

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Let's Discover More English

8th Year Basic Education

Activity Book

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Introduction

To the students of the 8th year Basic Education.

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

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

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

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

The authors.

ICONS USED IN THIS BOOK



READING



LISTENING



PAIR WORK



**GO TO
Student's
Book**



GROUP WORK



????



Strategy

MODULE 1

Review and introductory lesson Meet the Browns

Activity 1

Complete with information about yourself.

Name

Family Name

Age

Occupation

Favourite Pastime

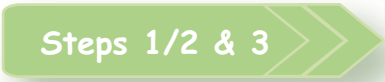


Activity 2

Introduce your partner to the class. Start like this.



This is



Activity 3

Write your questions here

- Wh/ Question:
- Yes/No Question:



L.D. Steps 1 & 2

Activity 4

Reading Comprehension



- a- Where do the Browns come from?
- b- What are they doing in Jerba?
- c- Why do they like Jerba?
- d- Where did they meet the Najjars?
- e- Why are they getting ready to leave Jerba?

Activity 5

a. Mr Najjar : "" "

PAIR WORK

- b. - Student A invites his partner student B.
- Student B accepts or refuses.

Student A

Use:

-Would you like + noun ? (to invite)

Or

-Would you like + verb ? (to invite)

Student B

Use:

-Yes, please (to accept)

Or

-No, thank you (to refuse)



a computer game



a hamburger



play tennis



meet your friends



have a soft drink



Activity 6

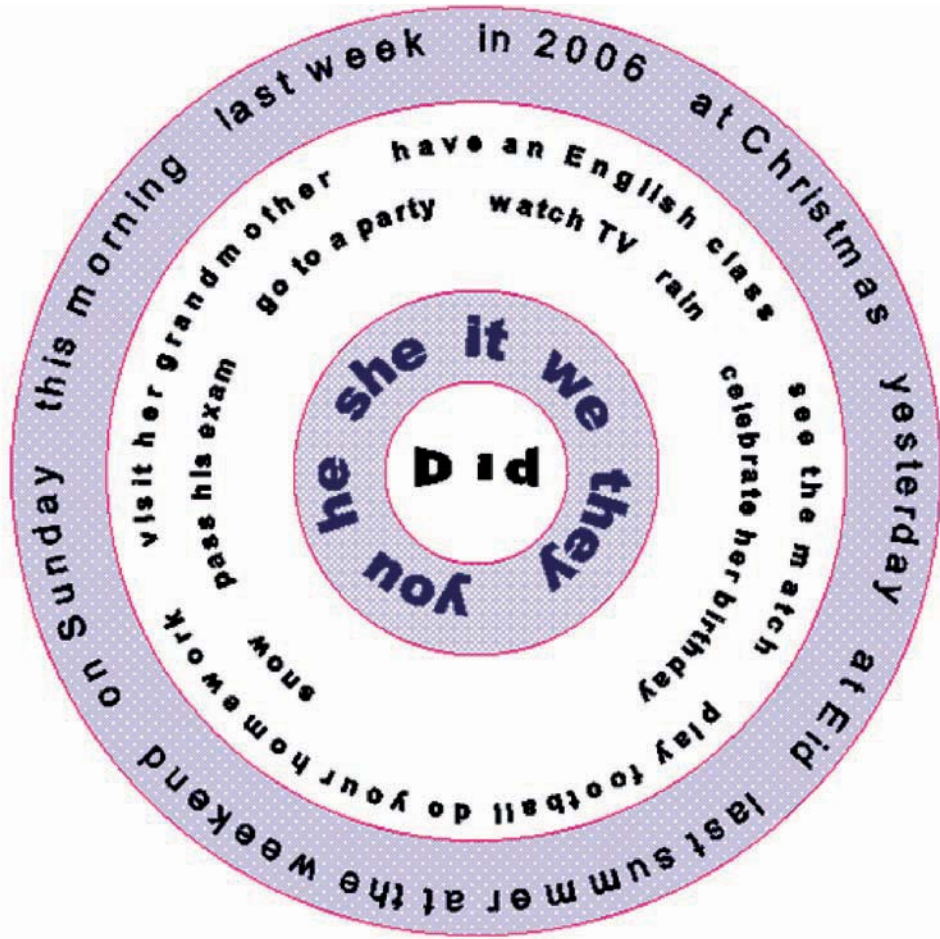
a-Stick the photo here.



b-Write a few lines to introduce the people who appear in the photo.

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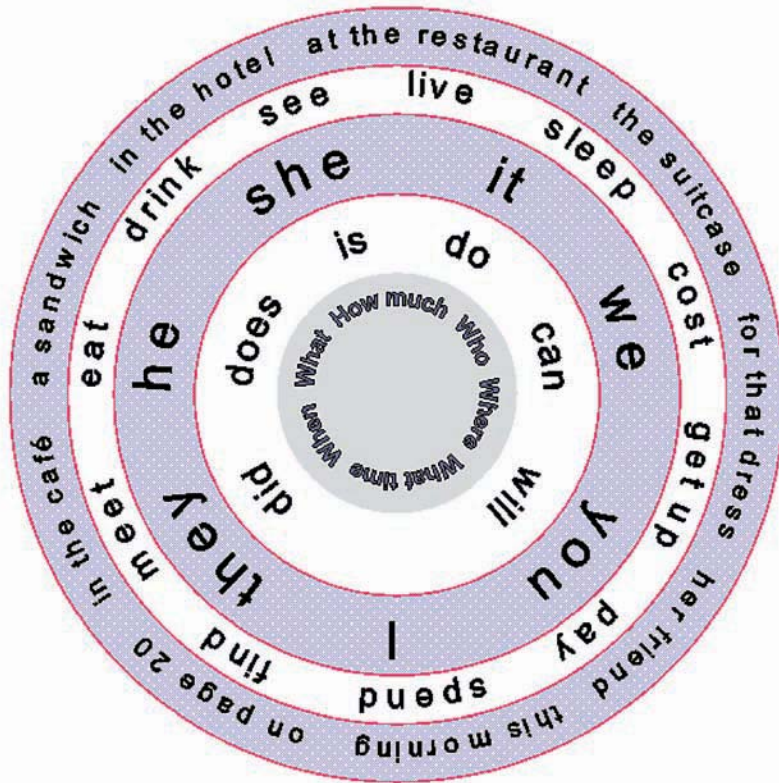
- Review your Yes/No questions : Use the items in the wheel to make questions. Example : Did it rain last week ?



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-

A letter from an English friend

- Review your Wh-questions : Look at the wheel and write as many questions as you can. Example : What did he eat ?



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Activity 1

Match the sentences with the pictures.



1



3

- a- Christine is making the beds.
- b- Mrs Brown is clearing the table
- c- Mr Brown is baking bread.
- d- Chris is washing the dishes.



2



4

Activity 2

Fill in the blanks with the words in the box.

1.still - 2.helps
3.down - 4.begin
5.both - 6.fresh

Read the complete text first.
Then, re-read it and see which
words fit in the blanks.



Being a baker is not easy at all. When Dad gets up in the middle of the night to go to work, everybody isin bed. He washes and goesto the bakery. Mr Smith is already there. Mr Smith.....Dad in his work. He is always cheerful.

- " Good morning, Peter", he says.

- " Good morning John ", says Dad. " Let's..... "

Then,.....of them start working. At seven, Dad brings bread home and helps Mum with breakfast.

Activity 3

Fill in the blanks with the words in the box.

promised / expect / free / invite / hope

- " When is your birthday, Tom ? "
- " Next week "
- " What presents do youto receive? "
- " Mum.....to offer me a bike "
- " Who will youto your birthday party?
- " Mum said that I should feelto invite all my friends. I.....you'll come "



Step 1

Activity 4

Reading Comprehension

a- Tick the correct alternative

- 1- Chris and Imene are:
 - brother and sister
 - friends
 - tourists
- 2- Chris wrote the letter to...
 - thank Imene and her family.
 - tell Imene about English schools.
 - invite Imene to London.
 - tell Imene what everyone is doing.



Step 2

b- The layout of an informal letter

- Fill in the boxes with the following items :

date / greetings / address / opening phrase /
closing phrase / body of the letter

c- Make a drawing showing the location of the Browns' flat, Mr Brown's bakery and Mrs Brown's shop.

Draw here

d-Complete the following table with statements from the letter where these tenses are used.

Tenses	Statements
The simple present tense	
The present progressive tense	
The simple past tense	

e-Read the following statements and answer the questions below.

I'll **go** downstairs and help Mum in the shop.

She'll **wash up** the dishes.

We'll **be** free to do what we want.

We'll **be** happy to see you again.

You **won't regret** it.

I hope you'll **accept** our invitation.

1-Do the statements refer to the present, the past or the future ?

2-Which statements are in the affirmative ?

3-Which one is in the negative ?

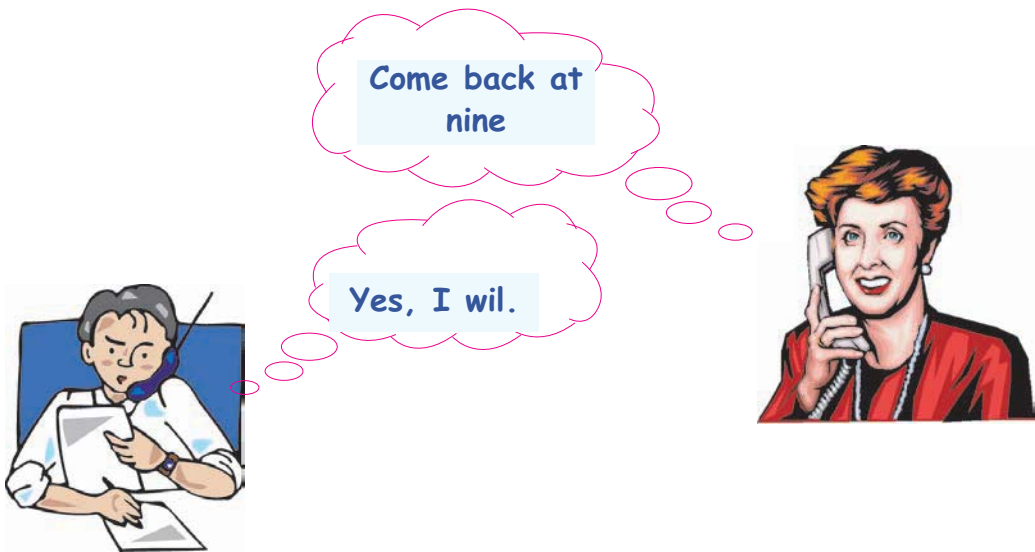


Step 3

Activity 5

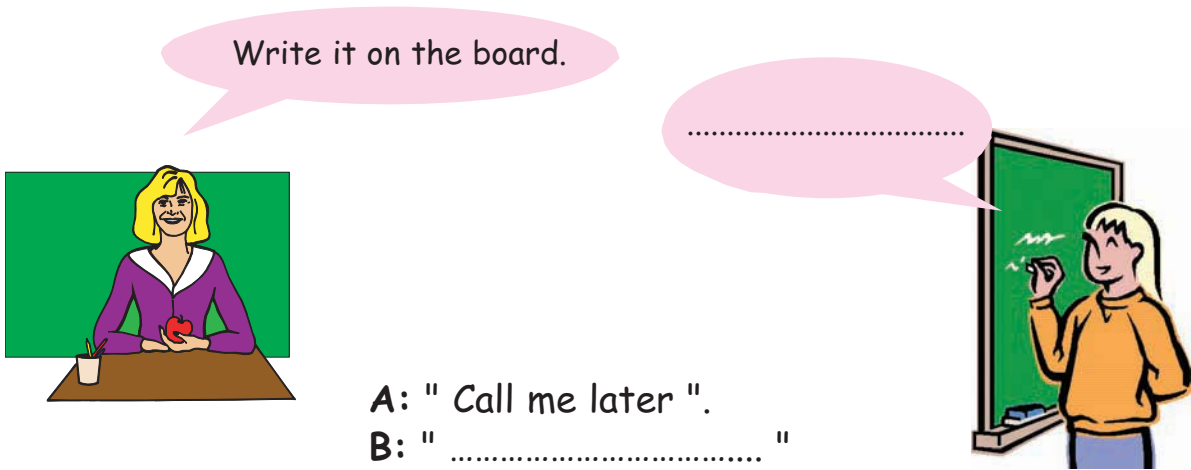
PAIR WORK

a- Tick the correct alternative



Come back at nine

Yes, I wil.



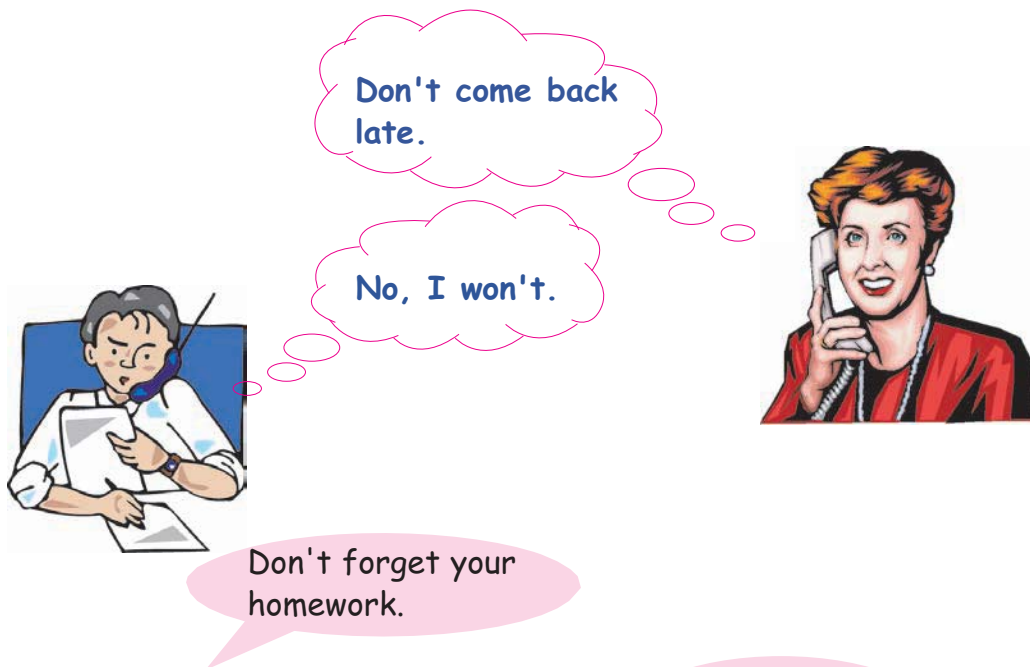
Write it on the board.

.....

- A: " Call me later "
- B: " "
- A: " Read this book "
- B: " "
- A: " Help your friend "
- B: " "

b-Reverse roles and repeat the activity.

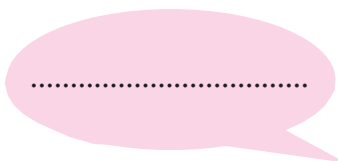
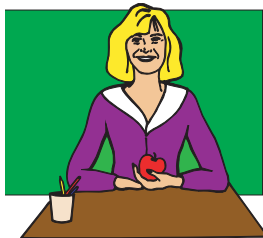
c-Answer as indicated in the examples.



