

Did you write your diary notes?

Sporting activities

LET'S GET READY

Step 1

Match the pictures with the corresponding statements.



1

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

b- She likes reading in her spare time.

c- He plays computer games after school.

d- He often plays basketball with his friend.

e- They like jogging after school.

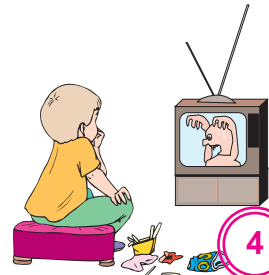
f- He watches TV regularly.

g- They take the bus to school.

h- They walk to school.



2



4



3



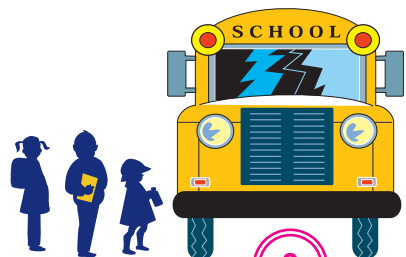
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6



7



8

Step 2

Which statements apply to you ?

Step 3

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

LISTENING

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

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

Strategy



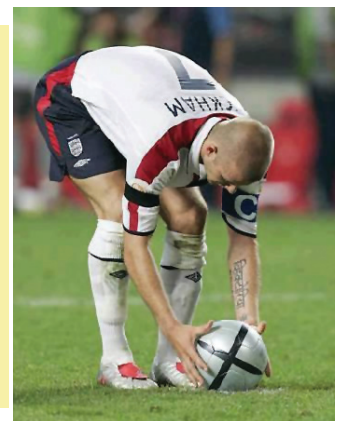
GO TO
Activity
Book

Activity 2

LET'S DISCOVER

Step 1

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



LISTENING



The interview

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

David : Thank you for inviting me.

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

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

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

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

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

David : Exactly. »

Journalist : Do you need to be good to succeed ?

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

Journalist : Thank you David. Goodbye.

David : It's my pleasure.



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

Activity 4

Step 2

Verb+ ing = subject / object

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

Step 3

Comparative+ and + comparative = gradual change

a/ Short adjectives

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

b/ Long adjectives

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

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

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

LET'S COMMUNICATE

GROUP WORK

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

What are the benefits of sporting activities ?

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



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

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



What do you do in your spare time ?

LET'S GET READY

Step 1

READING

Introduction

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

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

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

What were they doing ?



Step 2

Match the pictures with the corresponding statements.



1

a- The old lady was reading a book .

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

c- A couple were basking in the sun.

d- The young boys were playing football.



e- The boys were cycling.

f- The girls were jogging.



2

3



d- The teenagers were hanging around.



4



5



6

Step 3

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

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

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



LET'S DISCOVER

Step 1

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



Chris

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



Eliza

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



Craig

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



Rita

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

GO TO
Activity
Book

Activity 2 (a+b)

Step 2

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

Look at the following examples :

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

GO TO
Activity
Book

Activity 3

Step 3

The past progressive Tense = A past action in progress

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

Examples :

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



GO TO
Activity
Book

Activity 4

Step 4

Vocabulary Study

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



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

She has **lots of friends**



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

LET'S COMMUNICATE

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

GO TO
Activity
Book

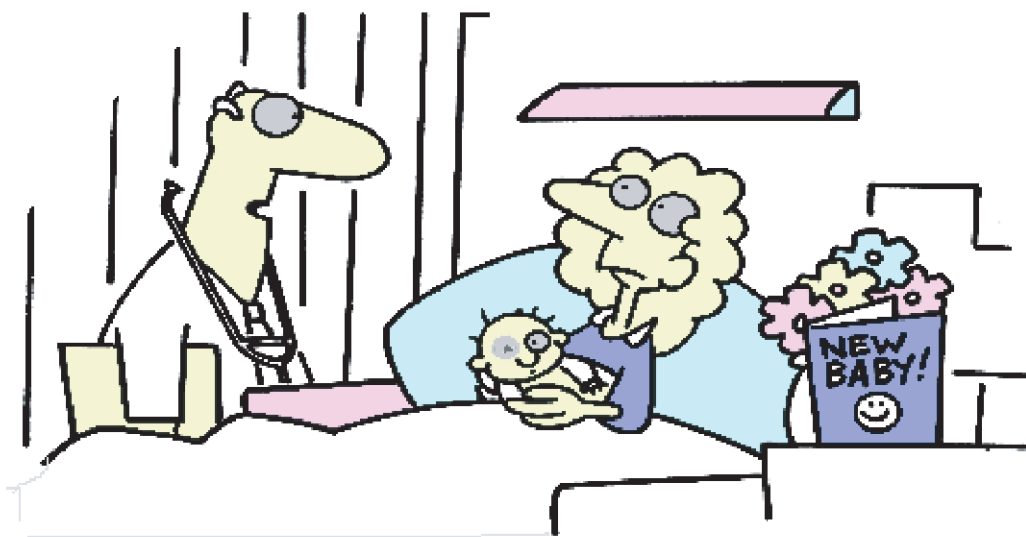
Activity 5

The lighter side

Play with words.

