MINISTERUL EDUCAȚIEI NAȚIONALE

LITERA

Emma Heyderman • Fiona Mauchline • Patrick Howarth
Patricia Reilly • Daniel Morris
Ana-Magdalena Iordăchescu • Mariana Stoenescu

Limba modernă **1** – studiu intensiv

Engleză

Manual pentru clasa a VI-a

Acest manual școlar este proprietatea Ministerului Educației Naționale.
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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 – studiu intensiv. Engleză. Manual pentru clasa a VI-a
Emma Heyderman, Fiona Mauchline, Patrick Howarth, Patricia Reilly, Daniel Morris, Ana-Magdalena Iordăchescu, Mariana Stoenescu

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School curriculum for
MODERN LANGUAGE 1, 6th grade Intensive study
Programa școlară pentru disciplina
LIMBA MODERNĂ 1 clasa a VI-a Intensiv

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

Specific competences	Competențe specifice
1.1. Identify key information from TV news / recorded materials related to different events when the commentary is illustrated by images	1.1. Identificarea informațiilor esențiale din știrile prezentate la TV/ materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
1.2. Identify message details and interactions on predictable topics when speakers / interlocutors speak slowly and clearly	1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii / interlocutorii vorbesc clar și rar
1.3. Identify the specific cultural elements of the studied language	1.3. Identificarea unor elemente culturale specifice limbii studiate
2.1. Present future plans, intentions and projects	2.1. Prezentarea unor planuri unor intenții și proiecte de viitor
2.2. Short, elementary description of some activities	2.2. Descrierea scurtă, elementară a unor activități
2.3. Initiate, support, and end a dialogue on familiar or personal interest	2.3. Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal
2.4. Participate in conversations about planning some activities	2.4. Participarea la conversații în legătură cu planificarea unor activități
2.5. Show willingness to participate in verbal exchange	2.5. Manifestarea interesului pentru participarea la schimbul verbal
3.1. Extract required information from lists or simple functional texts (flyers, menus, schedules, advertisements)	3.1. Extragerea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
3.2. Extract information from multiple short texts based on multiple predefined or negotiated criteria / constraints	3.2. Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/ constrângeri prestabilite sau negociate
3.3. Identify information from a simple personal letter/ email to write an answer	3.3. Identificarea informațiilor dintr-o scrisoare personală simplă / e-mail în vederea redactării unui răspuns
4.1. Fill in a form with identification information (education, interests, skills)	4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
4.2. Write a very simple personal letter (including a digital letter) expressing thanks or apology	4.2. Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
4.3. Briefly relate an event using linking words to mark the chronological order	4.3. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
4.4. Write simple and coherent texts on topics of interest	4.4. Redactarea de texte simple și coerente pe teme de interes
4.5. Participate in the exchange of written messages	4.5. 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 fulfil 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.
- ✓ Nine modules of 11 pages.
- ✓ Nine pages of *Progress Checks*, one after each module.
- ✓ Eighteen pages of *Writing guides.*
- ✓ Five pages of *Digital competence.*
- ✓ Four pages of *Class Portfolios*.
- ✓ Twelve pages of *Celebrations all over the world.*
- ✓ Six pages of *Final revisions.*
- ✓ Nine 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.
- ✓ Nouă module de 11 pagini.
- ✓ Nouă *Teste de evaluare*, câte unul după fiecare modul.
- ✓ Optsprezece pagini de *Ghid de scriere.*
- ✓ Cinci pagini de *Competențe digitale.*
- ✓ Patru pagini de *Proiecte de grup*.
- ✓ Douăsprezece pagini de *Sărbători din toată lumea.*
- ✓ Șase pagini de *Recapitulări finale*.
- ✓ Nouă pagini de trimiteri 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 **Now say it!** box includes a listening activity, leading into a speaking activity meant to practice the vocabulary in short dialogues.

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.

Caseta *Acum e rândul tău!* include o activitate de ascultare, care conduce către exersarea vocabularului prin scurte dialoguri.

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

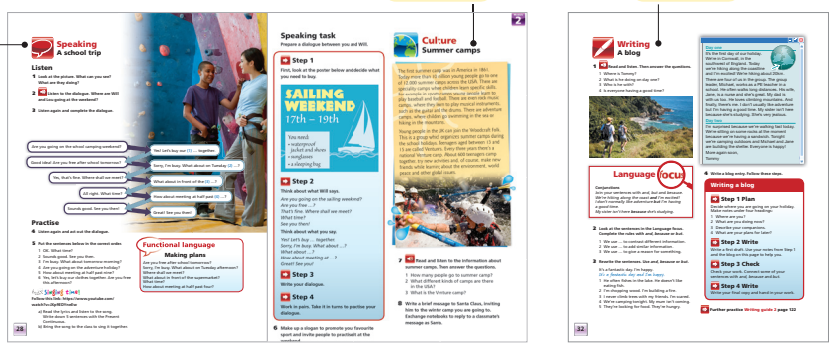
Gramatica este prezentată în tabele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

Caseta *Pronunție* apare la fiecare unitate.

Speaking

Culture

Writing



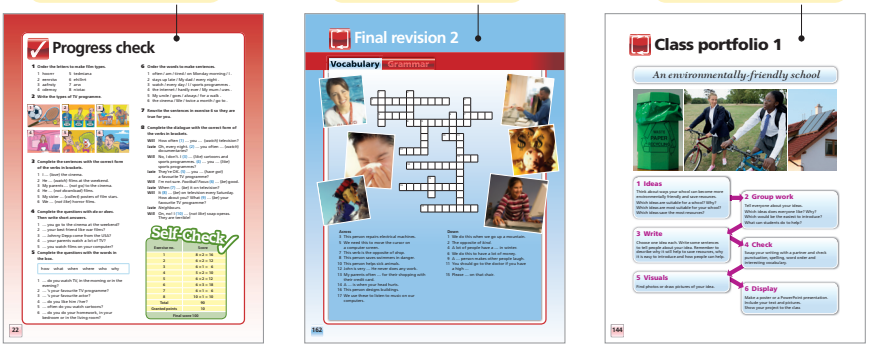
- The **Speaking** section introduces the foreign language in routine exchanges.
- The **Culture** section highlights different aspects of life in a variety of English – speaking countries.
- The **Writing** page provides a model for different text types.

- 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.

Progress check

Final revisions

Class portfolio



- 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 *Portofoliu* 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.

AMII static
AMII static

AMII animated
AMII animat

AMII interactive
AMII interactiv

Module	Vocabulary	Grammar
Starter module page 8	▪ Introductions ▪ Clothes ▪ Family ▪ Grammar ▪ Classroom language	
Module 1 **Film and TV** page 11	▪ Film types ▪ TV programmes	▪ Present simple ▪ Question words ▪ Adverbs of frequency
Progress check 1 page 22		
Module 2 **Going out** page 23	▪ Survival skills ▪ Feelings	▪ Present continuous ▪ Present simple and Present continuous
Progress check 2 page 34		
Module 3 **History** page 35	▪ Discoveries ▪ Natural disasters	▪ be: past simple ▪ Past simple: regular and irregular verbs
Progress check 3 page 46		
Module 4 **Travel** page 47	▪ Transport ▪ Holidays	▪ Past simple – extensive practice ▪ Used to
Progress check 4 page 58		
Module 5 **Possessions** page 59	▪ Money ▪ IT world	▪ The adjective – comparative and superlative forms ▪ The forms of the genitive
Progress check 5 page 70		
Module 6 **A world of heritage** page 71	▪ Places to visit ▪ Formation of adverbs	▪ *(not) as ... as* ▪ *too, enough* and *not enough*
Progress check 6 page 82		
Module 7 **Make a difference** page 83	▪ Jobs ▪ Health problems and first aid	▪ The modal verbs (can, will) – making a polite request ▪ Expressing agreement and disagreement
Progress check 7 page 94		
Module 8 **Ambitions** page 95	▪ Life events ▪ Music	▪ The future tense simple – expressing future events ▪ Tag questions
Progress check 8 page 106		
Module 9 **Entertainment** page 107	▪ Playing games ▪ Places to visit	▪ Tense review: present simple and continuous, past simple, future simple ▪ Adverbs of Time / Place / Manner – used to express details
Progress check 9 page 118		

Let's have fun! pages 119, 143

Writing guides page 120

Digital Competence page 138

Class portfolios page 144

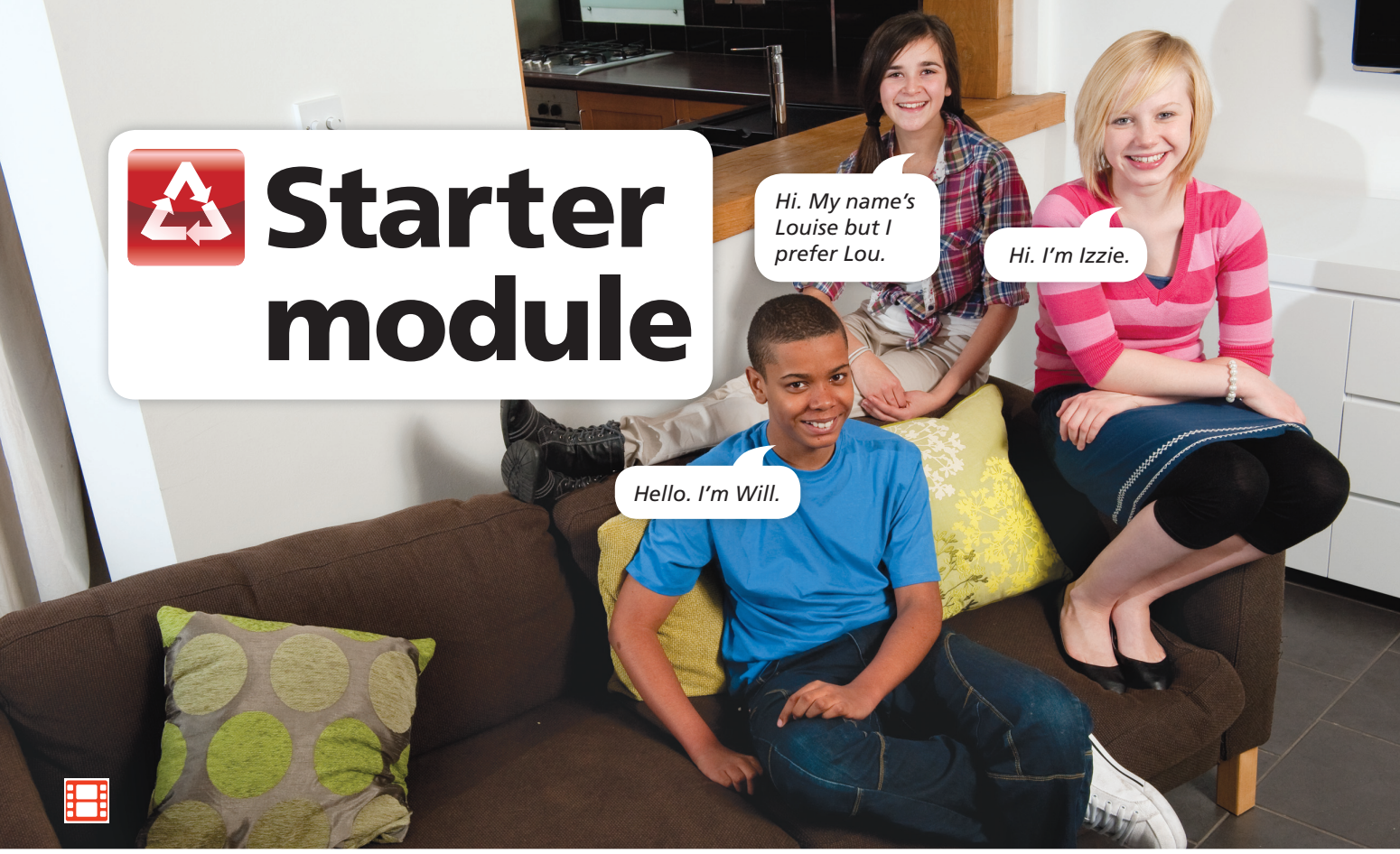
	Reading	Listening	Speaking	Writing	Culture	CLIL
	▪ Teenagers and their favourite films ▪ Too much TV and not enough sleep?	▪ Child stars	▪ Talking about films ▪ Talking about likes and dislikes	▪ A review ▪ Punctuation	▪ Film awards	▪ Music
	▪ Survive in the Wild ▪ Life with the Tribe	▪ Young adventurers	▪ A school trip ▪ Making plans	▪ A blog	▪ Summer camps	▪ Science
	▪ A discovery of food ▪ Great European disasters	▪ History quiz	▪ At the library ▪ Asking for information	▪ A biography	▪ Explorers	▪ Art
	▪ Unusual transport ▪ Bear Grylls	▪ *PowerBocking*	▪ Travelling by bus ▪ Asking for travel information	▪ A funny story	▪ Public transport	▪ Geography
	▪ Smart tips for young people ▪ The Big Swap Shop	▪ Pocket money	▪ Going shopping ▪ Buying and selling	▪ A description	▪ Charity shops	▪ Maths
	▪ UNESCO Heritage sites ▪ An email from New York	▪ Amazing places	▪ Making suggestions	▪ A travel guide entry ▪ Qualifiers	▪ Famous places	▪ Geography
	▪ World Water Day ▪ Mountain rescue!	▪ Heroes	▪ Talking about jobs ▪ Giving opinions	▪ A letter	▪ The police	▪ Literature
	▪ Know your future ▪ The road to success	▪ Ambitions	▪ In a music shop ▪ Asking for and giving advice	▪ A class survey ▪ Our future	▪ Music in schools	▪ ICT
	▪ A history of games ▪ Talking about holiday plans	▪ Travel games	▪ At a holiday camp ▪ Expressing preferences	▪ An e-mail	▪ Beaches in the UK	▪ Language: Regional dialects

Celebrations all over the world
page 148

Final revisions
page 160

Grammar guide
page 166

Irregular verbs
page 175–176



Starter module

Introductions

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

2 **Listen and complete the sentences with the words in the box.**

Manchester	swimming	14

1 Hi. I'm Izzie. I'm … years old.
2 Hello. My name's Will. I'm from …
3 Hi. I'm Lou. My favourite sport is …

3 **Match the questions 1–4 with the answers a–d.**

1 How old are you?	a) I'm from Liverpool.
2 What's your name?	b) I'm 13 years old.
3 Where are you from?	c) My name's Joe.
4 What are your hobbies?	d) My hobbies are football and art.

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

What's your name?

My name's Alicia.

5 **Order the words to make questions. Then give true answers about yourself.**

1 name / your / What / is / first ?
2 is / name / What / family / your ?
3 spell / do / How / name / you / your ?
4 you / Where / from / are ?
5 you / nationality / What / are ?
6 you / old / How / are ?
7 hobbies / What / your / are ?

Clothes

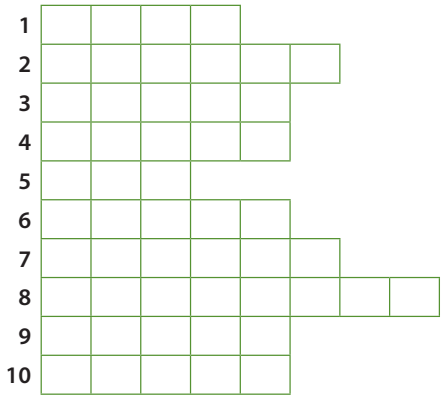
6 **Look at the picture again and find the clothes in the box. Which words aren't in the picture?**

boots	coat	dress	jacket	jeans	jersey
sandals	shirt	shoes	skirt	trainers	T-shirt

7 **Listen and repeat.**

Competences: 1.2; 2.3; 3.4.

8 Complete the crossword with words related to clothes.



Language Tip

Possessive 's / s'
Use 's after a name or singular noun.
John's coat is black.
Use ' after a plural word ending in -s.
The girls' T-shirts are red.

9 Describe the clothes in the picture.

Will's trainers are white.

10 Make up you own season calendar and include: pictures of each season, activities and the clothes you wear. Design a poster or a collage and present it to the class.

11 Complete the table with the clothes suitable for each season.

spring	coat,
summer	
autumn	
winter	

12 INTERFACE Work in pairs. Talk about your partner's clothes.

David's T-shirt is blue.

Family

13 Copy and complete the table with the words in the box. Which word can be male and female?

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

male	female
uncle	aunt

14 Order the letters to make words related to family members.

1 roebrth …
2 ounics …
3 tuna …
4 spraten …
5 ssrtei …
6 teohrm …
7 nluce …

15 Listen and repeat.

16 Listen to Will talking about his family. Who are the people in the picture?

Laura is *his mum.*
1 Michael is …
2 Nick is …
3 Harriet …
4 Tom …
5 Margaret …

17 Write sentences about your family.

My mum is Sonia and my dad is Anton.
I have got a brother. His name is Ivan.

Grammar

18 **Write true sentences with the affirmative or negative form of *be*.**

1 I … from Turkey.
2 My best friend … 12 years old.
3 We … in a maths class.
4 My favourite hobby … swimming.
5 Moscow … the capital of the UK.

19 **Choose the correct words.**

1 I **have got / has got** two sisters and one brother.
2 My father **have got / has got** a red car.
3 We **have got / has got** an English exam tomorrow.
4 She **have got / has got** white trainers.
5 They **have got / has got** new mp3 players.

20 **Copy and complete the sentences with the correct form of *have got*.**

1 I … some apples.
2 They … (*not*) new bikes.
3 How many children … he … ?
4 She … (*not*) a pet.
5 … you … any fresh vegetables?
6 I'm busy, I … (*not*) a lot of time.
7 This flat is great, it … a lot of space.

21 **Copy and complete the sentences with the correct form of the verbs *be* or *have*.**

1 He … hot.
2 I … a new hat.
3 We … a little late.
4 They … many games.
5 These children … very playful.
6 Fiona … four teeth.
7 My mum … 32 years old.
8 The guests … happy.

22 **Complete the sentences with the right information.**

1 My name ... and I ... years old.
2 I've got ... brother(s) and ... sister(s).
3 My best friend's name ... .
4 He / She ... brother(s) and ... sister(s).
5 He / She ... from Sibiu, but I ... from Bucharest.

23 **Match the beginnings 1–5 with the endings a–e.**

1 Have you	a) in the 6th grade?
2 How	b) got any friends in the UK?
3 Are you	c) got any brothers or sisters?
4 Has he	d) are you?
5 Is she	e) an only child?

24 **Copy and complete the table.**

subject pronoun							
I	you	…	she	it	…	…	they
possessive adjective							
my	…	his	…	…	our	your	…

25 **Choose the correct words and write the sentences in your notebook.**

Our / My / Their name's George.
I / you / we 'm from the USA.

1 These are my cousins Josie and Mandy.
They / Their / Your father is Scottish.
2 Vancouver, Toronto and Montreal are cities.
We / You / They 're in Canada.
3 Josie's first language isn't English.
Her / She / Its first language is French.
4 Canada is a big country.
He / She / It is on the American continent.
Ottawa is **your / its / his** capital.
5 My cousins and I have the same surname.
We / Its / Our surname is Good.
We / He / It like it a lot!

Classroom language

26 **Check the meaning of the words in the box.**

art drama English French geography history ICT (information and communication technology) literature maths music PE (physical education) science

27 **Listen and repeat.**

28 **Write sentences about your school week.**

I've got science and PE on Monday.

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

1 don't / the question / I / understand .
2 spell / How / you / do / 'pencil' ?
3 Can / repeat / that / you ?
4 borrow / your pen / Can / I ?
5 to page 10 / Open / books / your .
6 mean / 'chemist' / What / does ?

Module 1

Film and TV

In this module you will learn:

Vocabulary	▪ Film types ▪ TV programmes
Grammar	▪ Present simple ▪ Question words ▪ Adverbs of frequency
Reading	▪ Teenagers and their favourite films ▪ Too much TV and not enough sleep?
Speaking	▪ Talking about films ▪ Talking about likes and dislikes
Writing	▪ A review ▪ Punctuation
Culture	▪ Film awards
CLIL	▪ Music: The 1960s

Find the page numbers for:

Giant mushrooms

A cameraman

A famous band

Competences:
1.1; 1.2; 1.3; 2.1; 2.3; 2.5; 3.1; 3.4; 4.1.

Unit 1a

Film types

1

2

3

Vocabulary

action comedy war fantasy horror

1 **Read the words in the box. Check their meaning.**

action adventure animated comedy fantasy horror musical romantic comedy science-fiction thriller war western

2 **Listen and repeat the words in the box.**

3 **Look at the film posters 1–5 and choose the correct words.**

1 *Star Wars* is a **science-fiction** / **comedy** film.
2 *Moana* is a **fantasy** / **horror** film about a brave girl.
3 *Pirates of the Carabbean* is an **adventure film** / a **musical** with Johnny Depp.
4 *Smurfs* is a successful **animated** / **war** film.
5 *The Oklahoma Kid* is a **romantic comedy** / **western** with many famous actors.

Now say it!

4 **Listen to Will and Izzie. What are their favourite film types?**

5 **Work in pairs. Ask and answer questions about your favourite film type.**

What's your favourite type of film?

I like horror films.

4

5

Reading

6 **Read the text quickly and choose the best title.**

1 New films at the cinema
2 Teenagers and their favourite films
3 Cinemas in the UK

When do you go to the cinema? What types of film do you like? In the UK, the cinema is very popular and a lot of young people go there. But, what types of film do they watch? We ask two friends about their cinema preferences.

Jack, 12

I love going to the cinema because there are always eight films on at our local cinema complex, and it's really modern. The ice cream is fantastic and there's great popcorn and other snacks. I go with my friends every Friday. We all like science-fiction films with action and suspense. We are also great fans of special effects, so we love films like *Avatar* and *Transformers*.

Katie, 11

I don't like horror films or science-fiction films but I love romantic comedies. One of my favourite films is *Letters to Juliet*. It's about a woman called Sophie who goes to Italy and discovers a very old, unopened love letter. It's very funny and Sophie ends up falling in love too, of course! I don't go to the cinema much, because there isn't a cinema near me. I watch films on DVD a few months later.

7 **Read and listen. Who mentions these things, Jack or Katie?**

They sell good ice-cream at my local cinema. *Jack*
1 There isn't a cinema near me. …
2 I go to the cinema with my friends. …
3 My favourite film is a love story. …
4 I wait for the DVD and watch films then. …
5 I like the same films as my friends. …

8 **Answer the questions.**

1 Do young people like going to the cinema in the UK?
2 Do Jack and Katie enjoy the same types of film?
3 Does Jack like his local cinema?
4 Does Katie go to the cinema a lot?

Word Tip Organize your vocabulary into word sets to help you remember it:
film types: horror, science-fiction, war

9 **Complete the word sets using these words from the text.**

fantastic ice cream modern popcorn
snacks special effects suspense

1 science-fiction films: a) … , b) …
2 food: c) … , d) … , e) …
3 adjectives: f) … , g) …

10 **CLASS VOTE** **Where do you prefer to watch films, at the cinema or at home?**

nouns adjectives verbs pronouns adverbs tenses

Grammar
Present simple

	affirmative and negative	
+	I	like thrillers.
	He	loves the film *Avatar*.
	They	eat popcorn.
–	I	don't like horror films.
	She	doesn't go to the cinema.
	We	don't have a cinema in our town.

1 **Look at the sentences in the table. What is different about the *he / she / it* forms?**

2 **Complete the sentences with the present simple form of the verbs in brackets. Use the spelling rules on page 164 to help you.**

1 I … (*go*) to the cinema with my family.
2 My brother … (*study*) the film reviews and he … (*choose*) the film.
3 My dad … (*go*) to the cinema early and he … (*get*) the tickets.
4 You … (*eat*) ice cream at the cinema.
5 We … (*sit*) in the middle of the cinema.
6 My friends … (*watch*) the film in the front row.

3 **Make the sentences in exercise 2 negative.**

4 **Write complete sentences. Use the present simple.**

Izzie / enjoy / films but she / not go / to the cinema very much.

Izzie enjoys films but she doesn't go to the cinema very much.

1 She / not watch / films on TV. She / watch / films on the computer.
2 Her dad / buy / the newspaper and Izzie / read / all the film reviews.
3 Her friends / love / romantic comedies but Izzie / hate / them.
4 Izzie / prefer / science-fiction films but her friends / not like / them.

Language Tip

Use *there is* for uncountable nouns and singular countable nouns: *There's great food. There's a cinema in our town.* Use *there are* for plural countable nouns: *There are seven films on.*

5 **Complete the sentences with *there is* or *there are*.**

1 In Birmingham … a cinema called the Electric. It's 100 years old!
2 … four *Shrek* movies.
3 In cinemas … fizzy drinks and … sweets and crisps.
4 … six official James Bond actors. The first was Sean Connery.
5 … many superhero films. Most of these films are from comic books.

questions and short answers	
Do you like comedies?	
Yes, I do.	No, I don't.
Does she go the cinema?	
Yes, she does.	No, she doesn't.
Do they watch films?	
Yes, they do.	No, they don't.

6 **Look at the sentences in the table. How do you form present simple questions? Do we repeat the verb in the short answer?**

a) subject + *do / does* + verb + object

b) *do / does* + subject + verb + object

7 **Order the words to make questions. Then write answers that are true for you.**

like / Do / animated films / you ?

Do you like animated films?

1 your best friend / go / Does / to the cinema / at the weekend ?
2 a lot of films / Do / watch / you ?
3 your classmates / war films / enjoy / Do ?
4 eat / you / do / at the cinema / What ?

Question words

question words

What is your brother's name?
Where do you live?
When do you go to the cinema?
Who is your favourite singer?
Why do you like action films?
How often do you go to the cinema?

8 **Choose the correct words. Then match questions 1–6 with answers a–f.**

1 **Who / What** is your favourite film?
2 **Where / Who** do you watch films?
3 **Who / When** is your favourite actor?
4 **Why / What** do you like going to the cinema with your parents?
5 **How often / Who** does your friend buy DVDs?
6 **What / When** do you watch DVDs?

a) I usually watch films at my aunt's house.
b) I like Robert Pattinson.
c) Because they always buy popcorn.
d) I watch DVDs at the weekend.
e) She never buys DVDs.
f) I love *The Karate Kid*.

Pronunciation

/e/ /uː/ /aɪ/

a **Read and listen to the words.**

/e/ when best adventure
/uː/ who blue superstar
/aɪ/ why like child

b **Listen again and repeat.**

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

What is your favourite film?

I love Avatar.

Grammar guide page 166

Listening
Child stars

10 **You are going to listen to a radio interview with Mia Straw. Before you listen, look at the pictures and try to predict the answers to these questions.**

1 What does Mia do?
2 Does Mia go to school?
3 Is she rich and famous?

11 **Listen to the radio interview and check your answers to exercise 10.**

12 **Listen again and answer the questions.**

1 Where does Mia live?
2 How many hours a day does she work?
3 How many hours a day does she study?
4 Where does the film company put her money?
5 When can Mia spend her money?
6 Does Mia have any dreams for the future?

13 **Would you like to be a child star? Why / Why not?**

Cultural Fact

A lot of child stars become Hollywood superstars. Jessica Alba, Drew Barrymore and Leonardo DiCaprio are some famous examples. Do you know any in Romania?

Speaking
Talking about films

Listen

1 **Look at the picture. Where are Will and Izzie?**

2 **Look at the names of the films in the box. What types of film do you think they are?**

Invincibles Return	Summer Love
The Monster Returns	Year 2222

3 **Listen to the dialogue and check your answers. Which film do Will and Izzie decide to see?**

4 **Listen again and repeat the dialogue, using the information in exercise 2.**

What's on?

(1) … is on. Do you like romantic comedies?

I can't stand romantic comedies. What about (2) …? It's a horror film.

I don't like horror films. They're awful. How about (3) …? Do you like science-fiction?

I don't mind science-fiction. What do you think of animated films?

I really like them. They're great.

Let's see *Invincibles Return*!

Good idea.

Practise

5 **Act out the dialogue in exercise 4.**

6 **Write complete sentences.**

I / 😐 / romantic comedies.
I don't mind romantic comedies.
1 My friends / 😊😊 / horror films.
2 My dad / ☹☹ / animated films.
3 We / 😊 / going to the cinema.
4 My teacher / ☹ / watching films on TV.

Functional language

Talking about likes and dislikes

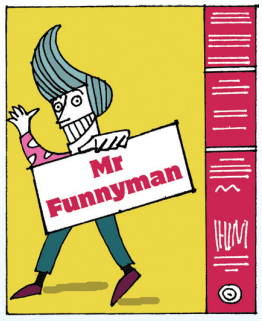
Do you like romantic comedies?
What do you think of animated films?
I **really like** them. They're great. 😊😊
I **like** western films. 😊
I **don't mind** science-fiction. 😐
I **don't like** horror films. They're awful. ☹
I **can't stand** romantic comedies. ☹☹

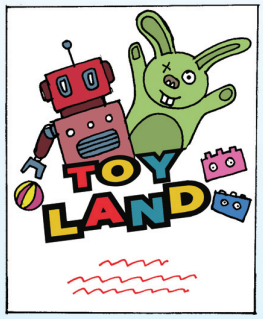
Speaking task

Prepare a dialogue between you and Will.

Step 1

First, choose a film you want to see.





Step 2

Think about what Will says.

What's on?
I can't stand ... What about ...?
I don't mind ... What do you think of ...?
Let's see ...!

Think about what you say.

... is on. Do you like ...?
I don't like ... How about ...?
I really like ... They're great.
Good idea.

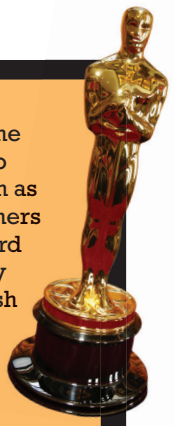
Step 3

Write your dialogue.

Step 4

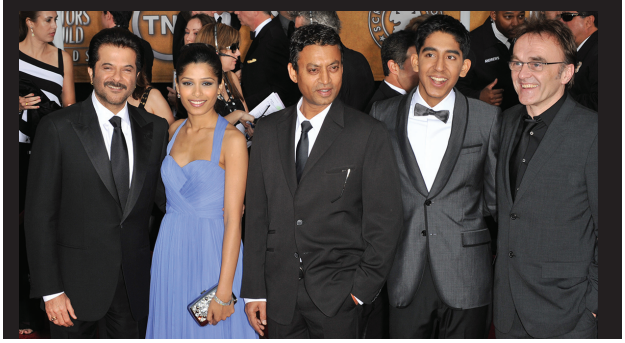
Work in pairs. Take it in turns to practise your dialogue.

Culture
Film awards



The Academy Awards, or the Oscars, are the most famous film industry awards in the English-speaking world. They are given to people who work in the film industry, such as actors, directors and writers, and the winners receive a gold statue. Every year this award ceremony is held in late February or early March in Hollywood, in the USA. The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold theatrical mask.

In 2009, the British film *Slumdog Millionaire* won eight Oscars including Best Picture and Best Director. It also won seven BAFTAs. *Slumdog Millionaire* is about an 18-year-old finalist on the Indian version of the popular TV quiz show *Who Wants To Be A Millionaire?*.



7 **Read and listen to the information about film awards. Then answer the questions.**

1 What do the winners of the Oscars receive?
2 When are the Oscars?
3 Which British film won eight awards, including Best Picture, in 2009?
4 What is the British equivalent of the Oscars?

8 **Read the text and fill in the application form.**

My name is Paul Smith. I am 13 years old and I am from the UK. I live with my family at Brighton Road, London. Our postcode is NW10 0AA. My mobile number is 0386428643. I'm studying at King's College School. Today I'm joining the Kino Film Club.

Kino Film Club Application Form

Mr / Mrs / Miss (*delete as appropriate*)
Surname ... School ...
First name ... Age ...
Mobile ... Address ...

Unit 1b TV programmes

Vocabulary

1 Look at the TV guide. Match the TV programmes with the words in the box. Which four words do you not use?

cartoon chat show comedy programme
documentary drama game show reality show
soap opera sports programme the news

Channel One

5.00 The Simpsons

The Simpsons family have another adventure in the town of Springfield.

1

6.00 The News and Weather at Six

All the day's news and the weather for tomorrow.

4

Channel Two

5.00 Lost

The survivors of the air disaster look for food.

2

6.00 Doctors without frontiers

Famous doctors volunteering in Africa.

5

Channel Three

5.00 World Championship Tennis

Action from today's Men's Final at Wimbledon.

3

6.00 The Price is Right

Contestants compete to win lots of prizes.

6

2 Listen and repeat.

3 Use the words in exercise 1 to write sentences about your favourite TV programmes.

My favourite cartoon is Tom and Jerry.

4 INTERFACE Work in pairs. Ask and answer questions about the time when your favourite TV programmes are on.

What time is your favourite programme on TV?

It's at 5 p.m. What about your favourite programme?

Language Tip

We use cardinal numbers to express time and schedules.
The tennis championship is at 5 o'clock on channel 3.
The train leaves at 7a.m.

Reading

5 Read and listen. Do young people watch more TV than their parents?

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

1 Parents watch TV for about three hours a day.
2 Many young people watch DVDs every day.
3 Young people have a healthy lifestyle.
4 Over half of teenagers have a computer in their room.
5 Lots of teenagers are tired at school.

Too much TV and not enough sleep?

Do your parents say you watch too much TV? Do they think you always watch cartoons and reality shows? A new report says that young people often watch just one and a half hours of TV a day but their parents usually watch twice as much. This report also says that young people don't watch many DVDs on their TVs. This generation prefers computers, so do young people often watch TV online? No, they don't. They sometimes watch DVDs on their computer but only for about two hours a week.

Does this mean that teenagers go outside and do lots of sport? Unfortunately, no. The computer is now a replacement for the TV and a lot of teenagers spend their time on their computers: they surf the internet, play video games and download music. More than 50 per cent of 11–13 year-olds have got a computer in their room and they don't get enough sleep because of it. Teenagers often sleep for only four hours so they are very tired the next day at school.

Do you agree? Do you usually stay up late in the week? We want to hear from our readers.

nouns adjectives verbs pronouns adverbs tenses

Grammar
Adverbs of frequency

adverbs of frequency	
0% ↓ 100%	They **never** watch documentaries. We **hardly ever** use a computer. She **sometimes** watches TV. He **often** watches just 10.5 hours a week. You **usually** watch about 20 hours a week. I am **always** tired at school.

7 **Look at the sentences in the table. Choose the correct words to complete the rules.**

Frequency adverbs normally go **before / after** the main verb, but they go **before / after** *be*.

8 **Rewrite the sentences with the adverbs of frequency in brackets.**

A recent report on British young people says …

1 Teenagers use the TV to help with their homework. (*never*)
2 They watch a variety of programmes. (*always*)
3 Their favourite programmes are soap operas and comedy programmes. (*usually*)
4 Boys watch more TV than girls. (*often*)
5 Girls turn on the TV after 9.00pm. (*hardly ever*)

Language Tip

Long frequency expressions go at the end of the sentence:
I watch a game show once a year.

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

1 My mum / soap operas / watches / twice a day .
2 my homework / do / I / before dinner / always .
3 never / plays / My friend / on his computer / DVDs .
4 reality shows / watch / hardly ever / I .
5 the TV in class / uses / every day / My teacher .

10 **Rewrite the sentences in exercise 9 so they are true for you.**

11 INTERFACE **Work in pairs. Ask and answer questions about the TV programmes in exercise 1.**

How often do you watch documentaries?

Grammar guide page 166

Writing
A review

1 **Read and listen. Then answer the questions.**

1 What is Sophie's favourite TV programme?
2 What type of programme is it?
3 What is it about?
4 Why does she like it?

What's your favourite TV programme?

This week Sophie, 11, tells us about her favourite TV programme.

I don't watch TV every day but I often watch my favourite programme *Glee*. It's an American comedy programme and it's on TV once a week. On Sundays, you can watch the repeat. This programme is very popular.

Glee is about a singing club in an American high school. I really like this programme because the characters always do funny things. I really recommend this programme to people who like music and dancing.

Language focus

Punctuation

We use capital letters:
1) at the beginning of all sentences
2) for the subject pronoun 'I'
3) for names and places
4) for countries, languages and nationalities
5) for days and months

Punctuation includes:
1) full stops (.)
2) question marks (?)

2 **Look at the rules for capital letters in the Language focus. Are they the same in Romanian?**

3 **Rewrite these sentences with the correct punctuation.**

1 neighbours is an australian soap opera
2 do you like sports programmes
3 i often watch a game show on saturdays
4 my favourite actor in the programme is james carmichael
5 what is your favourite television programme

4 **Write a review of your favourite TV programme. Follow these steps.**

Writing a review

Step 1 Plan

Choose a TV programme. Make some notes under four headings:
1 What is your favourite programme?
2 How often do you watch it?
3 What is it about?
4 Why do you like it?

Step 2 Write

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

Step 3 Check

Check your work, especially the punctuation.

Step 4 Write

Write your final copy and hand in your work.

Further practice Writing guide 1 page 120

CLIL

Music
The 1960s

The Beatles are the most successful band in history. They sold more than one billion records and were a product of the 1960s, a decade many refer to as the *Swinging Sixties*. The Beatles had a big influence on pop and rock music and a lot of bands today use the same ideas as they did. Firstly, they were the songwriters as well as the performers.
Two members of the band, Paul McCartney and John Lennon, wrote most of the songs. They also played instruments, such as guitars, the drums and vocals. Their songs were short and the lyrics were easy to memorize. The melody of the song was very simple but effective and the chorus often repeated the title of the song. The Beatles weren't the only band who used this formula. The Rolling Stones, The Kinks and The Who all influenced pop and rock music and they were all popular in the 1960s.

Read and listen. Answer the question.

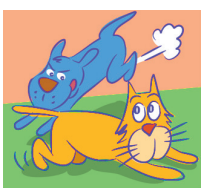
Who wrote most of The Beatles' songs?

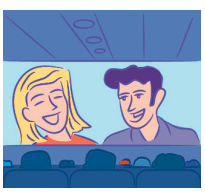
Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Films

action

adventure


animated

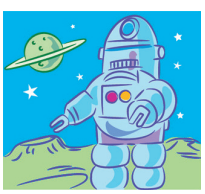

comedy

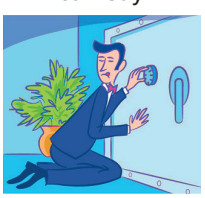
fantasy

horror

musical

romantic comedy


science-fiction


thriller

war

western

TV programmes

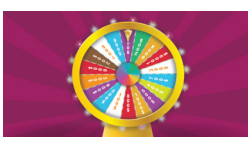
cartoon

chat show

comedy programme

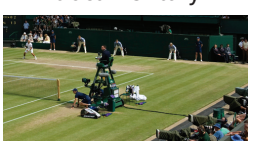
documentary

drama


game show

reality show

soap opera


sports programme

the news

Progress check

1 **Order the letters to make film types.**

1 hoorrr
2 eenrstw
3 aafnsty
4 cdemoy
5 tedmiana
6 ehillrrt
7 arw
8 niotac

2 **Write the types of TV programme.**

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 I … (*love*) the cinema.
2 He … (*watch*) films at the weekend.
3 My parents … (*not go*) to the cinema.
4 He … (*not download*) films.
5 My sister … (*collect*) posters of film stars.
6 We … (*not like*) horror films.

4 **Complete the questions with *do* or *does*. Then write short answers.**

1 … you go to the cinema at the weekend?
2 … your best friend like war films?
3 … Johnny Depp come from the USA?
4 … your parents watch a lot of TV?
5 … you watch films on your computer?

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

how what when where who why

1 … do you watch TV, in the morning or in the evening?
2 … 's your favourite TV programme?
3 … 's your favourite actor?
4 … do you like him / her?
5 … often do you watch cartoons?
6 … do you do your homework, in your bedroom or in the living room?

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

1 often / am / tired / on Monday morning / I .
2 stays up late / My dad / every night .
3 watch / every day / I / sports programmes .
4 the internet / hardly ever / My mum / uses .
5 My uncle / goes / always / for a walk .
6 the cinema / We / twice a month / go to .

7 **Rewrite the sentences in exercise 6 so they are true for you.**

8 **Complete the dialogue with the correct form of the verbs in brackets.**

Will How often (1) … you … (*watch*) television?
Izzie Oh, every night. (2) … you often … (*watch*) documentaries?
Will No, I don't. I (3) … (*like*) cartoons and sports programmes. (4) … you … (*like*) sports programmes?
Izzie They're OK. (5) … you … (*have got*) a favourite TV programme?
Will I'm not sure. *Football Focus* (6) … (*be*) good.
Izzie When (7) … (*be*) it on television?
Will It (8) … (*be*) on television every Saturday. How about you? What (9) … (*be*) your favourite TV programme?
Izzie *Neighbours*.
Will On, no! I (10) … (*not like*) soap operas. They are terrible!

