

*Emma Heyderman • Fiona Mauchline  
Patrick Howarth • Patricia Reilly  
Daniel Morris • Mariana Stoenescu  
Claudia Inoan*

# Limba modernă 1 Engleză

Manual pentru clasa a VII-a

Acest manual școlar este proprietatea Ministerului Educației Naționale.  
Acest manual școlar este realizat în conformitate cu Programa școlară  
aprobată prin OM nr. 3393 din 28.02.2017.

**116.111 – numărul de telefon de asistență pentru copii**

*Emma Heyderman • Fiona Mauchline  
Patrick Howarth • Patricia Reilly  
Daniel Morris • Mariana Stoenescu  
Claudia Inoan*

# Limba modernă 1

## Engleză

Manual pentru clasa a VII-a



## Manualul școlar a fost aprobat prin ordinul ministrului educației naționale nr.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2019–2020.

Inspectoratul școlar .....

Școala/Colegiul/Liceul .....

### ACEST MANUAL A FOST FOLOSIT:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				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.

*Limba modernă 1. Engleză. Manual pentru clasa a VII-a*

Emma Heyderman, Fiona Mauchline, Patrick Howarth, Patricia Reilly, Daniel Morris, Mariana Stoescu, Claudia Inoan

Referenți științifici: lect. univ. dr. Anabella-Gloria Niculescu-Gorpin – Departamentul de Engleză, Facultatea de Limbi și Literaturi Străine, Universitatea din București  
prof. gr. I Mihaela-Raluca Ionescu – Școala Gimnazială nr. 119 din București



Prelucrare după:

*Motivate, Student's Book 2* © **Macmillan Publishers Limited**/ Emma Heyderman și Fiona Mauchline, 2013

*Motivate, Student's Book 3* © **Macmillan Publishers Limited**/ Patrick Howarth și Patricia Reilly, 2013

*All Clear, Student's Book 2* © **Macmillan Publishers Limited**/ Fiona Mauchline și Daniel Morris, 2016

*All Clear, Student's Book 3* © **Macmillan Publishers Limited**/ Patrick Howarth, Patricia Reilly și Daniel Morris, 2015

Ediție publicată sub licență. Edițiile originale au fost publicate pentru prima dată în 2013 de Macmillan Publishers Limited

Copyright © 2019 Grup Media Litera

Toate drepturile rezervate



Editura Litera

O.P. 53; C.P. 212, sector 4, București, România

tel.: 021 319 63 90; 031 425 16 19; 0752 548 372

e-mail: comenzi@litera.ro

Ne puteți vizita pe



Descrierea CIP a Bibliotecii Naționale a României

Limba modernă 1. Engleză: Manual pentru clasa a VII-a /Emma Heyderman, Fiona Mauchline, Patrick Howarth, ... – București: Litera, 2019

ISBN 978-606-33-4040-6

I. Heyderman, Emma

II. Mauchline, Fiona

III. Howarth, Patrick

811.111

Editor: Vidrașcu și fiii

Redactor: Gabriela Niță

Corectori: Carmen Bitlan, Ramona Ciortescu

Credite foto: Dreamstime, Shutterstock

Copertă: Vlad Panfilov

Tehnoredactare și prepress: Dorel Melinte,

Olimpia Bolozan

**School curriculum for  
MODERN LANGUAGE 1, 7th grade  
Programa școlară pentru disciplina  
LIMBA MODERNĂ 1 clasa a VII-a**

<b>General competences</b>	<b>Competențe generale</b>
1. Receive oral messages in routine exchanges	1. Receptarea de mesaje orale în situații de comunicare uzuală
2. Oral communication in routine exchanges	2. Exprimarea orală în situații de comunicare uzuală
3. Receive written messages in routine exchanges	3. Receptarea de mesaje scrise în situații de comunicare uzuală
4. Write messages in routine exchanges	4. Redactarea de mesaje în situații de comunicare uzuală

<b>Specific competences</b>	<b>Competențe specifice</b>
1.1. Identifying key information from newscasts on TV / recorded material related to different events, when the commentary is illustrated by images	1.1. Identificarea informațiilor principale din știrile prezentate la tv / materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
1.2. Identifying details in messages and interactions on predictable topics when speakers / interlocutors speak clearly and rarely	1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii / interlocutorii vorbesc clar și rar
1.3. Identifying common elements of their own culture and of the studied culture	1.3. Identificarea unor elemente comune culturii proprii și culturii studiate
2.1. Presenting plans / exposing future intentions and projects	2.1. Prezentarea unor planuri / expunerea unor intenții și proiecte de viitor
2.2. Participating in conversations about planning some activities	2.2. Participarea la conversații în legătură cu planificarea unor activități
2.3. Expressing an opinion on a practical issue, with the support of the interlocutor	2.3. Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului
2.4. Manifesting a positive attitude towards participation in dialogue and public expression	2.4. Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
3.1. Extracting the necessary information by reading instructions and regulations	3.1. Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente
3.2. Selection of information from texts on everyday life	3.2. Selectarea de informații din texte pe teme din viața cotidiană
3.3. Identifying information from a simple personal letter / email in order to write an answer	3.3. Identificarea informațiilor dintr-o scrisoare personală simplă / e-mail în vederea redactării unui răspuns
3.4. Finding appropriate sources of reading and information	3.4. Căutarea de surse adecvate de lectură și de informare
4.1. Elaboration of a simple presentation message for a personal profile	4.1. Elaborarea unui mesaj simplu de prezentare pentru un profil personal
4.2. Briefly telling a story using linking words to mark the chronological order	4.2. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
4.3. Manifesting a positive attitude towards participation in an exchange of written messages	4.3. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise

# What's in this textbook for you? Take a tour!

## Ce cuprinde acest manual? Să facem o trecere în revistă!

This textbook is designed both to structure the students' linguistic and communicative competences and to develop their skills in all specific competences as well.

The textbook offers flexible learning by providing language and content with a complete range of components and use of up-to-date technology. It is an attractive and motivating course with clearly-structured skills and grammar syllabus, and a focus on natural communication.

Students become aware, confident learners, excellent communicators and achieve success – at school, in exams and throughout their life!

This **Textbook** includes:

- ✓ A starter module of three pages;
- ✓ Eight modules of 11 pages;
- ✓ Eight pages of *Progress Checks*, one after each module;
- ✓ Four pages of *Class Portfolios*;
- ✓ Six pages of *Final revisions*;
- ✓ Four pages of *Digital competence*;
- ✓ Twelve pages of *Traditions in the English speaking world*;
- ✓ Eight pages of *Grammar guides*;
- ✓ Two pages of sketches, jokes, tongue twisters;
- ✓ Two pages of irregular verbs.

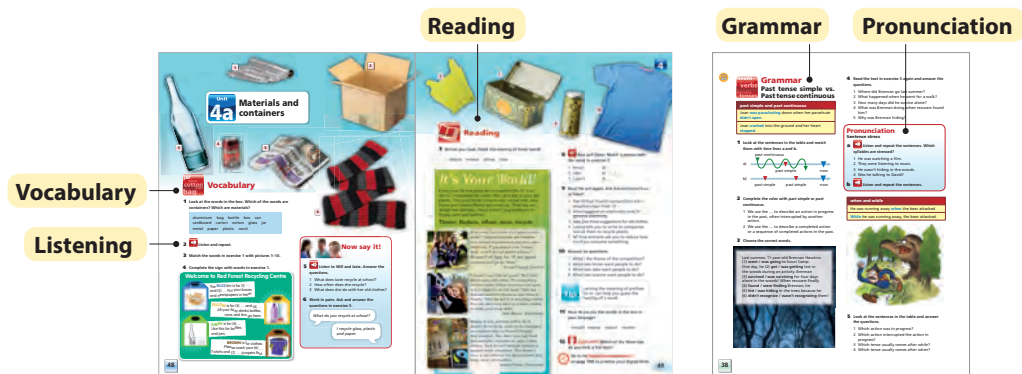
Acest manual este conceput atât pentru a structura competențele lingvistice și de comunicare ale elevilor, cât și pentru a le dezvolta abilitățile în toate competențele specifice.

Lucrarea oferă flexibilitate în învățare, limbaj și conținut cu o gamă completă de componente și utilizarea tehnologiei moderne. Este un manual atractiv și motivant, cu activități de vocabular și gramatică bine structurate, fiind centrat pe comunicarea naturală.

Elevii devin conștienți, încrezători în procesul de învățare, vorbitori excelenți, descoperind calea spre succes – la școală, la examene și pe tot parcursul vieții!

**Manualul** include:

- ✓ Un modul introductiv de trei pagini;
- ✓ Opt module de 11 pagini;
- ✓ Opt *Teste de evaluare*, câte unul după fiecare modul;
- ✓ Patru pagini de *Proiecte de grup*;
- ✓ Șase pagini de *Recapitulări finale*;
- ✓ Patru pagini de *Competențe digitale*;
- ✓ Douăsprezece pagini de *Sărbători din toată lumea*;
- ✓ Opt pagini de trimeri la *Noțiuni de gramatică*;
- ✓ Două pagini de schițe, glume și exerciții de dicție;
- ✓ Două pagini de verbe neregulate.



The **Vocabulary** is introduced through representative pictures and recorded so that students can practice the pronunciation.

The **Reading** texts are informative and interesting and show the language in context. All the readings are recorded.

The **Grammar** is presented with clear grammar tables. Graded exercises help students practise the form and meaning of the grammar.

The **Pronunciation** box appears in every unit.

*Vocabularul* este prezentat prin intermediul unor imagini reprezentative și înregistrat, astfel încât elevii să poată exersa pronunția.

Textele de *Exersarea citirii* sunt bogate în informații interesante și ilustrează folosirea limbii în contexte. Toate textele sunt înregistrate.

*Gramatica* este prezentată în tabele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

Caseta *Pronunție* apare la fiecare unitate.



The **Speaking** section introduces the foreign language in routine exchanges.

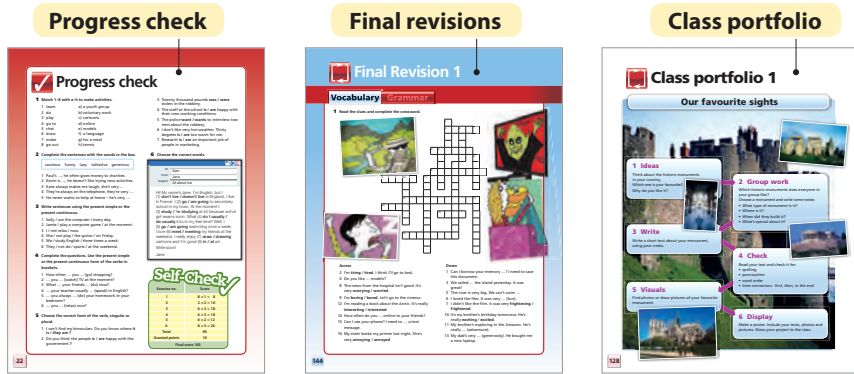
The **Culture** section highlights different aspects of life in a variety of English-speaking countries.

The **Writing** page provides a model for different text types.

Pagina dedicată *Exprimării orale* introduce limba modernă în situații de comunicare uzuală.

Textele din secțiunea *Cultură* evidențiază diverse aspecte ale vieții din țări în care se vorbește limba engleză.

Paginile de *Redactare* oferă un model pentru diferite tipuri de texte.



Every module is followed by a **Progress check** to revise and evaluate vocabulary and grammar.

The six pages of **Final revisions** invite students to revise and consolidate the vocabulary and grammar from all the modules.

The four page-**Class portfolios** are a chance for students to work in groups, create a poster together and present it.

După fiecare modul există o pagină de *Evaluare* menită să recapituleze și să evalueze vocabularul și noțiunile de gramatică predate.

Cele șase pagini de *Recapitulări finale* invită elevii să repete și să consolideze noțiunile de vocabular și gramatică predate.

Cele patru pagini de *Portofolii* oferă elevilor ocazia de a lucra în echipă pentru a realiza și a prezenta posterul grupului.

## The Digibook • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma digitală a manualului școlar are un conținut similar variantei tipărite a manualului și cuprinde, în plus, o serie de activități multimedia interactive de învățare: statice, animate, interactive.



Module	Vocabulary	Grammar
 <b>Starter module</b> page 8	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Classroom language</li> </ul>	
<b>Module 1</b> <b>Free time</b> page 11	<ul style="list-style-type: none"> <li>▪ Free-time activities</li> <li>▪ Character adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present tenses (Present simple and continuous)</li> <li>▪ Adverbs of frequency</li> <li>▪ Subject – predicate agreement</li> </ul>
 <b>Progress check 1</b> page 22		
<b>Module 2</b> <b>Technology</b> page 23	<ul style="list-style-type: none"> <li>▪ IT activities</li> <li>▪ Jobs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past simple</li> <li>▪ Past continuous</li> </ul>
 <b>Progress check 2</b> page 34		
<b>Module 3</b> <b>Strange but true!</b> page 35	<ul style="list-style-type: none"> <li>▪ Prepositions</li> <li>▪ -ed / -ing adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past simple vs. past continuous</li> <li>▪ <i>when</i> and <i>while</i></li> <li>▪ Phrasal verbs</li> <li>▪ Prepositional verbs</li> </ul>
 <b>Progress check 3</b> page 46		
<b>Module 4</b> <b>The world we live in</b> page 47	<ul style="list-style-type: none"> <li>▪ Materials and containers</li> <li>▪ Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect simple</li> <li>▪ Present perfect continuous</li> </ul>
 <b>Progress check 4</b> page 58		
<b>Module 5</b> <b>Heroes</b> page 59	<ul style="list-style-type: none"> <li>▪ Fundraising ideas</li> <li>▪ <i>make</i> and <i>do</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect simple vs. present perfect continuous</li> <li>▪ Present perfect continuous vs. present continuous</li> </ul>
 <b>Progress check 5</b> page 70		
<b>Module 6</b> <b>Incredible journeys</b> page 71	<ul style="list-style-type: none"> <li>▪ Travel</li> <li>▪ Extreme adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect simple vs. past simple</li> <li>▪ Expressing possibility and probability</li> </ul>
 <b>Progress check 6</b> page 82		
<b>Module 7</b> <b>On screen</b> page 83	<ul style="list-style-type: none"> <li>▪ Films</li> <li>▪ Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Future tenses: <i>will</i>, <i>be going to</i>, present continuous, future continuous</li> <li>▪ First conditional</li> </ul>
 <b>Progress check 7</b> page 94		
<b>Module 8</b> <b>Good friends</b> page 95	<ul style="list-style-type: none"> <li>▪ Making friends</li> <li>▪ Verb and noun collocations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obligation, necessity and prohibition</li> <li>▪ Time adverbs, time clauses</li> </ul>
 <b>Progress check 8</b> page 106		
 <b>Let's have fun!</b> pages 107, 150	 <b>Digital competence</b> page 108	 <b>Writing guides</b> page 112
 <b>Class portfolios</b> page 128		



	Reading	Listening	Speaking	Writing	Culture	CLIL
	<ul style="list-style-type: none"> <li>Teens under pressure</li> <li>Celebrity hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Sport</li> </ul>	<ul style="list-style-type: none"> <li>At home</li> <li>Making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>A personal profile</li> <li>Joining ideas</li> </ul>	<ul style="list-style-type: none"> <li>Famous sporting events</li> </ul>	<ul style="list-style-type: none"> <li>History: The origins of marathon</li> </ul>
	<ul style="list-style-type: none"> <li>A high-tech bedroom</li> <li>A miracle – thanks to technology</li> </ul>	<ul style="list-style-type: none"> <li>A social network</li> </ul>	<ul style="list-style-type: none"> <li>Out shopping</li> <li>Requests and offers</li> </ul>	<ul style="list-style-type: none"> <li>A thank-you letter</li> <li>An informal letter</li> </ul>	<ul style="list-style-type: none"> <li>Famous inventions and inventors</li> </ul>	<ul style="list-style-type: none"> <li>Science: Microwaves</li> </ul>
	<ul style="list-style-type: none"> <li>Crocodiles in the pool</li> <li>Mountain couple get home safely</li> </ul>	<ul style="list-style-type: none"> <li>Shark attack!</li> </ul>	<ul style="list-style-type: none"> <li>Talking with friends</li> <li>Telling anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>A description of an accident</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Famous writers and books</li> </ul>	<ul style="list-style-type: none"> <li>Literature: A sonnet</li> </ul>
	<ul style="list-style-type: none"> <li>It's your world</li> <li>Adopt an animal</li> </ul>	<ul style="list-style-type: none"> <li>Eco family</li> </ul>	<ul style="list-style-type: none"> <li>On a bike ride</li> <li>Asking for and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>A competition entry</li> <li>Organizing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Cycling in the UK</li> </ul>	<ul style="list-style-type: none"> <li>History: Apartheid</li> </ul>
	<ul style="list-style-type: none"> <li>Young woman in school fundraising project</li> <li>Selena Gomez, Goodwill Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>Charity appeals</li> </ul>	<ul style="list-style-type: none"> <li>A sponsored walk</li> <li>Requests and offers</li> </ul>	<ul style="list-style-type: none"> <li>A magazine article</li> <li><i>so</i> and <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>Famous heroes and heroines</li> </ul>	<ul style="list-style-type: none"> <li>History: Vaccination</li> </ul>
	<ul style="list-style-type: none"> <li>The World on Wheels</li> <li>Solo sailor</li> </ul>	<ul style="list-style-type: none"> <li>Dream holidays</li> </ul>	<ul style="list-style-type: none"> <li>At the station</li> <li>Describing a journey</li> </ul>	<ul style="list-style-type: none"> <li>A description of a journey</li> <li>Linkers</li> </ul>	<ul style="list-style-type: none"> <li>Famous journeys</li> </ul>	<ul style="list-style-type: none"> <li>Science: The solar system</li> </ul>
	<ul style="list-style-type: none"> <li>The future of film</li> <li>Make a film in Hollywood!</li> </ul>	<ul style="list-style-type: none"> <li>3D films</li> </ul>	<ul style="list-style-type: none"> <li>At the cinema</li> <li>Asking for and giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>A film review</li> <li>Giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>Famous films and film-makers</li> </ul>	<ul style="list-style-type: none"> <li>Art: Animation</li> </ul>
	<ul style="list-style-type: none"> <li>Making friends at home and abroad</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>My gang</li> </ul>	<ul style="list-style-type: none"> <li>A party</li> <li>Describing people</li> </ul>	<ul style="list-style-type: none"> <li>A formal letter</li> <li>Linkers of addition and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Famous friendships</li> </ul>	<ul style="list-style-type: none"> <li>ICT: e-Commerce</li> </ul>





# Starter module



Hi, I'm Megan and these are my best friends Dan and Rita.

## Introductions

**1** Look at the picture. What are their names?



**2** Listen and choose the correct words.

- 1 Hi, I'm Megan. I'm **14 / 15 / 16**. My hobbies are reading and listening to music. This is my friend Dan.
- 2 Hello. I'm Dan. I like playing **football / tennis / computer games** and going to the cinema.
- 3 Hi. I'm Rita. I'm **13 / 14 / 15**. I love sport. My favourite sport is **swimming / tennis / football**.
- 4 We all **live / go to school / study** in Reading, a town near London. It's a great place.

**3** **INTERFACE** Introduce yourself to a friend.

## Vocabulary

**4** Match adjectives 1–6 with the opposites a–f.

- |             |          |
|-------------|----------|
| 1 tall      | a) bad   |
| 2 old       | b) small |
| 3 fat       | c) short |
| 4 big       | d) young |
| 5 expensive | e) slim  |
| 6 good      | f) cheap |

**5** Choose the odd one out.

- 1 trousers, shirt, chemist, trainers
- 2 bank, cinema, mountain, station
- 3 history, geography, football, science
- 4 summer, winter, snow, spring
- 5 knee, mouth, nose, eye
- 6 kitchen, bathroom, sofa, study

**6** Add one more word to each group in exercise 5.

Competences: 1.2; 2.1; 3.2.

**7 Choose the correct words.**

- 1 I sometimes **camp** / **find** in the mountains with my family.
- 2 We often **hike** / **fish** in the river for our food.
- 3 We usually **sleep** / **climb** in a big tent.
- 4 Sometimes, my mum and dad **build** / **chop** a shelter from wood.
- 5 In the morning, we **look for** / **cook** wild fruit for our breakfast

**8 Copy and complete the table with the words in the box. Which word can be used for both males and females?**

aunt brother cousin daughter father  
grandad grandmother husband mother  
nephew niece sister son uncle wife

male	female
<i>brother</i>	<i>sister</i>

**9 Complete the sentences with words in exercise 8.**

- 1 My mum's sister is my ... .
- 2 My dad's daughter is my ... .
- 3 My uncle is my grandmother's ... .
- 4 My aunt's child is my ... .
- 5 My cousin Mary is my dad's ... .

**10 Complete 1–5 with jobs from the box.**

architect electrician engineer mechanic  
sportsperson vet

... designs buildings.


*An architect designs buildings.*

- 1 ... works with animals.
- 2 ... repairs vehicles and machines.
- 3 ... designs machines and roads.
- 4 ... plays professional sport.
- 5 ... installs electrical equipment.

**11 Match the jobs in exercise 10 with these places.**

an animal hospital a factory a  
swimmingpool a car service an office (x2)

*A vet works in an animal hospital.*

**12**  **INTERFACE** Work in pairs. Ask and answer the questions about jobs.

*Do you want to be an architect?*

*No, I want to be an electrician.*

**Grammar**

**1 Choose the correct words.**



- 1 **Has** / **Have** Rosie got any new DVDs?
- 2 Her hobby **is** / **are** listening to music.
- 3 Kate **go** / **goes** to school in Kingston.
- 4 Mark **don't** / **doesn't** like sport.
- 5 My cousins **lives** / **live** in Canada.
- 6 That is **me** / **my** favourite book.
- 7 The computer games **is** / **are** in my room.
- 8 We don't **study** / **studying** French.
- 9 **Do** / **Does** your parents like chocolate?

**2 Look at the words in the box. Which are countable and which are uncountable nouns?**

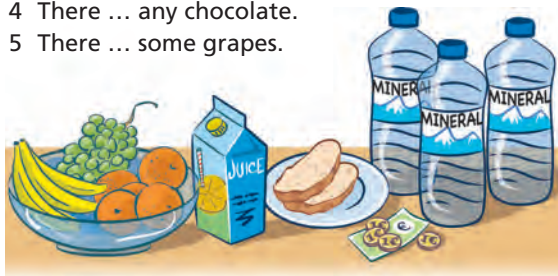
bread apple tomato money chocolate  
water fruit milk juice grape

**3 Add five more words to each group in exercise 2.**

**4 Look at the picture. Complete the sentences with *is / isn't* or *are / aren't*.**

There *is* some fruit.

- 1 There ... any apples.
- 2 There ... any milk.
- 3 There ... some bread.
- 4 There ... any chocolate.
- 5 There ... some grapes.



**5 Choose the correct words.**


Hi, I'm Rachel. I'm 16 and I (1) **go** / **'m going** to Granton School. I (2) **live** / **'m living** in Manchester, in the north of England. It's famous for its football teams. I (3) **love** / **'m loving** Manchester City but my dad (4) **likes** / **is liking** Manchester United. Today is the last day of the holidays, so I (5) **get** / **'m getting** ready to go back to school tomorrow. I (6) **do** / **'m doing** my GCSEs this year – really important exams!

**6 Correct the sentences.**

- 1 Dan and Megan is friends.
- 2 Rita's favourite sport are swimming.
- 3 Megan live with her parents in Reading.
- 4 Rita don't like tennis.
- 5 Dan and Rita don't going to the same school.
- 6 Do Dan like playing football?
- 7 Has got Megan any brothers and sisters?
- 8 Beth is Dan's best friend and him sister too.

**7 Complete the sentences with the comparative form of the adjectives in brackets.**

- 1 I think maths is ... (difficult) than French.
- 2 India is ... (big) than France.
- 3 In my opinion, Neymar is a ... (good) player than Messi.
- 4 My sister is ... (sociable) than my brother.
- 5 My cat is ... (lazy) than my dog.
- 6 I'm much ... (talkative) than my best friend.

 **8 Complete the questions with the words in the box.**

How What When Who Where Why

- 1 *What* is your name?
- 2 ... old are you?
- 3 ... do you live?
- 4 ... is your best friend?
- 5 ... do you like swimming?
- 6 ... did you go on holiday?

**9 Match the questions 1–6 in exercise 8 with the answers a–f.**

- a) I'm 15.
- b) My name is Lucy.
- c) Because it's fun.
- d) I went to Majorca.
- e) My best friend is Mercedes.
- f) I live in Burgos.


**10 Answer the questions in exercise 8 for yourself. Write the answers in your notebook.**

- 1 *My name is Maria.*

**11 Write questions.**

- 1 can / you / swim?
- 2 your best friend / like / chocolate?
- 3 have got / you / any pets?
- 4 be / there / a computer / in your bedroom?
- 5 there / any good shops / where you live?
- 6 can / you / speak / French?



**12**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 11.

Can you swim?

Yes, I can.

**Classroom language**

**13 Match questions 1–7 with answers a–g.**

- 1 How do you say "räspuns" in English?
- 2 What does *stamp* mean?
- 3 How do you spell it?
- 4 What have you got for number 4?
- 5 What do you think?
- 6 Can you lend me a pencil, please?
- 7 How do you pronounce *Wales*?

- a) /weɪlz/
- b) Yes, of course.
- c) I've got *true*.
- d) I agree with you.
- e) *Answer*.
- f) T-H-E-R-E
- g) A stamp is something you put on a letter to show you have paid to post it.

## Module

# 1

# Free time



### In this module you will learn:

- |                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Free-time activities</li><li>▪ Character adjectives</li></ul>   |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Present tenses<br/>(Present simple and continuous)</li><li>▪ Adverbs of frequency</li><li>▪ Subject – predicate agreement</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ Teens under pressure</li><li>▪ Celebrity hobbies</li></ul>  |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ At home</li><li>▪ Making suggestions</li></ul>  |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A personal profile</li><li>▪ Joining ideas</li></ul>  |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous sporting events</li></ul>  |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ History: The origins of marathon</li></ul>  |

### Find the page numbers for:



A boy playing an instrument

The sport of fencing

Boys playing computer games

#### Competences:

1.1; 1.2; 1.3; 2.1; 2.2; 2.4; 3.2, 3.4; 4.1; 4.2.

1



# Unit 1a Free-time activities

3



2



chat online  
relax  
make models  
play tennis  
go to the gym

## Vocabulary

1 Look at the words in the box. Match pictures 1–4 with activities in the box.

do voluntary work   relax   make models  
play an instrument   learn a language  
chat online   go to the cinema   play tennis  
go to the gym   play computer games  
go to a disco   go out for a meal  
go to a youth group   draw cartoons

2 Listen and repeat.

3 Complete the sentences with words and phrases in exercise 1.

- 1 I ... a language. I go to German classes twice a week.
- 2 I like working with my hands. I ... of animals.
- 3 I do a lot of exercise. I often ... or ...
- 4 I ... once a week. I visit people in hospital.
- 5 I sometimes ... with my friends. We love pizza!
- 6 I love technology. I often ... or ...

4 Listen to Megan and Dan. What is Megan's favourite free-time activity?

5 **INTERFACE** Work in pairs. Ask and answer the question.

*How do you spend your free time?*

## Pronunciation

/ɒ/ /ɔ:/ /əʊ/

a Listen and repeat the words.

- /ɒ/ volunteer, model, online
- /ɔ:/ draw, sport, boring
- /əʊ/ go, disco, don't

b Listen and repeat the sentences.



## Reading

6 Look at the title of the text. What do you think the text is about?

- a) Teenagers are worried about school.
- b) Teenagers are stressed because they do too many activities.

7 Read and listen. Which free-time activities does the writer talk about?



# Teens UNDER PRESSURE



4

**Reading Tip**

Use the title to help you guess what the text is about.

**8 Read the text again and choose the correct words.**

- 1 The writer is **describing** / **imagining** his parents' evening routines.
- 2 **Nearly three-quarters** / **Almost two-thirds** of British teenagers do sports in their free time.
- 3 Beth thinks that **only parents** / **parents and friends** put pressure on teenagers.
- 4 In her free time, Beth **doesn't do many** / **does a lot of** activities.
- 5 Beth thinks that teenagers **should enjoy their** / **don't need much** free time.

**9 Match 1–5 with a–e. Then check your answers in the text.**

- |           |                        |
|-----------|------------------------|
| 1 prepare | a) sport               |
| 2 do      | b) a meal              |
| 3 have    | c) to guitar classes   |
| 4 go      | d) at an animal refuge |
| 5 help    | e) fun                 |

**10** **CLASS VOTE** It's a good idea to learn new things outside school. Do you agree?

**Cultural Fact**

Many famous actors, like Orlando Bloom, were members of the National Youth Theatre.

**Class portfolio 4 page 131**  
Design a portfolio with the title "Form a band!".  
Work in small groups.

## Stressed parents

Imagine the situation ... your parents come home from work. They're tired, but they don't relax. Instead, they have a full programme of activities. Your dad has a music lesson, then he does some work for the next day and then he prepares the evening meal. After eating, he does voluntary work at the hospital. Your mum plays tennis, then she studies for an hour, eats and then goes to her computer class. Does this sound crazy? Well, for some teenagers, it's typical!



## Busy teenagers

In Britain, doing organized activities outside school, such as playing an instrument or going to a youth group, is popular for young people. Around 59% do sport as a free-time activity. About 30% of teens regularly volunteer, for example they help at an animal refuge. Parents want their children to do well at school, but they also want them to have other skills, such as learning languages. They want them to take part in community activities such as volunteering. But are they putting their children under too much pressure?

## A teenager talks

Thirteen-year-old Beth Bailey is a typical teenager. 'You get a lot of pressure from your parents to study and you get pressure from your friends to go out and have fun. I'm always busy. I'm in a youth theatre and we do a play every year. I go to guitar classes, basketball club and I help at home too. I hardly ever watch TV during the week because I don't usually have time! It's really stressful sometimes.'



## Advice

However, Beth has some good advice: 'Don't try to do too much. Have fun doing activities and learning new things, but don't get stressed. Remember, you need to enjoy your life too!'



# Grammar

## Present tenses

### present simple

+	I often <b>meet</b> my friends on Friday. She <b>is</b> always tired after school.
-	She <b>doesn't</b> usually <b>have</b> time.
?	<b>Do</b> you usually <b>do</b> activities after school?

1 Look at the sentences in the table. Find examples of the present simple in the text on page 13.

2 Choose the correct words to complete the rule for when we use the present simple.

We use the present simple for actions happening now / habits and routines.

### Adverbs of frequency

3 Copy and complete the table with the adverbs of frequency in the box.

always   never   sometimes

0%100%

(1) ...   hardly ever   (2) ...   often   usually   (3) ...

4 Look at the sentences in the present simple table and complete the rules for the position of adverbs of frequency.

- Adverbs of frequency go **before** / **after** the main verb except with the verb *be*.
- Adverbs of frequency go **before** / **after** the verb *be*.

5 Complete the sentences with the adverbs of frequency and the correct form of the verbs in brackets.

- I *often do* sports. (do / often)
- She ... her friends at the weekend. (meet / usually)
  - They ... happy. (be / sometimes)
  - We ... to music. (listen / hardly ever)
  - He ... to parties. (go / never)
  - I ... a car. (drive / always)
  - You ... (volunteer / often)
  - She ... to the gym. (go / sometimes)

6  **INTERFACE** Write five questions with *How often ...?* Ask and answer in pairs.

*How often do you play football?*

*I never play football.*

### present continuous

+	I'm <b>watching</b> TV at the moment.
-	She <b>isn't studying</b> maths this week.
?	<b>Are</b> you <b>chatting</b> online now?


7 Look at the sentences in the table. Choose the correct words to complete the rule for when we use the present continuous.

We use the present continuous for actions happening now / habits and routines.

### Time expressions

8 Copy and complete the table with time expressions for the present simple and the present continuous.

every day   at the moment   now   usually twice a week   often   this week   always	
<i>present simple</i>	<i>present continuous</i>
<i>every day</i>	

9 Complete the sentences with the correct form of the verbs in brackets. 

- I ... (play) computer games every day.
- She usually ... (do) voluntary work once a week.
- At the moment, we ... (draw) cartoons.
- He ... (play) tennis twice a week.
- I ... (chat) online now.
- My mum and dad always ... (relax) on Sunday evenings.
- They often ... (go) to the cinema at the weekend.
- I ... (go) to a disco this week.



**10** Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

Simon *isn't talking* (not talk) about his free-time activities now.

- 1 At the moment Karen ... (learn) French, she ... (not study) Spanish.
- 2 He ... (not usually play) an instrument, but he often ... (go) to the gym.
- 3 They ... (not do) anything at the moment, they ... (relax).
- 4 I ... (not meet) my friends every day, I usually ... (see) them at the weekend.


**11** Choose the correct words.

Tom Cruise and Will Smith (1) **is / are** both actors. They (2) **share / are sharing** an unusual hobby, too – they both love fencing. Tom Cruise (3) **travels / is travelling** a lot for his job, but when he (4) **doesn't make / isn't making** a film he spends a lot of time at home. In fact, he (5) **has / is having** a special room in his house just for fencing and he often (6) **practises / is practising** for hours! At the moment, English football player David Beckham (7) **lives / is living** in America and he's playing for an American team. Apparently he often (8) **goes / is going** to Tom Cruise's house to fence with his friends.



**12** Write questions using the present simple or the present continuous.

- 1 What / you / usually / do / at the weekend?
- 2 How / often / you / watch films?
- 3 Where / you / usually / meet your friends?
- 4 What / you / do / now?
- 5 What / you / wear / at the moment?
- 6 you / listen to music / now?

**13**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 12.

 **Grammar guide page 151**



## Listening Sport



**14** Look at the pictures and answer the questions.

- 1 What sports are these?
- 2 Where do people do these sports?
- 3 What equipment do you need to do each sport?
- 4 Do you do these sports?

**15**  Listen to Ben and choose the correct answers.

- 1 Ben is **12 / 13** years old.
- 2 His favourite sport is **tennis / running**.
- 3 He **always / sometimes** feels better after running really fast.
- 4 At the moment things are going really **well / badly** for Ben.
- 5 Ben meets his friends every **day / weekend**.

**16** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Ben doesn't often go running.
- 2 Ben plays tennis every day.
- 3 Ben isn't feeling stressed now.
- 4 Ben plays tennis when he feels stressed.
- 5 Ben and his parents usually talk about any problems.



# Speaking At home

## Listen



- 1 Look at the picture. Where are Dan, Rita and Megan? What are they doing?
- 2 Listen to the first part of Megan and Rita's conversation. Choose the correct answers.
  - 1 The programme on TV is / isn't very good.
  - 2 Rita suggests playing **football** / tennis.
  - 3 They don't go outside because it's **raining** / dark.
- 3 Listen to the second part of the conversation. Which film do they decide to watch?



Hey, do you fancy watching a DVD?

Good idea.

Let's get some pizza too.

Yeah, that sounds great.  
Let's eat and then watch the film.

OK. What do you want to watch?  
I've got loads of films: *Alice in Wonderland*, *Avatar*, *Robin Hood*.

Oh, (1) ..., definitely. It's brilliant.

OK, (2) ... it is. Do you want to invite Beth too?

Yeah, cool. I'll phone Beth now.

## Practise

- 4 Listen again and repeat the dialogue.
- 5 Read the dialogue and order the words.
  - 1 fancy / Do / playing / you / a computer game ?
  - 2 some music / let's / No, / instead / listen / to .
  - 3 listening to / fancy / you / my Lady Gaga CD / Do ?
  - 4 Let's / listen to / instead / the new Gorillaz CD .
  - 5 good / OK / idea .

## Functional language

### Making suggestions

Do you fancy watching a DVD?  
 Let's get some pizza.  
 ✓ Good idea. / OK.  
 X No, that's boring.  
 X No, let's get a curry instead.



Go to the **Digital competence 1** on page 108 to practise your digital skills.

## Speaking task

Write a new dialogue between you and a friend.



### Step 1

Choose which activity you want to do or use your own ideas.



play tennis



go to a football match



go to the cinema



go out for a meal

### Step 2

Think about what suggestions you make.

*Do you fancy watching ...?*

*Let's get some ...!*

*Do you want to invite ...?*

Think about how your friend responds.

*Good idea.*

*OK.*

*Yeah, cool.*

*No, that's boring.*

*No, let's ... instead.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Practise your dialogues.

- 6 PERSONAL PROJECT** Make up a slogan to promote an Olympic discipline and invite people to practise it at the weekend.



## Culture Famous sporting events



### Wimbledon

Wimbledon tennis championship takes place every year in London in the last week of June and the first week of July. All of the world's top tennis players compete.

### Spectators

Half a million spectators watch the matches live. The spectators eat 112,000 boxes of strawberries. Around the world, more than 500 million people watch the competition in 185 different countries.

### Ball boys and ball girls

On court with the players are ball boys and ball girls. There are 250 in total and they all come from local schools. They start training in February and have to pass an exam and be fit. They are usually 15 years old.

### History and famous players

Wimbledon started in 1877 and it's the oldest tennis championship in the world. Famous champions include Serena and Venus Williams (America), Rafael Nadal (Spain) and Roger Federer (Switzerland).



- 7** Read and listen. Answer the questions.

- 1 What is Wimbledon? When and where is it?
- 2 What fact do you find most surprising about Wimbledon?

- 8** Are there any famous sporting events in your country? What do you know about them?



Go to the **Digital competence 3** on page 110 to practise your digital skills.

# Unit 1b

## Character adjectives

funny  
confident  
lazy  
shy  
quiet  
honest

### Vocabulary

1 Look at the pictures and choose the correct adjectives. Then check the meaning of the other words.



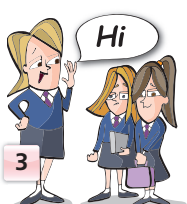
1

cautious / adventurous



2

talkative / quiet



3

friendly / unsociable



4

generous / selfish



5

energetic / lazy



6

serious / funny



7

shy / confident



8

honest / dishonest

2 Listen and repeat.

3 Complete the description with the correct adjectives in exercise 1.

My brother Pete has got lots of energy – he's very *energetic*. I suppose that's why he's (1) ... and he loves exploring places like the Amazon. He's got lots of friends because he's very (2) ... and he often pays for things for them because he's (3) ... – he isn't (4) ... at all. Sometimes he doesn't stop talking, he's very (5) ... He's isn't shy like me, he's very (6) ..., and he can make people laugh because he's (7) ...

4 **INTERFACE** Work in pairs. Which of the adjectives in exercise 1 describes you?

*I'm adventurous, but I'm not very funny.*



## Reading

5 Before you read, look at the pictures and guess which celebrity does which hobby.

skydiving playing golf singing karaoke  
doing magic playing the piano

6 Read and listen. Check your answers.

7 Read the text and answer the questions.

- 1 Which instruments does Robert Pattinson play?
- 2 Does Nicole Kidman do any sports?
- 3 Is Ronaldinho's hobby related to his job?
- 4 What does Fernando Alonso do in his free time?
- 5 What is Alex Rodriguez's job?

## Celebrity

You've probably got loads of hobbies, but what about these stars? What do they like doing in their free time? Read on and find out!



Actor **Robert Pattinson** is really musical. He's very good at playing the piano and the guitar – in fact, he plays on the soundtrack of some of his films. He also enjoys reading.

Film star **Nicole Kidman** is very adventurous and enthusiastic about trying new things. She's keen on doing sports and she often goes skydiving. 'I don't want to miss out on anything just because it's dangerous,' she says. 'I love skydiving, it's fantastic.'



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar

### Subject – Predicate agreement

## Language focus

The verb in a sentence must agree with the subject in number.

#### SINGULAR VERBS

- Countable nouns in the singular + singular verb  
The boy **goes** home.
- Some collective nouns refer to a group as a whole:  
class, family, police, team, crowd  
Our family **is** having dinner.
- Uncountable nouns such as: information, baggage, equipment  
More information **is** available at the reception.
- Some nouns: gymnastics, news, physics, politics  
Gymnastics **is** fun to watch.
- Two nouns that are joined by "or" or "nor"  
Neither Tom nor Harry **has** arrived yet.
- Each, every, everyone, everybody, anyone, anybody, someone, somebody, something  
Each / every inhabitant **is** concerned.

#### PLURAL VERBS

- Some collective nouns refer to each member of a group: class, family, police, team, crowd  
Our family **are** having dinner.
- Nouns that are joined by "and"  
Tom and Harry **have** arrived home safely.
- Nouns with no singular form such as: sunglasses, scissors, trousers.  
Caroline's sunglasses **are** very fashionable.
- Several, many, both, few, a few  
Few / a few people **go** to the beach today.

## hobbies



Ronaldinho is a famous football player, but he's got an unusual hobby – he loves singing karaoke! He isn't shy at all!

