

REPUBLIC OF TUNISIA  
MINISTRY OF EDUCATION

# Let's Learn English

**7** Th Year Basic Education  
Student's Book

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**The Authors**



## PREFACE

\* **Let's Learn English** is designed for Seventh Year Basic Education pupils. It is made up of two interdependent Books : a Student Book and an Activity Book.

\* **Let's Learn English** contains five modules dealing with themes that cover the requirements of the English Programmes – Year Seven Basic Education. Each module is divided into 4 input sections and a review. Each section proposes several activities. Ample description on how to use the various activities is provided in the Teacher's Book.

\* We have drawn upon various methodological principles while working on **Let's Learn English** since no one single approach or method can claim to be exhaustive and far-reaching.

\* We have opted for principled eclecticism through the proposal of a variety of techniques, advocated by different approaches and methods. Role play, mimicry, physical responses and repetition are but some of these techniques.

\* It is our belief that learner-centredness and autonomous learning are essential in teaching a foreign language. Therefore, most of the activities proposed in **Let's Learn English** aim at involving the learner while encouraging learner autonomy. Project Work – the ultimate in collaborative learning is initiated as early as the first module. The purpose is to encourage autonomous and collaborative learning through the achievement of simple projects.

\* Recreational and ludic activities (time for a song / time for a joke / listen and colour, etc) are meant to motivate the young learners and meet their needs for fun and anxiety-free atmosphere while learning a new language.

\* We shall conclude with a word of caution : **Let's Learn English** - in its first edition - surely presents weaknesses and limitations. In this regard, any criticism and suggestions for improvements that could be incorporated in the second edition will be welcome.

**The Authors**

## PHONETIC SYMBOLS

### Short vowels

/ i / sister

/ ʌ / mother

/ ɔ / watch

/ u / good

/ ə / arrive

/ æ / family

/ e / bed

### Long vowels

/ i:/ teacher

/ a:/ father

/ ɔ:/ sport

/ u:/ school

/ ə:/ early

## Diphthongs (2 vowels)

/ ei /

day

/ ai /

like

/ ɔi /

boy

/ əu /

go

/ au /

now

/ eə /

there

/ iə /

here

/ uə /

poor

## Consonants

/p/ play /k/ class /f/ family /s/ sport /h/ hello

/b/ bed /g/ go /v/ very /z/ visit /m/ mother /j/ yes

/t/ time /tʃ/ children /θ/ birthday /n/ nice /w/ with

/d/ day /dʒ/ luggage / ð / brother / ʃ / delicious / l /late

/ ʒ / usually /r/ read / ɹ / morning

# Module one

## Module One

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

# Review

**Activity 1**: Match pictures with words.

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



a



b



d



c



e



f



1

One

## Activity 2

Complete.

Lunch - breakfast - dinner

Linda and Leena have ① ..... at 7 o'clock.

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

## Activity 3

Complete.

### Dialogue 1

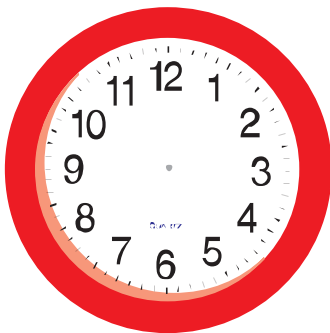
- Hello. My name is .....
- Hi. I am Andrew.
- Nice to meet you.
- ....., too.

### Dialogue 2

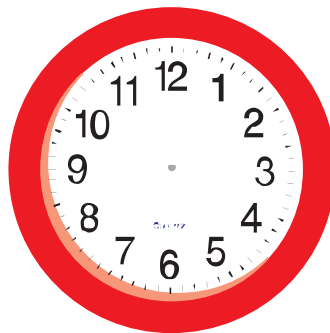
- What's your ..... ?
- Ahmed.
- How old are you ?
- I am .....

## Activity 4

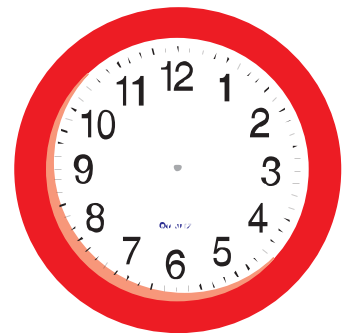
Read. Draw the hands.



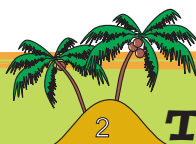
It's six o'clock.



It's twelve o'clock.



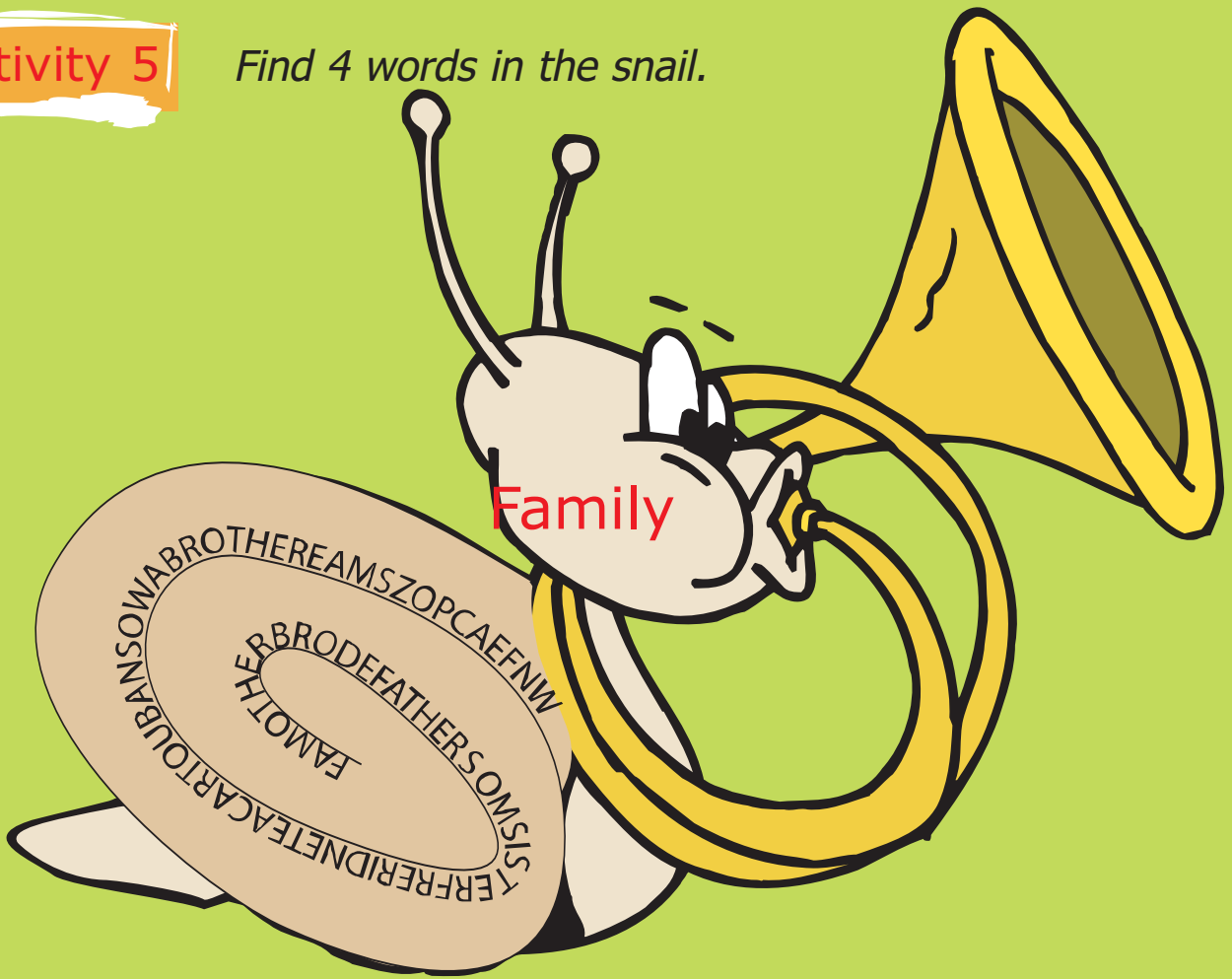
It's eleven o'clock.



Two

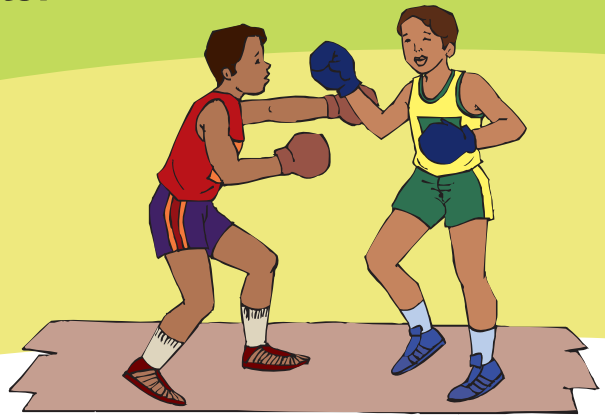
**Activity 5**

Find 4 words in the snail.



**Activity 6**

Name the sports.



a .....

b .....



**Three**



c .....



d .....



e .....



f .....



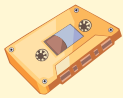
g .....



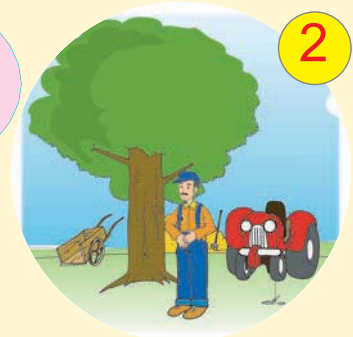


# Section One Tell me about your family

## Activity 1 a. Look and listen.

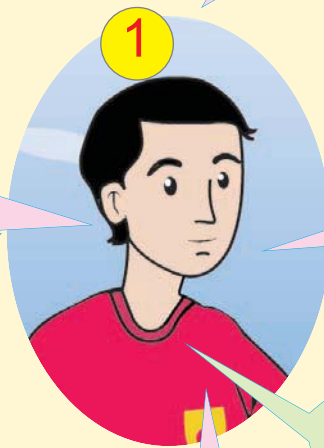


Hello, I'm Aly Soltane.  
I'm 13 years old. I am  
a pupil in Ryadh prep.  
school.



3

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



This is my father  
Hedy. He's a farmer

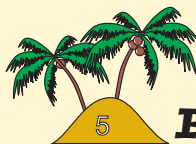
5



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

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

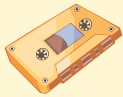
4











### b. Listen and match.

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



### c. Listen and repeat.

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



This is ⇒ Singular

These are ⇒ Plural



**Six**

## Activity 2

Read. Enact the conversation with your friends.



Hello Bob. This is my friend Jane.



Hi, Jane. Nice to meet you.

Hello Bob. Nice to meet you, too.



Hello / Hi  $\Rightarrow$  Greeting

## Activity 3

Now introduce yourself.

stick your photo here

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



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

Introducing self  
and others



Seven

# Section Two *Tell me more about your family*

## Activity 1

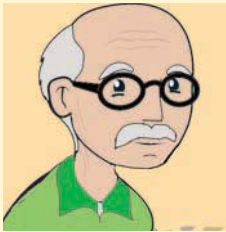
Look and complete on the next page.



### Aly's Family tree

Aly's family

**Grandfather + Grandmother = Grandparents**



Bechir Soltane

Khadija Soltane



**mother + father = parents**

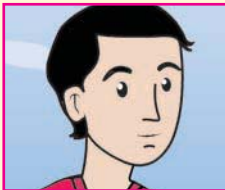


Fatma



Hedy Soltane

**Sons + daughter = Children**



Aly Soltane



Selim



Ahmed



Imene

brothers

sister



Eight



**Bechir Soltane**

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



**Ahmed Soltane**

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

### Possession



I  
You  
We  
They

have/'ve got.

He  
She  
It

has/'s got.



## Activity 2

### a. Ask and answer. Look at the examples

Have you got  
brothers /  
sisters ?



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



How many brothers /  
sisters have you got ?

I've got  
(number) .....

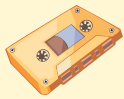


How old  
are you ?



I'm fifteen.





## b. Listen and repeat .

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



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

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

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



How many ? ==> number  
 How old ? ==> age



# Spelling

Circle the correct spelling of the word.

[daughter - dauter] [teacher - techer]

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

## Activity 3

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

a. Write your mate's answers here :

name : ..... has got

brother(s) : (number) .....

(name(s)) .....

.....

(age) .....

.....

sister(s) : (number) .....

(name(s)) .....

.....

(age) ..... .....



**Classmates**

b. Now complete

My classmate's name is ..... He / She has got .....

.....

## Project work

Step 1 : Draw your family tree on a poster.





# Section Three

# What are your hobbies ?

## Activity 1

### Complete.

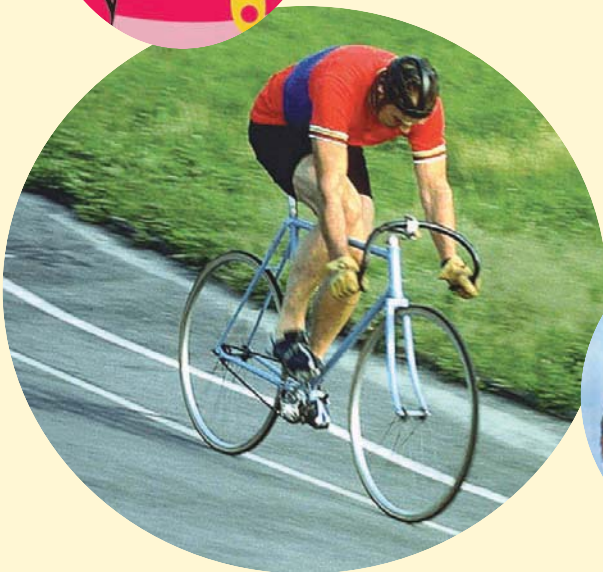
cycling - dancing - reading - videogames - football -  
watching cartoons - listening to music - swimming.



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



We like .....  
very much.

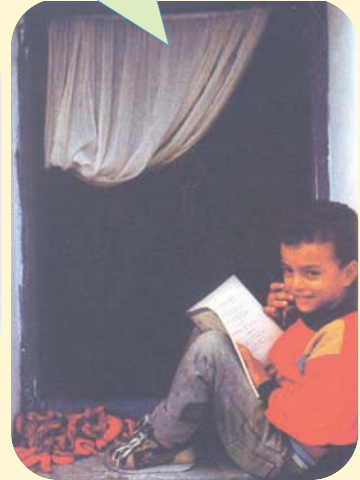
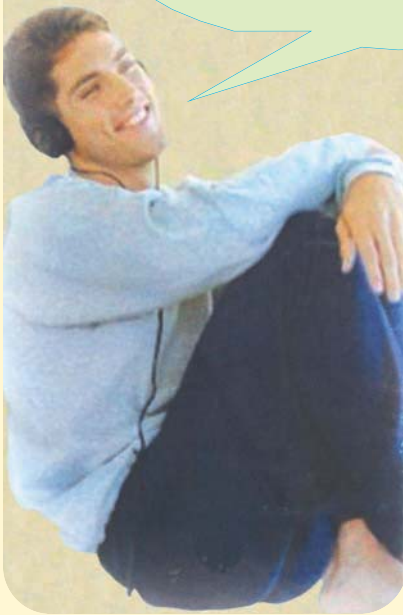


He enjoys .....



My favourite pastime.  
is .....

My hobby is  
.....



Children like .....



They enjoy .....

They love .....



## Activity 2

What is your favourite pastime ? Tell your classmates.

Example :



I like ♥  
enjoy ♥ ♥ dancing  
love ♥ ♥ ♥

My favourite pastime  
is basketball.



like  
enjoy  
love


+ Noun phrase → Expressing likes.



## Activity 3

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

**Example :**



1 What is your favourite pastime ?

2 I love tennis.

3 Is tennis your only pastime ?

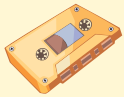
4 No, it isn't. I like football, too.

### To be : Simple Present

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

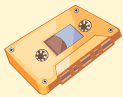






### a. Listen and repeat.

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



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

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

playing golf



rugby



# Spelling

Listen and write.

