

Acest manual școlar este proprietatea Ministerului Educației Naționale.

Acest manual școlar este realizat în conformitate cu *Programa școlară aprobată* prin Ordinul ministrului educației naționale nr. 3393/28.02.2017.

116.111 – numărul de telefon de asistență pentru copii



Audrey Cowan with Clare Kennedy, Chiara Soldi, Cristina Rusu, Diana Todoran and Ioana Tudose



Limba modernă 1 Engleză Clasa a VI-a Manualul scolar a fost aprobat de Ministerul Educației Naționale prin ordinul de ministru nr. 5103/03.09.2019.

Manual Land Parket and the form of the second secon
Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani
şcolari, începând din anul şcolar 2019 – 2020.
Inspectoratul Scolar
Scoala/Colegiul/Liceul

#### ACEST MANUAL A FOST FOLOSIT DE:

				Aspe			ectul manualului*		
Anul	Numele elevului	Clasa	Anul școlar	forma	t tipărit	format	digital		
				la primire	la predare	la primire	la predare		
1									
2									
3									
4									

<sup>\*</sup> Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

#### Referenți științifici:

conf. univ. dr. Adrian Oțoiu, Facultatea de Litere, Universitatea Tehnică, Cluj-Napoca prof. dr. gradul I Irina Spătaru, Colegiul Național "Jean Monnet", Ploiești

Coordonatori editoriali: Denise Salazar Wolfe, Roxana Jeler

Corectori: Helen Lumb, David Richardson Redactori: Ioana Tudose, Oana-Cristina Stoica

Tehnoredactor: Anca Vrănescu

Ilustraţii: David Semple, Moreno Chiacchiera, Alessandra Chiarlo Credite foto: Shutterstock, Dreamstime, Pixabay, Freepik

Activități digitale interactive și platformă e-learning: Learn Forward Ltd. Website: https://learnfwd.com

Înregistrări și procesare sunet: Zenit Arti Audiovisive, ML Sistems Consulting

Credite voci: Helen Lumb, David Richardson

Credite video: Dreamstime

ISBN 978-606-076-418-2

Publicația este înregistrată la British Library ISBN 978-1-108-79628-6





Manualul este rezultatul colaborării dintre Cambridge University Press și Art Klett.

Prelucrare după: Make it! Level 2, Student's Book and Workbook Combo with eBook și Make it! Level 3, Student's Book and Workbook Combo with eBook/Audrey Cowan with Clare Kennedy and Chiara Soldi © Cambridge University Press 2016

Ediție originală © Cambridge University Press 2016 Ediție românească © Cambridge University Press 2022

Distribuit exclusiv de Art Klett

Toate drepturile asupra acestei lucrări sunt rezervate Cambridge University Press. Nicio parte a acestei lucrări nu poate fi reprodusă, stocată ori transmisă, sub nicio formă (electronic, mecanic, fotocopiere, înregistrare sau altfel), fără acordul scris al Cambridge University Press. Editura Art Klett

C.P. 12, O.P. 63, cod 014880, sector 1, București tel.: 021 796 73 83; 021 796 73 80; fax: 021 369 31 99

Comenzi online: www.art-educational.ro

<sup>\*</sup> Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

<sup>\*</sup> Elevii nu vor face niciun fel de însemnări pe manual.

## **Foreword**

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

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

#### Unit tour Limba modernă 1. Engleză. Clasa a VI-a

**Printed Student's Book** 



Digital Student's Book (consistent with the printed version)

#### The Student's Book contains:

8 Units + Extra resources

#### Each unit has the following structure:

Vocabulary + Dialogue + Grammar + Functions + Skills and culture +

Vocabulary strategies + Key strategies

There is an Evaluation test after every two units, two skills tests and two term tests..

Extra resources: Grammar revision grade 5, Let's read, Culture,

Festivals, Project time!, CLIL, Word bank

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



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



Word bank A bank of illustrations and photographs for building vocabulary and learning to use new words / Ilustrații și fotografii care contribuie la îmbogățirea vocabularului și la învățarea cuvintelor noi



Dialogue Character dialogues teaching Everyday English expressions .

Dialoguri care ilustrează situații reale de comunicare cotidiano
în limba engleză



DVD Story Videos featuring the same characters in realistic and everyday situations / Un miniserial de filme cu aceiași protagoniști-elevi, surprinși în situații firești și cotidiene de comunicare, corelate cu tema unității



#### Project time!

A series of activities to be done step-by-step in groups. It is related to the topic of the corresponding unit. / O serie de activități de realizat pe grupe. Acestea sunt corelate cu temele regăsite în lecțiile la care fac referire.



Grammar Tables, explanations, exercises and contextualised grammar for learning and mastering grammar rules a Tabele, explicatii, exercitii si situatii de exersare pentru învătarea și stăpânirea requlilor gramaticale





Key strategies Activities providing preparation for an exam or revision of the key structures from the unit / Activități de recapitulare sau de pregătire pentru susținerea unei testări



#### Manual, varianta tipărită



Manual, varianta digitală (conformă cu varianta tipărită)

#### Manualul cuprinde:

8 Unități de învățare + Anexe

#### Fiecare unitate are următoarea structură:

Vocabular + Dialog + Gramatică + Comunicare + Abilităti culturale + Strategii de învățare a vocabularului + Strategii de pregătire suplimentară Există un *Test de evaluare* la fiecare două unități, două teste de competență și două evaluări sumative.

Anexe: Recapitulare gramatică pentru clasa a V-a, Lectură, Cultură, Sărbători, Proiecte, CLIL, Dicționar ilustrat

Functions Activities and exercises helping students learn to express themselves in English and to use the language in real situations / Activități și exerciții care îi învață pe elevi să se exprime în limba engleză și să folosească limba în situații concrete de comunicare





**The digital book** contains the following types of activities /



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



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



Skills and culture Texts and images to help students discover the English-speaking world, its culture and its traditions, and to practise the four skills: Reading, Listening, Speaking and Writing / Texte și imagini care îi ajută pe elevi să descopere cele patru competențe generale



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

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





CLIL (Content and Language Integrated Learning) Materials covering non-linguistic curriculum topics / Materiale pe teme care extind sfera de cunoaștere a elevilor și integrează conținuturile studiate



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



Skills test (four pages) / Test de competențe (patru pagini)



Two Term tests / Două Evaluări sumative



Unit 1

p. 10

Unit 2

p. 22

and windy

cartoons!

I love watching

**Competences:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2.

Tomorrow it'll be cold

Competences: 1.1, 1.2, 1.3, 2.1,

2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1.

**Pronunciation:** The sounds  $/\eta$  and  $/\eta$  **p. 15** 

Vocabulary

Films p. 11

programmes

p. 148

p. 20

p. 22

Word bank 1: TV

Vocabulary strategies:

Weather and temperature

Word bank 2: Extreme

Vocabulary strategies:

weather and natural

Using a monolingual

disasters p. 149

dictionary

p. 32

Creating a word cloud

**Dialogue** 

What are

p. 12

Will it be

nice on

Sunday?

p. 24

you doing?

**Functions** 

Buying

cinema

tickets

p. 17

Making

offers and

promises

p. 29

Grammar

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

A Present simple and present

C Adverbs of manner p. 16

A Will – Affirmative form p. 26

**C** Will – Interrogative form and short

Question tags (negative tags after

affirmative sentences) p. 27

Question tags (affirmative tags

after negative sentences) p. 28

B Will - Negative form p. 26

answers p. 27

continuous p. 14

His hair was black p. 36 Competences: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1.	p. 25 Evaluation test (Un Appearance p. 37 Word bank 3: Parts of the body p. 150 Vocabulary strategies: Creating smart flash cards p. 46	Where were you? p. 38	A Past simple of the verb to be — Affirmative form p. 40  B Past simple of the verb to be — Negative form p. 40  C Past simple of the verb to be — Interrogative form and short answers p. 41  D Question words with was / were p. 42  E Past simple of the verb have — Affirmative form p. 42	Describing people p. 43
He felt relaxed p. 48	Feelings and emotions p. 49 Word bank 4: Adjectives of personality p. 151 Vocabulary strategies: Using a bilingual dictionary p. 58	I started school here last year p. 50	A Past simple of regular verbs — Affirmative form p. 52  B Time expressions used with the past p. 52  C Past simple of regular verbs — Spelling rules p. 52  D Past simple of irregular verbs — Affirmative form p. 53	Apologising and making excuses p. 55

Skills and culture	KEY strategies	CLIL	Culture
Doctor Who? pp. 18–19  Reading: Understanding a text about Doctor Who  Listening: Understanding a discussion about TV programmes  Speaking: Asking / answering questions about TV programmes  Writing: Writing a short text about TV programmes  Study tip: Linkers and, but, because	Key strategies: Listening p. 21	A CLIL Geography p. 126	A Culture: A trip to Hollywood p. 134
The power of nature pp. 30–31 Reading: Understanding a text about natural disasters Study tip: Reading for specific information Listening: Understanding weather forecast Speaking: Asking / answering about climate Writing: Writing an email	<b>Key strategies:</b> Reading and writing Reading and writing <b>p. 35</b>		
Our favourite stars, then and now! p. 44–45 Reading: Understanding a text about stars' appearance Listening: Understanding a description of favourite stars Study tip: Matching specific information to photos Speaking: Describing favourite stars Writing: Writing a description of favourite stars	Key strategies: Listening for specific information p. 47	B CLIL History p. 128	B Culture: The USA and the UK: Multicultural nations p. 136
Ask Annie for advice about the problems in your life. p. 56–57  Reading: Understanding a text about teenagers' problems Listening: Understanding a description of a problem  Study tip: Listening for specific information  Speaking: Asking / answering questions about a personal problem  Writing: Writing a post about a personal problem	Key strategies: Reading and writing p. 61		

	Vocabulary	Dialogue	Grammar	Functions
Unit 5 Where did you stay? p. 62 Competences: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1.	Holiday places and activities p. 63 Word bank 5: Holiday things p. 152 Vocabulary strategies: Creating a flow diagram p. 72	Did you go cycling? p. 64	<ul> <li>A Past simple – Negative form p. 66</li> <li>B Past simple – Interrogative form and short answers p. 67</li> <li>C Used to – Affirmative, negative and interrogative forms p. 68</li> </ul>	Making arrangements p. 69
<b>Pronunciation:</b> The silent <i>h</i> <b>p. 66</b>				
Unit 6 I'm going to the museum p. 74 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1.	Places in town p. 75  Word bank 6: Shops and services p. 153  Giving directions p. 154  Vocabulary strategies: Using maps p. 84	What are you doing on Saturday?	<ul> <li>A Present continuous with a future meaning p. 78</li> <li>B Time expressions used with the future p. 78</li> <li>C Present simple with a future meaning p. 79</li> </ul>	Asking for and giving directions p. 81
<b>Pronunciation:</b> The sounds /tʃ/ and ,	/ʃ/ p. 75 Evaluation te	est (Units 5–6) pp.	85–86	
Unit 7  Did you go by plane? p. 88  Competences: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3.	Transport p. 88  Word bank 7: Travel and transport p. 155  Vocabulary strategies: Using word families p. 98	It's better than my bike p. 90	<ul> <li>A Comparative adjectives – Regular adjectives p. 92</li> <li>B Comparative adjectives – Irregular adjectives p. 92</li> <li>C As as p. 92</li> <li>D Superlative adjectives – Regular adjectives p. 93</li> <li>E Superlative adjectives – Irregular adjectives p. 93</li> <li>F Possessives: noun + 's and of + noun p. 94</li> </ul>	Agreeing and disagreeing p. 95
<b>Pronunciation:</b> The sound /i:/ <b>p. 93</b>				
Unit 8 I never make my bed! p. 100 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3.	Housework p. 101  Vocabulary strategies: Verb and noun collocations p. 110	I have to help with the housework p. 102	<ul> <li>A Have to / don't have to p. 104</li> <li>B Have to – Interrogative form and short answers p. 104</li> <li>C Had to p.105</li> <li>D Must / mustn't p. 105</li> <li>E Mustn't / don't have to p. 106</li> </ul>	Making a polite request on the phone (will/can/would) p. 107
Pronunciation: The sounds/I/ and /i:/ p. 106 Evaluation test (Units 7–8) pp. 111–112				
Skills Tests p. 1	14			

p.118

p. 122

p. 124

Term Tests

Let's read!

Grammar revision Level 1

#### Skills and culture

CLIL

C

**CLIL Art** 

p. 130

Culture

#### My glamping holiday pp. 70-71

**Reading:** Understanding a text about glamping

**Listening:** Understanding a conversation about a summer camp

**Speaking:** Asking / answering about an unusual holiday

Writing: Writing a blog about a holiday Study tip: Writing a blog

Key strategies: Reading and writing p. 73

C Culture: Three great American cities p. 138

#### Going geocaching pp. 82-83

Reading: Understanding a description of geocaching

Listening: Understanding an interview on planning a geocaching day

Speaking: Planning a day out Writing: Writing a description of a

geocaching day Study tip: Using linkers Key strategies: Speaking p. 87



CLIL

Technology

p. 132

#### Greener transport for London pp. 96-97

Reading: Understanding a text about green transport in London

**Listening:** Understanding an interview about transport

**Speaking:** Asking / answering questions about city transport Study tip: Understanding the aim of the task

Writing: Writing a text about transport in a city

#### Key strategies: Reading

and writing p. 99

**Culture:** America coast to coast p. 140

# The island pp. 108-109

Reading: Understanding an article about an English TV programme

Listening: Understanding an interview about a TV programme

**Speaking:** Asking / answering questions

about an interview

Study tip: Taking time to answer

Writing: Writing five golden rules to survive

on a desert island

#### Key strategies: Listening p. 113

#### St Patrick's Day p. 142 Thanksgiving p. 143 **Festivals** p. 144 **Project time!** Irregular verbs p. 165 **UK** map p. 166 **USA** map p. 167

#### General and specific competences from the curriculum

- Understand oral messages in everyday communication situations
- 1.1. Identify essential information in short recorded excerpts referring to predictable everyday aspects, when articulated slowly and clearly
- 1.2. Identify the general meaning of clearly articulated oral messages
- 1.3. Identify specific aspects of the culture of the language studied
- 2. Speak in everyday communication situations
- 2.1. Give a short presentation on a familiar topic
- 2.2. Take part in short verbal exchanges with support from the interlocutor
- 2.3. Express an opinion on a familiar topic / about a familiar situation
- 2.4. Show willingness to be informed through reading
- 3. Understand written messages in everyday communication situations
- 3.1. Identify information from lists or simple functional texts (flyers, menus, timetables, advertisements)
- 3.2. Extract information from a clearly structured text (simple newspaper / online articles, brochures) in which numbers and names play an important part
- 3.3. Identify detail information from a web document
- 3.4. Show willingness to read for information purposes
- 4. Write messages in everyday communication situations
- 4.1. Fill in a form with personal information (education, interests, skills)
- 4.2. Present an activity in writing using connecting words ("and", "but", "because")
- 4.3. Participate in the exchange of simple written messages

#### Competențe generale și specifice din programa școlară

- 1. Receptarea de mesaje orale în situații de comunicare uzuală
- 1.1. Identificarea informațiilor esențiale din fragmente scurte înregistrate, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
- 1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
- 1.3. Identificarea unor elemente culturale specifice limbii studiate
- 2. Exprimarea orală în situații de comunicare uzuală
- 2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
- 2.2. Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
- 2.3. Exprimarea unei păreri în legătură cu un subiect familiar / o situație cunoscută
- 2.4. Manifestarea interesului pentru participarea la schimbul verbal
- 3. Receptarea de mesaje scrise în situații de comunicare uzuală
- 3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale, simple, broșuri), în care numerele și numele joacă un rol important
- 3.3. Identificarea unor informații de detaliu dintr-un document web
- 3.4. Manifestarea disponibilității pentru informare prin lectură
- 4. Redactarea de mesaje în situații de comunicare uzuală
- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură ("și", "dar", "pentru că")
- 4.3. Participarea la schimbul de mesaje scrise

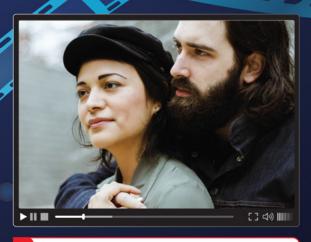
# I love watching cartoons!



1 comedy









## Vocabulary

## **Films**

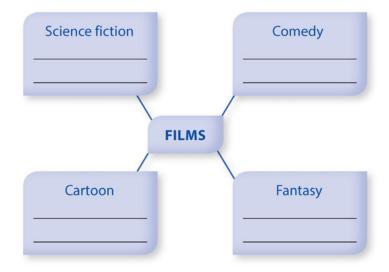
 $\mathbf{1}$  Write the film words in the box under the pictures. Listen and check. Then listen again and repeat.

> musical science fiction film <del>-comedy</del> action film cartoon horror film romantic film fantasy film

2 Listen to two friends talking about their favourite kinds of films. Complete the table with the missing information.

Name	likes 🌢 🜢	doesn't like 🕈 🕈
Naomi	comedies,	
Ben		

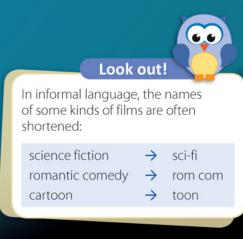
- 3 PAIRWORK In pairs, ask and answer questions following the model in exercise 2.
  - A What kinds of films does Naomi like?
  - B She likes comedies and ... but she doesn't like ...
- 4 What are your favourite films? Complete the *mind map* with the titles of two films for each category.



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









## What are you doing?

#### 1 READ AND LISTEN What kind of film is Chloe watching?

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

What are you doing?

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

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

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

Adam Why? What's it about?

**Chloe** It's about a gangster and a detective. Justin Dobson is the detective.

He's so cool!

Adam Justin Dobson usually plays the bad guy

in films.

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

guy and Jack Nelson is the bad guy.

Adam So what's happening in the film now?

Chloe Justin Dobson is following Jack Nelson

in his car - look!

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

Chloe Yes, it is, but it's also my tablet and

I'm watching this now.

Adam Oh, come on, Chloe!

Chloe But you never share your tablet with me!

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

behave nicely.

Adam I always behave nicely!

Chloe Yeah, right!

Listen again and repeat.



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

## Dialogue

**2 COMPREHENSION** Read the dialogue again. Complete the sentences with the words and phrases in the box.

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

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



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



Fill in the gaps with information from the dialogue on page 12. Listen and check. Then listen again and repeat.

Adam	Hi Chloe. You're sitting here very What are you doing?	ry quietly.
Chloe	2	this new action film
	on my tablet. It's called Justice.	
Adam	An action film? But you 3	
	action films!	
Chloe	I know, but I 4	this.
	It's really <b>exciting</b> !	

- 5 PAIRWORK Think about films you like. Reproduce the dialogue in exercise 4, changing the words in bold. Use Word bank 1.
  - A Hi Fede. You're sitting here very quietly. What are you doing?
  - B I'm watching this new comedy on my tablet. It's called ...

Now act out the dialogue with a partner.



## A Present simple and present continuous



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

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

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

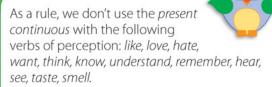
I usually watch cartoons, but now I'm watching an action film.

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

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

Why are you continually complaining about your life?

#### Get it right!



I love action films. I am loving action films.

#### 1 Choose the correct answer.

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

- 5 Harry usually watches / is watching sports programmes on TV but tonight he watches / 's watching a film.
- 6 You drink / are drinking coffee today but you don't like / aren't liking it!
- 7 You are always losing / lose always things. Be more careful!

#### 2 Read Judy's text and complete the sentences with the correct form of the verb in brackets. Listen and check.

My favourite films are comedies and fantasy
films. I usually <sup>o</sup> watch (watch) films on TV
with my friends on Saturday evenings.
$1^1$ (not / watch) films during the
week because I <sup>2</sup> (do) my
homework in the evenings. If there isn't
a good film on TV, I sometimes
3 (chat) online with friends.
At the moment I 4 (watch)
a Sherlock Holmes film – it's brilliant!
Benedict Cumberbatch is in it
and I <sup>5</sup> (like) him. He
often 6 (play) the bad
guy, but in this film he <sup>7</sup> (play)
the famous detective Sherlock Holmes and he
<sup>8</sup> (try) to capture the evil Moriarty.
Moriarty 9 (hate) Sherlock Holmes
and <sup>10</sup> (want) to kill him. I <sup>11</sup>
(think) Benedict Cumberbatch can
act really well!
I <sup>12</sup> (enjoy) this film!

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

- **0** My sister talks to my grandmother on the phone now.
  - My sister is talking to my grandmother on the phone now.
- 1 The students study for their English exam
- 2 Oliver is usually playing football on Sundays.
- 3 At the moment we have breakfast in a café.
- 4 I am always walking to school.
- 5 What do you do in the garden, boys? It's raining!
- 6 Sally loves cartoons, but I'm liking sci-fi films.
- 7 Those girls aren't going to our school. They're at Redland High School.
- 8 Why are you always be so rude?

#### **Pronunciation**

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

4 ① Listen and repeat.

/ŋ/	/n/
watching doing sing	win dinner chin

5 Listen and write the words in the correct column in exercise 4. Listen and check. Then listen again and repeat.

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

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



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

I like watching action films.

I enjoy going to the cinema.

They love reading comics.

We don't like playing rugby.

He hates playing computer games.

#### 6 Put the words in order to write sentences.

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

7	Complete	the	interview	using	the	words
	in bracket	5				

		Diac	RCG.
	St	eve	
	Ri	ck	watch) TV Rick? No, I don't. I don't watch TV very often,
			but I 1 (like /
			watch / videos) on YouTube on my tablet.
			(not / like / play)
	C+	eve	computer games.  (you / like / talk)
	30	eve	3 (you / like / talk) to your friends online?
	Ri	ck	Yes, and I 4 (like /
			meet) them on Saturday afternoons.
	St	eve	Where <sup>5</sup> (you /
			like / go) with your friends?
	Ri	ck	We 6 (love / play /
			sports) so we usually meet at the sports
	C+	eve	centre.
	31	eve	7 (you / enjoy / go) to the shops?
	Ri	ck	No, I don't! I <sup>8</sup>
	• • • •		(hate / shop), but my sisters love
			shopping!
8			ete the sentences to make them true . Use <i>like, love, enjoy</i> or <i>hate</i> .
	0	I do	on't like watching music programmes
	Ĭ	on T	
	1	1	watching TV documentaries
			ut animals.
	2	1	surfing the internet.
			iends chatting online.
		3.5	watching football on TV.
			num listening to rap music.
		-	getting up early.
9		PAIRV	WORK In pairs, ask and answer
	qı	uestic	ons about what you like or don't like
	d	oing a	at the weekend.
			ME
	_		Yes No Yes No
	1		at home
			the cinema
		play	
			books
	5	go sł	nopping
	6	nlav	computer games

A Paul, do you like staying at home

at the weekend?

#### C Adverbs of manner

VIDEO

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

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

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

#### Regular adjectives + -ly

nice – nicely

#### Adjectives of more than one syllable ending in $-y \rightarrow -y + -ily$

easy - easily noisy - noisily

#### Irregular adverbs

good - well fast - fast

#### 10 Choose the correct answer.

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

#### 11 Complete the sentences with the correct adverbs using the adjectives in brackets.

- **0** My dad usually walks **slowly** but he's walking **quickly** today because he's late! (slow / quick)
- 1 David usually plays the piano \_\_\_\_\_ but today he's playing \_\_\_\_\_ . It's awful! (good / bad)
- **2** She usually speaks very \_\_\_\_\_ but now she's talking to a Spanish boy so she's speaking \_\_\_\_\_ . (quick / slow)
- 3 Mum usually drives \_\_\_\_\_ but she's driving \_\_\_\_\_ today because of the traffic. (fast / slow)
- **4** My sister usually speaks \_\_\_\_\_ but she's speaking \_\_\_\_\_ this evening because the baby's asleep. (loud / quiet)
- **5** The students usually behave \_\_\_\_\_, but today they're behaving \_\_\_\_ and they aren't listening to the teacher. (nice / bad)

## Round-up

#### Read the dialogue and choose the correct answer.



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

O A do vou do

(B) are you doing

C you are doing

- 1 A quiet **B** quietly C well
- 2 A are you thinking
  - **B** do you think
  - C you're thinking

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

- 6 A doesn't talk
  - B don't talk
  - C isn't talking
- **7** A Does he get **B** Is he getting **C** He gets
- 8 A easily C bad **B** easy C finishes
- 9 A is finishing **B** finish 10 A quickly **B** quick C slow
- 11 A visits **B** is visiting C visit
- 12 A think **B** is thinking C thinks





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

Dad What time's the next screening of Night at the Museum 5, please?

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

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

Assistant Certainly. That's £16.50 ...

Dad Thank you.

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

Mark Great. Thanks very much.

	GLOBE PICTURE HOUSE	
SCREEN 1	SCREEN 2	SCREEN 3
Iron Man 8 (12) Next screening: 19.45	Night at the Museum 5 (12)	Dracula's Daughter (15)  Next screening: 20.30
	Next screening: 1	
Admission price	s: Adults £ <sup>2</sup>	Children £ <sup>3</sup>

#### **Key expressions**

## Questions What time's the next screening of ...? How much are the tickets?

Can I have ... tickets, please?

Which screen is it in?

#### **Answers**

It's at half past eight. They're £9.50 for adults and £7.00 for children.

Certainly. That's £ ...

It's in Screen 2.



2 ① Listen and complete with the missing information.

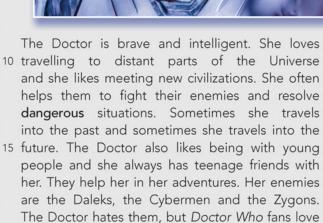
#### CINECITY customer receipt 12.09.16 DATE NUMBER OF TICKETS TIME FILM **PRICE** SCREEN

#### **COMPETENCES**

cultural awareness and expression civic and social competences initiative 3 PAIRWORK In pairs, choose one of the other films in exercise 1 and act out a dialogue using the information in the chart.

# Skills and culture

Doctor Who is a cult BBC science-fiction TV series in the UK. Children and adults love watching it! It's about the adventures of an alien Time Lord. Her name is the Doctor. She looks human, but she isn't. 5 She has a special power: she can travel in time. She travels the Universe in her spaceship - the TARDIS. The TARDIS has a secret: on the outside it's a small, blue telephone box, but inside it's an enormous spaceship!



The Doctor Who science-fiction series is over 50 years old, but British people still love it. Why is it popular? Fans say because it combines different types of TV programmes - fantasy with science 25 fiction, comedy with action - and it's always exciting. Every few years a new actor arrives to play the Doctor and this is an important part of the story - every fan has their favourite Doctor! Jodie Whittaker is the actress playing the Doctor now, 30 after replacing actor Peter Capaldi in 2017. She is the first woman to play this character and the thirteenth Doctor.



18 eighteen

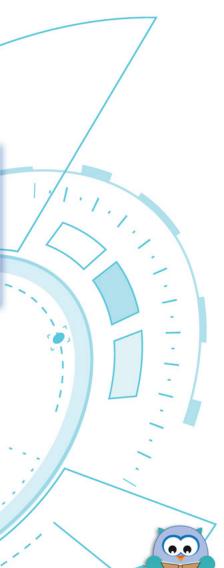
Jodie Whittaker as the thirteenth Doctor (2017-...)



**spaceship** (especially in stories) a vehicle used for travel in space

enormous very big, huge

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



#### Reading

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

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

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

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

**2** The Doctor is a human.

**3** The Tardis is an alien.

4 The Doctor doesn't like travelling.

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

**6** The Doctor always travels with his teenage companions.

7 Doctor Who is a new TV series.

**8** The same actor always plays the Doctor.

#### Listening

3 Listen to Julie and Mark talking about TV programmes. Complete the table.

	🌢 🌢 love		🌢 like		🕈 don't like		♥♥ hate	
	Julie	Mark	Julie	Mark	Julie	Mark	Julie	Mark
Documentaries	1							
Sports programmes								
Detective series								
Japanese cartoons								
Disney cartoons								

#### **Speaking**

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

A Do you like watching documentaries?

B Yes, I do. What about you?

#### Writing

Write a short text about TV programmes you like or dislike. Use the following example as a model.

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

#### Study tip

#### Linkers and, but, because

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

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

#### COMPETENCES

cultural awareness and expression civic and social competences learning to learn

learning to learn civic and social competences



Strategy

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

## Creating a word cloud

#### **Films**

1 Look at the kinds of films on pages 10–11 and complete the word cloud with four other categories.



#### TV programmes

2 Now make a word cloud for TV programmes with the words on page 156.



## Speeduriting

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



## Key strategies

## Listening

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

#### LET'S PRACTISE!

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

#### STRATEGIES

#### Before you listen

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

#### While you listen

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

#### Example

**0** When does the new film start?







The correct answer is C.

#### Example dialogue

Dan Hi, Jo.

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

Dan Wow! Really? I want to see it!

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

Dan I can't go on Saturday.

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

I know! We can go on Friday! Dan

- Listen to five short dialogues. Each dialogue corresponds with a different question. Choose the correct answer (A, B or C).
  - 1 What does Will like doing in the evenings?



2 How much do the children's tickets cost?



3 Which film do they choose?







4 Which TV programme is on at 8:30?







5 What's Molly doing?









## Weather and temperature

1 Write the weather words in the box under the pictures. Listen and check. Then listen again and repeat.

freezing warm cloudy snowing windy cold <u>sunny</u> raining hot foggy

2	Listen to these people talking about the
	weather and complete the sentences.

0	Vanessa doesr	n't like th	e weather i	n England
	because it's	cold		
1	Today in Engla	and it's _		
2	It's usually		_ in Galway	in summer
3	It's	and _	100000000000000000000000000000000000000	today in
	Galway.			
4	In winter in Pa	tagonia	it's	·
5	Today it's		in Scotland	1

**6** It's \_\_\_\_\_ in Milan today.



#### 3 Complete the sentences with the words in exercise 1.

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

Word bank p. 157)

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

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

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



## Will it be nice on Sunday?

## 1 READ AND LISTEN Underline all the words referring to the weather.

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

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

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

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

Sean checks his app.

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

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

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

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

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

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

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

Listen again and repeat.



after all Come on! it may / might

if

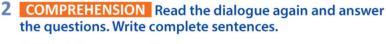
## Dialogue

#### Get it right!

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

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

future events.



- 1 Why is Sean worried?
- 2 What will the weather be like in York on Saturday morning?
- 3 What might the students do if it rains in the afternoon?
- 4 What will the weather be like on Sunday?
- 5 Why doesn't Anna want to go to the museum?
- **6** Who might they meet in Whitby?



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



4 🕕 Fill in the gaps with information from the dialogue on page 24. Listen, check and repeat.

