

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Proceed with English

9th Year Basic Education

Activity Book

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The authors.

INTRODUCTION

This book “Proceed with english” is intended for the 9th year basic education students who have completed a two-year English course at prep schools, 7th year and 8th year grades. The students’ book is made up of six modules, each containing five lessons. Each lesson comprises three main parts:

“Get ready”, “Learn more about it” and “Brush up your grammar” and / or “Your new grammar point”.

Each of these parts is illustrated with pictures we hope both students and teachers will like and make use of to interpret, describe or pave the way for class discussions, a better understanding of new vocabulary or help students when dealing with writing tasks.

As the learners work their way through the different steps that make up each part, they build up a better knowledge of the target language and culture, acquire new learning strategies and develop the kind of skills required in upper classes.

Our main concern in the accompanying activity book has been to maximise the learning process by developing a sense of awareness as to how he/she is going to be productive. Towards that end, the learners have been given the opportunity to write in three lessons per module on topics closely related to the lessons’ content. An equal opportunity has been given to the students to learn how to deal with a project, believing this would no doubt encourage collaborative work and give the language learners more chances to develop the productive skills.

Grandma’s corner stories and the lighter side with its joke of the day, riddles and proverbs are meant to make students feel free from the formal and laborious learning activities of the day. We also strongly believe this will make them love the language they are learning and ensure a far better performance in the learning process.

The authors.



FAMILY LIFE

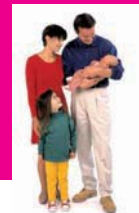


MODULE ONE

FAMILY LIFE

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
7	Lesson one : Family relationships	Reading Writing	<ul style="list-style-type: none"> -Read for the gist. -Scan a text for specific information. -Transfer information onto a table. - Produce written descriptions from prompts. - Listing and writing notes 	<ul style="list-style-type: none"> 1-Asking questions 2-Describing 1 	<ul style="list-style-type: none"> 1-Question words 2- Long / short adjectives 	<ul style="list-style-type: none"> True - Magic Supportive - severe Easy-going - Wisdom Fighting - Miserable Divorce - Orphanage To afford 	<ul style="list-style-type: none"> / ə / / a : / 	Project work Step1
11	Lesson two : Sharing family responsibilities	Listening Reading Writing	<ul style="list-style-type: none"> -Distinguishing between fact and opinion. -Drawing on background knowledge to understand text. -Listen to infer emotional state. 	<ul style="list-style-type: none"> 1- Comparing 1 2- Describing 2 	<ul style="list-style-type: none"> 1-Comparatives 2-The <i>superlative</i> 	<ul style="list-style-type: none"> To cook - To feed To rock - Role Close - To bring up Exciting - Demanding To Look after 	<ul style="list-style-type: none"> Spelling 1 short comparatives 	Writing
16	Lesson three: The Generation Gap	Reading Writing	<ul style="list-style-type: none"> -Infer relationships between interlocutors. - Predicting possible outcomes - Producing a text from various sources of information. 	<ul style="list-style-type: none"> Comparing 2 	<ul style="list-style-type: none"> Compound adjectives 	<ul style="list-style-type: none"> To agree - To argue Embarrassed To break (rules) Dog-headed To sneak (out) 	<ul style="list-style-type: none"> Mute "b" and "w" 	Project work Step2
21	Lesson four: Pocket money	Speaking Writing	<ul style="list-style-type: none"> - Write to recycle structures covered in class. - Free writing leading to fluency. 	<ul style="list-style-type: none"> Comparing 3 	<ul style="list-style-type: none"> As+Adjective+As 	<ul style="list-style-type: none"> Stationeries Savings - Extras To purchase Overspending An addiction Hard-earned 	<ul style="list-style-type: none"> Word stress 1 	Writing
25	Lesson five: Safety at home	Reading Writing	<ul style="list-style-type: none"> Information transfer Scanning for specific information. -reinvesting previously acquired language. 	<ul style="list-style-type: none"> Contrasting 	<ul style="list-style-type: none"> While Whereas 	<ul style="list-style-type: none"> To bite - Owner Chained - Isolation To occur - Hazard Infected To supervise 	<ul style="list-style-type: none"> Spelling 1 Noun plurals (Y.....> ies) 	<ul style="list-style-type: none"> Writing Project work step 3 Presentation

FAMILY RELATIONSHIPS



COMPREHENSION CHECK

Activity 1

Reread the three texts and find words / expressions meaning the same as:

a- My parents never let us down when we need help.

Peter : "....."

b- We rely on our parents

Peter : "....."

c- My parents quarreled all the time.

Linda : "....."

d- My father is a complete stranger to me.

Sally : "....."

e- My mother didn't have enough money to take care of me.

Sally : "....."

Activity 2

Tick the best alternative.

a- "**see eye to eye**" means

- 1- Look in each other's eyes
- 2- See things differently
- 3- Agree about everything

b- "**lean on them**" means:

- 1- Depend on them
- 2- Believe them
- 3- Support them

c- "**always on the move**" means:

- 1-Being very active
- 2- Changing places / homes
- 3-Staying in the same place

FAMILY RELATIONSHIPS



LANGUAGE WORK

Activity 1

a- Fill in the following table about your family.

Information/ Member	Mother	Father	Brother 1	Brother 2	Sister 1	Sister 2	YOU
Name							
Age							
Occupation							
*Marital status							
**Qualities/ shortcomings	a) b)	a) b)	a) b)	a) b)	a) b)	a) b)	a) b)

b- Use the information in the table to write a 5-line paragraph about your relationship with one of your siblings.

* single - married - divorced - widow - widower

** aggressive - easy-going - friendly - quick-tempered - naughty - mean - kind - quarrelsome - moody

.....

.....

.....

.....

.....

FAMILY RELATIONSHIPS



PRONUNCIATION PRACTICE

Activity 1

Add three appropriate words for each phonetic group.

agree

/ ə /

[Empty boxes for words]

cat

/ æ /

[Empty boxes for words]

car

/ a: /

[Empty boxes for words]

but

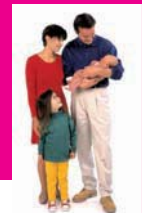
/ ʌ /

[Empty boxes for words]

Activity 2

Read the following words and tick the box under the appropriate sound.

Word	/ ə /	/ e /
supportive		
orphanage		
pleasantly		
father		



Now start your project ...

The final product of your project in this module is to make a commentary based on posters illustrating new and traditional clothes belonging to past and present generations.

Step 1

Work in groups. Collect illustrations of what your grandparents used to wear when they were your age and stick them on a poster.

a - Write lists of their different clothes.

b - What about your parents ?

c - Label each picture on the poster.

The lighter side

Proverb

Many hands make light work.

Saying

“ Your children need your presence more than your presents.”



Riddle

What flies and has no wings ?

Answer : Clouds



SHARING FAMILY RESPONSIBILITIES

COMPREHENSION CHECK

Activity 1



Listen again to the passage and answer.

1. John plays two important roles. What are they?

a -

b -

2. Listen to part 1 of the passage and pick out two details showing that John is an unusual father.

a-.....

b-.....

3. Has it become easier or more difficult for the couple to organise their social life ? Why ?

.....

.....

4. How does John sound (happy? / angry? / exhausted ?)

.....



SHARING FAMILY RESPONSIBILITIES

Activity 2

What do the following expressions mean in the passage ?

A- "A closer relationship" means :

- a- A bad relationship.
- b- A more intimate relationship.
- c- A worse relationship.



B- "I don't mind getting up during the night" means ...

- a- I enjoy getting up during the night.
- b- It's not a problem to get up during the night.
- c- I hate getting up during the night.

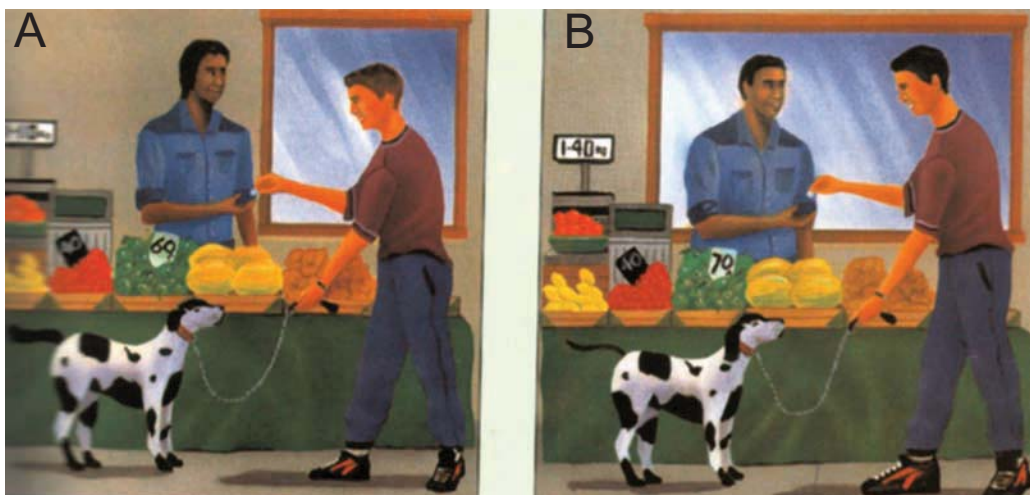


SHARING FAMILY RESPONSIBILITIES

LANGUAGE WORK

Activity 1

Spot the differences and write 5 comparative sentences.



In picture B...

- 1-
- 2-
- 3-
- 4-
- 5-

Can you spot more differences ?



SHARING FAMILY RESPONSIBILITIES

Activity 2

Complete the table with the words in the box to tell your classmates which chores each of your family members does.

cook(s) - dig(s) - does / do - look(s) - wash(es)

My father	meals.	.....
My mother	the garden.	.....
My sister	the shopping.	.....
My brother	after my little brother / sister	.....
I	the dishes.	.....

SPELLING

Write the comparative form of the following adjectives.

small

tough

hard

silly

hot

warm

fat

slim

What do you notice about the following adjectives. When put in to the comparative.

slim

fat

silly



SHARING FAMILY RESPONSIBILITIES

WRITING ONE

Complete the following dialogue between Sandra and Paul.

Paul : (Where / live) ?

Sandra : In London.

Paul : (How many)..... ?

Sandra : Three brothers only.

Paul : Are they younger or older than you?

Sandra :

Paul : (how / school)..... ?

Sandra : By bus.

The lighter side

Proverb :

If you want a friend, be a friend.

Riddle :

Guess what it is.



I have cities but no houses, and forests but no trees. I have rivers without water, and no ships but many seas.

What am I?

Answer : *down*



THE GENERATION GAP

COMPREHENSION CHECK

Activity 1

A. Answer the following questions about what happened to Jane.

1. Why did Jane spend the whole party worrying?

.....

2. What did her mother try to explain to her?

.....

3. Why did she decide to break her parents' rules?

.....

B. Do you think Jane's parents will forgive her?

.....

Activity 2

You are the advice columnist. Tick the actions that will help improve Jane's relationship with her parents.

- 1- Ask her parents to forgive her.
- 2- Disobey them to make them realize she is no longer a child.
- 3- Promise to change her behaviour and become a good girl.
- 4- Ignore that her parents set these rules to protect her.
- 5- Break the rules to become free.
- 6- Try to convince them that she didn't mean to anger them.
- 7- Make them proud of her in the future.
- 8- Never break the rules again.



THE GENERATION GAP

LANGUAGE WORK

Activity 1

Complete using compound adjectives

1. A boy whose hair is curly is a - boy.
2. A pupil who works hard is a - pupil.
3. A note worth ten dinars is a - note.
4. A worker whose pay is bad is a - worker.

Activity 2

Use the words in the boxes to make compound adjectives describing people and/or their clothes.

1. A baby with a bald head

2. Trousers with narrow bottoms.

3. A sweater that fits tightly.

4. A girl with long hair.

5. A jacket with white buttons.



THE GENERATION GAP

1.
2.
3.
4.
5.

Activity 3

a. Here are some problems that can arise between teenagers and their parents. Complete the table with the following appropriate and inappropriate actions to take in order to solve these problems.

b - Invite your friends to show them there's nothing to fear.

c - Break their rules.

a - Be patient. Explain calmly.

g - Work to earn your own pocket money.

g - Tell them how much pocket money your friends get.

e - Seek help from relatives.

f - Ignore them and lead a modern way of life.

h - Be obstinate, don't give in to them.

i - Run away from home.

d - Explain that things have changed, that you are no longer a small child.



THE GENERATION GAP

Problem: If parents are ...	Inappropriate action	Appropriate action
1. Conservative, old-fashioned		
2. Tight-fisted		
4. Quick-tempered, grumpy		
5. Aggressive, violent		
6. Authoritarian, severe, overprotective		
7. Your own parents are :	What not to do :	What to do :

PRONUNCIATION

A. Read the following words and say which letters are written but not pronounced.

The letters "b" and "w" in the following examples are mute.

- wrong / rɔŋ /
- lamb / læm /

B. In which of these words are the letters "b" or "w" mute?

- worry - bomb - straw - clown - draw - walk

Don't forget your project ...



THE GENERATION GAP

Step 2

Now, in your group bring pictures of teenagers' clothes from magazines, the internet or your own drawings and stick them on a second poster.

Label each of the pictures and in your notebook, write comments on why teenagers usually prefer such trendy clothes.

a - Are fashionable clothes nicer ?

What makes them look more attractive?...

b - Use your answers and comments to write a paragraph in your notebook.

The lighter side

Proverb :

Like father, like son.



Brain teaser :

A big Eskimo and a little Eskimo were fishing on the ice at the North Pole. The little Eskimo was the big Eskimo's son, but the big Eskimo wasn't the little Eskimo's father.

Who was the big Eskimo?

Answer : His mother.

Eskimo





POCKET MONEY

COMPREHENSION CHECK

Activity 1

Refer to the text in your students' book and complete the following statements.

- 1- Robert's father is complaining about
- 2- In answer number 1, the writer advises Robert's father
- 3- In answer number 2, the writer advises Robert's father.....

LANGUAGE WORK

Activity 1

Use comparatives to tell the class about the importance of these different activities for you. Use these hints to make your sentences.

Examples : I think watching TV is *as entertaining as* shopping in town.

Playing with friends is *more exciting than* reading books.

Buying stationeries

Buying food, drinks..

Charity, donations...

Surfing the net

Reading stories and novels...

Riding motorbikes

Listening to music

Buying clothes, cosmetics...

Playing video games

Using your mobile phone

1. (Taking part in charity actions and making donations -riding motorbikes)

.....

2. (Watching films - Listening to music)

.....

3. (Reading stories - playing video games) .

.....



POCKET MONEY

Activity 2

Compare the cost of the following and write your sentences in the space provided.

Playing video games

Buying stationeries

Using the mobile phone

Going on holiday

1.
2.
3.
4.

PRONUNCIATION

Read the following words. Tell your teacher which part of each word is stressed.

something - recently

expensive - purchase





POCKET MONEY

SPEAKING

Activity 1 *Pair work*

Read answer 1 and answer 2 in your students' book and tell your classmate which of the solutions you think is best to deal with Robert's overspending. Why ?

Activity 2

Speak to Robert's father and tell him how he can stop his son's overspending.

WRITING TWO

You are a teenager. You don't get enough pocket money from your parents. Write your complaint in your blog and report it to the class.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



POCKET MONEY

The lighter side

Proverb :

You can lead a horse to the river, but you can't make it drink.



Riddle :

*I'm as big as a tea-pot, and deep as a cup,
but the Ohio river can't fill me up.*

What am I ?



Answer : A funnel



SAFETY AT HOME

COMPREHENSION CHECK

Activity 1

Read the text in your student's book again and find equivalents for the following words.

- a- Danger: (part 3)
- b- Loneliness (part 2)
- c- Happen (part 2)
- d- watch (part 2)

Activity 2

1-Now complete the following table with reference to paragraphs 1 & 2.

DANGER	WHO IS AT RISK ?	PREVENTION
1-	1 -.....	.1- ..... .2-.....

Activity 3

Your dog seems to be more dangerous than your neighbour's. Find in the article four reasons for its aggressive behaviour.

- A-
- B-
- A-
- B-



SAFETY AT HOME

LANGUAGE WORK

Activity 1

Match each of the following pictures with the corresponding sentence part below to make coherent sentences using "while" or "whereas" to express contrast.



Parental violence



Unhealthy foods



Squandering money



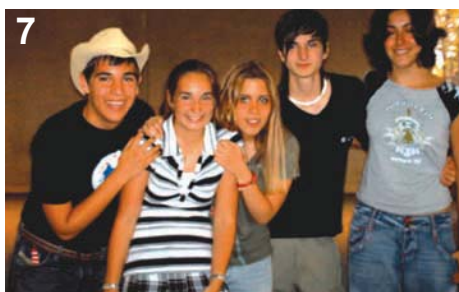
Addiction to video games



Overspending



Overuse of cosmetics



Hanging out with friends



Eating out



SAFETY AT HOME

Begin as follows

a- Playing video games from time to time.

Playing video games from time to time is relaxing **whereas** addiction to them is very harmful.

or :

While playing video games from time to time is relaxing, addiction to them is very harmful.

b- Parental love.....

.....

c- Eating healthy foods.....

.....

d- Saving money.....

.....

e- Spending money wisely.....

.....

f- Eating at home.....

.....

g- Cosmetics make you look pretty

.....

h- Going out can be exciting

.....



SAFETY AT HOME

SPELLING

Choose the correct spelling of the plural and write the word in the answer column.

SINGULAR	PLURAL 1	PLURAL 2	ANSWER
baby	babies	babyis	.....
story	storyes	stories	.....
worry	worries	worrys	.....

WRITING THREE

Step 1

Compare Jane and Sue now and before.

Jane

Sue

BEFORE

NOW

BEFORE

NOW





SAFETY AT HOME

Step 2

Write down five safety rules to advise people on how to care for pets appropriately and what risks to avoid.

1-

2-

3-

4-

5-

Present your project ...

Step 3

Now, make an oral commentary in which clothes that different generations wear are compared, stating the reasons why clothes have changed.

The other members of your group may help you by adding information when and where required.



