



Limba modernă 1

Limba engleză

Clasa a VI-a



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				la primire	la predare	la primire	la predare
1							
2							
3							
4							

- * Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.
- * Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- * Elevii nu vor face niciun fel de însemnări pe manual.

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This textbook uses cutting-edge language and pedagogy research, and follows the Romanian Curriculum step by step. It also:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through culture, film, documentaries and authentic videos of the English-speaking world;
- enables students to achieve success in language exams and external certifications.



Instrucțiuni de utilizare a manualului digital

The texbook contains three types of multimedia interactive learning activities (MILA). The three types of MILA are marked as follows / Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

Static activity – listening / studying a significant image / Activitate statică, de ascultare și observare a unei imagini semnificative



Animated activity - video / animation / Activitate animată (film/animație)



Interactive activity - exercise with immediate feedback after solving / Activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc un feedback imediat



Other buttons used in the digital version / Alte butoane folosite în varianta digitală:



Butonul CUPRINS



Butonul ECRAN COMPLET



Mod de afișare 2 pagini





Mod de afișare pagină lată (pagină sub pagină)



Mod de afișare digital responsive



Mod de afisare comutare automată



Butonul NOTIŢE



Secțiunea AJUTOR



Navigare către pagina precedentă



Navigare către pagina următoare

Printed Student's Book



engleză

Digital Student's Book

(consistent with the printed version, it includes over 190 MILA multimedia interactive learning activities)

The Student's Book contains:

A Starter section + 8 Units + Extra resources.

Each unit has the following structure:

Vocabulary + Dialogue + Grammar + Functions +Skills and culture + Vocabulary strategies + Key strategies. There is an Evaluation test after every two units and a Final evaluation test at the end of Unit 8.

Extra resources: CLIL, Culture, Let's read!, Festivals, Project time!

Vocabulary

Presentation of the key vocabulary with multiple exercises / Introducerea vocabularului tematic al unității prin exerciții variate



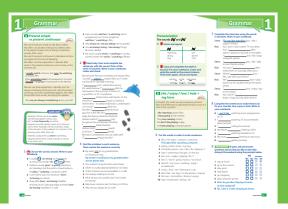
Vocabulary strategies contains strategic exercises and games for building and memorising vocabulary / cuprinde diferite strategii didactice (organizatori grafici și jocuri), care contribuie la îmbogățirea vocabularului și la memorarea cuvintelor noi





Videos featuring characters (students) in realistic and everyday situations / Un miniserial de filme cu protagoniști-elevi, surprinși în situații firești și cotidiene de comunicare, corelate cu tema unității







Video A video for each grammar point with theory and exemplification / Tabele gramaticale animate, cu teorie și exemple pentru fiecare unitate

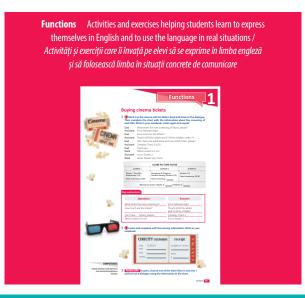




Varianta tipărită

Varianta digitală

(conformă cu varianta tipărită, având în plus peste 190 de AMII, activități multimedia interactive de învățare)



Skills and culture Texts and images to help students discover the English-speaking world, its culture and its traditions, and to practise the four skills:

Reading, Listening, Speaking and Writing / Texte și imagini care îi ajută pe elevi să descopere lumea vorbitorilor de limbă engleză, cultura și tradițiile acesteia, exersându-și, totodată, cele patru competențe generale



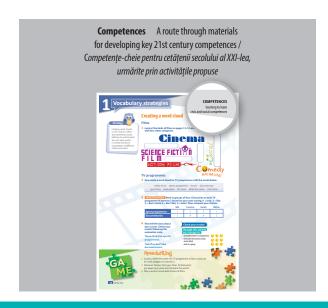
Manualul cuprinde:

Recapitulare + 8 unități de învățare + Anexe.

Fiecare unitate are următoarea structură:

Vocabular + Dialog + Gramatică + Comunicare + Abilități culturale + Strategii de învățare a vocabularului + Strategii de pregătire a examenelor. Există un Test la fiecare două unități și o Evaluare finală la sfârșitul unității 8.

Anexe: CLIL, Cultură, Lectură, Sărbători, Proiecte

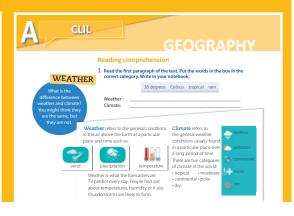


Culture Reading, video, oral and project activities to deepen knowledge of culture and traditions in English-speaking countries / Texte, filme și activități orale sau de proiect, care aprofundează elemente de cultură și tradiție din spațiul anglofon

Festivals Presentation of widely-celebrated festivals from English-speaking countries / Prezentarea specificului unor sărbători foarte cunoscute din spațiul anglofon







Evaluation test Two pages of evaluation after every two units / Două pagini de evaluare la fiecare două unități



Final evaluation test Two pages of final evaluation for units 1–8/ Două pagini de evaluare finală a celor opt unități



Starter p. 8

Countries and nationalities p. 8
The time p. 9
Daily routines p. 9
Food and drink p. 11

	Vocabulary	Dialogue	Grammar	Functions
Unit 1 I love watching films! p. 12 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2	Films p. 13 Vocabulary strategies: Creating a word cloud p. 22	What are you doing?	A Present simple vs present continuous p. 16 B Like enjoy love hate + -ing form p. 17 C Adverbs of manner p. 18	Buying cinema tickets p. 19
Pronunciation: The sounds /	'η/ and /n/ p. 17			1
Unit 2 Tomorrow it'll be cold and windy p. 24 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1	Weather and temperature p. 24 Vocabulary strategies: Using a monolingual dictionary p. 34	Will it be nice on Sunday? p. 26	A Will – Affirmative form p. 28 B Will – Negative form p. 28 C Will – Interrogative form and short answers p. 29 D Question tags (negative tags after affirmative sentences) p. 29 E Question tags (affirmative tags after negative sentences) p. 30	Making offers and promises p. 31
Pronunciation: Intonation in	questions p. 27 Evaluation test	 (Units 1–2) <mark>pp. 35</mark> –	36	1
Unit 3 His hair was black p. 38 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1	Appearance p. 39 Vocabulary strategies: Creating smart flash cards p. 48	Where were you?	A Past simple of the verb to be — Affirmative form p. 42 B Past simple of the verb to be — Negative form p. 42 C Past simple of the verb to be — Interrogative form and short answers p. 43 D Question words with was / were p. 43 E Past simple of the verb have — Affirmative form p. 44	Describing people p. 45
Pronunciation: Was: weak as	nd strong forms p. 43			
Unit 4 He felt relaxed p. 50 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	Feelings and emotions. Adjectives of personality p. 51 Vocabulary strategies: Using a bilingual dictionary p. 60	l started school here last year p. 52	A Past simple of regular verbs — Affirmative form p. 54 B Time expressions / adverbs used with the past p. 54 C Past simple of regular verbs — Spelling rules p. 54 D Past simple of irregular verbs — Affirmative form p. 55	Apologising and making excuses Giving reasons p. 57
Pronunciation: The sounds /	(t/, /d/ and / id / p. 56) Evaluat	ion test (Units 3–4)	pp. 61–62	
Unit 5 Where did you stay? p. 64 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1	Holiday places, activities, things p. 65 Vocabulary strategies: Creating a flow diagram p. 74	Did you go cycling? p. 66	 A Past simple — Negative form p. 68 B Past simple — Interrogative form and short answers p. 69 C Used to — Affirmative, negative and interrogative forms p. 70 	Making arrangements – suggesting, accepting, refusing p. 71
Pronunciation: The silent <i>h</i>	p. 68			
Unit 6 I'm going to the museum p. 76 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1.	Places in town, shops, services p. 77 Vocabulary strategies: Using maps p. 86	What are you doing on Saturday? p. 78	A Present continuous with a future meaning p. 80 B Time expressions / adverbs used with the future p. 80 C Present simple with a future meaning — for timetables, schedules, programmes p. 81	Asking for and giving directions p. 83
Pronunciation: The sounds /	$\frac{1}{2}$ ts/ and /s/ p. 77 Evaluation te	st (Units 5–6) pp. 8	37–88	
Unit 7 Did you go by plane? p. 90 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3	Travel and transport p. 90 Vocabulary strategies: Using word families p. 100	It's better than my bike p. 92	A Comparative adjectives — Regular adjectives p. 94 B Comparative adjectives — Irregular adjectives p. 94 C As as p. 94 D Superlative adjectives — Regular adjectives p. 95 E Superlative adjectives — Irregular adjectives p. 95 F Possessives: noun + 's; of + noun p. 96	Agreeing and disagreeing p. 97
Pronunciation: The sound /i	i:/ p. 95	ESSEL		
Unit 8 I never make my bed! p. 102 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Housework p. 103 Vocabulary strategies: Verb and noun collocations p. 112	I have to help with the housework p. 104	A Have to / don't have to — Affirmative and negative forms p. 106 B Have to — Interrogative form and short answers p. 106 C Had to p. 107 D Must / mustn't p. 107 E Mustn't / don't have to p. 108	Making a polite request on the phone (will, can, would) p. 109

Evaluation test (Units 7–8) pp. 113–114

Final evaluation test pp. 116-117

Let's read! pp. 124–125

Pronunciation: The sounds/ $_{\rm I}/$ and $/{\rm i}:/$ **p. 108**

Festivals pp. 130–131 Irregular verbs p. 144

Contents Grammar **Functions**

Prepositions of time p. 9 Imperatives p. 10 Countable and uncountable nouns p. 11 Quantifiers p. 11

Study tip: Taking time to answer

Project time! pp. 142-143

Writing: Writing five golden rules to survive on a desert island

Making introductions p. 8 Giving personal information p. 8 Talking about time p. 9 Talking about frequency p. 9 Giving instructions p. 10 Ordering food in a café p. 11

Skills and culture	KEY strategies	CLIL	Culture
Doctor Who? pp. 20–21 Reading: Understanding a text about Doctor Who Listening: Understanding a discussion about TV programmes Speaking: Asking / answering questions about TV programmes Writing: Writing a short text about TV programmes Study tip: Linkers and, but, because	Key strategies: Listening p. 23	A CLIL Geography p. 118	
The power of nature pp. 32–33 Reading: Understanding a text about natural disasters Study tip: Reading for specific information Listening: Understanding weather forecast Speaking: Asking / answering about climate Writing: Writing an email	Key strategies: Reading and writing p. 37		
Our favourite stars, then and now! p. 46–47 Reading: Understanding a text about stars' appearance Listening: Understanding a description of favourite stars Study tip: Matching specific information to photos Speaking: Describing favourite stars Writing: Writing a description of favourite stars	Key strategies: Listening for specific information p. 49		A Culture: The USA and the UK: Multicultural nations p. 126
Project time! pp. 132–133			
Ask Annie for advice about the problems in your life. pp. 58–59 Reading: Understanding a text about teenagers' problems Listening: Understanding a description of a problem Study tip: Listening for specific information Speaking: Asking / answering questions about a personal problem Writing: Writing a post about a personal problem	Key strategies: Reading and writing p. 63	**	
Project time! pp. 134–135			
My glamping holiday pp. 72–73 Reading: Understanding a text about glamping Listening: Understanding a conversation about a summer camp Speaking: Asking / answering about an unusual holiday Writing: Writing a blog about a holiday Study tip: Writing a blog	Key strategies: Reading and writing p. 75	B CLIL Art p. 120	B Culture: Three great American cities p. 128
Project time! pp. 136–137			
Going geocaching pp. 84–85 Reading: Understanding a description of geocaching Listening: Understanding an interview on planning a geocaching day Speaking: Planning a day out Writing: Writing a description of a geocaching day Study tip: Using linkers	Key strategies: Speaking p. 89		
Project time! pp. 138–139	'		
Greener transport for London pp. 98–99	Key strategies:	C CLIL	
Reading: Understanding a text about green transport in London Listening: Understanding an interview about transport Speaking: Asking / answering questions about city transport Study tip: Understanding the aim of the task Writing: Writing a text about transport in a city	Reading and writing p. 101	Technology p. 122	
Project time! pp. 140–141		The same	
The island pp. 110–111 Reading: Understanding an article about an English TV programme Listening: Understanding an interview about a TV programme Speaking: Asking / answering questions about an interview	Key strategies: Listening for specific information		

General and specific competences from the curriculum

1. Understand oral messages in everyday communication situations

- 1.1. Identify essential information from short, recorded fragments which are related to predictable everyday situations, when the utterances are clear and slow-paced
- 1.2. Identify the general meaning of real-time oral messages, when utterances are clear and slow-paced
- 1.3. Identify cultural aspects of the language studied

2. Speak in everyday communication situations

- 2.1. Make a short, practised exposition on a familiar
- **2.2.** Participate in short oral interactions with support from the other speakers
- 2.3. Express an opinion on a familiar topic / situation
- 2.4. Show willingness to participate in a dialogue

3. Understand written messages in everyday communication situations

- 3.1. Identify necessary information from lists or simple functional texts (leaflets, menus, schedules, advertisements)
- 3.2. Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
- **3.3.** Identify detailed information in a web document
- **3.4.** Show willingness to inform yourself through reading

4. Write messages in everyday communication situations

- 4.1. Fill in a form with identification information (education, interests, skills)
- 4.2. Present an activity in written form, using linkers (and, but, because)
- 4.3. Participate in the exchange of written messages

Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1. Identificarea informațiilor esențiale din fragmente scurte înrégistrate, réferitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
- 1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
- **1.3.** Identificarea unor elemente culturale specifice limbii studiate

2. Exprimarea orală în situații de comunicare

- 2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
- **2.2.** Participarea la scurte interacțiuni verbale
- cu sprijin din partea interlocutorilor

 2.3. Exprimarea unei păreri în legătură cu un subiect familiar/o situație cunoscută
- 2.4. Manifestarea interesului pentru participarea la schimbul verbal

3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale, simple, broșuri), în care numerele și numele joacă un rol
- 3.3. Identificarea unor informații de detaliu dintr-un document web
- 3.4. Manifestarea disponibilității pentru informare prin lectură

4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură ("și", "dar", "pentru că")
- 4.3. Participarea la schimbul de mesaje scrise



Starter



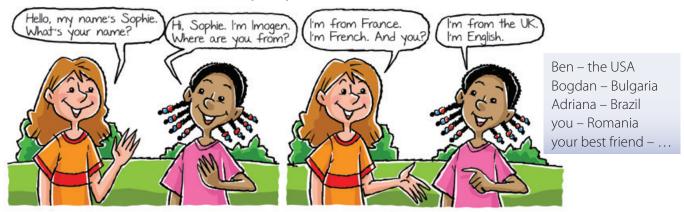
Countries and nationalities. Making introductions. Giving personal information



1 Ocomplete the sentences with the correct nationality adjectives. Write in your notebook. Then listen and check.

0	Marie is from France. She's French .
1	Keiko is from Japan. She's
2	Juan is from Spain. He's
3	We are from Romania. We're
4	I am from Ireland. I'm
5	They are from Germany. They're
6	You are from Italy. You're

2 PAIRWORK Listen and repeat. In pairs, act out the dialogue using the prompts in the box.



3 DListen and choose the words you hear. Write in your notebook.

Dialo	gue 1	Dialogue 2	
Amy	Hi) Hello ¹l'm / my name's	Headteacher	Just a few questions,
	Amy Brown. What's your		George. What's your
	² name / surname?		¹ name / surname?
Ellis	Hey, ³ I'm / my name's Ellis	Student	It's Bachinsky.
	and my 4name / surname 's	Headteacher	And ² what / how old
	Jones.		are you?
Amy	And this is 5my / your sister,	Student	ľm ³ 12 / 13.
	Bella.	Headteacher	⁴ Which / What's your
Bella	Hi, Ellis.		address?
Ellis	Hello, Bella. ⁶ Please / Nice	Student	It's 23 Gordon Street.
	to meet you.	Headteacher	⁵ Where / Which class
			are you in?
		Student	I'm in class 65B / 5D.

4 **GROUPWORK** In groups of three, act out Dialogue 1 in exercise 3. Then use this model to introduce yourselves.

Starter



THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	Alice All Processing		
AVA	2 1	lt's _	quarter past ten
- X		lt's _	
		lt's _	
O	4	lt's _	
4			W/51 -
	5	1/3	6

5	lt's	
6	lt's	
7	lt's	







We can use two ways to tell the time:

- saying the hour first and then the minutes;
- saying the minutes first and then the hour using past or to.

It's seven fifteen. / It's quarter past seven.

It's three fifty. / It's ten to four.

- 2 PAIRWORK Look at the clocks in exercise 1 again. In pairs, ask and answer questions about the time.
 - A What's the time?
- B It's quarter past ten.
- 3 PAIRWORK Tell a partner what time you usually do the activities below.
 - **0** wake up **I usually wake up at six thirty-five.**
 - 1 have a snack

2 have a

shower

- 3 get home4 play
 - computer
- **5** go to bed
- 7 start school8 watch TV
- **6** do my homework
- 4 Choose the correct preposition of time. Write in your notebook.
 - **0** My birthday is **at** /(in)/ on May.
 - 1 Kate's party is at / in / on the evening.
 - 2 We play football at / in / on the weekend.
 - **3** His 20th birthday is **at / in / on** 2025.
- 4 The film starts at / in / on 8:30.
- **5** Christmas is **at / in / on** winter.
- **6** I go to dance lessons **at / in / on** Thursday afternoons.
- 7 My cat goes out at / in / on night.
- **8** The school holidays start **at** / **in** / **on** 25th July.
- 5 Complete the sentences with the phrases in the box. Write in your notebook.

once a month you like Never hate them do you go How often

Annie 1______ do you go to the cinema?

Bella I go 2______ .

Annie Do 3______ horror films?

Bella No, I 4_____ . How often 5_____ to the cinema?

Annie 6______ . I watch films on my computer.

6 PAIRWORK In pairs, act out the dialogue in exercise 5, answering Annie's questions with things that are true for you.

Imperative

1 Match the pictures with the imperatives in the box. Write in your notebook. Then listen and check.

Look! Listen! Read! Sit down! Stand up! Open your books! Close your books! Write! 0 Look 2 3 6 5

- 2 PAIRWORK Student A gives a series of instructions to Student B. Student B performs these instructions. Use the expressions in exercise 1.
- **3** Complete the sentences with the imperative form of the verbs in brackets. Write in your notebook.

0 We're bored. <u>Let's go</u> (go) to the park. 1 It's urgent! _____ (phone) your parents now! 2 _____ (not look) in my diary! It's secret! **3** This is an exam. _____ (not copy)! 4 _____ (stop) and wait here. **5** No! (not eat) that cake! It's for me.

4 Read the classroom rules on the class blog below. Write imperative sentences with please.



Now create your own class blog. Brainstorm and write your own classroom rules.

Food and drink. Countable and uncountable nouns. Quantifiers

1 Are the words in the box countable or uncountable? Copy and complete the table in your notebook.



-milk-	honey	eggs	butter	
coffee	biscuits	cro	issants	
cupcakes	sausage	es or	ange juice	

Countable	Uncountable	
	milk,	

- 2 Choose the correct option. Write in your notebook.
 - **0** I haven't got **some** / **any** money with me.
 - 1 There are some / any biscuits on the table.
 - 2 Are there some / any apples in this recipe?
- **3** Do you want **some / any** juice?
- **4** May I have **some / any** yoghurt?
- **5** There isn't **some / any** sugar here.
- **6** There's **some / any** jam in the fridge.
- 7 I've got some / any if you want.
- 8 Have you got some / any butter?
- **3** Complete the sentences with *How much* or *How many*. Write in your notebook.

0	How many	<u>/</u> students are there
	in your class	s?
1		oranges are there in
	the fridge?	
2		time do you need?

3	_ yoghurt is there?
4	_ days are there
in June?	
5	_ tea have we got?
6	_ friends have you got?

- 4 David is at a café. Listen to the dialogue. What does he order from the menu? How much is the bill? Write in your notebook.
- 5 PAIRWORK In pairs, act out the dialogue in exercise 4. Use the other food and drink in the menu.
- 6 Choose the correct option. Write in your notebook.

I'm a movie fan and I 'love / like to watching new films at the cinema. I haven't got 2some / much free time but when I have, I love to 3eat / eating out after a good film. I often eat ⁴pasta / a pasta in local Italian restaurants... they cook it very **well / good** in some places. I don't know how to cook, but I can make **any** / some sandwiches. For breakfast I usually have ⁷a / some cereal. Today ⁸I eat / I'm eating fruit because I'm on a diet and I want to lose ⁹a little / a few kilos.

- 7 Find the mistakes in each sentence. Then rewrite the sentence correctly.
 - **0** He hasn't got some homework to do.

He hasn't got any homework

- 1 I no watch TV during the week.
- 2 There are many eggs in the fridge.
- **3** I've got a few time to talk before I go home.
- 4 Would you like a honey on your toast?
- 5 What's the problem why do you cry?

BURGER MENU

Burgers

Hamburger £5.00 Cheeseburger.....£5.50 Veggie Burger.....£6.25

Sandwiches

Cheese.....£2.95 Ham£3.75 Fish £3.75

Drinks

Mineral Water £1.20 Lemonade £1.50 Tea.....£2.00 Coffee£2.25

I love watching films!



1 comedy











2 twelve

Vocabulary

Films

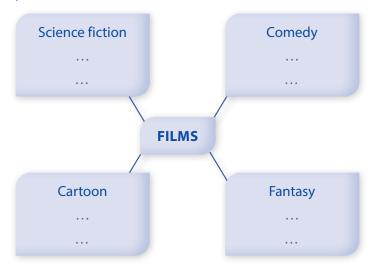
Write in your notebook. Listen and check. Then listen again and repeat.

musical science fiction film comedy action film cartoon horror film romantic film fantasy film

2 Listen to two friends talking about their favourite types of films. Copy the table in your notebook and complete it with the missing information.

Name	likes 🌢 🕯	doesn't like ۴ 🖣
Naomi	comedies,	
Ben		

- PAIRWORK In pairs, ask and answer questions following the model in exercise 2.
 - A What types of films does Naomi like?
 - B She likes comedies and ... but she doesn't like ...
- What are your favourite films? Complete the mind map with the titles of two films for each category. Write in your notebook.



- 5 PAIRWORK In pairs, ask and answer questions about your favourite films.
 - A What are your favourite types of films, Luca?
 - B I like action films and fantasy films, but I don't like romantic films.
 - A What's your favourite action film?
 - B It's ...









What are you doing?

1 READING Read the text and watch the video. What type of film is Chloe watching?

Adam Hi Chloe. You're sitting here very quietly.

What are you doing?

Chloe I'm watching this new action film on my tablet. It's called *Justice*.

Adam An action film? But you don't usually watch action films!

Chloe I know, but I'm enjoying this. It's really exciting!

Adam Why? What's it about?

Chloe It's about a gangster and a detective.

Justin Dobson is the detective.

He's so cool!

Adam Justin Dobson usually plays the bad guy

n films

Chloe Yes, but in *Justice* he's playing the good

guy and Jack Nelson is the bad guy.

Adam So what's happening in the film now?

Chloe Justin Dobson is following Jack Nelson

in his car - look!

Adam Wow! They're driving really fast! I love watching action films. This is brilliant!

Chloe Yes, it is, but it's also my tablet and I'm watching this now.

Adam Oh, come on, Chloe!

Chloe But you never share your tablet with me!

Oh, OK. You can watch it later ... if you

behave nicely.

Adam I always behave nicely!

Chloe Yeah, right!

Now listen and repeat.



What's it about? the bad / good guy Oh, come on!

Dialogue

2 COMPREHENSION Read the dialogue again. Complete the sentences with the words and phrases in the box. Write in your notebook.

> action films detective Adam Jack Nelson tablet the bad guy gangster

0	Chloe is watching an action film on hertablet
1	Adam thinks Chloe doesn't like
2	The film is about a
	and a
3	Justin Dobson usually plays
	in films.
4	is playing the bad guy
	in this film.
5	loves watching action films.

3 Choose the correct answer. Write in your notebook.





- 1 You don't usually watch / watching action films.
- 2 I'm enjoying / enjoy this film.
- **3** He usually **is playing / plays** the bad guy in films.
- **4** What happens / is happening in the film now?
- **5** You never **share** / **are sharing** your tablet with me.



Adam	Hi Chloe. You're sitting here very quietly. Mhat are you doing ?
Chloe	this new action film
	on my tablet. It's called <i>Justice</i> .
Adam	An action film? But you ²
	action films!
Chloe	I know, but I ³ this.
	It's really exciting !

- 5 PAIRWORK Think about films you like. Remake the dialogue in exercise 4, changing the words in bold. Use the film types on pages 12 and 13.
 - A Hi Sebi. You're sitting here very quietly. What are you doing?
 - B I'm watching this new comedy on my tablet. It's called ...

Now act out the dialogue with a partner.



Grammar

A Present simple vs present continuous



We use the present simple to talk about habits.

We often use adverbs of frequency before verbs in the present simple, such as always, sometimes, usually, often, never.

We use the *present continuous* to talk about actions in progress at the time of speaking.

We often use time expressions / adverbs after verbs in the present continuous, such as now, at the moment, etc.

I <u>usually</u> watch cartoons, but <u>now</u> I'm watching an action film.

Peter **sometimes** does his homework in his room. <u>Tonight</u> he's doing his homework in the kitchen.

We can use time expressions / adverbs such as always, constantly, all the time, etc. with the present continuous to show something happens very often (more often than usual), annoying the speaker.

Why are you always complaining about your life?

Look out!



Adverbs of time can show when something happens (now, soon, etc.) or how frequently an action happens (usually, always, never, etc.). Here are some other examples of time adverbs: today, at the moment, at the weekend, in a minute, in the evening, early, often, then, etc.

Adverbs of place tell us where something happens (here, there, inside, outside, at school, in my room, etc.).

1 🔷 Choose the correct answer. Write in your notebook.

- **0** Lusually (do) / am doing my homework at school, but today I do /(m doing) it here.
- 1 Graham usually goes / is going swimming on Saturdays, but the pool is closed today so he plays / 's playing a computer game.
- 2 | can't talk to you now because | have / 'm having my dinner.
- **3** They often have / are having breakfast at home, but it's Saturday today and they have / are having breakfast in a café.

- **4** Harry usually watches / is watching sports programmes on TV, but tonight he watches / 's watching a film.
- **5** Why **do you sit / are you sitting** here so quietly?
- **6** You are always losing / lose always things. Be more careful!
- 7 My mum usually works / 's working in London, but this month she works / 's working in Bristol.

2 Read Judy's text and complete the sentences with the correct form of the verbs in brackets. Write in your notebook. Listen and check.

viy favourite films are comedies and fantasy films.
usually ⁰ <u>watch</u> (watch) films on TV with
my friends on Saturday evenings.
1 (not / watch) films during
the week because I ² (do) my
nomework in the evenings. If there isn't
a good film on TV, I sometimes
(chat) online with friends. At the
moment I ⁴ (watch) a Sherlock
Holmes film – it's brilliant! Benedict Cumberbatch
s in it and I ⁵ (like) him.
He often 6 (play) the bad
guy, but in this film he ⁷
play) the famous detective Sherlock
Holmes and he 8 (try)
o capture the evil Moriarty. Moriarty
(hate) Sherlock
Holmes and ¹⁰ (want)
o kill him. I ¹¹ (think)
Benedict Cumberbatch can act really well!
¹² (enjoy) this film!

3 Find the mistakes in each sentence. Then rewrite the sentence correctly.

0 My sister <u>talks</u> to my grandmother on the phone now.

My sister is talking to my grandmother on the phone now.

- 1 The students study for their exam today.
- **2** Oliver is usually playing football on Sundays.
- **3** At the moment we have breakfast in a café.
- 4 I am always walking to school.
- **5** What do you do outside, boys? Get inside! It's raining!
- **6** Sally loves cartoons, but I'm liking sci-fi films.
- **7** Why are you always be so rude?

Pronunciation

The sounds $/\eta$ and $/\eta$

4 Listen and repeat.

/η/	/n/
watching doing sing	win dinner chin
• • •	

5 Copy and complete the table in exercise 4 in your notebook. Listen and write the words in the correct column. Then listen again, check and repeat.

cartoo<u>n</u> u<u>n</u>cle ka<u>ng</u>aroo lemo<u>n</u> bu<u>n</u>ch earr<u>ing</u>

B Like / enjoy / love / hate + -ing form

In English, the verbs we use to express personal likes and dislikes are usually followed by a noun or a verb in the *-ing* form.

I like watching action films.

I enjoy going to the cinema.

They love reading comics.

We don't like playing rugby.

He hates playing computer games.

6 Put the words in order to write sentences.

- **0** likes / the baby / cartoons / watching **The baby likes watching cartoons.**
- 1 eating / pizza / loves / our dog
- 2 computer games / you / like / do / playing /?
- 3 hate / swimming / the girls / in the sea
- 4 like/you/rugby/playing/do/?
- 5 like / I / don't / going / by bus / to school
- **6** doesn't / my mum / working / enjoy / at weekends!
- 7 music / love / we / listening to / rap
- 8 don't like / our dogs / in the kitchen / staying
- **9** fast cars / my brother / driving / enjoys
- 10 hate / homework / doing / we

7 Complete the interview using the words in brackets. Write in your notebook.

		brac	kets. Write iii your notebook.
	St	eve	°Do you like watching (you / like / watch) TV Rick?
	Ri	ck	No, I don't. I don't watch TV very often, but I ¹ (like /
			watch / videos) on YouTube on my tablet. 2 (not / like / play)
			computer games.
	St	eve	3(you / like / talk)
	٦.		to your friends online?
	KI	ck	Yes, and I ⁴ (like /
	CT		meet) them on Saturday afternoons.
	St	eve	Where 5 (you /
	ь.	.l.	like / go) with your friends?
	KI	ck	We 6 (love / play /
			sports) so we usually meet at the sports
	٠.		centre.
	St	eve	⁷ (you/enjoy/go)
	ъ.		to the shops?
	Kı	ck	No, I don't! I ⁸
			(hate / shop), but my sisters love it!
8	c	amal	ete the sentences to make them true
0			. Use <i>like, love, enjoy</i> or <i>hate</i> . Write in
			otebook.
	0	on T\	on't like watching music programmes /.
	1	I	watching TV documentaries
		abou	t animals.
	2	1	surfing the internet.
			iends chatting online.
			watching football on TV.
			num listening to rap music.
	6	l	getting up early.
0			
9			VORK In pairs, ask and answer
			ns about what you like or don't like the weekend using the prompts below.
	u	Jiliy a	• • •
			ME Yes No Yes No
	1		
	1		
		_	the cinema
		play	
	4	read	books \square \square \square
	5	go sh	nopping
	6	play	computer games \Box \Box
		. ,	do you like staying at home
	77		ne weekend?

