

Fiona Mauchline • Daniel Morris
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Mihaela-Raluca Ionescu

Limba modernă 2

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. 4500/18.07.2019.

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

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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 2. Engleză. Manual pentru clasa a VI-a

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**School curriculum for
MODERN LANGUAGE 2, 6th grade
Programa școlară pentru disciplina
LIMBA MODERNĂ 2 clasa a VI-a**

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

Specific competences	Competențe specifice
1.1. Identify the overall meaning of a clearly articulated oral message in familiar contexts	1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
1.2. Identify the time and amount numerically expressed (prices, numbers) within a clearly and rarely articulated oral message	1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
1.3. Explore simple cultural aspects	1.3. Explorarea unor aspecte culturale simple
2.1. Form / Express a simple message in common situations with support from the interlocutor	2.1. Formularea unui mesaj simplu în situații uzuale, cu sprijin din partea interlocutorului
2.2. Asking for and providing information on numbers, pricing and time	2.2. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
2.3. Simple description of a person / character	2.3. Descrierea simplă a unei persoane/unui personaj
2.4. Express willingness to participate in short social interactions	2.4. Manifestarea deschiderii pentru a participa la scurte interacțiuni sociale
3.1. Identify information from panels and signs in public places in order to facilitate orientation	3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
3.2. Identify important event tracking items on a poster (including digital poster) or on any other support	3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
3.3. Identify data in a simple form (name, surname, date of birth, address)	3.3. Identificarea datelor cuprinse într-un formular simplu (nume, prenume, data nașterii, adresa)
3.4. Express willingness to receive simple written messages in the foreign language	3.4. Manifestarea deschiderii pentru receptarea de mesaje scrise simple în limba străină
4.1. Fill in a form with personal data (surname, first name, address, age, hobbies, etc)	4.1. Completarea de date personale (nume, prenume, adresă, vârstă, pasiuni etc.)
4.2. Write simple messages about self / others	4.2. Redactarea de mesaje simple despre sine/despre alții
4.3. Express willingness to exchange simple written messages	4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

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

Ce-ți oferă acest manual? Să facem o trecere în revistă!

This textbook is designed both to fulfill 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 textbook 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:

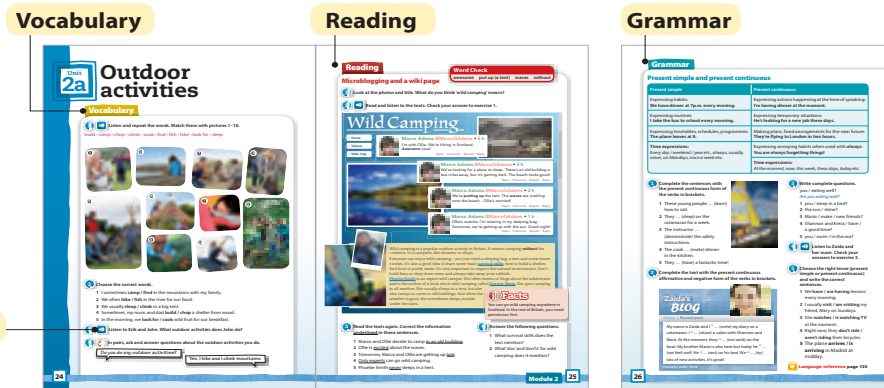
- ✓ A *welcome module* of five pages.
- ✓ *Eight modules* of nine pages.
- ✓ Eight pages of *Progress check*, one after each module.
- ✓ Four *Writing guides* of two pages each.
- ✓ Four pages of *Digital competence*.
- ✓ Twelve pages of *Celebrations and festivals all over the world*.
- ✓ Three *Life Skills Collaborative Projects* of two pages each.
- ✓ Four pages of *Final revisions*.
- ✓ Three pages of *CLIL*.
- ✓ Eight pages of *Language Reference* containing *vocabulary, grammar and speaking*.
- ✓ One page of *tongue twisters, riddles and jokes*.
- ✓ 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.

Manualul oferă flexibilitate în învățare, limbaj și conținut cu o gamă completă de componente și utilizarea tehnologiei moderne. Este un material atractiv și motivant, cu activități de vocabular și gramatică bine structurate, fiind centrat pe comunicare 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 cinci pagini.
- ✓ Opt module de câte nouă pagini.
- ✓ Opt *Teste de evaluare*, câte unul după fiecare modul.
- ✓ Patru *ghiduri de scriere* de câte două pagini.
- ✓ Patru pagini de *Competențe digitale*.
- ✓ Douăsprezece pagini de *Sărbători și festivaluri din toată lumea*.
- ✓ Trei *proiecte de grup* de câte două pagini.
- ✓ Patru pagini de *recapitulări finale*.
- ✓ Trei pagini de *CLIL*.
- ✓ Opt pagini de *trimiteri la studiul limbii care sistematizează noțiunile de vocabular, gramatică și comunicare*.
- ✓ O pagină de *exerciții de dicție, ghicitori și glume*.
- ✓ Două pagini de *verbe neregulate*.



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

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

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

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

Textele de **Exersarea citirii** sunt bogate în informații interesante și ilustrează limba în context. Toate textele sunt înregistrate.

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

Speaking

Writing

Culture

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

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

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

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

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

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

Progress check

CLIL activities

Language Reference

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

The **marking scheme** evaluates students' progress.

The **CLIL** texts encourage English language learning through studying about other subjects.

The **Language reference** is a reference section for the new vocabulary and grammar of the module.

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

Grila de evaluare marchează progresul realizat de elevi.

Textele de învățare integrată de conținut și limbă (**CLIL**) încurajează învățarea limbii engleze prin intermediul altor discipline.

Trimiterile la **noțiunile noi de vocabular și gramatică** din fiecare modul sunt prezentate la sfârșitul manualului.

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
Welcome! page 8		Possessive 's / s' • Be • Have got • Subject pronouns • Introductions	
1 On screen page 13		• Film types • TV programmes	• Present simple • Question words • There is / There are
2 Outdoor survival page 23		• Outdoor activities • Feelings	• Present simple • Present continuous
3 Plan the future page 33		• Life events • Musical instruments	• Present continuous for planned actions – extensive practice • Ordinal numbers
4 Good citizens page 43		• Jobs • Health problems and first aid	• Countable and uncountable nouns
CLIL Music – The 1960s page 53			
Round up 1	page 54	Vocabulary • Grammar	
CLIL Language – Regional dialects page 56			
5 Historical events page 57		• Discoveries • Natural disasters	• Be: past simple • Past simple: regular and irregular verbs
6 Transport and travel page 67		• Transport • Travel	• Past simple – extensive practice
7 Personal possessions page 77		• Money • Computer equipment	• The adjective – comparative and superlative forms • The forms of the genitive – Expressing possession
8 Having fun page 87		• Playing games • Places to visit	• Tense review: present simple and continuous, past simple • Making a polite request – The modal verbs: can, will
CLIL ICT – Dot-com companies page 97			
Round up 2	page 98	• Vocabulary • Grammar	
Writing guide	page 100	Digital competence	page 108
Final revision 1 – 2	page 130	Language reference	page 134



Reading	Writing	Listening	Speaking	Culture	Specific competences
Possessive adjectives • Clothes • School subjects • Family • Classroom language •					1.1; 2.1; 2.3; 2.4; 3.4; 4.1; 4.2; 4.3
• Forum discussion: Mehmet's Movie Blog	• A review • Capital letters and punctuation	• Looking at family photos	• Talking about likes and dislikes / Talking about films	• Film awards	1.1; 1.3; 2.1; 2.4; 3.2; 3.4; 4.2; 4.3
• Microblogging and a wiki page: Adventures of a wild camper	• A blog entry • Conjunctions: and, but, because	• Life with a Tribe	• Making plans / Before a weekend trip	• Summer camps	1.1; 1.3; 2.1; 2.3; 2.4; 3.2; 3.4; 4.3
• An infographic: Demographics	• A class survey • Expressions of amount	• The road to success	• Asking for and giving advice / In a music shop	• Music in schools	1.1; 1.3; 2.1; 2.4; 3.2; 3.4; 4.2
• A blog post: The global water crisis	• A description of a person • too and also	• Mountain rescue!	• Giving opinions / Talking about jobs	• The Police	1.1; 1.3; 2.1; 2.2; 2.3; 2.4; 3.4; 4.2

• A magazine article: Food origins	• A biography • Time prepositions	• Famous natural disasters	• Asking for information / At the library	• Explorers	1.1; 1.3; 2.1; 2.3; 2.4; 3.4; 4.2
• History essay – On two wheels	• A story • Time connectors: first, then, in the end	• Graham Hughes	• Asking for travel information / A bus trip	• Public transport	1.1; 1.2; 1.3; 2.1; 2.2; 2.4; 3.4
• Consumer advice leaflet: How to save money	• A description • Adjective word order	• My Online Swap Shop	• Buying and selling / Going shopping	• Charity shops	1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 3.2; 4.2
• A factual text – Board games: from cardboard to pixels	• An email • Verb tenses	• End of exams	• Expressing preferences / At a holiday camp	• Beaches in the UK	1.1; 1.3; 2.1; 2.4; 3.2; 3.3; 4.1; 4.2; 4.3

Festivals and celebrations all over the world [page 112](#)

Collaborative projects [page 124](#)

Having fun with English! [page 142](#)

Irregular verbs [page 143](#)



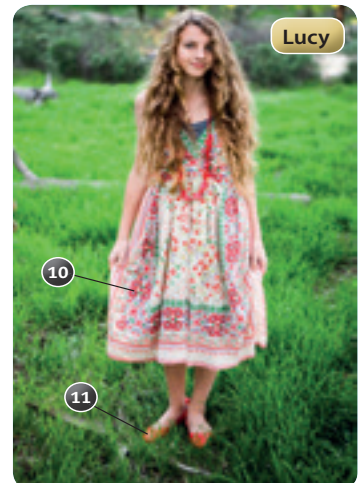
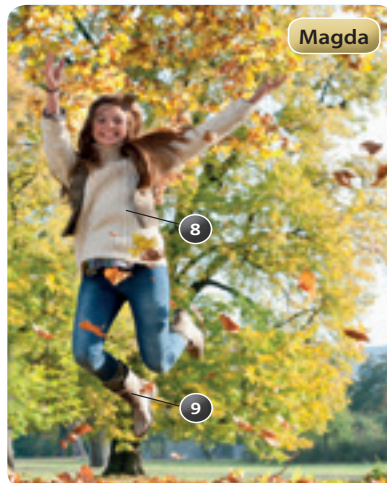
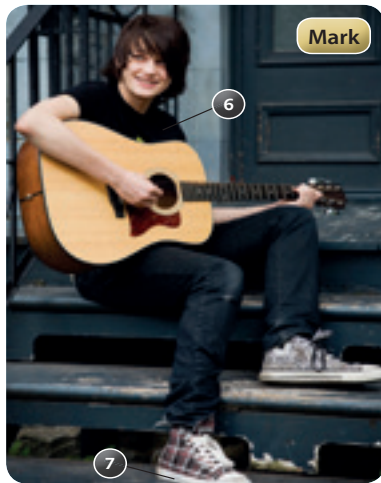
Welcome!

Vocabulary

Clothes

1  Listen and repeat the words. Match them with 1–11 in the pictures.

boots • dress • jacket • jeans • jumper • sandals • shirt • shoes • skirt • trainers • T-shirt



2 Look at the pictures in exercise 1 again and describe them. There is one example.

Anil's jeans are blue.

3  In pairs, talk about your partner's clothes.

David's T-shirt is green.

i Tips

Possessive 's / s'

Use 's' after a name or singular noun.

Magda's coat is blue.

Use ' after a plural word ending in -s.

The boys' jeans are blue.

School subjects

- 4  Listen and repeat the words.

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

- 5 Write sentences about your school week.

I've got science and PE on Mondays.

Family

- 6  Listen and repeat the words.

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

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

male	female
brother	sister
■	■

- 8 Complete the sentences with words from exercise 6.

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

Classroom language

- 9 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 at page 10 / Open / books / your / .
- 6 mean / 'chemist' / What / does / ?
- 7 this / pronounce / do / word / you / How / ?
- 8 Can / please / you / that / again / explain / ?
- 9 are / page / on / What / we / ?
- 10 have / this / we / Do / to / down / write / ?



Grammar

Be

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

- | | |
|------------------------------------|-------------------------------------|
| 1 I ... from Spain. | 4 My favourite hobby ... swimming. |
| 2 My best friend ... 14 years old. | 5 Madrid ... the capital of the UK. |
| 3 We ... in maths class. | |

Have got

2 Choose the correct form of the verb.

- I **have got** / **has got** two sisters and one brother.
- My father **haven't got** / **hasn't got** a red car.
- We **haven't got** / **hasn't got** an English exam tomorrow.
- She **have got** / **has got** white trainers.
- They **have got** / **has got** new mp3 players.



Subject pronouns and possessive adjectives

3 Copy and complete the tables with the words in the box.

your their you her its he we

Subject pronouns

I	you	■	she	it	■	■	they
---	-----	---	-----	----	---	---	------

Possessive adjectives

my	■	his	■	■	our	your	■
----	---	-----	---	---	-----	------	---

Listening

4 Listen to Sally talking about her family. How many brothers has she got?

5 Listen again. Copy and complete the sentences about Sally's family. There is one example.

Laura is *her* mum.

- Michael is ...
- Nicole is ...
- Harriet ...
- Tom ...
- Margaret ...

6 Write sentences about your family.

*My mum is Sonia and my dad is Daniel.
I have got a brother. His name is Juan.*



Speaking

Introducing yourself / First day at school

Model Dialogue



Jason

Hi, I'm Jason.
I'm from Manchester.
What about you?

How old are you?

I'm 13 too.

My hobbies are football and art.

Marcia



Hello, my name's Marcia.
Where are you from?

I'm from London.

I'm 13.

What are your hobbies?

Football and art? That's interesting.
My hobbies are athletics and art.



1 Listen to the dialogue. What are Jason and Marcia's hobbies?

2 Listen again and repeat the dialogue.

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

- | | |
|--------------------------|--|
| 1 How old are you? | a) My hobbies are video games and films. |
| 2 What's your name? | b) I'm 14. |
| 3 Where are you from? | c) My name's Joe. |
| 4 What are your hobbies? | d) I'm from Liverpool. |

Speaking Task

1 Talk about yourself

Read the information and choose two people.

- 1 Harvey: New York / 15 / singing and dancing
- 2 Nisha: 13 / Cambridge / computers and sport
- 3 Hammed: Birmingham / 14 / comics and cycling
- 4 Jasmine: London / 16 / music and cinema

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Hi, I'm Hammed.

Hello, my name's Nisha.

Useful Language Introducing yourself

Hi, I'm Jason.

I'm from Manchester. What about you?

How old are you?

What are your hobbies?

Hello, my name's Marcia. Where are you from?

I'm from London.

I'm 13.

My hobbies are football and art.

Focus on Language!



1 Who are they? Read the following emails. Then write the correct letters under the photos.

◀ ▶
⌵ ⌶ ⌷

• Home
• Back
• Refresh

• Find an efriend

Welcome efriends!

Mark Fischer mark.f@free.com • 5 h


A Hello! I'm Mark Fischer! I'm from Germany. I'm eleven years old. My hair is short and blond. My eyes are blue. I am quite tall. My favourite sport is football. I train twice a week. I'm in the football team of my school, too. What is your favourite sport? Please, be my efriend!

[Open](#) [Favourite](#) [Repost](#) [Reply](#)

Jasmine Murphy jasmine.murphy@idm.com • 3 h


B Hi! My name is Jasmine Murphy. I'm Australian. I'm twelve years old. My hair is short and dark brown. I'm tall and thin. My eyes are green. In my free time, I like riding the bike. What do you like doing in your free time? Do you have any interesting hobbies? Write back!

[Open](#) [Favourite](#) [Repost](#) [Reply](#)

Roy Crane crane.roy@aul.com • 5 h


C Hello! I'm Roy Crane. I'm twelve years old. I'm from Jamaica. I'm short and plump. My hair is short and black. My eyes are hazel. I love animals and I have a dog. Its name is Toby. Do you have any pet? What is your favourite animal? Write soon!

[Open](#) [Favourite](#) [Repost](#) [Reply](#)

Abigail Smith abigail@olg.com • 1 h


D Hi! My name is Abigail Smith. I'm from London, the capital city of the United Kingdom. I'm eleven years old. I'm short and thin. I am not heavy. My hair is long and blond. My eyes are blue. I like going to school and meeting my friends. My school is great! We do lots of class projects! How is your school and your English class? Please, send me an email!

[Open](#) [Favourite](#) [Repost](#) [Reply](#)

2 Read the emails again. Fill in the blanks. Where necessary, use possessive adjectives.

- 1 Mark is from ... eyes are blue.
- 2 Jasmine is ... hair is short and ...
- 3 Mark and Abigail have ... eyes. ... hair is ...
- 4 Roy has got a pet. ... name is Toby.
- 5 Roy is short and ... Jasmine is ... and thin.

3 Read the emails again and answer the following questions.

- 1 How old is Mark?
- 2 What colour are Roy's eyes?
- 3 Where is Abigail from?
- 4 Who likes riding his bike?
- 5 Who is Toby?

4 Choose an efriend from exercise 1. Write an email to him or her. Describe yourself and answer his / her questions. Do not forget to ask other questions, as well!

Did you Know...?

In 1971 Ray Tomlinson invented and developed electronic mail, as we know it today, by creating ARPANET's networked email system.

Module

1

On screen



In this module you will learn:

- Vocabulary**
- Film types
 - TV programmes
- Grammar**
- Present simple
 - Question words
 - There is / There are
- Reading**
- Forum discussion: Mehmet's Movie Blog
- Speaking**
- Talking about likes and dislikes / Talking about films
- Writing**
- A review
- Culture**
- Film awards

Find the page numbers for



- A mobile phone
- A famous cartoon
- A gold mask

Unit 1a



Film types

Vocabulary

- 1  Listen and repeat the words. Match them with pictures 1–6. What film type can't you see?

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



- 2 Write one example of a film for each film type in exercise 1.
- 3  Listen to Jake and Isabel. What are their favourite film types?
- 4  In pairs, ask and answer questions about your favourite film types.

What are your favourite film types?

I love horror films and adventure films.

Forum discussion

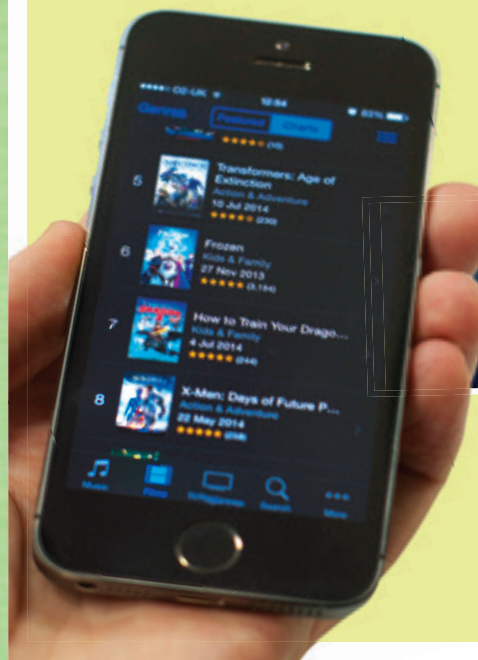
Mehmet's Movie Blog

Home Blog Videos Topics Review Top 10

Movie questionnaire

Hi everyone! Today's post is all about film-watching habits. How often do you watch films? Where do you watch them? What types of film do you like? Why do you decide to watch a film? I want to know!

Mehmet 50 minutes ago



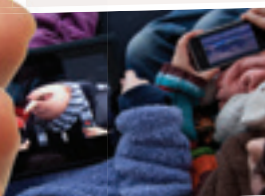
4 responses to 'Mehmet's Movie Blog'

I usually watch films on my computer and on my smartphone. I hardly ever go to the cinema because it's expensive. I like science-fiction and fantasy films with good special effects, but I hate 3D.

Rudy 44 minutes ago

I sometimes go to the cinema with my friends. We like thrillers, horror films and romantic comedies, but we often **choose** a film because we like the actors. We go to a cinema that has eight **screens** at my local shopping centre.

Katy 42 minutes ago

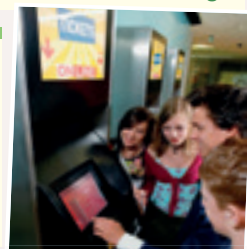


I always watch films on my dad's tablet. I love action and adventure films, but I like all film types except musicals. Oh, and I don't like westerns much.

Mike 36 minutes ago

I never watch films. I prefer television, especially comedies and sports programmes. My brother watches films all the time. His favourite is *The Hobbit*. He watches it once a week!

Eliza 29 minutes ago



i Facts

British teenagers go to the cinema more often when they are 13 and 14. This is because when they are 15, they have to pay the adult price.

1 Read the text quickly and choose the best title.

- a) New films at the cinema
- b) Teenagers and their favourite films
- c) Film-watching habits

2 Read and listen. Who says these things? Choose the correct names.

My favourite film types are science-fiction and fantasy.

Rudy

- 1 I don't like musicals, but I like all other film types.
- 2 I don't watch films, I only watch TV.
- 3 My friends and I like watching our favourite actors.
- 4 He watches *The Hobbit* all the time!
- 5 I really don't like 3D films.

3 Read the text again. Answer the questions.

- 1 What is Mehmet's blog post about today?
- 2 Why does Rudy hardly ever go to the cinema?
- 3 Who does Katy go to the cinema with?
- 4 Where does Mike watch films?
- 5 What types of TV programmes does Eliza watch?



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

Present simple

Affirmative	Negative	Interrogative	Short answers
I like	I don't like	Do I like ... ?	Yes, I do.
He / She / It likes	He / She / It doesn't like	Does he / she / it like ... ?	No, he / she / it doesn't.
We / You / They like	We / You / They don't like	Do we / you / they like ... ?	Yes, we do.

1 Choose the correct words.

- 1 My sister **choose** / **chooses** a film because she likes the actors.
- 2 You **put** / **puts** films on your tablet.
- 3 We **like** / **likes** romantic comedies.
- 4 My friends **use** / **uses** their phones to watch films.

2 Write the sentences in exercise 1 in the negative form.

3 Write complete sentences. Use the present simple.

Isabel / enjoy / science-fiction films.

Isabel enjoys science-fiction films.

- 1 She / not like / fantasy films very much.
- 2 Jake and I / not like / musicals.
- 3 Her brother / buy / film magazines and Isabel / read / the film reviews.
- 4 They / love / westerns, but I / hate / them.

4 Order the words to make questions. Then write answers so they are true for you.

like / Do / 3D films / you / ?

Do you like 3D films?

- 1 your best friend / watch / Does / films / on a computer / ?
- 2 film magazines / Do / read / you / ?
- 3 your classmates / old films / enjoy / Do / ?
- 4 prefer / you / films or TV series / Do / ?



Question words

Question words

What is your favourite film type?

Where do you watch TV?

When do you go to the cinema?

Who is your favourite film director?

Why do you like science-fiction films?

5 Choose the correct words.

- 1 **Who** / **What** is your favourite film?
- 2 **Where** / **Who** do you watch films?
- 3 **Who** / **When** is your favourite actress?
- 4 **Why** / **What** do you like going to the cinema with your friends?
- 5 **How often** / **Who** does your friend go to the cinema?

6 Match the questions 1–5 in exercise 5 with the answers a–e.

- a) I usually watch films at home.
- b) Jennifer Lawrence.
- c) Because it's fun.
- d) She never goes to the cinema.
- e) The first film in *The Hunger Games* trilogy.

7 Ask and answer the questions in exercise 5.

What is your favourite film?

My favourite film is *Avatar*.

There is / There are

i Tips

There is / There are

Use *there is* for uncountable nouns and singular countable nouns:

There's good ice cream at my local cinema.

There's an IMAX cinema in my city.

Use *there are* for plural countable nouns:

There are seven screens at the cinema.

There are three famous film magazines at the newsstand.

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

- 1 In London ... a cinema called the Electric. It opened in 1911!
- 2 ... three *The Lord of the Rings* films.
- 3 I like cinemas because ... drinks, sweets and popcorn.
- 4 I don't like cinemas because ... a lot of noise.
- 5 I like science-fiction films because ... some great special effects.

Adverbs of frequency

Adverbs of frequency

0%	She never watches films.
	I hardly ever go to the cinema.
	She sometimes goes to the cinema.
	They often choose a film because of the actors.
	You usually watch films on your tablet.
100%	He is always on his computer.

Adverbs of frequency go before the main verb and after the verb be and auxiliary verbs.