Don't come back late.

No, I won't.

Don't forget your homework.



- A: " Don't shout. "
- B: " "
- A: " Don't break it. "
- B: " "
- A: " Don't be noisy ".
- B: " "

d-Reverse roles and repeat the activity.

e-Mrs Brown is a busy woman. She always writes what she plans to do in her diary so that she does not forget.

This is what she wrote before going to bed. Read her notes and **make a full sentence** with each item.

The first is an example.

7.00 : Prepare breakfast.



She will prepare breakfast at seven

7.30 : go down to the shop



.....

9.00: Call Lisa.



.....

11.00 : Go to the market
and buy vegetables



.....

11.30 : Prepare lunch



.....

15.00 : Visit Mum



.....

17.00 : Take Christine to the
dentist



.....

f-Answer the following questions



- What will your father do when you get a bad mark ?
- What will you do when you go home ?
- Who will help you when you cannot do the activity ?
- When will you go back to school ?

Supplementary activity

a-Complete the table with your own sentences

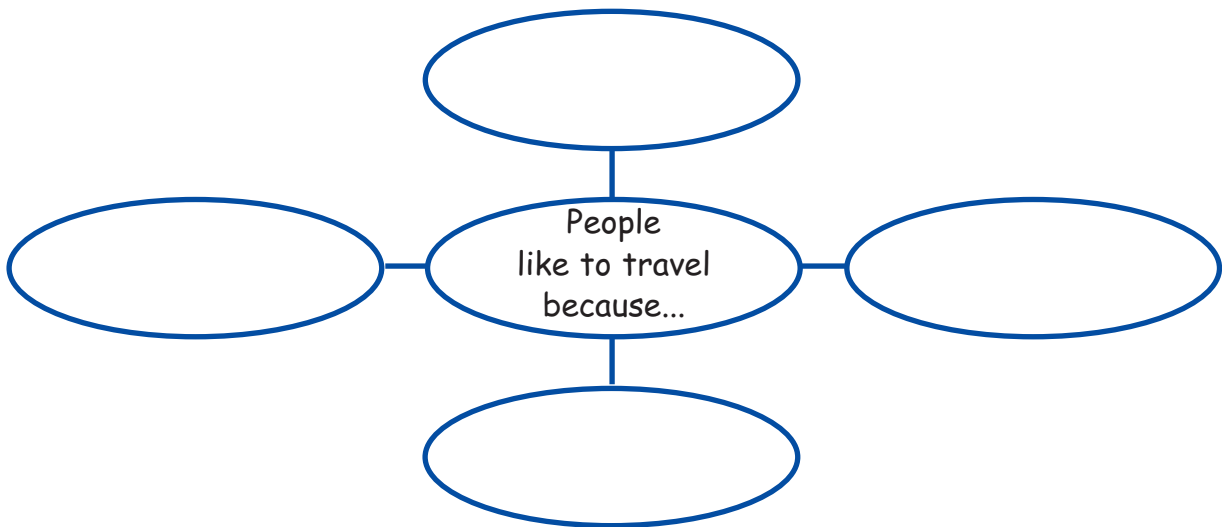
Tenses	Statements
Simple Present	<ul style="list-style-type: none">• I go to school everyday.••••
Present Progressive	<ul style="list-style-type: none">• I'm going to school now.••••
Simple Past	<ul style="list-style-type: none">• I went to school yesterday.••••
Future	<ul style="list-style-type: none">• I'll go to school tomorrow.••••

Can she go to London ?

Activity 1



Why do people like to travel ?
Complete the diagram with all possible reasons



Activity 2

Complete the statements below with reference to the captions in Student's Book.

- a-Kathy was late. She.....her bus.
- b-Jean is inviting Tom to have a
- c-Nancy is calling.....
- d-Bob can't buy the ring because it's too.....



Activity 3

Listening comprehension

- a- Listen to the conversation and guess who the speakers are.
b- Tick the correct answer.

1- Imene wants her mother to...

- give her money to go to London.
- give her permission to go to London.
- give her permission to call Chris in London.

2- Mrs Najjar...

- gives Imene permission to do what she wants.
- refuses to give her permission to do what she wants.
- tells Imene to wait.

Activity 4

Listening / reading comprehension

- a- Why did Imene want to go to London?
Complete the table with information from the text.

Order	The reasons
The first	
The second	
The last	

- b- Answer the following questions



- Did Mrs Najjar want her daughter to go to London?
- What did Mr Najjar promise Hazem?
- Why is Imene calling Chris?



c-Language study

1-Read the following statements and say whether they express ability in the past, the present or the future.

- I' ll be able to speak English all day long.
- I' ll be able to stay with the Browns.

2-Read the following list of activities and decide which ones Imene will be able to do and which ones she will not be able to do when she is in London.

- Visit British sites
- Improve her English
- Speak Arabic
- Drive a car
- Taste English food
- Make new friends
- Ride a camel
- Buy clothes
- Send e-mails
- Go to parties
- Take pictures
- See the pyramids



3-Make sentences like the following

Imene will be able to.....when in London.

Imene will not be able to.....when in London.

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Activity 5

Dictation :
Say these words / expressions, your partner will write them.



PAIR WORK

London - expensive - improve - beautiful -
of course - museum - interesting

Activity 6

Circle the **stressed syllable** of each word in the box above.

Activity 7

Write three sentences about what you **will be able to do** when you grow up and that you cannot do now. Start as follows:

Now I cannot..... but, when I grow up,
I will be able

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Let's communicate

Activity 8

Should Imene go to London ?
Write your paragraph her.

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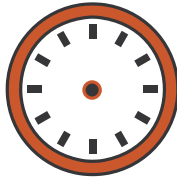
Preparing for the trip

Activity 1

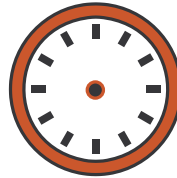
Draw the hands on the clocks to show the time indicated.



It's one o'clock



It's quarter past eleven



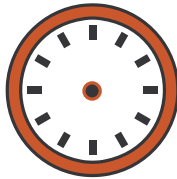
It's half past ten



It's five past three



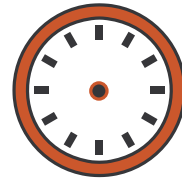
It's quarter to two



It's twenty to four



It's five to nine



It's twelve o'clock

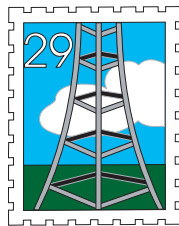
Activity 2

Use the words in the box to label the pictures

a letter - a telephone box - a post office -
a mobile phone - a stamp - a postman



1



2



3



4



5



6



Let's get ready

Activity 3

Reading / listening comprehension

a- Chris used three expressions to show his surprise.
What were they?

.....|
.....|
.....|



b- Does Imene know when she is flying to London? Why? Why not?



PAIR WORK

c- Enact the conversation

Activity 4

Expressing surprise

Student A: Read the statement

Student B: Express surprise

Example :

A: John is getting married.

B: What a surprise!

1- A: I met an old friend yesterday.

B:

2- A: I'm going to Paris next week.

B:

3- A: John fell in love with Nancy

B:

4- A: John's mother had an accident last week

B:



PAIR WORK



Activity 5

Write your paragraph about Imene's activities here.

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Activity 6

Read the conversation and fill in the blanks.

On the Plane

On the plane, Imene's seat was next to an English couple.

- **Imene:** Excuse me, Sir. What time is it now, please ?
- **Mr Ball:** It's quarter to five, Tunisian time.
- **Imene:** What will that be London time ?
- **Mr Ball:** Let me see. Tunisian time is one hour behind Greenwich Meantime. So, it must benow in London.
- **Imene:** I must reset my watch.
- **Mr Ball:** Are you travelling alone ?
- **Imene:** Yes, I am
- **Mr Ball:** Is anyone.....you at the airport ?
- **Imene:** Oh yes, myChris will be there.
He..... I'm coming.
- **Mr Ball:** Good. We live in London. Here's my card.
Give us a call if you need anything
- **Imene:** Thank you Mr Ball.
- **Mr Ball:** Not at all. Have a nice.....



Let's communicate

Activity 7

a- Write the telephone conversation here.

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b- Enact the conversation

London wonders

Activity 1

a- Write the dates here.

a- b- c-

d- e- f- g-



L.D. Step 1a

Activity 2

Complete the table.

Day	Activities	Feelings / thoughts



L.D. Step 1b

Activity 3

a-Matching pictures with descriptions. Write your answers here.

- | | |
|-----------|-----------|
| 1 =>..... | 2 =>..... |
| 3 =>..... | 4 =>..... |
| 5 =>..... | 6 =>..... |



Steps 2 (c+d)

Activity 4

Say the following instructions. Your partner will draw them.


PAIR WORK

- Draw a river.
- Draw a boat in the middle of the river.
- Draw a bridge across the river.
- Draw a tower on each side of the bridge.
- Draw a clock on top of each tower.



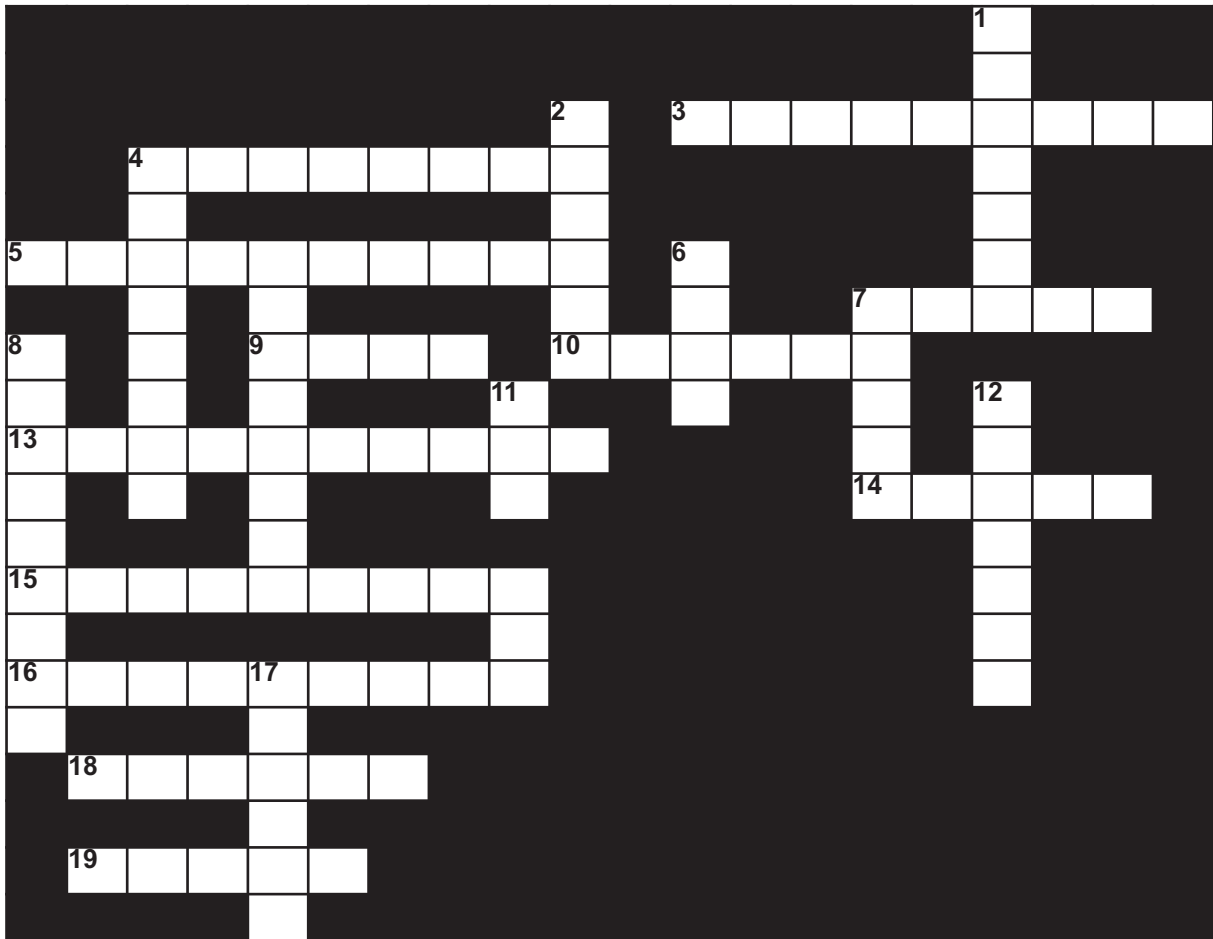
Let's communicate

Activity 5

Write Imene's letter here.

Activity 6

Homework :
Review what you have learnt.



Across :

- 3. fantastic
- 4. quiet
- 5. plates, cups, saucers
- 7. archeological.....
- 9. reserve, order
- 10. you pay for it before getting on the plane or train

- 13. you ask your parents for..... before going out
- 14. aircraft
- 15. you buy when you visit unknown places
- 16. holiday
- 18. the Queen lives in a
- 19. makes bread

Down :

- 1. landing place for planes
- 2. noun from fly
- 4. travelling document when you go abroad
- 6. you your suitcases before travelling
- 7. you put it on the letter before pos-

- ting it
- 8. opposite of cheap
- 9. it is across the river
- 11. nice ! (to express surprise)
- 12. a notebook where you write entries about daily events
- 17. The River..... is in London

Supplementary activity

a-Imene visited the Tower of London and Saint Paul's Cathedral on Thursday. She took pictures of the sights and wrote the following description on the back of the pictures. Read the description and write her diary entries.



The Tower of London



Saint Paul's Cathedral

1- The Tower of London is one of the oldest sites in the city. It was built in the 11th century. People tell terrible stories about what happened in it during its bad history. Many people were killed in the tower and many more were jailed there.

2- Saint Paul's Cathedral was built in 1708. It is very tall and its dome is the second biggest in the world.

Write your entries here.

A large, light blue, rounded rectangular area designed for writing entries. It features a blue header bar at the top and a blue footer bar at the bottom, both with curled ends. The main body of the form is a light blue gradient, providing a space for writing.

Check your learning (1)

Do the activities of this mock test to check your own learning.

Part one : Reading Comprehension

Read the letter and do the activities below.

July 19, 2007

28, Baker Street
London WXZ

Dear family,

How're you all? Fine, I hope.

This 's my second day in London. I promised to write you as soon as possible. So here's my first letter.

When I arrived at Heathrow Airport, I went through customs. Then, I met the Martins. They're very cheerful people and I liked them right away. We took a taxi to their flat. It wasn 't far but there's a lot of traffic. When we arrived, the Martins introduced their three children to me: Andrew, 16, Jane 14 and Tina, 10.

After dinner, Mrs Martin said to me: " You look tired, Leila. " " I'm very tired indeed. " I said. "? " she said. " Yes, please. " I said. So, she took me to the girls' bedroom and showed me my bed and wardrobe. " I hope this's OK. " she said. This's fine, thank you. " I said. " Sleep well. " she said closing the door. " I will, good night. " I said.

