

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Proceed with English

9th Year Basic Education

Student's Book

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We finally acknowledge our indebtedness and gratitude to our wives and children who have shown much patience and understanding all along the preparation of this book.

The authors.

INTRODUCTION

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

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

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

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

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

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

The authors.

MODULE 1



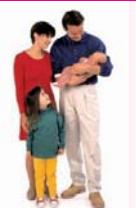
FAMILY LIFE



MODULE ONE

FAMILY LIFE

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work /Writing
7	Lesson one : Family relationships	Reading Writing	- Read for the gist. - Scan a text for specific information. - Transfer information onto a table. - Produce written descriptions from prompts. - Listing and writing notes	1- Asking questions 2- Describing 1	1-Question words 2- Long/ short adjectives	True - Magic Supportive - severe Easy-going - Wisdom Fighting - Miserable Divorce - Orphanage To afford	/ ð / / a: /	Project work Step1
10	Lesson two : Sharing family responsibilities	Listening Reading Writing	- Distinguishing between fact and opinion. - Drawing on background knowledge to understand text. - Listen to infer emotional state.	1- Comparing 1 2- Describing 2	1-Comparatives 2-The superlative	To cook - To feed To rock - Role Close - To bring up Exciting - Demanding To Look after	Spelling 1 short comparatives	Writing
14	Lesson three: The Generation Gap	Reading Writing	- Infer relationships between interlocutors. - Predicting possible outcomes - Producing a text from various sources of information.	Comparing 2	Compound adjectives	To agree - To argue Embarrassed To break (rules) Dog-headed To sneak (out)	Mute "b" and "w"	Project work Step2
20	Lesson four: Pocket money	Speaking Writing	- Write to recycle structures covered in class. - Free writing leading to fluency.	Comparing 3	As+Adjective+As	Stationeries Savings - Extras To purchase Overspending An addiction Hard-earned	Word stress 1	Writing
24	Lesson five: Safety at home	Reading Writing	Information transfer Scanning for specific information. -reinvesting previously acquired language.	Contrasting	While Whereas	To bite - Owner Chained - Isolation To occur - Hazard Infected To supervise	Spelling 1 Noun plurals (y.....> ies)	Writing Project work Step 3 Presentation



FAMILY RELATIONSHIPS



GET READY

Step 1

Look at the pictures and compare the family patterns.
(large / small / extended / nuclear)

1



2



4



3



Step 2

Describe your family to your classmate (size, composition, type ...).
Exchange roles.



FAMILY RELATIONSHIPS

**LEARN MORE ABOUT IT****Step 1**

Read what Peter, Linda and Sally say about their parents and answer the questions.

Text 1**Peter, 15.**

Mum and dad got married because they were deeply in love. Their marriage was like a fairy tale come true. Its magic is still present today. My two older sisters and I love being at home with loving, supportive but severe parents when it seems necessary.

Thanks to their wonderful union, we are happy, easy-going teenagers who lean on them for support and wisdom.

Text 2**Linda, 16.**

Family is O.K when both parents see eye to eye. That wasn't the case with my parents. They fought a lot, actually they were always fighting over money, friends, holidays...

Life was miserable. Eventually, they got a divorce and I went to live with my mother. I see dad at weekends and things are much better.

Text 3**Sally, 14.**

I didn't know who my father is. My mother never told me, nor does she react pleasantly when I want to talk about him. She doesn't have many friends and we seem to be always on the move. I spent the first four years of my life in an orphanage because my mother couldn't afford to keep me.

Now we are living together again because she has a fixed job and can afford to support me. I really love her, but sometimes, I wish I had a dad.



FAMILY RELATIONSHIPS

Step 2 Pair work

Read text 3 and ask your classmate questions about the underlined words / expressions using “wh” words.

BRUSH UP YOUR GRAMMAR

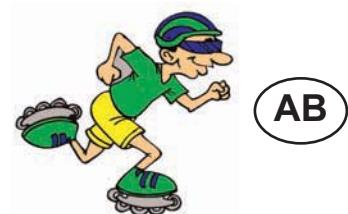
Step 1

Read and think

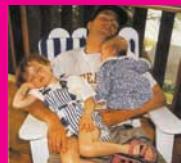
Answer	Question	The “wh” word refers to:
1- Mr Slim is <u>our teacher</u> .	Who is Mr Slim?	a person
2- Helen is reading <u>a short story</u> .	What is Helen reading?	an object
3- He has breakfast <u>in the morning</u> .	When does he have breakfast?	time
4- My mother is going <u>to the market</u> .	Where is your mother going?	a place
5- Sue works <u>hard</u> .	How does Sue work?	manner
6- She ate only apples <u>because she was on a diet</u> .	Why did she eat only apples?	cause / reason

REMEMBER !

“who”, “what”, “when”, “where”,
“how” and “why” are question words.



SHARING FAMILY RESPONSIBILITIES



GET READY

Step 1

Read the sentence under each picture and say whether it is a fact or an opinion.



Dad is sometimes more helpful than Mum.



He's taller than his wife.



Milk is better for children than orange juice. The baby is smaller than its sister.



Step 2 *Pair work*

Look at the table and say who does what in your family.

Who ?	What ?
Grandparents	help Dad in the garage
The father	cook meals
Boys	repair the car
The mother	tell stories
Girls	look after the baby when mother is away

SHARING FAMILY RESPONSIBILITIES



LEARN MORE ABOUT IT



Step 1

a-Listen and answer the questions.

- What is John talking about ?
- Does he like his job ?

b- Listen and choose the correct alternative.

John has got a job and at home, he...

- 1- Cooks meals for his family.
- 2- Makes the beds every morning.
- 3- Looks after the children.

He finds it difficult to wake up for work in the morning because...

- 1- He watches T.V programs late at night.
- 2- He gets up many times during the night for the children.
- 3- He comes back home late.

Step 2

Read these sentences and choose an equivalent for each underlined word/ expression.

1- I rock the children to sleep in my arms and once they have fallen asleep, put them into bed.

(*swing - tell them stories - hold them*)

2- He has an equal role to play in the upbringing of their three young children.

(*feeding - bringing up - lifting them up*)

Step 3

There are two comparatives in the passage.

Listen and write them down in your notebook.



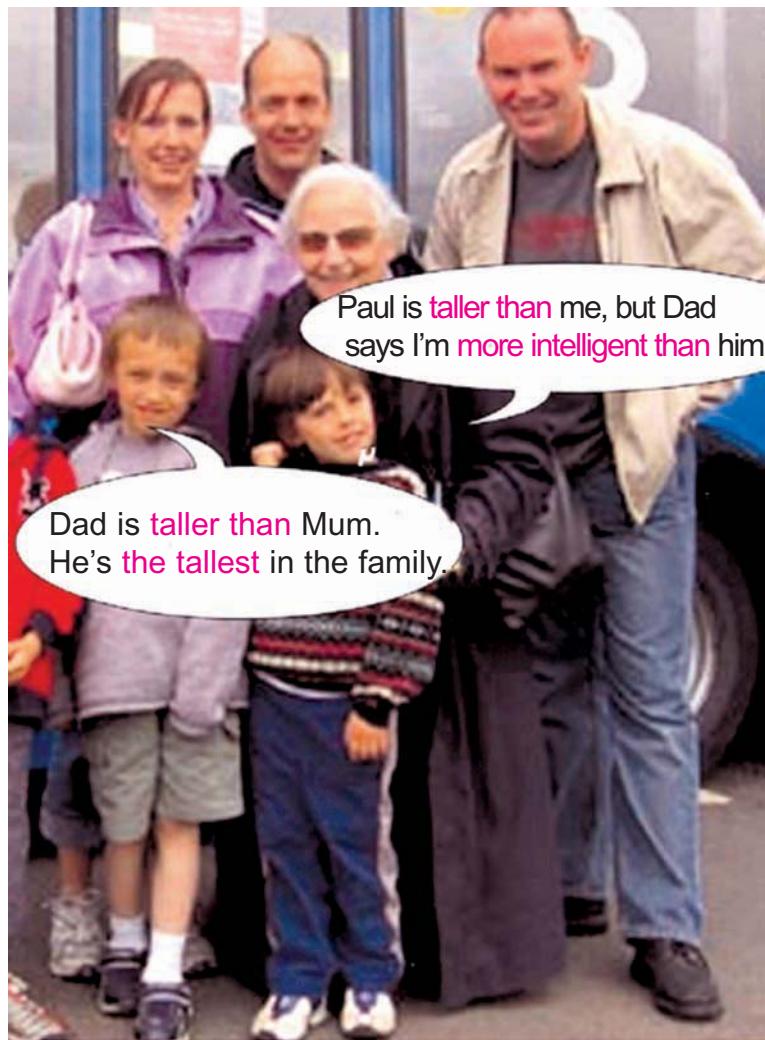
SHARING FAMILY RESPONSIBILITIES



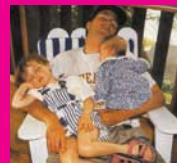
BRUSH UP YOUR GRAMMAR

Step 1

Read and think



SHARING FAMILY RESPONSIBILITIES



- 1- I'm **younger than** my brother.
- 2- Old people are **wiser than** young people.
- 3- Fethi is **the strongest** boy in the school.
- 4- Stuntmen are **more courageous than** actors.
- 5- For some people, reading is **less interesting than** watching TV.
- 6- He bought **the most beautiful** house in town.

REMEMBER !

COMPARISONS

COMPARISONS	SHORT ADJECTIVES	LONG ADJECTIVES
COMPARATIVE FORM	adjective + er Tall → Taller	more + ADJECTIVE more interesting
SUPERLATIVE FORM	The + adjective + est tall → the tallest	The most + ADJECTIVE The most interesting



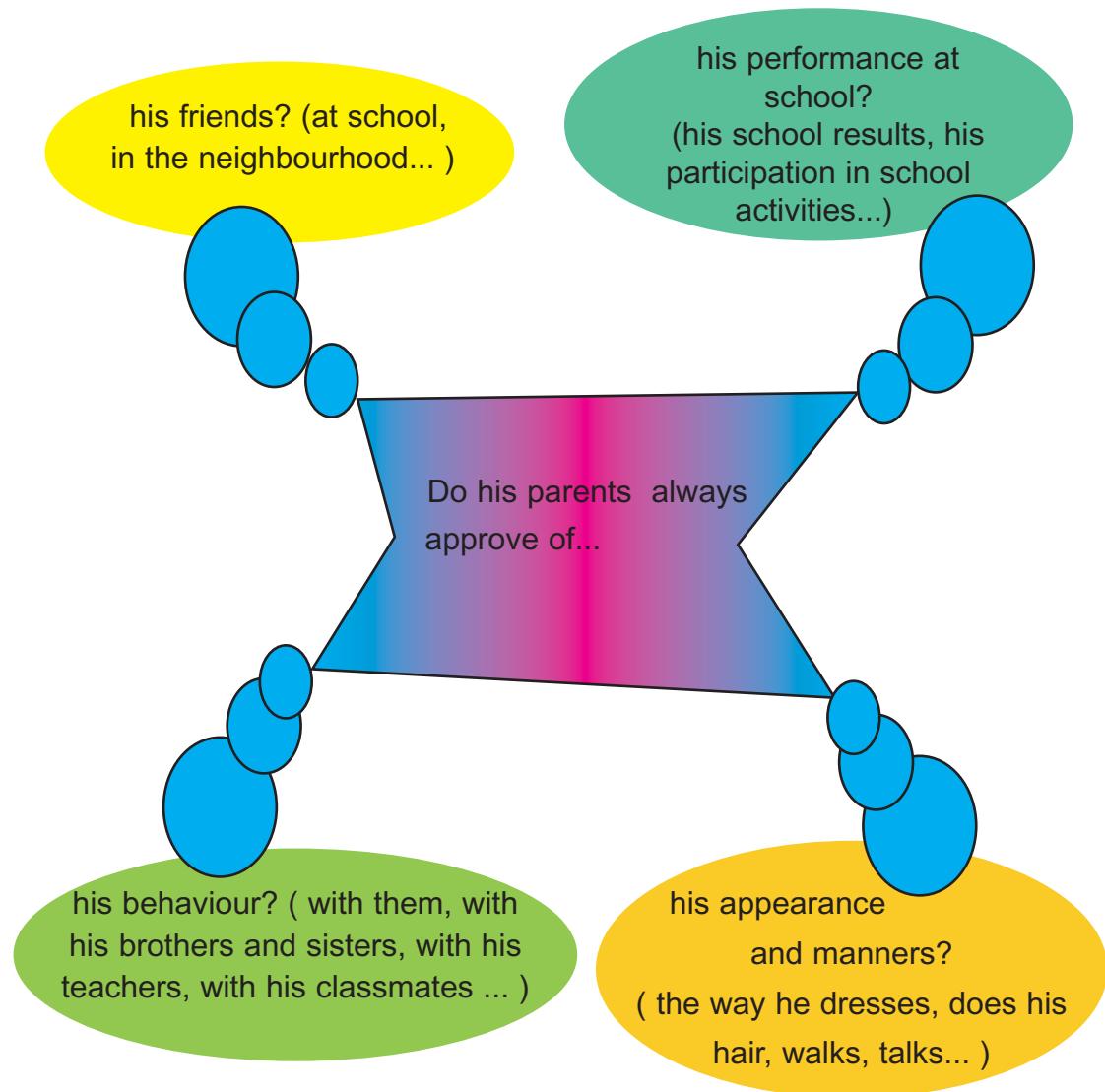
THE GENERATION GAP



GET READY

Step 1

Ask your classmate what his / her parents think about the following then tell the class.



THE GENERATION GAP



Step 2

a- Tick the right alternative. Do you believe your parents ...

	Very much	Well enough	Not enough
ensure you have a happy family life ?			
make sure you get a very good education ?			
help you when you are in trouble ?			
give you enough pocket money ?			
allow you enough freedom ?			

b- Compare your answers with those of your classmate. Do you have the same conflicts with your parents ?

THE GENERATION GAP

**LEARN MORE ABOUT IT**

This is a letter written by Jane to the editor of a magazine called "TEENS' MAGNET MAGAZINE". Read the letter and answer the questions.

Once, I asked if I could go to a party on Saturday night which finished at 11:30 p.m. Conservative as they were, my parents agreed, but on the condition that my dad came to pick me up at 10 p.m. I argued and argued about it but in the end, I had to agree. I knew I was going to be really embarrassed when my father came to pick me up, so I spent the whole party worrying. I didn't speak to my parents for three days after that. My mother tried to explain how they both felt, but I didn't want to listen.

It was then that I decided to break the rules they had set down. So instead of coming home at 10 p.m, I would arrive at 11 p.m and then refuse to tell them where I had been. I somehow felt that if I broke their rules, they would realise that I was old enough to look after myself, and leave me alone.

However, the arguments got worse and worse, and the more they tried to keep me in the house, the more dog-headed I got and the more I sneaked out.

Finally, one Saturday night I didn't come home till 2 a.m. My father wanted to know why I was so late. I refused to tell him. We had a huge argument which ended with me getting a taxi to my sister's house.

What went wrong ?

THE GENERATION GAP



Step 1

With reference to the text, circle the right alternative.

1- What do you think these parents' problem is?

- a- They don't want their daughter to make friends.
- b- They don't love her.
- c- They are too conservative and overprotective.

2- For Jane, the most important thing in a family is...

- a- Helping each other.
- b- Respecting each other's private life.
- c- Care and protection.
- d- Loving each other.

Step 2

1. Do Jane's parents want her to go to parties and stay up late ?
2. Do you agree with her or with her parents ? Why ?
3. Do you think her parents chose the best way to solve her teenage problems ?

THE GENERATION GAP



Step 3

3. Tick the right box in the table below.

	Very	a little	Not at all
Jane is naughty.			
Her parents are understanding.			
Jane is obedient.			

BRUSH UP YOUR GRAMMAR

Step 1

Read and think

In the text, which word means ...

a- (paragraph 3) someone who doesn't listen to advice.

How many parts make up the adjective ?

b- (paragraph 1) giving reasons for not accepting another person's opinion.