9 Write the sentences with the verbs and adverbs of frequency in brackets.

Our class survey says that:

- 1 Students ... (*never / use*) films to help with their homework.
- 2 They ... (*always / choose*) a variety of films online.
- 3 Their favourite types ... (*usually / be*) action films and comedy.
- 4 Boys ... (*often / go*) to the cinema on Thursdays.
- 5 Students ... (*hardly ever / copy*) DVDs because it's illegal.

➔ **Language reference** page 134

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

Josh How often ⁽¹⁾... you ... (*watch*) films?

Liz Oh, two or three times a week. ⁽²⁾... you ... (*like*) documentaries?

Josh No, I don't. I ⁽³⁾... (*prefer*) science-fiction. ⁽⁴⁾... you ... (*like*) science-fiction films?

Liz They're OK. ⁽⁵⁾... you ... (*have got*) a favourite film?

Josh I'm not sure. *Avatar* ⁽⁶⁾... (*be*) good.

Liz Who ⁽⁷⁾... (*be*) the director?

Josh James Cameron. He's also the director of *Titanic*.
How about you? What ⁽⁸⁾... (*be*) your favourite film?

Liz *The Ring*.

Josh Oh no! I ⁽⁹⁾... (*not like*) horror films.

11 Listen and check your answers.

Grammar

1 2 3 4 5 6 7 8



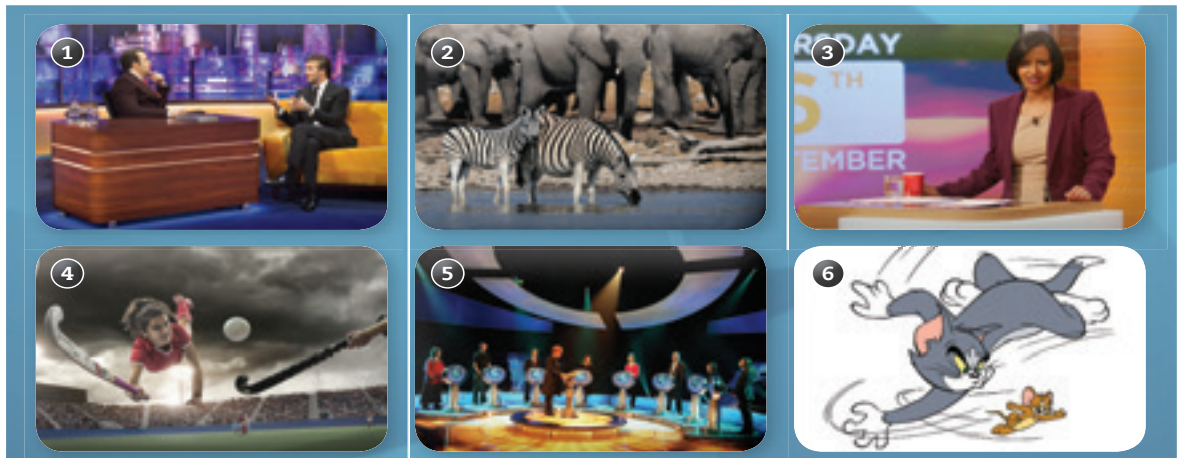
TV programmes

Vocabulary

1  Listen and repeat the words.

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

2 Match pictures 1–6 with the TV programmes in exercise 1. Which programmes are not in the pictures?



3 Write sentences about your favourite TV programmes using the words in exercise 1.

My favourite cartoon is ...

4  In pairs, ask and answer questions about your favourite TV programmes.

What's your favourite cartoon?

It's ... What about you?

Listening

5  Listen to the news report. Do teenagers watch more hours of TV than their parents?

6 Listen again. Are the sentences true or false?

- 1 Parents usually watch TV for about three hours a day.
- 2 Teenagers prefer computers and phones to television.
- 3 Young people usually watch TV on their computers.
- 4 More than half of young teenagers have a computer in their bedroom.
- 5 Teenagers often sleep for only four hours.



Speaking

Talking about likes and dislikes / Talking about films

Model Dialogue



Tim

What film do you want to see?

I can't stand them. What about *Dark Summer*? It's a horror film.

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

Let's see *The Lego Movie*!

Suzie



I want to see *About Last Night*. I like romantic comedies.

I don't like horror films. They're awful. How about *Tomorrowland*? Do you like science-fiction?

I really like them. They're great.

Good idea.

1



Listen to the dialogue. Which film do Tim and Suzie decide to see?

2

Listen again and repeat the dialogue.

3

Write complete sentences. Use *really like* 😊😊, *like* 😊, *don't mind* 😊, *don't like* ☹️ or *can't stand* ☹️☹️.

I / 😊 / romantic comedies. *I don't mind romantic comedies.*

1 My friends / 😊😊 / horror films.

3 We / 😊 / going to the cinema.

2 My dad / ☹️☹️ / animated films.

4 My teacher / ☹️ / watching films on TV.

Speaking Task

1 Talk about films

Look at the film posters and choose a film.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

What film do you want to see?

I want to see *Mr. Funnyman*. I like comedies.



Useful Language Talking about likes and dislikes

I like romantic comedies.

I can't stand them.

I don't like horror films. They're awful.

I don't mind science-fiction.

I really like them.

They're great.

A review

1  Read the Model Text 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?

Model Text

My favourite TV programme is *The Big Bang Theory*, an American comedy programme. It's on television on Sundays, but I often watch the repeats online.

The Big Bang Theory is about two scientists called Sheldon and Leonard and a waitress called Penny. I really like this programme because the characters always do funny things. I recommend this programme because it has a lot of intelligent comedy.

Sophie, 14



2 Look at the Tips. Find examples of 1–5 in the Model Text.

Tips

Capital letters and 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.

Among others, punctuation includes full stops (.) and question marks (?).

3 Rewrite the sentences with capital letters and the proper punctuation.

- 1 *eastenders* is a british soap opera
- 2 do you like sports programmes
- 3 my dad and i often watch a game show on saturdays
- 4 my favourite actor in the programme is jim parsons
- 5 what is your favourite TV programme

Writing Task

1 Plan

Make notes to write a review about your favourite TV programme and include:

Type of programme ... *is a Spanish drama ...*

When you watch it *I (often) watch it on ...*

What it's about *It's about ...*

Why you like it ... *because ...*

Why you recommend it ... *because ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The programme, when you watch it

Paragraph 2 Characters, why you like it, give a recommendation

3 Check

- present simple
- adverbs of frequency
- vocabulary for TV programmes
- capital letters and punctuation

 Go to the Writing guide 1 on page 100 to practice your writing skills.



FILM AWARDS

The Academy Awards are the most famous film industry awards in the English-speaking world. They are for actors, directors, writers and other people in the film industry. The winners receive a gold statue called an Oscar.

The Academy Awards ceremony occurs once a year in late February or early March at a theatre in Hollywood, in the USA. The ceremony is always on television. Every year, thousands of people wait outside the theatre because they want to see their favourite actors. The actors often pose for photos and talk with the public.

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 mask.



Oscar



BAFTA

1 Read and listen. Then answer the questions.

- 1 What do the winners of the Academy Awards receive?
- 2 When is the Oscar ceremony?
- 3 What is the British equivalent of the Oscars?
- 4 What do the winners of the BAFTAs receive?

2 Is there a film awards ceremony in Romania? What is it called?

3 **PERSONAL PROJECT** *The hall of fame*
Create a collage about your favourite film/ book characters. Present the collage to your classmates.

Pronunciation

/e/, /u:/ and /a:/

a Read and listen to the words.

/e/	director	ceremony	every
/u:/	statue	who	blue
/a:/	writer	why	like

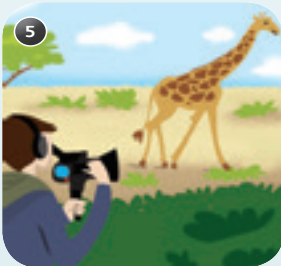
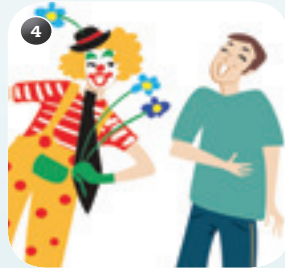
b Listen again and repeat.

Module 1 Progress Check

1 Order the letters then write the film types.

- 1 tedmiana 3 aafnsty 5 ehllrrt
2 eenrstw 4 niotac

2 Write the types of TV programme.



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

- I ... (love) film awards ceremonies.
- He ... (get) DVDs at the weekend.
- My parents ... (not go) to the cinema.
- He ... (not download) films.
- ... you ... (watch) much TV during the week?

4 Complete the questions with the words in the box.

how when where who why

- ... do you watch TV, in the morning or in the evening?
- ... 's your favourite actor?
- ... do you like him / her?

- ... often do you watch cartoons?
- ... do you do your homework?

5 Order the words to make sentences.

- often / am / tired / on Mondays / I / .
- the cinema / We / twice a month / go to / .
- the internet / hardly ever / My dad / uses / .
- goes / My uncle / always / at night / for a walk / .
- watch / every day / I / sports programmes / .

6 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 (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 3 = 15
4	5 × 2 = 10
5	5 × 3 = 15
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	



Collaborative project 1 page 124

Make a poster about your favourite artist.
Work in small groups.

Module

2

Outdoor survival



In this module you will learn:

- Vocabulary** ■ Outdoor activities
■ Feelings
- Grammar** ■ Present simple
■ Present continuous
- Reading** ■ Microblogging and a wiki page
■ Adventures of a wild camper
- Speaking** ■ Making plans / Before a weekend trip
- Writing** ■ A blog entry
- Culture** ■ Summer camps

Find the page numbers for



- A tent on the beach
- A poster about a weekend trip
- A map of the United Kingdom

Outdoor activities

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–10.

build • camp • chop • climb • cook • find • fish • hike • look for • sleep



2 Choose the correct words.

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

3  Listen to Erik and John. What outdoor activities does John do?

4  In pairs, ask and answer questions about the outdoor activities you do.

Do you do any outdoor activities?

Yes, I hike and I climb mountains.



Microblogging and a wiki page

1 Look at the photos and title. What do you think 'wild camping' means?

2 Read and listen to the texts. Check your answer to exercise 1.

Wild Camping

• Home

• Videos

• Web map



Marco Adams @MarcoGAdams • 5 h

I'm with Ollie. We're hiking in Scotland. **Awesome** view!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 3 h

We're looking for a place to sleep. There's an old building a few miles away, but it's getting dark. The beach looks good!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 2 h

We're **putting up** the tent. The **waves** are crashing onto the beach - Ollie's worried!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 1 h

Ollie's outside. I'm relaxing in my sleeping bag. Tomorrow, we're getting up with the sun. Good night!

Open Favourite Repost Reply

Wild camping is a popular outdoor activity in Britain. It means camping **without** the comforts of a campsite, like showers or shops.

Everyone can enjoy wild camping – you just need a sleeping bag, a tent and some warm clothes. It's also a good idea to learn some basic **survival skills**: how to build a shelter, find food or purify water. It's very important to respect the natural environment. Don't build fires or chop down trees and always take away your rubbish.

Phoebe Smith is an expert wild camper. She often tweets or blogs about her adventures and is the author of a book about wild camping called **Extreme Sleeps**. She goes camping in all weather. She usually sleeps in a tent, but she also camps in caves or old buildings. And when the weather is good, she sometimes sleeps outside under the stars.

Facts

You can go wild camping anywhere in Scotland. In the rest of Britain, you need permission first.

3 Read the texts again. Correct the information **underlined** in these sentences.

- 1 Marco and Ollie decide to camp in an old building.
- 2 Ollie is excited about the waves.
- 3 Tomorrow, Marco and Ollie are getting up late.
- 4 Only experts can go wild camping.
- 5 Phoebe Smith never sleeps in a tent.

4 Answer the following questions.

- 1 What survival skills does the text mention?
- 2 What 'dos' and 'don'ts' for wild camping does it mention?

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: <i>Every day / weekend / year, etc. always, usually, never, on Mondays, once a week etc.</i>	Expressing annoying habits when used with always : You are always forgetting things!
	Time expressions: <i>At the moment, now, this week, these days, today, etc.</i>



1 Complete the sentences with the present continuous form of the verbs in brackets.

- 1 These young people ... (*learn*) how to sail.
- 2 They ... (*sleep*) on the catamaran for a week.
- 3 The instructor ... (*demonstrate*) the safety instructions.
- 4 The cook ... (*make*) dinner in the kitchen.
- 5 They ... (*have*) a fantastic time!



2 Complete the text with the present continuous affirmative and negative form of the verbs in brackets.

Zaida's BLOG

Home | [Recent post](#)

My name is Zaida and I ⁽¹⁾... (*write*) my diary on a catamaran. I ⁽²⁾... (*share*) a cabin with Shannon and Kiera. At the moment, they ⁽³⁾... (*not work*) on the boat. My brother Mario is also here, but today he ⁽⁴⁾... (*not feel*) well. He ⁽⁵⁾... (*rest*) on his bed. We ⁽⁶⁾... (*try*) lots of new activities. It's great!

Posted by Zaida, 16:32



3 Write complete questions.

- you / eating well?
Are you eating well?
- 1 you / sleep in a bed?
 - 2 the sun / shine?
 - 3 Mario / make / new friends?
 - 4 Shannon and Kiera / have / a good time?
 - 5 you / swim / in the sea?

4 Listen to Zaida and her mum. Check your answers to exercise 3.


5 Choose the right tense (present simple or present continuous) and write the correct sentences.

- 1 We **have** / **are having** lessons every morning.
- 2 I usually **visit** / **am visiting** my friend, Mary on Sundays.
- 3 She **watches** / **is watching** TV at the moment.
- 4 Right now, they **don't ride** / **aren't riding** their bicycles.
- 5 The plane **arrives** / **is arriving** in Madrid at midday.



6 Choose the correct words.

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

7  **Ask and answer the questions. Use the words below and the present simple or present continuous.**

What / you / do / now?

What are you doing now?

- 1 What / sports / you / usually / do?
- 2 How often / you / go camping?
- 3 What / your teacher / do / at the moment?
- 4 What / you / usually / have / breakfast?
- 5 What / your friend / do / right now?
- 6 How often / you / go / cinema?

8 Copy and complete the table using the time expressions in the box.

always at the moment every weekend
 never now once a week on Mondays
 this week today usually sometimes
 often currently rarely in the evening
 right now at the weekend at present

Present simple	Present continuous
always	

9 Complete the following sentences with the right time expression: *now, usually, at the moment, right now, at 10 o'clock, every Saturday.*

- 1 My father ... gets up at 7 o'clock.
- 2 He is playing a computer game ...
- 3 The plane leaves Heathrow ...
- 4 ... she is packing her suitcase.
- 5 My family and I go shopping ...
- 6 I am wearing my new shoes ...


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

Tim What ⁽¹⁾... you ... (*do*) after school today?
Jon Well, I usually ⁽²⁾... (*go*) to Scouts on Fridays.
Tim ⁽³⁾... you ... (*go*) today?
Jon No, I'm not. They ⁽⁴⁾... (*camp*) this weekend, but I ⁽⁵⁾... (*not go*).
Tim We ⁽⁶⁾... (*go*) fishing this afternoon. Do you want to come?
Jon Yeah, OK. What time?
Tim We ⁽⁷⁾... (*meet*) at five o'clock by the river.
Jon Do I need to bring anything?
Tim No, you don't. My dad always ⁽⁸⁾... (*bring*) the equipment.
Jon OK. See you then!

Grammar

1 2 3 4 5 6 7 8



11  **Listen and check your answers.**

Feelings

Vocabulary

1  Listen and repeat the words.

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

2 Match pictures 1–6 with the feelings in exercise 1. Which feelings aren't in the pictures?



3 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? | 3 after a long day at school? |
| 2 when someone breaks your things? | 4 when you don't pass an exam? |

4  Ask and answer the questions in exercise 3.


Listening

5 Read the following information about a TV programme. What type of programme is it?

Life with a Tribe Channel 3 9 pm

Watch how Charlie Timms and his family are surviving, as they live and eat with a tribe in the African savannah in this new documentary series.



6  Listen to the interview with Charlie Timms. Are the sentences true or false?

- 1 Charlie is getting up at the same time as always.
- 2 Today, he is making lunch for a lot of people.
- 3 He's feeling nervous because he doesn't like fishing.
- 4 At the moment, his children are resting.
- 5 His children are learning many new skills.

7 Listen again and answer the questions.

- 1 Why is Charlie getting up at 6 o'clock?
- 2 What is Charlie doing later?
- 3 What / your parents / do / at the moment?
- 4 What are his children doing now?

Speaking



Making plans / Before a weekend trip

Model Dialogue



Irina

Are you **camping** with the **school** **this weekend**?

Good idea! Are you free after school tomorrow?

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

OK. What time?

Great! See you then!

David



Yes, I'm really excited! Let's buy **the food** together.

Sorry, I'm **playing football**. What about on **Thursday afternoon**?

What about **in front of the supermarket**?

How about meeting **at half past four**?

1



Listen to the dialogue. Where are Irina and David going this weekend?

2

Listen again and repeat the dialogue.

3

Choose the correct order of the following sentences.

- OK. What time?
- Sorry, I'm studying. What about tomorrow?
- Are you going on the school trip next week?
- How about meeting at half past nine?
- Yes! Let's buy a map together.
- Good idea! Are you free this afternoon?

Speaking Task



1 Talk about a weekend trip

Read the posters and choose a trip.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

Are you going on the sailing weekend?

Yes, I'm really excited! Let's buy our shoes together.



Useful Language Making plans

Are you camping with the school this weekend?

Good idea! Are you free after school tomorrow?

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

OK. What time?

Yes! Let's buy our food together.

What about on Thursday afternoon?

What about in front of the supermarket?

How about meeting at half past four?

Writing

A blog entry

1  Read the Model Text and listen. Then answer the questions.

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



Model Text

We're in Cornwall, in the southwest of England. Today we're hiking along the coast and I'm excited!

There are three of us in the group. The leader is Michael. He's a PE teacher. He often walks long distances. My dad is with us too. He loves climbing mountains. And finally, there's me. I don't usually like adventures, but I'm having a good time. My sister isn't here because she's studying. She's jealous!

Tonight we're camping outdoors and Michael and Dad are building the shelter. Everyone is happy!

Posted by Tommy, 10:45



2 Look at the Tips. Find examples of *and*, *but* and *because* in the Model Text.

Tips

Conjunctions

We use *and*, *but* and *because* to join sentences, as the following examples illustrate:

We're hiking along the coast and I'm excited!
I don't normally like adventures, but I'm having a good time.
My sister isn't here because she's studying.

3 Copy and complete the following sentences with *and*, *because* or *but*.

They're looking for food ... they're hungry.

They're looking for food because they're hungry.

- 1 He likes fishing ... he doesn't like eating fish.
- 2 I'm chopping wood ... I'm building a fire later.
- 3 It's a fantastic day ... I'm happy.

4 **PERSONAL PROJECT** *A day in London*

Follow the link and print the map.

<https://mapcollection.wordpress.com/2012/07/22/tourist-map-of-london/>

Bring the map to class. You are in front of Buckingham Palace. Choose three sights that you would like to visit with your classmates.

Mark the attractions on your map.

Find your way to these London sights.

Writing Task

1 Plan

Make notes for a blog entry and include:

Location *I'm in ...*

Current activities *At the moment, I'm / we're ...*

Your companions *There are ... of us in the group.*

Your plans *Tonight / Tomorrow, I'm / we're ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Your location, what you are doing

Paragraph 2 Your group

Paragraph 3 Your plans, your feelings

3 Check

- present continuous for activities in progress
- present simple
- future plans
- vocabulary for outdoor activities and feelings
- conjunctions



SUMMER CAMPS

Every year, more than 10 million young people go to one of the 12,000 summer camps across the USA. There are speciality camps where children learn specific skills. There are adventure camps where children sleep outdoors, hike in the mountains or swim in the sea. There are sports camps and even rock camps where young people learn to play musical instruments.

In the UK, Woodcraft Folk organizes summer camps during the school holidays. Thousands of teenagers called Venturers aged between 13 and 15 attend the camps. They learn practical survival skills such as building shelters and cooking outdoors. They also learn about the environment, world peace and global issues. The teens in this photo are making a fire. There are also games and competitions. This year, they're having a competition to design a new membership badge.



Read and listen. Then answer the questions.

- 1 How many people go to summer camps in the USA?
- 2 What different kinds of summer camps are there in the USA?
- 3 What do children learn about at the Woodcraft Folk camps?
- 4 What competition is Woodcraft Folk having this year?

What summer camps are there in Romania?

Pronunciation

/s/

- a Listen and repeat.

summer sleep swim survival

- b Listen to the sentence and repeat.

At some summer camps you can swim in the sea.

Module 2 Progress Check

1 Match 1–5 with a–e to make outdoor activities.

- | | |
|---------|---------------------|
| 1 build | a) food |
| 2 chop | b) wood |
| 3 climb | c) trees |
| 4 hike | d) in the mountains |
| 5 cook | e) shelters |

2 Choose the correct words.

- I feel **angry** / **excited** when people tell me lies.
- My sister feels **tired** / **nervous** when she meets new people.
- My brother feels **worried** / **embarrassed** before getting exam results.
- Frank is **surprised** by / **sad** about meeting his favourite singer.
- Dervilla is **pleased** / **scared** with her exam results.

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

- He ... (*climb*) trees.
- They ... (*not build*) a camp.
- ... she ... (*fish*) today?
- I ... (*not chop*) wood now.
- We ... (*sleep*) outdoors tonight.



4 Choose the correct words.

- My cousin **lives** / **is usually living** in New York.
- At the moment he **stays** / **is staying** with us.
- In New York he **plays** / **is playing** basketball every day.
- He **doesn't play** / **isn't playing** basketball today.
- We **fish** / **are fishing** in the river now.



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

- Read the lyrics and listen to the song. Write down 5 sentences with the present continuous.
- Bring the song to the class to sing it together.

5 Complete the following sentences with the correct time expression: *at the weekend, at present, right now, every day, sometimes*.

- Do you watch TV ... ?
- She is preparing dinner ...
- They ... visit art galleries.
- We play football ...
- ... he is reading an interesting book.

6 Complete the dialogue. Use the correct form of the verbs in brackets.

- Will** ⁽¹⁾ ... (*be*) you free after school today?
Lou Yes, I ⁽²⁾ ... (*be*) but I usually ⁽³⁾ ... (*go*) to scouts on Fridays.
Will Is there scouts' meeting 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 What about food?
Will My mother always ⁽⁹⁾ ... (*cook*) the food and my cousin ⁽¹⁰⁾ ... (*buy*) the drinks.
Lou Sounds good. See you then!
Will Great! See you then!

Self-Check

Exercise no.	Score (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 2 = 10
4	5 × 3 = 15
5	5 × 3 = 15
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	

Module 3

Plan the future



In this module you will learn:

- Vocabulary** ■ Life events
■ Musical instruments
- Grammar** ■ Present continuous for planned actions – extensive practice
■ Ordinal numbers
- Reading** ■ An infographic: Demographics
- Speaking** ■ Asking for and giving advice / In a music shop
- Writing** ■ A class survey
- Culture** ■ Music in schools

Find the page numbers for



- A bride
- A tambourine
- A bar graph

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–12.

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 Choose the correct words.

- 1 When I am 18, I want to **start school** / **go to university** to study chemistry.
- 2 My brother **learns to drive** / **trains to be** a car.
- 3 In the UK, you can **leave** / **start school** when you're 16.
- 4 My mum **leaves home** / **works** as a doctor in Madrid.
- 5 They want to **have children** / **be born** when they are 30.

3  Listen to Alice and Matt. What are their future ambitions?

4  In pairs, ask and answer questions about your future ambitions.

What do you want to do in the future?

I want to learn to drive when I'm 17.

An infographic

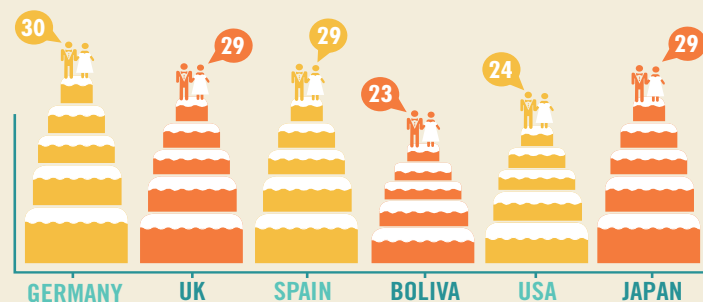
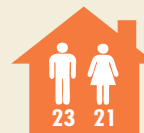
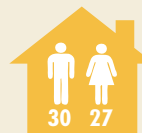
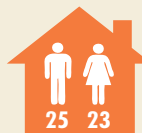
DEMOGRAPHICS

If you want to know your future, look at the demographics for your country, not your horoscope. Demographics are real statistics about real places. Here are a few examples ...



