

Outlook

Student's Book

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Tronc Commun
Toutes Series

Royaume du Maroc



Ministère de l'Éducation Nationale de la Formation Professionnelle
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Inter Graph

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Map of the Book

	Standards	Competencies	Conversation	Grammar	Vocabulary	Skills	Fun page	Mini-project Checkpoint
UNIT 1 Myself & Others	Communication - Exchange personal info orally. - Understand spoken language. - Use reading strategies. - Deliver an oral report. - Organise info in writing. Cultural - Understand other cultures. Strategic - Be aware of modern influences on our country. Methodological - Use language for enrichment.	Communication - Sustain a conversation. - Identify detailed info. - Understand reading material. - Talk & write about others. Cultural - Interact politely with others. Strategic - Position oneself in the world. Methodological - Manage project work efficiently.	Introducing oneself <i>Hello! I'm...</i> Introducing someone <i>This is ...</i> Exchanging personal information	The verb 'be' in the present simple, affirmative, negative and interrogative forms The plural of regular & irregular nouns	Interpersonal relationships Friends Social environment Names and titles Ways of greeting	Listening for details. Pronunciation /i:/, /ɪ/ Reading to check predictions. Speaking about classmates. Writing a letter.	Game <i>General Knowledge Quiz</i>	Mini-project <i>About me</i>
UNIT 2 What & How I Learn	Communication - Express feelings orally. - Comprehend spoken English. - Use study strategies. - Present info. to an audience. - Present a written report. Cultural standards - Experience social practices. Strategic - Understand other cultures. Methodological - Manage school activities.	Communication - Express ways of preference. - Comprehend guidelines. - Distinguish between relevant & irrelevant info. - Talk about school life. - Write a report. Cultural - Know the role of school. Strategic - Cooperate with others. Methodological - Organise learning efficiently.	Expressing interest <i>That's a good idea!</i> Expressing preference <i>I prefer...</i>	Present simple, affirmative, negative and interrogative forms Prepositions of time <i>in, at, to, on, from</i>	School regulations Time-tables School activities Collocations	Listening for specific information. Pronunciation: /ð/, /θ/ Scanning a text. Speaking about school activities. Writing a letter.	Song <i>Stay in School</i> by Robin & the Giant	Review of units 1 & 2
UNIT 3 Our Shopping Habits	Communication - Exchange opinions. - Interpret spoken language. - Use reading strategies. - Ask & respond to questions. - Write a communication. Cultural - Be aware of life styles. Strategic - Be aware of modern influences on our country. Methodological - Express ideas differently.	Communication - Express opinions. - Extract specific info. - Understand relevant info. - Talk about shopping items. - Write an e-mail. Cultural - Estimate shopping habits. Strategic - Compare habits in Morocco and in other countries. Methodological - Think logically.	Asking for & giving opinion <i>How do you like them? / I think...</i> Asking about prices <i>How much...?</i>	Comparatives short adj. <i>cheaper</i> , long adj. <i>more expensive</i> , irregular adjectives <i>better</i> Pronouns: subject, object, possessive Possessive adjectives	Household articles Clothing Shopping	Listening for details. Pronunciation: /u:/ and /ʊ/ Identifying explicit details in a text. Speaking about buying and selling. Writing a reply letter.	Game <i>Shopping Lists</i>	Mini-project <i>Spending Habits</i>
UNIT 4 Artistic Interests	Communication - State personal feelings. - Be an active listener. - Use strategies to comprehend text. - Elicit & present info. orally. - Write a communication. Cultural - Understand artistic forms. Strategic - Be aware of the impact of art. Methodological - Use critical thinking skills.	Communication - Express one's attitude. - Extract specific info. - Read for factual info. - Talk about movies. - Write a film review. Cultural - Practise cultural activities. Strategic - Explain the positive & the negative impact of arts. Methodological - Use language creatively.	Expressing likes <i>I love ...</i> Expressing dislikes <i>I can't bear ...</i> Inviting <i>Would you like to...?</i>	Adverbs of frequency <i>How often</i> , Wh-questions <i>How long...?</i> <i>How many...?</i> <i>How much...?</i>	Cinema Theatre Music Art Word search Collocations	Listening for details. Pronunciation: /s/, /z/, /ɪz/ Reading for factual details. Speaking about movies. Writing a film review.	Song <i>Too Much Entertainment</i> by Harve Mann	Review of units 3 & 4
UNIT 5 Our Eating Habits	Communication - Express feelings orally. - Interpret spoken language. - Use strategies to comprehend text. - Convey a message effectively. - Present simple instructions. Cultural - Be aware of cultural practices. Strategic - Understand the impact of modern life on lifestyles. Methodological - Use information creatively.	Communication - Express ways of agreeing. - Listen for the right info. - Read & understand details. - Engage in debates. - Write a recipe. Cultural - Compare cultural practices. Strategic - React positively to other people's eating habits. Methodological - Exploit info adequately.	Agreeing <i>I like it, too.</i> Disagreeing <i>Surely not.</i> Ordering a meal	Present continuous, affirmative, negative and interrogative forms Quantifiers <i>a few, a little, etc.</i> Articles <i>a, an, the, no article</i>	Eating habits Planning & preparing meals Food Word association	Listening for right answers. Scanning a text. Reciting a poem Writing a recipe.	Game <i>Food Chain</i>	Mini-project <i>Food in Morocco</i>

	Standards	Competencies	Conversation	Grammar	Vocabulary	Skills	Fun page	Mini-project Checkpoint
UNIT 6 How We Keep Healthy	Communication - Engage in oral exchanges. - Interpret questions. - Use reading strategies. - Develop & propose solutions. - Write a communication. Cultural standards - Develop appropriate behaviour. Strategic - Contribute in maintaining a safe community life. Methodological - Develop vocabulary.	Communication - Start a conversation. - Identify detailed info. - Understand illustrated text. - Talk about health. - Write a letter of advice. Cultural - Value health care. Strategic - Be conscious of health concerns. Methodological - Manipulate words.	Asking about health <i>How are things going?</i> Asking for help <i>You don't have ... do you?</i>	<i>must, mustn't, don't have to</i> - Reflexive pronouns <i>myself, ...</i>	Personal hygiene Medical care Prevention Puzzles	Listening for correct responses. Reading for gist. Speaking about the uses of medicines. Writing a letter of advice.	Song <i>Health Will Fade</i> by Tony Marshall	Review of Units 5 & 6
UNIT 7 Our Hobbies	Communication - Engage in oral exchanges. - Be an active listener. - Use reading strategies. - Inform others orally. - Write ideas coherently. Cultural - Know social practices. Strategic - Value community events. Methodological - Use research skills.	Communication - Sustain a conversation. - Extract specific info. - Identify implicit info. - Talk about sport activities. - Write multiple paragraphs. Cultural - Participate in free-time activities. Strategic - Participate actively in events. Methodological - Manage learning properly.	Describing past actions	The verb 'be' in the past simple, affirmative, negative and interrogative forms Prepositions of place <i>behind, between, ...</i>	Leisure time activities Sports Games Dictionary skills Synonyms	Listening and note taking. Reading for relevant details & implied meaning. Talking about sports. Writing a composition.	Game	Mini-project <i>Recreational Activities</i>
UNIT 8 Keep Our Earth Safe	Communication - Ask for & give info. - Listen and evaluate info. - Use reading strategies. - Convey a clear message. - Present ideas coherently. Cultural - Understand social practices. Strategic - Value the role of ecology. Methodological - Use research skills.	Communication - Ask for permission. - Listen for relevant info. - Understand specific info. - Talk & write paragraphs about the environment. Cultural - Participate in campaigns. Strategic - Care for the environment. Methodological - Make use of questionnaires.	Asking for permission <i>Can I ...?</i> Responding to permission <i>Sure, you can.</i>	Past simple of regular verbs, affirmative, negative and interrogative forms Question tags	Greenhouse effect Clean environment Endangered species Natural phenomena Collocations	Listening for relevant information. Pronunciation: /e/ and /ei/ Skimming a text Speaking about a clean environment. Writing coherent paragraphs.	Song <i>Fake Plastic Trees</i> by Radiohead	Review of Units 7 & 8
UNIT 9 The World of Money	Communication - Engage in oral exchanges. - Interpret spoken language. - Identify elements of text. - Present ideas to an audience. - Present a personal experience. Cultural - Be aware of modern influences on our country. Strategic - Compare symbols & objects. Methodological - Use reference tools.	Communication - Express ideas about abilities. - Extract specific info. - Identify general info. - Talk about business. - Write a story. Cultural - Esteem honest business. Strategic - Compare currencies. Methodological - Use a dictionary skillfully.	Asking about ability <i>Can you ...?</i> Expressing ability <i>I can/can't</i>	Past simple of irregular verbs, affirmative, negative and interrogative forms Superlatives <i>the strongest, the most serious</i>	(Un)employment Economy Services Money Dictionary skills Antonyms	Listening for details. Pronunciation --ed: /t/, /d/, /id/ Guessing word meaning. Debate. Writing a story.	Song <i>Taking Care of Business</i> by Bachman Turner Overdrive	Mini-project <i>How Money Travels</i>
UNIT 10 New Technologies	Communication - Obtain & provide info. - Understand spoken English. - Use reading strategies. - Defend arguments. - Present coherent ideas. Cultural - Be aware of modern influences on our country. Strategic - Know the usefulness of technology. Methodological - Use technology to increase productivity.	Communication - Express possibility. - Listen for implicit info. - Read between the lines. - Participate in debates. - Write multiple paragraphs. Cultural - Value the use of technological tools. Strategic - Manipulate technological tools. Methodological - Use technology for efficient learning.	Expressing possibility <i>I could ...</i>	The present perfect simple with <i>ever, never, already, yet</i> , affirmative, negative and interrogative forms Future simple <i>will...</i>	Computers Internet Telecommunication	Listening for inferred meaning Making inferences. Presenting arguments for/against Writing a composition.	Game <i>Wacky Words</i>	Review of Units 9 & 10

To the Student

This is your second year of English. This year, you are going to study more than last year.

This book is going to help you to:

- *listen to people communicating. You will learn how to invite other people, how to talk about habits, etc. Your English will improve if you practise seriously, if you use the new expressions to talk to your friends, and if you are not afraid of making mistakes.*
- *study dialogues and notice how the English language is constructed. So, try to extract the grammar rules yourself and do the exercises to practise.*
- *learn new vocabulary in context. You need to do the exercises and revise the new words regularly.*
- *read new texts about different topics. The book will introduce you to new ideas, like how some people live in Africa, how sport and balanced diet help you keep healthy, how you can protect your environment and so on. The reading exercises will teach you how to find information in a text and how to find pleasure in reading.*
- *understand spoken English. By doing the listening exercises, you will get into the habit of listening to spoken English and, later, benefit from the news, films, documentaries and songs in English.*
- *speak in class. The speaking activities will develop your confidence in yourself, and will enable you to communicate with other speakers of English.*
- *write short notes, letters and simple essays. So, you are expected to use the language to write, to identify your mistakes and correct them.*
- *work on mini-projects. The mini-projects are good for you because you are going to be free to create something new with the language you know, and you can share it with your teacher and your friends.*

The book also contains games and songs for you to learn new words and expressions. It will also give you some moments of pleasure and fun.

The Grammar Summary and the Vocabulary List will help you revise your lessons regularly.

But, remember, you will only succeed if you take risks in class:

- *Ask questions.*
- *Cooperate with your friends.*
- *Participate regularly in the activities.*
- *Do your homework everyday.*

Good luck!!

1

Myself & Others



Hello! I'm Jennifer, but please call me Jenny.



Hi! My name's Edward. You can call me Eddy.

Standards

Communication

Interpersonal

Conversation

- Exchange personal information orally.

Interpretive

Listening:

- Understand spoken language about personal information.

Reading:

- Use strategies to comprehend text.

Presentational

Speaking :

- Prepare and deliver an oral report.

Writing:

- Organise personal information in a written message.

Cultural

- Demonstrate understanding of another culture.

Strategic

- Show awareness of modern influences on our country.

Methodological

- Use language for personal enrichment.

Competencies

Communication

Interpersonal

Conversation

- Sustain a short conversation.

Interpretive

Listening:

- Identify detailed information.
- Recognise and reproduce English sounds.

Reading:

- Use prior knowledge to understand reading material.
- Read and understand factual information.

Presentational

Speaking :

- Communicate simple and true ideas about oneself and others.

Writing:

- Write a personal letter.

Cultural

- Interact with others in social situations.
- Value other people's way of living.

Strategic

- See oneself as member of an international community.

Methodological

Contents

Conversation

Hello!

- Introducing oneself
- Introducing someone
- Exchanging personal information

Grammar

- Verb *be* all forms
- Plural of nouns

Vocabulary

- Names & titles
- Ways of greeting

Skills

- Listening: Interviews
- Reading: *The Pygmies*
- Speaking: Personal profile
- Writing: Organising a letter

Fun page

- General Knowledge Quiz

Mini-project

- About me

Conversation



Grammar

Vocabulary

Skills

Fun page

Mini-project

Hello!



1 Listen and practise.



Nora, Meg and Robert are in the schoolyard.

Nora Hello! I'm Nora Drissi.

Meg Hi! My name's Margaret Parker. But please call me Meg.

Nora Nice to meet you, Meg. Who's the boy sitting behind you?

Meg Oh! It's my brother, Robert. Let me introduce you.
Robert, this is Nora. Nora, this is Robert.

Robert How's everything?

Nora Fine. How are you?

Robert Pretty good, thanks.

Nora Are you students in this school?

Meg No, we're on vacation with our parents. We're from the United States. But, we'd like to learn Moroccan Arabic.

Nora I can teach you if you like.

Robert Really! I'd like that.

Meg Mum and Dad are impatient to learn Arabic, too.

Nora No problem. I can teach you everything.

Meg So, let's go and tell Mum and Dad.

Comprehension check

2 Correct the false information.

- 1 Robert's full name is Robert Margaret.
- 2 Margaret and Robert are students in Morocco.
- 3 Nora is an Arabic teacher.
- 4 Robert and Margaret are British.
- 5 Margaret's parents can speak Arabic.



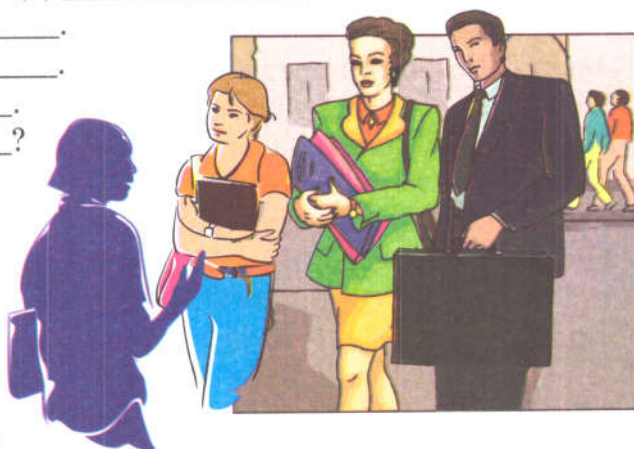
Hi! My name's ...

- 3 Read the conversation and fill in this table with expressions to:

Introduce yourself	Introduce someone	Ask about someone
Hello! I'm		

- 4 Look at the picture and complete this dialogue with expressions from the table.

Susan Hi! I'm Susan Hamilton. What's your name?
 You (1) _____. (2) _____?
 Susan Not bad. And you?
 You (3) _____.
 Susan Mum and Dad, this is (4) _____.
 You (5) _____.
 Mr Hamilton (6) _____.
 Mrs Hamilton (7) _____.
 You (8) _____?
 Susan No, dad is Australian and mum is Scottish.
 You (9) _____?
 Mrs Hamilton No, not on vacation. We're teachers at the International Language School.
 Mr Hamilton (10) _____?
 You Yes, I'm a student in a high school.



Chain Activity

- 5 Introduce yourself and respond to a partner.

Example:

Student A: Hello! I'm ... What's your name?

Student B: Hi! I'm... How are you?

Student C: ...

Conversation

Grammar



Vocabulary

Skills

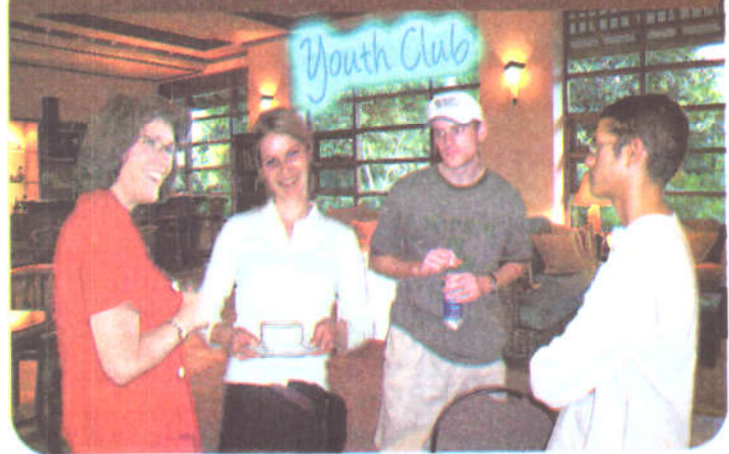
Fun page

Mini-project

1 Read the dialogue and answer these questions.

- 1 Who is Libby?
- 2 Where's Mehdi from?
- 3 Where's the club located?

Laura, Jerry, Libby and Mehdi are in the Youth Club.



Laura Good afternoon everybody.

I'm Laura Thompson.

These are my children:

Jerry, the new club manager, and his assistant...

Jerry Yes, her name is Elizabeth, but people call her Libby. Come on. Who's who?

Mehdi Hello! Pleased to meet you all. I'm Mehdi.

Laura Jerry and Libby are friendly with the club members.

Libby You're most welcome, Mehdi. By the way, are you Tunisian?

Laura No, he isn't. He's Moroccan.

Mehdi Yes, and I'm here with Samira, my sister. We aren't here for long, but we're very happy to meet you all in London.

Jerry We're glad to welcome you to your new local Youth Club.

2 Underline all the forms of the verb *be* in the dialogue, then complete the grammar table.

The verb *be*

Affirmative		Negative		Interrogative	
short forms	full forms	short forms	full forms		
I 'm	am	I 'm not	am not	Am	I ...?
You _____	_____	You _____	_____	_____	you ...?
He _____	_____	He _____	_____	_____	he ...?
She _____	_____	She _____	_____	_____	she ...?
It _____	_____	It _____	_____	_____	it ...?
We _____	_____	We _____	_____	_____	we ...?
You _____	_____	You _____	_____	_____	you ...?
They _____	_____	They _____	_____	_____	they ...?

3 Complete the dialogue with the correct form of the verb *be*.

Emma Hello, I (1) ____ Emma. (2) ____ you Tom?

Tom Yes, I (3) ____ . And this (4) ____ my friend.

Emma (5) ____ his name Ben?

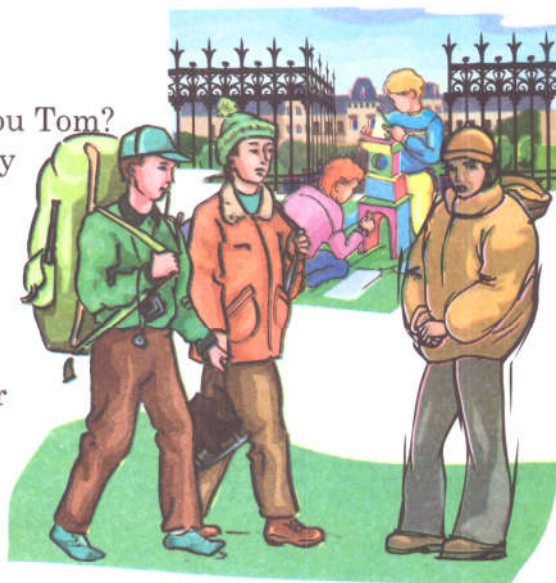
Tom No, it (6) ____ . He (7) ____ Mike.

Emma And who (8) ____ those boys near the gate?

Tom They (9) ____ Mike's cousins. Their names (10) ____ John and Adam.

Emma (11) ____ they from London?

Mike No, they (12) ____ . They (13) ____ from Oxford.



Who am I?

4 Work in pairs or in a small group.

Student A : Imagine you are one of the students in the table. Answer student B's questions.

Student B : Ask student A **three questions** and guess who he/she is .

	Sam	Adil	Frank	Betty	Hanane	Kate
Age	16	17	17	17	16	16
Country	England	Egypt	Scotland	England	Egypt	England
Favourite subject	Music	Maths	Physics	Biology	Physics	History
Favourite sport	Football	Football	Tennis	Basketball	Tennis	Handball
Favourite music	Pop	Reggae	Hip-Hop	Country	Malhoun	Techno
Phone number	06254932	02254642	06259812	06254932	06598752	09568432

GRAMMAR ASSISTANT

The verb "be"

I 'm (am) a student.
 I 'm not (am not) a teacher.
 He 's (is) Moroccan.
 He isn't (is not) Tunisian.
 We 're (are) 15.
 We aren't (are not) 17.

Grammar Extension

- 1 Read the dialogue on page 10 again and complete the table.

Nouns	
Singular	Plural
<u>member</u>	<u>children</u>

- 2 Look at the pictures and ask your partner questions.

Example:

Student A: *Who are they?*

Student B: They're babies. (Picture 1)

Student A: *What are they?*

Student B: They're feet. (Picture 2)

1



2



3



4



5



6



7



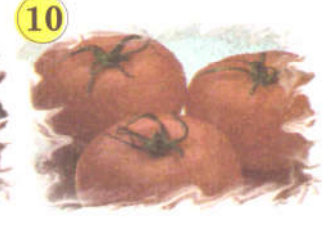
8



9



10



- 3 Classify the nouns in this table.

	Regular plurals	Irregular plurals	Nouns ending in: sh, ss, ch, x	Nouns ending in: fe, f	Nouns ending in: y	Nouns ending in: o
Singular	book					
Plural	books					

- 4 Add as many nouns as you can to the categories.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project



Names and Titles

1 Read this table about names and titles.

	Titles	Single	Married
Females	Miss	☒	☐
	Mrs	☐	☒
	Ms	☒	☒
Males	Mr	☒	☒

Ways of greeting

2 Read the titles and tick or cross.

	✓	X
Mr Smith	☐	☐
Mr Bob	☐	☐
Mrs Parker	☐	☐
Mrs Carla	☐	☐
Miss Elizabeth	☐	☐
Miss Davidson	☐	☐
Ms Harrison	☐	☐
Ms Margaret	☐	☐

3 Which expressions mean "Hello" and which mean "Goodbye"?

	Hello	Goodbye
How's everything?	☒	☐
How are you?	☐	☐
See you later.	☐	☐
Good night.	☐	☐
Good morning.	☐	☐
So long.	☐	☐
Take care.	☐	☐

4 Match the greetings with the pictures.

a hugging

c shaking hands

e patting on the back

b bowing

d kissing on the cheeks



1



2



3



4



5

5 Which ways of greeting do people use in your city/town/village to greet each other?

Conversation

Grammar

Vocabulary

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Mini-project

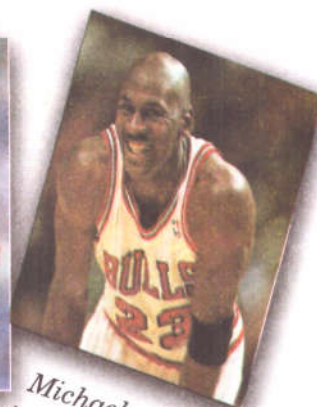
Listening



Nezah Bidouane



Hicham El Guerrouj



Michael Jordan

1 Listen to the three interviews and fill in the chart.

	Favourite sportsman/woman	Favourite TV programme	Favourite car
Lisa 			
Jamil 			
Fred 			

2 Listen and practise the pronunciation, then listen and tick (✓).

	1. He's Moroccan	2. His favourite country is France.					
	spea k	i n	this	sleep	sick	i t	meat
he's /i:/							
his /I/							

Speaking



3 Ask your partner questions to fill in this form.

My friend's personal profile

- 1- Surname
- 2- First name
- 3- City of origin
- 4- Age
- 5- Languages

- 6- Address
- 7- Telephone number
- 8- Occupation
- 9- Likes
- 10- Dislikes

Reading

4 Look at the pictures and answer these questions.

- 1 Who are the people in the pictures?
- 2 Where can you find these people?

The Pygmies



The forest in the centre of Africa is a dangerous place, but the Pygmies are happy there. They move easily in the forest because they are very small. A big Pygmy is only 1 metre 40 centimetres tall. Pygmies know the forest well and they are not afraid of it.

The Pygmies are not farmers. They get their food from the plants and animals in the forest. They are great hunters. They usually hunt birds and small animals.

The Pygmies love the forest and their way of life. They are not rich, but they are happy. The forest gives them everything they need. Songs, dances and stories are very important for the Pygmies. They help them to live happily together.



Source: *Encyclopædia Britannica*, 2005.

5 Read the encyclopaedia entry and answer these questions.

- 1 Where do the Pygmies live?
- 2 Are they afraid of the forest? Why?
- 3 Where do the Pygmies get their food from?
- 4 Why do they love the forest?

Discussion

6 Tick the true statements about the Pygmies and check your answers in a small group.

- ☐ The Pygmies' original country is the Congo.
- ☐ The Pygmies stay in one place for a long time.
- ☐ Pygmy groups speak one language.
- ☐ Pygmy songs describe life, hunting, and survival.

7 Discuss with your partners why the Pygmies' life is difficult.

Writing



- 8 Read the parts of Susan's letter to her new pen friend, Lucas, and match the elements on the left with the topics on the right.

- a- My first name is Susan and my surname is Alban.
- b- I go to Nuneaton High School.
- c- Please write to me soon and tell me about yourself.
- d- September 23rd.
- e- I'm sixteen years old.
- f- 32, Beaumont Street, Nuneaton.
- g- I have got one sister and one brother.
- h- I live in the Midlands, England.
- i- Yours sincerely, Susan
- j- I love dancing and listening to pop music.
- k- Dear Lucas,
- l- I study maths, history, geography and Spanish.

- 1 Date
- 2 Introduction
- 3 Age
- 4 Country
- 5 Address
- 6 Family
- 7 School
- 8 School subjects
- 9 Hobbies
- 10 Susan's name
- 11 Closing
- 12 What Susan wants

- 9 Write Susan's letter in the correct order.

- 10 Use Susan's letter to help you write your first letter to your new pen friend.

Follow these suggestions for writing your letter.

Dear _____, - Introduce yourself. - Give personal information about yourself. - Ask for the information you want to know about your friend. - End your letter.	Your address Date
--	------------------------------------

Conversation

Grammar

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Fun page

Mini-project



GAME PAGE



Hi! I'm Willy Collins.
Welcome to the General
Knowledge Quiz.
Answer my questions
and write your score on
Miss Parker's scoreboard.
Remember! give 2 marks
for each correct answer.

Question 1:

What's the capital of Scotland?

- a London
- b Dublin
- c Edingburgh
- d Cardiff

Question 4:

How old is the United Nations?

- a About 50 years
- b About 60 years
- c About 70 years
- d About 80 years

Question 2:

What nationality are the Spice Girls?

- a American
- b Australian
- c Canadian
- d English

Question 5:

Where is the Portuguese Cistern?

- a In Madrid, Spain
- b In Lisbon, Portugal
- c In Brazilia, Brazil
- d In El jadida, Morocco

Question 3:

Who is the founder of Fez?

- a Moulay Ismail
- b Moulay Idriss II
- c Moulay El Hassan I
- d Moulay Hicham



SCOREBOARD

QUESTIONS	POINTS
1	
2	
3	
4	
5	
TOTAL SCORE	

Hello! I'm Miss
Parker. Choose
your answers,
then write your
score.

Conversation

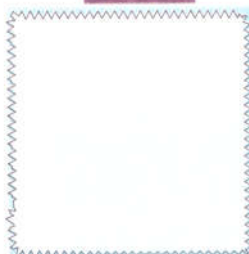
Grammar

Vocabulary

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Fun page

Mini-project



This is
my photo

About me

- 1 Complete this fact file with information about yourself.

Name _____
Surname _____
Age _____
Nationality _____
Occupation _____
Hobbies _____

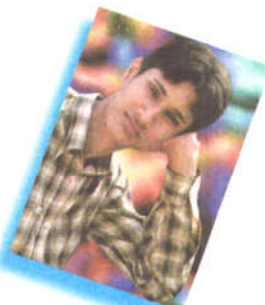
- 2 Draw or stick pictures of your family members. Write 3 or 4 sentences about them.



- 3 Draw or stick pictures of your house or flat. Write where it is and what rooms it has got.



- 4 Draw or stick pictures of your friends. Write 3 sentences about them.