SAFETY AT HOME

The lighter side

Proverb :

He who dances must pay the piper.



Spelling :

What can you make shorter by adding two letters ?

Answer : short



Home alone

My brother and I were alone in our apartment. My parents had gone shopping and had left me in charge of the household. I was doing my homework while my younger brother was watching television.

Suddenly the doorbell rang. Ding-Dong! Ding-Dong! My younger brother rushed to the door thinking that our parents had come back home; he unlocked the door and opened it.

Outside, stood a tall man wearing a black raincoat and black rubber boots. He said that he was a salesman and asked politely if our mother or father was at home. Without thinking, my brother said, "No." He asked if we would like to buy some comic books, which he was selling. I quickly explained that we were not supposed to buy anything without our parents' permission.

Then, as I was about to close the door, he forced his way into our house. He took out a knife and forced me to tie up my brother's hands with some rope which he took out from his pocket. Then he ordered me to tie up my brother's hands. I tied up his hands but I tied them in such a way my brother could untie himself. The man then tied my hands up and locked both of us in the kitchen.





Soon, he went upstairs to search the bedroom for valuables. I managed to show my brother how to untie the rope. He then untied me. I rushed to the telephone to call the police, but the line was dead. The doors were all locked from the outside and I did not have the keys to unlock them. Luckily, the robber forgot to lock the kitchen window. My brother managed to get out of the house through the window and I told him to go to the nearest police station and call for help. My brother brought the police to our house and the robber was caught. We had to go to the police station to make a report. There, we found out that the robber was a wanted criminal whom the police have been trying to catch for a long time. The police thanked us for our good work.

By that time, our parents had come home. We told them the whole story about the robbery. My parents were thankful that we were not hurt but they scolded me for not stopping my brother from opening the door to strangers.

I learnt a lesson on safety and responsibility.



SELF - EVALUATION

1. Use the words between brackets to make comparisons. Make changes when needed.

- 1- My grandmother is (old) than yours.
- 2- Rich parents aren't necessarily (generous) than poor ones.
- 3- Working mothers are (busy) than housewives.
- 4- Fathers are usually (severe) than mothers.
- 5- The dog is Man's (good) friend.
- 6- When children need help, fathers can be (helpful) mothers.
- 7- Raising children in an extended family isn't (easy) raising them in a nuclear one.
- 8- Friends and relatives are usually welcomed (warmly) than strangers.
- 9- Extended families grow (fast) than rabbits.
- 10- Ambitious pupils work (hard) than others.

2. Match words from A, B and C to make useful expressions in D.

	A	B	C	D
1	Tight	hearted	shoes	.....
2	high	sleeved	trousers	.....
3	Long	fitting	hair	.....
4	Kind	heeled	woman	.....
5	Short	cut	shirt	.....

WORD LIST

A

Afford
Addictive
Aggressive
Approve
Argument

B

Behaviour
Bite
Break

C

Caring
Chores
Corrosive

D

Dog-headed

E

Extended

F

Flammable

G

Goggles

H

Hazards
High(N)

I

Inflammable

K

kids

L

Last (v)
Littered(with)

M

Moody

N

Narrow-minded
Nuclear

O

Obedient
Obstinate
Open-minded
Orphanage
Overprotective

P

Parental
purchase

Q

Quick-tempered

R

Rock

S

Siblings
Stepmother
Supportive

T

Tale
Tempted

U

Upbringing

W

wisdom
Worth

MODULE 2



EDUCATION



MODULE TWO

EDUCATION

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
37	Lesson one : school memories	Reading Writing	-Reading for the gist. -Scanning for specific information. -Making lists.	Expressing Possession	-The genitive - Possessive pronouns	Memory Preparatory Mark - Grade To notice To erase Test Instead - Proud	/ u / / u : /	Project work Step1
42	Lesson two : school rules	Listening Reading Writing	-Identifying the communicative functions of utterances. - Using cohesive devices -Reordering words to make sentences.	Expressing intention (going to)	- Going to -Reflexive pronouns -Present progressive+ future word = planned action	To dream To fall Awake Unless Earthquake Cool Loud	/ ai / / aiə /	Writing
47	Lesson three: First day at school	Reading Writing	- Recognising basic syntactic patterns and devices. -Reinvesting acquired language in one's writing.	To express a completed action in the past	- Simple past -Irregular verbs -Past participles	Fun To pretend Shake hands To forget To meet	Word stress 3 Nouns & adjs	Project work Step2
52	Lesson four: Violence at school	Speaking Writing	Working in groups and sharing information to perform an oral task Guided writing.	Obligation	-Have to / must -Has to, will have to Prepositions of: Location(over,next to), Movement(along, across)	To believe Used to To move Accent To taunt- Mad To participate	/ e / / æ /	Writing
58	Lesson five: School life	Reading Writing	-Skimming and scanning for information. -Sharing information to perform an oral task and solve a problem	Expressing intention	1- The future tense 2- I intend to... 3- In ten years time, I'll..	To get on- To expect Expenses- To send To realise-Indeed Sensitive- To rent	Spelling 2 Double consonants	Writing Project work step 3 Presentation

SCHOOL MEMORIES



COMPREHENSION CHECK

A-Refer back to Ken's story in your student's book and tick the right alternative.

1- Ken is very angry because :

his teacher punished him.

Sebastian is going to leave school.

he got a bad mark in maths.

2- When he got a bad mark, Ken decided to :

work harder.

change the grade.

ask for his teacher's help.



B- Read the text again and find words having the same meaning as :

Grade (parag 1) :.....

Exam (parag 1) :.....

C- When did Ken change the test paper ?

.....
.....

SCHOOL MEMORIES



LANGUAGE WORK

Activity 1

Fill in the gapped poem with the right word from the box and then read it to your classmates.

Review – classmates – homework – science – hard – test – studying

- 1- My teacher helps me my lessons when I have a
- 2- I wish my teacher could give me more
- 3- Even when I am tired ,I like English, and maths
- 4- When I find it to understand, I usually ask my to help me.

Activity 2

Read the following dialogue and circle the right possessive pronoun.

It was September 15. He was in a terrible mood mixed with fear because it was his first day at school. He could hear his mum talking to him :

Mum : Hurry up darling. Put on your clothes. You will be late !

Look, are these socks (hers / ours / yours) ?

Jack : Yes Mum, they are (mine / his / theirs).

Mum : Oh ! No !They are pink, they are your sister's.

Jack : Let me see mum, you are right. They are (mine / hers / his).

Mum : Come on ! Here is your cake.Eat well before you go to school.

Jack : I'm going to eat my cake and those of my brothers.

Mum : No don't do it. They are (theirs / ours / his). Just eat yours.

Jack : But Mum, you asked me to eat well. It is my first day at school. Don't forget this!

Mum : Eh ! Ok ! Eat John's cake but don't touch Tom's.

You know that he will be mad.

Jack : Which one is (theirs / mine / John's) ?

Mum : It's the one on the right.

Jack : Ok ! I will eat it.



SCHOOL MEMORIES



Activity 3

Change the underlined expressions using the possessive « S ».

1. I want to borrow the schoolbag of my cousin.

I want to borrow

2. I must listen carefully to the advice of my teachers.

I must listen carefully to

3. The friend of my brother failed in the exam.

..... failed in the exam.

4. The parents of Bill are very proud of him because he passed his Baccalaureate exam.

..... are very proud of him because he passed his Baccalaureate exam.

PRONUNCIATION

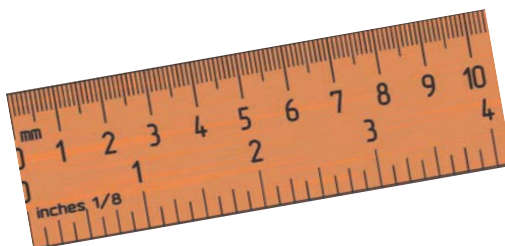
Say whether these words are Similar or Different.

Put – Cut

Student – pupil

Ruler – subject

You – classroom



Now find more words containing the sounds : / u / as in « put » and / u: / as in « ruler ».

SCHOOL MEMORIES

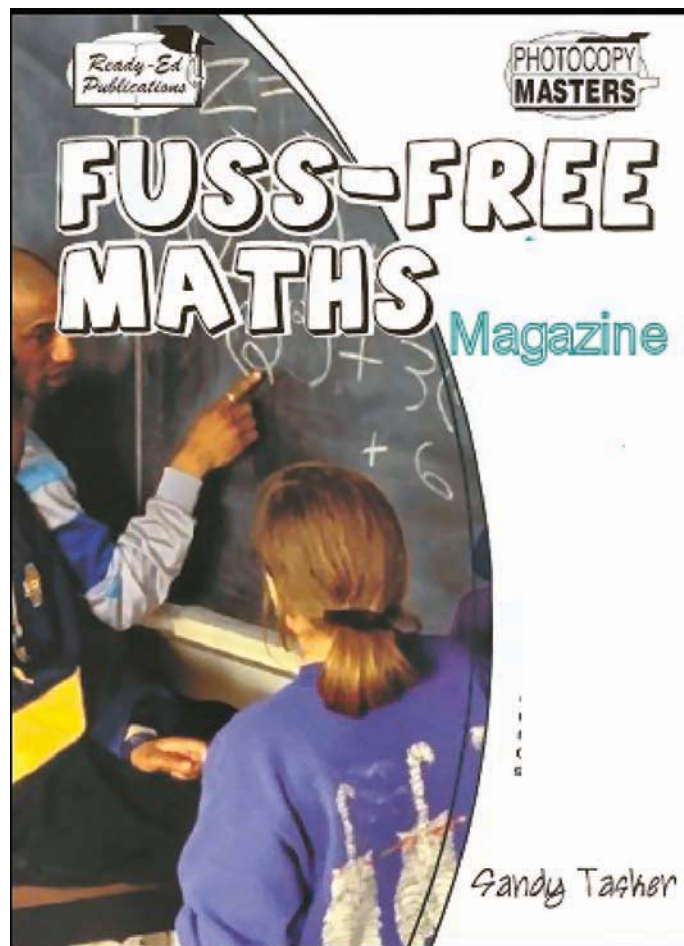


Now start your project ...

Step 1

The end product of your project will be designing your school magazine cover together with a list of school life problems and solutions.

Stage 1: *Make a list of school life problems.*





The lighter side

Game :

Complete the following crosswords to find the subjects you study.

The crossword puzzle grid consists of yellow squares. The grid is shaped as follows:
- A vertical column of 10 squares.
- A horizontal row of 10 squares intersecting the vertical column at the 5th square from the top.
- A horizontal row of 10 squares intersecting the vertical column at the 7th square from the top.
- A vertical column of 4 squares intersecting the horizontal row at the 4th square from the left.
- A vertical column of 4 squares intersecting the horizontal row at the 6th square from the left.
- A horizontal row of 7 squares intersecting the vertical column at the 8th square from the top.
- A vertical column of 4 squares intersecting the horizontal row at the 4th square from the left.
- A horizontal row of 7 squares intersecting the vertical column at the 8th square from the top.
Surrounding the grid are several illustrations:
- A boy holding a globe at the top right.
- A girl painting on an easel to the left of the top vertical column.
- A boy with a microscope on the left side.
- An elderly woman on the right side.
- A girl with a calculator on the left side.
- A girl with a telescope on the right side.
- A girl with a robot at the bottom left.

SCHOOL RULES



COMPREHENSION CHECK

Activity 1

Answer the following questions.

1- Name the places Mike visited in his dream?

.....

2- Why does he like Jaguars?

.....

3- What in the poem shows that Mike likes travelling?

.....

4- Does this poem have a happy ending? Why?

.....

Activity 2

Circle only the words mentioned in the poem.



SCHOOL RULES



LANGUAGE WORK

Activity 1

Fill in this conversation with the right words from the box.

Will – report-sit – rows – administration – handwriting – yours - noise

The pupils were silent. They were for their exam. Mr Strict was checking every pupil while walking between the Suddenly he heard a strange, he screamed :



- Mr. Strict :** Peter, what are you doing?
- Peter :** Nothing Sir. I have just asked for a pen Sir.
- Mr. Strict :** Really ! Let me see your desk. Are all these papers.....?
- Peter :** No, yes, I.....I...ehhh..... don't know. I did nothing.
- Mr. Strict :** Stand up, Paul! What's that?
- Peter :** They are not mine Sir. The other class left them here.
- Mr. Strict :** This is your.....isn't it? I caught you little cheat! I will write a.....to the school
- Peter :** Oh! Please, Sir. Don't do that. I.....never do it again.



SCHOOL RULES



Activity 2

Change the sentences expressing intention into others expressing a planned action and vice versa.

INTENTION	PLANNED ACTION
1. My family are going to buy a new house near the school.	a.
2.	b. Peter is reviewing for his Baccalaureate exam next week.
3. Is Dora going to finish her studies?	c.
4. We are going to visit London.	d.

Activity 3

Complete the gaps with the right reflexive pronoun.

Last week, the teacher left us alone in the classroom. The pupils started yelling, throwing things and fighting. Jim fell from his chair and hurt..... Kate was sitting at the back of the classroom by.....but she was singing loudly. The desk was broken. When the teacher came back after a minute, the class was in a total mess, he was very angry, he punished the whole class and said that we should only blamefor what happened.

SCHOOL RULES



PRONUNCIATION PRACTICE

Read the sentences and circle the words that have the sound / ŋ /

- I am going to bring my English dictionary.
- Angela is taking painting courses at Kingston School.
- Cindy is swimming in the pool.
- They are organising a school excursion next week.

WRITING ONE

Reorder the following words/expressions to make coherent sentences.

- Alec / sitting for / week / a test / next / are / Mary / and
.....
- abroad / thinking of / finishing / their / are / studies / next year / they
.....
- administration / is going to / the school / an excursion / month / organize / next.
.....
- is ill / their biology / tomorrow / teacher / come / going to / is / not / he
.....

SCHOOL RULES



The lighter side

Game :

Find as many words as you can. Write them in the space provided. Be careful, the words you are going to find are related to school life.

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

RU.....
 HA.....
 ST.....
 D.....

L.....
 CH.....
 SU.....
 HO.....
 SC.....
 M.....
 F.....
 RE.....



FIRST DAY AT SCHOOL

COMPREHENSION CHECK

Activity 1

Reorder these sentences as they occur in the text and write a,b or c etc ... in the boxes

- a- Nancy's mother took her to school the first day.
- b-She had forgotten about being afraid or sick.
- c-She was having a good time talking to her friends and meeting new ones.
- d-Nancy was very afraid to go to a different school.
- e-Nancy saw Mary and Ellen and Tommy from her old class.
- f-She told her mother she was too sick to go to school.
- g-Nancy's mother knew that Nancy was really more afraid than she was sick.

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

Activity 2

Find three details in the text showing that Nancy didn't want to go to a different school.

1.
2.
3.



FIRST DAY AT SCHOOL

Activity 3

All the words below relate to school subjects. Match each word with the corresponding definition.

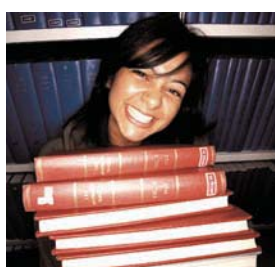
School subject	Definition	Answers
1. Maths	a. The study of all living organisms.	1.
2. History	b. The study of planets and stars	2.
3. Biology	c. The study of numbers and calculations.	3.
4. Astronomy	d. The study of past events.	4.

LANGUAGE WORK

Activity 1

Read the bubbles and complete them with adjectives from the box.

excited - hardworking - tired - interested



I don't like languages but I am in scientific subjects.



I am very I don't like school.



Every day I do all my homework. I am a student.



I am at the idea of moving to a new school.



FIRST DAY AT SCHOOL

Activity 2

Match words from column A with words from column B to get meaningful expressions. (be careful : Some words in Column A can be used twice.)

A	B	ANSWERS
a. To start	1. student	
b. To understand	2. a lesson	
c. Brilliant	3. an exam	
d. To sit for	4. a text	
e. To pass	5. idea	

Activity 3

Use the verbs you have underlined in the text and fill in the following table.

ED Form (regular verbs)	Other forms (irregular verbs)
.....
.....
.....
.....
.....



FIRST DAY AT SCHOOL

Activity 4

Read the paragraph and put the verbs in the right tense.

I (to leave) home at 8 a.m yesterday

morning and (to go) to college by bus.

I (to arrive) there half an hour later.

My lesson (to begin) at 9 a.m

and (to finish) at 1 p.m.

I went to an Italian restaurant for lunch. I (meet)

my brother there and we (to have) lunch together.

We both (to eat) spaghetti. After lunch,

I (to buy).....a birthday present for my father. In the evening,

I (stay).....at home and (do).....my homework.



Activity 5 *Pair work*

Ali's English is very poor. When he wrote this paragraph in his diary, he made grammar mistakes because he doesn't know how to use the simple past correctly. Together with your classmates, correct his mistakes.

Yesterday, I haved a terrible day. I waken up late. I haved to hurry. I were hungry but I eated not anything. I getted dressed, taked my books and walkd all the way to the bus stop. The bus was just pulling away. I shouted but the bus driver hearded not me. I decided to walk. An hour later, I arrived to school. I misssd my first class and I been late to the second one. After lunch, I haded a chemistry test. I failed it because I didn't prepared.



FIRST DAY AT SCHOOL

PRONUNCIATION

Read the following verbs aloud and put them under the correct heading.

chatted – finished – started – decorated – worked –
 Failed – walked – succeeded – touched – tested – cheated –
 danced – revised – organised – watched

/ id /	/ d /	/ t /

Don't forget your project !

Step 2

Find pictures relating to each school problem and write a sentence under each picture to describe the problem it illustrates.

The lighter side

Joke Of the Day

Mother : Why did you get such a low grade on your test today ?

Child : Because the kid who always sits next to me was absent.

Proverb : Never put off till tomorrow what you can do today.

VIOLENCE AT SCHOOL



COMPREHENSION CHECK

Activity 1

Find details in the text showing that the following statements are false.