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

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



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

Jokes

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

Student : I is the....

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

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



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

Johnny : Nothing, sir.

Headmaster : Exactly.



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



Tick the proper statement.

I can...

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

MODULE 4

Module Map

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

Did you write your diary notes?

Review and introductory lesson : Planning Easter holidays

LET'S GET READY

Step 1

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

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

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

You : «»

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

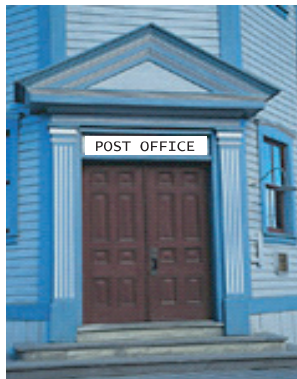
You : «»

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

You : «»

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

You : «»



Step2

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

GROUP WORK

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

GO TO
Activity
Book

Activity 1

Situation : Buying a new dress

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

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

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

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



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



LET'S DISCOVER

Step1

Listening Comprehension

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



Activity 2a

- Mrs Brown** : Where do you think we should go for Easter ?
Chris : Not to Cardiff again. We went there last year and I didn't like the place. Let 's go to some place to the north.
Mr Brown : Belfast. I like Ireland. The food is great over there.
Christine : But that's too far and we've got only three days.
Mr Brown : You're right. Let's think of a closer place.
Mrs Brown : Edinburgh. That'll be just fine.
Chris : Yeah! Edinburgh's good. Let's go there this year.
Mr Brown : It's OK with me.
Christine : It's a good idea. Edinburgh is the place then.



Activity 2b+c+d

Step2

Language study : Questions with « How ».

Look at the examples :

- a- Question : « **How far** is Edinburgh from London ? »
Answer : « It's about 300 miles. »
- b- Question : « **How long** is it by car ? »
Answer : « Six to seven hours. »
- c- Question : « **How often** do the Browns come to Tunisia ? »
Answer : « Once a year. »

1mile= 1.609 km



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

Answer : « £10. »

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

Answer : « Two kilos. »

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

Answer : « four. »



REMEMBER

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

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

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

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

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

Do the «practise activities» in your Activity Book



LET'S COMMUNICATE

GO TO
Activity
Book

Activity 5



PROJECT WORK

Producing a brochure

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

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



REMEMBER

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

Did you write your diary notes?

Transport

LET'S GET READY

Step1

PAIR WORK

Ask and answer the following questions :

How do you get to...

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

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

B : « I get there by bus. »



Step2

PAIR WORK

Ask and answer the following questions :

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

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



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

B : « Fifteen minutes. »

LET'S DISCOVER

GO TO
Activity
Book

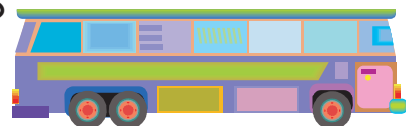
Activity 1

Step1

Reading Comprehension

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

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



Strategy



Read for general understanding.
Survey quickly the texts.

Write the answers in your Activity Book :

Text 1

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



Text 2

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

Text 3

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



Text 4

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



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



Pay selective attention.
Identify the means of transport.



Activity 2

Write the answers in your Activity Book :

Step2

Language study : Compound nouns (Noun+ noun)

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

What do compound nouns like these refer to ?

Look at the first example :

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

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

Do the exercise on compound nouns.



Activity 4

Pronunciation of the plural marker 'S'

Say these words aloud.

mornings - benefits - buses

How is the final 's' pronounced ?

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

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



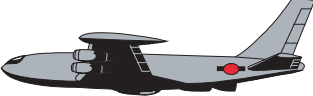


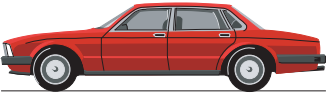
Activity 5



LET'S COMMUNICATE

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

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

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

Write the answers in your Activity Book.



Accommodation

LET'S GET READY

Step1

Answer the following questions :

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



Step2

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

Accommodation in the U.K.



3- star hotels are popular hotels with moderate prices.



