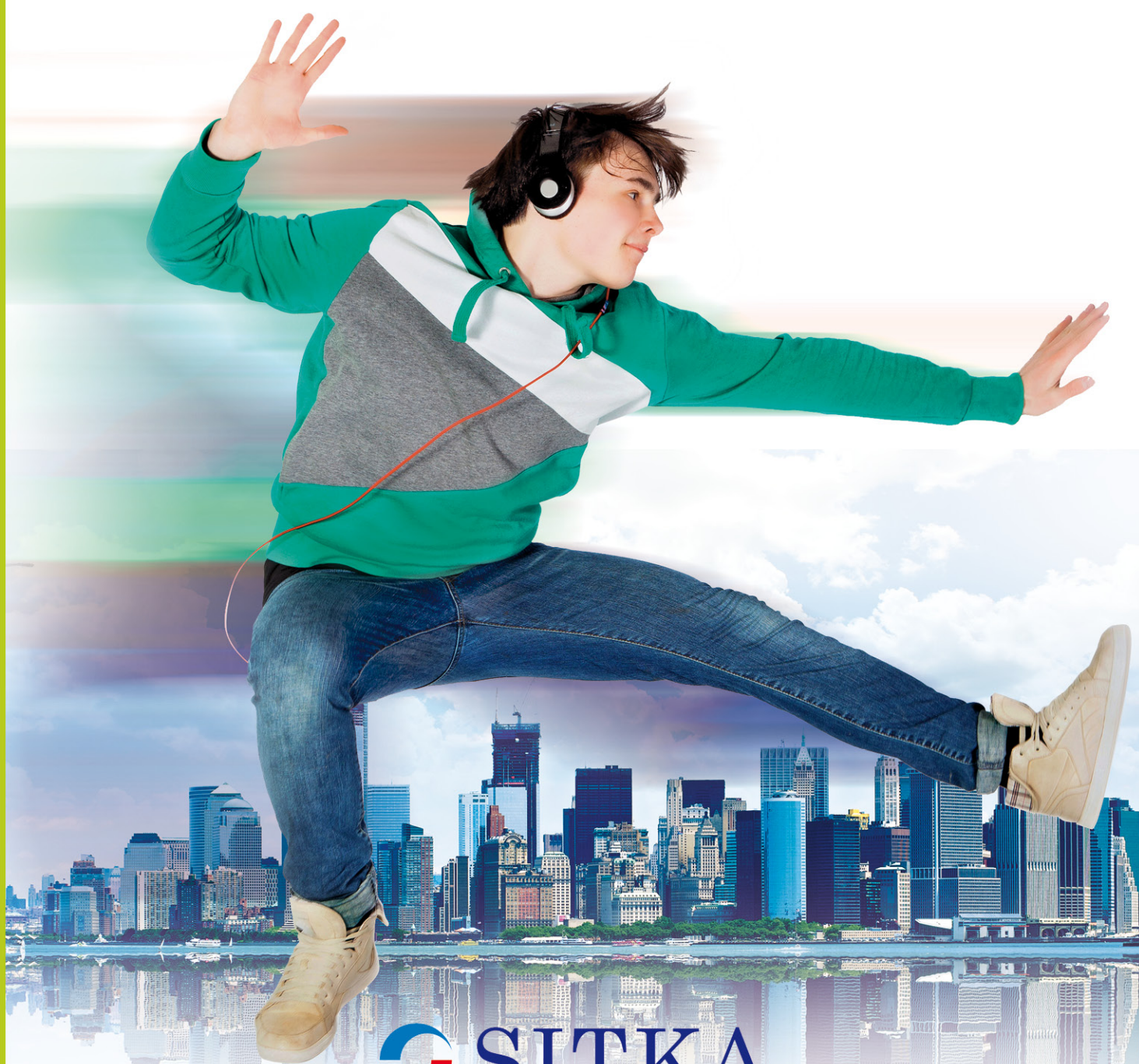


MINISTERUL EDUCAȚIEI NAȚIONALE

Catrin E. Morris, Paola Tite with Grazia Cerulli and Luke Prodromou

LIMBA MODERNĂ 2

LIMBA ENGLEZĂ CLASA A VII-A



SITKA

CENTRUL DE CARTE STRĂINĂ

**Acest manual școlar este proprietatea
Ministerului Educației Naționale**

Acest manual școlar este realizat
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Manualul școlar a fost aprobat prin **Ordinul Ministerului Educației Naționale Nr.: 4765 din 13 august 2019**, în urma evaluării, și este realizat în conformitate cu programa școlară aprobată prin **Ordinul Ministerului Educației Naționale Nr.: 3393 din 28 februarie 2017**.

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Inspectoratul Școlar
Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:						
Anul	Numele elevului care a primit manualul	Clasa	Școala	Anul școlar	Starea manualului*	
					la primire	la returnare
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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- IV. Prodromu, Luke

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S.C. CENTRUL DE CARTE STRĂINĂ SITKA S.R.L.

Bd. Dacia 23 - București - Romania

Tel. 021/2103030, 021/2104010

Web: www.cartestraina.ro

Email: office@cartestraina.ro



CENTRUL DE CARTE STRĂINĂ

Referenți științifici:

prof. univ. dr. Monica Bottez, Facultatea de Limbi și Literaturi Străine, Universitatea din București

prof. gradul I Ana Durac, Colegiul Național "Spiru Haret", București

Editorial project and coordination: Simona Franzoni

Editors: Simona Franzoni, Simona Pisauri, Gigliola Capodaglio, Lisa Suett

Language consultant: Gillian Arger

Art director: Marco Mercatali

Page design: Airone Comunicazione – Sergio Elisei

Page layout: Airone Comunicazione, Sara Blasigh

Illustrated by: Daniele Pasquetti, Isabella Mazzanti

Picture editors: Giorgia D'Angelo, Simona Franzoni

Production manager: Francesco Capitano

Cover design: Paola Lorenzetti

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Competențe generale

1. Receptarea de mesaje orale în situații de comunicare uzuală.
2. Exprimarea orală în situații de comunicare uzuală.
3. Receptarea de mesaje scrise în situații de comunicare uzuală.
4. Redactarea de mesaje în situații de comunicare uzuală.

Competențe specifice

1. Receptarea de mesaje orale în situații de comunicare uzuală.
 - 1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate.
 - 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea.
 - 1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate.
2. Exprimarea orală în situații de comunicare uzuală.
 - 2.1. Prezentarea simplă a unei persoane / a unui personaj.
 - 2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni).
 - 2.3. Exprimarea preferințelor.
 - 2.4. Manifestarea disponibilității pentru participarea la dialog.
3. Receptarea de mesaje scrise în situații de comunicare uzuală.
 - 3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării.
 - 3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații.
 - 3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi.
 - 3.4. Manifestarea curiozității pentru lectura de orientare.
4. Redactarea de mesaje în situații de comunicare uzuală.
 - 4.1. Redactarea de mesaje simple și scurte.
 - 4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte.
 - 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple.



General competences

1. Can understand oral messages in everyday communication.
2. Can produce oral messages in everyday communication.
3. Can understand written messages in everyday communication.
4. Can produce written messages in everyday communication.

Specific competences

1. Can understand oral messages in everyday communication.
 - 1.1. Can understand the global meaning of clearly articulated everyday verbal interaction.
 - 1.2. Can understand the meaning of clearly articulated everyday verbal interaction provided the other person is prepared to help.
 - 1.3. Can demonstrate curiosity towards specific elements of the cultural area where the language is spoken.
2. Can produce oral messages in everyday communication.
 - 2.1. Can describe a person / a character in simple terms.
 - 2.2. Can establish social contact by means of simple conversational formulas (greetings, good bye, introducing oneself, thank you, instructions).
 - 2.3. Can express preferences.
 - 2.4. Can demonstrate willingness to communicate verbally.
3. Can understand written messages in everyday communication.
 - 3.1. Can understand road symbol signs and other safety signs placed in public areas to give instructions.
 - 3.2. Can understand a short text accompanied by illustrations.
 - 3.3. Can understand messages from friends or classmates.
 - 3.4. Can demonstrate curiosity towards reading for orientation.
4. Can produce written messages in everyday communication.
 - 4.1. Can produce short simple texts.
 - 4.2. Can describe in short sentences aspects of their everyday life (people, places, school, family, hobbies).
 - 4.3. Can demonstrate willingness to send and receive simple written messages.

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Unit	Vocabulary	Grammar
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Pronunciation	Functions	Build your competences
Word stress	Making comparisons	<p>Culture: Popular trends</p> <p>Reading: Understanding a text about fashionable items amongst teenagers from yesterday to today</p> <p>Listening: Understanding people talking about their favourite objects</p> <p>Speaking: Describing an object and inviting your friend to guess what it is</p> <p>Writing: Writing a letter describing fashionable objects in your country</p>
/u: / and /ʊ /	Talking about future intentions	<p>Culture: National parks in the USA</p> <p>Reading: Understanding a text about American national parks</p> <p>Listening: Understanding a dialogue talking about a future holiday</p> <p>Speaking: Making a conversation about organizing a future holiday</p> <p>Writing: Writing an email about your summer plans</p>
/g / and /k /	Ordering food over the phone	<p>Culture: Wild London</p> <p>Reading: Understanding a text about wild animals in London</p> <p>Listening: Understanding a tour guide talking about imperial ravens at the Tower of London</p> <p>Speaking: Making a conversation about wild animals in one's city</p> <p>Writing: Writing a brief description of wild animals in one's city</p>
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• Royal and Presidential residences • Road safety



Static Content



Video Content



Interactive Content

1

Who's in charge?



Vocabulary ▶ Word Bank p. 106

1 Look at the pictures. Which activities would you be happy to do?

2 Match the words and discover house chores. Mark those represented in the pictures.

- | | |
|-----------------|---|
| 1 babysit | a <input type="checkbox"/> the washing-up |
| 2 do | b <input type="checkbox"/> the beds |
| 3 do | c <input type="checkbox"/> the ironing |
| 4 do | d <input type="checkbox"/> the dishwasher / the washing machine |
| 5 lay / clear | e <input type="checkbox"/> your room |
| 6 load / unload | f <input type="checkbox"/> little brothers or sisters |
| 7 make | g <input type="checkbox"/> the table |
| 8 take | h <input type="checkbox"/> the bins out |
| 9 tidy | i <input type="checkbox"/> the laundry |
| 10 hang out | j <input type="checkbox"/> the vacuuming |

3  Listen and check.

4 Write down which house chores you believe British teenagers do.

Babysit little brothers or sisters, ...

LEARN TO LEARN

In English, we use the verb **do** to indicate chores or activities and the verb **make** to indicate something that is created or produced. Insert **make** or **do** to complete the following actions:

- 1 _____ the ironing, the washing-up, the vacuuming, your homework
 2 _____ the beds, a cake, a cup of tea, a meal



D



E

1

Presentation 1



5 Read and listen to the stories of four British teenagers.

Household chores: whose jobs are they?

Chloe (15)

My parents work full-time, so in our house my brother Ben and I get pocket money to do chores. He usually does the vacuuming, lays the table, does the washing-up and takes the bins out; I clear the table, unload the dishwasher and walk the dog. 😊

Grace (14)

There's a great system for doing chores in our house! While my brother Sam is hanging out the clothes, laying and clearing the table, loading the dishwasher, taking the bins out, tidying my room and his, making his bed and mine, I babysit our little sister! So, whose turn is it to unload the dishwasher? It's not mine! It's Sam's 😊

Joey (16)

My mum doesn't believe in traditional boys or girls' chores for my sister Rochelle and me. So Rochelle takes out the bins, helps in the garden and walks the dog. I usually tidy up, make the beds, do the ironing and the washing-up! It keeps mum happy! 😊

Wayne (15)

We have constant arguments at home about chores. Our parents ask: 'Whose turn is it to load or unload the washing machine?' My brother and I shout: 'Yours!', and our parents say it's certainly not theirs... So we do it all together! 😞

6 **Comprehension** Write down what each one does.

Chloe: *clear the table,* _____

Ben: _____

Grace: _____

Sam: _____

Joey: _____

Rochelle: _____

Wayne: _____

→ *whose*

*Whose turn is it to unload the dishwasher?
It's not mine! It's Sam's.*

7 **Pairwork** Whose turn is it? Agree on who will carry out the cleaning today.

A *I lay the table, load and unload the dishwasher.*

B *I can take the bins out and...*

8 In groups of four, ask questions and take turns answering.

A *Whose turn is it to make the beds?*


B *It's mine. / It's Sara's.*

1 The School Magazine



Presentation 2



1  Where are Sasha and Evie going? Listen to the dialogue and read along.

Logan Hey girls! What's up? Why are you whispering?

Sasha Sh! Logan! You don't need to talk so loudly!

Evie Be quiet and come with us! We're late so you need to walk quickly!

Logan Come where? What is going on? Aren't you feeling well?


Sasha We're perfectly fine! Why are you following us?

Logan Me? I'm only asking politely what you're doing and...

Evie Don't be silly Logan!

Sasha Listen, we're on our way to a meeting with the new editor of the School Magazine.


Logan In that case you can talk to me... because I'm the new editor!

2  Listen again and repeat.

3 Comprehension Read the dialogue again and indicate if the sentences are true (T), false (F) or if the information is not available (DS).

	T	F	DS
Logan thinks he knows what the girls are whispering about.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Sasha and Evie aren't happy to meet Logan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Evie doesn't want Logan to come with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Logan thinks one of the girls is ill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Evie isn't feeling well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Logan is the new editor of the School Magazine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary: Adverbs of manner

- 4  Complete the table of adverbs of manner with their opposites. Then listen and check.

sadly / unhappily ~~loudly~~ slowly well softly calmly

1 quietly	<i>loudly</i>	4 hard	
2 happily		5 angrily	
3 badly		6 quickly	

- 5  What are they doing? Write an answer under each picture.

play happily run quickly walk slowly ~~sing badly~~ study hard talk angrily



She's singing badly.



1 It's _____.



2 She's _____.



3 They're _____.



4 It's _____.



5 He's _____.

- 6 **Pairwork** Ask and answer how you do the following actions. Use the given suggestions.

How well do you...

- | | |
|------------------|------------------------|
| 1 speak English? | 4 write text messages? |
| 2 dance? | 5 run? |
| 3 sing? | 6 ride a bike? |

A *How well do you speak English?*

B *I speak English badly! What about you?*

A *I speak English well!*

→ Adverbs of manner

*You don't need to talk so **loudly**!*
*You need to walk **quickly**!*
*Aren't you feeling **well**?*

- 7 **Over to you** Now report your friend's answers to the rest of the class. Follow the example.

Edoardo speaks English badly, but he can dance very well...

1 Grammar

Present simple or Present continuous?

→ FOCUS

He *usually does* the vacuuming.
Sam's *hanging out* the clothes.

The *Present simple* is used to express habitual actions and it is often accompanied by adverbs of frequency such as *always, often, usually, sometimes, never* or expressions of frequency such as *once / twice / three times a week / a month / a year*. The *Present continuous* is used for actions that are happening at this moment or in this period of time. It is often accompanied by expressions of time such as *now / at the moment / today*. It can often be found in sentences that begin with *while*.

1 Complete the sentences with the correct form of *Present simple* of the verbs in the box.

do (x2) babysit ~~wash~~ load make tidy up

Do you *wash* the car every Saturday?

- 1 She often _____ her neighbours' little girl.
- 2 _____ Simon _____ the washing-up every night?
- 3 No, he doesn't. He _____ the dishwasher.
- 4 Who _____ the ironing in your house?
- 5 My sister does. I only _____ my room.
- 6 We always _____ the beds after breakfast.

2 Complete the email with the *Present continuous* of the verbs in brackets.

Hi Fred,
What's *happening* (happen)? You ¹ _____ (not answer) the phone. ² _____ you _____ (do) the vacuuming? Or ³ _____ you _____ (listen) to loud music?
I hope you ⁴ _____ (read) this email. Come to my house and let's have a chat. I want to know who Sandra ⁵ _____ (go) out with these days. Is she still with Thomas? I really fancy him!
I ⁶ _____ (finish) my chores now and I ⁷ _____ (wait) to hear from you.
Come soon,
Malia

3 Circle the correct verbs.

They *tidy* / *'re tidying up* the house after the party.

- 1 I always *lay* / *am laying* the table but I don't like clearing it.
- 2 Sanya can't come. She *babysits* / *is babysitting* her little sister.
- 3 Rebecca never *takes* / *is taking* the bins out when it is her turn.
- 4 Mum can't come to the phone. She *washes* / *is washing* her car.
- 5 We *do* / *are doing* our chores quickly so we can go out.
- 6 In this house we all *make* / *are making* our beds every day.

4 Complete the sentences with the verbs in the box in the correct tense.

tidy up take ~~do~~ wash clear babysit do

We usually *do* the washing-up after dinner, but tonight we're *doing* it at 6 p.m.

- 1 I can't hear you, Jill! I _____ the vacuuming.
- 2 How many nights a week _____ you usually _____?
- 3 Why _____ you _____ the bins out? It's my chore!
- 4 Kayra _____ her room once a week.
- 5 She can't come to the phone. She _____ her car.
- 6 The children often _____ the table after Sunday lunch.

Possessive pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	/
our	ours
your	yours
their	theirs

Possessive pronouns

→ FOCUS

Don't make a mess! This is my room, not **yours**.
Our dishwasher is really old but **theirs** is new.
Where's Jane's book? Is this **hers**?

Possessive pronouns are used in the place of possessive adjectives when one does not want to repeat the noun (*your room = yours*).
The possessive pronoun and adjective **his** are the same. There is no corresponding pronoun to the possessive adjective **its**.
Like possessive adjectives, pronouns always correspond to the possessor, not to the item possessed.



Find one mistake and correct it.

- A: Did you see my phone?
B: Is that your?
A: No, it's not. I don't know whose phone it is.



5 Pronoun or adjective? Circle the correct words.

This isn't my / mine purse. My / Mine is red.

- 1 My / Mine mobile phone isn't working. Can I borrow your / yours?
- 2 These are not Leila's sunglasses. Hers / Her are black.
- 3 Where are our / ours keys? We need them now!
- 4 Don't touch those books. They are our / ours.
- 5 Who does the ironing in their / theirs house?

6 Replace the underlined words with the corresponding possessive pronouns.

It isn't my chore. It's your chore.
It isn't my chore. It's yours.

- 1 Use your laptop. This is my laptop.
- 2 'Is this Kerry's school uniform or mine?'
'It's her school uniform.'
- 3 'Girls, are you making the boys' beds?'
'Certainly not, we're making our beds.'
- 4 Dad can wash mum's car. I think his car is clean.
- 5 Our bins are already out. Are they taking their bins out?

whose

→ FOCUS

This room is a mess! **Whose** bag is it? or **Whose** is this bag?
Whose video games are they? or **Whose** are those video games?
Whose chores are these? or **Whose** are these chores?
Whose child is this? or **Whose** is this child?

Whose can be used as an adjective as well as a pronoun. There are two cases:
Whose + singular / plural noun + is / are...?
Whose + is / are + singular / plural noun ...?

7 Complete the questions with **whose** and write down the answers.

'**Whose** camera is it?' (my camera)
'It's mine.'
'**Whose** keys are they?' (her keys)
'They're hers.'

- 1 '_____ mobile is it?' (his mobile)

- 2 '_____ magazine is it?' (our magazine)

- 3 '_____ chores are they?' (your chores)

- 4 '_____ car is it?' (their car)

→ FOCUS

Be careful not to confuse when using **Whose**, **Who's**, **Who's got**.

Whose car is this?
Who's your teacher?
Who's got a dictionary?

8 Circle the correct word.

'Whose / Who's purse is it?' 'It's mine.'

- 1 'Whose / Who's chore is it?' 'It's yours.'
- 2 'Whose / Who's got a new laptop?' 'Rajiv has.'
- 3 'Whose / Who's that boy?' 'He's my brother.'

1 Grammar

Adverbs of manner

→ FOCUS

She's a **calm** person. She speaks **calmly**.
They are **good** students. They do their homework **well**.
This exercise is **hard**. I'm working **hard** to do it.
I'm **late** for school because my bus always arrives **late**.

Adverbs of manner are used to indicate in which manner the action is performed.

Regular adverbs of manner are formed by adding **-ly** to the adjective.

Some adverbs are subject to orthographic variations:

- if the adjective ends in **-y**, **-y** is replaced by **-ily**
- if the adjective ends in **-ic**, add **-ally**
- if the adjective ends in **-ble**, it is replaced by **-bly**

Finally, some adverbs of manner are irregular: they change the aspect of the adjective entirely or stay unvaried.



Circle the correct answers.

- A: Why are you so (1) slow/slowly?
B: You need to read it (2) careful/carefully to spot the mistakes.

9 Transform the adjectives in brackets into adverbs and complete the sentences.

Students work very **quietly** (quiet) during exams.

- 1 If you ask me _____ (polite), I can help you.
- 2 It is dangerous to walk _____ (quick) on ice.
- 3 Don't be secretive! You can speak _____ (free).
- 4 The neighbours are playing music so _____ (loud)!
- 5 The guy in the black jacket is acting _____ (suspicious).
- 6 Are you sitting _____ (comfortable)?

10 Round up! Circle the correct answers.

Where's my mobile? No, this isn't **my** / **mine**.
This is **your** / **yours**. Ah, here it is. I've got a nice photo on it. Look! I **smile** / 'm **smiling** because I'm on holiday. I **sit** / 'm **sitting** on the beach and I'm talking **quiet** / **quietly** to **my** / **mine** friend Romina. We **talk** / 're **talking** about **her** / **hers** brother. He's acting **funny** / **funnily**. She thinks he's got a new girlfriend.

11 Translation Translate these sentences into your native language.

- 1 'What are you doing?' 'I'm tidying my room. I do it every Sunday.'
- 2 'Whose is this DVD?' / 'Whose DVD is this?' 'It's mine! Yours is on the table in the sitting room.'
- 3 Read this message carefully.

Pronunciation: /l/ and /r/

The sound /l/ of the word **lemon** is pronounced with a curled tongue and pressed against the palate. The sound /r/ of the word **red** is created in the same way, but it is called vibrant because the curled tongue is held back, does not touch the palate, it brushes against it, and vibrates. **Attention!** The sounds /l/ and /r/ are silent in many words.

1 Listen and repeat.

I live a calm life but last night there were people running in the corridor!

2 Listen and circle the correct answers. Then listen again and check.

- 1 **Flames** / **Frames** are red.
- 2 The **liver** / **river** is important for survival.
- 3 That's a rather heavy **lock** / **rock**.
- 4 Feathers are **light** / **right** for flying.
- 5 It's a terrible **flight** / **fright**. I'm scared!
- 6 It's a really big **room** / **loom** with a beautiful red carpet.

Talking about how you do things

- 1 Watch the video and circle the activity that Elis is explaining to Amy.

play Jenga make pizza build a fire tell a joke take a picture play the guitar



USEFUL LANGUAGE

Whose turn is it... ?
 It's mine / yours / his / hers / ours / theirs.
 How do you play Jenga / make a pizza / play the guitar / tell a joke... ?
 You do it carefully / quickly / quietly / slowly...

- 2 Watch it again and reorder the dialogue on how to tell a joke.

- And just when nobody is expecting it, you attack suddenly with the punch line.
- First check whose turn it is because if it's not yours and people aren't listening carefully, there's no point trying to tell a joke!
- 1 Go on then Elis! How do you do it?
- 10 Go on then... tell me a joke!
- No! If you want to do it well you need to build up gradually.
- Oh, I always tell them really quickly! That's why mine go so badly!
- OK, I've got that.
- Right!
- That sounds easy!
- Then you need to start slowly, but work hard to present it comically.

- 4 **Pairwork** How do you carry out the following activities? Ask and answer each other's questions, using words and expressions from the previous exercises.

do a magic trick play a card game
 get good grades at school ride a horse
 play a musical instrument make a speech

- A *How do you do a magic trick?*
 B *Well first of all you need a secret assistant in the audience!*
 A *OK. Then?*
 B *Then he / she distracts their attention and you create magic.*
 A *OK, I've got that. Go on then...*

- 3 Read the dialogue again and match.

- | | | |
|------------|---|-------------|
| 1 listen | → | a badly |
| 2 start | → | b carefully |
| 3 present | | c comically |
| 4 tell | | d gradually |
| 5 go | | e quickly |
| 6 build up | | f slowly |
| 7 attack | | g suddenly |



1 Build your competences

Housework in the USA



Warm up

1 **Pairwork** Look at the pictures. Which one most represents yourself? Why?

Reading

2 Read the text quickly and match the question to each paragraph.

- | | |
|--|--|
| a <input type="checkbox"/> How can parents get their kids involved in housework? | d <input type="checkbox"/> What can children do? |
| b <input type="checkbox"/> How much time do American children spend on household chores? | e <input type="checkbox"/> Why don't American children help much around the house? |
| c <input type="checkbox"/> What are the benefits of doing household chores? | |

1 A recent study at the University of Maryland in the USA estimates that American children aged 6 to 12 do less housework than children in other countries. On average, they spend less than three hours per week, compared to 14 hours a week watching TV!

2 There are many reasons children in the US don't help around the house. Often both parents are at work every day, so there is little time to get children involved in household chores and parents prefer to avoid nagging, supervising or showing kids what to do.

3 For a family to function properly, children need to do housework and by learning to do it, they can look after themselves and contribute to the lives of others. This makes them happy and gives them a sense of responsibility and autonomy, important in adult life.

4 Based on international comparisons, 10 year-olds can load or unload the dishwasher, do the washing-up, tidy or vacuum rooms, put the shopping away, take the rubbish out, cook a simple meal, wash, dry and fold clothes, make the beds and water plants.

5 Experts suggest you do housework as a family, as it is a great team-building activity. They advise parents to make it fun: do it with the music on or as a competition, until it becomes part of the children's routine.


3 Read the text again and indicate if the sentences are true (T), false (F) or if the information is not given (DS).

- American children do more housework than children in other countries.
- They spend about 14 hours a week watching TV.
 - In other countries one parent is usually at home with the children.
 - Doing things for yourself and others makes you happy and independent.
 - 10-year-old children can't cook meals.
 - Experts think housework is a good activity to do as a family.
 - They think it's important for parents to pay children for doing housework.

T	F	DS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Build your competences 1

Listening

- 4  Listen to an interview with an expert who is explaining why American children do not help their parents at home and choose the correct answer (A, B or C).

American parents don't teach their children to...

- A clean and tidy.
- B look after their parents.
- C watch and learn from others.

- 1 What is the consequence of this?
A They can't get jobs.
B They can't look after others.
C They can't look after themselves.
- 2 Children who grow up in small societies learn...
A survival skills early.
B to read early.
C technology early.
- 3 Children who grow up in large complex societies learn...
A academic skills.
B household chores.
C both of these.

4 Children in Scandinavian countries do more housework because their parents...

- A are unkind.
- B are less tolerant.
- C have less money.

5 Consequently children grow up more...

- A intelligent.
- B individualistic.
- C independent.

6 What do American kids expect from their parents?

- A entertainment
- B help
- C both of these things



B

Speaking


- 5 **Pairwork** Ask each other the following questions about the habits of your family. Take notes of the answers.

- Do parents usually do a lot of things for their children in your country?
Yes, they do. / No, they don't.
- Do children prefer to spend time on schoolwork, play or household chores?
They spend more time on... and less time on...
- How much TV do they watch a week?
How much homework do they do?
How many hours of chores do they do?
They watch... hours TV a week. They do... hours homework a week and they do... chores a week.
- Are children independent or individualistic in your country and why?
Children in my country are... because...



C

KIDS AT WORK!

 **Video** Interview a member of your family. Ask how many hours they dedicate to work, how many to domestic chores, and how many to leisure.
Research the chores that children performed in your country in the past.

Writing

- 6 Write an email to a foreign friend. Tell him / her about a typical family life in your country. Use the answers in exercise 5 as guidelines.

2

Past times



C



A



B



D

Vocabulary ▶ Word Bank p. 106

1 Look at the pictures. What jobs were they doing?

2 Match the jobs with the corresponding icons. Then listen and check.

1 baker

3 doctor

5 hairdresser

7 painter

2 bricklayer

4 farmer

6 miner

8 office worker

A B C D E F G H

3 Complete the sentences with the jobs in exercise 2.

A *farmer* works on a farm.

1 An _____ works in an office.

2 A _____ works in a salon.

3 A _____ works in a hospital.

4 A _____ works in a bakery.

5 A _____ works in a studio.

6 A _____ works in a mine.

7 A _____ works on a building site.

4 **Pairwork** Which jobs in exercise 2 would you like to do?A *I would like to be a doctor and work in a hospital. What about you?*B *I'd like to be a painter...*

LEARN TO LEARN

The English word **work** is both a verb and an uncountable noun. It indicates a **job** in generic terms. The word **job** is a countable noun and has the more specific meaning of a profession.



E



F

2

Presentation 1



5 Read and listen to a text about the worst jobs in British history.

The Worst Jobs in History!

What were the worst jobs in history?

In Roman Britain it was perhaps the work of the gold miners, which was difficult, boring and dangerous and often an unpaid punishment for criminals.

In Saxon Britain (4th-11th century AD) many farmers were also bricklayers and bakers all at the same time, and there wasn't any pay for their work, which was physically hard and dirty without machinery to help them.

During the Middle Ages, working conditions were difficult for the barber surgeons (a kind of doctor and hairdresser) who were responsible for people's hair and their serious illnesses without much equipment, information or medicine to help them!

In the 16th century theatre jobs were only for men. Shakespeare's Juliet was a boy with heavy make-up, not a girl! It wasn't a stylish or a respectable job, as there was no pay, the make-up was poisonous and the women's clothes were very uncomfortable!

During the 17th century, the work of painters in churches and cathedrals was infinite and very dangerous, but the painters themselves weren't famous or well-paid.

In Georgian Britain (18th-19th century), the job of an artist's model was also poorly paid, tiring, boring and physically heavy, as it was necessary to hold uncomfortable poses for a very long time. Finally, during the 20th century people were responsible for extremely repetitive and boring tasks as office workers. Even the writer Charles Dickens was the office boy for a lawyer when young! So was there a worst job in history? No, there wasn't just one. There were lots of them!

6 **Comprehension** Read again and choose the correct answer (A, B or C).



What was work in the mine often like?

A easy B interesting C unpaid

1 What type of job was very difficult in the Middle Ages?

A barber B surgeon C barber surgeon

2 What was dangerous for Shakespeare's boy actors? Their...

A clothes. B make-up. C workplace.

3 When was life as an artist's model very hard?

A in Roman Britain
B in the Middle Ages
C in Georgian Britain

4 Where was one of Charles Dickens's early jobs?

A in a church B in an office C in the theatre

→ **be – Past simple**



It **was** the work of the gold miners.

The painters **weren't** famous.

What **were** the worst jobs in history?

7 **Pairwork** Which job is it? Read the text again. Ask each other questions and answers using the adjectives in the box. Follow the example.

dangerous unpaid heavy boring
dirty uncomfortable difficult repetitive

A *It was a dangerous and difficult job.*

B *Miner.*

8 **Over to you** What job did your grandparents do? And your great grandparents? Tell a friend.

A *My grandad was a doctor. My great-grandad was a farmer. What about yours?*


B *My grandad was a...*

2 He was born in 1950



Presentation 2



- 1  Sasha interviewed her grandfather for the school magazine. Listen to the dialogue and read along.

Sasha So what do you think of my interview with Grandpa?

Arif Awesome! We just need to write it up now!
So, when and where was he born?

Sasha He was born in Kingston, Jamaica, in 1950.

Arif Remind me about his first memory...

Sasha It was of his mum's beautiful voice. When she was young, she was an opera singer.

Arif Was she, really? And what was your grandpa's first job?

Sasha His first job was as a bellboy in Jamaica.

Arif What is that?


Sasha It's a person who works in a hotel and carries people's luggage.

Arif What about your mum? Was she born in London?

Sasha Yes, she was born on 14th August 1973, when my grandpa was only 23 years old and a law student.

Arif Wow! I bet that wasn't easy.

Sasha No, but he and my grandma were very happy because it was a great time to be in London. And they're still happy. Yesterday it was their 45th wedding anniversary...

- 2  Listen again and repeat.



- 3 **Comprehension** Complete the summary of the interview of Sasha's grandfather.

Sasha's grandpa was born ¹ _____
Jamaica, in ² _____. His ³ _____
memory was of his mum's ⁴ _____
voice. She ⁵ _____ an opera
⁶ _____. Sasha's grandpa's first job
was as a ⁷ _____ in a ⁸ _____.
Sasha's mum was born ⁹ _____
14th August ¹⁰ _____ in
¹¹ _____ when her grandpa was
¹² _____ years old and a law student.

