

REPUBLIC OF TUNISIA

Ministry of Education

Perform through English

**First Year Secondary Education
Pupil's Book**

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PREFACE

Perform through English' is an attempt at implementing the Tunisian syllabus. The present provisional edition of the book is meant to be tried out, assessed by all parties involved and eventually amended.

The basic assumptions underlying the making of the book are the following :

- The learner's role is paramount. He / she is the main actor in constructing meaning. Hence the autonomy he / she's expected to demonstrate while learning.
- The learners' immediate environment, the classroom, is viewed as a valid context for communicating and sharing.
- Learning is a matter of give and take. It involves hypothesising, negotiating and checking.
- Language is seen as a means of communication with self and others. It is also presented as a subject matter requiring specific study skills and strategies.
- The ultimate purpose of learning a language is to acquire the skills which will enable the learner to construct meaning and interact with others. Hence the important role given in the book to authenticity of language and activities on the one hand and to context on the other hand.

The main features of 'Perform through English' can be summarized as follows :

- The skills targeted are to be developed through content and direct instruction.
- Each lesson is geared to fostering some components of the above mentioned skills.
- The emphasis laid on skills does not mean that skills are neglected. Indeed, the two aspects go hand in hand. The large range of texts and activities is meant to develop the four language skills (reading, listening, speaking and writing) in a naturally integrated way. The book is composed of a book map, a series of 35 lessons and an appendix.

The book map provides a detailed inventory of the titles of the lessons, the competency components as well as the targeted functions and language items (vocabulary and grammar).

As a rule, the lessons open with a 'Getting Started' activity meant to pave the way for the remaining activities of the lesson and the targeted competencies. Some of the lessons may require more than one teaching session. We believe it is the teacher's responsibility to decide how much time each lesson should take.



As for the appendix (grammar summary, targeted functions, spelling notes, table of phonetic symbols and word list), it is meant to be used on a regular basis by the learners themselves even when the lesson is under way. We believe that this can enhance the learners' study skills.

Although the authors do not share the idea that the syllabus is the teacher, they strongly believe that the teacher's contribution does make the difference when it comes to achieving goals.

The authors

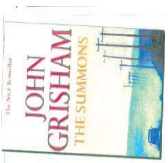


BOOK MAP

- Competency 1: constructing meaning
- Competency 2 : communicating
- Words and grammar structures in pink are consolidation items





PAGES N°	TITLE	COMPETENCY COMPONENTS	FUNCTIONS	GRAMMAR	VOCABULARY
10	1 Getting to know each other	<ul style="list-style-type: none"> • give / ask for personal information • work in pairs • select information • compare 	Asking for / giving information about self	<ul style="list-style-type: none"> • WH questions • Interrogative forms 	attitude–favourite–hobby–introduce–occupation–plan (n)–tall– weigh–affect–artist–become– collect–detail–exchange (v)– famous–find out–leader– personal– polite–previous–report (v)– role–scientist–source– subject–success
13	2  We've made it to the top	<ul style="list-style-type: none"> ◦ scan for specific information ◦ scan for information on more than one point ◦ transfer information into a table ◦ guess the meaning of unfamiliar words from context • reinvest vocabulary to solve a puzzle 	<ul style="list-style-type: none"> • Narrating past events • Talking about 	Irregular verbs	abroad–agency–ambitious–check–come true–do well–dozen–dream (v& n)–fizz–grow–import (v)–leave–lose–make it–mistake–office–record (n)–record (v)–sadly–self-confident–share (v)–spring (a)–tiny–top (n)–travel–
16	3  Queen of Soul	<ul style="list-style-type: none"> ◦ scan for specific information ◦ distinguish main idea • evaluate information or ideas • work in pairs • reinvest new words and expressions • express tentative statements of opinion • Enquire about others 'opinion(s) 	<ul style="list-style-type: none"> • Asking for others' opinions • Expressing one's opinion 	Present simple <ul style="list-style-type: none"> • Simple past • Present perfect 	achieve–ambition–avoid–award (n)–believe–brilliant – career–chart –earn–effect–expect–fame–fortune–hit (n)–major–marital–move (v)–nomination–public eye–publicity–quit–reach–refuge–remain–residence–seek–separate–settle in–solo–status–


19	4	 Everything to pay for	<ul style="list-style-type: none"> ◦ read for gist ◦ scan for specific information ◦ answer inference questions • ask for / giving information • make tentative statements of judgement • compare • select information and reinvesting it in writing 	Talking about oneself and one's family	<ul style="list-style-type: none"> • Prepositions • Subject pronouns • Object pronouns • Possessive adjectives 	<p>beans—bright—childish—cherry—clap(v)—classical—compose—concert—cooking—cousin—dull—enjoy—fill in—form—games—gradually—grapes—grow up—grown-up(n)—instrument—look after—mainly—mind (v)—naughty—orchestra—pet—recipe—relationship—secret—shout at—sociable—sort of—spoil—sweets—straight away tune</p>
22	5	 It's all in the preparation	<ul style="list-style-type: none"> ◦ differentiate between relevant and irrelevant information ◦ recognize the relationship between form and meaning ◦ scan for specific information ◦ answer reference questions ◦ transfer information to a table • choose the appropriate form to express the same thing • reinvest real world knowledge and experience 	Talking about oneself and one's family	<ul style="list-style-type: none"> • will • negative forms 	<p>able—be to—brought up—chef—compute—cooker—entertainment—expensive—explain—freedom—get on well with—hard—have fun—healthy—interested—laugh—loan—lucky—makesure—mobile—necessarily—rest (the)—use(v)—nurse—persuade—qualification—run—safe—struggle—technology—wedding—whenever—whereas</p>
25	6	Self evaluation	<ul style="list-style-type: none"> • reflect on one's working procedure • work in pairs • work in groups 	Making suggestions		<p>add—common—fairly + adj—find—general—have problems with—of some help—interesting—mean—nearly—need—on one's own—pattern—position—resolution—surf—take part—topic—weakness—whole (on the)</p>
28	7	 I still get pocket money	<ul style="list-style-type: none"> ◦ draw on background knowledge and detect key words to predict content ◦ report information • express agreement or disagreement • self evaluation ◦ categorise information 	<ul style="list-style-type: none"> • Asking for others' opinions • Expressing one's opinion 		<p>according to—art—belong—close (adj)—consider—cry (v)—despite—dissatisfied—extravagance—fit in—image—irritate—kick out—look (n)—make friends—make money—matter (v)—mix with—mixture—naive—obsessed—peace—press (the)—right (n)—rise</p>

39	10					<p>ting (n)–partly–pin (v)–process (n)–punishment – push (v)–revolution– row (n)–seat (v)–set up–sew–smack (v)–spot (on the)–tailor–thanks to–thread–toy–understanding</p>
42	11	<p>What's your friendship style?</p>	<ul style="list-style-type: none"> ◦ select relevant information • ask for information • report facts • express tentative judgements 		Reported statements and WH questions	<p>admire–after shave–care about–chat (v) –cheer up–concentrate–exactly–feel down–fit (adj)–go on a diet–helpful–ideal–imitate–inside out– know inside out–let down–liar–loyal–own (adj)–pet hate–secretive–sensible–treasure (v)</p>
45	12	 <p>Love boat</p>	<ul style="list-style-type: none"> ◦ tap from different sources to answer specific questions ◦ infer information • make tentative statements about concrete situations ◦ recognize the relationship between form and meaning ◦ scan for specific information ◦ answer reference questions ◦ predict outcome from events described • produce reports from notes 	<ul style="list-style-type: none"> • Narrating past events • Describing people and their feelings 	'd rather	<p>allow–boat–brand new–cabin–deck –declaration–delicate–experience–fact (in)–fall in love–gently–get on–go through–make a fool of–passenger–porcelain–prince–romance–skin–suit (n)–sweetly–twice–undying–wide</p>
48	13	 <p>A diary</p>	<ul style="list-style-type: none"> ◦ predict content from core vocabulary ◦ infer the main idea ◦ scan for information on more than one point ◦ infer implicit information ◦ label a visual with reference to a text ◦ guess the meaning of words from context • producing a description related to the topic area 	Describing daily life		<p>alive–army–aunt–bomb–carry on–collapse–couple of–danger –dead–death–diary–earthquake –frightened–have–leave–lucky–moment – nest–roof– safe–scared–send–shake–sound (v)–stay–survive–waste–war</p>

52	14	 <p>John Grisham</p>	<ul style="list-style-type: none"> • express agreement / disagreement ◦ scan for specific information ◦ categorize words and ideas ◦ guess the meaning of unfamiliar words from context ◦ guess the meaning of unfamiliar words through affixation • express judgement about specific issues 	Describing a person's life (an autobiography)	<ul style="list-style-type: none"> • Still / no longer / any longer 	<p>author–bestseller–character–criminal–defence–inspire–law – lawyer–legal–novel–plot–print (in) – publish–reject–thriller–translate</p>
54	15	<p>Are neighbours necessary?</p>	<ul style="list-style-type: none"> • express opinion about specific issues ◦ scan for specific information ◦ infer the meaning of words from context ◦ identify implicit logical relations ◦ evaluate information or ideas • produce a description with reference to a text 		<ul style="list-style-type: none"> • Modals • Will = resolutions for the future 	<p>bring back–do the washing–farmer–get along with–lawn–leather–mow–nap–rainstorm–rescue (v)–sheet–sole–year round</p>
57	16	 <p>How to review your lessons</p>	<ul style="list-style-type: none"> • complete statements about facts ◦ evaluate information or ideas ◦ identify the main idea • work in groups • produce simple statements about I one's resolutions ◦ recognize reduced forms of words 			<p>alternate–bubble–calm (v)–cell–chant (n)–clear (v)–dictate–essential–focus (v)–headphones–highlighter pen–keep to–main–mark out–messy –Obvious–recharge–refresh–revise– reward (v)–rhyme–set an alarm– sharpen–slogan–stick–summarize– try out–under stress–wake up</p>
60	17	 <p>Tips to keep your blood healthy</p>	<ul style="list-style-type: none"> ◦ infer the meaning of unfamiliar words ◦ match dictionary choices with context at hand ◦ recognize new grammar patterns 	Advising about health safety	The passive	<p>biologist–boost–classify–donate – enhance–fortify–freeze–leafy–lift (n)–tip (n)</p>

63	18	 <p>Will you surf the Internet?</p>	<ul style="list-style-type: none"> work in pairs to solve a problem infer the main idea differentiate between important and unimportant ideas infer the meaning of unfamiliar words from context reinvest new words and expressions scan for specific information 	Making requests	<ul style="list-style-type: none"> It is used for ... To be able to 	<p>access (v)–aid–all over the world–around–authority–central unit–chatroom–e-mail–end up–field trip–fount–hang–improve–keyboard–liberated–literate–log on to–loudspeaker–maintain–mouse–on line–pace–personalize–printer–report (n)–scanner–sense–shortage–site–skilled–speed (n)–stolen–take over–tour (n)–virtual</p>
66	19	 <p>A friend I could never forget</p>	<ul style="list-style-type: none"> scan large texts extract salient points for subsequent use produce summaries from notes express one's appreciation recognize reduced forms of words 	Narrating past events		<p>appeal (n)–assume–barely–board (v)–escape (n)–faithful–fit of laughter–look forward to–honey (n)–motherhood–swap–treat–without fail</p>
70	20	 <p>House and home</p>	<ul style="list-style-type: none"> predict content from core vocabulary answer reference questions scan for specific information transfer information to a graph reinvest real world knowledge in one's speech or writing produce a report from notes 		<ul style="list-style-type: none"> To have something done Reflexive pronouns 	<p>afford–beyond–bricklayer–build (n)–build (v)–consist of–cottage–decorate–electrician–entrance–finish–flat (n)–foundation–ground floor–lay–lead to–lounge–plot (n)–plumber–range (n)–recover–renovate–skill–staircase–tiler–</p>
74	21	Languages	<ul style="list-style-type: none"> distinguish between important and less important information reinvest newly acquired vocabulary analyze text structure to reinvest it in one's own writing 		Noun- adjective conversion	<p>communicate–element–legible–lots and lots of–master (v)–native–overnight–phrase–plenty of–Plot pronunciation–scribble–utterance</p>
77	22	 <p>Family matters</p>	<ul style="list-style-type: none"> differentiate between important and unimportant information identify the main idea transfer information to a table produce a letter from notes 	Expressing certainty/doubt	Negative imperatives	<p>cost (at any)–cry–desperate–equal (n)–get on with–lonely–mature–strict–talk sth over</p>

80	23	 <p>Health matters</p>	<ul style="list-style-type: none"> ◦ match utterances with responses • reinvest core vocabulary to solve a puzzle ◦ identify the main idea ◦ scan for specific information • express opinion about specific issues ◦ identify the communicative function of a text 	Talking about ailments		<p>accommodation—ache—appendix—off—colour (be)—chest—coach—cough—cream—curiosity—drops—fastidious—ingestion—injection—intestine—lodged—operate on pain—patient—pinpoint—plaster—put away—sick—sil—sore—stomach—surgery – swallow—tempting—toss up—trap—vet—x-ray</p>
83	24	 <p>Job hunting</p>	<ul style="list-style-type: none"> ◦ categorize words ◦ predict content from core vocabulary ◦ identify the main ideas • compare ◦ scan for information on more than one point ◦ select relevant information • produce a description from notes ◦ work in groups 		<ul style="list-style-type: none"> • Comparatives • Superlatives 	<p>ad—apply—apron—authoritative—can (n)—cool—customer—discount—dump—dye (v)—efficient—embarrassing—fancy (v)—first-aid—for-head—full time—hire—include—interview—lifeguard—navy—oversleep—pay—pick up—pink—punch—qualification—smile—sort out—specific—staff—training—uniform—waistcoat</p>
87	25	 <p>Human Rights</p>	<ul style="list-style-type: none"> ◦ predict content ◦ scan for specific information ◦ match words with their definitions 		Prepositions	<p>beg—blind—call sb names—citizen—client—colleague—command—communicate—disability—disease—engineer—experience v)—hardly—inform—join in sth—manager—relate—resign—script—sight—socks—tease—step in someone's—shoes—treatment—workplace—punch—relate—shoes—</p>
91	26	 <p>TMe and R'kid</p>	<ul style="list-style-type: none"> ◦ identify main ideas ◦ scan for information ◦ answer reference questions • reinvest core vocabulary to report past habits • express one's appreciations 	Reporting past habits	Used to	

94	27	 Would you like to be an au pair?	<ul style="list-style-type: none"> ◦ infer the main idea ◦ scan for specific information ◦ transfer information to a table • express one's opinion about a specific issue ◦ reinvest core vocabulary to solve a quiz 			affection—catch Sb doing sth—daily—fire (v)—foreign—fortunate—have a day off—impress—laugh—miss—naval—officer—promise (v)—punch the air—rabbit—register (v)—remind—sauce—touch (v)
98	28	 About teachers A narrow escape	<ul style="list-style-type: none"> ◦ predict content from core vocabulary ◦ scan for specific information • express opinion about specific topics 		<ul style="list-style-type: none"> • Relative clauses • Have to 	agree on—agree with—attend—attention—debt—diploma—envelope—graduate—lend—obtain—owe—pay back—period—principal (n)—promise (n)—relieved—repay—rule
101	29		<ul style="list-style-type: none"> scan for specific information ◦ predict content from core vocabulary ◦ transfer information to a table • express opinion • reinvest new vocabulary • reinvest vocabulary to produce a narrative 		Prepositions	brave—burns—caring—come round—drug—event—explode—flames—hit—intense—lose control—occur—proud—severe—smash—stagger
104	30	 animal save someone's life?	<ul style="list-style-type: none"> ◦ distinguish between relevant and irrelevant information ◦ scan for specific information • recognize relations between parts of a text ◦ answer reference questions ◦ transfer information to table • express one's point of view about specific incidents and characters 		Simple past Vs past progressive	bask—drown—exhausted—heroic—ignore—panic—powerful—pull—roll—run away—sandy—set off—shore—trusty—upset—wave
108	31	 Holidays and tourism	<ul style="list-style-type: none"> ◦ infer missing information ◦ recognize relations between parts of a text ◦ transfer information to a table ◦ identify the communicative function of a text 		Noun + ern = adjective	clearup—climate—culture—eastern—fascinating—heavily—jungle—lie—lush—marvellous—memory—mining—northern—opportunity—resort—southern—temple—tradition—treevegetation—western—widely—

111	32	 Talking about music	<ul style="list-style-type: none"> guess the meaning of unfamiliar words from context infer implicit information scan for specific details recognize short forms of words 	Expressing likes	Question words	address (v)–C.D–celebrity–clip–excitement–fear–happiness–hi-fi–hope–lyrics–melody–sadness–a soap–walkman
115	33	 The Environment does matter	<ul style="list-style-type: none"> infer the meaning of unfamiliar words and phrases scan for specific information use dictionary definitions identify the communicative function of a text recognize relations between parts of a text reinvest newly acquired words 		If + present ⇒ future	<ul style="list-style-type: none"> like–blanket–catastrophic–count–decent–desert–drought–flooding–gas–global–greenhouse–odd–rest in the hands of–thermal–warm–warm (v)–warming–worry about
119	34	Social problems	<ul style="list-style-type: none"> express one's point of view about specific problems express tentative opinions about topics scan for specific details identify main ideas infer implicit information reinvest core vocabulary to solve a language puzzle 		<ul style="list-style-type: none"> The comparative The superlative 	<ul style="list-style-type: none"> barefoot–crop–drought–emotion–entail–famine–heartbreaking–heat–malnutrition–serious–solve–starvation–starve–stifling–tour(v)–tragedy–widespread
121	35	Education matters	<ul style="list-style-type: none"> infer the communicative function of a series of utterances reinvest newly acquired vocabulary scan for specific information predict content identify relation between form and meaning reinvest core vocabulary to solve a language puzzle 		The present perfect	<ul style="list-style-type: none"> alphabet–confidence–course–directions–drop out–endless–everyday–fall behind–get stuck–literacy–map–move (n)–nightmare–play truant–pretend–spell

1 GETTING TO KNOW EACH OTHER

1. Answer the following questions in your notebook.



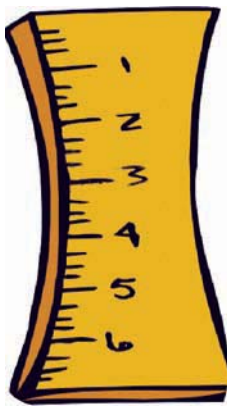
What's your name?



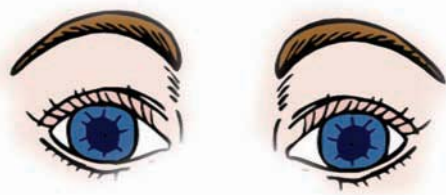
How old are you?



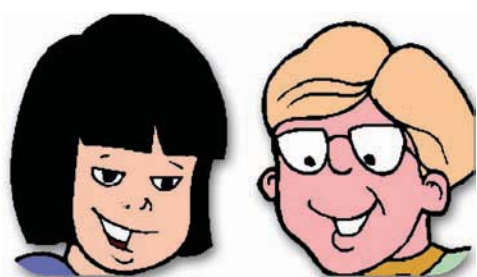
How much do you weigh?



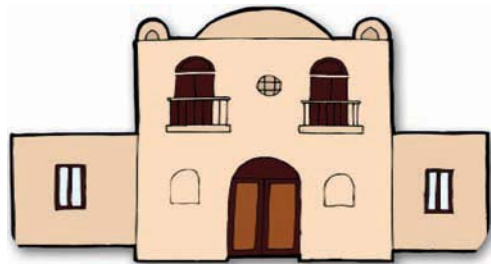
How tall are you ?



What colour are your eyes?



What colour is your hair?



Where do you live?

2. Pair Work.

In turns, find out about your classmate. Ask him / her questions about his / her:

<ul style="list-style-type: none"> – name – age – town / village – parents' occupations – hobbies – previous school – previous English teacher 	<ul style="list-style-type: none"> – attitude towards English – favourite subject – favourite sport – one nice thing about him / her – one bad thing about him / her – plans for the school year
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Make sure

- a) you stay on task,
- b) you speak English,
- c) you are polite. Use 'Please' for example.

The following tables may help you.

what	↔	thing
how old	↔	age
how many	↔	number
how much	↔	quantity
where	↔	place
who	↔	person
when	↔	time
why	↔	cause
why	↔	purpose

3. Select 5 personal details about your classmate and report them to the class to introduce him / her.

4. Group Work.

a) **Group A** : Choose a famous person that you have a lot of information about and get ready to answer group B's questions.

b) **Group B** : Ask group A questions to find out who the famous person is.

c) **Exchange roles.**

5. Project work.

Collect information about a famous person (a scientist, an artist, a writer, a leader, a sportsperson) to introduce him / her to your class. You may use the internet, dictionaries, or any other source of information. Focus on the following questions :

- Who is the person?
- When and where was he / she born?
- What sort of education did he / she get?
- Why did he / she become famous?
- Did success / fame affect his her life?

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

2 WE'VE MADE IT TO THE TOP

ACTIVITY 1: GETTING STARTED.

1. Write the simple past and past participle forms of the following verbs in your notebook.

to be – to begin – to buy – to come – to dream – to find –to
get – to go – to be – to have – to know – to leave – to lose –
to make – to sell

2. Check your answers by referring to the list of irregular verbs at the end of your book.
3. Read the following text and fill in the blanks with the right forms of the right verbs in question 1.
4. How many mistakes have you made? Refer back to the text and find out why you've made them.



Cara



Mineral water

We've made it to the top

I grew up in Edgware, Middlesex where my father had a dozen shops. I ① school at 16 to work in a travel agency but I always ② of making it to the top and my husband Tony shared those dreams...

We started out selling black plastic bags, working in a tiny office, but the business ③ well and four years later, we also ④ making record sleeves.

We ⑤ in India drinking bottled water from the Himalayas when we ⑥ our best idea ever – why not import it to Britain?

Sadly, the water ⑦ its fizz by the time it ⑧ to England, so we ⑨ a spring in Dartmoor instead.

Now our water is ⑩ in top hotels and restaurants in Britain and Paris and last year we ⑪ a lot of money.

We ⑫ a large country house and a big new car. We also take five or six holidays abroad a year.

I've always ⑬ self-confident. I ⑭ I'd do well one day. Now, my dream has ⑮ true!

ACTIVITY 2 : GETTING THE MESSAGE

1. Say whether the following statements are true or false and justify your answers with details from the text.

- Cara came from a poor family.
- She studied at university.
- Her husband was ambitious.

2. Look at the table and find the information needed in the text. Write down your answers in your notebook.

	KIND OF BUSINESS	THE RESULT
First	a	b
Second	b	d
Third	c	f

- Pick out details showing the couple is rich.
- Which sentence in the text best explains the title?
- List 3 reasons why the couple succeeded in business

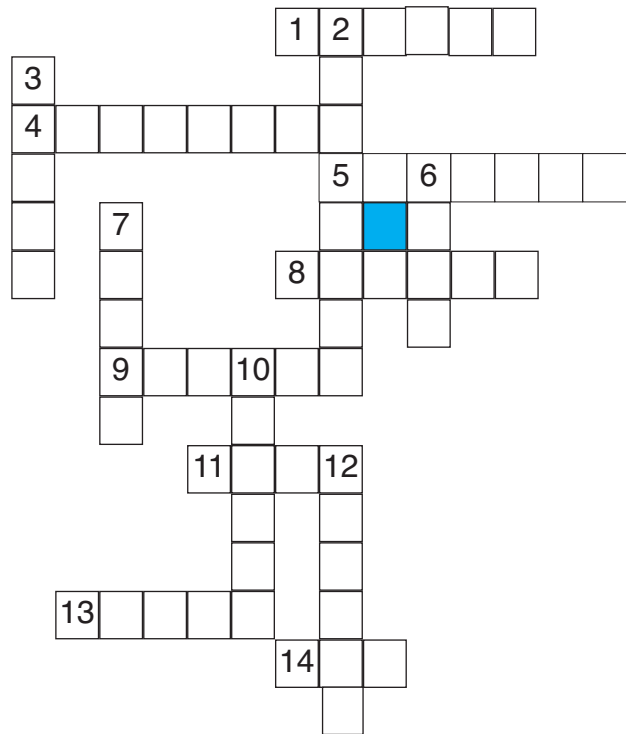
ACTIVITY 3 : PRACTISE YOUR LANGUAGE SKILLS

Across :

- Not in your country
- Period of time when you are not working or attending school.
- In place of.
- Keep in writing or on a tape or CD
- Opposite of 'never'.
- Opposite of 'worst'.
- Very small.
- Opposite of 'buy'

Down :

- Buying and selling.
- Not to keep for oneself.
- You go there to buy something.
- You have it when you are asleep.
- Banks have one in most towns.
- Go places.



CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

3 QUEEN OF SOUL

ACTIVITY 1 : GETTING STARTED

1. Read the text below and put the bracketed verbs in the right tense. The following table may help you.

General truth	↔	Present simple
Finished past action	↔	Simple past
Past action whose time is unknown	↔	Present perfect



Singer Sade has sold more records than the Spice Girls but don't expect to see her talking about it on television. The singer, who **(to become)** ① famous in 1984, with *Your Love Is King*, **(to avoid)** ② publicity and says she never wanted to be famous. "I don't want to be famous. I really don't. I don't believe people should know every detail of your life."

Yet, her 2001 album *Lovers Rock* **(to go)** ③ platinum in this country and reached No 3 in the American charts and she **(to earn)** ④ nominations at different awards. This is not bad for someone who has never wanted fame and fortune.

Born Helen Folesade Adu in Nigeria, her parents separated when she **(to be)** ⑤ four, and she moved to England with her mother, settling in Colchester, Essex.

At first, she studied fashion at a London college. However, music remained her first love and she **(to sing)** ⑥ with different groups before starting a solo career.

By the late 80s, life in the public eye was too much for Sade and she quit recording, seeking refuge in Madrid and Jamaica. "The effect of fame on me was so bad that I couldn't make another record," she explained.

Although Sade **(to return)** ⑦ in 1992 with hits like *No Ordinary Love*, she still **(to prefer)** ⑧ to avoid publicity. She now lives with her teenage daughter Lila in London.

2. Check your answers with your classmate.

ACTIVITY 2 : GETTING THE MESSAGE

1. Read the text again and write on your notebook the information needed.

- a) Name
- b) Real name
- c) Place of birth
- d) Place of residence
- e) Marital status
- f) Occupation
- g) Major records

2. Say whether the following statements are true or false. Justify your answers with details from the text.

- a) Sade has always lived in Britain.
- b) She hasn't been successful at all.
- c) She preferred music to fashion.
- d) Fame had a bad effect on her life.
- e) She prefers journalists to people.

3. Find a suitable title for the text.

4. What's Sade's attitude towards fame? Is it typical ? Why or why not ? What do you think of this attitude?

5. Read your title again and decide whether there's anything you'd like to change about it.

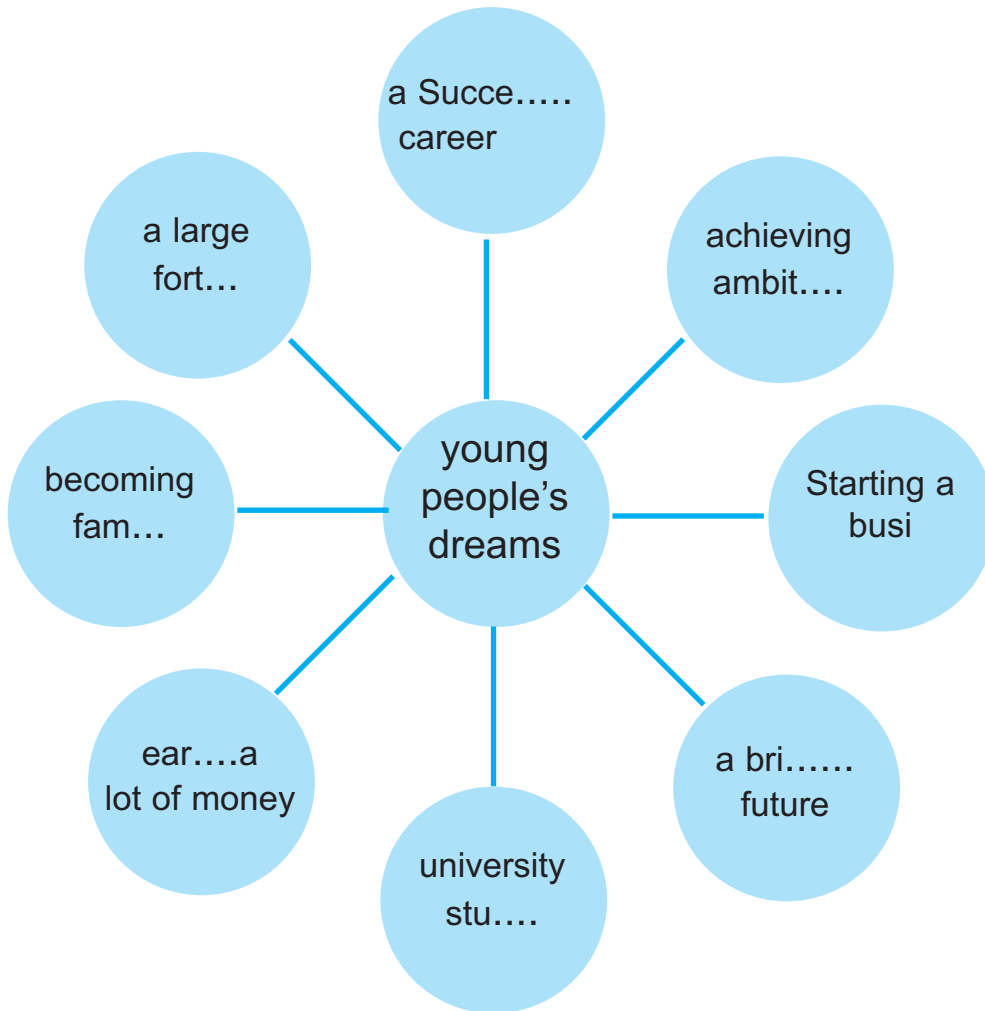
ACTIVITY 3 : SHARING

Find out about your classmate's attitude towards fame. Use the following phrases:

- What do you think of ?
- Would you like...?
 } Student A
- I (don't) think / believe that ...
- I'm (not) sure / certain that...
 } Student B

ACTIVITY 4 : CHECK YOUR VOCABULARY SKILLS

Complete the unfinished words in the bubbles. Each dot stands for a letter.



CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

4

EVERYTHING TO PLAY FOR

ACTIVITY 1 : GETTING STARTED

Complete the words.

FAMILY	FOOD	LEISURE	ANIMALS
grandp	veget	pla . . .	d . .
Mum . .	carr. .	gam . .	c . t
cous . .	reci . .	rea	pe .
relati . . .	fru . .	instrum	bi . .
. . . . fathers	gra . . .	mu . . .	elep. . . .
Dad . .	co . . ing	car . .	mo . . e

ACTIVITY 2 : GETTING THE MESSAGE

- Read the paragraphs you've been assigned by your teacher and
 - fill the blanks with the words provided in the boxes before each section.
 - say which of the persons in the pictures is speaking



Gill



Ann



Betty

- choose from the following the titles of the paragraphs you've been assigned

TITLES	
a) Cooking b) Learning and playing music c) Leisure activities d) My favourite music	e) Pets f) What I think of some jobs g) The food I like h) My grandparents

SECTION 1

wait — me — enjoy — them — visiting — us

- 1- I have four grandparents –two live in Ireland and two live in England. We go and visit them quite often. I like ❶ them because they spoil ❷ and my sister Rebecca, especially the ones in Ireland. They always make sweets for ❸.
- 2- I ❹ cooking cakes with Mummy and Rebecca. We make my great grandma's cakes. They're her special secret recipe with a cherry on the top. Sometimes we can't ❺ and eat ❻ before they've even got cold

SECTION 2

because — play — favourite — eating — too

- 3- My ❶ food is fish fingers, potatoes and beans, and I like chocolates ❷. I hate cabbage. I have to go out of the room if someone is ❸ it. I know that vegetables and fruit are good for you. My favourites are carrots and grapes.
- 4- I like the classics, Mozart mainly ❹ he composed very good tunes. I often go to concerts to listen to classical music. I always look at the musicians' hands and wrists to see how they play. I do that whenever I go to a concert. I'd like to ❺ in a professional orchestra one day.



beans



grapes



cabbage

SECTION 3

sleep — when — who — them — practising —fourth — in front

- 5- 'I started playing the violin ❶ I was four. I didn't like it straight away but I gradually got used to it. I have to do a lot of ❷. Once I practised for an hour in one go. I don't mind playing ❸ of other people — I think it's nice when they clap. I usually go to concerts where Mummy and Daddy are playing. I'd like to be as good as ❹ one day.
- 6- 'When I'm at home I like playing games. And I love reading too. My favourite book is Animal Ark. It's about a girl ❺ looks after animals. I like Harry Potter too. I've read the first three books, and Mummy's reading the ❻ one to Rebecca and me every night before we go to ❼.

SECTION 4

pets — housework — naughty — died — earn

7- We did have a cat but he ❶. I was very sad, but he was very old. We're getting two kittens called Archie and Angel. Archie is going to be mine. I like having ❷ because you can play with them and look after them. To look after a cat you have to make it happy.

8- 'I think I'd like to be some sort of teacher when I grow up because I really like shouting at the boys when they're ❸. It must be hard to be a grown-up because they have to work and ❹ money and fill in lots of forms. It's hard being a mummy because she has to do all the ❺. Daddy doesn't help because he has to go out to work. But it's hard being a child —people are always telling you what to do.

2. Sharing information.

- a) Listen to your classmates and ask them questions about the sections they've read to find out more about Ann. The titles may help you.
- b) Agree on a title for the whole text.

3. Now that you know more about Ann,

- a) say which of the following adjectives apply to her and justify your answer.

dull — sociable — bright — kind — childish

- b) say whether there are any similarities or differences between you and Ann.

ACTIVITY 3 : COMMUNICATING

Choose one of the paragraphs of the text and write a similar paragraph about yourself.

CHECK WHAT YOU HAVE LEARNT TODAY

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Other

5

IT IS ALL IN THE PREPARATION

ACTIVITY 1: GETTING STARTED

Section 1

Listen to and read the following section of the text and select the word you hear from the 3 alternatives provided.



The most important thing to me is being healthy and able to enjoy life. It's a good time (**being - be - been**) a teenager, (**match - march - much**) better than when my mother was a teenager. They didn't have the technology we have (**know - now - new**) and they didn't have half the entertainment. My mother was already married when she (**is - was - as**) my age, 19. She was one of 6 children and she shared her (**clothes - closes - close**) with her sisters whereas I just go out and buy them whenever I (**went - want - won't**).

I bought a mobile phone when I (**was - is - as**) 16. Mum thought it was (**necessary - an necessary - unnecessary**) at first, but I persuaded her that I needed (**won - one - when**). I still live at home so I use it to tell her when I'm going to be late.

Section 2

Listen to and read the section of the text below and write down the prepositions you hear.

"I really love my freedom, being able to go ❶ and have fun. I'm lucky living here but if I was ❷ London I'd have to be more careful because it's not very safe. When I go out ❸ night, I always make sure I'm ❹ a big group of people.

I love my job. I wanted to be either a chef or a nurse. My friend became a nurse, so I became a chef. I can't see myself sitting ❺ an office working ❻ a computer. Studying ❼ chef school wasn't very hard because my father was a chef when he was my age and my mum taught cookery. I want to become the best and work ❽ all the top places.

Section 3

1. Read the third section and complete it with the right pronouns.
2. Say what these pronouns refer to.

When I started here, the kitchen was full of men but ❶ didn't mind. It's always a good laugh but it would be nice to have a woman to talk to. ❷ 've been brought up as the only girl with two brothers and I've always been to mixed schools. So, I do get on well with the men. Everybody's very interested in making sure ❸ 're happy and if you don't understand something, they take the time to explain ❹ to you. It's a young person's job—you're always on your feet, running around. But when you get older you can make a wedding cake every so often and that keeps you going because they're so expensive. My friends think it's great. ❺ often say: "Come round and make ❻ dinner. Make us a cake." One of ❼ is a nurse, another's a nursery nurse and most of the rest are at university. They are studying to get the qualifications ❽ need to become what they want but I think I'm luckier I've got a job and money while ❾ 're struggling on a student loan."

Subject pronouns	Object pronouns	Possessive adjectives
I	me	my
we	us	our
you	you	your
he	him	his
she	her	her
it	it	its
they	them	their

ACTIVITY 2: GETTING THE MESSAGE

Listen to and read the text again and answer the following questions:

1. Look at the table and write down the information required on your notebook.

Girl's name	a
Age	b
Occupation	c
Family size	d
Father's job	e
Mother's job	f

2. How did the girl come to choose her job?
3. How does she like her job? Does working with men bother her? How does she find them? Justify your answers.
4. Focus on the second section and
 - a) explain in your own words:
 - I can't see myself sitting in an office working with a computer.
 - I want to work in all the top places.
 - b) say what the second sentence tells us about her.
5. What other interests does she have beside her job?
6. Do you share any of her interests?
7. Which do you think is better, starting work at an early age or going on to university?

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

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Other

6

SELF EVALUATION

ACTIVITY 1: ANSWERING A QUESTIONNAIRE.

Read / listen to the following statements and tick the appropriate boxes.

- | | |
|--|--------------------------|
| 1. I found the 5 previous lessons difficult. | <input type="checkbox"/> |
| 2. I found the 5 previous lessons easy. | <input type="checkbox"/> |
| 3. I found some of the 5 previous lessons easier than others. | <input type="checkbox"/> |
| 4. The texts are too long. | <input type="checkbox"/> |
| 5. The texts aren't too long | <input type="checkbox"/> |
| 6. The texts are too short. | <input type="checkbox"/> |
| 7. Their topics are very interesting. | <input type="checkbox"/> |
| 8. The topics are interesting. | <input type="checkbox"/> |
| 9. The topics aren't interesting at all. | <input type="checkbox"/> |
| 10. I understood the general ideas. | <input type="checkbox"/> |
| 11. I understood most of the ideas. | <input type="checkbox"/> |
| 12. I understood nearly everything. | <input type="checkbox"/> |
| 13. I could understand the listening passage because I could read it at the same time. | <input type="checkbox"/> |
| 14. I had some problems with the vocabulary. | <input type="checkbox"/> |
| 15. I didn't have any problems with the vocabulary. | <input type="checkbox"/> |
| 16. I understood what most of the words mean. | <input type="checkbox"/> |
| 17. I can use most of the words when I need to. | <input type="checkbox"/> |
| 18. Some of the grammar patterns are difficult. | <input type="checkbox"/> |
| 19. I didn't have any problems with the grammar. | <input type="checkbox"/> |
| 20. I can use the grammar patterns when I need to. | <input type="checkbox"/> |
| 21. I took part in the pair / group work activities. | <input type="checkbox"/> |
| 22. I 'd rather work on my own. | <input type="checkbox"/> |
| 23. I helped my classmates with the pair / group work activities. | <input type="checkbox"/> |
| 24. I learned from my classmates. | <input type="checkbox"/> |
| 25. I enjoyed working with my classmates. | <input type="checkbox"/> |

26. I'm fairly good at surfing on the Net
27. I used the internet.
28. I didn't use the internet
-
29. On the whole, the 5 lessons were of no help at all.
30. On the whole, the 5 lessons were of little help.
31. On the whole, the 5 lessons were of some help.

ACTIVITY 2: INTERACTING

- 1. Pupil A: Find out about your partner by asking the right questions. The following table can help you.**

WH word + am / is / are / was / were + subject		
WH word + did + subject + verb	=	questions
WH word + do / does + subject + verb		

- Pupil B: Answer your classmate's questions. The following table can help you.**

Subject + am / is / are / was / were	=	positive answers
Subject + verb		
Subject + I'm not / isn't / aren't / wasn't / weren't	=	negative answers
Subject + don't / doesn't / didn't + verb		

- 2. Exchange roles.**
- 3. Agree with your classmate on one common strong point and one common difficulty.**
- 4. Report what you have agreed on to your other classmates and listen to their reports on their strong points and their weaknesses.**
- 5. In groups of 6 or 7 agree on suggestions you can make to your classmates to help them with their difficulties. The following phrases may help you.**
- Why not ...?
 - What about...?
 - You should....
 - You could...
 - If you you ...

6. Now that you have listened to your classmates' suggestions, read the following resolutions and write down the ones that apply to you. You can add your own resolutions.



PLANNING AHEAD

There will be a passage by Ibn Khuldun in lesson 10. What do you know about him? If you don't know much, find the following information about him:

1. When was he born?
2. What kind of education did he get ?
3. Where did he live mainly?
4. What did he write about?
5. What positions did he hold?
6. What is his best known book?

To get the information you need, you may ask your Arabic teacher, visit the school or public library or visit a website.

7

TEENAGERS AND MONEY

ACTIVITY 1: GETTING STARTED

1. Read the following questionnaire and

- a) say whether the person who has answered it is selfish or not;
- b) answer the questionnaire if you like.

- How often do you get pocket money?
Never. When I like. Once a week.
- Would you like to get more pocket money?
Yes No. I don't know.
- What do you spend it on?
Presents Clothes CD's
- Do you share it with your brothers and sisters
Always. Sometimes Never.
- Do you think that pocket money is a right?
Yes. No. I'm not sure.

ACTIVITY 2: GETTING THE MESSAGE

1. Read the title and guess

- a) who will be speaking in the text;
- b) what (s)he will be speaking about.

2. a) Report your answers to your classmates

- b) Listen to your classmates' answers and say why you agree or disagree with them.

3. Listen to and read the introduction and check whether you've guessed right or not.

At 17, singing sensation Carol Chapel has already made £20 million according to some newspapers. But despite her new grown-up look, she's still living with her parents.

❶ ?

"In some ways I'm a girl because I can be very naive and childish, but I've got the head of a young business woman. So I'm a mixture of both —like most people my age."

❷ ?

"I suppose so. This business is very ruthless, so I've had to become quite ruthless myself to fit in. Though I think I'm still quite warm-hearted."

❸ ?

“We're just really good friends. I've known him since I was three —I was at primary school with him and his family and mine are close. I don't I know why they're making a big thing about it. This is the price of fame, I suppose.”

4 ?

“It's the same as with my personal life. I'm a singer; what really matters is my art, not my looks. But that's how people are —they're so obsessed with image, being skinny and things like that. I'm not a skinny girl, but I don't mind that —I'm happy with the way I look.”

5 ?

“I get £80 a month but I want a big rise when I'm 16.”

6 ?

“When I'm 21. I'm not as rich as the press say I am.”

7 ?

“Going to an all-girls school. It's brilliant for my education, but not for mixing with boys and having a normal life. But I've made a lot of friends now.”

8 ?

“To make my new album.” I was going to take a year out to do my GCSEs in peace, but I'm really happy I did the album instead. I think it's my best piece of art so far.

9 ?

“My mum. I love her very much, but she irritates me sometimes!”

10 ?

“Our house. It belongs to me and when I'm 18, if I want to kick my parents out, I can!”

4. A reporter asked the speaker the following questions. Read the speaker's answers and match them with the appropriate questions. Be careful: there's one extra question.

- a) What's the best decision you've ever made?
- b) When will you have access to your fortune?
- c) Has your career made you grow up fast?
- d) What's your biggest extravagance?
- e) Who is the closest person to you?
- f) What's the truth about your relationship with Max?
- g) When was the last time you cried?
- h) Newspapers talk a lot about your looks. What do you think of that?
- i) How much pocket money do you get?
- j) Do you consider yourself a girl or a young woman?
- k) What's the worst decision you've ever made?

5. Listen to / read the text again and check your answers about the titles. If you are not sure, compare your answers with your classmate's.
6. Match the words in Column A with their definitions in column B.

ALTERNATIVE 1	ALTERNATIVE 2
Naïve	Physical appearance
Ruthless	Near, intimate
Close	Inexperienced, simple minded
Looks	To be of importance
To Matter	Cruel, pitiless

7. Why is the speaker interviewed? What is special about him / her?
8. Is (s)he successful or not? Pick out details from the text to justify your answer.
9. What is meant by 'I'm a mixture of both.' in the first answer?
10. Find in the text details showing that:
 - a) she's still a teenager;
 - b) she's a young woman.
11. How has success affected
 - her relationship with her family?
 - her education?
 - her attitude towards image and fashion?
12. If you are dissatisfied with your answers to question 10, the following questions will help you:

What does she think about

 - fashion and image?
 - her education?
 - being famous?
 - the newspapers talking about her private life?
13. Does this attitude show that she is a typical teenager?

In groups of 5 or 6, express your opinion about Carol, agree on 3 things you like or dislike about her and write a short report for your classmates.

The following expressions will help you:

 - What do you think of?
 - How do you like?
 - I think / feel / believe that...

IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in “Things I Have Learned Today” and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates’ feelings and ideas
- vocabulary
- grammar

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

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Other

ACTIVITY 1: GETTING STARTED

Select the statements that match your own definition of 'intelligence'.

"Being intelligent" means:

- a) getting good school results;
- b) becoming famous;
- c) getting on well with others;
- d) passing all school exams;
- e) becoming rich;
- f) getting medals in sports competitions;

**ACTIVITY 2: GETTING THE GIST**

1. Read the text and try to complete it with the appropriate words. The dictionary definitions on the right will help you.

John Adams read fluently at the age of two and solved complex maths problems when he was three. At eight, he became the youngest pupil in Britain to pass O level maths. When he was asked how he could do all that John said: "I just like using my brains".

When people talk about ❶ children, they usually think about school ❷ like John. Yet, while such a ❸ is remarkable, being gifted isn't a rare quality. It's the natural birth right of almost every youngster.

gift /gift/, **gifts**. If you say that someone has a gift for doing something, you mean that they have a natural ability for doing it. EG John has a real gift for conversation.

gift-ed /'giftid/. 1 Someone who is gifted has a natural ability to do something well. EG She was a gifted actress. 2 A gifted child is extremely intelligent.

prodi-gy /prɒdɪd i/. **prodigies**. A prodigy is 1 a person with an unusually great ability for something such as music or mathematics, which shows itself at an early age. EG He was a mathematical prodigy. 2 something amazing and wonderful. EG His vacation was a reward for the prodigies he had already achieved.

2. Do you agree with the idea stated in the last sentence? Does it apply to you?

ACTIVITY 2: A QUESTIONNAIRE

1. Match each set of questions with the type of intelligence listed in the box on the right.

Set 1:

- a) Do you get along with others?
- b) Can you influence others easily?
- c) Do others respect you?

Set 2 :

- a) Do you enjoy making things?
- b) Do you like mending / repairing things?
- c) Do you like practical problems?

Set 3 :

- a) Can you describe things / people orally?
- b) Are you good at imagining stories?
- c) Do you sometimes write poetry?

Set 4 :

- a) Are you good at drawing?
- b) Can you paint?
- c) Do you paint pictures or cartoons to express your feelings?

Set 5

- a) Are you active / energetic?
- b) Do you enjoy sport?
- c) Do you make gestures and movements to express your feelings?

Set 6 :

- a) Do you try to understand others?
- b) Are you warm-hearted?
- c) Are you a good listener?

TYPES OF INTELLIGENCE

- Emotional
- Creative
- Mechanical
- Physical
- Artistic
- Social

2. Read the questions of each set and write short answers. Examples:

Set 1

a) Yes, I do / No, I don't.

b) Yes I can / No, I can't.

3. What types of intelligence has your classmate got? Ask her / him questions to find out.

4. Exchange roles.

5. Refer back to your answers in ACTIVITY 1 and decide if you want to change them.

6. Give your answer to the question asked in the title "Are we all intelligent?"

ACTIVITY 3: WRITING A DESCRIPTION.

1. Think of somebody you know and select the statements in the following box that apply to him / her.
2. Think of examples to illustrate the statements that apply to him or her.
3. Think of other details related to the person you have chosen (age, physical appearance, social background...)

- (S)he thinks quickly.
- (S)he uses a large number of words correctly.
- (S)he isn't discouraged by failure.
- (S)he is interested in acting, dancing, music, sport...
- (S)he is not afraid of problems.
- (S)he has a great curiosity and asks many questions.
- (S)he solves problems.
- (S)he remembers things.
- (S)he is interested in many activities.

4. Organize the information you have collected through the three activities to write the description of a gifted person you know.
5. Write your 1st draft and exchange it with your classmate.
6. In turns, read your classmate's draft and suggest improvements on
 - a) ideas;
 - b) grammar;
 - c) vocabulary.
7. Discuss your classmate's suggestions in turns.
8. Use your classmate's suggestions to improve your draft.

ACTIVITY 4: BEING CREATIVE

1. Rewrite the following acrostic poem in your notebook.

STUDENT

- Seeking information
- Telling stories
- Undertaking projects
- Delivering presentations
- Exploring new knowledge
- Navigating the Web
- Thinking about the future

2. Study the poem and say

- a) which line is about the topic of the poem
- b) in what form the verbs are
- c) how many times does the word student appear

3. Write a similar poem about pupils.

PUPILS

P.....

U.....

P.....

L.....

L.....

S.....

CHECK WHAT YOU HAVE LEARNT TODAY	
Ideas	
Functions	
Grammar	
Vocabulary	
Other	

9

WHO WAS THE MAN?