Fernando Alonso is a world champion racing driver, but in his free time he does magic. We bet his guests love watching his magic tricks!



Alex Rodriguez is a top baseball player and he's very energetic – he hates having nothing to do! In his free time he's always busy – he likes playing golf, running, travelling and boating. No wonder he's so fast on court!

**8** Study the table and the grammar guide at page 122. Choose the correct form of the verbs, singular or plural.

- 1 Gymnastics **is / are** my favourite sport.
- 2 The trousers you bought for me **don't / doesn't** fit me.
- 3 Physics **is / are** my best subject at school.
- 4 Can I borrow your scissors? Mine **aren't / isn't** sharp enough.
- 5 Fortunately the news **weren't / wasn't** as bad as we expected.
- 6 Three days **aren't / isn't** long enough for a good holiday.

**9** Fill in with the correct form of the verbs in brackets.


- 1 People in this restaurant often ... beefsteak. (order)
- 2 An expert ... a person with special knowledge. (be)
- 3 The staff ... a bonus at Christmas. (expect)
- 4 There ... a number of different causes for this. (be)
- 5 This ... because of a number of factors. (be)
- 6 For the past five years his experience ... been valuable to our company. (have)
- 7 Marketing information ... important to all businesses. (be)
- 8 He ... the experience necessary for promotion. (lack)

**Grammar guide page 151**



## Writing A personal profile



**1**  Read and listen. Answer the questions.

- 1 Where does Tom go to school?
- 2 What are Tom's hobbies?
- 3 What types of music does Tom like?
- 4 Why doesn't Tom go out during the week?
- 5 What does he do at the weekend?

### My profile



#### This is me!

My name's Tom Evans and I'm 13 years old. I live in Manchester with my parents and my sister, Fiona. I go to Park Lane Secondary School.

What do I do in my free time? I'm learning the guitar and I have lessons twice a week. I love listening to music too, especially reggae and rap. Once a week I volunteer at a centre for old people. I enjoy talking to them because they often tell you really interesting stories about their lives. I love playing football, although I don't like watching sports on TV.

I'm usually busy with homework, so I don't go out often during the week. At the weekend I usually meet up with my friends and we watch DVDs or play computer games. Tonight we're all going to a party. I'm never bored!

## Language focus

### Joining ideas

I'm learning English **because** I want to be an interpreter.

I want to be an interpreter, **so** I'm learning English.

I want to be an interpreter, **although** I'm still at school now.

**2** Look at the Language focus. Translate the words in bold into your language, then find examples in the text.

**3** Complete the sentences with *so*, *because* or *although*.

We usually go for pizza *because* it's cheap.

- 1 I love shopping, ... I often meet my friends in town.
- 2 I'm learning to play the guitar, ... I'm not very good yet!
- 3 I'm in a band. We've got a concert next week, ... I'm practising a lot this week.
- 4 I'm going to the gym a lot this month ... I want to get fit.
- 5 I like sports, ... I don't often play them.

**4** Write a personal profile (120–150 words).

## Writing a personal profile

### Step 1 Plan

Write notes with information about yourself to include in your personal profile. Organize your ideas into three paragraphs.

### Step 2 Write

Write a first draft. Use your notes in Step 1 to help you.

### Step 3 Check

Check your work. Check you have used *so*, *because* and *although* to join your ideas.

### Step 4 Write

Write your final copy and hand in your work.

 Further practice **Writing guide 1** page 112



# History

## The origins of the marathon

The marathon commemorates a famous event in ancient Greece. In 490 BC, a battle took place in the Greek town of Marathon between the Greeks and the Persians. The Persian army was larger and stronger than the Greek army, but the Greek army resisted and miraculously won the battle. A soldier called Pheidippides was sent to Athens to tell the people about the Greek victory. Pheidippides ran the 40 kilometres between Marathon and the capital without stopping. When he arrived, he shouted 'We have won!' and then died.

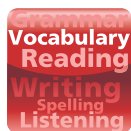
When the first modern Olympics took place in Athens in 1896, a 40 kilometre running race between Marathon and Athens was one of the events. It was called the marathon. At the London Olympics in 1908, the organizers wanted the marathon to finish directly in front of the British royal family in the stadium. As a result, they added an extra 2.195 kilometres to the marathon! Since then, all marathons are 42.195 kilometres.



**Read and listen. Answer the question.**



Where did the organisers of the London 1908 Olympics want the marathon to finish?



## Vocabulary guide

### Free-time activities



chat online



play tennis



draw cartoons



go to a disco



go to the  
cinema



go to the gym



go to a youth  
club



go out for a  
meal



learn a  
language



make models



play computer  
games



play an  
instrument



relax



do voluntary  
work



## Character adjectives

adventurous  
cautious  
friendly  
unsociable

energetic  
lazy  
shy  
confident

talkative  
quiet  
generous  
selfish

serious  
funny  
honest  
dishonest





# Progress check

## 1 Match 1–8 with a–h to make activities.

- |          |                   |
|----------|-------------------|
| 1 learn  | a) a youth group  |
| 2 do     | b) voluntary work |
| 3 play   | c) cartoons       |
| 4 go to  | d) online         |
| 5 chat   | e) models         |
| 6 draw   | f) a language     |
| 7 make   | g) for a meal     |
| 8 go out | h) tennis         |

## 2 Complete the sentences with the words in the box.

cautious funny lazy talkative generous

- Paul's ..., he often gives money to charities.
- Kevin is ..., he doesn't like trying new activities.
- Kate always makes me laugh, she's very ...
- They're always on the telephone, they're very ...
- He never wants to help at home – he's very ...

## 3 Write sentences using the present simple or the present continuous.

- Sally / use the computer / every day.
- Jamie / play a computer game / at the moment.
- I / not relax / now.
- She / not play / the guitar / on Friday.
- We / study English / three times a week.
- They / not do / sports / at the weekend.

## 4 Complete the questions. Use the present simple or the present continuous form of the verbs in brackets.

- How often ... you ... (go) shopping?
- ... you ... (watch) TV at the moment?
- What ... your friends ... (do) now?
- ... your teacher usually ... (speak) English in class?
- ... you always ... (do) your homework in your bedroom?
- ... you ... (relax) now?

## 5 Choose the correct form of the verb, singular or plural.

- I can't find my binoculars. Do you know where it **is / they are** ?
- Do you think the people **is / are** happy with the government ?

- Twenty thousand pounds **was / were** stolen in the robbery.
- The staff at school **is / are** happy with their new working conditions.
- The police **want / wants** to interview two men about the robbery.
- I don't like very hot weather. Thirty degrees **is / are** too warm for me.

## 6 Choose the correct words.

To: Sam

From: Jane

Subject: All about me

Hi! My name's Jane. I'm English, but I (1) **don't live / doesn't live** in England, I live in France. I (2) **go / am going** to secondary school in my town. At the moment I (3) **study / 'm studying** at lot because we've got exams soon. What (4) **do I usually / do usually I** do in my free time? Well, I (5) **go / am going** swimming once a week. I love (6) **meet / meeting** my friends at the weekend. I really enjoy (7) **draw / drawing** cartoons and I'm good (8) **in / at** art.

Write soon!

Jane

## Self-Check

Exercise no.	Score
1	8 × 1 = 8
2	5 × 2 = 10
3	6 × 3 = 18
4	6 × 3 = 18
5	6 × 2 = 12
6	8 × 3 = 24
<b>Total</b>	<b>90</b>
<b>Granted points</b>	<b>10</b>
<b>Final score 100</b>	





## Module

# 2

# Technology



### In this module you will learn:

- |                   |  |
|-------------------|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ IT activities</li><li>▪ Jobs</li></ul>                                   |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Past simple</li><li>▪ Past continuous</li></ul>                          |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ A high-tech bedroom</li><li>▪ A miracle – thanks to technology</li></ul> |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ Out shopping</li><li>▪ Requests and offers</li></ul>                     |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A thank-you letter</li><li>▪ Informal letter</li></ul>                   |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous inventions and inventors</li></ul>                                |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ Science: Microwaves</li></ul>  |

**Competences:**  
1.1; 1.2; 1.3; 2.3; 2.4; 3.2; 3.3; 4.2; 4.3.

Find the page numbers for:



- A boy working on a computer
- A girl working on a tablet
- An old telephone

Unit **2a** IT activities



video game  
go online  
write  
a blog  
send  
an email

## Vocabulary



- 1 Look at the picture. Can you name the equipment?
- 2 Which of these things can you do with the equipment in the picture?

take a digital photo   play a video game  
make a phone call   scan a photo  
send an email   store data   go online  
print a document   charge a mobile phone  
post a comment   download / upload a video clip  
write a blog   read an e-book  
plug in a memory stick



- 3 Listen and repeat.

- 4 Choose the correct words.

- 1 I need to **store** / **charge** my mobile phone because I want to ring Sue.
- 2 He **stores** / **scans** data on a memory stick.
- 3 Do you know how to **upload** / **charge** a video clip or photo onto the internet?
- 4 This blog is really interesting. I'm going to **post** / **download** a comment.
- 5 You can use my mobile to **send** / **make** an email.
- 6 You need a printer to **print** / **store** a document.
- 7 Can I use your **games console** / **iPad** to check if my memory stick works?



- 5 Listen to Megan and Dan. How many hours does Dan watch TV every week?



- 6 **INTERFACE** Work in pairs. Ask and answer the question.

*How many hours do you use a computer every day?*

*I spend about 30 minutes downloading music files.*

# A high-tech bedroom

We had a peek inside a typical teenager's bedroom and what did we find? Well, we didn't find many books, but there were a lot of electronic gadgets. Student Sam Judd, 13, tells us about the electronic stuff in his room.



## FLATSCREEN TV

'When I passed my exams my parents gave me a 21-inch high definition TV for my bedroom. It's right in front of my bed so I can watch my favourite films while I'm in bed.'

## COMPUTERS

'I got my first desktop computer for my 10th birthday. It's quite old now, but I use it for schoolwork. I've also got a laptop where I store all my music. It's got wifi so I can connect to the internet. And I've got a memory stick which I use to transfer documents and photos from one computer to another.'

## PRINTER

'My parents bought a new printer and they gave me their old one. The printing quality is rubbish and the paper often gets stuck. But it has a scanner so I can scan my friend's school notes because they are much better than mine!'

## COMPUTER GAMES

'I played a lot of computer games when I was younger and I keep them on my bookshelf. I don't buy many now, but sometimes I download games if the graphics aren't too heavy.'

## PHONE

'I didn't have a mobile phone until I was 12. It was a birthday present. Now I've got a new one. I bought it with the money I earned from a Saturday job. I don't use it to connect to the internet because it's too expensive, but I use it for making calls, sending texts and taking photos.'

## SPEAKERS AND GUITAR

'I saved £300 and bought a second-hand electric guitar last year. Some friends and I formed a band. We wrote some songs and uploaded them on the internet. We're planning to perform live at school next month.'

## MP3 PLAYER

'I lost my mp3 player last month. It had about 6000 songs on it. But a friend gave me his old one and he put some of my favourite songs on it. I listen to it on the bus to school and in the gym.'



## Reading

### 7 Read the introduction. What is the text about?

- a) a favourite electronic gadget
- b) the electronic equipment in a bedroom
- c) the best electronic equipment

### 8 Read and listen to Sam. How many pieces of electronic equipment does he have in his room?



Read the comprehension questions before you read the text. It helps you to find the answers more quickly.

### 9 Are the sentences true or false? Correct the false sentences.

- 1 Sam never watches TV in bed.
- 2 Sam's laptop is newer than his desktop.
- 3 Sam doesn't play computer games now.
- 4 He doesn't use the camera on his phone.
- 5 He plays the drums in a band.
- 6 He uses his friend's mp3 player.

### 10 Find words 1-5 in the text and match them with definitions a-e.

- |            |                      |
|------------|----------------------|
| 1 peek     | a) obstructed        |
| 2 stuff    | b) computer pictures |
| 3 rubbish  | c) things            |
| 4 stuck    | d) bad quality       |
| 5 graphics | e) have a quick look |



# Grammar

## Past simple

### was / were

+ It **was** a birthday present.  
There **were** a lot of electronic gadgets.

**1** Look at the sentences in the table. What are the negative, question and short answer forms?



**2** Complete the questions with *was* or *were*.

- Were your friends online yesterday?
- 1 What ... your favourite birthday present last year?
  - 2 Where ... you on Saturday afternoon?
  - 3 ... your friends at school yesterday?
  - 4 ... your mobile phone a gift from your parents?
  - 5 ... you tired last night?

**3** Match answers a–e with questions 1–5 in exercise 2.

- a) No, they weren't. It was Sunday.
- b) No, it wasn't.
- c) Yes, I was.
- d) I was at the internet café.
- e) It was my mp3 player.

**4** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 2.

### regular and irregular verbs

+ I **wrote** some songs and **uploaded** them on the internet.

– I **didn't have** a mobile phone.

? What **did** we **find**?

**5** Look at the sentences in the table. Write short answers for these questions.

- 1 Did he write any songs?
- 2 Did he upload the songs on the internet?
- 3 Did he have a mobile phone?



We use past simple for:

- completed actions which happened at a definite time in the past:  
*We met our friends at the concert last Saturday.*
- actions which happened immediately one after the other in the past:  
*First she bought her ticket, then she got on the train.*

Time expressions: *yesterday / last weekend / year, etc., two days / months, etc. ago, in 2015, then, etc.*

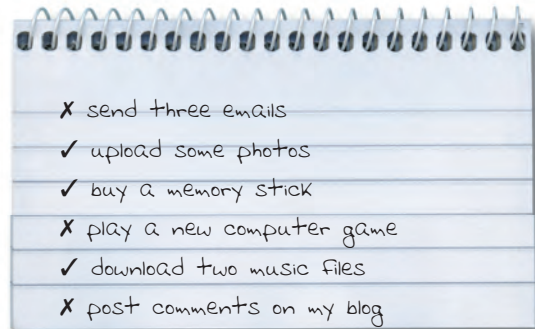
**6** Copy and complete the table with the verbs in the box. What is the past simple form of each one?

want take decide see buy realize  
think learn

regular	irregular
want - wanted	take - took

**7** Look at the verbs in the text on page 25. Add them to your table.

**8** Sam made a list of things to do yesterday. Look at the list and write sentences about what he did / didn't do. *He didn't send three emails.*



## Pronunciation

### Word stress

**a** Copy and complete the table with the words in the box.

digital download energetic share  
charge document comment

1 syllable	2 syllables	3 syllables	4 syllables
		<i>digital</i>	

**b** Listen, check and mark the stress.


**c** Listen to these words and add them to the table.

video online adventurous data musical  
memory championship

**9** Write six questions about last weekend. Use the ideas in the box or your own ideas.

watch TV go to the park / cinema  
 play football / basketball meet your friends  
 buy something read listen to music

*Did you watch TV last weekend?*

**10**  **INTERFACE** Work in pairs. Ask and answer your questions in exercise 9.

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



### The Worldwide Web

Twenty years ago, there (1) ... (not be) a World Wide Web and there (2) ... (not be) any social networking sites. By 1994, there (3) ... (be) about a hundred important websites – today there are millions! The web (4) ... (develop) when search engines such as Google (5) ... (become) available and more people (6) ... (get) high-speed broadband in their homes. Today, it is hard to imagine life without the web.




**Cultural Fact** In the UK, over 76% of the population uses the internet – that's more than 46,683,900 people!

 **Grammar guide** page 152



## Listening A social network

**12** Read the questions in exercise 13 and check the meaning of any unknown words. Can you guess any of the answers?

**13**  Listen to an interview about social networking sites and choose the correct answers.

- 1 ... computer science students started Facebook.
  - a) Two
  - b) Three
  - c) Four
- 2 Facebook became available to anyone over 13 years old in ...
  - a) 2004.
  - b) 2005.
  - c) 2006.
- 3 Facebook is not permitted in ...
  - a) schools.
  - b) some countries.
  - c) all offices.
- 4 Now Facebook is ... MySpace.
  - a) more popular than
  - b) not as popular as
  - c) as popular as
- 5 American students say their favourite thing is ...
  - a) their mp3 player.
  - b) Facebook.
  - c) their music.
- 6 The new verb 'unfriend' means ...
  - a) to argue with a friend online.
  - b) to delete a friend from your friend list.
  - c) to find friends using your friends' list of friends.

**14**  **CLASS VOTE** Are social networking sites a good idea?





# Speaking Out shopping

## Listen



**1** Look at the picture of Rita and Megan. What are they going to buy?



**2** Listen to Rita and Megan's conversation and answer the questions.

- 1 How much money has Megan got?
- 2 What is Megan going to buy?



**3** Listen to Megan's conversation with the assistant and answer the questions.

- 1 Has the phone got a camera?
- 2 How much does Megan pay?

**4** Read and listen again. Check your answers.



Can I help you?

Yes, I'm looking for a new mobile phone.

This one is on special offer. It's only (1) ...

Has it got a good camera?

(2) ... It's got an mp3 player and high-speed mobile internet, too.

Right. What about that one over there? Can I see it?

Sure. This is a really good one.

How much is it?

It's (3) ...

Oh! That's too expensive for me. OK, I'll take the other one.

That's (4) ... then, please.

Here you are. Thanks. Bye.

## Practise

**5** Listen again and repeat the dialogue.

**6** Order the words to make questions and answers.

- 1 help / Can / you / I ?
- 2 a / looking / new / I'm / phone / for / mobile .
- 3 see / Can / I / one / that ?
- 4 How / it / is / much ?
- 5 please / then / £35.99 / That's .

## Functional language

### Requests and offers (1)

Can I help you?  
 This one's on special offer.  
 Here you are.  
 That's £50 then, please.  
 I'm looking for ...  
 Can I see it / that one / another one?  
 How much is it?  
 I'll take this / that / the other one.

## Speaking task

Write a new dialogue between you and a shop assistant.



### ➔ Step 1

Decide what you want to buy or use your own ideas.



mobile phone



laptop



digital camera



mp3 player

### ➔ Step 2

Think about what you say.

*I'm looking for ...*

*Can I see it / that one / another one?*

*How much is it?*

*I'll take this / that / the other one.*

Think about what the assistant says.

*Can I help you?*

*This one's on special offer.*

*Here you are.*

*That's ... then, please.*

### ➔ Step 3

Write your dialogue.

### ➔ Step 4

Work in pairs. Practise your dialogues.



## Culture Famous inventions and inventors



## Alexander Graham Bell

Alexander Graham Bell (1847–1922) was a scientist, inventor and engineer. He was born in Scotland, but his family moved to Canada when he was 23. Bell produced his first invention when he was just 12 and continued to invent things all his life.



### Interest in sound

Bell's mother became deaf when he was a child and this started his interest in sound. He worked with deaf students for many years and started designing machines to transmit sound as early as 1863.

### The first telephone

In the 1870s Bell started to develop a machine to transmit the human voice over distance. The result? The telephone. The first phone call was to his assistant, Thomas Watson, on 10th March 1876. The first words? 'Watson. Come here. I want to see you.' The Bell Telephone Company began in 1877 and by 1886 over 150,000 people in America had phones.



### Today

There are approximately 1.27 billion landline phones in the world and 4 billion mobile phones – over 60% of the world's population owns a mobile phone. In the UK 85% of people have a mobile phone, but in the USA it's only 49%.



### 7 Read and listen. Answer the questions.

- 1 When did Bell first invent something?
- 2 Why did Bell become interested in sound?

### 8 Think about how people use mobile phones in Romania. Answer the questions.

- 1 How often do you make phone calls?
- 2 What other uses of the mobile phone can you think of?

# Unit 2b Jobs

artist  
doctor  
actor  
builder  
fireman

## Vocabulary

✓ **1 Match pictures 1–8 with jobs in the box.**

✓  
electrician postman policewoman  
journalist researcher actor doctor  
builder lawyer artist technician  
fireman politician scientist



**2**  Listen and repeat.

**3 Complete the sentences with jobs in exercise 1.**


- 1 A ... is someone who treats people who are ill.
- 2 A ... uses special equipment or machines.
- 3 A ... collects and delivers letters and parcels.
- 4 Picasso was an ... He painted many pictures.
- 5 A ... collects information and does studies.
- 6 A ... has a job in politics.

**4 What work-related verbs and nouns can you find in the jobs above?**

*builder → build (verb)     artist → art (noun)*

**5 Put the jobs in exercise 1 into five groups: -man / woman, -er, -ist, -ian, -or. Add two more jobs to each group.**

*fireman lawyer journalist politician doctor*

**6**  **CLASS VOTE** Which jobs do you think are easy / hard / dangerous / fun?

## Reading

**7 Read the text and find out how Martin became blind.**

**8**  Read and listen. Answer the questions.

- 1 What part of Martin's body did doctors implant in his eye?
- 2 Who was the first person Martin saw?
- 3 Do scientists think they can use the technology for other blind people?

### A miracle – thanks to technology



When most people think about new technology they think about a new mp3 player or a new mobile phone – not Martin Jones. Martin was working as a

builder when he had a terrible accident. Martin became blind because of the accident and for 12 years he couldn't see at all.

Then doctors told him about a revolutionary new technology with a special optical lens that helps people see again. At first, scientists couldn't use the technology – they thought the patient's immune system might reject the plastic lens. Then researchers discovered they could use the lens by implanting it in a different part of the body – in a tooth! Martin decided to try. Doctors took out one of his teeth, put the optical lens in it and implanted it into part of his eye.

Martin was blind when he met his wife, Gill. When he opened his eyes after the operation she was standing by his bed – she was the first person he saw. 'She's wonderful. It was unbelievable to see her for the first time,' said Martin. Now, he laughs about his 'science-fiction eye' and he's happy he isn't blind.

Scientists say the new technology can help more people in the future. They are already planning more operations.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar

## Past continuous

subject + was / were + verb + ing	
+	I / He / She / It <b>was working</b> . We / You / They <b>were working</b> .
-	I / He / She / It <b>wasn't working</b> . We / You / They <b>weren't working</b> .
?	<b>Was</b> he / she / it <b>working</b> ? Yes, he <b>was</b> . No, he <b>wasn't</b> . <b>Were</b> we / you / they <b>working</b> ? Yes, we <b>were</b> . No, we <b>weren't</b> .

**9** What was happening when Beth arrived home? Complete the sentences with the past continuous form of the verbs in brackets.

When Beth arrived home ...

- her brother Mike ... (not write) an email, he ... (watch) TV.
- her parents ... (look) at a holiday website, they ... (not prepare) the meal.
- her sister Lisa ... (not listen) to music on her mp3 player, she ... (chat) online.
- her friend Jed ... (wait) for her, he ... (not use) the computer.
- the cats Sammy and Fifi ... (sleep), they ... (not eating).

**10** Write questions about what was happening when Beth arrived.

Mike / write an email / when Beth arrived?

*Was Mike writing an email when Beth arrived?*

- her parents / prepare a meal / when she arrived?
- Lisa / chat online / when Beth arrived?
- Lisa / listen to music / when she arrived?
- Jed / use the computer / when Beth arrived?
- Sammy and Fifi / sleep / when she arrived?

Language  
**Tip**

Past continuous is used for:  
– an action in progress at a stated time in the past:

*I was watching TV at this time yesterday.*

– an action in progress when another action interrupted it:

*He was doing his homework when his dad came home.*

– two or more actions which were happening at the same time in the past:

*David was playing the piano while his sister was singing.*

Time expressions: *while, when, as, all morning / day / night, etc.*

**11** Work in pairs. Ask and answer the questions in exercise 10.

**12** Complete the text with the past continuous or past simple form of the verbs in brackets.

## Internet helps fight crime!



Two weeks ago a robber took Dave Reed's laptop when he **was sleeping** (sleep). Dave's a writer and he (1) ... (write) a book at the time – it was all on the computer. Two days later when Dave (2) ... (try) to find another computer on the internet he saw a laptop similar to his old one. Dave went to the seller's house to buy it. When he (3) ... (look) at the laptop, he realized it was his old one! When the man (4) ... (not look), Dave sent a message to the police. When the police arrived, Dave (5) ... (talk) to the man, but he (6) ... (not buy) the computer. The police found more of Dave's things when they (7) ... (search) the house. Dave got everything back – thanks to the internet!

**13** **INTERFACE** Work in pairs. Ask and answer the question.

*What were you doing at 8pm last night?*

*I was watching a DVD.*



**Class portfolio 2 page 129**

Design a portfolio with the title "My Technology World". Work in small groups.



## Writing A thank-you letter



**1**  Read and listen. Answer the questions.

- 1 Why didn't Lisa write before?
- 2 What was her birthday present from her aunt and uncle?
- 3 What did Lisa do last weekend?
- 4 How did she celebrate her birthday?



### Language focus

#### An informal letter

(My) Dear cousin / Alex,  
It was exactly what I wanted!  
I'm writing to thank you for...  
Lots of love,  
Thanks a lot / very much for my present.  
How are you? I hope you're well.  
All the best,  
I really like it / them.  
Hope to see you soon.

**2** Look at the Language focus. Copy the sentences into your notebook under the following headings.

Beginning a letter  
Saying thank you  
Ending a letter

**3** Order the words to make sentences.

- 1 my / thank / writing / you / birthday / to / present / for / I'm .
- 2 a / for / digital / Thanks / my / camera / lot .
- 3 It / what / exactly / I / was / wanted .
- 4 see / soon / you / Hope / to .
- 5 love, / of / Paul / Lots .

Dear Auntie Ellen and Uncle Rob,

How are you? I hope you're well! We're all fine here. I'm very busy at school, so that's why I didn't write before!

Thanks very much for the mp3 player you sent me for my birthday. It was exactly what I wanted! It's really cool. I use it every day on the bus when I'm travelling to school and home. I uploaded all my favourite songs last weekend and now I listen to them all the time. You can upload music videos too, so I'm planning to do that next weekend.

I had a great birthday. Some friends came round and we had pizza. Dad made me a birthday cake too (you know he loves cooking!). Then we all went to the cinema - it was fun.

Hope to see you soon.

Lots of love,

Lisa 

**4** Write a thank-you letter (120–150 words) for a birthday present.

### Writing a thank-you letter

#### Step 1 Plan

Decide: who you are writing to and what present you received. Explain why you like the present and how you spent your birthday.

#### Step 2 Write

Write your first version. Use Lisa's letter to help you. Write three paragraphs.

#### Step 3 Check

Check your writing for errors.

#### Step 4 Write

Write your final copy and hand in your work.

 Further practice **Writing guide 2** page 114

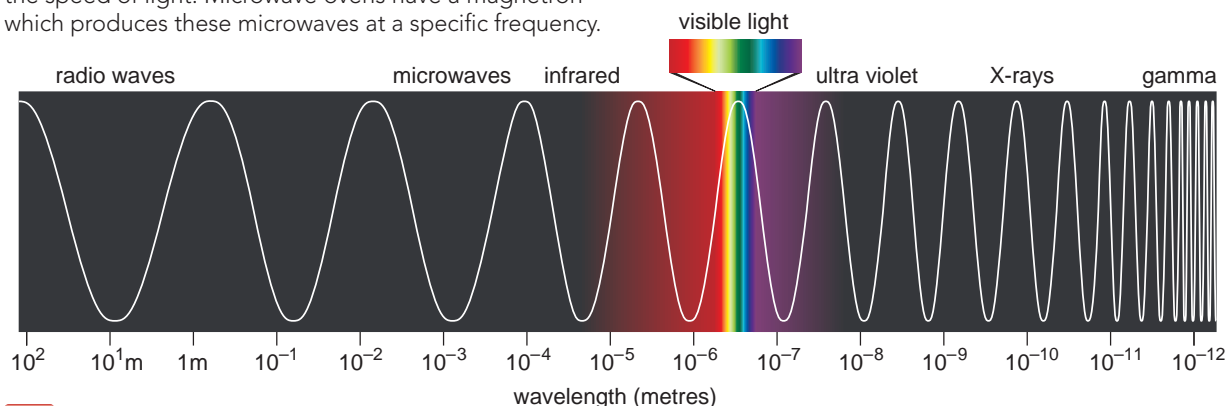


# Science Microwaves

Waves are vibrations that transfer energy from one place to another. Imagine a Mexican wave in a sports stadium. The people sit down until it is their turn to stand up with their arms in the air, and then sit down again.

The microwaves travel through the food in the oven, and the water molecules in the food start to vibrate. This vibration or movement of the molecules creates heat, which then heats the other molecules in the food.

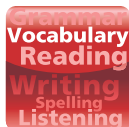
Like other electromagnetic waves, microwaves travel at the speed of light. Microwave ovens have a magnetron which produces these microwaves at a specific frequency.



**Read and listen. Answer the question.**



Is it possible to cook dry food like rice or pasta in a microwave oven?



## Vocabulary guide IT activities



take a digital photo



play a video game



make a phone call



scan a photo



send an email



store data



print a document



charge a mobile phone



post a comment



download/  
upload a video clip



write a blog



plug in a memory stick



read an e-book



go online



## Jobs

-er builder  
researcher  
lawyer  
  
-ian electrician  
politician  
technician

-ist journalist  
scientist  
artist  
  
-or actor  
doctor

-man /  
woman fireman  
postman  
policewoman





# Progress check

## 1 Complete the phrases with vowels.

- pl \_ y \_ \_ v \_ d \_ \_ \_ g \_ m \_
- p \_ st \_ \_ c \_ mm \_ nt
- ch \_ rg \_ \_ \_ m \_ b \_ l \_ \_ ph \_ n \_
- g \_ \_ nl \_ n \_
- s \_ nd \_ n \_ m \_ \_ l

## 2 Complete the sentences with the correct jobs.

- Kathy is a ... She's investigating new technology at the moment.
- Joe works in construction. He's a ...
- Sarah is a ..., she works in a laboratory.
- Ben is a ..., he works for a newspaper.
- Who is your favourite ...? My favourite film star is Orlando Bloom.

## 3 Complete the sentences with the correct form of be.

- At 11pm last night Mark ... in bed.
- Where ... you at 7pm yesterday?
- They ... not at school yesterday because it ... Sunday.
- I ... not at home last night because I ... at my grandma's house. It ... her birthday.
- ... Kevin at the party last Saturday?

## 4 Look at Rita's list of things to do yesterday.

Write questions.

*Did Rita send a text message to Sue?*

To do ...

- send a text message to Sue
- chat online to Mike
- download a song
- play a computer game
- post a comment
- write my blog

## 5 Look at the list in exercise 4 again and write answers to your questions.

*Did Rita send a text message to Sue?*

*No, she didn't.*

## 6 Write questions using the past continuous. Then answer them so they are true for you.

- what / you / do / at 10pm last night?
- what / your parents / do / at 3pm on Sunday?

3 you and your friend / watch a DVD / at 9pm yesterday?

4 your friend / sleep / at 10am this morning?

5 what / your friends / do / five minutes ago?

## 7 Choose the correct words.



Mobile phones are a relatively new invention. Before mobiles, there (1) **was / were** two-way radios in taxis, police cars and ambulances, but users (2) **can't / couldn't** connect to the phone network. In 1910, Lars Ericsson (3) **installed / was installing** a phone in his car. He (4) **stopped / was stopping** at different places while he (5) **travelled / was travelling** across the country. Then he (6) **connected / was connecting** his phone to the national telephone network with long wires. The first real mobile phone system (7) **started / was starting** in 1956 in Sweden. Today, people (8) **use / are using** mobile phones every day.

## Self-Check

Exercise no.	Score
1	5 × 1 = 5
2	5 × 3 = 15
3	5 × 3 = 15
4	6 × 2 = 12
5	6 × 2 = 12
6	5 × 3 = 15
7	8 × 2 = 16
<b>Total</b>	<b>90</b>
<b>Granted points</b>	<b>10</b>
<b>Final score 100</b>	



## Module

# 3

# Strange but true!



### In this module you will learn:

- |                   |  |
|-------------------|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Prepositions</li><li>▪ <i>-ed / -ing</i> adjectives</li></ul>  |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Past simple vs. past continuous</li><li>▪ <i>when</i> and <i>while</i></li><li>▪ Phrasal verbs</li><li>▪ Prepositional verbs</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ Crocodiles in the pool</li><li>▪ Mountain couple get home safely</li></ul>   |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ Talking with friends</li><li>▪ Telling anecdotes</li></ul>   |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A description of an accident</li><li>▪ Time expressions</li></ul>  |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous writers and books</li></ul>   |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ Literature: A sonnet</li></ul>   |

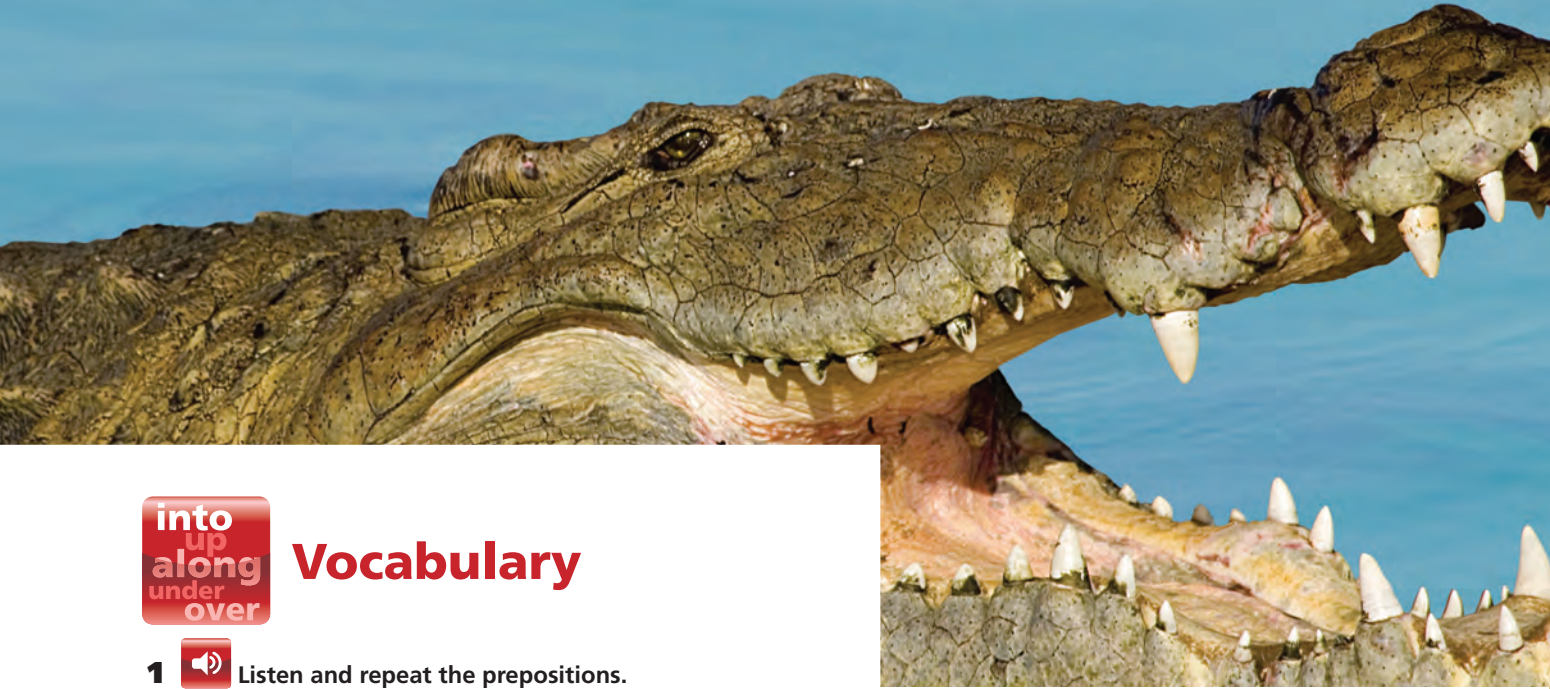
### Find the page numbers for:



- A girl skydiving
- Young people talking
- A portrait of a famous writer

### Competences:

1.1; 1.2; 2.3; 2.4; 3.2; 3.4; 4.1; 4.2.



## Vocabulary

- 1**  Listen and repeat the prepositions.

under towards into up across along  
round through over away from out of  
down


- 2** Which prepositions are opposites? Write them in pairs.


- 3** Choose the correct words.

James Bond is always very active in his films. He often jumps (1) **out of** / **towards** aeroplanes and parachutes (2) **over** / **down** to the ground, and then he runs (3) **up** / **under** mountains to the top, dives (4) **into** / **out of** rivers and then swims (5) **under** / **over** the water to the other side. He jumps (6) **into** / **over** obstacles and moves (7) **towards** / **over** his objective. After that, he drives (8) **into** / **away from** his enemies in his Aston Martin car!



We can combine action verbs with different prepositions to indicate the direction of movement, e.g. *swim across*, *swim over*, *swim under*.

- 4**  Listen to Dan, Rita and Megan. What are their superstitions?

- 5**  **INTERFACE** Work in pairs. Ask and answer the question.

*Have you got any superstitions?*

*I never walk under ladders!*



## Reading

- 6** Look at the words below. Do they relate to text A or B?

millionaire hospital ant dive

- 7**  Read and listen. Check your answers.

# CROCODILES IN THE POOL

Patrick Hughes is a millionaire. Last month, he was having a party and he took his guests on a tour of his mansion. In the garden he had an enormous swimming pool with four crocodiles.

*'I don't know who to give my money to,'*  
Hughes said.

*'I want to give it to a brave person. Can anyone dive into the water, swim across the pool and climb out the other side? I'll give that person anything they want – my money, my house, anything!'*

Everyone was looking at Hughes when suddenly there was a loud noise – somebody was in the pool! It was Hughes' lawyer, Mark Flood, an unpopular man. Everyone ran along the side of the pool as they watched Flood.

He ran across the first crocodile, swam under the second and swam over the third one. He was desperately swimming away from the crocodiles. Finally, he climbed out of the pool just before the fourth crocodile reached him.

*'You are incredible!'*  
said Hughes.

*'Tell me, what do you want?'*

*'I want to know who pushed me into the pool!'*

**A**

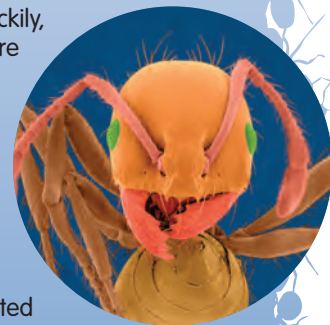


## A LUCKY ACCIDENT

Joan Murray loves adventure and she often goes skydiving. She doesn't normally have any problems, but one day disaster struck as Joan jumped out of the aeroplane.

She was falling  
towards the ground  
at a speed of about 200km per hour,  
when her main parachute didn't open.

At the last moment, her emergency parachute opened just 210 metres from the ground. Joan crashed into a field in North America and her heart stopped. Luckily, she fell onto a mound of fire ants. The ants climbed up her clothes and bit her. Doctors believe the bites from the ants started her heart again. Joan was in hospital for two weeks, but then she recovered completely. The accident didn't stop Joan – she started skydiving again a year later.



**B**

**8** Read text A again. Are the sentences true or false?

- 1 Patrick Hughes told his lawyer to swim across the pool.
- 2 The crocodiles didn't eat Mark Flood.
- 3 Mark Flood chose to swim across the pool.

**9** Read text B again and order the events.

- a) Joan's heart stopped.
- b) Joan went skydiving.     1
- c) Joan went to hospital and recovered.
- d) The fire ants bit Joan.
- e) Joan's parachute didn't open.
- f) Joan started skydiving again.
- g) Joan fell onto a mound of ants.

**10** Find words 1–4 in the texts and then match them with definitions a–d.

- |                |  |
|----------------|--|
| 1 struck       | a) was able to touch                       |
| 2 crashed into | b) hit very hard                           |
| 3 recovered    | c) occurred                                |
| 4 reached      | d) got better after an accident or illness |

**11**  **CLASS VOTE** Which story do you think is stranger? Which story is true?

# Grammar

## Past simple vs. past continuous

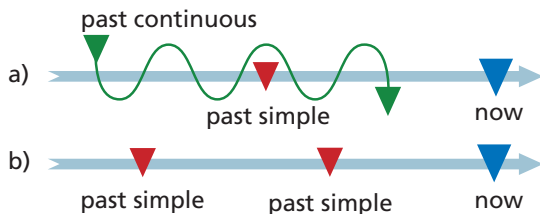
### past simple and past continuous

Joan **was parachuting** down when her parachute **didn't open**.

Joan **crashed** into the ground and her heart **stopped**.



1 Look at the sentences in the table and match them with timelines a and b.



2 Complete the rules with *past simple* or *past continuous*.

- We use the ... to describe an action in progress in the past, often interrupted by another action.
- We use the ... to describe a completed action or a sequence of completed actions in the past.

3 Choose the correct words.

Last summer, 11-year-old Brennan Hawkins (1) **went / was going** to Scout Camp. One day, he (2) **got / was getting** lost in the woods during an activity. Brennan (3) **survived / was surviving** for four days alone in the woods! When rescuers finally (4) **found / were finding** Brennan, he (5) **hid / was hiding** in the trees because he (6) **didn't recognize / wasn't recognizing** them!

