

Ministerul Educației Naționale

# Limba modernă 1 engleză

Clasa a VI-a

Jenny Dooley



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

Inspectoratul

școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT:

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

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

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

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## Deșteaptă-te, române!

de Andrei Mureșanu

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

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

.....

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

.....

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

# Guide - How to use the course

## Instrucțiuni de utilizare a manualului



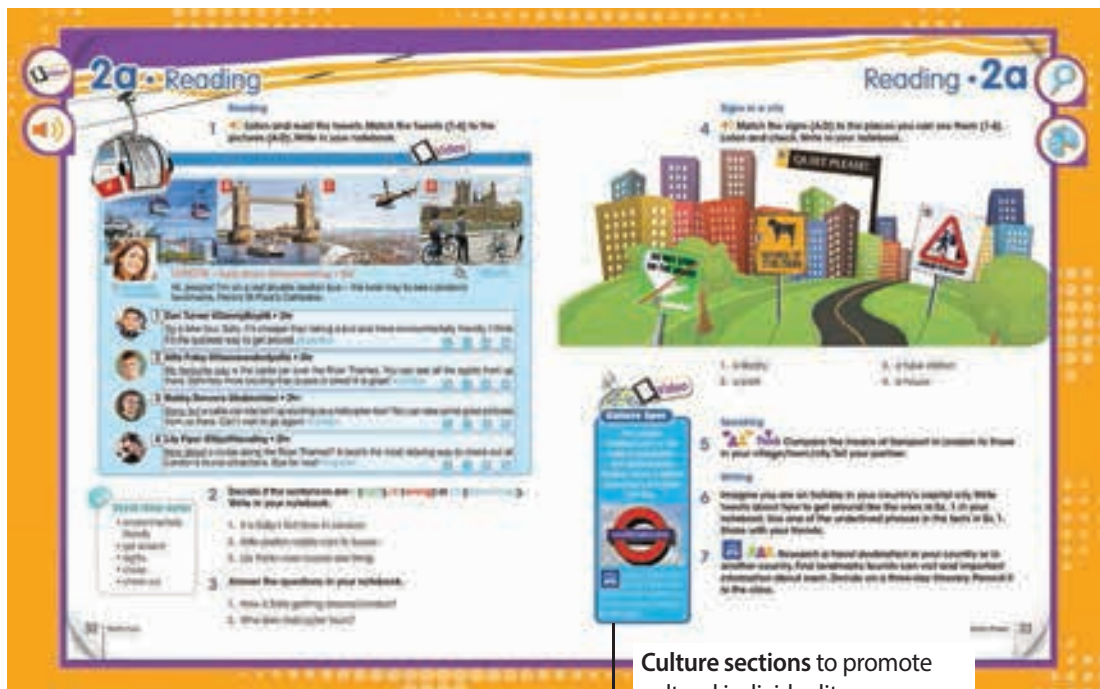
Printed book  
Varianta tipărită



Digital app  
Varianta digitală

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

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



Culture sections to promote cultural individuality  
Secțiuni cu informații culturale

Symbols:  
Simboluri:



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive



# Structure of a module Structura unui modul



variety of reading tasks  
activități de citire

**2f - Across Cultures**

**Travel.com** **Holiday Homes UK**

**Flat to let**  
Great flat near the centre of London. The flat is on the third floor. It is big and modern. There is a living room, a kitchen, two bedrooms and one bathroom. Outside the living room, there is a balcony with great views of the river. Don't wait! Book today!  
£80 per day  
Book!

**Cottage in quiet village**  
This old cottage is in Appledore. It is a big house with a garden full of flowers and trees. Inside the house, there is a small kitchen, a living room and a bathroom downstairs, and three bedrooms and a bathroom upstairs. For a quiet holiday book now!  
£140 per day  
Book!

**Stay in a houseboat**  
The houseboat is in Forth. It is small, but it has got everything you need. It's got a bedroom, a bathroom and a kitchen. The kitchen has got a fridge, a cooker, a sink, a table, two chairs and a small TV. It's not very modern, but it is a unique place to stay.  
£60 per day  
Book!

**Check these words**  
• let (verb)  
• view  
• book  
• cottage  
• quiet  
• unique

**Reading**  
4) Listen and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.  
The flat is (a)      a unique place to stay.  
The cottage is (b)      big and modern.  
The houseboat is (c)      in Appledore.

2) Decide if the sentences are (a) right, (b) wrong or (c) doesn't say.  
Write in your notebook.  
1. There is a great view of the river from the balcony of the flat.  
2. There are three bathrooms in the cottage.  
3. The bedroom is next to the kitchen in the houseboat.

3) Answer the questions in your notebook.  
1. What floor is the flat on?  
2. What is there outside the cottage?  
3. What is there in the kitchen of the houseboat?