ACTIVITY 1: GETTING STARTED

1. Match the following utterances with the right functions.

UTTERANCES	FUNCTIONS
a) What about another cup of tea?	• asking for clarification
b) What do you mean exactly?	• inquiring about satisfaction
c) What's the French word for "steering wheel"?	• suggestion
d) What a nice view!	• expressing fear, apprehension
e) What this child needs is a good education.	• expressing surprise, appreciation
f) What if the boss stops paying the workers?	• insisting
g) Is this what you wanted?	• asking for information

2. Which word is common to all the utterances?

3. In which utterances

- does it mean 'the thing that'?
- is it a question word?
- is it an exclamation word?

ACTIVITY 2: GETTING THE MESSAGE

My watch said half past 10. I gathered up my belongings and kissed my husband Donald goodnight. "See you tomorrow," I said.

I jumped into the car and set off for home. I'd done this journey a thousand times since Donald had suffered a stroke and moved into the rehabilitation unit. As I left the town centre, I felt uncomfortable. I shifted in my seat. The roads were dark and deserted. I started to worry. *What if I run out of petrol? What if I have a breakdown? What if someone follows me?* What if someone has burgled the house? Car headlights appeared in my rear-view mirror. They grew closer until the car was right behind me. I slowed down. The car overtook me, braked suddenly and pulled into a lay-by. "Idiot," I said. "What was that for?" Then the car started again and got behind mine. I waited for it to overtake. It didn't. I slowed down. It remained behind me. I tightened my grip on the wheel. "Keep calm," I murmured. I dropped my speed from 30 to 15 mph. Why didn't he overtake? When I turned right, the car behind did the same. The hairs on my neck stood up. This was it! I was 9g

followed — probably by a mad man with an knife. I locked the doors, fumbled for my phone and dialled my son Kingston. “He’ isn’t home,” said his wife Samantha. “What’s the matter?” “Someone is following me,” I said. “Can I come to your place?” “Of course,” she replied. My heart kept thumping. Suddenly my phone rang. I jumped. “Hurry up,” he said. “I’m right behind you and if you keep driving this slowly we’ll never get home.”

1. Read through the text and write down the missing sentence if you can guess it.
2. Who is the writer of the text? What’s his/ her approximate age?
3. Identify the characters in the text by completing the following sentences.
 - a) Samantha is the writer’s ❶.
 - b) Donald is Samantha’s ❷.
 - c) Kingston is Donald’s ❸ and Samantha’ ❹.

THE GENITIVE
 Singular noun +’s + noun
 Plural noun +’ + noun

4. Read the text and label the visual.

5. Focus on the verbs used in the text and
 - a) say which of the following tenses has been mostly used, the past progressive, the simple past or the present perfect?



- b) find the relationship between the use of this tense and the function of the text is (narrating, describing routines, predicting...)
- c) say which verbs are irregular and write down their infinitive forms in your notebook.

6. Say whether the following statements are true or false and justify your answers with details from the text.

- a) The writer was visiting her husband for the first time.
- b) She was travelling by daytime.

7. Reorder the following sentences with reference to the text. Just write in your notebook the letters (a, b, c...) in the correct order.

- a) The writer turned right.
- b) The other car started again.
- c) She noticed the other car behind her.
- d) The other car stopped.
- e) The writer left the hospital.
- f) The other car overtook the writer's.

8. Complete the following list of sentences expressing the writer's feelings.

- a)
- b) I shifted in my seat.
- c)
- d)
- e) The hairs on my neck stood up.
- f)
- g) My

9. Match the sentences in question 7 with the following adjectives.

nervous – uncomfortable – very surprised – worried – frightened / terrified

10. Read the following definition and say when the writer felt so.

re-lieved /rili:vd/ . If you are **relieved**, you feel glad because something unpleasant has not happened or is no longer happening. EG *I am relieved to hear that this isn't true... He felt enormously relieved that they had taken the matter so calmly.*

10

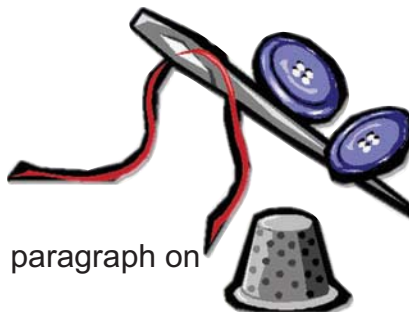
MARIA MONTESSORRI

ACTIVITY 1: GETTING STARTED

Refer back to your project 'Planning Ahead', in Lesson 6 and

- a) listen to your classmates' reports and identify the additional information
 - you can give your classmates;
 - you've learned from your classmates.

- b) Read the text and complete the following paragraph on the right. You may include it in your project.



Ibn Khuldun wrote about society and about language. Concerning the latter, he said that knowing a language is not knowing the rules of grammar. He gave the example of someone who knows about sewing. This person says: "First, you push a piece of thread through the eye of a needle, then you push the needle through a piece of cloth. When two pieces are joined, you repeat the process, putting the needle some distance in front..." However, Ibn Khuldun asks: "Do you ask this person to make you a coat or do you ask a tailor? Does knowing the rules mean you can do something?"

A person may know a lot about the rules of sewing but he can't ❶.

Similarly, a person who ❷ may not be able to use that language.

ACTIVITY 2: GETTING THE MESSAGE

1. Do you think these words can be related to school life?

play – game – toy – picture – painting – happiness – bright colours

2. Read the text and check your guess.

Maria Montessori was born in 1870 in Italy. In 1894, she qualified as a doctor and seven years later, she set up a school in Rome. In 1922, she was made inspector of schools by the Italian government and she started writing and lecturing about education. She died in 1953 at the age of 82.

Nowadays, we are used to seeing young children "learn through play" in infants schools and kindergartens. This is partly thanks to Maria Montessori. Children there play with brightly coloured toys. They are encouraged to paint and draw and their paintings are pinned on the wall. They are also encouraged to discover things for themselves.

But schools were not like that before Maria Montessori's times. Learners were seated in black uncomfortable desks arranged in fixed rows. They had to learn lessons by heart. Corporal punishment was quite common and if a child made the tiniest mistake, he was smacked or flogged on the spot!

Maria Montessori actually started a revolution in education. She liked to work with neglected children and those who had difficulties of any kind. Of course a lot of people didn't approve of Montessori's ideas. They believed her method could not work but she insisted that if you showed children respect, understanding and kindness, they could learn better. She also believed that if children are happy and interested, they could get good results at school. Frightening teachers and boring lessons did not help at all.

3. Are the following statements true or false? Justify your answers with details from the text.

- a) Maria Montessori became a doctor when she was 24 years old.
- b) She started a school in 1901.
- c) It didn't take her long to be recognized as an important educationist.

4. Guess what Maria Montessori's contribution to education was.

5. In your opinion, what were schools like at the beginning of last century?

6. Read paragraph 3 and check if you've guessed right.

7. Write down on your notebook the sentences related to

- a) pupils' duties
- b) classroom description
- c) discipline.

8. Focus on the sentences in question 7 and

- a) underline the subject in each sentence;
- b) decide who performs the action in each sentence;
- c) identify the tense of the verb to be;
- d) rewrite the sentences beginning with the real subject and put the verb in the same tense as to be.

IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in “Things I Have Learned Today” and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates’ feelings and ideas
- vocabulary
- grammar

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

1. Listen, read and select the alternatives that apply to you.

- a) Your New Year's resolution is:
- ◆ Next year, I'll concentrate more on my school work;
 - ♥ I'll have more fun;
 - ♣ I'll look for another friend.
- b) When you make a new friend, you'd like to
- ◆ Spend every minute of every day with him / her;
 - ♥ See him / her when you have time;
 - ♣ Share your time between him / her and your family.
- c) If you decided to go on a diet, you would
- ◆ Like all your friends to do the same;
 - ♥ Like some of them to do the same;
 - ♣ Want your friends to admire you.
- d) What kind of present would you like to get?
- ◆ A mobile phone;
 - ♥ A P.C.;
 - ♣ Some after shave / hair accessories.
- e) What is a great friendship according to you?
- ◆ Knowing someone inside out?
 - ♥ Friends spoiling each other?
 - ♣ Being just a phone call?
- f) What would you like to do when you are with your friend?
- ◆ Go out to the cinema or concert together;
 - ♥ Chat for hours about films and hits?
 - ♣ Go shopping for the whole day?
- g) What do you do when your friend is unhappy?
- ◆ Offer him / her a magazine, a book?
 - ♥ Invite him / her for some net surfing?
 - ♣ Cheer him / her up with jokes?
- h) Your pet hate is (the person you hate most)
- ◆ People who imitate (copy) other people?
 - ♥ Secretive people?
 - ♣ Liars?

- i) What is your most treasured memory?
- ◆ Your summer holidays?
 - ♥ Making a new friend?
 - ♣ Getting a present from a friend?
- j) What is your ambition for the future?
- ◆ Find the ideal friend?
 - ♥ Live your life to the fullest?
 - ♣ Earn lots and lots of dosh (money)?

2. Refer to the key below and find out what your friendship style is. Focus on the first, second or third paragraph depending on whether most of your answers are the first, second or third alternatives.



You are loyal to your friends because you are sensible. This means that you are a good listener to mates' problems. You know exactly what you want. You are ambitious and nothing stops you. Friends are important to you.



Friends are everything for you. You don't care about anything when you friends are with you. You are loyal to your circle and helpful. If your friend let you down, you'd feel really down, too.



In the past, your friends have always helped you. So, friends are important to you but you want to live your own life.

3. Ask your classmate the questions in the quiz to find out what his friendship style is.

4. Report to the class the most surprising answers you get. Examples:

X says that next year he'll look for another friend

Y says that she'd like to spend most of her time with her friend.

5. Listen to your classmates' reports and

- a) fill in the following grammar summary;
- b) decide what friendship style most of your classmates have

Reported statements = ① + say + that + subject + ②

6. Listen to and read the questions in the quiz again and

- a) turn the questions to reported speech. Example:
He asks what kind of present I'd like to get.
- b) complete the following grammar summary;

Reported questions = Subject + ① + WH word + ② + verb

- c) say what other differences there are between the **Direct Speech** and the **Reported Speech**.

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

12 LOVE BOAT

ACTIVITY 1: GETTING STARTED

Read the following names and

- say who was in love with whom;
- what was special about their love.

Kais – Cleopatra – Juliet – Antar
 – Hamlet – Khaoula – Leila – Virginia
 – Romeo – Tarafah – Ophelia – Paul
 – Antony – Abla



ACTIVITY 2: GETTING THE MESSAGE

In three months, in the summer of 1943, I suddenly grew up.

The beginning was like this: Dad wrote to me to come to America. I got a brand new suit made. I said to myself: “On the boat, I am going to meet a beautiful girl, and I am going to fall in love.” So, I got on the boat. The first day, I sat on the deck and read an interesting book. On the second day, I found out who were the other passengers on the boat. The third day, I was not interested in the book any longer. The fourth day, I was up to my neck in the trouble I was looking for.

It was a ten-day boat. I would rather spend two years in hospital than go through that experience again.

When I first met her, I thought she was not older than me. In fact, she was twice my age, but you can be twice 16 without being old. She was small and delicate. Her skin looked like porcelain. But she had big wide eyes and was not afraid to talk.

We talked. She told me about her family, her job. She told me about a famous person and a prince who wanted to marry her. Three days later, I made a declaration of my undying love. I said: “I cannot, I will not love anyone but you. If you go to the ends of the earth, I will join you there.” She talked to me in her turn, gently and sweetly. She said: “This can never be. We shall never meet again.” But she meant “You are a nice boy but please grow up before someone makes a fool of you.”

I went to my cabin and cried over my diary for a while and then, against all the laws of romance, I fell asleep.

1. Read the text and say how it relates to the people mentioned in question 1.
2. Focus on the first part of the text and answer the following questions:
 - a) How old was the writer?
 - b) Was he independent?
 - c) What was unusual about him?
3. What is meant by
 - a) "... the trouble I was looking for"?
 - b) "... a ten day boat"?
4. Pick out a sentence showing how serious this trouble was.
5. Focus on the second part of the text and find out how the relationship developed. Was it a case of love at first sight? Was it a case of mutual love?
6. Pick out details showing the writer was deeply in love?
7. Focus on the girl's answer and say what "this" refers to.
8. Was her answer romantic, realistic or rude? Justify your answer.
9. Does the story have a happy end?
10. Select the right alternative.
 - a) "I fell asleep" (the last sentence) shows that the writer
 - will be unhappy forever;
 - will soon forget his sorrow;
 - will never remember the woman.
 - b) "I'd rather" in the second paragraph expresses
 - likes;
 - preference;
 - advice.
11. Can you imagine a different end to the story?

ACTIVITY 3: COMMUNICATING

1. Fill in the following Report Card about the story you've just read.

Report Card	
Characters
Plot
Relationships
Feelings

Report Card	
My impressions
What I think of the characters
What I think of the story

2. Choose a couple from Activity 1 and

- a) fill in a similar report card.
- b) write the love story of the couple.

ACTIVITY 4: PRACTISE YOUR LANGUAGE SKILLS

Consider the following table of alternatives and say which you would rather do. Write the sentences in your notebook.

ALTERNATIVE 1	ALTERNATIVE 2
read a book read novels read war novels read because you have to just read a book	watch the film based on it read cartoon strips read romance novels read because you choose to read a book and write a report on it

CHECK WHAT YOU HAVE LEARNT TODAY
Ideas
Functions
Grammar
Vocabulary
Other

13 A DIARY

ACTIVITY 1: GET READY

- 1) Study the following list of words and phrases then put them in pairs of opposites.

open – dead – hope – worst – war – scared – despair – alive – in danger – best – close – not frightened – life – leave – save – peace – stay – death – waste – safe

- 2) Look at the visual, focus on the words war, danger, despair and death and guess what the text will be about.

ACTIVITY 2: READING COMPREHENSION

1. Read the text as quickly as you can and check if you've guessed right.

Day 1:

Well, I am still here, thank God. If I die, people will know from my diary about me and the dreams I had. So far, I have been lucky and all of my family are safe and well. Today was the worst day of the bombing. I close my eyes and think for a moment that if I open my eyes, I will find myself dead. Then I open my eyes and I am still alive.



Day 2:

More bombs today. They sound close. But none of us leaves the house so that we do not know where they are falling. The walls shake and the floor moves. It is like an earthquake. The roof may collapse in any moment.

Day 3:

I do not feel like eating today. My mother makes my favourite food for lunch. She thinks I will eat ...well. I cannot. She says: "You are just a teenager. You need food more than us."

Day 4:

My mother and I have decided to move in with my aunt on the other side on the town. Perhaps it is safer there. My father and my brother are staying at our house. I do not think they are scared like us.

Day 5:

I feel that writing my diary is a waste of time because I might die tomorrow. So, what's the use of carrying on?

Day 6:

As usual, just a couple of hours' sleep. We had breakfast in the kitchen. After that, we sat in the garden because the weather was so nice. I saw a small nest in a tree. There were two small birds in it! How can (such) a tiny nest survive? If they can, then I can as well.

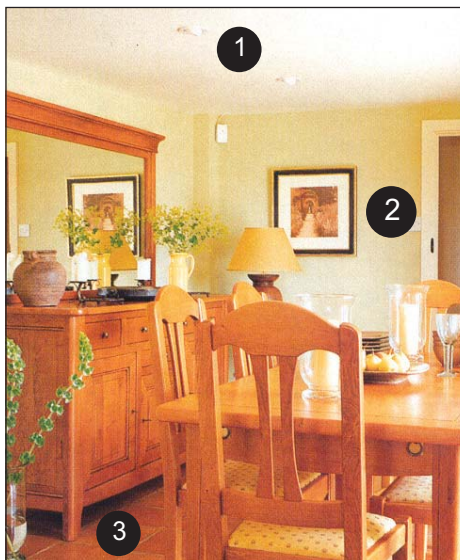
2. Read the text again as quickly as you can, focus on the beginning of each paragraph, the underlined personal pronouns and possessive adjectives and the underlined sentences to complete the following definition of 'a diary' with the following words: *happenings – day – yourself.*

You keep a diary to write about and other people. Day by, you record in it the most important in your life.

3. Whose diary is it? Does the extract cover a whole week? Justify your answer with details from the text.

4. Focus on Day 2 and:

a) label the following visual:



b) find words meaning nearly the same as:

- to from side to side;
- a shaking of the ground
- fall down

- c) say what the major event referred to in this section of the diary is and justify your answer with details from the text;
- d) say if this event started on Day 1 and justify your answer.

5. Focus on the end of the diary and

- a) find a sentence that means “There’s no point in continuing to keep this diary.”
- b) say which of the feelings in the box that sentence expresses

surprise – hope – excitement – anger – happiness – despair

6. Focus on Day 6 and say which of the feelings mentioned in question 5 is expressed.

7. Refer back to the answers in the first activity, re-read the diary and answer the following question:

What are the major feelings the writer expresses. Justify your answer with examples from the diary.

8. Write down Day 7 of the diary. Make sure you

- a) keep to the topic
- b) focus on one important event
- c) describe your feeling(s)
- d) use as many words as you can from the word puzzle in activity 3.
- e) use first person pronouns and adjectives
- f) write short sentences (subject + verb + complement, for example)

ACTIVITY 3: PRACTISE YOUR LANGUAGE SKILLS

Find in the following puzzle words that correspond to the following definitions.

- move quickly from side to side or up and down.
- falls when there’s a war.
- the opposite of ‘die’.
- go to another place.
- fall down suddenly.
- frightened.
- the opposite of ‘live’.
- you may join it when you are 20 years old.
- continue to live.

A	S	J	M	F	L	A	S
F	C	U	O	K	X	R	H
K	A	O	R	B	O	M	A
S	R	H	E	V	D	Y	K
D	E	I	T	L	I	V	E
X	D	M	O	V	E	V	O
C	O	L	L	A	P	S	E

ACTIVITY 4: BEING CREATIVE

WRITERS

Creative, successful
 Thinking, organizing, publishing
 Feeling happy, feeling free
 Writers

- Rewrite the quatrain above in your notebook then study it and say**
 - how many lines it has got;
 - which lines are about the topic;
 - which line has got 2 adjectives
 - what is common to lines 3 and 4.
- Choose a topic and write your own cinquain.**

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

14 ARE NEIGHBOURS NECESSARY?

ACTIVITY 1: GETTING STARTED

Jot down notes on your notebook to answer the following questions:

1. Is it necessary to, have good neighbours?
2. What does a good neighbour mean to you?

ACTIVITY 2: GETTING THE MESSAGE

Nowadays a good neighbour has been replaced by modern means of communication and entertainment. But in those days, a good neighbour meant something completely different.

A good neighbour knew everything about you and liked you, too. He never let you down. When you were in trouble, he came to your rescue. If one of the family was sick in the night, he sat up until the doctor came. Sometimes he sent for the doctor himself.

The Bouldrys were that kind of neighbours. Lem Bouldry was a good farmer. Mrs. Bouldry had a maid and Lem had two men the year round. They even had a piano. Mrs Bouldry changed her dress every afternoon and they kept their house clean and tidy. Even their lawn was well kept because they mowed it regularly.

But the Covells were just the opposite. I could never understand how my father got along with them. Mr. Covell was ten years younger than my father. However, everybody called him 'Old Covell'. His face and hands were like sole leather. If his hair was ever washed, it was when he was caught in a rainstorm. My father used to say: "Covell is always borrowing things. He might borrow the shirt off your back then bring it back six months later to have it mended." My mother would say: "I'm sure he would never bring it back to have it washed."

When Mrs Covell was seriously ill last year, Mrs Bouldry took care of her; took care of the rest of the children too —four of them. She stayed in the Covell house most of the time and went home only for a short nap (a little sleep) now and then. She had to do that because there was not an extra sheet in that house or an extra bed. Mrs Bouldry was not afraid to use her hands —she did all the Covells' washing herself.

But even 'Old Covell', despite his unusual character, was a good neighbour...

1. Read the first two paragraphs and find details showing that the following statements are true.

- a) Good neighbours know about each other's lives.
- b) They appreciate each other.
- c) They support one another.
- d) They take decisions in your place.

2. Read the rest of the text and say:

- a) how it relates to paragraphs 1 and 2.
- b) what the function of the sentence "The Bouldryds were that kind of neighbours." is.
- c) what **that** , underlined in the sentence refers to.

3. Pick out details showing that the Bouldryds were a rich family.

4. Were the Covells rich, too? Justify your answer with details from paragraphs 4 and 5.

5. What other differences were there between the 2 families?

6. Did these differences affect the relationship between the 2 neighbours? Justify your answer with details from the text.

7. Which of these details is surprising? Why?

8. The last sentence of the text is the beginning of a new paragraph. What should that paragraph be about? Why?

ACTIVITY 3: PRACTISE YOUR LANGUAGE SKILLS

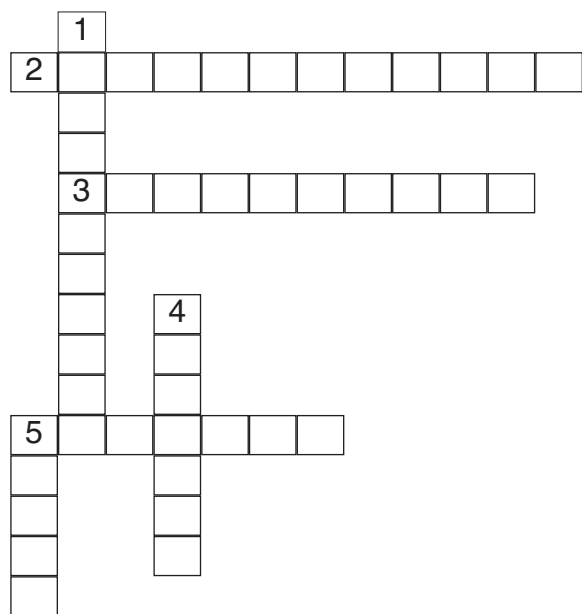
Find in the following word puzzle the phrases that correspond to the following definitions.

Down

- 1. Have problems
- 4. Disappoint
- 5. Stay awake

Across

- 2. Have a friendly relation with
- 3. Look after, for example
- 5. Ask somebody to come and see you



15 JOHN GRISHAM

ACTIVITY 1: GETTING STARTED

1. Select the alternatives that you think are true and be prepared to justify your choice.
 - a) Good readers become good writers.
 - b) Writing is hard work.
 - c) With practice, anyone can become a good writer.
 - d) Special studies are needed to learn how to write.
 - e) Writing is a gift. You're born with it.
 - f) One has to like writing in order to be able to write.
2. Listen to your classmates' points of view and say whether you agree or disagree with them. Make sure
 - a) you are polite
 - b) you don't interrupt other classmates,
 - c) you use expressions like **I (don't) think / believe / agree, in my opinion...**

ACTIVITY 2: GETTING THE MESSAGE

1. Read through the text and find out if John Grisham's example supports any of the statements in the first activity.

He is among the most successful authors of our time, his **thrillers** becoming **bestsellers** as soon as they are **published**. Six of his **novels** have been made into films featuring such famous stars like Tom Cruise and Julia Roberts.

Yet multi-millionaire John Grisham, 47, still has his feet firmly on the ground: he would rather be playing baseball with his kids than attending parties.

As a child, John dreamed of being a professional baseball player but he wasn't good enough. So he studied **law** and became a **lawyer**, working 70 hours a week and trying to squeeze in time to write novels.

He specialised in **criminal defence** and one day he heard the horrifying **testimony** of a 12-year-old girl. Her story **inspired** him to start a novel

After three years, he finished the novel A Time To Kill. It was rejected by 28 **publishers**. Now they must wish they'd agreed to give the lawyer-turned-writer a chance.

Since then, he has written one novel a year. All of them have been bestsellers. There are currently more than 60 million John Grisham **books in print** worldwide, **translated** into 29 languages.

So, what's the secret of success? "Turning pages," he says. "You must have a story that makes the **reader** turn the pages. The **plot** has to be intelligent and you need interesting **characters**, so that your readers care about them. What I'm trying to do is just write good popular **fiction**."

His life is no longer the struggle it was when he first started out in his legal career. He now earns £28 million a year and lives quietly with his wife Renee and their two children.

- 2. What were John Grisham's two major occupations? Focus on the words in bold type.
- 3. Classify these words according to his occupations.

FIRST OCCUPATION	SECOND OCCUPATION
6 words and phrases	13 words and phrases

- 4. Which of the words related to John Grisham's first occupation do you already know?

Which of these words can you guess their meaning?

Which of these words have nearly the same meaning as:

- a) what a witness says?
- b) a person who advises people about the law and defends them in courts?
- c) the rules of a society?
- d) relative to law?

- 5. Which of the words related to John Grisham's second occupation do you already know?

Which of these words can you guess their meaning?

Which of these words have nearly the same meaning as:

- a) a story and the way it develops ?
- b) a writer ?
- c) a book that tells a story ?
- d) something that is not true or real ?
- e) produced in many copies ?
- f) turned to another language ?
- g) a person or a company that produces many copies of a book or magazine...?