4 Read the text in exercise 3 again and answer the questions.

- Where did Brennan go last summer?
- What happened when he went for a walk?
- How many days did he survive alone?
- What was Brennan doing when rescuers found him?
- Why was Brennan hiding?

## Pronunciation

### Sentence stress

a Listen and repeat the sentences. Which syllables are stressed?

- He was watching a film.
- They were listening to music.
- He wasn't hiding in the woods.
- Was he talking to David?

b Listen and repeat the sentences.

### when and while

He was running away **when** the bear attacked.

**While** he was running away, the bear attacked.



5 Look at the sentences in the table and answer the questions.

- Which action was in progress?
- Which action interrupted the action in progress?
- Which tense usually comes after *while*?
- Which tense usually comes after *when*?



- 6** Complete the sentences with the correct form of the verbs in brackets. Then rewrite the sentences changing *when* and *while*.

He *was walking* (walk) in the forest when the dog *appeared* (appear).

*While he was walking in the forest, the dog appeared.*

- 1 While the children ... (play), they ... (see) a snake.
- 2 While they ... (sail) along the coast, there ... (be) a storm.
- 3 The plane ... (fly) over the area when the pilot ... (see) the explorers.
- 4 When I ... (arrive), the rescuers ... (look) for the lost girl.
- 5 I ... (have) an accident while I ... (drive) home.
- 6 I ... (meet) Hannah when I ... (walk) in the park.

- 7** Write questions with the past simple or past continuous form of the verbs.

what time / you / go to bed / last night?

*What time did you go to bed last night?*

what / you / read / when / I / call / you / yesterday?

*What were you reading when I called you yesterday?*

1 what / you / do / at 5pm yesterday?


2 what / your friends / do / when / you / see / them this morning?

3 what / your friend / do / when / the English teacher / arrive / today?

4 you / use / a dictionary / while / you / do / your last English homework?

5 what / you / think about / when the class / start?

6 what / you / watch / on TV / last night?

- 8**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

*What time did you go to bed last night?*

*I went to bed at 11pm last night.*



Around 21 different species of shark live off the UK coast. Basking sharks are the most common. They can grow up to 11 metres long.

 **Grammar guide page 153**



## Listening Shark attack!

- 9** Look at the picture and the words in the box. What do you think the news report is about?


bodyboard wetsuit attack bite  
swim beach hand leg hip head



- 10**  Listen and check your answers.

- 11** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Lydia was swimming when the shark attacked.
- 2 The shark wasn't very big – it was only about one metre long.
- 3 The shark was very aggressive.
- 4 Lydia's brother hit the shark on the head with his bodyboard.
- 5 The shark let Lydia go and she and her brother ran out of the water.
- 6 Lydia is planning to swim again at the beach soon.

- 12**  **INTERFACE** Work in pairs. One of you is a reporter, one of you is Lydia. Ask and answer questions about the shark attack.

*Why did you go to the beach?*

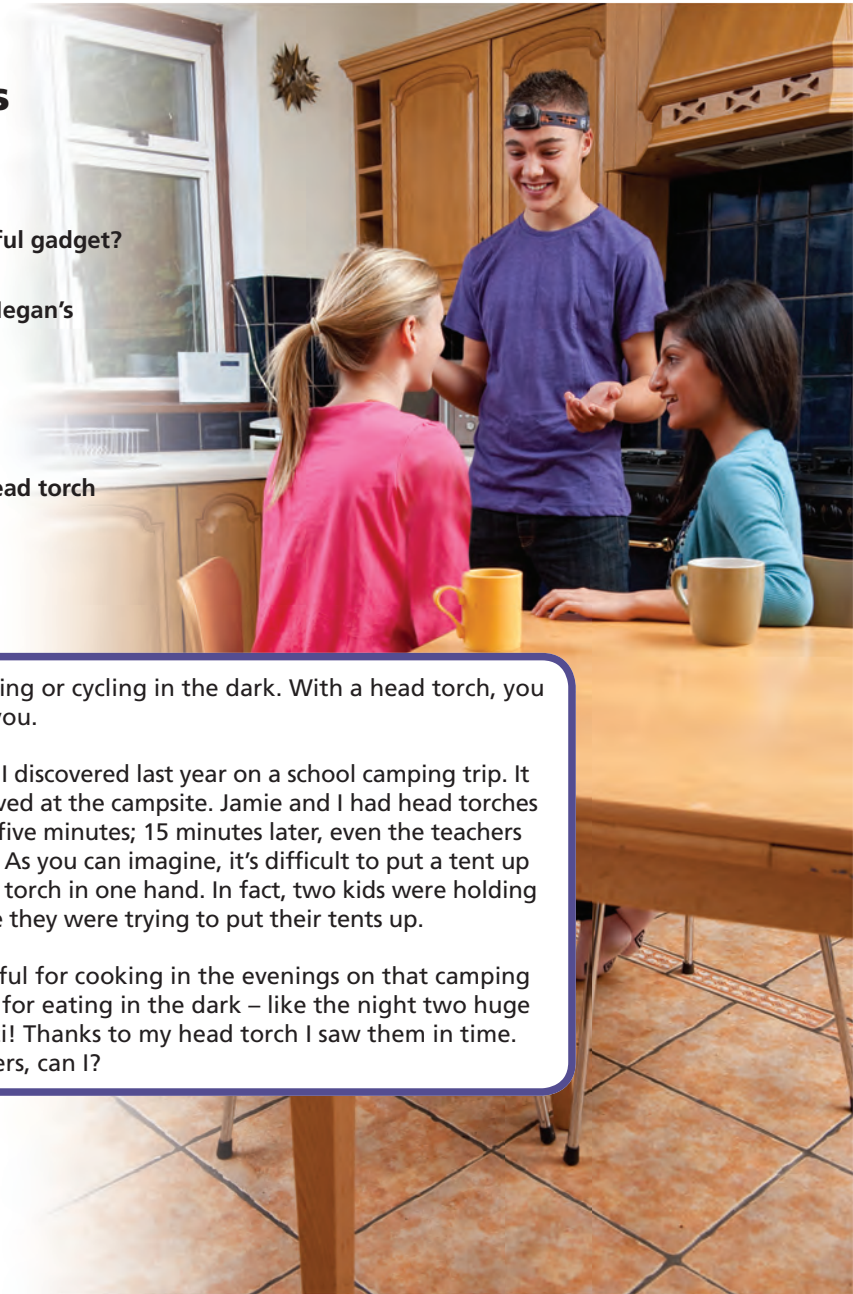
*I wanted to go bodyboarding.*

- 13** **PERSONAL PROJECT** Think of what you might find in a shark's stomach.





# Speaking

## Talking with friends



### Listen


- 1 Look at the torch Dan is wearing. Is this a useful gadget?
- 2  Listen to the first part of Dan, Rita and Megan's conversation and answer the questions.
  - 1 Why does Dan think the torch is useful?
  - 2 What do the girls think of the torch?
- 3  Listen to Dan's anecdote. Why was his head torch useful on the camping trip?
- 4 Read and listen again. Check your answers.

... For one thing, I don't like running or cycling in the dark. With a head torch, you feel safe because drivers can see you.

And it's also great for camping, as I discovered last year on a school camping trip. It was dark and windy when we arrived at the campsite. Jamie and I had head torches and we put our tent up in exactly five minutes; 15 minutes later, even the teachers were having problems with theirs. As you can imagine, it's difficult to put a tent up in the dark when you're holding a torch in one hand. In fact, two kids were holding their torches in their mouths while they were trying to put their tents up.

My head torch was also really useful for cooking in the evenings on that camping trip. And it was even more useful for eating in the dark – like the night two huge spiders dropped into my spaghetti! Thanks to my head torch I saw them in time. I'm a vegetarian – I can't eat spiders, can I?

### Practise

- 5  Listen and repeat the phrases in the Functional language box.
- 6 Complete the sentences with the words in the box.

as fact imagine like thanks thing

- 1 In ..., most people wear fluorescent cycling clothes.
- 2 As you can ..., running in the dark can be dangerous.
- 3 For one ..., it's brilliant for camping.
- 4 But I stayed warm ... to my new sleeping bag.
- 5 And it's great for cycling in the dark, ... I discovered last month.
- 6 We were sometimes scared, ... the time the bull attacked us.

**Functional language**

**Telling anecdotes**

For one thing ...  
 As I discovered last year ...  
 As you can imagine ...  
 In fact, ...  
 Like the time ...  
 Thanks to ...

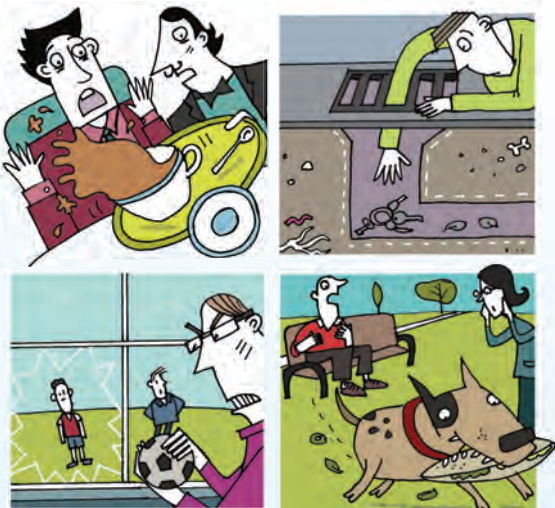
## Speaking task

Write a new anecdote.



### Step 1

Use the ideas below or your own ideas.



### Step 2

Think about the details of the anecdote and how to tell it.

*Where were you?*

*Who were you with?*

*What happened?*

*What was the best / funniest part?*

*Let me tell you about the ...*

*Actually, it was quite frightening.*

*It was so easy.*

Think about your friend's reactions.

*I can't believe how brave / stupid / lucky you were.*

*What do you mean?*

### Step 3

Write your anecdote.

### Step 4

Work in pairs. Take it in turns to tell your anecdotes.



## Culture

### Famous writers and books

#### The first English novel?

*Robinson Crusoe* is a novel by Daniel Defoe, published in 1719. It is a fictional autobiography of Crusoe, a man who spends 28 years on a remote tropical island after his ship sinks. Crusoe is rescued at the end of the book, after many adventures. Many people think that *Robinson Crusoe* is the first novel in English.

#### Daniel Defoe (c. 1659–1731)

Defoe was an English writer and journalist. He wrote more than 500 books and journals on various topics, including politics, crime and psychology. He is famous for *Robinson Crusoe* and for making novels popular in Britain.

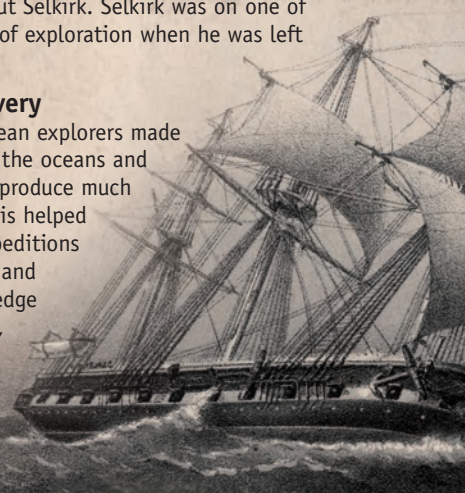


#### Defoe's inspiration

Alexander Selkirk was a Scottish sailor who lived on an island near Chile for four years. After his rescue, his story was in British newspapers. Defoe probably got the idea for his story after reading about Selkirk. Selkirk was on one of William Dampier's voyages of exploration when he was left on the island.

#### Exploration and discovery

In the 18th century, European explorers made huge progress in exploring the oceans and continents. They began to produce much more accurate maps and this helped to increase trade. Their expeditions helped to end many myths and to expand scientific knowledge in areas such as geography, astronomy, anthropology and mathematics.



#### 7 Read and listen. Answer the questions.

- 1 Why is *Robinson Crusoe* an important book?
- 2 Who was Daniel Defoe and why is he famous?
- 3 Who was Alexander Selkirk?

#### 8 What famous writers are there in Romania?



Go to the **Digital competence 4** on page 111 to practise your digital skills.

# Unit 3b

## -ed / -ing adjectives

exciting  
tired  
worried  
boring  
surprising

### Vocabulary



1 Look at the pictures and choose the correct word.

- The couple / mountains are frightened.
- The couple / mountains are frightening.

2 Complete the rules with *-ed* or *-ing*.

- We use ... adjectives to describe how we feel.
- We use ... adjectives to describe the thing or person that causes the feeling.

3 Copy and complete the table with the verbs in the box.

frighten bore surprise tire excite  
worry annoy interest

verb	-ing form	-ed form
frighten	frightening	frightened

4 Choose the correct words.

- John is **bored** / **boring** because the film is **bored** / **boring**.
- The results of the experiments are very **surprised** / **surprising**. The scientists are **worried** / **worrying**.
- I'm **annoyed** / **annoying** because my friend is late – again! It's very **annoyed** / **annoying** when people are always late.
- We're **tired** / **tiring** because it's very late, but the documentary is really **interested** / **interesting**.
- They are **frightened** / **frightening** of spiders. They think spiders are **frightened** / **frightening**.

5 Listen, check and repeat.

6 Complete the sentences so they are true for you.

- I think football is ...
- I think ... is exciting.
- I am bored by ...
- In my opinion, ... is annoying.
- I'm interested in ...
- When I'm tired ...

7 **INTERFACE** Work in pairs. Read your sentences and compare them with your partner's answers.



## Reading

8 Look at the pictures and answer the questions.

- How do you think the people felt in the situation?
- What do you think happened?

9 Match the words and phrases 1–5 with the definitions a–e.

- |              |                            |
|--------------|----------------------------|
| 1 get stuck  | a) care for                |
| 2 look after | b) come back               |
| 3 return     | c) become trapped          |
| 4 work       | d) be able to do something |
| 5 manage     | e) function                |

10 Read and listen to the text. Answer the questions.

- What happened on the way home?
- Why didn't they use their phones?
- Who did they think about while they were trying to move the car?
- Who did they phone on the way home?
- Are they planning to go again next year?

# Mountain couple get home safely

Keith and Jennifer Lee live in Oregon, America. Every year they go up to the mountains. They don't usually have any problems, but last year things were different. They drove up to the mountains as usual, but as they were driving home they suddenly got stuck in the snow. Unfortunately, their phones weren't working so high up. It was a worrying situation.

While they were trying to move the car, they thought about their four children, aged 8 to 18. A friend, Sophie Smith, was looking after the children. When the Lees didn't return, Sophie became worried. She called the police and a search began.

Two days later Keith finally managed to move the car. They were driving home when they heard about the search for them on the radio. They were surprised! They phoned the police and then phoned Sophie. 'They're safe. They're coming home!' Sophie shouted when she heard the news. Everyone was delighted.

Keith is planning to go back to the mountains again next year, but Jennifer doesn't want to go. It was a frightening experience for her – she thinks they should stay in town!



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar Prepositional verbs

- 1** Look at the verbs in the box. Use your dictionary to check the meaning of any unknown words.

worry about   depend on   agree about  
listen to   argue about   talk to   wait for  
argue with   participate in   look forward to  
dream about   agree with

- 2** Listen and repeat.

- 3** Complete the questions with the correct prepositions.

- Who do you talk ... when you have problems?
- What music do you like listening ...?
- What do you dream ... doing in the future?
- Do you usually agree ... your friends?
- Do you often participate ... activities in class?
- Which things do you argue ...?
- Do you and John agree ... anything?
- Can your friends depend ... you?

## Pronunciation

### Sentence stress

- a** Listen and repeat the sentences. Which syllables have the main stress?

- Do you dream about travelling the world?
- We're looking forward to the party.
- He used to play in a band.
- He didn't have an easy childhood.

- b** Listen and repeat the sentences.

- 4** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 3.

## Phrasal verbs

- 1** Use your dictionary to check the meaning of the phrasal verbs in the box. Then listen and repeat.

**separable:** give away   take off   pick out  
pick up   put away   put on   throw away  
try on   wear out  
**inseparable:** get into   go with   look for

- 2** Rewrite the sentences using five of the verbs in the box instead of the words in bold.

This jumper's too small! I **can't fit into it**. *get into*

- This T-shirt's really old – I'm going to **put it in the bin**.
- I like this jumper. I'm going to **find out if it fits**.
- I love the sales. I always **find** good bargains in the shops.
- Does this jacket **look good with** these trousers? They're both black.
- I'm not going to wear these shoes so often. I don't want them to **deteriorate**.

- 3** **CLASS VOTE** Would you rather give away your old clothes or throw them away?

**Language Tip** Phrasal verbs sometimes have multiple meanings (for example *pick up*), so always read the context carefully to decide on the appropriate meaning.



# Writing

## A description of an accident



1



Read and listen to Sam's description of an accident. Put the pictures in the correct order.



Last Saturday evening, I was walking into town with my friend Jenny. It was raining really hard because there was a terrible storm. It was a bit frightening and we were thinking about going back home.

Suddenly, there was a loud noise and a big tree branch fell down into the road! We were trying to move the branch when a car appeared. The driver wasn't driving very fast, but he didn't see the branch and he drove into it. I ran to the car and looked inside. The driver wasn't conscious and there was blood on his head. Meanwhile, Jenny called an ambulance.

An ambulance arrived quite quickly and took the man to hospital. Then, a reporter arrived when we were leaving, so we told her about the accident. The next day our story was in the newspaper – it was really exciting!

## Language focus

### Time expressions

We were watching TV. **Suddenly**, the phone rang.

The police evacuated the area. **Meanwhile**, the firemen tried to stop the fire.

We called an ambulance. **Then**, we helped the accident victims.

2 Look at the Language focus. Translate the words in bold into your language, then find examples in the text.

3 Complete the sentences with *suddenly*, *meanwhile* or *then*.

- 1 The rescuers climbed down to the boy. ..., they took him to the helicopter.
- 2 We were walking through the jungle. ..., we saw a tiger!
- 3 I started making a fire. ..., my friends looked for more wood.
- 4 I was looking at the river. ..., I heard a voice shouting, 'Help! Help!'
- 5 Tom was walking back to the camp. ..., his friends were looking for him.

4 Write a description of an accident (120–150 words).

## Writing a description of an accident

### Step 1 Plan

Think of an imaginary or real accident. When, where and how did it happen?

### Step 2 Write

Write your first version. Organize the story into three paragraphs.

### Step 3 Check

Check your writing for errors. Try to include *suddenly*, *meanwhile* and *then*.

### Step 4 Write

Write your final copy and hand in your work.

Further practice **Writing guide 3** page 116



# Literature

## A sonnet

A sonnet is a type of poem that originated in Italy in the 14th century. Sonnets were often about love. Shakespeare wrote over a hundred love sonnets!

A sonnet always has 14 lines – three verses of four lines and a rhyming couplet at the end. There is usually a definite rhyme scheme of ABAB CDCD EFEF GG. That means the words at the end of the first and third lines rhyme, and the ones at the end of the second and fourth lines rhyme, etc. There are usually ten syllables in each line and the rhythm is da-DA-da-DA-da-DA-da-DA.

### Learning to Write a Sonnet

The sonnet form is old and full of dust  
And yet I want to learn to write one well.  
To learn new forms and grow is quite a must,  
But I will learn it quickly, I can tell.

} This is a quatrain = four lines of verse.

And so I sit, today, with pen in hand,  
Composing three new quatrains with a rhyme.  
The rhythm flows like wind at my command.  
The A-B-A-B form consumes my time.

} These words rhyme, so the rhyme scheme is ABAB.

But I'm not done until there's fourteen lines.  
One ending couplet, after three quatrains.  
I've tried to write this new form several times.  
The effort's huge; I have to rack my brain.

But I persist, my fourteen lines now done.  
I wrote my poem; my sonnet work is won.

} This is a couplet. The last two words rhyme.

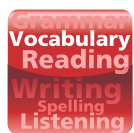
by Denise Rodgers



Read and listen. Answer the question.



How many verses does a sonnet have?



# Vocabulary guide

## Prepositions



down



out of



up



round



under



through



away from



across



over



into



towards



along

## -ed / -ing adjectives



frightened / frightening  
bored / boring  
tired / tiring  
excited / exciting  
worried / worrying  
surprised / surprising  
interested / interesting  
annoyed / annoying



# Progress check

## 1 Complete the sentences with the words in the box.

out of under up into across

- When John woke up, he climbed ... his tent and ate breakfast.
- Then he walked to the river and dived ... the water.
- While he was swimming ... the river to the other side, it started to rain.
- When he reached the other side, he sheltered ... a tree.
- When the rain stopped, he ran ... a big hill.

## 2 Complete the sentences with the correct form of the words in brackets.

- They are very late. I am ... (worry).
- The film was really ... (bore).
- Were you ... (surprise) when you saw me?
- I'm reading a really ... (interest) book.
- Jackie was very ... (annoy) when Ruth arrived late again.
- I can't find my mp3 player. It's really ... (annoy).

## 3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

- John ... (not get up) early yesterday.
- At six o'clock yesterday I ... (do) my homework.
- They ... (not do) anything when I ... (see) them.
- We ... (not go) to the cinema last week because there ... (not be) any good films on.
- Kate ... (meet) Kevin while she ... (walk) to school.
- They ... (get lost) when they ... (look) for the lost boy!

## 4 Complete the questions using the past simple or the past continuous form of the verbs in brackets.

- ... (you / go) to a party last Saturday?
- What ... (you / do) at 3am this morning?
- What ... (you / do) last night?

- What ... (your mother / do) when you ... (wake up) this morning?
- What ... (the other students / do) when your teacher ... (arrive) today?

## 5 Choose the correct verbs.

- My brother and I have different opinions about everything. I often **argue with / argue about** him.
- I'm at the train station. I'm **waiting for / looking forward to** a train.
- Who's on the phone? Who are you **talking to / participating in**?
- Pete is a nervous person. He **depends on / worries about** absolutely everything.

## 6 Complete each sentence with one of the phrasal verbs in the box.

take off pick out look for put on  
put away give away

- I don't know what to wear. Can you ... something ... for me?
- When my room's untidy, my mum tells me to ... my clothes ... .
- It's so hot in here. I'm going to ... my jacket ... .
- Do you want this belt? I want to ... it ... .
- It's cold outside. ... your coat ... .
- I can't find any trainers I like! Can you help me to ... some?

## Self-Check

Exercise no.	Score
1	5 × 3 = 15
2	6 × 3 = 18
3	6 × 3 = 18
4	5 × 3 = 15
5	4 × 3 = 12
6	6 × 2 = 12
Total	90
Granted points	10
Final score 100	



Module

4

# The world we live in



## In this module you will learn:

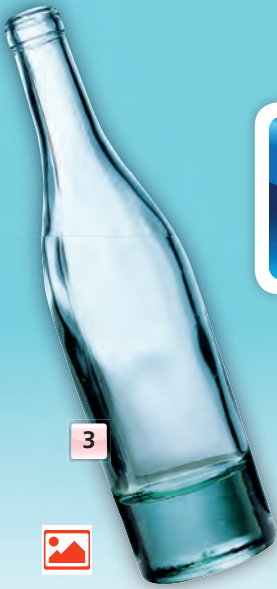
- |                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Materials and containers</li><li>▪ Endangered animals</li></ul>       |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Present perfect simple</li><li>▪ Present perfect continuous</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ It's your world</li><li>▪ Adopt an animal</li></ul>                   |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ On a bike ride</li><li>▪ Asking for and giving directions</li></ul>   |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A competition entry</li><li>▪ Organizing ideas</li></ul>              |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Cycling in the UK</li></ul>   |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ History: Apartheid</li></ul>  |

Find the page numbers for:



- A can of Cola
- A famous actor
- A dolphin

**Competences:**  
1.1; 1.2; 2.1; 2.2; 2.4; 3.2; 3.4; 4.2; 4.3.



# Unit 4a

## Materials and containers



jar  
glass  
cotton  
can  
bag

### Vocabulary

- 1 Look at the words in the box. Which of the words are containers? Which are materials?

aluminium bag bottle box can  
cardboard carton cotton glass jar  
metal paper plastic wool

- 2 Listen and repeat.
- 3 Match the words in exercise 1 with pictures 1–10.
- 4 Complete the sign with words in exercise 1.

- 5 Listen to Will and Anna. Answer the questions.

- 1 What does Anna recycle at school?
- 2 How often does she recycle?
- 3 What does she do with her old clothes?

- 6 Work in pairs. Ask and answer the questions in exercise 5.

What do you recycle at school?

I recycle glass, plastic and paper.



### Welcome to Red Forest Recycling Centre



The **BLUE** bin is for (1) ... and (2) ... Put your boxes and newspapers in here!



**YELLOW** is for (3) ... and (4) ... All your fizzy drinks bottles, cans and tins go here.



**GREEN** is for (5) ... Use this for bottles and jars.




**BROWN** is for clothes. Please wash your (6) ... T-shirts and (7) ... jumpers first.



## Reading

7 Before you read, check the meaning of these words.

recycle reduce refuse reuse

8  Read and listen. Match a person with the words in exercise 7.

- 1 Imran a) ...
- 2 Jake b) ... c) ...
- 3 Leanne d) ...



9 Read the text again. Are the sentences true or false?

- 1 The *It's Your World!* competition is for people younger than 16.
- 2 Imran suggests an alternative way to generate electricity.
- 3 Jake gives three suggestions for old clothes.
- 4 Leanne tells you to write to companies and ask them to recycle plastic.
- 5 All three entrants ask you to reduce how much you consume something.

10 Answer the questions.

- 1 What is the theme of the competition?
- 2 What does Imran want people to do?
- 3 What does Jake want people to do?
- 4 What does Leanne want people to do?



Learning the meaning of prefixes like *re-* can help you guess the meaning of a word.

11 How do you say the words in the box in your language?

rebuild resend restart rewrite

12  CLASS VOTE Which of the three tips do you think is the best?

 Go to the **Digital competence 2** on page 109 to practise your digital skills.

# It's Your World!

Every year for five years we've organized the *It's Your World!* competition for under-16s to give tips to save the planet. This year, Imran Chopra is our winner with Jake Burns and Leanne Morris as runners-up. Their tips are simple but effective – have a look! Congratulations to Imran, Jake and Leanne!

## Theme: Reduce, refuse, reuse, recycle



How many hours have you spent outside today? Outdoor activities are healthier than indoor entertainment and they save electricity. If you reduce your 'screen time', you'll do your planet a favour. So switch off lights, the TV and game consoles and get out there!

Imran Chopra, London



'I haven't worn this for years!' No? Don't throw away old clothes. Put everything into two piles: clothes someone can wear and clothes no one can wear. Take the first pile to charity shops or give them to friends. Take the rest to a recycling centre. You can also reuse wool or cotton clothes to clean your house with.

Jake Burns, Winchester



Refuse to buy products with a lot of plastic! Even better, write to the company and explain why you haven't bought their product. Also, when you buy food (for example, chocolate or cans of fizzy drinks), look for the Fairtrade symbol or support local companies. This doesn't have a bad effect on the environment and helps local communities.

Leanne Morris, Newcastle

# Grammar

## Present perfect simple

subject + have / has + past participle	
+	I / you / we / they <b>have ('ve) organized</b> the competition. He / She / It <b>has ('s) reduced</b> screen time.
?	<b>Have</b> I / you / we / they <b>eaten</b> turtle soup? Yes, I <b>have</b> . No, I <b>haven't</b> . <b>Has</b> he / she / it <b>hunted</b> elephants? Yes, he <b>has</b> . No, he <b>hasn't</b> .
-	I / you / we / they <b>have not (haven't) bought</b> sunglasses. He / She / It <b>has not (hasn't) recycled</b> paper.

1 Look at the sentences in the table and complete the rules with the words in the box.

bought -ed has have

- We form the present perfect using (1) ... or (2) ... with the past participle of the verb.
- We form the past participle of regular verbs by adding (3) ... to the verb.
- In the examples, (4) ... is an irregular past participle.

2 Look at the sentences in the table above. How do you form questions, short answers and negative forms of the present perfect?

Language

Tip

We use present perfect for:

- a recent action which happened at an unstated time in the past;
- an action which started in the past and is still happening now;
- an action which **has recently finished and whose results are visible in the present**.

Time expressions: *for, since, already, yet, always, just, ever, never, lately, recently, still, so far*

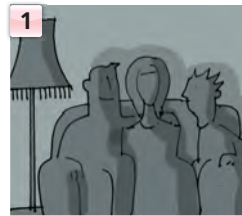
3 Complete the sentences with the present perfect form of the verbs in brackets. Use the spelling rules on page 154 to help you.

- I ... (recycle) my old clothes.
- They ... (open) a cosmetics shop in my town.
- She ... (decide) to recycle at school.
- My father ... (try) a new ethical shampoo.
- We ... (reduce) our screen time.

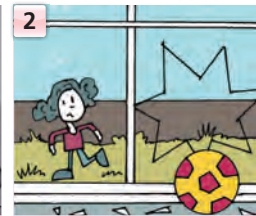
4 Write complete sentences. Ask and answer questions using the present perfect simple.

*Have they turned off all the lights?*

*Yes, they have. They have turned off all the lights.*



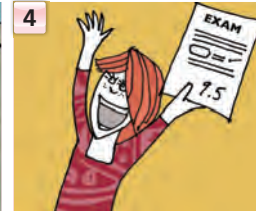
They / turn off / all the lights.



She / break / the window.



He / steal / the car.



She / pass / the exam.



The boy / eat / all the chocolate.



He / throw away / the old toys.

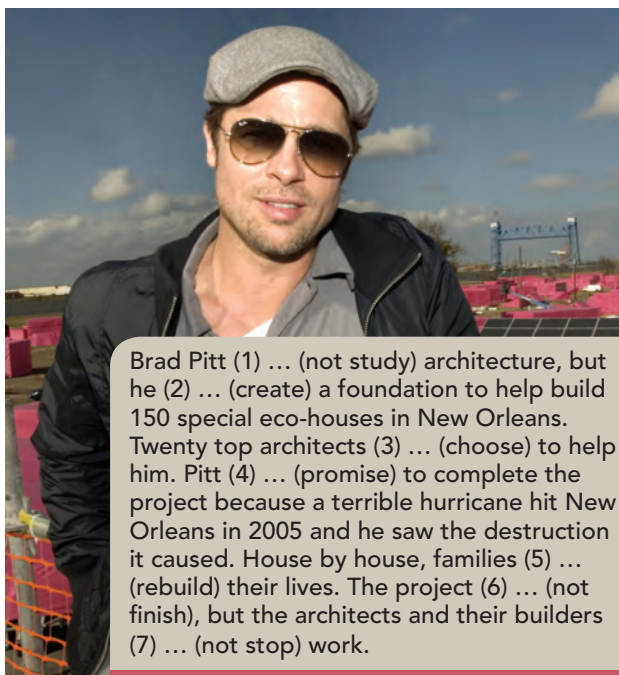
5 Complete the text with the present perfect form of the verbs in brackets.

Eco-tourism (1) ... (become) quite popular in the last few years. People (2) ... (build) eco-hotels all over the world. They are green hotels and are good for the environment. It (3) ... (have) a lot of publicity. The public reaction (4) ... (be) very positive. The hotels (5) ... (provide) 100 per cent organic cotton towels and they (6) ... (use) solar energy for their visitors. In general, water and electricity consumption in the hotels (7) ... (fall).

6 Choose the correct words.

- We **haven't / hasn't** had meat for lunch today.
- My school **haven't / hasn't** stopped using paper.
- The tiger **haven't / hasn't** become extinct.
- I **haven't / hasn't** tried Fairtrade chocolate.
- My friends **haven't / hasn't** left school.
- Susan **have / has** picked a lot of apples.
- Have / Has** she taken any photos at the zoo?
- Simon **has / have** broken his arm.

**7** Complete the text with the present perfect form of the verbs in brackets.



Brad Pitt (1) ... (not study) architecture, but he (2) ... (create) a foundation to help build 150 special eco-houses in New Orleans. Twenty top architects (3) ... (choose) to help him. Pitt (4) ... (promise) to complete the project because a terrible hurricane hit New Orleans in 2005 and he saw the destruction it caused. House by house, families (5) ... (rebuild) their lives. The project (6) ... (not finish), but the architects and their builders (7) ... (not stop) work.



We use:  
– **for** with a period of time:  
*I haven't seen you for ages.*  
– **since** with a starting point in time:  
*We haven't met Ann since Sunday.*

**8** Complete the sentences with **for** or **since**.

- 1 Jed's been at home ... two hours.
- 2 I haven't played tennis ... I was ten.
- 3 He hasn't done a sponsored walk ... he was 13.
- 4 My sister has known her best friend ... a long time.
- 5 I've lived in London ... I was born.

## Pronunciation

### Contractions



**a** Listen and repeat.

- 1 a) I've visited Moscow.  
b) I visited Moscow.
- 2 a) She's taught English  
b) She taught English.



**b** Listen to the sentences. Which sentences in exercise a do you hear?



## Listening Eco family

**9** Look at the newspaper headline. What do you think the radio programme is about?



**10** Listen and check your answer to exercise 9.

**11** Listen again. Are the sentences true or false?

- 1 A large percentage of our normal rubbish is from packaging.
- 2 The family has started growing vegetables.
- 3 The family is vegetarian.
- 4 The local shops give them special plastic boxes.
- 5 They put old coffee in the garden.
- 6 The family gives old toys to hospitals.

**12** Answer the questions.

- 1 Where does the Carter family live?
- 2 Where do they buy their food?
- 3 What do they do with their old clothes?

**13** Which of the Carters' ideas do you think is the best?



Statistics have shown that, in Europe, Denmark produces the most waste per person (over 800kg per person per year) and the Czech Republic produces the least (about 300kg).




Grammar guide page 154



# Speaking On a bike ride



## Listen

- 1 Will, Izzie and Lou are going on a bike ride. Look at the picture. What can you see?
- 2  Listen to the dialogue. What is Will looking for?
- 3 Listen again and complete the dialogue.

How do we get to the shop? → It's next to the (1) ... Do you know where that is?

No, I don't. → Go straight on past the library then turn (2) ... into Cross Street.

OK. Turn left into Cross Street. → Follow that road past the (3) ... The shop is on your left. You can't miss it.

Great! Is it far? → It's about five minutes away by bike.

Thanks very much. → You're welcome.

## Practise

- 4 Listen again and repeat the dialogue.
- 5 Order the words to make sentences.
  - 1 straight / on / the bank / Go / past .
  - 2 can't / You / it / miss .
  - 3 next to / the chemist's / It's .
  - 4 is / your right / The post office / on .
  - 5 the post office / get / we / How / to / do ?

## Functional language

### Asking for and giving directions

**Will**

How do we get to the shop?

Is it far?

**Woman**

It's next to the post office.

Go straight on past the library then turn left into Cross Street.

Follow that road past the bank. The shop is on your left.

It's about five minutes away by bike.

## Speaking task

Prepare a dialogue between you and a visitor to your town.



## Culture Cycling in the UK



### Step 1

First, decide which place the visitor wants to go.



### Step 2

Think about what the visitor says.

*How do we get to the ...?*

*OK.*

*Great! Is it far?*

*Thanks very much.*

Think about what you want to say.

*Go straight on past the ...*

*Then turn ...*

*Follow the road past the ...*

*The ... is on your ...*

*It's about ... minutes by bike.*

### Step 3

Write your dialogue.


### Step 4

Work in pairs. Take it in turns to practise your dialogue.



The British love bicycles. If you visit university towns or cities, like Oxford or Cambridge, you'll see hundreds of bicycles all over the place. In cities like London, couriers often use bicycles because they're quicker than cars in the traffic. And cycling isn't a problem in bad weather, because there are special clothes.

Cycling is very healthy, so every year the UK celebrates Bike Week. The idea of this event, which is in June, is to promote cycling as good for your health, the environment and your pocket. Using a bicycle is much cheaper than a car or a bus. There are lots of different events around the UK, like cycling picnics, barbecues and sponsored bike rides to collect money for charity. Some towns and cities even close streets to cars for a day.

**6**  Read and listen to the information about cycling in the UK and answer the questions.

- 1 Why do couriers ride bikes in London?
- 2 When does Britain celebrate Bike Week?
- 3 What events do they have?

**7** Does your town or city have an event like Bike Week? Do you enjoy cycling?

**8 PERSONAL PROJECT** Make up a PowerPoint presentation about a healthy lifestyle / sport / healthy food. Use digital content (audio, images, movies). Present the slides to the class.



# Unit 4b

## Endangered animals

turtle  
tiger  
snake  
rhino  
dolphin

### Vocabulary



1 Match pictures 1–10 with the words in the box.

dolphin elephant leopard orang-utan  
panda polar bear rhinoceros snake  
tiger turtle



2 Listen and repeat.

3 Complete the sentences with words from exercise 1.

Why are all these animals in danger of extinction?

- The ... is a mammal. It lives in the Arctic, but the ice is disappearing.
- The ... is a very intelligent marine mammal. It lives in the sea, but thousands die in fishing nets every year.
- The ... is the world's largest cat, but there are only 3,200 of them in the world.
- The ... is the second biggest land mammal after the elephant. Humans hunt it for its horns.
- The ... lives in the trees in the forest, and we're destroying its habitat.

4 Copy and complete the table with the words from exercise 1. Can you add more animals to each habitat?

forest	savannah	water	other
orang-utan			

5 **INTERFACE** Work in small groups. Ask and answer questions about the animals in exercise 1.

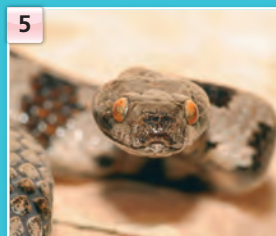
Is it a mammal?

Yes, it is.

Does it live on the land?

No, it doesn't.

Is it a dolphin?



### Reading

6 Check the meaning of the words in the box.

adopt hunt ivory rainforest territory



7 Read and listen. Would you like to adopt an animal?

8 Answer the questions.

- How much does it cost to adopt an animal?
- Which is the oldest animal in the text?
- Which animals do humans hunt for meat?
- Which two animals are losing their natural homes?
- What is an elephant's tusk made of?



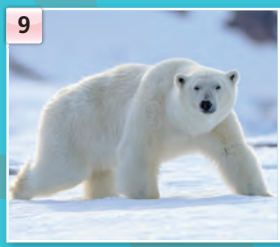


nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar

## Present perfect continuous

	subject + have / has been + verb + ing
+	I / you / we / they <b>have ('ve) been reading</b> . He / She / It <b>has ('s) been writing</b> an essay.
?	<b>Have</b> I / you / we / they <b>been playing</b> golf? Yes, I <b>have</b> . No, I <b>haven't</b> . <b>Has</b> he / she / it <b>been fishing</b> ? Yes, he <b>has</b> . No, he <b>hasn't</b> .
-	I / you / we / they <b>have not (haven't) been watching</b> TV. He / She / It <b>has not (hasn't) been talking</b> .



## Adopt an animal

Have you ever bought a really unusual present for a member of your family or a friend? For just €36 a year you can adopt an animal. All these animals are in danger of extinction, but you can adopt them and help them to survive.

### Adopt a turtle!

Have you eaten turtle soup? Some people hunt turtles for their meat and their eggs. Turtles are older than dinosaurs, but they could soon disappear if we don't act fast!

### Adopt an Asian elephant!

African elephants are the largest land animals, but their Asian cousins are in danger of extinction. Their natural habitat is getting smaller because we – humans – are moving into their territory. People also hunt these animals for their tusks, which are made of ivory.

### Adopt an orang-utan!

Have you ever wanted an unusual pet? Did you know that people hunt orang-utans for pets? They also hunt them for meat. However, the greatest danger to orang-utans is the destruction of their rainforest habitat.

**9** Put the verbs in brackets into the present perfect continuous.

- He ... (watch) a film for an hour.  
*He has been watching a film for an hour.*
- I ... (call) you all morning.
  - They ... (work) in the basement since 10 am.
  - Peter ... (study) for his driving test for 2 hours.
  - We ... (paint) the living room all day.
  - She ... (wait) for the bus for 15 minutes.
  - The secretary ... (type) letters since morning.

