

Ministerul Educației Naționale

# Limba modernă 1- intensiv engleză

## Clasa a VI-a

Jenny Dooley



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

Inspectoratul

școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

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

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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## *Imnul României*

### Deșteaptă-te, române!

de Andrei Mureșanu

Deșteaptă-te, române, din somnul cel de moarte,  
În care te-adânciră barbarii de tirani!  
Acum ori niciodată, croiește-ți altă soarte,  
La care să se-nchine și cruzii tăi dușmani!

Acum ori niciodată să dăm dovezi la lume  
Că-n aste mâni mai curge un sânge de roman,  
Și că-n a noastre piepturi păstrăm cu fală-un nume  
Triumfător în lupte, un nume de Traian!

.....

Priviți, mărețe umbre, Mihai, Ștefan, Corvine,  
Româna națiune, ai voștri strănepoți,  
Cu brațele armate, cu focul vostru-n vine,  
„Viața-n libertate ori moarte!” strigă toți.

.....

Preoți, cu crucea-n frunte! căci oastea e creștină,  
Deviza-i libertate și scopul ei preasfânt.  
Murim mai bine-n luptă, cu glorie deplină,  
Decât să fim sclavi iarăși în vechiul nost'pământ!

# Guide – How to use the course

## Instrucțiuni de utilizare a manualului



Printed book  
Varianta tipărită



Digital app  
Varianta digitală

The course consists of the printed book and the digital application that contains all the lessons in the printed book and variety of interactive, static & animation/video activities.

Manualul este compus din varianta tipărită și varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice și animate.



**2.1 Animal behaviour**

**Vocabulary**

**Animal communication**

1 Listen and repeat.

elephants trumpet

gorillas stick out their tongues

horses neigh

zebras rub their necks together

chimpanzees hug

dolphins whistle

**Animal talk**

"The hungry" or "I'd like to go for a walk now." If your dog or cat could talk, this is probably what they would say! Instead they miaow or bark and scratch at the door. We humans think that we are the best communicators because we can speak, but actually insects DO speak – in incredible ways!

1) ... We shake hands to say hello, but animals know how to be friendly, too! Chimpanzees greet each other by holding hands or even lay hi with a hug. Horses neigh and zebras rub their necks together.

2) ... Would you like to learn to speak 'dog-like'? Some scientists are trying to, but their language is as complex as human language! They whistle and stick their 'words' and use gestures! They even have names for each other!

3) ... Animals can also communicate their feelings. A deer wags its tail to show fear, for example, and if you see a gorilla that sticks out its tongue, it isn't trying to be funny – it's angry!

4) ... Did you know that bees dance? Not to have fun on Friday nights, but to tell the other bees when they find nectar and where it is. It's called 'the waggle dance'. Other animals like whales and jumping spiders, bees, too, usually to attract a friend!

5) ... The hummingbird is fast enough to shake every snake in the jungle, but elephants have a quieter side. Their low growls send out vibrations, 30 km away, other elephants receive these messages through their feet. Species of spiders, scorpions, insects and frogs use this 'silent' communication, too.

**Check these words:**  
miaow, bark, scratch, communicator, incredible, shake hands, hug, complex, wag, nectar, waggle dance, bee, jumping spider, shake, growl, vibration, scorpion, insect, frog, seismic communication

**2** Read again and match each section of the text (1-5) with a heading (A-G). There are two extra headings. Write in your notebook.

A Warning signs  
B Talking from far away  
C Cleverer than us  
D Meet and greet  
E Expressing emotion  
F Having a 'word'  
G Showing us their moves

**3** Read the note. Find examples in the text.

Note: After the verbs agree, ask, decide, expect, hope, manage, need, offer, promise, seem, want, etc. we use to + the base form of the main verb. We decided to spend a day at the zoo.

After would like, would love, would prefer we use to + the base form of the main verb. I would love to learn more about animal communication.

After modal verbs (can, must, etc) we use the base form of the main verb without to. Can animals understand what we say by their smell?

**4** Put the verbs in brackets into the correct form with or without to. Write in your notebook.

1 A: Where does your cat sleep?  
B: In her basket. I don't want her ... (sleep) on my bed!

2 A: I'd love ... (know) more about gorillas.  
B: I know they can ... (learn) sign language.

3 A: Did you enjoy scuba diving?  
B: Yes, I managed ... (take) some great pictures.

4 A: We hope ... (visit) the dolphinarium this morning.  
B: Can I ... (join) you?

**Pronunciation**

1 Listen and repeat.

did, cut, scratch  
fed, make, wave  
fed, walk, talk

**Speaking & Writing**

1 Read the text in Ex. 2, watch the video and make notes. It is Wildlife Day at your school. Use your notes to tell the class how animals communicate.

2 ICT. In groups of four, collect more information on how animals communicate. Write short texts. Present them to the class.

Symbols:  
Simboluri:



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive



# Structure of a module Structura unui modul



listening activities  
activități de ascultare

presentation of new words through pictures  
prezentarea cuvintelor noi prin imagini

speaking activities  
activități de vorbire  
realistic writing tasks  
activități de scriere

CLIL Cross Curricular links  
Interdisciplinaritate

variety of reading tasks  
activități de citire

Everyday situational dialogues  
Dialoguri uzuale

critical thinking  
gândire critică

pronunciation sections  
Pronunție

Culture sections to promote cultural individuality  
Secțiuni cu informații culturale

Evaluation  
Evaluare

Presentation skills sections  
Abilități de prezentare

Symbols:  
Simboluri:



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Speaking	Writing
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## General competences

- Understand oral messages in different communication situations
- Participate actively in everyday speaking situations
- Understand written messages in various communication situations
- Write messages in everyday communication situations

## Specific competences

- Identify the essential information from TV news/ recorded materials about different events accompanied by images
- Identify details from messages and interactions on everyday topics when the utterances are clear and slow paced
- Participate and identify cultural elements specific to the studied language
- Present future plans and intentions
- Describe activities
- Participate in a dialogue on familiar topics or on topics of personal interest
- Participate in conversations planning an activity
- Participate actively in dialogues
- Identify necessary information from lists or simple functional texts (fliers, menus, schedules, ads)
- Identify information from various short texts on the basis of many criteria/ negotiated constraints
- Identify information from a simple personal letter/ email in order to write a reply
- Show availability to be informed through reading
- Fill in a form with missing information (education, interests, competences)
- Write a personal simple letter/email expressing thanks or excuses
- Write a brief story of an event using connectors to show order of events
- Write simple, coherent texts on topics of interest
- Take part in exchanging written messages

## Competențe generale

- Receptarea de mesaje orale în diverse situații de comunicare
- Exprimarea orală în diverse situații de comunicare
- Receptarea de mesaje scrise în diverse situații de comunicare
- Redactarea de mesaje în diverse situații de comunicare

## Competențe specifice

- Identificarea informațiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
- Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
- Identificarea unor elemente culturale specifice limbii studiate
- Prezentarea unor planuri unor intenții și proiecte de viitor
- Descrierea scurtă, elementară a unor activități
- Participarea la conversații în legătură cu planificarea unor activități
- Manifestarea interesului pentru participarea la schimbul verbal
- Extragerea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/ constrângeri prestabilite sau negociat
- Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
- Manifestarea disponibilității pentru informare prin lectură
- Completarea unui formular cu informații de identificare (educație, interese, competențe)
- Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
- Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
- Redactarea de texte simple și coerente pe teme de interes
- Participarea la schimbul de mesaje scrise

# Pronunciation

## Vowels

<b>a</b>	/eə/ /eɪ/ /æ/ /ɔː/ /ɒ/ /ə/ /ɑː/	care, rare, scare, dare, fare, share name, face, table, lake, take, day, age, ache, late, snake, make apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner ball, wall, call, tall, small, hall, warn, walk, also, chalk want, wash, watch, what, wasp alarm, away, America arms, dark, bar, star, car, ask, last, fast, glass, far, mask
<b>e</b>	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
<b>i</b>	/ɪ/ /ɜː/ /aɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly girl, sir, skirt, shirt, bird ice, kite, white, shine, bite, high, kind
<b>o</b>	/əʊ/ /ɒ/ /aʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox owl, town, clown, how, brown, now, cow
<b>oo</b>	/ʊ/ /uː/ /ʌ/ /ɔː/	book, look, foot room, spoon, too, tooth, food, moon, boot blood, flood floor, door
<b>u</b>	/ɜː/ /ʌ/ /ʊ/ /j/	turn, fur, urge, hurl, burn, burst up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck pull, push, full, cushion unique, union
<b>y</b>	/aɪ/	sky, fly, fry, try, shy, cry, by

## Consonants

<b>b</b>	/b/	box, butter, baby, bell, bank, black
<b>c</b>	/k/ /s/	cat, coal, call, calm, cold cell, city, pencil, circle
<b>d</b>	/d/	down, duck, dim, double, dream, drive, drink
<b>f</b>	/f/	fat, fan, first, food, lift, fifth
<b>g</b>	/g/ /dʒ/	grass, goat, go, gold, big, dog, glue, get, give gem, gin, giant
<b>h</b>	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
<b>j</b>	/dʒ/	jam, just, job, joke, jump
<b>k</b>	/k/	keep, king, kick
<b>l</b>	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

<b>m</b>	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
<b>n</b>	/n/	next, not, tenth, month, kind, snake, snip, noon, run
<b>p</b>	/p/	pay, pea, pen, poor, pink, pencil, plane, please
<b>q</b>	/kw/	quack, quarter, queen, question, quiet
<b>r</b>	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
<b>s</b>	/s/ /z/	sit, set, seat, soup, snow, smell, glass, dress, goose houses, cousin, husband
<b>t</b>	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
<b>v</b>	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
<b>w</b>	/w/	water, war, wish, word, world
<b>y</b>	/j/	youth, young, yes, yacht, year
<b>z</b>	/z/	zoo, zebra, buzz, crazy

## Diphthongs

<b>ea</b>	/eə/ /ɪə/ /iː/ /ɜː/	pear, wear, bear ear, near, fear, hear, clear, year, dear eat, each, heat, leave, clean, seat, neat, tea earth, pearl, learn, search
<b>ee</b>	/iː/ /ɪə/	keep, feed, free, tree, three, bee cheer, deer
<b>ei</b>	/eɪ/ /aɪ/	eight, freight, weight, vein height
<b>ai</b>	/eɪ/	pain, sail, tail, main, bait, fail, mail
<b>ie</b>	/aɪ/	die, tie, lie
<b>ou</b>	/ʌ/ /aʊ/	tough, touch, enough, couple, cousin, trouble mouse, house, round, trout, shout, doubt
<b>oi</b>	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
<b>oy</b>	/ɔɪ/	boy, joy, toy, annoy, employ
<b>ou</b>	/ɔː/	court, bought, brought
<b>au</b>	/ɔː/	naughty, caught, taught

## Double letters

<b>sh</b>	/ʃ/	shell, ship, shark, sheep, shrimp, shower
<b>ch</b>	/tʃ/	cheese, chicken, cherry, chips, chocolate
<b>ph</b>	/f/	photo, dolphin, phone, elephant
<b>th</b>	/θ/ /ð/	thief, throne, three, bath, cloth, earth, tooth the, this, father, mother, brother, feather
<b>ng</b>	/ŋ/	thing, king, song, sing
<b>nk</b>	/ŋk/	think, tank, bank



# Module

# 1

## Me & the others

### What's in this module?

#### Vocabulary

- character & physical appearance
- family members
- hobbies
- clothes, patterns & materials

#### Grammar

- *to be, have got, can*
- subject/object/possessive pronouns; possessive adjectives; possessive case
- present simple; present continuous; adverbs of frequency

#### Everyday English

- describe physical appearance & character
- identify people & talk about personality/character
- ask about & express likes/dislikes - preferences

#### Presentation Skills


present: film characters; life in the UK & Romania

#### Writing

write: a quiz; a short text about your family; a short text about your interests/interview about sb's preferences; a blog entry describing your favourite relative

**Culture Corner:** Life in the UK

### Character

- 1**  1.1 Look at the pictures. Listen and repeat.



**A** Yoda  
logical

- 2** Match the descriptions (1-9) to the Star Wars characters (A-I).

- 1 He makes reasonable decisions.
- 2 He comes up with new ideas.
- 3 He gets upset easily.
- 4 He wants to learn new things.
- 5 He wants to succeed.
- 6 She feels sure of herself.
- 7 He isn't afraid of danger.
- 8 He is clever.
- 9 He always supports his friends.

Yoda is logical. He makes reasonable decisions.

**I** C-3PO  
intelligent

**C** Princess Leia  
confident

**H** R2-D2  
curious

**F** Han Solo  
brave

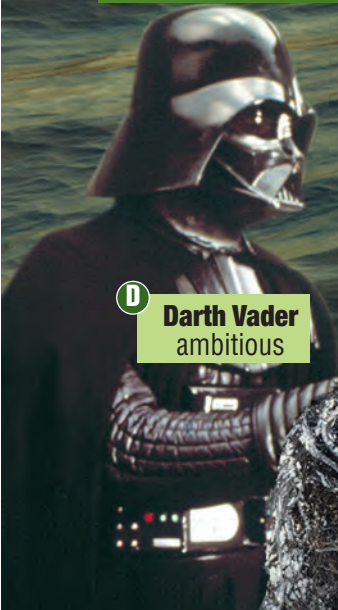
**G** Jar Jar Binks  
sensitive

**D** Darth Vader  
ambitious

**E** Chewbacca  
loyal



**B** Luke Skywalker  
creative





# 1.1

## Personality & Character I



### Vocabulary

#### Superpowers

- 1 1.2 Look at the pictures (1-5). Listen and repeat.

### Reading

- 2 a) Look at the pictures in the article. Who's got:  
*long fair hair? short brown hair? a body of rock?*
- b) 1.3 What are these characters' real names? Listen and read to find out.

# Fantastic Four



**Four young outsiders are in an experiment to teleport to a different universe! Now back home, they have superhuman abilities.**



The Human Torch

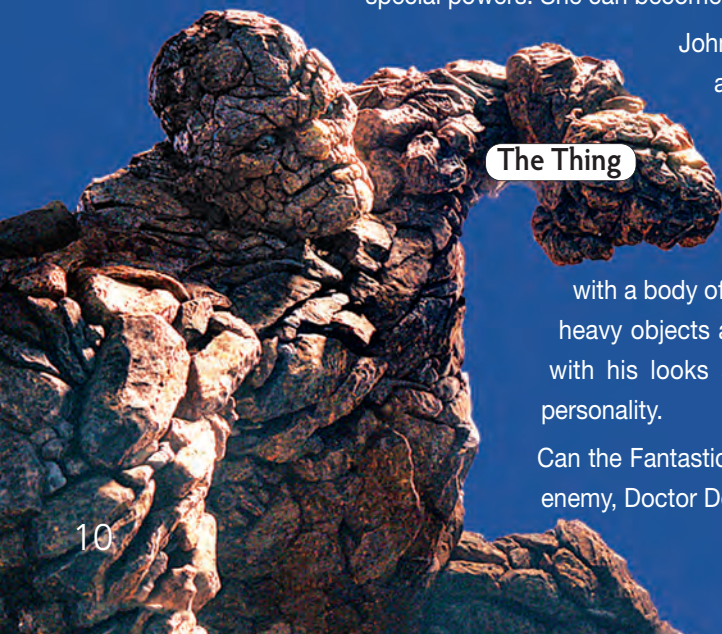
Reed Richards is also Mister Fantastic and he is the leader of the group. He's a brilliant scientist and does experiments in his garage. He can become thin like a needle and stretch his way out of trouble. His aim is to use his powers to help people.

The Invisible Woman is Sue Storm. She is intelligent and independent. She's beautiful with long fair hair and she's got two special powers. She can become invisible and generate force-fields.

Johnny Storm is Sue's brother and the youngest in the group, but he's also very confident. People call him The Human Torch. He's a bit of a troublemaker and a thrill-seeker. Johnny can fly faster than sound, shoot fireballs, surround himself with fire and control it.

The Thing is Ben Grimm. He is Reed's best friend. He is sensitive and loyal. After the experiment, he is a huge creature with a body of rock and superhuman strength. He is indestructible and he can lift heavy objects and hold up bridges. He doesn't feel any pain, but he isn't happy with his looks at all. Luckily, he still has his beautiful blue eyes and friendly personality.

Can the Fantastic Four use their abilities to save Earth from a former friend-turned-enemy, Doctor Doom?



The Thing


**3** Read the text again. Who ...

- |                        |                                  |
|------------------------|----------------------------------|
| 1 can disappear?       | 6 is sure of his/her abilities?  |
| 2 can use fire?        | 7 is against the Fantastic Four? |
| 3 can fly?             | 8 is very big?                   |
| 4 can change his body? |                                  |
| 5 is very strong?      |                                  |

Write in your notebook.

## Grammar

*to be – have got – can*

**4**  Complete the gaps. Use the verbs *to be*, *have got* or *can* in the correct form. Write in your notebook.

- Johnny and Sue ... married. They ... brother and sister.
- ... Reed the leader of the Fantastic Four? Yes, he ...
- ... Reed fly? No, he .... He ... stretch his body.
- Johnny ... fly, but he ... lift heavy objects.
- ... Sue ... short dark hair? No, she ....
- Reed and Sue ... friends and they ... the same enemy.




Mr Fantastic

The Invisible Woman

**Check these words**

torch, experiment, teleport, universe, scientist, needle, generate force-fields

**5**  Use the prompts to ask your partner questions. Then, tell the class what he/she *can/can't do*.

- run fast • lift heavy objects • skateboard
- speak French • swim • sing • fly a plane
- make decisions quickly

Ann: Can you run fast?

Sam: Yes, I can.

Ann: Can you swim?

Sam: No, I can't.

Sam can run fast, but she can't swim.


## Speaking

**6** a) Match the words in bold to their opposites: *small, overweight, short, light, slowly, enemy*. Write in your notebook.


- become **thin** ≠ **overweight**
- long hair** ≠ ...
- fly **fast** ≠ ...
- best **friend** ≠ ...
- huge** ≠ ...
- heavy objects** ≠ ...


b) Use the words/phrases (1-6) to make sentences about *The Fantastic Four*.

Mr Fantastic can become thin like a needle.

**7**  **Think** Which of these characters is your favourite? Why? Tell the class.

## Writing

**8**  Use the text to write a T/F quiz about *The Fantastic Four*. Swap with another pair and mark your answers.

**9** Read the text in Ex. 2 again and watch the  **VIDEO**. Then give the members of a film club a presentation on *The Fantastic Four*.



# 1.2

## Personality & Character II

### Vocabulary

#### Family & Relatives

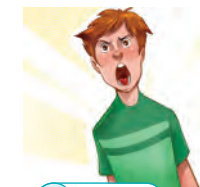
1 a) Complete the male-female pairs, as in the examples. Write in your notebook.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 dad – <b>mum</b>               | 5 son – ...             |
| 2 grandfather/<br>granddad – ... | 6 nephew – <b>niece</b> |
| 3 uncle – ...                    | 7 cousin – ...          |
| 4 ... – sister                   | 8 husband – ...         |
|                                  | 9 ... – granddaughter   |

b) 1.4 Listen and check.

#### Personality & Character

2 1.5 Listen and repeat.



3 Which adjectives best describe you? What about your family members? Tell your partner.

I am patient. I can be lazy at times.  
My mum is very friendly and honest.

### Reading

4 1.6 Who is the person in the picture? What do you know about her? Who's her favourite actor? Listen and read to find out.

## Nina Dobrev

from Sofia to Stardom

Nina Dobrev is a Bulgarian-Canadian actress. She's famous for the role of orphan Elena Gilbert in *The Vampire Diaries*, a TV show with millions of teenage fans. Elena is a friendly high school student. Stephan is her classmate. He is kind and good-looking, but he's got a dark secret ...

Nina's life, on the other hand, is an open book. For her, family is important, and she's very close to hers. She's got an elder brother, Alex. Her dad Konstantin is very smart – he's a computer engineer. Her mum Mihaela is an artist.

Both her parents are very hard-working, and that's why Nina hasn't got a lazy bone in her body!

Nina's favourite actress is Meryl Streep. With a role model like that, and her parents' good example, Nina can be sure of a bright future!



#### Check these words

role, orphan, haven't got a lazy bone in your body,

5 a) Read the text and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- Nina Dobrev is an orphan.
- In the show, Stephan and Elena are in the same school.
- Nina is one year younger than Alex.
- Nina's father works in Canada.
- Nina is a hard worker.
- Nina Dobrev and Meryl Streep are friends.

6 Collect more information about Nina and her daily routine. Tell the class.

## Grammar

### Pronouns & Possessive adjectives

7 Read the table. Find examples in the text.

Personal subject pronouns	I/you/he/she/it/we/you/they
Personal object pronouns	me/you/him/her/it/us/you/them
Possessive adjectives	my/your/his/her/its/our/your/their
Possessive pronouns	mine/yours/his/hers/-/ours/yours/theirs

8 Choose the correct item. Write in your notebook.

- "Is that yours?" "No, **my/mine** is over there."
- That's a great photo of **your/yours**!
- That's Julia and that's **she/her** grandfather.
- This is Liam's pet dog and he loves **it/its**.
- That's Tom. **He/Him** is my uncle.
- I have got one cousin – **us/we** are great friends.
- Joe and Tim are always there for **me/my**.
- This is my family photo and that is **your/yours**.

### Possession

9 Read the theory. Find examples in the text in Ex. 4.

We use the **possessive case** to say that something belongs to someone or to show the relationship between some people.

's + singular noun/irregular plural noun

Anna's brother, the cat's eyes, the men's office

s' + regular plural nouns the girls' room


of + object the legs of the table

Note: **Mary's and Sam's rooms** (each person has got a different room) **Mary and Sam's house** (they have got the same house)

10 Write in your notebook, as in the example.


- Jenny's father (Jenny/father) is very friendly.
- ... (Martin/cousins) are quite shy.
- The ... (book/pages) are white.
- ... (Jo and Ann/grandma) is hard-working.
- My ... (dog/eyes) are brown.
- The ... (your bedroom/floor) is dirty.
- The ... (children/aunt) is patient with them.
- ... (Sam and Mark/mothers) are both British.

## Listening

11  Listen to Tony talking about his family members and match the names to the personalities. One personality is extra. Write in your notebook.

People	Personality/Character
1 James	A friendly
2 Paul	B lazy
3 Helen	C patient
4 Laura	D shy
	E selfish

## Speaking & Writing

12  Write four names of your family members on a piece of paper. Swap papers. Ask and answer questions, as in the example.

**Mark**

**Rosa**

**Bob**

**Charlie**



A: Who's Mark?

B: He's my dad's brother. My uncle.

A: What is he like?

B: He's very funny but he can be selfish at times.

## Writing

13   Collect information about your favourite actor/singer. Write a short text about him/her.

# 1.3

## Leisure

### Vocabulary

#### Hobbies

**1** Which of these activities are: *creative?* *related to sports/nature?*



1 knitting



2 BMX riding



3 golf



4 gardening



5 jewellery making



6 making models

### Speaking


**2** Use these adjectives to find out which of the activities in Ex. 1 your partner likes/doesn't like.

- exciting • interesting • relaxing • difficult
- boring • expensive

A: Do you like knitting?

B: Not really. I find it boring./Yes, a lot. I think it's relaxing.

### Reading

**3** a)  Look at the title of the text and the picture. What does Alex like doing? Listen and read to find out.



## Super Gaming

A lot of teenagers play computer games to relax, but 14-year-old Alex Jacobs takes gaming to the next level. He doesn't just sit in his bedroom playing against his friends from school – he travels all over the country, taking part in gaming tournaments and earning money!

Alex is a star in the online gaming world. Fans watch him play online and he has got thousands of followers on his video channel. Of course, some people think gaming is a waste of time, but fortunately, Alex's family supports him and they often travel to watch him play in tournaments. "I'm happy he's doing something he loves," says his mum. "He's good at balancing his school work, his hobby and spending time with us and his friends. He never forgets he's got a real life outside his computer games."

Alex agrees. "I'm good at gaming because I practise a lot and I can concentrate for long periods of time," he says, "but I don't sit in front of a screen all day! I go out with my friends and play in my school basketball team, too, so I haven't got square eyes!"



#### Check these words

take sth to the next level, tournament, follower, waste, support, balance, square eyes



b) Read again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated).

- 1 Alex plays video games just to relax.
- 2 Alex plays with gamers from other countries.
- 3 Alex has got his own video channel.
- 4 Alex's family think gaming is a bad idea.
- 5 Alex thinks he's a good gamer because he spends all his free time practising.
- 6 Alex plays a sport competitively.

## Speaking

4  Role play an interview with Alex.

## Grammar

### Present simple

5 Study the theory and the examples.

We use the **present simple** for:

- habits/routines **I walk to school every morning.**
- permanent states **He lives in Milan.**
- timetables/schedules/programmes  
**The match starts at 7:00.**


6 a) Read the text. How do we form the affirmative, negative and interrogative of the *present simple* in English?

Alex doesn't play computer games on his own. He plays action games in online tournaments and his fans don't miss a game! They love the way he plays. But do his parents support him? Yes, they do. They travel to watch him play in tournaments. His next tournament is in two weeks' time. It starts on Monday 2nd at 7:00.

b) Which verb form describes: *a permanent state? a routine/a habit? a schedule? a programme?*

7 Put the verbs in brackets into the *present simple*. Write in your notebook.

- A: 1) ... (**your brother/play**) golf?  
B: Dan? No, he 2) ... . He usually 3) ... (**go**) BMX riding at the weekend or 4) ... (**do**) some gardening with his mum.  
A: 5) ... (**they/make**) jewellery together?  
B: No, they 6) ... . They 7) ... (**find**) it boring! They 8) ... (**make**) models together, though. Dan 9) ... (**love**) making models of planes.
- A: 1) ... (**you/like**) knitting, Helena?  
B: Yes, I 2) ... . I 3) ... (**not/do**) it alone, though. That's boring. I 4) ... (**do**) it with my mum. We often 5) ... (**knit**) for an hour or two every night!  
A: 6) ... (**it/be**) difficult?  
B: No, it isn't. Come over tonight and give it a try!

8  Put the words in order to form questions. Use the verbs in the *present simple*. Ask and answer with your partner.

- 1 activity/is/favourite/which/ your?
- 2 your dad/does/a creative interest/have?
- 3 play/you/sports/do?
- 4 play/do/basketball/your friends?
- 5 go/your teacher/BMX riding does?

## Adverbs of frequency

9 a) Study the theory and the examples.

We use **adverbs of frequency** to say **how often** something happens.

**I never knit. I sometimes do gardening.**

**always** (100%), **usually** (85%), **often** (60%), **sometimes** (50%), **rarely** (20%), **seldom** (10%), **never** (0%)

b) Use the hobbies in Ex. 1 to write true sentences about yourself in your notebook.

# 1.4 Preferences I


## Vocabulary

### Preferences

- 1** Which of the activities (1-8) do you/don't you like? Make sentences, as in the examples.

I like playing the guitar. I don't like cooking. I prefer ... to ... I like ... better than ... I'm interested in ... I'm not interested in ...

## Reading

- 2**  1.9 Read the title of the text and the introduction. What does Stephen like doing? Listen and read to find out.



**It's Saturday afternoon. Stephen Sanders isn't playing basketball or video games with his friends like other teenagers. He's in the garage and he's building a robot guard dog! Today we're talking to him about his very unusual hobby ...**

**So, Stephen, you build robots in your free time. Tell us about it. Isn't it a hobby for adults, not teenagers?**

Haha! Actually, robot building is very popular with teens! I'm in a robotics club at school and we design, build and program robots. We're taking part in a big robot-building competition next month. Our robot finds an object on a table, then it pushes it into a goal – like a simple robot footballer! At home, I'm working on my own projects.

**What equipment do you need?**

I've got simple tools, a big box of parts like wheels, switches and motors from old laptops, stereos, TVs and toys and some mini computer controller boards. I program the boards with computer languages and build my robots!

**Would you recommend it?**

Oh yes! I really recommend robot building. You think: 'What do I want my robot to do?' You have a big goal, you make a lot of mistakes, but then suddenly your robot comes alive!

**And finally, Stephen. Do you see robotics in your future?**

Robotics is my passion. My dream is to do something really useful with my skills. For example, some robot builders are building robotic arms for people who have no arms, or robots for NASA to send to other planets. So ... something cool like that!

**We hope Stephen builds a lot of exciting robots!**



**3** Read again and complete the sentences in your notebook.

- 1 Stephen thinks robotics isn't a hobby only ....
- 2 Stephen is helping to build a ....
- 3 To build his robots at home, Stephen programs ....
- 4 Stephen wants to work with ....

## Grammar

### Present continuous

**4** Study the theory. Find examples in the text in Ex. 2.

We use the **present continuous** for:

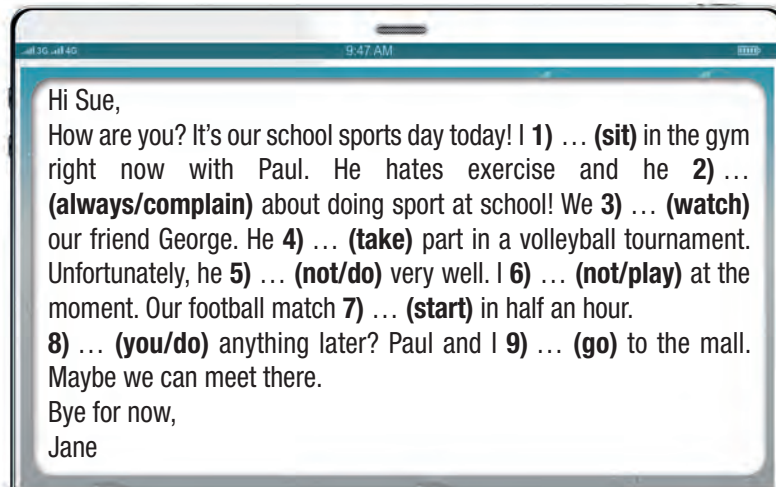
- actions happening now or around now  
**I'm doing my homework now. I'm not watching TV. Are you cooking now? He's building a robot these days.**
- fixed future arrangements **I'm going to a party this Saturday. I'm not meeting Peter this afternoon. Are you seeing the doctor tomorrow morning?**
- annoying habits **You're always taking my clothes without asking.**

**9** building robots

### Check these words

robotics, design, take part in, come to life, skills

**5** Put the verbs in brackets into the *present continuous*. Which verb forms describe: *an action happening now; a fixed future arrangement?*



## Everyday English

### Likes/Dislikes

**6** Use the activities in Ex. 1 as well as your own ideas and the language in the Functions box to discuss in pairs what you like/don't like doing.

Functions		
Asking about likes/dislikes	Expressing likes/dislikes	Reasons
<ul style="list-style-type: none"> <li>• What do you think of ...?</li> <li>• How about ...?</li> <li>• Do you like ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm crazy about it.</li> <li>• I don't like it.</li> </ul>	<ul style="list-style-type: none"> <li>• It's exciting/fascinating/fun/cool/interesting.</li> <li>• It helps me get fit.</li> <li>• It's boring.</li> </ul>

A: Do you like painting?

A: How about ice skating?

B: No, I don't. I think it's boring.

B: I'm crazy about it. It's fantastic.

## Writing

**7** a) Interview your partner about his/her preferences. Ask these questions: *What do you like doing? When do you do it? Why do you like it?* Make notes of his/her answers.

b) Use your notes to write an interview for the English school magazine.

# 1.5 Preferences II

## Vocabulary

### Patterns & Materials

1 1.10 Listen and repeat.



6 crystal-covered glove



7 woollen scarf



8 leather jacket



9 satin high-heeled shoes



10 plain cotton T-shirt



11 denim jeans



12 plain skirt

## Reading

2 1.11 Read the title of the text and the first sentence in each paragraph. What is the text about? Listen and read to find out.

### Check these words

auction sites, bid on, raise money, charity, fan, lose heart



## Dressing like the stars!

Michael Jackson

Do you love your favourite star's clothes? Well, now you can own them! How about Robert Pattinson's checked shirt, for example? It could be yours to keep!

Some celebrities are selling their clothes on auction sites. You can bid on Katy Perry's pink dress, Victoria Beckham's gold satin high-heeled shoes or Justin Bieber's jeans. You get the clothes you like and the stars raise money for charity.

It isn't just the fans who buy stars' clothes. Other stars are buying them, too! Lady Gaga owns about 50 items of Michael Jackson's, including his white crystal-covered glove. She's opening a Michael Jackson museum – "to celebrate his life and work," she says.


Of course, celebrities' clothes aren't always cheap. Some cost thousands of dollars. But don't lose heart! In an auction, anything can happen!





**3** Read again and answer the questions. Write in your notebook.

- 1 How can you get celebrities' old clothes?
- 2 Why are the celebrities selling them?
- 3 Why does Lady Gaga want Michael Jackson's clothes?
- 4 How much do some celebrities' clothes cost?

**4** **ICT**  Collect information about your favourite actors/singers. Create a poster. Present them to the class. Describe their appearance, character and clothes.

**5** List the words below under the headings: ■ *clothes* ■ *accessories* ■ *footwear*. Write in your notebook.

- coat • scarf • gloves • cap • boots • leggings
- trainers • top • jacket • dress • sandals • skirt
- shirt • T-shirt • high-heeled shoes • tie
- trousers • necklace • bag • earrings • belt
- jumper • jeans • sunglasses

**6** Describe what the celebrities in the pictures are wearing, as in the example.

Victoria Beckham is wearing a long white dress and high-heeled shoes.


**Note:**

We use **would** to express preference. Which skirt **would** you like to try on? I'd like to try on the plain one, please.


Katy Perry

## Everyday English

### Expressing preferences

**7**  **1.12** What kind of clothes does Kelly like? What about Pamela? Listen and read to find out.

Kelly: What do you think of this dress?  
 Pamela: I don't really like it. I don't wear dresses much.  
 Kelly: What kind of clothes do you like?  
 Pamela: I prefer casual clothes. I usually wear a plain T-shirt, a pair of denim jeans and trainers. Do you like casual clothes?  
 Kelly: They're OK, I suppose, but I'd rather wear a dress. And I prefer bright colours because they make me feel happy!

**8**  Use the language in the Functions box to discuss the clothes in Ex. 1 and Ex. 5.

### Functions

#### Asking for preference

- Do you prefer/like ... or ... ?
- Would you rather/sooner wear ... or ... ?
- Which do you prefer, ... or ... ?
- What ... do you prefer/like?
- Which would you choose between ... and ... ?

#### Stating a preference

- I prefer ... because ...
- I'd rather/sooner wear ... because ...
- I like ... rather than ... because ...
- I like them both, but ... is my favourite because ...
- I'd like ...

A: Do you like this striped tie?

B: It's OK, but I'd sooner wear a plain one.

B: Which do you prefer, boots or trainers?

A: I prefer trainers because they're more comfortable.

# 1.6

## My favourite person!

### Vocabulary

#### Physical appearance

- Use the words below to describe your family, friends and neighbours.

**HEIGHT**

short      of medium height      tall

**WEIGHT**

thin      slim      well-built      overweight

**AGE**

child      young      in her twenties/thirties      old

**HAIR / LIPS**

spiky      short/straight      long/wavy      curly

beard      moustache      thin lips      full lips

My friend Anna is 14 years old. She's tall and thin with long straight hair.

## School Blog

### My favourite person

Is there a person in your life that makes you smile when you think of them? For me, it's my mum's younger brother, Uncle Liam. He is a nurse and works with sick children. I think he's great!

Uncle Liam is good-looking. He is in his early thirties, tall with short wavy brown hair, green eyes and a small beard. He usually wears casual clothes.

Uncle Liam is caring. At work, all his patients love him because he has time for them. He also has a great sense of humour. He always tells funny stories.

In his free time he likes BMX riding. He also makes model aeroplanes and flies them.

Contact us

Family & Friends

Interests

School

📶  
★  
🏠

#### Check these words

sick, caring, admire

### Reading

- 1.13 Look at the title of the blog entry and the picture. Why does the writer like the person in the picture? What makes him special? Listen and read to find out.

- 3 Read the text again and decide if the sentences are *T* (True), *F* (False) and *NS* (Not stated). Write in your notebook.

- 1 Liam is older than Jack's mum.
- 2 Liam works in a city hospital.
- 3 Liam prefers shirts and ties.
- 4 Liam often makes people laugh.
- 5 Liam is good with his hands.
- 6 Liam helps Jack with his homework.

- 4 **Think** What makes Liam special to Jack?



Uncle Liam is really special to me. He is always there to help and gives good advice. I really hope to be like him one day!

Who do you admire? Write and tell us! [Click here](#)

### Everyday English

#### Describing physical appearance & character

5 1.14 Listen to and read the dialogue. Which of the girls in the picture is it about?

Jenny: Hi, Bob. How are you?  
 Bob: Oh hi, Jenny. I'm fine.  
 Jenny: Who's that girl, Bob?  
 Bob: Which one?  
 Jenny: The one with the long straight blonde hair wearing the pink T-shirt and the tight jeans.  
 Bob: Oh, that's my cousin, Laura. We call her Brains.  
 Jenny: Brains? Why?  
 Bob: Because she's very smart. She's very kind and friendly, too.



6 Find family pictures. Act out dialogues to find out the names of the people in the pictures. Use the dialogue in Ex. 5 as a model.

### Grammar

#### Present simple – Present continuous & Questions

7 1.15 Read the theory. Listen and repeat.

**wh-questions – falling intonation ↘**  
 For *wh*-questions we use **falling intonation**.  
*Who does he look like? What are you doing?*

**Yes/No questions – rising intonation ↗**  
 For **Yes/No** questions we use **rising intonation**.  
*Does he live here? Are they coming with us?*

8 Ask and answer questions. Pay attention to the intonation.

- how many/people/be/your family?  
 A: How many people are in your family?  
 B: Four. My dad, my mum, my sister and I.
- you/live/big city?
- what/your dad/work on/these days?
- your cousins/have/curly hair?
- what/your mum/do/right now?

### Writing (see Writing Skills pp. 138-139)

9 **YOUR TURN** Think of your favourite relative. Make notes under the headings:

- name ■ relation to you ■ age
- appearance ■ clothes ■ character
- interests ■ why special to you. Use your notes to write a blog entry for the school's English blog (60 words).



## 1

## Culture Corner

## Free time

As in many countries, free time goes hand in hand with the telly. This means four hours of television every day watching things like soap operas and reality shows. The British also enjoy listening to music, hanging out with friends, going online or doing a little shopping therapy, both online and in the street shops.



## Families



The typical British family has one or two children. Most families have two parents, while some others are single-parent families.



## Life in the UK

## Holidays &amp; Bank Holidays

The summer is for swimming and relaxing at a UK seaside resort like Blackpool. Some families take a trip abroad. In winter, it's time to put on the skis and find a snowy mountain.

Bank holidays, or public holidays, are not just for banks. British people only celebrate them on Mondays. So, if a holiday is on a Wednesday, for instance, it moves to the following Monday. Brits love long weekends!



## Sports

Football is the most popular sport, however cricket is the national sport. Brits also like playing tennis, badminton, rugby and netball.



## Check these words

soap opera, reality show, go online

## Reading

1 1.16 What is life in the UK like? Listen and read to find out.

2 Read the text again and replace the words/phrases in bold with words/phrases from the text. Write in your notebook.

- 1 They are the Brits' favourite programmes on TV.
- 2 A typical British **one** has one or two children.
- 3 Brits celebrate **them** on Mondays.
- 4 It's their national sport.

3 Read the text in Ex. 1 again and make notes under the headings in your notebook: ■ families ■ interests & preferences ■ activities.

**ICT** Now, collect information under the same headings about your country. Imagine it's Parents' Day at school. Prepare and give a presentation about life in the UK and your country.

## Vocabulary

**1** Complete with: *ambitious, creative, honest, polite, confident*. Write in your notebook.

- 1 Frankie is very ... ; he wants to succeed.
- 2 Amy is ... ; she doesn't tell lies.
- 3 Peter is ... ; he can paint, play the guitar and write his own stories.
- 4 I'm very ... ; I don't say rude things.
- 5 Sue is ... ; she feels sure about herself.