Vocabulary ▶ Word Bank p. 106

4 Match the descriptions to the jobs.

'I work in a secondary school. I teach teenagers.' *teacher*

- 1 She works at home. She does the housework and looks after her children. h_____
- 2 A person who works in an office. o_____
- 3 'I sell clothes and shoes in a department store.' s_____
- 4 He creates and develops software programs. c_____
- 5 'I work in a legal office and represent people in court.' l_____
- 6 'I work on a production line which makes cars.' f_____
- 7 She wears a uniform. She investigates crimes. p_____
- 8 He delivers letters and parcels. p_____
- 9 'I serve food and drinks in a small restaurant.' w_____
- 10 'I help doctors in hospital.' n_____
- 11 'I design roads and bridges.' e_____
- 12 She works in a restaurant. She prepares and cooks food. c_____

Jobs

shop assistant
computer programmer
postman
policewoman
housewife
nurse
cook
~~teacher~~
waiter
lawyer
factory worker
office worker
engineer

5 What did they use to do when they were young? Listen and match the names to their occupations.

- | | |
|--|------------------|
| 1 <input checked="" type="checkbox"/> Joss | A babysitter |
| 2 <input type="checkbox"/> Peter | B waiter |
| 3 <input type="checkbox"/> Catherine | C bricklayer |
| 4 <input type="checkbox"/> Paul | D shop assistant |



6 Pairwork Ask and answer each other where and when you were born.

- A *Where were you born?*
B *I was born in Barcelona.*
- A *When were you born?*
B *I was born on 1st June 2003.*

→ **be born**



Where were you born?
I was born in London.
When was your mother born?
She was born on 14th August 1973.

7 Over to you Report your friend's answers to the rest of the class.

Pablo was born in... on...

2 Grammar

be: Past simple

Affirmative form

Affirmative form

I was happy.

You were happy.

He / She / It was happy.

We / You / They were happy.

→ FOCUS

The work of gold miners **was** difficult.
Farmers **were** also bricklayers.

The Past simple of *be* has two different forms: **was** for the first and third person singular, and **were** for the second person singular and for all persons plural. There are no contracted forms. The Past simple is often accompanied by expressions of time of the past, such as: **yesterday, yesterday morning, last night, a year ago, in 1955, when I was a child / young...**

1 Circle the correct verbs.

His parents *was* / **were** from Warsaw.

- Her voice *was* / *were* beautiful.
- His grandparents *was* / *were* farmers.
- She *was* / *were* a hairdresser.
- The building site *was* / *were* dangerous.
- My grandma and grandpa *was* / *were* doctors in a hospital.

2 Complete the sentences with *was* and *were*. Add *yesterday, last, ago*, according to each case.

We **were** at the cinema **last** night.

- They _____ at school _____ morning.
- I _____ on holiday two weeks _____.
- Zoe _____ tired and bored _____ afternoon.
- You _____ in a different class _____ year.
- My birthday _____ a month _____.
- Pete and Jamie _____ at home _____ Sunday.

be: Past simple

Negative form

Full and contracted negative form

I was not (wasn't) happy.

You were not (weren't) happy.

He / She / It was not (wasn't) happy.

We / You / They were not (weren't) happy.

→ FOCUS

The pay **was not** / **wasn't** good.
The artists **were not** / **weren't** famous.

The negative form is obtained by adding **not** after **was** and **were**. Contracted forms are **wasn't** and **weren't**.

3 Write the sentences of exercise 2 again in the negative form.

We **weren't** at the cinema last night.

4 Write sentences in the affirmative (✓) or negative form (X).

I / in London / last summer (X)

I wasn't in London last summer.

The boys / at a football match / yesterday (✓)

The boys were at a football match yesterday.

- Evie / at home / last Sunday (X)
- You / at the party / last night (X)
- We / in Dublin / two months ago (✓)
- Sasha / at school / yesterday (X)
- My friend and I / in the USA / last year (✓)
- Chloe / at the hairdresser's / an hour ago (✓)



be: Past simple

Interrogative form and short answers

Interrogative form	Affirmative short answers	Negative short answers
Was I happy?	Yes, I was.	No, I wasn't.
Were you happy?	Yes, you were.	No, you weren't.
Was he / she / it happy?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they happy?	Yes, we / you / they were.	No, we / you / they weren't.

→ FOCUS

What *was* your grandpa's first job?
 Were your grandparents from Jamaica?
 Yes, they were. / No, they weren't.

In the interrogative form of the *Past simple* of *be*, **was** and **were** are placed before the subject. Remember that in questions with *What*, *Where*, *When*, etc., the interrogative words are always placed before the verb.

- 5** Write the sentences of exercise 4 again in the interrogative form.

Was I in London last summer?
Were the boys at a football match yesterday?

- 6** Write questions and affirmative (✓) or negative (X) short answers.
- the job / difficult (✓)
'Was the job difficult?' 'Yes, it was.'
 - the artists / rich (X)
'Were the artists rich?' 'No, they weren't.'
- 1 the children's hands / dirty (✓)
 - 2 the magic tricks / dangerous (X)
 - 3 the maths exam / easy (X)
 - 4 your new trainers / comfortable (X)
 - 5 your homework / boring (✓)
 - 6 the songs / beautiful (✓)

- 7** Listen and check.

be born

→ FOCUS

Shakespeare was born in Stratford-upon-Avon in 1564.
Charles Dickens was born on 7th February 1812.

To talk about birth in English, we use the *Past simple* of **be + born**.

Remember! Dates in English are expressed only with ordinal numbers, they can be written in two ways:

7th February 1812 / February 7th, 1812 and are pronounced by adding *the* and *of*:

'the seventh of February, eighteen twelve'.
 The year is usually pronounced by reading numbers in pairs (1812 = **eighteen twelve**).



Complete the blanks with *in* or *on*.

David Beckham was born (1) _____ 2nd May 1975 (2) _____ Leytonstone, London.



- 8** Read the answers and complete the questions with *Where* or *When*, and the *Past simple* of *be*.

Where was Sasha's grandpa born?
 He was born in Jamaica.

- 1 _____ he born?
 He was born in the 1950s.
- 2 _____ Sasha's mum born?
 She was born in the 1970s.
- 3 _____ their children born?
 They were born in the 1990s.
- 4 _____ their children born?
 They were born in London.
- 5 _____ Charles Dickens born?
 He was born in 1812.
- 6 _____ Charles Dickens born?
 He was born in Portsmouth.

2 Grammar

there was / there were

→ FOCUS

There **was** a nice boy. There **were** boy actors.

With the *Past simple*, the expression *there is* turns into **there was**, and *there are* turns into **there were**. The negative form, short questions and short answers follow the same rules studied for *there is / there are*.

- 9 Complete the text with *there was*, *there were*, *there wasn't* or *there weren't*.

There was a big fire in our college last night. It was in the kitchen and it was very dangerous because ¹ _____ a smoke alarm and ² _____ any fire extinguishers. We were lucky because ³ _____ two fire escapes, but ⁴ _____ a ramp for disabled people. ⁵ _____ lots of students at the assembly point. They were cold and scared: ⁶ _____ any warm blankets or any hot drinks.

- 10 A reporter is interviewing students after a fire. Complete the interview.

'*Was there* a big fire in your college?'

'Yes, *there was*.'

'*When was* the fire?' 'Last night.'

1 '_____ the fire?' 'In the kitchen.'

2 '_____ a smoke alarm?'

'No, _____.'

3 '_____ any fire escapes?'

'Yes, _____ two.'

4 '_____ the students?'

'At the assembly point.'

- 11 Round up! Complete the text with *was*, *were*, *wasn't*, *weren't*. Add *there* where necessary.

Yesterday **was** the 31st October.
Yes, it ¹ _____ Halloween
but I ² _____ at home to
play 'Trick or Treat' on our neighbours.
I ³ _____ in hospital!
⁴ _____ other children in
hospital and ⁵ _____ a special
'Trick or Treat' party. Our costumes
⁶ _____ scary, but unfortunately
⁷ _____ any sweets for us!



- 12 Translation Translate these sentences into your native language.

- 1 There were a lot of students in that classroom.
- 2 The exams were difficult.
- 3 There wasn't a fire escape in the school.
- 4 Where were the teachers?
- 5 The job was dangerous.
- 6 'Were you bored in class yesterday?'
'No, I wasn't.'
- 7 'Were there any models in the theatre?'
'Yes, there were.'
- 8 It was late. There weren't any bricklayers on the building site.


Pronunciation: /w/

The sound /w/ of the word **world** is called semi-consonant and is voiced. It is obtained by forming a small circle with the lips, like when blowing the candles of a cake, and making the vocal cords vibrate.

Attention! This sound is silent when it is placed before the letter "r", like in *write /rait/*.

- 1  Listen and repeat.

The **white** jacket **works** **well** in **wet** weather.

- 2  Listen and mark all /w/ sounds that you hear in the sentences. Listen again and repeat.

- 1 Winter weather in Watford is wet and wild.
- 2 We won a wonderful award.
- 3 Why worry when we can relax!
- 4 My wife's wardrobe was full of dresses.
- 5 The Welsh writers were the winners!

Talking about past events

- 1 Watch the video. What event is Amy talking about?



USEFUL LANGUAGE

I was born on... in...
 There was / were...
 It was / wasn't...
 I was...

- 2 Watch the video again and indicate if the sentences are true (T) or false (F).

- Amy remembers her first day at school.
- 1 She was born in May.
 - 2 She was sad to leave her mum.
 - 3 There wasn't any space to sit in the big hall.
 - 4 Her school uniform was clean by the end of the day.
 - 5 She was a good girl on her first day at school.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 3 Complete the conversation between Amy and Elis.

Elis Do you remember your first day at school Amy?
Amy Yes, I do. Look! Here's a photo of me.
Elis You were ¹ _____!
Amy I know! I was very young because I was born in September.
Elis ² _____?
Amy Yes, I was, but I was also sad to leave my mum.
Elis What else ³ _____?
Amy Well, there were lots of children in the big hall so there wasn't any space to sit.
Elis Tell me about ⁴ _____...
Amy It was lovely and new and clean in the morning but really dirty by the end of the day!
Elis ⁵ _____ or a bad girl on your first day at school?
Amy I was a good girl of course but there were two very bad boys in my class.

- 4 **Pairwork** Think of an important event in your life (the first day of school, a sports competition, a ceremony...). Talk about it by asking and answering each other's questions.

Where were you?

I was in / at...

When was it?

It was in / on...

Were you happy or sad?

I was...

What else do you remember?

I remember there was / were...

EVENTS

2 Build your competences

Child labour

Warm up

1 Look at the pictures and match them to the correct occupations.

- chimney sweep
- clothes-maker
- flower-seller
- farm worker
- servant

Reading

2 Read the text and discover which jobs English children were doing during the Victorian age.



Children at work in Victorian Britain

Families were often very big in Victorian Britain, as there was a high risk of child mortality due to illness or poor living conditions. It was common for poor children to go to work to earn money for their families and not to go to school, which was expensive. Child labour was another cause of death. It was cheap. The average adult wage in the 1850s was about 75p a week, but for children it was just 25p a week, and children were able to start work at 4 or 5 years old and do specific jobs because of their small size. They were chimney sweeps, factory, farm and mine workers, clothes or match-makers. Other children were servants in rich people's homes, doing jobs such as washing, sewing, cooking or cleaning. There was also work on the streets, as flower-sellers, fruit-sellers, matchstick-sellers, road-sweepers or rubbish collectors. The work was hard and tiring and the conditions dangerous and dirty. Initially there weren't many laws to protect children, so by 1821 about half the workforce was under 20. The Society for the Prevention of Cruelty to Animals was created in 1824, but the Society for the Prevention of Cruelty to Children wasn't around until 1891! Things were gradually better. Under the 1833 Factory Act, children under 9 weren't allowed in factories and there was two hours of education a day for children under 13. By 1891 schools were free and compulsory for all children from 5 to 12 and child labour was no longer the norm.

3 Read the text again and choose the correct answer (A, B, C or D).


- | | | |
|--|--|---|
| <p>Families in Victorian Britain were often...</p> <p><input checked="" type="checkbox"/> A big.</p> <p><input type="checkbox"/> B poor.</p> <p><input type="checkbox"/> C rich.</p> <p><input type="checkbox"/> D small.</p> <p>1 Child mortality was caused by...</p> <p><input type="checkbox"/> A illness.</p> <p><input type="checkbox"/> B poverty.</p> <p><input type="checkbox"/> C work.</p> <p><input type="checkbox"/> D all of those things.</p> | <p>2 Child labour was...</p> <p><input type="checkbox"/> A common.</p> <p><input type="checkbox"/> B expensive.</p> <p><input type="checkbox"/> C illegal.</p> <p><input type="checkbox"/> D uncommon.</p> <p>3 Child servants were responsible for...</p> <p><input type="checkbox"/> A animals.</p> <p><input type="checkbox"/> B domestic chores.</p> <p><input type="checkbox"/> C other children.</p> <p><input type="checkbox"/> D waiting at table.</p> | <p>4 Which of these was street work?</p> <p><input type="checkbox"/> A chimney sweep</p> <p><input type="checkbox"/> B farm worker</p> <p><input type="checkbox"/> C fruit-seller</p> <p><input type="checkbox"/> D mine worker</p> <p>5 The Factory Act was...</p> <p><input type="checkbox"/> A in 1821.</p> <p><input type="checkbox"/> B in 1824.</p> <p><input type="checkbox"/> C in 1833.</p> <p><input type="checkbox"/> D in 1891.</p> |
|--|--|---|

Build your competences 2

CLIL



Listening

4  Listen to Ben and Kaitlin talking about children at work in the Victorian age. Match the names to the correct occupations.



- | | | |
|---|---------|---------------------|
| 1 <input checked="" type="checkbox"/> B | Doris | A chimney sweep |
| 2 <input type="checkbox"/> | George | B factory worker |
| 3 <input type="checkbox"/> | Grace | C farm worker |
| 4 <input type="checkbox"/> | Mary | D flower-seller |
| 5 <input type="checkbox"/> | Victor | E matchstick-seller |
| 6 <input type="checkbox"/> | William | F road sweeper |
| | | G rubbish collector |
| | | H servant |

5 **Kids at work!** What jobs did children in your country do in the past? Share your information.

In the past, in my country, children helped in the fields or with the animals, were servants in rich people's homes or sold newspapers...

Speaking

6 Child labour is still present in many parts of the world. In pairs, prepare a dialogue with the given suggestions.

*Name? Where? How old...? School or work...?
Time... start work? Like... job? How much...?*

Student A answers

- ★ Alejandra
- ★ El Salvador
- ★ 12 years old
- ★ never at school, collects molluscs
- ★ 14 hours work (4 a.m. - 6 p.m.)
- ★ hard work because of weather and insects
- ★ \$1.40 a day

Student B answers

- ★ Hamisi
- ★ Tanzania
- ★ 11 years old
- ★ was student, but now miner
- ★ 18 hours a day
 - ★ dark and dangerous work
 - ★ \$1.20 a day

Writing

7 Write a letter to a friend telling him/her the story of the person you have interviewed.

Her name is Alejandra and she's from El Salvador...

His name is Hamisi and he's from Tanzania...

KIDS
AT WORK!

What is your favourite film? Prepare a table with the main information: title, director, cast and plot. Bring it to class next time.

1-2 Test your competences

Vocabulary

1 Complete the phrases with *make* or *do* to express activities that you do at home.

- _____ the washing-up
- _____ a cup of tea
- _____ the ironing
- _____ the vacuuming
- _____ the beds

5

2 Match the occupations (1-5) to the places where they take place (a-e).

- | | |
|------------------|--------------------|
| 1 hairdresser | a salon |
| 2 nurse | b hospital |
| 3 shop assistant | c office |
| 4 waiter | d restaurant |
| 5 office worker | e department store |

5

Functions

3 Look at the table and complete the interview about a famous English writer and her novel *Wuthering Heights*.

Name: Emily Brönte
 Born: on 30th July 1818 in Thornton, West Yorkshire
 Job: writer
 Famous novel: *Wuthering Heights*

- _____?
Her name was Emily Brönte.
- _____?
She was born on 30th July 1818.
- _____?
In Thornton, West Yorkshire.
- _____?
She was a writer.
- _____?
It was *Wuthering Heights*.

5

Grammar

4 Replace the underlined parts of the sentences with adverbs of manner.

happily hard loudly quickly sadly

- The man is talking in a very high voice.
- The dog is running around content.
- Tidy the house fast. Mum and dad are on their way home!
- We are unhappy that we're moving to another city in a month's time!
- I'm working a lot for my test.

5

5 Complete the sentences with the appropriate possessive adjective or pronoun.

- 'What's _____ brother's name, Julie?' '_____ name is George.'
- I always tidy _____ room, but my sister never tidies _____!
- 'Whose are these bags?' 'They're _____, Mr Jones', was the twins' reply.

5

6 Complete the text message with the *Present simple* or the *Present continuous* of the verbs in brackets.

Hi Jen, I ¹ _____ (not be) very happy at the moment, because I ² _____ (study) hard for tomorrow's maths test and my brother ³ _____ (want) to play his music very loudly! What ⁴ _____ (you / do)?
⁵ _____ (you / watch) telly? ♥ Tina

5

My final score is _____ 30

Self-evaluation

	😊	😐	😞
Lexical competences			
Communicative competences			
Grammatical competences			

I must revise:



1 Complete the information on Ben's mother and choose the correct answer (A, B or C).

- My mum isn't English, _____ French.
A her B hers C she's
- She _____ born in Paris.
A was B weren't C were
- Her birthday is _____ 27th May.
A at B in C on
- She _____ in the local hospital.
A chores B jobs C works
- In our family she's the one _____ always happy.
A whose B who's C who's got

2 Complete the dialogue.

Exactly! Next you calmly set up your composition.

OK, no problem! Are you ready? Say cheese!

That's easy to do! So when you're ready you simply pose and click!

Well, first you need to carefully choose the background.

Yes! Then you check it's appropriate to take a photo.

- Rose** So how do you take a good selfie?
Jim 1 _____
- Rose** So that it's not too dark or too light?
Jim 2 _____
- Rose** Do you mean because some people react badly to people taking selfies?
Jim 3 _____
- Rose** Oh I always do that badly! I usually cut off people's heads!
Jim 4 _____
- Rose** You make it sound easy. Go on then! Take a selfie of us!
Jim 5 _____

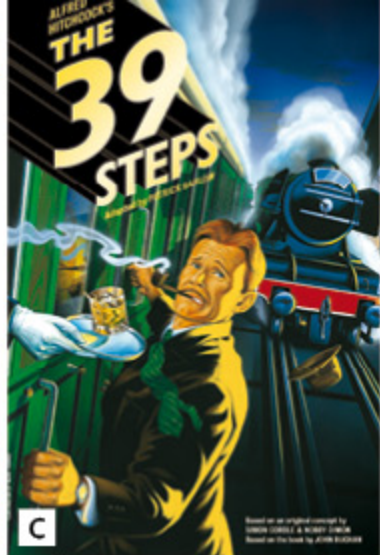
3 Choose the correct answer (A, B, C or D).

- _____ my smartphone?
A What's C When's
B Where's D Why's
- One of my chores is _____ the table.
A laying C making
B loading D tidying
- Do you know _____ friend Lucy?
A mine
B my
C your
D yours
- ' _____ *The X Factor* on TV?' 'Yes, I am!'
A Are you watching
B Are we watching
C Do you watch
D Is it
- Which is correct?
A She's quick walking.
B She's quickly walking.
C She's walking quick.
D She's walking quickly.
- Whose is this wallet?
A It's Toms.
B Its Tom's.
C It's Tom's.
D Its' Toms'.
- Where are you going?
A I'm not
B Slowly
C To home
D To the office
- Which is correct?
A Make the bins out!
B Take the bins out!
C Tidy the bins out!
D Unload the bins out!
- My grandad was a _____ in the law courts.
A engineer
B farmer
C lawyer
D teacher
- _____ you at 8 o'clock last night?
A Where were
B Were where
C Where was
D Was where



3

That's entertainment!



Vocabulary ▶ Word Bank p. 107

1 Match the words to the correct definitions.

- | | |
|----------------|---|
| 1 cast | a words for a play or a film. |
| 2 choreography | b the person who introduces a TV or radio show. |
| 3 performer | c the main story in a play, film or novel. |
| 4 plot | d the moves a group of dancers perform to a piece of music. |
| 5 presenter | e the part of an actor in a play or film. |
| 6 role | f an actor or a musician who plays to an audience. |
| 7 script | g all the actors in a film or a play. |

2 Listen and check.

3 Have you ever been in a theatre? Write the terms in the right places. Then listen and check.

audience costumes lighting set stage



LEARN TO LEARN

The English word **play** is both a verb and a noun. It can be translated in different ways. Try to translate the following sentences and write down the meanings of **play** in your native language.

I play basketball.

1 _____

Loris can play the guitar.

2 _____

My little sister likes playing with her dolls.

3 _____

There was a play by Oscar Wilde at the theatre yesterday.

4 _____



3

Presentation 1



4 Read and listen to the reviews of three reporters on the shows of the *Kids Week* in London.

WHAT'S ON

1 Last weekend, I watched a hilarious version of the *39 Steps*, Alfred Hitchcock's classic thriller. I was with my parents and my friend Charlie. The play was amazing! Just four actors played 139 roles in only 100 minutes! The hero in the fight against dangerous double agents, Richard Hannay, had a typical British pencil moustache and fantastic '007' gadgets!
(by Stephen Hendry)

2 Yesterday my friend Toby invited me to see the new production of the Shanghai Ballet Company at the Golden Theatre. It was *Jane Eyre*, a dance version of Charlotte Bronte's famous novel. The plot differed from the book, but I loved the mix of old and new set and costume design and spectacular lighting!
(by Bryony Jones)

3 I don't like musicals, but I agreed to review *Matilda* because when I was a child I loved Roald Dahl's novels. I think the songs were too long, but the characterisation and the script were fun and the young cast of performers was amazing! I really liked it in the end.
(by Leslie Ash)

Public x + Add more people

Share

5 **Comprehension** Read the text again and match the sentence (a-e) to the correct show (1-3).

Which show...

- a has 4 actors playing 139 roles?
- b is a dance version of a famous novel?
- c is a musical adaptation of a children's book?
- d has 007 gadgets in it?
- e was on last weekend?

→ Past simple

I *watched* a hilarious version of the *39 Steps*.
My friend Toby *invited* me.
I really *liked* it in the end.

6 **Pairwork** Complete the sentences with your own information, then share it. Follow the example.

- 1 Last night we watched _____ on TV.
- 2 When I was a child I really loved _____.
- 3 I played _____ after school yesterday.
- 4 I invited my friend _____ for lunch _____.


- A *Last night we watched The Hunger Games on TV. What about you?*
- B *I watched a Roma-Bayern Munich football match on TV.*

7 **Over to you** Now report your friend's answers to class.


Last night Thomas watched a Barcelona-Bayern Munich football match on TV...

3 I was so excited!

Presentation 2

- 1**  Sasha went to the Rolling Stones concert at Hyde Park. Evie is interviewing her for the school magazine. Listen to the dialogue and read along.

- Evie** So, you went to the Rolling Stones gig yesterday. How was it?
- Sasha** I was so excited to be there! It was great!
- Evie** You went there with your grandpa, is that right?
- Sasha** That's right! He saw them in 1969 too; nearly 50 years ago in Hyde Park! Isn't that exciting?
- Evie** It is! The Stones is a band of very old musicians... How old are they? 80?
- Sasha** No! I think it's annoying the way people talk about their age all the time. I mean, when they first came on stage they looked like a band of crazy grandads, but when they started playing they were just fantastic!
- Evie** Were you worried your grandpa was too tired to stay till the end?
- Sasha** No chance! I was exhausted, but Grandpa was full of energy!
- Evie** Excellent, so he wasn't disappointed! Finally, Sasha, would you like to see them again?
- Sasha** Mmm... I don't know, but Grandpa says he wants to see them again in 40 years' time!
- Evie** Oh no! That's crazy!
Great interview... Thanks Sasha!

- 2**  Listen again and repeat.

- 3 Comprehension** Read the dialogue again and answer the questions.

Which gig was it?
The Rolling Stones!

- 1 Who was with Sasha?
- 2 How old does Evie think the members of the band are?
- 3 Sasha thought that when they arrived on stage they looked like... .
- 4 Was Sasha's grandpa tired?
- 5 Does Sasha want to see the Rolling Stones again?

Vocabulary: Adjectives to describe feelings

4  Match the adjectives to the corresponding pictures. Then listen and check.



amazed



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

Adjectives to describe feelings

excited
interested
surprised
worried
exhausted
bored
~~amazed~~
annoyed
tired
embarrassed

5 **Pairwork** Ask and answer each other's questions. Follow the examples.

1 When do you usually feel excited?

I usually feel excited when...

2 What subjects are you interested in?

I'm interested in...

3 What are you sometimes worried about?

I'm sometimes worried about...

4 When do you feel exhausted?

I feel exhausted when...

5 When were you last surprised?

I was very surprised when...

6 Do you ever feel embarrassed?

I feel embarrassed when...

6 **Over to you** Report three of your friends' answers to class.

Mara is interested in... She's sometimes worried about... She feels exhausted when...

3 Grammar

Past simple – Regular verbs Affirmative form

Affirmative form

I / You / He / She / It / We / You / They played.

→ FOCUS

I **watched** a film last night.
My favourite actor **played** the role of Romeo.
The **Past simple** of irregular verbs is obtained by adding **-ed** to the infinitive form of the verb. The **Past simple** is the same for all persons. The **Past simple** is used to talk about actions and events in the past that have been totally completed.



Use the words below to write about your activities yesterday.

studied watched woke up played ate

Yesterday, _____

Orthographic variations

→ FOCUS

Observe some orthographic variations in the formation of the **Past simple** of regular verbs.

like → **liked**
worry → **worried**
stop → **stopped**
prefer → **preferred**
travel → **travelled**

If the verb ends with a silent 'e', only add **-d** (e.g. *like* → **liked**).
If the verb ends with a **consonant + y**, replace y with **-ied** (e.g. *worry* → **worried**); however, if it ends with **vowel + y**, simply add **-ed** (e.g. *play* → **played**).
If the verb ends with a vowel + a consonant, double the final consonant if:
a it is monosyllabic (e.g. *stop* → **stopped**);
b it is disyllabic with the accent on the second syllable (e.g. *prefer* → **preferred**);
c it ends with **-l** (e.g. *travel* → **travelled**).

1 Write the **Past simple** of the following regular verbs.

finish **finished**

- start _____
- love _____
- copy _____
- chat _____
- regret _____
- smile _____
- phone _____
- worry _____
- plan _____
- clap _____
- cheer _____
- dial _____

Expressions of past tense

yesterday	yesterday at 3 o'clock / morning / afternoon / evening
last	last year / Christmas / Saturday / night
ago	a year / a month / a week / an hour ago

2 Complete the sentences with the **Past simple** of the verbs in brackets. Underline and translate all expressions of time into your native language.

We **walked** (walk) to school yesterday because it **was** (be) sunny.

- You _____ (arrive) late for the English lesson last Monday. The teacher _____ (be) very annoyed!
- The taxi _____ (stop) in front of our house and _____ (wait) for us.
- Jill _____ (chat) to her school friends on Facebook last night and _____ (invite) all of them to her party.
- A week ago the loud music from my room _____ (disturb) the neighbours so they _____ (complain) to my parents.
- Steve _____ (copy) the exam answers from Mark and _____ (regret) it when he _____ (discover) they _____ (be) all wrong.

3 Listen and check.

- 4 Complete the sentences with the *Past simple* form of the verbs given.

The producer *received* an Oscar and *thanked* the cast for their support. (receive / thank)

- 1 Somebody _____ the script, as the actors _____ during the rehearsal. (change / discover)
- 2 I _____ an exciting thriller last night. It really _____ me! (watch / scare)
- 3 The audience _____ and _____ loudly at the end of the play. (clap / cheer)
- 4 The artist _____ amazing costumes and the set _____ splendid. (design / look)
- 5 The actress _____ on the red carpet and _____ to the adoring fans. (walk / smile)

Past simple – Irregular verbs

Affirmative form

Affirmative form

I / You / He / She / It / We / You / They went home.

→ FOCUS

We *went* to the cinema last Saturday.
They *saw* an amazing performance by acrobats.

Irregular verbs are those that, in the *Past simple* form, do not end in *-ed* but have their own independent formation which must be memorised.

Common irregular verbs:

become → *became*

do → *did*

find → *found*

get → *got*

go → *went*

have → *had*

hear → *heard*

leave → *left*

make → *made*

read → *read*

see → *saw*

tell → *told*

think → *thought*

win → *won*

(see page 112 for a list of the main English irregular verbs)

- 5 Write the text again with the *Past simple* form of the underlined verbs.

Martha goes *went* to see the new production of her favourite musical. The plot differs from the original, but she thinks the new set and costumes are amazing. The script makes her laugh and she loves the special effects. The actors perform enthusiastically and do some dangerous things on stage! Martha tells her friends about it. They read the reviews in the papers and get some tickets for the next show.

- 6  Listen and check.

- 7 Complete the text about Jennifer Lawrence with the *Past simple* form of the verbs in brackets.



Jennifer Lawrence *was born* (be born) in Louisville, Kentucky on 15th August 1990, the third of three children. She ¹ _____ (graduate) from school very early because she ² _____ (want) to start an acting career. She ³ _____ (become) a TV actress at the age of 17 and she ⁴ _____ (act) in some small films when she was 18. In 2011 Jennifer ⁵ _____ (play) the role of Katniss Everdeen in *The Hunger Games*. She is blonde but she ⁶ _____ (dye) her hair brown for this role. The first film of the series ⁷ _____ (appear) in 2012. In 2013 she ⁸ _____ (win) a Golden Globe Award and an Oscar for Best Actress in the romantic comedy *Silver Lining Playbook*.

3 Grammar

first / after that / then / finally

→ FOCUS

First, I got up. After that, I had a shower. Then, I got dressed. Finally, I had breakfast.

Sentence connectors *first, after that, then, finally* are used to indicate a sequence of events. Sometimes a comma after 'then' is not needed.

8 Complete the text with connectors.

I heard a strange noise in the garden at night and I was scared. *First*, I looked for the phone to call the police but the phone wasn't in its usual place. ¹ _____, I went downstairs and discovered that all the doors were open. This was really unusual. I went into the garden and ² _____ I looked up in the sky. There were some coloured lights and strange sounds. ³ _____, I woke up. It was just a bad dream.

boring or bored?

9 Circle the correct words.

I was very surprised / *surprising* when she told me the news.

- They were *worried* / *worrying* because he wasn't at home.
- The show was *amazing* / *amazed*. We loved it.
- She was very *embarrassed* / *embarrassing* when she saw me.
- The history lesson was quite *boring* / *bored*.
- I hate the rain. It is so *annoyed* / *annoying*!

10 Round up! Complete Patricia's blog.



Last Saturday my friend Ingrid ¹ _____ (call) me and ² _____ (ask) me to spend the day with her. First, I ³ _____ (go) to her house and we ⁴ _____ (chat) all morning. After that, we ⁵ _____ (have) lunch in town and we ⁶ _____ (rent) a DVD. We ⁷ _____ (go) back to her place and ⁸ _____ (watch) *Mean Girls*. Then we ⁹ _____ (surf) the Internet for half an hour. Finally, we ¹⁰ _____ (decide) to go to a concert. The Arctic Monkeys were in Finsbury Park and we ¹¹ _____ (listen) to them all evening. I really ¹² _____ (enjoy) my day.

11 Translation Translate these sentences into your native language.

- I phoned my friend Jenny yesterday.
- Last Sunday, you went to the cinema and I did my homework. I was very angry.
- Karen and Tim invited us to their house last Christmas.
- All my friends left yesterday evening.
- First, we watched a film on TV. Then we went for a walk in the park.

Pronunciation: The pronunciation of -ed

The final *-ed* of regular verbs is pronounced:
 /t/ if the infinitive verb ends with a voiceless consonant (*work* → *worked*)
 /d/ if the infinitive verb ends with a voiced consonant (*plan* → *planned*)
 /ɪd/ if the infinitive verb ends in *-t* or *-d* (*visit* → *visited*)

- Listen and repeat the tongue-twister. Peter **hopped**, **played** and **waited** for a train.

- Listen and write the verbs in the correct column.

~~opened~~ walked ~~talked~~ ~~wanted~~ tested
 smiled started washed called touched
 decided loved lived finished

/t/	/d/	/ɪd/
talked,	smiled,	wanted,

Describing experiences

- 1 Watch the video in which Elis tells Amy about a film she saw. What film is she talking about?



USEFUL LANGUAGE

Where were you last... ?
 I went to the cinema /
 the theatre / a concert...
 I watched / I saw...
 I really enjoyed / hated /
 loved / liked it.
 The cast / plot /
 choreography was
 exciting / boring...
 I was excited / bored /
 disappointed...
 The costumes / special
 effects were...

- A *The Lone Ranger* B *Man of Steel* C *The Bling Ring*

- 2 Watch the video again and complete the dialogue between Amy and Elis.

I wanted to see We decided to see
~~I went to the cinema~~ I'm not usually interested
 But we arrived too late

- Amy** Where were you last night? I texted you!
- Elis** *I went to the cinema* with my dad and my brother.
- Amy** What films were on?
- Elis** ¹ _____
The Bling Ring, but Dad said I was too young!
- Amy** The film with Emma Watson? I heard the plot is good but the script is boring!
- Elis** ² _____
The Lone Ranger, with Johnny Depp...
- Amy** Mmm! He's amazing!
- Elis** ³ _____
 and missed the beginning... So we saw *Man of Steel* instead.
- Amy** Tell me what you thought of it.
- Elis** ⁴ _____ in
 comic hero films, but I enjoyed this one.

