

Ministerul Educației Naționale

Limba modernă 2 engleză

Clasa a VII-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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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.



The screenshot displays a digital lesson page for 'Reading 3a'. It features a central text area with three columns of text about Peking duck, Caesar salad, and haggis. To the right, there is a 'Cooking methods' section with icons for fried, boiled, steamed, roast, baked, and mashed. Below that is a 'Vocabulary' section with a grid of food items and their corresponding cooking methods. The page also includes various icons for listening, video, static, and interactive activities, and a 'Speaking & Writing' section with tasks for students to complete.

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



reading tasks
activități de citire

vocabulary presentation
prezentarea vocabularului

listening activities
activități de ascultare

critical thinking
gândire critică

realistic writing tasks
activități de scriere

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale

everyday situational dialogues
dialoguri uzuale

Fun Time & Games
Jocuri

quizzes
chestionare

songs
cântece

Evaluation
Evaluare

Symbols:
Simboluri:



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1	Lifestyles pp. 20-31 Fun Time 1 p. 32 Revision 1 p. 33 1.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> • Present simple • Present continuous • Present simple vs present continuous • Comparative • Possession 	<ul style="list-style-type: none"> • Daily routines – free-time activities • Jobs • Physical appearance & character 	<ul style="list-style-type: none"> • Life in the outback ▶ • My favourite person • 🎧 Draw an image
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Speaking & Functions	Writing	Across Cultures
----------------------	---------	-----------------

<ul style="list-style-type: none"> Asking about name & age Telling the time Greetings & Introductions 	<ul style="list-style-type: none"> A form with personal details A poster of favourite characters 	
<ul style="list-style-type: none"> Comparing lifestyles Comparing people Describing a person's character & appearance Express preferences Pronunciation: /s/, /tʒ/, /z/ 	<ul style="list-style-type: none"> A text about you An article describing a person 	<ul style="list-style-type: none"> A day in the life of the Adair family (USA) ▶
<ul style="list-style-type: none"> Expressing likes/dislikes Pronunciation: /t/, /d/, /ɪd/ Talking about a past event 	<ul style="list-style-type: none"> An article about your hobby An email describing an experience A funny note 	<ul style="list-style-type: none"> Popular sports in the UK/USA ▶
<ul style="list-style-type: none"> Talking about health Ordering breakfast Pronunciation: ou 	<ul style="list-style-type: none"> A logo/slogan/menu for a restaurant A recipe A story 	<ul style="list-style-type: none"> The best way to start the day Breakfast in the UK/Canada ▶
<ul style="list-style-type: none"> Describing your neighbourhood Describing your town Asking for information Intonation: rhythm & stress 	<ul style="list-style-type: none"> A paragraph comparing places An email inviting – replying 	<ul style="list-style-type: none"> London – UK, Washington DC – USA ▶
<ul style="list-style-type: none"> A time capsule Giving instructions Pronunciation: /s/, /f/ 	<ul style="list-style-type: none"> A text describing an experience A leaflet A survey & a paragraph analysing results 	<ul style="list-style-type: none"> Bartol's Backpacking Blog ▶
<ul style="list-style-type: none"> Making suggestions Persuading Making suggestions – Accepting/Refusing Pronunciation: linking sounds 	<ul style="list-style-type: none"> A poster A summary A presentation on an endangered animal 	<ul style="list-style-type: none"> Endangered species around the world ▶

General competences

- Understand simple oral messages
- Speak in everyday communication situations
- Understand simple written messages
- Write simple messages in everyday communication situations

Specific competences

- Identify details from simple, clearly articulated messages in familiar everyday situations
- Follow simple instructions
- Research cultural elements
- Express preferences
- Ask and give information about house, family, people, hobbies, habits
- Describe objects, the house
- Express yourself in the English language
- Identify details from simple texts containing simple information
- Select information from a short text, accompanied by illustrations
- Identify information in a written message
- Participate actively in guided reading
- Write simple, short messages
- Write descriptions of people, places, school, family, hobbies using simple sentences
- Participate actively in exchanging written messages

Competențe generale

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

Competențe specifice

- Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute / previzibile
- Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv
- Manifestarea interesului pentru descoperirea unor aspecte culturale specific
- Exprimarea unei preferințe
- Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, pasiuni, obiceiuri
- Descrierea unor obiecte, a locuinței
- Manifestarea interesului pentru exprimarea personală într-o limbă străină
- Identificarea unor detalii din texte simple care conțin informații uzuale
- Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
- Identificarea informațiilor din mesaje scrise simple
- Manifestarea interesului pentru lectura de orientare
- Redactarea de mesaje simple și scurte
- Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind fraze simple
- Manifestarea interesului pentru participarea la schimbul de mesaje scrise

Welcome back!

Vocabulary

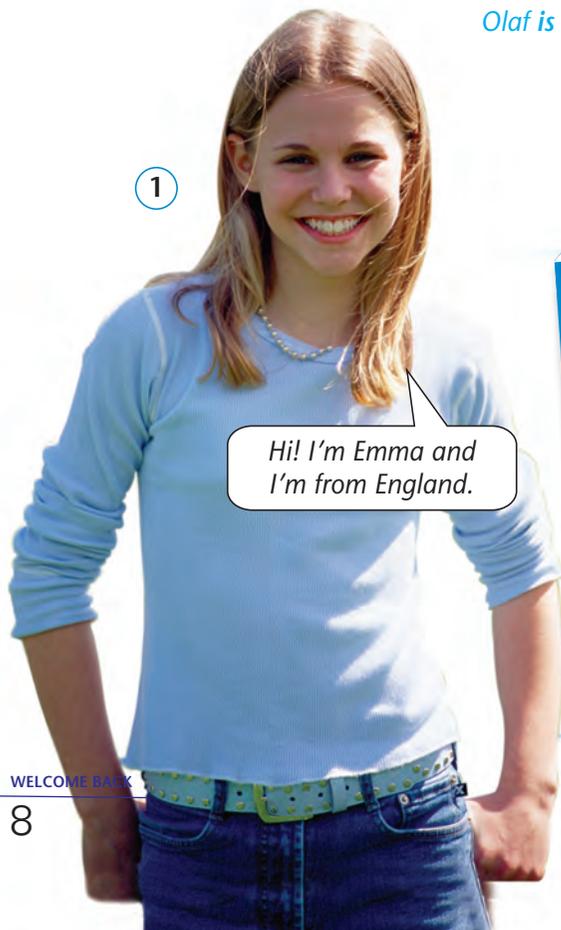
• Countries & Nationalities

- 1** Match the countries to the nationalities.
🔊 Listen and check. Listen and repeat. Write in your notebook.

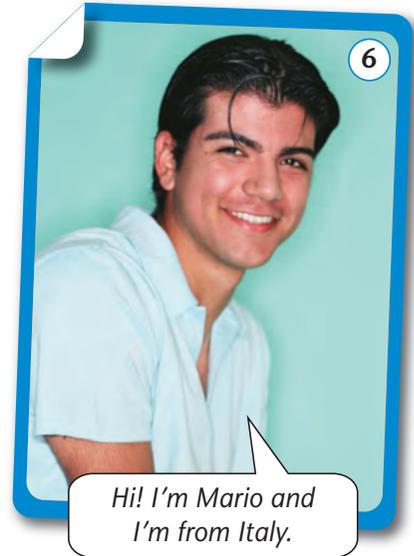
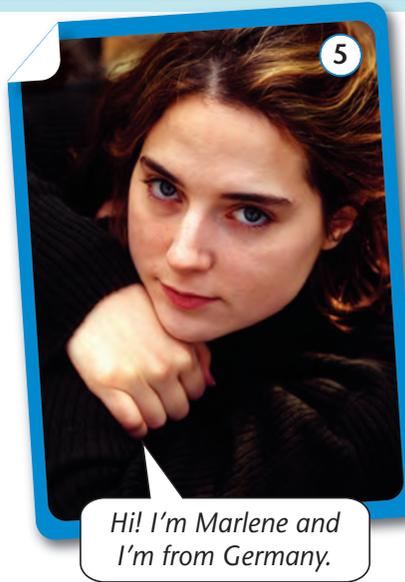
1	England	A	Greek
2	Spain	B	Romanian
3	Germany	C	Italian
4	Romania	D	Hungarian
5	Norway	E	German
6	Greece	F	English
7	France	G	Danish
8	Hungary	H	Norwegian
9	Denmark	I	Spanish
10	Italy	J	French

- 2** Look at the pictures and say.

*Emma is from England. She's English.
Olaf is He's*



Welcome back!



3 Complete the sentences about yourself in your notebook.

- 1 I'm from
- 2 I'm

4 As a class draw or find a map of Europe. Pretend you are from different countries. Point to the country and present yourself.



Welcome back!

Profiles

- 5  Listen and read the teen profiles. Then copy and complete the table about each teen in your notebook.

Friends online!



Hi! My name's Manuela and I'm from Spain. I'm 13 years old and I'm in grade 7 at junior high school. Be my e-friend!



Hi! My name is Erik and I'm 16. I'm Norwegian and I'm in the 10th grade at high school. Please email me.



Hi! I'm Simone. I'm from France. I'm 14 years old and I'm in the 8th grade at middle school. Email me!

Name: ...
Country: ...
Age: ...
Grade: ...

Note

When we spell a word with two repeated letters next to each other, we say 'double'.

Miller – M, l, double L, E, R

- 6 Complete your profile. Stick a picture.

• Asking about name

- 7 a)  Ask and answer, as in the example.

- | | | | |
|---|--------------------------------|---|------------------|
| 1 | Manuela Alvarez | 2 | Erik Hansen |
| | A: <i>What's your name?</i> | 3 | Simone Rousselle |
| | B: <i>Manuela.</i> | 4 | Antonio Esteban |
| | A: <i>And your surname?</i> | 5 | Rose Vasquez |
| | B: <i>Alvarez.</i> | 6 | Daniel Peterson |
| | A: <i>How do you spell it?</i> | 7 | Andrew Summers |
| | B: <i>A-L-V-A-R-E-Z.</i> | | |

- b)  Act out a similar dialogue with your partner.

• Cardinal numbers

8 a)  Listen and repeat.

1 one	7 seven	13 thirteen	19 nineteen	60 sixty
2 two	8 eight	14 fourteen	20 twenty	70 seventy
3 three	9 nine	15 fifteen	21 twenty-one	80 eighty
4 four	10 ten	16 sixteen	30 thirty	90 ninety
5 five	11 eleven	17 seventeen	40 forty	100 a hundred
6 six	12 twelve	18 eighteen	50 fifty	

b) How old are you?

• Asking about age

9  Ask and answer, as in the example.



A: *What's your name?*
B: *My name's Melanie.*

A: *How old are you?*
B: *I'm fifty-four years old.*

Note

When we read telephone numbers, we read the number zero as the letter O (oh). 502431 (five-oh-two-four-three-one)

10  Act out dialogues, as in the example.

Ann Mitchel	(01256) 623456
Jeff Daniels	(01729) 224567
Paula Newton	(020) 7265-9258

A: *What's your name?*
B: *Ann Mitchel.*

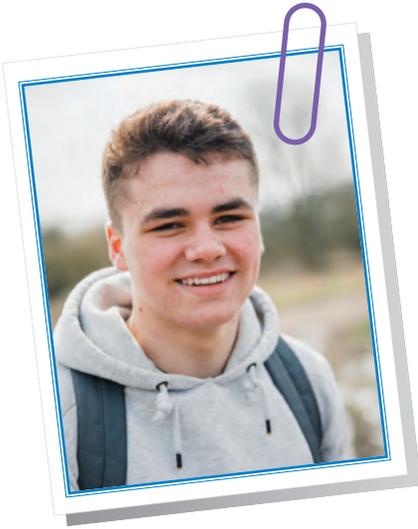
A: *What's your telephone number?*
B: *(01256) 623456.*

A: *(01256) 623456?*
B: *That's right.*

11 Write the telephone numbers in Ex. 10 in words in your notebook.

 Act out a similar dialogue with your partner to find out his/her phone number.

Welcome back!



• Ordinal numbers

12 a) Read the table.

1st first	6th sixth	11th eleventh
2nd second	7th seventh	12th twelfth
3rd third	8th eighth	13th thirteenth
4th fourth	9th ninth	20th twentieth
5th fifth	10th tenth	21st twenty-first

b) Write the ordinal numbers for: 11, 23, 36, 40, 58, 62, 75, 89, 94 in your notebook.

13 When is each person's birthday? When is your birthday? Write in your notebook.

1	Anita	12 May	4	Mihai	23 March
2	Sam	15 June	5	Anna	18 January
3	Terry	28 February	6	Marius	03 September

14  Listen to the dialogue and complete the form below in your notebook.

Student's Personal Information

Name: Adam Surname: ...
Age: ... Gender: male / female
Address: ..., ... Street, Crowthorne
Mobile number: 07743 ...

Emergency contact

Name: Bruce Surname: ...
Relationship: ... Mobile number: 07774 ...

15 Fill in the form with your information in your notebook.

Student's Personal Information

Name: ... Surname: ...
Age: ... Gender: male/female
Address: ... Mobile number: ...

Emergency contact

Name: ... Surname: ...
Relationship: ... Mobile number: ...



• Question words

16 Match each question word (1-7) to the correct answer (a-g). Write in your notebook.

- | | |
|-----------------------|---------------------|
| 1 Who? | a It's 333-3333. |
| 2 Whose? | b Elena |
| 3 When? | c I'm 14 years old. |
| 4 Where? | d Blue. |
| 5 Which? Blue or red? | e I'm from Romania. |
| 6 How (old)? | f 2nd August. |
| 7 What/phone number? | g Simona's. |

17 Complete the gaps with the correct question word. Then, answer the questions about yourself. Write in your notebook.

- 1 ... 's your name?
- 2 ... old are you?
- 3 ... are you from?
- 4 ... 's your telephone number?
- 5 ... is your birthday?
- 6 ... is your best friend?
- 7 ... is your favourite colour, green or yellow?

• The verb to be

18 Study the table.

Affirmative	Negative
I am /I' m	I am not /I' m not
You are /You' re	You are not /You aren't
He/She/It is / 's	He/She/It is not / isn't
We/You/They are / 're	We/You/They are not / aren't
Interrogative	Short answers
Am I ...?	Yes, I am./No, I'm not.
Are you?	Yes, you are./No, you aren't.
Is he/she/it ...?	Yes, he/she/it is./No, he/she/it isn't.
Are we/you/they ...?	Yes, we/you/they are./ No, we/you/they aren't.

Welcome back!



19 Complete the sentences with: *am/'m, is/'s, are/'re*. Write in your notebook.

My name 1) ... Jenny. I 2) ... 16 years old. I 3) ... from London.
This 4) ... Sally. She 5) ... 16 years old. She 6) ... British. We 7) ...
in the same class at school. We 8) ... best friends.

20 Read the text in Ex. 19 and fill in: *is, isn't, are, aren't*. Write in your notebook.

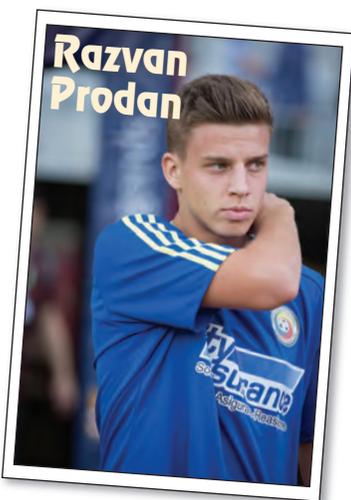
- 1 Jenny ... 15 years old.
- 2 Jenny ... from England.
- 3 Sally ... Canadian.
- 4 Jenny and Sally ... 16 years old.
- 5 Jenny and Sally ... from Romania.

21 Use the prompts to ask and answer questions as in the example. Write in your notebook.

- 1 Jenny/12 years old? (X) *Is Jenny 12 years old? No, she isn't.*
- 2 Jenny/British? (✓)
- 3 Sally/15 years old? (X)
- 4 Sally/from Romania? (X)
- 5 Jenny & Sally/best friends? (✓)

22 Complete the gaps about you. Write in your notebook.

My name I years old. I ... from
I 'm not from Where ... you from?



23 **ICT**  Make a poster of your favourite film/sports characters. Find pictures. Present them to the class.

Razvan Prodan is a Romanian footballer. He's ... years old.

• Subject/Object personal pronouns & Possessive adjectives



24 Study the table.

Subject personal pronouns	I/you/he/she/it/we/you/they <i>I am from Romania.</i>
Object personal pronouns	me/you/him/her/it/us/you/them <i>Look at Ann. Look at her.</i>
Possessive adjectives	my/your/his/her/its/our/your/their <i>Ann is my friend.</i>

25 Replace the words in bold with the correct pronoun. Write in your notebook.

- 1 Anna is 15 years old. *She*
- 2 **John and I** are friends. ...
- 3 Look at **Peter**. ...
- 4 **Steve** is my friend. ...
- 5 How old are **Kate and Mark**? ...

26 Choose the correct word. Write in your notebook.

- | | |
|--|---|
| 1 John is her /she brother. | 4 Your /You aren't 16. |
| 2 We / Our are from Bucharest. | 5 John is we / our friend. |
| 3 This isn't I / my friend. | 6 Jenny is he / his friend. |

27 Choose the correct item. Write in your notebook.

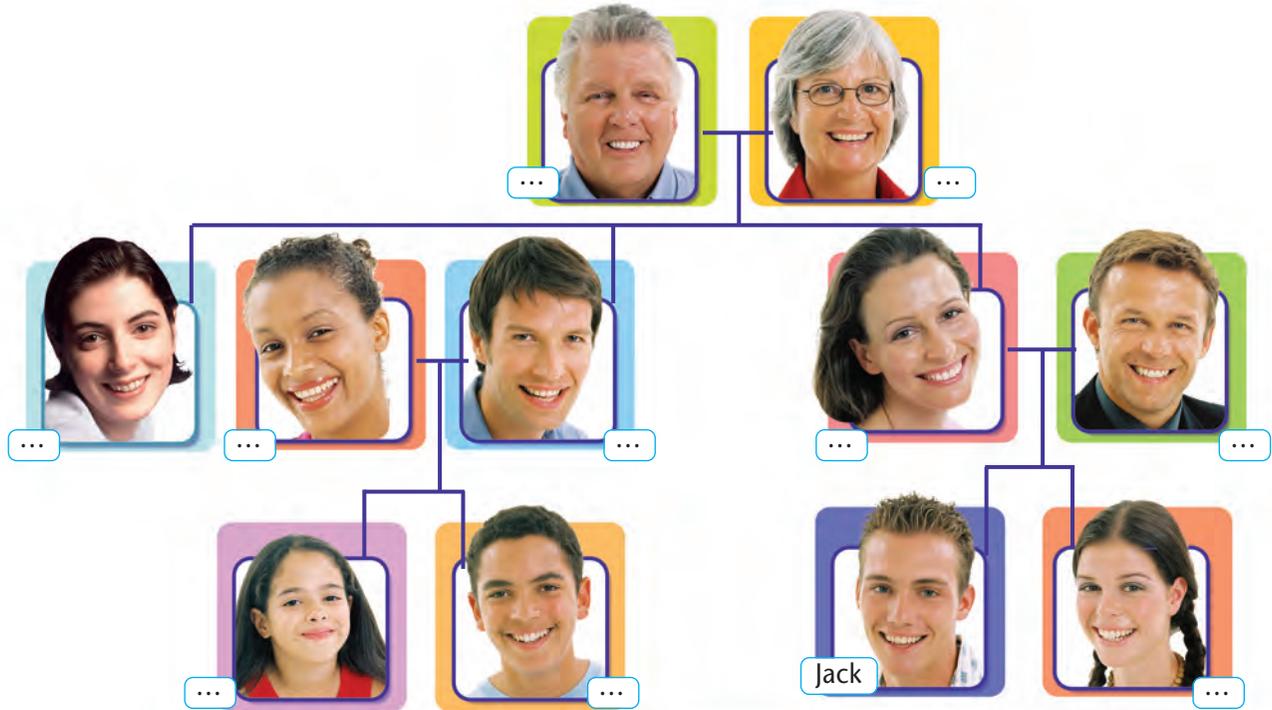
- 1 A: Is this **your**/**you** bag?
B: No, it isn't **my**/**me** bag. It's **her**/**its** bag. **My**/**I** bag is the blue one. Do **you**/**your** want **it**/**its**?
- 2 A: Are these **their**/**them** books?
B: Yes, **they**/**their** are. Where are **my**/**me** pencils? I can't find **their**/**them**.
- 3 A: Is this **us**/**our** room?
B: No, **it**/**its** isn't. This is **their**/**them** room. **Our**/**We** room is on the third floor.



Welcome back!

• Family members

28 Read the text and complete the names in the family tree. Write in your notebook.



Hi! My name is Jack and this is my family. This is my **grandmother**, Alice, and that's my **grandfather**, Eric. They've got two **daughters**: my **mum** and my **aunt**, Melissa, and one son: my **uncle**, Paul. They've also got two **grandsons**: my **cousin**, Martin, and me, and two **granddaughters**: my **sister** Jill and my **cousin** Sandy. My mum's name is Mary, and my **dad's** name is Peter. My uncle Paul's **wife** is Kim. She's great. My aunt, Melissa, hasn't got a **husband** or children. She says that she loves spending time with her favourite **nieces**, Jill and Sandy, and her favourite **nephews**, Martin and me. She's so funny! My family is great! What about yours?

29 Fill in the correct family member. Write in your notebook.

- | | |
|--------------------------------------|---------------------------------------|
| 1 My mother's brother is my | 5 His sister's son is his |
| 2 My aunt's son is my | 6 Her brother's daughter is her |
| 3 Your father's ... is your sister. | 7 My dad's ... is my mum. |
| 4 Your mother's mother is your | 8 My dad's ... is my aunt. |

30 Show photos of your family members to the class. Present your family to the class.

My dad is James. My mum is ... etc.

Note

We use **have got** to show possession.
(I've got a smartphone.)

• The verb *have got*

31 Study the table.

Affirmative	Negative	Interrogative	Short answers
I/You/We/They have/'ve got a book.	I/You/We/They haven't got a laptop.	Have I/you/we/ they got a bike?	Yes , I/you/we/they have . No , I/you/we/they haven't .
He/She/It has/'s got a ball.	He/She/It hasn't got a laptop.	Has he/she/it got a bike?	Yes , he/she/it has . No , he/she/it hasn't .

32 Fill in: *have, has, haven't, hasn't*. Write in your notebook.

- I ... got a camera (✓), but I ... got a mobile phone. (X)
- ... you got a bike? No, I
- Sandy ... got a watch (X), but she ... got an umbrella. (✓)
- ... they got cameras? No, they
- ... you got a TV? Yes, we

33 Ask and answer, as in the example.



1 Jake/bike/skateboard



2 Kim/football/camera



3 Lyn & Sam/laptops/bikes



4 Kate/watch/laptop



5 Ben/CDs/book



6 Ann & Laura/bags/mobile phones

A: *Has Jake got a bike?*

B: *No, he hasn't. He's got a skateboard.*

34 Write two things you *have got* and two things you *haven't got* in your notebook.

I've got a TV and a laptop, but I haven't got a skateboard or a mobile phone. WELCOME BACK

Welcome back!

• Days of the week – months – seasons

35 Write the missing days in your notebook.

Sunday	1 ...	2 ...	Wednesday
3 ...	Friday	Saturday	

Which is your favourite day?



Make a sentence as in the example. Your partner says the month.

A: It's the second month after January.
B: March.

36 Write the missing months in your notebook. Which months are in each season in your country?

January	February	1) ...	April
2) ...	June	3) ...	August
September	4) ...	November	5) ...

• Telling the time

37 Look at the clock faces. Ask and answer as in the example.

A: What time is it?
B: It's half past three./It's three thirty.

o'clock

(a) quarter to

(a) quarter past (fifteen)

half past (... thirty)



• Greetings & Introductions

38 Listen and repeat.



39 Listen and read. Which dialogue is about:

- introducing yourself?
- introducing someone?
- greeting someone?

A



Sam: Good morning, Lisa.
How's it going?
Lisa: Not bad, Sam. And you?
Sam: I'm fine, thanks.

B



Danny: Hi! I'm Danny.
Steve: Hello. I'm Steve. Nice to meet you, Danny.

C



Phoebe: Alex. This is my friend, Rose.
Alex: Hi, Rose. Nice to meet you.
Rose: Nice to meet you, too.

40 Use the useful language to:

- greet your friend at school
- say goodbye to your friend
- introduce your teacher/new schoolmate to your friend

Greet people	Respond	Introduce	Respond	Say goodbye
<ul style="list-style-type: none"> • Hi! How are you? • How are things going? • How's it going? • Hello! 	<ul style="list-style-type: none"> • Great. And you? • I'm fine (thanks). • I'm OK. • Not bad. 	<ul style="list-style-type: none"> • Hi! I'm ... • Hello. I'm ... • This is my (friend, sister, etc) ... 	<ul style="list-style-type: none"> • Nice to meet you. • Pleased to meet you. • Oh, hi. I'm ... 	<ul style="list-style-type: none"> • Goodbye. • Bye. • See you (later/tomorrow.)

Lifestyles

▶▶ What's in this module?