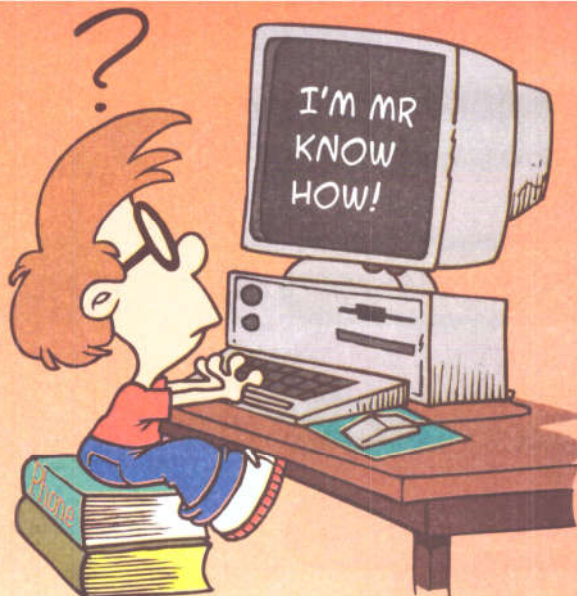


- 5 Draw or stick pictures of your city/town/village and describe it.



2

What & How I Learn



Standards

Communication Interpersonal Conversation

- Express feelings orally.

Interpretive

Listening:

- Comprehend and interpret spoken English.

Reading:

- Employ study strategies to comprehend a text.

Presentational

Speaking :

- Present information to an audience.

Writing:

- Present an understandable written report.

Cultural

- Experience age-appropriate social practices.

Strategic

- Be aware of the contribution of other cultures to the world.

Methodological

- Manage school activities at home and at school.

Competencies

Communication Interpersonal Conversation

- Express ways of showing preference for topics of interest.

Interpretive

Listening:

- Understand a set of guidelines.
- Recognise and reproduce English sounds.

Reading:

- Read and understand a written message to distinguish between relevant and irrelevant information.

Presentational

Speaking :

- Talk about school life activities.

Writing:

- Describe in writing activities related to school life.

Cultural

- Be aware of the vital role school plays in the development of society.

Strategic

- Cooperate and interact with others to get information.
- Be aware of different modes of conveying a message.

Methodological

- Organise learning in efficient ways.

Contents

Conversation

Vocabulary cards

- Expressing interest
- Asking about preference
- Expressing preference

Grammar

- Simple present: affirmative/ negative/ interrogative forms
- Prepositions of time

Vocabulary

- Vocabulary related to school
- Collocations

Skills

- Listening: *Exam Tips*
- Reading: *My New School*
- Speaking: Questionnaire
- Writing: Reporting personal information

Fun page

Song: *Stay in School*
by Robin &
The Giant

Checkpoint

Conversation



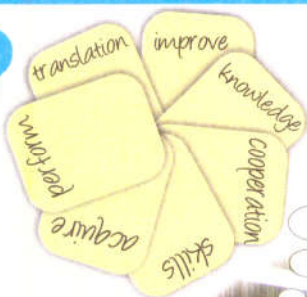
Grammar

Vocabulary

Skills

Fun page

Checkpoint



Vocabulary cards



1 Listen and practise.



Teacher How's your English class going?

Samir Pretty good, but I find the pronunciation difficult.

Teacher You need time to get it right. You can have a good accent by listening to English songs.

Samir That's a good idea. But how can I learn new words? I always forget new words.

Tony Write new vocabulary words on cards and have a look at them from time to time.

Samir That seems interesting! Perhaps I can try something like that!

Teacher By the way Tony, do you still need to take language lessons?

Tony Maybe. What's the Language School offering?

Teacher Well, here's the course catalogue. Have a look!

Tony Hmm. That sounds OK.

Samir Which language would you prefer to study, Arabic or French?

Tony Um, I prefer Arabic.... In fact, I've got French classes almost every day.

Teacher So, go to the registration office. The secretary can give you more information. This way, please.



Comprehension check

2

Correct the false information in these statements.

- 1 Samir has got two problems with English: listening and pronunciation.
- 2 Tony wants to have more French classes.
- 3 Tony can get more information from the teacher.

That's a good idea!

- 3 Read the conversation and fill in the table.

Expressing interest	Asking about preference	Expressing preference
That's a good idea! _____	_____ _____	_____

- 4 Complete this telephone conversation with the appropriate expressions from the table. (*Put in the right punctuation.*)



Sue Hello!
 Jamila Is that you Sue? How are you?
 Sue Not bad... Actually, not so good. I'm studying for exams.
 Jamila (1) _____. Are you at home?
 Sue Er, no, I'm not. I'm calling from school.
 Jamila Oh, I see. How is it going?
 Sue Well, some subjects aren't going very well.
 Jamila Which one do you like best?
 Sue Um. I think

I (2) _____ maths.
 Jamila Maths! (3) _____.
 Sue Yes, my grades are very good, but chemistry's difficult.
 Jamila I (4) _____ biology. I love it. I can help you if you want.
 Sue (5) _____. It's time to go.
 See you this evening.



Survey

- 5 Fill in this table with your preferences.

two languages
 two sports
 two content subjects
 two extra-curricular activities
 two books

- 6 Ask 3 classmates about their preferences, then report the result to the class.

Student A: Which language do you prefer?
 Student B: I prefer ...
 Student A: Really? I also ...
 etc.

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint

1 Read the dialogue and write true or false, then correct the false statements.

- 1 Salma doesn't like languages.
- 2 Salma's father is a journalist.
- 3 In Morocco, students have lunch at school.
- 4 Mark doesn't have lunch at school.

Mark Tell me, Salma. Do you study foreign languages at your high school?

Salma Yes, we do. And I love them. I want to be like my father.

Mark Really! What does he do?

Salma He works as a journalist. He doesn't have much free time, but he likes his job.

Mark How about classes? What time do they start? Do you have lunch at school?

Salma No, we don't. Classes start at 8:00 and finish at 12:00. We go home for lunch. In the afternoon, we study from 2:00 to 6:00. What about you? Do you have a different school system here in the UK?

Mark Yes, we do. We start school at 9:00 and finish at 4:00 p.m. We have short breaks between classes and a longer pause at midday. As you see, we have lunch at school. We're free on wednesday afternoon.



2 Read the dialogue again and underline all the verb forms, then complete this table.

Present simple

Affirmative	Negative	Interrogative
I _____	I don't work	Do I work?
He/She/It works	He/She/It doesn't _____	_____ he/she/it _____?
We/You/They _____	We/You/They _____ work	_____ we/you/they _____?

3 Match the the questions with the answers.

- 1 Do the teachers give much homework?
- 2 What subjects does she like best?
- 3 Does your sister wear a uniform at school?
- 4 How do they get to school?
- 5 Where do they have lunch?
- 6 What time do you leave for school?

- a No, she doesn't.
- b At 7:30.
- c Yes, they do.
- d Geography and science.
- e On foot.
- f At school.

4 Complete the dialogue with the correct form of the verbs in brackets.

Rania (1) _____ your high school (have) (2) _____ a library?

Rosy Yes, it (3) _____. It (have) (4) _____ a large one.

Rania And (5) _____ students (take) (6) _____ the books home?

Rosy No, they (not borrow) (7) _____ them. They (read) (8) _____ them and (put) (9) _____ them back on the shelves.

Rania (10) _____ you (have) (11) _____ access to the Internet?

Rosy Yes, of course we (12) _____. We (use) (13) _____ computers and (search) (14) _____ for information on the Internet. It (help) (15) _____ us with homework and projects on different school subjects. We (send) (16) _____ e-mails to students in other countries, too.



Role-play

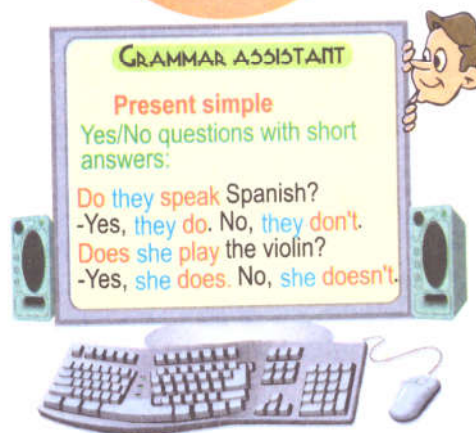
5 Read your role card, then do the tasks.

Role Card A

You are student A. Ask student B questions to complete Mark's timetable.

	09:00	10:45	12:15	13:00	14:45
	10:30	12:15	13:00	14:30	16:15
M	Maths	English	Break	Biology	Geography
T	French	Arts	Break	History	Philosophy
W	Physics	Music		F R E E	
T					
F					

Role Card B is on page 127.



Grammar Extension

- 1 Read the conversation on page 22 and circle all the prepositions of time. Then, fill in the table with these prepositions:

in - at - to - from - on.

Friday	the morning
Monday morning	the afternoon
15 th April	the evening
	1995
7:00	October
noon	summer
night	two weeks time
midday / midnight	the present / the future / the past
present / the moment	seven o'clock
	nine o'clock

- 2 Fill in the blanks with the appropriate preposition of time.

Mrs Simpson is a librarian at the local high school in a small village in Northern Ireland. She works hard (1) weekdays. She gets up (2) 7:30 and has breakfast at home. She gets to work (3) time. (4) the morning, she lends books to students, but (5) the afternoon, she makes photocopies for teachers and students. (6) Wednesday afternoon, she is free. (7) Saturday morning, she goes shopping. (8) the afternoon, she relaxes or visits her family. (9) Sunday morning, she doesn't get up until 10:00. She has breakfast in a café then (10) 11:00 (11) 1:00, she helps her daughter with the homework. (12) Sunday evening, they watch TV (13) 7:30 (14) 9:00 and go to bed early.



- 3 Pair work: ask your partner questions.



Student A: When do you have maths?

Student B: In the mornings/ On Monday morning, etc.

Student A: Do you study English from 8 to 9 or from 11 to 12?

Student B: From 8 to 9.

Conversation

Grammar

Vocabulary

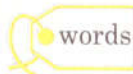
Skills

Fun page

Checkpoint

School vocabulary

- 1 Match the words with the pictures, then classify them under three categories: *people, equipment and places.*



- | | | |
|--------------|--------------|--------------|
| 1 principal | 5 microscope | 9 recorder |
| 2 office | 6 librarian | 10 yard |
| 3 typewriter | 7 laboratory | 11 secretary |
| 4 classmates | 8 tape | 12 printer |



Collocations

- 2 Match the verbs on the left with one or more ending(s) on the right.

keep
search
set
use
work
act
fail
take
prepare
pass
excel
surf

• out a dialogue
• in the net
• for information
• an exam
• a time limit
• a computer
• on a project
• for an exam
• a break
• a vocabulary list
• at languages
• lessons

- 3 Complete these statements with the words in exercise 2.

- Teachers need to _____ for activities.
- I _____ in my English notebook.
- The students _____ at the end of the year.
- My sister _____, but she is bad at maths.
- Our teacher _____ to type tests for us.
- Teachers _____ before they come to class.

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint

Listening



Exam Tips



1 Listen to a short talk, then choose the correct answer.

1 The speaker is probably:

- a a journalist
- b a teacher
- c a student

2 The speaker wants people to:

- a visit a doctor very often.
- b feel stressed during exams.
- c revise comfortably.

3 a tip is:

- a a piece of advice.
- b some money.
- a a sentence.

4 A negative tip the speaker gives is:

- a Don't be too tired!
- b Don't be too happy!
- c Don't be too relaxed!

Pronunciation

2 Listen and practise, then tick the correct sound you hear.

this /ð/

three /θ/

- | | this /ð/ | three /θ/ |
|-------------|----------|-----------|
| 1. maths | _____ | _____ |
| 2. with | _____ | _____ |
| 3. think | _____ | _____ |
| 4. Thursday | _____ | _____ |
| 5. mother | _____ | _____ |

3 Listen and practise, then read the questions below.

Do you like biology?

- 1 Do you like reading?
- 2 Do you like sports?

What subjects do you prefer?

- What kind of books do you like?
- What sports do you like?

Reading

My new school

- 4 Read the title and tick the points you are going to read about in Veronica's letter. Then read the letter and check your answers.

☐ School subjects

☐ Exams

☐ Teachers

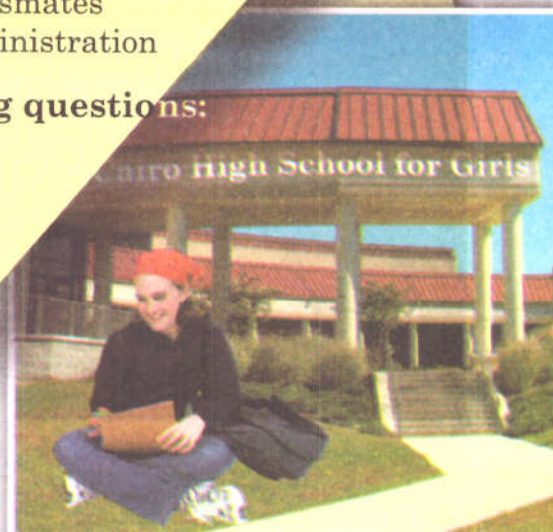
☐ Homework

☐ Classmates

☐ Administration

- 5 While reading, answer the following questions:

- 1 Does Veronica have any homework to do?
- 2 Which subjects does she find difficult?
- 3 Who helps her when she has problems?



Dear Driss,

I'm studying at a new school now: 'The Cairo High School for Girls'. I quite like the school and I like studying Arabic. The only problem is that we have too many reading assignments to do. Everyday, we have to read about ten pages of literature. I feel more comfortable when I'm studying maths and physics, but I find philosophy very difficult. The girls in the school are very friendly. They often help me when I have difficulty with Arabic texts.

After school, we usually go to the Computer Club. I know now how to use the Internet! It's really exciting! I must stop now. Please write soon and tell me about your new school.

Veronica

PS: I'm enclosing my photo.

- 6 Now, are these statements true or false? Justify.

- 1 There are only girls in Veronica's school.
- 2 She only studies literature.
- 3 After school, she goes straight home.
- 4 She loves using computers.

Speaking

Questionnaire

- 7 Ask three classmates about their activities during the week and at the weekends and take notes. Then, compare the results in a group.

How do you spend your week?

Weekdays	Weekends
1. The time he/she wakes up. 2. How he/she gets to school. 3. The school subjects he/she prefers. 4. The subjects he/she finds difficult. 5. When he/she has physical education. 6. If he/she does any experiments. 7. If he/she does a lot of homework. 8. How he/she prepares for exams. (Learn by heart, write summaries, draw maps, draw diagrams, etc.)	1. The time he/she wakes up. 2. If he/she helps with the housework. 3. If he/she plays any sports. 4. What activities he/she does. (Watch movies/ television, listen to music, visit friends/family, invite friends...)

Writing

- 8 Look at the examples about capital letters, then write the sentences correctly.

People's names	Siham
Titles with names	Professor Chomsky
Weekdays	Monday
Months	January

- 1 salim never goes to school on sunday.
- 2 We don't have class on the 6th of november. It's a national holiday.
- 3 Look! This is the picture of Mr smith, our headmaster, in the newspaper.
- 4 Do you work with professor kadiri?
- 5 I don't like tuesdays, but I love fridays.

- 9 Use your notes in exercise 7 and write a report about one of your classmates. Begin like this:

My classmate's name is

During the week, s/he wakes up

Conversation

Grammar

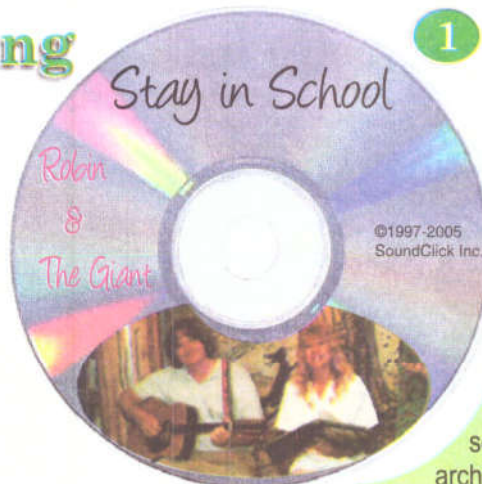
Vocabulary

Skills

Fun page

Checkpoint

Song



1 Look at the title of the song and guess which words below you will hear.

famous open
teacher tomorrow
tree magic
secret morning
architect room
way love
play speak

2 Listen and check.

S Maybe it's just a mystery.
D Maybe it ~~makes~~ a famous name from history *takes*
To open doors for you

Maybe you need a wealthy dad
A little pull that most of us will never have
Or maybe none of this is true

See I don't think it's a history at all
Counting on your stars is just for fools
The secret to today
Is no secret at all
And the only magic words are
Stay in school

Maybe you're not an architect
But whatever you're not
You're just not yet
For I can see a future bright as May

And maybe you'll ride in limousines
A movie star on the silver screen
It's up to you
And I know how to pave the way

[Refrain]

I happen to know that
Every one is a gifted child
I happen to know that
Every single one of these children
Deserves to stay

Yeah maybe the road is rough at times
But every struggle leaves behind a little clue
A little bright and clearer view
So dream of the life you short to live
Dream of the love your works will give
To everyone
And all the boys sent back to you

See I don't think it's a mystery at all
Counting on your stars is just for fools
The secret to tomorrow
Is no secret at all
And the only magic words are
Stay in school
The only magic words I know ---
Stay in school
Stay in school
Stay in school

3 Listen again and write **S** if the lines are the same or write **D** if the lines are different. Then write the correct words.

4 Which of these words describe the song? Why?

romantic	loud	boring
happy	funny	didactic
sad	dramatic	slow

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint



1 Match the elements on the left with the ones on the right.

- 1 I'm a student.
- 2 That sounds good.
- 3 See you later.
- 4 Najat, this is Susan.
- 5 I prefer evening classes.
- 6 How old are you?
- 7 Nice to meet you.
- 8 Hi! I'm Laura.

- a Introducing somebody
- b Giving information
- c Greeting your friend
- d Expressing interest
- e Saying goodbye
- f Asking for information
- g Expressing preference
- h Introducing oneself

2 Complete these exchanges.

- 1 You _____ ?
Allan Allan. Dave Allan.
- 2 You _____ ?
Tom No, Nick is a postman.
- 3 You _____ ?
Mary No, I don't have an e-mail address.
- 4 You _____ ?
Sam That woman? She's our new teacher.
- 5 You _____ ?
Pierre No, but I speak French.

3 Circle the mistake and write the sentence correctly.

- 1 Miss Green's husband is scottish.
- 2 Hicham lives in Rabat. He doesn't lives in Settat.
- 3 Nice to meet you. You are Algerian?
- 4 Imane is married, but her brother doesn't.
- 5 Where's your friends from? Are they American?
- 6 Does your friends like physics?
- 7 How many subjects you study?

4 Put these words in the plural.

Singular	Plural
girl	_____
family	_____
box	_____
shelf	_____
potato	_____
class	_____
flash	_____
woman	_____

5 Complete the sentences with the appropriate words:

- 1 Moroccan women _____ each other on the cheeks.
- 2 Men usually _____ hands.
- 3 Some men greet each other by _____ on the back.
- 4 Men in the Gulf kiss each other on the _____.
- 5 Asians usually _____ to greet each other.

6 Add an appropriate title to these names. (Miss/Ms/Mr/Mrs)

- 1 Yasmine Lebbar (not married)
- 2 Semlali (a married woman)
- 3 Tylor (a married man)
- 4 Smith (a single man)

3

Our Shopping Habits



Standards

Communication Interpersonal Conversation

- Exchange opinions.

Interpretive Listening:

- Understand and interpret spoken language.

Reading:

- Use self-monitoring reading strategies.
- Comprehend basic facts.

Presentational Speaking:

- Inquire about and respond to questions both as interviewer and interviewee.

Writing:

- Communicate thoughts for a specific audience and purpose.

Cultural

- Demonstrate an awareness of other people's life styles.

Strategic

- Show awareness of the contemporary influences on our country.

Methodological

- Demonstrate an awareness that there is more than one way to express ideas.

Competencies

Communication Interpersonal Conversation

- Express one's opinion appropriately.

Interpretive Listening:

- Extract specific information.
- Recognise and reproduce English sounds.

Reading:

- Understand reading material using prior knowledge.
- Read and understand an e-mail to identify relevant information.

Presentational Speaking:

- Ask for and provide required information about shopping habits.

Writing:

- Respond in a letter/ e-mail to sale offers.

Cultural

- Understand and value the differences in shopping habits in Morocco and other countries.

Strategic

- Compare habits in Morocco and in other countries.

Methodological

- Think logically.
- Manipulate words and expressions to communicate ideas.

Contents

Conversation

How much are they?

- Asking for & giving opinions
- Asking about prices

Grammar

- Comparatives: adjectives with one syllable or more
- Subject/object pronouns and possessive adjectives /pronouns

Vocabulary

- Vocabulary related to shopping habits

Skills

- Reading: *Goodbye Corner Shops*
- Listening: *Shopping Lists*
- Writing: *Editing and writing a letter*

Fun page

- Shopping List

Mini-project

- Spending Habits

Conversation



Grammar

Vocabulary

Skills

Fun page

Mini-project

How much are they?



1 Listen and practise.



- Mother** Oh, look at those jeans, Sue! They're perfect for you.
How do you like them?
- Sue** Which ones? Do you mean the black ones? I'm not sure.
- Mother** No, the brown ones.
- Sue** Oh, these? Hmm. Brown isn't a good colour for me.
- Mother** Well, I think these blue jeans aren't bad.
- Sue** How much are they?
- Mother** There's no price tag.
- Sue** Excuse me. How much are those blue jeans?
- Assistant** £ 39.99.
- Sue** Almost forty pounds. They're expensive.
- Assistant** Well, would you like to try them on?
- Sue** Oh, no. It's OK! But thanks anyway.
- Assistant** Cheers.
- Sue** I think blue jeans are cheaper in the other shop.
- Mother** I think so. Let's go and see.



Comprehension check

2 Answer these questions.

- 1 What does Sue want to buy?
- 2 How much are the trousers?
- 3 Does Sue buy the jeans? Why?

How do you like the jeans?

- 3 Fill in this table with the appropriate expressions from the conversation, then add other ones to the lists.

Asking for opinions	Giving opinions	Asking about prices
How do you like them?		

- 4 Use the expressions in the table to complete these dialogues?

- 1 Alex _____ these trainers?
 Ted _____ 400 Dh. There is no price tag.
 Alex Let me ask the assistant.



- 2 Mouna Excuse me. _____ this jacket?
 Assistant It's only £ 50 . _____?
 Mouna Oh! It's a bit expensive, isn't it?
 Assistant _____. This one's more expensive: it's £ 70.

- 3 Ahmed I like that computer over there _____.
 Assistant Each computer has a different price.
 Ahmed The laptop computer.
 Assistant _____.
 Ahmed Really! It's very cheap.
 Assistant _____.



£ 650



£ 1000

Role-play: Bargain shop

- 5 Put a price on each label. Ask and answer your partner questions to sell or buy the items.

A: *How much is ...?*
 B: *It's only...*
 A: *Really! ...*
 B: *No, ...*
 A: *I think ...*
 B: *etc.*



camera price: _____



walkman price: _____



TV set price: _____



phone price: _____



watch price: _____



shoe price: _____

Conversation

Grammar



Vocabulary

Skills

Fun page

Mini-project

1

Read the dialogue and write true or false, then correct the false statements.

- 1 The black and white trainers are cheaper than the grey ones.
- 2 The brown trainers aren't heavy.
- 3 Pamela's size is large.



Assistant Can I help you?

Pamela Yes, please. How much are these brown trainers?

Assistant £ 50. Do you like them?

Pamela Yes, but they're a bit expensive and heavy. How about those grey ones on the shelf?

Assistant They're better, but they're more expensive. Take a look at these black and white ones. They're cheaper and nicer. Would you like to try them on?

Pamela Yes. Hmm, they're a bit small. Have you got them in a larger size?

Assistant Sure. Here they are. Your size is medium.

Pamela Wow! These fit me all right. They're like yours. They're as smart as the brown ones, but they're lighter and more comfortable.

2 Underline all the adjectives in the conversation and complete the table.

	Adjective	Comparative
One syllable adjectives	cheap	cheaper
Adjectives with two or more syllables		
Irregular forms		

3 Look at the pictures, then use the adjectives to complete the sentences.

new / old
warm / cool

short / long
cheap / expensive

dirty / clean
good / bad

heavy / light
small / big



belts

boots

gloves

trousers

T-shirts

- 1 The brown belt is longer than the black one.
- 2 The black boots are _____.
- 3 The woollen gloves are _____.
- 4 The baggy trousers aren't _____.
- 5 The blue T-shirt _____.

4 Betty usually goes shopping at the weekend. She always buys CDs, but she never buys books. Complete her sentences using the correct form of the adjectives.

- 1 CDs are (cheap) _____ and (amusing) _____ books.
- 2 Books aren't (entertaining) _____ and (enjoyable) _____ CDs.
- 3 CDs are (informative) _____ (useful) _____ books.
- 4 Books are (time consuming) _____ CDs.
- 5 Books are not _____ (interesting) _____ CDs.

5 Sort out the four sentences about shopping. For each sentence, use each word only once.

1 These are is comfortable than packed afternoon

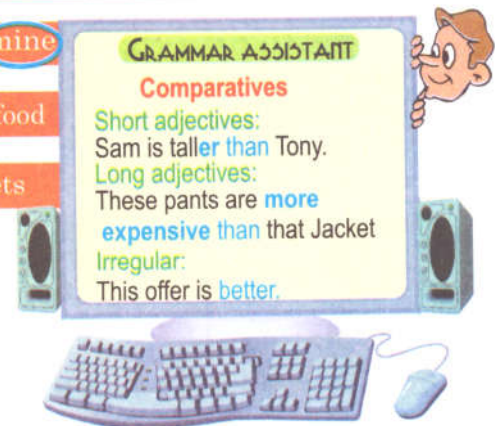
2 Supermarkets shoes go healthier on street mine

3 Fresh usually more as shopping Saturday food

4 People food are expensive than as markets

Example:

These shoes are as comfortable as mine.



Grammar Extension

- 1 The pronouns in bold letters appear in the conversation on page 34. Study them and complete the table below.

Can **I** help **you** ?

subject pronoun

object pronoun

Your size is medium.

possessive adjective

They're like **yours**.

possessive pronoun

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I you	me you	my your	mine yours

- 2 Circle the correct pronoun in this conversation.

Mary Whose shirt is that on the bed?

Mother It's Peter's. Give it to **him** / **he** / **his**. Please, bring **I** / **me** / **my** / **mine** those trousers. **They** / **Them** / **Their** are dirty.

Mary Do you want **my** / **I** / **mine** / **me** to take **they** / **their** / **them** to the laundry?

Mother Yes, thanks, dear. I need **they** / **them** / **they** for Saturday. **Our** / **We** / **Us** are going to your aunt's wedding. Your uncle is taking **ours** / **us** / **we** / **our** in his car. **Me** / **Mine** / **I** / **My** is at the garage.

Mary But, why don't you wear your grey trousers? They're smarter, larger and more comfortable.

Mother No, I don't like **they** / **them** / **their**.

Problem solving: How much do they cost?

- 3 Read the puzzle and answer the questions.

Rachid's shirt costs 50 Dh. Maria's shirt is 20 Dh cheaper than Rachid's, but it is 5 Dh more expensive than Youssef's. Youssef's shirt is 10 Dh cheaper than my shirt and 5 Dh more expensive than Bushra's shirt.

- 1 How much is my shirt?
- 2 How much is Youssef's shirt?
- 3 Whose two shirts are the same price?
- 4 Is Maria's shirt as cheap as Rachid's?
- 5 Which is more expensive, Bushra's shirt or mine?

Conversation

Grammar

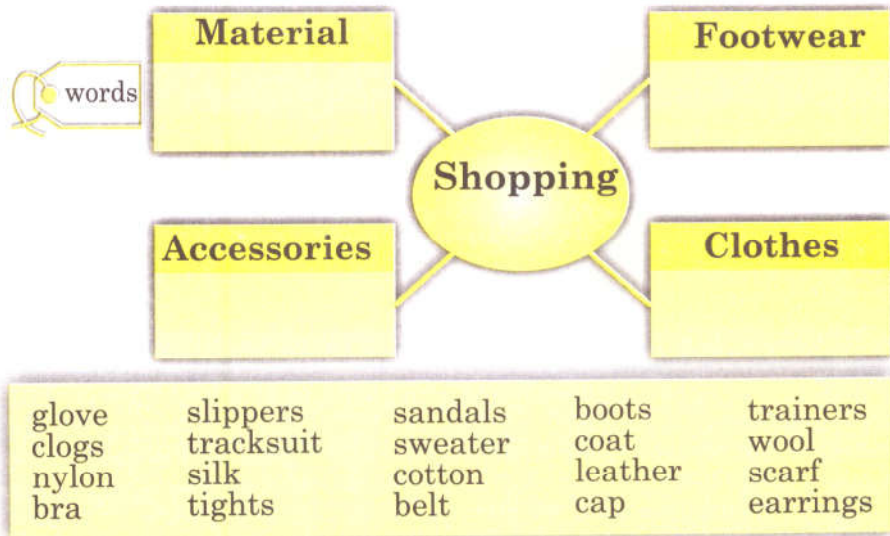
Vocabulary

Skills

Fun page

Mini-project

- 1 Fill in this spider diagram with the words in the list. (Use a dictionary.)



- 2 Put the number of the words in the box next to the appropriate shop.