Here's a photo of the Martins and their three children. They're really wonderful people.

In my next letter, I'll tell you more about London. Goodbye now.

I miss you.
Love,

Leila.

1-Which photo shows the Martins. Circle the right letter



a



b



c

2-Complete with information from the text.

.....wrote a letter to her.....She told them about her first day in.....She also told them about the.....family.

3- There is a missing sentence in the letter. What is it? Write the sentence here.

.....

4- There is a mistake in the layout of the letter. Find it and correct it here.

.....

Part two : Writing

1-Write Leila's notes on her first day in London.

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

2-You want to go on an excursion to Bardo Museum. You want your friend to go with you. Write him/her a small note to convince him/ her to go.
The following hints may help you.

Hints :

- learn many things about the history of Tunisia
- Have fun
- See new places
- Meet new friends

Start like this :

Hello.....,

Our school is organising an excursion to the Bardo Museum. I'm going with many friends

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Yours,

Part three: Listening Comprehension

-Listen to the conversation and answer the questions.

1-Who are the speakers ?

.....

2-Why is Leila calling ?

.....

3-Did she get what she wanted ?

.....

4-Who will call back ?

.....

Part four: Role play

Student A: You're Leila. Call your mother and tell her about the places you visited in London.

Student B: You're Leila's mother. Leila is calling you to tell you about the places she visited in London.

Ask her questions about the places and express surprise.

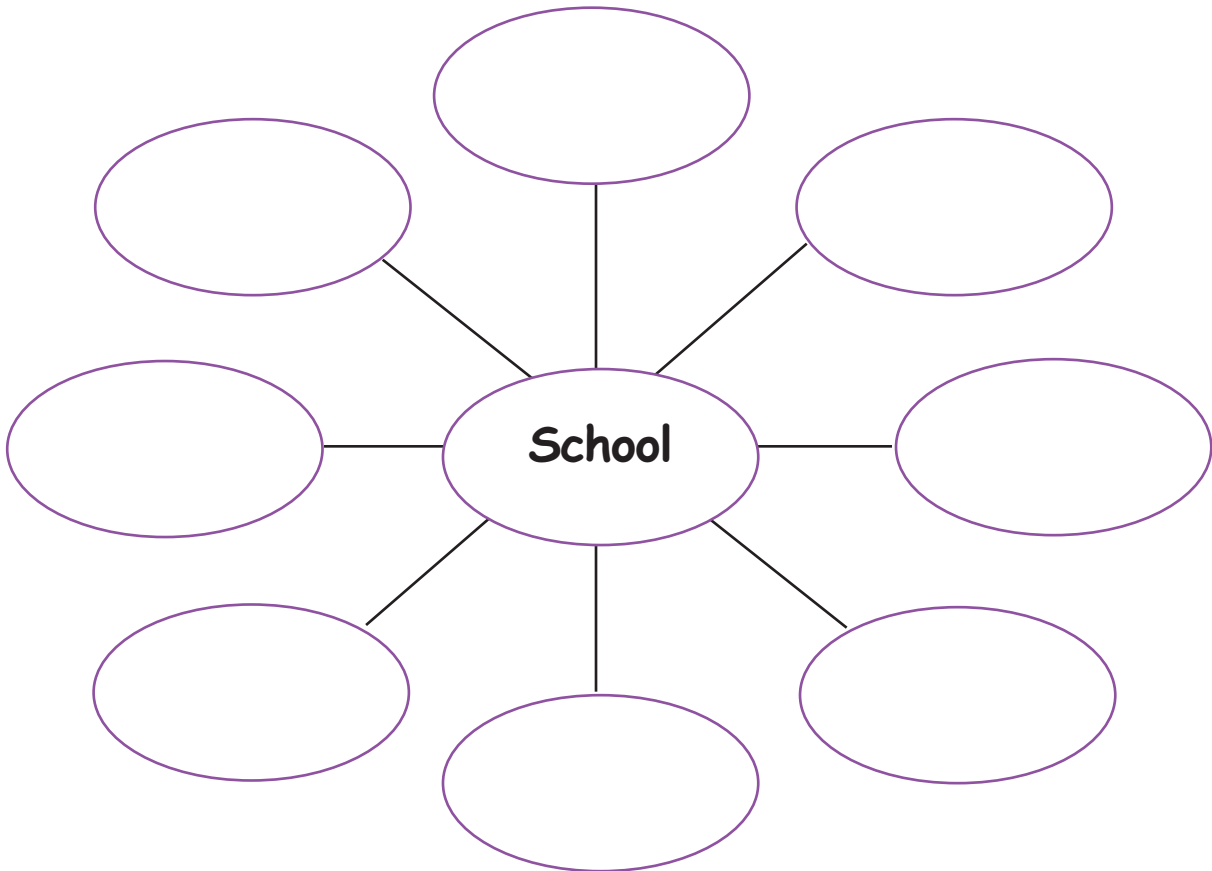
End of mock test one

MODULE 2

Review and introductory lesson
English secondary schools (1)

Activity 1

Complete the following spidergram with words related to " school "

**Activity 2**

Draw a plan of your school. Your drawing should show where the following areas are located :

The classrooms
The offices
The courtyard
The main entrance

The playground
The staff room (for teachers)
The school library
The gardens

Draw your plan here



Activity 3

Reading Comprehension

a-Complete the conversation Imene had with the headmaster.

- **Imene** :, Sir ?
- **Headmaster** : You're welcome anytime.
- **Imene** : Thank you very much, Sir.

b-What did Imene mean when she said :

" The deputy head teacher showed us round the school "?

Did she mean that...

he /she took them to the different parts of the school?

he/ she asked them to walk around the school?

the school was round ?

c-What does " there " refer to? (paragraph 2)

d-What did Imene do to collect information about English secondary



Language Study 1+2

Activity 4

Language practice

Look at the picture and write a sentence using "be going to + verb"



Prepare a cake



Set the table



Prepare fruit juice



Call a friend



Send an e-mail



Have dinner

Activity 5

Homework : Write 3 sentences and say what you are going to do on the weekend.

WRITING

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



Let's communicate

English secondary schools (2)

Activity 1

Look at the table below and complete the text.

Age Group	Tunisian Schools
5	Nursery school
From 6 to 12	Primary school
From 12 to 16	Preparatory school
From 16 to 19	Secondary school

At the age of five, Tunisian children go to schools. When they are they go to primary schools. Then, from the age of 12 to the age of, they go to schools. Secondary schools are for students aged 16 to



L.D. Step 1

Activity 2

Listening / Reading comprehension (part 1)

After talking to the deputy head teacher, Imene wrote the following report.

a-Read it carefully, then listen to the conversation and complete the report with the missing words.

Report 1

From the age of 11 to the age of English children go to secondary schools. 90% of English children go to state schools and only go to private schools.

State schools are but private schools are very Most English pupils must a uniform to school. They cannot wear jeans.



b- Listen to the conversation again and find the synonyms of the following:

- certainly not =
- must =

c- What strategy did Imene use to collect information this time ?



L.D. Step 2

Activity 3

Listening / Reading comprehension (part 2)

PAIR WORK

a-Complete the conversation

Conversation (part2)

- Imene: Do students come to school everyday?
- Deputy head teacher: In English schools, the week goes from Monday to Friday. There's no school on Saturdays and Sundays.
- Imene: When does school.....and when is it ?
- Deputy head teacher: School begins at 9 am and is over at 4 pm.
- Imene: So classes start at 9 am everyday.
- Deputy head teacher: Not exactly. Many schools begin the day with an assembly. Everyone in the school must attend this meeting. During assembly, the headmaster talks about important events in the school and the students sing hymns.
- Imene: Are there.....?
- Deputy head teacher: Yes, of course. There are two main breaks: One in the morning and the other at lunch time.
- Imene: How.....is the lunch break?
- Deputy head teacher: One hour.
- Imene: Thank you, Sir, for the information and for your time.
- Deputy head teacher: It's my pleasure. Good bye. Enjoy London!
- Imene: I will. Goodbye, Sir.

b-Listen to the recording and check your answers.

c-Find a synonym to...

- Assembly =
- Start =.....
- Speaks =.....
- Religious songs =.....
- Important =.....

d-Express differently.

- Everyone in the school must attend assembly
=> It is..... to attend assembly.
- Enjoy London!
=> Have a.....time in London!



English secondary schools(3)

Activity 1

Fill in YOUR weekly timetable using the subjects in the box

Arabic / French / English / Maths / Physics / Science /
Technology / Computer Science / Physical Education /
Religious Education / Civic Education / History / Geography

	Mon	Tues	Wed	Thurs	Fri	Sat
8 - 9						
9 - 10						
10 - 11						
11 - 12						
12 - 13						
13 - 14						
14 - 15						
15 - 16						
16 - 17						
17 - 18						

Activity 2

Make sentences like the following example

On Monday, I have English from to

-
-
-
-

Activity 3

Answer the following questions

- 1- How many subjects do you study? Are all of them compulsory?
- 2- When do you have breaks?
- 3- Do you feel tired at the end of the day?
- 4- Do you watch TV after school?



Steps 1+2+3

Activity 4

Listening Comprehension

Answer the following questions.



- 1- Did you make the right guess?
- 2- What was Chris trying to do?
- 3- Did he find any information?
- 4- What should Imene do?
- 5- Do you know how to surf the net?



L.D. Step 1

Activity 5

Reading Comprehension

GROUP WORK

Complete the paraphrased texts then present them to the class.

Text 1

All English pupils must study
and because they
are subjects. The
other subjects are
and each pupil can choose what
he/she wants to study.

Text 2

Extra-curricular activities are
activities you do
school In English
schools, these may include
drama and music.
Often, English pupils
plays and give musical presenta-
tions to the rest of the school.

Text 3

Games and sport are a subject in Britain. Matches..... schools or between classes are organised regularly.
 On sports day, many competitions are..... and parents come to their children.
 The sports day is a very important event in English schools.

Text 4

More and more schools in Britain are snacks and Some pupils prefer to a « packed lunch » or « cold » and eat it in the hall or outside.

Activity 6

Language Exercises

a- Complete the following sentences with the words / expressions in the box

has a reputation / optional / popular / performed

- Shakespeare.....for writing interesting plays.
- Football is a very.....game in Tunisia.
- Last year, our group wrote a play and it to the rest of the class.
- You are not obliged to come to the English club. It is

b- Write a sentence with each word / expression in the box above.

WRITING

-
 -
 -
 -



Step 2 Language study

Do you like school ?

Activity 1

Read the captions and complete the table

Verbs to describe feelings	Adjectives to describe people	Adjectives to describe things
.....
.....
.....

Activity 2

Reading Comprehension

- a- What strategy did Imene use to collect information?
- b- Read the e-mails and complete the table.

Sentences expressing positive views of school	Sentences expressing negative views of school
.....
.....
.....

Activity 3



GROUP WORK

- In groups of four :
- think of other reasons why you like or hate school.
 - add them to the lists in the table above.

1-I like school because...

-
-
-
-

2-I hate school because...

-
-
-
-



Activity 4

Write your e-mail to Imene.
Use the same structure of the e-mails Imene received.

Hi Imene !

.....

.....

.....

.....

.....

.....

.....

.....

Parents and education

Activity 1

Listening Comprehension



a- Answer the following questions

- Does Mary think that parents should be pushy?
- What does John think?
- How does each one of them justify his / her opinion?

b- Listen and identify the word that means 'if not'

c- Write a sentence using that word.

Eg. hurry up / miss the bus

.....



Activity 2

a- What do you think?

Tick the statements you agree with.

- 1- Parents should show interest in their children's education.
- 2- Parents should understand their children's learning problems.
- 3- Parents should not push their children to work harder and harder.
- 4- Children should not work hard if they do not want to.
- 5- Children are free to do what they want.
- 6- Children should do well at school.
- 7- Children should listen to their parents.
- 8- Parents should help their children.
- 9- Children should do their homework regularly.
- 10- Parents should discuss the learning problems with their children.

b-Match the statements you ticked with the proper justification in the list below.

A-Parents know better.

B-To get a good job in the future.

C-To succeed.

D-To take the right decisions.

E-Children do not know what is good for them.

F-Children do not know why they should work hard.

G-Parents care about their children.

H-Children have the right to decide about their future.

I-Children should not study just to satisfy their parents.

J-To please their parents.

1- Parents should show interest in their children's education.

2- Parents should understand their children's learning problems.

3- Parents should not push their children to work harder and harder.

4- Children should not work hard if they do not want to.

5- Children are free to do what they want.

6- Children should do well at school.

7- Children should listen to their parents.

8- Parents should help their children.

9- Children should do their homework regularly.

10- Parents should discuss the learning problems with their children.

Use 'because' to link statements and justifications .
Write sentences like this :

Children should listen to their parents because parents know better.

Check your learning (2)

Do the activities of this mock test to check your own learning.

Part one : Reading / Writing

Read the conversation and do the activities below.

Pamela wanted to write a report about her school in her school magazine. She interviewed 10 students. Here is one of the interviews:

Pamela: *Hi Bob! Can I ask you a few questions for the school magazine?*

Bob: *Certainly.*

Pamela: *Do you like school, Bob?*

Bob: *Of course, I do. I learn things at school to have a good job in the future. Besides all my friends are here, at school. We learn and play together. What I really don't like about school is the food they serve. It isn't good for you. This is why I often bring a packed lunch.'*

Pamela: *What do you think of your teachers ?*

Bob: *Some teachers are very cool. Take Mr Clark for example. He is very kind and listens to students when they have problems. However, Mr Ball's extremely strict and many students don't like his lessons.*

Pamela: *Do you sometimes help your friends with their homework ?*

Bob: *Well... not really. I prefer to work alone. I don't like to work with other people.*

Pamela: *Last question. Do you...?*

Bob: *Sorry Pam. I must go now. Bye.'*

Pamela: *Bye...*

1- Complete Pamela's report with information from the interview.

Bob thinks that school is very important for his He also likes to meet his at school. However, he thinks that the food is Bob prefers teachers who to their students' problems. He does not like.....teachers like Mr Ball. Bob does not likewith others and he does not others with their homework.

2-What strategy did Pamela use to collect information.

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

3-What do the words written in bold mean ?

Food means : **a**-something you eat. **b**-something you read.
 c-something you play with.
Alone means : **a**-with other people **b**-in groups
 c-with no people around.

Part Two: Writing

a-Write your friend an e-mail and tell him/ her about what you did at school today.

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b-Your file can serve to check your writing abilities.

Part Three: Speaking

Pair Work: Interview.

Student A: Write the questions you want to ask your partner about his/ her views about school. Then carry out the interview.

Student B: Answer your friend's questions

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Part Four: Listening Comprehension

Listen to the conversation, then answer the questions.

Questions

- 1-Who are the speakers?
.....
- 2-What are they talking about?
.....
- 3-Why is the school organising the show?
.....
- 4-Who is going to perform in the show? Name one group.
.....
- 5-Is the journalist going to attend the show?
.....

End of mock test two

MODULE 3

Review and introductory lesson
English secondary schools (1)

Activity 1

Listening Comprehension

a-Answer the following questions.