**Language Tip** We use present perfect continuous to put emphasis on the duration of an action which started in the past and continues up to the present, with time expressions such as: *for, since, all morning / day / year, how long, lately, recently, ever, never.*

**10** Make the sentences in exercise 9 negative.

He has been watching a film for an hour.  
*He hasn't been watching a film for an hour.*

**11** Order the words to make questions. Then write short answers.

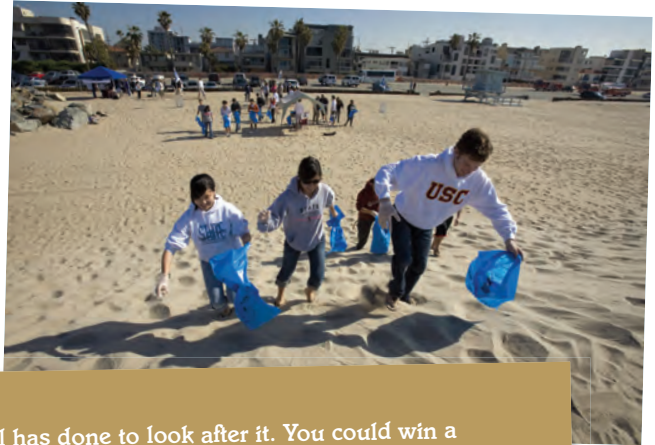
- two months / performing / he / in / the show / Has / for / been / the last?
- long / Lucy / How / has / cleaning / been / the house?
- running / been / she / much / Has / recently?
- been / working / Julia / this / Has / company / in / for / more / than / five / years?
- playing / been / has / tennis / long / she / How?
- have / doing / been / you / all day / What?

**➔ Grammar guide page 154**



## Writing

### A competition entry



**1**  Read and listen. Match headings 1–3 with paragraphs A–C.

- 1 What they will do in the future
- 2 The problem
- 3 What they have done

### We love our neighbourhood

Tell us about your town or area and what your school has done to look after it. You could win a fabulous prize! Send your entry with a photo to: Eco-teens, PO Box 9120, Bristol.

- A** Our town is small and it's next to the sea. People like walking on the beach and relaxing. This summer a lot of people have visited and rubbish has become a big problem. We have decided to take action. Read how we have done it below!
- B** Firstly, we have decided to make rubbish collection teams. Every day after school four schoolmates have been to the beach and collected rubbish. We have worked in pairs and we've worn green caps so people can see us. Then, we have asked the town for more recycling bins, and they've put them near the beach and the car park. This has made a big difference. People have recycled all their containers: plastic bottles, glass bottles and aluminium cans.
- C** Finally, my school has had a big party to collect money. We are going to spend the money on some recycling bins for the school. We hope our project will continue to work well.

Aziz Ashan, 12

## Language focus

### Organizing ideas

Remember to organize your paragraphs. Talk about one idea in each paragraph using words like *firstly*, *then* and *finally*.

**Firstly**, we have decided to make rubbish collection teams.

**Then**, we have asked for more bins.

**Finally**, my school has had a big party.

**2** Read the paragraphs below and put them in the correct order.

- 1 Finally, they have brought all their clothes and we've had a big sale. We have raised lots of money and there hasn't been any waste!
- 2 Students at my school have decided to recycle old clothes to raise some money. Firstly, they have chosen clothes they don't like any more.
- 3 Then, they have picked some of their families' clothes.

**3** Write an entry for the competition. Follow these steps.

### Writing a competition entry

#### ➔ Step 1 Plan

Make notes about your town. What is your town like? What is the problem? What have you done? What are you going to do?

#### ➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and the competition entry on this page to help you.

#### ➔ Step 3 Check

Check your work. Organize your paragraphs with *firstly*, *then* and *finally*.

#### ➔ Step 4 Write

Write your final copy and hand in your work.



Further practice **Writing guide 4** page 118

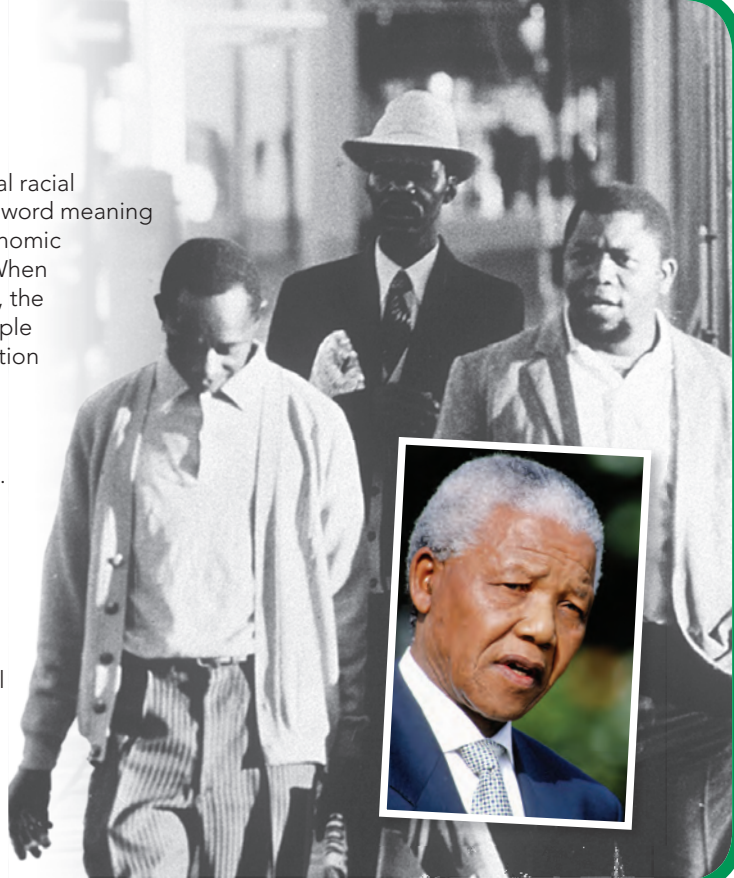


# History Apartheid

From 1948 to 1991, South Africa had a policy of legal racial discrimination called apartheid. From the Afrikaans word meaning 'separation,' this law enforced racial, social and economic segregation on the native people of South Africa. When the National Party won the general election in 1948, the government passed many laws that gave white people dominance over other races. The non-white population of South Africa became second-class citizens.

Over the years there was a lot of national and international resistance to these laws and a key person was Nelson Mandela, a native South African. In 1964, he was sentenced to life imprisonment for his opposition to apartheid. He was released on 11th February 1990.

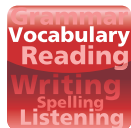
On 27th April 1994, South Africa celebrated its first democratic elections and Mandela became the country's first black president. He won the Nobel Peace Prize in 1993 and, today, he remains a symbol of freedom and equality around the globe.



**Read and listen. Answer the question.**



When did Nelson Mandela win the Nobel Peace Prize?



## Vocabulary guide Materials and containers

							
aluminium	bag	bottle	box	can	cardboard	carton	
							
cotton	glass	jar	metal	paper	plastic	wool	

## Endangered animals

											
dolphin	elephant	leopard	orang-utan	panda	polar bear	rhinoceros	snake	tiger	turtle		

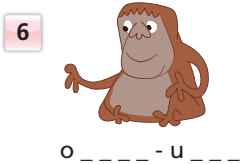
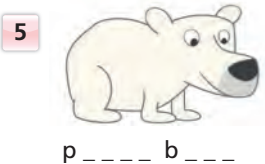
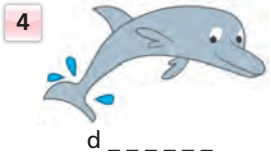
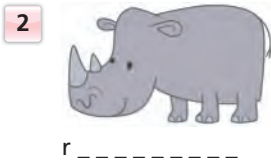


# Progress check

## 1 Find nine words in the wordsearch.

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

## 2 Identify the animals.



## 3 Look at the information in the table. Write sentences with the present perfect affirmative and negative.

	Kate	Edward
1 recycle plastic bottles	✓	✗
2 turn off the TV	✗	✗
3 throw away clothes	✗	✓
4 buy local food	✓	✓
5 become vegetarian	✓	✗

## 4 Complete the sentences with the present perfect simple or continuous.

- 1 My brother ... (swim) with dolphins in Florida.
- 2 I ... (call) John for hours and hours and he hasn't answered.

- 3 He ... (ride) on the backs of elephants in India.
- 4 We ... (know) Julie for ten years.
- 5 She ... (have) a cold for two weeks.
- 6 I ... (be) hungry for hours.
- 7 She ... (eat) chocolate all morning, so she feels sick.
- 8 We ... (have) a lot of turtles as pets.

## 5 Rewrite the sentences in exercise 4 in the negative form.

## 6 Complete the dialogue with the correct form of the verbs in brackets.

- Boy Hi. You (1) ... (look) lost.  
Izzie Yes, I am.  
Boy Can I help you?  
Izzie I (2) ... (look) for the animal park for half an hour.  
Boy You (3) ... just ... (go) past the bank. Go straight on.  
Izzie OK.  
Boy Then (4) ... (turn) right into Park Street.  
Izzie Park Street?  
Boy Yes, I (7) ... It's great.  
Izzie Great! (6) ... you ever ... (visit) the park?  
Boy Yes, I (7) ... It's great.  
Izzie What (8) ... you ... (see)?  
Boy Lots of things. I (9) ... (walk) for hours. You must see the penguins.  
Izzie Ok, I will. Thanks for your help.

## Self-Check

Exercise no.	Score
1	9 × 2 = 18
2	6 × 2 = 12
3	5 × 2 = 10
4	8 × 2 = 16
5	8 × 2 = 16
6	9 × 2 = 18
Total	90
Granted points	10
Final score 100	



## Module

# 5

# Heroes



### In this module you will learn:

- |                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Fundraising ideas</li><li>▪ <i>make</i> and <i>do</i></li></ul>   |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Present perfect simple vs. present perfect continuous</li><li>▪ Present perfect continuous vs. present continuous</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ Young woman in school fundraising project</li><li>▪ Selena Gomez, Goodwill Ambassador</li></ul>                             |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ A sponsored walk</li><li>▪ Requests and offers</li></ul>  |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A magazine article</li><li>▪ <i>so</i> and <i>because</i></li></ul>   |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous heroes and heroines</li></ul>  |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ History: Vaccination</li></ul>  |

### Find the page numbers for:



Two people washing a car

Two young people talking

A famous actress and singer

### Competences:

1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 3.2; 3.3; 4.2.

1

Unit

5a

## Fundraising ideas

3



2

4



sell sweets  
sell badges  
wash cars  
collect money

## Vocabulary


- 1 Match pictures 1–4 with fundraising ideas in the box.


sell sweets wash cars organize a concert  
make a charity CD do a sponsored swim  
collect money sell badges  
sell raffle tickets organize a jumble sale  
have a bring and buy sale

- 2  Listen and repeat.

- 3 Complete the text with words from exercise 1.

After the earthquake in Haiti, lots of people from around the world wanted to help. People collected money in the street and sold (1) ... for people to wear. Schoolchildren sold sweets, they did (2) ... walks and swims and washed (3) ... to raise money. They also had (4) ... with their old toys. In the USA, one family had a (5) ... in their garden. Their neighbours bought tickets for \$5 and listened to some great music. In the UK people collected second-hand clothes, books and toys and organized (6) ... In many countries pop stars worked together to make (7) ... CDs. Everyone wanted to help.

- 4  Listen to Dan and Megan. What fundraising idea do they choose for their class?


- 5  **INTERFACE** Work in pairs. Think of three fundraising ideas to raise money for a school trip.

*I think selling badges is a good idea because everyone can buy one.*





In the UK, Red Nose Day is an annual fundraising day. People wear red noses and do something funny to raise money for charity.



- 1 How to build your own school
- 2 Ghana's street children
- 3 Young woman in school fundraising project 



## Reading

- 6**  **Read and listen. Choose the best title for the text.**
- 7** **Read the text again. Are the sentences true or false? Correct the false sentences.**
- 1 Felicity worked in a school in Ghana.
  - 2 The school was well equipped.
  - 3 She wants to build a new school for the children.
  - 4 She has raised all the money they need to build the school.
  - 5 It is not difficult to organize a project like this.
- 8** **Which six things did Felicity do to raise money for the school? Write a list.**
- 9** **Read and answer the questions.**
- 1 How long was Felicity at the Street Academy School?
  - 2 Why is the Street Academy School different to other schools in Ghana?
  - 3 What facilities does the new school have?
  - 4 How much money does she want to raise in total?
  - 5 What shape are the new windows?
- 10** **Find words 1–5 in the text and match them with definitions a–e.**
- |                 |                                    |
|-----------------|------------------------------------|
| 1 hut           | a) for us                          |
| 2 aim           | b) multiply by two                 |
| 3 launch        | c) objective                       |
| 4 on our behalf | d) a small, simple building        |
| 5 double        | e) initiate (a product or project) |
- 11**  **INTERFACE** **Work in pairs. Tell your partner about someone you know who helps other people.**

21-year-old Felicity Marks is a busy young woman. In 2002 she spent four months teaching street children at The Street Academy school in Accra, Ghana. When she came home, she decided that she wanted to do more to help educate the city's children. So, in 2003, she set up a charity called The Street Academy Annexe Project.

In Ghana most parents have to pay to send their children to school, but The Street Academy offers free education to children aged 8–18, as well as uniforms, books and a decent meal each day. But the conditions are very basic. The building is a wooden hut with three different classes in the same room and no other facilities. The aim of Felicity's Street Academy Annexe Project is to raise enough money to build a bigger school with at least four classrooms, toilets, a football pitch and an auditorium.

So what has Felicity done to raise money for this ambitious project? She's done many different things: 'First we had a big party to launch the charity. Since then we've organized quiz nights and on-line competitions, we've sold cakes and I've done sponsored walks and skydives. Other people have also helped raise money on our behalf which really helps'.

So how much money has she raised and how much does she still need? 'We haven't raised enough money yet! So far we've raised £25,000, and we hope to double that in the next few months.

We really need £70–80,000 to start building an ideal school where the kids can learn in proper conditions. But we want to start soon. We've received the architect's plans and we love them because they've taken the kids' ideas into consideration. For example the windows are in the shape of triangles and stars! I haven't finalized these plans, but once I do, we can begin the construction of the new building.'

Does Felicity recommend a project like this? 'Yes, but this type of project isn't easy. It takes a long time and there are always problems and obstacles. But in the end, it will be worth it.'

## Grammar

### Present perfect simple vs. present perfect continuous

#### present perfect simple vs. present perfect continuous

- a) She's **been taking** pictures for two hours.  
 b) She **has taken** twenty photos so far.  
 c) Mr. Smith **has been teaching** for ten years.  
 d) He **has just painted** the room.

- Look at the sentences in the table. Which are present perfect simple and which are present perfect continuous? What is the difference in meaning?
- Match the sentences a–d in the table with uses 1–4.
  - Present perfect simple to talk about a recently completed action.
  - Present perfect simple to put emphasis on the number.
  - Present perfect continuous for an action which started in the past and continues up to the present.
  - Present perfect continuous to put emphasis on the duration of the action.
- Choose the correct tense.
  - I **have been walking** / **have walked** in the park all morning.
  - My aunt **has been visiting** / **has visited** 20 countries.
  - Michael **has just been leaving** / **has just left** for London.
  - Jane's in Brazil. She **has been going** / **has gone** on lots of trips.
  - I **have been taking** / **have taken** lots of photos.
  - My sister **has been training** / **has trained** for two hours.
- Complete the sentences with the present perfect simple or present perfect continuous of the verbs in brackets.
 

I've *done* (do) lots of homework.  
 She *has been writing* (write) for two hours.

  - My dad ... (build) a swimming pool in our garden.
  - We ... (see) lots of films in English.
  - I ... (live) here since 2001.
  - He ... (organize) a car race.
  - She ... (write) lots of emails all morning.
  - I ... (not sell) cakes for charity.

- Write complete sentences with the present perfect simple or present perfect continuous of the verbs in brackets. Use the affirmative or negative forms.
 

I / do / a sponsored swim. *X*  
 I *haven't done* a sponsored swim.

My brother / collect / stamps for ten years. ✓  
 My brother *has been collecting* stamps for ten years.

I / do / a sponsored swim. *X*

I *haven't done* a sponsored swim.

My brother / collect / stamps for ten years. ✓  
 My brother *has been collecting* stamps for ten years.

- My friends / have / lots of barbecues. ✓
- Julia / work / in this company for more than five years. ✓
- We (drink) enough water – that's why we feel tired. *X*
- We (live) in London for six months. ✓
- He / buy / a raffle ticket. *X*
- My mum / raise / £2,000 for charity. ✓
- We / organize / a jumble sale. ✓
- It / rain / all day. *X*

- Correct the mistake in each sentence. 

We has done lots of different things to raise money.  
 We *have* done lots of different things to raise money.

- He has been not to Ghana many times.
- They has been selling sandwiches all day.
- He not has been playing football for five years.
- You's given lots of money to charity.
- He has visit Africa three or four times.
- She's not haved a birthday party this year.
- They have been lived in a foreign country for two years.

- Complete the text with the present perfect simple or present perfect continuous of the verbs in brackets.

Hi Barbara,  
 Have you ever raised money for charity?  
 I *haven't done* (not do) anything before, but my brother (1) ... (raise) money for two years now.  
 He (2) ... (organize) a raffle to raise money for cancer research and he (3) ... (buy) lots of charity badges.

My sisters (4) ... (make) cakes since morning.  
 They are selling them outside school to raise money for the Red Cross.

I (5) ... even ... (not buy) a charity CD!

I want to do a sponsored swim because I think it is a good way to raise money. My brother and sisters (6) ... (not collect) any money for an animal charity, so I want to raise money for the RSPCA. Do you think that's a good idea?  
 Will you help me organize the sponsored swim?  
 Petra




**Language Tip**

We use:  
 – **ever** – in questions:  
*Have you ever done a sponsored swim?*  
 – **how long** – in questions:  
*How long have you been in Italy?*  
 – **never** – in answers or negative sentences to talk about experiences:  
*I've never done a sponsored swim.*

**8 Write questions. Use the present perfect and ever.**  
 sell raffle tickets for charity  
*Have you ever sold raffle tickets for charity?*

- 1 collect money for charity
- 2 learn to play a musical instrument
- 3 do a sponsored swim
- 4 buy a charity badge
- 5 meet a famous person
- 6 buy a charity CD

**9**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 8, using *never*.  
 sell raffle tickets for charity

*Have you ever sold raffle tickets for charity?*  
*I have never sold raffle tickets for charity.*



**10 Fill in the gaps with ever or never.**


- 1 I have ... been to a foreign country.
- 2 Have you ... seen her perform?
- 3 Has he ... been in Japan?
- 4 I have ... seen a ghost.
- 5 Mom has ... painted the garage.
- 6 Have they ... met a famous person?

**11 Write questions with "How long ...?", then give answers that are true for you.**

he / know / his best friend  
*How long have you known your best friend?*  
*I've known him for ten years.*

- 1 you / be / at this school
- 2 you / study / English in the U.K.
- 3 you / have / your mobile phone
- 4 you / live / in Britain
- 5 they / have / their dog

**Pronunciation**  
**Contractions**

**a**  Listen and repeat the sentences.

- 1 I've done a sponsored swim.
- 2 You haven't finished your homework.
- 3 She hasn't got a badge.
- 4 He's raised over €1,000.

**b**  Listen and repeat the sentences.




**Listening**  
**Charity appeals**



**12 Work in pairs. Write a list of famous charities and what they do.**

*The Red Cross – helps people after natural disasters*

**13**  Listen to the radio programme. Which charities do the speakers mention?

- a) The Red Cross
- b) Oxfam
- c) The Red Crescent
- d) Médecins Sans Frontières
- e) Comic Relief
- f) RSPCA




**14 Listen again and choose the correct words.**

- 1 Oxfam helps animals / hungry people / sick people.
- 2 MSF helps animals / hungry people / sick people.
- 3 The RSPCA helps animals / hungry people / sick people.

**15 Listen again. Are the sentences true or false? Correct the false sentences.**

- 1 Oxfam wants people to give money for their shops.
- 2 Oxfam has 750 shops in the UK.
- 3 A group of Spanish doctors started MSF.
- 4 MSF needs people to volunteer for them.
- 5 The RSPCA looks after animals all over the world.
- 6 The RSPCA gets money from the government.

**16**  **INTERFACE** Work in pairs. Which charity is the most important?

*I think Oxfam is the most important because it helps people who are hungry in emergency situations.*



# Speaking

## A sponsored walk

### Listen



**1** Look at the picture. What is Megan doing?



**2** Listen to the first part of Megan and Mr Rodmell's conversation. Why is Megan talking to him?



**3** Listen to the second part of the conversation. Choose the correct words.

- 1 Megan is doing a sponsored walk / swim / cycle.
- 2 Megan is raising money for the Red Cross / the RSPCA / Oxfam.
- 3 Mr Rodmell gives her £1 / £2 / £5 a mile.
- 4 The sponsored walk is on Friday / Saturday / Sunday.

**4** Read and listen again. Check your answers.

I'm doing a sponsored (1) ...

Sounds fun.

Would you like to sponsor me?

Yes, OK. Which charity is it for?

(2) ....

OK. I'll give you (3) ... a mile.

Great. Thanks.

And when is it?

Next (4) ...

Well, good luck.

Great. Thanks, Mr Rodmell.



### Practise

**5** Listen again and repeat the dialogue.

**6** Order the words to make questions and sentences.

- 1 like / Would / you / me / sponsor / to ?
- 2 sorry, / No, / I / got / money / any / I'm / haven't .
- 3 I'll / you / £5 / mile / a / give .
- 4 help / Could / me / you / please ?
- 5 OK. / make / cake / I'll / a .

### Functional language

#### Requests and offers (2)

Would you like to sponsor me?

Could you help me, please?

I'll give you £1 a mile.

No, I'm sorry, I haven't got any money.

## Speaking task

Write a new dialogue between you and a friend.

### ➔ Step 1

Choose an event or use your own ideas.

- Event: a cake sale
- Request: ask for help
- Charity: The Red Cross
- Offer: make a chocolate cake
- When?: on Thursday

- Event: a sponsored swim
- Request: ask for sponsorship
- Charity: Médecins Sans Frontières
- Offer: €10 a km
- When?: on Sunday

### ➔ Step 2

Think about what you say.

*I'm doing / organizing ...*

*Would you like ...?*

*Could you ...?*

Think about what your friend says.

*Which charity is it for?*

*I'll give you ...*

*When is it?*

### ➔ Step 3

Write your dialogue.

### ➔ Step 4

Work in pairs. Practise your dialogues.



## Culture

### Famous heroes and heroines

### Elizabeth Fry

Elizabeth Fry is one of the most famous women in British history. All her life she worked to help the poor, especially poor people who were in prison. You can see her picture on the British £5 note.



#### Her early life

Elizabeth was born on 21st May 1780 into a family with 11 other children. Sadly, her mother died when Elizabeth was 12 years old and she had to look after her brothers and sisters. Elizabeth married Joseph Fry, a wealthy banker, in 1800 and they went to live in London.

#### Her prison work

When she was in London, Elizabeth visited Newgate Prison. There she met children who were living in prison because they had no home. The prison was dirty and terrible. She was so shocked by her visit that she went back with food and clothes for the children. She started a school and taught their mothers to read.

#### Famous

Elizabeth's work made her famous. In 1818 she became the first woman to talk to the British parliament. Queen Victoria gave her money. In 1840 she started a school for nurses which helped change the profession of nursing.

### 7 Read and listen. Answer the questions.

- 1 Why is Elizabeth Fry famous?
- 2 What did her husband do?
- 3 How did she help prisoners?

### 8 Can you think of a famous Romanian heroine?

### 9 **PERSONAL PROJECT** *Shadow Day!*

Go to a relative's working place and 'shadow' him / her. Get involved in what he / she does. At the end of the day write about your experience. Present it to the class.

# Unit 5b


## make and do

mistake  
money  
exercise  
friends  
homework

### Vocabulary

1 Do we use *make* or *do* with the words in the box?

charity work    money    someone happy  
nothing    someone laugh    friends  
a decision    homework    a mistake  
your best    someone a favour    exercise

2  Listen, check and repeat.




3 Match pictures 1–5 with phrases from exercise 1. Then translate them into your language.



4 Complete the questions with the correct form of *make* or *do*.

Have you ever *done* any charity work?

- 1 What ... you happy?
- 2 Which people ... you laugh?
- 3 What's the biggest mistake you have ever ...?
- 4 How often do you ... someone a favour?
- 5 How often do you ... exercise?
- 6 What's the most difficult decision you have ever ...?
- 7 Where do you usually ... your homework?
- 8 What's the best way to ... a lot of money?


5  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.



## Reading

6 Look at the picture of Selena Gomez and answer the questions.

- 1 Have you ever heard of Selena Gomez?
- 2 What do you know about her?

7  Read and listen. Why is Selena Gomez famous?



### Selena Gomez, Goodwill Ambassador



Selena Gomez has been famous for over ten years. She's an actress and a pop singer. She's starred in a hit TV series and her band, Selena Gomez and the Scene, have released a hit album. She's a busy girl and she makes a lot of money!

But Selena finds time to do lots of charity work too. She supports Island Dog, a charity that helps dogs in Puerto Rico, and RAISE Hope for Congo, a charity that campaigns against violence against Congolese women.


Since August 2009, Selena has been a UNICEF Goodwill ambassador. She has been to Ghana to visit children who are living without enough food or clean water. She realized that she was publicizing their problems by visiting Ghana. This is what being a Goodwill Ambassador is all about – making people aware of the world's problems and encouraging them to help.



Other UNICEF Goodwill Ambassadors include football player Lionel Messi and singer Shakira.

**8** Read the text again and answer the questions.

- 1 How long has Selena been famous?
- 2 What charities does she work for?
- 3 When did she become a UNICEF Goodwill Ambassador?
- 4 Why did she visit Ghana for UNICEF?
- 5 Why are Goodwill Ambassadors important?

**9**  **INTERFACE** Work in pairs. Do Goodwill Ambassadors do an important job?

*Yes, because they publicize problems around the world.*

*No, because they are rich and famous. They don't really help poor people.*

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar

### Present perfect continuous vs. present continuous

#### present perfect continuous vs. present continuous

- a) It's **raining**.
- b) She's **looking** for a new job these days.
- c) It's **been raining** all day.
- d) His feet hurt as he **has been walking** all morning.
- e) I'm **moving** house next week.

**10** Look at the sentences in the table. Which are present perfect continuous and which are present continuous? What is the difference in meaning?


**11** Match the sentences a–e in the table with uses 1–5.

- 1 Present perfect continuous to talk about the result of the action, which started in the past and lasted for some time.
- 2 Present continuous for a temporary action, happening around the moment of speaking.
- 3 Present perfect continuous for an action which began in the past and is still in progress.
- 4 Present continuous for an action in progress.
- 5 Present continuous for fixed arrangements.

**12** Choose the correct tense.

- 1 I **have been watching** / I **am watching** TV for two hours.
- 2 My sister **has been visiting** / **is visiting** China.
- 3 Lin **has been hiking** / **is hiking** in the mountains for three days.

- 4 Laura **has been having** / **is having** dinner at the moment.
- 5 I **have been writing** / **am writing** a letter.
- 6 Ben **has been skiing** / **is skiing** since he was five.

**13** Complete the sentences with the present perfect continuous or present continuous of the verbs in brackets. 

- 1 I cannot sleep because the baby ... (cry).
- 2 I'm getting a little worried because the baby ... (cry) for over half an hour.
- 3 It ... (rain) all week. I hope it stops by Saturday, because I want to go to the beach.
- 4 Where have you been? We ... (wait) for you since 6 pm.
- 5 This alarm ... (drive) me crazy.

**14** Write complete sentences using the present perfect continuous or present continuous.

- 1 alarm / ring / in the street / A car !
- 2 study / Sarah / at the library / on Tuesday / for her English test .
- 3 at the fitness center / Sandra / for two hours / exercise .
- 4 for you / since 1pm / We / wait .
- 5 not come / tonight / for dinner / Jane .
- 6 dinner / My sister / at the moment / cook .

**15** Complete the text with the right form of the verbs in brackets.


My hero is my grandfather. He's 80 years old. He loves football and he (watch) ... Arsenal game just now. He (not miss) ... a game since the day he got married – it was a Saturday. He (be) ... married for over 60 years and he and my grandma (live) ... with us since last year. He loves music and he (be) ... a fan of hip hop since 2011 when I played him one of my hip hop CDs. He (come) ... with me to a concert next week. He's the coolest grandfather in the world!





## Writing

### A magazine article

- 1**  Read and listen. What have the students done to raise money for charity?



- 2** Read again and answer the questions.

- 1 Which charity did they want to help? Why?
- 2 Why did the students want to raise money?
- 3 Why did they do a sponsored walk?



Year 10 students from Highbury School have raised over £1,500 for the RSPCA.

Organiser Harriet Jones said: 'We wanted to do something to help animals because many of us have pets and we are all animal lovers. We all enjoy walking, so we decided to do a sponsored walk at the local park.' Over 200 parents and friends were at the park to support the students. More than 300 people have promised sponsorship money, so the total will probably be more than £2,000 when the students have collected all the money.

Headteacher Marion Kemp is very proud of the students. 'We've never done a sponsored walk before. I hope it will become an annual event because it has been such a success.'

## Language focus

### **so and because**

We all enjoy walking, **so** we decided to do a sponsored walk.

We wanted to do something to help animals **because** many of us have pets.

300 people have promised sponsorship money, **so** the total will probably be more than £2,000.

I hope it will become an annual event **because** it has been such a success.

- 3** Look at the Language focus and complete the rules with the words **so** and **because**.

- a) We use ... to show the result.
- b) We use ... to give a reason.

- 4** Join the sentences with **because** or **so**.

- 1 We haven't got any milk. I'm going to the supermarket.
- 2 I'm going to buy a raffle ticket. I want to support that charity.
- 3 Dave wants to raise money. He's going to do a sponsored walk.
- 4 I can't go to Sally's party. We're going away this weekend.

- 5** Write a magazine article (120–150 words) about a charity event.

## Writing a magazine article

### Step 1 Plan

Think about a charity event. Who organized it? Which charity was it for?

### Step 2 Write

Write a first draft. Include information about the organizers, location and activity. Include a quotation.

### Step 3 Check

Check your work. Check you have used **so** and **because** correctly.

### Step 4 Write

Write your final version.

-  Further practice **Writing guide 5** page 120



## History Vaccination

In the 18th century, a horrible disease called smallpox was very common and many people died from it. If people survived, they were left with awful scars on their body. People also suffered from a milder disease called cowpox which they caught from cows. Edward Jenner was an English doctor who noticed that people who had had cowpox rarely suffered from smallpox. Jenner was convinced that the cowpox infection had protected these people in some way.

In 1796, Jenner did an experiment on a young boy called James Phipps. He introduced the cowpox infection into a cut on the boy's arm. Phipps became ill with cowpox for a while and then recovered. Later, Jenner infected Phipps with smallpox and waited. Phipps never caught smallpox because the cowpox had protected him. This was the first example of vaccination.

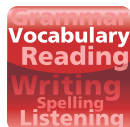
Jenner's discovery has made an enormous difference to the health of the world. Nowadays, people are vaccinated against many illnesses. After a worldwide vaccination programme by the World Health Organization, smallpox was finally eradicated in 1980.



Read and listen. Answer the question.



Which disease was used to vaccinate against smallpox?



## Vocabulary guide Fundraising ideas



sell sweets



wash cars



organize a concert



make a charity CD



do a sponsored swim



collect money



sell badges



sell raffle tickets



organize a jumble sale



have a bring and buy sale

### make and do

make friends  
make someone laugh  
make money  
make someone happy  
make a decision  
make a mistake

do homework  
do charity work  
do nothing  
do someone a favour  
do exercise  
do your best





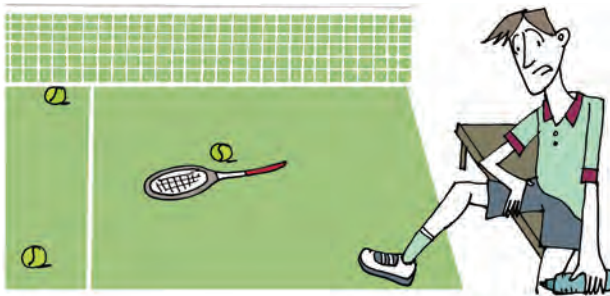
# Progress check

## 1 Match 1–6 with a–e to make sentences.

- 1 Dan and Rita are doing
- 2 I have bought a charity
- 3 Pop stars are making a
- 4 My friends are washing
- 5 A woman has been collecting
- 6 We've organized

- a) money for the Red Cross since last week.
- b) charity CD to raise money for famine victims.
- c) a sponsored swim this weekend.
- d) raffle ticket to help Haiti.
- e) a jumble sale for the RSPCA.
- f) cars for charity.

## 2 Complete the sentences with the correct form of *make* or *do*.



- 1 I've just ... some exercise. I'm really tired.
- 2 I always ... my homework before I watch TV.
- 3 Ken is so funny. He really ... me laugh.
- 4 Can you ... me a favour? I really need some help.
- 5 Robin wants to ... some charity work in Africa for a year.
- 6 I think I failed the test. I ... too many mistakes.
- 7 I never ... the washing up at night.

## 3 Correct the sentences.

- 1 Beth have never done a sponsored swim.
- 2 My brother's meet lots of famous people.
- 3 Have you been raised money for charity lately?
- 4 I hasn't visited India, but I want to.
- 5 Have you see the new adventure film?
- 6 Alex is collected lots of money for charity.

## 4 Complete the sentences with *for* or *since*.



- 1 I've known my best friend ... 2006.
- 2 Carla's done charity work ... she was 12.
- 3 Rafael Nadal has been famous ... many years.
- 4 You've been studing ... three hours now.
- 5 I haven't eaten ... this morning. I'm hungry.
- 6 Tom's been here ... a long time. He arrived early.
- 7 We've been walking in the mountains ... we were 5.
- 8 She 's been waiting for the bus ... twenty minutes.

## 5 Choose the correct answers.

(1) ... you know someone you really admire? I do. My best friend, Jenny. We've known each other since we (2) ... primary school and we've been best friends (3) ... ten years. Jenny loves (4) ... other people. She (5) ... lots of money for charity. She's washed cars and (6) ... cakes. I've done some events with her. For example, we've done a sponsored swim to raise money for the RSPCA. We think it's the (7) ... important charity in the world. The only thing Jenny has (8) ... done is a sponsored walk, but she's going to do one this summer. She's fantastic!

- 1 a) Do                      b) Have
- 2 a) start                  b) started
- 3 a) for                    b) since
- 4 a) help                    b) helping
- 5 a) is raising            b) has raised
- 6 a) sells                    b) sold
- 7 a) more                  b) most
- 8 a) never                  b) ever

## Self-Check

Exercise no.	Score
1	6 × 3 = 18
2	7 × 2 = 14
3	6 × 3 = 18
4	8 × 2 = 16
5	8 × 3 = 24
<b>Total</b>	<b>90</b>
<b>Granted points</b>	<b>10</b>
<b>Final score 100</b>	



Module

6

# Incredible journeys



## In this module you will learn:

- |                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Travel</li><li>▪ Extreme adjectives</li></ul>   |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Present perfect simple vs. past simple</li><li>▪ Expressing possibility and probability</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ The World on Wheels</li><li>▪ Solo sailor</li></ul>   |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ At the station</li><li>▪ Describing a journey</li></ul>   |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A description of a journey</li><li>▪ Linkers</li></ul>  |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous journeys</li></ul>   |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ Science: The solar system</li></ul>   |

**Competences:**  
1.2; 1.3; 2.1; 2.3; 2.4; 3.2; 3.3; 4.2.

Find the page numbers for:



A young girl packing a suitcase

Two girls waiting for the train

A boy on a sailing boat

# Unit 6a

## Travel



set off  
send  
postcards  
meet  
have people  
adventures

## Vocabulary

### 1 Match pictures 1–4 with activities in the box.

send postcards   meet people   get on a train  
have adventures   plan a journey   set off  
get off a coach   pack a suitcase   buy souvenirs  
come back home   arrive   buy a guidebook

### 2 Listen and repeat.

### 3 Choose the correct words.

Hi Sarah,  
Well, we (1) **set off / arrived** in Rome four days ago. We (2) **set off / got on** last Sunday morning at 6am. Mum didn't (3) **pack / get on** her suitcase until 5.30am, so she forgot lots of things, like the guidebook. We had to (4) **buy / get off** one at the airport. Suzy and I have (5) **met / had** lots of adventures. On the first day we (6) **met / bought** a Spanish family at the hotel. We went to the Colosseum with them today. Tomorrow we're (7) **getting off / planning** to go on a trip to the Vatican. I've taken lots of photos to show you when we (8) **get off / come back** next week. I've (9) **bought / had** you a great souvenir – a Roma football shirt!  
Kate

### Language Tip

*get on, get off, come back and set off* are phrasal verbs. They are very common in English.

### 4 Listen to Rita and Dan. What souvenirs have they bought?

### 5 INTERFACE Work in pairs. Ask and answer the question.

*Have you ever bought any souvenirs?*



# The World on Wheels



Albert Casals is a typical teenager in many ways. He likes reading science fiction books, he enjoys playing Dragon Ball and he's interested in science. But in other ways Albert is very different. He has visited more than 26 countries alone, he's got blue hair and he has written a book, *The World on Wheels*. And one more thing makes him different: Albert has been in a wheelchair since he was eight years old.

Albert is 18 and he lives in the town of Esparreguera, Barcelona. He became ill with leukaemia when he was five, but the disease hasn't stopped him having fun. Albert has travelled around Europe and in 2007 he set off for South America. He always travels on his own, he often hitchhikes and he never takes much money. In fact, Albert took €20 with him to South America and came back six months later with the same amount! He gets money by working and doing tricks with his wheelchair. Albert has had lots of adventures. He has slept on boats and desert islands. He has learned how to repair his wheelchair himself. He has taught himself how to get on and get off buses and trains without help.

Albert wants to encourage more people in wheelchairs to copy him. 'The chair helps you to travel because it eliminates fear,' Albert explains. 'When you hitchhike, drivers pick you up because you are not considered dangerous. And another advantage is that people talk to me because they want to meet a blue-haired boy who travels the world alone in a chair. And so I make new friends who help me.' He says that he has learned that the world is mostly full of kind, friendly people who want to help him, not harm him.

So, what's next for Albert? University and more travel. He hasn't been to Africa, so that could be his next journey. And his next book, of course.



## Reading

**6** Read the text. In what ways do you think Albert is a typical teenager? In what ways is he not typical?


**7**  Read and listen. Check your answers.

**8** Read the text again and answer the questions.

- 1 What is *The World on Wheels*?
- 2 How many countries has Albert visited?
- 3 Does he usually travel with someone else?
- 4 How does he make money when he's travelling?
- 5 What advantages are there to travelling in a wheelchair?
- 6 Where does he want to go next?

**9** Find words and phrases 1–5 in the text and match them with definitions a–e.

- |                   |  |
|-------------------|--|
| 1 disease         | a) alone                                     |
| 2 on his own      | b) being frightened                          |
| 3 fear            | c) illness                                   |
| 4 pick someone up | d) hurt someone                              |
| 5 harm            | e) stop and offer someone a lift in your car |

**10**  **INTERFACE** Work in pairs. Have you ever been on a long journey? Where did you go?

*Yes, I have. I travelled from New York to Los Angeles with my parents.*



Hitchhiking is legal in the UK, but not on motorways. It is not a common way to travel now.

# Grammar

## Present perfect simple vs. past simple

### present perfect vs. past simple

- a) He **has written** a book.
- b) Albert **has been** in a wheelchair since he was eight years old.
- c) First she **bought** the ticket, then she **got** on the train.
- d) In 2007 he **set off** for South America.

**1** Look at the sentences in the table. Which are present perfect and which are past simple?

**2** Match the sentences a–d in the table with uses 1–3.

- 1 Present perfect to talk about actions that began in the past and are still continuing in the present.
- 2 Present perfect to talk about past actions without saying when they happened.
- 3 Past simple to talk about completed actions at a definite time in the past.
- 4 Past simple to talk about actions which happened immediately one after the other in the past.



**3** Choose the correct words.

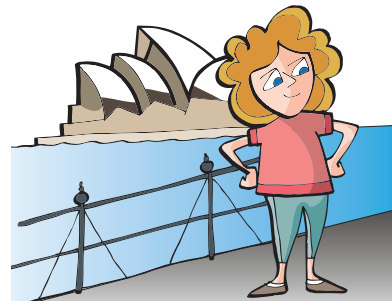
- 1 I **lived** / **have lived** in London when I was eight.
- 2 My uncle **visited** / **has visited** 26 countries.
- 3 My mum **set off** / **has set off** for New York at 6.30am.
- 4 Dave's in China. He **had** / **'s had** lots of adventures.
- 5 I **took** / **'ve taken** lots of photos when I was in Brazil.
- 6 My dad is in Paris. He **bought** / **'s bought** me a T-shirt.

**4** Write sentences using the present perfect or the past simple.

I / live / in New York / for three years. I love it here!  
*I've lived in New York for three years. I love it here!*

- 1 He / live / in Toronto / for a year / when he was younger.
- 2 I / go / to Hawaii / last summer. It was great.
- 3 We / never / read / David Beckham's book.
- 4 Alex / not be / to Los Angeles. He wants to go next year.
- 5 My mum / go / to Italy. She's coming back tomorrow.

