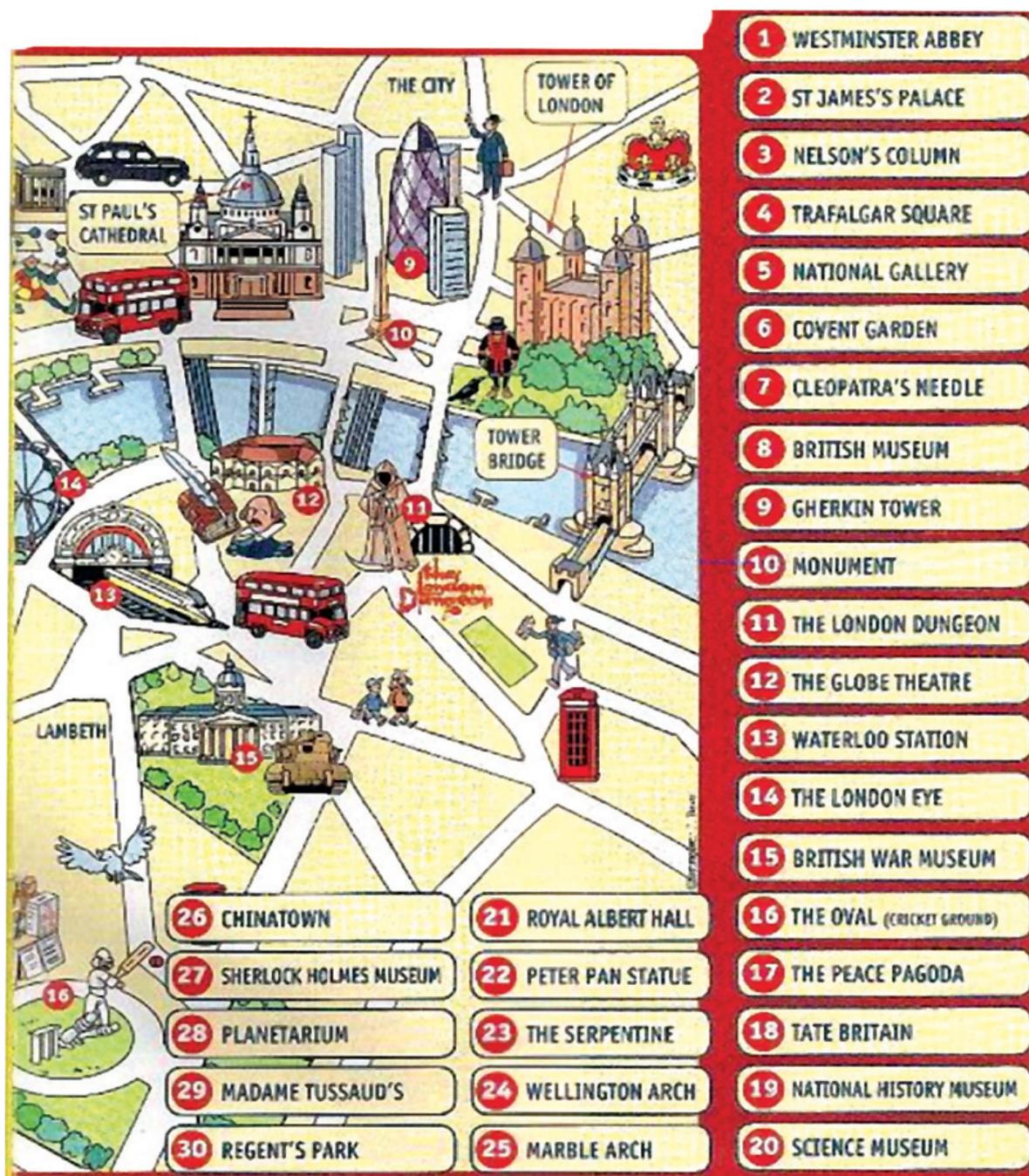
Imene took pictures of all the sights she visited. On the back of each picture, she wrote about those sights.

a- Read what Imene wrote and identify the places she visited on the map.

b- Point to the following items on the map :



Royal guards / horse guards / paper boy / River Thames/telephone box / taxi cab / double-decker / The London Eye.



c. Match the pictures with the descriptions.

- 1- In the middle of Trafalgar Square, there's a tall column. It has 4 bronze lions around it and the statue of Lord Nelson on top of it.
- 2- In the middle of London runs the River Thames. Across the river, there are many bridges. The most recent one is called Tower Bridge. It was open to traffic in 1894.
- 3- English people love pets. They take good care of them. They even take them on walks when they get bored!
- 4- London has many markets. The most popular one is Camden Market. You can find almost anything there.
- 5- Westminster is one of the royal palaces in London. Built in 1097, it was rebuilt in the middle of the 19th century. This palace has a tower on each side, Victoria Tower and Clock Tower. Big Ben, the famous clock, is in the Clock Tower.
- 6- Buckingham Palace is the most recent royal palace in London. It was built in 1837.



GO TO  
Activity  
Book

Activity 3



## LET'S COMMUNICATE

- Imene wrote her family a letter. She told them :
  - what she did
  - where she went during the first three days in London.
  - what she intended to do on Thursday.



## WRITING

Write Imene's letter using the information

- in her diary notes.
- what she wrote about the sights.

GO TO  
Activity  
Book

Activity 6



## REMEMBER

Remember what you learned about informal letters in Lesson 2.



## PROJECT WORK

Starting from today, you will

- try to keep a personal diary.
- write daily entries.
- mention the most important event(s) of the day and how you felt about it (them).

# The lighter side



**"Mom is short for Mother because it wouldn't sound right to call her Moth."**



A : Why are all those people running ?

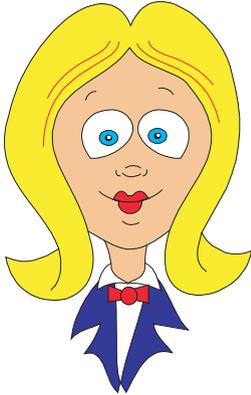
B : They are running a race to get a cup.

A : Who will get the cup ?

B : The person who wins.

A : Then why are all the others running ?

# Jokes



Did you enjoy your first day at school, sweetie ?

First day ? Do you mean I have to go back tommorrow, mum ?



A teenage girl had been talking on the phone for about half an hour, and then she hung up. "Wow !," said her father, "That was short. You usually talk for two hours. What happened ?" "Wrong number," replied the girl.



Check your learning.  
A checklist of the abilities developed  
in Module 1



I can...

- Read and understand explicitly stated information.
- Read and identify the topic of the text.
- Read and identify discourse markers and their communicative functions (sequential adverbs).
- Read and match texts with visuals.
- Listen to a conversation and infer the speaker's mood from his/her tone of voice.
- Introduce a friend.
- Talk about future events and abilities (using « will » and « will be able to »).
- Express surprise.
- Write and enact a telephone conversation.
- Invite someone to do something.
- Accept/ refuse an invitation.
- Write a short text to introduce people who appear in a photo.
- Write a short argumentative text.
- Write diary notes.
- Produce an informal letter following the process writing strategy.
- Fill in a gapped text following the proper strategy.
- Work with a partner to practise language structures.
- Work with a group to perform an activity.



# MODULE 2

# Module Map

Module 2			
Lessons	Skills and strategies	Grammar & functions	Vocabulary
<b>Lesson 1</b> <b>Pages 35-39</b>  <b>Review and introductory lesson.</b> <b>English secondary schools (1)</b>	<b>Strategy:</b> -Identify strategies used in collecting information. <b>Reading :</b> -infer meaning of words from context. <b>Writing:</b> -Write about one's weekend plans	-Discover the future with «going to» -Talk about one's future plans	Take the bus, take pictures, show someone round a place, dining hall, library, assembly hall, main entrance, staff room, hit the ball, take off, fall
<b>Lesson 2</b> <b>Pages 40-43</b>  <b>English secondary schools (2)</b>	<b>Reading /writing :</b> -Complete a gapped text using information presented in a table. -Complete conversation using information presented in a report. -Complete a report with information presented in a conversation. -Write reports on one's school following studied models. <b>Strategy :</b> -identify the strategy used to collect information.	-Tell the time -Talk about age. -Enquire and talk about the time an activity takes. (How long.?)	State schools, private schools, nursery schools, to be over, attend, meeting, event, break, start, compulsory, hymn, uniform
<b>Lesson 3</b> <b>Pages 44-47</b>  <b>English secondary schools (3)</b>	-Identify the strategy used in collecting information. <b>Reading :</b> -Read a text and complete the paraphrased form of the text. -Fill in one's weekly schedule.	<b>-Pronunciation :</b> -The stressed syllable of words ending in _tion. -The stressed syllable of words ending in _al.	Choose, optional, extra-curricular activities, organise, drama, perform a play, orchestra, hockey, competition, high jump, long jump, have a reputation, fast food, snacks, packed lunch, surf the net.
<b>Lesson 4</b> <b>Pages 48-51</b>  <b>Do you like school ?</b>	-Identify the strategy used to collect information. Group work strategies. <b>Reading :</b> -Scan a text for details. <b>Speaking :</b> -Expres personal views about school. <b>Writing.</b> -Reinvest information and language studied in writing an e-mail.	-Express likes and dislikes.(like, love, enjoy, hate, favourite, prefer). -Expres personal views on issues (find something + adjective).	Fun, feel, cool, tired, tiring, boring, plenty of, post, alright, whole, all kinds of,
<b>Lesson 5</b> <b>Pages 52-58</b>  <b>To be pushy or not to be pushy, that's the question.</b>	<b>Listening :</b> -Infer the meaning of new words from context. -Listen to and identify the speakers' attitudes. <b>Writing :</b> -Write a paragraph about parents' role in their children's education. <b>Strategy :</b> -Listening strategy.	-Should: (Expres moral obligation / doing what is right).	Work hard, pushy, show interest in something, learning problems, satisfy, care about, decide, decision, do well
<b>-Mock Test- Checklist</b>	-Check abilities developed in the module (end of module 2, Student's Book).	Mock Test (end of Module 2, Activity Book)	

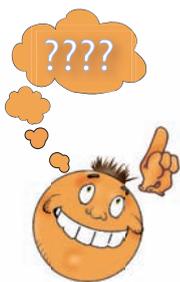
## Review and introductory Lesson

### English secondary schools (1)

#### LET'S GET READY

#### Step 1

-Answer the following questions



- Do you walk to school everyday ?
- When does school start ?
- Do you have lunch at school ?
- What is your favourite subject ?
- Who is your favourite teacher ?
- Who is your favourite classmate ?
- Do you like school ?

#### Step 2

-Read the following introduction to the module and ask your teacher questions about what you don't understand.

During her visit to London, Imene became interested in English secondary schools. She decided to collect information about them and share it with her Tunisian friends.

While studying the lessons of this module, you will discover **what** Imene was able to find out about English secondary schools and **how** she did that.

To know the meaning of a word from context : -find clues to know if the word is a noun, adjective, verb...



-read the sentences before and after it.  
-focus on the general context of the text.



## PROJECT WORK

Follow the strategies Imene used to collect the information and, in groups of four, prepare a file about **YOUR** own school.

I must pay attention to the information.

Strategy

I must identify Imene's strategies and follow them.



## LET'S DISCOVER



## READING

### Reading Comprehension.

#### Step 3

The first thing Imene did was visit a secondary school in London. She took pictures of parts of the school and wrote the following report :

Today is Friday, September 2nd. I am going to leave London next Tuesday. Yesterday, I asked the headmaster of Walcott Secondary School for permission to visit the school and take pictures of the different parts. 'You're welcome anytime', he said.

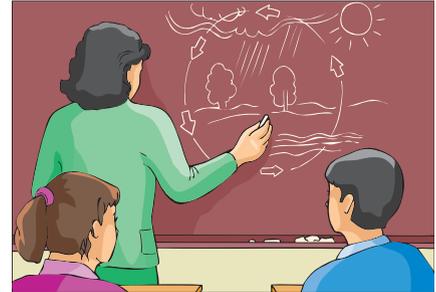
So, in the morning, Chris and I took the bus and went there. The deputy head teacher welcomed us and showed us round the school. I hope that the following photos will give you an idea of what we saw during our visit.



Dining hall



School library



Classroom



Administration section



Courtyard with garden



Assembly hall



Main entrance



Gym and playground



Staff room



Activity 3 (a+b+c+d)

## Language Study

1. Look at the following statement:

'I am going to leave London next Tuesday' .

Does it mean that...

- Imene left London ?
- Imene is leaving London now ?
- Imene intends to leave London next Tuesday ?

Now, write the rule :

Be (in the simple present tense) + going to + verb = .....

2. Look at the pictures and captions then write similar sentences.



Hit the ball



Buy a new dress



Travel



Take off



Fall down



Prepare a cake



Activity 4 + 5



**LET'S COMMUNICATE**

In this project work there are 4 stages.



**PROJECT WORK**

**STAGE 1**

1. Take pictures of the different areas of your school
2. Explain what they are used for.

Did you write your diary notes?

### English secondary schools(2)

#### LET'S GET READY

#### Step 1

Look at the following pictures and read the captions.



Time to get up



Time for breakfast



Time to take the bus



Time to attend the first lesson



Time for the break



Time for lunch

GO TO  
Activity  
Book

Activity 1

#### LET'S DISCOVER

#### Step 1

Listening / Reading Comprehension (part1)

#### LISTENING

After seeing the school, Imene had a conversation with the deputy head teacher. It went like this :

- Imene : How old are the pupils who go to secondary schools ?
- Deputy head teacher : Children from the age of 11 to the age of 18.
- Imene : Do they all go to state schools ?
- Deputy head teacher : More than 90% of them go to state schools.
- Imene : Where do the others go ?
- Deputy head teacher : To private schools, of course.
- Imene : Do parents have to pay for their children's education ?
- Deputy head teacher : State schools are free, but private schools are very expensive.
- Imene : Can pupils wear what they want to school ?
- Deputy head teacher : Of course not ! School uniform is compulsory in most schools.



## Activity 2 a+b+c

### Step 2

### Listening / Reading Comprehension (part 2)

*This is the report Imene wrote after having the second part of the conversation with the deputy head teacher.*

Read it carefully, then complete the script of the conversation.



## Report 2

In English schools, the week goes from 9 a.m to 4p.m, Monday to Friday. There is no school on Saturday. There is a break in the morning and at lunch time.

In some schools, the pupils do not go straight to their classrooms at 9a.m. They must attend an assembly first. During the assembly, the headmaster talks about important events in the school (exams, competitions etc) and the students sing hymns.



GO TO  
Activity  
Book

Activity

3 a+b+c

Step 3

Language Study

- 'How long...' is used to ask about the time an activity takes.

**Examples :**

Question : How long is the meeting ?

Answer : Two hours.

Question : How long is the next train going to be ? (When will the train arrive ?)

Answer : Fifteen minutes.

😊 J😊keJ😊keJ😊keJ😊ke 😊

Question : How long is the next bus going to be ?

Answer : The same. 12 meters.

 LET'S COMMUNICATE

Now, it's your turn to write about school...

## STAGE 2

 PROJECT WORK

- Use the two reports Imene wrote as models and write similar ones about your school.
- Talk about the same issues (age of students / school uniform / weekly and daily timetables / breaks etc.).
- Insert your report in your file.



Did you write your diary notes?

### English secondary schools(3)

#### LET'S GET READY

#### Step 1

- Where can you find information ?