- 1-Who are the speakers?
- 2-What did Chris suggest?
- 3-Did Mrs Brown agree with him?
- 4-When will they have a party?
- 5-Why will they have a party?
- 6-Who is coming to the party?
- 7-Will Imene have a present?
- 8-What is the present?
- 9-How will she feel when she gets it?

b-Check your answers with your partner.



L.D. Step 2

Activity 2

PAIR WORK

Christine does not like writing invitations, she decided to call her friends instead.

WRITING

- a-Write the telephone conversation Christine had with her friend Ann.
- b-Enact the conversation.



Activity 3

a-Look at these items and select the ones you think Mrs Brown will buy for the party.



Bananas



Handbag



Table cloth



Hamburger



Sausages



Cheese



Cake



Potato chips



Soft drink



Chicken



Balloons



Napkins



Tomato sauce



Camera



Icecream



Carrot



Books



Eggs



Oranges



Fruit juice

WRITING

b-Write the shopping list.



Shopping List

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c-Listen to the conversation and check whether you guessed right.



The party is on

Activity 1

Do you like music ?

a- Tick the statements that apply to you.



- 1- I like all kinds of music.
- 2- I don't like loud music.
- 3- I find music exciting.
- 4- Music makes me relax. I always listen to music when I'm tired.
- 5- I often listen to music when I'm reviewing my lessons. It helps me concentrate better.
- 6- I hate Western music. I listen to Arabic music only.
- 7- I like to dance, and music makes me enjoy dancing even more.

b- Complete the sentence.

My favourite singer is.....



Let's get ready

Activity 2

What was Chris about to say ?

a- Write your answer below.

'Listen everybody', he said. '.....

b- Now listen to what Chris actually said and check your answer.

Activity 3

a- Tick the statements that apply to you.



- 1- What did John invite Imene to do?
- 2- Did she accept his invitation?
- 3- Where did John learn dancing?
- 4- What does Imene think of boys who dance?



Step 4

b- Find words that mean the following:

Words	Definitions
.....	a presentation
.....	to organise
.....	to attend
.....	dance lessons

c- Practise the conversation with a partner, then enact it.



Let's communicate

Having dinner with the Smiths

Activity 1

Guessing:

Why is Imene nervous?

Write your guesses below.

(begin your sentences with "perhaps" or " maybe".)



1-

2-

3-

4-

5-

Activity 2

a-Read the rest of the text and check your guesses.

Imene: English people have very strict table manners and I don't want to look stupid.

Chris: This is quite true. Here are the rules :

- Don't talk with your mouth full.
- Don't munch your food.
- Don't dip your bread in the sauce.
- Don't put your arms on the table.
- Don't stretch out to get salt and pepper. Ask someone to pass them to you.
- Eat your food with your fork upside down, even peas.

Imene: Stop Chris. This is too much. I can't go.

Chris: (Laughing) Come on Imene! Don't be chicken! Forget about the rules, enjoy your meal. These rules are for English people, not for foreigners.

Imene: I guess I don't have the choice. Let's go.





b-Answer the following questions.



- 1- What did Chris advise Imene to do?
- 2- Did Imene decide to go or not?
- 3- When he said : "Don't be chicken " Chris meant:
 - a-Don't look like a chicken.
 - b-Don't eat chicken.
 - c-Don't be afraid.

c-Look at the gestures your teacher makes and mime them.

- 1- Munch your food.
- 2- Stretch out to get the salt.
- 3- Put your arms on the table.



Step 2

Activity 3

Look at the pictures then think of the instructions parents can give to their kids :
- Things to do. - Things not to do.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 4

Read the text then draw the dinner table in the space below and indicate where everyone sat.

Mr Smith sat at the head of the table. Mrs Smith sat at the opposite end of the table. Ann sat next to her mother, Mrs Smith. Opposite to Ann sat Chris. Next to Chris sat John. Opposite to John sat Imene. Next to Imene sat Christine.

Draw here



Step 3

Activity 5



WRITING

Write the ending of the story here.

A series of horizontal dotted lines for writing.

Supplementary activity

Read the text then do the activities.

Mrs Smith prepared a salad for starters, roast lamb chops, roast potatoes, peas and carrots for the main course and an apple pie for dessert. When everyone finished eating, Mrs Smith asked Imene:

- " Did you like the food? "
- " It was delicious. Thank you so much," said Imene.
- " You're welcome, " said Mrs Smith.

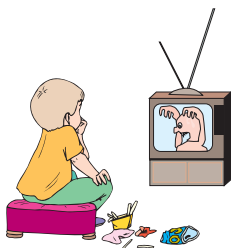
Then, everyone went to the living room, except Ann and Christine. They were busy clearing the dinner table. When they finished, they joined the other children in the living room.

- " What about a Monopoly game?", suggested John
- " Good idea! " said Christine.

So the children sat round the monopoly board and started playing. Mr Smith watched the news on TV and chatted with his wife.

a-Label the pictures

watching TV — apple pie — monopoly board —
clearing the table — lamb chops — salad



b-Fill in the table with sentences from the text having these functions.

Functions	Statements
Expressing appreciation
Thanking
Making suggestion
Accepting a suggesting

Supplementary activity

a-Review your prepositions :

Use the prepositions in the box to complete the following statements

about — at — by — in — into — of — on — over — round
Since — through — under — until — with — without

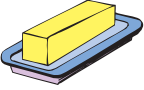
- 1- I'm afraid dogs.
- 2- She was angry me.
- 3- Are you good English?
- 4- We're not interested football.
- 5- This book is surfing.
- 6- I can't get the film the camera.
- 7- The moon travels the Earth.
- 8- In tennis, you hit the ball the net.
- 9- Is that painting Picasso?
- 10- Don't stand a tree in a thunder storm.
- 11- They got into the house the window.
- 12- She's not here today, she's holiday.
- 13- I haven't seen him Monday.
- 14- You can't leave the restaurant paying.
- 15- I couldn't sleep so I read my book 1 o' clock.

b-Review your vocabulary :

Complete the crosswords

Down

1



2



3



5



7



10



11



13



14



Across

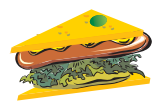
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6



7



8



9



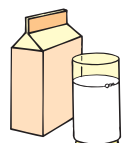
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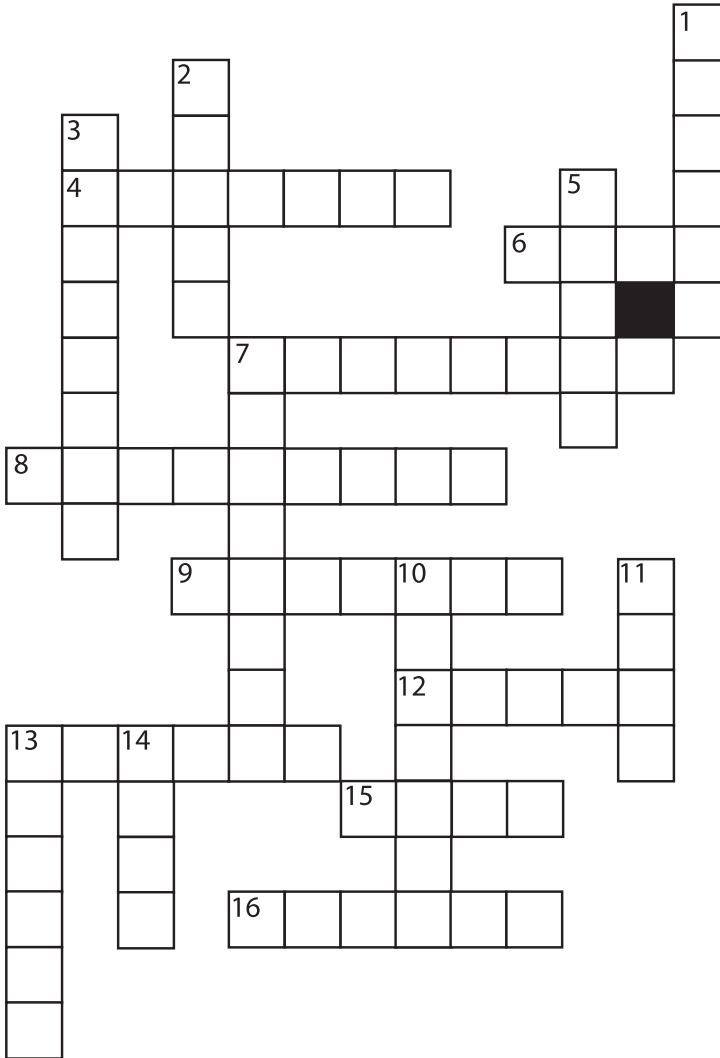
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15



16



Sporting activities

Activity 1

Complete the captions with the words / expressions in the list.

swimming - cycling - playing soccer -
playing tennis - boxing - jogging

Bob likes.....



The girl is good at.....



Mary loves.....



Peter enjoys.....



.....is Steve's favourite sport.



.....is Fred's favourite exercise.



L.G.R. Steps 1+2+3

Activity 2

Listening Comprehension

— Answer the following question

" Do you take enough exercise ? "

— Justify your answer.



L.D. Step 1

Activity 3

Listening / Reading Comprehension

a-Tick the correct alternative.



David and the journalist talked about:

- 1-the benefits of sport.
- 2-how to succeed in your job.
- 3-the Olympic Games.

b-Find the two expressions that show agreement.

.....

.....

c-Let's practise using these expressions.

- Complete the mini-dialogues with one of the expressions in 'b'.
- Practise saying them with your partner.

1. - When you succeed, you feel good.

-

2. - When you work hard, you succeed.

-

3. - When you practise sport, you become fitter.

-

4. - Winning isn't everything.

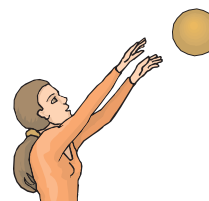
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5. -Practising sport is a lot of fun.

-

6. - When you play games, you make new friends.

-



d-Find an expression showing disagreement

-.....

**e-Complete the mini-dialogues using the expression in 'd'
Practise saying them with your partner.**

1. - When you play a game, you always want to win.

-.....

2. - You win because you're lucky.

-.....

3. - When you practise sport, you don't have the time to study.

-.....

4. - Winning is what matters.

-.....

5. - Winning is everything.

-.....

6. - You practise sport to become famous.

-.....



Activity 4

**a-Find the Arabic expression that corresponds to
" A sound mind in a sound body "**

b-Paraphrase the expression in 'a'

.....
.....



What do you do in your spare time ?

Activity 1 What's the weather like ?

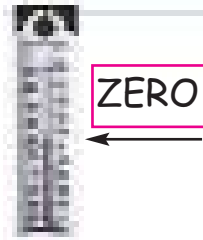
- a-It's warm and sunny
- b-It's cold and rainy
- c-It's windy.
- d-It's cloudy.
- e-It's very hot.
- f-It's freezing cold.



1



2



3



4



5



6



Activity 2 Reading Comprehension

a-Complete the table with information from the reading texts



People	Activities
Chris
Eliza
Craig
Rita

b-Answer the following questions



- 1-Who is the most active person?
- 2-Does Chris have enough spare time? Why? Why not?
- 3-Why doesn't Craig like to stay at home?
- 4-Do you have enough spare time?



L.D. Step 2

Activity 3

Use the information in the table to write sentences like the example.

People	Activities
The Browns	Tunisia
The Smiths	England
The Greens	Egypt
The Babers	Greece

Example :

The Browns spend their holidays in Tunisia.

- 1-.....
- 2-.....
- 3-.....



Step 3

Activity 4

Fill in the blanks with the simple past tense or past progressive tense of the bracketed verbs

Yesterday, I (go) shopping with my mum. When I (return) home, I (be) very tired. So, I (sit) in the living room and (watch) TV. While I (watch) TV, my brother (play) with his toys. Suddenly, we (hear) a terrible noise. " What (be) that? " I (ask) myself. Then, my brother and I (jump) to our feet and (run) outside. There (be) a car accident. People (come) from everywhere to see what (happen) Fortunately, no one (be) hurt.



Step 4

Supplementary activity

a-Find the two lists of words.

b-Write the words under the corresponding pictures.

a	c	y	c	l	e	l	g	s	o	f	a	e
x	j	o	g	l	r	e	c	l	i	n	e	r
o	f	a	r	m	c	h	a	i	r	b	u	n
c	o	o	k	e	r	i	r	b	u	r	u	n
k	e	s	k	i	m	d	c	h	a	i	r	f
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s	h	e	l	v	e	s	f	r	i	d	g	e



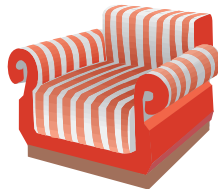








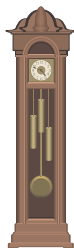


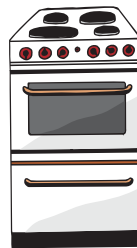
















Check your learning (3)

Do the activities of this mock test to check your own learning.

Part one: Reading /writing

Read the text, answer the questions and do the activities.

I am Cindy Walsh. I am 16 and I live in Manchester. I have many friends but Julia is definitely my favourite. We go to the same school and spend our spare time together.

Last Saturday, the weather was sunny and warm. So, I called Julia and asked her to meet me in the park near her house. A few minutes later, Julia arrived and we went to an ice cream shop and bought two ice creams. Then, we sat on a bench to enjoy the sun and lick our ice creams.

As we were sitting, we saw two young boys riding their bikes. They were cycling very fast. They were getting closer and closer to us. Then, suddenly one of them turned to the left and hit a tree...

1. Fill the table with the right information.

Name	age	Town where she lives	Favourite friend
Cindy Walsh

2. What did Cindy and Julia do in the park?

.....

3. How many boys were cycling?

.....

4. What happened to one of them?

.....

Writing:

The story is incomplete. Write a good ending to it.

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

Part Two: Speaking

1-Role Play :

Student A : You are Cindy (girls) /Kevin (boys). Call your friend Julia (girls)/ Steve (boys) and arrange to meet him/ her at the park.

Student B : You are Julia / Steve. Answer the phone. Tell your friend that you cannot.

2-Give a 3-minute presentation about 'fair play' in games.

Take a few minutes to think about what you want to say. Remember what David Beckham said in the interview (lesson4). Write your presentation then give it to your class.

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

Part Three: Writing

Do one of the following tasks.

a-You are having a salad, couscous and bananas for lunch. Write a shopping list.

b-You are having a birthday party for your younger sister/ brother. Write an invitation card to one of your friends.

.....

.....

.....

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Part Four: Listening

Listen to the conversation and answer the questions.

Questions

1-Who made the telephone call?

.....

2-Who answered the phone?

.....

3-What did Nancy want Mary to do?

.....

4-What's the name of the film they are going to watch?

.....

5-When are they going to meet?

.....

6-Where are they going to meet?

.....

7-What did Nancy say to ask Mary what she wanted?

.....

End of mock test 3

MODULE 4

Review and introductory lesson Planning Easter holidays

Activity 1

Write the conversation that will take place in the situation assigned to your group here.

.....

.....

.....

.....

Activity 2

Listening Comprehension



L.D. Step 1

- a-The speakers are talking about
- b-Look at the map of the United Kingdom and identify the places you heard in the conversation.



c-Answer the following questions :

1-Where will the Browns go for Easter?