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



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

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



Activity 1

LET'S DISCOVER

Step1

LISTENING

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



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

Step2

Relative pronouns and adverbs

REMEMBER

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

Examples :

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



Activity 2

Activity 3 a+b

Step3

Compound Adjectives Numerical + hyphen + singular noun

Numerical

hyphen

Singular noun

5– Star hotel



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



LET'S COMMUNICATE



a- Role play :

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

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

PROJECT WORK

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

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

GO TO
Activity
Book

Activity

3c

Activity

4

Did you write your diary notes?

Getting ready for the trip

LET'S GET READY

Step 1

The English currency :



PAIR WORK

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

Follow the example :

Example :

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

Student B : 'Yes, I have.'



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

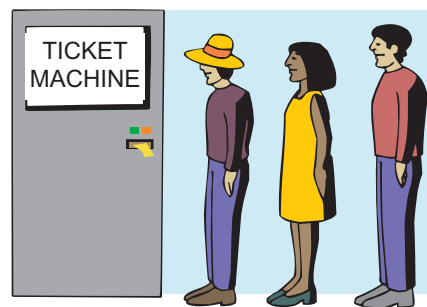


Activity 1

Step2

Look at the picture and read the caption.

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



LET'S DISCOVER

Reading / listening

Step1

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

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



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

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

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

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

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

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

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



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

Step2

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



Activity $3(a+b)$

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



REMEMBER

Prepositions of place in / at / on

in

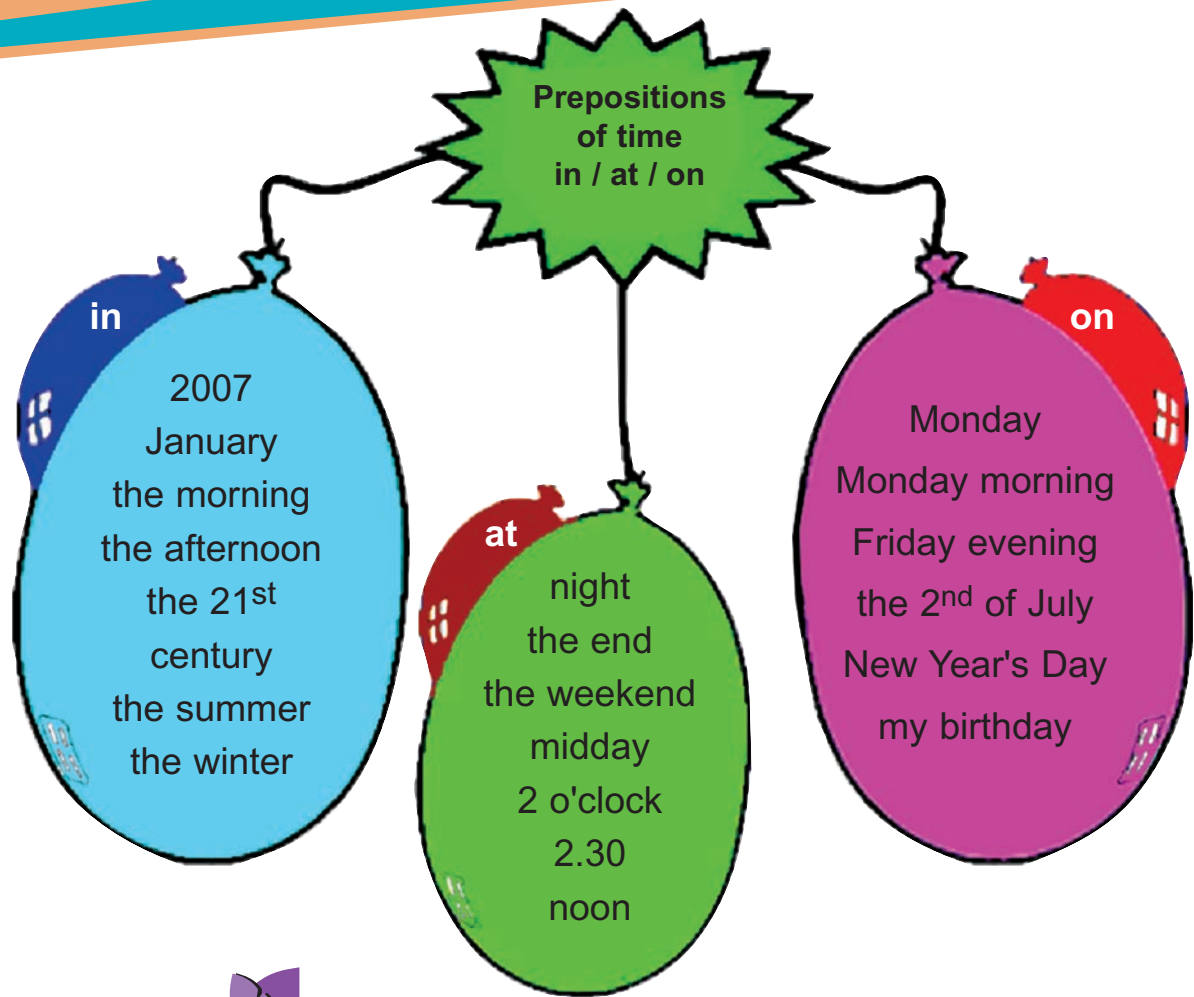
- the room
- the park
- the garden
- bed
- London
- Africa
- Tunisia

at

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

on

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



LET'S COMMUNICATE

a- Report what Mr Brown did today.