1. Match captions with pictures
2. Make a sentence, start like this :  
'You can find information by .....

a-listening to the radio

b-reading magazines

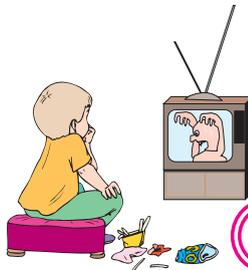
c-talking to people

d-surfing the net

e-reading books

f-visiting places

g-watching TV



1



2



3



4



5



6



7

## Step 2

- a- What did Imene do to find information ?
- b- Guess what her next strategy is going to be.
- c- Listen to the following conversation and find out.

## Step 3

### Listening Comprehension

Identify what Imene did by looking at the ways mentioned above.



GO TO  
Activity  
Book

Activity 4

LET'S DISCOVER

### Reading Comprehension

GROUP WORK

## Step 1

Imene selected the four following texts.

- Read the text your teacher assigns to your group.
- Complete the paraphrased form of the text in your Activity Book.
- Present it to the rest of the class.

GO TO  
Activity  
Book

Activity 5 + 6 (a+b)

## School subjects

1



In English schools, Math, English, Science and physical education are compulsory subjects. This means that all the students must study them. Besides, each student must choose a number of optional subjects (history, geography, arts etc.)

## Extra-curricular Activities

2



There is a strong tradition of extra-curricular activities in English schools. Teachers stay after school to help organise sports, drama, music and other activities. English students often perform the plays they study to the rest of the school. Music is also important. Many schools have their own orchestra.

## Sports and Sports Day

3



Games are usually compulsory in English schools. There are often matches between different schools or different classes. Popular sports are football, rugby, basketball, hockey and tennis.

On sports day, parents come to watch their children in different competitions : the high jump, the long jump, etc.

## Lunch in or outside School

4



Schools in England have a reputation for serving chips and boiled vegetables. Today, in many schools fast food and snacks are replacing traditional school dinners. Schools have a dining hall. Many teenagers prefer to bring a cold lunch or "packed lunch".

During the lunch break, they eat their lunch in the dining hall or outside when the weather is fine.

## Step 2

## Language Study.

a- Find the stressed syllable in the following words.

reputation / presentation / competition / information.



### REMEMBER

- Notice that words *ending in \_\_tion* have the main stress on the *last but one syllable*.
- Do you know other words that end in *\_\_tion*? What are they? Practise saying them.

b- What is the stressed syllable in the following words ?

musical

optional

physical



### REMEMBER

- It is *the third syllable from the end*.  
Find other words ending in *\_\_al* and practise them.



### LET'S COMMUNICATE

Now, it's time to collect information.

## STAGE 3



### PROJECT WORK

- Surf the net and access the portal for education in Tunisia.  
[www.edunet.tn](http://www.edunet.tn)
- Select what you consider important about the system of education.
- Keep it in your file.

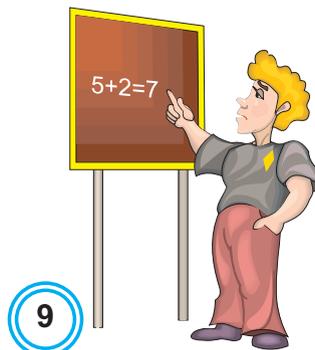
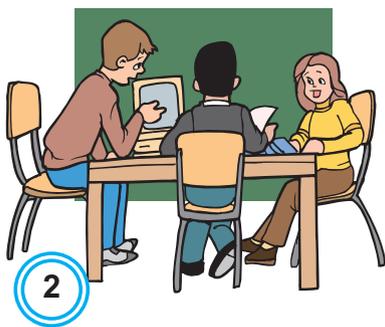
Did you write your diary notes?

### Do you like school ?

LET'S GET READY

Step 1

Match the pictures with the captions.



a. Working with my classmates's a lot fun.

b. English's my favourite subject. I enjoy it.

c. I hate Maths! It's too difficult. It makes me feel stupid !

d. I love school. My teachers are cool.

e. This is not fair! I have the right to play with my friends, don't I? I'm always busy doing homework?!

f. I like playing games with my friends.

g. My teachers are very strict. I hate school.

h. The school is boring! The lessons are boring! My classmates are boring!

i. Time to go home. It was a long day. I'm very tired.

Pupils have different views of school: Some enjoy it. Others hate it.

**What is your personal view of school?**

At the end of this lesson you should be able to express how you feel about school.



### LET'S DISCOVER

#### Step 1

Imene wanted to see how pupils around the world feel about school. Chris had an idea: 'Why don't we take part in a discussion forum? We'll get plenty of answers from everywhere'.

And so they did. The question they posted was: «Do you like school?»

*Here are some of the e-mails they received, read them.*

## Reading Comprehension.

### I hate school

Hi Imene !

I think school is boring and tiring. I go to school because my friends are there. I hate work. But some lessons are alright. I love sport because my teacher is very nice.

John, age 14,  
England

1

### I like school

Hello Imene. I love school !

I know it's not fun to wake up at 7 am every day and work the whole day, but it is very important for our future. My favourite subjects at school are English and Maths.

Mario, age 15, Italy

3

### Yes and no !

Yes, because I want to learn so that I can have a good job in the future. I also like sports.

No, because school's boring and tiring (sometimes) !

Thibault, age 13,  
France

2

### I like to learn at school

Hello Imene. I live in Greece, so we finish school at 3 o'clock on Tuesday and Thursday, and at 2.30 pm on other days. I don't know when you finish school in your country, but I find it sometimes very tiring.

Generally I like school because I talk with my friends, although I don't have many. Also it's interesting. We learn all kinds of things to help us find a job in the future. At our school we play basketball, volleyball and football but I am not good at these sports. I prefer ballet.

Elli, age 13 , Greece

4



Activity

1 + 2 + 3

## LET'S COMMUNICATE

### Step 1

### Speaking

### GROUP WORK

Do you like school ?

- Take few minutes to think, then in groups of four share your views about school with the members of the group.
- Choose a time keeper. Each member of the group has 3 minutes to speak.
- When a member is speaking, he/she should not be interrupted. The other members should listen carefully to him/ her.

### Strategy



To express your views, you can see the captions at the beginning of the lesson as well as the e-mails posted to Imene.



## STAGE 4

### Step 2

### WRITING

Write an e-mail to Imene. Tell her how you feel about school.

### PROJECT WORK

- Rewrite your e-mail
- Collect the e-mails of the 4 members and keep them in your file.

### Parents and education

*To be pushy or not to be pushy, that is the question*

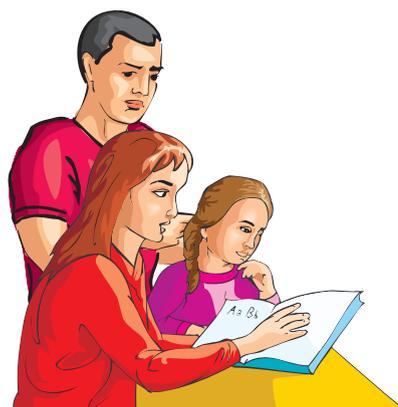
#### LET'S GET READY

- Look at the pictures and the captions, then answer the questions :

1. Are the children happy ?
2. Which parents are pushy ?



My parents are not interested in my education, and they get angry when I don't succeed.



My parents are always telling me to work hard. Why don't they leave me alone ?

3. What should YOUR parents do to help you in your studies ?

#### LET'S DISCOVER

##### Step 1

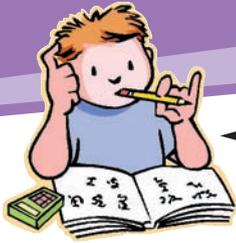
Look at the following statements and try to guess the meaning of « should »



«You should work hard to succeed.»

«You shouldn't leave your homework for the last minute.»



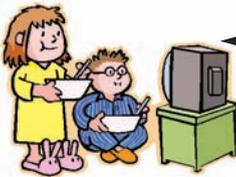


«You should do your homework.»

«You should participate in class activities.»



«You shouldn't sit close to the TV set.»



«You should rely on yourself.»



### Should + Verb (without to)

moral obligation (what you are expected to do / what is good for you.)

- Affirmative form : Should + Verb ( without to)
- Negative form : Should not (shouldn't) + verb (without to)
- Interrogative form : Should + subject / pronoun + verb (without to) ?

### Step 2

Listen to what Mary and John say and answer the questions.

### Strategy



Read the questions so that you know what to listen for...

GO TO  
Activity  
Book



Activity

1+2 (a+b)



## LET'S COMMUNICATE

### STAGE 5

- Use the statements you ticked in Activity 2 -b in your Activity Book and the corresponding justification to write a paragraph in your school magazine.
- The title of your paragraph should be :  
« To be pushy or not to be pushy, that's the question. »

### STAGE 6

- Use the following evaluation grid to check if your file is well-done.
- Go over the list of criteria with your teacher.

### STAGE 1

- We drew a clear plan of our school.
- We took pictures of the different parts of the school.
- We wrote a sentence or two under each picture to explain what it represents.

### STAGE 2

- We wrote 2 reports and we talked about :
  - state schools and private schools.
  - the age of students in our school.
  - school uniform.
  - our weekly schedule.
  - daily schedule.
  - breaks.

### STAGE 3

- We accessed the edunet portal and selected important information about the Tunisian system of education.

### STAGE 4

- We wrote 4 e-mails to Imene. We told her what we thought of school.

### STAGE 5

- We wrote a paragraph about the role of parents in their children's education.

### STAGE 6

- We checked our work to make sure it included all the documents.



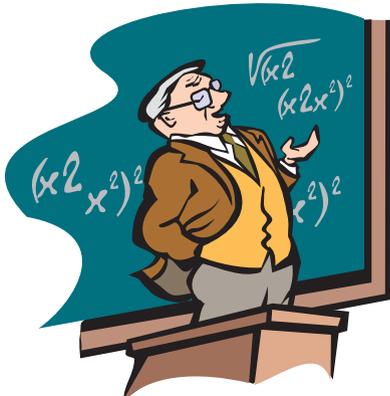
Now we are **READY**



to present our project work to our classmates



# The lighter side



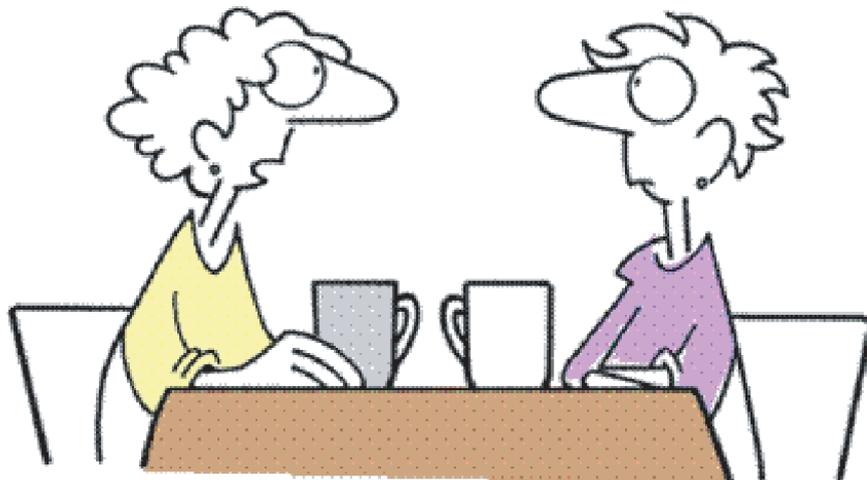
Pupil : "Would you punish me for something I didn` t do ?"

Teacher : " Of course not."

Pupil : "Good, because I haven` t done my homework."

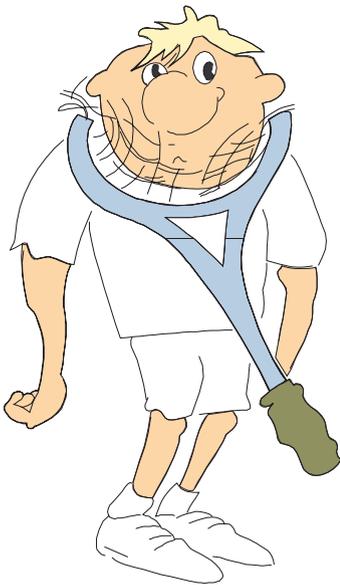


Nice memories



- You remember when I slapped you on the face and cut your hair.
- Those nice days... I remember also when I scratched your face with my long nails. You were bleeding...

# Jokes



When you take up a sport, you have to keep it in your head all the time.



Son : Dad, what is an idiot ?

Dad : An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can't understand him. Do you understand me ?

Son : No.



**Check your learning.**  
**A checklist of the abilities developed  
 in Module 2**



Tick the proper statement.

**I can...**

- Read and infer the meaning of new words from context.
- Use the information presented in a table to complete a gapped text.
- Read a text and complete a paraphrased form of this text.
- Scan a text for details.
- Express personal views about school both orally and in writing.
- Write an e-mail.
- Listen to a conversation and identify the speakers' attitudes about an issue.
- Write about my weekend plans (using « going to »).
- Fill in my weekly schedule.
- Write a paragraph about parents' role in their children's education.
- Identify strategies used in collecting information and use them.
- Work with a group to prepare a file about our school.

Check your group work skills. Tick the proper column.

	Statements	Yes	No
1	I like working in a group.		
2	I listen well to others.		
3	I always do my part of the work.		
4	I help my group mates.		
5	I do not talk all the time.		
6	I encourage my group mates.		
7	I ask my group mates for help when I need it		
8	I am proud of our file.		

What will you do to improve your group work skills ?

# MODULE 3

# Module Map

Module 3			
Lessons	Skills and strategies	Grammar & functions	Vocabulary
<b>Lesson 1</b> <b>Pages 61-64</b>  <b>Preparing for the party.</b>	<b>Listening :</b> -Listen and identify speakers. -Listen for details. <b>Writing :</b> -Write an invitation card. -Write a shopping list -Write and enact a telephone conversation. <b>Strategy :</b> -Importance of identifying speakers in listening input.	-Asking for someone's opinion. -Expressing one's opinion. -Arranging to meet someone. (Can we meet? Can I see you...? Can you come ?)	Special, give a party, evening, guest, join, forget, bring.
<b>Lesson 2</b> <b>Pages 65-70</b>  <b>The party is on.</b>	<b>Strategy :</b> Try to view what is happening and feel the atmosphere while reading a text or listening to a conversation. Reading:-Read and predict what will happen next.	Inviting someone to do something. (would you like to + verb). Review Asking for the meaning of a word/ an expression.	Refreshments, set a table, sit on the sofa, chat, against the wall, fill, empty, turn down the music, loud, shy, concentrate, take up classes, choreography, put on a show.
<b>Lesson 3</b> <b>Pages 71-76</b>  <b>Having dinner with the Smiths</b>	<b>Reading :</b> -read and predict what will happen next. -Show understanding of written input through non-verbal reponse (mime). <b>Writing :</b> -Write the ending of a story.	Expressing doubt: (perhaps / maybe). Giving instructions (Review) Prepositions (Review)	Plates, knives, forks, spoons, napkins, dressing, table cloth, clear the table, lay the table, a bit, to rest, to start out, bear, frightened, nervous, fall, climb on top of, breathe, sniff, dead, go away, munch, stretch out, dip, upside down, choice.
<b>Lesson 4</b> <b>Pages 77-81</b>  <b>Sporting activities.</b>	<b>Listening :</b> - <u>listening strategy</u> : read the questions very well before listening to material. <b>Speaking &amp; Writing :</b> -Ability to write then give a presentation about the benefits of sporting activities.	Verb + ing = subject / object Comparative + Comparative = gradual change Expressing agreement and disagreement	Sporting activities, regularly, enough, to drive s.o. home / to school, fizzy drink, a mile, practise sport, enjoyment, a sense of, sound, mind / body, to matter, forget.
<b>Lesson 5</b> <b>Pages 82-89</b>  <b>What do you do in your spare time?</b>	<b>Reading :</b> -Read and present information in a different format (table). -Read and relate information to visuals. <b>Writing :</b> Write a paragraph about what you actually do in your spare time.	-The past progressive tense. -Spend time+v+ing - Spend time + with someone.	Get on someone's nerves, good fun, good laugh, lots of, nearby, bench, lawn, tall, hang around, lick, bask, enough, freezing cold.
<b>Mock test Self-evaluation</b>	-Check abilities developed in the module (end of module 3, Student's Book).	Mock Test (end of module 3, Activity Book).	