1. ....

5. ....

2. ....

6. ....

3. ....

7. ....

4. ....

8. ....



Dansing or Dancing ?



## Activity 4

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



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

Now complete the report.

(name)

..... likes ..... and .....

(name)

(name)

..... loves ..... only. .... and

(name)..... enjoy .....

## Project work

Step 2 :

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

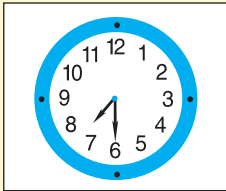


# Section Four

# How do you spend your day ?

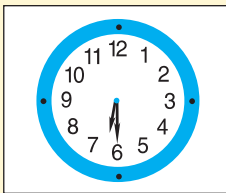
## Activity 1

Look. Read. Match.



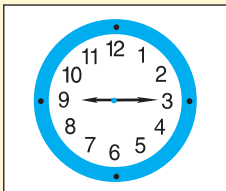
1

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



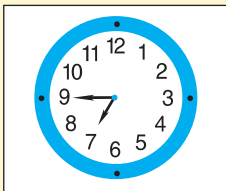
2

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



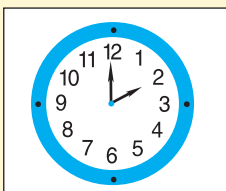
3

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



4

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



5

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





## Activity 2

### Read. Answer. Enact.

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

**Ahmed** : I usually get up at six.

**Tom** : Do you always get up early ?

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

**Tom** : What do you do on Sunday ?

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

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

### Question :

Write **True «T»** or **False «F»**.



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



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



## Activity 3

### Example :

Now tell me  
about your day.

I wash and dress  
at 6 O'clock am.



have breakfast/eat



do homework



play/go cycling/practise sport



have dinner/lunch

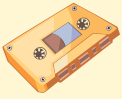


watch cartoons



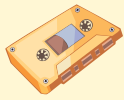
go to bed





### a. Listen and repeat.

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



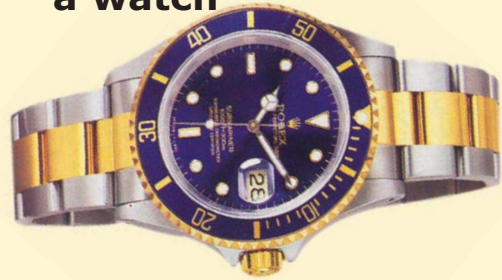
### b. Same or different ? Write (S) or (D)

Example :

tell – me (D)

two – too (S)

a watch



son – old (.....)

match – watch (.....)

uncle – lunch (.....)

sing – like (.....)

bed – breakfast (.....)

go – got (.....)



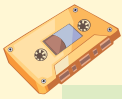
always  
usually  
sometimes  
never

100 %  
90 %  
50 %  
0 %

Adverbs of frequency



# Spelling



Listen and write.

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

## The simple present



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



I get up late on Sunday



## Activity 4

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

On Sunday, Tom always gets up late. He

.....

.....

.....

.....

.....

.....

.....

.....

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

## Homework

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

## Project work

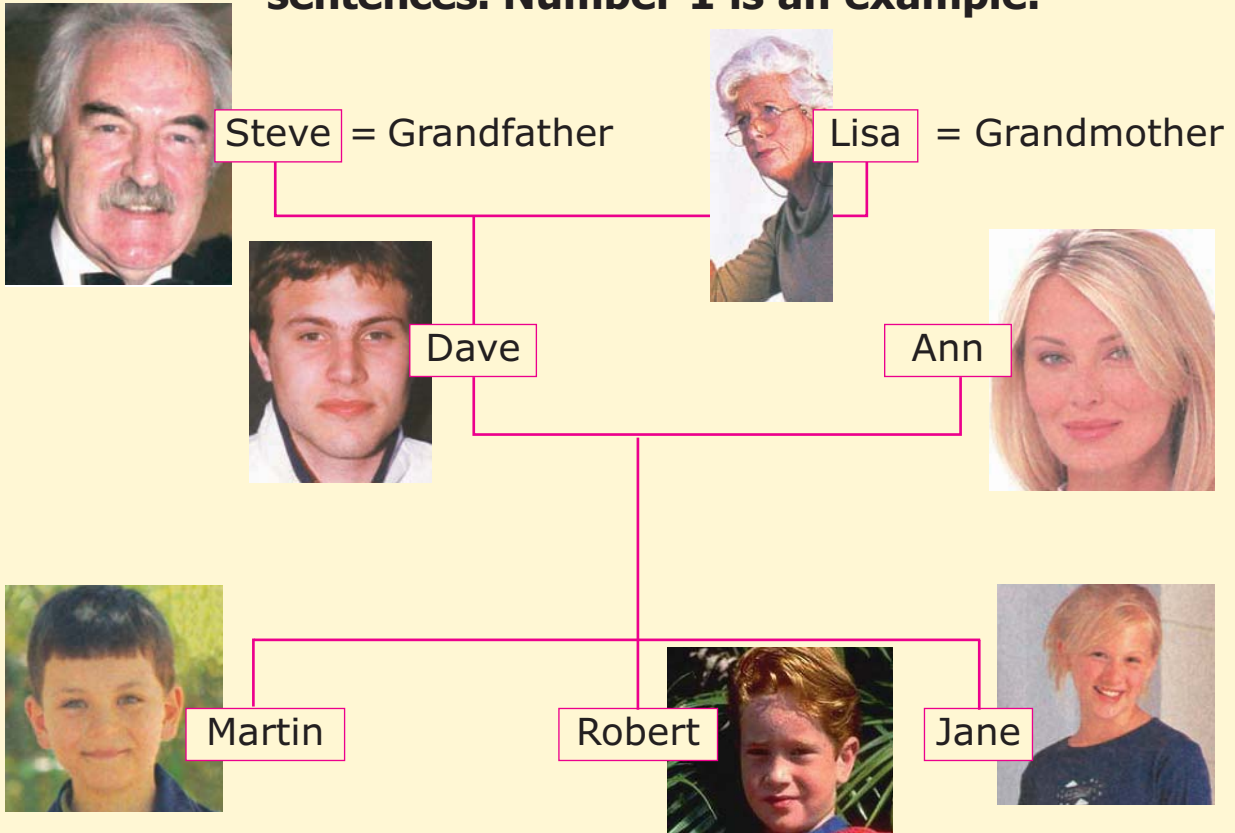
Step 3 :

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



# Let's review

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















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





## Activity 2

Complete with the right questions from the box.

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

1. What time is it, please ?

4. What's your name ?

2. How many children have you got ?

5. How old are you ?

3. Do you like football ?

6. What time is the film ?



What is my name ? !!



### Activity 3 Complete the dialogue.

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



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

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

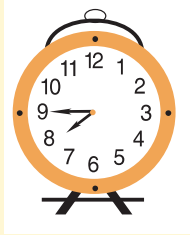
Miss Williams usually gets up at 6.30 a.m. She **1** .....  
breakfast then **2** ..... She **3** .....  
the bus to school. Miss Williams **4** ..... an English  
teacher, she **5** ..... nice. Her pupils **6** .....  
her. Miss Williams **7** ..... go home **8** .....  
midday ; she **9** ..... at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

Reading

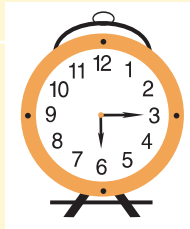




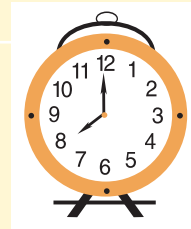
**Activity 5** What time is it ? Write the answers. Read to the class.



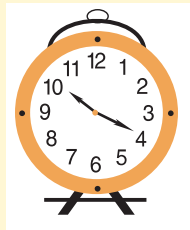
a. ....



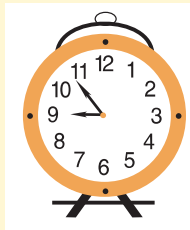
b. ....



c. ....



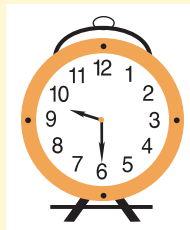
d. ....



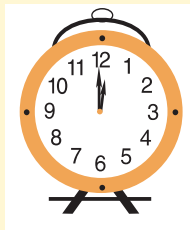
e. ....



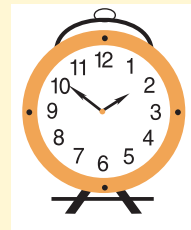
f. ....



g. ....

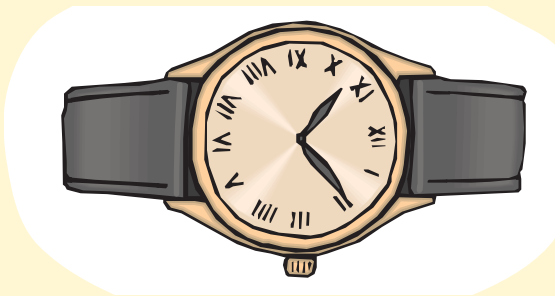


h. ....



i. ....

Watch

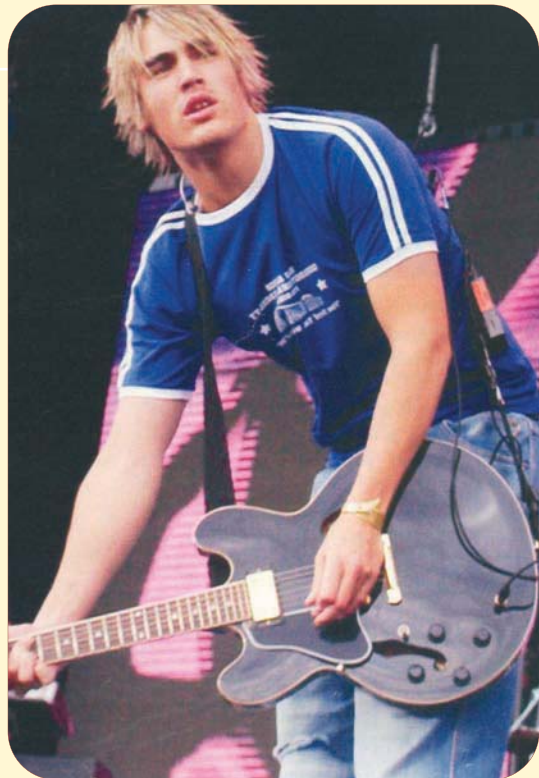


Clock



**Activity 6** Circle the correct word.

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



Playing the guitar

**Activity 7** Reorder the letters to form words.



Mrs Larson is a [ h - e - a - r - c - t - e ]  
..... Her pupils are  
[ t - i - t - l - e - l ] .....  
children in a [ p - m - y - r - a - r - i ]  
..... school.

**Activity 8** Complete this paragraph about yourself.

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



**Activity 9**

**Interview your classmate and complete.**

My classmate's name is .....



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

[Draw or stick your classmate's photo]



## Activity 10

Put these words in the right boxes.

name - **four** - **farmer** - **favourite** - **daughter** - **more** - **ball** - **game** -  
cart**o**ons - past**i**me **d**ancing - **g**o - **e**arly - **th**irteen - **n**ine - **c**ycling -  
hom**e**work - **t**oo - **a**fternoon - **n**o - **Th**ursday.

/ɑ:/	/ɔ:/	/ə:/	/u:/	/ei/	/əu/	/ai/



**/ei/** **/əu/** **/ei/** **/ai/**  
Playing vid**e**og**a**mes is children's **f**avourite past**i**me.

## Project work

Step 4 :

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



# Let's Remember



## Personal Pronouns



I  
You

He  
She  
It

We  
You  
They

## Articles



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

## Demonstratives

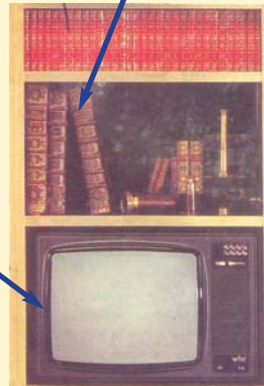


This      \_\_\_\_\_ → singular  
These    \_\_\_\_\_ → plural



This is a flower

These are books



This is a TV set.



# WH - questions

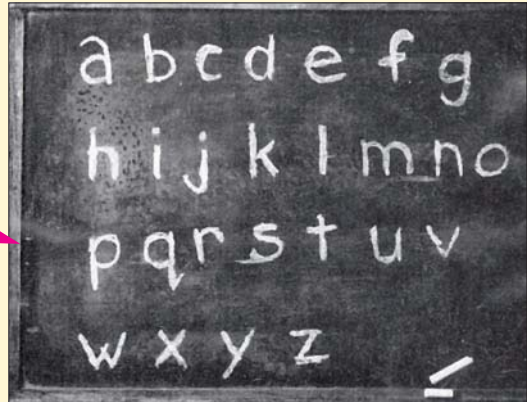
What → object

Example :

What is this ?



This is a blackboard



How old are you, Ines ?

How old → age

I am four years old.





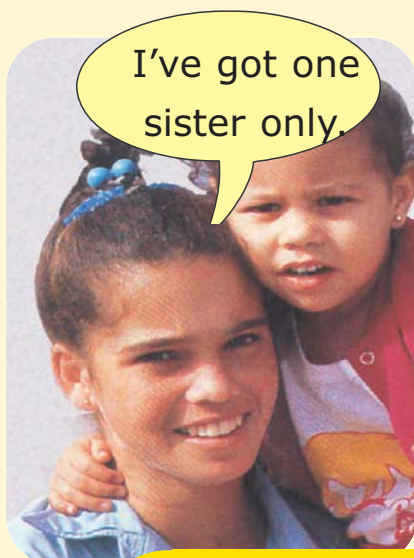
# What time $\longrightarrow$ time

## Example :

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



# How many $\longrightarrow$ number



I've got one sister only.

How many brothers and sisters have you got ?



## Possession



I  
You  
We  
They

have/'ve got.

He  
She  
It

has/'s got.

## Example :



I've got a very nice sister.



Is it simple ? !



## The simple present

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

### Examples :

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





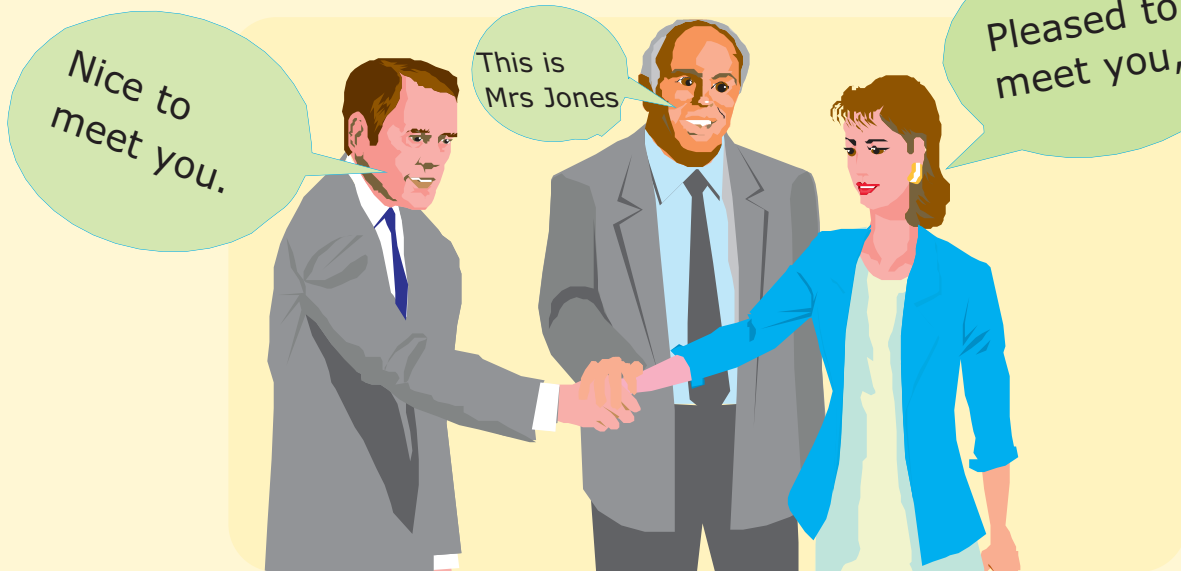
# Functions

## 1. Introducing oneself



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

## 2. Introducing others



Nice to meet you.