Self-Check

Exercise no.	Score
1	8 × 2 = 16
2	6 × 2 = 12
3	6 × 1 = 6
4	5 × 2 = 10
5	6 × 2 = 12
6	6 × 3 = 18
7	6 × 1 = 6
8	10 × 1 = 10
Total	90
Granted points	10
Final score 100	

Module 2

Going out

In this module you will learn:

Vocabulary	▪ Survival skills ▪ Feelings
Grammar	▪ Present continuous ▪ Present simple and Present continuous
Reading	▪ Survive in the Wild ▪ Life with the Tribe
Speaking	▪ A school trip ▪ Making plans
Writing	▪ A blog
Culture	▪ Summer camps
CLIL	▪ Science: Plant life

Find the page numbers for:

People hiking in the mountains

A man fishing

A palm tree

Competences:
1.1; 1.2; 1.3; 2,3; 2.4; 3.2; 3.4; 4.4; 4.5.

Unit 2a

Survival skills

camp find hunt sleep survive

Vocabulary

1 Match pictures 1–5 with the words in the box. Which five activities aren't in the pictures?

build camp chop climb cook find fish hike look for sleep

2 Listen and repeat.

3 Choose the correct words.

Can you survive in the wild?

Learn how to participate in one of our fantastic courses!

(1) **Hike** / **Look for** in the mountains during the day and at night (2) **sleep** / **find** outdoors under the stars! (3) **Cook** / **Camp** your own food! Learn how to (4) **fish** / **find** in lakes and rivers and (5) **camp** / **climb** trees. We teach you to (6) **hike** / **chop** wood and (7) **build** / **sleep** a fire.

Call us on 027 578 088 TODAY!

4 Make phrases with the verbs in exercise 1 and the words below.

fires animals food fruit in a river in a tent trees wood

Now say it!

5 Listen to Lou and Will. What survival skills has Will got?

6 Work in pairs. Ask and answer questions about your survival skills.

Have you got any survival skills?

Yes, I can build fires.

3

4

5

Reading

7 **Read the text quickly. Which survival skills does it mention?**

8 **Read, listen and check your answers.**

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

1 British people don't like camping.
2 *Survive in the Wild* isn't for children.
3 You can learn three skills on a *Family Day* course.
4 You sleep at home during the *Adventure Weekend*.
5 The River Safari starts on a Friday afternoon.

10 **Which is the best course for people who …**

1 … enjoy adventure, like sleeping outdoors, and are free for two days?
2 … love learning new things and spending time on the water?
3 … want to learn survival skills but are only free on one day?

Word Tip

Write down nouns with their verbs.
prepare food, *chop wood*, *build a fire*

11 ***Make*** **can sometimes mean** ***create*****. Which words below do not go with** ***make*****? Which verb do they go with?**

a canoe an exam a fire homework

12 **CLASS VOTE Which** ***Survive in the Wild*** **course would you like to do?**

Survive in the Wild

In the UK, camping is becoming very popular. People are bored by life in the city and they are looking for ways to get back to nature. *Survive in the Wild* is an organization that teaches people how to survive outdoors by using natural resources. Basic survival techniques include how to hunt, fish and prepare food and how to stay warm and safe. Here are three of the survival courses you can try.

On the *Family Day* course, you learn three basic skills in a day: how to build a fire, how to look for food and how to cook food. At the moment, a family is making a fire with friction.

If you're looking for adventure and you are free for the whole weekend, try the *Adventure Weekend*. Some people are making simple tools for hunting and a boy is climbing a tree. He's sleeping outdoors tonight, so he's looking for wood to build a fire.

Alternatively, why not try the *Two-day River Safari*? You can make a canoe and learn a lot of new skills. The course begins every Friday after school and there are lots of activities on offer. One family is fishing, others are swimming, and the safari leader is chopping wood to build a fire.

Interested? Check out *Survive in the Wild's* web page for more information.
www.surviveinthewild.org

nouns adjectives verbs pronouns adverbs tenses

Grammar

Present continuous

affirmative	
I	**'m building** a fire.
He	**'s swimming** in the river.
She	**is chopping** wood.
You	**are climbing** trees.

negative	
I	**'m not building** a fire.
He	**'s not swimming** in the river.
She	**isn't chopping** wood.
You	**aren't climbing** trees.

questions	short answers	
	affirmative	negative
Am I **fishing**?	Yes, I **am**.	No, **I'm not**.
Are you **swimming**?	Yes, you **are**.	No, you **aren't**.
Is he **sleeping**?	Yes, he **is**.	No, he **isn't**.
Are we **chatting**?	Yes, we **are**.	No, we **aren't**.

1 **Look at the sentences in the table and complete the rules.**

a) We form the present continuous affirmative with subject + (1) … + verb + *-ing*.
b) We add (2) … after *be* and before the verb + *-ing* to form the negative.

2 **Complete the sentences with the present continuous form of the verbs in brackets. Use the spelling rules on page 165.**

The Big Catamaran Adventure

1 These young people … (*learn*) how to sail.
2 They … (*sleep*) on the catamaran for a week.
3 The group leader … (*show*) them how to put on their life jackets.
4 He … (*demonstrate*) the safety instructions.
5 The cook … (*make*) dinner in the kitchen.
6 They … (*have*) a fantastic time!

3 **Complete the text with the correct form of the verbs in brackets. Use the present continuous affirmative or negative.**

DAY ONE

My name is Lucy and I (1)… (*write*) my diary on a catamaran. I (2) … (*share*) a cabin with Sophie and Kia. At the moment Sophie and Kia (3) … (*not work*), they (4) … (*chat*). My brother Jack is also here. But today he (5) … (*not feel*) well. He (6) … (*rest*) on his bed. We (7) … (*try*) lots of new activities. It's great!

4 **Look at sentences in the table. Do we repeat the *-ing* form in the short answer?**

5 **Write complete questions.**

you / eating well?
Are you eating well?
1 you / sleep in a bed?
2 the sun / shine?
3 your brother / make / new friends?
4 your friends / have / a good time?
5 you / swim / in the sea?

6 **Listen to Lucy and her mum. Check your answers in exercise 5.**

7 **INTERFACE Work in pairs. Imagine you are at a summer camp. Ask and answer the questions in exercise 5.**

Language Tip

Present continuous is used for:
– actions happening at the time of speaking:
I'm doing my homework ***now****.*
– temporary actions
We're sleeping on a boat ***this week****.*
– making plans and future arrangements:
I'm playing tennis ***tomorrow afternoon****.*

8 **Look at the sentences in the Language Tip. Check the meaning of the words in bold.**

9 **Look at Will's diary. Complete his plans with the time expressions in the box.**

on Friday on Saturday morning
this afternoon tomorrow morning
on Saturday evening

15 Wednesday	16 Thursday	17 Friday	18 Saturday
5pm: play basketball	9am: do English exam	7pm: have pizza with Lou and Izzie	10am: go swimming with Dad 7pm: Lou has a party!

1 I'm playing basketball …
2 We're having an English exam …
3 Lou and Izzie are having pizza with me …
4 My dad and I are going swimming …
5 Lou is having a party …

10 **INTERFACE** **Work in pairs. Ask and answer questions about your school routines and extra activities for this week.**

What are you doing on Sunday morning?

I'm playing tennis.

Do you usually play tennis on Sundays?

No, I don't. I usually play on Fridays.

Grammar guide page 167

Listening
Young adventurers

11 **Look at the pictures of Parker Liautaud and Jordan Romero. What are they doing?**

12 **Listen to a radio programme about the adventurers in exercise 11. Match each adventurer with two destinations a–d.**

a) the North Pole b) Mount Everest
c) Kilimanjaro d) the South Pole

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

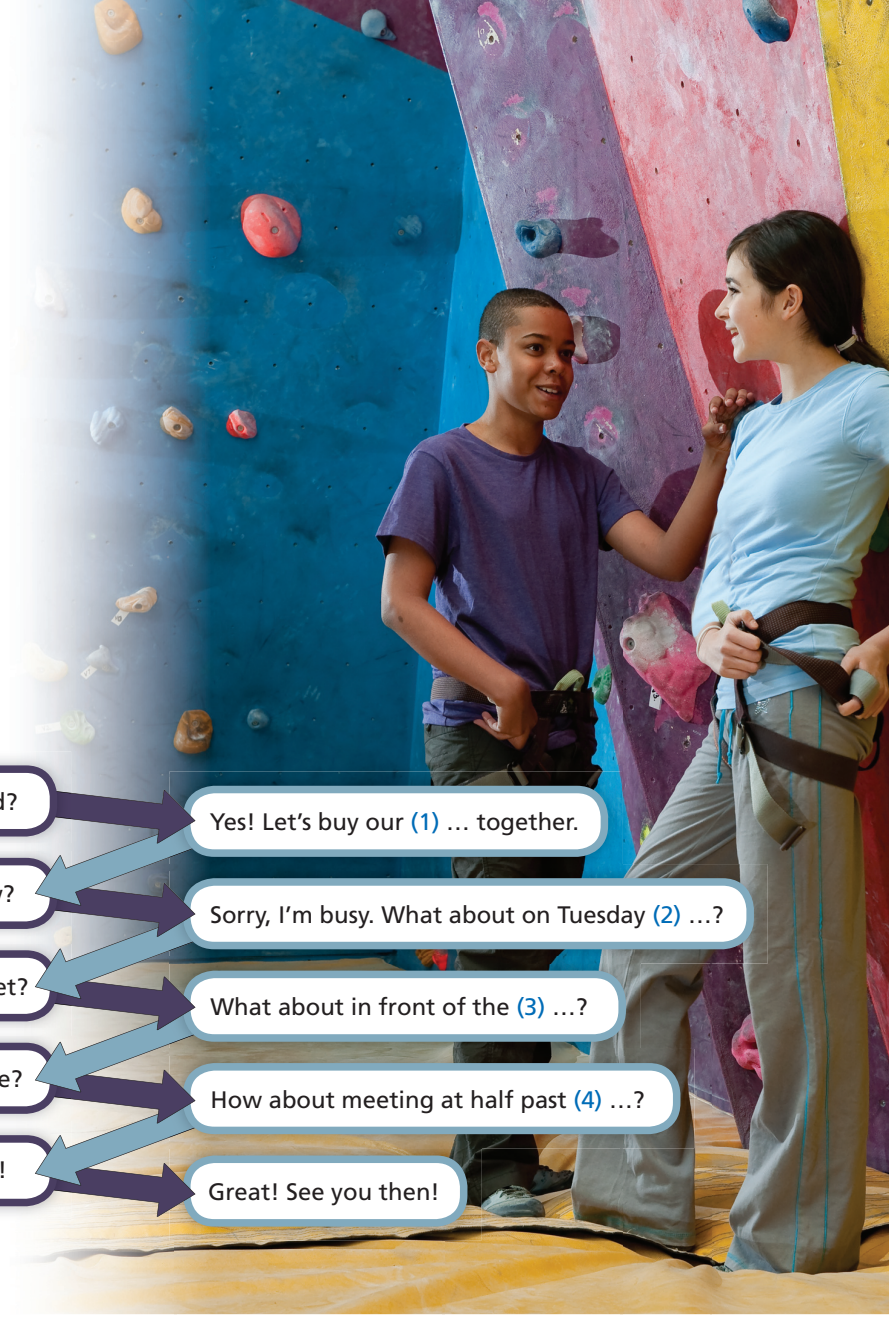
1 Parker Liautaud is **15** / **16** years old.
2 He's going on his adventure next **year** / **month**.
3 His body needs **5,000** / **10,000** calories a day.
4 Jordan Romero climbed Kilimanjaro **three** / **four** years ago.
5 He is training **at home** / **in another country**.
6 Jordan Romero **is** / **isn't** missing school.

14 **Do you enjoy adventure? Would you like to climb Mount Everest?**

Cultural Fact

At 8,848m Everest is the highest mountain on Earth. However, Mauna Kea in Hawaii is 10,200m from its base to its peak, but only 4,205m is above sea level.

Speaking
A school trip



Listen

1 Look at the picture. What can you see? What are they doing?

2 Listen to the dialogue. Where are Will and Lou going at the weekend?

3 Listen again and complete the dialogue.

Are you going on the school camping weekend?

Yes! Let's buy our (1) … together.

Good idea! Are you free after school tomorrow?

Sorry, I'm busy. What about on Tuesday (2) …?

Yes, that's fine. Where shall we meet?

What about in front of the (3) …?

All right. What time?

How about meeting at half past (4) …?

Sounds good. See you then!

Great! See you then!

Practise

4 Listen again and act out the dialogue.

5 Put the sentences below in the correct order.

1 OK. What time?
2 Sounds good. See you then.
3 I'm busy. What about tomorrow morning?
4 Are you going on the adventure holiday?
5 How about meeting at half past nine?
6 Yes, let's buy our clothes together. Are you free this afternoon?

Singing time!

Follow this link: https://www.youtube.com/watch?v=JXp9EDYneEw

a) Read the lyrics and listen to the song. Write down 5 sentences with the Present Continuous.
b) Bring the song to the class to sing it together.

Functional language

Making plans

Are you free after school tomorrow?
Sorry, I'm busy. What about on Tuesday afternoon?
Where shall we meet?
What about in front of the supermarket?
What time?
How about meeting at half past four?

Speaking task

Prepare a dialogue between you and Will.

Step 1

First, look at the poster below and decide what you need to buy.

Step 2

Think about what Will says.

Are you going on the sailing weekend?
Are you free …?
That's fine. Where shall we meet?
What time?
See you then!

Think about what you say.

Yes! Let's buy … together.
Sorry, I'm busy. What about …?
What about …?
How about meeting at …?
Great! See you!

Step 3

Write your dialogue.

Step 4

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

6 **Make up a slogan to promote your favourite sport and invite people to practise it at the weekend.**

Culture
Summer camps

The first summer camp was in America in 1861. Today more than 10 million young people go to one of 12,000 summer camps across the USA. There are speciality camps where children learn specific skills. For example in sports camps young people learn to play baseball and football. There are even rock music camps, where they learn to play musical instruments, such as the guitar and the drums. There are adventure camps, where children go swimming in the sea or hiking in the mountains.

Young people in the UK can join the Woodcraft Folk. This is a group which organizes summer camps during the school holidays. Teenagers aged between 13 and 15 are called Venturers. Every three years there's a national Venture camp. About 600 teenagers camp together, try new activities and, of course, make new friends while learning about the environment, world peace and other global issues.

7 **Read and listen to the information about summer camps. Then answer the questions.**

1 How many people go to summer camp?
2 What different kinds of camps are there in the USA?
3 What is the Venture camp?

8 **Write a brief message to Santa Claus, inviting him to the winter camp you are going to. Exchange notebooks to reply to a classmate's message as Santa.**

Unit 2b Feelings

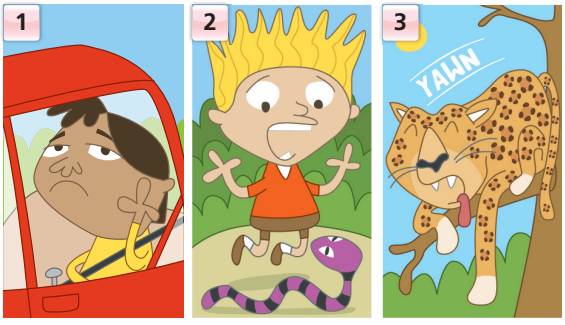
Vocabulary

1 Look at the words in the box. Check their meaning.

angry bored embarrassed excited
jealous nervous pleased sad scared
surprised tired worried

2 Listen and repeat.

3 Complete the sentences with words from exercise 1.



She looks … I'm … It's …

My mum's … He's … We're …

4 Answer the questions so they are true for you. Use words from exercise 1.

How do you feel …
… before an important exam?
I feel nervous.
1 … when you see an enormous spider?
2 … when your classmate breaks your things?
3 … after a long day at school?
4 … when you don't pass an exam?

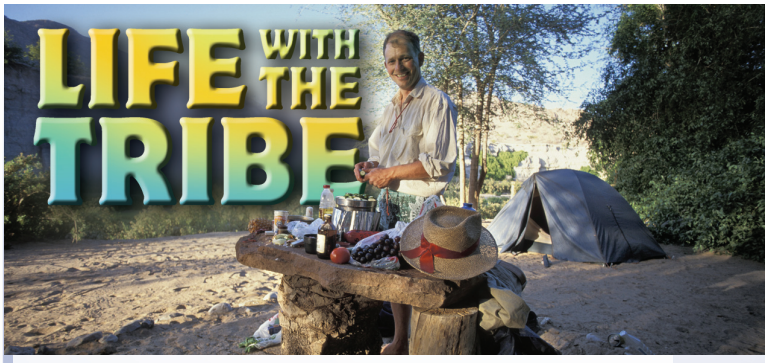
5 INTERFACE Work in pairs. Ask and answer the questions in exercise 4.

Reading

6 Before you read look at the words in the box. What do you think the text is about?

documentary isolation the wild tribe

7 Read and listen. Check your answers.



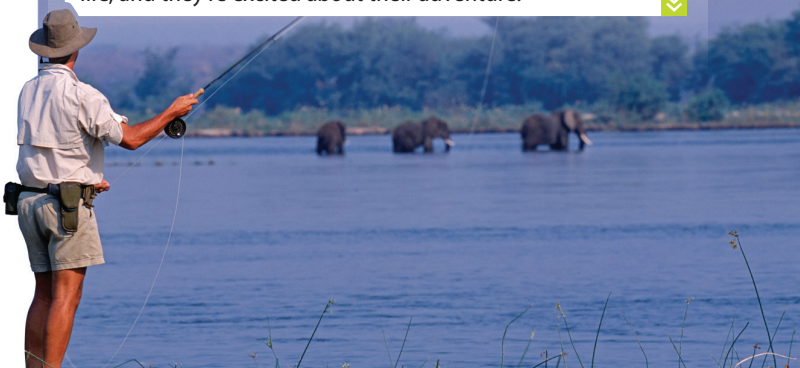
Are you bored by daily life? Do you want to spend a month in isolation with a tribe in the African savannah or on an island in the Pacific Ocean?

Find out how a family is surviving in the wild as they live, sleep and eat with a tribe in this brand new documentary series, *Life with the Tribe*.

Programme Three

Day Three
Charlie Timms is adapting to his new life in the savannah. In the UK, he usually gets up at 7.30am, and he goes to work by train. This month, however, he's getting up when the sun rises at 6am and he's looking after the tribe's animals. He never makes lunch at home but in this picture he's making lunch for the whole tribe! Everyone is learning new skills. His children are building a house in the trees.

Day Five
Charlie is fishing in the river today. He is really excited because there are some elephants walking in the river. He normally feels nervous in a boat or near the sea, but today he's feeling fine. The family is really pleased with their new life, and they're excited about their adventure.



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

1 *Life with the Tribe* is a comedy programme.
2 Charlie's getting up at the same time as usual.
3 He's making lunch for his family.
4 His children are bored because they're doing nothing.
5 Charlie doesn't usually like the sea.
6 The family are feeling excited about the experience.

nouns adjectives verbs pronouns adverbs tenses

Grammar

Present simple and present continuous

Present simple	Present continuous
Expressing habits: We have dinner at 7p.m. every evening.	**Expressing actions happening at the time of speaking:** I'm having dinner at the moment.
Expressing routines: I take the bus to school every morning.	**Expressing temporary situations:** He's looking for a new job these days.
Expressing timetables, schedules, programmes: The plane leaves at 8.	**Making plans, fixed arrangements for the near future:** They're flying to London in two hours.
Time expressions: Every day / weekend / year etc., always, usually, never, on Mondays, once a week etc.	**Expressing annoying habits when used with always:** You are always forgetting things!
	Time expressions: At the moment, now, this week, these days, today etc.

9 **Copy and complete the table with the time expressions in the box.**

always at the moment every weekend never now on Mondays once a week this week today usually

present simple	present continuous
always	

10 **Choose the correct words.**

Channel 5

9pm – Life Swap

Liam and Liz are teenagers …

1 … but they usually **do** / **are doing** completely different things.
2 Liam is sporty. He **always plays** / **is always playing** sports.
3 Liz is very different. She **sings** / **is singing** in the choir once a week.
4 This week they **swap** / **are swapping** lives, families and friends.
5 Liam **stays** / **is staying** with Liz's family at the moment and Liam's parents **look after** / **are looking after** Liz.

11 **Write complete questions. Use the present simple or present continuous.**

1 What sports / you / do / today?
2 I / not feel / scared / now.
3 How often / you / sleep outdoors?
4 The train / arrive / at 6 p.m.
5 Emma / visit / her grandparents / every weekend?
6 My dad / usually / go cycling / on Sundays.
7 You / always / interrupt me!
8 He / go / to Spanish classes / once a week.
9 Students / often / not use / their computers / at school.
10 You / swim / this week?

Pronunciation

/s/

a **Listen and repeat.**

school sleep sports swim

b **Listen to the sentences and repeat.**

1 We sometimes sleep outdoors.
2 She goes swimming at the sports centre after school.

Grammar guide page 167

Writing
A blog

1 **Read and listen. Then answer the questions.**

1 Where is Tommy?
2 What is he doing on day one?
3 Who is he with?
4 Is everyone having a good time?

Day one

It's the first day of our holiday. We're in Cornwall, in the southwest of England. Today we're hiking along the coastline and I'm excited! We're hiking about 20km.

There are four of us in the group. The group leader, Michael, works as a PE teacher in a school. He often walks long distances. His wife, Jane, is a nurse and she's great. My dad is with us too. He loves climbing mountains. And finally, there's me. I don't usually like adventure but I'm having a good time. My sister isn't here because she's studying. She's very jealous.

Day two

I'm surprised because we're walking fast today. We're sitting on some rocks at the moment because we're having a sandwich. Tonight we're camping outdoors and Michael and Jane are building the shelter. Everyone is happy!

More again soon,

Tommy

Language focus

Conjunctions
Join your sentences with *and*, *but* and *because*.
We're hiking along the coast ***and*** *I'm excited!*
I don't normally like adventure ***but*** *I'm having a good time.*
My sister isn't here ***because*** *she's studying.*

2 **Look at the sentences in the Language focus. Complete the rules with *and*, *because* or *but*.**

1 We use … to contrast different information.
2 We use … to add similar information.
3 We use … to give a reason for something.

3 **Rewrite the sentences. Use *and*, *because* or *but*.**

It's a fantastic day. I'm happy.
It's a fantastic day and I'm happy.

1 He often fishes in the lake. He doesn't like eating fish.
2 I'm chopping wood. I'm building a fire.
3 I never climb trees with my friends. I'm scared.
4 We're camping tonight. My mum isn't coming.
5 They're looking for food. They're hungry.

4 **Write a blog entry. Follow these steps.**

Writing a blog

Step 1 Plan
Decide where you are going on your holiday. Make notes under four headings:
1 Where are you?
2 What are you doing now?
3 Describe your companions.
4 What are your plans for later?

Step 2 Write
Write a first draft. Use your notes from Step 1 and the blog on this page to help you.

Step 3 Check
Check your work. Connect some of your sentences with *and*, *because* and *but*.

Step 4 Write
Write your final copy and hand in your work.

Further practice Writing guide 2 page 122

CLIL

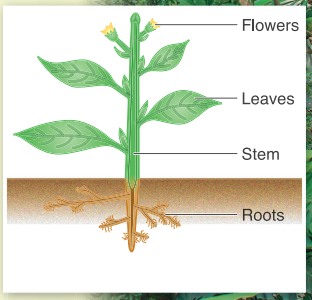
Science
Plant life

Most plants have got three parts: roots, stems and leaves.

Roots have three main functions: firstly, they provide support for the plant and hold it in the ground. Secondly, they absorb water and minerals from the soil, and thirdly, they allow the transportation of water and minerals from the soil to the plant.

The stem supports the plant and carries the water and minerals to the leaves.

Leaves grow on the stem of the plant and provide food for the plant. Their main role is photosynthesis. They use the sunlight energy to make sugars from carbon dioxide and water, which helps them grow. Some plants have flowers too. These grow on the stem of the plant.



Read and listen. Answer the question.

What is the main purpose of leaves on a plant?

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Survival skills

build

camp

chop

climb

cook

find

fish

hike

look for

sleep

Feelings

angry

bored

embarrassed

excited

jealous

nervous

pleased

sad

scared

surprised

tired

worried

Progress check

1 **Match 1–6 with a–f to make survival skills.**

1 build	a) food
2 chop	b) outdoors
3 climb	c) wood
4 hike	d) trees
5 cook	e) in the mountains
6 sleep	f) fires

2 **Find seven feelings in the wordsearch.**

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

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 This little boy … always … (*climb*) trees!
2 They … (*not build*) a camp right now.
3 She … (*fish*) today.
4 I … (*not chop*) wood now.
5 We … usually … (not *sleep*) outdoors.
6 You never … (*look for*) fruit in the forest.

4 **Order the words to make questions.**

1 he / fish / Does / in summer?
2 horses / they / Are / riding ?
3 jog / Does / every day / she ?
4 Are / looking for / you / your glasses?
5 Ellie / does / What / in her free time / do?
6 cook / How often / your grandma / dinner / does?

5 **Complete the sentences with the correct form of the verbs in brackets.**

1 I … (*eat*) pizza for dinner today.
2 We … (*have*) Maths every Tuesday and Thursday.
3 My friend … (*go*) hiking on Saturdays.
4 My teacher … (*not work*) next week.
5 He … (*study*) History at university.

6 **Rewrite the sentences in exercise 5 so they are true for you. Use the correct time expressions.**

7 **Choose the correct words.**

1 My cousin **lives / is usually living** in New York.
2 At the moment he **stays / is staying** with us.
3 In New York he **plays / is playing** basketball every day.
4 He **doesn't play / isn't playing** basketball today.
5 We **fish / are fishing** in the river now.
6 I **write / am writing** an essay every month.

8 **Complete the dialogue. Use the correct form of the verbs in brackets.**

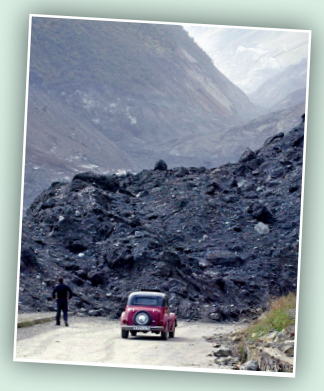
Will (1) … (*be*) you free after school today?
Lou Yes, I (2) … but I usually (3) … (*go*) to scouts on Fridays.
Will Is there scouts today?
Lou No there isn't. They (4) … (*camp*) this weekend but I (5) … (*not go*) with them.
Will We (6) … (*fish*) this afternoon. Do you want to come?
Lou Oh, yes please. What time?
Will We (7) … (*meet*) at five o'clock next to the river.
Lou Do I need to bring anything?
Will No, you don't. My dad always (8) … (*bring*) the equipment.
Lou Sounds good. See you then!
Will Great! See you then!

Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	7 × 2 = 14
3	6 × 2 = 12
4	6 × 2 = 12
5	5 × 2 = 10
6	5 × 2 = 10
7	6 × 2 = 12
8	8 × 1 = 8
Total	90
Granted points	10
Final score 100	

Module 3

History



In this module you will learn:

Vocabulary	▪ Discoveries ▪ Natural disasters
Grammar	▪ be: past simple ▪ Past simple: regular and irregular verbs
Reading	▪ A discovery of food ▪ Great European disasters
Speaking	▪ At the library ▪ Asking for information
Writing	▪ A biography
Culture	▪ Explorers
CLIL	▪ Art: Aboriginal art

Find the page numbers for:

Astronauts on the moon

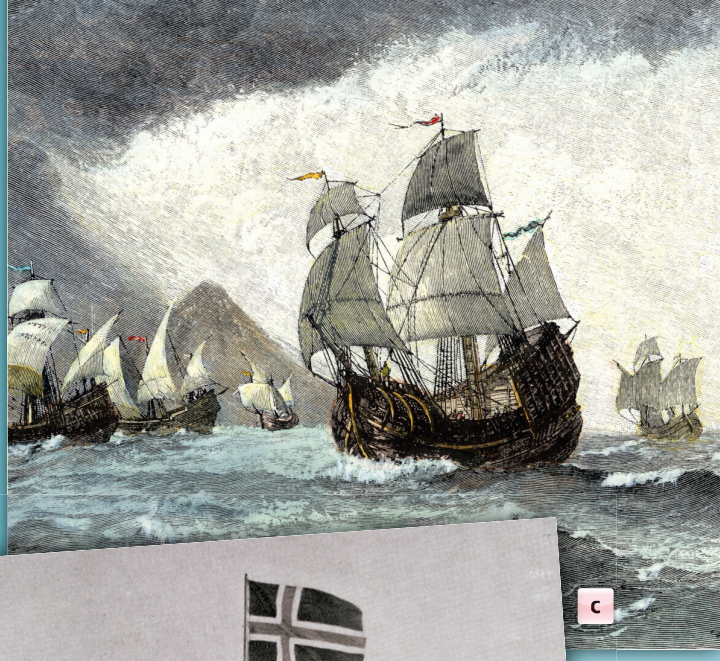
A volcano eruption

Leonardo da Vinci's photo

Competences:
1.1; 1.2; 2.1; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4.

Unit 3a

Discoveries



Vocabulary
Verbs of discovery

1 Read the verbs in the box and check their meaning.

arrive discover drive explore fly go land leave ride sail take off travel

2 Listen and repeat.

3 Copy and complete the table with the words in exercise 1. Which words relate to all three?

by land	by sea	by air
drive		

4 Match the sentences 1–6 with the pictures a–f.

1 Ferdinand Magellan's ships sail across the Pacific in 1521.
2 Captain Cook and his men discover Australia in 1770.
3 Roald Amundsen and his team go to the South Pole in 1911.
4 Amelia Earhart is the first woman to fly solo across the Atlantic in 1932.
5 Neil Armstrong and Buzz Aldrin are the first men to land on the moon in 1969.
6 Steve Fossett is the first person to travel solo around the world in a hot-air balloon in 2002.

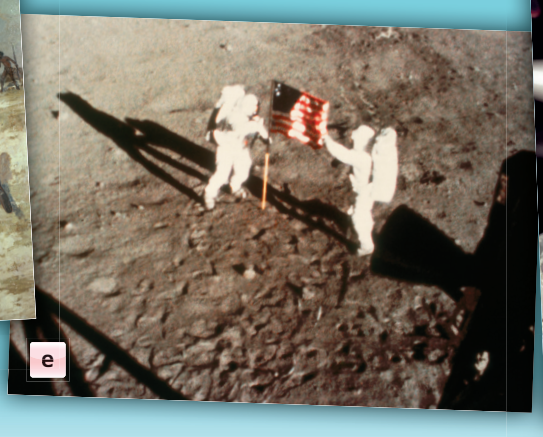
Now say it!

5 Listen to Izzie and Will. Which journey in exercise 4 do they want to do?

6 Work in pairs. Ask and answer questions about a journey.

Which journey do you want to do?

I don't want to fly across the Atlantic. I hate flying!



Reading

7 **Read and listen to the text. Complete the sentences with the words in the box.**

biscuits fruit pasta tomatoes

1 Originally, … were from America.
2 You need wheat flour to make modern …
3 There were … in Spain before other countries in Europe.
4 They put … in the snow to make a dessert.

8 **Answer the questions.**

1 What did explorers discover in the 16th century?
2 What did the Persians cook before the Europeans?
3 Why were the Arabs responsible for modern pasta?
4 What did Marco Polo really discover?
5 What dessert did the Italians invent?

Word Tip

Many words for people end in *-er* and *-or*. They often come from verbs.
discover – discoverer *travel – traveller*
sail – sailor

9 **Write the verbs corresponding to the people below.**

1 explorer
2 inventor
3 coloniser
4 trader
5 driver
6 navigator

10 **CLASS VOTE** **Which is your favourite story?**

Multimedia **Go to the Digital competence 1 on page 138 to practise your digital skills.**

A discovery of food

A lot of food started its history in very different countries. European explorers discovered potatoes, tomatoes, chocolate and vanilla in America in the 16th century and rice began its journey in China. But what about other favourites?

a Biscuits

Biscuits are a favourite with everyone, but where were they discovered? The Persians cooked the first biscuits with sugar in the 7th century. The Arabs invaded Persia at that time and they loved them. Later, they took the biscuits to the rest of their empire, including Spain. From Spain, traders took biscuits to North Europe, and then English colonizers sailed to America and made them there. This is how the American version of the biscuit, the cookie, was born.

b Pasta

People often say that the explorer Marco Polo discovered pasta in China, but this isn't true. In fact, Greeks ate something similar to lasagna in the 1st century. But it was the Arabs who were responsible for modern pasta because they introduced wheat flour to Sicily, in the south of Italy. Pasta, as we know it, was created in Italy in the 13th or 14th century.

c Ice cream

Ice desserts were popular a long time ago. The Persians (400BC) and the Chinese (200BC) enjoyed snow and ice with fruit and honey. Marco Polo discovered a technique for making ice desserts in China and transported it to Italy. So the first modern sorbets were from Italy, but the first ice cream made with milk and cream appeared in 1718 in England!

nouns adjectives verbs pronouns adverbs tenses

Grammar
Past simple

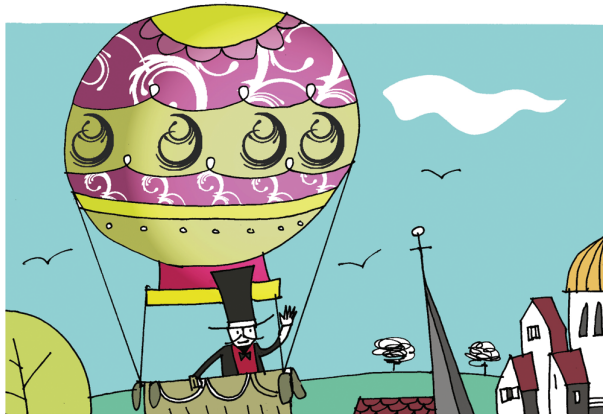
be: past simple

	affirmative, negative and interrogative
+	I / he / she / it **was** from Italy.
	We / you / they **were** popular.
–	I / he / she / it **wasn't** the discoverer.
	We / you / they **weren't** from the USA.
?	**Was** I / he / she / it late?
	Were we / you / they on time?

1 **Look at the sentences in the table and complete the rules.**

a) The past simple form of *be* with *I / he / she / it* is (1) … and with *we / you / they* is (2) …
b) To make the negative form, we add (3) …

2 **Complete the sentences with the correct form of *be*. Use the past simple affirmative or negative.**



Around the World in Eighty Days is a story about a man's journey around the world using different means of transport.

1 The man's name *was* Phileas Fogg. ✓
2 Phileas … alone on his journey. ✗
3 There … two companions. ✓
4 There … any cars or planes. ✗
5 There … ships, trains and a hot-air balloon. ✓
6 It … Saturday when they arrived home. They finished their journey exactly on time! ✓

Past simple

affirmative: regular verbs
I / he / she / it **visited** Spain.
We / you / they **travelled** by plane.

affirmative: irregular verbs
I / he / she / it **ran** in the park.
We / you / they **went** to the cinema.

3 **Look at the sentences in the table. What is the past simple form of regular verbs?**

4 **Complete the sentences with the past simple form of the verbs in brackets. Use the spelling rules on page 168 to help you.**

1 We … (*watch*) a history documentary last night.
2 She … (*cry*) when he … (*arrive*) home.
3 They … (*travel*) by train to Venice.
4 Ferdinand Magellan … (*want*) to sail around the world but he … (*die*) in the Philippines.

5 **Write the past simple form of the verbs in the box. Check your answers on page 175–176.**

find get leave sell take

6 **Read the text using the correct form of the verbs in brackets. Use the past simple affirmative.**

The history of the potato

Europeans first *discovered* (*discover*) potatoes in Chile. Sailors (1) … (*take*) the potatoes on their ships. They (2) … (*eat*) them as they (3) … (*sail*) across the ocean. They (4) … (*leave*) the potatoes in Ireland. Then potatoes (5) … (*become*) very popular in the rest of Europe.

Pronunciation

/ʊ/ /ɔː/ /eɪ/

a Read and listen to the words.

/ʊ/	took	looked
/ɔː/	saw	bought
/eɪ/	made	became

b Listen again and repeat.

negative: regular / irregular	
I / he / she / it	didn't visit London.
We / you / they	didn't go to the cinema.

7 Look at the sentences in the table. Is the negative form different for regular and irregular verbs?

8 Read the sentences correcting the historical facts.

Magellan sailed around Africa. (*South America*)

Magellan didn't sail around Africa. He sailed around South America.

1 Marie Curie discovered uranium. (*radium*)
2 Hannibal took camels over the Alps. (*elephants*)
3 Alexander the Great rode an elephant called Bucephalus. (*horse*)
4 Edmund Hillary and Tenzing Norgay climbed the Andes in 1953. (*Mount Everest*)

Language Tip

We use past tense for an action which happened at a definite time in the past, with the following time expressions: *last night, on Monday, yesterday, in 2009, two years ago.*

9 Write true sentences about you with the past simple and a time expression. Use the ideas in the box.

cook dinner	drink juice	eat a biscuit
go shopping	read a book	watch TV

I didn't read a book yesterday.

10 INTERFACE Work in pairs. Compare your answers in exercise 9.

I didn't read a book yesterday. What about you?

I read a magazine.

Grammar guide page 168

Listening
History quiz

11 Will, Izzie and Lou are watching a quiz show. Read the questions and guess the correct answers.

1 England's first queen was …
a) Elizabeth. b) Mary.
c) Victoria. d) Kylie.

2 The first animal in space was a fly, but the second was a …
a) mouse. b) dog.
c) rat. d) monkey.

3 Captain Cook discovered …
a) Alaska. b) Japan.
c) Hawaii. d) Chile.

4 Christopher Columbus discovered the Americas on … 1492.
a) 3 August b) 8 September
c) 12 October d) 25 December

12 Listen and check your answers.

13 Listen again and complete the sentences.

1 Queen Mary ruled in the … century.
2 Laika was a … that flew in outer space.
3 Captain Cook also discovered …
4 Christopher Columbus left Spain in … because of the sea.
5 Gary answers … questions correctly.

14 Do you like history? Which historical figure do you like best?

Cultural Fact

Christopher Columbus took three ships on his first voyage to the Americas: the Santa María, the Pinta and the Santa Clara. The Santa Clara was also called 'Niña', because her owner was called Juan Niño de Moguer.

Speaking
At the library

Listen

1 Look at the picture. Who is Izzie talking to?

2 Listen to Izzie talking to the librarian. Where can she find the information she needs?

3 Listen again and complete the dialogue.

Hi! Can I help you?

Yes. I'm looking for information on (1) …

What type of information do you need?

I'd like to find out about Captain Scott.

There are some (2) … in the history section.

That's great.

You can also use the (3) … on those computers over there.

Do I need a password?

No, you don't.

Thanks for your help.

That's all right. Come and ask me if you need anything else.

OK.

Practise

4 Listen again and act out the dialogue.

5 Put the sentences below in the correct order.

1 There are some books in the art section.
2 I'd like to find out about Pablo Picasso.
3 What type of information do you need?
4 Can I help you?
5 I'm looking for information for my art and design project.

Functional language

Asking for information

Librarian
Can I help you?
What type of information do you need?
There are some books in the history section.

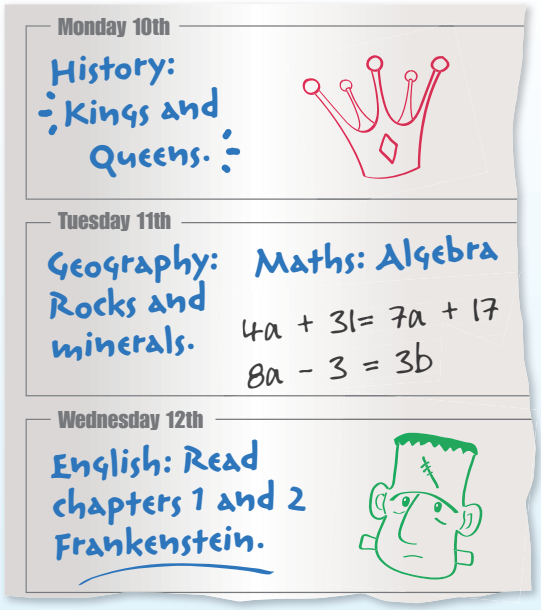
Izzie
I'm looking for information on explorers.
I'd like to find out about Captain Scott.
Thanks for your help.

Speaking task

Prepare a dialogue between you and the librarian.

Step 1

First, look at the homework diary below and decide what information you need.



Step 2

Think about what the librarian says.

Can I help you?
What type of information do you need?
There are some books in the … section.
Come and ask me if you need anything else.

Think about what you say.

I'm looking for information on …
I'd like to find out about …
Thanks for your help.

Step 3

Write your dialogue.

Step 4

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

Culture
Explorers

On 29th May 1953, 11.30am local time, Edmund Hillary and Tenzing Norgay became the first men known to reach the top of Mount Everest. They took some pictures, and buried some sweets and biscuits in the snow. They had very little oxygen so they began their descent after 15 minutes.

Edmund Hillary was a mountaineer and explorer from New Zealand. When he was at secondary school, he climbed Mount Ollivier (1,933m) in New Zealand. After Everest, Hillary made several expeditions to the Antarctic. He also helped both the people and environment of Nepal. He died in 2008 at the age of 88.