B No, I don't. I hate staying at home.

Grammar

Adverbs of manner



We use adverbs of manner to show *how* somebody does something or how something happens. We usually put the adverb after the verb.

You're sitting very quietly. They're driving really *fast*.

We usually form the adverbs from the adjectives related to them, making the following changes:

Regular adjectives + -ly

nice - nicely

Adjectives of more than one syllable ending in

 $-y \rightarrow -y + -ily$

easy - easily noisy - noisily

Irregular adverbs

good – well fast – fast

10 Choose the correct answer. Write in your notebook.

- **0** My sister sings very bad / (badly).
- 1 This actor is speaking very quick / quickly.
- 2 Julie can act well / good.
- **3** This music is too **noisy** / **noisily**.
- **4** The children are sitting very **quiet** / **quietly**.
- **5** This exercise isn't **easy** / **easily**.
- **6** I can do this exercise **easy** / **easily**.

11 Complete the sentences with the correct adverbs using the adjectives in brackets. Write in your notebook.

0	My dad usually walks <u>slowly</u> but he's
	walking quickly today because he's late
	(slow / quick)

1	David usually plays	the piano	but today
	he's playing	. It's awful! (good	d / bad)

- **2** She usually speaks very _____ but now she's talking to a Spanish boy so she's speaking _____. (quick / slow)
- **3** Mum usually drives _____ but she's driving today because of the traffic. (fast / slow)
- **4** My sister usually speaks _____ but she's speaking _____ this evening because the baby's asleep. (loud / quiet)
- **5** The students usually behave _____, but today they're behaving _____ and they aren't listening to the teacher. (nice / bad)

Round-up

Read the dialogue and choose the correct answer. Write in your notebook.



Helen	Hi Mark. What ^o here?
Mark	I'm just sitting here 1
	I'm thinking.
Helen	What ² about?
Mark	About my little brother, Tom. He usually
	³ really well at school, but this
	week he's behaving really 4
Helen	Is he happy at school?
Mark	I don't know. He usually ⁵ about
	school a lot, but this week he 6
	about school at all.
Helen	⁷ a lot of homework?
Mark	Yes, but he can usually do his
	homework ⁸ He always ⁹
	it really 10
Helen	Has he got a lot of friends?
Mark	Yes, but his best friend ¹¹ his
	family in Brazil at the moment.
Helen	I ¹² that's why he isn't happy.
Mark	Oh yes, you're right, Helen. Thanks.

O A do you do (B) are you doing **C** you are doing

1 A quiet **B** quietly

2 A are you thinking **B** do you think

C you're thinking

C behaves **3 A** is behaving **B** behave 4 A bad B well **C** badly **5 A** is talking **B** talks **C** talk

6 A doesn't talk

B don't talk

C isn't talking

7 A Does he get **B** Is he getting **C** He gets **8** A easily

C bad **B** easy **C** finishes **B** finish

10 A quickly

9 A is finishing

B quick

C slow **C** visit

C well

11 A visits 12 A think

B is visiting **B** is thinking

C thinks



Buying cinema tickets

1 Mark is at the cinema with his father. Read and listen to the dialogue. Then complete the chart with the information about the screening of each film. Write in your notebook. Listen again and repeat.

Dad What time's the next screening of Titanic, please?

Assistant It's at half past eight. Dad How much are the tickets?

Assistant They're £9.50 for adults and £7.00 for children under 14. Dad Can I have one adult ticket and one child's ticket, please?

Assistant Certainly. That's £16.50 ...

Dad Thank you.

Mark Which screen is it on? **Assistant** It's on Screen 2.

Mark Great. Thanks very much.

GLOBE PICTURE HOUSE							
SCREEN 1	SCREEN 2	SCREEN 3					
Titanic – The 25th Anniversary (13)	- II	Barbie (12) Next screening: 20:30					
Next screening: 19:45	Next screening: 1	,					
Admission prices: Adults £ ² Children £ ³							

Key expressions

Questions

What time's the next screening of ...?

How much are the tickets?

Can I have ... tickets, please?

Which screen is it on?

Answers

It's at half past eight.

They're £9.50 for adults and £7.00 for children.

Certainly. That's £ ...

It's on Screen 2.



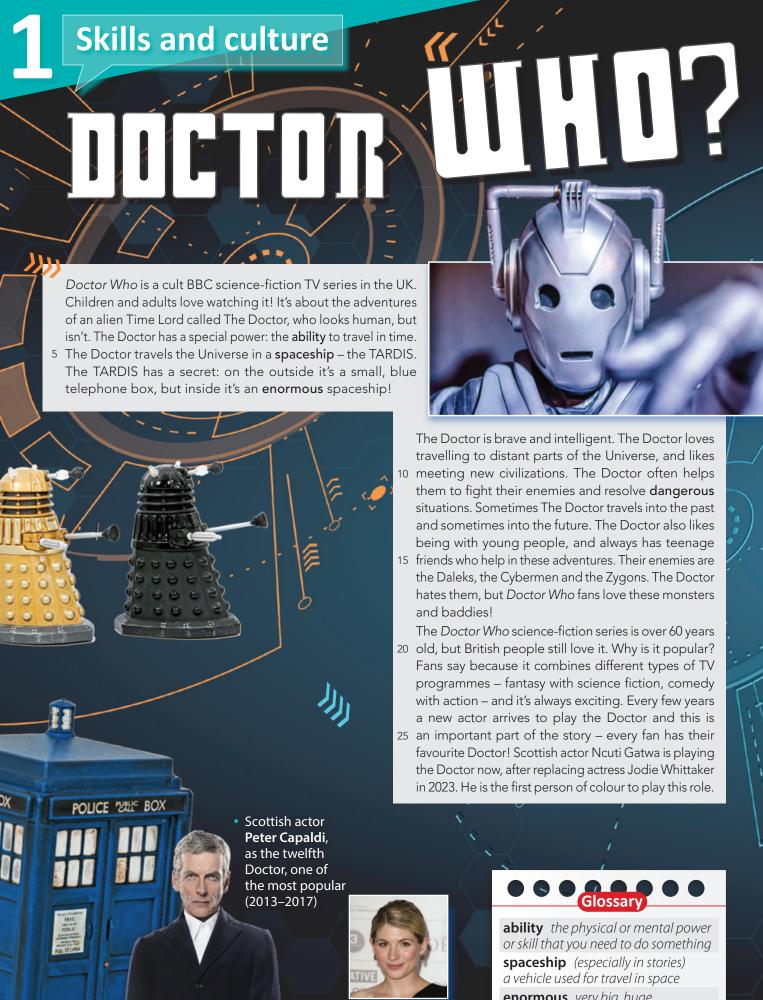
2 🕕 Listen and complete with the missing information. Write in your notebook.

CINE	CITY customer	receipt	4
DATE TIME FILM SCREEN	12.09.24	NUMBER OF TICKETS PRICE £	CINEM

COMPETENCES

cultural awareness and expression civic and social competences initiative

3 PAIRWORK In pairs, choose one of the other films in exercise 1 and act out a dialogue using the information in the chart.



Jodie Whittaker the first woman to play Doctor Who, after replacing Capaldi (2017-2023)

20 twenty

enormous very big, huge

dangerous (a person, animal, thing, or activity) that could harm you



Reading

1 Read and listen to the first paragraph of the text, then choose the correct answer. Write in your notebook.

1 What is *Doctor Who*? A a film
2 What is it about?
A time travel
B hospitals
C a website
C science

2 COMPREHENSION Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones.

T

O Doctor Who is a TV series for children and adults.1 The Doctor is a human.

2 The Tardis is an alien.

3 The Doctor doesn't like travelling.

4 The stories in the series are always about the future.

5 The Doctor always travels with teenage companions.

6 Doctor Who is a new TV series.

7 The same actor always plays the Doctor.

Listening

3 Listen to Julie and Mark talking about TV programmes. Copy and complete the table in your notebook.

	9 9	love	\$	ike	∜ dor	n't like	\$	hate
	Julie	Mark	Julie	Mark	Julie	Mark	Julie	Mark
Documentaries	1							
Sports programmes								
Detective series								
Japanese cartoons								
Disney cartoons								

Study tip

Linkers and, but, because

We use the linking words (linkers) *and*, *but*, *because* to add ideas together and make them coherent.

- and adds information;
- but expresses opposing views;
- because explains something.

Speaking

4 PAIRWORK Now complete the table in exercise 3 for you. In pairs, ask and answer questions about TV programmes.

A Do you like watching documentaries?

B Yes, I do. What about you?

Writing

Write a short text about TV programmes you like or dislike. Use the following example as a model. Choose three favourite texts and add them to your class blog.

My favourite kinds of TV programmes are cartoons. I usually watch cartoons in the afternoon after school. At the weekends I watch sports programmes. I love sports programmes about basketball and Formula 1, but I hate watching programmes about golf because ...

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

learning to learn civic and social competences



Creating word clouds is a fun way to collect and remember words referring to a same topic. You can write words in several directions using letters of different colours and sizes.

Creating a word cloud

Films

1 Look at the kinds of films on pages 12–13 and complete the word cloud with four other categories.



2 Now make a word cloud for TV programmes with the words below.

reality show sports programme sitcom documentary quiz show soap opera the news detective series chat show

3 INVESTIGATION Work in groups of four. Give points to each TV programme in exercise 2 based on your own scoring (1 = love, 2 = like, 3 = don't mind, 4 = don't like, 5 = hate). Then compare your choices.

	ME	Cosmin	Sarah	Mihai
Sport programmes	1	1	5	1
Documentaries	1	4	4	2

4 Now tell the class about your scores. Check your results following the evaluation scale.

Three of us love sports programmes.

Two of us don't like documentaries.

Check your results!

Through this activity you manage to:

- formulate answers to all guestions
- formulate the answers clearly and in detail
- work in a group







Speedwriting

- In pairs, write the name of a TV programme as fast as you can for each category in exercise 2.
- Whoever finishes first says 'Stop'. At that point, put down your pens and compare the words.
- Play a second round with names of films.



learning to learn

Key strategies

Listening

In some listening exercises, you hear five short dialogues. Each dialogue corresponds with a question and three pictures. You have to listen to each dialogue twice, then answer each question choosing the correct picture.

LET'S PRACTISE!

- 1 Look at the pictures in exercise 3 and answer the questions.
 - 1 What's the boy doing in each picture?
 - **2** How do you say the prices?
 - **3** What kinds of films are they?
 - **4** What kinds of television programmes are they?
 - **5** What is the girl doing in each picture?

STRATEGIES

Before you listen

- Read the guestion carefully and study the three pictures.
- Identify similarities and differences between these pictures.

While you listen

- Listen carefully and study the pictures.
- Do not choose the first picture you remember hearing about in the dialogue. Often, all three are mentioned, so you have to understand the context to answer correctly.
- The first time you listen, choose the picture you think is correct.
- The second time you listen, check your answer.
- 2 Listen to the dialogue. Then read it (example dialogue) and circle the days of the week. Why are they mentioned?

Example

0 When does the new film start?







The correct answer is C.

Example dialogue

Hi, Jo. Dan

Hev, Dan. The new film with Nick Jo DiMartino is on at the cinema this week.

Wow! Really? I want to see it! Dan

Me, too. I usually go to the cinema on Jo Saturdays ...

I can't go on Saturday. Dan

Jo The new film starts on Wednesday but I can't go out on school days.

I know! We can go on Friday! Dan

⚠ Listen to five short dialogues. Each dialogue corresponds with a different question. Choose the correct answer (A, B or C). Write in your notebook.

1 What does Will like doing in the evenings?







2 How much do the children's tickets cost?







3 Which film do they choose?







4 Which TV programme is on at 8:30?







5 What's Molly doing?









Weather and temperature

1 Match the weather words in the box with the pictures. Write in your notebook.
Listen and check. Then listen again and repeat.

freezing warm cloudy snowing windy cold sunny raining hot foggy 2 Listen to these people talking about the weather and complete the sentences. Write in your notebook.

0	Vanessa doesn't like the weather in England			
	because it's	cold	·	
1	Today in Englar	nd it's _		.•
2	It's usually		in Galway	in summer.
3	lt's	_ and _		today in
	Galway.			
4	In winter in Pat	agonia	ı it's	·
5	Today it's		_ in Scotland	d.
6	lt's	in Mi	lan today	



3 Complete the sentences with the words in exercise 1. Write in your notebook.

- **0** I can't see the road. It's so <u>foggy</u>.
- **1** It's -8 °C. It's _____.
- **2** Where's my umbrella? It's _____.
- **3** The weather is good here and it's _____
- 4 It's very ______. I think it's going to rain.
- **5** It's ______ today let's go windsurfing.
- **6** In the desert it's more than 40 °C! It's really
- 7 It's 25 °C so it's very _____ today. Let's go to the beach!
- **8** Finally we can go skiing! It's ______.

4 What's your favourite kind of weather? What kind of weather don't you like? Why? Write some sentences.

I like / love it when it's <u>warm and sunny</u> because <u>we can go to the beach</u>.
I don't like / hate it when it's <u>raining</u> because <u>we can't play tennis</u>.

- 5 PAIRWORK Ask and answer questions about the weather.
 - A Do you like it when it's ...?
 - B Yes, I do. I love it. / No, I don't. I hate it.
 - A Why? / Why not?
 - B Because ...
 - A What's the weather usually like in summer?
 - B It's ...



Will it be nice on Sunday?

1 READING Read the text and watch the video. Find all the words referring to the weather.

Kate So, let's check if we've got everything for our trip to York and Whitby. Here are the train tickets and reservation details for the hostel.

Sean Do you think it will be cold in York? After all, it's winter and it may be freezing up there!

Kate Oh, come on! We aren't going to the North Pole! Anyway, I didn't see the weather forecast last night.

Sean I've got a cool weather app on my smartphone. Let's check it.

Sean checks his app.

Tom So, what will the weather be like at the weekend, Sean?

Sean On Saturday morning it will be cold and cloudy. And it may rain in the afternoon.

Tom If the weather is bad, it won't be a problem. We might visit the National Railway Museum if it rains.

Kate How boring! I really hope it won't rain, then!

Tom Will it be nice on Sunday, when we're in Whitby?

Sean Yes, it will. It'll be warm and sunny.

Tom It'll be the ideal weather to walk up to the abbey. We might meet Count Dracula if we're lucky!

Now listen and repeat.



Come on! it may / might

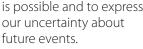
if

Dialogue

Get it right!

We use may and might to say that something is possible and to express our uncertainty about

Tomorrow it *may / might* be cold. (I'm not sure.)





2 **COMPREHENSION** Read the dialogue again and answer the questions. Write complete sentences.

0 Where do the three friends plan to go? **They plan to go to York and Whitby.**

1 Why is Sean worried?

2 What will the weather be like in York on Saturday morning?

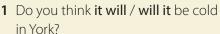
3 What might the students do if it rains in the afternoon?

4 What will the weather be like on Sunday?

5 Why doesn't Anna want to go to the museum?

6 Who might they meet in Whitby?

3 Choose the correct answer. Write in your notebook.



- 2 Sean thinks it will / may be freezing in York.
- **3** They will **to visit / visit** the museum.
- **4** Kate hopes it **will / won't** rain because she doesn't want to go to the museum.
- 5 They walk / will walk to the abbey, meet / to meet Count Dracula.



4 Fill in the gaps with information from the dialogue on page 26. Write in your notebook. Listen, check and repeat.

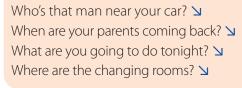
1	Tom	What will the weather be at the weekend, Sean ?	
	Sean	On Saturday morning it cold and cloudy.	
		And it rain in the afternoon.	
2	Tom	nice on Sunday, when we're in Whitby?	
	Sean	lt warm and sunny.	

5 PAIRWORK Act out the dialogue in exercise 4. Change the words in bold, using your own ideas.

Pronunciation – Intonation in questions

When we ask Wh-questions (who, what, etc.) in English, our voice goes down. When we ask yes / no questions, our voice goes up.

6 Listen and repeat.



Would you like some tea? **↗** Does your father work in a hospital? 7 Did you see John yesterday? **↗**

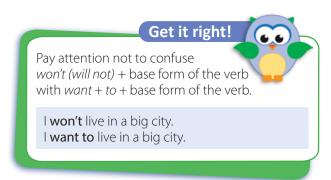


A Will – Affirmative form				
Long form	Short form			
l will go.	l 'll go.			
You will go.	You 'll go.			
He / She / It will go.	He / She / It 'll go.			
We / You / They will go.	We / You / They 'll go.			
Subject + will +	base form of the verb			
We use <i>will</i> to:				
1 make predictions;				
It will be cloudy tomorrow.				
2 make promises and offers.				
I' II make the sandwiches for the party. I' II tidy my room every Saturday.				

1 Complete the sentences with will and one of the verbs in the box. Write in your notebook.

	get married mal write leave live	
	You <u>will get married</u> One of your relatives a lot of money.	
2	Youtropical island.	in a house on a
3	You	to a lot of countries.
	You	
	Your children	
	university in the world.	
6	One of your children	
	the Nobel Prize for Med	icine.
7	You	a great book about
	your life.	
8	A famous film director _	
	a film from your book.	

B Will – Negative form				
Long form	Short form			
I will not go.	l won't go.			
You will not go.	You won't go.			
He/She/It will not go.	He / She / It won't go.			
We / You / They will not go.	We / You / They won't go.			
Subject + will + not + base form of the verb				
To make the negative form of <i>will</i> , we put <i>not</i>				



2 Complete the sentences with *will* or *won't*. Write in your notebook.

0	It's very cloudy. I think it <u>will</u> rain.		
1	Tom doesn't study enough. He		
	pass the English test.		
2	Its now today because it's too		
	warm.		
3	The weather forecast says it rain		
	all day tomorrow.		
4	Kate invite Colin to her party		
	because she doesn't like him.		
5	My brother hates sports, so he		
	come to the football match with us.		
6	Jane can play tennis very well. I think she		
	win the match easily.		
7	Joe and Brad are late for class again. Their		
	teacher be very angry.		
8	Mary is very good at languages. I'm sure she		
	learn German very quickly.		

C Will – Interrogative form and short answers

JIDEO

Interrogative	Short answers		
form	Affirmative	Negative	
Will∣go?	Yes, you will .	No, you won't .	
Will you go?	Yes, I will .	No, I won't .	
Will he go?	Yes, he will .	No, he won't .	
Will she go?	Yes, she will .	No, she won't .	
Will it go?	Yes, it will .	No, it won't .	
Will we go?	Yes, you will .	No, you won't .	
Will you go?	Yes, we will .	No, we won't .	
Will they go?	Yes, they will .	No, they won't .	
Will + sub	ject <mark>+</mark> base	e form of the verb?	
Yes,	+ subject	+ will.	
No,	+ subject	+ won't.	

We always use the same form (will) in short affirmative answers, while in short negative answers we usually use the short form (won't).

- **3** Write questions with *will*. Then write affirmative (+) or negative (-) short answers.
 - 0 it / be / sunny / tomorrow? (+)
 'Will it be sunny tomorrow?' 'Yes, it will.'
 - 1 you / live / in a small village? (–)
 - 2 your English teacher / give / you / a test / this week? (+)
 - **3** you and your friends / go / to the cinema / on Saturday night? (–)
 - 4 an Italian film / win / an Oscar / next year? (–)
 - **5** George Clooney / become / the president of the USA? (–)
 - 6 it / snow / at the weekend? (–)
 - 7 you/go/to England/next summer? (+)
 - **8** all your friends / go / to university? (–)

D Question tags – Asking for agreement (negative tags after affirmative sentences)

Positive sentence (+)	Negative sentence (–)	
It' s cold today,	isn't it?	
We can go to the cinema,	can't we?	
It will be sunny tomorrow,	won't it?	
Tom likes the beach,	doesn't he?	
Mary has got three sisters,	hasn't she?	

Question tags are short questions that we add at the end of a sentence in spoken English and sometimes in informal writing. They can be used to ask for **agreement**.

4 Complete the sentences using the question tags in the box. Write in your notebook.

isn't he hasn't she don't you won't it don't they won't she can't you

- O 'You speak French, <u>don't you</u>?' 'Yes, I do.'
- 1 'Cathy's got curly hair, ____?'
 'Yes, that's right.'
- 2 'She'll be late again, ____?' I think so.'
- **3** 'Jack's on holiday, _____?' 'No, he's at home until next week.'
- **4** 'Pat and Mike live in London, ____?' 'Yes, they do.'
- **5** 'You can swim, ____?' 'Unfortunately, I can't.'
- **6** 'It will be a freezing winter, ____?' That's what the weather forecast says.'

Grammar

E Question tags – Asking for agreement (affirmative tags after negative sentences)

Positive sentence (+)	Negative sentence (–)
It isn't cold today,	is it?
We can't go to the cinema,	can we?
It won't be sunny tomorrow,	will it?
Tom doesn't like the beach,	does he?
Mary hasn't got three sisters,	has she?

We can use a **positive sentence** + a **negative** tag (+, -) or a negative sentence + a positive tag(-, +).

If the main sentence has an auxiliary verb or **be**, this is used in the tag. If not, **do** is used.

She **isn't** doing her homework, is she? You **don't** go swimming every Friday, do you?

There can be used as a subject in tags.

There isn't a problem, is there?

Get it right!

We do not use tags after questions.



VIDEO

It's cold, isn't it?

BUT NOT Is it cold, isn't it?

5 Put a question tag at the end of these sentences. Write in your notebook.

- **0** They aren't coming, <u>are they</u>?
- **1** You don't feel well, _____?
- **2** Your sister doesn't like ice cream, ?
- **3** It isn't that bad, _____ ?
- **4** There isn't any milk in the fridge, ?
- **5** You can't take part in the contest, ?
- 6 Harry won't spend Christmas with his family, _____?



Round-up

1 Read the interview and choose the correct answer (PJ = Professor Jones, P = Presenter). Write in your notebook.



- PJ The weather is getting warmer and I think the situation **will become**/ becomes very serious for us soon.
- P We have to do something quickly, 'won't / don't
- PJ Yes, the ice at the Poles is already turning to water because temperatures are higher than in the past. Consequently, there 'will / won't be more water in the oceans and the sea might cover some tropical islands.
- P What ³will happen / happens to animals like penguins or polar bears?
- PJ There *will / won't be any more penguins or polar bears because they *will / won't find any food.
- ⁶Will we / We will have lots of extreme weather?
- PJ Yes, the weather might be very bad. I think hurricanes ⁷will / won't be stronger and the Mediterranean countries *will / won't become deserts.
- That's all very pessimistic.
- PJ Let's hope people 9will / won't do something to change this.

2 PAIRWORK How will your life change in 20 years' time? Make notes in your notebook.

In 20 years' time	ME	My partner
1 you / be married?		
2 you / have any		
children?		
3 What kind of job /		
you / have?		
4 Which hobbies /		
you / have?		
5 Where/you/live?		
6 you / live / flat		
or house?		

Exchange information with a partner and take notes of his / her answers. Then tell the class about your partner's plan.

- A Will you be married in 20 years' time?
- B Yes, I will. And I'll have three children.
- A I'll be married too, but I won't have any children.

Making offers and promises

1	Read and listen to the dialogue, then fill in the gaps. Write in your
	notebook. Then listen again and repeat.

Mel Sheila, tomorrow it's Kate's birthday. I don't know what to buy her. Sheila ¹_____I come with you to the department store? Yes, ²______get ready straightaway. Mel

At the department store.

Look! What ⁴_____that T-shirt? Mel

Sheila Yes, that's a good 5 ______ . I'm sure Kate 6 _____ like it.

It's really nice but it's £30. Mel

That's really expensive.

Sheila OK. ⁷_____ we pay half each? Kate's my friend,

too!

Mel Oh, thanks, Sheila.

> ⁸_____ help you with your Maths homework,

I promise.

Sheila That's fantastic. That's very

nice of you.



Key expressions

Offers and promises

Responses

Shall I come with you to ...? Yes, please. / No, thanks. Shall we pay ...? Oh, thanks, Sheila.

I'll help ... That's very nice of you.



A going to the cinema Dialogue **B** organising a party Dialogue _____ **C** meeting a girl Dialogue _____

3 ① Listen again and complete the sentences. Write in your notebook. Then listen and check.

Dialogue 1 ______ | _____ you to her? Dialogue 2 | _____ some sandwiches. _____ I _____ some pizzas? Dialogue 3 ______ I ____ us some tickets? ______ we _____ The Hunger Games on TV instead?

4 PAIRWORK Decide with your partner what to buy for one of your friends for his / her birthday and write a dialogue similar to the one in exercise 1. Then act it out.



COMPETENCES

cultural awareness and expression

civic and social competences



The power of nature

The first earthquake happened in the middle of the night on 20th May 2012. I was asleep when suddenly my bed started **shaking** violently. My family and I ran quickly down the stairs into the street. There was a second earthquake nine days later. The two earthquakes

- 5 killed seven people, injured another 50 and badly damaged most of the buildings in our town. After the earthquake we lived and slept in the streets for several days. My country is in a seismic area, but some scientists think that earthquakes might happen because of 'fracking'. This is a way of getting gas by making holes in rocks in the earth.
- 10 Earthquakes might continue in the future because of this. (Luca from Finale Emilia, Italy)

Avalanches are quite common in the Swiss-Austrian Alps. My grandfather remembers the catastrophic winter of 1950–51, also called 'the Winter of Terror'. This was when 650 avalanches

15 killed more than 265 people and damaged thousands of buildings. Heavy snowfalls, loud noises, vibrations and **rising** temperatures can cause avalanches. Climate change can cause more avalanches and there will be more deaths and destruction.

(Anton from Innsbruck, Austria)

Study tip

Reading for specific information

- Think over what you must find in the text.
- Don't read all the words.
- Look through the text quickly and underline the key words or sentences.
- Read the underlined sentences again carefully.

Reading

1 Read and listen to the text. Match the names of the people with the photos. Write in your notebook.

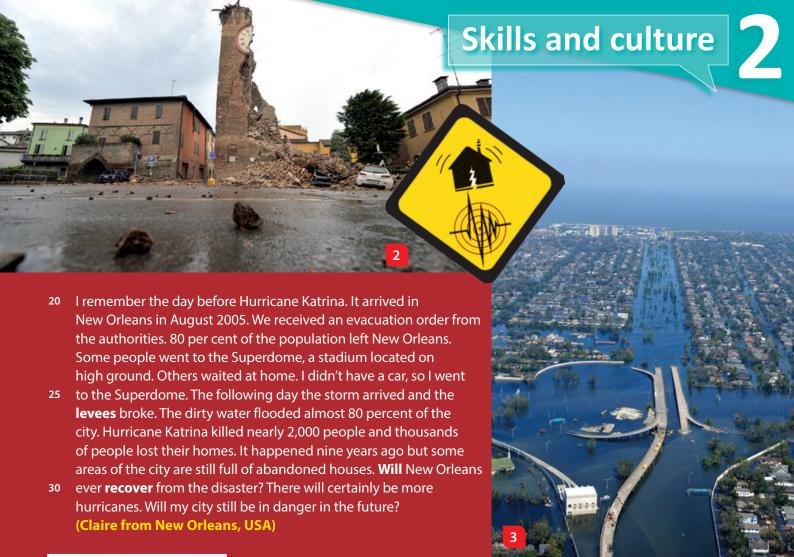
Photo 1 _____ Photo 2 _____ Photo 3 ____

- **COMPREHENSION** Read the text again and answer the questions.
 - 1 How did Luca and his family react to the earthquake?
 - 2 Why might earthquakes happen?
 - **3** What happened in 1950–51 in Austria?
 - **4** What causes avalanches?
 - 5 What happened when Hurricane Katrina struck New Orleans?
 - **6** Why is Claire worried about the future?

Listening

3 ① Listen and complete the weather forecasts.

\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Scotland and Northern England	Wales and the South West	Central England	The South and South East
Today				
Tomorrow				



Glossary

shaking moving backwards and forwards or up and down in quick, short movements

injured hurt

damaged destroyed

rising growing

levees walls of soil or other materials that are built next to a river to stop the river from flowing over the edges

Will ... recover Will ... become completely well again

COMPETENCES

competence in science and technology civic and social competences learning to learn

Speaking

4 PAIRWORK Copy and complete the chart in your notebook with a weather forecast about a country of your choice. In pairs, ask and answer questions about your partner's country.

\bigcirc	Country:			
\111 S	The North	The West	The South	The East
Temperature	°C	°C	°C	°C
Conditions				

Writing

- 5 As part of a student exchange programme a Finnish boy / girl is staying with you and your family for a week at Easter. Send him / her an email with the following points:
 - say how happy you are about his / her visit;
 - give a short description of your town;
 - describe the activities you will organise: where you will take him / her, what you will do, what the weather will be like, etc.

Dear ...

I'm really happy that you're staying with us at Easter and ...

learning to learn civic and social competences



Strategy

Using a monolingual dictionary is a good way to improve your English and learn new words.

Monolingual dictionaries usually give the definition of the word and a sentence as an example to illustrate the context in which we use it.

Using a monolingual dictionary

Extreme weather and natural disasters

Put the words in alphabetical order. Write in your notebook.

	windy thunderstorm foggy hurricane flood freezing snow avalanche		
1	2	3	4
5	6	7	Q

2 Look at the dictionary entry and answer the questions.



snow¹ /snอซ/ noun [U]

the small, soft, white pieces of ice that sometimes fall from the sky when it is cold:

children playing in the snow

heavy snow / rain

a lot of snow / rain falling

snow² /snəʊ/ verb

it snows

If it snows, snow falls from the sky:

It snowed all day yesterday.

be snowed in

to be unable to leave a place because there is too much snow:

We were snowed in for two days.

be snowed under

to have too much work:

I'm snowed under with homework.

- 1 What's the definition for the noun snow?
- **2** What's the example sentence?
- **3** What other words are associated?
- **4** What's the definition for the verb snow?
- **5** What's the example sentence?
- **6** What other words are associated?