- 3 **Kids at work!** Choose one of your favourite films. Complete the *factfile*.

Film: _____

Your opinion: _____

Cast: _____
 (amazing / fantastic /
 annoying / disappointing)

Plot: _____
 (boring / annoying /
 surprising / disappointing /
 interesting, etc.)

Special effects: _____
 (amazing / shocking /
 disappointing / awesome)

Highlights: _____

- 4 **Pairwork** Use the information in your *factfiles* to talk about your favourite films. Follow the example.

- A *Tell me what film you went to see.*
 B *I saw... and I loved it! The director is...*

3 Build your competences

Nelson Mandela



Warm up

1 What do you know about Nelson Mandela? Put a check (✓) if the statement is true.

- 1 He fought against apartheid.
- 2 He was in prison for 27 years.
- 3 He was in prison on Easter Island.
- 4 He won the Nobel Peace Prize.
- 5 He was the first black president of Zimbabwe.

Reading

2 Read the introduction and check your answers.

Nelson Mandela was an iconic figure of our times. He fought against apartheid, a system of racial segregation in his country and was arrested for treason and sabotage. He spent 27 years in prison, many of them on Robben Island. He won the Nobel Peace Prize and became the first black president of South Africa. He was a universal hero and inspirational leader.

DID YOU KNOW...?

- His real name wasn't Nelson, but Rolihlahla, which means troublemaker in his native Xhosa language. He got the name Nelson on his first day at school, but many South Africans always referred to him by his Xhosa clan name, Madiba, to show respect and affection.
- He was the first member of his family to go to school.
- He was a good student and he was also good at boxing and running. In fact he kept himself fit when he was in prison.
- He moved to Johannesburg to study law, but also to avoid an arranged marriage. Mandela married three times during his life, the third time when he was 80!
- With his good friend Oliver Tambo, Nelson Mandela set up the first black legal practice in his country in 1952 to represent black South Africans.
- When he was sentenced to life imprisonment in 1964, many countries stopped trading with South Africa, and sports teams and entertainers boycotted it as part of a global Anti-Apartheid Movement (AAM).
- As a prisoner on Robben Island, Mandela did hard labour and was often alone in his cell. He communicated with other prisoners by writing messages on toilet paper and his friend, fellow prisoner, Mac Maharak, smuggled his autobiography out of prison.
- In prison, Mandela earned the respect of the prison officers, because he learnt their Afrikaans language and culture and always behaved with dignity and self-control. He invited some of them to his inaugural presidential dinner as a sign of forgiveness.
- He jointly won the Nobel Peace Prize with FW de Klerk in 1993, but he also won over 1,000 other awards and there are many things named after him. For example a woodpecker, a species of spider, an orchid and even a nuclear particle!



3 Read the text on Nelson Mandela and answer the questions.



What was Nelson Mandela's real name and what did it mean in the Xhosa language?

His name was Rolihlahla and it meant troublemaker.

- 1 Why did he move to Johannesburg? _____
- 2 What did he and Oliver Tambo do in 1952? _____
- 3 Who boycotted South Africa when Mandela was sentenced to life in prison? _____
- 4 How did Mandela communicate with other prisoners on Robben Island? _____
- 5 How did Mandela earn the respect of his guards? _____
- 6 When did he win the Nobel Peace Prize? _____

Build your competences 3

Listening

- 4  Listen to the deposition of a journalist on the release of Nelson Mandela after 27 years of prison. Complete the file. 

The day Nelson Mandela was released from prison.

Date: 11th February 1990
Time: 1 _____
Accompanied by: his wife Winnie
Gestures: he 2 _____ and
punched the air
Crowds: they went 3 _____ and
4 _____ in the streets
He didn't know: what a 5 _____ was

Writing

- 5 Imagine interviewing Nelson Mandela. Follow the arrows and write the dialogue.

You

Greet Mr. Mandela. Tell him that he has multiple names and ask which one is his favourite.

Ask what his mother tongue is.

Ask him what his job was before retiring.

Ask why he went to prison.

Ask how it was possible to get on with his *gaolers*.

Tell him he won many prizes. Ask which one is his favourite.

Nelson Mandela

Replies he likes them all but he prefers Madiba.

Replies that it is the language Xhosa of South Africa.

Replies that he used to be a lawyer, then he went to prison for 27 years, and then he became the South African president.

Replies that it is because he was fighting apartheid.

Replies that he tried to understand them. He has studied their language and culture.

Replies that he enjoys the fact that there is a spider species with his name!

Speaking

- 6 **Pairwork** Repeat the dialogue. Take turns playing Mandela.



KIDS AT WORK!

Cut out from a newspaper or download and print from the Internet a story that you particularly like. Bring it to class next time.

4

News events



Occupy Bournemouth protesters to be evicted

Protesters from the Occupy movement who set up camp outside Bournemouth University will be evicted in the coming days.

Talbot Village Trust, a charity which owns the land near Talbot campus, has been granted a possession order.

Meanwhile, the university has been given an interim injunction to stop the activists moving to the campus.

Protester Gary Sherborne said they would leave.

A spokesman from Talbot Village Trust was not available for comment.

Mr Sherborne said they would "pick up their things and go home in a better order than it was before".

He added he could not reveal Occupy Bournemouth but that the eight protesters at a meeting on 8 March did not target the university.

The activists had originally set up camp outside the university's main building, UK 5, on 15 March.

A spokesman said it obtained the interim injunction of the Occupy camp on 10 March. He added: "The university has taken this action."



Top Stories

- PM will not reveal his 10 guests
- Mother hurt in racist acid attack
- Sub reaches Earth's deepest place
- Nato troops killed in Afghanistan
- Game Group critics administration



Vocabulary: The media

1 Look at the pictures. What do they represent?

- | | |
|---|---------------------------------------|
| 1 <input checked="" type="checkbox"/> radio | 4 <input type="checkbox"/> television |
| 2 <input type="checkbox"/> the Internet | 5 <input type="checkbox"/> newspapers |
| 3 <input type="checkbox"/> magazines | |

2 Match the words.

- | | |
|-------------|--------------------------|
| 1 take | a people |
| 2 write | b a TV / radio programme |
| 3 report | c news |
| 4 check | d articles / stories |
| 5 interview | e photographs / pictures |
| 6 broadcast | f research |
| 7 do | g facts / sources |
| 8 send | h an email / a fax |


3 Quiz! Which communication media was invented first? Complete the text with the words in exercise 1, then listen and check.

First came **newspapers** and then colour
 1 _____ arrived with photographs
 of world events. The 2 _____
 introduced live reports of events, so
 listeners participated in the news stories,
 and 3 _____ brought us moving
 images, but 4 _____ changed
 journalism.

LEARN TO LEARN

The plural noun **media** can be translated as the means of communication (radio, TV, internet, press). It also refers to the people who work in the information world. Common expressions are **mass media, news media, national media, local media**.
The mass media reported the crime in detail.

Presentation 1

- 4  James Reed has been a journalist for more than forty years. Read and listen to his article about how journalism has changed with the arrival of the digital age.



E

How the Internet Changed Journalism

James Reed, London

When I started work as a journalist for a local newspaper 40 years ago, my job was very different. Did I have a computer? No, of course not. In the 1970s the Internet or personal computers didn't exist and newspapers were the primary medium for news and advertising. I had several sources in town and every time something happened, they called me at the office. Mobile phones didn't exist either. I jumped in a taxi and reached the place to check facts, interview people and witnesses and take photographs. Then I wrote the article with my typewriter and faxed it to the office if I could not get there in time. We didn't have any other alternative! Things are so different

today and our job is different too. Did you know journalists were professional and qualified writers back then? Nowadays anybody can be a journalist and write articles or report facts... All you need is a smartphone to take pictures or record your interviews with people, a quick web search to check facts and sources, a computer to write stories, an email address or a blog or a social networking site to report news or broadcast a TV or radio programme! The trouble is, there's no editor to check if the information is true, well-reported or even interesting! Ah! I'm getting too old for this job...

- 5 **Comprehension** Complete the summary. Use one word for each blank space.

I *started* work 40 years
 1 _____ . There
 2 _____ any
 computers or the Internet.
 When something happened,
 I ^s _____ in a
 taxi, interviewed people and
 4 _____ photographs.
 Then I ^s _____ the
 article and I faxed it to the office.
 Nowadays things
 6 _____ very different.

- **Past simple**
 Negative and interrogative form

40 years ago the Internet *didn't* exist.
 Did I have a computer?
 Yes, I did. / No, I didn't.

- 6 **Pairwork** What already existed 40 years ago? Ask and answer each other's questions. Follow the example and use the words in the box.

mobile phones digital cameras bicycles
 Nintendo DS rollerblades washing machines

- A *Did mobile phones exist 40 years ago?*
 B *No, they didn't. Did...*

- 7 **Over to you** Report your answers to class.
Forty years ago, mobile phones didn't exist...

4 What were you doing?



Presentation 2

- 1** What happened? Listen to the dialogue and read along.

Logan Hi guys! What happened? Why are the police outside the school?

Arif There was an accident here and Evie and I witnessed it!

Logan When did it happen? And what were you doing?

Evie It happened ten minutes ago, while we were waiting for you at the traffic lights!

Arif When all the kids were coming out of school.

Evie A car was pulling out from the car park when a bus came towards it...

Arif So the car hit the wall of the bank to avoid the bus and the kids!

Logan What about the bus driver? Was he driving dangerously?

Arif Yes, he was! He wasn't paying attention at all!

Evie Arif! We don't know that for sure! Anyway, the ambulance took him to hospital...

Arif Well that's what the police officers were saying when I overheard them!

Logan Excellent Arif! Well-reported and interesting! Let's go and write the story for the School Magazine!

- 2** Listen again and repeat.

- 3** **Comprehension** Read the dialogue again and decide which of the sentences are true (T), false (F) or the information is not given (DS).

	T	F	DS
The police are inside the school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 Evie, Arif and Logan saw the accident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 There were teachers outside the school at the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The car hit the wall of the bank, but avoided the bus and the kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The bus driver drove carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Logan is happy with Arif's skills as a reporter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary ▶ Word Bank p. 108

4 Match.



shopping centre



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____

Places around town

bank
library
car park
supermarket
hospital
bridge
shopping centre
park
post office
museum
petrol station
square

- 5 Pairwork** What were you doing... ?
Ask and answer each other's questions.
Use the items in the table.

What?

shop / clothes, walk / dog,
send / Christmas cards,
visit / grandad, buy / soap,
see / exhibition, do / research

Where?

supermarket, shopping centre,
park, museum, library, post
office, hospital

When?

yesterday
last weekend / Saturday / month
two days / a week ago

- A What were you doing at the shopping centre last Saturday?
B I was shopping for clothes.

→ Past continuous



We were waiting for you.
He wasn't paying attention.
'Was he driving dangerously?' 'Yes, he was.'

4 Grammar

Past simple Negative form



	Full form	Contracted form
I / You / He / She / It / We / You / They	did not play.	didn't play.
I / You / He / She / It / We / You / They	did not go.	didn't go.

→ FOCUS

The car **didn't stop** at the traffic lights.
They **didn't have** personal computers in the 1970s.
I **didn't watch** TV last night.
He **didn't write** that report.

The negative form of the *Past simple* of regular and irregular verbs is obtained by: **subject + did + not + base form.**

The contracted form **didn't** is most frequently used in spoken English and in the informal written language.

1 Circle the correct verbs.

He didn't (listen) / listened to the news bulletin.

- 1 She had a camera but she didn't take / took any pictures.
- 2 Mobile phones *not existed* / *didn't exist* in the 1960s.
- 3 They didn't buy / bought a Nintendo DS: it was too expensive.
- 4 The school bus didn't arrived / arrive on time.
- 5 He *didn't go* / *not went* shopping yesterday.
- 6 We didn't visit / visited any museums when we were in London.

2 Write the sentences in the negative form.

I sent an email to my boyfriend yesterday.
I didn't send an email to my boyfriend yesterday.

- 1 We played football yesterday morning.
- 2 She had lunch in a restaurant last Sunday.
- 3 He studied yesterday afternoon.
- 4 They ate pizza for dinner.
- 5 The accident happened a week ago.
- 6 It snowed during the Christmas holidays.

Past simple Interrogative form and short answers



Did	I / you / he / she / it / we / you / they	play?
Did	I / you / he / she / it / we / you / they	go?
Yes,	I / you / he / she / it / we / you / they	did.
No,	I / you / he / she / it / we / you / they	didn't.

→ FOCUS

Did the teacher talk about the school trip?
Yes, she did.
Did you hear the news? No, I didn't.

The interrogative form of the *Past simple* of regular and irregular verbs is obtained by:

did + subject + base form + ...?

Short answers are obtained by:

Yes, + subject + did.

No, + subject + didn't.

3 Write questions and affirmative (✓) or negative (X) short answers.

she / write her blog / last night X
'Did she write her blog last night?'
'No, she didn't.'

- 1 you / watch the news / two hours ago ✓
- 2 they / take photographs / at the rock concert X
- 3 he / interview the actors / last week X
- 4 she / buy a smartphone / two months ago ✓
- 5 we / check the information / on the web ✓
- 6 they / listen to the radio / this morning X

4 What did Mike do last Sunday? Write questions and short answers.

play football in the morning ✓
'Did he play football in the morning?'
'Yes, he did.'

- 1 watch a DVD after lunch X
- 2 meet Tom and David at 2 o'clock ✓
- 3 go to the cinema with them ✓
- 4 have dinner in a restaurant X
- 5 arrive home late X
- 6 go to bed early ✓

5 Listen and check.

Past continuous

Affirmative and negative form

I / He / She / It	was waiting.
-------------------	--------------

We / You / They	were waiting.
-----------------	---------------

I / He / She / It	wasn't waiting.
-------------------	-----------------

We / You / They	weren't waiting.
-----------------	------------------

→ FOCUS

I was watching TV at 8 p.m. yesterday.
The students weren't paying attention.

The *Past continuous* is obtained by:
subject + Past simple of the verb *be* + -ing form of the verb.

In the negative form, contracted forms are often used:

wasn't (was not), weren't (were not).

The *Past continuous* is used to describe actions that were in the course of development in a moment in the past.



Answer the question:

What were you doing at 5 p.m. yesterday?
 I was _____

Now ask five more friends. Change the time.

6 Complete the sentences with the *Past continuous* of the verbs in brackets.

He *was having* (have) breakfast at 8 a.m. this morning.

- 'Where was she from 8.30 to 9.30?'
'She _____ (work) in the office.'
- 'Why didn't you answer the phone?'
'I _____ (watch) a thriller on TV.'
- It was 7 p.m. but we _____ (not have) dinner.
- Sorry I'm late. I _____ (write) Christmas cards and I didn't look at my watch.
- 'Did I see you in the shopping centre yesterday?' 'Yes, I _____ (buy) some clothes for the party.'
- We _____ (not pay) attention and the teacher was very annoyed.

7 Correct the statements with the information in brackets.

It was snowing. (rain)
It wasn't snowing. It was raining.

- We were crossing the road. (walk / along)
- I was writing Christmas cards. (make / a phone call)
- You were visiting a museum. (meet / friends)
- They were playing football in the park. (walk / the dog)
- She was writing a story. (surf / the Net)
- He was riding his bike. (drive / a car)

Past continuous

Interrogative form and short answers

Was I / he / she / it waiting?	Yes, I / he / she / it was.	No, I / he / she / it wasn't.
--------------------------------	-----------------------------	-------------------------------

Were we / you / they waiting?	Yes, we / you / they were.	No, we / you / they weren't.
-------------------------------	----------------------------	------------------------------

→ FOCUS

'*Was she talking to me?*' 'No, *she wasn't.*'
 '*Were you reading the paper?*' 'Yes, *I was.*'

The interrogative form of the *Past continuous* is obtained by:

verb *be* + subject + -ing form of the verb + ...?
 Short answers in the *Past continuous* follow the same rules of the verb *be* in the *Past simple*.

8 Write questions in *Past continuous* form and affirmative (✓) or negative (X) short answers.

you / visit / the exhibition / ? ✓
'Were you visiting the exhibition?'
'Yes, I was.'

- you / write / cards / ? X
- the boys / have / fun / ? ✓
- she / wash / her car / ? ✓
- we / play / rugby / ? X
- he / drive / dangerously / ? X
- you / visit / your friend in hospital / ? ✓

9 Listen and check.

4 Grammar

Past simple and Past continuous with when and while

→ FOCUS

The ambulance arrived **while** we were helping the boy.

We were helping the boy **when** the ambulance arrived.

The accident happened **while** he was crossing the road.

He was crossing the road **when** the accident happened.

The *Past continuous* is used for an action in course of development in the past, and the *Past simple* for a sudden action that interrupts it. The two sentences can be linked by **while** or **when**.

11 Round up! Complete the text with the verbs in brackets in the *Past simple* or in the *Past continuous*.

We *were exploring* (explore) the jungle when we ¹ _____ (hear) strange noises. It was frogs and monkeys. ² _____ they _____ (wait) for our breakfast? We ³ _____ (eat) quickly and ⁴ _____ (start) our journey by boat. Birds ⁵ _____ (fly) high in the sky and the sun ⁶ _____ (shine) on the river. We ⁷ _____ (arrive) at the ruins of a house and ⁸ _____ (get) out of the boat. While our guide ⁹ _____ (wait) in the boat, we ¹⁰ _____ (go) into the forest.

10 Match the two parts of the sentences.

- | | |
|---|--|
| 1 While I was getting some money | a we saw a lot of celebrities. |
| 2 They were parking their car | b people were buying Christmas stamps. |
| 3 While we were dining in a famous restaurant | c just while I was driving up. |
| 4 She saw a lot of ambulances | d when they hit the wall. |
| 5 When he arrived at the post office | e the alarm rang in the bank. |
| 6 The traffic lights went red | f while she was waiting at the hospital. |

12 Translation Translate these sentences into your native language.

- 1 What were you doing when I rang / phoned / called you?
- 2 While they were sleeping, their cousins arrived.
- 3 They were writing postcards.
- 4 We went to the cinema while you were studying.
- 5 He / She was coming out of the bank when he / she saw the accident.
- 6 While he was surfing the Net, I was reading the newspaper.

Pronunciation: /aɪ/, /eɪ/, /ɔɪ/


The sound /aɪ/ of the word *while* is a diphthong and is obtained by the mouth wide open. The throat vibrates.

The sound /eɪ/ of the word *say* is also a diphthong and is obtained with the mouth half open.

The throat vibrates here too.

The last diphthong, such as the sound /ɔɪ/ of the word *boy*, is obtained by half-closing lips in a circle.

The throat vibrates.

1  Listen and write the words in the correct columns. Then listen again and repeat.

~~voice~~ oil ~~July~~ smile point ~~paint~~ amazing
May why island joy pay

/aɪ/

July,

/eɪ/

paint,

/ɔɪ/

voice,

Telling a story

- 1 Watch the video. What happened in Amy's class?



USEFUL LANGUAGE

Did you... ?
 Yes, I did. / No, I didn't.
 What happened?
 How / Where / When did it happen?
 It happened when / at / in...
 What did you see? I saw...
 Where did you go? I went...
 How did you feel? I felt...
 What were you doing / thinking?
 I was / We were...
 When / While...

- 2 Watch the video again. Reorder the dialogue between Elis and Amy.

- Elis And what happened to her?
 Amy Well, the boys shut her in the cupboard!
 Elis Oh no! What did she say?
- Elis What happened at school yesterday, Amy?
 Amy We had a substitute teacher, Miss Hill.
- Amy As they were locking her in, the door opened and the Head Teacher came in.
 Elis Oh no! What did she say?
- Amy I felt really worried, but luckily she told us she was walking past the window when the boys pushed the sub into the cupboard, so she saw who did it!
 Elis Wow! That was lucky!
- Amy She opened the cupboard door and told us all to go to her office.
 Elis What happened then? How did you feel?

- 3 **Pairwork** Make up a story. Think of three key words of the plot and write them in your notebook. Show them to your friend, who will ask you questions to guess what happened. Then switch roles.

Key words: *police cat window*

- A *When and where did it happen?*
 B *I was at home with my little brother. It happened last Sunday.*
 A *What happened to the cat?*
 B *The cat escaped through the window.*
 A *So why did you call the police?*
 B *I didn't, but...*

- 4 **Kids at work!** Prepare to tell the news story that you found in a newspaper or on the Internet. Follow the guidelines in exercise 3.



4 Build your competences

URBAN YOUTH STYLES

Warm up

1 Do you know these youth styles of the past? Look at the pictures and match them to the right styles.

1 hippies 2 Mods 3 punks

Reading

2 Read and check your answers.

In the late 1950s and early 1960s the **Mods** came on the scene. Their name meant modern and their style followed Italian fashion. They rode around on scooters or Vespas with lots of mirrors and listened to American R&B. They met in Carnaby Street in London, where independent fashion designers such as Mary Quant and John Stephen opened boutiques, and they listened to bands such as the Small Faces, the Who and the Rolling Stones in trendy music clubs and bars nearby.

The **hippies** of the mid-1960s believed in peace and love. The movement originated on American university campuses. They preferred the natural environment to urban places and life in the city, and they talked of non-violence in a period of war and conflict. Their lifestyle was often vegetarian, ecological and cooperative. They explored different religions and went to music concerts where they heard folk and rock music, from Bob Dylan to the Rolling Stones.



In the late seventies **punks** emerged in a new urban movement. Their hair was often brightly coloured and cut in a Mohican style. They listened to loud, fast and aggressive rock music, with political lyrics. Famous punk artists included Iggy Pop and the Clash. In London punks met in Piccadilly Circus and many bands had pictures of it on their album covers. They also hung out in Kings Road in Chelsea, where musician Malcolm McLaren and his girlfriend, designer Vivienne Westwood, opened their anti-fashion boutique.

3 Read the text again and answer the questions.


Which urban youth movement...

believed in peace and love? *hippies*

- 1 followed Italian fashion? _____
- 2 had brightly-coloured hair? _____
- 3 hung out in Piccadilly Circus and Chelsea? _____
- 4 listened to loud, fast and aggressive rock music, with political lyrics? _____
- 5 met in Carnaby Street in London? _____
- 6 preferred natural to urban places? _____
- 7 rode scooters or Vespas? _____
- 8 went to music concerts? _____



Listening

-  **4** Julia went to New York and is telling her friend Connor about her experience. Listen and complete the file.

Drum Circles

Where: *Central Park*

Participants: *old and*

1 _____

Instruments: *2* _____
or congas

When: *3* _____ from
4 _____

Type of music:
5 _____



Speaking

- 5 Pairwork** Answer questions about your city.

Where are your favourite places in town? Why?

- *I love... because...*

What do you usually do there?

- *I go there with friends to hang out or...*

When did you last go there?

- *I last went there...*

Who did you go with?

- *I went with...*

Why did you go there?

- *I went there because...*

Did you have a good time?

- *Yes... No...*



Writing

- 6** Write a letter to a foreign friend and tell him/her about a city that impressed you. Follow the guidelines.

- Where did you go?
- Who did you go with?
- What did you see?
- How many days did you spend there?
- What were your favourite parts of the trip?



3-4 Test your competences

Vocabulary

1 Find ten words related to show business in the word search.

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

5

2 Complete the sentences with the adjectives in the box.

excited interested surprised worried exhausted
bored amazed annoyed tired embarrassed

- 'I'm _____! Let's go out and play in the park!'
- She was so _____ about the concert! She enjoyed it very much.
- My dad works all day and when he comes home he is often very _____.
- John was _____ when his mum kissed him in front of his friends.
- The teacher was _____ because there was too much noise in the class.
- They felt _____ when they saw the car accident.
- Dad was _____ when we organised a party for his 40th birthday.
- At the end of the football match they were really _____.
- Leo is _____ in history. He reads a lot of books about it.
- He was _____ for the incredible news.

5

Functions

3 Complete the dialogue.

were went at school left phoned

- Phil What happened at school yesterday?
 You The fire alarm ¹ _____ off.
 Phil What did you do?
 You We ² _____ the building quickly.
 Phil What happened next?
 You There ³ _____ two boys missing.
 Phil What did you tell the firemen?
 You They were ⁴ _____ in the morning.
 Phil So, what happened then?
 You Our teacher ⁵ _____ their parents.

5

Grammar

4 Complete the text with the *Past simple*.

Last summer our family ¹ _____ (go) to a festival in Cornwall. We ² _____ (have) an amazing time! We ³ _____ (eat) food from different countries every day. We ⁴ _____ (see) lots of live performances. Mum and dad didn't worry about us because we ⁵ _____ (be) always together in a big gang!

5

5 Circle the correct verbs.

- I *cycled* / *was cycling* to school when I *fell* / *was falling* off my bike.
- We *didn't listen* / *weren't listening* while our teacher *explained* / *was explaining* what to do.
- My mum and dad *lived* / *were living* in Germany when I was born.

5

My final score is _____ 30

Self-evaluation

Lexical competences			
Communicative competences			
Grammatical competences			
I must revise:			

1 Follow the arrows and write the dialogue.

You

Ask your friend what he / she did last week.

Ask what film he / she watched.

Ask if he / she enjoyed the film.

Ask if he / she slept during the film.

Your friend

Replies that he / she went to the cinema.

Replies that he / she watched *The Amazing Spider-man 2*.

Replies that the special effects were incredible, but the plot was somewhat boring.

Replies that he / she didn't, but one of his / her friends fell asleep!

2 Read the descriptions. What are these places?

- 1 Where people go to deposit and take out money. b_____
- 2 Where people go to borrow books. l_____
- 3 An indoor or outdoor place where people leave their vehicles. c____ p_____
- 4 Where people go to buy food and household goods. s_____ m_____
- 5 Where people go when they are ill or need an operation. h_____
- 6 A road, railway or path you take to go over another road or river. b_____
- 7 Where people go to post letters and parcels. p_____ o_____
- 8 Where people go to buy petrol for their cars. p_____ s_____
- 9 Where people go to walk their dogs or run. p_____
- 10 A place where there are many works of art. m_____

3 Choose the correct answer (A, B, C or D).

- 1 A good photo journalist always _____ a lot of pictures.
A do C take
B does D takes
- 2 I'm interested _____ art.
A about C of
B in D with
- 3 I get _____ when people are rude to me!
A annoyed C bored
B annoying D boring
- 4 We went to the shopping _____ to buy clothes.
A centre C line
B circle D square
- 5 Which is correct?
A She didn't stopped to look.
B She didn't stoped to look.
C She didn't stop to look.
D She didn't stop look.
- 6 When I was a journalist I loved interviewing _____ people.
A / C on
B at D to
- 7 'Are you _____ about your birthday?' 'Yes, I am!'
A amazed
B amazing
C excited
D exciting
- 8 Which is correct?
A broadcast an article
B record an article
C watch an article
D write an article
- 9 While I was trying to do my maths homework, my computer _____.
A break.
B broke.
C was breaking.
D was broking.
- 10 Which is the *Past simple* of the verb *eat*?
A eat
B eaten
C eated
D ate



5

Art tours



Vocabulary ▶ Word Bank pp. 107-108

- 1** Match the pictures to the work of art that they represent.
- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> painting | 4 <input type="checkbox"/> dance |
| 2 <input type="checkbox"/> music | 5 <input type="checkbox"/> photography |
| 3 <input type="checkbox"/> drawing | 6 <input type="checkbox"/> sculpture |

2 Listen and check.

3 Complete the table with the words from the world of art.

~~photographer~~ gallery exhibition theatre
 portrait picture painter sculptor musician
 dancer opera museum artist

Who?	Where?	What?
photographer		

4 Quiz! Are you an expert of art? Take the quiz to find out!

- Leonardo da Vinci / Michelangelo painted the *Mona Lisa*.
- Mozart was a famous *ballet dancer / musician*.
- You go to a *gallery / theatre* to see *La Traviata*.
- The British Museum is in *London / Washington*.
- Photography is a *modern / an ancient* form of art.
- Sculptors / Painters* create watercolours, frescoes and portraits.

0-3 You're not a great expert. It's time to go on an Art Tour!

3 You know a bit. It's time to learn more!

4-6 Well done! You are on the right track to become an art expert!

YOUR SCORE



E

F

Presentation 1



- 5 Listen and read the information on the most visited art gallery in the world: the Tate Modern.

Visit TATE MODERN next weekend!

What is it?

Tate Modern is Britain's gallery of international modern art and it is located in London, on the South Bank of the River Thames.

The building was a power station until 1981, when it became a museum. Now it welcomes 4.7 million visitors every year. It is the most visited modern art gallery in the world.

Tate Modern hosts a collection of international modern and contemporary art (paintings, sculptures, photography and video installations) dating from 1900 to the present day. The original building has seven floors. The Turbine Hall, which in the past housed the electricity generators of the old power station, is 35 m tall and has got 3,400 square metres of floorspace.

How do I get there?

➔ **By coach** from Kingston Coach Station. Coach leaves at 8.30 a.m. next Saturday.

Getting to Tate Modern once in London

➔ **By Tube** The nearest London Underground stations are Southwark (Jubilee Line, only 600 metres), Blackfriars (District and Circle Line), St Paul's (Central Line).

➔ **By bus** Take routes 45, 63 and 100.

➔ **By train** The nearest railway stations to Tate Modern are Blackfriars and London Bridge.

➔ **By boat** Tate Boat runs every forty minutes along the River Thames. The first boat leaves from St George's Wharf next Friday at 10.17.

➔ **By bike** You can rent a bike on New Globe Street and Southwark Street.

➔ **By car** There are no parking facilities at Tate Modern. Use public transport to get to the gallery.

⦿ OPENING HOUR ⦿

10 a.m. – 6 p.m. from Sunday to Thursday. Closes at 10 p.m. on Fridays and Saturdays.

➔ Present simple with future meaning

Coach leaves at 8.30 next Saturday.

6 Comprehension Answer the questions.

Where is Tate Modern?

It's in London, on the South Bank of the River Thames.

- 1 What was the building before it became an art gallery?
- 2 How many people visit Tate Modern every year?
- 3 What can you see at the gallery?
- 4 How tall is the Turbine Hall?
- 5 How far is Southwark Tube Station from the gallery?

7 Pairwork Ask and answer each other's questions about the time of the following events.

what time / the film / start / this evening (8.15 p.m.)


A *What time does the film start this evening?*

B *It starts at 8.15 p.m.*

- 1 when / train / leave / on Saturday (7 a.m.)
- 2 what time / the concert / start tonight (9.30 p.m.)
- 3 when / we / finish school (June)
- 4 what time / the library / close / on Friday (4 p.m.)


5 How far is it?

Presentation 2

- 1**  Sasha and Arif have decided to visit Tate Modern for a homework assignment for the art class. Read and listen to the dialogue.
- Arif** So, where do we start our London art review for the School Magazine?
- Sasha** I really want to go to Tate Modern.
- Arif** Me too! Come on! Can we walk there? How far is it?
- Sasha** It's too far! Have you got the London Transport App on your phone?
- Arif** Yes, I have. Let me check...
- Sasha** How long does it take by train, underground and bus? Have you got it?
- Arif** Yes boss! It takes twenty minutes by train or an hour by bus and underground.
- Sasha** OK, let's go by train...



- Arif** Where's the gallery, Sasha?
- Sasha** It's in the old power station across the river, on the right!
- Arif** Wow! Look how tall it is! How long does it take to get round?
- Sasha** I imagine a very long time by how long the queue is to get in!

2  Listen again and repeat.

3 **Comprehension** Complete the sentences. 

Arif and Sasha decide to go to *Tate Modern*.

- 1 Sasha doesn't want to walk because...
- 2 Arif has got ... on his phone.
- 3 It takes ... by bus and underground.
- 4 It takes twenty minutes...
- 5 The gallery is ... across the river, on the right.
- 6 There's a ... to get in.

Vocabulary: Giving directions



4 Match the street directions to the signs.

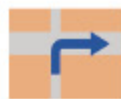
go straight ahead turn left go past turn right take the second road on the right cross the road



go straight
ahead



1 _____



2 _____



3 _____



4 _____



5 _____

5 Listen to the conversations and follow the directions on the map of London from "You are here" to the destination.



6 Pairwork You are in Leicester Square. Ask and answer each other's questions on how to reach the following locations. Use the map from exercise 5.

- The National Gallery / 10 minutes on foot
- London Trocadero / 5 minutes on foot
- Chinatown / 15 minutes on foot
- Piccadilly Circus Tube station / 20 minutes on foot or 10 minutes by Tube

→ Ask for and give directions on the street

'Excuse me, where's the Tube station?'
'Go straight ahead past the square and it's in front of you.'
'How long does it take on foot?' 'It takes ten minutes.'

7 Kids at work! Take out the map you brought to class. With your friend, imagine being a tourist and ask questions to reach landmarks and answer.

- A Excuse me, where's the park, please?
B Go straight on, cross the road and it's on your right.
A How long does it take to go there from here?
B About 10 minutes on foot.