This is Mrs Jones

Pleased to meet you, too.

## 3. Greeting

Hi ! ? !

Hello ! ? !



# Expressing Likes



They **love** Disneyland.



I **like** music and ice cream.



Football is **my favourite** sport.



He **enjoys** videogames.

## Pronunciation

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



# Self-evaluation

Tick  the right box.

Now I can ...



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



Good Luck !





# Module two

## Module Two

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

# Section One

# Aly's friend

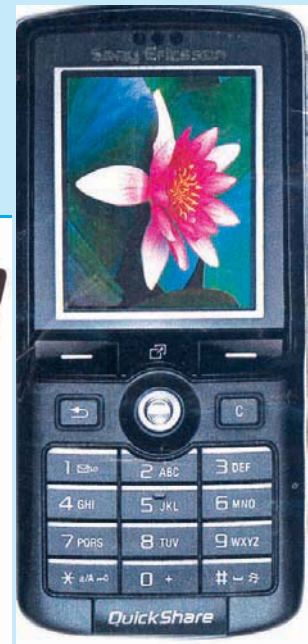
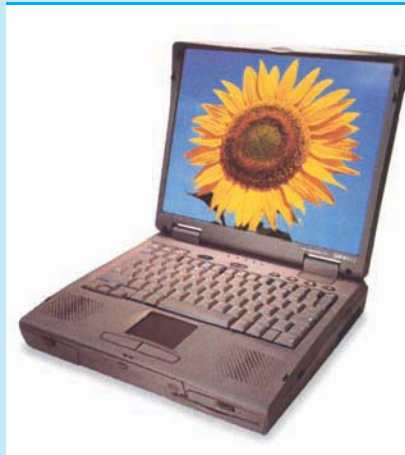
## Activity 1

### a. Answer these questions.



Peter

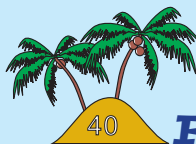
- a. Have you got many friends ?
- b. Do you sometimes visit them ?
- c. Have you got penfriends ?
- d. Where are they from ?
- e. Do you { write them letters ?  
send them messages ?  
e-mail them ?



Where → place

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

nice / kind / friendly / helpful / intelligent / active





My friends are helpful.



I've got many friends. They are kind.

My friends are intelligent. They are good at maths.

I've got two friends. They are active.



be good at +



Noun  
Verb + ing.

## Activity 2

Read the letter and answer the questions.



November 15, 2005

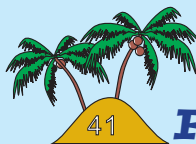
Dear Peter,  
Hi,

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

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

Please accept our invitation.

Yours,  
Aly



### 1. Who is Peter ?

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

a. Peter is from :

America

Great Britain

Australia

b. In this letter Aly  introduces himself.

speaks about his likes.

invites Peter.

### 3. Find synonyms

a. happy : .....

b. calm : .....

4. Complete this table with reference to the text.

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





# Activity 3

## Match. Enact.

Thank you very much.



1

What's Jerba like ?



2

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



3

Hi !  
How are you ?



4

Fine thanks.  
How are you?



A

You are welcome.



B

It's quiet and lovely.



C

Thanks for the invitation. I am glad to come.



D

1 → .....

2 → .....

3 → .....

4 → .....



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

Describing → be + adjective

Inviting → be pleased to invite .....



### 1. Listen and repeat.

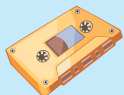
/ʌ/	/ai/	/z/	/əu/	/eə/
funny wonderful lovely	kind invite island	pleased friends houses	postcard photo follow	pair where



### 2. Circle the word with a different sound.

a. friendly - weather - pleased - send

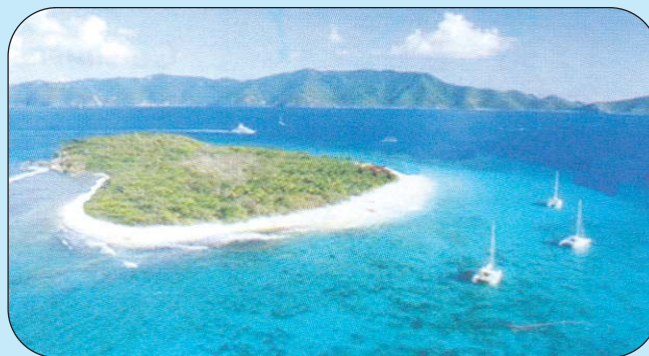
b. river - city - invitation - like.



### 3. Listen and complete.

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

– Tom is an ..... pupil. He is good at .....



an island



**Activity 4**

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

Dear ..... , 20 --

*Dear .....*

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

.....

.....

.....

.....

.....

*This is a picture of my town. It is .....*

.....

.....

.....

.....

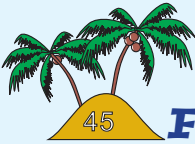
*Please write soon and tell me about your friends.*

*Yours*


.....

Introduce yourself  
speak about your likes.

Describe your town.



Draw a picture of your town here.



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

## Homework

Read your friend's letter and reply.



## Section Two

## What's happening?

### Activity 1

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



1.



2.



3.



4.



5.

a. Aly is cleaning the garage.

b. His mother is preparing couscous for lunch.

c. His father is washing his car.

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

e. His brothers are playing in the garden.





## The present progressive

### Affirmative form



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





## Activity 2

### Step 1

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

#### Pupil A



[ play ]

1. Ahmed



[ draw ]

2. Rim



[ cycle ]

3. Saeed



[ watch ]

4. Noura



[ read ]

5. Qais



## Pupil B



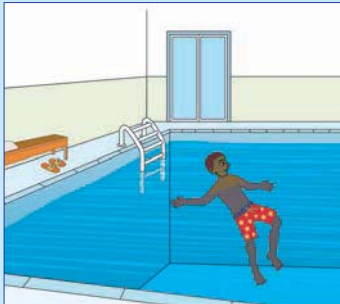
[ play ]

1. Ahmed



[ dance ]

2. Rim



[ swim ]

3. Saeed



[ Listen ]

4. Noura

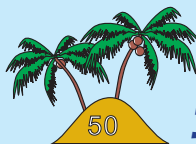


[ Write ]

5. Qais

## Step 2

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





**Example :**

**Pupil :** Is/are ..... dancing ?


**Teacher :** Yes, ..... is / are

No, ..... isn't / aren't.

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



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



**Listen and repeat.**

/ au /	/ ai /	/ eə /	/ i: /	/ ə /	/ ʃ /
now about	tidy write	prepare their	clean read	together they	wash she

## Spelling

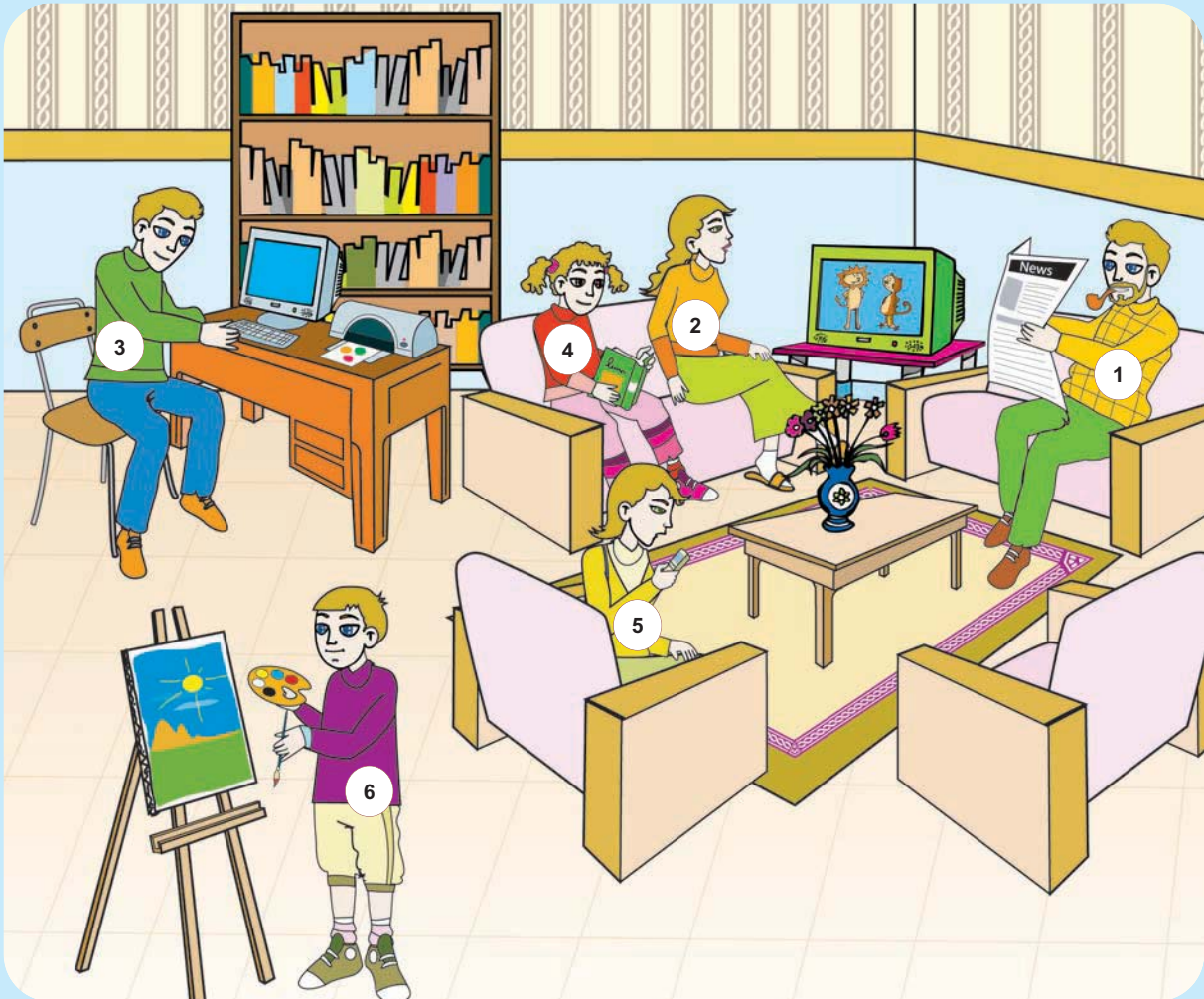
**Complete the table.**

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



### Activity 3

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



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

Mr Benson 1 .....

Mrs Benson 2 .....

John 3 .....

His sister, Jane 4 .....

Sally 5 .....

Her brother Tom 6 .....

They are very happy together.



# Section Three Welcome to Tunisia

## Activity 1

### Step 1

Read the words in the box. Label the picture.

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



### Step 2

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

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



## Activity 2

**Read. Listen. Answer the questions.**

**Customs Officer** : Good afternoon.

**Peter** : Good afternoon, Sir .

**Customs Officer** : Can I see your passport, please ?

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

**Customs Officer** : Is this all your luggage ?

**Peter** : Yes, Sir.

**Customs Officer** : Where are you staying in Jerba ?

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

**Customs Officer** : Have a nice stay.

**Peter** : Thank you. Goodbye

**Customs Officer** : Goodbye.



## Questions :

### 1. Tick the right alternative.

a. This conversation takes place

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

b. Peter is staying

in a hotel     with his family     with his friend

### 2. Complete the table with reference to the dialogue.

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

### 3 . Enact the conversation.

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

Taking leave : Good bye.



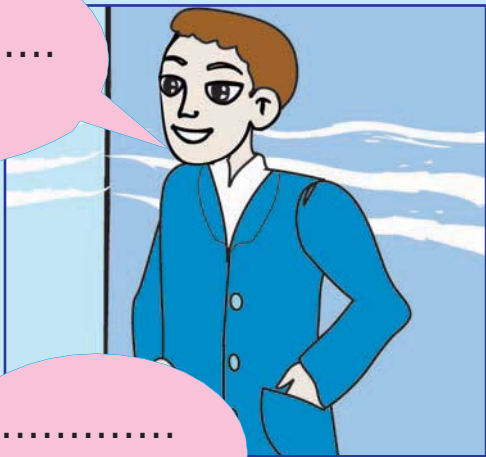


**Activity 3**

**What do you say in these situations ?**



.....  
.....



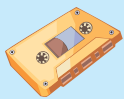
.....  
.....



.....  
.....

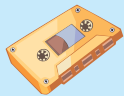






## Listen and repeat

policeman - luggage - airport - Customs officer -  
passport -

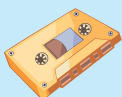


## Listen and put the words in the right column.

/ ʌ /	/ eə /	/ ə /	/ θ /	/ j /

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

## Spelling



## Listen and write.

.....

.....

.....

.....



## Activity 4

**Complete the following conversation.**

**Customs Officer** : Good morning, Sir.

**You** : 1 .....

**Customs Officer** : Your passport, please.

**You** : 2 .....

**Customs Officer** : Where are you staying in London ?

**You** : 3 .....

**Customs Officer** : Have a nice stay.

**You** : 4 .....



# Section Four

# Time for lunch

## Activity 1

**Step 1** : Match the pictures with the words.

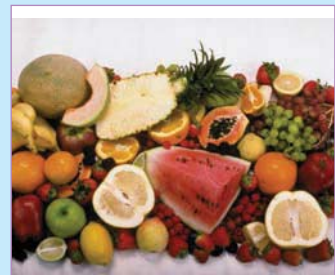
fish and chips - fruit - vegetables - couscous - omelette  
- soup - rice - pizza.



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....



g. ....



h. ....

## Step 2 : Pair work.

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

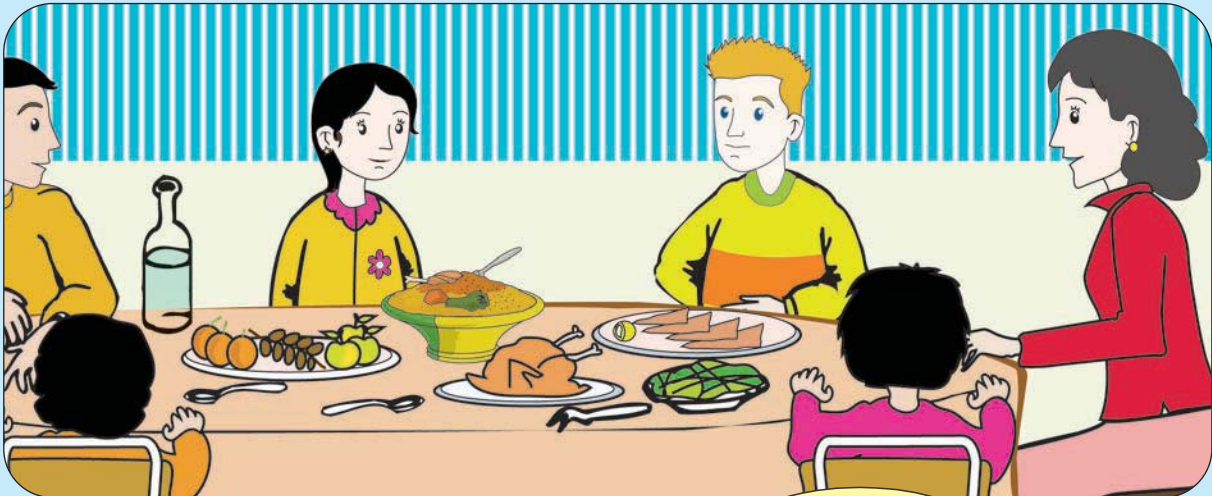
**Pupil B :** Answer your partner's questions. Follow the example  
- Yes, I do / No, I don't.

**b.** Now reverse roles.


## Activity 2

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

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





 This smells tastes (delicious) ⇒ Expressing appreciation.





## Questions :

1. Tick  the right box.

	True	False
Peter is having dinner		
Peter does not like fish and chips		
Peter likes oranges		
The family are having couscous with fish and vegetables.		

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



a. oranges



b. bananas



c. dates



d. roast chicken



e. couscous



f. pizza

This → (This dish)

These → (These briks)

That → That orange.