- daily routines & free-time activities, hobbies & passions
- physical appearance & character
- jobs
- comparative
- present simple
- present continuous
- possession
- express preferences

Find the page numbers for

- jobs
- an article
- a family

Vocabulary

• Daily routines & Free-time activities

1  **Listen and repeat. Then label the pictures (1-8) with the correct daily routine below. Write in your notebook.**

- have breakfast/lunch/dinner/a snack
- walk the dog • wake up
- go to work/to school/home
- exercise/play sport • do homework/study
- go to bed • have a bath/shower
- surf the Net • do chores • watch TV
- go shopping • read a book
- listen to music

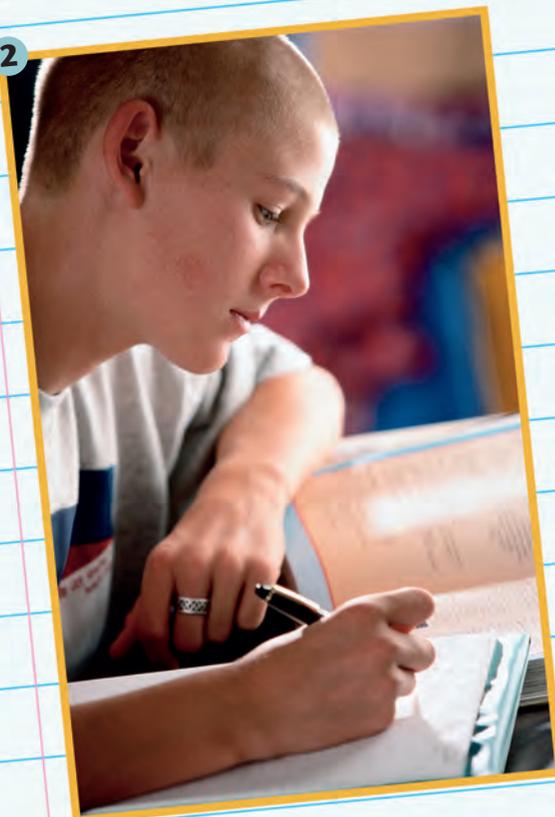
2  **Listen to the dialogue. What do both speakers usually do after school?**

3 **What do you usually do on Tuesdays? Tell your partner.**

1



2



3



4



5



6



7



8



Reading 1a



Reading

- 1  Look at the picture. What do you think his daily routine is like?
 Listen and read to find out.



Life in the outback

My name is Justin and I live on a farm in the outback of Australia. I go to a special school called the 'School of Air'. Because I live so far away from the nearest town, I have my lessons over the radio! The first thing I do when I get out of bed is turn the radio on. At 9am, the teacher's voice comes on the air and we begin the day's lesson. It only lasts about an hour, but then I study and do homework for the next day.

Once I finish my schoolwork, I have the rest of the day to do what I want. I usually help out on my parents' farm. My dad is a farmer. I look after the animals and help my mum with the housework, but my favourite thing to do is go swimming in our pool. It's the best way to cool down on a hot, sunny day! I also like playing jigsaw puzzles and making model ships.

In the evening, we have dinner while we watch our favourite game show. Then, I usually have a shower and read a book before I go to bed at 9pm. Even though my life is quite different to most people's, I don't want anything to change. It's amusing and always full of new experiences – I'm never bored.

Check these words

- outback • housework
- cool down • experience
- bored

- 2 Read the text above and decide if the sentences are **T (true)**, **F (false)** or **DS (doesn't say)**. Write in your notebook.

- 1 Justin lives in a big house.
- 2 The outback is far away from big cities.
- 3 He has nine lessons in a day.
- 4 Justin does the washing-up.
- 5 He enjoys making model ships.

- 3 Read the text again and answer the questions in your notebook.

- | | |
|--------------------------------|--------------------------------|
| 1 Where does Justin come from? | 4 What does his dad do? |
| 2 Which school does he go to? | 5 What are his hobbies? |
| 3 What time do lessons start? | 6 What time does he go to bed? |

Reading 1a

• Jobs

4



Look at the jobs (A-H) in the pictures. Listen and repeat.



A doctor



B accountant



C police officer



D theme park mascot



E gardener



G baker



F pizza delivery boy



H cashier

5

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

- 1 I look after sick people.
- 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.

6

What jobs do your parents do? What job would you like to do?

Hobbies

- bowling
- jigsaw puzzles
- board games
- skateboarding
- reading
- gardening
- painting
- dance
- video games
- football
- stamp collecting
- vlogging
- blogging
- chess
- baking

Speaking

7



In what ways is your life similar or different to Justin's? Would you like to have Justin's daily routine? Why/Why not? Tell your partner.

My life is different to Justin's. To start with, I live in a flat in the centre of town. etc. I would like to have Justin's daily routine because it sounds like he has a lot of fun. etc.

Writing

8



Write a short text about you. Write your name and your hobby/passion. Stick a picture of yours. Use your photos and texts to make an exhibition in your classroom.

Grammar 1b

Note

Spelling (3rd person singular)

- We form the third person singular (he/she/it) by adding **-s** to the end of most verbs.
I work – he works, I eat – he eats
- We add **-es** to verbs that end in **-ss, -sh, -ch, -x** and **-o**.
I kiss – he kisses, I wash – he washes, I watch – he watches, I mix – he mixes, I go – he goes
- Verbs ending in a consonant + **-y**, drop the **-y** and take **-ies**. *I study – he studies, I try – he tries*
- Verbs ending in a vowel + **-y**, take **-s** only. *I play – he plays, I stay – he stays*

Imagine you are a famous sportsperson. Describe your daily routine to the class.

• Present simple

1 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I/You work .	I do not/don't sleep .	Do I sing?	Yes, I do./No, I don't.
He/She/It works .	He/She/It does not/doesn't sleep .	Does he/she/it sing?	Yes, he/she/it does./No, he/she/it doesn't.
We/You/They work .	We/You/They do not/don't sleep .	Do we/you/they sing?	Yes, we/you/they do./No, we/you/they don't.

We use the **present simple** to talk about:

- general states & facts. *He lives in London. The sun rises in the east.*
- habits/routines. *He goes to the gym every day.*

Time expressions: *every day/morning/weekend, often, always, never, on Mondays, etc.*

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

- | | |
|---|----------------------------------|
| 1 Tony ... (not/work) on Sundays. | 4 They ... (not/speak) Spanish. |
| 2 He ... (study) French. | 5 We ... (walk) to school. |
| 3 She ... (wear) a funny costume at work. | 6 Tom ... (not/live) in the USA. |

3 Put the verbs in brackets into the present simple. Then complete the answers. Write in your notebook.

- ... (Christina/work) as a teacher? Yes, she
- ... (Eric/look) like his dad? No, he
- ... (Joe/speak) French? No, he
- ... (Erica and Julie live) in London? No, they
- ... (they/play) football on Saturdays? Yes, they

Pronunciation /s/, /z/, /vz/

4 Copy the table in your notebook. Listen and tick (✓). Listen and repeat. Think of more verbs with the same sounds.

	/s/	/z/	/vz/
wants			
watches			
plays			

	/s/	/z/	/vz/
drinks			
needs			
fixes			

• Present continuous

Note

Spelling

- Most verbs add **-ing**.
wear – wearing, stay – staying, work – working
- Verbs ending in **-e** drop the **-e** and add **-ing**.
make – making, come – coming
- Verbs ending in one stressed vowel between two consonants double the last consonant and add **-ing**.
run – running, get – getting, sit – sitting
- Verbs ending in a consonant + vowel + **-l**, double the **-l** and add **-ing**.
travel – travelling
- Verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**. *lie – lying*

Note

Some verbs don't have continuous forms because they describe a state rather than an action (*want, like, love, hate, know, believe, need, etc.*). *I love reading.* (NOT: ~~I'm loving reading.~~)

5 Read the theory.

Affirmative	Negative	Interrogative	Short answers
I am/'m working .	I am/'m not sleeping .	Am I singing?	Yes, I am./
You are/'re working .	You are not/aren't sleeping .	Are you singing?	No, I'm not.
He/She/It is/'s working .	He/She/It is not/isn't sleeping .	Is he/she/it singing?	Yes, you are./
We/You/They are/'re working .	We/You/They are not/aren't sleeping .	Are we/you/they singing?	No, you aren't.
			Yes, he/she/it is./
			No, he/she/it isn't.
			Yes, we/you/they are./No, we/you/they aren't.

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking.
He's making coffee now. He is looking for a job these days.
- temporary situations. *She is working as a shop assistant for the summer.*
- future arrangements. *We're going to Rome this weekend.*
- annoying habits. *You are always taking my things.*

Time expressions: *now, at the moment, at present, these days, etc.*

6 Put the verbs in brackets into the present continuous. Write in your notebook.

- 1 John and Val ... (not/work) today.
- 2 Ann ... (always/use) my computer without asking first.
- 3 ... (he/wear) a hat?
- 4 Jen and Bill ... (not/go) to school now.
- 5 Adrian ... (stay) with his friend these days.
- 6 Paul ... (leave) for Bucharest this Sunday.

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

Hi Suzie!
Thanks for your email! I **1**) ... (be) very busy today! It's my little brother's fancy dress party for his birthday tomorrow, so we **2**) ... (get) everything ready. Mum **3**) ... (tidy) the house and I **4**) ... (make) my brother's costume. He **5**) ... (want) to be a pirate! Well, I must go now. Dad **6**) ... (need) some help in the kitchen. My mum **7**) ... (not/like) baking so my dad **8**) ... (make) the cake for the party! Talk to you later.
Holly
P.S. **9**) ... (you/want) to come to the party?



Vocabulary & Reading Skills 1c

Vocabulary

• Physical appearance & character

- 1 Check the words below. Then, in your notebook, list them under the headings:
- plump, easy-going, honest, fair, old, short, young, of medium height, moustache, rude, patient, beard, well-built, slim, spiky, wavy, long, serious, round, straight, oval, polite, dark, thin, overweight, middle-aged, freckles, tall, wrinkles.*

FACE

HAIR

HEIGHT

SPECIAL FEATURES

BUILD

AGE

CHARACTER



Mary



Kelly



James

- 2 Use the words in Ex. 1 to describe Mary's, Kelly's and James's appearance. Write in your notebook.

He/She is... He/She looks/seems to be...

Speaking

- 3 Ask and answer questions about your family and friends.

A: *What does your brother look like?*

B: *He's tall and slim with short brown hair.*

A: *Has he got a beard?*

B: *No, he hasn't, but he's got glasses.*

A: *What is he like?*

B: *Well, he's honest. He always tells the truth.*

- 4 Make a poster of your favourite cartoon/film characters. Present them to the class.

Listening

- 5  Mat is talking to Emily about his cousins Tony and Robert. Listen and draw an image for each person in your notebook.

Listening, Speaking & Writing Skills 1c

Study Skills

Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence is the summary of the paragraph and introduces its main idea. This helps the reader follow your piece of writing.



Reading

6 Complete the article with the sentences A-C. Write in your notebook. One sentence does not match. Which of the girls in the picture is the article about?

- A Jackie has lots of hobbies/activities.
- B My cousin lives near my house.
- C Jackie is very pretty and a nice person.

Check these words

- spend time
- easy-going • polite

My favourite family member is my cousin Jackie. We spend a lot of time with each other every day.

1 She is taller and slimmer than me. She has got long, straight, fair hair and green eyes. She usually wears a shirt and jeans, but she sometimes likes to wear dresses, too. She is the most popular girl at school because she's easy-going, polite and honest. She's also very funny and she makes me laugh a lot. However, she can be a little lazy sometimes.

2 She usually surfs the Net, plays computer games or listens to music at the weekends. She also reads a magazine every afternoon and she goes to karate lessons every Tuesday. Karate is her passion. All in all, I think that Jackie is the most amazing girl I know. We always have a great time together and I am very happy she's a part of my life and my family as well.

7 Give the article a title. Write in your notebook.

Writing

8 Write an article in your notebook about your best friend for your school magazine. Follow the plan below.

- Para. 1: write the person's name and age
- Para. 2: describe the person's appearance, clothes & character
- Para. 3: describe the person's hobbies, interests and passions
- Para. 4: describe your feelings

Project

9 Create a class album with hobbies each person likes doing.

Smile



Doctor! Doctor!
Do you think
I need glasses?

Yes, you do, young
man. This is a fish
and chips shop!

Grammar 1d

Note

- We use the comparative + **than** to compare two people/things.
- We use **as** + **adjective** + **as** to say that someone/something has the same qualities as someone/something else.

Note

Comparatives of inferiority

In English, we use **not as ... as** or **less** to express inferiority.
Jane is not as popular as Sue. Jane is less popular than Sue.



• Comparative

1 Read the theory.

- We use the **comparative** to compare one person, thing, animal or place to another. *Jack is taller than Mark.*

Short adjectives

most **one-syllable** adjectives: adjective + **-er** *rich – richer*

adjectives ending in **-e**: adjective + **-r** *nice – nicer*

adjectives ending in **one** vowel + consonant: double consonant + **-er** *hot – hotter*

adjectives ending in **-y**: **y + ier** *funny – funnier*

Long adjectives

most **two and more** syllable adjectives: **more** + adjective *popular – more popular*

Irregular adjectives

good/well – *better*, bad – *worse*, far – *farther/further*, much/many – *more*, little – *less*

2 Put the adjectives in brackets into the correct comparative form. Write in your notebook.

- 1 Those earrings are ... (nice) than these ones.
- 2 Ann's eyes are ... (beautiful) than Mary's.
- 3 Today is ... (hot) than yesterday.
- 4 These shoes are ... (cheap) than those shoes.
- 5 Tom's haircut is ... (bad) than Mike's!
- 6 Kelly is ... (popular) than Jill.

3 Look at the picture and write sentences about Mark and Ann, using not as ... as or less in your notebook. Use: tall, slim, hair/short, hair/curly.

4 Complete the sentences so that they are true for you. Write in your notebook.

- 1 I am ... (old) than
- 2 Our teacher is ... (tall) than
- 3 My friend ... is ... (funny) than

5 Compare your friends/family members. Tell your partner.

Simona is prettier than Maria. My dad is more patient than my mum.

• Possession

6 Read the theory.

Note

- We use **who's** (*Who is ...*) to ask about a person. *Who's Tom? Lara's husband.*
- We use **whose** to ask about possession. *Whose uncle is Tom? He's the boy's uncle.*

To show **possession**:

- we add **'s** to names and singular nouns. *This is Bob's dad. This is Lara's brother.*
- we add **'** to plural nouns ending in **-s**. *This is the girls' mother.*
- We add **'s** to irregular plural nouns. *This is the women's grandma.*

In general, the possessive case is used for people. In order to talk about things, we use the preposition **of**. Compare the examples.

Anna's sister **BUT** *the door of the room*

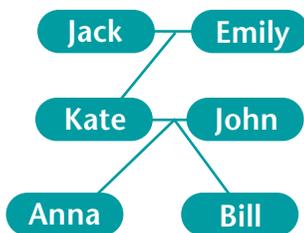
Note: We add **'s** only to the last noun when the same thing belongs to two or more people. *Erica and Tom's car.*

We add **'s** to each noun to show that each person has his/her own thing. *John's and Steve's bikes.*



7 Choose the correct word. Write in your notebook.

- 1 That is **Mark's/Marks'** computer.
- 2 These are the **girls's/girls'** chairs.
- 3 This is the **mens'/men's** gym.
- 4 Those are **Amy's and Mary's/Amy and Mary's** rooms.
- 5 My **granddad's/granddads'** names are Alex and Bob.
- 6 Is that **Ned's/Neds'** bedroom?



8 Look at the family tree and complete the sentences in your notebook, as in the example.

- | | | |
|-----------------------------------|------------------------------|------------------------|
| 1 Jack is <i>Emily's</i> husband. | 3 Jack is ... father-in-law. | 5 John is ... husband. |
| 2 Anna is ... sister. | 4 Kate is ... child. | 6 Bill is ... son. |



Put two of your objects e.g. pencil case, book etc. in a bag. Play in teams. Pick an object. Guess whose it is.

9 Choose the correct word. Write in your notebook.

- | | |
|--|---|
| 1 A: Who's/Whose Keith?
B: He's Mark's uncle. | 4 A: Who's/Whose nephew is Tom?
B: He's Julia and Sam's nephew. |
| 2 A: Who's/Whose laptop is this?
B: It's Mary's. | 5 A: Who's/Whose your favourite footballer?
B: Lionel Messi. |
| 3 A: Who's/Whose that boy over there?
B: He's my cousin. | |

Everyday English 1e

• Express preferences (likes/dislikes)

1 Listen and repeat. Pay attention to the stressed syllables.

- Where are you going? • I'm on my way to... • Not really.
- I prefer activities like... • I can't stand board games!
- I find them so boring. • Do you like any kind of sport or activity?
- Why don't we go together this Saturday? • Oh, I can't.
- How about Sunday morning? • Great! • Sure. • Have fun at netball.

2 a) The sentences are from a dialogue between two friends. What is the dialogue about? Listen and read to find out.



Mary: Hi Sally, where are you going?
Sally: I'm on my way to play netball at the sports centre. I go every Tuesday. Do you want to come along?
Mary: Not really. I don't like netball. I prefer activities like reading or playing board games. Actually, I'm part of a club that meets every Thursday evening to have a games night together. It's a really fun night.
Sally: I can't stand board games! I find them so boring. Do you like any kind of sport or activity?
Mary: Well, I like cycling and swimming, but that's about it.
Sally: I love swimming. I go to the local swimming pool every Saturday afternoon. Why don't we go together this Saturday?
Mary: Oh, I can't. I always do housework in the morning and then I go shopping with my mum. How about Sunday morning?
Sally: Great! See you on Sunday.

b) What do they decide to do together? When?

c) Find all the sports in the dialogue. Which do you like doing?

3 Find sentences in the dialogue which mean:

Let's go swimming together on Saturday.

I don't like board games.

Perfect!

I'm going to ...

In a minute write down as many sports as you can think of in your notebook. Compare with your partner.

4 Listen to the dialogue again. Take roles and read it out.

5 Write your own dialogue in your notebook about your preferences and daily routines. Use the dialogue above as a model. Then, act it out in front of the class.

Speaking & Reading

Check these words

- stay-at-home • field
- fence • look after
- play catch • yard
- porch

1 Look at the picture. What is this family's daily routine?

 Listen and read to find out.



A day in the life of the Adair family (USA)



There are five people in the Adair family. Mum, Nancy (36), Dad, Allen (38), Jane (9), Eve (7) and Madison (4). They live on a farm in Nebraska. Nancy is a stay-at-home mum and Allen is a farmer. Jane, Eve and Madison are home-schooled, which means their mum teaches them at home.

Allen's day starts at 6 am. He gets up, has his breakfast and then he works in his fields, mends fences and looks after his animals all day. The rest of the family get up at 8 am and after their breakfast they have 5 hours of lessons until lunch. The whole family eats lunch together and then Allen returns to looking after the farm. The children have 2 more hours of schoolwork and then they help Nancy around the house. After chores, Jane and Eve play catch in the yard and Madison plays with her dolls.

In the evenings, after dinner, Nancy and Allen sit on the porch and talk about their day. The children play or read until bedtime. Allen and the children go to bed early at around 9:00 and Nancy stays up preparing food and lessons for the next day. She goes to bed at 10:30.

2 Read the text and complete the sentences. Write in your notebook.

- | | |
|---|---|
| <p>1 The Adair Family live in</p> <p>2 The children don't go to</p> <p>3 Allen gets up at</p> | <p>4 The children have lessons for</p> <p>5 Before going to bed Nancy</p> |
|---|---|

3 Name the people in the picture. Write in your notebook.

- 4  Compare and contrast the life of the Adair family to your life.

Think about the daily routine of your favourite character. Present his/her daily routine to the class. The class guesses the person you are talking about.



1 Use the words/phrases from the two boxes (A and B) to form phrases, then use them in sentences. Write in your notebook.

A

have

walk

go

play

surf

do

watch

read

listen

B

the dog

a book

to school

to music

breakfast

sport

TV

chores

the Net

I have breakfast at 7:30.

2 Do the quiz. Decide if the sentences are **T** (true), **F** (false) or **DS** (doesn't say). Write in your notebook.

QUIZ



- 1 The "School of Air" is in Australia.
- 2 Justin's dad is a cashier.
- 3 Jackie is easy-going.
- 4 Jackie doesn't like karate.
- 5 There are six members in the Adair family.

3



Look at Module 1 and write a **T/F/DS** quiz of your own in your notebook.

4



Song: Read the first line of the song. Why is the singer lucky? Think of two reasons.



Listen, read and check.



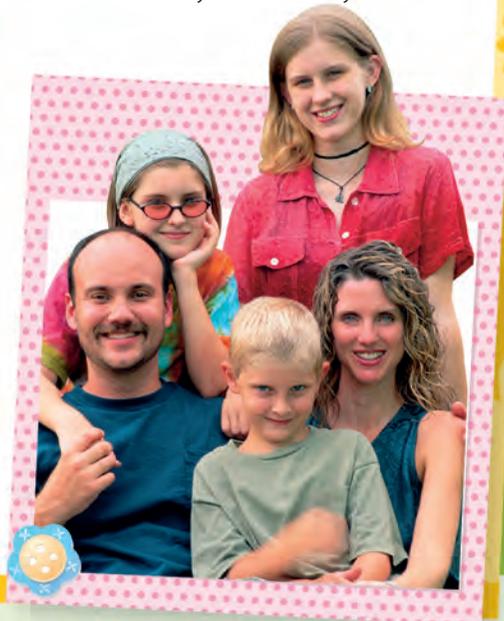
Family



I'm lucky to have a family
They truly mean the world to me
It doesn't matter what I do
Their love for me is always true

My family, my family
They are always there for me
We all agree it's good to be
A happy family

Look around and you will see
Everyone needs family
When you're sad or feeling blue
Your family is there for you



5



Why is family important to you?

Revision 1

1 Fill in: *grow, surf, doctors, chores, officer*. Write in your notebook.

- 1 I often ... the net in the evenings.
- 2 Do you help with the ... ?
- 3 Gardeners ... flowers and trees.
- 4 She is a police
- 5 ... look after sick people. (5x2=10)

2 Fill in: *honest, serious, wrinkles, middle, spiky*. Write in your notebook.

- 1 Old people have ... on their faces.
- 2 She is very She never laughs at my jokes.
- 3 Mr Smith is ...-aged.
- 4 This gel is perfect to make your hair
- 5 Steven is really He always tells the truth. (5x2=10)

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

- 1 What time ... (you/leave) school every day?
- 2 The school band ... (perform) now.
- 3 John ... (not/meet) his friends at the weekend.
- 4 My cousins ... (live) in a small village near Bath.
- 5 Sally ... (not/study) for a test right now.
- 6 Where ... (Brian/live)?
- 7 Maria and I ... (go) to middle school.
- 8 We ... (not/want) to go to the park now.
- 9 What ... (you/do) at the moment?
- 10 How old ... (you/be)? (10x3=30)

4 Put the adjectives in brackets into the *comparative*. Write in your notebook.

- 1 I'm ... (short) than my brother.
- 2 Tom is ... (thin) than Greg.
- 3 Charles is ... (energetic) than his sister.
- 4 Claire is ... (friendly) than Jane.
- 5 My brother is a ... (good) cook than I am. (5x4=20)

5 Choose the correct item. Write in your notebook.

- 1 That is **Johns'/John's** football.
- 2 That's **Lucys/Lucy's** TV.
- 3 The **legs of the table/table's legs** are red.
- 4 That's **Helen and Ann's/Helen's and Ann's** mum.
- 5 **Who's/Whose** book is this? (5x2=10)

6 Complete the dialogue with sentences a-e. Write in your notebook.

- a Do you like any kind of sport or activity?
- b How about Thursday?
- c Where are you going?
- d Not really.
- e Why don't we go together this Tuesday?

A: Hi Henry! 1) ...

B: I'm on my way to play football at the park. I go every Saturday. Do you want to come along?

A: 2) ... I prefer activities like painting.

B: I can't stand painting. 3)

A: Well, I like running. I go to the local sports centre every Tuesday and Thursday. 4) ...

B: I can't. I have my English lesson on Tuesday. 5)

A: Great! See you on Thursday. Have fun at football.

B: Thanks. Bye! (5x4=20)

TOTAL: 100

Check your progress

Now I can ...

- talk/write about your daily routine
- describe people's character, appearance & job
- talk about hobbies & passions
- compare people
- write an article about a person
- write about your family's daily routine

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

MODULE 1

Fun time

▶▶ What's in this module?

- fun activities
- hobbies
- sports
- past simple – regular & irregular verbs
- *there was/there were*
- *used to*
- plurals
- *this/that – these/those*

Find the page numbers for

- a poster
- sports matches
- an email

Vocabulary

• Fun activities

1 a)   Listen and repeat.

- | | |
|---------------------|-----------------|
| A sports match | E vlogging |
| B visit to a museum | F eating out |
| C party | G escape room |
| D pop concert | H backyard camp |

b) Now match the activities (A-H) to the pictures (1-8). Write in your notebook.

Speaking

2 What fun activities do you like doing? Tell your partner.

3  Think of ten fun activities teens can do indoors. Create a flyer. Tell the class.





Reading 2a

TAKE UP A HOBBY



Paint Wars

- 1 In a minute write down as many different hobbies and leisure activities as you can. Compare with your partner.
- 2 Look at the title and the pictures in texts A & B. Where can someone play paintball? Do video gamers take part in tournaments?
 Listen and read to find out.



A 15-year-old Jack Stamford is running in the woods. Someone is chasing him. Suddenly, something hits him on his leg! Don't worry, he isn't badly hurt. It's only orange paint. That's because Jack Stamford is a paintballer!

Every weekend, Jack travels to a large building, field or woods to take part in a game of paintball. He's part of a team and they try to beat members of the other team. Players take roles. One week he's a spy and the next he's a 'Tomb Raider' adventurer. Games can last from two hours to two days! So how often does a paintball hit him? "A lot," says Jack. "It's painful sometimes, but I don't mind because it's all part of the game! For me, paintballing is the best hobby of all."