6. Did John Grisham enjoy writing? Justify your answer with a sentence from the text.
7. What helped him write his first novel?
8. Was it easy for him to publish it?
9. Pick out details showing his success as a writer.
10. What is unusual about him as a person?
11. Focus on paragraph 2 and
 - a) find a sentence indicating that John Grisham hasn't changed;
 - b) identify the word indicating that something was true in the past and is also true now.
12. Focus on the end of the text and
 - a) find a sentence indicating that John Grisham's life has changed;
 - b) identify the word that indicates this change.
13. Use either of these words to answer the following questions:
 - a) Is John Grisham a lawyer now?
 - b) is he unpopular with publishers now?
 - c) Does he have to squeeze in time for writing?
 - d) Do you think he has to work hard now?
 - e) Does he like attending parties now?
14. Go back to your answer to the first question in Activity 1 and :
 - a) decide if there's anything you'd like to change.
 - b) tell your classmates about these changes

Still	in	questions
Still		affirmative statements
negative verb + any longer / any more Positive verb + no longer / no more		negative statements

CHECK WHAT YOU HAVE LEARNT TODAY
Ideas
Functions
Grammar
Vocabulary
Other

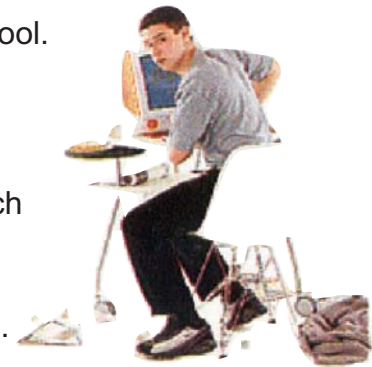
16

HOW TO REVIEW YOUR LESSONS

ACTIVITY 1 : GETTING STARTED

1. Read the following statements and complete the unfinished words.

- a) I like to st..... and listen to music at the same time.
- b) I usually att..... all lessons at school.
- c) My desk is usually mes.....
- d) My favourite school activity is the bre.....!
- e) I usually do my hom..... and watch T.V. at the same time.
- f) I feel sc..... before exams.
- g) I think I'm a well-organized lea.....
- h) I revise for exams with a clas.....
- i) I start my revision with difficult sub.....
- j) I us..... a marker to highlight important information.
- k) I sometimes bor..... past tests from older pupils.



2. Reread the statements and select the ones that apply to you.

ACTIVITY 2 : GETTING THE MESSAGE

1. Read through the text on the next page and say how it relates to the first activity.
2. Choose from the following alternatives the appropriate title to the text:
 - a) How to make revision almost a pleasure.
 - b) A guide to avoid reviewing for exams.
 - c) A recipe for failing school exams.
3. In groups of four, focus on one week (week 1, week 2, week 3 or week 4) and
 - a) choose a group leader who will report later to the class
 - b) choose someone whose handwriting is clear to take down notes
 - c) identify abbreviations (short forms of words) and try to guess their complete forms.
 - d) identify unfamiliar words and try to guess their meanings from the context. Make sure the scribe (the classmate with clear handwriting) takes down clear notes.
 - e) refer to the text, agree on DO's and DON'Ts (positive behaviours and negative ones) and use must, mustn't, should, shouldn't, can or can't to express them. Check if the scribe has written all the statements suggested by the group.
 - f) listen to your leader's report to the other groups and help him if he needs you.

g) listen to the leaders of the other groups then ask them questions about the abbreviations, the new words and the different behaviours if you've got any questions.

4. Write 4 sentences about what you need to do when revising. Begin as shown:

It's necessary to

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Mon	Clear your work area. You need peace and order, not a messy desk. Ban T.V. from your room.	When you go through your notes, or your own text-books, mark out the important info with a highlighter pen..	Before you move to a new subject, read your notes one more time to refresh your memory.	Don't read texts straight through. Take breaks every few pages and summarize what you've just read.
Tues	Compose a brain-cell affirming chant to repeat to yourself when you are under stress. Keep saying to yourself "I know lots already and by the end of this sesh I'll know even more.	Take some exercises to refresh your head.	When you get stressed, breathe in and out slowly. Repeat until you feel calm..	British students visit the site www.bbc.co.uk/revision . Check if there's a Tunisian internet site for tests and essential information. Try it out
Wed	Get organised and make a revision timetable. Then keep to it. Remember to have a 15-minute break each hour to recharge your brain cells.	Ask your older bro or sister if they've got any notes or past papers you can use.	Borrow some past exam papers from your teachers or senior students. Test yourself to find out what you really know.	Use plant oils such as eucalyptus, lemon and mint oils to sharpen your senses
Thurs	It's a well known fact that you remember things better if you write them down. So make notes as you read. Be short and simple.	Bubbles can help you. Put the main topic in the middle bubble and the details in smaller bubbles round it. Easy peasy	Dumpy rhymes and slogans will help you to remember sequences and formulas. For example: My Very Energetic Monkey Jumped Sideways Under Napoleon's Pipe —the first letters stand for the order of the planets. S'easy.	If you like to listen to music while working, make sure you focus more on your revision.
Fri	Alternate your strong and weak subjects when you're revising. Never leave hard subject till the last minute.	Some people work better early in the morning. Others prefer to work in the afternoon or late at night. Choose the time of the day that you like best.	Write important info on pieces of card and stick them around the house in obvious places — refrigerator door, walls...	Summarize a topic until it fits a post-card. then learn each card by heart.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Sat	Give your brain a break at least one day a week and do anything that makes you happy.	Revise with your mates once or twice a week. Test each other but don't chat too much.	Make sure you have all the pens you need. Sharpen your pencils!	Ask Mum, Dad, Gran, little bro / sis to test you.
Sun	Take a 15-minute nap from time. Lie down in a dark room. Close your eyes and set an alarm to wake you up. Even if you don't sleep, you'll feel better afterwards.	If you've got a tape recorder, dictate your notes onto a blank tape and listen to it on headphones when you are out or before you sleep.	Reward yourself for each task you complete. It could be a bar of chocolate or your favourite T.V. programme.	Don't study too much the night before an exam. Eat a good breakfast in the morning, too.

IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in "Things I Have Learned Today" and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates' feelings and ideas
- vocabulary
- grammar

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

17 TIPS TO KEEP YOUR BLOOD HEALTHY

- Blood groups are classified into A, B, AB and 0 with either rhesus positive or rhesus negative typing
- Type 0 rhesus negative blood can be given to everyone
- Red cells can be *frozen*, to keep stock of rare blood groups
- African and Afro-Caribbean donors are needed to help people with sickle-cell disorders.



Before becoming a blood donor your blood is tested to ensure you're healthy

ACTIVITY 1: GETTING THE MESSAGE

1. Find in the text above details showing that the following statements are false.
 - a) Biologists divide blood into 5 groups.
 - b) Doctors can give O+ blood to any patient.
 - c) Blood banks can freeze red cells to stock common blood groups.
 - d) English blood banks need only white donors.

2. Read the text again and the statements above to match the words in column A with their equivalents or explanations on the right. There's one extra item in column B.

<ol style="list-style-type: none"> 1. A biologist 2. To classify things 3. Common 4. To donate something 5. To freeze something 	<ol style="list-style-type: none"> a) very ordinary, not special in any way b) to give something for free c) to keep it at a low temperature d) someone who studies living things e) to put them in groups f) exceptional
--	---

3. Focus on the statements in question 1 and say whether the subjects indicate the persons or organizations that actually do the actions.
4. Focus now on the text and say whether the subjects indicate the doer of the action.
5. Now focus on the verbs to complete the following table. Write your answers in your notebook.

TRUE / FALSE STATEMENTS	SENTENCES IN THE TEXT
divide / classify b) can freeze d)	a) can be given c) e)
ACTIVE VERBS	PASSIVE VERBS

ACTIVITY 2: GETTING THE MESSAGE 2

1. Read the following text and

- a) try to guess the meaning of the following words:
- a tip
 - leafy
 - to enhance
 - fortified
 - to boost
 - a lift
- b) say what helped you guess their meanings.

Tips to keep your blood healthy.

- Eat plenty of red meat and liver, which are the best sources of iron.
- You should also eat green leafy vegetables, beans, lentils and cereals. To enhance absorption, eat with a drink high in vitamin C.
- To boost vitamin B 12, vegetarians should eat fortified food, such as milk and juices.
- Take plenty of exercise even if it's just using the stairs instead of the lift, as this boosts your circulation.
- Avoid smoking.

2. Complete the following passive sentences and keep the same meaning expressed in the active sentences in the text above.

- a) Plenty of red meat and liver ❶ because they are the best sources of iron.
- b) Green leafy vegetables, beans lentils and cereals ❷. Their absorption ❸ if they ❹ with a drink that is high in vitamin C.
- c) Fortified food such as soya, milk and juices should ❺ by vegetarians to boost vitamin B 12.
- d) Plenty of exercise should ❻, even if it's just using the stairs instead of the lift as this boosts circulation.
- e) Smoking should ❼.

ACTIVITY 3: CHECK YOUR GRAMMAR SKILLS

1. Read the following sentences and

- a) identify the 4 sentences in which the subject is the doer. Write their letters (a,b,c...) in the 'Active Sentences' box. Write the remaining sentence in the 'Passive Sentence' box.

BLOOD FACTS

- Last year 1.8 million people gave blood.
- 10,000 units of blood are needed every day by the National Health Service.
- Six per cent of the eligible population are blood donors.
- Blood banks use their entire stock in a few days.
- Last year UK hospitals used 2.4 million pints of blood.
- Whole blood and red cells have a shelf life of 35 days.

ACTIVE SENTENCES = THE SUBJECT IS THE DOER

PASSIVE SENTENCE = THE SUBJECT IS NOT THE DOER

- b) turn the active sentences to passive and the passive sentence to active.
c) say which active sentence can't be turned to passive and guess why.

2. Some information about blood donation is not mentioned in the texts. Ask your biology teacher the following questions:

- At what age can one start donating blood?
- How much blood can one give at a time?
- How often can one donate blood?
- When are blood collecting campaigns held?
- Who can't give blood?

ACTIVITY 4: BEING CREATIVE

Refer back to lesson 8 and write an acrostic poem about donors

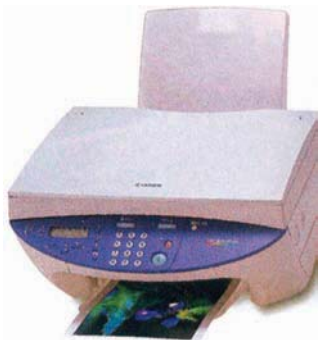
18 WILL YOU SURF ON THE INTERNET?

ACTIVITY 1: GETTING STARTED

Pair work:

1. Student A: use the words in the box to label the following visuals:

a printer – a central unit – a keyboard – a mouse –
a scanner – a monitor – loudspeakers



2. Student B: match each visual with the following sentences:

- a) It's used for writing texts or giving instructions.
- b) It's used for getting photos or documents into a computer.
- c) It's used for clicking to give the computer instructions.
- d) It's used for getting photos or documents on paper.
- e) It shows the documents and pictures you have in the computer.
- f) It analyses your instructions and does what you ask it to do.

3. Students A and B: work together to write sentences that explain what each visual shows and what the device does. Make sure you use phrases like

- Tell me please
- Will you tell me.....
- Could you tell me, please
- I think that
- I'm sure / certain that
- I'm not sure that

Example: The first picture shows a which / that is used.....

ACTIVITY 2: GETTING THE MESSAGE

1. Read the following statements and

- a) say what they are about;
- b) select what you consider the 3 most important statements.
 - Every pupil can learn as he likes.
 - Pupils can study where they like.
 - Pupils can talk to other people from all over the world.
 - Pupils can study only what they need to know.
 - Learners can visit towns, sites and museums without having to travel.
 - Pupils can get information from different sources.

2. Read the following text and

- a) say how it relates to the statements in question 1;
- b) match the statements in question 1 with the appropriate information in the text and justify your answers.

Goodbye Mr. Chips, Hello Mr. Microchips.

According to a report on education, computers will soon be taking over from schoolteachers.

Greater use of PCs in the classroom will offer pupils "exciting new ways to personalise their learning".

Instead of going on field trips they will take virtual tours. If they've got any questions, they will be able to access chatrooms or e-mail online teachers who will have been "liberated from their traditional role as the fount of all knowledge".

Children will be encouraged to "adapt the programme to their individual needs" and "learn in their own time, at their own speed and in their own environment".

Education authorities welcomed this "excellent document" which would "improve the quality of learning" and end teacher shortages at the same time.

3. Complete the following paragraph:

There are many things that pupils now cannot do. However, if the computer takes over from teachers they will be able to

.....They'll also be able to

4. Read the following letter and say how it relates to the previous text.

Dear Sir,

I'm all for the age of information technology and the Internet. Besides, my own children who are now quite skilled at using a computer have actually derived many benefits from it. But I really wish the authorities were concerned with making the pupils computer literate as much as making them literate in the traditional sense.

Some modern teenagers can surf the World Wide Web at the speed of light. Others can reprogram a stolen mobile phone with the aid of a laptop. However, fewer and fewer of them seem able to write a formal letter or even their own name.

If you allow them "to personalise their learning experience", they'll immediately log on to the nearest games website and fall in love with a Red Indian in Kansas.

If you let them "work at their own pace and in their own environment", they'll end up spending all day hanging around, smoking and wasting their time.

What modern teenagers need is discipline.

Computers may provide education but they cannot maintain discipline.

John Brown.

5. Re-read the letter and say whether the following statements are true or false.

Justify your answers with reference to the text.

- Mr Brown disapproves of the use of computers.
- No one in his family has ever got on line.
- He believes that using the Net can be dangerous.
- He suggests a better balance between literacy skills and computer skills.

6. Which of Mr Brown's ideas do you agree with and which do you disagree with?

7. Refer back to question 3 and the table below and

- use the following hints to say what people will be able to do in the future.
 - Do the shopping from home.
 - Work at home.
 - Drive their cars with the help of computers
- follow the same pattern and provide sentences of your own.

Subject +	was / were able to	= ability in the past
	am / is / are able to	= ability in the present
	will be able to	= ability in the future

19 A FRIEND I COULD NEVER FORGET

ACTIVITY 1: GETTING STARTED

Answer the following questions:

1. Have you got a pen-friend or a chat mate?
2. How can you get one?
3. What benefit can you derive from having a pen-friend or a chat mate?
4. How long does a relationship between pen-friends or chat mates usually last?
5. Do pen-friends or chat mates usually meet?
6. Do they become true friends?
7. Which do you prefer, e-mail or snail mail?

ACTIVITY 2: GETTING THE MESSAGE

1. Read the following story and find out if it matches your opinions about pen friends. Justify your answer.

The year was 1946. It was a time when no one had any money. There was no escape, except in your mind. So when I saw the appeal for pen friends, I wrote a reply. I waited and waited, checking the post daily. Several weeks passed. Then, one day, a letter arrived. It was from America and the envelope had a nice stamp. It was so exciting. I tore it open and started to read.

*Dear Violet,
My name is Helen and I'm 16. I live with my parents in
Massachusetts and attend high school. I'd love to hear about your
life in Britain...*

Helen told me about her family and friends. The war was over and life in Britain was sad. In contrast, America was the land of milk and honey. When I finished reading I picked up a pen and started to write back

*Dear Helen,
Life in America is very different from here. It sounds wonderful...*

We became regular pen pals. I told her about the factory where I worked and wrote about boy-friends and dances. Helen's letters became the highlight of my week. My family would gather round while I read out her news. We were thousands of miles apart but she felt like a best friend. In time, we both married and we exchanged photos. More years passed and wedding photos progressed to baby

pics. We compared notes on motherhood and described our growing families. Some weeks I didn't find the time to write, but Helen's letters arrived without fail. Old Faithful, my mum called her. We'd been writing so long she was one of the family. More years passed. Our children grew up and before we knew it, Helen and I were swapping photos of our grandchildren.



“Can you believe that we've been writing for 38 years?” I wrote. “Where has all the time gone?” In that time Helen and I had exchanged hundreds of letters but had never spoken on the phone, let alone met. I had an idea and put it to my husband Dennis. I picked up my pen and wrote: “I've done it at last! “

A few weeks later I boarded a plane and, seven hours later we landed down in America. I was shaking with nerves and excitement as I went through customs. I scanned the sea of expectant faces and one woman gave me a big smile. “Violet?” she said. “Helen?” I replied. Together we chorused “I can't believe it!” We hugged each other then Helen led me to the car and we set off for her home. Along the way we chatted nonstop. Helen was every bit as warm as her letters.

We arrived and her husband John held out his arms to me. “Welcome to your new home,” he said. And it did feel like home. Helen and I didn't stop talking. She taught me how to can tomatoes and I cooked her a roast with Yorkshire pudding. We spent whole afternoons in fits of laughter. “It's like meeting a sister,” Helen said. One week became two, then three. There was so much to do I barely thought about home. Then Dennis called. In the background I could hear my grandsons playing. All of a sudden a wave of homesickness swept over me. I replaced the receiver, turned to Helen and said: “It's time to go home.”

Helen drove me to the airport and we kissed goodbye. I'd only been home a week before a letter arrived.

The letters continued to flow and I looked forward to the day when I could show

It was wonderful to meet you. I'm saving like mad for my trip to Britain. Meanwhile, looks as if it's back to pen and paper!

Helen my family. Christmas arrived and I wrote a card to her. Maybe this year... When I didn't receive a card from Helen I assumed it was delayed in the post. But January arrived and there was still no word. Finally a letter came. I tore it open. I'm afraid I've got some sad news. It was from John.

For 50 years Helen and I were part of each other's lives and every time the post arrives I think of her. I'm so glad we managed to meet.

2. Read the following questions then re-read the story and jot down notes:

- a) Why did Violet answer the call for pen friends?
- b) Did she wait long before she got a letter?
- c) Who sent it? What did she write in it?
- d) Was that the end of a short correspondence?
- e) Who and what did the friends write about in their letters?
- f) What was surprising in their attitude? What didn't they ever think of?
- g) What did Violet decide to do one day?
- h) Who welcomed her at the airport?
- i) Did the friends enjoy each other's company?
- j) How long did this visit last?
- k) What made Violet decide to go back home?
- l) Did the correspondence stop after Violet's visit to America?
- m) What did she expect her friend to do? Did she do it?
- n) What do you think of the story?
- o) How do you feel about it?
- p) Which of the 2 characters do you prefer? What are your personal feelings about her?

ACTIVITY 3: PRACTISE YOUR LANGUAGE SKILLS

1. Consider the following list of words and phrases that appear in the story and classify them as required in the table below.

an escape – the mind – an appeal – tore – the land of milk and honey – to gather – to exchange – wedding – pics – motherhood – without fail – faithful – to swap – to board a plane – to chat – fits of laughter – barely – to look forward to – to assume

Words I already know	
Words I understood from the context	
Words which I think are not important	
Words I understood from the context	
Words which I think are not important	

2. Focus on the words in the middle box and try to find out what helped you understand their meaning from the context.
3. Refer back to the previous activities in the lesson and choose a new title to the story or your summary.

ACTIVITY 4: REINVESTING ACQUISITIONS

Refer back to the story, the notes you took and activity 3 to write a summary of the story. Don't forget to conclude the summary with a brief paragraph in which you express your personal opinion about the story and the characters.

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

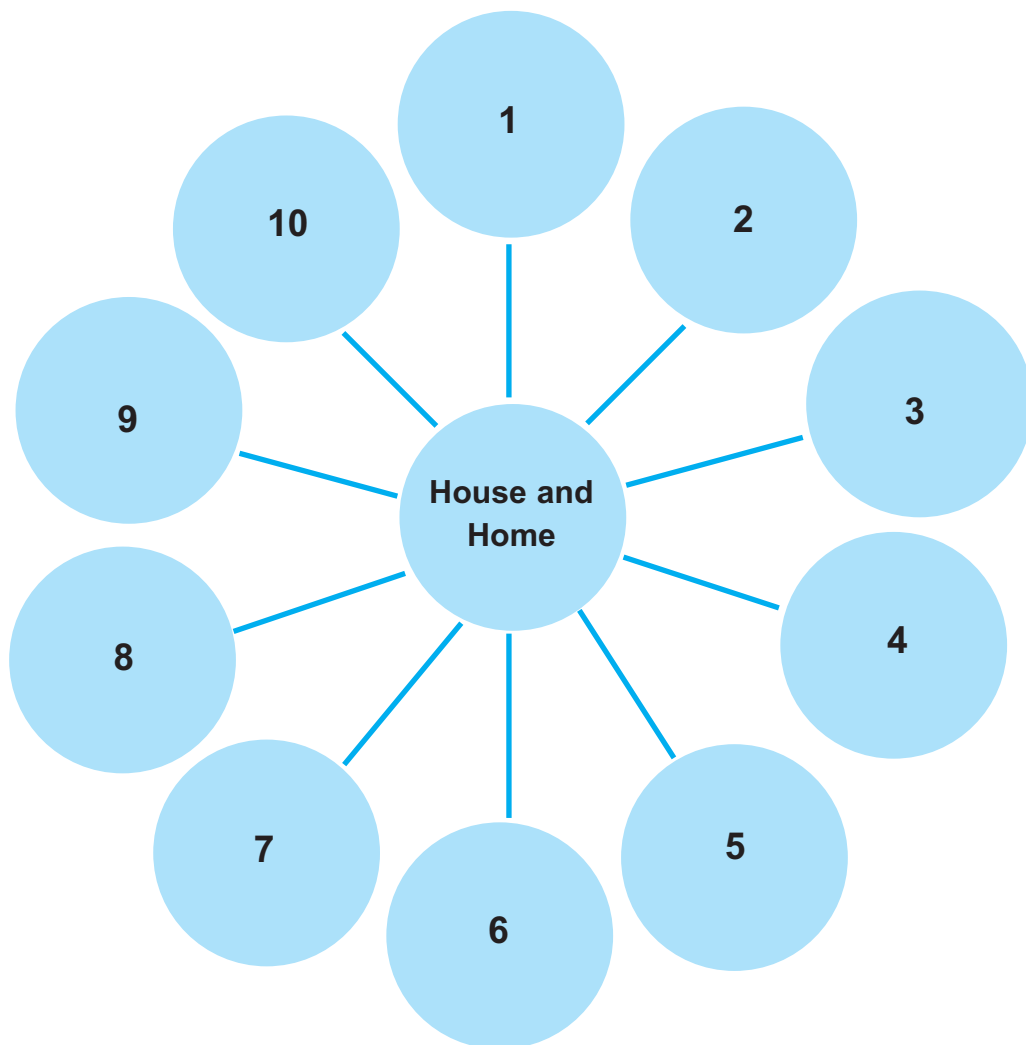
Other

20 HOUSE AND HOME

ACTIVITY 1 : GETTING STARTED

1. Select from the box the words that relate to house and home and write them on your notebook. Use a spidergram.

a flat – to build – a passenger – a view – college – the ground floor – to recover – a pedestrian – a floor – to hit – to decorate – walls – roof – to renovate – to live – lifted



2. Which of the following do you usually do yourself and which do you have done by someone else? How often?

- a) clean your room
- b) make your bed
- c) clean your work area
- d) write your personal letters
- e) decorate your room
- f) paint the walls
- g) repair electrical items

To do something oneself
To have something done (by someone else)

myself
ourselves
yourself - yourselves
himself
herself
itself
themselves

- 3. Do Tunisians usually build their own houses or do they have them built by building contractors? What about the British? Read the following text and find out**

ACTIVITY 2 : GETTING THE MESSAGE

1. Read the introduction and

- a) complete the introduction with one of the following words:

own – proper – large – flat

- b) check your prediction against the text

WE BUILT IT OURSELVES

For most people, the price of an ideal house is too high. They just can't afford it. But some couples solved the problem by building their **1** homes themselves.

Before building their home, the Thorleys were living in a tiny flat, but earlier they had lived in a small cottage. They wanted to move to a home with more room and a bigger garden for their children. It was Dammi who had the idea of self-building. He is good at Do-It-Yourself and works for a building company. He also had the skills to do lots of work himself.

First, the Theorleys wanted to buy a new house but it was beyond their price range. Then they decided to buy a plot. It was part of a garden of a big house on a hill with a beautiful view. Just what they wanted! They sold their house and got a loan from their bank.

The first foundations were laid in 1999 and every weekend and spare time was spent on the house. During the build, they saved as much as they could. Apart from employing bricklayers, roof tilers, a plumber and an electrician, they did everything else, with family and friends' help.

Five months later, the house was ready. The upstairs consists of four bedrooms and two bathrooms. On the ground floor, the entrance leads to a dining room. There's also a kitchen with a breakfast area and a lounge. The floors and staircase are in wood.

When the house was finished, they did the decorating themselves. Now, they are pleased with the result. Mrs Thorley said: "If we didn't do it ourselves, we wouldn't have such a nice house now. Building a house of our own was a dream. But now we have achieved it."