- 1- Kelly wanted to move to Birmingham.
- 2- The kids in her new school liked her accent.
- 3- By the end of the year, things got much better for Kelly.
- 4- Her teacher got so mad when he knew they had attacked her.

Activity 2 *Group work*

Choose from the following the most appropriate way Kelly should react to the kids' aggressive behaviour and discuss them in your group.

- 1- Kelly should tell her parents about her problems at school.
- 2- She should resort to violence to protect herself.
- 3- She should talk it over with the school headmaster.
- 4- She shouldn't think much of it and must forget all about it.
- 5- She should ask her friends to help her to solve the problems.



VIOLENCE AT SCHOOL



LANGUAGE WORK

Activity 1

Write each word in the box below under the right heading.

discipline - register - parents - timetable - mother-in-law - grade - university - nephew - housewife - chalk - grandson - school rules

FAMILY LIFE	SCHOOL LIFE
.....
.....
.....
.....

Activity 2

Read the paragraph and fill in the blanks with the appropriate words.

enjoyed - results - bright - themselves - subjects

The only things Natasha remembered of her twenty years of schooling are nightmares about her bad school In fact she loved learning very much. There were many that she was interested in or reading about. She had no problems with subjects and her teachers always used to tell her that she was extremely intelligent and She had a lot of potential. However, they all seemed surprised by the fact that her test scores were low.

VIOLENCE AT SCHOOL



PRONUNCIATION

Step 1

Tick the right pronunciation of the underlined sound.

WORD	/ ai /	/ aiə /
Time		
High <u>er</u>		
D <u>ie</u> t		
W <u>ir</u> e		
Wh <u>il</u> e		
H <u>ir</u> e		
T <u>yr</u> e		
W <u>if</u> e		

Step 2

Write the words that contain the sound / ai / in bubble A and those with the sound / aiə / in bubble B.

high - fire - five - enquire - try - require - admire - desire - decide

A

B



VIOLENCE AT SCHOOL



WRITING TWO

Your friend Paul is taking an exam next week.

You wrote him a letter to tell him what to do to succeed in the exams.

The following hints may help you.



- To take a break every 2 hours.
- To go to bed early.
- To start with the difficult subjects.
- To write important information on a sheet of paper.
- To organize one's work.
- To make a review timetable.

2, Tebessa street
Gafsa 2100
February 17th, 2008

Dear Paul,

To succeed, every pupil must follow these tips.

.....

.....

.....

.....

.....

.....

Your friend Nesrine,



The lighter side

Dear father,

School is really great. I am making lot\$ of friend\$ and \$tudying very hard. With all my \$tuff, I simply can't think of anything I need, so if you would like, you can ju\$t \$end me a card, as I would love to hear from you.

**Love,
Your \$on.**

After receiving his son's letter, the father immediately replies by sending a letter back.

Dear son,

I kNOw that astroNOmy, ecoNOmics, and oceaNOgraphy

Are eNOugh to keep even an hoNOr student busy.

Do NOt forget that the pursuit of kNOwledge is a NOble task, and You can never study eNOugh.

**Love,
Dad**

Proverb :

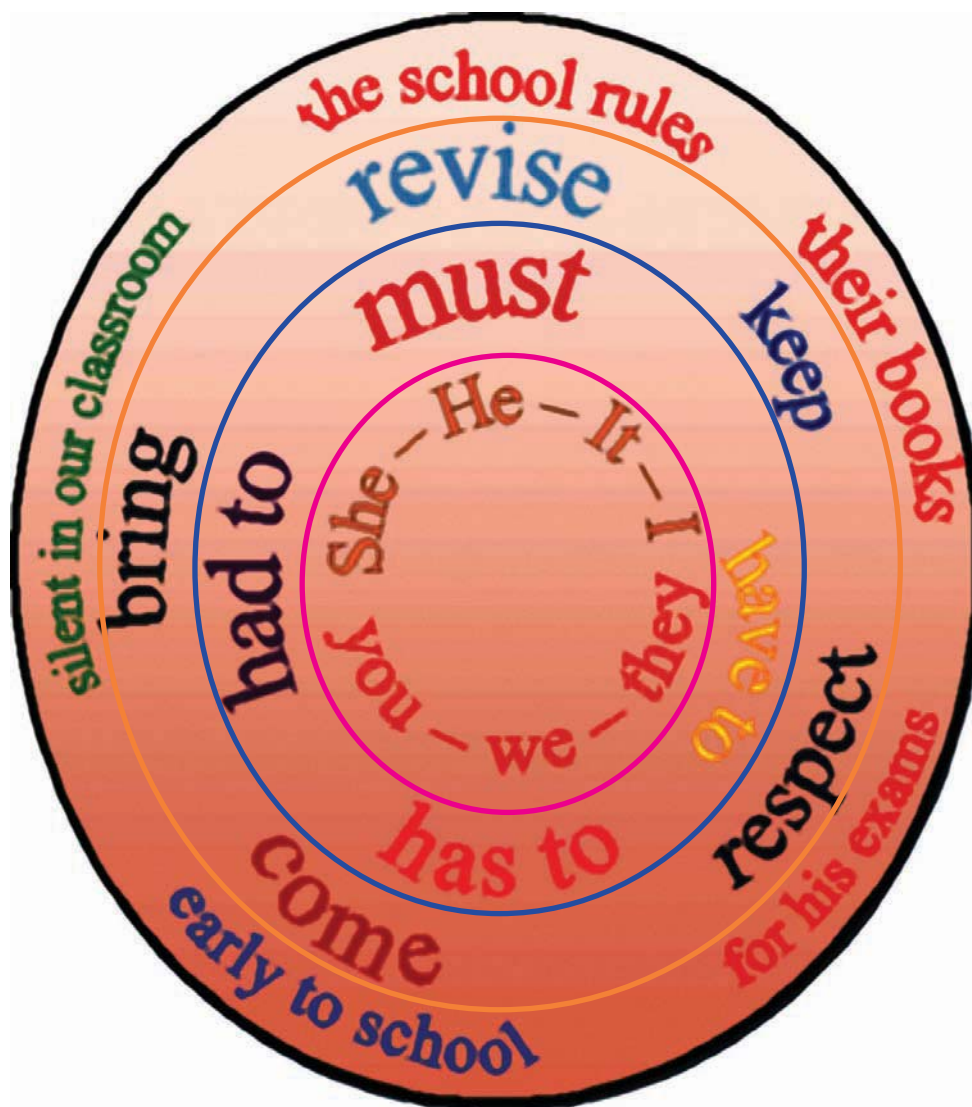
Better late than never.

VIOLENCE AT SCHOOL



Game

Look at the wheel and write as many sentences as you can.





SCHOOL LIFE

COMPREHENSION CHECK

Activity 1

Go back to your student's book again. Read Kate's letter and answer the questions.

1- Why does Kate need money ?

.....

2- Does her father send her all the money she needs ?

.....

Activity 2

Tick the right answer :

Kate says "I don't get on with my parents"

I don't live with my parents.

I have many problems with my parents.

I don't help my parents at home.

Read the text again and try to find words having the same meaning as :

- to know (parag2)

- worried (parag3)

- unhappy (parag3)



LANGUAGE WORK

Activity 1

Professor Fox has given a lecture about solar energy. Now, he is answering his students' questions. Use the verbs in brackets and add "will" or "won't" to finish the conversation.

Student 1 : Will the car of the future run on petrol?

P. Fox : No, It (not to run) on petrol.
It (to use) solar energy.



Student 2 : In what way cars
(to be) different ?

P.Fox : Well, instead of keys, cars (to have) smart cards.
These (to look) like credit cards.
They (to open) the door and adjust the seats and mirrors.

Student 3 : How much these cars (to cost)?

P.Fox : I don't know exactly. But they (be) cheap, they (to be not) expensive.

Students : Thank you sir.

Activity 2

Read the following conversation and put the future expressions in brackets in the right form.

Rosy : Did you understand this morning's lesson?

Sandra : Not a single word!

Rosy : I didn't either!

Sandra : What do you intend to do?

Rosy : I don't know, I (think of / to ask) my older brother to help me. And you?

Sandra : I (will / to go) back home and review it. If I don't understand I (ask) my teacher for help.



SCHOOL LIFE

PRONUNCIATION PRACTICE

Choose the right alternative from the words in parentheses.

- 1- have got blue (I/eyes)
- 2- Can you the over there ? (see/sea)
- 3- the correct answer on the (right/write)
- 4- Thecan damage your skin.You should put your.....- screen.(son /sun)
- 5- Come ! Can you me now ? (hear/here)

Present your project ...

Step 3

Think of possible solutions to the problems listed in Stage 2.

Read your contribution to your classmates and discuss your views with them.

NB. You can ask your teacher to add your production to your school magazine for publishing.

The lighter side

Joke of the Day

Teacher : What is the longest word in the English language ?

Peter : "smiles"

Teacher : Why do you say that ?

Peter : Because there is a whole mile between the first and the last « S »

Did You Know ?

An elephant can hold 7 litres of water in its trunk.It's the only animal with 4 knees.



Tom is ill

Monday morning Tom Sawyer was miserable. Monday morning always found him so, because it began another week's slow suffering at school.

Tom lay in bed, thinking. He wished he was ill. Then he could stay away from school... Suddenly he discovered something. One of his upper teeth was loose. This was lucky. He was about to groan when it occurred to him that, if he said so, his aunt would pull it out, and that would hurt. Then he remembered hearing the doctor speak about a patient who had spent two or three weeks in bed and who had nearly lost a finger through blood-poisoning, and he (Tom) had a sore toe. So the boy eagerly drew his sore toe from under the sheet, and held it up for inspection. Then he began groaning loudly.

But Sid slept on, unconscious.

Tom was annoyed. He called "Sid! Sid!" and shook him. This worked well and Tom began to groan again. Sid yawned, stretched and then began to stare at Tom. Tom went on groaning.

"Tom! I say, Tom!" said Sid.

There was no reply.

"Here, Tom! Tom! What's the matter, Tom?" Sid shook him and looked in his face anxiously.

"Oh, don't, Sid, don't shake me», Tom moaned.

"Why, what's the matter, Tom? I must call auntie."

"No, never mind. It will be over soon, perhaps. Don't call anybody . I forgive you everything, Sid. (groan) Everything you've ever done to me.(groan) When I'm dead... "



Tom is dying

Sid flew downstairs.

“Oh, Aunt Polly, come! Tom’s dying!” he cried.

“Dying!”

“Yes. Don’t wait. Come quickly!”

“Rubbish! I don’t believe it.”

But she rushed upstairs with Sid and Mary at her heels.

“Tom, what’s the matter with you?”

“Oh, auntie, my big toe’s dead!”

The old lady sank down into a chair, and laughed a little, then cried a little, then did both together. This helped her to recover, and then she said:

“Tom, what a shock you gave me! Now stop that nonsense and get out of bed!”

The boy felt a little foolish and he said:

“Aunt Polly, it did seem to be dead, and it hurt so much that I didn’t feel the pain in my tooth at all.”

“Your tooth? What’s the matter with your tooth?”

“One of them is loose and it aches awfully.”

“There, there, don’t begin that groaning again. Open your mouth. Well your tooth is loose, but you’re not to die of that. Mary get me a silk thread and a red - hot piece of coal from the kitchen.”

“Please, auntie, don’t pull it out. It doesn’t hurt anymore. Please, auntie; I don’t want to stay away from school.”

“Oh, you don’t, don’t you ? So all this howling was because you thought you’d manage to stay away from school and go fishing?”

SELF - EVALUATION

1-Match words from both lists to get 6 pairs of synonyms and 6 pairs of opposites.

LIST 1	LIST 2	ANSWERS
1- Intelligent	a. obligatory #
2- Diploma	b. unclear #
3- Exam	c. remain #
4- Lazy	d. to fail #
5- Hard	e. degree #
6- Compulsory	f. active #
7- Polite	g. test =
8- To start	h. clever =
9- To stay	i. difficult =
10-To succeed	j. impolite =
11-Noisy	k. quiet =
12-Clear	l. to finish =

2- Read the following table carefully and complete it -Example 1 has been done for you.

UTTERANCES	FUNCTIONS
You must respect your teacher.	Obligation
I'm thinking of writing a short story.	.....
.....	Prohibition
.....	Planned action in the future
You may open the window.	.....

SELF - EVALUATION

3- Correct the undelined mistakes :

Fedia was a brillant student. She was interested in Arts. When she passing her baccalaureate exam, she wanted to stady Arts in university. However, her stubborn father refused firmly. He obliged her to study engineering.

1.
2.
3.
4.
5.

4- Read the following words and expressions and write them under the right heading in the table below.

Last week – will – two years ago – mustn't – thinking of –
yesterday – next week – intend to – have to

PAST	FUTURE	INTENTION	OBLIGATION	PROHIBITION

WORD LIST**A**

Apologize

B

Biology

Break

Brilliant

Bubble

C

Chalk

Cheat

Clever

College

Compulsory

Congratulations

Course

Cover

D

Degree

Depressed

desk

Discipline

Dismiss

Dreams

E

Enough

Eraser

Exam

Excited

Expected

F

Fail

Failure

Fun

H

hard-working

Headmaster

I

Indeed

Intelligent

L

Lend

Lenient

Loan

M

Memory

N

Nightmares

Notice

O

Optional

P

Pass

Pencil case

Playground

Potential

Pretend

Private

Project

Public

R

Residence Hall

Respect

results

Review

Revise

Rules

S

Score

Sensitive

Shake

Shout

Sick

Sit for

Solve

Subject

Succeed

Success

T

Term

Test

Timetable

W

Whisper

Worried



**HEALTH
AND
ENVIRONMENT**



MODULE THREE

HEALTH AND ENVIRONMENT

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
68	Lesson one : Air and land pollution	Reading Writing	<ul style="list-style-type: none"> - Read for the gist. - Scan a text for specific information. - Work in pairs or small groups to make out the meaning of a text. 	Sequencing events	Linkers (so, therefore, because ...) - May - Might	skin rash ozone layer to release fumes-acid smog inflammable solvents-glues To give up/ dump to damage harmful-addicted pesticides prohibited contaminated To disapprove(of)	The letter "u"	Project work Step1
75	Lesson two : Smoking and health	Listening Reading Writing	<ul style="list-style-type: none"> - Drawing on background knowledge to understand text. - Listen to infer emotional state. 	Expressing possibility probability	- Who - Which - That	waste- landfill threat- to spill impact- to ruin particles discharge to inhale	The letter "ch"	Writing
80	Lesson three: Pollution, a threat to our environment	Reading Writing	<ul style="list-style-type: none"> -Skim a text to get a the gist - Predicting possible outcomes - Use free writing to develop fluency 	Defining people and objects	Should Ought to Must Don't...	logging-to prevent offenders creatures-hunter safe-regret jet-diet	/ a / , / a: / / ɔ / / o: /	Project work Step2
84	Lesson four: Save the earth !	Speaking Writing	<ul style="list-style-type: none"> -Identify / select main idea, supporting, details, facts - Write to recycle structures covered in class. 	Giving advice Obligation Prohibition	Comp. nouns -Noun + er Noun -Noun + "er" Noun	species-campaign bins-recycling organic-legumes fatty-sugary - salty-crunchy		Writing
89	Lesson five: Let everyday be an Earth Day	Reading Writing	<ul style="list-style-type: none"> -Scanning for specific information. -Reinvesting previously acquired language. 	Noun formation 2			/ ʒ / / dʒ /	Writing Project work Step 3 Presentation



AIR AND LAND POLLUTION

COMPREHENSION CHECK

Activity 1

1-Read the four short paragraphs in your student's book again and answer the following questions:

a- Why is the air we breathe polluted?

.....

b- What can exposure to noise cause?

.....

c- What makes the food we eat harmful to our health?

.....

d- What can happen when paints catch fire?

.....

Activity 2

What part(s) of the body is / are affected when we perform these actions?

a- Using solvents without wearing gloves:

b- Eating contaminated foods:

c- Breathing polluted air:

d- Exposing our body to the sun for long periods:

e- Living or working in a very noisy environment:

f- Smoking:

g- Listening to loud music for hours:

h- Throwing used up batteries in wells and rivers:



AIR AND LAND POLLUTION

LANGUAGE WORK

Activity 1

Complete this table.

TYPES OF POLLUTION	EFFECTS
Contaminated food	.....
.....	smog and acid rain
Cleaning fluids and detergents	.....
.....	hearing probems

Activity 2

Look at the pictures and complete the sentences in the labels with the right word from the box.

organic - fit - fast food - harmful - chemical - sweet



..... food is good for you.



Smoking is to your health.



Jogging can help you keep.....



..... increases your weight.



AIR AND LAND POLLUTION

Activity 3

Use the words in the box to fill in the blanks. One word is used twice.

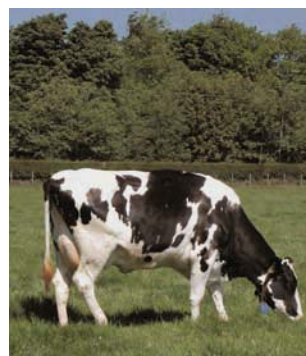
grass - sprays - suffers - contaminated - chemicals

A



The farmer

B



Cows eat

THE FOOD CONTAMINATION CYCLE

D



The babyfrom food poisoning.

C



The baby drinks themilk.



AIR AND LAND POLLUTION

Activity 4

Insert words from the box to get a meaningful paragraph.

**that's why - because - so - possibly - as a result -
therefore - in addition - never**

Pollution is dangerous everyone has to take action against it.
 For example, household chemicals are harmful, we must handle them
 with care. Batteries from toys, mobile phones and cars leak heavy metals;
 they must be disposed of properly.
 Moreover, people cut trees. many bird species disappear.
 we mustn't allow them to do so.
 Besides, plastic bags are a major source of waste, we should not throw
 them everywhere.

Activity 5

Match the sentence parts to get coherent sentences.

a- Well-known effects of pollution are	deafness.
b- Poor health means	they can catch fire.
c- Exposure to noise may lead to	smog and acid rain.
d- Glues are inflammable, which means	weakness, pains, aches and diseases.

Write the completed sentences below.

- a-
- b-.....
- c-.....
- d-.....