5 x 1 = 5 points

**2** Complete with: *making, cooking, gardening, playing, vlogging, riding*. Write in your notebook.

- 1 I enjoy ... because people write nice comments about my videos.
- 2 BMX ... can be dangerous – if you fall off!
- 3 The best part about ... model planes is flying them.
- 4 Jeremy likes ... basketball with his friends.
- 5 Our dad loves ... – he makes great dishes.
- 6 Jo does a lot of ...; her flowers are beautiful.

6 x 1 = 6 points

**3** Find the odd word out. Write in your notebook.

- 1 glove – auction – skirt – scarf
- 2 striped – denim – plain – patterned
- 3 casual – leather – satin – woollen
- 4 well-built – slim – plump – curly
- 5 cousin – niece – uncle – beard
- 6 trainers – sandals – boots – robotics

6 x 1 = 6 points

**4** Complete with: *to, of, in (x2), on*. Write in your notebook.

- 1 I want to take part ... the competition.
- 2 NASA is working ... a new robot to send to Mars.
- 3 Tom is ... his early twenties.
- 4 With a push of the button, the machine comes ... life.
- 5 Sammy has a great sense ... humour.

5 x 1 = 5 points

## Grammar

**5** Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

- 1 A: ... (**you/be**) free on Sunday afternoon?  
B: No, I ... (**visit**) my grandma.
- 2 A: ... (**Dave/play**) football this Saturday?  
B: Yes, his game ... (**start**) at 12:00.
- 3 A: What time ... (**you/wake up**)?  
B: At 7:30, but tomorrow I ... (**not/go**) to work.
- 4 A: Where ... (**be**) Tony?  
B: He ... (**have**) a guitar lesson now.
- 5 A: ... (**you/do**) anything later?  
B: Yes, I ... (**cook**) dinner for my family.

5 x 2 = 10 points

**6** Complete with: *usually, often, always, sometimes, rarely*. Write in your notebook.

- 1 Kevin ... goes BMX riding at the weekends. (100%)
- 2 She ... makes jewellery in the evening. (20%)
- 3 We ... do gardening in the morning. (85%)
- 4 They ... go shopping on Thursdays. (50%)
- 5 I ... play in online tournaments. (0%)

5 x 1 = 5 points

## Everyday English

**7** Choose the correct response. Write in your notebook.

- 1 A: What do you think of drawing?  
B: **a** It makes me feel relaxed.  
**b** Sure, let's go.
- 2 A: Do you like vlogging?  
B: **a** I'm crazy about it.  
**b** No, I'm not.
- 3 A: Do you prefer cooking or sailing?  
B: **a** I prefer cooking.  
**b** I like your cooking.
- 4 A: How about going BMX riding?  
B: **a** Twice a week. **b** I'd rather stay in.

4 x 3 = 12 points



# 1

## Self-Check Test

### Reading

- 8 Read the text and decide if the sentences (1-5) are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

### INTERESTS & PREFERENCES

Superheroes run fast, fight, fly and are very strong, but in 14-year-old Dylan Brown's world they don't go anywhere! Dylan has got an amazing collection of over 1,000 superhero figurines.



Dylan buys and swaps figurines of the Incredible Hulk, Batman, Superman, Thor and many more superheroes online. And what does Dylan do with his figurines? Well, he loves recreating scenes from films like *The Fantastic Four*. He takes photos of the scenes and posts them online. Hundreds of followers comment on them!

So how much are the figurines worth? "Some are worth more over time," he says. His 1979 metal superman in a box already sells for £135 on auction sites. For now, though, Dylan's collection isn't for sale.

- 1 Dylan collects superheroes.
- 2 Dylan gets his figurines from friends.
- 3 Dylan travels a lot.
- 4 A lot of people like Dylan's photos.
- 5 You can't buy Dylan's collection.

5 x 3 = 15 points

### Listening

- 9 1.17 Listen to Kim talking about her friends and the clothes they wear. Match the names to the clothing they're wearing. One piece of clothing is extra. Write in your notebook.

People	Clothing
1 Jasmine	A jacket
2 Yvonne	B trainers
3 Sasha	C jeans
4 Kim	D skirt
	E dress

4 x 4 = 16 points

### Writing

- 10 Write a short text for your English school magazine describing your best friend.

Write about: ■ appearance

■ character ■ clothes ■ interests

■ why you like him/her.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- personality & character
- family members
- interests
- clothes, patterns & materials
- physical appearance

#### Reading Competence

understand details in texts related to personality, character, interests, and family members

#### Listening Competence

identify people in a short monologue related to family members, personality and character

#### Speaking Competence

- describe people's appearance & personality/character
- ask about & express likes/dislikes
- ask about & express preference

#### Presentation skills

present film characters

#### Writing Competence

- write a quiz about film stars
- write a short text describing your favourite actor/singer (personality/character)
- write a short text describing your best friend
- write a blog entry describing your favourite relative

**Culture:** Life in the UK

# Module

## 2

## Behaviour

### What's in this module?

#### Vocabulary

- communication • public behaviour
- personal behaviour • safety • friends
- etiquette

#### Grammar

- The Gerund (-ing form)
- *can, may* (ability/requests/permission)
- the Imperative

#### Reading

articles; leaflets

#### Listening

a talk about personal behaviour

#### Speaking

- ask for/give/refuse permission
- make requests/respond
- pronunciation of /æ/, /eɪ/, /ɔ:/

#### Presentation Skills

present: how animals communicate; how to cycle safely

#### Writing

write: a leaflet about pool safety; an essay suggesting ways to boost self-esteem; a list of tips/rules of etiquette

**CLIL (ICT):** *Your digital footprint*



1 have video chats



2 talk face to face



3 make phone calls



4 send text messages



5 use social networking sites

### Ways to communicate

- 1** Look at the pictures. How do you communicate with your friends and family? Discuss, as in the example. Use: *fast, cheap, personal, convenient, user-friendly.*

A: I like sending text messages. It's a fast and cheap way to communicate.

B: Really? I prefer talking face to face. It's much more personal.



6 send emails



7 send letters

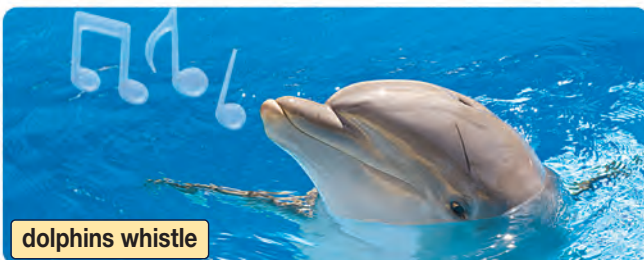
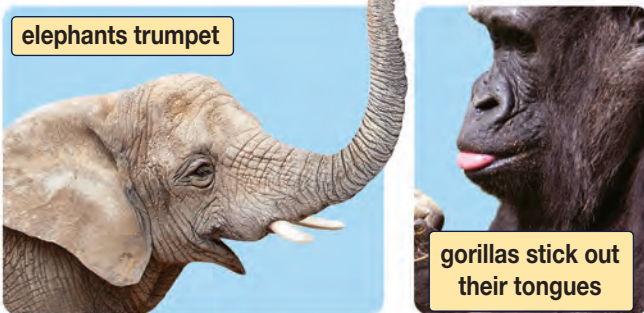


## 2.1 Animal behaviour

### Vocabulary

#### Animal communication

1  1.18 Listen and repeat.



### Reading

2  1.19 What messages are the animals in Ex. 1 sending? Listen and read to find out.

 VIDEO

## Animal talk

*"I'm hungry" or "I'd like to go for a walk now." If your dog or cat could talk, this is probably what they would say! Instead they miaow, or bark and scratch at the door. We humans think that we are the best communicators because we can speak, but actually animals DO speak – in incredible ways!*

1) ...  
We shake hands to say hello, but animals know how to be friendly, too! Chimpanzees greet each other by touching hands or even say hi with a hug, horses neigh and zebras rub their necks together.

2) ...  
Would you like to learn to speak 'dolphin'? Some scientists are trying to, but their language is as complex as human language! They whistle and click their 'words' and use grammar. They even have names for each other!

3) ...  
Animals can also communicate their feelings. A deer wags its tail to show fear, for example, and if you see a gorilla that sticks out its tongue, it isn't trying to be funny – it's angry!

4) ...  
Did you know that bees dance? Not to have fun on Friday nights, but to let the other bees know when they find nectar and where it is. It's called 'the waggle dance'. Other creatures like seahorses and jumping spiders dance, too, usually to attract the female!

5) ...  
Their trumpeting is loud enough to shake every snake in the jungle, but elephants have a quieter side. Their low growls send out vibrations. 30 km away, other elephants receive these messages through their feet. Species of spiders, scorpions, insects and frogs use this 'seismic communication', too.

### Check these words

miaow, bark, scratch, communicator, incredible, shake hands, hug, complex, wag, nectar, waggle dance, bee, jumping spider, shake, growl, vibration, scorpion, insect, frog, seismic communication

**3** Read again and match each section of the text (1-5) with a heading (A-G). There are two extra headings. Write in your notebook.

- A** Warning signs
- B** Talking from far away
- C** Cleverer than us
- D** Meet and greet
- E** Expressing emotion
- F** Having a 'word'
- G** Showing us their moves

**4** Fill in: *speak, shake, neigh, trumpet, whistle, stick, rub, growl*. Write in your notebook.

- 1 Zebras sometimes ... their necks together.
- 2 Nelly is teaching her dog to ... her hand.
- 3 Don't ... your tongue out at people; it's rude!
- 4 Elephants ... loudly when they're excited.
- 5 The tiger started to ... when we went up to its cage.
- 6 They think animals ... languages just like us.
- 7 A horse can ... to ask where another horse is.
- 8 When we ... to our dog, he comes.

**5** Read the note. Find examples in the text.

- Note: After the verbs *agree, ask, decide, expect, hope, manage, need, offer, promise, seem, want*, etc. we use **to + the base form of the main verb**. **We decided to spend a day at the zoo.**
- After *would like, would love, would prefer* we use **to + the base form of the main verb**. **I would love to learn more about animal communication.**
- After modal verbs (*can, must*, etc) we use **the base form of the main verb without to**. **Can animals understand what we say to them?**

**6** Put the verbs in brackets into the correct form with or without *to*. Write in your notebook.

- 1 A: Where does your cat sleep?  
B: In her basket. I don't want her ... **(sleep)** on my bed!
- 2 A: I'd love ... **(know)** more about gorillas.  
B: I know they can ... **(learn)** sign language.
- 3 A: Did you enjoy scuba diving?  
B: Yes, I managed ... **(take)** some great pictures.
- 4 A: We hope ... **(visit)** the dolphinarium this morning.  
B: Can I ... **(join)** you?

## Pronunciation

/æ/ /eɪ/ /ɔ:/

**7** Listen and repeat.

- /æ/ cat, scratch
- /eɪ/ make, wave
- /ɔ:/ walk, talk

## Speaking & Writing

**8** Read the text in Ex. 2, watch the **VIDEO** and make notes. It is Wildlife Day at your school. Use your notes to tell the class how animals communicate.

**9** **ICT** In groups of four, collect more information on how animals communicate. Write short texts. Present them to the class.

## 2.2 Public behaviour

### Vocabulary

#### Gestures

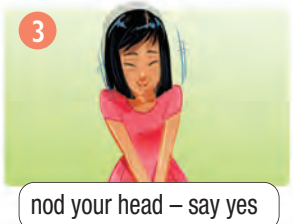
1 a)  1.21 Listen and repeat.



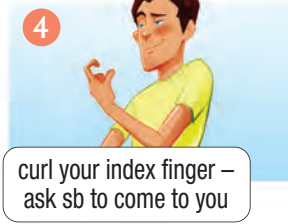
shake hands – greet



give the thumbs up –  
show everything is OK



nod your head – say yes



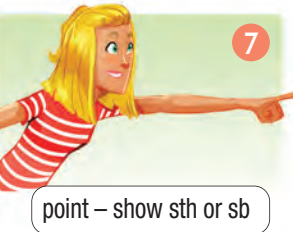
curl your index finger –  
ask sb to come to you



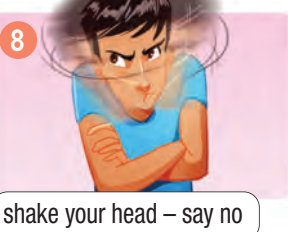
make the OK gesture  
– say sth is great



cross your fingers  
– wish for luck



point – show sth or sb




shake your head – say no

b) What do these gestures mean in the UK?  
Make sentences.

In the UK, people shake hands to greet someone.

### Reading

2  1.22 Look at the title of the guide extract and the first paragraph. What is it about? Listen and read to find out.

## A Traveller's Guide to Body Language

Making the wrong gesture in the wrong country can be offensive. Check out our guide to gestures before you go travelling.

### The Philippines

Don't curl your finger at a waiter to ask them to come over. In the Philippines, this is very rude. It means you think you are better than them. Just try to catch their eye.

### Thailand

The thumbs up gesture means OK in most countries, but not in Thailand. There, it's the same as sticking out your tongue at someone! Use the other OK gesture – with your thumb and index finger forming a circle. Be careful not to use this one in France however. There it means 'zero' and it's really rude!

### Bulgaria

Shaking the head means no and nodding means yes, right? Well, in most countries, yes, but in Bulgaria, it's the exact opposite! So remember – in Sofia, it's a nod for no.

### Indonesia

Most people agree that it's not polite to point at another person, but in Indonesia, pointing at anything with your index finger is rude. If you really need to point at something, use the thumb on your right hand.


### Check these words

offensive, guide, check out, rude, catch sb's eye, stick out your tongue



**3** Read the guide extract again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- 1 The guide is for business travellers.
- 2 Looking at a waiter is impolite in the Philippines.
- 3 Most Thai children use the thumbs up gesture.
- 4 Making the thumbs up gesture is rude in Thailand.
- 5 Nodding to say yes is very common worldwide.
- 6 In Indonesia, it's rude to point with your thumb.

**4**  **Think** What advice would you give to someone who wants to visit the countries in the text?

It's not a good idea to ... in Bulgaria because it means ...

## Grammar

### The Gerund (-ing form)

**5** Read the theory. Find examples in the text in Ex. 2.

We use the **gerund (-ing form)**:

- after the verbs *like, love, dislike, hate, enjoy, prefer, fancy*.  
*I love travelling to new places.*
- after the verb *go* when we talk about activities.  
*Mary goes windsurfing every year in Greece.*

**6** Complete the gaps with the verbs *travel, shake, meet, stand, point*. Use the *-ing* form. Write in your notebook.

## Advice for US visitors

Do you like **1**) ... new people? Do you fancy **2**) ... to America? Here are some tips to help you fit in.

- Have a strong handshake. Americans like **3**) ... hands firmly.
- Don't point. Americans dislike people **4**) ... at them.
- Keep your distance. Americans dislike people **5**) ... too close to them!



**7** Put the verbs in brackets into the correct form. Write in your notebook.

- 1 A: Would you like ... (**make**) sushi tonight?  
B: I can't, I'm afraid. I want ... (**write**) an essay.
- 2 A: I'd like ... (**thank**) you for a wonderful holiday.  
B: We enjoyed ... (**have**) you with us.
- 3 A: Are you going ... (**ski**) abroad again this year?  
B: No, I hope ... (**have**) a quiet holiday at home.
- 4 A: He didn't want ... (**insult**) you.  
B: I know he hates ... (**be**) rude to others.

**8** Complete the sentences about yourself. Write in your notebook.



- |                    |                  |
|--------------------|------------------|
| 1 I love ...       | 4 I can ...      |
| 2 I would love ... | 5 I want ...     |
| 3 I prefer ...     | 6 I often go ... |

## Speaking

**9** Use the text in Ex. 6 to compare gestures in your country to gestures in the USA.

In the USA people shake hands when they meet someone. In my country we do the same.

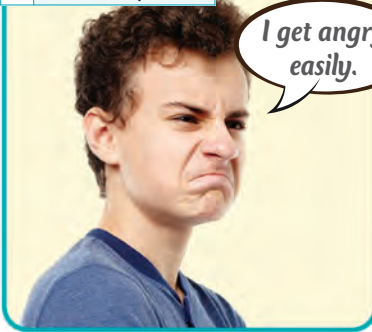
## Writing

**10**   Collect tips for people who want to visit your country. Prepare a "Did you know" collage. Tell the class.

## 2.3

# Personal behaviour

1 bad-tempered



*I get angry easily.*

2 cheerful



*I smile and laugh a lot.*

3 jealous



*I want to have what others have.*

4 sympathetic



*I care about the feelings of others.*

5 sociable



*I like to be with other people.*

6 confident



*I know I can do things well.*



*I like doing new things.*

7 adventurous

## Vocabulary

### Personal behaviour

- 1 Look at the pictures. Which adjectives are positive? Which are negative?
- 2 Which adjectives best describe you? Tell your partner.

*I'm confident. I know I can do things well.*

## Reading

- 3 a) Read the definition. What is self-esteem?

**self-esteem** /self ɪ'sti:m/ (n) the value you put on yourself; how important you feel you are

- b) <sup>1.23</sup> Read the title and the introduction to the text. How is the text related to self-esteem? Listen and read to find out.



# I ♥ Myself!



2.3

Do you always feel pessimistic? When you look in the mirror, do you dislike what you see? When you start something, do you often think you can't finish it? If your answer is YES, you have low self-esteem. The good news? You can change that!

- ♥ **Be confident in yourself.** Every time you do something well, write it down. Read the list whenever you feel bad and feel better!
- ♥ **Don't be too hard on yourself.** Everyone makes mistakes, so don't get angry with yourself about the ones you make. Learn from them and move on.
- ♥ **Behave yourself.** People with low self-esteem can sometimes act in a nasty way towards others. Bullies, for example, often have low self-esteem. Don't be one.
- ♥ **Present yourself well.** Stand tall and keep your head up. Smile. Be cheerful. It's amazing how different it makes you feel.
- ♥ **Express yourself.** Everyone feels negative about themselves at some time. Talk to your loved ones – they are always sympathetic.
- ♥ **Help someone.** The best way to feel better about yourself is to make someone else's life better. Volunteer for a charity, or help a person in need.
- ♥ **Believe in yourself.** Don't be jealous of others or try to copy them. Be yourself.
- ♥ **Be friendly.** Sitting in your room by yourself won't stop you feeling unhappy. Stay sociable.
- ♥ **Enjoy yourself.** If you don't have a hobby, find one you like to take up.
- ♥ **Get yourself off the couch.** Even a walk in the evening counts as exercise. Being active always helps.

*In the end, self-esteem is the most important gift you can give yourself and those around you. In the words of Mark Twain, "The worst loneliness is not to be comfortable with yourself."*

## Check these words

mirror, low, be hard on, behave yourself, bully, volunteer, charity, in need, copy, take up, get off, in the end, loneliness

- 4** Read again and decide if the sentences (1-8) are *T* (True), *F* (False) or *NS* (Not stated).

The article suggests that you ...

- 1 write down everything you do wrong.
- 2 never make mistakes.
- 3 don't offend others.
- 4 discuss your problems with friends.
- 5 go out with friends.
- 6 do something different now and again.
- 7 start exercising.
- 8 read Mark Twain's books.

- 5** Complete the sentences. Write in your notebook.

## SELF-

- 1 Do some **E**\_\_\_\_\_.
- 2 Stay **S**\_\_\_\_\_.
- 3 **T**\_\_\_\_ up a hobby.
- 4 Talk to \_\_\_ **E**\_\_\_\_\_ ones.
- 5 Keep your \_\_\_ **E**\_\_\_\_\_ up.
- 6 Remember – everyone **M**\_\_\_\_\_ mistakes!

## Listening

- 6** 1.24 Listen to a radio talk. For questions 1-3, choose the best answer – A, B or C. Write in your notebook.

- 1 Justine believes positive thinking can help teens with  
A their schoolwork. B physical illnesses.  
C emotional difficulties.
- 2 When it's raining, a positive thinker could suggest  
A playing a game. B having a meal.  
C going for a picnic.
- 3 Negative thinkers feel sorry for themselves when they  
A have lessons. B have an accident.  
C behave in a silly way.

## Speaking & Writing

- 7** **Think** Create a slogan to promote self-esteem.
- 8** You had a class discussion about self-esteem. Your English teacher wants you to write a short essay suggesting ways to boost self-esteem. Write your essay.

## 2.4 Safety

### Vocabulary

#### Safe cycling

1 1.25 Listen and repeat.

VIDEO



# Safe Cycling



pedestrians



zebra crossing



cycle lane



roundabout



junction

*Riding a bike is good for you,  
but always follow the rules of safe cycling.*

- ◆ Make sure your bike is safe to ride before every journey. Check brakes, lights and tyres.
- ◆ Wear a cycling helmet and bright clothes. At night, wear something reflective, too.
- ◆ Use cycle lanes where possible. Don't ride on the pavement because it's for pedestrians.
- ◆ Use hand signals. To show you are turning left, put your left arm straight out to the side. When turning right, do the same with your right arm. For stopping, move either arm up and down.
- ◆ Always stop at zebra crossings for pedestrians.
- ◆ Never overtake large vehicles like lorries and buses. The drivers sometimes don't see cyclists.

**Never take risks.**

**Remember: safe cycling comes first!**

**Check these words**

reflective, hand signal,  
overtake, vehicle

2 Use words from Ex. 1 to complete the sentences. Write in your notebook.

- 1 A bicycle consists of ...
- 2 When you ride a bike, wear ...

### Reading

3 1.26 How can we stay safe when we are cycling? Listen and read to find out.

- 4 Read again and match the phrases in columns A and B to form complete sentences. Write in your notebook.

## A

- 1 Always check your
- 2 The pavement is for
- 3 Moving either hand up and down
- 4 Stop at zebra crossings
- 5 It is hard for lorry and bus drivers
- 6 Don't go cycling


## B

- A without a helmet.
- B to see cyclists sometimes.
- C pedestrians not bikes.
- D when pedestrians want to cross.
- E means you are stopping.
- F bike before cycling.

## Study Skills

### Identifying the author's purpose

Authors write to inform/teach, entertain, or persuade/convince. Identifying the author's purpose helps you understand the text better.

- 5  **Think** What is the author's purpose in writing this text?

## Grammar

### The Imperative

- 6 Read the theory. Find examples in the text.

We use the base form of the verb to tell people what to do, give them advice or ask them to do something. **Open the door, please.**  
We use **don't + base form** of the verb to make a negative imperative. **Don't open the door please.**

- 7  Look at the UK road signs and choose the correct item in each sentence. Write in your notebook.



- 1 Don't ride/Ride your bike here.
- 2 Turn/Don't turn left here.
- 3 Cycle/Don't cycle here. It's for pedestrians.
- 4 Stop/Don't stop when pedestrians are crossing.
- 5 Don't drive/Drive faster than 30 mph.


- 8 Put the words in the correct order. Write in your notebook.

### Safe Roller-Skating Rules


- 1 your/before/roller skates/you/check/ skating/go
- 2 a/wear/helmet/always
- 3 not/roads/on/skate/do/busy
- 4 of/careful/pedestrians/be

- 1 Check your roller skates before you go skating.



- 9  Use the information in Ex. 8 to act out a dialogue with your partner about how to roller-skate safely.

## Speaking

- 10 **PRESENTATION SKILLS** Read the text in Ex. 3. Watch the  and make notes of the key points. Imagine you are a police officer. Give the school students a presentation on how to cycle safely on the streets.

## Writing

- 11  Watch the  and make notes. Write a leaflet about swimming pool safety.







# 2.5 Friends

## Vocabulary

### Friendship

**1** Look at the pictures. What do/don't good friends do? Tell the class.

Good friends have similar interests.



## Reading & Writing

**2** 1.27 Read the title of the text and the quotation. What do you think the text is about? Listen, read and check.

# Be a Friend

What are the golden rules for being a good friend?

- 1) ...  
The key to friendship is to keep talking, even if you have a fight. A wall of silence can be hard to break down afterwards.
- 2) ...  
Be a good listener. You can be a shoulder to cry on when your friend isn't feeling good.
- 3) ...  
If something is bothering you, you can be afraid to tell your friend the truth. Don't be. This is your best friend, remember?
- 4) ...  
Don't talk about your friend behind their back or give away their secrets. Friends have complete trust in one another. You're there for them, and they're there for you.

5) ...  
Social media can't replace your friendships. Time spent with real friends in the real world is more important.

*Friendship is like a plant – it needs care and attention to grow.*

**Check these words**  
golden rule, wall of silence, break sth down, bother, give away, trust



**3** Read the text again and choose the best heading (A-G) for each paragraph (1-5). Two headings are extra. Write in your notebook.

- A** Keep it real    **B** Be honest    **C** Don't fight
- D** Communicate    **E** Give, don't take
- F** Listen to them    **G** Be loyal

- 4 Complete the recipe for a good friendship. Use words from the text. Write in your notebook.



**Ingredients**

- 1 c \_\_\_\_\_ with one another
- 2 be good I \_\_\_\_\_ s
- 3 tell the t \_\_\_\_\_
- 4 have t \_\_\_\_\_ in one another
- 5 spend t \_\_\_\_\_ together

Mix together well for a long-lasting friendship!

**Recipe for a Rock-Solid Friendship**


- 5  **Think** Create your own recipe for being a good friend. Draw pictures, too.

## Grammar

### can (ability/request)

- 6 Read the theory.

We use **can** to express **ability/inability** in the present. **He can swim very fast./He can't cook.**  
We use **can** to make a **polite request**.  
**Can I use your pen, please?**

- 7  Read the sentences. Which express A (ability), I (inability), R (request)? Write in your notebook.

- 1 She can't speak English.
- 2 Can I borrow your jacket, please?
- 3 Steve can speak four languages.
- 4 I can't meet you tonight.
- 5 Bob can play chess very well.
- 6 Can I have some cake, please?

### can – may (permission)

- 8 Read the theory.

We use **can** to ask for/give/refuse permission in informal situations. **Can I go out, Dad? Yes, you can./I'm afraid you can't.**

We use **may** to ask for permission more formally. We use **may/can** to give permission (formal). We use **may not/can't** to refuse permission (formal). **May I use your phone, Mr Tyler? Yes, you may/can./No, you may not/can't.**

## Everyday English

### Asking for/Giving/Refusing permission

- 9 Read the exchange. Replace the phrases in bold with phrases from the Functions box.

Brian: Mum, **can I** sleep over at Liam's house on Saturday?

Sue: **Yes, you can.** I'll just call his parents and make sure it's all right.

### Functions

Asking for permission	Giving/Refusing permission
• Can I ... ? • Do you think I can ...	• Sure you can. • Yes, go ahead. • No problem./All right. • No, you can't. • Of course not.

- 10 In pairs, act out similar dialogues.

- Ask your dad for permission to go to the cinema with your friend.
- Ask your friend for permission to use his camera.




## 2.6

## Etiquette

## Vocabulary

## Etiquette

- 1  1.28 Look at the pictures (1-8). Listen and repeat. Which of the actions are OK in your country? Which are rude?

1 kiss on the cheek

2 chew with mouth open

3 slurp your soup

4 eat with hands


5 hug & pat someone on the back

6 point with your finger

7 offer flowers

8 share food

## Reading

- 2  1.29 What are bad manners in the countries in the text? Listen and read to find out.

## Minding Our Manners Abroad

Manners are different around the world. This guide can help you next time you travel.

### UK

Firstly, never put your elbows on the table or eat with your hands. Always chew with your mouth closed. And only eat what is on your plate, because sharing food is rude in the UK. Always bring a gift to a host such as a box of chocolates or flowers.

### Russia

In Russia, don't shake hands in the doorway – go inside the house first. Friends can be more informal. Women kiss each other's cheeks three times, the left one first. When you visit a Russian home, bring some chocolates or flowers. Make sure you have an odd number of flowers.

### Singapore

There are rules about giving gifts. It's important not to wrap a present in white, as that's the colour of mourning. People in Singapore do not open their presents when they get them.

### Thailand

Always respect the local culture. Here the head is sacred so never pass anything over someone's head. Also, it's rude to point at somebody with your finger.

### China

Wrap presents in red, pink, yellow or gold paper, and don't give four presents together – four is an unlucky number in China.

### India

If you visit an Indian house, don't bring white flowers, and don't give leather products as presents.




### Check these words

guide, share, wrap, mourning, respect, sacred, pass, rude

**3** Read the text again and complete the sentences. Write in your notebook.


- 1 When you eat in the UK, don't chew with ... .
- 2 In the UK, don't share ... .
- 3 In Russia, you shake someone's hand after ... .
- 4 In Singapore, don't give gifts in white paper because ... .
- 5 In Thailand, locals think that the head ... .
- 6 In China, it's unlucky to give ... .

**4**  **Think** What did you learn about etiquette in the text? What is the writer's purpose?

**5** Choose the correct word in bold. Write in your notebook.

- 1 Don't **shake/chew/slurp** with your mouth open.
- 2 When you meet someone, **hug/shake/pat** hands.
- 3 **Respect/Keep/Share** the local culture wherever you go.
- 4 In most countries, it's rude to **point/put/kiss** at someone.
- 5 Don't **wrap/offer/shake** the gift – put it in a bag.

## Speaking

**6**  **Think** Compare the etiquette in the text with etiquette in your country.

## Everyday English

### Making requests/responding


**7** Read the exchange. Replace the phrases in bold with phrases from the Functions box.

Daughter: Mum, can I have some more cake?  
Mother: **No, you can't.**

#### Functions


Making requests	Responding
<b>Informal</b>	
<ul style="list-style-type: none"> <li>• Can I borrow your pen?</li> <li>• Can you lend me your laptop?</li> <li>• Is it OK if I make a phone call?</li> <li>• Will you lend me your pen?</li> </ul>	<ul style="list-style-type: none"> <li>• Sure/Go ahead.</li> <li>• No problem.</li> <li>• Of course you can.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sorry, I/you can't.</li> <li>• No way.</li> </ul>

**8**  **Think** It's your friend's birthday. Decide on a suitable present for him/her.

**9**  In pairs, use the language in the Functions box to act out similar exchanges for the following situations.

- Student A, ask your dad/mum (Student B) for new trainers.  
Student B, you don't think Student A needs them.
- Student B, ask your friend (Student A) if he/she can buy you a can of cola. Student A, say you can.

## Writing

**10**  **ICT** Prepare a list of etiquette dos and don'ts for people visiting your country. **Think about:** ■ visiting sb's house ■ giving gifts. Write a short leaflet for your school's website.



2

## CLIL (ICT)



# YOUR DIGITAL FOOTPRINT



*Your digital footprint is the record of everything you do online. Always manage your digital footprint and keep some things private. When the wrong people know what you're doing online, you can have problems.*

### Email

Keep your password secret! Don't tell it to anyone – even your friends! When using a public computer, log out. If hackers get into your email account, they can spread viruses to your friends' computers.

### Social networking

Be careful about what you write on social networking sites. You can't delete your comments from other users' pages.

### Check your footprint

The best way to check your digital footprint is to use a search engine. Just type in your name, click "search" and look at the results. You'll soon get an idea of what strangers can see about you online!

### Check these words

record, log out, hacker, spread a virus, social networking site, delete, user, search engine

**1** Which of the devices (A-E) in Ex. 1 have you got? What do you use it/them for? Use the phrases below to tell your partner.

- watch films • surf the Net • read ebooks
- do school projects • send emails
- prepare presentations • listen to music
- play games • keep in touch with friends
- download songs at low prices
- video chat with friends

## Reading

**2** 1.30 What do you think your digital footprint is? Listen and read to find out.

**3** Decide if the sentences are *T* (true) or *F* (false). Write in your notebook.

- 1 Don't give your password to others.
- 2 Always log out when you use a public computer.
- 3 You can delete your comments from other users' pages.
- 4 Never use a search engine to check your digital footprint.

## Speaking & Writing

**4** **Think** What did you learn from the text?

## Vocabulary

**1** Complete the sentences. Use: *complex, gesture, search, lanes, sympathetic, share, confident, bad-tempered, reflective, crossing*. Write in your notebook.

- Sam and Max ... all their secrets.
- Oliver makes the OK ... to let us know he's fine.
- Sophie is quite ... ; she knows what she is good at.
- Josie listens to her friends and cares about their feelings; she is really ... .
- Cyclists use cycle ... where they can.
- Always stop at the zebra ... to let pedestrians cross the street.
- Jake is ... and always argues with people.
- ... clothing helps drivers see you at night.
- Dolphins' language is ... .
- Use a ... engine to find information.

$10 \times 1 = 10$  points

**2** Choose the correct word. Write in your notebook.

- The British **shake/nod/neigh** hands when they meet someone.
- Animals can **hug/greet/communicate** their feelings.
- Most people use **text/social/video** networking sites nowadays.
- Wish me luck! **Cross/Point/Present** your fingers!
- The English **shake/nod/curl** their head to say yes.

$5 \times 1 = 5$  points

**3** Choose the correct item. Write in your notebook.

- Stop being jealous **in/for/of** your friends.
- Always be confident **at/in/with** yourself.
- He wants to take **on/to/up** tennis as a hobby.
- Don't be hard **to/at/on** yourself.
- Don't stick **off/out/up** your tongue – it's rude!

$5 \times 1 = 5$  points

## Grammar

**4** Complete the sentences with the correct form of the verbs in brackets. Write in your notebook.

- I promise ... (**stay**) here until you get back.
- I like ... (**go**) out with my friends.
- I want ... (**see**) Dave, please.
- I hope Charlie manages ... (**talk**) to John.
- Can we ... (**watch**) that video, please?

$5 \times 2 = 10$  points

**5** Read the sentences. Which expresses: A (ability), I (inability), P (permission), R (request).

- Can I go to the park, Mum?
- John can play tennis.
- Can I have some milk, please?
- We can't sing well.
- Can I stay at my friend's house tonight?
- Will you help me with my homework?

$6 \times 1 = 6$  points

## Everyday English

**6** Complete with: *course, ahead, problem, can*. Write in your notebook.

- A: Can I have some more cake?  
B: Sure you ... .
- A: Can I have some Cola, please?  
B: No, of ... not.
- A: Do you think I can borrow your tablet?  
B: Sure, go ... .
- A: Can I borrow your bicycle?  
B: No ... !

$4 \times 3 = 14$  points



# 2

## Self-Check Test

### Reading

- 7 Read the article and decide if the sentences (1-5) are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.



### How to be a safe pedestrian

It's important to drive and cycle safely, but it's also important to take care when you're walking. Here are some rules for being a safe pedestrian:

- Look for a safe place to cross or find somewhere you can see the road clearly. Don't cross close to or between parked cars. Drivers can't see you and you can't see them. Look both ways and listen for any traffic. When there are no cars, cross. Don't run because you can fall.
- Don't stop suddenly to answer your phone while you're walking. Other pedestrians can walk into you. Move to the side of the pavement and allow others to pass.
- Don't listen to loud music while walking along. You can't hear other pedestrians and, more importantly, cars.

- 1 A zebra crossing is the safest place to cross the road.
- 2 Crossing near parked cars can be dangerous.
- 3 It is a good idea to cross the road as quickly as possible.
- 4 Try not to get in the way of other pedestrians.
- 5 Other pedestrians can enjoy listening to your music.

5 x 4 = 20 points

### Listening

- 8 Listen to part of a radio talk. For questions 1-3, choose the best answer A, B, C. Write in your notebook.

- 1 Out of 150 online friends,
  - A 50 are real friends.
  - B 15 are real friends.
  - C 5 are real friends.
- 2 The study says that real friends
  - A are online friends, too.
  - B meet regularly.
  - C always remember your face.
- 3 The speaker's advice about online friends is
  - A decide if they are real friends.
  - B delete the ones you don't often see.
  - C meet the ones you don't often see.

3 x 5 = 15 points

### Writing

- 9 Write an email to your friend telling him/her how to treat online friends.

15 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- communication
- public behaviour
- personal behaviour
- safety
- friends
- etiquette

#### Reading Competence

extract basic information/ understand details from short texts related to communication, behaviour, safety & etiquette

#### Listening Competence

understand specific information about behaviour

#### Speaking Competence

- ask for/give/refuse permission
- make requests/respond
- pronounce /æ/, /eɪ/, /ɔ:/

#### Presentation Skills

how animals communicate; present cycling safety

#### Writing Competence

write:

- texts about animal communication
- articles about etiquette in your country
- an essay suggesting ways to boost self-esteem
- a leaflet about swimming pool safety
- write a list of etiquette rules

**CLIL (ICT):** Your Digital Footprint

# Module

## 3 The world around me

### What's in this module?

#### Vocabulary

rural and urban surroundings; means of transport

#### Grammar

- *there is/there are*
- prepositions of place
- the comparative
- *as ... as*
- prepositions of direction & movement
- the superlative
- articles (*a/an, the*, zero article)

#### Reading

articles; a postcard; a dialogue; a travel brochure; a webpage

#### Listening

a monologue; dialogues

#### Speaking

compare houses; give opinions; buy a train ticket; ask for/give directions; describe a city; compare villages; recommend a place; pronounced/silent 'h'

#### Presentation Skills

present: a house; a tall building; a village

#### Writing

write: a poster; articles; a documentary

**Culture Corner:** *Appledore in the Garden of England*



**1 desert**  
big - bigger - biggest

The Sahara Desert is 8.6 million km<sup>2</sup>.  
The Gobi Desert is 1.3 million km<sup>2</sup>.  
The Atacama Desert is 181,300 km<sup>2</sup>.



**2 mountain**  
high - higher - highest

Mount Everest is 8,848 m.  
Mount Kilimanjaro is 5,895 m.  
Mount Elbrus is 5,642 m.



**3 river**  
long - longer - longest

The River Nile is 6,650 km. The Amazon River is 6,437 km. The Yangtze River is 6,300 km.



**4 ocean**  
large - larger - largest

The Pacific Ocean is 165,250,000 km<sup>2</sup>.  
The Atlantic Ocean is 82,440,000 km<sup>2</sup>.  
The Indian Ocean is 73,440,000 km<sup>2</sup>.



**5 lake**  
deep - deeper - deepest

Lake Baikal is 1,620 m.  
Lake Tanganyika is 1,436 m.  
The Caspian Sea is 1,025 m.

### Geographical features

**1** 2.1 Listen and repeat.

**2** Use the key to make sentences, as in the example.

m = metres, km = kilometres,  
km<sup>2</sup> = square kilometres

- A: The Sahara Desert is 8.6 million metres.  
B: No! It's 8.6 million square kilometres.

**3** Use the adjectives to compare the places, as in the example.  
The Atacama Desert is **big**. The Gobi Desert is **bigger**. The Sahara Desert is the **biggest** of all.



# 3.1 Home is where the heart is

## Vocabulary

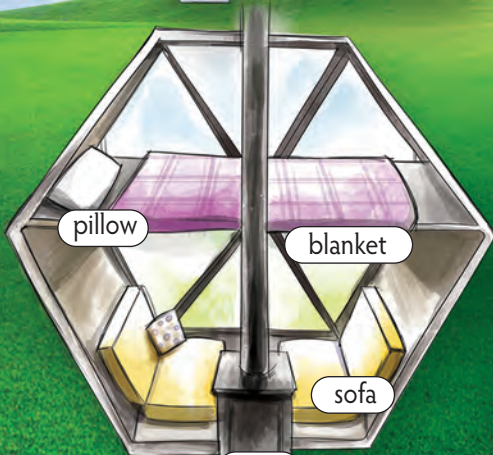
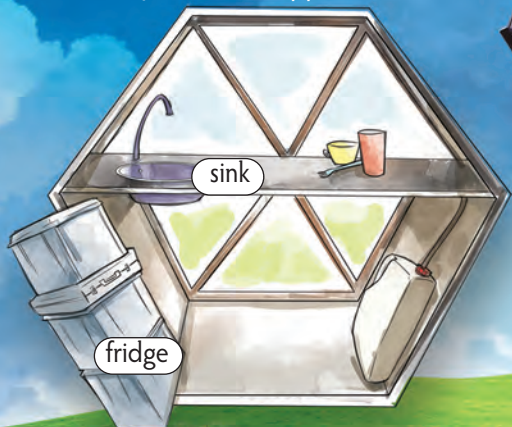
### In the home

1 a) 2.2 Look at the pictures. Listen and repeat.

b) Think of words related to houses. Think about: rooms furniture appliances.



# The Walking House



## Reading

2 a) 2.3 What is strange about this house? Listen and read to find out.

Imagine a home that can walk slowly around town on six legs. This amazing house is the creation of a group of designers from Denmark and engineers at MIT in Massachusetts, USA.