5 Grammar

Present simple with future meaning

→ FOCUS

*My plane leaves at 10.30 next Saturday.
The museum opens at 9 a.m. and closes at 6 p.m. tomorrow.*

The *Present simple* can be used to indicate the future when talking about time, programmes and events that have already been planned. It is usually accompanied by an expression of future tense such as *tomorrow, next, on Monday, next month, etc.*

1 Write down P for sentences with present meaning, and F for those with future meaning.

The town centre is closed to traffic when there is a market. **P**
The town centre is closed to traffic tomorrow for a carnival parade. **F**

- 1 School ends on 30th June this year. ____
- 2 'Are we on time?' 'Yes, the film starts in half an hour.' ____
- 3 They go shopping every Saturday. ____
- 4 What time does the train to Brighton leave? ____
- 5 The Dalí exhibition closes next Sunday. ____
- 6 Most museums in our town open at 10 a.m. and close at 5 p.m. ____

How long... ?

→ FOCUS

How long does it take to get to Trafalgar Square? From here? It takes 20 minutes by bus.

To enquire about the necessary time for a trip or any other activity, we use *How long* with the verb *take*.



2 Write questions and answers. Follow the example.

how long / fly / from London to Milan?
(two hours)

'How long does it take to fly from London to Milan?' 'It takes two hours.'

- 1 how long / walk / from your house to your school? (half an hour)
- 2 how long / drive / from Turin to the mountains? (an hour)
- 3 how long / fly / from London to Rome? (three hours)
- 4 how long / swim / across the English Channel? (between 7 and 27 hours)
- 5 how long / bake / a cake? (about an hour)
- 6 how long / read / the whole Bible? (69 hours)

3 Listen and check.

How far... ?



→ FOCUS

How far is Stonehenge from London?

It's about two hours by car.

How far is it from London to New York?

It's 5,568 km.

To enquire about the distance we use *How far is...?*
Or *How far is it from...to...?*

4 Write questions and answers. Follow the example.

how far / Covent Garden / Victoria Station?
(four kilometres)

'How far is Covent Garden from Victoria Station?' 'It's four kilometres.'

how far / from London to Paris? (447 km)
'How far is it from London to Paris?' 'It's 447 km.'

- 1 how far / Tate Modern / Tate Britain? (about three kilometres)
- 2 how far / the British Museum / Trafalgar Square? (about one and a half kilometres)
- 3 how far / from Great Britain to Australia? (9,451 miles / 15,200 km)
- 4 how far / from Rome to Venice? (394 km)

How + adjective

→ FOCUS

You can use **How + adjective** to ask for many things. Match each question with its type.

Questions	Types
(1) How deep is...?	A. length
(2) How high is...?	B. weight
(3) How tall is...?	C. depth
(4) How long is...?	D. age
(5) How wide is...?	E. height (building, person)
(6) How heavy is...?	F. distance (from ground)
(7) How old is...?	G. width

5 Complete the sentences according to the information given.

How *deep* is the Mariana Trench in the Pacific Ocean? (10,911 m)

- How _____ is the River Thames? (346 km)
- How _____ is the Statue of Liberty? (46 m)
- How _____ is a baby elephant? (about 90 kg)
- How _____ is the British Museum? (about 250 years)
- How _____ is the English Channel? (from 3 to 5 km)
- How _____ is Mount Everest? (8,848 m)

6 Write the questions for the following answers.

How old is the Eiffel Tower?

The Eiffel Tower is about 125 years old.

- Lake Garda is 346 m deep.
- The Amazon River estuary is 240 km wide.
- The Tower of London is 27 m high.
- London is 2,000 years old.
- The River Po is 652 km long.
- A baby gorilla weighs about 2 kg.

7 Listen and check.

Use of imperatives

→ FOCUS

A *Excuse me. Can you tell me the way to Gino's café, please?*

B *Go straight ahead and take the first road on the right. The café is on your left.*

Excuse me is used to catch the attention of someone and the expression *Can you tell me the way to...?* is to ask for directions. To answer, we use the **imperative** in the following expression:

- Cross the road.**
- Go past** (the supermarket).
- Go straight ahead.**
- Take the first / second road / street on the left / right.**
- Turn left / right.**

8 Reorder the sentences into a conversation.

- Walk straight for two blocks.
- The mall is on your right.
- Excuse me. How can I get to the Luxury Mall?
- That's easy. Turn left here.

9 Write the words next to the correct verbs.

past the road ~~straight ahead~~ the first road
left right the second street

go	<i>straight ahead</i> , 1 _____
cross	2 _____
turn	3 _____, 4 _____
take	5 _____, 6 _____



10 Complete the dialogue.

A *Excuse me*, is there a post office near here?

B Yes, cross the 1 _____, go 2 _____ the school and the hospital and 3 _____ right. Then go straight 4 _____. The post office is at the end of that road.

5 Grammar

Prepositions of motion

→ FOCUS

I'm going **to** the park.
 We're walking **past** the school.
 She was driving **along** the motorway.
 I'm going **into** the café.
 I'm coming **out of** the café.
 He's jogging **up** the hill.
 He's cycling **down** the hill.
 The kids ran **across** the road.
 The train is going **through** the tunnel.
 They're walking **over** the bridge.
 The boat was going **under** the bridge.

11 Look at the pictures and complete the sentences with the prepositions in the box.

into ~~up~~ along under over across



He's cycling **up** the hill.



1 They're walking _____ the path.



2 It's flying _____ the bridge.



3 He's rowing _____ the bridge.



4 The girls were walking _____ the road.



5 We were going _____ the museum.

12 Round up! Complete the dialogues by circling the correct words.

- 1 A Excuse me. Can you tell me the way to the toy shop, please?
 B Yes. Go **along** / over Rubens Road. Go **into** / past the cinema and cross Green Street. The school is on your right.
 A How long / far does it take?
 B About ten minutes.
- 2 A Excuse me. Can you tell me *where* / *how* the bank is?
 B The bank? Yes, go **over** / past the school. When you see the church, **turn** / take right into Green Street. Go **across** / past the church. The bank is on your left.

13 Translation Translate the dialogue into your native language.

- A Excuse me, can you tell me the way to the station, please?
 B Of course. Go straight ahead, over the bridge and turn left.
 A How long does it take from here?
 B About 10 minutes.
 A Thank you.

Pronunciation: /əʊ/ and /aʊ/

The sound /əʊ/ of the word **road** is obtained by closing the lips in a small circle. The throat vibrates. The sound /aʊ/ of the word **how** is obtained by the mouth wide open, closing the lips in a circle while blowing the air out. The throat vibrates.

1 Listen and repeat.

How about a power-shower?
 No logo goes global!

2 Listen and write the words in the correct columns. Then listen again and repeat.

~~tomorrow~~ ghost ~~now~~ follow clown disco
 hope about go flowers house cow

/əʊ/

tomorrow

/aʊ/

now

Asking for information

- 1 Elis and Amy are visiting an art gallery. Watch the video and complete the missing information.



USEFUL LANGUAGE

I'd like...
 How long does the exhibition last?
 When does the exhibition start?
 The exhibition runs from... to...
 When is the museum open?
 It's open from... to...
 How much... ?
 How long does it take?
 It takes...

**A
R
T
G
A
L
L
E
R
Y**

Exhibition: *Photography*
 Ticket price: Adults £6; under 16 ¹ _____
 Time required: ² _____
 Opening hours: ³ _____ every day until 9 p.m. on
⁴ _____
 Booking: ⁵ _____ for 3 o'clock

- 2 Watch the video again and reorder the paragraphs.

- Amy Good idea! Can we book two places for 3 o'clock?
 Man Yes, no problem. That's £8 in total please.
 Amy Here you are.
- Man It takes 2 hours to see the exhibition, but you need to book a place.
 Elis Oh! Can we do that now?
 Man Yes, of course. Do you prefer morning or afternoon?
- Amy Hello! We'd like two tickets for the photography exhibition, please. How much are they?
 Man Adults pay £6, but it's £4 for under 16s.
 Amy Great! How long does it take to see it all?
- Elis It depends. What are your opening hours?
 Man Our opening hours are 10-6, every day, but until 9 p.m. today as it's Friday.
 Elis I'm hungry! Let's make it this afternoon. About 3?

- 3 **Pairwork** Read the information in Dali's exposition and simulate the dialogue at the ticket counter.

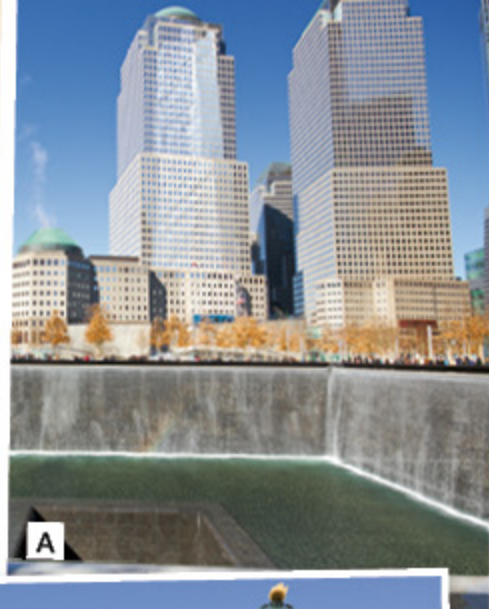
- A *I'd like two tickets for the Salvador Dali exhibition, please. How much are they?*
 B *How old are you?*
 A *We're 13.*
 B *Tickets are...*



Exhibition Salvador Dali
Ticket price Adults £8
 Under 16 £5
Time required 1 hour
Opening hours 9-5 Monday-Friday

5 Build your competences

AMERICAN & BRITISH LANDMARKS



Warm up

- 1 Do you know these two monuments? What are their names and in which city in the United States are they located?

Reading

- 2 Read and check your answers.



The Statue of Liberty's official name is Liberty Enlightening the World and it was a gift from France in 1886 to commemorate the American Declaration of Independence. Sculptor Frederic-Auguste Bartholdi and engineer Gustave Eiffel designed it. The statue is 93 metres tall and it weighs 204 tonnes. It has got 354 stairs, and 25 windows in the crown of the statue. It represents the Roman goddess of freedom, who holds a torch in one hand, and a tablet with the American Declaration of Independence in the other. The crown has seven spikes symbolising the seven oceans and continents of the world. Around 4 million people visit the Statue of Liberty on Liberty Island in New York Harbour every year. You can only get there by ferry. The first one leaves the mainland at 9.30 a.m. and the last one leaves the island at 5 p.m. The journey takes about 15 minutes. You need about 2-3 hours to visit the island and the monument at a cost of about \$20 for adults and \$12 for children.

Ground Zero's official name is the 9/11 Memorial. It is on the site of the Twin Towers in New York. Architects Michael Arad and Peter Walker won a special competition and designed it. There are two enormous waterfalls and reflecting pools with the names of the victims inscribed on bronze panels in the pools. 415 trees all the same size surround them. The architects used water, stone, trees and bronze to symbolise hope and renewal. There were around 4.5 million visitors in the first year of opening. Visitors arrive by public transport, on foot or by bike, as there is no parking. It takes between 1.5 and 2 hours to visit the site. Entrance is free, but donations are welcome. Opening times vary throughout the year.

- 3 Read the text again and answer the questions about both monuments.


What is it?

It's a statue of the Roman goddess of freedom.

It's a memorial with two enormous waterfalls and reflecting pools.

- 1 Where is it? _____
- 2 How many visitors does it have? _____
- 3 How long does it take to visit? _____
- 4 How much does it cost to visit? _____
- 5 How do you get there? _____

Listening

- 4  Listen to a tour guide in London describing Trafalgar Square and complete the file.

TRAFALGAR SQUARE

Centrepiece: Nelson's *Column*, built to honour Admiral Nelson

Height: ¹ _____

Base: ² _____ lions

Sides: two large ³ _____

Behind: National ⁴ _____

Getting there: seventeen ⁵ _____ routes and several underground stations

Open: ⁶ _____ and ⁷ _____



Speaking

- 5 **Pairwork** Student B: ask questions about the Big Ben. Student A: answer with the details. Then switch roles.

Student A answers

- the name of the giant bell in the clock tower
- part of the Palace of Westminster
- the bell weighs 13.7 tonnes, the same as a small elephant
- minute hands are 4.2 m long
- they travel 190 km per year
- 393 steps to the lantern

Student B questions

- What... ?
Where... ?
How ... bell in tonnes?
How ... minute hands in meters?
How ... minute hand travel per year?
How ... steps to the lantern?

B *What is Big Ben?*

A *It's the name of the giant bell in the clock tower.*

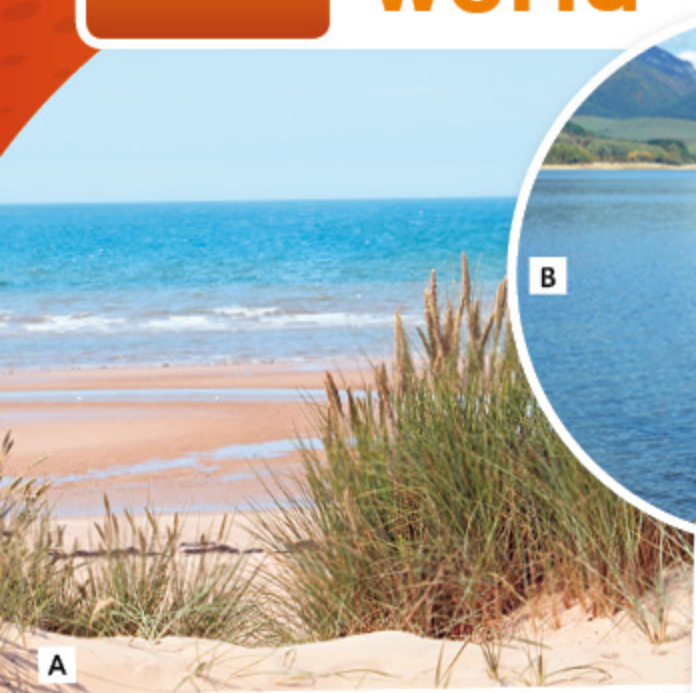
Writing

- 6 Pick a monument in your city. Write a short text about it. Use the following questions to help.
- 1 What is it and where is it? *It's a ... in ...*
 - 2 Can you visit it? How long does it take? *It takes ... to visit...*
 - 3 Are there any steps, windows etc.? How many? *There are...*
 - 4 How do you get there? *By train, on foot etc.*
 - 5 How much does it cost to visit? *It costs... / It's free.*
 - 6 When is it open? *It's open from ... to ...*



6

The natural world



Vocabulary ▶ Word Bank p. 109

1 Match the pictures with the correct words.

- | | |
|--|-----------------------------------|
| 1 <input checked="" type="checkbox"/> E mountain | 4 <input type="checkbox"/> lake |
| 2 <input type="checkbox"/> hill | 5 <input type="checkbox"/> sea |
| 3 <input type="checkbox"/> river | 6 <input type="checkbox"/> desert |

2 What are they? Match the geographic locations in the box to the toponyms. Then listen and check.

island forest ~~national park~~ valley continent country volcano ocean desert waterfalls

- | | | |
|----------------------------------|---------------|-------|
| Yellowstone <i>national park</i> | 5 Etna | _____ |
| 1 Sherwood | 6 Niagara | _____ |
| 2 Africa | 7 Silicon | _____ |
| 3 Canada | 8 the Sahara | _____ |
| 4 Sicily | 9 the Pacific | _____ |

3 **Quiz!** Complete the table on seas, oceans, rivers, lakes and islands located in Europe. Then compare your answers with your friends' answers. Who is the geography expert?

Mediterranean ~~Iceland~~ Arctic Ness Sardinia Adriatic Thames Garda
Ireland Seine Geneva Atlantic Danube Volga Baltic Malta Black

Islands	Rivers	Lakes	Seas	Oceans
Iceland				




E



F

Presentation 1

- 4  Read and listen to the text on the United States of America. Underline all geographic terms.

The wild side of the USA

The United States is bigger than a lot of other countries, so it has a more varied landscape. There are beautiful tropical beaches in Florida on the east coast (Atlantic Ocean) and California on the west coast (Pacific Ocean). There are also high peaks in America. The Rocky Mountains, which stretch north-south almost 5,000 km from Canada to the USA, have snow-capped mountains, green valleys and pine forests.

In the Midwest, the Mississippi River irrigates the land before flowing south to the sea, making the soil one of the most fertile in the world. This is also the region of the Great Lakes and their connecting channels, which together form a very large fresh water system. The Niagara River connects two of the lakes, Erie and Ontario, and sends up to 3,000 m³ of water per second over the spectacular Niagara Falls!

The US also has arid deserts, where little vegetation grows. The Great Basin Desert in the north-west

has colder temperatures and higher altitudes, while further south Death Valley in the Mojave Desert is much hotter and drier than any other desert in America.

There is a great choice of National Parks across the USA: the Grand Canyon, with its colourful rocks and deep gorge; Yosemite, with its powerful waterfalls; or Mount McKinley in Alaska, which is actually higher than Mount Everest, from base to peak, but is lower because Everest sits on the Tibetan Plateau, over 5,000 m above sea level. America also has lots of volcanoes, some of which are still very dangerous. Mount St Helens in Washington State erupted in 1980, killing people and destroying their homes.

Nearly 318 million people live in the United States. Although the country is more or less as large as Canada, there is a much higher population density with 34 inhabitants per km², compared with only 3.7 in Canada!

→ Comparative of adjectives

The United States is *bigger than* a lot of other countries.

The USA is *more populated than* Canada.

The country is *as large as* Canada.

- 5 **Comprehension** Read the text again and indicate if the sentences are true (T) or false (F).

	T	F
There are tropical beaches in Florida and California.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 The Rocky Mountains stretch across two continents.	<input type="checkbox"/>	<input type="checkbox"/>
2 The Mississippi River irrigates the prairie lands of the Midwest.	<input type="checkbox"/>	<input type="checkbox"/>
3 The Niagara Falls aren't connected to any lakes.	<input type="checkbox"/>	<input type="checkbox"/>
4 The Great Basin Desert has higher temperatures and lower altitudes.	<input type="checkbox"/>	<input type="checkbox"/>
5 Mount McKinley is as high as Mount Everest.	<input type="checkbox"/>	<input type="checkbox"/>
6 Mount St Helens is a dangerous volcano.	<input type="checkbox"/>	<input type="checkbox"/>

- 6 **Pairwork** Compare the United States to your country, using the adjectives in the box.

big modern small wild hot

A The USA is ... than my country.

B Yes, and it is more ...

- 7 **Over to you** Write five sentences in which you compare yourself to your best friend, using the adjectives *old*, *tall*, *shy*, *patient*, and *beautiful*.

I'm as old as my best friend Carol.

She's taller than I am...

6 The most important things

Presentation 2



- 1** Arif is interviewing Logan about the most important things in his life. Listen to the dialogue and read along.

- Arif** Today I'm interviewing the editor of our School Magazine, Logan Ross, about the most influential things in his life. Welcome to our magazine, Logan!
- Logan** It's great to be here talking about the most interesting topic in the world, me!
- Arif** Very funny! So, what are the most important things to you, Logan?
- Logan** I guess my love of nature is one of them.
- Arif** Tell us more!
- Logan** Well, I'm fascinated by arachnids.
- Arif** You mean spiders, don't you?
- Logan** Yes, and scorpions. Especially the rarest and most dangerous kinds.
- Arif** Wow! Aren't you afraid of their poison?
- Logan** Not really. Even black widows are shy creatures and only attack when threatened.
- Arif** So do you see this as a possible future career?
- Logan** Yes! I'd love to become a TV presenter on a show for the Nat Geo Wild Channel.
- Arif** Cool! And what's your greatest achievement so far?
- Logan** Well, I'm the editor of the School Magazine, I think it's a good start!

- 2** Listen again and repeat.

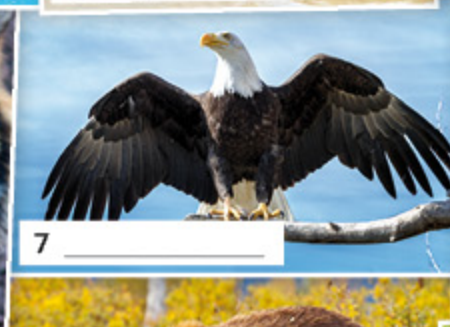
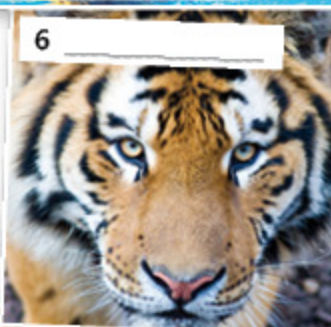
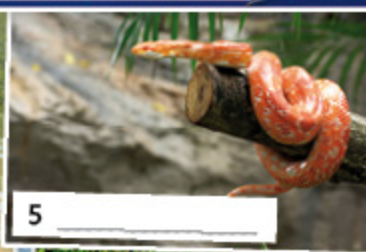
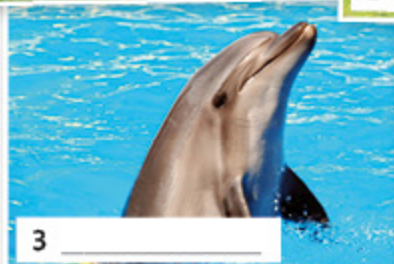
- 3 Comprehension** Read the dialogue again and answer the questions.

What is the interview about?
The most influential things in Logan's life.

- 1 What is the most important thing for Logan?
- 2 What are arachnids?
- 3 Is Logan afraid of poison?
- 4 When do black widows attack?
- 5 What kind of TV programmes would Logan like to present in the future?

Vocabulary ▶ Word Bank p. 109

4 Match.



Wild animals

tiger
cheetah
shark
snake
spider
crocodile
kangaroo
dolphin
tortoise
eagle
gorilla
bear

→ Superlative of adjectives

What are *the most important* things to you?
What's your *greatest* achievement so far?

5 Pairwork Complete the sentences, then try to come up with other examples.

Galapagos Giant Tortoise / slow / reptile
The Galapagos Giant Tortoise is the slowest reptile in the world.

- 1 crocodile / large / reptile
- 2 gorilla / heavy / primate
- 3 shark / aggressive / fish
- 4 cheetah / fast / feline

6 Over to you Choose your favourite animal. Write a small text to present it as the best animal in the world.

My dog Ringo is the funniest animal in the world. He is my best friend. He is the most intelligent animal I know and...

7 Present your animal to class. May the best win!



6 Grammar

Comparative of adjectives



Comparative of short adjectives

slow	Add <i>-er</i>	slower
deep		deeper
large	Add <i>-r</i>	larger
wide		wider
hot	Double the consonant and add <i>-er</i>	hotter
big		bigger
heavy	Replace <i>-y</i> with <i>-ier</i>	heavier
dry		drier

Comparative of long adjectives

beautiful	Add <i>more</i> in front of the adjective	more beautiful
interesting		more interesting

Irregular comparatives

good	better
bad	worse
far	further / farther

→ FOCUS

China is **bigger than** the United States.
 The prairies are **more fertile than** the Grand Canyon.
 The climate in California is **better than** in Alaska.
 The comparative of an **adjective + than** is used to compare two things, animals, or people.

1 Complete the sentences with the comparative of adjectives followed by *than*.

The Ganges is *longer than* (long) the Thames.

- The Sahara Desert is _____ (large) the Gobi Desert.
- Lake Michigan is _____ (deep) Lake Garda.
- The Alps are _____ (high) the Rocky Mountains.
- Athens is _____ (old) London.
- December in Australia is _____ (hot) in July.
- The Yellowstone National Park is _____ (big) the Gran Paradiso National Park.

2 Write the comparative sentences following the example.

driving / dangerous / travelling by train
Driving is more dangerous than travelling by train.

- dolphins / intelligent / dogs
- gibbons / sociable / orangutans
- cycling / good for you / driving
- black mambas / poisonous / cobras
- detective stories / exciting / documentaries
- the weather in England / bad / in Spain

3 Listen and check.

(not) as ... as

→ FOCUS



The USA is almost **as large as** Canada.
 The Matterhorn is not **as high as** Mont Blanc.

The comparative of equality is formed by (*not*) **as + adjective + as**.

As + adjective + as is used to say that two things, animals or people have the same attribute.

Not as + adjective + as is used to say that two things, animals or people do not have the same attribute.

4 Write the sentences with the comparative of equality.

Leopards are fast. Lions are fast.
Leopards are as fast as lions.

Storms are dangerous. Tornadoes are more dangerous.
Storms aren't as dangerous as tornadoes.

- The Po Valley is fertile. The Mississippi River Valley is fertile.
- Cairo is densely populated. Manila is more densely populated.
- Vesuvius is active. Etna is more active.
- Mice are small. Bats are small.
- Tortoises are slow. Garden snails are slower.
- South Africa is big. Angola is big.

5 Listen and check.

Superlative of adjectives



Superlative of short adjectives

high	Add <i>-est</i>	the highest
great		the greatest
rare	Add <i>-st</i>	the rarest
wide		the widest
hot	Double the consonant and add <i>-est</i>	the hottest
wet		the wettest
heavy	Replace <i>-y</i> with <i>-iest</i>	the heaviest
dry		the driest

Superlative of long adjectives

important	Add <i>the most</i> in front of the adjective	the most important
dangerous		the most dangerous

Irregular superlatives

good	the best
bad	the worst
far	the furthest / farthest

→ FOCUS

Russia is **the largest** country **in** the world.
Everest is **the highest** mountain **of** all.

The superlative of an adjective is used to compare an item or person with all the other items or people in that group. The superlative of adjectives can be followed by:

- in + place or group of people;**
- of + plural noun or pronoun.**

6 Complete the sentences with the superlative of adjectives.

The black widow is one of **the most aggressive** (aggressive) spiders.

- Cheetahs are _____ (fast) creatures on land but peregrine falcons are _____ (fast) creatures of all.
- Venus is _____ (bright) planet in our sky.
- Mars has got _____ (large) volcano in the solar system.
- One of _____ (strong) earthquakes in Japan happened on 11th March 2011.

7 Complete the text with the superlative or the comparative of adjectives.

Buses or trains are the **fastest** means of transport for short trips. Flying is ¹ _____ (fast) than these only if you're taking a ² _____ (long) trip. Driving is not the ³ _____ (good) option because you can't do anything useful while driving, but when you take a plane, train, or bus, you can read, study, work, or sleep. Overnight trains are often ⁴ _____ (convenient) than flying. They are ⁵ _____ (comfortable) and ⁶ _____ (relaxing).



less / the least

→ FOCUS



The south of Italy is **less** rainy **than** the north.
Death Valley is **the least** rainy place in the world.

The comparative of minority is formed by **less + adjective + than**. The superlative of minority is formed by **the least + adjective + in/of**.

8 Write the sentences again using the comparative of minority.

The Egyptian Museum in Cairo is more important than the one in Turin.

The Egyptian Museum in Turin is **less important than the one in Cairo**.

- Disneyland is more popular than Gardaland. Gardaland is...
- Niagara Falls are more famous than the Iguazu Falls. The Iguazu Falls is...
- The climate in southern Florida is more tropical than in northern Florida. The climate in northern Florida is...
- The Asian continent is larger than Antarctica. Antarctica is...
- Sequoias are taller than pine trees. Pine trees are...

6 Grammar

9 Complete the sentences with *the least* or *the most*, according to their meaning or to your own opinion.

I think that trains are *the least* expensive form of transport in Italy.

- The car is probably _____ dangerous means of transport.
- Are cities _____ polluted places in the world?
- Tigers are one of _____ protected animal species.
- Bangkok, London, Paris and Singapore were _____ visited cities in the world in 2013.
- 'Supercalifragilisticexpialidocious' is one of _____ used words in the dictionary.
- Antarctica is _____ explored continent in the world: the icebergs, winds and subzero temperatures make it impossible to live there permanently.
- Namibia is _____ populated country in Africa: 2 million people live in an area of 800,000 km².
- In my opinion, monkeys are _____ interesting animals that exist.



10 Round up! Complete the text with the words in the box.

lowest largest more interesting highest



National Geographic Kids is a children's magazine published by the National Geographic Society. It comes out every month and it has ¹ _____ facts, stories and illustrations than many children's books. Did you know that:

- the USA is the world's third ² _____ country in size;
- the ³ _____ point in the country is in Death Valley at -86 meters;
- the ⁴ _____ peak is Mt McKinley at 6,198 meters?

11 Translation Translate these sentences into your native language.

- For me Art is the most interesting subject at school.
- Singapore is smaller than New Zealand.
- The richest man in the world lives in Mexico.
- Boston is one of the oldest cities in the USA.
- Columbia University is as famous as Harvard University.
- London is less rainy than the Lake District.

Pronunciation: word stress

The English language puts the main stress on only one syllable. One syllable will thus be pronounced with more emphasis, while others will sound weaker.

1 Observe which syllable is stressed in the following words. Listen and repeat.

• photograph • photographer • photographic

2 Listen and underline the stressed syllable in each word.

- | | | | |
|---------------------|------------|-------------|-------------|
| 1 <u>dan</u> gerous | 3 heavy | 5 tornado | 7 important |
| 2 magazine | 4 kangaroo | 6 crocodile | 8 continent |

Making comparisons

- 1 Amy and Elis are talking about their favourite programmes. What are they? Watch the video.



USEFUL LANGUAGE

It's better / worse / more boring / more interesting than any other programme on TV.

The X Factor is as interesting / good / exciting / bad as *Britain's Got Talent*.

It's not as funny / good ... as the first series.

I (don't) agree with you.

I'm not sure. / I don't know.

It's awful / horrible / fantastic / great...



- 2 Circle the correct words. Watch the video again and check.

Elis Great! The X Factor / *Britain's Got Talent* starts next week. I can't wait!

Amy Do you like it? I think it's the *worst* / *best* of all talent shows.

Elis But it's *less* / *more* personal. You get to know the competitors *better* / *worse*.

Amy I prefer *Britain's Got Talent*, because even the *worst* / *best* performers can compete, so it's *funnier* / *more boring*. But I *don't really* / *really* like reality shows. I prefer *cartoons* / *documentaries* such as those on Animal Planet.

Elis It's *awful* / *fantastic*! I saw the most *beautiful* / *brutal* animal killing on last week's show!

Amy Well, that's the *most* / *best* natural thing in the world and it's more *boring* / *interesting* than watching people singing all the time!

- 3 **Kids at work!** Prepare a dialogue with your friend on your favourite TV programme. Answer the questions. Follow the guidelines.

- 1 What's your favourite TV show?
- 2 Do you think it is the best show on TV? Why?
- 3 When is it on?
- 4 Which show do you think is the worst? Why?
- 5 What do you think of your partner's favourite TV show? Is it more interesting than your show? Is it more boring?
- 6 Would you like to be in a TV show? Which one? Why?

- 4 **Over to you** Role-play your dialogue in front of the class.

- A *My favourite TV show is... because... I really like it because... What is your favourite TV show?*
- B *My favourite TV show is... I think it is the best show because...*

6 Build your competences

POPULAR TRENDS



A

B



D



C



E



Warm up

1 **Pairwork** Do you know all the objects represented in the photos? Match them to their names.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> ghetto blaster | 6 <input type="checkbox"/> roller skates |
| 2 <input type="checkbox"/> Heelys | 7 <input type="checkbox"/> Rubik's Cube |
| 3 <input type="checkbox"/> instant camera | 8 <input type="checkbox"/> smartphone |
| 4 <input type="checkbox"/> MP3 player | 9 <input type="checkbox"/> Walkman |
| 5 <input type="checkbox"/> docking speakers | 10 <input type="checkbox"/> Xbox |

Reading

2 Read and check your answers.



'When I was a teenager it was trendy to listen to music on a Walkman with much bigger headphones than the little earphones kids use today. The earliest ones played cassettes, then CDs replaced them so they were not as easy to break. At parties we always took a ghetto blaster

along, carrying it on our shoulders and blasting music out as loud as a disco! I thought I was really cool on my roller skates, but my brother thought he was even cooler on his skateboard! We also had Gameboys, simple portable games consoles and we played games like *Tetris* and *Super Mario* on them. They really weren't as sophisticated as the video games kids play today. We also spent hours trying to solve Rubik's Cube, which I'm happy to say even my techno children find impossible to do!

We didn't have smartphones to take selfies on, but my dad had an instant camera, with which he took some of the worst photos of my life! When I tell Jack stories about my life as a teenager I know he feels sorry for me because he thinks his life is more exciting than mine was, but maybe we were happier because our lives were simpler...'

Jack's mum, Deborah.



'I can't imagine being a teenager back when my mum and dad were. I suppose their world was more boring than the technological world we live in today. Nowadays all my friends have got iPods or smartphones to listen to music. It's great

because there are more varied playlists, the sound quality is just as good as a ghetto blaster which is huge, but music is more portable, as you only need a docking station with speakers to create the best sound. Personally I never really got into wearing Heelys, but my little sister Charlotte did. She says they're easier to balance on than her kick scooter and you can travel faster. For me skateboarding is still the coolest way to get around. The other day Grandma found Dad's old Gameboy in the attic and we played *Super Mario* together. It was the funniest thing ever because the graphics were a lot more basic than the ones on my Xbox. Oh, and I think Mum finds the family Wii more exciting than Rubik's Cube!'