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

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

#### Pronunciation - Intonation in questions

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

#### 6 Listen and repeat.

Who's that man near your car? When are your parents coming back? What are you going to do tonight? > Where are the changing rooms? >

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



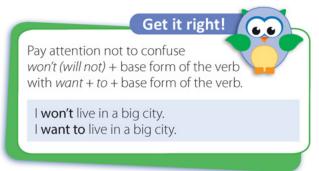


#### A Will - Affirmative form VIDEO Short form Long form I will go. I'll go. You will go. You'll go. He / She / It will go. He / She / It'll go. We/You/They will go. We / You / They'll go. base form of the verb Subject + will + We use will to: 1 make predictions; It will be cloudy tomorrow. 2 make promises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

## 1 Complete the sentences with will and one of the verbs in the box.

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

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



#### **2** Complete the sentences with *will* or *won't*.

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

# C Will – Interrogative form and short answers

VIDEO

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

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

## 3 Write questions with will. Then write affirmative (+) or negative (-) short answers.

- 1 you / live / in a small village? (-)
- 2 your English teacher / give / you / a test / this week? (+)
- 3 you and your friends / go / to the cinema / on Saturday night? (-)
- 4 an Italian film / win / an Oscar / next year? (–)
- **5** George Clooney / become / the president of the USA? (–)
- 6 it / snow / at the weekend? (-)
- 7 you/go/to England/next summer? (+)
- 8 all your friends / go / to university? (–)

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

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

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

## 4 Complete the sentences using the question tags in the box.

isn't he hasn't she <del>don't you</del> won't it don't they won't she can't you

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

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

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

VIDEO

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

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

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

**There** can be used as a subject in tags.

There isn't a problem, is there?

#### Get it right!

We do not use tags after questions.

It's not warm, is it? It's cold, isn't it? BUT NOT Is it cold, isn't it?

#### 5 Put a question tag at the end of these sentences.

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

## Round-up

6 Read the interview and choose the correct answer (PJ = Professor Jones. P = Presenter).



- PJ The weather is getting warmer and I think the situation owill become/ becomes very serious for us soon.
- P We have to do something quickly, 1 won't / don't
- PJ Yes, the ice at the Poles is already turning to water because temperatures are higher than in the past. Consequently, there 2 will / won't be more water in the oceans and the sea might cover some tropical islands.
- P What <sup>3</sup> will happen / happens to animals like penguins or polar bears?
- PJ There 4 will / won't be any more penguins or polar bears if they can't find any food.
- P <sup>5</sup>Will we / We will have lots of extreme weather?
- PJ Yes, the weather might be very bad. I think hurricanes <sup>6</sup> will / won't be stronger and the Mediterranean countries 7 will / won't become deserts.
- That's all very pessimistic. There is good news too, 8isn't / won't there?
- PJ I'm afraid there 9 will / won't be any good news if we don't do anything about it. I think that if we change our way of life a little, things will be better. But if we don't do anything, there <sup>10</sup> will be / are big problems for us in the future.

#### 7 PAIRWORK How will your life change in 20 years' time? Make notes.

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

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

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

## Making offers and promises

1	Read and listen to the dialogue and fill in the gaps. Listen again and
	repeat.

Mel Sheila, tomorrow it's Kate's birthday. I don't know what to buy her. Sheila 1\_\_\_\_\_I come with you to the department store? Yes , <sup>2</sup> \_\_\_\_\_ get ready straightaway. Mel

At the department store.

Look! What <sup>4</sup>\_\_\_\_\_ that T-shirt? Mel

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

It's really nice but it's £30. That's Mel

really expensive.

Sheila OK. 7\_\_\_\_\_ we pay half

each? Kate's my friend, too!

Mel Oh, thanks, Sheila.

8\_\_\_\_\_ help you with your maths homework,

I promise.

Sheila That's fantastic. That's very

nice of you.



#### Key expressions

#### Offers and promises Responses Shall I come with you to ...? Yes, please. / No, thanks. Oh, thanks, Sheila. Shall we pay ...? That's very nice of you. I'll help ...

#### 2 Listen and say which dialogue is about:

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

#### 3 Listen again and complete the sentences. Then listen and check.

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

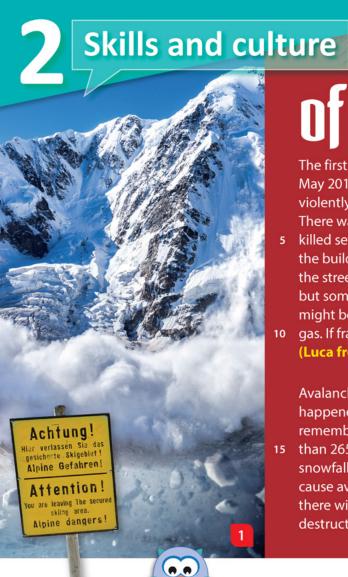
4 PAIRWORK Decide with your partner what to buy for one of your friends for his / her birthday and write a dialogue similar to the one in exercise 1. Then act it out.



COMPETENCES

cultural awareness and expression

civic and social competences



The power of nature

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

- 5 killed seven people, injured another 50 and badly damaged most of the buildings in our town. After the earthquake we lived and slept in the streets for several days. I know that my country is in a seismic area, but some scientists think that one of the causes of the earthquake might be 'fracking', the process of drilling down into the earth to find
- 10 gas. If fracking continues, there might be more earthquakes. (Luca from Finale Emilia, Italy)

Avalanches are quite common in the Swiss-Austrian Alps but what happened in 1950-51 is called 'The Winter of Terror'. My grandfather remembers that in three months about 650 avalanches killed more

snowfalls, loud noises, vibrations and increases in temperature can cause avalanches. If climate change causes temperatures to **rise**, there will be more avalanches and there will be more deaths and destruction. (Anton from Innsbruck, Austria)

#### Study tip

## Reading for specific information

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

## Reading

1 Read and listen to the text. Match the names of the people to the photos.

Photo 1 Photo 2 Photo 3

- 2 **COMPREHENSION** Read the text again and answer the questions.
  - 1 How did Luca know it was an earthquake?
  - 2 What might be one of the causes of earthquakes?
  - 3 What happened in 1950-51 in Austria?
  - **4** What are the main causes of avalanches?
  - 5 What happened when Hurricane Katrina struck New Orleans?
  - **6** Why is Claire worried about the future?

#### Listening

3 ① Listen and complete the weather forecasts.

ÇĞ;	Scotland and Northern England	Wales and the South West	Central England	The South and South East
Today				<u></u>
Tomorrow				



## Glossary

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

injured hurt damaged destroyed drilling making holes rise increase, grow levees walls of soil or

other materials that are built next to a river to stop the river from flowing over the edges

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

#### COMPETENCES

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

#### **Speaking**

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

$\bigcirc$	Cou	intry:		
7115	The North	The West	The South	The East
Temperature	°⊂	°⊂	°℃	°℃
Conditions				

#### Writing

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

#### Dear ...

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

Strategy

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

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

## **Using a monolingual dictionary**

#### Weather and temperature

1 Put the words in alphabetical order.





2 Look at the dictionary entry and answer the questions.

snow<sup>1</sup>/snอซ/ noun [U]

soft white pieces of frozen water that fall from the sky when the weather is cold:

children playing in the snow

heavy snow / rain

an occasion when a lot of snow / rain falls

snow<sup>2</sup>/snəʊ/ verb

it snows

If it snows, snow falls from the sky:

It snowed all day yesterday.

be snowed in

to be unable to leave a place because there is

too much snow:

We were snowed in for two days.

be snowed under

to have too much work:

I'm snowed under with homework.

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



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

rain climate cloudy avalanche freezing hurricane

#### For each one, write:

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



## Articulate!

- Write the words in Word bank 2 (page 157) on 12 pieces of card.
- Mix the cards and place them face down.
- Split into two teams. Each team takes a turn to nominate a player. The player picks a card and has one minute to give a definition of the weather condition without saying the word.
- If the team guesses the word, they score a point and keep the card. If they don't, the card goes to the bottom of the pile.



## **EVALUATION TEST 1-2**



			The second
1/0	2	DIL	lary
VU	La	υu	Idi V
_			

1 Write six kinds	Write six kinds of films.			
1	4			
2	5			
3	6			

#### Grammar

- 2 Choose the correct answer.
  - 1 lalways go / I'm always going swimming on Sundays.
  - 2 It rains / It's raining so we can't go out.
  - 3 I'm usually working / I usually work on Saturdays but luckily I'm not working / I don't work today.
  - 4 Why you drink / are you drinking milk? You don't like / aren't liking it!
  - 5 We always go / We're always going on holiday to Greece but this year we are wanting / want a change.
  - 6 Where are we going / do we go now?

/6

#### 3 Underline the mistakes and correct the sentences.

- 1 We study for the exam tomorrow.
- 2 Charlie loves the cinema, but I'm enjoying the theatre.
- 3 I'm usually playing football on Sundays.
- 4 Why you are looking at me?
- 5 I'm not liking cheese.
- 6 We're watch the video right now.
- 7 She has a shower at the moment.
- 8 We are not meeting every week.

\_\_\_/8

#### 4 Complete the sentences about what they like or don't like doing. Use the verbs in the box.

vi	sit	eat	be	meet	stay
		speak	go	watch	
Jim likes				fish and	chips

2 I hate \_\_\_\_\_ late for school in the morning.

3 They don't like		films on the	e
	computer.		

- 4 We enjoy \_\_\_\_\_ to the cinema at weekends.
- 5 I don't like \_\_ English.
- **6** My parents hate \_\_\_\_\_ at home on Saturday evenings.
- 7 I love \_\_\_\_\_ new places on holiday.
- 8 Do you enjoy \_\_\_\_ \_\_\_\_ new people?

\_/8

#### 5 Choose the correct answer.

- 1 Wow, you speak English really good / well.
- 2 Come in quiet / quietly everybody's asleep.
- 3 I don't like that music it's too noisy / noisily.
- 4 We're winning the game easy / easily.
- 5 That film isn't very good / well.
- 6 Can you run fast / fastly?
- 7 This exercise is just so easy / easily.
- 8 Speak slow / slowly please, I can't follow you.

\_\_\_/8

#### / 12 Functions

Customer	What <sup>1</sup>	is the next
	screening of Mid	dnight Stars, please?
Assistant	It's at quarter 2_	nine.
Customer	Ok, it's nine o'clo	ock now, so I've
	got fifteen minu	ites left. How
	3 6	are the tickets?
Assistant	4	re £10.50 for
	adults and £7.50	) for children
	5	14.
Customer	6	nave one adult ticket
	and two childre	n's tickets, please?
Assistant	7	– that's £25.50
Customer	Here you are.	
Assistant	Thank you.	
Customer	8	screen is it in?
Assistant	Screen 3.	
Customer	Thanks a lot.	

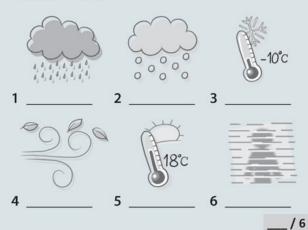
TOTAL \_\_\_ / 50



## **EVALUATION TEST 1-2**

#### Vocabulary

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



#### Grammar

1 The weather

**2** Complete the sentences with *will* or *won't*.

	tomorrow. (+	)
2	You	(arrive) at school late! (+)
3	(	get) a good mark in the test. (–)
4	lt	(snow) tonight. (-)
5	Не	(win) the race. (–)
	I think we weekend. (+)	(have) fun at the
7	They	(pass) the exam easily. (+)
8	You	_ (become) a famous actor! (–)
9	My team	(beat) your team! (+)
0	We	(stay) at home on Friday (-)

\_\_\_/10

\_\_\_/10

(be) wet and cold

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

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

/	Character	Alexander		
-	Choose	tne cor	rect an	swer.

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

\_\_\_/6

5 Complete the sentences with the correct question tags.

1	It's Sarah's birthday tomorrow,	?
2	We can visit Mark and Julie this weekend,?	
3	Paul doesn't like football,?	
4	You'll meet me at the bus stop,	?
5	There won't be anyone here on Monday,?	
6	You don't feel ill,?	
7	Lisa has two brothers,?	
8	You'll be 14 years old next month,?	
9	You won't wear that ugly hat,	_?
10	She lives in a four-bedroom apartment, ?	
		/10

#### **Functions**

6 Complete the sentences with the phrases.

Questions: ge	et you l'introduce 'll make shall
Answers: yes	thanks nice of you very much
<b>1</b> ' 'Thanks	_ we cook the dinner?'
2 'Shall	you to Ellie?'
	the birthday cake!'
	That's fantastic.' _ an aspirin!' 'That's very'.
	/8

learning to learn

# Key strategies

# Reading and writing

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

### STRATEGIES

- · Before you choose, read each sentence and the three options (A, B and C) carefully.
- Try to read the sentences using all the three options. Which of them makes more sense?
- · Choose the option that you think is the most suitable.

# 1 Read the sentences about a day out. Choose the best word (A, B or C) for each space.

0	The Martin family	going on a trip
	tomorrow.	

A	are

B will

C does

### The correct answer is A.

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

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

# STRATEGIES

- Read each line carefully.
- · Now try to answer using all the three options. Which of them makes more sense?
- Choose the option that you think is the most suitable.

# 2 Omplete the five conversations. Choose the correct answer: A, B or C.

- **0** What are you going to do?
  - A I'm watching TV.
  - (B) I don't know.
  - C We're doing our homework.

### The correct answer is B.

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

https://ro.pinterest.com





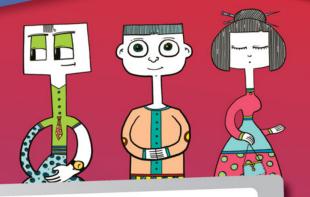








# Vocabulary







### Look out!

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

- 1 size
- 2 type
- 3 colour

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

# **Appearance**

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

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

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



# 1 READ AND LISTEN Where are the two friends? Who is Adam waiting for?

Adam Excuse me, I'm looking for my friend,

Natalie Martin.

Sorry, I don't know her. What does Waitress

she look like?

Adam She's slim, with long, brown hair. There was a girl in here half an hour Waitress

ago. She was at that table. She had a

cappuccino.

Adam Was she short?

No, she wasn't. She was quite tall Waitress

and she had glasses.

Adam No, that wasn't her. Natalie is quite

short and she doesn't wear glasses.

Waitress Sorry.

Adam Thanks anyway. Come on Vijay, let's

go outside ...

Look, Adam - there she is! Natalie! Vijay

Natalie enters the bar.

Natalie Adam, there you are!

Adam So where were you at 9:30?

**Natalie** I was in the café. Adam No, you weren't.

Natalie Yes, I was. I was in the mall café

Adam But my text says,

'Meet me at the Mill Café'!

No, Adam, look. Your text says, 'Meet Natalie

me at the mall café.'

She's right, Adam. Switch off predictive Vijay

text!

Adam Oops!

# Listen again and repeat.



Thanks anyway. mall

Switch off predictive text!

### 2 COMPREHENSION Read the dialogue again and choose the correct answer.

1 Melanie has

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

2 The girl in the café had

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

**3** The girl in the café

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

4 The boys meet Natalie

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

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

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



1	The girl	<sup>1</sup> in the café half an ho	ur ago.
2	She 2	short. She 3	quite tall
	and she	4 glasses.	
3	Where 5	you at 9:30?	

4 l 6 in the café.

**5** No, you <sup>7</sup>\_\_\_\_\_\_ in the café.

4 Read the dialogue on page 38 again and choose the correct answer. Listen and check. Then listen again and repeat.

Natalie Adam, there you(are) were!

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

Natalie 12 was / were in the café. Adam No, you 3 wasn't / weren't.

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

### 5 PAIRWORK In pairs, complete the dialogue with information that is true for you. Then act out the dialogue.

Α	1, there you are!	
В	So where were you <sup>2</sup>	

A I was in the 3

B No, you weren't.

A Yes, I was. I was 4\_





# A Past simple of the verb to be

### Affirmative form

4:20
------

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

Subject

+ was / were +

complement

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

We use was with the subject pronouns *I*, he, she and it.

We use were with the subject pronouns you, we and they.

# Get it right!



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

I <del>am</del> born in Newcastle.
I **was** born in Newcastle.

# 

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

# 2 Rewrite the sentences in the *past simple*.

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

# **B** Past simple of the verb to be

# **Negative form**



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

Subject + was / were + not + compl.

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

# 3 Rewrite the sentences in exercise 1 in the negative.

0	L	Wa	ISN	t	at	5	hο	me	las.	t n	iq	ht	٦.

4 \_\_\_\_\_

6

8 \_\_\_\_\_

# Past simple of the verb to be Interrogative form and short answers

JIDEO

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

To make the interrogative form in the *past simple*, we put *was* or *were* before the subject pronoun. We form short answers with *Yes* or *No* + subject pronoun + *was* / *were* or *wasn't* / *weren't*.

- 4 Write questions using the prompts.
  - 0 it / your birthday / yesterday?
    Was it your birthday yesterday?
  - 1 you / in Italy / four months ago?
  - 2 you/3/in 2008?
  - 3 your parents / at home / last weekend?
  - 4 your friends / at / your house yesterday?
  - 5 you / in bed / at ten o'clock last night?
  - 6 your last English exam / difficult?
- 5 Give personal short answers to the questions in exercise 4.

Was it your birthday yesterday?

Yes, it was.

# Question words with was / were

VIDE

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

Wh- + was / were + subject?

'Where were you?'

'I was at school.'

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

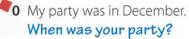
'Why were you late?'

'I was late because the clock was wrong.'

'How was your exam?'

'My exam was easy, thanks.'

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



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

# **Pronunciation**

# Was: weak and strong forms

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

7 Listen and repeat.

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

- 8 Listen and mark as W (weak form) or S (strong form).
  - 1 I was a nurse in Greece.
  - 2 He wasn't at school yesterday.
  - 3 Yes, she was. \_\_\_\_\_

# Grammar

# E Past simple of the verb have

### **Affirmative form**



complement

1	<b>had</b> a red bike.		
You	had a red bike.		
Не	had a red bike.		
She	had a red bike.		
It <b>had</b> a red bike.			
We	had a red bike.		
You	had a red bike.		
They	had a red bike.		

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

had

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

Subject

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

	<del>-curly-</del> black	long	blonde	grey
0	Charlie Chaplin _	had	curly	_ hair.
1	Snow White		h	air.
2	Rapunzel		hair.	
3	The seven dwarve	es		-
	beards.			
4	Cinderella		hair	

# Round-up

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

	₹ 10.23 PM
Hi Ed,	
	ootball last night – how
l <sup>2</sup> at a concer him? He's that short b He was in our science	t with Nick. Remember poy with curly, black hair. e class last year.
concert. It <sup>4</sup> at in town! There <sup>5</sup> the stadium but we <sup>6</sup> really good seats nea	
He's the tall guy with He plays the bass gui cool!	n <sup>8</sup> Mickey Madde a beard and big glasses. itar in the band. He's so
10there	awesome. It's a pity you e, too. I hope you <sup>11</sup>
a good time at footb	oall.
See you soon,	
Douglas	

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

What / the event?
When / the?
How much / tickets?
Where / seats?

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

# **Describing people**







2

1 Read and listen to Lucy describing her family. Write the names under the pictures.

3

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

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

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

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

Joe Does she look like you?

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

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

Lucy She's got green eyes.

### COMPETENCES

cultural awareness and expression civic and social competences initiative

### **Key expressions**

### Questions

Who do you look like?

What does ... look like?

Does he / she look like you?

What colour eyes /

hair has he / she got?

### Answers

I look like my mum.

He / she's tall with short hair.

No, he / she doesn't.

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

# 2 Listen to Joe describing himself and his father and fill in the gaps.

Joe looks like	his <sup>1</sup>	. They've both got <sup>2</sup> ,		
3	hair and a big 4_	. Joe has got <sup>5</sup>		
eyes and his dad has got brown 6				

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



http://www.then\_and\_now.co.uk/

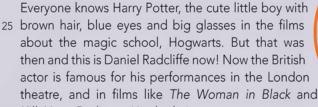
# OUR FAVOURITE STARS, then and 100 W



He was born in Memphis, Tennessee and was a famous child actor. Then he was a teenage pop star in the American boy band NSYNC. Now he's an actor in films like Bad Teacher, In Time, Friends with Benefits and The Social Network. He's married to the beautiful actress Jessica Biel and has a young son. Justin Timberlake has got it all and he's gorgeous too – ask any of his fans! He's got very short hair and a beard and his clothes are always trendy. But Justin wasn't always so cool. In this photo he was 11 – who knew he had curly hair?



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



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



Glossary

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



# Reading

- 1 Read the title of the text and look at the pictures. What is the text about? Choose the correct option.
  - **A** astrology
- **B** actors
- C music

F

- 2 COMPREHENSION Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones.
  - 1 Justin Timberlake is English.
  - 2 He was in a boy band when he was a teenager.
  - 3 Taylor Swift sings rap music.
  - 4 Her nomination for Best Artist was in 2008.
  - 5 Daniel Radcliffe works in the theatre in New York.
  - **6** He looks the same today as he did in the *Harry Potter* films.



### Study tip

### Matching specific information to photos

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

# Listening

1

3 DListen to two people describing their favourite actors. Which actors are being described? Circle the correct option.







KRISTEN STEWART SCARLETT JOHANSSON





ROBERT DOWNEY JR CHRIS HEMSWORTH

4 Read the questions about the dialogue in exercise 3 and complete them with the missing words.

- 1 Who \_\_\_\_\_ your favourite actor?
- **2** Where is he / she \_\_\_\_\_\_?
- **3** What films \_\_\_\_\_ he / she in?
- 4 What does he / she \_\_\_\_\_ like?
- 5 \_\_\_\_\_ he / she got blonde hair?
- **6** \_\_\_\_\_ he / she goodlooking?

# **Speaking**

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

# Writing

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

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

### COMPETENCES

cultural awareness and expression civic and social competences learning to learn

learning to learn civic and social competences



Smart flash cards are a very creative tool for learning and remembering words.

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

# **Creating smart flash cards**

# Appearance and parts of the body

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



2 Look for photos or draw pictures of the words on pages 37 and 158 (Word bank), and make *smart flash cards*. Remember to write a sentence about the people you know on the back of the cards.



3

# Picture dictation

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

learning to learn

# Key strategies

# Listening for specific information

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

### LET'S PRACTISE!

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

# **STRATEGIES**

### Before you listen

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

### While you listen

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

I've got a smartphone.

I haven't got a smartphone.

- The word smartphone appears in both sentences, but the first sentence is affirmative, while the second one is negative.
- The first time you listen, concentrate and match each person with one option.
- The second time you listen, check the answers.

# 2 \times Listen to Jamie describing his family. Match each member of the family to their physical appearance.

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





In English, we use adjectives ending in -ed to talk about how we feel.

I feel bored in physics lessons.

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

Physics lessons are boring.





# **Feelings and emotions**

1 Write the names of these emotions under the pictures. Listen and check. Then listen again and repeat.

> worried afraid bored relaxed sad excited surprised angry tired

- 2 Point out which adjectives in exercise 1 express a positive emotion (✓) and which ones express a negative emotion (X).
- 3 Listen to five people talking about how they are feeling. Fill in each gap with an adjective.
  - 1 Ben felt relaxed.

2 Sally is feeling \_\_\_\_\_. 4 Kate is feeling \_\_\_\_\_.

**3** Joe is feeling \_\_\_\_\_\_. **5** Will is feeling \_\_\_\_\_\_.

4 ① Listen again and match the people to the reasons for the feelings they have.

1 C Ben

A He's having a birthday party.

2 Sally

B She had an exam.

3 Joe

**C** It was sunny and he was in the garden.

4 Kate

**D** He's got a new pet.

5 Will

**E** She doesn't know where her brother is.

5 How do these pictures make you feel? Write an adjective under each picture.









- 6 PAIRWORK In pairs, ask and answer questions about how you are feeling today.
  - A How are you feeling, today, Jim?
  - B I'm feeling relaxed because ...



# I started school here last year

# 

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

Ricky.

Emma Hello.

**Ricky** Nice to meet you, Emma.

Adam Emma's my cousin.

Ricky Do you live near here, Emma? Emma No, not now. We moved house

two months ago. I changed school

two months ago, too.

**Ricky** Do you like your new school?

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

What about you?

Ricky | I started school here last year.

Adam Ricky's Italian.

Emma Really?

Ricky Yes, I was born in Rome.

Emma You're so lucky! I went to Rome

last summer - it's beautiful.

Ricky Yes, it is.

Emma Do you like it here?

**Ricky** Yes, I do. I was not happy about the weather at first, but I got used to it.

Emma Do you like your school?

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

when I arrived but I felt worried about

the exams.

Emma Well you look very happy now!

How were your results?

Ricky Not bad. I was happy, I passed them

all ...

Adam He got an A star in one of them!

Emma Wow! That's fantastic, Ricky.

Which exam was that?

Ricky Italian!

# Listen again and repeat.



I got used to it. Not bad. He got an A star ... **2 COMPREHENSION** Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Ricky and Emma are old friends.

**2** Emma's family have got a new house.

3 Emma doesn't like her new school.

4 Ricky lives in Rome now.

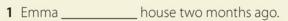
5 Emma doesn't like Rome.

6 Ricky hates the English weather.

**7** Ricky was relaxed about his exams.

8 Ricky's exams results were good.





2 Ricky \_\_\_\_\_ school here last year.

3 Emma \_\_\_\_\_\_ to Rome on holiday last year.

4 Ricky \_\_\_\_\_ worried about the exams.

**5** Ricky \_\_\_\_\_ all his exams.

**6** Ricky \_\_\_\_\_ an A star in Italian.







# Grammar

# A Past simple of regular verbs

# Affirmative form

firmative form			VIDEO
	start <b>ed</b>	at 8:00 am.	

1	start <b>ed</b>	at 8:00 am.
You	start <b>ed</b>	at 8:00 am.
He	start <b>ed</b>	at 8:00 am.
She	start <b>ed</b>	at 8:00 am.
lt	start <b>ed</b>	at 8:00 am.
We	start <b>ed</b>	at 8:00 am.
You	start <b>ed</b>	at 8:00 am.
They	start <b>ed</b>	at 8:00 am.

base form Subject + + -ed + complement of the verb

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

We walked to school yesterday. I changed school last year, too.

### 1 Write the past simple form of the following verbs.

0	help	helped	6	work	
1	ask		7	open	
2	play		8	want	
3	show		9	need	
4	listen		10	walk	
5	wait				

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

open show work wait start finish ask watch -listen-

0	listened	_ to a radio programme last night.
	١٨/-	for Vote for on bour

1 We \_\_\_\_\_ for Kate for an hour.

**2** The lesson \_\_\_\_\_\_ at 8:00 am.

3 I \_\_\_\_\_\_ for more time in the exam.

**4** Fred \_\_\_\_\_ in Rome for three years.

**5** The children \_\_\_\_\_ all their presents.

6 I \_\_\_\_\_\_ a great film on TV last night. 7 The concert \_\_\_\_\_ at midnight.

8 My cousins \_\_\_\_\_ us their town.

# **B** Time expressions used with the past



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

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

### **3** Complete the sentences using the correct time expression so they are true for you.

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

# C Past simple of regular verbs

# Spelling rules



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

like	like <b>d</b>
change	change <b>d</b>

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

study	stud <b>ied</b>
try	tr <b>ied</b>

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

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

stop	sto <b>pped</b>
chat	cha <b>tted</b>
travel	trave <b>lled</b>

### 4 Complete the sentences with the correct past simple form of the verb in brackets. Listen and check.

0	Flora_	changed	(change)	school	last term	١.

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

# **D** Past simple of irregular verbs

### **Affirmative form**



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

Many verbs in English have an irregular form in the past simple. These forms must therefore be memorised (see page 164).

He came to England when he was 12.

I went to Florence on holiday last summer.

### 5 Decide if the verbs in the box are regular or irregular, and write the correct past simple form in the table below.

run <del>-study</del> write talk invite speak buy wait play look go see

Regular verbs	Irregular verbs
studied	
	2

### **6** Complete the sentences with the correct *past* simple form of the verb in brackets.

- **0** I <u>forgot</u> (forget) my schoolbag yesterday.
- 1 We \_\_\_\_\_ (go) to Ibiza last August.
- 2 My granny \_\_\_\_\_ (buy) me a new smartphone last weekend.
- 3 Our train (leave) at 4:30!
- 4 The football match was great my team \_\_\_\_ (win) 3-0.
- 5 I \_\_\_\_\_ (see) Martin with Sandra at the sports club yesterday.
- 6 He \_\_\_\_\_ (know) my brother when he was in Italy.
- **7** We \_\_\_\_\_ (give) my mum flowers for Mother's Day.
- 8 Sally \_\_\_\_\_ (make) a cake yesterday.

### 7 Complete the dialogue with the correct past simple form of the verbs in the box.

	<del>-see-</del> tell feel meet get	
	Hi Mum, I ° <u>saw</u> Kirsty today. Oh? Where was she?	
Sam	We 1 at the bus stop and we 2 the bus to town together.	_ 0
Mum	How is she?	
Sam	She's fine. She <sup>3</sup> me about her new school.	
Mum	I think she  4 worried about starting	

a new school. Does she like it now?

Yes, she does.

Sam

# 4

# Grammar

# 8 Read the text and fill in the gaps with the correct form of the verbs in the box.

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



My grandfather •	was	_born in St I	Kilda, a remote
island near Scotlan	d, in 1945.	There wasn'	t a school on
the island, so he 1_		_ at home. H	His teacher
<sup>2</sup> him	on the radi	io and he 3_	
his homework to h			
he 4t	o the other	pupils on the	he radio, too.
He <sup>5</sup> t	alking to or	ne girl, Flora	, and often
laughed and joked	with her. H	le 6	happy
speaking to her bu	t he never?	7	her.
My grandfather 8_		the island	when he was
18 and went to Gla	sgow. One	day he 9	
into a café and 10_		a beautiful	girl.
He 11	she was the	e girl for him	n. He asked
the girl her name.'	Flora', she 12		'I come
from a little island i	n the west	of Scotland	,

### **Pronunciation**

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

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

9 ① Listen and repeat.

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

10 Listen and write the verbs in the correct column in exercise 9.

washed ended changed helped travelled visited waited liked tried

# Round-up

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



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

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



# **Apologising and making excuses**

# 1 Read and listen to the dialogue. Choose the correct answer.

Julie Hi, Chris. Can you come to my party on <sup>1</sup> Friday / Saturday?

Chris I'm really sorry, but I can't go out this <sup>2</sup> weekend / week.

Julie Oh no, that's a shame. Why not? What happened?

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

My parents were very 4 worried / angry.

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

Chris Have a great party!

### **Key expressions**

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

### COMPETENCES

cultural awareness and expression civic and social competences

# 2 ① Use the Key expressions box to complete the following short dialogue. Then listen and check.

Jack	Hi Angela. Can yo	u come to the library today?	
Angela	ľm 1	, but I can't come today.	
Jack	Oh no, that's 2	. Why <sup>3</sup>	?
Angela	I haven't got any b	books with me today. I left my bag	at home.
Jack	OK. It <sup>4</sup>		
Angela	See you tomorrov	V.	