Did you write your diary notes?

## Review and introductory lesson *Entertainment*

### LET'S GET READY

#### Step 1

Arranging to meet someone.

Read the questions under the pictures and complete with the correct reply.

«-Yes, of course. I'm free next Sunday.»

«-Sorry. I'll leave England tomorrow.»

«-Sorry. I'm busy all week.»

«-Yes, why not. Tomorrow afternoon is fine.»



«-Can we meet tomorrow afternoon ?»



«-Can I see you next week ? »



«-Can you come next Sunday ? »



«-Can I see you soon ? »

## Step 2

Asking for someone's opinion. Expressing one's opinion.

-Read the question and complete with the correct reply.



« -I'm not sure...She may not be able to come because of the bad weather.»



« -Yes, I do. She'll like it very much.»

« -Do you think she'll come ? »

« Do you think she'll like the camera ? »

## LET'S DISCOVER

## Listening Comprehension.

## Step 1

1. Listen to the conversation and identify the speakers.
2. Listen again and do the activities in your Activity Book.

## LISTENING



You should identify the speakers.

GO TO  
Activity  
Book

Activity 1 (a+b)

## Step 2

Here is the invitation Chris wrote to his friend John. Study it closely. Pay particular attention to :

1. the layout of the text.
2. the structure of the text.

### REMEMBER

You'll be asked to write a similar invitation at the end of the lesson.

### *Invitation*

*Dear John,*

*We're giving a small party next Saturday evening for Imene, our Tunisian guest.*

*Please come and join us. Don't forget to bring your CDs*

*Chris*

GO TO  
Activity  
Book

Activity 2

### Step 3

People write lists of things so that they do not forget them. They write lists of :

- things they want to buy (shopping list).
- things they want to do.
- people they want to invite.
- places they want to visit.

Here is the list of things Mrs Brown wanted to do before the party :

- do the shopping
- rearrange the furniture in the living room
- decorate the living room
- put the soft drinks in the fridge
- buy Christine a new dress

GO TO  
Activity  
Book

Activity

3 (a+b+c)

LET'S COMMUNICATE

**Do one of the following activities**

You have the intention to invite your best friend for dinner :

1. Send him / her an invitation card.
2. Write a shopping list of the things you'll need for dinner.



Did you write your diary notes?

## The party is on

### LET'S GET READY

Match the pictures with the corresponding statements.

a- She is in the kitchen preparing refreshments.

1



b- They are sitting at a table eating dinner.

c- They are preparing food for the party.

d- They are sitting on the sofa chatting.

e- She is dancing with her friend.

f- She is having a fruit juice.



4



2



5



3

6



## LET'S DISCOVER

### Step 1

Read the text and try to **view the scene** and **feel the atmosphere** too.



View the scene and feel the atmosphere !

- (1) It is Saturday evening, time for the party. Chris's and Christine's friends are all here, in the Browns' living room. Mrs Brown pushed the furniture against the wall. This is why there is a large empty space in the middle of the room. The coloured balloons and the beautiful ribbons make the living room look different. It is much more beautiful than before.
- (2) Everybody looks nice in their beautiful clothes. Everybody looks happy. They are all chatting warmly. They are all excited. The soft music is relaxing and the nice perfume fills the air...
- (3) Chris walks up to the CD player and turns down the music. Everyone stops talking and looks at him. « Listen everybody », he says...



GO TO  
Activity  
Book

Activity 2 (a+b)

## TIME FOR A SONG

### Step 2

Listen to the song and answer the following questions.  
a- Is it familiar to you? b- Do you know the words?

If you don't, here they are. Read them and if you don't understand a word, ask your teacher for the meaning.

### REMEMBER

#### Asking for the meaning of a word

-What does ' (word)' mean, please?

Or

-What's the meaning of '(word)', please?



## LIONEL RICHIE LYRICS

### "Say You, Say Me"

[Chorus :]

Say you, say me

Say it for always, that's the way it should be

Say you, say me

Say it together, naturally

I had a dream I had an awesome dream  
People in the park playing games in the dark  
And what they played was a masquerade  
And from behind of walls of doubt a  
voice was crying out

[Chorus]

As we go down life's lonesome highway  
Seems the hardest thing to do is to find  
a friend or two

A helping hand - some one who understands  
That when you feel you've lost your way  
You've got some one there to say I'll show you

[Chorus]

So you think you know the answers - oh no  
'cause the whole world has got you dancing

That's right - I'm telling you

It's time to start believing - oh yes  
Believing who you are - you are a shining star

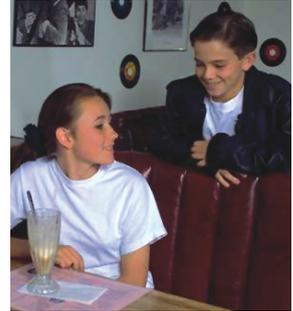
[Chorus]

### Step 3

Would you like to dance ?

During the party, a young man walked up to Imene and said :

- My name is John
- ' Pleased to meet you' said Imene.
- 'Would you like to dance ?' asked John.
- 'I'd love to' , answered Imene. 'Let's dance.'



After dancing together, John and Imene sat at a table near the window, sipping their drinks and chatting. Their conversation went like this :

**John** : You dance really well.

**Imene** : Thank you John. You too are good at dancing.

**John** : Thanks. Do all Tunisian teenagers dance like you ?

**Imene** : The majority love dancing. Some are too shy.  
They feel embarrassed to dance.

**John** : I think teenagers are the same everywhere.

**Imene** : Do you learn to dance at school ?

**John** : That's correct. I love dancing and take dancing classes at my school. My choreography teacher is very nice. At the end of every school year, my friends and I put on a nice show. Do you think it's bad for boys to dance ?

**Imene** : Not really. Boys can enjoy dancing the same way girls do.



## Step 4

### Inviting someone to have / do something Accepting / refusing the invitation

Inviting : Would you like .....

Accepting : I'd be happy to.....

Refusing : Sorry, I can't.....

Match the pictures with the corresponding invitations.

- Would you like to have dinner with me ?
- I'd love to. Thank you.

a

- Would you like to have juice Jack ?
- I'd love to.

b

- Would you like to come with me ?
- Sorry. I'm taking care of the child.

c

- Would you like to dance with me ?
- It's my pleasure.

d

- Would you like to go for a walk ?
- That'd be nice. Let's go.

e

- Would you like to have a coffee ?
- I'd be glad to.

f



1



2



3



4



5



6

GO TO  
Activity  
Book

Activity

3 (b+c)



## LET'S COMMUNICATE



## PROJECT WORK

In groups of 4

- Choose 4 English songs.
- Record them on a tape or CD.
- Exchange your tape or CD with another group.
- If you know the words of the songs, write them and attach them to the tape or CD.



**Short of ideas ?  
Visit the following site :  
[www.lyrics.com](http://www.lyrics.com)**

## Having dinner with the Smiths

### LET'S GET READY

Match the pictures with the corresponding statements.

a. Putting the plates, the spoons, the knives and the glasses on the table.

b. Putting the napkins near the plates.

c. Putting the dressing on the salad.

d. Putting the table cloth.

e. Roasting the meat.

f. Clearing the table.

g. Laying the table.



1



2



3



4



5



6



7

**LET'S DISCOVER**

**Step 1**

1. Read the beginning of the text and guess why Imene is nervous. Discuss your guesses with your neighbour.

When you read or listen to a text, try to guess what comes next and, when you read on, check your guess and make new guesses...



**The Text**

It's Sunday evening. Imene's getting ready to go to the Smiths for dinner. Chris and Christine are also invited. They're going with her.

**Chris** : You look very beautiful in this dress.

**Imene** : Thank you Chris. I'm a bit nervous, though.

**Chris** : Why are you nervous ?

**Imene** : .....

**REMEMBER**

When you are guessing, you are not sure. So, you should begin your statements like this :

Maybe Imene is....

Perhaps she doesn't...



**GO TO**  
Activity  
Book

**Activity** 1+2 (a+b+c)

## Step 2

### Describing People

He / She / The person **looks / seems** + adj.

Match the picture with the corresponding description.



1



2

REMEMBER

She looks beautiful in her new dress.

He looks smart in his new suit.

They seem happy together.

They seem sad.



3



4

### Giving Instructions

Verb (without to) = things to do.

Do not (don't) + Verb (without to) = things not to do.

GO TO  
Activity  
Book

Activity 3

### Step 3

Mr Smith got tired of watching the news. He turned round to watch the kids. Then he said « It's great to have friends. It reminds me of a story dad once told me.» The kids stopped playing and asked Mr Smith to tell them the story.

#### READING

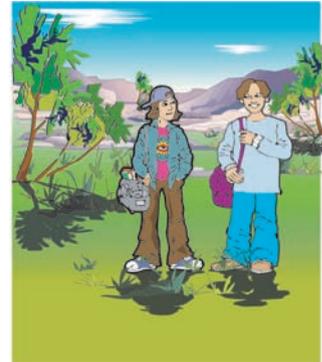
Here is the story, read it and imagine how it ended.

### EPISODE 1

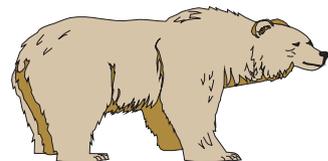


#### A friend in need is a friend indeed

(1) Two friends, Tim and Fred, planned to go for a walk in the forest. They packed their knapsacks, carried them on their shoulders and started out.



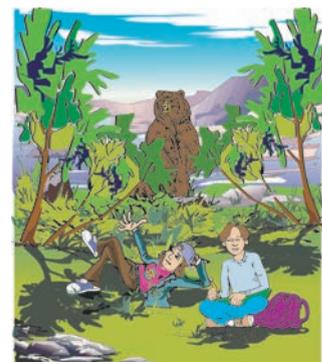
(2) They walked and walked until they were tired. So, they sat down to rest. Suddenly, they heard a noise. Then, they saw a big bear. They were frightened and started to run away. The big bear ran after them. He got nearer and nearer.



.....

Guess what will happen :

1. Will the bear eat the boys ?
2. Will they escape ?
3. Will anyone come to save them ?

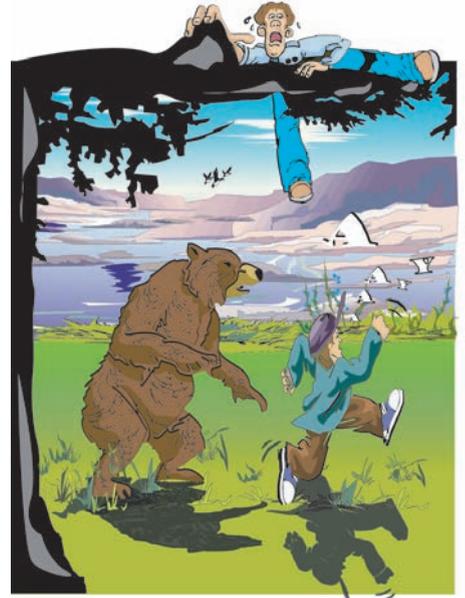


## EPISODE 2

(1) Tim saw a low branch hanging from a tree. He quickly climbed on top of the tree. He didn't think about his friend Fred.

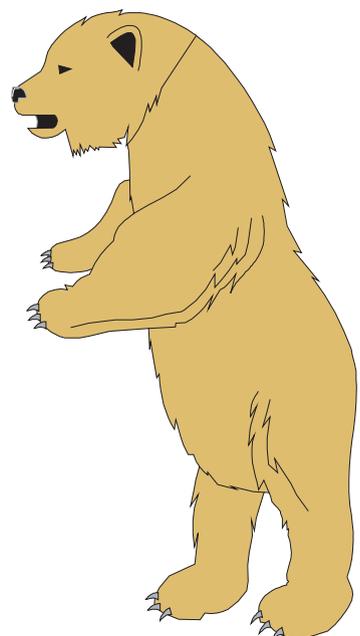
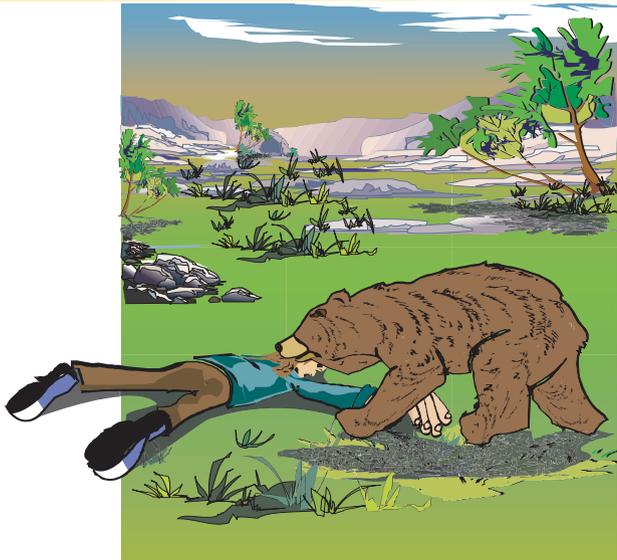
(2) Fred was not fast. He could not climb the tree.

The bear was right behind him. Fred was very frightened now. He fell on the ground. The bear found him face down on the ground, not breathing.



**Guess what will happen to Fred :**

1. Will the bear eat him ?
2. Will the bear go away ?
3. Will his friend Tim help him ?

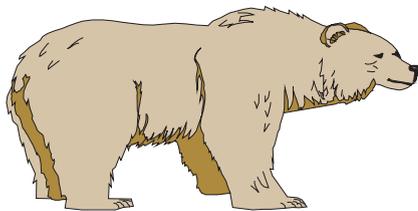
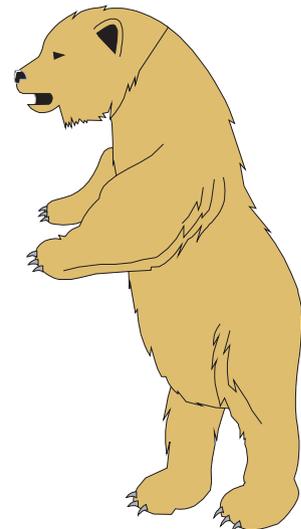
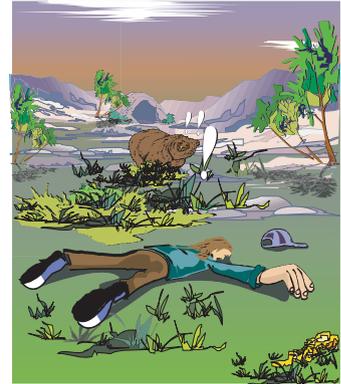


## EPISODE 3

The bear put his nose near Fred's ear then he sniffed and sniffed. He wanted to know whether Fred was dead or not. Then, he finally stopped sniffing.

The bear decided that Fred was dead. Bears do not touch dead meat. So, he went away.

When the bear disappeared in the forest, Tim slowly climbed down the tree. He went to Fred and asked him : « What did Master Bear tell you ? » Fred was angry. He looked at Tim and said : « ..... »



Can you guess what the bear told Fred ?

LET'S COMMUNICATE

Write the ending of the story.

GO TO  
Activity  
Book

Activity 3 (b+c)

Did you write your diary notes?

### Sporting activities

LET'S GET READY

Step 1

Match the pictures with the corresponding statements.