Jack, Deborah's teenage son.

Build your competences 6



3 Read the text again and decide if the sentences are true (T), false (F) or the information is not given (DS).

- 1 CDs are more breakable than cassettes.
- 2 Skateboards are faster than roller skates.
- 3 *Tetris* and *Super Mario* were as sophisticated as modern video games.
- 4 Deborah thinks her life was happier and Jack thinks his life is more exciting.
- 5 The sound of iPods and smartphones is not as good as ghetto blasters.
- 6 Jack isn't interested in Heelys, but his sister is.
- 7 Deborah exercises with the Wii every day.

T	F	DS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening

4 Listen to Joanna telling Paul what are her family's favourite objects. Match.

- | | |
|---|------------------|
| 1 <input checked="" type="checkbox"/> Mum | A kick scooter |
| 2 <input type="checkbox"/> Dad | B sunglasses |
| 3 <input type="checkbox"/> Grandpa | C tablet |
| 4 <input type="checkbox"/> Grandma | D Heelys |
| 5 <input type="checkbox"/> Sam | E ghetto blaster |
| 6 <input type="checkbox"/> Tina | F record player |
| | G games console |
| | H table football |

Speaking

5 **Pairwork** Pick an object and create a riddle about it. Ask your friend to guess what it is.

- A *It's cheaper than the Xbox, but not as interesting and it's also harder to do. You play it on your own.*
 B *It's Rubik's Cube!*
 A *Yes!*
 B *My turn. It's...*

Writing

6 Write a letter to a foreign friend about the items that are and are not in fashion amongst young people in your country.

The trendiest possessions of young people in my country are...



5-6 Test your competences

Vocabulary

1 Write the words in the correct column.

art / artist music / musician painting / painter
 photographer / photograph sculptor / sculpture

Person	Product

5

2 Solve the anagrams and discover the names of 10 natural places.

- 1 UTIMANON _____
- 2 LILH _____
- 3 VIRER _____
- 4 KALE _____
- 5 ESA _____
- 6 RESTED _____
- 7 NADISL _____
- 8 REFOST _____
- 9 ALEVYL _____
- 10 NAVCOOL _____

5

Functions

3 Complete questions and answers.

- A Where is the Science Museum?
 B It is ¹ _____ London.
- A ² _____ can you see there?
 B Interactive science exhibits.
- A How much ³ _____ cost?
 B It's free.
- A How do you get there?
 B ⁴ _____ tube or by bus.
- A How long does ⁵ _____ to visit it?
 B Between 2 and 3 hours.

5

Grammar

4 Complete the sentences with the appropriate prepositions of motion.

along across up over under

To get to the town centre you walk ¹ _____ the river, ² _____ the bridge ³ _____ the river, then go into the town and then straight on until you get to the traffic lights. Finally go ⁴ _____ the main road in the subway and ⁵ _____ the other side and you're in the town centre.

5

5 Write the sentences with the comparative or the superlative of adjectives, following the suggestions given.

- 1 Greece / hot / Germany +

- 2 I / shy / my brother +

- 3 Latin / an old language / Spanish +

- 4 snakes / dangerous / spiders =

- 5 Singapore / small / country in Asia +++

10

My final score is _____ 30

Self-evaluation

	😊	😐	😞
Lexical competences			
Communicative competences			
Grammatical competences			

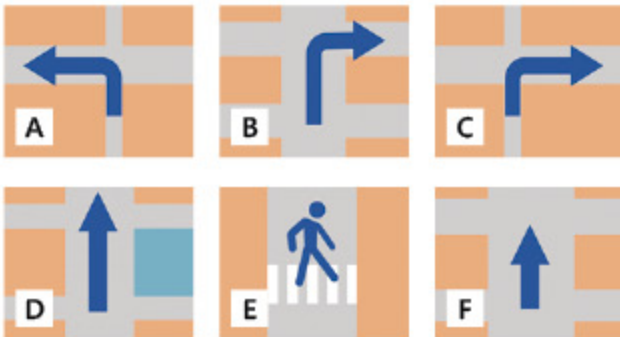
I must revise:

1 Read the descriptions and write the names of the animals.

- 1 It's the largest of the cat species and it has black and yellow stripes. t_____
- 2 It's the fastest land animal in the world and it's slimmer than other cats. c_____
- 3 It's the largest fish in the sea and one of the most dangerous. s_____
- 4 It's a sea mammal and one of the most intelligent and friendliest animals. d_____
- 5 It's one of the slowest animals on earth, but it also lives the longest. t_____

2 Match the directions (1-5) to the pictures (A-F). Be careful, there is an extra picture.

- 1 cross the road
- 2 go past
- 3 go straight ahead
- 4 turn left
- 5 turn right



3 Write an email to your friend Dylan. Explain the direction from your home to the school, the mean of transport to use, its timetable (if necessary), and how long it takes.

Hi Dylan,

...

4 Choose the correct answer (A, B, C or D).

- 1 I go to school every day on _____
 A bike. C foot.
 B car. D underground.
- 2 The Pacific, Atlantic and Indian are _____
 A oceans C seas
 B rivers D waterfalls
- 3 Excuse me, where's the _____ post office?
 A most near C nearer
 B near D nearest
- 4 'How _____ is Route 66?'
 'It's almost 4,000 km from start to finish.'
 A deep C long
 B high D wide
- 5 Which has a future meaning?
 A Leave at 9!
 B The train leaves at 9.
 C The train left at 9.
 D It's 9 o'clock: the train is leaving.
- 6 A _____ is a reptile.
 A bear
 B gorilla
 C snake
 D spider
- 7 *Big Brother* is the _____ reality TV show in my opinion!
 A bad
 B badder
 C worse
 D worst
- 8 Which is correct?
 A NY is as cool as London.
 B NY is cool as London.
 C NY is cooler as London.
 D NY is coolest as London.
- 9 That's the _____ story in the world!
 A more ridiculous
 B most ridiculous
 C ridiculouser
 D ridiculousest
- 10 How long does it take to get there?
 A at 12 p.m.
 B from 9 to 5
 C 2-3 hours visit
 D 20 minutes by bus

LONDON

7

Holidays



A



B



C



D

Vocabulary: Accommodation

1 **Pairwork** Look at the pictures. Which do you think represent holiday accommodation? Talk about it with a friend.

2 **Match** the types of accommodation to the definitions. Then listen and check.

~~hotel~~ apartment tents camper van
narrow boats tree house

You check in at the reception where they give you your room key. *hotel*

- There are many of these on a campsite. _____
- It is a large van with beds, a kitchen and a toilet. _____
- There are many of these along London and Amsterdam's canals. _____
- It is a very basic type of accommodation built in trees. _____
- It is very comfortable and practical for families. There are bedrooms, a kitchen and a bathroom. _____

3 Write the words in the right columns.

~~plane~~ youth hostel visit museums train
ferry go shopping eat in restaurants
caravan bed and breakfast

Accommodation	Transport	Things to do
	<i>plane</i>	

4 **Pairwork** How would you like to travel? Where would you like to lodge? Talk about it with a friend.

- A *I'd like to travel by plane and stay on a narrow boat. What about you?*
B *I'd like to travel by...*



E



F

7

Presentation 1

- 5 Would you like to go to London next summer? Listen and read Rosie's recommendations for an alternative and cheap holiday.

ROSIE'S TIPS FOR CHEAP, ALTERNATIVE ACCOMMODATION IN LONDON

Are you going to visit London next summer? How about booking some cheap, alternative accommodation? Bed and breakfasts are perfect if you are looking for budget accommodation. When you're out and about all day, a comfortable bed and tasty breakfast are all you need! If you fancy quieter, more exclusive spots in London away from traffic and tourist crowds, why don't you try the narrow boats on the canals? Alternatively, if you like going camping, visit Camp in My Garden, a website that matches guests with hosts. Campsites range from large private gardens to tiny backyards. Some hosts provide breakfast, showers and toilets and others simply space for your tent, or camper van.

There are even some who offer the most extravagant and funniest places, such as tree houses! During university holidays, cheap accommodation is also available in halls of residence, the place where students live during term-time. They offer a range of B&B accommodation from hostel-style dorms to private rooms. Finally, if you are looking for a hotel in London, there are a lot of low-cost options. You can have small but comfortable rooms with bathrooms to share, hot breakfasts and free wi-fi. It's time to book your holiday! Let's start! Oh, and get cheap rail travel by booking your train seats early!



- 6 **Comprehension** Read the text again and complete the summary.

London offers a lot of *cheap* and alternative types of ¹ _____.
 If you're looking for a tasty ² _____, book a bed and breakfast. Do you like quiet places? Try the narrow ³ _____ on the canals. Some people can give you a place in their garden to put your tent or park your ⁴ _____.
 You can also stay in university halls of ⁵ _____, or try one of the low-cost hotels in London.

→ *How about... ? Why don't... ? Let's...*

How about booking some cheap accommodation?

Why don't you try a narrow boat?

Let's start!

- 7 **Pairwork** Discuss with your friend on how to spend a holiday. Follow the guidelines and choose the type of accommodation that you prefer.

Where? seaside / mountains / lakes / European capital cities

When? next summer / next July / next August

How? by plane / car / train / bus / ferry

A *Why don't we go to the seaside next summer?*

B *Good idea. How about going by plane?*


A *Great. Let's stay in a tent...*

7 I'm going to take my camera



Presentation 2



- 1**  Sasha and Arif are going on a trip along Regent's canal. Listen to the dialogue and read along.

Arif I'm so excited! We're going to the Regent's Canal!

Sasha Yes, but don't forget it's homework! Mr Jones is going to ask us for a report next Monday!

Arif I know, I know! Get the guide book. Now, here's the plan for the day. The best place to start is Little Venice.

Sasha Nice place. Are there any galleries to visit near there?

Arif No. This is not going to be another arty trip, OK? We're going to have breakfast on a narrow boat.


Sasha Good, so we can interview customers before the trip.

Arif In the morning, after breakfast, we're going to travel along the canal. Then we're going to spend some time at the zoo.

Sasha I'm going to take my camera so we can take lots of pictures!

Arif Great! How about going to Camden to visit the vintage shops after the zoo?

Sasha Cool! Evie's going to be there too. It's going to be a great day!

- 2**  Listen again and repeat.

- 3 Comprehension** Answer the following questions.

Where are Sasha and Arif going?
To Regent's Canal.

- 1 Where did they get all the information from?
- 2 Where are they going to have breakfast?
- 3 What are they going to do in the morning?
- 4 When are they going to visit the zoo?
- 5 Who are they going to meet in Camden?

Vocabulary ▶ Word Bank p. 110



4 Match holiday activities with the pictures.



go on a walking tour



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

Holiday activities

- go shopping
- go sightseeing
- visit museums
- go to the zoo
- eat in restaurants
- take photos
- buy souvenirs
- go on a walking tour
- go on a bus tour

5 Listen and write. Which activities in exercise 4 do Daniel and Sian intend to do during the holidays?

6 **Pairwork** Ask and answer each other's questions about your plan for next weekend.

- A *What are you going to do this weekend?*
 B *I'm going to meet my friends in town on Saturday afternoon and we're going to go shopping. What about you?*

→ be going to

Mr Jones *is going to* ask us for a report next Monday!
 This *is not going to* be another arty trip.
 We're *going to* have breakfast on a narrow boat.

7 **Over to you** In groups of four, report the plan of your friend, putting in some fun lies.

- A *Rosie is going to meet her friend Johnny Depp in town on Saturday afternoon.*
 B *No, she isn't!*
 A *OK, she's going to meet her friend Julia in town on Saturday afternoon.*
 B *Yes, she is!*

7 Grammar

be going to – Affirmative form

Affirmative form

I am (I'm)	going to	eat.
You are (You're)		
He / She / It is (He's / She's / It's)		
We / You / They are (We're / You're / They're)		

→ FOCUS

*We're going to have a party next Sunday.
I'm going to invite my friends from school.
Look at the sky, it's going to snow.*

The future with **be going to** is obtained by the present of the verb **be** followed by **going to** and the base form of the verb. It is used to talk about future plans and to express the intention of doing something.

Be going to is also used to make forecasts based on what we can see and to indicate something that is about to happen. It is often accompanied by expressions of future tense such as: **tomorrow, next week, later, after breakfast...**



Ask your friends what they are going to do next week.

You can say 'What are you going to do next week?' or 'What is your plan next week?'

Write down your friends' plan. For example:

One friend is going to make a cake for the party next week.

1 Complete the sentences with the affirmative form of **be going to**.

We **are going to** have a meal in a restaurant next Saturday.

- Dad _____ take photos of the family tomorrow.
- Sean _____ buy souvenirs after the trip.
- Rhys and Celia _____ go on a walking tour.
- Watch out! You _____ fall!
- I _____ visit the National Railway Museum in York.
- I can see lots of clouds. It _____ to rain.

be going to – Negative form

Negative form

I am not (I'm not)	going to	eat.
You are not (You aren't)		
He / She / It is not (He / She / It isn't)		
We / You / They are not (We / You / They aren't)		

→ FOCUS

*The teacher **isn't going to** give us a test tomorrow.*

*You **aren't going to** study this afternoon.*

The negative form is used with the negative form of the present of the verb **be**, followed by **going to** and by the base form of the verb.

2 Write sentences 1, 2, 3, 5 of exercise 1 again in the negative form.

We **aren't going to** have a meal in a restaurant next Saturday.

3 Write sentences in the affirmative (✓) or negative (X) form.

I / play football next Saturday (X)
I'm not going to play football next Saturday.

- Arif and his friends / watch a DVD / next Sunday (X)
- They / visit / an art gallery / next week (✓)
- We / go sightseeing / tomorrow (X)
- You / come on a walking tour / with us (✓)
- She / have / a pyjama party / tonight (X)
- I / visit / Scotland / next summer (✓)



4 Complete the email with the affirmative or negative form of *be going to* using the verbs in the box.

see ~~visit~~ have be come do not taste

Hi Julian,
How are you? *I'm going to visit* Jasper in London this weekend. We ¹ _____ the new musical in the West End. It ² _____ a lot more exciting than the last one! His Italian friends Marisa and Sonia ³ _____ too. I can't wait to meet them! After the film, we ⁴ _____ dinner in an Italian pizzeria. It's good but it ⁵ _____ like the food in Italy! Write soon and tell me what you ⁶ _____ this weekend.
Chas

5 Write affirmative and negative sentences regarding your intentions for the future.

study abroad

I'm / I'm not going to study abroad.

- | | |
|---------------------------|-------------------|
| 1 leave school at sixteen | 4 get married |
| 2 become a film star | 5 have children |
| 3 work with my family | 6 fly to the moon |

be going to

Interrogative form and short answers

Interrogative form	Affirmative short answer	Negative short answer
Am I going to eat?	Yes, I am.	No, I'm not.
Are you going to eat?	Yes, you are.	No, you aren't.
Is he / she / it going to eat?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they going to eat?	Yes, we / you / they are.	No, we / you / they aren't.

→ FOCUS

*'Are the shops going to be open next Sunday?'
'Yes, they are.'*

In the interrogative form, *am*, *is* and *are* are placed before the subject. Remember that in questions with *What*, *Where*, *When*, etc., the interrogative word is always placed before the verb.

6 Write questions and affirmative (✓) or negative (X) short answers.

you / sing / at the party (✓)

'Are you going to sing at the party?'

'Yes, I am.'

- we / have a pool party (✓)
- Mum / buy a new laptop (X)
- Tom and Kate / go on a walking tour (X)
- I / do karaoke at your party (X)
- the party / be boring (✓)
- you / go ice skating (✓)

7  Listen and check.

8 Read the answers and write the questions.

Where *are they going to have breakfast?*

They are going to have breakfast in a café.

- When _____?
We're going to visit the museum in the morning.
- What _____?
She's going to sing a new song at the festival.
- Who _____?
I'm going to meet an old friend tomorrow.
- When _____?
The weather is going to be better tomorrow.
- What _____?
He's going to have a pizza for lunch.
- How _____?
She's going to travel by train.

How about... ? Why don't... ? Let's...

→ FOCUS

How about travelling by train?

Why don't we buy our tickets now?

Let's go to the station.

In order to give advice, make propositions or invite somebody to do something you can use:

- **How about** + *-ing* form of the verb (?)
- **Why don't I / you / we** + base form of the verb (?)
- **Let's (Let us)** + base form of the verb (.)

7 Grammar

9 Complete the dialogues with the expressions in the box.

go to the supermarket ask for directions
~~watch a DVD~~ taking him to the zoo

A It's raining. I don't want to go out.
 B Let's *watch a DVD*.

- 1 A Where's the museum?
 B Why don't we _____?
- 2 A My little brother is really bored.
 B How about _____?
- 3 A I need some ingredients for a cake.
 B Let's _____.



10 Reorder the dialogues.

- A
- How about visiting the Wax Museum?
 - Well, I'm not really interested in art.
 - Do you want to visit the new art gallery?
 - Great, let's do that.
- B
- What are your plans for the weekend?
 - That's boring. Let's have a beach party.
 - I'm not sure. I want to do something different.
 - How about going on a walking tour?
- C
- Not again! Why don't we go swimming?
 - It's warm and sunny today. Where can we go?
 - OK, the pool opens at 10 a.m.
 - Let's go rollerblading in the park.

11 Round up! Circle the correct verbs.

- A Tomorrow is a holiday. What are you going to do / to do?
- B I'm *going* / *not going* to get up at 7.30 as usual. I're *going* / 'm *going* to stay in bed until 10.30.
- A Me too! Then I'm going *playing* / *to play* football in the park. Why don't you *come* / *coming* with me?
- B I'm sorry. *We're going* / *We aren't going* to visit our American cousins. They're in England for a week and I can't miss them.
- A What a pity! How about *coming* / *to come* just for an hour?
- B No, I'm sorry. Why *don't you* / *do you* invite Jeff? He loves playing football.
- A OK, I'm going *phone* / *to phone* him after lunch.

12 Translation Translate the dialogue into your native language.

- A Guys, we're on holiday! How about going to the cinema?
- B No, it's sunny, let's go to the beach.
- C I don't like the idea. Why don't we go roller skating in the park?
- D OK, let's all go to the park.
- B And what are we going to do tonight?
- A We're going to go to the cinema!



Pronunciation: /u:/ and /ʊ/

The sound /u:/ of the word **zoo** is long and it is obtained by stretching the mouth and closing the lips in a circle with the tongue pressed backwards. The sound /ʊ/ of the word **put** is brief and is obtained by stretching the lips gently forward and pressing the tongue backwards.

1 Listen and repeat the tongue-twister.

Congratulations on your orang-utan documentary!
 Choose new music on YouTube? Cool!

2 Listen and write the words in the correct column. Then listen and repeat.

~~food~~ full two good youth book foot
 sugar music ~~woman~~ pool cook fruit soon

/u:/	/ʊ/
<i>food,</i>	<i>woman,</i>

Talking about future intentions

- 1 Watch the video. Why is Amy organising a special event?



USEFUL LANGUAGE

What are you going to do?
 Where are you going to stay?
 I'm / We're going to...
 How about... ?
 Let's... ?
 Why don't we... ?
 What a good / fantastic / great idea!



- 2 Watch again and match the people to their activities.

- | | |
|----------------|------------------------|
| 1 Amy | a water park |
| 2 Amy's family | b rollerblading |
| 3 Charlotte | c fast-food restaurant |
| 4 Elis | d cinema |
| 5 Katie | e bowling |
| 6 Shaun | f adventure centre |

- 3 **Pairwork** In turns, make plans for your birthdays.

do karaoke go to a pizzeria go camping go ice skating go to a funfair go to the zoo
 have a fancy dress party have a pyjama party

A *What are you going to do for your birthday?*

B *I'm going to have a fancy dress party!*

A *What a great idea! I'm going to...*

- 4 **Over to you** Report your plans to class.

Miriam is going to have a fancy dress party for her birthday. I'm going to...

7 Build your competences

National Parks in the USA



Warm up

1 Look at the pictures of the American national parks. Which park do sentences 1, 2, 3 refer to?

- 1 It's the oldest natural park in the world. 2 It is home to crocodiles and alligators. 3 It is the result of 17 million years of erosion.

Reading

2 Read the text and check your answers.

Are you going to visit the USA with your family? Why don't you visit one of its spectacular national parks, such as the **Everglades** in Florida? The Everglades is the largest subtropical wilderness in the USA and the only ecosystem in the world where alligators and crocodiles coexist! It is also unique because the fresh water in Florida Bay meets the salt water of the Gulf of Mexico. You can take a ranger-led tour of the park by tram, take a boat trip along the mangrove coast, or rent a bicycle, canoe or kayak and explore the park yourself. If you're looking for a cheap place to stay, there is also an official campsite in the park and plenty of places to eat and drink.

How about going to **Yellowstone Park** in Wyoming? It is the oldest national park in the world and one of the most famous for its mountain views, hot springs and an amazing diversity of wildlife. There's plenty to do, too. In summer, you can go camping, hiking or picnicking, fishing or wildlife viewing, boating or cycling, or go horse riding. Llama packing or even take an old west wagon ride! In winter, you can go cross-country skiing or snowshoeing, take a snowmobile or a snowcoach tour, and there are several lodges and campsites in the park to accommodate you. Not convinced yet? How about enjoying the spectacular views of the **Grand Canyon** and the Colorado

River with its 17 million years of history? You can visit the South Rim of the Grand Canyon in Arizona all year round, but spring and summer are better for the North Rim. To avoid the traffic altogether, why not arrive by train on the Grand Canyon Railway? Once there, you can hike or ride a mule down the canyon, rent bicycles or take a coach trip along the scenic desert view drive. Other excursions include a whitewater raft trip along the Colorado River. There are also junior ranger courses or backpacking adventure trips and plenty of lodges to stay in! So what are we waiting for? Let's all book a US park adventure!

3 Read the text again and choose the correct answer (A, B, C or D).

- | | | | |
|---|------------------|--|-----------------------|
| The Everglades is... | | 3 In Yellowstone you can go... | |
| A a tropical forest. | C in Florida. | A camping. | C diving. |
| B a salt water park. | D in the desert. | B climbing. | D skating. |
| 1 In the park you can travel by... | | 4 It is possible to visit the South Rim of the Grand Canyon... | |
| A bike. | C tram. | A all year round. | C in summer. |
| B boat. | D all of these. | B in spring. | D in winter. |
| 2 Yellowstone is the ... park in the USA. | | 5 In the Grand Canyon there are... | |
| A smallest | C newest | A horse riding trips. | C rafting excursions. |
| B oldest | D biggest | B helicopter rides. | D ski slopes. |




B



C

Listening

- 4  Listen to Jonathan talking to his friend Sally about his summer holiday plans and complete the file.

SUMMER HOLIDAY PLANS

Place: Disneyland in ¹ _____.

Who with: Mum, Dad and ² _____.

When: first two weeks of ³ _____.

Weather: ⁴ _____ and ⁵ _____.

Accommodation: self-catering ⁶ _____.



Speaking

- 5 **Pairwork** Plan your next holiday. Where will you go? Where will you lodge? What will you do? Prepare a dialogue, using the words and expressions in the box.

- A I'm going to visit Yellowstone Park in the USA next summer.
 B Great idea! Where are you going to stay?
 A I'm going to stay in a campsite in the park.
 B That's a good idea! How are you going to get there?
 A I'm going to take a plane from London.
 B What are you going to do in Yellowstone?
 A I'm going to take a lot of photos and...

Country:

Spain, UK, USA...

Destination:

the seaside, the mountains, towns, natural parks...

Accommodation:

hotel, apartment, campsite, campervan...

Transport:

by plane, ferry, train, underground, car, bus, bike, on foot...

Activities:

go sightseeing, go on walking tours, take photos, visit museums, go hiking, go swimming, go cycling, go skiing...

KIDS AT WORK!

You are the owner of a restaurant in London. Think its name and write the menu. Bring it to class next time.

Writing

- 6 Write an email to a foreign friend telling your plans for the summer. Use the guidelines from exercise 5.

8

Eating out



Vocabulary: Places to eat

- 1 Look at the pictures and match them to the correct types of restaurant.

café American diner pizzeria
 fish and chips restaurant Chinese restaurant

- 2 At the restaurant, read the actions and put them in the right order. Then listen and check.

- 1 book in advance
 order food
 find a table
 leave
 order drinks
 ask for the bill
 ask for dessert
 pay

- 3 Write the following adjectives in the right columns. Which ones refer to the restaurant? Which ones refer to the food?

~~cheap~~ ~~delicious~~ roasted noisy tasty
fried junk quiet healthy small friendly
expensive fast grilled elegant

Restaurant

cheap,

Food

delicious,

- 4 **Pairwork** Where would you like to eat? Make proposals to choose a restaurant.

A *Let's go to a pizzeria.*

B *I don't like pizza. Why don't we go to a Chinese restaurant? It's friendly and cheap.*



Presentation 1

- 5** Read and listen to the information exchange between friends in a chat and read along.

Chat

🏠

👤 8 Users

Hi everybody. I'm visiting London with my family next weekend. We're staying in the centre and we're going to Camden Town on Saturday. Can anybody help us find somewhere to eat? Thanks!

Pascal

4 replies to this topic:

Nobody's ever bored at Sticky Fingers with all its rock 'n' roll memorabilia. A lively, friendly American diner, with excellent food and service. You can order tasty burgers or steaks, fresh grilled fish and the best chips in London! **Cool Girl**

In 5th View you can eat while you sightsee from a comfortable seat. It's a café and a bar on the fifth floor of a bookshop, with views of your favourite London monuments! You can choose light lunches such as salads and sandwiches or traditional main courses. **Culture Clubber**

If it's excitement you're looking for, there's nowhere better than Won Kei, one of the biggest, best and cheapest Chinese restaurants in London. Don't expect to get your own table and you can't pay by credit card or stay after the meal, there are always people queueing outside for a seat! I highly recommend the roast duck noodle soup! **Lucy Lee**

You can't avoid fish and chips in the UK because they're everywhere! A great place to eat in or take away is Superfish, a small fast-food chain in the suburbs of London. The Moby Dick plate gives two people all the fish and chips they can eat! **Sunshine Traveller**

> All Users

6 Comprehension Answer the questions.

Where is Pascal going next weekend?
He's going to London.

- 1 Who is he going with?
- 2 Where are they staying?
- 3 Where are they going on Saturday?
- 4 Where can they find the best chips in London?
- 5 Where is the 5th View?
- 6 Where can you eat roast duck noodle soup?

→ Present continuous for the future

I'm visiting London next weekend.
We're staying in the centre.
We're going to Camden Town on Saturday.

7 Pairwork Ask and answer each other's questions about what you are going to do next weekend.

- A *What are you doing next weekend?*
B *I'm visiting my grandparents. What about you?*
A *I'm going to my cousin's birthday party.*

8 Over to you Report your plans for the weekend to class.

Next weekend I'm visiting my grandparents.
Jane is going to her cousin's birthday party.

8 Can I take your order?



Presentation 2



1 Evie and Sasha are having breakfast in a coffee shop. Listen to the dialogue and read along.

- Evie** Sasha, can I ask what we're doing here?
Sasha It's a café! I'm hungry and I'm doing research on British food for the magazine!
Evie But not this greasy food!
Sasha You're such a snob Evie! You can eat the best breakfast in town here. Just try it... It's delicious!
Evie Can I just watch you eat instead?
Sasha You can do whatever you like, as long as you let me enjoy my bacon and eggs!
Waiter Is everything OK? Can I get you anything else, girls?
Sasha No, thanks. It's perfect!
Evie Yeah, it's great! But can I open the window, please? It's very hot in here!
Waiter Yes, of course you can!
Sasha You see! Excellent service, traditional British food and a pleasant atmosphere!
Evie Actually, it is not that bad...

2 Listen again and check.

3 Comprehension True or false?

- | | T | F |
|--|-------------------------------------|--------------------------|
| It was Sasha's decision to go to the café... | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 Sasha is writing a food review for the magazine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Evie doesn't like the café. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Sasha thinks Evie's a snob. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Sasha wants to enjoy her meal. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The waiter isn't happy to open a window. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 In the end, Evie and Sasha agree about the food, service and atmosphere. | <input type="checkbox"/> | <input type="checkbox"/> |

Vocabulary: Menus

4 Complete the menu with the words in the box.

Menu

Breakfast menu

- ★ Bacon & eggs
- ★ Sausage & eggs
- ★ Toast and jam
- ★ Cereal with yogurt or milk

1 _____

- ★ Carrot and spinach soup
- ★ Mini Yorkshire Puddings
- ★ Grilled mushrooms and tomatoes

2 _____

- ★ Grilled chicken breast
- ★ Salmon fish cakes
- ★ Steak
- ★ Cheeseburger

3 _____

- ★ Roast potatoes or chips
- ★ Grilled vegetables
- ★ Mixed salad

4 _____

- ★ Apple pie
- ★ Chocolate cake
- ★ Strawberry cheesecake
- ★ Ice cream

5 _____

- ★ Mineral water
- ★ Fruit juices
- ★ Milk shakes (strawberry, vanilla, chocolate)
- ★ Soft drinks

6 _____

- ★ Tea
- ★ Coffee
- ★ Cappuccino
- ★ Hot chocolate

If you want to book a table,
please call us at (972) 8874321
Open 8 a.m. – 11 p.m. Monday to Saturday

Menus

- Main Course
- Desserts
- Side Dishes
- Drinks
- ~~Breakfast menu~~
- Starters
- Hot Drinks

5 **Pairwork** You are at the restaurant. In turns, play the role of the client and the waiter. Follow the guidelines.

Waiter *Hello! Are you ready to order?*
You *Can I see...*

Waiter

- Says hello and asks if the client is ready to order.
- Says yes, of course.
- Asks if the client prefers white or brown bread.
- Asks if the client would like a dessert.
- Says thank you.
- Answers yes, it is downstairs.

You

- Ask if you can have a menu, please.
- Order a meal and a beverage from the menu in exercise 4.
- Ask if you can have white bread.
- Choose a dessert from the menu in exercise 4.
- Ask if you can use the restroom.
- Say thank you.

→ **can** – possibility and permission

- You can eat the best food in town.* → possibility
You can do whatever you like. → possibility
Can I open the window, please? → permission

8 Grammar

Present continuous for the future

FOCUS

Are you going to London next weekend?

No, we aren't.

We're having a party on Sunday for Jim's birthday.

As you have learned, the *Present continuous* is used for actions that are in course of development at the moment one speaks. The *Present continuous* is also often used to express established future plans and future projects that have already been organised. In this case, it is often accompanied by an expression of future tense such as *this afternoon, tonight, tomorrow, the day after tomorrow, soon, this weekend, next week, next year.*

- 1 Write P for the sentences with present meaning and F for those with future meaning.

We're having lunch right now. **P**

I'm meeting Josh in town this afternoon. **F**

- 1 He's writing a text message to his mum because he's late for dinner. ____
- 2 What are you saying? I can't hear you. ____
- 3 We're going to the cinema tonight. Do you want to come with us? ____
- 4 They are making a lot of noise. They aren't listening to the teacher. ____
- 5 Are Vicky and Ross changing school next year? ____
- 6 I'm going to a language school in Cambridge next summer. ____
- 7 'Why aren't you eating?' 'I'm not hungry.' ____
- 8 The history teacher is taking us to Madame Tussauds next week. ____

Madame Tussauds
LONDON ★

- 2 Your class is going on a school trip to London next week. Look at the programme and write sentences. Follow the example.

LONDON SCHOOL TRIP

- | | |
|------------------|---|
| Monday | <ul style="list-style-type: none"> • meet at school at 7 a.m. • (morning) fly to London • (evening) dinner at the hotel |
| Tuesday | <ul style="list-style-type: none"> • go on a bus tour of London • buy sandwiches, picnic in St James's Park |
| Wednesday | <ul style="list-style-type: none"> • visit the Houses of Parliament and Westminster Abbey • see <i>Billy Elliot</i> in the West End |
| Thursday | <ul style="list-style-type: none"> • go on a Thames River Cruise • lunch in Greenwich |
| Friday | <ul style="list-style-type: none"> • visit the London Dungeon • free afternoon |
| Saturday | <ul style="list-style-type: none"> • go to airport at 11 a.m. • arrive back at school at 4 p.m. |

On Monday *we're meeting* at school at 7 a.m.

- 1 In the morning _____
- 2 In the evening _____
- 3 On Tuesday _____
- 4 At lunchtime _____
- 5 On Wednesday _____
- 6 In the evening _____
- 7 On Thursday _____
- 8 On Friday _____
- 9 On Saturday _____

- 3 Use the information from exercise 2 to complete the following questions.

Where *are you going* next week?

We're going to London.

- 1 When _____ you _____ a bus tour of London?
- 2 What buildings _____ you _____ on Wednesday?
- 3 What musical _____ you _____ in the West End?
- 4 When _____ you _____ lunch in Greenwich?
- 5 What _____ you _____ on Friday?

- 4  Listen and check.