AIR AND LAND POLLUTION

PRONUNCIATION PRACTICE

Activity 1

Look at the words in each column and read them aloud.

/ u /	/ U: /	/ ju: /	/ ʌ /	/ ə: /
put	zoo	cute	sun	fur
pull	fruit	fumes	dump	burn
push	true	huge	dust	turtle
bull	blue	few	hunt	turkey
	glue		mud	nurse
	truth			

All the words in this table contain the letter " u " which sounds different in each column. Write more words containing this letter in your notebook and read them aloud to your teacher.

Activity 2

bulb - hurt - fumes - earth - suit - rule - should - blood - burn - food - wood - term - pull - few - you - volume - mother - clue - put - enough

/ u /	/ u: /	/ ju: /	/ ə /	/ ə: /
.....
.....
.....
.....



AIR AND LAND POLLUTION

Activity 3

Use some of the words in the table in activity 2 to complete the following sentences and read them aloud.



The forest trees.....



An energy-saving light.....



..... are coming out of the chimney.



This donkey is wearing a



Please,to open the box.



This mother is her baby into a bath.



Now start your project ...

Step 1

Your project in this module is to produce a leaflet illustrating one type of pollution and its impact on the environment.

Proceed as follows:

Collect pictures illustrating the type of pollution you have chosen and its effects.

Write a sentence under each picture to describe it.



The lighter side

Did you know ...

Fish sleep with their eyes open. Fish could not close their eyes if they wanted to. They have no eyelids. Their eyes are open when they are asleep but they are not seeing what's around them.



Proverb:

After dinner sit a while, after supper walk a mile.

SMOKING AND HEALTH



COMPREHENSION CHECK

Activity 1



a- Now listen again to what Andrew says and complete the following paragraph.

Andrew thinks that people listen to what doctors say. People are to smoke if they..... to do so. He also thinks that smokers only their own health. That's why we must them alone.

Activity 2

b- Pick out words, expressions or sentences showing how Susan and her mother disapprove of Dad's smoking at home.

1-

2-

3-

Activity 3



Listen once more to Andrew and pick out 3 details showing that he doesn't care about what people say.

1-

2-

3-

SMOKING AND HEALTH



LANGUAGE WORK

Activity 1

a-Complete each dictionary definition with the appropriate word from the box.

damage - give up - nag at - nasty

- 1- : Not nice, unpleasant.
- 2- : To complain or criticise someone repeatedly.
- 3- : To stop doing something.
- 4- : To cause harm

Activity 2

Now use the words you have learned in the previous activity to complete the labels.



Fumes released by factories can be very



People who smoke should try to smoking.



Exhaust gases the ozone layer.



This wife at her husband all the time.

SMOKING AND HEALTH



Activity 3

Read and complete the following sentences with words from the box. Some words can be used more than once.

must - can - may - mustn't - don't - Beware

- 1- A fast increase in the greenhouse gases cause global warming.
- 2- Chemicals be handled with care.
- 3- play with used up batteries.
- 4- There's enough snow on the mountains. People ski.
- 5- Our planet Earth is in danger. We all keep an eye on it.
- 6- Angela eat all the food. But she's on a diet.
- 7- I have some more ice-cream, Mum?
- 8- Water is scarce. waste it!
- 9- of electric wires. They cause death.
- 10- Eating unhealthy foods cause food poisoning.



Activity 4

Complete this paragraph with words from the box.

may - therefore - could - as a result - who - might

If you throw away used up batteries, they..... leak and release chemical substances. These substances be carried by rainwater into rivers, fish and water plants..... get contaminated. people eat the contaminated fish or drink the poisoned water get sick or die.



SMOKING AND HEALTH

PRONUNCIATION PRACTICE

Read the words aloud and put them under the right heading:

tiny - litre - litter - seat - feel - pile - fit - night - need

[i :]	[i]	[ai]

Say how the letter "i" is pronounced in the following words.

[i]

 or

 [ai]

w <i>r</i> ite	l <i>i</i> tter	q <i>u</i> it	
	rubb <i>i</i> sh	an <i>i</i> mal	
b <i>i</i> te	s <i>i</i> t	sp <i>i</i> ll	d <i>i</i> e
b <i>i</i> t	smile	n <i>i</i> ght	
s <i>i</i> ck	d <i>i</i> g	s <i>i</i> te	

SMOKING AND HEALTH



WRITING ONE

Add linkers where necessary to the following sentences to get a coherent paragraph.

1. Many forest trees are cut down / might never be replaced / many bird species and other forest animals are endangered.
2. the soil may get totally washed away by the rain or blown away by the wind. / the forest could become a desert.
3. people must protect these wild species' habitats.

.....

.....

.....

.....

.....

.....

The lighter side



Joke of the day :

Joha was reading a book on the roof of his house. Someone passing by asked him :

“What are you doing on the roof ?”

Joha answered: “I'm studying in higher education!!!”



Proverb

An apple a day keeps the doctor away.

POLLUTION,
A THREAT TO OUR ENVIRONMENT



COMPREHENSION CHECK

Activity 1

Read and underline the right alternative.

The text is about :

- a) A description of pollution and people’s contribution to it.
- b) Pollution and global warming.
- c) Water pollution and its effects.

Activity 2

What do “who”, “which” and “that” replace in the text?

“who” refers to

“which” refers to

“that” refers to

Activity 3

Find words in the text meaning the same as those underlined.

The negative effect (.....) of pollution on the environment can be visible or invisible.

For example, very small pieces of matter (.....) cannot be seen, but rubbish (.....) is visible. Both destroy (.....) the environment and people contribute to this when they throw away (.....) their trash.

Activity 4

These statements are false. Correct them with details from the text.

a- Big factories are the only source of pollution.

.....

b- People can always see aspects of pollution.

.....

c- Moving rubbish to landfills is the right way to deal with pollution.

.....

POLLUTION,
A THREAT TO OUR ENVIRONMENT



LANGUAGE WORK

Activity 1

Use "which", "who" or "that" to make one sentence.

a- The police arrested the man. He was cutting the trees.

.....

b- All motor vehicles produce gases. These gases pollute the air.

.....

c- Dirty streets are a danger to people. They live nearby.

.....

d- Farmers use pesticides. These pesticides harm the environment.

.....

Activity 2

Ask your teacher to help you complete the rule.

"Who", "which" and "that" are

We use "which" to refer to

We use "who" to refer to

We use "that" to refer to

Activity 3

Refer to the text and complete the following sentences with the missing words.

a- It can be very small particles we can only see through the microscope.

b- It can be oil spills ruin the coast.

c- People do this do not realize the negative results of their actions.



POLLUTION, A THREAT TO OUR ENVIRONMENT

PRONUNCIATION PRACTICE

Activity 1

Read these words aloud.

protection - chemist - ship - discharge - chemistry - children

Activity 2

Read the words below and put them under the appropriate heading.

chemical - discharge - pollution - change - rash - ache -
machine - choose - mechanic

[k]	[tʃ]	[ʃ]

Activity 3

The letters “sh” are pronounced “ [ʃ] ” as in “she” and “fish”.
The letters “ch” are generally pronounced [tʃ] as in much and chair,
but also [k] as in “mechanic” or [ʃ] as in “machine” and Chicago.

Read only the words where “ch” is **not** pronounced [tʃ] aloud.

chocolate - beach - chemist - children - which - much -
Christmas - cheese - chips - sheep - cheap



What about your project ?

Step 2

1- With other students in your group, use linkers to make a short paragraph about the type of pollution you have chosen in stage 1.

Add some warnings, pieces of advice and notices on separate pieces of coloured paper.

2- Use glue and scissors to cut out and stick your notices, warnings, pieces of advice and instructions all around your text. Choose one of the students in your group to present the project to the class next time.



The lighter side

Did you know ...

That the ink for U.S Dollar bills comes from crushed butterfly wings !!



Proverb :

Never put off till tomorrow what can be done today.

SAVE THE EARTH

COMPREHENSION CHECK

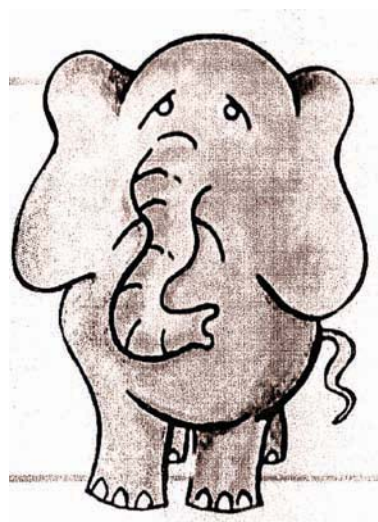
Activity 1

Complete the elephant poem with 6 words from the box.

safe - sad - remember - man - jumbo - can - may -
hunter - tigers - recall

Tell me, said the elephant,
Tell me, brothers, if you,
Why all the world is full of creatures
Yet we go in fear of
Tell me, said the elephant,
Tell me why this has to be.
We have to run from Man the
Never and never free.

People kill without regret
Although they fly by jet.
Let the world of Man,
Let the children not forget ...



Activity 2

Read what the teens say and complete.



I THINK.....
ANIMALS IS BAD.

WELL, MANY ANIMALS, LIKE
ELEPHANTS, ARE



CUTTING..... IN
RAINFORESTS IS BAD.

BECAUSE IT
ANIMAL HABITATS.



SAVE THE EARTH

Activity 3

Complete the following sentences.

- Plant a
- Collecting makes a clean environment
- water .It helps trees grow.
- Used should be disposed of properly.
- Protect wild They're part of your environment.



LANGUAGE WORK

Activity 1

Use "must", "mustn't", "should", "shouldn't" and "don't" to complete the following sentences.

- 1- Waste be disposed of in a landfill.
- 2-..... throw rubbish in the street.
- 3- Factories release fumes into the air.
- 4- Ships spill oil in the sea. It kills sea life.
- 5- Pesticides be used in home gardens

Activity 2

A- Write a sentence under each picture to describe what these people are doing and give them advice using "should" and "shouldn't".



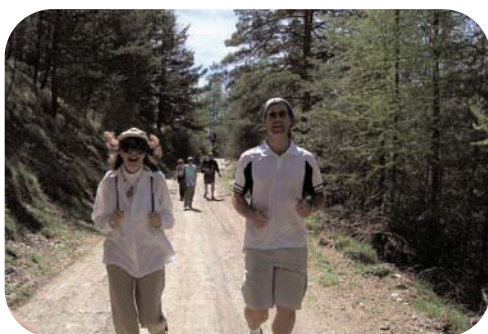
SAVE THE EARTH



Wendy is throwing litter on the sand.
She..... keep the beach clean.



Stephen is collecting litter. Everyone
.....do the same.



John and Julie are jogging.
Youalso run to keep fit.



The farmer is spraying pesticides.
He..... use chemicals on plants.

Activity 3

Here's a list of actions you should or shouldn't do. Report them orally and write their corresponding letter under the right heading in the table below.

- a- I often take part in campaigns for planting trees in our school.
- b- I always ask my friends to help preserve nature.
- c - I sometimes catch birds and destroy their nests.
- d - After drinking water from the tap, I always leave the water running.
- e- Each earth day, I plant a tree in our garden.
- f- I pick up litter with my friends in our neighbourhood and on our streets.
- g- I always use plastic cups to drink coffee.
- h- I stay up late and leave the lights on when I go to bed.



SAVE THE EARTH

Activity 4

SHOULD	SHOULDN'T
.....
.....
.....
.....

WRITING TWO

Use the following hints and others of your own to write what should / shouldn't be done to save the rainforests.

- Prohibit logging.
- Cut down trees.
- Protect wild animal species.



Mountain gorilla

Forests might disappear because

.....

.....

.....

.....

.....

.....



SAVE THE EARTH

PRONUNCIATION PRACTICE

Read the words aloud and cross the odd man out.

- call - tall - false - harm
- sea - healthy - seem - feel
- half - law - course - daughter
- third - learn - preserve - help
- cut - put - but - mug

The lighter side

Proverb :

Prevention is better than cure.



LET EVERYDAY BE AN EARTH DAY

COMPREHENSION CHECK

Activity 1

Complete this chart by adding actions people must take to protect nature.

.....
.....

.....
.....

.....
.....

.....
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.....

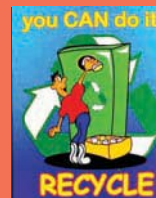
.....
.....

We can help protect nature
by

Activity 2

Here are some things you can do in your school. What do you think are the most important (1), less important (2) and least important (3) ?
Make statements and listen to other pupils. Do they agree?

ACTIONS	MUST (1)	SHOULD (2)	COULD (3)
Write on both sides of the paper.			
Plant a school garden.			
Make a poster about litter.			
Try to use public transport.			
Try to share a car.			
Turn off taps.			
Remember to turn out lights.			
Try to make less rubbish.			



LET EVERYDAY BE AN EARTH DAY

LANGUAGE WORK

Activity 1

Supply the corresponding nouns for these definitions from the box. Write them in the labels under the pictures.

school - air - driver - brush - pan - player - bus - frying - conditioner - tooth - Tennis - taxi



1- You use it in the kitchen for frying.

.....



3- Someone who drives a taxi.

.....



6- A bus you take to go to school.

.....



4- It helps you keep your home cool.

.....



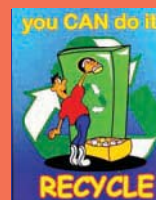
2- Someone who plays Tennis.

.....



5- Something you brush your teeth with.

.....



LET EVERYDAY BE AN EARTH DAY

Activity 2

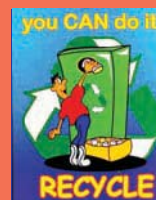
The top ten commands for a better health

Choose the right words from the list to complete the following commands.

contaminated -organic - walks - avoid - grow - bones - dark -
cereals - damage - dangerous

- 1 Go for long..... or take up jogging to keep fit.
- 2 Eat food. It's safer for your health.
- 3 fast foods, they may be harmful.
- 4 Make sure the water you drink is fresh and not
- 5 Eat lots of vegetables. This helps you see better in the
- 6 Drink as much milk as you can, it helps build strong and teeth.
- 7 Get more energy by adding to your breakfast.
- 8 stronger by eating lots of eggs, meat and fish.
- 9 Don't smoke. It's for your health.
- 10 Chocolate, sweets and candies your teeth.





LET EVERYDAY BE AN EARTH DAY

PRONUNCIATION PRACTICE

Write each of these words under the right heading.

jog - jam - pleasure - energy - measure - june - Asia - cage - jam - usually - age

/ dʒ /	/ ʒ /

WRITING THREE

Write an article in your school magazine in which you tell people around you about the importance of forests and what people should do to save them.

Because people need wood,

.....

.....

.....

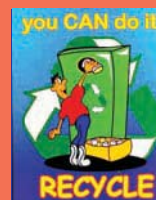
.....

.....

.....

.....





LET EVERYDAY BE AN EARTH DAY

Present your project ...

Step 3

Make an oral presentation of your project expressing advice, warning and prohibition...

Your teacher will keep the best leaflets for the school magazine.

The lighter side

Joke of the day

Two old men who lived deep in the country decided to go to London by train.

To eat on the journey, they had bought some bananas. They had never eaten bananas before. One man decided to try his bananas, but just as he was taking a bite the train entered a tunnel.

"Have you eaten your banana yet?" he called out to his friend.

"No," replied his friend.

"Well, don't" said the first man. "I took just one bite of mine and went blind."



The ant and the grasshopper

Once there lived an ant and a grasshopper in a grassy meadow.

All day long the ant would work hard, collecting grains of wheat from the farmer's field far away. She would hurry to the field every morning, as soon as it was light enough to see by, and toil back with a heavy grain of wheat balanced on her head. She would put the grain of wheat carefully away in her larder, and then hurry back to the field for another one. All day long she would work, without stop or rest, scurrying back and forth from the field, collecting the grains of wheat and storing them carefully in her larder.

The grasshopper would look at her and laugh. 'Why do you work so hard, dear ant?' he would say. 'Come, rest a while, listen to my song. Summer is here, the days are long and bright. Why waste the sunshine in labour and toil?'

The ant would ignore him, and head bent, would just hurry to the field a little faster. This would make the grasshopper laugh even louder. 'What a silly little ant you are!' he would call after her. 'Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!' And the grasshopper would hop away across the meadow, singing and dancing merrily.

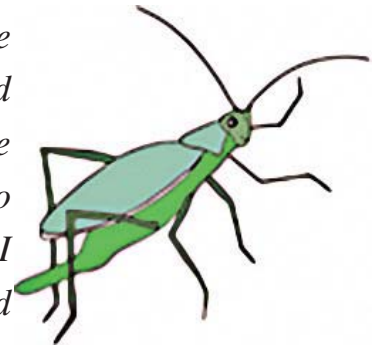




Summer faded into autumn, and autumn turned into winter. The sun was hardly seen, and the days were short and grey, the nights long and dark. It became freezing cold, and snow began to fall.

The grasshopper didn't feel like singing any more. He was cold and hungry. He had nowhere to shelter from the snow, and nothing to eat. The meadow and the farmer's field were covered in snow, and there was no food to be had. 'Oh what shall I do? Where shall I go?'

wailed the grasshopper. Suddenly he remembered the ant. 'Ah - I shall go to the ant and ask her for food and shelter!' declared the grasshopper, perking up. So off he went to the ant's house and knocked at her door. 'Hello ant!' he cried cheerfully. 'Here I am, to sing for you, as I warm myself by your fire, while you get me some food from that larder of yours!'



The ant looked at the grasshopper and said, 'All summer long I worked hard while you made fun of me, and sang and danced. You should have thought of winter then! Find somewhere else to sing, grasshopper! There is no warmth or food for you here!' And the ant shut the door in the grasshopper's face.

It is wise to worry about tomorrow today.

SELF - EVALUATION

I/ Write "T" for true and "F" for false in the corresponding boxes. You get one mark for each correct answer.