3 Now look up these words in a learner's dictionary.

climate cloudy avalanche freezing hurricane rain

For each one, write:

- **A** the part of speech (noun, adjective, adverb, preposition or verb);
- **B** the definition;
- **C** an example sentence.

You know, you win! Articulate!

- Write the following words on 12 pieces of card: hurricane, forest fire, earthquake, flood, landslide, drought, tsunami, volcanic eruption, avalanche, thunderstorm, blizzard, tornado.
- Mix the cards and place them face down.
- Split into two teams. Each team takes a turn to nominate a player. The player picks a card and has one minute to give a definition of the weather condition without saying the word.
- If the team guesses the word, they score a point and keep the card. If they don't, the card goes to the bottom of the pile.



EVALUATION TEST 1–2



V	o c	ab	ul	ary	V
	_		•		,

V	00	abulary
1	W	rite six kinds of films.
	1	4
		5
	3	6
		/6
G	ra	mmar
2	Cl	hoose the correct answer.
	1	I always go / I'm always going swimming on Sundays.
	2	It rains / It's raining so we can't go out.
	3	I'm usually working / I usually work on Saturdays but luckily I'm not working / I don't work today.
	4	Why you drink / are you drinking milk? You don't like / aren't liking it!
	5	We always go / We're always going on holiday
		to Greece but this year we are wanting / want
	6	a change. Where are we going / do we go now?
	Ü	/6
		<u>—</u> .
3	Fi	nd the mistakes and correct the sentences.
	1	We study for the exam tomorrow.
	2	Charlie loves the cinema, but I'm enjoying
	2	the theatre.
		I'm usually playing football on Sundays. Why you are looking at me?
	5	
		We're watch the video right now.
	7	She has a shower at the moment.
	8	We are not meeting every week.
		/8
4		omplete the sentences about what they like r don't like doing. Use the verbs in the box.
		visit eat be meet stay
		speak go watch

	3	They don compute	't like films on the
	4		to the cinema
	5	I don't like	e English.
	6	My paren	ts hate at home
		on Saturo	lay evenings.
	7	I love	new places on holiday.
	8	Do you e	njoy new people?
			/8
5	CI	hoose the	correct answer.
	1	Wow, you	ı speak English really good / well .
	2	Come in	quiet / quietly – everybody's asleep.
	3	I don't like	e that music – it's too noisy / noisily .
	4	We're wir	ining the game easy / easily .
	5	That film	isn't very good / well .
	6	Can you r	run fast / fastly ?
		ĺ	cise is just so easy / easily .
			w / slowly please, I can't follow you.
		'	/8
Fu	ın	ctions	
6	C	omplete t	he dialogue with the correct words.
	Cı	ustomer	What ¹ is the next
			screening of Midnight Stars, please?
	A	ssistant	It's at quarter ² nine.
	Cı	ustomer	Ok, it's nine o'clock now, so I've
			got fifteen minutes left. How
			are the tickets?
	As	ssistant	're £10.50 for adults and
			£7.50 for children 514.
	Cı	ustomer	6I have one adult ticket
			and two children's tickets, please?

	visit			meet watch	· ·	
1	Jim likes		fish a	nd chip	S.	
2	I hate	lat	e for s	school i	n the m	orning

screen is it on?
/ 8 GRANTED POINTS 6 / 6
TOTAL / 50

⁷_____ – that's £25.50...

Here you are.

Thank you.

Screen 3.

Assistant

Customer

Assistant

Assistant

Customer 8____

Customer Thanks a lot.



EVALUATION TEST 1–2

Vocabulary

1 Look at the pictures and write the suitable weather words.

1		2		3	-10°c
4	350	5	18°C	6	

5 Complete the sentences with the correct question tags.

1	It's Sarah's birthday tomorrow,	?
2	We can visit Mark and Julie this weekend,	
	?	
3	Paul doesn't like football,?	
4	You'll meet me at the bus stop,	_ ?
5	There won't be anyone here on Monday,	
	?	
		/5

Grammar

2 Complete the sentences with will or won't.

1	The weather _	(be) wet and cold
	tomorrow. (+)	
2	You	_ (arrive) at school late! (+)
3	I(g	et) a good mark in the test. (–)
4	It(snow) tonight. (–)
5	They	_ (pass) the exam easily. (+)
		/5

___/6 Functions

6 Complete the sentences with the suitable phrases.

Questions	s: get you	Lintroduce	'll make	shall
Answers:	yes thank	ks nice of y	ou very i	much
	we co	ook the dinn	er?'	
	, plea	you to Ellie?' se.'		
		birthday cake 's fantastic.'	e!'	
	an 's very	•		
				/

3 Complete the questions using the prompts and will. Give short answers.

1		(it / rain) tomorrow?
	No,	
2		(you / learn) French
	at your new school? Yes,	·
3		(your parents / come)
	to the school concert? Ye	es,
4		(the teacher / give)
	us a test next week? No,	·
5		(your sister / be)
	angry with you? Yes,	·
		/5

Writing

7 Read the email of your English pen pal and write an answer to it (about 50 words).

What are we going to do when I visit you in Romania? I'd like to visit some famous places. What will we do if the weather's bad?
/10
GRANTED POINTS 5 / 5
TOTAL /50

4 Choose the correct answer.

- 1 He is coming, isn't / doesn't he?
- 2 Mary likes flowers, doesn't / isn't she?
- **3** She will help you, will / won't she?
- 4 The weather will be very cold tomorrow, won't / will it?
- 5 You don't feel well, don't / do you?
- **6** You won't enter the competition, will / do you?

___/6

Self-evaluation

- The most important thing I learned in Units 1–2 is ...
- I enjoyed ...
- It was difficult for me to ...

learning to learn

Key strategies

Reading and writing

In some reading and writing exercises you have five sentences referring to a same topic. You have to complete each sentence choosing the correct option: A, B or C.

STRATEGIES

- Before you choose, read each sentence and the three options (A, B and C) carefully.
- Try to read the sentences using all the three options. Which of them makes more sense?
- Choose the option that you think is the most suitable.
- 1 Read the sentences about a day out. Choose the best word (A, B or C) for each space. Write in your notebook.
 - **0** The Martin family _____ going on a trip tomorrow.
 - (A) are
- B will
- **C** does

The correct answer is A.

- 1 They ____ go to the beach today, won't they?
 - A was
 - B will
 - **C** is
- **2** Mr Martin says it will rain tomorrow, ____ he?
 - A not
 - **B** doesn't
 - **C** does
- **3** They _____ visit a castle on their holiday.
 - **A** want
 - B will
 - **C** are
- **4** The children ____ to go to the beach.
 - A won't
 - **B** want
 - **C** likes
- **5** Mrs Martin doesn't mind _____ to the beach or the castle.
 - A going
 - **B** go
 - **C** went

In other reading and writing exercises you have five conversations, each of two lines. You have three possible options to answer in each case. You have to read the two lines of each conversation and choose the correct option: A, B or C.

STRATEGIES

- Read each line carefully.
- Now try to answer using all the three options. Which of them makes more sense?
- Choose the option that you think is the most suitable.
- 2 Omplete the five conversations in your notebook. Choose the correct answer: A, B or C.
 - **0** What are you going to do?
 - **A** I'm watching TV.
 - (B) I don't know.
 - **C** We're doing our homework.

The correct answer is B.

- 1 I don't like cold weather!
 - A So do I!
 - **B** It's freezing.
 - C Neither do I.
- 2 Hi, can I speak to Rory?
 - **A** Who's calling?
 - **B** Are you Rory?
 - **C** Rory hasn't got a phone.
- **3** Shall I cook the dinner?
 - A I never cook the dinner.
 - **B** Yes, please.
 - **C** No, you don't.
- 4 Would you like an ice cream?
 - A No, I don't.
 - **B** Yes, I will.
 - C No, thanks.
- 5 I'll go to the shop for you!
 - A No, thanks. I can't.
 - **B** I might go shopping.
 - **C** Thanks. That's nice of you.

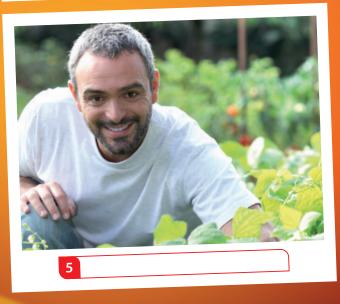
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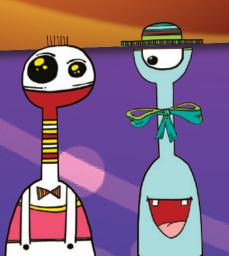
1 Rachel and Lisa















- 1 Read and listen to the sentences. Then match the names of the people with the pictures. Write in your notebook. Listen and check.
 - **1** My dad's got a beard and a moustache. His hair was black, but now it's grey.
 - 2 My brother Josh has got curly, red hair and freckles.
 - **3** My mum's got green eyes and short, straight, blonde hair.
 - **4** My sisters Rachel and Lisa have got long, straight, blonde hair and blue eyes.
 - **5** My granddad's got short, grey hair and he wears glasses and my granny's got curly, brown hair.
 - **6** My cousins Gemma and Jane have both got long, straight, blonde hair, and Jane wears glasses.
- 2 ① Listen to Michael talking about his best friends. Copy and complete the table in your notebook, then write their names in gaps 1 and 2.

Names	1	2	3
Eyes	blue)	blue /	blue /
	brown /	brown /	brown /
	green	green	green
Hair	spiky / curly /	spiky / curly /	spiky / curly /
	straight /	straight /	straight /
	wavy	wavy	wavy
	blonde / red /	blonde / red /	blonde / red /
	brown / black	brown / black	brown / black
Other	glasses /	glasses /	glasses /
	freckles /	freckles /	freckles /
	a beard /	a beard /	a beard /
	a moustache	a moustache	a moustache

- 3 Listen again and circle the words used to describe Michael's friends in columns 1 and 2.
- 4 Write the name of a partner in column 3 and circle the words that describe him / her.
- PAIRWORK In turns, describe the person you chose in exercise 4. Use the words you circled in the table. Can you guess who it is?
 - A He's got long, curly, black hair. He wears glasses.
 - B Is it Bogdan?
 - A Yes, it is!









Look out!

When we use more than one adjective to describe something or someone, we separate the adjectives with a comma. We use the following order:

- 1 size
- 2 type
- **3** colour

She's got blonde long wavy hair. She's got long, wavy, blonde hair.



2 COMPREHENSION Read the dialogue again and choose the correct answer. Write in your notebook.

1 Melanie has

A short, red hair. **B** long, brown hair. **C** curly, brown hair.

2 The girl in the café had

B a cup of tea. **C** a cappuccino. **A** an orange juice.

3 The girl in the café

B wasn't short. **C** wasn't tall. **A** was short.

4 The boys meet Natalie

B at the mall. **C** outside. **A** in the café.

5 Adam's text message to Natalie says to meet him

A at the mall café. **B** outside the café. **C** at the Mill Café.



1	The girl	in the café half an hour ag	10
	THE GIII	III tile cale riali arribar ag	Ο.

2 She ______ short. She _____ quite tall

and she _____ glasses.

3 Where ______ you at 9:30?

4 I in the café.

5 No, you _____ in the café.

4 Read the dialogue on page 40 again and choose the correct answer. Write in your notebook. Listen and check. Then listen again and repeat.

Natalie Adam, there you (are) were!

Adam So where ¹are / were you at 9:30?

Natalie | 2was / were in the café.

Adam No, you ³wasn't / weren't.

Natalie Yes, I 4was / were. I 5am / was in the mall café.

5 PAIRWORK In pairs, complete the dialogue with information that is true for you. Write in your notebook. Then act out the dialogue.

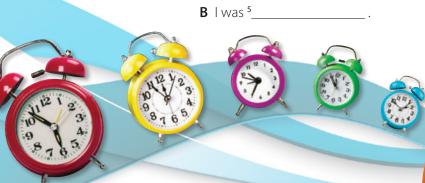
A 1______, there you are! **B** So where were you ²

A I was in the ³

B No, you weren't.

A Yes, I was. I was 4_

Where were you?





A Past simple of the verb to be

Affirmative form



1	was	in the café.
You	were	in the café.
Не	was	in the café.
She	was	in the café.
lt	was	in the café.
We	were	in the café.
You	were	in the café.
They	were	in the café.

Subject was / were complement

The affirmative form of the verb to be in the past simple is was or were.

We use was with the subject pronouns I, he, she and it. We use were with the subject pronouns you, we and

Get it right!



In English, we always use the past simple of the verb to be (was / were) with born.

I am born in Newcastle. I was born in Newcastle.

1 Choose the correct answer. Write in your notebook. Listen and check.

- **0** I (was) / were at home last night.
- 1 I was / were in London during the holidays.
- 2 Sally was / were at a swimming lesson yesterday.
- **3** The boys was / were born in Spain.
- 4 Tom was / were in my class two years ago.
- 5 That book was / were really good!
- **6** Sam and I was / were at Lucy's party on Saturday.
- 7 They was / were 10 years old in 1999.
- 8 It was / were my birthday yesterday.

2 Rewrite the sentences in the past simple.

- **0** Ellie is a student at Redland High School. Ellie was a student at Redland High School.
- 1 I'm a doctor at the hospital.
- 2 He's 15 years old.
- 3 They're my best friends.
- 4 Karen's in class 8B.
- 5 The dog's black and white.
- **6** We're in New York.
- **7** You're late for the lesson.
- 8 The girls are tall and slim.

B Past simple of the verb to be

Negative form



I	wasn't	at home.
You	weren't	at home.
Не	wasn't	at home.
She	wasn't	at home.
lt	wasn't	at home.
We	weren't	at home.
You	weren't	at home.
They	weren't	at home.

Subject + was / were + not +

The negative form of the verb to be in the past simple is wasn't (was not) or weren't (were not).

Rewrite the sentences in exercise 2 in the negative. Write in your notebook.

Ellie wasn't a student at Redland High School.

- **4** Find the mistakes in each sentence. Then rewrite the sentence correctly.
 - **0** I no was at the match yesterday. I wasn't at the match yesterday.
 - 1 My parents was there last night.
 - 2 We aren't at home yesterday evening.

3 The match is two hours ago.





Grammar

3

C Past simple of the verb to be

Interrogative form and short answers



Interrogative	Short answers	
form	Affirmative	Negative
Was I late?	Yes, you were .	No, you weren't.
Were you late?	Yes, I was.	No, I wasn't .
Was he late?	Yes, he was .	No, he wasn't .
Was she late?	Yes, she was .	No, she wasn't .
Was it late?	Yes, it was .	No, it wasn't.
Were we late?	Yes, you were .	No, you weren't.
Were you late?	Yes, we were .	No, we weren't.
Were they late?	Yes, they were .	No, they weren't .
Was / were	subject +	complement?
Yes, + sub	oject +	was / were.
No, + sub	oject + wo	asn't / weren't.

To make the interrogative form in the *past simple*, we put *was* or *were* before the subject pronoun.

We form short answers with Yes or No + subject pronoun + was / were or wasn't / weren't.

5 Write questions using the prompts.

- 0 it / your birthday / yesterday?
 Was it your birthday yesterday?
- 1 you / in Italy / four months ago?
- **2** you/3/in 2008?
- **3** your parents / at home / last weekend?
- **4** your friends / at / your house yesterday?
- 5 you / in bed / at ten o'clock last night?
- **6** your last English exam / difficult?

6 Give personal short answers to the questions in exercise 5.

Was it your birthday yesterday?

Yes, it was.

D Question words with was / were

JIDEO

In questions formed with interrogative words (also known as *question words* or *Wh- question words*), these words (*what, where, when, who*) are always placed at the beginning of the sentence. The words *How* and *How much* also belong to the question words group.

Wh- + was / were + subject?

'Where were you?'

'I was at school.'

'When was Kate's birthday?'
'Her birthday was last week.'

'Why were you late?'

'I was late because the clock was wrong.'

'How was your exam?'
'My exam was easy, thanks.'

7 Write questions for the following answers Use Where, When, Why or How.

- 0 My party was in December.
 When was your party?
- 1 The school trip was great, thanks.
- **2** The concert was at eight o'clock.
- **3** The hotel was in the city centre.
- **4** The food was cold because it was in the fridge.
- **5** My exam was last Friday.

Pronunciation

Was: weak and strong forms

The past simple form of the verb to be (was) has two different pronunciations called strong and weak forms. The strong forms are stressed, while the weak forms are unstressed.

8 Listen and repeat.

Strong form /wpz/	Weak form /wəz/
Yes, he was!	He was 15 years old.

9 Listen and mark as W (weak form) or S (strong form). Write in your notebook.

- 1 I was a nurse in Greece.
- **2** He wasn't at school yesterday.
- **3** Yes, she was. _____

Grammar

E Past simple of the verb have

Affirmative form



I	had a red bike.		
You	had a red bike.		
Не	had a red bike.		
She	had a red bike.		
lt	had a red bike.		
We	had a red bike.		
You	had a red bike.		
They	They had a red bike.		
Subjec	t + had + complement		

The affirmative form of the verb *have* in the *past* simple is had for all subject pronouns.

She had a tennis lesson yesterday. They had a big house in France.

10 Rewrite the sentences using the past simple.

- **0** Harry has five brothers. Harry had five brothers.
- 1 I have cereal for breakfast.
- **2** Jennifer has three children.
- **3** The students have a lot of exams.
- **4** You have beautiful hair.
- **5** We have a few ideas.
- 6 Mary has curly, brown hair.
- **7** Rob has a new car.
- 8 They have a nice house.
- 11 Complete the sentences about the following characters using the past simple of have and one of the adjectives in the box. Write in your notebook.

	-curly-	black	long	blonde	grey
0	Charlie Ch	naplin _	had	curly	_ hair.
1	Snow Wh	ite		h	air.
2	Rapunzel			hair.	
3	The sever	n dwarve	es		
	beards.				
4	Cinderella	ì		hair	

Round-up

1 Read Douglas's email and fill in the gaps with was, were, wasn't, weren't or had. Write in your notebook.

	₹ 10.23 PM
Hi Ed, Sorry I ⁰ wasn't at footba 1it?	II last night – how
² at a concert with him? He's that short boy w He was in our science clas	vith curly, black hair.
Nick ³ free tickets for concert. It ⁴ at the in town! There ⁵ ab the stadium but we ⁶ really good seats near the	or the Maroon 5 Millennium Stadium bout 10,000 people in lucky. We ⁷
My favourite musician ⁸ _ He's the tall guy with a be He plays the bass guitar ir cool!	ard and big glasses. In the band. He's so
The concert ⁹ awe ¹⁰ there, too a good time at football.	esome. It's a pity you o. I hope you ¹¹
See you soon,	
Douglas	
X	

2 PAIRWORK Think about a concert, a film or a sporting event you participated in. Then, in pairs, talk about it using the prompts below.

How many / people /
there?
Who / favourite /
Was/it/a good?

Describing people







2

1 Read and listen to Lucy describing her family. Match the names with the pictures. Write in your notebook.

3

Joe Who do you look like in your family, Lucy?

Lucy I look like my mum. We've got brown eyes and straight hair.

Joe What about your sister, Sarah? What does she look like?

Lucy She's quite tall, with very long, curly hair.

Joe Does she look like you?

Lucy No, she doesn't. She looks like my dad. They've both got big ears!

Joe What colour hair has she got?
Lucy She's got red hair, like Dad.
Joe What colour eyes has she got?

Lucy She's got green eyes.

COMPETENCES

cultural awareness and expression civic and social competences initiative

Key expressions

Questions

Who do you look like?

What does ... look like?

Does he / she look like you?

What colour eyes / hair has he / she got?

Answers

I look like my mum.

He / she's tall with short hair.

No, he / she doesn't.

He / she's got blue / green eyes and brown / black hair.

2 Listen to Joe describing himself and his father and fill in the gaps. Write in your notebook.

Joe looks like	his ¹	.They've both got ² ,
3	hair and a big 4_	Joe has got ⁵
eyes and his	dad has got browi	n ⁶

- 3 PAIRWORK In pairs, ask and answer questions about your families. Use the *Key expressions* box and the dialogue in exercise 1 as a model.
 - A Michael, who do you look like in your family?
 - B I look like my dad. We've got ...



http://www.then and now.co.uk/

OUR FAVOURITE STARS, then and 110 W



He was born in Memphis, Tennessee and was a famous child actor. Then he was a teenage pop star in the American boy band NSYNC. Now he's an actor in films like Bad Teacher, In Time and The Social

5 Network. He's married to the beautiful actress Jessica Biel and has two young sons. Justin Timberlake has got it all and he's gorgeous too – ask any of his fans! He's got very short hair and a beard and his clothes are always 10 trendy. But Justin wasn't always so cool. In this photo he was 11 – who knew he had curly hair?



She was born in Pennsylvania, USA on December 13, 1989. When she was 14 years old, American singer and songwriter Taylor Swift was a country music mega-star. She was just 17 in 2006 when she had a number 1 song in the USA. She was 19 when she got a Best New Artist nomination at the Grammy Awards. Today, she's still a very popular singer, as well as an actress and a model. She's famous for her style and her blonde hair and blue eyes. But Taylor wasn't always so elegant. Here she's

Everyone knows Harry Potter, the cute little boy with 25 brown hair, blue eyes and big glasses in the films about the magic school, Hogwarts. But that was then and this is Daniel Radcliffe now! Now the British actor is famous for his performances in the London theatre, and in films like *The Woman in Black* and

a cute girl with wavy hair.

30 Kill Your Darlings. His look is different now, too. He has got a fringe but he hasn't got glasses. His hair is short and dark brown and he's got a beard. Harry 35 Potter is a **cool dude** today!



has got it all has everything so cool so attractive, fashionable cute beautiful, graceful cool dude awesome guy

Skills and culture



Reading

- 1 Read the title of the text and look at the pictures. What is the text about? Choose the correct option. Write in your notebook.
 - **A** astrology
- **B** actors
- **C** music
- 2 **OMPREHENSION** Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones. Write in your notebook.
 - 1 Justin Timberlake is English.
 - **2** He was in a boy band when he was a teenager.
 - **3** Taylor Swift sings rap music.
 - **4** Her nomination for Best Artist was in 2008.
 - **5** Daniel Radcliffe works in the theatre in New York.
 - **6** He looks the same today as he did in the *Harry Potter* films.



Study tip

Matching specific information to photos

- 1 Think about the kind of information you are listening to: words to describe physical appearance.
- 2 Make a list of words you already know about this topic: type of hair and hair colour, face / body parts, adjectives (tall, short, slim, etc.)
- **3** Underline the words in the list that can be used to describe the photos.
- 4 Listen and mark the words you hear.
- 5 Listen again and add all the other words that you understand.

Listening

3 DListen to two people describing their favourite actors. Which actors do they describe? Write in your notebook.







Kristen Stewart Scarlett Johansson

ROBERT DOWNEY JR CHRIS HEMSWORTH

4 Nead the questions about the dialogue in exercise 3 and complete them with the missing words. Write in your notebook.

- **1** Who _____ your favourite actor? **2** Where is he / she _____? **3** What films _____ he / she in?
- **4** What does he / she _____ **5** _____ he / she got blonde
- hair? **6** _____ he / she good-looking?

Speaking

5 PAIRWORK Think about a famous person without saying his / her name. Ask each other the questions in exercise 4.

Writing

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

6 Use the information in exercise 5 to write a description of the famous person your partner chose.

Mark's favourite actor is Ben Affleck. He's American. He was in the films Good Will Hunting, Batman and Gone Girl. He's tall and he's got ...

learning to learn civic and social competences



Smart flash cards are a very creative tool for learning and

remembering words.

On each card there is a picture and a corresponding word that describes it. There is also a sentence that refers to your life or personal experience, allowing you to put the word in context.

Creating smart flash cards

Appearance

- Here are the instructions for making a smart flash card.
 - 1 Find the picture of a person, for example a man with a beard.
 - 2 Stick it on a sheet of paper and write the word BEARD. Then cut out the paper.
 - **3** On the other side of the paper, write a sentence about a person you know. Uncle David has got a brown beard.



- 2 Look for photos or draw pictures of the words on page 39 and the prompts below, then make smart flash cards. Remember to write a sentence about the people you know on the back of the cards.
 - big, small, long, short, broad, narrow
 - legs, chin, forehead, shoulders, nose, mouth, hands

3

Picture dictation

- In pairs, draw a picture of a character without showing it to your partner.
- After that, one of you describes his / her own character and the other draws it.
- In the end, compare the drawings and swap roles.



learning to learn

Key strategies

Listening for specific information

In some listening exercises, you have five answers. On the left, you will find a list of five people, and on the right, a list of eight options. You will listen to a short dialogue twice. While you listen, you will try to identify important information and match each person with one option.

LET'S PRACTISE!

- f 1 In listening activities, it is important to understand the details. Listen and choose the correct option. Write in your notebook.
 - **0** Julia's hair is **(short) long** now.
 - 1 Liam wears / doesn't wear glasses now.
 - 2 Tom looks like his mum / dad.
 - 3 Nick has got a beard / moustache.

STRATEGIES

Before you listen

- Read the instructions.
- Read the words from the exercise. In this way, the words that you hear will not be completely new to you.

While you listen

- Listen carefully and study the words.
- Don't choose a word just because you recognised it. Remember that you have to understand the context in which it is used. For example:

I've got a smartphone.

I haven't got a **smartphone**.

- The word smartphone appears in both sentences, but the first sentence is affirmative, while the second one is negative.
- The first time you listen, concentrate and match each person with one option.
- The second time you listen, check the answers.
- 2 \text{\tint{\text{\tint{\text{\tint{\text{\text{\text{\text{\text{\text{\tint{\text{\text{\tint{\text{\tin}\tint{\text{\ti}}\tint{\text{\tin}\ family with their physical appearance. Write in your notebook.

People Appearance A spiky hair **F** brown eyes 1 Mum **B** slim **G** beard 2 Dad **C** moustache H plump **3** Tanya **D** good-looking I curly hair 4 Lucas **E** glasses **5** Uncle David





I feel **bored** in physics lessons.

Instead, we use adjectives ending in *-ing* to express an opinion or describe something.

Physics lessons are **boring**.





Feelings and emotions. Adjectives of personality

1 Match the names of these emotions with the pictures. Write in your notebook. Listen and check.

worried -afraid bored relaxed happy sad excited surprised angry tired

- 2 Point out which adjectives in exercise 1 express a positive emotion (✓) and which ones express a negative emotion (✗).
- 3 Listen to five people talking about how they are feeling. Fill in each gap with an adjective. Write in your notebook.
 - 1 Ben felt **relaxed**.
 - 2 Sally is feeling ______.4 Kate is feeling ______.5 Will is feeling ______.
- 4 Listen again and match the people with the reasons for the feelings they have. Write in your notebook.
 - **1** C Ben **A** He's having a birthday party.
 - **2** Sally **B** She had an exam.
 - **Solution C** It was sunny and he was in the garden.
 - **4** Kate **D** He's got a new pet.
 - **5** Will **E** She doesn't know where her brother is.
- 5 How do these pictures make you feel? Write an adjective for each one in your notebook.







- 6 PAIRWORK In pairs, ask and answer questions about how you are feeling today.
 - A How are you feeling, today, Jim?
 - B I'm feeling relaxed because ...
- 7 PAIRWORK Use the adjectives in the box to describe a classmate's character. Then compare your description with a partner. Do you agree?

brave shy clever funny serious calm nervous kind quiet friendly

- A Maria is friendly and kind ...
- B I think Maria is friendly and kind, but shy.



I started school here last year

1 READING Read the text and watch the video. Why does Emma go to a different school?

Adam Oh, hi, Emma. Emma, this is my friend,

Ricky.

Emma Hello.

Ricky Nice to meet you, Emma.

Adam Emma's my cousin.

Ricky Do you live near here, Emma?

Emma No, not now. We moved house two

months ago. I changed school

two months ago, too.

Ricky Do you like your new school?

Emma Yes, I do. I'm happy there.

What about you?

I started school here last year. Ricky

Adam Ricky's Italian.

Emma Really?

Yes, I was born in Rome. Ricky

Emma You're so lucky! I went to Rome

last summer – it's beautiful.

Ricky Yes, it is.

Emma Do you like it here? Ricky Yes, I do. I was not happy about the weather at first, but I got used to it.

Emma Do you like your school?

Yes, it's great! I was really excited Ricky

when I arrived but I felt worried about

the exams.

Emma Well you look very happy now!

How were your results?

Ricky Not bad. I was happy, I passed

them all ...

Adam He got an A star in one of them!

Emma Wow! That's fantastic, Ricky.

Which exam was that?

Ricky Italian!

Now listen and repeat.



I got used to it. Not bad.

He got an A star ...

2 COMPREHENSION Read the dialogue again.

Are the sentences true (T) or false (F)? Correct the false ones.

1 Ricky and Emma are old friends.

2 Emma's family have got a new house.

3 Emma doesn't like her new school.

4 Ricky lives in Rome now.

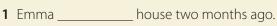
5 Emma doesn't like Rome.

6 Ricky hates the English weather.

7 Ricky was relaxed about his exams.

8 Ricky's exams results were good.





2 Ricky _____ school here last year.

3 Emma ______ to Rome on holiday last year.

4 Ricky _____ worried about the exams.

5 Ricky _____ all his exams.

6 Ricky _____ an A star in Italian.



4 Read the dialogue on page 52 again and choose the correct answer. Write in your notebook. Listen and check. Then listen again and repeat.



Grammar

A Past simple of regular verbs

Affirmative form

start**ed** at 8:00 am. You start**ed** at 8:00 am. He start**ed** at 8:00 am. She start**ed** at 8:00 am. lt start**ed** at 8:00 am. We start**ed** at 8:00 am. You start**ed** at 8:00 am.

Subject +

They

base form of the verb

at 8:00 am.

+ -ed + complement

JIDEO

The affirmative form of regular verbs in past simple is the same for all persons. We make it by adding -ed to the base form of the verb.

start**ed**

We walked to school yesterday.

I changed school last year, too.

1 Write the *past simple* form of the following verbs. Write in your notebook.

0 help helped 1 ask **2** play

6 work

7 open 8 want

3 show **4** listen

9 need **10** walk

5 wait

2 Complete the sentences with the *past simple* form of the verbs in the box. Write in your notebook.

open show work wait start finish ask watch listen

0 I **listened** to a radio programme last night.

1 We _____ for Kate for an hour.

2 The lesson _____ at 8:00 am.

3 I ______ for more time in the exam.

4 Fred _____ in Rome for three years.

5 The children _____ all their presents.

6 I ______ a great film on TV last night. 7 The concert _____ at midnight.

8 My cousins _____ us their town.

B Time expressions / adverbs used with the past JIDEO

I walked to school	yesterday.
She studied French	last year.
That girl was in the café	half an hour ago.