Tenzing Norgay was a mountain guide from Nepal. He made his first expedition to Everest when he was 19. He finally reached the top of Everest with Hillary on his seventh expedition. He died in 1986.

6 **Read and listen to the information about explorers. Then answer the questions.**

1 Who are the two men?
2 Why are they famous?
3 Where are they from?
4 How long were they at the top of Mount Everest?

7 **What famous explorers come from Romania?**

Unit 3b

Natural disasters

floods fire famine drought hurricane

Vocabulary

1 Match pictures 1–6 with the words in the box. Which disasters are not in the pictures?

drought earthquake famine fire floods hurricane landslide tornado tsunami volcanic eruption

1

2

3

4

5

6

2 Listen and repeat.

3 Complete the quiz with words from exercise 1.

How well do you know your history?

1 There was a potato (1) … in Ireland; people had nothing to eat and about 1 million people died. It was from 1845 to …
a) 1852. b) 1864. c) 1870.

2 There were (2) … in the south of England. The water was 0.9m high. The year was …
a) 1850. b) 1939. c) 2007.

3 There was a terrible (3) … in the year 1988. Many houses and shops burned in the capital of …
a) Italy. b) Portugal. c) Colombia.

4 There was a huge (4) … in Iceland and many planes couldn't fly because of the cloud. The year was …
a) 2001. b) 2005. c) 2010.

5 (5) … is a problem in many countries where there isn't much rain. The longest was in the Atacama desert in Chile: it was from 1571 to …
a) 1671. b) 1771. c) 1971.

4 INTERFACE Work in pairs. Do the history quiz in exercise 3.

Reading

5 Look at the pictures on page 43. What do you think the text is about?

6 Read and listen. Check your answers to exercise 5.

7 Read the text again and answer the questions.

1 When did Mount Vesuvius erupt?
2 What did Domenico Fontana do when he discovered the paintings?
3 How did the volcanic eruption help us learn about Roman culture?
4 What natural disasters happened after the Lisbon earthquake?
5 Did buildings in Lisbon disappear into the sea?
6 What positive effects did the earthquake have?

GREAT EUROPEAN DISASTERS

ON 24TH AUGUST 79AD ...

Mount Vesuvius erupted. The eruption was catastrophic, and ash* and lava covered the towns of Pompeii and Herculaneum. They stayed hidden for nearly 1,700 years, but when Domenico Fontana, an Italian architect, discovered walls with paintings in 1559, how did he react? He covered them again! A Spanish engineer discovered Herculaneum in 1738 and Pompeii in 1748. In Pompeii, the volcano preserved Roman life exactly as it was, and we now know a lot about Roman culture because of the eruption.

ON 1ST NOVEMBER 1755 ...

there was a terrible earthquake in Lisbon, Portugal. Immediately after the earthquake, there was a tsunami and many fires started in the city. Buildings fell, burned and disappeared into the sea. In fact, the earthquake and its effects destroyed most of the city. But what did the people of Lisbon do? They rebuilt their city. They made wide streets, big squares and special buildings that could resist earthquakes. Also, thanks to the Portuguese prime minister's investigations, modern seismology** was born.

GLOSSARY

***ash:** the grey powder that remains after something has burned

****seismology:** the study of earthquakes

nouns adjectives verbs pronouns adverbs tenses

Grammar
Past simple

questions and short answers
Did you **study** history last week? Yes, I **did**. No, I **didn't**.
Did it **disappear**? Yes, it **did**. No, it **didn't**.
Did they **investigate** earthquakes? Yes, they **did**. No, they **didn't**.
When **did** the earthquake **happen**?

8 **Look at the sentences in the table. Do you use *did* for all subjects in past simple questions?**

9 **Order the words to make questions. Then answer the questions so they are true for you.**

1 Did / watch / you / last night / TV ?
2 you / What / yesterday / eat / did ?
3 speak / English / Did / you / five years ago ?

10 **Write complete questions using the past simple.**

1 how many ships / Christopher Columbus / have ?
2 when / they / discover / Pompeii ?
3 where / Marco Polo / go ?
4 when / Hillary and Norgay / climb Everest ?

11 **Listen and check your answers. Then listen again and write the answers to the questions.**

Language Tip

We use *could* / *couldn't* to talk about ability and possibility in the past:
The buildings could resist earthquakes.
They couldn't stop the fires.

12 **Complete the sentences with *could* or *couldn't*.**

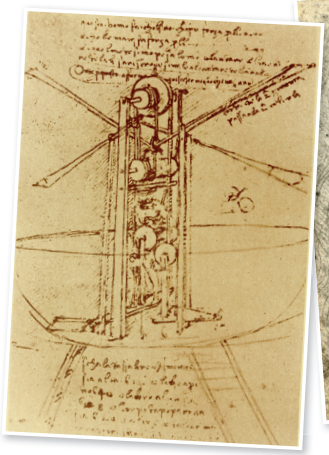
1 My brother ... ride a bike when he was three. He was great!
2 There were floods last year and we ... leave the house.
3 I ... go to the cinema because I wasn't at school.
4 In 1770, Captain Cook ... travel by car.

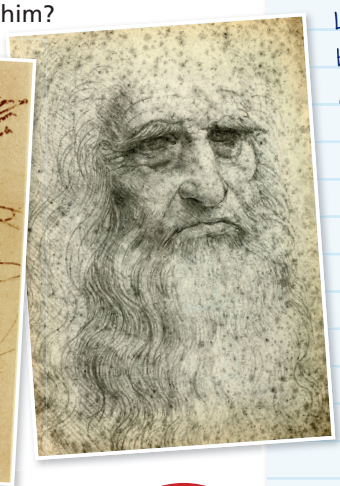
Grammar guide page 168

Writing
A biography

1 **Read and listen. Then answer the questions.**

1 What was Leonardo da Vinci's job?
2 What did he paint?
3 Why does Kate like him?





For me, the most interesting person in history was Leonardo da Vinci. He was a painter, a sculptor and an inventor. He studied anatomy and botany and he liked many other things too.

He was born in Vinci, near Florence, on the 15th of April 1452. He didn't go to school, but he studied maths, Latin and geometry at home. When he was 14, he started work. He was very good at art so he worked for a famous painter and learned techniques with him. Then he went to live in Milan in 1482 and, from this time on, Leonardo painted his most famous works, for example *The Last Supper*. He painted *The Mona Lisa*, probably the most famous painting in the world, in about 1505. It is in the Louvre Museum in Paris.

I like Leonardo da Vinci because of his drawings. He was interested in maths, science and anatomy, and he drew people and bodies perfectly. He also drew inventions, for example a flying machine similar to the modern helicopter. He was the typical Renaissance man.

Kate, 12

Language focus

Time prepositions
Remember to use *on*, *at* or *in* correctly with times.
Leonardo was born ***on*** *15th April 1452* ***at*** *10.30pm.*
Leonardo died ***in*** *May 1519.*

2 **Look at the sentences in the Language focus. Complete the rules with *on*, *at* or *in*.**

1 We use … before months and years.
2 We use … before times.
3 We use … before days and dates.

3 **Complete the sentences with *on*, *at* or *in*.**

1 The British explorer Captain James Cook was born … 1728.
2 He married Elizabeth Batts … 21st December 1762.
3 His first expedition began … 1768. He sailed from England to Australia.
4 He first saw Australia … 19th April … 6am.
5 He died … St Valentine's Day 1779 in Hawaii.

Class portfolio 1 **page 144**
Design a portfolio with the title "An environmentally-friendly school". Work in small groups.

4 **Write a biography about an important person in history. Follow these steps.**

Writing a biography

Step 1 Plan
Choose a person you admire and make some notes. Who was he / she? What did he / she do? What were the important events in his / her life? Why do you like this person?

Step 2 Write
Write a first draft. Use your notes from Step 1 and the biography on this page to help you.

Step 3 Check
Check your work. Use time prepositions correctly.

Step 4 Write
Write your final copy and hand in your work.

Further practice **Writing guide 3** **page 124**

CLIL

Art
Aboriginal art

Totem poles in Canada are examples of aboriginal art and a symbol of the area's indigenous population. The ancient practice of totem carving has been handed down through generations as a way of preserving the history of local native heritage.

Stanley Park has got a wide variety of monuments, including eight Totem poles. The Totem poles each tell a real or mythical story. They are not the original Totem poles, however. Because many of the original poles were made as early as the 1880s, they have been sent to museums for preservation. The Totems today are new versions of the originals and, when you look at them, you'll notice figures of eagles, whales, wolves and frogs. Each animal has a meaning. The eagle represents the kingdom of the air, the whale is the world of the sea, the wolf is the life on land and the frog is the connection between the land and the sea.

Read and listen. Answer the question.

What does the eagle represent on a Totem pole?

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Verbs of discovery

arrive

discover

drive

explore

fly

go

land

leave

ride

sail

take off

travel

Natural disasters

drought

earthquake

famine

fire

floods

hurricane

landslide

tornado

tsunami

volcanic eruption

Progress check

1 **Find eight verbs of discovery in the wordsearch.**

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

2 **Match the pictures 1–6 with the words in the box.**

fire drought earthquake tornado
floods famine

3 **Complete the text with the past simple form of the verbs in backets.**

I (1) … (*arrive*) home yesterday at 4.00pm. I (2) … (*be*) alone in the house so I (3) … (*sit*) down on the sofa with a book, a biography about Captain Cook. I (4) … (*start*) to read and I (5) … (*read*) for seven hours! I (6) … (*forget*) to have dinner, but I (7) … (*finish*) the book – it was brilliant.

4 **Rewrite the sentences so they are true for you.**

1 I went to Hawaii last year.
2 I ate cactus for dinner last night.
3 My granddad was an explorer.
4 I read *Don Quixote* last night.
5 I lived in France last year.

5 **Complete the sentences with *was / wasn't* or *were / weren't*.**

1 I … at home last night. ✓
2 My friends … in school yesterday. ✗
3 It … very cold last weekend. ✓
4 She … tired so she didn't go to bed. ✗
5 You … on holiday two days ago. ✓
6 I … happy because my football team lost. ✗

6 **Order the words to make questions. Then answer the questions.**

1 you / arrive / What time / home / did / last night ?
2 study / Did / you / history / at the weekend ?
3 your dad / did / buy / his first car / When ?
4 you / English / study / Did / at primary school ?
5 Did / three months ago / you / Lisbon / visit ?

7 **Choose the correct words.**

Mum What (1) **do you do / are you doing**, Izzie?
Izzie I (2) **do / 'm doing** my history homework.
Mum Can I (3) **help / helping** you?
Izzie Oh, yes please. I (4) **find / found** some information in the library yesterday and now I (5) **write / 'm writing** about Victorian London. But I have some questions. Where (6) **did / does** Queen Victoria live?
Mum I (7) **wasn't / weren't** alive then! Let's look on the internet!
Izzie Good idea. Where do you usually put your laptop?
Mum Oh no! I (8) **leave / left** it at work.
Izzie Oh, Mum!

Self-Check

Exercise no.	Score
1	8 × 2 = 16
2	6 × 2 = 12
3	7 × 2 = 14
4	5 × 2 = 10
5	6 × 2 = 12
6	5 × 2 = 10
7	8 × 2 = 16
Total	90
Granted points	10
Final score 100	

Module 4 Travel

In this module you will learn:

Vocabulary	▪ Transport ▪ Holidays
Grammar	▪ Past simple – extensive practice ▪ Used to
Reading	▪ Unusual transport ▪ Bear Grylls
Speaking	▪ Travelling by bus ▪ Asking for travel information
Writing	▪ A narrative
Culture	▪ Public transport
CLIL	▪ Geography: Climate zones

Find the page numbers for:

A pink taxi

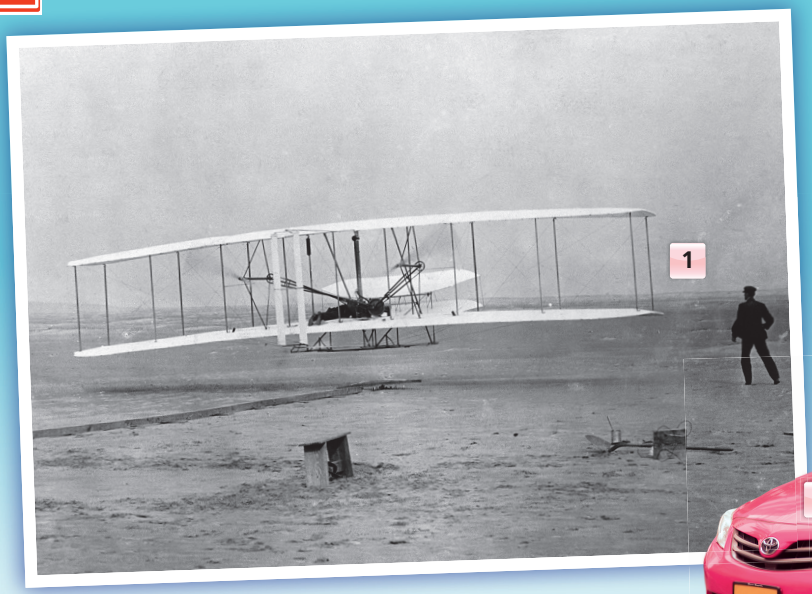
An old bike

The London Underground

Competences:
1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.3.

Unit 4a

Transport



bike boat lorry plane train

Vocabulary

1 **Copy and complete the table with the words in the box. Can you add more?**

bike bus boat car coach lorry moped motorbike plane taxi train tram

land	water	air
bike		

2 **Listen and repeat.**

3 **Look at the pictures and complete the sentences with words from exercise 1.**

1 In Mexico, pink … are for women only.
2 In London, people can hire a … to travel around the city.
3 In Bangladesh, people often travel on the roof of a …
4 The first … was from the USA and was in the air for 12 seconds.
5 A … in Hong Kong has got two floors.

Now say it!

4 **Listen to Ben and Emily. How do they go to school?**

5 **Work in pairs. Ask and answer questions about how you go to different places. Use the words in the box or your own ideas.**

school the cinema your friends' houses your favourite shop

How do you go to school?

I go to school by bus.

Language Tip

We go ***by*** *train, bus* and *boat* but we go ***on*** *foot*.

Reading

6 **Read and listen. What is the text about?**

a) A journey to school b) Unusual transport c) Transport in the 19th century

The Skycar

You can drive the Skycar or fly it like a plane. Gideon Cardozo, a British engineer, designed the Skycar in just 18 months. In 2009, Cardozo decided to take the Skycar from the UK to Africa but he didn't travel alone. He went with Neil Laughton, who is a driver and a pilot. They drove along roads and they flew over mountains and seas. Finally, they arrived in Timbuktu, Western Africa, more than two months later.

The SQuba submarine

When Frank Rinderknecht saw his hero James Bond drive his car into the sea, he decided that he wanted to build a similar car. The result was the SQuba submarine. The SQuba can travel at 120kph on land, 6.5kph on water and 3.25kph underwater. This machine is completely ecological but it is also very expensive: it costs nearly €1 million!

The Couchbike

Two friends invented the Couchbike*. They tried to ride their special bicycle across a national park in Canada but two police officers stopped them and inspected their Couchbike. Why? Well, it was more than two metres wide, it was very slow and the cyclists didn't have helmets. But the police officers didn't know what to do – Couchbikes weren't in their manual – so the two friends continued their journey.

*couch: sofa

Word Tip Make a note in your notebook of collocations – words which often go together such as *to fly a plane*.

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

1 Who did Gideon Cardozo travel with?
2 Where did they go and how long did it take?
3 What speed can the SQuba reach on land?
4 How much does the SQuba cost?
5 What is the Couchbike?
6 Why did the police officers stop the Couchbike?

8 **Match 1–4 with a–d to make collocations. Then make sentences using the words in the box.**

cyclist	driver	pilot	sailor

1 drive — a) plane
2 sail — b) bike
3 fly — c) boat
4 ride — d) car

A pilot flies a plane.

9 **CLASS VOTE** **Which is the most unusual type of transport in the text?**

nouns adjectives verbs pronouns adverbs tenses

Grammar

Past simple – extensive practice

regular / irregular verbs	
Affirmative	I / you / he / she / it / we / you / they **played / came**.
Negative	I / you / he / she / it / we / you / they **didn't play / come**.
Interrogative	**Did** I / you / he / she / it / we / you / they **play / come**?
Short answers	**Yes**, I / you / he / she / it / we / you / they **did**.
	No, I / you / he / she / it / we / you / they **didn't**.

1 **Look at the sentences in the table. Which verb is irregular?**

2 **Copy and complete the table with the past simple form of the verbs. Check your answers on page 167 and page 175–176.**

regular		*irregular*	
disappear		*be*	
present		*begin*	
return		*come*	
stop		*cost*	
study		*have*	

3 **Complete the text with the past simple verbs in exercise 2.**

The first passenger tram service probably (1) … (*begin*) in Wales in 1807. There (2) … (*be*) seats for 12 passengers but it (3) … (*not be*) cheap. It (4) … (*cost*) about five pence. Werner von Siemens (5) … (*come*) from Germany. In 1881 he (6) … (*present*) the first electric tram to the world. In the 1900s, many cities (7) … (*have*) large tram networks. However, in the 1950s and 60s, trams (8) … (*disappear*) from the streets of many major cities. In 1952 the last London tram (9) … (*stop*) in New Cross. Almost 50 years later, trams (10) … (*return*) to London.

Pronunciation

***-ed* endings** /d/ /t/ /ɪd/

a **Listen and repeat. Can you hear the difference?**

/d/ or /t/	lived stopped
/ɪd/	ended started

b **Listen to the verbs in the box. Then add them to the table in exercise a.**

arrived asked continued designed invented looked presented tried wanted

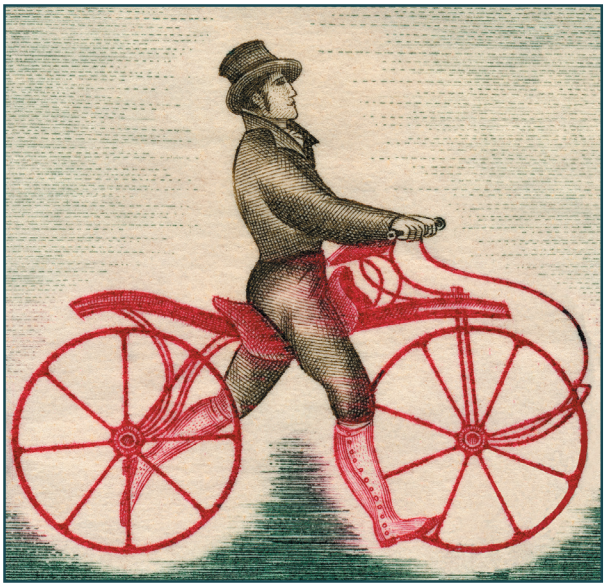
4 **Look at the sentences in the table. Choose the correct ending for sentences 1–4.**

1 I didn't …
  a) arrive at six o'clock.
  b) arrived at six o'clock.
2 My dad didn't …
  a) drive to work yesterday.
  b) drove to work yesterday.
3 My friends didn't …
  a) came to my house last night.
  b) come to my house last night.
4 She didn't …
  a) travelled by train this morning.
  b) travel by train this morning.

Language Tip

The past simple of *have* and *have got* is *had* and *didn't have*:
When I was young, I didn't have short hair, I had long hair. ✓
~~*I had got long hair.*~~ ✗

5 **Complete the sentences with the past simple negative form of the verbs in brackets.**



1 In 1817, one of the first bikes appeared but it … (*have*) pedals.
2 The general public … (*buy*) these bikes because they were expensive.
3 The first bikes with pedals and two wheels … (*appear*) until the 1860s.
4 In the 1920s, Americans … (*use*) bikes. They preferred to drive.
5 Mountain bikes are recent. They … (*arrive*) until the 1980s.

6 **Write sentences that are true for you using the past simple affirmative and negative. Use the words in the box or your own ideas.**

go on foot	go on holiday	ride a bike
drive a car	yesterday	last week
last year	on Monday	

I didn't go to school on foot yesterday. I went by car.

7 **INTERFACE Work in pairs. Read your sentences to your partner.**

I didn't go to school on foot yesterday.

Really? I went on foot.

Grammar guide page 169

Listening
PowerBocking

8 **Read the sentences. Do you think they are true or false?**

1 People with *PowerBocks* can't walk.
2 People with *PowerBocks* can run at over 30kph.
3 A man called Böck invented these boots.
4 In Australia, the boots are called Kangaroo boots.
5 The sport of *PowerBocking* started in the USA.

9 **Listen and check your answers.**

10 **Listen again and answer the questions.**

1 Who are *PowerBockers*?
2 Where is Alexander Böck from?
3 Where did Alexander Böck get his inspiration?
4 Are *PowerBocks* cheap?

11 **Do you want to try *PowerBocking*? Why / Why not?**

Cultural Fact

Capital Bocking is the biggest *PowerBocking* annual event in the world. It takes place in the UK; *PowerBockers* get together, improve their Bocking and make new friends.

Singing time!

Follow this link: https://www.youtube.com/watch?v=e2KmBYq4Rvw&list=RDe2KmBYq4Rvw&t=119

a) Watch the video and write down 5 sentences with the Past Simple.
b) Name 3 famous sights / cities from the video.

Speaking
Travelling by bus

Listen

1 **Look at the picture. Where are Emily and Lucy? What are they doing?**

2 **Emily and Lucy are going to York. Listen to the dialogue and choose the correct answer.**

Emily buys a **single** / **return** ticket.

3 **Listen again and complete the dialogue. Use the numbers in the box.**

2	4	7	22

Excuse me. What time does the next bus for York leave?

It leaves at (1) … o'clock.

What number is it?

It's the number (2) …

Thanks. Where does it leave from?

Bus stop number (3) …

How much does it cost?

Single or return?

Return, please.

It costs (4) £…

Practise

4 **Listen again and act out the dialogue.**

5 **Complete the sentences with the correct words.**

1 What … does the next bus leave for Manchester?
2 It … at five o'clock.
3 … does it leave from?
4 It … from bus stop number six.
5 How much … it cost?
6 It … £10.

Functional language

Asking for travel information

Emily
What time does the next bus for York leave?
What number is it?
Where does it leave from?
How much does it cost?

Assistant
It leaves at two o'clock.
It's the number 22.
Bus stop number seven.
It costs £4.

Speaking task

Prepare a dialogue between you and the assistant.

Step 1

First, decide where you want to go.

Destination: Liverpool
Number: 30
Departure times: 10.30….11.00….12.00
Bus stop: 8
Ticket prices:
Return: £15.50
Single: £8.50

Destination: Brighton
Number: 120
Departure times: 2.00….2.25….2.50
Bus stop: 15
Ticket prices:
Return: £5.50
Single: £2.80

Step 2

Think about what you say.

Excuse me. What time does the next bus for … leave?
What number is it?
Where does it leave from?
How much does it cost?
Return / Single, please.

Think about what the assistant says.

It leaves at … o'clock.
It's the number …
Bus stop number …
Single or return?
It costs £…

Step 3

Write your dialogue.

Step 4

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

Culture
Public transport

PUBLIC TRANSPORT

There are many ways of travelling around London. Here are a few of them.

The London Underground, or 'the Tube', was the first underground railway system in the world. It's called the London Underground, but 55% of it isn't under the ground!

London buses are typically red and many of them have got two floors. These buses are called double-deckers.

You can catch a boat at the River Thames. There are regular boat services or you can go on a cruise.

Another type of transport is the London taxi. The taxis are traditionally black, but nowadays you can find them in all different colours. Taxis are also called cabs.

6 **Read and listen to the information about public transport. Then answer the questions.**

1 How much of the Underground is under the ground?
2 What colour are double-deckers?
3 Where can you catch the boat?
4 What is another name for a taxi?

7 **What types of transport can you use in your town?**

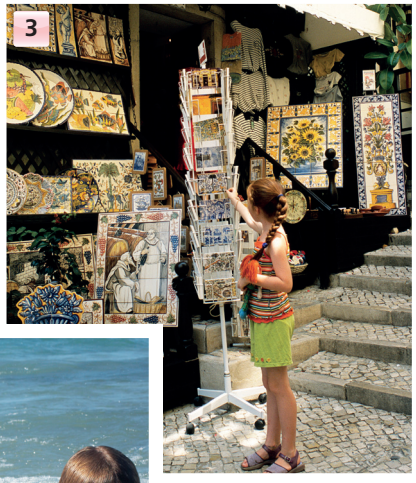
Unit 4b

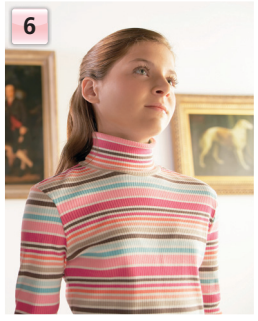
Holidays

Vocabulary

1 Match pictures 1–6 with the words in the box.

buy souvenirs climb mountains explore new places
go surfing have a good time make friends relax
sunbathe take photos visit museums





2 Listen and repeat.

3 Imagine you went on holiday last month. Write past simple sentences using the verbs in exercise 1.

I went to Hawaii last month. I went surfing and I … .

4 INTERFACE Work in pairs. Compare your sentences in exercise 3.

I went to Hawaii last month.

I didn't go to Hawaii. I went to New York.

Reading

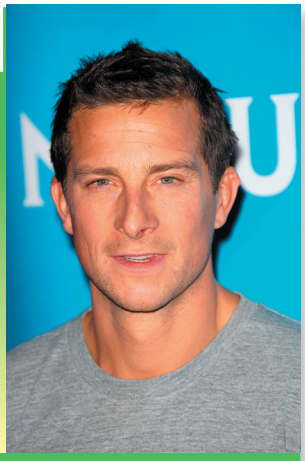
5 Listen and read. Who is Bear Grylls? Does he go on typical holidays?

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

1 Bear Grylls climbed mountains when he was young.
2 He didn't explore again after his accident.
3 He wrote the book *Facing Up*.
4 He sunbathed after climbing Everest.
5 He went to the Sahara Desert alone.

Question and answer:

Bear Grylls



Bear Grylls is a British adventurer, writer and TV presenter and admired by many. Last week, *Teen Explorer* magazine told us more about him!

Q Why is he called Bear?
A Bear is a nickname. His sister gave him that nickname when he was a baby!

Q Obviously, he loves exploring new places. When did he start?
A At an early age, he climbed mountains with his father.

Q Was that dangerous?
A Not as dangerous as when he was in the Special Forces and had a serious parachuting accident. He broke his back in three places.

Q Did he stop his adventures?
A No – quite the opposite – at the age of 23, he became the youngest British man to climb Everest.

Q What did he do next?
A He wrote about this experience in the book *Facing Up*.

Q And then, did he have a holiday? Did he relax and sunbathe like us?
A No, he didn't. First he circumnavigated the United Kingdom on jet skis, then he crossed the North Atlantic Ocean on an open, inflatable boat in aid of charity.

Q What did he do next?
A Next he took a group of men to join the French Foreign Legion in the Sahara Desert. Maybe that was a holiday for Bear – it depends on what you call a holiday!

Go to the **Digital competence 2** on **page 139** to practise your digital skills.

nouns adjectives verbs pronouns adverbs tenses

Grammar
Used to

Used to	
Affirmative	I / you / he / she / it / we / you / they **used to sing**.
Negative	I / you / he / she / it / we / you / they **didn't use to walk**.
Interrogative	**Did** I / you / he / she / it / we / you / they **use to play** ?
Short answers	**Yes**, I / you / he / she / it / we / you / they **did**.
	No, I / you / he / she / it / we / you / they **didn't**.

Language Tip

Used to is used to talk about past habits or things that do not happen anymore. It is followed by short infinitive.

7 **Write questions about Kate when she was younger. Then write short answers.**

Kate. now (18 years old)

Kate. (7 years old)

she / use to / live / in the UK. ✓

Did she use to live in the UK? Yes, she did.

1 she / use to / go to school by car? ✗
2 she / use to / play / any sports? ✓
3 she / use to / have / a pet dog? ✗
4 she / use to / stay up late? ✗

8 **Order the words to make questions.**

1 go / use to / on holiday / you / Where / did ?
2 there / How / use to / you / get / did ?
3 go / you / use to / Who / did / with ?
4 do / there / use to / did / What / you ?
5 a / good / use to / Did / you / time / have ?

9 **INTERFACE Work in pairs. Ask and answer the questions in exercise 8 about your holiday when you were younger.**

Grammar guide page 169

Writing
A funny story

1 **Read the text, then choose the best title for Mary's story.**

a) *A great day out*
b) *A terrible afternoon*
c) *Mary's favourite film*

Last Saturday, I went into town to meet my friend Jack, but there were lots of problems.

First, I missed my bus, so I waited half an hour for the next bus. When I arrived in town, I went to a café. I tried to buy a drink but I didn't have my bag. It was on the bus!

Then I went to the main square to meet Jack at 5 o'clock, but he wasn't there.

He arrived at 5.45 because there was a problem with his bike. In the end, we went to the cinema, but the film was really boring so I went to sleep!

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

Why did Mary wait half an hour for a bus?
She waited half an hour because she missed her bus.

1 Where was Mary's bag?
It was… .
2 Why did Jack arrive at 5.45?
He arrived at 5.45 because … .
3 Did Mary like the film?
… .

Language focus

Time connectors
You can improve your story by using time connectors:
First, the alarm clock didn't ring …, then we took the bus …, in the end I had a good holiday.

2 **Notice the use of the words *first*, *then* and *in the end* in the text.**

3 **Read the text again and number the events in the correct order.**

… Mary and Jack saw a boring film.
… Mary went to a café.
… Mary met Jack.
1 Mary missed the bus.
… Mary waited half an hour for a bus.
… Mary went to the main square.
… Mary and Jack went to the cinema.

Writing a funny story

Step 1 Plan
Make notes under three headings:
1 Where did you go?
2 What did you do?
3 What happened in the end?

Step 2 Write
Write a first draft. Organize your writing in three paragraphs. Use your notes from Step 1 and the story on this page to help you.

Step 3 Check
Check your work. Try to use the past simple and include the time connectors *first*, *then* and *in the end*.

Step 4 Write
Write your final copy and hand in your work.

Class portfolio 2 page 145
Design a portfolio with the title "Joy of travel". Work in small groups.

Further practice Writing guide 4 page 126

CLIL

Geography
Climate zones

There are different climatic zones around the world and some countries have different climates within them. Australia is one of these.

Polar climates are found in the polar regions and in the highest mountains. Here, the temperature can be as low as –40°C and the ground is always frozen.

In most of Europe and North America you will find a warm, temperate climate. It isn't too cold in winter or too hot in summer.

Tropical climates usually have a high temperature all year round but it also rains a lot. Average temperatures are 32°C and annual rainfall can be as much as 2,000mm.

Cool temperate climates can be found south of the Arctic and across northern Europe and Canada. Here the winters are longer and colder than in warm climates.

Dry climates have very low rainfall and the daytime temperature can reach 50°C. A desert has this climate. Monsoon climates have two seasons – wet and dry – but it is always warm.

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

Which country does not have a monsoon climate?

Mexico Norway Malaysia Colombia

2 PERSONAL PROJECT ***Today's weather forecast all over the globe***

Follow the link below to watch the weather forecast. Print a world map and pin the names of the cities and the weather icons on this map. Be the weatherman for your classmates!

https://www.youtube.com/watch?v=u3TwuUDipus

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Transport

bike

bus

boat

car

coach

lorry

moped

motorbike

plane

taxi

train

tram

Travel

buy souvenirs

climb mountains

explore new places

go surfing

have a good time

make friends

relax

sunbathe

take photos

visit museums

Progress check

1 **Identify the types of transport.**

a …

b …

c …

d …

e …

f …

2 **Match the verbs 1–8 with the expressions a–h to make activities.**

1 buy	a) mountains
2 explore	b) friends
3 climb	c) photos
4 have	d) museums
5 make	e) new places
6 take	f) surfing
7 go	g) souvenirs
8 visit	h) a good time

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

Last Saturday I (1) … (*visit*) my grandparents. I (2) … (*leave*) the house early – at 7am but I (3) … (*not go*) with my parents. I (4) … (*go*) alone and (5) … (*travel*) by bus. I (6) … (*not have*) a good time. It was very boring! On Sunday I (7) … (*get up*) late and (8) … (*have*) breakfast. I (9) … (*go*) shopping with my friends and (10) … (*buy*) some new CDs. Sunday was fun!

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

1 Last year we … a very good time in Greece.
2 In the capital, Athens, we … museums.
3 I … (not) any photos but I … some souvenirs.
4 We … (not) any mountains but we … new places.
5 We went to the island of Crete and I … surfing.
6 And best of all, I … lots of new friends.

5 **Write questions using *used to*.**

1 Where / you / use to / spend your holiday / when you were 9 years old?
2 you / use to / visit / many museums?
3 you / use to / buy / souvenirs?
4 you / use to / ride / a bike?
5 What sports / you / use to / do?
6 you / use to / make / new friends easily?

6 **Write the answers to the questions in exercise 5.**

7 **Complete the dialogue. Use the correct form of the verbs in brackets or choose the correct words.**

Ben Did you have a good weekend, Emily?
Emily Yes, I (1) **do / did**. It was really fun!
Ben What (2) … (*you / do*)?
Emily Well, you know my sister Natalie? It (3) … (*be*) her birthday last week, so all the family (4) … (*go*) to the theme park in town.
Ben Fantastic! I love (5) **going / to go** to theme parks. I (6) … (*spend*) a day there with friends a week ago.
Emily Really?
Ben Yes, we (7) … (*arrive*) at 10am and we (8) … (*not leave*) until 7pm!
Emily (9) … (*you / go*) on the Pirate Ship?
Ben No, I (10) **did / didn't**. It looked really boring.
Emily It was really boring!
Ben We (11) … (*wait*) for a long time to get inside, but we (12) … (*not mind*). It was great!

Self-Check

Exercise no.	Score
1	6 × 1 = 6
2	8 × 2 = 16
3	10 × 2 = 20
4	6 × 1 = 6
5	6 × 2 = 12
6	6 × 1 = 6
7	12 × 2 = 24
Total	90
Granted points	10
Final score 100	

Module 5

Possessions

In this module you will learn:

Vocabulary	▪ Money ▪ IT world
Grammar	▪ The adjective – comparative and superlative forms ▪ The forms of the genitive
Reading	▪ Smart tips for young people ▪ The Big Swap Shop
Speaking	▪ Going shopping ▪ Buying and selling
Writing	▪ A description
Culture	▪ Charity shops
CLIL	▪ Maths: Metric and imperial

Find the page numbers for:

A charity shop

A printer

A market stall

Competences:
1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 3.2; 3.4; 4.4.

Unit 5a

Money

win sell buy earn save Vocabulary

1 **Look at the words in the box and check their meaning.**

borrow buy earn lend pay (for) save
sell spend swap win

2 **Listen and repeat.**

3 **Which words in exercise 1 match the pictures 1–6?**

4 **Choose the correct words.**

My sister Jane is very bad with money. She (1) **spends** / **saves** all of her pocket money on magazines and sweets. She is always (2) **buying** / **winning** new clothes and she has already got lots. My brother is the opposite. He (3) **swaps** / **pays** his old possessions with his friends so that he always has something new. He has a part-time job so he (4) **earns** / **wins** some extra money too.

5 **Answer the questions.**

1 What do you spend your pocket money on?
2 What things do you lend to your friends?
3 What things do you swap with your friends?

Now say it!

6 **Listen to Will and Izzie. What does Izzie spend her pocket money on?**

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

What do you spend your pocket money on?

I often buy snacks or I go to the cinema with my friends.

Reading

8 **Read and listen. Match headings 1–4 with paragraphs A–D.**

1 Do I really need it?
2 Don't borrow money.
3 New for old.
4 Save money now.

Smart tips for young people

A Would you like to receive €10,000 on your 30th birthday? Well, you need to save either 78 cents a day from the age of 13, €4.47 a day from the age of 25 or €27 a day from the age of 29. Just do the maths. It's more intelligent to save money early. So, how can you start saving money?

B Imagine there's a new games console. It's faster and better than yours, but it's very expensive. At home, you've got a lot of old games and a very old games console. Why don't you swap them for something new? Many games shops have a swapping system. They also sell second-hand games and consoles; they're often much cheaper than new products.

C If you want to save for something big, use your initiative and do a part-time job at the weekend. You can earn a few euros a week if you walk your neighbours' dogs or wash their cars, and a few euros an hour if you look after children. Then you don't need to borrow – and you don't lose friends because you can't pay them back!

D Before you spend money on something new, think about it. Do you really need the best mobile phone in the shop? Do you really need the biggest memory card for your camera or the best basketball? If the answer is no, don't buy it!

9 **Read the text again. Choose the correct answers.**

1 To receive €10,000 you need to save 78 cents a day from …
a) the age of 13. b) the age of 25.
2 Many … sell second-hand games.
a) friends b) shops
3 To save a lot of money it is best to …
a) borrow it. b) get a part-time job.
4 The article advises you to:
a) think before you buy.
b) buy and think after.

10 **Answer the questions.**

1 How can you get a lot of money on your 30th birthday?
2 How can you get a new games console if you haven't got much money?
3 Why is it a good idea to buy second-hand products?
4 What part-time jobs can you get to earn more money?
5 Is it a good idea to buy something that you don't really need?

11 **Match words in the text with the antonyms below.**

1 stupid
2 late
3 cheap
4 none
5 lend
6 old

12 **CLASS VOTE Which is the best piece of advice in the text?**

Word Tip

Antonyms are words that mean the opposite of another word. You can improve your vocabulary by learning them.

nouns adjectives verbs pronouns adverbs tenses

Grammar

The adjective – comparative and superlative forms

	adjective	comparatives	superlative
short adjectives	cheap large big	cheaper (than) larger (than) bigger (than)	the cheapest the largest the biggest
-y adjectives	noisy	noisier (than)	the noisiest
long adjectives	expensive	more expensive (than)	the most expensive
irregular adjectives	good bad / ill much many little far	better (than) worse (than) more (than) more (than) less (than) farther / further (than)	the best the worst the most the most the least the farthest / furthest

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

irregular good *-er* more than

a) We usually add (1) … to short adjectives.
b) We add (2) … to long adjectives.
c) *Better* is an (3) … comparative. The adjective is (4) …
d) We add (5) … after the comparative adjective.

2 **Check the meaning of the adjectives below and write the comparative forms. Use the spelling rules on page 168 to help you.**

1 heavy
2 far
3 good
4 large
5 rich
6 fat
7 bad
8 expensive
9 old
10 intelligent

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

1 In Britain, many soft drinks are … than mineral water. (*cheap*)
2 Gold is … than silver. (*expensive*)
3 A £2 coin is … than a £1 coin. (*big*)
4 Bill Gates is … than my dad. (*rich*)
5 Buckingham Palace is … than Big Ben. (*old*)

4 **Complete the sentences so they are true for you.**

My school bag / my pencil case. (*small*)
My school bag isn't smaller than my pencil case.
1 My school bag / my shoes. (*heavy*)
2 My pen / my pencil. (*new*)
3 My English book / my maths book. (*difficult*)
4 My hands / my friend's hands. (*large*)
5 My father / my friend's father. (*young*)

5 **Write sentences using the ideas in the box. Use comparative adjectives.**

bedroom bicycle calculator family
football team mp3 player pet town

My bedroom is smaller than my friend's bedroom.

Pronunciation

Comparative *–er* /ə/

a **Listen and repeat.**

heavier larger newer smaller

b **Listen to the sentences and repeat.**

1 My bedroom's smaller than his bedroom.
2 My bicycle's heavier than his bicycle.

6 **INTERFACE** **Work in pairs. Compare your sentences in exercise 5.**

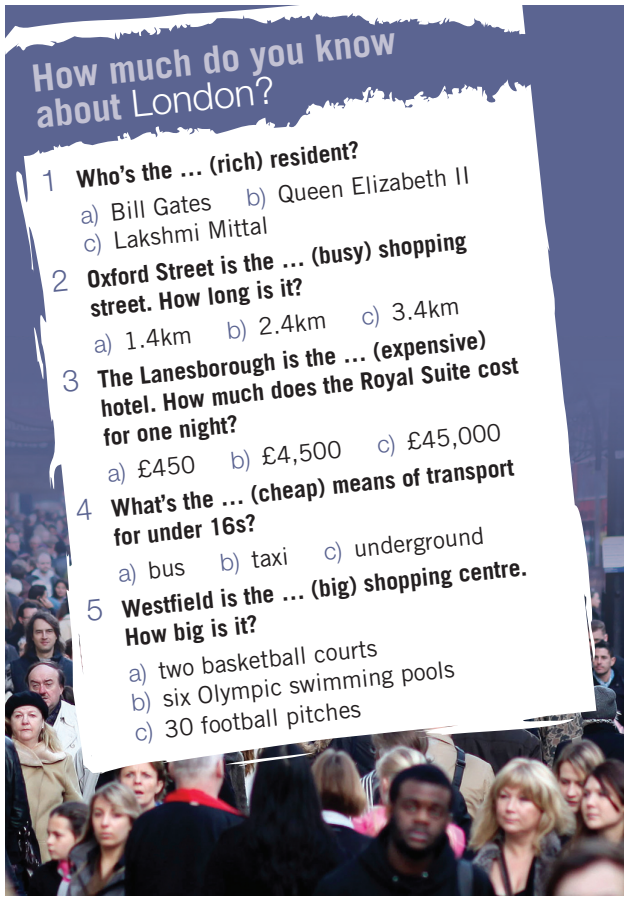
My bedroom is smaller than my friend's bedroom. What about you?