2-Why won't they go to Cardiff?

3-Why won't they go to Belfast?

4-How long is their holiday?

5-How do the Browns make their decisions? What do you think of it?

d-Pick out statements expressing agreement.

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

Activity 3

Look at the map and complete this table with information about the United Kingdom.

Country	Capital	Geographic location
England	London	South of the British Isles
.....	.....	West of England
Scotland	.....	.....
.....	.....	North West of Wales

Activity 4

Write 2 lines about each country. Follow the example.

Example : England is the country in the south of the British Isles.
The capital city of England is London.

1-
.....
2-
.....
3-
.....



Activity 5

Language practice : The questions with 'How'

a- Answer the following questions.

1- How many countries are there in the United Kingdom ?

2- How long is the English lesson ?

3- How far is the nearest hotel ?

4- How often do you eat couscous ?

5- How much do you eat at breakfast ?

6- How much is a loaf of bread ?

b- Make your own questions.

1- You want to know the price of a pair of shoes :

2- You want to know the distance from school to the bank :

3- You want to know the time it takes to go to the next town :

4- You want to know how many times a week your friend practises sport :

5- You want to know the quantity of rain that falls in England :

Activity 6

Pronunciation : Practise saying the following words.

England

Wales

The United Kingdom

London

Belfast

Scotland

Northern Ireland

Britain

Cardiff

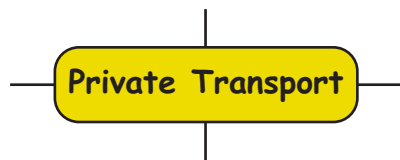
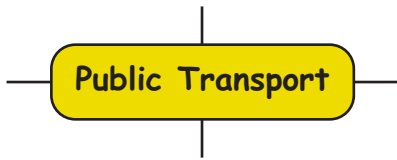
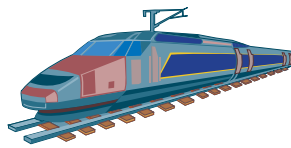
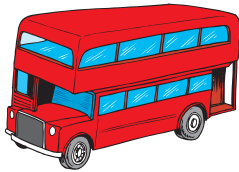
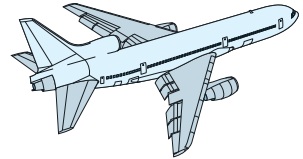
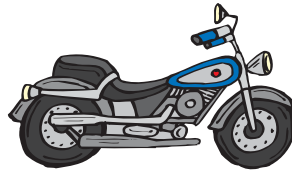
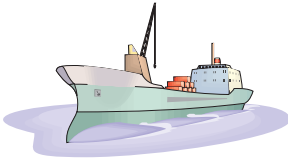
Edinburgh

Transport

Activity 1

Use the words in the box to complete the spidergrams below.

Coach - car - bus - bicycle - train - plane - taxi - ship - motorbike



Activity 2

Reading Comprehension

1- Answer your questions of step one (a) here.

.....

.....

.....

.....

2- Answer your questions of step one (b) here.

.....

.....

.....

3- Read the texts again and complete the chart.

Means of transport	Advantages	Disadvantages
Car		
Bus/ train		
Bicycle		

4-The words in column A are underlined in the texts. Match each word with its definition.

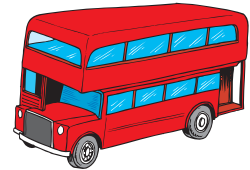
A	B
1-traffic jam	a-feeling angry.
2-rush hour	b-travel to different places.
3-ages	c-a line of people waiting for something (eg: in a shop, at the bus station.)
4-underground	d-the time of day when there are many cars on the road.
5-queue	e-a long time.
6-annoyed	f-a line of cars/ buses waiting behind something blocking the road.
7-get around	g-a train that travels under the ground.
1==>..... 2==>..... 3==>..... 4==>..... 5==>..... 6==>..... 7==>.....	

Activity 3

Complete the following text with the words in the box

over - or - depends - off - by - fantastic - got
for - tickets - idea - to sit - on - around

The best way to get around London is to go
doubledecker bus. To find your way.....you
can get a bus map, free from underground.....
bus stations. You can also get special.....
which allow you to travel free on both underground
and bus a day. If you haven't
.....one of these tickets, you have to tell the
driver when you get the bus where
you want to go. This is because the price of the tic-
ket.....on the distance you travel. It's
also a good when you get on the bus, to
ask someone to tell you when to get..... The
best place is on the top deck of the
bus. There you can see walls and bridges
and get a view of the city.



Visiting London ?



18 MAP STREET GUIDE



Activity 4

a-Take a word from Column A and another from column B to make a compound noun. Write the answer in column C. There are many alternatives.

A	B	C
Train <input checked="" type="checkbox"/>	holidays	Train station
Cartoon	game	.....
English	team	.....
Lunch	ball	.....
Volley	break	.....
Rugby	teacher	.....
Computer	number	.....
Summer	star	.....
Telephone	car	.....
Police	station <input checked="" type="checkbox"/>

b-Make compound nouns.

What do you call.....

- 1-the place where buses stop?
- 2-a book where you do your activities?
- 3-a conversation on the phone?
- 4-a room where you sleep?
- 5-a boy who goes to school?

c-Think of other compound nouns and add them to the list.

Activity 5

1-Listen to the words and put them in the right column.
2-Practise saying them.

Journeys - shops - benefits - jams - ages - cars - books - thousands - tickets - cities - millions - buses - trains - taxis - ships

/S/	/Z/	/IZ/
.....
.....
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.....

Accommodation

Activity 1

Use the information you read in your Student's Book to complete the table.

Types of accommodation	Prices
5-star hotels
3-star hotels
Hostels
Bed and Breakfast
Inns



Let's discover

Activity 2

Listening comprehension

a- Where will the Browns stay?

.....

b- When the receptionist received Mrs Brown's call, he filled in a booking form. What did he write? Complete the form.

Booking Form
Date :
Name :
Accommodation requested :
Check in time :
Check out time :
Other :

c- How much will the Browns pay for their accommodation ?

.....

d- Find words/ expressions which mean :

- Arrive at the hotel.
- Leave the hotel.

e- What did the receptionist say when he first answered the phone?

.....



Activity 2 Language practice

a- Relative pronouns and adverbs :

Combine the sentences using the proper relative pronoun or adverb (who/ which/ when/ where)

1- The train is leaving the station now. The train is very fast.

.....

2- The hotel is near the town centre. They are staying at that hotel.

.....

3- The man is my uncle. He is tall and thin.

.....

4- They took the pictures last summer. They were in Jerba last summer.

.....

b- Complete the sentences

1- The students who will be punished.

2- Please tell me the time when come.

3- Show me the place where

4- This is the shop which



Compound adjectives

	
<p>You can't drive this way. It's a one-way street.</p>	<p>You can drive this way. It's a two-way street.</p>

c- Use compound adjectives to replace the following statements.
Look at the example.

This car has 2 seats
⇒ This is a 2-seat car.

You can park only for 10 minutes.
⇒ It's a 10-minute parking.



1- This house has 6 rooms.

2- This building has 20 flats.

3- This bag weighs 50 kilos

4- She participated in a marathon of 20 kilometres.

5- He found a note of £50.

Pronunciation

Circle the stressed syllable in the following words

Receptionist - accommodation - hotel - hostel
Bed and Breakfast - luxurious - moderate - popular

Activity 4

Write the conversation with the receptionist here.

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Getting ready for the trip

Activity 1

Use the information in the table to ask and answer the questions.

Student A : Ask the questions

Student B : Answer your partner's questions

PAIR WORK

Example:

A: 'How much is the single bus fare to Heathrow?'

B: 'It's free.'

Means of transport	Fares	
	single	return
Taxi	£10	£15
Tube	75 P	£1.50
Bus	Free	Free



L.D. Step 1

Activity 2

Reading / Listening

a- The missing words are :

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

b- Listen to the conversation and check your guesses.

c- Answer the following questions.

- 1- How much money did Mr Brown draw?
- 2- What is he going to do with the money?

d-Find expressions meaning:

- 1- ' Can I help you?'
 2- ' Will be OK. '



Activity 3

a-Match the words /expressions in bold with their definitions.

Mr Smith needed money. So he went to the bank. He told the employee that he wanted to (1) **cash a cheque** for £50. The employee checked Mr Smith's (2) **bank account**. There was no money in it. Mr Smith asked the employee for (3) **a loan**. He wanted (4) **to borrow** £50 from the bank. The bank employee talked to the manager. Then he told Mr Smith that the bank will (5) **lend** him the money. Mr Smith was happy because he really needed the money. He wanted to (6) **spend** it on medicine for his sick wife.

Expressions	Definitions
1-	a-arrangement with a bank to put in or draw money.
2-	b-to give something to someone that he/she will return later.
3-	c-to use something that is not yours and that you must give back.
4-	d-money you borrow from a bank.
5-	e-exchange a cheque against cash.
6-	f-use money to buy something.

b-Answer the following questions



- Where do you get the money you spend?
- Do you sometimes borrow money from friends?
- Who lends you money when you need it?
- How do you spend your pocket money?
- Do you have a bank account? Do your parents have one?

Activity 4 Listening comprehension

Answer the questions.



- a-Where does the conversation take place?
- b-What means of transport are the Browns going to take to Edinburgh?
- c-How much is one return-ticket from London to Edinburgh?
- d-When will the Browns leave London?
- e-When will they arrive in Edinburgh?

Activity 5

PAIR WORK

Work with your partner to find the answers to the questions below.

London	Reading		Swindon		Cambridge		Nottingham		Edinburgh
Departure	Arrival	Departure	Arrival	Departure	Arrival	Departure	Arrival	Departure	Arrival
5.00	5.35	5.40	7.30	7.35	9.00	9.05	10.15	10.20	13.30
9.00	9.35	9.40	11.30	11.35	13.00	13.05	14.15	14.20	17.30
13.00	13.35	13.40	15.30	15.35	17.00	17.05	18.15	18.20	21.30

Situation 1:

You are in London. It is 10 a.m.. You want to go to Reading.

a- Which train can you take to get to Reading?

b- When will you get there?

Situation 2:

You are in Swindon. It is midday. You want to go to Nottingham.

a- When can you leave for Nottingham?

b- When will you get there?

Situation 3:

You are in Reading. It is 7 a.m.. You want to go to Swindon.

a- Which train can you take to get to Swindon?

b- When will you get there?

Situation 4:

You are in Cambridge. It is 6 p.m. You want to go to Nottingham.

a- Which train can you take to get there?

b- When will you arrive in Nottingham?

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Shopping in Edinburgh

Activity 1

PAIR WORK

Practise asking the questions.

Student A : Your partner has a garment. Ask him/ her the proper questions to find out what it is, its size, its colour and its price.

Complete the card below with the missing information.

CARD A

Garment

Size :

Colour :

Price :

CARD B

Garment

Size : 6

Colour : red

Price : £25

Student B : Answer your partner's questions using the information in your card.



Let's discover

Activity 2

Listening comprehension : Part 1

a- Answer the following questions

1- What did Mrs Brown buy?

.....

2- What was it made of?

.....

3- What was it like?

.....

4- Why did she go to the fitting room?

.....

b- Listen and complete the second part of the conversation.

Shop Assistant: How was it?

Mrs Brown: It's a little too.....

Shop Assistant: Whatare you?

Mrs Brown: 32.5

Shop Assistant: Here it is, Madam. This one is thesize.

Mrs Brown: How much is it?

Shop Assistant: £30

Mrs Brown: That's fine. Here's the money.

Shop Assistant: Thank you. I'll.....for you. Here
you are. Thank you for.....us. Goodbye.

Mrs Brown: Thank you. Goodbye.

c- Complete the sentences with information from the conversation.

1- Mrs Brown's size is a little.....than the size of the shirt.

2- The shirt she bought cost.....

3- The shop assistant.....the shirt before giving it to
Mrs Brown



L.D. Step 3

Activity 3

Use one word from column A and another from column B to make compound nouns. Write the answers in column C

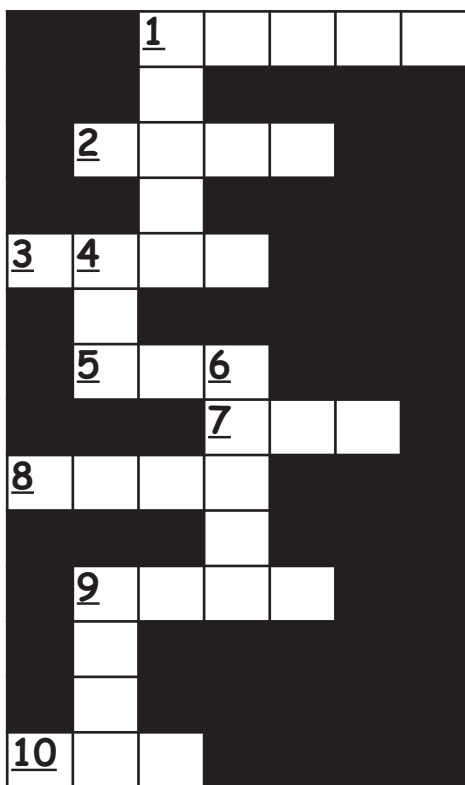
A	B	C
Living	match	.....
Washing	competition	.....
Reading	machine	.....
Listening	text	.....
bathing	room	.....
Boxing	clothes	.....
drawing	script	.....



Let's communicate

Supplementary activity

Check your questions and question words?



Across:

1. to ask about place
2. to ask about duration (how.....)
3. to ask about time
5. to ask about persons
7. how.....(for distance)
8. to ask about things
9. how.....(for number)
10. to ask about the reason

Down:

1. to ask about possessive
4. to ask about manner
6. how.....(for frequency)
9. how.....(for quantity or price)

Check your learning (4)

Do the activities of this mock test to check your own learning.

Part one: Listening comprehension

A-Listen to the conversations and find out where they are taking place.

Conversation 1:

Conversation 2:

Conversation 3:

B-Listen to the telephone conversation and fill in the registration form below.

Regent Hotel Registration Form

Name:

Accommodation requested:

Check in time:

Check out time:

Price:

Other:

Part Two: Speaking: Role play

Student 1: You are the ticket agent at the bus station in London. A passenger wants to buy tickets. Help him/ her.

Student 1: You are in a bus station in London. You want to buy 2 single tickets to Oxford. Talk to the ticket agent.

Part Three: Reading comprehension

A-Read the e-mail and answer the questions below.

Hi Sami! How are you? Fine, I hope.

In your last e-mail you said that you were planning to visit London but you didn't know where to stay. You also said that you didn't want to spend a lot of money on accommodation. I suggest that you stay at a bed and breakfast place. The price is fairly cheap (about £10 the night). I can arrange that if you like it. Please let me know if it's OK with you.

Yours.
John.

1. Who's the writer of the e-mail?
 2. Who's the receiver of the e-mail?
 3. What is the topic of the e-mail?
 4. What did John suggest?
 5. Why did John suggest that type of accommodation?
-

B-Read the text:

- identify the topic
- identify the various means of transport mentioned.