To talk about events or actions that ended in the past, we often use the past simple with time expressions / adverbs like yesterday, last night / week / month / year, five minutes / weeks / years ago.

3 Complete the sentences using the correct time expression / adverb so they are true for you. Write in your notebook.

0 The lesson started <u>**20 minutes ago**</u>. 1 I changed school ______. 2 I walked to school ______. 3 I watched a match . 4 I visited my grandparents ______. **5** We played basketball ______. **6** I wasn't at home ______.

C Past simple of regular verbs

Spelling rules



To regular verbs ending in -e, we only add -d.

like	like d
change	change d

To regular verbs ending in one consonant and -y, we change the -y to -i, and then we add -ed.

study	stud ied
try	tr ied

In some one-syllable verbs ending in a vowel and a consonant, we double the consonant before we

In some two-syllable verbs ending in a vowel and a consonant, with the last syllable stressed, we double the consonant as well.

stop	sto pped
chat	cha tted
prefer	prefe rred

- - **0** Flora *changed* (change) school last term.
 - 1 Kenneth _____ (love) Lisa when he was young.
 - 2 The boys _____ (arrive) last night.
 - **3** We ______ (study) Maths, Science and History last weekend.
 - **4** Marco Polo _____ (travel) to many places in China.
 - **5** | _____ (decide) not to go to university.
 - **6** My grandparents _____ (live) in Berlin from 1955 to 1960.
 - **7** The train _____ (stop) at five stations before London.
 - **8** Helen and her friends _____ (chat) online until eleven o'clock last night.

D Past simple of irregular verbs Affirmative form

Base form	\rightarrow	Past simple	Base form	\rightarrow	Past simple
buy	\rightarrow	bought	read	\rightarrow	read
come	\rightarrow	came	run	\rightarrow	ran
do	\rightarrow	did	say	\rightarrow	said
drink	\rightarrow	drank	see	\rightarrow	saw
eat	\rightarrow	ate	sing	\rightarrow	sang
feel	\rightarrow	felt	sleep	\rightarrow	slept
find	\rightarrow	found	speak	\rightarrow	spoke
forget	\rightarrow	forgot	spend	\rightarrow	spent
get	\rightarrow	got	take	\rightarrow	took
give	\rightarrow	gave	teach	\rightarrow	taught
go	\rightarrow	went	tell	\rightarrow	told
know	\rightarrow	knew	think	\rightarrow	thought
leave	\rightarrow	left	wear	\rightarrow	wore
make	\rightarrow	made	win	\rightarrow	won
meet	\rightarrow	met	write	\rightarrow	wrote

Many verbs in English have an irregular form in the *past simple*. These forms must therefore be memorised.

He came to England when he was 12.

I went to Florence on holiday last summer.

5 Decide if the verbs in the box are regular or irregular. Copy and complete the table with the correct past simple form of these verbs.

run study write talk invite speak buy wait play look go see

Regular verbs	Irregular verbs
studied	

6 Complete the sentences with the correct past simple form of the verb in brackets. Write in your notebook.

0 | <u>forgot</u> (forget) my schoolbag yesterday.

1 We _____ (go) to Ibiza last August.

2 My granny _____ (buy) me a new smartphone last weekend.

3 Our train _____ (leave) at 4:30!

4 The football match was great – my team _____ (win) 3-0.

5 I ______ (see) Martin with Sandra at the sports club yesterday.

6 He _____ (know) my brother when he was in Italy.

7 We _____ (give) my mum flowers for Mother's Day.

8 Sally _____ (make) a cake yesterday.

7 Complete the dialogue with the correct past simple form of the verbs in the box.
Write in your notebook.

Wille	Tyour notebook.
	-see- tell feel meet get
	Hi Mum, I ^o <u>saw</u> Kirsty today. Oh? Where was she?
Sam	We 1 at the bus stop and we 2 the bus to town together.
Mum	How is she?
Sam	She's fine. She ³ me about her new school.
Mum	I think she ⁴ worried about starting a new school. Does she like it now?
Sam	Yes, she does.

4

Grammar

Read the text and fill in the gaps with the correct form of the verbs in the box. Write in your notebook.

leave meet enjoy be say know feel study talk send see teach go



My grandfather 0 _	was	_born in St	Kilda, a remot
island near Scotlan	d, in 1945.	There wasn'	't a school on
the island, so he ¹ _		_ at home.	His teacher
² him	on the rac	lio and he ³_	
his homework to h	er by post.	Sometimes	
he 4 to	o the othe	r pupils on t	he radio, too.
He ⁵ t	alking to o	ne girl, Flora	a, and often
laughed and joked	with her. H	He ⁶	happy
speaking to her bu	t he never	7	her.
My grandfather 8_		_ the island	when he was
18 and went to Gla	isgow. One	e day he ⁹	
into a café and 10_		_ a beautifu	l girl.
He ¹¹	she was th	e girl for hir	n. He asked
the girl her name.	Flora', she ¹	2	'I come
from a little island i	n the west	of Scotland	l ′

Pronunciation

The sounds /t/, /d/ and /Id/

The affirmative form of the *past simple* can be pronounced in different ways, according to the final sound of the base form of the verb.

9 Listen and repeat.

/t/	/d/	/1d/
looked	arrived	decided
walked	played	started

10 Copy and complete the table in exercise 9 in your notebook. Listen and write the verbs in the correct column.

washed ended changed helped travelled visited waited liked tried

Round-up

1 Read Adam's project about what English schools were like in the past. Complete with the correct *past simple* form of the verb in brackets. Write in your notebook.



school equipment from 1895! Now it is very		
modern but then everything was so different!		
There ⁰ were (be) maps on the wall.		
They ¹ (use) a globe for geography		
lessons, and they ² (count) with		
an abacus. Every child ³ (sit) at		
a different desk. They 4 (write)		
on slates with chalk, not on paper, and they		
⁵ (correct) their mistakes with		
their fingers! Girls and boys 6		
(learn) in different classes and the school		
⁷ (have) different doors for boys		
and girls. They both 8 (study)		
reading, writing, arithmetic, spelling and PE.		
Boys also ⁹ (do) lessons like maths		
and technology to prepare them for jobs after		
school. The teachers 10 (teach)		
the girls cooking and making clothes to prepare		
them for being mothers! The teachers often		
11 (feel) angry with the children		
and ¹² (shout) at them! I'm so		
happy I'm at my school now and not in 1895!		

My school is very old. This is a picture of some

- 2 PAIRWORK In your opinion, what did children do every day in 1895? In turns, use the following prompts to write sentences.
 - O Children / start / school / 6 years old Children started school at 6 years old.
 - 1 Children / go / to work / 9 years old
 - 2 They/get up/at 5:00
 - 3 They / eat / bread / breakfast
 - 4 They/wash/in cold water
 - 5 They/walk/to school
 - 6 They / study / religion / every day



Apologising and making excuses Giving reasons

1 Read and listen to the dialogue. Choose the correct answer. Write in your notebook.

Julie Hi, Chris. Can you come to my party on ¹Friday / Saturday?
 Chris I'm really sorry, but I can't go out this ²weekend / week.
 Julie Oh no, that's a shame. Why not? What happened?

Chris I forgot the time and I got home ³early / late last Saturday.

My parents were very ⁴worried / angry.

Julie OK, never mind. It doesn't matter.

Chris Have a great party!

Key expressions

Apologies / Excuses	Reactions
I'm sorry.	That's a shame.
I'm really sorry, but	Why not? What happened?
I can't go out this weekend.	It doesn't matter.
l forgot the time	Never mind

COMPETENCES

cultural awareness and expression civic and social competences



Jack	Hi Angela. Can you com	e to the library today?	
Angela	ľm ¹ ,	, but I can't come today.	
Jack	Oh no, that's ²	Why ³	?
Angela	I haven't got any books	with me today. I left my ba	g at home.
Jack	OK. It ⁴	·	
Angela	See you tomorrow.		

- **PAIRWORK** In turns, choose one of the following situations and make a dialogue using the *Key expressions* box.
 - 1 You can't go swimming because you're studying for an exam.
 - **2** You can't give your friend his dictionary because you left it in the library.
 - **3** You can't go to the cinema because you haven't got any money.
 - 4 You can't show your teacher your homework because you left it on the bus.
 - A Do you want to go swimming, Jane?
 - B I'm sorry, I can't.
 - A That's a shame. Why not?
 - B I'm studying for an exam.
 - A OK, never mind.





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for advice about the problems in your life.



share have or use something at the same time as someone else

my own space my personal space made fun of her laughed at her became friends developed an amicable relationship

Reading

1 Read and listen to the text. Choose the most suitable title for each paragraph. Write in your notebook.

Paragraph 1 A I love my room.

Paragraph 2 A My friend can't speak English.

B My brother is so untidy!

B They're just bullies.

2 COMPREHENSION Read the text and choose the correct option. Write in your notebook.

- 1 In his old house Luke
 - A shared a room with his brother.
- 2 Luke feels angry because his brother
 - **A** is untidy.
- **3** Luke is worried about
 - A his brother.
- 4 Brenda's friend Wei was shy because
 - A her English wasn't good.
- **5** Some of the girls at school
 - A weren't kind to Wei.
- 6 Brenda wants to
 - A help Wei.

- **B** had his own room.
- **B** doesn't study.
- **B** his exams.
- **B** she was from China.
- **B** helped Wei.
- **B** help the girls.





Luke_2000 Date: 02/05/2024 h: 17:30

•

My family moved house three months ago when my dad got a new job. In our new house I share a bedroom with my brother, Jed. In our old house I had my own room. It was small but I loved it. I was calm and relaxed because I had my own space. My life was great. Now it's awful! Jed is friendly and funny but he's really untidy. He leaves his things on the floor, on the desk, on the chair and on my bed! He's also very noisy. Last night he talked to his friends for three hours on Skype and then he watched a film on his tablet. I felt really angry because I wanted to sleep. I can't study when he's in our room and now I'm worried about my exams – I need to get good results this year. What can I do?



Brend@02 Date: 02/05/2024 h: 17:45

2

0.0

10 I'm worried about my friend, Wei. She came to our school last term from China. At first her English wasn't very good and she was shy and quiet. But she's very clever. The school gave her a special teacher to help her in class and she learned quickly. Now her English is fine. But some of the girls at school weren't kind to her. They made fun of her and one of them wrote about Wei on a social media site.
15 She felt quite sad and she stopped going out. Then I met Wei at a judo class and we became friends. She's a friendly, kind girl and she's very funny! She says she feels optimistic about life in England now but she's still a bit worried about the girls in her class. These other girls are just bullies. How can I help her?

Study tip

Listening for specific information

- 1 In the questions, underline the type of information you need (names, places, times, dates, etc.). For example, Millie in question 1, exercise 4.
- 2 Use the underlined words to write headlines in your notebook.
- 3 Listen and write down, under the headlines, every word you hear about the information you need.

Listening

- 3 Listen to two girls talking. How is Lucy feeling?
- 4 ① Listen to the dialogue again and answer the questions.
 - 1 Who is Millie?
 - **2** What happened when she got a new computer?
- **3** How are her results at school?
- **4** Has she got any friends online?

Speaking

- 5 PAIRWORK In pairs, choose one of the following situations and act out a dialogue referring to it. Try to ask four questions each of you.
 - 1 You started a new school and you haven't got any friends.
 - 2 You love football but you didn't get a place in the team.
 - A Hi..., what's wrong? BI feel worried. A Why? What happened?

COMPETENCES

cultural awareness and expression civic and social competences learning to learn digital competence

Writing

6 Write a post on Annie's website and explain the problem you talked about in exercise 5. Then collect the posts and add them to your class blog.

My name's ... I started a new school last month and I am worried because ...

learning to learn civic and social competences



The bilingual dictionary is an essential tool for learning a language. To use it, you must know the English alphabet and a set of terms that are used in dictionaries.

Using a bilingual dictionary

1 Put the following letters in the right place in the English alphabet. Write in your notebook.

J K W X Y

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

When you use a dictionary, you have to understand what the parts of speech are. Put the words in the correct category. Write in your notebook.

sleep under happy quickly apple clever hair well feel near

Nouns (n) apple, ...

Adjectives (adj) ... Verbs (v) ...

Adverbs (adv) ... Prepositions (prep) ...

3 Study the dictionary entry for the word *kind* and answer the questions. Write in your notebook.

kind 1 *adj* bun **2** *n* fel

- 1 Which parts of speech can kind be?
- **2** What is the translation of *kind* in these sentences?
 - **A** Martha is very *kind* to me.
 - **B** What *kind* of films do you like?
- 4 Read the dictionary entries. Then read the sentences and translate the words in bold. Write in your notebook.

play 1 *v* a juca, a cânta 2 *n* piesă de teatru

last 1 v a dura 2 adj ultimul, trecut

- 1 They play football in the park.
- **2** We saw a **play** by Shakespeare at the theatre. ___
- **3** How long does the film **last**?
- **4** We went on a school trip **last** week.

GAME

Alphabet race!

- In pairs, put the words in alphabetical order.
- Look up the words in the dictionary and write their translations.
- When you finish, shout 'Stop!'
 - **1** surprise
- 4 back

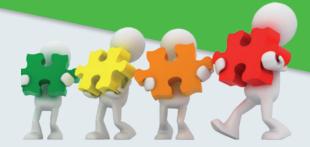
2 relax

- **5** fine
- 3 worry
- **6** free





UNITS EVALUATION TEST 3-4



Vocabulary

1 Choose the correct answer.

My uncle's has got 1spiky / freckles hair. His hair's quite ²eyes / short, too. He's got blue ³hair / eyes like everyone else in the family and he has a 4moustache / spiky. He doesn't wear 5hair / glasses like me and hasn't got any ⁶eyes / freckles on his face!

2	Unscramble the letters and find the words for
	physical appearance.

1	LCRUY	
2	EKSREFCL	
3	LNBOED	
4	TRIGHSAT	
5	DEBRA	
6	AVYW	

Grammar

3 Rewrite the sentences in the past simple.

1	The boy is tall.
2	My friends are in class 6A.
3	I'm not happy with you
4	She's a teacher at my school
5	We're always late for lessons
6	They're not in my class.

4 Read the answers and then write the questions.

	•	
1		?
	I was on holiday last week.	
2		?
	My birthday was in March.	
3		?
	Yes, I was at the party last Saturday.	
4		?
	The test was really easy, thanks.	
5		?
	Because my alarm clock was wrong!	
6		?
	No, the film wasn't very good after all.	

5 Complete the questions and short answers.

1		_ you in London yesterday?'
	′No,	· ·
2	'	_ the film you saw yesterday evening
	good?'	'No,'
3	<u>'</u>	_ she online last night?'
	′No,	
4	′	_ Rob and Mark there yesterday?'
	′No,	·
5		_ your train on time last night?'
	'Yes,	·
6	<i>'</i>	_ the sausages you ate yesterday
	good?'	'Yes,'
		/

6 Write sentences using the prompts and the past simple form of the verb have.

- 1 I/a lot of homework to do/yesterday
- 2 They / really nice car / last year
- 3 She/party/last week
- 4 Our class / exams / in July
- 5 My brother / accident / last summer
- **6** People / long hair / in the 1970s

Functions

___/6

___/6

___/6

7 Match the questions with the answers.

- 1 Has your mum got dark hair like you?
- **2** Does your dad wear glasses?
- **3** Who do you look like in your family?
- 4 Has he got a beard?
- **5** Does your mother look a bit like you?
- 6 Is your dad tall with blue eyes?
- **7** Have you got any brothers or sisters?
- **8** What colour hair has your dad got?

- **A** Yes, but just for reading.
- **B** Just a sister, she's 17.

__/6

- **C** Not very much, she's tall and blonde.
- **D** No, he's quite short, actually.
- E No, just a moustache.
- F Dark. That's where I get it from.
- **G** No, she's blonde like my sister.
- H My mum, I think.

GRANT	ED POIN	TS 6 / 6
	TOTAL_	/ 50



EVALUATION TEST 3-4

Vocabulary

1 Write five words referring to emotions and feelings.

___/5

Grammar

2 Complete the sentences with the *past simple* form of the verbs in the box.

play show listen wait work want need walk 1 We _____ to music all evening long. **2** My father _____ in a factory in his first job. **3** The children _____ football in the park until it was late. **4** We _____ for two hours but no buses arrived! **5** I _____ him the pictures of our holiday. **6** After two hours of jogging we _____ 7 The students _____ to school because there were no trains or buses. **8** I ______ a new computer for Christmas, not a new bike!

3 Complete the sentences with the *past simple* form of the irregular verb in brackets.

1 We _____ (go) to Greece for our holidays. 2 They _____ (leave) on the first train. **3** My friends _____ (give) me a surprise party last weekend. 4 I _____ (write) them an email about it. **5** I _____ (see) my old friends at the concert. **6** I _____ (know) all about it before them.



4 Complete the text with the past simple form of the verbs in brackets.

Last weeke	end was my friend	Rod's birthday
but unfort	unately me and m	y other friends
1	_ (forget) about it	and Rod
2	_ (get) really angr	y. Luckily, one of my
friends ³	(know) s	omeone who worked
in a local d	isco and we 4	(meet)
	n on Monday ever	
surprise pa	arty. He ⁵	_ (say) the disco
was busy a	all week except for	Thursday so we
booked it f	or then. We 6	(find) a good
DJ and 7	(buy) lot	s of food and drink.
On Thursd	ay our friend 8	(think) it was
just an ord	inary meeting of o	our group and was
shocked w	hen he 9	(see) his name
outside the	disco. We danced	all night and the last
person 10_	(leave)	at 2 am.
		140

__ / 10

Functions

5 Complete the dialogue with the missing words.

Jason	Can you come to my party tomorrow?		
Safi	l'm ¹ Jason but I can't come.		
Jason	Oh no, that's a ² ³		
	not? What ⁴ ?		
Safi	Well my parents are really ⁵ with		
	me because my school report was bad.		
Jason	Well, never 6 – see you soon.		

_/6

TOTAL ___ / 50

Writing

6 You're looking for an old classmate from elementary school. Describe the person and ask if anyone knows him / her (50 words).

Name:	
Age:	Personality:
Appearance:	What happened:
	/10
	GRANTED POINTS 5 / 5

Self-evaluation

- The most important thing I learned in Units 3–4 is ...
- I enjoyed ...
- It was difficult for me to ...

Key strategies

learning to learn

Reading and writing

In some reading exercises you have to complete a dialogue. In the first part, you will find the dialogue with five missing lines. In the second part, you will find eight lines to choose from. You have to complete the dialogue choosing five of the eight lines proposed.

LET'S PRACTISE!

- f 1 Read the questions and choose the correct option. Write in your notebook.
 - **0** Was your granddad good-looking when he was young?
 - A No, he isn't. He hasn't got any hair.
- (B) Yes, he was.
- 1 Does Max look like his dad?
 - **A** No, he doesn't. He looks like his mum. **B** Yes, he likes his dad a lot.
- 2 Was your hair short when you were a child?
 - A Yes, it's very short.
- **B** No, it wasn't. It was quite long.
- **3** Has your sister got brown eyes?
 - A No, they're blue.

B Yes, she's very tall and slim.

- 4 Who do you look like?
 - A I look like tall.

- **B** I don't know.
- **5** Where are your glasses?
 - **A** They were very cool.
- **B** I don't wear glasses any more. My eyes are OK.

STRATEGIES

- Before you begin, always read the entire dialogue.
- Study the sentences that come before and after the lines you have to complete.
- After you finish the exercise, read the dialogue and check if it makes sense.

2 Omplete the dialogue between two friends. What does Flora tell Emma? Write in your notebook.

Emma Do you look like your dad or mum?

Flora

Emma What colour hair has your mum got?

Flora 2

Your brother doesn't look like you. Does he look like your dad? Emma

Flora

You've got a little sister too, right? Emma

Flora

Who does she look like? Emma

5 Flora

Really? Have you got a photo of her on your phone?

- A She's got blue eyes and blonde curly hair.
- **B** Yes. Her name's Sophie and she's only six.
- **C** I think I look like my mum. We're both slim and tall.
- **D** I like my mum and dad.
- **E** I don't know. People say she's like me. I hope so because she's really pretty!
- **F** Yes, he does. They've both got curly brown hair and they're quite stocky.
- **G** No, they haven't, but they've got big feet!
- **H** It's the same colour as mine and we've both got brown eyes.



Vocabulary



1 Match the words in the box with the pictures. Write in your notebook. Listen and check. Then listen again and repeat.

> youth hostel castle beach campsite mountains lake railway station airport hotel sightseeing sunbathing -cycling-

2 Put the words in exercise 1 in the correct category. Add two more words to each of them. Write in your notebook.

Places to stay: ... Transport places: ...

Places to visit: ... Activities: ...

2 Listen to people talking about their last holidays. Write in your notebook the words in exercise 1 you hear in each of the four dialogues.

4 Listen to the dialogues again. Copy the table in your notebook and complete it for each person.

	went to	stayed in	wenting
Anna			
Sam			
Tom			
Becky			

5 PAIRWORK In turns, complete the information about your last holidays and make a report.

I went to ... I went ...

I stayed in a ... I thought the holiday was ...

6 Complete the definitions with the words in the box. Write in your notebook.

passport flip flops towel sun cream sun hat -swimsuit map goggles

O You wear a swimsuit for swimming.

1 ______ help you to see under the water.
2 A _____ keeps the sun off your head.
3 _____ are comfortable shoes for the beach.

4 You need a _____ to travel to another country.5 A _____ helps you find places you want to go.

6 You need a ______ to get dry after swimming.

7 Wear _____ when you sunbathe!

7 GROUPWORK In groups, play a memory game:

each member names two objects that they took on holiday, and then repeats the words already mentioned. Do you remember all the words?

A I took a swimsuit and a towel.

B I took a swimsuit, a towel, a map and flip flops.





Did you go cycling?

1 READING Read the text and watch the video. Where did Ricky go on holiday?

Mrs Martin Hi Ricky, how was your holiday?

Ricky Great thanks, Mrs Martin.

Mrs Martin Where did you go? We went to Scotland. Ricky

Mrs Martin Oh, I love Scotland! It's beautiful!

Did you stay in a hotel?

Yes, we did. We stayed in a hotel Ricky

in Edinburgh.

Mrs Martin What did you do in Edinburgh?

Ricky Well, we went sightseeing and we visited the castle.

Chloe Did you take lots

of photographs?

Ricky No, I didn't. I forgot my phone so I

couldn't take any photos! My dad

took some.

Mrs Martin Did you go cycling?

No, we didn't cycle this time. Ricky

> We went walking in the mountains. Oh, and we went

to the beach ...

Mrs Martin The beach? In Scotland? You're

joking!

Ricky No, I'm not. It was beautiful –

you could see for miles.

Chloe Did you go swimming?

Ricky No, I didn't! I put my foot in the water, but I didn't go in!

It was really cold! I prefer the Mediterranean!

Now listen and repeat.

Everyday English

You're joking! You could see for miles.

Dialogue

C he can't swim.

- **2 COMPREHENSION** Read the dialogue again and choose the correct answer. Write in your notebook.
 - 1 Mrs Martin thinks Scotland is

A sad. **B** beautiful. **C** cold.

2 In Edinburgh Ricky's family stayed in

A a hotel. **B** a youth hostel. **C** a campsite.

3 His family didn't go

A cycling. **B** to the mountains. **C** to the beach.

4 Ricky didn't take any photos because

C he forgot A he hasn't got **B** he broke a phone. his phone. his phone.

5 He didn't go swimming at the beach because

A the water was **B** he forgot his cold swimming trunks.

Read the dialogue again and match the questions with the answers. Write in your notebook.



E We went sightseeing.

4 Fill in the gaps with information from the dialogue on page 66. Write in your notebook. Listen, check and repeat.



- 5 PAIRWORK In pairs, think about your last holidays and act out the dialogue in exercise 4, changing the words in bold.
 - A Hi Alex, how was your holiday?
 - B Great thanks, Sarah.
 - A Where did you go?



Grammar

A Past simple

Negative form



Long form	Short form
I did not go.	l didn't go.
You did not go.	You didn't go.
He / she / it did not go.	He / she / it didn't go.
We did not go.	We didn't go.
You did not go.	You didn't go.
They did not go.	They didn't go.

base form Subject + did not of the verb

To make the negative form of the past simple, we put did + not before the base form of the verb. We use this rule with all regular and irregular verbs except the verb to be and modal verbs can, may, must, will, shall.

We didn't go camping.

You weren't at school last week.

1 Rewrite the sentences in the negative.

- **0** We went to the beach every day. We didn't go to the beach every day.
- 1 I met the boys in the restaurant.
- 2 Sam felt tired last night.
- **3** You stayed in a hotel in Ireland.
- **4** We ran five kilometres yesterday.
- **5** It rained all week in London.
- **6** They saw their grandparents in Italy.
- **7** She forgot her sunglasses at home.
- **8** I took the big suitcase with me.

Pronunciation – The silent h

2 Listen and repeat.

/h/	_
hotel, hostel	honest, vehicle

Copy and complete the table in exercise 2 in your notebook. Listen and write the words in the correct column. Then listen again, check and repeat.

yoghurt honey house hour how

Look at Jack's picture when he was six. All the following sentences about him are false. Correct them. Listen and check.



- **0** He liked playing in his bedroom. He didn't like playing in his bedroom. He liked playing in the park.
- 1 He liked playing computer games.
- **2** His best friend was a boy.
- 3 Her hair was short.
- 4 He had a black and white cat.
- **5** He wore long trousers.
- **6** He loved Manchester United.
- 7 He ate a lot of apples.
- 8 He drank a lot of cola.
- 5 What were you like when you were six? Read the sentences and correct them so they are true for you.
 - **0** I did my homework every afternoon. I didn't do my homework every afternoon.
 - 1 Late a lot of sweets.
 - 2 I liked playing with Lego.
 - 3 I went swimming every week.
 - 4 I liked my teacher.
 - **5** I spoke five languages.
 - 6 I had long hair.
 - 7 I was two metres tall.
 - 8 I played the saxophone.

B Past simple – Interrogative form and short answers JIDEO

Interrogative	Short answers		
form	Affirmative	Negative	
Did I go?	Yes, you did .	No, you didn't .	
Did you go?	Yes, I did .	No, I didn't .	
Did he / she / it go?	Yes, he / she / it did .	No, he / she / it didn't .	
Did we go?	Yes, you did .	No, you didn't .	
Did you go?	Yes, we did .	No, we didn't .	
Did they go?	Yes, they did .	No, they didn't .	

Did subject + base form of the verb?

To make the interrogative form of the past simple, we put the auxiliary *did* before the subject + the base form of the verb. We use Yes / No + subject + did / didn't in short answers.

'Did you visit any Scottish castles?' 'Yes, we did.' 'Where **did** you **go** on Saturday?' 'We went to the swimming pool.'

Get it right!

Remember that in the negative and interrogative forms, the auxiliary to be changes its infinitive form into the past simple (do / does \rightarrow did and $don't / doesn't \rightarrow didn't$), while the main verb doesn't change its base form.

I didn't liked the film. I didn't like the film. **Did** you saw Tim? Did you see Tim?

- 6 Write the questions using the prompts and the past simple. Listen and repeat.
 - **0** you / stay / in a youth hostel? (–) Did you stay in a youth hostel?
 - 1 they / want / chips / with their burgers? (+)
 - 2 Harry / play / football / last term? (+)
 - **3** you / meet / your cousins / at the party? (–)
 - 4 1/give/you/Lottie's number? (+)
 - 5 you / have / a good holiday? (–)
 - **6** Sally / buy / a present for her mum? (+)

7 Now write short affirmative (+) or negative (-) answers for the questions in exercise 6.

Did you stay in a youth hostel? No, I didn't.

8 Read Molly's letter. Fill in the gaps with the correct form of the verb in brackets. Write in your notebook. Then listen and check.

Hi Sasha,
I arrived in Tenerife last Saturday. I'm staying with Maria. O <u>Did</u> you <u>meet</u> (meet) Maria last summer at my house? She's really nice.
We (not / go) out on my
We ' (not / go) out on my first night. Maria's mum cooked me a special
dinner. She cooked paella – it's a fish dish
I 2 (not / know).
I 3 (not / like) it very much.
On Sunday we went to the beach.
I + (not / go) sailing but
I tried windsurfing for the first time!
5 you (try) windsurfing
in Cornwall? I was so tired after!
Yesterday we went to see the volcano.
The weather was bad in the mountains,
so we 6 (not / see) very much
and I 7 (not / take) any photos
but I bought a postcard of the volcano later!
ttow s (be) your holiday in
Cornwall? 9you (see)
your cousins there?
See you soon,
Love, Molly

- 9 Write questions and answers about Molly's holiday using the prompts and where, when, what, who.
 - Molly / arrive / Tenerife? (last Saturday) 'When did Molly arrive in Tenerife?' 'She arrived in Tenerife last Saturday.'
 - 1 she / stay / with? (Maria)
 - 2 Maria's mum / cook? (paella)
 - **3** they / go / on Sunday? (the beach)
 - 4 Molly / try / at the beach? (windsurfing)
 - 5 she / buy? (postcard)

Grammar

C Used to – Affirmative, negative and interrogative forms

We use *used to* for things that happened in the past but no longer happen. We also use it for things that were true but are not true any more.

We **used to live** in a big house. (but now we don't) I **used to have** long hair in high school. (but now I don't)

Affirmative form

Subject + used to + base form of the verb

Negative form

Subject + didn't + use to + base form of the verb

Interrogative form

Did + subject + use to + base form of the verb?

For both negative and interrogative forms, we don't use the *past simple* form of the verb *used to*.

I didn't use used to like pineapple, but I like it now. Did Sarah use used to be a teacher?

10 Write sentences with *used to* and the prompts below.

- 1 We / have a tree house in our grandmother's garden.
- **2** You / go to the mountains every winter?
- 3 He / not / drink green tea.
- 4 Tim / collect old cameras
- **5** She / play tennis when she was younger?
- 6 I/not/have short hair.
- **7** My cousins / live in the countryside.