B Super Gaming

14-year-old Alex Jacobs is staring at the screen with amazing concentration. Many teens play video games to relax in their free time, but for this talented teen gaming is much more serious.

Alex competes with gamers all over the world in tournaments. Fans also watch him play online and he has hundreds of followers on YouTube! "Some people say to me: Why do you waste your life on video games?" Alex says. Luckily, his friends and family support him and often travel to watch him play in tournaments. He's playing in an important one next month.

So does Alex do other things? "I enjoy hanging out with my friends at the local basketball court," he says, "so I'm not completely square-eyed!"



Check these words

- paint • woods • hurt
- field • spy
- concentration
- followers • square-eyed

Tell the class two reasons why you like/don't like each of these hobbies.

I like paintball because it's exciting and fun.

- 3 Read the texts again and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

Text A

- 1 Jack plays games of paintball during the week.
- 2 Jack's team often wins the games.
- 3 A game of paintball can take a long time.
- 4 Paintball is an expensive hobby.

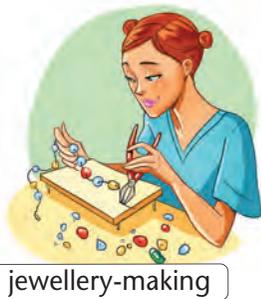
Text B

- 5 Alex plays against gamers from other countries.
- 6 Alex is a popular gamer on a website.
- 7 Alex's family think his hobby is a bad idea.
- 8 Alex does not like playing real sports.

Reading 2a

• Hobbies

4   Listen and repeat.



5  Which hobbies in Ex. 4 are: *creative?* *related to sport/adventure?*
Decide in pairs.

Speaking

6  Use these adjectives to find out which hobbies your partner likes/doesn't like.

• exciting • thrilling • relaxing • difficult • boring • expensive

A: *Do you like ...?*

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

Writing

7 Complete the article for the English school magazine about your hobby in your notebook. Write: *name of hobby – how you do/play it – why you like it.* Read it to the class.

My hobby

STICK A PICTURE

Doing your favourite hobby is a great way to relax. My hobby is It's (an easy) hobby to do. You I think ... is the perfect hobby for me. It's Can you think of your life without a hobby?

Grammar 2b

• Past simple (affirmative & negative)

1 Read the theory. How do we form the past simple forms of regular and irregular verbs?

Note

In English, we use the auxiliary verb **did** to form the negative and interrogative of the past simple. The main verb goes back to the bare infinitive form (infinitive without to). *He spoke to me last night. He ~~didn't spoke to me last night.~~ Did he speak to you last night?* (NOT: *He ~~didn't spoke to me last night.~~ Did he ~~spoke to you last night?~~*)

	Affirmative	Negative
Regular verbs	I/You/He/She/It/We/You/They played football yesterday.	I/You/He/She/It/We/You/They didn't watch TV last night.
Irregular verbs	I/You/He/She/It/We/You/They went camping last summer.	I/You/He/She/It/We/You/They didn't go camping last week.

We use the **past simple** to talk about actions that happened at a specific time in the past.
Time expressions: *yesterday, last week/month/etc, a week/month/etc, ago, etc*

2 Write the past simple of the verbs below in your notebook.

Listen and check. Which verbs are irregular?

- | | | | |
|----------|--------|--------|-----------|
| 1 come | 4 see | 7 give | 10 take |
| 2 find | 5 want | 8 look | 11 listen |
| 3 change | 6 have | 9 go | 12 make |

3 Put the verbs in brackets in the past simple. Write in your notebook.

Hi Mike,
How are you? Guess what! I 1) ... (go) to a rugby tournament last week. It 2) ... (be) really amazing. My friends 3) ... (be) at the tournament with me. The match 4) ... (begin) just after 1 o'clock. Mel and I 5) ... (stand up) and 6) ... (cheer) as the teams 7) ... (run) onto the pitch. A few minutes later, the match 8) ... (start). We 9) ... (laugh) and 10) ... (take) lots of pictures during the game. However, in the end, our school team 11) ... (not/win) the match. After the game, we 12) ... (decide) to go to a local restaurant, but it 13) ... (not/be) open, so we 14) ... (return) home.
Write back soon,
Henry

Note

There was/there were are the past forms of **there is/there are**.

Pronunciation /t/, /d/, /ɪd/

4 Copy the tables in your notebook. Listen and tick (✓). Listen and repeat. Think of more verbs with the same sounds.

	/t/	/d/	/ɪd/
watched			
wanted			
loved			

	/t/	/d/	/ɪd/
played			
needed			
walked			

• **Past simple (interrogative & short answers)**

5 Read the theory. How do we form the past simple interrogative?

	Interrogative	Short answers
Regular verbs	Did I/you/he/she/it/we/you/they play basketball yesterday?	Yes , I/you/he/she/it/we/you/they did ./ No , I/you/he/she/it/we/you/they didn't .
Irregular verbs	Did I/you/he/she/it/we/you/they go camping yesterday?	Yes , I/you/he/she/it/we/you/they did ./ No , I/you/he/she/it/we/you/they didn't .



6  **Ask and answer, as in the example.**

- your friends/go to the park/last Friday? (✓)
A: *Did your friends go to the park last Friday?*
B: *Yes, they did.*
- you/go to a museum/on Saturday? (X)
- you/go to school/yesterday? (✓)
- you/wash your hair/this morning? (X)

7 **Write full sentences, as in the example in your notebook. Use the past simple.**

- Sylvia/not go/to school/yesterday/.
Sylvia didn't go to school yesterday.
- your mum/drive you to school/yesterday morning/?
- I/not work/in the garden/last Thursday/.
- there/not be/many people/at the sports match/yesterday/.
- Mr Smith/go to the concert/last Monday/?
- you/visit/the library/two weeks ago/?

8 **Use the time expressions to write sentences about yourself in your notebook, as in the example. Tell your partner.**

yesterday last night yesterday morning last Sunday two weeks ago

I went camping two weeks ago.



Continue the story.

A: *Last Saturday morning I went to the mall with my friends.*

Vocabulary & Reading Skills 2c



A

Reading

1 What events took place at Greenhill School during the school year?

🔊 Listen and read to find out.



B

1 School Play

In December, our Year 10 students put on the annual school play. This year they performed the musical 'Cats' and it was fantastic. There wasn't an empty seat in the hall. Did you see it? If not, you can buy the DVD for only £10 from the school secretary.

4

4 Summer Fair

The summer fair in June was a great success. The event raised over £2,000 for the school from the sale of books, games, toys, cakes and refreshments from various stalls around the schoolyard. Everyone who attended had a wonderful time and loved the entertainment and activities that we offered. The face painting and juggling, in particular, were very popular.



C

School Concert 2

In March, the school band gave an outstanding performance in front of a packed auditorium. They played a variety of popular tunes, including classical pieces and modern favourites. Everyone clapped along and some people even got up and danced. Special thanks to Mr Davies the band leader.



D

Sports Day 3

The school sports day took place at the end of June. It was a fun-filled day that both the students and the parents enjoyed. Luckily, the sports field was dry after the recent rain. The headmaster awarded the prizes and it was a very close competition for the House Cup. In the end, it went to Saxon House, which won by 20 points.

Check these words

- perform • outstanding
- tune • clap • raise
- refreshment • attend
- juggling

2 Match the pictures (A-D) to the correct events (1-4). Write in your notebook.

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

- 1 You can buy a DVD of the ... from the school secretary.
- 2 Mr Davies is the
- 3 They raised ... at the school fair by selling lots of things.
- 4 The headmaster awarded ... at the school sports day.
- 5 Saxon House ... by 20 points.

Listening, Speaking & Writing Skills 2c

Listening

- 4  Listen and complete the poster for a school event in your notebook.

CATS

1) ... High School Year 2) ...
students are proud to present the
musical 'CATS'

When: 8 pm on 15th 3) ...
Where: 4) ...
For tickets see Mrs 5) ...

  It's the national hobby month. Decide on activities to do to celebrate it at school. Prepare a poster and a short video to advertise it.

 What hobbies do you favourite famous people have? Collect information. Present the people and mime their hobby. The class guesses what they like doing in their free time.



Speaking

- 5  Choose an event from the texts and ask and answer about it.

A: *When was the school concert?*

B: *It was in March.*

A: *Where did it take place?*

B: *It took place in the school auditorium.*

A: *What happened?*

B: *The school band played a variety of popular tunes.*

Writing

- 6 Imagine you went to one of the events in the texts. Write an email to your pen-friend and tell him/her about it. Write in your notebook.



Hi ...

How are you? I went to It was There was I had

Bye for now,

...

Grammar 2d

Note

We don't use **used to** for actions that happened at a stated time in the past.

I went to football practice yesterday.

(NOT: ~~I used to go to football practice yesterday.~~)

Think of a museum that shows life in the past. Ask your classmates to take a tour of it and compare life then and now.



• Past habits (used to)

1 Read the theory.

- We use **used to** to talk about **past habits**. *James used to play football when he was at school. He didn't use to play basketball. Did Steve use to play cricket when he was at school?*
- We can use the **past simple** instead of **used to** with no difference in meaning to talk about past habits. *He used to eat meat more often when he was younger./ He ate meat more often when he was younger.*

2 Choose the correct item. Sometimes, both options are correct. Write in your notebook.

- 1 Marko **used to go/went** sailing every summer but now he's too busy.
- 2 Mary **didn't use/used to** play tennis when she was at college.
- 3 My aunt **used to live/lived** in Italy but she lives in Romania now.
- 4 Jane **left/used to leave** for London yesterday.
- 5 Every summer, we **used to travel/travelled** around the country in our car.
- 6 Did Jenny **use/used to** have a doll collection when she was a kid?
- 7 Paul and his family **used to move/moved** into their new house last weekend.
- 8 Did they **use to have/had** a cat when they were young?

3 What did/didn't Daniel's grandparents use to do when they were young? Write sentences in your notebook.

- 1 carry a mobile phone with them (X)
- 2 go to the theatre (✓)
- 3 have a satellite TV (X)
- 4 play video games (X)
- 5 listen to vinyl records (✓)

What about your grandparents?

4 Find out what your partner used to/didn't use to do when he/she was six. Tell the class.

A: *Did you use to play tennis when you were six?*

B: *No, I didn't.*

Note

Plurals

- nouns + **s** *ball – balls*
- nouns ending in **-s, -ss, -sh, -ch, -x, -o** + **es** *bus – buses, glass – glasses, brush – brushes, watch – watches, box – boxes, tomato – tomatoes*
BUT *radio – radios*

- consonant + **y** → **ies** *lady – ladies* **BUT** vowel + **y** → **s** *toy – toys*

- f/-fe** → **ves** *leaf – leaves, life – lives*
BUT *roof – roofs*

Irregular plurals

- man – men, woman – women, child – children, foot – feet, tooth – teeth, mouse – mice*

Plurals & This/That – These/Those

5 Write *a/an* and the plurals, as in the example, in your notebook.



- | | | |
|--------------------------------------|------------------|---------------------|
| 1 <i>a</i> knife – <i>two</i> knives | 5 ... tomato ... | 9 ... egg ... |
| 2 ... toothbrush ... | 6 ... pen ... | 10 ... boy ... |
| 3 ... baby ... | 7 ... glass ... | 11 ... umbrella ... |
| 4 ... woman ... | 8 ... apple ... | 12 ... fox ... |

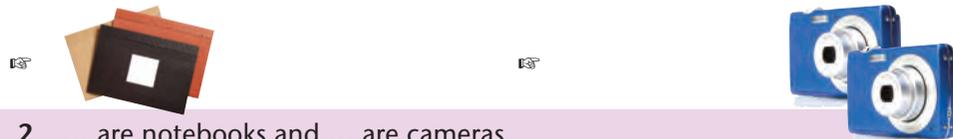
Note

We use **a/an** before a singular noun. We use **a** before words that start with a consonant sound (*a book*). We use **an** before words that start with a vowel sound (*an apple*).

6  **Fill in: this, that, these, those. Write in your notebook.**



1 ... is a TV and ... is a watch.



2 ... are notebooks and ... are cameras.



3 ... is a bike and ... is a mobile phone.

Note

We use:

- this/these** for things that are near us.
- that/those** for things that are far from us.

Everyday English 2e

• Talking about a past event

1 Listen and repeat.

- You look happy! • I had a great time... • That's a shame.
- What did you enjoy most about the party? • I loved the music.
- It's a pity you didn't come.

2 What did Randy do last night?

Listen and read to find out.



Martin: Hi Randy! You look happy!
Randy: I am. I had a great time at the party last night.
Martin: Did you take Danielle with you?
Randy: No. She couldn't come because she was ill, so I went alone.
Martin: That's a shame. What did you enjoy most about the party?
Randy: I loved the music. I couldn't stop dancing. The snacks and drinks were delicious too!
Martin: It sounds like you had a great time!
Randy: I did. It's a pity you didn't come.
Martin: I know. Next time.

Activities

- dance
- play games
- take pictures
- listen to music
- talk to friends
- sing

3 Find the phrases in the dialogue which mean:

That's too bad.

The music was awesome.

You look excited.

I'm really sorry you didn't come.

4 Read the invitation. Imagine you went to Mark's fancy dress party. Use the activities to act out a dialogue. Use the dialogue in Ex. 2 as a model. Record yourselves.

Game

Imagine you are at a party. Write a funny note and give it to your partner. Your partner uses gestures to tell the class what your message is.



Fancy dress party at Mark's
Hope you come and spend the evening with me on 12 March.

Address: 22, Oak Street
Time: 7:00 pm
Phone number: 222-3333
Theme: Cartoon characters

Check these words

- score • exhausted
- clap • pavilion
- touchdown • beat

1 Look at the pictures. What do you know about these sports? Where do they mostly play them?

 Listen and read to find out.



HOME
PORTFOLIO
CONTACT

Harry's Blog



Here in the UK, cricket is very popular. It is my favourite sport and I play for my school cricket team. Last Saturday, we played a match against another school's team. I scored 58 runs.

As usual, the match went on all day and we were exhausted by the end of the match, but we finally won! We were so happy. However, we didn't celebrate too much, and we clapped our opponents. In cricket, being polite and a sportsman is as important as winning. After the match was over, we had cups of tea and cucumber sandwiches in the pavilion.

What about you? What sport is your favourite?

Posted by: Harry, 3/3 at 16:34



Post a Comment

Comments

Well done on your victory Harry! Here in the USA, we play football, though you call it American football. It's my favourite sport and that's why I play for my high-school team. My position is wide receiver. This means I have to catch the ball and run fast to score a touchdown. Last month, we played against another school's team! Almost everyone in the school came to watch. As usual, the match was on Friday night and lasted about 2 and a half hours. At half-time, cheerleaders danced, as a marching band played music. I scored three touchdowns, but unfortunately, the other team still beat us.

Posted by: Patrick, 7/3 at 10:17

Think of a game. Give instructions to your classmates how to play it.



2 Read the blog again and mark the statements (1-5) as *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Many people like cricket in the UK.
- 2 Harry is a bowler in the team.
- 3 Harry and his teammates celebrated for hours.
- 4 Patrick is fifteen years old.
- 5 Patrick and his team lost the match.

3 ICT Collect information about a sporting event in your country. Imagine you attended it. Prepare a presentation of it. Tell the class.



- 1 a) Read the benefits of hobbies below. Select the statements that are true for you. Write in your notebook. Can you think of any other benefits?

My hobby ...

- helps me deal with stress. • relaxes me.
- challenges me. • means I can meet new people.
- keeps me fit. • gets me out of the house.
- helps me forget about my worries.
- makes me feel free.

- b) Why do people need to have a hobby? Tell the class.

- c)  Invent a hobby. Think of: *its name – how to do it – what makes it special.* Present it to the class.

- 2 Do the quiz. Decide if the sentences are T (true), F (false), or DS (doesn't say). Write in your notebook.

QUIZ



- 1 You can play paintball indoors and outdoors.
- 2 Alex doesn't like "Call of Duty".
- 3 Paintballing is expensive.
- 4 Cricket is a popular American sport.

- 3  **THINK!** Look at Module 2 and write a T/F/DS quiz of your own in your notebook.

- 4  **Song:** Read the title. What could the song be about?

 Listen, read and check.





Busy

On Mondays, I play football
On Tuesdays, I meet friends
On Wednesdays, I play basketball
The fun just never ends

*I'm always very busy
I've got lots of things to do
From Monday through to Friday
And at the weekends too*

On Thursdays, I go shopping
And buy the things I like
On Fridays, I go swimming
And I often ride my bike

On Saturdays, I watch TV
And stay up very late
On Sundays, I have lots of fun
The weekends are just great.



- 5 Read the song in Ex. 4 again and write about the person's routine. Compare it to your routine.

Revision 2

1 Fill in with: *supported, tournament, concentration, talented, beat*. Write in your notebook.

- 1 Chess players need a lot of ... to plan their moves.
- 2 All fans ... the national basketball team in the final game.
- 3 They managed to ... the other team.
- 4 Amy is so ... at photography, that she won her first prize last month.
- 5 The FIFA World Cup is the most popular ... in the world.

(5x4=20)

2 Choose the correct answer. Write in your notebook.

- 1 The team **scored/beat** three touchdowns.
- 2 The school concert was a huge **award/success**.
- 3 I danced all night at my best friend's **party/musical** last night.
- 4 We went to a pop **camp/concert** last night.
- 5 We had a great time at the **escape/vlogging** room.

(5x2=10)

3 Put the verbs in brackets in the correct form of the *past simple*. Write in your notebook.

- 1 I ... (**not/play**) football for the school team last year.
- 2 Bert ... (**wear**) a gown for yesterday's ceremony.
- 3 Five years ago, a famous actor ... (**give**) the speech at our graduation ceremony.
- 4 Eleanor ... (**love**) being the class valedictorian.
- 5 She ... (**not/want**) to go to the school party last Saturday.

(5x4=20)

4 Choose the correct item. Write in your notebook.

- 1 Did you **use/used** to play tennis as a child?
- 2 He didn't **use/go** to Milan.
- 3 She **used/use** to wear glasses as a child.
- 4 They **travelled/used to travel** to Peru last year.
- 5 Mark **use to/used to** stay up late. (5x2=10)

5 Write the plurals in your notebook.

- | | | |
|-------------|--------------|-------------|
| 1 fox ... | 5 tooth ... | 9 leaf ... |
| 2 glass ... | 6 tomato ... | 10 baby ... |
| 3 man ... | 7 foot ... | |
| 4 child ... | 8 radio ... | (10x2=20) |

6 Match these exchanges. Write in your notebook.

- 1 You look happy.
- 2 It sounds like you had a great time.
- 3 It's a pity you didn't come.
- 4 Did you go with Ann?
- 5 What did you like most?
 - a I did.
 - b No, she was ill so I went alone.
 - c The music was amazing.
 - d I am.
 - e I know. Next time.

(5x4=20)

TOTAL: 100

Check your progress

Now I can ...

- talk about fun activities
- write/talk about sports
- write/talk about events/celebrations
- narrate past actions
- write about a sporting event

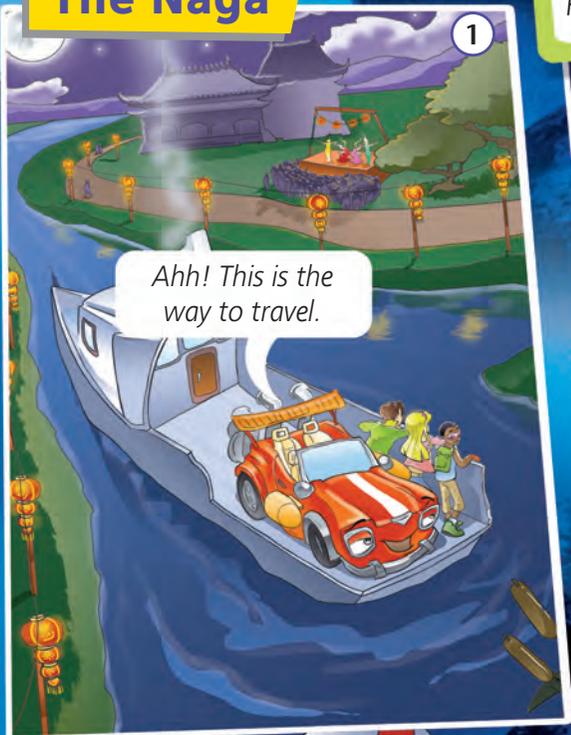
GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Monstertrackers!



Dear Monstertrackers,
Last week, I saw the Naga in the Mekong River. It was like a huge snake with a dragon's head! Why don't you come to Thailand for the Naga Fireball Festival? You can see it for yourselves.
Kim

1 The Naga



Ahh! This is the way to travel.



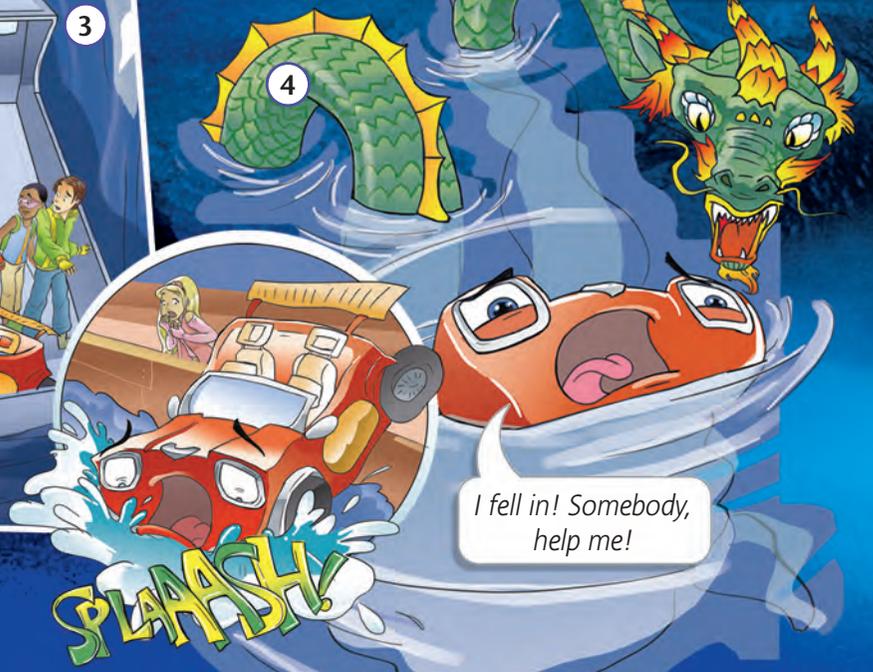
Look at the fireballs. They're the size of tennis balls.

Their colours are fabulous!



Quick! I just saw something big in the water!

Wow! Did the Naga make those?



Is it the Naga?

I fell in! Somebody, help me!

SPLASH!



Exercises

1 Look at the pictures. What is the story about?
 Listen and check.

2 Read and answer the questions in your notebook.

- | | | | |
|---|----------------------------|---|-------------------------|
| 1 | Where does the Naga live? | 4 | What happens to Boogey? |
| 2 | What does it look like? | 5 | Who saves him? |
| 3 | How big are the fireballs? | | |

3 Label the pictures. Write in your notebook.

- drown • barge • snake
- fireball • save • lean
- dragon • fall • sneeze
- sink • swim away



4 Use words from Ex. 3 to complete the summary in your notebook.

The Monstertrackers were in Thailand. This time they were after the Naga, a huge 1) s... with a 2) d... 's head. They decided to attend the Naga Fireball Festival. They floated on a 3) b... and watched the 4) f... shoot out of the river. Candy saw something in the water. As Boogey 5) l... over to see better, he 6) f... in the river. Boogey slowly 7) s... Suddenly, something lifted him out of the water and 8) s... him.

5 Think of another ending. Act out the story after picture 4.

Fact or Fiction?

'Nag' means snake in Sanskrit.

Healthy habits

▶▶ **What's in this module?**

- healthy/unhealthy habits
- food & cooking methods
- past continuous
- injuries/accidents
- past simple vs past continuous
- countable/uncountable & quantifiers
- ordering breakfast
- pronunciation ou

Find the page numbers for

- a menu
- a picture story
- a recipe

Vocabulary

- **Healthy/Unhealthy habits**

1

 Listen and repeat.

2

What are the dos and don'ts of a healthy lifestyle? Look at the pictures in Ex. 1 and say.

Get a good night's sleep.

Don't eat too much junk food.



DOS

1



get a good night's sleep

2



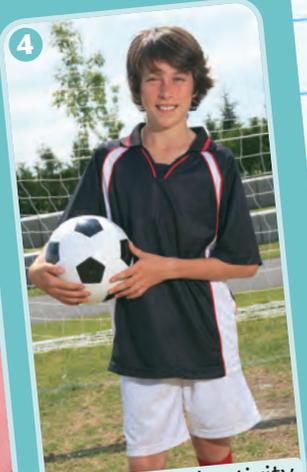
have a hobby

3



eat fruit & vegetables

4



do a physical activity

5



drink plenty of water

DON'TS



Reading 3a

Reading

1 Look at the text and the pictures. How did these foods come to be?

🔊 Listen and read to find out.

The
FOOD
History website



Last week, I asked you to email me questions about the history behind your favourite food. So, let's get to the questions!

Where does the name Peking duck come from? My friend said Peking is a city in China, but I was looking in my atlas earlier and I couldn't find it.

Adam - Cape Town, South Africa

Peking is the old name for China's capital city, Beijing, so you can't find it on a modern map. Peking duck is a dish with slices of roast duck and people usually eat it with onions, cucumbers and a spicy sauce. It's around 700 years old and originally only the Chinese emperor ate it. Then, in the early 15th century, cooks from the royal palace brought it to restaurants in the city.

Now, it's a national symbol of China!