PROJECT WORK

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

Shopping in Edinburgh

LET'S GET READY

Step 1

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

PAIR WORK

Example :

Student A : 'How much is this dress ?'

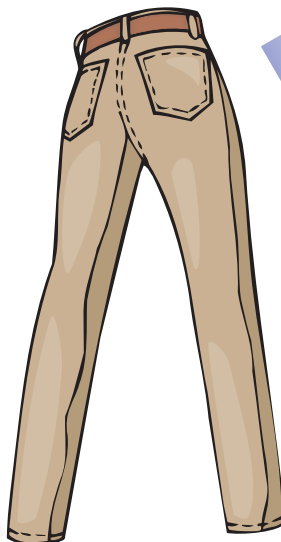
Student B : 'It's £130.'



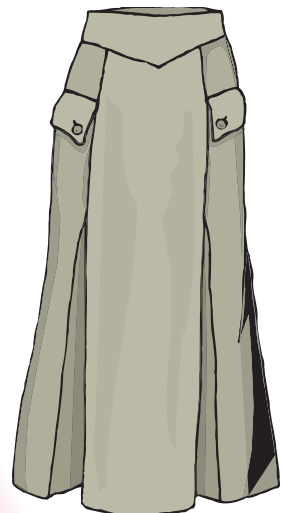
£60



£40



£60



Step2

Look at this skirt and rehearse the mini-dialogues.

a

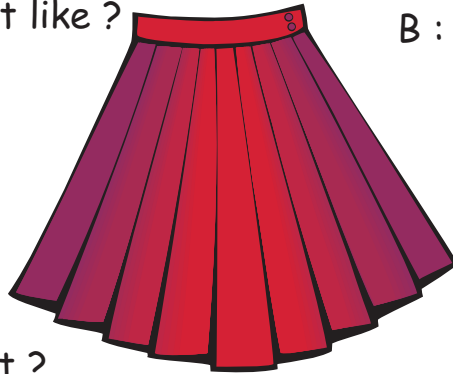
A : What's the skirt like ?
B : It's pleated.

c

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

b

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



d

A : How much is it ?
B : It's £ 40.

GO TO
Activity
Book

Activity 1

LET'S DISCOVER

Step1

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

GO TO
Activity
Book

Activity 2

Step2

REMEMBER

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

Step3

Compound nouns

Verb + ing + noun

Examples : A fitting room
A dining room
A shopping list



GO TO
Activity
Book

Activity 3

LET'S COMMUNICATE

Role play : Carry out the following transaction.

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

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

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

PROJECT WORK

Make a description of the shopping center in your area.

Use visuals and write captions under them.

The lighter side

Idiomatic Antonyms

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

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



Riddles



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

Jokes

A man receives a phone call from his doctor.

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

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

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

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

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



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

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

Little Johnny : But I asked first !



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



Tick the proper statement.

I can...

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

MODULES

Module Map

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

Review and introductory lesson Relationships

LET'S GET READY

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



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



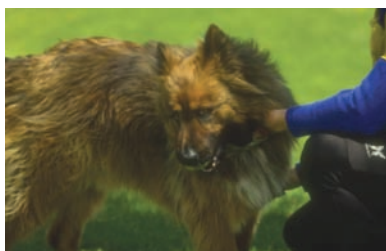
No one is here to **keep me company**. I feel **lonely**.



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



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



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



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





LET'S DISCOVER

Read the six texts and find out the common theme.



Mark

Text1

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

Text2

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



Sarah



Linda

Text3

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

Text4

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



Julie



Ralph

Text5

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

Text6

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



Steve

GO TO
Activity
Book

Activity 2



LET'S COMMUNICATE

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

Follow this strategy :

Start like this

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

Friends

LET'S GET READY

Step 1

a/ Describing the physical appearance of people.

PAIR WORK

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

Student B : -Identify the person.

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

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

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

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

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

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



When you describe a person :

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



1



2



3



4



5



6



7



8



9



10



11



12



13

b/ Describing the personality of people.

Do the activities in your Activity Book.

LET'S DISCOVER

GO TO
Activity
Book

Activity

1 + 2

Step 1

Reading / Listening Comprehension.