Those → Those oranges





## Activity 3 Pair work.

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

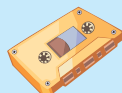
**Pupil B :** Answer your partner's questions. Follow the example.  
– I would like lamb ; please.



**Now reverse roles.**

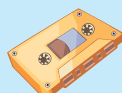


Would you like { + noun } ⇒ inviting  
 { + to + verb } ⇒ accepting an invitation  
 Yes, please ⇒  
 No, thank you ⇒ declining an invitation.



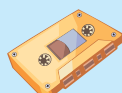
### a. Listen and repeat

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



### b. Circle the word with a different sound.

- egg**s** - vegetable**s** - pizza - banana**s** .
- bananas - lamb - vegetable**s** - table.
- savoury - table - date**s** - orange**s**.



### c. Listen and write

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



## Activity 4

### Pair work.

#### Step 1

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

**Example :** Do you like ..... ?  
What is your favourite ..... ?

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

#### Step 2

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

My friend's favourite .....

She / He also likes ..... (and) .....

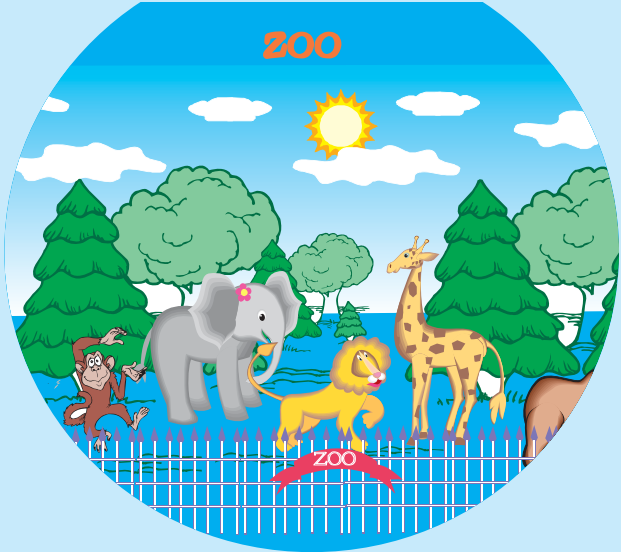
But she / he does not like ..... and .....



# Let's review

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

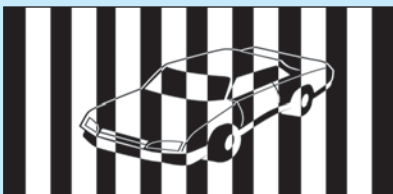
I have two nice friends : Charles and Andrew. They live near ..... home. We always play and do ..... homework together. .... parents are very friendly. They sometimes take us to the zoo. Charles likes going to the zoo, but ..... brother does not like it very much.



## Activity 2 Read. Match. Follow the example.

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

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



This is a .....



This is a .....

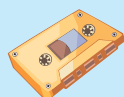


This is a .....



## Activity 4

### What do they like eating ?



Listen and tick the right box.

#### 1. Imene likes



a.



b.



c.



d.

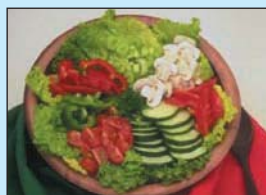
#### 2. Betty likes



a.



b.

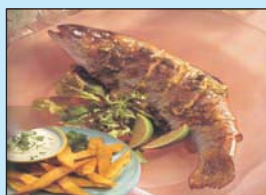


c.



d.

#### 3. Andrew likes



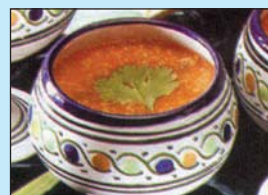
a.



b.



c.



d.

## Activity 5

### Circle the right alternative.

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



## Activity 6

**Reorder the parts of the conversation. Follow the example.**

a. I have two tickets for Britney Spears concert.

Would you like to come with me ?

b. How are you ?

c. You're welcome ?

d. Good morning, Suzy !

e. That's great ! Thank you.

f. Good morning Liz.

g. Fine, thanks. How are you ?

Liz : .....<sup>d</sup>.....

Suzy : .....

Liz : .....

Suzy : .....

Liz : .....

Suzy : .....

Liz : .....

## Activity 7

**Write the questions.**

**Tourist** : .....

**Aymen** : I live in Sousse.

**Tourist** : .....

**Aymen** : It's a very busy town.





## Activity 8

## What would you like to have ?

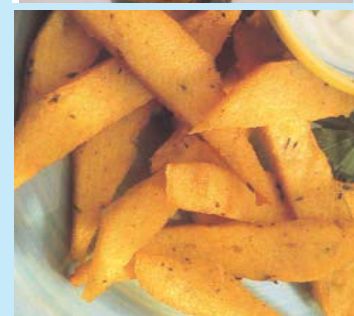
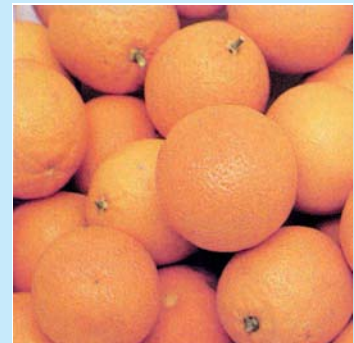
Look at the pictures. Invite your partner

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

### Pupil A



### Pupil B





## Activity 9

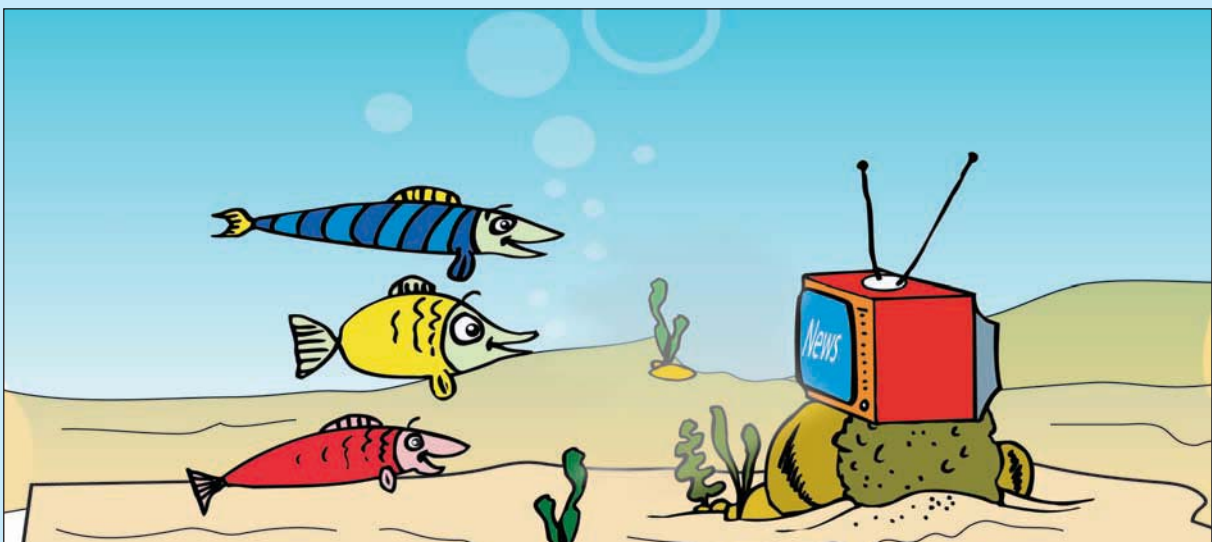
Circle the word with a different sound.

1. plane - wait - stay - glad
2. here - helpful - friend - welcome
3. now - follow - house - about
4. luggage - Customs - welcome - lovely
5. delicious - show - lunch - wash

## Time for a joke

**Ann:** What do fish do in the evening ?

**Liz :** They watch telefishion.

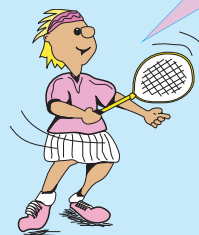


# Self-evaluation

Tick  the right box.

Now I can ...

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



You're making progress !



# Let's Remember

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

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



## The present progressive

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

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

### Interrogative

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



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

} polite request.

Can I see your passport, please ?

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

10. This smells delicious.

It tastes delicious.

Couscous is a popular dish in Tunisia.

Spaghetti is my favourite dish.

} talking about food

11. This pen



These pens



That banana →



Those bananas →



⇒ demonstrative adjectives.





# **Module three**



## Module Three

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

# Section One

# Aly's house

## Activity 1

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



1

carpets

a. Aly sleeps in his **bedroom**.

b. There is a big table in the .....



2

kitchen



3

bedroom

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

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



4

wardrobe

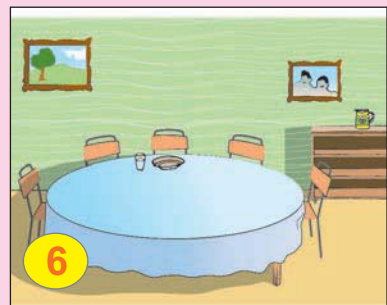


5

living room

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

f. My mother usually  
cooks in the .....



6

dining room



There is + singular noun

There are + plural noun



## Activity 2

Read the letter and answer the questions.

*Dear Mum and Dad,*

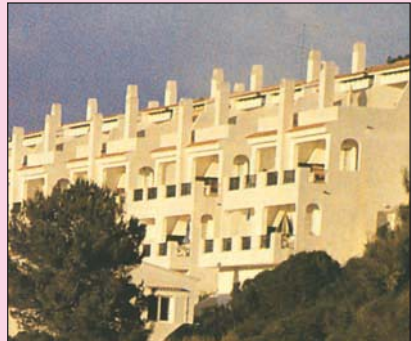
*I am very glad to send you my first letter from Jerba. It's a very nice island with lots of olive trees and white houses. The Soltanes live on a big farm. Their house is quite big. It has got four bedrooms, a kitchen, a dining room and a living room. There is also a hall in the middle.*

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

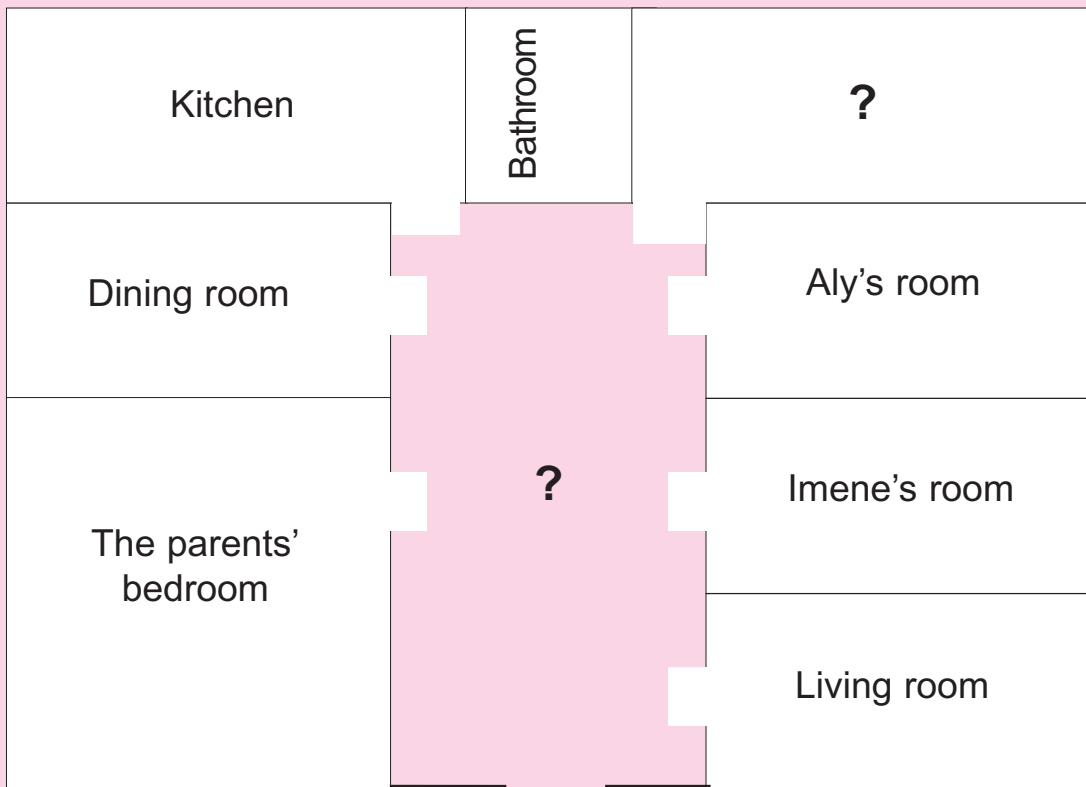
*Yours,  
Peter.*

### Questions :

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



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



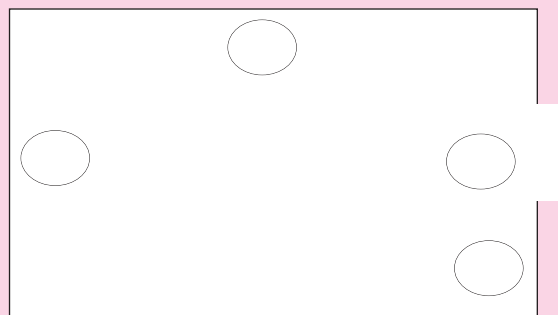
**3. Put each piece of furniture in the right place.**

a. bed

b. sofa

c. wardrobe

**Peter's room**



door

window

**4. Tick the right box.**

a. Aly's house is small

b. The Soltanes have got a big farm.

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



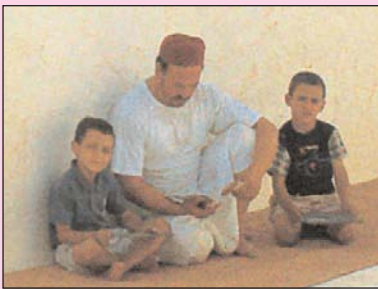


near  
 on the right  
 on the left  
 in the middle  
 next to  
 on  
 in

⇒ locating things/places

**Activity 3**

**Complete with the right words from the box.**



The father is sitting  
 .....  
 He is sitting ..... his  
 two sons.

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



The cat is sitting  
 ..... the floor.



The boy is .....  
 his father.



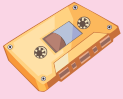
Minnie is .....  
 but Mickey is .....



Mrs Mac Lean is  
 ..... her husband.



# Pronunciation



**Listen and circle the silent letter.**

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



**Listen and repeat.**

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

# Spelling



**Listen and write**

.....

## Activity 3

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



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





# Section two

# Uncle Hedy's farm

## Activity 1

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



carrots



apricots



almonds



lettuce



onion



apples



green pepper



figs



tomatoes



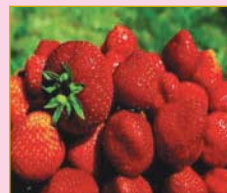
potatoes



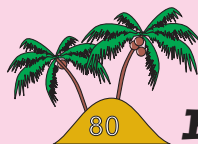
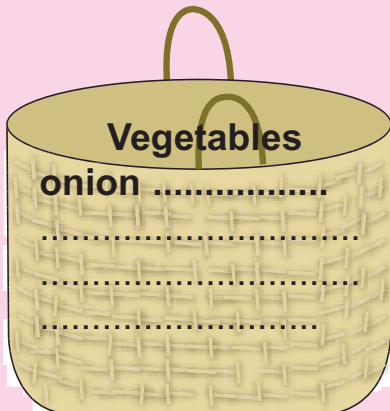
water melon



cucumber












strawberries



## Activity 2

**Read the text and answer the questions.**

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

**Questions :**

**1. Complete this table with information from the text.**

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



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

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

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

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

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

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

**Dialogue one :** A : What's Jane telling Bob ?  
B : She's telling him a joke.

**Dialogue two :** A : What's Mr Cook showing Mrs Brown ?  
B : He's showing \_\_\_\_\_ his new car.

**Dialogue three :** A : Excuse me, Sir. Can you tell \_\_\_\_\_ the time, please ?  
B : It's three o'clock.



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

B : Give \_\_\_\_\_ some milk or meat.

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

B : Dad is taking \_\_\_\_\_ to a nice restaurant.