# 3 PAIRWORK In turns, choose one of the following situations and make a dialogue using the Key expressions box.

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





http://www.askannie.co.uk



for advice about the problems in your life.



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

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

# Reading

1 Read and listen to the text. Choose the most suitable title for each paragraph.

Paragraph 1 A I love my room.

Paragraph 2 A My friend can't speak English.

**B** My brother is so untidy!

**B** They're just bullies.

2 **COMPREHENSION** Read the text and choose the correct option.

1 In his old house Luke

A shared a room with his brother.

2 Luke feels angry because his brother

A is untidy.

3 Luke is worried about

A his brother.

4 Brenda's friend Wei was shy because

A her English wasn't good.

5 Some of the girls at school

A weren't kind to Wei.

6 Brenda wants to

A help Wei.

**B** had his own room.

**B** doesn't study.

**B** his exams.

**B** she was from China.

**B** helped Wei.

**B** help the girls.





Luke\_2000 Date: 02/05/20... h: 17:30

1 \_

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



Brend@02 Date: 02/05/20.. h: 17:45

2

0.0

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

# Study tip

# Listening for specific information

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

# Listening

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

# **Speaking**

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

### COMPETENCES

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

# Writing

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

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

learning to learn civic and social competences





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

# **Using a bilingual dictionary**

1 Put the following letters in the right place in the English alphabet.

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

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

> sleep under happy quickly apple clever hair well feel near

Nouns (n) apple, \_\_\_\_\_ Adjectives (adj) Adverbs (adv) Verbs (v) Prepositions (prep)

**3** Study the dictionary entry for the word *kind* and answer the questions.

**kind** 1 adj bun 2 n fel

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

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

**last** 1 v a dura 2 adj ultimul, trecut

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

# Alphabet race! In pairs, put the words in alphabetical order. Look up the words in the dictionary and write their translations. When you finish, shout 'Stop!'

- 1 surprise
- 2 relax
- 3 worry

- 4 back
- 5 fine
- 6 free





# **EVALUATION TEST 3-4**



# Vocabulary

### 1 Choose the correct answer.

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

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

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

### Grammar

1 The boy is tall.

# 3 Rewrite the sentences in the past simple.

0	They're not in my class.	
_	Thou're not in my class	
5	We're always late for lessons.	
4	She's a teacher at my school	
3	I'm not happy with you	
2	My friends are in class 5A.	

# 4 Read the answers and then write the questions.

1	<u> </u>	7
	I was on holiday last week.	
2		?
	My birthday was in March.	
3	1 <u></u>	?
	Yes, I was at the party last Saturday.	
4		?
	The test was really easy, thanks.	
5		?
	Because my alarm clock was wrong!	
6	<u></u>	?
	No, the film wasn't very good after all.	

# 5 Complete the questions and short answers.

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

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

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

### **Functions**

\_\_\_/6

\_\_/6

# 7 Match the questions to the answers.

- 1 Has your mum got dark hair like you?
- **2** Does your dad wear glasses?
- Who do you look like in your family?
- like in your family?

  4 Has he got a beard?
- 5 Does your mother look a bit like you?
- 6 Is your dad tall with blue eyes?
- 7 Have you got any brothers or sisters?
- **8** What colour hair has your dad got?

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

\_\_\_/6

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

	/8
TOTAL	/ 50



# **EVALUATION TEST 3-4**

### **VOCABULARY**

1	Complete the words referring to emotions and
	feelings.

1	H_	 Y
_	_	_

2 T\_\_\_D 3 B\_\_\_E\_

4 E\_\_\_I\_\_\_

5 A\_\_\_\_

6 R\_\_\_A\_\_\_

7 S\_\_\_

8 S\_\_\_\_R\_

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

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

### 5 Complete the text with the past simple form of the verbs in the box.

leave forget meet get say find

	know	buy	think	see	
	st weekend wa t unfortunately ab	/ me ar		ther friends	
rea	ally angry. Luck	ily, one	of my f	riends	
3	so	meone	who w	orked in a loca	al
dis	sco and we 4		thi	s person on	
	onday evening				
He	5	_ the di	sco was	busy all week	(
ex	except for Thursday so we booked it for then.				
We	e <sup>6</sup>	_a goo	d DJ ar	nd <sup>7</sup>	
lot	s of food and c	drink fro	m the	supermarket. C	)n
Th	ursday our frie	nd <sup>8</sup>		it was just	an
	ordinary meeting of our group and was shocked				
wł	nen he 9		his nan	ne outside the	

disco. We danced all night long and the last person

## **GRAMMAR**

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

> play show listen wait work want need walk

\_\_\_\_\_to music all evening long. 2 My father \_\_\_\_\_ in a factory in his first job.

**3** The children \_\_\_\_\_ football in the park until it was late.

**4** We \_\_\_\_\_ for two hours but no buses arrived!

5 | him the pictures of our holiday.

6 After two hours of jogging we \_\_ a rest.

**7** The students to school because there were no trains or buses.

8 I \_\_\_\_\_\_ a new computer for Christmas, not a new bike!

# \_\_\_/8

/ 8

# Write sentences using the prompts and the verbs in the past simple.

1 Sam / stop / playing rugby last year

2 We / study / hard for the English test

3 They / chat / on the phone for hours

4 She / arrive / two hours late

5 My parents / travel / to the concert by train

6 I / live / in Mexico for two years

	n	CT	$\mathbf{I}$	nc
Ьu	••	LL	ıu	шь
-			-	

10 at 2 am.

6 Complete the dialogue with the missing words.

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

/ 10

/6

learning to learn

# Key strategies

# **Reading and writing**

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

# LET'S PRACTISE!

- 1 Read the questions and choose the correct option.
  - **0** Was your granddad good-looking when he was young?
    - A No, he isn't. He hasn't got any hair
- (B) Yes, he was.
- 1 Does Max look like his dad?
  - A No, he doesn't. He looks like his mum. B Yes, he likes his dad a lot.
- 2 Was your hair short when you were a child?
  - A Yes, it's very short.
- **B** No, it wasn't. It was quite long.
- 3 Has your sister got brown eyes?
  - A No, they're blue.
- **B** Yes, she's very tall and slim.
- 4 Who do you look like?
  - A I look like tall.
- B I don't know.
- **5** Where are your glasses?
  - A They were very cool.
- **B** I don't wear glasses any more. My eyes are OK.

# STRATEGIES

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

### 2 Complete the dialogue between two friends. What does Flora tell Emma?

Do you look like your dad or mum? Emma

Flora

Emma What colour hair has your mum got?

Flora

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

Flora

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

Flora

**Emma** Who does she look like?

Flora

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

A She's got blue eyes and blonde curly hair.

**B** Yes. Her name's Sophie and she's only six.

C I think I look like my mum. We're both slim and tall.

D I like my mum and dad.

**E** I don't know. People say she's like me. I hope so because she's really pretty!

**F** Yes, he does. They've both got curly brown hair and they're quite stocky.

**G** No, they haven't, but they've got big feet!

**H** It's the same colour as mine and we've both got brown eyes.



# 75

# Vocabulary



1 Write the words in the box under the pictures. Listen and check. Then listen again and repeat.

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

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

Places to stay:	
Places to visit:	
Transport places:	
Activities:	

3 Listen to two people talking about their last holidays. Write the words you hear in exercise 1 for each dialogue.

Dialogue 1:			
Dialogue 2:			
Dialogue 3:			
Dialogue 4:	,	,	10

4 Listen to the dialogues again and complete the table for each person.

	went to	stayed in	wenting
Anna			
Sam			
Tom			
Becky			

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

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





# Did you go cycling?

# 1 READ AND LISTEN Where did Ricky go on holiday?

Mrs Martin Hi Ricky, how was your holiday?
Ricky Great thanks, Mrs Martin.
Where did you go?

Ricky We went to Scotland.

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

Did you stay in a hotel?

**Ricky** Yes, we did. We stayed in a hotel

in Edinburgh.

Mrs Martin What did you do in Edinburgh?

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

Chloe Did you take lots of photographs?

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

so I couldn't take any photos! My dad took some.

Mrs Martin Did you go cycling?

Ricky
No, we didn't cycle this time.
We went walking in the

mountains. Oh, and we went

to the beach ...

Mrs Martin The beach? In Scotland? You're

joking!

Ricky No, I'm not. It was beautiful –

you could see for miles.

Chloe Did you go swimming?
Ricky No, I didn't! I put my foot in

the water, but I didn't go in! It was really cold! I prefer the Mediterranean!

**1** Listen again and repeat.

# **Everyday English**

You're joking! You could see for miles.

### 2 COMPREHENSION Read the dialogue again and choose the correct answer.

1 Mrs Martin thinks Scotland is

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

2 In Edinburgh Ricky's family stayed in

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

3 His family didn't go

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

4 Ricky didn't take any photos because

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

**5** He didn't go swimming at the beach because

A the water was **B** he forgot his cold. swimming trunks. C he can't swim.





2 What did you do?

**3** Did you stay in a hotel?

**4** Did you take lots of photographs?

**5** Did you go cycling?

A Yes, we did.

**B** No, we didn't cycle.

**C** We went to Scotland.

D No, I didn't.

**E** We went sightseeing.



# 4 1 Fill in the gaps with information from the dialogue on page 64. Listen and check. Then listen again and repeat.

Mrs Martin Hi Ricky, 1\_\_\_\_\_

Great thanks, Mrs Martin. Ricky

Mrs Martin <sup>2</sup>

Ricky We went to Scotland.

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

Yes, we did. We stayed in a hotel in Edinburgh. Ricky Mrs Martin \_\_\_\_\_ in Edinburgh? Well, we went sightseeing and we visited the castle. Ricky

5 PAIRWORK In pairs, think about your last holidays and act out the dialogue in exercise 4, changing the words in bold.

A Hi Ale, how was your holiday?

B Great thanks, Sarah.

A Where did you go?



# Grammar

# A Past simple

# **Negative form**



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

base form of Subject the verb

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

We didn't go camping.

You weren't at school last week.

# 1 Rewrite the sentences in the negative.

- **0** We went to the beach every day. We didn't go to the beach every day.
- 1 I met the boys in the restaurant.
- 2 Sam felt tired last night.
- 3 You stayed in a hotel in Ireland.
- 4 We ran five kilometres yesterday.
- 5 It rained all week in London.
- **6** They saw their grandparents in Italy.

### Pronunciation – The silent h

2 DListen and repeat.

/h/	_
hotel, hostel	honest, vehicle

3 Listen and write the words in the correct column in exercise 2. Listen and check. Then listen again and repeat.

yoghurt honey house hour how

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



# He didn't like playing in his bedroom. He liked playing in the park.

- 1 He liked playing computer games.
- 2 His best friend was a boy.
- 3 Her hair was short.
- 4 He had a black and white cat.
- 5 He wore long trousers.
- 6 He loved Manchester United.
- 7 He ate a lot of apples.
- 8 He drank a lot of cola.

### 5 How were you when you were six? Read the sentences and correct them so they are true for you.

- 0 I did my homework every afternoon. I didn't do my homework every afternoon.
- 1 Late a lot of sweets.
- 2 I liked playing with Lego.
- 3 I went swimming every week.
- 4 I liked my teacher.
- **5** I spoke five languages.
- 6 I had long hair.
- 7 I was two metres tall.
- 8 I played the saxophone.

### B Past simple – Interrogative form and short answers VIDEO

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

base form of the verb? Did subject +

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

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

# Get it right!

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

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

### 6 Write the questions using the prompts and the past simple. Listen and repeat.

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

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

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

8 Read Molly's letter. Fill in the gaps with the correct form of the verb in brackets. Listen and check.

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

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

# Grammar

# **C** Used to – Affirmative, negative and interrogative forms

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

We used to live in a big house. (but now we

I used to have long hair in high school. (but now I don't)

### Affirmative form

Subject

used to

base form of the verb

Negative form

Subject

didn't + use to

base form of the verb

### Interrogative form

Did

subject + use to +

base form of the verb?

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

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

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

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

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

0 use a smartphone

I didn't use to use a smartphone.

- 1 speak English
- 4 ride a bicycle
- 2 write
- 5 ski
- 3 do karate
- 6 swim

# Round-up

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

# varara New Zealand Trip 2016 vararararara

Where did you go/ went in New Zealand? Pip We didn't 1 go / went to the capital, Marcia Wellington. We went to Auckland. When did you 2 leave / left London? Pip Marcia We left on October 11th and arrived

in New Zealand after 26 hours on the plane. We didn't <sup>3</sup> get / got much sleep!!

Where did you 4 stay / stayed in Auckland? Pip Did you stay with host families?

Marcia We didn't 5 stay / stayed with host families all of the time. We stayed in a youth hostel for four days. It was in the mountains and it didn't 6 have / had any electricity!

What did you <sup>7</sup> do / did during the trip? Pip

Marcia We went windsurfing, rock climbing, horse riding, sailing and swimming with dolphins. There were so many great activities but we 8 can't / couldn't do them all!

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

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

- A How many days did you stay, Peter?
- B I stayed for 15 days.



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

Top 3 tourist activities in Auckland sailing / windsurfing / walking

# Making arrangements -Suggesting, accepting, refusing

1 Read and listen to the dialogue, then choose the correct answer.

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

Ellie That's a fantastic idea!

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

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

> Why don't we go to Victoria Street instead? There are a lot of great 4 cafés / shops there.

Laura Yes, good idea! I like Victoria Street.

Where shall we meet?

Ellie Why don't we meet outside

the old 5 railway station / castle?

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

<sup>6</sup> seven / eleven?

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

OK for you?

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



cultural awareness and expression civic and social competences



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

2 ① Listen to the two dialogues and answer the questions.

	Dialogue !	Dialogue 2	
Where do they decide to go?			
Where do they decide to meet?			
What time do they decide to meet?			
	Where do they decide to meet?	Where do they decide to go? Where do they decide to meet?	Where do they decide to go?  Where do they decide to meet?

Dialogue 1

- 3 PAIRWORK In pairs, make your schedules for the next weekend using the Key expressions box and the prompts below.
  - · go to the cinema / a football match / shopping
  - go skiing / swimming / cycling
  - · go for a pizza / to a concert / dancing

A Why don't we go skiing on Sunday?

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



Dialogue 2

http://www.wildlyglamourous.co.uk



# Glamping holidays in beautiful places!

Wildly glamourous is a wild camping experience. Go camping in beautiful, remote places, with accommodation in luxury safari lodges and all the comforts of home!

http://www.lisawrenonlisa.co.uk

# My glamping holiday

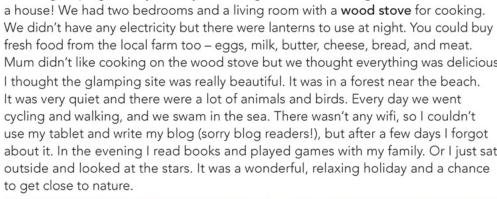
March 21, 2017

by Lisa Wren

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

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

On our glamping holiday we stayed in a big tent called a 'lodge'. Inside it was like Mum didn't like cooking on the wood stove but we thought everything was delicious! about it. In the evening I read books and played games with my family. Or I just sat





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



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



# Skills and culture

#### Reading

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

#### Study tip

#### Writing a blog post

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

#### Last winter, I went skiing ...

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

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

#### Listening

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

1	He went to the camp last						
2	He stayed in a big house with a lot of						
3	He went in the mountains and he went						
	on the lake.						
4	The food was and the were amazing!						
5	Yes, he could phone his from the camp.						
Α	What activities did he do there?						
В	Could he phone his family from the camp?						
C	What was the food like?						

#### **Speaking**

4 PAIRWORK Imagine you had an unusual holiday. In turns, ask and answer the questions.

**D** When did Paul go to Lake Land Summer camp?

· Where did you go?

**E** Where did he stay?

- · Where did you stay?
- · What activities did you do?
- Did you ...?
- What was the weather / food like?
- What did you enjoy most?

#### COMPETENCES

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

#### Writing

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

# Vocabulary strategies

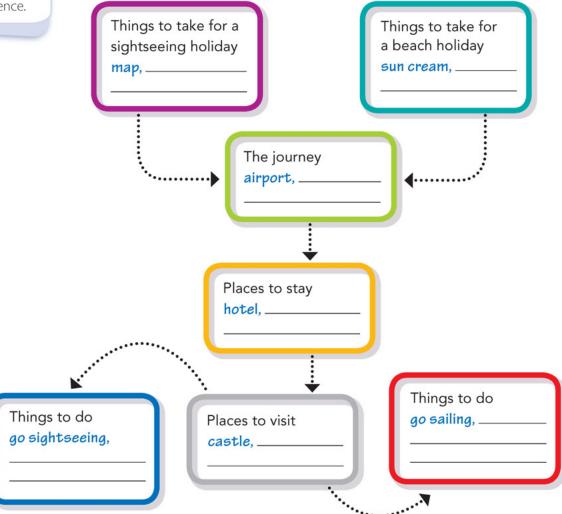


A flow diagram is very useful in learning words that can be gathered together in a sequence.

## **Creating a flow diagram**

#### Holiday places and activities

1 Study the words on pages 62–63 and 160 (Word bank), and add them to the flow diagram. Some of the words can be put in more than one place.





## 20 QUESTIONS!

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

#### Countries

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

#### Questions

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



learning to learn

## Key strategies

## **Reading and writing**

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

#### LET'S PRACTISE!

1	Answer the question and then choose the correct option to complete
	the sentence.

0	We not go on holiday last year.  A do B does C did  What tense do we use with last year?
1	Jamie went to his friend's house after school he wasn't there. <b>A</b> but <b>B</b> because <b>C</b> so  What conjunction do we use when something unexpected happens?
2	Paul and Henry often go in the mountains. <b>A</b> cycle <b>B</b> cycling <b>C</b> cycles  We talk about activities. What verb form do we use after <i>go</i> ?
3	They went Scotland by train. <b>A</b> to <b>B</b> in <b>C</b> at  What preposition do we use after <i>go</i> ?
4	I speak English when I was 5.  A can't B wasn't C couldn't  Do we use the past or the present tense?
5	It Amy's birthday two days ago. <b>A</b> was <b>B</b> is <b>C</b> were

#### STRATEGIES

- Read the text quickly.
- · Study the example carefully.
- Begin with gap number 1. Read the entire sentence. Then study the words that come before and after the gap carefully.
- Try to fill in the gap with all the three options.
- Choose the option that you think is the most suitable.

#### 2 Read the article about holidays. Choose the correct answer (A, B or C).

What tense do we use with ago?

#### **BRITISH SEASIDE HOLIDAYS**

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

(C) in **0 A** on B to

The correct answer is C.

1 A did	<b>B</b> do	<b>C</b> does
2 A were	<b>B</b> could	<b>C</b> can
<b>3 A</b> lt	<b>B</b> He	<b>C</b> They
<b>4 A</b> no	<b>B</b> not	C never
5 A the	<b>B</b> this	<b>C</b> a
6 A What	B How	<b>C</b> Where
7 A the	<b>B</b> a	<b>C</b> these
8 A o	<b>B</b> on	C at



## Vocabulary

car park

#### Places in town

1 Dook at the map of Newtown. Match the words to the numbered pictures. Listen and check. Then listen again and repeat.

church police station stadium bus stop leisure centre bus station bank post office art gallery

hospital

theatre museum

#### Pronunciation – The sounds /tʃ/ and /ʃ/

2 DListen and repeat.

library

/ts/ shop, shoes church, choose

Listen and write the words in the correct column in exercise 2.

> chin special show station much chicken French wash

- 4 **①** Listen to Amy and Mark. Where are they?
- 5 Listen again and complete the sentences.

1 Mark is at the \_\_\_\_\_ and Amy is at the

2 The café is next to the \_\_\_\_\_, and near the

**3** There is a bus stop in front of the \_\_\_\_\_

4 The café is opposite the \_\_\_\_\_ and between the theatre and the

6 PAIRWORK Student A: you are at the bank. Student B: you are at the library. Call each other and decide where to meet in Newtown. Then swap roles and choose a new meeting place.

A Hi, Kate. I'm at the bank. Where are you?

B I'm at the library. Shall we meet at the park?

ewton Restaurant



## What are you doing on Saturday?

#### 1 READ AND LISTEN What is Adam's plan for Saturday afternoon?

Ricky What are you doing on Saturday

afternoon, Adam?

Adam I'm going to the leisure centre

in Queen Street with Vijay and Jazmin.

We're going bowling.

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

doing anything on Saturday

afternoon.

Adam Sure. We need another player.

Ricky OK. What time does the leisure centre

open?

**Jazmin** It opens at half past two but I booked

the second bowling session. It starts

at half past three.

Adam Yeah, we're going to the ice-cream parlour first!

Jazmin Why don't you come too, Ricky?

You love ice cream!

Ricky I'm sorry, I can't. I'm having lunch

with my family at the pizza restaurant.

Where is the leisure centre?

**Jazmin** It's next to the library in Queen Street.

Ricky Hmm. What time does our session

finish!

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

coming to get me. We can give you

a lift.

Ricky Cool, thanks Adam! Prepare to be

amazed, guys. I was a bowling

champion in Italy!

**①** Listen again and repeat.

## Everyday English

booked session

is coming to get me

Prepare to be amazed, guys.

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

1 The leisure centre is in King Street.

2 The leisure centre opens at half past three.

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

4 Ricky knows where the leisure centre is.

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

6 Ricky is very good at bowling.





2 We <sup>3</sup>\_\_\_\_\_ to the ice-cream parlour.

**3** Ricky <sup>4</sup>\_\_\_\_\_ anything on Saturday afternoon.

4 Ricky <sup>5</sup>\_\_\_\_\_lunch at a pizzeria.

5 Their bowling session 6\_\_\_\_\_ at 4:30.

6 Adam's dad <sup>7</sup>\_\_\_\_\_\_ to get him in his car.



T

F

4 Fill in the gaps with information from the dialogue on page 76. Listen and check. Then listen again and repeat.

Ricky	What <sup>1</sup> you <sup>2</sup> on Saturday afternoon, Adam?
Adam	I <sup>3</sup> to the leisure centre in Queen Street with Vijay and Jazmin. We <sup>4</sup> bowling.
Ricky	I love bowling! Can I come? I 5 not 6 anything on Saturday afternoon.
Adam	Sure. We need another player.
Ricky	OK. What time <sup>7</sup> the leisure centre <sup>8</sup> ?
Jazmin	It 9 at half past two but I booked the second bowling session. It 10 at half past three.

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

#### A Present continuous with a future meaning



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

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

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

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

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

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

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

1 The dog is staying with their granny on Tuesday.

2 Ben is going to cricket practice on Wednesday afternoon.

**3** Susan is going to a party on Friday.

**4** Mum is playing tennis on Thursday.

**5** Ben isn't playing football on Sunday.

6 The family is going out on Sunday evening.

## B Time expressions used

with the future



F

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

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

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

When we use the present continuous for actions in progress, we use time expressions such as: now, right now, at the moment.

#### Get it right!



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

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

#### 3 Read the following sentences and decide if the present continuous is used with a future meaning (F) or with a present meaning (P).

- **0** F Harry's going to the dentist tomorrow afternoon.
- 1 I'm studying with Janice at the moment.
- 2 Heidi's arriving at two o'clock tomorrow.
- **3** The children are playing in the park now.
- 4 Is the dog sitting in the car right now?
- **5** I'm meeting Sam this afternoon.
- **6** We aren't going on holiday this year.
- **7** Are you coming to the theatre with us next Friday?
- **8** The twins are starting school next term.

#### 4 Put the words in order to write sentences. Then listen and check.

- **0** aunt / visiting / tomorrow / is / me / my My aunt is visiting me tomorrow.
- 1 exams / next week / are / starting / our
- 2 not playing / tomorrow / basketball / I'm
- 3 going / we're / next month / camping
- 4 flying / Tim / is / in two days / to Cuba
- 5 my cousins / in Canada / next summer / we're / visiting
- 6 Frank / a party / having / tomorrow / isn't
- 7 going / to the concert / you / are / on Friday?
- 8 Trevor / meeting / is / us / at the cinema / later?

#### 5 Look at the calendar in exercise 1 again. It's Monday morning. Use the time expressions in the box to complete the sentences.

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

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

	:	
2	Mum's going to her yoga class	
3	Susan's going to a party	
4	Ben's playing football	
5	Nina and Joe are making lunch for us	

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

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

I'm playing hockey after school on Monday.

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



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

The leisure centre opens at 2:30 on Saturdays.

'What time does our session finish?'

'It finishes at half past four.'

'When does the train leave for Newcastle?'

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

'When is your Spanish lesson?'

'It's on Friday afternoon.'

#### 7 Complete the dialogue with the *present* simple form of the verb in brackets. Then listen and check.

Jim	Whatis (be)	on TV tonight?
Anne	Well, there <sup>1</sup>	(be) a good
	film on – The Woman in	
Jim	What time <sup>2</sup>	_ it
	(start)?	
Anne	It 3(begin)	at half past ten.
Jim	Oh. And when 4	
	(finish)?	
Anne	It 5(not / e	nd) until
	a quarter to one!	
Jim	Oh dear, that's too late f	or me.
	I'm meeting Rebecca at	the station
	tomorrow morning.	
Anne	What time 6	her train
	(arrive)?	
Jim	Well, it <sup>7</sup> (le	
	at eight o'clock, it 8	(get)
	here at about 9:30.	
Anne	No film for you then lim	I

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

#### **EDINBURGH-ISLE OF WIGHT,** travel plan 03/05/16

Tram to Edinburgh airport

arrive: 7:00



depart: 13:30

depart: 16:00

Ferry to the Isle of Wight

**0** What time / tram to the airport / leave? What time does the tram to the airport leave?

arrive: 15:20

arrive: 17:00

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

What time does the tram to the airport leave? It leaves at half past six.

#### Round-up

1 Read Paula's email to Keith. Choose the correct answer.



2 Complete Keith's answer with the correct form of the verbs in the box.

play <del>come</del> finish start drive

to Bristol!
the airport on Saturday,
arty at Jamie's on
in a football match.
safter your English class.

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

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

What: football match

Where: Old Trafford Stadium, Manchester

When: Sunday 4:00-6:00 pm

A What are you doing at the weekend?

B I'm going to a ...

## Asking for and giving directions





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

How long does it take to walk to the park? It takes about fifteen minutes.

1 📵 Read, listen and complete the dialogues. Then listen again and show  $(\checkmark)$  the places on the map.

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

cultural awareness and expression civic and social competences

COMPETENCES

#### **Key expressions**

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

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



# Skills and culture

10

25

30

35



GEOCACHING

**Nicknames** First played Team members Caching, Treasure Hunting May 3rd 2000

Any number

An adventure activity, played outside in teams



a series of clues (= pieces of information) to direct them to a hidden prize

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

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

**Sounds fun!** Sounds great!

Hi, Neil. 🙂 Did you get my email about next weekend?

Hi, Polly! 🥹 Yes, I did, thanks. Neil

Are you coming? Polly

Yes, I am! But I'm not sure I know what Neil geocaching is exactly ...

[ It's a kind of treasure hunt. You look Polly for boxes called 'caches'. They've got treasures inside.

Neil Treasures? That sounds interesting!

Polly Yes, but don't get too excited. 🖸 It's usually something small - a trinket, or a toy. It's something nice!

Neil How do we find these caches?

15 First they give us numbers - 'co-ordinates' - for Polly the caches. Then we put the co-ordinates into a GPS device and it shows us where the cache is on a map. Next, our team decides how to get to the place. Finally, we go there and find the cache. It's fun because we try to get there first, 20 before the other teams find the cache.

Sounds fun! 🥹 Where are we meeting? Neil

We're meeting at my house at nine o'clock. Polly Then my dad's driving us to the church. That's where we begin.

What time does it start? Neil

Polly It starts at half past nine.

OK. And what time does it finish? Neil

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

Half past one! Phow long does it take Neil

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

Four hours! Neil

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

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



# Skills and culture



#### Reading

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

#### Listening

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

#### Speaking

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

Now present your project to the class.

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

#### COMPETENCES

cultural awareness and expression civic and social competences, learning to learn

Study tip

**Using linkers** 

for the reader.

We use linking words

sequence of events in a text, making it more fluid

and easy to understand

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

#### Writing

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

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

#### learning to learn civic and social competences

# Vocabulary strategies



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

## **Using maps**

#### Places in town

1 Study the map and match the words with the numbers 1–10.

church hospital stadium bus station

leisure centre bus stop police station bank

post office car park



2 Draw or print the map of your city or a city you know. Then look at the names of places on pages 74-75 and 161-162 (Word bank), and put them on the map.



## BATTLESHIPS

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

													-		
	Α	В	C	D	E	F	G	Н	1	J	K	L	M	N	0
1															
2		Τ	R	Α	1	N		S	Т	Α	Τ	1	0	Ν	
3															
4	F	L	0	R	1	S	T	S				_			
5										ш		A			
6	S									U		$\vdash$			
7	š									_		_			
8	ш			В	Α	N	K			ш		٥		ш	
9	$\mathbf{x}$									ш		S		œ	
10	A									0		0		$\vdash$	
11	8		C	Н	U	R	C	Н				I		4	
12										$\vdash$				ш	
13	S	Т	Α	D	T	U	M			S				I	
14										0				$\vdash$	
15	L	T	В	R	Α	R	Υ			۵					



# **EVALUATION TEST 5-6**



ocabulary/	3 you / meet / them / at the restaurant?
Read the definitions and write the words.	? Yes, <b>4</b> she / give / you / her number?
1 A very high hill where there is often snow:	?Yes,
	5 you / have / a good lunch?
2 The sport / activity people do using a bike:	? No,
	<b>6</b> she / pass / that exam / in January?
3 A place where people go camping:	? No,
4 A large area of natural water:	7 they / visit / you / in hospital?
5 A place where you catch the train:	? Yes,
6 A large building where people stay when	8   / send / you / that email?
they're visiting a new place:	? No,
/6	/16
Write two free time activities that use go + -ing	5 Write sentences with <i>used to</i> and the prompts.
form (e.g. go horse riding).	1 My brother / sing well when he was in the choir.
1	2 You / read fairy tales written by Hans Christian
go }	Andersen?
J	3 We / not / speak French. Now we speak it
/4	fluently.
Grammar	<b>4</b> My sister / play the guitar.
	5 You / ski in winter?
Complete the sentences with the past simple	<b>6</b> He / not / have a beard.
negative form of the verbs in the box.	7 My cousins / live in Paris.
speak like know go win	8 I / not have / many friends. Now I'm very popular
meet have be	/8
1   that film, it was so boring.	Functions
2 Luke wavy hair as a child.	6 Put the lines of the dialogue in order. The first
3 Sally her friends in town.	and the last lines are already numbered.
4 Mr Frost very happy about	1 Raul, are you free tomorrow?
the situation.	Why don't we meet at 7? The film's at half past.
<b>5</b> Ed to the theatre last night.	OK, good idea. Shall we go and see Interstellar?
6   to the players after the match.	Yes, OK – I really like science fiction films.
7 The students the answer	Where shall we meet?
to the last question in the test.	Yes, great, 7 pm is fine.
8 We the match last night.	Yes, I am. Why?
/8	Well, let's meet at the bus station, it's only
NAC-14	five minutes from there.
Write questions using the prompts and the past simple. Then give short answers.	Why don't we go and see a film?
past simple. Their give short allswers.	Yes, OK, the bus station's good for me.