2. What is meant by the words underlined in the text? Tick the right alternative.

a) 'Room' means here	<ul style="list-style-type: none">– space– a part of a house– an opportunity
b) 'House' here refers to the	<ul style="list-style-type: none">– the house they lived in– the flat– the house they were buying
c) 'It' refers to	<ul style="list-style-type: none">– finishing the house– decorating it– building the house ourselves

3. Why did the Theorleys need a new house?

4. What made it easier for Mr Theorley to build the house himself? Give two reasons.

5. Where did they get the money to build the house? Complete the sentences in your notebook.

- a) First, they ①.
- b) Then they ②
- c) Later on they ③

6. Which 4 things couldn't Mr. Theorley do himself?

7. Draw the plan of the new house on your notebook. What is tested is your reading comprehension skill, not your drawing skill.

8. How do the Theorleys feel about their achievement?

9. What do you think of their achievement?

10. Focus on the following words and say

- which ones you need to look up in a dictionary;
- which ones you can understand by yourself and why.

bricklayer – roof tiler – plumber – electrician – plasterer

ACTIVITY 3 : REINVESTING ACQUISITIONS

Paul Morissey and his wife Lorraine achieved the same dream. Use the notes below to write their story for them.

- ideal home – impossible – afford it –
- husband – skilled – building contractors
- first – looked for – a plot –
- then – sold – home
- during built – lived – rented house
- too much money on rent – afford it – moved – with family
- got – loan – bank
- Paul – do – plan – oneself – no architect
- spend – free time – there
- now – own – four-bedroom – house
- two bathrooms – cloakroom – lounge – dining room
- building – to take – 11 weeks
- people think – Morissey – mad
- but – see – house – change – mind
- best thing – they – to do – in their life
- now – think – house – too big
- they – plan – build – smaller – house.

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

21

LEARNING LANGUAGES

SETTING THE TASK

By the end of the year, you'll have to choose another language to study at school in addition to Arabic, your native language, and French and English, your second languages. Doing the activities in the lesson will help you make your choice.

ACTIVITY 1 : TEST YOUR LANGUAGE SKILLS

1. Which of the words in the box relate to languages? Write them in your notebook.

learn – vocabulary – crash – sentence – read – communicate – alphabet – practice – speech – contractor – pronunciation – write – legible – grammar – native – phrase – blind – fluently – word – utterance – pain – sound

2. Focus on the following jobs and say what they all require and why. The phrases 'to be good at' or 'to be skilled at' may help you

JOB	REQUIREMENTS
An air hostess	
A teacher	
An interpreter	
A tourist guide	
A hotel receptionist	
A hotel manager	

3. Go through the pieces of advice on page 80 and agree with your partner on the 3 most important tips to learn a language. Make sure you use the following expressions:

- Are you sure ...?
- Don't you think...?
- In my opinion...
- What about...?
- I'm afraid I can't agree with you...
- You're right but ...

ACTIVITY 2 : GETTING THE MESSAGE.

1. Read and complete the following text with the right form of the words from the 1st question in Activity 1.

SO, WHAT'S EASIEST TO LEARN?

• **Spanish** and **Italian** are the easiest to master at basic level. The vocabulary mirrors structures in English and is easy to ❶.

German is in the same language family as English, so feels familiar.

French: Plenty of familiar ❷, but the pronunciation can be difficult for **English** ❸.

Portuguese: The ❹ follows Latin structures, but pronunciation is very different and can be difficult.

Hungarian: Tricky pronunciation and usual structure.

Chinese means a new alphabet and lots and lots to ❺.

Japanese has a different alphabet.

Russian also has a different alphabet and an unfamiliar ❻.

People find it easier to learn a language in the same language 'family' as their own. English has elements of both Germanic (German, Danish, Dutch) and Latin (Spanish, Italian, French, Portuguese) languages, so English speakers are well placed to learn any of these. Italians could easily learn Spanish. Japanese ❼ and grammar are hard, but pronunciation isn't, while Chinese pronunciation is very difficult for Europeans

2. Read the completed text and answer the following questions.
 - a) What makes some languages easier than others?
 - b) Which language do you think is the hardest?
3. Arabic is not mentioned in the text. Write a 3-line paragraph about it. Follow the model in the text.
4. Now, make up your mind and report to the class what language you'll choose for next year and why.

TIPS TO LEARN A LANGUAGE

- Often listen to the language you're learning.
- Don't try to remember everything you hear.
- Don't expect to be fluent overnight.
- Listen and repeat phrases out loud.
- Practice regularly: little and often is better than a long session.
- Use different methods of learning: scribble notes for example.
- Get your friends to test you.
- Try to guess the meaning of a new word. Does it sound like a word you already know?

4. Complete the following table.

COUNTRY	LANGUAGE NATIONALITY
Japan	①
China	②
France	③
④	English
⑤	Italian
Spain	⑥
Portugal	⑦
Hungary	⑧
⑨	Dutch

22 FAMILY MATTERS

ACTIVITY 1 : GETTING STARTED

Read through the following statements and reorder them according to their importance to you.

- a) I would like to get on well with my parents at any cost.
- b) I would also like to get on well with my brothers and sisters.
- c) What matters most is doing what I like.
- d) I think that parents should never spoil their children.
- e) Teenagers should get all the freedom they need.
- f) If you show your parents you are mature, they won't treat you like a child.
- g) Teenagers should behave in a responsible way.
- h) If you have a problem, it always helps to talk it over with your parents.



ACTIVITY 2 : GETTING THE MESSAGE

1. The following are 2 letters but there is only one answer. Match the appropriate letter with the answer.

LETTER A

Dear Melissa,
I'm 15 and my father is very strict with me. I'm not allowed to do anything. When I ask him to let me go out, he sometimes screams at me until I cry. That really hurts me. I really respect him. Yet, he doesn't seem to have any respect for me. What should I do?

LETTER B

Dear Melissa,
I have been finding it really hard to get on with my mum. She's very strict with me and I can't even talk to her about anything. She says I can but I just don't feel comfortable. I sometimes feel so desperate and lonely. What can I do?

ANSWER

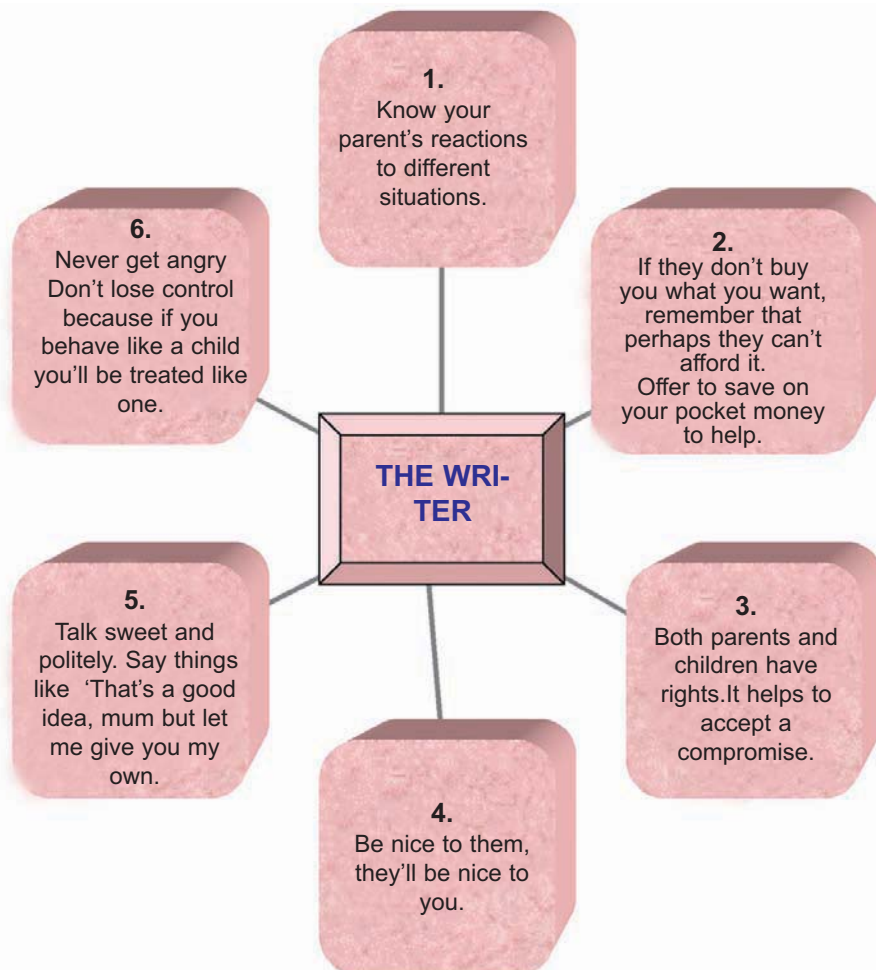
•I'm sorry you have such difficult times with your mum. She probably thinks that you expect too much freedom and that you are too young for that. Think about it: when she was your age, she wasn't given much freedom by her own mum. Then she doesn't know how to give you the space you need. She cannot treat you like an equal.

If you can, sit down with your mum and tell her exactly what you told me. Do it politely and calmly. When she sees how responsible and mature you are, she'll probably give you more freedom.

2. Focus on the two letters and say if Tunisian teenagers have the same problems.

ACTIVITY 3: REINVESTING ACQUISITIONS

Refer back to the previous activities and use the following diagram to write an answer to the letter that has remained unanswered.



ACTIVITY 4 : TEST YOUR GRAMMAR SKILLS

Use the imperative to make your own list of do's and don'ts about getting on well with one's parent

DO's	DON'Ts
1. Talk to your parents about your problems.	a) Don't be rude to your parents.
2.	b)
3.	c)
4.	d)
5.	e)

ACTIVITY 5 : PLANNING AHEAD

Lesson 25 will be about Human Rights. Read the Tunisian constitution and ask your civic education teacher to find out what these rights are and order them according to their importance to you.

IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in "Things I Have Learned Today" and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates' feelings and ideas
- vocabulary
- grammar

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

23 HEALTH MATTERS

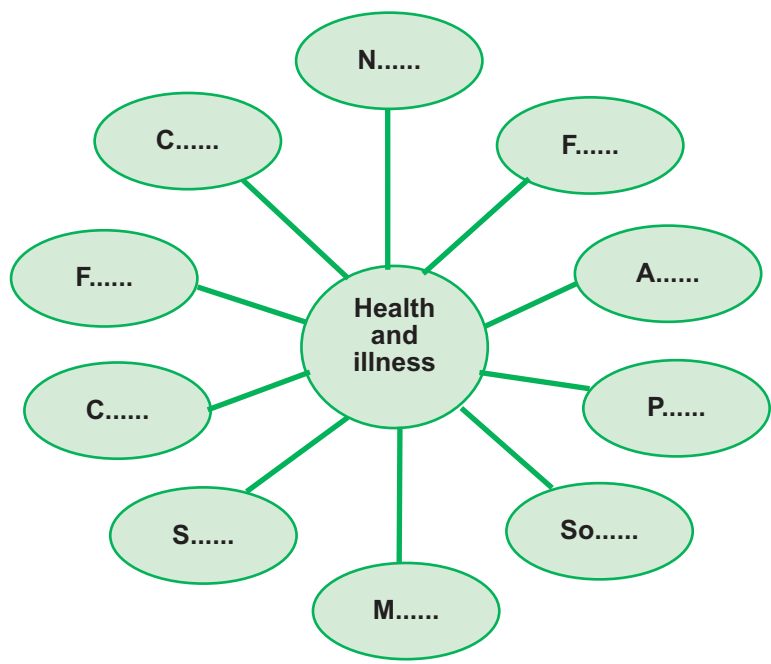
ACTIVITY 1 : GETTING STARTED

1. Are you a good doctor? Read the following statements and imagine what the doctor said to each of the patients. Imagine a personal answer to the remaining statement.

THE STATEMENTS	THE DOCTOR'S RESPONSE
1. I have the flu, doctor. 2. Jane's broken her leg. 3. He's had a bad cough for days. 4. I get tired very quickly. 5. You've got a temperature. 6. John's got a toothache. 7. He needs his appendix out.	a) We'll put in plaster. b) You'll need some injections before you go. c) Rub a little cream before you go to bed. d) You'll need to be operated on. e) These cough drops will help. f) I'll listen to your chest and take your temperature.

2. Complete the following spidergram with words related to health and illness. Copy the diagram in your notebook.

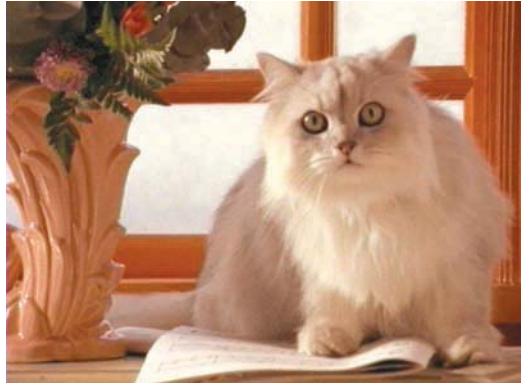
fever – cough – accommodation – claw – flu – paint – silly – nurse – cold – patient – coach – ache – flower – sore – medicine – sick – neighbour – freezer – sorry – mechanic – pills – prescribe



ACTIVITY 2 : GETTING THE MESSAGE

An X-ray Reveals why Pru was Poorly

Curiosity rarely seems to do a cat much good. In Pru's case, it opened the door to a serious case of indigestion. The six-month old cat, who has a habit of being naughty, swallowed a key. When her worried owner took her to the vet four days later because she was a bit off-colour, an X-ray quickly pinpointed the exact location of the problem. The key, over an inch long, was lodged tightly in her stomach. "She is into everything," her owner Pat Huntley said. "You can't open a cupboard door without her being there. The key was lying on my bedroom windowsill. She must have seen it, thought it looked nice and started playing with it, tossed it up in the air and swallowed it. I couldn't believe it when the vet phoned to say that they were going to have to do major surgery because Pru had a key in her." Vet Elizabeth Day, who carried out the operation said: "When the nurse was developing the X-ray in the darkroom, I heard her scream when she saw the key," she said. "I have been a vet for 13 years and I have never had to take anything like this out of a cat. They are usually quite choosy about what they eat. The key probably wasn't causing her any pain but if it had passed into her intestine it could have caused more severe problems". After a couple of days recovering, Pru is already bouncing back. Mrs. Huntley said: "I have gone round the house and put away anything that might look tempting to her."



1. Refer back to the previous activity, read the title and look at the visual then

- a) try to guess
 - who Pru is;
 - what the matter with Pru is.
- b) read the text and check your answers against it.

2. Answer the following questions:

- a) Who was the patient? Why did she become ill?
- b) How did the owner find out about the illness? How did she feel then?
- c) What symptom did she notice?
- d) Where did the owner take her pet?

- e) What did the surgeon decide to do?
- f) What did the pet have to undergo before that?
- g) How did the nurse find out about what was wrong with the pet?
- h) How did she feel? Justify your answer.
- i) Was the pet saved in time? Why?
- j) How long did it take the pet to recover?
- k) What lesson did the owner learn?
- l) What does the story tell us about how the British treat their pets?
- m) How far would you go yourself?

3. Tick the right alternative.

- a) The text probably appeared in
 - a newspaper;
 - an encyclopaedia
 - a biology book.
- b) The purpose of the writer is
 - to report a serious problem;
 - to entertain the reader;
 - to show how clever cats are.
- c) The phrase or sentence that best illustrates the story is
 - Curiosity killed the cat, or almost.
 - Letting the cat out of the bag.
 - When the cat is away, the mice will play.

CHECK WHAT YOU HAVE LEARNT TODAY
Ideas
Functions
Grammar
Vocabulary
Other

24 JOB HUNTING

ACTIVITY 1 : GETTING STARTED

1. Study the following list of words and write in your notebook the ones that relate to employment. Use a spidergram.

apply – fire – injuries – steal – hire – train – full-time – to have fun – to fall asleep – earn – relax – pay – interview – qualification

2. The document you are going to read is on how to work at weekends. Which words do you expect to find in it? Write 6 of them on your notebook.

ACTIVITY 2 : GETTING THE MESSAGE1

1. Read the text and

- a) check your predictions;
- b) match the following titles with the right lines:
 - Unpleasant things about the job.
 - My biggest mistake.
 - You can only apply if you.....
 - Perks of the job.
 - Type of job.
 - How to get the job.
 - Dress requirements.

2. Choose any two jobs and

- a) compare the pay, the qualifications required and the perks;
- b) say which job is typically for girls and which job is for boys; justify your answer.

3. Re-read the whole text and find out which is

- a) the best paid job;
- b) the easiest job to do;
- c) the easiest job to get;
- d) the job that requires the least qualifications;
- e) the one that has the nicest perks;
- f) the one that would suit you best; justify your answer.

4. Which age group would be interested in this text? Justify your answer.

- a) People aged between 20 and 25?
- b) Teenagers aged between 16 and 19?
- c) Very young children?

5. Choose any of the teenagers speaking in the text, use the information about him / her and write a paragraph. example:

My name is Peter Andrew. I'm 16 years old. One day, I saw an ad in a

NAME	ANDREW, 16	LARA BAKER, 17	LUCIE FRENCH, 17	STACEY DUGGINS, 17
TYPE OF JOB	Lifeguard at local swimming pool.	Shop assistant. .	Hairdresser (trainee)	Babysitting.
WAY IN	Saw ad in local paper	I just asked at my local shop. Luckily, they were looking for staff and offered me an interview there and then.	I saw an ad in the window and fancied having a go. I had an informal interview and got the job the same day.	Through family friends. I've worked for the same family for 3 years. The children are 7, 9 and 12
ONLY APPLY IF YOU'RE...	Sixteen or over and hold a National Pool Lifeguard certificate which includes first aid	Friendly and able to deal with the angry customer who wants her money back.	Cheerful, willing to make tea for the customers, handy with a broom and good at not cutting pupils' ears off	Cool but also firm and authoritative. I've got a younger brother who is more than enough practice for me.
MONEY	£3.75 per hour. I usually work 4-hour shifts.	£4.10 per hour. I usually work 4-hour shifts Easy peasy!	£2.20 per hour. I work 3 hours after school and four-and-a-half on Saturday	£4-5 per hour. Usually the family need me only for two hours; on the odd night it's five.
DRESS CODE	yellow shirt and really horrible blue shorts that people can see. Yes, embarrassing.	It's very cool. I have to wear clothes from the shop and get £150 per season to buy them.	In the winter, you have to wear black and in the summer it's black and pink! It must be smart.	Anything I want.
IGGEST DISASTER		Making a till mistake that took the manager all day to sort out	I dyed a customer's forehead black. The stylist knew how to sort it out but it wasn't very funny at the time.	
WEIRDEST TASK	Having to tell someone off who's older than me, say diving (It's not allowed). they always think they know best.	Finger spacing. When the shop closes, I have to go round and make sure each coat hanger is 2 finger spaces apart	Carrying buckets full of water in and out of the salon during a water strike	Feeling like you're someone's mum.
PERK ALERT	Using the swimming pool and gym for free.	Getting 40 per cent discount on all the clothes. Bliss.	Tips (My biggest was £10), free hair cuts and colours whenever I want and half-price products from the salon	Being able to watch digital TV and raid the fridge!

NAME	JO PERKINS, 16	HANNAH BARRET, 17	GAELE MONIN, 20
TYPE OF JOB	Supermarket check-out girl.	Waitress.	Hairdresser (trainee)
WAY IN	A friend who worked there picked up an application for me. The interview was fairly informal; they weren't that worried about past experience.	I called to ask if they had any work for the Christmas holidays. The manager said yes.	Saw an ad in the window and fancied having a go. I had an informal interview and got the job the same day.
ONLY APPLY IF YOU'RE...	Good at maths; polite, patient and able to smile (most of the time). You also need to be 16 or over.	Positive, efficient, quick to learn. you don't need any qualifications because they give you training.	Helpful, interested in music and good at getting on with people. No specific qualification is necessary.
MONEY	£2.76 per hour. No double pay on Sundays. I work 8 hours every weekend.	£3.79 per hour plus tips. I work a 4-hour shift on Saturday night.	It must either be really great or really pants because no-one would tell us!
DRESS CODE	Navy trousers, a green and navy checked shirt and a navy tabard. Worse than my school uniform.	Black trousers or a Beafeater skirt. White shirt and a green waistcoat with apron. Not a good look.	Shop shirt with anything you like.
LARGEST DISASTER	Dumping yogurt and milk all over the floor	The ice-cream machine exploded all over me. I looked a right prat in front of everyone.	Oversleeping on my first day.
WEIRDEST TASK	Counting up cans of cat food (there are hundreds).	Singing Happy Birthday. We always start off really loud, then it becomes a whimper!	Having to chat to Emma Bunton and The Charlatans in our staffroom —that's where they wait to get served!
PERK ALERT	Staff reduction —but I never use it..	The tips! I get roughly £15-20 a night. A discount card also gives me money off at restaurants like TGI Fridays.	The discounts, the people(when I started, they all took me out), and we're allowed reductions.

ACTIVITY 3 : GETTING THE MESSAGE 2

Draw in your notebook a table like the one below, then read the following text and complete the table with the appropriate information.

NAME	
TYPE OF JOB	
WAY IN	
ONLY APPLY IF YOU'RE...	
MONEY	
DRESS CODE	
BIGGEST DISASTER	
WEIRDEST TASK	
PERK ALERT	

So you Want to be a TV Presenter?

There's no qualification that will guarantee you a job in TV. A-levels in Drama, performing Arts, English and Media are useful as they give you experience.

Let's say that famous presenters don't probably have too many cash flow probs. Being a presenter on a local or small cable channel is a different matter though!

Attraction could be your passport to fame.

Lots of waiting around on sets, it's a stressful job and the hours can be long.

Lots of people want to be TV presenters and a small number of them make it. Get used to being in front of a video camera and get some work experience.

Go for it if you're confident, a good communicator and ready to work your way up from the bottom.

Not for you if you're shy and you want job security. Jobs in this business don't last forever

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

25 HUMAN RIGHTS

ACTIVITY 1 : SHARING

Refer back to your project 'Planning Ahead', in Lesson 22, listen to your classmates' reports and identify the additional information

- you can give your classmates;
- you've learned from your classmates.

ACTIVITY 2 : GETTING THE MESSAGE

1. Refer back to Activity 1, focus on the first paragraph and guess

- a) which human right the text will be about;
- b) who the text will be about.

① Suddenly everyone stopped speaking when Brian entered the office on his first day back at work. His new colleagues were surprised to see the dog standing at Brian's side. "This is Brian Murray, our new engineer," said the manager. The office staff welcomed Brian and asked him his dog's name. "This is Rover" explained Brian, "he's my eyes and leads me everywhere."

② When Brian was 24 years old he had just started working as an engineer. He was planning to marry his girlfriend Jessica later in the year. Then suddenly he started to have problems with his eyes. He had a rare disease and, despite all the treatment, he was totally blind in 6 months. He thought his life was finished. First he told Jessica to leave him and to marry someone that could see. She refused and insisted they got married. Then he informed his company that he was blind and he offered to resign. They refused and instead arranged for him to attend a special retraining college.

③ At the college, Brian learnt new skills. He learnt to read Braille. He also learnt to use a computer with Braille keys, so that if Brian keys in Braille, the computer prints ordinary script or he can use his voice to produce script. He learnt how to organise his life at home, how to cook safely and how to keep his clothes tidy. He always buys the same coloured socks. Finally, he was given his guide dog. He learnt to give Rover special commands and to follow Rover as he led Brian across busy roads and through the traffic. Brian then realised that guide dogs are allowed on buses; trains; in offices and even in some restaurants because these dogs have special rights

④ At first Brian's colleagues were very curious to have a blind colleague and a dog in the office but now people hardly notice. Clients who only communicate with Brian through email or on the phone do not even realise he has any disability. One hundred years ago, Brian's illness would have resulted in him losing his job and perhaps being on the streets begging. Today our human rights state there should be equality in the workplace for all our citizens.

2. Re-read the first paragraph and answer the following questions:

- a) What was the matter with Brian then?
- b) Why did the staff welcome him?
- c) Why were they surprised at seeing the dog?
- d) What do you think of the fact that Brian was an engineer?
- e) What do you expect the next part to be about?

3. Read the second paragraph and

- a) check your answers;
- b) write in your notebook the information required in the table below.

BRIAN'S JOB	UNPLEASANT EVENT	DECISIONS	RESULT
a)	b)	c) d)	e) f)

4. Read again the second paragraph and answer the following questions:

- a) How did Brian probably feel after he lost his sight?
- b) What do you think of Jessica's decision? What does it show?
- c) What did Brian's firm decide to do for him?
- d) What was common to Jessica's attitude and that of the company?
- e) What skills would Brian learn at college?

5. Read paragraph 3 and

- a) check your answer;
- b) say whether the following statements are true or false;
 - At college, Brian learnt enough skills to go back to work.
 - His handicap did not affect his daily routines very much.
 - In Britain, animals are allowed on public transport and in public places.
- c) guess why all Brian's socks were of the same colour.