N°	Grammar words	Functions	True	False	Grade
1	Must	Prohibition			
2	Should	Advice			
3	Don't + verb	Obligation			
4	Which	Consequence			
5	Who	Warning			
6	That	Reason			
7	Therefore	Relative pronoun used for anything other than people			
8	Because	Relative pronoun meaning "who" or "which"			
9	Be careful	Advice			
10	Ought to	Relative pronoun used for people			

score

II/ Match sentence parts from columns A and B to get meaningful sentences. Write your answers in column C. You get one mark for each correct sentence.

A	B	C	GRADE
1- Go to the country to	a- oil in the sea.		
2 - People often complain	.b- protected		
3 - Big factories release	c- litter in the classroom.		
4 - We must dispose	d- of our waste properly.		
5 - You should handle household chemicals	e- substances.		
6 - Smoking in public transport is strictly	f- about air pollution		
7 - Avoid handling toxic	g- with care		
8 - Don't throw	h- fumes into the air.		
9 - Wild animals should be	i- prohibited.		
10 -Ships mustn't spill	j- breathe fresh air.		

N.B : If your total score is less than 10/20, ask your teacher for help.

score

Total score / 20

WORD LIST**A**

accumulate
aches
acid rain
addict
approve of
asthma

B

blind
breathe
burns

C

care
chemicals
complain
contaminated

D

damage
darkness
deaf
deafness
destroy
detergent
disapprove of
discharge
disease
dispose of
dust

E

earache
effect
environment
environmental
exposure

F

factory
fail
fluid
fumes

G

garbage
give up
glue

H

handicapped
handle
harm
harmful
headache
Health
healthy
household

I

impact
Interfere

L

landfill
leak
litter
lonely

N

neighbourhood

O

offender
overcrowded

P

pains
paints
paper basket
particles
patient
pesticides
pick up
pile
poisoning

polluted
pollution
preserve
prohibited
protect
proud
provide with

R

rash
realize
recycle
release
risky
rubbish

S

scream
sickness
smog
smoke
solvents
species
spill
spray
stomachache
substances
suffer

T

thankful
throw away
tiny
toxic
toxins
trash

W

waste
weakness
wild

MODULE 4



SERVICES



MODULE FOUR

SERVICES

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
100	Lesson one : At the airport	Reading Writing	-Infer the emotional state of a speaker (e.g., from intonation, speech rate) -Infer the communicative functions of utterances, according to situations, participants and goals - Process writing	1- Making polite requests 2- Requesting others to do something	1- Would you mind + v + ing 2- Could you + VP	service - customs aisle - boarding pass seat - flight railway - fasten belt - take off	/ ə /	Project work Step1
104	Lesson two : Internet shopping	Listening Reading Writing	-Draw on background knowledge. -Listen to infer the meaning of new words \ expressions. -Information transfer. - Process writing.	Warning	1- Mind + NP 2- Look out!	to exchange to chat - on-line website - hackers means huge benefits secure to order	/ ei / / ou / / au /	Writing
108	Lesson three: Tourism	Reading Writing	- Distinguish facts from opinion - Predicting possible outcomes - Use free writing to develop fluency.	The present perfect tense Thanking	1- Present perfect tense 2- Past participles 3- That will be/ It's very nice / kind of you	boom amount progress To experience To achieve comfort	Word stress Noun & verb	Project work Step2
112	Lesson four: Transport	Speaking Writing	-Predict gist and type of text from illustrations. -Infer the possible meanings of a word/expression. - Reinvest language covered in class in project work.	First conditional	1- If + present -----> Future	convenient frequent available throughout enquiry to give a hand	/ ei / / e /	Writing
117	Lesson five: Communication	Reading Writing	- Infer relationships between interlocutors - Work in pairs and share information in order to perform an oral task.	Noun formation 3	Gerund + Noun Noun + Gerund	seller to come round reception desk to join to look forward to	Spelling "ing" forms	Writing Project work Step 3 Presentation



AT THE AIRPORT

COMPREHENSION CHECK

Activity 1

Read the conversation again and rewrite the underlined utterances in front of the suitable function:

UTTERANCE	FUNCTION
.....	offer
.....	Agreeing
.....	Thanking
.....	Polite request / Requesting others to do something
.....	Polite request / Requesting others to do something

Activity 2

What do we call :

- A ticket that allows you to get on a plane to travel:
- A passage between the rows of seats:
- A trip on a plane:
- Something where you carry your luggage when you are travelling:





AT THE AIRPORT

LANGUAGE WORK

Activity 1 *Pair work*

Work in pairs to fill in the table with the appropriate words from the box. An example has been provided for you.

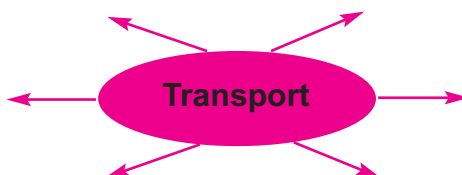
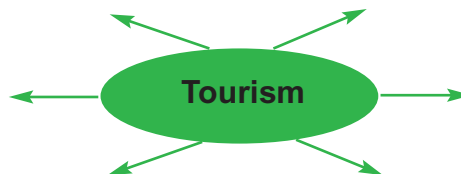
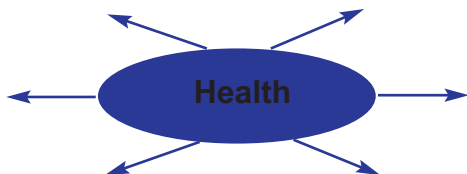
Information – hospital - hotel - doctor - transport - health care
- postman - receptionist - mail service – bus - post office

JOB	PLACE	SERVICE PROVIDED
Doctor	Hospital	Health care

Activity 2

Use the words in the box to complete the spidergrams.

Nurse – ticket – camping – luggage – destination – steward –
airport – care – treatment – guide – tour – bus pass – therapy





AT THE AIRPORT

PRONUNCIATION

Activity 1

a- Read these words aloud.

sir – letter – information – service – internet –
airport – about – cigarette – away – doctor

b- Focus on the underlined sounds and say whether they are similar or different.

- sir / service :
- doctor / airport :
- letter / about :

Activity 2

Classify these words :

service – airport – about – information – letter
away – doctor – cigarette – internet – sir

/ ə /	/ ɜ: /
.....
.....
.....
.....
.....



AT THE AIRPORT

Now start your project ...

Step 1

Group work

A blog is a personal diary on the net. With your group, go to your computer science teacher and ask him / her to help you go to www.blogspot.com and start your own blog by subscribing as a new blogger.

- Your blog can be entitled "My Ideal Mobile Phone".

(you can choose another title !)

- Next time, bring your own blog address, user name and password.

N. B : *If you have no internet connection, you can use paper instead to write about your ideal mobile phone.*

The lighter side

Joke :

When two service station attendants in Michigan, refused to hand over the cash to an intoxicated robber, the man threatened to call the police. They still refused, so the robber called the police and was arrested.

INTERNET SHOPPING



COMPREHENSION CHECK

Activity 1



Listen to the first part of the passage and find a suitable heading for each column.

?	?	?
<ul style="list-style-type: none"> - Games - listening to music - watching videos - horoscope 	<ul style="list-style-type: none"> - Research - news - weather - scientific innovation 	<ul style="list-style-type: none"> - Selling and buying goods - paying bills - ordering a book on the internet

Activity 2

These statements are false. Correct them with reference to the passage.

1- You can not buy goods on the net.

.....

2- It's less secure to order goods from a shop.

.....

3- It's very easy to apply protection on the net.

.....

Activity 3

Apart from the internet, list 3 other ways of shopping.

a- Buying from

b- Buying over

c- Ordering by

INTERNET SHOPPING



LANGUAGE WORK

Activity 1

Look at the following pictures about internet services and complete the labels.



Ch.....

E.....

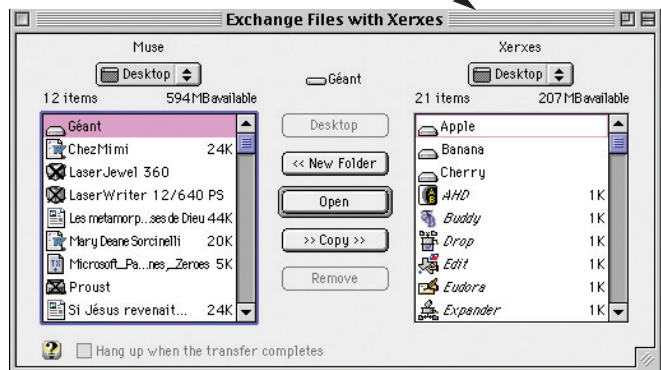
S..... the net.



Sh.....



Ph.....



Ex..... files.

Activity 2

Find the word for each definition.

File exchange – e-mail – surfing – chatting

INTERNET SHOPPING



Activity 3

Reorder these sentence parts to make warnings.

- some / on the net / look out! / dangerous sites/ there are /
- stay / Mind your eyes / don't / the computer / in front of / for / ! / long hours

PRONUNCIATION

Activity 1

Classify these words under the suitable heading.

Photo – only – over – doubt – safe – out – same – entertainment – now

/ au /	/ ou /	/ ei /
.....
.....
.....

Activity 2

Match each word with its phonetic transcription :

Words	Phonetic transcription
about	/ meil /
horoscope	/ əbaut /
mail	/ hərəskoup /

INTERNET SHOPPING



WRITING ONE

In your town centre you met Mark, a British tourist, who asked you for some information.

Complete the gapped conversation with expressions from the box.

Get to – thank you – look out – would you mind –
tourist information centre – please call

-Tourist : Excuse me, I'm lost and I don't know how to the tourist information centre, can you help me please?

-You : Oh, the ? It's 10 minutes from here, but today is a holiday !

-Tourist : Oh what a pity ! So showing me the way to the beach please, I'd like to have a swim.

-You : Sure, go straight and turn left. You can't miss it. But ! Don't leave any valuables unattended and here is my phone number if you need anything

The lighter side

Proverb :

A book borrowed is sooner read than a book bought.

Guess why ...

- Why did the Tomcat join computer classes ?
- To catch a mouse !!!





COMPREHENSION CHECK

Activity 1

1- What is the French tourist's opinion about the Tunisian people?
Tick the right adjectives.

- aggressive generous helpful friendly
- cheerful polite nice

Activity 2

2- Find in the texts words meaning:

- * : the country to which somebody travels (introduction)
- * : like very much (bubble2)
- * : quantity (bubble 1)

Activity 3

3 - Guess the meaning of the word "kind".

Bubble 2 : kind =

Bubble 3 : kind =





TOURISM

LANGUAGE WORK

Activity 1

Cross the words unrelated to tourism :



Activity 2

Put the bracketed verbs in the present perfect tense and replace the underlined functions with the appropriate expressions:

<p>A: <u>Greeting</u> :</p> <p>B: Good morning, sir.</p> <p>A: <u>Polite request</u> :</p> <p>B: Here you are sir...</p> <p>A: Is it the first time you visit Tunisia?</p> <p>B: No, I (Be) .....here twice before and I (enjoy) my stay very much.</p> <p>A: You are welcome. Have a pleasant stay.</p> <p>B: <u>Thanking</u> :</p>	<ul style="list-style-type: none"> • Thank you very much. • That will be kind of you. • Can I see your passport please? • Good morning.
--	---

TOURISM



PRONUNCIATION PRACTICE

Stress the right syllable in these words :

NOUNS	VERBS
Stay	Stay
Exchange	Exchange
progress	progress
extract	extract
Contrast	Contrast
Support	Support





Don't forget your project !

Step 2

Write a short paragraph describing your mobile and place its photo next to the description in your blog.

- Colour: (black- grey.....)
- Size: (big – small.....)
- Shape: (rectangular....)
- Made in
-

Ask your computer science teacher for help with the screen capture !

List what you can do with your mobile phone.

Example :

- I can use my mobile phone to –
-
-

Don't forget to bring a screen capture of your work to the class !

The lighter side

Joke...

A tourist asks a man in uniform, " Are you a policeman? "

" No, I am an undercover detective."

" So why are you in uniform? "

" Today is my day off. "

TRANSPORT



COMPREHENSION CHECK

Activity 1

1) Read paragraph one and find adjectives that describe buses in London

.....

2) What do the destination and number shown at the front of buses help people do ?

.....

Activity 2

Read the last sentence of the text and rewrite it using the words and sentence parts below.

Which bus to catch / other people / If / will / probably / you don't know /help you / ?
If.....



TRANSPORT



LANGUAGE WORK

Activity 1

Label these pictures and put each number in the right basket.



Air transport

—

—

—

Sea transport

—

—

—

Land transport

—

—

—

TRANSPORT



Activity 2

Fill in the blanks with words from the box and put the verbs in brackets in the right tense.

Timetable / traffic / best

- There are people who believe that cars are the (1) way to travel when and where you want. But on trains and buses-public transport- you have to travel when the (2) says you can.

These people think that if you build more roads, the (3) will move more quickly. But research shows that if there (be) more roads, there (be) more cars to fill them.

Environmentalists are saying that we should put more money into public transport. Cars often carry just one person. If the public transport system works, more people (use) it. If trains (carry) more people, the roads (not be) so crowded.

Activity 3

Rewrite the following sentences / sentence parts in the correct order to get a coherent paragraph :

- Soon there will come a day when we hear there is a traffic jam all the way round these roads .
- Today people call them the biggest car park in the country because a huge number of cars move along them everyday.
- Most new roads round Tunis were built in the last twenty years.
- and if you want to drive to work you will certainly prefer to stay at home.

.....

.....

.....

.....

.....



TRANSPORT

PRONUNCIATION PRACTICE

Activity 1

Read these words aloud and put them under the right heading.

There / drive / high / test / timetable / traffic / best / west / price

/ ai /	/ e /
-	-
-	-
-	-
-	-

Activity 2

Tick the words with the sounds /ɔ / or /ɔ: /.

- Transport
- Cost
- Stop
- School
- Always

TRANSPORT



WRITING TWO

If you are planning to visit a friend next summer holidays, which means of transport will you choose? Use the table below and the following linkers to write your paragraph.

but - when - because - therefore - however

Means of trasport	Advantages	Disadvantages
The motorcycle	practical - convenient - economical	risky - not comfortable for long distances
The car	comfortable - good for long distances and family outings	costly - more dangerous than the train
The bus	cheap - popular - less risky than the car	crowded - not always convenient for moving about
The train	cheap - comfortable - allows sightseeing	slow - many stops
The plane	fast - comfortable	expensive - no sightseeing

The lighter side

A man pulls up to the curb and asks the policeman,

" Can I park here? "

" No, " says the cop.

" What about all these other cars? "

" They didn't ask ! "

COMMUNICATION



COMPREHENSION CHECK

Activity 1

These statements are false. Correct them with reference to the text.



a- Susan Moore is going to be in London on Friday.

.....

b- James Adams and Susan Moore are going to have dinner together.

-

c- They agreed to meet at the reception at 11:30.

.....

Activity 2

Tick the right box.

We (line 3) refers to:

a- James and his Secretary

b- James and Susan

Here (line 11) refers to :

a- Manchester

b- James' office

COMMUNICATION



LANGUAGE WORK

Activity 1

Choose the right word for each definition :

Cordless phone - WAP phone - Pay phone - Video phone

- 1- : a phone in a public place operated with money, a credit card or a phone card.
- 2-: a special phone with a screen so you can see the person you're speaking to.
- 3-: a mobile phone with access to the Internet.
- 4- : an extension not connected by a wire, so you can use it around the house or in the garden.

Activity 2 Pair work

Reorder this short conversation then enact it with your classmate.

- A: I'm calling about your order.
- B: That will be fine, thank you.
- A: Hello, Smith & Bronson?
- B: Could you call back later, please. I'm very busy right now.
- A: Ok, I'll ring you up again in the afternoon. Bye!
- B: speaking.

Rewrite the conversation here.

- A:
- B:
- A:
- B:
- A:
- B:



COMMUNICATION

Activity 3

Complete the conversation using the underlined words or expressions in activity 2:

S.M : Is that James Adams?

Secretary : No, Who's calling?

S.M : Susan Moore. Could I speak to Mr Adams, please?

Secretary : I'm afraid he's Would you like to leave a message?

S.M : Could you ask Mr Adams to?

Secretary : Yes of course

S.M : Goodbye.



Taking a phone call.



COMMUNICATION

PRONUNCIATION PRACTICE

Activity 1

Spelling "ing"

When we add "ing" at the end of a word some **changes** occur:

a-When a word ends in a consonant:

- 1- We **double the final consonant** as in shop → shopping, chat → chatting
- 2- We bring **no change** as in: think → thinking, wait → waiting

b-When a word ends in a vowel:

- 1- We **drop it** as in shine → shining, smoke → smoking
- 2- we **bring no change** as in do → doing, fly → flying

Activity 2

Write the gerund of these verbs and make changes where needed.

VERB	GERUND
Wait
Rain
Wear
Shine
Run
Have
Take
Get
Stop
Begin



WRITING TWO

Group work

Now that your paragraph about the visit to the natural reserve is ready :

- Exchange it with your classmates.
- Correct the mistakes (punctuation, spelling, word order, grammar...)
- Read your final draft to the rest of the class.

Now present your project ?

Step 3

Make a screen capture of your blog and bring it to the class.

- *Appoint a member of your group to present your work .*
- *Exchange your work with other groups.*

The lighter side

This dog, is dog, a dog, good dog, way dog, to dog, keep dog, an dog, idiot dog, busy dog, for dog, 20 dog, seconds dog! ... Now read without the word dog.

Riddle :

To whom do people always take off their hats ?

Answer : Hair-dressers !



**FIRE ! FIRE !**

The moon had gone behind a cloud and there weren't many stars in the sky. It was a dark night. I saw a glow in my neighbour's kitchen. I thought he was having a midnight snack so I went back to my bed.



Soon, there was a burning smell in the air and I suspected something was wrong. At once, I jumped out of bed and went downstairs to investigate. I saw fire coming out of my neighbour's kitchen. Instinctively, I shouted "Fire! Fire!" But there was no one nearby to hear my shouts for help.

I rushed into my house, called the Fire Department and went back to my neighbour's house. I rang the doorbell, banged on the door and called out my neighbour's name but there was no response. I managed to break into the house and rescued a cat and a rabbit.