1 they/give/you/your present?

2 Sam / play / volleyball / last week?\_\_\_\_

? Yes, \_\_\_\_\_.

? No, \_\_\_\_\_

TOTAL \_\_\_ / 50

\_\_\_/8

And what time shall we meet?

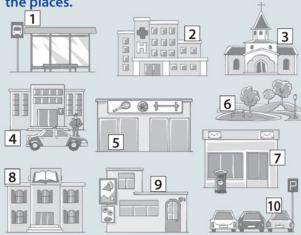
OK, see you tomorrow then.



## **EVALUATION TEST 5-6**

#### Vocabulary

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



<u> 2</u>	6	
	7	
· ·	8	
	9	
	10	
7/3		

\_\_\_/10

#### Grammar

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

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

\_\_\_/16

#### 3 Put the words in order to write sentences.

- 1 tomorrow morning / leaving / I'm / at 9 am
- 2 playing / tomorrow / basketball / she / 's
- 3 to Australia / flying / my brother / 's / in ten days
- 4 Jay / having / isn't / a party / for his birthday
- 5 our exams / next week / 're / starting / we
- 6 going / 're / to Spain / next month / on holiday / they
- 7 their relatives / in the States / next summer / they / visiting / 're
- 8 coming / with us / you / are / on Saturday?

\_\_/8

## 4 Underline the mistakes and correct the sentences.

- 1 The match start in 10 minutes.
- 2 When your train arrives in London?
- **3** My coach leaving at 8 this evening.
- 4 What time do the show start?
- 5 The film's finish at 9.
- **6** Do your plane leave from Gatwick?
- 7 What time open the shop tomorrow?
- 8 The bank's close at 4 pm this afternoon.

\_\_\_/8

#### **Functions**

5 Complete the dialogue with words in the box.

	how	welcome opp along tu			get
G	irl	Excuse me, how the station?	do I 1_		to
W	/oman	It isn't <sup>2</sup> main street and a	after 10	00 m <sup>4</sup> _	
		left. The station's	5		the bank.
G	irl	OK, thanks. 6		long do	es it take?
W	loman	Oh, it 7	about	five mir	nutes.
G	irl	Thanks very muc	h.		
W	loman	You're 8			
					10



TOTAL \_\_\_ / 50

learning to learn

## Key strategies

## **Speaking**

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

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

#### LET'S PRACTISE!

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

#### 2 Write the questions.

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

#### **STRATEGIES**

#### Student A - information card

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

#### Student B - question card

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

#### **Student A: questions**

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

#### Student B: information

#### MILTON TOWN CARNIVAL

Saturday, 10 July at 2 pm

#### COME AND SEE THE FUN!

Start: Town Square Finish: Lakey Park

CARNIVAL FUN in Lakey Park 5:00 pm - 11:00 pm FUN FOR ALL THE FAMILY!

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

## Did you go by plane?













## **Transport**

1 Write the words in the box under the pictures. Listen and check. Then listen again and repeat.

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

## 2 Complete the sentences with the words in exercise 1.

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

because the roads are so busy.

## Vocabulary

















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

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

I go to school by bus.

We went to the island by boat.

The boys went to the park **on foot**.

3 Listen to the dialogues. Complete the sentences with the missing words and choose the correct option.

0 Molly went to the cinema by motorbike / car.

1 Ann is going to \_\_\_\_\_\_ by scooter / taxi.

2 John is going to the \_\_\_\_ by tram / bicycle.

3 Frank went to \_\_\_\_\_\_ by train / car.

4 PAIRWORK In pairs, ask and answer questions about how the members of your family go to school or to work.

A How does your sister go to school?

B She goes by bus.



## It's better than my bike

#### 1 READ AND LISTEN What's the problem with Adam's bike?

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

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

recent model.

Adam Wow! How much was it?

Ricky It was £275.

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

Ricky What kind of bike have you got?

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

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

technology.

Ricky Is the Inter cheaper than the Trivali 300?

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

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

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

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

the other ones in the shop and this one

was the easiest bike to ride.

Adam Really? Can I try it?

Ricky Sure, but be careful.

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

Listen again and repeat.

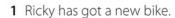


be careful trust me

I know what I'm doing

## Dialogue

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



2 Adam hasn't got a bike.

**3** Adam wants to get the Trivali 300.

4 Adam doesn't like the Inter 500.

**5** The Inter 500 is £350.

6 The Trivali 300 is easy to ride.





2 The Trivali 300 is \_\_\_\_\_ than my bike.

3 The Inter 500 has got all \_\_\_\_\_\_technology.

**4** The Trivali 300 is \_\_\_\_\_ than the Inter 500.

5 The Inter 500 is \_\_\_\_\_ than the Trivali 300.

**6** The Inter 500 isn't \_\_\_\_\_ as the Trivali 300.



T

4 Fill in the gaps with information from the dialogue on page 90. Listen and check. Then listen again and repeat.

Ricky Is the Inter 1\_\_\_\_\_\_ than the Trivali 300?

Adam No, it's 2\_\_\_\_\_ but it's 3\_\_\_\_\_ because it isn't as heavy as the Trivali 300.

Ricky How much is the Inter 500?

Adam It's £350.

Ricky Well, I think this bike is the 4\_\_\_\_\_.

I tried all the other 5\_\_\_\_\_ in the shop and this 6\_\_\_\_\_ was the 7\_\_\_\_ bike to ride.

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

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

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

A How much is the ...

B It's £ ..., I think.

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





#### A Comparative adjectives

#### Regular adjectives



#### Short adjectives (one-syllable)

Short adjectives (one-syllable)				
adjective + -er	cheap tall		cheap <b>er</b> tall <b>er</b>	
adjective + the last consonant doubled + -er	big slim	$\overset{\rightarrow}{\rightarrow}$	big <b>ger</b> slim <b>mer</b>	
adjective ending in -e+-r	late large		late <b>r</b> large <b>r</b>	

#### Long adjectives (two-syllable) ending in -y

adjective $+-\sqrt{y}+-ier$	early happy	earl <b>ier</b> happ <b>ier</b>
	Парру	nappici

#### Longer adjectives (two or more syllables)

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

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

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

I'm more intelligent than my cousin.

#### Write the comparative form of the following adjectives.

t	new	newer
1	short	
2	exciting	
3	thin	
4	cute	
5	tidy	
6	delicious	<u> </u>
7	boring	

#### Get it right!



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

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

#### **2** Write sentences with comparative adjectives using the prompts.

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

#### **B** Comparative adjectives

Irregular adjectives



good	better
bad	worse
far	farther / further

#### 3 🔇 Complete the text with the comparative form of the adjective in brackets.

#### Public transport in the UK

Trains are <sup>0</sup>	faster	(fast) than
buses but they	are a lot 1	
(expensive). I	n the past, trar	isport was
2	(bad) tl	nan it is now
and trains wer	re often late. N	ow things are much
3	(good)	than ten years ago.
The trains arr	ive on time an	d they go
4	(far) th	an in the past.
In cities like L	ondon, the un	derground is a good
way to travel.	Underground	trains are
5	(safe)	
and 6	(qu	iick) than buses.

#### C As ... as



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

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

That tree is as tall as our house.

A bike isn't as fast as a scooter.

8 serious

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

#### Pronunciation – The sound /iː/

5 ① Listen and repeat.

cheap me sheep we please ski

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

## D Superlative adjectives Regular adjectives



Short adjectives (one-syllable)					
the + adjective + -est	cheap	$\rightarrow$	the cheapest		
the + adjective + the last consonant doubled + -est	big	$\rightarrow$	the biggest		
the + adjective + -st	safe	$\rightarrow$	the safest		

#### Long adjectives (two-syllable) ending in -y

Long adjectives (two-synable) ending in -y					
the + adjective + -√y + -ier	early	$\rightarrow$	the earliest		

#### Longer adjectives (two or more syllables)

the most + adjective	expensive	$\rightarrow$	the most expensive
-------------------------	-----------	---------------	--------------------

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

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

Harry is **the tallest** boy **in the** class. That's **the nicest** one **of the** beaches on the island.

## 7 Write the superlative form of the following adjectives.

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

#### 

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

# Superlative adjectives Irregular adjectives good the best bad the worst far the farthest / furthest

Irregular adjectives have irregular comparative and superlative forms.



## 9 Complete with the correct form of the adjective in brackets.

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

#### Possessives: noun + 's; of + noun

We use 's with a singular noun to show possession.

We use it mostly for people or animals.

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

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

my classmates' pencils

For irregular plural nouns we use 's.

the women's bags

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

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

#### 10 Choose the correct answer.

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

#### Round-up

## 1 Read Rod's email about his trip to Iceland. Choose the correct answer.

**a** 

Hi Ellie,

How are you? I'm still in Iceland and I'm having a fantastic holiday! It's an amazing country! It's the "wilder / the wildest" and the "most remote / remoter place in the world! It isn't 2 as green as / greener the UK, and it's 3 drier / more dry. There are mountains, lakes, volcanoes and rivers but not many plants or animals. Some places look like the moon, but they're 4 sunnier / more sunnier than the moon!

Yesterday we went whale watching. The whales are some of the <sup>5</sup> biggest / bigger animals in the sea. They were <sup>6</sup> longest / longer than a bus! Did you know they are <sup>7</sup> as intelligent / more intelligent as dolphins?

We saw grey dolphins, too and a lot of different types of birds. Today we went to see a volcano in a helicopter. It was the <sup>8</sup> better / best experience of my life!

A helicopter doesn't fly <sup>9</sup> as high as / higher a plane but the houses and cars you can see from a helicopter look smaller <sup>10</sup> as / than toys! See you soon,

Louise x

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

	Voodoo Zombie 250	Longboard Lander 399	Zeppelin Z4
expensive / cheap	£59.99	£89.99	£75.00
heavy / light	2.5 kg	3 kg	2 kg
long / short	65 cm	78 cm	70 cm
fast / slow	40 km per hour	35 km per hour	35 km per hour

A It's the most expensive.

B It's the Longboard Lander!

A Yes, it is!

B It's lighter than ...





## Agreeing and disagreeing

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

1 Kyle I love watching motorbike

racing.

Dan So do I! But my favourite

sport is Formula 1.

Formula 1 is more exciting

than MotoGP.

I don't agree. MotoGP is Kyle

better than Formula 1.

Dan I think Formula 1 is the best sport in the world!

**Kyle** I don't! MotoGP is the best!

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

Emma Me, too.

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

blue scooters.

Neither do I. I think red Lisa

is the nicest colour.

#### **Key expressions**

#### **Agreeing**

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

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

#### Disagreeing

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



#### 2 ① Complete the dialogue with the phrases in the Key expressions box. Then listen and check.

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

<sup>1</sup>\_\_\_\_\_\_. It's fantastic! Ben

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

Ben \_\_\_\_\_ . I think it's dangerous.

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

\_\_\_\_\_. The safest place is at home. Ben

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







#### A I love this new smartwatch. COMPETENCES

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



cultural awareness and expression

civic and social competences

http://www.greenerlondon.co.uk

## **Greener transport for London**



What's the best way to travel around London?

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

#### Cycle Hire

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

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

#### The River Bus Service

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

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

#### **Pedicabs**

See London with a pedicab, or bicycle rickshaw! You don't need to do any work the driver cycles and you 55 sit and watch the streets of London go by. You can find these in the centre of London and they can take you all over the city! This is 60 a popular way for visitors to move around London, but it's

## Glossary

more expensive than riding

your own bike!

greener more ecological

unlocking code a code which allows you to open something that is locked

**piers** low structures built at the edge of water, used especially for getting into and out of boats

on board on the boat











## of the task

- 1 Think about what kind of expressions you need for the activity.
- 2 Write the expressions vou know and pronounce them in a loud voice.
- 3 Now try to use them in the speaking exercise.

#### COMPETENCES

cultural awareness and expression civic and social competences learning to learn

#### Reading

- 1 O COMPREHENSION Read and listen to the text. Match the pictures to the paragraphs.
- 2 Read the text again and choose the correct answer.

1 (	Cycling	is	other typ	es of	transpo	ort	in l	Londor	١
-----	---------	----	-----------	-------	---------	-----	------	--------	---

A not as expensive as **B** more expensive than

2 You need \_\_\_\_\_ to get one of the bicycles.

A a key B a code

**3** The river bus service now has \_\_\_\_\_ routes on the River Thames.

**B** sixteen

4 The boats are \_\_\_\_\_ than normal buses.

A slower **B** faster

**5** The boats are more expensive than \_\_\_\_\_.

**B** underground trains

**6** Riding your own bike is \_\_\_\_\_ than travelling in a rickshaw.

**B** more expensive **A** cheaper

#### Listening

- 3 ① Listen to the interview. What means of transport is it about?
- 4 Listen to the interview again and answer the questions.
  - 1 Which two types of transport make a bicycle rickshaw?
  - 2 How many hours a day does Simon work?
  - 3 What does he do to relax?
  - 4 What does he wear in the rain?

#### **Speaking**

5 Think of means of transport in your town and complete each category.

The cheapest: \_\_\_\_\_ The greenest: \_\_\_\_ The fastest: \_\_\_

6 PAIRWORK In pairs, ask and answer questions about the means of transport in your town. Which is the best? Do you agree?

A What is the cheapest type of transport in our town?

B I think it's the bus.

A I don't agree. Cycling is cheaper. It's free!

#### Writing

- 7 Write a text about the means of transport in exercise 6. Use the prompts
  - Where you can get it Where it goes How much it costs
  - Why you think it's the best / cheapest / greenest / fastest

I like the electric bus in Verona. You can get it from all parts of the city ...

# Vocabulary strategies



**Strategy** 

In a word family, we collect all the words referring to a same topic. This is a useful tool to revise words that you already know, or think about other words that could be added.

## **Using word families**

#### **Travel and transport**

1 Complete with the means of transport on pages 88–89 and 163. Then, in groups, think of people and verbs that you can relate them to.



ROAD TRANSPORT	PERSON	VERB	
car	driver	to drive	T

TWO-WHEEL TRANSPORT	PERSON	VERB	
bicycle	cyclist	to ride	





PUBLIC TRANSPORT	PERSON	VERB	
bus	bus driver	to catch	

AIR TRANSPORT	PERSON	VERB
plane	pilot	to fly





SEA TRANSPORT	PERSON	VERB	
boat	captain	to sail	



## Journey round the world

- Imagine you take part in a journey round the world that ends in London.
- You have to use at least six different means of transport. How do you think you will travel to get there first? You can use a planisphere.
- Compare your proposal with a partner. Which of you projected the fastest journey?



learning to learn

## Key strategies

# 7

## **Reading and writing**

In some reading and writing exercises, you are given a short text, for example, an email or a letter, with ten gaps to complete. The missing words are generally prepositions, verbs, pronouns, articles or conjunctions. You have to read the text and complete the gaps with one word. Remember to spell the words correctly.

#### LET'S PRACTICE!

1 Read the sentences and choose the word you need to fill in the gaps.

0	We went	Paris by train.	
	A verb	(B) preposition	C pronoun
1	He sp		omanian, French and English.
	A conjunct	ion <b>B</b> possessive adje	ective <b>C</b> verb
2	They went t	o China on holiday four y	ears
	<b>A</b> adverb	<b>B</b> adjective	<b>C</b> verb
3	People use t	the underground t	he roads are very busy.
	A verb	<b>B</b> conjunction	<b>C</b> pronoun
4	Paul	going to Peru next week!	
	<b>A</b> verb	<b>B</b> preposition	C pronoun
5	The plane to	London takes off at 2:30	pm day.
	<b>A</b> preposition	on <b>B</b> verb	<b>C</b> adjective

- 2 Now complete the sentences with the correct word.
- 3 Complete the email. Write one word in each gap.

#### **STRATEGIES**

- Read the text quickly to understand the general idea.
- Read the sentences that contain the gaps. Pay attention to the words that come before and after the gap.
- Complete the sentence with one word. Short forms such as it's and hasn't are two words.
- When trying to find the correct answer, think about the kind of word you need: an adjective, an adverb, a preposition, a verb, a pronoun or a conjunction.

Hi Sandra
Thanks for your postcard from Ireland.
I had <sup>o</sup> a brilliant time at scout camp! We
went to Pembroke in Wales and 1 stayed
on a campsite <sup>2</sup> the sea. We travelled to
Wales <sup>3</sup> coach. It was a very long journey
4 we stopped and had a picnic lunch
after 2 hours. 5 were other scout groups
at the campsite and we made a 6 of new
friends. We had <sup>7</sup> sports competitions,
too! 8 day we went for a long walk along
the coast and saw some dolphins in the sea. But
9 best day was a boat trip to an island!
We saw a lot of sea birds and fish. I loved being in
Wales. I didn't want 10 come home!
See you soon
Harry



## Vocabulary



Then listen and repeat.

lay / clear the table load / unload the dishwasher do the vacuuming feed the pet(s) tidy your room hang out the washing put out the rubbish do the ironing -do the cooking - make your bed

2 How often do you help with the housework? Complete ME column. Use the words in the box.

> once a week at weekends every day -sometimes never twice a week often

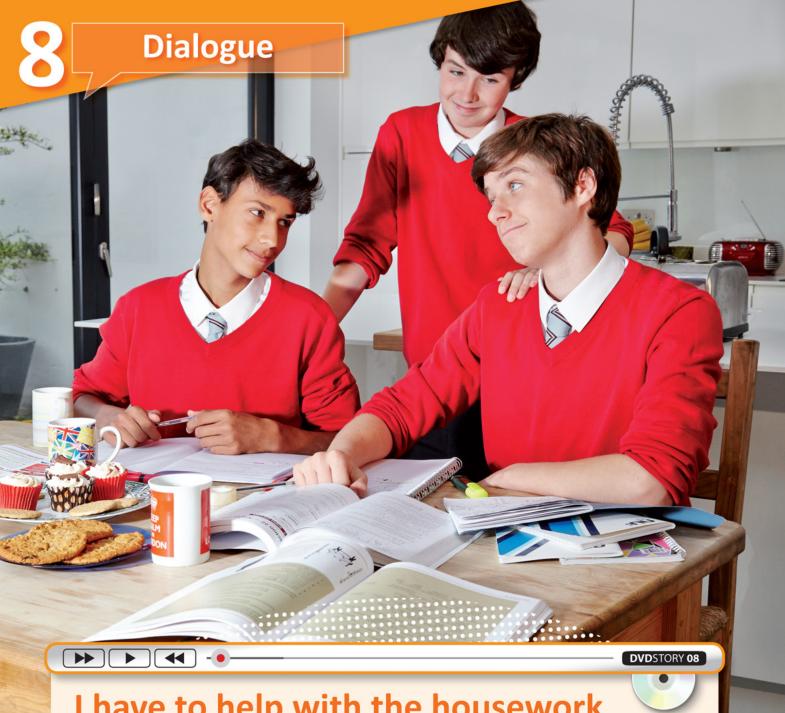
How often do you ?	ME	My partner
do the cooking	sometimes	
lay / clear the table		
hang out the washing		
load / unload the dishwasher		
do the vacuuming		
feed the pet(s)		
make your bed		
tidy your room		
put out the rubbish		
do the ironing		

- 3 Now write a sentence for each chore in the table. I sometimes do the cooking at home.
- 4 D Listen to Jane and Sharon. Then complete the sentences.

0	Sharon's mum wants her to	tidy her room
1	Jane never he	·
2	Jane's dad always	
3	Sharon's brother	helps with the housework.
4	Jane's sister Daisy sometime	s .

- PAIRWORK In pairs, ask and answer each other how often you help with the housework. Then complete "My partner" column.
  - A How often do you make your bed, Mark?
  - B I make my bed every day.





## I have to help with the housework

#### 1 READ AND LISTEN What is Vijay's big news?

Ricky Are you coming to football practice

on Sunday morning, Vijay?

Vijay Sorry Ricky, I can't come. I've got a job! Adam No way! You have to be 16 to get a job!

Vijay No, you don't, not for this job! I'm doing

a paper round.

Ricky What's a paper round?

I have to deliver newspapers to people's Vijay

houses in the morning.

Ricky What time do you have to start? Vijay At half past six. And I mustn't be late.

Adam Do you have to work every day?

No, I don't. I don't have to work on school Vijay days - just Saturdays and Sundays.

Adam Well, I have to help with the housework

at home every day.

Ricky What do you have to do?

Adam I have to put out the rubbish and

unload the dishwasher. And I have to make my bed and tidy my room, too.

Ricky The paper round sounds easier!

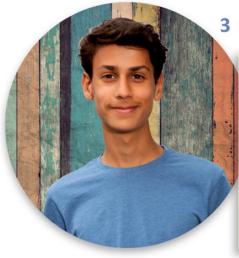
Listen again and repeat.



sounds easier

- **2 COMPREHENSION** Read the dialogue again and match the sentence halves.
  - 1 Vijay can't come to football practice because
  - 2 He starts work at
  - 3 Vijay only works
  - 4 Adam has to help

- A half past six in the morning.
- **B** with the housework at home.
- C he's got a job.
- **D** at the weekend.



3 Choose the correct answer.

- 1 You have / have to be 16 to get a job.
- 2 Vijay has to / have to deliver newspapers to people's houses.
- 3 What time have you / do you have to start?
- 4 Vijay has to / have to start at half past six.
- 5 Vijay doesn't have to / mustn't be late.
- 6 Vijay mustn't / doesn't have to work on school days.



4 **(1)** Fill in the gaps with information from the dialogue on page 102. Listen and check. Then listen again and repeat.

Adam Well, I 1\_\_\_\_\_ help with the housework at home every day. Ricky What <sup>2</sup>\_\_\_\_\_\_you\_\_\_\_\_do? Adam | 3 put out the rubbish and unload the dishwasher. And I 4\_\_\_\_\_ make my bed and tidy my room, too.

- 5 PAIRWORK Rewrite the dialogue in exercise 4 changing the words in bold with the housework you have to do. Then act it out with a partner.
- 6 PAIRWORK In pairs, act out the dialogue changing the underlined phrases so they are true for you.
  - A Who has to do the vacuuming in your house?
  - B My dad has to do the vacuuming.
  - A What does your brother have to do?
  - B He has to feed the pets and tidy his room.
  - A Are there any important rules?
  - B Yes! He mustn't forget to make his bed!



#### A Have to / don't have to



Affirmative form		Negative form	
∣ have to	run.	don't have to	run.
You <b>have to</b>	run.	You <b>don't have to</b>	run.
He / she / it has to	run.	He / she / it doesn't have to	run.
We <b>have to</b>	run.	We don't have to	run.
You <b>have to</b>	run.	You <b>don't have to</b>	run.
They have to	run.	They don't have to	run.

We use have to for something that is necessary to do or that we are obliged to do. We use don't / doesn't have to for an action that isn't necessary.

I have to study for two hours every evening. He doesn't have to work on Sundays.

#### Get it right!



We do not use the short form of have to in affirmative sentences, but we can use it in negative sentences.

We have to leave for the airport at 5:00. Not: We've to leave for the airport at 5:00. She doesn't have to tell us.

#### 1 Choose the correct answer.

- **0** You has to / have to take off your shoes.
- 1 You have to / has to put cheese on a pizza.
- 2 The children have to / has to go to bed at 9 o'clock on a school night.
- 3 I live near the school so I doesn't have to / don't have to take the bus.
- 4 Sally have to / has to do the cooking in her house on Saturdays.
- 5 Hooray, it's Sunday today! I don't have to / doesn't have to get up early for school!
- 6 We have to / has to feed the cats twice a day.
- 7 Students in British schools doesn't have to / don't have to buy their text books.
- 8 | have to / has to practise the piano every afternoon.

#### **2** Complete the sentences with the correct form of have to (+) / don't have to (-) and the verb in brackets.

0	Dan	has to wear	(wear)	a	school	uniform.
	(+)					

- 1 Carlo \_\_\_\_\_\_ (go) to school on Saturdays. (+)
- **2** Dan \_\_\_\_\_\_ (go) to school on Saturdays. (–)
- **3** Dan \_\_\_\_\_ (stand up) when a teacher comes into the classroom. (+)
- 4 Carlo \_\_\_\_\_ (sing) at the school assembly every morning. (-)
- 5 Dan and Carlo \_\_\_\_\_\_ (switch off) their mobile phones in lessons. (+)
- **6** Carlo \_\_\_\_\_\_ (study) every day. (+)
- **7** Dan \_\_\_\_\_ (study) every day. (–)
- 8 Dan and Carlo \_\_\_\_\_ (take) their books to school. (+)

#### B Have to – Interrogative form and short answers



Interrogative form	Short answers
Do I have to run?	Yes, you <b>do</b> . No, you <b>don't</b> .
<b>Do</b> you have to run?	Yes, I <b>do</b> . No, I <b>don't</b> .
Does he / she / it have to run?	Yes, he / she / it <b>does</b> . No, he / she / it <b>doesn't</b> .
<b>Do</b> we have to run?	Yes, you <b>do</b> . No, you <b>don't</b> .
<b>Do</b> you <b>have to</b> run?	Yes, we <b>do</b> . No, we <b>don't</b> .
<b>Do</b> they <b>have to</b> run?	Yes, they <b>do</b> . No, they <b>don't</b> .

The interrogative form of *have to* and the short answers have the same structure of the regular

We use *have to* for something that is necessary to do or we are obliged to do. We use don't / doesn't have to to show that there is no obligation.

'Do you have to help at home?' 'No, I don't.' What time do we have to be at the stadium?

#### 3 Rewrite the sentences in exercise 1 in the interrogative.

You have to take off your shoes. Do you have to take off your shoes?

#### 4 Use the prompts to ask questions with have to. Then use the information in the table to write short answers. Listen and check.

Simon / wash the car / Sundays

'Does Simon have to wash the car on Sundays?'

'Yes, he does.'

Name	Job	How often?	
Simon	wash the car tidy his room	on Sundays on Saturdays	
Fiona	load the dishwasher tidy her room make her bed	three times a week once a week every day	
Martin	feed the pets do the vacuuming	twice a day once a week	

- 1 Simon / tidy his room / every day?
- 2 Fiona / load the dishwasher / every day?
- **3** Fiona / tidy her room / every day?
- 4 Fiona / make her bed / every day?
- **5** Martin / feed the pets / three times a day?
- **6** Martin / do the vacuuming / every day?

C Had to					VIDEO	
The past tense of <i>have to</i> is <i>had to</i> . This form is the same for all persons.						
Affirm	ative form					
1/you we/th	/ he / she / it ney	ha	ad to	work	yes	terday.
Negative form						
	/ you / he / she / didn't have to			work yesterday.		
Interrogative form						
	I / you / he / she / have to		to	we:	ork sterday?	
Short answers						
Yes,	Yes, I/you/he/she/it/we/they did.			did.		
No,	o, I/you/he/she/it/we/they didn't.			didn't.		

#### 5 Pead the text about Greg's job. Complete the text with the correct form of have to. Listen and check.

Last year Greg needed some extra money for

his school trip to Spai	n, so he got a job during
the school term. 'l º	had to get up (get up)
very early,' he says. 'Th	ere was a lot to do before
I went to school!'	
He <sup>1</sup>	(eat) his breakfast quickly.
Then he 2	(take) the dog for
a walk. After that he 3	(load)
the dishwasher and the	nen he did his paper round.
'The first month I 4	(get up)
at half past five becau	ıse   5
(walk) to the newsage	ent's, but after that
I went by bicycle so I	6
(not / get up) until 6 d	oʻclock', he says. After his
paper round he 7	(take) the
bus to school. 'I <sup>8</sup>	(be)
at school by nine o'clo	ock, and sometimes
I was a bit late, he says	5.

#### D Must / mustn't

VIDEO

We use *must* + base form of the verb to talk about obligations.

We use *mustn't* + base form of the verb to show that something is prohibited or not allowed. Must and mustn't have the same form for all persons.

Students must be at school by 8:45.

All cars must stop when the traffic lights are red. You mustn't talk in the library.

Students mustn't use calculators in the exam.

- 6 Write rules for your school using *must* or mustn't and the prompts below.
  - 0 eat in class You mustn't eat in class.
  - 1 chew gum in class
  - 2 use a mobile phone in class
  - 3 listen to the teacher
  - 4 arrive on time for the lesson
  - 5 talk to your friends during the lesson
  - **6** bring your homework to the next lesson

#### Get it right!

Remember that must doesn't have an interrogative form. To ask questions about obligations and prohibitions, we use the interrogative form of have to.

Do we have to give our passports to the teacher?

Must we give our passports to the teacher?

#### Mustn't / don't have to



We use *mustn't* to talk about something that is not allowed. We use don't / doesn't have to to talk about something that is not necessary to do.

You mustn't talk in the library. You mustn't take your phone into the exam. I don't have to tidy my room every day. You don't have to answer all the questions.

#### 7 Complete the sentences with *mustn't* or *don't* / doesn't have to.

0	You don't have to buy any milk. There are			
	four litres of milk in the fridge!			
1	You eat these muffins, boys!			
	They're for the party tomorrow.			
2	We be late for the history lesson.			
	We've got a test today.			
3	Ken has got a lot of money. He			
	to work!			

**4** You \_\_\_ \_\_\_\_ use your mobile phone in the cinema.

#### Pronunciation – The sounds/I/ and /II/

#### 8 Listen and repeat.

/1/	/i:/
ship, fit, sit	sheep, feet, seat

9 Listen and write the words in the correct column in exercise 8.

> week thin leave sea give live cheese chicken

#### Round-up

Read the article and choose the correct answer.

#### **Local Hero**



Fifteen-year-old Harry Smith from Torquay is our Local Hero for this month. Harry is still at school and has to doesn't have to study hard for exams this year, but he also 1 had to / has to help in his family's hotel in Torquay. Harry's mum is ill at the moment and she <sup>2</sup> has to / have to stay in hospital, so Harry <sup>3</sup> doesn't have to / has to help his dad in their small hotel. Our reporter, Mary Philips asked Harry about his typical day.

Mary Harry, what do you 4 must / have to do before you go to school every morning?

Harry Well, I 5 must / have to get up at 5:00 am and make breakfast for the guests in the hotel. Then I 6 have to / has to tidy their rooms and make the beds. I 7 mustn't / don't have to do the vacuuming every day, because my dad does it. I just 8 have to / must load the washing machine.

Mary Do you like working in the hotel? Harry Yes, I do! It's funny sometimes. For example, the hotel rules say guests 9 mustn't / don't have to bring pets but last week a woman brought her rabbit with her! When I went to her room there was a rabbit on the bed! I 10 had to / have to catch it before I could make

Mary Are you ever late for school? Harry At my school students 11 must / had to arrive by a quarter to nine. Sometimes I'm a bit late but my teachers know I 12 must / have to do a lot of things to do before school, so they understand.