6. Focus on the last paragraph and correct the following false statements.

- a) The staff could not get used to having a blind colleague with them.
- b) Even people who can't see Brian can tell he's blind.
- c) The blind have always had rights in Britain.

ACTIVITY 3 : TEST YOUR LANGUAGE SKILLS

1. Consider the following list of words and phrases that appear in the text and

- a) classify them as required in the table below;

to enter – staff – to lead – blind – resign – retrain – commands – to be allowed to do something – disability – equality – a citizen

Words I already know	
Words I understood from the context	
Words which I think are not important	

- b) focus on the words in the middle box and try to find out what helped you understand their meaning from the context;
- c) find in the list words that have nearly the same meaning as
 - orders
 - to have the permission to do something
 - to show the way
 - a handicap

2. Read the following paragraph and

- a) fill the blanks with the appropriate words in the box on the right;
- b) guess where in the text the finished paragraph could fit

When Brian returned home ① college, he just wanted to stay ② his house, but his friends refused to allow that. They invited him ③ to restaurants. They insisted he went ④ them to football matches; they told him who was scoring the goals. He and Jessica got married ⑤ had two children. Brian takes care ⑥ the children like any father, visiting the school and speaking ⑦ their teacher, listening ⑧ them do their homework and going ⑨ with them ⑩ the weekends.

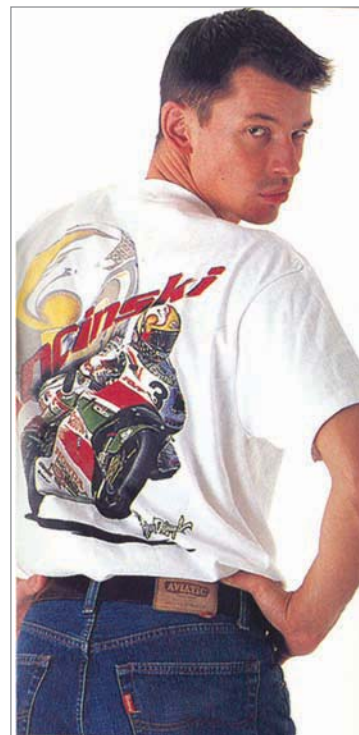
in – and –
at – out –
of – to –
with –
out to –
from

3. Refer back to the previous activities and supply 3 possible titles to the text. Justify your answers.

CHECK WHAT YOU HAVE LEARNT TODAY	
Ideas	
Functions	
Grammar	
Vocabulary	
Other	

26 ME AND R'KID

In the late Eighties, life was good fun,
 Me and R'Kid, my dad and mum
 Footballs and bicycles brought us such pleasure
 Memories which I still like to treasure
 Those were the days when Mum used to smile
 Easter and Christmas were fun for a while
 Bonfire nights, great times I remember
 Chumping for wood -we'd start in September
 I looked up to R'Kid, in the years back then
 When I was still three, he was already 10
 Though he often teased me and called me names
 And I cried when I couldn't join big boys' games
 Those years were good, we spent hours playing
 I loved him so, it goes without saying
 Then came the Nineties (he calls them the 'Dark Days')
 R'Kid began changing -so did most of my mates
 Cannabis resin, speed, coke and smack
 They took R'Kid, but **I** wanted him back
 It's hard to tell you just how **my** world shook
 To relate all the stories, **I** could write a book
 Hard, too, for you to understand
 If you haven't experienced this at first hand
 But try to imagine -you've nothing to lose
 Just for a moment, step into **my** shoes...
I'm 11 years old. A school day is gone
 Can't wait to get home, **I** quickly run
 Homework in hand, I open the door
 With the sight that greets me, **I** hit the floor
I've always been squeamish, needles make me cringe
 Is R'Kid unconscious? From his leg hangs a syringe
 One hour later, Mum's home from work
 Can't tell on R'Kid, he'd think **me** a jerk
 And anyway, Mum has enough things to fear
 Though sometimes, **I** wonder-does she know **I**'m still here?
 The century turns with celebrations and song
 Millennium lepers we've been for too long
 Why don't they help him? We know he's unwell
 R'Kid left us long ago, what remains is a shell
 But we never gave up, with resolution we fought



Until, thank God, the treatment he sought
 Now we've lots to make up for, can't waste time just wishing
 We play snooker and pool, some days even go fishing
 With love and rehabilitation he's now back on track
 So don't cry for me, cos
 R'KID IS BACK!

ACTIVITY 1 : GETTING THE MESSAGE

1. Listen to and read the poem then

- a) say how many parts it has;
- b) match each part with one of the following titles.
 - An unhappy family event.
 - Happy childhood.
 - He's saved!
 - An interesting competition.

2. Focus on the first part and answer the following questions:

- a) Who are the characters in this poem?
- b) Who are the 2 main characters?
- c) What was the relationship between them like?
- d) What did they share?
- e) Why did the mother use to smile?

3. Re-read the first part and pick out 2 lines showing the poet's feelings. Justify your choice.

4. Read the second part and answer the following questions:

- a) What do the pronouns and adjectives in bold type refer to?
- b) Which of these feelings does the poet express?

surprise, despair, love, or uncertainty

- c) Which of these feelings is the strongest? Justify your answer.
- d) What does the poet expect the reader to do?

5. Focus on the third part and answer the following questions:

- a) Who do the underlined pronouns refer to?
- b) What does this show about the family?
- c) How helpful was the family attitude?
- d) Does the poem have a happy end, a surprising end or a sad end? Justify your answer.

ACTIVITY 2 : TEST YOUR LANGUAGE SKILLS

1. Consider the following list of words and phrases that appear in the text and
a) classify them as required in the table below;

to treasure – to tease someone – to call someone names – to join in something – to shake – to relate – to experience – to step in someone’s shoes – sight – snooker – pool

Words I already know	
Words I understood from the context	
Words which I think are not important	

b) focus on the words in the middle box and try to find out what helped you understand their meaning from the context;

2. Focus on the following sentence from the poem: “Mum used to smile“
a) a finished past action?
b) an action that lasted in the past?
c) a past habit?

PAST HABITS	
Did + subject + use to + verb	= a question
Subject + used to + verb	= affirmative sentence
Subject + didn’t + use to	= negative sentence

3. Focus on your own happy childhood memories and write 4 to 6 sentences in which you’ll tell your classmate what you used to do and how you used to feel when you were a child.

CHECK WHAT YOU HAVE LEARNT TODAY
Ideas
Functions
Grammar
Vocabulary
Other

27

WOULD YOU LIKE TO BE AN AU PAIR?

ACTIVITY 1 : GETTING STARTED

Listen to John Brown talking about his relationship with his parents then change his statements with statements that are true for you.

1. My parents want me to learn languages.
2. They would like me to become a language teacher.
3. They'll never let me drop out of school.
4. They sometimes make me do things I don't like.
5. Now I want my younger brothers to do what I want them to do.

ACTIVITY 2 : READING COMPREHENSION

1. Read through the text and find out what an au pair girl is.

Valentina Pezzano, 17, lives in Livorno, a town near Pisa, Italy. She's the only child of Fabiana, 43, and Ivo, 50, who's an Italian naval officer. She loved her home, her friends and Conny, her pet rabbit—but she wanted to travel and learn other languages. 'I have no sisters or brothers, so my mother misses me, and that makes me sad. But my parents want what's best for me. They know it's important for me to travel and speak foreign languages,' she says. 'A friend of mine gave me the address of an au pair agency and I wrote to them. A few days later, Sandra, my present employer, rang my parents. I couldn't believe it. I was so excited, I punched the air,' she laughs. 'My parents and friends all came to the airport. I cried with my mother, but it was lovely they were there. I talk to them on the phone every week.'



Sandra, 38, has two children, Ariella, three, and Eliana, 10 weeks. They live in Hendon, north London. 'I hope to start work again,' explains Sandra, who's an artist. 'So it's important for me to have a good au pair girl. I've had a couple. The last one was a Spanish girl who was horrible. I fired her because I caught her smacking

Ariella. I applied for another au pair, but this time I was more careful. There was something about Valentina's application letter that touched me. She told me all about herself, her family, even her rabbit. I just knew she'd be right for us. And she is. She's not just an au pair, she's more like a friend.'

Valentina's day begins at 7.45am, with breakfast for her and the two children. She doesn't do their washing and ironing, but looks after them with affection. She also helps with the cleaning. We do it together and have a lot of laughs —she's good company,' says Sandra. 'I don't mind the housework because it's my home, too, for the next six months,' says Valentina. Already her stay is becoming a two-way project —recipes are being swapped, 'Her pasta sauces are wonderful,' says Sandra. 'Also, Valentina's English is improving daily. 'I'll register her at the local college next month and she's promised to teach me Italian,' says Sandra.



Valentina gets £40 a week, free meals and accommodation. She has weekends off and spends them visiting British sights, such as Portobello Road and the National Gallery but she isn't impressed by London's ancient buildings —'We do have Florence!' she says. She isn't impressed by Oxford Street, either: 'It reminds me of home. We have lots of markets in Italy, but the clothes are cheaper. Using London's Tube is easy for me but I'm scared of the traffic as the cars drive on the other side here! What I'm really interested in is the difference in thinking and English humour. I love my English family home. It's even better than I had hoped. But I know I'm very lucky. My friends tell me that few other au pairs are as fortunate as me.'

2. Focus on the first paragraph and say whether the following statements are true or false. Justify your answers with details from the text.

- a) Valentina wanted to work as an au pair because she needed the money.
- b) She went to an employment agency to apply for a job as an au pair.
- c) She received a quick answer.
- d) She wasn't very pleased when Sandra offered her a job.
- e) She had mixed feelings about leaving Italy.
- f) Fabiana and Ivo didn't object to their daughter's going abroad.

- 3. Focus on the second and third paragraphs and answer the following questions:**
- a) Why did Sandra need an au pair girl?
 - b) Was Valentina the first au pair girl she employed?
 - c) Why did she read Valentina’s application letter carefully?
 - d) Did Sandra employ Valentina for a specific reason? Justify your answer with a sentence.
 - e) Which adjective can describe the relationship between Sandra and Valentina? Justify your choice with details from the text.
- 4. Focus on the third and fourth paragraphs to complete the following table. Write your answers on your notebook.**

Valentina’ s duties	Valentina’s rights
a	e
b	f
c	g
d	h

- 5. Focus on the fourth paragraph and complete the following sentences:**
- a) I guess that Florence in Italy is famous for ❶
 - b) I think Oxford Street in London is known for ❷
 - c) Valentina isn’t interested in ❸ or ❹ because
- 6. Is Valentina a typical au pair girl?**
- 7. Go back to your answer to the first question and try to improve it if possible.**
- 8. Would you like to work as an au pair boy or girl? Why or why not?**



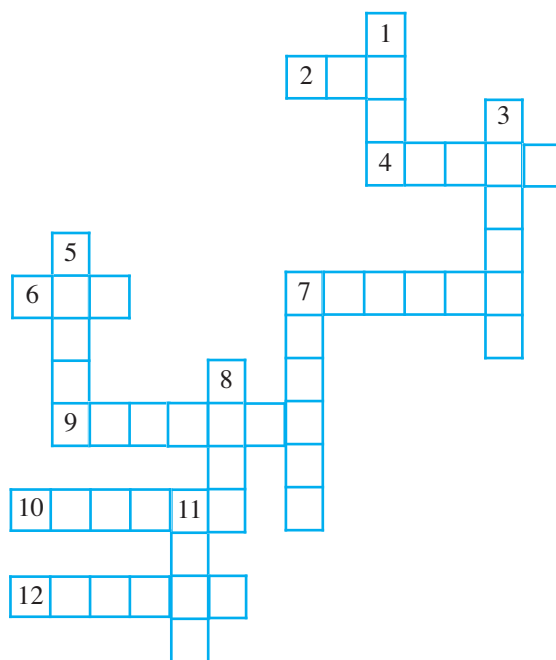
ACTIVITY 2 : VOCABULARY CONSOLIDATION

ACROSS

2. Not many.
4. What boxers do when they fight.
6. Weep, have tears.
7. One or two.
9. What washed clothes need.
10. Change to.
12. Make somebody remember.

DOWN

1. Give and take.
3. Afraid.
5. Give one's word.
7. Past of catch.
8. Opposite of employ.
11. Opposite of accept.



IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in “Things I Have Learned Today” and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates’ feelings and ideas
- vocabulary
- grammar

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

28

ABOUT TEACHERS

ACTIVITY 1 : GETTING STARTED

1. Read the following statements and write in your notebook the ones that you agree with.

- A good teacher is someone who always gives good marks.
- A good teacher is someone who cares about his pupils.
- A good teacher is someone who gives clear lessons.
- A good teacher is someone who never assigns homework.
- A good teacher is someone who praises me when I make efforts.
- A good teacher is someone who corrects me every time I make a mistake.
- A good teacher is someone who makes jokes from time to time.
- A good teacher is someone who respects his pupils.
- A good teacher is someone who establishes moral contracts with his pupils.

Clause + $\left\{ \begin{array}{l} \text{who} \\ \text{that} \\ \text{which} \end{array} \right\}$ + Clause

2. Compare your answers to your classmate's and report to the class three statements you agree on.

ACTIVITY 2 : GETTING THE MESSAGE

1. Read the first paragraph and guess

- a) what the room was;
- b) who the teenagers were.

When I started teaching, I was a young man with a lot of energy. I thought I was prepared for everything. But I was not prepared to face a room full of teenagers.



They entered the school at the age of 15 and remained with the same teachers until they were 18. They had their own lessons in English, maths, history and computer science. However they attended normal lessons for two or three periods a day. The pupils had to respect some strict rules while the teachers gave them extra attention. We believed in those pupils and they usually made a good effort and obtained excellent results.

Raul was one of those pupils. When I first met him, he was 16, older than most of the other students in his class. He was short, skinny and always hungry. But he worked hard and improved his maths from poor to fair to excellent.

Once, he had money problems so I lent him some. But there was one simple condition: he had to repay the full sum. But he couldn't pay me back until he graduated.

During the past two years, he wanted to leave school many times. But he remembered his promise and, as he couldn't afford to pay his debt back, he remained at school.

On graduation day, the principal called his name, but he wasn't there. I was going to get his diploma in his place when I heard a familiar voice. "Here I am," Raul said "I'm sorry I am late. I had to go back home and get my graduation hat." I was relieved. "That's O.K, Raul" I said. "And now here is your money," he said handing me an envelope "I owe a lot more than money. But I can never pay that back."

2. Read on and check your answers.

3. Re-read the text and answer the following questions:

- a) Was the writer teaching in an ordinary or specialized school? Justify your answer.
- b) How did the school differ from other schools?
- c) Whose story is the writer telling?
- d) Pick out 2 details showing that the main character in the story was not rich.
- e) What agreement did the teacher and the pupil reach? Was it a moral contract, an individual decision or a school obligation?
- f) What did the agreement between the teacher and the pupil say?
- g) What do you think of that moral contract?
- h) Did it affect the pupil's schooling?
- i) How did the teacher probably feel when the pupil didn't show up?
- j) How did he feel when Raul finally arrived?
- k) What did Raul give the teacher? What was there in it?
- l) What, apart from the money, did Raul owe his teacher?
- m) Why couldn't Raul pay him back?
- n) Do you think you owe the same thing to someone? Who is he / she?
- o) Match the right adjectives and phrases with the right people to describe them.

generous – hard-working – grateful – caring – brave –
true to his word – selfish

CHARACTERS	DESCRIPTIONS
The teacher	
Raul	

- p) Is lending money the only way to show people you care?
- q) Refer back to the previous activities and suggest 3 possible titles to the text. Write them in your notebook.

ACTIVITY 3: PRACTISE YOUR GRAMMAR SKILLS

1. Match the sentences on the left with the appropriate meaning of HAVE on the right.

<ul style="list-style-type: none"> a) Raul didn't have any money. b) The pupils had 3 lessons. c) They had to respect the rules. d) Raul had money problems e) Raul had to repay me. 	<ul style="list-style-type: none"> – to face – to possess – to be obliged to
---	---

2. Fill the blanks with the right tense and form of the verb HAVE and, in your notebook, say which of the 3 meanings it has.

There were times when Raul wanted to leave school but he ❶ to stay because of the contract he ❷ with his teacher.

On graduation day, he was on his way to school when he suddenly realised he didn't ❸ his graduation hat. So, he ❹ to go back home to get it. That's why he arrived to school a little late and ❺ to apologize to his teacher before expressing his gratitude for what he had done for him.

Had to + Have to / must Will have to	}	+ verb =	{	past obligation present obligation future obligation
--	---	----------	---	--

Did Do /does Will	}	+ subject + have to verb =		questions
Subject +	{	had to have/ has to will have to	+ verb	affirmative sentences
Subject +	{	didn't don't / doesn't won't	+ have to + verb	negative sentences

29 A NARROW ESCAPE

ACTIVITY 1 : GETTING STARTED

The following words appear in the text you'll listen today.

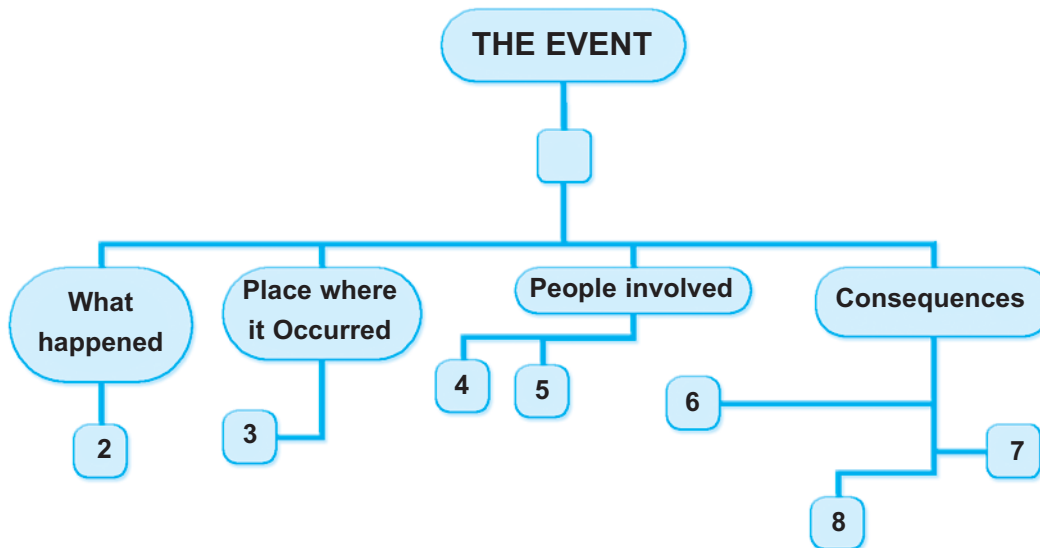
to smash – to hit – fire – overtake – brave – explode

Study them carefully and

- a) guess the topic of the text;
- b) report your answers to the class. Refer to the list of functions at the end of the book and use different expressions of uncertainty;
- c) think of 5 other words that will probably appear in the text.

ACTIVITY 2 : GETTING THE MESSAGE

1. Listen to the text and check whether you guessed right. Say why you guessed or didn't guess right.
2. Listen again to the text and complete the spidergram. Report your answers to the teacher in full sentences.



3. Say whether the following statements are true or false. Justify your answers with details from the text.
 - a) Victoria was driving carefully.
 - b) Her car hit a lorry.
 - c) Kevin opened his eyes as soon as she called his name.
 - d) The fire started at the back of the car.
 - e) The car exploded shortly after Kevin was pulled away to safety.

- 4. Which words in the text have nearly the same meaning as**
- a) no one has any power over it, no one can do anything about it.
 - b) to turn over and over many times.
 - c) not to pay any attention.
 - d) to pull with difficulty.
 - e) to burst loudly and with great force.

- 5. Which of the following adjectives apply to Victoria? Justify your answer.**

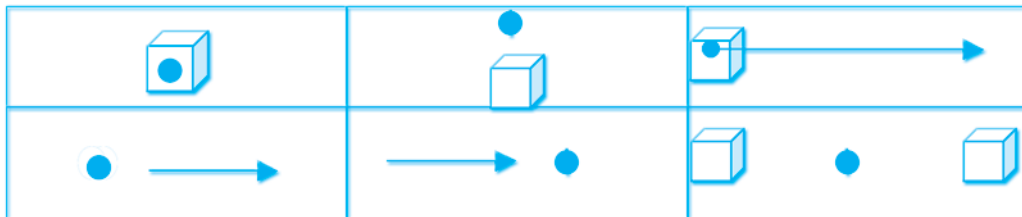
naughty – patient – brave – caring – proud – scared

- 6. Do you know many people who would behave like Victoria?**

- 7. What would you do if you were in Victoria’s place?**

ACTIVITY 3 : CHECK YOUR LANGUAGE SKILLS

- 1. Match the following preposition symbols with prepositions from the text.**



ACTIVITY 4 : REINVESTING ACQUISITIONS

Listen again to the text and

1. identify the 3 main parts of the text and their functions (description of the event, consequences, circumstances);
2. say which part is the longest and why;
3. use the information you’ve gathered in questions 1 and 2 and write a 10-line report about a ‘heroic behaviour’ you witnessed or heard about.

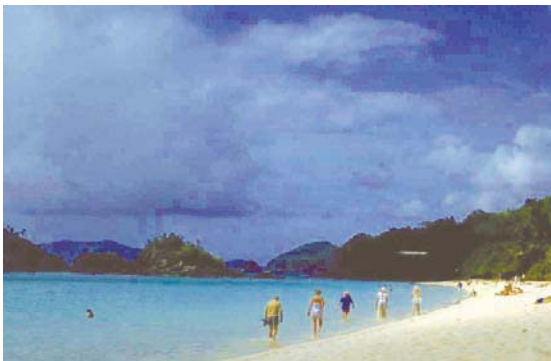
ACTIVITY 5 : BEING CREATIVE

Refer back to lesson 12 and write a cinquain about a topic of your choice.

ACTIVITY 1 : GETTING STARTED

Use the words in the box to label the visuals

flag – beach – shore – to sunbathe – a wave – a swimmer – to surf



ACTIVITY 2: GETTING THE MESSAGE

1. Look at the newspapers headlines, read the beginning of the text and
 - a) say in which of the following countries the story took place;
 - England;
 - France;
 - Britain;
 - the U.S.A
 - b) find in the text 2 sentences that don't belong;
 - c) match the text with the appropriate headline.



Maui, a 21-month old dog rolled back on the sandy beach and basked in the Mediterranean sun. The dog and his owner, Pascal Brockley, were having a great time on their summer holiday in...

But as they were enjoying the sun, they saw three people panicking at the sea. The tourists had ignored the red warning flags and swam into the deep water. But the sea was too strong and they were soon caught in the water. They were unable to get back to the shore. They felt so happy. They were crying for help.

Pascal's friend Bruno, who was surfing near the shore, saw the swimmers, too. He realised they were in danger and set off to help them. Both Maui and Pascal were trained life savers and didn't think twice about helping. They didn't think about their safety. They just thought of saving the lives of others.

Maui swam to the drowning swimmers. With the help of Bruno and Pascal, he pulled the two people back to the shore. He didn't stop to rest and swam back to rescue the last person. Pascal followed his trusty pet. The pair fought the waves to reach the swimmer. By now, Maui was exhausted. The powerful waves were too much for the brave dog. He slipped under the waves and when Pascal wanted to rescue him, it was too late.

Maui was dead. Pascal was very upset. His beautiful heroic pet was dead. He sat down and looked across the beach. He was sad but what he saw made him angry: the three people were running away. Maui gave his life to save those strangers but they didn't even stop to thank him. I think they showed how grateful they were.

2. Find in the text words having nearly the same meaning as:

- to lie in the sun and enjoy its warmth;
- to act, behave as if someone or something didn't exist;
- to enjoy oneself a lot;
- to act immediately, not consider something carefully
- to go under water and die;
- to hold something firmly and use force to move it in one's direction;
- very tired;
- reliable, you can count on it, him;
- unhappy because something unpleasant has happened.

3. What do the words and phrases underlined in the text refer to?

4. Answer the following questions:

- Why does the 2nd paragraph begin with BUT?
- How can swimmers know whether it is safe to swim or not?
- Why was the flag red on that day?

5. Write in your notebook the information required in the following table :

CHARACTERS INVOLVED	RELATIONS BETWEEN THEM	DOING BEFORE THE MAIN EVENT
a	b	c

6. Say whether the following statements are true or false and justify your answers with details from the text.

- a) The swimmers didn't take notice of the flag.
- b) They remained calm when they got in trouble.
- c) Maui and Pascal didn't hesitate to come to the swimmers' rescue.
- d) They were well qualified to do so.
- e) Pascal, Bruno and Maui managed to save the 3 people at the same time.
- f) The weather made it difficult for them to rescue the swimmers.
- g) Bruno died while trying to save one of the swimmers.
- h) The story has a happy end.

7. What do you think of

- a) the dog;
- b) the swimmers' attitude
- c) Pascal's attitude;

ACTIVITY 3 : CHECK YOUR GRAMMAR SKILLS.