LEAVING HOME

As you're a British girl, you're probably leaving home when you're about 23. The **average** British boy isn't leaving home until he's nearly 25. In Spain, a girl is leaving home at about 27, but a boy isn't leaving until he's nearly 30. In Finland, the average girl is leaving home at 21 and a boy at 23.



GETTING MARRIED



A person born in the UK, Spain or Japan is getting married for the first time at about 29 years old. In Bolivia or the USA, you are 23 or 24. If you're German, you're probably getting married at 30.



HAVING CHILDREN

In the USA, you probably have two children. British families have 1.9 children and in Spain they have 1.5. In Bolivia, the average family has 2.8 children.

AGE

How long is your life-span? Spain is a good place to live as you're probably living to around 81. This is the same as Iceland (81) and better than the UK or the USA (80).



1 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 Germany.
- 3 The Spanish have more children than people in the USA.
- 4 The Spanish live longer than the British.

2 Read and listen to check your answers.

3 Read the text again. Answer the following questions.

- 1 How old are most British girls when they leave home?
- 2 In which country are you getting married at 30?
- 3 How many children does the average family in the USA have?
- 4 Which country has the most children per average family?
- 5 According to the text, is Spain a good place to live? Why?

i Facts

The country with the longest life expectancy in the world is Monaco. Why do you think Monaco has the longest life expectancy?

Present continuous for planned actions – extensive practice

Present continuous for planned actions

I'm playing tennis **tomorrow afternoon**.

We are going to the theatre **on Sunday evening**.

You're sleeping on a boat **next week**.

You are flying to London **on Monday**.

He's camping in the forest **on Saturday**.

They are meeting at the music festival **next weekend**.

- 1** Look at Erik's diary. Complete his plans with the time expressions in the box.

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

Wednesday 15	Thursday 16	Friday 17	Saturday 18
■	9 am: English exam	■	10 am: swimming with Dad
5 pm: basketball	■	7 pm: pizza with friends	7 pm: Jon's party!

- I'm playing basketball ...
- We're having an English exam ...
- My friends are having pizza with me ...
- My dad and I are going swimming ...
- Jon is having a party ...

- 2** Make notes about five plans you have for the next week. Look at Erik's diary as an example. You may write your plans on a post-it note.

- 3** Swap your plans with a partner. Then ask for more information about each plan.

A: What are your plans for next week?

B: On Friday evening, I am going shopping with my friends ...



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

- We ... (*go*) for a picnic on Friday morning.
- She ... (*visit*) some friends on Saturday.
- They ... (*meet*) at my house tomorrow at 9 a.m.
- Paul ... (*play*) football the day after tomorrow.
- Next Sunday they ... (*run*) 15 miles for charity.

i Rules

We can use present continuous followed by future time expressions to speak about future plans / arrangements.

I am travelling to the USA next year.

The following future time expressions can be used: *tomorrow, tomorrow morning / afternoon / evening / night, next week / month / December / year, etc., the day after tomorrow, on Christmas day / on November 24th (future dates).*

Present continuous for planned actions can only be used when an action can logically be planned in advance:

My leg's hurting next Thursday.
is NOT possible

- 5** Are you doing these activities next week? Answer with a complete sentence. Use the affirmative or the negative form of present continuous.

- invite a friend for dinner next Monday.
- watch a football match next Tuesday evening.
- make a chocolate cake next Wednesday.
- do some shopping with my mum next Thursday.
- go to the cinema with my friends next Friday evening.



Ordinal numbers

1st – first	11th – eleventh	21st – twenty-first
2nd – second	12th – twelfth	22nd – twenty-second
3rd – third	13th – thirteenth	23rd – twenty-third
4th – fourth	14th – fourteenth	24th – twenty-fourth
5th – fifth	15th – fifteenth	25th – twenty-fifth
6th – sixth	16th – sixteenth	26th – twenty-sixth
7th – seventh	17th – seventeenth	27th – twenty-seventh
8th – eighth	18th – eighteenth	28th – twenty-eighth
9th – ninth	19th – nineteenth	29th – twenty-ninth
10th – tenth	20th – twentieth	30th – thirtieth

i Rules

We use ordinal numbers to express order and dates. We add -th to the cardinal number which we want to make ordinal.

My birthday is next month, on the 25th (twenty-fifth) of August / on August, 25th.

The ordinal numbers 1st – first, 2nd – second and 3rd – third are irregular.

Be careful with the spelling of the words for 5th (fifth), 8th (eighth), 9th (ninth), 12th (twelfth) and the words ending in -y (20th – twentieth).

When expressed as figures, the last two letters of the written word are added to the ordinal number: first – 1st; second – 2nd; third – 3rd...

6 Write sentences using the prompts.

- He / have / birthday party / next Sunday, 3rd of October.
- They / go / seaside / next Monday, 1st of July.
- We / move / new flat / next February, 18th.
- My friends / go camping / in mountains / next June, 25th.
- My brother / buy / sports car / next September, 27th.

➔ **Language reference page 136**

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

- Dad What ⁽¹⁾... you ... (*think*) about?
- Sarah I ⁽²⁾... (*think*) about my future and I ⁽³⁾... (*not be*) sure what subjects to choose.
- Dad Oh! What ⁽⁴⁾... (*be*) the options?
- Sarah I ⁽⁵⁾... (*look*) at the options at the moment. All my friends ⁽⁶⁾... (*plan*) to study biology and chemistry.
- Dad What kind of job do you want to do?
- Sarah Two years ago, I ⁽⁷⁾... (*want*) to work with animals. Now I ⁽⁸⁾... (*want*) to work with people.
- Dad If you ⁽⁹⁾... (*write*) a list of your favourite subjects, it ⁽¹⁰⁾... (*help*) you decide.
- Sarah Thanks, that's a good idea.

Grammar

1 2 3 4 5 6 7 8



8 Listen and check your answers.

Musical instruments

Vocabulary

1  Listen and repeat the words.


acoustic guitar • drums • electric guitar • flute • keyboards • piano • saxophone • tambourine • trumpet • violin

2 Match pictures 1–6 with the musical instruments in exercise 1. Which instruments are not in the pictures?



3 Complete the lists with the instruments in exercise 1.

- 1 Brass instruments: *trumpet*, ...
- 2 String instruments: *acoustic guitar*, ...
- 3 Wind instruments: *flute*, ...
- 4 Percussion instruments: *drums*, ...
- 5 Other: *keyboards*, ...


5  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.

4 Which instruments in exercise 1 use electricity?

Listening

6  Listen to the radio programme. Choose the best title.

- a) How to start a successful band b) How to write great songs c) How to be rich and famous

7 Listen again and answer the following questions.

1 Which one of these instruments does the speaker not mention?

guitar drums keyboards trumpet piano saxophone violin

- 2 Do you need permission to play another band's songs?
- 3 How often should you practise?
- 4 If you don't practise, how do you sound?
- 5 How do people react if you don't practise?



Speaking

Asking for and giving advice / In a music shop

Model Dialogue



Dylan

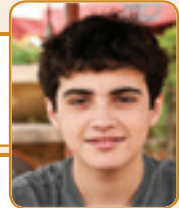
I want to buy a **guitar**. Which one should I buy?

Good idea! What do you think of these two?

Rock. What should I do?

OK, I do that! Thanks, Max.

Max



You should buy a **second-hand guitar**. If you buy a **new** one, it is more **expensive**.

They both look fine. What kind of music would you like to play?

I think you should get an **electric guitar**. You need one if you want to play rock.

No problem.

1 Read the dialogue. What does Dylan decide to buy?

2 Act out the dialogue.

3 Read the sentences. Do they ask for advice (A) or give advice (G)?

- 1 What do you think of these two?
- 2 You should buy a second-hand computer.
- 3 I think you should get this computer.
- 4 Which one should I buy?

Speaking Task

1 Talk about a musical instrument

Look at the musical instruments and decide which one you want to buy.



2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

I want to buy a harmonica. Which one should I buy?

You should buy a *second-hand one*. If you buy a *new one*, it will be more *expensive*.

Useful Language Asking for and giving advice

I want to buy a guitar. Which one should I buy? You should buy a second-hand guitar.

Good idea! What do you think of these two? They both look fine.

What should I do? I think you should get an electric guitar.

You need one if you want to play rock.

A class survey

1 Read the Model Text. Which graph matches the text?

Model Text

I asked my classmates about their future.

Do people leave school when they are 16?

No one is leaving school when they are 16.
Most students want to go to university.

Do people want to learn to drive when they are 18?

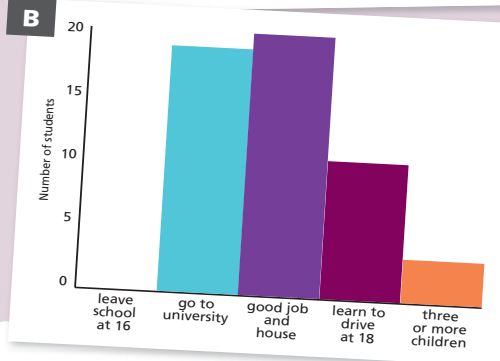
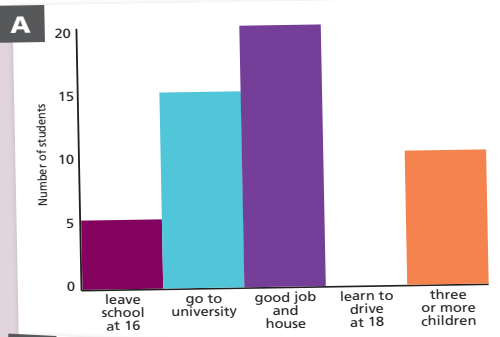
50 per cent of students learn to drive when they're 18. A few students learn to drive when they are older.

Do people get married before they are 25?

No one gets married before they're 25. Everyone wants to get a good job and buy a house first.

Do people want to become parents?

Most students want to have children. A few students want to have three children or more.



i Tips

Expressions of amount

We use these expressions to talk about the results of a survey.

Everyone wants to get a good job.

Most students want to have children.

50 per cent of students learn to drive when they are 18.

A few students want to have three children or more.

2 Complete the sentences with expressions from the Tips box.

No one is getting married when they are 16.
(0 / 20 students)

1 ... train to be nurses. (3 / 20 students)

2 ... go to university before they get a job.
(10 / 20 students)

3 ... buy a house first. Then they want to get married. (18 / 20 students)

4 ... wants to have children.
(20 / 20 students)

Writing Task

1 Plan

Read the results of the other graph in exercise 1 and make notes.

2 Write

Use the Model Text, the graph and this structure:

Introduction The number of people in the survey

Paragraph 1 The question, the results

Paragraph 2 The question, the results

Paragraph 3 The question, the results

3 Check

- present continuous for planned actions
- present simple for general states
- vocabulary for life events
- amount: *everyone, most, (50) per cent, a few, no one*

Go to the **Writing guide 2** on page 102 to practice your writing skills.

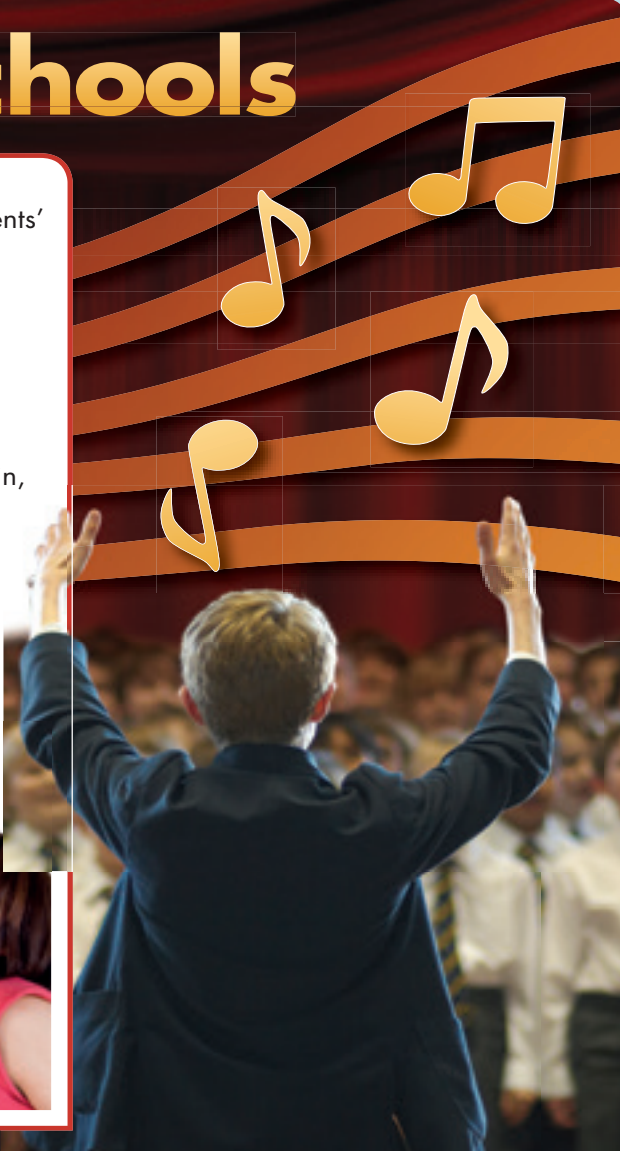


Music in schools

Many teenagers in the UK form bands when they are at school. They practise in their parents' houses or garages. Some hope to become famous one day but, in reality, most aren't. Famous bands that formed at school include The Beatles, U2 and Red Hot Chili Peppers. If you want to be successful like these bands, you need talent, practice and luck!

A lot of children learn to play musical instruments when they are at school. The violin, piano and guitar are popular. Some schools have an orchestra. The orchestras sometimes compete against other schools in regional and national competitions. They sometimes travel to other countries.

Some teenagers sing in school choirs. Choirs sometimes sing classical songs, religious songs or traditional folk music. Gospel choirs are also popular in both the USA and the UK.



1



Read and listen. Then answer the following questions.

- 1 Which famous bands formed at school?
- 2 What do you need if you want to be like U2?
- 3 What do school choirs sing?

What musical activities can you do at your school? Would you like to be in a band, an orchestra or a choir?

2

Read the text again. Complete the sentences using no more than two words.

- 1 Many teenagers in the UK form ...
- 2 Some schools have ...
- 3 Some teenagers sing in ...

Module 3 Progress Check



1 Identify the life events.



1 b █ b █



2 s █ s █



3 g █ m █



4 g █ a █ j █



5 l █ t █ d █

2 Order the letters and write the musical instruments.

- 1 oxophsaen 3 tpmtrou 5 nliivo
2 mudrs 4 rutgia

3 Find the first ten ordinal numbers:

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

4 Answer the following questions:

- 1 What is the first month of the year?
- 2 What is the fifth month of the year?
- 3 What is the twelfth month of the year?
- 4 What is the third day of the week?
- 5 What is the seventh day of the week?

5 Write sentences using the prompts.



- 1 She / meet / Tom / next Monday / 12th October.
- 2 They / play badminton / next Tuesday / 23th November.
- 3 Sue / go / dentist / next Wednesday / 24th October.
- 4 We / meet / Sam / train station / next Thursday / 2nd December.
- 5 Our parents / go / concert / next Friday / 30th October.

6 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 (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	10 × 1 = 10
4	5 × 3 = 15
5	5 × 3 = 15
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	

Module

4

Good citizens



In this module you will learn:

- Vocabulary** ■ Jobs
■ Health problems and first aid
- Grammar** ■ Countable and uncountable nouns
- Reading** ■ A blog post: The global water crisis
- Speaking** ■ Giving opinions / Talking about jobs
- Writing** ■ A description of a person
- Culture** ■ The Police

Find the page numbers for

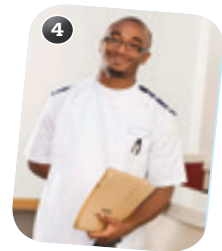


An actor
Tap water
A carpenter

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–12.

actor • architect • electrician • engineer • lifeguard • mechanic • nurse • police officer • sportsperson • surgeon • teacher • vet



2 Complete 1–5 with jobs from exercise 1.


... designs buildings.


An architect designs buildings.

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

3 Match the jobs from exercise 1 with these places.

a hospital a school a theatre a police station
a swimming pool an office a house

4  Listen to Charlotte and Rob. Which jobs do they talk about? What job does Rob want to do? Why?

5  In pairs, ask and answer questions about the jobs in exercise 1.

Do you want to be an architect?

No, I want to be an electrician.

A blog post

The global water crisis

Matt's Blog

Post

Images

Contact

About

Posted by Matt, 20 May, 18:03

Today I'm writing about the global water crisis.

About 70% of the Earth is covered with water. That's a lot, right? Wrong. Only 2.5% of the Earth's water is fresh. Most of the fresh water is ice, snow or deep underground, so we can't use it. Also, the world's population is growing. We consume three times more fresh water today than 50 years ago.



World Water Day is a global event. Each year, it focuses on international water cooperation. But there's a lot we can do at home to save water.

- In my family, we usually keep our drinking water in the fridge. A lot of people turn on the **tap** and wait for the water to be cold. We don't do that because it **wastes** water.
- We don't wash our car at home. Although it saves money, it does not save water. My sister is considering washing her car at a carwash that **recycles** water.
- I'm washing clothes only when necessary and in cold water. It saves water and electricity.
- We are also recycling our unwanted clothes. You need more than 2,500 litres of water to produce one T-shirt. Give your clothes a second life and save water.

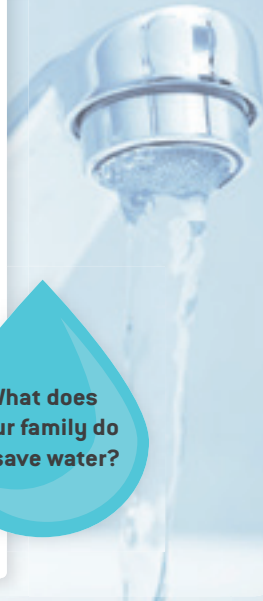
Search

+ May

+ April

+ March

3 Comments



What does your family do to save water?

1 Read the text. Are the sentences true or false?

- 1 70% of the Earth is covered with fresh water.
- 2 We use more water now than 50 years ago.
- 3 It is better to drink cold water from the tap.
- 4 Washing your car at home doesn't save water.
- 5 It is cheaper to wash your clothes in hot water.

2 Read the text again. Answer the questions.

- 1 How much of the Earth's water is fresh?
- 2 Why is a lot of the Earth's fresh water inaccessible?
- 3 Why shouldn't you wash your car at home?
- 4 Why should you recycle unwanted clothes?

3 What are these people doing to save water?

Matt's family Matt's sister Matt

i Facts

A five-minute shower uses more water than many people use in an entire day in the developing world.

Countable and uncountable nouns

Countable nouns

a carrot – two carrots, an apple – two apples

Uncountable nouns

Food: cheese, bread, chocolate, butter, meat, ham, salt, pepper, bacon, honey, jam, sugar, rice, flour

Liquids: milk, coffee, tea, water, wine, juice, oil, lemonade

Materials: gold, silver, iron, wood, paper, cotton, wool, soap

Abstract nouns: love, happiness, beauty, kindness

Others: news, money, advice, information, furniture, snow, weather, hair, homework

1 Underline the uncountable noun in each group.

- 1 bottle, jug, glass, orange juice
- 2 carrot, soup, tomato, cabbage
- 3 pig, sheep, ox, meat
- 4 slice, loaf, bread, piece
- 5 wood, leaf, flower, tree
- 6 chocolate, cherry, pear, apple
- 7 coffee, glass, can, bottle
- 8 desk, chair, table, furniture



4 ... orange



5 ... coffee



6 ... doll



7 ... cups



8 ... jam



9 ... meat



10 ... soup



11 ... butter



12 ... egg



13 ... bread



14 ... elephant



15 ... lemons

2 Find 4 countable and 4 uncountable nouns in the crossword.

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

3 Look at the pictures and read the words using *a*, *an* or *some*.



1 *some* milk



2 ... chocolate



3 ... leaves

4 Complete the sentences with *a*, *an* or *some*. Which nouns are countable (C) / uncountable (U)?



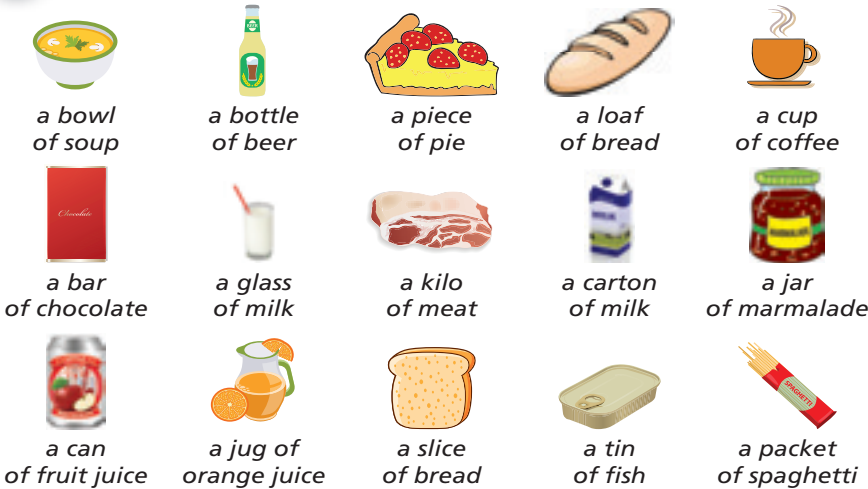
a biscuit

- | | |
|----------------|----------------|
| 1 ... tea | 9 ... pepper |
| 2 ... carrot | 10 ... cat |
| 3 ... ring | 11 ... dress |
| 4 ... bread | 12 ... money |
| 5 ... boxes | 13 ... watches |
| 6 ... armchair | 14 ... salt |
| 7 ... plate | 15 ... honey |
| 8 ... chair | 16 ... water |

i Rules

We use *a* + a consonant sound or *an* + a vowel sound with singular countable nouns and *some* with plural nouns and uncountable nouns.

5 Look at the pictures and read the examples.



i Rules

We express quantity in English by using the following words in front of uncountable nouns: *slice, loaf, cup, tin, piece, jug, bowl, can, packet, bottle, jar, glass, carton, bar, kilo.*

She wants to buy two loaves of bread, a kilo of meat and three packets of spaghetti.

6 Match the words from column A with the ones in column B.

- | | |
|----------------|--------------|
| A | B |
| 1 a tin of | a) chocolate |
| 2 a carton of | b) milk |
| 3 a cup of | c) jam |
| 4 a glass of | d) tuna |
| 5 a slice of | e) water |
| 6 a bar of | f) lemonade |
| 7 a packet of | g) bread |
| 8 a loaf of | h) cola |
| 9 a kilo of | i) coffee |
| 10 a jug of | j) biscuits |
| 11 a jar of | k) ham |
| 12 a bottle of | l) meat |

7 Make the following nouns countable.

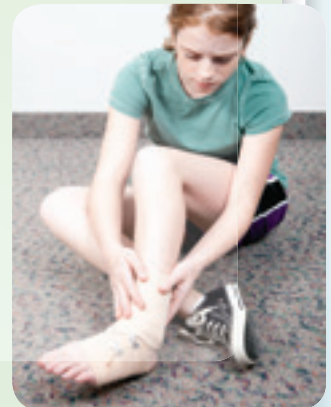
- Some milk – three *cartons of milk*
- Some cheese – two ...
 - Some water – four ...
 - Some coffee – two ...
 - Some bread – five ...
 - Some honey – three ...
 - Some chocolate – six ...
 - Some tuna – two ...
 - some rice – three ...
 - some toast – five ...
 - some oil – four ...
 - some sugar – six ...
 - some pasta – three ...

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

Mum What ⁽¹⁾... (be) wrong, Leah?
 Leah I ⁽²⁾... (have) this terrible wound.
 Mum Oh dear. ⁽³⁾... your leg ... (hurt)?
 Leah Yes, and I ⁽⁴⁾... (play) football tomorrow. What ⁽⁵⁾ ... I ... (can / do)?
 Mum ⁽⁶⁾... (put) some ice on it. Can you ⁽⁷⁾... (move) it?
 Leah No, not really.
 Mum Let's phone the doctor.
 Leah OK. ⁽⁸⁾... you ... (have got) the number?
 Mum Yes, here it is.
 Leah Thanks, Mum.