- 2 PAIRWORK In pairs, use the prompts below to ask and answer questions about Harry's daily routine.
  - O Harry / study hard / this year?

the bed!

- A Does Harry have to study hard this year?
- B Yes, he does. He has to study hard this year because he's got exams.
- 1 Why / his mum / stay in hospital?
- 2 Harry / help / in the hotel / at the moment?
- **3** Harry / get up / early every morning?
- 4 What jobs / Harry / do / in the hotel?
- 5 What animal / Harry / catch / last week?
- 6 What time / students / arrive / Harry's school / every morning?

Making a polite request on the phone (will, can, would)

1 Read and listen to the phone conversations. Then answer the questions.

1 Man Hello?

> Hello, can I speak to Ben please? Boy Man Yes, certainly. Who's calling?

Boy It's Michael. I'm in his class at school.

Hello? 2 Woman

> Girl Hi, can I speak to Carly, please?

Woman No, I'm sorry, she isn't here. Is that Amy?

Girl Yes, it is.

Woman Oh, hello, Amy. Would you like to leave a message?

Yes, please. Can you ask her to call me when she gets back? Girl

Woman Sure, I'll tell her.

Girl Will you please tell her it's important?

- 1 Who is calling?
- **2** Who do they ask to talk to? \_

#### COMPETENCES

cultural awareness and expression civic and social competences



Questions	Answers
Hello / Hi. Can I speak to?	Yes, certainly. Just a minute. No, I'm sorry, he / she isn't here.
Who's calling? Is that Amy?	It's Judy. Yes, it is.
Would you like to leave a message?	Yes, please. Can you tell / ask him / her?
Will you please?	Yes, of course.

2 ① Complete the dialogue with the phrases in the Key expressions box. Then listen and check.

Girl	Hello?			
Boy	Hi. <sup>1</sup>	Natalie, please?		
Girl	No, I'm sorry, 2	. 3	?	
Boy	It's Bob.			
Girl	Oh, hi, Bob. It's Rebecca	a. <sup>4</sup>		?
Boy	Yes, please. 5	to meet m	e at the cinema a	at 8:30?

3 PAIRWORK In pairs, act out a phone conversation following the model in the previous exercises. Use the prompts below.

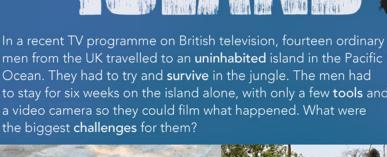
Name	At home?	Message?
Sarah	no / at shops	meet / leisure centre / 5:30 today
Fred	no / playing tennis	call / gets back
Helen	yes	-

- A Hello. Can I speak to Sarah, please?
- B No, I'm sorry, she isn't here. She's at the shops ...



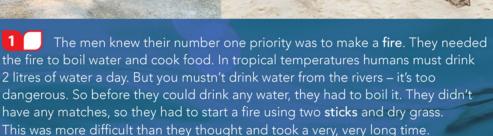
Skills and culture

men from the UK travelled to an uninhabited island in the Pacific Ocean. They had to try and survive in the jungle. The men had to stay for six weeks on the island alone, with only a few tools and a video camera so they could film what happened. What were









The island had a tropical climate. During the day the weather was sunny and warm but every night it rained for hours and hours. The men got very wet and cold and they couldn't sleep. They were very tired but they had to build a shelter. They cut down trees for the roof and made a place for the fire and beds to sleep on. It wasn't very comfortable but they were dry!

For the men the most difficult challenge was food. They knew they had to eat around 1,000 calories a day but they usually only ate around 200 calories a day – a little fruit and some coconuts. They had to spend hours every day looking for food but often they didn't find any. They tried to catch big animals like wild pigs and crocodiles. After a month they finally caught an enormous crocodile! All of the men had to help carry it and cook it. They said it was the most amazing moment on the island - and the crocodile was delicious!



uninhabited deserted, with no people living in the place

**survive** continue to live or exist after being in a difficult or threatening situation

tools pieces of equipment that you use with your hands to make or repair something

challenges (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully, and therefore tests a person's ability

stick a thin piece of wood or other material

shelter a place giving temporary protection from bad weather or danger











1 COMPREHENSION Read and listen to the article about an English TV programme. Then match the titles to the paragraphs.

A Food

**B** Building a shelter

**C** Making a fire

2 Read the article again and choose the correct answer.

1 How long did the men have to stay on the island?

**2** What did they have with them?

3 How much water must humans drink every day in tropical temperatures?

**4** What did they have to use to start a fire?

5 Why couldn't the men sleep at night?

**6** How many calories did they have to eat every day?

**7** What food did they usually eat?

8 What happened after a month on the island?

### Listening

3 ① Listen to the interview with Nick. How did he feel on the island?

4 ① Listen to the interview again and choose the correct answer.

1 On the island there were a lot of dangerous people / animals.

2 The men spent most of their time looking for a boat / food and water.

3 At first the men got water from the rain / river.

4 Nick had to go and get water on foot / by boat.

5 Every day in camp he swept the floor and cooked food / made tea.

6 Nick didn't have to do the vacuuming / cook snakes.

# Study tip

#### Taking time to answer

Do not worry if you do not find the exact words in a speaking activity. You can:

- use 'fillers' (That's a good question. I'm not sure ... Let me think ...);
- ask your partner to repeat the question while you think about the answer (Could you repeat that please?).

# **Speaking**

5 PAIRWORK In pairs, ask and answer questions about Nick. Use the following prompts and your imagination (take your time as suggested in the Study tip box).

Get water

· Tidy the shelter

· Catch wild animals

Do the cooking

Wash the clothes

Catch fish

A Did he have to tidy the shelter?

B No, he didn't. But he had to sweep the floor every day.

# Writing

6 Write a set of rules: five things you must or mustn't do and five things you don't have to do to survive on a desert island.

### Surviving the Island - the Golden Rules

1 You mustn't go into the jungle alone. You must always go with a partner and take a lot of water to drink.

2 You don't have to wear a hat ...

#### **COMPETENCES**

cultural awareness and expression civic and social competences learning to learn

learning to learn logical and mathematical competence



Constantly learning

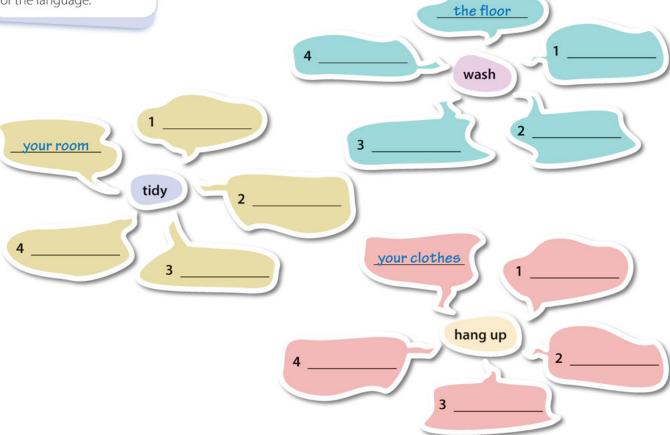
new verb and noun collocations is a very useful tool to improve and expand your vocabulary. It allows you to reach a good level of knowledge of the language.

# Verb and noun collocations

#### Housework

1 Match the words in the box to the verbs in the spidergrams. Can you think of other nouns to add?

fruit your dress your desk your clothes a cupboard the car your coat the living room your jacket the bookcase your hands a picture



What words can you use with do, make and have? Draw the spidergrams in your notebook. Use the model in exercise 1.

make some biscuits ... the shopping do breakfast have



# Mime!

- Split into two teams.
- The teacher calls one member at a time in front of the desk, and asks him / her to mime an action.
- Each team tries to guess it and writes down the answers.
- The team that guesses the most actions wins.

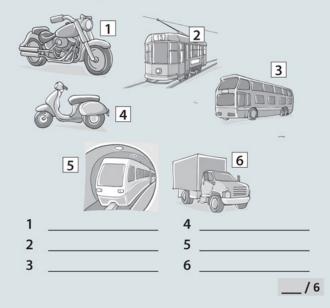


# **EVALUATION TEST 7-8**



### Vocabulary

1 Look at the pictures and write the words.



#### Grammar

- Write sentences using the prompts and the comparative form of the adjectives.
  - 1 A rabbit / big / a guinea pig
  - 2 The cinema / far / the theatre
  - **3** The weather / bad / it was yesterday
  - 4 A house / expensive / a flat
  - 5 Their new film / funny / their first film

\_\_\_/10

- 3 Put the words in order to write sentences.
  - 1 as / big / London / Paris / as / 's
  - 2 as / fast / as / Football players / aren't / athletes
  - 3 as / tall / my brother / I'm / as
  - 4 not / We're / as / late / usual / as
  - 5 as / isn't / curly / My hair / as / Sally's hair

\_\_\_/10

- 4 Complete the sentences with the superlative form of the adjective in brackets.
  - 1 They're the \_\_\_\_\_ (good) volleyball team in the world.
  - **2** The Eurostar is the \_\_\_\_\_ (quick) way to get to Paris from London.

- **3** London is the \_\_\_\_\_ (expensive) city in Europe.
- **4** Alaska is the \_\_\_\_\_ (far) point north in North America.
- **5** My bag is the \_\_\_\_\_ (heavy) of all the group.

\_\_\_/10

- 5 Choose the correct answer.
  - 1 This dog's / dogs' name is Milo.
  - 2 Do you know this song's lyrics / the lyrics of this song?
  - 3 Let's look for the river's name / the name of the river on a map.
  - 4 Is this Charles's / Charles' sister?
  - **5** The **ship's name / name of the ship** you saw in the pictures was *Mauretania*.
  - 6 I can't go to Dora's birthday party / the birthday party of Dora.

\_\_/6

#### **Functions**

6 Complete the dialogue with the words in the box.

opinion right neither agree do so brilliant enjoy Martha Do you 1\_\_\_\_\_ athletics?

Angelika Yes, | 2 \_\_\_\_\_ . | love all kinds of sports.

Martha 3 \_\_\_\_\_ do |! | love golf, | think it's

**Angelika** You're 5\_\_\_\_\_, especially the big tournaments.

Martha One sport I don't like is water polo.

Angelika 6\_\_\_\_\_ do I, it's really boring.

Martha But I like swimming, it's great.

Angelika Oh, I don't 7\_\_\_\_\_\_. In my

8\_\_\_\_\_\_ that's boring, too.

TOTAL \_\_\_ / 50



# **EVALUATION TEST 7-8**

# Vocabulary

#### 1 Match the verbs to the correct nouns.

- 1 tidy A the washing 2 lay **B** your room
- C the cat 3 hang out
- 4 unload **D** the vacuuming **5** do E the table
- 6 feed F the dishwasher

#### 4 Write sentences using the prompts and the correct form of the verb have to.

- 1 When I was younger / I / make / my own bed
- 2 you / walk home from school / last night?
- 3 1/run / to catch the bus / this morning
- 4 she / take / an umbrella yesterday?
- 5 your sisters / do / a lot of homework / in their last school?
- 6 He / not use / his dictionary / during the exam

/ 12

#### Grammar

#### 2 Choose the correct answer.

- 1 You have to / has to be 18 to drive here.
- 2 We have to / has to study English every day.
- 3 Mum doesn't have to / hasn't to work on Sunday.
- 4 My brother has to / have to study hard at school.
- 5 They doesn't have to / don't have to arrive early, there's no hurry.
- 6 Young children in the UK normally have to / has to go to bed before nine o'clock.

1	6
 /	U

\_\_\_/6

#### 5 Choose the correct answer.

- 1 You mustn't / don't have to touch the cakes, because they're for this evening.
- 2 You mustn't / don't have to buy any cheese. There's lots of it in the fridge.
- **3** We mustn't / don't have to forget his birthday.
- 4 You mustn't / don't have to use your 3G. There's wi-fi in the school.
- 5 You mustn't / don't have to do the washing up. I can do it this evening.
- 6 You mustn't / don't have to talk during the lessons. The teacher gets really angry if you do.

\_\_\_/6

#### 3 Write questions using *have to*. Then give short answers.

1	we / make the bed?
	Yes,
2	they / tidy their room?
	No,
3	your sister / do the ironing?
	Yes,
1	I / call you?
	Yes,
5	Mark / clear the table?
	No,
	you / put the rubbish out?
	Yes,
	/12

#### **FUNCTIONS**

# 6 Complete the dialogue with words in the box.

	gets calling leave it's speak sorry ask hello
Woman	1?
Boy	Hello, can I <sup>2</sup> to Robbie,
	please?
Woman	Who's 3?
Boy	<sup>4</sup> Michael from school.
Woman	I'm <sup>5</sup> Michael, he's
	out on his bike. Would you like to
	<sup>6</sup> a message?
Boy	Yes, please. Can you <sup>7</sup> him to
	call me when he 8 back?
Woman	Yes, of course. Bye, Michael.
Boy	Bye, Mrs Perryman.

	/8
TOTAL	/ 50

learning to learn

# **Key strategies**

# **Listening for specific information**

In some listening exercises, you have to listen to a dialogue or to a monologue and fill in the missing information.

#### LET'S PRACTISE!

1 ① Listen and choose the correct information.

**O** A 6:15 **B** 6:45 **C** 7:15 **1** A £15 **B** £50 **C** £14

2 A 540 962135
 3 A LEIGH
 4 A EIKHUE
 B AEQWIE
 C 504 961245
 C LEAGH
 C AIKGWE

5 A Tuesday, 13th October B Tuesday, 30th October C Thursday, 30th October

2 Listen and write the letters and numbers you hear. Then listen again.

**0** My password is <u>HL59AG9OX</u>.

1 He's Dutch. His surname is \_\_\_\_\_\_.

2 They live at number \_\_\_\_\_ Farm Road.

**3** The price is £ \_\_\_\_\_.

4 It opens at \_\_\_\_\_ pm

**5** The town is called \_\_\_\_\_.

### **STRATEGIES**

#### Before you listen

- Read the instructions.
- Read the prompts carefully.
- · Underline the information you have to find while listening.

#### While you listen

- The first time you listen, focus on the text and complete the missing information.
- The second time you listen, check your answers.

3 Listen to the dialogue between a bar owner and a new employee. Then complete the card with the missing information. Listen to the recording twice.





# **SKILLS TEST 1**

#### READING





Last year I decided to research my family history and I found lots of interesting things.

My great-grandfather was a pilot. I saw some old photos of him. He was a good-looking man with dark hair and a moustache. In some of the photos he had glasses, maybe they were reading glasses. When he was 50 he stopped work for a year, bought an MG sports car and travelled all around Europe by himself. He went to Germany, Austria and Greece – that was a long journey in those days. In the photos I saw he always looked happy and had a big smile on his face, I think he really enjoyed his life.

My great-grandmother was a nurse and worked in a local hospital for forty years. She wasn't born here but came to Britain from France with her parents in 1940. They were very worried when they first arrived and felt very sad, too. I saw my great-grandmother's school reports. She learnt English very quickly and was an excellent student. I saw a photo of them together – they were both really tall but my great-grandmother looked fantastic in her dress and short dark hair.

I wanted to find out something about my grandparents, too. My parents gave me some photos. They were both quite thin and good-looking and my grandmother had fair hair and freckles. She had a nice smile, and looked a very friendly person. My grandfather was very tall. He looked like my father. I had a big surprise when I saw my grandfather with a guitar around his neck – apparently he played in the same rock group for 10 years!

1	Write a number to indicate the order in which the relatives are described in the blog.	
	<ul><li>a The grandfather:</li><li>b The grandmother:</li></ul>	
	c The great-grandfather:	
	<b>d</b> The great-grandmother:	
		/4
2	Who do the following sentences refer to? Write: grandfather, grandmother, great-grandmother great-grandfather.	<b>,</b>
	<ul><li>1 He / She played in a musical band:</li><li>2 He / She emigrated with his / her parents:</li></ul>	

\_\_/6

3 He / She was a pilot: \_\_\_4 He /She had freckles: \_\_

**6** He had a moustache:

5 He / She was good at school:



### **3** Choose the correct option.

This is part of my Instagram page dedicated to my old primary school. The school ¹ close to my home and I really ² studying there.  I had two teachers – Ms Rooke a young, modern teacher and Mr Farrow, a very traditional teacher.  With Ms Rooke we ³ songs and we often 4 in a circle on the classroom floor to listen to a story. That's her on the left of the photo.  Mr Farrow's classes 5 completely different.  He had round 6 and to be honest we were a bit 7 of him. He 8 everything on the blackboard and we had to copy it immediately seem severe to control the class because I 9 hi friendly with me and my friends.						
1	Α	saw	В	was	C did	<b>D</b> had
2	Α	was	В	did	C went	<b>D</b> enjoyed
3	Α	spoke	В	sang	C went	<b>D</b> listened
4	Α	sat	В	did	C saw	<b>D</b> had
5	Α	was	В	made	C were	<b>D</b> did
6	Α	glass	В	hair	C hairs	<b>D</b> glasses
7	Α	worried	В	afraid	C sad	<b>D</b> bored
8	Α	wrote	В	made	<b>C</b> asked	<b>D</b> stopped
9	Α	knew	В	met	C was	<b>D</b> forgot
10	Α	worried	В	angry	C relaxed	<b>D</b> afraid

#### WRITING

4 You received this email from your new French penfriend Valérie. Write an answer in about 80 words to describe your family and tell her what you did last weekend.

# 000

I'm Valérie from France and I'm really happy to be your penfriend. I'm a student.

I'm quite short with black curly hair and brown eyes. I've got a brother, his name's Franc and he's always happy! He's tall with black spiky hair and wears glasses. My mum has got long dark hair and my dad's got wavy blonde hair. What about your family?

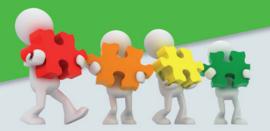
I went to the cinema last week and saw a very exciting action film. It's a French film called *La Peur* but I don't think you know it. What did you do last weekend?

Love, Valerie



TOTAL \_\_\_ / 30

\_\_\_/10



# **SKILLS TEST 2**

#### READING

### 'The Young People's Holiday Company'

#### Come with us to Cornwall this year

Why go to Spain or Greece when you can spend a great holiday with us in sunny Cornwall in the west of England? We're organising a special trip for Romanian students in August. It starts on August 13th and finishes on August 16th and we're visiting all the interesting places.

On the first day the train leaves from London at 8:00 and arrives in St Ives at midday. Then a bus takes us from the railway station to the St Ives Youth Hostel, which is near a beautiful surfing beach.

On the second day we're going sightseeing. In the

1 Where is Cornwall?

morning we're going to Land's End. It has a visitor centre and a small museum, open only from 10 to 11 am. In the afternoon, we're going to Penzance. This is a large town with a lot of shops and you can find banks and post offices if you need them.

On Day 3 we're going to St Michael's Mount, which is a beautiful castle on a rock. The guided tour of the castle starts at 9 am so we're leaving the youth hostel at 8 am. The tour finishes at 11 so we're coming back to the youth hostel for some lunch and then the afternoon's free. Some of us are going to the beach in the afternoon to go sunbathing.

> On the last day we're staying in St Ives. It's a beautiful little fishing village. From the beginning of the 1900s artists began to set up studios in St Ives and it still has lots of art galleries. We're visiting the Tate St Ives art museum, which is part of the famous one in

London, and the rest of the day is free for sightseeing. In the evening we're going to the Minack Theatre. It's an open air theatre, right on the sea. We're seeing Othello by Shakespeare and the show starts at 7:30 pm.



1 Read the text and answer the question	uestions	the q	answer	and	text	the	Read	1
-----------------------------------------	----------	-------	--------	-----	------	-----	------	---

3	How long is the trip to Cornwall?		 
4	What is the name of the museum similar to the one in London?		
R	ead the text again, then decide if the sentences are true (T =	true)	o false (F = false).
		Т	F
1	The train journey from London to St Ives is three hours long.		
2	They're going to the youth hostel by bus.		
3	The youth hostel is near the sea.		
4	The visitor centre at Land's End is open in the afternoon.		
5	They're going to Penzance in the afternoon.		
6	The guided tour of St Michael's Mount is three hours long.		

/4

2

7 St Ives is a large town.

8 The Minack Theatre is inside a large building.



3 Choo	se the correct option.							
What	What <sup>1</sup> the weather be like in the future? Weather forecasters say it <sup>2</sup> be very good.							
anim	als <sup>4</sup> the planet. There g winds and a lot of <sup>6</sup>	e 5_ T	be more extreme weat	th	ry hot! This will be bad for people, ner all over the world: violent storms, _ be wrong, some people say. now.			
1 A	is	В	will C		does			
2 A	want	В	won't C		went			
3 A	hotter	В	the hottest C		the warmest			
4 A	but	В	or C		and			
5 A					are			
	9	В			rain			
	9				did			
8 A	have	В	will C		are			
	tions.	lis	h friend Alex. Write a 25-35	5	word email to Alex and answer his			
What		/e?	next month!  What are the best places to be there are the best places to be					
=					/10 TOTAL / 30			





# TERM TEST 1-4

#### **VOCABULARY**

1 W	/rite th	ne word	ls in the	e table,	in the	correct	column.
-----	----------	---------	-----------	----------	--------	---------	---------

<del>documentary</del> freezing worried chat show curly hair musical foggy excited sitcom afraid freckles

FILMS/TV PROGRAMMES	APPEARANCE	FEELINGS AND EMOTIONS	WEATHER
documentary			
			<del>                                    </del>

\_\_\_/10

#### **GRAMMAR**

2 (	.irci	e ti	ne (	corr	ect	opt	ion.

- **0** Who do you speak to / are you speaking to now?
- 1 My dad usually works / is working but today he relaxes / is relaxing.
- 2 It rains / It's raining so we can't go out.
- **3** Ellis usually watches / is watching TV in the evening.
- 4 Where do you go / are you going? It's late.
- **5** We always **go** / **are going** to Spain, but this year we **go** / **are going** to France.
- 6 Don't disturb me, I'm talking / I talk to someone.
- 7 They usually eat / are eating at school, but today they have / are having lunch at home.

\_\_/10

#### 3 Complete the sentences with will or won't and the correct form of the verbs in brackets.

0	The teacher _	will give (give) us the results of the test tomorrow.
1	The weather	(be) warm and sunny today.
2	They	(not / pass) the exam easily.
3	You	(arrive) at school late!
4	My brothers _	(not / stay) at home on Saturday evening.
5	lt	(not / snow) tonight.
6	1	(beat) you at cards, as usual!
7	Our team	(not / win) the match.
8	I think we	(have) fun on holiday.
9	You	(not / become) a famous actor!
10	O Jenny	(get) a good mark in the test.

\_\_\_/10





5	<ol> <li>My sister</li> <li>My parents</li> <li>We</li> <li>We</li> <li>We</li> <li>My father</li> <li>No, we</li> </ol>	(start) two hours ago (wash) her hair last Saturday (enjoy) the film last night (have) a long chat yesterday morn (send) you an email about it three da (leave) early this morning because (not be) at the match yesterday (teach) in a secondary school (you / be) happy with the result of yo (not be).'	ing. ys ago. there ol for two years.	(be) a lot of traffic.
		vourite friendly preparing wants going	y be enjoys a lot	of playing goes
W	from handball, he He's very nice and	e south of France. He's 13 and he sport is rugby but he absolutely hates it.  I and has o school but he's really busy at the mome to be a pilot one day.	playing any kind	ool. He doesn't like
6	Read Naomi's pr	ofile, then write a short presentation.		
6	Read Naomi's property:  Name:  Country:  Age:  Family:	ofile, then write a short presentation.  Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Hobbies: Likes: Dislikes:	reading, swimming, cinema friendly people Monday mornings, football
6	Name: Country: Age: Family:	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people
6	Name: Country: Age:	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people
6	Name: Country: Age: Family:	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people
6	Name: Country: Age: Family:  Naomi's from Jag	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people
6	Name: Country: Age: Family:  Naomi's from Jag She is In her family In her free time s	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people
6	Name: Country: Age: Family:  Naomi's from Jag She is In her family	Naomi Japan 12 father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)	Likes: Dislikes:	cinema friendly people



TOTAL \_\_\_ / 80



# **TERM TEST 5-8**

#### **VOCABULARY**

1 Choose t	ne correct of	otion.
------------	---------------	--------

- **0** Luke's mum always wants him to **tidy** / **clear** the table.
- 1 Bill? I'd like you to **load** / **hang out** the washing with your sister, it's a nice sunny day.
- 2 We needed a motorbike / lorry to move all our furniture from the old house.
- 3 It's a good idea to go there on a plane / foot in the morning, it's not so far.
- 4 There are a lot of cars in the city and I don't like driving so I always use a scooter / taxi.
- 5 A 'Tube' is the London name for an underground train / the river bus service.
- **6** I love the sea so travelling by **boat / lorry** is something I really enjoy.
- 7 Can one of you unload / tidy the dishwasher? I haven't got time.
- 8 It's dangerous to go by **scooter / foot** when there's a lot of traffic.
- 9 Just a second, I need to put out the rubbish / the dishwasher.
- 10 I hate doing the **bed** / **ironing** it's so boring.

\_\_\_/10

#### **GRAMMAR**

#### 2 Choose the correct option.

- **0** She looks **as happy / happier** than yesterday.
- 1 This test's easiest / easier than the other ones.
- 2 This bike isn't as fast as / as faster than the bike I had before.
- **3** Today's not as **sunny as / sunny like** yesterday.
- 4 I think the train is the more / most comfortable form of transport, you can just sit and relax.
- 5 This is the worst / worse restaurant in the whole town.
- 6 I like the yellow dress but I prefer the one blue / blue one.
- 7 The earliest / earlier train is at 5:00 am.
- 8 The Nile is the **most long / longest** river in the world.

\_\_\_/10

3 Complete the sentences with the correct <u>present simple</u>, <u>present continuous</u> or <u>past simple</u> form of the verbs in brackets.

)	I'm meeting	(meet) Sam and the others <b>at 8 pm this evening</b> .
1		(you / can) ski <b>when you were 5</b> ?
2	Why	(you / send) me that picture <b>last night</b>
3	My <b>plane</b>	(leave) next Tuesday.
4	What	(you / do) tomorrow evening?
5	We	(go) to Los Angeles <b>next month</b> .

\_\_/10





4 (	Complete the	second sentence so th	at the meaning remains th	ne same.	
C	The second	film's good but I preferre	d the first one.		
	In my opinio	n the second film isn't _	as good as the first one.		
1	A Ferrari's fas	ster than a Porsche.			
	A Porsche isi	n't a l	Ferrari.		
2	Paris is 500 k	m from London, Rome's	1,500 km.		
	Rome's	from	London than Paris.		
3	It's importan	t that you arrive on time			
	You	arrive on time			
4	This box is n	ice, the other box is nice	, too.		
	This box is _	th	e other box.		
					/16
5 F	Rewrite the s	entences in the affirm	ative (+), negative (-) or i	interrogative form.	
C	Your friends	liked the film. (–)			
	Your friends	didn't like the film.			
1	Did Kelly spe	end her holiday in the m	ountains? (+)		
2	? The shop op	ens at 8:30. (?)			
		201			
3	She could sv	vim very well. (–)			
,	Cha finishad	first in the race. (?)			
4	F SHE IIIIISHEU	ilist iii the race. (!)			
					/ 16
					/10
WI	RITING				
6 V	ا Vrite a short	oresentation about Edv	ward using the notes.		
	Name:	Edward	Past studies:	wanted to enter Ox	ford University
	Age:	18		but not successful	
	Born:	Winchester	Future plans:	work for 4 weeks in	Sydney,
	School:	Winchester College		Australia, then stud	y Italian and
	Subjects:	English, French		French at Warwick	University
		and history	Start of university:	3rd October	
E	dward is 18.	He was born in Winches	ter.		
-					
-					
-					
					/ 12



TOTAL \_\_\_ / 80

# **Grammar revision**

# **GRADE 5**

#### A Articles

Indefinite article	Definite article
a in front of a consonant and <i>u</i> when pronounced /ju:/: a bike, a unit	the does not change; it is used with singular and plural nouns the bike – the bikes
an in front of a vowel and silent h: an animal, an hour	the unit – the units the animal – the animals the hour – the hours

### **B** Personal pronouns, possessive adjectives and pronouns

Personal pronouns		Possessive	Possessive	
Subject	Compl.	adjectives	pronouns	
1	me	my	mine	
you	you	your	yours	
he	him	his	his	
she	her	her	hers	
it	it	its	its	
we	us	our	ours	
you	you	your	yours	
they	them	their	theirs	

- 1 We use object pronouns after a verb or a preposition. Keira is in my class. I sit next to her. I love milk. I drink it every morning.
- **2** We never put an article before possessive adjectives and pronouns. Possessive adjectives and pronouns do not change: there is only one form for the singular, plural, masculine and feminine.

my father your cat our mother your cats

# C Present simple of the verb to be

+	l <b>am ('m</b> ) You / We / They <b>are ('re</b> ) He / She / It <b>is ('s</b> )
-	I <b>am not</b> ( <b>'m not</b> ) You / We / They <b>are not</b> ( <b>aren't</b> ) He / She / It <b>is not</b> ( <b>'s not</b> )
?	Am  ? Are you / we / they? Is he / she / it?
Short answers	Yes, I <b>am</b> . • Yes, you / we / they <b>are</b> . • Yes, he / she / it <b>is</b> . No, I <b>'m not</b> . • No, he / she / it <b>isn't</b> . • No, you / we / they <b>aren't</b> .

### **D** Present simple of the verb have got

+	I / You / We / They <b>have got ('ve got</b> ) He / She / It <b>has got ('s got</b> )
_	I / You / We / They have not got (haven't got) He / She / It has not got (hasn't got)
?	Have I / you / we / they got? Has he / she / it got?
Short answers	Yes, I / you / we / they have. he / she / it has. No, I / you / we / they haven't. he / she / it hasn't.

### Present simple

+	I / You / We / They <b>play</b> He / She / It <b>plays</b>
-	I / You / We / They do not (don't) play He / She / It does not (doesn't) play
?	Do I / you / we / they play? Does he / she / it play?
Short answers	Yes, I/you/we/they do. he/she/it does. No, I/you/we/they don't. he/she/it doesn't.

#### Spelling rules

- 1 Verbs ending in -o, -ch, -sh, -ss, -x:  $do \rightarrow does$ ; watch  $\rightarrow$  watches; brush  $\rightarrow$  brushes;  $miss \rightarrow misses$ ;  $fix \rightarrow fixes$
- 2 Verbs ending in a consonant + -y:  $tidy \rightarrow tidies$ ; fly  $\rightarrow$  flies
- **3** Verbs ending in a vowel +-y:  $play \rightarrow plays; say \rightarrow says$

### Present continuous

+	I am ('m) You / We / They are ('re) He / She / It is ('s)	say <b>ing</b>
-	I am not ('m not) You / We / They are not (aren't) He / She / It is not (isn't)	say <b>ing</b>
?	Am I Are you / we / they Is he / she / it	say <b>ing</b> ?
Short answers	Yes, I am. • Yes, you / we / they are Yes, he / she / it is. No, I'm not. • No, you / we / they aren't. • No, he / she / it isn't.	. •

# **GRADE 5**

We use the present continuous to talk about actions happening at the moment of speaking: Josh is talking on the phone with his mum.