My bedroom is bigger than my sister's bedroom.

7 **Look at the table and answer the questions.**

a) Do we always add *-est* to make short adjectives into superlatives?
b) How do we make the superlative of long adjectives like *expensive*?
c) What word do we use before superlatives?

8 Complete the quiz questions with the superlative form of the adjectives in brackets. Then choose the correct answers.



9 Listen and check your answers.

10 Write five questions about where you live using the superlative form. Use the words in the box.

good / football team	high / mountain	
long / river	rich / person	tall / building

11 INTERFACE Work in small groups. Ask and answer your questions in exercise 10.

What is the highest mountain?

The highest mountain is …

Grammar guide page 170

Listening
Pocket money

12 Listen to Lou, Will and Izzie. Answer the questions for each speaker.

1 How much pocket money do you get?
2 Do you buy your own clothes with this money?
3 Have you got a part-time job?

13 Listen again and complete the sentences with the numbers.

3	5	10	15

1 Lou's friend earns £… in her uncle's shop.
2 Will would like to save £… a month.
3 Will's best friend earns £… a month.
4 Izzie goes babysitting and earns £… an hour.

14 Answer the questions.

1 How often does Lou go shopping?
2 Why can't she get a part-time job?
3 How does Will get his clothes?
4 What job has his best friend got?
5 What does Izzie spend her money on?
6 How often does she babysit her neighbour's son?

Cultural Fact

The law in the UK says that children can't work until they are 13. They can't work during school hours, but they can work up to eight hours at the weekend.

Speaking
Going shopping

Listen

1 Look at the picture. What is Izzie doing?

2 Listen to the dialogue.
What does Izzie buy?

3 Listen again and complete the dialogue.

Excuse me, how much is the necklace?

It's (1) £…

Can I try it on?

Yes, of course! Here's a mirror.

It's lovely. How much are the earrings?

They're (2) £…

What about the T-shirts? How much do they cost?

They're (3) £… each or two for £10.

I'll have the necklace, please. Here's £10.

Thanks. Here's your change.

Practise

4 Listen again and act out the dialogue.

5 Order the words to make sentences.

1 the / bracelet / How / is / much ?
2 try / them / Can / on / I ?
3 are / How / trainers / much / the ?
4 They / each / £5 / are .
5 please / bracelet / have / I'll / the .

Functional language

Buying and selling

Izzie
How much is the necklace?
How much are the earrings?
How much do they cost?
Assistant
It's £6.
They're £5.
They're £6.99 each or two for £10.

Speaking task

Prepare a dialogue between you and the shop assistant.

Step 1

First, look at the price list below and decide what you want to buy.

Step 2

Think about what you say.

Excuse me, how much is / are …?
Can I try it on?
How much does / do the … cost?
I'll have the …, please. Here's £… .

Think about what the shop assistant says.

It's / They're £… .
Yes, of course! Here's a mirror.
They're £… each or two for £… .
Thanks. Here's your change.

Step 3

Write your dialogue.

Step 4

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

Culture
Charity shops

Many people in the UK don't throw away their unwanted things. They sell them on the internet or they donate them directly to charity. Popular second-hand items include clothes, books, CDs and computer games.

Charity organizations such as Oxfam, Cancer Research or the RSPCA (Royal Society for the Prevention of Cruelty to Animals) have often got their own second-hand shops. Volunteers work in these charity shops. They organize the donations from members of the public and then sell these things to get money for the charity.

People buy second-hand things for various reasons. Firstly, they are usually much cheaper. Secondly, you can sometimes find unusual books, CDs or clothes that you can't find in a normal shop. Finally, it is a way for people to give money to their favourite charity.

6 **Read and listen to the information about charity shops. Then answer the questions.**

1 What do many people in the UK do with their unwanted things?
2 What is a charity shop?
3 Why do people buy second-hand things?

7 **Do people buy and sell second-hand items in Romania?**

Go to the Digital competence 3 on page 140 to practise your digital skills.

Unit 5b IT world

Vocabulary

1 **Match pictures 1–8 with the words in the box and present your favourite item to the class.**

desktop flash drive keyboard laptop
memory card mouse printer scanner
screen speakers webcam

1

2

3

4

5

6

7

8

2 **Listen and repeat.**

3 **Complete the definitions with words from exercise 1.**

1 A … is a small computer you can carry.
2 You click on the … to do things on the computer screen.
3 A … is a camera which is connected to a computer.
4 You need a … to put computer documents or images on paper.
5 You use a … to type information into the computer.
6 If you want to listen to sound, you need …

Reading

4 **Read and listen. How can you get things for free on this website?**

The Big Swap Shop

How many CDs, DVDs and computer games have you got at home? Do you need them all? Do you want any newer or better things? With the Big Swap Shop, you can swap your things for free. Just follow these five easy steps:

Step 1: Register your name and address on our website. Are you under 18 years old? Your parents also need to complete the registration form.

Step 2: Make a list of the things you want to swap. Include a short description of each one. For example:

Desktop Computer. It's less than 6 months old with a lot of memory (320GB), an 18.5-inch screen, a keyboard and a mouse.

Step 3: Our website automatically calculates some points for each thing on your list, for example a desktop computer = 12,500 points, some speakers = 1,000 points, a 256MB memory card = 250 points.

Step 4: Search our website and choose something new. There are more than 15,000 things you can choose from, including a lot of DVDs, computer games and books.

Step 5: Use your swap points to buy products for free!

Happy swapping!

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

1 First you need to give your name and address.
2 You can't use this website if you are under 18.
3 You need to describe the objects you want to swap.
4 The website gives you money for your unwanted things.
5 This website hasn't got many DVDs.

6 **Would you use this swap shop website?**

nouns adjectives verbs pronouns adverbs tenses

Grammar

The forms of the genitive – Expressing possession

's / ' – genitive	
proper nouns	Ronny's bike is blue.
nouns in the singular	The girl's dress is fashionable.
irregular plurals	The children's toys are new.
regular plurals	The boys' bikes are in the garden.
***of* – genitive**	
for things	The building offers a beautiful view of the city.
for animals	The tail of the horse is long and fluffy.

7 **Look at the table and complete the rules below.**

a) We use (1) … and (2) … mostly for people.
b) We use (2) … mostly for things and animals.

8 **Complete the sentences with ' or *'s*.**

1 Bill … blue car is in the garage.
2 Mr. John … secretary is here.
3 They sell ladies … clothes in this store.
4 The doctor … kids are very nice.
5 The women … boyfriends are late.
6 My friends … cousins are beautiful.

9 **Write the correct form of the possessives into the gaps.**

1 Sarah is … aunt. (*Emily*)
2 These are my … cats. (*friends*)
3 Let's meet at … for lunch. (*Giovanni*)
4 Where is the … shower? (*ladies*)
5 This is our … car. (*boss*)
6 My … dad is my uncle. (*cousin*)
7 Our grandparents live in an old … home. (*people*)

10 **Choose the correct form of the genitive: *'s* or *of*.**

1 Tom's camera / the camera of Tom is very expensive.
2 The window of the room / room's window was broken.
3 The new principal of the school / school's principal came on the trip.
4 The children of Mary / Mary's children are studying abroad.
5 The building's groundfloor / the groundfloor of the building was renovated.
6 My father's birthday / the birthday of my father is in August.

11 **Correct the sentences.**

The dress of my sister is old.
My sister's dress is old.
1 The ship's name is Titanic.
2 The offices of the doctors are beautiful.
3 The books of the students are new.
4 The toys of the babies are funny.
5 The hat of Sally is red.
6 The leg of the chair is broken.

12 **Make phrases with *'s* or *of*.**

1 (*a glass*) milk ➔ He drinks a glass of milk in the morning …
2 (*my friend*) bike ➔ …
3 (*the window*) room ➔ …
4 (*Mr. Smith*) car ➔ …
5 (*the headteacher*) office ➔ …
6 (*the number*) house ➔ …

13 **Turn the words in brackets into a possessive form (*'s, '* or *of*).**

This is … (the car – the manager).
This is the manager's car.
1 Every summer he buys paint for … (*the door – the garage*).
2 She has … (*a feeling – disappointment*).
3 It was … (*decision – your father*).
4 I can't believe … (*the boy – the story*).
5 Go to … (*the back – the house*)

Grammar guide page 170

Writing
A description

1 **Look at the pictures and read. Complete the text with the words in the box. Then listen and check.**

black gold red

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

1 What does Ellie do with her laptop?
2 How did she buy her football shirt?
3 Why does she like the coin?

Language focus

Adjective word order
Use adjectives to make your descriptions more interesting. When we use two or more adjectives together, we use this order: opinion, size, age, colour, material.
*I've got a **cheap, small, black** laptop.*
*It was more expensive than his **beautiful, new, gold** watch.*
*She bought a **wonderful, antique, silver** vase.*

3 **Look at the sentences in the Language focus. Then copy and complete the table with the words in the box.**

beautiful grey second-hand small plastic

opinion	size	age	colour	material	noun
lovely	big	old	red	plastic	phone
1 …	2 …	3 …	4 …	5 …	watch

4 **Rewrite the sentences with the adjectives in brackets.**

1 I've got a black mp3 player. (*brilliant*)
2 My pens and pencils are in a big box. (*lovely*)
3 I bought a new T-shirt two days ago. (*purple*)
4 The black bag was the cheapest in the shop. (*old*)
5 I love my cousin's blue earrings. (*small*)

Class portfolio 3 **page 146**
Design a portfolio with the title "My technology world". Work in small groups.

My favourite things

My laptop
I've got a beautiful (1) … laptop. My mum gave it to me three months ago and I love it. I often play games, I sometimes listen to music and I send messages to my friends three or four times a day. It's great!

My football shirt
Everyone likes buying clothes except me! But I love Arsenal Football Club, so last year I saved all my pocket money and I bought the (2) … football shirt. My dad says it was more expensive than his new gold watch. I don't believe him!

My coin
My uncle bought me this wonderful small (3) … coin while he was working in New York. It's the Statue of Liberty. It's bigger than a euro coin. I like it because I'd like to visit New York when I'm older.
Ellie, 12

5 **Write a description of your favourite things. Follow these steps.**

Writing a description

Step 1 Plan
Choose three objects. Make some notes for each object. What is it like? Where did you get it? Why do you like it?

Step 2 Write
Write a first draft. Use your notes from Step 1 and the descriptions on this page to help you.

Step 3 Check
Check your work. Include more than one adjective in your descriptions.

Step 4 Write
Write your final copy and hand in your work.

Further practice **Writing guide 5** **page 128**

CLIL

Maths
Metric and imperial

Try to do the following maths. Which is easier?

a) 1 km – 200 m + 3 m – 25 cm = _____

b) 1 mile – 10 yards + 2 feet + 1½ inches = _____

If you go to New York, you will see road signs with the distances in miles not kilometres, weights in pounds not kilos, and volumes in gallons not litres. This is known as the imperial system and it is used as a system of measurement in the USA. In the USA it is called the United States Customary System.

These days most countries, including the UK since 2000, use the metric system. It was first proposed by the French astronomer and mathematician Gabriel Mouton in 1670. It is an international decimalized system of measurement and a lot of people believe it is much easier to use than the imperial system. Do you agree?

	imperial	metric
distance	1 mile	1.6 km
weight	1 pound	0.45 kilos
volume	1 gallon	3.7 litres

Read and listen. Answer the question.

If the distance between Sydney and Melbourne, Australia, is 710 km, what is the distance in miles?

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Money

borrow

buy

earn

lend

pay (for)

save

sell

spend

swap

win

Computer technology

desktop

flash drive

keyboard

laptop

memory card

mouse

printer

scanner

screen

speakers

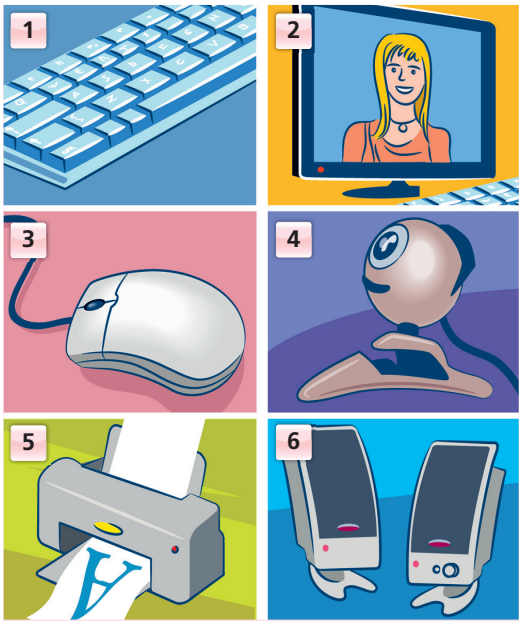
webcam

Progress check

1 **Complete the words with letters.**

1 b _ rr _ _
2 _ wap
3 s _ _ n _
4 s _ _ e
5 e _ r _
6 _ i _

2 **Identify the computer parts in the pictures.**



3 **Write complete sentences using the superlative form of the adjectives.**

1 Ben Nevis / high / mountain in the UK.
2 Neptune / far / planet from Earth.
3 Russia / big / country in the world.
4 Waterloo / busy / tube station in London.
5 Caviar / expensive / food in the world.
6 Tokyo / large / city in the world.

4 **Write sentences using the comparative form of the adjectives.**

1 My school bag / my shoes (heavy)
2 My pen / my pencil (new)
3 My English book / my maths book (difficult)
4 My hands / my friend's hands (large)
5 I / my friend (young)
6 My school bag / my pencil case (small)

5 **Write sentences using the correct form of the genitive: *'s, ' or of*.**

1 My aunt / son lives in Bucharest.
2 The fence / the garden is painted in green.
3 The windows / the house are widely open.
4 Chloe / trainers are very fashionable.
5 The girls / basketball club is near their school.
6 Sarah / friend is travelling to Rome next week.

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

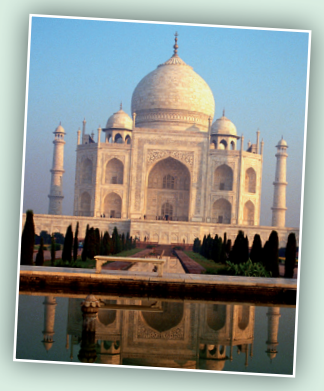
Will Excuse me, how much (1) … the T-shirt … (*cost*)?
Assistant It (2) … (*be*) £8.99.
Will Can I (3) … (*try*) it on?
Assistant Yes, of course!
Lou That looks great, Will, and it's cheap. I (4) … (*buy*) a similar T-shirt last week and it (5) … (*be*) more expensive. How much (6) … these earrings … (*cost*)?
Assistant They (7) … (*be*) £6.
Will I (8) … (*buy*) the T-shirt and the earrings and I'm paying!
Lou But Will!
Will It (9) … (*be*) your birthday last week and I (10) … (*forget*).
Lou Thanks, Will.

Self-Check

Exercise no.	Score
1	6 × 1 = 6
2	6 × 2 = 12
3	6 × 2 = 12
4	6 × 2 = 12
5	6 × 3 = 18
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	

Module 6

A world of heritage



In this module you will learn:

Vocabulary	▪ Places to visit ▪ Formation of adverbs
Grammar	▪ *(not) as ... as* ▪ *too, enough* and *not enough*
Reading	▪ UNESCO Heritage sites ▪ An email from New York
Speaking	▪ Making suggestions
Writing	▪ A travel guide entry ▪ Qualifiers
Culture	▪ Famous places
CLIL	▪ Geography: The creation of a waterfall

Find the page numbers for:

A cave

A landmark of Paris

The Changing of the Guard at Buckingham Palace

Competences:
1.1; 1.2; 1.3; 2.3; 2.5; 3.2; 3.4; 4.4.

Unit 6a

Places to visit

Vocabulary

ruin castle pyramid temple reef cave

1 **Match pictures 1–7 with places in the box.**

a ruin a coastline a pyramid a temple
an opera house a lighthouse a reef
a rainforest a tomb a cave a castle

2 **Listen, check and repeat.**

3 **Choose the correct words.**

Test your knowledge

1 The city of Pompeii is full of Roman **ruins / pyramids**.
2 La Scala in Milan is the world's most famous **tomb / opera house**.
3 The Tower of Hercules in A Coruña is a very old **castle / lighthouse**.
4 The most famous **reef / cave** in the world is near the coast of Australia.
5 The most important **rainforest / coastline** is in Brazil.
6 The Tower of London is a famous **lighthouse / castle**.
7 The Parthenon is an ancient Greek **temple / cathedral**.
8 Lascaux, in France, has a **ruin / cave** with pre-historic paintings.

4 **Listen to Rita and Dan. What is Merida famous for?**

5 INTERFACE
Work in pairs. Ask and answer questions about famous places.

What's Sydney famous for?

Its opera house.

Reading

6 **Look at the pictures and the title of the text. What do the Great Pyramid of Giza and the Taj Mahal have in common?**

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

8 **Read the text again. Match headings 1–3 with paragraphs A–C.**

1 The Taj Mahal
2 UNESCO Sites
3 The Great Pyramid

UNESCO Heritage sites

What do these places have in common? Stonehenge, Burgos Cathedral, North Norfolk Coast Biosphere Reserve, England, and the Roman ruins of Merida. Any ideas? Yes, they are all UNESCO World Heritage sites.

A There are 890 UNESCO World Heritage sites. Many people think that World Heritage sites are all famous old structures like Stonehenge, but this is not true. Some are natural places, like North Norfolk Coast Biosphere Reserve, not cultural, man-made monuments.

Two of the most famous cultural sites are the Great Pyramid of Giza and the Taj Mahal in Agra, India.

B The Egyptian Pharaoh Khufu ordered his people to build the Great Pyramid as his tomb. It took nearly 100,000 workers 20 years to complete. The builders needed over 2 million granite blocks to make the pyramid, but first they had to transport the blocks over 500 miles. They used boats to bring the blocks down the River Nile from Aswan and the result was the biggest pyramid in the world.

C The Taj Mahal is not as old as the Great Pyramid. In the seventeenth century the Mughal emperor Shah Jahan had a favourite wife called Mumtaz Mahal. When she died he wanted to build an everlasting monument for her. He ordered 20,000 workers to build an enormous white marble tomb decorated with gold and precious stones. The builders needed more than 1,000 elephants to bring the marble to the site. It took over 20 years to build and it looks more like a palace than a tomb. Many people think the Taj Mahal is more beautiful than the Great Pyramid. Some people even call it the loveliest building in the world.

Why not look at the UNESCO website and find out if there are any World Heritage sites near you?

9 **Choose the correct answers.**

1 The Taj Mahal and the Great Pyramid are both …
   a) in India.
   b) cultural sites.
   c) natural sites.
2 How did the builders move the granite to build the Great Pyramid?
   a) by elephant
   b) by chariot
   c) by boat
3 Why did Shah Jahan build the Taj Mahal?
   a) because his wife died
   b) as a palace for his family
   c) as a present for his wife
4 Which site is older?
   a) the Great Pyramid
   b) the Taj Mahal
   c) they are the same age

10 **What do these numbers refer to in the text?**

1 890	4 500
2 2 million	5 20,000
3 100,000	6 1,000

Cultural Fact

The United Nations Educational, Scientific and Cultural Organization promotes peace and security through education, science and culture.

11 **Match words 1–5 with definitions a–e.**

1 in common	a) most beautiful
2 slaves	b) continuing to exist for ever
3 blocks	c) the same
4 everlasting	d) large pieces of stone
5 loveliest	e) people who are not free

12 **CLASS VOTE** **Which of the World Heritage sites in the text would you like to visit?**

nouns adjectives verbs pronouns adverbs tenses

Grammar
(not) as … as

(not) as … as
New York is **as** famous **as** London.
The Taj Mahal is **not as** old **as** the Great Pyramid.

1 **Look at the sentences in the table and complete the rules below. Choose the correct words.**

a) *As … as* is used to show that two things are **the same / different**.
b) *Not as … as* is used to show that two things are **the same / different**.

2 **Complete the sentences using the information in the table and the words in brackets.**

	The Empire State Building	The Eiffel Tower
year completed	1931	1889
height	381 metres	324 metres
number of lifts	73	7
entry cost	14€	8€
number of visitors a year	3.5 million	6 million
iconic	***	***

The Empire State Building *isn't as old as* the Eiffel Tower. (be / old)

1 The Eiffel Tower … the Empire State Building. (be / tall)
2 The Eiffel Tower … the Empire State Building. (have / many) lifts.
3 The Eiffel Tower … the Empire State Building. (be / expensive)
4 The Empire State Building … the Eiffel Tower. (have / a lot of) visitors.
5 The Empire State Building … the Eiffel Tower. (be / iconic)

Cultural Fact

The Eiffel Tower is the most popular paid tourist attraction in the world, with nearly 6 million visitors every year.

3 **Choose the correct words.**

La Llotja de la Seda (the Silk Exchange) in Valencia is one of my favourite buildings. Maybe it isn't as (1) **famous / more famous** as the City of Arts and Sciences, but it is much (2) **more / most** beautiful. It was built between 1482 and 1548, so it is one of the (3) **older / oldest** buildings in the city. It became a World Heritage site in 1996. There are three parts to La Llotja. The (4) **bigger / biggest** part is the Contract Hall, where the merchants met. The hall has beautiful twisted columns. I think they're the (5) **best / good** thing in the whole building.

4 **Complete the second sentence so that it means the same as the first.**

Jane is not as tall as Diana.
Diana is taller than Jane.

1 Running is **not as fast as** biking.
Biking is … running.
2 Canada is **not as hot as** Ecuador.
Ecuador is … Canada.
3 Helen is **not as friendly as** her husband.
Helen's husband is … she is.
4 Movies are **not as interesting as** books.
Books are … movies.
5 Playing video games is **not as good as** exercising.
Exercising is … playing video games.

5 **Correct the sentences.**

Buckingham Palace is one of most famous buildings in London. ✗
Buckingham Palace is one of the most famous buildings in London.

1 The castle was most interesting than the lighthouse. ✗
2 The pyramids in Machu Picchu are not old as the ones in Egypt. ✗
3 The Colosseum is not as oldest as the Acropolis. ✗
4 Athens is almost hot as Cairo. ✗
5 The Tower of London is one of the more popular tourist sites in London. ✗
6 We have least time for sightseeing today than we had yesterday. ✗

Pronunciation

/ɑː/ /eɪ/ /uː/

a **Listen and repeat the words.**

/ɑː/ part, Taj Mahal, marble, everlasting
/eɪ/ cave, rainforest, slave, famous
/uː/ tomb, ruin, true, beautiful

b **Listen and repeat the sentences.**

6 **INTERFACE** **Work in pairs. Compare two buildings in your town.**

The football stadium is bigger than the library.

The library is more interesting than the ruins.

Grammar guide page 171

Listening
Amazing places

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

1 How old is the man?
2 What is he doing?

8 **Listen and check your answers.**

9 **Listen again and answer the questions.**

1 When did he start building?
a) 1961 b) 1971
2 How big is the building?
a) 40 m² b) 8,000 m²
3 Who helps him with the building?
a) his grandchildren b) his nephews
4 What materials does he use?
a) recycled materials b) new materials
5 What did he advertise on TV?
a) his building b) a sports drink

10 **CLASS VOTE** **What would you prefer to build from recycled materials – a castle, or a university? Why?**

Speaking
Making suggestions

Listen

1 Look at the picture of David and Rachel. What is Rachel doing?

2 Listen to the first part of David and Rachel's conversation. What is Rachel's problem?

3 Listen to the second part of the conversation. Complete David's suggestions with the sports below.

tennis swimming cycling karate

4 Read and listen again. Check your answers.

Well, why don't you take up (1)…?

That's a great idea, but I can't afford a bike.

I know! You should try (2) … . It's great fun.

No, that's no good. Tennis is so boring.

How about a more unusual sport, then? If I were you, I'd take up (3) … .

You must be joking! It's far too violent for me.

Hmmm … How about (4) … ? It's really good exercise.

That's a great idea! I always swim on holiday but I never go to the pool in England. Thanks, David.

Practise

5 Listen again and repeat the dialogue.

6 Order the words to make sentences.

1 football / Why / you / take up / don't ?
2 were / golf / If / I / you / take up / I'd .
3 You / karate / start / learning / should .
4 You / be / joking / must .
5 great / That's / idea / a .

Functional language
Making suggestions

You should / shouldn't …	You must be joking.
That's a great idea, but …	If I were you, I'd …
Why don't you …	No, that's no good.

Speaking task

Write a new dialogue between you and a friend.

Step 1

Think about the advantages and disadvantages of taking up these sports.

Step 2

Give your friend advice about which sport to take up.

You should take up rugby. It's really exciting.
Why don't you try …?
How about …?

Think about how your friend responds.

You must be joking!
It's too violent.
That's a great idea, but …

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.

Culture
Famous places

Buckingham Palace

Buckingham Palace is the London home of the British royal family. It is in Westminster, in the city centre.

A royal home

The palace was built in 1703, but it didn't become the home of the royal family until 1837. People know when the queen is there because they can see her flag on top of the palace. When she's away, the flag isn't there.

The palace today

Queen Elizabeth II does a lot of her work in the palace. 450 people work there. The palace has 775 rooms, including 52 royal and guest bedrooms and 188 bedrooms for people who work in the palace.

Visiting the palace

Thousands of people visit the palace every year. Many tourists watch the Changing of the Guard, a famous ceremony which happens every day outside the palace. In the summer, tourists can visit some of the rooms inside the palace. Also in the summer, the queen invites about 50,000 people to her garden parties.

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

1 Who lives in Buckingham Palace?
2 How do you know if the queen is at home?
3 How many bedrooms are there?
4 What does the queen do every summer?

8 **Does the royal family or president in Romania live in a palace?**

Unit 6b Special places

Vocabulary

well happily hard quickly fast

Language Tip

We usually form an adverb by adding -ly to the adjective.
serious – seriously

1 **Copy and complete the table with the adverb form of the adjectives in the box.**

quick happy good careful bad quiet noisy hard fast easy angry

	adjective	adverb
add -ly	quick	quickly
remove y, add -ily	happy	happily
irregular	good	well
	hard	hard
	late	late
	early	early
	fast	fast

2 **Listen and repeat.**

3 **Read the sentence below. Which has an adverb and which has an adjective?**

a) He drove home carefully.
b) He's a careful driver.

4 **Look at the sentences in exercise 3 and complete the rule. Choose the correct words.**

Adverbs usually **go at the beginning / in the middle / at the end** of a sentence.

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

1 works / My / sister / hard / very .
2 in / England / very / speak / People / quickly .
3 I / homework / carefully / did / my .
4 badly / I / the / play / guitar .
5 drive / very / fast / People / Italy / in .
6 My / speak / can / dad / well / French .

6 **INTERFACE Work in pairs. Talk about something you do quickly/carefully/slowly.**

I do my homework carefully.

Reading

7 **Work in pairs. Look at the pictures and answer the questions.**

1 Where are these places?
2 What do you know about them?

8 **Read and listen. Which place in the pictures is not mentioned?**

Hi Robert,

I'm in New York with Mum and Dad! It's so cool! We arrived yesterday and we're having a great time. Today we did a lot of sightseeing. We went up the Empire State Building and had lunch in a diner (my burger was big enough for two people!). Then we went to the Statue of Liberty, which was OK but it wasn't exciting enough for me. I thought it was bigger! Then Dad wanted to go to the Metropolitan Museum of Art. It's the biggest museum in New York. ☹☹☹.

We got a taxi to the museum but we were too late. It was closed. Hurray! ☺☺☺ But tomorrow we're going to go at 10am so we'll have enough time to look carefully at everything. Boring! I'm going to look at the modern art quickly and then sit in the coffee shop.

I'll write again soon.

Bye!

Imogen

9 **Read the email again and answer the questions.**

1 Who is Imogen visiting New York with?
2 Where did she go today?
3 What did she eat for lunch?
4 Why couldn't they visit the museum?
5 What does she want to see in the museum?

nouns adjectives verbs pronouns adverbs tenses

Grammar

too, enough and *not enough*

too, enough, not enough
too + adjective / adverb + to-infinitive It is **too cold** to go surfing today.
adjective / adverb + enough + to-infinitive He is **tall enough** to reach the top shelf. not + adjective / adverb + enough + to-infinitive The Statue of Liberty was **not exciting enough** for me.
enough + noun + to-infinitive We've got **enough time** to see all the museums.

10 **Look at the sentences in the table. How do you say them in your language?**

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

to visit / the caves / We / late / were / too .
We were too late to visit the caves.

1 The / wasn't / cheap / restaurant / enough .
2 campsite / The / is / enough / for 20 tents / big .
3 hot / It / too / to go sightseeing / was .
4 The / enough / hotel / wasn't / good / so we left .
5 When / am / enough / old / I / am / with my friends / I / going to go on holiday .
6 There / room / is / enough / all the boxes / to store.
7 Have / copies / enough / got / you ?

12 **Complete the sentences with *too / enough / not … enough*.**

We didn't have enough money to go to the opera. It was *too expensive*. (expensive).

1 It was too cold to visit the caves. It was … (warm).
2 We had enough time to visit the castle, but it was … (crowded).
3 Six people wanted to go to the museum. Luckily, Carla's car was … (big).
4 I wanted to go to the opera, but I didn't have … (money).
5 The reef is not safe for children. It's … (dangerous).

Grammar guide page 171

13 **Choose the correct words.**

Hadrian's wall is a Roman wall in the north of England. It was built by the Roman Emperor Hadrian and for centuries it was (1) **big enough / enough big** to stop the barbarians invading England. The Romans left Britain at the beginning of the fifth century when the Roman Empire became (2) **not big enough / too big** and the wall began to become a ruin. Then in the 19th century John Clayton, a local lawyer, began to rebuild the wall.

Now it is the most popular tourist attraction in the area. You cannot walk on the entire wall because it (3) **is strong enough / isn't strong enough** and it's (4) **too old / not old enough**. If you have (5) **too time / enough time**, you can walk next to the wall for 135km, but go in summer because in winter it's (6) **too wet / wet enough**!

14 **INTERFACE** **Think of a place that is always too crowded. Talk about your places in pairs.**

The internet café is always too crowded. It doesn't have enough computers.

Writing
A travel guide entry

1 **Read and listen. Is Hampstead Heath a) a park in London or b) a village near London?**

2 **Complete the text with the words in the box.**

teenagers	tourists
restaurants	children

3 **In what order does this information appear in the text?**

a) the lakes
b) the bakery and cake shop
c) the children's playground
d) Hampstead village

Hidden London

Hampstead Heath in London is a special place. It's near the city centre, but it is a very big park. It's a really good place to relax, especially when the weather is sunny.

The heath is a really good place for (1) … to visit because there is something for everyone to do. There are playgrounds for quite young (2) …, but also lots of spaces with benches where (3) … can hang out with their friends and chat. In the summer, people swim or go fishing in the lakes. In Hampstead village there are lots of small bars and (4) … where you can have a coffee or a meal. My favourite place is *Louis*, a Hungarian bakery and cake shop. It's not very expensive and the cakes are really good. But it does get quite crowded, so you need to get there early.

When you're in London and you need to get out of the city, go to Hampstead Heath.

Language focus

Qualifiers
It's **really** interesting.
It's **very** interesting.
It's **quite** interesting.
It's **not very** interesting.

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

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

1 city / York / a / beautiful / is / really .
2 the / museum / I / interesting / was / quite / thought .
3 is / old / The / very / castle / not .

6 **Write a travel guide entry (120–150 words) about a special place.**

Writing a travel guide entry

Step 1 Plan
Choose a place to write about. Where is it and why do you think it is special?

Step 2 Write
Write a first draft. Include information about the location, things to do and recommendations.

Step 3 Check
Check your work. Check you have used adjectives, including qualifiers. Have you included a personal opinion?

Step 4 Write
Write your final copy and hand in your work.

Further practice Writing guide 6 page 130

CLIL

Geography
The creation of a waterfall

The upper course of a river is usually high above sea level, in hills or mountains. The river travels downwards and cuts through the landscape with vertical erosion. One of the geographical features which are formed by vertical erosion is a waterfall. This is typical in the upper course of a river and eventually creates a gorge.

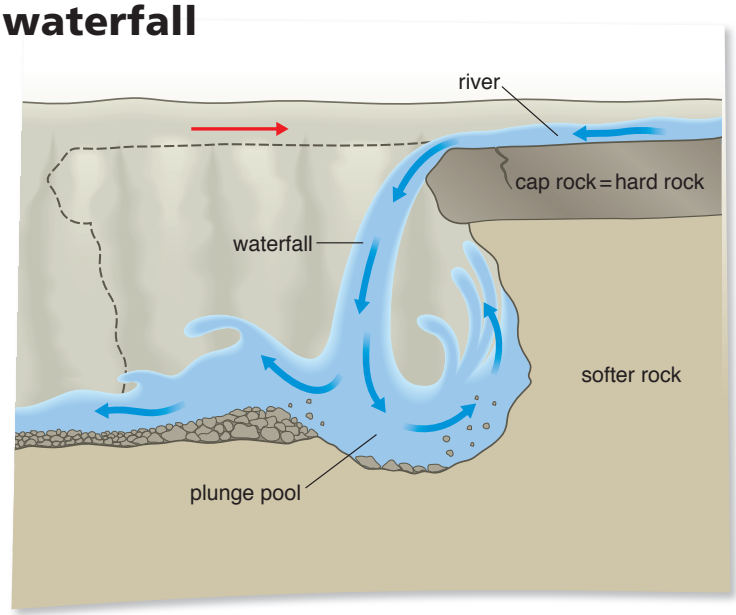
The water travels over the hard rock and erodes the softer rock underneath.

A plunge pool forms at the base of the waterfall. The swirling water and rocks erode the soft rock behind it.

Eventually the front of the cap rock collapses.

The waterfall moves backwards and the process is repeated again.

A steep-sided gorge is formed.



Read and listen. Answer the question.

Can you name any famous waterfalls?

Multimedia **Go to the Digital competence 4 on page 141 to practise your digital skills.**

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary
Places to visit

a ruin

a coastline

a pyramid

a temple

an opera house

a lighthouse

a reef

a rainforest

a tomb

a cave

a castle

Formation of adverbs

quietly	well	fast	easily
noisily	carefully	happily	angrily
quickly	badly	hard	

Progress check

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

cave lighthouse tomb ruins reefs coastline

1 The prehistoric paintings in the … were great.
2 When people die, they are buried in a …
3 The USA has an Atlantic and a Pacific …
4 Merida has some of the best Roman … in Spain.
5 Pollution is killing coral … in many seas.
6 When the sailors saw the …, they knew they were safe.

2 **Choose the correct words.**

1 My mum always drives very **slow / slowly**.
2 I always do my homework very **careful / carefully**.
3 Don Justo's work is very **slow / slowly**.
4 The Taj Mahal is a very **beautiful / beautifully** building.
5 The Great Pyramid was built very **well / good**.
6 The museum was very **interesting / interestingly**.

3 **Correct the sentences.**

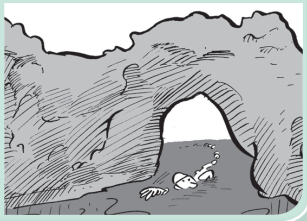
1 The weather is gooder in Spain than in the UK.
2 The tomb was most interesting than the temple.
3 Paris is most beautiful city in the world.
4 Pompeii is biger than my home town!
5 Moscow is not beautiful as St Petersburg.
6 Prague is popular as Paris now.

4 **Complete the sentence with *too, enough* or *not enough*.**

1 The restaurant was … expensive, so we didn't go there.
2 We did … have … money to go to the castle.
3 Are you old … to visit the Great Barrier Reef?
4 There's … time to visit the lighthouse. I'm sorry.
5 The caves are … small. We can't go in.
6 The caves are … big … We can't go in.

5 **Read the text and circle the correct answers.**

I think the (1) … coastline in England is in Cornwall. The water there is (2) … than in most places. Of course, the water isn't as (3) … as in the Mediterranean. Newquay is probably (4) … popular beach in Cornwall.
All the teenagers go there to surf.
But it's (5) … crowded for me. I prefer Porthcurno. If you go there and it isn't (6) … to swim one day, go and visit the outdoor theatre on the rocks above the beach. It's got one of (7) … beautiful views in Cornwall.
Dorset also has some wonderful coastline. It's not (8) … wild as the Cornish coast. The beach at Durdle Door is better (9) … all the others in Dorset, in my opinion. If you're (10) …, try swimming through the 'door' in the big rock.



	A	B	C
1	good	best	better
2	clean	cleanest	cleaner
3	warm	warmer	warmest
4	more	the most	as
5	too	most	more
6	warmest	too warm	warm enough
7	most	more	the most
8	too	as	more
9	than	to	as
10	more energetic	too energetic	energetic enough

Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	6 × 2 = 12
3	6 × 3 = 18
4	6 × 3 = 18
5	10 × 3 = 30
Total	90
Granted points	10
Final score 100	

Module 7

Make a difference

In this module you will learn:

Vocabulary	▪ Jobs ▪ Health problems and first aid
Grammar	▪ The modal verbs (can, will) – making a polite request ▪ Expressing agreement and disagreement
Reading	▪ World water day ▪ Mountain rescue!
Speaking	▪ Talking about jobs ▪ Giving opinions
Writing	▪ A letter
Culture	▪ The police
CLIL	▪ Literature: Types of fiction

Find the page numbers for:

A teacher in front of the students

A footballer

A vet and a white dog

Competences:
1.1; 1.2; 2.1; 2.2; 2.3; 2.5; 3.4; 4.2; 4.5.

Unit 7a

Jobs

actor nurse vet teacher surgeon

Vocabulary

1 **Match the pictures 1–6 with the jobs in the box. Which jobs aren't in the pictures?**

actor architect electrician engineer
lifeguard mechanic nurse police officer
sportsperson surgeon teacher vet

2 **Listen and repeat.**

3 **Complete the definitions with words from exercise 1.**

What do we call someone who …
designs houses and buildings? *an architect*
1 works in a school?
2 repairs vehicles and machines?
3 designs and builds machines and roads?
4 plays professional sport?
5 installs and repairs electrical equipment?
6 performs in plays and films?

Now say it!

4 **Listen to Will and Izzie. Which jobs do they talk about? What job does Will want to do? Why?**

5 **Work in pairs. Ask and answer questions about the jobs in exercise 1.**

Do you want to be an actor?

Yes, I do. I want to be famous.

Reading

6 Read and listen.
What do these numbers refer to?

1 1 billion
2 2.5 million
3 24,000
4 5
5 22
6 80

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

1 Some people travel long distances to find water.
2 World Water Day is celebrated in the UK only.
3 Jamie Cranks is going to queue on 22nd March.
4 Water.org is going to use Amy's Facebook status.
5 Water.org sends engineers and mechanics from Hollywood to developing countries.

8 **Answer the questions.**

1 What happens on World Water Day?
2 What world record do Jamie and his friends hope to break?
3 What does Water.org do?
4 What is Water.org going to do on World Water Day?

Word Tip Learn to recognize prefixes like *un-* . They can help you guess the meaning of a word.

9 **Check the meaning of the words below.**

1 unclear
2 unsafe
3 unnecessary
4 unusual

10 CLASS VOTE **Which World Water Day idea do you prefer?**

World Water Day

THE FACTS

Almost 1 billion people in the world haven't got clean water to drink.

2.5 million people don't have access to a toilet.

Every day, 24,000 children under the age of 5 die because of unsafe water.

Many children can't go to school because they need to walk for hours to get water for their family.

22nd March is World Water Day when there are events around the world focusing on the water crisis. So, what are you going to do on World Water Day?

Are you going to stand in a toilet queue*?

Jamie Cranks and his friends are from Manchester. 22nd March isn't going to be a normal school day for them because they're going to stand in an unusual queue. Their teacher is going to join them too! In fact, people in about 80 countries are going to work together to form the world's longest toilet queue.

Or are you going to donate your Facebook or Twitter status?

Amy, her friends and thousands of other people are going to donate their Facebook and Twitter status to Water.org from 21st to 26th March. When Hollywood actor Matt Damon and engineer Gary White created the organization, they had a clear objective: everyone should have access to clean water to drink. Water.org works with local partners to help individuals and communities to meet their own water and sanitation needs. On World Water Day, Water.org is inviting people to donate their Facebook and Twitter statuses to tell millions about the water crisis.