11 Write sentences about what you used to and didn't use to do when you were in primary school. Use the prompts below.

0 use a smartphoneI didn't use to use a smartphone.

1 speak English 4 ride a bicycle

2 write **5** ski

3 do karate **6** swim

Round-up

1 Read the interview about an exchange trip in New Zealand. Choose the correct answer. Write in your notebook.

vavava New Zealand Trip 2023 vavavavavava

Where did you ogo/went in New Zealand? Pip We didn't ¹go/went to the capital, Marcia Wellington. We went to Auckland. When did you 'leave / left London? Pip Marcia We left on October 11th and arrived in New Zealand after 26 hours on the plane. We didn't ³get/got much sleep!! Pip Where did you ⁴stay/stayed in Auckland? Did you stay with host families? Marcia We didn't ⁵stay/stayed with host families all of the time. We stayed in a youth hostel for four days. It was in the mountains and it didn't 6have/had any electricity! What did you ⁷do/did during the trip? Pip Marcia We went windsurfing, rock climbing, horse riding, sailing and swimming with dolphins. There were so many great activities but we *can't / couldn't do them all!

2 PAIRWORK You went to New Zealand. In turns, ask and answer questions. Use the prompts and the *fact file* below.

How many days / you / stay?
What places / you / visit?
you / like / the food?
What / be / your favourite / activity?

A How many days did you stay, Peter?

B I stayed for 15 days.



Top 3 tourist attractions in Auckland The Sky
Tower / Waiheke Island / The Sea Life Aquarium
Top 3 favourite foods in Auckland fish / sea food /
ice cream

Top 3 tourist activities in Auckland sailing / windsurfing / walking

RACIERINE

Making arrangements – suggesting, accepting, refusing

1 Read and listen to the dialogue, then choose the correct answer. Write in your notebook.

Laura Shall we go 1swimming / shopping on 2Sunday / Saturday, Ellie?

Ellie That's a fantastic idea!

Laura Let's go to the ³pool / shopping centre.

Ellie No, I don't like the shopping centre.

Why don't we go to Victoria Street instead?

There are a lot of great 4cafés / shops there.

Laura Yes, good idea! I like Victoria Street.

Where shall we meet?

Ellie Why don't we meet outside

the old **railway station / castle**?

Laura Yes, OK. What time shall we meet?
Ellie How about meeting at half past

⁶seven / eleven?

Laura No, I'm sorry I can't. Is twelve o'clock

OK for you?

Ellie Yes, that's fine. See you then.



cultural awareness and expression civic and social competences



Suggestions Reactions Shall we ...? That's a fantastic idea! Let's ... No, I don't like ... Why don't we ...? Yes, good idea! / No, I'm sorry I can't. How about ...-ing? No, I'm sorry I can't. / Let's meet at ... Is ... OK for you? Yes, that's fine.



- Dialogue 1 Dialogue 2

 1 Where do they decide to go?

 2 Where do they decide to meet?

 3 What time do they decide to meet?
- 3 PAIRWORK In pairs, make your schedules for the next weekend using the *Key expressions* box and the prompts below.
 - go to the cinema / a football match / shopping
 - go skiing / swimming / cycling
 - go for a pizza / to a concert / dancing

A Why don't we go skiing on Sunday?

B Good idea. Let's go with Julie and Tom.



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http://www.lisawrenonlisa.co.uk

My glamping holiday

March 21, 2025

by Lisa Wren

I didn't know what 'glamping' was until last summer. Well, that's when I had my first glamping experience! Why did we go glamping? Well, my dad loves camping but my mum doesn't like it, so Dad suggested a different kind of camping holiday, 'glamorous camping' or 'glamping'.

You stay in a remote place, far away from towns, and you sleep in a tree house, or a safari tent, or a cabin. It's very cool!

On our glamping holiday we stayed in a big tent called a 'lodge'. Inside it was like a house! We had two bedrooms and a living room with a wood stove for cooking. We didn't have any electricity but there were lanterns to use at night. You could buy fresh food from the local farm too – eggs, milk, butter, cheese, bread, and meat. Mum didn't like cooking on the wood stove but we thought everything was delicious! I thought the glamping site was really beautiful. It was in a forest near the beach. It was very quiet and there were a lot of animals and birds. Every day we went cycling and walking, and we swam in the sea. There wasn't any wifi, so I couldn't use my tablet and write my blog (sorry blog readers!), but after a few days I forgot about it. In the evening I read books and played games with my family. Or I just sat outside and looked at the stars. It was a wonderful, relaxing holiday and a chance to get close to nature.



I ♥ glamping! Where did you go on holiday? Add a post!



accommodation a place to stay **wood stove** a metal container with a pipe for smoke to escape and a door, in which you can burn wood to provide heat







COMMENTS (58)

Skills and culture

Reading

- 1 Read the texts quickly. What is a glamping holiday?
- 2 **COMPREHENSION** Read and listen to Lisa's blog post. Answer the questions.
 - 1 Where did Lisa's family go last year?
 - **2** Where did they stay?
 - **3** How many rooms were there?
 - **4** Why did they use lanterns at night?
 - **5** What did they buy from the local farm?
 - **6** What did they do during the day?
 - **7** What did Lisa do in the evening?
 - **8** Why did Lisa like the holiday?

Study tip

Writing a blog post

1 Start with the topic: write what kind of holiday it was;

Last winter, I went skiing ...

- 2 describe where you staved;
- **3** write about the food: did you like it?
- 4 talk about the activities you carried out;
- **5** express your opinion: did you enjoy your holiday?
- 6 after you finish writing, check your grammar and spelling.

Now read Lisa's blog post again then underline and number the parts that correspond with these points (1-6).

Listening

3 ① Listen and complete the information about Paul's summer camp holiday. Then match the questions (1-5) with the answers (A-E). Write in your notebook.

1	He went to the	camp last
---	----------------	-----------

He stayed in a big house with a lot of
--

3	He went	in the mountains and he went	
	on the lake.		

4	The food was	and the	were amazing

_		C . I
	Vac ha callid phana his	from the camp
,	Yes, he could phone his	

- A What activities did he do there?
- **B** Could he phone his family from the camp?
- **C** What was the food like?
- **D** When did Paul go to Lake Land Summer camp?
- **E** Where did he stay?

Speaking

- 4 PAIRWORK Imagine you had an unusual holiday. In turns, ask and answer the questions below.
 - Where did you go?
 - Where did you stay?
 - What activities did you do?
 - Did you ...?
 - What was the weather / food like?
 - What did you enjoy most?

COMPETENCES

cultural awareness and expression civic and social competences learning to learn digital competence

Writing

5 Write a blog post about the holiday you described in exercise 4, including the information in the Study tip box.

learning to learn logical and mathematical competence

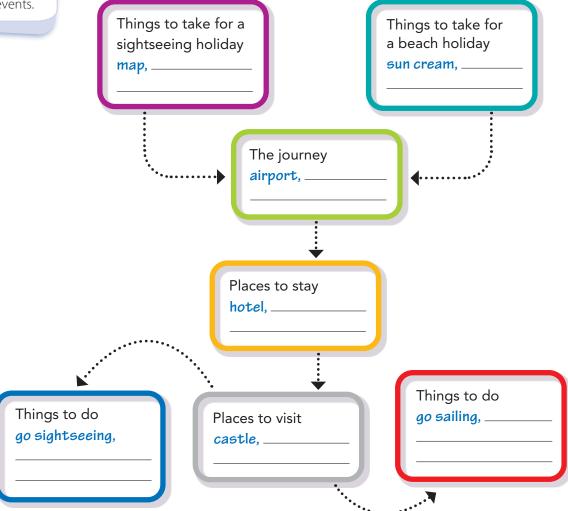


A flow diagram is very useful for categorising words at different stages in a sequence of events.

Creating a flow diagram

Holiday places, activities, things

1 Study the words on page 65 (exercises 1 and 6), and add them to the flow diagram. Some of the words can belong to more than one place.





20 QUESTIONS!

- Student A chooses a country from the list below and imagines that he / she went on holiday there, without making known his / her choice to his partner.
- Student B asks the guestions in the past simple and tries to guess the place Student A went on holiday. He / she can ask only 20 questions.
- Student A can only answer with 'Yes, I did' or 'No, I didn't', without adding extra information.

Countries

Australia	Switzerland	Spain
Canada	The UK	The USA
Germany	France	Brazil
Mexico	Portugal	Argentin

Questions

speak (language)? eat / drink (special food)? see (mountains / cities / beaches)? visit (monuments)?



STRATEGIES

• Begin with gap number 1. Read the entire sentence. Then study the words that come before and after the

• Try to fill in the gap with all

 Read the text quickly. • Study the example

carefully.

gap carefully.

suitable.

the three options. • Choose the option that you think is the most

learning to learn

Key strategies

Reading and writing

In some reading exercises, you have a short text with eight gaps to fill in. For each gap there are three options. You have to read the text and choose the correct option: A, B or C.

LET'S PRACTISE!

1	Answer the question and then choose the correct option to complete the sentence. Write in your notebook.				
	0	A do	ot go on holiday l B does do we use with <i>la</i> :	C did	
	1	A but	B because	se after school C so when something une	
	2	A cycle	B cycling	_ in the mountains. C cycles verb form do we use	after go?
	3	A to	Scotland by B in ition do we use a	C at	
	4	A can't	k English when I was a same in the base or the present the present the present in	C couldn't	
	5	It Amy	y's birthday two c	lays ago.	
			B is No we use with <i>ag</i>	C were	
2					

2 Read the article about holidays. Choose the correct answer (A, B or C). Write in your notebook.

0 A on

8 A o

BRITISH SEASIDE HOLIDAYS

Seaside holidays became popular ^o______ Britain in the nineteenth century. Before this, ordinary families ¹_ not have holidays. Only rich people went on holiday. For the first time, people ²_____ go on holiday. Why? Because of trains! 3_____ could travel long distances by train and train tickets were 4_____ expensive. In the summer, 5_____ lot of people travelled to the seaside from the big cities for a day out. The small villages on the coast grew into towns. They built hotels, restaurants, shops and parks for the visitors. 6_____ did the visitors do at the seaside? Parents sat on 7_____ beach and the children played and swam in the sea. Later, families went 8_ holiday to the seaside for a week every summer.

1 A	did	B do	C does
2 A	were	B could	C can
3 A	lt	B He	C They
4 A	no	B not	C never
5 A	the	B this	C a
6 A	What	B How	C Where
7 A	the	B a	C these

B on

B to

The correct answer is C.

C at

(C) in







What are you doing on Saturday?

1 READING Read the text and watch the video. What is Adam's plan for Saturday afternoon?

Ricky What are you doing on Saturday

afternoon, Adam?

I'm going to the leisure centre Adam in Queen Street with Vijay and Jazmin.

We're going bowling.

Ricky I love bowling! Can I come? I'm not

doing anything on Saturday

afternoon.

Adam Sure. We need another player.

Ricky OK. What time does the leisure centre

open?

Jazmin It opens at half past two but I booked

the second bowling session. It starts

at half past three.

Adam Yeah, we're going to the

ice-cream parlour first!

Jazmin Why don't you come too, Ricky?

You love ice cream!

Ricky I'm sorry, I can't. I'm having lunch with my family at the pizza restaurant.

Where is the leisure centre?

Jazmin It's next to the library in Queen Street. Hmm. What time does our session finish? Ricky

Adam It finishes at half past four. My dad's

coming to get me. We can give you a lift.

Ricky Cool, thanks Adam! Prepare to be

amazed, guys. I was a bowling

champion in Italy!

Now listen and repeat.



booked session

is coming to get me

Prepare to be amazed, guys. 2 COMPREHENSION Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

1	The	leisure	centre	is	in	Kina	Street.
-	1110	CISAIC	CCITCIC			1 (11 19	50,000.

2 The leisure centre opens at half past three.

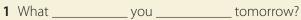
3 The friends' bowling session starts at half past two.

4 Ricky knows where the leisure centre is.

5 The friends' bowling session finishes at half past four.

6 Ricky is very good at bowling.





2 We _____ to the ice-cream parlour.

3 Ricky _____ anything on Saturday afternoon.

4 Ricky _____ lunch at a pizzeria.

5 Their bowling session _____ at 4:30.

6 Adam's dad ______ to get him in his car.



Т

4 Fill in the gaps with information from the dialogue on page 78. Write in your notebook. Listen, check and repeat.

Ricky	What ¹ Adam?	you ²	on Saturday at	fternoon,
Adam		to the leisure cel	ntre in Queen Street v	with Vijay
Ricky	I love bowling!	Can I come? I ⁵_	not	
	6a	nything on Satu	rday afternoon.	
Adam	Sure. We need a	nother player.		
Ricky	OK. What time ⁷	th	e leisure centre ⁸	?
Jazmin	lt ⁹	at half past two	but I booked the sec	ond bowling
	session. It 10	at half	past three.	

- 5 PAIRWORK What are your plans for the next weekend? Act out the following dialogue changing the underlined words.
 - A What are you doing on Saturday, Ben?
 - B I'm <u>meeting Sam and George in town</u>. We're <u>going shopping</u>.
 - A I love <u>shopping!</u> Can I come? I'm not doing anything on Saturday.
 - B Sure.

A Present continuous with a future meaning



We use the *present continuous* to talk about future plans when the plan is an 'arrangement' and when we already know the time and the place.

'What are you doing on Saturday?' 'I'm going to the leisure centre.' Sally's having a party at her house at 8:30. He's meeting us at the café later.

1 Look at the Clifford family's timetable and complete the following sentences. Use the present continuous form of the verb in brackets. Write in your notebook.

Mon	Susan swimming lesson, 4:15 pm; Mum & Dad, parents' evening, 7:30, Greywalls School
Tue	Mum, take dog to vet, 9:15 am; Ben, guitar lesson, 5:30 pm
Wed	Ben, football practice, 3:45–5:00 pm; Mum, yoga class, 8:00 pm
Thu	Mum & Dad, tennis game, 7:30 pm
Fri	Susan, Karen's birthday party, 7:30 pm
Sat	Ben, football match, 11:15 am; Ben, school disco, 8:00 pm
Sun	Lunch at Nina and Joe's house, 1:00 pm

O	Susan's having (have) a swimming lesson
	at quarter past four on Monday.
1	Mum and Dad (go) to a parents'
	evening at school on Monday evening.
2	Mum (take) the dog to the vet at
	quarter past nine on Tuesday.
3	Ben (play) football
	on Wednesday at quarter to four.
4	Mum (do) yoga on Wednesday
	evening.
5	Mum and Dad (play) tennis
	on Thursday evening.
6	Susan's friend, Karen, (have)
	a party on Friday evening.

2 Look at the timetable in exercise 1 again. Are the sentences true (T) or false (F)? Correct the false ones.

		T	F
0	Mum and Dad are going		
	to the cinema on Monday evening.		/
	Mum and Dad aren't going to		
	the cinema on Monday. They're		
	going to a parents' evening.		

- **1** The dog is staying with their
- 2 Ben is going to cricket practice
- **3** Susan is going to a party on Friday.

- evening.

/ granny on Tuesday. on Wednesday afternoon. **4** Mum is playing tennis on Thursday. **5** Ben isn't playing football on Sunday. **6** The family is going out on Sunday

B Time expressions / adverbs used with the future JIDEO

We use the *present continuous* to talk about future plans with time expressions / adverbs such as:

- this (afternoon / evening / weekend / year),
- tomorrow (morning / afternoon / evening / night),
- next (Saturday / week / summer / month),
- in (two hours / four days / three weeks / five years).

I'm studying with Carol this weekend. The boys are playing rugby tomorrow morning. We're going to Florida next month. They're moving house in two weeks.

Get it right!



Remember that time expressions / adverbs used with the present continuous with a future meaning always come after the verb + the complement.

We're going to the museum next Sunday. We're going next Sunday to the museum. She's arriving here tomorrow. She's arriving tomorrow here.

JIDEO

- 3 Read the following sentences and decide if the *present continuous* is used with a future meaning (F) or with a present meaning (P).
 - **0** F Harry's going to the dentist tomorrow afternoon.
 - 1 I'm studying with Janice at the moment.
 - **2** Heidi's arriving at two o'clock tomorrow.
 - **3** The children are playing in the park now.
 - 4 Is the dog sitting in the car right now?
 - **5** I'm meeting Sam this afternoon.
 - **6** We aren't going on holiday this year.
 - 7 Are you coming to the theatre with us next Friday?
 - **8** The twins are starting school next term.
- 4 Put the words in order to write sentences. Then listen and check.
 - 0 aunt / visiting / tomorrow / is / me / my
 My aunt is visiting me tomorrow.
 - 1 exams / next week / are / starting / our
 - 2 not playing / tomorrow / basketball / I'm
 - 3 going / we're / next month / camping
 - 4 flying / Tim / is / in two days / to Cuba
 - 5 my cousins / in Canada / next summer / we're / visiting
 - **6** Frank / a party / having / tomorrow / isn't
 - 7 going / to the concert / you / are / on Friday?
 - **8** Trevor / meeting / is / us / at the cinema / later?
- 5 Look at the timetable in exercise 1 again. It's Monday morning. Use the time expressions / adverbs in the box to complete the sentences. Write in your notebook.

tomorrow morning on Wednesday on Saturday morning this evening this Friday next Sunday

- **0** Mum's taking the dog to the vet <u>tomorrow morning</u>.
- **1** Mum and Dad are going to Greywalls School

2	Mum's going to her yoga class	;

- **3** Susan's going to a party _____
- **4** Ben's playing football ______.
- 5 Nina and Joe are making lunch for us

_____.

6 What are your plans for this week? Use the time expressions / adverbs in the box to write sentences.

-on Monday tomorrow evening in ... days tomorrow on Saturday this week next Sunday

I'm playing hockey after school on Monday.

C Present simple with a future meaning – for timetables, schedules, programmes

We use the *present simple* to talk about future events which are part of an arrangement or schedule: official schedules, date and time of an event, etc.

The leisure centre **opens** at 2:30 on Saturdays. 'What time **does** our session **finish**?'

'It **finishes** at half past four.'

'When **does** the train **leave** for Newcastle?'

'It leaves at five o'clock this evening.'

'When **is** your Spanish lesson?'

'It's on Friday afternoon.'

7 © Complete the dialogue with the *present* simple form of the verb in brackets. Write in your notebook. Then listen and check.

	What o is (be) Well, there 1	(be) a good
	film on – The Woman	
Jim	What time ²	it
	(start)?	
Anne	It ³ (begi	n) at half past ten.
Jim	Oh. And when 4	it
	(finish)?	
Anne	It 5(not ,	
	a quarter to one!	
Jim	Oh dear, that's too lat	e for me.
	I'm meeting Rebecca	at the station
	tomorrow morning.	
Anne	What time ⁶	her train
	(arrive)?	
Jim	Well, it ⁷	(leave) Brighton
	at eight o'clock, it ⁸	
	here at about 9:30.	(5)
Anne	No film for you then	liml

8 Look at the travel plan and write questions using the prompts below.

EDINBURGH-ISLE OF WIGHT, travel plan 03/05/25

Tram to Edinburgh airport



Train to Southampton

depart: 13:30 arrive: 15:20

Ferry to the Isle of Wight

depart: 16:00 arrive: 17:00

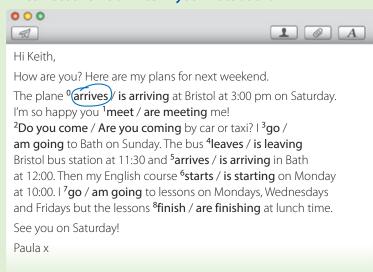
- **0** What time / tram to the airport / leave? What time does the tram to the airport leave?
- 1 What time / the plane to Gatwick / leave?
- **2** When / the train to Central London / depart?
- **3** When / the train / to Southampton / leave?
- 4 What time / the ferry to the Isle of Wight / sail?
- **5** When / it / arrive / at the Isle of Wight?
- 9 Now answer the questions in exercise 8.

What time does the tram to the airport leave?

It leaves at half past six.

Round-up

1 Read Paula's email to Keith. Choose the correct answer. Write in your notebook.



2 Ocomplete Keith's answer with the correct form of the verbs in the box. Write in your notebook.

play come finish start drive go

Hi Paula,	
I'm really happy you ⁰ ' <u>re comir</u>	1g to Bristol!
My dad and I ¹ so no problem.	to the airport on Saturday,
Then, we ² Saturday night.	to a party at Jamie's on
Then next Friday I ³	in a football match.
It ⁴ at half past tw at 4:00, so you can come and wa	•
Can't wait to see you!	
Keith x	

3 PAIRWORK Imagine you have tickets for one of the following events. In pairs, ask and answer questions.

What: Paloma Faith concert Where: Hyde Park, London When: Saturday 8:00-11:00 pm

What: football match

Where: Old Trafford Stadium, Manchester

When: Sunday 4:00-6:00 pm

A What are you doing at the weekend?

B I'm going to a ...

Asking for and giving directions





We use *How long* + *it* + *take* to find out about the duration of an action.

How long does it take to walk to the park? It takes about fifteen minutes. 1 Read, listen and complete the dialogues. Then listen again and show (\checkmark) the places on the map.

rl	Excuse me. Where's the?
oman	It's near here. Just go along Bridge Street.
	The is opposite the school.
ру	Excuse me, how do we get to the?
an	Go along this road, turn left into Hill Street, then go straight on and the is on your right next to the library.
ру	How long does it take to get there?
an	It takes about ten minutes.
	oman Dy an

COMPETENCES

cultural awareness and expression civic and social competences

Key expressions

Questions Excuse me. Where's the ...? Excuse me, how do I / we get to the ...? Turn right / left. / Take the first / second street on the right / left. It's opposite / next to / near the ... How long does it take? It's near here. / It isn't far. Go straight on. / Go along this road. Turn right / left. / Take the first / second street on the right / left. It's opposite / next to / near the ...

- 2 Sally is at the station. Listen to the dialogue and follow the directions on the map. Where is she going?
- **PAIRWORK** Student A: choose a place on the map in exercise 1 and ask Student B for directions. Student B: tell student A how to get to the place from the school.
 - A Excuse me, how do I get to the ...?

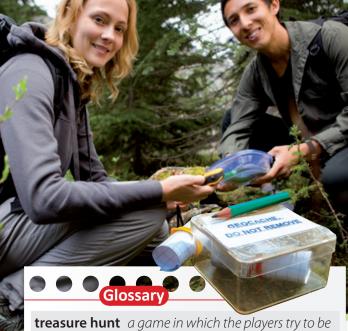
 B Go ...





30

35



the first to find a hidden object / group of objects

trinket a small attractive object, or a piece of jewellery that is cheap or of low quality

GPS device a system that can show the exact position of a person or thing by using signals from satellites

Sounds fun! Sounds great!

That's where we begin.

Neil What time does it start?

Polly It starts at half past nine.

OK. And what time does it finish? Neil

Polly I don't know. We're meeting the other teams at the Bridge Café, after we find all seven caches. Probably about half past one.

Half past one! • How long does it take Neil to find one?

Polly Well, last week it took my team four hours to find them all.

Neil Four hours!

Polly Don't worry! This time we're not walking we're cycling. We're taking our bikes.

We're cycling for four hours? Aargh! 🥶 Neil

Skills and culture



Reading

- 1 Study the pictures and the information. What is geocaching?
 - **A** a sport
- **B** a job
- **C** an adventure activity
- 2 COMPREHENSION Read and listen to the conversation between Polly and Neil. Then answer the questions.
 - 1 What are the friends doing next weekend?
 - **2** What is inside a 'cache'?
 - **3** What time are the friends meeting?
- 4 How are they getting to the church?
- **5** Where does the activity finish?
- **6** How long did it take Polly's team to find all the caches last week?

Listening

- 3 ① Listen to the interview about how to organise a geocaching day. When will it take place? What time will it start?
- 4 DListen to the interview again and answer the questions.
 - **1** What are they putting in the caches?
 - 2 Where does the event start?
 - **3** What time does the event finish?
 - **4** How many caches are there?
 - **5** What do the organisers check when the teams finish?

Speaking

- 5 INVESTIGATION In pairs, organise a geocaching day at school. On a map, show the points of departure and arrival and where to hide the three caches. Use the prompts below.
 - What / shall we / put / caches?
 - Why don't we ...?
 - What time / shall we / start and finish?
 - Where / shall we / hide / three caches?
 - let's ...
 - Shall we / have / food? / drinks? / prizes?
 - Good idea. Let's ...

Now present your project to the class. Then check your results following the evaluation scale.

We're putting ... in the caches ...

Check your results!

Through this activity you manage to:

- formulate answers to all questions
- formulate the answers clearly and in detail
- · work in a group









COMPETENCES

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Study tip

Using linkers

for the reader.

We use linking words

sequence of events in a

and easy to understand

text, making it more fluid

(first, then, next, after that, finally) to show the

Writing

6 Write a text to describe a geocaching day at your school. Use your answers in exercise 5 and linking words.

First we're putting the wristbands in the caches. Then we're ... Next / After that we're ... Finally, we ...

learning to learn civic and social competences

Strategy

A map is a very useful tool for learning words referring to places. You can memorise the words easier because you can visually associate them with a picture.

Using maps

Places in town, shops, services

1 Study the map and match the words with the numbers 1–10. Write in your notebook.

church hospital police station bank stadium bus station post office car park

leisure centre bus stop



2 Draw or print the map of your city or a city you know. Then look at the names of places on pages 76–77, and put them on the map.



BATTLESHIPS

- Draw a 15 × 15 puzzle. Call the vertical line 1-15 and the horizontal line A-O.
- Write 10 names of places (a letter per square). Do not show the words to anybody.
- Try to hit your opponent's places giving coordinates, for example F2.
- After 15 attempts, who got less hit wins.

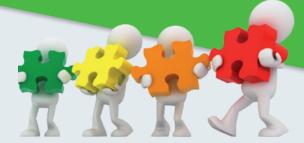
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	Α	В	C	D	Ē	E	G	Н	ī	J	K	Ĺ	M	N	0	
1																
2		Τ	R	Α	1	N		S	Τ	Α	Τ		0	Ν		
3																
4	F	L	0	R		S	T	S				_				
5										ш		4				
6	S									U		\vdash				
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8	ш			В	Α	N	K			ш		<u>_</u>		ш		
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12			_		_					\vdash				ш		
13	S	T	Α	D		U	M			S				Ι		
14	L	_	L	L	_	L				0				-		
15	L	L	В	R	A	R	Υ			۵						

EVALUATION TEST 5-6

1 they/give/you/your present?

2 Sam / play / volleyball / last week?

No, ____



ocabulary/	3 you / meet / them / at the restaurant? Yes,
Read the definitions and write the words.	4 she / give / you / her number?
1 A very high hill where there is often snow:	Yes, 5 you / have / a good lunch?
The sport / activity people do using a bike:	No, 6 she / pass / that exam / in January?
 A place where people go camping: A large area of natural water: A place where you catch the train: A large building where people stay when they're visiting a new place: 	No, 7 they / visit / you / in hospital? Yes, 8 I / send / you / that email? No,
/ 6 Write two free time activities that use go + -ing form (e.g. go horse riding).	 Write sentences with used to and the prompts My brother / sing well when he was in the choir.
go }	 2 You / read fairy tales written by Hans Christian Andersen? 3 We / not / speak French. Now we speak it fluently 4 My sister / play the guitar. 5 You / ski in winter?
irammar	6 He / not / have a beard.
Complete the sentences with the <i>past simple</i> negative form of the verbs in the box.	7 My cousins / live in Paris.8 I / not have / many friends. Now I'm very popula
speak like know go win meet have be	Functions/
 1 I that film, it was so boring. 2 Luke wavy hair as a child. 3 Sally her friends in town. 4 Mr Frost very happy about the situation. 	 6 Put the lines of the dialogue in order. The first and the last lines are already numbered. 1 Raul, are you free tomorrow? Why don't we meet at 7? The film's at half past.
5 Ed to the theatre last night.6 I to the players after the match.	OK, good idea. Shall we go and see Interstellar?Yes, OK – I really like science fiction films.Where shall we meet?
7 The students the answer to the last question in the test.	Yes, great, 7 pm is fine. Yes, I am. Why?
8 We the match last night.	Well, let's meet at the bus station, it's only five minutes from there.Why don't we go and see a film?
Write questions using the prompts and the past simple. Then give short answers.	Yes, OK, the bus station's good for me.

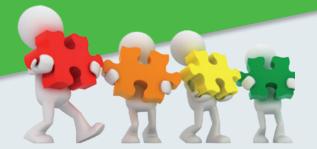
TOTAL ___ / 50

GRANTED POINTS 8 / 8

___/8

And what time shall we meet?

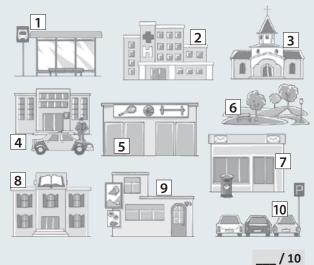
OK, see you tomorrow then.



EVALUATION TEST 5-6

Vocabulary

1 Look at the pictures and write the names of the places.



Grammar

2 Look at Thomas's agenda and write eight things he is doing early next week. Indicate the time of each activity as well.

	Mon	Tues	Wed
Morning		shopping with Mike and Jen	dentist 9 am
Afternoon	swim 4:30 pm		football at the park, 5:00 pm- 6:00 pm
Evening	Maths lesson 7 pm	cinema with Lucy 8 pm	meet Sam and Dom 7 pm

/7

3 Put the words in order to write sentences.

- 1 tomorrow morning / leaving / l'm / at 9 am
- 2 playing / tomorrow / basketball / she / 's
- **3** Jay / having / isn't / a party / for his birthday
- 4 our exams / next week / 're / starting / we
- **5** coming / with us / you / are / on Saturday?

	4	Find the	mistakes and	correct the se	ntences
--	---	----------	--------------	----------------	---------

- 1 The match start in 10 minutes.
- 2 When your train arrives in London?
- **3** My coach leaving at 8 this evening.
- 4 Do your plane leave from Gatwick?
- **5** What time open the shop tomorrow?

__/5

Functions

5 Complete the dialogue with words in the box.

	how welcome opposite takes get along turn far
Gir	Excuse me, how do I ¹ to the station?
Wo	man It isn't ² Go ³
	the main street and after 100 m
	4left. The station's
	5the bank.
Gir	OK, thanks. 6long does it take?
	man Oh, it ⁷ about five minutes.
Gir	Thanks very much.
Wo	man You're ⁸
	/8

Writing

6 You're staying in Toronto, Canada. Using the notes below, describe the place to a friend, what you did last week and your plans for next week. Write 80–100 words.