Does Caesar salad have anything to do with Julius Caesar?

Fiona - Birmingham, England

It's a common myth that this salad got its name from the Roman emperor. Actually, it's a different Caesar: Caesar Cardini, the Italian chef who created it in Tijuana, Mexico in 1924. On 4th July, which is an American holiday, a lot of customers were eating at his restaurant when he ran out of ingredients, so he made a salad out of whatever he could find in the kitchen: lettuce, croutons, cheese, lemon juice, olive oil, egg, Worcestershire sauce, garlic and black pepper. It tasted so good that we still order it in restaurants to this day!

Where is haggis from?

Lisa - Sydney, Australia

Fancy eating a dish with a sheep's heart, liver and lungs, oatmeal and spices all stuffed inside a sheep's stomach? It's not everyone's idea of fine dining, but haggis is the national dish of Scotland. They usually serve it with mashed potatoes. No one knows the exact history of this dish, though. It is possible that the ancient Romans or the Vikings brought it to Scotland. But one thing's for sure - haggis started as a peasant food. It's definitely a dish that doesn't waste any meat!

Check these words

- spicy • sauce
- run out of • ingredient
- heart • liver • lungs
- oatmeal • spices
- stuffed • stomach
- fine dining
- peasant food

2 Read the text again and decide if the sentences (1-5) are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 Peking duck got its name from China's capital city.
- 2 Peking duck takes long to cook.
- 3 Caesar salad got its name from a Roman emperor.
- 4 All the ingredients for haggis come from sheep.
- 5 Haggis was originally a food the poor used to eat.

3 Answer the questions.

- 1 What do we use to make Peking duck?
- 2 Who created Caesar salad?
- 3 Who introduced haggis to Scotland?

Cooking methods



fried



boiled



grilled



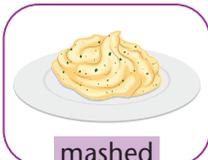
roast



steamed



baked



mashed



scrambled

- 4**  What did you know about the dishes in the text? What did you learn? Tell your partner.

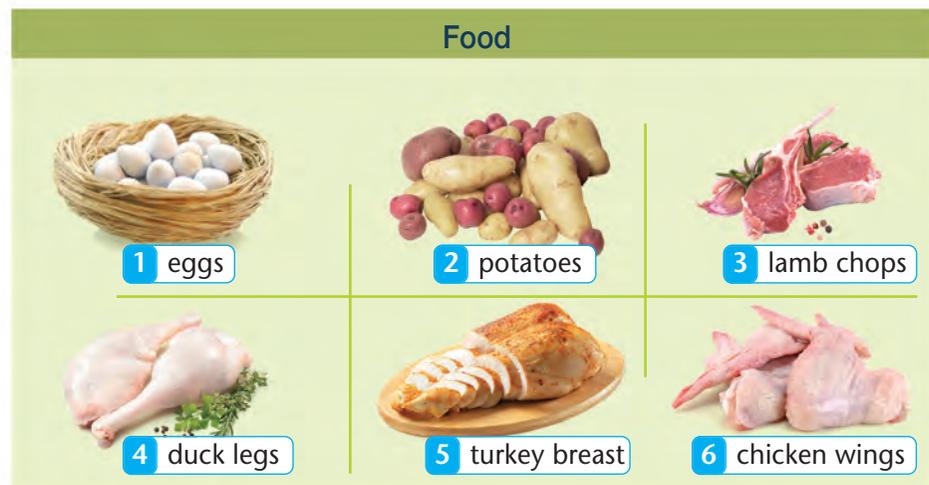
Vocabulary

• Food & Cooking methods

- 5**  Use the cooking methods to ask and answer questions about the food in the pictures, as in the example.

A: How do you like your eggs – fried or scrambled?

B: Actually, I prefer them boiled.



Speaking & Writing

- 6** **ICT** Collect information about how pizza Margherita or French toast got their names. Write a short text. Read your text to the class.

- 7**  Create your own dish. Think of the ingredients and cooking method. Give your dish a name. Write the recipe in your notebook. Present it to the class.

- 8**  Imagine you have your own restaurant. Decide how to decorate it. Create a logo or slogan for it. Then, create a healthy menu. Present your ideas to the class.

Grammar 3b

• Past continuous (affirmative/negative)

1 Read the theory. When do we use the *past continuous*?

Note

- We form the **past continuous** with **was/were** and the main verb + **-ing**. We use **was** with **I, he, she, it** and **were** with **you, we, they**.

Affirmative	Negative
I was sleeping .	I wasn't/was not sleeping .
You were sleeping .	You weren't/were not sleeping .
He/She/It was sleeping .	He/She/It wasn't/was not sleeping .
We/You/They were sleeping .	We/You/They weren't/were not sleeping .

We use the **past continuous** for actions which were in progress at a certain time in the past. *John was watching TV at 6 o'clock yesterday evening.*

Time expressions used with the past continuous: *while, as, yesterday, last week, at ten o'clock, yesterday morning, etc*

2 Put the verbs in brackets into the affirmative form of the *past continuous*. Write in your notebook.

- 1 My mum ... (work) yesterday morning at 10.30.
- 2 I ... (make) dinner at 6 o'clock yesterday evening.
- 3 Liam ... (play) online games last Saturday morning.
- 4 We ... (have) football practice at 5 o'clock yesterday afternoon.
- 5 James ... (shop) at 11:30 o'clock yesterday morning.
- 6 Ann and Kate ... (vlog) when the lights went out.

3 Look at Sandra's timetable for last Sunday. Write sentences, as in the example.

10:30	help my mum in the garden
11:30	tidy my room
1:30	have lunch with Mum & Dad
2:30	go for a walk with Sarah
4:00	watch TV with Dad
6:30	play basketball with my friends
8:00	have dinner
9:00	sleep

- 1 At 11:00, Sandra *wasn't tidying* (tidy) her room. She *was helping her mum in the garden*.
- 2 At 12:00, she ... (watch) TV. She
- 3 At 1:45, Sandra and her parents ... (sleep). They
- 4 At 4:15, Sandra's dad ... (play) basketball. He ... with Sandra.
- 5 At 6:45, Sandra and her friends ... (have) dinner. They

4 What were you doing at 10:30 yesterday morning? 12 noon last Monday? 4:00 last Friday afternoon? 8 o'clock last Sunday evening? Mime the activities. Your partner says what you were doing.

• Past continuous (interrogative/short answers)

5 Read the table.

Note

- We use **wasn't** or **weren't** in negative short answers (NOT: ~~was not~~ or ~~were not~~).

Interrogative	Short answers
Was I/he/she/it sleeping ?	Yes , I/he/she/it was ./ No , I/he/she/it wasn't .
Were we/you/they sleeping ?	Yes , we/you/they were ./ No , we/you/they weren't .



6 Put the verbs in brackets into the *past continuous*. Then, answer the questions. Write in your notebook.

- 1 ... (Mary/sleep) at 10 o'clock last night? No,
- 2 ... (the children/have) lunch at 1 o'clock yesterday afternoon? Yes,
- 3 ... (Tony/cook) at 12 o'clock yesterday noon? No,
- 4 ... (you/go) to the market when it started raining? Yes,
- 5 ... (they/pack) at 4 o'clock last Monday afternoon? Yes,

7 The Browns had a picnic last Sunday noon. Look at the picture. Ask and answer, as in the example. Write in your notebook.

- 1 it/rain?
Was it raining? No, it wasn't.
- 2 they/have a picnic?
- 3 the children/sleep?
- 4 Mr and Mrs Brown/eat?
- 5 they/have/nice time?



8 **Game** Use words from the boxes to make sentences as in the example. Use the *past continuous*.

drive	eat
cook	make
watch	swim
play	

rain	finger
cat	shark
lights	fire
phone	

My dad was driving to work yesterday morning when it started raining.



Vocabulary & Reading Skills 3c



Reading

- 1 a) Read the introduction and look at the pictures, then listen to the sounds. What do you think happened to Hayden Adcock?
b) Listen, read and check if your guesses were correct.



Against All Odds

Hayden Adcock was a healthy 40-year-old man and an experienced hiker and traveller. At the end of July, he was in Laos, near Thailand, when he decided to take a short hike to a well-known waterfall.

He was wearing a T-shirt, shorts, and walking shoes and carrying only a bottle of water when he started his walk through the national park. After an hour he realised he was lost.

Adcock was looking for a way out through some trees when some big lizards appeared and ran towards him. Adcock got scared. He started running but he cut himself and fell into a river. He couldn't walk, so he decided to stay near the waterfall so that helicopters could easily spot him, and he could drink the water. Night after night insects and animals scratched and bit him. Adcock spent the last three days on his back not able to move his hands or feet.

On 10th August, a helicopter spotted him and took him to a hospital in Bangkok, Thailand. Adcock told reporters that the one thing that kept him alive was the thought of seeing his family and friends again. It will take him some time to recover, but he feels lucky to be alive.



Check these words

- experienced
- waterfall
- spot
- keep alive
- thought
- recover

- 2 Read the text and complete the sentences. Write in your notebook.

- 1 While in Laos, Adcock wanted to hike to ...
- 2 He was wearing ...
- 3 When he saw the lizards, he fell ...
- 4 He managed to stay alive by thinking of ...

Speaking

- 3 Imagine you are Hayden. You are back home with your family. Tell them your experience.

Listening, Speaking & Writing Skills 3c

• Injuries/Accidents

4   Listen and repeat. What happened to each person last week?



1 He burnt his hand.



Listening

5 The pictures (A-C) tell a story.
 Listen and put the pictures in the order they happened. Write in your notebook.



Writing

Note

- When we write a story we mostly use **past simple** or **past continuous**.

6 Use the ideas in Ex. 5 and the verbs below to help you write your story for the school magazine in your notebook. Present the events in the order they happened.

- ski • see • hit • break • wait for • lift

Last winter, my friend Bob and I ...

Grammar 3d

• Past simple vs past continuous

1 Read the rules.

We use the **past simple** for:

- actions which started and finished in the past. *She left an hour ago.*
- actions which happened one after the other in the past. *He stood up, got his bag and left.*

We use the **past continuous** for:

- actions which were happening at a specific time in the past. *He was sleeping at 7 o'clock last night.*
- two actions which were happening at the same time in the past. *She was cooking while he was working.*
- an action which was happening in the past (**past continuous**) when another action interrupted it (**past simple**). *She was doing her homework when the phone rang.*

2 Read the text and put the verbs in the brackets in the past simple or past continuous. Write in your notebook.



Over ten years ago, Binti Jua 1) ... (be) on the news all around the world. One day in 1996, Binti Jua 2) ... (save) a 3-year-old child and 3) ... (become) famous worldwide. The boy 4) ... (climb) a railing at the zoo when he 5) ... (fall) into the place where the gorillas lived. Zoo visitors 6) ... (scream) in terror as they 7) ... (watch) Binti approach the young boy. To their surprise, the gorilla 8) ... (carry) the unconscious boy to an entrance where the staff could take him. Binti's own baby, Koola, 9) ... (hold) onto her back all that time. A visitor 10) ... (film) the rescue with his video camera.

3 Complete the sentences. Use the past simple or the past continuous. Write in your notebook.

- 1 When I left school yesterday afternoon,
- 2 At 8 o'clock yesterday morning, my friends
- 3 Yesterday afternoon, I ... while
- 4 Last night, I ... when
- 5 Last weekend, my

Note

- Countable nouns are nouns we can count. *an/one orange – two oranges.*
- Uncountable nouns are nouns we can't count. *(some milk)* (NOT: ~~a milk – two milks.~~)

Containers



a box of cereal



a bottle of ketchup



a bag of sugar



a packet of spaghetti



a carton of orange juice



a can of cola

You are organising a party. Make your shopping list.

Countable/Uncountable & Quantifiers

4 Read the theory. Which of the words in bold do we use in: affirmative sentences, negative sentences, questions?

Countable	Uncountable
<i>How many lemons do you need?</i>	<i>How much sugar is there?</i>
<i>Not many.</i>	<i>Not much.</i>
<i>There are a lot/lots of eggs in the fridge.</i>	<i>We've got a lot of/lots of milk. Let's make a milkshake.</i>
<i>There aren't many carrots.</i>	<i>We haven't got much rice.</i>
<i>There are only a few. (some)</i>	<i>We've only got a little. (some)</i>
<i>There are very few apples. (almost no)</i>	<i>There is very little milk. (almost no)</i>
<i>Are there any apples?</i>	<i>Is there any milk?</i>
<i>We haven't got any bananas.</i>	<i>There isn't any orange juice.</i>
<i>We have no tomatoes.</i>	<i>There is no sugar.</i>

5 Choose the correct words. Write in your notebook.

- Is there **some/any** pasta?
- Don't eat too **much/many** chocolate!
- Are there any nuts? Yes, **a few/a little**.
- There is **a lot of/many** rice.
- There's only **a little/a few** milk left.
- How **much/many** sugar do you want in your tea?
- Is there **much/many** butter?
- There is **any/no** milk.
- We've got **a lot of/much** lemons.
- Can I have **a few/any** biscuits?

6 Complete the dialogue. Use: much, many, a, an, some (x3), any (x2), can, carton, box. Write in your notebook.

- A: I'm hungry!
- B: Would you like 1) ... chicken?
- A: Not really. Have we got 2) ... eggs? I fancy 3) ... omelette.
- B: No, sorry. What about 4) ... sandwich?
- A: OK. How 5) ... cheese is there?
- B: Oh, we've got 6)
- A: Good. Are there 7) ... tomatoes?
- B: Yes, but not 8) Let's make your sandwich, then go to the supermarket. We need to buy 9) ... fruit, a 10) ... of cereal ... and a 11) ... of orange juice.
- A: Sure. Can I get a 12) ... of cola?
- B: Of course.

Everyday English 3e

Check these words

- order • offer • light
- omelette • plain
- filling



Menu

Breakfast

- Full English breakfast £6.00
- Omelette £4.00
- Toast with butter and jam £1.50
- Pancakes £4.00

Drinks

- Coffee £1.50
- Tea £1.00
- Hot chocolate £2.00
- Orange juice £2.00

Imagine you have a restaurant. Create a website to advertise it. Then, think of a healthy menu. Present it to the class.

• Ordering breakfast

1 Read the first and the last exchange in the dialogue. What is it about?

Listen and read to find out.

- Waiter: Good morning. What can I get you?
 Martha: Hi. Is it too late to order breakfast?
 Waiter: No, not at all. We serve breakfast until noon. And, we've got a special offer today – our full English breakfast is just £6.
 Martha: Oh, I think I'd prefer something lighter. Can I have an omelette, please?
 Waiter: Yes, of course. Would you like it plain or with a filling?
 Martha: Hmm, could you make it with cheese and tomato?
 Waiter: No problem at all! Would you like some toast with that?
 Martha: Yes, please, and some butter, too.
 Waiter: What would you like to drink?
 Martha: I'd like some coffee, please.
 Waiter: OK. Can I get you anything else?
 Martha: No, thanks.
 Waiter: OK. I'll bring your order in a moment.

2 Match the underlined phrases in the dialogue with the ones from the list below.

I don't want to eat a heavy meal.

Would you like anything else?

Do you still serve breakfast?

Your meal will be ready soon.

What about a beverage?

3 Look at the menu. In pairs, act out a dialogue similar to the one in Ex. 1.

Pronunciation ou

4 Listen and repeat.

/əʊ/ about, house, sound, count
 /ɔ:/ course, fourth

/u/ you, could, group, would
 /ʌ/ cousin, double

Check these words

- sausage
- black pudding
- porridge
- french toast
- maple syrup
- hash brown

- 1 How similar/different is the breakfast in the UK and Canada? Read through to find out.



The Best Way to Start the Day

Breakfast in the UK

One of the most famous dishes in the UK is the 'full English' or 'fry-up'. It's made up of eggs, bacon, sausages, baked beans and toast, and can also include black pudding, fried mushrooms and tomatoes! A full English breakfast takes a lot of time to cook and it's quite unhealthy to eat every day, so a lot of British people only eat it at the weekend. On weekdays, most people eat something lighter for breakfast, like a bowl of porridge or cereal. Another popular choice is to eat buttered toast with jam or marmalade. No English breakfast is complete without a cup of tea!



Breakfast in Canada

Breakfast is an important meal for Canadians. Traditional breakfast food in Canada includes French toast or pancakes with maple syrup. During the week, a lot of people are too busy to cook before they go to work and school, however, so they prefer to eat cereal, yoghurt or fruit. For a special treat, Canadians have a 'lumberjack breakfast' – eggs, bacon, sausages, hash browns* and pancakes all on one plate!

*pan-fried potatoes



What food/drinks do your classmates prefer for lunch? Discuss, then create a group chart that shows your preferences.

- 2 Read and listen to the texts. Compare the breakfast habits of people in the UK and Canada.

A typical British breakfast includes A typical Canadian breakfast includes During the week,

- 3 **ICT** Collect information about the typical foods people in your country eat for breakfast. Write a text. Read it to the class.



- 1 Claudia and Stella want to make a chocolate cake. Look at what they have, then read the recipe and complete the lists below. Write in your notebook.



Chocolate Cake

Ingredients

3 tablespoons cocoa powder	175g butter	150g chocolate
175g flour	4 eggs	150 ml cream
175g sugar	1 teaspoon vanilla flavouring	

Method

- Mix the cocoa powder with a little boiling water in a big bowl.
- Add the flour, sugar, butter, eggs and vanilla flavouring. Mix well and pour into a cake tin.
- Bake at 180°C for 30 minutes.
- Melt the chocolate in a saucepan and slowly add the cream.
- Pour over the cake and leave to cool.

Ingredients they have got

...

Shopping list

...

- 2 Do the quiz. Decide if the sentences (1-5) are T (true) or F (false). Write in your notebook.

QUIZ



- Caesar salad got its name from a Roman emperor.
- Peking duck is the national symbol of China.
- Haggis is the national dish of Australia.
- A bowl of porridge is Canadians' favourite breakfast.
- Canadians love eating pancakes with maple syrup.

- 3 **THINK!** Look at Module 3 and write a T/F quiz of your own in your notebook.

- 4 **Song:** Complete the gaps. Use: *pies, ingredients, food, meat, steam, beat*. Write in your notebook.

- 5 Listen and check, then sing along.



I food



In the kitchen, that's the spot,
That's where things get really hot!
I love cooking, I love 1) ... ,
It always puts me in the mood!

Slice it, 2) ... it, chop it,
Peel it, grate it, mix!
Boil it, fry it, 3) ... it,
You can take your pick!

In the kitchen, that's the space,
4) ... all around the place!
Eggs, potatoes, cheese and 5) ... ,
All the things I love to eat!

In the kitchen, that's my style
'Cause cooking always makes me smile!
Preparing salads, baking 6) ...
I love food, and that's no lie!



Revision 3

1 Choose the correct word. Write in your notebook.

- 1 I prefer my eggs **roast/boiled**.
- 2 Let's **bake/fry** a cake.
- 3 I don't like spicy **slices/sauces**.
- 4 Have we got all the **dining/ingredients** we need to make a cake?
- 5 We usually serve haggis with **mashed/steamed** potatoes.

(5x4=20)

2 Fill in: *hit, pulled, twisted, cut, burnt*. Write in your notebook.

- 1 John ... his ankle while he was playing football.
- 2 She ... her hand while she was frying fish.
- 3 Kate ... her head on the cupboard.
- 4 Mark ... his finger while he was making a salad.
- 5 Jane ... a muscle at the gym yesterday afternoon.

(5x4=20)

3 Put the verbs in brackets into the *past continuous* or the *past simple*. Write in your notebook.

- 1 Last summer, we ... (**go**) on holiday to Spain.
- 2 My parents ... (**sleep**) when I got home.
- 3 The bus broke down while they ... (**drive**) to school.
- 4 He fell off the horse and ... (**break**) his leg.
- 5 Hayden ... (**visit**) Laos in July.
- 6 The boys ... (**play**) in the garden while their mum ... (**cook**) in the kitchen.
- 7 He ... (**leave**) for Thailand last Tuesday.
- 8 At 7 pm last night, I ... (**watch**) TV.

(8x3=24)

4 Fill in: *carton, any (x2), much, lots, few, box, little*. Write in your notebook.

- 1 How ... butter do you need?
- 2 There are very ... eggs in the fridge. We need to buy some.
- 3 Are there ... carrots?
- 4 We've only got a ... milk.
- 5 Have we got ... pasta?
- 6 Let's buy a ... of apple juice.
- 7 Can you buy me a ... of cereal?
- 8 We've got ... of apples.

(8x2=16)

5 Complete the exchanges. Write in your notebook.

- I'd like some tea, please
- What can I get you
- Would you like anything else
- Are you still serving breakfast

- 1 A: Hello. ... ?
B: Yes. We serve breakfast until noon.
- 2 A: ... ?
B: A toast with butter and jam, please .
- 3 A: What would you like to drink?
B:
- 4 A: ... ?
B: No, thank you.

(4x5=20)

TOTAL: 100

Check your progress

Now I can ...

- talk about healthy habits
- talk about food/dishes
- talk about injuries/accidents
- order breakfast
- narrate past actions
- write a story

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

The Community

▶▶ **What's in this module?**

- shops and public buildings
- city life – country life
- rooms & furniture
- connectors (*too, and, but, however*)
- *there is – there are*
- prepositions of place
- prepositions of movement
- adverbs of manner, place, time
- asking for information in shops/public places

Find the page numbers for

- a map
- an email
- an aquarium

Vocabulary

• **Shops & public buildings**

1  Listen and repeat. Match the words to the pictures. Write in your notebook.

- | | |
|------------------|-----------------|
| 1 hairdresser's | 7 post office |
| 2 greengrocer's | 8 florist's |
| 3 hospital | 9 baker's |
| 4 butcher's | 10 chemist's |
| 5 police station | 11 fire station |
| 6 library | 12 school |

2 Use the words above to describe your neighbourhood. Write in your notebook.

I live There is ..., but there isn't



A



B



C



Reading 4a

1 Look at the pictures and read the title and the introduction. What do you think each city is like? How do they differ?

🔊 Listen and read to find out.



TWIN CITIES DIFFERENT WORLDS

One is a modern town only around 220 years old, the other an ancient city built 3,000 years ago. One is home to a few thousand families and nature lovers while the other is home to a rich history and an energetic lifestyle.



A Lisbon, Maine, USA



B Lisbon, Portugal

Lisbon is a small town in the south of Maine, a state in the USA. The town has pretty tree-lined streets and people have houses with big gardens. There aren't any tall buildings there! Outside the town, there are a lot of forests with trails for hiking and cycling. In the summer, people go swimming in the picturesque lakes near the town and in the winter they go ice-skating on them when they freeze. In the town centre, there are some cosy cafés to relax in, and nice restaurants with tasty seafood.

The ancient city of Lisbon is on the west coast of Portugal. It is a large cosmopolitan city and Portugal's capital. It is famous for its bridges and palaces. Thousands of tourists walk around the city's narrow streets in the summer and visit tourist attractions like Belém Tower. They can shop in the fashionable boutiques and at the local markets. There are also a lot of restaurants that serve local or international dishes and trendy nightclubs and cafés. Lisbon is an exciting city for both locals and tourists.

Check these words

- tree-lined • trail
- picturesque • freeze
- cosmopolitan • trendy

2 Read the text and decide if the statements are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

A Lisbon, Main, USA

- 1 Lisbon is a southern state in the USA.
- 2 It is a quiet town.
- 3 It is great for people who love the outdoors.
- 4 Restaurants there are expensive.

B Lisbon, Portugal

- 5 Lisbon is a historic city in Portugal.
- 6 Not many people visit it.
- 7 Restaurants only serve local dishes.
- 8 The nightlife there is boring.

3 Look at the pictures. Imagine you could go and live in any of the two cities. Which city would you choose? Why? Tell the class.

Vocabulary

• City life – Country life

4 Which features of life in the city/countryside are positive and which are negative? Complete the table with the items from the list in your notebook. You can add your own ideas.

City

- lots of schools & universities
- good public transport (buses, trains, trolleys, etc.)
- theatres & cinemas
- lots of shops & malls
- lots of jobs
- pollution
- too many people
- tall, modern buildings
- lots of services (banks, post office, etc.)

Countryside

- quiet & calm
- beautiful gardens
- friendly people
- lack of public transport (buses, trains, etc.)
- clean air
- not much entertainment (cinemas, theatres, etc.)
- very few jobs
- fresh food
- not many cars on the streets
- not close to shops and services

	Life in the city	Life in the countryside
Positive		
Negative		

5  **Where is the best place for you to live? Why? Tell the class.**
I like living in the city because there are schools, theatres, cinemas, etc.

• Connectors

6 a) **Read the sentences. How do we use *too*, *and*, *but*, *however*?**

- There are a lot of malls in New York. There are a lot of malls in London, **too**.
- There are a lot of malls in New York **and** in London.
- There aren't any supermarkets in the village, **but** there are two small greengrocer's and a bakery.
- The town is very far from the sea. **However**, it has a great public swimming pool.

b) **Read the text again and make notes. Compare the two cities. Use *and*, *too*, *however*, *but*.**

Lisbon in the USA is a small town, but Lisbon in Portugal is a large, cosmopolitan city.

Speaking & Writing

7 **What is there in your town/city/village? Make notes in your notebook. Use your notes to write a short paragraph comparing the place you live in to Lisbon, Portugal. Think about: *streets, parks, shops, markets, buildings, houses, restaurants*.**

In my ... there are ... but in Lisbon there aren't ...