**Appledore in the Garden of England**  
Appledore is a small village in the county of Kent. People call this county 'the Garden of England'. It's one of the prettiest villages in Kent with its beautiful cottages, medieval houses and antique shops. There is also Appledore Manor, one of Queen Elizabeth's homes. Appledore is a short journey from the White Cliffs of Dover.  
Appledore Railway Station connects the village to London and other places. Visit the Royal Military Canal. You can cycle, walk or take a boat ride along this 45 km canal and enjoy the wildlife of the Kent countryside.

**Check these words**  
• county  
• medieval  
• antique  
• connect  
• canal

6) Think of a village in your country. Collect information under the headings in Ex. 5. Use your notes to compare it to Appledore. Write in your notebook.  
7) Use your notes from Ex. 4 to write a short article about a village in your country for an international travel magazine in your notebook. You can use the article in Ex. 5 as a model.

speaking activities  
activități de vorbire

listening activities  
activități de ascultare

realistic writing tasks  
activități de scriere

project work  
proiect

Everyday situational dialogues  
Dialoguri uzuale

pronunciation sections  
Pronunție

CLIL Cross Curricular links  
Interdisciplinaritate

**Everyday English • 2d**

**Buying a train ticket**

1 Read and complete the dialogue. Use the sentences (A-E). Where is Mrs Wallace going? How much are the tickets? Write in your notebook.

**Mr Wallace** Hello! How can I help you?  
**Mrs Wallace** Hi. I ...  
**Mr Wallace** OK. There's a fast train that leaves at 8:45 or slow trains that leave every hour.  
**Mrs Wallace** OK, ...  
**Mr Wallace** That's two tickets for the 8:45 to Bath, right?  
**Mrs Wallace** Yes, please.  
**Mr Wallace** 3) ...  
**Mrs Wallace** Single, please. 4) ...  
**Mr Wallace** Just a moment ... They're £20 per person, so that's £40 in total please.  
**Mrs Wallace** Great. 5) ...  
**Mr Wallace** Sure. Here are your tickets. Have a nice journey.  
**Mrs Wallace** Thank you.

**Tip**  
• Formal - would like ('d like) to do ...  
• Informal - want  
• Informal - want to do ...  
• Informal - want to do ...

2) Listen and check. Act out the dialogue in pairs.  
3) Use the dialogue in Ex. 1 as a model. Plan below and the information in the table. Act out a similar dialogue with your partner.

**Pronunciation**  
• Listen and repeat. Can you think of other words with these sounds?  
/t/ ticket, single, credit /aɪ/ right, rice, night

**Special Offer: London-Passance**  
Single: £35      Departure: 10:30  
Return: £50      13:00  
16:30  
20:30  
Only return 37

Presentation skills sections  
Abilități de prezentare

**Flash Time • 2**

1 Read the text. Copy and complete the table below in your notebook.

**STONEHENGE**  
Stonehenge in the UK is about 5,000 years old. It is a monument of large stones. They are in two circles and when the sun rises on Midsummer's Day, its light shines through the centre. Over a million people visit Stonehenge each year.

| Name | Place | Age | Material | Interesting facts |
|------|-------|-----|----------|-------------------|
|      |       |     |          |                   |

2 Choose famous landmarks from around the world. The students in your group decide on four. Copy the table in Ex. 1 into your notebook and make notes under the headings. Find pictures of the landmarks and create a poster.

**Presentation Skills**  
3 Present your landmarks to the class.

**VALUES**  
Responsibility  
4 Read the rules. Why do we have these rules?  
Rules for responsible travellers  
1 Don't climb on ancient ruins.  
2 Don't sit on monuments to take selfies.  
3 Don't move stones at ancient sites, and don't take them away with you!  
4 Never paint, write on or scratch words into old stones or buildings.  
5 Think Can you think of two other rules? Tell the class.

Evaluation  
Evaluare

**2 • CLIL • Learning Design**

**LANDMARKS**

1 Read the text and answer the questions. Which of these landmarks did you visit? Write in your notebook.

2 Listen and check. Act out the dialogue in pairs.

3 Use the dialogue in Ex. 1 as a model. Plan below and the information in the table. Act out a similar dialogue with your partner.

**2 • Progress Check**

1 Listen to the audio and write the name of the landmark in the box.

2 Match the right sign (A-E) for the pictures you can see (1-5). Write in your notebook.

**Castle Combe**  
This is a small village in the south of England. It is a beautiful village with a stone bridge over the river. The village is very old and has a long history. It is a very nice place to visit and there are many things to see and do. It is a very nice place to visit and there are many things to see and do.

**1 • Evaluation (Module 1)**

1 Write the correct form, write in your notebook.

2 Listen to the audio and write the name of the landmark in the box.

3 Use the dialogue in Ex. 1 as a model. Plan below and the information in the table. Act out a similar dialogue with your partner.