Present continuous and be going to

→ FOCUS

*We're taking an exam at the end of the third year.
When I'm older, I'm going to live in England.*

The *Present continuous* is used to talk about predetermined and organised plans, such as future activities that are certain.

Be going to is used to express the intention of doing or not doing something, such as future activities that are not certain.

We're watching a new DVD on Sunday.

We're going to watch a new DVD on Sunday.

Sometimes, it is possible to use either verb tenses interchangeably.

5 Complete the sentences with the words in the box.

going after next is going ~~to~~

They're going **to** invite a lot of people.

- Why don't we go? It's _____ to be fun!
- Year 10 is visiting the British Museum the day _____ tomorrow.
- It's going to be warm and sunny _____ Sunday. Let's go to the beach!
- Our school blog _____ going to be online soon.
- My dad is _____ to start studying English next year. He needs it for his job.

6 Complete the sentences with the correct form of the *Present continuous* or of *be going to*.

I'm flying (fly) to the USA on Monday.
I'm going to visit (visit) New York.

- I phoned the pizzeria. They _____ (deliver) two pizzas to our house at 7 p.m.
- When I finish school, I _____ (get) a summer job, but I'm not sure what I can do.
- _____ you _____ (have) a holiday after your exams?
- Dad _____ (meet) us in half an hour. We mustn't be late!

7 Listen and check.

Can (permission and possibility)

→ FOCUS

'Can I go out, Dad?' 'No, you can't.'

You can eat here or buy a takeaway.

You can't always find a pharmacy open on Sunday.

Besides the expression of ability, the verb *can* is also used to ask, give, and deny a permission. *Can* is also used to express a possibility.

8 What does *can* express in the following sentences? Ability (A), permission (PE) or possibility (PO)?

Can we use our dictionaries during the test?

PE

Can I pay by credit card? **PO**

I can't do this homework. It's too difficult. **A**

- You can eat fish and chips in every shop in this seaside town. _____
- We can't go to the new disco. It is for over 18s and they check your documents on the door. _____
- I know you are fit, but can you really run ten kilometres every day? _____

Compound indefinite pronouns

	People	Things	Places
some	somebody / someone	something	somewhere
any	anybody / anyone	anything	anywhere
no	nobody / no one	nothing	nowhere
every	everybody / everyone	everything	everywhere

→ FOCUS

Can anybody help us find somewhere to eat?

We can deliver everywhere in the city.

I can't eat anything with onions in it.


The compound pronouns of **some** and **any** are 'somebody, something, somewhere'.

The compound pronouns of **some** are used in affirmative sentences, those of **any** are used in negative sentences and in questions.

The compound pronouns of **no** are 'nobody, nothing, nowhere' and are used with the verb in the affirmative form.


The compound pronouns of **every** are 'everybody, everything and everywhere'.

8 Grammar

- 9  Complete the sentences with *some*, *any*, *no* or *every*.

I looked *every*where but I didn't find my keys.

- We can't see _____ thing. It's so dark.
- He is hungry! He is eating _____ thing on his plate.
- I'm so sad: _____ body loves me!
- They've got _____ thing for the school trip: tickets, bags, passports.
- I know it's your birthday! Close your eyes: I've got _____ thing lovely for you.
- It was a superb lunch. _____ body enjoyed it.
- Hello, hello, is _____ body there?
- Are you going _____ where nice tonight?

- 10  Circle the correct pronouns.

Can I get you anything / *everything* at the shops, Mum?

- She's talking to *nobody* / *somebody* in the hall.
- Somebody* / *Everybody* agreed that the Chinese restaurant was the best.
- I know your new CD is *somewhere* / *anywhere* in this room. I'll find it.
- They want to go *nowhere* / *everywhere* in London but there isn't time.
- Why do you want to be served first? *Everyone* / *Anyone* is queueing up.
- This isn't funny. There is *anything* / *nothing* to eat in the fridge.



- 11 **Round up!** Complete the email with the *Present continuous* form of the verbs in brackets and the verb *can* to express permission or possibility.


Hi Zoe,
 When *are* you *coming* (come) to see me? My sister
 1 _____ (go) away for the Easter holidays
 and you 2 _____ have her room for a whole
 week. There are so many things to see in Dublin.
 We 3 _____ go shopping at the Design
 Tower, walk around or visit a lot of churches and
 museums. The weather 4 _____ be
 warmer in April.
 On Easter Sunday we 5 _____ (have)
 lunch with all the family.
 Mum has a great plan for Easter Monday. She
 6 _____ (take) us to have a picnic and to
 see the beautiful National Botanic Gardens.
 Write soon!
 Marion

- 12 **Translation** Translate the dialogues into your native language.


- A Where are you going tonight?
 B I'm going to a pizzeria with Miriam.
 How about you?
 A I'm staying at home. I'm going to watch TV.
 B Why don't you come with us?
 A I don't fancy eating pizza.
- A What is Maurice doing?
 B He's talking to somebody on the phone.
 A I want to tell him something about the party.
 B No, don't tell him anything. It's a surprise.

Pronunciation: /g/ and /k/

The /g/ sound of the word *get* is voiced and is obtained by pressing the tongue against the palate and letting the air out. The throat vibrates. The /k/ sound of the word *cat* is obtained like the /g/ sound but it is voiceless: the vocal cords do not vibrate.

- 1  Listen to the tongue-twister and repeat it.

- Go **get** the **garlic**!
- Come **back** to the **UK**!

- 2  Listen and complete the words with the sounds /g/ and /k/. Then listen again, check and repeat.

- The ___rapes in the ___arden are ___reen.
- ___on___ratulations on your prize.
- ___asper is a ___ood ___host.
- I love cho___olate ___akes and bis___uits.
- Cats are ___urious and ___reedy.

Ordering food over the phone

- 1 Elis and Amy are ordering a takeaway dinner on the phone. Watch the video: what type of cuisine are they ordering?



USEFUL LANGUAGE

Can I help you?
 Can I order a takeaway, please?
 What would you like?
 I'd like...
 Can I have... ?
 Can you tell me... ?
 Yes, you can. / No, you can't.
 Anything else?
 You can order / come and collect / choose from...
 We can / can't deliver anywhere in the city.

- 2 Watch the video again and complete the order.

1 _____
 1 _____
 1 portion of _____
 2 _____
 Address: _____

- 3 Complete the dialogue with the missing expressions, then role play it with a friend.

Waitress Pizza Express. This is Julie speaking.
Can I help you?

Elis Oh hello. ¹ _____ a takeaway, please?

Waitress Yes, of course. What ² _____ like?

Elis Can I have one Margherita pizza and one Neapolitana pizza?

Waitress ³ _____ else?

Elis Yes, ⁴ _____ a portion of chips and two cokes, please!

Waitress So that's one Margherita, one Neapolitana, one portion of chips and two cokes?

Elis Yes, that's right! Can you deliver?

Waitress Yes, we can deliver ⁵ _____ in the city free of charge. Can you tell me your address?

Elis It's 10 George Road, Camden, London.

Waitress 10, George Road, Camden, London. OK. About 30 minutes then!

Elis Thank you. Bye!

Waiter Goodbye.

- 4 **Kids at work!** You have to order a takeaway pizza. Take out the menus that you have prepared from home. Sitting back to back pretend to be on the phone and, in turns, play the role of the waiter and the client.

A *Pino's Pizzas, can I help you?*
 B *Can I order a takeaway, please?*
 A *Yes, of course! What...*
 B *I'd like...*



8 Build your competences

WILD LONDON

Warm up

1 Look at the pictures and match the animals to their names. Which of these animals do you think can be found in London?

- | | |
|---|-----------------------------------|
| <input checked="" type="checkbox"/> A fox | <input type="checkbox"/> scorpion |
| <input type="checkbox"/> pigeon | <input type="checkbox"/> seal |
| <input type="checkbox"/> rat | <input type="checkbox"/> squirrel |

Reading

2 Read the text and check your answers.

Everyone knows London as an international city of the arts, fashion and finance, but did you know it also has a wild side? Well, get ready for surprise! If you eat your lunch in a café in Hyde Park, you can meet some unexpected furry guests at the table.

People don't only feed London's squirrels, but these little animals are so tame that anybody can play with them as well! Urban foxes are also a common sight in London today. In the countryside they eat insects, small mammals and berries, but in the city they also eat the food humans give them. One lady in London, Lilian Alabaster, even trains foxes to sit before throwing them sausages from her flat window!

Another London resident is the pigeon. For years people fed pigeons as they sat on their heads and shoulders in Trafalgar Square, but it became a crime to do so because of damage to the historical site.

The pigeons' solution was quite literally to go underground! They

use the London underground to get around the city, hopping on and off at different stops!

Other unwelcome wild visitors to London include Norwegian brown rats, which can grow twice as big as they can in the rest of Europe, and European yellow-tailed scorpions!

If you look closely at the River Thames you can see more welcome visitors to the city. Records show that over 700 seals live along the river, attracted by the good water quality and the abundance of fish.

You can also spot a number of wild birds around London, such as a young peregrine falcon who hangs out in Marylebone Road, and more than 6,000 parrots in South London.

A



B



C



3 Read the text again and complete the summary.

A lot of *wild* birds and animals live in London. If you eat in ¹ _____ you can feed and play with ² _____ because they're very ³ _____. People can feed urban ⁴ _____ but it is illegal to feed ⁵ _____ in Trafalgar Square. Pigeons now travel between stops on the London ⁶ _____. You can also see big brown ⁷ _____, yellow-tailed ⁸ _____ and more than 700 ⁹ _____ in the River Thames.



D



E



Buckingham Palace

F

Listening

- 4 Did you know that six imperial ravens watch over the Tower of London? Before listening to the tour guide, complete the sentences with the words in the box.

family raw whole feathers

- Birds have _____ on their body and wings.
- Ravens belong to the crow _____.
- _____ meat is not cooked.
- _____ means complete, entire.

- 5 Listen to the tour guide talking about the ravens at the Tower of London and complete the file.

Ravens at the Tower of London

Legend: the ravens **protect** the tower

Characteristics: '_____ feathers, so they can't fly away

Food: raw ²_____ and ³_____ soaked in blood
and sometimes a whole ⁴_____

Oldest raven ever: Jim Crow aged ⁵_____



Speaking

- 6 Are there any wild animals in the city you live in? Tell a friend.

- Can you see wild animals in your town or city? Which ones can you see? *You can see...*
- Where can you see them? *You can see them in / on / under / near...*
- Which animals are welcome and which are unwelcome? *Everybody likes / dislikes...*
- What do they eat? Can people feed them? *They eat...*
- Which is your favourite / least favourite wild animal? *My favourite wild animal is... / my least favourite is...*

Writing

- 7 Write a brief description of the wild animals in your city based on the answers in exercise 6.

You can't see many wild animals in my city, but in the countryside / at the zoo you can see...



Video Record a short video on the wild animals in your garden or in your city's park and describe them. Prepare a list of the main rules at your school and bring it to the class next time.

9

Rules and regulations



A



B



C



D

Vocabulary ▶ Word Bank p. 111

1 **Pairwork** Look at the pictures. Which ones are rules and which ones are guided by common sense?

2 Match the rules to the corresponding signs. Then listen and check.

- | | | | |
|---|---|---|--|
| 1 <input type="checkbox"/> no smoking | 4 <input type="checkbox"/> no cycling | 7 <input type="checkbox"/> no dropping litter | 9 <input type="checkbox"/> no parking |
| 2 <input type="checkbox"/> no spitting | 5 <input type="checkbox"/> no swimming | 8 <input type="checkbox"/> no dogs | 10 <input type="checkbox"/> no driving |
| 3 <input type="checkbox"/> no mobile phones | 6 <input type="checkbox"/> no photographs | | |



3 **Quiz!** Do you know the laws in Great Britain? Read the list and decide if the following actions are legal or illegal. Compare your answers with a friend's ones.


In Britain it is legal / illegal to...

- | | |
|--|---|
| 1 buy cigarettes if you're 16. | 5 sing rude songs in public. |
| 2 drop litter in public. | 6 spit in public. |
| 3 play annoying games in the street. | 7 address people you don't know as 'dear', 'darling' or 'mate'. |
| 4 sit in the back seat of the car without a seatbelt on. | 8 kiss people in public. |



9

Presentation 1

- 4  Read and listen to the article about the rules that you should know when visiting Great Britain.

When in Britain...

If you are planning to visit Britain with your family, there are some rules you have to remember. In the UK people have to be 17 to drive a car and 16 to ride a scooter. Don't forget you have to wear a seatbelt, even if you are sitting in the back seat, and telephoning while driving is not permitted. People (18+) cannot smoke in enclosed public places, or within nine metres of playgrounds, pools, sports fields, picnic areas and skate parks. If you think you can drop paper or bottles on the ground then think again! It's a crime to drop litter in the UK and there are fines of up to £80! Rather bizarrely, in British streets you can't fly a kite, play annoying games, put up a washing line, sing rude songs or disturb people in their homes. Bad news for Trick or Treaters! Spitting in public is not forbidden by the law in the UK, but most people don't like it. Do also consider manners when visiting our country. It is not against the law to forget to say 'please' or 'thank you' in Britain, but it is certainly a cultural taboo! Personal space is very important to the British, so avoid staring at or standing too close to people. This is difficult on London's public transport system in the rush hour, but you can try! Surprisingly for such a reserved nation, it is not unusual for shop assistants to call you by affectionate names such as dear, darling, love, mate, or son, but you don't need to feel offended by this! However, you don't have to kiss people when you meet them and you don't need to shake hands, although business people must in formal situations.

- 5 **Comprehension** Read the article again and indicate if the following sentences are true (T) or false (F).

	T	F
If you drop litter in public you can get a fine of £80 in the UK.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 You have to be 17 to ride a scooter.	<input type="checkbox"/>	<input type="checkbox"/>
2 It's OK to put a washing line up in the street in the UK.	<input type="checkbox"/>	<input type="checkbox"/>
3 People don't like it if you don't say 'please' and 'thank you' in the UK.	<input type="checkbox"/>	<input type="checkbox"/>
4 It's illegal to stand too close or stare at people on the underground.	<input type="checkbox"/>	<input type="checkbox"/>
5 It's rude to call strangers 'dear', 'darling', 'love', 'mate' or 'son' in the UK.	<input type="checkbox"/>	<input type="checkbox"/>

→ have to / don't have

In the UK people **have to** be 17 to drive a car.
You **don't have to** kiss people when you meet them.

- 6 **Pairwork** What are the legal ages for the following activities? Ask each other questions and answer.

drive a car get a job get married drink wine
ride a moped leave school vote

- A How old do you have to be to drive a car in your country?
B You have to be... How old do you have to be to...

- 7 **Over to you** Write down five rules that you have to respect at home and five things that you don't have to do. Then discuss them with a friend.

I have to...

tidy my room
do my homework
...


I don't have to...

babysit my little brother
walk the dog
...


9 I must wear a helmet

Presentation 2



1  Sasha is asking Logan questions on street safety. Listen to the dialogue and read along.

- Logan** School is over and I can spend all day cycling around town! Go on Sasha, test me on road safety. I'm taking the Bikeability Test on Friday!
- Sasha** OK! What must you wear on your bike at all times? Any special clothes? Knee pads?
- Logan** A cycle helmet and reflective clothing. I don't need to wear knee pads, but I must make sure drivers can see me. At night, I need to have front and red rear lights!
- Sasha** Very good! And before you set off?
- Logan** I must check the saddle height, the brakes and the tyre pressure.
- Sasha** I'm impressed! What about cycle lanes?
- Logan** I don't have to use a cycle lane, but they are highly recommended as they are safer.
- Sasha** How about cycling on the pavement?
- Logan** No, I mustn't do that! It's against the law!
- Sasha** So why are you doing it now?
- Logan** Oops! What other things mustn't I do?
- Sasha** Ignore traffic signals, carry passengers, put your feet on the handlebars...
- Logan** Where's the fun then?? What else must I do?
- Sasha** You must take this test seriously!

2  Listen again and repeat.



Bikeability
Cycling Proficiency for the 21st century



3 **Comprehension** Read the dialogue again and answer the questions.

What must you wear on your bike?
A cycle helmet and reflective clothing.

- 1 What do you need when cycling at night?
- 2 What must you check before setting off?
- 3 Do you have to use cycle lanes?
- 4 Where mustn't Logan put his feet?
- 5 What advice does Sasha give Logan?

Vocabulary: Holiday equipment

4  Match. Then listen and check.



Holiday equipment

- 1 **d** cycle helmet
- 2 sunglasses
- 3 reflective clothing
- 4 sat nav app
- 5 flask
- 6 mask and snorkel
- 7 compass
- 8 walking boots
- 9 first-aid kit
- 10 sun cream
- 11 torch
- 12 goggles

5 **Pairwork** Which objects in exercise 4 do you need when you are going on a bike trip? Which ones are for a holiday in the mountains? And at the seaside? Ask each other questions and answer them.

A *What must you wear on your bike?*

B *I must wear a helmet, ...*

A *What do you need when you go trekking?*

B *When I go trekking, I need a pair of walking boots, ...*

6 Do you have to follow some rules when you are on holiday? Write down three things that you must do and three things that you absolutely must not do.

When I'm on holiday, I must do my summer homework. If we are on the beach, I mustn't forget to use sun cream...

7 **Over to you** Tell the class what you must and what you must not do when you go on holiday.

→ **need (to), must / mustn't**

I need to have front and rear lights.

What must you wear on your bike?

I mustn't do that!

9 Grammar

have to

Affirmative and negative form

Affirmative form

I / You have to	work.
He / She / It has to	
We / You / They have to	

Negative form

I / You don't have to	work.
He / She / It doesn't have to	
We / You / They don't have to	

→ FOCUS

You **have to** wear a uniform at school.
I **don't have to** go to school on Sundays.

Have to + base form of the verb is used to express a duty or an obligation imposed by someone else.

Don't have to + base form of the verb is used to say that it is not necessary to do something.

1 Complete the sentences with the correct form of *have to* (✓) or *don't have to* (X).

I start school at 8.15. I *have to* get up at 7 a.m. (✓)

My sister starts at 9. She *doesn't have to* get up early. (X)

- Pat _____ do her homework every day, including Saturday and Sunday. (✓)
- Italian students _____ wear a uniform. (X)
- She _____ take the bus to school. She can walk. (X)
- They _____ switch off their mobiles in class. It's a school rule. (✓)
- We _____ learn the irregular verbs. The teacher is giving us a test tomorrow. (✓)
- You _____ buy a new dictionary. You can use mine. (X)

2 Listen and check.

have to

Interrogative form and short answers

Interrogative form	Affirmative short answer	Negative short answer
Do I / you have to work?	Yes, I / you do.	No, I / you don't.
Does he / she / it have to work?	Yes, he / she / it does.	No, he / she / it doesn't.
Do we / you / they have to work?	Yes, we / you / they do.	No, we / you / they don't.

→ FOCUS

'Do I have to finish my homework?' 'Yes, you do.'
'Do we have to tidy up?' 'No, we don't have to.'

The structure of interrogative sentences is:
Do / does + subject + have to + base form of the verb ... ?

The structure of short answers is:
Yes, + subject personal pronoun + do / does.
No, + subject personal pronoun + don't / doesn't.

3 Write questions with the words provided.

how old / you / be to vote in your country?
How old do you have to be to vote in your country?

drivers and passengers / wear a seat belt / in your country
Do drivers and passengers have to wear a seat belt in your country?

- you / wear a helmet / when you ride a bike
- you / use cycle lanes / in your town
- how old / you / be / to drive a car in your country
- people / drive on the left or on the right / in your country
- you / wear a seat belt / in the back seat of the car
- how old / you / be / to ride a moped in your country

4 Now write true answers to the questions in exercise 3.

How old do you have to be to vote in your country?
I have to be ... to vote in my country.

must

Affirmative and negative form

Affirmative form	I / You / He / She / It / We / You / They	must go.
Negative form	I / You / He / She / It / We / You / They	mustn't go.

→ FOCUS

You **must** study for your English test.
Students **mustn't** talk during the test.

Must is a modal verb hence:

- it is the same for all persons;
- it is always followed by the base form of the main verb;
- **not/n't** are used for the negative form.

Must is used to give an order or express an obligation, especially if imposed upon the subject itself.

Mustn't is used to express a prohibition or a ban.

5 Complete the email with *must* or *mustn't*.

Hi Simon,

What a horrible experience I'm having at Camp Mars. The discipline is extremely strict here and there are a lot of rules, orders and prohibitions.

We **must** get up at 6 a.m.

We ¹ _____ make our beds immediately and the older kids like me ² _____ prepare breakfast for everybody. We ³ _____ all sit down at the same time and we ⁴ _____ talk while we're eating. We ⁵ _____ leave anything on our plates. After breakfast we ⁶ _____ go to the gym for training, but one of us ⁷ _____ stay in the playground to supervise the younger children during playtime.

I ⁸ _____ obey orders all day long and I ⁹ _____ complain! Why did my parents send me here? I'm going to write to them and ask to go home.

Your unhappy friend,
Jim

mustn't and don't have to

→ FOCUS

You **mustn't** swim near the rocks. It's dangerous.
You **don't have to** work today. It's Sunday.

Mustn't is used to say that it is prohibited to do something.

Don't have to is used to say that it is not necessary to do something.

6 Complete the sentences with *mustn't* or *don't have to*.

I **mustn't** forget mum's birthday.

You **don't have to** buy her a big present.

- Students _____ run in the corridors.
- You _____ drop litter on the pavement.
- We _____ take an umbrella. It's sunny today.
- She _____ walk to school. Mum is taking her by car.
- Cyclists _____ forget their helmets.
- He _____ pay. Entrance to the museum is free.

7 Complete the phone call with the correct form of *must* and *have to*.

Lil When are you coming to London?

Agnès At the beginning of next month.

Lil What ¹ _____ do for your trip?

Agnès I booked my flight yesterday, so I ² _____ think about that.

Lil ³ _____ get a passport?

Agnès No, I don't. I can use my identity card.

Lil How about your clothes?

Agnès Well, I think I ⁴ _____ take clothes for all seasons because the weather can change very quickly.

Lil You ⁵ _____ bring winter clothes! We're having a wonderful spring in London.

8 Listen and check.

9 Grammar

need to / don't need to

FOCUS

I **need to** talk to you. Can you phone me?
You **don't need to** shout! I can hear you very well.
My bike **needs** new tyres.
I **don't need** your advice.

Need to + base form of the verb is used to express the need to do something.

Don't need to + base form of the verb is used to say that there is no need to do something. The verb **need** can also be followed by a noun.

9 Complete the sentences with the correct form of *need to*.

We **need to** buy some food and drink for the party.

She **doesn't need to** send out invitations.

Do they **need to** bring some CDs?

- 1 We _____ do some research for our homework.
- 2 When _____ you _____ use the computer?
- 3 Who _____ she _____ talk to?
- 4 She _____ talk to the Head Teacher.
- 5 The test is very easy. You _____ worry about it.
- 6 I'm not switching on the computer. I _____ write any emails today.

10 Round up! Circle the correct verbs.



ROAD SAFETY FOR PEDESTRIANS

You **must** / **mustn't** look left and right before crossing.

- 1 You **must** / **mustn't** run across the road.
- 2 Pedestrians **must** / **mustn't** wear reflective materials in the dark.
- 3 Pedestrians **must** / **mustn't** walk on motorways.
- 4 You **must** / **mustn't** cross the road directly behind or in front of a bus.
- 5 Pedestrians **must** / **mustn't** keep to the right-hand side of the road to see the oncoming traffic.

11 Translation Translate these sentences into your native language.

- 1 We need bread, butter and milk.
- 2 We must / have to go shopping tomorrow morning.
- 3 What do you have to study for the history test?
- 4 You mustn't copy during the test.
- 5 What age do you have to be to ride a scooter?
- 6 I don't need to look up for your number. It's in my mobile.

Pronunciation: silent letters

Some English words contain letters that are not pronounced. They are called *silent letters*. The letter *h*, for example, often aspirated, is silent in some words such as *honest* and *hour*.

1 Listen and repeat. Observe the phonetic transcription of the word *Christmas*.

It's nearly Christmas! /krɪsməs/

2 Listen and underline the silent letters.

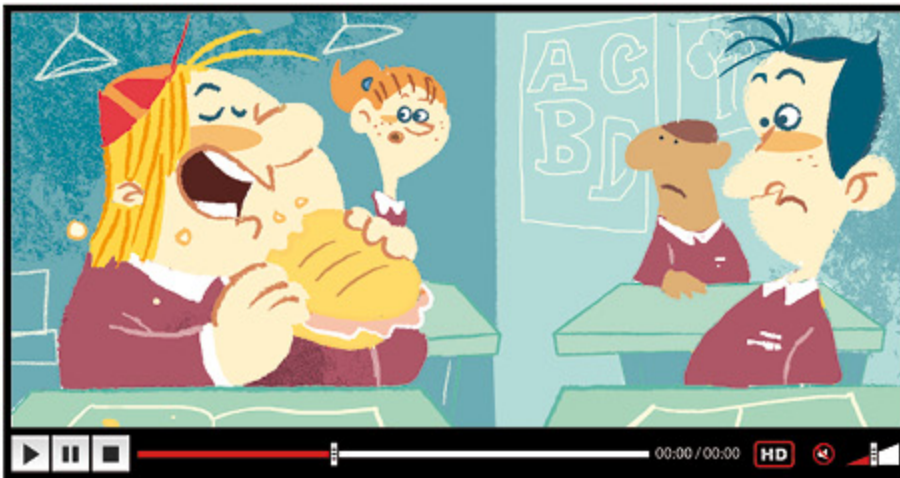
- | | |
|-------------|------------|
| 1 listen | 5 climb |
| 2 Wednesday | 6 daughter |
| 3 knife | 7 talk |
| 4 island | 8 mustn't |

3 Listen to the tongue-twister and mark the silent letters. Then listen again and attempt to repeat it as fast as you can!

Who can eat half a salmon in half an hour?

Talking about school rules

- 1 Watch the video. Amy and Elis are talking about the rules of their schools.



USEFUL LANGUAGE

You have to be punctual / quiet / well-behaved...
 You mustn't / can't use your mobile phone / tablet...
 You need to listen to the teachers.
 You don't have to come to school on Saturdays / in the afternoon...
 You (don't) need / have to wear a uniform.
 You mustn't wear...

- 2 Watch the video again and write A for the rules in the list that apply to Amy's school or E if they apply to Elis' school.

School rules

- | | |
|--|---|
| 1 You don't have to wear a uniform on Fridays. A | 6 You have to call teachers <i>Sir</i> or <i>Miss</i> . _____ |
| 2 You can't use your mobile phone. _____ | 7 You must listen to teachers. _____ |
| 3 You have to line up outside the classroom. _____ | 8 You need to do your homework on time. _____ |
| 4 You have to stand up when a teacher enters the room. _____ | 9 You mustn't fight or bully other kids. _____ |
| 5 You can't wear make-up or jewellery. _____ | 10 You don't need to go to school on Saturdays. _____ |

- 3 **Pairwork** What are the rules in your ideal school? Answer your friend's questions. Then swap roles. Think about the following topics:

- clothes
- technology
- subjects
- homework and tests
- week timetable

Question

- In your ideal school, do you have to wear a uniform? →
- What do you have to wear? →
- What mustn't you wear? →
- Can you use your mobile phone / tablet in class? →
- What subjects must you study? →
- What subjects don't you have to study? →
- Do you have to do a lot of homework? →
- Do you have to take tests? →
- Do you have to go to school in the afternoons? →

Your answer

9 Build your competences

LEGAL AGE LIMITS



A open a bank account



B go to prison

Warm up

- 1 **Pairwork** Look at the pictures. Do you think these activities are applicable to people your age?

Reading

- 2 Try to complete the table with the actions in the pictures from exercise 1.

No age limit	Under 12	Over 12

- 3 Read the text and check your answers.

Things with no age limit

In the UK, you can watch a film classed as Universal (U) at any age, but you mustn't allow children under 4 to watch it alone in case they get scared. By law, you don't have to be any particular age to stay at home alone or to babysit a younger child, but experts say you mustn't leave babies or young children alone at all, children under 12 for long periods of time, or young people under 16 alone overnight. Weirdly, there is no legal age limit to have piercings (ears, tongue, nose, eyebrow...), or take flying lessons!

Things you can and can't do under 12

At the age of 10, you can go to prison in the UK if a court decides you understand what you did was wrong, but this is a last resort. The United States is the only country in the world that condemns people under 18 to life imprisonment. At 11, your parents need to give permission for you to open a bank account, but you can't have a debit card until you're 16. You have to be 12 years old or over 135 cm tall to travel in the front of a car without a child car seat, but you have to wear a seatbelt.

Things you need to be over 12 to do

At 12 you can see a film with a 12 rating, but you need to be 16 to buy a pet. You need to be 13 to work part-time, but you can't work during school hours, after 7 p.m., or for more than 4 hours without a break until you're 16. In most states in the USA you have to be 14 to do a part-time job and there are lots of employment sectors you can't work in. You need to be 17 to drive a car in the UK and 16 to drive a moped, but in many states in the USA you only need to be 14 to drive a car! You can change your name in the UK at any age but you have to get your parents' permission if you're under 16. Finally, you have to be 18 to have a tattoo.

- 4 Read the text again and decide if the sentences are true (T), false (F) or the information is not given (DS).

- Children under 4 mustn't watch films alone.
- You have to be 16 to stay at home alone.
 - You always go to prison if you are 10 and you do something wrong.
 - You can buy any kind of animals if you are 16.
 - You have to be 16 to spend more than £100.
 - You can't work for over 4 hours if you're still at school.
 - You only need to be 14 to drive in the USA.

T	F	DS
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


C have piercings

D take flying lessons

E buy a pet

F work part-time

Listening

- 5**  Listen to two friends talking about age limits and choose the correct answer (A, B or C).

Molly thinks you...

A can babysit at any age. **B** can't babysit at any age. C can look after yourself at any age.

- 1 Rich thinks you can stay home alone at...

A 13 or 14. B 14 or 15. C 15 or 16.

- 2 Molly's mum says her brother mustn't stay home alone because he is...

A too messy. B too noisy. C too young.

- 3 Molly thinks there needs to be an age limit to have piercings because...

A it's dangerous. B people change their minds. C it looks stupid when you're old.

- 4 Molly thinks ... ten-year-old kids understand right from wrong.

A all B no C some

- 5 What does Rich think of driving at 14?

A He's not sure. B He thinks it's a great idea. C He thinks it's crazy.

Speaking

- 6** **Pairwork** What do you think about age restrictions? Ask each other questions and answer them.

- Do you think there needs to be an age limit for babysitting or staying at home alone? What age limit and why? *Yes, I do. I think there needs to be... because... / No, I don't think there needs to be...*
- Do you think the age limits for watching films in your country are right or wrong? Why or why not?
- Can children work in your opinion?
- How old do you have to be to open a bank account or to work in your country? Do you think this is right or wrong and why?
- In your opinion, how old must you be to drive a car / moped and why?

Writing

- 7** Write a brief text about age restrictions in your country. Follow the guidelines.

- What can / can't you do at any age (stay at home alone, have piercings, drive, etc.)?
- What responsibilities must / mustn't you take if you are under 12 (for your mistakes, your younger brothers or sisters, your pet, etc.)?
- Do you have to be over twelve to watch films / buy pets / sit in the front of the car... ?
- Do you agree with your country's age limits? Why? / Why not?

7-9 Test your competences

Vocabulary

1 Write the words and expressions from the box in the correct columns.

visit museums youth hostel train
apartment ferry bed and breakfast tent
buy souvenirs take photos plane

Accommodation	Transport	Holiday activities

5

2 Write *do*, *go* or *have* before each activity.

- _____ a pyjama party
- _____ bowling
- _____ ice skating
- _____ Karaoke
- _____ to a pizzeria

5

3 Circle the words related to useful items for a holiday.



5

Functions

4 Answer the questions with your own information.

- What are you doing this weekend?
- Why don't we go bowling tonight?
- Hello, are you ready to order?
- What are your school rules?
- What are you going to do this summer?

5

Grammar

5 Write PO next to the sentences that express a possibility and PE next to those which express a permission.

- Can I ask you a question? _____
- Can we have a table for four, please? _____
- This menu says you can eat as much as you like for just £5.90! _____
- You can't smoke in this restaurant! _____
- You can't pay by credit card here. _____

5

6 Complete the school rules with the verbs in the box.

don't have to have to must mustn't have to

You ¹ _____ arrive at school on time every day and do your homework.
You ² _____ wear a uniform to school every day except on Fridays when you ³ _____.
You ⁴ _____ use your mobile phone in school without permission.
You ⁵ _____ be polite to your teachers and classmates.

5

My final score is _____ 30

Self-evaluation

	😊	😐	😞
Lexical competences			
Communicative competences			
Grammatical competences			

I must revise:

- 1** Read the information in the email and complete Beth's notes.