I tried to throw buckets of water through the kitchen window but it was no use; the fire was too strong. Luckily, a fire engine arrived and the firemen put out the fire. They arrived in the nick of time as the fire was going to spread to the other rooms in the house.

When my neighbour came back, he was sad because his kitchen was a wreck but he thanked me for calling the Fire Department and for saving his pets. He wanted to give me some money as a reward but I did not accept it.

Weeks later, my neighbour repaired and restored his kitchen. He invited me to his new kitchen and there he gave me a medal that he had specially ordered from a factory. It made me very happy.



SELF - EVALUATION

I/ Match the expressions in column A with the corresponding functions in column B. (4 marks)

Grammar words	Functions	Grade
1- Don't disturb !	a- Giving advice	
2- Look out! Your father is angry at you.	b- Prohibition	
3- You should work harder.	c- Polite request	
4- Would you mind closing the window ?	d- warning	

II/ Add words from columns B to complete the sentences in column A. Write your answers in column C. You get one mark for each correct sentence. (10 marks)

A	B	C	GRADE
1- Buying goods might be unsafe.	a- files	1.....	
2 - People can exchange .....on the net.	b- comfort	2.....	
3 - Instead of letters, many people send nowadays.	c- monuments	3.....	
4 - I don't have a mobile phone. I have to call from a box.	d- reception	4.....	
5 - Luxurious hotels offer a lot of to their customers.	e- boarding	5.....	
6 - Tourists can visit very old and admire them.	f- e-mails	6.....	
7 - To get information in hotels, tourists go to the desk.	g- services	7.....	
8 - To get on the plane, passengers must have a pass.	h- phone	8.....	
9 - Before the plane takes off, passengers must .....their seat belts	i- online	9.....	
10- Accommodation, transport and health are	j- fasten	10....	
Score :			

SELF - EVALUATION

III- Use the right form of the verbs in brackets to complete the following paragraph. (3 marks)

(Send)..... an email is a two-step process. First, write the purpose of your email, fill in contact information, and select a subject before (to submit) a message in step two.

We hope you enjoy (use) our e-mail services, but beware of Internet viruses!

Score :	
---------	--

IV/ Choose the right alternative. (3 marks)

My grandmother's family (**will be - has been - was**) born and raised in Newfoundland. We (**have been - were - has been**) back with my family twice, and my dad (**have been - has been - was**) back 5 or 6 times. I LOVE NEWFOUNDLAND! It is definitely the most beautiful and authentic province.

N.B : If your total score is less than 10/20, ask your teacher for help.

Total score :	
---------------	--

/ 20

WORD LIST

A

achieve
area

B

baggage
beware
boarding

C

check-in
comfort
consumer
convenient
cordless

E

entertainment
exchange

F

fasten

H

hostel

J

journey
just

L

lately

M

mail
means

O

online
operator
order

P

progress

R

recently
remarkable

S

secure
suburbs
suit
surf

T

travel

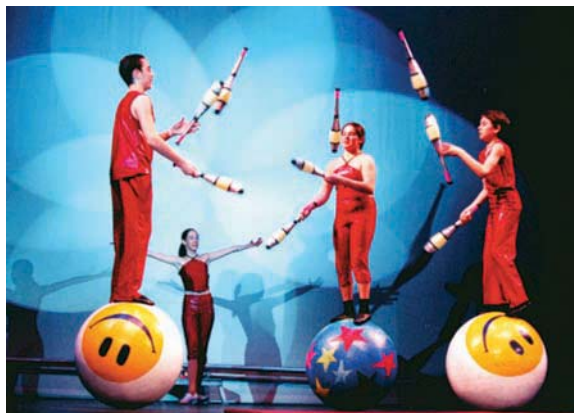
W

wap
witness

Y

youth

MODULE 5



ENTERTAINMENT



MODULE FIVE

ENTERTAINMENT

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
128	Lesson one : Means of entertainment	Reading Writing	- Interpreting pictures. - Scanning a text for specific information. - Information transfer - Completing an interview. - Identifying different sounds.	- Expressing uncertainty - Expressing certainty	1- Maybe / Perhaps 2- I'm sure + that clause / No doubt + declarative sentence.	disc-based e-books to take over a walk-in cinema to interrupt giant dolby system	/o i / / iə /	Project work Step1
132	Lesson two : Eating out	Listening Reading Writing	- Identifying vocabulary related to food. - Matching words with definitions. - Listening for gist. - Reinvesting language in one's writing.	- Exclamations - Expressing satisfaction	1- It's a surprise 2- What a... 3- How nice + to 4- This is just what I wanted / needed / meant	make up one's mind diet coke garlic starter dressing vegetarian barbecued - charge	/ au ə / / ai ə /	Writing
138	Lesson three: Where shall we go?	Reading Writing	- Drawing on prior knowledge. - Identifying activities from pictures. - Reading for gist. - Making suggestions. - Identifying stress at word level.	- Making suggestions	1- Shall we + Verb 2- I suggest that + clause. 3- Why don't we / What about.	wild acrobats to windsurf water slides rides flavour exotics	Word stress five verb & noun	Project work Step2
142	Lesson four: Let's watch a film!	Speaking Writing	- Describing people - Reading for specific information - Predicting possible outcomes. - Writing a biography.	- Expressing regret	1- I'm so / very sorry + that clause. 2- I regret + (noun / ving)	take away fish tank to come across creatures a shak a shark to run away	/ au / / ai / / ou / / ei /	Writing
147	Lesson five: Stars pastimes	Reading Writing	- Showing interest - Showing indifference. - Matching words to make expressions. - Matching parts of sentences.	- Showing interest, indifference	1- I'd like to know more about 2- It sounds interesting 3- I'm interested in... 4- I don't mind / care...	Lyrics to sound award skateboarding a single a yacht	Spelling 4 Mute consonants (k, l, gh, g, h)	Writing Project work step 3 Presentation

MEANS OF ENTERTAINMENT



COMPREHENSION CHECK

Activity 1

Fill in the following table with information about the people in the pictures.

Name	Age	Pastime mentioned in the text

Activity 2

Answer the following questions.

a- Does Kevin think technology lasts a long time? Why?

.....

b- What annoys Kelly when she goes to the cinema?

.....

c- Why does Sandra prefer the walk-in cinema?

.....

Activity 3

Both Linda and King aren't sure of some things. What are they?

1. Linda isn't sure why

2. King isn't certain why

MEANS OF ENTERTAINMENT



LANGUAGE WORK

Activity 1

Look at the following pictures and write what means of entertainment they show.



.....



.....



.....



.....



.....



.....

Activity 2

You aren't sure what to do next weekend. Use "maybe" and "perhaps" to make 2 sentences about the pictures in Activity 1.

a. Maybe I

b- Perhaps we

MEANS OF ENTERTAINMENT



Activity 3

Fill in the blanks with words from the list.

Galleries – window shopping – pastimes - travelling

Recent research has shown that visiting and range among the favourite..... for people in big cities such as London, Paris and New York. However, there are many people who still engage in activities likeand sports games.

PRONUNCIATION

Write the following words under the appropriate heading.

WORD	/ oɪ /	/ i ə /
annoy		
real		
year		
boy		
hear		



Now start your project ...

Step 1 work in groups

The end product of your project in this module will be to produce a wall display about a song and the artist.

Choose one of the English songs you like best. Collect information on the song and the artist.

- *Share the information with your group.*
- *List all the jobs that need to be done in the group.*

The lighter side

Proverb :

Any time means no time.

Riddle

What stays hot even if put in a refrigerator?

Answer : Peppers



EATING OUT

COMPREHENSION CHECK

Activity 1

Listen to the conversation and correct these false statements.

1- Jane, Mike and Victoria want to start eating immediately.

.....

2- Mike orders some ice-cream for dessert.

.....

3- Only the waiter knows what today's dishes are.

.....

4- It's cold in the restaurant.

.....

Activity 2

Listen and circle the words you hear.

coffee – stadium – burger – menu –
today's dishes – juice – pizza - board –
cold – french cake – warm –
tomato – cheese – fish and ships



EATING OUT

Activity 3

Listen to this conversation. Complete the following menu with the appropriate dishes.

starter

main course

Four horizontal dotted lines for writing a starter dish.

Four horizontal dotted lines for writing a main course dish.

dessert

Four horizontal dotted lines for writing a dessert dish.

EATING OUT



LANGUAGE WORK

Activity 1

These are pictures showing unusual things, use the words in brackets to express surprise.

The first one has been done for you:



(unusual pets)
Example: How unusual these pets are !



giant / cake
.....
.....



odd / car
.....
.....



enormous / pizza
.....
.....



amazing / castle
.....
.....



peculiar / house
.....
.....

EATING OUT



Activity 2

Say where each of the following expressions is used.

How large your kitchen is !
This book is just what I need!
What a delicious meal!
Thank you, what a lovely present!
This is the jacket I was looking for.

Activity 3

Complete the following conversation between Mrs Smith and her grandson Mark

Mark: Hi, grandma.

Mrs Smith: Hello, Mark. What(surprise).....!

Mark: I've come to see you and have some of your delicious chocolate cake.

Mrs Smith: Well, I have made a chocolate cake this morning . Here you are.

Mark: Oh, thank you (satisfaction)..... ! Have you managed to write down your recipes on your new computer?

Mrs Smith: Oh, sure. And a few more things. In fact I've made a web site with them, and it's quite successful, I get more than ten thousand visitors every day. Imagine that even some people are (interest)..... in buying my cooking book.

Mark: I see you've been quite busy. I'm impressed.

Mrs Smith:Besides, I have been helping my friend Henry, who doesn't know much about computers. We have both installed webcams, so now we can see each other when we talk.

Mark: Oh granny,you will never stop surprising me.



EATING OUT

PRONUNCIATION PRACTICE

Write the following words under the appropriate heading.

higher - tower - fire - retire - flower - power - diary - hire

/ aiə /	/ auə /

WRITING ONE

Step 1

You have decided to go on a school excursion to the museum with your friends. At the last minute, you learned that the trip has been cancelled.

Write a conversation where everybody in the group shows regret, dissatisfaction and surprise.

Use expressions such as :

- 1- "What a pity!"
- 2- "It's a pity!"
- 3- "What a surprise!"



EATING OUT

A large light blue rounded rectangle containing ten horizontal dotted lines for writing.

The lighter side

Proverb :

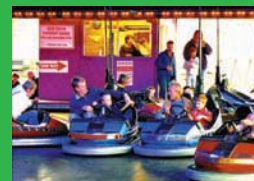
Barking dogs seldom bite.

Riddle

What can't be used unless broken?

Answer : *Eggs*

WHERE SHALL WE GO?



LANGUAGE WORK

Activity 1

Select two pairs of antonyms and four pairs of synonyms.

Interesting – holiday - show – – prefer - boring – mall- performance-
 pets- supermarket- vacation – would rather -wild animals

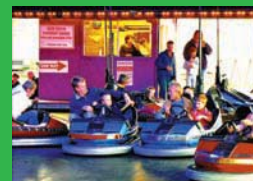
1. ?
2. ?
3. =
4. =
5. =
6. =

Activity 2

Match the words in A with those in B to get meaningful pairs in C.

A	B	C
Zoo	show	1.
Wind	riding	2.
Eating	board	3.
Wild	games	4.
Fun	surfing	5.
Horse	pool	6.
Video	animals	7.
Skate	out	8.
Swimming	fair	9.
Seal	keeper	10.

WHERE SHALL WE GO?



Activity 3

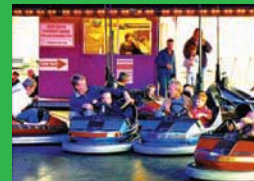
Put the verbs in the right form.

- Why don't we (to go) to the movies tonight?
•
- What about (to ask) your brother for help?
•
- How about (to travel) to Hawaii for your vacation?
•
- I suggest that you (to take) the tourist guidebook with you, you'll need it.
•
- Let's (to go) to the travel agency this afternoon to book our tickets.
•

PRONUNCIATION PRACTICE

Circle the stressed syllable.

kee/per – me/nu – shop/ping –
or/der – deli/ve/ry –
en/ter/tain/ment.



Don't forget your project !

Step 2

*Include the artist's photos, a chart showing the most important events in his / her life and the words of the song.
Don't forget to use headings.*

N.B *Writing down words from a CD or a tape is not an easy task.*

These suggestions may help you.

- Always start by listening to the whole song first..*
- Play your tape or CD, pausing frequently. If something is unclear, move on to another section, then come back to the part that is causing the problem.*

The lighter side

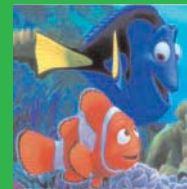
Proverb

A blind man's wife needs no make-up.

Riddles

Why do fish live in water?

Answer : Because cats can't swim.



LET'S WATCH A FILM !

COMPREHENSION CHECK

Activity 1

Read the text again and complete the table.

Characters	Events	Mission
.....
.....
.....
.....
.....
.....
.....
.....

Activity 2

Find synonyms and antonyms of the following words in the text.

- safe ≠
- save =
- find ≠
- escape =

Activity 3

What do the words in bold in the text refer to?

- “**he**” refers to.....
- “**the two friends**” refers to.....
- “**they**” refers to

Activity 4 *Group work*

With your classmates.

Discuss a possible ending for Nemo's story.

- Will Nemo's father manage to rescue him?
- or will Nemo's friends help him escape?
- or will he end his life in a fish tank?



LET'S WATCH A FILM !

LANGUAGE WORK

Activity 1

When he went back home Nemo wrote this song to his father to show his regret.

Complete the gapped poem with : I'm sorry that/ I regret / I'm so sorry

I'm sorry, made you feel sorry

*I..... I get lost
And you were there waiting
I know,
I guess I wasn't thinking of you
It's not that I don't care
You should know me better by now*

*.....if I made you lonely and sad
I am sorry I made you feel bad
What I'm trying to say
I'm not always that way
So love me for all that I am*

*I know (I know) I often forget
To say that I love you
And yes (and yes) I truly
that I might have hurt you that way
It's not that I don't care*

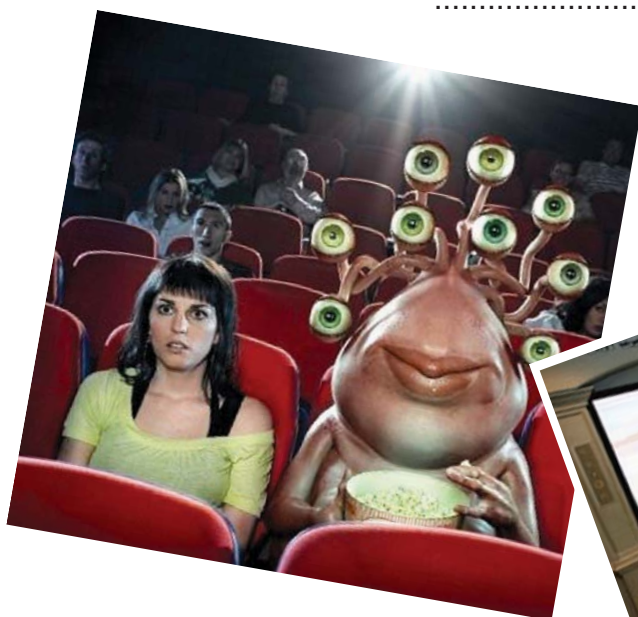
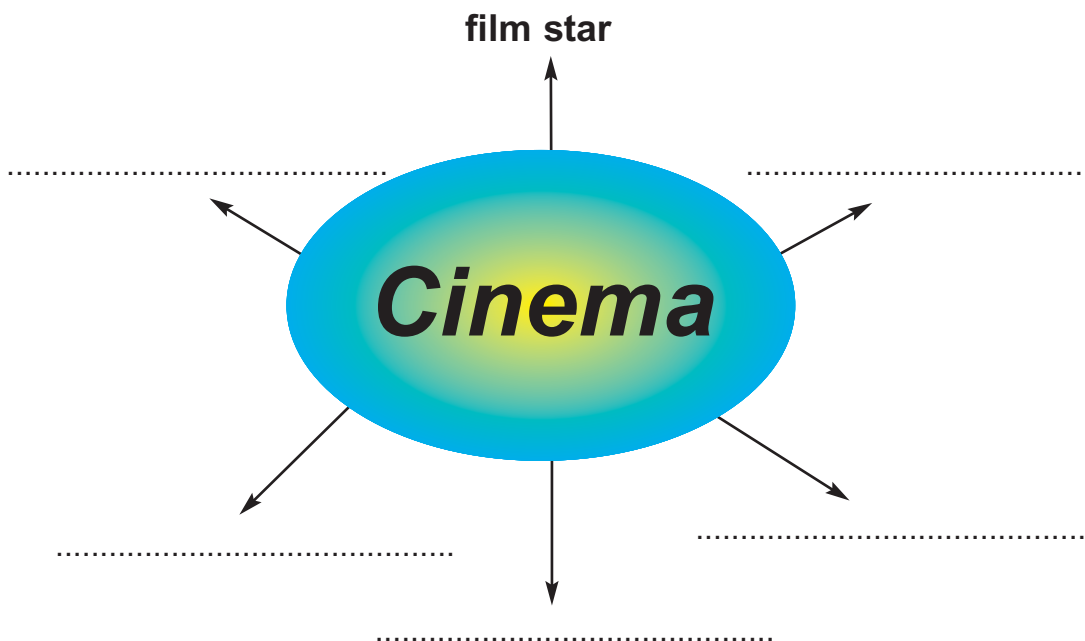
*True, I may defend the things I do
Though Idoing wrong
But when the heat comes down it's you
(It's you) that keeps me going on*



LET'S WATCH A FILM !

Activity 2

Complete the following spidergram with words related to the cinema.





LET'S WATCH A FILM !

Activity 3

Fill in the blanks with the words from the list.

leisure - film - heroes - attracts - interested

According to a recent survey of Britishhabits, the cinema todayonly 88 million people a year, compared with 1.4 billion in the 1950s. It is a sad fact for the industry that only 5% of the population are in going to the cinema more than twice a month, 11% don't care much to go only once a year and an astonishing 40% never go to the cinema at all. As for the most popular film....., in 1989 it was an all male line-up of :

1 Indiana Jones, 2 Roger Rabbit, 3 Batman, 4 Tom Cruise and 5 James Bond.

PRONUNCIATION

Listen and group the words according to the sound.
Circle the mute letters.

late – know – now – night – weigh – stone – write – road – boat – found - find

/au/	/ai/	/ou/	/ei/
.....
.....
.....
.....