**5** Complete the questions with the present perfect form of the verbs in brackets.



- 1 ... you ever ... (buy) any souvenirs?
- 2 ... you ever ... (visit) South America?
- 3 ... you ever ... (read) Albert Casals' book?
- 4 ... you ever ... (be) to Australia?
- 5 ... you ever ... (see) the pyramids in Egypt?

**6** Complete the questions with the past simple form of the verbs in brackets. Then match them with the questions in exercise 5.

- a) What ... you ... (buy)?
- b) Who ... you ... (see) them with?
- c) How many kangaroos ... you ... (see)?
- d) ... you ... (like) it?
- e) Which countries ... you ... (visit)?



We use **present perfect** to announce a piece of news and **past simple** to give more details about it.

**7** **INTERFACE** Work in pairs. Ask and answer the questions in exercises 5 and 6.

*Have you ever bought any souvenirs?*

*Yes, I have.*

*What did you buy?*

*I bought a T-shirt.*

**8** Complete the dialogue with the correct form of the verbs in brackets. Use the present perfect or the past simple.



**Jed** What are you reading?  
**Beth** I'm reading *Around the World in 80 Days*. (1) ... you ... (read) it?  
**Jed** No. Is it good?  
**Beth** Yeah. I (2) ... (read) it before, but I really like it.  
**Jed** Who's it by?  
**Beth** Jules Verne. He (3) ... (write) it in 1873.  
**Jed** Oh, I know him. I (4) ... (read) *Journey to the Centre of the Earth* a few years ago.  
**Beth** I (5) ... (see) the film of that one. (6) ... you ... (like) the book?  
**Jed** Yes, it (7) ... (be) great. You should read it. You know, I (8) ... (see) a TV programme called *Around the World in 80 Days* last year.  
**Beth** With Michael Palin? Yes, I remember it. He (9) ... (make) lots of travel programmes. They're really good.  
**Jed** He's really lucky. I (10) ... (never, be) to a foreign country.  
**Beth** Haven't you? I (11) ... (be) to lots. Last year I (12) ... (go) to Greece with my family.  
**Jed** Lucky you!

### Pronunciation

/ɜ:/ /i:/ /ʌ/

**a** Listen and repeat the words.

/ɜ:/ learned, heard, world, work  
 /i:/ eaten, seen, been, wheel  
 /ʌ/ drunk, encourage, country, love

**b** Listen and repeat the sentences.



## Listening Dream holidays



**9** Look at the pictures. What type of holidays do they show?

**10** Listen to the adverts and order the journeys.

- A family adventure holiday
- The Trans-Mongolian Express
- A Mediterranean cruise

**11** Listen again. Are the sentences true or false? Correct the false sentences.

- On a cruise you travel by ship.
- The cruise takes you to France.
- The Trans-Mongolian is a train journey.
- The Trans-Mongolian goes from Moscow to Beijing.
- On the family adventure you travel by plane.
- The family adventure holiday is in India.

**12** Listen again and choose the correct answers.

- How many countries does the cruise visit?  
 a) ten      b) three      c) six
- How can you get information about the cruise?  
 a) online      b) by phone      c) both
- Which other country does the train go through?  
 a) Thailand      b) Mongolia      c) Kazakhstan
- What can you ride in India?  
 a) a camel      b) a horse      c) a tiger
- Where can you stay for two nights in India?  
 a) a hotel      b) a palace      c) the Taj Mahal

**13** **INTERFACE** Work in pairs. Which journey do you think is the most interesting?

*The Trans-Mongolian because I love travelling by train.*



**Class portfolio 1 page 128**

Design a portfolio with the title "Our favourite sights." Work in small groups.



# Speaking At the station

## Listen



1 Look at the picture. Where are Rita and Megan?



2 Listen to the first part of Rita and Megan's conversation and answer the questions.

- 1 Why is Rita at the station?
- 2 How will they travel home?



3 Listen to the second part of the conversation. How many minutes late was the train?

4 Read and listen again. Check your answer.



So, how was the journey?

Oh, it was terrible. The train left (1) ... minutes late.

Oh, no! But did you get a good seat?

No, I didn't. There were no free seats. I had to stand.

What? Did you change trains at Birmingham?

Yes, I did. I got a seat from Birmingham to London.

Did you have anything to eat?

No. The bar was closed.

Oh, no. How terrible!

Yes. It was awful.

## Practise

5 Listen again and repeat the dialogue.

6 Match questions 1–4 with answers a–d.

- 1 How was the journey?
  - 2 Did you get a good seat?
  - 3 Did you change trains at Nottingham?
  - 4 Did you have anything to eat?
- a) No, the bar was closed.
  - b) No, it was direct.
  - c) It was OK.
  - d) Yes, I did. By the window.

## Functional language

### Describing a journey

How was the journey?  
It was a terrible journey.

Did you get a good seat?  
I had to stand.

Did you change trains at ...?  
It was a direct train.

Did you have anything to eat?  
The bar was closed.

## Speaking task

Write a new dialogue between you and a friend.



### Step 1

Choose a fact file or use your own ideas.

- Glasgow – Edinburgh**  
 Journey: Great. Coach left on time.  
 Seat: Yes. Very comfortable.
- Change: No. Direct.  
 Food: a chocolate muffin

- Liverpool – Leeds**  
 Journey: Terrible. Train left late.  
 Seat: No. Had to stand.
- Change: No. Direct.  
 Food: No. Bar closed.

### Step 2

Think about the questions you ask. Make notes.

- How was the journey?*
- Did you get a good seat?*
- Did you change ... at ...?*
- Did you have anything to eat?*

Think about the answers. Make notes.

- It was great / OK / terrible.*
- I had to stand.*
- It was direct.*
- The bar was closed.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Now practise your dialogues.



## Culture Famous journeys



### The California gold rush

The California gold rush started on 24th January 1848 when James W. Marshall discovered gold at Sutter's Mill in California. Soon, people in San Francisco heard stories about gold. In December 1848 James Polk, the president of the USA, told the world that there was gold in California. The gold rush began.

### California in 1848

When Marshall found the gold, California was very different from today. It wasn't an American state. It was a wild place and very difficult to travel to. San Francisco was just a small village. The land belonged to the Native Americans.

### The Forty-niners

The early gold-seekers were called 'forty-niners' because they started their journey to California in 1849. About 300,000 people travelled there between 1848 and 1855. About half came by ship from abroad and the other 150,000 walked to California, a journey of 2,400km across the USA.

### Effects of the gold rush

The gold rush changed California. The population of San Francisco grew from 1,000 in 1848 to 150,000 in 1870. People came from all over the world to live there. A railway line was built to join California to the rest of the USA. But not all the changes were good. The Native Americans lost their lands and many died from diseases like influenza which the Europeans brought with them.



### 7 Read and listen. Answer the questions.

- 1 Who was the first man to find gold?
- 2 Who did California belong to in 1848?
- 3 How did people travel to California?
- 4 How did the gold rush change California?

### 8 Do you know about a famous journey in Romania?



**Class portfolio 3 page 130**

Design a portfolio with the title "A journey around Europe." Work in small groups.

# Unit 6b

## Extreme adjectives

enormous  
tiny  
awful  
boiling  
amazing  
delighted

### Vocabulary



- 1 Look at the extreme adjectives in box A and match them with the adjectives in box B.

A terrifying amazing enormous exhausted  
delighted tiny awful freezing boiling

B happy big small good bad hot  
cold tired frightening



- 2 Listen, check and repeat.

- 3 Write the extreme adjective for each sentence.

I don't like flying. It's frightening.  
*terrifying*

- The journey was really bad.
- I love Greek food. It's good.
- My sister was tired when she came back home from New York.
- Mark was happy when he saw his hotel room.
- It's hot on this bus. Can I open a window?
- There were 300 people on our flight. The plane was big.
- The lunch on the plane was small. I'm still hungry.
- Put your coat on. It's cold outside.



- 4 Choose the correct words.

- I'm **tiny** / exhausted / freezing. I'm going to bed early.
- I really enjoyed my holiday. Athens was **amazing** / delighted / enormous.
- Oh no, I haven't drunk my coffee and now it's **boiling** / freezing / terrifying.
- Julie was **delighted** / tiny / exhausted with the souvenir I gave her.
- Our flat is **tiny** / exhausted / terrifying, but nice!
- We went up the Empire State Building in New York. It was **terrifying** / delighted / boiling.
- The journey was **enormous** / terrifying / awful. We arrived three hours late.
- That pizza's **brilliant** / enormous / freezing. You'll never eat all that.



## Reading

- 5 Look at the picture and the title of the text. What do you think the text is about?

- 6 Read and listen. Check your answer.

### Solo sailor

Mike Perham didn't have much time to celebrate his 17th birthday. Not because he had exams or was working, but because he was in the middle of the Indian Ocean. Mike has just become the youngest person to sail around the world solo. His amazing journey took him nine months and he sailed over 30,000 miles on his 50ft yacht, called *totallymoney.com*.

Mike had a lot of adventures on his trip. Sailing conditions in the Indian Ocean were brilliant, but he had to sail through enormous 50ft waves in the South Pacific after leaving New Zealand. He didn't have many problems with his boat. However, he had to stop in the Canary Islands, Portugal and Cape Town to repair his auto-pilot, the machine that sailed the boat while Mike slept. Fortunately, he didn't meet any whales or sharks!

Mike returned home to the UK exhausted, but ecstatic to be a world record holder. What was the first thing he wanted? Some steak and chips! Mike didn't have any fresh food on the boat, so he didn't eat a lot of fruit or vegetables while he was sailing. What an amazing and terrifying journey!



- 7 Read the text again. Answer the questions.

- Where did Mike celebrate his 17th birthday?
- What world record did Mike set?
- What was the name of his yacht?
- How big were the waves in the South Pacific?
- Why did Mike stop in the Canary Islands?
- What did Mike want when he returned home?

- 8 **CLASS VOTE** Do you think Mike was too young to sail around the world alone?



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar

## Expressing possibility and probability

### expressing possibility and probability

We use **could**, **may** and **might** when we believe something is possible:

It **could** be a snake.

It **may** be an animal.

He **might** be an animal smuggler.

We use **should** when we think something is probably true:

They **should** arrive by two o'clock.

#### 1 Rephrase the sentences using the modal verbs in brackets.

- Perhaps she'll phone later. (might)
- I'll probably be at home by 6 o'clock. (should)
- Perhaps I won't go out this evening. (may)
- She'll probably be here soon. (should)
- It's possible they usually tell the truth. (could)
- Perhaps he applies for this new job. (may)

#### 2 Match the modal verbs to their meanings.

- He could be the winner of the quiz show.
  - They should be relaxed after such a long holiday.
  - I may see Jane tonight.
  - We should see her there.
  - I might go to the cinema on Sunday.
- a They are probably relaxed after such a long holiday.
- b I think it's possible for me he's the winner of the quiz show.
- c I think it's possible to go to the cinema on Sunday.
- d It is probable that we'll see her there.
- e It is possible that I'll meet Jane tonight.

#### 3 Fill in the gaps with the correct verbs: *may, might, could, should*.

- There ... be a dog in that bag. It's moving.
- He ... be American. He speaks English.
- Ask John. He ... know the answer.
- This film is interesting. You ... like it.
- Jane is not answering the phone. She ... be at the library.

#### 4 Read sentences 1–5 and match them with deductions a–e.

- She speaks French and has a French passport.
- I think I saw him on television yesterday.
- It's probable that he lives in the countryside.
- It's possible that Sheila likes dogs.
- He is probably on duty today.

- That could be Sheila's dog.
- He should be at work.
- She may be French.
- He might be an actor.
- He should be a farmer.



#### 5 Look at the pictures of stolen items. Then complete the sentences with the correct modal verb.

- The mp3 player ... be Jane's. She likes listening to music.
- The sunglasses ... be Pete's. He thinks he lost them.
- The money ... be Jane's, but it ... be Pete's too.
- The camera ... be Pete's. He's got one.
- The book ... be Pete's or Jane's. They both love reading.
- The earrings ... be Jane's. She wears such jewellery.

#### 6 **INTERFACE** Think of a friend. What is he doing now? Write sentences giving evidence and using modal verbs. Then discuss your sentences with a partner.

What is Carlos doing now?

He may be on holiday, because he left on Sunday. He could be at the seaside.



## Writing

### A description of a journey

**1** Read and listen. Where is Kate?

**2** Read the email again and order the events.

- had to fly to Washington
- arrived at the hotel
- waited at the immigration desk
- the plane left London 1
- queued for a shuttle bus
- queued for a hotel

## Language focus

### Linkers

**First** we had to fly to Washington DC.

**Then** we had to wait for three and a half hours.

**Next** we queued for another two hours for a hotel.

**After that** we waited 45 minutes for the bus.

We **finally** arrived at the hotel at midnight.

**3** Look at the Language focus and complete the rules below with the words in bold.

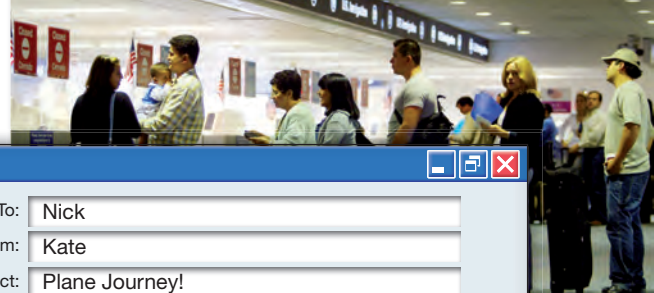
- We use ... to show the beginning of an event.
- We use ..., ..., and ... to show the order of events.
- We use ... to show the end of an event.

**4** Choose the correct words.

Have you ever been on a sightseeing bus tour? We went on one in New York last year. We set off from Broadway and (1) **next** / **first** we went to Times Square in the centre of Manhattan. (2) **Then** / **Finally** we drove up one side of Central Park and saw the Museum of Natural History. (3) **After that** / **Next** we went to Harlem and saw the Apollo Theatre. Michael Jackson sang there when he was young. (4) **After that** / **First** we drove down Park Avenue. Lots of famous people live there. The buildings are really beautiful. (5) **Then** / **Finally** we got off the bus by the Guggenheim Museum. It was brilliant!

**5 PERSONAL PROJECT** *Planning for a new country*

A new land has been discovered that has everything needed to sustain human life. No one has ever lived there before. There are no laws and no history. The whole class will be settling there. Work in small groups and give this country a name and list ten traditions. Each group presents their list and the whole class makes a "class list" that includes all the traditions mentioned. Discuss



To: Nick

From: Kate

Subject: Plane Journey!

Hi Nick,

Well, we've arrived – at last! What a journey! It was a nightmare! ☹️☹️☹️

The plane left London on time. The food was OK and the in-flight movies were excellent. I watched *Spiderman 4*. Have you seen it? It's great. 😊😊😊

But when we were only 30 minutes from New York there was a disaster! We couldn't land because of bad weather. First we had to fly to Washington DC. Then we had to wait for three and a half hours to get off the plane. Then we waited for an hour in the queue at the immigration desk. Next we queued for another two hours for a hotel. After that we waited 45 minutes for the shuttle bus to the hotel. We finally arrived at the hotel at midnight – eight hours after landing! And the restaurant was closed, so there was no food!

We're going to New York this morning, I hope. I'll send you an email when we get there.

Kate

the class list (e.g. what would happen if some traditions were excluded? How is this list different from the traditions in our country?).

**6** Write a short email (120–150 words) to a friend describing a journey.

## Writing a description

### Step 1 Plan

Think about the journey and make notes. Where were you going? Was it a good or bad journey? What happened?

### Step 2 Write

Write your first draft. Include an introduction, a description of where you were going, what happened and a closing phrase. Remember to use linkers to show the order of events.

### Step 3 Check

Check your work for errors. Have you used linkers?

### Step 4 Write

Write your final copy and hand in your work.

Further practice **Writing guide 6** page 122



# Science

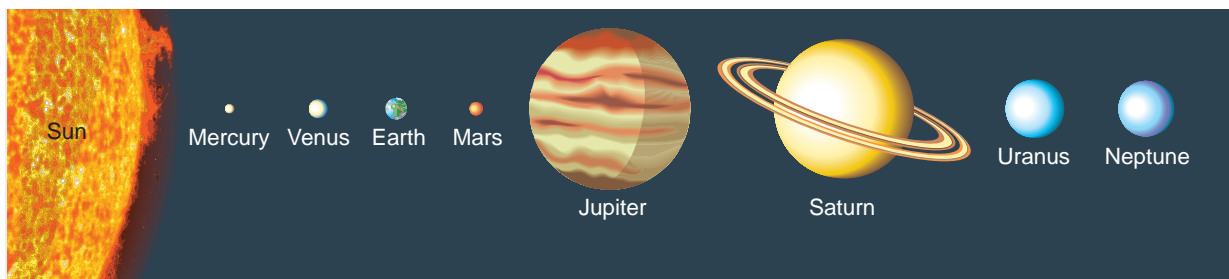
## The solar system

The term 'solar system' refers to the Sun and all the objects that travel around it. Experts believe that the solar system formed about 4.6 billion years ago. The Sun is at the centre of the solar system. The Sun isn't a planet. It is a star. The rest of the solar system consists of planets, moons, dwarf planets, asteroids, comets, space rocks and dust.

The Sun contains an incredible 99.8% of all the material in the solar system. It has a powerful gravitational force. That means that everything in the solar system travels

round, or orbits, the Sun. It takes approximately 365 days, or one year, for Earth to orbit the Sun once. While Earth is orbiting the Sun, it is also turning on its axis. One complete rotation takes 24 hours, or one day. Earth's axis isn't straight. It is at an angle of 23.5°. As a result, different parts of Earth receive different amounts of sunlight during the year. This creates the four seasons.

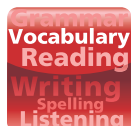
There are eight planets in the solar system. They are all named after Roman Gods, except Earth.



Read and listen. Answer the question.



How long does it take for Earth to orbit the Sun?



# Vocabulary guide

## Travel



send postcards



meet people



get on a train



have adventures



plan a journey



get off a coach



set off



come back home



arrive



buy a guidebook



buy souvenirs



pack a suitcase

## Extreme adjectives

big / enormous  
small / tiny  
good / amazing  
bad / awful  
frightening / terrifying

tired / exhausted  
happy / delighted  
cold / freezing  
hot / boiling





# Progress check

**1 Complete the sentences with the words in the box.**

postcard home suitcase journey  
souvenir adventures

- You haven't packed your ... . You're going to be late!
- My mum bought me a ... T-shirt in Venice.
- Paul sent me a ... from Australia.
- I planned a ... with my guidebook.
- Lucy had lots of ... when she went to Japan.
- I had such a great holiday that I didn't want to come back ...!

**2 Match adjectives 1–6 with extreme adjectives a–f.**

- |         |              |
|---------|--------------|
| 1 big   | a) awful     |
| 2 small | b) enormous  |
| 3 cold  | c) exhausted |
| 4 tired | d) amazing   |
| 5 good  | e) tiny      |
| 6 bad   | f) freezing  |

**3 Complete the sentences with the present perfect or past simple form of the verbs in brackets.**

- ... you ... (be) to Tunisia?  
Yes, I have. I ... (go) there in 2012. It was great.
- How long ... you ... (know) your best friend?  
Six years. We ... (meet) at primary school.
- ... you ever ... (read) a Harry Potter book?  
Yes, I have. I ... (not like) it.
- ... you ... (send) your dad a postcard?  
Yes. I ... (send) it yesterday.
- How long ... you ... (live) in your flat?  
Two years. We ... (buy) it in 2011.
- ... your brother ... (go) to Australia?  
Yes, he has. He ... (set off) two days ago.

**4 Choose the correct words.**

- Did you buy that t-shirt when you were on holiday? Yes, I ...  
a) was            b) have            c) did
- My brother can't drive. He ... his driving test.  
a) not passed    b) hasn't passed    c) has passed
- We ... to Portugal during the summer holidays.  
a) were            b) went            c) have been

- She ... to England but she wants to go there next summer.  
a) never was    b) has been            c) hasn't been
- How long ... your cat? It's very sweet.  
a) have you    b) have you had    c) did you have
- Have you ever eaten Japanese food? Yes, I ...  
a) have            b) did            c) ate

**5 Complete the sentences with the present perfect or past simple form of the verbs in brackets.**



- She has ... (live) in Tenerife for five years. She loves it there.
- My brother ... (go) to England last summer. He had a great time.
- My friends ... (not be) to Italy. They want to go there next year.
- ... you ... (buy) any souvenirs when you were in Paris?
- I ... (not see) the new film. Is it good?
- We're going to be late. The plane leaves in three hours and we ... (not pack) our suitcases!

**6 Fill in the gaps with the correct verbs: may, might, could, should.**

- He ... be Australian, I'm not sure.
- She ... be Ann's sister. They look quite similar.
- It ... be his book. I'm not sure.
- He ... like football. I can't remember.
- It's 7.30. We ... be a little late.
- It ... get very hot in August.

## Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	6 × 2 = 12
3	6 × 3 = 18
4	6 × 3 = 18
5	6 × 3 = 18
6	6 × 2 = 12
<b>Total</b>	<b>90</b>
<b>Granted points</b>	<b>10</b>
<b>Final score 100</b>	

## Module

# 7

# On screen



### In this module you will learn:

- |                   |  |
|-------------------|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Films</li><li>▪ Suffixes</li></ul>   |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Future tenses: <i>will, be going to</i>, present continuous, future continuous</li><li>▪ First conditional</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ The future of film</li><li>▪ Make a film in Hollywood!</li></ul>   |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ At the cinema</li><li>▪ Asking for and giving opinions</li></ul>   |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A film review</li><li>▪ Giving opinions</li></ul>  |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous films and film-makers</li></ul>   |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ Art: Animation</li></ul>   |

### Find the page numbers for:



A pair of huge hands

Young people in front of a cinema

The main characters of the film *Avatar*

#### Competences:

1.1; 1.2; 1.3; 2.1; 2.4; 3.2; 3.4; 4.2.



Unit  
**7a** Films



stunt  
plot script  
screen  
film star  
director  
award

## Vocabulary

**1** Look at the words in the box. Which words can you use to describe the pictures?

director stuntman / woman stunt  
film star script star in a film special effects  
producer plot soundtrack win an award  
release a film film a scene screen

**2** Listen and repeat.

**3** Copy and complete the table with the words in exercise 1.

people	verbs related to films	other film words
director	star in a film	stunt

**4** Complete the sentences with the correct form of the words and phrases in exercise 1.

The *director* wants to film the action scenes tomorrow.

- The ... is wonderful – the dialogues are great.
- The music is great, too – I love the ...
- Johnny Depp ... in the film. I hope he wins an ... at the next Oscars.
- A ... does all the dangerous scenes in a film instead of the actor.
- The ... in that science-fiction film are wonderful. They look really realistic.

**5** Listen to Dan, Megan and Rita. Match the speakers with the films.

- |         |                                 |
|---------|---------------------------------|
| 1 Dan   | a) <i>The Lord of the Rings</i> |
| 2 Megan | b) <i>Avatar</i>                |
| 3 Rita  | c) <i>The Simpsons Movie</i>    |

**6** **INTERFACE** Work in groups of three. Ask and answer the questions.

What's your favourite film?  
Why do you like it?



## Reading

**7** Read and listen to the text. Match predictions 1–5 with paragraphs A–E.

- All films will be 3D.
- People will stop watching films.
- There won't be any actors in the future.
- Films will be interactive.
- There will be 4D cinemas.

# THE FUTURE OF FILM

**What will films and cinemas be like in the future?**

**Here are our answers to your predictions!**

**A** Ever since the release of the extremely popular *Avatar* in 2009, 3D films have become more and more common. In 2011, there were more than 60 3D films released, and producers are planning many more for the next few years. In fact some directors, such as James Cameron and Steven Spielberg, are re-releasing 3D versions of some of their best known old films too. For example, you can now see classics like *Titanic*, *Indiana Jones* and *Top Gun* in 3D. The famous director Martin Scorsese released his very first 3D film in 2011 – the film was called *Hugo*, and it won 5 academy awards. Today, 3D films are so popular that many people even have special 3D televisions so they can enjoy these special effects at home as well as at the cinema.

**B** There are already interactive TV shows on the internet. You can choose what happens, help to write the dialogue and plot and even appear in a show! Will films ever be interactive? Who knows!

**C** Will computer-generated images of actors replace human actors? Computer programmers can create action scenes using digital actors – they are so realistic that audiences don't realize they aren't human. This new technology is very expensive, so film-makers have decided that they are only going to use it to film dangerous stunts and to re-film some scenes. They are not going to stop using real actors, so we'll definitely have human actors for many more years!

**D** Companies have already tried extra special effects inside the cinema such as smells and moving chairs without much success. People are more interested in realistic special effects on screen. Producers are investing a lot of money to create better special effects. For this reason, the special effects are going to get more exciting and realistic – but cinemas themselves probably won't change much.

**E** Since the first film in 1895, people have loved cinema. Audiences everywhere enjoy good stories and they want entertainment. Film technology will change and perhaps we'll all watch hologram films in a few years. But one thing is certain, people definitely won't stop watching films!



**8** Read the text again and choose the correct answers.

- 1 In the future, human actors will ...
  - a) disappear.
  - b) still exist.
  - c) work with robots.
- 2 There are ... more 3D films now compared to a year ago.
  - a) many
  - b) a few
  - c) not many
- 3 Interactive films ...
  - a) already exist.
  - b) will never be possible.
  - c) are only a possibility.
- 4 In the future, cinemas will ...
  - a) be similar to now.
  - b) be very different.
  - c) use special effects.
- 5 People ... films now.
  - a) still enjoy
  - b) prefer holograms to
  - c) don't want to watch

**9** Find words in the text that mean ...

- 1 well-known films (paragraph A)
- 2 people who watch the film (paragraph C)
- 3 odours (paragraph D)
- 4 lifelike (paragraph D)
- 5 performances that people enjoy (paragraph E)

**10**  **CLASS VOTE** Which paragraph do you think is most interesting?



In the past, people used the word *actor* for men and *actress* for women. Now, we usually say *actor* for men and women. What about in Romania?

# Grammar

## Future tenses

### Future simple: subject + will ('ll) + verb

+	Most films <b>will</b> probably <b>be</b> 3D. We'll definitely <b>have</b> human actors for many years.
-	Cinemas probably <b>won't change</b> much. People definitely <b>won't stop</b> watching films.
?	<b>Will</b> cinemas <b>be</b> different in the future? Yes, they <b>will</b> . / No, they <b>won't</b> .



Future simple is used for predictions about the future, with the verbs: *think, believe, expect, hope*, etc. the expressions *be sure, be afraid* and the adverbs *perhaps, certainly, probably, possibly*, etc.

### 1 Look at the sentences in the table and complete the rules below.

probably definitely main verb predictions

- We use *will* and *won't* to make ... about the future.
- We use ... when we are sure about something in the future and ... when we think something is likely.
- In the affirmative, *probably* and *definitely* come before the ..., but in the negative they come before *won't*.

### 2 Complete the sentences with the correct form of *will* and the verbs in brackets.

In the future, there *will be* (be) lots of programmes to create special effects.

- I don't think Spielberg ... (*direct*) that film.
- How many people ... (*watch*) the film on DVD?
- My friend probably ... (*not enjoy*) that film.
- ... (*they / release*) a CD of the soundtrack?
- I think that film ... (*win*) a lot of awards.

### *be going to*

+	James Cameron <b>is going to release</b> 3D versions of some old films.
-	They <b>are not going to stop</b> using real actors.
?	<b>Are</b> they <b>going to film</b> the stunts with actors? Yes, they <b>are</b> . / No, they <b>aren't</b> .

### 3 Match rules 1 and 2 with sentences a and b.

- We use *be going to* to talk about future plans and intentions.
  - We use *be going to* when there is evidence in the present for future events or actions.
- The actress has broken her leg so she is not going to star in the film.*
  - They are going to make this book into a film.*

### 4 Complete the sentences with the correct form of the verbs in the box. Use *be going to*.



(not) ask leave download travel give invite

- I love that song! I ... it to my phone right now.
- She ... round the world in her gap year before university.
- They ... her to sing because she's got a terrible voice.
- Jim ... because he didn't get the new job.
- ... you ... me your homework before tomorrow?
- I ... Paul to my birthday party.

### Future continuous: subject + will ('ll) be + verb + ing

+	I / You / He / She / It / We / They <b>will ('ll) be working</b> .
-	I / You / He / She / It / We / They <b>will not (won't) be working</b> .
?	<b>Will</b> I / you / he / she / it / we / they / <b>be working</b> ?

### 5 Match the sentences 1–3 with the rules a–c.

- This time next week, I'll be skiing in the Alps.
- Don't tell Eve about the party. I'll be seeing her later, so I'll give her the invitation.
- Will you be going to the market today? Can you buy me some carrots?

We use the future continuous:

- for actions which will definitely happen in the future, as the result of a routine or arrangement.
- when we ask about someone's plans for the near future, to find out if they can do something for us.
- for an action in progress at a stated time in the future.



Time expressions used with the future continuous: (*at*) *this time tomorrow / next week / month, soon, in a week / month, tomorrow, tonight, in three days*



**6** Complete the sentences with the correct form of the future continuous of the verbs in brackets.

- 1 This time next Monday, I ... (fly) to Rome.
- 2 Tomorrow morning Tom ... (cycle) to work.
- 3 In a week they ... (visit) the Louvre.
- 4 Don't call between 8.00 and 10.00. I ... (watch) a movie then.
- 5 At 2 o'clock next Sunday she ... (swim).
- 6 I ... (see) David at work later on today.



We use the **present continuous** for definite future arrangements:

*I'm meeting my friends at 7pm.*

We use the **present simple** for future actions when we refer to timetables, programmes:

*The plane takes off at 5 pm tomorrow.*

**7** Complete the sentences with the correct form of the verbs in brackets.

- 1 Tomorrow I ... (travel) to the festival by train.
- 2 ... you ... (give) me a lift to the station?
- 3 The play ... (start) at 7pm on Tuesdays and Fridays.
- 4 The train ... (leave) at 10am.
- 5 ... we ... (eat) before I leave?

**Pronunciation**

**Sentence stress and weak forms**

- a** Listen and repeat the sentences. Which two syllables have the main stress in each sentence? What happens to the words in blue?

I'm **going to** download that song.  
We're **going to** invite **them** to the party.  
They aren't **going to** buy a house.

- b** Listen and repeat the sentences.

**8** **INTERFACE** Work in pairs. Ask and answer questions about your plans for the weekend. Ask about Friday night, Saturday morning and Saturday night.

*Are you doing anything on Saturday morning?*



**Listening**  
**3D films**

**9** Look at the picture below. What 3D films have you seen?

**10** **INTERFACE** Work in pairs. Ask and answer the questions.

*Have you seen any 3D films? Which ones? Did you like them?*

*Yes, I have. I've seen Avatar and Alice in Wonderland. They were great!*

**11** What do you know about 3D films? Do you think the statements are true or false?

- 1 3D technology first appeared in 1994.
- 2 In 3D films, two images are combined into one image to create a sensation of depth.
- 3 The first 3D films were for children.
- 4 The film *Monster House* came out in 2007.
- 5 The film *Beowulf* was the second 3D film for adults.
- 6 Next year at least 15 3D films are going to be released.
- 7 Jane thinks that one day we'll be able to watch 3D films without glasses.
- 8 Jane believes there will never be cheap TVs that can show 3D films.

**12** Listen and check your answers.







# Speaking

## At the cinema

### Listen



- 1 Look at the picture. How often do you go to the cinema?
- 2  Listen to Dan and Rita's conversation. Complete the sentences with numbers.
  - 1 Rita asks for ... tickets.
  - 2 The tickets cost ... pounds in total.
  - 3 The film is on in screen ...
  - 4 Dan bought ... bars of chocolate.
- 3  Listen to Dan and Rita talking about the film. Did they both like it?
- 4 Read and listen again. Check your answer.



What did you think of the film?  
I thought it was brilliant!

Well, I thought it was rubbish.

But the special effects were awesome!

I suppose they were OK. But I thought the plot wasn't very good. What about you?

OK, it was a bit boring, but the actors were very good.

No, they weren't. They were terrible!

Did you like anything?

Yes, I loved the soundtrack.

Me too. It was incredible.

At least we agree about something!

### Practise

- 5 Listen again and repeat the dialogue.
- 6 Order the words in the box from best to worst.

OK   rubbish   brilliant   very interesting  
a bit boring

### Functional language

#### Asking for and giving opinions

What did you think of ...?  
Did you like ...?  
What about you?  
I thought the actors were brilliant.  
The special effects were very good.

## Speaking task

Write a new dialogue between you and a friend.



### Step 1

What type of films do you prefer? Choose one of your favourite films to talk about.



### Step 2

Think about the questions you ask.

*What did you think of ...?*

*Did you like ...*

*the plot?*

*the soundtrack?*

*the actors?*

*the special effects?*

Use adjectives to show how strongly you and your partner felt.

*The plot was brilliant.*

*The soundtrack was a bit boring.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Now practise your dialogues.



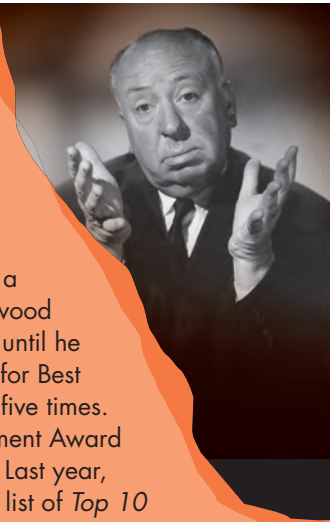
## Culture

### Famous films and film-makers



## Alfred Hitchcock

Hitchcock was born in the UK in 1899 and he became one of the most famous and influential directors in the world. He started his career as a director in 1925. He moved to Hollywood in 1939 and continued to make films until he died. Hitchcock never won an Oscar for Best Director, although he was nominated five times. However, he received a Life Achievement Award from the American Film Institute (AFI). Last year, four of his films appeared in the AFI's list of *Top 10 Mystery Films of All Time*. In 1980 he was given a special award by Queen Elizabeth and became Sir Alfred Hitchcock.



### Hitchcock's films

Hitchcock is famous for his suspense and mystery films. He made 53 films including *Vertigo*, *Psycho*, and *The Birds*. Hitchcock made a short appearance in all his films from 1938 onwards. Audiences love trying to find him in the films.



**7**  Read and listen. Answer the questions.

- 1 Who was Hitchcock and why is he famous?
- 2 Did he win any Oscars?
- 3 What awards did he win?
- 4 Did he appear in any of his films?

**8** Who is a famous film-maker from your country?

**9 PERSONAL PROJECT** Imagine you are one of the characters in a mystery film.

You are supposed to drink an invisibility potion to help the people in need.

What are you going to do after drinking it?

# Unit 7b

## Suffixes


argument  
excitement  
enjoyment  
education  
connection

### Vocabulary

- 1** Copy and complete the table with the verbs in the box. Then make the verbs into nouns by adding the suffixes *-ion* or *-ment*.

suggest develop equip predict advertise  
educate enjoy possess argue decorate  
connect excite inform compete

verbs	nouns
<i>suggest</i>	<i>suggestion</i>
<i>develop</i>	<i>development</i>

- 2**  Listen and repeat.
- 3** Complete the sentences with nouns from exercise 1.


I don't know what to write in the script. Have you got a good *suggestion*?

- You need a lot of e... to make a film.
- What is the c... between these two things?
- I think e... is important. I want to get a good job, so I study a lot.
- Can you send me some i... about the film course?
- I get a lot of e... from reading – I love it!

- 4** Complete the questions with nouns from exercise 1.

What's your favourite *possession*?

- What's the funniest ... on TV in your opinion?
- Do you put up ... at Christmas?
- When was the last time you had an ...? Why did you argue?
- Do you need any special ... to go camping?

- 5**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.

What's your favourite possession?

My favourite possession is a T-shirt with Brad Pitt's autograph on it.

Word  
**Tip**

Use your dictionary to find out how the suffix *-less* changes the meaning of these nouns: *use, help, job, home*.



## Reading

- 6** Before you read, look at the title of the text and the pictures. Choose the correct words.
- Fresh Films* has a competition for teenagers / directors.
  - The winners make a film with new actors / Hollywood stars.

- 7**  Read and listen. Check your answers.

- 8** Read the text again. Are the sentences true or false? Correct the false sentences.

- This is the first year *Fresh Films* has organized the competition.
- Dominic Monaghan will appear in a film made by the winners this year.
- Gina's parents think she should go to university, not to a film school.
- All of the films made by teenagers have been in film festivals.



## Make a film in

Many teenagers only dream of making a film or becoming the next big name in Hollywood. However, *Fresh Films* gives some the opportunity to do exactly that! *Fresh Films* wants to give teenagers practical experience in film-making, and give them the training, equipment and connections to make their dreams come true. They believe in teenagers' talent and potential, so every year they organize a special competition.

The competition is open to anyone aged 13–18. All you have to do is explain why the organizers should choose you. If they choose you, you'll spend a week in Hollywood and you'll produce, film and edit films with real Hollywood film stars! This year, *Lost* star Dominic Monaghan and Bobb'e J. Thompson (from *30 Rock*) are just two of the actors you could work with.

Sixteen-year-old Gina has always wanted to be a film-maker and



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar

## First conditional

if clause	main clause
If I <b>win</b> ,	they'll <b>let me go</b> to a film school.
If I <b>don't win</b> ,	I <b>won't give up</b> .

**9** Look at the rules below. Then find more examples of conditional sentences in the text.


- We use the present tense in the *if* clause and the future simple in the main clause.  
*If he runs, he'll get there in time.*
- We use the first conditional to talk about future possibility.
- We can change the order of the clauses:  
*If you win, you'll become famous.*  
*You'll become famous if you win.*
- When the *if* clause comes first, we use a comma.

**10** Choose the correct words.

- If you go to the cinema, you **enjoy** / **will enjoy** the film.
- It's raining. You will get wet if you **don't take** / **won't take** an umbrella.
- If I **have** / **will have** enough money, I'll buy the film soundtrack.
- We'll watch a film later if we **finish** / **will finish** our homework.
- What **do you do** / **will you do** if Sam arrives late?
- If Jackie **has** / **will have** enough time, she'll go to the supermarket.

**11** Write first conditional sentences and questions. Use a comma where necessary.


- we / be late / if / we / not hurry.  
*We will be late if we don't hurry.*
- if / we / go to the cinema tonight / Sarah / come / with us?
  - if / I / go to bed late / I / be tired tomorrow.
  - they / miss the train / if / they / not leave before 6pm?
  - if / they / study a lot / they / not fail the exam.
  - you / see / lots of film stars at the ceremony / if / you / be lucky.

**12** Complete the text with the correct form of the verbs in brackets. 

'What *will you do* (you/do) if you (1) ... (pass) all your exams?' Ben asked.  
'If I (2) ... (pass) my exams, I (3) ... (go) to university. If I (4) ... (go) to university, I (5) ... (get) a good job. If I (6) ... (get) a good job, I (7) ... (earn) a lot of money. If I (8) ... (earn) a lot of money, I (9) ... (be) famous. And I (10) ... (feel) great if I (11) ... (be) famous!' Sally said.  
'Well,' Ben said. 'You should start studying now. If you (12) ... (not start) now, you (13) ... (not pass) the exams, and none of that (14) ... (happen)!'

**13** Complete the sentences so they are true for you.

- If the weather is good next weekend, ...
- If I pass all my exams, ...
- If my teacher gives us a lot of homework tomorrow, ...
- If I don't have anything to do later, ...
- If I receive some money for my next birthday, ...

**14**  **INTERFACE** Work in pairs. Ask and answer questions about the sentences in exercise 13.

 **Grammar guide page 157**

# Hollywood!

she hopes to be one of the lucky winners. 'If I am successful, I'll get to work with professionals. It's a fantastic opportunity! I really want to go to film school, but my parents want me to go to university. They'll let me go to film school if I win, I'm sure. If I don't win, I won't give up, though! I'll keep trying!'

Since it started in 2002, Fresh Films has produced over 80 films and shown films at over 20 festivals. Some of the past winners now have careers in film.

So, what are you waiting for?

There's still time to apply!


You never know, you could soon be on your way to Hollywood!





## Writing A film review



**1**  Read and listen. Does the writer like the film?

**2** Read the review again and match descriptions 1–4 with paragraphs A–D.

- 1 Conclusion: your opinion and recommendation
- 2 Information about what was good about the film and what was the best thing
- 3 Introduction: general information, director's name, actors' names, when the film came out
- 4 Information about the story



### My favourite film

- A** One of my favourite films is *Avatar*. It's a science-fiction film that came out in 2009. The director was James Cameron and he wrote the script too. The main actors are Sam Worthington, Zoe Saldana and Sigourney Weaver.
- B** The plot is set in the future in 2154 on another planet, Pandora. The local people, the Na'vi, are in danger when humans want to build on their land. There is a war between the humans and the Na'vi. However, for me, it is also a love story.
- C** The actors were very good. I thought the soundtrack (by James Horner) was also amazing. I think the best thing about the film is the computer-generated images – they are really fantastic. It's a 3D film and you really feel like you are part of the action.
- D** In my opinion, *Avatar* is a brilliant film. The special effects are fantastic and it also makes you think. I would recommend it to everyone.