The house has a living room, a kitchen, a toilet and a bed. A computer controls the legs, and three legs are always on the ground to keep it stable. The house travels about 160 metres an hour, but it can walk on any kind of land. It is very eco-friendly because it runs on solar and wind energy. It also collects rainwater for use in the kitchen while a small wood-burning stove provides heat inside.

Do you need a change of scenery? Do you want to avoid your noisy neighbours? Simple – just take the house for a walk!

### Check these words

engineer, stable, eco-friendly, run on, solar energy, wind energy, avoid

b) Read again and answer the questions. Write in your notebook.

- 1 How does it move?
- 2 Who are the designers of the house?
- 3 What is there inside the house?
- 4 How fast does it travel?
- 5 How is it eco-friendly?



- 3** a) Complete with: *controls, runs, collects, provides, avoid, keep*. Write in your notebook.

The Walking House 1) ... on solar and wind energy. A computer 2) ... its six legs. To 3) ... it stable, three legs are on the ground. It 4) ... rainwater and helps you 5) ... noisy neighbours. When it's cold outside, a stove 6) ... heat inside.

- b) Look at the pictures in Ex. 1 and describe the Walking House.

## Grammar

### *there is/there are*

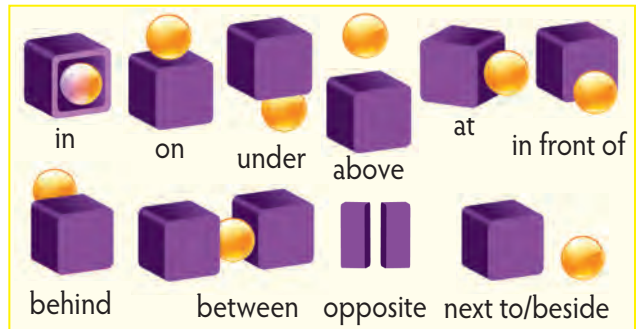
- 4** Study the examples. How do we use *there is/there are*?


There is a bathroom upstairs. There isn't a garage outside the house. There are three armchairs in the living room. There aren't any pictures. Are there any posters? Is there a garden?

- 5** Look at the picture of the living room and fill in the gaps with the correct prepositions of place. Write in your notebook.

*This is our living room. There are two big sofas with cushions 1) ... them. The sofas are 2) ... each other. There is a coffee table 3) ... the sofas with a vase 4) ... it. There are also two armchairs 5) ... the fireplace. The fireplace is 6) ... two windows. There is a mirror 7) ... the fireplace. There is a round wooden table 8) ... the corner of the room 9) ... one of the sofas. There is another table 10) ... the other corner of the room. Both tables have got lamps 11) ... them. There is a carpet 12) ... all the furniture. Our living room is really huge.*

## Prepositions of place




- 6**  Look at the picture again. Ask and answer questions, as in the example. Use:

- bookcase/room? • desk/room? • books/table?
- cushions/sofas? • mirror/fireplace?
- carpet/table? • armchairs/room?
- pillows/armchairs? • wardrobe/room?

A: Is there a bookcase in the room?

B: No, there isn't. etc

## Speaking & Writing

- 7**  **Think** Compare the Walking House to your house. Use: *big, rooms, has legs, stove, can walk, different shape, chimney, garden*.

*My house is bigger than the Walking House.*

- 8**  **Think** Design your own Walking House. Present it to the class.

# 3.2 On the go

## Vocabulary

### Means of transport

1 2.4 Listen and repeat. Which of the means of transport can you see in the pictures (A-F)?

- |              |                |                            |
|--------------|----------------|----------------------------|
| • train      | • yacht        | • hovercraft               |
| • bus        | • jeep         | • snowmobile               |
| • car        | • bike/bicycle | • motorbike/<br>motorcycle |
| • helicopter | • plane        | • trolley                  |
| • boat       | • cab/taxi     | • tram                     |
| • speedboat  | • van          | • minibus                  |
| • ferry      | • lorry        |                            |

2 a) List the means of transport in Ex. 1a under the correct heading: ■ Land ■ Air ■ Sea. Write in your notebook.

b) Use the adjectives to complete the sentences. Write in your notebook.

- comfortable ≠ uncomfortable
- fast ≠ slow
- expensive ≠ cheap
- safe ≠ dangerous
- exciting ≠ boring
- relaxing ≠ tiring

- 1 I enjoy travelling by plane. It's fast.
- 2 I don't enjoy ...
- 3 I'd like to travel ...

**Note:** by + train/bus/car etc  
 He came **by train**.  
 on foot She left **on foot**.  
 in a/his/her etc car, van, lorry, taxi  
 He came **in his car**.  
 on + a/the bus, coach, train, ship,  
 plane, boat  
 He spent two days **on a boat**.



A



B



C



D



E



F

## Reading

3 2.5 Look at the email. Who is it from? Where is she? Listen and read to find out.

Hi Gail,  
 Greetings from Koh Ngai, Thailand! It's quite warm here. Today we're going sightseeing in a longtail boat. The locals use these banana-shaped boats to travel around the island. It's more convenient than taking a bus and you have the chance to see more things. We're going snorkelling first, then we're going to Emerald Cave on Koh Mook island. You go through a cave to a hidden lagoon, the lagoon from the film *The Beach*. I can't wait!  
 Emma

### Check these words

longtail boat, banana-shaped boat, convenient, cave, hidden lagoon

- 4 Read the text again and mark the sentences (1-4) as *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- 1 It's raining today.
- 2 Local people travel by bus.
- 3 You can do water sports during the tour.
- 4 The lagoon from the film *The Beach* is on Koh Mook island.

- 5  **Think** Tell your partner two reasons why you would like to visit Thailand.

## Grammar

### Comparisons

- 6 a) Read the theory. Complete the sentences. Write in your notebook. How do we form the comparative form?

**Short adjectives:** adjective + **-er/-ier** + **than** + noun  
 Trains are **faster than** cars. It's **noisier here than in** the village. My car is **bigger than** yours.

**Longer adjectives:** **more/less** + adjective + **than** + noun  
 Plane tickets are **more expensive than** train tickets.

**as ... as:** for two people, animals, things that are the same  
 His car is **as fast as** yours.

**not so/as ... as:** for two people, animals, things that aren't the same  
 Her car **isn't so/as fast as** yours.

**Irregular forms:** good – **better**, bad – **worse**,  
 much/many – **more**, little – **less**

- 1 The blue car is **more expensive** (expensive) than the red one.
- 2 Let's go by coach. It's ... (**cheap**) than going by car.
- 3 This car is ... (**comfortable**) than that one.
- 4 Travelling by coach isn't ... (**convenient**) taking a taxi.


- b) Look at the table and write comparisons in your notebook. Tell the class.

	expensive	convenient	safe	comfortable
plane	✓✓	✓	✓✓	✓
train	✓	✓✓	✓	✓✓


Travelling by plane is **more expensive** than travelling by train. Travelling by train is **not so/as expensive as/less expensive than** travelling by plane.

## Everyday English

### Buying a train ticket

- 7  2.6 Read and listen to the dialogue. How much is the ticket?

Clerk: How can I help you?  
 Woman: I'd like a single ticket to Barcelona, please.  
 Clerk: When do you want to leave?  
 Woman: On Tuesday morning.  
 Clerk: OK. That's a single ticket to Barcelona departing at 8:35 am on Tuesday, 12 May. That's €32.50.  
 Woman: Here you are.  
 Clerk: Thank you. Here's your ticket. Have a safe trip.  
 Woman: Thank you. Bye.

- 8  Imagine you are a tourist. You want to go to one of the places in the timetable train. Take the roles of passenger and ticket clerk and act out your dialogue. Replace the underlined words in the dialogue in Ex. 7 with ideas of your own.

Destination	Departure Times (Monday-Friday)			Price
Braşov	9:15 am	12:30 pm	4:45 pm	90 lei
Oradea	10:30 am	2:30 pm	7:30 pm	180 lei
Deva	8:20 am	3:55 pm	10:30 pm	120 lei




## 3.3 Urban surroundings



### Vocabulary


#### Types of buildings

- 1**  Look at the buildings (1-24) on the map. Say the location. Your partner names the building. Use: *next to, between, in front of, on the corner of, on the right/left of.*

A: It's next to the theatre.

B: It's the courthouse.

### Reading

- 2**  Sam is outside the hotel. Where does he want to go? Listen to and read the dialogue to find out. Show the route on the map above.

Sam: Excuse me. Can you tell me how to get to the art gallery?

Tony: Sure. Go down Jefferson Road past the museum and turn left into Elm Street.

Sam: OK. Got it. And from there?

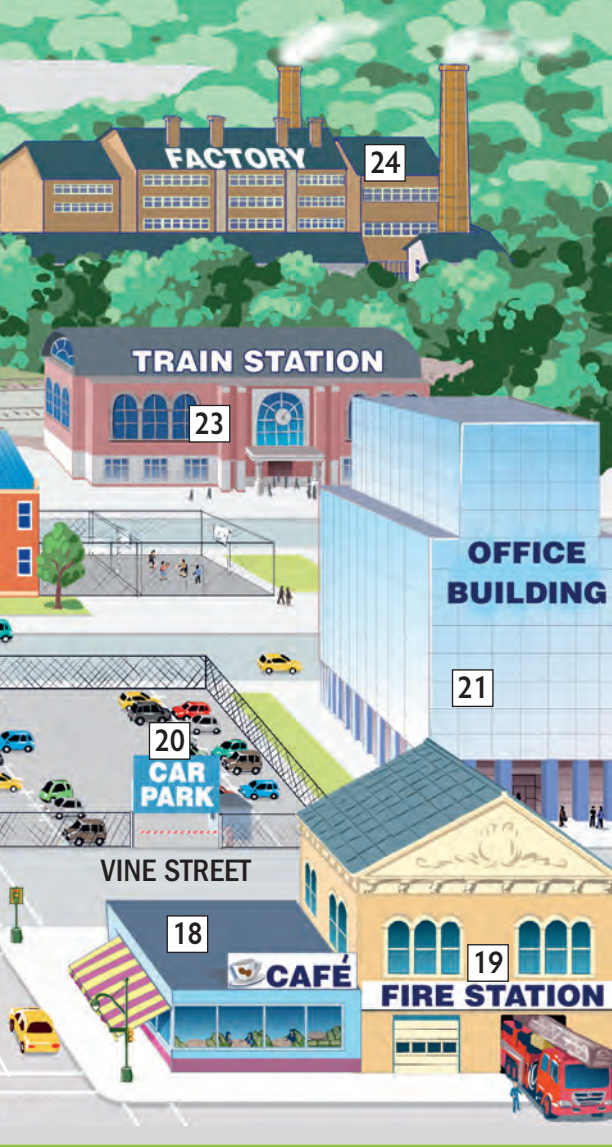
Tony: Go straight on past the cinema. The art gallery is on your left.

Sam: Great. How far is it from here?

Tony: It's just a few minutes' walk.

Sam: Thank you very much.


Tony: You're welcome.



3 Read again and decide if the sentences (1-3) are *T* (true) or *F* (false). Write in your notebook.

- 1 There is a museum on Jefferson Road.
- 2 There is a cinema on Elm Street.
- 3 The art gallery is on the right on Elm Street.

## Listening

4  2.8 Mark is in front of the restaurant. Listen to him asking for directions. Where does he want to go? Show the route on the map.

5 Use the verbs *be* (x2), *turn*, *park*, *don't enter*, *slow* to complete the sentences (1-6). Then match the sentences to the road signs (A-F). Write in your notebook.

- 1 ... careful of children on the road.
- 2 ... down; you're approaching a level crossing.
- 3 ... this road.
- 4 ... right to follow the exit.
- 5 ... aware that the roads are slippery.
- 6 ... your car here.

## Everyday English

### Asking for & Giving directions

6  **Roleplay:** Use the map to give directions from:  
■ the library to the university ■ the fire station to the hospital  
■ the theatre to the airport. Use the language in the Functions box.

Functions	
Asking for directions	Giving directions
<ul style="list-style-type: none"> <li>• Excuse me, can you tell me where ... is?</li> <li>• Excuse me, can you tell me the way to ...?</li> <li>• OK. Got it. And from there?</li> <li>• How far is it from here?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, there's one just down there .../Yes, it's <b>on/round</b> the corner.</li> <li>• Walk <b>along</b> this street as far as the .../Go <b>past</b> the .../Go <b>up/down</b> this street until you get to .../Go <b>along</b> ...</li> <li>• Turn left/right.</li> <li>• Go <b>straight on/ahead</b>.</li> <li>• It's <b>on</b> the corner, <b>opposite</b> the ...</li> </ul>



## 3.4 Monuments

### Vocabulary

#### Monuments & Buildings

1  2.9 Listen and repeat.



1 Lotus Temple  
New Delhi



2 CN Tower,  
Toronto




3 Statue of Liberty,  
New York



4 Burj Khalifa  
skyscraper, Dubai

### Reading

2 a)  2.10 Look at the buildings in the texts. Which one is taller? Listen and read to find out.

#### Check these words

skyscraper, (at the) foot (of), vertical, trendy, twist, flat, consist of, cube, marble, metal, spine, hold together, luxury

# Building Big

 VIDEO

What is better than working above everything else in a capital city? Capital Fort is a skyscraper in Sofia. It is the tallest building there – and in all of Bulgaria, in fact! It is 126 m tall and has 27 floors. It is at the foot of Vitosha Mountain. The whole building looks like a giant L, with businesses in the vertical part, and trendy shops and restaurants at the bottom.

Imagine working in a building that twists 90° from top to bottom. Turning Torso is a 54-storey skyscraper in Malmö, Sweden. It is one of the world's most spectacular buildings. It's 190 m tall with 147 flats. It consists of nine cubes of white marble. A metal spine holds them together. The bottom two cubes are offices, and the rest are luxury flats.



b) Read the texts again. Which building is each sentence about? Write in your notebook.

- 1 It looks like a letter.
- 2 You can live and work there.
- 3 Its homes are extremely comfortable.
- 4 You can go shopping there.

c) What do these numbers stand for?

• 126 • 27 • 90 • 54 • 190 • 147

**3** Complete the collocations. Use *capital, luxury, trendy, metal, tallest, marble*. Use five phrases to make sentences about the two buildings. Write in your notebook.

- |                |             |
|----------------|-------------|
| 1 ... building | 4 white ... |
| 2 ... shops    | 5 ... spine |
| 3 ... city     | 6 ... flats |

Capital Fort is the tallest building in Bulgaria.

**4** **Think** Tell your partner four things that impressed you from the texts.

## Grammar

### The superlative

**5** Study the theory. Find the superlative forms in the texts in Ex. 2. How do we form the superlative form?

**Short adjectives:** the + adjective + -est + noun + of/in The Pacific Ocean is **the deepest ocean in the world**. Which is **the noisiest city in the world**? The Sahara is **the biggest desert in the world**.

**Long adjectives:** the + most/least + adjective + noun + of/in Mumbai in India is **the most crowded city in the world**.

**Irregular forms:** good – **the best**, bad – **the worst**, much/many – **the most**, little – **the least**

**6** Put the adjectives in brackets into the superlative. Write in your notebook. Mind the spelling.

- 1 Which city has ... (**tall**) skyscraper in the world?
- 2 Which city has ... (**large**) population in the world?
- 3 Which is ... (**expensive**) city in the world?
- 4 Which is ... (**noisy**) city in the world?
- 5 Which is ... (**wet**) capital city in the world?

## Listening

**7** Listen to part of a quiz show and answer the questions in Ex. 6. Choose from the cities in the list. Three cities are extra. Write in your notebook.

- Jakarta • Monaco • Monrovia • Dubai
- Mumbai • Geneva • Cairo • Tokyo

## Speaking

**8** **PRESENTATION SKILLS** Read the texts in Ex. 2 again and make notes under the headings: ■ Type of building ■ Name ■ Location ■ Description ■ Interesting facts. Write in your notebook. Imagine you are an architect. Use your notes to present one of the buildings to a group of students of architecture.

## Writing

**9** **ICT**  **Competences:** Collect information about unique monuments around the world. Prepare a poster. Write about: ■ Type of building ■ Name ■ Location ■ Description ■ Interesting facts. Use photos.

# 3.5 Cities



A large stadiums



B interesting museums



C tall buildings



D impressive castles



E colourful parks



F expensive shops



G traditional houses



H large harbours



I huge squares



J sandy beaches

## Study Skills

### Learning collocations

Collocations are two or more words that go together. Learning them helps you sound natural in English.

b) What can tourists do in the places in Ex. 1a? Use the phrases to make sentences: *walk around, watch a match, take a tour around, sunbathe, visit, do their shopping, relax, take photos, see ships, see statues, learn about history/art.*

Tourists can watch a match at large stadiums.

## Reading

- 2 a) <sup>2.13</sup> The pictures (A-J) show Barcelona. What do you know about it? What else would you like to learn about it? Write three questions in your notebook. Listen to and read the text. Can you answer your questions?

## Vocabulary

### Places in a city

- 1 a) <sup>2.12</sup> Listen and repeat.



# Weekend Escapes

3.5

Barcelona is one of the most popular tourist destinations in Spain.

- The city has a lot of tall buildings like the Sagrada Família. This strange-looking cathedral is almost 200 years old. Some of the world's most interesting museums are in Barcelona, too. The Picasso Museum has 4,251 of this famous artist's works.
- Spend an hour or two in Barcelona's parks. Nothing is more enjoyable than a visit to beautiful parks like Park Güell. Don't miss La Rambla, a busy street with expensive shops and restaurants. And at Barceloneta, one of Barcelona's seven sandy beaches, you can enjoy the sun.
- FC Barcelona is one of the most successful football teams in the world. You can take a tour around its stadium, the Camp Nou, the largest sports stadium in Europe.

Barcelona is the city that nobody wants to leave!



## Check these words

popular, strange-looking, cathedral, work, take a tour


b) Read the text again and correct the statements in your notebook.

- 1 The Sagrada Família is a museum.
- 2 All of Picasso's works are in the Picasso Museum.
- 3 La Rambla is a good place to sunbathe.
- 4 You can enjoy shopping at Barceloneta.
- 5 FC Barcelona play their home games in Park Güell.

- 3 Think** What makes Barcelona a popular tourist destination? Tell your partner.

## Grammar


### Comparative & Superlative

- 4**  Make comparisons, following the order of the prompts, as in the example.

- 1 Dublin/Milan/Paris (**expensive**)  
A: Dublin is very expensive.  
B: Yes, but Milan is more expensive than Dublin.  
A: Paris is the most expensive of all.
- 2 San Diego/Las Vegas/Phoenix (**hot**)
- 3 The Mississippi/The Amazon/The Nile (**long**)
- 4 The Empire State Building/The Petronas Towers/Taipei 101 (**tall**)
- 5 Lake Michigan/Lake Victoria/Lake Superior (**large**)


## Pronunciation

### Pronounced/Silent 'h'

- 5**  <sup>2.14</sup> Listen and repeat. In your notebook write the words in which, 'h' is silent.

house hour what ghost  
honest hair happy

## Speaking

- 6**  Decide on a holiday destination for the weekend. Tell the class.

## Writing

 (see Writing Skills pp. 140-141)

- 7**  **ICT** Collect information about a popular tourist destination in your country or another country. Use these headings: ■ name ■ country ■ what to see ■ what to do. Use your notes to write an article for the school's English magazine.



## 3.6

## Off the beaten track

## Vocabulary

## Sights

1  2.15 Listen and repeat.



Destination

# Romania



Garda de Sus is a village in the western Carpathian Mountains. From here, you can explore Apuseni Natural Park and visit Scărișoara Cave. Don't forget to wear warm clothes because Scărișoara is an ice cave – even in summer, there is always ice inside because of the underground glacier there!

Viscri is a beautiful village in central Romania. Its famous Saxon church is on the UNESCO World Heritage List, and it's the perfect place to experience rural Romanian life. You can walk down cobbled streets and see traditional houses. You can also see people doing traditional jobs, such as the village blacksmith, the man that makes bricks in an earth oven, and the farmers that still move their crops in horse-drawn carts.



The village of Arefu is a peaceful place with friendly people. It's also close to the ancient ruins of the 13th century castle, Poenari Fortress, next to the Arges River. This is the very famous home of Vlad Tepes, a medieval prince and the inspiration for Bram Stoker's novel, Dracula. You can explore Poenari Fortress, but you need to be fit because it's at the top of 1,462 steps!

## Reading

2  2.16 The photos show villages in Romania. What things make these villages exciting destinations? Listen and read to find out.



### Check these words

glacier, rural, blacksmith, brick, crops, horse-drawn cart, haunted, medieval, inspiration

**3** Read again and complete the sentences. Write in your notebook.

- 1 Garda de Sus is in ...
- 2 There is an underground glacier in ...
- 3 Viscri is famous for its ...
- 4 In Viscri, you can see villagers doing ...
- 5 Poenari Fortress is the old home of ...
- 6 To reach Poenari Fortress, people climb up ...

**4** Complete the phrases. Use: *traditional, haunted, cobbled, underground, warm, natural, horse-drawn, ice, rural, friendly*. Write in your notebook.

- |               |               |                |
|---------------|---------------|----------------|
| 1 ... streets | 5 ... cart    | 9 ... life     |
| 2 ... people  | 6 ... jobs    | 10 ... clothes |
| 3 ... castle  | 7 ... glacier |                |
| 4 ... cave    | 8 ... park    |                |

## Speaking

- 5** **Think** Which of the three villages would you recommend someone to visit on a weekend break? Why?

## Listening

- 6** **2.17** Listen to the advert and complete the gaps (1-6). Write in your notebook.

**Polperro in Cornwall for the Perfect Holiday!**

**What to see**

- narrow streets and 0) **traditional** fishermen's houses
- sandy 1) ... and amazing 2) ... of the coast

**What to do**

**Visit:**

- the Museum of Smuggling and 3) ...
- the 4) ... Village and Railway
- the Music and 5) ... Festival

**Eat:**

- fresh local 6) ...

## Writing

- 7** **ICT** **Project:** Collect information, then prepare a short documentary on holiday destinations in your country.



# Appledore

in the

 VIDEO Garden of England




Appledore is a small village in the county of Kent. People call this county 'the Garden of England'.

It's a pretty village with beautiful cottages, medieval houses and antique shops. There is also Appledore Manor, a home where Queen Elizabeth I once lived. Appledore is a short journey from the White Cliffs of Dover. Appledore Railway Station connects the village to London and other places. Visit the Royal Military Canal. You can cycle, walk or take a boat ride along this 45 km canal and enjoy the wildlife of the Kent countryside.


### Check these words

county, medieval, antique, connect, canal

## Reading

- 1  2.18 Where is Appledore? What do you think you can find there? Listen and read the text to find out.
- 2 Read the text again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.
  - 1 Kent is big.
  - 2 There are a lot of traditional buildings in Appledore.
  - 3 It is near the White Cliffs of Dover.
  - 4 It is difficult to reach Appledore from London.
  - 5 Visitors can see animals as they go along the Royal Military Canal.

## Speaking & Writing

- 3  **Think** Tell the class two reasons why you would like to visit Appledore.
- 4 Read the text again. In your notebook, make notes under the headings: ■ *name & place* ■ *location* ■ *what there is* ■ *transport*. Use your notes to present Appledore to the class.
- 5 **ICT** Think of a seaside resort in your country. Collect information under the headings in Ex. 4. Use your notes to write a short text about it for an international travel magazine website.



## Vocabulary

**1** Complete with: *sandy, tourist, ancient, horse-drawn, ice*. Write in your notebook.

- 1 Paris is a very popular ... destination.
- 2 These ... ruins are over 2,000 years old!
- 3 There are some ... caves in Romania.
- 4 The island's ... beaches are full of tourists.
- 5 Some villagers still travel in ... carts.

*5 x 2 = 10 points*

**2** Complete the sentences. Use: *twist, provide, avoid, keep, take*. Write in your notebook.

- 1 We moved our tent to ... our noisy neighbours.
- 2 I'd love to ... a tour of the castle.
- 3 The building can ... 90° from top to bottom.
- 4 Its legs ... the Walking House stable.
- 5 Wood-burning stoves ... heat inside the rooms.

*5 x 1 = 5 points*

**3** Find the odd word out. Write in your notebook.

- 1 mirror – lamp – curtains – van
- 2 post office – avenue – town hall – hospital
- 3 helicopter – boat – ferry – speedboat
- 4 sofa – armchair – sink – coffee table
- 5 fridge – trolley – jeep – lorry
- 6 bank – courthouse – museum – stove

*6 x 1 = 6 points*

## Grammar

**4** Complete with: *between, in front of, opposite, under, next*. Write in your notebook.



This is our living room. There is a big sofa with cushions on it and a coffee table **1**) ... the sofa. There is a carpet **2**) ... the coffee table and an armchair near it. There is another table **3**) ... to the sofa with a lamp on it. **4**) ... the sofa there is a fireplace. It is **5**) ... two big windows.

*5 x 1 = 5 points*

**5** Complete with *is* or *are*.

- 1 ... there a desk in your bedroom?
- 2 There ... four chairs around the kitchen table.
- 3 There ... a vase on the coffee table.
- 4 ... there solar panels on their roof?
- 5 There ... a nice side table over there.

*5 x 1 = 5 points*

**6** Fill in the gaps using the *comparative* or *superlative* forms of the adjectives given. Write in your notebook.

- 1 A: Did you enjoy your holiday to London?  
B: Yes, it was the ... **(good)** holiday ever!
- 2 A: I want to go to Barbados this summer.  
B: You must, it's got the ... **(beautiful)** beaches in the world.
- 3 A: What's the weather like?  
B: It's ... **(bad)** than yesterday!
- 4 A: What do you think of Singapore?  
B: It's a lot ... **(small)** than I imagined.
- 5 A: Are you flying to Scotland?  
B: No, it's much ... **(cheap)** to drive.

*5 x 2 = 10 points*

## Everyday English

**7** Choose the correct response. Write in your notebook.

- 1 A: How do I get to the art museum?  
B: **a** Go through it. **b** Go straight ahead.
- 2 A: Is the shopping mall far?  
B: **a** Yes, it's just a few minutes.  
**b** No. It's on the corner, opposite the bank.
- 3 A: Turn right at the traffic lights.  
B: **a** OK. Got it. And from there?  
**b** OK. How do I get there?
- 4 A: Can you tell me the way to the train station?  
B: **a** Just take the first turning on the left.  
**b** Yes, there is one.
- 5 A: There is a police station next to the hospital.  
B: **a** How far is it from here?  
**b** How long is it?

*5 x 3 = 15 points*

## 3

## Self-Check Test

## Reading

- 8 Read the text and mark the sentences (1-5) as *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.



The English call Castle Combe 'the prettiest village' in England. It is in a beautiful valley in the Cotswold Hills in Wiltshire. Its stone houses are hundreds of years old.


Ancient Britons, Romans, Saxons and Normans all lived here in the past. Castle Combe was a very important centre for the wool industry, then. Today, you can still see the cottages where people made their cloth. There is also a 12th century church and a 14th century market cross in the village square.

Castle Combe is one of the most popular English villages with tourists. Visit the local market on the first Saturday of each month or go karting at the Castle Combe motor racing circuit. It's one of the fastest ones in the world!

- 1 Castle Combe is beautiful.
- 2 There are hundreds of houses in the village.
- 3 Castle Combe has a long history.
- 4 The cottages are in the village square.
- 5 There is a village market once a month.

5 x 3 = 15 points

## Listening

- 9  2.19 Listen to a dialogue and for questions 1-3 choose the best answer (A, B or C). Write in your notebook.

- 1 What does Kate like best about Toronto?
  - A sailing on the lake
  - B seeing the waterfall
  - C visiting the CN tower
- 2 Where is Kate staying?
  - A with her relatives
  - B with a friend
  - C in a hotel
- 3 What does Kate think of Toronto as a destination?
  - A There are better cities.
  - B She doesn't think people are very friendly.
  - C It's an amazing place to visit.

3 x 4 = 12 points

## Writing

- 10 Write a short article describing your city/town/village for the English school's webpage. Write:

■ name ■ location 17 points

■ what to do/see. TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Now I can ...

## Lexical Competence

talk about:

- cities/villages, monuments
- transport
- holidays

## Reading Competence

- extract basic information and specific details from short texts related to cities/villages, monuments and holidays

## Listening Competence

- understand the most essential information in instructions and a quiz show

- complete a short advertisement

## Speaking Competence

- compare houses
- buy a train ticket
- ask for/give directions
- express a preference
- pronounced/silent 'h'

## Presentation Skills

- present the 'Walking House'
- present a monument
- present a village

## Writing Competence

- create a poster about monuments
- write an article about a tourist destination

**Culture:** Kent, a county in the UK



# Module

## 4

## Jobs



### What's in this module?

#### Vocabulary

- jobs • job qualities • work in the past
- animals • great people

#### Grammar

- question words • *too - enough*
- present simple vs present continuous
- past simple

#### Reading

job adverts; articles; an informative text

#### Listening

monologues; dialogues

#### Speaking

- apply for a post (job interview)
- pronunciation (past simple *-ed* ending)
- compare people
- describe an imaginary animal

#### Presentation Skills

present: a person's job; a great person; bees

#### Writing

complete a form; write: a summary; an article about a relative's job; an article; a biography

**CLIL (Science):** *Unbelievable bees*



1 a) 2.20 Look at the jobs (A-H). Listen and repeat.

b) Match the sentences (1-8) to the pictures (A-H). Write in your notebook.

- 1 I look after sick animals.
- 2 I play and pose for pictures with kids.
- 3 I protect people.
- 4 I take people's money and give them their change.
- 5 I make bread and cakes.
- 6 I check financial records.
- 7 I grow flowers and trees.
- 8 I take food to people's homes.

2 Who works: 9-5? shifts? long hours? part-time? full-time?

A vet works full-time.



# 4.1 A job interview

## Vocabulary

### Jobs

1 2.21 Listen and repeat.

- A architect
- B musician
- C firefighter
- D photographer
- E chef
- F secretary
- G bus driver
- H police officer
- I taxi driver
- J salesperson



2 a) Match the jobs (A-J) to the people (1-10), then say.

Ben is a firefighter.

b) What jobs do your parents/relatives/acquaintances do? What job would you like to do? Tell your partner.

## Listening

3 2.22 Listen to a dialogue. Write what each person does in your notebook.

- 1 Pat
- 2 Molly
- 3 Doug
- 4 Ryan

## Reading

4 Read the first sentence in each job advert. Which is for a musician? a salesperson? a secretary?

**A** At Susie's Shoes, we're looking for an enthusiastic person to work in our Bethnal Green store. No experience is necessary, but you have to be friendly and polite. The job is for five days a week, 8 hours a day. We provide the uniform.  
**Please call 5432660 for an interview.**


**B** **Duties:** managing the CEO's diary, dealing with emails and calls, going with the CEO to meetings, events and on business trips.  
**Experience:** a similar job for at least 5 years.

**C** **WANTED**  
Drummer to join our band. Has to be interested in rock and heavy metal and have his/her own drum kit. Rehearsals are on weekday evenings and shows on Friday and Saturday nights. Interested?  
**Call Gary on 2369584.**



## Everyday English

### Applying for a post

- 7**  **2.23** Complete the gaps with: *how, what, where, when, which*. Write in your notebook. Listen and check.

A: Good morning. Please have a seat.  
 B: Good morning. Thanks.  
 A: 1) ...'s your full name?  
 B: Jennifer Smythe.  
 A: 2) ... are you from, Jennifer?  
 B: Canada.  
 A: 3) ... do you do?  
 B: I'm a student.  
 A: 4) ...'s your address?  
 B: 34, Bradley Street.  
 A: 5) ...'s your phone number?  
 B: (020) 333-26987.  
 A: 6) ... old are you?  
 B: I'm 20.  
 A: 7) ... days can you work?  
 B: Saturdays and Sundays.  
 A: 8) ... can you start?  
 B: This Saturday.  
 A: OK. Come in at 8:30.



- 5** Read the adverts. Which...

- 1 is for a part-time job?
- 2 is for a full-time job?
- 3 requires the person to travel?
- 4 needs special clothes?

## Grammar

### Question words

- 6** Study the examples.


**Who** is he? He's James Smith. (people) **How old** is he? He's 28. (age) **Where** is he from? He's from Bath. (place) **What** does he do? He's an accountant. (people, animals, things) **When** does he start work? At 9 o'clock. (time) **Which** office does he work in? The one on Cherry Street. (people, animals, things where there is a choice)

Remember, for *wh-* questions, we use falling intonation. **When can you start?** ↘

- 8** Complete the form with information from the dialogue. Write in your notebook.

Name:	...
Surname:	...
Age:	...
Country:	...
Occupation:	...
Address:	...
Phone number:	...

## Speaking

- 9**  **Roleplay:** Imagine you want to apply for the position of a salesperson. Complete a form similar to the one in Ex. 8. Then act out the interview between you and the manager. Use the dialogue in Ex. 7 as a model.



# 4.2 Unusual jobs

## Vocabulary

### Job qualities

1 2.24 Listen and repeat.



brave



friendly



sociable



hard-working



fit



careful



polite



calm



patient



creative

2 a) In one minute, write six jobs in your notebook. List them under the headings: **indoors** – **outdoors**.

indoors

teacher

outdoors

bus driver

b) Which of the qualities in Ex. 1 are necessary for each one of the jobs in Ex. 2a? Write sentences in your notebook, as in the example.

A teacher has to be hardworking, calm and patient.

# My FUN job

This person loves his job, but he hasn't got a typical 9 to 5 one. His job is a little different ...

## Steven, basketball mascot

Are you fit enough, sociable ... and a big fan of basketball? Then come and join me as a basketball mascot! I'm a mascot for the Temple University team and my job is to entertain the fans at matches and publicity events. I put on my red owl costume and do silly things. I slide across the court, I start Mexican waves and do push-ups when my team scores ... but I don't speak a word! It's a very creative job because I think up lots of ideas to keep the fans excited. I love my work and I make enough money to live on, but it's sometimes too tiring. Thankfully, I only work part-time!



### Check these words

fan, publicity event, put on, costume, silly, slide, court, Mexican wave, do push-ups, team

## Reading

3 2.25 Look at the picture and the heading. What is this person's job? Which of the job qualities in Ex. 1 do you think best describe his job? Listen and read to find out.



- 4** a) Read the text again and decide if the sentences are *T* (true), *F* (false) or *NS* (Not stated). Write in your notebook.
- 1 Steven can play basketball.
  - 2 Steven wears different animal costumes for his job.
  - 3 Steven often talks to people in the crowd.
  - 4 Steven sometimes feels tired after work.

b) **Think** Would you like to do this job? Why/Why not? Tell your partner.

## Grammar

### too/enough

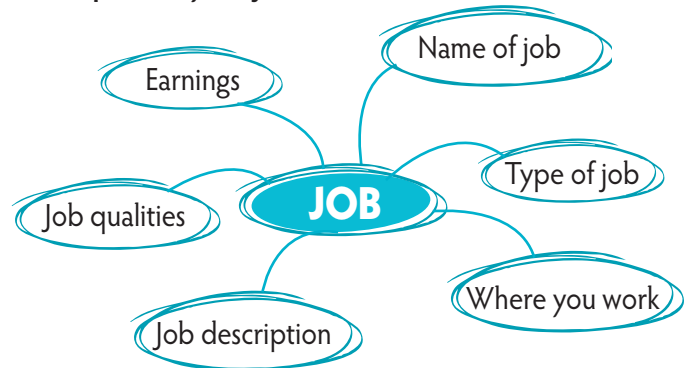
- 5** Study the table. Then, complete the sentences with *too* or *enough* and the adjectives in brackets. Write in your notebook.

- We use **too + adjective** for something that is more than we want or need. (negative meaning) Ben is **too young** to work as a basketball mascot. (Ben is very young. He can't work as a basketball mascot.)
- We use **adjective + enough** or **enough + noun** for something that is as much as we want or need. (positive meaning) David is **fit enough** to be a footballer. (David can be a footballer.) I have got **enough money** to buy this costume. (I can afford to buy it.)

- 1 On weekdays, Sam is usually ... to go out after work. (**tired**)
- 2 Sarah is ... to work as a fashion designer. (**creative**)
- 3 Tom is ... to be a firefighter. (**brave**)
- 4 I'm afraid Mr Smith isn't ... to be a salesperson. (**friendly**)
- 5 You are not ... (**old**) to become a lifeguard.
- 6 It's ... to drive around all day. (**tiring**)
- 7 Paul is ... to be a basketball player. (**tall**)

## Speaking

- 6** Watch the **VIDEO**. Imagine you do the job in the text on p. 60. Copy the spidergram in your notebook and complete it. Use your notes to present your job to the class.



## Listening

- 7** **2.26** Listen to someone talking about his job and decide if the sentences are *T* (True) or *F* (False). Write in your notebook.

- 1 The man is a waterslide tester.
- 2 He works in one country.
- 3 He only checks the waterslides.
- 4 His job is well-paid.
- 5 He has to be hard-working and brave.



## Writing

- 8** Watch a **VIDEO** about the job in Ex. 7. Write a short summary about it. Read your summary to the class.

... (job) have to be ... (qualities) ... . They work ... (place) ... . They ... (duties) ... . The work is (money) ... .

# 4.3

## Earn your living

### Vocabulary

#### Occupations

1 2.27 Listen and repeat.



1 farmer



2 coach



3 engineer



4 journalist



5 chemist



6 dentist

2 Which of the jobs in Ex. 1 does each sentence (1-6) match? Tell your partner.

- A I design and maintain machines.
- B I collect news and write about it for TV.
- C I train people in a sport.
- D I treat people's teeth.
- E I grow crops.
- F I sell medicine.

### Reading

3 2.28 Read the title and look at the picture. Why is Mike's job dangerous? Listen and read to find out.

VIDEO

# Extreme-ly clean!

*Cleaning isn't dangerous ... or is it? Mike cleans fish tanks, but he risks his life every day at work!*

Right now, Mike is in the water cleaning a tank with a sponge. He's wearing a wetsuit and using an oxygen tank to breathe. All around him there are deadly sharks! "It's important to keep the tanks clean so that the sharks stay healthy," Mike explains. "But we can't move the sharks anywhere else – we have to get in with them!"

Mike works 7 hours a day in an aquarium. His job is well-paid, but it's very risky. He works with his team. "In the tanks we talk to each other using the equipment inside our masks. When we think a shark is angry, we all get out." You have to be a good diver to do this extreme job – and very brave!

4 Read the text and correct the sentences. Write in your notebook.

- 1 Dirty tanks can make the shark tank cleaners ill.
- 2 Mike works part-time.
- 3 Mike has a poorly-paid job.
- 4 Mike works alone.
- 5 Shark tank cleaners don't have to be good divers.

5 **Think** Would you work as a shark tank cleaner? Why/Why not?

### Grammar

#### Present simple vs Present continuous

6 a) Identify the tenses in bold. Which describes: *a habit/routine?* *a permanent state?* *an action happening now?* *a fixed future arrangement?*

Mike **works** in an aquarium. He **cleans** tanks every day. Right now he's in the tank. He's **talking** to his team through an intercom. A shark **is swimming** behind him right now. Mike isn't afraid of the sharks. He **knows** how to behave with them. Tomorrow, he's **training** some new divers. Mike likes his job a lot. He believes he's got the best job in the world.





b) Look at the underlined verb form in Ex. 6a. It is a stative verb. These verbs don't have continuous forms. Find two more examples in the text.

**Stative verbs** describe states. They don't have continuous forms (*like, love, hate, want, know, hear, need, think (= believe), etc*)

**7** Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

- 1 A: What ... (you/do) Sam?  
B: I ... (read) an article about dangerous jobs.
- 2 A: ... (you/do) anything later Bill?  
B: Yes. I ... (go) to the dentist, then I ... (meet) Tom for dinner.
- 3 A: What ... (Ms Smith/do) for a living?  
B: She ... (work) as a journalist. She ... (like) her job a lot because she ... (travel) a lot.
- 4 A: We ... (visit) the aquarium tomorrow. ... (you/want) to come?  
B: Thanks, but I ... (fly) to Madrid tomorrow morning.

### Check these words

breathe, deadly, well-paid, equipment

- 8** Use the *present simple* or the *present continuous* and the adverbs of time and time expressions: *now, every day, tomorrow, at the moment, usually, next Saturday, often* to make sentences that are true for you.