LET'S WATCH A FILM !

WRITING TWO

Write a note where you apologize for not being able to attend a friend's birthday.

Choose from the following, reasons why you won't attend the party.

- Getting ready for exams.
- Hurt your leg.
- Mum and Dad away from home.

.....

.....

.....

.....

.....

.....

The lighter side

Proverb :

Don't put all your eggs in one basket.

Riddle

What weather do mice and rats fear?

Answer : When it's raining cats and dogs.



STARS PASTIMES

COMPREHENSION CHECK

Activity 1

Read the text in your student's book about Beyonce again and answer the following questions.

1-How does Beyonce spend her holidays ?

.....

2-What is Beyonce interested in ?

.....

3-What does Beyonce read most ?

.....

Activity 2

These statements are false. Correct them with reference to the text.

1- Beyonce's family lives far away from her.

.....

2- Beyonce doesn't keep in touch with her family.

.....

3-Beyonce is a lonely person.

.....

STARS PASTIMES



LANGUAGE WORK

Activity 1

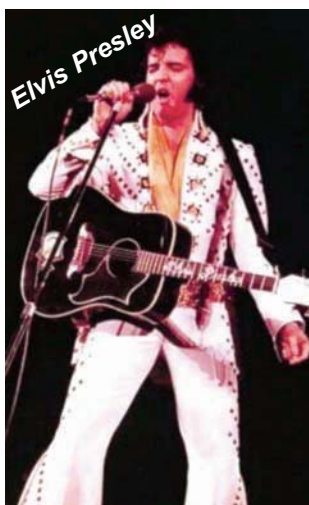
Read the interview again and rewrite the expressions showing interest and indifference in the table.

Interest	Indifference
.....
.....

Activity 2

Match words in A with words in B to get meaningful expressions.

A	B	Answer
1. musical	a. writer	1 +
2. song	b. guitar	2 +
3. photo	c. holidays	3 +
4. put on	d. album	4 +
5. lead	e. instrument	5 +
6. go on	f. make up	6 +



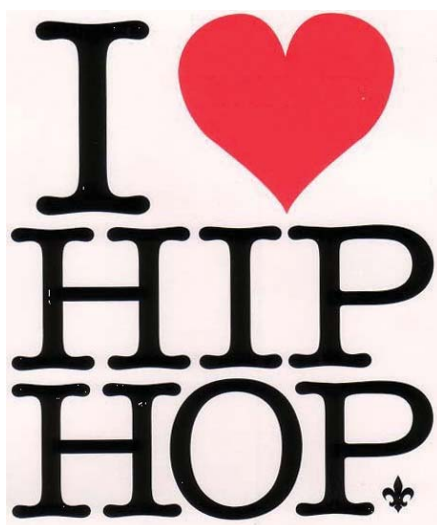


STARS PASTIMES

Activity 3

Match A with B to get meaningful sentences and write in C what they express.

A	B	C
1. I don't mind	a. in hip hop music.	1+ :
2. It sounds interesting	b. missing my trip to Britain	2+ :
3. what a nice	c. staying at home tonight.	3+ :
4. I'm interested	d. playing cards?	4+ :
5. I regret	e. to read her diary.	5+ :
6. What about	f. picture!	6+ :





STARS PASTIMES

PRONUNCIATION

Use your dictionary to find words with the following mute letters.

K.....

L.....

GH.....

H.....

WRITING THREE

a- Read the adverts and find an event for someone who likes..

music - Sahara festivals - food and restaurants -
ancient civilisations - watching films





Southport Melodic Jazz

14 page full colour programme ring 01704 541700

4th JAZZ on a Winter's Weekend
 Fri 1st - Sun 3rd Feb 2008

WEEKEND TICKET £120
 DAY TICKETS Fri £37, Sat £36, Sun £38

2 hour 2 set events

Friday

- 7.30pm Sufjan Stevens and The City and The Stars
- 8.30pm Steve Martin Band
- 9pm Ben Clowes/Neil Young Quartet

Saturday

- 7pm Sergio y El - Adria Barrio/Nightingale Quartet
- 8.30pm John McLaughlin with Eddie Henderson
- 9.30pm Russell Malone Quartet
- 10pm Free Church Big Band

Sunday

- 7pm Joe Raposo/Russell Malone Quartet
- 8.30pm Eddie Henderson Quartet with Peter Wing
- 9.30pm Alan Barnes Band/Johnny Winter
- 10pm Russell Malone with Billy Hart/Robin Diptford

For Weekend or Day tickets ring 01704 541700
 For individual gig tickets ring Booking Office on 01704 540011
 www.southportmelodicjazz.co.uk
 Visit www.jazzweekend.co.uk for the perfect jazz weekend



GLOBE CINEMA

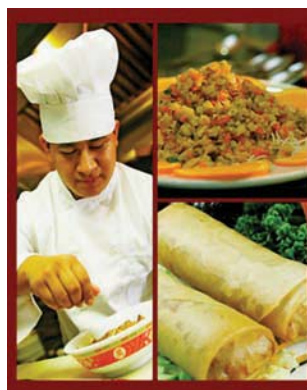
1 THEN SHE FOUND ME
 14A

Nightly at 7:10 and 9:10
 Sat - Sun Mats 1:10 and 3:10

2 REDBELT
 14A

Nightly at 7:00 and 9:00
 Sat - Sun Mats 1:00 and 3:00

Chef's special
 Everyday
 Chinese restaurant
 No smoking, please!



b- Write down information about the events you like.

Name	.....
Activity	.....
Date	.....
Place	.....
Other details	.....



STARS PASTIMES

c- Write a five-line paragraph where you express interest or indifference concerning one of the above-mentioned events

1-.....

2-.....

3-.....

4-.....

5-.....





Present your project

Step 3

Now that you have collected enough information on the artist, stick his/her photos, biography and the headings on the classroom walls. Start your oral presentation showing what has made the artist successful. The following are tips that will help you find more ideas.

To be a successful pop star, you need to:

- Study music at school or at home.
- Join a band and form a group.
- Write your own music.

Find more ideas for your oral presentation.



The lighter side

Proverb :

A great talker is a great liar.

Spelling :

What's black when it's clean and white when it's dirty?

Answer : A blackboard





Who Did Patrick's Homework?

by Carol Moore

Patrick never did homework. "Too boring," he said. He played baseball and basketball and Nintendo instead. His teachers told him,

"Patrick! Do your homework or you won't learn a thing."

But what could he do? He hated homework.



Then on St. Patrick's Day his cat was playing with a little doll and he grabbed it away. To his surprise it wasn't a doll at all, but a man of the tiniest size. He had a little wool shirt with old-fashioned britches and a high tall hat much like a witch's. He yelled, "Save me! Don't give me back to that cat. I'll grant you a wish, I promise you that."

Patrick couldn't believe how lucky he was! Here was the answer to all of his problems. So he said, "Only if you do all my homework 'til the end of the semester, that's 35 days. If you do a good enough job, I could even get A's."

The little man's face wrinkled like a dishcloth. He kicked his legs and doubled his fists and he grimaced and scowled and pursed his lips, "Oh, am I cursed! But I'll do it."



And true to his word, that little elf began to do Patrick's homework. Except there was one little problem. The elf didn't always know what to do and he needed help. "Help me! Help me!" he'd say. And Patrick would have to help -- in whatever way.

GRANDMA'S CORNER



"I don't know this word," the elf squeaked while reading Patrick's homework. "Get me a dictionary. No, what's even better. Look up the word and spell out each letter."

When it came to math, Patrick was out of luck. "What are times tables?" the elf shrieked. "We elves never need that. And addition and subtraction and division and fractions? Here, sit down beside me, you simply must guide me."



Elves know nothing of human history, to them it's a mystery. So the little elf, already a shouter, just got louder "Go to the library, I need books. More and more books. And you can help me read them too."

As a matter of fact every day in every way that little elf was a nag! Patrick was working harder than ever and was it a drag! He was staying up nights, had never felt so weary, was going to school with his eyes puffed and bleary.

Finally the last day of school arrived and the elf was free to go. As for homework, there was no more, so he quietly and slyly slipped out the back door.

Patrick got his A's; his classmates were amazed; his teachers smiled and were full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude.



You see, in the end Patrick still thought he'd made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Patrick had done it himself!

Adapted from the internet.

SELF - EVALUATION

1-Match the utterances in A with their corresponding functions in B.

A	B	ANSWERS
Maybe we should order some drinks.	Regret	.....
How nice to see you here!	Satisfaction	.....
I suggest that we have a party.	Surprise	.....
I'm so sorry, I forgot the cook book.	suggestion	.....
I don't mind doing the housework with my wife.	Certainty	.....
It sounds interesting to visit monuments.	uncertainty	.....
This is exactly the colour I was looking for!.	indifference	.....

7 marks

2- Read the words below and pick out three pairs of synonyms and three pairs of opposites

Savoury – warm – movies – particular – boring – unsure – enjoyable – amazing – trip – cold – journey – sure – interesting – strange – cinema - pleasant – disobey – delicious – disgusting – special – obey – repulsive – wonderful – odd

Synonyms	Antonyms
=	≠
=	≠
=	≠
=	≠
=	≠
=	≠

6 marks

3- Fill in the blanks with words from the list below.

fun - kiss - celebrate - great

*Here's a Birthday Wish for you,
 Havein all you do,
 It's aday, it's your day,
 Happy birthday to you !!!
 It's a blessing, so true,
 And we all love you too,
 Let's not wait, to.....,
 Happy birthday to you !!!
 Everyone sends you a.....,
 We'd never miss, your Birthday Wish,
 As you face a world so new,
 Happy to you,
 Happy Birthday to you!!!*

4 marks

4-Complete this conversation with the following expressions.

**It sounds interesting - I'm looking - latest Japanese -
 Can I help you - much is everything - do you call them**

- Assistant:** madam?
- Mrs Abbot:** Yes please, I'm looking for a personal computer.
- Assistant:** Have you got anything in mind? Do you want a desktop or a laptop?
- Mrs Abbot:** I don't want something expensive; I prefer one of those which you can carry anywhere. How.....?
- Assistant:** You mean a laptop? I think we have what you need. Look, this computer is the technology at a special price this week, only 790£. It has got a hard disk of 140 GB
- Mrs Abbot:** but, can I connect to the Internet with this computer?
- Assistant:** Of course. It has an integrated PCI modem, you just need a telephone connection.
- Mrs Abbot:** This is just what.....for. I think I'll take it.
- Assistant:** Fine. Do you need a printer? a scanner? loudspeakers?
- Mrs Abbot:** Perhaps I 'll need a printer.
- Assistant:** This one is a new model, and the price is excellent, too. You'll be able to print text and high resolution photographs.
- Mrs Abbot:** How.....?
- Assistant:** Well, that'll be £1,200.
- Mrs Abbot:** Can I pay by credit card?
- Assistant:** Yes, of course. Come over here.

Score :	20
----------------	-----------

If your score is less than 10 / 20, you should ask your teacher for help.

WORD LIST

A

acrobats
award

B

barbecue

C

charge
come across
creatures

D

diet coke
disc-based
dressing
drive-in

E

e-books
exotic

F

fish tank
flavour

G

garlic
giant

I

interrupt

L

lyrics

M

make up one's mind

R

rides
run away

S

shark
single
skateboarding
sound
starter

T

take away
take over

V

vegetarian

W

walk-in cinema
water slides
wild
windsurf

MODULE 6



CIVILITY



MODULE SIX

CIVILITY

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
161	Lesson one : Voluntary work	Reading Writing	-Read for gist. -Scan a text for specific information. -Matching sentence parts - Produce oral descriptions from pictures. - Classifying words.	Expressing ability/Inability.	Can / cannot	To take part in- needy - homeless cruel- volunteer - donate - disabled- stand by - survive- chores - lack of - to give a hand	The sound / u /	Project work Step1
166	Lesson two : Volunteering kids	Listening Reading Writing	-Inferring meaning from pictures. -Expressing opinion about issues. -Listen to identify, understand and react to social issues.	Offering help.	1- Can I help you ? 2- What can I do for you?	join get started come forward to establish membership to involve across foreign hard time trust perform figure out share carry out peers	The letter "k"	Writing
170	Lesson three: How to be cooperative	Reading Writing	-Predict gist and type of text from format, illustrations, title -Infer speaker's age, occupation -Infer the possible meanings of a grammar structure.	Describing past actions.	The past progressive		Stress in compounds	Project work Step2
174	Lesson four: Clubs, associations and charities	Speaking Writing	- Predict topic from illustrations. -reinvest prior knowledge in one's writing - Write a biography.	Expressing opinion.	1-I think that 2-I believe that 3-In my opinion 4-I think so...	opportunity - firms hand-mission- homeless-income - shovel-driveaway stair lift-walking stick	Spelling of verbs ending in "o".	Writing
179	Lesson five: Tolerance and respect for others	Reading Writing	-Reacting to illustrations Scanning for specific information. -reinvesting previously acquired language.	Expressing hope.	I hope that + clause.	immigrants refugees peacemaker conflicts tortured reconciliation	Spelling 6 Mute consonants (t,p,w,s)	Writing Project work step 3 Presentation



VOLUNTARY WORK

COMPREHENSION CHECK

Activity 1

Read the four short paragraphs in your student's book again and answer the following questions.

1- Does Dennis have a job?

.....

2- Is Holly paid for her work?

.....

3- Give three reasons why people volunteer?

.....

4- What can you do to help.

a- the blind :

b- the dumb :

c- the crippled :

Activity 2

Complete the following table with appropriate information from the texts in your students' book.

Volunteer(s)	Voluntary work / donation	Beneficiary



VOLUNTARY WORK

LANGUAGE WORK

Activity 1

Refer to the box and choose the appropriate solution for each problem.

Donate money – clean the street – recycle cans – water plants – donate food – help the disabled-be self-confident – plant trees – gather garbage

Problems	What you can do to help
- Handicaps
- Dirty environment
- Poverty
- Lack of green spaces

Activity 2

Complete the following paragraph with words from the box.

The environment has always been one of my concerns. At a young age I started to help around my neighborhood. Some of the things I used to do were trash, flowers, and recycling I picked up trash up in the apartments where I used to live. I also helped when my elementary school planned cleaning the whole neighborhood. The elementary school that I attended had a garden. I helpedtrees and growing vegetables and a different variety

Picking up – planting – cans – to water - roses.





VOLUNTARY WORK

Activity 3

Use "can" or "can't" to complete the sentence under each picture.

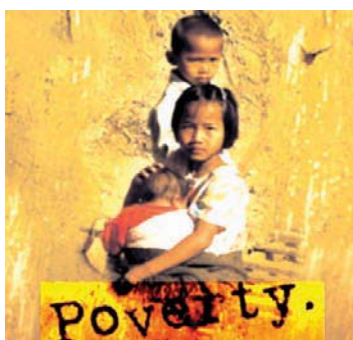


She walk.



My name is Mary. I'm British.

She speak English.



They survive without our help.



..... they live without help ?

Activity 4

Match the sentence parts to get coherent sentences. Write the complete sentences below.

A	B
A/ Starvation leads	you should be tolerant with others.
B/ To be a cooperative person	to weakness, disease and death.
C/ Needy people	you should enjoy working in groups.
D/ To avoid conflicts	are those who are poor and need our help.

- A-.....
- B-.....
- C-.....
- D-.....



VOLUNTARY WORK

Activity 5

Complete the following spidergrams with words/expressions from the box. (some words can be used more than once).

death - plant trees - help poor people - donate blood - help with the housework - lack of food - skinny - clean the school with your classmates - famine - help the elderly - help the handicapped - visiting patients in hospitals

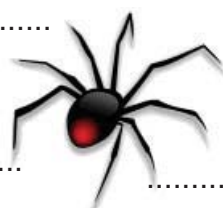
Starvation



voluntary work



Cooperation



Activity 6

Refer to the pictures in activity 3 and the spidergrams in activity 5 to answer the following questions?

- What are the effects of war?
.....
- How can we help poor people?
.....
- How can you be cooperative at home? At school?
.....
- Have you ever been a volunteer? If yes, what did you do?
.....



VOLUNTARY WORK

PRONUNCIATION PRACTICE

The sound /u/ can be spelled in different ways:

“u” as in “rule” and “rude” ...

“oo” as in “too” and “fool” ...

“o” as in “do” and “two” ...



“ue” as in “blue” and “Sue” ...

“ew” as in “few” and “new” ...

“ui” as in “suit” and “fruit” ...

“ou” as “youth” and “group”

Find one more word for each category and write it below :

“u” :

“ue” :

“oo” :

“ew” :

“o” :

“ui” :

“ou” :

Now start your project ...

Group work

Your final product will be the presentation of an elderly house in your area. With your friends, organise a house warming visit to the elderly.

Bring pictures and data to the classroom

- Location, Number of residents. What they need ...

Think of how you can help.



The lighter side

Riddle :

You throw away the outside and cook the inside.

Then you eat the outside and throw away the inside. What did you eat?

Answer : A chicken

Proverb :

Charity starts at home.