**Blog**

Symbols:  
Simboluri:

listening audio

pairwork  
lucru in perechi

group work  
lucru in grup

ICT - research  
căutare pe internet

animation/video  
animații/video

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Footwear
- Days of the week/  
Months/Seasons
- School subjects
- The time

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- Possessive adjectives/pronouns
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## Everyday English

## Writing

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## General competences

- 1 Understand oral messages in everyday communication situations
- 2 Speak in everyday communication situations
- 3 Understand written messages in everyday communication situations
- 4 Write messages in everyday communication situations

## Specific competences

- 1.1 Identify essential information from short recorded fragments related to predictable everyday situations, which they are clear, slow-paced and articulated
- 1.2 Identify the general meaning of clear, slow-paced and articulated dialogues
- 1.3 Identify specific elements of the cultural space of the studied language
- 2.1 Give a short presentation on a familiar subject
- 2.2 Participate in short verbal interactions with support from the teacher
- 2.3 Express opinions about a familiar topic
- 2.4 Show willingness to participate in a dialogue
- 3.1 Identify information from lists and simple texts (fliers, menus, timetables, advertising)
- 3.2 Select information from a clearly-structured text (newspaper articles, brochures) in which numbers and names play an important role
- 3.3 Identify detailed information in a web document
- 3.4 Show curiosity for information acquired through reading
- 4.1 Fill in a form with identification information (education, interests, competences)
- 4.2 Present an activity in writing using connectors ("and", "but", "because")
- 4.3 Write messages

## 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 usual

## Competențe specifice

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



# Welcome back

## Countries & Nationalities - Numbers

1 Look at the pictures, read the text and write the nationalities in your notebook.

Hi, I'm Mary.  
I'm 12 years old and  
I'm from New York,  
USA. My hobby is doing  
puzzles online. These  
are my e-friends.



1 Marta and her brother Juan are from Barcelona, Spain. Marta's 14 and Juan is 17. Their hobby is basketball.



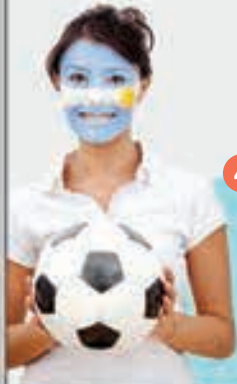
3 Toby's 11 and he's from Sydney, Australia. His hobby is swimming.



2 Laura is 12 and she's from London, UK. Her hobby is tennis.



4 Paola is 17 and she's from Buenos Aires, Argentina. Her hobby is football.



5 Ono is from Tokyo, Japan. She's 19 years old. Her hobby is martial arts.



- |                           |                 |                 |
|---------------------------|-----------------|-----------------|
| 1. Mary is ...            | 3. Laura is ... | 5. Paola is ... |
| 2. Juan and Marta are ... | 4. Toby is ...  | 6. Ono is ...   |

Where are you from? What's your hobby?

2 Write the numbers in your notebook.



What is your house number?

3 Which floor are these people on? Write the numbers in your notebook.

- |                                  |             |               |
|----------------------------------|-------------|---------------|
| 1. John (29) <i>twenty-ninth</i> | 3. Sue (45) | 5. Phil (70)  |
| 2. Tony (12)                     | 4. Pat (57) | 6. Claire (1) |



# Welcome back

## to be

4 Complete the questions, then answer them. Write in your notebook.



1. Are you from Spain? (X - Argentina) No, I'm not. I'm from Argentina.
2. ... your best friend from Greece? (✓)
3. ... your parents teachers? (X - doctors)
4. ... your mum thirty? (✓)
5. ... you twelve? (✓)
6. ... your favourite colour red? (X - blue)

## Subject/Object personal pronouns - Possessive adjectives - Possessive pronouns

|      |       |     |      |     |      |       |        |
|------|-------|-----|------|-----|------|-------|--------|
| I    | you   | he  | she  | it  | we   | you   | they   |
| me   | you   | him | her  | it  | us   | you   | them   |
| my   | your  | his | her  | its | our  | your  | their  |
| mine | yours | his | hers | -   | ours | yours | theirs |

5 Read out the grammar table. Choose the correct item. Write in your notebook.

1. A: Is this **your/yours** jacket?  
B: No, it isn't **my/mine**. It's **her/hers** jacket. **My/Mine** is the blue one. Do **you/your** want **it/its**?
2. A: Are these **their/theirs** gloves?  
B: Yes, **they/them** are. Where are **my/mine** gloves? I can't find **their/them**.
3. A: **I/My** think this is **us/our** classroom.  
B: No, **it/its** isn't. This is **their/theirs** classroom. **Our/Ours** is Room A2.