*I'm having an English lesson now. My friends go to the park every day after school. I'm seeing my dentist tomorrow.*

## Speaking & Writing

- 9** **Think** Think of a relative's job. In your notebook make notes under the headings: ■ *job* ■ *what does at work* ■ *equipment* ■ *working hours* ■ *earnings* ■ *feelings*. Use your notes to present his/her job to the class or your partner.

(see *Writing Skills* pp. 142-143)

**10**



Use the notes in Ex. 9 to write a short article about your relative's job.

## 4.4

# Work in the ancient world



## Vocabulary

### Work in the past

1 2.29 Listen and repeat.



1 They built a city.



2 The emperor & army controlled the empire.



3 They worked as farmers.



4 They worked as craftsmen.



5 They worked as merchants.



6 They hunted for food.



7 They made houses from mud & bricks.



8 They built pyramids.



9 They used boats to transport goods.



10 The children went to school/learnt history, myths, religion.

## Reading

2 2.30 The Aztecs were a great and powerful people. How did the Aztec civilisation come to an end? Listen and read to find out.

# The AZTECS

1 The Aztecs ruled a large empire from the 14th to the 16th century. Tenochtitlan was the most important city in the empire. They built it in 1325 on an island where Mexico City stands today.

2 Their emperor controlled the empire with his powerful army. The Aztec people worked as farmers, fishermen, craftsmen and merchants.

3 Aztec builders made houses from mud and bricks. They also built pyramids.

4 They used boats to transport goods. They usually travelled on foot.

5 All children went to school. They learnt history, myths and religion. They respected their teachers.

6 Spanish soldiers arrived in America in 1519. Some of them were sick with smallpox. The disease was new to the Aztecs and killed a lot of them. The Spanish conquered the Aztecs in 1521 and the civilisation came to an end.

3 Read the text again and label the paragraphs (1-6) with the headings (A-F). Write in your notebook.

**A THE EMPEROR & THE PEOPLE**

**B LOCATION** **C TRANSPORT**

**D EDUCATION**

**E THE END OF THE AZTECS** **F HOUSES**

4 Find eight jobs in the text. Write in your notebook.





### Check these words

rule, empire, stand, control, powerful, mud, brick, respect, smallpox, disease, conquer, come to an end

## Grammar

### Past simple (affirmative)

- 5** Study the table. How do we form the past simple of regular verbs?

#### Affirmative

I/You/He etc **hunted** for food.

I/You/He etc **came** yesterday.

We use the **past simple** for

- actions that happened at a certain time in the past (stated or implied). **They arrived here last week.**
- consecutive actions in the past. **She took her bag, got her coat and left.**

**Adverbs of time & time expressions:** *yesterday, yesterday morning/afternoon etc, last night/week etc, a day/week etc ago*

- 6** Look at the text and write all the past forms of the verbs below in your notebook. Which are regular (R)? Which are irregular (I)?

1 live **lived** (R); 2 rule; 3 be; 4 build; 5 control; 6 make; 7 use; 8 travel; 9 go; 10 learn; 11 respect; 12 arrive; 13 conquer; 14 come; 15 kill

- 7** Use verbs from Ex. 6 in the *past simple* to complete the sentences. Write in your notebook.

## THE INCAS



- The Incan emperor ... in a palace.
- The Incas ... their houses using stones.
- They ... excellent farmers.
- They ... animals to transport goods across the empire.
- Only the sons of rich people ... to school.
- At school they ... the Inca language, history and religion.
- The Spanish ... them.

## Pronunciation

(-ed ending)

- 8** 2.31 Listen and repeat.

/t/ worked, helped

/d/ lived, ruled

/ɪd/ hunted, visited

## Writing & Speaking

- 9** **Think** Compare the Aztecs with the Incas. Write sentences in your notebook. Read them to the class. Use: *too, but*.

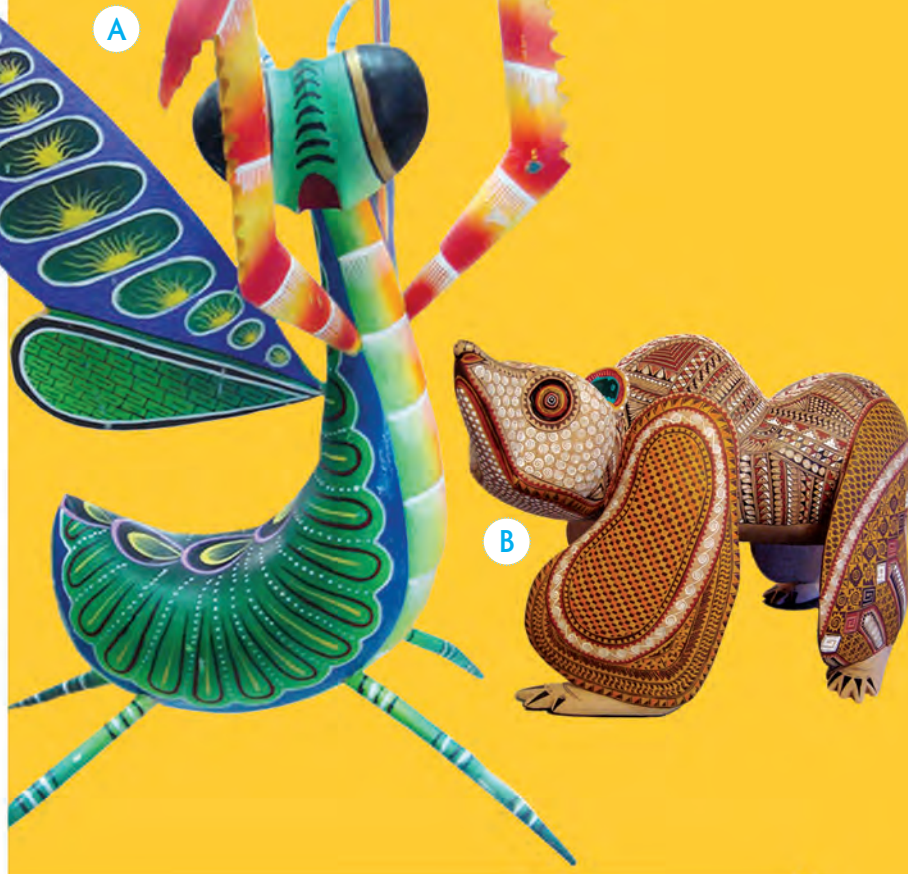
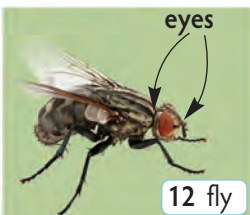
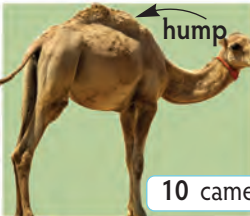
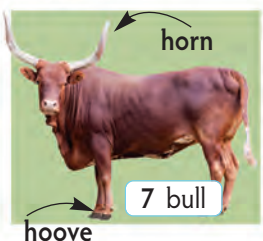
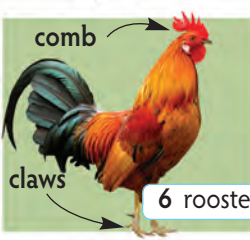
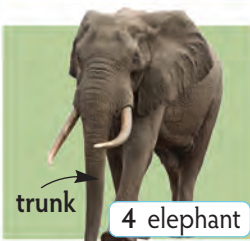
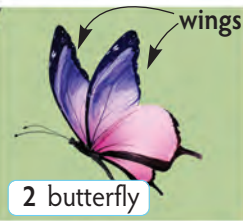
The Aztecs had an emperor. The Incas had an emperor, too.

# 4.5 A dream job

## Vocabulary

### Animals

1 2.32 Listen and repeat.



2 Which animal has got...

- |  |   |
|--|---|
| 1 colourful wings?                         | 8 thick fur, short legs and strong claws? |
| 2 a red comb and sharp claws?              | 9 a shell, tentacles, but no feet?        |
| 3 long ears and a long tail?               | 10 a long body, a tail, legs and pincers? |
| 4 a thick mane and a long tail?            | 11 hooves, long thin legs and a hump?     |
| 5 big ears, a huge body, and a long trunk? | 12 thin legs, wings and eyes?             |
| 6 sharp horns and hooves?                  |   |
| 7 a sharp beak, feathers and wide wings?   |   |

3 Choose an animal from Ex. 1. Ask your partner three questions to find it. Use words from Ex. 2.

A: Has it got sharp horns?

B: No, it hasn't.



# Alebrijes

4.5

## Grammar

Past simple (negative – interrogative)

6 Study the table. Find examples in the text.

NEGATIVE	
I/You/He/She/It/We/You/They <b>did not go/didn't go</b> out last night.	
INTERROGATIVE	SHORT ANSWERS
Did I/you/he etc <b>watch</b> TV last night?	<b>Yes, I/you/he etc did.</b> <b>No, I/you/he etc didn't.</b>
<b>Note:</b> We use rising intonation in Yes/No questions. <i>Did he leave?</i> ↗	

**Alebrijes, popular souvenirs in Mexico, are brightly-coloured wooden creatures. Mexican artist Pedro Linares created them, but where did he get the idea?**

Pedro was born in 1906. When he was 30 years old, he got sick. One night, he had a dream that he was in a strange forest. He saw a lot of strange creatures: a donkey with the wings of a butterfly, a rooster with bull horns and a lion with the head of an eagle. The creatures all shouted the same word: "Alebrijos."

When Pedro woke up, he didn't feel sick anymore. But the dream was still with him, so he made sketches of the strange creatures. Later, he carved them from wood and painted them.

Alebrijes made Pedro Linares famous in the USA and Europe.

He died in 1992, but his family still make the colourful dream-world creatures.


### Check these words

brightly-coloured, wooden creature, forest, carve, wood

## Reading

4 a) Look at creatures A & B and describe them. Think about: *head, wings, body, legs, ears, claws.*

Picture A shows a creature with the head of a fly, etc ...

b)  2.33 What do you think Alebrijes are? Listen and read to find out.

5 Complete the sentences in your notebook.

- When Pedro was sick, he dreamt he was ...
- He saw a lot of ...
- They all shouted ...
- Pedro carved the creatures ...
- Nowadays we know these creatures as ...

7 Correct the sentences. Write in your notebook.

- Pedro got sick when he was 20.  
*Pedro didn't get sick when he was 20. He got sick when he was 30.*
- In his dream he saw strange plants.
- He made paintings of the strange creatures.
- He carved them from marble.
- He died in 1995.

8 Write questions, then answer them.

- Pedro Linares/live/in the USA?  
*Did Pedro Linares live in the USA? No, he didn't. He lived in Mexico.*
- he/have a dream?
- the strange creatures/speak?
- Pedro/feel sick/when he woke up?
- he/carve/Alebrijes/from stone?

## Speaking

9 CHAIN STORY: Re-write Pedro's story using the "chain story" technique.

10 **Project:** Have a class competition. Draw your own Alebrije. Describe it to the class. The class vote for the one they like the most.



## Vocabulary

### Life in the past

- 1 a) <sup>2.34</sup> Listen and repeat.  
Match the sentences (1-4) to the pictures (A-D).

- 1 Children walked to school.
- 2 People worked in the fields.
- 3 Children studied by the fireplace.
- 4 Children helped with the chores.

- b) **Think** What do the pictures tell you about life in the 1800s?

## Study Skills

Think of what you know about the topic. This will help you understand the text more easily.

## Reading & Speaking

- 2 Who's Abraham Lincoln? Which of these sentences are true about him? Decide in pairs. Write in your notebook.

- 1 He was born in Illinois.
- 2 He came from a poor family.
- 3 He became a lawyer.
- 4 He had three sons.
- 5 He became president during the Civil War.
- 6 He helped end slavery.
- 7 He died in the war.

- <sup>2.35</sup> Listen and read to check your answers.



**A**braham Lincoln was born in Kentucky, USA in 1809. His family was very poor. He worked in the fields and helped with chores. In the evenings, he sat by the fireplace and studied. When he was tired of doing arithmetic, he wrote poems. Abe first went to school when he was 6 years old. He walked four miles to get there!

By the time he was 17 he knew he wanted to be a lawyer. At the age of 21 he moved to Illinois. He worked hard and managed to become a lawyer in 1836. In 1842 he married Mary Todd. The couple had four sons. In March 1861, Lincoln became the 16th President of the United States. Five weeks later the Civil War began. It was a fight between the north and the south about slavery. Lincoln wanted to stop slavery in the US. He also wanted the US to be one nation. He achieved both of his goals.

On 14th April, 1865, he and his wife were at Ford's Theatre in Washington, D.C. . John Wilkes Booth, one of the actors, shot the president. Lincoln died nine hours later. On 21st April a train carrying his body left Washington DC, and travelled through 180 cities before it reached Illinois. They buried him on 4th May.

Today, people still remember Abraham Lincoln as a great leader. He wanted the people of his country to work together and for all people to be free.


### Check these words

poor, poem, move, lawyer, couple, president, Civil War, fight, slavery, achieve, goal, shoot, reach, bury, leader

## Grammar

### wh- questions (Past simple)

wh- word + **did** + subject + base form of the main verb. We use falling intonation in wh- questions. *When did he leave school?* ↘  
**BUT:** *Who/What* + main verb + object (to refer to the subject of the verb) *Who killed him?* ↘

- 3**  Ask and answer wh- questions based on the text. Mind the intonation.

A: Where was Abraham Lincoln born?


B: In Kentucky, USA.

### Reading/Saying years

#### Study the examples:


1062 ten sixty-two  
 2000 two thousand  
 1358 thirteen (and) fifty-eight  
 1200 twelve hundred  
 1105 eleven oh five

## Speaking

- 4** Watch the  VIDEO . Read the text again and complete the chart in your notebook. Use the completed chart to present Abraham Lincoln to the class.



## Listening

- 5**  2.36 Listen and complete the fact file about John F. Kennedy. Write in your notebook.



- Born in Massachusetts on 29th May, 1917.
- **1)** ... – graduated from Harvard University.
- **2)** ... years later – joined the US Navy.
- 1953 – married Jacqueline Bouvier and they had **3)** ... children.
- 20th **4)** ... , 1961 – became President.
- 22nd **5)** ... , 1963 – Lee Harvey Oswald shot him dead in Dallas.

## Writing

- 6** Collect information about presidents of the USA. Prepare a "Did you know" collage. Tell the class.

# Unbelievable bees



There is one **queen** in every hive. She lives up to 7 years and her only job is to lay eggs. She can lay 1,500 eggs every day.



**Worker bees** are all female, but they can't lay eggs. They live just six weeks in summer. Their main job is to collect nectar from flowers and make honey from it.

**Drones** are male. Their only job is to mate with the queen. When food gets low, the worker bees throw them out of the hive.



## Amazing facts

- ◆ Bees travel up to 8 km from the hive to find flowers, at speeds up to 24 km an hour.
- ◆ A bee visits 50-100 flowers on each trip.
- ◆ To make 500 grams of honey, a hive of bees visits about 2 million flowers and travels 88,000 km.
- ◆ Honey is the only food insects make that we can eat. It never goes bad.

### Check these words

hive, lay, nectar, drone, mate, throw out, speed

## Reading

**1** 2.37 What is the role of each bee? How important is each in a colony? Listen and read to find out.

**2** Replace the words in bold in sentences 1-5. Use: *drones, nectar, the queen, hives, worker bees*. Write in your notebook.

- 1 Bees live in **them**.
- 2 **They** mate with the queen.
- 3 **She** lays eggs.
- 4 They make honey from **it**.
- 5 Only **they** make honey.

## Writing & Speaking

**3** Use these numbers to write sentences based on the text in your notebook. Read them to the class.

- 7 • 1,500 • 8 km • 24 km an hour • 50-100 • 500 grammes
- 2 million • 88,000 km

The queen lives up to 7 years.

**4** **Think** Tell the class four things you learnt from the text.

**5** **PRESENTATION SKILLS** Watch the VIDEO, then read the text and make notes under the headings: ■ colony organisation ■ facts in your notebook. Imagine you are a beekeeper. Use your notes to give the class a presentation on bees.



## Vocabulary

**1** Complete with: *careful, sociable, fit, hard-working, brave, creative*. Write in your notebook.

- 1 She faces danger every day. She's ...
- 2 He always stays late at the office. He's ...
- 3 She never makes mistakes. She's ...
- 4 He runs around for hours during training. He's ...
- 5 She always thinks of new ideas. She's ...
- 6 He talks to all the customers and makes them laugh. He's ...

*6 x 1 = 6 points*

**2** Choose the correct item. Write in your notebook.

- 1 Before he starts work, he has to **slide/put** on his mascot costume.
- 2 The civilisation came to an **end/empire** in the early 16th century.
- 3 He **carved/painted** the animals from wood.
- 4 She's a huge **fan/mascot** of basketball.
- 5 One night he **had/saw** a dream.
- 6 The job is for students. No experience is **provided/ necessary**.
- 7 The team mascot has to go to publicity **meetings/events** as well as matches.
- 8 Every day, Louise works with **deadly/risky** sharks.
- 9 The Spanish **controlled/conquered** the Aztecs in 1521.
- 10 Mike **achieved/earned** his goal of becoming a police officer.

*10 x 1 = 10 points*

## Grammar

**3** Fill in: *too or enough*. Write in your notebook.

- 1 Max is ... young to drive a car.
- 2 Olivia is patient ... to be a teacher.
- 3 He hasn't got ... experience for the job.
- 4 I'm ... tired to work an extra shift tonight.
- 5 He's fit, but not tall ... to be a basketball player.

*5 x 1 = 5 points*

## Grammar

**4** Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

- 1 I always ... (**start**) work at 8:30 am.
- 2 Chris ... (**travel**) to Japan tomorrow on a business trip.
- 3 ... (**she/work**) ten hours every day?
- 4 Dr Marlowe ... (**examine**) a patient right now.

*4 x 1 = 4 points*

**5** Put the verbs in brackets into the *past simple*. Write in your notebook.

- 1 A: What ... (**you/study**) at university?  
B: I ... (**not/go**) to university. I ... (**start**) work as soon as I finished school.
- 2 A: ... (**Michelle/apply**) for the job as a cashier at the clothes shop?  
B: Yes, she ... (**have**) her interview yesterday afternoon.
- 3 A: Why ... (**you/decide**) to become a farmer?  
B: I ... (**not/want**) to work indoors. I love being outside!

*7 x 2 = 14 points*

## Everyday English

**6** Choose the correct response. Write in your notebook.

- 1 A: What do you do?  
B: **a** I'm a photographer.  
**b** I'm patient and hardworking.
- 2 A: Which days can you work?  
B: **a** Sundays and Mondays.  
**b** This Saturday.
- 3 A: When can you start?  
B: **a** Come in at 9:30.  
**b** Next Friday.

*3 x 2 = 6 points*

# 4

## Self-Check Test

### Reading

- 7 Read the text and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.



My mum works as a police officer. Here is a typical day for her. Mum works different shifts, but her favourite one is the early shift. She has to report for duty at 6:45 am to get her instructions for the day. She usually does street patrol by car with another police officer. In the afternoons, she works on her computer. She often works late, especially when there is an accident. My mum is a hard-working police officer with a well-paid job. But for her it's not about money – she does it because she really loves it!

- The writer is an only child.
- The writer's mum prefers working in the mornings.
- She usually works alone.
- Her working hours can be long.
- She chose to be a police officer because she can earn lots of money.

5 x 4 = 20 points

### Listening

- 8 2.38 Listen to a boy talking about his neighbour's job and fill in the gaps (1-5). Write in your notebook.

#### My Neighbour's Job



**Type of job:** works as a hotel 1) ...  
**Job Description:** responsible for a team of 2) ... kitchen staff  
**Tony's job qualities:** creative and 3) ...  
**Working hours:** 6 pm to 2 am, 4) ... to Saturday  
**Earnings:** £ 5) ... thousand per year

5 x 3 = 15 points

### Writing

- 9 Write a short article about your neighbour's job for your English teacher.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- jobs/occupations
- job qualities
- animals
- great people

#### Reading Competence

- extract basic information from job adverts

- understand details in short texts related to jobs/famous people

#### Listening Competence

- understand the most essential information in a job description
- complete notes from an interview about a job, a biography

#### Speaking Competence

- apply for a post (job interview)

- talk about a relative's job
- pronounce *-ed* ending
- describe an imaginary animal
- read years

#### Presentation Skills

- present a person's job
- present a famous person
- present bees

#### Writing Competence

- complete a form
- write a summary
- write an article about a relative's job
- write a biography

**Design & Technology:** Design an imaginary animal

**CLIL (Science):** *Unbelievable bees*



# Module

## 5

## My everyday life



### What's in this module?

#### Vocabulary

- daily activities • chores • activities
- activities at an amusement park • fun activities
- weather, seasons & seasonal activities
- evening activities; TV programmes

#### Grammar

- past simple • *used to*
- *would* (to express preference)
- present continuous (future meaning)

#### Reading

articles; blog entries; text messages; a story; dialogue

#### Listening

dialogues; monologue

#### Speaking

- talk about chores you do
- describe actions in progress at a certain time in the past
- describe past habits • express preference

#### Presentation Skills

present teen activities

#### Writing

write: a note; blog posts; an email; a story; a poster

**Culture Corner:** *Teen Time*

### My day: daily activities

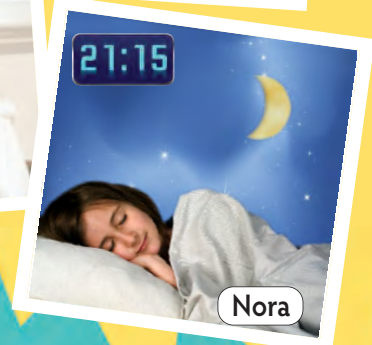
- 1** Look at the pictures. Use the phrases to say what each person does every day.

- get up • have a shower • eat breakfast
- walk to school • have lunch
- come back home • do their homework
- go to karate practice • have dinner
- surf the Net • go to bed

Ann gets up at 7 o'clock.

- 2** What is a typical Monday for you? Tell your partner.

On Mondays I get up at ... I ..., then ....





# 5.1 My day at home

## Vocabulary

### Chores

1 3.1 Listen and repeat.



## VIDEO

Jesse the Jack Russell

# Super dog!

For Heather Brook, owner of Jesse the Jack Russell, the phrase 'work like a dog' isn't just an expression. Jesse is an international superstar with his own YouTube channel and he can do nearly every household chore!

Every day, Heather trains her best friend Jesse to do different tricks and chores around the house. He dusts, does the vacuuming, mops, takes out the rubbish, brings in the newspaper, cleans windows, helps to do the shopping and even picks up rubbish at the park. Heather doesn't do many chores at all. Jesse even unties Heather's shoelaces, pulls off her socks and puts them in the washing machine. Jesse learns quickly and sometimes even teaches himself new tricks.

Heather always uses 'clicker training' to teach Jesse. He sets the table or puts his dog bowl in the dishwasher correctly, for example, and she clicks. Then she gives him a treat. Jesse loves the training and never does his chores without a big happy smile on his face! Now millions of people watch the videos of Jesse doing his tricks on his YouTube channel. Also, he sometimes appears on TV shows, in adverts or in films like *Beverly Hills Chihuahua 2*. Heather and Jesse make a fantastic team, but Heather's dream for the future is to train dogs to help disabled people at home.

So ... do you usually not feel like making your bed or tidying your room? Maybe it's time to get a pet and train it like Jesse!

## Reading

2 3.2 Look at the title of the text and the picture. What do you think is special about this dog? Can you guess what he can do? Listen and read the text to find out.




### Check these words

owner, expression, channel, nearly, train, do tricks, pick up, untie, shoelace, pull off, washing machine, clicker training, bowl, treat, appear, disabled people



- 4 Think** What makes Jesse a super dog? Write sentences in your notebook. Read them to the class.

## Listening

- 5**  **3.3** Listen and match the people to the chores they do. Write in your notebook.

### People

- 1 Sally
- 2 Greg
- 3 Kelly
- 4 Kelly's dad
- 5 Kelly's mum

### Chores

- A do the washing-up
- B cook
- C vacuum the carpets
- D tidy the bedroom
- E clean the windows
- F clear the table
- G dust the furniture

## Speaking

- 6** Which of the chores in Ex. 1 do you *always, usually, often, sometimes, rarely, seldom, never* do? Tell the class.

I always tidy my room in the afternoon. I do the laundry twice a week. I mop the floor once a month. etc

## Writing

- 7** You must take your dog to the vet. Leave your partner a funny note. In your note write:  
 ■ where you are going ■ what chores he has to do ■ when you are coming back. Exchange notes and reply.

- 3** Read again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- 1 Jesse can do every chore.
- 2 Jesse teaches himself to do some chores.
- 3 Heather hates doing chores.
- 4 Jesse makes more money online than on TV.
- 5 Heather wants to teach other dogs to help people.

# 5.2

## Favourite activities I

### Vocabulary

#### Activities

1 3.4 Listen and repeat.



1 watch a sports match



2 go out for a meal



3 hang out at the mall



4 cook



5 go to the cinema



6 read a magazine



7 play online games



8 play console games



9 write a blog



10 watch TV

2 Which are your favourite activities? How often do you do them? Discuss as in the example.

A: Do you like playing online games?

B: I love playing online games. I play every day. etc

### Reading

3 3.5 Look at the texts. What are they? What are they about? Listen and read to find out.

**@gemma123** Hi! I'm Gemma and I moved to a new house a few months ago. It's in a little village and there's no mall, no cinema and no restaurants. I feel like there's nothing to do here! Does anyone else live in a small town? What do you do in your free time?

**@becky\_jane** Hi, Gemma! I live in a village too and I know what you mean. It's easy to just watch TV all the time, but it's better to do something creative. I started cooking a few years ago. Now, I read cookery blogs and try out new recipes I find on them all the time. I love it – and so does everyone else in my family!

**@tom2005** Hello, Gemma. I live in a farmhouse in the middle of nowhere, so I know how you feel! When we first moved here, I only saw my friends at school. My parents didn't want me to be on the phone all evening chatting to them, so I felt pretty lonely. Then I discovered online games. Now, I play with my friends every evening, even though we live miles apart!

4 Read the texts again and for questions 1-3, choose the best option – A, B or C. Write in your notebook.

- Gemma posted in the forum because she wants
  - ideas about activities she can do.
  - to find new places to visit in her village.
  - advice about moving house.
- Becky spends her free time
  - writing a blog.
  - making food.
  - writing recipes.
- Tom chats with his friends in the evenings
  - online.
  - when he visits them.
  - on the phone.



- 5** **Think** Imagine you're Gemma. Which of the activities mentioned in the texts would you choose to do? Why?

## Grammar

### Present simple – Present continuous – Past simple

- 6** Put the verbs in brackets into the present simple or the past simple. Write in your notebook.
- A: ... (you/have) a nice time at the cinema last Saturday?  
B: Yes, I did. I usually ... (hang out) with my friends at the mall on Saturdays, but last week we ... (decide) to watch a film instead.
  - A: This meal is delicious, Brad! I ... (not/know) how to cook.  
B: I ... (learn) last year by watching videos online.
  - A: When ... (you/get) this games console, Ellen? It's really cool!  
B: My parents ... (buy) it for me last week.
  - A: ... (Kelly/read) books often?  
B: No, she prefers reading blogs online. In fact, she ... (start) writing her own a few months ago.
  - A: ... (Peter/play) basketball every day?  
B: Almost. He ... (join) a club last summer and they ... (practise) every day except Wednesday and Sunday.

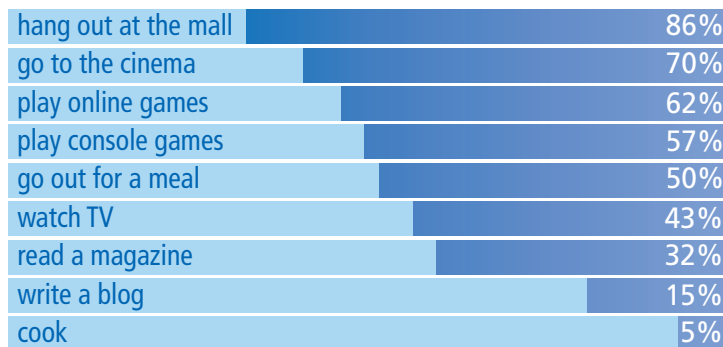
- 7** Look at Helen's timetable for today. Correct the sentences, as in the example. Write in your notebook.

TIMETABLE	ACTIVITIES
9-10:30 am	make breakfast with Dad
10:30-11 am	run in the park with her brother
1-2 pm	do the shopping with Mum
3-5 pm	do homework
6-9 pm	go to the cinema with Jo

- Helen and her dad are running at 9:30.  
No! Helen and her dad aren't running at 9:30. They are making breakfast.
- Helen and Jo are going for a meal at 6 pm.
- Helen is having lunch at 3 pm on Saturday.
- Helen and her brother are eating at 11 am.
- Helen and her mum are making dinner at 2 pm.

## Speaking

- 8** **Think** The graph shows what students in Daniel's class like doing in their free time. Look and make sentences, as in the example.



In Daniel's class, 86% (eighty-six per cent) like hanging out in the mall in their free time.

- 9** In groups of three, prepare a quiz. List six of the activities in Ex. 8. Give the quizzes to your classmates to tick (✓) what they do/don't do in their free time. Collect the answers and put them together. Present your findings to the class.

## Writing


- 10** Write a blog post about what you like doing in your free time.

## 5.3

## Fun days out

## Vocabulary

## Activities at an amusement park


- 1  3.6 Look at the pictures (A-F). Listen and repeat.



- 2 Which of these places do you enjoy going to in an amusement park? Tell your partner. Use these adjectives: *thrilling, funny, amazing, scary*.

I really enjoy going on a Ferris wheel. It's thrilling. I don't like going in the haunted house. It's too scary.

## Reading

- 3  3.7 What kind of ride is the Grand National? When did it open? Listen and read Jack's diary entry to find out.



Dear Diary,  
I'm in Lancashire in north-west England, visiting Granddad. Yesterday, we went to Blackpool Pleasure Beach. It opened in 1896 and it's one of the oldest amusement parks in the world!  
When we arrived, Granddad pulled me over to an old carousel called the Derby Racer. I didn't want to ride it because I'm 12 now, and carousels are for younger kids – but then Granddad told me it was the first ride he ever went on, back in 1958 when he was six years old. So I agreed to go on with him, and it was actually quite fast!  
Then, we visited more rides that Granddad used to go on. There was Wild Mouse, the Big Dipper and Steeplechase. Of course we tried the modern rides, too, like the new rollercoaster ICON and the water ride Valhalla. Granddad came with me – they didn't use to have rides like those when he was young, and he loved them! I didn't want to go inside Pasaje del Terror, the haunted house, but Granddad dragged me in and we had a lot of fun. Of course, we knew the ghosts and zombies were actors, but they still made us jump – and laugh!  
The last ride we went on was the Grand National. It's a wooden rollercoaster that opened in 1935. Granddad told me this ride was extra special, because the first time he spoke to Grandma was in the queue when they were 10 years old! It was a bumpy ride, but exciting. It's amazing to think my grandparents used to ride on the same rollercoaster when they were children!

## Check these words

drag, ghost, zombie, make sb jump, queue, bumpy

- 4 Read again and for questions 1-3, choose the best answer – A, B or C. Write in your notebook.
- Why didn't Jack want to go on the Derby Racer?
    - He thought the ride was too fast.
    - He thought he was too old.
    - He didn't think it was safe because it was so old.
  - What did Jack think of the haunted house?
    - It was funny.
    - It was boring.
    - It was terrifying.
  - Why did Jack's granddad say the Grand National was special?
    - It's the only wooden rollercoaster in the world.
    - It's the oldest rollercoaster at Blackpool Pleasure Beach.
    - It reminds him of a special moment in his life.



- 5** **Think** Why do you think the old rides at Blackpool Pleasure Beach are still popular? Would you like to go on them? Tell your partner.

## Grammar

### Used to

- 6** Read the theory. Find examples in the text in Ex. 3.

**Form:** *used to* + bare infinitive

<b>AFFIRMATIVE</b>	I/You/He/She/It/We/You/They <b>used to work.</b>
<b>NEGATIVE</b>	I/You/He/She/It/We/You/They <b>didn't use to work.</b>
<b>INTERROGATIVE</b>	<b>Did</b> I/you/he/she/it/we/you/they <b>use to work.</b>
<b>SHORT ANSWERS</b>	Yes, I/you/he/she/it/we/you/they <b>did.</b> No, I/you/he/she/it/we/you/they <b>didn't.</b>

### Spelling

- Used to* is always a **past form**. It has no present form. It has the same form in all persons, singular and plural, in the affirmative. *Ann used to go cycling.*
- The interrogative form is **did + subject + use to**. *Did Jack use to go skiing?*
- The negative form is **subject + didn't/did not use to**. *Sam didn't use to ride to school.*

### Use

We use *used to* to talk about things that happened regularly in the past but they don't happen anymore. *He used to walk to school.*

We can use the **past simple** instead of *used to* with no difference in meaning. *They used to live/lived in Milan.*

**Note:** We can't use *used to* for actions that happened at a definite time in the past. *She left for Bucharest yesterday.* (NOT: ~~*She used to leave for Bucharest yesterday.*~~)

- 7** Choose the correct item. Write in your notebook.

- Dad didn't **used/use** to walk to school when he was young.
- My grandma **use/used** to be a nurse.
- Did you **use/used** to go on beach holidays when you were a child?
- My cousins **use/used** to live in the USA.
- I didn't **use/used** to like tomatoes, but now I do.
- Did your parents **used/use** to visit Blackpool Pleasure Beach when they were children?

- 8** Write what Paul *used to/didn't use to* do when he was 8 years old in your notebook.

- tidy his bedroom every day ✓
- write a blog ✗
- stay with his grandparents every weekend ✓
- have a dog ✓
- go on holiday abroad every summer ✗
- visit amusement parks ✗

When Paul was 8 years old, he *used to* tidy his bedroom every day.

## Speaking

- 9** Use the ideas in Ex 8 to find out what your partner *used to/didn't use to* do when he was 8 years old.

A: Did you use to ...?

B: Yes, I did./No, I didn't.

## Writing

- 10** Write what your grandparents *used to/didn't use to* do in their free time when they were children in your notebook.

# 5.4

## Favourite activities II



### Vocabulary

#### Fun activities

1 3.8 Listen and repeat.



1 go zorbing



2 explore a farm



3 go to a trampoline park



4 watch a magic show



5 do karaoke



6 go mountain biking



7 play table tennis



8 spend a night at a museum

2 Which of these activities *would/wouldn't* you like to do? Why? Use the adjectives to tell your partner.

+	fun, exciting, interesting, enjoyable, amusing, amazing
-	boring, scary, dangerous, frightening, tiring

I'd like to go to a trampoline park. I think it's fun.  
I wouldn't like to go zorbing. I think it's dangerous.

### Kate's Travel Blog

HOME

BLOG

#### An Unforgettable Experience

Greetings from New Zealand, the country that built the first bungee jump! That's not the only crazy activity they invented either. Today I'm in Rotorua and I'm still dizzy because this morning I tried zorbing!

What is zorbing? Basically, a clear plastic ball called a 'zorb' rolls down a hill – with you inside it! You can choose from 'wet' zorbing or 'dry' zorbing. For the dry version, they strap you into your zorb so you can't move, and you go head-over-heels down the hill. I didn't fancy spending so much time upside down, so I chose the wet version. You're not strapped in, but they put some warm water into the zorb with you, so you slip and slide around.

My zorb rolled down the hill so fast that I couldn't see where I was. I slid everywhere and the water splashed all over me – I felt like I was in a washing machine! But I laughed all the way down – it was so much fun! When I got out of my zorb at the end, I was soaking wet, but so excited. I wanted to go again!



Comment 15:02

Hi Kate,

I went zorbing – here in the UK! My friend Sid goes all the time – it's his favourite activity – so I agreed to go with him. I regretted it! It went too fast and I felt sick.

Mario\_98

#### Check these words

bungee jump, invent, dizzy, hill, strap into, head-over-heels, upside down, soaking wet

#### Reading

3 3.9 Look at the blog entry. Where did Kate go? What did she do? How did she like it? Listen and read the text to find out.



4 Read the text again and complete the sentences. Write in your notebook.

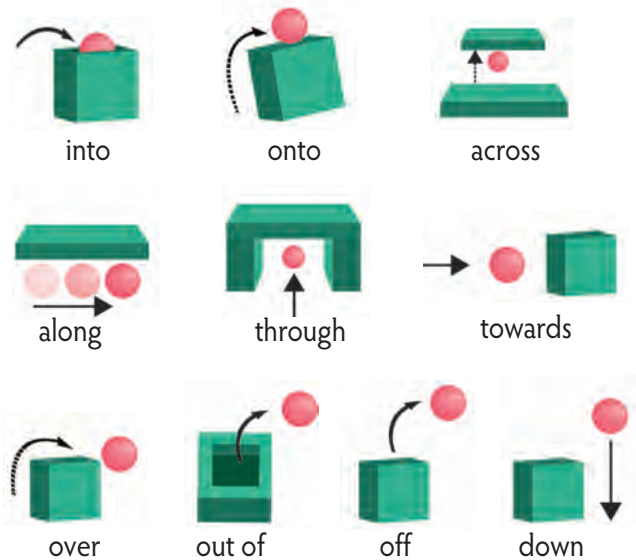
- 1 Kate was feeling ... because she went zorbing.
- 2 A zorb is a ... plastic ball.
- 3 People that choose dry zorbing go ... down the hill.
- 4 They put some ... in the zorb with Kate.
- 5 Mario went zorbing with ... of his friends.
- 6 Mario didn't like zorbing because it made him feel ...

5 **Think** Would you like to try zorbing? Why? Why not?

## Grammar

### Prepositions of movement/direction

6 Look at the pictures. Use the prepositions in the key to complete the story. Write in your notebook.



## Speaking

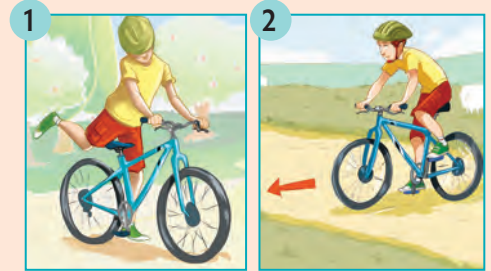
7 Close your book. Say as many things as you remember Glenn did.

## Writing

8 **Competences:** Write a diary entry about your last weekend.

**Write:** ■ where you went ■ who with ■ what you did  
■ how you felt. Write in your notebook.

### Glenn's trip



1 Glenn got ... his mountain bike.

2 He went ... a field



3 and ... a forest.

4 He cycled ... a path.



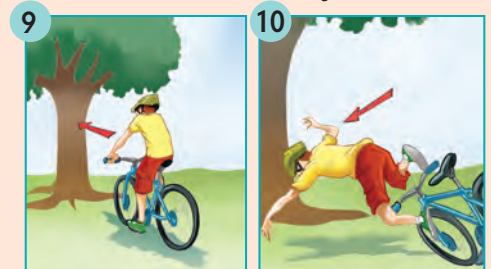
5 and ... a bridge.

6 He came ... the forest



7 and went ... a tunnel.

8 He cycled ... a hill.



9 He was going ... a tree so he jumped ... his bike.

## 5.5

## In all weathers


## Vocabulary

## Seasonal activities

- 1  3.10 Listen and repeat.


**Winter: cold and snowy**


**Spring: cool and windy**


**Summer: hot and sunny**


**Autumn: cloudy and rainy**


# Survival Story


Patricia Byrne

On a sunny Thursday morning in December 2018, an Australian family went walking in Stirling Range National Park, a beautiful but very remote part of Australia. They walked through the wilderness, chatting and laughing, when they suddenly realised they couldn't see one member of their group: 84-year-old Patricia. They searched and searched, and then they called the rescue services. They were very worried, because Patricia was so old, and she had no food or water with her, and no mobile phone. Police, park rangers and volunteers looked for Patricia for four days until, at last, they found her – hungry and tired, but fine. Patricia survived the hot summer weather, with temperatures of nearly 40°C, by drinking water from puddles. She said she wasn't even scared. What a brave great-grandma!

- 2 What is the weather like in your country in winter, spring, summer and autumn? Which of the activities in Ex. 1 do/don't you/ your parents/ friends like doing? Tell the class.