5



- | | |
|------------|--------------|
| 1 slippers | 11 trainers |
| 2 tights | 12 tracksuit |
| 3 shorts | 13 blouse |
| 4 cutlets | 14 sandals |
| 5 pancake | 15 skirt |
| 6 sausage | 16 pants |
| 7 sweater | 17 beef |
| 8 bread | 18 croissant |
| 9 socks | 19 coat |
| 10 steak | 20 cakes |

- 3 Where can you buy the articles in the list in a department store?

video camera	wardrobe
trainers	racket
tracksuit	frying pan
tights	belt
tie	dress
suit	forks
computer	CDs
bike	cooker
toy	doll

FLOOR**DEPARTMENT**

Ground floor	Ladies wear and lingerie
1st floor	Men's and children's wear
2nd floor	Sportswear and sports equipment
3rd floor	Electrical appliances and kitchenware
4th floor	Furniture

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Reading Goodbye
Corner Shops

1

A- Read the title and tick what Melissa is going to talk about.

- ☐ a- Her shopping day.
- ☐ b- Her shopping habits.
- ☐ c- Her favourite food.

B- Now, check your answers against the e-mail text.

Mail ▾ Addresses ▾ Calendar ▾ Notepad ▾

Send Save as a Draft Spell Check Cancel

Insert addresses | Add CC - Add BCC

To: Fatiha@menara.com

Subject: Shopping habits

Attach Files

Thanks a lot for the photographs. Your city is so beautiful! I'm attaching photographs of my city, too.

So, you want to know about our shopping habits. Well, in villages, there are small shops in every street and every neighbourhood. People go *there* to buy fresh milk, fresh bread or fresh vegetables everyday. But these shops are dying out now in big cities. Most of *them* are closing down. They're losing business to large supermarkets.

So, nowadays we do our shopping in big supermarkets. They are larger than street shops and employ more people. Supermarkets like Tesco, C&A or Cameron Toll are newer, more modern and *they* stay open longer. Their prices are lower because they buy large amounts of goods. They also offer more choice to their customers.

My mother says she prefers the old, small street shops, but I don't agree with *her*. I love big, modern supermarkets, and anyway, small businesses cannot compete with large *ones*.

Melissa

What do the words in italics refer to?

2 Read the e-mail text again and circle the correct answer.

- 1 In small villages, people buy bread, milk and vegetables from:
 a- the supermarket.
 b- the farm.
 c- the local shops.
- 2 *Those shops are dying out* means they are:
 a- gradually disappearing.
 b- getting smaller.
 c- located out of town.
- 3 *Small shops are losing business to large supermarkets* means:
 a- Supermarkets lose money because of small shops.
 b- Supermarkets sell cheap products to small shops.
 c- Supermarkets are getting more popular.
- 4 Supermarkets offer jobs
 a- better than small shops.
 b- less than corner shops.
 c- the same as small shops.

Listening Shopping lists

3 Listen and write the number of the items the people want to buy.

James ☐	Leila ☐	Omar ☐	Aicha ☐	Peter ☐
1  ring	5  teapot	9  ring	13  socks	17  CDs
2  bracelet	6  vase	10  scarf	14  jewellery	18  books
3  necklace	7  tray	11  pullover	15  slippers	19  toys
4  earrings	8  cups	12  jacket	16  perfume	20  cakes

Pronunciation

4 Listen and practise, then circle the correct sound you hear.

	food /u:/	look /ʊ/
good		
root		
tooth		
foot		



- 5 Read the newspaper ads and Kawan's letter below, then answer this question:

What does Kawan want to buy?

A guitar for sale!

Four years old. In very good working condition. Please contact me through this address: Sonia Yacoubi, 45, Dahomey street, Settat.

OLD STAMPS

I need money to pay for my studies in Canada, so I want to sell my stamp collection. I have about 200 stamps. Some are 50 years old! If you appreciate stamps, this collection is for you. E-mail: aliharoun@globalmail.com

A computer for sale

Nearly new. Colour monitor. Very easy to use. Contact me at this address: Eric Powell, 4781, third street, Boston WX 156824.

Computer Games

I have a great collection of computer games. Hundreds of them! Some old, some brand new. If interested, write to this address: James Baldwin, 30, Beaumont Street, Boston. I am prepared to give any details you need.

- 6 Kawan writes a letter to Eric to get more information about a computer for sale, but it is very badly written. Rewrite the letter correctly.

Kawan J. Jubinir

I want more information about the computer on sale dear Eric. How old is the computer? Does it have a keyboard? My name is kawan J. Jubinir and I live in Boston too. Does the computer have a mouse? I am looking forward to hear from you. Are there any games on the computer? I am very much interested in the computer you are advertising. Please tell me about it. What size memory has it got? I need to find out more about it. Can you answer some questions? My address: kawan J. Jubinir, 61, High Street, Boston wx256974. Today is 16th April 2005

- 7 Look at the ads again and write a letter to the owner of the item you want to buy to ask for more information.

Find as many questions as you can to ask about the items for sale: condition, age, size, price, a detailed description, how to receive them, etc.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

GAME PAGE

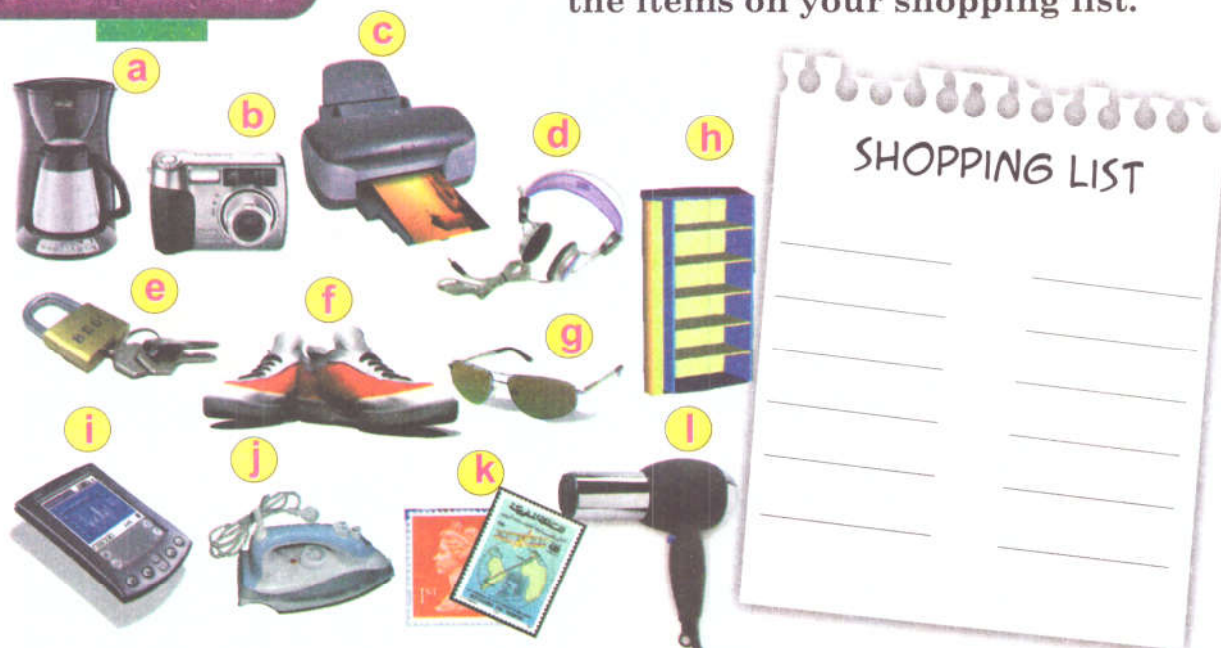
SHOPPING LIST

Against the clock 2 minutes



1

Look at the pictures and write down the items on your shopping list.



WHAT ARE THEY FOR?

2

Match the coloured words to make sentences, then match them with the items on your list.

documents
 They're for listening to
 appointments
 my files
 It's for taking
 my hair
 It's for ironing
 sports
 It's for noting down
 messages
 They're for protecting
 my drawer
 It's for storing
 It's for drying
 music
 It's for practising
 my clothes
 It's for locking
 It's for printing out
 coffee
 pictures
 It's for making
 my eyes
 They're for sending

3

In a small group, choose three items from your shopping list and give strong reasons why you want to buy them.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

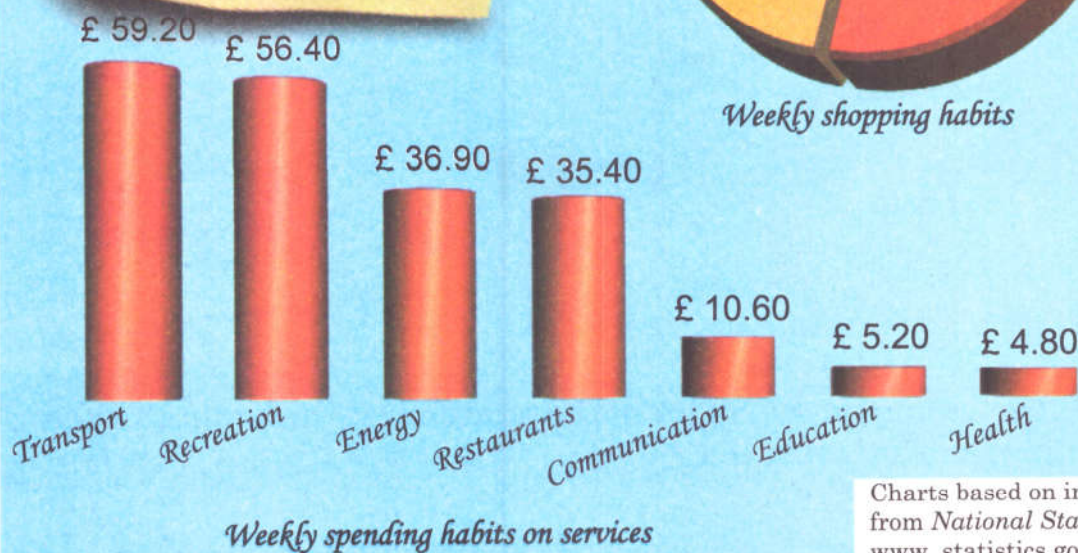
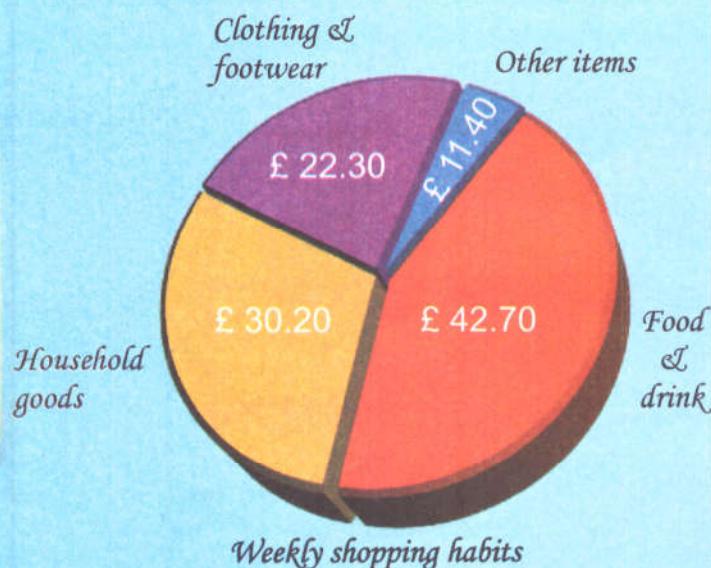


1. How do British families spend most of their money?
2. Compare the spending habits in the two charts.
3. How much money does an average British family spend each week?

Spending Habits

- 1 Read the charts and answer the questions.

Weekly family spending habits in Great Britain



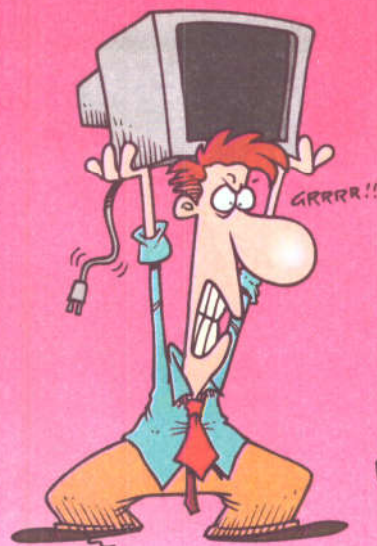
Charts based on information from National Statistics, www.statistics.gov.uk

- 2 Answer these questions about your family shopping and spending habits, then compare your mini-project in a small group.

- 1 Who does the shopping in your family? When?
- 2 Draw a chart to present your family's weekly expenditure on main shopping and services.
- 3 Compare your family shopping and spending habits with those of the average British family. What are the similarities and the differences?

4

Artistic Interests



Standards

Communication Interpersonal Conversation

- State personal feelings.

Interpretive Listening:

- Demonstrate active listening behaviours.

Reading:

- Use strategies to comprehend text.

Presentational Speaking:

- Elicit and present information orally.

Writing:

- Write a communication in an appropriate format.

Cultural

- Show understanding of expressive and artistic forms of the target culture.

Strategic

- Be aware of the impact art can have on people.

Methodological

- Exercise critical thinking skills.
- Acquire and use new vocabulary in relevant contexts.

Competencies

Communication Interpersonal Conversation

- Communicate one's attitude towards works of art appropriately.

Interpretive Listening:

- Extract specific information.
- Recognise and reproduce English sounds.

Reading:

- Read and understand factual information.

Presentational Speaking:

- Exchange information about movies.

Writing:

- Write a film review.

Cultural

- Experience cultural activities common to students of similar age.

Strategic

- Explain the positive and the negative influence of art on one and other people's life.

Methodological

- Use knowledge of language creatively and imaginatively to evaluate works of art.
- Develop vocabulary.

Contents

Conversation

Do you like films?

- Expressing likes
- Expressing dislikes
- Inviting

Grammar

- Adverbs of frequency
- Wh-questions: *How often...? How long...?*

Vocabulary

- Vocabulary related to entertainment:
- Word search
- Collocations

Skills

- Reading: *Harry Potter*
- Listening: *What do they like?*
- Speaking: *The movie I like*
- Writing: *Film review*

Fun page

Song: *Too Much Entertainment*
by Harve Mann

Checkpoint

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint



Do you like films?



1 Listen and practise.



- Tom** Do you like musicals, Anas?
- Anas** No, I don't like them much. What about you?
- Tom** Well, yes. There's a musical at Med V Theatre, *Aida*, on Saturday night, would you like to go?
- Anas** No, I can't bear musicals. I have two tickets to *A Casablanca, les anges ne violent pas*. I want to see it with my wife.
- Tom** Is it a Moroccan film?
- Fatima** Yes, it's a Moroccan film with Italian assistance.
- Tom** I love Moroccan films.
- Fatima** What sort of Moroccan films do you like?
- Tom** I like them all.
- Anas** We can see *The Weather Man*, with Nicolas Cage if you want.
- Tom** I can't stand that actor.
- Anas** So, what do you want to see, an English musical or a Moroccan film?
- Tom** A Moroccan film of course. What time does it start?
- Fatima** At 8:00 p.m.
- Tom** That sounds great! Let's just meet at the Dawliz cinemas before the movie starts, around 7:45. I need to book a ticket.
- Anas** OK. Bye.



Comprehension check

2 Correct the false information in these statements.

- Both Anas and Tom like musicals.
- Tom likes Moroccan comedy films.
- Both Anas and Fatima decide to watch *The Weather Man*.

I don't like them much

- 3 Fill in this table with the appropriate expressions from the conversation, then add other ones to the lists.

Expressing likes	Expressing dislikes	Inviting

- 4 Complete the dialogues with the right expressions from the table above.

1. Samir (1) _____ the Art Gallery?
There's an exhibition of Australian paintings.
Kate (2) _____. When do you want to go?
Samir Tomorrow at 3:00 p.m.

2. Mary Are you free on Friday afternoon?
Fatima Umm... let me see. Yes, I've got nothing special to do.

Mary Well, I want to visit the museum.
(1) _____?

Fatima No, (2) _____.

Mary Well, I (3) _____. There are a lot of interesting things to see.

Fatima Yes, you're right, but today I want to go to another place. (4) _____?

Mary To the theatre? That's a good idea, but we have to wait until 8:00 p.m.



Role play

- 5 Look at these posters, then ask and answer your partner questions.

Student A: Ask if your partner is free.

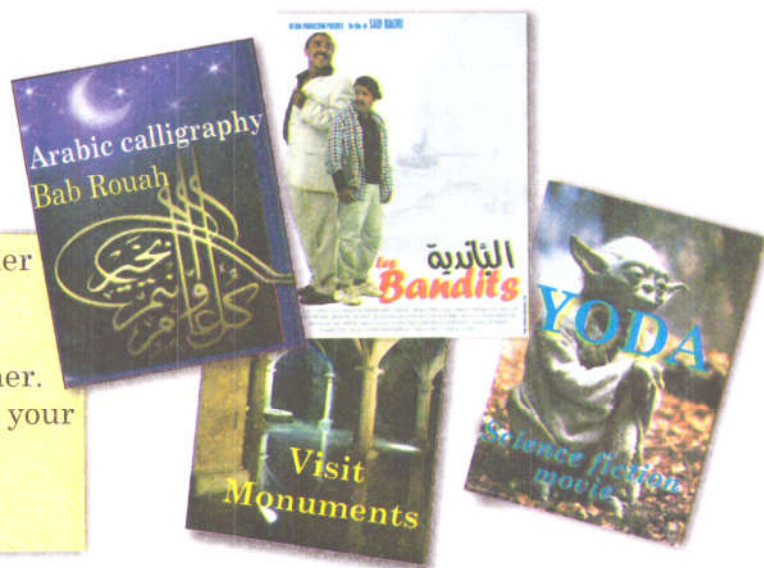
Student B: Answer.

Student A: Invite your partner.

Student B: Answer. Express your likes or dislikes.

Student A: Respond.

Student B: Fix a time.



Conversation

Grammar

Vocabulary

Skills

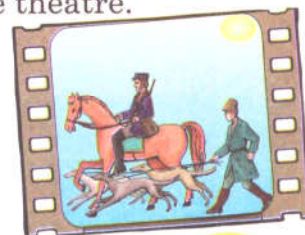
Fun page

Checkpoint

1

Read the dialogue and write true or false, then correct the false statements.

- 1 Simon goes to the cinema every week.
- 2 Anna likes only Western music.
- 3 Lucy doesn't like music.
- 4 Lucy never goes to the theatre.



Rachid What do you do for entertainment, Simon?

Simon Well, lots of things, actually. But, I often go to the cinema.

Rachid And what type of films do you see?

Simon Science fiction and adventure films. They're never boring.

The actors have always got much talent and skill.

The special effects are wonderful.

Rachid Yeah, you're right. And how often do you go to the movies?

Simon Um... Once a week. How about you, Anna?

Anna Well, I sometimes go to concerts. You can always hear different kinds of music from all over the world. Music doesn't have frontiers.

Lucy That's right, Anna. Many other types of arts don't have frontiers either. I often go to art galleries or museums to see paintings and exhibitions of all sorts.

Rachid Do you go with your brother, Sam?

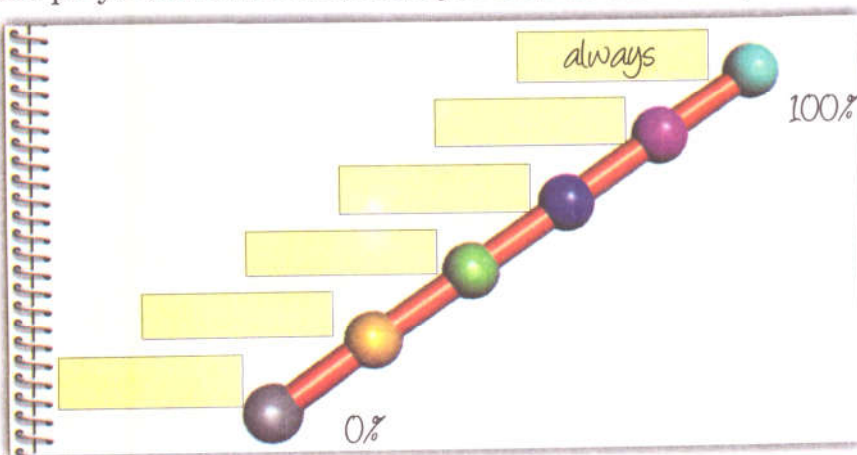
Lucy Well, Sam likes plays. He goes to the theatre every Saturday evening. I rarely go with him. The plays are usually too long.

Rachid Really! How long do they last?

Lucy It depends. Some plays can last four hours; yes four hours! Can you imagine that?



- 2 Underline all the adverbs of frequency in the dialogue and put them on this percentage scale.



How often ...?

- 3 Read the words in the box, then complete the answers to the question *How often...?* in the right column.

very often	quite often	month	frequently	summer
week	never	two weeks	twice	sometimes
once	night	day	year	fortnight
Friday	several times	occasionally	afternoon	three times

<u>once</u>	week		<u>Friday</u>	<u>sometimes</u>
_____	a fortnight	every	_____	_____
_____	month		_____	_____
_____	year		_____	_____

- 4 Match the questions with the labels.

- How long does the film last?
- How much does the opera ticket cost?
- How many people visit the museum on Saturday?
- How often do you go to concert shows?

- Frequency
- Duration of time
- Price
- A number

Puzzle

- 5 Try to guess the questions a journalist asks a famous film director. Then, find the director's answers.

Question 1



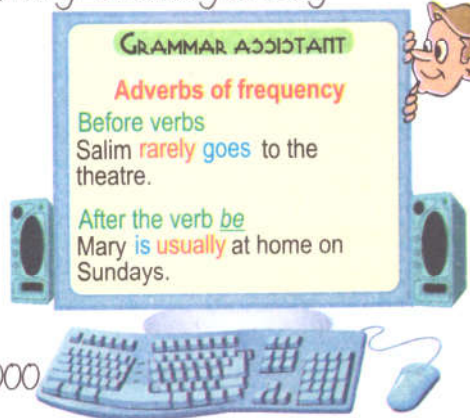
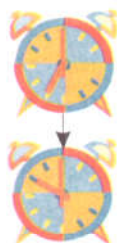
? Answer

Monday ~~Tuesday~~ ~~Wednesday~~
~~Thursday~~ Friday ~~Saturday~~ Sunday

Question 2



? Answer



GRAMMAR ASSISTANT

Adverbs of frequency

Before verbs

Salim **rarely** goes to the theatre.

After the verb **be**

Mary **is usually** at home on Sundays.

Question 3



? Answer

\$ 500000

The journalist keeps notes by writing and drawing symbols.

Grammar Extension

- 1 Study these sentences and notice the position of the adverbs of frequency.

Affirmative sentences	Negative sentences	Interrogative sentences
- I often go to the cinema. - Science fiction films are never boring. - You can always hear different kinds of music. - The actors have always got much talent and skill.	- He doesn't often go to the movies. - She isn't usually here in the morning.	- Does your brother sometimes play the piano? - Isn't Salim usually here by 8:00? - Do you ever go to the movies on Wednesdays?

- 2 Place the adverbs of frequency in the right place.

Christina What programs do you watch on TV? (**usually**)

Afaf Films.

Christina What type of serials do you see? (**often**)

Afaf Soap operas. They're good fun. (**usually**)

Christina What are they about?

Afaf The episodes are about daily events and problems. (**always**)

Christina How about cooking? Do you do it? (**ever**)

Afaf Cooking is my favourite hobby, but preparing cakes is terrible. (**rarely**) (**sometimes**) (**always**). How about you?

Christina Well...I help my mother in the kitchen. (**occasionally**)

Afaf Oh! Do you do that? (**always**)

Christina Yes, but my Mum does everything. (**usually**)



- 3 Tick the appropriate column for you, then ask and answer your partner.

	sometimes	never	often	rarely	usually	always
watch TV						
play computer games						
listen to music						
go to the theatre						
watch videos						
cooking						
go to the cinema						
visit art galleries						
prepare cakes						

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint

words



Word search

- 1 Find in the grid 26 words related to entertainment, then put them in the right column.

Programs

People

Adjectives

documentary

composer

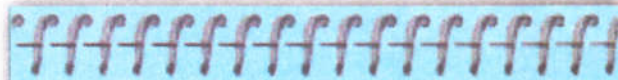
funny

Collocations

- 2 Match the numbers with the letters, then complete the sentences.

- | | | | |
|-------------|---|---|------------------|
| 1- play | ● | ● | a- a seat |
| 2- direct | ● | ● | b- a role |
| 3- write | ● | ● | c- a film |
| 4- make | ● | ● | d- a script |
| 5- perform | ● | ● | e- well |
| 6- book | ● | ● | f- role |
| 7- main | ● | ● | g- audience |
| 8- large | ● | ● | h- episodes |
| 9- long | ● | ● | i- music |
| 10- compose | ● | ● | j- the orchestra |

- 3 Write 5 sentences about movies, actors, TV programs, etc. Use the words in exercises 1 & 2.



1. It's John Marrow who always _____ in the National Concert Hall.
2. The present TV serial consists of _____. Some last three hours.
3. It's a famous play. I need to _____ now. The tickets sell out quickly.
4. The artist who _____ the _____ for James Cameron's films is from Austria.
5. The acrobats and clowns in the Moscow Circus _____.
6. Touria Jabran performs the _____ in the play "Oh! It's Only Me".

"The Sisters" is a Moroccan TV *comedy*. The actresses *play* *funny* *roles*, so *large* *audiences* find the series *interesting*. etc.

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint

Reading 

1

Look at the pictures and try to identify the roles of the people in the *Harry Potter* film series.



Harry Potter



The book



Thomas Felton



Robbie Coltrane



Chris Columbus

Millions of readers around the world are waiting for magic in their cinemas this month. *Harry Potter and the Prisoner of Azkaban* is the next film in the *Harry Potter* series. One hundred and ninety two million *Harry Potter* books have been sold in over 200 countries, and the books have been translated into at least fifty-five languages, including Latin. Now, is the film going to be as successful as the others?

Harry's fans want to see a film that is exactly like the book. They already know the characters like close friends and they love Harry's magical world. The British author, J.K. Rowling, wants the film to be like the book, too. 'Why change a book that works so well?' she asks.

But Harry's adventures are unique, with strange characters and places from another world. Harry and his friends live and go to school in England, but this is a magic England with its own streets, shops and schools... even its own language!

How can the film-maker, Alfonso Cuarón, make this unique magical world? Rowling is there to help at every stage. She works hard to help turn her famous words into visual things. The special effects are ready. Everyone is waiting to see their favourite characters. We want to see Hagrid's frightening animals, the strange teachers, and Harry's clever white owl. After the film, more people than ever will be waiting for Harry's next adventure!



The film



Daniel Radcliffe



Rupert Grint



Emma Watson

2

Read the text and correct these false statements.

- 1 Harry's fans don't know Rowling's book.
- 2 Rowling never helps with the films.
- 3 The director never uses special effects.

3 Answer these questions.

- 1 What are people waiting to see?
- 2 Who is the writer of the *Harry Potter* book series?
- 3 Why does the writer want the film to be like the book?
- 4 Who is the director of the film, *Harry Potter*?

Listening

What do they like?

- 4 You are going to hear people talking about what they like and what they do not like doing in their free time.

A. Listen and write (1 to 7) to identify what each speaker likes.

	A	B	C	D	E	F	G
Speaker							
Likes it a lot							
Likes it a little							
Does not like it							

B. Listen again and tick how each speaker likes the activities.

Pronunciation

- 5 Listen and repeat, then tick the correct sound.

speaks /s/
plays /z/
dances /iz/

	/s/	/z/	/iz/
watches			
has			
goes			
practises			
talks			

Speaking

- 6 Pair work: ask and answer your partner questions, then compare your answers.

- 1 The movie he/she prefers.
- 2 The main actors.
- 3 What happens in the movie.
- 4 How the movie ends.
- 5 Why he/she likes the movie.

Writing



7

Read this film review and fill in the chart:



James Cameron's *Titanic* quickly became the most expensive movie, costing over 200 million dollars. Who's going to pay to see a 194 minute historical romance with a known ending and no stars?

At the box office, *Titanic* made over 25 million dollars and lasted on screens for up to seven weeks.

It's a love story.

Leonardo DiCaprio plays a poor boy who wins a ticket aboard the *Titanic* in a game of poker. Kate Winslet plays an unhappy member of a rich family who is bored by social rules. She wants to commit suicide; fortunately for her, she runs into DiCaprio and then begins a romance as grand and glorious as the *Titanic* itself. But there's Billy Zane, Winslet's cold family member, and Winslet's mother, extremely afraid of losing her social status. The two main characters, DiCaprio and Winslet, are fascinating. They are both deeply human.

The special effects are amazing, and they help the story and its characters. That's how movies should be. Films should be about their characters, not about their special effects or action sequences.

The tragic sinking, when it comes, is brutal and frightening. It's also very well constructed. And how brutal! The many people who die when the *Titanic* sinks look real.

Film review

1. Profile

- Title
- Director
- Lead actors
- Film company
- Running time

2. Theme and Genre

- What type of film is it?
- What is the general message?

3 The story

- What happens in the film?
- Is it easy to follow?