1

a- She likes listening to music when she is free.

b- She likes reading in her spare time.

c- He plays computer games after school.

d- He often plays basketball with his friend.

e- They like jogging after school.

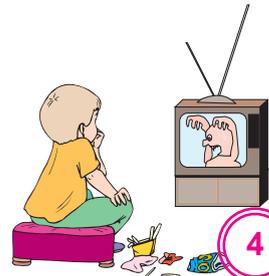
f- He watches TV regularly.

g- They take the bus to school.

h- They walk to school.



2



4



3



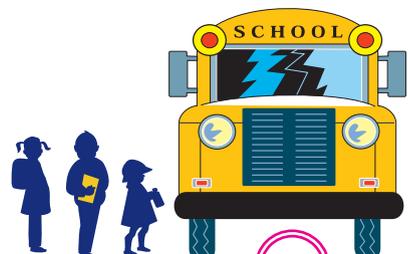
5



6



7



8

## Step 2

Which statements apply to you ?

## Step 3

Which question are John and Mary answering ?  
Listen and find out.

### LISTENING

1. Why are young people fat ?
2. Do young people take enough exercise ?
3. Do young people prefer to live in the city ?

Before you listen, read the questions carefully. Then, while listening try to find out the question that both speakers are answering.

Strategy



GO TO  
Activity  
Book

Activity 2

### LET'S DISCOVER

## Step 1

It was Sunday evening. The Smiths and their guests were in the living room. Suddenly, John shouted ' look who's on TV ! That's David Beckham, my favourite football player. He's having an interview. Let's listen'. And so, they all listened.



## LISTENING



### The interview

**Journalist** : Thank you for accepting to be with us, David.

**David** : Thank you for inviting me.

**Journalist** : Tell me David, why do people practise sports ?

**David** : Well, first they do it for the enjoyment. Sporting activities are a lot of fun. Besides, when we train and play hard, we become fitter: our bodies become stronger.

**Journalist** : I totally agree with you. What else can we get from sport ?

**David** : A sense of success: when people succeed in a game, they feel good and think that they can succeed in other things: their studies, their jobs, etc.

**Journalist** : I see. A sound mind in a sound body.

**David** : Exactly. »

**Journalist** : Do you need to be good to succeed ?

**David** : Not at all. Winning isn't everything. Participating is what matters. However, people often forget that

**Journalist** : Thank you David. Goodbye.

**David** : It's my pleasure.



Activity 3(a+b+c+d+e) /

Activity 4

## Step 2

Verb+ ing = subject / object

- **Winning** isn't everything.
- **Walking** to school every day is better than taking the bus.
- **Jogging** regularly makes you fitter.
- **Participating** is what matters.

## Step 3

Comparative+ and + comparative = gradual change

### a/ Short adjectives

- The bear got **closer** and **closer**.
- The baby is growing **bigger** and **bigger**.
- She ran **faster** and **faster**.

### b/ Long adjectives

She became **more** and **more beautiful**.

The story became **more** and **more interesting**.

The computers are **less** and **less expensive**.

## LET'S COMMUNICATE

## GROUP WORK

a- In groups of 4, answer the following question :

**What are the benefits of sporting activities ?**

b- Give a short presentation to the rest of the class to encourage your classmates to participate in sporting activities regularly.



- Choose a reporter.
- Think of good arguments.
- Make use of the arguments in the interview.

- Take turns to answer the question.
- Write in your Activity Book.
- Prepare to give the presentation.



## What do you do in your spare time ?

### LET'S GET READY

#### Step 1

#### READING

#### Introduction

(1) Monday, September 5th, was warm and sunny. Imene wanted to relax on her last day in London. Chris suggested going to a nearby park to meet some of his friends and enjoy the good weather. « Good idea !» said Imene. « That's exactly what I need. »

(2) On the way to the park, Chris and Imene bought snacks and fresh drinks. Soon after, they arrived to the park. Chris's friends were already there. Chris greeted them and introduced them to Imene. Then, they all sat on a bench to chat and enjoy the sun.

(3) The park was clean, there were beautiful lawns and tall trees. Many people were there...They were all busy doing different things.

What were they doing ?



Step 2

Match the pictures with the corresponding statements.



1

a- The old lady was reading a book .

b- The old women were walking and licking ice-cream.

c- A couple were basking in the sun.

d- The young boys were playing football.



e- The boys were cycling.

f- The girls were jogging.



2

3



d- The teenagers were hanging around.



4



5



6

### Step 3

What do YOU do in your spare time during the school year ?

At the end of today's lesson, you will write a paragraph about what you actually do in your spare time.

- Read what Chris and his friends told Imene.
- Pay attention to : - how ideas are expressed  
- how the language is used
- Use what you learn in your writing.



### LET'S DISCOVER

### Step 1

Here is what Chris and his friends said. Read and focus on the ideas and the language used to express them.



Chris

I spend my spare time with my friends playing football. I don't have enough spare time because I get too much homework. I don't think it's fair. When there's something interesting on TV, I stay at home and watch it.



Eliza

I spend most of my spare time dancing, doing lots of drama and lots of sport. I hang around with my best friends because they're really good fun. We have a good laugh together.



Craig

I spend my spare time playing football with my friend Chris. I don't normally stay at home because my brother can get on my nerves. I love watching football or any sport on television.



Rita

I prefer to relax in my spare time. So, I normally spend my spare time with my family listening to music or playing computer games. Besides, I like to hang around with my friends.

GO TO  
Activity  
Book

Activity 2 (a+b)

## Step 2

Spend + time phrase + with + noun  
Spend + time phrase + v + ing

Look at the following examples :

- Imene spent her holidays with the Browns.
- Graig spent the weekend visiting friends.
- They spent the afternoon playing football.
- She spent 3 hours shopping.

GO TO  
Activity  
Book

Activity 3

## Step 3

The past progressive Tense = A past action in progress

Affirmative Form	Subject + was / were + v + ing
Negative Form	Subject + was not (wasn't) /were not (weren't)+v+ ing
Interrogative Form	Was / were + subject + v + ing ?

Examples :

- What were you doing in the park ?
- We were cycling.
- Were the children cycling too ?
- No, they weren't. They were playing football.



GO TO  
Activity  
Book

Activity 4

Step 4

Vocabulary Study

Stop it! You're *getting on my nerves*.



My friends are *good fun*.  
They make me laugh.

She has *lots of friends*



We play well but we don't win!  
This isn't fair!

LET'S COMMUNICATE

In your Activity Book, write a paragraph to tell Imene what you usually do in your spare time.

GO TO  
Activity  
Book

Activity 5

# The lighter side

Play with words.

Fill in the blanks in each sentence with words that have the same sound but different spelling and different meaning. The number of blanks equals the number of letters.

1. Our team - - - - - game and lost three games.
2. They agreed - - play - - - more games next week, - - -.
3. We were very hungry that we - - - - - hamburgers.
4. From the ship we can - - - the - - -.
5. At the airport, the guide said, "Come this - - - so that they can - - - - your bags". So we had to - - - - in line until they determined the - - - - - of the luggage.
6. If you sit - - - - quietly, you can - - - - the telephone ringing.
7. The lady wearing the - - - coat - - - - the paper to me.



**"It's a new medical technology. Instead of crying, we can program your choice of 200 fun ring tones!"**

# Jokes

Teacher : Tell me a sentence that starts with an "I".

Student : I is the....

Teacher : Stop! Never put 'is' after an "I". Always put 'am' after an I".

Student : OK. I am the ninth letter of the alphabet.



Headmaster : I've had complaints about you, Johnny, from all your teachers. What have you been doing ?

Johnny : Nothing, sir.

Headmaster : Exactly.



Check your learning.  
A checklist of the abilities developed  
in Module 3



Tick the proper statement.

I can...

- Read and predict what will happen next.
- Show understanding through non-verbal response (mime).
- Paraphrase a saying.
- Ask for the meaning of a word / phrase.
- Read and present information in a table.
- Write a shopping list.
- Write about spare time.
- Give a brief presentation on the benefits of sport.
- Arrange a meeting with someone.
- Express doubt (using « maybe » and « perhaps »).

# MODULE 4

# Module Map

Module 4				
Lessons	Skills and strategies	Grammar & functions	Vocabulary	Projects
<b>Lesson 1</b> <b>Pages 92-95</b>  <b>Review and introductory lesson</b> <b>Planning</b> <b>Easter holidays</b>	-Listen for gist. -Listen for details. -Recognise statements expressing agreement. -Identify places on a map.	-Questions with 'how': ( How long, how far, how often, how much, how many -Pronunciation: Words related to the United Kingdom.	Cash a cheque, far, close. It's OK with me, that'll be just fine, country, capital city, south, north, east, west	Produce a brochure about a Tunisian Holiday resort.
<b>Lesson 2</b> <b>Pages 96-100</b>  <b>Transport</b>	<b>Reading :</b> -Skim a text Strategy: -Survey quickly the text (scan for details and pay selective attention.) -Use data presented in a table to find the solution to a problem	-Compound nouns (noun+ noun) -Pronunciation of the plural marker's'	To take ages, traffic jam, rush hour, underground, queue, to get annoyed, to push in, journey, get around, pollution, freedom, benefits, means of transport	
<b>Lesson 3</b> <b>Pages 101-104</b>  <b>Accommodation</b>	<b>Listening :</b> -Listen to a conversation and take notes. <b>Speaking :</b> -Take part in a telephone conversation between a hotel receptionist and a customer booking accommodation	-Relative pronouns and adverbs (who, which) and (where, when) -Compound adjectives (numeral+hyphen + singular noun) Pronunciation: (stressed syllables)	Luxurious, popular, moderate prices, hostels, fairly, inns, bed and breakfast, receptionist, parking, seat, check in / out, single/ double room, to book, see you !	-Collect pictures of accommodation facilities. -Write a description of each hotel and their prices.
<b>Lesson 4</b> <b>Pages 105-108</b>  <b>Getting ready for the trip.</b>	<b>Reading/Listening:</b> -Complete a gapped text. <b>Strategy:</b> -Read and guess missing words -Listen and check guesses. <b>Listening:</b> -Listen and identify setting. <b>Reading:</b> Use information presented in a table to solve a problem. <b>Writing:</b> Write a report	-Prepositions of place (in, on, at) -Prepositions of time (in, on, at)	Currency, penny, pence, pound, coin, note, ticket, office, fare, jump the queue, bank employee, loan, to lend, to borrow, spend, first class, second class, single / return ticket	Write about banking facilities in the holiday resort.
<b>Lesson 5</b> <b>Pages 109-114</b>  <b>Shopping in Edinburgh</b>	<b>Listening:</b> -Listen and complete the conversation. <b>Speaking:</b> -Carry out a transaction in a shoe-shop.	-Asking for price, colour, size, material, description -Compound nouns (v+ing+noun)	Size, wrap, woollen, pleated, genuine, scottish tartan, to feel nice, try on, fitting room	Describe a shopping center in the holiday resort.
<b>-Mock Test- Checklist</b> <b>Page 91</b>	-Check abilities developed in the module (end of module 4, Student's Book).	Test (end of module 4, Activity Book.)		

Did you write your diary notes?

### Review and introductory lesson : Planning Easter holidays

#### LET'S GET READY

#### Step 1

Tell these people where to go to get what they need. The pictures will help you. Look at the example.

**Examples :** -Mrs Brown : « We should book our hotel rooms first. »  
-You : « You should call the receptionist»

Mr Brown: « We should buy our train tickets immediately. »

You : « .....»

Christopher : « I want to send this package to Imene. »

You : « .....»

Mrs Brown : « I need money. I must cash a cheque. »

You : « .....»

Mrs Brown : « I must buy a new dress.»

You : « .....»



## Step2

What will the Browns say when they go to those places ?

### GROUP WORK

In groups of 4, try to imagine the **interactions** that will take place in the situation assigned to you. Write what you think will be said in your Activity Book.

GO TO  
Activity  
Book

### Activity 1

Situation : Buying a new dress

I think Mrs Brown will say :  
'This isn't my size.'

I think Mrs Brown will say :  
'How much is this dress ?'

I think the shop assistant will say :  
'£30'

The shop assistant will say :  
'What size are you ?'



The lessons in this module will help you interact better in some of these situations.



## LET'S DISCOVER

### Step1

### Listening Comprehension

- a- Listen to the conversation and find out what the speakers are talking about (Write the answer in your Activity Book)



### Activity 2a

**Mrs Brown** : Where do you think we should go for Easter ?

**Chris** : Not to Cardiff again. We went there last year and I didn't like the place. Let 's go to some place to the north.

**Mr Brown** : Belfast. I like Ireland. The food is great over there.

**Christine** : But that's too far and we've got only three days.

**Mr Brown** : You're right. Let's think of a closer place.

**Mrs Brown** : Edinburgh. That'll be just fine.

**Chris** : Yeah! Edinburgh's good. Let's go there this year.

**Mr Brown** : It's OK with me.

**Christine** : It's a good idea. Edinburgh is the place then.



### Activity 2b+c+d

### Step2

### Language study : Questions with « How ».

Look at the examples :

- a- Question : « **How far** is Edinburgh from London ? »

Answer : « It's about 300 miles. »

- b- Question : « **How long** is it by car ? »

Answer : « Six to seven hours. »

- c- Question : « **How often** do the Browns come to Tunisia ? »

Answer : « Once a year. »

1mile= 1.609 km



d- Question : « **How much** is this bag ? »

Answer : « £10. »

e- Question : « **How much** sugar would you like ? »

Answer : « Two kilos. »

f- Question : « **How many** members are there in the Browns family ? »

Answer : « four. »



### REMEMBER

**How far** ==> to ask about **distance**

**How long** ==> to ask about **the time** something **takes**

**How much** ==> to ask about **the price** or **quantity**

**How often** ==> to ask about the **frequency** of an action

**How many** ==> to ask about the **number**

Do the «practise activities» in your Activity Book



### LET'S COMMUNICATE

GO TO  
Activity  
Book

Activity 5



### PROJECT WORK

#### Producing a brochure

In groups of 4, produce a brochure about a Tunisian holiday resort to attract tourists. Include :

- pictures of the resort.
- a description of its location ( how to get there (means of transport)).
- a description of the available facilities and services
- prices



### REMEMBER

- Make use of what you will learn in the next lessons to produce your brochure.
- Display your production on the classroom wall at the end of the module.

Did you write your diary notes?

## Transport

### LET'S GET READY

#### Step1

#### PAIR WORK

Ask and answer the following questions :

#### How do you get to...

- your school ?
- the nearest shop ?
- the nearest town ?
- London ?

**Example :** A : « How do you get to your school ? »

B : « I get there by bus. »



#### Step2

#### PAIR WORK

Ask and answer the following questions :

#### How long does it take you to get to...

- your school ?
- the nearest bus stop ?
- your uncle's house ?
- the town center ?
- the next town ?
- the supermarket



**Example :** A : « How long does it take you to get to your school ? »

B : « Fifteen minutes. »

### LET'S DISCOVER

GO TO  
Activity  
Book

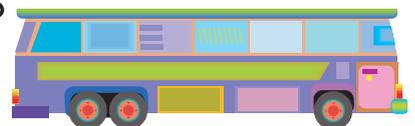
### Activity 1

#### Step1

#### Reading Comprehension

a- In which text will you find information about...

- the city without cars ?
- the advantages and disadvantages of cars ?
- traffic jams ?
- transport in Britain ?



## Strategy



Read for general understanding.  
Survey quickly the texts.

Write the answers in your Activity Book :

### Text 1

How long does it take you to get to school by car in the mornings? In some big cities, it can take ages to go anywhere and millions of people spend hours sitting in traffic jams. Sometimes the traffic is so bad during rush hours that it is quicker to walk than to go by bus or car.