Winter in my country is cold and snowy. I like playing board games with my friends. I don't like making biscuits. My dad loves our cloudy and rainy autumn because he likes collecting leaves.

## Reading

- 3  3.11 Look at the picture and the title of the article. What do you think it is about? Listen and read to find out.





### Check these words

remote, wilderness, realise, member, rescue services, park rangers, volunteers, survive, puddle

**4** Read the text again and answer the questions. Write in your notebook.

- 1 Where did Patricia and her family go walking?
- 2 What didn't Patricia have with her?
- 3 What was the weather like during the days Patricia was lost?

## Listening

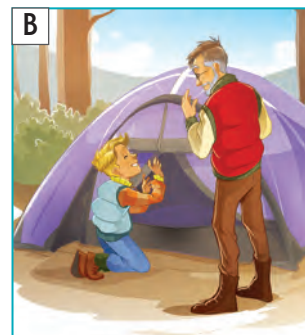
**5** 3.12 Listen and fill in the weather forecast. Write in your notebook.

City	Symbol	Weather	Temperature
London, UK		cloudy and 1) ...	5 or 2) ...°C
Moscow, Russia		cold and 3) ...	-3°C
Cairns, Australia		hot and 4) ...	5) ...°C
Wellington, New Zealand		cool and 6) ...	18°C

**6** What was the weather like in your town/city yesterday? Tell the class.

## Listening & Speaking

**7** 3.13 Listen to Mark's story and put the images into the correct order. Write in your notebook.



**8** Imagine you are Mark's dad. Tell the story from your point of view.

## Writing

 (see Writing Skills pp. 144-145)

**9**



3.13 Listen to Mark's story in Ex. 7 again and make notes under the headings: who

where when activity what happened feelings. Imagine you are Mark. Use your notes to write a short story for the school English magazine. You can use your dictionary.

# 5.6

## Favourite evening activities

### Vocabulary

#### TV programmes

1  Listen and repeat.

A quiz show



B cartoon



D sports programme



G documentary



E soap opera



H sitcom



C reality show



F cookery programme



I action/adventure series



2 Which programme can you watch to ...

- 1 learn about nature and animals?
- 2 watch a live football match?
- 3 learn to make a special dish?
- 4 see actors in funny situations?
- 5 test your general knowledge?
- 6 see the daily lives of a group of characters?
- 7 watch real people's daily lives?
- 8 watch actors do dangerous and exciting things?
- 9 watch your favourite animated character?

Tell your partner.


*I watch documentaries to learn about nature and animals.*

### Check these words

have a look, TV guide, what else is on, channel, that's a shame, crime fighter, lightning, strike



## Reading

- 3**  3.15 Read the first exchange in the dialogue. What is the dialogue about? Listen and read to find out.


Ben: What's on TV tonight, Sam?  
 Sam: I don't know. Let's have a look in the TV guide ... OK, well there's a talent show on after the news.  
 Ben: What else is on?  
 Sam: Well, there's a reality show on Channel 7, but I can't stand them.  
 Ben: Oh, that's a shame. I quite like them!  
 Sam: There's also a quiz show on Channel 3. Do you want to watch that?  
 Ben: I'd prefer to watch something more exciting.  
 Sam: Hmm ... well there's a new action adventure series, *The Flash*. It's on Channel 5 at 8. It says here it's about a superhero crime fighter. He got super powers after lightning struck him! How about watching that?  
 Ben: That sounds good!

- 4** Read again and complete the sentences. Write in your notebook.

- Ben doesn't like ...
- Sam hates ...
- The Flash* is about a crime fighter with ...
- Sam and Ben decide to watch ...


## Everyday English

### Expressing preferences

- 5**  3.16 Listen to and read the dialogue. Replace the phrases in bold with phrases from the Functions box.


A: Let's watch Channel 7. There's a quiz show on. **Do you fancy watching it?**  
 B: **No way.** I hate quiz shows. Is there anything else on?  
 A: **What do you think of** this action film?  
 B: **It sounds good.** I like action movies. What time is it on?  
 A: 6:05.  
 B: OK! Let's watch it.

Functions	
Asking	Responding
<ul style="list-style-type: none"> <li>• Would you like to ...?</li> <li>• Do you want to watch/ fancy watching ...?</li> <li>• What do you think of ...?</li> <li>• How about ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I (really) like/enjoy/love ...</li> <li>• It sounds good/great.</li> <li>• I don't (really) like ... (much).</li> <li>• Not really./Not much.</li> <li>• I hate/I can't stand ...</li> <li>• I don't mind.</li> <li>• No way!</li> </ul>

- 6**  Work in pairs. Use the extract from a TV guide to decide what to watch tonight. Use the dialogue in Ex. 3 as a model.

Channel 1	Channel 2	Channel 3
6 pm – news & weather	6:10 pm – <i>Jamie's 15-minute meals</i> (cookery programme)	6:05 pm – <i>Pointless</i> (quiz show)
6:30 pm – <i>Britain's Got Talent</i> (talent show)	6:40 pm – <i>Amazing China!</i> (documentary)	6:35 pm – <i>The Simpsons</i> (cartoon)
7:15 pm – <i>Coronation Street</i> (soap opera)	7:40 pm – <i>Friends</i> (sitcom)	7:35 pm – <i>Match of the Day</i> (sports programme)
7:45 pm – <i>Shark</i> (documentary)		

## Writing

- 7**  **Project:** Collect information about the most popular TV shows with teens in your countries. Prepare a poster.

## Outdoors



Teens love sports in the UK, and most of them are members of a team. Football was the most popular sport for many years, but now it's athletics. Other young people prefer activities that are more extreme, like skateboarding, canoeing or mountain biking.

## Indoors



When it's wet and cold outside, nothing beats a trip to the cinema! UK teens love the big screen, going on average twice a month. Other indoor favourites include going out for meals and hanging out at the mall.

## VIDEO



UK teenagers often go online, especially at home! They keep in touch with their friends on social networking sites, blog or just surf. They even watch TV on the Net, and prefer it to the telly because there are no ads!

## Reading

**1** 3.17 Look at the pictures. Which of each pair of activities A or B do you think is more popular among teens in the UK? Listen and read to find out.

**2** Read the texts again and answer the questions. Write in your notebook.

- Which sport do teens in the UK do most?
- How often do UK teens go to the cinema?
- When do UK teens go online most?
- Why do UK teens prefer watching TV online?

**3** **Think** How does the UK teenager compare to you? Discuss in pairs. Find one similarity and one difference. While speaking make use of compensatory techniques.

## Check these words

athletics, nothing beats, the big screen, on average, keep in touch, telly, ad

## Speaking &amp; Writing

**4** **ICT** Collect information about teenagers in your country and what activities they like doing under the headings: ■ outdoors ■ indoors ■ at home. You can have a survey report. Write a short article for your school English magazine.

**5** **PRESENTATION SKILLS** Imagine you are at a summer school in the UK. The teacher asked his/her students to give a presentation about teens in their country and what their favourite activities are. Use your notes in Ex. 4 to give your presentation to the class.



# Self-Check Test

5

## Vocabulary

**1** Complete with: *vacuum, treat, blog, jump, ride, wheel, hill, board, barbecue, documentary*. Write in your notebook.

- 1 We usually have a ... for my birthday in July.
- 2 The director made a ... about amazing pets.
- 3 The ghost in the film made her ...
- 4 You can't rollerblade down that ...
- 5 The Ferris ... made me feel a bit sick.
- 6 Can you ... the carpets? They're quite dirty.
- 7 I'm planning to write my ... on the Net tonight.
- 8 The dog's owner rewarded him with a ...
- 9 The rollercoaster is a ... that I never go on.
- 10 It was rainy, so we played a ... game indoors.

$10 \times 1 = 10$  points

**2** Complete with: *out, into, on, in (x2)*. Write in your notebook.

- 1 Is there anything exciting ... TV tonight?
- 2 They strapped me ... my zorb!
- 3 We waited for an hour ... the queue!
- 4 Can you go and bring ... the newspaper?
- 5 Judy hangs ... at the mall most weekends.

$5 \times 1 = 5$  points

**3** Find the odd one out. Write in your notebook.

- 1 do the **washing-up/laundry/dinner**
- 2 **set/clear/mop** the table
- 3 **surf/blog/watch** the Net
- 4 go to **karate practice/home/bed**
- 5 **talent/reality/sitcom** show

$5 \times 1 = 5$  points

## Grammar

**4** Complete the sentences. Use: *into, off, through, along*. Write in your notebook.

- 1 Going ... the tunnel was scary!
- 2 The zorb rolled ... the path.
- 3 John was riding his horse when he fell ...
- 4 The magician put all his cards ... the box.

$4 \times 1 = 4$  points

**5** Choose the correct item. Write in your notebook.

- 1 I didn't **use/used** to go camping as a child.
- 2 We **went/used to go** to Lyon last week.
- 3 They **used to live/live** in Milan.
- 4 Did they **use/used** to go skiing during their holidays?
- 5 Paul **uses/used** to build sandcastles as a child.
- 6 We **used to have/had** a barbecue last Sunday.

$6 \times 2 = 12$  points


## Everyday English

**6** Choose the correct response. Write in your notebook.

- 1 A: What do you think of rollercoasters?  
B: **a** I can't stand them.  
**b** Not really.
- 2 A: Who's your favourite singer?  
B: **a** I don't like him.  
**b** It's Ed Sheeran.
- 3 A: Do you like zorbing?  
B: **a** I can't.  
**b** I don't mind it.
- 4 A: Do you fancy going rollerblading?  
B: **a** No way!  
**b** I don't really like them.

$4 \times 3 = 12$  points

## Listening

**7**  3.18 You will hear an advert about a cinema. For questions 1-5, fill in the missing information. Write in your notebook.

### Odeon Multiplex

**Where:** White Court 1) ...

**Number of screens:** 2) ...

**Opening night:** 3) ...

**Special guest:** actor 4) ... Joss

**Films start at:** 5) ... o'clock.



$5 \times 3 = 15$  points

## 5

## Self-Check Test

## Reading

- 8 Read Lucia's email and for questions 1–4, choose the best answer – A, B or C. Write in your notebook.

- Lake Garda is
  - in Britain.
  - where Lucia lives.
  - in the north of Italy.
- Lucia went to Lake Garda with
  - her parents and brother.
  - her parents and a friend.
  - her parents, brother and a friend.
- What activity did Lucia do in Lake Garda?
  - camping
  - hiking
  - boat trip
- Who fell into the water?
  - Lucia
  - Angela
  - Lucia's brother

4 x 5 = 20 points



INBOX OUTBOX CONTACTS

Hey Bill,  
 How are you? I'm great. I want to tell you about my summer. My family and I went to Lake Garda in northern Italy with my British friend, Angela. It was nice because it was my first holiday with her. Lake Garda is Italy's largest lake. There's so much to do there! You can go out on the lake or go hiking and camping in the mountains. We took a boat trip and something very funny happened. Angela tried to take a picture, but she bumped into me and pushed me into the water! I'm a good swimmer, so I wasn't in danger. We all laughed so much!  
 Write and tell me about your summer.  
 Take care,  
 Lucia

## Writing

- 9 Write an email to your English friend about your holiday last summer. Write: ■ where you went ■ who with ■ what happened.

17 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Now I can ...

## Lexical Competence

talk about:

- my day: daily activities
- chores
- my favourite activities
- activities at an amusement park

- fun activities
- weather, seasons & seasonal activities
- evening activities; TV programmes

## Reading Competence

- understand details/the general information in short texts related to daily life, favourite activities

## Listening Competence

- understand specific details in short texts related to daily activities; favourite activities, interests and preferences
- understand instructions for doing things

## Speaking Competence

- talk about my day/my favourite activities
- express preference
- describe past habits

## Presentation Skills

present teen activities

## Writing Competence

- write a blog post
- write a diary page
- write an email
- write a story

**Culture:** UK Teen Time



# Module

## 6

## Healthy lifestyle



### What's in this module?

#### Vocabulary

- sports • healthy lifestyle
- food categories • meals and drinks
- food service establishments
- minor illnesses • health remedies

#### Grammar

- prepositions of possession & instrument
- proper/common/singular/plural nouns
- countable/uncountable nouns
- quantifiers
- *some, any, no, every* & compounds

#### Reading

a blog; an advert; a leaflet; articles; instructions

#### Listening

monologues; dialogue; instructions

#### Speaking

- express agreement/disagreement
- make a shopping list
- order food on the phone
- talk about health
- pronunciation /ɪə/

#### Presentation Skills

present: a menu; a restaurant; food chains

#### Writing

- fill in a form
- write: a comment on a blog; a quiz; a menu; an article; a review

**CLIL (Science):** *Food Chains*

### DOS & DON'TS



### Healthy lifestyle

1 3.19 Listen and repeat.

2 Look at the pictures. Tell your partner how we can have a healthy lifestyle.

It's a good idea to eat fruit and vegetables. It isn't a good idea to eat too much junk food.

# 6.1 Sports

## Vocabulary

### Sports I

1 3.20 Listen and repeat.



1 air hockey



2 badminton



3 kayaking



4 cricket



5 curling



6 darts



7 ice skating



8 rafting



9 water polo



10 tae kwon do

HOME
WORKS 
STORE
BLOG
ABOUT

### Dan's Blog

**VIDEO**

2 Study the table. Which of the sports in Ex. 1 do we go? play? do?

go + most *-ing* activities  
 play + most ball games/competitive games  
 do + sports without a ball/martial arts/fitness activities/athletics

### Agreement/Disagreement

3 Which of the sports in Ex. 1 do/don't you like? Why? Discuss in pairs.

A: I like playing air hockey.

B: So do I. It's fun.

A: I agree./That's true.

.....

A: I don't like going rafting. It's dangerous.

B: Neither do I. /I don't like it either. I prefer playing water polo.

A: Me too.



## Hockey on Wheels!

Hockey is a popular sport. In fact, it's so popular that people are always thinking of new ways to play it. First, there was ice hockey with ice skates, then roller hockey with roller blades. Now, you can even play unicycle hockey!

Do you know what a unicycle is? It's like a bike with only one wheel, no handlebars and no brakes! You need good balance to ride a unicycle. I learned how a few years ago when my friends and I went to a Circus Summer Camp. We're all hockey players, too, so this year we decided to follow the latest trend and set up a unicycle hockey club!

It's not a complicated game. There are two small goals at each end of the pitch. Players hit a tennis ball with a hockey stick and try to score a goal. There are five players on each team, and all of them ride on unicycles, but there isn't a goalkeeper: everyone in the team works together to stop the other team from scoring. You can play unicycle hockey indoors or outdoors, but wherever you play, it's a good idea to wear elbow and knee pads if you're a beginner!

Do you think unicycle hockey sounds silly? Think again! It's fast, exciting and fun! Why not see if there is a club near you, or watch a live match? These days, there are unicycle hockey leagues in many countries, and the World Championships take place every two years. Maybe one day my team can take part!


Would you like to play unicycle hockey? What's your favourite sport? Let me know in the comments!

post a comment

### Check these words

roller blades, handlebars, brakes, balance, latest trend, complicated, goalkeeper, elbow/knee pad, beginner, league


## Reading


**4**  **3.21** Look at the picture in the blog. What do you know about this sport? How do people play it? Listen and read to find out.

**5** Read the text again and complete the sentences. Write in your notebook.

- 1 People play roller hockey with ...
- 2 A unicycle has got ...
- 3 There are five players in a team, but no ...
- 4 People play unicycle hockey outside and ...
- 5 Beginners need to wear ...
- 6 The Unicycle Hockey World Championships happen ...

**6**  **Think** What makes unicycle hockey exciting?

**7**  **Think** **PE** Work in groups. Invent your own sport. Think about: ■ teams ■ players ■ how to play it. Present your sport to the class.

**8**  Complete the sentences. Use: *of, with or by*. Write in your notebook.

- 1 We travelled to the football match ... coach.
- 2 Michelle is the captain ... our hockey team.
- 3 The bag ... the football stickers on is mine.
- 4 Do you play cricket ... a racquet or a bat?
- 5 What's the name ... your favourite football team?
- 6 I go to school ... bike.
- 7 We play basketball ... a large round ball.
- 8 What's the colour ... your school sports kit?

## Writing

**9** You want to join the local sports club. Fill in the form.

Name:

Address:

Date of birth:

Phone number:

Email:

Which sports are you interested in?:

Which sessions can you attend?

Please tick (✓):

- weekday mornings
- weekday afternoons
- weekends

# 6.2 Sports for life

## Vocabulary

### Sports II

1 3.22 Listen and repeat.

2 Do you do any of these sports? Which one(s) would you like to do? Tell the class.

I do aikido and play lacrosse.  
I'd like to try footvolley.

## Reading & Speaking

3 3.23 Read the heading and the introduction. What do you think the advert will be about? Listen and read to check.

4 a) Read the text again and decide if statements 1-5 are T (True) or F (False). Write in your notebook.

- 1 You can swim at the sports centre.
- 2 You can exercise with others.
- 3 All activities are indoors.
- 4 All new members get a special price.

b) **Think** Why is it important that we exercise?

### Check these words

unfit, aches and pains, facility, fully equipped, arrange, sign up, register



2 kick-boxing



3 fencing



1 gymnastics



4 cycle polo



5 footvolley



6 lacrosse



7 sailing



8 snowboarding



9 aikido



10 capoeira

## Just Move!

Sports & Fitness Centre  
Wellington Park

*Feeling tired and unfit? Full of aches and pains? Then exercise is the answer! Come and check out our fantastic facilities!*

Here at Just Move! we offer:

- a fully equipped gym
- a full-size indoor heated swimming pool
- group exercise classes (Zumba, Pilates, yoga)
- martial arts classes (kick-boxing, aikido)

If you like outdoor sports, we also arrange sailing lessons on the lake in the park.

As you can see, there's something for everyone! So what are you waiting for? Sign up now and start feeling like a whole new you! Register today and get the first month free!

**Call Emma on 010 663300 4979.**



## Grammar

### Proper/Common Nouns – Singular/Plural nouns

#### 5 Read the theory.

##### Proper/Common nouns

**Proper nouns** are nouns that refer to a particular person, place or thing. They start with a capital letter. *Japan*

**Common nouns** are nouns that refer to a person, place or thing, but they are not their names. *basketball*

##### Singular/Plural number

- noun + **-s** *ball* → **balls**
- nouns ending in **-s, -sh, -ss, -ch, -x, -o + -es**  
*bus* → **buses**, *brush* → **brushes**, *glass* → **glasses**,  
*pitch* → **pitches**, *box* → **boxes**, *tomato* →  
**tomatoes** BUT *piano* → **pianos**, *video* → **videos**
- noun ending in consonant and **-y** drop **-y + -ies**  
*lady* → **ladies** BUT *boy* → **boys**

Some nouns ending in **-f/-fe** drop **-f/-fe + -ves**  
*leaf* → **leaves**, *knife* → **knives**

**Irregular nouns:** *child* → **children**, *foot* → **feet**,  
*man* → **men**, *mouse* → **mice**, *person* → **people**,  
*tooth* → **teeth**, *woman* → **women**

**Nouns with same singular & plural forms:** *aircraft*  
→ **aircraft**, *deer* → **deer**, *fish* → **fish**, *sheep* → **sheep**

#### 6 Put the nouns in brackets into their plural form. Write in your notebook.

- 1 We played seven ... (**match**) in the competition yesterday!
- 2 Sharon runs a yoga class for ... (**woman**) and their ... (**baby**).
- 3 People exercise to have healthier ... (**life**)!
- 4 The kick-boxing competition is in three ... (**day**).
- 5 We hire ... (**bus**) to take ... (**fan**) to the ... (**game**).
- 6 Mike has got ... (**video**) of all his big games.

### Singular or plural

#### 7 Read the theory. Choose the correct item. Write in your notebook.

Certain nouns are in a plural form, but take a singular verb, e.g. *athletics, billiards, darts, news*.  
*Billiards is my favourite sport.*

Some nouns always appear in plural form, and take a plural verb, e.g. *congratulations, jeans, scissors, shorts, stairs, trousers*.  
*My jeans are on the bed.*

**Collective nouns** refer to a group of nouns. These are: *audience, class, group, team, staff*, etc. They take a verb in the singular or plural depending on who we refer to. Compare: *The team is playing well.* (all the players in the team) *The team are wearing blue jerseys.* (each player in the team)

- 1 The news today **is/are** all about the Olympics.
- 2 Where **is/are** my football shorts?
- 3 Athletics **is/are** a great sport for young people.
- 4 The class **is/are** taking a trip to the Sport Museum and they are excited.
- 5 The team that **has/have** the most points wins.

## Listening

#### 8 3.24 Listen and complete the announcement in your notebook.

### Capoeira Competition

**Place:** 1) ... Sports Centre, Jefferson Park  
**Date and time:** Saturday 2) ... at 2 pm  
**Judges:** Valentina Lopez and 3) ... Hawk  
**Prize:** team trip to Capoeira 4) ... Championships  
**Contact:** Elena on 5) ...

## Writing

#### 9 **ICT Competences:** In groups collect information about various sports, then write a sports quiz in your notebook. Swap with another group and do the quiz.

# 6.3

## Fit & Healthy

### Vocabulary

#### Food categories

1 a) 3.25 Listen and repeat.

**carbohydrates**  
(6-8 servings a day)

**fruit & vegetables**  
(7-8 servings a day)



**proteins**  
(2-8 servings a day)

**milk & dairy foods**  
(2-3 servings a day)

**fats, oils & sugar**  
(2-3 servings a day\*)

\*BUT: 3-5 servings of sweets a week or fewer!

b) Which of these can you see in the picture? Which categories do they belong to?

- bread • potatoes • pasta • peppers
- aubergines • cabbage • bananas • pineapple
- butter • milk • chocolate • cheese • fish
- chicken • eggs • nuts • grapes • carrots
- leeks • mushrooms • lettuce • spring onions
- cornflakes • pears • onions • garlic • spinach

I can see bread, potatoes and pasta. They belong to the carbohydrates category.

### Reading

2 What food can you buy at your school? What sports can you do there?

3 3.26 Read the title of the article, the introduction and the headings. How can students stay fit and healthy at school? Listen and read to find out.

## Stay fit & healthy at school!



Healthy students work better and enjoy their lessons more. So ... what's the secret?

### Smart food choices

If you eat at your school canteen, choose salads, fresh fruit and vegetables and low-fat meals instead of chicken nuggets, chips and pizza. You can bring in your own packed lunch instead. A chicken sandwich with a bowl of salad is full of protein and vitamins. The protein builds muscle and the vitamins boost your immune system.



### Yes to exercise

Working out at school is important, too! Physical Education is part of your timetable. Join an after-school sports club. Choose an activity you enjoy doing, like swimming, football, hockey or cycling. They're all excellent forms of exercise!

Follow this simple plan and you're sure to feel a lot healthier!


### Check these words

canteen, low-fat, packed lunch, vitamin, boost, immune system, work out, timetable



4 Read the text again and answer the questions. Write in your notebook.

- 1 What makes chicken a healthy food?
- 2 Why are vegetables and salads good for us?
- 3 Which school lesson helps us to keep fit?
- 4 What sports does the writer recommend to keep fit?

5  **Think** What did you learn from the text? How will the information in the text help you?

## Grammar

### Countable/Uncountable nouns

6 Read the theory. Find examples in the text.

- **Countable nouns** are nouns we can count. They have singular and plural forms. *a lizard – two lizards, an apple – two apples*
- **Uncountable nouns** are nouns we cannot count. They don't have plural forms. We form their plural with phrases including: **can, glass, carton, cup, bowl, packet, slice, loaf, kilo**, etc. *some milk or two glasses of milk* (NOT: *two milks*)
- **Concrete nouns** are nouns we can see, touch, hear, taste and feel. They have singular or plural forms. *milk, pie, car, music* etc
- **Abstract nouns** are nouns we cannot see, feel, hear, taste or touch; They are uncountable: *love, time, advice*, etc

Some uncountable nouns are:


**FOODS:** *cheese, meat, flour*, etc

**DRINKS:** *milk, water, oil*, etc

**SCHOOL SUBJECTS/FIELDS:** *maths, physics*, etc

**MATERIALS:** *gold, wood, stone*, etc

**OTHER:** *money, news, snow, furniture, weather, advice, information*, etc

7  **Fill in:** *a, an or some* in your notebook. Which of the underlined nouns are *concrete?* *abstract?*


- 1 I want ... honey in my tea, please.
- 2 I've got ... free time today.
- 3 He bought ... mushrooms.
- 4 We saw ... elephant at the zoo.
- 5 There's ... loaf of bread left.
- 6 She left ... money on the table.
- 7 There's ... meat in the fridge.
- 8 Let's do ... shopping.
- 9 She gave us ... advice on how to eat healthily.

8 a) Find the uncountable nouns in each group. Write in your notebook.

- 1 grape – strawberry – orange – lemonade
- 2 biscuit – sweet – sugar – cake
- 3 nose – tooth – snow – eye
- 4 butter – sandwich – tomato – onion
- 5 burger – chip – ketchup – milkshake

b) Write the plural of the other words in your notebook.

## Listening & Writing

9  3.27 Listen to Laura saying what her school canteen serves on Mondays and complete the menu. Write in your notebook.

### School Canteen Menu

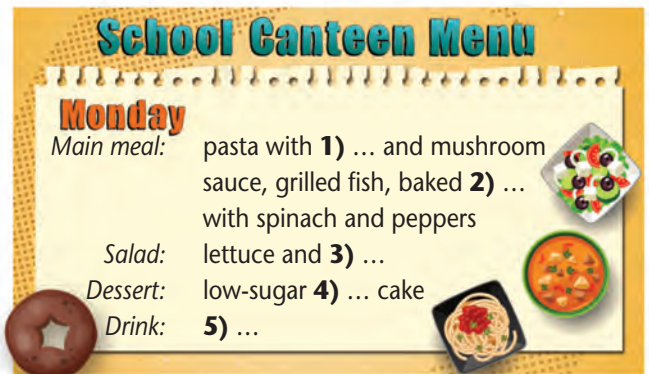
**Monday**

**Main meal:** pasta with **1)** ... and mushroom sauce, grilled fish, baked **2)** ... with spinach and peppers

**Salad:** lettuce and **3)** ...

**Dessert:** low-sugar **4)** ... cake

**Drink:** **5)** ...



## Speaking & Writing

10  **PSHE** In groups design a healthy menu for a school canteen. Present your menu to the class.

# 6.4 Takeaways

## Vocabulary

### Meals and drinks

- 1 3.28 Listen and repeat.
- 2 What would you have as a *main meal*, *side dish*, *dessert* and *drink* at Paulo's? Choose from the menu and say. What would you choose for your friend?

I'd have pasta for a main meal.

## Reading

- 3 3.29 What are some typical healthy British takeaways? Listen and read to find out.
- 4 Read the text and complete the sentences. Write in your notebook.
  - 1 The first Chinese restaurant opened in ...
  - 2 Spring rolls have more calories than ...
  - 3 Curries cost British people ...
  - 4 Fried rice has more fat than ...
  - 5 Brits often eat kebabs at ...

# Paulo's Menu

 sweet and sour chicken £5.35	 noodles with bean sprouts £4.20	 crispy duck pancakes £6.40	 chicken tikka masala £5.30
 fried chicken £5.30	 pizza margherita £8.50	 pasta £6.75	 kebab (lamb in pitta bread) £4.20
 chicken salad £6.50	 chips £2.00	 spring rolls £2.05	 fried cheese sticks £4.00
 ice cream £2.50	 apple pie £3.00	 chocolate cake £4.25	 cheesecake £4.25
 cola £1.00	 mineral water (still) £2.50	 smoothies £4.50	 Sparkling water £2.50

## VIDEO

Brits love takeaway food, but some dishes are better than others.

### Chinese food

The first Chinese restaurant opened in London over a hundred years ago, and now it's one of the nation's favourite takeaways. Next time, try noodles with bean sprouts. This dish has very few calories compared to crispy duck pancakes or spring rolls.

### Indian food

British people love curries. They spend £250 million a year on them – and they usually order too much food! Why not share your chicken tikka masala with a friend? And make sure you order boiled rice, which has very little fat, rather than fried rice.

### Kebabs

Immigrants from Turkey and Cyprus brought kebabs to Britain. Now they're a favourite night-time snack. Ask the owner just to put a bit of meat in the pitta bread, and fill it up with salad.

Ordering takeaway tonight? Make a wise choice!

## Check these words

calorie, immigrant

Takeaway UK!



## Grammar


### Quantifiers

5 Read the theory. Find examples in the text.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<p>How <b>many</b> tomatoes are there? Are there <b>any/many</b> tomatoes?</p> <p>There are <b>too many</b> tomatoes. </p> <p>There are <b>a lot of/lots of</b> tomatoes. </p> <p>There are <b>some</b> tomatoes. </p> <p>There are <b>not many</b> tomatoes. </p> <p>There <b>aren't any/are no</b> tomatoes. </p>	<p>How <b>much</b> cola is there? Is there <b>any/much</b> cola?</p> <p>There is <b>too much</b> cola. </p> <p>There is <b>a lot of/lots of</b> cola. </p> <p>There is <b>some</b> cola. </p> <p>There is <b>not much</b> cola. </p> <p>There <b>isn't any/is no</b> cola. </p>
<p>We use <b>some</b> and <b>a lot of/lots of</b> in the affirmative. <b>There's some milk.</b> We use <b>any</b> in the negative and interrogative. <b>There isn't any chicken. Is there any pizza?</b> We use <b>some</b> in the interrogative with offers/requests. <b>Would you like some pizza? Can I have some juice?</b></p>	

6 Write the correct word in your notebook.


- A: There's a **any/no** cheese left.  
B: We need to buy **any/some**, then.
- A: There are **not many/not much** snacks as healthy as an apple.  
B: And it's not **much/many** calories!
- A: We've got **some/any** fresh eggs today.  
B: I'd like **some/any of**, please.
- A: There are **a lot of/much** rice recipes in this cookbook.  
B: There aren't **any/lots of** pasta recipes, though.

7  You are going to the supermarket. In pairs decide on your shopping list for healthy eating. Use: *some, any, much, many, no, a lot of/lots of*.

- A: Let's make our shopping list. Do we need any eggs?  
B: Let me check. ... I'm afraid there are no eggs.  
A: Let's get some, then. How about some apples?

## Everyday English

### Ordering food on the phone

8  3.30 Jerry is calling Paulo's. What does he order? Listen to and read the dialogue to find out.

Andy: This is Paulo's. Can I take your order?  
Jerry: Yes, I'd like a pizza margherita, please.  
Andy: Certainly. Is there anything else?  
Jerry: Yes. I'd also like a chicken salad and two bottles of mineral water.  
Andy: Right. Would you like a dessert?  
Jerry: No, thank you. That's all.  
Andy: OK. That's £20 altogether. Could you give me your name and address?  
Jerry: I'm Jerry Low and my address is 35B York Road.  
Andy: OK, Mr Low. You can expect your food in thirty minutes.

9  Work in pairs. Use the menu in Ex. 1 to order food from Paulo's. You can use the dialogue in Ex. 8 as a model.

## Writing


10  **Think** Imagine you have a restaurant. Design a healthy menu. Present it to the class.

## 6.5 Eating out

### Vocabulary

#### Restaurants


1 Say a dish you can eat at a restaurant, a fast food restaurant, a café and a school canteen.

2 a)  3.31 Look at the picture. Listen and repeat.

b) Describe the picture.


The picture shows the inside of an underwater restaurant. etc.

### Reading

3  3.32 Look at the picture, the title and the introduction to the text. What is strange about this restaurant? Listen and read to find out.

4 Read again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- 1 The restaurant is located on an Indian island.
- 2 The restaurant has a lot of awards.
- 3 Customers travel to the restaurant by boat.
- 4 All the food on the menu is seafood.
- 5 It's impossible to eat there without making a reservation.

5  **Think** What makes this restaurant popular? Would you like to have seafood in this restaurant? Tell your partner.



## Underwater Dining



Imagine eating a delicious meal and then lifting your head to see sharks swimming all around you. This is exactly what happens at an amazing underwater restaurant in the Maldives, an island nation in the Indian Ocean. People say there's nothing like it anywhere else in the world!

The restaurant is five metres below the surface of the sea and it has glass windows from floor to ceiling. You can see sharks, turtles, stingrays and other sea life while you eat! And the food is just as good as the view! The menu includes everything from seafood to delicious vegetarian dishes.

The restaurant is extremely popular, so book a table in advance. A visit there is a unique experience! It's a great way to enjoy the beauty of the ocean.

### Check these words

lift, shark, underwater, below the surface, sea life, book, in advance, beauty, ocean




## Grammar

*some, any, no, every & compounds*

- 6 Read the theory. Find examples in the text in Ex. 3.


	Affirmative	Interrogative	Negative
Countable/ Uncountable	some	any	not any/no
People	someone/ somebody	anyone/ anybody	no one/ not anyone nobody/ not anybody
Things	something	anything	nothing/ not anything
Places	somewhere	anywhere	nowhere/ not anywhere


We use **every** with singular countable nouns. We use its compounds **everyone/everybody**, **everything** and **everywhere** in affirmative, negative and interrogative sentences. They take a singular verb. **Everyone loves this dessert when they try it. I looked everywhere for the restaurant receipt, but I can't find it.**

- 7  **Complete with:** *someone, anywhere, anyone, nobody, anything, everything, somewhere*. **Write in your notebook.**

- We are looking for **somewhere** nice to celebrate his birthday.
- I'm really hungry. Is there ... to eat in the kitchen?
- Tim, there's ... I want you to meet. This is the restaurant's chef, Carol.
- Unfortunately, ... was able to come to the restaurant. They were all busy.
- Have we got ... we need for the dinner party this evening?
- The café was busy and there wasn't ... to sit.
- Did ... come to take your order?

## Speaking

- 8  **Think** Tell the class two reasons why you would/wouldn't like to go to an underwater restaurant.

- 9  **ICT Think** In groups design your own restaurant. Think about: ■ name ■ type of restaurant ■ location ■ opening hours ■ food/drinks ■ prices ■ staff ■ service ■ recommendation. Present your restaurant to the class.

## Writing

(see Writing Skills pp. 146-147)

10



**Competences:** Think of your favourite restaurant. Make

notes under the headings: ■ name ■ type ■ location ■ opening hours ■ food/drinks ■ prices ■ staff ■ service ■ recommendation. Use your notes to write a short review for an international food magazine.

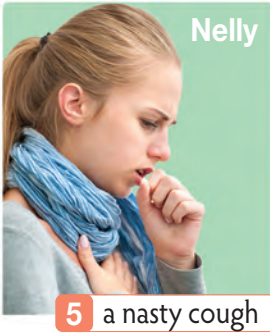
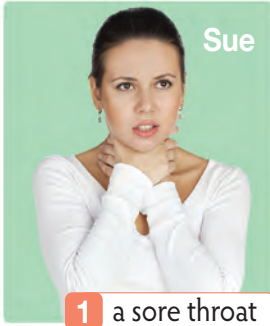


# 6.6 Health remedies

## Vocabulary

### Minor illnesses

1 3.33 Listen and repeat.



2 What's wrong with each person?  
Discuss in pairs, as in the example.

A: What's wrong with Sue?

B: She's got a sore throat.

## Reading

3 3.34 Read the title of the article and look at the picture. What medicine can someone find in the kitchen? Listen and read to find out.

### Check these words

get rid of, drag, teaspoonful, cough syrup, stop in its tracks

# Medicine in the kitchen

We all feel unwell sometimes. But there are lots of things in your home that can make you feel better.

Who doesn't get a **headache** now and then? Drink some lemon juice with warm water to get rid of that nasty pain.

**Stomach aches** are a drag. Drink some ginger tea. It's healthy and good for your stomach.

Honey can help **sore throats**. Add a teaspoonful to hot water and drink.

When you've got a **temperature**, drink a cup of mint tea to help reduce body temperature.

Chocolate has the same ingredient in it as **cough** syrup so it can stop a nasty cough in its tracks. Sounds great, right?

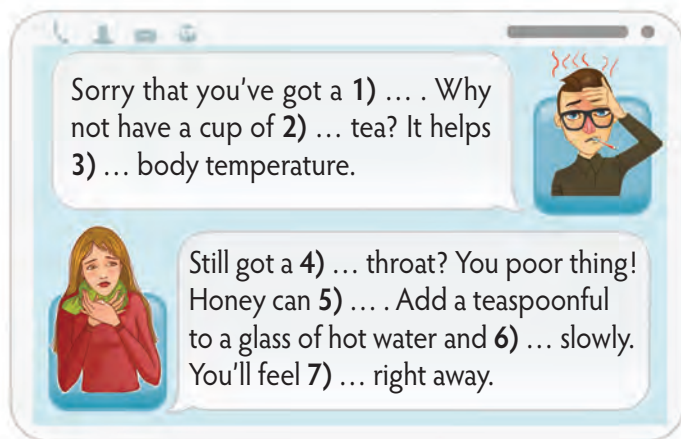
The things in our kitchen cupboards can help us a lot – but remember, always check with a doctor first.

4 Read again and decide if the sentences are T (True), F (False) or NS (Not stated). Write in your notebook.

- 1 Lemon juice relieves headaches.
- 2 When you have a stomach ache, avoid hot drinks.
- 3 You need a lot of honey to treat a sore throat.
- 4 Mint tea is expensive.
- 5 Chocolate and cough syrup share the same ingredient.



- 5** Complete the text messages. Use: *mint, sore, reduce, drink, help, temperature, better*. Write in your notebook.



Sorry that you've got a **1**) ... . Why not have a cup of **2**) ... tea? It helps **3**) ... body temperature.

Still got a **4**) ... throat? You poor thing! Honey can **5**) ... . Add a teaspoonful to a glass of hot water and **6**) ... slowly. You'll feel **7**) ... right away.

- 6** **Think** Which remedies did you know about? Which are the strangest? Do you know any other remedies? Tell your partner.

## Listening

- 7** **3.35** Listen to the instructions and complete the missing words (1-6). Write in your notebook.

## How to make ginger tea

- Peel a two-inch **1**) ... of root ginger and then grate it.
- Bring a large **2**) ... of water to the boil.
- Add the **3**) ... ginger.
- Boil for **4**) ... minutes, then simmer for another two.
- Take the mixture off the **5**) ... and strain.
- Add some **6**) ... to sweeten.



## Pronunciation /ɪə/

- 8** **3.36** Listen and repeat.

ear   tear   near   clear   dear   here

Can you think of more words with the /ɪə/ sound?

## Everyday English

### Talking about health

- 9** a) **3.37** What's wrong with Sam? What does Ann advise him to do? Listen and read to find out.

A: Hi, Sam. Are you OK?  
 B: Hello, Ann. I don't feel very well.  
 A: What's wrong?  
 B: I have a terrible headache.  
 A: Poor you! Why don't you take an aspirin?

b) Replace the phrases in bold with phrases from the Functions box.

Functions	
Asking about health	Responding
<ul style="list-style-type: none"> <li>• What's the matter?</li> <li>• You don't look well.</li> </ul>	<ul style="list-style-type: none"> <li>• I feel terrible/awful.</li> <li>• I've got a terrible/dreadful (headache).</li> </ul>
Expressing sympathy	Giving advice
<ul style="list-style-type: none"> <li>• Oh dear! I'm so sorry!</li> <li>• How awful!</li> </ul>	<ul style="list-style-type: none"> <li>• The best thing you can do is (to see the doctor).</li> </ul>

- 10**  Work in pairs. Use the situations below to act out dialogues similar to the one in Ex. 9a.

cough – take some cough syrup  
 stomach ache – drink some ginger tea

## Writing

- 11** Your friend is ill. Send him/her an SMS.

## Vocabulary

### Animals



- 1 3.38 Look at the diagram below. Listen and repeat.



A food chain shows how energy flows from one organism to another. To put it simply, it shows who eats who in the natural world.

Let's take a look at how it works. Plants are **primary producers**; the food chain starts with them. Next we've got creatures that only eat plants, such as caterpillars. They are **primary consumers**. Animals that eat meat, such as snakes and frogs, eat the primary consumers. We call these animals **secondary consumers**. Finally, larger creatures such as hawks and wolves, eat the smaller ones. They are **tertiary consumers**.