## Language focus

### Giving opinions

One of my favourite films is *Avatar*.

For me, it is also a love story.

I think the best thing is the computer-generated images.

In my opinion, *Avatar* is a brilliant film.

**3** Look at the Language focus. Translate the words in bold into your language.

**4** Order the words to make sentences.

- 1 I / very / the / was / script / funny / thought .
- 2 romantic comedy / It / a / is / but / makes / you / it / think / really .
- 3 I / think / the / thing / was / the plot / best / about / the film .
- 4 to / recommend / I / it / everyone / would .
- 5 it / a / fantastic / In / opinion, / film / my / is .

**5** Write a film review (120–150 words) about a film you have seen recently.

## Writing a film review

### Step 1 Plan

Choose a film. Think about the setting, plot, actors, soundtrack and special effects.

### Step 2 Write

Write a first version. Organize your information into four paragraphs.

### Step 3 Check

Check your writing for errors. Have you given your opinion?

### Step 4 Write

Write your final copy and hand in your work.

**6 PERSONAL PROJECT** *The journey of a legendary character*

Select your favourite fragments from a legend, choose your preferred music from the Internet and draw a map of the journey according to the story. Write about the most interesting events.



Further practice **Writing guide 7** page 124



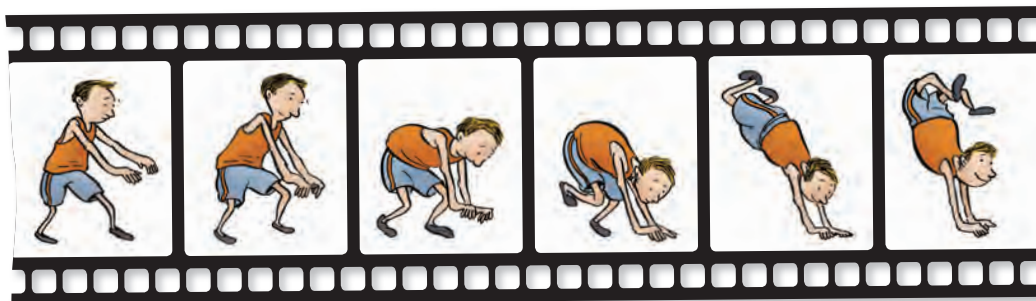
# Art Animation

Everyone has seen animated films or cartoons, but have you ever wondered how they are made? To begin with, cartoons are a series of drawings or frames. Each frame is different, but only in a very small way. For example, imagine a stick figure whose hand changes position over six frames.

When the frames are presented one after another very quickly, the stick figure waves its hand. This is animation, which literally means 'bringing to life'. However, the hand

doesn't actually move. It just appears to move. This is because of an optical illusion called persistence of vision. Experts believe that an image persists in your vision for a split second after the original image has disappeared.

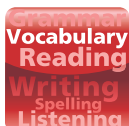
Making an animated film is an incredibly long and laborious process. If you need 24 frames to film a second of a film, you can imagine how long it takes to make a full-length animated film like *Toy Story*!



Read and listen. Answer the question.



What does the word 'animation' mean?



## Vocabulary guide

### Film



director



stuntman / woman



stunt



film star



script



soundtrack



special effects



producer



plot



star in a film



win an award



release a film



film a scene



screen

### Suffixes

decoration  
suggestion  
education  
possession

connection  
information  
competition  
prediction

development  
equipment  
advertisement  
enjoyment

argument  
excitement





# Progress check

## 1 Complete the sentences with the words in the box.

script plot soundtrack screen  
special effects awards

- 1 Can you move your head? I can't see the ...
- 2 Who wrote the ... for that film? The dialogue is really funny.
- 3 Meryl Streep has won many ..., including two Oscars.
- 4 The ... of the film was confusing. It's a very complicated story.
- 5 The music in the film was great. I loved the ...
- 6 The scenes with the ... were very realistic.

## 2 Complete the sentences with the correct form of the words in brackets.

- 1 I didn't agree with him and we had an ... (argue) about it.
- 2 If you need any more ... (inform), just ask me.
- 3 What is your favourite ... (advertise) on TV?
- 4 Scientists are working on the ... (develop) of the new invention.
- 5 Has anyone got a good ... (suggest) about where to go tonight?
- 6 There was great ... (excite) when they announced the film's release.

## 3 Complete the sentences with the correct form of will.

- 1 Where do you think you ... (live) in the future?
- 2 That film definitely ... (not win) an award. It was terrible!
- 3 Do you think they ... (make) another film together?
- 4 Perhaps they ... (film) those scenes in Scotland, I'm not sure.
- 5 ... (he / write) the music for the film?
- 6 People ... (not buy) the DVD. It's too expensive.

## 4 Order the words to make sentences and questions.

- 1 going / be / hot / It's / to / today .
- 2 they / to England / Are / to / going / fly ?
- 3 not / going / tonight / I'm / go out / to .
- 4 you / What / next weekend / to / are / do / going ?

- 5 going / stay / Where / you / to / on holiday / are ?
- 6 is / He / to / not / going / Chinese / study .

## 5 Choose the correct words.

- 1 What do you say / will you say if they ask / will ask your opinion about the film?
- 2 If I have / will have enough money, I buy / will buy the DVD.
- 3 Their parents don't be / won't be happy if they don't pass / won't pass the exam.
- 4 If they don't leave / won't leave now, they are / will be late.
- 5 Do you go / Will you go to the concert if there are / will be any tickets?
- 6 I phone / will phone you if I remember / will remember.

## 6 Put the verbs in brackets into the future simple or the future continuous.

- Susan What about going to the cinema?  
Alice I'd love to. I (1) ... (phone) you tonight and we can speak about that.  
Susan Do you think that Patricia wants to come with us ?  
Alice That would be great ! I (2) ... (see) her for lunch so I (3) ... (ask) her then.  
Susan OK. I (4) ... (probably / buy) tickets online.  
Alice Great! At this time tomorrow we (5) ... (watch) our favourite actor.  
Susan And we (6) ... (eat) the best popcorn!

## Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	6 × 3 = 18
3	6 × 3 = 18
4	6 × 2 = 12
5	6 × 2 = 12
6	6 × 3 = 18
Total	90
Granted points	10
Final score 100	





Module

8

# Good friends



## In this module you will learn:

- |                   |  |
|-------------------|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"><li>▪ Making friends</li><li>▪ Verb and noun collocations</li></ul>                        |
| <b>Grammar</b>    | <ul style="list-style-type: none"><li>▪ Obligation, necessity and prohibition</li><li>▪ Time adverbs, time clauses</li></ul> |
| <b>Reading</b>    | <ul style="list-style-type: none"><li>▪ Making friends at home and abroad</li><li>▪ Questionnaire</li></ul>                  |
| <b>Speaking</b>   | <ul style="list-style-type: none"><li>▪ A party</li><li>▪ Describing people</li></ul>  |
| <b>Writing</b>    | <ul style="list-style-type: none"><li>▪ A formal letter</li><li>▪ Linkers of addition and contrast</li></ul>                 |
| <b>Culture</b>    | <ul style="list-style-type: none"><li>▪ Famous friendships</li></ul>   |
| <b>CLIL</b>       | <ul style="list-style-type: none"><li>▪ ICT: e-Commerce</li></ul>  |

**Competences:**  
1.2; 1.3; 2.3; 2.4; 3.2; 3.3; 4.1; 4.2.

Find the page numbers for:



- A girl waving
- People on the stairs
- Children on a roller-coaster




be late  
tell jokes  
shake hands  
arrive early


## Vocabulary


- 1 Match six of the phrases to the pictures.  
How do you say them in your language?

bring a present be late click your fingers  
interrupt a conversation jump a queue  
tell jokes arrive early take off your shoes  
shake hands be polite be rude  
point at someone



- 2  Listen and repeat.
- 3 Which of the actions in exercise 1 have you done today?
- 4 Choose the correct words.
- 1 I was late / interrupted their conversation / kissed my mother because I woke up late.
  - 2 He asked me to tell a joke / take off my shoes / jump the queue because they were dirty.
  - 3 I arrived early / shook hands with / was rude to David Beckham. He was really friendly.
  - 4 I told a joke / took off my shoes / clicked my fingers, but nobody laughed.
  - 5 He was late / brought a present / arrived early, so he helped us cook dinner.
  - 6 My teachers were talking so I couldn't take off my shoes / be polite / interrupt their conversation.
  - 7 Don't tell a joke to / click your fingers at / shake hands with the waiter. It's very rude.
  - 8 He jumped the queue / told a joke / pointed at her because he wanted to get on the bus first.

- 5  Listen to Megan and Dan. Who has Dan shaken hands with?

- 6  **INTERFACE** Work in pairs. Have you ever shaken hands with someone famous?

*Yes, I have. I met the king when he visited our school.*

# Making friends at home and abroad

Are you going on an exchange this year? Are you going to stay with a host family? Do you want to make new friends? Then you need to know how to be polite, because being polite is different in different countries.

**A** When you meet new people in Spain or France, you usually kiss women twice on the cheek. Men shake hands. People in the UK are more formal, so you should shake hands when you meet a stranger.

**B** In the UK you don't have to bring a present, like flowers or chocolates, but people will think you are very polite if you do. In Germany, Austria and the UK you mustn't be late. It's very rude. In Mexico you should be late – it's normal. In the USA you mustn't arrive early. In central Europe and Scandinavia you must take your shoes off when you arrive, so always wear clean socks.


**C** You mustn't click your fingers in a restaurant in the UK. In China you must never click your fingers anywhere – it's very rude. However, it's OK to burp in China, in fact it's polite, but in most European countries you mustn't. In France you shouldn't tell jokes at dinner. The French take eating seriously.

**D** In some countries it's OK to interrupt a conversation, but you shouldn't in the UK or the USA. You should wait until the other speakers have finished, especially if they are older than you.

Wherever you go, have fun. And remember: if you want to make friends, be polite!




## Reading

**7**  Read and listen. Match headings 1–4 with paragraphs A–D.

- 1 Chatting
- 2 Visiting someone's house
- 3 Having a meal
- 4 Meeting people

**8** Read the text again and answer the questions.

- 1 What should you do when you meet someone for the first time in the UK?
- 2 In which country is it a good idea to take a present?
- 3 In which country is it acceptable to burp?
- 4 Can you interrupt a conversation in the USA?

**9**  **INTERFACE** Work in pairs. What other cultural rules do you know?

*In India, you should only eat with your right hand.*



**10** **PERSONAL PROJECT** *Breaking news!*  
*Good bye, fish and chips!*

Write a piece of news about changing trends in English dining. Surf the Internet to find a new menu for the new eating habits. Advertise the new menu.

# Grammar

## Obligation, necessity and prohibition

### obligation / necessity

You **must** stop when the traffic light is red. (You are **obliged** to stop!).  
I **must** finish my project by tomorrow. (The speaker decides that something is **necessary**).

### prohibition

You **mustn't / can't** park here. (It is **forbidden**).

**1** Look at the sentences in the table. Complete the rules with the words in the box.

obligation    necessity    prohibition

- We use *must* or *have to* to show ... . The speaker thinks something is very important.
- We use *have to* to show ... . The speaker thinks something is necessary.
- We use *mustn't* to show ... . The speaker thinks it is very important not to do something.



We use *must* when the speaker decides that something is necessary. We use *have to* when somebody else, other than the speaker, has made the decision.

*I must do my homework.* (The speaker decide)  
*I have to do my homework.* (Somebody else has decided.)

**2** Choose the correct words.

### Rules for summer camp

- You **mustn't / must** be polite to the monitors.
- You **must / mustn't** take expensive gadgets.
- You **mustn't / must** talk in bed. People need to sleep.
- You **mustn't / must** make your bed.
- You **must / mustn't** look after the key to your room.
- You **must / mustn't** be late. Classes start at 8.30am.



To express obligation and necessity in the past and in the future we usually use the verb *have to*.

*I had to* take off my shoes. (obligation)

*He didn't have to* wait long. His parents were there in five minutes. (necessity)

*I will have to* do my homework. (obligation)

*Will I have to* buy tickets in advance? (necessity)

**3** Complete the dialogue using *must*, *have to*, *don't have to* or *mustn't*.

**Jim:** Can I go shopping this weekend?

**Mum:** Yes, but there are some rules. You (1) ... stay with your friends. You (2) ... go anywhere on your own.

**Jim:** No, Mum.

**Mum:** And you (3) ... ride your bicycle into town, because there aren't any buses on Saturday.

**Jim:** Yes, Mum.

**Mum:** And you (4) ... lose your keys or your new jacket.

**Jim:** Yes, Mum.

**Mum:** And you (5) ... phone me when you arrive.

**Jim:** OK, Mum.

**Mum:** But you (6) ... buy me a present – only if you want to!

**Jim:** Thanks, Mum!

**4** Listen, check and repeat.

### obligation

**Do I have to** bring a present?  
Yes, you do. / No, you don't.

**5** Look at the question in the table. Do we use *have to* or *must* to ask questions about obligations?

**6** Write questions using *have to*.

young people / be / polite?

*Do young people have to be polite?*

1 you / be home / before midnight?

2 do / your homework / tonight?

3 your dad / get up early / on Saturday mornings?

4 visitors / bring presents / in your country?

5 you / take off your shoes / at home?

**7** Choose the correct words.

### My sister and my best friend

I'm really lucky because I (1) **mustn't / don't have to** wait to talk to my best friend at school. My best friend is my older sister, Karen, and we share a bedroom. However, we do have some rules. For example, there are borrowing rules. I (2) **mustn't / must** borrow her clothes and she (3) **has to / doesn't have to** ask me when she wants to use my mp3 player. We also (4) **have to / must** have other rules for our bedroom. We both (5) **mustn't / must** keep our stuff tidy. We have one more rule. Because Karen's older than me, she (6) **doesn't have to / mustn't** go to bed when I do, but when she comes to bed, she (7) **must / mustn't** wake me up if I'm asleep! Luckily she's really kind, so she never does. I (8) **must / don't have to** be more like her!



**8** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 6.

*Do young people have to be polite?*

### Pronunciation

/aɪ/ /ɪ/ /ʊ/ /ɔɪ/

**a** Listen and repeat the words.

- /aɪ/ write, polite, why
- /ɪ/ click, fingers, England
- /ʊ/ book, should, would
- /ɔɪ/ point, boy, coin

**b** Listen and repeat the sentences.

**Grammar guide** page 158



## Listening My gang

**9** Listen and choose the correct words.

- 1 Harry has got a **best friend / a group of friends**.
- 2 Maria has got a **best friend / lots of different friends**.

**10** Listen again and choose the correct answers.

- 1 Harry and his friends like ...
  - a) going to parties.
  - b) playing basketball.
  - c) drawing and painting.
- 2 What is Alex like?
  - a) approachable and sociable
  - b) funny
  - c) quiet and creative
- 3 To join Harry's group of friends you must ...
  - a) love football.
  - b) support Manchester United.
  - c) support Liverpool.
- 4 What music do Harry and his friends like?
  - a) dance music
  - b) hip hop
  - c) fast guitar music
- 5 Maria has lots of friends from ...
  - a) secondary school.
  - b) lots of different places.
  - c) primary school.
- 6 Marcus and Amelia are Maria's friends from ...
  - a) school.
  - b) the beach.
  - c) her neighbourhood.
- 7 Maria believes friends ...
  - a) have to see each other every day.
  - b) should see each other every day.
  - c) don't have to see each other every day.
- 8 For Maria, it is important that her friends are ...
  - a) creative.
  - b) funny.
  - c) honest.





**11** **CLASS VOTE** Is it important that your friends like the same things as you?



# Speaking A party

## Listen



- 1 How often do you go to parties? Do you think they are a good way to meet people?
- 2  Listen to Rita, Megan and Dan. Whose party did Dan go to?
- 3  Listen to Dan talking about someone he met at the party. Answer the questions.
  - 1 Who did Dan meet?
  - 2 Where is she from?
  - 3 What is she like?
- 4 Read and listen again. Check your answers.

So, what was the party like?

It was fantastic. I met this girl called Greta. Look at my photos.

Greta? Where's she from?

She's Norwegian, but she's lived here for years.

So, what's she like?

She's friendly and funny.

And what does she look like?

What does she like doing?

Tall, slim and blonde. And we've got a lot in common.

She likes playing tennis and watching films. Just like me.

## Practise

- 5 Listen again and repeat the dialogue.
- 6 Look at the sentences. Do they describe personality (P), appearance (A) or hobbies (H)?
  - 1 She's very creative and lively.
  - 2 He's not very tall and he's quite good-looking.
  - 3 They like going jogging and reading books.
  - 4 She's got blue eyes and long brown hair.
  - 5 He's very energetic and approachable.
- 7 Write a short entry on the class blog, describing your birthday party. Don't forget to add pictures.

## Functional language

### Describing people

What's she like? (*personality*)

She's really friendly and funny.

What does she look like? (*appearance*)

She's very pretty. She's tall and slim.

What does she like doing? (*preferences*)

She likes playing tennis and watching films.

## Speaking task

Write a new dialogue between you and a friend.



### Step 1

Choose a fact file or use your own ideas.

- Name: Bobby
- Nationality: Australian
- Personality: generous and shy
- Appearance: medium height, brown eyes, short brown hair, very good-looking
- Hobbies: surfing and playing computer games



- Name: Julia
- Nationality: German
- Personality: lively and energetic
- Appearance: quite short, blue eyes, long black hair
- Hobbies: playing tennis and doing voluntary work



### Step 2

Think about the questions you ask.

*What's she / he like?*

*What does she / he look like?*

*What does she / he like doing?*

Think about the answers.

*She's kind and ...*

*He likes computer games.*

*She's got short dark hair.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs or groups. Now practise your dialogues.



## Culture Famous friendships

### Rolls-Royce



Rolls-Royce cars are famous all over the world. Rich celebrities drive them. Elvis Presley had one. David Beckham has one. Michael Jackson had five! But who were Rolls and Royce?

#### Henry Royce

Henry Royce was born in 1863. He was from a poor family and he started work when he was only 10 years old. He worked very hard and became a successful engineer. He started the engineering company F.H. Royce & Co. in Manchester in 1884. He died in 1933.



#### Charles Rolls

Charles Rolls was from a rich aristocratic family. He was born in 1877 and studied engineering at Cambridge University. He was a famous adventurer and a hot-air balloonist. He died in a plane accident in 1910.



#### Friends

Rolls and Royce met in 1904. Although they were very different, they became friends. Rolls knew that Royce was a brilliant engineer and thought his cars were the best in the world. Royce realized that Rolls was an excellent salesman and that he would make the cars successful. In 1906 they started the Rolls-Royce Company. The first Rolls-Royce cost £395 (about €475). Today, a new car will cost you over €300,000.



8  Read and listen. Answer the questions.

- 1 What was Rolls famous for?
- 2 What was Royce good at?
- 3 How much did the first Rolls-Royce car cost?

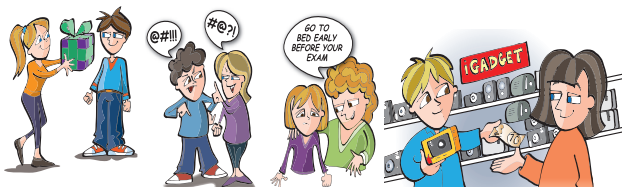
9 Are there any famous friendships in Romania?

# Unit 8b

## Verb and noun collocations

spend time  
have fun  
tell lies  
give advice

### Vocabulary



- 1 Match the verbs in the box with the pictures. How do you say the phrases in your language?**

give advice   receive advice   spend time  
have an argument   tell lies   tell the truth  
spend money   have fun   give presents  
receive presents

- 2**  Listen and repeat.

- 3 Choose the correct words.**

- I love spending **money on / time with** my neighbour. We always have **an argument / fun**.
- I've tried to give my sister **presents / advice**, but she never listens to me.
- My cousin always tells me **the truth / lies**. She's extremely honest.
- John spent a lot of **money / time** on my birthday present. He's very generous.
- My brother told me a **lie / the truth** last night and we had a terrible **fun / argument**.
- He got a great **advice / present** from his uncle – a leather jacket.

- 4 Complete the sentences with verbs from exercise 1.**

Do you ever *give* advice to your friends? What about?

- When did you last ... an argument with a friend?
- Is it ever OK to ... a lie?
- How much time do you ... with your parents at the weekends?
- What presents did you ... for your last birthday?
- What are you going to do to ... fun this weekend?



## Reading



### Questionnaire

- 1 If you wanted to make friends with a new student in class, would you ...**



- give him / her a present?
- ask him / her to join in your study group?
- ask a friend to talk to him / her?

- 2 If it was your best friend's birthday, would you ...**



- do nothing?
- give her / him a present?
- make her / him a cake?

- 3 If you didn't like your friend's brother / sister, would you ...**



- do nothing. They're family.
- tell your friend the truth?
- ask your friend to stop spending time with his / her brother / sister?

- 4 If your friend told you a lie, would you ...**



- do nothing. It's not important.
- ask him / her to tell you the truth?
- wait for him / her to apologize?

- 5 If you had an argument with your best friend, would you ...**



- apologize immediately?
- start spending time with your other friends instead?
- give him / her a present?

- 5**  Read and listen to the questionnaire. Choose the best title.

- Friends or family – what's more important?
- You mustn't tell lies!
- Friends – what would you do?

- 6 Read the questionnaire again and choose the best answers for you. Work in small groups and compare your answers. Do boys and girls think the same?**



nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

# Grammar

## Time adverbs

### Language focus

#### Time adverbs

expressing a sequence of events:  
*afterwards, before, eventually, formerly, previously, soon*

Shortly **afterwards** he met her again.



**1** Complete the following sentences using the words in the box.

before eventually formerly previously soon

- I'm going to see Sarah ...
- ... I have made up my mind.
- I think we've met ...
- Namibia, ... known as South West Africa, is a picturesque country.
- The book contains a number of photographs not ... published.



Adverbs of time are usually placed at the end of a sentence. However, if you want to give more emphasis on the time, they can be placed at the beginning.

*I visited Napoli. Afterwards, I went to Rome.  
I will fly to Brussels soon.*

**2** Choose the correct time expression.

- I always brush my teeth **after** / **before** I go to bed.
- She goes to the gym **while** / **as soon as** she finishes school.
- She hasn't called me **since** / **until** Monday.
- I answer my emails **before** / **while** I leave for school.
- The book contains photos not **previously** / **afterwards** published.



**Grammar guide page 158**

## Time clauses

Main clause  
present / future /  
imperative

Time clause  
present simple or  
present perfect

The flowers *appear*

*I will call you*

*Buy some bread*

*You can have the newspaper*

**when** the spring comes.

**as soon as** I get home.

**before** you get home.

**once** I have read the news.

**3** Look at the table above and identify the time expressions which introduce time clauses. Look at the Grammar guide for more time expressions.



Time clauses are introduced with the following time conjunctions: *when, as, while, before, since, after, until, till, by the time, as soon as*, etc.

– We use present simple or present perfect, not future, after all these time expressions:

*I will relax after I finish I have finished cleaning the house.*

– When the time clause precedes the main clause, a comma is used:

*Whenever he misses us, he calls.*

*He calls whenever he misses us.*

**4** Identify the main clause and the time clause in each sentence. Add a comma where necessary.

- While you are dusting the furniture you can listen to music.
- I will tell her about this as soon as I see her.
- Before you go to bed brush your teeth.
- Tom will stay at school until his grandma comes to pick him up.
- As soon as the door opened Jim saw the lovely picture.


**5** Put the verbs in brackets into the correct tense.

- I'll stay here until Ben ... (get) back home.
- The earlier we ... (leave), the sooner we'll get there.
- When we ... (visit) the museum, we'll buy some postcards.
- When you ... (finish) learning German, I ... (give) you a job.
- I will tell you what happened when we ... (be) alone.
- As soon as the children ... (see) the lake they will want to swim.
- What will you do when you ... (finish) building the house?
- He will drink a cup of coffee after he ... (fix) the car.



## Writing A formal letter



**1**  Read and listen. Answer the questions.

- 1 Who is Damien writing to?
- 2 Why is he writing to them?
- 3 What examples of formal language does he use?



Young Achievers gives awards to young people who do voluntary work in the UK.

**2** Find reasons why Damien thinks Jemima should be given the Young Achievers Award.



Young Achievers  
50 Featherstone Street  
London EC1Y 8RT

23 Cromwell Terrace  
London N10  
12 April

Dear Sir/Madam,

I am writing to nominate my friend Jemima Downside for a Young Achievers Award.

Although Jemima is only 13, she has achieved a lot. Her father is ill and cannot work, so Jemima has to look after him while her mother is at work. She does the shopping and the cooking for her whole family as well as her homework every night. However, she never complains and is always happy and cheerful.

Furthermore, Jemima has raised over £3,500 for Cancer Research by doing sponsored swims. In addition, she plays the drums in a local band and always gets excellent marks at school. Most importantly, however, Jemima is a fantastic friend. She is funny, thoughtful, loyal and trustworthy.

For all these reasons I think you should make Jemima a Young Achiever.

Yours faithfully,  
Damien Rogers

## Language focus

### Linkers of addition and contrast

*Although Jemima is only 13, she has achieved a lot.*

*However, she never complains.*

*Furthermore, Jemima has raised over £3,500 for charity.*

*In addition, she plays the drums and always gets excellent marks at school.*

**3** Look at the Language focus box and complete the rules with the words in bold.

- a) We use ... and ... to show contrast.
- b) We use ..., ... and ... to show addition.

**4** Rewrite the sentences using the words in brackets.

- 1 Tom is a bit eccentric. He's very approachable. (although)
- 2 Fiona is very thoughtful. She's not very reliable. (however)
- 3 My sister is really good at sport. She's very clever. (furthermore)
- 4 John can speak five languages. He's now learning Arabic. (in addition)

**5** Write a formal letter (120–150 words) recommending a friend to be a Young Achiever. Use the model text above to write your letter.

## Writing a formal letter

### Step 1 Plan

Who do you want to recommend? Write notes about your friend. What are his / her achievements? What is he / she like? What other interesting details can you include?

### Step 2 Write

Write a first draft. Divide your letter into four paragraphs. Use linkers to show addition and contrast.

### Step 3 Check

Check your work. Have you used linkers?

### Step 4 Write

Write your final copy and hand in your work.

 Further practice **Writing guide 8** page 126



## ICT: e-Commerce

Electronic commerce, or e-commerce, is the process of buying and selling goods on the internet. To do this, you obviously need access to a computer, but you also need a bank account and a credit or debit card. Online shopping is becoming more and more popular. Most of the large chain stores that you find in towns and cities across the country also have a website where you can shop online. However, some shops actually only exist online.



### Advantages

Online shopping is very convenient. You can shop at your leisure in the comfort of your own home at whatever time of day or night. Websites don't close!

You can often get value for money. There are price comparison websites that show the shops that sell a certain product and the different prices. By comparing prices, you can get the best deal.

You can return the goods you ordered if you don't like them or if they don't fit, but you usually have to pay to post them.

### Disadvantages

There is the opportunity for identity theft. Computer hackers can gain access to your personal details and your credit card number, and then steal your identity.

You can only see photos of the product. You can't see or touch the product before you buy it so the quality might not be as good as you expect. In some cases, a designer product might actually be a fake.



**Read and listen. Answer the question.**

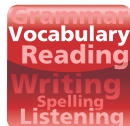


How can identity theft occur when shopping online?

### CLIL activities: *Cyber-bullying*

Design a campaign in which to advertise social media.

Warn your classmates about cyber-bullying (Wikipages, Youtube, Flickr, Tweeter, Facebook, Skype, etc.).



## Vocabulary guide Making friends



bring a present



be late



click your fingers



interrupt a conversation



jump a queue



tell jokes



arrive early



take off your shoes



shake hands



be polite/rude



point at someone

## Verb and noun collocations

give presents  
receive presents  
give advice  
receive advice  
spend time

spend money  
have an argument  
have fun  
tell lies  
tell the truth





# Progress check

**1** Complete the text with the correct form of the verbs in the box.

bring click tell take off shake point

**When you meet your British host family, remember this advice!**

- 1 ... hands with the parents.
- 2 It's a good idea to ... a present for the mother of the family.
- 3 Look at what your exchange partner does. If he ... his shoes, you should too.
- 4 It's OK to ... jokes to your host family.
- 5 When you're in a restaurant it is rude to ... your fingers at the waiter.
- 6 It's also rude to ... at people in the street.

**2** Match verbs 1–5 with nouns a–e.

- |           |                                 |
|-----------|---------------------------------|
| 1 give    | a) an argument with / fun with  |
| 2 tell    | b) advice from / a present from |
| 3 spend   | c) advice to / a present to     |
| 4 receive | d) money on / time with         |
| 5 have    | e) lies to / the truth to       |

**3** Choose the correct words.

- 1 A best friend **must** / **doesn't have to** always be honest and tell the truth.
- 2 John **doesn't have to** / **mustn't** do any homework tonight. He did it all last night.
- 3 You **don't have to** / **mustn't** talk in the library. You **have to** / **mustn't** study quietly.
- 4 I **have to** / **don't have to** phone Jack. I talked to him at school today.
- 5 You **have to** / **don't have to** keep Monica's secret. She thinks you're extremely honest.

**4** Rearrange the words and write the sentences.

- 1 roof / mend / the / must / We .
- 2 washing up / this / do / the / evening / have to / I .
- 3 country / They / the / must / leave / today .
- 4 have to / so / to / don't / You / food / buy / much .
- 5 talk / mustn't / You / loudly / so .
- 6 homework / now / finish / their / They / have to .

**5** Choose the correct answers.



- Penny Hey, Mum says I can have a party.  
 Sian Great! You (1) ... invite me. Please!  
 Penny Of course! Who else should I invite?  
 Sian You (2) ... invite Glyn. I really like him.  
 Penny But you (3) ... Bob too.  
 Sian No. Glyn's (4) ... than Bob.  
 Penny OK. And I (5) ... invite Clara because I went to her party.  
 Sian Oh yeah. I didn't go. I was (5) ... ill.  
 Penny It was a great party. Really amazing!  
 Sian When (6) ... the party?  
 Penny In two weeks.

- 1 a) must                      b) can                      c) mustn't
- 2 a) have to                    b) don't have to            c) might
- 3 a) like                        b) have liked              c) were liking
- 4 a) funnier                  b) the funniest            c) more funny
- 5 a) have to                  b) mustn't                  c) might
- 6 a) will you have            b) do you have            c) are you going to have

## Self-Check


Exercise no.	Score
1	6 × 3 = 18
2	5 × 3 = 15
3	5 × 3 = 15
4	6 × 3 = 18
5	6 × 4 = 24
<b>Total</b>	<b>90</b>
<b>Granted points</b>	<b>10</b>
<b>Final score 100</b>	





# Let's have fun! Sketch 1



**1**  Listen and answer the questions.

- 1 Where is Amy from?
- 2 How many rings has Jupiter got?
- 3 Who has the most points at the end?

**2** Read and listen to the dialogue. Check your answers.

## High School Challenge

**Presenter** Welcome to the High School Challenge! Contestants, please introduce yourselves.

**Rosie** Hi, I'm Rosie and I'm from Liverpool.

**Tim** I'm Tim from London. I'm going to win this competition!

**Amy** I'm Amy and I'm from Norwich. I'm the youngest contestant, but I'm probably the most intelligent.

**Presenter** Today's questions are about the solar system. Question one: the Apollo 11 mission landed on the moon in which year?

**Rosie** Was it 1950?

**Amy** It was 1969.

**Tim** They didn't land on the moon. That's impossible!

**Presenter** Amy, your answer was correct. One point for you. Question two: which planet is the closest to the Sun?

**Rosie** I'm not sure. Is it Mercury?

**Amy** I think Neptune is the closest to the Sun.

**Tim** Actually, I think it's Mars!

**Presenter** This time Rosie got the question right. One point for you. Now for the next question: Saturn is famous for its rings. What other planet in the solar system has got rings?

**Rosie** I'm going to say Venus.

**Amy** I think it is Uranus.

**Tim** This is the easiest question of the challenge. It is Jupiter and it has three rings.

**Presenter** Correct, Tim. That is your first point of the challenge. How many planets are there in the solar system?

**Rosie** I can't remember ... is it eight or is it nine? I'm going to say nine.

**Amy** I think it's eight.

**Tim** You're wrong, Amy. The answer is nine.

**Presenter** Bad news, Tim! There are eight planets. That is another point for Amy.

**Amy** Oh dear, Tim – you aren't going to win!



**3** Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.



**Read and say!**

If two witches were watching two watches,  
Which witch would watch which watch?

**Joke time!**

Why was 6 afraid of 7?

Because 789!

# Digital Competence 1

## A digital wall



Read the task and look at the example wall. Find an example of:

- a fact about the history of television
- a photo of an old television
- a video clip showing old adverts
- a link to another page

An example of a digital wall with a teal background and orange accents. It features a navigation bar with icons for home, information, chat, and users. The wall contains several text boxes with information about television history and a central image of a vintage television set. A "DID YOU KNOW" box is also present.

The first TV commercial appeared in the USA in 1941.

[Watch the video!](#)

Ana, today

My favourite programme is *The Simpsons!* Homer goes to the gym – it's really funny!

David, 2 days ago

Many people helped to invent the television – it wasn't just one person. Paul Gottlieb Nipkow, John Logie Baird and Charles Francis Jenkins all helped.

Ana, 2 days ago

On 25th March 1925, the Scottish inventor John Logie Baird gave the first public demonstration of the television. It was in a shop in London!

David, 4 days ago

The first televisions were black and white. Colour television arrived in 1953.

Ana, 4 days ago

**DID YOU KNOW**

BBC stands for British Broadcasting Corporation. There are no adverts on BBC channels.

Miguel, 4 days ago

A vintage television set with a wooden frame and a screen showing a man in a suit holding a glass.

**TASK** Create a digital wall. Follow the steps below.

### Step 1

Choose a topic: television, radio or magazines.

### Step 2

Find information, videos and photos about your topic.

### Step 3

Put the information on your wall. Make it look attractive.

### Step 4

Show your wall to your classmates. Ask them to add information!

### Step 5

Read your classmates' walls and add your information. Who has the best wall?

# Digital Competence 2

## A presentation



Read the task and look at Laura's presentation. What kind of landscape is she describing?

**Nature at its best!**

I love this landscape! It's in Africa. I like it because it is very beautiful and you can see a lot of animals, like elephants. Elephants are endangered at the moment. If people don't stop hunting them, they will be extinct one day. You can see them below! In summer, it is hot and dry. There aren't many trees because it doesn't rain much. I have never been to Africa, but I would like to go one day!

COMMENTS

**TASK 1** Create a presentation page about a landscape you know. Follow the steps below.

**Step 1** Choose a landscape that you like. Find or take some photos of it.

**Step 2** Make a list of useful words. Then write a one minute presentation. Check it for mistakes.

**Step 3** Send your presentation to the other students in your class. Ask them to comment!

**Step 4** Listen to your classmates' presentations. Which do you like best? Why?

**TASK 2**



Surf the Internet and find a video about Nature at its best. Bring the video to the class, share it with your classmates and answer their questions.

# Digital Competence 3

## A digital wall



Look at the digital wall and find an example of:

the history of the game   a description of the rules   a video clip   a photo



**TASK 1** Create a digital wall. Follow the steps below.

**Step 1**

Choose a sport that you like and are familiar with.

**Step 2**

Find information, videos and photos about your chosen sport.

**Step 3**

Decide how you are going to arrange your information. Put the information on your digital wall and then check your grammar and spelling.

**Step 4**

Send the link to your digital wall to your classmates. Ask them to add to your digital wall!

**Step 5**

Read your classmates' walls. Add your comments.

**TASK 2** Go to Wikipedia to find information about your favourite Olympic champion. Create an interview about his past achievements and future plans.



# Digital Competence 4

## Blog posts



Look at the blog. Which book has Pablo written about?

The screenshot shows a tablet displaying a web browser with the URL [www.pablosbookblog.com](http://www.pablosbookblog.com). The page title is "Pablo's Book Blog". The main content area is dated "Wednesday, 11 December" and contains a post about the book *The Man in the Iron Mask* by Alexandre Dumas. The post includes a recommendation of five stars and is posted by Pablo at 07:43. On the right side, there are navigation buttons for "About Me" and "My Posts", a "Blog Archive" section listing posts for October (3), November (5), and December (1), and a "Post a comment" section with a comment from Carlos on Thursday, 13 December, 18:22.

**TASK** Write a blog post about a book. Follow the steps below.

### Step 1

Think about a book you have read.

Make notes:

- The title and author
- Information about the plot and characters
- Where and when the book is set
- If you recommend the book or not

### Step 2

Write about the book for a blog. Check your grammar and spelling.

### Step 3

Show your blog post to the other students in your class. Ask them to comment!

### Step 4

Read your classmates' blog posts. Which books do you want to read? Comment on your classmates' blog posts.



# Writing guide 1

## A personal profile

### Language focus: joining ideas

#### 1 Complete the sentences with *because*, *so* or *although*.

- He's very generous, *so* he bought me an expensive present.
- I like drawing and painting, \_\_\_\_\_ I'm not very good at art.
  - I'm scared of insects and spiders, \_\_\_\_\_ I don't like camping.
  - I take photos all the time \_\_\_\_\_ I'd like to be a photographer one day.
  - I don't want to try skydiving, \_\_\_\_\_ I am very adventurous.
  - I never do well in exams \_\_\_\_\_ I hate pressure and stress.
  - I love going to the beach, \_\_\_\_\_ I'm not very keen on swimming.



#### 2 Complete the profile with *although* x2, *because* x2 or *so* x3.

My best friend is called Katie. She's thirteen years old and she's tall with blue eyes and long dark hair. We see each other a lot, (1) \_\_\_\_\_ she goes to a different school. She lives in the same street as me, (2) \_\_\_\_\_ I often go to her flat after school. We like talking about music, films and clothes.

Katie is intelligent, artistic and talented. She's very good at maths, art and music. She loves drawing, painting and photography. At the moment, she's painting trees and flowers on the walls of her room. I enjoy spending time with her (3) \_\_\_\_\_ she's very funny. Katie is sociable too. She's got lots of friends (4) \_\_\_\_\_ she's fun and energetic, and she's very generous with her time. When I have a problem with my maths, she helps me.

Of course Katie isn't an angel, (5) \_\_\_\_\_ there are some negative things about her. She's a real baby about spiders, (6) \_\_\_\_\_ she never wants to go camping. And she sometimes gets jealous when I win at table tennis, (7) \_\_\_\_\_ she's only angry for three minutes!

By Naomi



#### 3 Answer the questions.

- What do the two girls like talking about? \_\_\_\_\_
- What is Katie good at? \_\_\_\_\_
- What is Katie doing to her room at the moment? \_\_\_\_\_
- When does Katie get jealous of Naomi? \_\_\_\_\_

## Follow the steps and write the profile of your best friend

### ➔ Step 1 Plan

Think of a friend. Answer these questions. Make notes.

What is he / she called?  
How old is he / she?  
What does he / she look like?  
Do you see each other a lot?  
(Yes, because / although ...)  
Where does he / she live? (Near / Not very near my house, so we meet often / don't meet very often.)  
Do you go to his / her place after school?  
What do you like talking about?

What is he / she like?  
What is he / she good at?  
What does he / she love doing?  
Why do you enjoy spending time with him/her?  
Has he / she got lots of friends?  
Why / Why not?  
Are there any negative things about your friend? What are they?

Then decide on the information you want to use in paragraphs 1–3.

Write 1, 2 or 3 next to your notes.

### ➔ Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 112 to help you.

*My best friend is called*

---

---

---

---

---

---

---

---

---

---

### ➔ Step 3 Check

Check your work. Check you use:

because, so and although to join ideas

Check your:

grammar  vocabulary  spelling

### ➔ Step 4 Write

Now write your final copy in your notebook.



## Writing guide 2

### A thank-you letter

#### Language focus: an informal letter



#### 1 Match the beginnings with the endings.

- |                    |                                  |
|--------------------|----------------------------------|
| 1 I hope           | a) best                          |
| 2 Thanks very much | b) for the lovely present.       |
| 3 It was exactly   | c) I didn't write before.        |
| 4 How are          | d) like the DVDs.                |
| 5 I'm writing      | e) love                          |
| 6 Hope to          | f) see you soon.                 |
| 7 Lots of          | g) to thank you for the T-shirt. |
| 8 All the          | h) what I wanted.                |
| 9 I really         | i) you all?                      |
| 10 I'm sorry       | j) you're well.                  |



#### 2 Complete the letter with the sentences in the box.

And thank you for the presents.  
School's OK at the moment.  
The T-shirt is really cool too.  
How is everything with you?