Read this conversation :

Sister : Will you bring my shoes, please ?

You : Here you are.

Sister : No, not these ! The **high-heeled** ones, please.



THE GENERATION GAP



The first part of a compound adjective provides more information about its second part.

Example :

A five-dinar coin. (*The value of the coin is **five dinars**, not **one dinar**.*)

High-heeled shoes. (*Shoes with **high**, not **low** heels*)

Our description is thus more precise and more useful.

It is made up of :

ADJECTIVE + HYPHEN + NOUN + ED (**high - heeled**)

ADJECTIVE + HYPHEN+GERUND (**hard - working**)

ADVERB + HYPHEN + PAST PARTICIPLE (**well -made**)



POCKET MONEY



GET READY

Step 1

Which of the following things do you spend your pocket money on ?



Mobile phone



Game console



Clothes



stationerries



Fast-food



Ice-cream

By adding up the money you spend on each of these items or others of your choice, say approximately how much money you think you need each week.

Do your parents give you enough pocket money? Why / Why not ?

POCKET MONEY



Step 2 Group work

Read the list below and discuss in your group the best way(s) to increase your budget and say how it solves your financial problems. Report your findings to the class.

- 1- Borrowing money from your siblings or friends.
- 2- Playing the football pools.
- 3- Asking your parents to give you more money.
- 4- Selling things you don't need any more (old books, old toys, old furniture...)
- 5- Exchanging things you don't need for others you need.



LEARN MORE ABOUT IT

Step 1

Father : My son and his pocket money...

I give Robert enough pocket money to eat at the school cafeteria for meal break. Sometimes he would like to eat a little something special and he will ask for a little more and most times he gets enough for that as well. So far so good.

There is a little kiosk in the school that sells stationeries. Recently he has been bringing his savings to buy these extras that he obviously doesn't need...it was okay at first with the odd brand here and there... But recently, he started to purchase the more expensive ones and this has led him to take more and more money to school!

My wife is **as worried as** me about the overspending. We have spoken to him many times about it ,but it has become something like an addiction to him... Everyday, he will buy something from that shop. His desk at home is littered with more than enough stationery to last a few lifetimes...

Should we :

- keep his savings?
- reduce his allowance?

He is 9 years old. Talking doesn't seem to help.

POCKET MONEY

**Answer 1:**

The idea of just spending money can be addictive. People who shop just to shop do it because they find it exciting. Perhaps this is what your son is going through. He's got a little taste of freedom and is just buying stuff to buy it.

Give him a set amount of money each week and that's it. Explain to him what it's for and how long it has to last. When it's gone, it's gone. Then he'll either have to pack a lunch or stop buying so many pencils.

Either way he'll learn quickly the value of a dollar. It's **as hard-earned as** your paycheque and once it's gone, it's gone !

Answer 2

What I would do is send him to school with a packed lunch from now on and not give him any money whatsoever... if he hasn't got it he can't spend it...Good luck.

What worries this father? Choose the right alternative and justify your choice with details from his speech.

- Robert gets too much pocket money.
- He buys things he doesn't need.
- He doesn't get enough pocket money.
- Robert's parents are too poor to afford his expenses.

POCKET MONEY



YOUR NEW GRAMMAR POINT

Read and think

Find two sentences in the texts to answer these two questions.

- Who is more worried about the overspending ? The father or the mother ?
- Which is more hard-earned ? The pocket money or the father's paycheque ?

The **As + Adjective + As** structure is used to express **equality**.
The **As + much / many + noun + as** is also used to express equality.

Examples :

He is 15 years old. I'm 15 years old, too.

He's as old as me.

She spends 15 dinars each week. I spend 15 dinars each week, too
I spend as much money a week as her.

Use the following words to make sentences where you express equality.

- My - sister - gets - much - pocket money - me.
- I - have - many - friends - my brother.
- He - has - much - food on his plate - his sister.
- His father - generous - his mother.





SAFETY AT HOME



GET READY !

Step 1 Pair work

Match the labels with the signs and say which of them show risks you may run at home.

A



B



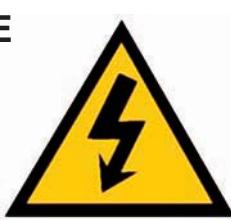
C



D



E



F



G



H



I



J



K



L



8. WAIT TILL IT COOLS DOWN !

5. SMOKING STRICTLY FORBIDDEN !

2. ELECTRIC SHOCK !

6. KEEP AT SAFE DISTANCE !

9. STORE SAFELY

4. NUCLEAR. KEEP OUT !

12. MIND YOUR FINGERS !

11. HIGHLY FLAMMABLE !

1. MIND YOUR EYES !

3. WEAR GOGGLES !

7. WEAR GLOVES !

10. DON'T SPRAY !

SAFETY AT HOME**Step 2**

Think of other signs that warn people about dangers.

**LEARN MORE ABOUT IT****Step 1**

Read this article about the hazards pets can represent for children and answer the questions.

1- FRIDAY, Feb. 23 (HealthDay News) — **While** they are man's best friend, 800,000 times each year in the United States, dogs bite someone..

2- An expert said in his guidebook that, "To reduce the risk of dog bites, dog owners should make sure the dog is well cared for," he said.

He says that over 80 percent of dogs involved in bites are males.

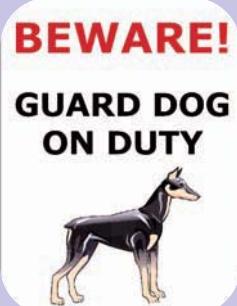
"Beware of dogs that are chained outdoors", the expert added.

"They are three times more likely to bite than other dogs," he said, "presumably because of their isolation."

Never leave children alone with dogs, "parents should supervise the interaction between a child and a dog," he said. Still, he added, "the most serious attacks occur when parents leave them alone."

3- Cats, too, can pose real hazards, experts say. In fact; dog bites are more frequent **whereas** cat bites are rarer but more serious. "About 60 percent of cat bites are infected," they warn.

- Ed Edelson, *Health Day News*





SAFETY AT HOME

Step 1

1. Choose the right alternative.

A- The text is :

- a- A letter
- b- A newspaper article
- c- A story

B-This article is about :

- a- What we should do to take care of our pets.
- b- How to treat pets for disease.
- c- The hazards pet bites can represent for people, especially children.

C. Do you think the expert's guide book is useful ? Why ?

Step 2

Tell your classmates about an incident that happened to you at home.

YOUR NEW GRAMMAR POINT

Step 1

1- Read the text again and focus on the words in bold.

a- Which of the following words can we use to replace them?

- a- Because
- b- then
- c- But

b- Do we use them to say that two things or actions are :

- 1- Similar
- 2- opposites



SAFETY AT HOME

“While” and “Whereas” are used to express **CONTRAST**.

Examples :

His father is lenient whereas his mother is very severe.

“lenient” and “severe” are opposites → **CONTRAST**.

While discussing our problems with our parents is **useful**, conflicts can be **harmful**.

“useful” and “harmful” are opposites → **CONTRAST**.

Step 2

Use these words and expressions to write three meaningful sentences in your notebook.

- a- Brother - quick-tempered (whereas) / Sister - patient.
- b-(While) Bulldogs - dangerous / tortoises - peaceful.
- c- (While) Obeying one's parents - useful / disobeying them - causes many problems.

STATIONERIES



MODULE 2



EDUCATION



MODULE TWO

EDUCATION

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

SCHOOL MEMORIES



GET READY

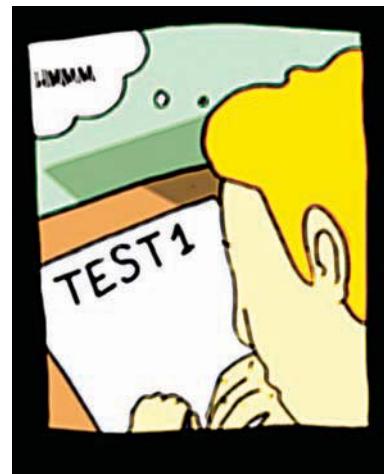
Step 1

Read the words below and say where they belong.
Answer as follows: "Pencils" belongs to "schoolbag".

SCHOOL



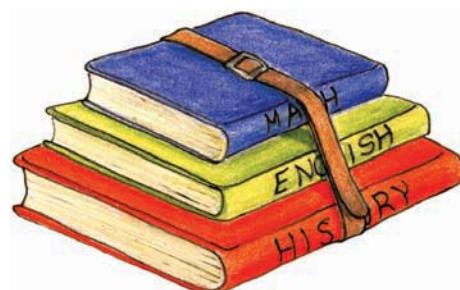
EXAM



SCHOOLBAG



SUBJECTS



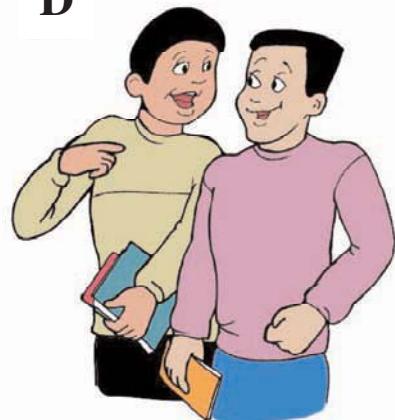
pens – copybook – headmaster – classrooms – revise –
marks – geography – chemistry – fail – classmates – bell –
biology – eraser – pencils – French – succeed – test –
break – history – books – cheating – ruler

SCHOOL MEMORIES



Step 2

Read the sentences in the table below and match them with the appropriate picture.

A**B****C****D**

ANSWERS

SENTENCES

	I don't understand this word, I need my dictionary.
	We have a project, let's go to our school library.
	She has an exam tomorrow, she is revising her lessons now.
	Sorry, I can't come with you to your party, I have homework to do.

SCHOOL MEMORIES



LEARN MORE ABOUT IT

Read Ken's story and tell your teacher what it is about.

One of **my** best memories was a day in my prep school when I got a bad mark in Maths. I was very sad so I decided to change the mark but it was written in pen while my name was in pencil. I also noticed that the boy sitting next to me, Sebastian, got a very good grade. So I erased my name from my test paper, wrote **his** name in **its** place and waited for the bell.

When it rang, I went to Sebastian's desk. There were papers over it. I stole Sebastian's test and put **mine** instead. Outside, I erased Sebastian's name and wrote **mine**. Then, I walked home. All along the street, I was very happy to show my parents my good grade, they were proud of their child.

I always think of this story because it shows how **SCHOOL IS ABOUT GRADES!**

KEN

- 1- Why did ken decide to change the mark?
- 2- How did Ken change it?
- 3- Do you think what Ken did was: (fair – irresponsible – good – honest)
Justify your answer.
- 4- Say which words can describe Ken best and why (lazy - intelligent – a cheat)

SCHOOL MEMORIES



BRUSH UP YOUR GRAMMAR

- 1- Go back to your text. Look at the words in red and say what they refer to.
- 2- What are they used for ? A. possession ? B. possibility ? C. Ability ?

Read and think

- This is **my** book → This is **mine**
- Those books belong to Anna and Gabrielle → Those books are **theirs**
- Lend me **your** pen, please. → Lend me **yours**.
- Is this **her** ruler ? → Is this **hers** ?

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	MY	MINE
HE	HIS	HIS
SHE	HER	HERS
YOU	YOUR	YOURS
THEY	THEIR	THEIRS
WE	OUR	OURS
IT	ITS	ITS



SCHOOL RULES**GET READY****Step 1**

Read the bubbles and tell your classmates what you are good at, how long you need to study and what you will become in the future.



I love History, I'm going to study about the Romans and become a History teacher



To be a doctor, you need to be good at Sciences and Maths. You need to study six years.



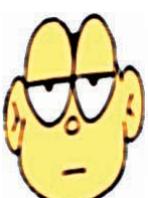
I'm good at computer science. My dream is to become a computer programmer.



I'm fond of Biology and I'm good at Chemistry. I'm going to become a biologist.



I'm good at languages. I'm going to be a translator.



I'm not bad at Technology. I'll be an engineer.

SCHOOL RULES



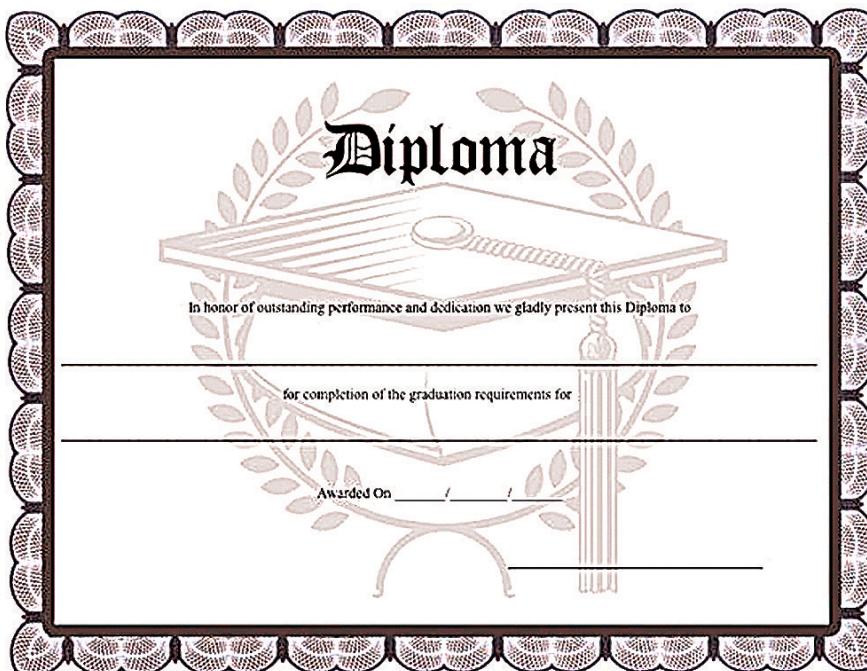
Step 2

a- Match words in column A with words in column B to get meaningful expressions :

A	B
1. to get	a- lecture
2. to improve	b- a goal
3. to achieve	c- one's English
3. private	d- a diploma
4. history	e- lesson

b- Now make sentences with the same expressions using « will » or « going to ».

example : I am going to get my diploma next year.



SCHOOL RULES**LEARN MORE ABOUT IT****Step 1**

Listen and complete this poem with words from the box .

asleep - desk - future - world - teacher - question - swimming-pool

DREAMING AT SCHOOL

I'm not going to fall (). I will always stay awake.



Unless there is a fire or a big earthquake.

I dream about my (), I dream about my past.

I dream about the Jaguar



that will run so fast.



I'm sitting in my () but I 'm flying to the zoo.

I see a lion,



I see a Kangaroo.



I'm going to the () and that will be so cool.



I will find a job and I will turn around the ().

Now I'm swimming in a pool, no longer at school.

But then, I heard a loud voice and I knew

My () wants me to answer () number two.

Mike, 15**Step 2**

Answer the following questions.

1- What is this poem about ?

2- Does the same thing happen to you in class ?

SCHOOL RULES



BRUSH UP YOUR GRAMMAR

Step 1

Look at the following table and think.

INTENTION	PLANNED ACTION
She is going to travel to London	She is travelling to London tomorrow
I'm going to buy a book	I'm buying a book next Tuesday
Ann and Jane are going to join the basketball team	Ann and Jane are joining the basketball team tomorrow

REMEMBER !

Notice that “to be going to” and the present progressive + future words (tomorrow, next week, the coming month....) express the future.

I am going to + verb

HE

SHE is going to + V

IT

THEY

WE are going to + verb

YOU

I am + verb + ing

He

She is + verb + ing

It

They

We are + verb + ing

You

+ future
words

SCHOOL RULES



Look at the following sentences and say whether they express intention or planned action.

- 1- I'm going to leave the classroom because I feel sick.
- 2- She is making a test for the whole class tomorrow.
- 3- My family and I are going to Spain after the exams.
- 4- Jack and Mary are getting married next week.

Step 2

Read and think

It's me who made this box → I made it myself.

Before going to school, Jamila spends one hour looking at her face in the mirror.

→ Before going to school, Jamila spends one hour looking at herself in the mirror.