### Text 2

All cities in Britain have buses, trains and taxis. There is also the underground. People queue for buses and they get annoyed if you try to push in at the front. Join the queue at the back. For longer journeys, travelling by bus or train is cheaper than going by car, but it is slower.

### Text 3

There are very few cities in the world with no cars. Venice, in Italy, is one of them and people get around on foot or by boat, by water buses or water taxis. Perhaps the best way of getting around is on your bike. Going by bike does not cause any pollution and it is good exercise for you!



### Text 4

Modern society can't exist without the car. In fact, it brings a lot of benefits. A car is freedom. You can travel wherever you want whenever you want. A car goes fast, faster than other means of transport. However, we pay a heavy price. Cars cause much pollution and kill thousands of people every year!



b/ What are the means of transport mentioned in the texts.



Pay selective attention.  
Identify the means of transport.



Write the answers in your Activity Book :

Step2

Language study : Compound nouns (Noun+ noun)

- Examples :**
- John had a car **accident**.
  - Mr Brown bought an air **ticket**.
  - Christine left her **school bag** on the school bus.

What do compound nouns like these refer to ?

Look at the first example :

- What did John have? A car or an accident ?
- An accident, of course.

➔ In compound nouns like these, the focus is on the **second noun**.

Do the exercise on compound nouns.



**Pronunciation of the plural marker 'S'**

Say these words aloud.

mornings - benefits - buses

How is the final 's' pronounced ?

The plural marker 's' can be pronounced in 3 different ways

/s/	/z/	/iz/
benefits	mornings	buses

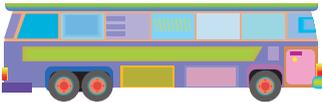




## LET'S COMMUNICATE

The Browns (parents and 2 children) want to spend their Easter holidays in Edinburgh, the capital of Scotland. They want to spend no more than £200 on transportation.

Look at the table below and decide which means of transport they should use. Justify your choice.

Means of transport		Fares / prices
	plane	£100 per person return ticket.
	coach	£45 per person return
	train	£50 per person return.
	car	£70 price of the fuel

Write the answers in your Activity Book.



## Accommodation

## LET'S GET READY

## Step1

Answer the following questions :

- a- Where do people stay when they travel ?  
b- Where did Imene Stay when she went to London ?



## Step2

These are some of the places where people can stay when they travel to the United Kingdom. Read the descriptions and do the activities in your Activity Book.

## Accommodation in the U.K.



3- star hotels are popular hotels with moderate prices.



Inns are small hotels, especially in the countryside built in an old-fashioned style.  
The prices there are usually moderate.



Hostels are places where people can stay and eat fairly cheaply.

**Bed and Breakfast (B&B)** are private houses or small hotels where people can sleep and have breakfast at a low price.



**Activity 1**

## LET'S DISCOVER

### Step1

## LISTENING

Where do you think the Browns will stay when they go to Edinburgh ?  
Listen to the conversation and find out.



Listen to identify the type of accommodation the Browns will use in Edinburgh. Look for prices, names of places...

### Step2

## Relative pronouns and adverbs

### REMEMBER

Who ==> people  
Which ==> things  
Where ==> places  
When ==> time

### Examples :

- The receptionist is a person **who** works at the reception desk of the hotel.
- A hotel is a place **where** people can sleep and eat.
- A holiday is the time **when** people do not study or work.
- The hotel **which** is near the beach is called the Beach Hotel.



Activity 2

Activity 3 a+b

### Step3

## Compound Adjectives Numerical + hyphen + singular noun

Numerical

hyphen

Singular noun

**5– Star hotel**



- This is a 100-millime coin.
- This is a 2-pence stamp.
- This is a 20-dinar note.



### LET'S COMMUNICATE

#### a- Role play :

Student A : You are the receptionist of a 3-star hotel.  
Answer the phone.

Student B : You want to book a single room for one night.  
Call the Beach Hotel.

### PROJECT WORK

#### b- Collect pictures of hotels and accommodation services in your region

- Give a short description of each hotel.
- Talk about the prices.

GO TO  
Activity  
Book

Activity 3c

Activity 4

Did you write your diary notes?

## Getting ready for the trip

LET'S GET READY

Step 1

The English currency :



PAIR WORK

Ask your partner questions using the different coins and notes below. Your partner will answer your questions.

Follow the example :

**Example :**

Student A : 'Have you got a ten-pence coin ?'

Student B : 'Yes, I have.'



- A twenty-pence coin.
- A ten-pound note.
- A fifty-pound note.
- A one-pound note

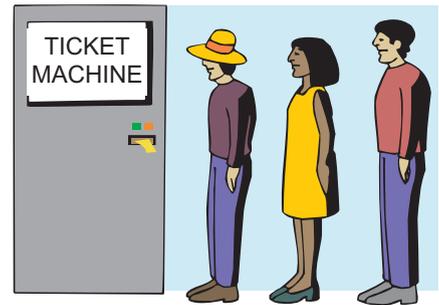


Activity 1

## Step2

Look at the picture and read the caption.

These people are queuing up in front of a ticket machine. They are waiting to be served. You should not jump the queue.



### LET'S DISCOVER

### Reading / listening

## Step1

Mr Brown needed money for the trip. So, he went to the bank. Read the conversation he had with the bank employee and try to complete it with the right words. Write the answers in your Activity Book.

Read the conversation and guess what is missing. Listen and check your guesses.



**Employee** : Hello Mr Brown. What can I do for you ?

**Mr Brown** : ... (1).....to cash a cheque, please.

**Employee** : ...(2)... Let me see. One thousand pounds. Small or (3) ...notes ?

**Mr Brown** : Ten-pound notes will ...(4)...

**Employee** : OK. Just one minute. Here ...(5)..., Mr Brown.

**Mr Brown** : ...(6)..., Sir. Good bye.

**Employee** : Good bye Mr Brown. ...(7)...



## Activity $2(a+b+c+d)$

### Step2

Where did Mr Brown go after cashing his cheque ? Listen and find out. Write your answer on your Activity Book.



## Activity $3(a+b)$

When listening to a conversation, it is important to identify the setting (time & place). Knowing the **setting** of the conversation helps understand it better.



### REMEMBER

### Prepositions of place in / at / on

**in**

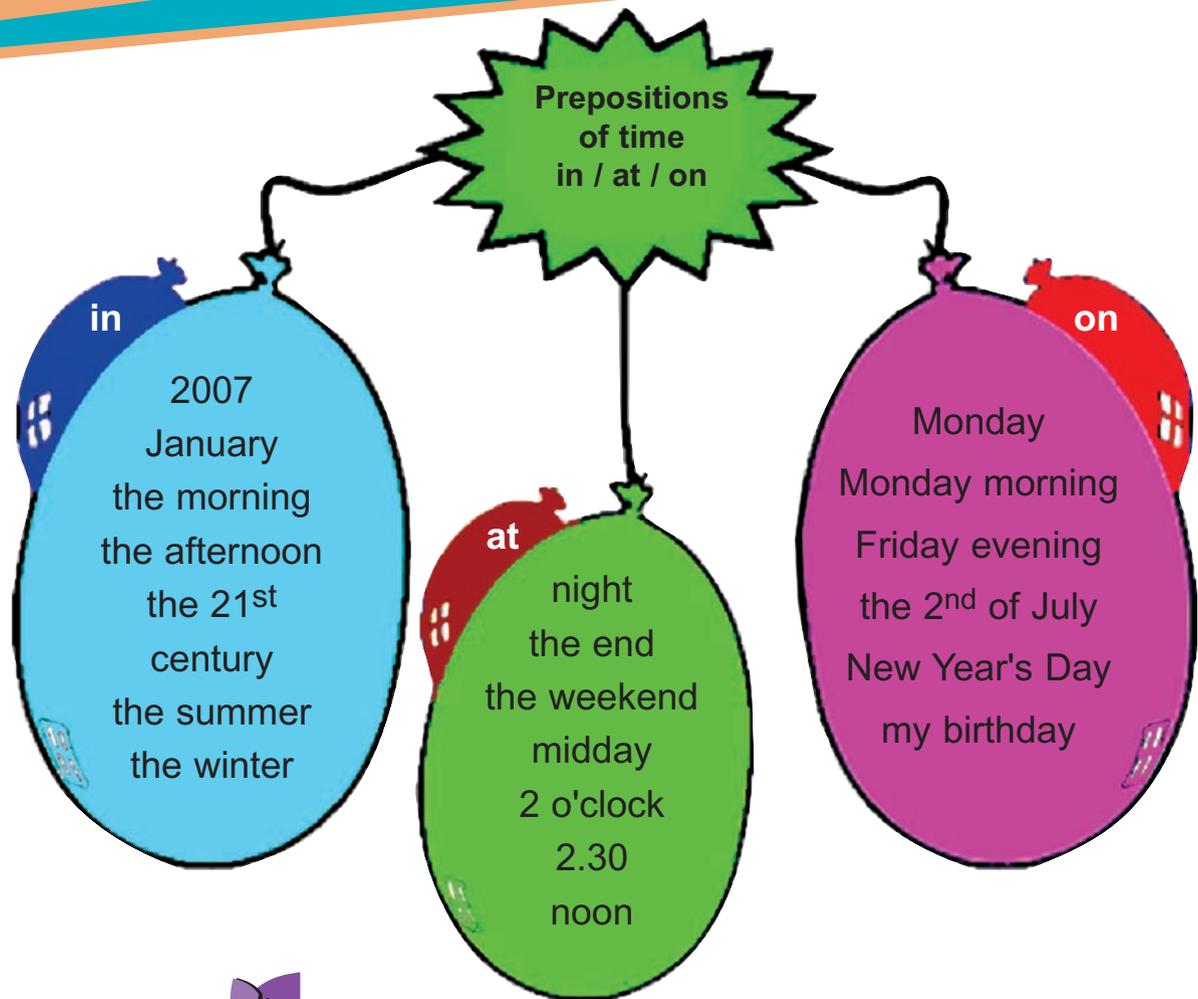
- the room
- the park
- the garden
- bed
- London
- Africa
- Tunisia

**at**

- the park
- the bus stop
- home
- school
- the hospital
- the beach
- work

**on**

- a bus
- a plane
- a ship
- a bike
- the roof
- the floor
- the table
- the wall



**LET'S COMMUNICATE**

a- Report what Mr Brown did today.

**PROJECT WORK**

b- Write a few lines about the banking facilities available in your region. Use pictures to illustrate the facilities you mention.

### Shopping in Edinburgh

#### LET'S GET READY

#### Step 1

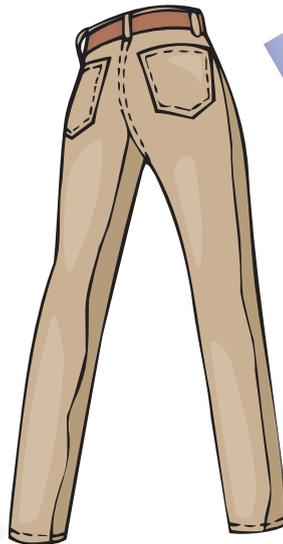
Look at the different garments, ask questions. Your partner will answer them.

#### PAIR WORK

#### Example :

Student A : 'How much is this dress ?'

Student B : 'It's £130.'



**Step2**

Look at this skirt and rehearse the mini-dialogues.

**a**

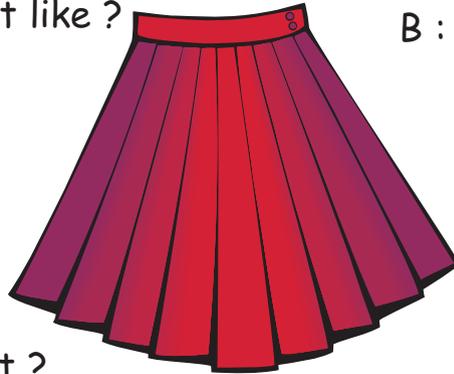
A : What's the skirt like ?  
B : It's pleated.

**c**

A : What size is it?  
B : It's size 34.

**b**

A : What colour is it ?  
B : It's red.



**d**

A : How much is it ?  
B : It's £ 40.

GO TO  
Activity  
Book

Activity 1

LET'S DISCOVER

**Step1**

Mrs Brown went shopping in Edinburgh. Listen to the first part of the conversation and find out what she bought. Write your answers in your Activity Book.

GO TO  
Activity  
Book

Activity 2

## Step2

### REMEMBER

Question	Function
What is it like ?	Asking for description
How much is it ?	Asking for the price
What size is it ?	Asking for the size
What is it made of ?	Asking for the material
What colour is it ?	Asking for the colour

## Step3

### Compound nouns

#### Verb + ing + noun

**Examples :** A fitting room  
A dining room  
A shopping list



GO TO  
Activity  
Book

## Activity 3

### LET'S COMMUNICATE

Role play : Carry out the following transaction.

**Student A :** You are a shop assistant in a shoe shop.

A customer walks into your shop. Greet him/ her and offer to serve him/ her.

**Student B :** You want to buy a pair of sneakers.

### PROJECT WORK

Make a description of the shopping center in your area.

Use visuals and write captions under them.

# The lighter side

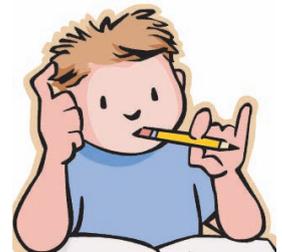
## Idiomatic Antonyms

Add the right words to complete the pairs. The first letters make the word 'ANTONYMS'

1. - - - or none
2. - - or yes
3. - - - - or false
4. - - and off
5. - - - or old
6. - - - - - or old
7. - - - - or less
8. - - - - - or large



## Riddles



1. What is it that you can't see but it's always before you ?
2. Something that belongs to you but it is used by other people.
3. What part of London is in France ?
4. What is it that has a face, but no head ; hands, but no feet ; yet travels everywhere and is usually running. ?

# Jokes

A man receives a phone call from his doctor.

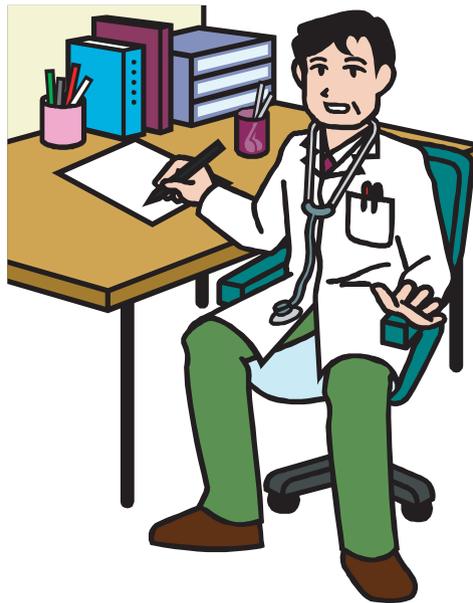
The doctor says, "I have some good news and some bad news."

The man says, "OK, give me the good news first."

The doctor says, "The good news is, you have 24 hours to live."

The man replies, "Oh no! If that's the good news, then what's the bad news?"

The doctor says, "The bad news is, I forgot to call you yesterday."



**Little Johnny** : Teacher, can I go to the bathroom ?

**Teacher** : Little Johnny, MAY I go to the bathroom ?

**Little Johnny** : But I asked first !



Check your learning.  
A checklist of the abilities developed in  
Module 4



Tick the proper statement.

I can...

- Listen and identify places on a map.
- Listen and take notes to complete a form.
- Listen and identify where the conversation is taking place.
- Listen and complete a gapped text.
- Read information in a table and select data to solve a problem.
- Talk on the phone to book accommodation.
- Carry out a transaction in a shoe shop.
- Report what someone did.
- Produce a brochure about a Tunisian holiday resort.