## can

6 Fill in *can* or *can't*. Write in your notebook.



Hi, I'm George, I 1) ... (✓) play tennis and I 2) ... (✓) ride a bike, but I 3) ... (X) do martial arts. My friends, John and Sam, 4) ... (X) do gymnastics, but they 5) ... (✓) play basketball. My sister, Mary, 6) ... (X) play football very well. 7) ... you do martial arts?

# Welcome back

## Family members

- 1 Look at Sheila's family tree and write the missing words. Write in your notebook.



### Note

#### nephew - niece

George is Nancy's nephew. Kristy is Nancy's niece.

## have got

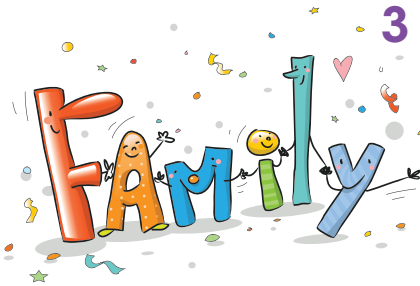
- 2 a) Look at the family tree in Ex. 1 and complete the gaps with *have got*, *has got*, *haven't got* or *hasn't got*. Write in your notebook.

- |   |                                    |
|---|------------------------------------|
| 1. John and Kate ... four children.                         | 3. Kristy ... three cousins.       |
| 2. Nancy and Sam ... a nephew, George, and a niece, Kristy. | 4. Mark ... two brothers.          |
|   | 5. Sheila and Helen ... a brother. |
|   | 6. Peter ... a brother.            |

- b) Complete the questions, then answer them. Write in your notebook.

- |  |  |
|--|--|
| 1. ... John ... a wife? Yes, ... .             | 3. ... Kim ... two daughters? ... .                |
| 2. ... Sam and Nancy ... three children? ... . | 4. ... John and Kate ... four grandchildren? ... . |

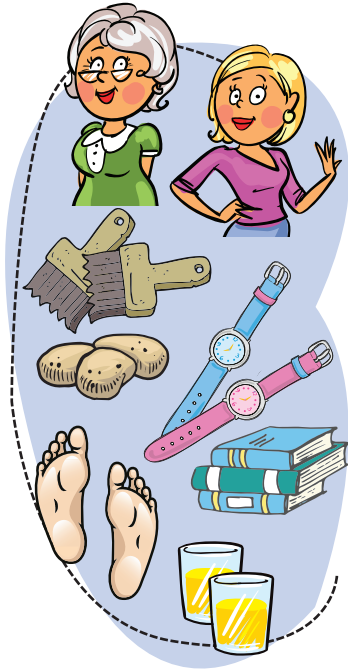
# Welcome back



## Possession

**3** Look at the family tree in Ex. 1 again and choose the correct option. Write in your notebook.

1. Peter is **Kims/Kim's** husband. He's **Kristy's & George's/Kristy & George's** dad.
2. Kristy and George are **John and Kate's/John's and Kate's** grandchildren.
3. Mark is **Sheila's and Helen's/Sheila and Helen's** brother.
4. Mark and George are cousins. The **boys'/boy's** grandparents are John and Kate.
5. Sheila and Helen are sisters. The **girls'/girl's** parents are Sam and Nancy.



## Plurals

**4** Write the plurals in your notebook. Compare with your partner.

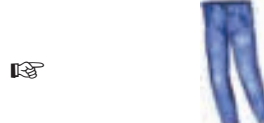
- |                |                |                 |
|----------------|----------------|-----------------|
| 1. book - ...  | 4. foot - ...  | 7. potato - ... |
| 2. woman - ... | 5. watch - ... | 8. lady - ...   |
| 3. glass - ... | 6. brush - ... |                 |

## this/these - that/those / Clothes - Accessories - Footwear

**5** Fill in: *this, these, that, those* and choose the correct word. Write in your notebook.



1. ... is a **dress/shirt** and ... is a **T-shirt/jacket**.



2. ... is a **belt/scarf** and ... are **shorts/trousers**.



3. ... are **gloves/leggings** and ... are **boots/trainers**.


# Welcome back

## Prepositions of place - *there is/there are*

- 1 Look at the picture and choose the correct item.  
Write in your notebook.



1. There's a big window **next to/between** the two **lamps/desks** **behind/beyond** the sofa.
2. There are **cushions/pillows** **on/in** front of the **sofas/armchairs**.
3. There's a **sink/carpet** **above/under** the **coffee tables/ bookcases**.

- 2  Look at the picture. Fill in: *Is there* or *Are there*, then answer the questions. Write in your notebook.



1. ... a bedside cabinet next to the bed? Yes, ...
2. ... pillows on the bed?
3. ... a desk next to the bookcase?
4. ... a teddy bear on the bedside cabinet?
5. ... books on the desk?
6. ... cushions on the floor?