You should know how to do everything without anybody's help.

→ You should know how to do everything yourself.

We did our project alone → we did our project ourselves.

Reflexive Pronouns are used when the subject and the object are the same.

PERSONAL PRONOUNS	REFLEXIVE PRONOUNS
I	Myself
He	Himself
She	Herself
It	Itself
You	Yourself / Yourselves
They	Themselves
We	Ourselves

SCHOOL RULES



2- Find a Reflexive Pronoun for each smiley and say it aloud to your teacher.

Homework is a big problem for pupils. When they go back home,

many pupils find  required to do a lot of homework.

Most of the time homework  is very difficult for the pupil.

Paul cannot do it  and if he asks his mother to help him , she can't understand it; nor can she do it .

So he asks his dad to help him. Dads are always busy, they cannot find

time for  . They will ask their children to do their homework by .

To solve his problem, Paul asked his teacher : “ How can I do my homework ? ”



FIRST DAY AT SCHOOL



GET READY

Step 1

Look and answer the following questions.



1. Do you remember your first day at school ?
2. How did you feel on that day ?
3. Were you excited at the idea of moving from primary school to prep school ? why or why not ?

Look at the following pictures and say what these pupils did yesterday.

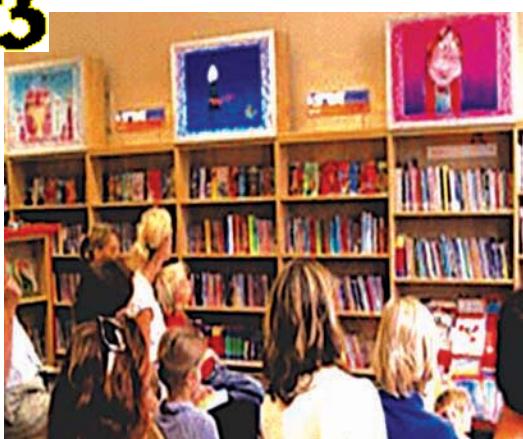
1



2



3



4



FIRST DAY AT SCHOOL



LEARN MORE ABOUT IT

Step 1

Read and answer the question.



DID NANCY LIKE HER NEW SCHOOL?

All the children in Nancy's town had to go to a different school for the third grade. Nancy was very afraid to go to a different school. She liked her old school and her teachers. She asked her mother if she could stay in second grade again.

"you must go with your class," her mother said, "third grade will be lots of fun. You will see".

Nancy thought she would not have to go to school if she pretended she was sick.

Nancy's mother knew that Nancy was really more afraid than she was sick. She took Nancy to school the first day. They walked into the new building together. She helped Nancy find her class.

Her new teacher was smiling and shook hands with Nancy's mother. The teacher said they were going to have a good third grade this year. Nancy saw Mary and Ellen and Tommy from her old class. By the time Nancy's mother left, she had forgotten about being afraid or sick. She was having a good time talking to her friends and meeting new ones. Third grade at a new school would be as fun as last year had been.

Read the text and answer the following questions.

- 1) What's this text about ?
- 2) Is it a fairy tale, a real story or an adventure ?

FIRST DAY AT SCHOOL



BRUSH UP YOUR GRAMMAR

Step 1

Now go back to your text, underline all the verbs and guess in which tense they are.

Step 2

Read and compare tenses in the following paragraphs.

Parag 1

On the first day at school, all students took a swimming test. However, those who didn't pass the test were encouraged to take a beginner swimming course. The test consisted in swimming three laps of the pool (75 yards) non-stop. Every student who failed the test had to take it again by the end of the term.

Parag 2

On the first day at school, all students take a swimming test. However, those who don't pass the test are encouraged to take a beginner's swimming course. The test consists in swimming three laps of the pool (75 yards) non-stop. Every student who fails the test has to take it again by the end of the term.

FIRST DAY AT SCHOOL



REMEMBER !

The Simple Past

Use : we use the simple past to express a completed action in the past.

Indicators of the past : Yesterday, last year, last month, 2 years ago

Form: Regular verbs : **VERB + ED**, i.e. : change → chang**ED**

Irregular verbs do not follow the ED form i.e. : to write → **wrote**

Interrogative Form: **DID + subject + base verb+ “?”**

Negative form : **Subject + did NOT + Base verb**



VIOLENCE AT SCHOOL



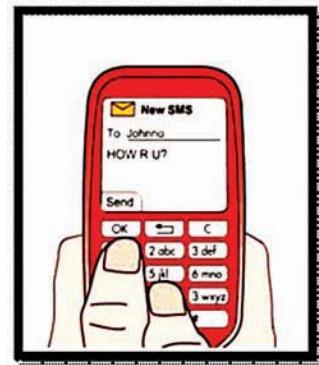
GET READY



1. Yell in the corridor



2. Fight



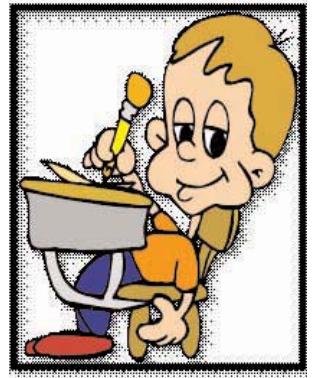
3. Phone in class



4. cheat in the exam



5. Eat



6. Sit improperly

VIOLENCE AT SCHOOL



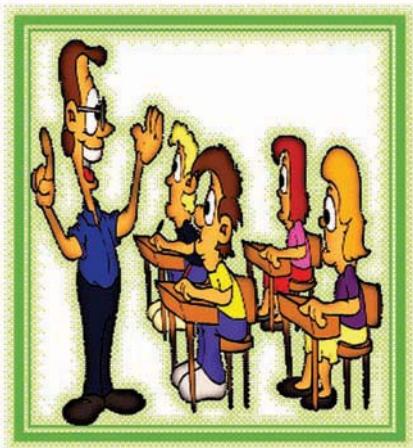
Step 2

Select 7 pairs of opposites from the box..

**Switch on – lazy - lenient – respect – optional - break- compulsory -shout –
switch off – whisper – success – strict - failure – hard-working**

Step 3

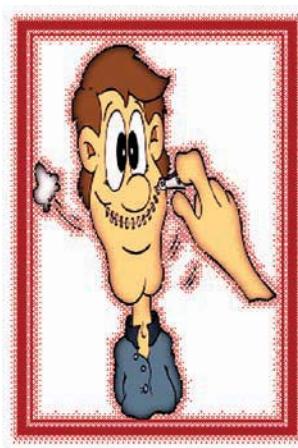
Use these pictures to say what these pupils must / have to do in class.



1.Listen to your teacher



. Participate



Keep quiet in class

Now try to guess other things pupils must / have to do at School.

(for example : take tests)



VIOLENCE AT SCHOOL



LEARN MORE ABOUT IT

Step 1

Read the following conversation and say which school problem it deals with.

Jill : I believe you had some problems when you were at school.

Kelly : That's right, Jill.

Jill : What happened?

Kelly : Well, we used to live in Surrey, but we **had to** move to Birmingham earlier this year, I first went to Kingsbury school. There, the kids made fun of my southern accent, but I didn't think much of it. Some of the boys made remarks and told jokes as well.

Jill : Such as ? You **must** tell me. Aren't we friends ?

Kelly : Silly things really.

Jill : What happened then?

Kelly : Well, by the end of the year, they taunted me and made fun of me. Later on things got worse and I got so angry I **had to** tell the teacher. That made them so mad that they attacked me after school.

Step 2

Find reasons why Kelly didn't like the kids in her school.

Work in pairs and say whether the same things happen in your school.

VIOLENCE AT SCHOOL



BRUSH UP YOUR GRAMMAR

Step 1

Read and think

Dear Mike,

I think that to be a good teacher, you have to be a good person because if you are a good person, a lot of people will respect you. A good teacher has to listen to the students; he has to be patient with them.

If you want to be a teacher you have to like working with children. Some pupils leave school because they dislike their teacher: I think teachers will have to understand this point.

Must = have to → Both express obligation.

Example : I **have to** do something = It is necessary to do it.

Obligation in the present	Obligation in the past	Obligation in the future
I		
You		
We have to/must		
They	Had to	Will have to
She		
He has to/ must		
It		

VIOLENCE AT SCHOOL**Step 2**

Circle the right alternative.

I have an English test tomorrow so I (must / will have / has to) stop watching T.V now and start studying. I (have to / had to / has to) revise all the lessons I studied in two hours. I (have to / had to / having to) sleep early. I (have to / has to / mustn't) put my alarm clock on.

Step 3

Read the following sentences aloud to the class adding "have to", "has to", "must" or "will have to".

- 1- A good pupil / bring his school books.
- 2- After finishing your studies / look for a job.
- 3- Pupils / leave the classroom after class.
- 4- Yesterday, he was not polite with his teacher / he / apologize tomorrow.

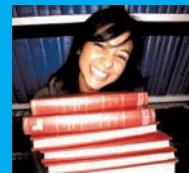
Step 4

Choose from the list actions you mustn't do at school and read them aloud to the class.

- 1- Listening carefully to the teacher.
- 2- Doing your homework.
- 3- Making fun of your friends.
- 4- Daydreaming in class.
- 5- Making silly remarks.
- 6- Stealing your friend's pen.
- 7- Playing rough games during the break.
- 8- Helping your friend with his / her homework.
- 9- Shouting in the classroom.
- 10- Littering the classroom.



SCHOOL LIFE

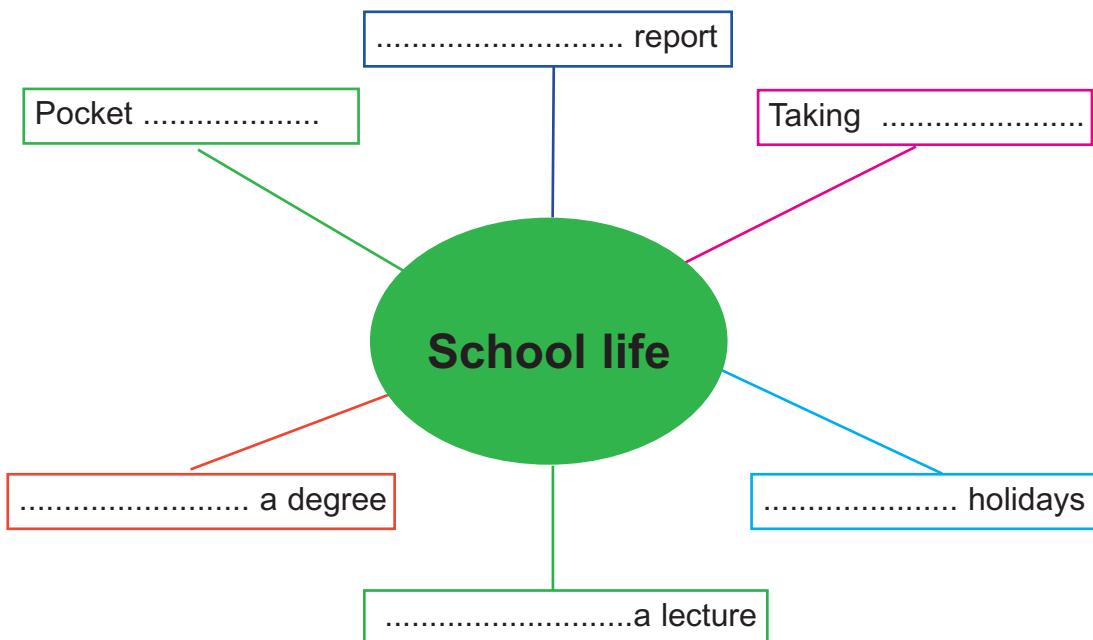


GET READY

Step 1

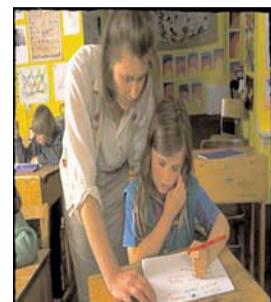
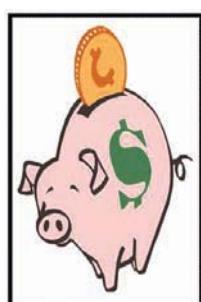
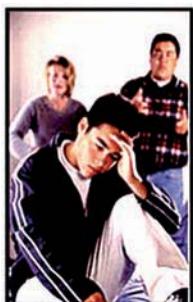
Complete the labels with words related to school life.

attending - money - homework - family - teacher -
school - leaving - exams - Christmas - getting



Step 2

Look at the following pictures and say what they represent.



SCHOOL LIFE



LEARN MORE ABOUT IT

Read the letter and answer the questions.

Dear Mary,

I am a fifteen-year-old school girl and I have nothing but problems. I don't get on with my parents. I often ask my father for money to cover all my school expenses, but he usually says "no".

The money he sends is not enough. The other problem is that my mother expects me to help her when I'm back home on weekends. She doesn't realise that I have much homework to do.

I'm very lost indeed. Because I'm very sensitive, I'm feeling really upset. So I'm thinking of leaving school and will try to find a job. I also intend to rent a house and live with my friends. I will not tell my parents about my plans because I know they won't let me leave school.

Please help me, I'm so depressed!!

Yours sincerely,
Miserable Kate
Liverpool

1- What are Kate's problems?

2- Kate needs your help. Tell her what she should / shouldn't do..

SCHOOL LIFE**BRUSH UP YOUR GRAMMAR****Read and think****Step 1**

Martin : Hello Louise, how are you?

Louise : Fine, thank you.

Martin : Congratulations on passing your Baccalaureate exam!

Louise : Thank you so much.

Martin : What do you intend to do now?

Louise : In fact I'm thinking of studying abroad in Germany.

Martin : Do you have enough money?

Louise : Not really, I'm thinking of getting a loan from my bank.

Martin : Will you live in a residence hall?

Louise : No, I don't think so.

Martin : So, where do you intend to live?

Louise : I'm thinking of living with my friend Sue.

**Step 2****Answer the following questions.**

- 1- What are Louise's future plans ?
- 2- Focus on the underlined expressions ? What do they express ?
- 3- Now use the same expressions to tell your classmates what you intend to do after you pass your baccalaureate exam?

SCHOOL LIFE



The future tense

1- Affirmative : subject + **will** + bare infinitive

Negative : subject + **will not (won't)** + bare infinitive

Interrogative : **will** + subject + bare infinitive.

2- Subject + **intend to** + bare infinitive

3- Subject + to be + **thinking of** + verb + ing.

Read this paragraph aloud to the class adding the future tense where appropriate.

My teacher asked me to come with my dad tomorrow. If he hears the news, Dad / beat me.

Before telling him, I / go out with my friends for dinner. I / to do everything I like and have a lot of fun tonight. After that, I / just go home and tell him I failed my exams.



MODULE 3



HEALTH AND ENVIRONMENT



MODULE THREE

HEALTH AND ENVIRONMENT

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work /Writing
55	Lesson one : Air and land pollution	Reading Writing	- Read for the gist. - Scan a text for specific information. - Work in pairs or small groups to make out the meaning of a text.	Sequencing events	Linkers (so, therefore, because ...)	skin rash ozone layer to release fumes-acid smog inflammable solvents-glues	The letter "u"	Project work Step1
60	Lesson two : Smoking and health	Listening Reading Writing	- Drawing on background knowledge to understand text. - Listen to infer emotional state.	Expressing possibility probability	- May - Might	To give up/ dump to damage harmful-addicted pesticides prohibited contaminated To disapprove(of)	/ i / / i: / / ai /	Writing
54	Lesson three: Pollution, a threat to our environment	Reading Writing	-Skim a text to get a the gist - Predicting possible outcomes - Use free writing to develop fluency	Defining people and objects	- Who - Which - That	waste- landfill- threat- to spill impact- to ruin particles discharge to inhale	The letter "ch"	Project work Step2
65	Lesson four: Save the earth !	Speaking Writing	-Identify / select main idea, supporting, details, facts - Write to recycle structures covered in class.	Giving advice Obligation Prohibition	Should Ought to Must Don't...	logging-to prevent offenders creatures-hunter safe-regret jet-diet	/ a /, / a: / / ɔ / / o:/	Writing
64	Lesson five: Let everyday be an Earth Day	Reading Writing	-Scanning for specific information. -Reinvesting previously acquired language.	Noun formation 2	Comp. nouns -Noun + er Noun -Noun + "er" Noun	species-campaign bins-recycling organic-legumes fatty-sugary - salty-crunchy	/ ʒ / / dʒ /	Project work step 3 Presentation

AIR AND LAND POLLUTION



GET READY

Step 1 *Pair work*

These pictures show different types of pollution. Picture 1 is water pollution. Look at the other pictures and match them with the words in the box. Some pictures show the same type of pollution.