When plants and animals die, **decomposers**, such as earthworms, bacteria and mushrooms, break them down into nutrients. Plants make food with these nutrients and the whole cycle begins again. Every link in the chain is important. If one breaks, it can mean the disappearance of a whole species.

### Check these words

food chain, primary producer, primary consumer, secondary consumer, tertiary consumer, decomposer, break down, nutrient

## Reading

- 2 3.39 What does a food chain show? Why is every link in this chain important? Listen and read to find out.
- 3 Read the text again and correct the sentences. Write in your notebook.
- 1 The food chain starts with animals that only eat plants.
  - 2 Snakes and frogs are primary producers.
  - 3 Creatures such as hawks and wolves are secondary consumers.
  - 4 Decomposers break down dead plants and animals into bacteria.

## Speaking & Writing

- 4 **Think** Which are more important in the food chain: the primary secondary, tertiary consumers or the decomposers? Why?
- 5 **ICT Project:** In groups of four, research and write examples of food chains. Present them to the class.



## Vocabulary

**1** Complete with: *book, dessert, sore, vegetarian, nasty, fat, temperature, junk, get, side*. Write in your notebook.

- 1 Honey is good for a ... throat.
- 2 I try to eat food that is low in salt, sugar and ...
- 3 I always ... a good night's sleep.
- 4 Jim had a high ... so we called the doctor.
- 5 I'd like ice cream for ...
- 6 You've got a ... cough, Julia.
- 7 Can I have a ... dish of chips, please.
- 8 Too much ... food is bad for you.
- 9 He doesn't eat meat, so he ordered the ... meal.
- 10 Make sure you ... a table.

*10 x 1 = 10 points*

**2** Match the items. Write in your notebook.

- |           |           |
|-----------|-----------|
| 1 air     | A polo    |
| 2 ice     | B water   |
| 3 water   | C hockey  |
| 4 spring  | D stick   |
| 5 mineral | E skating |
| 6 cheese  | F rolls   |

*6 x 1 = 6 points*

## Grammar

**3** Write the plural of the words in brackets. Write in your notebook.

- 1 Let's buy some ... (**tomato**) so that we can make a nice salad for lunch.
- 2 It's important for ... (**child**) to eat healthy food.
- 3 How many ... (**fish**) do you want me to buy for dinner?
- 4 The ... (**boy**) have got tae kwon do training until 7 pm.
- 5 The new sports complex has got two football ... (**pitch**)!

*5 x 2 = 10 points*

**4** Choose *is* or *are*. Write in your notebook.

- 1 I think darts **is/are** boring, but some people really enjoy watching it on TV.
- 2 Your trousers **is/are** dirty. Put them in the washing machine.
- 3 The staff at the sports centre **is/are** all wearing costumes today to raise money for charity.
- 4 I've got contact lenses because my glasses **is/are** not safe to wear when I'm kayaking.
- 5 The scissors **is/are** in the drawer.

*5 x 2 = 10 points*

**5** Choose the correct item. Write in your notebook.

- 1 Jenny always has **some/an** egg for breakfast.
- 2 Are there **any/some** grapes in the fridge?
- 3 I looked **everywhere/anywhere**, but I can't find it.
- 4 There are **much/a lot** of apples in the basket.
- 5 There aren't **many/much** cafés here.

*5 x 2 = 10 points*

## Everyday English

**6** Choose the correct response. Write in your notebook.

- 1 A: Can I take your order?  
B: **a** I'd like a hamburger, please.  
**b** No, that's all.
- 2 A: Is there anything else?  
B: **a** No, thank you.  
**b** We don't have any left.
- 3 A: What's the matter?  
B: **a** How awful! **b** I feel awful.
- 4 A: I have a toothache.  
B: **a** That's the best thing to do.  
**b** Poor you!
- 5 A: I feel terrible!  
B: **a** Why don't you go to bed?  
**b** Well, my tooth is hurting.

*5 x 2 = 10 points*

# 6

## Self-Check Test

### Reading

- 7** Read the text and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

**1** Casa Rosa is the new Spanish restaurant at 12 West Drive in Manchester. The restaurant is open for dinner from 6 pm to 11 pm every day.

**2** Casa Rosa serves traditional food. There are lots of dishes to choose from. For your main course, you can have paella (a tasty dish of rice, chicken and seafood) or grilled fish. For dessert try the wonderful homemade cakes.


**3** A meal for two costs around £60. The service is excellent and the waiters are friendly and helpful.

**4** Casa Rosa is a great place to go for a taste of Spain. Be sure to make a reservation.

- 1 Casa Rosa serves Spanish food.
- 2 You can have lunch there.
- 3 It's open at weekends.
- 4 They only serve main courses.
- 5 Paella has got grilled fish in it.
- 6 Paella is quite expensive.
- 7 It's a good idea to book a table first.

7 x 2 = 14 points

### Listening

- 8**  3.40 You will hear an announcement about a new restaurant. Listen and fill in the gaps. Write in your notebook.



## New restaurant

**Name:** Maggie's  
**Address:** 12 1) ... Street  
**Open:** Mondays to 2) ...  
**Opening hours:** 3) ... to midnight  
**Special dish:** 4) ... with steamed vegetables  
**Telephone:** 5) ...

5 x 2 = 10 points

### Writing

- 9** Write a short text about your favourite café for the school English magazine. Write:  
■ opening hours ■ what it serves ■ prices.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- sports & healthy lifestyle
- meals and drinks
- restaurants & menus
- health remedies

#### Reading Competence

- extract basic information from short texts related to sports, meals & drinks

- get oriented & find out useful information in short texts about sports, meals & drinks
- understand details in short texts related to food service establishments, healthy lifestyle

#### Listening Competence

- complete a form
- complete an announcement

- understand instructions

#### Speaking Competence

- express agreement/disagreement
- make a shopping list
- order food
- talk about health

#### Presentation Skills

- present a menu
- present my own restaurant

- present food chains

#### Writing Competence

- fill in a form
- write a quiz
- write a menu
- write an article
- write a review of your favourite restaurant

**PSHE:** design a menu

**CLIL (Science):** Food Chains



# Module

# 7

## Me & Nature



### What's in this module?

#### Vocabulary

- the environment • wild animals
- protection of the environment • eco-activities
- future green cities • green education
- wild flowers • endangered animals

#### Grammar

- future simple *will* (affirmative, negative, interrogative, *wh* - questions)
- *will/be going to*
- *will/be going to* - present continuous/ present simple (future meaning)
- *make - do* • adverbs of manner

#### Reading

a blog entry; an email of invitation; articles; a story

#### Listening

dialogues; monologues (a message)

#### Speaking

- make assumptions about the future
- express preference giving reasons
- stressed syllables

#### Presentation Skills

present: your own city of the future; the Scottish thistle; endangered animals

#### Writing

write: a comment on a blog; an email of invitation; a message; an article; a short story

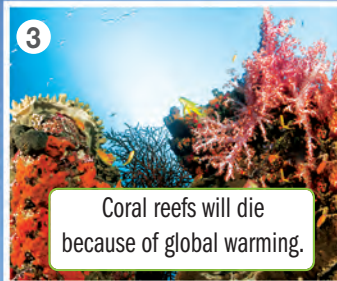
**CLIL (Science):** *Endangered animals*

### The future of the environment

**1** 4.1 Listen and repeat.

**2** **Think** Which of these will/won't happen in the next 100 years? Tell your partner.

Animals will lose their habitats.  
Flowers won't lose their scent.





# 7.1

## Save us!

### Vocabulary

#### Wild animals

1 4.2 Listen and repeat.



1 amur leopard



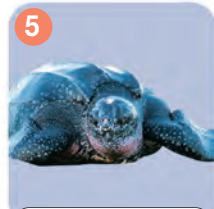
2 black rhino



3 Bornean orangutan



4 Hawaiian monk seal



5 leatherback turtle



6 Siberian tiger



7 Sumatran elephant



8 blue whale



9 red panda



10 sea lion



11 kiwi



12 Philippine eagle

2 Read the definitions. Which of the animals in Ex. 1 are: *mammals*? *birds*? *reptiles*?

**mammals:** warm-blooded animals with fur that have glands which give milk to feed their babies with

**birds:** warm-blooded animals with feathers that lay eggs

**reptiles:** cold-blooded animals with dry scaly skin that lay lots of eggs

Amur leopards are mammals.

### Reading

3 a) 4.3 Listen to and read the leaflet quickly. What animals are mentioned in the text?

## The Red Panda

The red panda lives in the forests of South Asia. With its deep red fur and long bushy tail, it looks more like a fox.

There are only 10,000 red pandas in the wild because people are destroying their habitat. Farmers cut down forests to grow crops. They use bamboo – the red panda's main food – for building materials and to feed livestock. Even worse, hunters kill the animal for its coat. We need to do something or the red panda will disappear forever!

Help the red panda.

- Join an organisation that protects the red panda.
- Sponsor a Forest Guardian, who cares for them in the wild.
- Adopt a red panda.

Time won't wait for the red panda. Let's act now to ensure that this adorable creature survives.



### Check these words

bushy, destroy, habitat, crop, livestock, sponsor, adopt, survive

b) **Think** What did you learn from the text?

4 **Think** Can you think of other animals that need our help? How can we help them? Discuss in pairs.



## Grammar

### Future simple (*will/won't*)

5 Read the theory. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/You/ They <b>will</b> join a wildlife organisation next week.	I/You/He/She/It/We/You/ They <b>won't</b> join a wildlife organisation next week.
INTERROGATIVE	SHORT ANSWERS
<b>Will</b> I/you/he/she/it/we/ you/they join a wildlife organisation next week?	<b>Yes</b> , I/you/he/she/it/we/ you/they <b>will</b> . <b>No</b> , I/you/he/she/it/we/ you/ they <b>won't</b> .
We use the future simple ( <i>will</i> + base form of verb) <ul style="list-style-type: none"> <li>to make predictions based on what we think or believe will happen in the future, usually with the verbs <i>hope, believe, think, expect</i>. <b>I think we will find new ways to grow crops in the future.</b></li> <li>to make on-the-spot decisions. <b>I'm hungry. I'll have a snack.</b></li> </ul>	
<b>Adverbs of time &amp; time expressions with will:</b> tomorrow, next Saturday, next week/month/year, etc	

6 Complete the dialogue with the correct form of *will*. Write in your notebook.

- A: What do you think 1) ... (**happen**) to endangered animals in 50 years?  
 B: Well, I don't think we 2) ... (**see**) them in the wild any more.  
 A: Then where 3) ... (**they/be**) – in zoos?  
 B: Yes, and wildlife parks. I believe they 4) ... (**be**) safe there.  
 A: Maybe, but I'm not so sure. I believe governments 5) ... (**bring**) in more laws to protect them. Then they 6) ... (**not/face**) the problems that exist in the wild today.

7 Respond to the statements. Use: *open, take, buy, drive*. Write in your notebook.

- There are no buses today so I can't go into town.  
**I'll drive you.**
- It's very hot in here.
- We need two tickets for the wildlife park.
- It's raining.

## Pronunciation

8  4.4 Listen and repeat.

- I'll go. • I won't eat. • We'll see.
- They won't survive. • They'll come.

9  Form complete questions, then answer them.

- when/we/go to the aquarium? next Friday  
A: **When will we go to the aquarium?**  
B: **Next Friday.**
- who/come/with us? Peter and Tony
- we/book tickets online? No
- we/take/a camera? Yes
- we/meet/outside the aquarium? Yes
- what time/we/meet? at 4:30

## Everyday English

10 Use language from the Functions box to ask and answer questions about wild animals, as in the example. Use these ideas: *only live in zoos, disappear completely, numbers reduce, become more in number*.

- A: Will wild animals only live in zoos in the future?  
 B: I don't think so.

Functions	
Expressing certainty	Expressing uncertainty
<ul style="list-style-type: none"> <li>For sure!</li> <li>I think/believe/suppose so.</li> <li>I'm sure of it.</li> </ul>	<ul style="list-style-type: none"> <li>I don't think so./It's unlikely (that) ...</li> <li>I'm not so sure.</li> </ul>

# 7.2 Resolutions

## Vocabulary

### Protection of the environment

1 a) 4.5 Look at the pictures. Listen and repeat.

b) Use these phrases *reduce air pollution*, *save electricity*, *keep our cities clean*, *reduce rubbish*, *reduce plastic production* to make sentences, as in the example.

When we use public transport, we help reduce air pollution.



b) Read the blog again and answer the questions. Write in your notebook.

Who (Richard, Vanessa or JP) ...

- 1 is going to stop using plastic bags?
- 2 is going to use a different means of transport?
- 3 is going to re-use something?
- 4 gets an idea from another country?
- 5 is going to stop throwing things away?

## Richard's blog Green Resolutions

Home

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Hi everyone!  
Even the City of Light is saving energy. Businesses in Paris need to turn off lights at night, or they get a fine! That inspired me to make a New Year's resolution to help the environment. I'm going to start recycling. Are you going to make green resolutions?

### Vanessa, UK says:

Great idea! I'm going to take cloth bags with me to the supermarket. We use too many plastic bags for shopping. We can use cloth bags again and again. Looking forward to a green New Year!

29 December, at 7:29 pm

### JP, Sydney says:


Yes, let's all do our bit. I'm not going to go to college by car, I'm going to ride my bike. I think it'll help reduce air pollution. Happy 'green' New Year!

29 December, at 10:14 pm

### Check these words

resolution, get a fine, inspire, cloth, look forward to, do our bit, reduce



- 3**  Complete the sentences. Use: *reduce, bit, keep, recycle, cloth*. Write in your notebook.


## Think Green



and 1) ... *the environment clean!*

- Ride a bike. It helps 2) ... air pollution.
- 3) ... paper, glass and plastic.
- Take 4) ... bags to the supermarket. Don't use plastic ones.

We must all do our 5) ... *to help protect the environment.*

- 4**  **Think** Which of the green resolutions in the text are you going to make? Tell your partner.

## Grammar

*will/be going to*

- 5** Read the theory. Find examples in the text in Ex. 2.

We use **will**:

- for predictions based on what we think will happen, usually with the verbs *hope, believe, expect, think*.  
*I think we will use more electricity in the future.*
- on-the-spot decisions.  
*I'm tired. I won't walk to school. I'll take the bus.*

We use **be going to**:

- to talk about future plans and intentions.  
*Jack is not going to take part in the beach clean-up on Saturday.*
- to make predictions based on what we see or know.  
*It's 7:30. You are going to miss the bus!*

- 6** Fill in the gaps with the verbs in brackets in the *future simple (will)* or the *be going to form*. Write in your notebook.

- 1 A: It says here that the council ... (**charge**) people who drive into the town centre.  
B: I hope they ... (**provide**) a better bus service, then!
- 2 A: Have you got any stuff you want me to take to the recycling centre?  
B: I'm not sure. I ... (**have**) a look.
- 3 A: Our school ... (**organise**) a town clean-up this Sunday at 10:00.  
B Really? I ... (**volunteer**)!
- 4 A: There's a documentary about the environment on TV tonight.  
B: I know, at 7 o'clock. I ... (**not/watch**) it, though.
- 5 A: What do you think Peter ... (**do**)?  
B: I believe he ... (**not/come**) with us.

## Listening

- 7**  4.7 Listen to Damien and complete the missing words. Write in your notebook.

### Green School Resolutions

- Keep the playground 1) ... .
- Buy notebooks from 2) ... paper.
- Have more 3) ... in the classroom.
- Use household waste to make pieces of 4) ... .



## Writing

- 8** What are your green resolutions for this year? Post a comment on Richard's blog.

# 7.3 Eco-days

## Vocabulary

### Eco-activities

1 4.8 Listen and repeat.



1 buy organic food



2 go on a cycle ride



3 sleep in a tent



4 plant trees



5 learn pottery



6 attend workshops

2 The photos are from an environmental festival. Imagine you are going to attend it. What are/aren't you going to do? Tell your partner.

I'm going to buy organic food. I'm not going to sleep in a tent.

## Reading

3 4.9 Look at the email. Who sends it? To whom? What is it about? Listen and read to find out.

4 Read the email again and complete the sentences. Write in your notebook.

- 1 The Green Gathering lasts ...
- 2 Before the festival, Alan is going on ...
- 3 Experts at the festival are going to teach ...
- 4 Most people who go to the festival stay ...

5 Complete the poster. Use: *stage, plant, organic, eco-living, ride, performers*. Write in your notebook.

VIDEO

Hi Billy!

Hope you're having a good summer! Do you fancy going to a green festival with me in August? It's the Green Gathering and I think it'll be fun!

The festival takes place from 13-16 August in the countryside outside Bristol. I expect I'll be back from my holidays by then. It's an environmental festival. People are going to plant trees and there are going to be workshops where we can learn useful eco-living skills like gardening and pottery. Bands are going to perform on four stages and street performers are going to do tricks and acrobatics. Organic fruit and vegetables are going to be on sale and this year there is going to be a cycle ride from Bristol to Wales. Sounds great, right? Most visitors sleep in tents but you can stay with us. My friend Frank is coming, too.

Write back.  
Alan

Check these words

useful, eco-living skills, perform, do tricks

## The Green Gathering

13-16 August, Bristol

- 1) ... trees
- Learn useful 2) ... skills
- See popular bands perform on 3) ... ; street 4) ... do tricks and acrobatics
- Buy 5) ... fruit and vegetables
- Sleep in tents

NEW THIS YEAR

Join our cycle 6) ... from Bristol to Wales.

6 Think Why would/wouldn't you like to go to this festival? Tell your partner.



## Grammar

### *will/be going to* – Present continuous/Present simple (future meaning)

- 7** Read the theory. Find examples in the text in Ex. 3.

We use **will**:

- for on-the-spot decisions.  
*It's raining. We **won't go** to the festival.*
- for predictions based on what we think will happen usually with the verbs *think, expect, believe, hope*.  
*I **think the festival will be** a big success.*

We use **be going to**:

- for predictions based on what we can see or what we know.  
*Look at those clouds. It's **going to rain**.*
- for plans or intentions.  
*The band **is going to perform** on Sunday.*

We use the **present continuous** with a future meaning for fixed arrangements in the near future.

*We're **meeting Terry** at 12:30.*

We use the **present simple** for timetables, schedules and programmes. *The bus **leaves** at 6:30.*

- 8** Use *will* or *going to* and the verbs in brackets to fill in the gaps. Write in your notebook.

- A: It's 9 o'clock already! We ... **(be)** late for the festival. It ... **(start)** at 7:00.  
B: Don't worry! I think it ... **(take)** us five minutes to get there!
- A: I'm hungry. I ... **(buy)** a sandwich.  
B: Don't get anything for me. I ... **(have)** lunch with Peter later.
- A: Did you see the weather forecast? It ... **(rain)** all day.  
B: I ... **(take)** my umbrella with me then!
- A: The band ... **(start)** playing.  
B: Go ahead. I ... **(be)** with you in a minute.


- 9** Put the verbs in brackets into the *present continuous* or the *present simple*. Write in your notebook.

### Monday 20th June

- Charity cycle ride – 9 am (Paul)
- 1-5 pm workshop (Jenny)
- 6:30 pm see band (Steve & Sue)
- 8 pm – dinner with Sam (we)


- Paul ... **(take)** part in the charity cycle ride. The ride ... **(be)** at 9 am.
- Jenny ... **(attend)** a workshop. It ... **(start)** at 1pm.
- Steve and Sue ... **(see)** their favourite band.
- The band ... **(perform)** at 6:30 pm.
- We ... **(have)** dinner with Sam at 8 pm.

## Speaking

- 10** a)  Tell your partner: *two things you will/won't have in ten years' time; two things you are/aren't going to do next Friday; two things you are/aren't doing this weekend.*

A: In ten years' time I'll have my own car. I won't have any children.

B: In ten years' time I'll have my own business. I won't have my own house.

- b)  Arrange to meet at a place at the weekend.

## Writing

 (see *Writing Skills* pp. 148-149)

**11**



Write an email or letter to your English-speaking friend inviting him/her to a festival in your country and saying what you can see and do there. Imagine you are Billy. Write an email thanking Alan for the invitation.

# 7.4

## Green cities

# Cities of Tomorrow



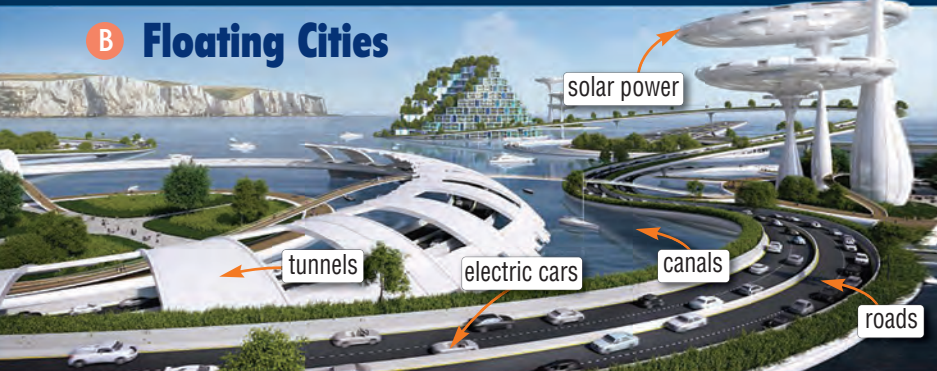
As more and more people live in cities, they get overcrowded. Luckily, architects are making plans to solve this problem.

### A Underground Cities



Imagine buildings like skyscrapers ... but underground! We can build downwards, instead of upwards, and space won't be a problem. These super-deep basements will have gardens, swimming pools, hotels and football pitches. And they won't be dark! Huge glass ceilings will let light in from above.

### B Floating Cities



Soon, we'll be able to see huge manmade islands floating on the sea. Each island will have homes, shops, and everything else you can find in a modern city. Roads and tunnels will connect them, and they will use wave and solar power and electric cars to help them stay clean!



### C Vertical Farms

As cities grow bigger, how will we feed everyone? One answer is skyscraper farms. With all that glass, they will be like giant greenhouses. Fruit and vegetables will grow inside, while farmers will make room on the roof for cows to graze!

## Vocabulary

### Future cities

1 4.10 Look at the pictures. Listen and repeat.

## Reading & Speaking

2 4.11 What will cities be like in the future? Listen and read to find out.



### Check these words

overcrowded, underground, let in, wave power, solar power, vertical, feed, graze

**3** Read again and answer the questions.

Which place (A, B or C) will:

- 1 be good for raising animals?
- 2 hold sports events?
- 3 produce its own food?
- 4 have green transport?
- 5 have places for visitors to stay?
- 6 have different ways to move around?

**4** **Think** Say three things that impressed you about the text.

**5** **Think** 

**DESIGN & TECHNOLOGY** Work in groups of four. Design your own city of the future. Think about: ■ buildings ■ transport ■ how environmentally friendly it is. Give it a name. Present it to a visitor from the past.

## Grammar

### make – do

**6** Read the theory. Find examples in the text.

We use **do** when we perform an activity, action or task.

**do exercise, do the ironing, do homework**

We use **make** when we create something or prepare food.

**make a model, make a cake, make dinner**

We can use **do** and **make** in certain expressions:

- do business; do harm; do a favour; do your homework etc
- make money; make a choice; make a comment; make a difference; make a profit; make a decision etc

**7** Complete the sentences using **make** or **do** in the correct form. Write in your notebook.

- 1 The architect ... a model of a future skyscraper.
- 2 Stan ... a lot of money when he invented a solar-powered bicycle.
- 3 We believe the opening of the new park next month ... a huge difference to our town.
- 4 Solar-powered devices ... less harm to the environment.
- 5 Living a greener life is not a difficult choice to ...

## Listening & Writing

**8**  Listen to a message and fill in the gaps in your notebook.

### Vertical Farms Exhibition

<b>FOUR-DAY EVENT</b>	Thursday to Sunday
<b>Dates:</b>	19th – 22nd 1) ...
<b>Venue:</b>	Elmwood Exhibition 2) ...
<b>Things to see:</b>	models of multi-storey greenhouses, 50 kinds of 3) ... , the latest farming technology
<b>Times:</b>	Daily from 4) ... to 5:30 pm
<b>Entrance fee:</b>	£ 5) ... a day


**9** You heard about the event in Ex. 8. Write a message to your English friend telling him/her about the event and suggesting you go together.

# 7.5

## Green education

### Vocabulary


#### School life

1 a)  4.13 Look at the pictures. Listen and repeat.

b) Which of these phrases best describe your school life?

In my school, we learn foreign languages.  
We don't use tablets.

### Reading

2  4.14 Look at the title and the pictures in the text. What is special about this school? Listen and read to find out.



1 do environmental projects



2 do after-school activities



3 go on excursions



4 eat in the school canteen



5 use tablets



6 learn foreign languages



7 sit exams



8 use interactive whiteboards

# A Different School of Thought



Imagine attending lessons in a school with a bamboo roof, and sitting tests while insects fly noisily around your head. Welcome to the Green School in Bali! This is an environmentally-friendly school deep in the jungle!

In this school, students learn normal subjects like Maths, Science and Music, but they also do lots of environmental projects. They learn how to grow organic vegetables, recycle school waste

and make compost to put on the garden. An important senior student project is the Bio Bus. This school bus runs on an eco-friendly biofuel. They use recycled cooking oil to make it!

At the Green School, they believe it's important to treat the environment respectfully. Everyone lives in harmony with nature and helps to protect it. Then future generations will still be able to enjoy it!

### Check these words

insect, jungle, organic, compost, biofuel, generation




**3** Read again. Decide if sentences 1-6 are *T* (true), *F* (false) or *NS* (Not stated). Write in your notebook.

- 1 At the Green School, there are tests in all subjects.
- 2 The school is in the middle of a city.
- 3 The students there don't learn English.
- 4 Students don't work in the garden.
- 5 The Bio Bus is good for the environment.
- 6 People at the Green School respect nature.

**4** a) Complete with: *attend, environmentally, projects, waste, sit*. Write in your notebook.

- 1 Which school do you ... ?
- 2 How often do you ... exams?
- 3 Is your school ... -friendly? Does it recycle?
- 4 Does it recycle school ... ?
- 5 Do students have to do environmental ... ?

b)  Work with a partner. Ask and answer the questions in Ex. 4a.

## Grammar

### Adverbs of manner


**5** Read the theory. How do we form adverbs of manner? Find two examples in the text.

Adverbs describe verbs or other adverbs. Adverbs can describe **manner** (how – *carefully, slowly*), **place** (where – *outside, everywhere*), **time** (when – *recently, yesterday*), **frequency** (how often – *regularly, always*).

- We usually form an **adverb of manner** by adding **-ly** to the adjective. *quick – quickly*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *possible – possibly*
- Adjectives ending in consonant + **y** drop the **-y** and take **-ily**. *noisy – noisily*
- Adjectives ending in **-l** take **-ly**. *careful – carefully*
- Adjectives ending in **-ic** take **-ally**. *electronic – electronically*
- Some adverbs do not follow these rules. *good → well, fast → fast, hard → hard, early → early, late → late*

**6** Form adverbs of manner from these adjectives. Write in your notebook.


- |          |        |              |     |
|----------|--------|--------------|-----|
| 1 easy   | easily | 6 bad        | ... |
| 2 fast   | ...    | 7 heavy      | ... |
| 3 kind   | ...    | 8 angry      | ... |
| 4 good   | ...    | 9 sudden     | ... |
| 5 polite | ...    | 10 dangerous | ... |

**7**  Complete the sentences with the adverbs of manner derived from the adjectives in the list. Write in your notebook.

- careful • quiet • electronic
- easy • good • late

- 1 Steve is studying ... in his room.
- 2 My sister passed the test ...
- 3 He never arrives at school ...
- 4 The students were listening to the teacher ... while they were making notes.
- 5 We send our homework to our teacher ...
- 6 She's happy. She did ... in the test.

## Speaking

**8**  **Think** Would you like to attend the Green School? What do you think is the best thing about it? Tell your partner.

*I'd like to attend the Green School because it's deep in the jungle and I would be close to nature.*

## Writing



**9**  Design your ideal school. Present it to the class.

## 7.6

## Wild plants

## Vocabulary

## British wild flowers

- 1**   4.15 Listen and repeat. Which of these flowers exist in your country?



1 daffodil



2 water lily



3 thistle



4 cornflower



5 forget-me-not



6 snowdrop



7 poppy



8 bluebell



9 primrose



10 violet



11 buttercup



12 dog rose

# The Scottish Thistle

One of Scotland's best known symbols is the thistle. With its thorny leaves and spiky mauve flower, this wild plant is easy to recognise. But what is the story behind the symbol?

According to one legend, the Viking king Haakon set sail for Scotland in 1263. He landed at night and his soldiers prepared to attack. They wanted to surprise the sleeping Scottish troops. After they took off their shoes, they crept silently across the beach. In the dark, one Viking stepped on the sharp spikes of a thistle and yelled loudly. The Scots instantly woke up, ran into battle and defeated the Vikings!

The Scots never forgot the part the thistle played in their victory. In 1470, it appeared on silver coins and in the 16th century it became part of the Scottish coat of arms.



## Reading

- 2**  4.16 Why is the thistle one of Scotland's best known symbols? Listen and read to find out.

- 3** Read the text again. For questions 1-3, choose the best answer – A, B or C. Write in your notebook.

- Scotland has a lot of
  - special plants.
  - symbols.
  - stories and legends.
- Haakon sailed to Scotland to
  - explore the west coast.
  - train his soldiers.
  - fight the Scots.
- The soldiers didn't wear shoes because
  - they had to cross some water.
  - they didn't want to make a noise.
  - it helped them run faster.





### Check these words

symbol, thorny, spiky, recognise, soldier, attack, troop, creep, yell, battle, defeat, victory, coin, coat of arms

- 4 **Think** Can you think of a moral to this story? Give the text another title that shows it.

## Grammar

### after

- 5 Read the theory.

We use **after** for consecutive actions. We do not use the simple future after **after**. We can use the present simple.

I am going to water the plants **after** I finish my homework. NOT: ... ~~after I will finish~~ When the time clause is before the main clause, we separate the two clauses with a comma. When the main clause precedes the time clause, we do not use a comma between the two clauses.


**After** he had breakfast, he went to the beach.  
He went to the beach **after** he had breakfast.

- 6 Put the verbs into the correct tense. Put commas where necessary. Write in your notebook.

- 1 After he ... (**have**) dinner he watched TV.
- 2 He is going to send the email after he ... (**type**) up the reports.
- 3 James is going to go to bed after he ... (**take**) a shower.
- 4 After Ann serves lunch she ... (**go**) shopping.

## Intonation

### Stressed syllables


- 7  4.17 Listen and find the stressed syllables. Listen again and repeat.

- symbol • thorny • recognise • according
- prepare • attack • soldier • defeated
- victory • silver • century

## Speaking

- 8 **PRESENTATION SKILLS** Read the text again and make notes under the headings:  
■ *description of thistle* ■ *story behind it* ■ *how the Scots remembered it*. Use your notes to give the class a presentation on the Scottish thistle.

## Writing

- 9 **ICT** Find a story that is related to a coin, monument, ring, picture, etc. Write a short story.
- 10 **ICT**  Collect information about wild flowers in your country. Prepare a poster for the class.

# Endangered

Not all animals are beautiful or cute – but they still need help.

A

## The proboscis monkey

This unusual-looking monkey only lives on Borneo in Indonesia. Males are famous for their giant nose, or 'proboscis'. Proboscis monkeys are quite big with round tummies and webbed feet and hands that help them swim. They eat unripe fruit and leaves. Their numbers are falling because of habitat loss.

## The axolotl

Axolotls are salamanders that live in lakes in Mexico. Axolotls are cold-blooded. They eat worms, insects and fish. They have spikes that grow out of the back of their head, which they use to breathe. They can quickly regrow almost every part of their body when they get injured! Axolotls are disappearing because of water pollution.

B



### Check these words

tummy, webbed feet, unripe fruit, habitat loss, salamander, worm, spike, regrow, injured, species, become extinct

Every time a species becomes extinct, we lose an extraordinary animal forever.

## Reading

- 1 4.18 Why are the animals in the pictures endangered? Listen and read to find out.
- 2 Read again. Match the sentences (1-5) to the animals (A or B). Write in your notebook.
  - 1 They live in water.
  - 2 They don't eat meat.
  - 3 Their home is getting smaller.
  - 4 They eat fish.
  - 5 They can grow a new arm or leg.

## Speaking

- 3 Copy and complete the fact files in your notebook. Use your completed files to present these animals to the class.

	A	B
Name:		
Lives in:		
Description:		
Eats:		
Why endangered:		

- 4 **ICT PRESENTATION SKILLS** Collect information about another endangered species. Think about: ■ name ■ where they live ■ description ■ eating habits ■ why they are endangered. Use your notes to give a presentation to the class.



## Vocabulary

**1** Choose the correct word. Write in your notebook.

- 1 Jack **spreads/feeds/grows** his own vegetables.
- 2 You can **breathe/adopt/join** a wild animal and help it survive.
- 3 Visitors to the festival can **inspire/attend/perform** a 'green-living' workshop.
- 4 In times of drought, rivers and lakes **dry up/reduce/lose**.
- 5 Animals that suffer from habitat **pollution/warming/loss** have nowhere to live.
- 6 When a species becomes **injured/extinct/endangered**, it is a great loss to the world.
- 7 Pottery and gardening are useful **tricks/skills/projects** to learn.
- 8 Pollution is **destroying/disappearing/reducing** the environment.
- 9 Wild animals can **defeat/survive/attack** you.
- 10 The school's **senior/giant/unique** students are going to help younger classes with their Biology projects.

10 x 1 = 10 points

## Grammar

**2** Complete the sentences with the adverbs of manner derived from the adjectives in brackets. Write in your notebook.

- 1 He ran ... (**quick**) towards the door.
- 2 She read the instructions ... (**careful**).
- 3 Weather conditions changed ... (**dramatic**) last night.
- 4 He looked at me ... (**angry**).
- 5 The band played ... (**terrible**) last night.

5 x 2 = 10 points

**3** Put the verbs in brackets into the correct form of *will*, *be going to*, the *present continuous* or the *present simple*.

- 1 A: ... (**you/come**) with us tonight, Peter?  
B: Sorry, I can't. I ... (**revise**) for a test.
- 2 A: You can't go to school by train; it ... (**not/leave**) until 10:30.  
B: That's OK, I ... (**catch**) the bus, then.
- 3 A: ... (**you/stay**) in Rome next summer?  
B: Yes, but we ... (**not/book**) a hotel room. We're planning to rent an apartment.
- 4 A: Excuse me, ... (**the 407 bus/arrive**) at 7:30?  
B: It usually does, but I expect it ... (**be**) late today because of the heavy traffic.
- 5 A: ... (**Karen/join**) us later?  
B: No, I think she ... (**go**) to the cinema with Hayley.

5 x 2 = 10 points

## Everyday English

**4** Choose the correct response. Write in your notebook.

- 1 A: In the future, we will drive flying cars.  
B: **a** I don't think so.    **b** It's unlikely they will.
- 2 A: Is Mark going to do environmental studies?  
B: **a** I think so.    **b** I'm sure.
- 3 A: I hope they will find a way to stop coral reefs dying.  
B: **a** I think.    **b** I'm not so sure.
- 4 A: Will all food be organic in the future?  
B: **a** I love it.    **b** I suppose so.
- 5 A: Will cities get bigger in the future?  
B: **a** I'm sure of it!    **b** I'm not thinking.

5 x 3 = 15 points

## 7

## Self-Check Test

## Reading

- 5 Read the article and decide if sentences 1-5 are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.



## A carpet of colour


Yosemite National Park in California covers 1,169 square miles. The scenery, with its lakes, waterfalls, mountains and valleys, is stunning. But its wonderful multi-coloured wild flowers are what a lot of people go there for!

There are 1,500 varieties of plants. Some bloom in the meadows in spring and others on mountain slopes in summer. You are going to see the Alpine lily with its brown and yellow leopard markings, the mountain bluebell with little bell-shaped flowers and the spiky red snow plant, to name just a few! Visitors to Yosemite can take a guided wild flower hike. A guide is there to help them to identify different flowers. Don't forget to bring a magnifying glass so you can examine them easily!

- 1 Yosemite National Park has a variety of geographical features.
- 2 Most wild flowers grow in the mountains.
- 3 Some flowers grow all year round in Yosemite.
- 4 Guided tours are available in different locations.
- 5 You don't need equipment on a guided tour.

5 x 4 = 20 points

## Listening

- 6  4.19 Listen to a presentation about green homes and complete the notes with a word or a short phrase. Write in your notebook.

## The 'Green' House



- Save on your electricity bills – use 1) ...
- Energy-saving light bulbs can save both electricity and 2) ...
- Don't turn the heating up – 3) ... more clothes.
- Take 4) ... when you go to the supermarket.

4 x 3 = 12 points

## Writing

- 7 You are going to go on holiday in a place in your country. Write a letter to your American friend inviting him/her to join you and explaining what you can see and do there.

23 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Now I can ...

## Lexical Competence

talk about:

- the future of the environment
- wild animals
- protection of the environment
- eco-activities
- future green cities

- education
- wild flowers
- endangered animals

## Reading Competence

extract basic information from short texts related to the environment, wild animals & plants

## Listening Competence

- complete notes from dialogues about the environment; a message about an environmental exhibition
- take notes from a dialogue about an environmental festival

## Speaking Competence

- make assumptions about the future
- express certainty/uncertainty

## Presentation Skills

present endangered animals

## Writing Competence

- write a comment on a blog
- write a thank you reply email to an invitation
- write a message
- write an article
- write a story

CLIL (Science): *Endangered animals*





## What's in this module?

### Vocabulary

- sights • countries, languages & people
- celebrations & traditions
- holiday greetings/wishes • months and seasons
- New Year traditions • Summer fun

### Grammar

- cardinal/ordinal numbers
- question tags
- prepositions of place & location
- *and, but, or, so*
- prepositions of time
- adverbs of time/place

### Reading

informative texts; emails; articles; adverts;  
a timetable; text messages

### Listening

monologues

### Speaking

- apologise/accept apologies • express thanks
- congratulate – respond
- invite – accept/refuse invitations
- propose; suggest

### Presentation Skills

present: a country; a calendar of celebrations;  
celebrations

### Writing

write: a fact file; an email of apology;  
a calendar of celebrations; a blog  
entry; an email expressing thanks;  
an email proposing to attend an event

**Culture Corner:** *Remembrance Day in the UK*

## Special places

### ROMANIA



### the UK



### AUSTRALIA



### the USA



Yosemite National Park

### Sights

**1** 4.20 Look at the pictures.  
Listen and repeat.

**2** What sights is each country famous for? Tell the class.

Romania is famous for ...





# 8.1

## Countries, languages and people

### Reading

1 Read text A. Which word best completes each sentence?

Write in your notebook.

- A There are **four/five** official languages in the UK.
- B The British are well-known for their **humour/languages**.

#### Check these words

population, official language, beach parties, ethnic groups

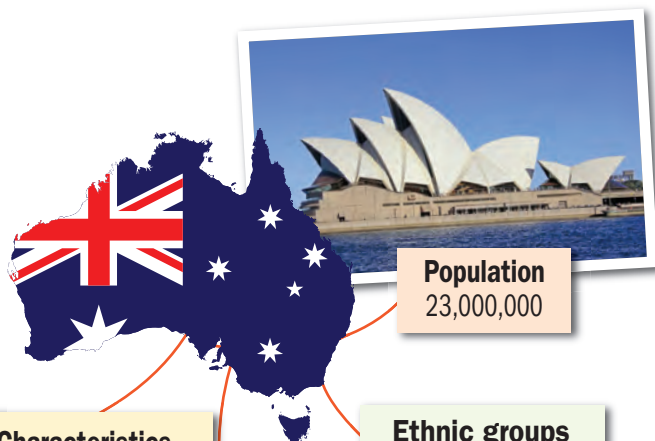
A

### The UK

The UK (or in full the United Kingdom of Great Britain and Northern Ireland) has a population of about 65 million – that's 87.2% white, 3% black, 4.2% Asian, 2% mixed and 3.6% other. Though nearly everyone speaks English, there are actually four official languages: English, Welsh, Scottish Gaelic and Irish Gaelic! The British are famous for their humour and comedies. Characters like Mr Bean and Blackadder are popular all around the world.