## Days of the week - Months - Seasons

- 3 Write the missing days in your notebook.

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

- 4 Draw a symbol for each season, then write the months in your notebook.

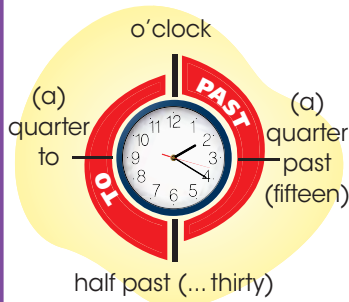




# Welcome back

## Telling the time

Say the time in two ways, as in the example.







It's twenty past twelve.  
It's twelve twenty.



What's a typical Monday at school?  
What lessons have you got? At what time?

## School subjects

5 a) Choose the correct school subjects. Write in your notebook.

Tom's favourite school subjects are 1)  **Maths/Music** and 2)  **Science/Geography**. He's good at 3)  **Art/History**, but he isn't good at 4)  **PE/English**.

b) What are your favourite school subjects? Tell your partner.

My favourite school subjects are English and Science.

## Question words

6 a) Read the table. Match each question word (1-7) with the correct answer (a-g). Write in your notebook.

|                        |                     |
|------------------------|---------------------|
| Who? 1                 | a It's 222-2222.    |
| Whose? 2               | b Tony.             |
| When? 3                | c I'm 14 years old. |
| Where? 4               | d Maths.            |
| Which? Maths or Art? 5 | e I'm from the UK.  |
| How (old)? 6           | f 2nd January.      |
| What/phone number? 7   | g Mary's.           |



b) Complete the gaps with the correct question words in your notebook. Then answer the questions about yourself.

- |                      |                                 |
|----------------------|---------------------------------|
| 1. ...'s your name?  | 4. ...'s your telephone number? |
| 2. ... old are you?  | 5. ... is your birthday?        |
| 3. ... are you from? | 6. ... is your best friend?     |

# 1 • My World



## What's in this module?

### • Vocabulary

- daily routines
- free-time activities
- appearance
- character

### • Grammar

- present simple
- adverbs of frequency
- present continuous
- present simple vs present continuous
- stative verbs

### • Everyday English

- expressing likes/dislikes
- describing a person

### • Pronunciation:

/a:/, /æ/



## Vocabulary Daily routines

1 Listen and repeat.

### Speaking

2 What is your Monday routine like?

I get up at ... in the morning. Then I ... . After that, I ... , etc.

3 Compare your Monday routine to your partner's.

Anna gets up at 7:45 in the morning. I get up at 7:15 in the morning. etc



at noon

6



have lunch

In the afternoon

7



hang out with friends

8



come back home

9

have a snack



10

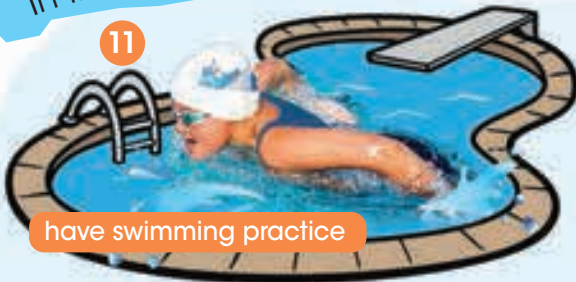
do homework



In the evening

11

have swimming practice



12

have a shower



13

have dinner



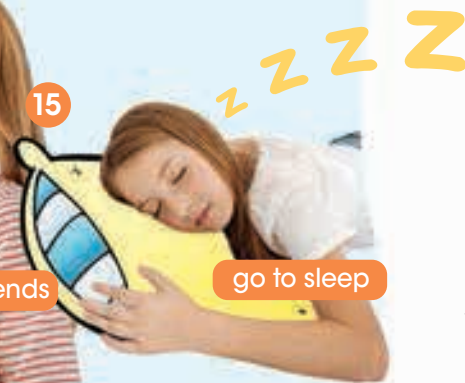
14

chat with friends



15

go to sleep



Home About Blog Message Board Contact Us 





@rosstheboss

I'm Ross from Michigan in the USA. We're doing a project at school on teenagers around the world. I'm writing about daily life in Sweden. Are any of you Swedish? Help!

Hi, @rosstheboss! My name is Dure and I'm 12 years old. I'm Swedish, but I'm also a Sámi. The Sámi are people that live in Sweden, Norway and Finland. We speak the Sámi language and go to special Sámi schools.


I live with my mum, dad and brother, Hennet. Our family has got lots of reindeer. You can see one of them in my profile picture! My dad looks after them and my mum stays at home and makes Sámi clothes to sell. Hennet and I go to school.