1

air pollution - water pollution - noise - land pollution



3



2



4



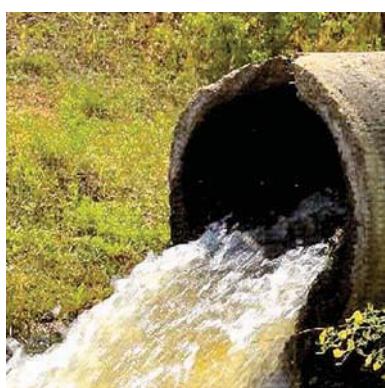
7



5



6



8

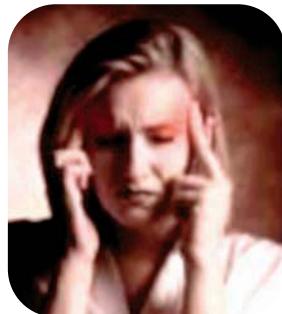
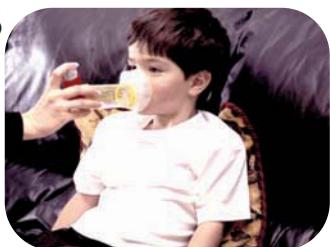


AIR AND LAND POLLUTION



Step 2

Now match each picture with the appropriate effect. The first one has been done for you.

A**C****D****B****E**

PICTURES	EFFECTS
A	Skin rash
	stomachache
	breathing problems
	the death of birds
	headache

Step 3

Group work

a- Look at the pictures in step 1 again and try to find answers to the following.

- Aspects of air pollution, water pollution and land pollution.
- What causes “acid rain” and “smog” ?
- The different forms of waste.
- What are the sources of noise ?

b- Which type(s) of pollution can you see around you ?

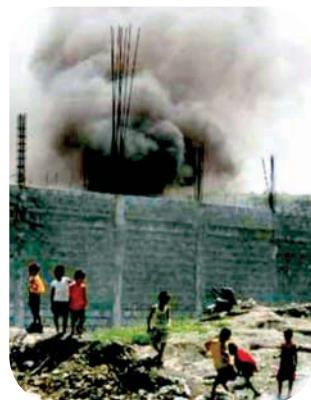
AIR AND LAND POLLUTION



LEARN MORE ABOUT IT

Step 1 *Pair work*

With your partner, read the four short paragraphs and find out the causes and effects of each type of pollution.



Paragraph one :

Because factories release fumes, the air people breathe gets polluted. Other well-known effects of fumes are smog, acid rain and holes in the ozone layer.

Paragraph two :

Living in noisy overcrowded towns has become dangerous because everyday exposure to noise can cause headaches, earaches and may lead to deafness.



Paragraph three :

Toxic substances found in the food we eat and the air we breathe accumulate in our bodies and **result in** poor health like weakness, pains, aches, disease and sickness.

Paragraph four :

Paints, solvents and glues are all inflammable. They can catch fire and **result in** burns, skin rashes or risky chemical reactions.



Step 2

Make a list of the possible solutions in each case and discuss them with your teacher and the rest of the class.

AIR AND LAND POLLUTION



BRUSH UP YOUR GRAMMAR

Step 1

Read and think

- a- The air is polluted. Factories release fumes into the air.
- b- The air is polluted **because** factories release fumes into the air.

- a- Water is polluted. It is not safe to drink.
- b- Water is polluted. **Therefore** it is not safe to drink.

- a- Ships spill oil into the sea. Fish and other sea life die.
- b- Ships spill oil into the sea. **So** fish and other sea life die.

- a- Farmers use pesticides. The food we eat is unhealthy.
- b- Farmers use pesticides. **As a result**, the food we eat is unhealthy.

- a- School is your second home. You must keep it clean.
- b- School is your second home. **That's why** you must keep it clean.

**“That’s why”, “Because”,
“So”, “Therefore” and “As a
result” are all linkers used to
connect parts of sentences.**

AIR AND LAND POLLUTION



Step 2

Say which sentence parts in A and C go together. Use the right linkers from B to make meaningful sentences.

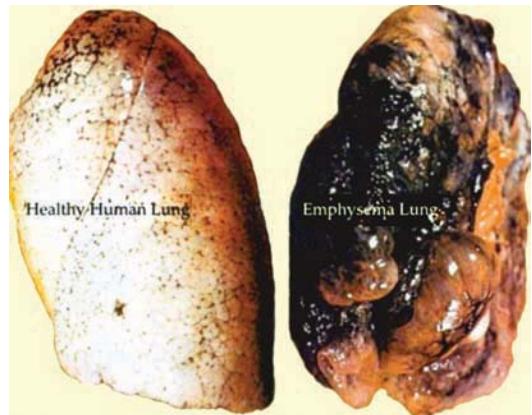
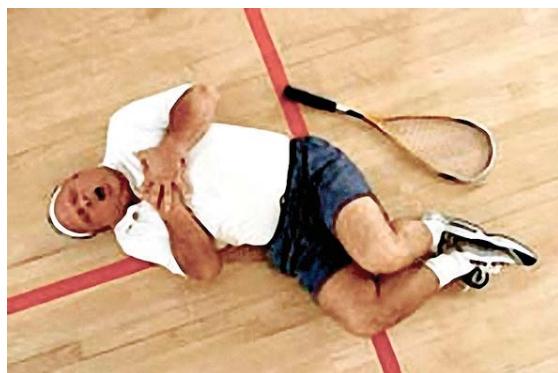
A	B	C
He stopped smoking	that's why	he was drunk.
He was driving on the wrong side of the road	because	some of the trees in the garden died.
She had a stomachache	so	insects, plants and animals get poisoned.
It didn't rain	as a result	he got very fat.
Farmers use chemicals on the grass	therefore	her parents immediately took her to the hospital.



SMOKING AND HEALTH**GET READY****Step 1** *Pair work*

Look at the pictures and refer to the words in the box below to say which of these problems can be caused by smoking.

Tooth decay - blindness - asthma - the flu - heart disease - lung cancer - earache - skin rash - polluted air - bad breath



SMOKING AND HEALTH



Step 2

Match the sentence parts in column A with their corresponding parts in column B. Write your answers in C.

A	B	C
1- Non-smokers are	a- more often than non-smokers.	1-
2- Smokers may develop lung cancer	b- healthier and more physically fit than smokers.	2-
3- Non-smoking areas are public places	c- you're addicted to it.	3-
4- Passive smoking may be more harmful to health	d- where smoking is strictly prohibited.	4-
5- It's hard to give up smoking if	e- than smoking itself.	5-



LEARN MORE ABOUT IT

Step 1

Look at the picture and say who is doing something wrong. Say why it is wrong.



SMOKING AND HEALTH

Step 2



Susan, a 17-year-old school girl and Andrew, a heavy smoker express their points of view about smoking in a local radio program.

Now listen to what Susan says and underline the right alternative.

a- Susan is speaking about ...

- 1- herself.
- 2- her father.
- 3- her uncle.

b- Susan is complaining because...

- 1- her father is not happy with her school results.
- 2- he doesn't give her enough pocket money.
- 3- he is a cigarette addict.

c- Susan's father smokes...

- 1- only in smoking areas.
- 2- outside the house.
- 3- everywhere.

d- Susan's mother ...

- 1- continuously nags at her husband.
- 2- approves of what he's doing.
- 3- doesn't care.

e- Susan's father listens to his wife's complaints and ...

- 1- does his best to give up smoking.
- 2- tries but fails to give up smoking.
- 3- is indifferent.

SMOKING AND HEALTH



Step 3

Listen again to what Andrew says and tick the sentences he used to show he doesn't care about what people say.

- a - People should listen to what doctors say.
- b- People shouldn't listen to what doctors say.
- c- They may do that and it's nobody's business.
- d- They may do that and it's everybody's business.
- e- I personally believe smokers ought to be free to do what they like.
- f- I personally believe smokers ought not to be free to do what they like.

And you? Do you think that Andrew is right or wrong ? Say why.

BRUSH UP YOUR GRAMMAR

Step 1

Read and think

- 1- You **may** start a fire when you smoke in the forest.
- 2- Eating fast foods **might** cause stomachache.
- 3- An accident **could** happen when you drink and drive.

Step 2

Now make a statement about what **may**, **might** or **could** happen when...

- 1- Factories dump chemical waste in the river. .. (fish - die)
- 2- Children get near electric wires... (electric shock)
- 3- You feed animals in the zoo... (get sick)
- 4- It rains heavily... (old houses - collapse)
- 5-You drive your car carelessly... (have a car accident)

“ **May**” or “ **might**” are used to say that something is possible in the **present** or in the **future**.

We can use “ **may**” or “ **might**” to mean “ **perhaps**”.

“ **Could**” is similar to “ **may**” and “ **might**”.

SMOKING AND HEALTH

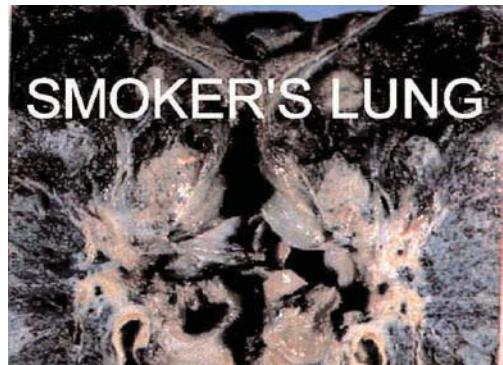


Step 3 *Pair work*

Look at each pair of pictures and use "may", "might" or "could" to say what can happen when...



a



SMOKER'S LUNG

Someone smokes heavily.

b



People throw used up batteries in the river.



You eat contaminated fish.

**POLLUTION,
A THREAT TO OUR ENVIRONMENT**



GET READY

Step 1

Say what causes pollution in each picture.



Waste in a landfill



Rubbish in the street



A factory releasing fumes



Oil spill



Water pollution

**POLLUTION,
A THREAT TO OUR ENVIRONMENT****Step 2**

Read what these pupils say they want to do to improve their school environment. Do you agree with them? Why or why not?

**Step 3**

Say what you need to do in order to...

- Study in a clean classroom.



- Make your school all green.



- Convince your classmates, teachers and the school administration of the importance of a better school environment.



**POLLUTION,
A THREAT TO OUR ENVIRONMENT**



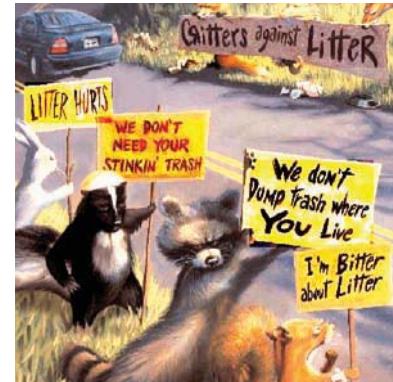
The following pictures with their labels will help you.



Collecting waste paper.



Planting a tree



Campaigning for a better school environment.



LEARN MORE ABOUT IT

Pair work

Read this text and answer the questions.

Pollution can be described as something **that** changes the environment in a negative way. Individuals as well as big factories have an impact on our environment.

Pollution can be big or small, visible or invisible. It can be large oil spills **which** ruin the coast or oil washed into the water when people wash their boats. It can be visible like smoky fires or particles **that** we can only see through a microscope. Pollution can be in the land, sea, air and water.

One of the ways to know if the environment around you is polluted is to use your senses. You can usually see, smell or taste if something is not pure. Pollution is often waste **that** people discharge. Waste does not go away. People simply move it to another place called landfills. People **who** do this do not realize the negative impact of their action.

**POLLUTION,
A THREAT TO OUR ENVIRONMENT**



a- Work with your partner to ...

- 1- Name three aspects of pollution.
- 2- Say if it is always visible.
- 3- Say who's responsible for it.

b- Say why these statements are false. Correct them.

- 1- Pollution affects only the air we breathe.
- 2- Discharging waste is the solution to the problem.
- 3- This has no consequence on the environment.

c- Answer the following questions about pollution.

- 1- How do factories affect your environment ?
- 2- Which senses can you use to know if your environment is polluted ?
- 3- Do people realise the impact of their actions on the environment ?

**POLLUTION,
A THREAT TO OUR ENVIRONMENT**



BRUSH UP YOUR GRAMMAR

Read and think

1- I saw the man. The man cut the tree.

I saw the man **who / that** cut the tree.

2- He inhaled the fumes. The fumes were toxic.

He inhaled the fumes **which / that** were toxic.

"Who", **"Which"** and **"that"** are relative pronouns.

You can replace **"who"** and **"which"** by **"that"**.



AB

SAVE THE EARTH



GET READY

Step 1

Do you agree or disagree about the following actions? Which right and which is wrong ? Say why.

- a- I usually throw paper in the paper basket.
- b- I never walk on the grass in the green spaces.
- c- I never buy flowers. I pick them up from the school garden.

Step 2

Use the words in the box to give advice about what should or shouldn't be done.



smoke in non-smoking areas



Clean the river



swallow live fish



fish in contaminated rivers

SAVE THE EARTH



LEARN MORE ABOUT IT

Step 1

What destroys forests?



Forest fires



Logging

What must be done to prevent this from happening?



Prohibit logging



Punish offenders

SAVE THE EARTH



Step 2

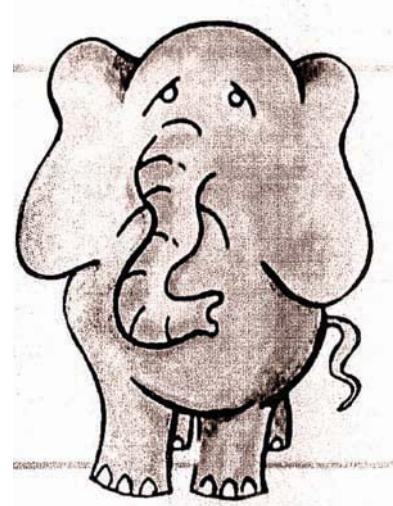
Read the poem and answer the questions.

Tell me, said the elephant,
Tell me, brothers, if you can,
Why all the world is full of creatures
Yet we go in fear of Man.

Tell me, said the elephant,
Tell me why this has to be.
We have to run from Man the Hunter
Never safe and never free.

People kill without regret
Although they fly by jumbo jet.

Let the world of Man remember,
Let the children not forget ...



Who is the elephant talking to?

Who is he afraid of and why?

What should children remember?

SAVE THE EARTH



BRUSH UP YOUR GRAMMAR

Step 1

Pair work

Use advice, warning and prohibition words to make sentences about these pictures.



He shouldn't drink contaminated milk !

You stop smoking



People eat a lot of fruit.



..... litter!

“You should do something” = It is a good thing to do.

We can use “should” or “ought to” to give advice.

“Don’t” is used for prohibition.

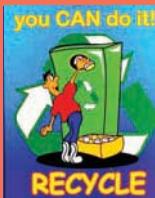
SAVE THE EARTH**Step 2**

Match the sentences with the corresponding functions

Sentences	Functions
1- I think that vegetables are very delicious.	a- Giving advice
2- Her parents don't let her eat chocolate.	b- Refusing permission
3- I would like to go on a diet.	c- Expressing want and desire
4- You should see your doctor.	d- Expressing opinion



LET EVERYDAY BE AN EARTH DAY



GET READY

Step 1

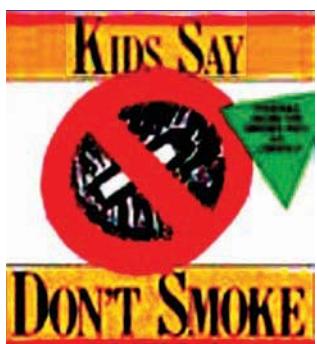
Look at the pictures and say which of these actions are taken in your country.