 **Design your ideal place to live in. Where is it? What is there? What can people do? Prepare a short video. Present your place to the class. The class votes for the best place.**

 **Collect information about a city in your country. Prepare a vlog about it.**

Grammar 4b

• *there is – there are*

1 Read the theory.

Note

- We use **there is** and **there are** to say that something exists.
- The contraction of **there is** is **there's**. There is no contraction for **there are**. (NOT: ~~there're~~)

	Singular	Plural
Affirmative	There is/'s ...	There are ...
Negative	There isn't/is not ...	There aren't/are not ...
Interrogative	Is there ...?	Are there ...?
Short answers	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

2 Complete the gaps with *is, isn't, are or aren't*. Write in your notebook.

In the area I live in, ...

- | | |
|---------------------------|---|
| 1 there ... a bank. (X) | 4 there ... a greengrocer's. (✓) |
| 2 there ... a cinema. (✓) | 5 there ... nice houses with gardens. (✓) |
| 3 there ... parks. (X) | 6 there ... a supermarket. (X) |

3 Complete the sentences (1-4) with the correct form of *there is – there are*. Write in your notebook.

- | | |
|--|--|
| 1 A: ... a chemist's near here?
B: Yes, | 3 A: ... a fire station near here?
B: No, |
| 2 A: ... schools in this area?
B: No, | 4 A: ... parks?
B: Yes, |

4 Look at the map. Ask and answer questions as in the example. Use these words: *supermarket – bank – police station – gas station – restaurant – florist's – post office – museum – gym- airport – park – hospital – school*.

- A: *Is there a supermarket?*
B: *Yes, there is.*
- A: *Is there a bank?*
B: *No, there isn't.*

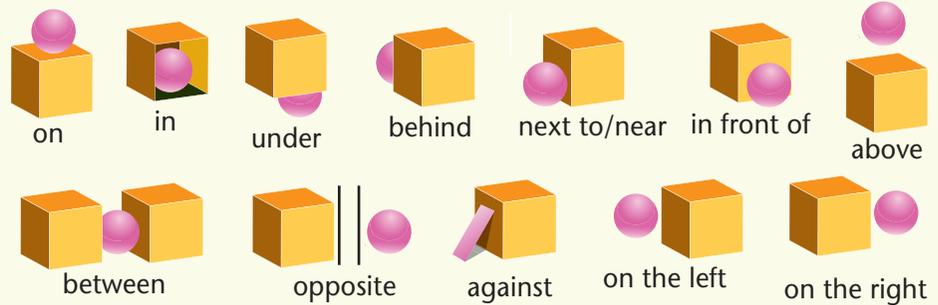


• Prepositions of place

5 Read the table.

Note

Prepositions of place tell us where something is.



6 Look at the pictures and fill in: *between, on (x2), in front of, next to, behind.* Write in your notebook.

In the bedroom, ...

- 1 there is a pillow ... the bed.
- 2 there's a window ... the bed.
- 3 there is a rug ... the floor.



In the kitchen, ...

- 4 there is a table ... the chairs.
- 5 there is a refrigerator ... the cupboards.
- 6 there is a table ... the window.



7 Look at the picture. Ask and answer questions as in the example. Use the nouns in the list.

- carpet • sofa • window • armchair • lamp • table • vase • cushions
- magazine

A: *Is there a carpet under the table?*

B: *Yes, there is. Is the sofa next to the table?*

A: *No, it isn't. It's between the table and the window, etc.*



8 Find out what there is in your partner's bedroom. Draw a picture in your notebook.

9 Make a drawing of your ideal room in your notebook. Present it to the class.

Vocabulary & Reading Skills 4c

- 1  Look at the pictures. Do you think there are people living there?
 Listen and read to find out.

What a Strange Place to Live!

A

The tree houses of the Korowai people, Indonesia

Imagine living high up among the treetops! This is where most of the Korowai people of Papua, Indonesia, live. Their tree houses are as high up as 50 metres. These wooden houses have thatched roofs. When they want to get to their homes, the Korowai people climb up a very long piece of wood. They live there to be safe from floods and wild animals. At night, they all get together to tell stories before going to sleep.

Check these words

- treetop
- thatched roof
- cave
- cosy
- courtyard



Video

B

The 'fairy chimneys' of Göreme, Turkey

Some people in Cappadocia in Turkey live in rocks. Over millions of years, nature created rocks in the area that look like upside-down ice cream cones. Centuries ago, people made caves in these rocks to live in.

Today, a lot of people visit the area. Some say that it is like the surface of the moon. The locals enjoy living in the 'fairy chimneys,' as they call them, because they are cool in the hot summers and warm in the cold winters. The caves are very cosy. They have small rooms with fireplaces and courtyards where people can relax. This really is a fairytale place!

Listening, Speaking & Writing Skills 4c

2 Read the texts and complete the sentences in your notebook.

- 1 The Korowai people's houses have got
- 2 Their houses are so high to be safe from floods and
- 3 The Korowai ... at night.
- 4 The 'fairy chimneys' are in
- 5 The 'fairy chimneys' look like ... cones.
- 6 People enjoy living in the 'fairy chimneys' because they are ... in the hot summers and ... in the cold winters.

Listening

3 Listen and match the houses (A-D) to the correct person (1-3). There is one extra picture you do not need to use. Write in your notebook.



1 Jessica

2 Bill

3 Matt

Writing

4 Complete the email in your notebook inviting your English friend to your new house.

Hi ...,
How are you? I am Our new house is great. There are In my room, there is
Come stay with us next weekend.
Write back.
...

Design your ideal house. Use recyclable materials. Show the class.

5 Swap emails and reply to your partner thanking him/her and accepting the invitation.

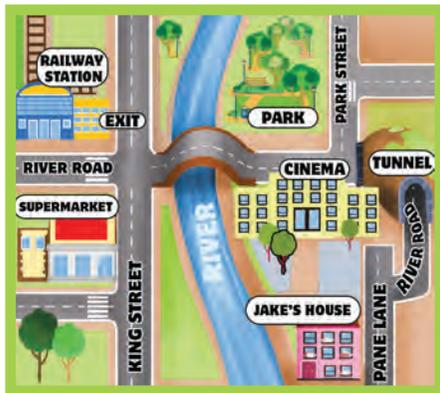
Grammar 4d

• Prepositions of movement

Note

We use **prepositions of movement** to show movement from one place to another.

1 Read the table.



2 Jake is giving his friend directions to his new house. Fill in: *out of (x2), through, along, across, over.* Write in your notebook.

When you come 1) **out of** the station, turn right. Walk 2) ... King Street. Turn left on River Road and go 3) ... the bridge. Walk 4) ... the tunnel. When you get 5) ... the tunnels continue to Pane Lane. Walk 6) ... Pane Lane. My house is right in front of you at No 12. You can't miss it!

3 Look at the pictures and complete the gaps with the correct preposition of movement. Write in your notebook.



Create your own video game. Decide if it takes place in the city or the country. Write a paragraph giving instructions. Use prepositions of movement. Tell the class.

Drake and the Dragon slayer

Play the role of Drake the Dragon in this exciting new video game. Guide him 1) ... the river to reach the forest so he can escape from the dragon slayer. To start the game:

- You can't fly, so run 2) ... the path to find a place to cross the river.
- You can't swim so be careful; don't fall 3) ... the water. Find the bridge and go 4) ... it to get to the other side.
- Go 5) ... the forest! Hurry: the dragon slayer is getting closer!
- There's a rocky tunnel. Go 6) ... it and walk 7) ... the big tree at the other end to reach the road.
- Run 8) ... the road.
- Look out! It's the dragon slayer. Quick! Climb 9) ... the tree before he sees you. You are safe!



• Adverbs of manner – time – place

4 Read the theory.

Note

Adjective

good – fast – hard –
early – late

Adverb

well – fast – hard –
early – late

Adverbs describe verbs, adjectives or other adverbs.

She talks loudly. He's absolutely wrong. He worked really hard to decorate the house.

• An adverb can be one word (**quietly**) or a phrase (**in the evening**). Adverbs can describe manner (**how**), place (**where**), time (**when**), etc.

She drives carefully. (How does she drive? Carefully → adverb of manner)

The cards are here. (Where are the invitations? Here. → adverb of place)

Jim left yesterday. (When did Jim leave? Yesterday. → adverb of time)

• Some adverbs have the same form as their adjectives. These include: **deep, early, hard, fast, high, late, long, low, near, right, straight, wrong.**

He's an early bird. (adjective) *I got up early yesterday morning.* (adverb)

Order of adverbs

• **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *She quickly left the room. The boys are slowly entering the building. She opened the door carefully.*

• **Adverbs of place and time** usually go at the end of the sentence. *There's a nice café near here. I met Sue yesterday.*

5  Read the sentences. Decide if the adverbs in bold are **time, manner or place**. Write in your notebook.

- 1 Tony went to the bank **on foot**.
- 2 They went to Bucharest **last month**.
- 3 He never arrives at work **late**.
- 4 My sister goes to school **by bus**.
- 5 David ran **downstairs** to open the door.
- 6 She's happy. She did **well** in the test.

6 Put the adverbs in brackets into the correct place in your notebook.

- 1 She moved to a new flat. (last month)
- 2 He is driving. (carefully)
- 3 They go to school on foot. (every day)
- 4 He went to his office. (early)
- 5 There was a cinema. (here)
- 6 He opened the box. (quickly)
- 7 They came last night. (late)
- 8 She is eating a sandwich. (hungrily)

You are organising a party at your new house. Write a paragraph giving directions from the nearest train or bus station to your house. Draw a simple map. Use Ex. 2 as a model.

Everyday English 4e

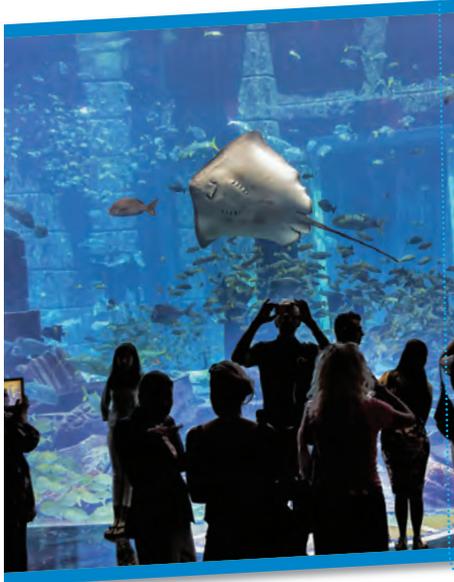
• Asking for information in shops/public places

1   **Listen and repeat. Pay attention to the rhythm and mark the stressed words.**

- What can I do for you? • I'd like some information, please.
- How much does it cost to get in? • Enjoy your visit ...

2 **The sentences above appear in the dialogue below. When does Bill want to visit the aquarium? Write in your notebook.**

 **Listen and read to find out.**



Receptionist: Good afternoon, Blue Reef Aquarium. What can I do for you?

Bill: Hi! I'd like some information, please.

Receptionist: Certainly. What exactly would you like to know?

Bill: Could you tell me your opening times at the weekend, please?

Receptionist: At the weekend, we are open from 10 in the morning to 7 in the evening.

Bill: OK. How much does it cost to get in?

Receptionist: Tickets are £12 for adults and £9 for children. There is a 10% discount if you buy your tickets online.

Bill: I see. Where is the aquarium exactly? I'm on holiday with my family and we are staying in the town centre.

Receptionist: From the town centre take the number 53 bus. It stops right outside the aquarium.

Bill: Let me write that down, please. The number 53 bus, right?

Receptionist: Yes. That's it.

Bill: Thank you for your help.

Receptionist: My pleasure. Enjoy your visit to the aquarium.

3 **Find words/phrases in the dialogue which mean: What price is admission? – Could you tell me where the aquarium is? – Is that correct? – Have a nice time ...**

4   **Listen to the dialogue again. Take roles and read it aloud.**

5  **Act out a similar dialogue. Use the dialogue in Ex. 2 as a model and the information in the box below to help you.**

Santa Anna Art Museum

Opening Times: Weekdays: from 9 am to 8 pm – Weekends: from 10 am to 6 pm

Prices: Adults: €7 – Children: €4

How to get there: *From town centre:* number 3 bus – *From airport:* number 13 bus – *From San Andreas bus station:* number 27 bus. All buses stop in front of the museum.

Check these words

- mean • run through
- skyscraper • govern
- congress • memorial

Reading

1 Look at the pictures and read the names of the places. Which city has the largest population?

 Listen and read to find out.



London, England

London is the capital city of the United Kingdom. It is a very large, very old city in the south-east of England. Over 8 million people live in London, which means it is the biggest city in the country. The River Thames runs through the city. There are many skyscrapers in London. Buckingham Palace and the Palace of Westminster are two famous buildings in London. The Monarch lives in Buckingham Palace and Parliament governs the country from the Palace of Westminster. While in London, visit Big Ben and Tower Bridge.



USA

Washington, D.C.

The capital city of the USA is Washington, D.C. It is on the east coast of America. The Potomac River runs through the city. With a population of around 650,000, it is quite small; many other American cities are bigger. 'D.C.' stands for District of Columbia. This makes sure people do not confuse the city with Washington State, which is on the other side of the country! The White House and the Capitol Building are both in Washington, D.C. These places are where the President of the United States and Congress govern the United States. While in Washington, D.C., make sure you visit the Lincoln Memorial.

2 Read the texts again and complete the sentences in your notebook.

- 1 The River ... runs through London.
- 2 More than ... people live in London.
- 3 Washington State is on the ... coast of the USA.
- 4 D.C. stands for ...

3 Compare the two places. Which place would you like to visit? Why?

Writing

4 ICT Collect information on the capital city of your country and write a text about it for the school website.

Fun Time



1 How can we protect nature reserves? Use the verbs to complete the sentences. Use your dictionary to explain their meaning. Write in your notebook.

- stay • pick • disturb • collect • follow • start
- drive • cut

Do

- 1 ... signs.
- 2 ... on paths and tracks.
- 3 ... litter.
- 4 ... carefully.

Don't

- 5 ... fires.
- 6 ... flowers.
- 7 ... down trees.
- 8 ... wild animals.

2  Prepare a 2-minute video about your country's nature reserves. Upload the video to the school website.

3 Do the quiz. Decide if the sentences are *T* (true), *F* (false), or *DS* (doesn't say). Write in your notebook.

Quiz



- 1 The Korowai people live in tree houses.
- 2 The Korowai make their houses of stone.
- 3 Göreme is in Indonesia.
- 4 People in Lisbon, Maine, USA think the cafés are expensive.
- 5 Lisbon is on the east coast of Portugal.

4   Look at Module 4 and write a *T/F/DS* quiz of your own in your notebook.

5  **Song:** Read the song. Complete the gaps with: wardrobe, sofa, table, carpet, bed, pictures, window, cupboards.  Listen, read and check.



 Video



There's no place like home

There's a big 1) ...
in my bedroom
There's a 2) ...
on the floor
There are curtains
at the 3) ...
There's a 4) ... near the door



*There's no place like home for me
I'm happy when I'm here
My things are all around me
And my family is near
It's comfy and it's cosy
And it's where I love to be
Home is always perfect
There's no place like home for me*

There's a 5) ... in the living room
And 6) ... on the wall
There are 7) ... in the kitchen
There's a 8) ... in the hall

There are flowers in the garden
There are apples on the tree
There is lots of space to play here
So please come and visit me!

6  How does the singer feel about her house?

Revision 4

1 Match the words. Then, use four phrases to complete the sentences. Write in your notebook.

- | | |
|---------------|-------------|
| 1 energetic | a city |
| 2 picturesque | b boutiques |
| 3 tree-lined | c streets |
| 4 fashionable | d cafés |
| 5 cosy | e buildings |
| 6 tall | f lifestyle |

- We walked along the town's quiet,
- It is the most beautiful, ... in the country.
- You can sit all day in one of the
- We shopped at the ... in the town centre.

(10x2=20)

2 Choose the correct item. Write in your notebook.

- At the end of the day, I like to relax on the **sofa/pillow**.
- It is a large family house, with five **bedrooms/kitchens**.
- Put the milk in the **wardrobe/refrigerator**.
- There's a small **rug/cushion** on the floor.
- There are two **cupboards/armchairs** in the living room.

(5x4=20)

3 Choose the correct preposition. Write in your notebook.

- Put the vase **across/on** the table, please.
- Walk **along/through** the street towards the traffic lights.
- He went **over/out** of the bridge.
- The window is **under/behind** the sofa.
- Jane walked **onto/into** the bank.

(5x2=10)

4 Fill in: *there is, there are* in the correct form. Write in your notebook.

- ... a wardrobe in the bedroom. (✓)
- ... a sink in the kitchen?
- ... a florist's in the area, I am afraid. (X)
- Is there a bank near here? No,
- Are there parks around? Yes, (5x2=10)

5 Identify the adverb in bold. Write in your notebook.

- Walk **slowly** towards the door.
- There is a chemist's **near here**.
- She left **last night**.
- He goes to work **on foot**.
- He drives very **carefully**. (5x4=20)

6 Match the exchanges in your notebook.

- How much is it to register at the library?
 - Where is the library?
 - How many books can I take out each week?
 - Is there an age limit?
 - What else do I need?
- a Four.
b No, there isn't.
c Nothing, it's free.
d A picture of yourself.
e It's on the High Street, opposite the post office.

(5x4=20)

TOTAL: 100

Check your progress

Now I can ...

- talk about city life/country life
- describe neighbourhoods
- talk/write about houses and preferences
- ask for information in shops/public places
- write about my house

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

MODULE 4

Monstertrackers!



2

The Dogman

Dear Monstertrackers,
In the USA, there are a lot of reports of the Dogman, especially in Wisconsin. The creature has got a head like a dog, but it stands on two legs and it's really big! Come to the USA and try to find an American Werewolf!
Tyler





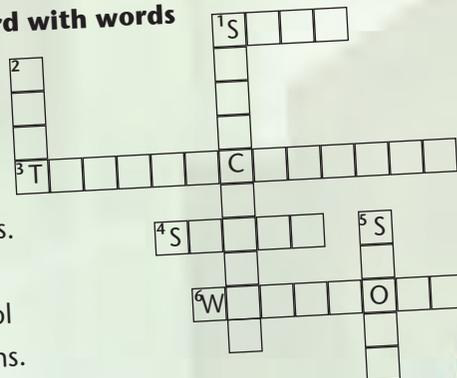
Exercises

- 1 Look at the pictures. What is the story about?
🔊 Listen and check.
- 2 Read and decide if the sentences are **T (true)** or **F (false)**. Write in your notebook.
 - 1 The Dogman walks on four legs.
 - 2 Boogey didn't see that the traffic lights were green.
 - 3 They almost hit a hot dog man.
 - 4 The Dogman likes hunting at night.
 - 5 Candy wanted to go shopping in Wisconsin.

- 3 Complete the crossword with words from the story. Write in your notebook.

Across

- 1 Something giving information or directions.
- 3 Sets of red, green and yellow lights that control vehicles at road junctions.
- 4 To be upright.
- 6 Someone who changes into a wolf when there is a full moon.



Down

- 1 Very tall building in a city.
- 2 Place, area.
- 5 You can buy things there.

- 4 Put the sentences in the correct order. Write in your notebook. Use them to tell the class a summary of the story.

- A The Monstertrackers went to New York.
- B They went to a forest.
- C They drove back to New York.
- D Tracker nearly hit a hot dog man.
- E They drove to Wisconsin.
- F They went back to base camp.
- G They spent the night looking for the Dogman.
- H They didn't see the Dogman.

- 5 Change the ending of the story. Continue from picture 4.

Fact or Fiction?

- In Wisconsin, the American Werewolf is known as the Beast of Bray Road.
- The first report of it was in the 1980s on Bray Road outside Elkhorn, Wisconsin.



Communication

►► What's in this module?

- means of communication
- using social media
- *can, may, must*
- computers
- question tags
- agreeing – disagreeing
- giving instructions
- body language
- pronunciation /s/, /ʃ/

Find the page numbers for

- a graph
- social media icons
- a blog

Vocabulary

• Means of communication

1 Look at the pictures.
 Listen and repeat.

2 Use the phrases with *often, sometimes* and *never* to make sentences.

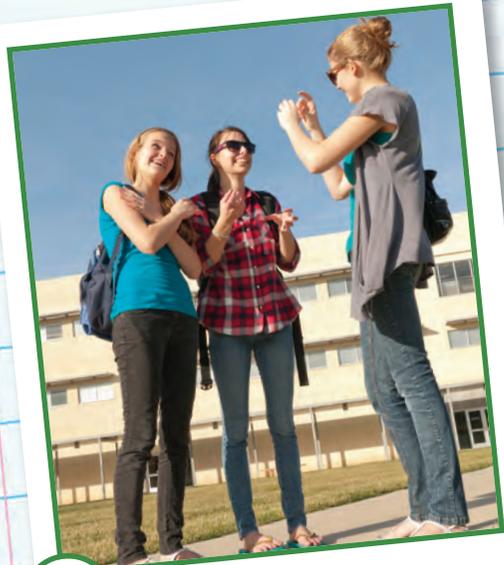
I often chat on social media.

I sometimes

I never

3 How do you prefer to communicate with your friends/family? Tell your partner.

I prefer to send an SMS to my friends.



1 use sign language



2 send an SMS



3

make a video call



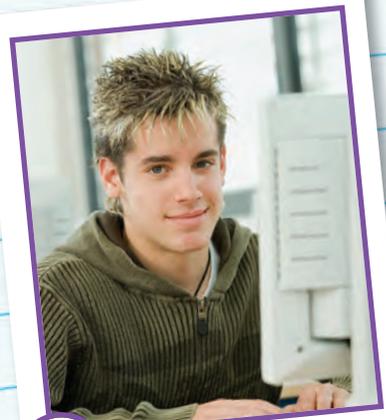
4

send a letter



5

talk on my mobile



6

send an email



7

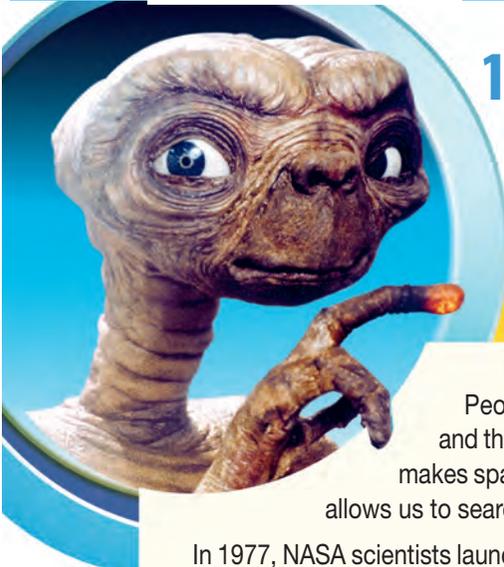
talk face to face



8

chat on social media

Reading 5a



- 1 a) Who is the creature in the picture? What do you know about it?
b) Read the title and the first sentence in each paragraph in the text. What is the text about?
🔊 Listen and read to find out.



Greetings from Planet Earth

Is there anyone out there? People wondered in the past and they still do. Today, technology makes space exploration possible and allows us to search for an answer.

In 1977, NASA scientists launched Voyager 1 and Voyager 2. The two spacecraft were on a mission to find out more about space and transmit the information back to Earth. They also carried a message to inhabitants of other planets. This message came in the form of a golden record like a digital time capsule.

It was difficult to decide what to put on the record. Scientists wanted it to represent all the people, languages and species on our planet. So they included information in writing, pictures and sounds that tell the story of Planet Earth. There are greetings in 55 languages as well as sounds like thunder, whale song and even a mother's kiss. There are 115 photographs and 90 minutes of music from around the world.

Carl Sagan, a scientist on the team, said that it was like a message in a bottle from a desert island and that it carried something hopeful about life on our planet. There is still no reply, but who knows? ET might send an instant message one day.

- 2 Read the text and, for questions 1-3, choose the correct answer (A, B or C). Write in your notebook.

- 1 How many spacecraft did the NASA scientists launch into space in 1977?
A three B two C one
- 2 Why did the NASA scientists launch the spacecraft?
A They wanted to find new friends in space.
B They wanted to learn more about space.
C They wanted to find new lands to live on.
- 3 What was the other function of the spacecraft?
A to take a message from Planet Earth to life on other planets
B to bring a message from the people of other planets to Planet Earth
C to find new planets for people on Planet Earth to move to

Check these words

- space exploration
- launch
- spacecraft
- mission
- transmit
- digital
- time capsule
- inhabitant
- whale
- messenger

Did you know?

Each Voyager spacecraft consists of 65,000 individual parts.

- 3 **THINK!** Do you think this golden record is an interesting idea? Why (not)? In five minutes, write a few sentences. Read your sentences to the class.

- 4 **THINK!** Say four things that impressed you from the text.

Vocabulary

• Using social media

5 Match the social media icons (1-8) to their functions (A-H). Write in your notebook.



- | | |
|-------------------------|---------------------------|
| A upload a file/photo | E tweet/retweet a post |
| B add a photo to a post | F view a profile |
| C send a friend request | G send an instant message |
| D like a post/photo | H share a link |

6  **Fill in:** *enter, update, accept, download, hack, post*. Check in your dictionary. Write in your notebook.

- You can ... the messaging app to your phone.
- It's illegal to ... into someone else's email account.
- Never ... a friend request from someone you don't know.
- You need to ... your profile – it still says you're a college student!
- You need to ... your username and password to access your account.
- Trolls ... nasty comments online.

Imagine you were the first human to make contact with extraterrestrials.

Write or talk about it. Think about:
where you were – what you were doing – what happened – how you felt. You can draw a picture if you like.

Speaking

7  **Imagine you are sending a time capsule into space. In the time capsule you can put five things that represent your country. Decide what to put in it. Present your choices to the class. Give reasons. Use the phrases below to discuss.**

- I disagree with you because ...
- I think that ...
- I don't think that ...
- I agree with ...
- In my opinion, ...