GLOSSARY
***queue:** a line of people waiting in a shop or similar place

nouns adjectives verbs pronouns adverbs tenses

Grammar

Expressing agreement and disagreement

Expressing positive agreement	
We use *so* to agree with what someone says:	***So* + auxiliary / modal verb + subject**
I **love** watching films.	**So do I.**
Sandra **likes** going to the cinema.	**So does Ann.**
I **had** a wonderful day yesterday.	**So did I.**
Ben **can** swim.	**So can John.**
I **am** busy.	**So am I.**

Expressing negative agreement	
We use *neither / nor* to agree with a negative statement.	***Neither / Nor* + auxiliary / modal verb + subject**
I **don't like** playing badminton.	**Neither / Nor do I.**
Carla **hates** jogging.	**Neither / Nor does Ann.**
I **didn't have** maths last week.	**Neither / Nor did I.**
Brenda **couldn't** come to the party.	**Neither / Nor could Mary.**
I **wasn't** late for school yesterday.	**Neither / Nor was I.**

1 **Make sentences using *so* or *neither / nor*, as in the example.**

A: I like dogs more than cats.
B: *So do I.*

1 A: I love meeting new friends.
B: …
2 A: I don't like the cold weather.
B: …
3 A: They are happy to meet them.
B: …
4 A: I don't eat raw fish.
B: …
5 A: I can't play the violin.
B: …
6 A: We watched a great show yesterday.
B: …
7 A: He wasn't at home last week.
B: …
8 A: He likes learning English.
B: …

Expressing disagreement	
We use: *subject personal pronoun + auxiliary / modal verb* to disagree with what someone says:	
I often **go** swimming at weekends.	**I don't.**
I **don't play** computer games.	**I do.**
I **never walk** to school.	**I do.**
I **didn't do** my homework.	**Oh really? I did.**
I **can** drive a car.	**I can't.**

2 **Agree or disagree.**

Bob likes to travel …
Oh really? I don't.

1 I enjoy skiing …
2 I never eat lemons …
3 She is a vet …
4 He jumped over the fence …
5 I always use pictures in my projects …
6 I didn't go to the party …
7 I can ski …

3 **Agree (+) or disagree (–) with Lucy.**

I like pizza. + *So do I.*

1 I'm a doctor. –
2 I don't play handball. +
3 I wrote a poem. –
4 I can sing very well. +
5 I didn't enjoy playing golf. –
6 I don't dance. +
7 I'm at home now. –

4 **Correct the mistakes.**

I like sushi. So did I …
So do I.

1 They weren't friendly. So was I …
2 Doris doesn't like sweets. I don't …
3 He went to the concert last night. I don't …
4 We don't like hockey. I don't …
5 He is eleven. So do I …
6 I enjoy listening to mussic. Neither do I …
7 They are at school now. I don't …

Grammar guide page 172

Listening
Heroes

5 **Listen to Ed, Rosie and Vicky talking about their heroes. First, look at the pictures. What jobs can you see?**

6 **Listen and match the person with their hero.**

1 Ed	a) Aunt Chantal
2 Rosie	b) Mr. Benson
3 Vicky	c) Tom Daley

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

1 Tom Daley won the world championship in **2008** / **2009**.
2 Tom also helps **his local school** / **a charity**.
3 Aunt Chantal is working in a camp for **700** / **100,000** people.
4 She's working with **children** / **families**.
5 Mr. Benson **is** / **isn't** finishing work next year.

8 **How many different police forces are there in Romania? Do they wear any distinctive uniforms?**

1 How old was Tom when he competed in the Beijing Olympics?
2 Where is Aunt Chantal working?
3 What other job does Mr. Benson have?

9 **Who is your hero? Why? Create a fact file for your hero.**

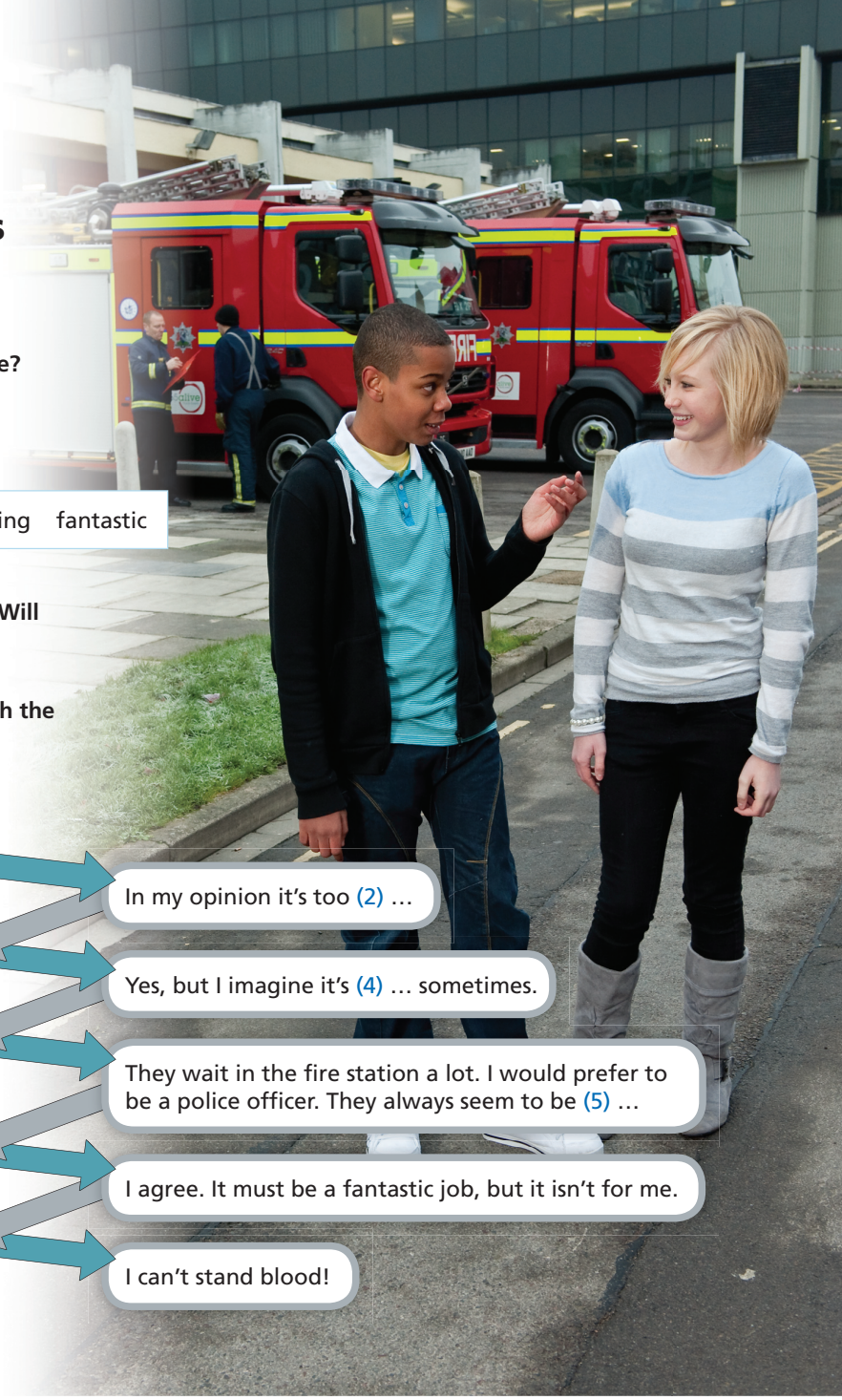
Cultural Fact

The BBC gives awards to sportspeople every year. Tom Daley is the first person to win the Young Sports Personality of the Year award more than once.

10 **Famous people's life stories – Leonardo da Vinci**
Watch the video https://www.youtube.com/watch?v=Rm0qszPJnc8.
Arrange the sentences about Leonardo da Vinci in chronological order.

1 At the age of 20 he started creating art work of his own.
2 He invented an early parachute and a version of the helicopter.
3 Leonardo worked as an apprentice to an artist named Verrochio.
4 Leonardo was very creative and he was full of ideas for inventions.
5 Two of his paintings, *The Last Supper* and *The Mona Lisa* are considered the most famous paintings in the world.
6 He started painting while he was a child and at the age of 14 he was sent to Florence.
7 Unlike many other artists da Vinci was famous and successful during his lifetime.
8 Leonardo da Vinci was born in 1452 and he was a painter, mathematician, scientist, engineer, inventor, sculptor, architect, botanist, musician and writer.

Speaking
Talking about jobs



Listen

1 Look at the picture. Where are Will and Izzie?

2 Read the words in the box and check their meaning.

boring	brave	busy	dangerous	exciting	fantastic

3 Listen to the dialogue. What job does Will want to do?

4 Listen again and complete the dialogue with the words in exercise 2.

I think working as a fireman must be (1) …

In my opinion it's too (2) …

Do you think they are (3) …?

Yes, but I imagine it's (4) … sometimes.

Why do you think it's boring?

They wait in the fire station a lot. I would prefer to be a police officer. They always seem to be (5) …

Well, I'd like to be a fireman. But perhaps being a surgeon is more (6) …

I agree. It must be a fantastic job, but it isn't for me.

Why not?

I can't stand blood!

Practise

5 Listen again and repeat the dialogue.

6 Order the words to make sentences.

1 prefer / to be a nurse / would / I .
2 fantastic / imagine / I / it's .
3 it's / opinion / In / boring / my .
4 think / actor / I / working as an / must be / exciting .

Functional language

Giving opinions

I think working as a fireman must be fantastic.
In my opinion it's too dangerous.
I imagine it's boring sometimes.
I would prefer to be a police officer.

Speaking task

Prepare a dialogue between you and Will.

Step 1

First, look at the jobs and decide which you admire the most.

doctor

pilot

police officer

Step 2

Think about what Will says.

I think working as a … must be …
Do you think they are …?
Why do you think …?

Think about what you say.

In my opinion it's …
I imagine …
They …
I would prefer …

Step 3

Write your dialogue.

Step 4

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

Culture
The police

Police officers in the UK are often called Bobbies. They are called Bobbies because of Sir Robert Peel (Bob Peel), a politician who invented the idea of the police force in the 19th century. They wear a dark blue uniform with a white shirt and a black tie. They have a famous helmet, but only police officers who are on the beat wear this helmet. 'On the beat' means they work in the street, either on foot or on a bicycle. When they are in a police car, they wear a cap.

Probably the most distinctive police uniform in the English-speaking world belongs to the Royal Canadian Mounted Police, whose officers are known as the Mounties. They are the national police force of Canada and their uniform is called the Red Serge. This is a red jacket, wide trousers and a famous brown hat. The police officers often ride horses.

7 **Read and listen to the information about the police. Then answer the questions.**

1 Why are the police in the UK known as Bobbies?
2 When do they wear the famous helmet?
3 What is the name of the uniform that Mounties wear?

8 **How many different police forces are there in your country? Do they wear any distinctive uniforms?**

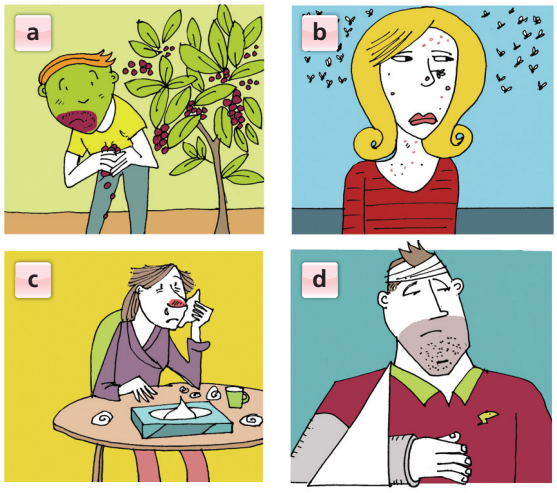
Unit 7b Health problems and first aid

Vocabulary

1 Read the words in the box and check their meaning. Which words can you use to describe pictures a–d?

broken arm cold cough cut earache
headache insect bite sick sore throat
stomach ache temperature

2 Listen and repeat.



3 Choose the correct words.

1 A **headache / stomach ache** is when you have a pain in your head.
2 He went outside without a coat in January and now he has got **a cold / an insect bite**.
3 She has got a **sore throat / stomach ache** because she ate her dinner very quickly.
4 I was talking all day yesterday and now I have got **a sore throat / a broken arm**.
5 She has got **an insect bite / a cut** on her arm because of the mosquitoes.

4 Tell a story based on the pictures in exercise 2. You have met these people at the hospital. Imagine what happened to each of them and present the story to the class. Work in small groups.

Go to the **Digital competence 5** on **page 142** to practise your digital skills.

5 Answer the questions. Use the words in the box.

drink water have a sweet lie down
put on a plaster take an aspirin

What do you do when you have …
… a headache?
I take an aspirin and I lie down.
1 … a sore throat?
2 … a cough?
3 … a cut?
4 … a temperature?

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

Reading

7 Read and listen. What does Dave Morris do in his free time?

8 What is Dave Morris's advice for the situations?

1 Someone feels tired.
2 Someone has got a broken leg.
3 You need to speak to the police.
4 Someone has an insect bite.
5 Someone has a temperature.

Mountain **rescue!**

Dave Morris works for the rescue service in the Lake District.

Q: Dave, is this your only job?
A: No, I'm an electrician, but in my free time I'm a volunteer for the rescue service.
Q: What are the most common problems?
A: A very common problem is exhaustion. If someone in your group looks tired, take a rest! Also, take with you high energy food, like chocolate.
Q: And what do I do if someone has got a broken leg or arm? Can I move them?
A: No, don't move them! Call for help!
Q: Who can I contact?
A: You can call 112 to speak to the police. While you wait, keep the person warm!
Q: What about for minor things like insect bites?
A: Use cold water or a special cream, but if the person has a temperature, contact a doctor.

nouns adjectives verbs pronouns adverbs tenses

Grammar

The modal verbs: *can, will* – making a polite request

Polite requests	Accepting	Refusing
Can I borrow your pen?	Sure. Here you are.	Sorry, no.
Will you help me with the housework?	Yes, of course. / Certainly	Sorry, I've got an appointment.

Language Tip

Can I...? is often used informally. We use this structure to ask permission to do something. (informal)
Will you...? is used in a friendly way, when we ask somebody else to do something for us. It is more polite than can.

9 **Complete the sentences with *can* or *will*.**

1 ... you open the door for me, please?
2 ... I call you later?
3 ... I go swimming?
4 ... you please drive me to the airport tomorrow?
5 ... you please pass me the lemon?
6 ... I have this leaflet?
7 ... you please come to the party tonight?
8 ... I sit down here?

10 **Choose the most appropriate response.**

1 Will you help me with my homework?
a) Yes, I can. b) Certainly.
2 Can I have some more coffee?
a) No, I can't. b) Yes, of course.
3 Will you join us for dinner?
a) Yes, with pleasure. b) Sure. Here you are.
4 Can you bring me the dictionary?
a) Sure. Here you are. b) No, you won't.
5 Can you hold this bag for me?
a) Sure. Here you are. b) Certainly.
6 Will you turn off the lights, please?
a) No, you won't. b) Yes, of course.
7 Will you deliver this parcel for me?
a) Sure. Here you are. b) Certainly.
8 Can I use your computer?
a) No, you won't. b) Sorry, no.

Language Tip

Can and could are both used to make polite requests.
Could is neutral and more polite than can.
May is used only with I or we in a formal way.
Can / Could you show me the way to the museum.
May I make a phone call, please?

11 **Match the sentences in column A with the sentences in column B.**

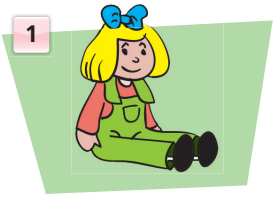
Column A
1 Could you lend me some money, please?
2 Will you teach me how to fish?
3 Can I borrow your mobile phone?
4 Will you post this letter, please?
5 May I sit down?

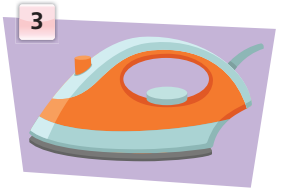
Column B
a) Certainly. Let's go fishing.
b) Sure. How much do you need?
c) Yes, take a seat, please.
d) Yes, of course.
e) Sorry, no.

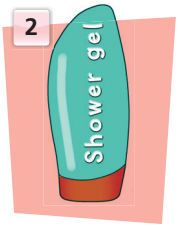
12 **Mrs. Smith asks the nanny to do some things while she is away. Use the prompts to make requests, as in the example.**

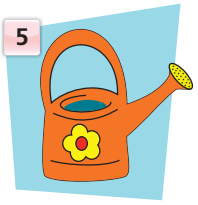
Will you feed the baby?

1 put all the toys in a box
2 give the baby a bath
3 iron the clothes
4 take the rubbish out
5 water the plants









Grammar guide page 172

Writing
A letter

1 **Read and listen. Who are Haley and Matt's heroes? Why?**

Local Heroes. *Tell us about your hero. This could be a member of your family, a friend or someone who works in your town. There's £10 for every letter we print!*

Hi!

A few years ago, my grandmother was in North Bridge Hospital for several weeks. The doctors told her, 'You should change your habits!' She began to eat a more healthy diet and she also started to do sport. Next week she's running a half marathon to collect money for the hospital. She's also thinking about working in the hospital as a volunteer. She intends to talk to patients who don't usually have visitors. What a hero!

Haley, Stourbridge.

Hello!

I'm writing to nominate our vet, Mr. Rodgers. Last week, our dog Maggie jumped off our balcony. She had a broken leg and a terrible cut on her face too. Mr. Rodgers was very patient and he was also very kind. Maggie's going to be fine. Thank you, Mr. Rodgers!

Matt, Hexham.

Language focus

also* and *too

Use *also* and *too* to add new information and make your writing more interesting.

*She **also** started to do sport.*
*He was patient and he was **also** very kind.*
*Maggie had a terrible cut on her face **too**.*

2 **Look at the Language focus. Where do *too* and *also* go in the sentence?**

3 **Rewrite the sentences including the words in brackets.**

She had a headache. She had a temperature. (too)
She had a headache. She had a temperature too.

1 We're running a marathon. We're climbing Ben Nevis. (*also*)
2 He cleaned the kitchen and the living room. He washed the floors. (*also*)
3 They're looking after children. They're looking after animals. (*too*)
4 My uncle is friendly. He is kind. (*also*)

4 **Write a letter about your hero. Follow these steps.**

Writing a letter

Step 1 Plan

Make notes under three headings:
1 Who is your hero?
2 Why is he / she your hero?
3 What is he / she doing next?

Step 2 Write

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

Step 3 Check

Check your work. Try to include *too* and *also*.

Step 4 Write

Write your final copy and hand in your work.

Further practice Writing guide 7 page 132

CLIL

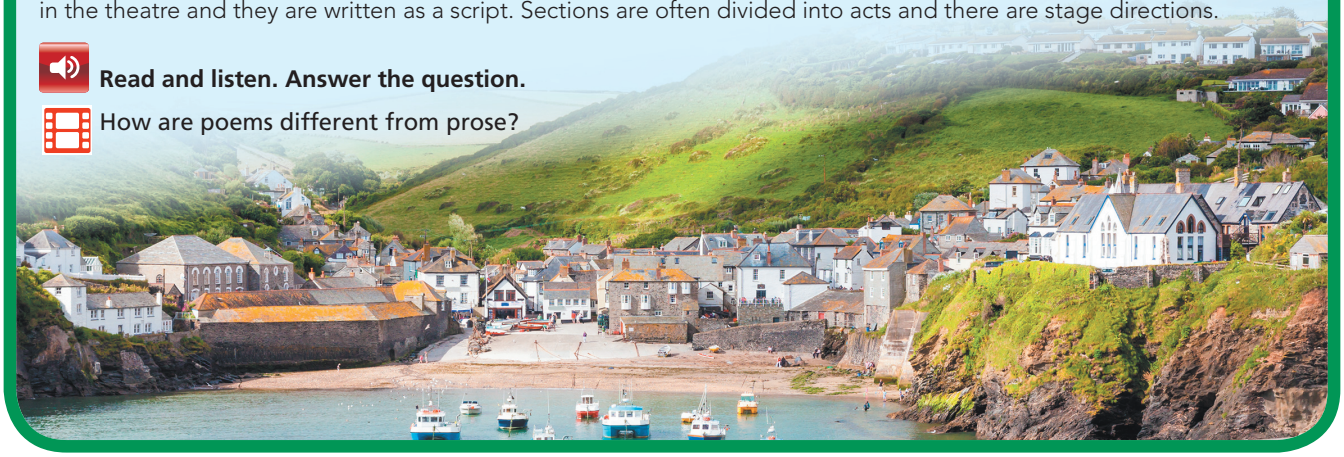
Literature
Types of fiction

Dylan Thomas was a Welsh poet and writer. He wrote plays and short stories as well as poetry. He was born in Swansea in 1914 and he died in New York in 1953. His work was in English, not in Welsh, and he sometimes wrote radio plays, including *Under Milk Wood*, which is one of his most famous works. He often read his poetry on the radio and in theatres himself, and his voice was as famous as his writing while he was alive.

Under Milk Wood is in prose, which is written language in its ordinary form and usually used for plays or novels. Dylan Thomas is mainly known as a poet. Poems sometimes use rhyme and rhythm and they are shorter than prose. Plays are performed in the theatre and they are written as a script. Sections are often divided into acts and there are stage directions.

Read and listen. Answer the question.

How are poems different from prose?



Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Jobs

actor

architect

electrician

engineer

lifeguard

mechanic

nurse

police officer

sportsperson

surgeon

teacher

vet

Health problems and first aid

broken arm

cold

cough

cut

earache

headache

insect bite

sick

sore throat

stomach ache

temperature

Progress check

1 **Identify the jobs.**

m _ _ _ _ _ _ _ p _ _ _ _ _ a _ _ _ _ _ _ _ _ o _ _ _ _ _ _

n _ _ _ _ v _ _ e _ _ _ _ _ _ _ _ _ _

2 **Match the symptoms with the cures.**

1 I've got a sore throat.	a) Here's some cream.
2 I've got a temperature.	b) Have a sweet!
3 He's got a broken leg.	c) Would you like a plaster?
4 I've got a mosquito bite.	d) You can take an aspirin.
5 I've got a horrible cut.	e) Don't move him.

3 **Agree or disagree.**

1 I live in London …
2 He enjoys skating …
3 I often eat burgers …
4 She is an actress …
5 He broke a vase …
6 She always tries to make tricks …
7 I didn't go scuba diving …
8 I can ride a horse …

4 **Agree (+) or disagree (–) with the following statements.**

1 I'm extremely busy. +
2 I like going rollerblading. –
3 I don't enjoy playing darts. +
4 I read a nice book last week. –
5 I can play the piano very well. +
6 I didn't like the film last night. –
7 I don't attend any club. +
8 I'm not at home tonight. –

5 **Choose the correct answer.**

1 Will you answer the phone, please?
a) Yes, I can. b) Certainly.
2 Will you sign the papers now?
a) No, you can't. b) Yes, of course.
3 Can I talk to you for a minute?
a) Yes, I can. b) Sure.
4 Will you phone the doctor, please?
a) Yes, of course. b) Sure. Here you are.
5 Can you help me fix the shelf to the wall?
a) Yes, I can. b) Certainly.
6 Can you help me with the cooking?
a) No, I can't. b) Yes, I'd be glad to.

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

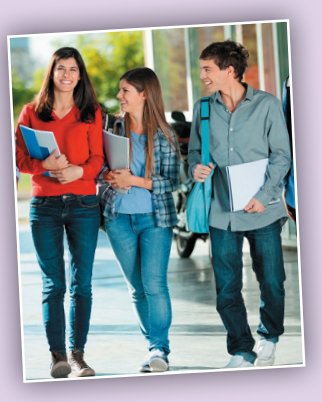
Mum You (1) … (*look*) awful. What (2) … (*be*) wrong?
Lou I (3) … (run) and I (4) … (*fall*) down.
Mum Oh dear. (5) … it … (*hurt*)?
Lou Yes, and I (6) … (*play*) football tomorrow. What can I (7) … (*do*)?
Mum You must (8) … (*put*) some ice on it. Can you (9) … (*move*) it?
Lou No, not really. It (10) … (*feel*) really painful.
Mum Let's (11) … (*phone*) the doctor.
Lou OK. (12) … you … (*have got*) the number?
Mum Yes, here you go.
Lou Thanks, Mum.

Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	5 × 2 = 10
3	8 × 2 = 16
4	8 × 2 = 16
5	6 × 2 = 12
6	12 × 2 = 24
Total	90
Granted points	10
Final score 100	

Module 8

Ambitions



In this module you will learn:

Vocabulary	▪ Life events ▪ Music
Grammar	▪ The future tense simple – expressing future events ▪ Tag questions
Reading	▪ Know your future ▪ The road to success
Speaking	▪ In a music shop ▪ Asking for and giving advice
Writing	▪ A class survey ▪ Our future
Culture	▪ Music in schools
CLIL	▪ ICT: Dot-com companies

Find the page numbers for:

A baby sleeping

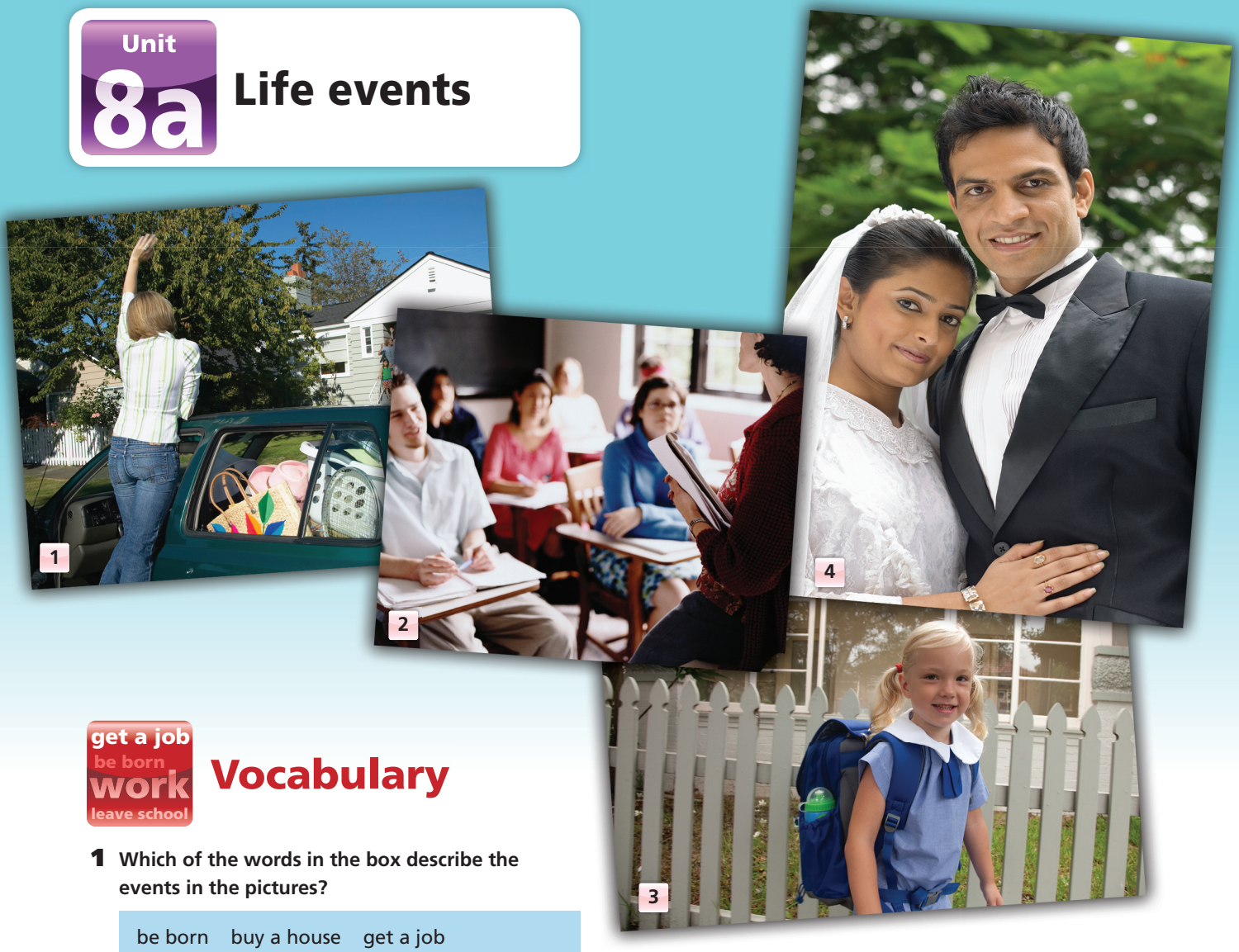
Teenagers in a music shop

Musical instruments

Competences:
1.1; 1.2; 1.3; 2.1; 2.2; 2,4; 3.2; 3.3; 4.5.

Unit 8a

Life events



Vocabulary

get a job
be born
work
leave school

1 **Which of the words in the box describe the events in the pictures?**

be born buy a house get a job
get married go to university have children
learn to drive leave home leave school
start school train to be a … work

2 **Listen and repeat.**

3 **Complete the sentences with the correct form of the words in exercise 1.**

1 I want to … to study chemistry when I am 18.
2 I … when I was five years old.
3 In the UK, you can … a car when you're 17.
4 My dad … in a hospital in London in 1962.
5 My aunt … two … Their names are Sara and Tarik.

4 **Work in groups and use the *chain story technique* to write about Michael Jackson's life. Surf the internet to find out information about this pop singer.**

Now say it!

5 **Listen to Izzie and Lou. What are their ambitions?**

6 **Work in pairs. Ask and answer questions about your ambitions.**

What do you want to do in the future?

I want to learn to drive.

Reading

7 **Read the sentences. Which ones do you think are true?**

1 British boys leave home later than girls.
2 People get married younger in Spain than in Portugal.
3 The Chinese have more children than people in the USA.
4 The Swedish live longer than the British.

8 **Read, listen and check your answers.**

9 **Answer the questions.**

1 What do demographics tell you about living in Japan?
2 How old are British girls when they leave home?
3 In which countries do you get married at 30?
4 How many children has the average American got?
5 Which country has the most children per average family?
6 According to the text, is Sweden a good place to live? Why?

Word Tip

There are many words that end in *-ics* in English. Check the meaning of the following words: *demographics statistics mathematics.*

10 **Look at the words in the box and check their meaning.**

aerobics computer graphics economics physics politics

11 **PERSONAL PROJECT** ***My lifeline***

Stretch out a piece of string that represents your own life. Hang photos, drawings, stories and objects that illustrate the important events in your life so far. Present your lifeline to your classmates.

Know your future

Don't read your horoscope, but look at the demographics for your country if you want to know your future. Demographics can tell you, for example, that if you are born in Japan, you'll probably have one child and live until you are 83. They are statistics about real people in real places, and they can be fun. Here are some more …

Leaving home

If you're a British girl, you'll probably leave home when you're about 23. The average British boy won't leave home until he's nearly 25. In Spain and Portugal, a girl will leave home at about 27, but a boy won't leave until he's nearly 30. In Finland, the average girl will leave home at 21 and a boy at 23.

Getting married

A person born in the UK, Spain or Japan will get married for the first time at about 29 years old. In Bolivia, Portugal or the USA, you'll be 23 or 24. If you want to wait, go to Finland, France or Germany – you'll get married at 30.

Having children

In the USA, you'll probably have two children. But the maths is more complicated in other countries. In the UK and China, a family will have 1.8 children, but in Spain they'll have 1.4 – the same as in Portugal. Do you want more? Go to Bolivia, where the average family has 3.4 children.

Age

How long will you live? Iceland is a good place to live as you'll probably live to around 82. This is similar to Sweden (81) and better than the UK (79), Turkey (72) or Russia (67).

nouns adjectives verbs pronouns adverbs tenses

Grammar

The future tense simple – expressing future events

affirmative	
I will / **I'll** You will / **You'll** He / She / It / will / **He'll / She'll / It'll** We will / **We'll** You will / **You 'll** They will / **They'll**	**get** a job.

negative	
I will not / **won't** You will not / **won't** He / She / It / will not / **won't** We will not / **won't** You will not / **won't** They will not / **won't**	**work** in a hospital.

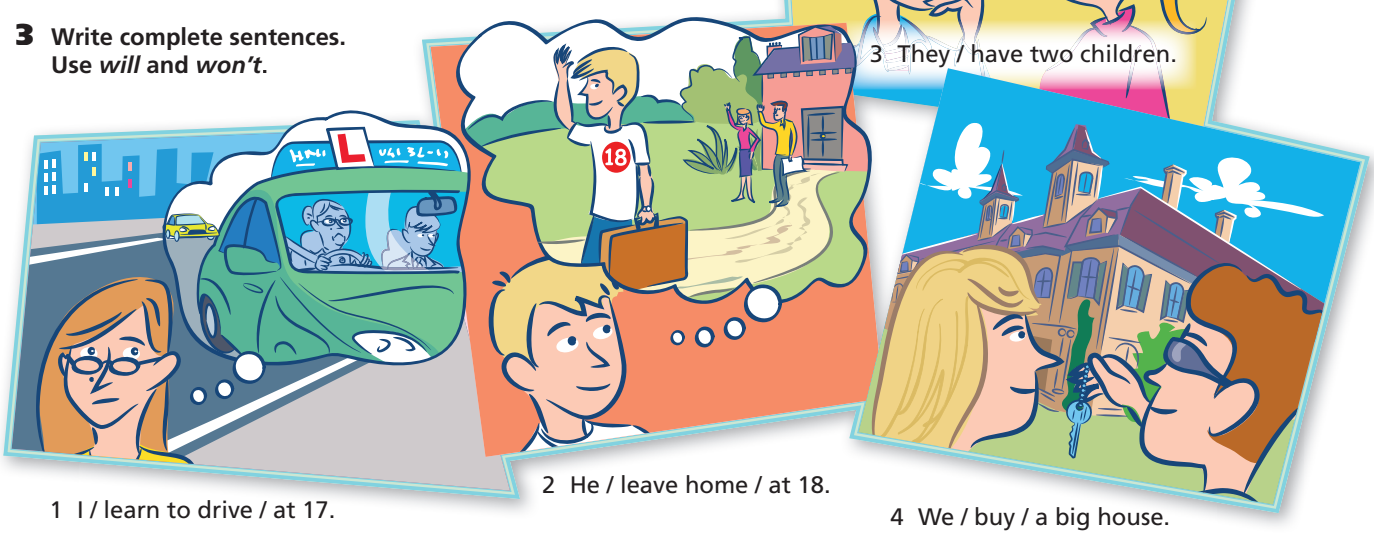
1 **Look at the sentences in the table and complete the rules.**

a) The … form of the main verb follows *will / won't*.
b) The short form of *will* is *'ll*, the short form of *will not* is …

2 **Complete the sentences with the correct form of the verbs in brackets. Use *will* or *won't*.**

You *will have* (*have*) 15 children!
1 I … (*go*) to university when I'm 18.
2 He thinks he … (*be*) a famous scientist.
3 My friends … (*not leave*) school next year.
4 We … (*get*) married before we're 40.
5 She studied a lot. She … (*not fail*) her exams.

3 **Write complete sentences. Use *will* and *won't*.**



1 I / learn to drive / at 17.
2 He / leave home / at 18.
3 They / have two children.
4 We / buy / a big house.

4 **Complete the text with *will* and *won't* and the verbs in the box.**

be not get go leave study travel train

I think I (1) … home when I'm 18 years old. I think I (2) … to university. I (3) … history, but I (4) … a job immediately. I think I (5) … around the world and when I get back I (6) … to be a teacher. I think I (7) … really happy.

Language Tip

When we make predictions about the future, we usually use the verbs: *think, believe, hope, expect.*
I think she will become a good teacher.
We also use phrases with *when*, followed by present simple.
She'll work in education when she graduates.

5 **Complete the sentences so they are true for you.**

1 I hope we'll … tomorrow.
2 I won't … when I'm 16.
3 I think I'll … next summer.
4 We'll … one day soon.
5 We expect they won't … next weekend.

questions		short answers	
		affirmative	negative
Will I	go to university?	Yes, I will.	No, I won't.
Will you		Yes, you will.	No, you won't.
Will he / she / it		Yes, he / she / it will.	No, he / she / it won't.
Will we		Yes, we will.	No, we won't.
Will you		Yes, you will.	No, you won't.
Will they		Yes, they will.	No, they won't.

6 **Look at the sentences in the table. Do all the subjects have the same form of *will*? Can you use *'ll* in the short answer?**

7 **Write complete questions. Use *will*.**

your family / always / live / in the same house?
Will your family always live in the same house?
1 you / train / to be a vet / at university?
2 you / leave school / at 16?
3 you / have / good job / one day?
4 your best friend / play basketball / tomorrow?
5 everybody / buy / big cars?

8 **Listen and check your answers.**

Pronunciation
will ('ll)

a **Listen and repeat.**

1 a) I go to university.
b) I'll go to university.
2 a) I have two children.
b) I'll have two children.

b **Listen again. Do you hear a) or b)?**

9 INTERFACE **Work in pairs. Make predictions about your future using the ideas in the box.**

drive a fast car get married
go to university have a good job

What will you do?

I think I'll go to university.

Grammar guide page 173

Listening
Ambitions

10 **Rita and Paul are 13 years old and they're talking about their future. Listen and complete their ambitions with a phrase in the box.**

big car dentist DJ get married at 21
India the world

Rita	Paul
1 I'll work as a …	4 I'll be a …
2 I think I'll work in …	5 I'll buy a …
3 One day I'll travel …	6 I'll …

11 **Listen to Rita and Paul aged 29. How many of their ambitions came true?**

12 **Listen again and answer the questions.**

1 What did Rita study at university?
2 Which country does Rita frequently travel to?
3 What is she doing next year?
4 What is Paul's job?
5 How many children has Paul got?

13 **What do you think you'll do before you're 30?**

14 **In small groups make up a PowerPoint presentation about the things you are greatful for in life. Use digital content (audio, images, movies). Present the slides to the class.**

Cultural Fact

In the UK, there is a TV documentary series called *Up*. It follows the lives of 14 British people and films and interviews them every seven years. They filmed the first episode in 1964 when the participants were seven years old.

Speaking
In a music shop

Listen

1 Look at the picture. What are Lou and Will looking at?

2 Listen to the dialogue. What does Lou decide to buy?

3 Listen again and choose the correct words.

I want to buy a guitar. Which one should I buy?

How much money can you spend?

I've got (1) **£200 / £300**.

You should buy a second-hand guitar.

Great idea! What do you think of these two?

They both look fine. What kind of music would you like to play?

(2) **Pop / All kinds of music**. What should I do?

I think you should get an electric guitar. It's (3) **cheaper / more expensive**, but you could join a band.

Good idea! Yes, I'll do that. Thanks, Will.

No problem.

Practise

4 Listen again and act out the dialogue.

5 Read the sentences below in the correct order.

1 What do you think of these two?
2 Which one should I buy?
3 You should buy a second-hand computer.
4 I think you should get this computer.

Functional language

Asking for and giving advice

We use should to ask for and give advice:

Which one should I buy?
You should buy a second-hand guitar.
What do you think of these two?
What should I do?
I think you should get an electric guitar.

Speaking task

Prepare a dialogue between you and Will.

Step 1

First, look at the musical instruments and decide which you want to buy.

Step 2

Think about what you want to say.

I want to buy a … Which one should I buy?
I've got £…
What do you think of these?
What should I do?

Think about what Will says.

How much money can you spend?
How about looking for a second-hand …?
They look … What kind of music would you like to play?
I think you should …

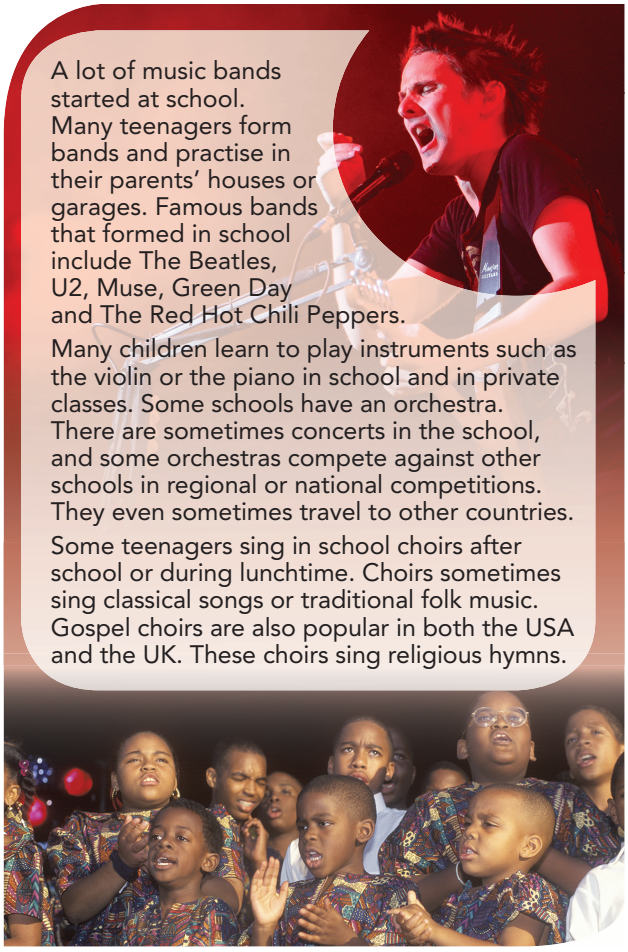
Step 3

Write your dialogue.