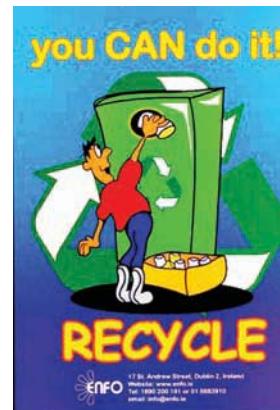
Protecting endangered species



Organizing environmental campaigns



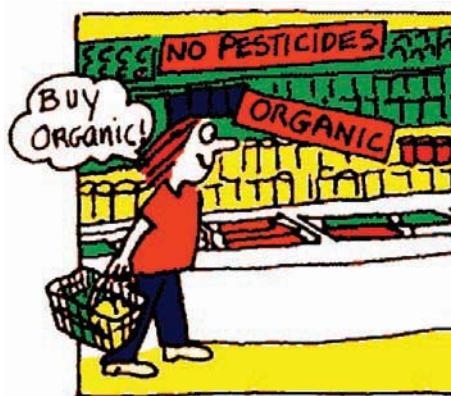
Punishing offenders



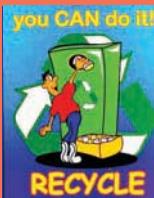
Recycling litter



Providing litter bins in public places



Encouraging farmers to produce organic food.



LET EVERYDAY BE AN EARTH DAY

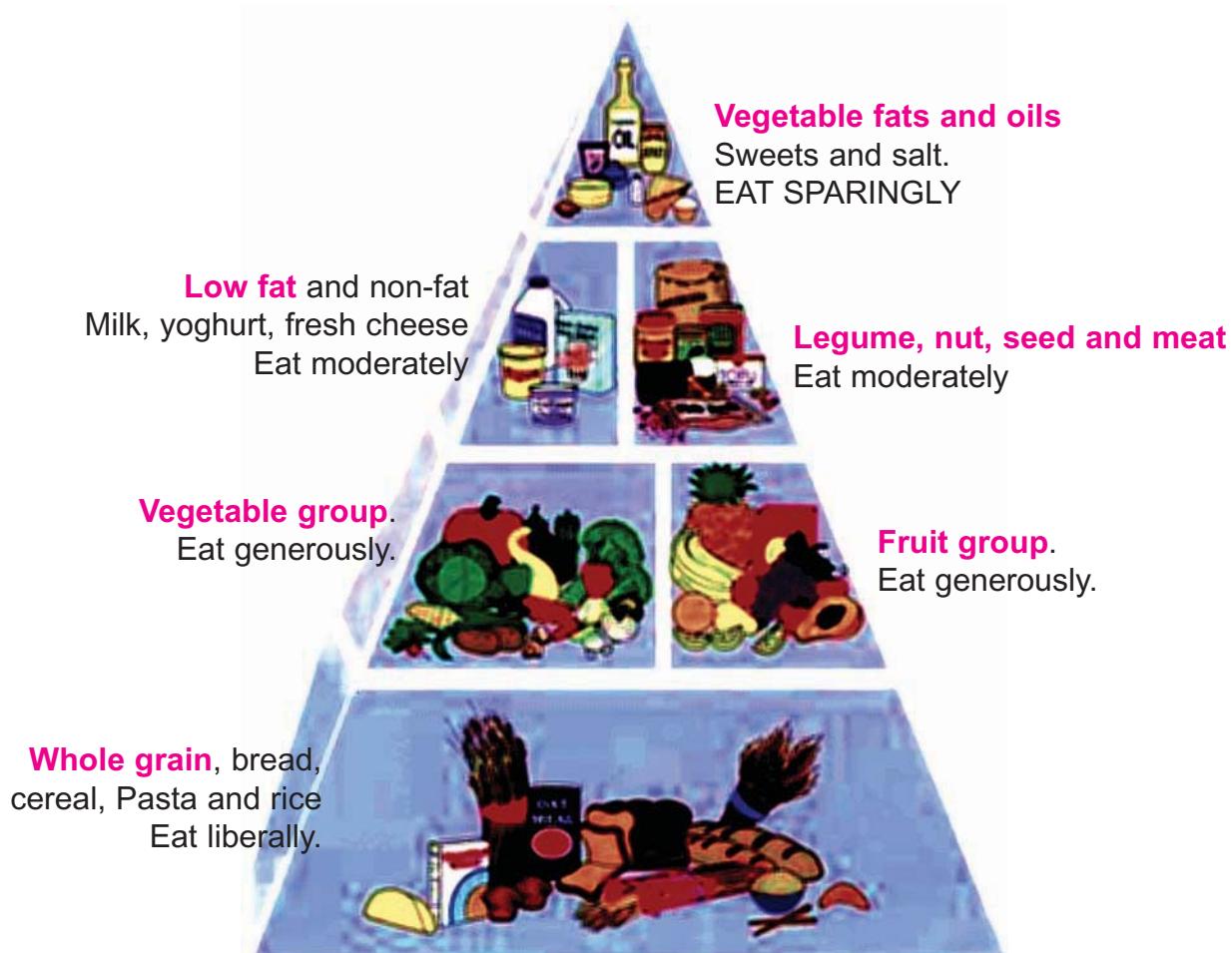


LEARN MORE ABOUT IT

Step 1 *Group work*

With pupils in your group, study the food pyramid and complete the questionnaire to say whether your eating habits are good or bad.

EAT ORGANIC



LET EVERYDAY BE AN EARTH DAY



HABIT	GOOD	BAD
I always eat sweets though dentists say they cause tooth decay.		
I love fruit. I usually have an apple, an orange or a banana at each meal.		
I prefer fast foods. They're crunchy and salty.		
I don't like legumes at all. But my parents always say they're good for my health.		
Fatty, sugary and salty foods are delicious. Others are tasteless.		
I love rice but I don't eat too much of it because I don't want to get fat.		
I don't wash fruits. They taste better when I pick them up from the tree.		



LET EVERYDAY BE AN EARTH DAY

BRUSH UP YOUR GRAMMAR

Look at the pictures and read the labels. They are all compound nouns.



Flower bed



Watering can



Flower pot



Lawn mower



Water hose



Bird house

Compound nouns are generally made up of :

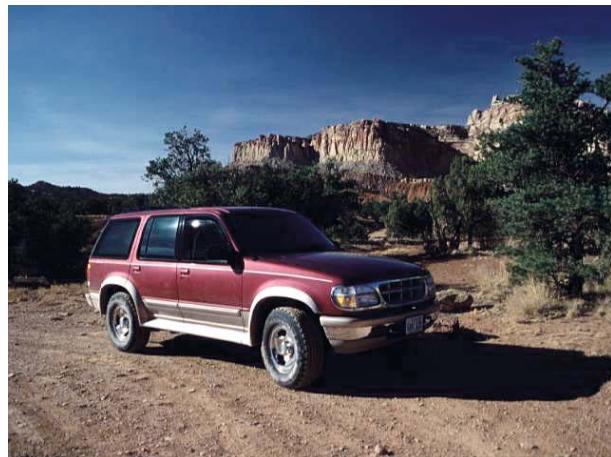
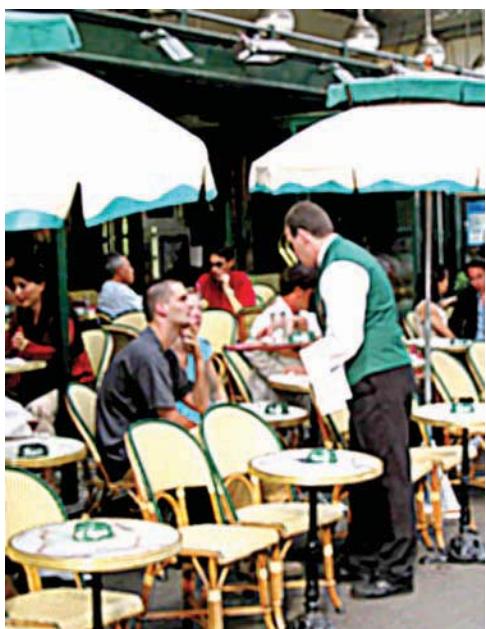
Noun + Noun : Ex. Flower pot

But they are also made up of :

- a- **Noun + er noun : Ex. Taxi driver**
- b- **Gerund + noun : Ex. Driving licence**
- c- **Noun + gerund : Ex. Wind surfing**



MODULE 4



SERVICES



MODULE FOUR

SERVICES

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

AT THE AIRPORT



GET READY

Step 1

Are the following services provided in your town ?



HOSPITAL



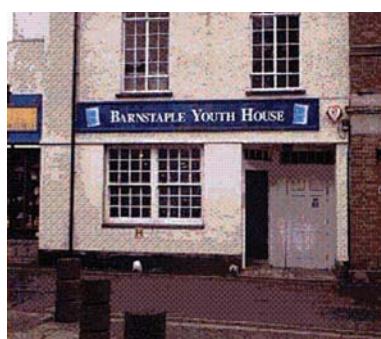
POST-OFFICE



HOTEL



TRAIN



YOUTH HOSTEL



INTERNET

Step 2 *Pair work*

Work in pairs to give examples of services provided by the post office.
Example : sending a fax.

AT THE AIRPORT



LEARN MORE ABOUT IT

Step 2

Read the following conversation between a flight attendant and a plane passenger and answer the questions.

Flight attendant : Good Morning, sir, Would you mind giving your ticket please?

Passenger : Here you are.

Flight attendant : Would you like a window or an aisle seat, please?

Passenger : An aisle seat, please.

Flight attendant : What about this extra handbag ? Let me take care of it.

Passenger : Thank you. That's very kind of you.

Flight attendant : Here's your boarding pass. Have a nice flight.

Passenger : Thank you.

Where is this conversation taking place?

- In a railway station
- In a bus station
- In an airport

What is the word that is repeated three times in the conversation and that begins with " P " ? What does it tell you about the speaker's attitude ?

Do we use it to :

- give orders ?
- ask for something politely ?
- give directions ?

AT THE AIRPORT



BRUSH UP YOUR GRAMMAR

Read and think

- Would you mind helping me carry this bag please ?
- Could you fasten your seat belts, the plane is about to take off.
- Would you mind joining the queue please ?
- Could you throw the cigarette away ?

It's forbidden to smoke in the bus station.

Would you mind + v + ing / Could you + VP are used in
Polite requests when asking others to do something politely.

Ask your classmate politely to :

A- lend you some money.

B- show you the way to a good restaurant.

C- go with you to the cinema.



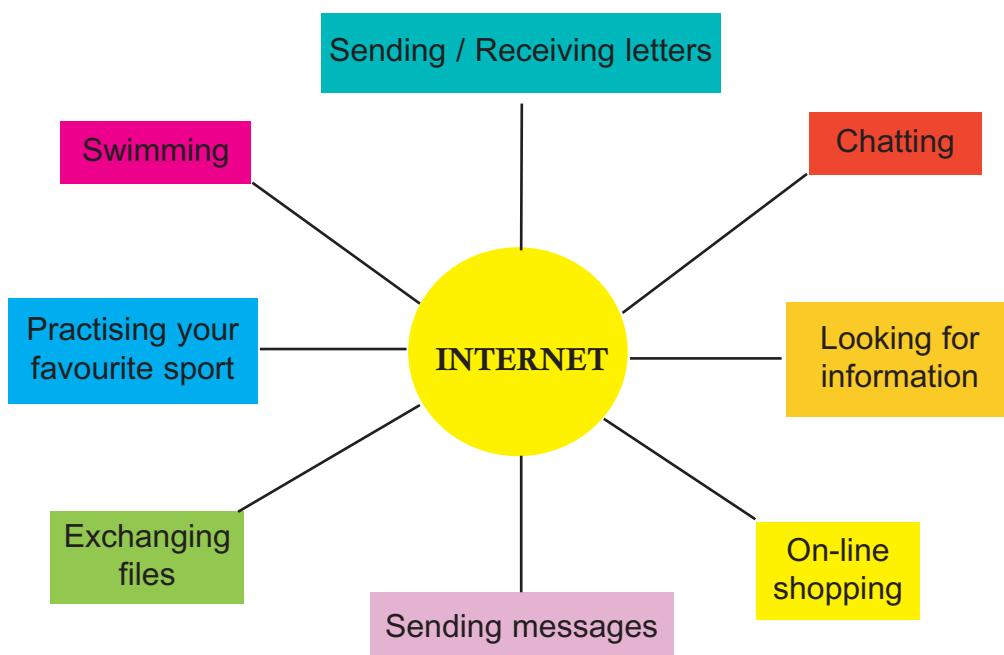
INTERNET SHOPPING



GET READY

Step 1

Which of the following activities can you practise when you surf the net ?



Step 2

what can you do on this website?

The screenshot shows the Shopping.com website interface. At the top, there's a navigation bar with links like "Fichier", "Edition", "Affichage", "Favoris", "Outils", and a search bar. Below the header, there's a toolbar with icons for back, forward, search, and other functions. The main content area features the Shopping.com logo and a "Hand bag Prada \$75" with a small image of a green handbag. To its right is a "Ray Ban \$450" with an image of a pair of sunglasses.

MODULE 4 LESSON 2

INTERNET SHOPPING



LEARN MORE ABOUT IT

Step 1



Listen to the following passage, choose the right alternative

a- "Mind internet shopping" means:

- 1/ Beware of internet shopping
- 2/ Never buy anything on the internet
- 3/ Shopping on the internet is safe.

Step 2



Listen again and say "yes" or "No" about the following.

- | | |
|--|--|
| - The internet is only a source of information | |
| - Shopping on the internet is not always safe | |
| - Traditional means of protection apply to internet shopping | |

BRUSH UP YOUR GRAMMAR

Read and think

- **Mind** hackers when you buy goods on the internet!
- **Look out!** The internet is not always safe.

We use "**Mind**" + NP or **Look out!** to warn people about possible dangers or risks.

MODULE 4 LESSON 2

INTERNET SHOPPING



Warn your classmate about the following dangers:

- 1- Smoking
- 2- Crossing the road when the light is red
- 3- Falling



TOURISM



GET READY



Step 1

Listen to the song "Hotel California" and say what it is about.

- 1- A love story.
- 2- Stopping for the night at a hotel.
- 3- Complaining about bad services in a hotel.

Step 2

Look at the following pictures and answer the questions.



Red lizard (thalja train)



Beach



Green Tourism



Roman swimming-pools



Saharian Tourism / Dunes

- Would you like to spend your holidays in Tunisia or elsewhere ?
 - Do you know any famous Tunisian monuments that tourists visit ?
- Can you name them ?

TOURISM



LEARN MORE ABOUT IT

Step 3

*Alesya from Russia says
“I have been visiting Tunisia
for 5 years and each year
when I came back I could see
the amount of progress that
your country has made.”*



*Another tourist, Sheila, 32,
from Great Britain says: “I
have visited many countries
and have never enjoyed the
kind of comfort that I am
experiencing now in Tunisia.”*

*Jean, a French tourist, added:” I want
to tell you that Tunisia **has achieved**
a lot in this field and I want to thank all
the Tunisian people for being so **kind**
and friendly”*



Do Alesya, Sheila and Jean share the same opinion about Tunisia?

Do they seem to be happy about their visit ?

Do you think they'll come back ?



TOURISM

BRUSH UP YOUR GRAMMAR

Read and think

Step 2

Look at the table , identify and write the tense in the right heading.

1 :	2 :	3 :
- enjoy	- came back	- has made
- says	- didn't enjoy	- has become
- can	- added	- have been

- The present Perfect tense is used for **recent actions which took place at an indefinite time in the past.**

Form : **have or has + past participle.**

- The present perfect is used for :

1/ talking about experience.

*Example : Have you **ever** eaten snails?*

2/ talking about changes (differences between past and present).