VOLUNTEERING KIDS

COMPREHENSION CHECK

Activity 1



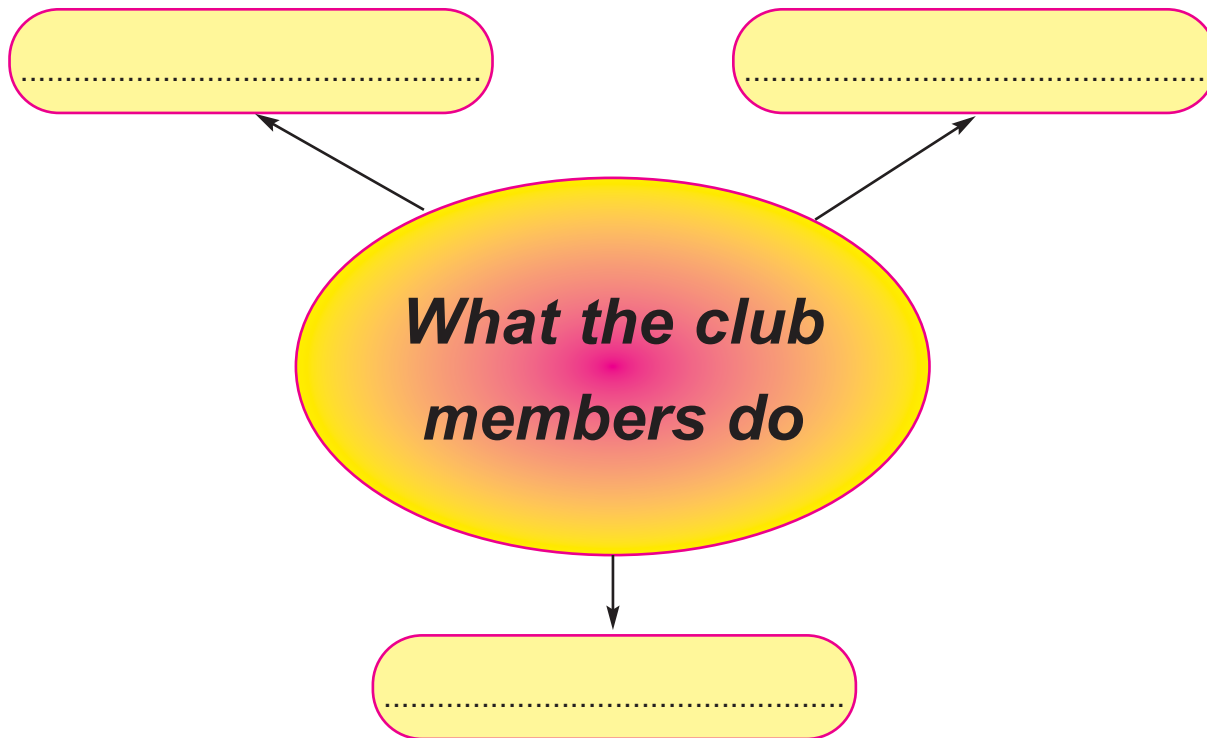
Now listen again to what Melissa Poe says and complete the following paragraph.

Club started doing things like, picking up and trees as well as inviting other to join their club. Soon, letters, written by kids started arriving. They asked : “How help?”, “what can I do?”, “how can I your club?”.

Activity 2



Listen once more and complete the following spidergram.





VOLUNTEERING KIDS

Activity 3



The following statements are false. Listen to the passage and correct them.

1) Melissa Poe was 12 when she started the club.

.....

2) The organization was established “by kids and for kids”, it doesn’t need any help to continue.

.....

3) The aim of the organization kids F.A.C.E is to protect wild animals.

.....

Activity 4

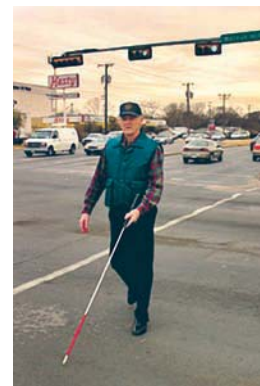
In the passage, there are two expressions used for offering help. Pick them out and write them below.

A/

.....

B/

.....



LANGUAGE WORK

Activity 1

Refer to the box and find the appropriate word for each dictionary definition.

Sponsor – adult – establish – kids – join

a/ = to found.

b/ = children.

c/ = a person who agrees to give somebody money for a charity.

d/ = participate in.

e/ = a fully grown person.



VOLUNTEERING KIDS

Activity 2

Look at the pictures, read the bubbles and fill in the blanks with expressions from the box.

can I – can I help you – I can't



SPELLING

Match each word with its phonetic transcription.

key

kwi:n

chemist

queen

ki:

bɔks

kæt

cat

box

kemist

Your teacher will read the following phonetic transcription.

Write the sentence

ð a: kitekts ka: kild ð kemists kæt.



HOW TO BE COOPERATIVE

COMPREHENSION CHECK

Activity 1

Answer the following questions.

1- Refer back to the first paragraph of the passage in your student's book, and find out what the writer is complaining about?

.....

2- Why did the writer change her mind about individual work?

.....

3- What have you learned from this passage?

.....

Activity 2

Find in the text words or expressions having the same meaning as:

difficult (paragraph 1) =

depend on (paragraph 1) =

having a friendly relationship with someone (paragraph 1) =

classmates (paragraph 2 & 3) =

needs (paragraph 3) =



HOW TO BE COOPERATIVE

LANGUAGE WORK

Activity 1

Complete the following paragraph with the correct tense or form.

Mike, a proud lead singer of a popular school band, decided to leave his singing group, when the other members wanted to (*perform*) a song. Despite their pleas for Mike to be more (*cooperate*) and work with them, he stood by his decision never to sing with his friends again. His attitude (*hurt*) the group, and prevented him from participating in something he loved. But after (*hear*) another group talk about the benefits of cooperating, Mike (*choose*) to go back to work with his band.

Activity 2

Complete the following paragraph with the appropriate form of the words in the box.

be - safe - think- van - take

Jack Easton, 38, saw a yellow crash into a tree, when he driving home from work yesterday. Without of his own, he pulled the driver out of the van and him straight to hospital.



HOW TO BE COOPERATIVE

PRONUNCIATION PRACTICE

Activity 1

- a. Divide the following words into syllables.
Circle the stressed syllable.

Cooperation - decide - participating - together

- b. Focus on the underlined sounds of the following words and put S for similar and D for different

But / rule /

same / name

Discuss / put

book / blood

Activity 2

- a. Read the following compound adjectives and underline the stressed part.

For compound nouns, the stress is on the **first** part :

BLACKboard, **GREEN**grocer, **SHOP**keeper

For compound adjectives, the stress is on the **second** part :

bad-**TEM**pered, old-**FASH**ioned

- b. Underline the stressed syllable in the following words.

red-haired - pineapple - strong-headed
ice-cream - good-looking - well-mannered



HOW TO BE COOPERATIVE

Don't forget your project !

Step 2

Use the pictures and the data you have collected on the elderly house to prepare for a wall display and the oral presentation.

- Use the data to label the pictures.*
- Stick the pictures with the labels on a big poster.*

Get ready for your oral presentation.

The lighter side

Proverb

If you haven't got any charity in your heart, you have the worst kind of heart trouble."

Riddles

What is the beginning of eternity, the end of time and space, the start of every end, and the end of every race?

Answer : "e" The letter "e"



CLUBS, ASSOCIATIONS AND CHARITIES

COMPREHENSION CHECK

Activity 1

Complete the table with information from the texts.

Name	Age	Organization / club	Program
.....
.....
.....

Activity 2

The following statements are false. Correct them with reference to the text.

Percy Priest is interested in helping the aged.

.....

Sue is a member of Junior Volunteer Club.

.....

Andy thinks that holidays are for fun.

.....

Holly belongs to an organization that supports needy children in Africa.

.....

Find in the text words or expressions meaning the same as:

to participate (text 2) =

poor (text 2) =

give (text 1) =

the old (text 3) =

to give (text 4) =

CLUBS, ASSOCIATIONS AND CHARITIES



LANGUAGE WORK

Activity 1

The following statements are scrambled; reorder them to get a meaningful paragraph by numbering the boxes from one to seven.

- I spent my lunch hour retracing my route from work to the day care center to home and back, to no avail.
- Some of my coworkers, who earned as little as I did, had put them, because they understood it could have happened to them.
- I arrived very upset at work
- One month I lost my food stamps on my way to work
- She rolled her eyes and sighed, « Hours are an issue with everyone," then turned away.
- When I left work that afternoon, I found two bags of groceries on the front seat of my old car.
- I explained the situation about the lost stamps and asked my boss if I could possibly work more hours.

Activity 2

Express your opinion about the following, using :

- School clubs can organise cleaning campaigns at school and in the neighbourhood.
- Most patients in hospitals need help.
- One should organise group visits to orphanages and elderly houses.
- Charity encourages people to become lazy.





CLUBS, ASSOCIATIONS AND CHARITIES

PRONUNCIATION PRACTICE

When a singular word ends with a **consonant** (non-vowels) and o, we usually add “**es**” to form a plural :

examples: potato → potato**es**, hero → hero**es**.

However, there are exceptions: **Don't** add “e” before “s” in:

photo → photo**s**
 piano → piano**s**
 solo → solo**s**
 silo → silo**s**
 merino → merino**s**
 dynamo → dynamo**s**

Also, **Don't** add “e” in singular words ending with “yo” or “io” as in:

studio → studio**s**
 embryo → embryo**s**

Write the plural of the following words.

SINGULAR	PLURAL
ratio
tomato
radio

CLUBS, ASSOCIATIONS AND CHARITIES



WRITING TWO

Use the information in the table below and write the biography of Lady Diana.

Event	Date
Birth	July, 1961, in England.
Marriage	July, 1981, in London.
Charity work	Raising funds to support the poor.
Voluntary work	Campaigning to ban landmines. Working with victims of AIDS.
Death	August, 1997.

.....

.....

.....

.....

.....

.....

.....

.....



The lighter side

Proverb :

"A bone to the dog is not charity. Charity is the bone shared with the dog, when you are just as hungry as the dog."

Riddle

Speaker: "Brothers and Sisters, I have none. But this man's Father is my Father's son." Who is the speaker talking about ?

Answer : Me





TOLERANCE AND RESPECT FOR OTHERS

COMPREHENSION CHECK

Activity 1

Answer the following questions.

1/ What did Nicole do in order to help the immigrants?

.....

2/ How did Ibrahim and his friends preach tolerance?

.....

Activity 2

Refer to the text to correct the following statements.

Nicole neglects immigrants. (text 1).

.....

Nicole worked as a volunteer to help old people. (text 1)

.....

Alex joined the group at the age of 15. (text 2)

.....

The "Peace Links" musical group was founded in 1989. (text 2).

.....

Activity 3

Match each text with its main idea. Write text 1 or text 2 in the empty boxes.

.....	Preaching peace and love.
.....	Providing help and care for immigrants.

TOLERANCE AND RESPECT FOR OTHERS

LANGUAGE WORK

Activity 1

Look for the definitions of the following words in the dictionary, and then try to use each word in a sentence.

Refugee:

Income:

Increase:

Torn apart:.....

preach:

Activity 2

Read and complete.



I don't want to sit in an office all day. I..... that someone will come to help me to get out.

Tell your teacher and your friends what you hope you will do or become.

TOLERANCE AND RESPECT FOR OTHERS

Activity 3

Place each label under the corresponding picture.

B. Tolerance.

C. Respect for the old

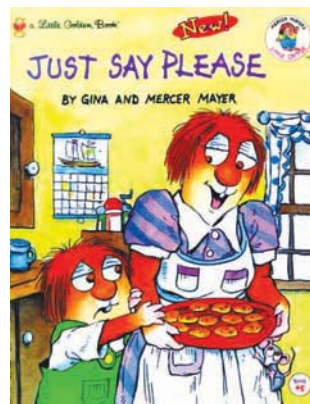
D. No fair play

A. Good manners

1



2



3



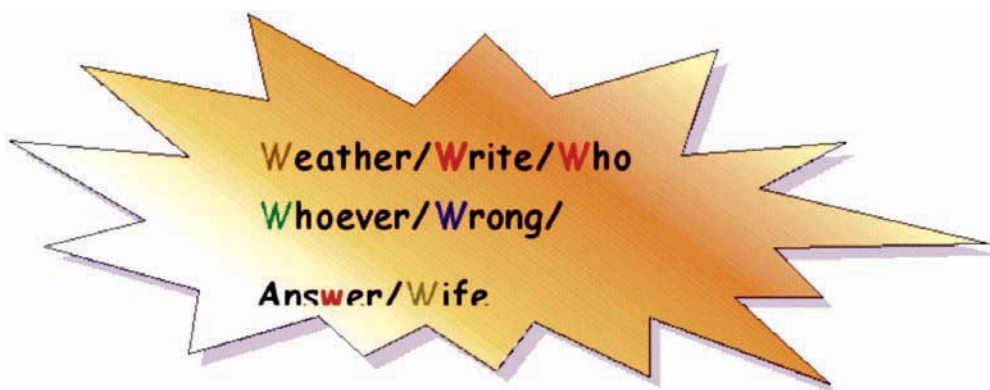
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TOLERANCE AND RESPECT FOR OTHERS

PRONUNCIATION PRACTICE

Write the words containing silent letters under the right heading.



Silent "T"	Silent "P"	Silent "W"	Silent "S"
.....
.....
.....
.....



WRITING THREE

Activity 1 Pair work

Read and tick only the codes of fair play in competitions.

- If members of the team are treated fairly by their coach, they will treat each other equally and fairly too.
- If children learn the importance of rules in a game, they will learn to respect and value the rules in society.
- I will fight my opponents.
- I won't respect my opponents.
- I will control my temper.
- I hate playing within a group.
- I will do my best to be a true team player.
- Winning at any cost.
- I will remember that winning isn't everything – that having fun, improving skills, making friends and doing my best are also important.

Now exchange answers with the rest of the class and discuss them.



Activity 2

What does fair play mean to you?

Write a short paragraph describing how you showed fair play in school sports competitions.

(The previous fair play codes can help you a lot)

A large light blue rounded rectangular area containing horizontal dotted lines for writing.

Now present your project ?

Step 3

Now, display your poster and present your project to your classmates and your teacher. Describe each picture on the poster, read the labels and add your comments.

The lighter side

Proverb

First come, first served.

Riddle

A snail is at the bottom of a well that is 20 metres in depth. Every day the snail climbs 5 m upwards, but at night it slides 4 metres back downwards. How many days does it take the snail to reach the top of the well?

Answer : *Twenty days*



A terrifying experience

"If mum finds out that I'm going to the beach, I'll be in big trouble." I muttered to myself softly.

I crept slowly down the stairs and tried to walk casually into the kitchen. As I was walking towards the back door, mum asked without looking up from her "dish-washing", "Where are you going?" I answered back without hesitation, "I'm going to the garden to play." After I got out of the kitchen, I breathed a sigh of relief. My plan had worked out fine so far. I scaled the fence and jumped onto the muddy field next to my house and started running towards the bus-stop at top speed.

After half-an-hour, I was at the beach scanning the crowd for my friends, Jimmy and Bobby. After a while, I spotted them near a coconut tree. I ran towards them and got into my swimming trunk. For about an hour, we played volleyball happily.

Suddenly, Bobby hit the ball too hard and the ball fell into the sea. Just as Bobby was going to pick up the ball, the tide came in and carried the ball further and further away from the shore. I wanted to show off my swimming skills so I decided to get the ball for them.

I dived into the water and started swimming at a steady pace. After swimming for about ten minutes, I became tired but when I saw that the ball was only a few feet away from me, I put in an extra burst of speed. However, just as I was going to grab the ball, a very strong current swept the ball further away from me. At that moment, a string of weed tangled up with my feet and I could not swim properly.





I struggled to keep afloat but it was no use. "If I had listened to mum and dad, this would never have happened," I thought silently.

Finally, after struggling for a minute or two, I had no more energy and got pulled underwater. I tugged at the weed which finally broke. I swam back to the surface, gasping for breath. I saw two young men in canoes, racing each other. I was exhausted but I shouted to the men for help. The two men, instead of helping me, ignored me and raced on. By the time, a lifeguard who was holding a life buoy reached me, I had already fainted.



When I woke up, I was in an empty room lying on a bed. It was not until a doctor came into the room that I realised that I was in a hospital. After a few minutes, my parents with half angry and half worried faces walked in. My parents scolded me for sneaking out of the house but were also glad that I was not seriously injured.

I will never forget that terrifying experience. Neither will I ever want to show off again.

SELF - EVALUATION

1-Look at the pictures and complete the sentences with "can" or "can't".

2 marks



Heuse a computer.



She..... leave her daddy.



He walk alone.



He play Karate.

2- Rewrite the sentences using "able to" and "unable to".

2 marks

- 1
- 2
- 3
- 4

3-Look at the pictures and complete the sentences.

4 marks



You must your hand before speaking in the classroom.



You should cross the road only at the zebra



Help the and the handi capped.



Show to others by listening to them.

4-Complete this conversation with "can", "have" or "must".

4 marks

A man wants to join the library.

Librarian: Hello, I help you?

Man: Yes. I'd like to join the library, please.

Librarian: Right. First of all, youto fill in this form.

Man: Ok. Do I to pay anything?

Librarian: Not for books. But if you want to join the CD library, you pay a five-pound deposit.

Man: Is it just books I take out?

Librarian: Oh, no. You also borrow magazines and periodicals. But newspapers stay in the library. You find these in the reading-room.

Man: Thanks very much.

Librarian: You're welcome.



5- Reorder the following sentences to get a coherent public announcement.

3 marks

(.....) Your neighbour or co-worker or best friend may need it today.

(.....) We all need blood for our own survival.

(.....) Many people do not realise the importance of blood until they need it themselves.

So why don't you donate your blood?.

6- Fill in the blanks with words in the list below.

provides - helps - ensures - special - care

Our Hope Organisation opened its first hospital in 1970. it (1).....medical care to children with (2)..... needs.

There are over 5000 patients receiving (3).....at our hospital. It (4)..... the well-being of children and provides meals and education.

Our organisation has expanded all over the world .This (5)..... to put a smile on children’s faces.

SCORE	20

N. B : *If your score is less than 10 / 20, you should ask your teacher for help.*

WORD LIST

A

across

C

carry out
chores
come forward
conflicts
cruel

D

disabled
donate
driveway

E

establish

F

figure out
first-hand
foreign

G

get started
give a hand

H

hard time
homeless

I

immigrants
income
involve

J

join

L

lack of

M

membership
mission

N

needy

O

opportunity

P

peacemaker
peers
perform

R

reconciliation
refugees

S

share
shovel
stair lift
stand by
survive

T

take part
tortured
trust

V

volunteer

W

walking stick