LISTENING

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

Tapescript



Jessica

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



Fred

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



Theresa

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



Bob

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

Step2

REMEMBER

Addition

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

Opposition

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

LISTENING

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

Step3

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

GROUP WORK

Look at the model.

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

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



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

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

LET'S COMMUNICATE

Write a short description of your best friend :

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

Family relationships

LET'S GET READY

Step1

Answer the following questions



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

Step2

Feelings

Look at the pictures and read the captions



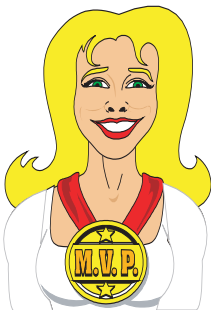
She's angry.



He feels lonely.



He's scared.



She's proud.



He's happy

The man at the back
is jealous.



LET'S DISCOVER

GO TO
Activity
Book

Activity 1

Step1

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



Strategy

Reading for details (or scanning a text):

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

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

Dear Amanda,

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

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

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

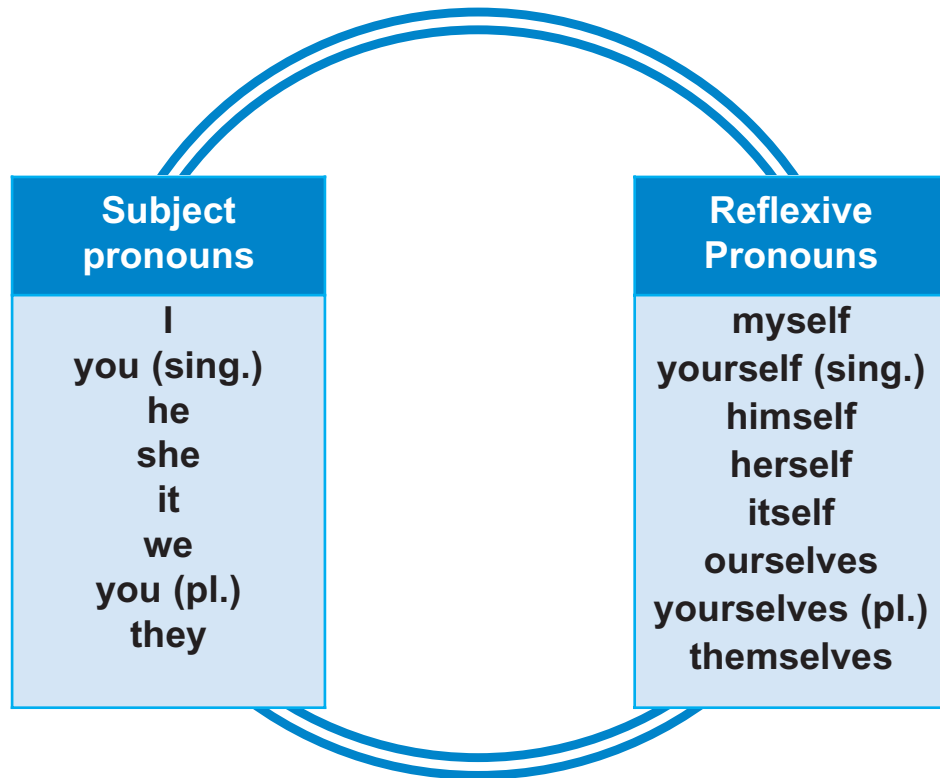
Please write back and tell me.

Love,
Catherine.

Step2

Language study

Reflexive pronouns



Examples :

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



Activity 2

Step3

What did Catherine ask Amanda to do ?



LET'S COMMUNICATE

Catherine asked Amanda to write back.

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



Save our planet

LET'S GET READY

Step 1

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

Jean : Laura, where's your school bag?

Laura : Mine is right here.

Jean : Whose is this, then?