*The population of Tunisia **has increased** since 1959.*

3/ Giving news :

*The government **has decided** to build many new hotels.*

NB: don't use the present perfect if you talk about a finished time

e.g. Tunisia **became independent in 1956.**

- The present perfect is usually used with words such as **just, already, recently, lately.**

Examples :

- Jane and Peter **have recently visited** the U.S.A.*
- Sally **has just sent** an e-mail to her German friend.*

TOURISM



Have you ever :

- danced in a night club ?
- stayed in a hotel ?
- gone to the beach ?

Step 2 *Pair work*

Enact this conversation with your classmate

A: Good morning, can I see your Passport?

B: Here you are

A: Thank you very much, Are you a tourist or a businessman?

B: I'm a tourist and this is my first visit to Tunisia.

A: That's fine. I'm sure you'll enjoy it.

B: Can you do me a favour please?

A: With pleasure! what can I do for you?

B: I have an urgent call to make and I don't know where to put my luggage.

A: That's ok, I'll take it to the check-in desk, it's over there.

B: That will be very nice of you.

A: You're welcome, Sir .

• Match these utterances with their functions.

Utterances	Functions
1- Can I see your passport, please?	a- Thanking
2- Thank you very much. That will be very nice / kind of you.	b- Greeting
3- Good morning.	c- Polite request



TRANSPORT



GET READY

Step 1

Which of the following means of transport do you use? How often?

USUALLY

OFTEN

SOMETIMES

NEVER

The train

The plane

The metro

The underground

The double-decker bus

Step 2

Use words from the box with the appropriate preposition to tell your classmates how you get to these places?

Bus - train - foot - bicycle - plane - car

- Gafsa
- London
- School
- The shops

TRANSPORT**LEARN MORE ABOUT IT****Step 2**

Read the text and answer the questions.

Buses in London are cheap, convenient and give a frequent and regular service throughout the central areas and the suburbs. You can choose your bus by the number and destination shown on the front. If you need any information you will find it on the detailed bus map available at the Travel Enquiry Office and at the underground stations

Most bus stops show which bus numbers stop there, give details of where the buses go and may show a map of the other stops.

If you are not sure which bus to catch, other people will probably give a hand.

1- Find a title for the text.

2- Choose the right alternative.

1/ In London, there are buses...

- a- only in the centre.
- b- only in the suburbs.
- c- in all parts of the city.

2/ where can you find information about where buses go?

- a- on a bus map.
- b- at most bus stops.
- c- in the bus.

TRANSPORT



BRUSH UP YOUR GRAMMAR

Read and think

Step 1

Read these sentences.

- If I want to go on a tour in London, I will take the double-decker bus.
- If the bus is comfortable, you will enjoy your trip.

If + present → future (conditional type one)

- the « if clause » states **the condition**, « the main clause » states **the result**.
- use the **simple present** in the « if clause » and **the future with « will »** in the result clause example : if the train **goes faster** I'll be on time.

If there **are** repairs on the road you **won't be** back home before 13:00.

Step 2

Pair work

With your classmate, try to guess what will happen to Jenny in the future.

Make sentences using if + present → will + (v)

Example : If I'm sick I'll go to the hospital.

Jenny :

- If I (to get) lost in London, I will check my street map.

- If ... (not understand) the map, (ask a policeman)

- (not find) my way, (get back to the hotel and (Be) more careful next time).

- If (Find) my way, (get back to the hotel and (Be) more careful next time).



COMMUNICATION



GET READY

Step 1

Look at these phone pictures and choose a name for each from the list below.

**Video phone - Mobile phone - cordless phone -
Walkie talkie - pay phone - home phone - wap phone**

1



2



3



4

7



6



5

Step 2

Which of these phones do you like best ?

Which do you think you need most ? A mobile or a home phone ? Say why?

What is a walkie-talkie ? Why is it different from a mobile phone?

When do you use a pay phone ?

Why do people sometimes use the internet to make phone calls ?

COMMUNICATION

**LEARN MORE ABOUT IT****Step 1**

Read this phone conversation and answer the questions.

J.A: James Adams speaking.

S.M: hello, this is Susan Moore, we met at the FrankFurt

Fair last month.

We agreed about doing some business together, remember?

J.A : Yes, how are you ? Nice talking to you.

S.M: Fine thanks. I'm going to be in London on Tuesday and Wednesday next week. How about meeting up to discuss how "Fairy Book" and "Rainbow Book" sellers might work together?

J.A: I'll just check my diary. I won't be able to make it on Tuesday. I've got to go to Manchester. Would Wednesday suit you? How about lunch?

S.M: Sounds good. Shall I meet you at your office? I've got the address.

J.A: Yes, why don't you come round here at 12:30? Ask for me at the reception desk and I'll join you there.

S.M: Yes, that's fine.

J.A: Ok. See you on Wednesday at 12:30 then.

S.M: Looking forward to seeing you then. Bye.

J.A: Good bye.

- a- Do the two speakers know each other ?
- b- What does Susan Moore want ?
- c- Can James Adams meet her on Tuesday ? Why ?

COMMUNICATION



Step 2

Choose the right alternative :

1- James Adams and Susan Moore are :

- a- friends.
- b- Brother and sister.
- c- Business people.

2- What are they speaking about ?

- a- a birthday party.
- b- a business meeting.
- c- a football match.

3- When are they going to meet ?

- a- on Monday.
- b- on Friday.
- c- on Wednesday .

COMMUNICATION



YOUR NEWGRAMMAR POINT

Read and think

Read these sentences :

- 1- I enjoy **exercising**.
- 2- **Smoking** is unhealthy.

“Exercising” and “smoking” are **gerunds**.

The gerund has the form : verb + ing.

It's used :

a- As a subject:

Example : Skiing can be dangerous.

b- After certain verbs (like, enjoy, finish, hate, dislike..)

Example : She enjoys swimming.

c- After prepositions :

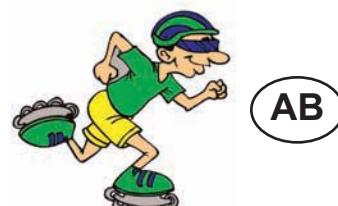
Example : Before shopping, she went to a restaurant .

d- In noun compounds:

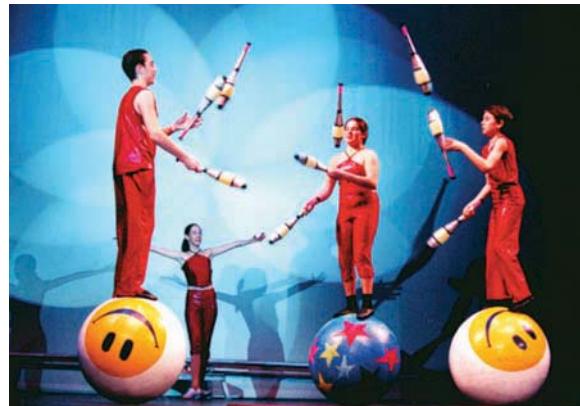
Example : This hotel has a lovely swimming pool.

Express differently using a gerund.

- Do you like to surf the net ?
- The pool where people swim is large.
- To ski is one of my favourite activities.



MODULE 5



ENTERTAINMENT



MODULE FIVE

ENTERTAINMENT

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

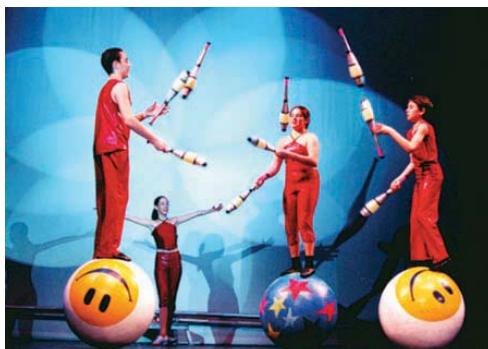
MEANS OF ENTERTAINMENT



GET READY

Step 1

These pictures show different means of entertainment. What are they?



MEANS OF ENTERTAINMENT



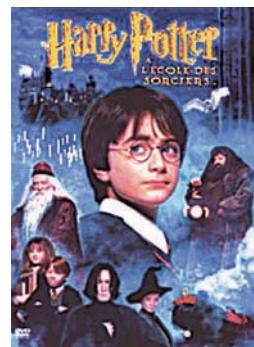
Step 2 *Pair work*

Tell your classmates which entertainment activities you like best. Why?

Step 3

Where are these activities practiced? Indoors?, outdoors? or in both?

Activities
Watching Television
Walking for pleasure/
Window shopping.
Reading (books, magazines) for pleasure.
Going on a family outing
Competing in team sports (football...)
Cycling
Going to the movies
Playing computer / video games.
Surfing the web.
Going to theatre/ concerts / galleries.
Attending sports events
Collecting stamps / postcards
Swimming



MEANS OF ENTERTAINMENT



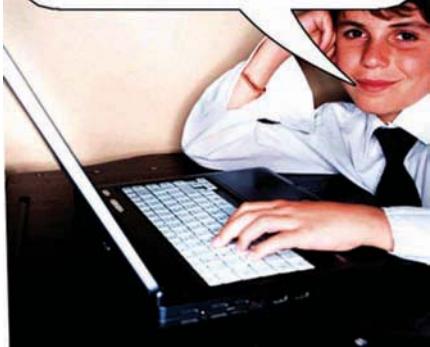
LEARN MORE ABOUT IT

Read what these people say about their likes and dislikes and answer the questions.

Kevin, 15

1

I like DVDs, games and other disc-based technology. But in ten-years time, those will go on the shelf with those things that are already there like books! Because e-books have taken over the world!
We don't need real books.



Kelly, 32

2



I like watching films at home. I don't have to sit next to a stranger, pay \$8 for a ticket and \$5.50 for small soda and small popcorn. No one coughs and there are no cell phones to interrupt the movie.

3



I prefer a walk-in cinema. Really big screens and giant Dolby system. Lots of pop corn and candy bars. You just don't get the same at home on a small screen.

Sandra, 22

MEANS OF ENTERTAINMENT



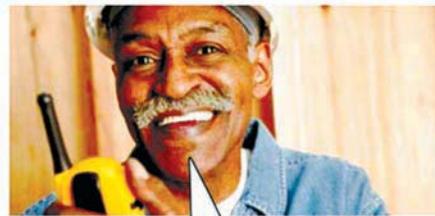
4

Linda, 29

I sometimes chat a little when I am alone with my husband and the children are in bed. Perhaps because there is so much silliness there, I just sit and watch people talk with each other.

King, 62

5



We never use the PC as a source of entertainment. Others do. To be honest, I don't think I will. I don't think I will use the internet a lot. Maybe because I'm not interested in things like playing with technology. Instead, I like to listen to the radio.

1. Is there anyone in the pictures above who likes the same things as you?
2. Do different generations have the same pastimes?
Look at the pictures and give examples.

MEANS OF ENTERTAINMENT



BRUSH UP YOUR GRAMMAR

Read and think

Read captions 4 and 5 again and find 2 words that show that someone is not sure that what he says is right / true.

REMEMBER !

We use "perhaps" and maybe" to express uncertainty: The fact that we are **not sure** of something.

Example :

Linda: Why isn't Jack watching T.V with us tonight?

Peter: Perhaps Mum told him to do his homework.

Cindy: Or maybe he went to the cinema.

BRUSH UP YOUR GRAMMAR

On the contrary, when we **are sure** of something, we use "no doubt" + a declarative sentence to express **certainty**.

Example :

- *He got bad marks. There's no doubt he will fail his exam.*



AB

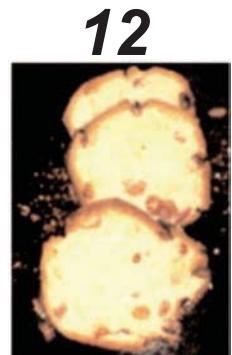
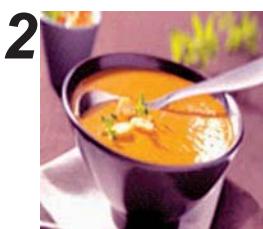
EATING OUT



GET READY

Step 1

Look at the spidergram and say what you see in each picture.



Restaurant



EATING OUT



Step 2

Pair work

Read the words in the box and match each word with its definition. There is one extra definition.

**waiter - dessert - starter - diet - vegetarian - cheese - dressing;
coffee - barbecue - cream**

Definitions
Fatty part of milk
fresh fruit or cake served at the end of a meal
A controlled amount of food and drink designed for weight loss or weight gain
Somebody who serves people at tables
Somebody who doesn't eat meat or fish
A strong caffeine rich drink
Food cooked outdoors on a grill
A salad sauce
A solid food made from milk
Place for drinking
First course of meal



Step 3

- Do you sometimes eat out with friends?
- What dishes do you usually order?



Outstanding Salad Dressing
Elena's Insalata Della Casa

Outstanding Soup
Elena's Mediterranean Stew



EATING OUT



LEARN MORE ABOUT IT

Listen and answer the following questions :

- 1- Where is this conversation taking place?
- 2- What is the conversation about?
- 3- How many people are there?
- 4- What are they doing?



EATING OUT**BRUSH UP YOUR GRAMMAR****Read and think**

Read this dialogue and underline the expressions showing surprise.

- **Jim** : I can't believe it! Mike ... here... to buy tickets for the match. What a wonderful surprise!
- **Mike** : Hi Jim. How nice to meet you here! I thought I wouldn't see anyone of the group here.
- **Jim** : Don't worry. Everyone's here but it's a real surprise to see the movie fan at the stadium.
- **Mike** : When the national team is playing, everyone is a football fan.

REMEMBER !

It's a surprise!
How nice to....!
EXCLAMATIONS
What a ...!
How wonderful / beautiful
It's amazing !
What a pity!

EATING OUT



Dialogue 1

-Shop assistant: Is this the colour you asked for?

-Customer : Yes, thank you, this is just what I was looking for.

Expressing satisfaction :
this is just what I wanted/ needed / meant

Dialogue 2

-Customer: I'd like to buy a skirt with big blue flowers... not too big...see what I mean?

-Shop assistant: Oh , yes, this is the one you are looking for. Here you are madam.



WHERE SHALL WE GO?



GET READY

Step 1

Read the information in A and B to answer the questions in step 2.

A

Zookeeper – menu –
shopping – javelin - horse riding
– waiter – wild animals –
groceries – order – feeding
animals – golf - delivery –
windsurfing – goods –
pets – cycling - cages

B

MALL
ZOO
RESTAURANT
SPORTS
GYMNASIUM

Step 2

What places do you usually go to when ..

- a- you want to see animals perform?
- b- you want to eat out with friends?
- c- you need to exercise and get fit?
- d- you want to see wild animals?

WHERE SHALL WE GO?



Step 3

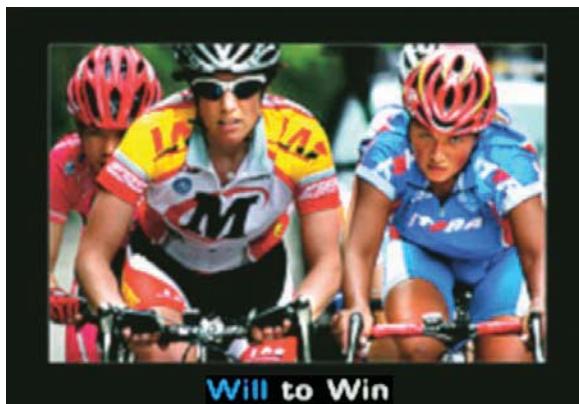
Can you practise these activities in your town / village ? Why?



Visiting photo galleries



Climbing



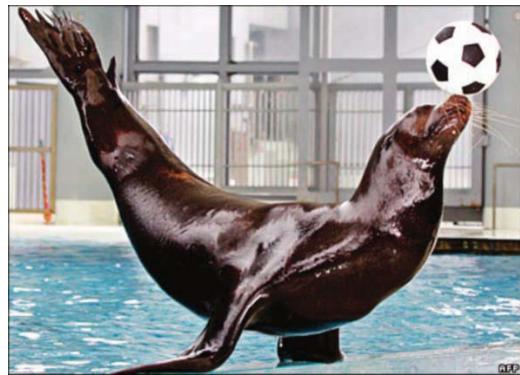
Cycling



Going to the fun fair



Playing a sport



Watching seal shows

WHERE SHALL WE GO?