4. Characters

- Who are the main characters?
- Who are the main actors?
- Do the actors perform well?

5. Directing

- Are there beautiful scenes?
- Is the music good?
- Are there any special effects?

8 Fill in the chart with information about your favourite film.

9 Use the information in your chart to write a film review.

Conversation

Grammar

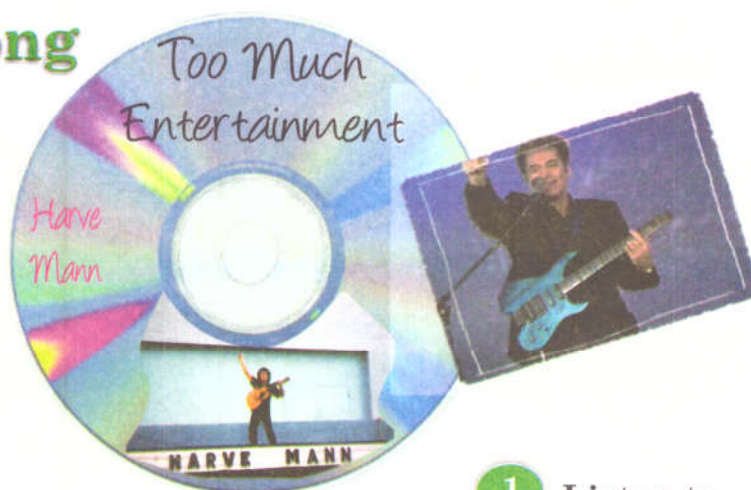
Vocabulary

Skills

Fun page

Checkpoint

Song



I stop by my _1_ store.
Three new releases
I just got to see.
I pop inside my _2_ shop,
a drop twenty on another seating.
Home alone flipping my _3_,
I get lost and not moving.
I got too much _4_.
Too much entertainment. (twice)
No time to think about me.

I get through reading Rolling Stones
as movie Lion _5_ at my door.
From MTV to VH1,
I flip till I flip my lean.
I got too much entertainment,
Too much entertainment. (Twice)
Keep my real _6_ in.

From Spring Girl to the Evening News,
It's one crazy miracle around.
7 traps designed to distract
from what's really going down.
After That Daily Nine to Five Crime,
all you want to do is on light.
With all this entertainment,
Too much entertainment. (Twice)
8 the History Channel,
Henry the 8th and One Crazy Goose,

Reruns of the Sopranos,
an offer I can never _9_.
Let's not forget That Looking Girl,
all those strips Down in a Little Thing.
With all this entertainment.
All this fine entertainment.
Too much entertainment.
Who's got the time to complain?

You go by _10_ at home,
in a frailty to fill a house.
The bill they send you for the phone
is like calculus to a mouse.
Your credit cards maxed,
your _11_ on crack
take you back with nothing to show.
But you got all this entertainment.
All this lovely entertainment.
Too much entertainment. (Twice)

Everyway you turn,
a brand new way to waste time.
On your way to _12_,
they listen to Howard Rock and round
keeping from snap.
Downloading DVDs and music MP3s:
too much to keep you _13_.
Forget all the ways you're abused.
Just lay back,
and let your _14_ would be used.
Too much entertainment. (Repeat)

1 Listen to the song and list all the TV channels and programs.

2 Listen and check.

3 Listen to the song and write in the words you hear.

4 Tick the things that Harve Mann thinks are good and write a cross next to the ones he thinks are bad.

5 Which of his ideas do you agree with? Which do you disagree with?

Conversation

Grammar

Vocabulary

Skills

Fun page

Checkpoint



1 Choose the appropriate response.

- 1 How much are the shoes?
- 2 How do you like this skirt?
- 3 Would you like to see the film?
- 4 Come along to the circus.
- 5 The coat is only 500 Dh.
- 6 I can't stand horror films!

- a- The black ones.
- b- 300 Dh.
- a- It's too short.
- b- Yes, thank you.
- a- That's a lot!
- b- Yes, why not?
- a- I can't stand them!
- b- It's not expensive.
- a- How much are they?
- b- Really? That's cheap!
- a- Oh, I love them!
- b- Would you like them?

2 Write the adjectives in brackets in the correct form.

Wife Which cooker shall I buy, a gas cooker or an electric one?

Husband A gas cooker is (**cheap**), but it's (**dangerous**) than an electric one.

Wife And the electric one is (**expensive**) but (**safe**).

Husband It's also (**clean**) than the gas one.

Wife OK. I'll buy the electric one.

- 4 Friend / shows / circus / acrobats / clowns / and / goes / to see / my / to / at.
- 5 Classical / music / go / I / to / concerts.

5 Put these words in the appropriate category.

theatre	swimsuit	music
slippers	circus	chocolates
vegetables	video games	blouse
meat	gloves	CDs
trainers	oranges	socks
film	cakes	sweets
jacket	play	clown

3 Find the questions.

- 1 a _____ (cinema)?
b Once a week.
- 2 a _____ (camera)?
b 3000 Dh. It's quite expensive.
- 3 a _____ (brothers and sisters)?
b Two sisters and one brother.
- 4 a _____ (trip to Fes)?
b Usually two hours.
- 5 a _____ (to music concerts)?
b Rarely.

4 Rearrange the words and add an adverb of frequency to make true statements about you.

- 1 Sports / on / TV / programs / I / watch
- 2 Parents / dance / go / festivals / my / to.
- 3 Brother / paintings / of / exhibitions / goes / art galleries / to see / my / at.

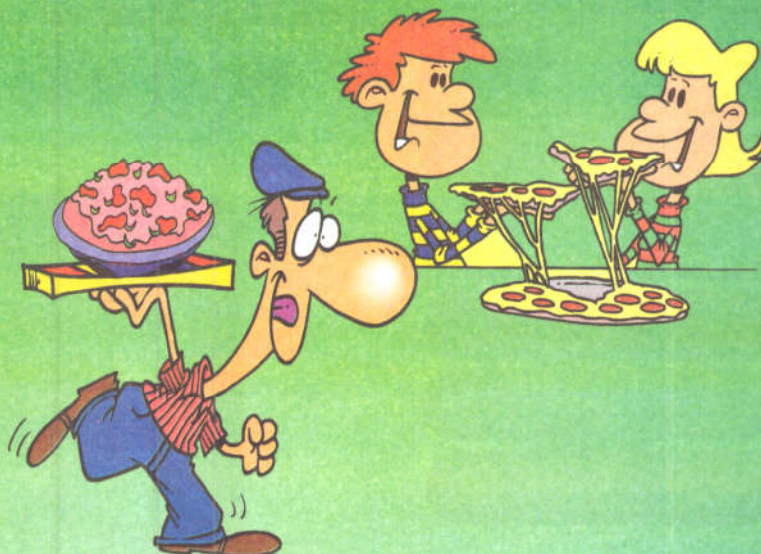
6 Study these words. Which goes with which?

compose
tickets
serial
wear
go to
ask for

music
slippers
a concert
sell out
episodes
a service

5

Our Eating Habits



Standards

Communication Interpersonal Conversation

- Express feelings orally.

Interpretive Listening:

- Understand and interpret spoken language.

Reading:

- Use strategies to comprehend text.

Presentational Speaking:

- Convey a message effectively through verbal and nonverbal communication.

Writing:

- Present simple instructions adequately.

Cultural

- Be aware of the different cultural practices in different places.

Strategic

- Understand the impact of modern life on our lifestyles.

Methodological

- Make efficient use of reference materials.

Competencies

Communication Interpersonal Conversation

- Express ways of agreeing or disagreeing with other people's points of view.

Interpretive Listening:

- Recognise relevant and appropriate information.

Reading:

- Understand text content using life experience knowledge.
- Read and understand details.

Presentational Speaking:

- Engage in debates on healthy and unhealthy food.

Writing:

- Write a recipe.

Cultural

- Compare and contrast eating habits in Morocco and abroad.

Strategic

- Show interest and react positively to other people's eating habits.
- Understand how modern life influences our eating habits.

Methodological

- Exploit information taken from different sources competently.

Contents

Conversation

At the restaurant

- Agreeing & disagreeing
- Ordering a meal

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- Present continuous
- Quantifiers: *much*, *a few*, ...
- Articles: definite & indefinite

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- Vocabulary related to eating habits

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- Reading: *Food for Thought*
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- Game: *Food Chain*

Mini-project

- Food in Morocco

Conversation



At the restaurant

Grammar

Vocabulary

Skills

Fun page

Mini-project

1 Listen and practise.



Mrs Parker I don't feel like cooking today.
I am a bit tired.

Mr Parker So, you want to dine out. You know I like restaurant food.

Mrs Parker I like it, too. Where would you like to go?

Mr Parker Well, what do you think of getting some fast food?

Mrs Parker Ugh! Surely not! Let's try some new food.

Mr Parker Yeah, I agree with you. How do you like traditional Moroccan food?

Mrs Parker Oh, I love it.

Mr Parker So do I. I know a restaurant nearby. It's called *Dari*.

Mrs Parker All right. Let's go.

Later at the restaurant...

Waiter Good evening. Are you ready to order?

Mrs Parker Yes, please.

Waiter What would you like?

Mrs Parker A tagine of meat balls with eggs.

Waiter All right. And would you like a salad?

Mrs Parker Yes, I'll have a mixed Moroccan salad.

Waiter What about you, sir?

Mr Parker Couscous with vegetables and meat.

Waiter Beef or lamb, sir?

Mr Parker Beef, please.

Waiter Would you like anything to drink?

Mr Parker Yes, we'd like some tea, please.

Waiter OK. I'll bring your order right away.

Comprehension check

2 Correct these false statements.

- 1 The parkers want to have dinner at home.
- 2 Mrs Parker doesn't like Moroccan food.
- 3 Mr Parker and his wife make the same order.

What would you like?

- 3 Fill in this table with the appropriate expressions from the conversation, then add other ones to the lists.

Agreeing	Disagreeing	Ordering a meal	
<i>I agree with you</i>	<i>Surely not.</i>	Making an order	Taking an order

- 4 Complete these dialogues with the appropriate expressions from the table.

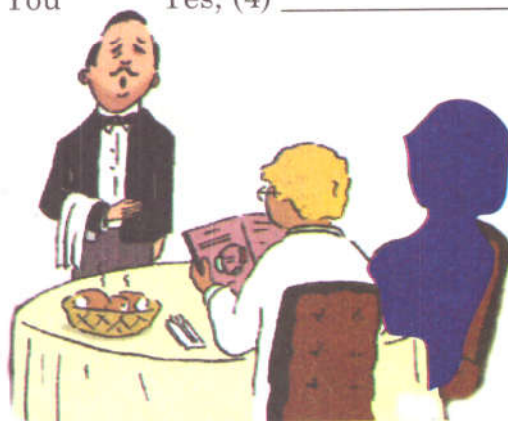
A

- Friend (1) _____ chicken or fish?
 You (2) _____.
 Friend I don't like chicken: it's not very nice.
 You (3) _____.
 Friend You're right. I prefer fish because it's healthier.
 You Yes, (4) _____.



B

- Waiter May I take your order please?
 You Yes, (5) _____.
 Waiter Of course. (6) _____ to drink?
 You Lemonade, please.
 Waiter (7) _____ anything else?
 You Yes, (8) _____ some fruit for dessert.
 Waiter Is that all sir?
 You That's all for now.



Role play

- 5 Take turns with your friend. Use the menu on page 63 to order your meal.



Student A

You are a customer in *Dari* restaurant. Make your order.

Student B
 Role Card
 is on page 127.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

1 Read the conversation, write true or false and correct the false statements.

- 1 Kevin and his mother are preparing a vegetable soup.
- 2 Kevin can't help his mother because he's doing his homework.
- 3 There's a lot of cheese at home.
- 4 There are only six eggs at home.

Kevin What are you doing, Mum?

Mother I'm preparing some cream.
I need it for this new recipe.
Can you help me?

Kevin Sure. I'm not doing anything at the moment. What do we need?

Mother A lot of ingredients, I'm afraid.
We've got some margarine, a few apples, plenty of bananas,
a little cheese, a carton of milk and a bag of flour.
Is there any sugar?

Kevin There isn't much. How much do you need?

Mother 300 g. How about eggs? Are there any?

Kevin Not many, only half a dozen. How many do you want?

Mother Ten. And we also need a lot of chocolate and a pound of cherries.

Kevin There isn't any chocolate and we haven't got any cherries, either.

Mother Tell Tony to get the missing ingredients from the shop.

Kevin He can't. He's doing his homework. Don't worry, Mum. I'll go and get them for you right away.



2 Circle the verbs in the present continuous and complete the table.

Present continuous					
Affirmative		Negative		Interrogative	
I	'm preparing	I	'm not doing	Are you doing?	
He/she/it		He/she/it			?
We/you/they		We/you/they			?

What's happening in the restaurant?

- 3 Look at the pictures, then ask and answer your partner questions.



Student A: What's the waiter doing?

Student B: He's holding a tray.

Student C: He's carrying a meal.

Quantifiers

- 4 Underline the expressions of quantity in the conversation and put a tick or a cross in the appropriate column.

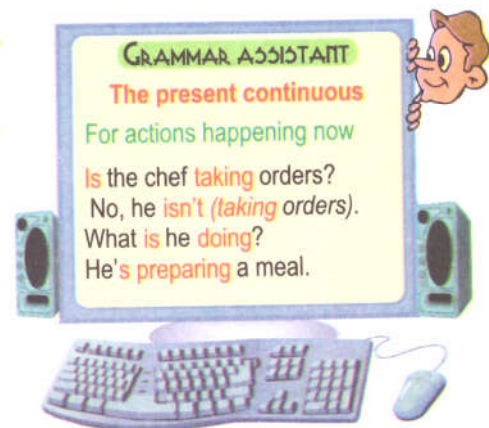
	countable	uncountable	affirmative	negative	interrogative
a few	✓	✗	✓	✗	✗
much					
a lot of					
some					
any					
plenty of					
many					
a little					

- 5 Circle the correct word.

This cookery book contains **much / a lot of** recipes. **Any / some** of them take only **a few / many** minutes to prepare. Besides, you don't need **many / some** ingredients; there is just **a little / a few** oil or fat in them and they use **a lot of / much** vegetables. **Any / some** cooks who use the book say that you can use as **many / much** spices as you want.

Role play: Cooking time

- 6 Imagine you are a TV presenter. Report to your viewers how the guest chef is preparing a Moroccan meal.



Grammar Extension

1 Read these sentences and tick the appropriate column.

1 You need **some** flour.

2 I'd like **a** sandwich and two **Ø** cokes.

3 Don't add **Ø** water.

4 Put **the** tea in **the** teapot.

5 You need **some** tomatoes.

6 I need **an** orange and **a** lemon.

	a / an	the	some	Ø
Singular countable nouns				
Uncountable nouns				
Plural countable nouns				

2 Put in: **a** , **an** , **the** , **some** , or no article (**Ø**).

1 Can you pass me _____ salt, please?

2 There is _____ spaghetti left in _____ fridge.

3 I need _____ knife to cut my steak.

4 There is _____ bottle of juice in _____ kitchen.

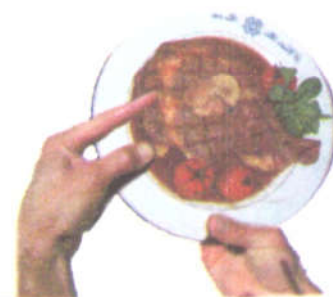
5 _____ milk is _____ rich source of _____ calcium.

6 _____ milk in this glass isn't fresh.

7 _____ vegetarians don't eat _____ meat.

8 We need _____ orange and _____ sugar for this recipe.

9 _____ meat I'm eating is tough.



Joke

Customer Your finger is in my sauce.

Waiter Don't worry, sir. The sauce isn't hot.

Potato salad

3 Read the ingredients and write instructions to make a potato salad.

Ingredients

some potatoes

4 hard boiled eggs

an onion

2 cups mayonnaise

a teaspoon mustard



Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Collocations

- 1 Use a word from box A and a word from box B to describe the items below.

words

A

a bar
a tin
a bag
a head
a loaf

a jar
a carton
a bunch
a packet
a teaspoon

of

B

cauliflower
milk
bread
jam
bananas

flour
crisps
sugar
sardines
chocolate

1



2



3



4



5



6



7



8



9



10



How do you like these?

- 2 Tick the appropriate column.

	boiled	fried	grilled	baked	steamed	roast	mashed
meat							
potatoes							
eggs							
fish							
rice							
chicken							
carrots							

How to make an omelette

- 3 Complete the instructions with the appropriate verb from the list.

pour serve mix break add take

1 _____ three eggs.

3 _____ salt and pepper.

5 _____ the mixture in the pan.

2 _____ them in a bowl. 4 _____ together.

6 _____ the omelette.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Reading 

1 Look at the words in **bold type** and tick the statement you think is correct.

- ☐ 1 The Japanese eat too much food.
- ☐ 2 The Japanese eat healthy food.
- ☐ 3 The Japanese suffer from cholesterol.
- ☐ 4 The Japanese do not eat as many vegetables as the British.



Food *for Thought*



Japanese food



Kenyan food



British food

People in rich countries often eat too many **calories**, too much animal fat, and too many sweet things. They eat too little fibre. In poor countries, diets are too low in calories, animal products, **vitamins and minerals**. But these diets are usually high in cereals.

The effects of these diets vary from country to country. The Japanese now **live longer**: more than 74 years for men and 80 years for women. Heart disease is not very common in Japan. About 27% of people die of

heart disease in many European countries, compared to fewer than 7% of **the Japanese**. The Japanese diet is a **healthy** one because it is low in animal fats and includes many **vegetables and fish**. They eat twice as many vegetables as **the British**.

Vegetables have a soluble fibre which helps to **lower cholesterol**. It also lowers the risk of heart disease, cancer and ulcers. Another **advantage** is that the Japanese eat a lot of **seafood**. Each Japanese person eats about 89 g of seafood everyday.

2 Correct the false information in these statements.

- 1 People in rich countries have balanced diets.
- 2 People in poor countries do not eat enough cereals.
- 3 Women die earlier than men in Japan.
- 4 The Japanese eat too much meat.
- 5 The Japanese eat the same quantity of vegetables as the British.

Discussion

- 3 In pairs fill in this table, then compare your answers in a group.

Food that can cause dangerous diseases	Food that can make people live longer

Listening

Orders, please!

- 4 Listen to the waiter and circle a or b.

- | | | |
|--|--|--------------------------------------|
| 1 a. In a moment, please.
b. No, they aren't. | 3 a. Yes, please.
b. Yes, it's great. | 5 a. Yes, I do.
b. Just a little. |
| 2 a. Yes, it's fine.
b. Please do! | 4 a. Yes, it is.
b. Fine, thanks. | 6 a. No, thanks.
b. Not at all. |

- 5 A waiter is taking people's orders. Listen and tick their order.

Dari Restaurant 		Table n°: 5		
Menu		Customers		
		1	2	3
MEAT				
Chicken	40 Dh			
Meat balls	40 Dh			
Steak	30 Dh			
Fish and chips	25 Dh			
SALADS				
Tomato salad	10 Dh			
Cucumber salad	10 Dh			
Carrot salad	5 Dh			
Potato salad	5 Dh			
DRINKS				
Water	5 Dh			
Lemonade	7 Dh			
Orange juice	8 Dh			
Hot chocolate	5 Dh			
DESSERT				
Cake	3 Dh			
Fruit	12 Dh			
Total:				

Speaking

Poem

- 6 Read the poem, then tell what it is about.

*All I want is a proper cup of coffee
In a proper copper coffee pot.
You can believe it or not.
I want a proper cup of coffee
In a proper coffee pot.*

*Tin coffee pots or
Iron coffee pots,
They're no use to me.
If I can't have
a proper cup of coffee
in a proper copper coffee pot,
I'll have a cup of tea.*



- 7 Read out the poem as quickly as you can.

Writing

- 8 Read the recipe and place these headings before each paragraph.

A. Method

B. Ingredients

C. Preparation

Moroccan dishes

Here is a recipe for a popular soup people usually cook in Essaouira.

1. _____

You need one onion, one carrot, one leek, one potato, and some celery sticks. You also need: 25 g butter, 25 g flour, 1 vegetable stock cube, and 500 ml boiling water, a chopping board, a knife, a vegetable peeler and a saucepan.

2. _____

To prepare the soup, you peel and chop the onion. You cut the top and bottom off the carrot, then you peel it and cut it into small pieces.

3. _____

Heat the oil in a saucepan and fry all the vegetables, except the potatoes, for 5 minutes. Mix in the flour and cook for 2 minutes. Dissolve the stock cube in the boiling water. Add the water to the saucepan and add the potatoes for 30 minutes and then serve.



- 9 In pairs, read the recipe again and place these sentences.

1 bring to the boil

4 Do the same with the potato and the celery.

2 when the weather is really cold.

5 and leave on the heat

3 You also need:

6 all cut in small pieces

- 10 Write a simple recipe for a Moroccan dish. List the ingredients you need, then describe how to make the dish.

- 11 Exchange recipes and choose a typical Moroccan dish that you would like to prepare at home.

Conversation

Grammar

Vocabulary

Skills

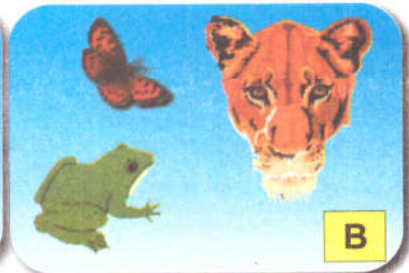
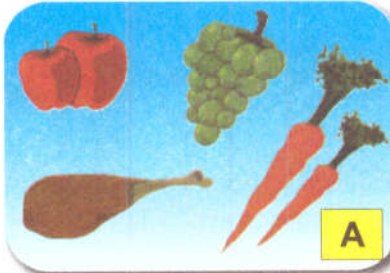
Fun page

Mini-project



GAME

Food Chain



- 1 In a small group, match the pictures with the notes.

1

All animals get energy from food. Some animals only eat meat. They are called '**carnivores**'. Adult frogs only eat meat, like insects.

2

Plants get their energy to grow from the sun, water and soil.

3

Some animals only eat plants. They are called '**herbivores**'. Most baby frogs called '**tadpoles**' only eat plants.

4

People eat food to get energy. This energy helps them to grow, run, jump and play. They eat lots of different meats and vegetables. People are called '**omnivores**'.

The order that animals feed on other plants and animals is called a "food chain".

- 2 Put these pictures in the correct order to form a simple food chain.



- 3 What do you think will happen if you take the frog out of the food chain? Think of different possibilities.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Food in Morocco

- 1 Draw a map of Morocco, then indicate the type of food produced in each area.



- 2 Look at the map and write 4 sentences to describe what you see.

- 3 Read the text below and write true or false.

- 1 Moroccans eat more meat and fish because they are cheap.
- 2 Most Moroccan women cook with olive oil.
- 3 Moroccans prefer to buy packaged food.

Moroccans consider dairy products to be healthy and they usually consume them for the vitamins that exist in other food products, such as meat and fish. These are more expensive or not always available in the marketplace. So, almost all Moroccans drink milk.

Morocco is a Mediterranean country, so it is normal that there are olive trees in some of its regions. The climate is favourable for olives because the sun shines all the year around and the soil is suitable. Moroccan cuisine uses olive oil a lot, especially in the countryside.

Of all baked products, bread dominates because it is the cheapest. Moroccans eat

bread with every meal. Some people sometimes bake their own bread at home, particularly in rural areas.

In Morocco, the selling of packaged food, dairy products, oils and baked products is growing slowly. Moroccans do not want to change their habits. Also, packaged food is more expensive than fresh food. But, children and teenagers like to buy other types of packed food such as ice-cream. It is very rare that Moroccans buy frozen food and ready meals. Firstly, people prefer fresh food. Secondly, not all Moroccans have freezers and microwaves. For this reason, they are not yet ready to buy large quantities of packaged food.

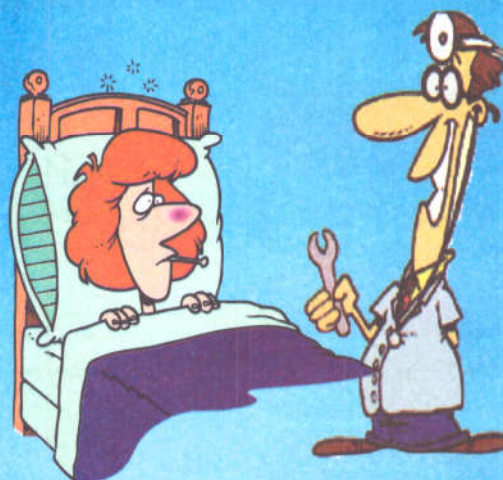
Source: *Packaged Food in Morocco*, Euromonitor International, October 2004.

- 4 Find natural products in the text and complete this table.

Natural product	Packaged product	Brand name
milk	cheese	Milky

6

How We Keep Healthy



Standards

Communication Interpersonal Conversation

- Engage in oral exchanges to provide and obtain information.

Interpretive Listening:

- Interpret questions and evaluate responses.

Reading:

- Use study strategies to comprehend text.

Presentational Speaking :

- Develop and propose solutions to issues and problems.

Writing:

- Write an informal communication in an appropriate format.

Cultural

- Develop patterns of appropriate behaviour.

Strategic

- Make constructive contributions to maintain a safe life in the community.

Methodological

- Acquire and use new vocabulary.

Competencies

Communication Interpersonal Conversation

- Start a conversation to give and/or ask for advice, then end it.

Interpretive Listening:

- Identify detailed information.

Reading:

- Read and understand material containing text and illustrations.

Presentational Speaking :

- Discuss different uses of medicines.

Writing:

- Write a letter of advice.

Cultural

- Value the importance of health care in our society and in other societies.

Strategic

- Be aware of health problems and adopt preventive behaviour to live in harmony with other people.

Methodological

- Manipulate words and expressions to communicate ideas.

Contents

Conversation

What's the problem?

- Asking about health
- Asking for advice
- Giving advice

Grammar

- Obligation: *must*
- Prohibition: *mustn't*
- No obligation: *don't have to*
- Reflexive pronouns

Vocabulary

- Vocabulary related to health
- Puzzles

Skills

- Reading: *Health Problems: Asthma*
- Listening: *Unruly Patients*
- Speaking: *Medicines*
- Writing: *Letter-writing*

Fun page

Song: *Health Will Fade*
by Tony Marshall

Checkpoint

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

*What's the problem?*

Carla So, how are things going, Steve?

Steve Well, to be honest Carla, I feel sick today. I feel worse than yesterday. And I'm really worried.

Carla Well, what seems to be the problem?

Steve I think I have the flu. You don't have an aspirin, do you?

Carla No, I don't, but forget about that medicine!

Steve Well... Is it OK if I take something else?

Carla No. Listen! You should see Doctor Smith.

At the doctor's office

Dr Smith What's the matter Steve?

Steve As you see doctor, I have a stuffy nose and fever.

Dr Smith Don't worry! It's just a bad cold.

Steve Can I go to work? ... I'm so busy these days.

Dr Smith Not yet, Steve. You'd better stay off your feet for a day or so.

Steve Ugh! Well...

Dr Smith Don't forget to take this medicine three times a day after eating, but it's a bit bitter.

Steve May I mix it with sugar?

Dr Smith Ah, come on! You just take it as it is... See you in a week.

Steve OK. sir. Thanks.

*Comprehension check*

1

Listen and answer these questions.



- 1 What's the matter with Steve?
- 2 What does Carla advise him to do?
- 3 Can Steve go to work?
- 4 What does Dr Smith give him?

What's the matter?

- 2 Pick up adequate expressions from the conversation and put them in this table, then add other ones.

Asking about health	Asking for advice	Giving advice
<i>How are things going?</i>		

- 3 Respond to or ask questions to complete these dialogues.

- 1 You You look pale, _____?
 Susan Oh! ... I don't feel well. I have a stomach-ache. Tell me, _____ boil some herbs with water and drink it?
 You No, don't do that! You _____.



- 2 You Hello! How are you today?
 Robert Really, I'm not OK.
 You _____?
 Robert I don't know. I have a headache.
 You _____?
 Robert I needn't. _____?
 You Yes, but if you don't get well, you _____.

Role play: doctor and patient

- 4 Read your role card, then ask and answer your partner.



Role Card A

Imagine you are a patient, and your partner is a doctor. Ask him/her for advice.

- a cough
- a sore throat
- a headache
- stomach-ache
- toothache
- flu

Role Card B
is on page
127.

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

1

Read the conversation and answer this question.

What's the matter with Mrs Plump?



Doctor Now, let's see? How do you feel, Mrs Plump?

Mrs Plump Well, I always feel weak and tired when I get up in the morning. I look at myself in the mirror and I say: "... Yes, I'm putting on weight and I can't get into my clothes." **Must** I go on a diet? **Must** I see a nutritionist?

Doctor No, you **don't have to** go on a diet and you **don't have to** see a nutritionist, either. But you **must** change your eating habits.

Mrs Plump What do you mean? **Must** I give up chips, cakes and the like?

Doctor Well, you **mustn't** eat fast food every day. You **must** eat three balanced meals. You **must** cut down on sweets and fatty food.