It was great to see you at the weekend.  
Say hi to Adam and give my love to your parents.  
How do you always choose exactly the right present?  
I've got some amazing photos of the party.

Dear Alice

(1) *It was great to see you at the weekend.* I was really happy that my cousin and all my friends came to my party. (2) \_\_\_\_\_ I'm going to upload them on Facebook soon.

The best one is of you and me making pizza!

Thank you so much for coming all that way. (3) \_\_\_\_\_

I wore the sunglasses to school yesterday and everybody wanted to try them.

(4) \_\_\_\_\_ Andy wants to buy it from me!!! I said, 'No way! Forget it,' and he looked really sad! (5) \_\_\_\_\_ Most girls don't know about things for guys, but you always get it right!

(6) \_\_\_\_\_ We've got a new maths teacher. She's brilliant.

Suddenly, we all can understand our maths lessons. (7) \_\_\_\_\_

I hope your exams are going well.

(8) \_\_\_\_\_

Lots of love,

Ben

#### 3 Answer the questions.

- 1 Why did Alice go to Ben's house at the weekend? \_\_\_\_\_
- 2 What presents did Alice give Ben? \_\_\_\_\_
- 3 What subject does Ben's new teacher teach? \_\_\_\_\_

## Follow the steps and write a thank-you letter

### ➔ Step 1 Plan

Think of a friend or relative. Answer the questions. Make notes.

Who is your letter to?	Did you have a party?
What are you thanking him / her for?	Did this person come to the party?
Why did he / she give you a present? ( <i>Birthday? For a festival? You passed an important exam?</i> )	Are you using the present already?
Did the person visit and bring the present? Or did he / she send it?	Have you got any news? ( <i>About your family / school / hobby?</i> )
What's good about the present? ( <i>Useful? Cool? Very generous? Exactly what you wanted?</i> )	Did you do anything interesting last weekend?
	Are you going to see this person soon? ( <i>When? Why? Why not?</i> )
	Ask your friend / relative for his / her news.
	How are you going to end the letter?

Then decide on the information you want to use in paragraphs 1–3.  
Write 1, 2 or 3 next to your notes.

### ➔ Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 114 to help you.

Dear

---

---

---

---

---

---

---

---

### ➔ Step 3 Check

Check your work. Check your:

phrases for an informal letter

Check your:

grammar  vocabulary  spelling

### ➔ Step 4 Write

Now write your final copy in your notebook.



## Writing guide 3

### A description of an accident

#### Language focus: time expressions

##### 1 Complete the sentences with *suddenly*, *meanwhile* or *then*.

I was looking at the sky. *Suddenly*, I saw a big shooting star.

- 1 We were swimming to the island. \_\_\_\_\_, Lily was trying to call us.
- 2 She found some paper and wood. \_\_\_\_\_, she made a fire.
- 3 We climbed up the ladder. \_\_\_\_\_, we got onto the roof.
- 4 He was walking through the forest. \_\_\_\_\_, he saw a big snake on the path.
- 5 Jo and I started putting up the tents. \_\_\_\_\_, Andy and Sue prepared the supper.
- 6 I was lying in the grass. \_\_\_\_\_, I got an ant bite and jumped up.

##### 2 Read and complete the text with *suddenly*, *meanwhile* or *then*.

Last Saturday, I had a picnic at the beach with some friends. We were playing volleyball with no shoes on. (1) \_\_\_\_\_, I stood on a piece of glass. It really hurt and there was blood everywhere.

I sat down on the sand. (2) \_\_\_\_\_, my friend Jude came to help me. She tried to get the glass out of my foot. (3) \_\_\_\_\_, the others packed up the picnic things and got ready to leave. (4) \_\_\_\_\_, my friends helped me walk to the road but it was difficult because the glass was still in my foot.

We were standing at the bus stop waiting for a bus. (5) \_\_\_\_\_, I heard my name. It was my cousin, Sam, in her car. Sam's a doctor. She looked at my foot carefully. (6) \_\_\_\_\_, she said, 'Get in the car. You need to go to hospital.' Jude helped me get in the car. (7) \_\_\_\_\_, Sam drove me to the hospital. (8) \_\_\_\_\_, my friends phoned my parents and told them about my accident.

By Finn

##### 3 Answer the questions.

- 1 Where were Finn and his friends playing volleyball? \_\_\_\_\_
- 2 How did Finn hurt his foot? \_\_\_\_\_
- 3 How did Jude try to help him? \_\_\_\_\_
- 4 How did Finn get to hospital? \_\_\_\_\_

## Follow the steps and write the description of an accident

### ➔ Step 1 Plan

Look at the pictures and answer the questions. Make notes.

- What's the girl's name?
- Where was she going?
- What was the weather like?
- Was she going fast?
- What did the cat do?
- Why did the girl crash her bike?
- Who saw her after the accident?
- What did they do to help?
- What do you think happened next?



Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

### ➔ Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 116 to help you.

---

---

---

---

---

---

---

---

---

---

### ➔ Step 3 Check

Check your work. Check you use:

*suddenly, meanwhile, then*

Check your:

grammar  vocabulary  spelling

### ➔ Step 4 Write

Now write your final copy in your notebook.



## Writing guide 4

### A competition entry

#### Language focus: organizing ideas

1 Write the sentences in order to make a paragraph. Use *Firstly*, *Then*, and *Finally*.

We had a competition to get some money and we sent the money to the animal protection organization.  
We read about their problem in school.  
My school decided to help elephants.  
We adopted an elephant and gave it a name.

- 1 *My school decided to help elephants.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

2 Read the competition entry and circle the correct words.

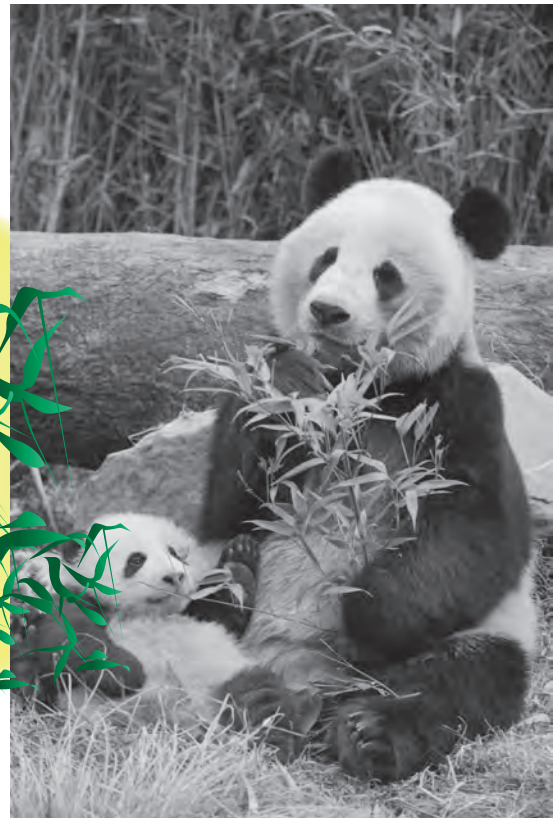
#### Are you saving our animals?

First prize winner (under-12s): Class 8B,  
Haymarket School, Newquay

After an enormous earthquake in China, we saw homeless pandas on TV and we decided to help.

- (1) **Firstly** / **Then** / **Finally**, we wrote to the panda sanctuary in China to find out what they needed.  
(2) **Firstly** / **Then** / **Finally**, we made a lot of small black and white bracelets and we started to sell our bracelets to make money. (3) **Firstly** / **Then** / **Finally**, we made posters of pandas and we sold them too. We've collected a lot of money!

Now we're going to send all the money to the sanctuary for food and homes for the pandas.



3 Read the competition entry again and match the beginnings 1–6 to the endings a–f.

- |                                      |                   |
|--------------------------------------|-------------------|
| 1 The project started after          | a) bracelets.     |
| 2 Class 8B saw the pandas on         | b) information.   |
| 3 They wrote to a sanctuary for      | c) China.         |
| 4 Their first product was            | d) posters.       |
| 5 They've also collected money from  | e) an earthquake. |
| 6 They're going to send the money to | f) TV.            |



## Follow the steps and write a competition entry

### → Step 1 Plan

Read the questions 1–3 and match them to the answers a–f. Then look back at the competition entry on page 80. Number the information in the order it appears in the text.

- 1 What is the problem?
- 2 What have they done to help?
- 3 What are they going to do next?



- a) We hope our project is going to save the lynxes.
- b) We're going to put our rap video on the internet because we want a lot of people to see it.
- c) Many lynxes die on the roads in our area because cars drive too fast, and the only lynxes in the country are in our area!
- d) We also made big, red triangles and put them on the road, so now cars can't go very fast.
- e) We made a video of our lynxes. We've written a special rap and we sang it on our video!
- f) We wanted to make the cars go slower, so we made enormous posters and put them everywhere in our area.

### → Step 2 Write

Write a first draft. Use the sentences in Step 1. Use the model text on page 118 to help you. Use sequencers to order the sentences.

---

---

---

---

---

---

---

---

---

---

### → Step 3 Check

Check your work. Check:

- your paragraphs are organized
- you use sequencers correctly

Check your:

- grammar
- vocabulary
- spelling

### → Step 4 Write

Now write your final copy in your notebook.



## Writing guide 5

### A magazine article

#### Language focus: *so* and *because*

**1** Match the pairs of sentences and join them with *so* or *because*.

- |  |                                       |
|--|---------------------------------------|
| 1 A lot of people volunteer.                 | a) I'm going away this weekend.       |
| 2 There was a lot of rubbish on the beach.   | b) It's a good way of raising money.  |
| 3 I can't do the sponsored swim on Saturday. | c) Our class spent a day cleaning it. |
| 4 They enjoy cooking.                        | d) They like feeling useful.          |
| 5 We're going to have a raffle.              | e) They want to help in the kitchens. |
| 6 We wanted to raise some money.             | f) We had a jumble sale.              |

1 *A lot of people volunteer because they like feeling useful.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**2** Complete the article with *so* or *because*.

#### A London school has raised £10 000 this year for WaterAid in Africa.

Students at Riverside School organized jumble sales, concerts, pet shows and sponsored walks during the year. And students in one class washed cars at the weekends. Anna Hunter, a student in Year 9 at Riverside School, said: 'We chose the charity WaterAid (1) \_\_\_\_\_ water is so important in our lives. We don't have problems with water in this country, (2) \_\_\_\_\_ we often waste it. But in many parts of Africa people have to walk many kilometres to get it.'

Twelve-year-old Luke Wise washed 300 cars during the year and raised £1500. 'I did it (3) \_\_\_\_\_. I felt sorry for all the people in the world without water,' he said.

The headteacher of Riverside School, Serena Black, is delighted. 'We've never raised so much money before. We hope to raise money for WaterAid next year, too, (4) \_\_\_\_\_ our fundraising has been such a success this year.'

**3** Answer the questions.

- 1 How much money has Riverside School raised for WaterAid? \_\_\_\_\_
- 2 What charity events did the school organize? \_\_\_\_\_
- 3 How did Luke Wise raise £1500? \_\_\_\_\_

## Follow the steps and write a magazine article

### → Step 1 Plan

Decide on a fundraising event / volunteering activity organized by a school.  
Answer these questions. Make notes.

Which school was it? What was the activity? Either: cleaning a beach / park. Or: raising money for a charity. How many children did it? <b>Cleaning a beach / park</b> Which beach / park?      Why did they choose it? Where was it?              How many people helped? When did they start?      When did they finish? What kind of rubbish did they clean up? What did they do with the rubbish? What did people say? Give some quotations. What are their plans for future volunteering activities?	<b>Raising money for a charity</b> Which charity? Why did they choose it? How much money did they raise? How did they raise money? ( <i>Jumble sale? Sponsored swim / walk? Selling badges / sweets / raffle tickets? Concert? Making a charity CD? Washing cars? Pet show? Cake sale?</i> ) How many people helped? What happened at the event? What did people say? Give some quotations. What are their plans for future fundraising activities?
--	---

Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

### → Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 120 to help you.  
Use *so* and *because* to join sentences.

---

---

---

---

---

---

---

---

---

---

### → Step 3 Check

Check your work. Check you use:

*so* and *because* to join sentences

Check your:

grammar     vocabulary     spelling

### → Step 4 Write

Now write your final copy in your notebook.



# Writing guide 6

## A description of a journey

### Language focus: linkers



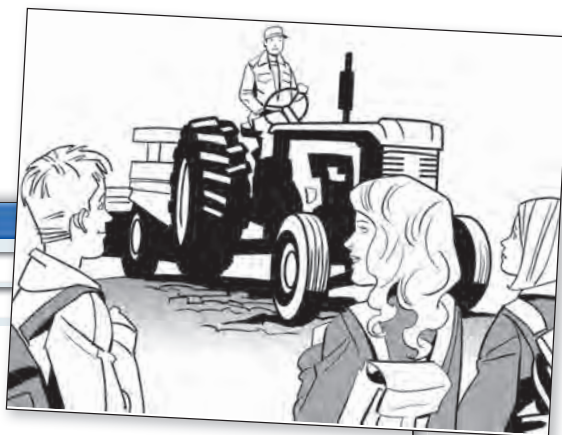
**1** Complete the text with the words in the box.

After that    Then    finally    First    Next

Everything went wrong on Tuesday. (1) \_\_\_\_\_ I left my mobile on the bus. (2) \_\_\_\_\_ I got off at the wrong stop. (3) \_\_\_\_\_ I dropped my bag and everything fell on the pavement. (4) \_\_\_\_\_ it started to rain, so I decided to get a taxi. I (5) \_\_\_\_\_ arrived at the meeting twenty minutes late.

**2** Read the email and order these events.

- a) We got a boat to St Martin's.
- b) We got a bus to Land's End.
- c) We got on the train to Penzance.
- d) We had breakfast at the station.
- e) We flew to St Mary's.



To: Chris

From: Amy

Hi, Chris,

We've arrived! Our taxi collected us at eight yesterday morning. We had breakfast at the station then got our train. It took six hours to Penzance. When we arrived, we got a bus to Land's End airport. Our plane was tiny. It could only take seven people! They weighed us and our luggage before we got on! At St Mary's airport we got a bus to the port and then a little boat to St Martin's. It took 20 minutes, but the sea was rough and we felt a bit sick. Luckily, when we got here, the campsite people met us in their tractor. They took our rucksacks and we walked. We were exhausted when we got to the camp site!

I love this place already. I love the view of the sea from my tent and the sound of the waves at night is magical.

Write to me,

Amy

**3** Write the five events in exercise 2 in one paragraph using the linkers *first, then, next, after that* and *finally*.

---



---



---



---

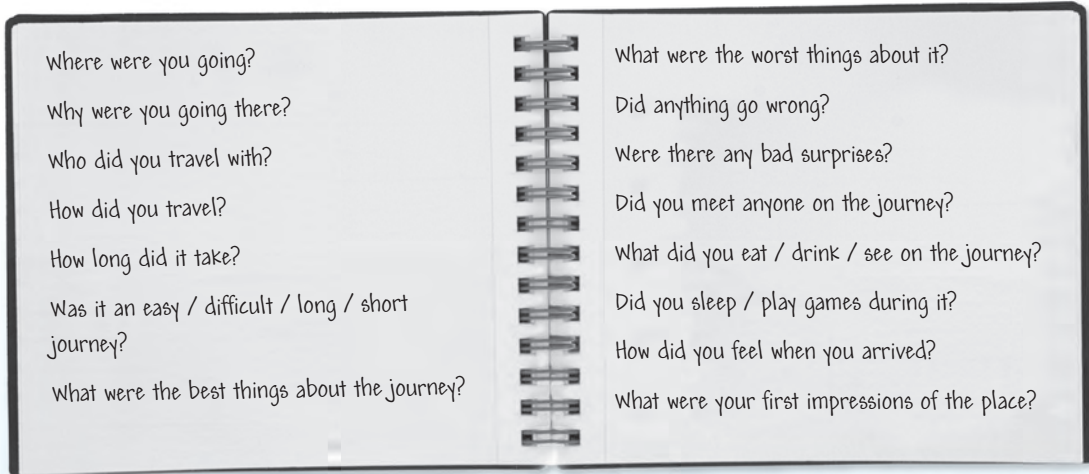


---

## Follow the steps and write the description of a journey

### ➔ Step 1 Plan

Think of a journey. Answer these questions. Make notes.



Then decide on the order you want to use for the information in your notes.  
Write numbers to remind you of the order.

### ➔ Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 122 to help you.

---

---

---

---

---

---

---

---

---

---

### ➔ Step 3 Check

Check your work. Check you use:

*first, then, next, after that, finally*

Check your:

grammar  vocabulary  spelling

### ➔ Step 4 Write

Now write your final copy in your notebook.



## Writing guide 7

### A film review

#### Language focus: giving opinions



#### 1 Match 1–6 with a–f.

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1 For me, the end was             | a) all time is <i>E.T.</i>            |
| 2 I have seen it three or         | b) four times.                        |
| 3 I think the special effects     | c) the alien's voice was brilliant.   |
| 4 I would definitely recommend it | d) the saddest part of the film.      |
| 5 In my opinion,                  | e) to everyone.                       |
| 6 One of my favourite films of    | f) was the best thing about the film. |

#### 2 Complete the film review with the words in the box.

communication   cry   director   government   home  
recommend   science-fiction   stars   story   teenagers

One of my favourite films of all time is *E.T. the Extra-Terrestrial*. This (1) \_\_\_\_\_ film came out in 1982. The (2) \_\_\_\_\_ is Steven Spielberg. 30 years later, it still works because it is a timeless story of friendship. The film (3) \_\_\_\_\_ Henry Thomas with Robert MacNaughton, Drew Barrymore and Dee Wallace.

It's the (4) \_\_\_\_\_ of Elliott, a lonely boy who makes friends with a lovable alien, or extra-terrestrial, that he calls E.T. for short. E.T. is lost on Earth and wants to get (5) \_\_\_\_\_ to his own planet. Elliott and his brother and sister help him get back and try to stop their mother and the (6) \_\_\_\_\_ finding out.

I think the actors and the voice of E.T. are excellent. E.T.'s costume is unforgettable. The music, which won an Academy Award, is sensational. But for me, the best thing about the film is the powerful emotion. The film makes almost everyone (7) \_\_\_\_\_!

In my opinion, *E.T. the Extra-Terrestrial* is a wonderful film about connection, (8) \_\_\_\_\_ and understanding. The deep friendship between the child and the alien fills your heart with hope and happiness. I (9) \_\_\_\_\_ this film to adults, (10) \_\_\_\_\_ and children.



#### 3 Answer the questions.

- When did the film *E.T.* come out? \_\_\_\_\_
- Who is the main actor in the film? \_\_\_\_\_
- What are the letters *E.T.* short for? \_\_\_\_\_
- What did the film get an Academy Award for? \_\_\_\_\_
- Which of these things is the film about? \_\_\_\_\_  
a) wars in space   b) communication   c) the planets in our solar system

## Follow the steps and write a film review

### ➔ Step 1 Plan

Think of a film. Answer the questions. Make notes.

What's the name of the film?	What were the best things about the film: acting / music / special effects / photography / script and dialogue / screenplay?
When did it come out?	What were the bad things (if any) about the film?
What kind of film is it?	What didn't work in the film?
Who is the director?	Does the film make you laugh / cry / think?
Which actors star in the film?	What age group is it most suitable for?
What is the plot of the film?	Would you recommend this film?
Where does the story take place?	
Is there a love interest in the film?	
Is it an emotional / exciting / upsetting / funny film?	

Then decide on the order you want to use for the information in your notes.  
Write numbers to remind you of the order.

### ➔ Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 124 to help you.

---

---

---

---

---

---

---

---

---

---

### ➔ Step 3 Check

Check your work. Check you use:

phrases for giving opinion: *one of my favourite,*  
*for me, I think, in my opinion*

Check your:

grammar  vocabulary  spelling

### ➔ Step 4 Write

Now write your final copy in your notebook.



# Writing guide 8

## A formal letter

### Language focus: linkers of addition and contrast

#### 1 Rewrite the sentences using the words in brackets.

- I am very interested in languages. I want to be a scientist. (although)  
\_\_\_\_\_
- I am very happy at my school. I would like to experience school in another country. (however)  
\_\_\_\_\_
- I am keen on drama. I have had big parts in two school plays. (furthermore)  
\_\_\_\_\_
- I have studied some Japanese on my own at home. I am now going to a Japanese evening class. (in addition)  
\_\_\_\_\_
- I am friendly and outgoing. I like meeting people from different cultures. (and)  
\_\_\_\_\_

#### 2 Circle the correct words.



### STUDENT EXCHANGE

Every year, we invite students to apply for the exchange programme with secondary schools all over the world. (1) **However / Furthermore / Although** students will miss a year of study in this country, we are sure the experience of studying in a foreign country for a year will be very interesting and useful. (2) **However / Furthermore / Although**, it will give language students the opportunity to learn another language. We can give some help to students with travel costs. (3) **However / Furthermore / Although**, the selected students will have to pay all their living costs while they are away. (4) **However / In addition / Although**, they will have to pay for any sightseeing trips around the country at the end of the study period.

**Are you interested? Would you like to go on an exchange? Tell us why. Write a letter of application to the Exchange Committee, Landmark House, 30 Queen Street, London W1 3XZ.**



56 Station Road  
Manchester M6 7DG  
7 September 20--

Exchange Committee  
Landmark House  
30 Queen Street  
London W1 3XZ

Dear Sir / Madam,  
I am writing to apply for the exchange programme with secondary schools.

#### 3 Listen and check your answers.

#### 4 Answer the questions.

- Is the exchange programme for primary schools, secondary schools or both?
- How long will students be away from their country?
- Which costs does the programme help students with?
- Who will pay for trips at the end of the study year?

---



---



---



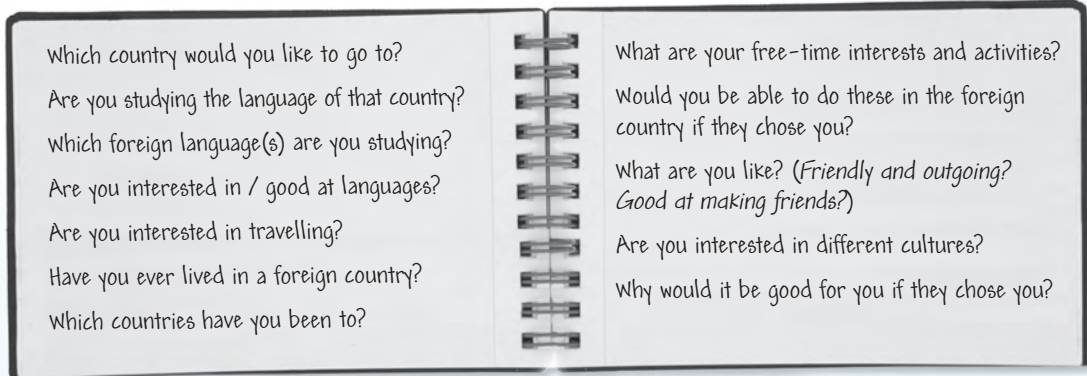
---



## Follow the steps and write a formal letter

### → Step 1 Plan

You are going to write a letter of application to The Exchange Committee. Answer the questions. Make notes.



Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

### → Step 2 Write

Write a first draft. Use the notes you made in Step 1. Write your address in the top right corner and the date. Write the address of the people you are writing to below that, on the left. Use some of the linkers *although*, *however*, *and*, *furthermore*, and *in addition*.

*Dear Sir / Madam,*

*I am writing to apply for the exchange programme with secondary schools.*

---

---

---

---

---

---

---

---

---

---

### → Step 3 Check

Check your work. Check you use:

*although*, *however*, *and*, *furthermore*,  
*and in addition*

Check your:

grammar  vocabulary  spelling

### → Step 4 Write

Now write your final copy in your notebook.



# Class portfolio 1

## Our favourite sights

### 1 Ideas

Think about the historic monuments in your country. Which one is your favourite? Why do you like it?



### 3 Write

Write a short text about your monument, using your notes.

### 2 Group work

Which historic monuments does everyone in your group like?

Choose a monument and write some notes:

- What type of monument is it?
- Where is it?
- When did they build it?
- What's special about it?

### 4 Check

Read your text and check it for:

- spelling
- punctuation
- word order
- time connectors: *first, then, in the end*

### 5 Visuals

Find photos or draw pictures of your favourite monument.



### 6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.





# Class portfolio 2

## My technology world



### 1 Ideas

What technology or gadgets do you have?  
When did you get your gadgets?  
Did you buy them or were they presents?  
Why do you like them?  
Which is your favourite? Why?



### 2 Group work

Which gadgets does everyone in the group like? Why?  
Which gadgets are useful?  
Which gadgets are cool?  
Which gadgets do people dislike? Why?



### 3 Write

Each person in the group chooses a different gadget to write about. Remember to describe what the gadget is like, what you use it for and when you got it.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.



### 5 Visuals

Take photos or draw your gadget.



### 7 Personal project

**Technology of today**  
Make a presentation in PowerPoint about a recent invention. Imagine that you present it to a visitor from the past.

### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



# Class portfolio 3



## A journey around Europe



### 1 Ideas

Where do you start and finish your journey?  
Which six places do you want to visit? Why?  
How long do you want to stay in each place?  
When do you want to go?

### 2 Group work

Choose one place each to research. Find out about:

- famous places to visit
- typical food and drink
- a place to stay
- something to do in the evening

### 3 Write

Write a short blog entry about the place you have researched.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

### 5 Visuals

Find photos or draw pictures of the place you will visit.



### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



### 7 Personal Project

Write a travel guide for the place you have researched.





# Class portfolio 4

## Form a band!



### 1 Ideas

What type of band do you want to invent: heavy metal, pop, indie, hip hop, punk, goth? Why?

### 2 Group work

What's your band's name?  
Who are the members?  
What instruments can they play?  
What's their CD called?  
What's their hit song called?

### 3 Write

Write a press release about your band. Include recent news, tour dates and news about a new CD.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

### 5 Visuals

Take photos or draw pictures of your band. Design an album cover.

### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



# Celebrations around the world

## The Big Cheese Festival

*The Big Cheese is an annual festival which celebrates the history, heritage and culture of Caerphilly, a town situated at about seven miles north of Cardiff. The event attracts more than 80,000 visitors when it rolls, the last weekend in July. Caerphilly Castle, the second largest castle in Britain, still remains the star of the festival. With an entertainment program that stretches from morning until evening, there are medieval re-enactments within the castle grounds, live music and a packed program in The Great Hall. The Big Cheese Festival brings together local and regional Welsh food and drink producers in three massive food halls, the largest in the country. With a dedicated cheese market featuring quality cheese producers from all over the country, this really is a food lovers paradise. Admission to Caerphilly's Big Cheese Festival is free.*

### **Things to see and do**

The opening of the funfair is followed by live music. While there are plenty of opportunities to enjoy the

delicious, crumbly cheese, there's much more to sample besides tasty local produce. Exciting new street food vendors are dotted around the site with show cooking and some unusual and exotic tastes. From noodles to crepes, there's a feast to be enjoyed!

There is also a cheese market, showcasing some of the best cheese traders in the country, as well as a food and drink market. The market is full of Welsh products, not only cheese but wine, liqueurs, chocolate, jams and pickles, cakes, and plenty more besides.

### **The Great Cheese Race**

The festival's highlight is the Great Cheese Race, in which teams of four race around a special course in the grounds of the castle. Competitors must carry truckles of cheese around the course, some of them in fancy dresses, work in teams to see who can carry a truckle of Caerphilly cheese along the route in the shortest time. There are



aces for children and adults, and prizes are awarded for the winners and those in the best fancy dress. Visitors can cheer on the competitors in the dairy dash from the festival site.

### Other Events

There is plenty of entertainment, including re-enactment displays, toe-tapping blues and folk music from leading Welsh and local bands, folk dancing, educational activities, street entertainers, an animal marquee, along with

falconry displays, have-a-go archery and living historical encampments. Mix in a traditional funfair, minstrels and troubadours, fire-eaters, food and craft stalls and there is something for everyone. Visitors can watch the re-enactment groups as they reconstruct 10th, 11th and 14th century life and battles. The interactive living history encampments and displays illustrate the different periods of Welsh history.

The Festival closes with a firework display.

#### 1 Answer the following questions:

- 1 What does the Big Cheese festival celebrate?
- 2 When does it take place?
- 3 What can people do?
- 4 What is the most popular contest?
- 5 What other activities are there?

- 2 Follow the link below and watch the video. Write down three activities people usually do on the Big Cheese festival.  
[https://www.youtube.com/watch?v=fTqy46A\\_jX0](https://www.youtube.com/watch?v=fTqy46A_jX0)

#### 3 PERSONAL PROJECT Do people in Romania have any food festivals?

Write about: ● the name of the festival; ● its significance; ● when it takes place; ● what people do on that occasion.



# Mardi Gras

*Mardi Gras, from the French words meaning «Fat Tuesday», combines religious tradition with a carnival or festival to welcome spring. Mardi Gras is always 47 days before Easter. Mardi Gras is reflecting the practice of the last night of eating rich, fatty foods before the ritual of fasting. In countries such as the United Kingdom, Mardi Gras is also known as Shrove Tuesday. In 1857, the first parade rolled through the city streets on floats pulled by horses. One float was carrying the king on a throne and another carried a devil, made from paper, sitting among flames representing hell.*



## Balls and Parades

Today, hundreds of Mardi Gras clubs host grand balls and dozens of parades. Mardi Gras balls are opulent affairs with kings, queens, royal courts, and an abundance of pomp and pageantry. While most balls are only with elaborate invitations, everyone is welcome to attend the parades. During the 12-day period leading up to Mardi Gras, nearly 70 parades roll in the area. When you add band members, dance groups, clowns and motorcycle squadrons, the number of participants often totals more than 3,000.

The themes of the carnival have been taken from history, children's stories, legends, geography, famous people, entertainment, mythology and literature. All the floats are decorated to fit the theme and every year the krewe (organization crew) picks a new theme.

## Throw me something, Mister!

Along the parade route, costumed riders on sparkling papier mâché floats toss "throw" to the greedy crowd who yells, "Throw me something, mister!" Along with beads, plastic cups and stuffed toys, parade-goers beg for prized throws like large tin coins, Zulu coconuts, Muses shoes, purses and anything that lights up. Marching groups, clowns and characters of all kind walk down the street to marching bands who provide the perfect soundtrack to Carnival Season.

## Carnival Food

Because the whole point of Mardi Gras is to enjoy life's excesses before Lent begins, Creole and Cajun dishes such as jambalaya, gumbo, red beans and rice are a major part of the celebration. Mardi Gras just wouldn't





be Mardi Gras without king cake, an oval pastry with a sugary icing in Mardi Gras colors of purple, green and gold. Each cake contains a small plastic baby, and the person who finds the baby must buy the next king cake. In 1872, Rex, the king of Carnival, proclaimed the official colours: purple represents justice, green stands for faith, and gold signifies power.

## Masking

Masks were first worn during Mardi Gras so wearers could escape society and class constraints. When wearing a mask, carnival goers were free to mingle with whatever class they desired and keep their reputation untarnished. Today, wearing masks during Mardi Gras is tradition. Float riders are required to wear masks by law in keeping with the mystery and tradition.

### 1 Choose the best answer for each question: true (T), false (F).

- 1 Preparations for Mardi Gras begin months beforehand.
- 2 Mardi Gras is also known as „Fat Tuesday“.
- 3 Some of the floats date back to the 15th century.
- 4 The Mardi Gras floats are made of paper.
- 5 The official colours are purple, green and gold.
- 6 Wearing masks during Mardi Gras is forbidden.

### 2 Watch the video and name the best places to celebrate Mardi Gras across The United States.

<https://www.youtube.com/watch?v=13j5RM9jocQ>

### 3 PERSONAL PROJECT Choose a festival or holiday that people in your country celebrate and describe it.



# Bonfire night



**Bonfire Night (or Guy Fawkes Night) is celebrated in the UK on 5 November and the night skies are filled with colour. It's a special day in honour of a historic event.**

## History

The year was 1605 and some English Catholics were angry because King James I was treating them badly. A group of men made a plan to blow up the Houses of Parliament in London on 5 November, the day that the king was due to open Parliament. The plan became known as the 'Gunpowder Plot' and the leader of the group was Guy Fawkes. The men put 36 barrels of gunpowder in the Houses of Parliament and waited for the king to arrive. The group decided that Guy Fawkes should light the gunpowder and cause the explosion. They didn't succeed because the police found the gunpowder before it exploded and they caught all the men involved in the plot. The men were tortured and killed. To celebrate his survival, King James ordered the people of England to have a bonfire on the night of 5 November.

## Bonfires, Guys and fireworks

On 5 November, people remember the plot to blow up the Houses of Parliament by celebrating 'Bonfire Night'.

All over Britain there are firework displays and bonfires with models of Guy Fawkes, which are burned on the fire. The Guy is made of old clothes and the clothes are filled with newspaper. The fireworks are a reminder of the gunpowder that Guy Fawkes hid in the cellar of Parliament. Some people have a small bonfire in their garden on 5 November, while in main towns and cities there are big bonfires and firework displays.

## Food

Traditional Bonfire Night food is hot baked potatoes. They are cooked on the bonfire and filled with butter and cheese. There are also toffee apples (apples on a stick, covered in sweet toffee) and in the north of England they eat a special type of cake called parkin. Toasting marshmallows on the bonfire is also popular. Yum!

## Penny for the Guy

In Britain only adults can buy fireworks but in the past they were sold to children too. During the days before Bonfire Night, children used to take their home-made Guys onto the streets and ask for 'a penny for the Guy' to collect money to buy fireworks. Now you have to be over 18 to buy fireworks, and safety on Bonfire Night is an important issue.



**1 Match the two sentence halves and write a–h next to the number 1–8.**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1 An enormous explosion</li> <li>2 The plan to blow up the Houses of Parliament</li> <li>3 Guy Fawkes and his men</li> <li>4 Models of Guy Fawkes</li> <li>5 The Guy</li> <li>6 The Guy's clothes</li> <li>7 Potatoes</li> <li>8 In the past fireworks</li> </ul> | <ul style="list-style-type: none"> <li>a are burned on fires.</li> <li>b was planned for November 5th.</li> <li>c is known as the 'Gunpowder Plot.'</li> <li>d were sold to children.</li> <li>e were tortured and killed.</li> <li>f is made with old clothes.</li> <li>g are cooked on the bonfire.</li> <li>h are filled with newspaper to help it burn.</li> </ul> |
|--|--|

**2 Follow the link below and watch the video. Write down the necessary steps to make a guy at home.**  
[https://www.youtube.com/watch?time\\_continue=21&v=RAQ3Vi9X3IM](https://www.youtube.com/watch?time_continue=21&v=RAQ3Vi9X3IM)

**3 PERSONAL PROJECT** Which special days do you celebrate in Romania with fireworks or bonfires?  
 Write about: ● the name of the celebration; ● its significance; ● when it takes place; ● what people do on that occasion.



# Kwanzaa

**Kwanzaa is a week-long celebration held in the United States, honoring African heritage, culture and traditions. It is observed from 26th December to 1st January, culminating in a feast and gift-giving. Kwanzaa is a festive time, but it's also an occasion for reflection, conversation, contemplation and friendship.**

## **Kwanzaa history**

The word derives from the Swahili, a language spoken in eastern and south-eastern Africa, meaning “first fruits” and it is based on traditional African harvest festivals. Kwanzaa was initially celebrated between December 1966 and January 1967, as a way to help African-Americans remember their roots and also to encourage unity during a time of incredible racial conflict.

Families celebrating Kwanzaa decorate their households with objects of art, colorful African cloth and fresh fruits that represent African idealism. Celebrations often include songs and dances, African drums, storytelling, poetry reading and a large traditional meal. On each of the seven nights, the family gathers and a child lights one of the candles on the candleholder, then one of the seven principles is discussed.

## **Symbols**

Along with the core principles – unity, self-determination, collective work and responsibility, co-operative economics, purpose, creativity and earth – come some other symbols. Candles are ceremonial objects which symbolize the sun's power. There are seven candles: three red,

three green and one black. The black candle symbolizes unity, the basis of success.

The green one represents the earth that sustains our lives and provides hope and the fruits of the harvest. The red candle symbolizes people's struggle, self-determination and creativity.

*A mat*, made from straw or cloth, on which to put the things needed for the celebration expresses history, culture and tradition.

*The unity cup* used to pour libations, ears of corn, the Kwanzaa flag and a poster depict the seven principles of Kwanzaa.

*Fruits, nuts and vegetables* represent the harvest festival in which joy, sharing, unity and thanksgiving are the fruits of collective work.

*The ear of corn* represents fertility and symbolizes the future hopes of the family, that are brought to life.

## **What Do People Do?**

A Kwanzaa ceremony often includes performance of music and drumming, a reflection on some aspects of African history. Women often wear brightly colored traditional clothing.



In recent years, it has become increasingly common for people to mix elements of Kwanzaa with Christmas or New Year celebrations. A family may have both a Christmas tree and a Kwanzaa candle stick on display in their home. This enables them to include both Christian and African inspired traditions in their lives at this time of year.

### Gifts

People celebrating Kwanzaa exchange meaningful gifts with members of their families. Handmade gifts, such as

homemade mats, candleholders, African dolls, food baskets decorated with traditional colors, are much appreciated.

The gift cements social relationships, allowing the receiver to share the duties and the rights of a family member. Accepting a gift makes the receiver part of the family. Celebrated by millions throughout the world, Kwanzaa brings a cultural message which speaks to the best of what it means to be African and human in the fullest sense.

#### 1 Choose the right answer.

- The holiday of Kwanzaa was introduced in ...  
a) 1981.                      b) 1966.
- Which color candle symbolizes unity?  
a) black                      b) red
- What day of the year does Kwanzaa start?  
a) 1st January              b) 26th December
- What day of the year does Kwanzaa end?  
a) 31st December        b) 1st January
- How many days are in Kwanzaa holiday?  
a) eight                      b) seven

#### 2 PERSONAL PROJECT Follow the link below and watch the video.

<https://www.youtube.com/watch?v=t8Oh2gYHTK4>

Answer the following sentences:

- What kind of celebration is Kwanzaa?
- When was it celebrated for the first time?
- What is the first principle of Kwanzaa?
- What does each colour of the candles symbolize?
- What does Kwanzaa teach people?
- How would you describe Kwanzaa to a friend who has never heard of it before?



# Flag Day



## The History of Flag Day

It is believed that the first annual recognition of the flag's birthday dates back to 1885 when school teacher, BJ Cigrand, first organized a group of Wisconsin school children to observe June 14 – the 108th anniversary of the official adoption of “The Stars and Stripes” as the Flag's Birthday. Cigrand, now known as the “Father of Flag Day,” continued to publically advocate the observance of June 14 as the flag's “birthday”, or “Flag Day” for years. Inspired by decades of state and local celebrations, Flag Day was officially established by the Proclamation of President Woodrow Wilson on May 30th, 1916. While Flag Day was celebrated in various communities for years after Wilson's proclamation, it was not until August 3rd, 1949, that President Truman signed an Act of Congress designating June 14th of each year as National Flag Day. Since August 1949 the President proclaims the com-

memoration yearly, and encourages all Americans in the country to display “The Stars and Stripes” outside their homes and businesses.

## Observance of Flag Day

The National Flag Day Foundation holds an annual observance for Flag Day on the second Sunday in June. The program includes a ceremonial raising of the national flag, the recitation of the Pledge of Allegiance, the singing of the national anthem, a parade and other events.

## Interesting Facts about Flag Day

It is interesting to point out that the United States did not even have a standardized flag until 1912! Called the “Stars and Stripes” or “Old Glory,” the flag is one of the most complicated in the world. No other flag needs 64 pieces of fabric to make. The current flag has thirteen red and white alternating

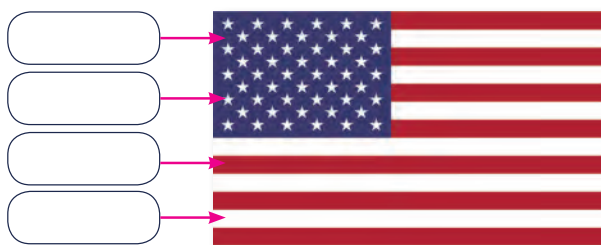


stripes (seven red and six white ones, representing the former 13 English colonies which on 4 July 1776 became independent of Great Britain) and fifty stars (each star represents one of the states of the Union) on a blue background representing a new constellation just as constellations in the night sky that stand forever. Red stripes were chosen to represent valour, courage and hardiness; white stripes represent innocence and purity, a new country just born and starting on its own; the blue field

on which the stars sit represents justice and perseverance.