LEARN MORE ABOUT IT

Step 1

Which picture shows a fun fair? What can you do there?

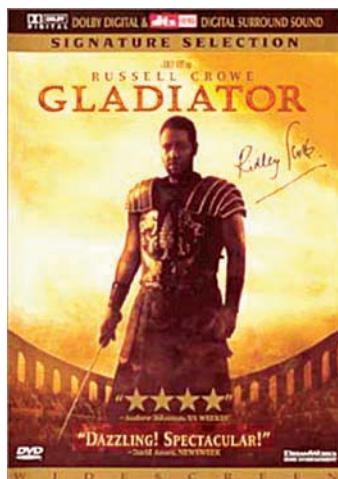
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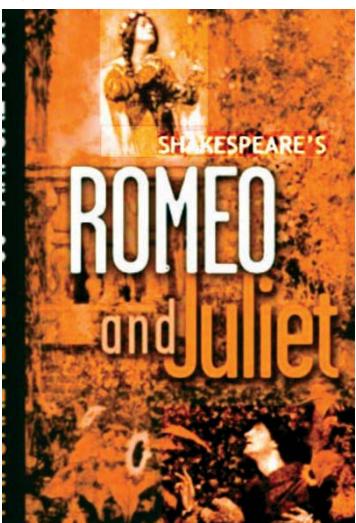
2



3



6



5



4



WHERE SHALL WE GO?



Step 2

Read this conversation and say what it is about.

Sally : Next Tuesday is a holiday. **Let's** go somewhere.

Mark : Where shall we go?

Joe : **Shall we** go to the zoo? They have lots of wild animals. and there is a special seal show at 3 o'clock.

Amy : I don't like to see wild animals in cages. We could go to the cinema, instead.

Linda : **What about going** to the circus? You can see animals and acrobats.

Peter : I'd rather go to the beach. We can windsurf. And we could have a picnic.

Alex : **I suggest that** we go to a swimming pool. You can swim and they have water slides too!

James : They have dinosaurs at the History Museum. Why don't we go there?

Zoe : We can go to a fun fair. And go on all the rides.

Linda : Great! **Let's go** there. They have lots of ice cream flavours there!

Now answer these questions.

- Do the teenagers in this conversation agree about where to go?
- Why do you think they might accept Zoe's suggestion?

WHERE SHALL WE GO?**Step 3**

With reference to the conversation, say which of these statements is wrong.

- 1- Each of the teens wants to go to a different place.
- 2- Amy doesn't like to see animals in the wild.
- 3-These friends can have drinks and food on the beach.
- 4-It's not only in books that you can find out about dinosaurs.

Step 4**Pair work**

Discuss with your partner the places you like to go to in your free time. Give reasons for your choice(s) and report orally to the class.

The circus (watch the animals, the clowns ...)

The cinema (watch a film, your favourite film star ...)

The park (breathe fresh air, enjoy the beautiful views ...)

The fun fair (play games, go on rides ...)

The theatre (watch comedies, tragedies ...)

The restaurant (eat out, enjoy exotic food...)

The internet club (chat, surf on the net, play computer games...)



WHERE SHALL WE GO?



BRUSH UP YOUR GRAMMAR

Read and think

REMEMBER !

MAKING SUGGESTIONS

To make suggestions, you have learned that you can use :

- a- **I SUGGEST THAT + CLAUSE.**
- b- **WHY DON'T WE ... ?**
- c- **LET'S + VERB.**
- d- **WHAT ABOUT + VERB ING / NOUN**

You can also use :

SHALL WE + VERB



LET'S WATCH A FILM !



GET READY

Group work

Answer the following questions.

- a. How often do you watch T.V / films / serials?
- b. What are the different types of films that you watch?
(romance / thriller / horror / action / science-fiction / comedy)
- c. What is your favourite T.V serial?
- d. Who is your favourite actor?
- e. Name a film you would like to watch?
- f. Why do people no longer go to the cinema?



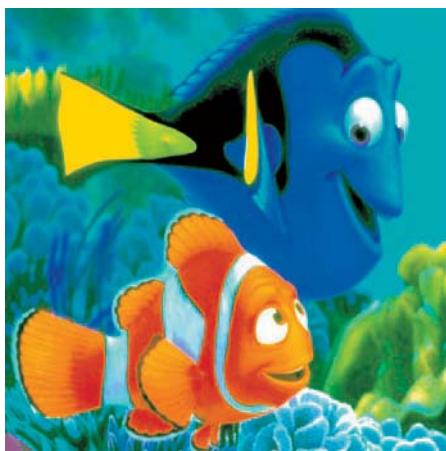
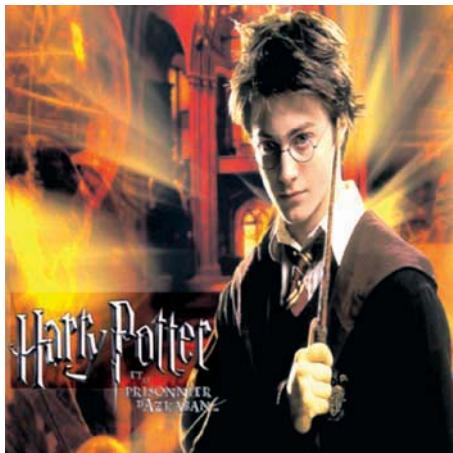
LET'S WATCH A FILM !



LEARN MORE ABOUT IT

Step 1

Look at the posters and tell your classmates if you have watched any of these films / cartoons.



Step 2

Who is your favourite character? Why? Use the following adjectives to describe him / her.

(courageous- beautiful / handsome - kind - adventurous....)

LET'S WATCH A FILM !



Step 3

Read the text and answer the questions.

TEXT

A clown fish named Marlin loses his son Nemo...

He warns him about the dangers of the ocean, but Nemo doesn't listen to his father's warnings and swims to the open sea. Soon, **he** is taken away by a ship. He is sent to live in a dentist's fish tank in Sydney. So, Marlin and his new friend Dory start looking for Nemo. **The two friends** travel a long distance, coming across various dangerous sea creatures such as sharks, turtles and jellyfish, in order to rescue Nemo. In the mean time, **Nemo regrets disobeying his father**, and with the other sea animals in the dentist's fish tank, **they** plan to run away.

- 1) Who are the heroes of this cartoon?
- 2) What happened to Nemo?
- 3) Where did he end up?
- 4) Read the underlined sentence in the passage and imagine what Nemo would say to his father when he sees him again.



LET'S WATCH A FILM !



YOUR NEW GRAMMAR POINT

Read and think

Study the following examples.

1. Paul : I'm going to the cinema this afternoon. Would you like to come with me?

Bill : I'm sorry. I can't join you.

2. Carol : Why didn't you come with us to the concert, yesterday?

Vicky : I couldn't, I was busy babysitting. I regret missing the concert!

Expressing regret / Apologising :

I'm so / very sorry + that clause

I regret + ..

a. noun

b. Verb + ING



STARS PASTIMES



GET READY

Step 1

Read the bubbles and tell your classmates what these stars' hobbies are.

BRITNEY



I'm interested in Pop dance and rock.
I like writing poems and song lyrics. Acting is one of my favourite hobbies, too.

JUSTIN



I'd like to know more about acting. It really sounds interesting for me to act in an action film.
I'm interested in winning the Grammy Music Award this year and every year.

AKON

I DON'T MIND TRYING OTHER STYLES OF MUSIC BUT I'M MORE INTERESTED IN THE AFRICAN STYLE AND HIP-HOP MUSIC.

RIHANNA

My hobbies usually include being at my job. I'm interested in taking care of my pets and being on the computer. I love drawing, singing, video games and skateboarding. I don't mind walking and jogging from time to time.

STARS PASTIMES**Step 2**

What about you? Tell your classmates what your hobbies are.

**LEARN MORE ABOUT IT****Step 1****Beyoncé Knowles' real character**

Journalist: "It sounds interesting to have a number one record."

BK: "Absolutely! That is still amazing for me. It would be great to have a number one movie and a number one single at the same time"

Journalist: "What are you interested in?"

BK: "I do enjoy dressing up and I'm very interested in photo shoots and videos. But when I'm at home, I'm completely the opposite, I don't wear diamonds or even make-up. "

Journalist: "Who is the most important person in your life?"

BK : "My family, definitely. There's always one or two family members with me at all times. I don't go anywhere without someone that loves me and that can tell me the truth. Family is so important to me."

Journalist: "Do your mother and father still give you advice?"

BK : "Oh, no doubt. My mother always said, 'Beauty fades but beauty from within is forever.'"

Journalist: "What do you do to relax?"

BK : "I love to take two vacations a year. The South of France sounds interesting. I love being on the yacht and having a chef cook because I love to eat and I'd like to taste different dishes occasionally."

Journalist: "Who's given you good advice in your career?"

BK : "Oprah Winfrey, I like watching her shows and reading her magazines. I don't mind reading other newspapers and magazines like: "The Daily Mirror" and "People" magazine but "O" is my favourite one."

STARS PASTIMES**Step 1**

1-Circle the right alternative.

Is this text ..

- a- an article?
- b- a diary ?
- c- a story ?
- d- an interview?

Step 2

Choose the options that best explain the meaning of the following expressions.

• “I don’t mind reading other newspapers and magazines”

- a. She likes to read other newspapers
- b. She has no objection to reading other newspapers
- c. She doesn’t like to read any other newspaper.

• “Visiting the south of France sounds interesting”

- a. She doesn’t want to visit the South of France
- b. She is sure the South of France is interesting
- c. It seems to her that the South of France is interesting

YOUR NEW GRAMMAR POINT**Read and think**

I’d like to go to the cinema this afternoon. Would you like to come?

I’m sorry I can’t come with you but what’s on?

“Harry Potter and the Sorcerer’s Stone” is playing at the “Odeon”.

-It sounds interesting. May be I will join you there.

-I think you have to tell your mom. Why don’t you ask her? Here’s my mobile.

- Oh thank you! Mom doesn’t mind. But I’ll let her know anyway.

STARS PASTIMES



Showing interest :

I'd like to know more about

I'm interested in

It sounds interesting

Showing indifference :

I don't mind...

I don't care...



Are you interested in skating?



MODULE 6



CIVILITY



MODULE SIX

CIVILITY

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

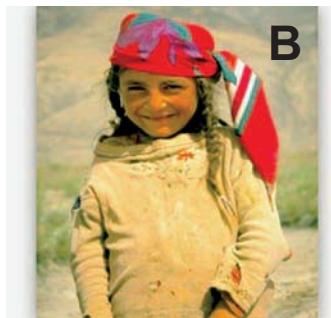
VOLUNTARY WORK



GET READY

Match each of these pictures with a word or expression from the box.

Poverty – blood donation - disabled – war –
tolerance – planting trees – gathering litter



F

G

VOLUNTARY WORK**LEARN MORE ABOUT IT****Step 1****Pair work**

My name is Dennis. I am 15 years old. I am in the ninth grade and I take part in many activities at school as well as outside. I am president of the Volunteering Kids Club. During Christmas, we provide gifts for needy children. I also help to feed the homeless.



My name is Holly. When I was in the 7th grade, I learned over the news how cruel people could be to animals. I wasn't going to let that happen. I decided to do voluntary work at the Humane Society to help raise money for animal protection.



I'm Vicki. I donate blood to save people's lives. Some of your blood can give hope and life to so many people. So donate your blood and make a difference!



My name is Linda. I believe the disabled can't achieve success without our help. So it's our duty to give a hand and stand by them.

Step 2

Think of another voluntary work that you can do individually or in groups, and discuss it with your teacher and classmates.

VOLUNTARY WORK



BRUSH UP YOUR GRAMMAR

Read and think

- Kids from all over the world **can** join "Kids For Clean Environment Organization".
- Many children, mainly in African countries **can't** survive because of the lack of food.
- Everyone at home **can** do his part of the house chores by simply giving a hand.
- Many wild animals **are unable to** survive if we don't protect and take care of them.

REMEMBER !

"Can" and "To be able to" are used to express **ability**.
"Can't" – "To be unable to" are used to express **inability**.



VOLUNTEERING KIDS



GET READY

Step 1

Choose a label for each picture from the following page.

A



B



C



D



E



F



VOLUNTEERING KIDS



5. Visiting patients.

1. Helping the old.

3. Cooperation and mutual help.

2. helping the poor.

4. helping the handicapped.

6. Planting trees is also volunteering.

Step 2

Match the sentence parts in column A with their corresponding parts in column B.

A	B
1- What can I do	give a hand to disabled kids?
2- How can I	any help with your homework?
3- Do you need	to help poor people?
4- Can I	help you madam?

VOLUNTEERING KIDS



LEARN MORE ABOUT IT

Step 1

Look at the picture and say what's wrong, and why?



Step 2



Now listen to the passage and tick the right answer .

The kids' F.A.C.E is ..

- a- A kids' story title.
- b- An environmental organization.
- c- A musical group.
- d- A film.

Step 3



Listen again to what Melissa Poe says and say what children in the Kids F.A.C.E do?

VOLUNTEERING KIDS



BRUSH UP YOUR GRAMMAR

Read and think

- **Can I help you sir?**
- **What can I do to keep our environment clean?**
- **Do you think smog is the cause of the death of trees?**
- **Yes, I think so.**

- Can I help you.....?

- What can I do
 ↗ to help you ?
 ↗ for you?

Offering help

- How can I help you ?

- Do you need any help?



AB

HOW TO BE COOPERATIVE



GET READY

Step 1

The tasks illustrated by these pictures require cooperation. What are they?

A



B



C



D



HOW TO BE COOPERATIVE**Step 2**

- a. Discuss in groups what makes group work fun ? what makes it boring?
- b. Look at the pictures and say what requires cooperation at school or at home.

**LEARN MORE ABOUT IT****Step 1**

I had a hard time getting along with my classmate, because whenever the teacher asked us to work in pairs, he would just sit around watching me do the whole work alone.. Also, it was hard for me when he did do the work, but not the way I wanted him to do it. It was hard for me to trust him to do it right.

Last year, as I was doing project work, spending hours and hours trying to go about it, reading and rereading the subject to try to figure it out, I suddenly realised that one cannot do that much work alone. So, I had my mom read it and we shared our thoughts. The next day, in class, I discussed the same ideas with my peers and I got a lot more out of it.

Finally, I came to the conclusion that to carry out a piece of work usually requires cooperation. Since then, I have always worked with my peers.

- 1- Who are the people involved in this passage?
- 2- what was the writer's problem? How did she solve it?

HOW TO BE COOPERATIVE



BRUSH UP YOUR GRAMMAR

Read and think

- They **were helping** each other.
- They **were studying** together.
- He **was helping** his handicapped friend.
- I **was spending** hours and hours trying to understand what was going on.

REMEMBER !

The past progressive (continuous)

Form : to be (in the past) + verb + ing

Use : the past progressive describes a past

action in progress (a past continuous activity)

I He She It	was	gathering the trash.
We You They	were	studying together.



CLUBS, ASSOCIATIONS AND CHARITIES



GET READY

Step 1

Use the expressions in the box to label the pictures.

helping the elderly cross the street - a wheelchair - Lady Diana - helping the disabled - helping needy children - helping patients in hospitals

1



2



3



4



5



6



Step 2

Discuss the following with your classmates and teacher.

- * Your neighbors' children are very poor. They cannot afford to pay for their education. How can you help them?
- * While you are shopping in town, you see an aged person trying to cross the street. What do you do to help him/her ?
- * Your classmate laughs at a disabled pupil. What do you say to him / her?

CLUBS,ASSOCIATIONS AND CHARITIES**LEARN MORE ABOUT IT**

Read the introduction below and the title of the lesson and guess what these people are speaking about:

Kids should learn at an early age how to help the poor, the patients in hospitals, the disabled and the elderly in their homes to give them hope and happiness.