# MODULES

# Module Map

Module 5				
Lessons	Skills and strategies	Grammar & functions	Vocabulary	Project
<b>Lesson 1</b> <b>Pages 117-119</b>  <b>Review and introductory lesson</b> <b>Relationships</b>	-Read for gist -Read and complete a questionnaire -Give a 3-minute talk about the importance of having good relationships with people		Get on well, fight, keep someone company, lonely, turn to, to comfort, guilty, cruel, share, strike up new relationships, nasty, relaxed, last, rely on	
<b>Lesson 2</b> <b>Pages 120-124</b>  <b>Friends</b>	<b>Listening:</b> Listen for details <b>Writing:</b> Write a description of oneself. Write a description of one's friend. <b>Speaking:</b> Work in groups and identify the best quality a friend should have	Expressing addition and opposition	Handsome, pretty, good-looking, curly hair, round face, naughty, lazy, jealous, selfish, understanding, confident, moody, easy-going	
<b>Lesson 3</b> <b>Pages 125-128</b>  <b>Family relationships</b>	-Reading for details <b>Strategy:</b> Identify words expressing feelings <b>Writing:</b> Write an informal letter	Reflexive pronouns  Giving advice.	Punish, lonely, proud, scared, happy, besides, upset, fault	
<b>Lesson 4</b> <b>Pages 129-133</b>  <b>Save our planet</b>	<b>Reading:</b> -Read and transfer information from different sources into a table. <b>Speaking:</b> Work in groups to choose one action to protect the environment. <b>Writing:</b> Write a poster.	Possessive pronouns Questions with 'whose'.	Save, planet, protect, plant, to make an effort, to leave the lights on, to leave the water running, cut down, litter, pollute, destroy	Compile pictures of pollution and write captions
<b>Lesson 5</b> <b>Pages 134-138</b>  <b>Pets</b>	<b>Reading:</b> -Read and guess topic of the story using title and visuals.. -Read and identify characters and their relationships. -Read and represent the plot in a diagram. Read and identify the climax. Read and identify denouement. Read and react to information <b>Writing:</b> Write about pets.	Could: to mean - ability in the past - polite request - suggestion	Go for a walk, take a walk, pet, afraid, die be in trouble, the woods, carry, hurry, smart	
<b>-Mock Test- Checklist</b> <b>Page 141</b>	-Check abilities developed in the module (end of module 5, Student's Book).	Test (end of module 5, Activity Book.)		

## Review and introductory lesson Relationships

### LET'S GET READY

Look at the pictures and read the captions.  
Do activity 1 in your Activity Book **simultaneously**.



John and Mary **get on well** with each other. They never **fight**.



No one is here to **keep me company**. I feel **lonely**.



Linda and her sister Leslie still **share** the same bedroom.



I always **turn** to my mother when I'm sad. She **comforts** me and makes me feel good.



Dad spanked our dog because he **peed** in the kitchen.



Now Dad regrets what he did. He feels **guilty** because he knows that he should not be **cruel** to animals



LET'S DISCOVER

Read the six texts and find out the common theme.



Mark

**Text1**

I like people. This is why I find it easy to **strike up new friendships**. Some relationships last for a long time. Others do not last long. Particularly with **nasty** people.

**Text2**

I love to **have company**. I don't like to be alone at home. I enjoy having friends and relatives around. We do and **share** many things. We play and work together.



Sarah



Linda

**Text3**

A friend is a very important person in your life. It's someone you can **rely on** when you need help. It's also someone you can **turn to for comfort** when you're unhappy.

**Text4**

I **get on well** with my parents because they're very understanding. When I'm in **trouble**, they always help me. They don't make me feel **guilty** all the time.



Julie



Ralph

**Text5**

My dog is my best friend. He **keeps me company** when I'm alone. He's always ready to play with me. People aren't always there when you need them.

**Text6**

I love plants and trees. I'm lucky to live in a house with a big garden. I spend most of my leisure time in the garden. It makes me feel **relaxed**.



Steve

GO TO  
Activity  
Book

Activity 2



**LET'S COMMUNICATE**

Use the information in the texts and the language you have learned to give a 3-minute talk about the importance of having good relationships with people.

Follow this strategy :

Start like this

- a- I believe that it's important to get on well with the people we live with
- b- First,.....(1st argument)
- c- Second,.....( 2nd argument)
- d- Third,.....(3rd argument)
- e- Finally,.....(conclusion)

## Friends

## LET'S GET READY

## Step 1

a/ Describing the physical appearance of people.

## PAIR WORK

Student A : -Use the words / expressions in the box to describe one of the people in the pictures below.

Student B : -Identify the person.

**Group1** : slim , fat , strong , weak , tall , short , handsome , pretty , beautiful , young , old , good-looking ...

**Group2** : long hair , curly hair , blond hair , black eyes , blue eyes , round face, long face, big nose...

**Group3** : Red dress , red skirt , green trousers , white T-shirt, black jacket , yellow shirt , red shoes , white trainers , black shorts, a tie, grey pullover ...

**Example** : Student B : - « What's the person like ? »

Student A : - «It's a fat man with a round face and wearing a grey pullover.»

Student B : - « It's the man in picture ' ..... '



When you describe a person :

- start your sentences with « **It's...** » and choose one word / expression from **group1**
- use « **with ...** » and an expression from **group2**
- add « **wearing...** » and an expression from **group3**.



1



2



3



4



5



6



7



8



9



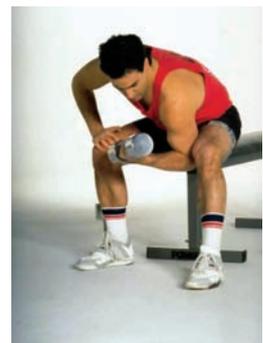
10



11



12



13

b/ Describing the personality of people.

Do the activities in your Activity Book.

LET'S DISCOVER

GO TO  
Activity  
Book

Activity

1 + 2

Step1

Reading / Listening Comprehension.

LISTENING

Listen to these four teenagers talking about their best friends while reading the tapescripts and fill in the table in your Activity Book.

Tapescript



Jessica

« My best friend's Louise. She's a very kind person, full of energy. She's very active and never a bore. In addition, Louise's very helpful. However, she can sometimes be jealous of others when they get better marks.»



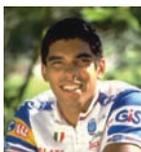
Fred

« I have many friends and they're all dear to me. But Nat's the best. He's always polite and cheerful. He always greets people with a lovely smile. Besides, he's very helpful and always ready to lend a hand. Yet, the thing I like most in Nat is his generosity. He's always happy to give others whatever they need. But he can become very moody on some rare occasions. »



Theresa

« My best friend's my mum. She's always there when I need her. She's kind and understanding, too. However, she can be very angry when she's tired. »



Bob

« My best friend's Jean. She's very confident and easy-going. Nothing seems to worry her. However, she can be lazy at times »

## Step2

### REMEMBER

Addition

.....too  
In addition...  
Besides,...

Opposition

But...  
Yet...  
However,...

### LISTENING

Listen to the descriptions again and find statements where expressions of addition and opposition are used.

## Step3

In groups of 4, try to answer the following question:  
'What is the most important quality a good friend should have ?'  
Then share your ideas with the rest of the class.

## GROUP WORK

Look at the model.

I think that a good friend should be helpful. A friend in need is a friend indeed.

In my opinion, a good friend should be cheerful. He/she should be good fun. Otherwise, they become boring.



I agree with you. A good friend should be cheerful. What are friends for if they don't cheer you up?

I'm not quite sure... I think a good friend should be understanding. He or she should be ready to accept you the way you are.

## LET'S COMMUNICATE

Write a short description of your best friend :

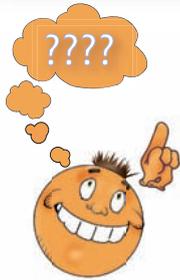
- Describe his/ her physical appearance.
- Describe his / her personality.
- Explain why you like him/ her.
- Share what you write with a partner.

## Family relationships

## LET'S GET READY

## Step1

Answer the following questions



- a- How many brothers and sisters have you got ?
- b- How old are they ?
- c- Do you like them ?
- d- Do you get on well with them ?
- e- Do you sometimes fight with them ?
- f- Do you sometimes do things together ?

## Step2

Feelings

Look at the pictures and read the captions



She's angry.



He feels lonely.



He's scared.



She's proud.



He's happy

The man at the back  
is jealous.



LET'S DISCOVER

GO TO  
Activity  
Book

Activity 1

Step1

Read Catherine's letter and find out how she feels now. Write your answers in your Activity Book.



Strategy

**Reading for details (or scanning a text):**

Read very quickly and identify the detail you are looking for.

In this case, look for **words** that express feelings.

Dear Amanda,

Hi ! How are you ? I hope you're fine. I'm writing this letter because I've got a problem and I need someone to talk to.

My parents seem to like my little brother, Sam, more than me. They always buy him anything he wants, but when I ask for some extra money to buy chocolate or ice-cream, they refuse to give it to me. They tell me I'm a big girl and I don't need those things.

Besides, when my brother gets on my nerves and we fight over TV or something, he's never punished. I always get punished. One day, while he was playing in the garden, he fell down and injured himself. Mum was very upset and didn't give me pocket money for a week! She said it was my fault because I didn't take good care of him. Why can't he take care of himself ? This is unfair! I'm very unhappy right now. What must I do ?

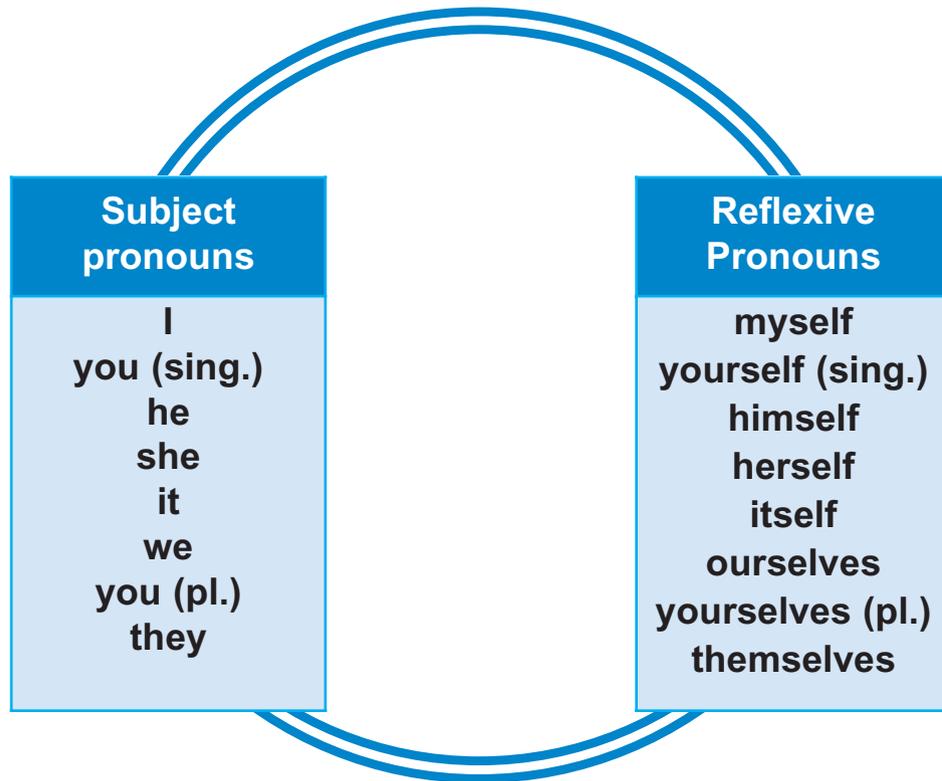
Please write back and tell me.

Love,  
Catherine.

## Step2

## Language study

### Reflexive pronouns



### Examples :

- The little boy hurt himself.
- Don't play with the knife. You'll cut yourself.
- 'I'm cold', he said to himself.
- 'Do this homework by yourself', said the teacher.



## Activity 2

## Step3

What did Catherine ask Amanda to do ?



**LET'S COMMUNICATE**

Catherine asked Amanda to write back.

1. Do the activities in your Activity Book.
2. Write Amanda's letter.



## Save our planet

## LET'S GET READY

## Step 1

a- What do the underlined words in the conversation below refer to? Write your answers in your Activity Book.

**Jean** : Laura, where's your school bag?

**Laura** : Mine is right here.

**Jean** : Whose is this, then?

**Laura** : It's John's

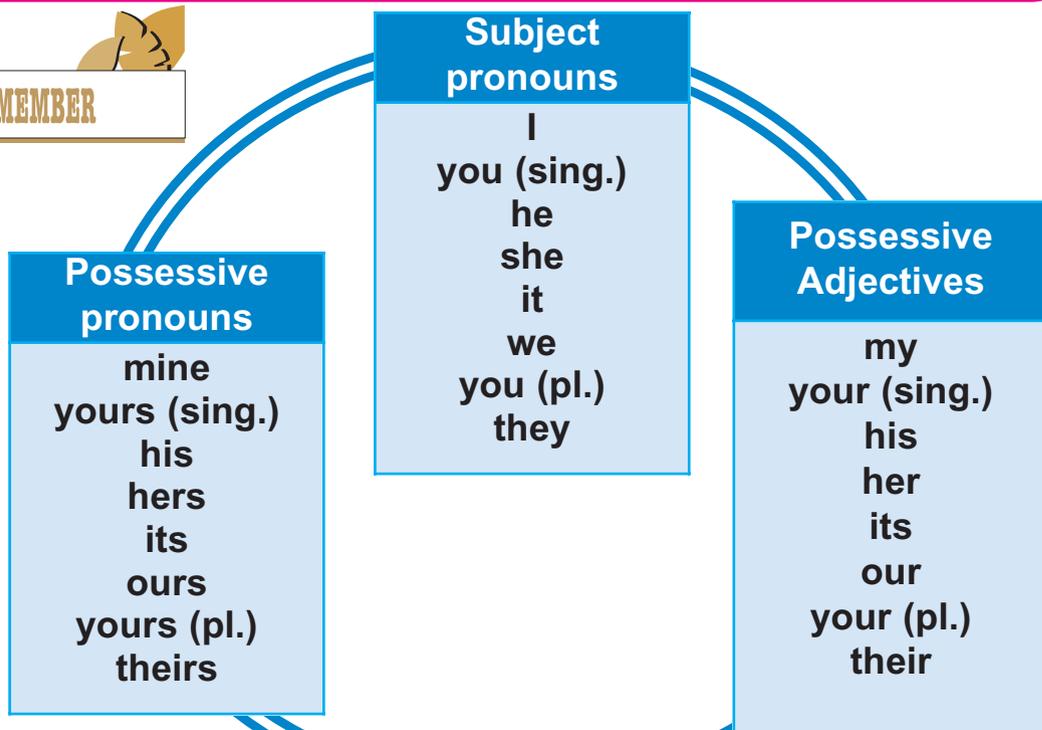
**Jean** : But his is yellow.

**Laura** : You're right. It must be Rita's. I'm sure it's hers.

**Jean** : Look! Our bus is here. Let's go.

**Laura** : No, that isn't ours. That one goes to Richmond school not to ours.

## REMEMBER



## Step2

Let's talk about our planet.

Greg, a 13-year-old Australian, posted the following letter on the Internet.

a- Read it and find out what Greg is asking you to do.

### Save our planet !

In April, it's Earth's day! It's a special day when people can do things to protect our planet...For example, my Geography teacher wants my class to plant trees on Earth Day... Will you do something special for Earth Day ? Or do you make a special effort to help our planet every day ? What do you do ?

Greg, age 13, Australia.



b- What will you do ?

LET'S DISCOVER

## Step1

Here are some of the e-mails Greg received. Read them and do the activities.