Laura : It's John's

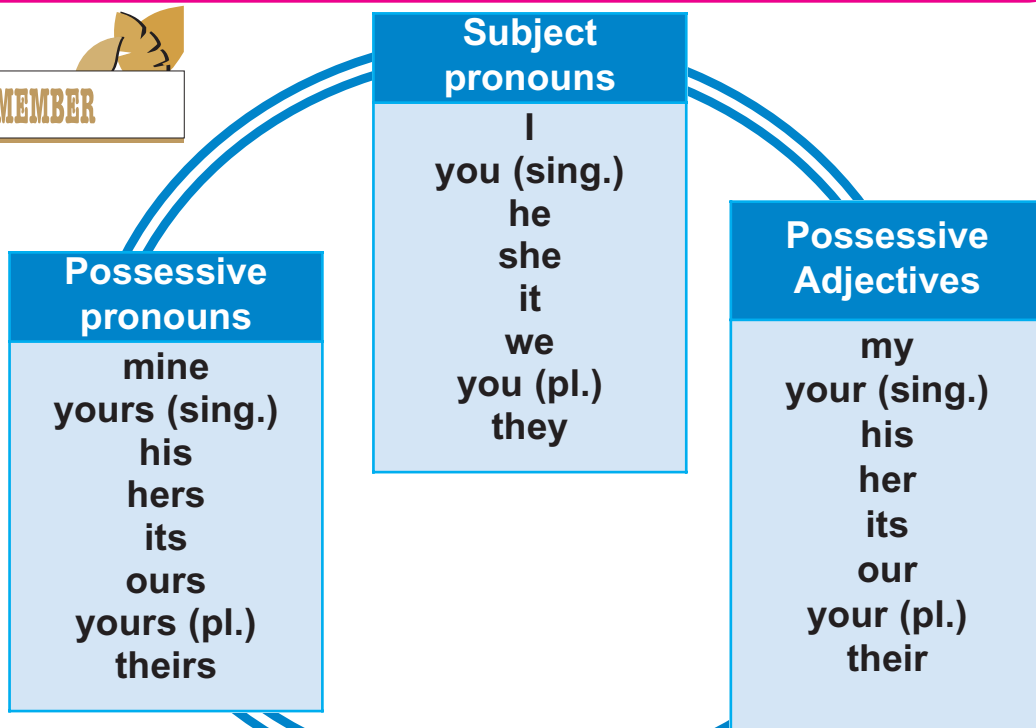
Jean : But his is yellow.

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

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

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

REMEMBER



Step2

Let's talk about our planet.

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

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

Save our planet !

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

Greg, age 13, Australia.



b- What will you do ?

LET'S DISCOVER

Step1

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

I want to do something

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

Andreas, 14, Greece.

Think of the future generations

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

Roberto, 13, Italy.

A better world !

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

Rita, 13, England.

Clean the city

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

Pauline, 13, France.

Step2

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

GROUP WORK

Follow these steps :

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

REMEMBER

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

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





LET'S COMMUNICATE



PROJECT WORK

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

Pets

LET'S GET READY

Step1

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

PAIR WORK

Example : Picture 1

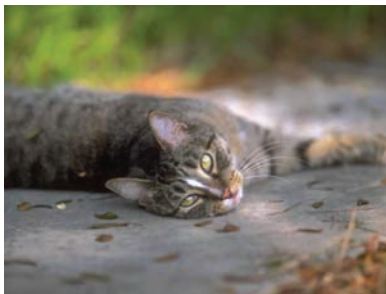
Student A : 'Have you got a dog ?'

Student B : 'Yes, I have.'

'No, I haven't.'



Dog



Cat



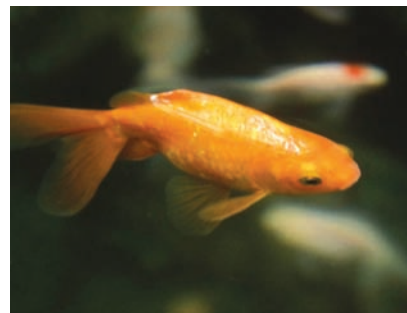
Tortoise



Pigeon



Rabbit



Goldfish

Step2

Answer the following questions

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



LET'S DISCOVER

Step1

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

Follow these steps :

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

Step2

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

EPISODE 1

My dog was almost too smart !

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



EPISODE 2

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

EPISODE 3

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

EPISODE 4

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

EPISODE 5

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

Step3

Language study

Could

It is used :

1. To make suggestions :

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

2. To make polite requests :

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

3. To express ability in the past

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



LET'S COMMUNICATE

Do one of the following activities :

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

The lighter side

Jokes

Two boys were arguing when the teacher entered the room.

The teacher says, "Why are you arguing?"

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

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

The boys gave the ten dollars to the teacher.



Which is which ?

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

Is it a boy or a girl ?

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

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

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



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

-Match the jobs with the pictures.

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



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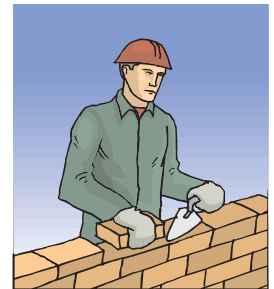
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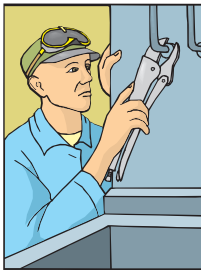
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**Check your learning.
A checklist of the abilities developed
in Module 5**



Tick the proper statement.

I can...