When I visited London last year, I used taxis to go around for the first couple of days. I quickly found out that they were too expensive. Besides, it was difficult to find one at rush hours. Then, I used London buses. They were cheap and slow. I enjoyed sitting on the top deck and watching the places we went through. However, the best means of transport is definitely the underground. It is cheap and fast.

- the topic:
- the means of transport mentioned:

Part Four: Writing

Complete the following conversation with the proper questions

Shop assistant: Hello!.....?

Customer: Yes, please. I'd like to buy a tee-shirt.

Shop assistant:, Sir?

Customer: The one over there.

Shop assistant:, Sir?

Customer: Size 32, please.

Shop assistant:, Sir?

Customer: Blue.

Shop assistant: What about this one?

Customer: This is fine

Shop assistant: £15 only.

Customer: That's good. I'll take it. Here's the money. Bye.

Shop assistant: Thank you, sir. Bye.

End of mock test4

MODULES

Review and introductory lesson
Relationships

Activity 1

Answer the following questions

- a-1. Who do you get on well with?
- 2. Who do you fight with?
- b- Who keeps you company?
- c- What do you share with your brothers and sisters?
- d- Who do you turn to when you are unhappy?
- e-1. Are you cruel with animals?
- 2. What do you think of people who are cruel with animals?
- f- Do you sometimes feel guilty?



Let's discover

Activity 2

Reading comprehension
Answer the questions.

1- What's the common theme to these texts?

.....

2- Which expressions match those written in bold letters in the texts?

Expressions in bold	What they mean
.....	To be unkind
.....	To go to someone who can cheer you up
.....	To make new friends
.....	To count on someone
.....	To have a good relationship with someone
.....	To feel unhappy because one did something wrong
.....	To continue for some time
.....	To do or have something with someone
.....	To have a bad character
.....	To have problems
.....	Not nervous
.....	To be with someone

Activity 3

a- Answer the following questionnaire about your relationship with people and pets. Tick the right box.

Questions	Yes	No
1. Do you have many friends?		
2. Do you get on well with your friends?		
3. Do you turn to your friend when you need help?		
4. Do you like to share things with other people?		
5. Do you help your friends when they need you?		
6. Do you sometimes fight with your friends?		
7. Do you feel guilty when you lose a friend?		
8. Do your friendships last long?		
9. Can your brothers and sisters be your friends?		
10. Can your parents be your friends too?		
11. Do you sometimes feel lonely?		
12. Do you have a pet?		

b-Compare your answers with those of your partner.
Spot the differences.

c-Make sentences like this:
'I turn to my friends when I have problems, but my partner doesn't.'

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



Friends

Activity 1



a- What kind of person are you?

Select the corresponding number, then start your sentences like this:

☺ ☺ I'm very

☺ I'm quite

☹ I'm rather/ a bit.....

	Criterion 3= very 2= quite 1= a little bit 0= neither this nor that							
Sensible	3	2	1	0	1	2	3	Crazy
Hard-working	3	2	1	0	1	2	3	Lazy
Considerate	3	2	1	0	1	2	3	Thoughtless
Friendly	3	2	1	0	1	2	3	Cold
Generous	3	2	1	0	1	2	3	Selfish
Cheerful	3	2	1	0	1	2	3	Moody
Relaxed	3	2	1	0	1	2	3	Nervous
Outgoing	3	2	1	0	1	2	3	Shy
Polite	3	2	1	0	1	2	3	Rude
Calm	3	2	1	0	1	2	3	Quick-tempered
Responsible	3	2	1	0	1	2	3	Irresponsible

.....

.....

.....

.....

.....

- b- - Share what you wrote with a partner.
- Ask him/ her what he/ she thinks.

Activity 2

Think of people you know who have any of the features mentioned before and write their names against the corresponding features in the lists above.

Positive features	Negative features
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



Activity 3

1-Listening comprehension

a-Listen to the descriptions and tick the appropriate box.



Listen for the adjectives

TIME FOR A SONG



Listen and enjoy the following song.

Because You Loved Me (Celine Dion)

*For all those times you stood by me
For all the truth that you made me see
For all the joy you brought to my life
For all the wrong that you made right
For every dream you made come true
For all the love I found in you
I'll be forever thankful baby
You're the one who held me up
Never let me fall
You're the one who saw me through through it all*

*You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me*

*You gave me wings and made me fly
You touched my hand I could touch the sky
I lost my faith, you gave it back to me
You said no star was out of reach
You stood by me and I stood tall
I had your love I had it all
I'm grateful for each day you gave me
Maybe I don't know that much
But I know this much is true
I was blessed because I was loved by you*

TIME FOR A SONG



Listen and enjoy the following song.

*You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me*

*You were always there for me
The tender wind that carried me
A light in the dark shining your love into my life
You've been my inspiration
Through the lies you were the truth
My world is a better place because of you*

*You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me*

Features	Louise	Nat	Theresa's mum	Jean
lazy				
kind				
lively				
Easy-going				
angry				
moody				
confident				
polite				
active				
helpful				
jealous				
cheerful				
understanding				
generous				

b-Find words /expressions which mean :

- 1-important / close :.....
- 2-help :.....

c-Find pairs of opposites in the list of adjectives in the table above.

- 1-Active \neq lazy
- 2-Angry =
- 3-Generous =

Activity 4

Write the description of your best friend here.

.....

.....

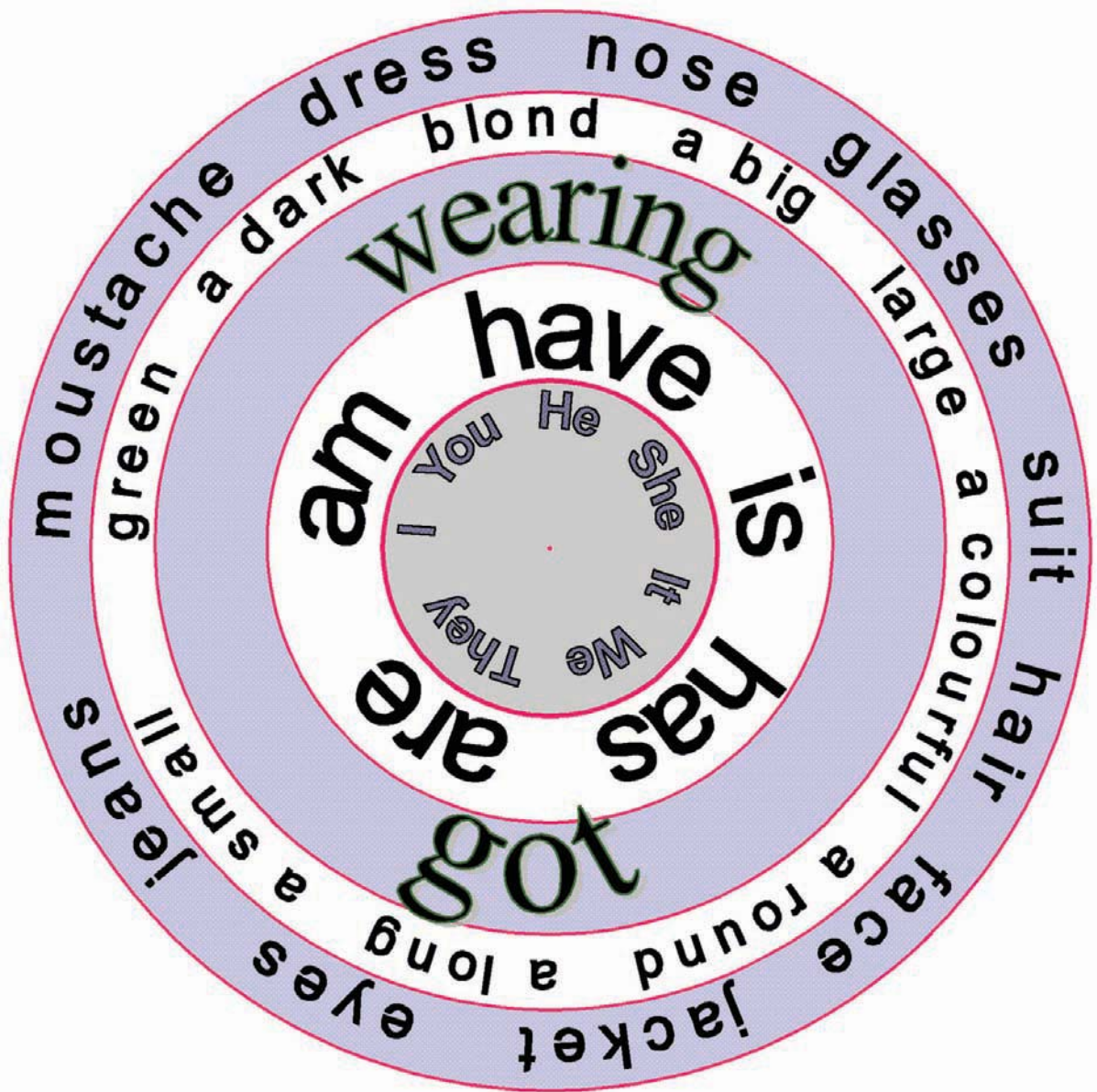
.....

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Activity 5

- Collect pictures of 3 famous people .
- Stick the pictures in the space provided.
- Use the sentence wheel and the language you have learnt to give a full description of them.



picture

Description

picture

Description

picture

Description

Family relationships

Activity 1

- How would you feel in these situations?
- Use the following adjectives to answer the question.

scared - lonely - happy - angry - jealous - proud

- You are alone at home for six hours.
I feel.....
- Your favourite team wins the football match.
I feel.....
- You are walking in the street, the lights go off and a big animal attacks you.
I feel.....
- Your parents buy your little brother everything he wants, but they don't do the same to you.
I feel.....
- You get nice presents on your birthday.
I feel.....



Let's discover

Activity 2

Reading comprehension

a- Answer the following questions.



- 1- How's Catherine feeling?
- 2- Why does she feel so?

b-Tick the statements you agree with.

- I think that Sam is a bad boy.
- I think that Catherine's parents are unfair.
- I think that Catherine is jealous of her brother.
- I think that Catherine's parents were right when they punished her.



c-Answer the questions.

- 1-Who hurt Sam?
- 2-Do you sometimes hurt yourself?

Language study

a-Look at the answers to the 2 previous questions :

Who is the object of the action?

b-Complete the rule.

We use reflexive pronouns (myself, yourself...) when the.....
.....

c-Complete the table

Personal pronouns	Reflexive pronouns
I	myself
You
He
She
It
We
You
They

d-Go to Student's Book and check your answer.

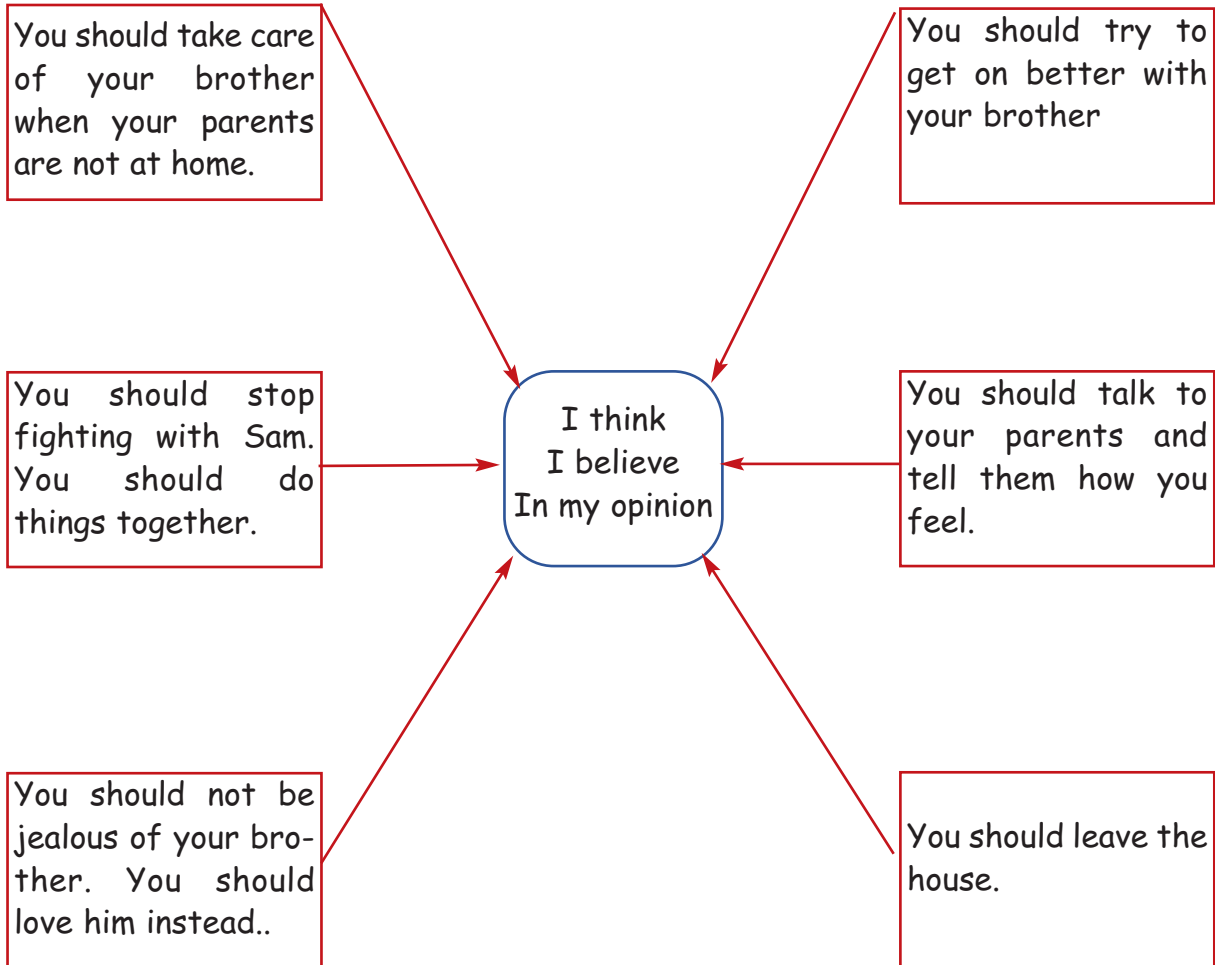


e-Complete the statements with the correct reflexive pronoun.