Mrs Plump Is that all?

Doctor Of course not... You **must** exercise regularly.

Mrs Plump Thanks a lot Doctor.

Later, Mrs Plump meets her friend, Anna.

Anna I'm having lunch at a fast food restaurant tomorrow. Can you come?

Mrs Plump Sorry, I can't. I'm starting aerobics at the Sports Club.

2

Fill in this table with the bold expressions in the conversation.

Obligation	Prohibition	No obligation

3 Complete the conversation with : **must**, **mustn't** or **don't have to**.

Pharmacist Who's next, please? Can I help you?

Customer Yes, please. Can I have a couple of injections like these?

Pharmacist Let me see. I'm sorry. You _____ have a prescription.

Customer They aren't for me. They're for my mother. She's very sick, and she _____ get her shot now.

Pharmacist I know, but I _____ respect the rules. So, you _____ wait. You _____ call your doctor.

Customer OK. I will. What about a bandage for my arm?

Pharmacist No problem. You _____ produce a prescription for that.



4 Rewrite the sentences without changing the meaning.

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

1 It's forbidden to smoke in hospital.

You _____

2 It's necessary for Mark to see a doctor. His temperature is very high.

Mark _____

3 Laura needn't take those pills because she feels better.

Laura _____

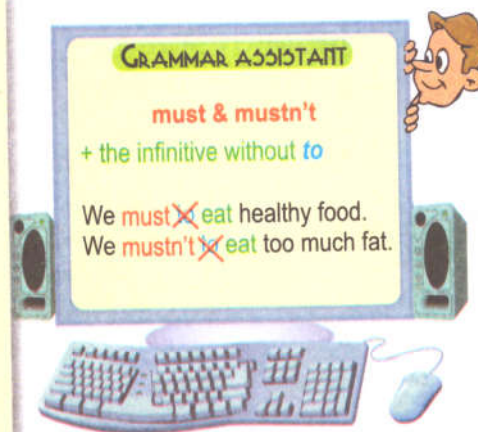
4 People aren't allowed to use mobile phones inside the surgery.

People _____

Health rules

5 In a small group, write 10 rules for people to keep healthy.

Things to do	Things not to do
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Grammar Extension

Take care of yourself

1 Complete the table, then circle the correct word.

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

- Don't take those pills. Call the doctor and ask **himself / him / his**.
- Kids always want their parents to buy **their / them / themselves** ice cream.
- Kevin can't get into his clothes. He must buy **himself / his / him** some larger clothes.
- Doctors advise **them / themselves / their** patients to eat healthy food.
- Let's introduce **ourselves / our / us** first. We are new members of the Sports Club. Could you please help **our / ourselves / us** / start using this equipment?

2 Add the appropriate reflexive pronoun.

- Salma is very worried about her weight; she weighs _____ every day.
- Edward is looking at _____ in the mirror.
- We must take care of _____ in order to keep fit.
- Paul and Omar are going to buy _____ new tracksuits and trainers and start exercising.
- The atmosphere at the new club is friendly. I'm really enjoying _____.

3 Complete the exchanges with **must / mustn't / don't have to** and a **reflexive pronoun**.

1

Mother You _____ be careful with that knife.

Daughter Yes, you're right. It's very sharp. I may hurt _____

2

Boy But, look! Rim is sitting by _____. She's trying to open the syrup bottle.

Mother Quick Jimmy! Get help. In fact, it's all my fault. I _____ leave Rim by _____ and I _____ leave medicine laying around.

3

Father Mark has just a little cold; he _____ see a doctor.

Mother No, it isn't that serious. He should buy _____ some tablets at the pharmacist.



Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Puzzles

- 1 Fill in this crossword puzzle with words related to *health*.

Across

- 1 A doctor works in a _____.
 4 Take this _____; it's good for stomach-aches.
 7 Children prefer a spoonful of _____ to a pill.
 8 Viruses make people _____.
 10 A _____ helps the doctor.
 12 Tell me! Are these pills or _____?
 14 An _____ takes patients to hospital.

Down

- 2 The doctor gives the patient a _____.
 3 Meg should go on a _____ because she is very fat.
 5 Take these eye _____ if your eyes hurt.
 6 Nadia eats fatty food, so she is putting on _____.
 9 Cancer needs expensive _____.
 11 I think I've got the _____; my nose is stuffy.
 13 If you _____, you must have a chest X-ray.

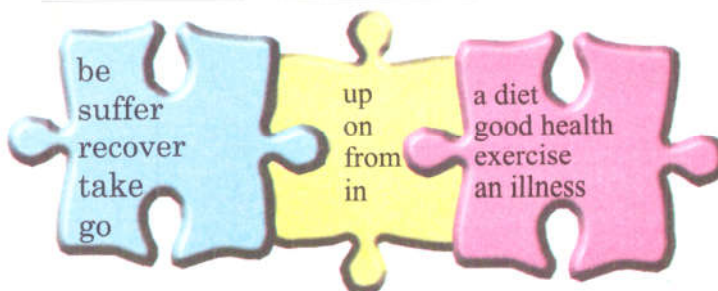
pills shots drops

- 2 A Match the pictures with the words in the box.

- B Match these verbs with the words in the box.

- 1 instil _____
 2 take _____
 3 have _____
 4 inject _____

- 3 Make correct phrases with the words in the puzzle.



Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Reading



1 Look at the title and the illustration. What is the text about?

Health Problems

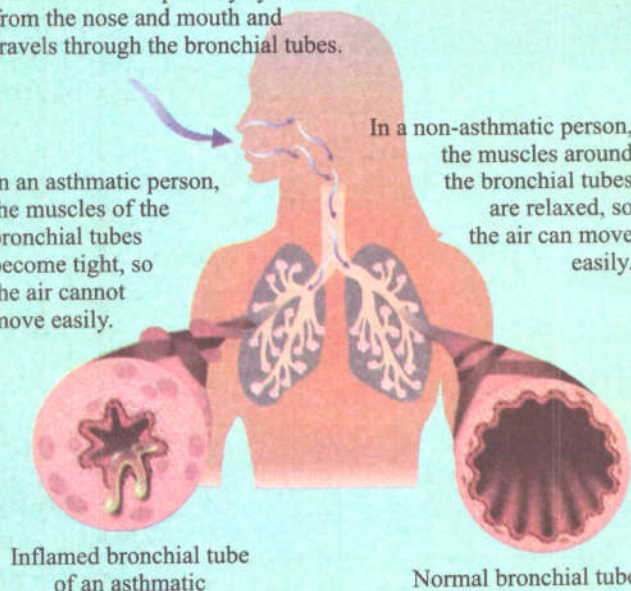
Asthma

Why asthma makes it hard to breathe

Air enters the respiratory system from the nose and mouth and travels through the bronchial tubes.

In an asthmatic person, the muscles of the bronchial tubes become tight, so the air cannot move easily.

In a non-asthmatic person, the muscles around the bronchial tubes are relaxed, so the air can move easily.



Source: American Academy of Allergy and Immunology

Does your chest regularly feel tight? Do you find it difficult to breathe after light exercise? Do you sometimes make a wheezing sound when you breathe? Then, it is perhaps asthma. But don't worry, you are not alone.

Asthma is an illness that affects millions of people worldwide. It is a lung disease with common symptoms like short breath and coughing.

Asthma is not contagious, but doctors still do not know precisely what causes it. People can be born with it, develop it in childhood or at any age. This illness runs in families. Also some environmental factors such as diet, housing conditions or smoking can cause asthma.

Asthma attacks need a trigger. Triggers can include: pollution, smoking, dust, animal hair, stress, pollen, exercise and cold air. These triggers are personal to each individual sufferer. So, if you have asthma, make sure you know what causes your attacks to avoid these triggers.

Nowadays, there are many types of medicine to help the people who suffer from asthma, but prevention is also a good treatment. So, if you have asthma, remember to keep generally healthy, take regular exercise and lots of vitamin C to avoid colds and flu. And watch what you eat because certain foods can be asthma triggers.

2

Match the headings with the paragraphs.

- 1 The treatment of asthma
- 2 The definition of asthma
- 3 The causes of asthma

paragraph: ____

paragraph: ____

paragraph: ____

3 Circle the correct answer.

- 1 This text is probably from:
- a history book
 - a children's book
 - an encyclopaedia
- 2 The writer wants to
- tell us what to eat when we have asthma.
 - give us general information about asthma.
 - show us the advantages of food.

4 Read the text again and fill in this reminder table about asthma. Then, add items to the lists.

Things not to do	Things to do
Smoke cigarettes	Take regular exercise

Listening



UNRULY PATIENTS



5 Listen to the people speaking and choose the correct response.

- a Why don't you go to the doctor?

b How do you do that?
- a Oh, what a pity!

b Oh, that's good!
- a What time is it?

b What's the matter?
- a Oh, go and see a dentist!

b Why not?
- a Oh, that's great!

b Oh, that's a problem!
- a Oh, no! Don't say that!

b What a surprise!

6 Listen to a doctor talking to different patients and write a number next to each piece of advice he/she gives each patient.

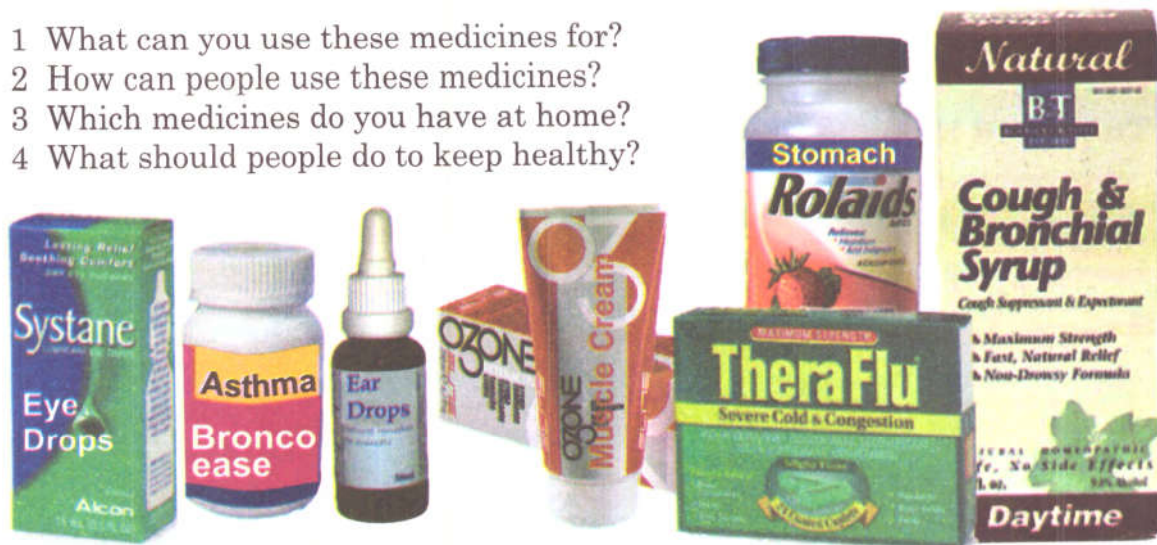
- | | |
|--------------------------|---|
| ☐ | Swim once a day. Get some rest. Drink water. Take medicine. |
| ☐ | Take medicine. Stay in bed. Go jogging for at least 30 minutes. Eat fish twice a day. |
| ☐ | Exercise regularly. Take tablets. Drink hot chocolate. Go on a diet. |
| ☐ | Go to work regularly. Drink milk. Have coffee in the morning and tea in the evening. Relax. |

Speaking

Medicines

7 Look at the pictures and discuss these questions in a small group.

- 1 What can you use these medicines for?
- 2 How can people use these medicines?
- 3 Which medicines do you have at home?
- 4 What should people do to keep healthy?



Writing

8 Read these letters from a teenagers' magazine, then make a list of Yousra and Souleimane's problems.

Dear editor,
My name is Yousra. I'm 16 years old and I'm fat: 80 kilos! I want to go on a diet, but I find it very difficult. I feel very embarrassed when I go into clothes shops. I never find the right size. I feel hungry all the time and when I eat something, I feel really miserable. Please tell me what to do.

Yousra

Dear editor,
I'm Souleimane from Meknes. I'm 16 years old and I have an exam at the end of this year. My problem is that I feel tired all the time, from morning 'till night. I sleep 10 hours every day, and I still feel exhausted when I wake up in the morning. Please give me some advice. I want to prepare for my exam.

Souleimane

9 Imagine you are the editor of the teenagers' magazine. Write a short letter to Yousra or to Souleimane to tell her/him what to do.

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Song



If I knew a doctor
I would ask him if he had a cure for my disease.
My ailments rob my body of a soul.
I don't know no doctor
so I'm off to ask a priest if maybe he can tell
the answer to the problems of my dizzy spells.

I don't know no doctor know how anyway,
but the way that I've been livin' seems there's hell to pay.

a Now it seems I'm allergic to anything holy.
b tryin' to get a little something for my pain,
c tryin' to wash myself clean but the water burned my skin.
d I went to the river
e but the pills they gave me took all of my words away.
f So I went to the pharmacy

I don't know no doctor know how anyway,
but the way that I've been livin' seems there's hell to pay.

I went to the factory
tryin' to work off all my sins and maybe make some pay,
but the man there said they'd shipped all of their jobs away.
So I went to the office
tryin' to get a little help to come my way,
but the man there said there's no such thing as help today.

I don't know no doctor know how anyway,
but the way that I've been livin' seems there's hell to pay.
I don't know no doctor know how anyway,
and the only insurance I got is that my health will fade..

- 1 Listen to the song and put the lines (a - f) in the correct order.
- 2 Read these pairs of words, then circle the ones you hear in the song.

doctor	hector
dismiss	disease
ailments	ailments
dizzy	busy
pain	pay
pills	kills
allergic	energetic
orifice	office
health	wealth

- 3 Answer these questions about the song.
 - 1 What's the matter with the singer?
 - 2 What does the singer do to cure his disease?
 3. Does the singer get well?
- 4 What lesson do you learn from the song?

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point



1 Match the sentences on the left with what they express on the right.

- 1 I have a terrible headache.
- 2 I prefer fish to meat.
- 3 How much do the trainers cost?
- 4 That sounds great!
- 5 You'd better stay in bed.
- 6 What's the matter with you?
- 7 How do you like this dress?
- 8 I can't stand long films.
- 9 Would you like to come for dinner?
- 10 Would you like some dessert?

- a- Asking for an opinion
- b- Taking an order
- c- Asking for advice
- d- Asking about health
- e- Inviting
- f- Expressing preference
- g- Expressing dislike
- h- Expressing interest
- i- Asking about price
- j- Giving advice

2 Choose the appropriate response. 4 Circle the correct expression.

- 1 I love Chinese food!
 - a- I do, too.
 - b- OK. Anything else?
- 2 Can I practise sports, doctor?
 - a- The match is at 6:00.
 - b- You'd better wait for a while.
- 3 Would you like anything to drink?
 - a- I prefer tea.
 - b- Some Coke, please.
- 4 What's the matter, Leila?
 - a- I'm terribly tired.
 - b- Very well, thank you.
- 5 I'll have some eggs with mayonnaise.
 - a- No, of course not.
 - b- Anything else?
- 6 I'd like some tea, please.
 - a- I love it.
 - b- With or without sugar?
- 7 I have a terrible pain in my chest.
 - a- How are you feeling?
 - b- Go and see a doctor.

3 Use these words to write correct sentences / questions.

- 1 What/ you/ do/ in/ the bathroom/ now?
- 2 Kamal/ rarely/ go/ shopping
- 3 Mary/ study/ at/ the library/ today.
- 4 You/ cook/ couscous/ every/ Friday?
- 5 Japanese/ people/ not/ eat/ fatty/ food.

5 Fill in the blanks with the right subject, reflexive pronoun or possessive adjective.

I have a brother and two sisters. ____ brother's name is Soufiane and ____ sisters' names are Karima and Samira. ____ are all students. Soufiane studies by _____. He doesn't go to school. Karima is at the university. ____ favourite subject is philosophy. Samira is training to be a teacher. ____ teachers think ____ is brilliant. Nobody helps ____ to prepare ____ lessons.

6 Use: *must*, *mustn't*, or *don't/ doesn't have to*.

- 1 Drivers ____ stop at the red traffic light.
- 2 You ____ buy bread. We have plenty.
- 3 Muslims ____ drink alcohol.
- 4 According to the new law, you ____ use your mobile phone when driving.
- 5 The teacher says we ____ revise our lessons if we want to get higher marks.

7

Our Hobbies



Standards

Communication

Interpersonal

Conversation

- Engage in oral exchanges to provide and obtain information.

Interpretive

Listening:

- Demonstrate active listening behaviours.

Reading:

- Use strategies to comprehend text.

Presentational

Speaking :

- Use oral language to inform others.

Writing:

- Communicate ideas in an appropriate format and for a specific audience and purpose.

Cultural

- Demonstrate awareness of age-appropriate social practices.

Strategic

- Understand the importance of community events for personal development.

Methodological

- Demonstrate research skills using reference materials.

Competencies

Communication

Interpersonal

Conversation

- Sustain a conversation while describing past events.

Interpretive

Listening:

- Extract specific information.

Reading:

- Distinguish between explicitly and implicitly stated information.

Presentational

Speaking :

- Talk about different sport activities.

Writing:

- Write a multiple paragraph letter about a personal experience.

Cultural

- Investigate and participate in recreational activities.

Strategic

- Practise recreational activities to keep a healthy body and a sound mind.

Methodological

- Manage projects efficiently.
- Organise learning effectively.

Contents

Conversation

It was a good match!

- Describing past events

Grammar

- The verb *be* in the past: affirmative/ negative/ interrogative forms

Vocabulary

- Vocabulary related to entertainment
- Dictionary skills

Skills

- Reading: *The King of Soccer*
- Listening: Two conversations
- Speaking: *Dangerous Sports*
- Writing: Response letters

Fun page

Game: *Star Mania*

Mini-project

Recreational Activities

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

*It was a good match*1 Listen and practise. *(On the phone)***Bob** Hello... Bob speaking.**Farid** Hello, Bob.**Bob** Er... Say, Farid...**Farid** Yeah?**Bob** You weren't at home yesterday, were you?**Farid** No,... I was in the stadium.**Bob** Um, how was the match?**Farid** Terrific! There were six goals.**Bob** Six goals! Are you kidding?**Farid** No, I'm serious. In fact, Moroccan players scored five goals.**Bob** What was the other team?**Farid** The Kenyan national team.**Bob** Oh, I see. You have a strong team, then.**Farid** Well, sort of.**Bob** Who was the best player?**Farid** Uh, well... all the players were good. They're still young and ambitious.**Bob** Yeah, I see ... I didn't know you liked soccer.**Farid** It's my favourite hobby.**Bob** Do you also watch the English Championship matches?**Farid** Sure. Just take last Wednesday match...**Bob** Yeah, between Manchester United and Arsenal...**Farid** ...Everything was terrific... the players, the spectators, the pitch ...**Bob** Come on, Farid. You've got good soccer facilities, too.**Farid** Yes, but... Well, Bob, next time you're in Morocco come and see me. You've got my address.**Bob** OK. Bye.

Comprehension check

2 Answer these questions.

- 1 Where was Farid yesterday?
- 2 What were the two teams?
- 3 How many goals were there in the match?
- 4 How was the match?

How was the match?

3 Underline in the conversation the exchanges talking about past events.

4 Choose the correct questions to complete the dialogue.

- ☐ Were there any people there?
- ☐ Were you in a tent?
- ☐ How long were you there?
- ☐ How was your trip to the forest?

Mary (1) _____

Malika Terrible. It was a rainy day.

Mary (2) _____

Malika Not many. There were only a few couples.

Mary (3) _____

Malika Only for two hours.

Mary It's a pity. (4) _____

Malika Yes, it wasn't a strong one. We were all wet.



5 Choose the places you were in, then ask and answer your partner questions.

*Was ...? Where ...? Were ...?
When...? How ...? How many...?
How long...? What... weather like?*



zoo



river



library



swimming-pool



forest

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project



1 Read the conversation and write true or false.

- 1 Fred was at Bill's party.
- 2 There were a lot of people at Bill's party.
- 3 Mike wasn't at Bill's party.
- 4 The wedding ceremony was boring.



Fred Were you at Bill's party last weekend?

Frank Yes, I was.

Fred Was it good?

Frank Yeah, it was great. The music was excellent.

Fred Were there many people?

Frank No, there weren't, but they were all nice and friendly.

Fred Was Laura there?

Frank No, she wasn't. And where were you?

Fred I was with Mike. We were at his sister's wedding.

Frank Was it in their parents' house next to the swimming-pool?

Fred No, it was at their grandparents' villa opposite the park.

Frank What was the ceremony like?

Fred It was fantastic. We were all glad to attend.



2 Read the conversation again and underline all the past forms of the verb (be), then complete the grammar table.

Affirmative	Negative	Questions	Short answers
I was...	I wasn't...	was I ...?	Yes, I was... / No, I wasn't...
You			
He/She/It			
We			
You			
They			

3 Circle the appropriate tense.

Nancy Who **is** / **was** this boy in the picture, Mum?

Mother It **was** / **is** your father when he **was** / **is** young. He **was** / **is** the 400 m swimming champion.

Nancy How old **is** / **was** he at that time?

Mother Let me see the date. Yes, he **is** / **was** nineteen. He **is** / **was** born in 1960 in Liverpool.

Nancy How about you? When **are** / **were** you born?

Mother I **am** / **was** born in 1964.

Nancy **Were** / **Are** you born in Liverpool, too?

Mother No, I **am** / **was** not. I **am** / **was** born in London.



4 Complete the dialogue. Use **was**, **wasn't**, **were**, **weren't**.

Katy Hi, Laura. Where _____ you yesterday afternoon?

Imane I _____ at the Sports Centre.

Katy _____ you there alone?

Imane No, I _____. I _____ with Sara and Ron.

Sara and I _____ in the aerobics room, and Ron was in the weightlifting room.

Katy _____ Carol and Tom there?

Imane No, they _____. They were at the amusement park.



5 Read the time-table, then ask and answer your partner questions. **This is Student A time-table.**

Last Sunday	Andrew	Talal	Ann & Nadia	Carla
Place	gymnasium		amusement park	
Time		from 09 to 11		from 04 to 06

Where was Andrew last Sunday?



He was in the gymnasium.

Student B time-table is on page 128.

GRAMMAR ASSISTANT

Past time expressions

I **was** there

yesterday.
last Friday.
a week ago.
in 2003.



Grammar Extension

- 1 Read the dialogue on page 82 again and list down the prepositions of place in this table.

Prepositions of place

in

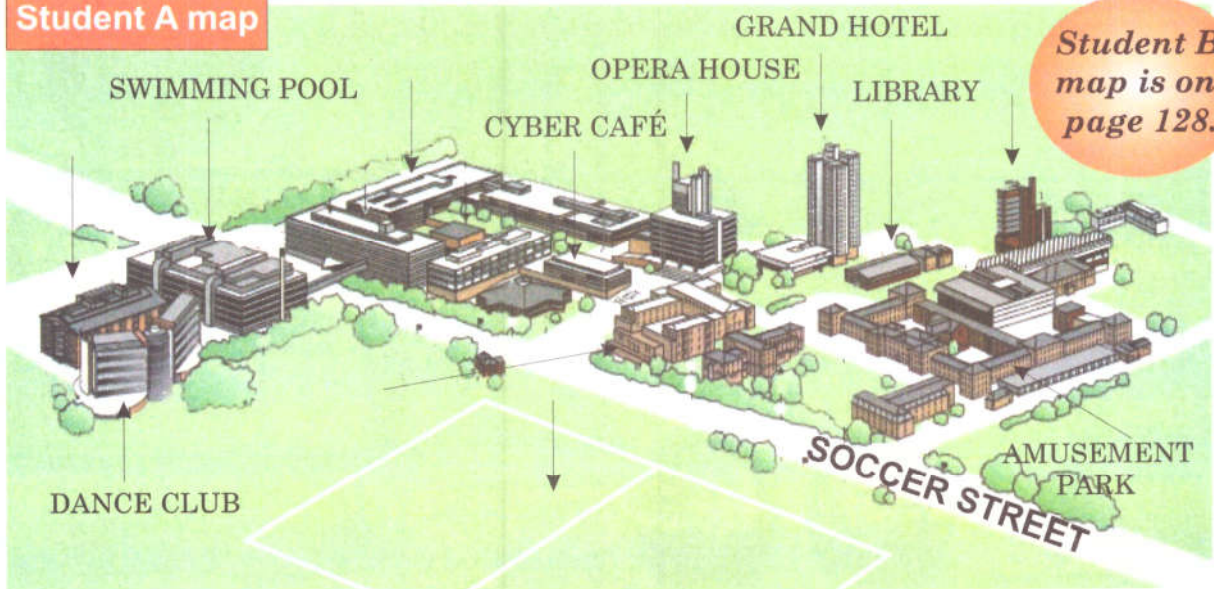
- 2 Match the prepositions with the position of the ball.

					in the corner between near behind on the right in front of on under

- 3 Ask your partner to tell you where these places are:

POLICE STATION - YOUTH HOSTEL - CAR PARKING - GYM - TENNIS COURT

Student A map



Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Dictionary skills

- 1 Read this dictionary entry and match the numbers with the labels.



1 2 3 4 5 6 7 8 9 10 11

recreation /ˌrekriˈeɪʃn/ n formal ★ [U] things that you do to enjoy yourself: *I play tennis for recreation only.* [C] an activity done for enjoyment: *shopping is my main recreation.*



countable
uncountable
word function
first meaning



target word
example
definition
formality



stress
pronunciation
word frequency

- 2 Match the coloured words with the appropriate meaning.

- Are you **free** tomorrow afternoon?
- The visitors are **free** to move around the zoo as they like.
- Is that table **free**? We'd like to sit near the window.
- The alpinist gets the **free** end of the rope to climb the rock.
- The security men are pushing the crowd back; the way is now **free** for cyclists.
- Entrance to the museum is **free** on Fridays.
- James was in prison for six months, but now he is **free**.

a unoccupied
b not imprisoned
c costing no money
d not busy
e not blocked
f not fixed
g not controlled

- 3 Match the hobbies / sports with the pictures, then classify them under the appropriate column.

roller skating
climbing
surfing
cycling
handball
Taekwando
fishing
basketball
weightlifting
hunting
swimming
Judo
horse-riding
baseball
gymnastics
soccer
wrestling
skiing



Play

Do

Go

handball

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Reading 

1 Look at the photo and read the title, then fill in this fact file.



Name: _____

Nationality: _____

Team: _____

N° of goals scored: _____

Awards: _____

The King of Soccer

Edson Arantes Do Nascimento or Pelé was the best soccer player in the world. He was the son of a very poor family in Tres Coracos, Brazil. He first learned the game of soccer from his father, Dondinho, who was a football player, too. But a fractured leg stopped his career.

Pelé was a member of a local minor-league club when he was a teenager. When he wasn't in the stadium playing, he was in the streets, cleaning people's shoes for pennies. Waldemar de Brito, a Brazilian player, was the first person to discover Pelé. He was then eleven. It was Brito who said one day: "This boy is going to be the greatest soccer player in the world."

He was right. Pelé surprised the world by scoring six goals, including two in the championship game to help Brazil win its first World Cup, 5-2 over

Sweden. He was only 17 years-old, but a legend was born.

He was an average-sized man, but he was lucky to have great balance, the ability to control the ball superbly, and the ability to shoot powerfully with either foot and with his head. His model was his own father: "My father was a soccer player and once scored five goals in a game, all with his head. That was one record I was never able to break." He declared to the press.



In 1993, Pelé was a member of the National Soccer Hall of Fame, a very prestigious institution. In 2000, Pelé was named second for the 'Sportsman of the Century Award' after the legendary boxer Muhammad Ali. He was also the former ambassador of sports in Brazil. Now, he is working for children's causes through the UNICEF.

2 Which of these questions are not answered in the text?

- 1 What's Pelé's original name?
- 2 When was he born?
- 3 What was his occupation when he was a teenager?
- 4 How old was he when Brazil won the first World Cup?
- 5 What was his mother's job?

3 Find in the text the statements which show that:

- 1 Pelé's father was not able to play again.
- 2 Pelé was physically very strong.
- 4 He was pleased with his father.
- 5 He loves and cares for children.

Listening

4 Before you listen, look at these caricatures and guess what the conversations are about.

5 Listen to the two conversations and fill in the chart.



	Event	Place	Time
Conversation 1			
Conversation 2			

6 Listen to the conversations and complete these sentences.

Conversation 1

- 1 Dave wants Anita to _____
- 2 The circus is at the _____
- 3 Dave lives _____

Conversation 2

- 1 Allan wants to _____
- 2 The two teams are: _____ and _____
- 3 Allan is going to the stadium with _____ and _____
- 4 Farid does not want to see the match because _____

Speaking



Dangerous Sports

- 7 Imagine you are a journalist. Use these prompts to ask three partners questions about dangerous sports and write the answers in this table.

	Student 1	Student 2	Student 3
1 Favourite sport			
2 Safe or dangerous sport			
3 Like dangerous sports			
4 Practise dangerous games			

- 8 Present the result to the class. Use the phrases in the box.