### **I want to do something**

Hi, Greg! For Earth Day, I don't usually do anything because I didn't know when it was! But, this year I want to do something with my friends, because I know that ecological problems are important and it's an occasion to protect our planet! I think that we'll try to save energy and water. Maybe, we must also recycle paper and bottles! Now, I'll try to do that everyday ! Thanks !

Andreas, 14, Greece.

### **Think of the future generations**

Hi, Greg! This year, I will try to do a lot of things like going to school on my bicycle or not switching the lights on for a long time. I think it's very important to be careful about pollution. And I think everyone can do something- small things like not leaving the lights on if you aren't in a room, not leaving the water running when you brush your teeth or not always taking the car when you want to go somewhere. It's important to think of the future generations. But you shouldn't just do something on Earth Day, you should be careful every day of your life!

Roberto, 13, Italy.

### **A better world !**

Hi everybody ! I think we should all make an effort every day ! We must not just make an effort one day of the year! I try to throw away my rubbish in a dustbin and I walk short distances. I think it's by the little things like that that we make a better world.

Rita, 13, England.

## Clean the city

Hi everyone! For Earth Day, I asked my school to pick up rubbish in the playground and they agreed! We'll also do advertising to help people clean their city ! I hope it will change a little bit.

Pauline, 13, France.

### Step2

- Look at the list of actions the teenagers decided to take and choose one of them.
- Write a **poster** to remind people of what they **should do**.

### GROUP WORK

Follow these steps :

- Re-read the information in your Activity Book.
- Select one of the actions.
- Think of the text of the poster.
- Draw the picture that goes with the text of the poster.
- Design your poster and stick it in your Activity Book.

### REMEMBER

The text of a poster is just **one sentence**.  
It is in the **imperative**.

- Eg : - 'Protect trees.'  
- 'Don't cut trees.'





**LET'S COMMUNICATE**



**PROJECT WORK**

- In groups of 4, compile pictures of pollution.
- Write one or two sentences under each picture.
- Keep all the pictures in one file.

# Pets

### LET'S GET READY

#### Step1

Student A : Look at the pictures and ask questions.  
Student B : Answer your partner's questions.

### PAIR WORK

**Example** : Picture 1

Student A : 'Have you got a dog ?'

Student B : 'Yes, I have.'

'No, I haven't.'



Dog



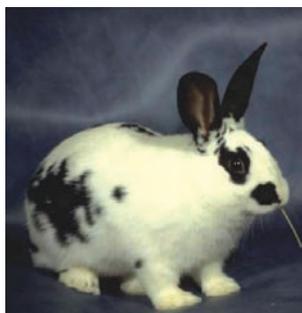
Cat



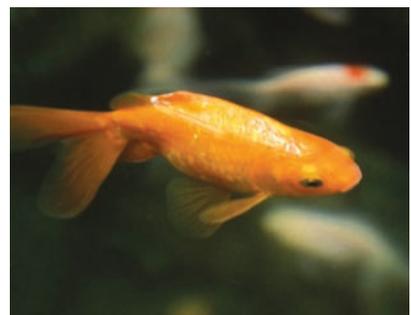
Tortoise



Pigeon



Rabbit



Goldfish

#### Step2

Answer the following questions

1. Do you like pets ?
2. Do you have one? If yes, What is it ?
3. Why do you like your pet ?



## LET'S DISCOVER

### Step1

You are going to read a short story about a pet. What strategy must we use to understand the story well ?

Follow these steps :

1. Read the title, and look at the visuals and try to guess the story.
2. Read the first paragraph and find out **where** the story takes place.
3. Read very quickly the whole story and identify the characters. (people, animals...involved in the story)
4. Focus on the characters and their relationships.
5. What happened ? Focus on the events.
6. Identify the most important event : The climax.
7. Focus on how the story ends.
8. What do you learn from the story ?

### Step2

Apply this strategy to the reading passage below. Write your answers in your Activity Book.

## EPISODE 1

### My dog was almost too smart !

I am Frank Jones and I am 76 years old. I live in a small village in the mountains of Scotland, or the Highlands as the Scots love to call them. I love pets, particularly dogs. Now, I have Goldie. She is a very smart dog. But, on one occasion, she was almost too smart.



## EPISODE 2

I like going out for a walk in the nearby woods. One day, as I was walking I felt sick and could not walk anymore. I stopped and sat under a tree. Several hours passed before my neighbour, Sam, came and saved me. Then my wife, Florence, did not want me to take walks in the woods. She was afraid I might die.

## EPISODE 3

So I decided to teach Goldie a trick- to run home if I gave her my hat and said 'Go home'. Then, my wife would understand that I was in trouble. Within a week, Goldie learned the procedure.

## EPISODE 4

A few months later, I went for a walk in the woods with Goldie. We walked for thirty minutes. Goldie was carrying my hat as usual. She loved to do it. Then, without thinking, I said aloud 'I'm getting cold. I must go home.' Goldie heard 'Go home' and ran very quickly to the house. I could not stop her.

## EPISODE 5

I hurried back because I knew that Florence would be worried. I could not run very quickly and had a hard time getting to the house. I arrived as Florence appeared at the front door on her way to look for me.

### Step3

### Language study

## Could

It is used :

**1. To make suggestions :**

E.g.. ' You could go for a walk.'

**2. To make polite requests :**

E.g. 'Could you tell me where the bank is ?

**3. To express ability in the past**

E.g.. John was a smart child. He could read at the age of three.



**LET'S COMMUNICATE**

Do one of the following activities :

1. Did your pet do anything smart ?  
Tell us about it.
2. If you do not have a pet, write a few lines and explain why you want to have one / or why you do not want to have one.

# The lighter side

## Jokes

Two boys were arguing when the teacher entered the room.

The teacher says, "Why are you arguing?"

One boy answers, "We found a ten dollar bill and decided to give it to whoever tells the biggest lie."

"You should be ashamed of yourselves," said the teacher, "When I was your age I didn't even know what a lie was."

The boys gave the ten dollars to the teacher.



Which is which ?

A : Just look at that young person with the short hair and blue jeans.

Is it a boy or a girl ?

B : It's a girl. She's my daughter.

A : Oh, I'm sorry, sir. I didn't know that you were her father.

B : I'm not. I'm her mother.



-Find the jobs ending with '-er / -or' .

-Match the jobs with the pictures.

d	n	o	w	d	o	c	t	o	r	k	e	r
f	b	u	i	l	d	e	r	s	w	e	t	n
b	a	k	e	r	n	x	r	o	o	f	e	r
d	w	o	s	r	a	r	d	r	i	v	e	r
m	i	h	a	i	r	d	r	e	s	s	e	r
r	e	p	o	r	t	e	r	t	e	b	e	n
m	n	r	e	p	l	u	m	b	e	r	n	i
t	a	i	l	o	r	c	a	s	h	i	e	r



.....



.....



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.....



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.....



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.....



.....



**Check your learning.  
A checklist of the abilities developed  
in Module 5**



**Tick the proper statement.**

**I can...**

- Read a story and focus on the main features of a narrative
- Read and transfer information from different sources onto a table.
- Read and complete a questionnaire.
- Work in a group to reach a compromise.
- Give a 3-minute talk about the importance of having good relationships with people.
- Work in a group and decide about an action to protect the environment.
- Work in a group and reach a consensus on the best quality of a friend.
- Write a poster.
- Write about pets.
- Write an informal letter and give someone advice.
- Write a description of myself and of friends.

# Grammar Focus

## Yes/ No Questions

1. Is he at home now ?
2. Does she have a car ?
3. Would you like to come ?
4. Can they use your computer ?
5. Are they travelling by bus ?
6. Did he answer the question ?

## WH- Questions

1. What is he writing ?
2. Where does he live ?
3. When is he leaving ?
4. Why is he leaving quickly ?
5. How does he feel ?
6. Who answered the question first ?

## Questions with « How ».

### *How far... ? (to ask about distance)*

- a/ Question : « **How far** is Nabel from Tunis ? »  
Answer : « It's about 60 kilometers. »

### *How long... ? (to ask about the time something takes)*

- b/ Question : « **How long** is it by train ? »  
Answer : « One hour maximum. »

### *How often... ? (to ask about the frequency of an action)*

- c/ Question : « **How often** do you play sports at school ? »  
Answer : « Three times a week. »

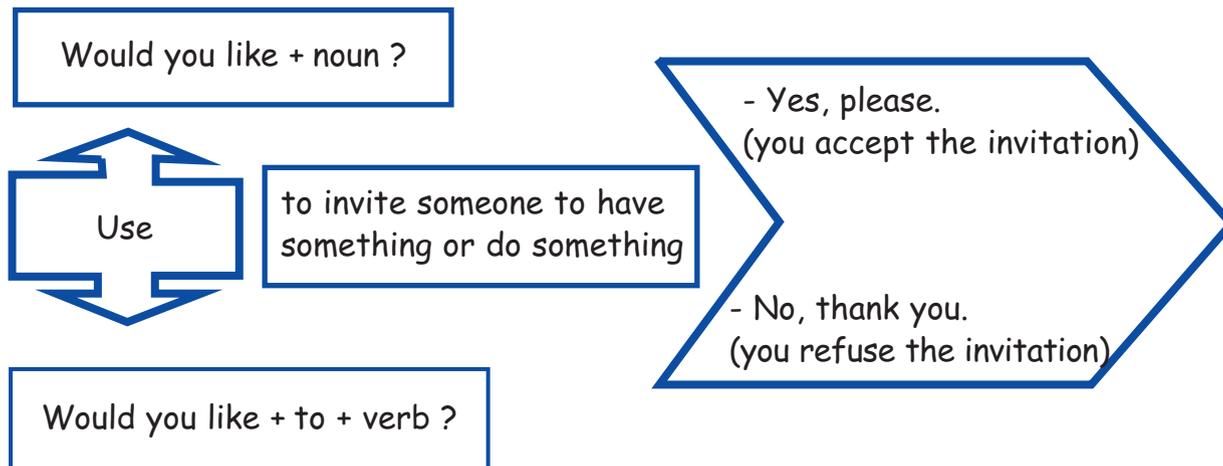
### *How much... ? (to ask about the price or quantity)*

- d/ Question : « **How much** is your mobile ? » (price)  
Answer : « £100. »

- e/ Question : « **How much** milk would you like ? »  
Answer : « Just one glass. » (quantity)

### *How many... ? (to ask about the number)*

- f/ Question : « **How many** pupils are there in your class ? »  
Answer : « Twenty eight. »



1. - Would you like a drink ?  
- No, thank you.
2. - Would you like to have lunch now ?  
- Yes, please. I feel hungry.

Question & function	Example
What is it like ? (Asking for description)	- What is the dress like ? - It's flowered.
How much is it ? (Asking for the price)	- How much are those shoes ? - £90.
What size is it ? (Asking for the size)	- What size is that skirt ? - 32.
What is it made of ? (Asking for the material)	- What is the pullover made of ? - Wool.
What colour is it ? (Asking for the colour)	- What colour is your father's car ? - It's blue.

## Could

*It is used :*

1. To make suggestions :

- 'It's too difficult for me'
- ' You could ask for help.'

2. To make polite requests :

- 'Could you help me fix this?'

3. To express ability in the past

- He could solve maths problems at the age of 3.

## The simple future tense

We use the simple future tense to talk about future events  
Will ('ll) + verb (without to)

**Affirmative form :** Subject + will ('ll) +verb (without to)

1. I will call you when I arrive.
2. We will organise a party at the end of the year.

**Negative form :** Subject + will not (won't) + verb (without to)

1. I will not (won't) spend all the money.
2. She will not sell her car.

**Interrogative form :** Will + subject + verb (without to) ?

1. Will you come to the party ?
2. Will they accept the invitation ?

**With Wh- words :** Wh / word + will + subject + verb (without to) ?

1. What will the teacher say when she sees your dirty copybook ?
2. Where will you spend your holidays ?

The past progressive tense = A past action in progress.

**Affirmative Form** : Subject+ was / were +v +ing

- **When I arrived the children were playing videogames.**

**Negative Form**: Subject+ was not (wasn't)/were not (weren't)+v+ing

-**The pupils were not doing the same exercise.**

**Interrogative Form** : Was / were + subject + v +ing ?

- **What was the policeman doing in your friend's house ?**

**Be going to**

Be (in the simple present tense) + going to + verb = intention to do something.

1. I'm going to paint the house blue.
2. I'm going to give a party for all my classmates next weekend.

**Ability in the future**

To express ability in the future, we use :

**Will be able to + verb**

1. This child will ('ll) be able to walk next year.
2. The school boy will not (won't) be able to copy all these pages.
3. You will be able to drive your father's car when you are 18.

To express surprise, we use :

Adjectives like 'Great! / Wonderful!'

Eg : - I prepared the tent for the picnic Mike.  
- Great !

How + adjective : How exciting ! / How nice! / How sad !

Eg : - Do you know about Bob ? He had an accident.  
- How sad !

What a surprise !

Eg :- The school is organising a free excursion for us.  
- What a surprise !

Should

Should + Verb ( without to)

**Moral obligation** (what you are expected to do / what is good for you.)

Affirmative form : Should +Verb ( without to)

**You should respect old people.**

Negative form : Should not (shouldn't) +verb (without to)

**You should not litter.**

Interrogative form : Should + subject / pronoun + verb (without to) ?

**What should you do when you come late to the classroom ?**

Asking for someone's opinion.  
Expressing one's opinion.

- Do you think she will come by train ?
- I think so. She hates driving at night.

Inviting someone to have / do something  
Accepting / refusing the invitation

- Inviting : Would you like to go with us to the park ?  
Accepting : I'd be happy to. I feel bored.
- Inviting : Would you like to go to the cinema tonight ?  
Refusing : Sorry, I can't. I have a homework to finish.

Describing People using 'look' and 'seem'.

He/She/ The person looks / seems + adj

My father looks younger when he shaves.  
He seemed sad when I saw him yesterday.

V+ing = Subject or object

- **Playing** video games is always fun for me.
- **Winning** the cup is our main goal.

## Giving instructions

- Verb (without to) = things to do.
  1. 'Play as a group and you will win the match', said the coach.
- Do not (don't) + Verb (without to) = things not to do.
  1. Don't play with dangerous substances.

## Uncertainty with : Maybe / Perhaps

- Mary is not here today. What's the matter with her ?
- Perhaps /maybe she's sick. She had a temperature yesterday.

**Spend + time phrase + with + noun**  
**Spend + time phrase + v + ing**

She spends her winter holidays skiing.  
They spent their honeymoon with their friends in Spain.

Comparative + and + comparative = gradual change

a/ Short adjectives/ adverbs

- The boy is becoming **taller** and **taller**.
- The **weaher** is **hotter** and hotter.
- He is running **faster** and **faster**.

b/ Long adjectives

- The film becmes **more** and **more interesting**.
- The lessons are **less** and **less difficult**.

Sequential adverbs : First, second, third, fourth, finally...

Prepositions of time and place : in, on, at

**Place**

1. In the street
2. On the table
3. At school

**Time**

1. In January
2. On Monday
3. At 6 o' clock

## Compound Adjectives : Numeral + hyphen + singular noun

1. A 50-millime coin.
2. A 2-hour test.
3. A one-page text.

## Compound nouns

### Noun + noun

1. train station
2. bus stop
3. pocket money

### Verb + ing + noun

1. A dining room
2. A driving licence
3. A sewing machine

## Relative pronouns and adverbs

### Who ==> people

-The man who greeted us is my neighbour.

### Which ==> things

-The cake which is covered with chocolate is delicious.