- 1- She looked at in the mirror before leaving the house.
- 2- I always do my homework by.....
- 3- Dad likes to fix things
- 4- -'Dad please buy me a pair of shoes'
-'You should buy them..... I'm too busy.'
- 5- Mrs Brown does the shopping.....
- 6- The bird builds the nest
- 7- My brother and I make our beds
- 8- The teacher advised the pupils to do the homework by

Activity 3

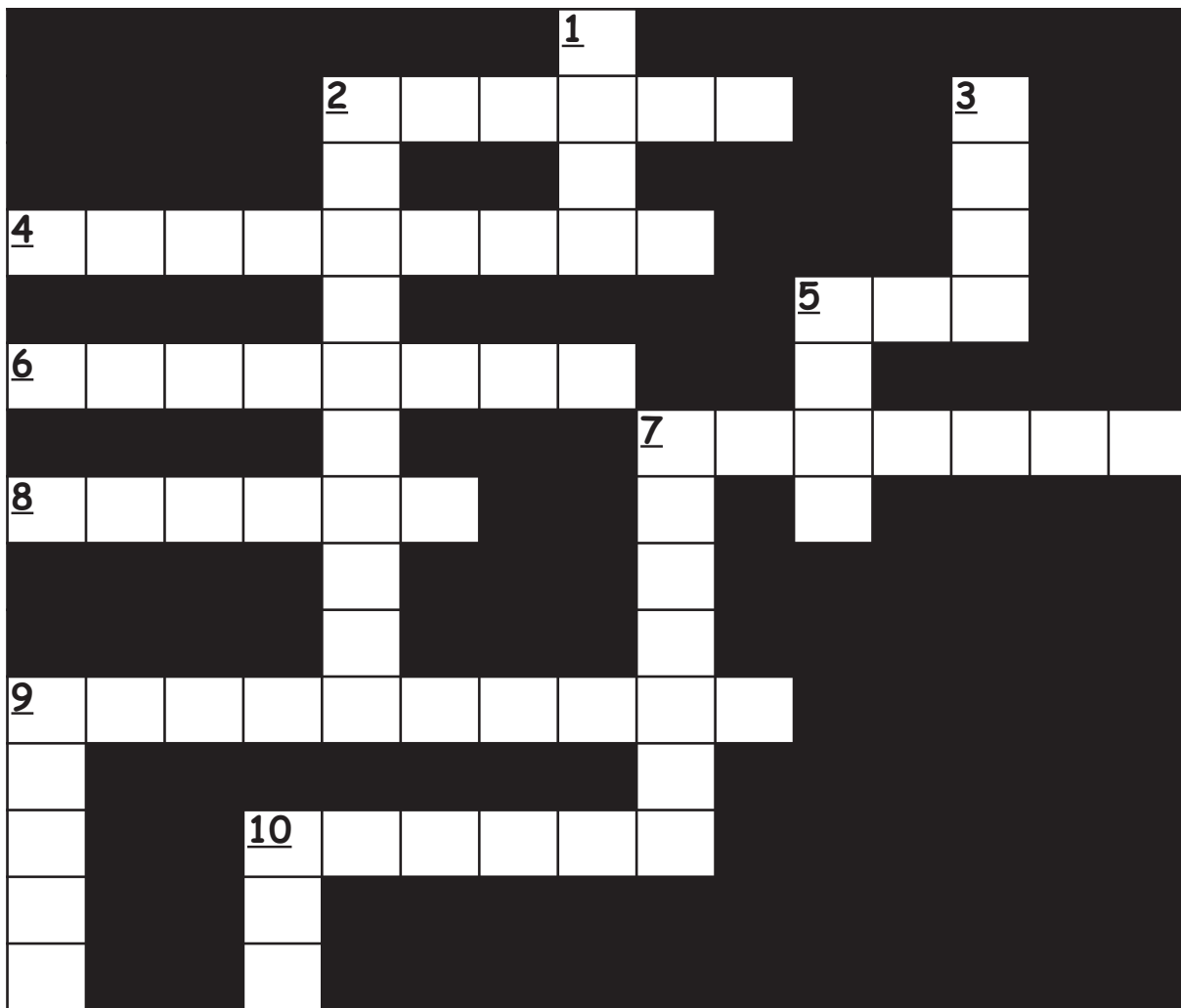
a- Before writing the letter, choose a piece of advice from the list below.



- b-1. Write the advice to Catherine (what she should do)
2. Add a sentence or two to explain why you think she should do that.
 3. Remember the layout of informal letters(see **Module1 -Lesson5**)

Supplementary activity

Review your possessive and reflexive pronouns.



Across:

- 2.possessive pronoun for 'they'
- 4.reflexive pronoun for 'we'
- 5.possessive pronoun for 'he'
- 6.reflexive pronoun for 'you' (singular)
- 7.reflexive pronoun for 'she'
- 8.reflexive pronoun for 'I'
- 9.reflexive pronoun for 'you' (plural)
- 10.reflexive pronoun for 'it'

Down:

1. possessive pronoun for 'I'
2. reflexive pronoun for 'they'
3. possessive pronoun for 'we'
5. possessive pronoun for 'she'
7. reflexive pronoun for 'he'
9. possessive pronoun for 'you'
- 10.possessive pronoun for 'it'

Save our planet

Activity 1

a- Write your answers to step 1 here.
 b- Guess the other possessive pronouns and complete the table.

Words	References
mine
.....
his
hers
.....
ours
.....
.....

c-Go to Student's Book and check your answers.



d-Questions with 'whose'

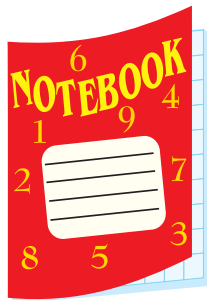


Student A : Look at the pictures below and ask questions with 'whose'.
Student B : Answer your partner's questions using a possessive pronoun.

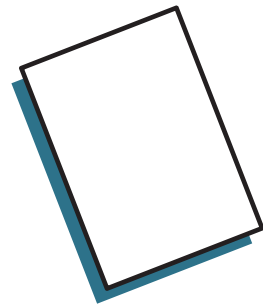
Example:
 Student A: Whose CD is this?
 Student B: It's mine.



cassette



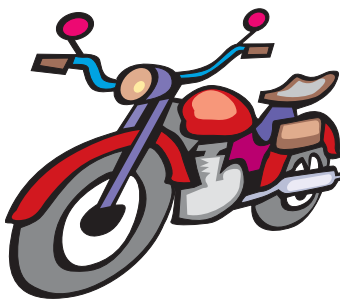
notebook



paper



teddy bear



motorbike



pencils

Activity 2 Reading comprehension

a-Complete the table with information from the text.

Teenagers	What they intend to do to protect our planet
Andreas
Roberto
Rita
Pauline

b- Think of other things we can do to protect our planet.

.....

.....

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.....

c- Stick your poster here.



Activity 3

b-Look at the pictures and list the reasons why the Earth looks happy or sad.



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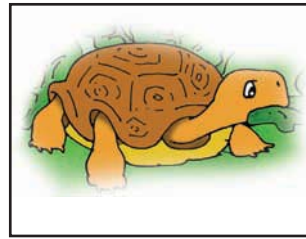
Pets

Activity 1

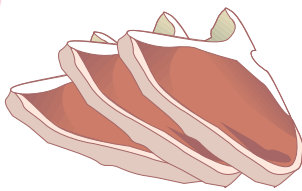
Match the pets with the food. Make sentences like this :

Pigeons eat seeds.

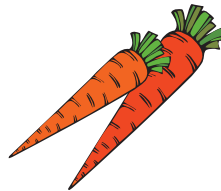
PETS



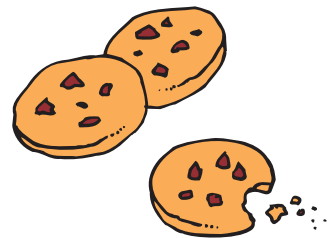
FOODS



Meat



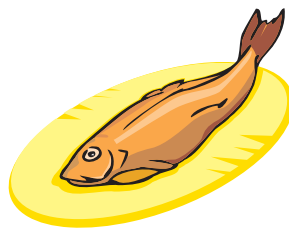
Carrots



cat food



Lettuce



Fish food



Seeds

Write your sentences here.

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

Activity 2

Student A: Ask the questions.

Student B: Complete the answers with an item from the box.

Take him to the vet - give him water - clean - feed

PAIR WORK

Example : - What must you do when your pet is hungry?
- I must feed him.

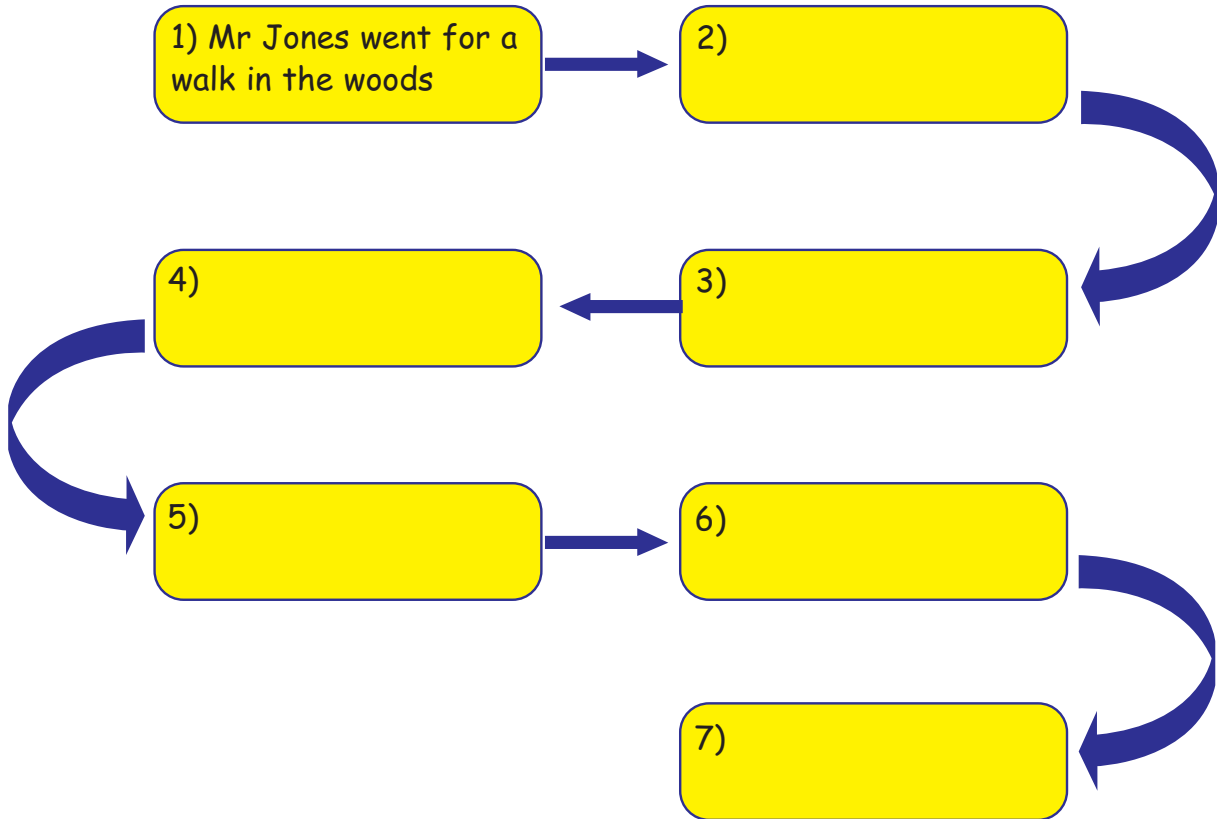
- 1- What must you do when your pet is thirsty?
I must.....
- 2- What must you do when your pet is sick?
I must.....
- 3- What must you do when your pet is dirty?
I must.....

Activity 3

Reading Comprehension

- 1- Read the title, look at the picture and try to guess what the story is about.
.....
- 2- Read the first paragraph and find out where the story takes place.
.....
- 3- Read the whole story very quickly and identify the characters.
.....
- 4- What is the relationship between the characters?
.....

5-Focus on the events and complete the following diagram.



- 6- What is the most important event?
- 7- How does the story end?
- 8- What did you learn from the story?

Activity 4 Language study

1-Look at the following sentences and say whether « could » means:

ability in the past - a polite request - suggestion

- I could not stop her.
- We could meet tomorrow.
- Could you lend me some money?
- When John was 5, he could read.
- Could you tell me where the post office is, please?

2- Write 3 sentences using « could » in the three meanings seen in 1

a- Suggestion:

b- Ability in the past:

c- A polite request:

Activity 5

Write about one of the topics suggested in your Student's Book.

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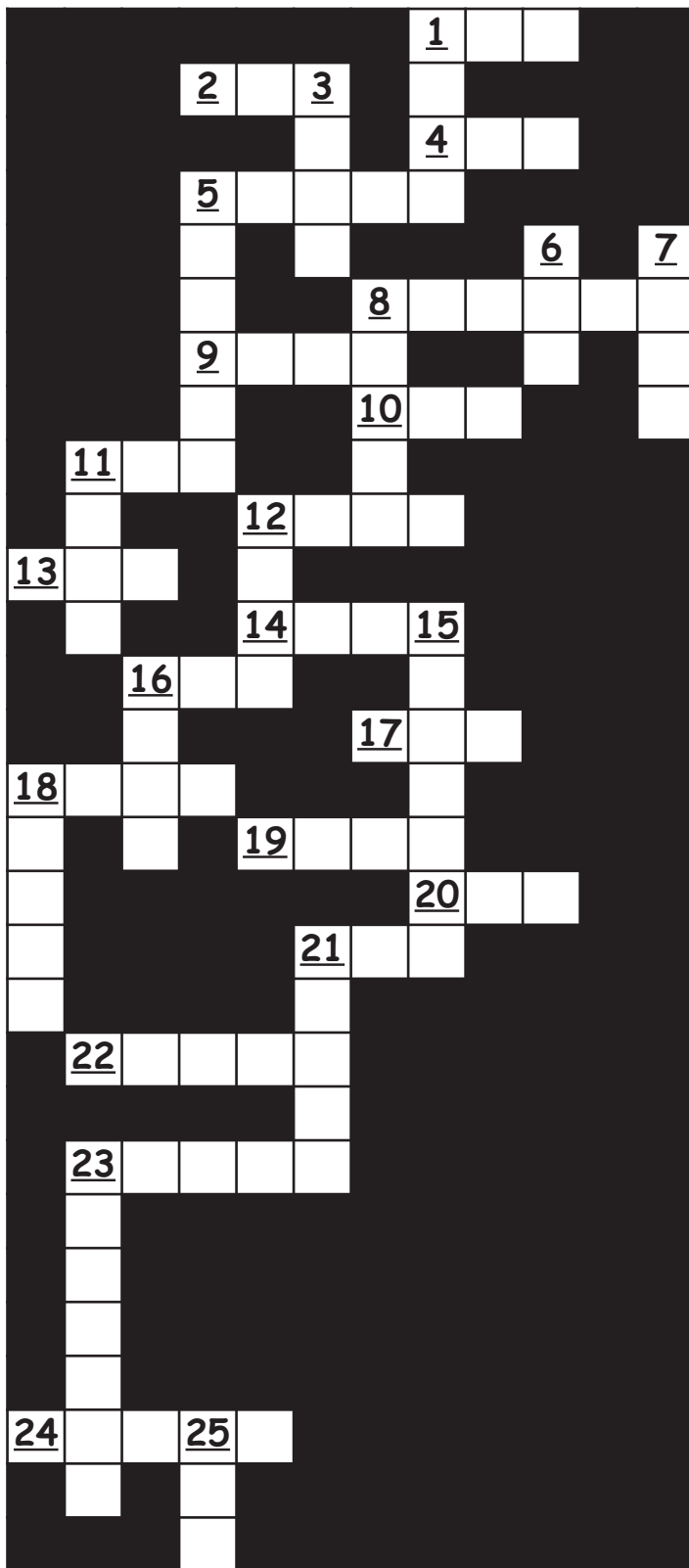
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Supplementary activity

Do you remember your irregular verbs? Check them with this crossword.