Toronto: big city, clean, two big museums, nice youth hostel, friendly people

Last week: sightseeing and shopping in the city centre

Next week: swimming in local sports centre, visit to art gallery and museum

___ / 10 GRANTED POINTS 5 / 5 TOTAL ___ / 50

Self-evaluation

- The most important thing I learned in Units 5–6 is ...
- I enjoyed ...
- It was difficult for me to ...

learning to learn

Key strategies

Speaking

In some speaking exercises, the teacher gives **Student A** a card containing some information (e.g. about an event, a restaurant, a shop or a museum) and gives **Student B** a card containing some ideas for questions.

Student A has to answer Student B's questions. Student B has to ask Student A some questions and find out the information on their card. At the end of the dialogue, the two students have to swap roles using a different set of cards.

LET'S PRACTISE!

- 1 Match the prompts (1–8) with the questions (A–H). Write in your notebook.
 - 1 D time / begin?
 - **2** phone number?
 - **3** what sports?
 - 4 when?
 - **5** where / get ticket?
 - **6** need ticket?
 - **7** how long / trip?
 - 8 name / shop?
 - **A** Do I need a ticket?
 - **B** What sports can I do?
 - **C** What's the phone number?
 - **D** What time does it begin?
 - **E** Where can I get a ticket?
 - **F** How long is the boat trip?
 - **G** When is the concert?
 - **H** What's the name of the shop?

2 Write the questions.

- 1 open / Saturday?
- 2 time / close?
- 3 where / festival?
- 4 when/open?
- **5** student tickets? £?
- **6** more information?
- 7 for teenagers?
- **8** £?

STRATEGIES

Student A - information card

- Read the information carefully.
- Listen to the other student's questions.
- Find the information and answer the questions.
- Try to use complex sentences and do not read the information from the card.

Student B - question card

- Use the information on the card to form questions.
- Listen to the other student's answers.
- 3 PAIRWORK Student A: ask questions about the carnival. Student B: answer the questions using the information he / she has.

Student A: questions

- Date?
- What / see?
- Where / start?
- Disco tickets / £?
- For teenagers?

Student B: information

MILTON TOWN CARNIVAL

Saturday, 10 July at 2 pm

COME AND SEE THE FUN!

Start: Town Square Finish: Lakey Park

CARNIVAL FUN in Lakey Park 5:00 pm – 11:00 pm

FUN FOR ALL THE FAMILY!

Games for Children Flower and Food Market
Country Music concert Barbecue
Teen Disco – over 12s Tickets £5

Did you go by plane?







TO STOPPOOL







Travel and transport

1 Match the words in the box with the pictures. Write in your notebook. Listen and check. Then listen again and repeat.

tram bus lorry
scooter plane taxi boat
-car bicycle train
motorbike underground train

2	Complete the sentences with the words
	in exercise 1. Write in your notebook.

	excreise 1. Write iii your notebook.
0	They transported our furniture in a big <u>lorry</u> .
1	You have to go by
	if you want to go to that island in the lake.
2	When you are 16 you can ride
	a on the road.
3	Thefrom Rome
	to New York takes 8 hours.
4	I learnt to ride a
	when I was 5 years old.
5	The Eurostar takes three
	hours to get from Paris to London.
6	Most people in London travel by
	because the roads are so busy.

Vocabulary













Look out!

When we talk about the way we travel, we use *by* + means of transport.

When we refer to walking, we use on foot, not by foot.

I go to school by bus. We went to the island by boat. The boys went to the park **on foot**.

Useful transport expressions: catch / miss a bus, a coach, a tram, a train ride a motorbike, a bicycle, a scooter get on / get off a bus, a coach, a tram, a train get into / get out of a van, a car

3	Listen to the dialogues. Complete the
	sentences with the missing words and choose
	the correct option. Write in your notebook.

0 Molly went to the <u>cinema</u> by <u>motorbike</u>/ car. 1 Ann is going to ______ by scooter / taxi. 2 John is going to the ___ by tram / bicycle. **3** Frank went to ______ by train / car.

- 4 PAIRWORK In pairs, ask and answer questions about how the members of your family go to school or to work.
 - A How does your sister go to school?
 - B She goes by bus.



It's better than my bike

1 READING Read the text and watch the video. What's the problem with Adam's bike?

Adam Hi Ricky, hey, cool bike! Is it new?

Ricky Yes, it is. It's the Trivali 300. It's the most

recent model.

Adam Wow! How much was it?

Ricky It was £275.

Adam I like it. It's better than my bike.

What kind of bike have you got? Ricky

Adam I've got a really old bike, but I want to

get the Inter 500. It's got all the newest

technology.

Ricky Is the Inter cheaper than the Trivali 300?

Adam No, it's more expensive but it's faster

because it isn't as heavy as the Trivali 300.

Ricky How much is the Inter 500? Adam It's £350.

Well, I think this bike is the best. I tried Ricky

> all the other ones in the shop and this one was the easiest bike to ride.

Adam Really? Can I try it?

Ricky Sure, but be careful.

Adam Trust me, Ricky! I know what I'm doing ...

Now listen and repeat.

Everyday English

be careful

trust me

I know what I'm doing

Dialogue

2 COMPREHENSION Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Ricky has got a new bike.

2 Adam hasn't got a bike.

3 Adam wants to get the Trivali 300.

4 Adam doesn't like the Inter 500.

5 The Inter 500 is £350.

6 The Trivali 300 is easy to ride.



1 The Trivali 300 is _____ model.

2 The Trivali 300 is _____ than my bike.

3 The Inter 500 has got all _____technology.

4 The Trivali 300 is _____ than the Inter 500.

5 The Inter 500 is _____ than the Trivali 300.

6 The Inter 500 isn't _____ as the Trivali 300.



4 Fill in the gaps with information from the dialogue on page 92. Listen, check and repeat.

Ricky	Is the Inter ¹ than the Trivali 300?
Adam	No, it's ² but it's ³
	because it isn't as heavy as the Trivali 300.
Ricky	How much is the Inter 500?
Adam	lt's £350.
Ricky	Well, I think this bike is the ⁴
	I tried all the other ⁵ in the shop
	and this ⁶ was the ⁷
	bike to ride.

5 PAIRWORK Complete the dialogue with the names of two brand products (type of car, scooter, telephone, etc.). Then act it out with a partner.

A Is the ... cheaper than the ...?

B No, it's more expensive but it's better because it isn't as ... as the ...

A How much is the ...

B It's £ ..., I think.

A Well, I think the ... is the best.





A Comparative adjectives

Regular adjectives

adjective ending in

-e + -r



late**r**

large**r**

Short adjectives (one-syllable)				
most adjectives add -er	cheap tall	$\overset{\rightarrow}{\rightarrow}$	cheap er tall er	
adjectives with one vowel + one consonant: the last consonant doubled + -er	big slim		big ger slim mer	

late

large

Long adjectives (two-syllable) ending in -y

adioctive L V L ior	early	\rightarrow	earl ier
adjective + -y + -ier	happy	\rightarrow	happier

Longer adjectives (two or more syllables)

more	expensive	\rightarrow	more expensive
+ adjective	intelligent	\rightarrow	more intelligent

We use comparative adjectives to show how two people or things are different from each other. We use than with the comparative.

The red bike is **cheaper than** the blue bike. Susie is **prettier than** Kate.

I'm more intelligent than my cousin.

1 Write in your notebook the comparative form of the following adjectives.

0	new	newer
1	short	
2	exciting	
3	thin	
4	cute	
5	tidy	
6	delicious	
7	boring	
8	serious	

Get it right!



Remember that we do not add -er to the adjectives that form the comparative with more.

The pink flowers are more beautiful beautifuler than the yellow flowers.

2 Write sentences with comparative adjectives using the prompts.

- O Robin / short / Henry Robin is shorter than Henry.
- 1 war films / boring / comedies
- 2 English / easy / Maths
- **3** Sally / tall / her friend
- **4** This documentary / interesting / that film
- **5** I/tidy/my brother
- 6 a bus / slow / a plane

B Comparative adjectives **Irregular adjectives**



good	better
bad	worse
far	farther / further

3 Complete the text with the comparative form of the adjective in brackets. Write in your notebook.

Public transport in the UK

Trains are ⁰	faster	(fast) than				
buses but they	are a lot 1					
(expensive). In	the past, tra	nsport was				
2	(bad) tl	nan it is now				
and trains were	and trains were often late. Now things are not					
much ³	(good) than ten				
years ago. The t	trains don't a	always arrive on				
time, but they	go ⁴	(far) than				
in the past.						
In cities like Lor	ndon, the ur	nderground is a				
good way to travel. Underground trains are						
5	(safe) a	nd				
6	(quick)	than buses.				

C As ... as



We use as + adjective + as to talk about peopleor things that are equal in some way.

We use *not as* + adjective + *as* when we talk about things that aren't equal.

That tree is as tall as our house.

A bike isn't as fast as a scooter.

- 4 Put the words in order to write sentences.
 - **0** as / long / my hair / Betty's hair / isn't / as Betty's hair isn't as long as my hair.
 - 1 famous / as / Lady Gaga / as / Beyoncé / is
 - 2 underground trains / Buses / fast / as / as / aren't
 - 3 London / Rome / big / isn't / as / as
 - 4 her sister / tidy / Heidi / Is / as / as /?
 - **5** hot/as/as/Italy/France/Is/?

Pronunciation – The sound /iɪ/

5 Listen and repeat.

cheap	me	sheep	we	please	sk

6 Listen and tick (✓) the words that contain the sound /iː/.

1	/	easy	3	meet	5	pleasant
2		met	4	three	6	ten

D Superlative adjectives **Regular adjectives**



Short adjectives (one-syllable)				
for most adjectives: the + adjective + -est	cheap	\rightarrow	the cheapest	
for adjectives with one vowel + one consonant: the + adjective + the last consonant doubled + -est	big	\rightarrow	the biggest	
the + adjective + -st	safe	\rightarrow	the safest	

Long adjectives (two-syllable) ending in -y

the + adjective	early		the earliest
+ -y + -ier	еапу	7	the earliest

Longer adjectives (two or more syllables)

the most	expensive	\rightarrow	the most
+ adjective	expensive		

We use superlative adjectives to show how more than two things are different from each other in the same group.

We use the ... in / of ... with the superlative.

Harry is the tallest boy in the class.

That's **the nicest** one **of the** beaches in Greece.

7 Write in your notebook the superlative form of the following adjectives.

0	near	the nearest
1	slow	
2	fat	
3	thin	
4	pretty	
5	easy	
6	famous	

8 Complete the sentences with the superlative form of the adjective in brackets. Write in your notebook. Then listen and check.

0	Who is the oldest (old	d) child in your family?
1	Mount Everest is	(high)
	mountain in the world.	
2	Which is	(long) river in Italy?
3	Beatrice is	(tall) girl
	in our class.	
4	My schoolbag is	(heavy)
	in the class!	
5	Who is	(fast) runner
	of all the students?	
6	Which is	(boring) book
	of these three books?	

E Superlative adjectives **Irregular adjectives**



good	the best
bad	the worst
far	the farthest / furthest

Irregular adjectives have irregular comparative and superlative forms.



9 Ocomplete with the correct form of the adjective in brackets. Write in your notebook.

In the past the *o___shortest__ (short) way to Europe from England was by ferry boat across the English Channel. They also went to Le Havre and Dieppe in the north-west of France. These ports were _____(far) than Calais and the journey was ²_____ (dangerous), in fact it was one of the ³ (bad) in the world because of the bad weather. Today there are many different ways to travel to France. People often think the 4 (quick) way is by plane, but the Eurostar train through the Channel Tunnel is 5 (fast) and 6 _ (cheap) than the plane! However, a lot of tourists still choose the ferry boat to get to France in the summer because it's (comfortable) than the train and it's 8 (relaxing). It's (exciting) when you arrive in another country by boat!

Possessives: noun + 's; of + noun



We use 's with a singular noun to show possession. We use it mostly for people or animals.

These are **Charles's trainers**. the rabbit's ears My **brother's bike** is green.

We use s' with a regular plural noun that ends in -s.

my classmates' pencils

For irregular plural nouns we use 's.

the women's bags

We use of with a noun that is not a person, animal, country, or with a long group of words, to show possession.

the cover of the book the father of the boy playing in the garden

10 Choose the correct answer. Write in your notebook.

- **0** My cat's / cats' names are Kiki and Maya.
- 1 Pam's bag / The bag of Pam is on the floor.
- 2 I don't know the city's name / the name of the city.
- 3 How old are Chris's nephews / Chris' nephews / the nephews of Chris?

Round-up

Read Rod's email about his trip to Iceland. Choose the correct answer. Write in your notebook.



2 PAIRWORK Student A: choose a skateboard from the table below and describe it using the superlative or the comparative. Student B: guess what skateboard student A chose.



A It's the most expensive.

B It's the Longboard Lander!

A Yes, it is!

B It's lighter than ...



Functions



1 Read and listen to the dialogues. Who do you agree with?

1 Kyle I love watching motorbike

racing.

Dan So do I! But my favourite

sport is Formula 1.

Formula 1 is more exciting

than MotoGP.

I don't agree. MotoGP is better than Formula 1.

I think Formula 1 is the

Dan best sport in the world!

Kyle I don't! MotoGP is the best!

Wow, I think Sally's 2 Lisa scooter is fantastic!

Emma Me, too.

Lisa Do you like the colour? No, I don't. I don't like Emma

blue scooters.

Neither do I. I think red Lisa

is the nicest colour.

Key expressions

Agreeing

I love watching motorbike racing. I don't like blue scooters.

So do I. / Me, too! Neither do I.

Disagreeing

Formula 1 is more exciting than MotoGP. I think Formula 1 is the best sport in the world! I don't agree. I don't.



2 Ocomplete the dialogue with the phrases in the *Key expressions* box. Write in your notebook. Then listen and check.

Tom I think Sam's new skateboard is really cool!

Ben 1 . It's fantastic!

Tom I don't like skateboarding in the street, though.

_____. I think it's dangerous. Ben

. I think the skate park is the safest place. Tom ³

. The safest place is at home. Ben

3 PAIRWORK Study the pictures. In turns, give your opinion on the objects, and agree or disagree.





A I love this new smartwatch.

B So do I. I think it's cool.



COMPETENCES

cultural awareness and expression civic and social competences http://www.greenerlondon.co.uk

Greener transport for London



What's the best way to travel around London?

Here are some of the greenest ways for visitors to see London ...

Cycle Hire

See London by bicycle - it's cheaper, healthier and greener than the bus or the underground. Bikes don't make any pollution 5 and cycling is good for you! There are special cycle hire schemes

- in London and you can find bicycles at docking stations in different parts of the city. Pay by credit card 10 at the machine in the street, get an
- unlocking code, choose a bicycle and start cycling! Tourists and locals all use this service and love it. You can use the bikes for as long as
- 15 you want and you can leave them at a different docking station when you finish. Cycling is the best way to see London's parks. The most popular trips by bicycle are a visit
- 20 to Richmond Park to see the deer, Kensington Gardens for a picnic by the Serpentine Lake and St James's Park to see Buckingham Palace, where the King lives. So when
- 25 you're in London, take a bike!

The River Bus Service

River bus services are very popular with visitors to the UK's capital. There are now six river bus routes along the River Thames. Boats

- 30 leave from the special piers every 20 minutes and they travel as far as Greenwich. They're quicker than normal buses because there isn't much traffic on the river. They aren't
- 35 as cheap as the underground trains but they are greener and they're certainly a nicer way to travel! A lot of boats have a café on board serving food and drink, and there
- 40 are tables inside and outside. Some of them have a commentary for tourists and this tells the tourists about the different monuments on the route, too. The views from the
- 45 water are incredible. You can see all the most famous landmarks in London from the river - Big Ben, Westminster Abbey, the London Eye, Tower Bridge and many more!
- 50 Why don't you try a trip on one?

Pedicabs

See London with a pedicab, or bicycle rickshaw! You don't need to do any work the driver cycles and you

- 55 sit and watch the streets of London go by. You can find these in the centre of London and they can take you all over the city! This is a popular
- 60 way for visitors to move around London, but it's more expensive than riding your own bike!

greener more ecological **unlocking code** *a code which* allows you to open something that is locked

piers low structures built at the edge of water, used especially for getting into and out of boats

on board on the boat









Reading

- 1 COMPREHENSION Read and listen to the text. Match the pictures with the paragraphs. Write in your notebook.
- 2 Read the text again and choose the correct answer. Write in your notebook.
 - 1 Cycling is _____ other types of transport in London.
 - **A** not as expensive as **B** more expensive than
 - **2** You need _____ to get one of the bicycles.
 - **A** a key **B** a code
 - **3** The river bus service now has _____ routes on the River Thames.
 - A six B sixteen
 - **4** The boats are _____ than normal buses.
 - **A** slower **B** faster
 - **5** The boats are more expensive than ______.
 - **A** taxis **B** underground trains
 - **6** Riding your own bike is _____ than travelling in a rickshaw.
 - A cheaper B more expensive

Listening

- 3 ① Listen to the interview. What means of transport is it about?
- 4 ① Listen to the interview again and answer the questions.
 - 1 Which two types of transport make a bicycle rickshaw?
 - 2 How many hours a day does Simon work?
 - **3** What does he do to relax?
 - 4 What does he wear in the rain?

Speaking Speaking

5 Think of means of transport in your town and complete each category. Write in your notebook.

The cheapest: _____ The greenest: _____ The fastest: _____

PAIRWORK In pairs, ask and answer questions about the means of transport in your town. Which is the best? Do you agree?

A What is the cheapest type of transport in our town?

B I think it's the bus.

A I don't agree. Cycling is cheaper. It's free!

Writing

- 7 Write a text about the means of transport in exercise 6. Use the prompts below.
 - Where you can get it
 Where it
- Where it goes
- How much it costs
 - Why you think it's the best / cheapest / greenest / fastest

I like the electric bus in Verona. You can get it from all parts of the city \dots



- 2 Write the expressions you know and pronounce them in a loud voice.
- **3** Now try to use them in the speaking exercise.

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

learning to learn logical and mathematical competence



Strategy

In a word family, we collect all the words referring to a same topic. This is a useful tool to revise words that you already know, or think about other words that could be added.

Using word families

Travel and transport

1 Complete with the means of transport on pages 90–91 and the ones in the box below. Then, in groups, think of people and verbs that you can relate them to.

> helicopter ship ferry boat van camper van minibus jeep



ROAD TRANSPORT	PERSON	VERB	
car	driver	to drive	

TWO-WHEEL TRANSPORT	PERSON	VERB	
bicycle	cyclist	to ride	





PUBLIC TRANSPORT	PERSON	VERB	
bus	bus driver	to catch	

AIR TRANSPORT	PERSON	VERB	
plane	pilot	to fly	







Journey round the world

- Imagine you take part in a journey round the world that ends in London.
- You have to use at least six different means of transport. How do you think you will travel to get there first? You can use a planisphere.
- Compare your proposal with a partner. Which of you projected the fastest journey?





learning to learn

Key strategies

Reading and writing

In some reading and writing exercises, you have a short text, for example, an email or a letter, with ten gaps to complete. The missing words are generally prepositions, verbs, pronouns, articles or conjunctions. You have to read the text and complete the gaps with one word. Remember to spell the words correctly.

LET'S PRACTISE!

1 Read the sentences and choose the word you need to fill in the gaps. Write in your notebook.

0	We went Paris by	train.	
	A verb	(B) preposition	C pronoun
1	He speak three la	ınguages – Romanian, Fren	ch and English
	A conjunction	B possessive adjective	C verb
2	They went to China on h	noliday four years	
	A adverb	B adjective	C verb
3	People use the undergro	ound the roads are v	very busy.
	A verb	B conjunction	C pronoun
4	Paul going to Per	u next week!	
	A verb	B preposition	C pronoun
5	The plane to London tak	kes off at 2:30 pm da	ay.
	A preposition	B verb	C adjective

- 2 Now complete the sentences with the correct word. Write in your notebook.
- **3** Complete the email in your notebook. Write one word in each gap.

STRATEGIES

- Read the text quickly to understand the general idea.
- Read the sentences that contain the gaps. Pay attention to the words that come before and after the gap.
- Complete the sentence with one word. Short forms such as it's and hasn't are two words.
- When trying to find the correct answer, think about the kind of word you need: an adjective, an adverb, a preposition, a verb, a pronoun or a conjunction.

Hi Sandra
Thanks for your postcard from Ireland.
I had ^o <u>a</u> brilliant time at scout camp!
We went to Pembroke in Wales and 1
stayed on a campsite ² the sea. We travelled
to Wales ³ coach. It was a very long journey
⁴ we stopped and had a picnic lunch after
two hours. ⁵ were other scout groups at
the campsite and we made a 6 of new
friends. We had ⁷ sports competitions, too!
8 day we went for a long walk along the
coast and saw some dolphins in the sea.
But ⁹ best day was a boat trip to an island!
We saw a lot of sea birds and fish. I loved being in
Wales. I didn't want ¹⁰ come home!
See you soon
Harry



Vocabulary

Housework

1 Match the phrases in the box with the pictures. Write in your notebook. Then listen, check and repeat.

lay / clear the table load / unload the dishwasher do the vacuuming feed the pet(s) tidy your room hang out the washing put out the rubbish do the ironing do the cooking make your bed

2 How often do you help with the housework? Copy the table in your notebook and complete ME column. Use the words in the box.

> once a week at weekends every day -sometimes never twice a week often

How often do you?	ME	My partner
do the cooking	sometimes	
lay / clear the table		
hang out the washing		
load / unload the dishwasher		
do the vacuuming		
feed the pet(s)		
make your bed		
tidy your room		
put out the rubbish		
do the ironing		

3 Now write a sentence for each chore in the table.

I sometimes do the cooking at home.

4 Listen to Jane and Sharon. Then complete the sentences. Write in your notebook.

0	Sharon's mum wants her to <u>tidy her room</u> .
1	Jane never her
2	Jane's dad always
3	Sharon's brother helps with the housework.
4	Jane's sister Daisy sometimes

- 5 PAIRWORK In pairs, ask and answer each other how often you help with the housework. Then complete "My partner" column in exercise 2.
 - A How often do you make your bed, Mark?
 - B I make my bed every day.





1 READING Read the text and watch the video. What is Vijay's big news?

Ricky Are you coming to football practice

on Sunday morning, Vijay?

Vijay Sorry Ricky, I can't come. I've got a job!

No way! You have to be 16 to get a job! Adam Vijay

No, you don't, not for this job! I'm doing

a paper round.

What's a paper round? Ricky

I have to deliver newspapers to people's Vijay

houses in the morning.

Ricky What time do you have to start?

At half past six. And I mustn't be late. Vijay

Do you have to work every day? Adam

Vijay No, I don't. I don't have to work on school days – just Saturdays and Sundays.

Adam Well, I have to help with the housework

at home every day.

Ricky What do you have to do?

I have to put out the rubbish and unload Adam

the dishwasher. And I have to make my

bed and tidy my room, too.

Ricky The paper round sounds easier!

Now listen and repeat.



- 2 COMPREHENSION Read the dialogue again and match the sentence halves. Write in your notebook.
 - 1 Vijay can't come to football practice because
 - 2 He starts work at
 - **3** Vijay only works
 - **4** Adam has to help

- A half past six in the morning.
- **B** with the housework at home.
- **C** he's got a job.
- **D** at the weekend.



3 Choose the correct answer. Write in your notebook.

- 1 You have / have to be 16 to get a job.
- 2 Vijay has to / have to deliver newspapers to people's houses.
- 3 What time have you / do you have to start?
- 4 Vijay has to / have to start at half past six.
- 5 Vijay doesn't have to / mustn't be late.
- 6 Vijay mustn't / doesn't have to work on school days.



4 Fill in the gaps with information from the dialogue on page 104. Listen, check and repeat.

Adam Well, I 1_____ help with the housework at home every day. What ²______you____do? Ricky Adam | | 3 put out the rubbish and unload the dishwasher. And I 4_____ make my bed and tidy my room, too.

- 5 PAIRWORK Rewrite the dialogue in exercise 4 changing the words in bold with the housework you have to do. Then act it out with a partner.
- 6 PAIRWORK In pairs, act out the dialogue changing the underlined phrases so they are true for you.
 - A Who has to do the vacuuming in your house?
 - B My dad has to do the vacuuming.
 - A What does your brother have to do?
 - B He has to feed the pets and tidy his room.
 - A Are there any important rules?
 - B Yes! He mustn't forget to make his bed!



A Have to / don't have to -Affirmative and negative forms

Affirmative form		Negative form		
∣ have to	run.	∣ don't have to	run.	
You have to	run.	You don't have to	run.	
He / she / it has to	run.	He / she / it doesn't have to	run.	
We have to	run.	We don't have to	run.	
You have to	run.	You don't have to	run.	
They have to	run.	They don't have to	run.	

JIDEO

We use *have to* for something that is necessary to do or that we are obliged to do. We use don't/ doesn't have to for an action that isn't necessary.

I have to study for two hours every evening. He doesn't have to work on Sundays.

Get it right!

We do not use the short form of have to in affirmative sentences, but we can use it in negative sentences.

We have to leave for the airport at 5:00. Not: We've to leave for the airport at 5:00. She doesn't have to tell us.

1 Choose the correct answer. Write in your notebook.

- **0** You has to / (have to) take off your shoes.
- 1 You have to / has to put cheese on a pizza.
- 2 The children have to / has to go to bed at 9 o'clock on a school night.
- 3 I live near the school so I doesn't have to / don't have to take the bus.
- 4 Sally have to / has to do the cooking in her house on Saturdays.
- **5** Hooray, it's Sunday today! I **don't have to** / doesn't have to get up early for school!
- **6** We have to / has to feed the cats twice a day.
- 7 Students in British schools doesn't have to / don't have to buy their text books.
- 8 | have to / has to practise the piano every afternoon.

2 Complete the sentences with the correct form of have to (+) / don't have to (-) and the verb in brackets. Write in your notebook.

0	Dan <u>has to wear</u> (wea	ar) a school uniform. (+)
1	Emil	_ (go) to school on
	Saturdays. (+)	
2	Dan	(go) to school on
	Saturdays. (–)	
3	Dan	(stand up) when
	a teacher comes into th	e classroom. (+)
4	Emil	(sing) at the school
	assembly every morning	g. (–)
5	Dan and Emil	(switch off)
	their mobile phones in I	essons. (+)
6	Emil	(study) every day. (+)
7	Dan	(study) every day. (–)
8	Dan and Emil	(take) their
	books to school. (+)	

B Have to – Interrogative form and short answers IDEO

Interrogative form	Short answers
Do I have to run?	Yes, you do . No, you don't .
Do you have to run?	Yes, I do . No, I don't .
Does he / she / it have to run?	Yes, he / she / it does . No, he / she / it doesn't .
Do we have to run?	Yes, you do . No, you don't .
Do you have to run?	Yes, we do . No, we don't .
Do they have to run?	Yes, they do . No, they don't .

The interrogative form of *have to* and the short answers have the same structure of the regular verbs. We use *have to* for something that is necessary to do or we are obliged to do. We use don't / doesn't have to to show that there is no obligation.

'Do you have to help at home?' 'No, I don't.' What time **do** we **have to** be at the stadium?

3 Rewrite the sentences in exercise 1 in the interrogative.

You have to take off your shoes. Do you have to take off your shoes? 4 Use the prompts to ask questions with have to. Then use the information in the table to write short answers. Listen and check.

Simon / wash the car / Sundays

'Does Simon have to wash the car on Sundays?'

'Yes, he does.'

Name	Job	How often?
Simon	wash the car tidy his room	on Sundays on Saturdays
Fiona	load the dishwasher tidy her room make her bed	three times a week once a week every day
Martin	feed the pets do the vacuuming	twice a day once a week

- 1 Simon / tidy his room / every day?
- **2** Fiona / load the dishwasher / every day?
- **3** Fiona / tidy her room / every day?
- **4** Fiona / make her bed / every day?
- **5** Martin / feed the pets / three times a day?
- **6** Martin / do the vacuuming / every day?

C F	C Had to				JIDEO	
	ast tense of <i>ha</i> for all persons.		s had to	o. This	forr	n is the
Affirn	native form					
I / you / he / she / it / we / they had to work yesterday.			terday.			
Nega	tive form					
1, , 2 3, 112, 2112,		wor yest	ork sterday.			
Interrogative form						
Did		have to		ork sterday?		
Short answers						
Yes,	I/you/he	I/you/he/she/it/we/they did .			did.	
No,	I/you/he/she/it/we/they didn't .					

5 Pead the text about Greg's job. Complete the sentences with the correct form of have to. Write in your notebook. Then listen and check.

Last year Greg needed some extra money for

his school trip to Spain, so	he got a job during
the school term. 'I o had	0 ,
	•
very early, he says. 'There	was a lot to do belole
I went to school!'	
He ¹ (e	eat) his breakfast quickly.
Then he ²	(take) the dog for
a walk. After that he ³	(load)
the dishwasher and then	he did his paper round.
'The first month I 4	(get up)
at half past five because I	5
(walk) to the newsagent's	, but after that
I went by bicycle so I 6	
(not / get up) until 6 o'clo	ck', he says. After his
paper round he ⁷	(take) the
bus to school. 'I ⁸	(be)
at school by nine o'clock,	and sometimes
I was a bit late,' he says.	54/1
	- ////

D Must / mustn't

We use *must* + base form of the verb to talk about obligations.

We use *mustn't* + base form of the verb to show that something is prohibited or not allowed. Must and mustn't have the same form for all persons.

Students must be at school by 8:45.

All cars **must** stop when the traffic lights are red. You mustn't talk in the library.

Students **mustn't** use calculators in the exam.

- 6 Write rules for your school using *must* or mustn't and the prompts below.
 - You mustn't eat in class. **0** eat in class
 - 1 chew gum in class
 - 2 use a mobile phone in class
 - **3** listen to the teacher
 - 4 arrive on time for the lesson
 - **5** talk to your friends during the lesson
 - **6** bring your homework to the next lesson

Grammar

Get it right!

Remember that must doesn't have an interrogative form. To ask questions about obligations and prohibitions, we use the interrogative form of have to.

Do we have to give our passports to the teacher?

Must we give our passports to the teacher?