The American flag has also changed designs more than any other flag in the world. The first flag, called the Grand Union, was flown at the headquarters of the Continental Army on January 1, 1776. Betsy Ross, a seamstress, is said to have contributed to this design. For this reason, another popular nickname for USA's flag is Betsy Ross.

- 1** The American flag is also nicknamed the “Stars and Stripes” because of its design. Can you identify what the design stands for?



- 2** Follow the link below and watch the video. Write down who Francis Hopkinson and Betsy Ross were. <https://www.youtube.com/watch?v=PMwjjmwQmw>

- 3 PERSONAL PROJECT** Describe the national flag of Romania.

Write about: ● its history; ● the significance of its colours; ● interesting facts about the Romanian flag.



# Trooping the Colour

## When is Trooping the Colour?

Traditionally, Trooping the Colour is held on the second Saturday of June. Proceedings usually start at around 9:15am, when the troops begin to form, but the Queen doesn't leave Buckingham Palace until around 10:45am. Her Majesty will arrive at Horse Guards Parade at around 11am to review the ranks, before heading back to the palace. The RAF flypast is scheduled for 1pm.

## Why is it called Trooping the Colour?

Trooping the Colour is a military parade – so the name has a military background, which goes all the way back to the 17th century.

The guards which take part in the parade form one of the oldest regiments of the British Army – the Household Division. They are like the Queen's bodyguards or personal troops, and have been part of the monarchy since the English Civil War ended in 1660.

"Colours" was the name given to the flags representing the different regiments in the British Army. The flags all looked different, depending on the colours and symbols of each regiment.

The army used these flags so that soldiers could easily spot their unit when they were on the battlefield, because it used to be quite easy to get lost in battle. Keeping an eye out for their own regiment's "colours" was an easy way to keep everyone together.

Because of this, it was important that soldiers knew which colours belonged to which regiment, so they needed to be regularly displayed. To do this, officers would march up and down in front of the troops (this is called "trooping") waving their flags (or "colours"), so everyone could see which flags belonged to which regiment.

## What happens at Trooping the Colour?

Over 1,400 parading soldiers, 200 horses and 400 musicians come together each June in a great display of military precision, horsemanship and fanfare to mark the Queen's official birthday.

The Trooping the Colour parade officially begins when the Queen leaves Buckingham Palace in a carriage. Until 1987, she actually used to make this journey riding side-saddle on a horse, dressed in the colours being trooped that year.





She travels down The Mall in front of crowds towards Horse Guards Parade at Whitehall, near Downing Street. The Mall is a tree-lined royal road leading from Trafalgar Square to Buckingham Palace. When the Queen gets there, she is greeted by a royal salute from the soldiers on parade, before inspecting the troops. Once this is done, she is joined by other members of the royal family on Buckingham Palace's famous balcony.

There is a special 41-gun salute in Green Park, just next to the palace, and a special aerobatic display by the RAF's display team, the Red Arrows.

### How can I watch it?

Members of the public wishing to watch the parade are advised to stand on The Mall or on the edge of St James's Park overlooking Horse Guards from 9am. The parade is also broadcast live on the BBC in the UK.

**1** Read the text again and mark the sentences as Right (R), Wrong (W) or Doesn't Say (DS). Write them in your notebook.

- 1 Trooping the Colour marks the Queen's official birthday celebrations.
- 2 The display features a few Household Division officers, horses and musicians.
- 3 In central London, The Mall is a well-known shopping area.
- 4 A spectacular Royal Air Force flypast takes place over Buckingham Palace.
- 5 Each battalion has different colours as well as different uniforms.
- 6 The difference in the battalions' uniforms is their buttons: the number of buttons and the badge on their shoulder.

**2** Follow the link below and watch the video. Write down why the Queen's birthday is marked in June with the Trooping the Colour ceremony.

<https://www.youtube.com/watch?v=NIM6XgzkY2A>

**3 PERSONAL PROJECT** Do people in Romania have any festive military parade? Write about:  
● the name of the festival; ● its significance; ● when it takes place; ● what people do on that occasion.

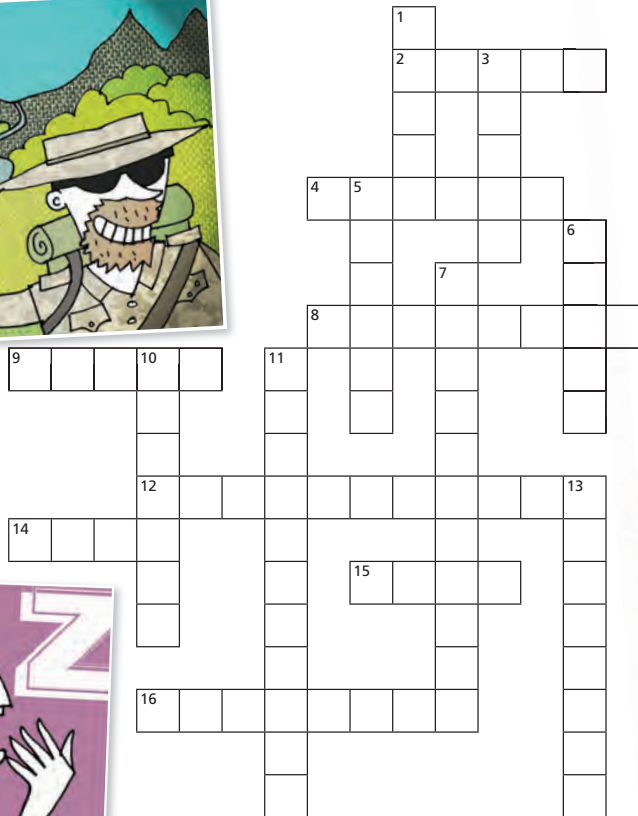


# Final Revision 1

## Vocabulary

## Grammar

1 Read the clues and complete the crossword.



### Across

- 2 I'm **tiring** / **tired**. I think I'll go to bed.
- 4 Do you like ... models?
- 8 The news from the hospital isn't good. It's very **worrying** / **worried**.
- 9 I'm **boring** / **bored**. Let's go to the cinema.
- 12 I'm reading a book about the Arctic. It's really **interesting** / **interested**.
- 14 How often do you ... online to your friends?
- 15 Can I use your phone? I need to ... a text message.
- 16 My sister broke my printer last night. She's very **annoying** / **annoyed**.

### Down

- 1 Can I borrow your memory ...? I need to save this document.
- 3 We sailed ... the island yesterday. It was great!
- 5 The river is very big. We can't swim ...
- 6 I loved the film. It was very ... (fun).
- 7 I didn't like the film. It was very **frightening** / **frightened**.
- 10 It's my brother's birthday tomorrow. He's really **exciting** / **excited**.
- 11 My brother's exploring in the Amazon. He's really ... (adventure).
- 13 My dad's very ... (generosity). He bought me a new laptop.



# Final Revision 1

## Vocabulary

## Grammar

### 1 Choose the correct words.

#### Master of the Web

Tim Berners-Lee (1) **is / are** a world-famous scientist and a great inventor. But (2) **are you knowing / do you know** what he invented?

Tim (3) **was / is** born in London on 8th June 1955. His parents (4) **was / were** both mathematicians and computer scientists. When he was a boy his hobby was electronics – he liked (5) **play / playing** with gadgets. He went to Emanuel School and then (6) **was studying / studied** physics at Oxford University from 1973–1976.

Tim (7) **worked / was working** at CERN, a large scientific laboratory in Geneva, Switzerland, when he (8) **was inventing / invented** the World Wide Web. He (9) **built / were building** the first Web browser and server in 1990. In 1991 he (10) **created / create** the first website. The first web page address was <http://info.cern.ch/hypertext/WWW/TheProject.html>, which had information about the WWW project.

The World Wide Web (11) **didn't make / wasn't making** Tim rich. He gave his invention to the world so everyone can use it for free. He now (12) **work / works** at the Massachusetts Institute of Technology in the USA and at the University of Southampton in the UK. He and his family (13) **live / are living** in America.

Tim (14) **has / is having** many awards and prizes for his work. In 1999 *Time* magazine included him in its list of the 100 most important people of the 20th century. Queen Elizabeth II (15) **was giving / gave** him a knighthood in 2004, so he is now Sir Tim Berners-Lee. He (16) **is coming / came** first in a list of the top living geniuses in 2007. So next time you look at a website, remember to thank Tim Berners-Lee!

### 2 Correct the sentences. There are two errors in each sentence.

- 1 He have just finish chatting online.
- 2 I're been learning french for five years.
- 3 What was you doing on saturday night?
- 4 You was watching TV at 9pm last night?
- 5 How long you have been lived here?
- 6 I were having dinner when he was arriving.

### 3 Order the words to make questions.



- 1 like / Do / games / you / playing / computer ?
- 2 What / were / at / 8pm / night / last / doing / you ?
- 3 you / relaxing / moment / the / Are / at ?
- 4 Did / your / buy / yesterday / parents / anything ?
- 5 your / Does / English / teacher / speak / usually ?
- 6 you / now / a / doing / sport / Are ?

### 4 Complete the sentences with one of the phrasal verbs in the box.

went on   take off   make out  
take up   come out

- 1 The book first was published in 1997.
- 2 The plane flew into the air an hour late.
- 3 The lecture continued till 6:30.
- 4 It's difficult to understand what she's saying.
- 5 She started going to Spanish classes.

### 5 Choose the correct modal verb.

- 1 The temperature is dropping. It **could / must to** snow during the night.
- 2 I don't have a special plan for tonight. After work, I **might / have to** go home.
- 3 My son has just cut his hand badly. I **have to / should** take him to the hospital.
- 4 The dog keeps going to the door. I think you **had to / should** take him for a walk.
- 5 You **don't have / mustn't** be late for school!

### 6 Choose the subject that agrees with the predicate.

- 1 ... works on a farm at the weekend.  
a) Johnny                      b) The boys
- 2 ... are increasing every year.  
a) The earnings              b) The business
- 3 ... scissors are rusty.  
a) These                        b) This
- 4 ... is my favourite subject.  
a) Physics                      b) Art and Maths
- 5 ... is not very good I'm afraid.  
a) The news                    b) Sunglasses



# Final Revision 2

## Vocabulary

## Grammar



Fill in the gaps with the correct words. The number of letters is given in brackets.

# START

Have you seen any Roman ...? (5)



Have you been to the Great Barrier ...? (4)

Which is longer, the ... of Spain or Italy? (9)



Have you ever done a ... swim? (9)



Do you always ... your homework? (2)

What ... you laugh? (5)



Have you ever sold ... for charity? (6)

How often do you buy charity ...? (6,7)



Do you do some ... everyday? (8)

When did you last send a ...? (8)



How often do you buy ...? (9)

When did you last ... a photo? (4)



# FINISH

What do you do when you feel ...? (9)



Have you ever seen a ... film? (11)



What do you wear when the weather is ...? (8)





# Final Revision 2

## Vocabulary

## Grammar

### 1 Choose the correct words.

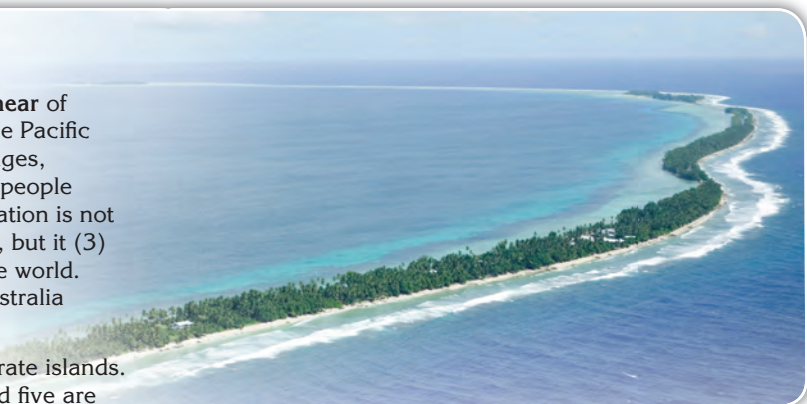
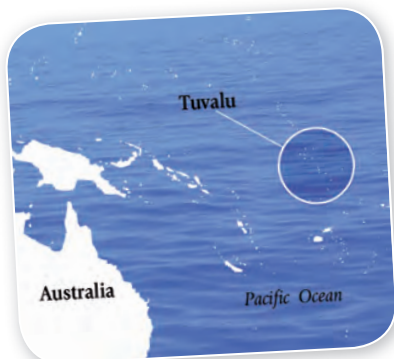
#### Small island

(1) **Have you ever heard / Did you hear** of Tuvalu? It's a Polynesian island in the Pacific Ocean. There are two official languages, Tuvaluan and English. Only 12,373 people (2) **live / are living** there. The population is not as **small** as in Vatican City or Nauru, but it (3) **is / has been** the third smallest in the world. Tuvalu is about halfway between Australia and Hawaii.

The country is in fact nine tiny separate islands. Four (4) **are / will be** reef islands and five are atolls, coral islands with a lagoon in the middle. Europeans (5) **have known / knew** about the islands (6) **for / since** over 400 years. A group of Spanish explorers saw the islands in 1568, but (7) **weren't able / haven't been able** to land. In fact, Europeans didn't land on Tuvalu until the late 18th century. The islands (8) **became / have become** part of the British Empire in 1892. They were called the Ellice Islands.

Tuvalu (9) **was / has been** an independent country (10) **since / for** 1978, but Queen Elizabeth II of Great Britain is the head of state. It (11) **became / has become** a member of the United Nations in 2000. There is a campaign in Tuvalu about environmental problems. If the level of the sea (12) **rises / will rise**, Tuvalu will disappear!

Tuvalu is a very poor country. A lot of Tuvaluans work as fishermen, farmers or government employees, but the country needs a lot of foreign money and help to survive.



### 2 Correct the sentences. There are two errors in each sentence.

- 1 My dad have been worked here for twenty years.
- 2 How long do it taken you to get to school.
- 3 My sister have lived in China since two years.
- 4 I were tidying my room when the doorbell ring.
- 5 I've bought a new laptop last month. It has been very cheap.

### 3 Order the words to make questions.

- 1 long / phone / had / have / mobile / How / you / your / ?
- 2 ever / you / Paris / to / been / Have / ?
- 3 buy / any / clothes / Did / you / weekend / last / ?
- 4 eaten / Have / any / today / chocolate / you / ?
- 5 Has / friends / a / mum / got / your / of / lot / ?
- 6 What / favourite / your / in / place / Spain / is / ?

### 4 Write sentences using the present continuous, present perfect simple or continuous, past simple or continuous.

- 1 Nicky / watch a DVD / when / her friend / arrive.
- 2 I / look for my friends / now.
- 3 He / not leave / yet.
- 4 Maggie / swim / since 8 o'clock.
- 5 They / not meet / for two years.
- 6 While / they / swim / they / see a shark.



# Final Revision 3

## Vocabulary

## Grammar

Play the game.

A game board with a honeycomb pattern. A path of bees starts at 'START' and ends at 'FINISH', connecting various trivia questions. Some questions include small images: an Oscar statuette, a band performing, and a smiling woman.

**START**

Which A do you give and receive? (6)

Which A can a film win? (5)

Which C shouldn't you interrupt? (12)

Which B is a group of musicians? (4)

Which A tries to sell you things? (13)

Which E are often special in films? (7)

Which F is Glastonbury? (8)

Which I means not patient? (9)

Which I means not legal? (7)

Which L are the words of a song? (6)

Which L should you never tell? (3)

Which J can you tell to make someone laugh? (4)

Which P is the story of a film? (4)

Which S is the words of a film? (6)

Which S is the music of a film? (10)

Which T do pop musicians go on? (4)

**FINISH**

Which U means not friendly? (10)

Which U means not happy? (7)

Which T should you always tell? (5)



# Final Revision 3

## Vocabulary

## Grammar

### 1 Choose the correct words.

#### The soundtrack

If you (1) **watch / watched** a silent film, a film without any speaking in it, you'll know immediately that the film is different. But will you think the same if the film (2) **has / have** no music? Yes, you probably will. The music is a very important part of the film. If it is a horror film, like *Scream*, the music (3) **is / will** make you more frightened. If it (4) **will be / is** an action film, like a James Bond film, the music will make the scene more exciting. A film (5) **doesn't has to / has to** have music. Films had music before they had words. In the 1920s music was written for silent movies. The music was played by a piano player in the cinema while people (6) **were watching / watched** the film. When sound was introduced to films, musicals (films with singing and dancing), became very popular. Lots of songs were released on albums and became hits. In the 1940s and 1950s many famous composers, including Duke Ellington and Leonard Bernstein, (7) **wrote / were wrote** film scores, or music, for the movies. Some directors use the same composers for most of their films. For example, if Steven Spielberg wants a film score, (8) **he'll ask / he asked** John Williams. Williams has written the music for lots of famous films, including *Star Wars*, the *Harry Potter* series, and the *Indiana Jones* series. He has won the Oscar for Best Original Score five times. Many films (9) **use / uses** different tunes, often called themes, for important characters. Famous examples of this technique are the themes for Darth Vader, Luke Skywalker and Princess Leia in John Williams's score for *Star Wars*. When the audience hear the music, they know the character (10) **will / is going to** appear. What about the future? Most people agree that films (11) **will / won't** always need music. Film soundtrack CDs are big-selling albums. The soundtrack album of the 1992 film *The Bodyguard* (12) **will sell / sold** 44 million copies – it's one of the biggest-selling albums of all time. But most of all, a good film score is important. Can you imagine watching James Bond without the music? It's impossible. You (13) **mustn't / must** hear the music too.

### 2 Correct the sentences. There are two errors in each.

- 1 I'll met you to the cinema at 7pm.
- 2 If you'll work hard, you'll passing your exams.
- 3 They aren't going to going on holiday last summer.
- 4 If my friend would told me a lie, I be very unhappy.
- 5 The phonograph was inventing for Thomas Edison.

### 3 Write the questions.

- 1 tonight / you / What / are / doing ?
- 2 cinemas / change / lot / Will / a / lot / the / in / future ?
- 3 friend / What / your / you / do / if / have / argument / will / you / an / with / best ?
- 4 you / When / were / born ?
- 5 have / before / home / Do / be / you / midnight / to ?

### 4 Put the verbs in brackets into the correct tense.

- 1 When we ... (visit) the museum, we'll buy some postcards.
- 2 I will tell you what happened when we ... (be) alone.
- 3 What will you do when you ... (finish) building the house?
- 4 He will drink a cup of coffee after he ... (fix) the car.
- 5 When you ... (finish) learning German, I ... (give) you a job.
- 6 As soon as the children ... (see) the lake they will want to swim.

### 5 Complete the following sentences with *must*, *mustn't*, or a suitable form of *have to*.


- 1 I ... stop smoking. (Doctor's orders)
- 2 The car broke down, so we ... to call the mechanic.
- 3 You ... take a shower before entering the pool.
- 4 You ... interfere in the discussion. It's not polite.
- 5 You ... tell me about this if you don't want to.





# Let's have fun! Sketch 2



**1**  Listen. Are the sentences true or false? Correct the false sentences.

- 1 James has got a new webcam.
- 2 Anna knows about technology.
- 3 Mark wants to go to a museum.
- 4 Sarah suggests going for a bike ride.

**2** Listen and read. Check your answers.

## The technology-phobe

**Sarah** Hi, Mark. Hi, Anna. Come in.

**Anna** Where's James?

**Sarah** He's coming now. He's not very happy.  
*(James enters)*

**James** Hi, Mark. Hi, Anna.

**Mark** What's wrong?

**James** I've got a new mobile phone and I don't understand it. I hate gadgets.

**Sarah** That's not true. You love playing computer games and chatting online to your friends.

**Anna** What's the problem?

**James** I don't know. I was sending a text last night when the phone stopped working.

**Mark** Why don't you show it to Anna?

**Sarah** Good idea, Mark. Anna helped me when I had a problem with my mp3 player.

**Anna** I love playing with electronics.

**Sarah** So what are we doing today?

**Mark** Let's go into town. There's an exhibition on the history of gadgets at the museum.

**James** Oh, no.

**Sarah** What about going to the shopping centre?

**Mark** Yeah, good idea. I want to go to the computer shop to buy a memory stick.

**James** Oh, no. Technology, technology, technology. Let's do something interesting. We could draw some cartoons.

**Mark** OK, I know some great new art software we can download.

**James** No, no, no. No technology. Why don't we do some sport?

**Sarah** We could go for a bike ride.

**Mark** Yeah, good idea. I want to take some photos with my new digital camera.

**James** No, please! Let's do something without technology. I don't like technology.  
*(James's phone rings)*

**Anna** Hey, James. Your phone's OK now.

**James** *(Speaking to his mobile)* Hi, John. *(pause)* We aren't doing anything. *(pause)* OK. Great. See you in half an hour. Bye. *(turns off phone)*

**Mark** What did John want?

**James** He's having a party. Let's go.

**Anna** Great.

**Sarah** Cool. Let's go.

**James** We are lucky I've got a phone.

**Mark** What do you mean?

**James** Well, John called us to invite us to the party. I love my phone.



**3** Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects you need.
- Remember to speak clearly for the audience to hear you.



### Read and say!

*While we were walking, we were watching window washers wash Washington's windows with washing water.*

### Joke time!

*To whom do people always take off their hats?*

*To hairdressers!*



# Grammar guide – Module 1

## Present simple

+	I / You	play	tennis.
	He / She / It	plays	
	We / You / They	play	

-	I / You	don't play	tennis.
	He / She / It	doesn't play	
	We / You / They	don't play	

?	Do I / you play tennis?	
	Yes, I do.	No, I don't.
	Does he / she / it play tennis?	
	Yes, he does.	No, he doesn't.
	Do we / you / they play tennis?	
	Yes, we do.	No, we don't.

We use present simple for:

– habits:

**We meet our friends at the club on Saturdays.**

– routines:

**Linda goes to university at 9 o'clock in the morning.**

– timetables, schedules, programmes:

**The plane takes off at 11 o'clock.**

Time expressions: **every day / weekend / year, always, usually, never, on Mondays, once a week, etc.**

## Present continuous

+	I	'm drawing.
	You	're drawing.
	He / She / It	's drawing.
	We / You / They	're drawing.

-	I	'm not drawing.
	You	aren't drawing.
	He / She / It	isn't drawing.
	We / You / They	aren't drawing.

?	Is he / she / it drawing?	
	Yes, he is.	No, he isn't.
?	Are we / you / they drawing?	
	Yes, we / you / they are.	No, we / you / they aren't.

We use present continuous for:

– actions happening at the time of speaking:

**I'm having dinner at the moment.**

– temporary situations:

**He's looking for a new job these days.**

– plans and fixed arrangements for the near future:

**They're flying to London in two hours.**

– annoying habits when used with *always*:

**You are always forgetting things!**

Time expressions: **at the moment, now, this week, these days, today etc.**

## Subject – Predicate agreement

SINGULAR VERBS	PLURAL VERBS
<ul style="list-style-type: none"> <li>Some collective nouns refer to a group as a whole: class, family, police, team, crowd Our family <b>is</b> having dinner.</li> <li>Uncountable nouns such as information, baggage, equipment More information <b>is</b> available at the reception.</li> <li>Some nouns: gymnastic, news, physics, politics Gymnastics <b>is</b> fun to watch.</li> <li>Two nouns that are joined by ,or' or, nor' Neither Tom nor Harry <b>has</b> arrived yet.</li> <li>Each, every, everyone, everybody, anyone, anybody, someone, somebody, something Each / every inhabitant <b>is</b> concerned.</li> </ul>	<ul style="list-style-type: none"> <li>Some collective nouns refer to each member of a group: class, family, police, team, crowd Our family <b>are</b> having dinner.</li> <li>Nouns that are joined by, and' Tom and Harry <b>have</b> arrived home safely.</li> <li>Nouns with no singular form such as sunglasses, scissors, trousers. Caroline's sunglasses <b>are</b> very fashionable.</li> <li>Several, many, both, few, a few Few / a few people <b>go</b> to the beach today.</li> </ul>

## Adverbs of frequency

always	100%
usually	↑
often	
sometimes	
hardly ever	
never	

## Time expressions

now	every day
at the moment	twice a week
at the weekend	this year
She never does homework <b>at the weekend.</b>	
We usually chat online <b>twice a week.</b>	

## Grammar guide – Module 2

### was / were

+	I	was	famous.
	You	were	
	He / She / It	was	
	We / You / They	were	

-	I	wasn't	famous.
	You	weren't	
	He / She / It	wasn't	
	We / You / They	weren't	

?	<b>Was</b> he / she / it famous? Yes, he <b>was</b> . No, he <b>wasn't</b> .	
	<b>Were</b> we / you / they famous? Yes, we <b>were</b> . No, we <b>weren't</b> .	

### Spelling: past simple regular verbs

- for most verbs add *-ed*  
**invent** → **invented**
- for verbs that end in *-e*, add *-d*  
**arrive** → **arrived**
- for verbs that end in a consonant +*y*, omit the *-y* and add *-ied*  
**study** → **studied**
- careful: sometimes the last consonant is doubled  
**stop** → **stopped**      **travel** → **travelled**

### Spelling: past simple irregular verbs

- for the irregular verbs list, see page 143

### Past simple

+	I / You / He / She / It We / You / They	<b>scanned</b> a photo.
---	--	-------------------------

-	I / You / He / She / It We / You / They	<b>didn't scan</b> a photo.
---	--	-----------------------------

?	<b>Did</b> I / you / he / she / it <b>scan</b> a photo? Yes, I <b>did</b> . / No, I <b>didn't</b> .	
	<b>Did</b> we / you / they <b>scan</b> a photo? Yes, we <b>did</b> . / No, we <b>didn't</b> .	

We use past simple for:

– actions which happened at a definite time in the past:

**We met our friends at the concert last Saturday.**

– actions which happened immediately one after the other in the past:

**First she bought her ticket, then she got on the train.**

Time expressions: **yesterday / last weekend / year** etc., **two days / months**, etc. **ago, in 2015, then**, etc.

### Past continuous

+	I	was working.
	You	were working.
	He / She / It	was working.
	We / You / They	were working.

-	I	wasn't working.
	You	weren't working.
	He / She / It	wasn't working.
	We / You / They	weren't working.

?	<b>Was</b> he / she / it <b>working</b> ? Yes, he <b>was</b> . No, he <b>wasn't</b> .	
	<b>Were</b> we / you / they <b>working</b> ? Yes, we <b>were</b> . No, we <b>weren't</b> .	

We use past continuous for:

– an action in progress at a stated time in the past:

**I was watching TV at this time yesterday.**

– an action in progress when another action interrupted it:

**He was doing his homework when his dad came home.**

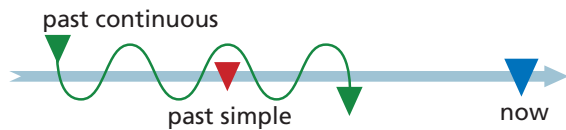
– two or more actions which were happening at the same time in the past:

**David was playing the piano while his sister was singing.**

Time expressions: **while, when, as, all morning / day / night**, etc.

## Grammar guide – Module 3

### Past simple and past continuous



She **was falling** towards the ground when her main parachute **didn't open**.



Joan **crashed** into the ground and her heart **stopped**.

past		
simple		continuous
I / You	walked	I was walking
He / She / It	walked	You were walking
We / You / They	walked	He / She / It was walking
		We / You / They were walking
I / You	didn't walk	I wasn't walking
He / She / It	didn't walk	You weren't walking
We / You / They	didn't walk	He / She / It wasn't walking
		We / You / They weren't walking
Did	I / you	walk?
Did	he / she / it	walk?
Did	we / you / they	walk?
Was	I	walking?
Were	you	walking?
Was	he / she / it	walking?
Were	we / you / they	walking?

### when and while

He was running away **when** the bear attacked.

**While** he was running away, the bear attacked.

### Phrasal verbs

come across	meet by chance
call out	shout
fall apart	break into pieces
give in	surrender
go through	examine carefully
keep on	continue
make up for	compensate
put up with	tolerate
see to	care for
be taken aback	be strongly surprised

### Prepositional verbs

agree with	approve of
apologise for	say you are sorry
ask for	want
care about	be concerned about
complain about	not be satisfied with
deal with	give attention to
dream of	think about
look after	keep in good condition
succeed in	manage to do
wait for	spend some time

## Grammar guide – Module 4

### Present perfect

affirmative		
I	've (have)	bought local food.
You	've (have)	
He / She / It	's (has)	
We	've (have)	
You	've (have)	
They	've (have)	

negative		
I	haven't (have not)	used plastic bags.
You	haven't (have not)	
He / She / It	hasn't (has not)	
We	haven't (have not)	
You	haven't (have not)	
They	haven't (have not)	

questions	short answers	
	affirmative	negative
Have I	Yes, I <b>have</b> .	No, I <b>haven't</b> .
Have you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Has he / she / it	Yes, he / she / it <b>has</b> .	No, he / she / it <b>hasn't</b> .
Have we	Yes, we <b>have</b> .	No, we <b>haven't</b> .
Have you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Have they	Yes, they <b>have</b> .	No, they <b>haven't</b> .

### Present perfect continuous

affirmative		
I	have ('ve) been	living here since 2010.
You	have ('ve) been	
He / She / It	has ('s) been	
We	have ('ve) been	
You	have ('ve) been	
They	have ('ve) been	

negative		
I	haven't (have not) been	working for an hour.
You	haven't (have not) been	
He / She / It	hasn't (has not) been	
We	haven't (have not) been	
You	haven't (have not) been	
They	haven't (have not) been	

questions	short answers	
	affirmative	negative
Have I been	Yes, I <b>have</b> .	No, I <b>haven't</b> .
Have you been	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Has he / she / it been	Yes, he / she / it <b>has</b> .	No, he / she / it <b>hasn't</b> .
Have we been	Yes, we <b>have</b> .	No, we <b>haven't</b> .
Have you been	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Have they been	Yes, they <b>have</b> .	No, they <b>haven't</b> .

### Spelling: past participle regular verbs

- for most verbs, add *-ed*
- for verbs that end in *-e*, add *-d*
- for verbs that end in a consonant + *y*, omit the *-y* and add *-ied*
- for verbs that end in a stressed vowel + a consonant, double the final consonant and add *-ed*

want → wanted  
like → liked

study → studied

stop → stopped

### Spelling: past participle irregular verbs

- for the Irregular verbs list, see page 143

## Grammar guide – Module 5

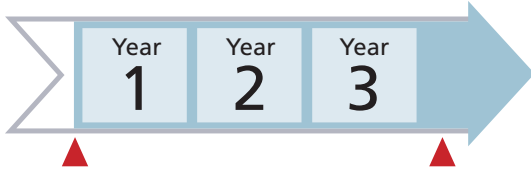
### Present perfect simple vs. present perfect continuous

	Present perfect simple	Present perfect continuous
Form	S + HAVE / HAS + V3	S + HAVE / HAS BEEN + V-ing
Used for	<ul style="list-style-type: none"> <li>An action which started in the past and <b>continues</b> up to the present: I've <b>known</b> him for many years.</li> <li>Emphasis on the <b>result</b> of an action: He <b>has painted</b> the room.</li> <li>Focus on the <b>effect</b> of an action which has <b>finished</b>: I've <b>watched</b> the play with great interest.</li> <li>Emphasis on <b>permanent</b> actions: Our teacher <b>has taught</b> Art for twenty years.</li> <li>Usually with <b>state verbs</b>: He <b>has had</b> his dog for a year.</li> </ul>	<ul style="list-style-type: none"> <li>An action which started in the past and <b>has been in progress</b> for a period until now: I've <b>been playing</b> tennis for hours.</li> <li>Emphasis on the <b>duration</b> of the action: He <b>has been painting</b> the room all day.</li> <li>Focus on <b>an action</b> which <b>may or may not be finished</b>. I've <b>been watching</b> the play with great interest.</li> <li>Emphasis on <b>temporary</b> actions: She <b>has been teaching</b> this class for an hour.</li> <li>Usually not with <b>state verbs</b>: He <b>has been having</b> his dog for a year.</li> </ul>
Time expressions	<p><b>FOR</b> + a period of time They've waited <b>for</b> hours. (this doesn't emphasise the length of time). I've lived here <b>for</b> five years. (permanently)</p> <p><b>SINCE</b> + a point in time (starting point) Paul has been here since 10 o'clock. (finished action)</p> <p><b>HOW LONG</b> – in questions <b>How long</b> have you been in Italy?</p> <p><b>EVER</b> – in questions Have you <b>ever</b> done a sponsored swim?</p> <p><b>NEVER</b> – in answers or negative sentences to talk about experiences. I've <b>never</b> done a sponsored swim.</p>	<p><b>FOR</b> + a period of time (duration of the action). They've been waiting <b>for</b> hours! (this emphasises the length of time). I'm originally from Bucharest, but I've been living here <b>for</b> ten years. (temporarily)</p> <p><b>SINCE</b> + a point in time (starting point) I've been waiting for Sarah since 9 o'clock. (unfinished action)</p> <p><b>HOW LONG</b> – in questions <b>How long</b> have you been travelling? I've been travelling <b>since</b> May. I've been travelling <b>for</b> two months.</p>

	Present continuous	Present perfect continuous
Form	S + BE + V-ing	S + HAVE / HAS BEEN + V-ing
Used for	<ul style="list-style-type: none"> <li>An action <b>in progress</b>: It's <b>raining</b>. I'm <b>talking</b> to you.</li> <li>A temporary action happening around the moment of speaking: She's <b>looking</b> for a new job these days.</li> <li>Actions which happen very often, usually to express annoyance, with adverbs such as: <i>always, constantly, continually</i>: He is always <b>misplacing</b> his spectacles.</li> <li>Actions arranged to be done in the near future (<b>fixed arrangements</b>): I'm <b>taking</b> my final exam next week.</li> </ul>	<ul style="list-style-type: none"> <li>An action which <b>began in the past and is still in progress</b>: It's <b>been raining</b> all day. I've <b>been talking</b> to you for five minutes.</li> <li>To talk about the <b>result of an action</b>, which started in the past and lasted for some time: His feet hurt as he <b>has been looking</b> for a new job all morning.</li> <li><b>Repeated actions</b> in the past to now: Ann <b>has been performing</b> in this show for two months.</li> <li>Actions that have just <b>got over</b> (completed actions): You must go and take a shower. You've <b>been playing</b> out in the dust all day.</li> </ul>
Time expressions	now, at the moment at present, these days, still, nowadays, today, tonight	Asking for <b>how long</b> an action has been performed continually up to now: How long <b>have</b> you <b>been learning</b> French? for, since, all morning / day / year, how long, lately, recently.

## Grammar guide – Module 6

### Present perfect vs. past simple



Mike went to  
live in the USA.

Now he lives  
in the USA.

Mike **has lived** in the USA for three years.



Mike went to  
live in the USA.

Mike left  
the USA.

Now Mike  
lives in England

Mike **lived** in the USA for three years.

### Expressing possibility and probability

#### expressing possibility

We use **could**, **may** and **might** when we believe something is possible:

Emma **could / may / might** be sleeping.

#### expressing probability

We use **should** when we think something is probably true:

They **should** arrive by two o'clock.

### The main characteristics of modal verbs

- They do not take an **-s**, **-ing** or **-ed** suffix:  
They **might** rebuild their house.
- They form questions, negations and short answers without the auxiliary verb **do**:  
**Might** they be persuaded to visit us?
- They are followed by a bare infinitive:  
He **might not** have a sister. I'm not sure.

# Grammar Guide – Module 7

## Expressing future

### will

+	I / You / He / She / It We / You / They	will ('ll) go.
---	--	----------------

–	I / You / He / She / It We / You / They	will not (won't) go.
---	--	----------------------

?	Will I / you / he / she / it we / you / they Yes, he <b>will</b> . / No, he <b>won't</b> .	go?
---	--	-----

We use the future simple for:  
– predictions about the future with the verbs *think, believe, hope, expect* .:

**I think he will be on time for the meeting.**

– on-the-spot decisions: **I'll buy this dress.**

– promises, requests, offers, hopes, threats:

**I'll call you next week.**

**Will you help me with the housework?**

**I'll pay for dinner because it is your birthday.**

**I hope pollution will disappear.**

**Finish your homework or else you won't go to the party!**

Time expressions: **tomorrow, next week / month** etc., **in a week / month**, etc.

### Future continuous

+	I / You / He / She / It / We / They	will ('ll) be working.
–	I / You / He / She / It / We / They	will not (won't) be working.
?	Will I / you / he / she / it / we / they /	be working?

We use the future continuous:

– for an action in progress at a stated time in the future:

**This time next week, we'll be flying to London.**

– for actions which will definitely happen in the future, as the result of a routine or arrangement:

**I'll be playing tennis on Sunday morning.**

– when we ask about someone's plans for the near future, to find out if they can do something for us:

**Will you be going shopping today?**

**Can you buy me some milk?**

Time expressions: **(at) this time tomorrow / next week / month, soon, in a week / month, tomorrow, tonight, in three days**

## be going to

+	I	'm going to come.
	You	're going to come.
	He / She / It	's going to come.
	We / You / They	're going to come.

–	I	'm not going to come.
	You	aren't going to come.
	He / She / It	isn't going to come.
	We / You / They	aren't going to come.

?	Is he / she / it <b>going to</b> come? Yes, he <b>is</b> . No, he <b>isn't</b> .
---	---

## Present continuous

We use the present continuous for definite plans and arrangements in the future:

**I'm meeting my friends on Friday.**

Time expressions: **this evening, tomorrow, on Friday, next week**, etc.

## Present simple

We use the present simple for future actions when we refer to programmes, timetables:

**The bus arrives in Coventry at 8.30.**

## First conditional

if clause + present	main clause + future
If you win,	what will you do?
If I win,	I'll go on holiday.



main clause + future	if clause + present
What will you do	if you win?
I'll go on holiday	if I win.

## Grammar guide – Module 8

### Obligation / Necessity

obligation / necessity	
I / You He / She / It We / You / They	<b>must</b> stop when the traffic light is red. (You are <i>obliged</i> to stop!) <b>must</b> finish the project by tomorrow. (The speaker decides that something is <i>necessary</i> .)

We use *must* when the speaker decides that something is necessary. We use *have to* when somebody else, other than the speaker, has made the decision.

**I must do my homework.** (The speaker decides.)  
**I have to do my homework.** (Somebody else has decided.)

?	Do I / you <b>have to</b> bring a present? Yes, I <b>do</b> . No, I <b>don't</b> .
	Does he / she / it <b>have to</b> bring a present? Yes, he <b>does</b> . No, he <b>doesn't</b> .
	Do we / you / they <b>have to</b> bring a present? Yes, we <b>do</b> . No, we <b>don't</b> .

To express obligation and necessity in the past and in the future we usually use the verb *have to*.

I **had to** take off my shoes. (obligation)  
He **didn't have to** wait long. His parents were there in five minutes. (absence of necessity)  
I **will have to** do my homework. (obligation)  
**Will I have to** buy tickets in advance? (necessity)

### Prohibition

prohibition	
I / You / He / She / It / We / You / They	<b>mustn't / can't</b> park here. (It is <i>forbidden</i> ).

### Time clauses

Main clause present / future / imperative	Time clause present simple or present perfect
The flowers <i>appear</i>	<b>when</b> the spring comes.
I <i>will call</i> you	<b>as soon as</b> I get home.
<i>Buy</i> some bread	<b>before</b> you get home.
You <i>can</i> have the newspaper	<b>once</b> I have read the news.

Time clauses are introduced by the following time conjunctions: **when, as, while, before, since, after, until, till, by the time, as soon as**, etc.

– We use present simple or present perfect and not future after all these time expressions:

**I will relax after I finish / have finished cleaning the house.**

– When the time clause precedes the main clause, a comma is used:

**Whenever he misses us, he calls.**  
**He calls whenever he misses us.**

Time adverbs expressing sequence of events:

**afterwards, before, eventually, formerly, previously, soon**  
**Shortly afterwards he met her again.**





# Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was, were /wɒz, wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamt, dreamed /dremt, dri:md/	dreamt, dreamed /dremt, dri:md/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'draɪv(ə)n/
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒt(ə)n/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪv(ə)n/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/



# Irregular verbs

Infinitive	Past simple	Past participle
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shine /ʃaɪn/	shone /ʃəʊn/	shone /ʃəʊn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sɒŋ/	sung /sæŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /stəʊl(ə)n/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /kɔ:t/	taught /kɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə(r)'stænd/	understood /,ʌn dər'stʊd/	understood /,ʌn dər'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪt(ə)n/

Programa școlară poate fi accesată la adresa:  
<http://programe.ise.ro>.



*Manualul este prezentat  
în variantă tipărită  
și în variantă digitală.*

*Varianta digitală are un  
conținut similar celei tipărite.*

*În plus, cuprinde o serie de  
activități multimedia interactive  
de învățare (exerciții interactive,  
jocuri educaționale, animații,  
filme, simulări).*

Tradiție din 1989

 [www.litera.ro](http://www.litera.ro)

ISBN 978-606-33-4040-6



9 786063 340406