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

## Time for a song



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

## Pronunciation



Listen and repeat.

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



Number the syllables. Then circle the stressed syllable.

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





## Listen and put the words in the right box.

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

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

you – usually

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

## Spelling



### Listen and complete with the missing words.

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

### Activity 4

#### Step 1 :

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



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

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

## Step 2 :

Now write a paragraph about your partner.

(partner's name)

.....

..... . He/she also .....

But he/she

never .....

## Project work

### Step 1 :

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

### Step 2 :

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



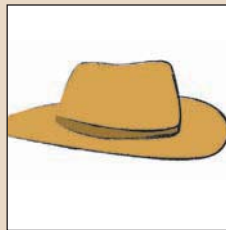
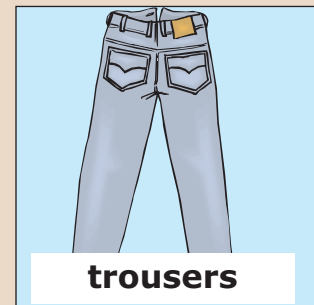
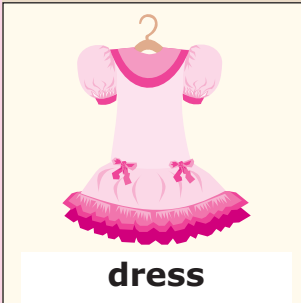





# Section three

# Market Day

## Activity 1

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



 ..... .....	 ..... .....	 ..... .....
---	---	---



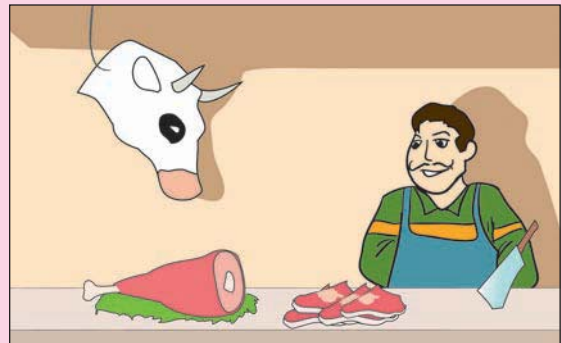
# Activity 2

Look at the pictures and complete the sentences.

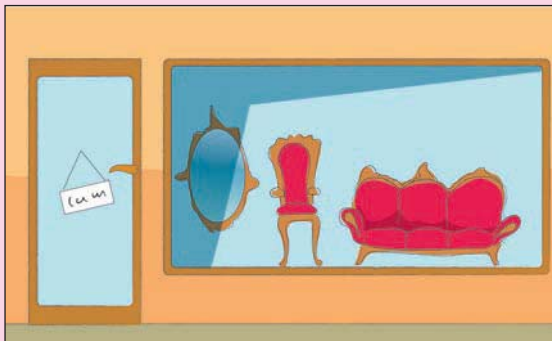
**Greengrocer's**



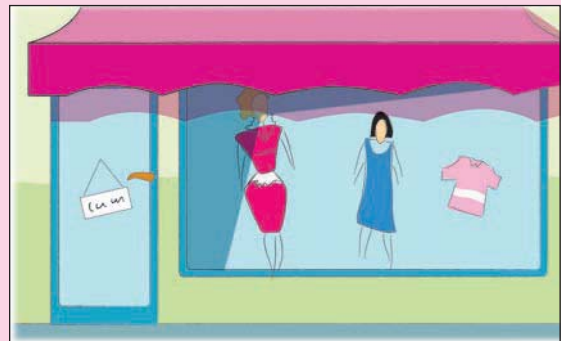
**Butcher's**



**Antique shop**



**Clothes shop**



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



a  
an  
the } ⇒ **articles**



## Activity 3

### Read, and answer the questions

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

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

#### Questions :

#### 1. Complete with information from the text.

Day	Place	Event
.....	.....	Market day

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

.....

#### b. Where do people buy cheap clothes ?

.....



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

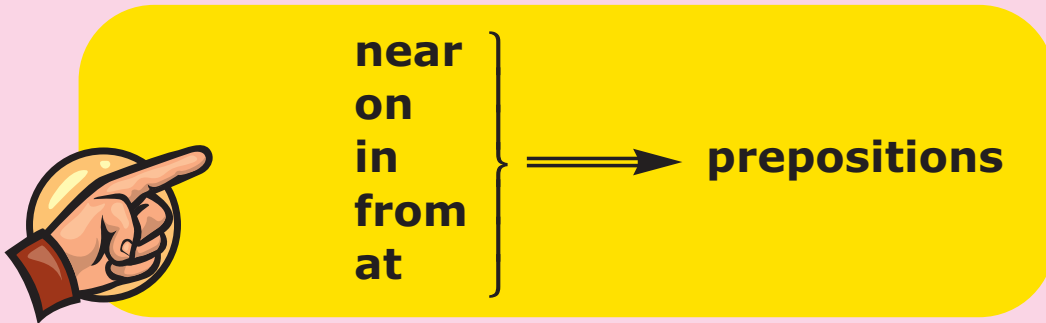
- a. People from different places come to the market . [.....]
- b. Peter is taking photos of goods. [.....]

**4. Find opposites [ ≠ ]**

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

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

- “it” § 2 refers to .....
- “him” § 2 refers to .....



**Activity 4**

**Complete and enact. Then swap roles.**

**Student A :** When is market day in your ..... ?

**Student B :** It's on .....

**Student A :** What do you buy on market day ?

**Student B :** .....



# Pronunciation



**Listen and repeat.**

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



**Number the syllables. Then circle the stressed syllable.**

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



**Listen and put the words in the right boxes.**

square - clothes - butcher - traditional - these - wear -  
furniture - their - there - shoes - cheap - shirt -  
shop - where.

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

# Spelling



**Listen and write**

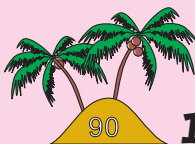
.....  
.....

## Activity 5

**What is your friend wearing today ? Complete the paragraph.**

Today, my friend (+ name) .....

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



# Section four

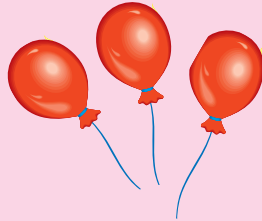
# Happy Birthday

## Activity 1

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



cake



balloons



glasses



a present



flowers



a camera



juice



candles



a watch



books



CD player



chips



lemonade



coke




fruit





## A Birthday Party

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

### Activity 2

#### Read, then answer the questions.

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

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



### 1. Tick the right alternative :

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

### 2. Match the colours with the objects

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

### 3. How old is Imene ? .....

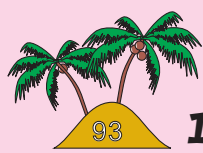
### 4. What do the underlined words refer to ?

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

## Time for a song



Listen to and sing "Happy Birthday to you"





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

### Activity 3

**Express differently. Follow the example.**

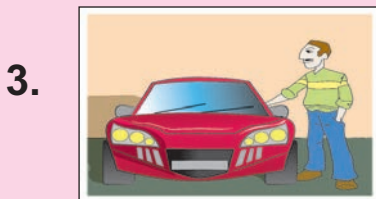
**Example :** Aly has got a sister. Her name is Imene.  
⇒ Imene is Aly's sister.



– Helen has got a dog.  
– This is .....



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



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



4.



– “Is this your food ?”

– “No ! It’s .....



Noun + 's  $\implies$  Possession

### Activity 4

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

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

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



**But**  $\longrightarrow$  **contrast**

**Because**  $\longrightarrow$  **cause / reason**

**Then**  
**And** }  $\longrightarrow$  **addition**



## Pronunciation



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

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



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

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

## Spelling



Listen and fill in the blanks with words your hear.

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



## Activity 4

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





# Let's review

## Activity 1

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



1. A red skirt.

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....



## Activity 2

### Read and complete.

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

## Activity 3

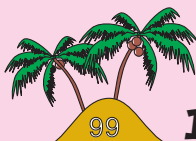
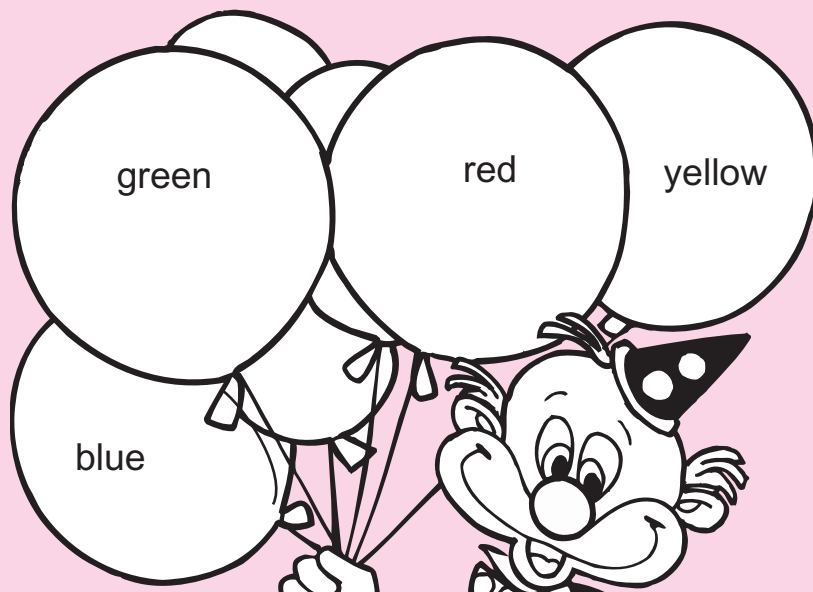
### Read this paragraph and label the picture.

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



## Activity 4

### Colour these balloons.



## Activity 5

Read and name the people in the picture.

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



## Activity 6

Replace the pictures with words.

Dear Mum and Dad,

Thank you for your



..... I am very



.....

here in Jerba. The



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

It has got a lovely



..... with many flowers. It is

near the sea.

Jerba is a quiet



..... I



..... it very

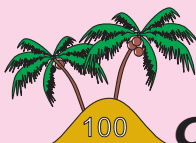
much. The



..... here are very friendly.

Bye

Paulina



100

One hundred

# Spelling



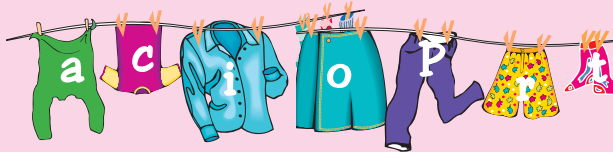
**Listen and complete.**

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

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



a. ....



b. ....



c. ....

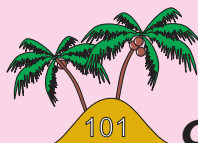


d. ....

# Pronunciation

**Same or different ? Write S or D.**

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



101

**One hundred and one**

# Let's Remember

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

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

⇒ There is + a singular noun

There are + a plural noun

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

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

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

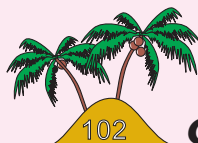
⇒ on the right  
on the left  
in the middle  
near / next to  
on } locating things

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

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

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

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



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

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

⇒ a  
 ⇒ an } articles  
 ⇒ the }

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

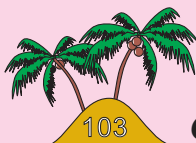
{ Where is your mother ?  
 { She is **at** home.

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

⇒ near  
 ⇒ on } prepositions  
 ⇒ in  
 ⇒ from  
 ⇒ at }

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

⇒ What colour | is | + Noun ? ⇒ Asking about colours.  
 ⇒ are |





8. Jim has two **sons** and three **daughters**  
 My uncle has got two **children**  
 There are two **men** and three **women** at the shop.

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

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

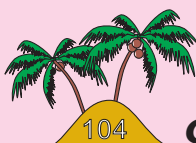
⇒ Noun + 's → possession

10. – Samir 's car is new **but** Housseem 's is old.  
 – In the evening, Meriem does her homework. **Then**, she goes to bed.  
 – Sofiane is very happy **because** it's his birthday today.

but → contrast

because → cause / reason

then | → addition  
 and |



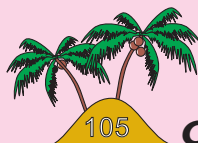
# Self-evaluation

Tick  the right box.

Now I can ...



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



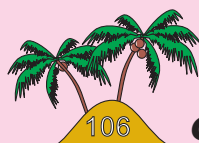
## Time for a joke

**Teacher** : Jack, spell 'mouse'.

**Jack** : M - O - U - S -

**Teacher** : But what's on the end ?

**Bob** : A tail, teacher.



# Module four

## Module Four

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

## review and self-evaluation

132	<b>Let's review</b>						
-----	---------------------	--	--	--	--	--	--

# Section One

# You must be careful

## Activity 1



What is the father saying ?

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

1

Don't drink that !

You mustn't play in the street.

2

3

Don't touch!  
It's dangerous.

4

You must use a sharpener. It's safe.

Dangerous  
(adjective)



≠

safe  
(adjective)



....



....



....



....

Answers



Don't + verb  
You mustn't + verb  
you must + verb

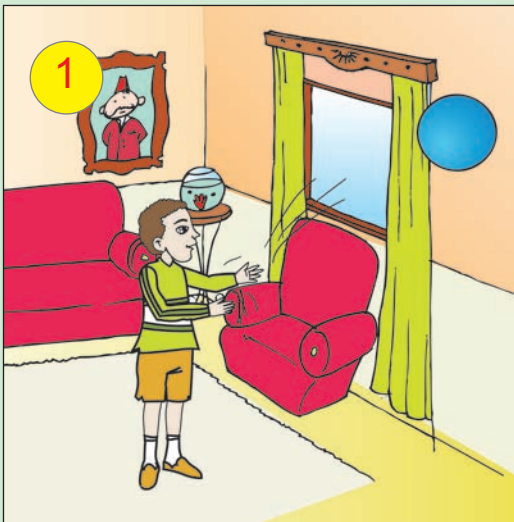
} ⇒ Prohibition  
⇒ Obligation



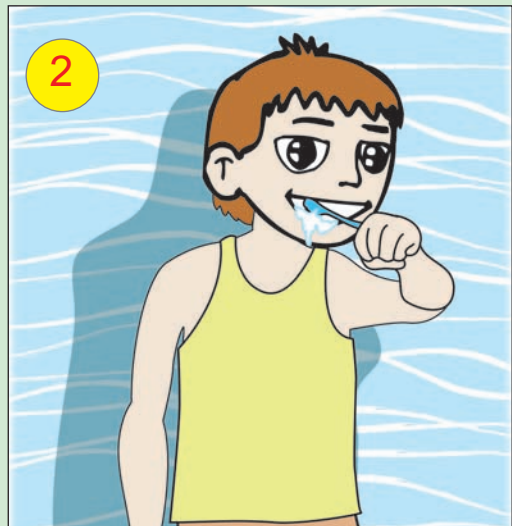


## Activity 2

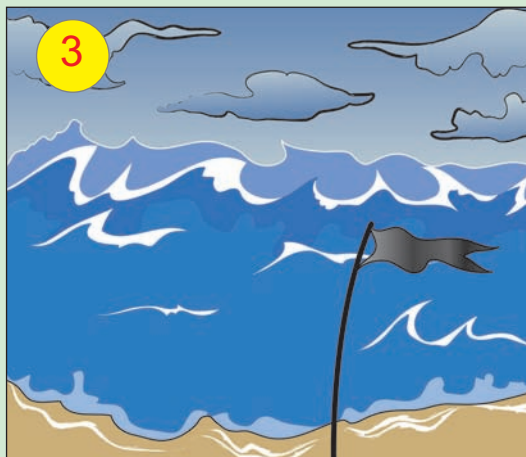
Look at the pictures. Complete the sentences with **must**, **mustn't** or **don't**.



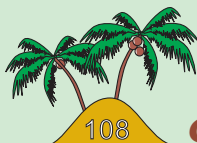
You ..... play football in the living room.



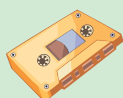
You ..... brush your teeth every day.



..... swim now !