	1 ...think(s) that ...	
a All my friends...	2 ... do(es) not think that ...	
b Two of the students ...	3 ...feel(s) that...	because...
c Only one person ...	4 ... believe(s) that .	
	5 ... is/are not sure that ...	

Writing



- 9 Read Alison's letter and match the parts with the labels.

Different uses of the game

Introducing the hobby

Feelings about the hobby

Dear friend,

Where are you? Why don't you write to me? Are you too busy studying?

Today, I want to talk to you about my favourite hobby. Do you know, every year I buy kites that I take to the beach with me. They are made of paper and sometimes bamboo. They look beautiful and they fly very high when it's windy. The best kites come from China.

There are a lot of kite festivals and competitions on the beach where we spend the summer. Many people take part in these competitions. But kites are not just for playing. Some people use them to test the wind; others use them to send messages or even to pull boats!

I love kite flying because it is relaxing, and also because it's fun. What about you? What's your favourite hobby? Please write and let me know.

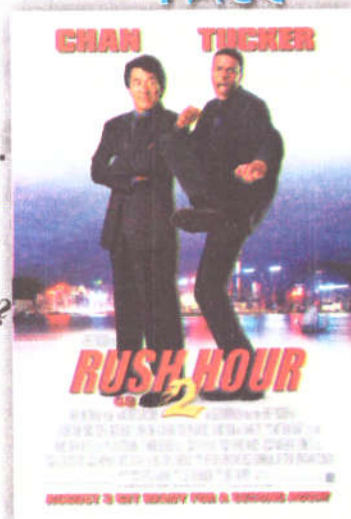
Alison

- 10 Write a letter in answer to Alison's questions. Follow the layout of Alison's letter.



GAME PAGE

1 In a small group, read the opinions. How many stars do you think each person gives the film, *Rush Hour* 2?



- John Chakelton
-
- 22



I love action films.
The action scenes in *Rush Hour 2* are like the older Bruce Lee films, but not as exciting. It's quite shocking when Jackie Chan kills criminals in the movie; he's usually such a gentleman.
The scene when Jackie Chan and Chris Tucker chase murderers in cars is really cool.

Pat Anderson
19



There are good reviews on the Internet about this movie. Excellent entertainment. I think Jackie Chan is great in *Rush Hour 2*, but Chris Tucker is a bit disappointing as a co-star actor, though. The scene, when Carter (Tucker) is on vacation but Lee (Chan) wants to do police work, is very exciting.

Zineb Fihmi
18



It was my brother's idea to go and see the film.

Quite good. Jackie Chan's films are usually terrible, but it was better than I expected. Chris Tucker's nice and I like Roselyn Sanchez. She's a brilliant baddie.

The scene when Carter and Lee escape from prison is absolutely marvellous.

- 3** Work in a small group: on separate pieces of paper write the names of:

- 3 film stars
- 3 known sportsmen/women
- 3 famous singers

then, give stars to each person.

- 4** In a small group, place the stars in the table and discuss why you have chosen the famous person.

[illegible]

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project



Recreational activities

- 1 Read this advert and match the activities with the pictures.

horse-riding	skiing	fishing
boating	climbing	archery
hunting	swimming	martial arts
camping	wildlife viewing	auto touring



WILDAUSTRALIA



WE OFFER MANY RECREATIONAL ACTIVITIES IN THE NATIONAL PARK:



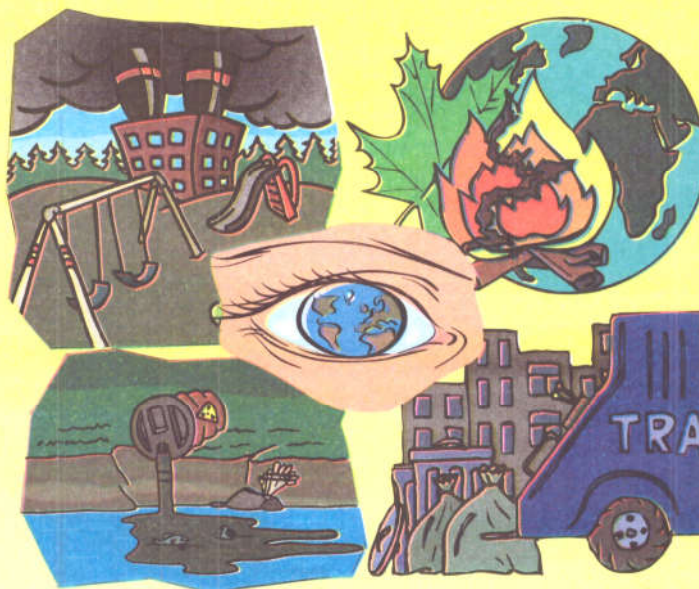
All recreational activities are scheduled for one group. Activities need a small amount of preparation to get started, are non-competitive in nature and everyone must participate. Group counselors supervise recreational activities. The Australian National Park Camp

For a free brochure, e-mail: wildaustalia@aus.gov

- 2 Create a poster about the main recreational activities in your region to attract foreign people.
- 3 Take photos or draw pictures of those activities, then write two or three sentences about each picture. Be ready to present your mini-project to the class.

8

Keep Our Environment Clean



Standards

Communication Interpersonal Conversation

- Obtain and/or provide information in order to take action.

Interpretive Listening:

- Listen and evaluate information.

Reading:

- Use study strategies to comprehend text.

Presentational Speaking:

- Convey a message effectively through verbal and nonverbal communication.

Writing:

- Present ideas coherently.

Cultural

- Demonstrate awareness of appropriate social practices.

Strategic

- Demonstrate awareness of how changes in environment standards influence our country.

Methodological

- Demonstrate research skills.

Competencies

Communication Interpersonal Conversation

- Ask for permission and respond pertinently.

Interpretive Listening:

- Identify relevant and irrelevant details.
- Recognise and reproduce English sounds.

Reading:

- Locate specific information.
- Derive meaning through context.

Presentational Speaking:

- Talk about how to keep the environment clean.

Writing:

- Organise text coherently and cohesively.

Cultural

- Participate in campaigns organised locally to sensitise others about how to keep the environment clean.

Strategic

- Explain the impact of people's neglect of the environment on Morocco's geography and weather.

Methodological

- Use survey instruments to collect information.

Contents

Conversation

- Asking for and responding to permission

Grammar

- Simple past: regular verbs, affirmative/negative/interrogative forms
- Question tags

Vocabulary

- Vocabulary related to environment

Skills

- Reading: *Feeling the Heat*
- Listening: *Tsunami*
Pronunciation: /t/, /d/, /id/
- Speaking: *High Quality Environment*
- Writing: *Paragraph organisation*

Fun page

Song: *Fake Plastic Trees*
by Radiohead

Checkpoint

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point



The Clean Air Campaign



1 Listen and practise.

- Sam** I'd like to help you in your campaign.
- Yasmine** Sure, go ahead.
- Sam** Is it OK if I collect people's contributions?
- Yasmine** No, please don't. What about showing children in that school how heavy traffic causes air pollution?
- Sam** Yeah! I'll go and I'm going to use my bike for the campaign. That'll be more convincing than using a car.
- Yasmine** Yes, I guess so... Oh, I just remembered. Take these posters. They'll help you expose the problem better.
- Sam** Let's see. I wonder if I could hang these posters on the school notice board?
- Yasmine** I'd rather you didn't. Get permission from the headmaster first.
- Sam** All right. Oh! These posters are nice... Ugh! But look! This one may frighten little children.
- Yasmine** Um, no kidding, Sam. Don't show this poster to young kids.
- Sam** Oh, I'm sorry... Is it all right to ask the teachers to give me a hand?
- Yasmine** That goes without saying... OK. Off we go. It's time.



Comprehension check

2 Are these statements true or false?

- | | |
|--|--|
| 1 Sam wants to help in an election campaign. | 3 Sam needs posters. |
| 2 Sam is going to use a motorcycle for his campaign. | 4 Sam is sure that children will like all the posters. |

Is it OK if I give you a hand?

- 3 Fill in this table with the appropriate expressions from the conversation, then add other ones to the lists.

Asking for permission	Responding	
	positively	negatively
I'd like to ...	Sure, go ahead.	

- 4 Complete these exchanges with expressions from the table.

- 1 Child *May I* collect these bottles in this recycling bin?
Mother _____. Don't throw them away.



- 2 Salim _____ keep these old films?
Hans _____. They are made of poisonous substances.



- 3 Tony _____ wear a protection suit to carry this box?
Father _____. It contains hazardous objects.

Role play

- 5 Read these role cards, then ask and answer your partner questions.

Role Card A

You are a new member in *The Clean Air Campaign*. Look at the pictures and ask your partner for permission to take some actions.

Student A: OK if I burn these old CDs?

Student B: Oh, no. Don't do that!

Student A: What's the problem?

Student B: The smoke can pollute the air.

Role Card B
is on page
127.



old CDs



sprays



used batteries



recycled bags

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

1 Read the conversation and fill in this table.

Event	Place	Activities



Alfred Yesterday was "The Green Day" in our school.

Ahmed What do you mean? Was it a special day? What happened?

Alfred Our school organised a campaign to protect the environment and we called it "The Green Day".

Ahmed You didn't have class, did you?

Alfred No, we didn't. We started at 9:00 a.m. and worked hard. We divided into two groups. One group placed four large recycling bins in the school playground for litter, cans, plastic bags and bottles that they collected.

Ahmed Were you with that group?

Alfred No, I wasn't. I was with the other one. We removed all the wild plants, then we planted different types of flowers and trees and we watered them.

Ahmed Did the teachers help?

Alfred Yes, of course they did. They all participated and we all enjoyed it. We didn't finish until 3:00 p.m.

Ahmed Oh, that was a nice experience, wasn't it?

Alfred Yeah, it was marvellous.



2 Circle all the past verbs in the dialogue, then complete this table.

	Affirmative	Negative	Questions	Short answers
Past simple	I worked	I didn't work	Did I work?	Yes, I did / No, I didn't

3 Read the conversation again and write complete answers to these questions.

- 1 Why did the school organise the campaign?
- 2 What time did the students start working?
- 3 Did Alfred participate in the operation?
- 4 How long did the operation last?

4 Put in : *did, didn't, was, wasn't, were, weren't*.

Ahmed _____ you watch Sky News channel last night?

Lucy No, I _____. Why?

Ahmed They showed a documentary about Al Hoceima earthquake.

Lucy Oh! When _____ it occur?

Ahmed It occurred on February 24th, 2004.

Lucy How big _____ it?

Ahmed 6.3 on the Richter scale.

Lucy _____ there many victims?

Ahmed At least 600 people died and more than 400 injured. The earthquake _____ powerful.

Lucy What a pity! _____ foreign countries and agencies offer help to the victims?

Ahmed Yeah. The rescue workers _____ stop their search for the victims until they _____ sure there _____ any other missing people.



5 Look at the pictures and say what happened.



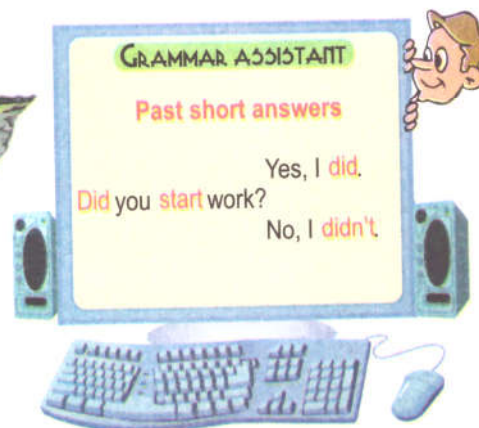
(to pollute)



(to flood)



(to destroy)



Grammar Extension

- 1 These question tags appear in the dialogue on page 94. Study them and complete the table below.

You **didn't have** class, **did you**?

No, we **didn't**.

It **was** a nice experience, **wasn't it**?

Yes, it **was**.

Examples		Expected answers
Affirmative	Buses pollute the air, _____?	_____
	The countryside is clean, _____?	_____
	They are planting flowers, _____?	_____
	You collected the rubbish, _____?	_____
Negative	She doesn't drive to work, _____?	_____
	We shouldn't destroy forests, _____?	_____
	We are building more factories, _____?	_____
	The streets were dirty, _____?	_____

- 2 Complete the dialogue with question-tags and the expected answers.

Mike Tell me, Adil. The excursion to the forest was enjoyable, _____?

Adil _____, but unfortunately, it didn't end well. A fire destroyed dozens of trees.

Mike You didn't panic, _____?

Adil _____. We tried to put the fire out, but we couldn't. So, we called the fire brigade.

Mike The firemen arrived quickly, _____?

Adil _____ and they saved the forest. By the way, we wanted you to come with us. We phoned home but you weren't in, _____?

Mike _____. I was with my grandparents in the countryside.



- 3 You are a journalist. Write the questions (in the form of question tags) that you can ask a person responsible for the protection of the forest.

People throw litter in the forest, don't they?

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point



- 1 Use the words in the box to make collocations, then put them in the appropriate column.

hunt - waste - destroy - animals - throw -
paper - rubbish - energy - use - recycle - plant
- plastic - trees - air - pollute - save - the
planet - protect - recycle - water - kill

Dos

Dont's

Recycle paper

Waste water

- 2 Use some of the words in the box to complete the sentences.

What should we do to save our planet?

- 1 We shouldn't _____ endangered animals.
- 2 Fires _____ millions of trees every year.
- 3 A lot of species will disappear if we don't _____ them.
- 4 To save electricity, we should _____ low-energy light bulbs.
- 5 We should try to produce less _____ by only buying things we need.

- 3 Write appropriate catch phrases for these posters to encourage environment protection.



1



2



3



4



5



6



7

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Reading



1 These questions appear in the text. Read them and tick what the text is going to be about.



- What was the reason for the Earth Summit Convention?
- What are the consequences?
- Are all the countries going to respect it?

- a Governments are spending too much on transport.
- b The earth is facing a global warming crisis.
- c There is a new law about cutting down trees.



During the 1992 "Earth Summit" in Rio de Janeiro, Brazil, about 170 nations, including the U.S., signed a document called "The Framework Convention on Climate Change". The Convention calls on nations to reduce greenhouse gas emissions to 1990 levels by the year 2000. What was the reason for the Earth Summit Convention?

The average temperature of the earth's surface is going to increase by 1.4 to 5.8°C by the year 2100. The principal reason for this phenomenon is a century and a half of industrialization: the burning of greater quantities of oil, gasoline, and coal besides deforestation and other farming activities.

Because of these activities, there are now more and more "greenhouse gases" in the atmosphere, especially carbon dioxide. These gases are pushing the global temperature to very high levels and changing the climate. What are the consequences?

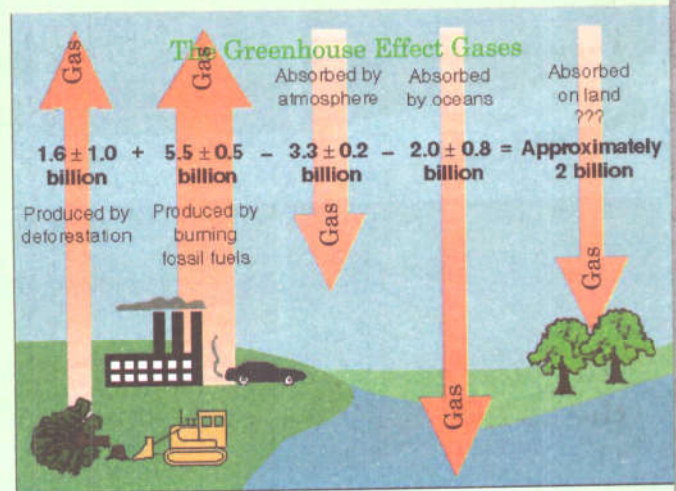
Numerous plant and animal species decline, lose their habitat and are not

Feeling the Heat

expected to survive the next 100 years. Human beings, too, are probably going to face more difficulties like the recent severe storms, floods and droughts.

Higher temperatures cause oceans to rise, and melting glaciers add more water. It is then possible that the sea overflows onto the heavily populated coastlines of countries like Bangladesh.

Global warming is a "modern" problem which concerns the entire world. Trying to find a solution to it is not easy. Ignoring it is worse. The Kyoto Protocol is now taking effect. Are all the countries going to respect it?



2 Write true, false or I don't know.

- 1 The decisions of the convention are obligatory.
- 2 The convention wants the 170 countries to pay more money.
- 3 Industrialization is responsible for pollution.
- 4 Greenhouse gases cause weather changes.
- 5 Animals are not yet affected by the changes in weather.

3 Find in the text words that mean the same as:

- | | |
|----------------------------|----------------------------------|
| 1 to go up (paragraph 2) | 3 to live longer (paragraph 4) |
| 2 not strong (paragraph 4) | 4 to become larger (paragraph 5) |

Listening

4 Read this exchange first, then tick what Dr Farouk is going to do.

Journalist What exactly is a Tsunami?

Dr Farouk It's a huge sea wave. Usually an earthquake is the major cause. Also, undersea volcanoes or coastal landslides can provoke Tsunamis.

Dr Farouk is going to:

- ☐ a- give a lesson about Tsunamis.
- ☐ b- talk about Indonesia.
- ☐ c- talk about the victims of the Asian Tsunami.



5 Listen to the interview and check your answers.

6 Listen to the interview again and write true or false.

- 1 Dr Farouk thinks too many children died.
- 2 The authorities know the exact number of the children killed.
- 3 Many children died because they were near the sea.
- 4 Many families want to adopt the orphans.

Pronunciation

7 Listen and repeat, then listen and tick the sound you hear.

- 1 deposited
- 2 answered
- 3 hoped
- 4 smoked

worked /t/	moved /d/	wanted /id/
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

Speaking

High Quality Environment

8 Fill in this questionnaire, then explain your choices in a small group.

1 How do you rate natural environment in the area where you live? (Tick)

☐ Excellent ☐ Good ☐ Acceptable ☐ Poor

2 Think about where you live. How do these elements affect the quality of your local environment? (Tick)

	Buildings	Street trees	Roads	Litter bins	Green space	Countryside
Improved						
Remained the same						
Deteriorated						
Not applicable						

3. Why do people in your region use bicycles? (Tick)

☐ To travel to/from work, school or university. ☐ To go shopping ☐ To visit friends or relatives. ☐ For recreation

Writing

9 Put the sentences below in the right order to form two paragraphs, then answer this question:

How does Hamza develop each paragraph?

- 1 Because the streets are crowded, there are many car accidents.
- 2 I live in Cairo.
- 3 There are too many cars and buses;
- 4 But it is a very crowded city.
- 5 There is also a lot of noise and dust.
- 6 Many children suffer from asthma.
- 7 It's a beautiful city, with lots of monuments and interesting places.
- 8 There is also a lot of noise and dust.
- 9 Many people work during the day, so the air is really polluted.
- 10 So, many people get killed or injured.

- 1 Parks and gardens help a city become clean.
- 2 So, what is the solution?
- 3 So we need to create more green spaces,
- 4 and not enough on parks and gardens
- 5 and limit the amount of poisonous gases.
- 6 The best solution is to limit the number of cars and buses.
- 7 I think we also need stricter laws so that the cars are cleaner and do not pollute the environment.
- 8 The authorities spend too much money on buildings.

10 Look at Hamza's model and write a letter to your school magazine about an environmental problem in your area.

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Song



A

And if I could be _(1)_ you wanted
If I could be who you wanted,
All the time, all the _(2)_, obbb... obbb...

B

She _(3)_ with a broken man
A cracked polystyrene man
Who just crumbles and burns.
He used to do _(4)_
For girls in the eighties
But gravity _(5)_ wins.
And it wears him out, it wears him out
It wears him out, it _(6)_ him out.

C

She looks like the real thing
She tastes _(7)_ the real thing
My fake plastic love.
But I can't help the feeling
I could blow _(8)_ the ceiling
If I just turn and run
And it wears me out, it wears me out
It wears me out, it wears me out.

D

Her green plastic _(9)_ can
For her fake Chinese rubber plant
In fake plastic earth.
That she bought from a _(10)_ man
In a town full of rubber plants.
Just to get rid of itself.
And it wears me out, it wears me out
It wears me out, it wears me out.

1

Listen to the song and reorder the verses.

2

Listen again and write the words for the following phonetic transcriptions.

1. /wɒntɪd/ _____
2. /pɒli'staɪn/ _____
3. /weəz/ _____
4. /feɪk/ _____
5. /'sɪ:lɪŋ/ _____
6. /'rʌbəl/ _____

3

Listen and complete the song.

4

Listen and circle the words or phrases that describe man-made things.

Green plastic trees

5

Which of these phrases best describes the main theme of the song? Why?

- a Artificial trees
- b Artificial houses
- c Artificial environment
- d Artificial men

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point



1 What do these sentences express?

- 1 We often watch football on TV.
- 2 Diana? She's cooking lunch.
- 3 How's your stomach now?
- 4 Pelé's father lived in Brazil.
- 5 You'd better book your ticket now.
- 6 Is it OK if I phone you tonight?
- 7 You're right. Fast food isn't delicious.
- 8 I'd rather you didn't open your books.

2 Write the verbs between brackets in the correct tense.

I (**talk**) to an African student at a party last year. He said he (**be**) from Mali and he (**be**) a student at Mohammedia Engineering School. He (**start**) school when he (**be**) five and he (**learn**) French and English. He (**study**) in a high school in Bamako before he (**move**) to Rabat to study engineering.

3 Ask the questions to which the underlined words are the answers.

Example:

Leila was at school.

Answer: **Where** was Leila?

- 1 Samir goes to the dentist once every six months.
- 2 Yes, I was tired yesterday.
- 3 We usually drink tea for breakfast.
- 4 Amina travelled by train.
- 5 Sarah stopped dancing because she was ill.
- 6 James and Jenny hope to become doctors.
- 7 No, I don't drive.
- 8 Yes, Dina works on Saturdays.
- 9 It takes four hours to get to Marrakech.
- 10 I received two letters from the bank.

4 Write the appropriate question tag.

- 1 You weren't absent, _____?
- 2 It's very cold, _____?
- 3 She is cooking dinner, _____?
- 4 They collected the garbage, _____?
- 5 You didn't see the accident, _____?

5 In which sport do we:

- | | |
|----------------|---------------------|
| 1 need waves? | 5 wear a swimsuit? |
| 2 use a horse? | 6 need strong arms? |
| 3 use a bike? | 7 need gloves? |
| 4 catch fish? | 8 use skates? |

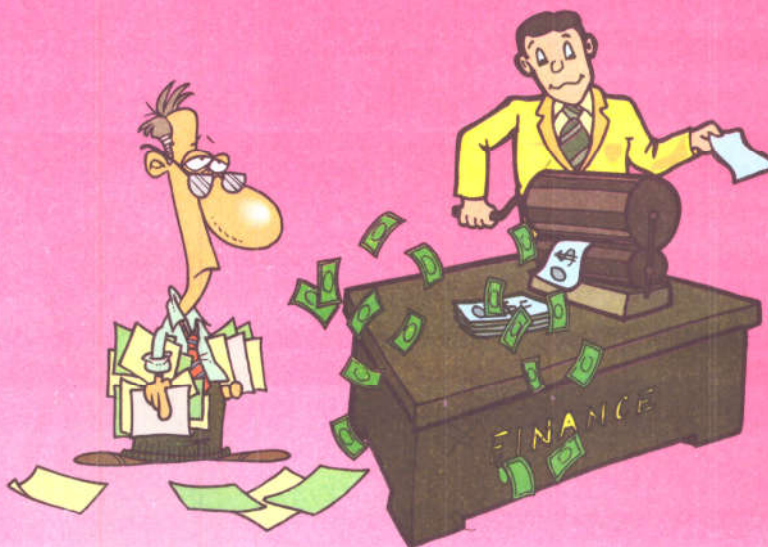
6 Complete the sentences with the adequate words/phrases.

average temperature	sign a document
global warming	face difficulties
greenhouse gases	deforestation

- 1 Governments are trying to find alternatives to _____.
- 2 I must _____ a _____ because I'm asking for a visa.
- 3 The _____ of our body is 37°C.
- 4 The Amazon Forest is in danger because of _____.
- 5 Because of so many cars and factories, the planet suffers from _____.
- 6 Many countries are going to _____ because of the earth rising temperatures.

9

The World of Money



Standards

Communication Interpersonal Conversation

- Engage in oral exchanges to provide and obtain information.

Interpretive Listening:

- Understand and interpret spoken language effectively.

Reading:

- Identify and apply knowledge of elements of a text.
- Acquire and use new vocabulary.

Presentational Speaking:

- Prepare and defend ideas.

Writing:

- Present a personal experience in writing.

Cultural

- Understand how modern influences from other cultures and societies shape one's views of the world.

Strategic

- Compare objects and symbols belonging to one's country with those in other countries.

Methodological

- Use reference tools adequately.

Competencies

Communication Interpersonal Conversation

- Express ideas about one's abilities.

Interpretive Listening:

- Extract specific information.
- Recognise and reproduce English sounds.

Reading:

- Identify general information.
- Derive meaning through context.

Presentational Speaking:

- Take part in debates about topics related to the world of money.

Writing:

- Write a story.

Cultural

- Discuss how successful business positively affects cultural and social life.

Strategic

- Compare currencies, money institutions and businesses in other countries and in Morocco.

Methodological

- Use a dictionary effectively and efficiently.

Contents

Conversation

Job interview

- Expressing ability / positive and negative responses

Grammar

- The past simple: Irregular verbs
- The superlative with short and long adjectives

Vocabulary

- Vocabulary related to economy

Skills

- Reading: *What's a Bank?*
- Listening: *Where would he like to work?*
- Pronunciation: /e/; /ei/
- Speaking: Debate
- Writing: Story writing

Fun page

Song: *Taking Care of Business*
by Bachman Turner
Override

Mini-project

- How Money Travels

Conversation



Grammar

Vocabulary

Skills

Fun page

Mini-project

Job interview

1 Listen and practise.



Interviewer So, why do you want to be a computer programmer?

Samantha Well, I don't like working in a fast food restaurant, and I want to make more money.

Interviewer I see. Can you work on a PC and a Mac?

Samantha Yes, I can. I've had some training on both types of computers.

Interviewer How well do you work on new programs?

Samantha Well... I'm pretty good, I guess. I'm a fast learner.

Interviewer That's good. And how good are you at finishing work quickly?

Samantha Let's see... Pretty good. I work well under pressure, especially when there is a deadline.

Interviewer Excellent! And why do you want to work for our company?

Samantha Um... I'm impressed by the quality of your computer programmes. I think I can put into practice what I've learned at the Information Technology Institute.

Interviewer When can you begin work if ...?

Samantha Immediately! I can start right now.

Interviewer But ...

Samantha Sorry. May I ask a question?

Interviewer Please, go ahead.

Samantha Am I able to get this job as a computer programmer?

Interviewer Umm, err, ahh....

Comprehension check

2 Read the statements and write true, false or I don't know.

1 Samantha wants to be a cook.

3 She studied computer programming.

2 Samantha likes the company computers.

4 The interviewer accepted Samantha

Can you work on a PC and a Mac?

- 3 Fill in this table with the appropriate expressions from the conversation, then add other ones to the lists.

Asking about ability	Responses	
	Positive	Negative
Can you...	Yes, I can.	

- 4 Complete these exchanges with expressions from the table.

Interviewer We really need a person who can do kitchen work.

Ron _____.
I want to work at the reception desk.

Interviewer Oh, I'm sorry.



You I have a problem with my computer.
_____?

John _____. I'm a computer programmer.

You I'm lucky, then.

You I want to buy a car. Can you lend me some money?

Mrs Smith Yes, of course... But _____?

You _____. I got my driving licence last month.



Play the game

- 5 Read the notes and ask your partner about his/her ability to do the tasks.

Student A: I want to work in a bank.

Student B: Really! How good are you at statistics?

Student A: Not bad.

- 1 working in a bank
- 2 designing a computer programme
- 3 saving 10 000 Dh in 3 months
- 4 borrowing money from a bank
- 5 lending a lot of money to a friend

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project



1 Read the conversation and write true or false.

- 1 The crisis started in the late twenties.
- 2 People didn't lose their jobs.
- 3 People couldn't face the situation .
- 4 The world economy depended on the US economy.

2 Underline all the past verb forms in the conversation.

Sara What was the most important economic event of the Twentieth Century?

Leila The Great Depression.

Nora Where did it begin?

Leila It began in the USA in October, 1929. Big companies saw their sales drop by 50%. So, thousands of workers lost their jobs. Small farmers left their land and went to the city to look for jobs.

Nora Did the crisis affect Morocco?

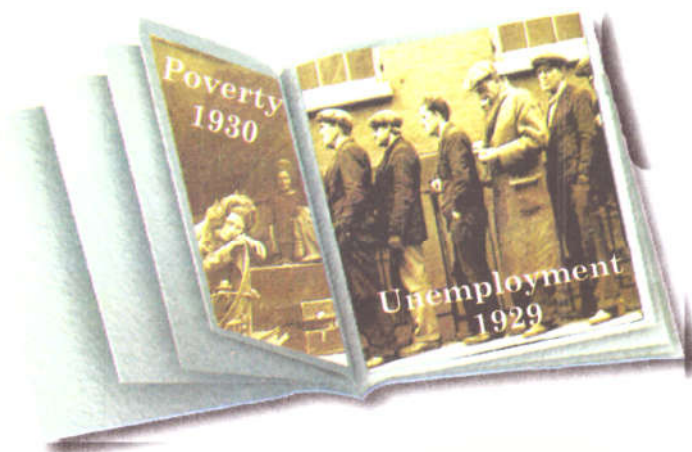
Leila Of course it did. It spread worldwide and about thirty million workers throughout the world lost their jobs. Unemployment reached its highest point ever and became the most serious problem.