*You're invited to Lucy's pyjama party
this Saturday at 47 Highbury Road from 7 p.m.
Bring a sleeping bag
Let me know if you can come by Wednesday.
Lucy*

Hi Beth,
Are you going to Lucy's pyjama party? If so, let's go together! My mum can take us on Saturday and we can catch the bus home on Sunday. Why don't we meet at 6.30? Text me on my mobile if that's OK, because I'm going horse riding this afternoon!
Sally xxx

Beth's Notes

Person having the party: ¹ _____
Type of party: ² _____
Day: ³ _____ Time: ⁴ _____
Take: ⁵ _____
Travel there by: ⁶ _____
Travel back by: ⁷ _____
Contact Sally by: ⁸ _____

- 2** Write a text message to Sally.

Messages Edit

Text Message

Text Message Send

- 3** Choose the correct answer (A, B, C or D).

- Can I order a takeaway, please?
A That's £12.50.
B Can I have two pizzas?
C Of course, what would you like?
D Why?
- How about _____ skiing in January?
A go
B going
C we go
D we going
- In the UK, you have to be 18 to _____ a car.
A buying
B drive
C going in
D ride
- You mustn't drop _____ in public, as you can receive a fine.
A animals
B balls
C litter
D spit
- Which is correct?
A I'm going to the beach next weekend.
B I go to the beach next weekend.
C I went to the beach next weekend.
D I'm beaching next weekend.
- Let's watch a film tonight!
A Bad!
B Great idea!
C How about it?
D No, let's!
- Can we see the menu please?
A I'm sorry!
B No way!
C Of course!
D Are you ready to order?
- Which is correct?
A The food is delicious!
B The food is friendly!
C The food is noisy!
D The food is comfortable.
- Are you free this afternoon?
A No, I can't.
B No, I'm go shopping with my mum.
C No, I'm going shopping with my mum.
D No, I don't.
- 'How about a piece of cake?' '_____. I'm on a diet!'
A I don't have to
B I have to
C I must
D I mustn't

1/2 Word bank

Household chores

Listen and repeat.



babysit little brothers or sisters



cut the grass



do the ironing



do the shopping



do the vacuuming



do the washing-up



hang out the laundry



lay / clear the table



load / unload the dishwasher



load / unload the washing machine



make the beds



take the bins / rubbish out



tidy your room



walk the dog



wash the car

Jobs

Listen and repeat.



baker



bricklayer



cook



doctor



factory worker



farmer



hairdresser



housewife



lawyer



mechanic



nurse



office worker / secretary / clerk



postman



shop assistant



teacher

Entertainment and the Arts

Listen and repeat.



actor / actress



audience



ballet



cast



choreography



concert



costumes



dance / dancer



drawing



gallery



lighting



musical



painting / painter



photography / photographer



play



portrait



script



sculpture / sculptor



set



stage

4/5 Word bank

Shops

Listen and repeat.



baker's / bakery



bookshop



butcher's



chemist's



clothes shop



department store



electronics and phones shop



fishmonger's



florist's



greengrocer's



newsagent's



shoe shop



sports shop



stationery shop



supermarket

Means of transport

Listen and repeat.



bicycle / bike



boat



bus



car



coach



ferry



motorbike



motor-scooter / moped



plane



taxi



train



underground train / Tube

The natural world

Listen and repeat.



beach



coast



desert



field



forest



hill



island



lake



mountain



ocean



prairie



river



sea



valley



volcano



waterfall

Wild animals

Listen and repeat.



bear



cheetah



crocodile



dolphin



eagle



elephant



fox



giraffe



gorilla



hippo



kangaroo



lion



penguin



seal



shark



snake



spider



squirrel



tiger



tortoise

7 Word bank

Things to do on holiday

Listen and repeat.



buy souvenirs



eat out



go hiking



go on a walking tour



go sightseeing



go on a boat trip



go on a bus tour



go sailing



go to a theme park



see a show / musical



ski



sunbathe



swim in the sea



take photos



visit museums

Rules and regulations

Listen and repeat.



no smoking



no mobile phones



no cycling



no swimming



no photographs



no dropping litter



no dogs



no spitting



no food or drinks



no chatting



do not light fires



no diving



no camping



no rollerblading



no music



no videos



no loud noises



no parking



no entry



pedestrian crossing



parking



cycle and pedestrian lane



stairs to subway / use stairs to...



emergency exit



wheelchair accessible

Irregular verbs



Base form	Past simple	Past participle
be	was, were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	showed / shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

A Poem to Remember...

Pure Imagination

Come with me and you'll be
In a world of pure imagination
Take a look and you'll see
Into your imagination

We'll begin with a spin
Trav'ling in the world of my creation
What we'll see will defy
Explanation

(Refrain)

If you want to view paradise
Simply look around and view it
Anything you want to, do it
Want to change the world, there's nothing to it

There is no life I know
To compare with pure imagination
Living there, you'll be free
If you truly wish to be


(Refrain)

There is no life I know
To compare with pure imagination
Living there, you'll be free
If you truly wish to be

By Roald Dahl

Discuss with your partner what the poem means.
Then share it with the class.

The USA

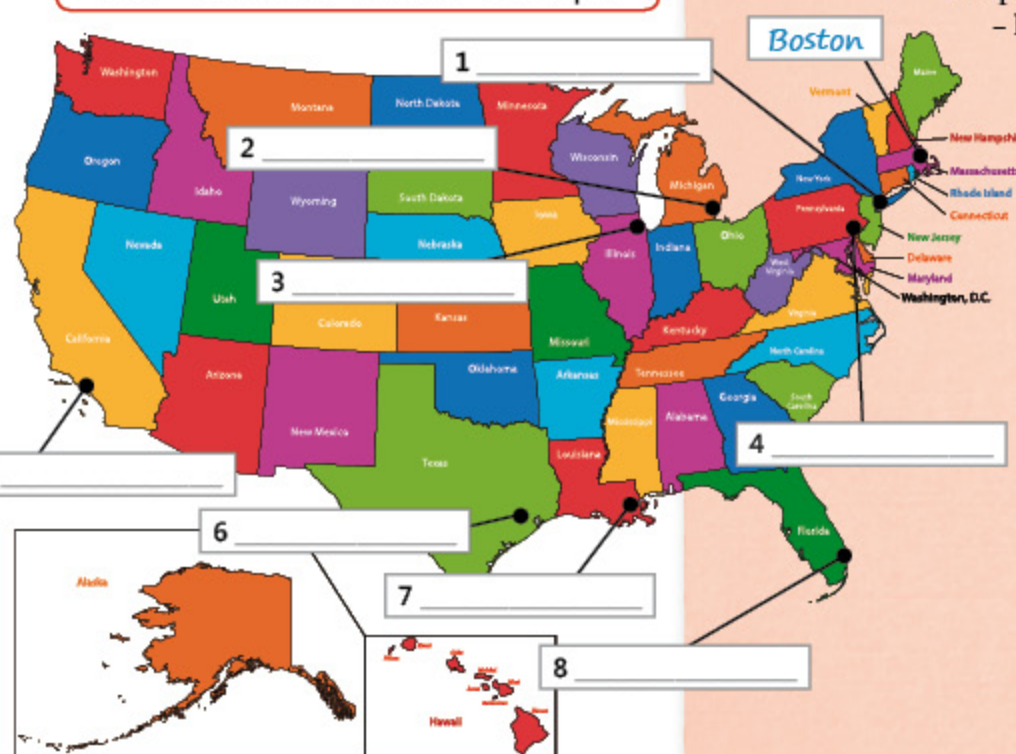
1  Listen and complete the factfile on the United States of America.



FACTFILE	
Country:	<i>The United States of America</i>
Continent:	<input type="text"/>
Population:	<input type="text"/>
Area:	<input type="text"/>
Language:	<input type="text"/>
Currency:	<input type="text"/>
Flag:	<input type="text"/>
Number of states:	<input type="text"/>
Capital:	<input type="text"/>

2 Read the text and complete the map of the United States by writing the city names in the box.

Boston Chicago Detroit Houston Los Angeles
Miami New Orleans New York Philadelphia



There are four main regions in the USA: the North-East; the South; the Midwest and the West.

The North-East is famous for its natural beauty and rich culture. The most important city is Boston, Massachusetts, known as the Athens of America, and home to Harvard University. The industrialised district includes the capital city Washington DC where Congress sits and the President lives, but also more populated cities such as New York, nicknamed the Big Apple, and Philadelphia, Pennsylvania, once the US capital.

The region known as the South covers a vast area from the very little state of Delaware in the east to the enormous state of Texas, which borders Mexico. Important cities include the Mardi Gras city of New Orleans, in Louisiana, nicknamed the Big Easy; Miami in Florida, nicknamed the Magic City, and a popular tourist destination because of its sandy beaches; and Houston, Texas, nicknamed Space City because it is home to NASA.

The American Midwest is also known as the nation's breadbasket because of the Great Plains with their fertile soil. Important cities are the industrial and cultural Chicago, Illinois, nicknamed the Windy City and Detroit, Michigan, nicknamed the Motor City, from which Motown, the music label, got its name.

The West is generally hot and dry, but some areas get rain too. In Death Valley, in the Mojave Desert, temperatures sometimes reach 50°C

– hot enough to fry an egg on the ground! Important cities include San Francisco and Los Angeles, with its famous boulevards and suburbs – particularly Hollywood – on the Pacific Coast in California. The state of Alaska is separated from the other states to the north-west of Canada and is vast, remote and wild, with a cold Arctic climate. The last state to join the USA was the State of Hawaii, a chain of volcanic islands in the Pacific Ocean off the south-west coast of America, where the climate is tropical.





Culture

5  Listen to the dialogues and choose the correct answer (A, B or C). 

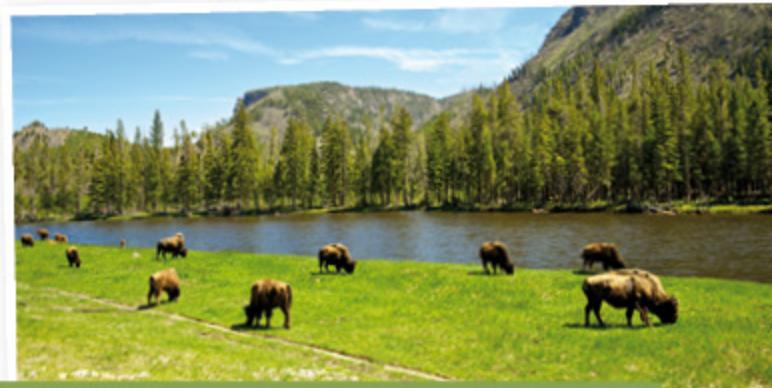
- Which park does Paula want to visit?
 - Everglades National Park
 - Grand Canyon National Park
 - Hawaii Volcanoes National Park
- Which is Katie's favourite place?
 - Mammoth Cave National Park
 - Yellowstone National Park
 - Yosemite Falls
- Which monument did Josh visit?
 - Golden Gate Bridge
 - Mount Rushmore
 - Statue of Liberty

3 Read the text again and match some cities in exercise 2 to their nicknames.

Athens of America *Boston*

- | | |
|--------------|-------|
| 1 Big Apple | _____ |
| 2 Big Easy | _____ |
| 3 Magic City | _____ |
| 4 Motor City | _____ |
| 5 Space City | _____ |
| 6 Windy City | _____ |

4 Look at the table and complete it with the information from the text and from the map.



US REGIONS				
Area	North-East	South	Midwest	West
Main states	<i>Massachusetts,</i>			
Characteristics	<i>Natural beauty and culture</i>			
Important city	<i>Boston</i>			
Nickname / origin	<i>Athens of America</i>			

More US cities facts...

The Big Apple comes from the idea of being rich and successful in New York City.
 Windy City isn't a reference to Chicago's climate, but to its politicians talking nonsense!
 Big Easy refers to the relaxed attitude of the many jazz musicians resident in New Orleans.
 Houston is also sometimes called Big Heart because of the help it gave the people of New Orleans after Hurricane Katrina in 2005.
 Magic City is a reference to how quickly Miami developed in the 20th century, as if by magic!

COMPARING CULTURES

- 6** **Pairwork** Talk about different areas of your country by answering the following questions.
- What are the main geographical areas in your country?
 - Is the climate different in each region?
 - What are the characteristics of each region?
 - Which are the important cities in each region?
 - Have they got nicknames or interesting origins?

New York City

1 What do you know about New York? Attempt to complete the names of some of the famous landmarks of the city.

Liberty Central Bridge Empire ~~Square~~ River

Times *Square*

- 1 _____ Park
- 2 Statue of _____
- 3 Brooklyn _____
- 4 _____ State Building
- 5 Hudson _____

2 Read the text and check your answers.

New York City is in the state of New York, on the east coast of the United States. It is the largest city in the country. Over 8 million people are permanent residents in the city and over 22 million people live around it. Water divides several parts of the city. The Hudson River forms the border between Manhattan and the Bronx on one side and New Jersey on the other. The East River forms the border between Manhattan on one side and Brooklyn and Queens on the other. The oldest part of the city, Manhattan Island, still has its original Lenape Native American name. Native people lived there until the Europeans arrived in the 1500s. The Florentine explorer Giovanni da Verrazzano discovered the entrance to New York Harbour in the year 1524 and English explorer Henry Hudson named the Hudson River in 1609. The Dutch were the first to settle in Manhattan in 1624. They called the south end of Manhattan Island New Amsterdam, after the capital city of the Netherlands. When the English took over the colony in 1664 they changed the name to New York, to honour the Duke of York, who later became King James II of England. The Dutch also founded the town of Breukelen (Brooklyn).




In 1898, the cities of New York and Brooklyn joined together with the Bronx, Staten Island and Queens County to form Greater New York, which is the total area of the City of New York. In the early 20th century, many new immigrants, mainly from Germany, Ireland, Poland, Russia and Italy, came to New York City. They arrived on Ellis Island, an island in New York's harbour near the Statue of Liberty. Today, many newer immigrants are from Puerto Rico, Haiti, the Dominican Republic and Colombia. New York City is best known for its many skyscrapers, especially in Manhattan. There are about 5,600 skyscrapers in New York City, which is the highest number of skyscrapers in one area in the world. 48 of them are over 200 metres tall! The most famous of all is the Empire State Building. Other famous landmarks in the city are Central Park, which is the most visited city park in the USA, Times Square, named after the New York Times newspaper which in the past had its offices there, and Brooklyn Bridge, which connects Manhattan and Brooklyn.

3 Read the text again and answer the following questions.

Which coast is New York City on?
The east coast of the USA.

- 1 How many permanent residents live in New York?
- 2 Which two rivers border the city?
- 3 When did the Europeans arrive on Manhattan Island?

- 4 What name did the Dutch give New York?
- 5 Where did the first new immigrants come from?
- 6 What is the name of the most visited skyscraper in New York?

- 4  Ruben is asking for some information to participate in the New York marathon. Listen to the dialogue and complete the file with the missing information.

NEW YORK CITY MARATHON

Easily apply *online*

Use a ¹ _____ to register

Route: All ² _____
boroughs of New York City

It crosses five ³ _____

Finishes in ⁴ _____

Entertainment: ⁵ _____
bands

More facts...

New York City has more Italian Americans than any other city in the United States. An Italian American is someone who was born in the United States with Italian parents or grandparents, or someone born in Italy who moved to the United States. The largest group of Italians moved to the United States in the early 1900s; two million people moved between 1900 and 1914. They arrived on ships and went to the immigrant inspection station on Ellis Island to be processed. They settled mainly in Brooklyn and in lower Manhattan in the neighbourhood later known as Little Italy. In 2000 the US government estimates there were 15.6 million Italian Americans in the United States. This means that in the year 2000, for every 1,000 Americans, 56 of them were Italian Americans.

Among famous Italian Americans are singers Frank Sinatra, Madonna and Lady Gaga; actors Sylvester Stallone and Robert de Niro; film directors Martin Scorsese and Francis Ford Coppola; mayors Fiorello La Guardia, Rudolph Giuliani and Bill de Blasio.



COMPARING CULTURES

- 5 Compare New York with the capital of your country. Answer the following questions.
- Who founded the capital city of your country? When?
 - Were there any native people before the founders arrived?
 - Did your capital city develop along a river?
 - Are there any skyscrapers?
 - What are the countries of origin of immigrants in your capital city?
 - Do you think it is an interesting city? Why? / Why not?



American history timeline



1 Look at the pictures and match them to the correct texts. Then read and check your answers.

Pre-1600: Native Americans

Between 30,000 and 15,000 BC the first humans migrated to America probably from Asia and Europe. Immigrants came to Alaska via the Arctic and North Pacific coast, gradually moving south and east. These were the ancestors of Native Americans. Their common regional origin gave them similar physical characteristics, but they spoke different languages. Many of them sadly died after the European colonisation.

1700-1800: War of Independence

The Native Americans were allied to the French and Spanish against the English. George Washington led the 13 British American Colonies to a War of Independence and won! On 4th July 1776 the American Congress approved the American Declaration of Independence and later adopted a new Constitution. Washington became the first president of the newly-founded United States.

1900-2000: Wars and protests

After World War I, the 1920s and 30s experienced prohibition, increased organised crime and the Wall Street Crash, which led to the Great Depression. When the Japanese attacked Pearl Harbour, Hawaii, in 1941, the US entered World War II, helping to defeat the Germans and forcing the Japanese to surrender, by dropping two atomic bombs on Hiroshima and Nagasaki. The Cold War developed between the US and the USSR. It ended in 1989 with the Fall of the Berlin Wall. The Black Civil Rights movement successfully campaigned for a new Civil Rights Act, ending discrimination.

1600

1700

1800

1900

2000

1600-1700: European colonisation

European explorers colonised America and divided the northern part of the continent among Britain, France and Spain. Columbus Day celebrates the discovery of America by Christopher Columbus in 1492, but he actually discovered the Bahamas! It was another Italian, Amerigo Vespucci, who probably gave America its name.

1800-1900: American Civil War

In this period US was divided: the northern states were industrialised whereas the southern ones still depended on agriculture and exploited African slaves on their huge plantations. The abolitionists formed the Republican Party to fight slavery. Abraham Lincoln became their first president in 1860 and 11 southern states left the Union and formed the Confederate States of America. A civil war broke out. In 1865 the Republicans won the war and abolished slavery but President Lincoln was assassinated.

2000-present: Modern times

The beginning of the 21st century saw one of the most tragic events in US modern history: the terrorist attack of September 11th 2001 on the Twin Towers that caused thousands of deaths and the beginning of the War in Afghanistan. Ground Zero is the name given to the place where the Towers once stood and where today a new skyscraper – the Freedom Tower – commemorates the sad events and its victims. In 2008 the US and the rest of the world experienced a serious financial crisis. Democrat Barack Obama became the first black president of the USA.



2 Read the texts again and indicate if the following statements are true (T) or false (F).

- | | T | F |
|---|-------------------------------------|--------------------------|
| Between 30,000 and 15,000 BC European and Asian tribes migrated to North America. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 All Native Americans spoke the same language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The first president of the United States was George Washington. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Lincoln was against slavery. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Civil Rights Movement campaigned for the end of the Vietnam War. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Ground Zero new skyscraper's name is Freedom Tower. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Listen to Miller and Toby discussing one of the most important events in the American history and complete the file with the information in the box below.

~~assassination of President John F. Kennedy~~
 American Secret Service car
 a great man and president November 22, 1963
 Lee Harvey Oswald

Historical Event: *assassination of President John F. Kennedy*

When: ¹ _____

Where: in a ² _____ with his wife

Who was responsible: a man called ³ _____

The conspiracy theory: the ⁴ _____ was behind it

The consequences: ⁵ _____ was lost

More dates...

- 1731** Benjamin Franklin founded the first American public library in Philadelphia.
- 1773** The Boston Tea Party: activists disguised as Mohawk Indians threw 342 containers of tea into Boston Harbour in protest at the tea taxes. It was the beginning of the War of Independence.
- 1920** Women gained the right to vote in the USA.
- 1968** Black civil rights leader Martin Luther King was assassinated.
- 1969** US astronaut Neil Armstrong became the first person to walk on the Moon.
- 2005** Hurricane Katrina killed hundreds of people and destroyed houses in Louisiana.
- 2016** Hillary Clinton was the first woman to run for president of USA.

COMPARING CULTURES

4 **Pairwork** Compare the history of your country with that of the United States. Answer the following questions.

- Is the history of the two countries similar or different? How?
- Who were the original settlers in your country? When did they arrive and where from?
- Who colonised your country? Were they good / bad?
- Was there a war for independence or a civil war in your country?
- Who were your country's allies in World War I and World War II?
- Was there a civil rights movement in your country?
- What are the most important events in your country's history?

British history timeline



1 Complete the timeline with the correct historical ages.

Georgian ~~Celtic~~ Anglo-Saxon Victorian Tudor Norman

750,000 BC

500 BC

43 BC - 410 AD

450 AD

789 AD

1066 AD

Prehistoric Britain

Celtic

Roman

1 _____

Viking

2 _____

2 Read the text and check your answers.

Primitive people who migrated from Europe came to **prehistoric Britain** about 750,000 years ago. During this period people started farming and building giant stone monuments.

Around 500 BC the **Celts** populated Britain. They were Indo-European tribes, who built forts on hilltops.

The **Romans** conquered most of southern Britain between BC 43 and 47 and remained there until AD 410. They built towns, forts and good road systems.

After the Romans left, the **Anglo-Saxons**, ancestors of the English, came to Britain from Germany, Denmark and Holland, ruling Britain for about 500 years. Most were farmers. They lived in houses with thatched roofs, in small villages. Viking attacks on Anglo-Saxon Britain started at the end of the 700s. They came by sea in their long boats from Scandinavia and conquered a large part of England.

The **Normans** conquered England in 1066. They established a feudal system and made French the official language. Ordinary people still used English, and Latin was the language of the church, but more than 10,000 French words entered the English language. The Normans built beautiful stone castles, churches and monasteries.

In **Tudor times**, King Henry VIII had great feasts and married six times! To get a divorce, he broke from the Roman Catholic Church and became head of the Church of England. During this and the following Stuart period, the gap between rich and poor grew and finally a civil war broke out.



The **Georgian period** started in 1714. It was characterised by the printing of newspapers, books and magazines, often critical of society and the government. Samuel Johnson published his famous dictionary in 1755. In this period, the Industrial Revolution changed many aspects of British life. Farms and factories used modern machinery, trains transported people and goods around the country and towns and cities grew. The British Empire expanded.

The **Victorian age** – Britain's most powerful period – is named after Queen Victoria, Britain's queen from 1837 to 1901.

Everything changed in the **20th century**. Britain entered two world wars, with over a million deaths; women got the right to vote in 1928; British colonies gained autonomy and the UK entered the EEC (now the EU).



1485

1603

1714

1837

1901-present

Stuart

Modern times

3 Read the text again and answer the following questions.

When did the Celts arrive in Britain?

Around 500 BC.

- 1 What did the Romans build in Britain?
- 2 Where did the Anglo-Saxons come from?
- 3 How did the Vikings arrive?
- 4 Who spoke English during Norman times?
- 5 Why did King Henry VIII break from the Roman Catholic Church?
- 6 What was printed in the Georgian period?
- 7 What changes did the Industrial Revolution bring?
- 8 When did women gain the right to vote?

4 Listen to Robin and Julia talking about some English words and match each word to its origin. Be careful, there are two extra words.

- | | |
|---|------------|
| 1 <input checked="" type="checkbox"/> Roman | A art |
| 2 <input type="checkbox"/> Anglo-Saxon | B biology |
| 3 <input type="checkbox"/> Viking | C bread |
| 4 <input type="checkbox"/> Norman | D carnival |
| 5 <input type="checkbox"/> Tudor | E house |
| 6 <input type="checkbox"/> Victorian | F rabbit |
| | G smile |
| | H candle |



COMPARING CULTURES

5 **Pairwork** Compare the history of your language with that of the English language and answer the following questions.

- What language did people originally speak in your country?
- Was it similar to or different from your modern language?
- When did people start speaking your language as it is today?
- Do you use foreign words or expressions to talk about specific subjects such as technology, science, law, art, music, sport or cookery?

Royal and Presidential residences

- 1 Look at the pictures. Do you know who lives in these official residences and where they are?
- 2 Read the beginning of the two texts and check your answers.

The Queen's official London residence is Buckingham Palace, but she often spends her weekends at another official residence, Windsor Castle in Berkshire, just outside London.

It is the oldest and largest occupied castle in the world, built in Norman times and then modified by successive monarchs and their architects. The grounds cover 52,609 m² (16 hectares) and it is all worth about £180 million! On average one million visitors a year come to the castle, which is open daily to the public. The biggest room in the castle is St George's Hall, where 162 people can dine at state banquets. There is also St George's Chapel, one of the most beautiful chapels in England, where 10 former monarchs are buried, and with an iconic Round Tower, which is not actually round, as well as many secret textways! The Great Kitchen is the oldest working kitchen in the country and has 33 full-time staff and a whisk that can mix 250 eggs at a time! There is also a cellar with around 18,000 bottles of wine to serve guests! The State Apartments are home to many works of arts and antique furniture, which make up the Royal Collection.



Windsor Castle

- 3 Read the texts again and write C for Windsor Castle and H for White House.

33 staff work in its kitchen. **C**

- 1 Several architects designed it. ____
- 2 It is worth \$320 million. ____
- 3 It is worth £180 million. ____
- 4 It has 132 rooms. ____
- 5 It has 1 million guests a year. ____
- 6 1,700 staff work there. ____
- 7 It is the oldest and largest occupied castle in the world. ____
- 8 It has secret textways. ____
- 9 It has an oval room. ____
- 10 It receives 5,000 visitors a day. ____
- 11 James Hoban designed it. ____

More facts...

The British monarchy is the most expensive in Europe. The Queen costs the public around £36.2 million each year and Windsor Castle cost £37 million to restore after a bad fire in 1992.

Clocks in the Great Kitchen are always five minutes fast so The Queen never eats late!

The President of the USA doesn't pay rent, but does pay for the Presidential family's meals, dry cleaning and toiletries. However it still costs the American people \$1.4 billion a year!

Culture



The White House


The address of the White House is 1600 Pennsylvania Avenue, Washington, DC, the capital of the United States. Designed for George Washington by an Irish architect, James Hoban, in 1792, the

US president's official residence was completed in 1800, at a final cost of \$232,372. It is now worth \$320 million, but very little of the original building remains, as a result of several fires.

Nicknamed the White House because of the whitewash on the outside walls, this became its official name in 1901. It has 132 rooms over 6 floors, including a pastry shop, a chocolate shop, a doctor's surgery, a family theatre, a billiard room, a carpenter's shop, a flower shop, a bowling alley and a gym! Around 1,700 members of staff work at the White House, which receives around 5,000 visitors a day, and is open to the public from Tuesday to Saturday. Of particular interest are the four state reception rooms: the Blue Room; the Green Room; the Red Room and the East Room. The State Dining Room is where the president hosts important dinners and functions and the famous Oval Office is where the president works, and yes it is oval in shape!

In the surrounding grounds there are a tennis court, a running track, a swimming pool, a bowling lane, a putting green and a basketball court, in case you get bored!



- 4  Listen to an expert talking about Air Force One, the American presidential airplane. Choose the correct answer (A, B or C).

Air Force One is...

A one plane. B two planes. C three planes.

- You can recognise it because of...
A the American flag.
B the words United States of America.
C both of these.
- How many phones has it got on it?
A 87 B 100 C 620
- What does the president have in his private suite?
A a kitchen
B a conference room
C a Jacuzzi
- Which of the following is permanently on board Air Force One?
A a doctor B a lawyer C a psychologist
- How much does it cost to keep Air Force One in the air?
A £1,006 per hour
B £16,000 per hour
C £116,000 per hour



COMPARING CULTURES

- 5 **Pairwork** Talk about the official residences in your country and answer the following questions.

- What official residences are there in your country?
- Where are they and who lives in them?
- Are they very big? How many rooms have they got?
- Have they got special rooms or buildings that people visit?
- Have they got any gardens? How big are they?
- When are they open to the public?

Road safety



1 Match the sentences to the street signs.

- 1 You can't walk here!
- 2 You can't cycle here!
- 3 There may be people crossing here.
- 4 Look right for traffic before crossing!
- 5 Cars must stop when children are crossing.
- 6 Always use the footbridge to cross the railway line!

2 Read the text.

When you visit the UK there are lots of things to learn about road safety, even for pedestrians. If you're out and about, don't get distracted by your mobile phone, your music or chatting to your friends. The first thing to remember is that people drive on the left in the UK, not on the right, so traffic comes from the right, not from the left as in most countries.

Another key point is that motorists tend to observe the

Highway Code closely; they don't slow or stop for pedestrians if there isn't an official sign or signal

telling them to, so it is vital for pedestrians to find a safe place to cross the road. Walk a little bit further to find a safer place to cross and avoid danger. Look for symbols of pedestrian crossings such as zebra crossing and avoid places with no pedestrian access signs such as motorways, road works or other dangerous areas. If you really can't find a designated crossing area, make sure you cross in a place where you can see traffic in both directions and drivers can see you. Avoid hills, bends and places where there are parked cars. Stop just before you get to the kerb,

so that you are not too close to traffic and you have got time to look around you carefully. Look first right, then left and then right again, and listen for oncoming traffic before you see it. Walk, don't run, across the road in a straight line, listening and looking as you go for cars, as well as cyclists and motorcyclists. And don't forget to hold the hand of little children while crossing!



3 Read the text again and complete the summary.

Don't get distracted by your ¹ _____, music or chatting to friends. People ² _____ on the left and traffic comes from the ³ _____ in the UK. The safest places to cross are ⁴ _____ crossings. Avoid ⁵ _____ access areas. Don't cross on ⁶ _____, bends or by parked cars. ⁷ _____ first right, then left and then right and ⁸ _____ for traffic. Walk straight across the road.



More facts...



The most famous zebra crossing in Europe is in Abbey Road in St John's Wood, north London. This is because there is an iconic photograph of the Beatles crossing it on the cover of their album, *Abbey Road*, which they recorded in the Abbey Road Studios in 1969.

4 Listen to an expert explaining why the United Kingdom drives on the left side and other countries drive on the right side. Choose the correct answer (A, B or C).

What percentage of countries drive on the left?

A 25% B 50% C 75%

- Which country unexpectedly drives on the left?
A Australia B Japan C South Africa
- The Romans held their horses with their right hands to...
A hit their horses with their left hands.
B hit other chariot drivers.
C avoid other chariot drivers.
- Why did aristocrats drive on the right during the French revolution?
A to blend in
B to keep the peasants in their place
C both these reasons
- Who brought right-hand driving to Austria and Czechoslovakia?
A Napoleon Bonaparte
B Henry Ford
C Adolf Hitler
- Why did Samoa recently switch the side it drives on?
A to buy cheaper cars
B for political reasons
C to stop accidents

COMPARING CULTURES

5 Prepare a presentation on the highway code in your country by answering the following questions.

- Which side of the road do you drive on in your country?
- Do people generally observe the Highway Code?
- Do pedestrians, motorists and cyclists follow basic road safety rules, such as wearing seatbelts and helmets?
- Are pedestrians or motorists distracted by mobile phones, music or chatting to friends?
- Do motorists slow or stop for pedestrians if there isn't an official sign or signal?
- Where is it safe to cross the road in your country and where mustn't you cross?
- What advice can you give a visitor about staying safe on your country's roads?

FESTIVALS

Bonfire Night

1 Write the appropriate noun underneath each picture.

~~bonfire~~ toffee apples
jacket potato fireworks
marshmallow



2 _____



bonfire



3 _____



1 _____



4 _____

2 Read the text and check your answers.

Every year in the UK on November 5th people celebrate Bonfire Night, or Guy Fawkes Night. In 1605 Guy Fawkes was part of a failed Gunpowder Plot to blow up the Houses of Parliament in London and kill King James I. He was caught, guarding 36 barrels of gunpowder in cellars under the Houses of Parliament, arrested with other Catholic conspirators and taken to the Tower of London. They confessed before being hanged.

People lit bonfires to celebrate the failure of the plot, and an Act of Parliament was passed to make the date a day of thanksgiving for saving the king. The tradition of bonfires continued as part of the celebration and gradually included the burning of an effigy of Guy Fawkes. Before Bonfire Night, children collect money for fireworks, asking for 'a penny for the guy', a doll they make out of old clothes stuffed with straw or paper to burn on the bonfire. People also put jacket potatoes, sausages and toasted marshmallows on the bonfire and eat toffee apples. However the main attraction of the evening is the firework displays, which you can see in the sky all around you. There are particularly good displays on the Thames in London; in Cambridge, where there are fire dancers; and in Lewes, where a costumed parade carries 17 burning crosses through the streets in memory of fallen martyrs.



More facts...

Political protesters sometimes wear Guy Fawkes masks to protect their identity. They are like the masks in the film *V for Vendetta*, based on the story of Guy Fawkes.

3 Read the text again and answer the following questions.

- 1 When is Guy Fawkes Night celebrated?
- 2 What did Guy Fawkes want to do?
- 3 What do people celebrate on this day?
- 4 Why do children ask for 'a penny for the guy'?
- 5 What do people put on the bonfire?
- 6 What can you see in Lewes?

Independence Day



- 1 Read the text regarding the celebrations of the 4th of July in the United States.