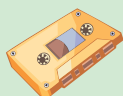


## Pronunciation



### Listen and repeat

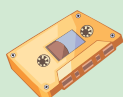
mustn't – don't – dangerous – sharpener – touch – brush



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

- a. Mustn't – listen (.....)
- b. sharpener – touch (.....)
- c. touch – brush (.....)

## Spelling



### Listen, write and spell out.

Number one is an example

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



## Activity 3

### Pair Work.

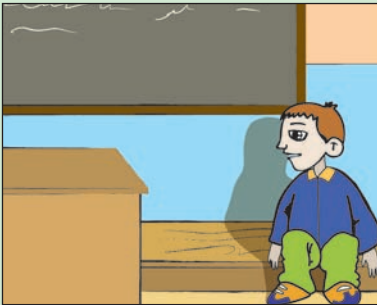
**Pupil A :** Show your partner your first picture.

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

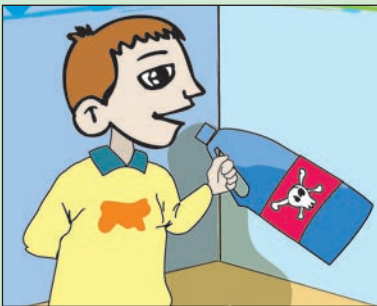
Use **must, mustn't or don't**.

Now reverse roles

### Pupil A



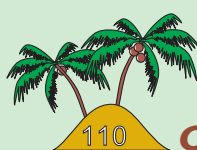
### Pupil B



## Project work

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

**Step 1 :** Collect or draw pictures illustrating dangerous situations.



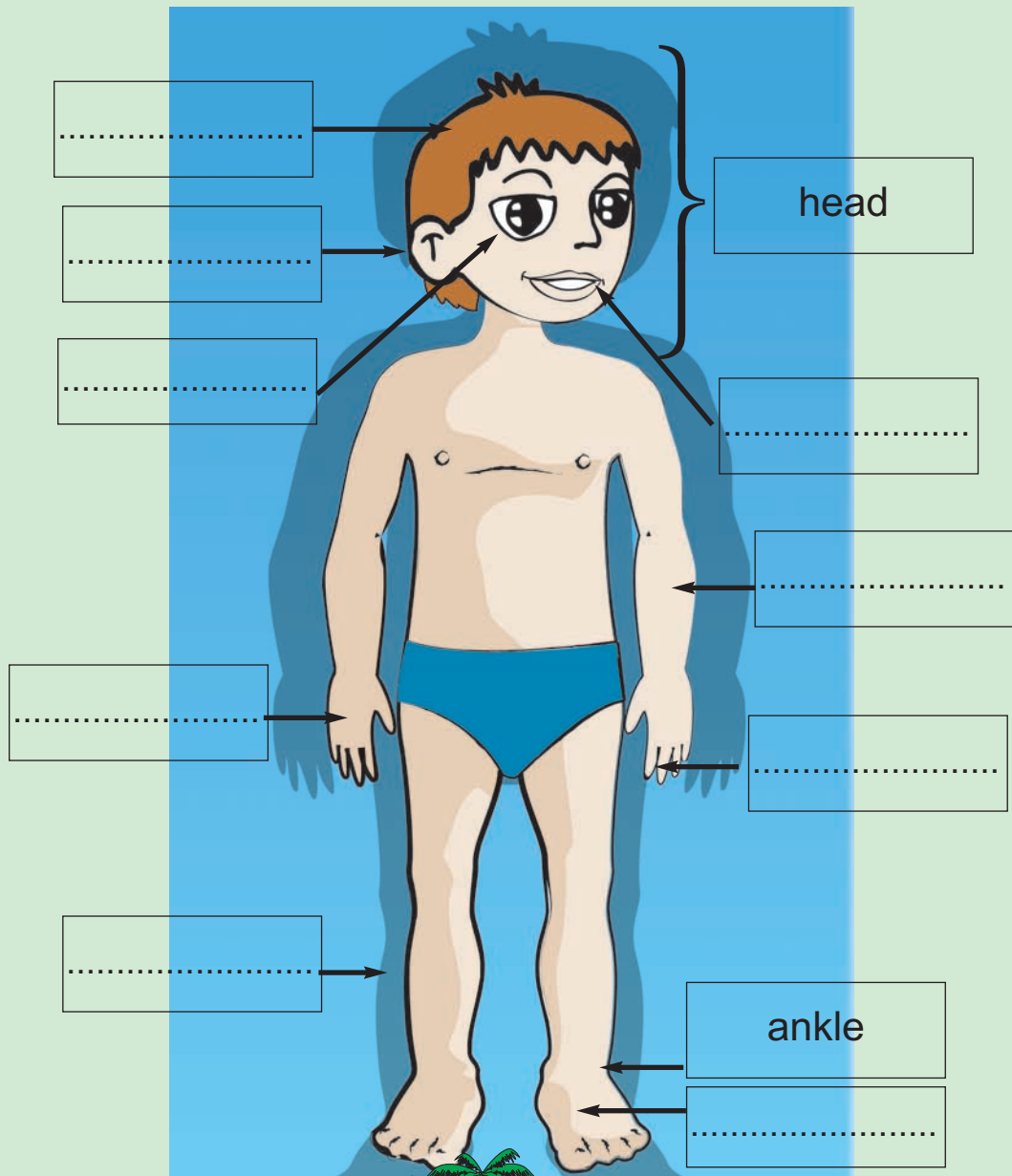
## Section two

## What's the matter?

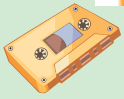
### Activity 1

### Label the body parts

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



## Activity 2



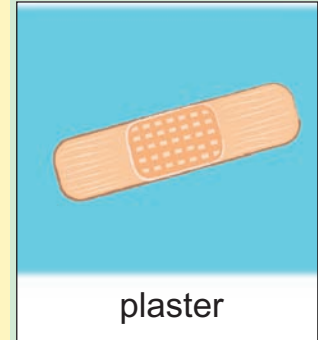
### Read. Listen. Enact



cut one's finger

#### Dialogue 1 :

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



plaster



burn one's hand

#### Dialogue 2 :

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



Medicines



a banana skin

#### Dialogue 3 :

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



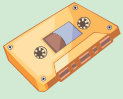
fall off a tree

#### Dialogue 4 :

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



## Activity 3



**Listen . Answer the questions**

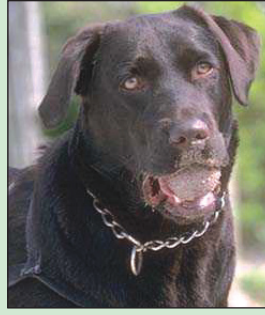
**1. Which animal attacked Peter ? Tick (✓) the right box**



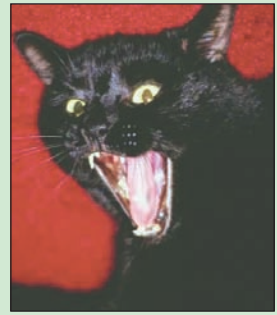
a.



b.



c.



d.

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

a. change the plaster.

b. take medicines.

c. wash his hand.

d. have an injection.

e. stay in bed.

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

the head

the leg

the hand





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

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



Can I + Verb + ?  $\implies$  Asking permission



# Activity 4

## Match. Enact

1

Were you at the cinema yesterday?



A

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



2

Can I play in the garden Dad?



B

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



3

What's the matter, Joe?



### Answers

1+ .....



C

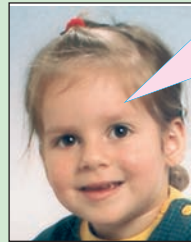
I burned my leg.

4

Why were you absent last week?



2+ .....



D

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

5

Did you wash your face?



3+ .....



E

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

6

Did you watch TV last night?



4+ .....



F

I was ill, Sir.

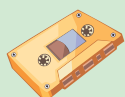
5+ .....

6+ .....



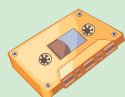


Today		Yesterday
I am	→	I was
He is	→	He was
You are	→	You were
I am not	→	I was not
We aren't	→	We weren't
Is he	→	Was he ?
Are they?	→	Were they?



### Listen and repeat

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

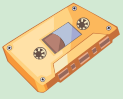


### Same or different ? Write (S) or (D).

- hurt – must (.....)
- mouth – thanks (.....)
- slipped – burned (.....)
- cover – doctor (.....)
- stay – away (.....)



# Spelling



## Listen and complete

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

## Activity 5 : Enact a conversation. Use these hints.

### Student A :

**You are at the doctor's.**

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

### Student B :

**You are a doctor.**

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



# Project work

## Step 2 :

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



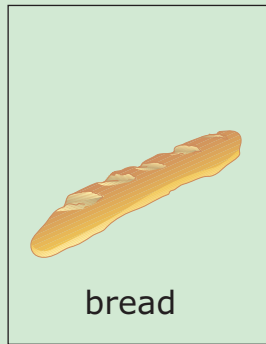
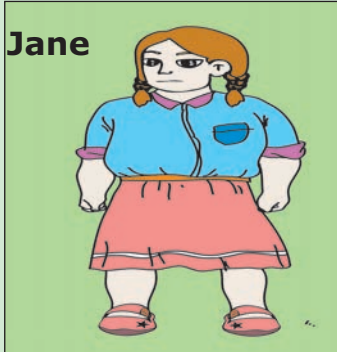
*One hundred and eighteen*

# Section Three

# Let's keep fit

## Activity 1

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



Jane must :

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

Jack must :

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



sit-ups



press-ups







Much + noun ⇒ quantity  
 Many + noun ⇒ number

## Activity 2

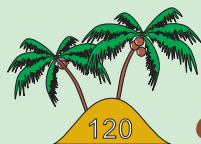
**Your friend is very fat. Tell him/her how to keep fit . Number one is an example**

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



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

} ⇒ Giving advice



## Activity 3

### Read the text. Answer the questions.

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

### Questions

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

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

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

- a. ....
- b. ....



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

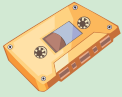
– examined	– got
– .....	– didn't go
– .....	– .....
	– .....
	– .....
	– .....



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



# Pronunciation



**Listen and circle the stressed syllable**

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



**Circle the word that has a different sound.**

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

# Spelling



**Listen. Add the missing letters**

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

## Activity 4

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



# Homework

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

oranges – apples – dates – carrots

# Project work

**(Safety rules)**

**Step 3 :**

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



124

*One hundred and twenty-four*

# Section four

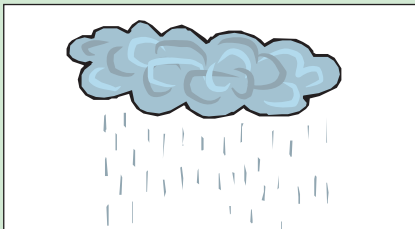
# What's the weather like ?

## Activity 1 What's the weather like ?

Step 1 : Read and match

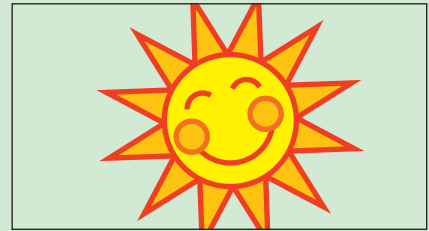


1. clouds

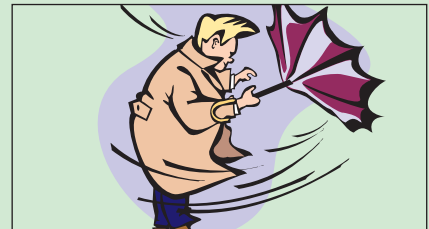


2. rain

- a. It's rainy
- b. It's sunny
- c. It's windy
- d. It's cloudy.



3. sun



4. wind

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

Noun + Y ⇒ Adjective  
Sun + Y ⇒ sunny



**Step 2 : Read. Complete.**

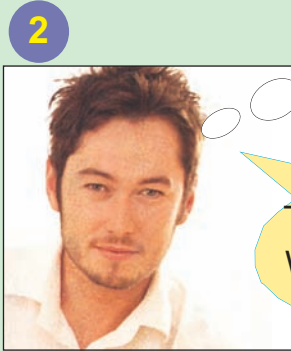


It's raining outside.  
Let's stay at home  
and .....

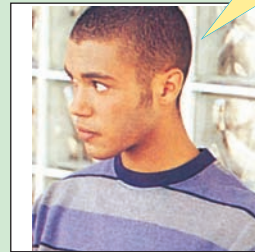


That's fine.

With pleasure.



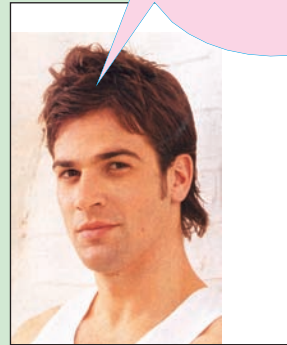
The weather is very cold.  
What about having .....  
..... ?



That's a good idea !



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



Let's + verb

What about { + Verb + ing  
+ Noun } ⇒ Making Suggestions





## Activity 2

**Complete with the right expressions from the box :**

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

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

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

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

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



## Activity 3

### Read Peter's letter and answer the questions

Dear family,

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

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

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

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

That's all for today.

Love,  
Peter

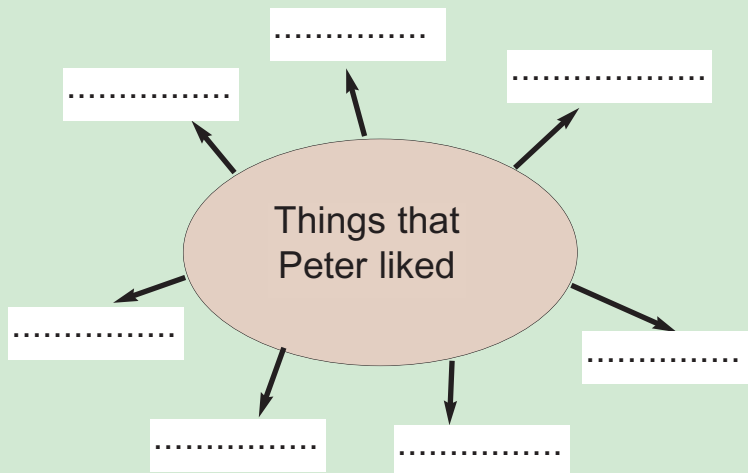


## Questions

### 1. Put a tick in the right box

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

### 2. Complete :



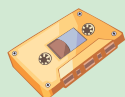
### 3. What do the underlined words in the letter refer to ?

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

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

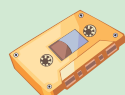


# Pronunciation



## Listen and repeat

weather – understand – cloudy – environment – outside – pleasure



## Put the words in the right boxes

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

/ ei /	/ au /	/ ə /
.....	.....	.....
.....	.....	.....
.....	.....	.....

# Spelling

Put the letters in the right order to obtain correct words

1. i d n y w
2. e i d c n o t u r s y
3. g t e g s u s
4. e t n m n v n i o r e

1. W \_ \_ \_ \_
2. C \_ \_ \_ \_ \_ \_ \_ \_ \_
3. S \_ \_ \_ \_ \_
4. E \_ \_ \_ \_ \_ \_ \_ \_ \_

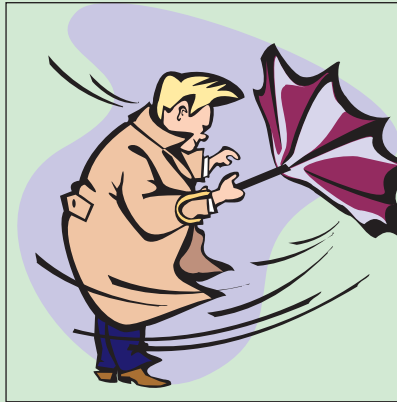
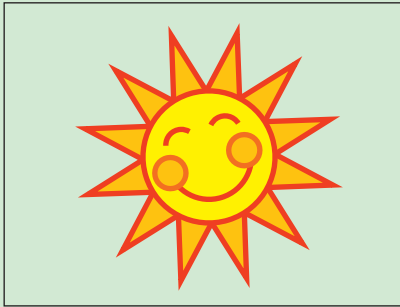


## Activity 4

### Role play

**Student A :** Describe the weather.

**Student B :** Make a suggestion.



## Project work

### Step 4 :

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



# Let's review

## Activity 1 Circle the correct alternative

**Selim** : Hi, Mehdi . How are you ?

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

**Selim** : Did you go to the doctor ?

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

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

## Activity 2 Put the bracketed verbs in the simple past.

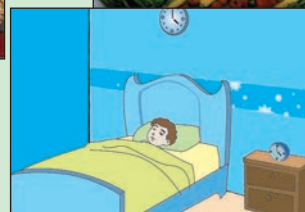
Yesterday, I watched an interesting programme on TV. The presenter (**invite**) ..... a doctor. The doctor (**answer**) ..... many phone calls. Many people (**ask**) ..... about how to keep fit. His answers (**be**) ..... very useful . He (**advise**) .....people to walk for an hour every day and to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



### Activity 3

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

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



### Activity 4

Put the bracketed verbs in the correct tense or form.