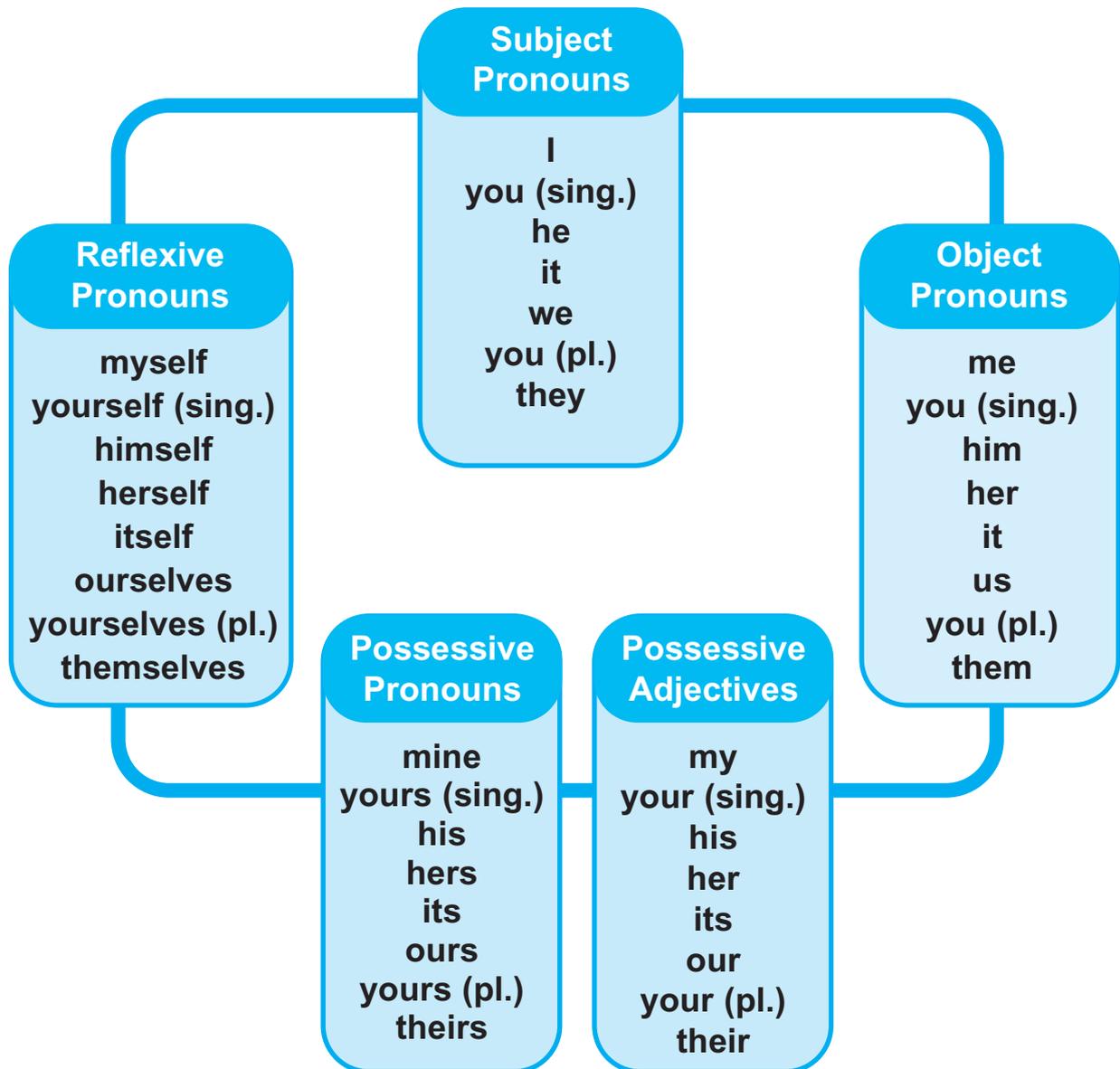
### Where ==> places

- China is the country where more than a billion inhabitants live.

### When ==> time

- 15th of September is the day when pupils go back to school.

Subject pronouns /object pronouns /reflexive pronouns  
Possessive adjectives / possessive pronouns



### Examples

1. I will talk to him myself.
2. He borrowed my book yesterday and returned it to me today.
3. - Is that your pen Jack ?  
- No sir, it's not mine. It's Mike's.

# List of words

**A**

A bit /ə bɪt/  
 Against (the wall) /ə'genst/  
 Agree (with someone) /ə'gri:/  
 All day long /ɔ:l deɪ lɔŋ/  
 All kinds of /ɔ:l kaɪnɪz ɒf/  
 Alright /ɔ:l'raɪt/  
 Annoy /ə'nɔɪ/  
 Assembly hall /ə'sembli hɔ:l/  
 Attend /ə'tend/

**B**

Bake /beɪk/  
 Baker /beɪkə/  
 Ballet /'bæleɪ/  
 Bank employee /bæŋk ɪm'plɔɪ-i:/  
 Bask /bɑ:sk/  
 Be over /bi əʊvə/  
 Bear (animal) /beə(r)/  
 Become /bi'kʌm/  
 Bed and breakfast /bed-n-breɪkəst/  
 Begin /bi'gɪn/  
 Be long /bi lɔŋ/  
 Bench /bentʃ/  
 Benefits /'benəfɪt/  
 Book (a flight/ room) /bʊk/  
 Bored /bɔ:d/  
 Boring /bɔ:rɪŋ/  
 Borrow /'bɒrəʊ/  
 Both /bəʊθ/  
 Break /breɪk/  
 Breathe /bri:ð/  
 Bridge /brɪdʒ/  
 Bring /brɪŋ/  
 Build /bɪld/

**C**

Call /kɔ:l/  
 Capital /'kæpətɪl/  
 Care (about someone) /keə(r)/  
 Cash (a cheque) /kæʃ/  
 Century /'sentʃəri/  
 Chat /tʃæt/  
 Check in/out /tʃek/  
 Cheerful /'tʃɪəfəl/  
 Choice /tʃɔɪs/  
 Choose /tʃu:z/  
 Choreography /kɒrɪ'ɒgrəfi/  
 City /'sɪti/  
 Clear (the table) /kliə(r)/  
 Climb (on top of) /klaɪm/  
 Close to /kləʊs/  
 Coin /kɔɪn/  
 Column /'kɒləm/  
 Competition /kəm'pi:tɪʃən/  
 Compulsory /kəm'pʌlsəri/  
 Concentrate /'kɒnsntreɪt/  
 Cool /ku:l/  
 Country /kʌntri/  
 Cup of tea /kʌp əv ti:/  
 Currency /'kʌrənsɪ/  
 Curricular /kə'rɪkjʊlə(r)/

**D**

Dead /ded/  
 Decide /dɪ'saɪd/  
 Decision /dɪsɪʒən/  
 Diary /'daɪəri/  
 Dining (hall) /daɪnɪŋ/  
 Dip /dɪp/  
 Discuss /dɪ'skʌs/  
 Do well /du: wel/  
 Dome /dəʊm/  
 Drama /'dra:mə/  
 Dressing /'dresɪŋ/

**E**

Empty /'emptɪ/  
 Enjoyment /ɪn'dʒɔɪmənt/  
 Enough /ɪ'nʌf/  
 Evening /'iːvniŋ/  
 Event /ɪ'vent/  
 Exactly /ɪg'zæktli/  
 Expect /ɪk'spekt/  
 Extra-curricular /ekstrəkə'rɪkjʊlə(r)/

**F**

Fairly /'feəli/  
 Fall /fɔ:l/  
 Far /fɑ:(r)/  
 Fare /feə(r)/  
 Fast (food) /fɑ:st/  
 Feel /fi:l/  
 Fill /fɪl/  
 Find /faɪnd/  
 Fine /faɪn/  
 First (class) /fɜ:st/  
 Fit /fɪt/  
 Fitting (room) /'fɪtɪŋ/  
 Forget /fə'get/  
 Fork /fɔ:k/  
 Free /fri:/  
 Freedom /'fri:dəm/  
 Freezing (cold) /'fri:zɪŋ/  
 Frightened /'fraɪnd/  
 Fun /fʌn/

**G**

Genuine /'dʒenjuən/  
 Get around /getəraʊnd/  
 Get on my nerves /getɒnmaɪnzvz/  
 Give a call /gɪvəkɔ:l/  
 Give a party /gɪvəpɑ:tɪ/  
 Go away /gəʊəweɪ/

Go back /gəʊbæk/  
 Go for a walk /gəʊfəəwɔ:k/  
 Good fun /gʊdfʌn/  
 Good laugh /gʊdlɑ:f/  
 Guest /gest/

**H**

Hang around /hæŋ əraʊnd/  
 Hard /hɑ:d/  
 Have /hæv/  
 High jump /haɪ dʒʌmp/  
 Hit /hɪt/  
 Hockey /'hɒki/  
 Hope /həʊp/  
 Hostel /'hɒstl/  
 Hymn /hɪm/

**I**

Improve /ɪm'pru:v/  
 Inn /ɪn/  
 Interest /'ɪntrəst/

**J**

Jail /dʒeɪl/  
 Join /dʒɔɪn/  
 Journey /'dʒɜ:nɪ/  
 Jump the queue /dʒʌmp ðə kju:/  
 Just /dʒʌst/

**K**

Kill /kɪl/  
 Knives /naɪvz/

**L**

Lawn /lɔ:n/  
 Lay the table /leɪ ðə teɪbl/  
 Learning problem /lɜ:nɪŋ prɒbləm/  
 Leave /li:v/  
 Lend /lend/  
 Let someone know /let sʌmwʌn nəʊ/  
 Library /'laɪbrəri/  
 Lick /lɪk/  
 Loan /ləʊn/  
 Long jump /lɒŋ dʒʌmp/  
 Lots of /lɒts ɒv/  
 Loud /laʊd/  
 Luxurious /lʌg'zjʊəriəs/

**M**

Main entrance /meɪn entrəns/  
 Make the bed /meɪk ðə bed/  
 Matter /mætə(r)/  
 Means of transport /mi:nz əv trænsپɔ:t/  
 Meeting /'mi:tɪŋ/  
 Miss (v) /mɪs/  
 Mobile phone /'məʊbaɪl fəʊn/  
 Moderate price /'mɒdərət praɪs/  
 Munch food /mʌntʃ fu:d/

**N**

Napkin /'næpkɪn/  
 Nearby /nɪə'baɪ/  
 Nervous /'nɜ:vəs/  
 Net /net/  
 Note (n) /nəʊt/  
 Nursery school /'nɜ:səri sku:l/

**O**

Of course /kɔ:s/  
 Office /'ɒfɪs/  
 Optional /'ɒpʃnəl/  
 Orchestra /'ɔ:kɪstrə/  
 Organise /ɔ:gənaɪz/

**P**

Packed lunch /'pækt lʌntʃ/  
 Palace /'pælɪs/  
 Parking /'pɑ:kɪŋ/  
 Perform /pə'fɔ:m/  
 Pet /pet/  
 Plan /plæn/  
 Plate /pleɪt/  
 Pleated /pli:tɪd/  
 Plenty /plenti/  
 Pollution /pə'lu:ʃən/  
 Popular /'pɒpjʊlə(r)/  
 Post /pəʊst/  
 Post office /pəʊst ɒfəs/  
 Postman /'pəʊstmən/  
 Pound /paʊnd/  
 Practise /'præktɪs/  
 Private (school) /'praɪvɪt/  
 Promise /'prɒmɪs/  
 Push /pʊʃ/  
 Pushy /pʊʃɪ/  
 Put on a show /pʊt ɒn ə ʃəʊ/

**Q**

Queue /kju:/  
 Quiet /'kwaɪət/

**R**

Receptionist /rɪ'sepʃnɪst/  
 Refreshments /rɪ'freʃments/  
 Regret /rɪ'gret/  
 Reputation /repjʊ'teɪʃən/  
 Reset a watch /rɪ'set ə wɒtʃ/  
 Rest /rest/  
 River /'rɪvə(r)/  
 Royal /'rɔɪəl/  
 Rush hour /rʌʃ aʊə(r)/

**S**

Satisfy /'sætɪsfaɪ/  
 Scottish (tartan) /skɒtɪʃ tɑ:tən/  
 Seat /si:t/

See /si:/  
Sell /sel/  
Sense of success /sens/  
Set (the table) /set/  
Show interest (in something) /ʃəʊ ɪntrəst/  
Show sbd round a place /ʃəʊ əraʊnd/  
Shy /ʃaɪ/  
Sight /saɪt/  
Single/double room /sɪŋɡəl/ /dʌbəl ru:m/  
Single/return ticket /rɪtɜ:n tɪkɪt/  
Site /saɪt/  
Sit /sɪt/  
Size /saɪz/  
Snack /snæk/  
Sniff /snɪf/  
Sound body/mind /saʊnd bɒdɪ maɪnd/  
Special /'speʃəl/  
Spoon /spu:n/  
Staff (room) /stɑ:f/  
Stamp /stæmp/  
Start out /stɑ:t aʊt/  
State (schools) /steɪt/  
Stay /steɪ/  
Still /stɪl/  
Stretch out /stretʃ aʊt/  
Success /sək'ses/  
Surf (the net) /sɜ:f/

## T

Table cloth /teɪbl kləʊð/  
Take (ages) /teɪk/  
Take (exercise)  
Take off  
Take (pictures)  
Take (the bus)  
Take up (classes)  
Tall /tɔ:l/  
Telephone (box) /'telɪfəʊn/  
Ticket /'tɪkɪt/  
Tired /taɪəd/  
Tiring /'taɪrɪŋ/  
Totally /'təʊtəlɪ/  
Tower /taʊə(r)/  
Traffic (jam) /'træfɪk/  
Train /treɪn/  
Travel /'trævl/  
Try on /traɪ/  
Turn down (music) /tɜ:n/

## U

Underground /'ʌndəgraʊnd/  
Uniform /'ju:nɪfɔ:m/  
Upside down /ʌpsaɪd 'daʊn/

## W

Wait /weɪt/  
Whole /həʊl/  
Win /wɪn/  
Woollen /'wʊlən/  
Work /wɜ:k/  
Wrap /ræp/

# Irregular verbs

Verb	Simple Past
Be	Was - were
Become	Became
Begin	Began
Break	Broke
Bring	Brought
Build	Built
Choose	Chose
Come	Came
Do	Did
Drink	Drank
Drive	Drove
Fall	Fell
Feel	Felt
Find	Found
Forget	Forgot
Freeze	Froze
Get	Got
Give	Gave
Go	Went
Hang	Hung
Have	Had
Hit	Hit
Keep	Kept
Lay	Laid
Leave	Left
Lend	Lent
Let	Let
Make	Made
Meet	Met
Put	Put

Verb	Simple Past
Reset	Reset
Ring	Rang
See	Saw
Sell	Sold
Set	Set
Sing	sang
Sit	Sat
Speak	Spoke
Spend	Spent
Swim	Swam
Take	Took
Tell	Told
Throw	Threw
Understand	Understood
Win	Won
Write	Wrote

# PHONETIC SYMBOLS

## VOWELS

[ i: ]	please	[ ɔ: ]	of course
[ i ]	six	[ u ]	good
[ e ]	friend	[ u: ]	cartoon
[ æ ]	family	[ ʌ ]	bus
[ a: ]	father	[ ɜ: ]	first
[ ɔ ]	sorry	[ ə ]	parent

## DIPHTHONGS

[ ai ]	fine	[ au ]	house
[ ei ]	name	[ əu ]	go
[ ɔi ]	boy	[ iə ]	Here
[ εə ]	there	[ uə ]	sure

## CONSONANTS

[ g ]	got	[ ð ]	this
[ tʃ ]	teacher	[ fʊ ]	shoes
[ dʒ ]	age	[ ʒ ]	pleasure
[ ŋ ]	ring	[ j ]	yes
[ θ ]	thanks		