We get up at 7 o'clock in the morning, get dressed and have breakfast. Then we walk to school together. Lessons start at 8:30 am and finish at 3:00 pm. We speak Sámi and Swedish in class, but we also learn English and French! After school, I usually play football with my friends, then I go home and do my homework.

In the evening, I eat a hot meal with my family. Sometimes, my mother tells us old Sámi stories or we play Sáhkku, a Sámi board game. I usually watch TV or use the computer. I like posting comments or photos on social media and chatting with my friends online.

I hope this helps you with your project!

Comment



@samiboy\_dure



### Check these words

- project
- reindeer
- board game
- post comments
- social media
- chat

### Reading

1  Listen and read the text. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

- |                        |   |   |                   |
|------------------------|---|---|-------------------|
| Dure lives             | 1 | a | is Hennet.        |
| Dure's brother's name  | 2 | b | Sámi and Swedish. |
| At school, Dure speaks | 3 | c | in Sweden.        |

2 Decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Both of Dure's parents have got jobs.
2. Dure's favourite subjects are English and French.
3. Dure always plays a board game in the evenings.



# Reading • 1a

## Free-time activities

3 a)   Listen and repeat.

- read a book • play sports • watch TV • play online/board games
- listen to music • chat with friends online • go to the cinema
- exercise • draw/paint • spend time with family/friends
- go shopping • play with a pet • go bowling • go to the mall

b) Which of the activities can you see in the pictures?



## Writing & Speaking

4  Create speech bubbles using *like*, *don't mind* and *dislike*, and the activities in Ex. 3a. Write in your notebook.

I like chatting with friends online.



I dislike playing board games.



I don't mind drawing.

5 Tell the class or write a summary of the text on p. 16.

# 1b • Grammar



## Present simple (affirmative)

|          |                   | affirmative | Spelling  |
|----------|-------------------|-------------|---|
| singular | I                 | listen      | 3rd-person singular<br>• verb + <b>-s</b> I eat – he eats, I like – he likes<br>• verb ending in <b>-ss/-sh/-ch/-x/-o</b> + <b>-es</b><br>I go – he goes, I wash – she washes |
|          | You               |             |   |
|          | He<br>She<br>It   | listens     | • verb ending in consonant + <b>-y</b> → <b>-y + -ies</b><br>I cry – he cries   |
| plural   | We<br>You<br>They | listen      | <b>BUT</b> vowel + <b>-y</b> + <b>-s</b> I enjoy – he enjoys  |

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

1. The children ... (**do**) their homework after school.
2. Martha ... (**watch**) TV before she ... (**go**) to bed.
3. School ... (**finish**) at 3:00 pm.
4. Greg ... (**study**) every day.

## Adverbs of frequency

Adverbs of frequency tell us how often something happens. These are:

**always** (100%) **usually** (80%) **often** (50%) **sometimes** (25%)  
**hardly ever** (10%) **never** (0%)

They go **before** the main verb, but **after** the verb **to be**. They **often visit** their grandparents at the weekend. She **is never** late for school.

## Grammar

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

- habits/routines. He **brushes** his teeth every day. He **doesn't go** to the gym on Tuesdays. **Does** he **have** lunch at school? Yes, he **does**.
- general states & facts. He **speaks** English. Water **boils** at 100°C.
- timetables. The train **leaves** at 5:00.

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

## Note

- **once** (one time)  
I watch a film **once** a month. (I watch a film one time a month.)
- **twice** (two times)  
I play football **twice** a week. (I play football two times a week.)

2 Ask and answer questions. Use adverbs of frequency. Write in your notebook.

1. How often/you/eat pizza?  
A: How often do you eat pizza?  
B: I usually eat pizza twice a month.
2. How often/your mum/chat online?
3. How often/you/go to bed late?
4. How often/you/play football?
5. How often/your dad/go shopping?



# Grammar • 1b

## Grammar

- We form the **negative** of the present simple in the third-person singular with the **subject + does not/ doesn't + the infinitive of the main verb**. **She doesn't walk to school.**
- We form all the other persons in the **negative** with the **subject + do not/ don't + the infinitive of the main verb**. **I don't walk to school.**

## Present simple (negative)

|          |                 | full form   | short form |
|----------|-----------------|-------------|------------|
| singular | I               | do not go   | don't go   |
|          | You             |             |            |
|          | He<br>She<br>It | does not go | doesn't go |
| plural   | We              | do not go   | don't go   |
|          | You             |             |            |
|          | They            |             |            |



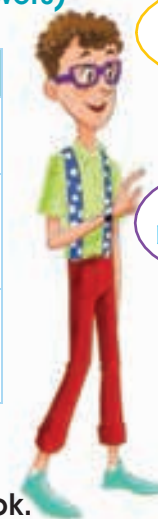
I go to bed at 9:00.  
Sally **doesn't go** to bed at 9:00. She goes to bed at 9:30.