On July 4th 1776, the Continental Congress adopted the Declaration of Independence in Philadelphia and the United States of America was born. Since then, Independence Day, also known as Fourth of July, is celebrated every year, but it only became a national holiday in 1870.

It's the most popular holiday for outdoor barbecues with friends and family and for hotdogs! Americans consume around 155 million hotdogs on Independence Day, and lots of French fries! Other favourite dishes are apple pie and ice cream and there are even watermelon eating competitions! Food aside, Fourth of July is essentially a celebration of American patriotism. There are American flags draped everywhere; people dressed up in red, white and blue, or with the Star Spangled banner painted on their faces.

Towns and cities hold colourful parades with marching bands, people give patriotic speeches and there are spectacular firework displays.

In Boston there is a live televised concert on the river bank, Philadelphia has historic re-enactments and readings from the Declaration, in Pennsylvania there's a candle festival, while other parts of the US hold rodeos!

Baseball is a big part of Independence Day, with important league games played and watched across the country.



More facts...

John Adams and Thomas Jefferson both signed the Declaration of Independence, both became US presidents and both died on the 50th anniversary of Independence Day.

- 2 Read the text again and indicate if the following statements are true (T), false (F) or the information is not given (DS).

The USA became independent on July 4th 1776.

T F DS

1 Independence Day became a national holiday due to the American Civil War.

2 People usually eat indoors with friends and family.

3 There are often hotdog eating competitions.

4 Independence Day is a celebration of American patriotism.

5 People dress up in red, white and green.

6 Celebrations include historic re-enactments, a candle festival and rodeos.

COMPARING CULTURES

- 3 Prepare a presentation on a similar celebration in your own country and answer the following questions.

- When do you celebrate it and when did your country first celebrate it?
- Is it a national holiday from work and school?
- What official celebrations are there in towns and cities? (parades, fireworks, speeches, etc.)
- Do people decorate their homes with flags and particular colours?
- Do people dress up in special clothes or paint their faces? Do they eat particular foods?
- What do you usually do on that day?

FESTIVALS


Thanksgiving and Kwanzaa

- 1 Look at the pictures. Which one refers to Thanksgiving and which one to Kwanzaa?
- 2 Read the texts and check your answers.



The first Thanksgiving celebration was in 1621 to thank Native Americans for helping the Pilgrim Fathers survive the first winter in Plymouth, Massachusetts. They probably ate fruit, vegetables and hunted game. In 1863 Thanksgiving Day became a national holiday, and was set as the fourth Thursday in November in 1941.

Today it is less a religious act of thanksgiving and more sharing a great meal with friends and family, but many people volunteer or give thanks for what they have. The dinner is usually roast or deep-fried turkey with stuffing, potatoes, cranberry sauce, corn on the cob, pumpkin pie, or macaroni cheese and pecan pie. There are parades in many cities and the president of the USA pardons two turkeys out of the 46 million Americans eat each year. It is also an important day for American football matches across the US.



Kwanzaa is a festival created in the USA in 1966 by African American professor Dr Maulana Karenga and adopted in the UK in the 1970s. Inspired by a need of African Americans to

reaffirm racial and cultural pride in the period of the Black Civil Rights movement, the word means 'first fruits' in Swahili and is a kind of thanksgiving, and a celebration of black culture, tradition, family and community. People decorate their homes in the African colours, red, green and black and prepare seven candles to represent the seven days (December 26th to January 1st) and principles of the festival: unity; self-determination; community; cooperation; purpose; creativity and faith. On the final day they have a feast of Afro-Caribbean dishes like spicy *gumbo*, *jambalaya* and *jerk* stews and exchange presents.

- 3 Read the texts again and answer the following questions.

- 1 When, where and why was the first Thanksgiving celebration?
- 2 What happened in 1863 and 1941?
- 3 What do people do today on Thanksgiving?
- 4 Who created Kwanzaa? When?
- 5 What does it celebrate?
- 6 How long does it last?

COMPARING CULTURES

- 4 Write an email to an English-speaking friend by answering the following questions.
 - What traditional festival do people celebrate in your town, city or community?
 - When, how and why do they celebrate it?
 - Are there special foods for the celebration?

DRAMA READER

The Canterville Ghost

by Oscar Wilde

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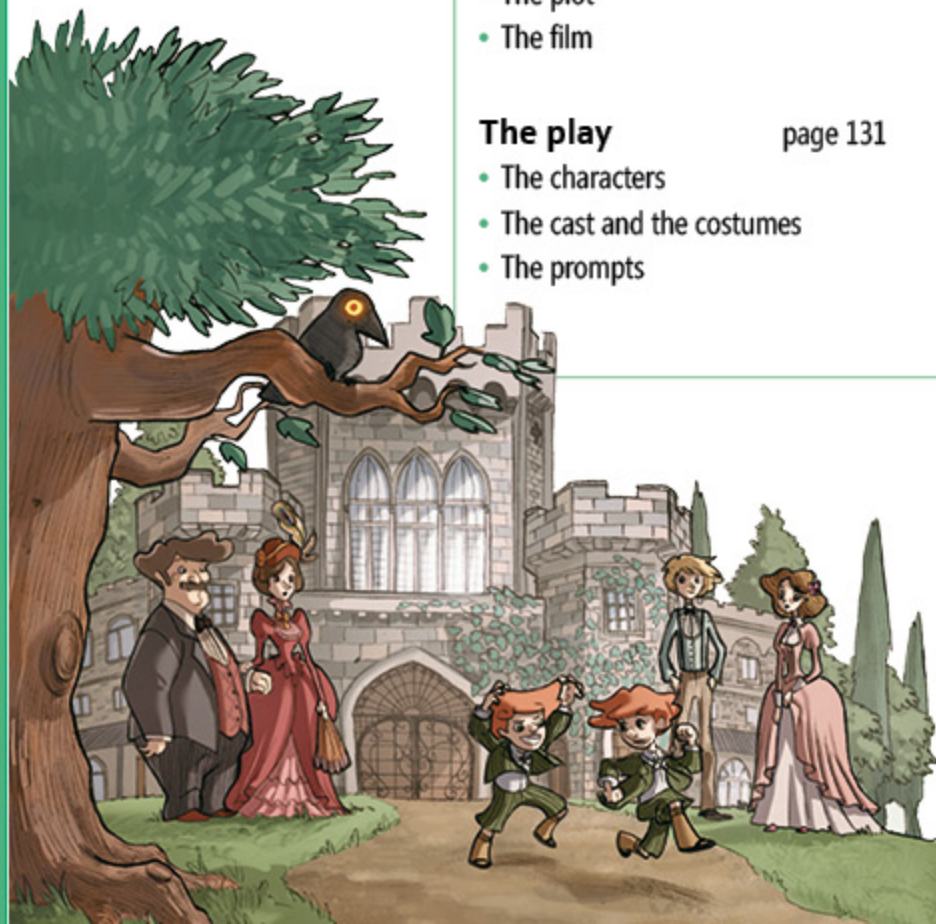
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About the novel

The author



Name	Oscar Fingal O'Flahertie Wills Wilde
Born	1854, Dublin, Ireland
Family	His father was a well-known surgeon and his mother, a poet. The second of three children, he enjoyed a cultured childhood.
Curiosity Facts	Wilde was known for his wit, humour and intelligence. He had a flamboyant fashion sense and often wore a green carnation in his jacket. After spending two years in prison, he went to Paris, where he died in 1900.

The plot

The Canterville Ghost is a popular short story published in 1887. It is the story of an American family, The Otises, and their

encounter with a ghost. The Otis family move to England and purchase Canterville Chase, despite warnings that the house is inhabited by a ghost, Sir Simon de Canterville, who murdered his wife in 1575. He disappeared nine years later and still haunts⁶ his home.

However, the Otis family are not afraid when they meet the ghost. Instead, they greet him with great interest. The Otis's daughter, Virginia, is the only one who understands and can help the ghost.



The film

There are various film and television adaptations of *The Canterville Ghost*. The first film version was made in 1944 by MGM studios in Hollywood.

The play

The characters

1 Match the names to the characters.

1 Narrator 2 Lord Canterville 3 Mr Otis 4 Mrs Otis 5 Washington

6 Mrs Umney – the Maid 7 The Canterville Ghost 8 Virginia 9 The Twins



The cast and the costumes

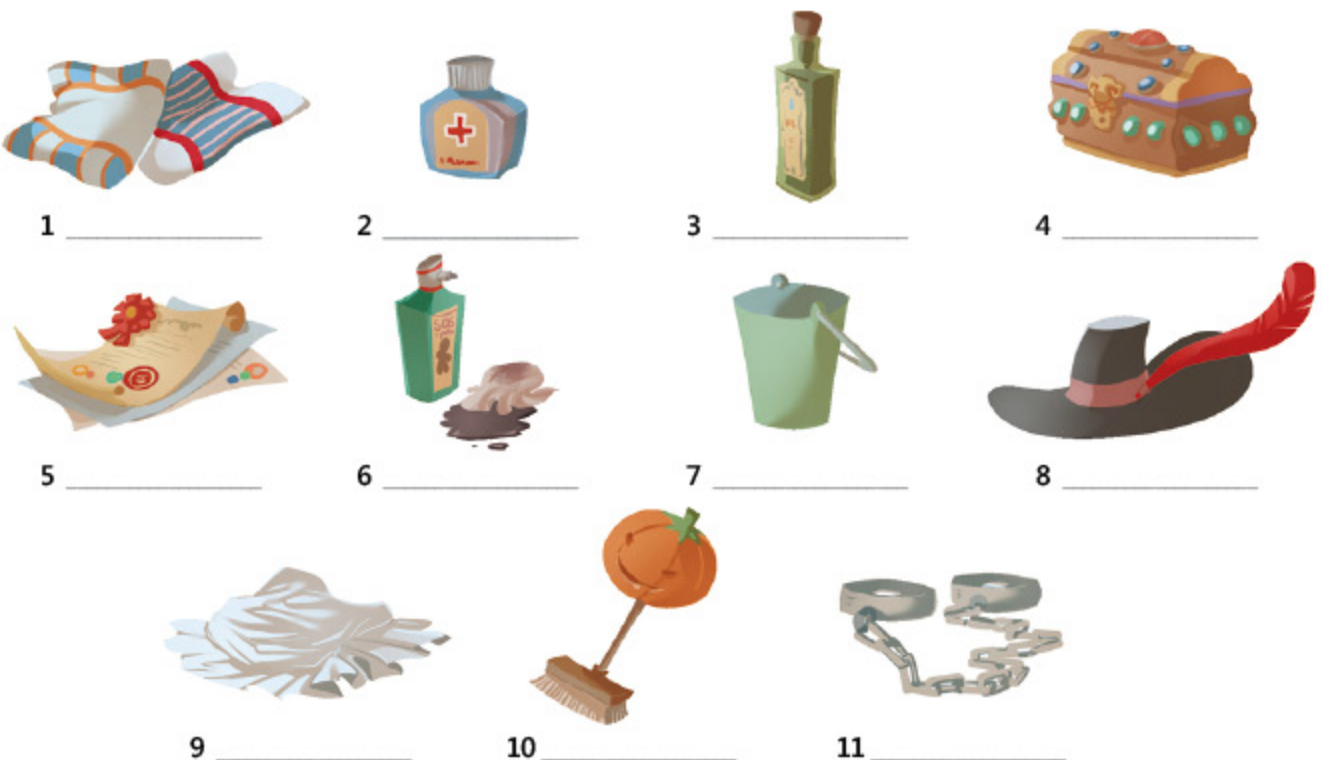
2 Write your name near the character you play, then add the names of your classmates. Read carefully what you need for your costume.

- Narrator** (name of student) _____: a pair of trousers or a skirt, a shirt and a jacket.
- Lord Canterville** (name of student) _____: a smart country style suit with a bow tie and bowler hat.
- Mr Otis** (name of student) _____: a pair of trousers, a shirt and a waistcoat, plus a dressing robe.
- Mrs Otis** (name of student) _____: a smart dress, plus a dressing robe.
- Washington** (name of student) _____: a pair of trousers with braces and a shirt or sweater.
- Maid** (name of student) _____: a black tunic dress, a white apron and a white cap.
- The Canterville Ghost** (name of student) _____: a flowing white shirt with a frilly collar, white tights and black shoes.
- Virginia** (name of student) _____: a dress or a long skirt and white shirt.
- The Twins** (names of students) _____: a pair of knee length shorts, knee high socks
_____: and a sweater.

The prompts

3 Remember to bring these objects on stage! To help you remember their names, match the words to the pictures.

official documents a bottle of stain remover chains a bottle of oil two pillows a white sheet
a hat with a feather a pumpkin stuck on a broom a bucket a jewellery box a bottle of medicine



The Canterville Ghost

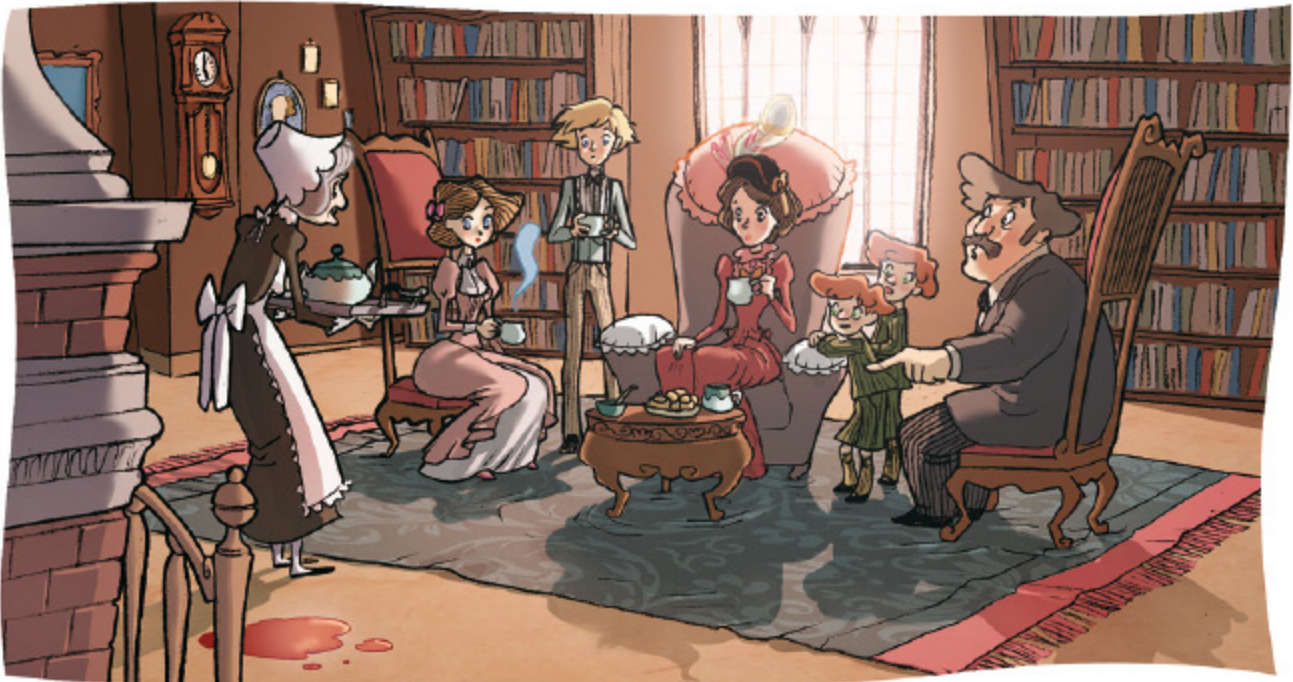
Act I – In the Castle Library

- Narrator** Lord Canterville and Mr Otis are at Canterville Chase. Mr Otis is from America. Before selling him Canterville Chase, Lord Canterville warns Mr Otis that the castle is haunted by a ghost.
- Lord Canterville** I have to tell you that there is a ghost in this castle.
- Mr Otis** I really don't care, Lord Canterville... I'll buy the castle anyway... including the ghost.
- Lord Canterville** But I must insist, there's a ghost in the castle, that's why we can't live here anymore. It has been here for more than three centuries! My wife can't sleep at night because of the strange noises.
- Mr Otis** My dear Lord Canterville, there is no such thing as ghosts.
- Lord Canterville** Well, if you want to live with a ghost, it's up to you, but don't say that I didn't warn you.
- Mr Otis** Don't worry. Just give me the documents and I'll sign them right away.
- Lord Canterville** *(handing Mr Otis the documents to sign)* The castle is all yours!
- Mr Otis** *(Mr Otis and Lord Canterville shake hands)* Thank you... we'll move here tomorrow afternoon.
- Lord Canterville** Very well Mr Otis, have a nice day.



Act II – The Otis Family Arrive at Canterville Chase

- Narrator** The Otis family arrive at Canterville Chase. They are sitting in the library, and Mrs Umney, the maid, is bringing them tea.
- Maid** Welcome to Canterville Chase.
- Mrs Otis** Thank you, Mrs Umney. Let me introduce our children. This is our son, Washington, our daughter, Virginia, and these are our twin boys.
- Maid** Nice to meet you. I hope you will be happy in your new home.
- Mr Otis** Lord Canterville told me there is a ghost in the castle!
- The Twins** A ghost? How exciting!
- Mr Otis** *(points to the floor)* What is that red stain on the floor? Perhaps someone dropped something...
- Maid** Oh, sir! It's a blood stain.
- Mrs Otis** Oh how terrible! I don't want to see blood stains on the floor. We must clean it up immediately!
- Maid** I can clean it up... but it won't disappear... at least not forever.
- Mrs Otis** Why not? What do you mean?
- Maid** It is the blood of Mrs Eleanore de Canterville.
- Mrs Otis** Eleanore de Canterville? Who was she?
- Maid** She was murdered on that very spot by her husband, Sir Simon, in 1575.
- Mrs Otis** Oh my goodness!



- Maid** Sir Simon de Canterville, her husband, lived here for nine years after her death, but then he disappeared, and his body was never found... his soul still lives in the castle. Many people have seen that stain, but it's impossible to remove it... at least, not until Sir Simon de Canterville rests in peace... then the stain will disappear forever!
- Washington** What nonsense! I'll clean it up myself.
- Narrator** Washington Otis leaves the room and comes back with a bottle of liquid stain remover.
- Washington** *(kneeling down, he cleans the stain)* Pinkerton's special cleaner will remove that. See? The stain has gone!
- Narrator** Suddenly there is a flash of lightning and a rumble of thunder and the maid screams.
- Maid** Argh! It's the ghost!
- Mrs Otis** *(comforting the maid)* Calm down, my dear. Don't be afraid, there is no ghost here.
- Maid** But I have seen him with my own eyes.
- Mrs Otis** I assure you there's no ghost here. Go to your room and try to rest... we'll see you in the morning.
- Narrator** Everyone leaves the room and they go to bed.



Act III – The Otises Meet the Ghost

- Narrator** The Otis family are in the library having breakfast. They notice the horrible stain once again on the floor.
- Mrs Otis** The stain! How did that happen?
- Washington** Don't worry, I'll clean it up again.
- Narrator** Washington cleans the stain and it disappears. But the same thing happens on the third morning. Then one evening, the family goes to bed and... Mr Otis hears a strange noise in the corridor outside his room.
- Mr Otis** *(puts on his slippers, opens the bedroom door and looks along the corridor)*
What is that strange noise?
- Narrator** Suddenly he sees a ghost with long grey hair, ragged clothes and chains around his wrists and ankles.
- The Ghost** Wooo... hoooo!
- Mr Otis** Excuse me ghost, but your chains are very noisy! I think they need some oil.
(handing the ghost a bottle of oil) Here, try this.
- Narrator** The ghost takes the bottle of oil and throws it to the floor.
- The Ghost** *(angrily)* I don't need this!
- Narrator** As the ghost reaches the end of the hall, a door opens suddenly and the twins throw pillows at him.
- The Twins** *(laughing)* Ha ha ha. Take that, you spooky ghost!
- The Ghost** Ahh! Leave me alone!
- Narrator** The ghost disappears. The next morning the Otis family talk about what happened the previous night.
- Mr Otis** I do not want to hurt the ghost. But if he doesn't use the oil, then I will have to take his chains off.
- Mrs Otis** Yes, or we will not be able to sleep at night.
- Virginia** *(in a soft and gentle voice)*
I think you should leave him alone.



Act IV – The Twins Play a Trick

Narrator One evening, the ghost appears again and tries to scare the family.

The Ghost Ah, ah, aya, aya, aya! Wooo, hooooo!

Mrs Otis Oh dear, are you sick, Mr Ghost? Do you have a stomach ache? *(handing the ghost a bottle of medicine)* Take some of this medicine.

Narrator The ghost is extremely angry, but when he hears the twins coming, he quickly vanishes. He decides to try once again to frighten the family.

The Ghost *(wearing a large hat with a red feather and a sheet frilled at the wrists and neck)*
This time I'm sure I'll frighten them!

Narrator At midnight the ghost walks along the corridor. But he sees another horrible ghost. He is terribly frightened and quickly runs back to his room.

The Ghost Oh no! Ah, ah, ah!!!

The Twins Ha, ha, ha! We scared him again!

Narrator For several days the twins continue to play tricks on the poor ghost.

Mr Otis I don't think he will come back.

Virginia This is not funny. I really think we should leave him alone!



Narrator The ghost is tired and weak. He stays in his room for five days, feeling sad and humiliated. But he wants to find out who the other ghost is. Perhaps the other ghost can help him frighten the Otis family away. One evening he decides to go and look for the other ghost.

The Ghost (*pointing to the other ghost*) There it is!

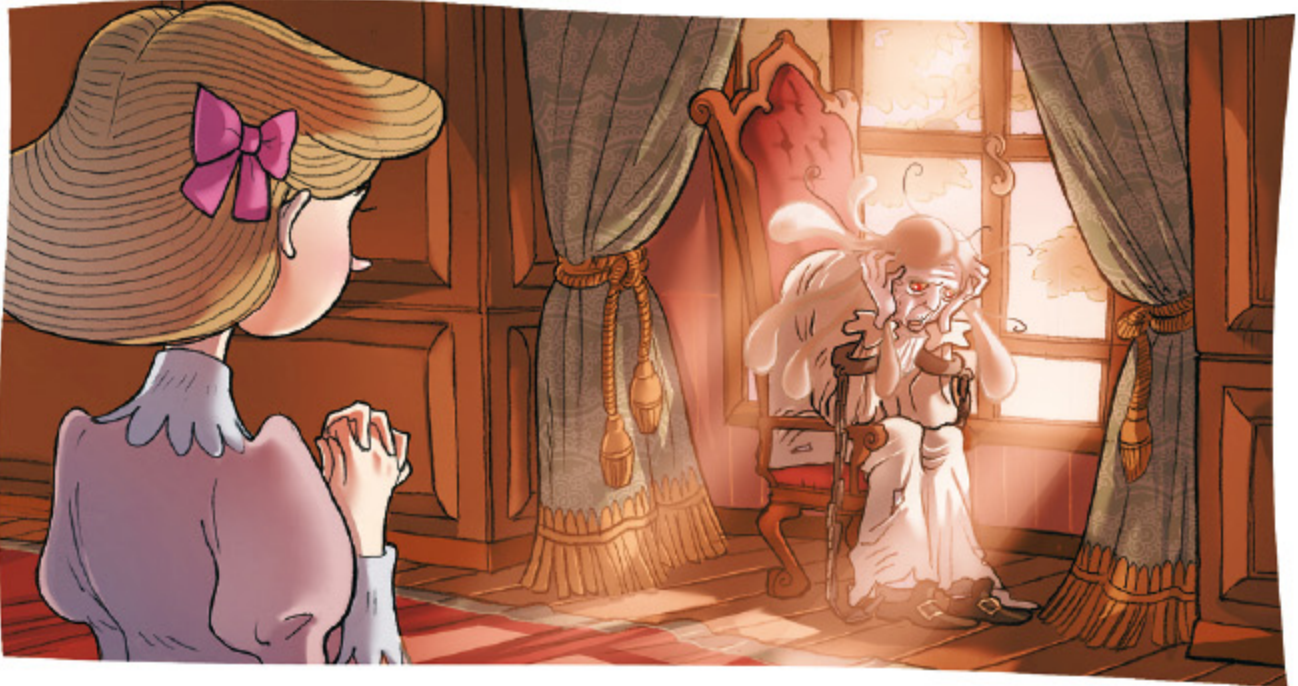
Narrator The Canterville Ghost grabs the other ghost. But it is a trick! The ghost is a pumpkin head stuck onto a broom and the twins are covered with a white sheet! The ghost runs back to his room, but when he opens the door a bucket of water falls over his head. The twins laugh at the ghost.

The Twins Ha, ha, ha. We tricked you!

The Ghost Oh you horrible boys! I can't stand this family.

Narrator The ghost gives up putting the blood stain on the floor. He decides to stay in his room.





Act V – The Ghost and Virginia

- Narrator** One sunny day, the ghost is in his room. He is looking out of the window. Mr Otis's daughter, Virginia, is horse riding with her friend, the Duke of Cheshire. When Virginia comes into the castle, she notices a door which is half open. She opens the door and sees the ghost sitting on a chair.
- Virginia** Oh, Mr Ghost! You look sad. I feel so sorry for you. What's the matter?
- The Ghost** Your brothers are very disrespectful!
- Virginia** Don't worry, my brothers are leaving tomorrow. Please forgive my family. And please try to behave.
- The Ghost** I only want to scare people. It's my only reason for existing.
- Virginia** But who are you? And why do you haunt this castle?
- The Ghost** I am Sir Simon de Canterville and I did something terrible to my wife.
- Virginia** Yes, it is very wrong to kill any one. I'm sorry Mr Ghost, but I really must go now.
- The Ghost** Please don't leave me. You are so kind. I am lonely and unhappy. I want to go to sleep but I can't.
- Virginia** Why not?
- The Ghost** I haven't slept for three hundred years.
- Virginia** *(feeling sad)* Oh, poor you! Isn't there a place where you could sleep?
- The Ghost** Yes, there's a little garden behind the woods.
- Virginia** *(Virginia starts to cry and whispers)* You mean the Garden of Death?

The Ghost Yes... but I have to stay here and be a ghost.

Virginia Oh, poor Sir Simon! Can I help you?

The Ghost Yes, you can. I am bad but you are good. You can ask the Angel of Death to forgive me and then I can sleep at last. Only love and forgiveness can open the doors of the garden. Have you read the old prophecy on the library window?

Virginia Oh, yes I have.

All characters *When a golden girl can win Prayer from out the lips of sin, when the barren almond bears, and a little child gives away its tears, then shall all the house be still, and peace come to Canterville.*

The Ghost That means that you should cry with me, because I have no tears. Your tears will set me free... and pray for my soul, because I don't have faith. Then I will rest in peace. Are you afraid?

Virginia No, I am not afraid... I will pray for your soul.

The Ghost Hold my hand, and come with me to the Garden of Death. We will pray together until you see me fade away.

Narrator They walk together to the garden.

The Ghost It is time for me to leave. *(giving Virginia a box)* But first, take this box... it is full of gold and jewellery.

Narrator Virginia takes the box. They kneel down and pray and Virginia cries.

Virginia *(kneeling)* Oh, please, God forgive him. I know he did a terrible thing, but he is sorry for what he did. Let him rest in peace.

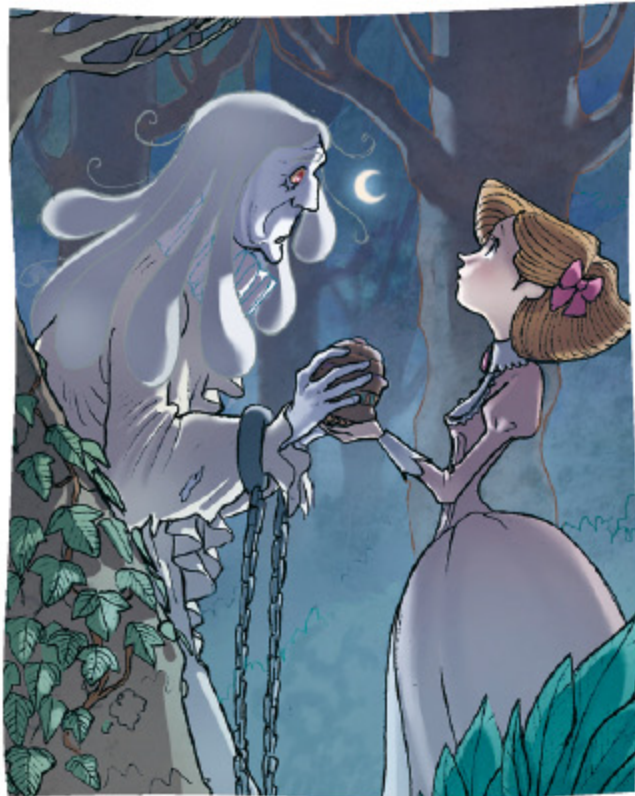
Narrator The ghost disappears. Virginia hears voices calling her.

Mrs Otis Virginia! Virginia! Where have you been?

Mr Otis Are you OK?

Virginia I was with the ghost.

Mr Otis Where is he?



- Virginia** Sir Simon is gone... forever. You aren't going to see him again. God has forgiven him.
- Mr Otis** (*hugging Virginia*) Come on, let's go back home.
- Narrator** Virginia takes her family to the ghost's room. They see a skeleton chained to the wall.
- Virginia** Poor Sir Simon. His wife's brothers chained him to the wall and he died of hunger.
- Mrs Otis** How awful!
- Narrator** Several days later the Otis family bury Sir Simon in the garden behind the woods. Lord Canterville comes too. He tells Virginia to keep the box of jewellery. Virginia marries the Duke of Cheshire and one day he asks her what happened when she was with the ghost.
- Virginia** Sir Simon helped me to understand about Life and Death. He said that Love is stronger than both.

The End



Activities

Reading comprehension

1 Put these sentences in the correct order (1-10) to make a summary of the play.

- Mrs Otis sees a stain on the floor in the library.
- The Twins play a trick on the ghost.
- Lord Canterville warns Mr Otis about the ghost.
- Washington cleans the stain.
- There is a funeral for Sir Simon.
- One evening, Mr Otis hears a strange noise. He offers the ghost a bottle of oil.
- The Otis family move to Canterville Chase.
- Virginia helps the ghost and finally he can rest in peace.
- The ghost appears again and Mrs Otis offers him some medicine.
- The ghost is sad. He talks to Virginia.

2 Tick T (true) or F (false). Then correct the false sentences.

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Mr Otis believes in ghosts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There are seven people in the Otis family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Washington cleans the stain with soap and water. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Otis family aren't afraid of the ghost. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The ghost is angry with the Otis family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Virginia is angry with the ghost. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The ghost is unhappy and tired. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Virginia goes with the ghost to the Garden of Magic. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Read the sentences and choose the correct answer, A, B or C.

- 1 Canterville Chase is...
 - A a flat.
 - B a castle.
 - C a cottage.
- 2 The ghost has haunted Canterville Chase for...
 - A more than three centuries.
 - B more than two centuries.
 - C a century.
- 3 There is a stain in the library...
 - A on the wall.
 - B on the table.
 - C on the floor.
- 4 Eleonore de Canterville was murdered by...
 - A her brother.
 - B her husband.
 - C her best friend.
- 5 Mr Otis offers the ghost...
 - A a bottle of water.
 - B a sandwich.
 - C a bottle of oil.
- 6 Virginia wants everyone to...
 - A leave the ghost alone.
 - B frighten the ghost away.
 - C leave Canterville Chase.
- 7 The Twins are...
 - A friendly to the ghost.
 - B frightened of the ghost.
 - C naughty and play tricks on the ghost.
- 8 The ghost gives Virginia...
 - A a bunch of flowers.
 - B a box full of jewellery.
 - C a book.





Vocabulary

1 Match the adjectives with their opposites.

- | | |
|-----------------|--------------|
| 1 angry | a quiet |
| 2 long | b respectful |
| 3 clean | c sad |
| 4 exciting | d terrible |
| 5 happy | e cruel |
| 6 noisy | f boring |
| 7 kind | g short |
| 8 wonderful | h strong |
| 9 disrespectful | i dirty |
| 10 weak | j calm |

2 Match the verbs (1-6) with their definitions (a-e).

- | | |
|-----------|--|
| 1 haunt | a To do things in a correct and polite way. |
| 2 vanish | b To deceive someone. |
| 3 scare | c When the ghost of a dead person remains in a place. |
| 4 trick | d To stop feeling angry with someone who has done something wrong. |
| 5 behave | e To disappear suddenly in a way that you cannot explain. |
| 6 forgive | f To frighten someone. |

Writing

1 Answer the questions.

- 1 What did Lord Canterville tell Mr Otis before selling him Canterville Chase?
- 2 What does Mr Otis think about ghosts?
- 3 What was the stain on the library floor? What caused it?
- 4 Why does Mr Otis offer the ghost a bottle of oil?
- 5 What does the ghost see in Act IV?
- 6 Where does the ghost take Virginia in Act V?



2 Which characters do you like most and least? Give reasons for your answers.

3 Imagine you meet the Canterville Ghost. What questions would you ask him?



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SITKA

CENTRUL DE CARTE STRĂINĂ