Step 4

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

Culture
Music in schools



A lot of music bands started at school. Many teenagers form bands and practise in their parents' houses or garages. Famous bands that formed in school include The Beatles, U2, Muse, Green Day and The Red Hot Chili Peppers.

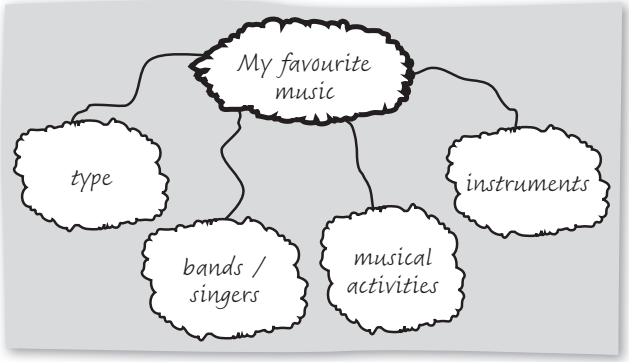
Many children learn to play instruments such as the violin or the piano in school and in private classes. Some schools have an orchestra. There are sometimes concerts in the school, and some orchestras compete against other schools in regional or national competitions. They even sometimes travel to other countries.

Some teenagers sing in school choirs after school or during lunchtime. Choirs sometimes sing classical songs or traditional folk music. Gospel choirs are also popular in both the USA and the UK. These choirs sing religious hymns.

6 **Read and listen to the information about music in schools. Then answer the questions.**

1 Where can teenage bands practise?
2 What famous bands formed at school?
3 What do school choirs sing?

7 **Use the mind map below to speak about your favourite music.**



Unit 8b

Music

guitar violin piano drums flute

Vocabulary

acoustic guitar drums electric guitar
flute keyboards percussion piano
saxophone trumpet violin

1 Match the words in the box to the pictures.

2 Listen and repeat.

3 Look at the picture and complete the text with words from exercise 1.

4 INTERFACE Work in pairs. Ask and answer questions about the musical instruments in exercise 1.

Can you play the keyboards?

No, I can't. But I can play the guitar a bit.

Reading

5 Read the text quickly and choose the best title.

1 I want to be on TV
2 The road to success
3 How to be rich

6 Read and listen to the text and answer the questions.

1 What is the minimum number of people in the band?
2 How often should you practise your songs?
3 What can make you different from other bands?
4 Why is it important?

Do you want to be in a band? Have you got what it takes to be a star? Will you be successful? Read on and find out.

If you want to be a successful band, you'll need at least one vocalist and three friends to play the guitar, the drums and the keyboards.

It's important to practise every day. If you don't practise, you'll sound terrible and people won't like your music or buy your songs.

Your look is important too. If you want to be famous, you'll need an image to make you different. If people don't like your image, they won't buy your songs. If you have a good image, your fans will love you. They'll buy your songs, they'll go to your concerts and … congratulations! You will be the next big thing!

nouns adjectives verbs pronouns adverbs tenses

Grammar
Tag questions

Positive statement	Negative tag question
I'm strong, aren't I?	
He **is** tall,	**isn't** he?
They **have got** e new flat,	**haven't** they?
He **can** swim,	**can't** he?
She **loves** music,	**doesn't** she?
You **are coming** to the party,	**aren't** you?
We **finished** the project,	**didn't** we?
They **will leave** tomorrow,	**won't** they?
Negative statement	**Positive tag question**
I'm not British, am I?	
He **isn't** short,	**is** he?
They **haven't got** an old flat,	**have** they?
He **can't ski**,	**can** he?
She **doesn't like** fish,	**does** she?
You **aren't coming** today,	**are** you?
We **didn't finish** the essay,	**did** we?
They **won't paint** the house,	**will** they?

Language Tip

Tag questions are short questions at the end of statements used in speech when we want to:
– *confirm that something is true or not*, or
– *to encourage a reply* from the person we are speaking to.

7 **Choose the correct tag question.**

She looks tired, **does she / doesn't she**?
She looks tired, doesn't she?

1 He's not coming, **isn't he / is he**?
2 I'm not late, **aren't I / am I not**?
3 You don't take sugar in coffee, **isn't it / do you**?
4 The snow covered the street, **didn't it / isn't it**?
5 There's a cinema near the station, **isn't it / isn't there**?
6 He arrived late, **isn't it / didn't he**?
7 He'll be there, **won't he / isn't he**?

8 **Complete the sentences with the corect tag questions.**

1 You go shopping after school, …
2 It didn't rain at the weekend, …
3 Mary studies Art at university, …
4 We will eat spaghetti, …
5 They aren't visiting us next week …
6 She has got a new car, ...
7 They can't cook Chineze food, ...
8 She always tidies her room, ...

9 **Complete the sentences with the correct tag questions.**

Susie is at school, … ?
Susie is at school, isn't she?

1 She's from a small town in China, … ?
2 You have got a large family, … ?
3 They aren't on their way already, … ?
4 We were late again, … ?
5 Alex isn't an accountant, … ?
6 She hasn't got a new job, … ?
7 They can swim well, … ?
8 There are many singers in the concert, … ?

10 **Choose the correct tag question.**

He doesn't speak German, … he?
a) does b) doesn't c) is
He doesn't speak German, does he?

1 You don't like jazz, … you?
a) like b) don't c) do
2 Your brother is in Canada, … he?
a) is b) doesn't c) isn't
3 We will eat soon, … we?
a) do b) won't c) will
4 You play the violin, … you?
a) do b) don't c) are
5 They have got two brothers, … they?
a) have b) don't c) haven't
6 There aren't any spiders in the room, … there?
a) are b) isn't c) aren't

11 **Match the sentences 1-5 with the correct tag question a-e.**

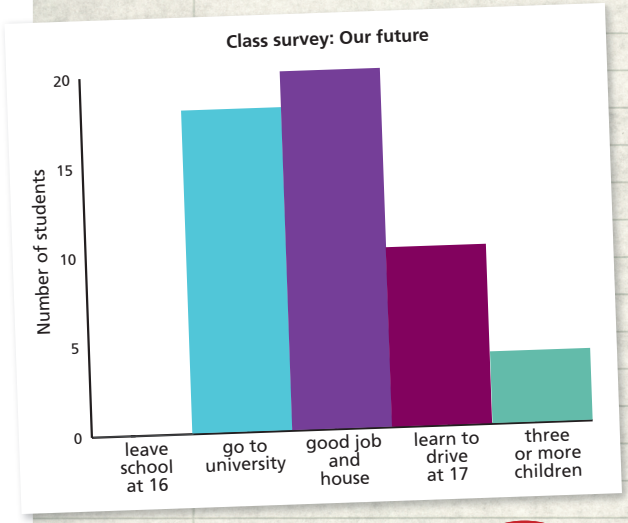
1 You came to my house later … ?
2 He doesn't tidy his room … ?
3 He isn't able to play basketball … ?
4 My parents will take us to the beach this summer … ?
5 My mum is buying me a new computer game … ?

a) isn't she?
b) didn't you?
c) is he?
d) does he?
e) won't they?

Grammar guide page 173

Writing
A class survey

1 **Read and listen. Do you think your class's answers to this survey will be similar?**



Our future

I asked 20 people in my class about their predictions for the future. Here are the results.

Will you leave school when you are 16?
No one will leave school when they are 16. Most students want to go to university so they need to study A-levels first.

Will you learn to drive when you are 17?
50 per cent of students will learn to drive when they're 17. Some students have got older brothers or sisters who had driving lessons on their 17th birthday. A few students will learn to drive when they finish university.

Will you get married before you are 25? Will you have children?
No one will get married before they're 25. Everyone wants to get a good job and buy a house first. Most students will have children. A few students will have three children or more.
Patrick

Language focus

Amount
Use these expressions to talk about the results of a survey:
Everyone *wants to get a good job.*
Most *students will have children.*
50 per cent *of students will learn to drive when they are 17.*
A few *students will have three children or more.*
No one *will leave school when they are 16.*

2 **Look at the sentences in the Language focus. Check the meaning of the highlighted words.**

3 **Complete the sentences with an expression from the Language focus.**

No one will get married when they are 16. (0/20 students)
1 … will train to be a nurse. (3/20 students)
2 … will go to university before they get a job. (10/20 students)
3 … will buy a house first. Then they'll get married. (18/20 students)
4 … wants to have children. (20/20 students)

4 **Write the results of a class survey. Follow these steps.**

Writing a class survey

Step 1 Plan
Prepare a class survey about ambitions. Ask your classmates three or four questions.

Step 2 Write
Write a first draft. Use your results from Step 1 and the class survey on this page to help you.

Step 3 Check
Check your work. Try to use the expressions *A few, Everyone, 50 per cent, Most students* and *No one*.

Step 4 Write
Write your final copy and hand in your work.

Further practice Writing guide 8 page 134

CLIL

ICT
Dot-com companies

Silicon Valley is south of San Francisco. It's home to many large technology companies such as Apple and Hewlett-Packard and also many dot-com companies. These are companies like Google, Facebook and eBay which operate mainly over the internet.

But where did the dot-com company come from?

In 1985, the World Wide Web was first introduced to the world. A company called Symbolics became the first company to register its address, or URL, on the web. Today, there are 200 million websites in existence, and one domain is registered every three minutes in the UK alone. But it took a long time for the internet to become the phenomenon it is today. It was when Sir Tim Berners-Lee put up the first website in 1990 (info.cern.ch), that the internet took off.

During the 1990s, there was a dot-com boom. Many people became rich because of the World Wide Web. In 1998, PhD students Larry Page and Sergey Brin invented Google. These days, this search engine is the world's most recognizable brand and, in 2011, it was valued at $192 billion.

Read and listen. Answer the questions.

How do you say the following in your language?
1 @ 2 www. 3 .com 4 .co.uk

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Life events

be born

buy a house

get a job

get married

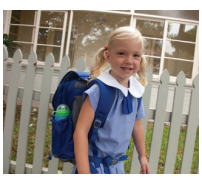
go to university

have children

learn to drive

leave home

leave school


start school

train to be a …

work

Musical instruments

acoustic guitar

drums

electric guitar

flute

keyboards

percussion

piano

saxophone

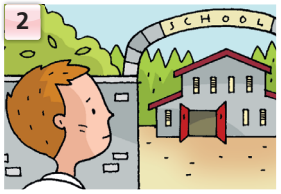
trumpet

violin

Progress check

1 **Identify the life events.**

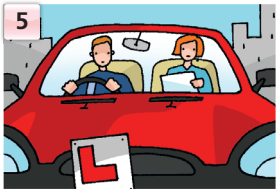
b_ b_ _ _



s_ _ _ _ s_ _ _ _ _

g_ _ m_ _ ri _ _

g_ _ a j_ _



l_ _ _ _ t_ d _ _ _ _

l_ _ _ _ h_ _ _

2 **Order the letters to make musical instruments.**

1 oxophsaen
2 mudrs
3 tufle
4 nliivo
5 spsrcneuoi
6 cusaitco tgiura
7 tpmtreu
8 ybrkedosa

3 **Complete the sentences with *will* / *won't*.**

In 2020 …

1 more people … (*be*) older than 65.
2 I … (*have*) a good job.
3 we … (*use*) computers to study.
4 more people … (*not get*) married.
5 I … (*not drive*) a car, but I … (*ride*) a bike to work.
6 The population of the world … (*be*) 8 billion.

4 **Order the words to make questions.**

1 you / when you're older / Will / live abroad ?
2 go to university / when you are 18 / you / Will ?
3 be / your teacher / Will / tomorrow / at school ?
4 you / one day / train / Will / to be a doctor ?
5 your sports team / Will / one day soon / win / an important competition ?

5 **Answer the questions in exercise 4 so they are true for you.**

6 **Match the sentences 1–5 with the tag questions a–e.**

1 He often watches TV in the evening, … ?
2 The mall is closed today, … ?
3 They are ready, … ?
4 Your father has got a blue car, … ?
5 We are collecting old CDs, … ?

a) hasn't he?
b) aren't they?
c) isn't it?
d) doesn't he?
e) aren't we?

7 **Complete the dialogue. Use the correct form of the verbs in brackets.**

Dad What (1) … you … (*look*) at?
Izzie I (2) … (*think*) about my future and I (3) … (*not be*) sure what subjects to choose.
Dad Oh! What (4) … (*be*) the options?
Izzie I (5) … (*look*) at the options at the moment. All my friends (6) … (*go*) to do biology and chemistry.
Dad Well, what do you want to do in the future?
Izzie That's the problem. I (7) … (*want*) to work with animals two years ago. Now I think I (8) … (*work*) with people.
Dad You can (9) … (*write*) a list of your favourite subjects and you (10) … (*know*) which subjects to do.
Izzie Thanks a million, Dad. That's a really good idea.

Self-Check

Exercise no.	Score
1	6 × 2 = 12
2	8 × 2 = 16
3	6 × 2 = 12
4	5 × 2 = 10
5	5 × 2 = 10
6	5 × 2 = 10
7	10 × 2 = 20
Total	90
Granted points	10
Final score 100	

Module 9

Entertainment

In this module you will learn:

Vocabulary	▪ Playing games ▪ Places to visit
Grammar	▪ Tense review: present simple and continuous, past simple, future simple ▪ Adverbs of Time / Place / Manner – used to express details
Reading	▪ A history of games ▪ Talking about holiday plans
Speaking	▪ At a holiday camp ▪ Expressing preferences
Writing	▪ An e-mail
Culture	▪ Beaches in the UK
CLIL	▪ Language: Regional dialects

Find the page numbers for:

A Monopoly game

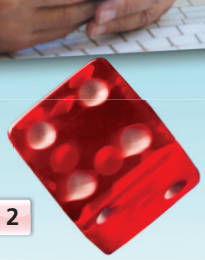
A notice board

A safari park

Competences:
1.1; 1.2; 1.3; 2.1; 2.3; 2.4; 3.1; 3.4; 4.2; 4.4; 4.5.

Unit 9a

Playing games



cheat lose count beat land

Vocabulary

1 **Match the pictures 1–6 with the verbs in the box. Which verbs aren't in pictures?**

beat cheat count give up guess
land lose miss a turn move a counter
roll a dice

2 **Listen and repeat.**

3 **Complete the sentences with the words from exercise 1.**

1 He's better than me. Every time I play with him I …
2 My brother … at cards. He always looks at the cards of the other players!
3 I don't know the answer. I …!
4 To start the game, … and get a six.

Now say it!

4 **Listen to Lou and Will. Which games in the box do they describe?**

chess Ludo Monopoly Trivial Pursuit

5 **Work in pairs. Choose a game. Then ask and answer questions. Guess which game it is.**

This is a game for four people.

Is it Ludo?

A history of games

Does your family ever sit together and play games? This fun activity is, in fact, over 5,000 years old. Perhaps the first known game was Senet, an ancient Egyptian game which appeared in about 3100BC! Archaeologists have found many Senet boards in Egyptian tombs, but they haven't found the rules anywhere.

A version of backgammon appeared in China about 3700 years later. Go came from China but it became popular in Japan in the 7th century. They are both games of strategy for two players. In backgammon, the players roll a dice to move their pieces. The winner is the first person to take all their pieces off the board. In Go, the board is empty at the beginning and the players don't roll a dice. The winner is the person who has got the most counters on the board at the end.

Playing cards first arrived in Europe in the 1300s from China. Chess appeared about 100 years after that. The modern board game was finally born in 1935 when the company Parker Brothers introduced Monopoly to the USA.

Fifty years later, German-style board games began to appear, for example The Settlers of Catan in 1995. This game is very different from American games like Monopoly. In Settlers, players build villages and roads across a board, the game moves fast, and players interact with each other when someone rolls the dice. There isn't any direct competition between players and nobody is eliminated.

Reading

6 **Read and listen to the text. Put the games below in the correct chronological order.**

backgammon chess Go Monopoly
playing cards Senet Settlers

7 **Read the text again. Choose the correct words.**

1 People **played / didn't play** board games 4,000 years ago.
2 The first board game **comes / doesn't come** from China.
3 Backgammon is **similar to / different from** Go.
4 The modern board game comes from **America / Europe**.

8 **Match the descriptions with the games.**

1 Players don't compete against each other.
2 Players put counters on an empty board.
3 The game has no written instructions.
4 Players take their pieces off the board.

Word Tip Extend your vocabulary by making a list of compound nouns.

9 **Make compound nouns with *card* and *game* and the words in the box.**

ball birthday board computer video

10 **CLASS VOTE** **Which game in the text would you like to play?**

nouns adjectives verbs pronouns adverbs tenses

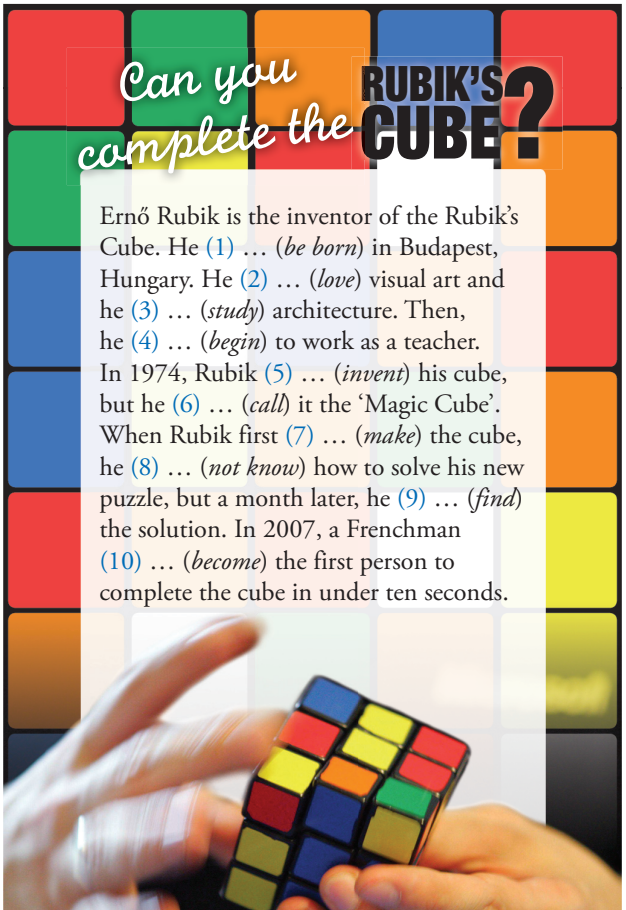
Grammar
Tense review

present simple	present continuous	past simple	future simple
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 etc., always, usually, never, on Mondays, once a week etc.	**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.	**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	**predictions about the future with the verbs: *think, believe, hope, expect*.** His teachers think he will become a great artist. **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.,

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

1 Every year, our school … (*have*) a chess competition.
2 I never … (*take part*) because I … (*not like*) chess.
3 At the moment I … (*watch*) the competition.
4 Lou … (*not play*) right now but Will … (*beat*) his opponent.
5 Will often … (*win*) the school competition.
6 Will … (*stand up*) and he … (*smile*). He's won!

2 **Complete the text with the correct form of the verbs in brackets. Use the past simple.**



Ernő Rubik is the inventor of the Rubik's Cube. He (1) … (*be born*) in Budapest, Hungary. He (2) … (*love*) visual art and he (3) … (*study*) architecture. Then, he (4) … (*begin*) to work as a teacher. In 1974, Rubik (5) … (*invent*) his cube, but he (6) … (*call*) it the 'Magic Cube'. When Rubik first (7) … (*make*) the cube, he (8) … (*not know*) how to solve his new puzzle, but a month later, he (9) … (*find*) the solution. In 2007, a Frenchman (10) … (*become*) the first person to complete the cube in under ten seconds.

3 **Choose the correct words.**

1 I **had** / **will have** lunch with Jane yesterday.
2 I **got up** / **am getting up** early yesterday.
3 My parents **watched** / **watch** TV every evening.
4 My best friend and I **had** / **will have** dinner at a restaurant tomorrow.
5 We **didn't go** / **won't go** on holiday last year.

Pronunciation
Present simple and past simple

a **Listen and repeat.**

1 a) I play with my friends.
b) I played with my friends.
2 a) We look at the cards.
b) We looked at the cards.
3 a) They study Italian.
b) They studied Italian.

b **Listen again. Do you hear a) or b)?**

4 **Order the words to make questions.**

you / How often / play / board games / do ?
How often do you play board games?
1 your teacher / watching / Is / right now / TV ?
2 at the moment / you / What / doing / are ?
3 celebrate / How / did / your last birthday / you ?
4 have / your family / at 8pm / Will / dinner ?
5 What / have / subjects / yesterday / did / you ?

5 **Answer the questions in exercise 4 so they are true for you.**

I sometimes play board games at night.

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

How often do you play board games?

I play board games every weekend.

Grammar guide page 174

Listening
Travel games

7 **Listen to two children describing three travel games. Do you need a pencil and a piece of paper to play them?**

8 **Listen again and answer the questions.**

Game 1
1 How many questions can the players ask?
2 What is the answer to each question?

Game 2
3 What do the players describe?
4 How many sentences do you have to say?

Game 3
5 What is the game called?
6 What number do the players count to?

9 **Do you know any other travel games?**

Cultural Fact

The most popular pencil and paper game in the Western world is Noughts and Crosses. Did you know there are 26,830 possible game combinations on a 3x3 grid?

Speaking
At a holiday camp

Listen

1 Look at the picture.
What are Izzie and Lou doing?

2 Listen to the dialogue.
What do Izzie and Lou decide to do?

3 Listen and complete the dialogue.

What shall we do today?

We could try the (1) …

I don't really feel like doing that today.

What would you rather do?

To be honest I'd rather visit the (2) … I haven't been there before.

OK. Let's do that. And what shall we do in the evening?

Let's go and see a (3) …

I don't fancy a film tonight. I'd prefer to go dancing.

OK. How about going to the disco?

Good idea. It will be fun.

Practise

4 Listen again and repeat the dialogue.

5 Match the questions with the answers.

1 What shall we do today?	a) I'd rather go walking.
2 What shall we do tonight?	b) Let's go to the cinema.
3 What would you rather do?	c) We could try the beach.

Functional language

Express preferences using the words in bold

We could try the swimming pool.
I **feel** / **don't feel like** doing that today.
To be honest **I'd rather** / **I'd sooner** visit the museum.
Let's go and see a film.
I **don't fancy** a film. **I'd prefer** to go dancing.

Speaking task

Prepare a dialogue between you and Lou.

Step 1

First, decide what activities you want to do today and this evening.

Step 2

Think about what you want to say.

What shall we do today?
I don't really feel like doing that.
To be honest I'd rather …
Let's …
How about …?

Think about what Lou says.

We could try the …
What would you rather do?
What shall we do this …?
I don't fancy … I'd prefer to …

Step 3

Write your dialogue.

Step 4

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

Culture
Beaches in the UK

The UK has some very popular beaches. Some are peaceful and wild. These are good for walking and doing sports. Some beaches are popular with tourists. These are very busy in summer.

Newquay is in the southwest of England, on the Atlantic coast. It has nine sandy beaches and about 22,000 residents. In summer, the population is about 100,000. It is very popular with surfers and there are international surfing competitions every year.

Blackpool is the most important seaside town in the UK, with about 10 million visitors every year. It is in the northwest of England about 50km from Manchester and Liverpool. It was the first town in the world to have electric street lights and it's famous for its tower, which is very similar to the Eiffel Tower in Paris.

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

1 Where is Newquay?
2 What is the population in the summer?
3 What competitions take place in Newquay?
4 How many visitors go to Blackpool every year?
5 What is Blackpool famous for?

Singing time!

Follow the link: https://www.youtube.com/watch?v=WFRR0zC70-0

a) Watch the video. Work in small groups. Imagine you are travel agents and design a PowerPoint presentation for a three day trip in London or another city of your choice.
b) Present your slides to the class.

Unit 9b

Places to visit

market castle cathedral aquarium statue

Vocabulary

aquarium art gallery campsite castle
fishing port market monument safari park
statue town square water park

1 Match pictures 1–9 with words from the box.

2 Listen and repeat.

3 Choose the correct words.

1 Nelson's Column is **a statue / an art gallery** in London.
2 The Alcazar is a famous **castle / waterpark** in Segovia.
3 The Louvre is **a market / an art gallery** in Paris.
4 The Great Wall of China is **a monument / a market** in China.

4 Write sentences about your holiday preferences. Use the words in exercise 1 and your own ideas.

I prefer beaches to water parks.

5 INTERFACE Work in pairs. Compare your answers to exercise 4.

Reading

6 Read and listen to the text *Summer holidays*. Where is Lou going in August?

Subject: **Summer holidays**

Hooray! We finished all our exams and now we're waiting for our results. Tonight Izzie's having a party in her garden. We're celebrating the end of the school year. If it rains, we'll have the party inside.

I'm so excited because this summer will be great. In August, I'm going to France for two weeks with my family. We're staying at a campsite in a small fishing port. We'll probably ride bikes every day if the weather is good. My mum says we'll go to a water park and to Paris for a couple of days too.

And then I'll be free for the second half of August. I'll work at the market again with my aunt to earn some extra money. But I won't work every day. I will have some free time too. What are your plans for the summer?

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

1 Lou received her exam results.
2 Lou is celebrating with Izzie in the evening.
3 Lou is staying at a campsite.
4 Lou will go to a safari park.
5 Lou will go to work every day.

nouns adjectives verbs pronouns adverbs tenses

Grammar

Adverbs of Time / Place / Manner – expressing details

adverbs of time describe WHEN something happens
We are going to London **tomorrow**.
They went to the cinema **last week**.

adverbs of place describe WHERE something happens
He walks **downstairs**.
They play **in the park**.

adverbs of manner describe HOW something is done
adjective + ly = adverb: quick + ly = quickly
He drives **safely**.
She spoke **angrily**.
They sing **beautifully**.

Language Tip

– Some adverbs have the same form as the adjectives: *fast*, *hard*, *late*, *early*.
*She is a **fast** runner.*
*She runs **fast**.*
– The word order of adverbs is: *manner*, *place*, *time*.
*She runs **fast in the park every day**.*

Singing time!

Follow this link: https://www.youtube.com/watch?v=fBoYZqmcZuc

a) Watch the video and make a table with the adjectives and the adverbs in the song.
b) Name the types of adverbs.

8 **Complete the sentences using adverbs of time and place.**

1 I listened to music … .
2 Joyce goes … .
3 They played football … .
4 I meet my friends … .
5 She is … late for school.
6 I don't watch TV … .

9 **Fill in the gaps with the correct adverb form of the adjective in brackets.**

He's a (bad) player. He plays *badly.*

1 The old man is (slow). He walks … .
2 The children are (happy). They are playing … .
3 Alex is a (hard) worker. He works very … .
4 The apprentice is a (good) worker. He works very … .
5 The athlete is a (fast) runner. He runs very … .
6 The teacher was (clear). She explained the rule very … .

10 **Choose the correct adverb.**

We played in the basketball tournament **yesterday / hard**.
We played in the basketball tournament *yesterday.*

1 He made his request very **politely / yesterday.**
2 I always take a bath **before / carefully** I go to bed.
3 I **always / hard** eat breakfast before I go to school.
4 You should drive **slowly / tomorrow** when it rains.
5 People usually walk their dogs **two days ago / in the park.**

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

tennis / My friend / badly / plays.
My friend plays tennis badly.

1 wake up / You / early.
2 can't / fast / get dressed / I.
3 dance / fantastically / They / flamenco.
4 paints / Amy / beautifully.
5 sings / badly / Martin.

12 **Write the adverbs from the box in the correct column.**

there, yesterday, slowly, sometimes, sadly, inside, outside, now, soon, quietly, never, happily, today, everywhere, always, easily, often, near, before, here, after, downstairs usually, safely, early, fast

manner	place	time
slowly	*there*	*yesterday*

13 **Read the story and fill in the gaps with the adverbs below to give more details.**

In the morning, last night, suddenly, bad, sadly, around, terribly, quickly, carefully, in the forest × 2, on the ground, now, hard

There was a big storm (1) …, (2) … . (3) … Froggy looked sad. Everyone was feeling (4) … . Their lovely forest was a big mess. They all looked (5) … and thought (6) … : "Everything is dirty, many trees are broken and our beautiful pond is (7) … polluted". They (8) … decided to clean it up. The bears will gather the leaves (9) … and collect the fallen sticks and (10) … pile them up (11) … . They all worked (12) … and (13) … everything is tidy again (14) … .

Grammar guide page 174

Writing
An e-mail

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

1 Where is Naomi at the moment?
2 Was it an easy year for her? Why not?
3 Where is she going on holiday?
4 What will she do there?

Hi,

I'm sitting outside and I'm writing this e-mail to you on the last day of term. We're all feeling really excited. The holidays are beginning! Hooray!

This wasn't an easy year for me. As you know, we moved here last July and I started my new school in September. But I was lucky – all my classmates were really friendly from the first day. They often invited me to their houses. Once, when we had a class project, they all came to my house to write a song together. I made some amazing new friends.

And the holidays? We're going to Malta for two weeks. It's an island in the Mediterranean. My dad was born there. I think we'll explore the island, visit the museums and monuments and have a good time.

Did you have a good year? What are your plans for the summer?

Write soon,

Naomi

Language focus

Verb tenses
Make your writing more interesting by using a variety of verb tenses.

2 **Find examples of the following in the text.**

the past simple *We moved here last July*

1 the past simple
2 the present simple
3 the present continuous
4 the future

3 **Write complete sentences. Use past, present and future tenses.**

We / finish / school / yesterday.
We finished school yesterday.

1 I / always pass / all my exams.
2 I / write to you / and I / eat / an ice cream now.
3 Tonight / we / have / a party to celebrate.
4 I think / it / rain / tomorrow.
5 I / hope / you / write back / soon.

Class portfolio 4 page 147
Design a portfolio with the title "Places to visit in my area". Work in small groups.

4 **Write a reply to Naomi's e-mail. Follow these steps.**

Writing an e-mail

Step 1 Plan
Make notes under three headings:
1 What did you do this year?
2 Where are you going on holiday?
3 What will you do there?

Step 2 Write
Write a first draft. Use your notes from Step 1 and Naomi's e-mail to help you. Include an opener: *Hi / Hello / Dear*, and a closer: *Write soon / Bye for now*.

Step 3 Check
Check your work. Try to talk about the past, present and future.

Step 4 Write
Write your final copy and hand in your work.

Further practice Writing guide 9 page 136

CLIL

Language
Regional dialects

Most languages spoken in the Caribbean belong to one of four major European tongues: English, Spanish, French or Dutch. English is the most commonly spoken language due to the UK's colonial background in the region and today's high rate of tourism.

As well as these languages, there are many regional dialects. The most common is Patois, a combination of English, African words and French. Creole is also widely spoken in the Caribbean but there are different versions of it. The language spoken in Barbados is close to standard English while people in Jamaica have a more distinct local language. Both of these languages borrow a lot of words from other languages.

Read and listen. Answer the question.

What languages is Patois a combination of?

Grammar Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Playing games

beat

cheat

count

give up

guess

land

lose

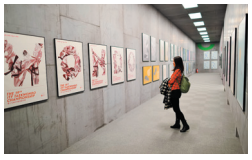
miss a turn

move a counter

roll the dice

Places to visit

aquarium


art gallery

campsite

castle

fishing port

market

monument

safari park

statue

town square

water park

Progress check

1 **Complete the words with vowels.**

1 ch_ _t
2 r_ll _ d_c_
3 m_v_ _ c_ _nt_r
4 l_se

2 **Identify the places.**

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 She … (*win*) the chess competition yesterday.
2 I … (*not play*) cards last night.
3 My sister often … (*cheat*) when we play cards.
4 They … (*lose*) the game at the moment.
5 We … (*visit*) an art gallery tomorrow.

4 **Complete the sentences so they are true for you. Use the correct verb tense.**

1 I … at the moment.
2 My best friend often … at the weekend.
3 My parents … yesterday.
4 I'm going to … this summer.
5 I think … next year.

5 **Write complete sentences using the right tenses.**

1 We / play / cards / at the moment.
2 Paula / win / and I / lose last night.
3 We / often / play cards / on Saturday afternoon.
4 We / usually / meet / at Katie's house.
5 We / not play / at Katie's house yesterday.

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

1 cards / your best friend / playing / Is / now ?
2 your dad / How often / cheat / does / at cards ?
3 Where / are / today / having / you / dinner ?
4 last summer / you / did / What / do ?
5 do / you / What / will / tomorrow ?

7 **Correct the mistakes in the following sentences.**

1 The man drove fastly to the city center.
2 He were born in Rome in 1984.
3 She tries hardly to get good grades.
4 They finishes the project quickly yesterday.
5 Please don't speak loudly in the library!

8 **Complete the dialogue with the correct form of the verbs in brackets.**

Lou Hooray! The school year (1) … (*be*) over!
Will What shall we (2) … (*do*) tonight? We could (3) … (*go*) to the cinema or we could (4) … (*watch*) a film at my house.
Lou I'd rather (5) … (*watch*) a film. I (6) … (*not have got*) any money.
Will Izzie (7) … (*not do*) anything tonight.
Lou But she usually (8) … (*play*) chess on Friday with her cousin.
Will She (9) … (*not play*) tonight because her cousin (10) … (*go*) to New York yesterday.
Lou Cool! I'll phone Izzie.

Self-Check

Exercise no.	Score
1	4 × 2 = 8
2	6 × 2 = 12
3	5 × 2 = 10
4	5 × 2 = 10
5	5 × 2 = 10
6	5 × 2 = 10
7	5 × 2 = 10
8	10 × 2 = 20
Total	90
Granted points	10
Final score 100	

Let's have fun! Sketch 1

Prepare to act

1 **Listen and answer the questions.**

1 Why are the children looking at a wall?
2 Where was the street art exhibition?
3 Which wall do they need to paint?

2 **Read and listen to the dialogue. Check your answers.**

Street artists

Ben Hi, guys! What are you doing? Why are you looking at that wall?
Olivia We need to decorate it for our art project.
Liam Yes, it's for Miss Smith, but we don't know what to do.
Sophie I can't think of any good ideas.
Ben Can I help?
Liam Yes, of course. Have you got any good suggestions?
Ben Well, yes. Did you see that street art exhibition last year?
Sophie Where was it? Was it in the museum?
Olivia No, it wasn't. It was in the shopping centre. I saw it. It was great.
Liam I saw it too. I really liked Miss Van. She draws cartoon characters, mainly women.
Sophie I read about Miss Van. She was born in France and she started to paint the walls of Toulouse when she was 18.
Olivia And now she's living in Barcelona.
Liam So, why don't we do some cartoon characters?
Ben Let's do cartoons of the teachers and some of the students.
Sophie Olivia, you often draw pictures of the teachers. Why don't you design the wall?
Olivia How many people shall we draw?
Liam I'm not sure. This wall isn't very big.
Ben Wait a minute! Which wall did Miss Smith say?
Olivia The gym wall.
Sophie But this isn't the gym wall. It's the wall of the music room!

Act!

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 a dog chews shoes, whose shoes does he choose?

Joke time!

Can a kangaroo jump higher than a house?

Of course, a house doesn't jump at all.

Writing guide 1

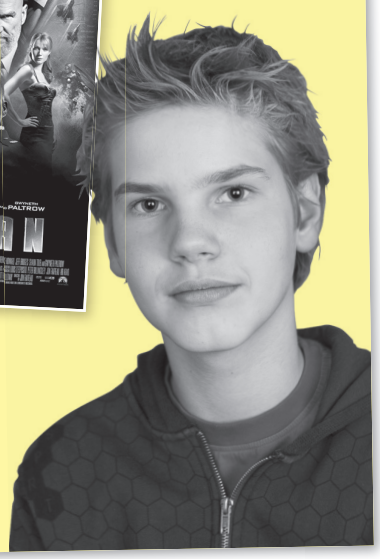
Language focus: punctuation

1 **Rewrite the sentences with capital letters, full stops and question marks.**

1 i often watch soap operas on tuesday with jane _____
2 do you watch sports programmes on saturday night _____
3 my favourite actor is george clooney _____
4 my sister's birthday is on 13th may _____
5 big brother was first on dutch TV in 1999 _____
6 is angelina jolie american or british _____

2 **Complete the review with sentences a, b and c.**

a) I really like this film because both actors are brilliant.
b) My favourite film is *Iron Man*.
c) The film is about the superhero character, Iron Man.



What's your favourite film?

This week, Liam, aged 12, tells us about his favourite film.

I hardly ever go to the cinema but I sometimes watch films on my computer.

(1) ☐
It's an American science-fiction film. I think this film is about three years old and all my friends love it.

(2) ☐
Robert Downey Jr stars as the engineer, Tony Stark, who designs a special suit. Stark wears the suit and he becomes the Iron Man. Gwyneth Paltrow is his assistant.

(3) ☐
The special effects are fantastic, too. I would recommend this film to people who enjoy films with action and adventure.

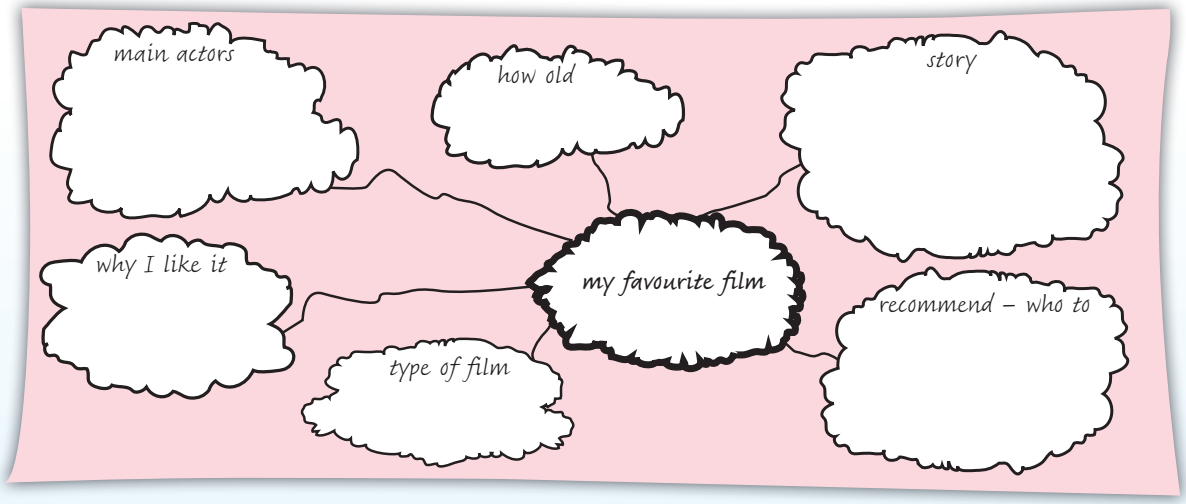
3 **Read the review again and answer the questions.**

1 How often does Liam go to the cinema? _____
2 What's his favourite film? _____
3 What type of film is it? _____
4 How old is the film? _____
5 What is the film about? _____
6 Who stars in the film? _____
7 Why does Liam like the film? _____
8 Who does Liam recommend this film to? _____

Follow the steps and write your review

Step 1 Plan

Think of your favourite film. Make notes about it on the mind map. Then look back at the review of *Iron Man* on page 120. Number the information about your film in the order it appears in the text.



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.

Step 3 Check

Check your work. Check you use capital letters for:

- ☐ the beginning of all sentences
- ☐ the subject pronoun 'I'
- ☐ names and places
- ☐ countries, languages and nationalities
- ☐ days and months

Check your:

☐ grammar ☐ vocabulary ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 2

Language focus: conjunctions

1 **Complete the sentences with *and*, *but* or *because*.**

1 I'm scared _____ there are snakes here.
2 We're fishing in the river _____ we're hunting in the forest.
3 She loves hiking _____ she doesn't like climbing mountains.
4 My dad's building a fire _____ it's cold.
5 I'm cooking _____ I'm not hungry.
6 We're taking a tent _____ we're sleeping in it too.

2 **Complete the blog with *and*, *but* or *because*.**

Day Three

It's the third day of my holiday (1) _____ we're in Yellowstone Park, USA. Today we're hiking about 15km around Yellowstone Lake. I'm a little scared (2) _____ there are bears in the forest!

There are five of us in the group. I'm with my American cousins Josh and Olivia (3) _____ my uncle and aunt. My uncle Doug often camps in the wild. His wife Jade doesn't like camping very much (4) _____ she's here too. In England, I never hike or camp (5) _____ I'm having a good time.

I'm surprised (6) _____ I'm not tired after our long hike this morning. At the moment, we're sitting next to the lake (7) _____ we're fishing. In the afternoon, we're going to Old Faithful. That's a famous geyser. We're all really pleased to be here!