Grammar 5b

• can – may

1 Read the theory.

We use **can** to:

- express ability/lack of ability. *He can type very fast.*
- make a polite request. *Can I use your laptop, Mum? Of course you can./ I'm sorry you can't.*

We use **may** to:

- make a polite request (more formal). *May I use your mobile phone, Mr Smith? Yes, you may./I'm afraid you may not.*



Each student writes a note making a funny polite request. Put the notes in a box. Pick one and guess who wrote it. Reply to the request.



2 Fill in can/can't or may/may not. Write in your notebook.

- A: ... I ask a question, sir?
B: Of course you ..., Marta.
- A: Look at Anette. She ... dance so well!
B: Yes, but she ... sing at all.
- A: ... I use your camera, Dad?
B: Sorry, Andy, you
- A: ... I borrow your pen, Mark?
B: Of course you Here you are.



3 Ask and answer questions, as in the example. Write in your notebook.

- Ask your dad for permission to go to the cinema with your friend. Your dad refuses.
A: *Can I go to the cinema with my friend?*
B: *I'm sorry you can't.*
- Ask you teacher for permission to leave early. Your teacher agrees.
- You want to use a school computer. Ask your teacher for permission. Your teacher refuses.
- Ask your sister to borrow her smartphone. Your sister agrees.
- Ask your mum for permission to use her tablet. Your mum refuses.

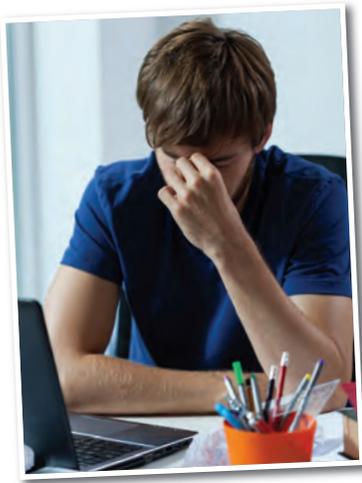
4 Look at the pictures. What can each person ask for? Act out short exchanges.

• **must**

5 Read the theory.

We use **must** to express:

- necessity. *I **must** learn how to set up an account on social media.* (It's necessary.)
- obligation. *We **must** do our homework now.* (It's our duty. We say so.)
- prohibition. *You **mustn't** touch the wires.* (It isn't allowed.)



6 Fill in: *must* or *mustn't*. Write in your notebook.

- A: I'm not feeling well again.
B: You ... stop working such long hours on your computer.
- A: Jane is doing her homework. You ... shout.
B: OK.
- A: You ... tell anyone. It's a secret.
B: OK, I promise.
- A: I've got a headache!
B: Well, you ... stop texting so much.
- A: Can I play video games, Mum?
B: Of course, but first you ... help me with the chores.



7 Use the prompts to make sentences using *must* or *mustn't*. Write in your notebook.

Safe online

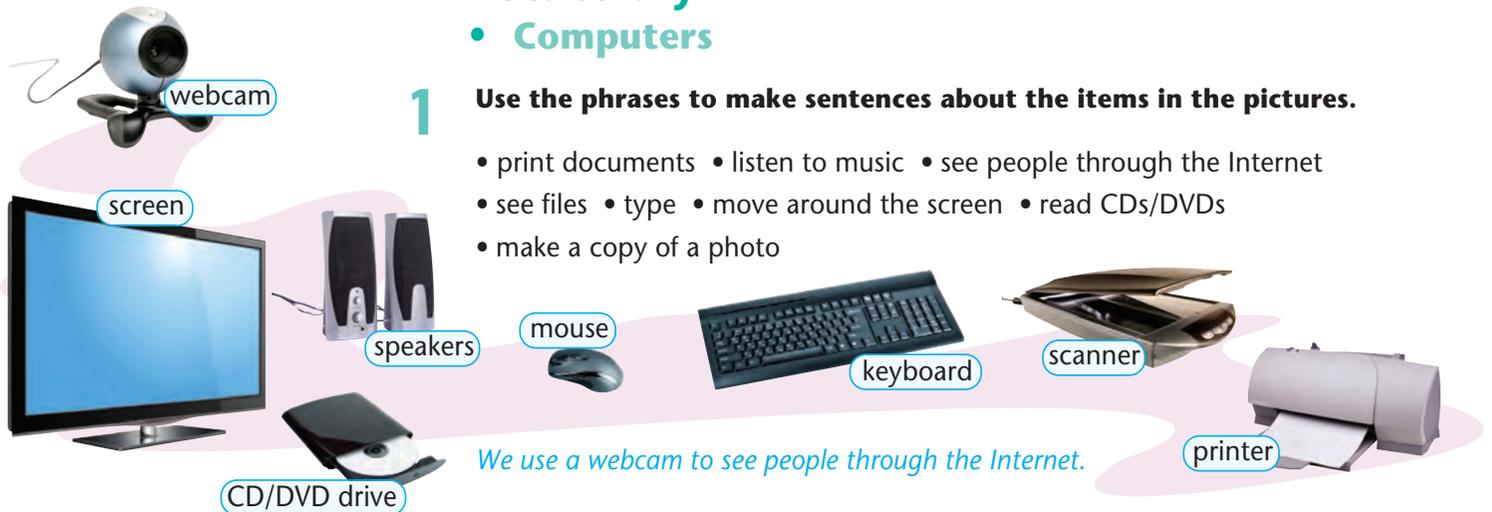
- Install some anti-virus software on your computer, laptop or tablet.
- Use your antivirus software to scan your device regularly and check for any problems.
- Have a strong password.
- Don't open emails from people you don't know.
- Don't click on links that send you to online shops.
- Don't download pirated music.
- Don't post photos of others without asking for permission.

8 Think of the *dos* and *don'ts* of using social media. Prepare a leaflet. You can use photos or drawings. Present your ideas to the class. Use *must* or *mustn't*.

Vocabulary & Reading Skills 5c

Vocabulary

• Computers



Reading

- 2 Read the title of the article. What is Wendy's opinion?
 Listen and read to find out.
- 3 Read the article and answer questions 1-3 in your notebook.

Check these words

- tool
- topic
- chat
- damage
- distract
- neglect
- sensibly

Is the Internet good or bad?

by Wendy Hummel

Teens cannot live without the Internet and spend most of their time on it. Is this a good thing?

The Internet is a useful tool. You can find information on any topic and use it for schoolwork and projects. Also, the Internet helps communication. You can chat or send emails to your friends wherever they are.

On the other hand, the Internet can be harmful. If you spend too many hours online or in front of the screen, it can damage your eyes. The Internet can also distract you from real life. You may avoid hanging out with your friends or neglect your homework.

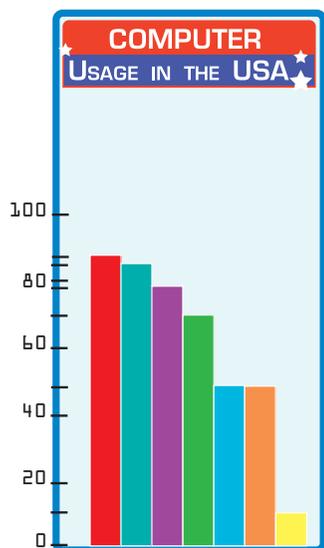
All in all, the Internet is helpful in learning and communication. However, teens must use it sensibly.

- 1 What advantages does Wendy mention? What examples does she give?
- 2 What are the disadvantages? What examples does Wendy give?
- 3 What is Wendy's recommendation?

- 4 Do you agree with Wendy? Why/Why not?

Listening, Speaking & Writing Skills 5c

Speaking



- 5 a) Look at the graph. It shows the results of a survey on teen computer usage in the USA. Use the key and the phrases *the majority*, *a lot of*, *some*, *a few*, *very few* to talk about teenagers and how they use their computers in the USA. Write in your notebook.**

KEY	■ communicate with friends/surf the Net	■ general usage, send emails, make videos, save files, prepare PowerPoint presentations, burn CDs/DVDs, make music compilations	■ homework
	■ play games/download music		■ reading/learning
			■ news
			■ other (design a web page)

The majority of teens in the USA use their computers to communicate with friends and surf the Internet.

- b)  Ask and answer the questions. Write in your notebook.**

- How often do you use your computer?
- What do you use your computer for?
- Which are your favourite websites? Why?
- How often do you visit them?

Listening

- 6  Listen and match the people to the activity they most often use their computer for. Write in your notebook.**

- | | |
|-----------|-----------------------|
| 1 Brendan | a download music |
| 2 Emily | b play computer games |
| 3 Alan | c surf the Internet |
| 4 Mum | d send emails |
| 5 Dad | e download films |
| | f burn CDs |
| | g chat online |
| | h do homework |

Writing

- 7 Do your classmates use their computers in the same way as American teenagers? Do a survey and make a graph like the one in Ex. 5 to represent the results. Present the graph to the class.**


Smile

Great! I'll take two.

This one here will do half of your work for you.

Grammar 5d

• Question tags

1 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. *She is a computer freak, isn't she?*

- A positive statement takes a negative question tag. *We can go online now, can't we?*
- A negative statement takes a positive question tag. *You don't have a social media account, do you?*

Note: Some verbs form their question tag differently.

I am → **aren't I?** *I'm good at surfing the Net, aren't I?* **BUT:** *I'm not late, am I?*

I have got (= I possess) → **haven't I?** *He has got a laptop, 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 our bus, isn't it?*

Intonation: *He is at the post office, isn't he?* ↗ (asking for information)

She didn't come, did she? ↘ (asking for confirmation)



2 a) Complete the question tags in your notebook.

- 1 Dave bought a laptop, ...?
- 2 You like surfing the Net, ...?
- 3 She's online now, ...?
- 4 You're tired, ...?
- 5 He's talking to Steve, ...?
- 6 That is my smartphone, ...?
- 7 Paul had lunch, ...?
- 8 This is their computer, ...?

b)  Listen and say if the speaker asks for information or confirmation. Listen again and repeat.

3 Ask your partner questions to find out how he/she communicates. Use question tags.

A: *You've got a tablet, haven't you?*

B: *Yes, I have.*

A: *You don't have a social media account, do you? etc.*

• Agreeing – Disagreeing

4 Read the theory.

- To agree with a positive statement, we can use **so + auxiliary/modal verb + pronoun** or **object pronoun + too**

A: *I like surfing the Net.*

B: *So do I./Me too.*

- To agree with a negative statement, we can use **neither + auxiliary/modal verb + pronoun**

A: *I don't like computer freaks.*

B: *Neither do I.*

- To disagree with a positive statement, we use **pronoun + auxiliary/modal verb + not**

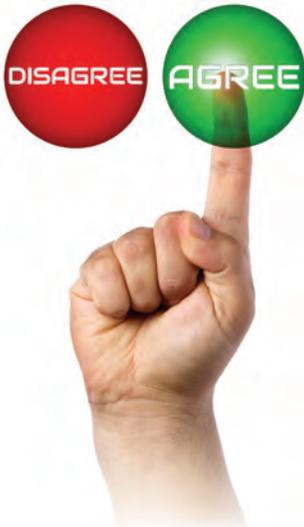
A: *I often chat online.*

B: *I don't.*

- To disagree with a negative statement, we use **pronoun + auxiliary/modal verb in its positive form**

A: *I can't type very fast.*

B: *I can.*



5 Complete the replies in your notebook, as in the example.

- I like posting photos online. (X) *I don't.*
- I prefer talking face to face. (✓)
- I often send text messages. (✓)
- I don't send letters. (✓)
- I don't talk on the landline. (X)
- I often chat on social networks. (✓)
- I don't chat on social media. (X)
- I have got a tablet. (X)

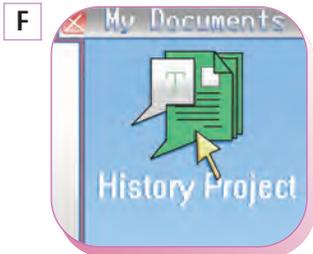
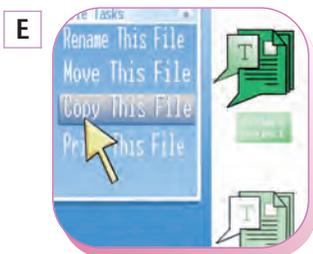
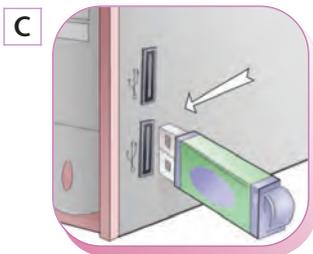
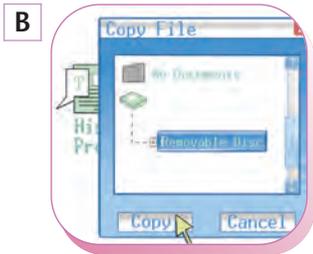
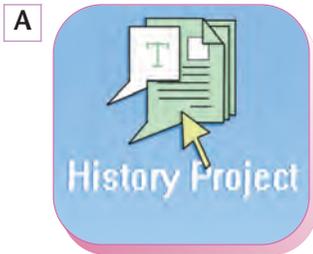
6 Say sentences. Your partner agrees or disagrees.

A: *I like learning English.*

B: *So do I./Me too.*



Everyday English 5e



• Giving instructions

1

Listen and repeat.

- Can you help me? • First, insert the stick into the slot in the tower.
- Now go to your files in 'My Documents'. • Got it! What's next?
- Click on 'Copy this file'. • Then what? • Is that all?

2

Listen and read. Put pictures A-F in the correct order (1-6). Check with your partner. Write in your notebook.

Wendy: Hey, what's wrong?

Sam: I don't know how to copy my history project onto this memory stick. Can you help me?

Wendy: Sure. First, insert the stick into the slot in the tower.

Sam: All right.

Wendy: Now go to your files in 'My Documents'. Then click on the file you want to copy.

Sam: Got it! What's next?

Wendy: Click on 'Copy this file'. A window will open.

Sam: Then what?

Wendy: Click on 'Removable disk' and then on 'Copy'. When it copies your file, close the window.

Sam: Is that all? Thanks, Wendy.

Wendy: No problem. Don't forget to remove the stick, OK?

3

Find phrases in the dialogue which mean: Are you OK? – Of course. – Done it! – What do I do next? – You're welcome.

4

Listen and read the dialogue again. Take roles and read the dialogue aloud.

Pronunciation /s/, /ʃ/

5

Listen and repeat. Think of more words with these sounds.

/s/ saw, Sally, sale, say

/ʃ/ show, shine, shake, share

Check these words

- backpacking • friendly • to be honest • hug
- rude • stick out your tongue • local

Website

Home

E-mail



search



Bartol's Backpacking Blog

Hi guys! I'm starting my backpacking journey in Spain. At the moment, I'm staying in Madrid, and everyone is very friendly – a bit too friendly for me, to be honest! In Spain, hugging someone when you meet them or say goodbye is totally normal, but I'm from Croatia and in my country we only hug our family and close friends. It's strange, but I'm starting to enjoy all the hugs! What about you?



@mia2003 Great post, Bartol! I'm Mia from Australia, and here we often give the thumbs up to show everything is OK. Not in Thailand, though. There giving the thumbs up is rude. It's the same as sticking out your tongue at someone! It's a good idea to use the OK sign instead. Do you know this sign? You put the ends of your thumb and index finger together to make a circle.



@bartol Hi, Mia! Thanks for the comment! Yes, I know the OK sign and it's fine in Thailand, but my friend tells me it's very rude in France – it means 'zero'! So if you ever go to Paris, use the thumbs up instead!



@andy123 Hi, Bartol! Love your blog! I'm Andy from the UK, and here we nod our heads to say 'yes' and shake them to say 'no'. But when I visit my cousins in Bulgaria, it's the other way around. It's a nod for 'no' there – how confusing! That's why it's important to know a bit of the local language. That way, people can always understand you!



▶ Video

👍 Like



In the USA, a lot of young people greet each other with a 'fist bump'. This gesture is probably from basketball or boxing, but nowadays everyone does it.



How do young people in your country greet each other? Are there any special gestures they use?

1 Look at the pictures. What do these gestures mean to you? What do you think the blog post is about?

👂 Listen and read to find out.

2 Read the blog post and comments and decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 Bartol is in Madrid right now.
- 2 In Spain, people only hug their close family and friends.
- 3 Mia goes on holiday to Thailand every year.
- 4 The OK sign means 'zero' in Thailand.
- 5 In Bulgaria, nodding your head means 'yes'.

3

ICT



What is the cultural etiquette in your country? Prepare a leaflet.



1 a) Read the sentences about smartphone etiquette and mark the sentences ✓ (I agree) or × (I don't agree). Tell the class. Give reasons. Write in your notebook.

- 1 I use headphones when I am listening to music in public.
- 2 I turn off my smartphone in cinemas.
- 3 I ignore the people I am talking to when I get a message.
- 4 I ask people before I put photos of them online.
- 5 I send everyone updates all the time.
- 6 I am polite in messages or comments.
- 7 I talk loudly on my smartphone on public transport.
- 8 I look at my smartphone while I am walking.
- 9 I take photos of people in public without asking.
- 10 I never give someone's phone number without asking.

b)  Use your answers above to make a poster about the dos and don'ts of using smartphones. Use the title Smartphone Etiquette. Display it to the class.

2 Do the quiz. Decide if the sentences are T (true), F (false) or DS (doesn't say). Write in your notebook.

Quiz

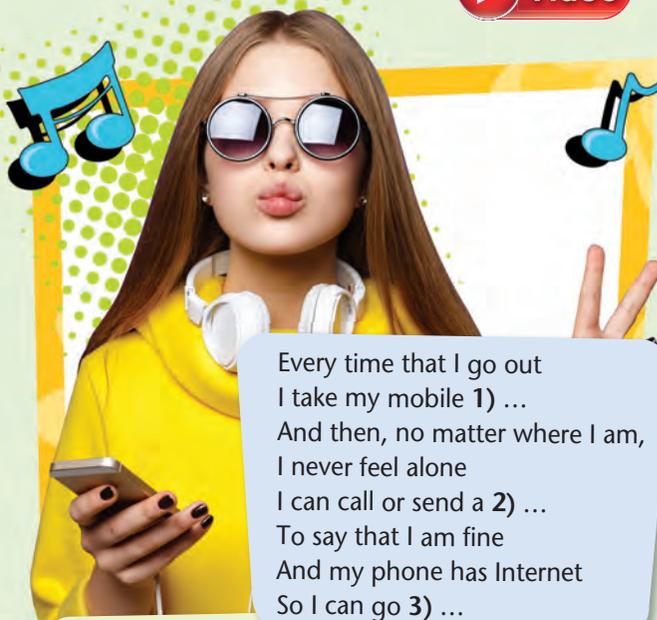


- 1 NASA sent two spacecrafts into space in 1977.
- 2 Neil Armstrong was the first man on the moon.
- 3 You can see people on the Internet with a scanner.
- 4 Good etiquette is the same all over the world.

3  Look at Module 5 and write a T/F/DS quiz of your own in your notebook.

4  Song: Read the song. Complete the gaps with: too, text, away, play, phone, know, online, diary.

 Listen, read and check.



Every time that I go out
I take my mobile 1) ...
And then, no matter where I am,
I never feel alone
I can call or send a 2) ...
To say that I am fine
And my phone has Internet
So I can go 3) ...

*I just love my mobile phone
I use it every day
I'm never out of touch with friends
They're just a call 4) ...
My phone gives me freedom
And it's really great to 5) ...
I've always got some company
No matter where I go*

*I can play some music
I can take a photo, 6) ...
My phone is incredible
There's nothing it can't do
I can check my 7) ...
And see what's on today
And when I get very bored
I've got some games to 8) ...*

5  Why is the mobile phone important to the singer? Is it the same for you? Why? Write a short paragraph. Read it to your partner.

Revision 5

1 Complete with: *shake, chat, download, send, hug*. Write in your notebook.

- 1 I often ... online in the evening.
- 2 Spanish people ... each other to say 'hello'.
- 3 Jane, please ... me an SMS when you are ready.
- 4 Don't ... films illegally.
- 5 The British ... their heads to say "no". (5x4=20)

2 Match the words. Write in your notebook.

- | | |
|------------|---------------|
| 1 space | a island |
| 2 time | b a message |
| 3 transmit | c exploration |
| 4 desert | d information |
| 5 carry | e capsule |
- (5x4=20)

3 Choose the correct word. Write in your notebook.

- 1 **May/Must** I go to the toilet, Mr Smith?
- 2 You **may not/mustn't** tell lies to your parents.
- 3 You **may/must** be here on time.
- 4 The bus leaves at 6:15, **isn't/doesn't** it?
- 5 **Can/May** I go to my friend's house, Dad?
- 6 Paul is going to Bucharest this weekend, **is/isn't** he?
- 7 "I don't like posting photos online."
"So/Neither do I."
- 8 "Can I have some more milk, Mum?" "Sure, you **may/can**."
- 9 "I can type very fast." "So/Neither can I."
- 10 The plane landed at 10:30, **didn't/doesn't** it?
- 11 **May/Must** I borrow your laptop?
- 12 "I can't speak French." "Really? I **can/can't**."
- 13 You **may not/mustn't** be late for school.
- 14 "I like posting photos." "Me **so/too**."
- 15 I'm sorry. You **can't/may** go out.

(15x2=30)

4 Choose the correct word. Write in your notebook.

- 1 **tweet/upload** a post
- 2 **share/post** a link
- 3 send a friend **file/request**
- 4 view a **profile/link**
- 5 send an instant **tweet/message** (5x2=10)

5 Match the sentences (1-5) to the responses (a-e). Write in your notebook.

- 1 How often do you use your computer?
 - 2 Hey, what's wrong?
 - 3 Can you help me?
 - 4 Now click on 'OK'.
 - 5 Is that all? Thanks.
- a Sure.
 - b Every day.
 - c No problem.
 - d Got it. What's next?
 - e I can't burn a CD.

(5x4=20)

TOTAL: 100

Check your progress

Now I can ...

- talk about ways to communicate
- explain gestures
- describe computers
- agree – disagree
- give instructions
- do a survey/make a graph

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Our blue planet

►► What's in this module?

- environmental problems
- endangered animals & parts of the body
- *be going to*
- present continuous – present simple (future meaning)
- tense revision
- making suggestions – accepting/refusing

Find the page numbers for

- a poster
- endangered animals
- an advert

Vocabulary

• Environmental problems

1



Look at the pictures.

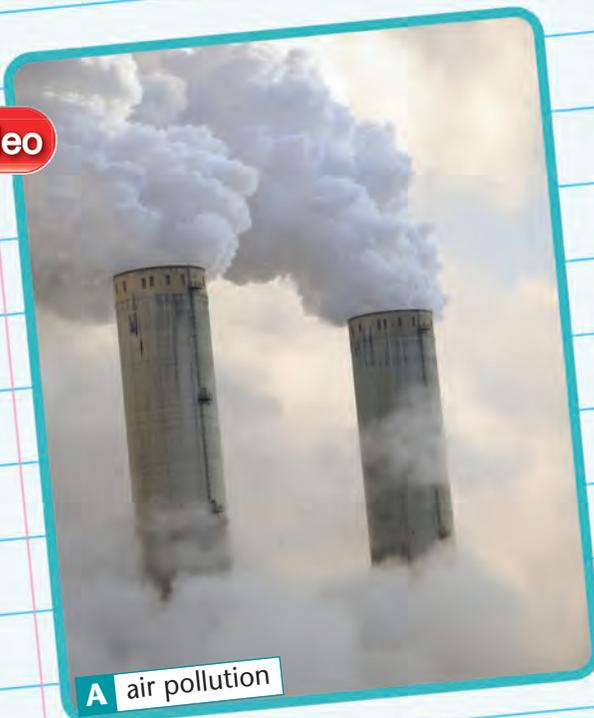


Listen and repeat.

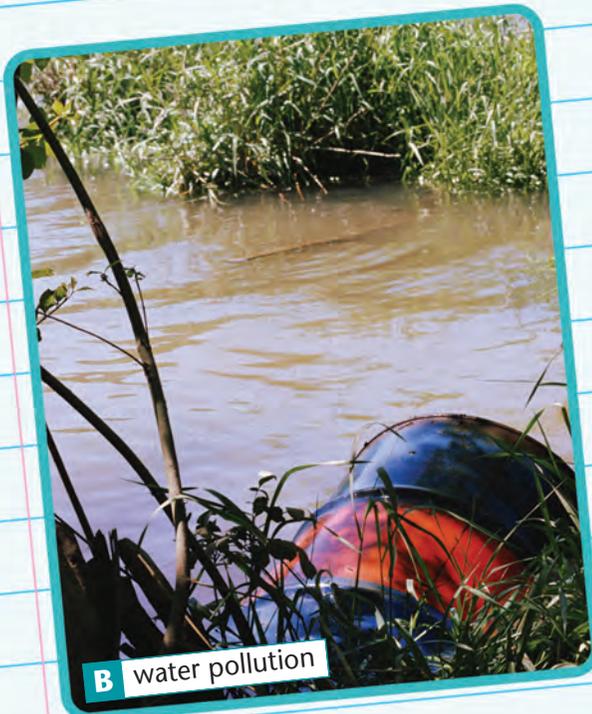
2

Match the sentences (1-6) to the problems (A-F). Write in your notebook.