Sara But, how could a crisis in the US reach other countries?

Leila Well, I can't explain that. It's very complex. All I can say is that the US economy was the strongest in the world and the US had trade relations with the countries worldwide and, er... So...

Nora Ah, yes. I can see now the impact the American economy had on the world. Did the crisis last long ?

Leila Sure. It took the economy several years to make a full recovery.



- 3 Look at the verb forms you underlined and find the past simple of these irregular verbs.

Infinitive	Past simple	Infinitive	Past simple
become	_____	leave	_____
begin	_____	lose	_____
fall	_____	see	_____
go	_____	spread	_____
have	_____	take	_____

- 4 Put the verbs between brackets in the past tense.

James Kenwood, the Director of a British company, arrived on a business visit to the branch in Casablanca. He is calling his wife in London.

James Hello, dear. I (**keep**) ① _____ calling you last night when I arrived, but the line was bad. How are you?

Anna Fine, thanks. (**you, have**) ② _____ a good journey?

James It (**be**) ③ _____ OK.

Anna (**you, find**) ④ _____ your hotel easily?

James Oh, yes. I (**take**) ⑤ _____ a taxi from the airport. I (**get**) ⑥ _____ to the hotel at 6:30 and (**have**) a rest then (**go**) ⑦ _____ sightseeing in the Medina nearby. I (**buy**) ⑧ _____ some lovely presents for you.

Anna Thanks, dear. And where (**you, have**) ⑨ _____ dinner?

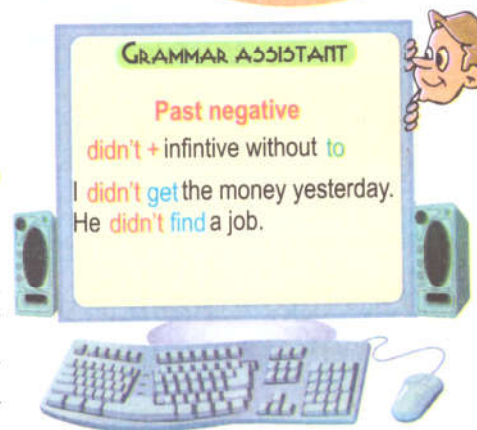
James In a restaurant in the Medina. I (**eat**) ⑩ _____ tagine and ...

Anna Sorry, dear. I must hang up now. Have a nice time. Bye.

- 5 Ask your partner questions to complete James Kenwood's biography. This is Student A's text.

James Kenwood was born in (**when?**) _____ in Oxford, but he grew up in (**where?**) _____. He had three brothers and (**how many?**) _____ sisters. His father bought him a computer on (**when?**) _____. He received his early education in London, then in (**when?**) _____ he went to Harvard University (**Why?**) _____. In 1990, he got (**what?**) _____ and won the first prize in a national contest on computer programming. He spent (**how long?**) _____ as a programmer with IBM. There, he met Anna Burger and they got married in (**when?**) _____. Three months after their marriage, they flew to (**where?**) _____ and set up their own business.

Student B text is on page 128.



Grammar Extension

- 1 Read the conversation on page 106 again and complete the table with the correct form of the adjectives.

Adjective	Comparative	Superlative
strong	stronger	the strongest
important	_____	_____
serious	_____	_____
high	_____	_____

- 2 Write the correct form of the adjectives.

I'm writing from Casablanca where I arrived three days ago on a business trip. It's (large) city in Morocco. It's also (important) industrial and commercial area in the country. It has some of (good) hotels and (attractive) places in Morocco.

James Kenwood

large _____
important _____
good _____
attractive _____

- 3 Circle the best answers and discuss them in a small group.

THE SUPERLATIVE QUIZ

- Which country has the largest population?
Canada India China the USA
- What is the largest company in the world?
General Motors IBM EXXon Sony
- Who is the richest man in the world?
Ronaldo Bill Gates Carl Lewis Michael Jackson
- What is the highest mountain in Morocco?
Ayachi Toubkal Michlifen Saghro
- When and where did the most devastating earthquake in Morocco happen?
Place Al Hoceima Fes Agadir Oujda
Year 1960 1973 2004 1999

- 4 Get into a small group and write another superlative quiz to ask the other groups. Which group is the winner?

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

- 1 Fill in this diagram with words associated with **ECONOMY**.



- 2 Look at these dictionary entries and match the words with their opposites.

benefit /'benɪfɪt/ *n* gain: *The benefits of the film will cover its high cost.*

consume /kən'sju:m/ *v* to eat or drink: *These days people consume more fish than before.*

earn /ɜ:n/ *v* to receive money for the work that you do: *Talal doesn't earn much money from his job, so he does extra work.*

employ /ɪm'plɔɪ/ *v* to pay someone regularly to do a job: *The IBM company manager employed Salim as a computer programmer.*

import /ɪm'pɔ:t/ *v* to buy a product from another country and bring it to your country: *Morocco imports oil from Saudi Arabia.*

increase /ɪn'kri:s/ *v* to become larger in amount or number: *The prices of goods are increasing year after year.*

- ☐ dismiss
- ☐ loss
- ☐ export
- ☐ decrease
- ☐ produce
- ☐ spend

- 3 These verbs can be used with the word **MONEY**. Use a dictionary to find their meaning, then complete the sentences below.

invest	lose	waste	lend	pay
steal	save	inherit	win	make
spend	borrow	earn	cost	

- Peter is an accountant in a big firm. He _____ £6000 a month.
- John is going to _____ a fortune from his father when he dies.
- _____ some money for a rainy day. "_____ not, want not" as the saying goes.
- Book your ticket early and _____ £10.
- My uncle may _____ 700.000 Dh in the lottery if he is very lucky.
- The government is encouraging people to _____ in the private sector.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Reading

1 In a small group, answer the title question: *What's a Bank?*

2 Match the ideas with the paragraphs.

- ☐ a We put in or take out money from our accounts.
- ☐ b Banks are necessary for all countries.
- ☐ c Banks are successful because we have confidence in the system.
- ☐ d People put their money in banks for different reasons.



What's a Bank?



Why do we feel better about having our money in a bank than we do having it under a mattress? Is it just because they pay interest on some of our accounts? Is it because we know that if we have the cash in our pockets, we'll spend it? Or, is it simply because we prefer to write checks and use credit cards rather than carry cash? Any and all of these may be the answer. Now, we don't even have to write a check; we can just present a credit card or, in some countries, click the "pay" button on the bank's Web site.



Banks are useful to our economy. The first function of banks is to make money "move" by lending it to others who can then use it to buy homes, businesses, send kids to college and do other things.



When you deposit your money in the bank, your money goes into a big pool along with everyone else's, and your account is credited with the amount of your deposit. When you write checks or make withdrawals, that amount is deducted from your account balance. The interest you earn on your balance is also added to your account.



Banking is all about trust. We trust the bank because it will have our money for us when we go to get it. Besides, it will honour the checks we write to pay our bills. The thing that's hard to grasp is while people are putting money into the bank every day, the bank is lending that same money and more to other people every day. That's a little scary. But if you go to the bank and demand your money, you'll get it. However, if everyone goes to the bank at the same time and demands their money, there might be a problem.

3 Pick out from the text expressions which show that:

- 1 Some people keep their money at home.
- 2 People can make payments through the Internet.
- 3 People pay for their children's education.
- 4 Banks lend more money than they get from you and me.

4 Find in the text words/expressions that mean the same as:

- 1 use our hands to write
- 2 supplemented
- 3 take money out of the account
- 4 difficult to understand

Listening



Where would he like to work?

5 Listen and tick the correct answer.

1 What does Paul want to be?

- ☐ a) A diplomat
☐ b) A doctor
☐ c) A dentist

2 What does he want a Master's degree in?

- ☐ a) Economics
☐ b) Law
☐ c) International Relations

3 How long does diplomatic school last?

- ☐ a) 2 years
☐ b) 3 years
☐ c) 4 years

4 What was his dream job as a child?

- ☐ a) A fireman
☐ b) A doctor
☐ c) He didn't have one

Pronunciation

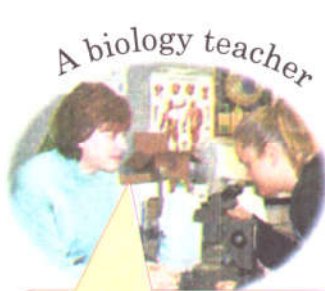
6 Listen and repeat, then listen and tick the sound you hear.

	1. ever	2. take	3. metal	4. belt	5. lady
egg /e/					
lake /ei/					

Speaking



- 7** *The authorities decided to build a very big supermarket in an empty area, but not everybody is happy about the project.*
 In a small group, choose one of the people's positions below, then prepare good arguments to defend it.



THE SUPERMARKET IS GOING TO BE BUILT ON THE HILL WHERE A RARE BIRD LIVES.



FANTASTIC! NEW JOBS, MORE OPPORTUNITIES!



SHOPPING IS GOING TO BE EASY! MORE CHOICE, BETTER PRICES.



SUPERMARKETS ATTRACT YOUNG PEOPLE WHO WANT TO HAVE A CAREER.

Writing

THE STORY OF MCDONALD'S

- 8 Read these two paragraphs and decide which one is well-written. Give reasons for your choice.

1 Once upon a time, there was a businessman. The man's name was Kroc. The man discovered a restaurant. The restaurant was owned by two brothers. The restaurant served only four things. The restaurant served hamburgers, French fries, milk shakes and coca cola. The restaurant was clean. The restaurant was inexpensive. The service was quick. Mr Kroc liked it very much. He paid the brothers. He wanted to use their idea. He wanted to use their name. Their name was McDonald.

2 Once upon a time, a businessman named Ray Kroc discovered a restaurant owned by two brothers. The restaurant served just four things: hamburgers, French fries, milk shakes and Coca-Cola. But it was clean, cheap and the service was quick. Mr Kroc liked it so much that he paid the brothers in order to use their idea and their name: McDonald.

- 9 Rewrite this paragraph correctly.

Mr Kroc opened his first McDonald's in 1955. He had one secret. Beef, big business and fast service were his secret. Four years later, there were 100 of McDonald's restaurants. Americans liked success. Kroc knew that. He put signs. The signs said how many millions of McDonald's hamburgers people bought. The number was one hundred million. The number was one hundred million in just four years. Now, there are more than 13,000 McDonald's restaurants. There are restaurants in Dallas. There are restaurants in Paris. There are restaurants in Moscow. There are restaurants in Beijing.

- 10 Do you know somebody in your city, town, village or neighbourhood who has become successful? Write a two paragraph story about how s/he became successful.

Conversation

Grammar

Vocabulary

Skills

Fun page

Mini-project

Song

Taking Care
of BusinessBachman
Turner
OverdriveRANDY MURRAY
FRED TURNER
ROBIN BACHMAN
BLAIR THORNTON.

You get up every ___(1)___
 From your 'larm clock's warning
 Take the 8:15 into the ___(2)___
 There's a whistle up above
 And people pushin', ___(3)___ shovin'
 And the girls who always ___(4)___ pretty
 And if your train's on time
 You can get to ___(5)___ by nine
 And start your slaving ___(6)___ to get your pay
 If you ever ___(7)___ annoyed
 Look at me I'm self-employed
 I love to work at nothing all ___(8)___
 And I'll be

Taking care of business (every day)
 Taking care of business (every way)
 I've been taking care of business (it's all mine)
 Taking care of business and working overtime
 Work out

- a And we're all self-employed
- b You could be a musician
- c It's the work that we avoid
- d Chances are you'll go far
- e If you get in with the right bunch of fellows
- f People see you having fun
- g Just a-lying in the sun
- h Tell them that you like it this way
- i If it were easy as fishin'
- j And we be
- k We love to work at nothing all day
- l If you could make sounds loud or mellow
- m Get a second-hand guitar.

- 1 Read the first verse of the song and fill in the gaps.
- 2 Listen to the first verse and check your answers.
- 3 Listen to verse three and put the lines (a-m) in the correct order.
- 4 Read verse one and rewrite it like a story. Begin like this:



Yesterday, the singer ...

- 5 Answer these questions about the song.

- 1 What is the singer dissatisfied with?
- 2 What does he want to do instead?
- 3 What lesson can you learn from the song?

Conversation

Grammar

Vocabulary

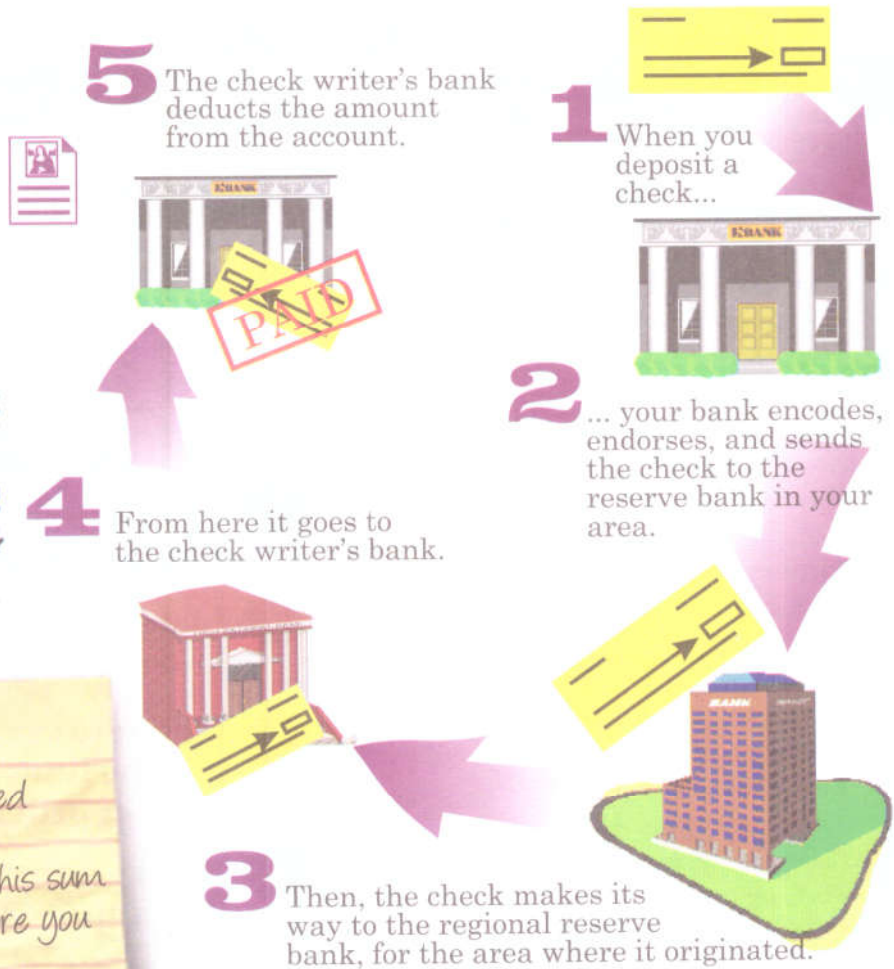
Skills

Fun page

Mini-project

How Money Travels

- 1 This diagram shows how a check travels. Circle the key words that describe different operations.



You opened a bank account and deposited a sum of money. Explain the circuit this sum of money takes before you get it back.

- 2 Draw a diagram to show the route the sum of money takes.
- 3 Write one or two sentences to explain each step.
- 4 Draw or stick in pictures to illustrate each step.
- 5 Compare your diagram with those of your classmates.

10

New Technologies



Standards

Communication Interpersonal Conversation

- Obtain and/or provide information.

Interpretive Listening:

- Understand and interpret spoken language effectively.

Reading:

- Employ strategies to comprehend text.

Presentational Speaking:

- Give and defend arguments.

Writing:

- Present ideas in an appropriate way.

Cultural

- Demonstrate awareness of contemporary influences on our society.

Strategic

- Demonstrate awareness of the usefulness of modern technology.

Methodological

- Use technology tools to enhance learning, to increase productivity and creativity

Competencies

Communication Interpersonal Conversation

- Communicate ideas about one's possibilities.

Interpretive Listening:

- Listen for details.
- Infer content from verbal communication.

Reading:

- Recognise specific information.
- Distinguish between explicitly and implicitly stated information.

Presentational Speaking:

- Participate in informal debates about topics related to technology.

Writing:

- Write related paragraphs on the same topic.

Cultural

- Understand and value the importance of new technologies.

Strategic

- Manipulate technological tools efficiently to contribute to the development of the country.

Methodological

- Show evidence of organising learning efficiently using modern technology.

Contents

Conversation

- *Birthday Card Maker*
- Expressing possibility

Grammar

- The present perfect tense, affirmative/ negative/ interrogative forms: *already, yet, ever, never*

Vocabulary

- Vocabulary related to science and technology:
Computer vocabulary
Computer uses

Skills

- Reading: *Big Changes in Technology*
- Listening: *Girls & Computers*
- Speaking: *Are you for or against the Internet?*
- Writing: Paragraph writing

Fun page

- Games: *Wacky Words*
Cartoons

Checkpoint

Conversation

Grammar

Vocabulary

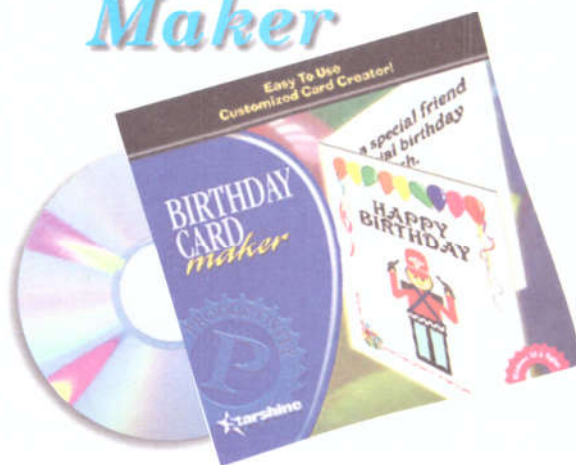
Skills

Fun page

Check-point



Birthday Card Maker



Kyle I want to make a birthday card for uncle John. Will you help me?

Dad Sure, I guess we'll make it with Make-A-Card Software program. Let's go and buy it.

Kyle Will you buy this greeting card program from the manufacturer?

Dad Well, I may buy it directly from the manufacturer, but may be we'll get it from a retailer, meaning a store or a Web site that sells legal software.

Kyle Why don't I just download a copy of the program from the Internet?

Dad That's stealing someone else's property. It's illegal. It's also not safe because you could download a virus or the product might not work correctly.

Kyle Well, I could copy the program from my friend, Peter.

Dad That's illegal, too. When you buy a software program, it comes with a licensing agreement that usually permits you to install the program on your own machine. The creator owns the copyright to the software.

Kyle So, couldn't I just make a copy of the greeting card program?

Dad No, that's stealing again. Taking someone else's work and saying it's your own is illegal and just plain wrong. Hey, let's go and buy the program so we can make that birthday card.



Comprehension check

1

Listen and answer these questions.



- 1 What does Kyle want to do?
- 2 How can he do that?
- 3 How can Kyle get the program?
- 4 Why can't Kyle copy the program?

You could download a virus

- 2 Fill in this table with expressions of possibility and add other ones to the list.

Expressing possibility

I guess we'll ...

- 3 Listen to your partner's clues, then guess what he/she has in mind. Use the expressions from the table above.

Example:

It's got a numerical keyboard and you use it in school.

Student A: I'm thinking of something that's got a numerical keyboard and you need it in school. What *could* it be?

Student B: It *may be* a mobile phone.

Student A: No, think of something else.

Student B: *Perhaps*, it's a calculator.

Student A: Right. It's a calculator; I use it in maths.

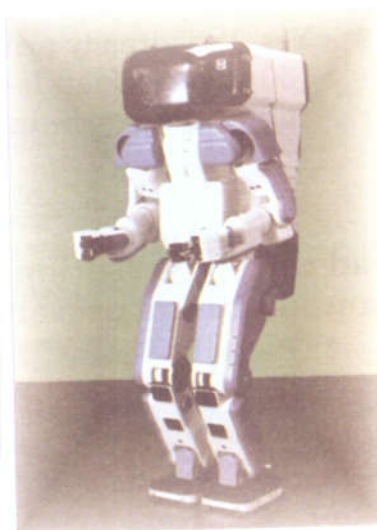


- 1 It replaces classical letters.
- 2 It looks like a plate and you find at least one on the roof of each building.
- 3 It has the same name as a small animal and helps you to surf on the Internet.
- 4 It may take the place of people in the future.

- 4 In a small group, read this advertisement and discuss the tasks this robot can perform.

ROBOT HOUSEWORK MANAGER

- does all types of housework
- works on a computer
- teaches kids
- repairs small broken objects



Conversation

Grammar



Vocabulary

Skills

Fun page

Check-point

1 Read the conversation and write true or false.

- 1 Sonya has already used the printer.
- 2 Carla hasn't used the fax function yet.
- 3 Carla has bought the printer from a supermarket.



Sonya Have you bought a new printer, Carla?

Carla Yes, Sonya. Look... Have you seen this brand before?

Sonya Yes, I have. I saw one at the exhibition last Tuesday. I haven't used it yet, but it looks nice. Is it worth buying?

Carla Sure. It's multipurpose. You can print, copy, scan, e-mail or fax simultaneously. It's for small businesses and home offices.

Sonya Sounds interesting! Can it do book printing?

Carla Yes, I've already printed a 150 page booklet. It does high quality printing and copying.

Sonya And how fast is it?

Carla It's much faster than the one I had before. It prints 26 pages per minute.

Sonya Have you tried all the functions?

Carla No, I haven't tried the fax yet, but my brother has.

Sonya I think I'll get one, but I won't pay cash. By the way, where did you buy it?

Carla At a small street market near the Royal Cinema. Have you ever been there?

Sonya No, I've never been there before.

Carla Will you come with me tomorrow morning?

Sonya Sure.

2 Read the conversation again and complete the table. Find more examples of the present perfect tense.

The present perfect

Affirmative

I 've / have used / seen
He/she/it 's / has used / seen
We/you/they 've / have used / seen

Negative

I _____
He/she/it _____
We/you/they _____

Questions	Short answers
Have I seen/used...?	Yes, I have. No, I _____.
Has he/she/it seen/used...?	Yes, he/she/it _____. No, he/she/it _____.
Have we/you/they seen/used...?	Yes, we/you/they _____. No, we/you/they _____.

3 Place the sentences [A, B, C, D] on this time line.

- [A] I **have bought** my printer.
 [B] I'm **going to** print out my project.
 [C] I **bought** a printer.
 [D] I'm **typing** my project.

Present

4 Circle the correct word.

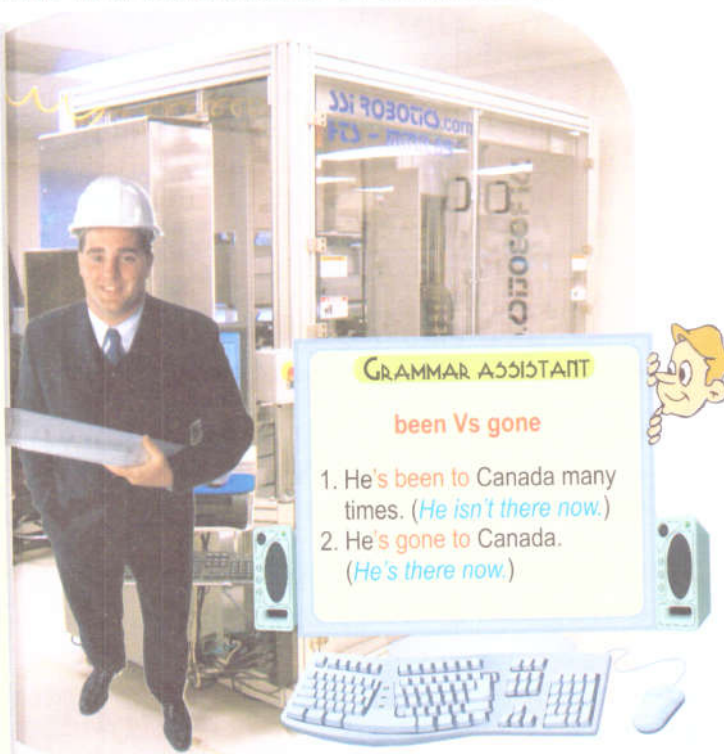
- Doctors haven't found a cure for AIDS **never** / **yet**.
- The engineers have **already** / **yet** started their project.
- The invention has **ever** / **already** had an impact on people's lives.
- This robot has **never** / **ever** disobeyed orders.
- Has the manager **never** / **ever** been to England before?

5 Read the list below and write down the things Jamal has / hasn't done.

*Jamal is a Moroccan engineer who works for an English firm.
 He is now in London on a work visit to a robot factory.*

Things to do

- ✓ talk about the latest inventions
- conduct a workshop
- lecture about robotics
- ✓ give a presentation
- visit the factory
- see Big Ben
- give a press conference
- buy local souvenirs
- change money in the bank
- ✓ meet English friends
- have dinner with the sales manager
- send faxes
- phone his family
- ✓ have a walk in Hyde Park



Grammar Extension

- 1 Look at the examples in the dialogue on page 118, then complete the tables.

Future simple

Affirmative		Negative	
Full forms	Short forms	Full forms	Short forms
I will buy	I 'll buy	I will not pay	I won't pay
He/she/it _____	He/she/it _____	_____	_____
We/you/they _____	We/you/they _____	_____	_____

Questions	Short answers
Will I _____	Yes, I will. No, I won't.
Will you come?	_____

- 2 Choose one verb from the list and put it in the future to complete the dialogue. (Make the necessary changes)

control develop have commute work
change supervise be e-mail invade

Laura Technology has developed quickly over the past few years, hasn't it?

Sara Yes, it has. And it (1) even more rapidly in the years to come.

Laura Sure. High-tech gadgets and machines (2) our lives. The article I'm reading says companies (3) the traditional way of working and people (4) to their offices.

Sara Really! And how and where (5) they (5)?

Laura From home. That's called 'telecommuting'.

Sara And who (6) them? Employers (7) their employees.

Laura They needn't control them. Employees (8) their daily reports on the Internet.

Sara That's really revolutionary! But people (9) much contact with their colleagues, will they?

Laura No, they won't. And that (10) one of the disadvantages of technology.



- 3 Ask and answer your partner questions about life in the future.

Student A: Will robots be able to ...?

Student B: What will robots be able to do?

drive cars
diagnose diseases
prescribe the appropriate medicine
perform surgical operations
cook your lunch
etc.



Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

COMPUTER VOCABULARY**1** Name these objects and explain how you can use each item.**COMPUTER USES****2** Place these uses for computers in the appropriate column.

send messages
communicate with people
store information
prepare lists
make worksheets

do statistics
collect information
download programs
play music
make record sheets

pay clients
calculate budget
make time-tables
share information
type texts

At home	At school	In a bank

3 Make sentences with words in the columns, then compare them with a partner.*Computer uses**At home, I use my computer to send my friends messages.**At school, the secretaries use computers to prepare lists for different classes.**In a bank, the cashier checks information on a computer to pay the clients.*

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

Reading 

1 In a small group, read the title and list the changes in technology.

2 Read the text and check your guesses.

Big Changes In TECHNOLOGY

The new century will bring big changes in communication. Cell phones may become smaller and smaller. Even now, videophones let you see the person you are talking to. Tiny hand size computers may become very popular. The Internet and e-mail will be everywhere.

Also in the near future, small wireless boxes will probably be able to pick up information from satellites. In 5 years' time, computers may not need to be connected through wires. In 20 years' time, you may only need to think about something and the computer will do it. This will be good for remote rural areas and countries that don't have telephone lines or electricity.

If people use e-mail and the Internet more, it could make them better readers and writers. The reason for communication is to make people understand each other better. Is technology going to make that easier?

Some day, everything may be



connected to the Internet. Your refrigerator will add milk to your Internet grocery list when the date on the carton has expired. Light bulbs will be ordered before they burn out.

It's fun to try to guess the future. But predictions are usually wrong. The one thing we know for sure is that we can't imagine how technology will change.