Mustn't / don't have to



We use *mustn't* to talk about something that is not allowed. We use don't / doesn't have to to talk about something that is not necessary to do.

You mustn't talk in the library.

You mustn't take your phone into the exam.

I don't have to tidy my room every day.

You don't have to answer all the questions.

7 Complete the sentences with *mustn't* or *don't/* doesn't have to. Write in your notebook.

0	You don't have to	buy any milk. There are
	four litres of milk in	the fridgel

1	You	_ eat these muffins, boys!
	They're for the p	arty tomorrow.

- **2** We ______ be late for the history lesson. We've got a test today.
- **3** Ken has got a lot of money. He __ to work!
- 4 You _____ use your mobile phone in the cinema.

Pronunciation – The sounds/I/ and /II/

8 Listen and repeat.

/ɪ/	/iː/
ship, fit, sit	sheep, feet, seat

9 Copy and complete the table in exercise 8 in your notebook. Listen and write the words in the correct column.

> week thin leave sea give live cheese chicken

Round-up

Read the article and choose the correct answer. Write in your notebook.

Local Hero

Fifteen-year-old Harry Smith from Torquay is our Local Hero for this month. Harry is still at school and o(has to) doesn't have to study hard for exams this year, but he also 'had to / has to help in his family's hotel in Torquay. Harry's mum is ill at the moment and she ²has to / have to stay in hospital, so Harry ³doesn't have to / has to help his dad in their small hotel. Our reporter, Mary Philips asked Harry about his typical day.

Mary Harry, what do you 4must / have to do before you go to school every morning?

Harry Well, I 5 must / have to get up at 5:00 am and make breakfast for the guests in the hotel. Then I 6have to / has to tidy their rooms and make the beds. I ⁷mustn't / don't have to do the vacuuming every day, because my dad does it. I just 8 have to / must load the washing machine.

Mary Do you like working in the hotel? Harry Yes, I do! It's funny sometimes. For example, the hotel rules say guests ⁹mustn't / don't have to bring pets but last week a woman brought her rabbit with her! When I went to her room there was a rabbit on the bed! I 10 had to / have to catch it before I could make

Mary Are you ever late for school? Harry At my school students 11 must / had to arrive by a quarter to nine. Sometimes I'm a bit late but my teachers know I ¹²must / have to do a lot of things before

- 2 PAIRWORK In pairs, use the prompts below to ask and answer questions about Harry's daily routine.
 - **0** Harry / study hard / this year?

school, so they understand.

the bed!

- A Does Harry have to study hard this year?
- B Yes, he does. He has to study hard this year because he's got exams.
- 1 Why / his mum / stay in hospital?
- **2** Harry / help / in the hotel / at the moment?
- **3** Harry / get up / early every morning?
- **4** What jobs / Harry / do / in the hotel?
- 5 What animal / Harry / catch / last week?
- **6** What time / students / arrive / Harry's school / every morning?

Making a polite request on the phone (will, can, would)

1 Read and listen to the phone conversations. Then answer the questions. Write in your notebook.

Hello? 1 Man

> Boy Hello, can I speak to Ben please? Yes, certainly. Who's calling? Man It's Michael. I'm in his class at school. Boy

Hello? 2 Woman

> Hi, can I speak to Carly, please? Girl

No, I'm sorry, she isn't here. Is that Amy? Woman

Girl Yes, it is.

Woman Oh, hello, Amy. Would you like to leave a message?

Girl Yes, please. Can you ask her to call me when she gets back?

Woman Sure, I'll tell her.

Girl Will you please tell her it's important?

1 Who is calling?

2 Who do they ask to talk to? _____

COMPETENCES

cultural awareness and expression civic and social competences



Key expressions

Questions	Answers
Hello / Hi. Can I speak to?	Yes, certainly. Just a minute. No, I'm sorry, he / she isn't here.
Who's calling? Is that Amy?	lt's Judy. Yes, it is.
Would you like to leave a message? Will you please …?	Yes, please. Can you tell / ask him / her? Yes, of course.

2 ① Complete the dialogue with the phrases in the *Key expressions* box. Write in your notebook. Then listen and check.

Girl	Hello?			
Boy	Hi. ¹	Natalie, please?		
Girl	No, I'm sorry, 2	· 3	?	
Boy	It's Bob.			
Girl	Oh, hi, Bob. It's Rebecca	a. ⁴		?
Boy	Yes, please. ⁵	to meet meet meet meet meet meet meet me	e at the cinema at	8:30?

3 PAIRWORK In pairs, act out a phone conversation following the model in the previous exercises. Use the prompts below.

Name At home? Message? Sarah meet / leisure centre / 5:30 today no / at shops Fred no / playing tennis call / gets back Helen

A Hello. Can I speak to Sarah, please?

B No, I'm sorry, she isn't here. She's at the shops ...

Skills and culture

THE COMMON AND ADDRESS OF THE COMMON ADDRESS OF THE COMMON AND ADDRESS OF THE COMMON ADDRESS OF THE

The Island with Bear Grylls was a well-known British reality television programme in which fourteen ordinary men from the UK travelled to an **uninhabited** island in the Pacific Ocean. They had to try and **survive** in the jungle. The men had to stay for six weeks on the island alone, with only a few **tools** and a video camera so they could film what happened. What were the biggest **challenges** for them?









The men knew their number one priority was to make a fire. They needed the fire to boil water and cook food. In tropical temperatures humans must drink 2 litres of water a day. But you mustn't drink water from the rivers – it's too dangerous. So before they could drink any water, they had to boil it. They didn't have any matches, so they had to start a fire using two **sticks** and dry grass. This was more difficult than they thought and took a very, very long time.

The island had a tropical climate. During the day the weather was sunny and warm but every night it rained for hours and hours. The men got very wet and cold and they couldn't sleep. They were very tired but they had to build a **shelter**. They cut down trees for the roof and made a place for the fire and beds to sleep on. It wasn't very comfortable but they were dry!

For the men the most difficult challenge was food. They knew they had to eat around 1,000 calories a day but they usually only ate around 200 calories a day – a little fruit and some coconuts. They had to spend hours every day looking for food but often they didn't find any. They tried to catch big animals like wild pigs and crocodiles. After a month they finally caught an enormous crocodile! All of the men had to help carry it and cook it. They said it was the most amazing moment on the island – and the crocodile was delicious!

Glossary

uninhabited with no people living in the place

survive continue to live after being in a difficult situation

tools pieces of equipment that you use with your hands to make or repair something

challenge a difficult problem, something that is hard to do

stick a thin piece of wood or other material

shelter a place giving temporary protection from bad weather or danger















1 COMPREHENSION Read and listen to the article about an English TV programme. Match the titles with the paragraphs. Write in your notebook.

A Food **B** Building a shelter **C** Making a fire

2 Read the article again and choose the correct answer. Write in your notebook.

- 1 How long did the men have to stay on the island?
- **2** What did they have with them?
- 3 How much water must humans drink every day in tropical temperatures?
- **4** What did they have to use to start a fire?
- **5** Why couldn't the men sleep at night?
- **6** How many calories did they have to eat every day?
- **7** What food did they usually eat?
- 8 What happened after a month on the island?

Listening

- 3 ① Listen to the interview with Nick. How did he feel on the island?
- 4 D Listen again and choose the correct answer. Write in your notebook.
 - 1 On the island there were a lot of dangerous people / animals.
 - 2 The men spent most of their time looking for a boat / food and water.
 - **3** At first the men got water from the rain / river.
 - **4** Nick had to go and get water **on foot / by boat**.
 - **5** Every day in camp he swept the floor and **cooked food** / **made tea**.
 - 6 Nick didn't have to do the vacuuming / cook snakes.

Speaking

- 5 PAIRWORK In pairs, ask and answer questions about Nick. Use the following prompts and your imagination (take your time as suggested in the Study tip box).
 - Get water
- Tidy the shelter
- Catch wild animals

- Do the cooking
- Wash the clothes
- Catch fish
- A Did he have to tidy the shelter?
- B No, he didn't. But he had to sweep the floor every day.

Writing

6 Write a set of rules: five things you must or mustn't do and five things you don't have to do to survive on a desert island.

Surviving the Island - the Golden Rules

- 1 You mustn't go into the jungle alone. You must always go with a partner and take a lot of water to drink.
- 2 You don't have to wear a hat ...



Taking time to answer

Do not worry if you do not find the exact words in a speaking activity. You can:

- use 'fillers' (That's a good question. I'm not sure... *Let me think ...);*
- ask your partner to repeat the question while you think about the answer (Could you repeat that, please?).

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

learning to learn logical and mathematical competence



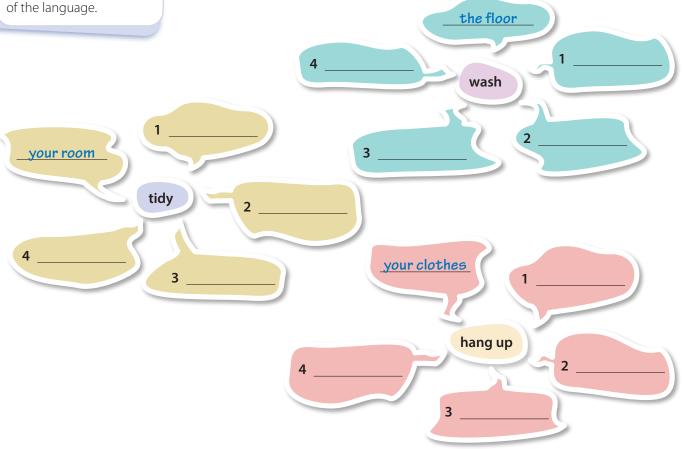
Constantly learning new verb and noun collocations is a very useful tool to improve and expand your vocabulary. It allows you to reach a good level of knowledge

Verb and noun collocations

Housework

1 Match the words in the box with the verbs in the spidergrams. Write in your notebook. Can you think of other nouns to add?

fruit your dress your desk your clothes a cupboard the car your coat the living room your jacket the bookcase your hands a picture



What words can you use with *do, make* and *have*? Draw the spidergrams in your notebook. Use the model in exercise 1.

some biscuits ... make do the shopping have breakfast



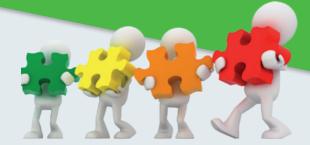
Mime!

- Split into two teams.
- The teacher calls one member at a time in front of the desk, and asks him / her to mime an action.
- Each team tries to guess it and writes down the answers.
- The team that guesses the most actions wins.



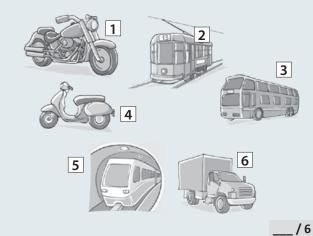


EVALUATION TEST 7–8



Vocabulary

1 Look at the pictures and write the words.



2 Choose the correct option.

- 1 get into a van / a scooter
- 2 catch a bicycle / a plane
- 3 get off a ship / a taxi
- 4 ride a motorbike / a helicopter
- 5 get out of a coach / a car
- 6 get on a car / a train

Grammar

3 Write sentences using the prompts and the comparative form of the adjectives.

- 1 A rabbit / big / a guinea pig
- 2 The cinema / far / the theatre
- **3** The weather / bad / it was yesterday
- 4 A house / expensive / a flat

4 Put the words in order to write sentences.

- 1 as / big / London / Paris / as / 's
- 2 as / fast / as / Football players / aren't / athletes
- 3 as / tall / my brother / I'm / as
- 4 not / We're / as / late / usual / as
- 5 as / isn't / curly / My hair / as / Sally's hair

5	Complete the sentences with the superlative
	form of the adjective in brackets.

1	rneyre the	(good) volleyball team
	in the world.	
2	The Eurostar is the	(quick) way to get

- to Paris from London.
- **3** London is the (expensive) city in Europe.
- 4 Alaska is the _____ (far) point north in North America.
- (heavy) of all the group. **5** My bag is the _____

__/5

6 Choose the correct answer.

- 1 This dog's / dogs' name is Milo.
- 2 Do you know this song's lyrics / the lyrics of this song?
- 3 Let's look for the river's name / the name of the river on a map.
- 4 Is this Charles's / Charles' sister?
- **5** The ship's name / name of the ship you saw in the pictures was Mauretania.
- 6 I can't go to Dora's birthday party / the birthday party of Dora.

/6

Functions

___/6

__/4

_/5

7 Complete the dialogue with the words in the box.

	opi	nion	rig	ht	neithe		r	agre	9
		do	SO	bril	liant	. 6	enjo	ОУ	
/lartha	3	Do v	оц ¹			ath	ıleti	cs?	

Angelika	Yes, I ² I love all kinds of sport
Martha	³ do I! I love golf, I think it's
	4
Angelika	You're ⁵, especially the big
	tournaments

Martha One sport I don't like is water polo.

Angelika	6 do I, it's really boring.
Martha	But I like swimming, it's great.
Angelika	Oh, I don't ⁷ In my ⁸

that's boring, too.

/8 **GRANTED POINTS 10 / 10** TOTAL ___ / 50



EVALUATION TEST 7–8

1 You mustn't / don't have to touch the cakes,

2 You mustn't / don't have to buy any cheese.

3 We mustn't / don't have to forget his birthday.

5 You mustn't / don't have to do the washing up.

___/5

/7

4 You mustn't / don't have to use your 6G.

because they're for this evening.

There's lots of it in the fridge.

There's wi-fi in the school.

I can do it this evening.

5 Choose the correct answer.

Vocabulary

1 Match the verbs with the correct nouns.

- 1 tidy
- A the washing
- 2 lay
- **B** your room
- 3 hang out
- **C** the cat
- 4 unload
- **D** the vacuuming
- **5** do
- **E** the table
- **6** feed

Grammar

Sunday.

2 Choose the correct answer.

early, there's no hurry.

1 You have to / has to be 18 to drive here. 2 We have to / has to study English every day. 3 Mum doesn't have to / hasn't to work on

4 My brother has to / have to study hard at school. 5 They doesn't have to / don't have to arrive

6 Young children in the UK normally have to / has to go to bed before nine o'clock.

F the dishwasher

_ / 6

Functions

6 Complete the dialogue with words in the box.

	calling le	ave it's	
	speak sorry	ask he	ello
Woman	1?		
Boy	Hello, can I ²	to	o Max, please?
Woman	Who's 3	?	
Boy	4 Mic	chael from	school.
Woman	ľm ⁵	Michael, I	ne's out. Would
	you like to 6	a	message?
Boy	Yes, please. Can	you ⁷	him
	to call me when	ı he gets k	oack?

Write questions using *have to* and the prompts below. Then give short answers.

make the bed tidy their room do the ironing clear the table put the rubbish out

_/5

/6

4 Write sentences using the prompts and the correct form of the verb have to.

- 1 When I was younger / I / make / my own bed
- 2 you / walk home from school / last night?
- 3 1/run/to catch the bus/this morning
- 4 she / take / an umbrella yesterday?
- 5 your sisters / do / a lot of homework / in their last school?
- **6** He / not use / his dictionary / during the exam

/	6
 /	U

Writing

- **7** You are staying on a farm for a week. Write a blog post (about 80 words) about what you have to do each morning. Compare what you do at the farm to your everyday life and explain which one you prefer.
 - get up early
 - lay the table for breakfast
 - feed the animals
- go to post office (by scooter)
- clean the farmhouse

		/10
GRANT	ED POII	NTS 5 / 5
	TOTAL	/50

Self-evaluation

- The most important thing I learned in Units 7–8 is ...
- I enjoyed ...
- It was difficult for me to ...

learning to learn

Key strategies

Listening for specific information

In some listening exercises, you have to listen to a dialogue or to a monologue and fill in the missing information.

LET'S PRACTISE!

1 ① Listen and choose the correct information. Write in your notebook.

O A 6:15 **B** 6:45 **C** 7:15 **1 A** £15 **B** £50 **C** £14

2 A 540 962135
 3 A LEIGH
 4 A EIKHUE
 B 450 962135
 C 504 961245
 C LEAGH
 C AIKGWE

5 A Tuesday, 13th October **B** Tuesday, 30th October **C** Thursday, 30th October

2 Listen and write in your notebook the letters and numbers you hear. Then listen again.

0 My password is **HL59AG9OX**.

1 He's Dutch. His surname is ______.

2 They live at number _____ Farm Road.

3 The price is £ _____.

4 It opens at _____ pm.

5 The town is called _____.

STRATEGIES

Before you listen

- Read the instructions.
- Read the prompts carefully.
- Underline the information you have to find while listening.

While you listen

- The first time you listen, focus on the text and complete the missing information.
- The second time you listen, check your answers.

3 Listen to the dialogue between a bar owner and a new employee. Then complete the card with the missing information. Write in your notebook. Listen to the recording twice.





FINAL EVALUATION TEST

Vocabulary

1 Put the words in the correct column.

-documentary- freezing worried chat show curly hair musical foggy excited sitcom afraid freckles

FILMS / TV PROGRAMMES	APPEARANCE	FEELINGS AND EMOTIONS	WEATHER
documentary			

___/10

2 Match the words with the correct definitions

		•	
0	bank	Α	You can park here.
1	car park	В	This is a cheap place to stay.
2	railway station	C	You can see a football match here.
3	youth hostel	D	You get money here.
4	airport	E	You catch a train here.
5	art gallery	F	You climb these.
6	beach	G	You get on a plane here.
7	mountains	Н	When you need help you go there.
8	police station	I	You can go on a boat here.
9	stadium	J	You see famous paintings here.
0	lake	K	You sunhathe here

___/10

Grammar

3 Complete the sentences with the correct present simple, present continuous or past simple form of the verbs in brackets.

0	I'm <u>meeting</u> (meet) Sam and the others at 8 pm this evening.
1	(you / can) ski when you were 5?
2	Why (you / send) me that picture last night?
3	My plane (leave) next Tuesday.
4	What (you / do) tomorrow evening?
5	We (go) to Los Angeles next month.

___/15

4 Choose the correct option.

- **0** You mustn't to /mustn't run in the corridor.
- 1 Life in the South of Romania is more cheap / cheaper than in Transylvania.
- 2 The train journey was quicker / quickest than yesterday.
- **3** The kids of Ben / Ben's kids are in the first grade.
- 4 We have to / must to be at the airport by 7 am.
- **5** Today's not **as sunny as / sunny like** yesterday.
- **6** The bank closes / is closing in 5 minutes.



- 7 He's the friendliest / friendlier person I know.
- 8 You mustn't / don't have to smoke in public buildings.
- **9** Where do you go / are you going? It's late.
- 10 I'm a movie fan and I love / like to watching new films at the cinema.

__ / 10

Functions

- 5 Match the questions with the answers.
 - **1** Has your sister got dark hair like you?
 - 2 Does your dad wear glasses?
 - **3** Who do you look like in your family?
 - **4** What colour eyes has your dad got?
 - **5** What does your brother look like?
- **A** He's got brown eyes.
- **B** I look like my mum, I think.
- **C** He's tall with short spiky hair.
- **D** Yes, but just for reading.
- **E** No, she's blonde like my mum.

___/15

Writing

6 Write a short text comparing Wales and England. Use the notes below. Describe the things you must / mustn't / have to / don't have to do while you're there.

000
Wales: some advantages
compared to England
+ relaxed and open people
expensive
polluted

When in Wales:

Do's

- drive on the left
- respect the speed limits

- drink in the pub if you're under 18

Optional

- speak Welsh (OK to speak English!)



Wales is a nice country. People are generally more rela:	xed and open than peo	ple in England.
Wales is than England and it is When you are in Wales you drive on the left and you _	·	. J
You mustn't In Wales most people speak English so		
in wales most people speak english so	_ 3pcak vvcisi i.	/30
		GRANTED POINTS 10 / 10
		TOTAL / 100

SYSTEMATIC OBSERVATION SHEET

Read the statements below and choose YES or NO. There are no correct or incorrect answers. Through your honest answers, your teacher will get to know you better and understand how to help you progress.

When I practised what I learned, I liked to	YES	NO
• put the words in the correct category in a chart		
match words with their definitions		
• fill in the blanks in a sentence		
choose the correct answer from several options given		
match questions with suitable answers		
write a text following the steps given		

GEOGRAPHY

Reading comprehension

1 Read the first paragraph of the text. Put the words in the box in the correct category. Write in your notebook.

WEATHER

What is the difference between weather and climate? You might think they are the same, but they are not.

	38 degrees	Celsius	tropical	rain	
Weather: Climate:					

Weather refers to the general conditions in the air above the Earth at a particular place and time such as:







Weather is what the forecasters on TV predict every day. People find out about temperatures, humidity or if any thunderstorms are likely to form.

Climate refers to the general weather conditions usually found in a particular place over a long period of time. There are five categories of climate in the world:





dry.



• We find the tropical climate near the Equator, in countries like Brazil and India, or on the African continent.

• The moderate climate or temperate climate covers the area between the tropics and the polar regions.

- The continental climate has four seasons. Romania has this type of climate.
- We find the **polar climate** at the North Pole and South Pole and in the tundra. Take Siberia for instance. Part of it lies in the tundra.
- The dry or arid climate is specific to deserts, large, dry areas where there is very little rain for plants to grow.

We can divide each of these five categories of climate into different types. The Mediterranean climate (the climate around the Mediterranean area) is an example of a moderate climate. One of the biggest concerns these days is climate change. Global warming is just one aspect of climate change. Human activities (mainly fossil fuel burning) make worldwide temperatures rise higher and faster than any time we know of in the past.



precipitation water that falls from the clouds, especially as rain or snow

tropical from or relating to the area between the two tropics

tundra part of the very large area of land in North Asia, North America and northern Europe where trees do not grow because of the cold, and ground below the surface is permanently frozen

2 Answer the questions.

- 1 What is the difference between weather and climate?
- 2 Where can you find the polar climate?
- **3** Where do we find the tropical climate?
- **4** How many seasons are there in Romania?
- **5** What is global warming?



GEOGRAPH

COMPETENCES

technological and scientific competence learning to learn initiative

Dialogue practice

3 Helen is going on a trip to South Africa. Fill in the blanks with the phrases in the box. Write in your notebook.

It is! There are often heavy thunderstorms.

Yes, I am. Though the climate is different there.

I'm going to South Africa.

Yes, it does. There are often warm showers.

Well, the nights are guite cold and the days are very hot.



Tip

Completing dialogues

Read the given phrases carefully before you complete a dialogue. Try to understand the information to help you fill in the missing parts of the dialogue correctly.

You Where are you going on your next holiday?
Helen ¹
You Really? Are you excited?
Helen ²
You What do you mean?
Helen ³
You Does it rain there?
Helen ⁴
You Is the weather stormy?
Helen ⁵
You Take care then!

Writing practice

- 4 Imagine you are a weather forecaster. Write the weather forecast for tomorrow using the notes below.
 - boiling hot
 - partly cloudy in the morning
 - mostly sunny in the afternoon
 - temperatures below zero in the mountains at night
- mild winds in the west
- light showers in the south
- a thunderstorm is likely to form in the north

Hi, my name is Let's see the weather forecast for The weather is freezing cold, with temperatures below O degrees Celsius

5 Now search for information on the internet to prepare a weather forecast for your city. Use the model in exercise 4. Look for and watch a weather forecast online. Present your forecast to the class. Draw a map of Romania to use during the presentation.

Oral presentation

- 6 Describe why it is important to watch the weather forecast. Talk for a minute, answering the questions.
 - 1 Do you watch the weather forecast on TV? What do you find interesting
 - **2** Where else can you find information about the weather?
 - **3** Why is it important to know about the weather
 - when you go to school?
- when you travel?
- when you do other routine or free time activities?

Reading comprehension

1 Read the text and fill in the gaps with the words in the box. Write in your notebook.

> gallery tourists attractions artists famous paintings

The National

Gallery



The National Gal	lery opened in 1824	and is now one of	London's most	important
tourist ¹	and one of the	most ²	_ art galleries in	the world.
In the 3	there is a collect	ion of nearly 2,300	4f	rom the early
Renaissance to P	ost-impressionism. T	he most famous p	aintings in the g	gallery are by
important Europ	ean ⁵ , fo	or example Sandro	Botticelli, Leona	ardo da Vinci,
Claude Monet ar	nd Vincent Van Gogh	.The National Gall	ery collection at	tracts millions
of ⁶	every year.			

A treasure of Renaissance art

The Virgin of the Rocks is a Renaissance masterpiece by Leonardo da Vinci.

There are two versions of the painting: one in the Louvre Museum, in Paris, and one in the National Gallery, in London. The painting shows four figures sitting on some rocks: the Virgin Mary, the child Jesus, the Archangel Gabriel and the child John the Baptist. These four figures are in a pyramid-like composition.

Leonardo used the techniques of *chiaroscuro* and *sfumato*.

A light from the top of the painting illuminates the four figures. The use of **perspective** is clear in the painting. The contrast between the dark rocks and the mountains in the distance gives the painting the impression of depth.



perspective

(in art) the way that objects appear smaller when they are further away and the way parallel lines appear to meet each other at a point in the distance

depth the fact of a feeling, state, or characteristic being strong, extreme or detailed

Title The Virgin of the Rocks Leonardo da Vinci Artist

Year 1495-1508 189.5 × 120 cm **Dimensions**

Location National Gallery, London

Techniques Chiaroscuro, sfumato, perspective

2 Answer the questions.

- 1 What period are the paintings at the National Gallery from?
- **2** When did the National Gallery open?
- **3** Who painted *The Virgin of the Rocks?*
- **4** How many versions of the painting exist?
- **5** Who are the figures in the painting?
- **6** What special techniques did the artist use?



Understanding setting

When you have to write a dialogue, make sure you understood the communication situation. Ask yourself:

- 1 "Who's talking?";
- 2 "Where are the interlocutors?":
- 3 "What is the topic of the converstion?".

This will help you understand which are the lines you have to write.

COMPETENCES

cultural awareness and expression learning to learn initiative digital competence

Portfolio

Did you know that Leonardo da Vinci (1452–1519) was a polymath, a person who knows a lot about many different subjects? He was also a scientist, an architect and a sculptor.

Make a poster with information and pictures of five major works of Da Vinci. Present it in class, then add it to your personal portfolio.

Dialogue practice

3 You meet Julia and you tell her about your last weekend with your family in London. Write the lines of the dialogue using the prompts.

Greet Julia and tell her that you went to London with your family last You

Asks if you had a good weekend and what you did. Julia

You Answer that you visited the city on Saturday and some interesting museums on Sunday.

Julia Asks what your favourite museum was.

You Answer that your favourite museum was the British Museum.

Julia Asks why.

You Answer that you liked it most because you saw some famous sculptures and paintings.

Says you are lucky and that she would love to visit London, too. Julia

Writing practice

- 4 Write an email (50–70 words) to your friend Luca to tell him about your visit to Tate Modern. Begin with Hi Luca, ... and end with Write soon,
 - last summer you went to London and you visited Tate Modern, a famous modern art gallery;
 - the museum opened its gates for the first time in 2000;
 - you can find works of art dating from the 20th and 21st centuries;
 - you saw Picasso and Andy Warhol's works.

Oral presentation

5 Describe Leonardo da Vinci's painting, *The Last Supper*, to your classmates using the information in the fact file. Search for additional information about it on the internet. Talk for about a minute.

The title of the painting is The Last Supper...

Fact file

Title The Last Supper

Artist Leonardo da Vinci

1494-1499 Year

Dimensions 4.6 m × 8.8 m

church of Santa Maria delle Grazie, Milan

Technique perspective

Location

Description the last supper of Jesus and his disciples; composition of

the figures in the painting; the disciples look confused.



Copy by G. Raffaelli, 1816, Vienna.



TECHNOLOGY

Reading comprehension

1 Read the text and match the titles (A–D) with the paragraphs (1–4). Write in your notebook.



The world of gadgets



Every minute, people send over 16 million text messages worldwide. There are more **devices** than people in the world. The company Apple Inc. alone sold 232 million smartphones in 2022. Do these

> figures surprise you? It isn't easy to imagine life without a mobile phone, a laptop or a tablet.

Tip

Predicting the content

To understand a text, remember that reading the title is extremely important. Understanding the title allows you to predict some things about what you are going to read.

2

Gadgets are fast becoming something people cannot live without. We use them for study, work, entertainment or communication. They are part of our everyday life and most of the time they make our life easier.

3

The internet is as cheap as ever or even free, and we get all the information and entertainment we need there. We have wi-fi almost everywhere, and we cannot picture how past generations used to carry out their daily activities without internet connection and communicating by smartphone or computer.



Glossar\

device an object or machine invented for a particular purpose

gadget a small mechanical or electronic device or tool

wi-fi a system that allows computers, smartphones, or other devices to connect to the internet or communicate with one another without a wire

a click away very close

miss out to fail to enjoy something by not taking part in it

stroll a relaxed walk in nature



In the past, people used to send letters, or spend hours in a library looking for a piece of information. Today, everything is just a click away. But is it really a good thing? Many times we miss out on personal relationships, on the pleasure of reading a book or a newspaper, or simply chatting with our friends during a stroll in the park.

- **A** Friends or enemies?
- **B** How did they do it?
- **C** Surprising figures
- **D** Our friends and allies

2 Answer the questions.

- 1 How many text messages do we send every 60 seconds around the world?
- **2** What do we use gadgets for?
- **3** What do we use the internet for?
- 4 How did people look for information in the past?
- **5** Why is it a bad thing to have gadgets?

ECHNOLOGY

COMPETENCES

technological and scientific competence learning to learn initiative digital competence

Dialogue practice

3 Read the dialogue between Katie and her little brother. Then complete it with the words and phrases in the box. Write in your notebook.

> buttons store a lot of music touchscreen smartphone iPod apps

Tim	What did you buy, Katie?			
Katie	I found this online shop that has everything! I got my new 1			
	Do you like it?			
Tim	Cool!			
Katie	Yes. It's really practical because it's so small and it can ²			
Tim	What else did you buy?			
Katie	Look at this. It's the best ³ !			
Tim	Really? It is quite big. Will you have room in your small bag for it?			
Katie	Sure. Look at the ⁴ , It's so elegant. Who needs to press			
5	when you have this?			

Tim You bet! Now you have to download all the 6_

Katie Just Facebook and WhatsApp for now.

Writing practice

4 Imagine you want to buy a new laptop. Write a short dialogue (10 lines) between you and the shop assistant, using the prompts below. Begin with Hello and end with Thank you. Good-bye.