Katie

3 **Read the blog again and answer the questions.**

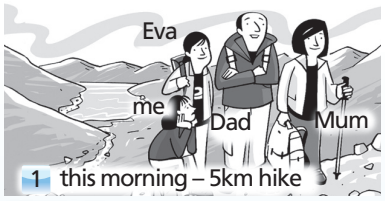
1 Where is Katie? _____
2 What is she doing today? _____
3 Why is she scared? _____
4 Who is Katie with? _____
5 Who is Jade? Does she like camping? _____
6 How often does Katie camp in England? _____
7 What is Katie doing later? _____
8 What is Old Faithful? _____

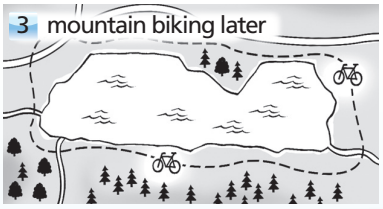
Follow the steps and write a blog

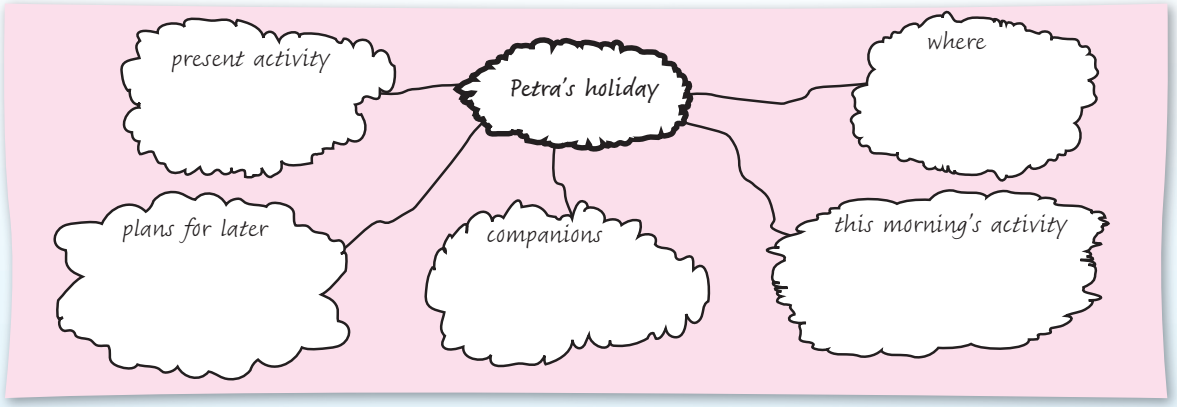
Step 1 Plan

Look at the pictures of Petra's holiday. Make notes about it on the mind map. Then look back at the blog on page 122. Number the information about Petra's holiday in the order it appears in the text.

Holiday in the Lake District







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:

- ☐ *and* to add similar information
- ☐ *because* to give a reason for something
- ☐ *but* to contrast different information

Check your:

- ☐ grammar
- ☐ vocabulary
- ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 3

Language focus: time prepositions

1 **Complete the table with the time expressions in the box.**

Monday	2001	six o'clock	August	May 1997	17th January 1848	3.30pm	3rd June

on	*at*	*in*

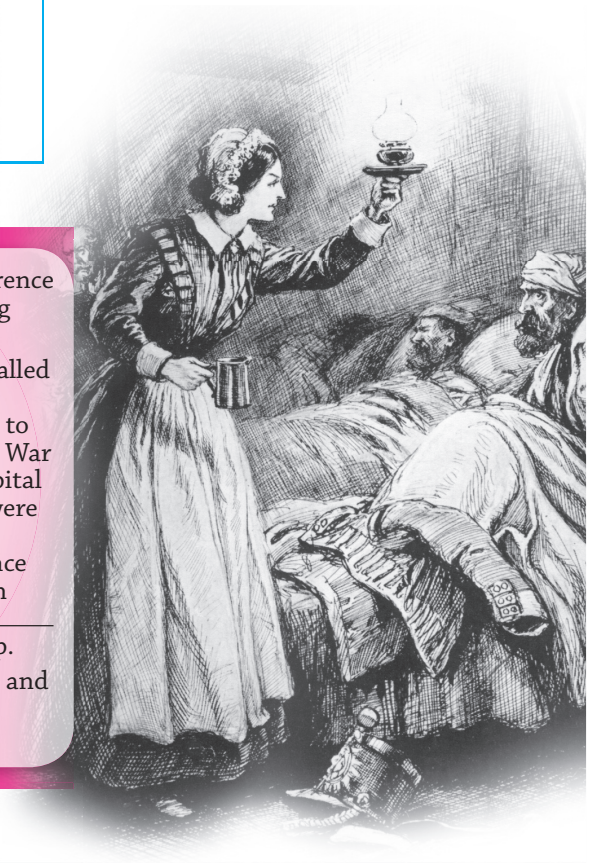
2 **Complete the biography with *on*, *at* and *in*.**

I think one of the most interesting people in history was Florence Nightingale. She was a nurse and she started the first nursing school in London.

She was born (1) _____ 12th May 1820. Her parents called her Florence because she was born in Florence, Italy, but as a child, she lived in the UK. (2) _____ 1844, she decided to become a nurse. (3) _____ October 1853, the Crimean War started. Florence travelled across Europe to the Barrack Hospital to help the injured soldiers. She soon discovered that there were thousands of patients in the hospital. The hospital was dirty, there were rats and some of the men didn't have beds. Florence and the other nurses began to clean the hospital and the men thought she was great. (4) _____ 12.00pm (5) _____ 13th August 1910, Florence fell asleep but she didn't wake up.

I like Florence Nightingale because she didn't want to be rich and famous. She wanted better hospitals and training for nurses.

Nina



3 **Read the biography again and answer the questions.**

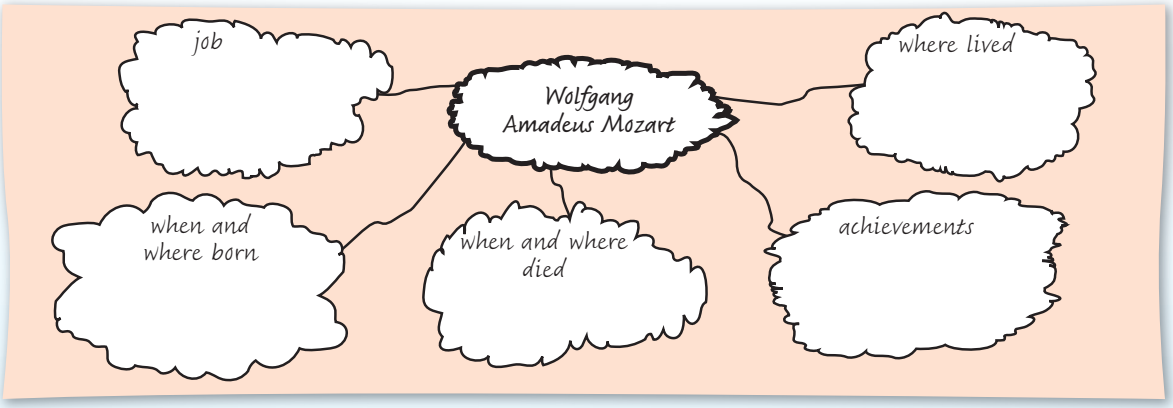
1 What was Florence Nightingale's job? _____
2 What type of school did she start? _____
3 When and where was she born? _____
4 Did she live in Italy when she was a child? _____
5 What did she find in the Barrack Hospital? _____
6 Why did she and the other nurses clean the hospital? _____
7 When did Florence Nightingale die? _____
8 Why does Nina like Florence Nightingale? _____

Follow the steps and write a biography

Step 1 Plan

Look at the information about Wolfgang Amadeus Mozart in the box. Write the information in the correct place on the mind map. Then look back at the text about Florence Nightingale on page 124. Number the information about Mozart in the order it appears in the text.

Salzburg, Austria, 27th January 1756 1.00am, 5th December, 1791, Austria
composed more than 600 operas, concertos and symphonies a classical composer and musician
as a child, lived in Salzburg, later in Vienna a brilliant composer, spoke fifteen languages
1762–1773 travelled to many European cities



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:
- ☐ *on* for dates
- ☐ *at* for times
- ☐ *in* for months and years

Check your:
- ☐ grammar
- ☐ vocabulary
- ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 4

Language focus: time connectors

1 Write the sentences in order to make a paragraph. Use *First*, *Then*, and *In the end*.

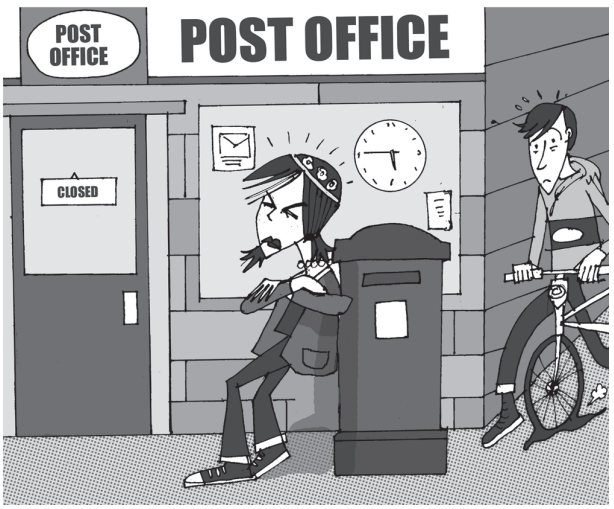
I got off the bus and walked to school. ~~What a disastrous morning!~~
I waited 20 minutes for my bus. I got on the bus, but I didn't have any money.

1 *What a disastrous morning!*
2 _____
3 _____
4 _____

2 Complete the text with the words in the box.

because but First In the end
Last so Then

(1) _____ Saturday afternoon I went into town to meet my friend Jack, but there were lots of problems. (2) _____, I missed my bus, so I waited half an hour for the next bus. When I arrived in town I went to a café. I tried to buy a drink, (3) _____ I didn't have any money. My money was in my bag, and my bag was on the bus!
(4) _____ I went to the main square to meet Jack in front of the post office at five o'clock. He always comes to town by bike. I waited and waited and waited. Jack didn't arrive until quarter to six (5) _____ there was a problem with his bike. The shops closed at six o'clock, so we weren't sure what to do. (6) _____, we decided to go the cinema. Jack wanted to see one film, but I wanted to see a different one. In the end, we went to see Jack's film. It was a science-fiction film and there weren't any good actors in it. It was really boring (7) _____ I went to sleep!



3 Read the story again and answer the questions.

1 When did Sarah go to town?
_____
2 What did she do when she arrived in town?
_____
3 Why didn't she have any money to buy a drink?
_____
4 Where did Sarah wait for Jack?
_____
5 Why was Jack late?
_____
6 Why didn't they go shopping?
_____
7 What did they do in the end?
_____
8 Did Sarah enjoy the film?
_____

Follow the steps and write a narrative

Step 1 Plan

Look at the pictures of Eliza and Leo's day out. Match the phrases in the box with the correct picture. Then number the phrases for each picture in the order you want to use them.

go to the beach buy an umbrella arrive in Blackpool at 11 o'clock prepare a picnic
go to the station and catch a train decide to go to Blackpool for the day
not relax and sunbathe start to rain not buy any souvenirs

Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 126 to help you. Use *First, Then,* and *In the end* where appropriate.

Step 3 Check

Check your work. Check you use:
☐ time connectors correctly

Check your:
☐ grammar ☐ vocabulary ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 5

Language focus: adjective word order

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

1 green / It's / box / an / unusual . _____

2 sister / pink / has / mobile phone / My / new / a / got . _____

3 drives / blue / big / grandfather / a / His / car . _____

4 old / What / house / a / beautiful ! _____

5 yellow / is / notebook / Where / my / little ? _____

2 **Rewrite the highlighted parts of the text with the adjectives in the correct order.**

1 _____ 4 _____

2 _____ 5 _____

3 _____

I've got souvenirs from different places, but this is my favourite. It's a (1) old beautiful jacket and it's got (2) flowers fantastic yellow and a (3) green small dragon on it. My uncle went to Hong Kong for work and he bought it in a (4) little shop strange with a lot of (5) things old wonderful. Why is it my favourite souvenir? Because he's my favourite uncle, and because the jacket is different from my other clothes – it's more interesting and special. I never wear it, but I like looking at it and dreaming about exciting holidays. I'd really like to visit Hong Kong when I'm older.

3 **Read the text again and tick (✓) the correct picture.**

a ☐

b ☐

c ☐

Follow the steps and write a description

Step 1 Plan

Look at the pictures of three favourite things. Match the answers in the box below with the questions about each thing. Then look back at the description on page 128 and number the three questions in the order the information appears in the text.

small, brown big colourful flowers bought it in Morocco
bought it in London bought it at the beach British flag fantastic for hot weather
I can keep my secrets in it I never lose my keys

	shirt	key ring	box
What is it like?	_____	_____	_____
Where is it from?	_____	_____	_____
Why do I like it?	_____	_____	_____

Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 128 to help you. Include adjectives to make your description more interesting.

_____

_____

_____

_____

_____

_____

_____

Step 3 Check

Check your work. Check your adjectives:

- ☐ are before the noun
- ☐ are in the singular form
- ☐ are in the correct order

Check your:

- ☐ grammar
- ☐ vocabulary
- ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 6

Language focus: qualifiers

1 **Match 1–7 with a–g.**

1 I spent five or ten minutes looking for the shop.
2 It's a big house.
3 There are no cars on the island.
4 The café isn't very expensive.
5 The museum didn't have many good paintings.
6 I enjoyed cycling round the city today.
7 The garden is really beautiful.

a) So it's a really quiet place for a holiday.
b) It's got a pond with a fountain and lots of flowers.
c) It wasn't very interesting.
d) It's got six bedrooms.
e) But I was quite tired when I got home.
f) We ate there for £10.
g) It was quite hard to find.

2 **Complete the travel guide article with the words in the box.**

cafés	comfortable	country	crowded
end	north	restaurant	street

Portobello Road in West London is one of my favourite places. It's a really long (1) _____ with shops on both sides. Most of the shops are antique shops but there are also (2) _____ and a cinema.

The best day to go there is Saturday. On Saturdays there's a market and the street is full of stalls. It's also really (3) _____. At the south (4) _____ of the street, the stalls sell antiques and jewellery. In the middle there are stalls selling fruit and vegetables. When you walk further (5) _____, you find stalls selling old clothes. You can find quite interesting things if you like wearing retro clothes.

I like eating on Portobello Road. There's a vegetarian (6) _____ called The Grain Shop. The food's delicious and it's not very expensive.

The Electric Cinema is on Portobello Road. It's one of the oldest cinemas in the (7) _____. The seats are really big and (8) _____, like armchairs. They sell really unusual snacks in the Electric like grilled octopus! The tickets are cheapest on Sunday afternoons. It's a really nice place to be on a rainy day!

3 **Listen and check your answers.**

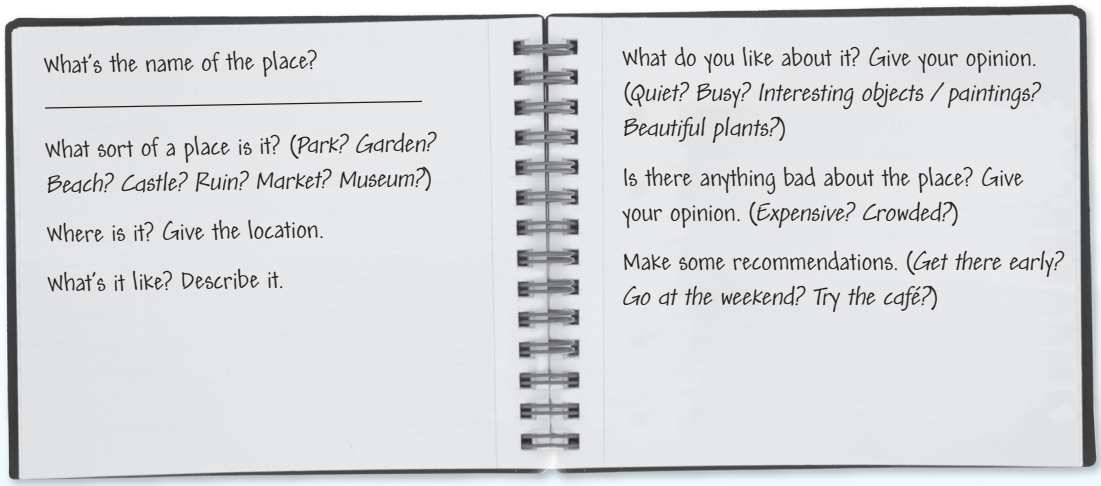
4 **Answer the questions.**

1 When is the best day to go to Portobello Road? _____
2 What can you buy at the south end of Portobello Road? _____
3 What kind of food can you buy at The Grain Shop? _____
4 When can you get cheap seats at the Electric Cinema? _____

Follow the steps and write a travel guide entry

Step 1 Plan

Think of a place. 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 130 to help you.

Step 3 Check

Check your work. Check your use:

☐ *really, quite* and *(not) very*

Check your:

☐ grammar ☐ vocabulary ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 7

Language focus: *also* and *too*

1 **Complete the sentences with *also* or *too*.**

1 I love his music. I _____ like his poetry.
2 She's a police officer and she's _____ a writer.
3 Their father is a vet, and their mother works with animals _____.
4 He's very intelligent and he's very nice _____.
5 Last night, her brother was _____ late home.
6 They're good friends, and they _____ work together.

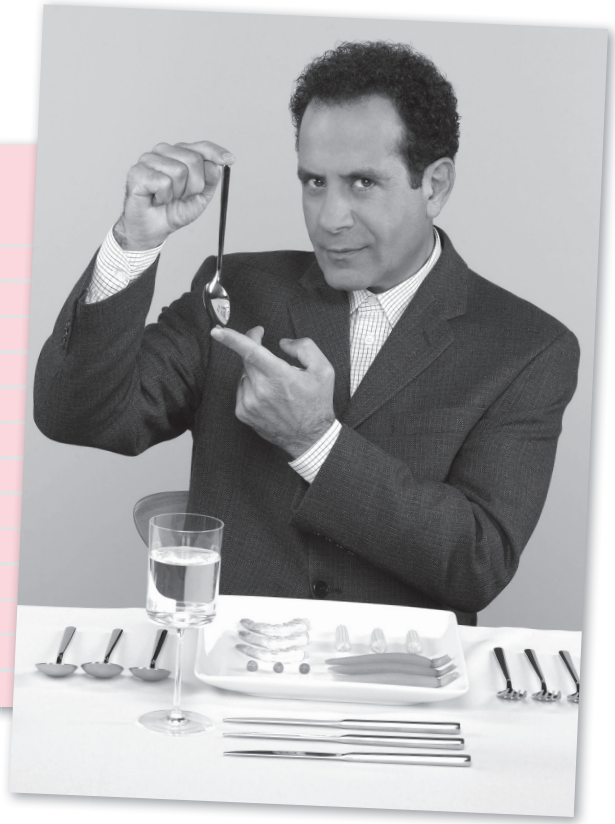
2 **Rewrite the highlighted parts of the text using the words in brackets.**

1 (*also*) _____
2 (*too*) _____
3 (*also*) _____
4 (*too*) _____
5 (*also*) _____

Hi!

My favourite TV or film hero is Adrian Monk, from the TV detective series *Monk*. He's a very strange private investigator. (1) But he's very intelligent. He always tidies everything. (2) He cleans a lot. But he sees everything. He isn't good-looking or tall or brave, but he always finds the villain. He's got a friend called Natalie, and (3) he has got two friends who are police officers. They all work together to solve mysteries. I like him because he's got problems, but he's a good person and (4) he works with the police. He's the most intelligent person on TV and (5) he's a bit different. I don't know if they're going to make more *Monk* programmes, but I think he's going to marry Natalie.

Jake



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

1 Who is Jake's TV hero? _____
2 What is his job? _____
3 What kind of person is he? _____
4 What does he look like? _____
5 Why does Jake like him? _____
6 What does Jake think Monk will do next? _____

Follow the steps and write a letter

Step 1 Plan

Look at Eleanor's notes on the right about her TV or film hero and answer the questions. Then look back at Jake's letter on page 132. Number the questions and answers in the order they appear in the text.

a) What's your TV or film hero's name?

b) What programme, series or films is he / she in?

c) What does he / she do?

d) What's he / she like?

e) Why is he / she your hero?

f) What do you think he / she is going to do in the future?

not very tall, but strong, likes sport and is intelligent

he makes good films and he works a lot with people in Africa

a Hollywood actor – his films are often about people who are special or different – doesn't usually make comedies

films like the 'Bourne' trilogy and 'True Grit'

Matt Damon

more work in Africa and in politics, and make a lot of films

Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 132 to help you. Include *also* and *too* where possible.

Step 3 Check

Check your work. Check:

- ☐ *also* and *too* are in the correct place
- ☐ your information is in the correct order

Check your:

- ☐ grammar
- ☐ vocabulary
- ☐ spelling

Step 4 Write

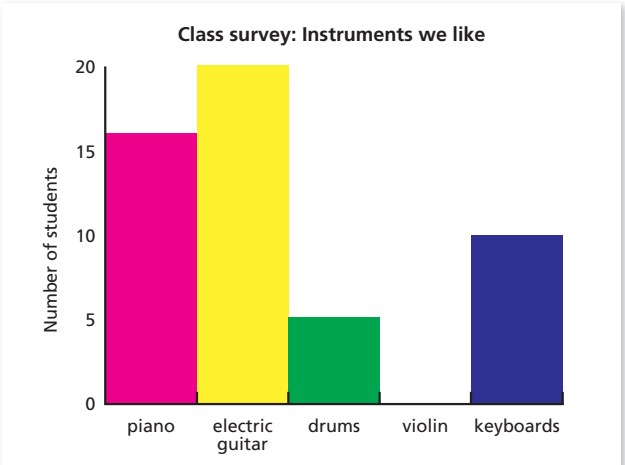
Now write your final copy in your notebook.

Writing guide 8

Language focus: amount

1 **Look at the chart and complete the sentences with the phrases in the box.**

No one A few students
50 per cent of students Most students
Everyone



1 _____ likes the electric guitar.
2 _____ likes the violin.
3 _____ like the keyboards.
4 _____ like the drums.
5 _____ like the piano.

2 **Read the results of a class survey and rewrite the highlighted parts of the text using the phrases in exercise 1.**

Have you got a friend who can play the trumpet?

The answer to this question was a surprise. (1) 85% of my classmates have got friends who can play the trumpet. They play in local festivals in our town. But only (2) 10% of the students in my class can play the trumpet.

Can you play a musical instrument?

(3) 100% of the people in my class can play a musical instrument, probably because we learn to play one in music classes! (4) Half said they can play their instrument well.

Would you like to learn to play an instrument? If so, which?

(5) 90% of the students want to learn to play an instrument. Half said they want to learn playing the guitar. (6) 0% wants to play percussion.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 **Read the survey results again and complete the sentences.**

1 A few students have got friends who _____ play the trumpet.
2 A few students in the class _____ the trumpet in local festivals.
3 _____ learns a musical instrument at school.
4 _____ of the students play their instrument badly.
5 Half of the students want to learn to play the _____.
6 No one wants to learn to play _____.

Follow the steps and write a class survey

Step 1 Plan

Order the words to make questions. Then look at the results of the survey and match the phrases a–e with the questions.

1 in / you / live / Will / the city ?

_____

2 lot / want / of / to / Do / earn / a / you / money ?

_____

3 Will / live / the / country / you / in ?

_____

4 in / Do / work / you / to / an / office / want ?

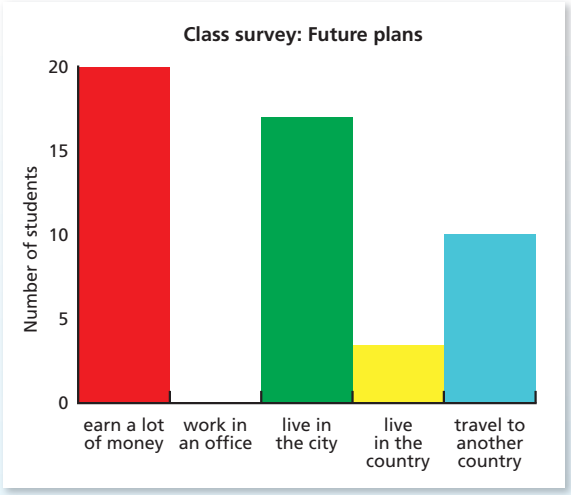
_____

5 travel / country / you / to / Will / another ?

_____

a) 50% ☐ b) Everyone ☐ c) No one ☐

d) A few students ☐ e) Most students ☐



Step 2 Write

Write a first draft. Use the results of the survey, and the questions in Step 1. Use the model text on page 134 to help you. Use the phrases in Step 1.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 3 Check

Check your work. Check:

☐ you use the phrases to talk about the results

Check your:

☐ grammar ☐ vocabulary ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Writing guide 9

Language focus: verb tenses

1 **Order the words to make sentences. Then decide if they are past, present or future.**

1 the / at / We / visiting / museum / 're / the / weekend . _____
2 I / were / they / saw / riding / them / bikes / when . _____
3 to / go / I / I'll / think / the / town square . _____
4 like / campsite / Did / the / you ? _____
5 things / market / usually / don't / at / the / buy / We . _____
6 right now / you / are / What / doing ? _____

2 **Complete the email with sentences a–e in the correct place.**

a) The students won, of course.
b) It's Friday afternoon and it's raining.
c) It'll be great.
d) We're wearing swimming costumes under our clothes.
e) We still don't have the results.

Hi, Ella,

(1) ☐ I'm sitting inside and writing to you because there's nothing to do! I thought of you yesterday. When I wrote to you last month, you were very busy preparing for your exams. How were they?

I had a difficult week at school last week because we had exams – two every day. (2) ☐ But I think I did OK. We also played basketball on Wednesday afternoon – teachers against students! It was great. (3) ☐ :-) I took some photos. I am sending you some with this email.

There's a big water festival at the park near my house tomorrow. I will go with my classmates. (4) ☐ If we don't, our clothes will get really wet. There will be a fantastic concert at the end of the day. Do you want to come? We're meeting at the monument at 4.00 pm. Please come! (5) ☐ Did you have a good week? What are your plans for the weekend?

Can you come to the park tomorrow?

Write soon! Love,

Aisha

3 **Read the email again and answer the questions.**

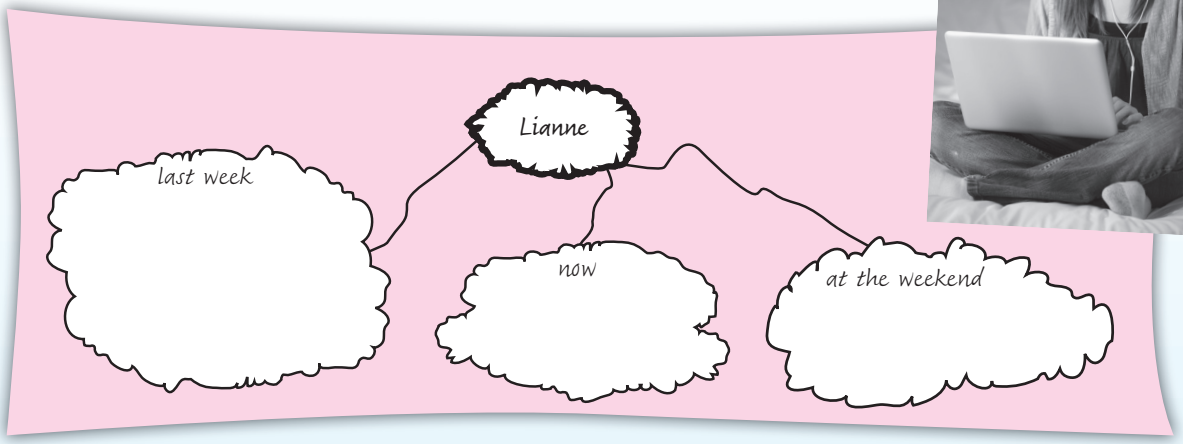
1 What is Aisha doing at the moment?
_____
2 When did Aisha last send an email to Ella?
_____
3 Why was last week difficult for Aisha?
_____
4 What did Aisha do last Wednesday?
_____
5 Where is Aisha going tomorrow?
_____
6 What's going to happen at the end of the day?
_____
7 Where are they meeting at 4.00pm tomorrow?
_____

Follow the steps and write an email

Step 1 Plan

Look at Lianne's thoughts in the box. Write her thoughts in the correct place on the mind map. Then look back at the email on page 136 and number the information in the order it appears in the text.

going to town next Sunday feeling hungry listening to music
made a cake at school yesterday meeting friends for pizza tomorrow at 6.00pm
had a good week at school played games in English on Monday
saw a fantastic play went to the theatre on Tuesday



Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 136 to help you.

Step 3 Check

Check your work. Check:
- ☐ you have used past, present and future tenses
- ☐ you start your email with *Hi*
- ☐ you end your email with *Write soon*

Check your:
- ☐ grammar
- ☐ vocabulary
- ☐ spelling

Step 4 Write

Now write your final copy in your notebook.

Digital Competence 1

A collaborative wall

Multimedia

Look at the collaborative wall and find an example of:

a recipe a photo a video about making a pancake a definition of pancake

TASK 1 **Create a collaborative wall. Follow the steps below.**

Step 1 Find information, videos and photos about a type of food.

Step 2 Create a collaborative wall. Use a digital generator if possible.

Step 3 Put the information from Step 1 on your Wall. Try to include a puzzle.

Step 4 Show your wall to the students in your class. Ask them to add information.

Step 5 Read your classmates' walls and add information. Who has the best one?

TASK 2 **Follow the link:**
https://www.youtube.com/watch?v=G6MH75lyvkM
Watch the video about Pancake day. Write down 3 sentences about this celebration.
What's another name for Pancake Day?

Digital Competence 2

Digital avatars

Multimedia

Answer the questions.

1 What are avatars? **2** Where can you see avatars?

Read the interview. Who is the famous person?

TASK 1 **Create avatars and interview a famous person. Follow the steps below.**

Step 1
Choose one of these famous people:
Amelia Earhart
Steve Jobs
Pablo Picasso.

Step 2 Find information about the person you chose. Make notes:
Name and birth details
What did they do?
When did they do it?

Step 3 Create two avatars: one for you and one for the famous person. Use a digital avatar generator if possible.

Step 4
Write the interview using the information in Step 2.

Step 5
Read your classmates' interviews. Who has the best avatars?

TASK 2 **Write your personal profile including the following information: name, age, hometown, family, likes, dislikes and plans for the future.**

Digital Competence 3

A wiki

Multimedia

Read the task and look at the wiki. What is it about? What things does it include?

TASK 1 **Create a class wiki about fashion. Follow the steps below.**

Step 1 Decide what you want to put on your wiki (text, photos, etc).

Step 2 Decide who is going to be responsible for each part of the wiki.

Step 3 Find information and photos for your part of the wiki. Add them to the wiki.

Step 4 When the class wiki is finished, read your classmates' work. Then invite other people to view it.

TASK 2 **Follow the link:**
https://www.youtube.com/watch?v=GvovLPbrxC8
Watch the video about fashion and answer the following questions:

a) Is fashion important for you? Why?
b) What is more important for you: price, quality, quantity, latest trends in fashion? Why?

Digital Competence 4

A presentation

Multimedia

Read the task and look at Laura's presentation. What kind of landscape is she describing?

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 5

Digital comic artwork

Multimedia

Read and look at the comic strip. How do Emma and Amir help Sam?

TASK 1 **Create a comic for a school campaign. Follow the steps below.**

Step 1 Choose one of these campaigns:
bullying
collecting money for charity
healthy eating

Step 2 Decide on two to four characters and write a short dialogue for the comic. Decide which speech bubbles go in each box.

Step 3 Create your comic. Use a digital comic generator if possible. Experiment with the page design, characters and backgrounds. Add a title.

Step 4 Show your comic to the other students in your class.

Step 5 Read your classmates' comics. Which do you like best? Why?

TASK 2 **Follow the link:**
https://www.youtube.com/watch?v=4mrE5zgEvt4
Watch the video about Bullying. Write down some steps you can follow if you witness an act of bulling or if you are its victim.

Let's have fun! Sketch 2

Prepare to act

1 **Listen and answer the questions.**

1 What time does the bike race start?
2 Where will the cyclists go after the London Eye?
3 Is Nick going to take part in the bike race?

2 **Read and listen to the dialogue. Check your answers.**

The bike race

Mia The bike race is starting in Hyde Park at 9am.

Alex So if we leave home at 8am, we won't be late. We can take a bus.

Nick Dis you say Hyde Park? How big is it?

Alex Hyde Park is one of the largest parks in London. It's got more than 4,000 trees, bike and horse paths and a lake you can swim in.

Nick Tell us more about the race.

Mia There'll be a lot of young people there. The race is for 14–18 year-olds. My brother did the race last year and it was amazing.

Nathan Does the race finish in Greenwich?

Alex Yes. Cyclists will ride from Hyde Park to Buckingham Palace and then to the Houses of Parliament.

Nick Buckingham Palace? Do you think the Queen will watch the race?

Nathan I don't think so, Nick. Then the cyclists will go to the River Thames and the London Eye.

Nick Oh, the London Eye! Does it go really fast?

Mia It moves really slowly. You get the most amazing views of London from the top.

Alex After the London Eye, the cyclists follow the River Thames. They'll ride past St Paul's Cathedral and the Tower of London.

Nathan They'll cycle past Tower Bridge too. That's the beautiful bridge that opens when tall ships sail on the river.

Alex The cyclists will continue to Greenwich. They'll finish at the Prime Meridian in Greenwich around 12.30pm. We can have our lunch there.

Nick But I can't ride a bike!

Mia We're not taking part in the race, Nick. We're watching it!

Act!

3 **Work in groups. Practise and perform the sketch.**

- Choose a character.
- Read and learn your lines.
- Perform for your class.

Read and say!

I have got a date at a quarter to eight, I'll see you at the gate, so don't be late.

Joke time!

Patient *Doctor, I have a pain in my eye whenever I drink tea.*

Doctor *Take the spoon out of the mug before you drink.*

Class portfolio 1

An environmentally-friendly school

1 Ideas

Think about ways your school can become more environmentally friendly and save resources.
Which ideas are suitable for a school? Why?
Which ideas are most suitable for your school?
Which ideas save the most resources?

2 Group work

Tell everyone about your ideas.
Which ideas does everyone like? Why?
Which would be the easiest to introduce?
What can students do to help?

3 Write

Choose one idea each. Write some sentences to tell people about your idea. Remember to describe why it will help to save resources, why it is easy to introduce and how people can help.

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 your idea.

6 Display

Make a poster or a PowerPoint presentation.
Include your text and pictures.
Show your project to the class

Class portfolio 2

The joy of travel

1 Ideas

Think about posibilities of spending your holidays. What places in the world would you like to visit?

2 Group work

What are your dream holiday destinations? Why would you like to go there? Discuss and write notes on:

- type of holiday
- attractions
- things to do

3 Write

Write a short text about your dream holiday destination, using your notes.

4 Check

Read your text and check it for:

- spelling
- punctuation
- time expressions
- correct word order and tenses
- connectors
- variety of adjectives

5 Visuals

Find pictures of your favourite holiday destinations.

6 Display

Make a poster or a PowerPoint presentation.
Include your text and pictures.
Show your project to the class.

7 Personal project

Imagine a journey of your favourite legendary character. Draw a map of the journey or make a short video illustrating this travel.

Class portfolio 3

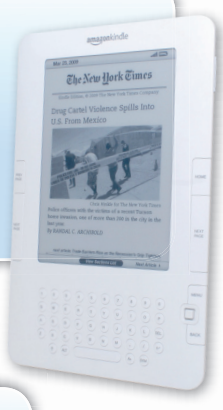
My technology world

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.

6 Display

Make a poster or a PowerPoint presentation.
Include your text and pictures.
Show your project to the class.

7 Personal project

Imagine that you present your favourite gadget to a visitor from the past.

Class portfolio 4

Places to visit in my area

1 Ideas

Which places do tourists visit in your area?
Which are your favourite places?

2 Group work

Which places does everyone in your group like?
Choose four places and write some notes about them:

- Where are they?
- What can you do there?
- Why do tourists visit them?
- What's special about them?

3 Write

Write a short text about your area, using your notes.

4 Check

Read your text and check it for:

- *firstly, secondly, finally*
- variety of verb tenses

5 Visuals

Find or take pictures of your area.

6 Display

Make a poster or a PowerPoint presentation.
Include your text and pictures.
Show your project to the class.

CELEBRATIONS ALL OVER THE WORLD

THE CHINESE NEW YEAR

The Chinese New Year takes place between January 1st and February 19th. This important date on the Chinese calendar has been celebrated for many centuries. During the festivities ancestors are honoured and traditional ceremonies are held where people get together and welcome the new year with customs that will bring good luck, good fortune, wealth, prosperity and happiness.
To sweep away bad luck houses are cleaned from top to bottom.

The festivities for the new year take 15 days in most countries.

The new year is often celebrated with dragon dances, lion dances, gift exchanges and fireworks. It typically ends with lantern festivals on the 15th day of the first calendar month.

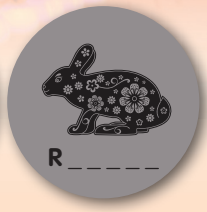
Each year a Chinese zodiac animal is the symbol for the year.

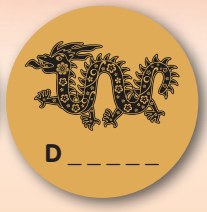
The 12 Chinese zodiac animals are: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, and pig.

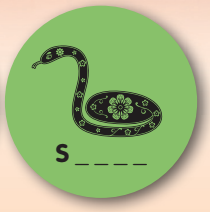
People eat 'auspicious food' during the new year period: fish dishes (fish is a symbol of good luck, wealth and healthy life), dumplings, mandarin oranges, dried fruit and even sweets are seen as lucky food. Candy boxes and little round shaped biscuits symbolizing gold or fortune are served everywhere. A popular food are long noodles that may bring good fortune as well as a long life.

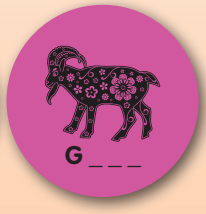
And make sure your plate is never empty, as this would be seen as your luck has run out.

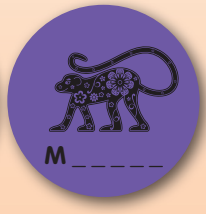
1 Identify the twelve animals of the Chinese calendar.

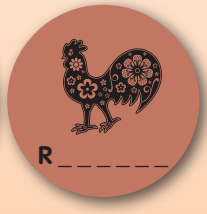


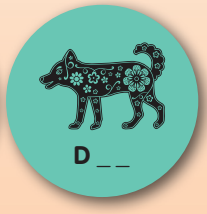


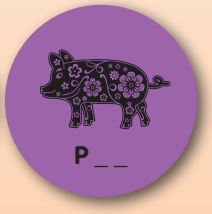










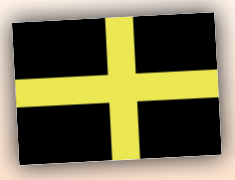


2 PERSONAL PROJECT Follow the link and watch the video:
https://www.youtube.com/watch?v=_u-R-aIq3_E
Write down 5 traditional objects and food considered to bring good luck in the new year.

NATIONAL EMBLEMS AND DAYS IN THE BRITISH ISLES

1 March – The national day of Wales is St. David's Day

St. David is Wales's patron saint. He was a Celtic monk, abbot and bishop, who lived in the sixth century. He spread the word of Christianity across Wales.



St. David's flag

St. David's Day is commemorated by the wearing of daffodils or leeks. Both plants are traditionally regarded as national emblems of Wales.

Daffodils and leeks, national emblems of Wales

17 March – The national day of Northern Ireland is St. Patrick's Day

St. Patrick is Ireland's patron Saint.
He is credited with bringing Christianity to Ireland.
The most famous story about Saint Patrick represents him driving the snakes from Ireland.

St. Patrick's flag

The national emblem of both Northern Ireland and the Republic of Ireland is the shamrock. Patrick used the three-leaved shamrock to explain how the Trinity of the Father, Son and Holy Spirit could exist as separate parts of the same being.

Three leaved shamrock, national emblem of Northern Ireland

23 April – The national day of England is St. George's Day

St. George is England's patron saint.
A story dating back to the 6th century tells that St George rescued a maiden by slaying a fearsome fire-breathing dragon.

St. George's flag

The national emblem and national flower of England is a red rose. The flower has been adopted as England's emblem since the time of the Wars of the Roses – civil wars (1455–1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose).

Red rose, national emblem of England

30 November – The national day of Scotland is St. Andrew's Day

St. Andrew is the patron saint of Scotland.
St. Andrew was one of Christ's twelve apostles. Since medieval times the X-shaped cross upon which St. Andrew was supposedly crucified has been the Scottish national symbol.

St. Andrew's flag

The national emblem and national flower of Scotland is the thistle, a prickly-leaved purple flower which was first used in the 15th century as a symbol of defence.