### B Australia



**Population**  
23,000,000

**Characteristics**  
down-to-earth, fun-loving people (beach parties, barbecues)

**Ethnic groups**  
European 92%, Asian 7%, Aboriginal & other 1%

**Languages**  
English (76.8%); other languages include Mandarin, Italian, Arabic, Greek, Cantonese, Vietnamese (over 1% each)



### C the USA

#### Ethnic Groups

- White
- Black
- Asian
- Amerindian, Alaskan & other native



**Population**  
324,000,000

**Languages**  
English; Spanish (13% of the population)

**Characteristics**  
friendly (favourite phrase 'have a nice day') and hard-working





**2** Read text B. Are the statements *T* (True) or *F* (False)? Write in your notebook.

- A Most Australians speak English.  
B The Asian population is smaller than the Aboriginal population.

**3** Read text C and answer the questions. Write in your notebook.

- How many people live in the USA?
- How many people in the USA speak Spanish?

## Everyday English

### Addressing people

**4** Read the table.

Addressing people (informal)	
friends & people we know well	<i>What's up, Mary? Hi, Tom.</i>
relatives	<i>Bye, Mum/Dad/Sis/Bro/Aunt Jane etc</i>
Addressing people (formal)	
men	<i>Good morning, Mr Harris.</i>
married women	<i>Please come in, Mrs Smith.</i>
women	<i>Have a nice day, Ms Jones.</i>
doctors	<i>Can I see you, Dr Lewis?</i>
customers	<i>How can I help you, sir/madam?</i>
teachers	<i>Hello, Mr Brown/sir/miss. Welcome, Professor Hunt.</i>

**5** How can you address the people below?

- Say goodbye to your dad.
- Welcome Professor Smith to your school.
- Give a male customer his receipt.
- Your boss's wife, Mrs Richards, comes into your office. Greet her.
- Ask your uncle if he wants some tea.


## Grammar

### Cardinal – Ordinal numbers

**6** Read the theory. Find examples in the texts.

**Cardinal numbers** say how many things there are in a group. *1, 94, 123, 1856*, etc

**Ordinal numbers** say what order things in a group are in. *first (1st), third (3rd), thirtieth (30th), a hundred and twenty-second (122nd)*, etc


**7**  Say a cardinal number. Your partner says the corresponding ordinal number.

A: Twenty-one.

B: Twenty-first. Three.

A: Third. etc



## Listening

**8**  **4.21** Listen to someone talking about New Zealand and complete the fact file. Write in your notebook.



<b>Population</b>	1) ...
<b>Ethnic groups</b>	European 2) ... %, Maori 14%, Asian 11%, Pacific Islander 7.5%, other 3%
<b>Languages</b>	3) ..., Maori, New Zealand sign language
<b>Characteristics</b>	have a close bond with 4) ... – call themselves Kiwis after the national bird

## Speaking & Writing

**9**   **ICT** Collect information about your country or another European country. Use the headings in Ex. 8. Write a fact file for it. Present it to the class.

# 8.2

## It's Christmas time

### Vocabulary

#### Festive activities

- 1 4.22 Listen and repeat.



- 2 How do the Brits celebrate Christmas? Use the pictures in Ex. 1 to tell the class.

### Reading

- 3 Go through the text messages. How are they related?

Hi Toby! Are you busy on Christmas Eve?

Hey Jamie! I'm free on Christmas Eve. It's your birthday, isn't it? Are you going to the bowling alley again?

Glad you didn't forget my birthday! No, I'm not going bowling. I'm having a party at my house. We're going to have pizza and birthday cake and a Guitar Hero competition! Can you come? It starts at 7 pm.

Sure! You're inviting my parents, too, aren't you?

Of course! My mum is going to call your mum later!

Cool! ☺ See you on the 24th!

- 4 Read the texts and answer the questions. Write in your notebook.

- 1 When is Jamie's birthday?      3 What are they going to do at the party?
- 2 Where is Jamie's party?      4 Who else is going with Toby?

### Grammar

#### Question tags

- 5 Read the theory.

**Question tags** are short questions at the end of a sentence. We form them with the auxiliary or the modal verb from the main sentence and the appropriate subject pronoun.

- A positive statement takes a negative question tag. **We can go now, can't we?**
- A negative statement takes a positive question tag. **You won't come, will you?**

**Note:** Some verbs form their question tag differently:

*I am* → **aren't I?** *I'm good at cooking,* **aren't I?** **BUT: I'm not early, am I?**

*Let's* → **shall we?** **Let's buy him a present, shall we?**

*I have got* (= I possess) → **haven't I?** **He has got the cake, hasn't he?**


*I have* (other meanings) → **don't I?** **We had a great time, didn't we?** (= We enjoyed ourselves.)

*This/That is* → **isn't it?** **That's Tony's house, isn't it?**


**INTONATION:** **He is at the baker's, isn't he?** (asking for information)

**She didn't call, did she?** (asking for confirmation)



**6**  **4.23** Complete the question tags. Listen and tick. Listen again and repeat.

- 1 Billy won't attend, ...?
- 2 You like roast beef, ...?
- 3 She's on her way now, ...?
- 4 You're happy, ...?
- 5 It's raining, ...?
- 6 Let's go to the supermarket, ...?
- 7 Paul had a headache, ...?
- 8 This is their present, ...?

**7**  You are going to a Christmas party. Send your partner SMS messages asking about it. Use question tags. Your partner replies.

You're going to Tom's party, aren't you?

Yes, I am. I can't wait!

## Everyday English


### Apologising/Accepting apologies

**8** Read the dialogue. Replace the underlined phrases with phrases from the Functions box.

A: Hey Steve! You didn't come to the school party.  
 B: I'm really sorry. I was sick.  
 A: That's alright. It's not your fault.  
 B: I'm sorry I missed it.  
 A: Never mind.

#### Functions

Criticising	Apologising
<ul style="list-style-type: none"> <li>• You didn't ...</li> <li>• You missed ...</li> <li>• Why didn't you ... ?</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry.</li> <li>• I'm (really/so) sorry.</li> <li>• I'm very/terribly/awfully sorry.</li> </ul>
Making excuses	Accepting apologies
<ul style="list-style-type: none"> <li>• I forgot/didn't realise that it started so early.</li> <li>• I didn't have time.</li> <li>• I was sick. • I overslept.</li> </ul>	<ul style="list-style-type: none"> <li>• That's alright./That's OK.</li> <li>• Don't worry about it.</li> <li>• Never mind. (It doesn't matter.)</li> </ul>

**9**  Act out short exchanges like the one in Ex. 8 for the following situations:


**Student A:** Student B came late to your birthday party.

**Student B:** Apologise and make an excuse.

### Expressing thanks

**10** a) Read the table.

Functions
Thanking people
<ul style="list-style-type: none"> <li>• Thank you/Thanks (very much) for ...</li> <li>• I just wanted to thank you (for) ...</li> <li>• Many thanks. • Thanks a lot.</li> </ul>
Responding
<ul style="list-style-type: none"> <li>• You're welcome. • My pleasure!</li> <li>• I'm glad you like it. • Don't mention it.</li> </ul>

b)  Express thanks in the following situations.

- your friend buys you a handcrafted wallet
- someone invites you to a music festival
- someone gives you a lift to a friend's party
- your friend helps you choose a present for your cousin

A: Thank you very much for the handcrafted wallet.

B: I'm glad you like it.

### Writing (see Writing Skills pp. 150-151)

**11**



Your English friend invited you to his birthday party, but you didn't reply in time. Write him/her an email thanking him/her for the invitation, apologising for not responding to the invitation and explaining why.

# 8.3 Celebrations

## Vocabulary

### Winter celebrations & traditions

1 4.24 Listen and repeat.



**31st December – New Year's Eve**  
UK – sing 'Auld Lang Syne' at midnight



**From 31st January until mid-February**  
– the Quebec Winter Festival  
Canada – go ice skating at night



**25th January – Burns Night**  
Scotland – eat haggis and read poems



**2nd February – Groundhog Day**  
in the USA – ask a groundhog if winter is over

2 Make sentences, as in the example.

People in the UK celebrate New Year's Eve on 31st December. They sing 'Auld Lang Syne' at midnight.

## Reading

3 John is organising a party. Read the email. Find where John lives on the map.

Check these words

**From:** John  
**To:** all contacts  
**Subject:** Burns Night

national poet, haggis, bagpipes,  
poem, driving test, get off, tartan

Just a quick email inviting you all to my place for Burns Night on 25th January. As you know, it's an important day for Scotland. Our national poet, Robert Burns, wrote famous poems like 'Auld Lang Syne', the song we sing at New Year! We're going to have dinner (including haggis!), listen to the bagpipes and read his poems. And by the way, I passed my driving test last week, so that's another reason to celebrate!

To find my place, get off at the bus stop on the corner of Madden Street and Casey Lane. Go up Casey Lane and turn left into Duke Road. My flat is 11a, above the newsagent's. If there's a problem, call me on 3949583003.

Come around 7 pm – and wear tartan!  
John



4 Read again and complete the invitation card with information from the text. Write in your notebook.

### BURNS NIGHT at John's

I hope you come and spend Burns Night with me on 1) ...  
Address: 2) ...  
Time: 3) ...  
Phone number: 4) ...  
What to wear: 5) ...





- 5** **Think** What makes this event special to John? Tell the class.

## Grammar

### Prepositions of place & location

- 6** Complete the sentences using prepositions of place in your notebook. Use the map and the email on p. 126 to help you.

on (x2), at, in, below, above, behind, next to, opposite, between

- 1 There's a bus stop ... the corner of Madden Street and Casey Lane.
- 2 The newsagent's is ... John's flat.
- 3 The café is ... the park.
- 4 John lives ... 11a Duke Road.
- 5 The cinema is ... the post office and the butcher's.
- 6 The dentist's is ... the butcher's.
- 7 The post office is ... the park.
- 8 John's flat is ... the first floor.
- 9 There's a car park ... the supermarket.
- 10 The post office is ... the cinema.

## Everyday English

### Congratulating & Responding

- 7**  4.25 Listen and repeat.

- A: You got your college degree. Well done!  
B: Thank you.
- A: Our team won the match!  
B: Congratulations!  
A: Let's celebrate!

- 8**  Act out similar exchanges. Use the ideas below and phrases from the Functions box.

- You won a prize at a festival.
- Your cousin and his wife have a new baby.
- It's your friend's 14th birthday.

### Functions


#### Congratulating & Responding

- You won first prize. Congratulations!
- Congratulations on your success/21st birthday, etc
- Well done! • Thanks! • Thanks a million!
- Let's celebrate!

## Speaking & Writing

- 9** Complete the months. Write in your notebook.



- 10**  **ICT Project:** Collect information and create a calendar of celebrations in your country. List them under season and month. Stick photos. Present the calendar to the class.

# 8.4

## Celebrations in the UK/USA

### Vocabulary

#### Traditions

- 1** Look at the photos. How do the people in the UK/USA celebrate these celebrations? Tell the class.



1

watch a fireworks display



2

give presents to loved ones



3

hunt for Easter eggs



4

play tricks on each other



5

dance round a maypole



6

give flowers to their mums



7

give cards to their dads



8

decorate trees



### Holiday greetings/wishes

- 2** 4.26 Listen and repeat. Match the wishes (A-H) to the greetings in Ex 1. Write in your notebook.

- A Wishing you a very happy April Fools' Day!
- B Thinking of you!
- C Hope this year all your dreams come true!
- D Have a blessed and wonderful Easter!
- E Wishing your days are as bright as the flowers of May!
- F You are the best daddy in the world!
- G Have a very merry Christmas!
- H You are the best mum ever!

- 3** Which of the celebrations in Ex. 1 do you celebrate in your country? What holiday greetings & wishes do you use?

### Reading

- 4** When do the Americans celebrate Thanksgiving? What is the story of this celebration? Listen and read and find out.

1 At New Year, people watch a fireworks display.



# Thanksgiving

## how it all started


8.4

The Pilgrims were a group of people who decided to leave England and start a new life in America. In 1620 they sailed to America on a ship called the Mayflower. The journey across the Atlantic was difficult, with strong winds. It took sixty-six days before the ship finally reached America. The captain of the ship was Christopher Jones.

Life was hard at first. Then, the Native Americans showed them how to farm this new land. They all celebrated the first successful harvest with a feast, but they didn't call it Thanksgiving. In 1624, the governor of the Plymouth Colony, William Bradford, announced a day of thanksgiving. They celebrated it on 29th November. In 1863, President Abraham Lincoln declared it a national holiday. Today Americans celebrate Thanksgiving on the last Thursday of November each year.

### Check these words

journey, strong winds, reach, harvest, governor, announce, declare

**5**  Read again and choose the best option – A, B or C to complete the sentences. Write in your notebook.

- The Pilgrims were  
A English people.    B Native Americans.  
C North Americans.
- The Pilgrims managed to survive because  
A the land was easy to farm.  
B the natives helped them.  
C they had very big harvests.
- The governor of the Plymouth Colony was  
A Captain Jones.    B William Bradford.  
C Abraham Lincoln.
- Americans started celebrating Thanksgiving officially in  
A 1620.    B 1624.    C 1863.

## Grammar

*and, but, so, or*

**6** Read the theory. Then, join the sentences. Use *and, but, or* or *so*. Write in your notebook.

**and:** to add points. *They play traditional instruments and sing songs.*


**but:** to show contrast. *John watched the maypole dance, but he didn't take part in it.*

**so:** to show result. *There are lots of local dishes to try so you never feel hungry!*

**or:** to express choice *We can go out or stay in.*

- You can help me decorate the tree. Alternatively, you can wrap the presents.
- They didn't know how to grow crops. They asked the natives for help.
- At Thanksgiving people eat turkey. They also bake pumpkin pies.
- On Valentine's Day we give presents. We don't decorate trees.
- It was raining on Saturday. We didn't dance round the maypole.
- We can buy her flowers. Alternatively, we can get her a card.

## Listening

**7**  Listen to three people describing their favourite celebration. Which celebration in Ex. 1 is each talking about? Write in your notebook.

Bob

Sally

Tom

## Writing

**8** Which is your favourite celebration in your country? Make notes under the headings:  
■ name ■ time of year ■ how you celebrate it.  
Use your notes to write a blog entry.

# 8.5 Happy New Year!



**A**

gather for the countdown to the New Year

Check these words

outback, view, midnight

## Vocabulary

### New Year traditions

**1** 4.28 Look at the pictures. Listen and repeat.

**2** How do the British and Americans celebrate New Year? Tell the class.

The British and Americans gather for the countdown to the New Year.

## Reading

**3** 4.29 How do people in Surfer's Paradise celebrate New Year? Listen, read and check.

From: Rob  
To: Luke  
Subject: New Year in Surfer's Paradise

Dear Luke,

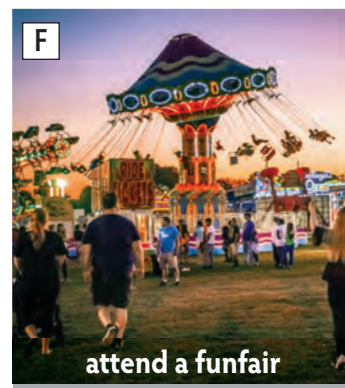
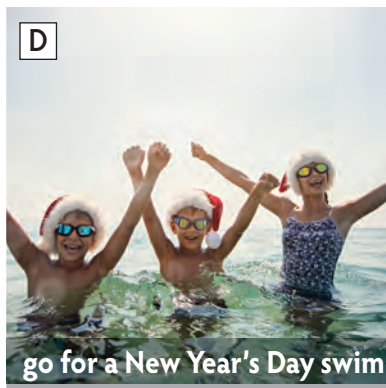
How are you? Any plans for New Year? I don't know how you celebrate in the outback, but here on the Gold Coast we have a great time! Why don't you come and visit?

In my town, Surfer's Paradise, the New Year's Carnival starts on 27th December and lasts until 9 pm on 31st. It's a funfair with rides, games and a Ferris wheel – you can get a great view of the beach from the top! At 8 pm, they let off fireworks, and there's another display at midnight. It's the biggest one in Queensland and uses 30,000 fireworks! We usually watch it from the beach. We take a picnic and relax on the sand – it's pretty warm here, even in the middle of the night. In fact, it's so warm that my family and I have a special New Year's Day tradition: we always go for a swim on the first day of January, so bring your swimming shorts!

You can get a cheap flight from Darwin to Brisbane and my dad will pick you up. It will be amazing to spend New Year with you!

Let me know if you can come,  
Rob





**4** Read again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not Stated). Write in your notebook.

- 1 The New Year's Carnival lasts for 4 days.
- 2 People display fireworks only at midnight.
- 3 People eat special dishes on New Year's Eve.
- 4 You can enjoy the fireworks display from the beach.
- 5 Rob is going to wear a special costume.

**5** **Think** Compare and contrast New Year celebrations in Surfer's Paradise to the ones in the UK/USA.

### Adverbs of place/time

**6** Read the theory. Decide if the adverbs in bold describe time or place.

**Adverbs of place** tell us **where** something happens. They usually go after the main verb or the clause they describe. These are: *here, everywhere, outside*, etc. **John's here. I'm going back to the beach.**

**Adverbs of time** tell us **when** an action happens/will happen, etc. They usually go at the end of the sentence. These are: *today, tomorrow, yesterday*, etc. **He'll be here tomorrow.**

- 1 We are cooking **now**.
- 2 Your bags are **under** the table.
- 3 He left **a week ago**.
- 4 Come **over here**, please.
- 5 Is there **anywhere** I can find some pretzels?
- 6 I'll call you **later**.
- 7 Put the boxes **over there**.
- 8 We went there **last year**.

## Everyday English

### Inviting – Accepting/Refusing

**7** 4.30 Listen to and read the dialogue. What event does Laura invite Christina to?

Laura: Hi, Christina. Have you got any plans for the New Year?  
 Christina: Hey, Laura. No, I haven't. Why?  
 Laura: Well, would you like to go and watch the New Year's Day parade?  
 Christina: I'd love to.

**8** Use the phrases in the Functions box to act out a dialogue inviting a friend to a New Year celebration. He/She will either accept or refuse. Use the dialogue in Ex. 7 as a model.

Functions		
Inviting	Accepting	Refusing
<ul style="list-style-type: none"> <li>• Would you like to ... ?</li> <li>• How do you fancy (+ <i>-ing</i> form)?</li> </ul>	<ul style="list-style-type: none"> <li>• I'd be glad to.</li> <li>• Sounds good.</li> <li>• I'd like/love to.</li> </ul>	<ul style="list-style-type: none"> <li>• Unfortunately, I can't.</li> <li>• I'm afraid I can't.</li> </ul>

## Writing

**9** Imagine you are Luke. You spent New Year with Rob. Write a message thanking him.

# Celebrate

## Canadian Style!

Are you planning a trip to Canada?  
Don't miss out on the fun!  
Here's our guide to the biggest and best festivals around.



### CALGARY STAMPEDE

Every July, for ten days, the Canadian city of Calgary hosts what they call 'the greatest outdoor show on Earth'. Over one million people come to the festival to celebrate Wild West style! People dress up as cowboys and cowgirls – in fact, locals decorate the whole town. There is live music, a huge parade, funfairs, and food stalls everywhere you look. Every day of the festival, one of the biggest rodeos in the world takes place. Experts show off their horse riding skills and amaze the crowds with their exciting tricks.

It's a show that will take your breath away!



### CARIBANA

Another one of Canada's great cities, Toronto, holds a Caribbean festival every summer. Anyone can join in the fun, and it lasts for three weeks! There are lots of events, including a ball at Exhibition Palace.

Everyone dresses up in beautiful clothes, and you can watch the crowning of the Carnival King and Queen. And don't forget the food! From jerk chicken to ackee and saltfish, Caribbean cuisine is delicious, and at Caribana, you can find it for sale on every street.


The highlight of the festival is the Grand Parade on the last day. You can see incredible costumes and hear upbeat Caribbean music as over 10,000 people walk, ride and dance their way along the 3.5 km route.



#### Check these words

host, Wild West, rodeo, trick, take your breath away, ball, crowning, upbeat, route

### Reading

- 1**  4.31 Look at the pictures. Which culture do the two festivals celebrate? Listen and read to find out.

- 2** Read the text again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- The Calgary Stampede lasts for 10 days.
- The rodeo takes place on the last day of the Calgary Stampede.
- Caribana is an annual festival.
- At three weeks long, Caribana is the longest festival in Canada.
- Over 10,000 people watch the Grand Parade.

- 3**  **Think** Compare and contrast the two events in the text.




## Grammar

### Prepositions of time

4 Read the theory.

AT	the time: <b>at</b> two o'clock
	holidays: <b>at</b> Christmas, <b>at</b> Easter in the expressions: <b>at</b> the moment, <b>at</b> present, <b>at</b> dawn, <b>at</b> noon, <b>at</b> lunchtime, <b>at</b> night, <b>at</b> midnight, <b>at</b> the weekend
IN	months: <b>in</b> July/August, etc seasons: <b>in</b> (the) spring/summer/autumn/winter years: <b>in</b> 2016, etc in the expressions: <b>in</b> the morning/afternoon/evening, <b>in</b> an hour, <b>in</b> a minute, <b>in</b> a week/month/year
	days: <b>on</b> Friday, <b>on</b> New Year's Day dates: <b>on</b> 23rd August specific part of a certain day: <b>on</b> Saturday morning adjective + day: <b>on</b> a cold day

5  Complete the sentences. Use: *at, on, in*. Write in your notebook.

- 1 He is busy ... the moment.
- 2 There are a lot of things to see in Romania ... Easter.
- 3 The Sanziene Festival starts ... 24th June.
- 4 The event takes place ... the summer.
- 5 The winner of the competition will get their prize ... Sunday.
- 6 The St Paul's Winter Carnival takes place mostly ... night.
- 7 The festival started ... 1964.
- 8 Let's go to Calgary ... the weekend!

## Listening

6  4.32 Listen and complete the advert in your notebook.

### Festival of Hearts

**Where:** 1) ... Park in Timisoara, Romania  
**When:** 9th to 2) ... July  
**Why:** celebrate folk 3) ...  
**Activities:** groups from 4) ... different countries; performances of traditional dancing, music and singing; a parade with traditional 5) ...


## Everyday English

### Propose/Suggest

7 Read the dialogue. Replace the underlined phrases with others from the Functions box.

Functions	
Propose/Suggest	
<ul style="list-style-type: none"> <li>• How/What about (-ing form) ...</li> <li>• What if we .... • Let's ...</li> <li>• Why don't we ...</li> </ul>	
Agree	Disagree
<ul style="list-style-type: none"> <li>• I'd love to.</li> <li>• That's a great idea.</li> <li>• That would be nice.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not that keen on ...</li> <li>• I don't really enjoy/like ...</li> <li>• I'd rather not.</li> </ul>

- A: Why don't we go to the film festival this weekend?  
B: I'm not that keen on films. How about visiting the food festival in the Old Town?  
A: That's a great idea. Let's spend the day there on Saturday, then go to Lily's party together in the evening.  
B: That would be nice.

8  You want to attend the festival in Ex. 6. Use the language in the Functions box and the information in Ex. 6 to propose to your friend that you go together.

## Writing

9 Your English-speaking friend is visiting Romania in July. Write an email to him/her suggesting they attend the festival in Ex. 6.


## Remembrance Day in the UK

Remembrance Day, originally called Armistice Day, is also known as Poppy Day. People chose this day to remember soldiers who fought in World War I. The war ended on the eleventh hour of the eleventh day of the eleventh month in 1918. Every year on the Sunday closest to the 11th, there are ceremonies at cenotaphs all over the country. At the Cenotaph in London, the Queen lays the first wreath on the monument. Then, a band play a farewell tune called 'The Last Post'. After this, people all over the UK show their respect. They have two minutes of silence at exactly 11 am. They also wear a poppy, a flower that is the symbol of Remembrance Day.

### Check these words

originally, soldier, fight, war, end, ceremony, wreath, monument, band, farewell tune, show their respect, silence, poppy

## Reading

**1**  4.33 How much do you know about Remembrance Day? Take the quiz. Write in your notebook. Listen to and read to check your answers.


- 1** What was the original name for Remembrance Day?  
A Army Day    B Eleventh Day    C Armistice Day
- 2** When is Remembrance Day?  
A 1st November    B 11th November    C 5th November
- 3** Which war ended in 1918?  
A World War I    B World War II    C the Civil War
- 4** Why does Remembrance Day fall on this particular date?  
A It was the birthday of a British soldier.  
B It was the day World War I ended.  
C It's the Queen's birthday.
- 5** How do British citizens show their respect on this day?  
A They lay wreaths on a monument.  
B Everyone remains silent for two minutes.  
C Both A and B.
- 6** What flower did they choose as a symbol for Remembrance Day?  
A a rose    B a poppy    C a tulip

**2** Make sentences about Remembrance Day. Tell the class. Use these phrases:

- 11th November, 11 am
- World War I
- lay the first wreath
- play 'The Last Post'
- two minutes of silence

World War I ended on 11th November at 11 am.

## Speaking

- 3** Tell the class how people in the UK celebrate Remembrance Day.
- 4**  Collect information about a similar celebration in your country. It's Culture Day at school. Present the celebration to the audience.



## Vocabulary

- 1** Complete with: *parade, display, pudding, invitation, celebrate, ball, rodeo, funfair, reach, harvest*. Write in your notebook.
- The boat took two weeks to ... America.
  - Do you like Christmas ...?
  - We watched the New Year's Day ... go by.
  - The farmer had a good ... this year.
  - On this day, we ... the arrival of spring.
  - The riders do amazing tricks in the ...
  - At midnight, a fireworks ... lit up the sky.
  - Thank you for the ... to your wedding.
  - There are some great rides at the ... this year.
  - The mayor wear formal clothes to the ...
- 10 x 1 = 10 points*

- 2** Write the correct word in your notebook.

- Christmas is in **January/February/December**.
- The months of June, July and August make up **summer/winter/spring**.
- Easter is always in **summer/winter/spring**.
- June/May/September** is an autumn month.
- March/April/November** is the last month before winter begins.

*5 x 1 = 5 points*

- 3** Complete with: *fun-loving, population, upbeat, ethnic, language*. Write in your notebook.

- I think Caribbean music is ... and happy.
- The official ... of Brazil is Portuguese.
- The ... of the UK is about 65 million people.
- The Australians are famous for their ... lifestyle.
- The largest ... group in Hawaii is Asian.

*5 x 1 = 5 points*

- 4** Write the correct word in your notebook.

- The children are hunting **for/from** eggs.
- People play tricks **at/on** each other.
- Are you dancing **up/round** the maypole?
- There's a newsagent's **by/on** the corner.
- Get **out/off** the bus at the cinema.

*5 x 1 = 5 points*

## Grammar

- 5** Fill in the correct question tag. Write in your notebook.

- I'm good at baking cookies, ...?
- Sam can dance, ...?
- Let's go to the fair, ...?
- You won't go to the party, ...?
- This isn't our car, ...?

*5 x 1 = 5 points*

- 6** Decide if the adverbs in bold refer to *P (Place)* or *T (Time)*. Write in your notebook.

- |                                |                            |
|--------------------------------|----------------------------|
| 1 Dan is <b>here</b> .         | 4 She will come            |
| 2 He left <b>yesterday</b> .   | <b>tomorrow</b> .          |
| 3 Put them <b>over there</b> . | 5 John is <b>outside</b> . |

*5 x 1 = 5 points*

- 7** Complete with: *at, in (x2), on (x2)*. Write in your notebook.

- What do you usually do ... Christmas?
- We visit my grandparents ... New Year's Day.
- The festival starts ... June 1st.
- The competition is ... March.
- It's usually very cold here ... winter.

*5 x 1 = 5 points*

## Everyday English

- 8** Choose the correct response. Write in your notebook.

- A: Could you help me with my project?  
B: **a** Don't mention it. **b** I'd rather not.
- A: I'm sorry I'm late.  
B: **a** That's OK. **b** My pleasure.
- A: How about going to this festival?  
B: **a** I'd love to. **b** You have to.
- A: Goodbye.  
B: **a** Hello! **b** See you later.
- A: I passed my exams!  
B: **a** Thank you. **b** Well done!

*5 x 2 = 10 points*



# 8

## Self-Check Test

### Reading

- 9 Read the text and answer the questions.  
Write in your notebook.

#### The International FOLKLORE FESTIVAL in Burgas



If you are free this August and want to try something new, what about the International Folklore Festival in Burgas, Bulgaria?

The International Folklore Festival takes place every August. The festival aims to preserve the cultural traditions of Bulgarian music and dance. Nowadays, the festival is also a significant international event for fans of folk music everywhere. As many as 18,000 people attend the festival. Traditionally, the festival begins with an awards ceremony for the best folk artist. The trophy is a statuette called Nestinarka, by sculptor Nencho Rusev.

The festival has more than just folk music; it also exhibits a lot of aspects of folk culture. Apart from the several stages for music, there are stalls with art and crafts, parades and agricultural workshops.

- 1 When is the festival?
- 2 What is the purpose of the festival?
- 3 How many people attend the festival?
- 4 Who designed the trophy for best folk artist?
- 5 What three things are there at the festival apart from music?

5 x 4 = 20 points

### Listening

- 10 4.34 Listen and complete the advertisement in your notebook.

Where: 1) ... Mountains

When: the 2) ... closest to St Elijah's Day

Origin: young men and women from mountain villages used to meet each other and perhaps find someone to 3) ...

Activities: see traditional costumes; watch performances of folk music and dance; visit the market and exhibition about 4) ...; watch a concert and a 5) ...

5 x 2 = 10 points

### Writing

- 11 An English-speaking friend recently attended a festival in your country with you. Write him/her an email, thanking him/her for the visit and asking him/her if they enjoyed the festival.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- languages, cultures, countries & peoples
- celebrations & traditions
- holiday greetings & wishes
- months and seasons

#### Reading Competence

- extract basic information from a short text related to languages, cultures, countries & peoples; celebrations & traditions

#### Listening Competence

- complete notes from a short talk about a country & an advertisement about a festival

#### Speaking Competence

- address people

- apologise/accept apologies
- congratulate
- address & greet people/say farewell
- make introductions/acquaintances
- invite - accept/refuse invitations
- propose/suggest

#### Presentation Skills

- present a country
- present a calendar of celebrations
- present special days

#### Writing Competence

- write a fact file about a country
- write an email of apology
- write a blog entry about a celebration
- write an email expressing thanks
- write an email suggesting to attend an event

**Cultural:** Remembrance Day in the UK



**Writing Skills  
& Evaluations  
& Irregular Verbs**

# 1.6

## A blog entry about your favourite relative

Blogs describing people normally consist of:

- an **introduction** in which we give **general information about the person** (name, relationship).
  - a **main body paragraph** in which we write about **his/her age** and describe **his/her physical appearance, the clothes he/she likes wearing, his/ her character** and **his/her interests or favourite activities**.
  - a **conclusion** in which we write **our comments** and/or **feelings about the person**.
- We usually begin our blog entry with a friendly greeting, e.g. Hi everyone!

### Rubric analysis

- 1** Read the task. Use the underlined words to answer the questions. Write in your notebook.

Write a blog entry for your school English online magazine about your favourite relative.

In your blog entry:

- mention his/her relationship to you
- describe his/her age, appearance, clothes and character
- state what activities he/she likes doing
- say why he/she is special to you.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2** Read the model. Copy and complete the spidergram in your notebook. What makes Aunt Wendy special to the writer? Write in your notebook.

★ A special person

**1) Hi everyone!**  
Let me tell you about my favourite relative, Aunt Wendy.  
Aunt Wendy is in her thirties, tall and slim, with long straight dark hair. She **2) likes wearing** casual clothes. She's friendly and caring and always ready to listen. **3) Her interest is** painting landscapes.  
Aunt Wendy is special to me because she **4) is always there for me!** Who's your favourite relative?



Post a comment ●●●●



- 3** Replace the phrases in bold in the model in Ex. 2 with other suitable ones from the Useful Language box. Write in your notebook.

- 4** Join the sentences. Use the words in brackets. Write in your notebook.

- 1 Mike is an old man. He's got a moustache. (with)  
Mike is an old man with a moustache.
- 2 He's got thin lips. He's got short blond hair. (and)
- 3 She's tall and slim. She's got short fair hair. (with)
- 4 She's got short straight hair. She's got green eyes. (and)
- 5 He's short and plump. He's got blue eyes. (with)



**5** Complete with: *arrogant, reserved, creative, caring, shy, loyal, generous, sensitive*. Write in your notebook.

- 1 Ricky is quite a(n) ... person. He never tells people his feelings.
- 2 Georgia is ... . She always supports her friends when they have problems.
- 3 Emil is a bit ... . He thinks he's better than everyone else.
- 4 Frank is very ... . He always comes up with new ideas.
- 5 Henry is ... . He doesn't speak when he is in a group of people.
- 6 Peter is ... . He always gives his friends expensive gifts for their birthdays.
- 7 Elena is ... . She gets upset when people say bad things about her.
- 8 Olivia is very ... . She is always interested in what is the best for the people around her.

**6** Complete with: *kind, matter, loves, best, cheer*. Write in your notebook.

- 1 He is always there for me, no ... what.
- 2 Sorina wants the ... for me and doesn't want me to get hurt.
- 3 Jane is definitely one of a ... .
- 4 Petru knows how to ... me up when I'm feeling down.
- 5 Kate ... me for who I am.

## Your turn

**7** **Brainstorming:** Read the rubric in Ex. 1. Think of your favourite relative. Copy the spidergram from Ex. 2 into your notebook and make notes under the headings.

**8** **Task:** Use the completed spidergram from Ex. 7 to write your blog entry. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Greeting/Introduction

- Hello all! • Hey there! etc.
- ... is my uncle/aunt/friend, etc.

### Age

- ... is ... years old/years of age.
- ... is in her/his early/late twenties, etc.

### Appearance

- ... is/looks (really/very) handsome/pretty/attractive.
- He/She is short/of medium height, etc and thin/slim.
- He/She has short hair and a beard, etc.

### Clothes

- ... always wears/likes wearing casual/formal/colourful, etc clothes.

### Personal qualities

- ... is a(n) (very/really) kind/caring, etc person.

### Interests/Activities

- His/Her favourite activity is ... .
- In his/her free time/time he/she likes/loves ... .

### Comments/Feelings about person

- ... always supports me in good times and bad.
- ... teaches me a lot about the world/life, etc.

## Plan

### Introduction

(Para 1) person's name, relationship

### Main body

(Para 2) age, appearance, clothes, character, interests/activities

### Conclusion

(Para 3) comments/feelings towards the person



## Checklist

When you finish your blog entry, check for the following:

- appropriate greeting
- appropriate number of paragraphs
- personal qualities supported with examples
- punctuation, spelling and grammar
- number of words

# 3.5

## An article about a popular tourist destination

Articles describing a popular tourist destination can appear in magazines, blogs, etc. They normally consist of:

- an **introduction** in which we give **general information about the place** (name, location, etc.).
  - a **main body** in which we write what we can **see** and **do** there.
  - a **conclusion** in which we write **our comments** and/or **feelings about the place**.
- We always give our article a **short catchy title** to attract the reader's attention.
- We normally use **present tenses** and **informal language** (short verb forms; simple linkers; everyday language).

### Rubric analysis

- 1** Read the task. Use the underlined words to answer the questions. Write in your notebook.

An international travel magazine wants its readers to send in articles about a popular tourist destination in their country. Write your article for the magazine describing what visitors can do and see there.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

**Beautiful Buenos Aires**

Tourists love Buenos Aires, Argentina's energetic capital city. See historic buildings, like the president's mansion, the famous Casa Rosada. Or watch colourful tango dancers perform in the streets of Caminito.

You can buy traditional crafts at the open-air markets. And don't forget to try the delicious street food!

Don't miss out on this unforgettable experience!

### Model analysis

- 2** Read the model. Copy and complete the spidergram in your notebook.



### Writing Tip Using adjectives

We can use a variety of adjectives to make our description more interesting to the reader.



**3** Find the adjectives the writer used in the model in Ex. 2 to describe the following: *capital city, buildings, tango dancers, crafts, street food, experience*. Write in your notebook.

**4** Find the odd adjective out. Write in your notebook.

- 1 open-air – night – street – sandy **market**
- 2 traditional – delicious – ancient – historic **buildings**
- 3 quiet – busy – warm – crowded **streets**
- 4 popular – ethnic – energetic – expensive **restaurants**
- 5 small – spicy – outdoor – trendy **cafés**
- 6 designer – local – souvenir – narrow **shops**
- 7 lively – friendly – tasty – seaside **city**
- 8 mouth-watering – home-made – delicious – picturesque **dishes**

**5** Replace the adjectives with the ones in the list. Write in your notebook.

- lively • busy • ethnic • souvenir • historic
- outdoor • delicious

You mustn't miss the 1) nice buildings that line the 2) nice streets. They are full of 3) good cafés and 4) nice restaurants that serve 5) good dishes. Afterwards, you can buy gifts at 6) good shops to remind you of your time in this 7) nice city.

### Your turn

**6** **Brainstorming:** Read the task in Ex. 1. Think of a popular tourist destination in your country. Copy the spidergram from Ex. 2 into your notebook. Complete it with information about the tourist destination.

**7** **Task:** Use the completed spidergram from Ex. 6 to write your article for Ex. 1. Use phrases from the Useful Language box. Follow the plan. Give your article a title.

## Useful Language

### Name/Country

- ... is in ... . ... is ... capital city

### What to see/do

- For those who love sightseeing ... is ... ./For ... fans/lovers, there is/are ... ./If you like ..., the place to head for is ... . • You (really) must ..., etc.
- ... is a city/town/resort, etc that is full of (*historic buildings, art galleries, restaurants, etc.*)/... is alive with ... . • ... has (*theme parks/gardens/parks, etc.*)
- Don't miss the (*botanical/gardens/open-air market/ancient theatre, etc.*)/Make sure you don't miss ... .
- You won't be bored in ... .
- Sit in ... . • See ... . • Try ... . • Visit the ... . etc
- The most famous .../highlight is ... ./The most fascinating/interesting/exciting part/area of ... is ... ./The nightlife is ... .

### Comments/Recommendation

If you like/love ..., then ... is the place for you./... is the perfect/ideal choice for ... ./... is a unique/unforgettable experience that will stay with you forever./... has something for everyone./You certainly won't be disappointed!

## Plan

### Introduction

(Para 1) name, country

### Main body

(Para 2) what to see/do

### Conclusion

(Para 3) comments/feelings/recommendation



## Checklist

When you finish your article, check for:

- short catchy title
- interesting introduction/conclusion
- appropriate number of paragraphs
- use of adjectives
- punctuation, spelling and grammar
- number of words

# 4.3

## An article about a person's job

Articles about a **person's job** are pieces of writing we can find in newspapers, magazines or on the Internet. They usually have a **semi-formal style** and a **friendly tone**. They always have a **short catchy title** to attract the **reader's attention**.

- In the **introduction**, we **introduce the topic** (name of person, type of work he/she does).
- In the **main body**, we **develop the topic**. We write about: **where the person works, his/her duties, the clothes/ equipment he/ she uses at work, earnings and his/ her feelings/reasons for liking the job**.
- In the **conclusion**, we write our **comments and thoughts**.

### Rubric analysis

- 1** Read the task. Use the underlined words to answer the questions. Write in your notebook.

Your school English magazine asked for articles from students whose relatives do interesting jobs. Write your article. In your article, write about: ■ the person's duties ■ what clothes/ equipment he/she uses ■ working hours ■ what the job pays ■ how he/she feels about his/her job.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2** Read the model. Mark the paragraphs (1-3) to the headings (A-C). Write in your notebook.

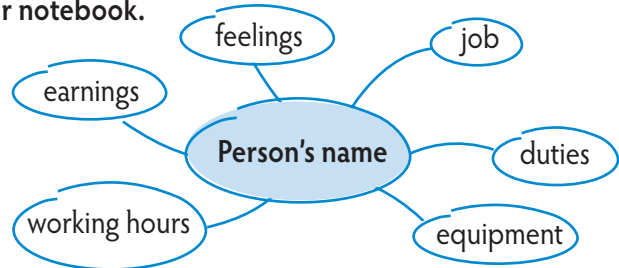
## SPEAKING OF SPORTS

- 1 My cousin Kenny Holmes is a top sports journalist on TV.
- 2 He reads the sports news and sometimes he attends sports events, too. He keeps notes on his voice recorder so he can write his articles later. He works long hours, but he gets well paid for it.
- 3 Kenny loves his job. He can't imagine doing anything else!