Grammar

- 1 2 3 4 5 6 7 8



9 Listen and check your answers.

Health problems and first aid

Vocabulary

1  Listen and repeat the words.

broken arm • cold • cough • cut • earache • headache • insect bite • (feel) sick • sore throat • stomach ache • temperature

2 Match the words in exercise 1 with pictures 1–6. Which health problems are not in the pictures?



3 Write the correct words.

- 1 A **cough** / **headache** is a pain in your head.
- 2 He's got a **cold** / **broken arm** because he played in the snow without a coat.
- 3 She's got a **sick** / **stomach ache** because she ate a lot.
- 4 I've got a **sore throat** / **headache** because I was shouting a lot yesterday.
- 5 You must use a thermometer to check your **earache** / **temperature**.

4 Answer the following questions. Use the words in the box.


drink hot milk have a sweet
lie down put on a plaster
ask my parents for medicine

What do you do when you have ...
a sore throat?

I drink hot milk.

- 1 a cough?
- 2 a cut?
- 3 a temperature?

Listening

5  Listen to the interview. Answer the following questions.

- 1 What is Dave Morris's job?
- 2 What does he do in his free time?

6 Listen again. Match the health problems with Dave Morris's advice (1–5).

tiredness a broken leg an insect bite a temperature

- 1 You mustn't move them.
- 2 You should stop and rest.
- 3 You should keep them warm.
- 4 You should contact a doctor.
- 5 You should use cold water or cream.



Speaking

Giving opinions / Talking about jobs

Model Dialogue



William

I want to be a **fire fighter**. I think it's a fantastic job.

Why do you think it's boring?

Yes, that's true but ...

Well, I would prefer to be a fire fighter. What about you?

Rebecca



In my opinion, it's **exciting**, but I imagine it's **boring** sometimes.

They must wait in the **fire station** a lot.

You should be a **police officer**. They're always **busy**.

I'm not sure.

1 Read the dialogue. What job does William want to do?

2 Act out the dialogue.

3 Order the words to make sentences.

- 1 prefer / to be a nurse / would / I / .
- 2 dangerous / imagine / I / it's / .
- 3 it's / opinion, / In / interesting / my / .
- 4 think / actor / I / working as an / is fun / .

Speaking Task



1 Talk about preferences

Look at the adjectives and choose a job.

boring creative dangerous
exciting interesting quiet
relaxing repetitive varied



paramedic



pilot



carpenter

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

I want to be a pilot. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's dangerous sometimes.

Useful Language Giving opinions

I want to be a fire fighter. I think it's a fantastic job.

Well, I would prefer to be a fire fighter. What about you?

In my opinion, it's exciting but I imagine it's boring sometimes.

I'm not sure.

A description of a person

1  Read the Model Text and listen. Who is Hayley's hero? Why?

Model Text

My role model

My grandmother feels often sick. She has terrible headaches and a bad cough too. The doctors tell her to change her lifestyle. They advice her to eat better food and do more exercise. She is now eating healthier foods and she plans to start doing sport.

Now she's a different person. This year she's trying to make the hospital more interesting for the patients. She volunteers in the local hospital. She plays games with the children and she talks to the adults. Next month she intends to run a half marathon to collect money for the hospital.

I think she's incredible.



Tips

Too and also

We use *too* and *also* to add new information and make our writing more interesting.

We usually put *too* at the end of the sentence:
She has a bad cough too.

We put *also* immediately in front of a verb unless the verb is «to be»:
She also does sports twice a week.

When the verb is «to be» we put *also* after it:
Kate is a very nice person. She is also very talented.

2 Rewrite the sentences using the words in brackets.
She has a headache. She has a temperature. (*too*)

She has a headache and a temperature too.

1 We're running a marathon next month. We're climbing Teide. (*also*)

2 He cleans the kitchen on Friday.
He washes the floors once a week. (*too*)

3 They're looking after children. They're looking after animals. (*too*)

4 My uncle is friendly. He is kind. (*also*)

3 **PERSONAL PROJECT**

An album of records – My role model

Think about your favourite, most inspiring sportsmen. Make up an album with them including the information that you would like to present to your classmates. Why are they your role models?

Writing Task

1 Plan

Choose your role model. Make notes and include:

Who your role model is *The person who inspires me most is my grandmother ...*

Why he / she is your role model *She now lives a a healthier life ...*

Your role model's plans *She intends to ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The name of your role model, the reasons why he / she is your role model

Paragraph 2 Your role model's plans

Paragraph 3 Your opinion of your role model

3 Check

- present simple and present continuous
- intend to
- vocabulary for jobs and health problems and first aid
- also* and *too*

 Go to the **Writing guide 3** on page 104 to practice your writing skills.



THE POLICE

Police officers in the UK are sometimes called 'Bobbies'. They wear a dark blue uniform with a white shirt, a black tie and a famous helmet. 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 bike. When they are in a police car, they wear a cap. Unlike police in most other countries, British officers do not usually carry guns.

Probably the most distinctive police uniform in the English-speaking world belongs to the Royal Canadian Mounted Police, also known as the 'Mounties'. They are the national police force of Canada and their uniform for special occasions is called the Red Serge. This is a red jacket, wide brown trousers and a famous brown hat. Mounties often ride horses.



1



Read and listen. Then answer the questions.

- 1 What are the police in the UK sometimes called?
- 2 What do they wear?
- 3 What does 'on the beat' mean?
- 4 What is the name of the uniform that Mounties wear?

How many different police forces are there in Romania? Do they wear any distinctive uniforms?

2

Read the text again. Complete the sentences using no more than two words.

- 1 Police officers who work in the street wear
- 2 British officers do not usually carry
- 3 The Royal Canadian Mounted Police is known as

Module 4 Progress Check

1 Write the jobs.



1 m...



2 a...



3 n...



4 v...



5 e...

2 Match the symptoms 1–5 with the cures a–e.

- | | |
|-----------------------------|---------------------------------|
| 1 I've got a sore throat. | a) Here's some cream. |
| 2 I've got a temperature. | b) Have some hot milk. |
| 3 He's got a broken leg. | c) Would you like a plaster? |
| 4 I've got a mosquito bite. | d) You should have a cold bath. |
| 5 I've got a horrible cut. | e) You shouldn't move him. |

3 Circle the *uncountable noun* in each group.

- orange – sugar – burger – cake
- cheese – grape – potato – cup
- ham – pear – egg – onion
- plate – bread – tomato – apple
- coffee – strawberry – peach – cookie

4 Look at the words in the box. Look at the pictures. Then fill in the blanks.

cans cups boxes glasses slices



- Two cans of soda
- Three _____ of ham
- Two _____ of coffee
- Four _____ of milk
- Two _____ of cookies

5 Put the words in the box into the correct columns.

pizza water cheese orange juice
milkshake

slice	glass
	water,

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 do?
- Mum** You must ⁽⁷⁾ ... (*put*) some ice on it. Can you ⁽⁸⁾ ... (*move*) it?
- Lou** No, not really. It ⁽⁹⁾ ... (*feel*) really painful.
- Mum** Let's ⁽¹⁰⁾ ... (*phone*) the doctor.
- Lou** OK. Have you got the number?
- Mum** Yes, here you go.
- Lou** Thanks, Mum.

Self-Check

Exercise no.	Score (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 3 = 15
4	5 × 3 = 15
5	5 × 2 = 10
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	



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.

1 Complete the text about The Beatles with the words in the box.

Cavern Club five four 1960s 17

The Beatles were the most famous pop band of the ⁽¹⁾ ... and they were from Liverpool. There were ⁽²⁾ ... members of the band: John Lennon, Paul McCartney, George Harrison and Ringo Starr. They often played concerts at the ⁽³⁾ ... in Liverpool. They had ⁽⁴⁾ ... number one hit records and they made ⁽⁵⁾ ... films. Thousands of tourists visit the Cavern Club every year.

2 Choose the correct answers.

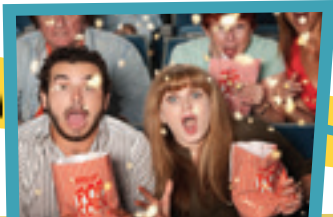
- Ringo Starr played the ...
a) drums b) keyboards c) electric guitar
- John Lennon's first band was called ...
a) The Bootlegs
b) The Fab Four
c) The Quarrymen
- The Beatles broke up in ...
a) 1967 b) 1970 c) 1981
- The Beatles regularly played in ... ?
a) Barcelona b) Hamburg c) Paris
- Who was the youngest member of The Beatles?
a) George Harrison
b) Paul McCartney
c) John Lennon

Round up 1 (Module 1-4)

Vocabulary practice

Fill in the gaps with the right words.

START



You feel s... when you watch a horror film.



She is c... wood.



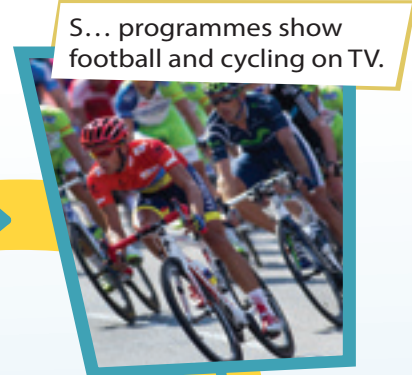
This is a t...



I r... horses.



The opposite of excited is b...



S... programmes show football and cycling on TV.



A film that makes you laugh. It's a c...



Which 'h' is a walk in the countryside?



To s... means to travel by boat.



Which 'c' do you do with a tent?

FINISH

Round up 1 (Module 1-4)

Grammar practice

1 Fill in the blanks with *is, are, do or does*.

- 1 What school ... you go to?
- 2 ... he like computer games?
- 3 Tim ... always the goalkeeper.
- 4 What time ... she finish?
- 5 The pears ... in front of the apples.

2 Write questions with the present simple. Then write short answers.

- 1 Sarah / eat / chocolate ice cream? (*yes*)
- 2 your friends / like / comedies? (*yes*)
- 3 your uncle / go / to school? (*no*)
- 4 you / buy / DVDs? (*yes*)
- 5 your classmates / watch / films? (*no*)

3 Choose the correct words.

- 1 My teacher **goes / is going** swimming every day.
- 2 My cousins **often camp / are often camping** in the summer.
- 3 We **feel / are feeling** nervous because we've got an exam now.
- 4 They **win / are winning** the race at the moment.
- 5 My best friend **has / is having** pizza once a week.

4 Fill in the blanks with the present simple or the present continuous form of the verb in brackets.

- 1 We ... to the seaside next month. (*go*)
- 2 John ... many vegetables every day. (*eat*)
- 3 My sister ... to music every evening. (*listen*)
- 4 My best friend ... a birthday party next Saturday. (*have*)
- 5 He ... his grandparents next weekend. (*visit*)

5 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*)

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

- | | |
|---|--|
| 1 Who / What is your favourite film? | a) I usually watch films at my aunt's house. |
| 2 Where / Who do you watch films? | b) I like Robert Pattinson. |
| 3 Who / When is your favourite actor? | c) Because they always buy popcorn. |
| 4 Why / What do you like going to the cinema with your parents? | d) I watch DVDs at the weekend. |
| 5 How often / Who does your friend buy DVDs? | e) She never buys DVDs. |
| 6 What / When do you watch DVDs? | f) I love <i>The Karate Kid</i> . |

7 Write C (countable) or U (uncountable) for each noun. Then write the plural forms of countable nouns and make those uncountable countable.

1 juice	
2 butter	
3 carrot	
4 bread	
5 jam	
6 apple	
7 sugar	
8 rice	
9 onion	
10 egg	



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.

- 1** Look at the code. Read the question and write the answer.

a	b	c	d	e	f	g	h	i	j	k	l	m
✈	✂	≈	▲	▷	Ω	♥	+	□	←	+	✓	◆
n	o	p	q	r	s	t	u	v	w	x	y	z
➤	△	×	↗	≥	▪	+	⊙	⊠	≤	⌚	☞	↶

≤ + ✈ + □ ▪ × ✈ + △ □ ▪ ?

1 _____

- 2** Read the Patois dialogue. Write the English translations using the phrases in the box.

Great! I don't know. Oh, alright then.
We're going to a party. Are you coming with us?
What's happening?

A: Wa gwan?

B: Wi gwaan a bashment! Yu a come wit we?

A: Mi nuh no. Uh, ahright.

B: A sey one!

Module

5

Historical events



In this module you will learn:

- Vocabulary**
- Discoveries
 - Natural disasters
- Grammar**
- Be: past simple
 - Past simple: regular and irregular verbs
- Reading**
- A magazine article: Food origins
- Speaking**
- Asking for information / At the library
- Writing**
- A biography
- Culture**
- Explorers

Find the page numbers for



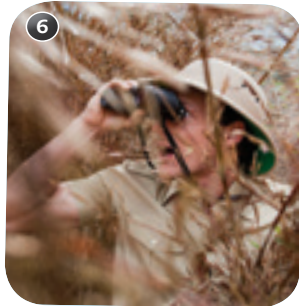
- Old ships
- A volcano eruption
- Flags on a mountain

Discoveries

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–11.

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



2 Complete the phrases with the verbs in exercise 1. Use as many as possible.

discover, explore a new country

- 1 ... a new planet
- 2 ... in a balloon
- 3 ... across an ocean
- 4 ... around the world
- 5 ... an elephant

3  Listen to Ali and James. Which journey do they want to do?

4  In pairs, ask and answer questions about a journey.


Which journey do you want to do?


I want to sail around the world.




Food origins

A lot of food started its life in very different countries. European explorers took apples and onions to America in the 16th century. They brought potatoes, tomatoes and chocolate back to Europe. Rice began its journey to Europe in China. But what about other favourites?

 **Persians** grew sugar and in the 7th century they were the first people to use it to cook biscuits. After the Arabs invaded Persia, they took biscuits to the rest of their empire, including Spain. Later, Spanish **traders** took biscuits to northern Europe, and when the English and Spanish sailed to North America, they made them there. These are the origins of the American cookie.

 **Many people** think that Marco Polo discovered pasta in China, but this isn't true. In the 1st century, the Greeks ate a type of lasagne. But the Arabs were responsible for modern pasta because they introduced **wheat flour** to Sicily. Pasta, as we know it, was created in Italy in the 13th or 14th century.

 **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. The first ice cream made with milk and cream appeared in 1718 in England!



Facts

Cookie comes from *kokje*, which is the Dutch word for 'little cake'.

1 Which countries do you think this food originally comes from?

- a) biscuits b) pasta c) ice cream

2  Read and listen.

Check your answers to exercise 1.

3 Read the text again. Answer the questions.

- 1 What did European explorers take to America?
- 2 What did explorers bring to Europe?
- 3 What did the Persians cook before the Europeans?
- 4 Why were the Arabs responsible for modern pasta?
- 5 What did Marco Polo discover?

4 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 the north of Europe.
- 4 They put ... in the snow to make a dessert.



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

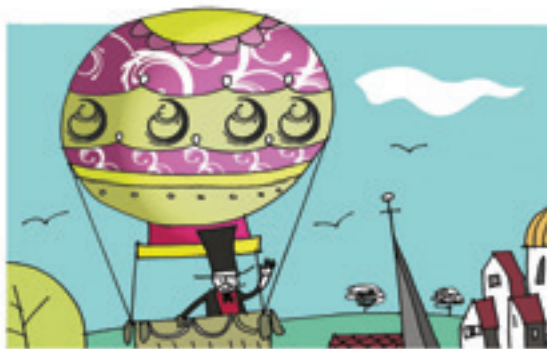
Be: past simple

Affirmative	Negative	Interrogative	Short answers
I was	I wasn't	Was I ... ?	Yes, I was .
He / She / It was	He / She / It wasn't	Was he / she / it ... ?	No, he wasn't .
We / You / They were	We / You / They weren't	Were we / you / they ... ?	Yes, they were .

1 Complete the sentences with the past simple affirmative or negative form of *be*.

Around the World in Eighty Days is a story about a man's journey around the world.

- The man's name ... Phileas Fogg. (*be*)
- Phileas ... alone on his journey. (*not be*)
- They ... in many countries in the story. (*not be*)
- They ... in hot-air balloons, ships and trains in the story. (*be*)
- It ... Saturday when they arrived home. They finished their journey exactly on time! (*be*)



2 Complete the sentences with *could* or *couldn't* and the verbs in brackets.

- My sister ... (*ride*) a bike when she was three. She was great!
- We ... (*speak*) English five years ago but we can now.
- I ... (*go*) to the cinema because I wasn't at school.
- In 1770, Captain Cook ... (*travel*) by car.

i Rules

We use *could* / *couldn't* to talk about ability and possibility in the past.

In the 16th century, you could sail across the Atlantic, but you couldn't fly.

Past simple

	Affirmative	Negative	Interrogative
Regular	I cooked He / She / It cooked We / You / They cooked	I didn't cook He / She / It didn't cook We / You / They didn't cook	Did I cook ... ? Did he / she / it cook ... ? Did we / you / they cook ... ?
Irregular	I began He / She / It began We / You / They began	I didn't begin He / She / It didn't begin We / You / They didn't begin	Did I begin ... ? Did he / she / it begin ... ? Did we / you / they begin ... ?

1 Complete the sentences with the past simple form of the verbs in brackets.

- We ... (*sail*) across the English Channel last summer.
- The aeroplane ... (*land*) on time.
- They ... (*travel*) by train to Valencia.
- Magellan ... (*try*) to sail around the world but he ... (*die*) in the Philippines.

i Rules

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

- 2 Complete the text with the past simple affirmative form of the verbs in brackets.



The history of the potato

Europeans first *discovered* (*discover*) potatoes in Peru. Sailors ⁽¹⁾... (*take*) the potatoes on their ships. They ⁽²⁾... (*eat*) them as they ⁽³⁾... (*sail*) across the ocean. They ⁽⁴⁾... (*bring*) the potatoes to Europe. Potatoes ⁽⁵⁾... (*become*) very popular in Ireland.

i Rules

We use the following time expressions with the past simple: *last night, on Monday, yesterday, in 2009, two years ago.*

- 3 Rewrite the sentences and correct the historical facts.

Columbus sailed the Pacific in 1492.

(*Atlantic*)

Columbus didn't sail the Pacific in 1492.

He sailed the Atlantic in 1492.

- 1 Captain Cook explored Alaska. (*Australia*)
- 2 European explorers took elephants to the Americas. (*horses*)
- 3 Alexander the Great rode an elephant. (*horse*)
- 4 Neil Armstrong landed on the moon in October, 1969. (*July*)

- 4 Write questions with the past simple.

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

- 5 Order the words to make questions. Then answer the questions so they are true for you.

- 1 you / What / yesterday / eat / did / ?
- 2 Did / use / you / last night / a computer / ?
- 3 speak / English / Did / you / five years ago / ?

- 6 Choose the correct form of the verb.

Mum What ⁽¹⁾do you do / are you doing, Laura?

Laura I ⁽²⁾do / 'm doing my history homework.

Mum I ⁽³⁾love / 'm loving history. Do you want some help?

Laura Oh, yes please. I ⁽⁴⁾write / 'm writing about Queen Victoria, but I've got a question. Where ⁽⁵⁾did / does she live?

Mum I ⁽⁶⁾wasn't / weren't alive then! We could ⁽⁷⁾check / checking on the internet!

Laura OK. Where's your laptop?

Mum Oh no! I ⁽⁸⁾leave / left it at work.

Laura Oh, Mum!

Grammar

1 2 3 4 5 6 7 8



- 7 Listen and check your answers.

Natural disasters

Vocabulary

1  Listen and repeat the words.

drought • earthquake • famine • fire • floods • hurricane • landslide • tornado • tsunami • volcanic eruption


2 Match pictures 1–6 with the natural disasters in exercise 1. Which disasters are not in the pictures?



3 Choose the correct words.

- 1 There was a potato **famine** / **landslide** in Ireland from 1845 to 1852. People had nothing to eat and about one million people died.
- 2 In 2007, there were **hurricanes** / **floods** in the south of England. The water was 90 cm high.
- 3 In 1988, there was a terrible **tsunami** / **fire** in Lisbon, the capital of Portugal. Many houses and shops burned down.
- 4 There was a huge **volcanic eruption** / **earthquake** in Iceland in 2010 and many planes couldn't fly because of the cloud of volcanic ash.
- 5 **Tornados** / **Droughts** are a problem in many countries where there isn't much rain. The longest was in the Atacama Desert in Chile. It began in 1571 and finished in 1971.

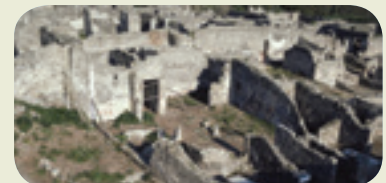
Listening

4  Listen to a description of two famous natural disasters. Answer the questions.

- 1 What four types of natural disaster are mentioned?
- 2 Where did they occur?

5 Listen again and complete the sentences with words from the description.

- 1 Mount Vesuvius erupted nearly ... years ago.
- 2 A Spanish engineer ... Pompeii in 1747.
- 3 The volcanic ash preserved Pompeian life as it was in AD...
- 4 Immediately after the Lisbon earthquake, there was a ...
- 5 Buildings burned and disappeared into the ...
- 6 They rebuilt the city with buildings that could resist ...



Speaking

Asking for information / At the library

Model Dialogue



Librarian

Hi! Can I help you?

What information do you need?

Look at the books in the **history section**. You can also use the internet.

10 minutes later

Did you find any information on **Captain Scott**?

Mia



Yes. I'm looking for information about **explorers**.

I want to find out about **Captain Scott**.

Great, thanks!

Yes, I did. The books were very useful. Thanks.

1



Listen to the dialogue. Where can Mia find the information she needs?

2

Listen again and act out the dialogue with your partner.

3

Write the sentences in the correct order.

- a) There are some books in the art section. You can also use the internet.
- b) I want to find out about Picasso.
- c) Yes, I did. The internet was very useful.
- d) What type of information do you need?
- e) I'm looking for information for my art and design project.
- f) Did you find any information on Picasso?

Speaking Task

1 Talk about getting information

Look at the homework diary below and decide what information you need.

Wednesday 12th

Geology: volcanoes

Thursday 13th

English literature: Shakespeare

Friday 14th

Music: flamenco singers

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

Can I help you?

I'm looking for information about **volcanoes**.

Useful Language Asking for information

Can I help you?

What type of information do you need?

Look at the books in the history section.

Yes. I'm looking for information about explorers.

I want to find out about Captain Scott.

A biography

- 1  Read the Model Text and listen. Then answer the questions.

- 1 What was Leonardo da Vinci's job?
- 2 Where was he born?
- 3 What famous works did he paint?

Model Text

Leonardo da Vinci was a painter, a sculptor and an inventor. He was born in Vinci, near Florence, on 15th April 1452.

He didn't go to school, but he studied maths, Latin and geometry at home. He was also interested in science and anatomy. He was very good at art. When he was 14, he started to work for a famous painter and learnt techniques with him.

In 1482, he went to live in Milan. From this time on, Leonardo painted his most famous works, for example, *The Last Supper*. He painted *The Mona Lisa* in about 1505. He also invented things. For example, he designed a flying machine similar to the modern helicopter.



- 2 Look at the Tips. Find examples of time prepositions in the Model Text.

Tips

Time prepositions

We use **on** before days and dates:
Leonardo was born on 15th April.

We use **at** before times:
He was born at 10.30 pm.

We use **in** before months and years:
Leonardo died in May 1519.

- 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.

Writing Task

1 Plan

Choose a famous person. Make notes to write a biography and include:

Name, occupation, date and place of birth ...

He / She was a ... He / She was born in ...

Education and work *He / She studied ...*

He / She worked ...

Life and achievements *He / She painted / discovered / invented ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Name, occupation, date and place of birth

Paragraph 2 Education and work

Paragraph 3 Life and achievements

3 Check

- past simple
- was / were*
- verbs of discovery
- vocabulary for time prepositions

 Go to the **Writing guide 4** on page 106 to practice your writing skills.



EXPLORERS

On 29th May 1953, Edmund Hillary and Tenzing Norgay became the first men to climb to the top of Mount Everest. They took some photos, and buried some sweets and biscuits in the snow for the gods. They began their descent after 15 minutes because they didn't have much oxygen.

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 died in 2008.

Tenzing Norgay was a mountain guide from Nepal. He made his first expedition to Everest when he was 19. He died in 1986.



 Read and listen. Then answer the questions.

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

What famous explorers come from Romania?

Pronunciation

/ʊ/, /ɔ:/ and /eɪ/

a  Read and listen to the words.

/ʊ/	took	looked
/ɔ:/	more	saw
/eɪ/	May	made

b Listen again and repeat.

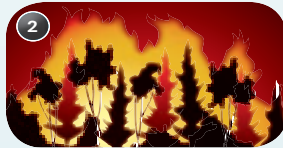
Module 5 Progress Check

1 Choose the correct words.

- 1 Columbus **sailed / arrived** in a ship across the ocean.
- 2 Amelia Earhart was the first woman to **ride / fly** solo across the Atlantic in 1932.
- 3 Neil Armstrong **discovered / landed** on the moon in 1969.
- 4 The Concorde first **took off / drove** in 1976.
- 5 Robots are **exploring / travelling** Mars at the moment.