TEXT 1

My name is Percy Priest. I'm 16. I believe that volunteering is a meaningful experience for all.. I'm a member of "Junior Volunteer Club". Junior volunteers and I work during our summer vacations and during holidays in hospitals. We are given the unique opportunity to obtain first-hand knowledge and experience .We enjoy daily interaction with patients and staff. Our mission is helping patients sign in and provide general information regarding the hospital to patients' family members and visitors, provide directions and general information..

CLUBS, ASSOCIATIONS AND CHARITIES



TEXT 3



I'm Andy . I'm 15. I think that holidays are a time for giving and helping those in need. There are so many ways you can make a difference. that's why I chose to be a member of the "Holiday Actions". Its plan is :

- Make someone's face light up with the perfect present. Whether you give chocolates, flowers or clothing.
- Buy a goat for a family in a rural area of Kenya, Sierra Leone, China or Sri Lanka . They will use the milking animal as a source of income.
- Help an elderly neighbour. The holidays can be a lonely time of year. Put a smile on the face of someone who needs a friend. Provide company, a warm meal, a laugh to spread holiday spirit.

TEXT 2



Hi, my name's Sue. I' m 15. I' m in 9th grade and I take part in many activities at school as well as outside the school. I think that helping each other is very important. That's why I was chosen as the president of the Builders Club, which stuffed stockings for needy children and the homeless.

CLUBS,ASSOCIATIONS AND CHARITIES



TEXT 4

Hi ! my name's Nesrine.

I'm 13. In my opinion the best way to support the disabled is being a member of the "Disabled Living Foundation". It is a friendly, hardworking organization that provides free equipment for older and disabled people and families. From stair lifts to walking sticks, wheelchairs and scooters. The DLF can help you find disabled equipment solutions that enable you to stay active.

Answer these questions:

- a- How many organizations are mentioned in the texts?
- b- What are their names ?
- c- What does each organisation deal with?
- d- Which of these organisations you would like to be a member of?

Say why.

CLUBS, ASSOCIATIONS AND CHARITIES



YOUR NEW GRAMMAR POINT

Read and think

- **I believe that** volunteering is matching the skill or interest of a volunteer with the needs of patients.
- **In my opinion**, the best way to support the disabled is being a member of the “Disabled Living Foundation”.
- **I think that** helping each other is very important.

REMEMBER !

I think that	}	Expressing opinion
I believe that		
I think that	}	+ verb + ing / noun
I believe that		



TOLERANCE AND RESPECT FOR OTHERS



GET READY

Step 1

Look at the pictures, read the labels and say which problems they raise.



Unable to fit in.



**BORN TO BE
FREE**

Different but living together in peace.



Hanging out on steps.



Different races, different faces.



Equal chances for boys and girls

TOLERANCE AND RESPECT FOR OTHERS



Step 2

Read the following statements and select the ones that apply to you.

- I have some trouble with my friend, and I find it hard to apologize.
- Whenever I make a mistake, I'm ready to say sorry.
- I feel comfortable when I'm with a group of people.
- I usually prefer being alone.
- I find it very easy to hang out with others.
- It's hard for me to fit in at school.
- I try to comfort my new classmate.
- I hope that all people will be treated equally.

Step 3 *Group work*

Now discuss the statements you selected with your group, and then with the rest of the class.



In trouble ...



Comforting



Supporting

TOLERANCE AND RESPECT FOR OTHERS



LEARN MORE ABOUT IT



Step 1

Group work

Nicole Evans, 20, U.S.A., grew up in a low-income area of Kennewick, in the center of Southeastern Washington State. Kennewick is a place where immigrants and refugees often arrive at. Since early childhood, Nickole hoped that she could help them. She welcomed and played with children from Nigeria, Ukraine, Mexico, Bosnia, and Kosovo. She has always been a natural peacemaker, resolving conflicts between her peers, working as a volunteer for local schools, where many immigrants and refugees take English classes.

Ibrahim, age 16, Sierra Leone.

Sierra Leone is the poorest country in Africa and has suffered from war for seven years. In the war, women and children have been burned alive. Many boys and men were forced to become rebel soldiers or killed. So people fled to the nation's capital city. In 1990, two Sierra Leoneans founded Peace Links Musical Youth. It now writes and performs music in public places singing about peace, tolerance and reconciliation. Ibrahim joined the group at age ten. He is now a leading member. In 1993 Ibrahim was the youngest person selected by his peers. He hoped that he could solve all the conflicts.



Answer the following questions.

- Read through the two texts and say what the relation between them is.
- What do the two young people have in common?

TOLERANCE AND RESPECT FOR OTHERS



BRUSH UP YOUR GRAMMAR

Read and think

- I **hope that** we find peace in every family in the world.
- Nickole **hoped that** she could help immigrants.
- He **hoped that** he could solve all the conflicts.

REMEMBER !

I hope + that clause → expressing hope.



GRAMMAR

REVIEW

MODULE 1 LESSON 1

QUESTION WORDS

REMEMBER !

“who”, “what”, “when”, “where”, “how”
and “why” are question words.

MODULE 1 LESSON 2

COMPARISONS

REMEMBER !

COMPARISONS

	SHORT ADJECTIVES	LONG ADJECTIVES
COMPARATIVE FORM	adjective + er Tall → Taller	more + ADJECTIVE more interesting
SUPERLATIVE FORM	The + adjective + est tall → the tallest	The most + ADJECTIVE The most interesting

MODULE 1 LESSON 3

COMPOUND ADJECTIVES

The first part of a compound adjective provides more information about its second part.

Example:

- A five-dinar coin. (The value of the coin is **five dinars**, not **one dinar**.)
- High-heeled shoes. (The shoes with **high**, not **low** heels)

Our description is thus more precise and more useful.

It is made up of:

- ADJECTIVE + HYPHEN + NOUN + ED (**high - heeled**)
- ADJECTIVE + HYPHEN+GERUND (**hard - working**)
- ADVERB + HYPHEN + PAST PARTICIPLE (**well -made**)

MODULE 1 LESSON 4

COMPARISON OF EQUALITY

The **As + Adjective + As** structure is used to express **equality**.

Examples :

He is 15 years old. I'm 15 years old, too.

He's as old as me.

**She spends 15 dinars each week. I spend 15 dinars each week, too
spend as much money a week as her.**

MODULE 1 LESSON 5

EXPRESSING CONTRAST

“While” and “Whereas” are used to express **CONTRAST**.

Examples :

His father is *lenient* **whereas** his mother is very *severe*.

“lenient” and “severe” are opposites → **CONTRAST.**

While discussing our problems with our parents is **useful**, conflicts can be **harmful**.

“useful” and “harmful are opposites → **CONTRAST.**

MODULE 2 LESSON 1

POSSESSIVE PRONOUNS

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	MY	MINE
HE	HIS	HIS
SHE	HER	HERS
YOU	YOUR	YOURS
THEY	THEIR	THEIRS
WE	OUR	OURS
IT	ITS	ITS

MODULE 2 LESSON 2

EXPRESSING INTENTION

I am going to + verb

HE

SHE is going to + V

IT

THEY

WE are going to + verb

YOU

I am + verb + ing

He

She is + verb + ing

It

They

We are + verb + ing

You

+ future
words

REFLEXIVE PRONOUNS

PERSONAL PRONOUNS	REFLEXIVE PRONOUNS
I	Myself
He	Himself
She	Herself
It	Itself
You	Yourself / Yourselves
They	Themselfes
We	Ourselves

MODULE 2 LESSON 3

THE SIMPLE PAST

The Simple Past

Use : we use the simple past to express a completed action in the past.

Indicators of the past : Yesterday, last year, last month, 2 years ago

Form: Regular verbs : **VERB + ED**, i.e. : change → chang**ED**

Irregular verbs do not follow the ED form i.e. : to write → **wrote**

Interrogative Form: **DID + subject + base verb+ “?”**

Negative form : **Subject + did NOT + Base verb**

MODULE 2 LESSON 4

EXPRESSING OBLIGATION

Must = have to → Both express obligation.

Example : I **have to** do something = It is necessary to do it.

Obligation in the present	Obligation in the past	Obligation in the future
I You We have to/must They She He has to/ must It	Had to	Will have to

THE FUTURE TENSE

The future tense

1- Affirmative : subject + will + bare infinitive

Negative : subject + **will not (won't)** + bare infinitive

Interrogative : **will** + subject + bare infinitive.

2- Subject + intend to + bare infinitive

3- Subject + to be + thinking of + verb + ing.

LINKERS

“That’s why”, “Because”, “So”, ”Therefore”
and “As a result” are all linkers used to connect
parts of sentences.

MODULE 3 LESSON 2

MAY AND MIGHT

“May” or “might” are used to say that something is possible in the present or in the future.
We can use “may” or “might” to mean “perhaps”.
“Could” is similar to “may” and “might”

MODULE 3 LESSON 3

“WHO”, “WHICH” AND “THAT”

“Who”, “Which” and “that” are relative pronouns.
You can replace “who” and “which” by “that” .

MODULE 3 LESSON 4

GIVING ADVICE AND PROHIBITION

“You should do something” = It is a good thing to do .We can use “should” or “ought to” to give advice.”Don’t” is used for prohibition.

MODULE 3 LESSON 5

COMPOUND NOUNS

Compound nouns are generally made up of:

Noun + Noun: Ex. Flower pot

But they are also made up of:

a- Noun+er noun: Ex. Taxi driver

b- Gerund+noun: Ex. Driving licence

c- Noun+gerund: Ex. Wind surfing

MODULE 4 LESSON 1

POLITE REQUESTS

Would you mind + v + ing

Polite request or asking others to do something politely.

Could you + VR

MODULE 4 LESSON 2

WARNING

We use “Mind” + NP or Look out ! to warn people about possible dangers or risks.

MODULE 4 LESSON 3

THE PRESENT PERFECT TENSE

The present Perfect tense is used for recent actions which took place at an indefinite time in the past.

Form : have or has + past participle.

The present perfect is used for:

1/ talking about experience.

Example.: Have you **ever** eaten snails?

2/ talking about changes (differences between past and present).

The population of Tunisia **has increased** since 1959.

3/ Giving news:

The government **has decided** to build many new hotels.

NB: don't use the present perfect if you talk about a finished time

e.g. Tunisia **became** independent in 1956.

•The present perfect is usually used with words such as **just, already, recently, lately.**

MODULE 4 LESSON 4

THE CONDITIONAL (TYPE 1)

If + present → future (conditional type one)

- the « if clause » states **the condition**, « the main clause » states **the result**.
- use the **simple present** in the « if clause » and **the future with « will »** in the result clause example : if the train **goes** faster I'll be on time.

If there **are** repairs on the road you **won't be** back home before 13:00.

THE GERUND

The gerund has the form: **verb + ing.**

It's used :

a- **As a subject:**

Example: **Skiing** can be dangerous.

b- **After certain verbs (like, enjoy, finish, hate, dislike..)**

example: She **enjoys swimming.**

c- **After prepositions:**

example:**Before shopping**, she went to a restaurant .

d- **In noun compounds:**

Example: This hotel has a lovely **swimming** pool.

EXPRESSING CERTAINTY AND UNCERTAINTY

We use "perhaps" and maybe"
to express uncertainty: The fact that
we are **not sure of something.**

Example:

Linda: Why isn't Jack watching T.V with us tonight?

Peter: **Perhaps** Mum told him to do his homework.

Cindy: Or **maybe** he went to the cinema.

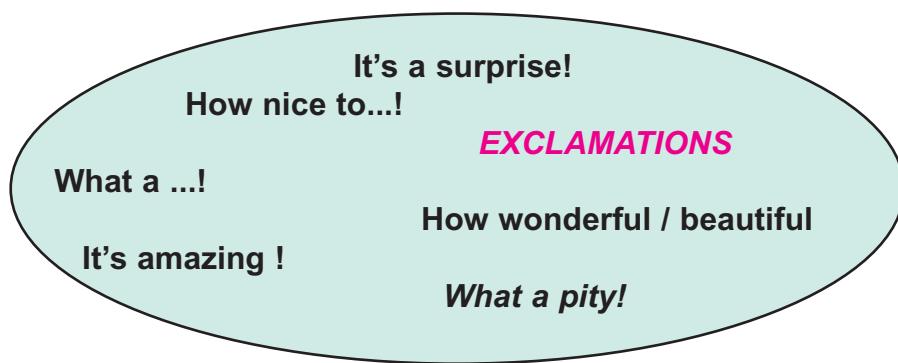
On the contrary, when we **are sure** of something, we use “no doubt” + a declarative sentence to express **certainty**.

Example:

- He got bad marks. **There's no doubt he will fail his exam.**

MODULE 5 LESSON 2

EXCLAMATIONS



EXPRESSING SATISFACTION



MODULE 5 LESSON 3

MAKING SUGGESTIONS

MAKING SUGGESTIONS

To make suggestions, you have learned
that you can use:

- a- I SUGGEST THAT + CLAUSE.
- b- WHY DON'T WE ... ?
- c- LET'S + VERB.
- d- WHAT ABOUT + VERB ING / NOUN

You can also use:

SHALL WE + VERB

MODULE 5 LESSON 4

EXPRESSING REGRET / APOLOGISING

Expressing regret / Apologising:

I'm so / very sorry + that clause
I regret + ..

- a. noun
- b. Verb + ING

MODULE 5 LESSON 5

SHOWING INTEREST / INDIFFERENCE

Showing interest:

I'd like to know more about It
sounds interesting
I'm interested in

Showing indifference :

I don't mind...
I don't care...

MODULE 6 LESSON 1

EXPRESSING ABILITY / INABILITY

"Can " and "To be able to" are used to
express **ability**.

"Can't" – "To be unable to" are used to
express **inability**.

MODULE 6 LESSON 2

OFFERING HELP

- Can I help you.....?
- What can I do
to help you ?
- How can I help you ?
- Do you need any help?

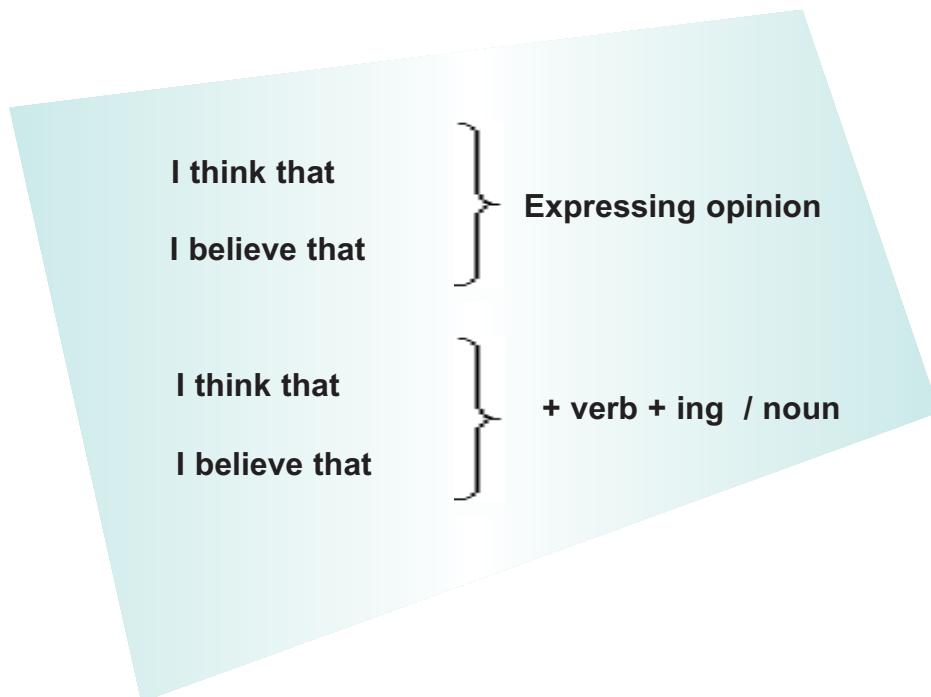
MODULE 6 LESSON 3

OFFERING HELP

The past progressive (continuous)
Form: to be (in the past) + verb + ing
Use: the past progressive **describes a past action in progress** (a past continuous activity)

MODULE 6 LESSON 4

EXPRESSING OPINION



MODULE 6 LESSON 5

EXPRESSING HOPE