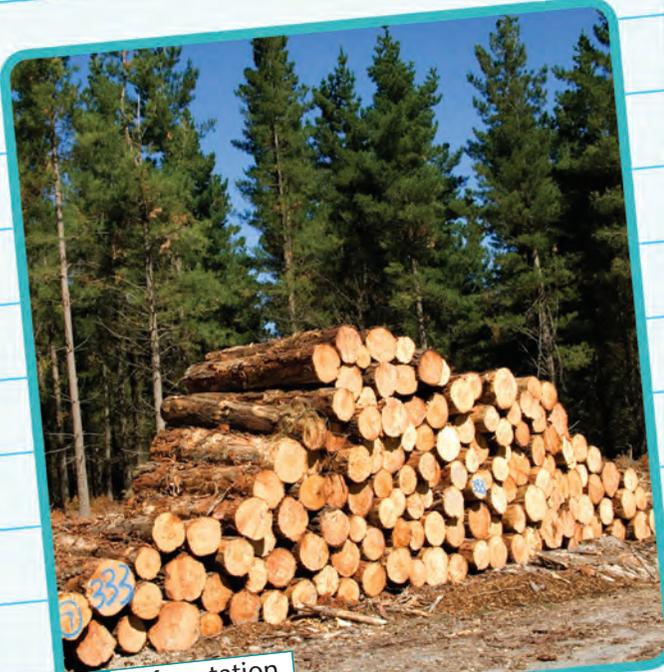
- 1 People throw away too many things.
- 2 Factory waste poisons lakes and rivers.
- 3 Car exhaust fumes and factory smog poison the air.
- 4 People leave lights on even when they leave the room.
- 5 Many animals are disappearing because they are losing their natural habitats.
- 6 Companies cut down trees to make roads.



A air pollution



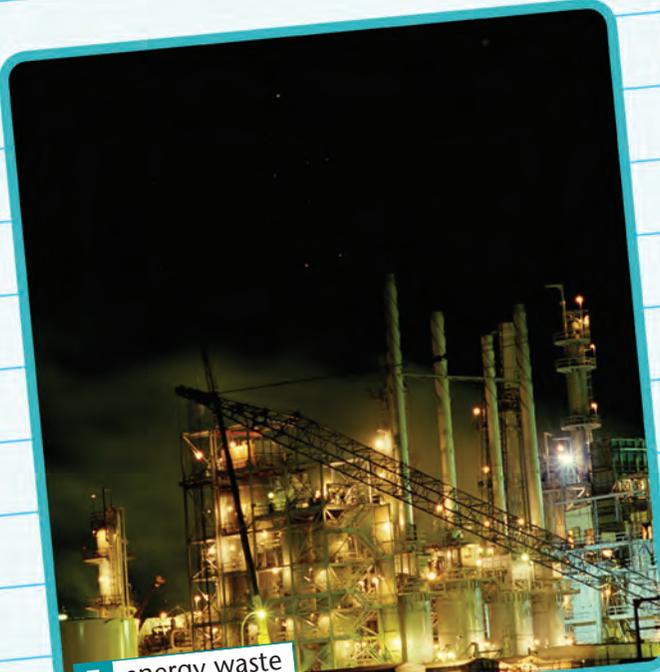
B water pollution



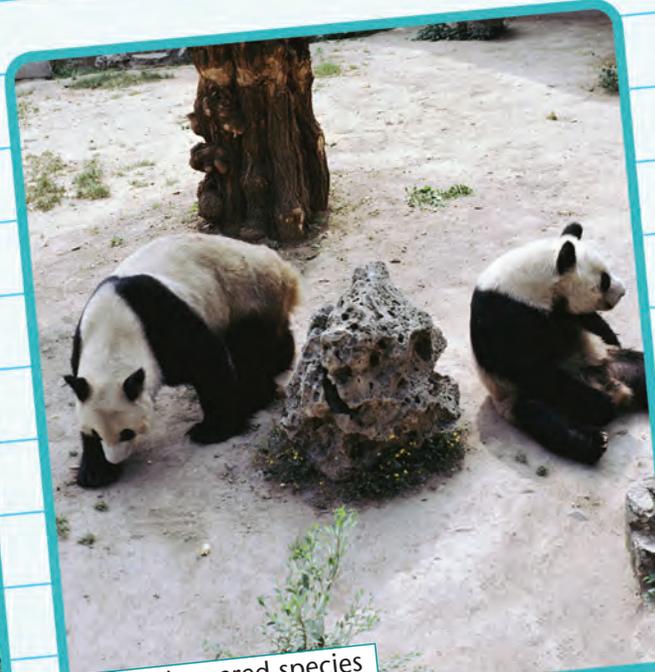
C deforestation



D rubbish



E energy waste

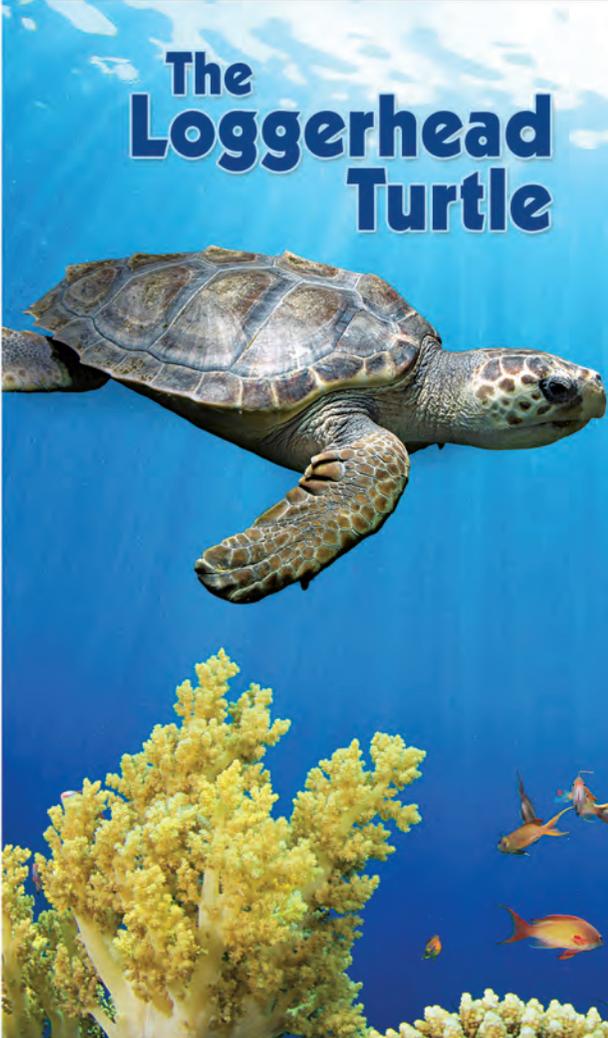


F endangered species

Reading 6a

1 Look at the picture and read the title. What is the text about? Why is this animal endangered?

 Listen and read to find out.



The Loggerhead Turtle

The loggerhead turtle lives in the Atlantic, Pacific and Indian oceans as well as the Mediterranean Sea. It is the biggest hard-shelled turtle in the world and it has a large shell that can be yellow, orange or brown. It has two large front flippers, a small head and two smaller flippers at the back and a short tail. The loggerhead turtle spends most of its time swimming in the ocean and in the shallow waters along the coast. It is a beautiful animal and a symbol of the ocean but sadly it is in danger. Turtles lay their eggs in the sand on beaches and leave their eggs to hatch on their own. They return to the same beaches where their parents and grandparents laid their eggs. However, many of these beaches now have hotels or are crowded with tourists. This puts the eggs and the baby turtles in danger. Sometimes people and vehicles destroy the nests. Other times, the baby turtles cannot find their way to the sea when they hatch because the bright lights from the hotels and roads confuse them. Another major threat the turtles face is from pollution in the ocean. Their flippers get tangled in plastic waste and they eat plastic thinking it is food. They often die from injuries or starvation. We need to protect the loggerhead turtles from these threats and there are some things we can do.

- Join an organisation that protects the loggerhead turtle.
- Donate to a charity that protects their nests.
- Clean up beaches.

Let's act now to help this amazing animal survive!

Check these words

- shell • flipper
- shallow • lay eggs
- hatch • nest
- tangled

2 Read the text and answer the questions (1-5) in your notebook.

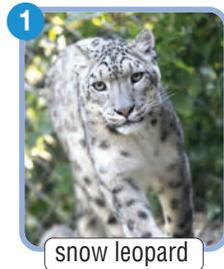
- 1 What does a loggerhead turtle look like?
- 2 Where do they lay their eggs?
- 3 What dangers do their babies face?
- 4 What dangers do the loggerhead turtles face in the ocean?
- 5 How can we help this animal survive?

3  Can you think of other animals that need our help? How can we help them? Discuss in pairs.

Vocabulary

- Endangered animals & parts of the body

4   Listen and repeat.



snow leopard



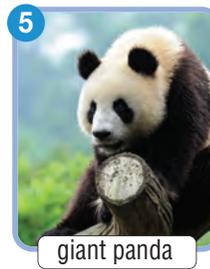
black rhino



loggerhead turtle



blue whale



giant panda



great white shark

5 Which of these animals have got: *fins, fur, sharp teeth, whiskers, horns, a shell?*

6  Read the animal classifications. Which of the animals in Ex. 5 are: *mammals? reptiles? fish?* Discuss with your partner.

Animal Classifications

- **mammal:** warm-blooded animal usually with fur or hair that has glands and gives milk to feed their young
- **reptiles:** cold-blooded animal with scaly skin that lays eggs
- **fish:** a cold-blooded animal that lives in water, breathes with gills and usually has fins and scales

Speaking

7 What can we do to help endangered animals? Decide in groups. Tell the class.

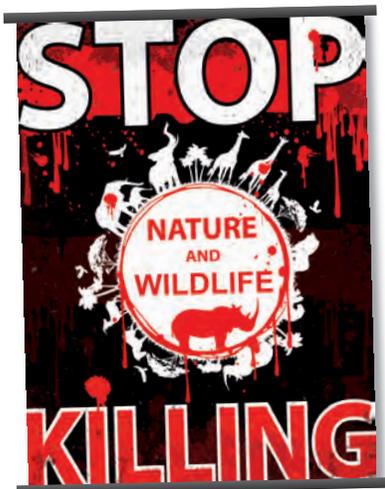
- join an environmental group
- plant trees for nesting animals
- write letters about threatened species to newspapers/governments
- learn about adopting endangered animals
- make posters

We can join an environmental group that protects endangered species.

Writing

8  **ICT** Prepare a poster on what your class can do to help protect endangered animals. Stick pictures. Start like this:

Is there still time? Yes, there is. So we can Join us today!



Grammar 6b

• *be going to*

1 Read the theory.

Note

Time words we use with ***to be going to***: tomorrow, next week, month, summer, etc

Affirmative	I am /You are /He, She, It is /We, You, They are going to swim.
Negative	I' m not /You aren't /He, She, It isn't /We, You, They aren't going to swim.
Interrogative	Am I/Are you/Is he, she, it/Are we, you, they going to swim?
Short answers	Yes, I am./Yes, you are/Yes, he, she, it is/Yes, we, you, they are. No, I'm not./No, you aren't/No, he, she, it isn't/Yes, we, you, they aren't.

We use ***be going to*** for:

- future predictions based on what we see. *Watch out! You're going to fall.*
- future plans & intentions. *Now that I've got the money, I'm going to travel to England.*



2 Look at the pictures. What is each person going to do? Write sentences in your notebook.

- paint the walls • play basketball • eat pizza • have breakfast

3 Complete the sentences in your notebook. Use the negative form of *be going to* and the verbs in the list.

- listen • chat • play • watch • go

This weekend ...

- 1 John *isn't going to play* football.
- 2 Ann ... a film at the cinema.
- 3 Petra ... to music.
- 4 Anita and Simona ... to each other online.
- 5 Jane and her family ... to the beach.

4 What are you/aren't you going to do this weekend? Write sentences in your notebook using the phrases in the list.

- visit the local zoo • read a book • watch sport on TV
- buy something online • tidy your bedroom • play football
- hang out with your friends • surf the Net

This weekend, I'm going to visit the local zoo.





MON: watch film/Mihai
TUE: go shopping
WED: have Maths test
THU: go to the library with Adrian
FRI: play tennis/Alex
SAT: have barbecue/aunt's house
SUN: visit grandparents

5 Complete the exchanges. Write in your notebook.

- 1 A: *Is Mihaela going to become* (Mihaela/become) a vet?
 B: No, she *isn't*. She wants to become a doctor.
- 2 A: ... (you/stay) in Bucharest?
 B: No, we
- 3 A: ... (the children/come) to the animal shelter?
 B: Yes, they
- 4 A: ... (Tim/study) Environmental Studies in college?
 B: No, he
- 5 A: ... (you/go) swimming this weekend?
 B: Yes, we

6 Look at Andrei's schedule for the next week. Ask and answer questions.

- 1 Andrei / go to the library with Adrian on Monday?
A: Is Andrei going to go to the library with Adrian on Monday?
B: No, he isn't. He's going to watch a film with Mihai.
- 2 Andrei / play tennis with Alex on Wednesday?
- 3 Andrei / go shopping on Tuesday?
- 4 Andrei / have a Maths test on Friday?
- 5 Andrei / visit his grandparents on Saturday?
- 6 Andrei's aunt / have a barbecue on Sunday?

7 Complete the sentences. Use the appropriate form of *be going to* and the following verbs: *visit, chat, play, watch, attend*.

- | | |
|--|--|
| <p>This weekend ...</p> <ol style="list-style-type: none"> 1 John ... football. (X) 2 Steve ... a film at the cinema. (✓) 3 Paula ... her cousins. (X) | <ol style="list-style-type: none"> 4 Jim and Andy ... with each other online. (✓) 5 Kim and her mum ... a theatre performance. (X) |
|--|--|



Mime an activity.
The class, in teams,
guesses what you
are going to do.

8 Ask and answer questions. Use the prompts and *be going to*.

- 1 you/travel abroad this summer? *Are you going to travel abroad this summer?*
- 2 you/work on TV when you grow up?
- 3 where/you and your family/spend the weekend?
- 4 your parents/attend a performance next Saturday?

Vocabulary & Reading Skills 6c

Reading

- 1 Look at the pictures. What can you see? Tell the class. Where can you find all these animals together? Watch the video to find out.
- 2  Read the title of the text and look at the pictures. What is it about?  Listen, read and check.
- 3 Read the text. Choose the five statements from A-G below that are true according to the information in the text. Write in your notebook.

- A Zookeepers work with dangerous animals.
- B Volunteer zookeepers never work on their own.
- C Visitors to the zoo mustn't touch the animals.
- D All animals in the zoo are afraid of people.
- E It costs a lot of money to feed the zoo animals.
- F The zoo provides volunteers with footwear.
- G Zookeeping is a tiring job.

Check these words

- at risk • stroke



Zookeeper for the Day

rockhopper penguin meerkat tarantula Galapagos tortoise python

Video

Do you have what it takes to be a zookeeper at London Zoo? Then, why not join our 'Keeper for a Day' volunteer programme! This programme lets you experience life as a zookeeper in the world's oldest scientific zoo!

1 Every day, zookeepers work with dangerous animals including lions, pythons and even tarantulas! But we always make sure we don't put ourselves at risk. You're always going to work alongside a full-time keeper, so as long as you listen carefully to their instructions, you're not going to be in any danger at all.

2 At the zoo all visitors mustn't touch the animals. Zookeepers, too, usually avoid touching them. After all, they're wild creatures – not pets! Some of our residents don't mind human contact, though. Our Galapagos tortoises, for example, seem to enjoy it when we pet them. In the wild, birds eat insects from the skin of these gentle creatures, so a good stroke from a keeper is a similar experience! Also, look out for Rocky, our rockhopper penguin. He's very sociable, and often lets us pet him, too.

3 Feeding the animals in London Zoo is a complicated and expensive business that requires a lot of organisation. All of our animals have very specific needs and we need to make sure they all get the nutrients they need. For example, the meerkats get a daily meal of live locusts and mealworms – don't worry, you can wear gloves!

4 We're going to provide you with overalls and gloves for the day, but you have to bring your own wellington boots. You're going to need them for the muddy conditions!

5 Being a zookeeper involves a lot of hard work. So, be ready to clean cages, lift boxes of food and work up a sweat! But it's all going to be worth it! You're going to take home unforgettable memories of your time here. We can't wait to show you around!

Listening, Speaking & Writing Skills 6c

4  **Would you like to volunteer at a zoo? Why?**

5 **Complete the advert. Write in your notebook.**

• residents • show • risk • meal • experienced



Keeper for the Day London Zoo

Apply now to experience being a zookeeper at London Zoo!

- Work alongside **1)** ... keepers and meet all our animal **2)** ...!
- Give the meerkats their daily **3)** ... of live locusts and mealworms!
- Don't worry – you are never at **4)** ...!

Apply today! We can't wait to **5)** ... you around!

Listening

6  **Listen to an advert about a summer job in a zoo and fill in the correct information in your notebook.**

Bristol Zoo

Dates: June – August Hours: **1)** ... – Sunday 9 am – 2 pm

APPLICATION DETAILS

Age of candidates: 14-18

DUTIES

- **2)** ... and bathe animals • write reports on animals' **3)** ...

HOW TO APPLY

Email: **4)** ... @bristolzoo.com Deadline for applications: **5)** ...



Speaking & Writing

7 **You are going to take part in the programme at London Zoo. Use the information in the text to persuade your partner to join you.**

8 a) **Read the text again and make notes under these headings:**

type of job

duties

Do/Don'ts

clothes

b) **Write a summary. Read it to the class.**

! Create your own zoo. Think about: *location, animals, gift shop, cafés, etc.* Present your ideas to the class.

Grammar 6d



MON: volunteer at animal shelter
TUE: supermarket
WED: ballet lesson
THU: visit aunt
FRI: shopping with Mum
SAT: Helen's party with Sue
SUN: clean up - local park

- **Present simple – Present Continuous (future meaning)**

1 Read the theory.

We use the:

- **present simple** for **timetables, schedules, or programmes.**
The computer shop closes at 6 o'clock.
- **present continuous** for a **fixed future arrangement.**
John is taking his computer back to the shop tomorrow.

2 Look at Mina's timetable. Form full questions, then answer them. Write in your notebook.

- 1 Mina/have a ballet lesson/Saturday?
Is Mina having a ballet lesson on Saturday? No, she isn't.
- 2 Mina and Sue/go to Helen's party/Thursday?
- 3 Mina/go to supermarket/Tuesday?
- 4 Mina/join the clean-up at the local park/Sunday?
- 5 Mina and her mum/volunteer at an animal shelter/Friday?

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

- 1 Mark ... (take) part in the online game competition at 10 am.
- 2 Steve ... (have) computer classes at 3 pm. The classes ... (finish) at 5 pm.
- 3 Keith and Monica ... (meet) at the zoo at 6:30.
- 4 The documentary... (start) at 7:00 pm.
- 5 Mary ... (have) dinner with Sandy at 7:15 pm.



- 10 am - online game competition (Mark)
- 3-5 pm - computer classes (Steve)
- 6:30 pm - zoo (Keith & Monica)
- 7:00 pm - watch documentary (Jenny)
- 7:15 pm - dinner with Sandy (Mary)

4 Say three things: you are doing this weekend; three things you aren't doing this Monday.

• Tense revision

5 Read the theory.

Present simple: We use the present simple for:

a) habits and routines. *I usually get up at 7 am.*

I watch TV after school.

b) timetables, schedules, programmes.

The performance starts at 7:15.

Present continuous: We use the present continuous for actions happening now or around the time of speaking. *He is reading now. She's studying for her exams this week.*

Past simple: We use the past simple for actions that happened at a specific time in the past.

He played football yesterday.

Past continuous: We use the past continuous for actions that were happening at a specific time in the past. *He was playing football at 5.30 yesterday afternoon.*

Future (be going to): We use *be going to* for future plans and intentions. *He's going to travel abroad next May.*

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

- 1 I *walk* (walk) to school every day.
- 2 ... (you/volunteer) at the zoo this week?
- 3 ... (build) a birdhouse now.
- 4 ... (not/have) an English lesson on Wednesdays.
- 5 ... (not/do) any environmental projects at the moment.

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

- 1 While I ... (visit) Romania last month, I ... (see) some amazing sights.
- 2 Anita ... (stand) up, ... (put) on her coat and ... (leave) the office.
- 3 What ... (you/do) at 5 o'clock in the afternoon yesterday?
- 4 George ... (not/sleep) when Dad ... (come) home.
- 5 Michael ... (not/go) to the party last night because he ... (not/feel) well.

8 Use the verbs in brackets and *be going to*, the present simple or the present continuous to complete the gaps. Write in your notebook.

- 1 A: Hurry up! We ... (be) late for the lecture.
B: Don't worry. It ... (start) at 5 o'clock, so we have time.
- 2 A: You look excited.
B: I am. My parents and I ... (visit) Bucharest this summer. I can't wait.
- 3 A: Mike ... (enter) university in September.
B: I know. He passed all the final exams.
- 4 A: Oh no! We missed the bus.
B: It's OK – the next one ... (arrive) at 5:45.



Use these time expressions in sentences of your own: *yesterday, two weeks ago, tomorrow, this summer, last March, this summer, now, every day, never, this Sunday morning.*

Everyday English 6e

• Making suggestions – Accepting/Refusing

1   Listen and repeat. Mark the linking sounds where necessary.

- Look at this! • Why don't we join in? • It sounds like fun.
- I'm afraid I can't. • Never mind. • How about meeting at 9:30? • Great!

2 The sentences above are from a dialogue between two friends. What do you think they decide to do? Write in your notebook.

 Listen and read to find out.

Ann: Look at this! The school is organising a plant-a-tree day. Why don't we join in?

Bob: Sure. It sounds like fun. When is it?

Ann: It's on Sunday, 26th April, from 10 in the morning to 2 in the afternoon.

Bob: Oh no! I'm afraid I can't. I'm playing tennis with my cousin.

Ann: Never mind. I'm going by myself.

Bob: No ... wait! I can tell her to get together next weekend. How about meeting at 9:30?

Ann: Great! Why don't you ask your cousin to come along, too?

Bob: Brilliant idea! I'm going to call her right now!



Making suggestions

- Why don't we ...?
- How about ...?
- Is it OK if we ...?
- Do you think you ...?
- Is ... OK with you?
- Let's ...

Accepting

- That sounds like fun.
- That sounds great.
- Sure. Why not?
- That's OK with me.
- Brilliant idea!
- Great!

Refusing

- I'm afraid I can't.
- I'm sorry, but I can't.
- I'm really sorry, but I have to ...

3 Find words/phrases in the dialogue which mean: *Why don't we take part?* – OK. – *It doesn't matter.* – *Is 9:30 OK with you?*

4  Invite your friend to join in the event on the poster. Use the useful language in the box. You can use the dialogue in Ex. 2 as a model.



Check these words

- mammal
- overfishing
- threaten
- face extinction
- overhunting

Speaking & Reading

1 Look at the pictures. Give two reasons why you think these animals are endangered.

 Listen and read to find out.

 Video

Endangered Species

Around the World

This week I did a school project on endangered species and I found out some really interesting and worrying facts. Did you know that the list of endangered species is getting longer as more animals face extinction every year? We must look after them or they're going to disappear.

Mary, 16

If one species is endangered, then all species are endangered.

Post a comment

The Baiji dolphin is one of the world's rarest mammals. It is 2.5m long and swims only in the Yangtze River. Along this river, there are many fishing villages and overfishing threatens these beautiful dolphins. The last time researchers saw one was in 2002 so they declared this species functionally extinct in 2006.



Baiji Dolphin
China



Aye-aye Lemur
Madagascar

The island of Madagascar is home to the aye-aye lemur. It lives in the rainforest and has large eyes. The native people believe the aye-aye is a symbol of death. Cutting down trees and hunting are threatening them and there are only a few thousand left.

Australia is famous for its kangaroos, but this species of small kangaroo is facing extinction.

There are only about 500 left because of overhunting. The bridled nail-tailed wallaby now lives only in Taunton National Park, Queensland.



Bridled Nail-tailed Wallaby
Australia

2 Complete the sentences in your notebook. Compare with your partner.

- 1 The Baiji dolphin lives
- 2 Its length is
- 3 People in Madagascar think that the aye-aye lemur
- 4 The bridled nail-tailed wallaby is a
- 5 We can see the bridled nail-tailed wallaby in

Writing

3  **ICT** In groups, collect information about an endangered animal in your country and other countries. Prepare a digital presentation for the class. Talk about: *name, where it lives, what it looks like, why it is endangered.*

Famous quotation

Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar.

Bradley Millar





1 Use words from the two boxes (A and B) to form phrases, then use them in sentences. Write in your notebook.

A

environmental

endangered

water

face

energy

plant-a-tree

B

extinction

day

waste

animals

group

pollution

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

Quiz



- 1 Loggerhead turtles live in the Mediterranean Sea.
- 2 Loggerhead turtles have got horns.
- 3 Baiji dolphins live in the sea.
- 4 Aye-aye lemurs' eyes are big.

4 **Song:** These words/phrases appear in the song: clean rivers, pick up litter, plant new trees, save our planet, work together, stop polluting, recycle. What is the song about?

Listen, read and check.



We can Make a Difference

We can clean our rivers
We can clean our lakes and seas
We can pick up litter
We can help to plant new trees

We can make a difference
Everyone can do their part
We can save our planet
We just have to make a start
We can make a difference
There is so much we can do
Let's all work together
And make things as good as new

We can stop polluting
Clean the water, land and air
We can all recycle
We can take a little care



3 Look at Module 6 and write a *T/F* quiz of your own in your notebook.

5 What else can we do to help save our planet? Tell the class.

1 Fill in: *endangered, rare, donate, wild, risk, whiskers, exhaust, poisons, mammals, face.*

Write in your notebook.