- A thoughts and feelings about the job
- B details of the job
- C what the job is

- 3** Read the model again. Copy and complete the spidergram in your notebook.



### Writing Tip Using linkers

Using linking words (*and, so, or, but etc*) helps you to connect your ideas and make your writing flow.

- 4** Read the writing tip. Then, complete with: *and, so, or, but*. Write in your notebook.

- 1 Victor drives to work ... takes the bus.
- 2 Karen's job is demanding, ... she loves every moment of it!
- 3 Glenn wears protective clothing at work ... he doesn't get injured.
- 4 To be a sports journalist, you have to be creative ... write interesting articles.



**5** Complete with: *brave, creative, quick, helpful, responsible, careful*. Write in your notebook.

- 1 Sales assistants have to be ... so that customers find what they're looking for.
- 2 Taxi drivers have to be ... to avoid traffic accidents.
- 3 Teachers have to be ... because they have to take care of young children.
- 4 Journalists have to be ... to write interesting articles for newspapers.
- 5 Police officers have to be ... at making the right decisions in a difficult situation.
- 6 Firefighters have to be ... because their job is very dangerous.

**6** Complete with: *smile, difference, days, dream*. Write in your notebook.

- 1 Silvia feels that working with sick people makes a ... to their lives.
- 2 Ken likes his job because no two ... are ever the same.
- 3 Mike believes his job is a ... one.
- 4 Every day, Mihaela walks into her office with a(n) ... on her face.

### Your turn

**7** **Brainstorming:** Read the rubric in Ex. 1.

Think of an interesting job a relative of yours does. Copy the spidergram from Ex. 3 into your notebook and make notes under the headings.



**8** **Task:** Use the completed spidergram from Ex. 7 to write your article. Use language from the Useful Language box. Follow the plan. Give your article a title.

## Useful Language

### Introduction

- Do you ever wonder what it's like working as a ...?
- ... works as a/is a ... .
- His/Her job/profession is a ... .

### Duties

- ... is responsible for ... .
- ... duties include ... .

### Clothes/Equipment

- ... has to wear ... .
- ... uses a ... as part of his/her job.

### Working hours

- ... works (six) hours a day.
- ... doesn't work regular hours.
- ... works 9 to 5.
- ... works shifts/mornings/nights etc.

### Qualities

- To be a (good) ... you have to be (creative) ...

### Earnings

- ... is well-paid/badly-paid.

### Feelings/Reasons for liking job

- ... is very happy in his/her job.
- ... loves every moment of it.

## Plan

### Introduction

(Para 1) introduce the topic (*name, job*)

### Main body

(Para 2) develop topic (*duties, equipment, working hours, earnings*)

### Conclusion

(Para 3) feelings



## Checklist

When you finish your article, check for the following:

- short catchy title
- interesting introduction/conclusion
- capital letters, punctuation and linkers
- word order
- number of paragraphs
- spelling and grammar
- number of words

A **story** presents a **series of events**, real or imaginary. We present the events in the order they happened. We write our story in the **first or third person**. A story normally consists of:

- an **introduction** where we **set the scene** (when and where it took place, who the main characters were, what they were doing & their feelings).
- a **main body** where we present the **events in the order they happened** leading to the **climax/main event** (the most important event in the story).
- a **conclusion** where we write **what happened in the end** and **people's feelings**.

When we write a story we normally use:

- **past tenses** (He **got up and went into the kitchen**.)
- appropriate **sequence words** to help the reader follow our story (**then, after, later, finally, when, etc**).
- a **variety of adjectives and adverbs** to make our story more **interesting to the reader**. (**amazing, spectacular, slowly, patiently, etc**).

### Rubric analysis

- 1** Read the task. Write down the key words in your notebook. Use them to answer the questions. Write in your notebook.

An international teen magazine wants its readers to send in stories entitled *A scary journey*. Write your story for the competition.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2** Read the model and put the events (A-F) in the order they happened (1-6). Write in your notebook.

## A scary journey

Sandy was waiting on the railway platform that cold Saturday morning. She was looking forward to her London shopping trip.

Half an hour later, she was enjoying the journey when suddenly there was a loud noise. The train was going off the rails! Everyone was terrified!

Slowly, the train stopped. Amazingly, nobody was hurt. Sandy felt relieved!

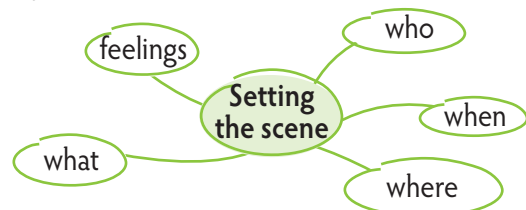


- A The train came to a stop.
- B The passengers heard a noise.
- C Everyone managed to escape.
- D Sandy was standing on the platform.
- E The train left the tracks.
- F Sandy got on the train.

### Writing Tip Setting the scene

We start our story by **setting the scene**. To do so, we describe **the main characters** (who), the **place** (where), **time** (when), **their activities** (what) and **their feelings**.

- 3** Read the model. How did the writer set the scene? Copy and complete the spidergram in your notebook.





## Your turn

- 4** **Brainstorming:** Read the task and write down the key words in your notebook. Answer the questions.

Your English school magazine wants its readers to send in stories entitled *I got lost*. Write your story for the competition.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

- 5** **Setting the scene:** Look at the picture. Use the notes to set the scene. Write in your notebook.

Spring camping in the forest



afternoon

go for a walk me and my father

- 6** **Sequence of events:** Put the events (A-F) in the correct order (1-6). Write in your notebook.

- A My father saw smoke.
- B The sun set.
- C I felt glad to see my father.
- D I wasn't able to find the tent.
- E I lit a fire.
- F My father found me.

- 7** **Task:** Use your answers from Exs 5 and 6 to write your story. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Setting the scene

- It was one morning/afternoon/evening in ...
- It was raining .../It was warm and sunny ..., etc
- I was walking in ... while my dad ...
- I felt ... (happy/calm/relaxed) because ...

### Events leading up to the climax event

- At first, everything seemed normal/I didn't realise ...
- Suddenly, I ... • The next thing I knew, I was ...
- I decided to ...

### What happened in the end

- Suddenly, I saw ... • It was lucky for me that ...
- Fortunately, (my dad) ...

### People's feelings

- I felt happy/relieved (that) ...
- It was the (scariest, etc) experience of my life.
- I was happy to be ...

## Plan

### Introduction

(Para 1) set the scene (*time, place, people, activities, feelings*)

### Main body

(Para 2) events in the order they happened leading to the main event

### Conclusion

(Para 4) what happened in the end & people's feelings



## Checklist

When you finish your story, check for the following:

- number of paragraphs
- events in the order they happened
- use of sequence words
- use of past tenses
- use of adjectives/adverbs
- spelling, grammar and punctuation
- number of words
- word order

## 6.5

## A restaurant review

mamia!

## A restaurant review

When we write a **review** of a **restaurant**, we

- write the **name** of the restaurant, the **type**, the **location**, and **opening hours**.
- write about the **food/drinks** they serve.
- write about the **prices**, the **service**, and the **staff**.
- **finish** our review with the **atmosphere** in the restaurant and our **recommendation**.

## Rubric analysis

- 1** Read the task. Write the key words in your notebook. Use the information to answer the questions.

Your English school magazine wants students to send in reviews of their favourite restaurant in their city/town. Write your review. Include information about the place, what it is like to eat there, and your recommendation to readers.

- 1 What kind of text are you going to write?
- 2 Who are you going to write for?
- 3 What are you going to write about?

## Model analysis

- 2** Read the model and match the paragraphs (1-4) to the headings (A-D). Write in your notebook.

- A recommendation
- B food/drinks served
- C name, location, opening hours
- D prices, service, staff

## Writing Tip Using adjectives

Use a variety of adjectives to make your writing more interesting.

The service is **good**. The service is **excellent**!

**1** Mamia is an Italian restaurant on Addison Road in London. Opening hours are from 12 noon to 12 midnight daily.

**2** They serve traditional Italian dishes as well as refreshing juices and smoothies.

**3** Prices are reasonable, the service is excellent and the staff are friendly and polite.

**4** If you like Italian food, try Mamia!

- 3** a) Read the model again. Which adjectives describe: *the dishes?* *the juices?* *the prices?* *the service?* *the staff?* Write in your notebook.

b) Read and choose the word that doesn't fit. Write in your notebook.

- 1 One of the best things about Lulu's is that the staff there are really **friendly/tasty/helpful**.
- 2 Let's go to El Niño for lunch. The cost of a meal there is very **reasonable/fast/cheap**.
- 3 Are you going to Burger Princess this evening? Don't forget to try one of their **delicious/home-made/friendly** desserts.
- 4 Bux's is only a small restaurant, but it has a very **warm/polite/welcoming** atmosphere.
- 5 TomTom is definitely worth a visit. The service there is **excellent/outstanding/fresh**.



## Recommending

- 4** Read the extracts. Complete with: *disappointing, fan, lovers, perfect, smile, taste, recommendation, out of this world*. Write in your notebook.

Are you a **1**) ... of kebabs and chilli sauce? Then you have to try the ones at **Ali's**, because they're **2**) ... – and Ali always serves them with a big **3**) ... !

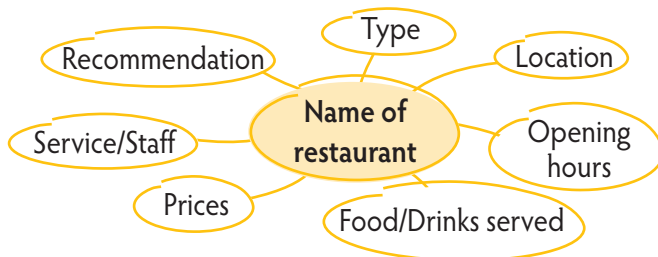


When you want the **4**) ... place for a relaxing evening with your family, look no further than **The Pizza Place**. It is never **5**) ... !

**Delhi Food** is a great place to go for a **6**) ... of India, with meals for **7**) ... of spicy food! I give it my highest **8**) ... !

## Your turn

- 5** **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your favourite restaurant.



- 6** **Notes:** Use your notes from Ex. 5 and phrases from the Useful Language box to write your review for the rubric in Ex. 1. Follow the plan.

## Useful Language

### Giving information

- My favourite restaurant is (called) ... /... is (an Italian) restaurant.
- It is at (number and name of street)/on (name of street)
- It is open from ... to .../between ... and .../ Monday to Friday/Saturday/Sunday.
- It is closed on Mondays, etc.

### Describing the food/drinks

- The food that (name of restaurant) serves is ... and it is absolutely amazing!
- There is a great variety of ... • Try the tasty ...

### Giving details about prices/service/staff

- The prices are (generally/mostly) low/reasonable etc./The restaurant has (generally/mostly) low/reasonable, etc, prices.
- The service is excellent/wonderful.
- The staff are friendly/helpful/polite, etc.

### Recommending

- Look no further than ... • Try the ... at ...
- I would definitely recommend ...
- ... gets/I give ... my highest recommendation.
- It is definitely worth a visit.

## Plan

### Title

(Para 1) name, location, opening hours

(Para 2) food/drinks served

(Para 3) prices, service, staff

(Para 4) recommendation



## Checklist

When you finish your review, check the following:

- capital letters, punctuation, and linkers
- word order
- number of paragraphs
- use of adjectives, language for recommendation
- number of words
- spelling and grammar

# 7.3

## An informal email invitation to a festival

### An email invitation to a festival

We always **start** our email with an **informal greeting + our friend's first name**. (Hi, Mary!).

We divide the email into **three paragraphs**.

- In the **first** paragraph, we **greet** our friend, give the **reason for writing** (to invite), and the **name, date** and **place** of the festival.
- In the **second** paragraph, we give information about what there is **to do** and what there is **to see** at the festival.
- In the **third** paragraph, we write some **closing remarks**. (Hope you can make it.).

We **sign off** our email with **Yours,/Love**, etc + our first name.



### Rubric analysis

- 1 Read the task. Write down the key words in your notebook. Answer the questions. Write in your notebook.

You are planning to go to a festival. Write an email to your best friend inviting him/her to join you. Write about: ■ name ■ date ■ place ■ what to do ■ what to see. Write your email.

- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 What information are you going to include?

### Model analysis

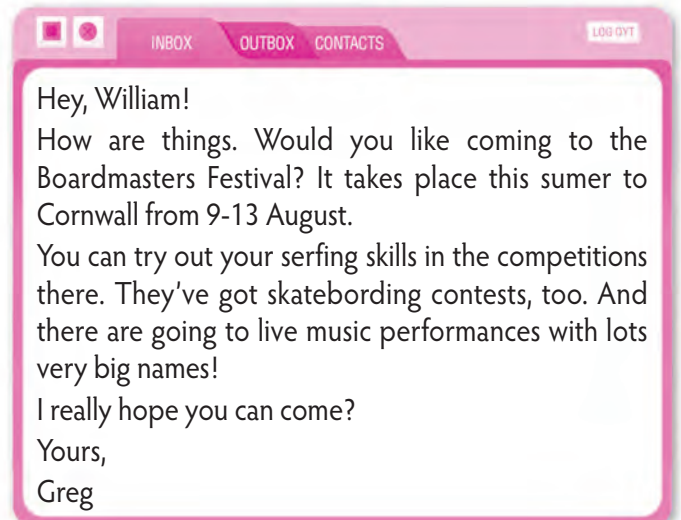
- 2 Copy the spidergram into your notebook. Read the model and complete it.



### Writing Tip Editing your work

Always check your writing before you give it to your teacher. Check for any mistakes in spelling, punctuation, grammar, etc.

- 3 Read Greg's email. Find: a) three spelling mistakes, b) two punctuation mistakes, and c) four grammar mistakes. Correct the mistakes.



- 4** a) Read and choose the correct word. Write in your notebook.

**A** There is a huge **1) chose/choice** of stalls with organic fruit and vegetables. You can also **2) watch/to watch** a special gardening video on how to make your own compost heap. And I'm sure you'll like the crafts class **3) !/?** They make everything with recycled materials.

**B** Rock and jazz musicians perform on three **4) different/different** stages. There are **5) lots/ a lot of** dance and theatre acts as well and a talent contest. Oh, and **6) bringing/bring** camping gear!

**C** There are going to be tasty traditional **7) dishes/dish** of all kinds to try, plus a variety of **8) tastey/tasty** snacks. Top chefs are going to give cookery demonstrations and you can even take part yourself. What do you think?

b) Match the descriptions (A-C) in Ex. 4a to the types of festivals (1-3). Write in your notebook.

- 1 a music festival
- 2 a food festival
- 3 an environmental festival

### Your turn

- 5** **Brainstorming:** Copy the spidergram in Ex. 2 into your notebook and complete it with information from your notes in Ex. 11 on p. 111.
- 6** **Task:** Use the rubric in Ex. 1 and the completed spidergram from Ex. 5 to write your email of invitation. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Greeting/Opening remarks

- Hi,/Hello, ...! /How are things?/How are you?/ How's everything?

### Reason for writing/name/date/place of festival

- I'm planning to go to ... Do you fancy coming ... ?
- Come to the ... festival with me.
- It's going to be on/at/next ... .
- It takes place on/in/from ... to ... .
- I hope you'll join me

### Things to do

- You can follow/attend/take part in (workshops/lessons/contests/competitions etc).
- Try/Sample the delicious food.

### Things to see

- You can watch/see (live performances/ demonstrations/videos etc).
- There will be (fireworks displays/a parade/a guest speaker etc).

### Closing remarks

- Be there! • I really hope you can come!
- Make sure you don't miss it.

### Ending

- Yours,/Love, • Take care! • Bye for now.

## Plan

*Greeting* + (your friend's first name),  
**(Para 1)** opening remarks, reason for writing, name/date/place of festival  
**(Para 2)** things to do, things to see  
**(Para 3)** closing remarks  
*Sign off,*  
 (your first name)



## Checklist

When you finish your email, check the following:

- opening and closing remarks
- capital letters, punctuation, and linkers
- word order
- number of paragraphs
- number of words
- spelling and grammar



## 8.2

# An informal email giving an apology

When we write an **informal email giving an apology** we use informal language, that is:

- short verb forms (*I'm, I can't, etc*)
- everyday language (e.g. *I hope you're not too cross.*)
- simple linking words (*and, but, so, etc*).
- The **first paragraph** of our email contains a **greeting** (*Dear Sally,*), (*Hi, + our friend's first name*) and our **reason for writing** (to **apologise** for something we did or didn't do).
- The **second paragraph** gives an **explanation** of what happened.
- The **third paragraph repeats the apology** using different words. We can also offer to make up for what happened in some way.
- At the end of our email we write our closing remarks and write our **first name**.

### Rubric analysis

- 1 Read the task. Answer the questions. Write in your notebook.

This is part of an email from your English friend.

*... I had a great birthday party last Saturday, but I wonder why you weren't there. I sent you a text message inviting you to come but you didn't reply. I hope you're alright. ...*

Write an email to your friend. Thank him/her for the invitation to the party and apologise for not attending. Explain why.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2 Read the model. Match the paragraphs to the headings. What reason does the writer give for not attending the party? Write in your notebook.

Home **Inbox** Contacts Sent

Dear Elizabeth,

1 Thank you so much for your birthday invitation, but 1) **I'm afraid** I missed it. 2) **I'm so sorry!**

2 I had the flu last weekend and spent two days in bed. I didn't see your text message until Sunday!

3 3) **Once again, I'm really sorry!** 4) **I hope you're not too angry with me.** We could meet on Sunday.

Yours,  
Monica

- A repeat apology/closing remarks
- B opening remarks/reason for writing
- C explain what happened

- 3 Replace the phrases in bold in the model with phrases/sentences from the Useful Language box.
- 4 Find examples of informal style in the model. Write in your notebook.

- 5** Read the email. Complete it with sentences/phrases from the Useful Language box. Write in your notebook.

Hi, Luke!

**1)** ... damaging your video games console. **2)** ... what happened.

I was playing a game on the kitchen table when I knocked a glass of water over it.

Once again, **3)** ... . Let me know **4)** ... .

Yours,  
Aaron

### Your turn

- 6** **Brainstorming:** Read the task. Write the key words in your notebook. Answer the questions. Write in your notebook.

This is part of an email from your English friend.

*... Our school culture day went very well. It's a shame you weren't there. What happened exactly? I sent you an invitation a week ago, but I never heard back from you. ...*

Write an email to your friend. Thank him/her for the invitation, apologise for not attending and explain why.

- 1 What are you going to write?
  - 2 Who is going to read it?
  - 3 What is it going to be about?
- 7** **Task:** Use your answers from Ex. 6 to write your email. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Apologising

#### Opening remarks

- I'm so sorry about/for/that ... .
- I just wanted to say sorry for/apologise for ... .
- I'm afraid I/Unfortunately, I ... . I'm really sorry!

#### Closing remarks

- (Once) again, I'm very sorry.
- Please forgive me.
- I feel really terrible/awful about it.
- I (really) didn't mean to do that/upset you, etc.
- I hope you aren't too upset/angry with me.

#### Offering to make up for something

- I do hope I can/I'd like to make it up to you.
- Let me know if there's any way I can make it up to you.

## Plan

Greeting + (friend's first name),  
**(Para 1)** opening remarks; thank for invitation  
**(Para 2)** explain why you missed the event  
**(Para 3)** apologise again & closing remarks  
 Sign off  
 (your first name)



## Checklist

When you finish your email, check for the following:

- appropriate opening and closing remarks
- number of paragraphs
- spelling & grammar
- capital letters, punctuation
- appropriate language for apologising
- appropriate informal style
- number of words

# 1

## Evaluation (Modules 1-2)

### Vocabulary

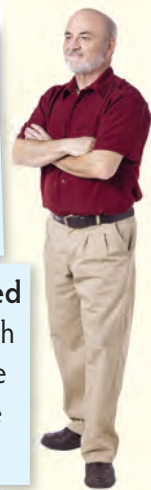
1 Choose the correct character adjective. Write in your notebook.

- 1 I want to do well in life. **ambitious/confident**
- 2 I feel uncomfortable in front of people. **shy/rude**
- 3 I know what I'm doing. **sensitive/confident**
- 4 I can think quickly in difficult situations. **smart/curious**
- 5 I always tell my friends the truth. **polite/honest**

2 a) Choose the correct words. Write in your notebook.



1 Victor is a **tall/short, plump/slim** man with **short/long, curly/spiky** brown hair. He has got a great **model/sense** of humour.



2 Dermot is a **young/middle-aged** man. He's **slim/overweight** with a white **beard/moustache**. He always **gives/has** good advice and **tells/says** funny stories.

b) Write similar descriptions for two people that are special to you.

3 Complete with: *trust, secrets, cry, listener, time, back*. Write in your notebook.

### Best Friends Forever?

- Are you a shoulder to **1)** ... on? YES/NO
- Do you share **2)** ...? YES/NO
- Are you a good **3)** ...? YES/NO
- Do you talk behind your friend's **4)** ...? YES/NO
- Do you have complete **5)** ... in your friend? YES/NO
- Do you spend **6)** ... with your friends? YES/NO

4 Complete the rules. Use: *overtake, lanes, signals, clothes, crossings, breaks, helmet, pavement*. Write in your notebook.

#### Do ...

- 1 wear a cycling ...
- 2 check your bike's ...
- 3 ride on cycle ...
- 4 turn using hand ...
- 5 stop at zebra ...

#### Don't ...

- 6 wear dark ...
- 7 cycle on the ...
- 8 ... buses and lorries.

5 Choose the correct item. Write in your notebook.

- 1 He plays **for/with** gamers all over the world.
- 2 She wants to take part **on/in** the competition.
- 3 He's famous **in/for** his role of orphan in *Times*.
- 4 She's very close **to/with** her family.
- 5 Chimpanzees say hi **for/with** a hug.
- 6 You must believe **to/in** yourself.
- 7 Don't be hard **at/on** others.
- 8 Never give **away/up** your friends' secrets.

### Grammar

6 Choose the correct item. Write in your notebook.

- 1 How often are you **playing/do you play** tennis?
- 2 I **am not meeting/do not meet** Liam tonight; he is in London.
- 3 Emil **is visiting/visits** his parents next month.
- 4 Silvia is a doctor. She **works/is working** at a hospital.
- 5 George **takes/is taking** his dog for a walk every evening.
- 6 Where's Kate? **Does she cook/Is she cooking** dinner?
- 7 Look! That man **is dancing/dances** in the street!
- 8 The shop **doesn't open/isn't opening** on Sundays.



**7** Complete the exchanges with the *present simple* or the *present continuous*. Write in your notebook.

- 1 A: I ... **(go)** to the park. ... **(want)** to come with me?  
B: I can't. I ... **(go)** shopping with Mum.
- 2 A: What ... **(you/do)**?  
B: I ... **(prepare)** lunch.
- 3 A: ... **(you/know)** that man next to Pat?  
B: Yes. That's her cousin. He ... **(visit)** them for the weekend.
- 4 A: Steve ... **(not/work)** this week. He's in London for a short break.  
B: That's great. I always ... **(go)** to London every summer.
- 5 A: ... **(Jenny/come)** tonight?  
B: Yes. She always ... **(spend)** the weekends with us.

**8** Read the email and put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

INBOX
OUTBOX
CONTACTS
DRAFTS

Hi Alice,

What **1** ... **(you/do)** on Saturday? Would you like to come to my birthday party? My parents **2** ... **(take)** me to the aquarium. My birthday is actually on Sunday but we **3** ... **(go)** on Saturday because the aquarium **4** ... **(not/be)** open on Sundays. We **5** ... **(meet)** my cousins there at 11 o'clock on Saturday so you can join us there. The aquarium **6** ... **(have)** lots of different species of fish including sharks. You can even get in the water and swim with them. Afterwards, we **7** ... **(go)** for pizza. Please come.

Write back and let me know.

Adriana

**9** What do you usually, never, always do at the weekends? What are you doing now? What are you planning to do this weekend? Write in your notebook.

**10** Fill in the gaps with the correct form of the verbs below in your notebook.

• meet • shop • see • talk • wait • do

- 1 I love ... my friends at the weekend.
- 2 Don't ... for Jim; he's still at work.
- 3 I enjoy ... new people when I travel abroad.
- 4 I can't manage ... my English homework without help.
- 5 Sam likes ... to his grandparents online.
- 6 How often do you go ... with your friends?

**11** Complete the sentences using the correct form of the verbs *can* or *may* in your notebook.

- 1 I think he has the ability to play football very well.  
He ...
- 2 Is it OK to borrow your laptop, Mum?  
Do you think I ... ?
- 3 Is it OK to use the lab, Mr Smith?  
... we ... ?
- 4 You are not able to go to the theatre tonight.  
You ...
- 5 Do you think you can give me your notebook?  
... you ... ?

## Everyday English

**12** Match the exchanges. Write in your notebook.

- 1 Will you help me with the dishes?
- 2 What is she like?
- 3 Can I borrow your netbook, John?
- 4 Who is the girl next to Bob?
- 5 May I call you back in an hour, Mr Harris?
- 6 Which boy?

- A The one with the spiky hair.
- B I'm afraid you may not.
- C Sorry, I can't.
- D That's my sister.
- E Of course you can.
- F She's very funny.

# 2

## Evaluation (Modules 3-4)

### Vocabulary

**1** Find what is in the living room. Write in your notebook.

- 1 You sit next to it to keep warm. F \_\_\_\_\_
- 2 It covers the floor. C \_\_\_\_\_
- 3 You can see your face in it. M \_\_\_\_\_
- 4 It's a comfortable seat for one. A \_\_\_\_\_
- 5 They cover the windows. C \_\_\_\_\_
- 6 You can serve drinks on this. C \_\_\_\_\_ T \_\_\_\_\_

**2** Find the place. Write in your notebook.

- 1 You can borrow books from there.
- 2 It can host painting exhibitions.
- 3 You can fill up the tank of your car there.
- 4 A judge hears cases there.
- 5 You can see a performance there.
- 6 You can exchange money there.
- 7 You can send a letter there.
- 8 You can see ancient coins and statues there.

**3** Label the pictures with the correct jobs. Write in your notebook.



1 a \_\_\_\_\_



2 m \_\_\_\_\_



3 c \_\_\_\_\_



4 t \_\_\_\_\_ d \_\_\_\_\_



5 s \_\_\_\_\_



6 p \_\_\_\_\_

**4** Match the animals (1-6) to their body parts (A-F). Write in your notebook.

A	B
1 lion	a horn
2 camel	b pincers
3 bull	c trunk
4 elephant	d mane
5 lobster	e hump

**5** Choose the correct word. Write in your notebook.

- 1 Tom is **creative/calm** and likes making things.
- 2 Ann keeps **fit/sociable** by going to the gym.
- 3 Mihaela is very **friendly/patient**. Nothing is too much trouble for her.
- 4 Jane works in a clothes shop; she is very **brave/polite** to the customers.
- 5 loan has to be **careful/hardworking** as he works with electricity.

**6** Choose the correct item. Write in your notebook.

- 1 The building twists 90° **from/for** top to bottom.
- 2 Mike has a new car that runs **on/by** electricity.
- 3 We're staying **to/at** a five-star hotel.
- 4 To get to the library, just go **along/around** Brook Street.
- 5 Would you turn **on/out** the TV, please? I want to watch the news.
- 6 Jen's flat consists **with/of** three rooms.
- 7 Matt prefers travelling **on/by** train because it's relaxing.
- 8 Take the first turning **on/in** the right after the Town Hall.
- 9 There's a car park just down there, **opposite/round** the bank.
- 10 Maria looks **for/after** sick animals.

## Grammar

- 7** Describe the picture in as much detail as possible. Write in your notebook.



- 8** a) Choose the correct form of the adjective. Write in your notebook.

One of the **1) best/better** places to shop for fruit and vegetables is a street market. You can get fresh local products at a much **2) low/lower** price than in the supermarket. You can also find other things like good-quality clothes. In Greece they are quite common. There is a street market once a week in **3) most/more** areas. These markets are usually a lot **4) busier/the busiest** at 1:00 pm than in the morning because the products are **5) less/least** expensive than **6) earliest/earlier** in the day.

b) Compare three shops in your area. Write in your notebook.

- 9** Put the verbs in brackets into the *past simple*. Write in your notebook.

- 1 A: ... (**you/know**) that the Aztecs ... (**live**) in central and southern Mexico?  
B: Yes, and they ... (**rule**) a large empire from the 14th to the 16th century.
- 2 A: The book you ... (**give**) me yesterday for my project is great! I ... (**read**) some interesting information about Abraham Lincoln.  
B: I'm happy it ... (**help**) you.
- 3 A: Marie Curie ... (**be**) an award-winning scientist; she ... (**discover**) radium and polonium.  
B: She ... (**be**) brilliant but unfortunately her discoveries ... (**lead**) to her death.
- 4 A: ... (**you/meet**) Susan last night?  
B: No, I ... (**not/have**) time.
- 5 A: ... (**you/hear**) about the plane crash yesterday?  
B: Yes, I ... (**see**) it on the news. It was terrible!

- 10** Think of your weekend last week. What did/didn't you do? Write a few sentences in your workbook.

## Everyday English

- 11** Put the sentences (A-F) in the correct order (1-6) to make a short dialogue. Write in your notebook.

- A Excuse me, could you tell me how to get to the police station?
- B Great. How far is it from here?
- C OK. Got it. And from there?
- D Then walk up Apple Road, past the bank and it's on your right.
- E It takes just a few minutes on foot.
- F Sure. Go along Mills Street and take the second turning on the left.

- 12** Write a short message to your friend telling him/her how to come to your house from school. Write in your notebook.



# 3

## Evaluation (Modules 5-6)

### Vocabulary

- 1** Match the two columns to find the chores. Write in your notebook.

A	B
1 clear	a the carpets
2 clean	b the floor
3 dust	c the windows
4 mop	d the table
5 vacuum	e the laundry
6 do	f the furniture

- 2** a) Complete with: *sitcom, documentary, quiz, cookery, adventure, soap*. Write in your notebook.

- Jill gets lots of recipes from her favourite ... programme.
- Petru spent the evening watching a(n) ... about tigers.
- Arrow* is a popular ... series based on an old comic character.
- June won a prize by answering questions in a(n) ... show.
- Nadia likes watching ... operas about the lives of the rich and famous.
- Malcolm wanted to see something funny so we watched a(n) ...

b) Which is your favourite TV series? What is it about? Why do you like it? Write in your notebook.

- 3** Find the odd word out. Write in your notebook.

- rafting – kayaking – darts – water polo
- bat – ball – paddle – gloves
- hockey team – martial arts – fitness activities – athletics
- fencing – capoeira – lacrosse – badminton

- 4** Put the items into the correct category: *chicken, bread, butter, spinach, pasta, eggs, milk, grapes, fish, cheese, potatoes, aubergine*. Write in your notebook.



- 5** Complete with: *rolls, dessert, crispy, main, smoothies, side*. Write in your notebook.



If you like international cooking, then Paulo's Restaurant is the place to go. For my **1**) ... meal, I chose delicious **2**) ... duck pancakes plus a **3**) ... of beautifully cooked spring **4**) ... . After that, I ordered chocolate ice cream for **5**) ... . Paulo's also has a good selection of drinks, including soft drinks and **6**) ... . The prices are reasonable too. Give it a try!

- 6** Choose the correct word. Write in your notebook.

- Sorina drank some mint tea to reduce her sore throat/temperature.
- Steve has a stomach ache/headache because he ate too much at dinner.
- Hayley bought a bottle of cough syrup/juice from the chemist's.
- Kyle has an earache/a cold and can't stop blowing his nose.

**7** Fill in the correct preposition. Write in your notebook.

- 1 What do you think ... this film?
- 2 While Ben was cycling ... the narrow bridge, a big lorry was coming ... him from the opposite direction.
- 3 Radu was getting ... his house when his mobile phone rang.
- 4 There's a good reality show ... Channel 3 tonight.
- 5 She is famous ... her books.
- 6 Junk food can make you put ... weight.
- 7 Susan can't get rid ... her cold.
- 8 What are you waiting ...?

## Grammar

**8** Simon worked as a teacher. Write sentences saying what he used/didn't use to do in your notebook.

- 1 drive to work (✓)
- 2 start lessons at 8:00 (X)
- 3 have lunch at school (X)
- 4 correct students' homework at school (✓)
- 5 cook his own meals (✓)
- 6 play tennis after school (X)

**9** Form questions and then answer them so they are true for you. Write in your notebook.

- 1 you/live/Rome/when/you/be/child?  
A: Did you live in Spain when you were a child?  
B: Yes, I was/No, I wasn't. I lived in Bucharest.
- 2 you/have lunch/1 o'clock yesterday afternoon?
- 3 it/snow/yesterday evening?
- 4 your best friend/have a karate lesson/3 o'clock last Monday?

**10** Put the verbs in brackets into the *past simple*. Write in your notebook.



### MY BLOG

Hi bloggers!

1) Did you know (you/know) that talking to a car driver can cause accidents? I want to tell you about a terrible accident I 2) ... (see) on my way to school yesterday. A car 3) ... (hit) a cyclist! 4) ... (have) his friend in the car with him. They were in the middle of a conversation and the driver 5) ... (not see) the traffic light turn red. He 6) ... (not stop) and his car 7) ... (crash) into the cyclist! Luckily, I 8) ... (have) my phone with me. I 9) ... (call) the emergency services. They 10) ... (come) straightaway and 11) ... (take) the cyclist to hospital. It 12) ... (be) on the local news. When I finally 13) ... (get) to school, I 14) ... (tell) all my friends!



**11** Choose the correct item. Write in your notebook.

- 1 My jeans **is/are** too loose.
- 2 The team **is/are** wearing the red jerseys today.
- 3 **This/These** scissors are very sharp.
- 4 Don't take the stairs! **They're/It's** wet.
- 5 Economics **is/are** a very interesting subject.
- 6 Athletics **is/are** my favourite sport.
- 7 Darts **are/is** fun to play.
- 8 The news **is/are** good.

## Everyday English

**12** Choose the correct response. Write in your notebook.

- 1 A: Do you fancy watching a quiz show?  
B: a Not really. Is there anything more exciting?  
b OK! Let's watch it!
- 2 A: I don't know what you mean.  
B: a Can you repeat that?  
b Let me explain again.
- 3 A: I like playing tennis.  
B: a Really? I don't.  
b I don't quite get that.

## 4

## Evaluation (Modules 7-8)

## Vocabulary

- 1 Complete with: *disappear, wild, adopt, protect, survive, destroy*. Write in your notebook.

There are only about 500 Siberian tigers left in the 1) ... . This is because people hunt them and 2) ... their habitat. We must help them 3) ... or they will 4) ... from the planet altogether. Organisations like WWF are working to 5) ... them. Why not become a member and 6) ... a tiger?

- 2 a) Match the columns to form collocations. Write in your notebook.

A	B
1 electric	a pool
2 solar	b city
3 vertical	c car
4 swimming	d pitch
5 football	e power
6 floating	f farm

b) Make sentences using the collocations above. Write in your notebook.

- 3 a) Complete with: *canteen, after-school, foreign, sitting, excursions, interactive, environmental*. Write in your notebook.

Dear Luca,

I'm writing to tell you about my new school. It's really modern with 1) ... whiteboards in all the classrooms. We go on 2) ... at least once a month and do lots of 3) ... projects. I learn two 4) ... languages – French and Spanish. The 5) ... is very good and I usually have lunch there. There are lots of 6) ... activities – I signed up for basketball. Tomorrow we are 7) ... our end-of-term exams. Wish me luck!

Bernie

b) Reply to Bernie describing your school.

- 4 Complete with: *exchange, parade, resolutions, swim, costume, countdown* in your notebook.

**Come to my  
New Year's Eve party!  
8 pm at my house**

It's a fancy dress party with a prize for the best 1) ... . At 11.45 we're going to gather for the 2) ... of the New Year. At midnight, we're going to 3) ... hugs and kisses and tell each other our New Year's 4) ...! You're welcome to stay the night. In the morning, we're not going to watch the 5) ... in the town centre. We're going down to the beach for a New Year's Day 6) ... !



- 5 Choose in the correct item in your notebook.
- Imagine a car that runs **on/with** solar power!
  - A lot of groups perform live **in/on** stage at the festival.
  - Thank you for participating **to/in** the competition.
  - Don't forget to turn **away/off** the lights when you leave.
  - I'm really looking forward **to/at** the New Year!
  - We must try to live in harmony **of/with** the environment.
- 6 Choose the correct item in your notebook.

- There's \_\_\_\_\_ in the fridge. Let's go to the supermarket.  
A everyone B everything C nothing
- Irina didn't eat \_\_\_\_\_ at the party.  
A something B nothing C anything
- Are they going \_\_\_\_\_ this weekend?  
A nowhere B somewhere C anywhere
- There is \_\_\_\_\_ in the shop. It's closed.  
A nobody B somebody C anybody
- Is there \_\_\_\_\_ else you'd like to try?  
A something B anything C everything



## Grammar

- 7** a) Complete with: *some, how much, any, no, lots of, much, how many, many*. Write in your notebook.

- A: Hi Bob, I'm at the supermarket and I want to buy stuff to make a cake for dad's birthday tomorrow. Can you check what we have in the fridge, please?  
 B: Ok. We don't have **1**) ... eggs.  
 A: Right. I'll buy **2**) ... then. **3**) ... butter is there?  
 B: We've got 300g, so that's enough. We've also got **4**) ... sugar. More than two full packets.  
 A: Great. What else is missing?  
 B: Ah, there's **5**) ... flour!  
 A: OK. It's on my list. **6**) ... soft drinks do we have?  
 B: Mmm, there isn't **7**) ... cola. I only see 2 bottles in the cupboard. How **8**) ... people are coming?  
 A: Just Dad's sister and her family.

- b) Write your shopping list for this week in your notebook.

- 8** Fill in the correct form of the verb in brackets using *will* or *be going to*. Write in your notebook.

- 1 A: I hope you can come to the cinema tonight.  
 B: I have to go to the dentist but I think I ... **(make)** it after that.  
 2 A: Remember to buy some milk.  
 B: OK, I promise I ... **(not/forget)**.  
 3 A: What are you planning to do this evening?  
 B: I ... **(go)** round Ann's and have dinner together.  
 4 A: Where do you think you ... **(go)** on holiday this year?  
 B: We booked our holiday last night. We ... **(spend)** our holidays in the Maldives.

- 9** a) Read the email and complete it with *will, be going to* or the *present continuous*. Write in your notebook.

INBOX    OUTBOX    CONTACTS    SEARCH

Hi Elena,  
 How are you? What **1**) ... **(you/do)** for the holidays? I just wanted to let you know about my plans. I **2**) ... **(volunteer)** for a project to protect the wildlife in Thailand. I **3**) ... **(fly)** there on 20th July and I **4**) ... **(stay)** in a small hostel for three weeks. You can come with me if you like. I think it **5**) ... **(be)** a fantastic experience! Write back and let me know.  
 Speak to you soon,  
 Sue

SEND

- b) Reply to Sue's email accepting the invitation and asking for more details.

## Everyday English

- 10** Choose the correct response in your notebook.

- 1 A: Do you want to go to an island this weekend?  
 B: a Yes, I'd like to.    b Yes, I love it.  
 2 A: Will they grow organic vegetables on their roof?  
 B: a I don't.    b It's unlikely.  
 3 A: You didn't come to my party last week.  
 B: a Don't mention it.    b I'm awfully sorry.  
 4 A: Thank you so much for your present!  
 B: a My pleasure.    b Never mind.  
 5 A: This is my mum.  
 B: a Sounds good.    b It's a pleasure to meet you.  
 6 A: Do you fancy celebrating Halloween together?  
 B: a I'm afraid I can't.    b Let's celebrate!



# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ – were /wə/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore (e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /brɪkeɪm/	become /brɪkəm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡən/	begun /brɪɡən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /ʃəʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dreɪmt (dri:m)d/	dreamt (dreamed) /dreɪmt (dri:m)d/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
get /get/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tu:k/	taken /'teɪkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand	understood	understood
know /nəʊ/	knew /nju:/	known /nəʊn/	/ʌndə'stænd/	/ʌndə'stʊd/	/ʌndə'stʊd/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
lead /li:d/	led /led/	led /led/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/	win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/

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