We do not use it with verbs like be, want, like, love, hate, prefer.

#### Spelling rules

- 1 Verbs ending in a vowel + a consonant  $run \rightarrow running; shop \rightarrow shopping$
- 2 Verbs ending in a consonant + -e:  $close \rightarrow closing; write \rightarrow writing$
- 3 Verbs ending in -y and -w:  $study \rightarrow studying; show \rightarrow showing$

# **G** Prepositions of place

in between behind on under opposite next to in front of

near

### Prepositions of time

at	hours night weekend	at 4:30 at night at the weekend
in	parts of the day months years seasons	<ul><li>in the afternoon*</li><li>in June</li><li>in 2017</li><li>in (the) spring</li></ul>
on	days of the week dates	on Thursday* on 5th December

<sup>\*</sup> But remember: on Thursday afternoon.

# Adverbs of frequency

never	sometimes	often	usually	always

My dad is always tired. We usually go to school at 8:15. She never gets up early.

# The possessive 's

Singular noun	Claire's cat
Regular plural noun	the teachers' room
Irregular plural noun	the children's toy
Two or more nouns	Kate and Jo's father

### **K** Question words

Who? What? When? Where?	Which? How old? Whose?
----------------------------------	------------------------------

# Demonstrative adjectives and pronouns

	Singular	Plural
Near	This	These
Far	That	Those

# M There is (isn't) / There are (aren't)

+	singular plural	There is / There's a pub. There are two pubs.
-	singular plural	There isn't a pub. There aren't two pubs.

# N Some / any

+	There are <b>some</b> apples. I've got <b>some</b> really nice friends.
-	There aren't <b>any</b> apples. Paul hasn't got <b>any</b> pets.
?	Are there <b>any</b> apples? Have you got <b>any</b> photos on your phone?

# O Can

+	I / You / He / She / It / We / They <b>can</b>
-	I/You/He/She/It/We/They cannot (can't)
?	Can I / you / he / she / it / we / they?
Short answers	Yes, I / You / He / She / It / We / They <b>can</b> . No, I / You / He / She / It / We / They <b>can't</b> .

We use can to show ability: Judith can speak Japanese.

# P Imperative

	Affirmative (= base form of the verb)	Negative
singular	Look!	Don't look!
plural	Look!	Don't look!

We do not use subject pronouns with the imperative.

# Let's read!



Oscar Wilde was born on 16th October 1854 in Dublin, Ireland. He was a bright child and he was interested in literature from an early age. At Oxford University, he discovered his passion for Greek and Roman studies. and he also wrote his first poems. After graduating from Oxford, he moved to London and soon became a successful writer.

In 1887, he published his first story about an American family who moved to a castle haunted by the ghost of a nobleman.

Wilde died in Paris, in 1900. Today, The Canterville Ghost is still a very treasured work and it has been adapted for the big screen several times.

### Speaking

- 1 Do you have a favourite author? Who is it?
- 2 What do you know about him / her?
- 3 What is your favourite work written by him / her?
- 4 You are going to study a fragment of a short story written by the Irish writer, Oscar Wilde. Read his biography. Do you know any of the famous characters he wrote about? Discuss for two minutes.

### Reading

- 5 Read the first eight lines quickly. Can you tell what kind of story this is?
  - a comedy
  - a love story
  - a mystery story
  - a journal
  - a science fiction story

### Adapted from



by Oscar Wilde



- Virginia went out to ride on Brockley meadows, accompanied by the young Duke of Cheshire who wanted to spend the last week of his holidays at Canterville Chase. While getting through a hedge, she ruined her dress so
- 5 badly that she had to return home. She didn't want to be seen by anyone, so she went up by the back staircase. As she was running past the Tapestry Chamber, she saw the door open and someone inside. She had the impression that it was her mother's servant, who would sometimes
- bring her work there, so she asked her to sew her dress. She was so surprised to see the Canterville Ghost himself instead! He was looking through the window, lost in his own thoughts. His head was leaning on his hand, and his attitude was one of great sadness. Little Virginia, who was scared at first and wanted to run away and
- lock herself in her room, felt sorry for him and decided to stay. Maybe it was a good idea to comfort him after all.



The Ghost was indeed so deep in his melancholy that he did not notice her presence there until she spoke to him.

'I'm so sorry for you. My brothers are leaving tomorrow, so maybe if you 20 behave yourself, no one will annoy you, she said.

'You know it's absurd to ask me something like this,' he answered, quite surprised to see and hear the young girl talking to him. I must walk

around at night, if that's what you mean. It's my only reason for existing.'

<sup>25</sup> 'That's not true! You also know that your behaviour was rude.'

[...]

'Please don't go, Miss Virginia,' he cried; 'I'm so lonely, so unhappy and I don't know what to do. I haven't slept for three

hundred years. I want to sleep and I can't.' Virginia approached him, kneeled down and looked at his old sad face.

'Oh, poor Ghost,' she sighed. 'Don't you have a place where you can sleep 35 in peace?



# Glossary

meadows fields with grass and often with wild flowers

**hedge** a line of bushes or small trees planted very close together

**staircase** a set of stairs inside a building

comfort to make someone feel better when they are sad

behave yourself be good by acting in a way that has society's approval

kneeled down put both knees on the ground

### 6 Now answer the questions.

- 1 Why did Virginia come back home?
- 2 Who did she see in the Tapestry Chamber?
- 3 Why was the Ghost sad?

#### 7 Match the words (1–5) to their synonyms (A–E).

A living 1 accompanied **B** attitude 2 thoughts C followed 3 behaviour **D** ideas 4 existing E come closer **5** approached

#### 8 Read the text again and put the following sentences about Virginia in chronological order.

- 1 She went up the stairs.
- 2 She ruined her dress.
- 3 She went out to ride.
- 4 She saw the Ghost.
- 5 She asked her mother's servant to sew her dress.
- 6 She decided to stay and talk to the Ghost.
- 7 She asked the Ghost to change his attitude.



# Writing

- 9 What do you think it will happen next in the story? Write 20-25 lines to continue the story. Before you write, make notes about:
  - the characters consider adding some new ones in the
  - the place and time of the action;
  - interesting moments in the action;
  - · the dialogues.

# **GEOGRAPHY**

# **Reading comprehension**

1 Read the first paragraph of the text. Write the words in the box in the correct category.

38 degrees Celsius tropical rain

# WEATHER

What is the difference between weather and climate? You might think they are the same, but they are not.

so acgrees	CCISIGS	cropicar	Tall

**Weather** refers to the general conditions in the air above the Earth at a particular place and time such as:





Weather:

Climate:



Weather is what the forecasters on TV predict every day. People find out about temperatures, humidity or if any thunderstorms are likely to form.

Climate refers to the general weather conditions usually found in a particular place over a long period of time. There are five categories of climate in the world:



- · continental · polar
- dry



• The tropical climate is found near the Equator, in countries like Brazil and India, or on the African continent.

• The moderate climate or temperate climate covers the area between the tropics and the polar regions.

- The continental climate has four seasons. Romania has this type of climate.
- The polar climate is found at the North Pole and South Pole and in the tundra. Have you heard of Siberia? Part of it lies in the tundra.
- The dry or arid climate is specific to an area often covered with sand and rocks, where there is very little rain for plants to grow. This area is also known as a desert.

Each of these five categories can be divided into different types. The Mediterranean climate (the climate around the Mediterranean area) is an example of a moderate climate. One of the biggest concerns these days is climate change, also referred to as global warming, caused by human activities.



precipitation water that falls from the clouds, especially as rain or snow

tropical from or relating to the area between the two tropics

tundra part of the very large area of land in North Asia, North America and northern Europe where trees do not grow because of the cold, and ground below the surface is permanently frozen

# 2 Answer the questions.

- 1 What is the difference between weather and climate?
- **2** Where can you find the polar climate?
- **3** Where do we find the tropical climate?
- **4** How many seasons are there in Romania?
- **5** What is global warming?



# **GEOGRAPHY**

#### COMPETENCES

technological and scientific competence learning to learn initiative

### Dialogue practice

3 Helen is going on a trip to South Africa. Fill in the blanks with the phrases in the box.

It is! There are often heavy thunderstorms.

Yes, I am. Though the climate is different there.

I'm going to South Africa.

Yes, it does. There are often warm showers.

Well, the nights are quite cold and the days are very hot.



#### Completing dialogues

Read the given phrases carefully before you complete a dialogue. Try to understand the information to help you fill in the missing parts of the dialogue correctly.

You Where are you going on your next holiday?
Helen <sup>1</sup>
You Really? Are you excited?
Helen <sup>2</sup>
You What do you mean?
Helen <sup>3</sup>
You Does it rain there?
Helen ⁴
You is the weather stormy?
Helen <sup>5</sup>
You Take care then!

# **Writing practice**



- 4 Imagine you are a weather forecaster. Write the weather forecast for tomorrow using the notes below.
  - boiling hot
  - partly cloudy in the morning
  - mostly sunny in the afternoon
  - temperatures below zero in the mountains at night
- mild winds in the west
- light showers in the south
- a thunderstorm is likely to form in the north

Hi, my name is .... Let's see the weather forecast for .... The weather is freezing cold, with temperatures below O degrees Celsius ....

5 Now search for information on the Internet to prepare a weather forecast for your city. Use the model in exercise 4. Present your forecast to the class. Draw a map of Romania to use during the presentation.

# **Oral presentation**

- 6 Describe why it is important to watch the weather forecast. Talk for a minute, answering the questions.
  - 1 Do you watch the weather forecast on TV? What do you find interesting about it?
  - **2** Where else can you find information about the weather?
  - 3 Why is it important to know about the weather
    - when you go to school?
- · when you travel?
- · when you do other routine or free time activities?

# **HISTORY**

# **Reading comprehension**

#### 1 Read the text and complete the diagram with the steps of the slave trade.

# The British **Empire** and slavery

British colonial expansion began in the 16th century after the victory of the English over the Spanish Armada in 1588. By the beginning of the 18th century Britain had created a large empire, with colonies in Canada, America and the West Indies.

By the 19th century the British occupied Australia, New Zealand, parts of China and other territories in Africa and South-East Asia.

At the end of the 19th century, the British Empire consisted of more than 400 million people.

# Glossary

#### slave trade

the buying and selling of human beings as slaves

peak the highest, strongest, or best point of value

steps stages

guns weapons

#### huge campaign

a big planned group of especially political, business or military activities that are intended to achieve a particular aim



Much of the wealth of the British Empire came from the slave trade.

The slave trade reached its peak in the 18th century with the so-called 'Triangular Slave Trade' which consisted of three steps. First, the British traders took goods like cotton and guns to Africa and exchanged them for slaves.

Then, the traders took the slaves and sold them in North America and in the West Indies. Finally, the traders returned to Great Britain to sell the products of the slaves' work, for example cotton, sugar and tobacco.

In total around 12 million Africans sailed to the Americas as slaves.

Conditions for the slaves were terrible and a lot of people began to oppose the slave trade. In the 1780s the British politician William Wilberforce started a huge campaign which ended in 1833 with the Slavery Abolition Act. This act abolished slavery in most of the British Empire.

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

- 1 When did British colonial expansion begin?
- 2 When did the British Empire expand into China?
- **3** What was the population of the British Empire in 1899?
- **4** How many Africans sailed to the American colonies as slaves?
- 5 Who was William Wilberforce?

# **HISTORY**

#### COMPETENCES

civic and social competences learning to learn digital competence initiative

### Dialogue practice

3 Imagine you are talking to a slave from the British Empire. Match the questions to the answers. Then write the dialogue in your notebook.

1 What's your name?

**4** How did you arrive here?

**2** Where are you from?

**5** How was your journey?

**3** Why are you here?

**6** Were you alone on the ship?

A No, I wasn't. There were hundreds of slaves like me on the ship.

**B** My name is Noah.

**C** It was very long and the conditions on the ship were terrible.

D I'm from Africa.

**E** Because British traders brought me here as a slave.

F I arrived here on a big British ship.



# Using adjectives

Adjectives such as terrible, horrible etc. can improve the quality of a text and make it more interesting. The use of adjectives can also make the text easier to read. Go back to your letter and try to include different types of adjectives.

### Writing practice

- 4 Imagine you are a slave involved in the slave trade and you managed to return home. Write a letter (50-70 words) to a friend telling him / her how you spent this long period, following the points below.
  - you arrived in the West Indies three months ago, on a British ship;
  - the journey was very long and the conditions were very bad;
  - the ship from Liverpool sailed to Africa where the slave traders loaded many slaves;
  - you arrived in the West Indies, but lots of slaves died in the journey;
  - you worked hard every day on the sugar and tobacco plantations.

# Oral presentation

5 Use the information in the *fact file* and talk for about a minute about Aman's experience. Then search for additional information about the refugees in Great Britain on the Internet.



Name

Aman (refugee in the UK)

Age when immigrated Country

18 Eritrea

Arrival in the UK

2012

Aman's journey

Sudan (jeep), Turkey (truck across desert), Greece (boat), UK (train); terrible conditions; some people died

Notes on Aman's family Why he migrated

mother and sisters are still in Eritrea repressive country; dangerous for

young men to stay; no future



# ART

# **Reading comprehension**

#### 1 Read the text and fill in the gaps with the words in the box.

gallery tourists attractions artists famous paintings

# The National

# Gallery



The National Ga	allery opened	in 1824 and is now o	one of London	's most important
tourist <sup>1</sup>	and one	of the most <sup>2</sup>	art gall	eries in the world.
In the 3	there is a	collection of nearly	/ 2,300 4	from the early
Renaissance to	Post-impression	onism. The most fam	nous paintings	in the gallery are by
important Euro	pean ⁵	, for example S	Sandro Botticel	li, Leonardo da Vinci,
Claude Monet a	and Vincent Va	n Gogh. The Nation	al Gallery colle	ction attracts millions
of 6	_ every year.			

#### A treasure of Renaissance art

The Virgin of the Rocks is a Renaissance masterpiece by Leonardo da Vinci.

There are two versions of the painting: one in the Louvre Museum, in Paris, and one in the National Gallery, in London. The painting shows four figures sitting on some rocks: the Virgin Mary, the child Jesus, the Archangel Gabriel and the child John the Baptist. These four figures are in a pyramid-like composition.

Leonardo used the techniques of *chiaroscuro* and *sfumato*.

A light from the top of the painting illuminates the four figures. The use of perspective is clear in the painting. The contrast between the dark rocks and the mountains in the distance gives the painting the impression of depth.



#### perspective

(in art) the way that objects appear smaller when they are further away and the way parallel lines appear to meet each other at a point in the distance

depth the fact of a feeling, state, or characteristic being strong, extreme or detailed

Title The Virgin of the Rocks Artist Leonardo da Vinci

Year 1495-1508 Dimensions 189.5 x 120 cm

Location National Gallery, London

Techniques Chiaroscuro, sfumato, perspective



### 2 Answer the questions.

- 1 What period are the paintings at the National Gallery from?
- **2** When did the National Gallery open?
- **3** Who painted *The Virgin of the Rocks?*
- **4** How many versions of the painting exist?
- 5 Who are the figures in the painting?
- **6** What special techniques did the artist use?



# aiT

#### **Understanding setting**

When you have to write a dialogue, make sure you understood the communication situation. Ask yourself:

- 1 "Who's talking?";
- 2 "Where are the interlocutors?":
- 3 "What is the topic of the converstion?".

This will help you understand which are the lines you have to write.

#### COMPETENCES

cultural awareness and expression learning to learn initiative digital competence

### Dialogue practice

3 You meet Julia and you tell her about your last weekend with your family in London. Write the lines of the dialogue using the prompts.

Greet Julia and tell her that you went to London with your family last You

Julia Asks if you had a good weekend and what you did.

You Answer that you visited the city on Saturday and some interesting museums on Sunday.

Julia Asks what your favourite museum was.

Answer that your favourite museum was the British Museum. You

Julia Asks why.

You Answer that you liked it most because you saw some famous sculptures and paintings.

Says you are lucky and that she would love to visit London, too. Julia

# Writing practice

- 4 Write an email (50–70 words) to your friend Luca to tell him about your visit to Tate Modern. Begin with Hi Luca, ... and end with Write soon, ....
  - last summer you went to London and you visited Tate Modern, a famous modern art gallery;
  - · the museum was first opened in 2000;
  - you can find works of art dating from the 20th and 21st centuries;
  - you saw Picasso and Andy Warhol's works.

# Oral presentation

5 Describe Leonardo da Vinci's painting, *The Last Supper*, to your classmates using the information in the fact file. Search for additional information about it on the Internet. Talk for about a minute.

The title of the painting is The Last Supper...



Title The Last Supper

Artist Leonardo da Vinci

1494-1499 Year

Dimensions 4.6 m x 8.8 m

church of Santa Maria delle Grazie, Milan

Technique perspective

Location

Description the last supper of Jesus and his disciples; composition of

the figures in the painting; the disciples look confused.



Copy by G. Raffaelli, 1816, Vienna.



# **TECHNOLOGY**

# **Reading comprehension**

1 Read the text and match the titles (A-D) to the paragraphs (1-4).



# The world of gadgets

Every minute, people send over 16 million text messages worldwide. There are more **devices** than people in the world. The company Apple Inc. alone sold 52 million smartphones in the first quarter of

2017. Do these figures surprise you? It isn't easy to imagine life without a mobile phone, a laptop or a tablet.



#### Predicting the content

To understand a text, remember that reading the title is extremely important. Understanding the title allows you to predict some things about what you are going to read.



Gadgets are fast becoming something people cannot live without. Used for study, work, entertainment or communication, they are part of our everyday life and most of the time they make our life easier.



The Internet is as cheap as ever or even free, and we get all the information and entertainment we need there. We have wi-fi almost everywhere, and we cannot picture how past generations used to carry out their daily activities without Internet connection and communicating by smartphone or computer.





device an object or machine invented for a particular purpose

gadget a small mechanical or electronic device or tool

**wi-fi** a system that allows computers, smartphones, or other devices to connect to the Internet or communicate with one another without a wire

a click away very close to

stroll a relaxed walk in nature

miss out to fail to enjoy something by not taking part in it





In the past, people used to send letters, or spend hours in a library looking for a piece of information. Today, everything is just a click away. But is it really a good thing? Many times we miss out on personal relationships, on the pleasure of reading a book or a newspaper, or simply chatting with our friends during a stroll in the park.

- A Friends or enemies?
- **B** How did they do it?
- **C** Surprising figures
- **D** Our friends and allies

#### 2 Answer the questions.

- 1 How many text messages do we send every 60 seconds around the world?
- 2 What are gadgets used for?
- **3** What do we use the Internet for?
- 4 How did people look for information in the past?
- 5 Why is it a bad thing to have gadgets?



# **TECHNOLOGY**

#### COMPETENCES

technological and scientific competence learning to learn initiative digital competence

### Dialogue practice

3 Read the dialogue between Katie and her little brother. Then complete it with the words and phrases in the box.

> buttons store a lot of music touchscreen smartphone iPod apps

1			
	-		

Tim	What did you buy, Katie?
Katie	I found this online shop that has everything! I got my new 1
	Do you like it?
Tim	Cool!
Katie	Yes. It's really practical because it's so small and it can <sup>2</sup>
Tim	What else did you buy?
Katie	Look at this. It's the best 3!
Tim	Really? It is quite big. Will you have room in your small bag for it?
Katie	Sure. Look at the 4 It's so elegant. Who needs to press
5	when you have this?
Tim	You bet! Now you have to download all the 6
Katie	Just Facebook and WhatsApp for now

# Writing practice

4 Imagine you want to buy a new laptop. Write a short dialogue (10 lines) between you and the shop assistant, using the prompts below. Begin with Hello and end with Thank you. Good-bye.



# **Oral presentation**

- 5 In pairs, talk about the way in which you use technology and its advantages and disadvantages. Refer to:
  - 1 your studies, e.g. homework, research, reading etc.;
  - 2 your free time, e.g. communication, entertainment (watching films, series, listening to music, playing games etc.);
  - 3 finding information.



When we think of Hollywood, we think of films – it's the centre of the American cinema industry.

Hollywood is a part of the city of Los Angeles in California. In 1870, it was a small town but by 1920 it was a big city with an important film

5 industry. In 1911, the first film studios opened. These studios made silent films in black and white with stars such as Charlie Chaplin. The 1930s and 1940s were great years for Hollywood. Hollywood films were very popular in a lot of countries. The film studios made thousands of films and American actors and actresses became famous all over the world.





- 10 A bus tour is a good way to start your visit to Hollywood. The bus takes you to all the famous places. You can see the famous Hollywood sign on the hills above the city, the beautiful houses of famous film stars, the film studios and music companies. Then the bus goes to Sunset
- 15 Boulevard in the centre of Hollywood. You can see the Kodak Theatre. The Oscar ceremony is in this theatre every year.

You can't go to Hollywood without a visit to a film studio! A day at the Universal Film Studios is a great day out. You see how they make films and learn more about all

20 your favourite films. You can meet film characters and take photos of them and watch 3-D and 4-D films. Finally, you can have fun in the theme park.

Next, walk along Hollywood Boulevard. This is a famous street in the centre of Hollywood. There are a lot of things to see and do here!

- 25 The Hollywood Walk of Fame is here. Look at the stars in the **pavement** and find the names of famous film actors from the past and present. In the Hollywood Wax Museum you can see wax statues of glamorous film stars and also actors from your favourite films. The Chinese Theatre and the El Capitan Theatre are on opposite sides of the street. They are old movie theatres from the
- 30 1920s. Outside the Chinese Theatre you can put your foot in the **footprints** of famous actors and actresses. Then you can go inside and watch a movie.

You're probably hungry now. There's a Soda Fountain Shop near the theatres. You can't buy a hot dog here but you can have a traditional ice-cream soda or a real American milkshake!







**pavement** a path with a hard surface on one or both sides of the road, that people walk on

wax statues sculptures made of wax

**footprints** the marks made by a person's foot









# Reading

- 1 BEFORE YOU READ What do you know about Hollywood?
- 2 Read and listen to the text, then match the titles (A-D) to the paragraphs (1-4).
  - A Making films

C Hollywood history

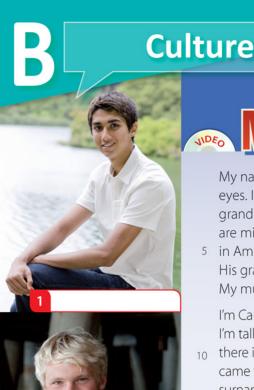
**B** A busy street

- **D** A tour of Hollywood
- 3 **COMPREHENSION** Read the text again and choose the correct answer.
  - 1 They started to make films in Hollywood in
    - **A** 1870.
    - **B** 1940.
    - C 1911.
  - 2 The 1930s and 1940s in Hollywood were
    - A famous for silent movies.
    - **B** good years for the American film industry.
    - **C** the start of the film industry.
  - 3 On the bus tour, tourists can
    - A see famous actors and actresses.
    - **B** watch the Oscar ceremony.
    - **C** see famous places in Hollywood.
  - 4 You can learn about film-making at
    - A Universal Studios.
    - B the Chinese Theatre.
    - C the Hollywood Walk of Fame.
  - 5 The footprints of the stars are
    - A outside the Chinese Theatre.
    - **B** inside El Capitan Theatre.
    - C inside the Hollywood Wax Museum.
  - 6 You can buy a milkshake at
    - A a hot-dog shop.
    - **B** a soda fountain.
    - C the theatre.



# Oral presentation

- 4 The Italian film industry and Cinecittà studio were very important in the past. Search for information about this place on the Internet.
  - What it is
- · Where it is
- What it is like today
- 5 Present the information found about Cinecittà to your classmates. Organise it in two parts.
  - · What it is and where it is
  - What you can see and do there





My name's Carey Chen. I'm 15, I'm not very tall. I've got long, straight hair and brown eyes. I'm American and I'm mixed race. My family comes from Asia but my greatgrandmother was a **Native American** – I'm very **proud** of that! A lot of Americans are mixed race because we are the **descendants** of the immigrants that arrived

in America during the 19th and 20th centuries. My dad's family came from China. His grandfather arrived in America in 1946 and met my great grandmother here. My mum's family were from China, Vietnam and Korea.

I'm Cameron Fischer. People say I look American – I'm tall, I've got blonde hair and blue eyes. I don't think 10 there is a typical American because our **ancestors** came from Europe, Asia and Africa. I've got a German surname because my dad's family came from Germany to America in the 19th century. My mum's family came from England but I've got some Italian, Spanish and

Irish ancestors, too. Last year, we did a project in my class on our families and we discovered we had ancestors from nearly every country in the world!





#### **Native American**

the people who lived in North and South America before Europeans arrived

descendants people who are related to you and live after you, such as your child or grandchild

ancestors people related to you who lived a long time ago

**settled** arrived from another country in a new place, and started to live there and use the land

DS





- 1 BEFORE YOU READ Have a discussion as a class. Where are you from? Where does your family come from?
- 2 Read and listen to the text. Write the names of the students under the pictures.



3 **COMPREHENSION** Read the text again and decide if the sentences are true (T) or false (F), or if the information is not given in the text (DS = doesn't say). Correct the false sentences.

1 One of Carey's ancestors was a Native American.

2 All of Carey's family comes from China.

3 Cameron can speak German.

4 Cameron's got dark brown hair.

**5** Hassan's parents came to Britain from Pakistan.

6 He can speak two languages.

7 Layla comes from London.

8 Layla visited the country her dad comes from last year.

9 The first Europeans arrived in America in 1850.

10 Only Europeans emigrated to the UK in the 20th century.





### THE HISTORY OF IMMIGRATION

#### USA

The first Europeans settled in America in the 17th century. For two hundred years slaves from Africa arrived in America and worked on farms. Between 1850-1930 millions of immigrants from Europe and Asia went to America to look for work and a better life.



#### UK

People from all of the countries of the British Empire started to emigrate to Britain in the 20th century. After World War 2 a lot of immigrants came to work in Britain. First, people from Poland and Italy arrived, then people from the Caribbean Islands, Asia and Africa. Immigrants are still arriving in the UK today.

# **Oral presentation**

- 4 In the 19th and 20th centuries, millions of Italians migrated all over the world. Search on the Internet and find out which were the countries they went to. Make a research to find out if you have any ancestors who migrated in the past. What countries did they go to?
  - 5 Present the results of your research to your classmates.

#### **COMPETENCES**

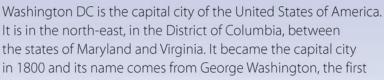
cultural awareness and expression digital competence initiative



# THREE GREAT AMERICAN CITIES

# Washington

#### THE FACTS



5 President of the USA.

#### WHAT TO SEE

Washington is the capital city so it has a lot of important national buildings and monuments. There are a lot of government buildings in Washington: the White House (the home of the President) and the US Capitol (the parliament). The National Mall is in the

10 centre of Washington. It is an enormous park (3 km long) between the Potomac River and the Capitol. The Washington Memorial, in memory of George Washington, is also in the centre. There are memorials

to great US Presidents, art

15 galleries and museums along the National Mall. The Smithsonian Institution is there, too. One part looks like a castle! There are 19 museums and art galleries,

<sup>20</sup> research centres and a zoo in the Smithsonian Institution.

# Glossary

**settlers** people who arrive, especially from another country, in a new place, in order to live there and use the land

**skyscrapers** very tall buildings of many floors

**earthquake** a sudden violent movement of the ground

prison jail

# Reading

- 1 BEFORE YOU READ What American cities do you know?
- 2 Read and listen to the texts. Name the city where you can find the following monuments (W = Washington, N = New York and S = San Francisco).
  - 1 The Capitol
  - 2 The Golden Gate Bridge
  - **3** The Statue of Liberty
- 4 Alcatraz Prison
- **5** The White House
- **6** The Empire State Building
- **COMPREHENSION** Read the texts again and answer the questions.
  - 1 When did Washington become the capital city of the USA?
  - 2 Who was the first President of America?
  - 3 What is the Capitol?
  - 4 Where is New York?

COMPETENCES

digital competence

initiative

cultural awareness and expression

138 one hundred an

- **5** What was the first name of New York?
- 6 What is New York famous for?
- **7** Which state is San Francisco in?
- 8 What can you see in San Francisco Bay?



New York

#### THE FACTS

New York is a very big city in the USA and it is one of the greatest cities of the world. It's on the east coast of the USA, in the state of New York, on the Hudson River. The city is on three islands: Manhattan, Staten 25 and Long Island.

In 1626, Dutch **settlers** built a small town there and called it New Amsterdam. The name changed to New York in 1760 and it was the capital city of the state for five years (1785-1790). In the 19th and 20th centuries, millions of immigrants arrived in New York. The Statue of Liberty was the first thing they

saw when they arrived in the USA. It was a symbol of freedom and democracy.

#### WHAT TO SEE

Go sightseeing in New York and visit all the places you see in films and on television! There's the Statue of Liberty, Brooklyn Bridge and Central Park. People say New York never sleeps. It's a busy city and there are a lot of things for tourists to do. New York is famous for its **skyscrapers**, so go 35 to the top of the Empire State Building and look at them all. Or you can see an amazing show at a theatre on Broadway. There are a lot of world famous museums and galleries too, such as the Metropolitan Museum of Modern Art and the Guggenheim Museum.

# San francisco

#### THE FACTS

San Francisco is a big city in the state of California, on the west coast 40 of the USA. It's on the Pacific Ocean. Spanish settlers built the city in 1776 and gave it the name of St Francis of Assisi. In 1846 it became part of the United States. San Francisco was very important during the Gold Rush but in 1906 an earthquake destroyed the city. The people of San Francisco built their city again and during the 20th century it became very big. Today it's 45 an important centre of culture, business and high technology.

#### WHAT TO SEE

San Francisco is on the coast so you can go on a boat trip round San Francisco Bay to see the Golden Gate Bridge and the famous **prison** of Alcatraz. The city is famous for its cable cars and these are a great way to visit San Francisco. The Golden Gate Park is near the bridge and China Town is 50 great for shopping and restaurants. Don't forget the Fisherman's Wharf – there are shops, museums and some excellent fish restaurants there!

# **Oral presentation**

- 4 Search for information about an important city in your country on the Internet. Use the prompts below.
  - Where it is The important dates in its history
- 5 Present the information found about the city to your classmates. Organise it in two parts.
  - · The facts
    - · What to see



one hundred and thirty-nine 139

# **Culture** The United States of America is a very big country but it isn't The USA is about 5.000 kilometres from coast to coast.

the biggest country in the world – both Russia and China are bigger.



The first Europeans settled in America on the east coast.