Across:

1. past of meet
2. past of put
4. past of do
5. past of freeze
8. past of become
9. past of give
10. past of get
11. past of let
12. past of lend
13. past of hit
14. past of feel
16. past of sit
17. past of win
18. past of feel
19. past of hang
20. past of have
21. past of set
22. past of break
23. past of build
24. past of choose

Down:

1. past of make
3. past of take
5. past of forget
6. past of be (he, she...)
7. past of go
8. past of begin
11. past of lay
12. past of leave
15. past of think
16. past of sell
18. past of find
21. past of spend
23. past of bring
25. past of see

Check your learning (5)

Do the activities of this mock test to check your own learning.

Part one: Reading comprehension

A- Read the following story and ask the proper questions.

Focus on the main features of the story.

I lived in a small town in Illinois, USA for 10 years. I had a dog to keep me company. His name was Rex. Then I found a job in Chicago and decided to go there to work.

I couldn't take Rex with me. So I gave him to my neighbor, Ted.

One day, as I was walking in the street in Chicago, I felt something behind me. I turned around, and to my surprise, it was Rex! How did he come to Chicago? How did he find me? I did not know. I decided to take him with me. I was very happy to have him back and he seemed happy too.

Write your questions here.

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-

Part two: Speaking

- 1- Give a 3-minute talk to your classmates and tell them what they should do to protect the environment.
- 2- Tell your classmates about your best friend. Describe him/ her to them and say why you get on well with him/ her.

Part Three: Writing

You received the following letter from a friend of yours.
Read it, then write her a reply.

Dear friend,
I'm writing because I've got a problem and I need your help.
Jean, my best friend doesn't like me anymore. She made new friends and she doesn't seem to have the time to see me anymore. When I ask her to go for a walk with me, she always says that she's got other things to do. I really do not know what to do.
Please write back and tell me how I can get Jean back.

Yours.
Rita.

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.....

Part Four : Listening comprehension

Listen to the 3 teenagers speaking then complete the table below.

Teenagers	Problems
Bob
Lisa
Sonia

End of the mock test 5

Appendix 1

Listening Scripts

Module 1 - Lesson 3

- Imene :** Mum, Mum. I received a letter from Chris. The Browns are inviting me to London. Can I go?
- Mrs Najjar:** Well... I'm not sure...
- Imene:** It's a wonderful opportunity Mum. I can't miss it. Please Mum
- Mrs Najjar:** Now wait. We should discuss this with Daddy when he comes back home.
- Imene :** O.K. Mum.

(In the evening)

- Imene:** Dad, can I go to London? The Browns are inviting me.
- Mr Najjar:** That's interesting. Why do you want to go to London?
- Imene:** First, I'll be able to speak English all the day long. So my English will improve. Second, London is a beautiful city. Chris promised to take me to many interesting places. Finally, I'll be able to stay with the Browns. So, it won't be expensive .
- Mr Najjar:** I see. What does your Mum think?
- Mrs Najjar:** I think Imene should go. She can learn many things from the experience.
- Mr Najjar:** What about you Hazem? What do you have to say?
- Hazem:** If she goes, I go.
- Mr Najjar:** (Laughing). Sorry Hazem. We don't have the money for the two of you. You can go next summer »
- Hazem:** Promise?
- Mr Najjar:** Promise.
- Imene:** Dad, can I call Chris and tell him I'm coming?
- Mr Najjar:** Of course! But don't be long!

Module 1 - Lesson 4

A Telephone Call

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

Module 2 - Lesson 2

English Secondary Schools 2 Conversation-Tape script 1

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

Module 2 - Lesson 2

Tape script 2

- Imene:** « Do students come to school everyday? »
Deputy head teacher: « In English schools, the week goes from Monday to Friday. There's no school on Saturdays and Sundays.»
- Imene:** « When does school start and when is it closed? »
Deputy head teacher: « School begins at 9 am and is over at 4 pm.»
Imene: « So classes start at 9 am everyday. »
Deputy head teacher: « Not exactly. Many schools begin the day with an assembly. Everyone in the school must attend this meeting. During assembly, the headmaster talks about important events in the school and the students sing hymns.»
- Imene:** « Are there breaks? »
Deputy head teacher: « Yes, of course. There are two main breaks: One in the morning and the other at lunch time.»
- Imene:** « How long is the lunch break? »
Deputy head teacher: « One hour.»
Imene: « Thank you, Sir, for the information and for your time. »
- Deputy head teacher:** « It's my pleasure. Good bye. Enjoy London! »
Imene: « I will. Good bye, Sir.»

Module 2 - Lesson 3

Tape script 1

- Imene:** What are you doing , Chris,
Chris: Surfing the net
Imene: What are you looking for?
Chris: Information about English secondary schools. I'm trying to be helpful.
- Imene:** Oh, thank you, Chris. You're such a nice friend!
Chris: Come and have a look. There's a lot of information. It's probably too much. You should select what you need.

Module 2 - Lesson 5

Tape script

- Mary:** Many children don't understand why they should work hard. They need a push in the right direction to do well at school. Otherwise, they won't get a good job when they're older
- John:** Parents should help their children because they care about them. However, they shouldn't be pushy. Otherwise their children will hate school.

Module 3 - Lesson 1

Tape script 1

- Chris:** Imene is going to leave us next Tuesday. Do you think we can do something special for her?
- Mrs Brown:** Like what?
- Chris:** I don't know...a small party for example.
- Mrs Brown:** Yes, why not. Next Saturday will be a good time.
- Chris:** Oh, thank you ,mum.
- Mrs Brown:** Go ahead and write the invitations or call your friends. Tell Christine to invite some of her friends. Don't invite more than a dozen.
- Chris:** OK mum. I'll do that right away.
- Mrs Brown:** Do you think we should offer her a present?
- Chris:** Oh, yes. I know exactly what she wants to have, a camera
- Mrs Brown:** Good. We'll buy her one.
- Chris:** Wonderful! That'll certainly make her very happy.

Tape script 2

- Mrs Brown:** Let's write the shopping list for the party Peter.
- Mr Brown:** OK. Let's see. We 'll need soft drinks and some fruit. Oranges and bananas will do.
- Mrs Brown:** Yes. We'll also need some food: Sausages, hamburgers, potato chips and tomato sauce.
- Mr Brown:** We'll need a nice cake and some cheese too.
- Mrs Brown:** You're right. We'll have to buy Imene a nice camera. Did we forget anything?
- Mr Brown:** Yes, we forgot the decoration and the napkins. Some balloons will be enough.
- Mrs Brown:** That's it. Who is going to do the shopping?
- Mr Brown:** I'll do that.'
- Mrs Brown:** Thank you Peter. You're very helpful.

Module 3 - Lesson 2

Tape script 1

- John:** You dance really well.
- Imene:** Thank you John. You too are good at dancing.
- John:** Thanks. Do all Tunisian teenagers dance like you?
- Imene:** The majority love dancing. Some are too shy. They feel embarrassed to dance.
- John:** I think teenagers are the same everywhere.
- Imene:** Do you learn to dance at school?
- John:** That's correct. I love dancing and take dancing classes at my school. My choreography teacher is very nice. At the end of every school year, my friends and I put on a nice show. Do you think it's bad for boys to dance?
- Imene:** Not really. Boys can enjoy dancing the same way girls do.

Module 3 - Lesson 2

Tape script 2

- Chris:** «Listen everybody. Thank you all for coming. We're really happy to have you with us. We have a special guest from Tunisia. Please meet my friend Imene... I'm sure she'll be happy to talk to each one of you. Enjoy the party...'»

Module 3 - Lesson 4

Tape script 1

John : " Young people don't get enough exercise. They should but they don't. Boys get more exercise than girls because they play football or other sports. If you live in a city, you can get by bus or train anywhere. The only exercise I did this week was walking to the bus stop or walking up and down my school stairs."

Mary : "I think that some young people get enough exercise but others don't. Their parents drive them to school, then they drive them home, they hate sports and they eat chips and cakes; take fizzy drinks everyday. I walk to school. It's about 2 miles each way and I don't think I am getting enough exercise. Some people I know don't practise any sport and their only exercise seems to be walking up and down the stairs to their lessons."

Tape script 2

- Journalist :** Thank you for accepting to be with us, David.
- David :** Thank you for inviting me.
- Journalist :** Tell me David, why do people practise sports ?

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

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

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

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

David : Exactly.

Journalist : Do you need to be good to succeed ?

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

Journalis : Thank you David. Goodbye.

David : It's my pleasure.

Module 4 - Lesson 1

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

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

Mr Brown: Belfast. I like Ireland. The food is great over there. How's that?

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

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

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

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

Mr Brown: It's OK with me.

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

Module 4 - Lesson 3

Tape script

Receptionist: Regent Hotel, Good morning. Can I help you?

Mrs Brown: Yes, please. I'd like to book a double room and 2 single rooms for 3 days.

Receptionist: You're welcome madam. May I have your name, please?

Mrs Brown: Brown. Mrs Brown.

Receptionist: Ok. Mrs Brown. When will you check in?

Mrs Brown: Thursday evening. We'll be coming by train from London.

Receptionist: That's good; and when will you check out?

Mrs Brown: Sunday noon. How much will that cost?

Receptionist: £50 for the double room and £30 for the single.

Mrs Brown: Thank you, sir. See you Thursday evening.

Receptionist: See you then madam, we'll be glad to have you with us. Bye.

Module 4 - Lesson 4

Tape script 1

Employee: Hello Mr Brown. What can I do for you?
Mr Brown: I'd like to cash a cheque, please
Employee: Ok. Let me see. One thousand pounds. Small or big notes?
Mr Brown: Ten-pound notes will do
Employee: OK. Just one minute. Here you are Mr Brown.
Mr Brown: Thank you sir. Goodbye.
Employee: Goodbye Mr Brown. Next.

Module 4 - Lesson 4

Tape script 2

Ticket Agent: Good morning, Sir. What can I do for you?
Mr Brown: Good morning. I'd like to book four tickets to Edinburgh, please.
Ticket Agent: Which train are you going to take?
Mr Brown: The 9 o' clock train on Thursday.
Ticket Agent: First class or second class?
Mr Brown: First class, please.
Ticket Agent: Single or return?
Mr Brown: Return please.
Ticket Agent: That'll be £180.
Mr Brown: Here you are, Sir.
Ticket Agent: Thank you. Here are the tickets. Enjoy your trip.
Mr Brown: Thank you. Bye.
Ticket Agent: Bye.

Module 4 - Lesson 5

Tape script

Shop Assistant: Hello madam. Can I help you?
Mrs Brown: Yes please. I'd like to buy that woollen skirt over there, please.
Shop Assistant: Which one?
Mrs Brown: The pleated one.
Shop Assistant: I see. It's a nice one, isn't it? It's made of genuine Scottish tartan.
Mrs Brown: Yes, it looks nice.
Shop Assistant: It feels nice too. Would you like to try it on for size?
Mrs Brown: Certainly. Is there a fitting room?
Shop Assistant: Right behind you.

(A few minutes later)

Shop Assistant: How was it?
Mrs Brown: It's a little too long.
Shop Assistant: What size are you?
Mrs Brown: 32.5.
Shop Assistant: Here it is. This is the right size.
Mrs Brown: How much is it?
Shop Assistant: £30 only
Mrs Brown: That's fine. Here's the money.
Shop Assistant: Thank you. I'll wrap it up for you. Here you are. Thank you for visiting us. Goodbye.
Mrs Brown: Thank you. Goodbye.

Module 5 - Lesson 2

Tape script

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

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

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

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

Appendix 2

Listening Scripts for mock tests

Mock test one : Tape script

Mother: Hello. Who is it?

Leila: Hello Mum. It's me Leila.

Mother: How're you, Leila.

Leila: Well...I need more money. I'm sorry Mum. London is more expensive than I thought.

Mother: O.K... We'll see what we can do when Daddy comes back. I'll call you back soon.

Leila: Thank you Mum. Say hello to everyone. Goodbye.

Mother: Bye. Say hello to the Martins.

Mock test two : Tape script

Journalist: Hello Mr Green. I'm Carol Ross from Youth Magazine. Can I talk to you about the next Saturday show?

Headmaster: Yes, of course. What do you want to know?

Journalist: First, why are you organising the show?

Headmaster: You see, ...some of our students are poor. So we decided to put on this show to collect money to help them.

Journalist: How nice! And who's going to perform in this show?

Headmaster: Many groups of students. The school orchestra will sing popular songs, the drama club students will perform a short play, and there will be a lot of games and jokes.

Journalist: This sounds interesting. Who did you invite to this show?

Headmaster: All the students and their parents. And you, of course.

Journalist: I won't miss it. Thank you Mr Green. See you next Saturday.

Headmaster: See you then. Bye.

Mock test three : Tape script

Nancy: Hello. Who is it?

Mary: Hello, Nancy. It's me Mary.

Nancy: Oh, hello Mary. What's up?

Mary: Not much. I'm getting bored watching TV. Do you think we can go to the cinema tonight?

Nancy: Maybe...I'm not sure. Do you know if they're showing a good film these days?

Mary: The Titanic is on in the Ritz.

Nancy: Fantastic! Can we meet at the entrance of the Ritz at five?

Mary: Five's OK. Meet you at the entrance. Bye.

Nancy: Ok. Bye.

Mock test 4 - Tape script

Conversation 1

Customer: When is the next train to Reading, please?

Ticket agent: In 10 minutes.

Customer: Thank you, sir. Bye.

Conversation 2

Shop assistant: Hello! Can I help you?

Customer: Yes, please. I'd like to buy a pair of shoes.

Shop assistant: We have some nice shoes over there. Have a look.

Conversation 3

Bank employee: Can I help you?

Customer: Yes, please. I'd like to cash a cheque.

Bank employee: OK. Here's your money, sir.

Customer: Thank you, sir. Bye.

Mock test 4
Listening comprehension 2

Receptionist: Regent Hotel. Can I help you?
Customer: Yes please. I'd like to book 2 single rooms, please.
Receptionist: OK. Can I have your name, sir?
Customer: John Reed.
Receptionist: When are you checking in Mr Reed?
Customer: On Sunday.
Receptionist: And when are you checking out?
Customer: Next Tuesday.
Receptionist: That'll be £100, sir.
Customer: That's fine. See you Sunday.
Receptionist: OK. See you then, sir.

Mock test 5
Listening comprehension tape script

Bob

My name's Bob and I've got a problem. My parents don't like my friends. They always tell me that my friends are bad company and that I shouldn't hang around with them. I need my friends and I don't think they're bad. What must I do?

Lisa

I want to have a pet to keep me company but my parents don't like pets. They say that pets are dirty and dangerous. I feel terribly lonely and I need a pet. What can I do?

Sonia

I'm Sonia and I'm 14 years old. I share the bedroom with my little sister Carol who is six. She likes to bring other kids to our room to play. Every time they come, they mess up the room. I like my sister but I don't like my room to be messy. What should I do?