2 Look at the pictures and choose the correct words.

fire drought earthquake
tornado floods



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

I ⁽¹⁾... (*arrive*) home yesterday at 4pm.
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⁾... (*begin*) to read
and I ⁽⁵⁾... (*read*) it for seven hours!

4 Order the words to make questions. Then answer the questions.

- 1 study / Did / you / history / at the weekend / ?
- 2 your dad / did / buy / his first car / When / ?
- 3 you / English / study / Did / at primary school / ?

- 4 Did / three months ago / you / Lisbon / visit / ?
- 5 you / arrive / What time / home / did / last night / ?

5 Complete the sentences with *could* or *couldn't* and the verb in brackets.

- 1 He ... (*hear*) the mobile. It was on silent.
- 2 We ... (*say*) the alphabet when we were ten.
- 3 I ... (*go*) to the party. I was ill.
- 4 You ... (*write*) your name when you were six.
- 5 She ... (*make*) lunch. There was no electricity.

6 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! ⁽⁹⁾ **Can / do you go** and get it?
Mum Let's use dad's laptop. He ⁽¹⁰⁾ **isn't / doesn't** using it right now!

Self-Check

Exercise no.	Score (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 3 = 15
4	5 × 2 = 10
5	5 × 3 = 15
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	

Module

6

Transport and travel



In this module you will learn:

Vocabulary ■ Transport
■ Travel

Grammar ■ Past simple – extensive practice

Reading ■ History essay – On two wheels

Speaking ■ Asking for travel information / A bus trip

Writing ■ A story

Culture ■ Public transport

Find the page numbers for



An unusual bike

A bus schedule

A boat on the river Thames

Transport

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–12.


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



2 Copy and complete the table with words from exercise 1.

land	water	air
bike	<input type="text"/>	<input type="text"/>

3  Listen to Denzel and Ruby. How do they go to school?

4  In pairs, ask and answer questions. Use the words in the box and *by train*, *by bus*, *by bike* or *on foot*.

school the cinema your friends' houses your favourite shop

How do you go to school?

I go to school by bus.

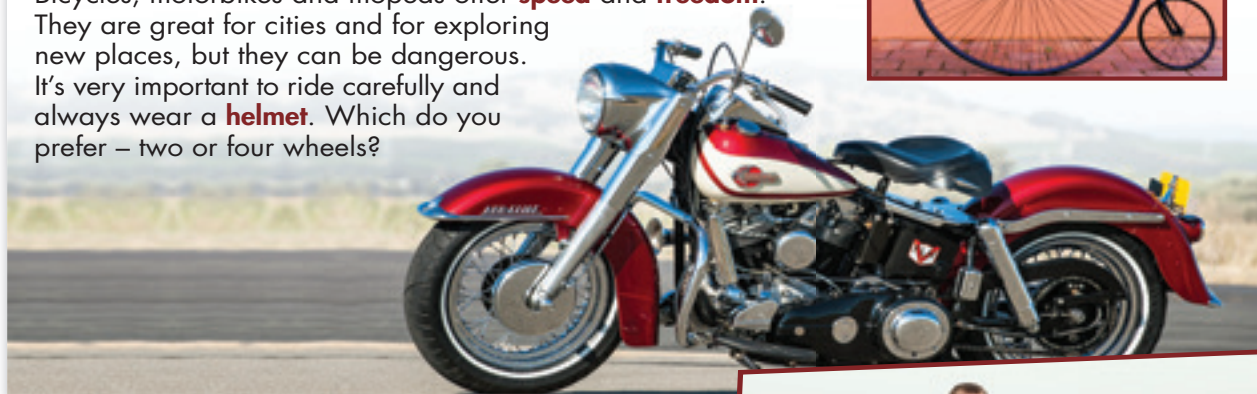


ON TWO WHEELS

Baron Karl von Drais invented the first vehicle with two wheels. He called it the Draisienne. It didn't have pedals – you pushed it with your feet! The first real bicycle was the Penny Farthing. It was difficult to ride because it had an enormous front wheel. Today, there are thousands of bicycle models from mountain bikes to shopping bikes.

Motorbikes came after the invention of the petrol **engine**. Two Germans built the first motorbike in 1885. It didn't go very fast – only seven kilometres per hour! In the 20th century, many companies started making motorbikes because engines became very powerful. Harley-Davidson produced its first motorbikes in the 1920s and they became very famous. People also began racing with motorbikes. The first Motorcycling Grand Prix was in 1949. Today, MotoGP motorbikes can travel at 320kph!

Bicycles, motorbikes and mopeds offer **speed** and **freedom**. They are great for cities and for exploring new places, but they can be dangerous. It's very important to ride carefully and always wear a **helmet**. Which do you prefer – two or four wheels?



1 Read and listen. What is the text about?

- 1 Transport in cities
- 2 Bicycles and motorbikes
- 3 A history of transport

2 Read the text again and answer the questions.

- 1 Who invented the first form of transport with two wheels?
- 2 Why was the Penny Farthing difficult to ride?
- 3 How fast did the first motorbike go?
- 4 When was the first MotoGP?
- 5 What do two wheels offer?

3 What is your favourite transport? Why?

I like bicycles because they are fun.



i Facts

Bicycle Moto Cross (BMX) became an official Olympic sport in 2008.



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

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** Copy and complete the table with the past simple form of the verbs.

Regular verbs	Irregular verbs
<i>disappear</i>	<i>be</i>
<i>present</i>	<i>begin</i>
<i>return</i>	<i>come</i>
<i>stop</i>	<i>cost</i>
	<i>have</i>

- 2** Complete the text with the past simple form of the verbs in exercise 1.

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.

i Rules

The past simple of *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. ✗

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

- I didn't ...
 - arrive at six o'clock.
 - arrived at six o'clock.
- My dad didn't ...
 - drive to work yesterday.
 - drove to work yesterday.
- My friends didn't ...
 - came to my house last night.
 - come to my house last night.
- She didn't ...
 - travelled by train this morning.
 - travel by train this morning.

➔ **Language reference** page 139



4 Choose the correct word to make negative sentences.

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

5 Write sentences that are true for you using the past simple affirmative and negative. Use the words in the boxes 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 bus.

6 Write past simple questions. Then write short answers.

you / go / on holiday / last year? ✓

Did you go on holiday last year? Yes, I did.

- 1 you / travel / by car? ✗
- 2 she / go / by plane? ✓
- 3 the teenagers / ride / mopeds? ✗
- 4 you and your family / have / a good time? ✓

7 Order the words to make questions.

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

8 Complete the sentences with the past simple form of the verbs in brackets.

- 1 We ... (go) to Oxford.
- 2 We ... (take) a bus.
- 3 I ... (go) with my parents and my cousins.
- 4 I ... (visit) the some universities.
- 5 It ... (be) a fantastic tip.

9 Ask and answer the questions in exercise 6 about your last holiday.

Where did you go on holiday?

I went to the beach.

10 Complete the dialogue. Use the correct form of the verbs in brackets.

David (1)... (you / have) a good weekend, Ruth?

Ruth Yes, I (2)... (do).

David What (3)... (you / do)?

Ruth I (4)... (go) to the theme park with my sister.

David I love (5)... (go) to the theme park. I (6)... (spend) a day there last month with my family.

Ruth (7)... (you / go) on the roller coaster?

David Yes, I did. We (8)... (wait) for an hour, but we (9)... (not mind). It (10)... (be) great!



11 Listen and check.

Grammar

1 2 3 4 5 6 7 8

Vocabulary

1  Listen and repeat the words and phrases.

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


2 Match pictures 1–6 with the words and phrases in exercise 1.



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

I went to Brazil last month. I went surfing and I sunbathed. I bought souvenirs and I took photos. I had a good time.

Listening

4  Listen to the programme. How did Graham Hughes travel around the world?

a) on land and by air b) on land and water c) on land, water and by air

5 Listen again. Are the sentences true or false?

- 1 Graham's expedition took five years.
- 2 He started his journey in South America.
- 3 He is the first person to visit every country in the world without flying.
- 4 He doesn't like making new friends.
- 5 Many people helped Graham on his trip.



Speaking

Asking for travel information / A bus trip

Model Dialogue



Emily

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

What number is it?

Where does it leave from?

How much does it cost?

Return, please.

Assistant



At **two o'clock**.

Number **22**.

Bus stop number **seven**.

Single or return?

That's **£8**.

1



Listen to the dialogue.
How much is a return?

3

Complete the sentences with the correct words.

- 1 What ... does the next bus for Bath leave?
- 2 ... does it leave from?
- 3 How much ... it cost?

2

Listen again and repeat the dialogue.

Speaking Task

1 Talk about a bus trip

First, decide where you want to go.

Bus information			
Dept. time	Destination	Bus stop	Prices
10.30	Liverpool (no. 30)	8	Single £8.50
11.00	Liverpool (no. 30)	8	Return £15.50
12.00	Liverpool (no. 30)	8	Return £15.50

Bus information			
Dept. time	Destination	Bus stop	Prices
14.00	Brighton (no. 120)	15	Single £2.80
14.25	Brighton (no. 120)	15	Return £5.50
14.50	Brighton (no. 120)	15	Return £5.50

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogues.

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

At **11 o'clock**.



Useful Language Asking for travel information

What time does the next bus for **York** leave?

At two o'clock.

Where does it leave from?

Bus stop number seven.

How much does it cost?

That's £8.

Writing

A story

1



Read the Model Text and listen.
Put the pictures in the correct order.

Model Text



A disastrous holiday!

Last summer I went on holiday to Italy with my family. There were lots of problems. First, the alarm clock didn't ring, so we were late for the plane. When we arrived in Italy, my sister's bag wasn't there.

Then the hotel didn't have rooms for all of us, so we shared a room for the first night. In the morning, we walked into the restaurant and I saw my teachers. They were on holiday at the same hotel!

In the end, I had a good time. I explored new places, I made new friends and I relaxed.



2

Look at the Tips. Why do you use *first*, *then* and *in the end* when you write a story?

i Tips

Time connectors

You can improve your story by using time connectors:

First, the alarm clock didn't ring.

Then the hotel didn't have rooms for us.

In the end, I had a good time.

3

Complete the text with the correct time connectors.

⁽¹⁾... I got dressed and I had breakfast. ⁽²⁾...
I waited for a taxi, but it didn't come. ⁽³⁾...
I phoned my dad and I went to
the airport by car.

Writing Task



1 Plan

Make notes for a story about a disastrous holiday and include:

Where and when *Last summer, we went to ...*
What happened *First, ... Then, ... In the end, ...*
What happened in the end *In the end, we ...*
What you did *We took photos and ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Where did you go? When did you go? What happened first?

Paragraph 2 What happened then?

Paragraph 3 What happened in the end?
Did you have a good time?
Why (not)?

3 Check

- past simple
- vocabulary for transport and travel
- first, then, in the end*



Public TRANSPORT



THERE ARE MANY WAYS OF TRAVELLING AROUND LONDON. HERE ARE A FEW OF THEM.

THE LONDON UNDERGROUND was the first underground railway system in the world. The first line opened in 1863 and the first electric underground trains started in 1890.

Trams in London stopped in 1952 and began again in 2000. There are three lines in south London and trams are frequent and popular.

London buses are usually red. Many of them have got two floors. These buses are called double-deckers. They are a good way to explore the city.

There are regular boat services on the River Thames. You can take great photos of London from the river.

Traditionally, all London taxis were black. Today, you can find them in all different colours. Taxis are also called cabs.



Read and listen. Then answer the questions.

- 1 When did the first line open on the Underground?
- 2 What colour are double-deckers?
- 3 Where is a good place to take photos from?
- 4 What is another name for a taxi?



Pronunciation

-ed endings: /d/ /t/ /ɪd/



a Listen and repeat. Can you hear the difference?

/d/	opened
/t/	stopped
/ɪd/	started ended



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

Module 6 Progress Check



1 What means of transport can you see in the pictures?



2 Match the verbs 1–5 with the words a–e to make activities.

- | | |
|-----------|----------------|
| 1 buy | a) friends |
| 2 explore | b) new places |
| 3 have | c) surfing |
| 4 make | d) souvenirs |
| 5 go | e) 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 and I ⁽³⁾... (*travel*) by bus. I ⁽⁴⁾... (*not have*) a good time. It was very boring! On Sunday I ⁽⁵⁾... (*buy*) some new CDs. Sunday was fun!

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

- Last year we ... a very good time in Greece.
- I ... some souvenirs.
- We ... new places.
- I ... (*not*) surfing but we went to the island of Crete.
- And best of all, I ... lots of new friends.

5 Write questions using the past simple.

- Where / you / go on holiday / last year?
- you / visit / any museums?

- What / you / buy / there?
- you / climb / a mountain?
- you / make / new friends?

6 Complete the dialogue using the correct form of the verbs in brackets.

Ben Did you have a good weekend, Emily?
Emily Yes, I ⁽¹⁾ ... (*do*). 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 going to theme parks. I ⁽⁵⁾ ... (*spend*) a day there with friends a week ago.
Emily Really?
Ben Yes, we ⁽⁶⁾ ... (*arrive*) at 10am and we ⁽⁷⁾ ... (*not leave*) until 7pm!
Emily ⁽⁸⁾ ... (*you / go*) on the Pirate Ship?
Ben No, I didn't. It looked really boring.
Emily It was really boring!
Ben We ⁽⁹⁾ ... (*wait*) for a long time to get inside, but we ⁽¹⁰⁾ ... (*not mind*). It was great!

Self-Check

Exercise no.	Score (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 2 = 10
4	5 × 3 = 15
5	5 × 3 = 15
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	



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

- Watch the video and write down 5 sentences with the past simple.
- Name 3 famous sights / cities from the video.

Module

7

Personal possessions



In this module you will learn:

- Vocabulary**
- Money
 - Computer equipment
- Grammar**
- The adjective: comparative and superlative forms
 - The forms of the genitive
- Reading**
- Consumer advice leaflet – How to ... save money
- Speaking**
- Buying and selling / Going shopping
- Writing**
- A description
- Culture**
- Charity shops

Find the page numbers for

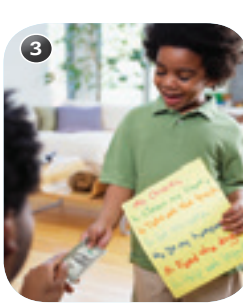
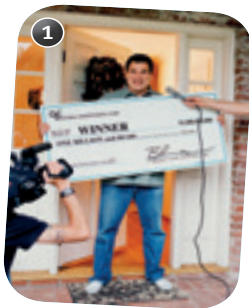


- Money jars
- A scanner
- A charity shop

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–10.

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



2 Choose the correct words.

- 1 My sister **saves** / **spends** her money on clothes and magazines.
- 2 She usually **wins** / **buys** clothes when she goes shopping.
- 3 My brother **swapped** / **paid for** his computer for a smartphone.
- 4 I want a part-time job to **earn** / **buy** some extra money.
- 5 My brother has a job. He sometimes **borrow**s / **lend**s me money.

3  Listen to Luke and Katie. What does Katie spend her money on? What does she lend to her friends?

4  In pairs, ask and answer the questions in exercise 3.

What do you spend your money on?

I often buy clothes and games.

What do you lend to your friends?

I lend them books and clothes.

Consumer advice leaflet



HOW TO ... SAVE MONEY



A Would you like to save €10,000 by your 30th birthday? Well, you need to save €11.32 a week from the age of 13 or €19.24 a week from the age of 20 or €38.47 a week from the age of 25. Just do the maths. It's more intelligent to save money early. So, how can you start saving money?

B Imagine you want a better phone. The latest model is very expensive and you haven't got much money. Why don't you swap your old phone and your games console for a better phone? There are a lot of online systems for swapping. Many also sell **second-hand** phones and other technology; they're usually much cheaper than new products in the shops.

C Try to get 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 their children. Then you don't need to borrow money from your family!

D Before you spend money on something new, think about it. Do you really need the most **powerful** computer in the shop? Or the best camera? If the answer is no, don't buy it!



1



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

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

2

Read the text again. Choose the correct answers.

- | | |
|---|--|
| 1 To have €10,000 you need to save €11.32 a week from ... | 3 To save a lot of money it is best to ... |
| a) the age of 13 | a) borrow it |
| b) the age of 25 | b) get a part-time job |
| 2 Many ... sell second-hand games. | 4 The article advises you to ... |
| a) friends | a) think before you buy |
| b) websites | b) buy and then think |

3

Answer the questions.

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

i Facts

A teenager's average pocket money in the UK is about £6.50 a week.



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

The adjective – comparative and superlative forms

	adjective	comparative	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 Write the comparative forms of the adjectives.

- | | |
|-------------|----------------|
| 1 heavy | 6 fat |
| 2 beautiful | 7 young |
| 3 new | 8 difficult |
| 4 large | 9 old |
| 5 rich | 10 intelligent |

2 Complete the sentences with the comparative form of the adjectives in brackets.

- Second-hand products are ... (*cheap*) than new ones.
- Gold is ... (*expensive*) than silver.
- A €1 coin is ... (*big*) than a £1 coin.
- Bill Gates is ... (*rich*) than most people.
- Buckingham Palace is ... (*old*) than Big Ben.

3 Rewrite 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.

- My school bag / my shoes (*heavy*)
- My pen / my pencil (*new*)
- My English book / my maths book (*difficult*)
- My hands / my friend's hands (*large*)
- I / my friend (*young*)

4 Complete the sentences with the superlative form of the adjectives.

- Oxford Street is the ... (*busy*) shopping street in London.
- Lakshmi Mittal is the ... (*rich*) resident in London.
- The Lanesborough is the ... (*expensive*) hotel in London.
- The bus is the ... (*cheap*) form of transport for under-16s.
- The Shard is the ... (*tall*) building in London.

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

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

6 Ask and answer your questions in exercise 5.

What is the highest mountain?

The highest mountain is ...



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.

i Rules

We use 's and ' mostly for people.

Sarah is Emily's aunt.

Where is the ladies' shower?

We use of mostly for things and animals.

The window of the room was broken.

7 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.

8 Write the correct form of the possessives into the gaps.

- 1 These are my ... cats. (*friends*)
- 2 Let's meet at ... for lunch. (*Giovanni*)

- 3 This is our ... car. (*boss*)
- 4 My ... dad is my uncle. (*cousin*)
- 5 Our grandparents live in an old ... home. (*people*)

9 Choose the correct form of the genitive: 's or of.

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

➔ **Language reference page 140**

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

- Joe** Excuse me, how much ⁽¹⁾... (*be*) this T-shirt?
- Assistant** It ⁽²⁾... (*be*) £8.99.
- Layla** That looks great, Joe, and it's cheap. I ⁽³⁾... (*buy*) a similar T-shirt last week and it ⁽⁴⁾... (*be*) more expensive. How much ⁽⁵⁾... (*be*) these earrings?
- Assistant** They ⁽⁶⁾... (*cost*) £6.
- Joe** Let's buy the T-shirt and the earrings. I'm paying!
- Layla** But Joe, that's a lot of money!
- Joe** It ⁽⁷⁾... (*be*) your birthday last week and I ⁽⁸⁾... (*forget*).
- Layla** Oh, OK. Thanks, Joe!

Grammar

1 2 3 4 5 6 7 8



11 Listen and check your answers.

Computer equipment

Vocabulary

1  Listen and repeat the words.

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

2 Match pictures 1–6 with the computer equipment in exercise 1. Which items of equipment are not in the pictures?



3 Complete the definitions with words from exercise 1.


- 1 A ... is a computer that sits on a table or desk.
- 2 You move the ... to do things on the computer screen.
- 3 A ... is a camera which is connected to a computer.
- 4 You use a ... to type information into the computer.
- 5 If you want to read your essay on paper, you need a

4  In pairs, answer the questions.

- 1 Have you got a laptop or a desktop?
- 2 Do you use computers at school? In which subjects?
- 3 What is the most useful piece of computer equipment?

5 **PERSONAL PROJECT** *Get started – Microsoft Word*
Follow the link: <https://www.youtube.com/watch?v=eDEVNcSArIc>
Watch the video and fulfill some basic instructions in Microsoft Word as follows: open a document, copy an interesting picture from the internet on that document, save it and then print it.

Listening

6  Listen to the advertisement and choose the correct description.

At My Online Swap Shop website, you can...

- a) sell your possessions for money.
- b) swap your possessions for other things.
- c) lend and borrow things.

7 Listen again. Are the sentences true or false?

- 1 First, you need to give your details to the website.
- 2 You don't need to take a photo of your possessions.
- 3 The website gives you points for your possessions.
- 4 The memory card gets more points than the speakers.
- 5 You pay for things with a credit card.



Speaking

Buying and selling / Going shopping

Model Dialogue



Zoe

This **webcam** is great. How much is it?

Oh. Have you got anything **cheaper**?

How much are they?

And how much does this mouse cost?

OK, the mouse, please. Here's £15.

Shop assistant



It's £40.

How about these **speakers**?

They're £30.

It costs £12.

Thanks. Here's £3 change.

1 Listen to the dialogue. What does Zoe buy?

2 Listen again and repeat the dialogue.

3 Order the words to make sentences.

1 it / How / is / much / ?

2 cheaper / got / anything / Have / you / ?

3 are / these shoes / How / much / ?

4 They / £15 / are / .

5 please / bracelet / have / I'll / a / .

Speaking Task

1 Talk about buying and selling

Read the information and decide what you want to buy.



2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

This webcam is great.
How much is it?

It's £40.

Useful Language Going shopping

This webcam is great. How much is it?

It's £40.

And how much does this mouse cost?

It costs £12.

OK, this mouse, please. Here's £15.

Thanks. Here's £3 change.

Writing

A description of an object

1  Read the Model Text and listen. Then answer the questions.

- 1 How heavy is Jessica's laptop?
- 2 Who gave it to Jessica?
- 3 What does Jessica do with her laptop?



Model Text

My favourite thing

I've got a beautiful, small grey laptop. It isn't heavy – it only weighs 2 kg – and it's got an 11-inch screen. It came with a lovely blue bag.

My mum gave it to me three months ago for my 14th birthday.

I use it a lot. I do my homework on it. In my free time I often play games, I sometimes listen to music and I chat with my friends on it all the time. It's great! It's my favourite present.

2 Look at the Tips. Find examples of adjective word order in the Model Text.

Tips

Adjective word order





We use adjectives to make descriptions more interesting.

With two or more adjectives together, we use the following order:

A beautiful, small, grey laptop.

3 Look at the example in the Tips. Then copy and complete the table with the words in the box.

beautiful grey new small

Opinion	Size	Age	Colour	Noun
lovely	big	old	red	phone
1 	2 	3 	4 	watch

4 Rewrite the sentences with the adjectives in brackets.

- 1 I've got a black smartphone. (*brilliant*)
- 2 I bought a new T-shirt two days ago. (*purple*)
- 3 The black bag was the cheapest in the shop. (*small*)
- 4 I love my cousin's blue earrings. (*antique*)

Writing Task

1 Plan

Choose your favourite object. Make notes and include:

Appearance *I've got a new red ...*

How you got it *It was a present from ...*

How you use it and your opinion

I use it to ... / I like / love it because ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Description

Paragraph 2 How you got it

Paragraph 3 What you do with it and why you like it

3 Check

- past simple
- comparatives and superlatives
- vocabulary for money and computer equipment
- adjectives



CHARITY SHOPS



Some people in the UK don't throw out any of their unwanted things. They sell or swap them on the internet or they donate them to charity. The most popular second-hand items are clothes, books, CDs and computer games.

Some charity organizations, like Oxfam and Cancer Research UK, have their own second-hand shops. Volunteers work in these shops. Charities don't pay volunteers any money. The shops receive second-hand items from members of the public and then sell them to make money for the charity.

People spend money in charity shops for many reasons. For example, you can save a lot of money because charity shops are cheaper than normal shops. You often find more interesting things too. Also, it is a way for people to give some money to their favourite charities.




Read and listen. 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?


Are there second-hand shops in Romania?

Pronunciation

Comparative *-er* endings /ə/

a  Listen and repeat.

cheaper computer newer smaller

b  Listen to the sentences and repeat.

- 1 People donate computer games to charity.
- 2 Charity shops are cheaper.