3 Pick out all the communication devices from paragraph 1.

1 cell phones

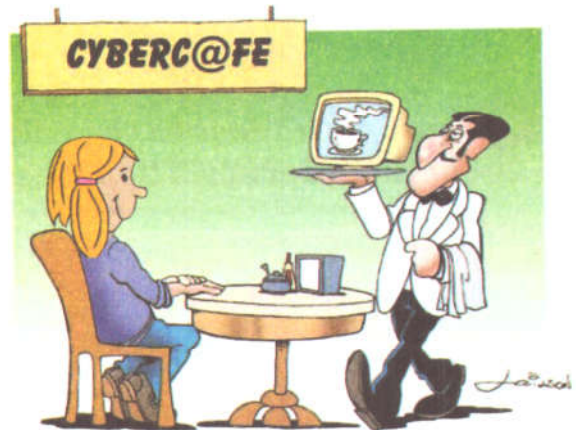
2 _____

3 _____

4 _____

3 Read the text again and choose the best answer.

- 1 In the near future, computers will:
 - a- become more expensive.
 - b- become like small boxes.
 - c- not need cables.
- 2 E-mail and the Internet will help people to:
 - a- sit for exams.
 - b- read and write very often.
 - c- teach their children through the Internet.
- 3 According to the writer, e-mail and the Internet will:
 - a- communicate directly with the grocer.
 - b- help people organise their shopping.
 - c- probably damage light bulbs.
- 4 Some areas of the world do not benefit from new technology because:
 - a- they do not have electricity.
 - b- they do not understand it.
 - c- they are against new devices.



4 In a small group, discuss the most interesting changes in technology and give reasons.

Listening

5 Listen to the whole conversation, then tick the correct answer.

- 1 In this classroom:
 - a only boys use computers.
 - b there are no computers.
 - c only the teacher uses the computer.
 - d both boys and girls use the computer.
- 2 According to this conversation:
 - a too many boys choose to study computer science.
 - b there are some girls who choose to study computer science.
 - c there are not enough classes for girls to study computer science.
 - d girls do not like to show their feelings.
- 3 Ian Morrow wants to know:
 - a how many girls use computers in the classroom.
 - b what kind of computers the girls use.
 - c why girls are not comfortable with computers.
 - d what the teacher thinks of the computer programme.
- 4 Purple Moon is:
 - a the name of a computer science teacher.
 - b the school name.
 - c the title of a film that the teacher saw.
 - d the name of a business.

**GIRLS
&
COMPUTERS**

Speaking

Are you for or against the Internet?

- 6 List your ideas in the column **FOR** or the column **AGAINST** the use of the Internet. Then, be ready to present your ideas to the class.

The internet will change our lives in every aspect.

- The Internet has already changed the way we communicate.

The internet will not change everything in our lives.

- The only real interaction between people must be face to face and not virtual.

Writing

- 7 These ideas can be used to write a coherent paragraph. Read the paragraph and say how it is different from the notes.

Notes

- Cell phones have become a necessity.
- People want to keep in touch with family.
- Keep in touch with associates.
- Today, cell phones: very advanced.
- Different uses.
- Receive and make calls.
- Pictures, calculator, alarm clock.

Cell phones have become a necessity for many people throughout the world today. Mobile phones allow people to keep in touch with their family, friends or job associates anytime and anywhere. Today, mobile phones have become very technically advanced. In addition to receiving and placing calls, we can take pictures, make some calculations, or use the phone as an alarm clock.

- 8 Use these ideas to write one paragraph, then make your own notes about the advantages of mobile phones to develop paragraph two.

- Before, cell phones were big and heavy.
- They were very expensive.
- Reception was a problem.
- Only used in certain places.
- There were limited options.

Useful words

to begin with
besides
but
for example

because of
that is why
in short
in my opinion

Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

GAME PAGE



1 Write down words associated with technology in the box below.

2 Exchange your note book with a partner and use **all the words** to write a story, then compare it with that of your partner.

4 Nouns

1 Body Part

1 Verb ending in "--ing"

2 Plural Nouns

1 Geographical location

3 Adjectives

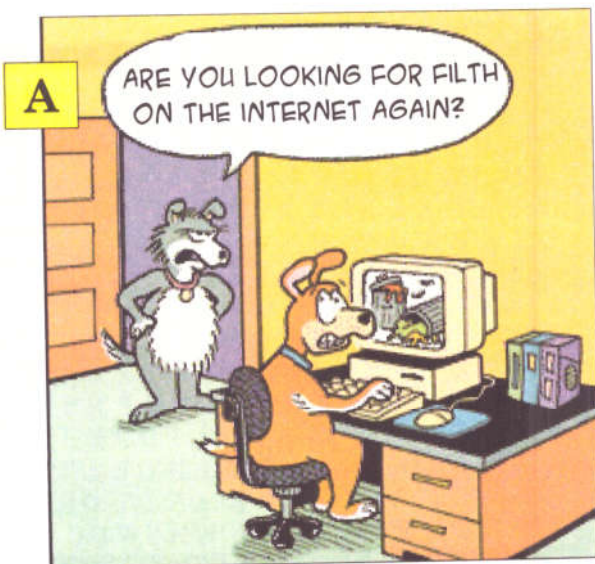
5 Verbs

1 Number

1 Adverb

1 Verb ending in "--ed"

3 Look at these cartoons and say why they are funny.



Conversation

Grammar

Vocabulary

Skills

Fun page

Check-point

1 What do these sentences express? The first one is done for you.

- 1 Take care, Salim. See you tomorrow.
- 2 It may rain later tonight. Take an umbrella.
- 3 Younes can repair any computer!
- 4 I wonder if I can use your phone.
- 5 We were with Jim at the cinema.
- 6 You'd better wear your seat-belt while driving.
- 7 Would you like any salad with your meal?
- 8 I can't stand working at the weekend!
- 9 How do you like these black shoes?
- 10 That sounds interesting!

Saying goodbye.

2 Write a dialogue between Allan and Mary using these prompts.

Allan Invite Mary to the cinema.

Mary Refuse politely.

Allan Ask for the reason.

Mary Give reason.

Allan Ask for permission to see Mary tomorrow.

Mary Accept. Invite Allan to have tea at the Ritz Coffee Shop.

Allan Express dislike.

Mary Ask for Allan's opinion about the Milky Coffee Shop.

Allan Accept.

the hotel.

Tomorrow we (visit) the old town; we (buy) some souvenirs and we (have) dinner in a Turkish restaurant. I hope you (enjoy) your holiday in Egypt. What's the weather like there?

Write to me soon.

Hanane

4 Find items related to technology in this word search.

3 Complete Hanane's Letter to Nancy. Write the verbs in the correct tense.

Dear Nancy,

I (write) to you from Cyprus where I (spend) these two weeks. The weather (be) wonderful and the hotel (be) fantastic.

We (arrive) yesterday to Larnaka. We (take) the bus from the airport. The flight from Paris (be) long and tiring, so I (go) to bed very early last night.

This morning, I (visit) the hotel. There (be) two swimming pools, a tennis court and a fitness room. I (already take) some photographs of the beach near

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

Role Cards



Unit 5, Conversation

Role Card B

You are the waiter or the waitress. Take your customer's order.

Role Card A
is on
page 57.

Unit 6, Conversation

Role Card B

Imagine you are a doctor. Your partner has got some health problems. Give him/her some advice.

Role Card A
is on
page 69.

Unit 8, Conversation

Role Card B

You are a member in *The Clean Air Campaign*, your partner asks for permission to take some actions. Respond to him/her and give reasons.

Role Card A
is on
page 93.

Unit 2, Grammar

Role Card B

You are student B. Ask student A questions to complete Mark's timetable.

	09:00	10:45	12:15	13:00	14:45
	10:30	12:15	13:00	14:30	16:15

M

T

W

T

F

Physics	Music	break	Philosophy	Arts
Maths	French	break	Geography	Free

Role Card A
is on page
23.

Unit 7, Grammar

Last Sunday	Andrew	Talal	Ann & Nadia	Carla
Place		Cinema		Zoo
Time	from 08 to 10		from 02 to 04	

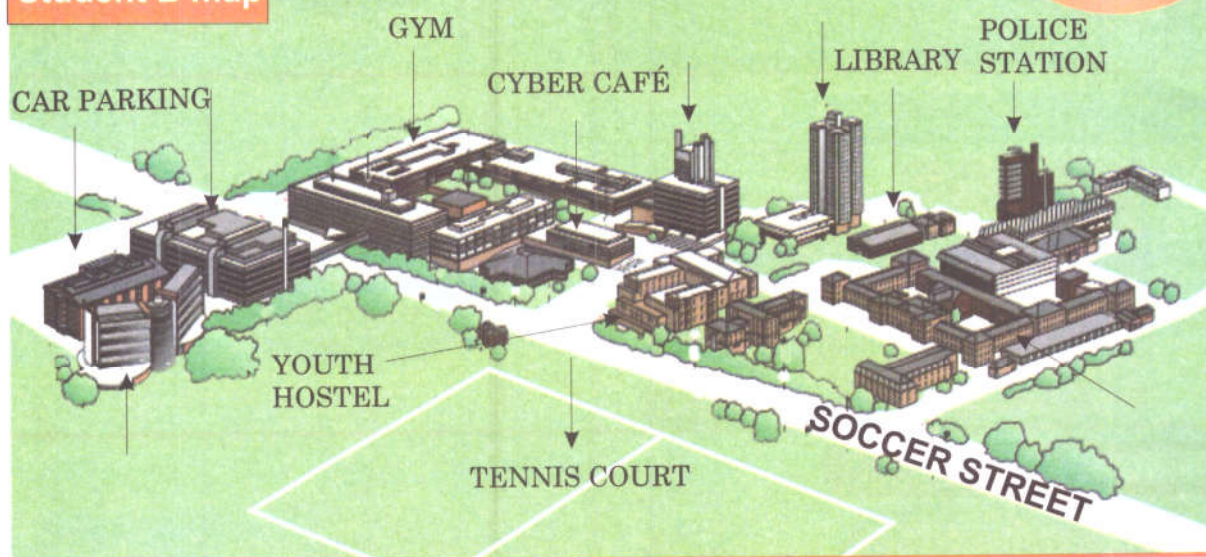
Student A
time table is
on page 83.

Unit 7, Grammar Answer student A's questions and ask about these places:

SWIMMING POOL - OPERA HOUSE - GRAND HOTEL - AMUSEMENT PARK - DANCE CLUB

Student A
map is on
page 84.

Student B map



Unit 9, Grammar Student B: Ask student A questions to complete Kenwood's biography.

Student A
text is on
page 107.

James Kenwood was born in 1970 in (where?) _____. But he grew up in London. He had (how many?) _____ brothers and three sisters. His father bought him (what?) _____ on his seventh birthday. He received his early education in (where?) _____, then in 1986, he went to (where?) _____ to study information technology and business. In (when?) _____ he got a degree in Business and won (what?) _____ in a national contest on computer programming. He spent two years as a programmer with IBM. There, he met (who?) _____ and they got married in 1993. (When?) _____, they flew to London and set up their own business.

Unit 1

Present simple 'be'

Affirmative		Negative	
full forms	short forms	full forms	short forms
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Positive short answers	Negative short answers
Am I?	Yes, I am	No, I'm not
Are you?	Yes, you are	No, you aren't
Is he?	Yes, he is	No, he isn't
Is she?	Yes, she is	No, she isn't
Is it?	Yes, it is	No, it isn't
Are we?	Yes, we are	No, we aren't
Are you?	Yes, you are	No, you aren't
Are they?	Yes, they are	No, they aren't

Unit 2

Present simple 'work'

Affirmative		Negative
	full forms	short forms
I work	I do not work	I don't work
You work	You do not work	You don't work
He works	He does not work	He doesn't work
She works	She does not work	She doesn't work
It works	It does not work	It doesn't work
We work	We do not work	We don't work
You work	You do not work	You don't work
They work	They do not work	They don't work

Questions	Positive short answers	Negative short answers
Do I work?	Yes, I do	No, I don't
Do you work?	Yes, you do	No, you don't
Does he work?	Yes, he does	No, he doesn't
Does she work?	Yes, she does	No, she doesn't
Does it work?	Yes, it does	No, it doesn't
Do we work?	Yes, we do	No, we don't
Do you work?	Yes, you do	No, you don't
Do they work?	Yes, they do	No, they don't

We don't use contracted forms in short positive answers.

Are you a student?
Yes, *I am*. *I'm*

Plural of nouns

Regular plural nouns	
Most nouns take 's'	book → book s
Nouns in consonant + y take 'ies'	family → famil ies
<i>but</i>	
Most nouns in f / fe take 'ves'	day → day s
<i>But</i>	
Some nouns in 'o' take 'es'	knife → kni ves
Nouns in 'ch', 'sh', 's', 'ss', 'x', take 'es'	roof → roof s
	tomato → tomato es
	bus → bus es
	box → box es

Irregular plural nouns

child → children	foot → feet
man → men	mouse → mice
woman → women	sheep → sheep
tooth → teeth	goose → geese

We use the present simple for habits, regular actions, permanent states and facts that are always true.

Prepositions of time: **at** - **in** - **on** - **from** - **to**

We use **at**:

- with a fixed time: **at** 6:30
- with some words: **at** noon / **at** present

We use **in**:

- with periods of the day: **in** the morning(s)
- with months: **in** April
- with years: **in** 2006
- with seasons: **in** summer
- with some words: **in** the past / **in** the future

We use **on**:

- with days: **on** Sunday(s)
- with days and periods of day: **on** Sunday morning(s)
- with dates and birthdays: **on** 15 October
- with some words: **on** holiday

We use **from** - **to**:

- with limited periods of time:
from 8:00 **to** 12.00
from September **to** June

Unit 3

Comparison of adjectives

Adjective category	Adjective	Comparative
one syllable	high	higher
ending in -y	easy	easier
2 syllables or more	difficult	more difficult
some two-syllable adjectives use both	friendly	friendlier more friendly
irregular forms	good	better
	bad	worse
	far	further

- When one-syllable adjective ends in one vowel + a consonant, we double the consonant and add er:
hot - hotter big - bigger
- When an adjective ends in two vowels + a consonant, we do not double the consonant:
cool - cooler poor - poorer

Pronouns

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Possessive pronouns	Object pronouns
mine	me
yours	you
his	him
hers	her
its	it
ours	us
yours	you
theirs	them

- To ask about possession, we use 'whose'
- To indicate possession, we also use the apostrophe (')
- Note the position of the apostrophe.

Whose tie is it? It's Mark's tie = It's his tie

BUT

Whose ball is it? It's the students' ball = It's their ball

Unit 4

Adverbs of frequency

We use 'how often' to ask about frequency.
We use frequency adverbs to talk about how often we do things.

The position of adverbs of frequency

We place adverbs of frequency :

- before the main verb :
I **never** go to the cinema alone.
- after the auxiliary verb:
Lucy is **usually** tired in the evening.
- between the auxiliary verb and main verb:
You can **always** find him at home.

In negative sentences, their position is:

He **doesn't often** go to the movies.
She **isn't usually** here in the morning.

We never use **never** in negative sentences.

We can also use other phrases to answer questions with 'how often':

How often do you ...?

Once a month.

Every Friday.

Occasionally/never.

In questions

Do you **always** watch football on TV?

Is Halim **usually** absent on Wednesday?

Unit 5

Present continuous 'eat'

Present continuous eat		
Affirmative		
full forms	short forms	
I am eating	I'm eating	
You are eating	You're eating	
He is eating	He's eating	
She is eating	She 's eating	
It is eating	It's eating	
We are eating	We're eating	
You are eating	You 're eating	
They are eating	They're eating	
Negative		
full forms	short forms	
I am not eating	I'm not eating	
You are not eating	You aren't eating	
He is not eating	He isn't eating	
She is not eating	She isn't eating	
It is not eating	It isn't eating	
We are not eating	We aren't eating	
You are not eating	You aren't eating	
They are not eating	They aren't eating	
Questions	Positive short answers	Negative short answers
Am I eating?	Yes, I am	No, I'm not
Are you eating?	Yes, you are	No, you aren't
Is he eating?	Yes, he is	No, he isn't
Is she eating?	Yes, she is	No, she isn't
Is it eating?	Yes, it is	No, it isn't
Are we eating?	Yes, we are	No, we aren't
Are you eating?	Yes, you are	No, you aren't
Are they eating?	Yes, they are	No, they aren't

 We use the present continuous to talk about actions happening now or around now.

Quantifiers

Countable nouns	Uncountable nouns
We can count them.	We can't count them.
They are singular and plural	They are only singular.
They can be used with: <i>a few, many, etc.</i>	They can be used with: <i>a little, much, etc.</i>

Articles

We use the indefinite article **a/an** with singular countable nouns.

*I'm reading **an** interesting book. / It's **a** small school.*

We use the definite article **the** with singular and plural (un)countable nouns. ***The** meat on **the** table is fresh.*

Unit 6

must / mustn't/ don't have to

Affirmative		Negative	
full forms		short forms	
I must go	I must not go	I mustn't go	
You must	You must not go	You mustn't go	
He must go	He must not go	He mustn't go	
She must go	She must not go	She mustn't go	
It must go	It must not go	It mustn't go	
We must go	We must not go	We mustn't go	
You must go	You must not go	You mustn't go	
They must go	They must not go	They mustn't go	
Questions	Positive short answers	Negative short answers	
Must I go?	Yes, I must	No, I mustn't	
Must you go?	Yes, you must	No, you mustn't	
Must he go?	Yes, he must	No, he mustn't	
Must she go?	Yes, she must	No, she mustn't	
Must it go?	Yes, it must	No, it mustn't	
Must we go?	Yes, we must	No, we mustn't	
Must you go?	Yes, you must	No, you mustn't	
Must they go?	Yes, they must	No, they mustn't	

*We use **must** to express obligation.*

*We use **mustn't** to express prohibition.*

*We use **don't / doesn't have to** to express absence of obligation.*

Reflexive pronouns

<i>singular</i>	myself	singular reflexive pronouns end in ' self '
	yourself	
	himself	
	herself	
<i>plural</i>	itself	plural reflexive pronouns end in ' selves '
	ourselves	
	yourselves	
	themselves	

by + reflexive pronoun means:

▪ 'alone' :

I am by myself in my room.

▪ 'without any help' :

I do my homework by myself.

Unit 7

Past simple 'be'

Affirmative	Negative	
	full forms	short forms
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Questions	Positive short answers	Negative short answers
Was I?	Yes, I was	No, I wasn't
Were you?	Yes, you were	No, you weren't
Was he?	Yes, he was	No, he wasn't
Was she?	Yes, she was	No, she wasn't
Was it?	Yes, it was	No, it wasn't
Were we?	Yes, we were	No, we weren't
Were you?	Yes, you were	No, you weren't
Were they?	Yes, they were	No, they weren't

Prepositions of place

In
at
on
near
behind
next to
opposite
in the corner
on the right
under
between
on the left

Unit 8

Past simple: regular verbs

Affirmative	Negative	
	full forms	short forms
I finished	I did not finish	I didn't finish
You finished	You did not finish	You didn't finish
He finished	He did not finish	He didn't finish
She finished	She did not finish	She didn't finish
It finished	It did not finish	It didn't finish
We finished	We did not finish	We didn't finish
You finished	You did not finish	You didn't finish
They finished	They did not finish	They didn't finish

Questions	Positive short answers	Negative short answers
Did I finish?	Yes, I did	No, I didn't
Did you finish?	Yes, you did	No, you didn't
Did he finish?	Yes, he did	No, he didn't
Did she finish?	Yes, she did	No, she didn't
Did it finish?	Yes, it did	No, it didn't
Did we finish?	Yes, we did	No, we didn't
Did you finish?	Yes, you did	No, you didn't
Did they finish?	Yes, they did	No, they didn't

We use the past simple to talk about things that happened in the past.

*Regular verbs end in **d** or **ed**.*

Some past time expressions

yesterday

last Monday/week/month/summer/year

two hours/days/weeks/ etc. ago

In 1990

Some spelling notes

Verb ending	Example	Past	Note
- e	hope	hoped	add d
two consonants	finish	finished	add ed
1 vowel + consonant	plan	planned	double the consonant
vowel + y	play	played	add ed
consonant + y	try	tried	change the y to i and add ed

Question tags

A: It **was** a nice experience, **wasn't** it?

B: Yes, it **was**.

A: You **didn't have** class, **did** you?

B: No, we **didn't**.

Unit 9

Past simple: irregular verbs 'go'

Affirmative		Negative	
	full forms		short forms
I went	I did not go	I didn't go	
You went	You did not go	You didn't go	
He went	He did not go	He didn't go	
She went	She did not go	She didn't go	
It went	It did not go	It didn't go	
We went	We did not go	We didn't go	
You went	You did not go	You didn't go	
They went	They did not go	They didn't go	

Questions	Positive short answers	Negative short answers
Did I go?	Yes, I did	No, I didn't
Did you go?	Yes, you did	No, you didn't
Did he go?	Yes, he did	No, he didn't
Did she go?	Yes, she did	No, she didn't
Did it go?	Yes, it did	No, it didn't
Did we go?	Yes, we did	No, we didn't
Did you go?	Yes, you did	No, you didn't
Did they go?	Yes, they did	No, they didn't

 Irregular verbs have different endings.

Superlative

Adjective category	Adjective	Comparative	Superlative
1 syllable	strong	stronger	the strongest
ending in -y	easy	easier	the easiest
2 or more syllables	important	more important	the most important
irregular forms	good bad far	better worse farther/further	the best the worst the farthest/ the furthest

Spelling notes

- When one-syllable adjective ends in one vowel + a consonant, we double the consonant. and add **est**: *hot* - *hotter* - *the hottest*
- When an adjective ends in two vowels + a consonant, we do not double the consonant: *poor* - *poorer* - *the poorest*
- When an adjective ends in e, we do not double the consonant: *late* - *later* - *the latest*

Unit 10

Present perfect tense 'see'

Affirmative	
full forms	short forms
I have seen	I've seen
You have seen	You've seen
He has seen	He's seen
She has seen	She's seen
It has seen	It's seen
We have seen	We've seen
You have seen	You've seen
They have seen	They've seen

Negative	
full forms	short forms
I have not seen	I haven't seen
You have not seen	You haven't seen
He has not seen	He hasn't seen
She has not seen	She hasn't seen
It has not seen	It hasn't seen
We have not seen	We haven't seen
You have not seen	You haven't seen
They have not seen	They haven't seen

Questions	Positive short answers	Negative short answers
Have I seen?	Yes, I have	No, I haven't
Have you seen?	Yes, you have	No, you haven't
Has he seen?	Yes, he has	No, he hasn't
Has she seen?	Yes, she has	No, she hasn't
Has it seen?	Yes, it has	No, it hasn't
Have we seen?	Yes, we have	No, we haven't
Have you seen?	Yes, you have	No, you haven't
Have they seen?	Yes, they have	No, they haven't

Future simple

Questions	Answers	
	Positive	Negative
Will I travel?	Yes, I will	No, I won't
Will you travel?	Yes, you will	No, you won't
Will he travel?	Yes, he will	No, he won't
Will she travel?	Yes, she will	No, she won't
Will it travel?	Yes, it will	No, it won't
Will we travel?	Yes, we will	No, we won't
Will you travel	Yes, you will	No, you won't
Will they travel?	Yes, they will	No, they won't

I **will** travel = I **'ll** travel / I **will not** travel = I **won't** travel

Unit 1

afraid
bad
bow
box
by the way
call
care
children
country
dangerous
encyclopaedia
everybody
everything
family
farmers
favourite
feet
fine
friendly
glad
glass
great
happy
how
hug
hunters
impatient
introduce
kiss
knife
later
learn
married
match
meet
member
men
pat
Pigmies
plants
pleased
pretty
shake
single
so long
subject
take
teach

teeth
titles
vacation
welcome
women

Unit 2

accent
access
after
almost
arts
assignments
before
best
between
biology
borrow
breaks
cards
catalogue
check
chemistry
classmates
compare
content
cooperation
course
curricular
diagram
difficult
e-mails
enclosing
everyday
excel
exciting
experiments
fail
find
foreign
forget
free
geography
get up
grades
idea
improve
information
interesting
journalist
justify

keep
knowledge
leave
lend
librarian
literature
local
love
map
maths
maybe
microscope
midday
midnight
much
need
offering
office
pass
pause
perform
philosophy
photocopies
physics
please
prefer
principal
printer
projects
quite
really
recorder
registration
relaxes
science
search
secretary
seems
send
set
shelves
shopping
skills
something
songs
sounds
start
statement
still
straight
study
summaries
surf
system

tape
tick
timetable
translation
try
type
typewriter
uniform
use
way
wear
weekdays
wish
yard

Unit 3

accessories
add
agree
all right
amounts
amusing
appliances
articles
as
assistant
attaching
baggy
below
belt
better
bigger
bit
bold
boots
bra
business
butcher
buy
cap
cheap
cheaper
cheers
circle
clean
clogs
closing
clothes
clothes shop
coat
cold
comfortable
comparative
compete
consuming

cotton
customers
dirty
doll
earrings
employ
enjoyable
entertaining
equipment
expensive
fit
floor
footwear
fresh
furniture
gloves
grey
habits
heavy
her
hers
him
how much
informative
irregular
it
italics
items
label
laptop
large
leather
let's
light
list
material
mean
medium
mine
modern
more
neighborhood
notepad
nylon
one
ones
or
ours
pancake
perfect
pounds
price
pronouns
puzzle
racket
same
sandals
sausage

save
scarf
sell
shelf
shoe shop
silk
size
slippers
sportswear
street
supermarket
sure
sweater
syllable
tag
than
theirs
Them
these
think
those
tights
toy
tracksuit
trainers
try on
underline
useful
walkman
warm
which
whose
wool
yours

Unit 4

acrobats
adequate
adventures
all
artist
assistance
audience
bear
book
bored
boring
character
client
comedy
compose
composer
consist
crime
daily
duration

episodes
events
every week
exhibition
exposition
fan
fascinating
fortnight
free
frequency
frequently
frightening
how long
how many
how much
how often
identify
last
magic
main
museum
musical
occasionally
once
orchestra
paintings
position
posters
programme
rental
review
role
romance
script
serial
series
several times
skill
soap opera
sounds
stage
stand
star
strange
successful
symbols
talent
terrible
thrillers
twice
violence
wait
what kind
what sort
what time
what type
wonderful

Unit 5

a few
agree
anything
bag
baked
bar
boiled
bold
bowl
bunch
calories
carton
cauliflower
cereals
cholesterol
crisps
customer
delicious
dessert
diet
dine
dish
either
fibre
flour
fried
grilled
head
healthy
heat
ingredients
instructions
jam
jar
loaf
mashed
meal
menu
minerals
mix
order
packet
pan
recipe
right away
roast
seafood
steamed
suffer
teaspoon
tin

together
typical
vitamins

Unit 6

advice
affect
ailment
allowed
aspirin
asthma
avoid
balanced
bandage
bitter
breathe
busy
calories
chest
contagious
cough
coughing
cure
cut down
diet
disease
drops
dust
exercise
fat
fatty
feel
fever
fit
flu
forbidden
forget
get well
headache
healthy
herbs
himself
hurt
illness
inject
injection
instil
lung
matter
myself
needn't
nutritionist

ourselves
pain
patient
pharmacist
pills
pollen
prescription
prevention
regularly
relax
respect
rules
short
should
sick
sore
spoonful
stomach-ache
stress
stuff
surgery
symptoms
tablets
take care
temperature
throat
tight
tired
toothache
treatment
trigger
unruly
virus
weak
weigh
weight
worried
worse
X-ray

Unit 7

alone
ambitious
amusement
park
archery
attend
baseball
behind
believe
between
born
caricature

ceremony
chess
couples
dangerous
friendly
glad
goals
gymnasium
hobby
in front of
kidding
martial arts
next to
on the
corner
on the left
on the right
opposite
pictogram
rainy
roller
skating
score
soccer
stadium
star
surfing
team
terrific
think
was
wedding
weight
lifting
were
world cup
wrestling
yesterday

Unit 8

agencies
air
atmosphere
burn
carbon dioxide
clean
clean
climate
coal
collect
destroy
disappear

drought
earthquake
emissions
energy
enjoy
enjoyable
environment
excursion
experience
expose
fire brigade
flood
garbage
gases
gasoline
global
warming
green
green house
habitat
happened
hunt
increase
injured
landslide
laws
litter
manage
missing
occur
panic
participate
permission
pity
plant
poisonous
pollute
pollution
powerful
produce
protect
protection
put out
recycle
reduce
remove
rescue
save
smoke
species
storm
strict
volcano
water

wave
weather
wild

Unit 9

account
affect
ago
agriculture
bank
borrow
branch
can
can't
cash
check
circuit
company
complex
confidence
consume
cost
credit card
crisis
deadline
depend
deposit
design
dismiss
drop
earn
event
export
face
highest
how good
how well
immediately
impact
import
impressed
industry
interview
invest
job
journey
left
line
local
look for
lucky
mac
most

nearby
not bad
poverty
pressure
programmer
quality
reach
reception
recovery
rest
salary
sales
save
saving
saw
serious
several
spend
statistics
strongest
throughout
trade
trip
twenties
employment
waste
win
withdrawal

Unit 10

advanced
already
been
besides
booklet
bring
budget
cable
calculate
calculator
card
cashier
cell
change
commute
conference
connect
control
copy
copyright
could
daily
develop

done
download
ever
fax
firm
gadget
guess
handicapped
how fast
instal
invade
invention
keyboard
machine
manufacturer
message
mobile
necessity
never
numerical
perform
permit
predictions
presentation
print
printer
professional
project
property
research
retailer
revolutionary
robot
safe
satellites
scan
seen
share
site
software
store
task
technically
throughout
tiny
touch
type
videophones
virtually
virus
will
wireless
worksheet
workshop

yet

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