After a few years, they started to travel west. They travelled on horses or in wagons. In the 19th century, the first railways appeared and people travelled by train. Then, in the 20th century, they built roads. People drove their cars across the USA. Route 66 was a famous road. It went from Chicago to Santa Monica in California. Now, people 10 travel long distances by plane because it's quicker.

On a journey across the USA travellers see a lot of different landscapes: mountains, forests, **plains** and deserts. The east of the USA changes from north to south. The Great Lakes and Niagara Falls are on the **border** with Canada. The Appalachian mountains start

in Canada and finish in the state of Georgia. There are enormous forests in these mountains. Florida, in the south, is very **flat**. There are a lot of very big, important cities in the east, such as New York, Boston, Washington DC and Miami, the biggest city in Florida.

**plains** large areas of flat land **border** a line separating two countries

Glossary

flat (of land) without hills waterfall water dropping from a higher to a lower point, sometimes from a great height

# Reading

- 1 BEFORE YOU READ What do you know about the geography of the **United States of America?**
- 2 Read and listen to the text. Then match the following places (1–6) to the areas (A-F) where they are located in the United States of America.
  - 1 Niagara Falls
  - **2** the Appalachian Mountains
  - 3 the Great Plains
  - 4 Mount McKinley
  - 5 Death Valley
  - **6** Yellowstone National Park
- A the centre of the USA
- B the Rocky Mountains
- C the east of the USA
- D Alaska
- E the border with Canada
- F California

#### **COMPETENCES**

cultural awareness and expression initiative digital competence

# **Culture**

COAST TO COAST

The centre of the USA is very flat. The area between the Rocky Mountains and the Mississippi River is called the Great Plains. The Mississippi River is the longest river in the USA.

The west of the USA is a land of extremes. There's an Arctic landscape in Alaska and there are deserts in California. The tallest mountain in the USA, Mount McKinley (6,198 m), is in Alaska. The lowest point is in Death Valley in California. Death Valley is

25 also the hottest place in the USA and the driest – it doesn't often rain there.

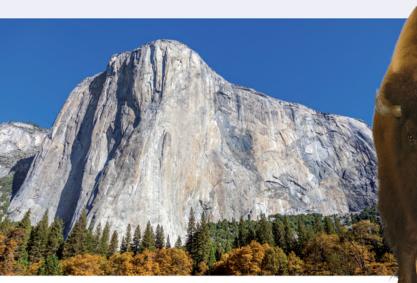
The west also has some of the most amazing natural features in the USA. The Rocky Mountains are in the west. They start in Canada and finish near the border with Mexico. They are 4,830 kilometres long. Yellowstone National Park is in the Rockies. It is the oldest national park in the USA. In fact it was the first

national park in the world. Yellowstone is an amazing place because it's on an enormous volcano! Then, there's the Grand Canyon in a desert in Arizona. It's 29 kilometres long and it's 18 kilometres wide at its widest point! Further west, Yosemite National Park is in the Sierra Nevada mountains. It has some of the oldest and biggest trees on Earth. Some of the sequoia trees are thousands

of years old. El Capitan, one of the largest rocks in the world, is in Yosemite, too. It's one of the most difficult rocks in the world to climb! Ribbon Falls on El Capitan is the tallest **waterfall** in the USA – it's taller than Niagara Falls.

And we mustn't forget Hawaii! That's in the west, too. It's a group of 132 islands in the Pacific Ocean and it's a state of the USA.





3 **COMPREHENSION** Correct the sentences.

- 1 The USA is the biggest country in the world.
- 2 Route 66 went from New York to Los Angeles.
- 3 There aren't any trees in the Appalachian Mountains.
- 4 Florida is in the north-east of the USA.
- **5** The Mississippi is the shortest river in the USA.
- 6 Alaska is hotter than Death Valley.
- 7 The Rocky Mountains are in Mexico.
- 8 Yosemite National Park is older than Yellowstone National Park.
- 9 Niagara Falls is the tallest waterfall in the USA.
- 10 Hawaii is an island.

# **Oral presentation**

- 4 Do some research on the Internet about different Romanian landscapes. Search for information about mountains, lakes, rivers, plains and delta. Organise your research into three parts.
  - North
     Centre
- South
- Present the results of your research to your classmates describing the main features of the Romanian landscapes.



ST PATRICK'S D

In Ireland, March 17th is an important day: it's St Patrick's Day! St Patrick is the patron saint of Ireland and 17th March is the day he died. St Patrick's Day is also celebrated around the world by the descendants of Irish emigrants. In fact, millions of Irish people left Ireland in the 19th and 20th centuries.

Who was St Patrick? He was born in Wales in about 400 AD. Pirates took him to Ireland when he was a young man. He was a slave and during this time he became a Christian. After six years, he **escaped** and returned to Britain. Later, he went back to Ireland as 10 a missionary. Legends say St Patrick sent the snakes into the sea and that is why there are no snakes in Ireland.

St Patrick's Day is a celebration of Irish culture. People do traditional Irish dancing and they play Irish music. There are parades in the streets and people wear green clothes and colour their faces and hair green, too.

In the evening famous buildings are illuminated with green light. Today St Patrick's Day is celebrated in many countries all over the world. The biggest St Patrick's Day Parade isn't in Dublin, but in New York! And in Chicago, they colour the Chicago River green on 17th March. In Sydney in Australia, Toronto in Canada and Buenos Aires in Argentina there are St Patrick's Day celebrations, too.

# Reading

- 1 Do you have a patron saint of your city? Who is it? What day do you celebrate the saint's day?
- 2 COMPREHENSION Read and listen to the text. Decide if the sentences are true (T) or false (F), or if the information is not given in the text (DS = doesn't say). Correct the false sentences.

Т

DS

1 Only people in Ireland celebrate St Patrick's Day.

2 St Patrick was born in Ireland on 17th March.

3 St Patrick introduced snakes to Ireland.

4 There are many traditional cultural events on St Patrick's Day.

5 Green is the traditional



AD (Anno Domini) a Latin phrase referring to a year after Jesus Christ was born

escaped got free

# PROJECT PATRON SAINTS

- 1 Do some research on the Internet about the patron saint of your city.
  - When he / she lived
  - · Important events in his / her life
  - Celebrations on the saint's day: food, parades, clothes, music
- 2 Write a short text about the patron saint of your city, using the information you found. Include the following points:
  - Information about the saint
  - How people celebrate the saint's day

## THANKSOWNG

**Festivals** 



Americans celebrate Thanksgiving Day on the fourth Thursday of November. It was originally a celebration to give thanks for a good harvest.

The first Thanksgiving celebration was in 1621. About one hundred English men,

women and children sailed to America on the ship *The Mayflower* in 1620. Life was very difficult at first and a lot of them died. The local Native Americans were friendly and they taught them how to grow and cook new types of food. In the autumn, the settlers celebrated their first year in their new country. They invited the Native Americans to their celebration because they wanted

30 to thank them. They cooked a big meal with local food and the first Thanksgiving lasted three days. In 1863, President Abraham Lincoln made Thanksgiving Day in November a national holiday.





Thanksgiving Day is a time for families to get together. In my family our Thanksgiving dinner consists entirely of American food, so there's a big roast turkey, sweet potatoes, cornbread and cranberry sauce and for dessert we have pumpkin pie.

After dinner we all watch the Thanksgiving Day 40 Parade in New York on the television.



A few days before Thanksgiving, there's a funny ceremony at the White House. The President officially **pardons** a turkey! The lucky turkey goes to live on a farm for the rest of its life! The day after Thanksgiving Day is called Black Friday. It's the start of the Christmas shopping season. The shops are full of people buying Christmas presents for their family and friends.



plants to develop

pardons the actions of forgiving or having mercy on someone

#### Reading

- 1 Read and listen to the text. Match the titles below to the paragraphs (A, B and C).
  - 1 Family celebrations
  - 2 Other traditions
  - 3 The first Thanksgiving
- 2 COMPREHENSION Read the text again and answer the questions.
  - 1 When is Thanksgiving Day?
  - 2 What did the first Thanksgiving celebrate?
  - 3 What food did they eat?
  - 4 What does Bonnie's family eat for Thanksgiving dinner?
  - 5 Who pardons the turkey at the White House ceremony?
  - 6 When is Black Friday?

#### PROJECT CELEBRATION FOOD

- 1 Do some research on the Internet about a festival in your country.
  - How did the festival start?
  - What special food do people eat?
  - · How do people celebrate the festival?
- 2 Write a letter to your pen pal Bonnie inviting her to the festival. Use the information you found and the prompts below.
  - The name of the festival
  - When it is
  - · How it started
  - What people do
  - · What special food people eat

#### **MEETING MY FAVOURITE ACTOR**

You will work in pairs on a project that will be great fun! Imagine you are a reporter and you have the chance of a lifetime: to interview your favourite actor.

#### You will:

- · talk about your favourite actor;
- prepare an interview with your favourite actor;
- · write a short play and act it out;
- find pictures and information about your favourite actor;
- · make a poster;
- present the poster.



#### Warm-up

- 1 In pairs, ask and answer the following questions:
  - 1 Have you ever met any famous actors? When and where? If you haven't, would you like to meet them? Why (not)?
  - 2 Who is your favourite actor?
  - 3 What do you think your favourite actor's home looks like?
  - 4 What would you ask your favourite actor?
  - 5 Imagine one day in your favourite actor's life. What would it be like?



#### **Prepare**

- 2 Together with your partner, choose one actor that you would both like to meet. Who is it?
- 3 Now, with your partner, prepare an interview with the chosen actor. Think of five questions to ask. Use the suggestions below:
- · When and where was the actor born?
- · What kind of films is the actor famous for?
- · What daily activities and free time activities does the actor carry out when they are not making films?
- Does the actor have a family? (Describe their family.)
- What does their dream home look like?
- 4 Together, act out the interview you prepared in exercise 3. One person will be the actor and the other person will be the reporter. The reporter will ask the questions and the actor will answer them.

- 5 Now prepare a short play together (2–3 minutes long) to illustrate a day in your favourite actor's life. Follow the steps:
  - · Write the script.
  - · Learn your lines.
  - · Think about the costumes and props.
- · Act out the play in front of your classmates.
- · Try to make it as funny as you can.

#### Poster time!

6 Now make a poster about your favourite actor's home, life and performances or films. Look for pictures and information on the Internet. Make notes on the information you find and print out some pictures.

#### bring



a large sheet of cardboard



coloured pencils / crayons



coloured papers



pictures



glue



**7** Present the poster in front of your classmates.

#### **Check your results!**

- · practise giving your opinion on a topic.
- · conduct an interview based on your research of a topic.
- · think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

#### LIFELINES

You will work in groups of four on a project that will be great fun! Think about the most important moments in your life. Make notes about the memories you think of. You will later include some of this information in your lifeline.

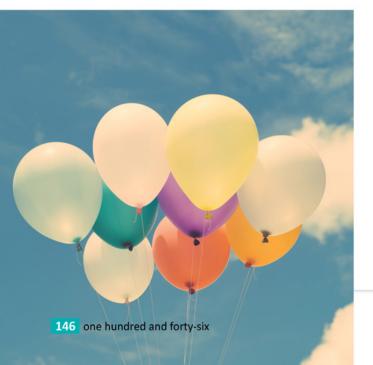
#### You will:

- talk about important moments in your life;
- · choose stories, photos, objects and drawings that represent important moments in your life;
- · make a poster to illustrate your memories;
- · present the poster to your classmates;
- · display all the posters in a class exhibition;
- · ask and answer questions about the posters;
- · compare the posters;
- choose the most impressive poster.



#### Warm-up

- 1 With your teachers and classmates, think about important moments in your life that you would include in your lifeline. Answer the following questions:
  - 1 What is your best memory from kindergarten?
  - 2 What was your first day of school like?
  - 3 Where did you spend your first holiday? What interesting things do you remember about it?
  - 4 How would you describe your primary school teacher?
  - 5 Who is your best friend and why? Have you known each other for a long time?
  - **6** Do you remember your first Christmas? What was it like?
  - 7 What is the nicest birthday present you ever got? Who was it from?

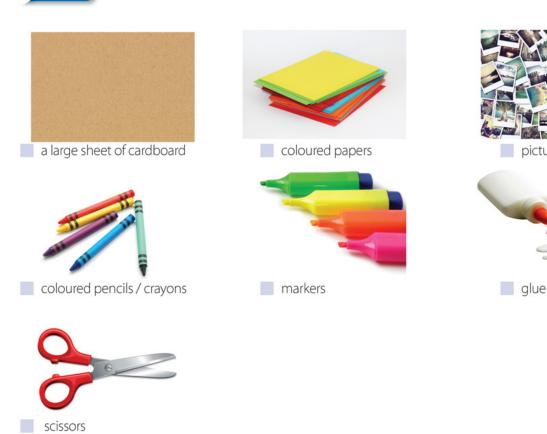


#### **Prepare**

- 2 In groups of four, share your most important memories and write them down. Each person then puts their own information in chronological order to make a lifeline.
- 3 At home, look for photos and objects or make drawings and match them to each memory in your lifeline. Write a short description to say what each photo, object and drawing means to you.

4 In groups of four, draw a sketch of a poster which includes a lifeline for each member of the group.

#### bring



#### Poster time!

- 5 Now make your poster using all the materials you collected. Present it in front of your classmates.
- 6 Display your posters in a class exhibition. Ask and answer questions about what you see. Compare the posters and choose the most impressive one.

#### Check your results!

- · practise giving your opinion on a topic.
- · think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

#### A TRAVEL BROCHURE: VISIT A FAMOUS PLACE

You will work in groups of four on a project that will be great fun! Make an exciting travel brochure of a place that you would like your classmates to visit.

#### You will:

- talk about places you have visited;
- choose an interesting place you would like your classmates to visit;
- search for photos and information about the
- make a travel brochure about this place;
- · present your brochure;
- compare your brochure to your classmates' brochures;
- · choose the most interesting three brochures;
- display all the brochures in a library exhibition.

#### Warm-up

- 1 In pairs, ask and answer the following questions:
  - 1 Where did you go on holiday last summer?
  - 2 Who did you go with (parents, friends etc.)?
  - **3** Why did you decide to go to this place?
  - 4 What kind of brochures, travel guides, books or ads did you study before travelling?
  - 5 Were they useful?
- 2 Look and read the brochure about a famous castle in Romania (page 149). Answer the questions:
  - 1 Who built the castle?
- 2 How many rooms has the castle got?

#### **Prepare**

- 3 Work in groups of four. Together, think of interesting places to visit like the castle in the brochure. Choose one place that you think is the most interesting and that you would like your classmates to visit.
- 4 Use the Internet to search for information, photos and maps of the place. You can also use travel brochures. Make notes on the information you need for your travel brochure. Include the following points:
- · location (including a map);
- transportation;
- · interesting facts about the place (history; geography; architecture, etc.);
- · a short description of the place;

#### Poster time!

- 5 Now make a poster-sized travel brochure. Present it in front of your classmates. Try to convince them to visit the place you chose.
- 6 Compare the brochures and choose the three most interesting ones. Display all the brochures in the school library.

- information about opening and closing times;
- ticket prices;
- pictures;
- additional information.

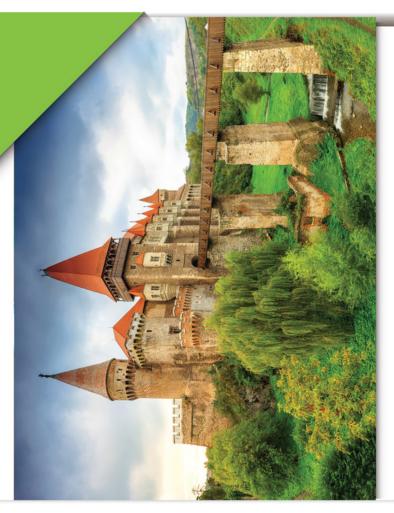
bring

a large sheet of cardboard, coloured papers, pictures, coloured pencils / crayons, markers, glue, scissors

#### **Check your results!**

- carry out research to learn how to make a travel brochure.
- think critically about details when writing a text.
- create a travel brochure using research skills and attention to detail.

# **VISIT THE HUNYADI CASTLE EXPLORE TRANSYLVANIA: HUNEDOARA CITY**





# **HOW TO GET THERE**

It's easy to find thanks to the numerous indicators. You can get to the castle by:







# **FACTS ABOUT THE CASTLE**

century, when the military leader John Hunyadi decided to build this The Hunyadi Castle, also known as the Corvinus Castle is one of the most beautiful places to visit in the heart of Transylvania and one of the biggest castles in Europe. Its history dates back to the 15th massive gothic structure as a military point and also as a home.

successor, Matthias Corvinus (from corvus which means raven in Latin). It is said that Vlad the Impaler was held as a prisoner in this castle. Knight's Hall, the Council's Hall and the circular stairway. A painting inside the castle shows the legendary raven which appears on the The Hunyadi Castle has 42 rooms, 2 bridges and 3 large areas: the family coat of arms and which gave the name of John Hunyadi's



#### **VISIT A CITY OF THE FUTURE**

You will work in groups of four on a project that will be great fun! You will design your own city of the future and choose four of the most interesting places to visit there. You will make a poster to show what your city of the future looks like and present it in front of your classmates.

#### You will:

- · talk about what you think the city of the future looks like;
- · make a poster showing your city of the future;
- talk about places you can visit in your city of the future;
- present the poster in front of your classmates;
- display all the posters in a class exhibition;
- ask and answer questions about the posters.

#### Warm-up

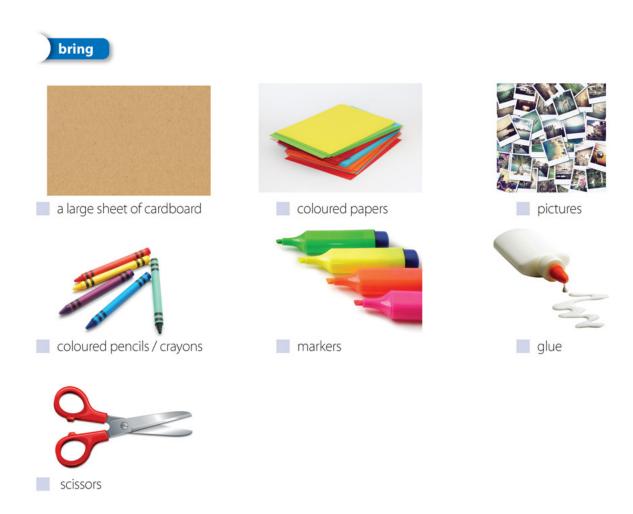
- 1 In pairs, answer the following questions:
  - 1 Have you ever imagined a city of the future?
  - 2 What do you think a city of the future looks like?
  - 3 How do you travel in your city of the future? What means of transport can you use?
  - **4** What places can you visit in the city of the future?
  - **5** What can you do there in your free time?
  - **6** What are the schools like in the city of the future?

#### **Prepare**

- 2 Work in groups of four. Agree on what your city of the future looks like, making notes about the places people can see or visit. Draw or print out the map of your city.
- 3 Use the Internet to look for pictures or make your own drawings to show what interesting places you can visit in your city of the future. Write a short description for each picture or drawing.



4 In your group of four, draw a sketch of your city of the future.



#### Poster time!

- 5 Now make your poster using the materials you collected. Present it in front of your classmates. Each of the four group members will talk about one of the interesting places you can visit in your city.
- 6 Display your posters in a class exhibition. Ask and answer questions about what you see.

#### **Check your results!**

- learn how to search for information to be a good travel guide and make your own presentation.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- give your opinion and express your feelings about an event.

#### BE ECO-FRIENDLY!

You will work in groups of four on a project that will be great fun! Imagine you work as environmentalists (people who are interested in the environment and who are trying to protect it from being damaged by human activities). You will enter a poster in a competition. The poster will present an environmental problem in the area where you live, and it will suggest two solutions to the problem.

#### You will:

- think about different environmental problems and place them in the correct category;
- find solutions to protect the environment and save the planet;
- make a poster for a competition, presenting an environmental problem in your area and suggesting two solutions to it;
- present the poster;
- answer questions about your poster;
- · ask questions about the information on the other posters.







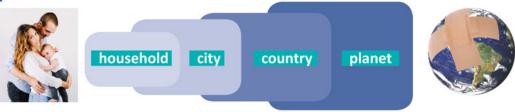




#### Warm-up

#### 1 In pairs, ask and answer the following questions:

- 1 What are, in your opinion, the most important environmental problems the world is facing today?
- 2 Think of six environmental problems in the area where you live.
- 3 Can you think of solutions to these problems? Name actions you could take that are good for the environment.
- 4 Think of objects that can be reused or recycled. Put them in the correct category above.
- 5 Do you know any environmental organisations? Search for information on the Internet and discuss with your teacher and classmates.
- 2 With your teacher and classmates, brainstorm environmental problems that are present around the world, in your country and in your local area. Use the categories and prompts below.



pollution radiation toxic waste detergents litter fumes acid rain global warming endangered species death of the forests

glue

#### **Prepare**

- 3 Split into groups of four. Each group is given one of the local environmental problems identified in exercise 2. Make a poster to present this problem and suggest two solutions to it.
  - 1 Search for photos or drawings showing the environmental problem present in your local area. Write a short text to describe each picture or drawing.
  - 2 Draw a sketch of your project: how do you want to organise it?

# bring a large sheet of cardboard coloured papers coloured pencils / crayons markers

#### Poster time!

scissors

- 4 Now make your poster using all the materials you collected. Present it in front of your classmates then ask and answer questions about what you see.
- 5 Which poster illustrates the problem better? Which poster suggests the best solutions?

#### **Check your results!**

- practise giving your opinion on a topic.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

#### DISCOVER THE AMAZON RAINFOREST

You will work in groups of four on a project that will be great fun! Imagine you want to go on an adventure trip to explore and learn how to survive in nature. The first thing to do is find out more about the place you are going to: the Amazon rainforest. Then you will register for the trip. Lastly, you will decide what to take with you on this trip and make a poster for a survival kit.

#### You will:

- complete a fact file about the Amazon rainforest after carrying out research;
- make a guiz based on the information you collect;
- do a quiz created by another pair;
- fill in a registration form to join an adventure trip group;
- make a poster for a survival kit to take to the Amazon;
- · present the poster;
- · write a diary entry for your first day in the rainforest.

#### Warm-up

1 In pairs, search for information about the Amazon rainforest using the Internet, books, encyclopedias or magazines. Read the following fact file and complete it with five more interesting facts about the topic.





#### Did you know?

- 1 A rainforest is a forest with a great variety of animal and plant species. It is found in tropical areas that receive a lot of rain.
- 2 The Amazon river area contains the world's largest tropical rainforest, known as the Amazon rainforest or the Amazon jungle.
- 3 The Amazon rainforest covers a large part of the South American continent: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana.
- 4 It is considered to be 'the lungs of the earth' because its vegetation takes the carbon dioxide from the air and releases oxygen instead. 20% of the world's amount of oxygen is actually produced here.
- 5 The Amazon rainforest has around 40,000 plant species, 1,300 bird species and 2.5 million different insects.

6		
7		
8		
9		
10		

- 2 With your partner, create a ten-question quiz using the information in exercise 1. Add two possible answers to choose from for each of the questions.
- 3 Exchange guizzes with another pair. See it you can answer all their guestions correctly and if they can answer yours. How many answers did the other pair get right?

#### **Prepare**

4 Work in groups of four. You want to join the group Explore and learn that organises trips to the Amazon rainforest. Fill in a registration form.

#### **Explore and learn** Hiking and survival techniques **Registration form** • CITY: SCHOOL: \_\_\_\_\_ NAME: \_ \_ \_ \_ \_ • AGE:\_\_\_\_ COUNTRY: \_\_\_\_\_ PHONE: \_\_\_\_\_\_ SURNAME: \_ \_ \_ \_ NATIONALITY: • EMAIL: \_\_\_\_\_

5 Now that you are ready to go to the Amazon rainforest, you must choose which objects you can take with you in your survival kit. At home, search for pictures and find information about the name and use of each object.

#### bring



#### Poster time!

6 Now make your poster for your survival kit using the materials you collected. Present it in front of your classmates. Then ask and answer questions about what you see. Which survival kit do you think is the most useful? Why?

#### Follow-up

7 Write a diary entry for your first day in the Amazon rainforest. Describe how you felt in the rainforest, what you did and what you saw there.

Check your results!

- practise giving your opinion on a topic.
- make a guiz based on research.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

#### **TV** programmes

1 Write the names of the TV programmes under the correct pictures. Listen and check. Then listen again and repeat.

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



1 quiz show



2 \_\_\_\_\_



3



4





6



7



8



9 \_\_\_\_\_

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

	ME	Matt	Sarah	James
Sport programmes	1	1	5	1
Documentaries	1	4	4	2

3 **GROUPWORK** Tell the class about your results in exercise 2.

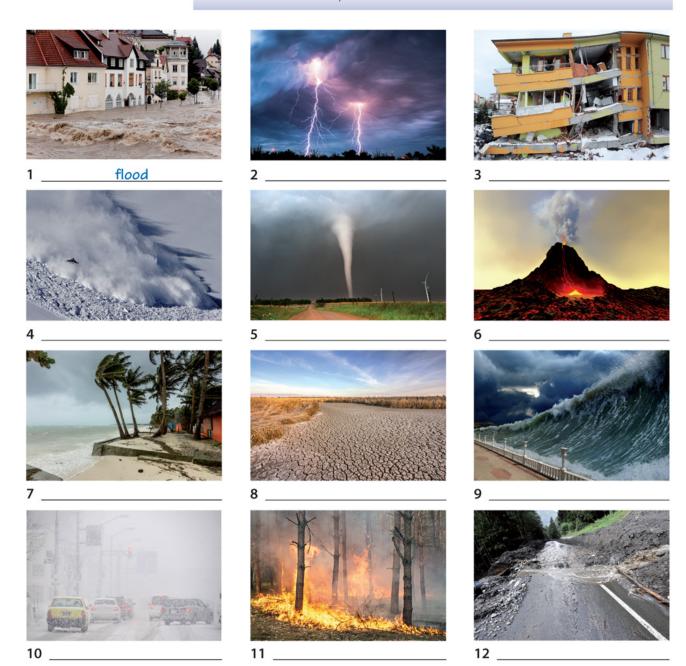
Three of us love sports programmes.
Two of us don't like documentaries.

#### Word bank

#### **Extreme weather and natural disasters**

1 Write the weather and natural disasters words under the pictures. Listen and check. Then listen again and repeat.

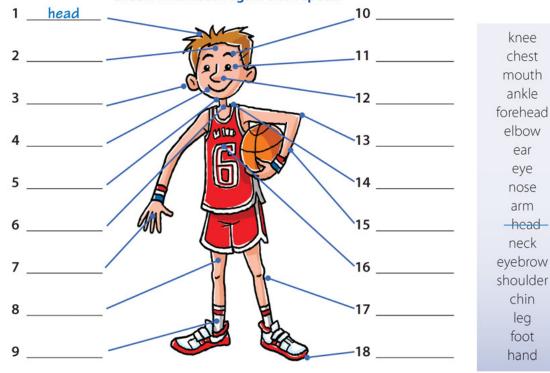
hurricane forest fire earthquake -flood landslide drought tsunami volcanic eruption avalanche thunderstorm blizzard tornado



#### 2 PAIRWORK Discuss the questions with your partner.

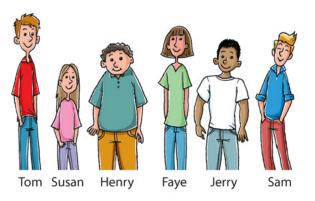
- 1 Can you think of an example of each extreme weather condition or natural disaster?
- 2 Where and when did they happen?
- 3 Describe what happened to the people or places where the event took place.

#### Parts of the body



2 ① Look at the pictures and complete the sentences with the words in the box. You are given the first letter for each missing word. Listen and check. Then listen again and repeat.

stocky <del>tall</del> slim short good-looking plump



- 1 Tom is tall .
- **2** Susan is s\_\_\_\_\_\_.
- **3** Henry is p\_\_\_\_\_\_.
- **4** Faye is s\_\_\_\_\_\_.
- **5** Jerry is s\_\_\_\_\_\_.
- **6** Sam is g\_\_\_\_\_\_.
- 3 PAIRWORK In turns, describe yourselves saying things that are true or false about you. Your partners correct you.
  - A I'm tall.
  - B True.

#### **Adjectives of personality**

Then listen again and repeat.

brave shy clever funny serious calm nervous kind <del>quiet</del> friendly 1 3 quiet

> 2 Look at the two photos. How do you think the two teenagers are? Describe their character using adjectives of personality.



9

She's friendly and kind ...

8

3 PAIRWORK Compare your descriptions to a partner's. Do you agree? Anna thinks the girl is friendly and funny, but I think she's shy.

10

#### **Holiday things**

Then listen again and repeat.

> -sunglasses passport camera flip flops backpack towel sun cream sun hat suitcase swimsuit map goggles



1 sunglasses





3











8







11



12

2 Complete the definitions with the words in exercise 1.

You wear a <u>swimsuit</u> for swimming. 1 \_\_\_\_\_ help you to see under the water. A \_\_\_\_\_ keeps the sun off your head. \_\_\_\_\_ are comfortable shoes for the beach. You need a \_\_\_\_\_\_ to travel to another country. A \_\_\_\_\_\_ helps you to find the places you want to go. You need a \_\_\_\_\_\_ to get dry after swimming.

- 3 GROUPWORK In groups, play a memory game: each member names two objects that he / she took on holiday, and then repeats the words already mentioned by the others. Do you remember all the words? Compare your descriptions to a partner's. Do you agree?
  - A I took a swimsuit and a towel.
  - B I took a swimsuit, a towel, flip flops and sunglasses.

#### **Shops and services**

Then listen again and repeat.

> newsagent's baker's butcher's bookshop -chemist's greengrocer's fishmonger's florist's

















2 What do you buy from the shops in exercise 1? Complete the sentences using the words in the box and the names of the shops. Listen and check. Then listen again and repeat.

flowers <del>bread</del> meat plants sausages <del>cakes</del> medicines fish

- **0** You buy <u>bread</u> and <u>cakes</u> at a <u>baker's</u>.
- 1 You buy newspapers and magazines at a \_\_\_\_\_
- 2 You buy \_\_\_\_\_ and \_\_\_\_ at a butcher's.
- **3** You buy vegetables and fruit at a \_\_\_\_\_\_.
- 4 You buy \_\_\_\_\_ and \_\_\_\_ at a florist's.
- 5 You buy \_\_\_\_\_ at a fishmonger's.
- **6** You buy \_\_\_\_\_ at a chemist's.

3 PAIRWORK In pairs, write a list of things you can buy from the shops in exercise 1. Exchange lists and say the shops where you can buy the things mentioned by your classmates.



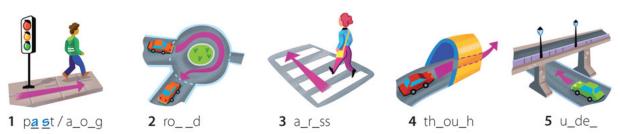
I can buy the cake at the baker's ...