Module 7 Progress Check

1 Complete the letters to make up words.

- 1 b ■ rr ■ ■
- 2 ■ ■ ap
- 3 s ■ ■ n ■
- 4 s ■ ■ e
- 5 e ■ r ■

2 Write the parts of the desktop.



3 Write sentences with the comparative form of the adjectives.

	Weight	Price	Speed
laptop	2.68 kg	€300	✓
desktop	12 kg	€350	✓✓

- 1 heavy 3 cheap 5 slow
- 2 expensive 4 fast

4 Write complete sentences using the superlative form of the adjectives in brackets.

- 1 Ben Nevis is (*high*) mountain in the UK.
- 2 Russia is (*big*) country in the world.
- 3 Waterloo is (*busy*) tube station in London.
- 4 Caviar is (*expensive*) food in the world.
- 5 Tokyo is (*large*) city in the world.

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

- 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*).

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 (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 3 = 15
4	5 × 3 = 15
5	5 × 2 = 10
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	



Collaborative project 2 page 126
Make a poster about your favourite charity or organization. Work in small groups.

Module

8

Having fun



In this module you will learn:

- Vocabulary**
- Playing games
 - Places to visit
- Grammar**
- Tense review: present simple and continuous, past simple
 - Making a polite request – The modal verbs: *can, will*
- Reading**
- A factual text - Board games
- Speaking**
- Expressing preferences / At a holiday camp
- Writing**
- An email
- Culture**
- Beaches in the UK

Find the page numbers for



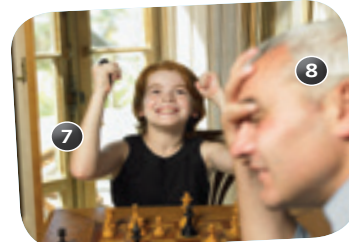
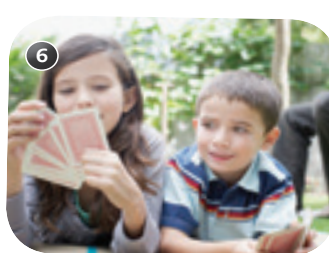
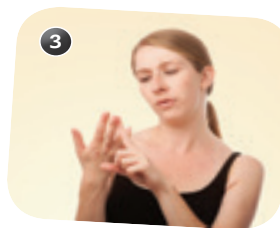
- A pair of dice
- A campsite
- A surfer

Playing games

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–10.

beat • cheat • count • give up • guess • land • lose • miss a turn • move a counter • roll the dice



2 Complete the sentences with 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 other player's cards!
- 3 If I don't know the answer, I ... !
- 4 To start the game, ... and get a six.
- 5 In Monopoly, if you ... on 'Go to jail' you miss a turn.

3  Listen to Lou and Will. Which games in the box do they describe?

chess ludo Monopoly Trivial Pursuit

4  In pairs, choose a game. Then ask and answer questions to guess which game it is.

This is a game for four people.

Is it ludo?

A factual text

BOARD GAMES

from cardboard
to pixels

Have you played a board game in the last year? If you have, it was probably on a tablet or smartphone. But board games have a long and ancient history.

Senet is the first known board game. It appeared in Egypt in about 3100bc. Backgammon appeared in China about 3,700 years later, in the year AD600. In backgammon, players roll the dice to move. The winner is the first player to remove all their **pieces**. The modern version of chess appeared in about 1200. The objective is to trap the other player's king or to force the other player to give up. Monopoly was the first modern board game. It appeared in the USA in 1935 and is the best-selling board game of all time.

Today, digital games sell millions. Designers have not only turned traditional board games, like Scrabble, into digital board games, but they have also created new games. Robotek is a game of strategy created especially for smartphones. It is like a board game because players take turns. Players have to save the world from robots of the Empire of Machine. It's very different from backgammon!

Digital board games offer high quality graphics, animation and interactivity. You can have multi-player games or play on your own; you can play with people sitting at the same table, or in different countries. And, of course, you don't have to **set up** the board, you can never lose the counters and it's much more difficult to cheat! Which ones will we play in the future?



1



Read and listen. Put the games below in the correct chronological order.

backgammon Monopoly chess senet

2

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 Egypt.
- 3 The modern board game comes from **Europe** / **the USA**.
- 4 Board games **are** / **aren't** popular today.

3

What benefits of digital board games does the text mention? Can you think of any others?

i Facts

The longest game of Monopoly ever played lasted 70 days.

Tense review: present and past tense

Present simple	Present continuous	Past 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: <i>every day / weekend / year</i> etc., <i>always, usually, never, on Mondays, once a week</i> , 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: <i>at the moment, now, this week, these days, today</i> , 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: <i>yesterday / last weekend / year</i> , etc., <i>two days / months</i> , etc., <i>ago in 2015</i> <i>then</i>

1 Look at the sentences in the table. Complete the rules with the name of the correct tense.

- We use the ... to describe finished actions or situations in the past.
- We use the ... to describe activities in progress.
- We use the ... to describe habits.

2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- Every year, our school ... (*have*) a chess competition.
- I ... (*never / take part*) because I ... (*not like*) chess.
- At the moment, I ... (*watch*) the competition.
- Amy ... (*not play*) right now, but Paul ... (*beat*) his opponent.
- Paul often ... (*win*) the school competition.
- Paul ... (*stand up*) and he ... (*smile*). He's won!

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

The Rubik's Cube

Ernö 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. In 1974, Rubik ⁽⁴⁾... (*invent*) his cube, but he ⁽⁵⁾... (*call*) it the 'Magic Cube'.

When Rubik first ⁽⁶⁾... (*make*) the cube, he ⁽⁷⁾... (*not know*) how to solve his new puzzle, but a month later, he ⁽⁸⁾... (*find*) the solution.

4 Order the words to make questions.

- your teacher / watching / Is / right now / TV / ?
- at the moment / you / What / doing / are / ?
- celebrate / How / did / your last birthday / you / ?
- having / your family / at 8pm / Was / dinner / ?
- What / when / were / the teacher / doing / came / into the classroom / you / ?

5 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 School football team.

School football team Application Form

Mr. / Miss (*delete as appropriate*)

Surname ... School ...

First name ... Age ...

Mobile ... Address ...

Making a polite request – The modal verbs: *can, will*

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, (no). I've got an appointment.

6 Complete the sentences with *can* or *will*:

- ... you open the door for me, please?
- ... I call you later?
- ... I go swimming?
- ... you please drive me to the airport tomorrow?
- ... you please pass me the lemon?
- ... I have this leaflet?
- ... you please come to the party tonight?
- ... I sit down here?

i Rules

Can I...? is often used informally. We use this structure to ask permission to do something.

Will you...? is used in a friendly way, when we ask somebody else to do something for us. It sounds more polite than *can*.

7 Choose the most appropriate response:

- Will you help me with my homework?
a) Yes, I can. b) Certainly.
- Can I have some more coffee?
a) No, I can't. b) Yes, of course.
- Will you join us for dinner?
a) Yes, with pleasure. b) Sure. Here you are.
- Can you bring me the dictionary?
a) Sure. Here you are. b) No, you won't.
- Can you hold this bag for me?
a) Sure. Here you are. b) Certainly.
- Will you turn off the lights, please?
a) No, you won't. b) Yes, of course.
- Will you deliver this parcel for me?
a) Sure. Here you are. b) Certainly.
- Can I use your computer?
a) No, you won't. b) Sorry, no.

➔ **Language reference** page 141

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

- Olivia** Hooray! We ⁽¹⁾... (*finish*) the school year.
Andy What ⁽²⁾... we ... (*do*) tonight? ⁽³⁾... you ... (*want*) to go to the cinema or watch a film at my house?
Olivia Let's watch a film. I ⁽⁴⁾... (*not have got*) much money and it ⁽⁵⁾... (*rain*) tonight.
Andy ⁽⁶⁾... Molly ... (*do*) anything tonight?
Olivia She usually ⁽⁷⁾... (*play*) chess on Friday with her cousin, but she ⁽⁸⁾... (*not play*) tonight because her cousin ⁽⁹⁾... (*go*) to New York yesterday.
Andy Cool! I ⁽¹⁰⁾... (*phone*) her tonight.

Grammar

1 2 3 4 5 6 7 8



9 Listen and check your answers.

Places to visit

Vocabulary

1  Listen and repeat the words.

aquarium • art gallery • campsite • castle • cathedral • fishing port • market • monument • safari park • statue • town square • water park

2 Match pictures 1–6 with the places in exercise 1. Which places are not in the pictures?



3 Choose the correct words.


- 1 Nelson's Column is a **statue** / **an art gallery** in London.
- 2 The Peles is a famous **castle** / **art gallery** in Sinaia.
- 3 The Prado is a **market** / **an art gallery** in Madrid.
- 4 St. Paul's is a **campsite** / **cathedral** in London.
- 5 The Great Wall of China is a **monument** / **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 **PERSONAL PROJECT**

The Map of Natural Curiosities
Follow the link: <https://www.youtube.com/watch?v=fbgELNEy7fw>
Watch the video. Choose one of the ten natural wonders presented and place its fact sheet on the world map. Design a PowerPoint presentation and present your slides to the class.

Listening

6  Listen to the conversation between Natalie and her aunt.
Where is Natalie going tonight? Where is she going in August?

7 Listen again. Are the sentences true or false?

- 1 Natalie received her exam results.
- 2 Sophie is making pizza at the party.
- 3 If it doesn't rain, they are eating outside.
- 4 Natalie thinks it is raining tonight.
- 5 Natalie isn't working at the market all summer.



Speaking

Expressing preferences / At a holiday camp

Model Dialogue



Molly

What are we doing **today**?

We did that last week. I don't really feel like doing that today.

To be honest, I'd rather **visit the castle**.

Let's **see a film**.

Good idea!

Abbie



We could go to the **water park**.

What would you rather do?

OK. Let's do that. And what about the evening?

I don't fancy a film tonight. I'd prefer to go **dancing**.

Great! It'll be fun.



1 Listen to the dialogue. What do Molly and Abbie decide to do?

2 Listen again and repeat the dialogue.

3 Match questions 1–3 with answers a–c.

- 1 What are we doing today?
 - 2 What are we doing tonight?
 - 3 What would you rather do?
- a) I'd rather go walking.
 - b) Let's go to the disco.
 - c) We could go to the beach.

Speaking Task

1 Talk about preferences

Read the information and choose an activity.

WHAT'S ON

- ★ Beach volleyball game: Today at 11am.
- ★ Dolphin show at the aquarium: Today at 2pm.
- ★ Beach barbecue: Tonight 8pm.
- ★ Karaoke night! Tonight 8pm.
- ★ Open air party: Tonight at 9pm.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What are we doing today?

We could go to the dolphin show.

Useful Language Expressing preferences

I don't really feel like doing that today.
To be honest, I'd rather visit the castle.
Let's see a film.

What would you rather do?
And what are we going to do in the evening?
I don't fancy a film tonight. I'd prefer to go dancing.

Writing

An email

1  Read the Model Text 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 is she doing there?

Model Text

Hi,

I'm sitting outside and I'm feeling really excited. The holidays are beginning!

This wasn't an easy year for me. 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. Once, when we did 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. My dad was born there. It's an opportunity to explore the island and have a good time.

Did you have a good year? What are your plans for the summer?

Write soon,
Naomi



2 Look at the Tips. Find examples of 1–3 in the Model Text.

past simple *We moved here last July*

- 1 past simple
- 2 present simple
- 3 present continuous

Tips

Verb tenses

Use a variety of verb tenses to make your writing more interesting.

3 Write complete sentences. Use past and present tenses.

We / finish / school / yesterday.

We finished school yesterday.

- 1 I / always pass / all my exams.
- 2 Last week / we / visit / a museum in Rome.
- 3 Tonight / we / have / a party to celebrate.
- 4 I / write to you / and I / eat / an ice cream now.
- 5 He / go / to the cinema / yesterday.

Writing Task

1 Plan

Write a reply to Naomi's email. Make notes and include:

What you are doing / Your feelings:

I'm sitting outside ... I'm feeling

Your year *I had a great year / made a lot of friends / learnt a lot*

Your holiday plans *We're going to ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 What you are doing, your feelings

Paragraph 2 Your year

Paragraph 3 Your holiday plans

3 Check

- past and present tenses
- vocabulary for places to visit
- different verb tenses



Beaches in the UK



The UK has some very popular beaches. Some are peaceful and wild and others are popular with tourists.

Newquay is in the southwest of England. It has a population of over 10,000. It was originally a fishing port, but now it is a popular tourist destination. Newquay has nine sandy beaches and it's the UK's surfing capital. Every year, there are international surfing competitions. The surfer in the picture competed in Europe's biggest surfing competition in Newquay.

Blackpool is the most popular seaside town in the UK. It receives about 10 million visitors every year. It was the first town in the world to have electric street lights. It is also famous for its tower. Blackpool is about 50km from Liverpool and The Beatles played several concerts there in the 1960s.



1 Read and listen. Then answer the questions.

- 1 Where is Newquay?
- 2 How many beaches does it have?
- 3 What competitions take place in Newquay?
- 4 How many visitors go to Blackpool every year?
- 5 What is Blackpool famous for?

2 Where are the most beautiful beaches in Romania?

3 **PERSONAL PROJECT**

A funny holiday in Hawaii – Invitation to a party

Follow the link: <https://www.youtube.com/watch?v=FBihpfTbSfE>

Watch the video. Imagine you are on holiday in Hawaii and you are invited to a fancy beach party. Using the vocabulary from the video write a dialogue to find out information about the place, the time and the costumes you are supposed to wear for this fancy beach party.

Pronunciation

Present simple and past simple

a Listen and repeat.

- 1 a) It receives 10 million visitors.
b) It received 10 million visitors.
- 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)?

Module 8 Progress Check

1 Complete the words with vowels.

- 1 ch ■ ■ t
- 2 r ■ ll th ■ d ■ c ■
- 3 m ■ v ■ ■ c ■ ■ n t ■ r
- 4 l ■ s ■
- 5 m ■ s s ■ t ■ r n

2 Look at the following pictures of places and name them.



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

Last year, we ⁽¹⁾... (*go*) to Madeira on holiday. There we ⁽²⁾... (*visit*) a museum and I ⁽³⁾... (*meet*) a school friend. We ⁽⁴⁾... (*spend*) time swimming and playing on the beach. One day I ⁽⁵⁾... (*hear*) a familiar voice. It was another school friend!

4 For each sentence, put either the negative or question form, depending on what is asked for.

- 1 Jason went to Paris last weekend. (*question – where?*)
- 2 I saw Jane during the meeting. (*negative*)
- 3 She drove a BMW to the party last night? (*question – what car?*)
- 4 The Queen visited Australia last summer. (*negative*)
- 5 They bought a new house in Rome. (*question – where?*)

5 Match the sentences in column A with the sentences in column B.

- | A | B |
|---|---------------------------------|
| 1 Could you lend me some money, please? | a) Certainly. Let's go fishing. |
| 2 Will you teach me how to fish? | b) Sure. How much do you need? |
| 3 Can I borrow your mobile phone? | c) Yes, take a seat, please. |
| 4 Will you post this letter, please? | d) Yes, of course. |
| 5 May I sit down? | e) Sorry, no. |

6 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 (points)
1	5 × 2 = 10
2	5 × 2 = 10
3	5 × 3 = 15
4	5 × 3 = 15
5	5 × 2 = 10
6	10 × 3 = 30
Total	90
Granted points	10
Final score 100	



Collaborative project 3 page 128
Make a poster about where you live.
Work in small groups.

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.



1 Find four ICT companies in the wordsearch.

O	E	O	G	D	G	L	A
Y	W	W	L	O	O	F	P
F	A	C	E	B	O	O	K
A	P	S	U	M	G	F	L
C	P	G	A	P	L	L	F
E	L	O	O	G	E	B	A
R	E	R	E	B	A	Y	C

2 Choose the correct answers.

- What does 'www' mean?
 - World Wide Web
 - World World Website
 - We Work WorldWide
- What is a URL?
 - a computer virus
 - a web page address
 - an email address
- Which of these is not an internet browser?
 - Internet Explorer
 - Google Chrome
 - Amazon
- What 'language' do you use to write a web page?
 - HTML
 - URL
 - HTTP

Round up 2 (Module 5-8)

Vocabulary practice

Fill in the gaps with the right words.



She is c...



The e... is the biggest land animal.



When I am 18, I want to g... t... u...



José Muñoz plays the g... in Estopa.



You should always recycle glass b...



This game is difficult. I g... u...!



Seville has got the largest c... in Spain.



The p... b... lives in the Arctic Circle.



This is a very famous s... in New York.



Jumpers, gloves and scarves are often made of w...



Round up 2 (Module 5-8)

Grammar practice

1 Order the words to make questions.

- 1 yesterday / Was / hot / it / ?
- 2 from / Where / Cervantes / was / ?
- 3 she / Was / last week / at school / ?
- 4 you / happy / last night / Were / ?
- 5 tired / Why / your friends / were / ?
- 6 you / in bed / Were / at 11pm / ?

2 Complete the sentences with the past simple affirmative form of the verbs in brackets.

- 1 He (*ride*) a camel in Tenerife.
- 2 I (*spend*) a great holiday last summer.
- 3 We (*find*) some money in the park.
- 4 You (*come*) home late last night.
- 5 My grandad (*buy*) a new house.



3 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 She / watch / the football match at the stadium / tomorrow.

4 Complete the sentences with the comparative form of the adjectives in brackets.

- 1 The bus station is ... (*busy*) than the train station.
- 2 Dogs are ... (*intelligent*) than birds.
- 3 Ostriches are ... (*fast*) than humans.
- 4 Cola is ... (*bad*) for you than coffee.
- 5 A basketball is ... (*big*) than a football.
- 6 Books are ... (*heavy*) than DVDs.
- 7 My trainers are ... (*new*) than my boots.

5 Write sentences with the superlative form of the adjective.

- 1 Jon / tall / boy / in my class.
- 2 We / good / students / in our school.
- 3 The elephant / large / land animal.
- 4 The Bugatti / expensive / car / in the world.
- 5 My aunt / bad / singer / in our family.
- 6 Kate / intelligent / person / I know.
- 7 Everest / high / mountain / in the world.

6 Choose the correct form of the genitive: A, B or C.

- 1 My uncle ⁽¹⁾ ... summer house is small but cosy.
- 2 Charles ⁽²⁾ ... daughter studies Art.
- 3 The result ⁽³⁾ ... the football game was unexpected.
- 4 The boys ⁽⁴⁾ ... toys are arranged on the shelves.
- 5 Mark and Tina ⁽⁵⁾ ... presents are beautiful.
- 6 Jimmy ⁽⁶⁾ ... umbrella is black.
- 7 The windows ⁽⁷⁾ ... the house are open.

	A	B	C
1	'	of	's
2	's	'	of
3	of	's	'
4	of	's	'
5	'	of	's
6	's	'	of
7	'	of	's

7 Complete the sentences with *can* or *will*:

- 1 ... I call them now?
- 2 ... I sit here?
- 3 ... you please help me in the kitchen?
- 4 ... I ask you a question?
- 5 ... you please get me a cup of tea?
- 6 ... you come outside and play with us?
- 7 ... you please lend me this book?
- 8 ... I borrow your bike?
- 9 ... you please pass me the salt?
- 10 ... you translate this for me please?

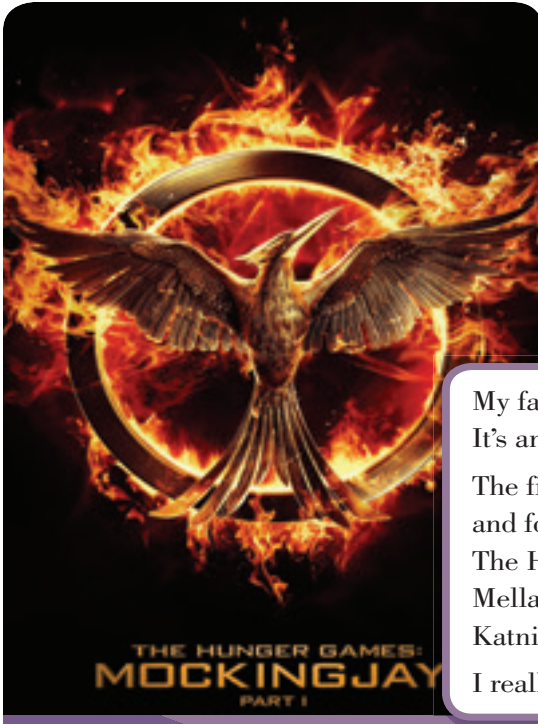
Writing guide 1

Text type: A review

TASK Write a review. Follow the steps below.

I READ THE MODEL TEXT

- 1 Read the Model Text. Who are the important characters in the film series *The Hunger Games*?



My favourite film is *The Hunger Games: Mockingjay Part 1*. It's an American science-fiction adventure film.

The film is the third film in *The Hunger Games* series and follows Katniss Everdeen, the survivor and winner of The Hunger Games. Another important character is Peeta Mellark, another player in the games. Jennifer Lawrence is Katniss and Josh Hutcherson is Peeta.

I really like this film because the special effects are fantastic.

- 2 Read the Model Text again and choose the correct words.

Liam's favourite **book** / **film** is one of *The Hunger Games* series.

- 1 It is a(n) **American** / **British** film.
- 2 Katniss Everdeen is a **winner** / **loser**.

- 3 Read the Model Text again and answer the questions.

What type of film is?

It's a science-fiction adventure film.

- 1 What is the film about?

- 2 Who are the actors?

- 3 Why does Liam like the film?

2 PLAN YOUR TEXT



Think of your favourite film. Then complete the notes about it.

Title: _____
Type of film: _____
What is it about? _____

Who are the characters? _____

What do the characters do? _____

Who are the actors? _____

Why do you like the film? _____

Now use the information from Step 2 and write a complete review.

1 My favourite film is ⁽¹⁾_____. It's a(n)
⁽²⁾_____ film.
2 The film is about ⁽³⁾_____. The important character(s) is / are
⁽⁴⁾_____. He / She / They ⁽⁵⁾_____.
The actor(s) *is / are* ⁽⁶⁾_____.
3 I really like this film because ⁽⁷⁾_____.

3 WRITE YOUR TEXT

Write the review of another film.

4 CHECK YOUR TEXT

Check your:

Grammar Vocabulary Spelling

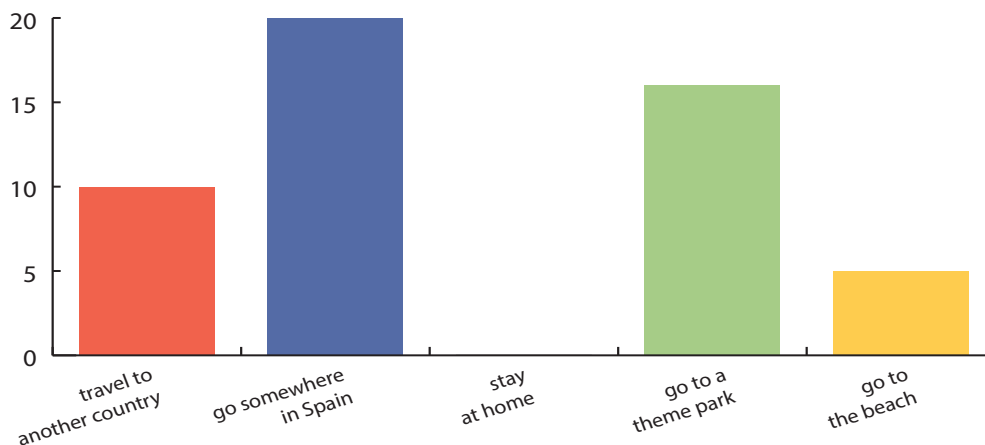
Writing guide 2

Text type: A class survey

TASK Write a class survey. Follow the steps below.

I READ THE MODEL TEXT

1 Read the Model Text and look at the class survey. What is it about?



We asked 20 people in our class about their plans for the school holidays. Here are our results.

- Will you travel to another country?
(1) **100 per cent of students** will travel to another country. Most of these students will go to countries in Europe.
- Will you go somewhere in Spain? Will you stay at home?
(2) **50 per cent of the people** in my class will go somewhere in Spain.
(3) **0 per cent** will stay at home every day during the holidays.
- Will you go to a theme park? Will you go to the beach?
(4) **80 per cent of students** will go to a theme park with their families or friends.
(5) **25 per cent of students** will go to the beach. These students have family members who live near the sea.

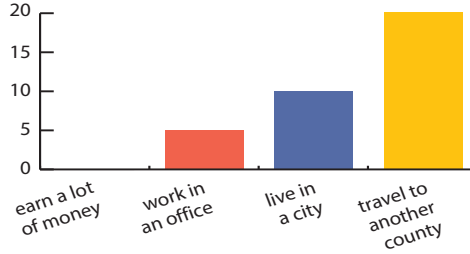
2 Choose the correct phrases to replace the expressions in bold in the Model Text.