Oral presentation

- 5 In pairs, talk about the way in which you use technology and its advantages and disadvantages. Refer to:
 - 1 your studies, e.g. homework, research, reading, etc.;
 - 2 your free time, e.g. communication, entertainment (watching films, series, listening to music, playing games, etc.);
 - **3** finding information.



Let's read!



Oscar Wilde was born on 16th October 1854 in Dublin, Ireland. He was a bright child and he was interested in literature from an early age. At Oxford University, he discovered his passion for Greek and Roman studies, and he also wrote his first poems. After graduating from Oxford, he moved to London and soon became a successful writer. In 1887, he published his first story about an American family who moved to a castle haunted by the ghost of a nobleman.

The Canterville Ghost is one of Wilde's most important and popular works. There have been several adaptations of this book for the big screen.

Wilde died in Paris, in 1900.

Speaking

- 1 Do you have a favourite author? Who is it?
- 2 What do you know about him / her?
- 3 What is your favourite work written by him / her?
- 4 You are going to study a fragment of a short story by the Irish writer, Oscar Wilde. Read his biography. Do you know any of the famous characters he wrote about? Discuss for two minutes.

Reading

- 5 Read the first eight lines quickly. Can you tell what kind of story this is?
 - a comedy
 - a love story
 - a mystery story
 - a journal
 - a science fiction story

Adapted from



by Oscar Wilde



Virginia went out to ride on Brockley meadows, accompanied by the young Duke of Cheshire who wanted to spend the last week of his holidays at Canterville Chase. While getting through a hedge, she ruined her dress so

- 5 badly that she had to return home. She didn't want anyone to see her, so she went up by the back staircase.
 - As she was running past the Tapestry Chamber, she saw the door open and someone inside. She had the impression that it was her mother's servant, who would sometimes
- 10 bring her work there, so she asked her to sew her dress. She was so surprised to see the Canterville Ghost himself instead! He was looking through the window, lost in his own thoughts. His head was leaning on his hand, and his attitude was one of great sadness. Little Virginia, who was scared at first and wanted to run away
- and lock herself in her room, felt sorry for him and decided to stay. Maybe it was a good idea to comfort him after all.



Let's read!

The Ghost was indeed so deep in his melancholy that he did not notice her presence there until she spoke to him.

'I'm so sorry for you. My brothers are leaving tomorrow, so maybe if you 20 behave yourself, no one will annoy you, she said.

'You know it's absurd to ask me something like this,' he answered, quite surprised to see and hear the young girl talking to him. 'I must walk

around at night, if that's what you mean. It's my only reason for existing.'

25 'That's not true! You also know that your behaviour was rude.'

[...]

'Please don't go, Miss Virginia,' he cried; 'I'm so lonely, so unhappy and I don't know what to do. I haven't slept for three

30 hundred years. I want to sleep and I can't.' Virginia approached him, kneeled down and looked at his old sad face.

'Oh, poor Ghost,' she sighed. 'Don't you have a place where you can sleep

35 in peace?'









Glossary

meadows fields with grass and often with wild flowers

hedge a line of bushes or small trees planted very close together

staircase a set of stairs inside a building

comfort to make someone feel better when they are sad

behave yourself be good by acting in a way that has society's approval

kneeled down put both knees on the ground

6 Now answer the questions.

- 1 Why did Virginia come back home?
- **2** Who did she see in the Tapestry Chamber?
- **3** Why was the Ghost sad?

7 Match the words (1–5) with their synonyms (A–E). Write in your notebook.

A came closer 1 accompanied **B** attitude 2 thoughts **C** followed **3** behaviour **D** ideas **4** existing E living **5** approached

8 Read the text again and put the following sentences about Virginia in chronological order.

- **1** She went up the stairs.
- 2 She ruined her dress.
- **3** She went out to ride.
- 4 She saw the Ghost.
- **5** She asked her mother's servant to sew her dress.
- **6** She decided to stay and talk to the Ghost.
- **7** She asked the Ghost to change his attitude.

Writing

- 9 What do you think it will happen next in the story? Write 20–25 lines to continue the story. Before you write, make notes about:
 - the characters consider adding some new ones in the scene;
 - the place and time of the action;
 - interesting moments in the action;
 - the dialogues.

Culture

The USA and t

My name's Carey Chen. I'm 15, I'm not very tall. I've got long, straight hair and brown eyes. I'm American and I'm mixed race. My family comes from Asia but my greatgrandmother was a **Native American** – I'm very **proud** of that! A lot of Americans are mixed race because we are the **descendants** of the immigrants that arrived in America

during the 19th and 20th centuries. My dad's family came from China. His grandfather arrived in America in 1946 and met my great grandmother here. My mum's family were from China, Vietnam and Korea.

I'm Cameron Fischer. People say I look American – I'm tall, I've got blonde hair and blue eyes. I don't think there is a typical American because our **ancestors** came from Europe, Asia and Africa. I've got a German surname because my dad's family came from Germany to America in the 19th century. My mum's family came from England but I've got some Italian, Spanish and

Irish ancestors, too. Last year, we did a project in my class on our families and we discovered we had ancestors from nearly every country in the world!





Native American

the people who lived in North and South America before Europeans arrived

descendants people who are related to you and live after you, such as your child or grandchild

ancestors people related to you who lived a long time ago

settled arrived from another country in a new place, and started to live there and use the land

DS





- 1 BEFORE YOU READ Have a discussion as a class. Where are you from? Where does your family come from?
- 2 Read and listen to the text. Write the names of the students under the pictures.



3 COMPREHENSION Read the text again and decide if the sentences are true (T) or false (F), or if you couldn't find the information in the text (DS = doesn't say). Correct the false sentences.

1 One of Carey's ancestors was a Native American.

2 All of Carey's family comes from China.

3 Cameron can speak German.

4 Cameron's got dark brown hair.

5 Hassan's parents came to Britain from Pakistan.

6 He can speak two languages.

7 Layla comes from London.

8 Layla visited the country her dad comes from last year.

9 The first Europeans arrived in America in 1850.

10 Only Europeans emigrated to the UK in the 20th century.





USA

The first Europeans settled in America in the 17th century. For two hundred years slaves from Africa arrived in America and worked on farms. Between 1850-1930 millions of immigrants from Europe and Asia went to America to look for work and a better life.



UK

People from all of the countries of the British Empire started to emigrate to Britain in the 20th century. After World War 2 a lot of immigrants came to work in Britain. First, people from Poland and Italy arrived, then people from the Caribbean Islands, Asia and Africa. Immigrants are still arriving in the UK today.

Oral presentation

COMPETENCES

cultural awareness and expression digital competence initiative

- 4 In the 19th and 20th centuries, millions of Italians migrated all over the world. Search on the internet and find out which were the countries they went to. Do research to find out if you have any ancestors who migrated in the past. What countries did they go to?
- **5** Present the results of your research to your classmates.



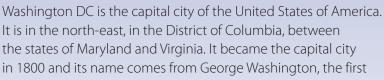
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venty-eig

THREE GREAT AMERICAN CITIES

Washington

THE FACTS



5 President of the USA.

WHAT TO SEE

Washington is the capital city so it has a lot of important national buildings and monuments. There are a lot of government buildings in Washington: the White House (the home of the President) and the US Capitol (the parliament). The National Mall

is in the centre of Washington. It is an enormous park (3 km long) between the Potomac River and the Capitol. The Washington Memorial, in memory

of George Washington, is also in the centre. There are memorials to great US

- Presidents, art galleries and museums along the National Mall. The Smithsonian Institution is there, too.
 One part looks like a castle! There are
 museums and art galleries, research
- centres and a zoo in the Smithsonian Institution.

Reading

1 BEFORE YOU READ What American cities do you know?

Glossary

settlers people who arrive, especially from another country, in a new place, in order to live there and use the land

skyscrapers very tall buildings of many floors

earthquake a sudden violent movement of the ground

prison jail

- Read and listen to the texts. Name the city where you can find the following monuments (W = Washington, N = New York and S = San Francisco).
 - **1** The Capitol
- **4** Alcatraz Prison
- **2** The Golden Gate Bridge
- **5** The White House
- **3** The Statue of Liberty
- **6** The Empire State Building
- **COMPREHENSION** Read the texts again and answer the questions.
 - 1 When did Washington become the capital city of the USA?
 - **2** Who was the first President of America?
 - **3** What is the Capitol?
 - **4** Where is New York?
 - **5** What was the first name of New York?
 - **6** What is New York famous for?
 - **7** Which state is San Francisco in?
 - **8** What can you see in San Francisco Bay?

New York

THE FACTS

New York is a very big city in the USA and it is one of the greatest cities of the world. It's on the east coast of the USA, in the state of New York, on the Hudson River. The city is on three islands: Manhattan, Staten

25 and Long Island.

In 1626, Dutch **settlers** built a small town there and called it New Amsterdam. The name changed to New York in 1760 and it was the capital city of the state for five years (1785–1790). In the 19th and 20th centuries, millions of immigrants arrived in New York. The Statue of Liberty was the first thing they

30 saw when they arrived in the USA. It was a symbol of freedom and democracy.

WHAT TO SEE

Go sightseeing in New York and visit all the places you see in films and on television! There's the Statue of Liberty, Brooklyn Bridge and Central Park. People say New York never sleeps. It's a busy city and there are a lot of things for tourists to do. New York is famous for its **skyscrapers**, so go to

the top of the Empire State Building and look at them all. Or you can see an amazing show at a theatre on Broadway. There are a lot of world famous museums and galleries too, such as the Metropolitan Museum of Modern Art and the Guggenheim Museum.

San francisco

THE FACTS

San Francisco is a big city in the state of California, on the west coast
of the USA. It's on the Pacific Ocean. Spanish settlers built the city in 1776
and gave it the name of St Francis of Assisi. In 1846 it became part of the
United States. San Francisco was very important during the Gold Rush but
in 1906 an **earthquake** destroyed the city. The people of San Francisco built
their city again and during the 20th century it became very big. Today it's
an important centre of culture, business and high technology.

WHAT TO SEE

San Francisco is on the coast so you can go on a boat trip round
San Francisco Bay to see the Golden Gate Bridge and the famous **prison** of
Alcatraz. The city is famous for its cable cars and these are a great way to visit
San Francisco. The Golden Gate Park is near the bridge and China Town is
great for shopping and restaurants. Don't forget the Fisherman's Wharf – there
are shops, museums and some excellent fish restaurants there!

Oral presentation

- 4 Search for information about an important city in your country on the internet. Use the prompts below.
 - Where it is
- The important dates in its history
- What to see
- 5 Present the information found about the city to your classmates. Organise it in two parts.
 - The facts
- What to see



one hundred and twenty-nine 129

Festivals



In Ireland, March 17th is an important day: it's St Patrick's Day! St Patrick is the patron saint of Ireland and 17th March is the day he died. St Patrick's Day is also celebrated around the world by the descendants of Irish emigrants. In fact, millions of Irish people left Ireland in the 19th and 20th centuries.

Who was St Patrick? He was born in Wales in about 400 AD. Pirates took him to Ireland when he was a young man. He was a slave and during this time he became a Christian. After six years, he **escaped** and returned to Britain. Later, he went back to Ireland as a missionary. Legends say St Patrick sent the snakes into the sea and that is why there are no snakes in Ireland.

St Patrick's Day is a celebration of Irish culture. People do traditional Irish dancing and they play Irish music. There are parades in the streets and people wear green clothes and colour their faces and hair green, too.

In the evening famous buildings are illuminated with green light. Today St Patrick's Day is celebrated in many countries all over the world. The biggest St Patrick's Day Parade isn't in Dublin, but in

New York! And in Chicago, they colour the Chicago River green on 17th March. In Sydney in Australia, Toronto in Canada and Buenos Aires in Argentina there are St Patrick's Day celebrations, too.



- 1 Do you have a patron saint of your city? Who is it? What day do you celebrate the saint's day?
- 2 **OMPREHENSION** Read and listen to the text. Decide if the sentences are true (T) or false (F), or if you couldn't find the information in the text (DS = doesn't say). Correct the false sentences.
 - 1 Only people in Ireland celebrate St Patrick's Day.
 - 2 St Patrick was born in Ireland on 17th March.
 - 3 St Patrick introduced snakes to Ireland.
 - **4** There are many traditional cultural events on St Patrick's Day.
 - **5** Green is the traditional colour of St Patrick's Day.



AD (Anno Domini) a Latin phrase referring to a year after Jesus Christ was born

escaped got free

DS

PORTFOLIO PATRON SAINTS

- 1 Do some research on the internet about the patron saint of a city of your choice. Include the points below.
 - When he / she lived
 - Important events in his / her life
 - Celebrations on the saint's day: food, parades, clothes, music
- 2 Write a short text about the patron saint of a city of your choice, using the information you found. Include the points below.
 - Information about the saint
 - How people celebrate the saint's day

Present the text in class, then add it to your personal portfolio.

Festivals

THANKSEMME



Americans celebrate Thanksgiving Day on the fourth Thursday of November. It was originally a celebration to give thanks for a good **harvest**.

The first Thanksgiving celebration was in 1621. About one hundred English men,

women and children sailed to America on the ship *The Mayflower* in 1620. Life was very difficult at first and a lot of them died. The local Native Americans were friendly and they taught them how to **grow** and cook new types of food. In the autumn, the settlers celebrated their first year in their new country. They invited the Native Americans to their celebration because they wanted to thank them. They cooked a big meal with local food and the first Thanksgiving

lasted three days. In 1863, President Abraham Lincoln made Thanksgiving Day in November a national holiday.





Thanksgiving Day is a time for families to get together. In my family our Thanksgiving dinner consists entirely of American food, so there's a big roast turkey, sweet potatoes, cornbread and cranberry sauce and for dessert we have pumpkin pie.

After dinner we all watch the Thanksgiving Day 40 Parade in New York on the television.



A few days before Thanksqiving, there's a funny ceremony at the White House. The President officially **pardons** a turkey! The lucky turkey goes to live on a farm for the rest of its life! The day after Thanksgiving Day is called Black Friday. It's the start of the Christmas shopping season. The shops are full of people buying Christmas presents for their family and friends.



collected from the fields

grow prepare the land for plants to develop

pardons the actions of forgiving or having mercy on someone

Reading

- 1 Read and listen to the text. Match the titles below with the paragraphs (A, B and C). Write in your notebook.
 - 1 Family celebrations
 - 2 Other traditions
 - 3 The first Thanksgiving
- 2 **COMPREHENSION** Read the text again and answer the questions.
 - **1** When is Thanksgiving Day?
 - **2** What did the first Thanksgiving celebrate?
 - **3** What food did they eat?
 - 4 What does Bonnie's family eat for Thanksgiving dinner?
 - **5** Who pardons the turkey at the White House ceremony?
 - **6** When is Black Friday?

PORTFOLIO CELEBRATION FOOD

- 1 Do some research on the internet about a festival in Romania.
 - How did the festival start?
 - What special food do people eat?
 - How do people celebrate the festival?
- 2 Invite your pen pal Bonnie to the festival. Write a letter to her using the information you found and the prompts below. Then add the letter to your personal portfolio.
 - The name of the festival
 - When it is
 - · How it started
 - What people do
 - What special food people eat

MEETING MY FAVOURITE ACTOR

You will work in pairs on a project that will be great fun! Imagine you are a reporter and you have the chance of a lifetime: to interview your favourite actor.

You will:

- talk about your favourite actor;
- prepare an interview with your favourite actor;
- write a short play and act it out;
- find pictures and information about your favourite actor;
- · make a poster;
- · present the poster.



Warm-up

1 In pairs, ask and answer the following questions:

- 1 Have you ever met any famous actors? When and where? If you haven't, would you like to meet them? Why (not)?
- **2** Who is your favourite actor?
- **3** What do you think your favourite actor's home looks like?
- **4** What questions would you ask your favourite actor?
- 5 Imagine one day in your favourite actor's life. What do you think it would be like?



Prepare

- 2 Together with a partner, choose one actor that you would both like to meet. Who is it?
- 3 Now, with your partner, prepare an interview with the actor. Think of five questions to ask. Use the suggestions below.
- When and where was the actor born?
- · What kind of films is the actor famous for?
- What daily activities and free time activities does the actor carry out when they are not making films?
- Does the actor have a family? (Describe their family.)
- What does their dream home look like?
- 4 Together, act out the interview you prepared in exercise 3. One of you will be the actor and the other one will be the reporter. The reporter will ask the questions and the actor will answer them.



- 5 Now prepare a short play together (2–3 minutes long) to describe a day in your favourite actor's life. Follow the steps:
 - Write the script.
 - · Learn your lines.
 - Think about the costumes and props.
- Act out the play in front of your classmates.
- Try to make it as funny as you can.

Poster time!

6 Now make a poster about your favourite actor's home, life and performances or films. Look for pictures and information on the internet. Make notes on the information you find and print out some pictures.



7 Present the poster in front of your classmates.

Now I check my results!

In my activity, I:

- · practise giving my opinion on a topic.
- think critically about details when writing a text.
- develop my creativity by practising oral and written skills.
- create a poster by combining visual and written materials.
- follow the steps given.
- · use the tools needed.
- work in a pair.



SYSTEMATIC OBSERVATION SHEET OF CLASSMATES' BEHAVIOUR

Each student from each pair will actively take part in the presentation. Students from the other pairs who are listening will give their feedback based on the sheet below.

Criteria	YES	NO
• Your classmates presented their part cursively, using nonverbal elements, gestures and mimicry.		
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Your classmates supported the other member of the pair when they had hesitations in the		
presentation.		

Your teacher will choose a student to centralise the answers.

LIFELINES

You will work in groups of four on a project that will be great fun! Think about the most important moments in your life. Make notes about the memories you think of. You will later include some of this information in your lifeline.

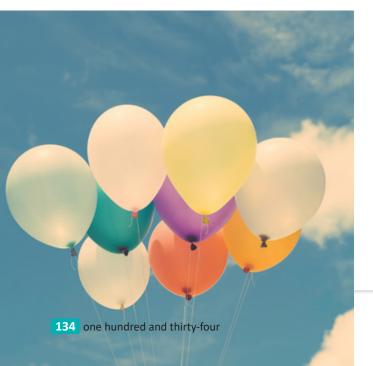
You will:

- talk about important moments in your life;
- choose stories, photos, objects and drawings that represent important moments in your life;
- · make a poster to illustrate your memories;
- present the poster to your classmates;
- display all the posters in a class exhibition;
- ask and answer questions about the posters;
- · compare the posters;
- · choose the most impressive poster.



Warm-up

- 1 With your teachers and classmates, think about important moments in your life that you would include in your lifeline. Answer the following questions:
 - 1 What is your best memory from kindergarten?
 - 2 What was your first day of school like?
 - 3 Where did you spend your first holiday? What interesting things do you remember about it?
 - 4 How would you describe your primary school teacher?
 - 5 Who is your best friend and why? Have you known each other for a long time?
 - **6** Do you remember your first Christmas? What was it like?
 - 7 What was the nicest birthday present your family or friends got for you?



Prepare

- 2 In groups of four, share your most important memories and write them down. Each person then puts their own information in chronological order to make a lifeline.
- 3 At home, look for photos and objects or make drawings and match them with each memory in your lifeline. Write a short description to say what each photo, object and drawing means to you.

4 In groups of four, draw a sketch of a poster which includes a lifeline for each member of the group.



Poster time!

- 5 Now make your poster using all the materials you collected. Present it in front of your classmates.
- 6 Display your posters in a class exhibition. Ask and answer questions about what you see. Compare the posters and choose the most impressive one.

Now I check my results!

In my activity, I:

- · practise giving my opinion on a topic.
- think critically about details when writing a text.
- · develop my creativity by practising oral and written skills.
- · create a poster by combining visual and written materials.

- follow the steps given.
- · use the tools needed.
- work in a pair.





SYSTEMATIC OBSERVATION SHEET OF CLASSMATES' BEHAVIOUR

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A TRAVEL BROCHURE: VISIT A FAMOUS PLACE

You will work in groups of four on a project that will be great fun! Make an exciting travel brochure of a place that you would like your classmates to visit.

You will:

- talk about places you have visited;
- choose an interesting place you would like your classmates to visit;
- search for photos and information about the place;
- make a travel brochure about this place;
- present your brochure;
- compare your brochure to your classmates' brochures:
- choose the most interesting three brochures;
- display all the brochures in a library exhibition.

Warm-up

- 1 In pairs, ask and answer the following questions:
 - **1** Where did you go on holiday last summer?
 - **2** Who did you go with (parents, friends, etc.)?
 - **3** Why did you decide to go to this place?
- **4** What kind of brochures, travel guides, books or ads did you study before travelling?
- **5** Were they useful?
- 2 Read the brochure about a famous castle in Romania (page 137). Answer the questions:
 - 1 Who built the castle?

2 How many rooms has the castle got?

Prepare

- 3 Work in groups of four. Together, think of interesting places to visit like the castle in the brochure. Choose one place that you think is the most interesting and that you would like your classmates to visit.
- 4 Use the internet to search for information, photos and maps of the place. You can also use travel brochures. Make notes on the information you need for your travel brochure. Include the following points:
 - location (including a map);
 - transportation;
 - interesting facts about the place (history, geography, architecture, etc.);
 - a short description of the place;

- information about opening and closing times;
- ticket prices;
- pictures;
- additional information.

Poster time!

- 5 Now make a poster-sized travel brochure. Present it in front of your classmates. Try to convince them to visit the place you chose.
- **6** Compare the brochures and choose the three most interesting ones. Display all the brochures in the school library.

bring

a large sheet of cardboard, coloured papers, pictures, coloured pencils / crayons, markers, glue, scissors

Now I check my results!

In my activity, I:

- carry out research to learn how to make a travel brochure.
- think critically about details when writing a text.
- create a travel brochure using research skills and attention to detail.
- · follow the steps given.
- · use the tools needed.
- · work in a group.











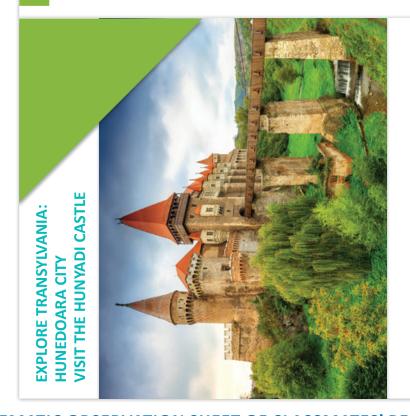
FACTS ABOUT THE CASTLE

century, when the military leader John Hunyadi decided to build this The Hunyadi Castle, also known as the Corvinus Castle, is one of the most beautiful places to visit in the heart of Transylvania and one of the biggest castles in Europe. Its history dates back to the 15th massive gothic structure as a military point and also as a home.

successor, Matthias Corvinus (from corvus which means raven in Latin) It is said that Wad the Impaler was held as a prisoner in this castle. Knight's Hall, the Council's Hall and the circular stairway. A painting inside the castle shows the legendary raven which appears on the The Hunyadi Castle has 42 rooms, 2 bridges and 3 large areas: the family coat of arms and which gave the name of John Hunyadi's



additional information Open daily: 10:30 am – 8:30 pm on Monday 9:00 am – 8:30 pm from Tuesday to Sunday Standard ticket price: €5





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VISIT A CITY OF THE FUTURE

You will work in groups of four on a project that will be great fun! You will design your own city of the future and choose four of the most interesting places to visit there. You will make a poster to show what your city of the future looks like and present it in front of your classmates.

You will:

- · talk about what you think the city of the future looks like;
- make a poster showing your city of the future;
- talk about places you can visit in your city of the future;
- present the poster in front of your classmates;
- display all the posters in a class exhibition;
- ask and answer questions about the posters.

Warm-up

- 1 In pairs, answer the following questions:
 - 1 Imagine a city of the future. What do you think it looks like?
 - 2 How do you travel in your city of the future? What means of transport can you use?
 - **3** What places can you visit in the city of the future?
 - 4 What can you do there in your free time?
 - **5** What are the schools like in the city of the future?

Prepare

- 2 Work in groups of four. Agree on what your city of the future looks like, making notes about the places people can see or visit. Draw or print out the map of your city.
- 3 Use the internet to look for pictures or make your own drawings to show what interesting places you can visit in your city of the future. Write a short description for each picture or drawing.



4 In your group of four, draw a sketch of your city of the future.



Poster time!

- 5 Now make your poster using the materials you collected. Present it in front of your classmates. Each of the four group members will talk about one of the interesting places you can visit in your city.
- 6 Display your posters in a class exhibition. Ask and answer questions about what you see.

Now I check my results!

In my activity, I:

- learn how to search for information to be a good travel guide and make my own presentation.
- · think critically about details when writing a text.
- · develop my creativity by practising oral and written skills.
- · giving my opinion and expressing my feelings about an event.
- create a poster by combining visual and written materials.

- · follow the steps given.
- · use the tools needed.
- · work in a group.





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BE ECO-FRIENDLY!

You will work in groups of four on a project that will be great fun! Imagine you work as environmentalists (people who are interested in the environment and who are trying to protect it from being damaged by human activities). You will enter a poster in a competition. The poster will present an environmental problem in the area where you live, and it will suggest two solutions to the problem.

You will:

- think about different environmental problems and place them in the correct category;
- find solutions to protect the environment and save the planet;
- make a poster for a competition, presenting an environmental problem in your area and suggesting two solutions to it;
- present the poster;
- answer questions about your poster;
- ask questions about the information on the other posters.







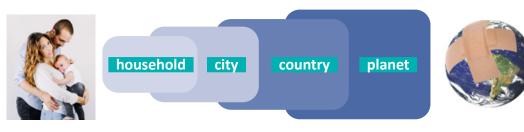




Warm-up

1 In pairs, ask and answer the following questions:

- 1 What are, in your opinion, the most important environmental problems the world is facing today?
- 2 Think of six environmental problems in the area where you live.
- **3** Can you think of solutions to these problems? Name actions you could take that are good for the environment.
- 4 Think of objects that you can reuse or recycle. Put them in the correct category above.
- **5** Do you know any environmental organisations? Search for information on the internet and discuss with your teacher and classmates.
- 2 With your teacher and classmates, brainstorm environmental problems that are present around the world, in Romania and in your local area. Use the categories and prompts below.



pollution radiation toxic waste detergents litter fumes acid rain global warming endangered species death of the forests

Prepare

- 3 Split into groups of four. Each group will have to focus on one of the local environmental problems they identified in exercise 2. Make a poster to present this problem and suggest two solutions to it.
 - 1 Search for photos or drawings showing the environmental problem present in your local area. Write a short text to describe each picture or drawing.
 - 2 Draw a sketch of your project: how do you want to organise it?



Poster time!

- 4 Now make your poster using all the materials you collected. Present it in front of your classmates then ask and answer questions about what you see.
- 5 Which poster illustrates the problem better? Which poster suggests the best solutions?

Now I check my results!

In my activity, I:

- · practise giving my opinion on a topic.
- think critically about details when writing a text.
- develop my creativity by practising oral and written skills.
- create a poster by combining visual and written materials.
- · follow the steps given.
- use the tools needed.
- · work in a pair.





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DISCOVER THE AMAZON RAINFOREST

You will work in groups of four on a project that will be great fun! Imagine you want to go on an adventure trip to explore and learn how to survive in nature. The first thing to do is find out more about the place you are going to: the Amazon rainforest. Then you will register for the trip. Lastly, you will decide what to take with you on this trip and make a poster for a survival kit.

You will:

- complete a fact file about the Amazon rainforest after carrying out research;
- make a guiz based on the information you collect;
- · do a quiz created by another pair;
- fill in a registration form to join an adventure trip group;
- make a poster for a survival kit to take to the Amazon;
- present the poster;
- write a diary entry for your first day in the rainforest.

Warm-up

1 In pairs, search for information about the Amazon rainforest using the internet, books, encyclopedias or magazines. Read the following fact file and complete it with five more interesting facts about the topic.





Did you know?

- 1 A rainforest is a forest with a great variety of animal and plant species. We find it in tropical areas that receive a lot of rain.
- 2 The Amazon river area contains the world's largest tropical rainforest, known as the Amazon rainforest or the Amazon jungle.
- 3 The Amazon rainforest covers a large part of the South American continent: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana.
- 4 People call it 'the lungs of the earth' because its vegetation takes the carbon dioxide from the air and releases oxygen instead. An important amount of the world's oxygen comes from here.
- 5 The Amazon rainforest has around 40,000 plant species, 1,300 bird species and 2.5 million different insects.
- 2 With your partner, create a ten-question quiz using the information in exercise 1. Add two possible answers to choose from for each of the questions.
- 3 Exchange quizzes with another pair. See if you can answer all their questions correctly and if they can answer yours. How many answers did the other pair get right?

Prepare

4 Work in groups of four. You want to join the group *Explore and learn* that organises trips to the Amazon rainforest. Fill in a registration form.

EXPLORE AND LEARN Hiking and survival techniques **Registration form** • NAME: _ _ _ _ _ • CITY: _____ • SCHOOL: _____ • AGE:_____ COUNTRY: _ _ _ _ • PHONE: _____ SURNAME: _____ • EMAIL: _____ NATIONALITY:

5 Now that you are ready to go to the Amazon rainforest, you must choose which objects you can take with you in your survival kit. At home, search for pictures and find information about the name and use of each object.

bring

- a large sheet of cardboard
- coloured paper
- pictures
- coloured pencils / crayons
- markers
- glue
- scissors

Poster time!

6 Now make your poster for your survival kit using the materials you collected. Present it in front of your classmates. Then ask and answer questions about what you see. Which survival kit do you think is the most useful? Why?

Follow-up

7 Write a diary entry for your first day in the Amazon rainforest. Describe how you felt in the rainforest, what you did and what you saw there.

Now I check my results!

In my activity, I:

- · practise giving my opinion on a topic.
- · make a quiz based on research.
- think critically about details when writing a text.
- develop my creativity by practising oral and written skills.





 create a poster by combining visual and written materials.





- follow the steps given. use the tools needed.
- · work in a group.

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Irregular verbs

Dogo forms	Dest simula	Dest in sutisinals
Base form	Past simple	Past participle
be	was / were	been .
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
	went	gone
go grow		
	grew hung	grown
hang	had	hung had
have	heard	heard
hear		
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left .	left .
lend	lent	lent
let	let	let
lie	lay	lain

Base form	Past simple	Past participle
lie	lied	lied
	lit	lit
light lose	lost	lost
make	made	
		made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn / sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
	stung	
sting		stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