1. Refer back to the first 3 paragraphs of the text and

- a) identify the 2 main tenses used;
- b) write down 3 sentences with each of the 2 tenses;
- c) say what the use of each tense is.

2. Read the following text and put the bracketed verbs in either of these tenses.

Lady (**walk**) with her owner Marjorie, her sister Rena and baby Kathryn when the accident happened. A motorbike sped towards them. The rider (**to do**) at least 40 miles per hour. The women who were terrified but, amazingly, Lady (**jump**) at the bike which (**crash**) to the ground and missed the baby. The rider (**pick**) himself up and sped away but Lady (**give**) her life to save Kathryn.

3. Refer back to the newspaper headlines and match Lady's story with the appropriate title

IT'S YOUR TURN TO ASK THE QUESTIONS

Refer back to the different activities in the lesson and your answers in "Things I Have Learned Today" and write the oral test for next lesson. Ask questions about

- the topic;
- your classmates' feelings and ideas
- vocabulary
- grammar

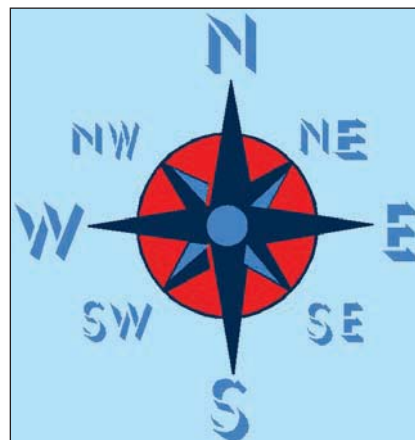
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HOLIDAYS AND TOURISM

ACTIVITY 1 : GETTING STARTED

1. Look at the compass and say

- what the letters stand for;
- what the adjectives derived from these nouns are.



2. Match the countries with the continent and the appropriate geographical location. Example:

Tunisia is / lies in the African continent. It is situated in North Africa / in Northern Africa.

COUNTRY	CONTINENT	GEOGRAPHICAL LOCATION
Palestine	Africa	Western Europe
Singapore	Europe	Middle East
Iraq	America	Far East
Namibia	Asia	South America
Brazil	Asia	Middle East
Spain	Africa	Middle East
Egypt	Asia	South Africa

ACTIVITY 2: SETTING THE TASK

Brian Cook has had a busy year and needs to take a few days off. As he has already visited different countries in Europe and America, he wishes to go to Malaysia this time but he's tired of the usual holiday resorts, crowded beaches and night life. Do the following activities in order to decide whether Malaysia would be the right destination for him and why.

ACTIVITY 3: GETTING THE MESSAGE

Malaysia offers a fascinating picture of the Far East. English is widely spoken there. Malaysia is a country that will leave memories of a lifetime. Touring Malaysia is the ideal opportunity to discover the exciting cultures and traditions of the Far East.

To the South West, there are ❶ and ❷. Malacca is an old town with excellent museums and temples. Kuala Lumpur is younger. It used to be a mining town 150 years ago.



Today the city is very busy and has a wide range of markets and modern shopping centres. North of Kuala Lumpur are the Cameron Highlands at 1829 metres above sea level. From there, you can admire the hills and the lush vegetation. You can also see the mountains and the tall trees of the jungle.

1. Read the text, look at the map and write the missing information in your notebook.
2. Which part of the text gives
 - a) general information?
 - b) specific information?
 Give one sentence to illustrate each kind of information.
3. Look at the following table and find the information needed in the text. Write it in your notebook.



Country	a)
Geographical position	b)
Sites	c)
Amenities	d)
Scenery	e)

4. Tick the right alternative.
 - a) The text probably appeared in:
 - a geography book;
 - a brochure;
 - a dictionary.
 - b) It is meant for:
 - tourists;
 - students;
 - natives

c) It is meant to:

- give information about the Malaysian economy;
- encourage people to visit the country;
- discourage natives from leaving their country.

ACTIVITY 4: LISTENING COMPREHENSION

1. Listen to the text and find out how it relates to the reading comprehension text.
2. Look at the following table, listen to the text and find the information needed. Write it in your notebook.



Other name	Pearl of ①
Location	A few miles off ②
Climate	Tropical with ③
Scenery	④
Capital	⑤
Activities	⑥ or practice sport
Sports	wind surfing ⑦
Eating places	⑧ restaurants
Sights	museums, ⑨

CHECK WHAT YOU HAVE LEARNT TODAY
Ideas
Functions
Grammar
Vocabulary
Other

ACTIVITY 1: ANSWERING A QUESTIONNAIRE

1. Complete the questionnaire with the right question words.

- a) Do you listen to songs and music mainly
 - on the radio?
 - on T.V.?
 - on your cassette player?
 - on your walkman?
 - on your Hi. Fi. system?
 - on your computer?
- b) What was the last CD album you listened to or bought?
- c) ① was the last single CD you listened to or bought?
- d) How often do you listen to music?
- e) ② often do you buy CD's?
- f) ③ is the star you would like to meet?
- g) ④ show do you often turn off?
- h) Who would you like to see on posters in your favourite magazine?
- i) Who is the best pop band to walk the planet right now?
- j) ⑤ pop group should be sent to a galaxy far, far away?
- k) ⑥ is your fave film actor or actress?
- l) Which soaps do you watch?
- m) ⑦ websites do you visit most often?
- n) Do you download pictures of your favourite stars from the internet?
- o) ⑧ celebs are you and your mates always talking about?
- p) Would you like to get a celebrity autograph? If yes, whose?
- q) What do you look for in a hit
 - the music?
 - the lyrics?
 - the clip?
 - the instruments?
 - the melody?

2. Listen to the questions and

- a) correct your answers;
- b) find the equivalents of the following words and phrases in formal English:

fav – pic – celeb – to walk the planet – to be sent to a galaxy

- c) answer the questions in the questionnaire. Write your answers in your notebook.

3. Ask your classmate the questions in the quiz. Begin your questions with one of the following phrases:
- could you ...?
 - Would you mind ...?
 - I wonder if you could ...?
 - Would you mind + (verb + ing)
4. What are the differences between you and your classmate? Compare your answers and report these differences to the class.

ACTIVITY 2 : GETTING THE MESSAGE

1. Listen to the song, read it and write the missing words on your notebook. If you don't understand a line, ask your teacher politely to play the tape again.

1ST STANZA

Chorus,
 There's a hero
 If you look inside your ❶
 You don't have to be ❷
 Of what you are
 There's an answer
 If you reach into your ❸
 And the sorrow that you know
 Will melt away

2ND STANZA

Chorus
 And then a hero comes along
 With the ❹ to carry on
 And you cast your fears aside
 And you know you can survive
 So when you feel like hope is gone
 Look inside you and be ❺
 And you'll finally see the ❻
 That a hero lies in you

3RD STANZA

It's a long road
 When you face your world ❷
 No one reaches out a hand
 For you to hold
 You can find love
 If you search within yourself
 And the emptiness you felt
 Will ❸

4TH STANZA

Chorus
 Lord knows
 Dreams are hard to follow
 But don't let anyone
 Tear them away
 ❹
 There will be tomorrow
 In time
 You'll find the ❺

2. Focus on the 1st stanza and answer the following questions.
- a) Which of the following feelings can be inferred?

happiness – sadness – excitement – fear – hope

- b) Who is the singer addressing?
- c) Who is the hero referred to?
- d) What solution does she suggest?
- e) Do you think there's a hero in each one of us?

3. Focus on the 2nd stanza and answer the following questions.

- a) What can the hero do?
- b) When is he mostly needed?
- c) What advice does the singer give?

4. Focus on the 3rd stanza and say whether the following statements are true or false.

- a) The singer believes you can always rely on your friends.
- b) She thinks you should rely on yourself.
- c) She says that you cannot overcome your own problems.

5. How does the singer sound in the last stanza? Select the right alternative.

- a) Hopeful about the future;
- b) Excited about the future;
- c) Scared about the future.

6. Listen to the song again and answer these questions:

- a) How did you like the song?
- b) What did you mainly like about it? The topic? The lyrics? The melody? Both the topic and the lyrics?
- c) Do hits survive for many seasons? If yes, why?
- d) Do you always understand the lyrics of the songs you listen to?
- e) What do you think of people who like songs without understanding the lyrics?
- f) Any personal resolutions?

7. Listen to the song again and

- a) classify the following words according to the sounds given by the underlined letters;

hero – fears – world – sorrow – aside – survive – feel –
search – know – finally – lies – soul

i:	əʊ	ə:	iə	ai

- b) say which of the following instruments are played;
- c) say which of them you would like to play.



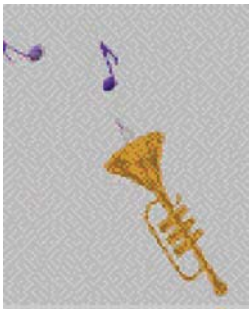
accordion



drum



piano



trumpet



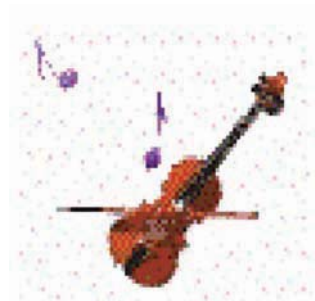
xylophone



cymbals



triangle



violin

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

ACTIVITY 1 : GETTING THE MESSAGE

1. Read the question of the text below and try to give a personal answer.

Question: What's more important than good schools and safe streets? More important, even, than decent hospitals and health services?



Answer: The planet we live on. Without that, nothing else counts. The future of the planet now rests in the hands of the world's leaders. If they get it wrong, there'll be no need to worry about anything else. You need only to look at the weather to know something odd is happening. It's called global warming. It's what happens when greenhouse gases such as carbon dioxide build up and act like a thermal blanket around the world. As we pump more of them into the air by burning coal, oil and gas, this blanket thickens and the world warms up. It'll mean more freak weather, flooding and drought. The sea level is likely to rise by at least three feet. That doesn't sound much, but it's enough to swamp many cities and towns around the world.

And that's not all. Some experts believe that we have been seriously underestimating how fast global warming will happen. They think that by the time today's newborn babies are 50 years old, we could have set in motion a catastrophic chain of events that will leave much of the planet a desert. They predict a future in which our children see rain-forests burst into flame and seas boil -unless we act today.

2. Read the first paragraph and

- a) check your answer;
- b) match the underlined words and phrases with words and phrases in the following box; there's one extra word in the box;

is the responsibility of – matters – changes – gets hotter –
to be concerned about – unusual – will probably

3. Refer back to the question and the first paragraph and explain why
- the earth, our planet, is more important than
 - good schools?
 - safe streets?
 - read the following dictionary definition and find in the text the word that corresponds to it.

green house effect. The greenhouse effect is the problem of the gradual rise in temperature in the Earth's atmosphere because heat is absorbed from the sun but cannot leave the atmosphere.

4. Focus on the 1st sentence of the 2nd paragraph and
- say whether the writer will
 - talk about more threats;
 - answer the question at the beginning of the text;
 - suggest remedies.
 - read the paragraph and say if you've guessed right;
 - identify the relationship between the 1st and the 2nd paragraphs;
 - find out what will happen
 - to the weather;
 - to the vegetation;
 - to oceans.

ACTIVITY 2 : PROJECT WORK

Choose one of the 3 items in the previous question (the weather, the vegetation or the oceans) and

- visit a library or an appropriate website to get more information about what will happen in the future to the weather, the vegetation or the oceans. Focus on the following questions:
 - Which countries will be mainly affected?
 - How will they be affected?
 - Have any measures been taken to protect the environment?
 - How can each one of us help?
- use the information you have gathered to write a report about the problem for your school magazine. Make sure you use the following structure at least 3 times:

If + present simple _ future

You can give your teacher the report any time you feel ready.

ACTIVITY 3 : PRACTISE YOUR LANGUAGE SKILLS

1. There are 14 words related to today's topic in the following word puzzle. Find them.

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

2. Use the right words from the puzzle to complete the following paragraph.

- As the climate ❶ over the next few years, it will ❷ the weather. This will mean less rain.
- By 2050 the climate will change dramatically. The Amazon ❸ will begin to dry out and die. Fires will break out, sending clouds of carbon dioxide into the ❹ - speeding up global warming.
- By 2100 there will be nearly three times as much carbon dioxide in the atmosphere as today and global temperatures could have ❺ by 80 or more

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

34 SOCIAL PROBLEMS

ACTIVITY 1 : GETTING STARTED

The following is a list of some social problems.

- violence and anti-social behaviour;
- youth problems;
- overpopulation;
- food shortage;
- being overweight;
- poverty

Study the list and

- a) decide with your classmate which social problems are
 - the most serious;
 - the least serious;
 - the most widespread.
 - the easiest to solve.
- b) report to the class as in the following examples:
 - I believe (that) poverty is the most serious social problem of all because it entails other problems.
 - I don't believe that poverty is the most serious problem because ...

ACTIVITY 2 : GETTING THE MESSAGE

1. Listen to and read the introduction below then complete it.

While I was touring the country, I saw many heart-breaking scenes but I never came across such a ❶.

2. Re-read the introduction, refer back to activity 1 and guess what the text will be about.

3. Listen to the text and

- a) check whether you've guessed right;
- b) say why you believe you've guessed right;
- c) study the table and write down the answers in your notebook.

The characters	a)
The social problem	b)
Its causes	c)
Its consequences	d)

4. Focus on the 1st part and answer the following questions

- a) How did the mother look?
- b) Which feelings could you read on her face?
- c) How did the child look?
- d) Why did he look so?
- e) What couldn't he do? Why?

5. List the victims of the drought.

6. Which of the following feelings may the listener experience?

pity – indifference – excitement – understanding
surprise – helplessness – compassion

The following dictionary definitions may help you.

compassion [kəm'pæʃən] is a feeling of pity and sympathy for someone who is suffering. EG *The suffering of the poor aroused their compassion*

helpless['helplis]. if you are helpless, you are unable to do anything useful or unable to protect, for example because you are very weak.⇒ helplessness

ACTIVITY 3: PRACTISE YOUR LANGUAGE SKILLS

There are 12 words related to today's topic in the following word puzzle. Find them.

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

35 EDUCATION MATTERS

ACTIVITY 1: GETTING STARTED

Read the following answers to a poll then guess what question was asked.

1	I wanted to earn some money.	30%
2	I didn't like the school.	20%
3	I didn't want to study any more	18%
4	I didn't do well at school.	11%
5	My friends dropped out so I did the same.	07%
6	My teachers didn't encourage me to stay.	05%
7	My parents wanted me to earn.	05%
8	I couldn't pass the exams.	04%

ACTIVITY 2 : GETTING THE MESSAGE1

1. Read the following text and complete it with words from activity 1.

Almost every day, 17-year old Karen Foley goes to the job centre to look for work. However, she's had no luck since she ❶ school nearly two years ago. When I asked her why she ❷ out of school she said: "I was not well at school. My parents thought I should start ❸ some money. On top of that, I was sure I would never ❹ my A levels anyway. It is not that I do not like school, but I often played truant, just like some of my mates. Now I wish I could go back to school. Many of my friends went to university and I feel lost out."

2. Read the text again and answer the following questions:

- Why has Karen been unlucky?
- What were the main reasons why she left school?
- Was she doing well at school?
- Why did she miss classes?
- How does she feel now?

ACTIVITY 3 : GETTING THE MESSAGE2

1. Listen to the first sentence, refer back to the previous activity and

- guess what Mike's story will be about;
- say what tenses will be used in the story.

2. Listen to Mike's story and check if you've guessed right.

3. Listen and answer the following questions:

- a) What were the reasons why Mike left school?
- b) What excuse did he give for missing classes?
- c) What difficulties can illiterate people face?
- d) What excuses may they give for being illiterate?
- e) How did Andrew's teacher find out about Mike's illiteracy?
- f) What were the steps Mike followed to catch up with his education?
- g) Which skills is he good at now?
- h) Which skills should he try to improve?
- i) How has education improved Mike as a person?

ACTIVITY 4 : CHECK YOUR LANGUAGE SKILLS

1. Listen again to the first paragraph and write in your notebook the words having the following sounds:

ʌ	ɔ:	u:	ai
---	----	----	----

2. A quiz

- a) Do the following quiz and write short answers in your notebook.
 - Have you ever missed classes?
 - Has someone of your friends already left school?
 - Have your parents always encouraged you?
 - Have your friends been supportive?
 - Since when have you been in secondary school?
 - have you ever thought of earning some money?
 - Have you sometimes felt discouraged?
- b) Ask your classmate the questions in the quiz to find out about him / her then report to the class some of his / her answers.

3. Find in the grid below the words and phrases that have the following definitions

- a) Not to attend classes (a phrase).
- b) You can get it mainly at school.
- c) Somebody who has left school.
- d) Succeed
- e) The ability to read and write.
- f) Good pupils very hard.
- g) A series of lessons.
- h) You may do it by heart.
- i) Pronounce each letter of a word separately.
- j) Some learners are bright; others are.....

X	A	R	D	L	D	K	L	X
E	F	O	S	I	R	L	D	J
Q	D	L	M	T	O	E	K	A
W	S	U	P	E	P	A	S	S
Z	P	Z	C	R	O	R	T	L
P	E	U	R	A	U	N	U	O
L	L	I	M	C	T	H	D	W
A	L	D	O	Y	F	I	Y	K
Y	C	O	U	R	S	E	O	K
T	R	U	A	N	T	G	N	N

CHECK WHAT YOU HAVE LEARNT TODAY

Ideas

Functions

Grammar

Vocabulary

Other

1. Imparting and seeking factual information

Identifying	<ul style="list-style-type: none"> • Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers (Yes, he is, etc.)
Describing, narrating, reporting	<ul style="list-style-type: none"> • Declarative sentences • Head-clause containing verb of saying (e.g. To say) • Thinking, etc + complement clause (indirect speech)
Correcting	<ul style="list-style-type: none"> • Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	<ul style="list-style-type: none"> • Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / long etc. • Whose (pronoun and adjective) • Tell me + sub-clause / tell me about + NP

2. Expressing and finding out intellectual attitudes	
a) Expressing agreement and disagreement	
Agreement	<ul style="list-style-type: none"> • I agree / that's right / of course (not) / yes / certainly / • Affirmative short answers (it is, i am, i can, he may, etc.)
Disagreement	<ul style="list-style-type: none"> • I don't agree / I don't think so / No / That's incorrect • negative short answers
Inquiring about agreement or disagreement	<ul style="list-style-type: none"> • Do you agree? / Do you think so, too? / Don't you agree? / Don't you think so? • short questions
Denying something	<ul style="list-style-type: none"> • No (adverb) • Negative sentences with not • Sentences containing the negation words never, <i>no (adjective)</i>, <i>nobody</i>, <i>nothing</i> • Negative short answers
Accepting an offer or invitation	<ul style="list-style-type: none"> • Thank you / Yes, please / That will be very nice / With pleasure!
Declining an offer or invitation	<ul style="list-style-type: none"> • No, thank you • I'm afraid I cannot...
Inquiring whether offer or invitation is accepted or declined	<ul style="list-style-type: none"> • Will you + VP (do it, come, etc.)
Offering to do something	<ul style="list-style-type: none"> • Can I + VP
Stating whether one remembers or has forgotten something or someone	<ul style="list-style-type: none"> • I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone remembers or has forgotten something or someone	<ul style="list-style-type: none"> • Do you remember + noun (-group)/ pronoun • Do you remember + gerund • Do you remember + that-clause • Have you forgotten to (bring your glasses, etc.)

b) Expressing whether something is considered possible or impossible	
Possibility	<ul style="list-style-type: none"> • NP + can + VP • It is possible + \emptyset
impossibility	<ul style="list-style-type: none"> •NP + cannot + VP •It is impossibles
Inquiring whether something is considered possible or impossible	<ul style="list-style-type: none"> •Is it possible + \emptyset / Can + NP + VP
Expressing capability and incapability	<ul style="list-style-type: none"> •NP + can + VP •NP + cannot + VP •NP + BE able to + VP •NP + BE not able to + VP •NP + BE unable to + VP
Inquiring about capability or incapability	<ul style="list-style-type: none"> •Can + NP + VP •Cannot + NP + VP •BE + NP + able to + VP •BE not + NP + able to + VP •BE + NP + unable to + VP
Inquiring about capability or incapability	<ul style="list-style-type: none"> •So + declarative sentence
Expressing how certain / uncertain one is of something	<ul style="list-style-type: none"> •I am sure / certain + \emptyset / that clause •I think + so •I think that + clause •Perhaps... •NP + may + VP •I am not sure + \emptyset / that clause •I don't think + so •I don't believe + noun (-group) / pronoun •NP + cannot + VP
Inquiring about how certain / uncertain others are of something	<ul style="list-style-type: none"> •Are you (quite) sure + \emptyset / that clause •Do you think + \emptyset / that clause
Offering to do something	<ul style="list-style-type: none"> • Can I + VP
Expressing, one is / is not obliged to do something	<ul style="list-style-type: none"> •I must + VP (similarly with we)
Inquiring whether one is obliged to do something	<ul style="list-style-type: none"> •Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	<ul style="list-style-type: none"> •You must (not) + VP •NP + must (not) + VP (other persons) •It is (not) necessary

c) Giving and seeking permission to do something	
Giving permission	<ul style="list-style-type: none"> • You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	<ul style="list-style-type: none"> • May I / can I + VP • Let me + VP • Do you mind + if- claus
Stating that permission is withheld	<ul style="list-style-type: none"> • NP + must not + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	<ul style="list-style-type: none"> • This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun
Expressing displeasure	<ul style="list-style-type: none"> • This is not very nice / pleasant • I don't like + noun (-group) / pronoun / V_{ing} + very much / at all • I don't enjoy + noun (-group) / pronoun / V_{ing} + very much / at all • I hate noun (-group) / pronoun / V_{ing} / V_{to}
Inquiring about pleasure, liking, displeasure, dislike	<ul style="list-style-type: none"> • Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} • Would you like + noun (-group) / pronoun / V_{to}
Expressing surprise	<ul style="list-style-type: none"> • This is a surprise! • Fancy +V_{ing}... • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	<ul style="list-style-type: none"> • I hope + so / that-clause
Expressing satisfaction	<ul style="list-style-type: none"> • This is very good / nice • It's (quite) all right now • This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind

Expressing dissatisfaction	<ul style="list-style-type: none"> • I don 't like this • This is not right yet • This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind
Inquiring about satisfaction or dissatisfaction	<ul style="list-style-type: none"> • Is it all right now? • Do you like this? • Is this what you (want(ed) / need(ed) / mean(t) / have(had) in mind?
Expressing disappointment	<ul style="list-style-type: none"> • That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	<ul style="list-style-type: none"> • I'm afraid I I'm worried (+ about NP)
Inquiring about fear or worry	<ul style="list-style-type: none"> • Are you afraid? • Are you worried? • You aren't afraid, are you?
Expressing preference	<ul style="list-style-type: none"> • I prefer + noun (-group) / pronoun / V_{ing} • I'd rather + V_{inf} ... (than)
Inquiring about preference	<ul style="list-style-type: none"> • Which do you prefer? • Would you prefer + V_{ing}
Expressing gratitude	<ul style="list-style-type: none"> • Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	<ul style="list-style-type: none"> • I am (so) sorry / glad / delighted + V_{to}
Expressing intention	<ul style="list-style-type: none"> • I'm going + V_{to} • I'll + V_{inf} • I I'm thinking of + V_{ing}
Expressing want, desire	<ul style="list-style-type: none"> • I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • May I have + noun (group) / pronoun (,please)?
Inquiring about want, desire	<ul style="list-style-type: none"> • Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	<ul style="list-style-type: none"> • I am (very) sorry • Excuse me, please • I do apologize
Granting forgiveness	<ul style="list-style-type: none"> • That's all right / it's all right now • It doesn't matter (at all)
Expressing disapproval	<ul style="list-style-type: none"> • It's not very nice • You shouldn't + V_{inf} • You shouldn't + have + V_{ed}
Inquiring about approval or disapproval	<ul style="list-style-type: none"> • Is this all right? • Do you think this is all right?
Expressing appreciation	<ul style="list-style-type: none"> • (It's) very good / (It's) very nice
Expressing regret	<ul style="list-style-type: none"> • That s a (great) pity • I am so / very sorry + that-clause • I am so / very sorry + if-clause
Expressing indifference	<ul style="list-style-type: none"> • It doesn't matter • I don't care • I don't mind ∅ / I don't mind + if-clause

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	<ul style="list-style-type: none"> • Let's + VP • What about + V_{ing} • We could + VP • We might + VP
Requesting others to do something	<ul style="list-style-type: none"> • Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please)?
Inviting others to do something	<ul style="list-style-type: none"> • What / how about + NP / V_{ing}? • Would you like + V_{to}
Advising others to do something	<ul style="list-style-type: none"> • Why don't you + VP • You should + VP

Warning others to take care or to refrain from doing something	<ul style="list-style-type: none"> • Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	<ul style="list-style-type: none"> • Imperative sentences

6. Socializing using language	
Greeting when meeting people	<ul style="list-style-type: none"> • Hello / good morning (afternoon/evening) • Hello / how are you? • (I'm fine, thank you) how are you? • I'm very well, thank you, and how are you?
Greeting when introducing people and when being introduced	<ul style="list-style-type: none"> • This is ... • I'd like you to meet ... • Hello / How do you do (response)
Taking leave	<ul style="list-style-type: none"> • Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow (/next week, etc.
Attracting attention	<ul style="list-style-type: none"> • Excuse me..
Proposing a toast	<ul style="list-style-type: none"> • Here's to... / cheers / ø

NB: Exponents in bold type are new to the learners.