- 1 **Half** / A few will travel to another country.
- 2 **Most** / Everyone will go somewhere in Spain.
- 3 **No one** / A few will stay at home.
- 4 **Most** / Half will go to a theme park.
- 5 **A few** / No one will go to the beach.

2 PLAN YOUR TEXT

Look at the class survey about future plans. Match questions 1–4 with answers a–d.

- 1 Do you want to earn a lot of money? c
- 2 Do you want to work in an office?
- 3 Will you live in the city?
- 4 Will you travel to another country?



- a) Half
- b) Everyone
- c) No one
- d) A few students

Complete this text using the information from the class survey in Step 2 and the phrases above.

Class survey: Future plans

We asked 20 people in our class about their future plans. Here are our results.

- Do you want to earn a lot of money?
 (1) No one wants to earn a lot of money. They think they can be happy without it.
- Do you want to work in an office?
 (2) _____ in the class want to work (3) _____.
- Will you live in the city?
 (4) _____ of the students will (5) _____ because they think there are more jobs there.
- Will you travel to another country?
 (6) _____ will (7) _____. They want to explore different places.

3 WRITE YOUR TEXT

Make a class survey and ask your classmates. Write the results.

4 CHECK YOUR TEXT

Check your:

- Grammar
- Vocabulary
- Spelling

Writing guide 3

Text type: A description of a person

TASK Write a description of a person. Follow the steps below.

I READ THE MODEL TEXT



1 Read the Model Text. Is Adrian Monk a real person or a fictional character?

My favourite film or TV hero

Hi!

My favourite TV hero is Adrian Monk, from the TV detective series, *Monk*. He's a private detective. He was a police officer in the past.

Monk is strange. He tidies everything and he cleans a lot too. He isn't good-looking or brave, but he always finds the criminal. He's got a friend called Natalie. He's also got two friends who are police officers. They all work together to solve mysteries.

I like Monk because he's got problems, but he's a good person and he works with the police too. He's also the most intelligent person on TV.

In the future, I think Monk is going to marry Natalie. I don't think he's going to become a police officer again.

Jake



2 Read the Model Text again and decide if the sentences are T (true) or F (false).

Adrian Monk is a police officer.

T / F

1 He isn't very good at his job.

T / F

2 He works with his friends.

T / F

3 He is very clever.

T / F

4 He is married to Natalie.

T / F

3 Match the sentence halves and write them.

1 Adrian Monk was

a) he also cleans a lot.

2 Monk tidies everything and

b) work for the police.

3 Two of his friends

c) a police officer.

4 Monk is a good person

d) marry Natalie.

5 Jake thinks Monk will

e) and he's intelligent too.

2 PLAN YOUR TEXT

Look at the notes about Matt Damon.

My favourite film or TV hero

Name: Matt Damon

What does he do?

- Hollywood actor
- makes films about people who are special or different
- best film *The Bourne Identity*; *Good Will Hunting* is also good



What's he like?

- not very tall, but intelligent
- likes sport

Why do you like him?

- he makes good films
- he works with people in Africa

What do you think he is going to do in the future?

- do more work in Africa and in politics
- make a lot of good films

Now use the information from Step 2 and choose the correct words to write a complete description of Matt Damon.

Hi!

- 1 My favourite film or TV hero is Matt Damon. He's a ⁽¹⁾ Hollywood actor. He often makes films about ⁽²⁾ _____. I think his best film is *The Bourne Identity*, but I ⁽³⁾ also / too like *Good Will Hunting*.
 - 2 Matt Damon isn't very tall, but he's ⁽⁴⁾ _____. He likes sport ⁽⁵⁾ also / too.
 - 3 I like Matt Damon because he ⁽⁶⁾ _____ films and ⁽⁷⁾ also / too because he works with people in Africa.
 - 4 In the future, I think he's going to do more work in Africa and ⁽⁸⁾ _____ and I think he's going to make more good films ⁽⁹⁾ also / too.
- Clare

3 WRITE YOUR TEXT

Write the description of your favourite film or TV hero.

4 CHECK YOUR TEXT

Check your:

- Grammar Vocabulary Spelling

Writing guide 4

Text type: A biography

TASK Write a biography. Follow the steps below.

I READ THE MODEL TEXT

-  1 Read the Model Text. What was Florence Nightingale's job?

Florence Nightingale

I think one of the most interesting people in history was Florence Nightingale. She was born in 1820. She became a nurse in 1844.

In October 1853, the Crimean War started. Florence wanted to help the soldiers, so she travelled to the war. There were thousands of soldiers in the hospital and it was dirty. There were rats and some men didn't have beds. Florence and the other nurses cleaned the hospital and helped the soldiers. She died at 12pm on 13th August 1910.

I like Florence Nightingale because she wanted better hospitals and training for nurses.

Nina



- 2 Read the Model Text again and choose the correct words.

Florence Nightingale was born in 1820 / 1844.

- 1 She lived and worked in the 18th / 19th century.
- 2 She worked in the Crimean War / First World War.

- 3 Read the Model Text again and answer the questions.

Why did Florence Nightingale go to the war?

She wanted to help the soldiers.

- 1 What was the hospital like?

- 2 What did the nurses do in the hospital?

- 3 When did Florence Nightingale die?

- 4 Why does Nina like Florence Nightingale?

2 PLAN YOUR TEXT

Look at the notes about Mozart.

Wolfgang Amadeus Mozart

Born: 27th January 1756

What job did he do?

composer and musician

What was special about him?

child genius, could play piano and violin before he was five

What did he do?

composed more than 600 operas, concertos and symphonies

visited many important European cities (Munich, Paris, London, Prague)

Died: at 1 am on 5th December 1791

Why do you like him?

a brilliant composer – his music is very important today

Remember!

Use *in* before months and years.

Use *at* before times.

Use *on* before days and dates.

Now use the information from Step 2 and complete this biography of Mozart.

Wolfgang Amadeus Mozart

- 1 I think one of the most interesting people in history was Mozart. He was born in ⁽¹⁾ _____ 1756 _____. He was a ⁽²⁾ _____.
- 2 Mozart was a child genius. He could play ⁽³⁾ _____ before he ⁽⁴⁾ _____. Mozart composed more than ⁽⁵⁾ _____ concertos and symphonies. He was very famous and he ⁽⁶⁾ _____ many important European cities, like Munich, Paris, London and Prague. He died ⁽⁷⁾ _____.
- 3 I like Mozart because ⁽⁸⁾ _____.

3 WRITE YOUR TEXT

Write a biography of another famous person.

4 CHECK YOUR TEXT

Check your:

- Grammar Vocabulary Spelling

Digital Competence 1

Digital comic artwork



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 bullying or if you are its victim.

Digital Competence 2

A collaborative wall



Look at the collaborative wall and find an example of:

a recipe a photo a video about making a pancake a definition of pancake



The screenshot shows a mobile application interface for 'Pancake Day!'. The top navigation bar includes 'LOG IN', 'HOME', 'RECIPES', 'FAQS', and 'SEARCH'. The main content area is divided into several sections:

- Pancake Day! Header:** A large red banner with the text 'Pancake Day!' and an illustration of a pancake being cooked on a griddle.
- User Post 1:** 'Here's a picture of the pancakes we made!' by Trix, 9 days ago.
- User Post 2:** 'A pancake is a thin cake. You make a batter and fry it in a pan. You can add sugar and lemon for a sweet pancake, or chocolate for another topping.' by Trix, 5 days ago.
- User Post 3:** 'Make as many words as you can from the letters **PANCAKE DAY CELEBRATIONS** cat take son pack cake' by Sara, 5 days ago.
- Recipe for pancakes:** 110g flour, 2 eggs, 200ml milk + 75ml water, 50g butter. Instructions: Mix ingredients. Melt butter in pan. Put the batter in the pan and fry. Serve with lemon and sugar. Includes a photo of pancakes.

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 3

Digital avatars



Answer the questions.

- 1 What are avatars?
- 2 Where can you see avatars?



Read the interview. Who is the famous person?

What is your name?

Henry Ford.

Where and when were you born?

I was born in July 1863, in the USA.

What did you do?

I designed cars and had a company that made cars.

What was your most famous car?

It was the Model T.

When did you invent it?

I invented it in 1908.

Thank you for your answers
Mr Ford! Goodbye.

Goodbye.

TASK 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?

Digital Competence 4

A wiki



Read the task and look at the wiki. What is it about? What things does it include?

Fashion in the 1960s!
The 1960s was a time of big social and political change in Britain and the USA. Fashion changed a lot too.

Important fashions in the 1960s:

- The bikini became popular in 1963.
- Mary Quant invented the mini-skirt in 1964.
- In the 1960s, there was a famous band called The Beatles. They had longer hair and they wore suits with thin ties. Young people wanted to look like them!
- In the late 1960s many people became hippies. Men and women had long hair. They wore flared trousers.
- Women first wore mini-skirts in the 960s. They are still popular today.
- Long hair became popular with men.



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:

- Is fashion important for you? Why?
- What is more important for you: price, quality, quantity, latest trends in fashion? Why?

Festivals and celebrations all over the world

Bonfire night



Bonfire Night (or Guy Fawkes Night) is celebrated in the UK on 5 November and the night skies are filled with colour. It's a special day in honour of a historic event.

History

The year was 1605 and some English Catholics were angry because King James I was treating them badly. A group of men made a plan to blow up the Houses of Parliament in London on 5 November, the day that the king was due to open Parliament. The plan became known as the 'Gunpowder Plot' and the leader of the group was Guy Fawkes. The men put 36 barrels of gunpowder in the Houses of Parliament and waited for the king to arrive. The group decided that Guy Fawkes should light the gunpowder and cause the explosion. They didn't succeed because the police found the gunpowder before it exploded and they caught all the men involved in the plot. The men were tortured and killed. To celebrate his survival, King James ordered the people of England to have a bonfire on the night of 5 November.

Bonfires, Guys and fireworks

On 5 November, people remember the plot to blow up the Houses of Parliament by celebrating 'Bonfire

Night'. All over Britain there are firework displays and bonfires with models of Guy Fawkes, which are burned on the fire. The Guy is made of old clothes and the clothes are filled with newspaper. The fireworks are a reminder of the gunpowder that Guy Fawkes hid in the cellar of Parliament. Some people have a small bonfire in their garden on 5 November, while in main towns and cities there are big bonfires and firework displays.

Food

Traditional Bonfire Night food is hot baked potatoes. They are cooked on the bonfire and filled with butter and cheese. There are also toffee apples (apples on a stick, covered in sweet toffee) and in the north of England they eat a special type of cake called parkin. Toasting marshmallows on the bonfire is also popular. Yum!

Penny for the Guy

In Britain only adults can buy fireworks, but in the past they were sold to children too. During the days before Bonfire Night, children used to take their home-made Guys onto the streets and ask for 'a penny for the Guy' to collect money to buy fireworks. Now you have to be over 18 to buy fireworks, and safety on Bonfire Night is an important issue.



1 Match the two sentence halves and write a–h next to the number 1–8.

- 1 An enormous explosion
- 2 The plan to blow up the Houses of Parliament
- 3 Guy Fawkes and his men
- 4 Models of Guy Fawkes
- 5 The Guy
- 6 The Guy's clothes
- 7 Potatoes
- 8 In the past fireworks

- a are burned on fires.
- b was planned for November 5th.
- c is known as the 'Gunpowder Plot'.
- d were sold to children.
- e were tortured and killed.
- f is made with old clothes.
- g are cooked on the bonfire.
- h are filled with newspaper to help it burn.

2 Follow the link below and watch the video. Write down the necessary steps to make a Guy at home.
https://www.youtube.com/watch?time_continue=21&v=RAQ3Vi9X3IM

3 PERSONAL PROJECT Which special days do you celebrate in Romania with fireworks or bonfires? Write about: • the name of the celebration; • its significance; • when it takes place; • what people do on that occasion.



Mardi Gras

Mardi Gras, from the French words meaning «Fat Tuesday,» combines religious tradition with a carnival or festival to welcome spring. Mardi Gras is always 47 days before Easter. Mardi Gras is reflecting the practice of the last night of eating rich, fatty foods before the ritual of fasting. In countries such as the United Kingdom, Mardi Gras is also known as Shrove Tuesday. In 1857, the first parade rolled through the city streets on floats pulled by horses. One float was carrying the king on a throne and another carried a devil, made from paper, sitting among flames representing hell.



Balls and Parades

Today, hundreds of Mardi Gras clubs host grand balls and dozens of parades. Mardi Gras balls are opulent affairs with kings, queens, royal courts, and an abundance of pomp and pageantry. While most balls are only with elaborate invitations, everyone is welcome to attend the parades. During the 12-day period leading up to Mardi Gras, nearly 70 parades roll in the area. When you add band members, dance groups, clowns and motorcycle squadrons, the number of participants often totals more than 3,000.

The themes of the carnival have been taken from history, children's stories, legends, geography, famous people, entertainment, mythology and literature. All the floats are decorated to fit the theme and every year the krewé (organization crew) picks a new theme.

Throw me something, Mister!

Along the parade route, costumed riders on sparkling papier – maché floats toss, “throw” to the greedy crowd who yells, “Throw me something, mister!” Along with beads, plastic cups and stuffed toys, parade-goers beg for prized throws like large tin coins, Zulu coconuts, Muses shoes, purses and anything that lights up. Marching groups, clowns and characters of all kind walk down the street to marching bands who provide the perfect soundtrack to Carnival Season.

Carnival Food

Because the whole point of Mardi Gras is to enjoy life's excesses before Lent begins, Creole and Cajun dishes such as jambalaya, gumbo, red beans and rice are a major part of the celebration. Mardi Gras just wouldn't be Mardi Gras without king cake, an oval pastry with a sugary icing in Mardi Gras colors of purple, green



and gold. Each cake contains a small plastic baby, and the person who finds the baby must buy the next king cake. In 1872, Rex, the king of Carnival, proclaimed the official colours: purple represents justice, green stands for faith, and gold signifies power.



Masking

Masks were first worn during Mardi Gras so wearers could escape society and class constraints. When wearing a mask, carnival goers were free to mingle with whatever class they desired and keep their reputation untarnished. Today, wearing masks during Mardi Gras is tradition. Float riders are required to wear masks by law in keeping with the mystery and tradition.

1 Choose the best answer for each question: true (T), false (F).

- 1 Preparations for Mardi Gras begins months beforehand.
- 2 Mardi Gras is also known as „Fat Tuesday“.
- 3 Some of the floats date back to the 15-th century.
- 4 The Mardi Gras floats are made of paper.
- 5 The official colours are purple, green and gold.
- 6 Wearing masks during Mardi Gras is forbidden.

2 Watch the video and name the best places to celebrate Mardi Gras across The United States.
<https://www.youtube.com/watch?v=13j5RM9jocQ>

3 PERSONAL PROJECT
Card design
Design and write your own Mardi Gras card for a friend / classmate / relative. You can choose any other favourite celebration and design your card.



Kwanzaa

Kwanzaa is a week-long celebration held in the United States, honoring African heritage, culture and traditions. It is observed from December 26th to January 1st, culminating in a feast and gift-giving. Kwanzaa is a festive time, but it's also an occasion for reflection, conversation, contemplation and friendship.



Kwanzaa history

The word derives from the Swahili, a language spoken in eastern and south-eastern Africa, meaning “first fruits” and it is based on traditional African harvest festivals. Kwanzaa was initially celebrated between December 1966 and January 1967, as a way to help African-Americans remember their roots and also to encourage unity during a time of incredible racial conflict.

Families celebrating Kwanzaa decorate their households with objects of art, colorful African cloth and fresh fruits that represent African idealism. Celebrations often include songs and dances, African drums, storytelling, poetry reading, and a large traditional meal. On each of the seven nights, the family gathers and a child lights one of the candles on the candleholder, then one of the seven principles is discussed.

Symbols

Along with the core principles, unity, self-determination, collective work and responsibility, co-operative economics, purpose, creativity and earth, come some other symbols. Candles are ceremonial objects which symbolize the sun's power. There are seven

candles: three red, three green, and one black. The black candle symbolizes unity, the basis of success. The green one represents the earth that sustains our lives and provides hope and the fruits of the harvest. The red candle symbolizes people's struggle, self-determination and creativity.

A *mat*, made from straw or cloth, on which to put the things needed for the celebration expresses history, culture, and tradition.

The unity cup used to pour libations, ears of corn, the Kwanzaa flag and a poster depicting the seven principles of Kwanzaa.

Fruits, nuts and vegetables represents the harvest festival in which joy, sharing, unity, and thanksgiving are the fruits of collective work.

The ear of corn represents fertility and symbolizes the future hopes of the family, that are brought to life.

What Do People Do?

A Kwanzaa ceremony often includes performance of music and drumming, a reflection on some aspects of African history. Women often wear brightly colored traditional clothing.

In recent years, it has become increasingly common



for people to mix elements of Kwanzaa with Christmas or New Year celebrations. A family may have both a Christmas tree and a Kwanzaa candle stick on display in their home. This enables them to include both Christian and African inspired traditions in their lives at this time of year.

Gifts

People celebrating Kwanzaa, exchange meaningful gifts with members of their families. Handmade gifts, such as homemade mats, candleholders,

African dolls, food baskets decorated with traditional colors, are much appreciated.

The gift cements social relationships, allowing the receiver to share the duties and the rights of a family member. Accepting a gift makes the receiver part of the family.

Celebrated by millions throughout the world, Kwanzaa brings a cultural message which speaks to the best of what it means to be African and human in the fullest sense.



1 Choose the right answer.

- 1 The holiday of Kwanzaa was introduced in.
a) 1981 b) 1966
- 2 Which color candle symbolizes unity?
a) black b) red
- 3 What day of the year does Kwanzaa start?
a) January 1st b) December 26th
- 4 What day of the year does Kwanzaa end?
a) December 31st b) January 1st
- 5 How many days are in Kwanzaa's holiday?
a) eight b) seven

2 PERSONAL PROJECT

Follow the link below and watch the video.

<https://www.youtube.com/watch?v=t8Oh2gYHTK4>

Answer the following sentences:

- 1 What kind of celebration is Kwanzaa?
- 2 When was it celebrated for the first time?
- 3 What is the first principle of Kwanzaa?
- 4 What does each colour of candles symbolize?
- 5 What does Kwanzaa teach people?
- 6 How would you describe Kwanzaa to a friend who has never heard of it before?



Flag Day



The History of Flag Day

It is believed that the first annual recognition of the flag's birthday dates back to 1885 when school teacher, BJ Cigrand, first organized a group of Wisconsin school children to observe June 14 - the 108th anniversary of the official adoption of "The Stars and Stripes" as the Flag's Birthday. Cigrand, now known as the "Father of Flag Day," continued to publically advocate the observance of June 14 as the flag's "birthday", or "Flag Day" for years.

Inspired by decades of state and local celebrations, Flag Day was officially established by the Proclamation of President Woodrow Wilson on May 30th, 1916. While Flag Day was celebrated in various communities for years after Wilson's proclamation, it was not until August 3rd, 1949, that President Truman signed an Act of Congress designating June 14th of each year as National Flag Day.

Since August 1949 the President proclaims the commemoration yearly, and encourages all Americans

in the country to display "The Stars and Stripes" outside their homes and businesses.

Observance of Flag Day

The National Flag Day Foundation holds an annual observance for Flag Day on the second Sunday in June. The program includes a ceremonial raising of the national flag, the recitation of the Pledge of Allegiance, the singing of the national anthem, a parade and other events.

Interesting Facts about Flag Day

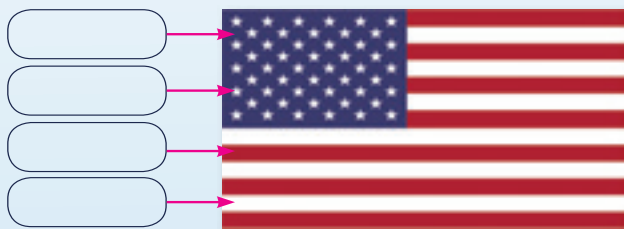
It is interesting to point out that the United States did not even have a standardized flag until 1912! Called the "Stars and Stripes" or "Old Glory," the flag is one of the most complicated in the world. No other flag needs 64 pieces of fabric to make.

The current flag has thirteen red and white alternating stripes (seven red and six white ones, representing the former 13 English colonies which on 4 July 1776 became independent of Great Britain) and fifty stars



(each star represents one of the states of the Union) on a blue background representing a new constellation just as constellations in the night sky that stand forever. Red stripes were chosen to represent valor, courage and hardiness; white stripes represent innocence and purity, a new country just born and starting on its own; the blue field on which the stars sit represents justice and perseverance.

- 1 The American flag is also nicknamed the “Stars and Stripes” because of its design. Can you identify what the design stands for?



The American flag has also changed designs more than any other flag in the world. The first flag, called the Grand Union, was flown at the headquarters of the Continental Army on January 1, 1776. Betsy Ross, a seamstress, is said to have contributed to this design. For this reason, another popular nickname for USA’s flag is Betsy Ross.



- 2 Follow the link below and watch the video. Write down who Francis Hopkinson and Betsy Ross were?
<https://www.youtube.com/watch?v=PMwjjmjwQmw>

- 3 **PERSONAL PROJECT**
Describe the national flag of Romania. Write about: • its history; • the significance of its colours; • interesting facts about the Romanian flag.



Trooping the Colour



When is Trooping the Colour?

Traditionally, Trooping the Colour is held on the second Saturday of June. Proceedings usually start at around 9:15am, when the troops begin to form, but the Queen doesn't leave Buckingham Palace until around 10:45am. Her Majesty will arrive at Horse Guards Parade at around 11am to review the ranks, before heading back to the palace. The RAF flypast is scheduled for 1pm.

Why is it called Trooping the Colour?

Trooping the Colour is a military parade – so the name has a military background, which goes all the way back to the 17th Century.

The guards which take part in the parade form one of the oldest regiments of the British Army – the Household Division. They are like the Queen's bodyguards or personal troops, and have been part of the monarchy since the English Civil War ended in 1660. "Colours" was the name given to the flags representing the different regiments in the British Army. The flags all looked different, depending on the colours and symbols of each regiment.

The army used these flags so that soldiers could easily spot their unit when they were on the battlefield, because it used to be quite easy to get lost in battle. Keeping an eye out for their own regiment's "colours" was an easy way to keep everyone together. Because of this, it was important that soldiers knew which colours belonged to which regiment, so they needed to be regularly displayed. To do this, officers would march up and down in front of the troops (this is called "trooping"), waving their flags (or "colours"), so everyone could see which flags belonged to which regiment.

What happens at Trooping the Colour?

Over 1400 parading soldiers, 200 horses and 400 musicians come together each June in a great display of military precision, horsemanship and fanfare to mark the Queen's official birthday. The Trooping the Colour parade officially begins when the Queen leaves Buckingham Palace in a carriage. Until 1987, she actually used to make this journey riding side-saddle on a horse, dressed in the colours being trooped that year.



She travels down the Mall in front of crowds towards Horse Guards Parade at Whitehall, near to Downing Street. The Mall is a tree-lined royal road leading from Trafalgar Square to Buckingham Palace. When the Queen gets there, she is greeted by a royal salute from the soldiers on parade, before inspecting the troops.

Once this is done, she is joined by other members of the royal family on Buckingham Palace's famous

balcony. There is a special 41gun salute in Green Park, just next to the palace, and a special aerobatic display by the RAF's display team, the Red Arrows.

How can I watch it?

Members of the public wishing to watch the parade are advised to stand on The Mall or on the edge of St. James's Park overlooking Horse Guards from 9am. The parade is also broadcast live on the BBC in the UK.

1 Read the text again and mark the sentences as Right (R), Wrong (W) or Doesn't Say (DS).

- 1 Trooping the Colour marks the Queen's official birthday celebrations.
- 2 The display features a few Household Division officers, horses and musicians.
- 3 In central London, The Mall is a well-known shopping area.
- 4 A spectacular Royal Air Force flypast takes place over Buckingham Palace.
- 5 Each battalion has different colours as well as different uniforms.
- 6 The difference in the battalions' uniforms is their buttons: the number of buttons and the badge on their shoulder.

- #### 2 Follow the link below and watch the video. Write down why the Queen's birthday is marked in June with the Trooping the Colour ceremony.
- <https://www.youtube.com/watch?v=NIM6Xgzky2A>

- #### 3 PERSONAL PROJECT
- Do people in Romania have any festive military parade? Write about: • the name of the festival; • its significance; • when it takes place; • what people do on that occasion.