### 3 Rewrite the sentences in the negative. Write in your notebook.

1. She gets up at 7:00 am every morning.
2. I do my homework after dinner.
3. Martin watches TV at 8:30 pm.
4. Jack and Paul catch the bus to school.

## Present simple (interrogative & short answers)

|          |      | interrogative            | short answers  |
|----------|------|--------------------------|--|
| singular | Do   | I<br>you<br>go?          | <b>Yes, I/you do.</b><br><b>No, I/you don't.</b>             |
|          | Does | he<br>she<br>it<br>go?   | <b>Yes, he/she/it does.</b><br><b>No, he/she/it doesn't.</b> |
| plural   | Do   | we<br>you<br>they<br>go? | <b>Yes, we/you/they do.</b><br><b>No, we/you/they don't.</b> |



Do you **play** basketball, Keith?

No, I **don't**. I play football.



### 4 Form complete questions. Then answer them about yourself. Write in your notebook.

1. you/get up/at/7:00?
2. your parents/catch the bus/to work?
3. you/do your homework/after school?
4. you/have dinner/at 5:30?
5. you/go to bed/at 11:00?

## Grammar

- We form the third-person singular in the **interrogative** with **does + subject + the infinitive of the main verb**. **Does she walk to school?**
- We form all the other persons in the **interrogative** with **do + subject + the infinitive of the main verb**. **Do you walk to school?**

# 1c • Vocabulary

## Appearance

1 a)  Listen and repeat.

|   |   |   |   |   |  |  |   |   |   |
|---|---|---|---|---|--|--|---|---|---|
| <b>height/weight</b>  |   |   | <b>hair</b>   |   |  | <b>eyes</b>  |   |   |   |
|  |  |  |  |  |   |  |  |  |  |
| short/thin  | of medium height/slim   | tall/chubby   | wavy/black  | curly/red   | straight/long/fair   | short/brown  | blue  | green   | brown   |
|   |   |   | <b>other</b>  |   |  | <b>age</b>   |   |   |   |
|   |   |   |  |  |  |  |  |  |  |
|   |   |   | moustache   | glasses   | beard  |  | young   | in his (early/mid/late) twenties/thirties   | old   |



1 Ann




2 Bob




3 Sue

b) Use the words in Ex. 1a to describe the people (1-3).

## Character

2  Match the adjectives (1-9) to their justifications (a-i). Check in your dictionary. Write in your notebook.

- |             |                                    |
|-------------|------------------------------------|
| cheerful 1  | a hates waiting for things         |
| selfish 2   | b tells people what to do          |
| generous 3  | c talks a lot                      |
| popular 4   | d smiles a lot                     |
| talkative 5 | e likes giving people things       |
| bossy 6     | f only cares about himself/herself |
| energetic 7 | g lots of people like him/her      |
| honest 8    | h does a lot of things             |
| impatient 9 | i always tells the truth           |

3  Use the adjectives in Ex. 2 to talk about your friends and family members, as in the example.

A: What is **your best friend** like?

B: He's **cheerful**. He **smiles a lot**. He can be **bossy** at times. He **likes telling people what to do**.



# Everyday English • 1d

## Describing a person

- 1 a) Read the dialogue. Which teacher (A or B) are Jessica and Rita talking about?
- b) Complete the dialogue. Use the sentences in the list. One sentence is extra. Write in your notebook.



**Jessica:** Our new Maths teacher is great.

**Rita:** Really? 1) ...

**Jessica:** Well, he's of medium height and he's quite slim.

**Rita:** Oh, really? 2) ...

**Jessica:** No, it's dark actually!

**Rita:** 3) ...

**Jessica:** He's quite cheerful and very popular already! Look! He's chatting with Mr Prosser.

**Rita:** 4) ...

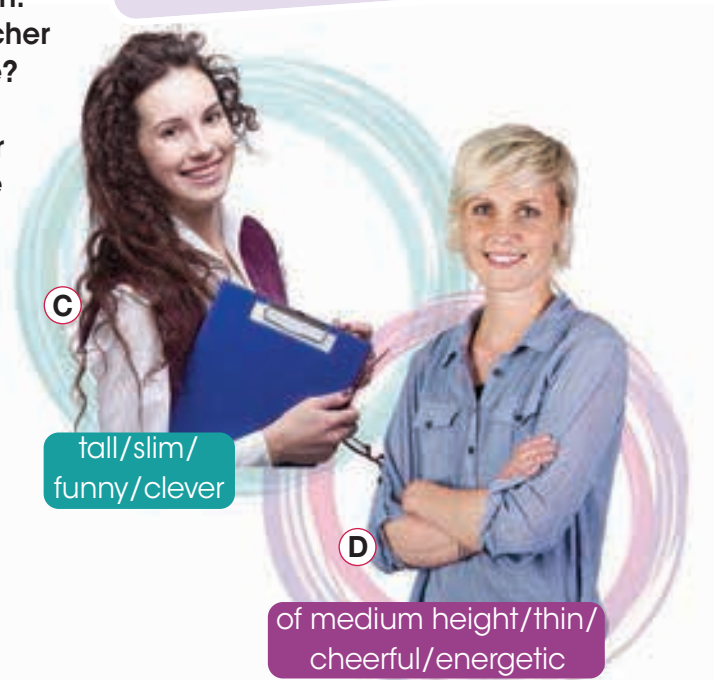
**Jessica:** That's right.