GRAMMAR SUMMARY

1. Articles: a / an / one / the

Article	Example
a + singular countable beginning with a consonant sound	a ship
an + singular countable beginning with a vowel sound	an orange
one = a + noun	– Did you get a ticket? – Yes, I got one
The + singular and plural noun	The school ; The students













2. Demonstratives

	Demonstrative	Example
Singular	This	This man
	That	That boy
Plural	These	These cars
	Those	Those pens

3. Question words:

Who	➔	people
what		things
Where		place
When		time
Why		reason
Why		purpose
How		manner
How + adjective		degree

4. Prepositions

 from	 to	 at
 on	 in	 under
 in front of	 behind	 over
 out of	 between	 into

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5. Nouns

– Irregular plural nouns:

Singular	Plural
nouns ending in y	y → ies (baby → babies)
some nouns ending in f / fe	f / fe → ves (half → hal ves) (wife → w ives)
Plural by vowel change	
foot	feet
tooth	men
man	women
woman	teeth
child	children
Some nouns do not change	
sheep	sheep

6. The possessive case (Genitive)

singular nouns	+ 's	➔	a child's room
irregular plural nouns			men's clothes
plural nouns	+'	➔	a girls' school
nouns ending with "s"			Mr Jones' car

7. Compound nouns

Type	Example
noun + noun	a football match
noun + (v + in g)	ice skating
(V + ing) + noun	a dining room
noun + (v + er)	(usually for occupations): a taxi driver

8. Pronouns

Subject pronouns	Object pronouns
I	me
we	us
you	you
they	them
he	him
she	her
it	it

9. Possessives

Possessive pronouns.	Possessive adjectives
mine	my
ours	our
yours	your
theirs	their
his	his
hers	her
its	its

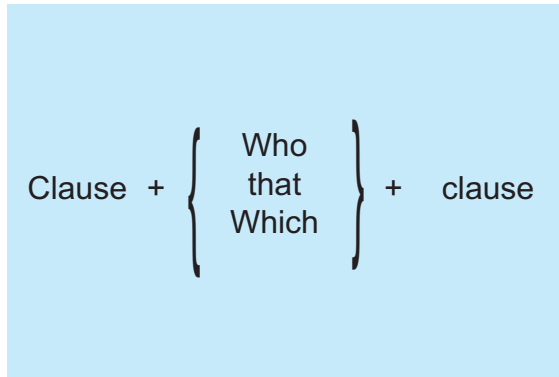
10. Reflexives

myself
 ourselves
 yourself - yourselves
 himself
 herself
 itself
 themselves

11. Relative pronouns

Who	relative pronoun used for	persons
which		things
		animals
That		persons things places

12. Relative clauses



13. The comparative and the superlative

— Regular forms

Adjectives	Comparative	Superlative
short adjectives (one or two syllable)	Adj + er + than Ex: clean + er : cleaner	The + adj + est Ex: The cleanest
Long adjectives (three or more syllables)	More + adj + than Ex: more comfortable	The + most + adj Ex: The most comfortable

— Irregular forms

Adjectives and modifiers	Comparative	Superlative
bad far good little many much	worse farther /further better less more more } + than	the { worst farthest /furthest best Least most most

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14. Adverbs

Adjective + **ly** → adverb of manner

Ex : slow + **ly** → slowly

Some adverbs of frequency sometimes – often – always – usually – never – occasionally

15. Types of verbs:

Main verbs	Auxiliary verbs	Modals
to answer to want to teach	to be to have have got	can must may

16. Tenses

a) Simple past

Regular past form = verb + ed
Example: play a play**ed**

Spelling notes

verbs ending with e	arrive	→	arrived d
verbs ending with y	try		tried d
verbs ending with 1 vowel + 1 consonant	stop		stopped d

Some verbs have an irregular past form
Ex: see → saw (See list of irregular verbs)

The interrogative	The affirmative	The negative
Did $\left\{ \begin{array}{l} I \\ we \\ you \\ they \\ he \\ she \\ it \end{array} \right\} + \text{verb}$	$\left\{ \begin{array}{l} I \\ we \\ you \\ they \\ he \\ she \\ it \end{array} \right\} + \text{verb} + \text{ed}$	$\left\{ \begin{array}{l} I \\ we \\ you \\ they \\ he \\ she \\ it \end{array} \right\} \left\{ \begin{array}{l} \text{did not} \\ = \\ \text{didn't} \end{array} \right\} + \text{verb}$

b) Past progressive

The interrogative	The affirmative	The negative
Was { I he she it } + (verb+ing)? Were { we you they }	{ I he she it } Was } + (verb+ing) { we you they } Were }	{ I we you they } Was not = wasn't } + (verb+ing) { he she it } Were not = weren't }

c) Present perfect

Have / has + subject + past participle	=	interrogative form
Subject + have / has + past participle	=	affirmative form
Subject = has not (hasn't)/have not (haven't) + past participle	=	negative form

d) The Simple Present

To be

The interrogative	The affirmative	The negative
Am { I } Are { we you they } Is { he she it }	{ I } am = 'm { we you they } are = 're { he she it } is = 's	{ I } am not = 'm not { we you they } are not = aren't { he she it } is not = isn't

Have got

The interrogative	The affirmative	The negative
Have { I we you they } got ?	{ I we you they } have / 've } got	{ I we you they } have not / haven't } got
Has { he she it }	{ he she it } has / 's	{ he she it } has not / hasn't

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Ordinary verbs

The interrogative		The affirmative		The negative			
Do	I we you they	+ verb	I we you they	+ verb	I we you they	do not = don't	+ verb
Does	he she it	+ verb + s	he she it	+ verb + s	he she it	Does not = doesn't	

Modal verbs

The interrogative		The affirmative		The negative			
can must may might should	+ subject+ verb	subject+	can must may might should	+ verb	subject+	can must may might should	not + verb

e) Present progressive

Subject + be in the present + (verb + ing)
 Ex: I'm learning English now.

f) Future

Type	Example
Subject + will / 'll+ verb	I'll / will see you tomorrow.
Subject + present progressive+ future word	I'm flying to London next week
Subject + present of be + going to	I think it's going to rain.

17. Uses of tenses

General truth	↔	Present simple
Finished past action	↔	Simple past
Past action whose time is unknown	↔	Present perfect

Subject +	+ have / has	+ just + past participle	= action in the recent past
	+ have / has	+ past participle	= action in the indefinite past

18. Expressing ability

Subject +	Was / were able to	= ability in the past
	am / is / are able to	= ability in the present
	will be able to	= ability in the future

19. Expressing past habits

PAST HABITS		
Did + subject + use to + verb	=	a question
Subject + used to + verb	=	affirmative sentence
Subject + didn't + use to	=	negative sentence

20. Recapitulation on questions and answers

(WH word +) am / is / are / was / were + subject	=	questions
(WH word +) modal + subject + verb		
(WH word +) do / does / did + subject + verb		
Subject + am / is / are / was / were	=	positive answers
Subject + modal + verb		
Subject + verb (+ ed)		
Subject + 'm not / isn't / aren't / wasn't / weren't	=	negative answers
Subject + (modal+n't) + verb		
Subject + don't / doesn't / didn't / haven't/hasn't + verb		

To do something oneself
To have something done (by someone else)

Reported statements = ① + say + that + subject + ②

Reported questions = Subject + ① + WH word + ② + verb

IRREGULAR VERBS

INFINITIVE	PAST TENSE	PASTPARTICIPLE
be	was/were	been
beat	beat	beat
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream [dri:m]	dreamt [dremt]	dreamt [dremt]
drink	drank	drunk
drive	drove	driven
eat [i:t]	ate [et]	eaten [i:tn]
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt

INFINITIVE	PAST TENSE	PASTPARTICIPLE
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean [mi:n]	meant [ment]	meant [ment]
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say [sei]	said [sed]	said [sed]
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Spelling rules

A few general rules of spelling are given here, but there are always exceptions to the rules. In cases of doubt, the dictionary will be helpful.

Derivatives of words ending in -y

1. The plural of a noun in -y, -ey (also -ay, -oy, -uy):

- A noun in -y following a consonant has its plural in -ies.
baby ⇒ babies; country ⇒ countries
- A noun in -y following a **vowel** has its plural in -eys etc.
donkey ⇒ donkeys; valley ⇒ valleys
day ⇒ days; Monday ⇒ Mondays
alloy ⇒ alloys; guy ⇒ guys

2. The parts of a verb when the verb ends in -y, -ey etc:

The formation is similar to that of noun plurals in (1) above.

- cry ⇒ cries ⇒ cried
- certify ⇒ certifies ⇒ certified
- convey ⇒ conveys ⇒ conveyed
- delay ⇒ delays ⇒ delayed
- destroy ⇒ destroys ⇒ destroyed
- buy ⇒ buys

3. Comparison of adjectives, or the formation of nouns or adverbs from them:

A rule similar to the above holds for words in -y, and in some cases for those in -ey etc.

- shady ⇒ shadier ⇒ shadiest ⇒ shadiness ⇒ shadily
- pretty ⇒ prettier ⇒ prettiest ⇒ prettiness ⇒ prettily
- grey ⇒ greyer ⇒ greyest ⇒ greyness ⇒ greyly
- coy ⇒ coyer ⇒ coyest ⇒ coyness ⇒ coyly

There are, however, exceptions and irregularities for which a dictionary should be consulted.

Derivatives of words ending in -c

- When a suffix beginning with a vowel is added, and the consonant still has a hard k sound, -c becomes **-ck**:

- picnic ⇒ picnicking ⇒ picnicked ⇒ picnicker
- mimic ⇒ mimicking ⇒ mimicked ⇒ mimicker

- -k- is not added in words such as musician, electricity etc, where the consonant has the soft sound of sh or s.

-ie- or -ei?

- 'i before e except after c.' (This rule applies only to words in which the sound is long e.)

- belief ⇒ believe; grief ; pier; siege;
- ceiling conceit deceit deceive

- Exceptions are seize, weird and personal names (for example Neil, Sheila).

The doubling of a final consonant before a following vowel

1. In a word of one syllable with a short vowel, the final consonant is doubled:

- man ⇒ manning ⇒ manned ⇒ mannish
- red ⇒ redder ⇒ reddest ⇒ redden
- sin ⇒ sinning ⇒ sinned ⇒ sinner
- stop ⇒ stopping ⇒ stopped ⇒ stopper
- drum ⇒ drumming ⇒ drummed ⇒ drummer

2. In a word of more than one syllable with a short final vowel, the final consonant is doubled only if the accent is on the final syllable:

regret' ⇒ regretting ⇒ regretted
begin' ⇒ beginning ⇒ beginner
occur' ⇒ occurring ⇒ occurred ⇒ occurrence
en'ter ⇒ entering ⇒ entered
profit ⇒ profiting ⇒ profited
gall'op ⇒ gafioping ⇒ galloped

3. In British English (but not in American) -l is doubled regardless of where the accent falls:

compel' ⇒ compelling ⇒ compelled
trav'el ⇒ travelling ⇒ travelled ⇒ traveller

4. Some derivatives of words ending in Os, eg bias, can be spelt in two ways:

biassed or biased, biassing or biasing.
Certain words ending in -p are not treated according to the rule stated in (2) above:
handicap ⇒ handicapped ⇒ handicapping
kidnap ⇒ kidnapped ⇒ kidnapping

Derivatives of words with final -e

1. — Before a vowel (including y), -e is usually dropped:

come ⇒ coming; hate ⇒ hating; rage ⇒ raging
fame ⇒ famous; pale ⇒ paling; use ⇒ usage
ice ⇒ icy; noise ⇒ noisy; stone ⇒ stony
— Some exceptions distinguish one word from another:
holey (=full of holes), holy; dyeing, dying.

2. Before a consonant, -e is usually kept:

hateful, useless, movement, strangeness
but see, true, whole, judge for exceptions.

3. -e- is kept after soft -c- or -g- before -a and -o-:

noticeable, traceable, manageable, advantageous

WORD LIST

Words in blue are consolidation items.

able	05	avoid	03	chant (n)	16
abroad	02	award (n)	03	character	14
access (v)	18	background	08	chart	03
accessories	11	barefoot	34	chat (v)	11
accommodation	23	barely	19	chatroom	18
according to	07	bask	30	check	02
ache	23	beans	04	cheer up	11
achieve	03	become	01	chef	05
act (v)	08	beg	25	cherry	04
act like	33	believe	03	chest	23
actually	10	belong	07	childish	04
ad	24	belonging	09	citizen	25
add	06	bestseller	14	clap (v)	04
address (v)	32	beyond	20	classical	04
admire	11	biologist	17	classify	17
affect	01	blanket	33	clear (v)	16
affection	27	blind	25	clear up	31
afford	20	board (v)	19	client	25
after shave	11	boat	12	climate	31
agency	02	bomb	13	clip	32
agree on	28	boost	17	close (adj)	07
agree with	28	boss	09	cloth	10
aid	18	brain	08	coach	23
alive	13	brake	09	collapse	13
all over the world	18	brand new	12	colleague	25
allow	12	brave	29	collect	01
alphabet	35	breakdown (n)	09	come round	29
alternate	16	bricklayer	20	come true	02
ambition	03	bright	04	command	25
ambitious	02	brilliant	03	common	06
appeal (n)	19	bring back	15	communicate	21
appear	08	brought up	05	communicate	25
appendix	23	bubble	16	competition	08
apply	24	build (n)	20	complex	08
apply to	08	build (v)	20	compose	04
approve of	10	burgle	09	computer	05
apron	24	burns	29	concentrate	11
army	13	C.D	32	concerning	10
around	18	cabin	12	concert	04
arrange	10	call sb names	25	confidence	35
art	07	calm (v)	16	consider	07
artist	01	can (n)	24	consist of	20
artistic	08	care about	11	cookery	05
assume	19	career	03	cooking	04
attend	28	caring	29	cool	24
attention	28	carry on	13	corporal	10
attitude	01	catastrophic	33	cost (at any)	22
aunt	13	catch Sb doing Sth	27	cottage	20
author	14	celebrity	32	cough	23
authoritative	24	cell	16	count	33
authority	18	central unit	18	couple of	13

course	35	dump	24	favourite	01
cousin	04	dye (v)	24	fear	32
cream	23	earn	03	feel down	11
creative	08	earthquake	13	feeling	08
criminal	14	eastern	31	field trip	18
crop	34	effect	03	fill in	04
cry	22	efficient	24	find	06
cry (v)	07	electrician	20	find out	01
culture	31	element	21	finish	20
curiosity	08	e-mail	18	fire (v)	27
curiosity	23	embarrassing	24	first-aid	24
customer	24	emotion	34	fit (adj)	11
daily	27	emotional	08	fit in	07
danger	13	encourage	10	fit of laughter	19
dead	13	end up	18	fizz	02
death	13	endless	35	flames	29
debt	28	energetic	08	flat (n)	20
decent	33	engineer	25	flog	10
deck	12	enhance	17	flooding	33
declaration	12	enjoy	04	fluently	08
decorate	20	entail	34	focus (v)	16
defence	14	entertainment	05	forehead	24
delicate	12	entrance	20	foreign	27
deliver	08	envelope	28	form	04
desert	33	equal (n)	22	fortify	17
deserted	09	escape (n)	19	fortunate	27
desperate	22	essential	16	fortune	03
despite	07	event	29	foundation	20
detail	01	everyday	35	fount	18
dial sb	09	exactly	11	freedom	05
diary	13	exchange (v)	01	freeze	17
dictate	16	excitement	32	frightened	13
die	04	exhausted	30	frightening	10
diploma	28	expect	03	full time	24
directions	35	expensive	05	fumble	09
disability	25	experience	12	games	04
discount	24	experience (v)	25	gas	33
discouraged	08	explain	05	gather	09
discover	10	explode	29	general	06
disease	25	explore	08	gently	12
dissatisfied	07	express	08	gesture	08
do the washing	15	extravagance	07	get a medal	08
do well	02	fact (in)	12	get along with	15
donate	17	failure	08	get on	12
dozen	02	fairly + adj	06	get on well with	05
drawing	08	faithful	19	get on with	22
dream (v& n)	02	fall behind	35	get stuck	35
drop	09	fall in love	12	gift	08
drop out	35	fame	03	gifted	08
drops	23	famine	34	global	33
drought	33	famous	01	go on a diet	11
drought	34	fancy (v)	24	go through	12
drown	30	farmer	15	gradually	04
drug	29	fascinating	31	graduate	28
dull	04	fastidious	23	grapes	04

Perform through English

greenhouse	33	introduce	01	main	16
grip	09	irritate	07	mainly	04
ground floor	20	join in sth	25	maintain	18
grow	02	journey	09	major	03
grow up	04	jump	09	make a fool of	12
grown-up (n)	04	jungle	31	make friends	07
hang	18	keep to	16	make it	02
happiness	32	keyboard	18	make money	07
hard	05	kick out	07	make sure	05
hardly	25	kindergarten	10	malnutrition	34
have a day off	27	kindness	10	manager	25
have fun	05	kitten	04	map	35
headlights	09	know inside out	11	marital	03
headphones	16	knowledge	08	mark out	16
healthy	05	latter	10	marvellous	31
heart (by)	10	laugh	05	master (v)	21
heartbreaking	34	law	14	matter (v)	07
heat	34	lawn	15	mature	22
heavily	31	lawyer	14	mean	06
help (of s. h.)	06	lay	20	mechanical	08
helpful	11	lead to	20	medal	08
heroic	30	leader	01	melody	32
hi.Fi	32	leafy	17	memory	31
highlighter pen	16	leather	15	mend	08
hire	24	leave	02	messy	16
hit	29	lecture (n)	10	mind (v)	04
hit (n)	03	lecture (v)	10	mining	31
hobby	01	legal	14	miss	27
honey (n)	19	legible	21	mistake	02
hope	32	lend	28	mix with	07
ideal	11	let sb down	11	mixture	07
idiot	09	liar	11	mobile	05
ignore	30	liberated	18	moment	13
image	07	lie	31	motherhood	19
imagine	08	lifeguard	24	mouse	18
imitate	11	lift (n)	17	move (n)	35
import (v)	02	literacy	35	move (v)	03
impress	27	literate	18	mow	15
improve	18	loan	05	murmur	09
improvement	08	lock (v)	09	naïve	07
include	24	lodged	23	nap	15
infant	10	log on to	18	native	21
influence (v)	08	lonely	22	natural	08
inform	25	look (n)	07	naughty	04
ingestion	23	look after	04	naval	27
injection	23	look forward to	19	navigate	08
inside out	11	lose	02	navy	24
insist	10	lose control	29	nearly	06
inspire	14	lots and lots of	21	necessary	05
instrument	04	loudspeaker	18	neck	09
intense	29	lounge	20	need	06
interested	05	loyal	11	needle	10
interesting	06	lucky	05	neglected	10
interview	24	lush	31	nest	13
intestine	23	lyrics	32	nightmare	35

nomination	03	plot	14	remarkable	08
northern	31	plot (n)	20	remind	27
novel	14	plumber	20	renovate	20
nowadays	10	poem	08	repair	08
nurse	05	poetry	08	repay	28
obsessed	07	polite	01	report (n)	18
obtain	28	porcelain	12	report (v)	01
obvious	16	position	06	rescue (v)	15
occupation	01	powerful	30	residence	03
occur	29	presentation	08	resign	25
odd	33	press (the)	07	resolution	06
off-colour (be)	23	pretend	35	resort	31
office	02	previous	01	respect	08
officer	27	prince	12	rest (the)	05
on line	18	principal (n)	28	rest in the hands	33
operate on	23	print (in)	14	of	16
opportunity	31	printer	18	revise	10
orchestra	04	process (n)	10	revolution	16
organize	08	prodigy	08	reward (v)	16
overnight	21	project	08	rhyme	07
oversleep	24	promise (n)	28	right (n)	07
overtake	09	promise (v)	27	rise (n)	01
owe	28	pronunciation	21	role	30
own (adj)	11	proud	29	roll	12
own (on one's)	06	public eye	03	romance	13
pace	18	publicity	03	roof	10
pain	23	publish	14	row (n)	28
paint (v)	08	pull	30	rule	05
painting (n)	10	punch	26	run	30
panic	30	punch the air	27	run away	07
partly	10	punishment	10	ruthless	02
pass	08	push (v)	10	sadly	32
passenger	12	put away	23	sadness	05
patient	23	qualification	24	safe	30
pattern	06	qualify	10	sandy	27
pay	24	quit	03	sauce	18
pay back	28	rabbit	27	scanner	13
peace	07	rainstorm	15	scared	01
period	28	range (n)	20	scientist	21
personal	01	reach	03	scribble	25
personalize	18	rear-view mirror	09	script	09
persuade	05	recharge	16	seat (n)	10
pet	04	recipe	04	seat (v)	04
pet hate	11	record (n)	02	secret	11
petrol	09	record (v)	02	secretive	03
phrase	21	recover	20	seek	02
physical	08	refresh	16	self-confident	07
pick up	24	refuge	03	selfish	13
pin (v)	10	register (v)	27	send	18
pink	24	rehabilitation	09	sense	11
pinpoint	23	reject	14	sensible	03
plan (n)	01	relate	25	separate	34
plaster	23	relationship	04	serious	16
play truant	35	relieved	28	set an alarm	30
plenty of	21	remain	03	set of	09
				set off	

Perform through English

set up	10	stifling	34	truth	07
settle in	03	stolen	18	try out	16
severe	29	stomach	23	tune	04
sew	10	straight away	04	twice	12
shake	13	strict	22	typical	07
share (v)	02	stroke	09	under stress	16
sharpen	16	struggle	05	understanding	10
sheet	15	subject	01	undertake	08
shift	09	success	01	undying	12
shore	30	suffer	09	uniform	24
shortage	18	suit (n)	12	unit	09
shout at	04	summarize	16	upset	30
sick	23	surf	06	use (v)	05
sight	25	surgery	23	utterance	21
sil	23	survive	13	vegetation	31
similar	08	swallow	23	vet	23
site	18	swap	19	view (n)	09
skill	20	sweetly	12	violin	04
skilled	18	sweets	04	virtual	18
skin	12	tailor	10	waistcoat	24
skinny	07	take over	18	wake up	16
slogan	16	take part	06	walkman	32
slow down	09	talk sth over	22	war	13
smack (v)	10	tall	01	warm	33
smash	29	tease	25	warm (v)	33
smile	24	technology	05	warm hearted	07
so far	07	temple	31	warming	33
soap	32	tempting	23	waste	13
sociable	04	thanks to	10	wave	30
socks	25	thermal	33	weakness	06
sole	15	thread	10	web	08
solo	03	thriller	14	wedding	05
solve	08	thumping	09	weigh	01
sore	23	tighten	09	western	31
sort out	24	tiler	20	whenever	05
sound (v)	13	tiny	02	whereas	05
source	01	tip (n)	17	whole (on the)	06
southern	31	top (n)	02	wide	12
specific	24	topic	06	widely	31
speed (n)	18	toss up	23	widespread	34
spell	35	touch (v)	27	without fail	19
spend on	07	tour (n)	18	workplace	25
spoil	04	tour (v)	34	worry about	33
spot (on the)	10	toy	10	wrist	04
spring (a)	02	tradition	31	x-ray	23
staff	24	tragedy	34	year round	15
stagger	29	training	24	youngster	08
staircase	20	translate	14		
starvation	34	trap	23		
starve	34	travel	02		
status	03	treasure (v)	11		
stay	13	treat	19		
steering wheel	09	treatment	25		
step in Sb's shoes	25	tree	31		
stick	16	trusty	30		

PHONETIC SYMBOLS

VOWELS

[i:]	please	[ɔ:]	of course
[i]	six	[u]	good
[e]	friend	[u:]	cart oon
[æ]	family	[ʌ]	bus
[a:]	father	[ə:]	first
[ɔ]	sorry	[ə]	parent

DIPHTHONGS

[ai]	fine	[au]	house
[ei]	name	[əu]	go
[ɔi]	boy	[iə]	here
[ɛə]	there	[uə]	sure

CONSONANTS

[g]	got	[ð]	this
[tʃ]	teacher	[ʃ]	shoes
[dʒ]	age	[ʒ]	pleasure
[ŋ]	ring	[j]	yes
[θ]	thanks		

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