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

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

– No, you can't. You must **(do)** ..... your homework.

– I **(do)** ..... my homework last night before I **(go)** ..... to bed. I also **(have)** ..... a good mark in English.

The teacher **(like)**..... my answers. So, please, Mum,





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

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

## Activity 5

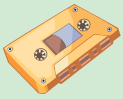
### What does your teacher say in class ?

Tick  the right sentences.

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



# Activity 6



Listen. Tick the right pictures



**Activity 7 Read. Match**

1

This is my mouth.

2

These are my eyes.

3

These are my feet .

4

These are my ears.

Answers

1 + .... 2 + .... 3 + ....

4 + .... 5 + .... 6 + ....

7 + .... 8 + ....



a.



h.



b.



c.



d.



e.



f.



g.

5

This is my hair.

6

This is my nose.

7

These are my shoulders.

8

These are my knees.



# Activity 8

Complete the story. Follow the order of the pictures.



What's the matter, Mehdi ?



I'm not feeling well Mum.



Doctor

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



Doctor

Mother

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

.....

.....

.....

.....

.....



# Let's Remember

## 1. Don't play in the street.

Don't + verb  $\Rightarrow$  prohibition

## 2. You must brush your teeth every day

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

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

## 3. Can I wash my hand, doctor ?

Can I + verb + ?  $\Rightarrow$  asking permission

## 4. Jane mustn't eat much bread

Jack mustn't smoke many cigarettes.

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

## 5. I advise you to go jogging

Practise sports !

I advise you + verb  $\Rightarrow$  } giving advice  
Imperative  $\Rightarrow$  }



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

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

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

Noun + y  $\implies$  Adjective

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

Let's + verb  
What about + verb + ing  $\implies$  Making suggestions  
What about + noun

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

What's the weather like ?  $\implies$  Asking about the weather

It's sunny and warm.  $\implies$  Describing the weather



# Self-evaluation

Tick  the right box.

## Now I can ...

- ask permission
- give advice
- talk about minor ailments (slight illnesses)
- make suggestions
- describe the weather in simple English
- prepare a simple project on safety rules
- read a text and answer comprehension questions
- talk about past events
- express obligation and prohibition



## Time for a joke

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

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







# **Module *five***

## Module Five

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

## Section One

## Let's visit Aly's school

### Activity 1 : Look. Read . Tick



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

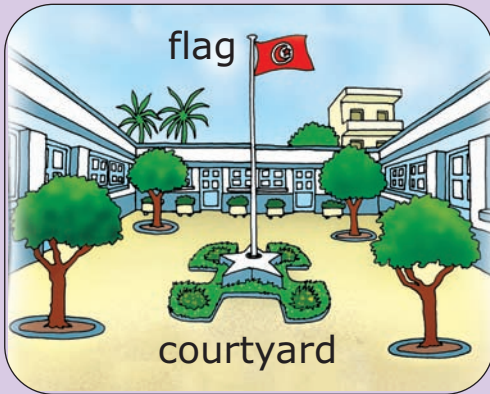
Mr. Guirat is the headmaster of Aly's school.

What has he got in his office ?

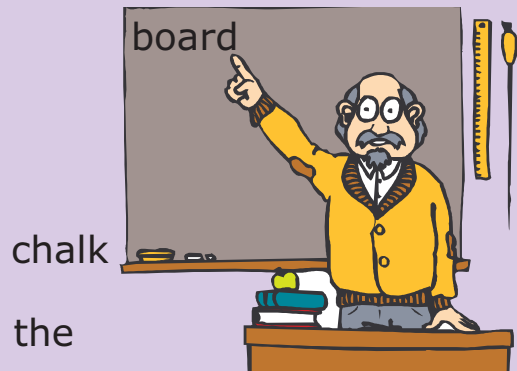


## Activity 2

### Read. Complete . Enact.



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



The teacher's desk

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



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

- What have you got in your ....., Jim?

- 4 - Many things : some ....., an ....., a sharpener, a ..... and a.....



pens



pencil-case



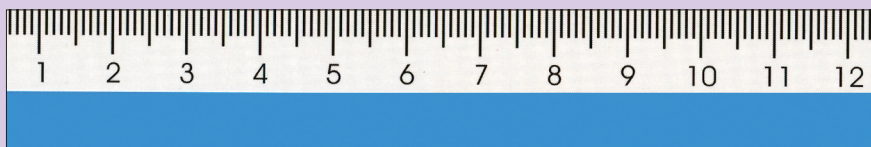
pencil



eraser



pencil sharpener



ruler



## Activity 3

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

Dear Jane,

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

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

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

I left Aly's school at midday.

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

Yours,

Peter.



## Questions

### 1. Complete the table

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

### 2. Tick the right box

a. Who asked the headmaster permission ?

- Mr Soltane
- Aly
- Mrs Soltane

b. Which class did Peter attend ?

- French
- English
- Geography

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

- asking permission
- refusing permission
- giving permission



### 3. What do the underlined words refer to ?

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

### 4. What do you call ... ?

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



You can + verb  
Of course you can

} ⇒ giving permission



Want + Noun  
Want + to + verb

} ⇒ expressing desire





## Activity 4

### Step 1

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

1. Work **in** pairs.

2. Fill in the blanks.

3. Write it on the board.

4. Do it at home.

7. Talk to your partner.

6. Take books from the library.

5. Sit behind Sami.

9. Put your book on the desk.

12. It's about King Lear.

10. Sit next to Yosra.

8. Listen to your partner.

11. Write your name in pen or in pencil.

13. Arrive at school.

### Step 2

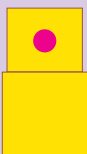


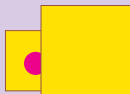
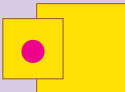

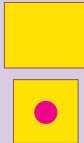
Read. Complete with the right preposition (See step 1)

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

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



# Where is ..... ?

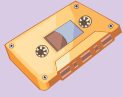
 <b>on</b>	 <b>in</b>	 <b>near</b>
on the floor on the board on the desk	in the classroom in the garden	near London near Sonia
 <b>Behind</b>	 <b>in front of</b>	 <b>Between</b>
behind the tree behind Lotfy	Sit in front of Peter	Alice is sitting between Mary and Lynn
	 <b>under</b>	
	under the chair under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



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

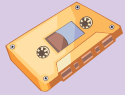


# Pronunciation



## Listen and repeat

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



## Circle the word that has a different sound

- a. **t**ape – book**ca**se – fl**a**g
- b. gl**o**be – cl**o**ck – **o**pen
- c. perm**is**sion – cl**ass** – pen**ci**l
- d. g**o** – **o**ffice – cl**o**se



## Circle the stressed syllable

ru/ler

re/gis/ter

be/hind

shar/pener

# Spelling



## Listen and complete

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



# Activity 5

**What is a good pupil for you ?**

**Look at the bubbles. Complete your paragraph**

smiles at other pupils.

tells jokes.

is never late.

works hard.

A good pupil

makes noise in class.

plays tricks on other pupils.

gets good marks.

is good at all subjects.

smokes cigarettes.

doesn't speak in class.

sings nice songs.

For me, a good pupil .....

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



## Section two

## Who is your favourite teacher ?

### Activity 1

### Read. Tick. Justify

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

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

#### b. What are your favourite teachers like ?



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

#### c. How do they speak in class ?

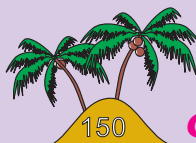
- |                                  |                                 |                                  |                                   |
|----------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/>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

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

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



Which... ? → choice

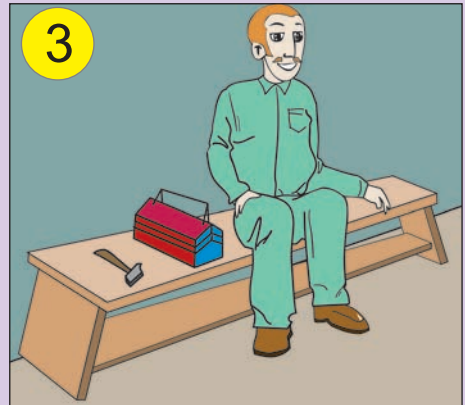
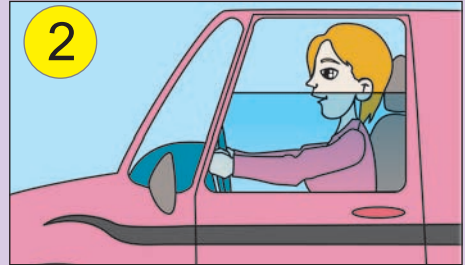
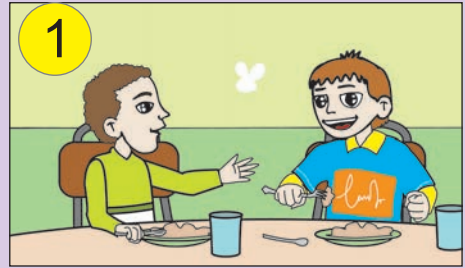


## Activity 2

### Read . Complete

The first one is an example

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



Adjective + ly = adverb  
Verb + er = Noun



## Activity 3

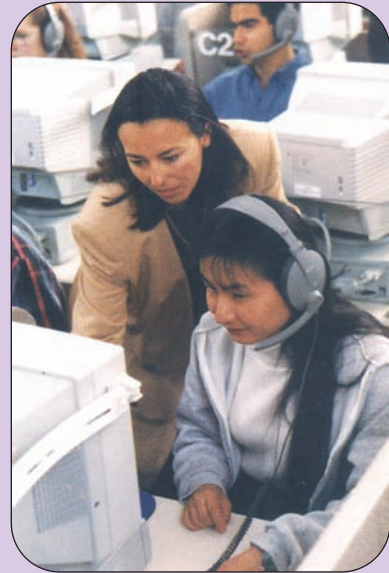
**Read the text. Answer the questions.**

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

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

"I am sorry, Miss" said the pupil.

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



### Questions

**1. Complete the following table**



Teacher	Lesson	Time
.....	.....	.....





## 2. Tick the two adjectives that describe the teacher.

serious

nervous

kind

boring

lazy

## 3. Tick the computer parts mentioned in the text

1



monitor

2



keyboard

3



mouse

4



central unit

5



printer

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

a. her (line 5) refers to .....

b. them (line 7) refers to .....

c. That (line 11) refers to .....



# 1. Pick out the utterances expressing :

a. forgiving : .....

b. warning : .....

c. apologizing : .....



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

## Activity 4

**Complete the following dialogue. Use the utterances in the box**

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

**Ken :** Which subjects do you enjoy studying, Sam ?

**Sam :** Maths **1** .....

**Ken :** Who's your Maths teacher ?

**Sam :** Mrs Clark. **2** .....

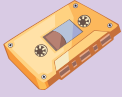
**Ken :** **3** .....

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

**Ken :** **4** .....



# Pronunciation



## Listen and repeat

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



## Circle the word that has a different sound

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

# Spelling

## Put the letters in brackets in the right order :

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

## Activity 5 | What is your favourite teacher like ?

### a. Read :

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

### b. Complete :

My favourite teacher is .....

.....

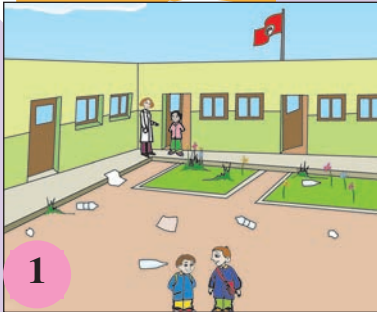


# Section three

# Let's help others

## Activity 1

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



1. Our school is dirty. Let's .....

.....



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

.....



3. ....

You can't stand for a long time.

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

.....



a. have a nice and rich library.

b. help her cross the street.

c. You can take my seat, Madam.

d. collect all the garbage together.



Let's + verb + ⇒ suggestion



## Activity 2

Read the text and answer the questions.

### Be Like Us ! Keep your School Clean

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

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

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



### Questions :

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



## 6. Tick the right boxes.

### Voluntary pupils ...

put litter in plastic bags

throw paper on the floor

write on walls

give advice to other pupils

write on desks

collect garbage

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

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

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

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

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

"It" ( line 2) refers to .....

'them' (line 8) refers to .....



Noun + be like + noun  $\Rightarrow$  comparing



# Pronunciation



**Listen and repeat.**

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



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

dirty – rich (.....)

garbage – pupil (.....)

throw – flowers (.....)

library – tidy (.....)

together – book (.....)

# Spelling



**Listen and complete :**

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

## Activity 3

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



*One hundred and fifty-nine*



## Section Four :

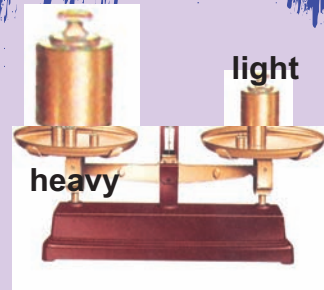
## Goodbye Peter

### Activity 1 Read. Match

#### Example :

A – “Can you carry this suitcase” ?

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



1

a suitcase

B – “Can she speak English ?”

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



2

C – “Can you read Chinese ?”

– “No! I can’t ”.  
→ picture : ....



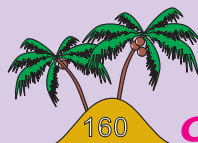
3

d – “Can she walk ?”