Thistle, national emblem of Scotland

1 **Complete the table below.**

FLOWER	REGION	PEOPLE	DATE	SAINT

2 **PERSONAL PROJECT Each country in the world has numerous national symbols, such as the nation's flag, the national anthem or the national flower. Complete the table with five countries and the flowers that are their national emblems.**

COUNTRY	FLOWER
Belgium	*Red Poppy*

MAY DAY

May Day is a holiday that celebrates the return of spring. It usually takes place in May. Many people celebrate May Day with festivals or flowers. May Day is not an official holiday in the United States. In the United Kingdom it is a bank holiday that is celebrated on the first Monday in May. In some countries May Day is a holiday that honors workers, similar to Labor Day. Here are some May Day facts and traditions.

Decorating Houses

May Day begins early in the morning. People go out before sunrise in order to gather flowers and greenery to decorate their houses and villages with the belief that the vegetation spirits would bring good fortune.

Washing in the early morning dew

Girls have a special habit of washing their faces in the dew of the early morning. They believed this made them very beautiful for the following year.

Maypole Dance

The medieval tradition is the one which is probably best known to everybody. Maypole is a tall pole around which dancers perform a beautiful dance with ribbons. This is popular in Germanic countries plus United States and Canada. The pole is decorated with flowers and ribbons in an elegant manner while dancing. It's a great day of singing and dancing in the traditional Maypole style where children get small pretzels.

May Queen

The highlight of May Day was the crowning of the May Queen, the human replica of Goddess Flora. By tradition she took no part in the games or dancing, but sat like a queen in a flower-decked chair to watch her 'subjects'.

May Day Garlands

Young girls would make May Garlands. They cover two hoops (rings) with leaves and flowers and sometimes they put a doll inside to represent the goddess of spring. In some parts of Britain, May 1st is called Garland Day.

Fertility

May Day has been celebrated by many cultures over many centuries. Gods of the forest, goddesses of motherhood and a number of agricultural Gods are connected to this holiday. Spring is known as the time when the fertility is high because of the favorable temperature and a feeling of celebration.

Lei Day

Lei day, celebrated in Hawaii started in 1929 and still continues. Each island has a different type of celebration, but the aim is the same – to celebrate the onset of spring. People immerse themselves in the centuries-old tradition of presenting flower necklaces to say "Aloha" at the Lei Day celebration. Here, May Day is Lei Day where every person can enjoy hula dancing, and Hawaiian music.

Wherever you are, make sure you spend your May Day acknowledging the good things within you, dancing around the Maypole, washing your face with morning dew, and simply enjoying your holiday!

1 **People dance around a may pole on May Day. Complete the word spirals. All the words have got four letters. The last letter of each word is the first letter of the next word.**

1. past simple of **to sell**
2. past simple of **to draw**
3. quite hot
4. plural of **mouse**
5. not **difficult**
6. my, his/her, our, … , their
7. the first school … is " You must wear school uniform"
8. You hear with these
9. She … that she liked swimming
10. You sit on this. It is bigger than a chair
11. I won't be … to come to your party because I'm going on holiday
12. opposite of **west**
13. past tense of **to tell**
14. short name for David
15. you see with these
16. opposite of **go**

5			6			7
		12			13	
			16			
4 M	11 A	Y	P	O	L	8 E
		15			14	
		10			9	
3			2 D	L	O	1 S

2 **PERSONAL PROJECT Follow the link: https://www.youtube.com/watch?v=3Rc7CeQ1H9o Watch the video and answer the questions:**

a) What's the weather like?
b) What are the children wearing?
c) What are the children doing?
d) Can you name a similar Romanian celebration when children dance?

Thanksgiving

The history of Thanksgiving

Thanksgiving combines the traditions of different groups of people. Travellers and migrants brought different religious traditions from Europe to the United States and Canada. The pilgrims first celebrated Thanksgiving after their journey across the Atlantic Ocean on the famous Mayflower ship. They held days of prayer, fasting or feasting to give thanks for successfully making the long boat journey. Later, settlers celebrated their successful harvest in a new land by holding feasts with their Native American neighbours.

Thanksgiving today

In Canada, Thanksgiving is celebrated on the second Monday in October. In the United States, it is on the fourth Thursday in November. Although its origins are religious, today, Thanksgiving is a largely secular holiday. For most Americans and Canadians, it is a day for coming together with family and friends to share a large meal, spend time with loved ones and express gratitude for the year that has passed. In many households there is a tradition of everyone seated at the table sharing what they are most grateful for.

Thanksgiving food

Thanksgiving is also about food. Thanksgiving dinner traditionally includes roast turkey, mashed potatoes, cranberry sauce and, for dessert, apple, pumpkin or pecan pies. Every family has its own recipes, sometimes secret recipes handed down through generations. Turkey, a bird native to North America, is the unofficial mascot of Thanksgiving, with roast turkey on the menu and turkey decorations on the wall.

More than food: football, parades and traffic jams!

Beyond food and gratitude, American and Canadian families gather around to cheer on local or national teams.

Parades are another common part of the festivities. In the United States, the Macy's Thanksgiving Day Parade takes place in New York City on the morning of Thanksgiving. It's one of the world's largest parades and is broadcast nationwide. A similar Thanksgiving parade happens in Canada as part of the Kitchener-Waterloo Oktoberfest, a multi-day autumn festival.

Unfortunately, heavy traffic is also common at Thanksgiving. In both countries, the week of Thanksgiving is one of the most popular travel times of the year.

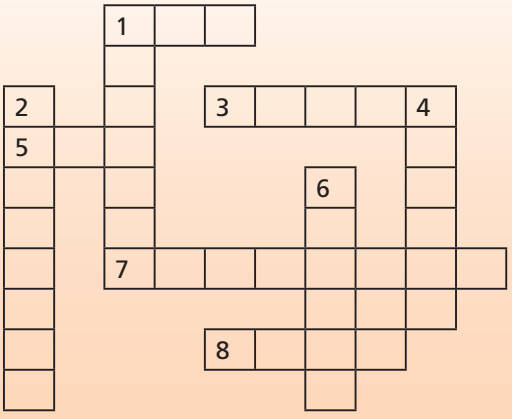
1 **Complete the sentences with the following words: gratitude, settlers, secular, pardon, feast, light-hearted.**

1 New … from Europe brought religious traditions with them to North America.
2 Even though the first Thanksgiving celebrations were days of prayer, the modern holiday is largely … .
3 A roast turkey is the centrepiece of the big Thanksgiving… .
4 Modern Thanksgiving is a… , fun holiday full of activities like football and parades.
5 The American President saves some turkeys from being feasted on by issuing a presidential … .
6 More than just food and fun, Thanksgiving is about … and reflecting on a successful year.

2 **Thanksgiving puzzle.**

ACROSS
1 A popular dessert for the Thanksgiving meal.
3 A big meal.
5 Some people take one of these after a big Thanksgiving meal.
7 The month in which Americans celebrate Thanksgiving.
8 The season that follows summer (American for autumn).

DOWN
1 A large orange vegetable eaten during the Thanksgiving meal.
2 The first inhabitants of the North American continent.
4 A large bird, often eaten during holiday meals.
6 Relatives.



3 **PERSONAL PROJECT Think of a traditional Romanian celebration. What special dishes do people eat on that day? Write the recipe for one of them in detail.**

Notting Hill Carnival

The sights, the sounds, the smells, the samba! Each year on the last weekend in August, Notting Hill is in party mood. The famous Notting Hill carnival is one of the most spectacular annual events in London, which attracts around two million people – not to mention the largest street party in Europe!

Notting Hill Carnival may have its roots in the Caribbean, particularly in Trinidad, where the tradition of carnival was very strong. The event was first held in 1964 and from the very beginning it was a huge success. In Notting Hill it brought people together. With the addition of costumes and a steel band it invited everybody out and onto the streets in appreciation of the music. In recent years it has grown to reflect the multi-cultural nature of society today, the event attracting participants and spectators from all over the world. Notting Hill Carnival encourages an open festival, offering different groups of people the opportunity to celebrate their particular cultural traditions. These groups are from Afghanistan, Africa, Central America and the United Kingdom.

The carnival features a legendary parade with dancers, performers and musicians from the local community as well as great food and an incredible party atmosphere. For two days the carnival brings sound and excitement to the streets of London. It's fantastic, it's fun and it's free. It shows Notting Hill as a vibrant city area, whose people get together once a year to be part of the carnival.

The best day to go to the carnival is on Sunday, which is known as 'Family Day', when you can see the brilliant Children's Parade, with costumes and music pumping from the sound systems to inspire dancing in the streets: reggae, merengue and rumba.

Notting Hill Carnival is a spectacular event and a great contribution to the British cultural life.

1 **Read the text again and decide if the following sentences are true (T), false (F) or don't know (DK).**

1	Notting Hill Carnival is a biannual event.	T	F	DK
2	Notting Hill Carnival may have its roots in Trinidad.	T	F	DK
3	It began in the early 1960s.	T	F	DK
4	The Carnival lasts over three days.	T	F	DK
5	It starts on the last weekend of August every year.	T	F	DK
6	Notting Hill Carnival is completely free.	T	F	DK
7	The best day to go is on Sunday.	T	F	DK
8	You will need to bring cash to pay for food.	T	F	DK
9	A lot of Caribbean food, hot and cold drinks and beer are available.	T	F	DK
10	You can see the brilliant Children's Parade on Saturday.	T	F	DK

2 **PERSONAL PROJECT** **Follow the link and watch the video:**
https://www.youtube.com/watch?v=YURnysjdSgU

a) What are the people doing in the street?
b) What are they wearing?
c) How are they feeling?

Unusual festivals in Australia

1 Henley on Todd Regatta

Henley on Todd Regatta is a boat race with a unique difference – it is held on the dry sands of the Todd River! Get dressed up for a day of frivolity and fun and enjoy the hilarity as you watch teams race in bottomless boats through the deep course sand. The Regatta takes place every year on the third Saturday in August.

It began as a joke at the expense of the original British settlers and the formal atmosphere of the British river races which continue today. Every before September, the town holds a regatta which large numbers of locals and tourists attend.

Food and drinks are sold at stalls, «no fishing» signs are put up, and the celebration takes all day. «Boats» are made from metal frames and hung with banners and advertisements, and teams of «rowers» run their boats in races through the hot sand. Races are also held in washtubs, human-sized hamster wheels and at the final event, modified trucks as boats are driven by teams armed with flour bombs and water guns. Traditional teams include Pirates and Vikings, wearing costumes. 20,000 spectators come every year to watch competitors running their elaborately built "boats" down the dry riverbed during the Henley on Todd Regatta. It's a day of fun, hilarity and plenty of laughs.

1 Find these words in the text:

1 a competition between people rowing boats
2 a person who goes to live in a new country or region
3 people who watch an event
4 a sporting event in which races between rowing boats or sailing boats are held

2 Surf the internet and find a short funny video about Henley on Todd Regatta. What are the boats in your video made from?

2 The Good Dog! International Film Festival

Good Dog! is a film festival screening engaging films that include a dog. The annual festival is held in Sydney Harbour. All profits are donated to Australian and International dog charities. The festival director is Anny Slater – a lawyer, filmmaker, writer and philanthropist.

This is pretty much a film festival for all the people who love dogs. The two-day film festival is entirely devoted to movies featuring man's best friend. Since 2012, the festival – and its sister event "The Easter Dog Parade" – have raised over $10,000. It's an energetic live literary performance which features the personal, true dog stories of everyday people, writers and performers.

U.S. *MovieMaker* magazine included "Good Dog!" in its list of "Top 10" Coolest Film Festivals in the "World-Out of the Box" category.

3 What movies have you seen where dogs played an important part?

3 Mary Poppins Festival

The Mary Poppins Festival is held during the winter school holidays each year so that everyone can make the most of what is on offer, something for every Mary Poppins fan, from music concerts backstage and on stage to pop up performances. The Festival offers something for all the family and for all ages. The program includes film, art, music, performance, literature and craft activities, during the 10-day event.

The artists share their stories through exhibitions and public art installations. People walk in the streets and search the rooftops for some very special new surprises as part of the Story Trails experience.

It is the chance for those of us who grew up with the much loved story and movie to share the magic and fun of Mary Poppins with our kids by bringing it to life through an amazing program of events. The Mary Poppins Festival celebrates the Art of Storytelling through a range of free events aimed at sharing stories through art and finding imaginative and creative ways to keep them alive.

There is only one way to describe the Mary Poppins festival – Supercalifragilistically fun!

4 **Follow the link below and write down five sentences about the street event you see in the video.**
https://www.youtube.com/watch?v=bWXHh_4OROA

4 Chinchilla Melon Festival

Chinchilla Melon Festival, a biannual event, attracts a lot of locals and international tourists, with its exciting activities like melon skiing, celebrity melon eating and melon chariot race. Not to mention the big melon weigh-in that's almost synonymous with this festival that celebrates the region's melon farming. Visitors can also enjoy the melon beach party, free family concerts, the popular Melon Fest street parade and the free melon feast.

5 **Surf the internet and find other festivals celebrating fruit or vegetables. What festivals are they? When and where do they take place? How are they celebrated?**

Final revision 1

Vocabulary Grammar

START

Which T are you late at night?

Which H is a type of film?

Which E is a natural disaster?

Which F do you do when you travel by plane?

Which S is the opposite of happy?

Which C makes you laugh in the cinema?

Which H is a walk in the countryside?

Which S means to travel by boat?

Which S shows football and tennis on TV?

Which C do you do with a tent?

Which T is a very strong wind?

FINISH

Final revision 1

Vocabulary

Grammar

1 **Complete the sentences with the present simple form of the verbs in the box.**

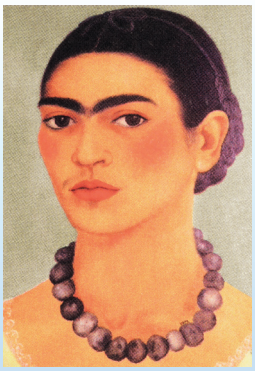
be have got live paint produce visit

1 Jacob … in Bristol in the west of England.
2 There … a lot of street art in Bristol.
3 Artists … images on walls, buildings and pavements.
4 People often … Bristol to see the street art.
5 Jacob … a favourite street artist. It's the Bristol artist, Banksy.
6 Banksy … street art all over the world, including London and Los Angeles.

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

My dad (1) … (*work*) for an art gallery and he (2) … (*travel*) around England twice a year to buy paintings. Today I (3) … (*look*) at Kieron Williamson's paintings with my dad. My dad (4) … (*call*) Kieron the next Picasso, but he (5) … (*be*) only eight years old. Kieron (6) … (*not draw*) today, he's at school. He (7) … (*not go*) to a special school. Kieron's a normal schoolboy who (8) … (*love*) playing football with his friends just like me – but I can't draw!

3 **Complete the text with the correct form of the verbs in brackets.**



The artist Frida Kahlo (1) … (*be*) born in Mexico in 1907. As a teenager, she (2) … (*want*) to study medicine. However, one day in September 1925, there (3) … (*be*) a terrible bus accident and Frida (4) … (*break*) a lot of bones. She (5) … (*spend*) many months in hospital. Frida (6) … (*not become*) a doctor, but a famous artist. In 1929, she (7) … (*marry*) Diego Rivera, another Mexican artist. She (8) … (*not live*) a very long life. She (9) … (*die*) in 1954.

4 **Order the words to make questions. Then write answers that are true for you.**

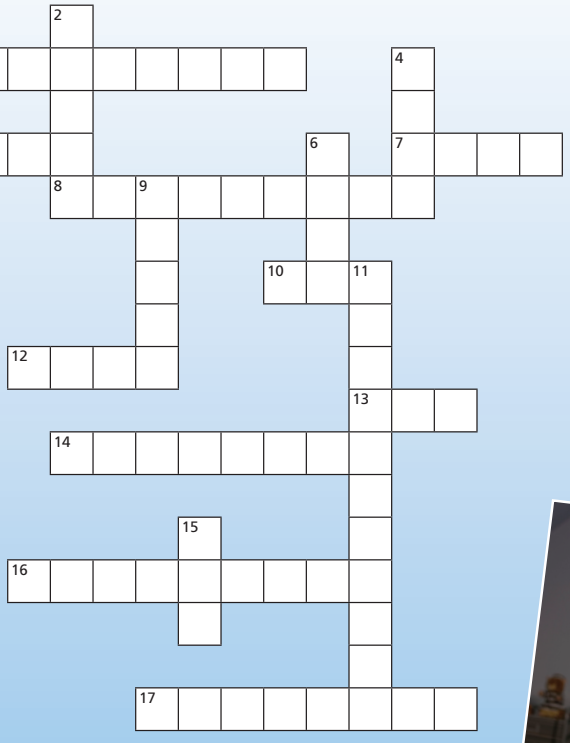
1 draw pictures / do / you / How often ?
2 like / Does / your brother / street art ?
3 in bed / you / at 10pm last night / Were ?
4 you / What / do / yesterday / did ?
5 your friends / Did / yesterday / play tennis ?

5 **Choose the correct words.**

At the moment, my class is (1) **visits / visiting** the Tate Modern in London. We (2) **often go / go often** to London with our school. The Tate Modern building (3) **was / were** a power station until 1981 so it (4) **has / have** got a 99m high chimney. The Tate (5) **opens / opened** as a museum of modern art (6) **in / on** 2000.

Final revision 2

Vocabulary Grammar



Across

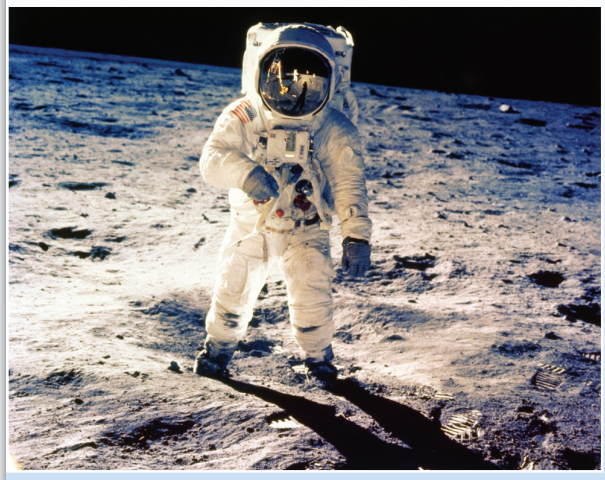
3 This person repairs electrical machines.
5 We need this to move the cursor on a computer screen.
7 This verb is the opposite of *drop*.
8 This person saves swimmers in danger.
10 This person helps sick animals.
12 John is very … He never does any work.
13 My parents often … for their shopping with their credit card.
14 A … is when your head hurts.
16 This person designs buildings.
17 We use these to listen to music on our computers.

Down

1 We do this when we go up a mountain.
2 The opposite of *kind*.
4 A lot of people have a … in winter.
6 We do this to have a lot of money.
9 A … person makes other people laugh.
11 You should go to the doctor if you have a high …
15 Please … on that chair.

Final revision 2

Vocabulary Grammar



1 **Complete the sentences with the correct form of the verbs in brackets. Use the past simple.**

1 In 1957, Laika the dog … (become) the first animal to orbit the Earth.
2 In July 1969, Neil Armstrong and Buzz Aldrin … (land) on the moon.
3 They … (walk) on the moon and a third astronaut, Michael Collins, … (stay) on the spacecraft.
4 Millions of people … (listen) to the radio or … (watch) the news.
5 My grandmother … (be) surprised when my dad … (tell) her. She …(not believe) him.
6 The three astronauts … (return) to Earth four days later.

2 **Write complete questions. Then write answers that are true for you.**

1 your dad / buy / a new laptop / last year ?
2 what / you / do / yesterday ?
3 you / when / get up / yesterday ?
4 what / do / after school tomorrow ?
5 you / visit / your grandparents / today ?
6 you / go camping / this summer ?

3 **Choose *a*, *b*, or *c* to complete the following sentences.**

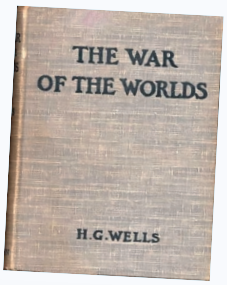
1 I … drink lots of coffee, but I stopped last week.
a) used to b) use to c) am used to
2 That auditorium … be a cinema.
a) use to b) used to c) was used to
3 I … like opera, but now I don't.
a) used to b) use to c) am used to
4 I … like western music, but now I do.
a) didn't use to b) didn't used to c) use not to
5 I always … be afraid of the dark.
a) use to b) used to c) was used to
6 I … drive a big car.
a) didn't use to b) wasn't used to c) didn't used to

4 **Fill in the comparative or the superlative forms of the adjectives.**

1 She is (*pretty*) than her sister.
2 This is (*good*) book I have ever read.
3 Which is (*bigg*) country in the world?
4 The weather is (*bad*) today than yesterday.
5 Sonya is (*intelligent*) girl in our class.
6 I like English (*much*) than Maths.

5 **Choose the correct words.**

Life on Mars



There are (1) **many / much** stories about Martians (people from Mars). In 1878, an Italian astronomer observed Mars (2) **because / when** he saw river canals. (3) **Some / Any** people believed that Martians built these canals. (4) **On / In** 1898, H.G. Wells wrote *The War of the Worlds*. In this book, the Martians were (5) **more / most** intelligent than humans. (6) **After / When** the narrator of the story travelled through England, the Martians invaded Earth. So, are there (7) **any / some** people on Mars? Probably not! The atmosphere is (8) **thinner / thinnest** than on Earth and there isn't (9) **much / many** ozone to protect the planet from the Sun's rays.

Final revision 3

Vocabulary Grammar

START

Do you ever ... in an exam? (5)

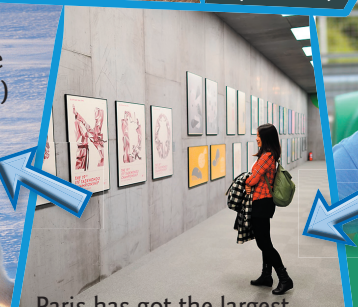
The ... is the biggest land animal. (8)

When I am 18, I want to ... to study history. (2, 2, 10)

Dave and Mark in the Killers play ... . (6)

Many people ... when they are 18. (5, 2, 5)

The ... lives in the Arctic Circle. (5, 4)



Paris has got the largest ... in France. (3, 7)

Let's recycle our used ... ! (5)

This game is difficult. I ...! (4, 2)

Nelson's Column is an important ... in London. (6)

In the UK, many children ... when they are 4. (5, 6)

Jumpers, gloves and scarves are often made of ... . (4)

FINISH

... is made from wood. (5)

In an ... you can see many different types of sea creatures. (8)

The ... is a mammal that lives in the sea. (7)

Final revision 3

Vocabulary Grammar

1 **Complete the sentences with *will* or *won't* and the verbs in brackets.**

Itinerary: Football team tour of North Wales.

Monday:

Mr. Jones (1) ... (*meet*) the football team at the train station.

The team (2) ... (*not sleep*) at the youth hostel. They (3) ... (*stay*) with families.

Tuesday:

The team (4) ... (*travel*) to Bangor. They (5) ... (*play*) three matches.

In the afternoon, they (6) ... (*visit*) Snowdonia National Park. They (7) ... (*not climb*) Snowdon, they (8) ... (*use*) the mountain train.

Wednesday:

Mrs. Pratchett (9) ... (*accompany*) the team to the Welsh Mountain Zoo.

2 **Complete the sentences with the correct tag questions.**

1 I am the person with the tickets, ... ?
2 He can ski well, ... ?
3 He likes chocolate very much, ... ?
4 She didn't work in a hotel, ... ?
5 They needed some new clothes, ... ?
6 We will move in a tiny flat, ... ?
7 She studies very hard every night, ... ?
8 She doesn't cook very often, ... ?

3 **Complete the text with the correct form of the verbs in brackets.**

are did do did will

1 Where ... you have lunch yesterday?
2 ... you meeting your friends tonight?
3 ... you learn to drive when you're 18?
4 ... you break an arm or a leg when you were young?
5 How often ... you study geography at school?

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

football / My brother / in the park / plays / with his friends.

My brother plays football with his friends in the park.

1 speak / while travelling / You / English / well / .
2 can't / when / tired / I / fast / am / run / I / .
3 dance / fantastically / They / salsa / .
4 at the Art club / Sophia / draws / beautifully / landscapes.
5 cooks / well / Paul / at his friend's restaurant / Chinese food.

5 **Agree or disagree, using *so* or *neither* / *nor*.**

1 I really like hiking. +
2 I don't like milk. –
3 I spoke to John yesterday. +
4 I will paint the house. –
5 I can't drive a bus. +
6 I am a good student. –

6 **Complete the sentences with *can* or *will*:**

1 ... I go camping with my friends at the weekend?
2 ... we go to the art exhibition?
3 ... you buy me some stamps at the post office, please?
4 ... you read louder, please?
5 ... I go to the cinema tonight?
6 ... you take the dog for a walk, please?

Grammar
Vocabulary
Reading
Writing
Spelling
Listening

Grammar guide – Module 1

Present simple

affirmative		
I	love	thrillers.
You	love	
He / She / It	loves	
We	love	
You	love	
They	love	

negative		
I	don't like	westerns.
You	don't like	
He / She / It	doesn't like	
We	don't like	
You	don't like	
They	don't like	

Present simple is used to express:
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** etc.,
always, **usually**, **never**, **on Mondays**, **once a week** etc.

questions			short answers	
			affirmative	negative
Do	I	watch DVDs?	Yes, I do.	No, I don't.
Do	you		Yes, you do.	No, you don't.
Does	he / she / it		Yes, he / she / it does.	No, he / she / it doesn't.
Do	we		Yes, we do.	No, we don't.
Do	you		Yes, you do.	No, you don't.
Do	they		Yes, they do.	No, they don't.

Question words

What's your name?	My name's David.
Where are you from?	I'm from London.
When's your birthday?	It's in March.
Who's Lucy?	She's my cousin.
Why are you happy?	It's my birthday.
How often do you buy DVDs?	I never buy them.

Adverbs of frequency

0% → 100%					
never	hardly ever	sometimes	often	usually	always

Frequency expressions

I watch the news **every day**.
My friend goes to the cinema **at the weekend**.

Spelling: third person singular

- for most verbs add *-s*
  drink → drink**s**
- for verbs that end in *-s*, *-sh*, *-ch* and *-x* add *-es*
  pass → pass**es**
  wash → wash**es**
  watch → watch**es**
  fix → fix**es**
- for verbs that end in consonant *+y*, omit the *-y* and add *-ies*
  study → stud**ies**
- for verbs that end in vowel *+y*, keep the *-y* and add *-s*
  play → play**s**
- irregular verbs
  be → is
  have → has

Grammar guide – Module 2

Present simple vs. Present continuous

Present simple is used to express:	Present continuous is used to express:
habits: **We walk in the park on Sundays.**	actions happening at the time of speaking: **I'm doing my homework now.**
routines: **We start school at 8 o'clock in the morning.**	temporary situations: **She's studying for her exams these days.**
timetables, schedules, programmes: **The train arrives at 10 o'clock.**	making plans, fixed arrangements for the near future: **They're moving into their new house next week.**
Time expressions: **Every day / weekend / year** etc., **always**, **usually**, **never**, **on Mondays**, **once a week** etc.	annoying habits (with always) **They are always leaving the door open!**
	Time expressions: **At the moment**, **now**, **this week**, **these days**, **today** etc.

Spelling: verb + *-ing*

- add *-ing* to most verbs
  build → build**ing**, climb → climb**ing**
- for verbs that end in *-e*, omit the *-e* and add *-ing*
  hike → hik**ing**, make → mak**ing**
- for verbs that end in *-ie*, change the *-ie* to *-y* and add *-ing*
  die → dy**ing**
- for one-syllable verbs that end in a vowel + a consonant (except *w*, *x* or *y*), double the consonant and add *-ing*
  hit → hit**ting**
- for two syllable verbs that end in a stressed vowel + a consonant, double the consonant and add *-ing*
  begin → begin**ning**

Grammar guide – Module 3

be: past simple

affirmative		
I / He / She / It	was	an author.
You / We / You / They	were	

negative		
I / He / She / It	wasn't	an author.
You / We / You / They	weren't	

questions	short answers	
	affirmative	negative
Was I / he / she / it a traveller?	Yes, I was.	No, I wasn't.
Were you / we / you / they happy?	Yes, you were.	No, you weren't.

Past simple

affirmative	
I	arrived.
You	arrived.
He / She / It	arrived.
We	arrived.
You	arrived.
They	arrived.

negative	
I	didn't go.
You	didn't go.
He / She / It	didn't go.
We	didn't go.
You	didn't go.
They	didn't go.

questions			short answers	
			affirmative	negative
Did	I you he / she / it we you they	go?	Yes, I did. Yes, you did. Yes, he did. Yes, we did. Yes, you did. Yes, they did.	No, I didn't. No, you didn't. No, he didn't. No, we didn't. No, you didn't. No, they didn't.

Past simple is used to express:
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

Spelling: past simple regular verbs

- for most verbs add *-ed*
  invent → invent**ed**
- for verbs that end in *-e*, add *-d*
  arrive → arrive**d**
- for verbs that end in a consonant + *y*, omit the *-y* and add *-ied*
  study → stud**ied**
- for verbs that end in a vowel + a consonant, add *-ed*
  visit → visit**ed**
- for verbs that end in a stressed vowel + a consonant (except *w*, *x* or *y*), double the final consonant and add *-ed*
  stop → stop**ped**
  permit → permit**ted**

Spelling: past simple irregular verbs

- for the irregular verb list, see page 175–176

Grammar guide – Module 4

Past simple irregular verbs

affirmative		
I	went	to the UK.
You	went	
He / She / It	went	
We	went	
You	went	
They	went	

negative		
I	didn't go (did not go)	last week.
You	didn't go (did not go)	
He / She / It	didn't go (did not go)	
We	didn't go (did not go)	
You	didn't go (did not go)	
They	didn't go (did not go)	

questions			short answers	
			affirmative	negative
Did	I	go?	Yes, I did.	No, I didn't.
Did	you		Yes, you did.	No, you didn't.
Did	he / she / it		Yes, he / she / it did.	No, he / she / it didn't.
Did	we		Yes, we did.	No, we didn't.
Did	you		Yes, you did.	No, you didn't.
Did	they		Yes, they did.	No, they didn't.

"Used to" is always a past form. It has no present form.

Affirmative	I / you / he / she / it / we / you / they used to play chess.
Negative	I / you / he / she / it / we / you / they didn't use to sing.
Interrogative	Did I / you / he / she / it / we / you / they use to jog?
Short answers	Yes, I / you / he / she / it / we / you / they did.
	No, I / you / he / she / it / we / you / they didn't.

Use:

- To talk about past habits or things that happened in the past, but no longer happen.
  He used to live in the countryside, when was a child. (**He** doesn't live anymore)
- We can use the past simple instead of "used to" with no difference in meaning.
  She used to live in New York.
  (She lived in New York).
  BUT They bought a new house last month.
  (**NOT:** ~~used to~~ buy – single past action).

Grammar Vocabulary Reading Writing Spelling Listening

Grammar guide – Module 5

The adjective – comparative and superlative forms

comparatives		
A laptop London is My sister	**smaller** **bigger** **than** **more beautiful**	a desktop. Birmingham. my cousin.

superlatives		
The laptop London is My sister	**the smallest** **the biggest** **the most beautiful**	in the shop. city in Britain. girl in her class.

Spelling: comparatives and superlatives

- for most short adjectives
  small → small**er** → the small**est**
- for short adjectives that end in *-e*
  wide → wid**er** → the wide**st**
- for short adjectives that end in a vowel + a consonant
  big → big**ger** → the big**gest**
- for short adjectives that end in *-y*
  happy → happ**ier** → the happ**iest**
- for long adjectives
  famous → **more** famous → **the most** famous
- irregular adjectives
  good → better → the best
  bad → worse → the worst
  much → more → the most
  many → more → the most
  little → less → the least
  far → farther / further → the farthest / he furthest

The forms of the genitive

's / ' – genitive	
proper nouns	Jenny's dress is red.
nouns in the singular	The boy's bike is new.
irregular plurals	The children's books are on the shelf.
regular plurals	The boys' bikes are in the garden.

of – genitive	
for things	The windows **of** the room are wide open.
for animals	The ears **of** the bunny are very long.

Uses of the genitive

- We use **s** – genitive – mostly for people.
  We use **of** – genitive – mostly for things and animals
- For singular nouns ending in **-s** we add **'s**
  The actress's role was very difficult.
- For proper nouns ending in **'s** we have 2 possibilities:
  Charles's book is interesting
  or
  Charles' book is interesting.
- If 2 people own the same object we add **'s** after the last one
  Tom and David's house is in Oxford street.
- If 2 people own different objects we add **'s** after each person.
  Tom's and David's houses are in the same street.

Grammar guide – Module 6

(not) as ... as

(not) as ... as
New York is **as** famous **as** London.
The Taj Mahal is **not as** old **as** the Great Pyramid.

- we use *as* + adjective + *as* to show that two things are similar

  Los Angeles is as crowded as San Francisco.
- we use *not as* + adjective + *as* to show that two things are different

  The Sydney Opera House is not as large as The Tower of London.

too, enough and not enough

too, enough, not enough
too + adjective / adverb + to-infinitive It is **too cold** to go surfing today.
adjective / adverb + enough + to-infinitive He is **tall enough** to reach the top shelf. not + adjective / adverb + enough + to-infinitive The Statue of Liberty was **not exciting enough** for me.
enough + noun + to-infinitive We've got **enough time** to see all the museums.

- we use *too* + adjective to say that something is excessive

  We were too tired to visit the caves.
- we use adjective + *enough* to say that something is sufficient

  The car was big enough for us all.
- we use *not* + adjective + *enough* to say that something is insufficient

  The holiday wasn't exciting enough for me.
- we use *enough* + noun to say "as many or as much as sb needs or wants"

  Is there enough room for me?

Grammar
Vocabulary
Reading
Writing
Spelling
Listening

Grammar guide – Module 7

Expressing agreement and disagreement

Expressing positive agreement	
We use *so* to agree with what someone says:	***So* + auxiliary / modal verb + subject**
I **love** watching films.	**So do I.**
Sandra **likes** going to the cinema.	**So does Ann.**
I **had** a wonderful day yesterday.	**So did I.**
Ben **can** swim.	**So can John.**
I **am** busy.	**So am I.**

Expressing negative agreement	
We use neither / nor to agree with a negative statement.	***So* + auxiliary / modal verb + subject**
I **don't like** playing badminton.	**Neither / Nor do I.**
Carla **doesn't like** jogging.	**Neither / Nor does Ann.**
I **didn't have** maths last week.	**Neither / Nor did I.**
Brenda **couldn't** come to the party.	**Neither / Nor could Mary.**
I **wasn't** late for school yesterday.	**Neither / Nor was I.**

Expressing disagreement	
We use: *subject personal pronoun + auxiliary / modal verb* to disagree with what someone says:	
I often **go** swimming at weekends.	**I don't.**
I **don't play** computer games.	**I do.**
I **never walk** to school.	**I do.**
I **didn't do** my homework.	**Oh really? I did.**
I **can** drive a car.	**I can't.**

The modal verbs: *can*, *will* – making a polite request

Polite requests	Accepting	Refusing
Can you help me with the dishes?	Sure. / Sure, no problem.	No, / I'm sorry / I'm afraid I can't.
Will you make dinner tonight?	Yes, of course. / Certainly.	Sorry, (no) / I've got an appointment / I've got a lot of work to do.

- **Can I ...?** is used in informal English. We use this structure to ask permission to do something.
- **Will you ...?** is used when we ask somebody else to do something for us. It is more polite than can.

The main characteristics of modal verbs:

- they do not take an **-s**, **-ing** or **-ed** suffix.
  He **can sing**. (NOT: ~~He cans sing.~~)
- they form questions, negations and short answers without the auxiliary verb **do**.
  Can I go out? (NOT: ~~Do I can go out.~~)
- they are followed by a bare infinitive.
  You **can play** the drums. (NOT: ~~You can to play the drums.~~)
- they do not form all tenses. They usually have present or past tense.
  He **can skate**. (present tense) He **could ski** when he was younger. (past tense)

Grammar guide – Module 8

will / won't

future simple
predictions about the future with the verbs: *think, believe, hope, expect.* **His teachers think he will become a great artist.**
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.

Tag questions

Positive statement	Negative tag question
He **is** short,	**isn't** he?
They **have got** an ols car,	**haven't** they?
He **can** draw,	**can't** he?
She **loves** animals,	**doesn't** she?
You **are coming** to school,	**aren't** you?
We **visited** London,	**didn't** we?
They **will come** tomorrow,	**won't** they?
Negative statement	**Positive tag question**
He **isn't** at home,	**is** he?
They **haven't got** a new house,	**have** they?
He **can't swim**,	**can** he?
She **doesn't like** soup,	**does** she?
You **aren't running** today,	**are** you?
We **didn't write** the homework,	**did** we?
They **won't come** late,	**will** they?

Tag questions are short questions at the end of statements used in speech when we want to:

- **confirm that something is true or not**, or
- **to encourage a reply** from the person we are speaking to.
- A **positive** statement is followed by a **negative** tag question.

Mary can speak English, can't she?

- A **negative** statement is followed by a **positive** tag question

They aren't funny, are they?

- When the verb in the statement is in the *present simple* we form the tag question with **do / does**.

You play the guitar, don't you?
Alison likes tennis, doesn't she?

- If the verb is in the *past simple* we use **did**.

They went to the cinema, didn't they?

- When the statement contains a word with a **negative** meaning, the tag question is **positive**

They rarely eat in restaurants, do they?

Exceptions

Some verbs / expressions have different question tags. For example:

I am – *I am attractive, **aren't** I?*
Positive imperative – *Stop daydreaming, **will / won't** you?*
Negative imperative – *Don't stop singing, **will** you?*
Let's – *Let's go to the beach, **shall** we?*
Have got (possession) – *He has got a car, **hasn't** he?*
There is / are – *There aren't any spiders in the bedroom, **are there**?*
This / that is – *This is Paul's pen, **isn't it**?*

Grammar
Vocabulary
Reading
Writing
Spelling
Listening

Grammar guide – Module 9

Tense review

present simple	present continuous	past simple	future simple
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 etc., always, usually, never, on Mondays, once a week etc.	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.	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	predictions about the future with the verbs: *think, believe, hope, expect*. His teachers think he will become a great artist. 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.,

Adverbs of Time / Place / Manner – used to express details

adverbs of time describe WHEN something happens
We are visiting the museum next week.
They saw a film yesterday.

adverbs of place describe WHERE something happens
He races in the park.
They met in front of the theatre.

adverbs of manner describe HOW something is done adjective + *ly* = adverb: quick + *ly* = *quickly*
He walks quickly.
She drives carefully.
They get bored easily.

Adverbs of manner – spelling

- Adverbs of manner are usually formed from adjectives by adding **-ly**.
  *quiet – quiet**ly**; recent – recent**ly***
- Adjectives ending in **-le** drop the **-e** and take **-y**.
  *gentle – gent**ly**; possible – possib**ly***
- Adjectives ending in a **consonnant + y** drop the **-y** and take **-ily**.
  *easy – easi**ly**; happy – happi**ly***
- Adjectives ending in **-l** take **-ly**.
  *beautiful – beautiful**ly**; careful – careful**ly***

Irregular forms of adverbs

Adjective	Adverb
good	well
fast	fast
hard	hard
late	late
early	early
friendly	friendly

Irregular verbs

Infinitive	Past simple	Past participle
be /biː/	was, were /wɒz, wɜː(r)/	been /biːn/
beat /biːt/	beat /biːt/	beaten /'biːt(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 /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /ʧuːz/	chose /ʧəʊz/	chosen /'ʧəʊz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt, dreamed /dremt, driːmd/	dreamt, dreamed /dremt, driːmd/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪv(ə)n/
eat /iːt/	ate /eɪt/	eaten /'iːt(ə)n/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feed /fiːd/	fed /fed/	fed /fed/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	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 /gruː/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜː(r)d/	heard /hɜː(r)d/
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜː(r)t/	hurt /hɜː(r)t/	hurt /hɜː(r)t/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜː(r)n/	learnt, learned /lɜː(r)nt, lɜː(r)nd/	learnt, learned /lɜː(r)nt, lɜː(r)nd/

Infinitive	Past simple	Past participle
leave /liːv/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /miːn/	meant /ment/	meant /ment/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shine /ʃaɪn/	shone /ʃoʊn/	shone /ʃoʊn/
shoot /ʃuːt/	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 /sliːp/	slept /slɛpt/	slept /slɛpt/
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /stiːl/	stole /stəʊl/	stolen /stəʊl(ə)n/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tiːʧ/	taught /kɔːt/	taught /kɔːt/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ˌʌndə(r)ˈstænd/	understood /ˌʌn dərˈstʊd/	understood /ˌʌn dərˈstʊd/
wake /weɪk/	woke /woʊk/	woken /ˈwoʊ kən/
wear /weə(r)/	wore /wɔː(r)/	worn /wɔː(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /ˈrɪt(ə)n/

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