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

Grammar Focus

Yes/ No Questions

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

WH- Questions

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

Questions with « How ».

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

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

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

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

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

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

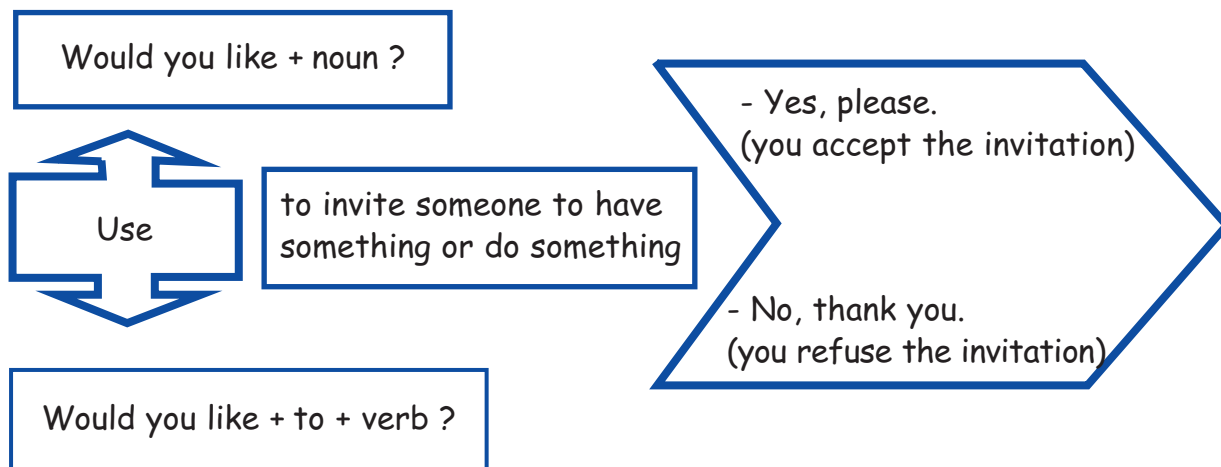
How much... ? (to ask about the price or quantity)

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

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

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

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



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

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

Could

It is used :

1. **To make suggestions :**
 - 'It's too difficult for me'
 - ' You could ask for help.'
2. **To make polite requests :**
 - 'Could you help me fix this?'
3. **To express ability in the past**
 - He could solve maths problems at the age of 3.

The simple future tense

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

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

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

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

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

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

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

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

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

The past progressive tense = A past action in progress.

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

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

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

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

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

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

Be going to

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

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

Ability in the future

To express ability in the future, we use :

Will be able to + verb

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

To express surprise, we use :

Adjectives like 'Great! / Wonderful!'

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

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

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

What a surprise !

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

Should

Should + Verb (without to)

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

Affirmative form : Should +Verb (without to)

You should respect old people.

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

You should not litter.

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

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

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

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

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

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

Describing People using 'look' and 'seem'.

He/She/ The person looks / seems + adj

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

V+ing = Subject or object

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

Giving instructions

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

Uncertainty with : Maybe / Perhaps

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

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

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

Comparative + and + comparative = gradual change

a/ Short adjectives/ adverbs

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

b/ Long adjectives

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

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

Prepositions of time and place : in, on, at

Place

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

Time

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

Compound Adjectives : Numeral + hyphen + singular noun

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

Compound nouns

Noun + noun

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

Verb + ing + noun

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

Relative pronouns and adverbs

Who ==> people

-The man who greeted us is my neighbour.

Which ==> things

-The cake which is covered with chocolate is delicious.