- 1 ... fumes pollute the air in big cities.
- 2 The Baiji dolphin is a very ... species.
- 3 Factory waste ... our lakes and rivers.
- 4 You can ... to a charity that protects loggerhead turtles.
- 5 We need to protect ... species.
- 6 Dolphins are
- 7 Snow leopards have got
- 8 Some animals are at great
- 9 A lot of animals ... extinction nowadays.
- 10 Lions are ... creatures. (10x2=20)

2 Choose the correct item. Write in your notebook.

- 1 The aye-aye lemur is **in/at** danger of extinction.
- 2 Man is responsible **of/for** most environmental problems.
- 3 Turtles lay their eggs in the sand **in/on** beaches.
- 4 The Yangtze River is home **to/of** the Baiji dolphin.
- 5 We need to look **into/after** some species, they are going to disappear. (5x2=10)

3 Put the verbs in brackets into the correct future form. Write in your notebook.

- 1 I have enough eggs I ... **(make)** a cake.
- 2 We ... **(not/go)** to England next summer.
- 3 Look! He ... **(crash)** into the tree.
- 4 The match ... **(finish)** at 3:00.
- 5 He ... **(leave)** for Paris tonight.
- 6 Now that he has the money, he ... **(buy)** a new MP3 player.
- 7 Oh no! She ... **(fall)** down.
- 8 Paul ... **(come)** home tonight after work.
- 9 She can't come tonight; she ... **(work)** late.
- 10 She ... **(fly)** to Rome tomorrow. (10x3=30)

4 Choose the correct tense. Write in your notebook.

- 1 Pamela is **calling/called** an hour ago.
- 2 She **is going to walk/was walking** to school when it started snowing.
- 3 Paul **is going to spend/spent** his summer holidays with his grandparents this year.
- 4 The documentary **is starting/starts** at 6:45.
- 5 Simon **didn't travel/isn't going to travel** abroad this year. He wants to work at the local animal shelter. (5x4=20)

5 Match the exchanges. Write in your notebook.

- 1 Is 10 o'clock OK?
- 2 When is the clean-up day?
- 3 Let's go to the aquarium.
- 4 How about asking Ann to come?
- 5 Sorry, but I'm visiting my grandparents this weekend.
 - a Sunday, 10th April.
 - b Sure. See you then.
 - c Never mind. I can go to the event with Julia.
 - d I don't think so. She's going to Milan with her parents.
 - e Good idea. (5x4=20)

TOTAL: 100

Check your progress

Now I can ...

- talk/write about environmental problems
- describe animals
- talk about my future plans & intentions
- make suggestions
- make a poster

GOOD ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

Monstertrackers!



Dear Monstertrackers,
The Chupacabra is going to eat all the goats and chickens here in Chile! You must help us!
Miguel

3 The Chupacabra

1 We're going to see Santiago from the top of a hill.

Whee! This place is amazing!
I'm going to like Chile!

2 Wow! There's so much food. Great ... I'm hungry!

Well, I'm going to take some chicken to my room for tonight!

That night ...

3 Boogey? Is that you?
What do you want?

4 Tracker, who are you talking to?

The Chupacabra! Get Candy! Let's go!



Exercises

- 1** Look at the pictures. What is the story about?

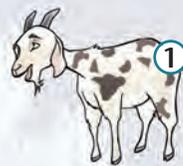
Listen and check.

- 2** Read and decide if the sentences are **Yes** or **No**. Write in your notebook.

- 1 The Chupacabra lives on top of a hill.
- 2 It eats chicken.
- 3 Phil takes some chicken with him to his room.
- 4 Tracker sees the Chupacabra in his room.
- 5 Boogey catches the Chupacabra.
- 6 Boogey is in hospital.

- 3** Label the pictures. Write in your notebook.

- garage • goat • flat tyre
- chicken • glow • hotel • escape



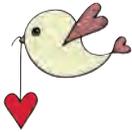
- 4** Find eight mistakes in the summary. Use words from Ex. 3 to correct them. Write in your notebook.

The Chupacabra is a monster in Chile. It eats people. The Monstertrackers are after it. They are at a house in Santiago. After dinner, Tracker takes some potatoes to his room. Tracker wakes up in the night. The Chupacabra is in his room. Its eyes blink red. It gets the potatoes and gets in. Boogey can't go after it because he has broken windows. They take Boogey to the hospital.

Fact or Fiction?

- The Chupacabra has spines on its back and its eyes glow red.
- It lives in many parts of North and South America.

Festivities



GRANDPARENTS' DAY

How people celebrate



Grandparents have their own special day. Grandchildren from different countries celebrate their grandparents on a special Sunday in September, October or November. Here are some of the ways people in the USA, Canada and the UK tell their grandparents how much they love them.

Cards & Gifts

Grandchildren write their grandparents cards on this day, telling them how happy they are to have them in their lives. Sometimes, they give them a small gift, too. Many children make their gift rather than buy it. They think it is more personal.



Picnics & Barbecues

Many grandchildren invite their grandparents over to their house for a special dinner, or spend the afternoon with them having a picnic in a park or a barbecue in the garden. It's a chance to spend quality time together, talking and playing games.

Parties

Some people decide to throw their grandparents a party. They invite all their relatives over to their house, as well as friends and neighbours, and everyone has a great time.

So, Grandparents' Day is very similar to Mother's Day and Father's Day. It's a day for grandparents to feel special and loved!

1 🎧 **How do people in the USA, Canada and the UK celebrate Grandparents' Day? Listen and read to find out.**

2 **Read the texts and decide if the statements (1-5) are T (true), F (false) or DS (doesn't say). Write in your notebook.**

- 1 Only three countries celebrate Grandparents' Day.
- 2 Canadians celebrate Grandparents' Day in September.
- 3 It's popular for grandchildren to make gifts for their grandparents.
- 4 People always have a party on Grandparents' Day.
- 5 Grandparents' Day is similar to Mother's Day.

3 **THINK!** **Do you celebrate Grandparents' Day in your country? How do you celebrate it?**



I Love my Grandparents

How are you planning to celebrate Grandparents' Day this year? Tell the class.

Christmas

The story behind Christmas stockings

Do you know why people hang up stockings on Christmas Eve? Read on to find out ...

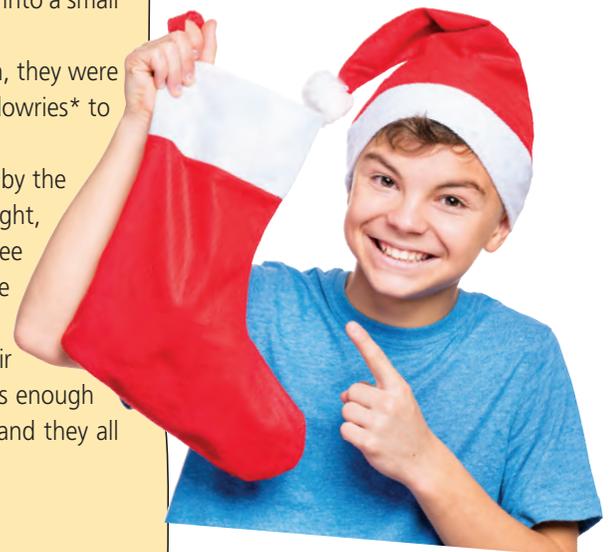
A long time ago, a kind, rich man lived with his beautiful wife and three daughters. They were a happy family, but their happiness ended one terrible day when the man's wife died. The kind man and his daughters were very sad. Things soon got even worse. The man lost all his money, so they had to move out of their beautiful home and into a small cottage.

Years passed and the man's daughters grew up into beautiful women. Soon, they were ready to get married. But the man was sad. In those days, women needed dowries* to get married and the man didn't have any money to give.

One night, his daughters washed their stockings and hung them up to dry by the fireplace. Then, they kissed their father goodnight and went to bed. That night, Saint Nicholas (now called 'Santa Claus') went to their house. He took three bags of gold coins from his sack and threw them down the chimney. The three bags landed inside the stockings.

In the morning, when the man's daughters woke up, they discovered that their stockings were full of gold! The kind man was so happy because there was enough gold for all his daughters to get married. His daughters soon got married and they all lived long and happy lives.

*dowry = money that the family of the bride gives to her husband

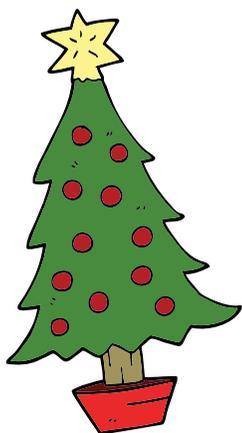


1 **What's the story behind Christmas stockings? Listen and read to find out.**

2 **Read the text and decide if the statements (1-5) are T (true), F (false) or DS (doesn't say). Write in your notebook.**

- 1 The man became poor after his wife died.
- 2 The man left his cottage.
- 3 The daughters hung their stockings up because they were wet.
- 4 Saint Nicholas came to the man's house in a carriage.
- 5 The man found the gold in his daughters' stockings.

3 **ICT** **Collect information about Christmas traditions in various countries. Make notes for each country. Which traditions are the same/similar to those in your country?**



HOGMANAY NEW YEAR'S EVE IN SCOTLAND



Superstitions & Traditions

Hogmanay, or New Year's Eve, is the biggest celebration of the year in Scotland. There are many superstitions and traditions during Hogmanay. The Scots believe that a year will be lucky and happy only if it begins in the right way. So let's take a look at how people in Scotland make sure their year will be lucky!



unlucky



lucky

Cleaning

The Scots believe a dirty house is very unlucky when the New Year starts. So, on Hogmanay, everyone in the family does household chores to get their house clean and tidy. A clean house at midnight means the year will be lucky. In the old days, when every home had a fireplace, it was important to make sure the fireplace didn't have any of the old year's ashes in it. Some people even 'read' the ashes of the very last fire of the year to see what the New Year would bring.

First Footing

The tradition of 'first footing' is very important. The Scots believe that the first person (the 'first foot') to walk into their home after midnight on New Year's Eve decides how lucky their year will be. If the first person over the doorstep is a man with dark hair, the year will be lucky. However, if the first visitor is a man with fair hair, the year will be very unlucky! It is also very important that the dark-haired man brings a gift because no gift also means bad luck for the year.

ICT



What New Year's superstitions and traditions have you got in your country? Collect information. Tell the class.

1 **How are fireplaces, ashes, men with dark hair and men with fair hair related to Hogmanay? Listen and read to find out.**

2 **Read the text and complete the sentences in your notebook. Use up to five words.**

- 1 The Scots clean their houses before the New Year starts so that
- 2 Some Scots read the ashes to learn what
- 3 To have a lucky year, the first visitor after midnight should be
- 4 The first visitor should bring



Video



Valentine's Day

Symbols of love

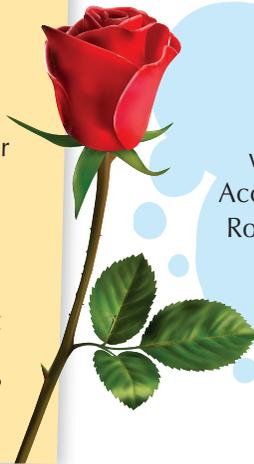
Valentine's Day, on 14th February, is a day that celebrates romantic love. On this day, couples find ways to express their love for one another. Some couples exchange small gifts, such as cards, flowers and chocolates. Others go out in the evening for a romantic dinner. Let's look at some of the symbols for this romantic day.

The heart

In ancient times, people believed that emotions – especially love – came from the heart, and so the heart became a symbol of love. That's why people buy heart-shaped chocolates, balloons and cards for their loved one on Valentine's Day.

The red rose

Everyone knows that red roses mean 'I love you!' That's why people give their sweethearts red roses on Valentine's Day. Legend says that they were the favourite flower of the Roman goddess Venus. But do you know what these other coloured roses mean?



Cupid

Cupid is the cute little boy with wings who holds a bow and arrow in his hands. According to legend, Cupid is the son of Venus, the Roman goddess of love, and when he shoots his arrows into two people's hearts, they fall madly in love with each other.



yellow roses:
'You are a great friend.'

orange roses:
'I am proud of you.'

purple roses:
'You are wonderful.'

white roses:
'I miss you.'

pink roses:
'Thank you.'

- 1 Look at the headings and pictures. Why do we associate these with Valentine's Day? Listen and read to find out.
- 2 Read the text and decide if the statements (1-5) are T (true), F (false) or DS (doesn't say). Write in your notebook.

- 1 Valentine's Day celebrates friendship.
- 2 Some people buy rings or clothes as a gift.
- 3 Cupid makes people fall in love with each other when he points at them.
- 4 Cupid's mother is Venus.
- 5 People give red roses on Valentine's Day to say 'I love you.'

- 3 Do you have the same symbols in your country? Do you have any other Valentine's Day symbols? Tell the class.

Evaluation (Modules 1-2)

Vocabulary

- 1 Complete the gaps with the verbs in the list, then answer the questions about you. Write in your notebook.**

• do • play • listen • go • have • surf
• read • watch

How often do you...

- | | |
|----------------|-----------------|
| 1 ... sport? | 5 ... shopping? |
| 2 ... the Net? | 6 ... a book? |
| 3 ... chores? | 7 ... to music? |
| 4 ... TV? | 8 ... a snack? |

- 2 What's the job? Choose and write in your notebook.**

- Keith looks after plants and flowers.
cashier/gardener
- Jason wears a costume at work.
doctor/theme park mascot
- Luke makes bread.
baker/pizza delivery boy
- Nicole protects people.
police officer/accountant

- 3 Choose the correct word. Write in your notebook.**

- 1 bowling/skateboarding



- 2 stamp collecting/
jewellery making



- 3 photography/vlogging



- 4 jigsaw puzzles/board games



- 5 archery/chess



What's your favourite hobby?

- 4 Write the odd word in your notebook.**

- plump, rude, thin, overweight
- beard, moustache, freckles, patient
- fair, curly, oval, wavy
- serious, polite, easy-going, wrinkles

- 5 Describe the people in the pictures. Write in your notebook.**



Sam



Jane



Phil & Mandy

Grammar

- 6 Choose the correct word. Write in your notebook.**

- That is **Jane's/Janes'** room.
- Her hair is not **as long/longer** as mine.
- These are the **boys's/boys'** bags.
- This/These** is the **womens'/women's** office.
- Who's/Whose** sister is Kate?
- He is **good/better** at Maths than me.
- This dress is **expensiver/more expensive** than that one.
- Those are **Ted's and Mark's/Ted and Mark's** coats.
- The **childs/children** are in their room.
- Her English is **bad/worse** than Nora's.
- The **room door/door of the room** is open.
- Kelly is **funnyer/funnier** than Stella.

Evaluation (Modules 1-2)

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

Hi Andy,
How **1**) ... (you/be)? I **2**) ... (write) to you from Bucharest! I'm here with Sue and Nancy. We **3**) ... (stay) at a nice hotel near the city centre. Every morning, we **4**) ... (go) sightseeing and Bob **5**) ... (take) lots of photos. At night, we **6**) ... (have) dinner at local restaurants. The food is just delicious. Then, we **7**) ... (walk) around the city. Today, we **8**) ... (not/go) out because it **9**) ... (rain). I **10**) ... (not/like) this weather! At the moment, Bob and I **11**) ... (have) coffee at the hotel and Steve **12**) ... (shop) for souvenirs at the gift shop.
What about you? How **13**) ... (you/spend) your holidays? **14**) ... (you/have) a nice time?
See you soon,
Ryan

- 8** Describe the picture in your notebook. Use the present simple or the present continuous.



- 9** Complete with the past simple form of the verbs in brackets. Write in your notebook.

- A: ... (you/go) out last Saturday?
B: No, I ... (stay) at home with my parents and we ... (watch) a film.
- A: What ... (be) that noise?
B: I ... (not/hear) anything.
- A: When ... (you/visit) Rome?
B: Last year. It ... (be) a great experience.
- A: What ... (you/cook) for lunch yesterday?
B: I ... (not/want) to cook, so I ... (stop) at a fast food restaurant and ... (eat) a pizza.

- 10** Use the prompts to write what you used/didn't use to do when you were ten years old in your notebook.

- spend summer holidays by the sea
- walk to school
- sleep early on weekdays
- go to the cinema on Saturdays
- cook my own meals
- go to escape rooms
- play tennis

Everyday English

- 11** Match the exchanges. Write in your notebook.

- 1 Where are you going?
- 2 It sounds like you had a great time.
- 3 Do you do any kind of sport?
- 4 Did you go with Tom?
- 5 Why don't we go to the pool this Friday?

- a Oh, I can't. How about Sunday morning?
- b No, he was ill.
- c I'm on my way to the library.
- d I did. It was fantastic.
- e Well, I like swimming.

Evaluation (Modules 3-4)

Vocabulary

1 Choose the correct word. Write in your notebook.

- 1 I like my eggs **scrambled/mashed**.
- 2 Stop eating **physical/junk** food. It's not healthy.
- 3 Get a good night's **hobby/sleep**.
- 4 Don't **surf/have** the Internet for too long.
- 5 I love **steamed/scrambled** vegetables.
- 6 We had **roast/baked** beans for lunch.

2 Fill in: *hit, burn, bruise, pull, cut, twist*, in the **past simple**. Write in your notebook.

- 1 Jane ... her hand while she was making an omelette.
- 2 Kate ... her ankle while she was playing tennis.
- 3 Kevin ... his head on the kitchen cupboard.
- 4 Sam ... a muscle while he was exercising.
- 5 Jenny ... her finger while she was making a salad.
- 6 Nick ... his eye during the fight.

3 Where can you hear these sentences? Write in your notebook.

- 1 Can I talk to Doctor Smith, please?
- 2 A bunch of tulips, please.
- 3 Three loaves of bread, please.
- 4 Children, please be quiet!
- 5 Can you cut my hair, please?
- 6 I want to return these books, please.
- 7 Can I have a chicken and two steaks, please?
- 8 Can I have some carrots, please?
- 9 Can I have some aspirin, please?
- 10 I want to buy some stamps, please?

4 a) Complete with: *streets, services, entertainment, transport, universities, mall, pollution, air*. Write in your notebook.

- 1 It's got good public There are buses and trolleys that run all day.
- 2 People are very friendly and the ... is clean.
- 3 You can find designer clothes in the
- 4 It takes me ages to reach my office as there are too many cars on the
- 5 We need to drive for 30 minutes to reach shops and
- 6 There are lots of schools and ... to choose from.
- 7 There isn't much ... such as cinemas and theatres.
- 8 The buildings are beautiful but there is too much ... from cars.

b) Which sentences refer to the city/countryside? Write in your notebook.

Grammar

5 Complete with the verbs in the **past simple** or the **past continuous**. Write in your notebook.

- sunbathe • reach • not stop • go • eat
- take • have • spend • swim • start

Hi Nancy,

We **1**) ... the hotel at 11 o'clock yesterday morning and **2**) ... straight to the beach.

A lot of people **3**) ... on the beach and others **4**) ... in the water. My dad **5**) ... photos with his camera while Mum **6**) ... her ice cream. We **7**) ... a great time when suddenly it **8**) ... raining and it **9**) ... before midnight. We **10**) ... the whole day in the hotel! At least today the weather is better! Keep you posted!

Evaluation (Modules 3-4)

- 6 Complete the dialogue with: any (x2), some, few, little, lot, much, many. Write in your notebook.**

A: I'm going to the supermarket.
B: Can you get 1) ... butter? There wasn't 2) ... in the fridge this morning.
A: OK. Anything else?
B: Can you get a 3) ... apples, as well? I thought we had a 4) ... of apples, but Fiona used them all in the apple pie. We haven't got 5) ... now.
A: OK then. How 6) ... apples do we want?
B: Six are enough. Oh, and we've only got a 7) ... cheese.
A: How 8) ... do you need?
B: 300 gr is enough. Thanks.

- 7 Complete the exchanges (1-5) with questions and short answers using the correct form of *there is* – *there are*. Write in your notebook.**

- 1 A: ... a park near your house? (✓)
B: ...
2 A: ... shops in this area? (X)
B: ...
3 A: ... a greengrocer's in your neighbourhood? (X)
B: ...
4 A: ... any cinemas in the town centre? (✓)
B: ...
5 A: ... a post office near here? (X)
B: ...

- 8 What is/isn't there in your neighbourhood? Write in your notebook.**

- 9 Look at the picture and describe it in detail. Use *prepositions of place*. Write in your notebook.**



- 10 Identify the adverbs in bold. Which describe *manner*? *place*? *time*? Write in your notebook.**

- 1 He goes to work **by bus**.
2 She lives **here**.
3 She goes to the gym **every day**.
4 He left **yesterday**.
5 He speaks **slowly**.
6 Put it **over there**.

Everyday English

- 11 Match the exchanges in your notebook.**

- 1 What can I get you?
2 I'd like some information, please.
3 What would you like to drink?
4 Thank you for your help.
5 Can I get you anything else?
6 How much do tickets cost?
- a No, thank you.
b I'd like some coffee, please.
c £10 for adults and £7 for children.
d My pleasure.
e Is it too late to order breakfast?
f Sure. What would you like to know?

Evaluation (Modules 5-6)

Vocabulary

1 Choose the correct word. Write in your notebook.

- 1 Can you use **face/sign** language?
- 2 I like **chatting/sending** on social media.
- 3 James **added/retweeted** my post.
- 4 We **uploaded/sent** all the photos from our school fair on the school website.
- 5 Can you send me a friend **post/request**?
- 6 Jenny is sending an instant **message/link** to Pat.
- 7 How can I view Anton's **profile/media**?
- 8 Can you help me **share/add** a photo to the post?

2 Find the word. Write in your notebook.

- 1 You can enter letters, numbers and other symbols into a computer with this. K...
- 2 People can see each other over the Internet with it. W...
- 3 You can listen to music through these. S...
- 4 You can move it along a flat surface to help you select different items on the screen. M...
- 5 You can see files on it. S...

3 Match the words to write the animal in your notebook.

- | | |
|--------------|-----------|
| 1 snow | a rhino |
| 2 blue | b panda |
| 3 black | c leopard |
| 4 loggerhead | d shark |
| 5 giant | e turtle |
| 6 white | f whale |

4 a) Complete the poster. Use: *poison, cutting, throwing, leave, polluting, lose*. Write in your notebook.

Stop companies 1) ... down trees.
Help animals not 2) ... their natural habitats.
Stop factories 3) ... the air with smog.
Stop 4) ... away too many things.
Don't 5) ... the water.
Don't 6) ... lights on when you don't need them.

b) Match the sentences in Ex. 4a to the problem each describes. Write in your notebook.

- pollution (x2)
- deforestation
- energy waste
- rubbish
- endangered species

5 Describe the animals in the pictures in your notebook. Think about: *tail, body, fur, whiskers, legs, fins, horns, mouth, eyes*.



Grammar

6 Write questions. Use *may* or *can*. Then, answer them. Write in your notebook.

- 1 Ask your mum for permission to stay at your friend's house tonight. Your mum refuses.
- 2 Ask your teacher for permission to use his laptop. Your teacher agrees.
- 3 Ask your friend to borrow her scarf. Your friend agrees.
- 4 Ask your PE teacher for permission to leave the lesson. Your PE teacher refuses.

Evaluation (Modules 5-6)

7 Choose the correct item. Write in your notebook.

- 1 You **may/must** be here on time because we want to leave early.
- 2 **May/Can** you ride a motorbike?
- 3 I don't write emails. **So/Neither** do I.
- 4 **Can/May** I see Mr Rogers, sir?
- 5 You **may not/mustn't** eat too many sweets. It isn't healthy at all.
- 6 I prefer sending text messages. **So/Neither** do I.
- 7 I don't like posting videos online. I **do/don't**.
- 8 You **must/mustn't** tell lies to your parents. It isn't right.

8 Fill in the correct *question tag*. Write in your notebook.

- 1 Jim left yesterday, ...?
- 2 You can play tennis, ...?
- 3 She's at school now, ...?
- 4 He had breakfast, ...?
- 5 That's my camera, ...?
- 6 This is your bag, ...?

9 Fill in the correct *future tense*. Write in your notebook.

- 1 The train ... (**leave**) at 4:00.
- 2 Look at the sky. It ... (**be**) a great day today.
- 3 Now that I've got all I need, I ... (**make**) an apple pie.
- 4 John ... (**fly**) at 10:30 tomorrow morning .
- 5 I ... (**not/meet**) Jane for dinner after work. She isn't in town.

10 What are your plans for this winter school break? Write five sentences in your notebook.

11 Choose the correct item. Write in your notebook.

- 1 Peter ... late tonight.
A works B is working C worked
- 2 ... Mary go to the bank yesterday?
A Is B Are C Did
- 3 ... you going to travel abroad this summer?
A Did B Are C Do
- 4 The bus ... at 9:30 tonight.
A departs B is going to depart
C is departing
- 5 Mary isn't ... dinner now.
A make B made C making
- 6 ... you at home yesterday evening?
A Were B Are C Was
- 7 Did you ... a nice time at the party?
A had B having C have

Everyday English

12 Match the exchanges in your notebook.

- 1 When is the school Science competition?
- 2 Hey, what's wrong?
- 3 How about meeting at 6:30?
- 4 Why don't you join us at the cinema today?
- 5 Is that all? Thanks.
- 6 Why don't you ask your brother to come along too?

- a No problem.
- b I'm afraid I can't. I'm seeing my cousins.
- c It's this Friday from 10 in the morning to 2 in the afternoon.
- d Brilliant idea! Let me call him.
- e Great!
- f I don't know how to upload these photos on the Internet.

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:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bit/	beat /bit/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /brɪkəm/	become /brɪkəm/	lie /lai/	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 /mit/	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 /'rɪdɪn/
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 /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dreɪm (dri:md)/	dreamt (dreamed) /dreɪm (dri:md)/	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/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /ɡɒt/	got /ɡɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /geɪv/	given /ɡɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wʌn/	won /wʌn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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