#### **Giving directions**

1 Write the words under the pictures. Listen and check. Then listen again and repeat.



2 Fill in the missing letters for each word. Listen and check. Then listen again and repeat.



3 Look at the pictures in exercise 2 and complete the directions using the words in the box.



4 Write sentences about the places in exercise 1 that you can find in your town.

There's a roundabout near my school.

#### **Travel and transport**

1 Write the means of transport under the pictures. Listen and check. Then listen again and repeat.









minibus

2









8

helicopter ship ferry boat coach camper van <del>minibus</del> jeep van

#### 2 Complete the sentences for each picture, using the words in the box.



O Youg<u>eton</u> a bus, a coach, a tram or a train.



1 You c\_ a train, a bus or a plane.



2 You m\_ a plane, a bus or a train.





3 You q a bus, a coach, a tram or a train.



4 Your a motorbike, a bicycle or a scooter.



5 You q a car or a van.



6 You q a van or a car.

- 3 PAIRWORK In turns, describe a means of transport without saying its name. Can you guess what it is?
  - A It can drive on snow and ice. B A jeep? A Yes!

### Irregular verbs

Base form	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

		F.
Base	Past simple	Past
form		participle
lie	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn / sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

#### THE UNITED KINGDOM



# THE UNITED STATES OF AMERICA



#### Thanks and acknowledgements

Thanks and acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

T = Top, B = Below, L = Left, R = Right, C = Centre, B/G = Background

p. 17 (Glass); Dslaven/Shutterstock; p. 43 (Red-haired girl): Firma V/Shutterstock; p. 49 (Girl with headphones): Voyagerix/Shutterstock; pp. 7, 129 (Flags): Ecelop/ Shutterstock; pp. 6-7, 50-51 (B/G): Dibrova/Shutterstock; p. 69 (Skier): Lukas Gojda/ Shutterstock; p. 74 (Girl): Syda Productions/Shutterstock; p. 4, 107 (Boy): © Edyta Pawlowska/Shutterstock; pp. 9, 131 (Statue): Holbox/Shutterstock; p. 10 (photo 1):Rowan\_Atkinson\_on\_a\_Mini\_at\_Goodwood\_Circuit\_in\_2009/Wikimedia Commons; p. 10 (photo 2): fantasy-3010040/Pixabay; p. 10 (photo 4): 75603632/ Dreamstime; p. 10 (photo 5): love adult-2178963/Pixabay; p. 10 (photo 7): 39592552/ Dreamstime; p. 10 (photo 8): 4844755/ Dreamstime; p. 11 (photo 3): science fiction ufo-2289563/Pixabay; p. 11 (photo 6): 79635684/ Dreamstime; pp. 10-11 (B/G): VikaSuh/Shutterstock; pp. 10-11 (Spotlight): Andkuch/Shutterstock; pp. 10-11(Video player): Lyudmyla Kharlamova/ Shutterstock; p. 13 (CR): LuckyDesigner/Shutterstock; p. 13 (Car): 06photo/Shutterstock; p. 13 (BL): lzf/Shutterstock; p. 14 (TR): Woodhouse/ Shutterstock; p. 16 (TR): Dmitry Kalinovsky/Shutterstock; p. 17 (TL): Lukpedclub/ Shutterstock; p. 17 (Popcorn): SOMMAI/Shutterstock; p. 17 (Ex 2: photo 1): Dacascas/ Shutterstock; p. 18 (TR): 64988701/Dreamstime; p. 18 (CL): 22096014/Dreamstime; p. 18 (BL): 21911630/Dreamstime; p. 18(BL): Twelfth\_Doctor\_(Doctor\_Who)/Wikimedia Commons; p. 18 (BR): 26360448/Dreamstime; p. 22 (photo 1): © Simon Reddy/Alamy Stock Photo; p. 22 (photo 2): Kzenon/Shutterstock; p. 22 (photo 5): Ollyy/Shutterstock; p. 22 (photo 6): Olesia Bilkei/Shutterstock; p. 22 (photo 7): © Beyond Fotomedia GmbH/Alamy Stock Photo; p. 23 (photo 3): Antonio Guillem/Shutterstock; p. 23 (photo 4): Sergei Kazakov/Shutterstock; p. 23 (photo 8): Jaromir Chalabala/ Shutterstock; p. 23 (photo 9): Oliveromg/Shutterstock; p. 23 (photo 10): Syda Productions/Shutterstock; p.23 (seasons): SusaZoom/Shutterstock; pp. 22-23 (BG): Marchello74/Shutterstock; pp. 22-23 (Icons): IconBeast.com/Shutterstock; p. 25 (CL): Benedictus/Shutterstock; p. 25 (CR): Angela Harburn/Shutterstock; p. 25 (BL): Naddya/ Shutterstock; pp. 26-27 (BG): Patrick Poendl/Shutterstock; p. 28 (TL): lakov Filimonov/ Shutterstock; p. 29 (CR): Antoniodiaz/Shutterstock; p. 29 (Balloons): Naddanai Kongsima/Shutterstock; p. 30 (Mountain): Lysogor Roman/Shutterstock; p. 30 (Sign): Anselm Baumgart/Shutterstock; p. 30 (Snow): PHOTOCREO Michal Bednarek/ Shutterstock; p. 30 (Graph): Cigdem/Shutterstock; p. 31 (TL): Paolo Bona/Shutterstock; p. 31 (TR): U.S. Coast Guard/digital version by Science Faction/Getty Images; p. 31 (Sign): NuOilSuwannar/Shutterstock; p. 33-34, 59-60, 85-86, 111-112 (Header): Cginspiration/Shutterstock; p. 36 (photo 1): Julialine/Shutterstock; p. 36 (photo 2): Bikeriderlondon/Shutterstock; p. 36 (TR): Rohappy/Shutterstock; p. 36 (photo 4): Bonzodog/Shutterstock; p. 36 (photo 5): Auremar/Shutterstock; p. 36 (BL): Antonio Gravante/Shutterstock; p. 37 (photo 3): Auremar/Shutterstock; p. 37 (photo 3: Sea): Triff/Shutterstock; p. 37 (photo 6): Kzenon/Shutterstock; pp. 36-37 (Faces): PAlartist/ Shutterstock; pp. 36-37 (B/G: Purple): SharkDavid/Shutterstock; pp. 36-37 (B/G: Orange): TinyFish/Shutterstock; p. 39 (B/G): Click Bestsellers/Shutterstock; p. 39 (photo 1): www.BillionPhotos.com/Shutterstock; p. 39 (photo 2): www.BillionPhotos.com/ Shutterstock; p. 39 (photo 3): www.BillionPhotos.com/Shutterstock; p. 39 (photo 4): www.BillionPhotos.com/Shutterstock; p. 39 (photo 5): www.BillionPhotos.com/ Shutterstock; p. 39 (Girl): Asier Romero/Shutterstock; p. 40 (BL): Loskutnikov/ Shutterstock; p. 41 (CR): Bandy/Shutterstock; pp. 40-41 (Triangle): Barbaliss/ Shutterstock; pp. 40-41 (B/G; confetti): Mtree555/Shutterstock; pp. 40-41 (Streamer): Kaesler Media/Shutterstock; p. 42 (Stage): 72661054/Dreamstime; p. 43 (photo 1): Christo/Shutterstock; p. 43 (photo 2): Sergey Novikov/Shutterstock; p. 43 (BL): Vita khorzhevska/Shutterstock; p. 43 (Elderly couple): Edler von Rabenstein/Shutterstock; p. 44 (TL): © Rick Davis/Splash News/Corbis; p. 44 (TR): © The Commercial Appeal/ ZUMA Press/Corbis; p. 44 (CL): 26359143/Dreamstime; p. 44 (CR): © David Crane/ ZUMA Press/Corbis; p. 44 (BL): RICHARD YOUNG/Shutterstock/Rex Features; p. 44 (BR): 26041202/Dreamstime; p. 44 (B/G): Zaniman/Shutterstock; p. 44 (Arrow): Lonely/ Shutterstock; pp. 44-45 (Star): Mascha Tace/Shutterstock; p. 45 (Ex 3: 1A): BAKOUNINE/ Shutterstock; p. 45(Ex 3: 1B): Jstone/Shutterstock; p. 45 (Ex 3: 2C): S\_bukley/ Shutterstock; p. 45 (Ex 3: 2D): Featureflash/Shutterstock; p. 46: MichaelJayBerlin/ Shutterstock; p. 48 (TR): Egg design/Shutterstock; p. 48 (photo 1): Violetblue/ Shutterstock; p. 48 (photo 2): File404/Shutterstock; p. 48 (photo 3): Vladimir Gjorgiev/ Shutterstock; p. 48 (photo 4): Timof/Shutterstock; p. 48 (photo 6): ArtFamily/ Shutterstock; p. 48 (photo 8): Antonio Guillem/Shutterstock; p. 48 (photo 9): Sandra van der Steen/Shutterstock; p. 49 (photo 7): Image Point Fr/Shutterstock; p. 49 (photo 10): Amixstudio/Shutterstock; p. 49 (Ex 5: photo 1): Aleksey Stemmer/Shutterstock; p. 49 (Ex 5: photo 2): Woodhouse/Shutterstock; p. 49 (Ex 5: photo 3): Wavebreakmedia/ Shutterstck; p. 49 (Ex 5: photo 4): Lakov Kalinin/Shutterstock; pp. 48-49 (B/G): Goodreason/Shutterstock; pp. 48-49 (Faces): Essl/Shutterstock; pp. 48-49 (Balls): DairenMira/Shutterstock; p. 51 (BL: Statue): Joshua Haviv/Shutterstock; p. 53 (BR): Kaspri/Shutterstock; p. 54 (TL): Claffra/Shutterstock; p. 54 (Ex 1: Globe): Homydesign/ Shutterstock; p. 54 (Ex 1: Slate): Lagui/Shutterstock; p. 54 (Ex 1: Abacus): Ortodox/ Shutterstock; p. 55 (TL): Tomasz Trojanowski/Shutterstock; p. 55 (Header): Alhovik/ Shutterstock; p. 55 (BL): Piotr Marcinski/Shutterstock; p. 55 (BR): KIM NGUYEN/

Shutterstock; p. 56 (Businesswoman): Syda Productions/Shutterstock; p. 56 (B/G): Andrii Muzyka/Shutterstock; p. 56 (Marks): Gordana Simic/Shutterstock; p. 57 (Characters): Mayrum/Shutterstock; pp. 56-57 (B/G): Jezper/Shutterstock; p. 62 (photo 1): Ljupco Smokovski/Shutterstock; p. 62 (photo 2): Gorillaimages/Shutterstock; p. 62 (photo 3): Haraldmuc/Shutterstock; p. 62 (photo 4): Funkyfrogstock/Shutterstock; p. 62 (photo 5): Sellingpix/Shutterstock; p. 62 (photo 6): ProStockStudio/Shutterstock; p. 62 (photo 7): Guzel Studio/Shutterstock; p. 62 (photo 9): Oliveromg/Shutterstock; p. 62 (photo 10): 06photo/Shutterstock; p. 62 (photo 11): Claudio Divizia/Shutterstock; p. 62 (photo 12: Boy): Marcos Mesa Sam Wordley/Shutterstock; p. 62 (photo 12: Hostel): Radiokafka/Shutterstock; p. 63 (photo 8): Ollyy/Shutterstock; pp. 62-63 (B/G: Frames): DVARG/Shutterstock; pp. 62-63(B/G): Poprotskiy Alexey/Shutterstock; p. 65 (CL): Spumador/Shutterstock; p. 65 (CR): PlusONE/Shutterstock; p. 65 (BL): Macka/ Shutterstock; p. 67 (Ex 8: photo 1): Maridav/Shutterstock; p. 68 (Ex 2: photo 1): ChameleonsEye/Shutterstock; p. 69 (Ex 1: Girls): Gemenacom/Shutterstock; p. 69 (Ex 1: photo 1): Click49/Shutterstock: p. 70 (L: photo 1): Haveseen/Shutterstock: p. 70 (L: photo 2): Blend Images/Shutterstock; p. 70 (L: photo 3): Proworks/Shutterstock; p. 70 (L: photo 4): BlueOrange Studio/Shutterstock; p. 70 (TR): Monkey Business Images/ Shutterstock; p. 70 (B: Girl underwater): www.BillionPhotos.com/Shutterstock; p. 70 (B: Night): Underworld/Shutterstock; p. 70 (BR): Stokkete/Shutterstock; p. 70 (B/G): Triff/ Shutterstock; p. 75 (TL): Jurik Peter/Shutterstock; pp. 74-75 (B/G): Natrot/Shutterstock; p. 77 (Ice cream): Africa Studio/Shutterstock; p. 77 (Bowling pins): Tereshchenko Dmitry/Shutterstock; p. 77 (Bowling ball): Pincarel/Shutterstock; p. 77 (B): Goodmorning3am/Shutterstock; p. 80 (Map): Peter Hermes Furian/Shutterstock; p. 80 (Train): Graphic stocker/Shutterstock; p. 81 (BL): Sergey Nivens/Shutterstock; p. 82 (TL): Filip Obr/Shutterstock; p. 82 (BL): Tyler Olson/Shutterstock; p. 82 (BL: Cache): Lasse Hendriks/Shutterstock; p. 82 (Smileys): Maxi\_m/Shutterstock; p. 82 (Smileys): Maxi\_m/ Shutterstock; p. 83 (TL): Snapgalleria/Shutterstock; pp. 82-83 (Map): LyudmilaKa/ Shutterstock; p. 88 (photo 1): Teddy Leung/Shutterstock; p. 88 (photo 2): TK Kurikawa/ Shutterstock; p. 88 (photo 5): Max blain/Shutterstock; p. 88 (photo 6): Italianvideophotoagency/Shutterstock; p. 88 (photo 9): Tupungato/Shutterstock; p. 88 (photo 10): VanderWolf Images/Shutterstock; p. 89 (photo 3): EQRoy/ Shutterstock; p. 89 (photo 4): After6pm/Shutterstock; p. 89 (photo 7): Oliver Hoffmann/ Shutterstock; p. 89 (photo 8): Pisaphotography/Shutterstock; p. 89 (photo 11): Rawpixel/Shutterstock; p. 89 (photo 12): ChiccoDodiFC/Shutterstock; pp. 88-89 (Clouds): Yanie/Shutterstock; pp. 88-99 (B/G): Ekaterina Garyuk/Shutterstock; p. 91 (TL): Andrey\_Popov/Shutterstock; p. 91 (BL): In Green/Shutterstock; p. 91 (BR): Dn Br/ Shutterstock; p. 93 (BR): Oleksiy Mark/Shutterstock; p. 94 (Skateboards): Syquallo/ Shutterstock; p. 95 (Bike): Rainer Herhaus/Shutterstock; p. 95 (Formula 1 car): David Acosta Allely/Shutterstock; p. 95 (Road): Master3D/Shutterstock; p. 95 (CR): AldanNi/ Shutterstock; p. 95 (Ex 3: photo 1): 43570975/Dreamstime; p. 95 (Ex 3: photo 2): Llaszlo/Shutterstock; p. 95 (Ex 3: photo 3): Piyathep/Shutterstock; p. 96 (photo A): BlurAZ/Shutterstock; p. 96 (photo B): Aztec Images/Shutterstock; p. 96 (photo C): Maziarz/Shutterstock; p. 96 (T: Skyline): Millena/Shutterstock; pp. 96-97 (Street): EQRoy/Shutterstock; pp. 96-97 (Header): Lightspring/Shutterstock; p. 98 (Transport icons): Anna Frajtova/Shutterstock; p. 100 (photo 1): Manfeiyang/Shutterstock; p. 100 (photo 2): © Air Images/Shutterstock; p. 100 (photo 4): © lightwavemedia/ Shutterstock; p. 100 (photo 5): © Milles Studio/Shutterstock; p. 100 (photo 7): Piotr Marcinski/Shutterstock; p. 100 (photo 8): © lakov Filimonov/Shutterstock; p. 100 (photo 9): © Val Thoermer/Shutterstock; p. 101 (photo 3): © PhotoAlto/Sigrid Olsson; p. 101 (photo 6): @ Alexander Raths/Shutterstock; p. 101 (photo 10): lakov Filimonov/ Shutterstock; pp. 100-101 (Tools): Ivan Mogilevchik/Shutterstock; pp. 100-101 (Vacuum cleaner): Darya Gribovskaya/Shutterstock; p. 103 (Newspapers): Zerbor/ Shutterstock; p. 103 (CL: B/G): Nonnakrit/Shutterstock; p. 103 (BL): Yuriy Rudyy/ Shutterstock; p. 105 (CR): R. MACKAY PHOTOGRAPHY, LLC/Shutterstock; p. 106 (TR): © Angiolina/Shutterstock; p. 107 (BL): Jaroslava V/Shutterstock; p. 108 (TR): Howamo/ Shutterstock; p. 108 (Crocodile): Nitat/Shutterstock; p. 108 (C): © NBC/Getty Images; p. 108 (CR): O NBC/Getty Images; p. 108 (BL): O Ivanova Natalia/Shutterstock; p. 108 (BC): © NBC/Getty Images; p. 108 (BR): © ChameleonsEye/Shutterstock; p. 108 (B/G): Only background/Shutterstock; pp. 108-109 (B/G): Locote/Shutterstock; p. 114 (TL): LiliGraphie/Shutterstock; p. 115 (TR): stockfour/Shutterstock; p. 116 (TC): Billy Stock/ Shutterstock; p. 124 (TL): oscar-wilde-1165545/Pixabay; p. 124 (BR): 02 Canterville Ghost\_Wallace Goldsmith/www.gutenberg.org; p. 125 (TR): 04Wallace\_Goldsmith\_-Oscar\_Wilde\_-\_Canterville\_Ghost\_-\_He\_met\_with\_a\_severe\_fall/www.gutenberg. org; p. 125 (CR): 03 canterville ghost wallace goldsmith image12ha/www.gutenberg org; p. 125 (BR): 01 Canterville ghost image1ha/www.gutenberg.org; p. 126 (wind): Set-of-vector-realistic-weather-icons-isolated-on-transparent-background/Freepik; p. 126 (precipitation): Set-of-vector-realistic-weather-icons-isolated-on-transparentbackground/Freepik; p. 126 (temperature):Set-of-vector-realistic-weather-iconsisolated-on-transparent-background/Freepik; p. 126 (TR): 88538224/Dreamstime; p. 126 (BR): 18399797/Dreamstime; p. 127 (CL): 29748296/Dreamstime; p. 129 (BL): © Francesco Malavolta/NurPhoto/NurPhoto/Corbis; p. 130 (CL): IndustryAndTravel/ Shutterstock; p. 130 (CR): Print Collector/Getty Images; p. 131 (Ex 5: photo 1): © The Gallery Collection/Corbis; p. 132 (TL): digitization-2084941/Pixabay; p. 132 (CR): 84041318/Dreamstime; p. 132 (BL): Cheerful-women-with-phone-and-bags/Freepik; p. 133 (Ex 3): 62006421/Dreamstime; p. 133 (Ex 4): Concentrated-teen-with-hislaptop/Freepik; p. 134 (TL: Aeroplane): Tovovan/Shutterstock; p. 134 (Bus): Supannee Hickman/ Shutterstock: p. 134 (photo 1): Subbotina Anna/Shutterstock: p. 134 (photo 2: Hollywood): Bannosuke/Shutterstock; p. 134 (photo 3: Universal): Kikujungboy/ Shutterstock; pp. 134-135 (Chinese theatre): © Richard T. Nowitz/Corbis; pp. 134-135 (Walk of fame): Nito/Shutterstock; pp. 134 -135 (Diner): Arthur Eugene Preston/ Shutterstock; p. 135 (Header): Tanshtyl/Shutterstock; p. 135 (Oscar statue): Joe Seer/ Shutterstock; p. 136 (photo 1): PT Images/Shutterstock; p. 136 (photo 2): Pkchai/ Shutterstock;

p. 136 (photo 3): Samuel Borges Photography/Shutterstock; p. 136 (photo 4): Ronnie Chua/Shutterstock; p. 136 (B/G: photo 4): Mangpor2004/Shutterstock; p. 136 (Map): Magcom/Shutterstock; p. 136 (Chinatown ): Andrey Bayda/ Shutterstock; p. 137 (World map): Saytong suksaeng/Shutterstock; p. 137 (Header): CristinaMuraca/Shutterstock; p. 137 (UK map): Vinz89/Shutterstock; p. 137 (photo 1: Businessmen): ThreeRivers11/Shutterstock; p. 137 (photo 2: Carnival): Francesco Carucci/Shutterstock; p. 138 (Headed: Flag): Dicogm/Shutterstock; p. 138 (photo 1): Fstockfoto/Shutterstock; p. 138 (photo 2): Andrea Izzotti/Shutterstock; p. 138 (photo 3: Statue): Action Sports Photography/Shutterstock; p. 138 (photo 3: B/G): Orhan Cam/Shutterstock; p. 138 (photo 4): Sean Pavone/Shutterstock; p. 138 (Washington DC logo): BeRad/Shutterstock; p. 138 (Hat): VectorShots/Shutterstock; p. 139 (Statue icon): Archiwiz/Shutterstock; p. 139 (Bridge icon): Archiwiz/Shutterstock; p. 139 (Header): Songquan Deng/Shutterstock; p. 139 (photo 1: Bridge): Jenny Lilly/ Shutterstock; p. 139 (photo 2: The Empire State Building): 31584855/Dreamstime; p. 139 (photo 3: Cable car): Pius Lee/Shutterstock; p. 139 (photo 4: Bridge): Jon Bilous/ Shutterstock; p. 140 (photo1: Falls): Turtix/Shutterstock; p. 140 (photo 2: Canyons): Sumikophoto/Shutterstock; p. 140 (photo 2: Photographer): Maridav/Shutterstock; p. 140 (Header): Frazao Production/Shutterstock; p. 140 (Map): Dikobraziy/ Shutterstock; p. 140 (Route highway sign): Kojihirano/Shutterstock; p. 141 (TR: Trees): Holbox/Shutterstock; p. 141 (CL): Turtix/Shutterstock; @p. 141 (CR): Galyna Andrushko/ Shutterstock; @p. 141 (Bison): Eric Isselee/Shutterstock; p. 142 (photo 1: Building): Mandritoiu/Shutterstock; p. 142 (Calendar): PhotoStockImage/Shutterstock; p. 142 (Clover): Art of sun/Shutterstock; p. 142 (photo 2; Singing); Markus Gebauer/ Shutterstock; p. 142 (photo 3: Parade): Stuart Monk/Shutterstock; p. 143 (Ex B: Girl): YanLev/Shutterstock; p. 143 (Calendar): PhotoStockImage/Shutterstock; p. 143 (photo 1: Turkey): Brian Chase/Shutterstock; p. 143 (photo 2: Parade): lev radin/ Shutterstock; p. 144 (TR): 41512742/Dreamstime; p. 144 (BL): 48501174/Dreamstime; pp. 145, 147, 151, 153, 155 (a large sheet of cardboard): 4165183/Dreamstime; pp. 145, 147, 151, 153, 155 (coloured papers): colorful-paper-574014/Pixabay; pp. 145, 147, 151, 153, 155 (pictures): 38443055/Dreamstime; pp. 145, 147, 151, 153, 155 (coloured pencils): 19941375/Dreamstime; pp. 145, 147, 151, 153, 155 (markers): 978646/Dreamstime; pp. 145, 147, 151, 153, 155 (glue): 27754869/ Dreamstime; pp. 145, 147, 151, 153, 155 (scissors): 13494179/Dreamstime; p. 146 (TR): sand-notes-organizer-make-summer/Freepik; p. 146 (BL): Lots-of-colorfulballoons-on-the-blue-sky-concept-of-love-in-summer-and-valentine-weddinghoneymoon-Vintage-effect-style-pictures/Freepik; p. 146: Woman-enjoying-breathof-wind/Freepik; p. 149 (Hunyadi Castle): @Emicristea/87893425/Dreamstime; p. 149 (CL): 107722046/Dreamstime: p. 149 (raven): 

Michal Bednarek/47592538/ Dreamstime; p. 149 (CR): O Svlase/60208976/Dreamstime; p. 149 (B/G): O Pavel Voinau/89951650/Dreamstime; p. 150: vacation-2942759/Pixabay; p. 151 (Ex 3): Alberto Grosescu/31080741/Dreamstime; p. 152 (1CR): 38154375/Dreamstime; p. 152 (2CR): 69909870/Dreamstime; p. 152 (BL): Man-embracing-wife-and-child/ Freepik; p. 152 (BR): 13284729/Dreamstime; p. 154 (CL): © Gábor Kovács/62445448/ Dreamstime; p. 154 (CR): © Valeriy Kaplun/63902796/Dreamstime; p. 156 (photo 1): Wheel\_of\_Fortune\_Hopeful\_(5164513914)/Wikimedia Commons; p. 156 (photo 2): CBS Photo Archive/Getty Images; p. 156 (photo 3): 43557456/Dreamstime; p. 156 (photo 4): 77193587/Dreamstime; p. 156 (photo 5): Jeff Overs/Getty Images; p. 156 (photo 6): 14989598/Dreamstime; p. 156 (photo 7): CHEN WS/Shutterstock; p. 156 (photo 8): @ AF archive/Alamy Stock Photo; p. 156 (photo 9): Sharon Haeger/ Shutterstock; p. 157 (photo 1): Lisa S./Shutterstock; p. 157 (photo 2): Mihai Simonia/ Shutterstock; p. 157 (photo 3): photo story/Shutterstock; p. 157 (photo 4): Andrew Arseev/Shutterstock; p. 157 (photo 5): Minerva Studio/Shutterstock; p. 157 (photo 6): Catmando/Shutterstock; p. 157 (photo 7): Richard Whitcombe/Shutterstock; p. 157 (photo 8): Nvelichko/Shutterstock; p. 157 (photo 9): Igor Zh./Shutterstock; p. 157 (photo 10): Narongsak Nagadhana/Shutterstock; p. 157 (photo 11): Dmytro Gilitukha/Shutterstock; p. 157 (photo 12): fabiodevilla/Shutterstock; p. 159 (photo 1: Girl): Aila Images/Shutterstock; p. 159 (photo 2: Boy): PathDoc/Shutterstock; p. 160 (photo 1): Anna Hoychuk/Shutterstock; p. 160 (photo 2): Nito/Shutterstock; p. 160 (photo 3): Seen/Shutterstock; p. 160 (photo 4): Africa Studio/Shutterstock; p. 160 (photo 5): Bozena Fulawka/Shutterstock; p. 160 (photo 6): Simon Greig/ Shutterstock: p. 160 (photo 7): Chivacat/Shutterstock: p. 160 (photo 8): Bruna Issa/ Shutterstock; p. 160 (photo 9): Michael Kraus/Shutterstock; p. 160 (photo 10): Aedka Studio/Shutterstock; p. 160 (photo 11): Dio5050/Shutterstock; p. 160 (photo 12); HomeStudio/Shutterstock; p. 163 (photo 1): Art Konovalov/Shutterstock; p. 163 (photo 2): Kletr/Shutterstock; p. 163 (photo 3): Art Konovalov/Shutterstock; p. 163 (photo 4): Matej Kastelic/Shutterstock; p. 163 (photo 5): Sally Wallis/Shutterstock; p. 163 (photo 6): Natali Glado/Shutterstock; p. 163 (photo 7): Yuriy Chertok/ Shutterstock; p. 163 (photo 8): Kostasgr/Shutterstock; p. 165 (map of the UK): 99399212/Dreamstime; p. 166 (map of the USA): 56801036/Dreamstime.

Commissioned photography by: Lada Film p. 12 (B/G), p. 24 (BG), p. 38 (B/G), p. 50 (B/G), p. 51 (CL), p. 64 (B/G), p. 76 (B/G), p. 90 (B/G), p. 102 (B/G) and p. 103 (CL).

Video stills photography by: Lada Film p. 13 (CL), p. 39 (CL), p. 51 (CR) and p. 91 (CR).

Cover photographs by: © Songquan Deng/Thinkstock; Jane0606/Shutterstock.

The publishers are grateful to the following illustrators:

David Semple 151; Moreno Chiacchiera 21, 66, 74-75, 81, 84, 86, 158, 163; Alessandra Chiarlo 161, 162.

The publishers would like to extend a special thank you to Peter Anderson for all his support and hard work on this project.

The authors and publishers would like to thank the following teachers for the invaluable feedback they have provided during the development of the material:

Franca Alberto, Erminia Alessandrini, Nadia Allegri, Michela Andreatta, Francesca Assisi, Virginia Avino, Concetta Badolato, Anna Maria Barbieri, Claudia Battaglia, Francesca Bellandi, Valentina Bennardo, Carolina Bergamini, Anna Bergese, Stefania Bonfanti, Ilaria Boni, Raffaella Borsatti, Daniela Brovedani, Paola Caiafa, Alessandra Candilio, Rosaria Capasso, Francesca Cappadonea, Annamaria Casini, Ilaria Castelletti, Graziella Cavinato, Marina Codogno, Anna Crivellaro, Deborah Crivelli, Stefania Cuccarolo, Tiziana Cucco, Laura Damini, Anna Daré, Carmela De Bella, Orsola de Conciliis, Cinzia De Luca, Anna Rita De Rosa, Patrizia Del Gaudio, Giuliana Di Bari, Maria Di Dio, Veronica Duina, Michela Falappone, Daniela Fantuzzi, Marina Favero, Enza Maria Galasso, Patrizia Gallo, Stefania Garetto, Savina Grgona, Patrizia Groppa, Francesca Guadagnin, Maria Carmela Guglielmi, Antonella II Grande, Luisa Lupo, Caterina Luzzi, Elisa Maccagno, Manuela Maioli, Paola Manfreda, Nadia Marazzi, Pamela Marchegiani, Cristina Marini, Monica Marzarotto, Giuliana Minghelli, Natalina Monopoli, Cinzia Mora, Lucia Mori, Monica Munarini, Simonetta Nasoni, Maria Cristina Palmieri, Mario Pantaleo, Giuliana Pellanda, Marina Perasso, Maria Teresa Perugini, Tiziana Pinazzi, Donatella Puntorieri, Fatima Russo, Maribel Sabatella, Emilia Sartori, Tatiana Scaltriti, Marialina Scariano, Luana Schena, Flaviana Schiavon, Alessandra Scotini, Silvana Sganga, Giuliana Sordillo, Anna Sorrentino, Maria Alberta Spaggiari, Stefania Toccafondi, Giuseppe Tocci, Grazia Maria Todisco, Maria Silvana Tripoli, Claudia Troncarelli, Giuseppina Turnaturi, Roberta Vighi, Marianna Vita, Paola Zambonelli, Elda Zanatta, Chiara Zorzo.

The publishers wish to extend a special thank you to the following teachers:

Roberta Brenelli and Francesca Tamani.

Programa școlară poate fi accesată la adresa: http://programe.ise.ro/