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



4



160

One hundred and sixty



Can + verb → ability  
 Cannot + verb → inability

## Activity 2 Match. Enact.

<p>1 Can you drink five litres of milk in the morning ?</p>	<p>1 + .....</p>	<p>A It's sixty dinars.</p>
<p>2 How much does this carpet cost ?</p>	<p>2 + .....</p>	<p>B Yes I can . a - b - i - l - i - t - y</p>
<p>3 Can you spell "ability"?</p>	<p>3 + .....</p>	<p>C There are seven days.</p>
<p>4 How many days are there in a week ?</p>	<p>4 + .....</p>	<p>D No, I can't It's too much !</p>



How many + countable noun  
 How much + uncountable noun



## Activity 3

### Read . Listen. Answer the questions

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

#### Dialogue 1                      At the souk

**Shopkeeper** : "Can I help you?"

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

**Shopkeeper** : " We have nice traditional carpets here."

**Peter** : " How much are they, please ?"

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

**Peter** : " Three, please."

**Shopkeeper** : " Here you are."

**Peter** : " Thank you, Sir. Goodbye."

**Shopkeeper** : " Goodbye

#### Dialogue 2                      At home

**Mr Soltane** : " Are you ready boys ?"

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

**Aly** : " What's the matter Peter?"

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

**Aly** : " Let's carry it together"

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

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

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

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

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

**Peter** : " Goodbye everybody"



# Questions

## Dialogue I

a. Peter talked to

- Aly
- The shopkeeper
- Mr Soltane

b. Peter bought three

- carpets
- cakes
- cards

c. They cost

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

## Dialogue II

1. In this dialogue, there are :

- two speakers
- three speakers
- four speakers

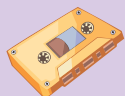
2. True or false ? Tick the right box

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



### 3. Match the utterances with their functions

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



### 4- Listen and put the words in the right box

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

/ æ /	/ i : /	/ əʊ /	/ ei /



# Let's Remember

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

Can + verb ⇒ giving permission

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

Want + noun }  
Want + to + verb } ⇒ expressing desire

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

⇒ On – in – near – behind – under – between .  
Prepositions of place

4. Which subjects do you like ?

Which ⇒ choice

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

A djective + ly ⇒ adverb

6. My mother is a careful driver

Verb + er ⇒ a noun



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

I am sorry ⇒ apologizing  
That's all right ⇒ granting forgiveness

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

Let's + verb ⇒ making suggestions

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

Noun + (be) + like + noun ⇒ comparing

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

How many + plural noun ... ? ⇒ asking about number

11. **How much milk do you need ?**

How much + singular (uncountable) noun ⇒ asking about quantity





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

How much ... ? ⇒ asking about price

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

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

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

Can I help you ? ⇒ offering help

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

Can you help me, please ? ⇒ asking for help



## IRREGULAR VERBS

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



## Module 1

### A

active [ˈæktɪv]  
afternoon [ˌæftəˈnuːn]  
always [ɔːlweɪz]

### B

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

### C

Cartoons [ˌkɑːtuːnz]  
children [ˈtʃɪldrən]  
chocolate [tʃɒklət]  
classmate [ˌklɑːsmeɪt]  
cycling [ˈsaɪklɪŋ]

### D

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

### E

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

### F

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

### G

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

### H

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

### I

icecream [aɪskriːm]

### L

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

### M

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

### N

never [nevə]  
nice [naɪs]

### O

only [əʊnli]

### P

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

### Q

quarter [ˈkwɔːtə]

### R

reading [ˈriːdɪŋ]  
rugby [ˈrʌɡbi]

### S

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

### T

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

### U

uncle [ʌŋkl]  
usually [ˌjuːʒuəli]

### V

video [ˈvɪdɪəʊ]  
visit [ˈvɪzɪt]

### W

wash [wɒʃ]  
watch [wɒtʃ]  
with [wɪð]

## Module 2

### A

accept	[ək'sept]
airport	['eəpɔ:t]
arrive	[ə'raiv]

### B

bananas	[bə'nɑ:nəz]
beautiful	[bju:tɪfəl]
briks	[briks]
busy	[bizi]
bye	[bai]

### C

calm	[kɑ:m]
car	[kɑ:r]
chicken	['tʃɪkɪn]
chips	[tʃɪps]
city	[siti]
clean	[kli:n]
come	[kʌm]
course	[kɔ:s]
customs officer	['kʌstəmz ə'fɪsə]

### d

dates	[deɪts]
delicious	[dɪ'lɪʃəs]
dish	[dɪʃ]
draw	[drɔ:]

### E

eggs	[egz]
email	[i:'meɪl]
evrybody	[évri'bɒdi]

### F

fast food	[fɑ:st fu:d]
fish	[fɪʃ]
follow	[fɔ'ləu]
French	[frentʃ]
fresh	[freʃ]
friendly	['frendli]
fruit	[fru:t]
funny	[fʌni]

### G

garage	['gærɪdʒ]
garden	['gɑ:dən]
give	[gɪv]
glad	[glæd]
good	[gʊd]

### H

happen	['hæpən]
happy	['hæpi]
helpful	['helpfʌl]
here	[hɪə]
hotel	['həʊtel]
houses	['haʊzɪz]

### I

intelligent	[ɪn'telɪdʒənt]
invitation	[ɪn'vɪteɪʃən]
invite	[ɪn'vaɪt]
island	['aɪlənd]

### K

kids	[kɪdz]
kind	[kaɪnd]

### L

lamb	[læm]
letter	['letə]
lovely	['lʌvli]
luggage	['lʌgɪdʒ]

### M

many	['meni]
maths	[mæθs]
messages	['mesɪdʒəz]

### O

omelette	['ɒmlet]
orange	['ɔrɪndʒ]

### P

party	['pɑ:ti]
passport	['pɑ:spɔ:t]
penfriends	['pen frend]
photos	['fəʊtəʊ]
picture	['pɪktʃə]
pizza	['pɪtsə]
plane	[pleɪn]
policeman	['pɒlɪsmən]
popular	['pɒpjʊlə]
postcard	['pəʊstkɑ:d]
prepare	['prɪpeə]
put	[put]

### Q

quiet	[kwaɪt]
-------	---------

### R

rice	[raɪs]
river	['rɪvə]
roast	[rəʊst]
room	[ru:n]

### S

salad	[sæləd]
saturday	[sætədeɪ]
savoury	['seɪvəri]
see	[si:]
send	[send]
show (v)	[ʃəʊ]
sir	[sə:]
sitting room	['sɪtɪŋ ru:m]
smell (v)	[smel]
soup	[su:p]
stay	[steɪ]
streets	[stri:t]
sweet	[swi:t]

### T

table	[teɪbl]
taste	[teɪst]
taxi	['tæksi]
thanks	[θæŋks]
tidy up	['taɪdiʌp]
today	[tədeɪ]
together	[tə'geðə]
town	[taʊn]
traditional	[trə'dɪʃənəl]
trolley	['trɒli]

### V

vegetables	['vedʒəblz]
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**W**

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

**Module 3****A**

almonds	[ɑːˈmʌndz]
animal	[ˈænɪml]
antique	[ˈæntɪːk]
apple	[æpl]
apricot	[ˈeɪprɪkət]
around	[əˈraʊnd]

**B**

balloons	[ˈbælʊːnz]
bathroom	[ˈbæθrʊm]
bedroom	[ˈbedrʊm]
between	[biˈtwiːn]
big	[bɪɡ]
birds	[bɜːdz]
birthday	[ˈbɜːθdeɪ]

**blue**

[bluː]

**butcher****C**

buy	[baɪ]
cake	[keɪk]
camera	[ˈkæmərə]
candle	[ˈkændl]

**B**

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

**D**

almonds	[ɑːˈmʌndz]
animal	[ˈænɪml]
antique	[ˈæntɪːk]
apple	[æpl]
apricot	[ˈeɪprɪkət]
around	[əˈraʊnd]
balloons	[ˈbælʊːnz]
bathroom	[ˈbæθrʊm]
bedroom	[ˈbedrʊm]
between	[biˈtwiːn]
big	[bɪɡ]
birds	[bɜːdz]
birthday	[ˈbɜːθdeɪ]
blue	[bluː]
butcher	[ˈbʊtʃə]
buy	[baɪ]
cake	[keɪk]
camera	[ˈkæmərə]
candle	[ˈkændl]
carpet	[ˈkɑːpɪt]
carrot	[ˈkærət]
cheap	[tʃiːp]
clothes	[ˈkləʊðz]
coke	[kəʊk]
cook	[kʊk]
cows	[kaʊz]
cucumber	[ˈkjuːkʌmb]
decorate	[ˈdeɪkəreɪt]
dining room	[ˈdaɪnɪŋ rʊm]
different	[ˈdɪfrənt]
dolls	[ˈdɒlz]
door	[dɔː]
dress	[dres]
drinks	[ˈdrɪŋks]
ducks	[ˈdʌks]

**E**

earrings	[ˈɪərɪŋ]
event	[ɪvent]
everyone	[ˈevriwʌn]
everything	[ˈevriθɪŋ]
expensive	[ɪkspensɪv]

**F**

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

**G**

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

**H**

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

**J**

jacket	[ˈdʒækɪt]
juice	[dʒuːs]

**K**

keep	[kiːp]
kitchen	[ˈkɪtʃən]

**L**

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

**M**

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

**N**

near	[nɪə]
necklace	[ˈnekləs]
next	[nekst]
night	[naɪt]

**O**

old	[əʊld]
olive tree	[ˈɒlɪvtriː]
onion	[ˈɒnjən]

**P**

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

**Q**

quite	[kwaɪt]
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**R**

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

**S**  
sandals [sændlɪz]  
sea [siː]  
sell [sel]  
shirt [ʃə:t]  
shop [ʃɒp]  
show [ʃəʊ]  
sit [sɪt]  
skirt [skɜ:t]  
sleep [sli:p]  
small [smɔ:l]  
smile [smaɪl]  
socks [sɒks]  
sofa [səʊfə]  
souk [suk]  
stalls [stɔ:lz]  
stop [stɒp]  
strawberry [strɔ:bri]

**T**  
take [teɪk]  
tee-shirt [ti:ʃə:t]  
tie [taɪ]  
tomatoes [təma:təʊz]  
trousers [traʊzəz]  
Turkey [tə:ki]

**V**  
view [vjuː]  
village [vɪlɪdʒ]

**W**  
wardrobe [wɔ:drəʊb]  
watermelon [wɔ:təmelən]  
white [waɪt]  
window [wɪndəʊ]

**Y**  
yellow [jeləʊ]

## Module 4

**A**  
absent [æbsənt]  
advice (N) [ədvaɪs]  
advise (V) [ədvaɪz]  
air [eə]  
ankle [æŋkl]  
arm [a:m]  
attack [ətæk]  
away [əwei]

**B**  
balanced [ˈbælənst]  
bandage [ˈbændɪdʒ]  
bird [bɜ:d]  
bread [bred]  
brush [brʌʃ]  
burn [bɜ:n]

**C**  
careful [ˈkeəfəl]  
change [tʃeɪndʒ]  
cigarette [ˈsɪgəret]  
cinema [ˈsɪnəmə]  
clean [kli:n]  
cloud [klaʊd]  
cloudy [ˈklaʊdɪ]  
cold [kɒld]  
countryside [ˈkʌntrɪsaɪd]  
cover [kʌntrɪsaɪd]  
cut [kʌt]

**D**  
dangerous [ˈdeɪndʒərəs]  
diet [daɪət]

**E**  
ear [iə]  
elastic [ɪˈlæstɪk]  
enjoyment [ɪnˈɔɪəmənt]  
examine [ɪgˈzæmɪn]  
eye [aɪ]

**F**  
face [feɪs]  
fall [fɔ:l]  
feel [fi:l]

finger [ˈfɪŋɡə]  
fit [fɪt]  
foot [fʊt]

**H**  
hair [heə]  
hand [hænd]  
head [hed]  
health [helθ]  
here [hɪə]  
hospital [ˈhɒspɪtl]

hour [aʊə]  
hurt [hɜ:t]

**I**  
idea [aɪdiə]  
important [ɪmˈpɔ:tnt]  
injection [ɪnˈdʒekʃn]  
injure [ɪndʒə]

**J**  
jogging [ˈdʒɒɡɪŋ]

**K**  
knife [naɪf]

**L**  
leg [leg]

**M**  
matter [ˈmætə]  
meal [mi:l]

medicine [ˈmedsn]  
mouth [maʊθ]

**O**  
outside [aʊtsaɪd]

**P**  
park [pɑ:k]  
picnic [ˈpɪknɪk]  
plaster [ˈplɑ:stə]

pleasure [ˈpleʒə]  
practise (V) [ˈpræktɪs]  
prescribe [ˈprɪskraɪb]  
press up [presʌp]

**R**  
rain [reɪn]  
rainy [ˈreɪni]  
regular [ˈregjʊlə]  
remember [rɪˈmembə]

**S**

safe [seɪf]  
 serious [ˈsɪəriəs]  
 sharpener  
 sing [sɪŋ]  
 sit ups [ˈsɪtʌps]  
 skin [skɪn]  
 slip [slɪp]  
 smoke [sməʊk]  
 spaghetti [spəˈɡetɪ]  
 stadium [ˈsteɪdiəm]  
 start [stɑ:t]  
 suggest [sədʒest]  
 sun [sʌn]  
 sunny [ˈsʌni]  
**T**  
 teeth [ti:θ]  
 tired [ˈtaɪəd]  
 toes [təʊz]  
 touch [tʌtʃ]  
 twist [twɪst]  
**U**  
 usual [ˈju:ʒuəl]

**W**

walk [wɔ:k]  
 warm [wɔ:m]  
 water [ˈwɔ:tə]  
 wear [weə]  
 weather [ˈweðə]  
 wind [wɪnd]  
 windy [ˈwɪndi]  
 worry [ˈwʌri]

**Y**

yesterday [ˈjestədi]

**Module 5****A**

announce [əˈnaʊns]  
 answer [ˈɑ:nsə]  
 apology [əˈpɒlədʒi]  
 arabic [ˈærəbɪk]  
 attend [ətend]  
 attentive [ətentɪv]

**B**

bad [bæd]  
 basket [ˈbɑ:skɪt]  
 beginning [ˈbɪɡɪːnɪŋ]  
 behind [ˈbihaɪnd]  
 bell [bel]  
 biology [ˈbaɪələdʒi]  
 blank [blæŋk]

**B**

board [bɔ:d]  
 bookcase [ˈbʊk-keɪs]  
 books [bʊks]  
 boring [ˈbɔ:ɪŋ]  
 break [breɪk]  
**C**  
 call [kɔ:l]  
 cans [kænz]  
 card [kɑ:d]  
 carry [kæri]  
 central unit [ˈsentrəl juːnɪt]

chair [tʃeə]  
 chalk [tʃɔ:k]  
 cheerful [tʃiəfl]  
 chinese [tʃaɪni:z]  
 choice [tʃɔɪs]  
 class [kla:s]  
 classmate [ˈkla:smeɪt]  
 classroom [ˈkla:srum]  
 clearly [ˈkliəli]  
 collect [kəlekt]  
 computer [kəmˈpjʊ:tɪ]  
 cost [kɒst]  
 courtyard [ˈkɔ:tjɑ:d]  
 cross [krɒs]

**D**

desk [desk]  
 dirty [ˈdɜ:ti]  
 driver [ˈdraɪvə]  
 drop [drɒp]

**E**

end [end]  
 English [ˈɪŋɡlɪʃ]  
 excellent [ˈeksələnt]  
 explain [ɪkˈspleɪn]

**F**

fill [fɪl]  
 flag [flæɡ]  
 fluently [ˈflu:əntli]  
 forgive [ˈfɔ:gɪv]

**G**

garbage [ˈgɑ:bɪdʒ]  
 geography [dʒɪˈɒɡrəfi]  
 globe [ɡləʊb]  
 good-looking [ˈɡʊdlu:kɪŋ]  
 guest [gest]

**H**

hard [hɑ:d]  
 headmaster [ˈhedmæstə]  
 heavy [ˈhevi]  
 history [ˈhɪstri]

**I**

interested [ˈɪntrestɪd]  
 introduce [ˈɪntrədju:s]



**J**

joke [dʒəʊk]

**K**

keyboard [ki:bɔ:d]

know [nəʊ]

**L**

lab [læb]

late [leɪt]

lazy [leɪzɪ]

leave [li:v]

lesson [lesn]

library [laɪbrəri]

light [laɪt]

litter [lɪtə]

**M**

make [meɪk]

map [mæp]

marks [mɑ:ks]

money [mʌni]

monitor [mɒnɪtə]

mouse [maʊs]

**N**

nervous [nə:vəs]

noise [nɔɪz]

notes [nəʊts]

**O**

office [ɒfɪs]

often [ɒfn]

open [əʊpən]

**P**

pain [peɪn]

partner [pɑ:tn]

patient [peɪʃnt]

pen [pen]

pencil [pensl]

permission [pə'mɪʃn]

physics [fɪzɪks]

plastic [plæstɪk]

possible [pɒsəbl]

printer [prɪntə]

protect [prətekt]

put [put]

**Q**

quickly [kwɪkli]

**R**

rarely [reəli]

register [redʒɪst]

reply [riplai]

respect [rɪspekt]

responsible [rɪspɒnsəbl]

rich [rɪtʃ]

ring [rɪŋ]

ruler [ru:lə]

**S**

seat [si:t]

shop-keeper [ʃɒpki:pə]

slowly [sləʊli]

sorry [sɔ:ri]

souvenir [su:vəni]

spell [spel]

street [stri:t]

strict [strikt]

subject [sʌbdʒɪkt]

suddenly [sʌdnli]

suitcase [sju:tkes]

**T**

talk [tɔ:k]

tape recorder [teɪp rɪkɔ:ðə]

teacher [ti:tʃə]

technology [teknɒlədʒi]

telephone [telɪfəʊn]

tricks [trɪks]

**U**

under [ʌndə]

understand [ʌndəstænd]

use (V) [ju:z]

**V**

voluntary [vɒləntri]

**U**

walls [wɔ:lz]

want [wɒnt]

warning [wɒnɪŋ]

wastepaper [weɪst peɪpə]

week [wi:k]

work [wɜ:k]