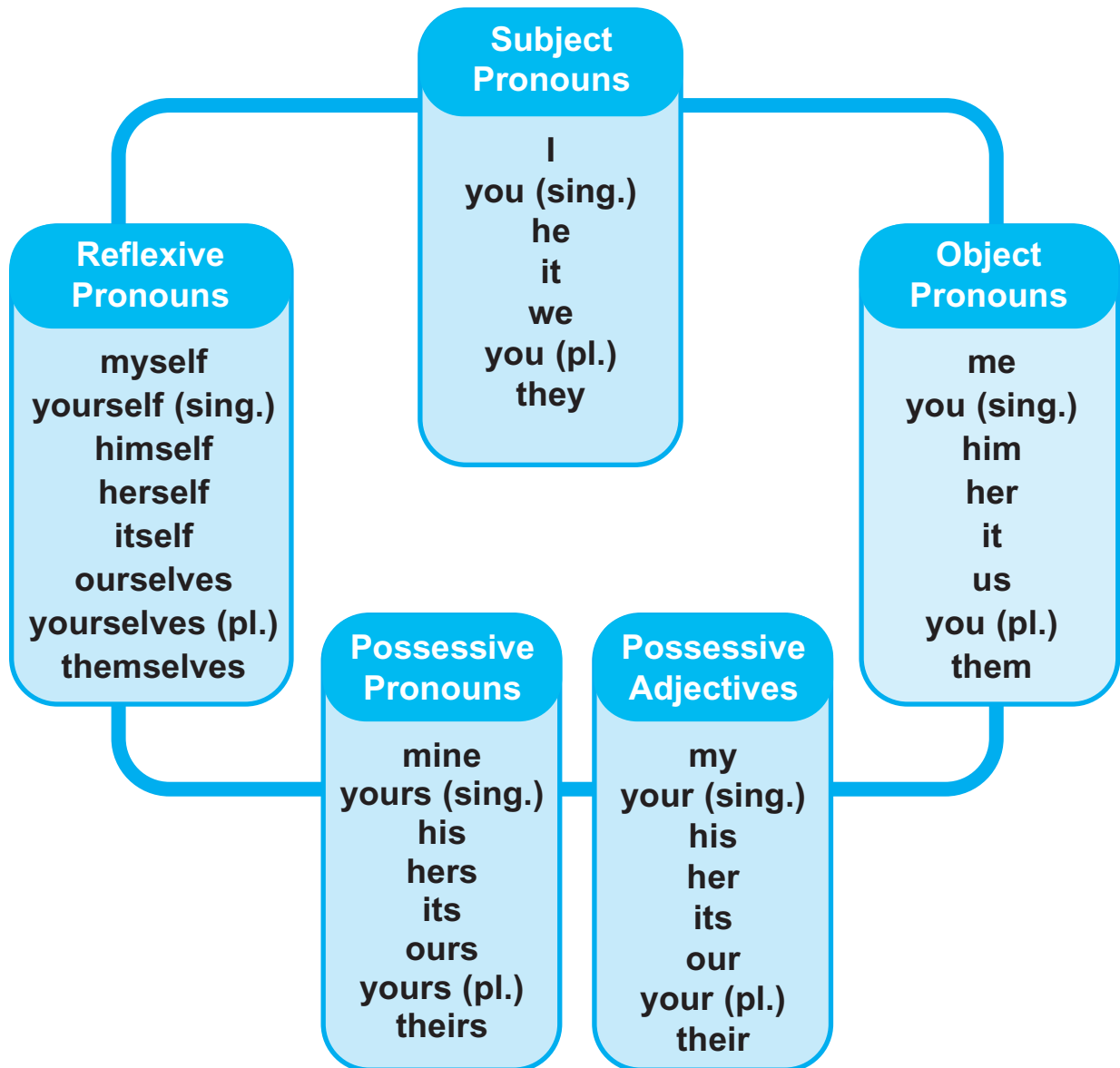
Where ==> places

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

When ==> time

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

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



Examples

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

List of words

A

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

B

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

C

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

D

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

E

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

F

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

G

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

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

H

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

I

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

J

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

K

Kill /kɪl/
 Knives /naɪvz/

L

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

M

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

N

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

O

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

P

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

Q

Queue /kju:/
 Quiet /'kwaɪət/

R

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

S

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

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

T

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

U

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

W

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

Irregular verbs

Verb	Simple Past	Verb	Simple Past
Be	Was - were	Reset	Reset
Become	Became	Ring	Rang
Begin	Began	See	Saw
Break	Broke	Sell	Sold
Bring	Brought	Set	Set
Build	Built	Sing	sang
Choose	Chose	Sit	Sat
Come	Came	Speak	Spoke
Do	Did	Spend	Spent
Drink	Drank	Swim	Swam
Drive	Drove	Take	Took
Fall	Fell	Tell	Told
Feel	Felt	Throw	Threw
Find	Found	Understand	Understood
Forget	Forgot	Win	Won
Freeze	Froze	Write	Wrote
Get	Got		
Give	Gave		
Go	Went		
Hang	Hung		
Have	Had		
Hit	Hit		
Keep	Kept		
Lay	Laid		
Leave	Left		
Lend	Lent		
Let	Let		
Make	Made		
Meet	Met		
Put	Put		

PHONETIC SYMBOLS

VOWELS

[i:] please

[i] six

[e] friend

[æ] family

[a:] father

[ɔ] sorry

[ɔ:] of course

[u] good

[u:] cartoon

[ʌ] bus

[ɜ:] first

[ə] parent

DIPHTHONGS

[ai] fine

[ei] name

[ɔi] boy

[εə] there

[au] house

[əu] go

[iə] Here

[uə] sure

CONSONANTS

[g] got

[tʃ] teacher

[dʒ] age

[ŋ] ring

[θ] thanks

[ð] this

[fʊ] shoes

[z] pleasure

[j] yes