The Big Cheese Festival



The Big Cheese is an annual festival which celebrates the history, heritage and culture of Caerphilly, a town situated at about seven miles north of Cardiff. The event attracts more than 80,000 visitors when it rolls, the last weekend in July. Caerphilly Castle, the second largest Castle in Britain still remains the star of the festival. With an entertainment program that stretches from morning until evening, there are medieval re-enactments within the Castle grounds, live music and a packed program in The Great Hall. The Big Cheese Festival brings together local and regional Welsh food and drink producers in three massive food halls, the largest in the country. With a dedicated cheese market featuring quality cheese producers from all over the country, this really is a food lovers paradise. Admission to Caerphilly's Big Cheese Festival is free.

Things to see and do

The opening of the funfair is followed by live music. While there are plenty of opportunities to enjoy the

delicious, crumbly cheese, there's much more to sample besides tasty local produce. Exciting new street food vendors are dotted around the site with show cooking and some unusual and exotic tastes. From noodles to crepes, there's a feast to be enjoyed! There is also a cheese market, showcasing some of the best cheese traders in the country, as well as a food and drink market. The market is full of Welsh products, not only cheese but wine, liqueurs, chocolate, jams and pickles, cakes, and plenty more besides.

The Great Cheese Race

The festival's highlight is the Great Cheese Race, in which teams of four race around a special course in the grounds of the castle. Competitors must carry truckles of cheese around the course, some of them in fancy dresses, work in teams to see who can carry a truckle of Caerphilly cheese along the route in the shortest time. There are races for children and adults,



and prizes are awarded for the winners and those in the best fancy dress. Visitors can cheer on the competitors in the dairy dash from the festival site.

Other Events

There is plenty of entertainment, including re-enactment displays, toe-tapping blues and folk music from leading Welsh and local bands, folk dancing, educational activities, street entertainers, an animal marquee, along with falconry displays, have-a-go

archery and living historical encampments. Mix in a traditional funfair, minstrels and troubadours, fire-eaters, food and craft stalls and there is something for everyone. Visitors can watch the re-enactment groups as they reconstruct 10th, 11th and 14th century life and battles. The interactive living history encampments and displays illustrate the different periods of Welsh history. The Festival closes with a firework display.

- 1 Answer the following questions:**
 - 1 What does the Big Cheese festival celebrate?
 - 2 When does it take place?
 - 3 What can people do?
 - 4 What is the most popular contest?
 - 5 What other activities are there?

- 2 Follow the link below and watch the video. Write down three activities people usually do on the Big Cheese festival.**
https://www.youtube.com/watch?v=fTqy46A_jX0

- 3 PERSONAL PROJECT**
Do people in Romania have any food festivals?
Write about:
 - the name of the festival;
 - its significance;
 - when it takes place;
 - what people do on that occasion.



TASK Make a poster about your favourite artist.

1 Ideas

Which famous artist do you like?

Why do you like him / her?

Write notes:

		My notes
name	Pablo Picasso	
nationality	Spanish	
born / died	Málaga, 1881 France, 1973	
type of art	big / small paintings, early paintings - blue, later paintings - cubist, often people, strong colours	
other information	could paint very well when a child, lived in France, interesting life, paintings now very expensive, in a lot of museums, made sculptures too	



2 Group Work

Which artists does everyone in your group like? Choose one artist and write some more notes:

- name
- nationality
- born / died
- type of art
- other information



3 Write

Write a short text about your artist, using your notes.

Picasso is a very famous artist. He was Spanish and he was born in Málaga in 1881. He died in France in 1973. Picasso's paintings were big and small. The early paintings were blue and the later paintings were cubist. He often painted people and he used strong colours. Picasso could paint very well when he was a child. He lived in France and he had an interesting life. Picasso's paintings are now very expensive and are in a lot of museums. Picasso also made sculptures.

5 Pictures

Find photos or draw pictures of your artist and his / her artwork.



4 Check

Read your text and check it for:

- capital letters
- punctuation
- apostrophes ('s)
- spelling
- correct use of past tenses

6 Display

Make a poster or a PowerPoint presentation. Include your text and pictures. Show your project to the class.



Check your life skills!

Draw the smiley face that describes your and your group's life skills.

😊 = Very good 😊 = Good ☹ = Needs more work

	You	Your group
Working with other students	<input type="checkbox"/>	<input type="checkbox"/>
Completing work on time	<input type="checkbox"/>	<input type="checkbox"/>
Taking good notes	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy doing the project	<input type="checkbox"/>	<input type="checkbox"/>
Helping other students	<input type="checkbox"/>	<input type="checkbox"/>
Working hard	<input type="checkbox"/>	<input type="checkbox"/>
Following all the steps	<input type="checkbox"/>	<input type="checkbox"/>

More life skills



Respect other people's opinions and feelings.
Respect is a life skill.



Life skills collaborative project 2

TASK Make a poster about your favourite charity or organization.

1 Ideas

What charities and organizations are there in Romania?

Which one is your favourite?

Why do you like it?

Write notes:

		My notes
name	Oxfam	
location	London	
What is it?	an organization that helps poor people in developing countries	
When did it start and where?	1956, in Bolivia, India and Chad	
What does it do?	gets money to work with people in their communities - health, education, also helps in emergency situations	
examples of its work	drought in Ethiopia in 1994, Hurricane Mitch in Central America in 1998, tsunami in Southeast Asia in 2004	



2 Group Work

Which charity or organization does everyone in your group like?

Choose one charity or organization and write some more notes:

- name
- location
- what is it?
- when did it start and where?
- what does it do?
- examples of its work



3 Write

Write a short text about your charity or organization, using your notes.

Oxfam is a charity in London. It is an organization that helps poor people in developing countries and it started in 1956 in Bolivia, India and Chad. Oxfam gets money to work with people in their communities. It helps with health and education. It also helps people in emergency situations. For example, it helped people in the drought in Ethiopia in 1994, after Hurricane Mitch in Central America in 1998, and also after the terrible tsunami in Southeast Asia in 2004.



5 Pictures

Find photos or draw pictures of the work your charity or organization does.

4 Check

Read your text and check it for:

- time expressions
- correct word order with adjectives
- *also* and *too*

6 Display

Make a poster or a PowerPoint presentation. Include your text and pictures. Show your project to the class.



Check your life skills!

Draw the smiley face that describes your and your group's life skills.

😊 = Very good 😊 = Good ☹️ = Needs more work

	You	Your group
Working with other students	<input type="checkbox"/>	<input type="checkbox"/>
Completing work on time	<input type="checkbox"/>	<input type="checkbox"/>
Taking good notes	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy doing the project	<input type="checkbox"/>	<input type="checkbox"/>
Helping other students	<input type="checkbox"/>	<input type="checkbox"/>
Working hard	<input type="checkbox"/>	<input type="checkbox"/>
Following all the steps	<input type="checkbox"/>	<input type="checkbox"/>

More life skills



Think about how you can help other people. Helping yourself and society is a life skill.



Life skills collaborative project 3

TASK Make a poster about where you live.

1 Ideas

Which places do tourists visit in your area?

Choose three places and write notes about them:

Place	Why is it special?	What can you see and do there?
beach	fun, a lot of people, good fish restaurants	swim, sunbathe, have lunch
cathedral	beautiful, peaceful	climb tower, see views of city
old city quarter	interesting, visit city's oldest house	see old buildings, visit market, buy souvenirs



2 Group Work

Which places in your area does everyone in your group think are special? Choose three places and write some more notes:

- name of the place
- adjectives to describe the place
- reasons why it's special
- things you can see there
- activities you can do there

3 Write

Choose one of the three places and write a short text, using your notes.

There are a lot of interesting places in our area. Here are three places you should visit. First, the beach is really fun. There are always a lot of people there. You can swim and sunbathe. You can have lunch there too. There are some really good fish restaurants. Second, the cathedral is a popular place to visit. It's a beautiful building, and it's very peaceful. You can climb the tower and see amazing views of the city. Finally, the old city quarter is very interesting. If you go there, you will see a lot of old buildings. You can also visit the city's oldest house. You should visit the market and buy souvenirs too.

5 Pictures

Find photos, take photos yourself or draw pictures of your area.



4 Check

Read your text and check it for:

- expressions of quantity
- *first, second, finally*
- variety of tenses and verbs

6 Display

Make a poster or a PowerPoint presentation. Include your text and pictures. Show your project to the class.



Check your life skills!

Draw the smiley face that describes your and your group's life skills.

😊 = Very good 😊 = Good ☹️ = Needs more work

	You	Your group
Working with other students	<input type="checkbox"/>	<input type="checkbox"/>
Completing work on time	<input type="checkbox"/>	<input type="checkbox"/>
Taking good notes	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy doing the project	<input type="checkbox"/>	<input type="checkbox"/>
Helping other students	<input type="checkbox"/>	<input type="checkbox"/>
Working hard	<input type="checkbox"/>	<input type="checkbox"/>
Following all the steps	<input type="checkbox"/>	<input type="checkbox"/>

More life skills



Work together to think of and develop ideas.
Creativity is a life skill.

Final revision 1

Vocabulary



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 1

Grammar

- 1** Complete the sentences with the present simple form of the verbs in the box.



be have got live paint
produce visit

- Jacob ... in Bristol, in the west of England.
- There ... a lot of street art in Bristol.
- Artists ... images on walls, buildings and pavements.
- People often ... Bristol to see the street art.
- Jacob ... a favourite street artist. His name is Banksy.
- Banksy ... street art all over the world.

- 2** Complete the text with the present simple or present continuous form of the verbs in brackets.

My dad ⁽¹⁾... (*work*) for an art gallery. At the moment, my dad and I ⁽²⁾... (*look*) at Kieron Williamson's paintings. Kieron ⁽³⁾... (*be*) only 11 years old. He ⁽⁴⁾... (*not draw*) today because he's at school. He ⁽⁵⁾... (*not go*) to a special school. Kieron's a normal schoolboy and he ⁽⁶⁾... (*love*) playing football with his friends.

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

- your brother / a good time / having / is / ?
(yes)
- looking for / you / are / wild fruit / ? (yes)

- she / feeling well / is / ? (yes)
- having / are / your classmates / a party / ?
(no)
- sleeping / in a tent / am / I / ? (no)
- they/ going/ are/ to/ seaside/ the? (no)

- 4** Complete the questions with question words.

- ... is your name?
- ... are you from?
- ... is your favourite name? ... is it special?
- ... do you spell your surname?
- ... is your best friend?
- ... is your birthday?

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

- I ... (*eat*) pizza for dinner today.
- We ... (*have*) a maths test tomorrow.
- ... they ... (*hike*) on Saturday?
- My teacher ... (*not work*) next week.
- I ... (*study*) history next month.
- We ... (*buy*) a new house next year.

- 6** Write C (countable) or U (uncountable) for each noun. Then write the plural forms of countable nouns and make those uncountable countable.

1 banana		9 bread	
2 coffee		10 spaghetti	
3 orange		11 milk	
4 biscuit		12 juice	
5 onion		13 meat	
6 pasta		14 egg	
7 lemon		15 tomato	
8 sandwich		16 strawberry	

- 7** Describe your Saturday weekly routines. Use *always, usually, never, sometimes, often, hardly ever*. Offer interesting facts about your day. Write 40-50 words.

Final revision 2

Vocabulary

Work with a partner to complete the sentences. Who finishes first?

START



An e... repairs electrical machines.



A m... lets us select items on a computer screen.



L... is the opposite of *drop*.

A v... helps sick animals.



A l... rescues swimmers in danger.

We use h... to listen to music on our computers.



We s... to have money for the future.



He is very l...

A h... is when your head hurts.

Dogs are very l...

The opposite of *stand* is s...

FINISH



He has a high t...

Final revision 2

Grammar

- 1 Complete the text with the correct form of the verbs in brackets.



The artist Frida Kahlo was born in Mexico in 1907. In 1925, Frida ⁽¹⁾... (*be*) in a terrible bus accident. She ⁽²⁾... (*break*) a lot of bones. She ⁽³⁾... (*spend*) many months in hospital. While she was there, she ⁽⁴⁾... (*start*) painting. After many years, she ⁽⁵⁾... (*became*) a famous artist. In 1929, she ⁽⁶⁾... (*marry*) another Mexican artist, Diego Rivera. She ⁽⁷⁾... (*die*) in 1954. She ⁽⁸⁾... (*not have*) a long life.

- 2 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.

- 3 Write sentences using 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 (*big*) 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.

- 4 Correct the sentences if necessary.

- 1 The tail of the horse is not short.
- 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 Mrs. Sally is red.
- 6 The leg of the chair is broken.
- 7 The dress of my sister is old.

- 5 Write sentences with 's or of.

- 1 (*a glass*) milk → ...
- 2 (*my friend*) bike → ...
- 3 (*the window*) room → ...
- 4 (*Mr. Smith*) car → ...
- 5 (*the headteacher*) office → ...
- 6 (*the number*) house → ...

- 6 Complete the sentences with *can* or *will*.

I go camping with my friends at the weekend?

- 1 ... we go to the art exhibition?
- 2 ... you buy me some stamps at the post office, please?
- 3 ... you read louder, please?
- 4 ... I go to the cinema tonight?
- 5 ... you take the dog for a walk, please?



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 day trip in London or another city of your choice.
- b) Present your slides to the class.

Module 1 Language reference

Vocabulary Film types



action / horror / war



action / western



adventure / science-fiction / thriller



romantic comedy



adventure / fantasy



animated / comedy



musical

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

Grammar Present simple

Affirmative	Negative	Interrogative	Short answers
I / You love films.	I / You don't like war films.	Do I / you like films?	Yes, I do .
He / She / It loves films.	He / She / It doesn't like films.	Does he / she / it like films?	No, she doesn't .
We / You / They love films.	We / You / They don't like films.	Do we / you / they like films?	Yes, we do .

Question words

Question words	
What's your name?	My name's David.
Where are you from?	I'm from Seville.
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%	never
	hardly ever
	sometimes
	often
	usually
100%	always

Speaking Likes and dislikes

I **like** romantic comedies.
I **don't like** horror films. They're awful.
I **really like** them.

I **can't stand** them.
I **don't mind** science-fiction.
They're great.

Module 2 Language reference



Vocabulary Outdoor activities



build



camp



chop



climb



cook



find



fish



hike



look for



sleep

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

Grammar Present continuous for activities in progress

Affirmative	Negative	Interrogative	Short answers
I am camping tonight.	I am not camping tonight.	Am I camping tonight?	Yes, I am .
He / She / It is camping tonight.	He / She / It is not camping tonight.	Is he / she / it camping tonight?	No, she isn't .
We / You / They are camping tonight.	We / You / They are not camping tonight.	Are we / you / they camping tonight?	Yes, we are .

Present simple and 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.

Speaking Making plans

Are you camping with the school this weekend?
Good idea! **Are you free** after school tomorrow?
Yes, that's fine. **Where shall we** meet?
OK. What time?

Let's buy our food together.
What about on Thursday afternoon?
What about in front of the supermarket?
How about meeting at half past four?

Module 3 Language reference

Vocabulary 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
tambourine piano saxophone trumpet violin

Grammar Present continuous for planned actions

I am travelling by plane <i>the day after tomorrow</i> .	It is staying at home <i>tomorrow</i> , 15th of August.
You are making a cake <i>next Friday</i> , 23rd of August.	We are going on a cruise <i>next year</i> , in May.
He is visiting his grandparents <i>next week</i> .	You are meeting Peter <i>next Monday</i> , 18th of November.
She is getting married <i>next year</i> , in July.	They are adopting a child <i>next month</i> .

Ordinal numbers

1st	First	11th	Eleventh	21st	Twenty-first
2nd	Second	12th	Twelfth	22nd	Twenty-second
3rd	Third	13th	Thirteenth	23rd	Twenty-third
4th	Fourth	14th	Fourteenth	24th	Twenty-fourth
5th	Fifth	15th	Fifteenth	25th	Twenty-fifth
6th	Sixth	16th	Sixteenth	26th	Twenty-sixth
7th	Seventh	17th	Seventeenth	27th	Twenty-seventh
8th	Eighth	18th	Eighteenth	28th	Twenty-eighth
9th	Ninth	19th	Nineteenth	29th	Twenty-ninth
10th	Tenth	20th	Twentieth	30th	Thirtieth

Speaking Asking for and giving advice

I want to buy a guitar. **Which one** should I buy?
Good idea! **What do you think of** these two?
Rock. **What should I do?**

You should buy a second-hand guitar.
They both look fine.

I think you should get an electric guitar. You'll need one if you want to play rock.

Module 4 Language reference



Vocabulary 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 (feel) sick sore throat stomach ache
temperature

Grammar Countable and uncountable nouns

Countable nouns

an apple – two apples
a box – two boxes
a toy – two toys
a baby – two babies
a wolf – two wolves

Irregular plural

man – men	tooth – teeth
woman – women	goose – geese
child – children	mouse – mice
foot – feet	person – people

Uncountable nouns

Food: cheese, bread, chocolate, butter, meat, ham, salt, pepper, bacon, honey, jam, sugar, rice, flour, soup, pizza, pasta, spaghetti, meat, pastry, paté, popcorn, yoghurt, ketchup

Liquids: milk, coffee, tea, water, wine, juice, oil, lemonade

Materials: gold, silver, iron, wood, paper, cotton, wool, plastic, glass, soil

Abstract nouns: love, happiness, beauty, kindness, knowledge, power, housework, weather, literature, art, music

Others: news, money, advice, information, furniture, snow, weather, hair, homework, luggage, traffic, accommodation, time, cash, grass

Speaking Giving opinions

I'm going to be a fire fighter. **I think** it's a fantastic job.

In my opinion, it's exciting but **I imagine** it's boring sometimes.

Well, **I would prefer** to be a fire fighter. What about you?

I'm not sure.

Module 5 Language reference

Vocabulary Discoveries



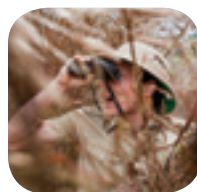
arrive



discover



drive



explore



fly



land



leave



ride



sail



take off



travel

Natural disasters drought earthquake famine fire floods hurricane landslide
tornado tsunami volcanic eruption

Be: past simple

Affirmative	Negative	Interrogative	Short answers
I was at home.	I wasn't at home.	Was I at home?	Yes, I was .
He / She / It was at home.	He / She / It wasn't at home.	Was he / she / it at home?	No, he wasn't .
We / You / They were at home.	We / You / They weren't at home.	Were we / you / they at home?	Yes, they were .

Grammar Past simple

	Affirmative	Negative	Interrogative
Regular	I cooked dinner. He / She / It cooked dinner. We / You / They cooked dinner.	I didn't cook dinner. He / She / It didn't cook dinner. We / You / They didn't cook dinner.	Did I cook dinner? Did he / she / it cook dinner? Did we / you / they cook dinner?
Irregular	I began to talk. He / She / It began to talk. We / You / They began to talk.	I didn't begin to talk. He / She / It didn't begin to talk. We / You / They didn't begin to talk.	Did I begin to talk? Did he / she / it begin to talk? Did we / you / they begin to talk?

Speaking Asking for information

Hi! Can I help you?

What type of information do you need?

Look at the books in the history section.

Yes. I'm looking for information about explorers.

I want to find out about Captain Scott.

Module 6 Language reference



Vocabulary 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

Grammar Past simple: regular verbs

Affirmative	Negative	Interrogative	Short answers
I / You visited a museum.	I / You did not visit a museum.	Did I / you visit a museum?	Yes, I / you did .
He / She / It visited a museum.	He / She / It did not visit a museum.	Did he / she / it visit a museum?	No, he / she / it didn't .
We / You / They visited a museum.	We / You / They did not visit a museum.	Did we / you / they visit a museum?	Yes, we / you / they did .

Past simple: irregular verbs

Affirmative	Negative	Interrogative	Short answers
I / You went to school.	I / You did not go to school.	Did I / you go to school?	Yes, I / you did .
He / She / It went to school.	He / She / It did not go to school.	Did he / she / it go to school?	No, he / she / it didn't .
We / You / They went to school.	We / You / They did not go to school.	Did we / you / they go to school?	Yes, we / you / they did .

See Irregular verbs list on page 143.

Speaking Asking for travel information

What time does the next bus for York leave?

At two o'clock.

Where does it leave from?

Bus stop number seven.

How much does it cost?

That's £8.

Module 7 Language reference



Vocabulary Money



borrow



buy



earn



lend



pay (for)



save



sell



spend



swap



win

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

Grammar Comparatives

Short adjectives

A phone is **smaller** than a TV.

My camera is **bigger** than my phone.

My phone is **easier** to use than my mum's.

Long adjectives

This mobile is **more expensive** than that camera.

Irregular adjectives

good → better, bad → worse,
far → farther / further

Superlatives

Short adjectives

This laptop is **the smallest** in the shop.

My camera is **the biggest**.

My phone is **the easiest** to use.

Long adjectives

This mobile is **the most expensive** in the world.

Irregular adjectives

good → the best, bad → the worst,
far → the farthest / the furthest

The forms of the genitive – Expressing possession

'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.

Speaking Buying and selling

This webcam is great. **How much** is it?

It's £40.

And how much does this mouse cost?

It costs £12.

OK, this mouse, please. **Here's** £15.

Thanks. Here's **£3 change**.

Module 8 Language reference



Vocabulary Playing games



beat



cheat



count



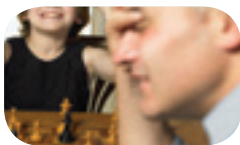
give up



guess



land



lose



miss a turn



move a counter



roll the dice

Places to visit

aquarium art gallery campsite castle cathedral fishing port market
monument safari park statue town square water park

Grammar

Tense review: present and past tenses

Present simple	Present continuous	Past 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: <i>every day / weekend / year, etc., always, usually, never, on Mondays, once a week, etc.</i>	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: <i>at the moment, now, this week, these days, today, etc.</i>	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: <i>yesterday / last weekend / year, etc., two days / months, etc., ago in 2015 then</i>

Making a polite request – The modal verbs: *can, will*

Polite requests	Accepting	Refusing
Can I borrow your pen?	Sure. Here you are.	a) Sure. Here you are. b) Certainly. Sorry.
Will you help me with the housework?	Yes, of course. / Certainly.	Sorry, (no). I've got an appointment.

Speaking

Expressing preferences

I **don't really feel like** doing that today.

To be honest, I'd **rather** visit the castle. I haven't been there.

Let's see a film.

What would you rather do?

OK. Let's do that. And what are we going to do in the evening?

I **don't fancy** a film tonight. I'd **prefer** to go dancing.

Having fun with English!



Tongue twisters

Now, you read and say!

The cake and the stake give Jake a belly ache.

If a dog chews shoes, whose shoes does he choose?

I have got a date at a quarter to eight, I'll see you at the gate, so don't be late.

I scream, you scream, we all scream for ice cream!

Can you can a can as a canner can can a can?

Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

Jokes

Q: Why do baby strawberries cry?

A: Because their parents are in a jam!

Q: Can a kangaroo jump higher than a house?

A: Of course, a house doesn't jump at all.

Q: How do you know carrots are good for your eyes?

A: Because you never see rabbits wearing glasses!

Patient: Doctor, I have a pain in my eye whenever I drink tea.

Doctor: Take the spoon out of the mug before you drink.

Teacher: Maria, go to the map and find North America.

Maria: Here it is!

Teacher: Well done! Now, Tim, who discovered America?

Tim: Maria.

Teacher: How old is your father?

Billy: He is 6 years old.

Teacher: What? How is this possible?

Billy: He became father only when I was born.

Teacher: Clyde, your composition on "My Dog" is exactly the same as your brother's. Did you copy his?

Clyde: No, sir. It's the same dog.

Teacher: John, how do you spell "crocodile"?

John: K-R-O-K-O-D-I-A-L.

Teacher: No, that's wrong!

Billy: Maybe it is wrong, but you asked me how I spell.

Riddles

Q: The more there is, the less you see.

A: Darkness.

Q: What goes up and down stairs without moving?

A: The carpet.

Q: What goes around the world and stays in a corner?

A: A stamp.

Q: I look at you, you look at me, I raise my right, you raise your left. What is this object?

A: A mirror.

Q: What is the longest word in the dictionary?

A: Smiles, because there is a mile between each 's'.

Q: What word becomes shorter when you add two letters to it?

A: Short.

Q: If an electric train is travelling south, which way is the smoke going?

A: There is no smoke, it's an electric train!

Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was, were /wɒz, wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamt, dreamed /dremt, dri:md/	dreamt, dreamed /dremt, dri:md/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪv(ə)n/
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒt(ə)n/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪv(ə)n/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/

Irregular verbs

Infinitive	Past simple	Past participle
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shine /ʃaɪn/	shone /ʃəʊn/	shone /ʃəʊn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sɒŋ/	sung /sæŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /stəʊl(ə)n/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /kɔ:t/	taught /kɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə(r)'stænd/	understood /,ʌn dər'stʊd/	understood /,ʌn dər'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪt(ə)n/

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