- A Is his hair fair?
- B What does he look like?
- C How old is he?
- D What's he like?
- E Is he the one with a short beard and a moustache?

- 2 Listen, read and check.

- 3 Read the dialogue again. What does the new teacher look like? What is he like?

- 4 Act out a similar dialogue. Use one of the teachers in the pictures (C or D), and the dialogue in Ex. 1 as a model.



**C**  
tall/slim/  
funny/clever

**D**  
of medium height/thin/  
cheerful/energetic

## Pronunciation /ɑː/, /æ/

Listen and repeat. Can you think of more words with these sounds?

/ɑː/ father, March    /æ/ lab, thank, map

# 1e • Grammar



## Grammar

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

- actions happening now/around the time of speaking. **He's watching TV now.** / **I'm staying** with my grandparents these days. / **She isn't cooking now.** / **Is she reading?** No, **she isn't.**
- temporary situations. **He's working** at a restaurant for the summer.

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



## Present continuous (affirmative)

|          |             | full form           | short form          |
|----------|-------------|---------------------|---------------------|
| singular | I           | <b>am</b> reading.  | <b>'m</b> reading.  |
|          | You         | <b>are</b> reading. | <b>'re</b> reading. |
|          | He/She/It   | <b>is</b> reading.  | <b>'s</b> reading.  |
| plural   | We/You/They | <b>are</b> reading. | <b>'re</b> reading. |

### Spelling

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

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

1. Jack ... **(play)** in the park with his friends.
2. We ... **(watch)** TV at the moment.
3. Alice ... **(study)** for her Maths test now.
4. I ... **(do)** my homework right now.

## Present continuous (negative)

|          |             | full form               | short form             |
|----------|-------------|-------------------------|------------------------|
| singular | I           | <b>am not</b> reading.  | <b>'m not</b> reading. |
|          | You         | <b>are not</b> reading. | <b>aren't</b> reading. |
|          | He/She/It   | <b>is not</b> reading.  | <b>isn't</b> reading.  |
| plural   | We/You/They | <b>are not</b> reading. | <b>aren't</b> reading. |

## 2 Correct the sentences, as in the example. Write in your notebook.

1. Mum is painting. **(knit)** *No, she isn't painting. She's knitting.*
2. Amy is sleeping. **(read a book)**
3. Kim and Emma are listening to music. **(play a board game)**
4. Rob is eating a sandwich. **(drink milk)**

# Grammar • 1e



## Present continuous (interrogative & short answers)

|          | interrogative |                   | short answers  |
|----------|---------------|-------------------|--|
| singular | Am            | I                 | Yes, I <b>am</b> ./No, I'm <b>not</b> .                          |
|          | Are           | you               | Yes, you <b>are</b> ./No, you <b>aren't</b> .                    |
|          | Is            | he<br>she<br>it   | Yes, he/she/it <b>is</b> .<br>No, he/she/it <b>isn't</b> .       |
| plural   | Are           | we<br>you<br>they | Yes, we/you/they <b>are</b> .<br>No, we/you/they <b>aren't</b> . |



3 a) Look at the picture. Write questions and answer them, as in the example. Write in your notebook.

1. sun/shine? *Is the sun shining? Yes, it is.*
2. Lisa and Vicky/eat?
3. Carl/read/a book?
4. Carl/sit/on the floor?
5. Dad/work/on the laptop?
6. Mum/watch TV?

b)  Describe the picture in Ex. 3a to your partner.

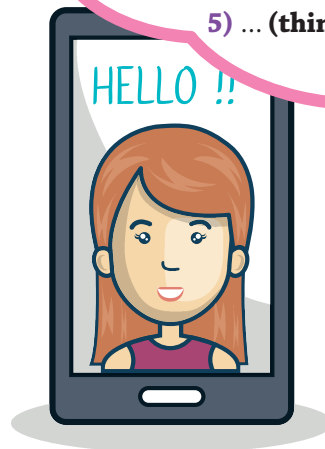
## Present simple vs Present continuous

4 Complete the text message with the correct form of the verbs in brackets. Use the present simple or the present continuous. Write in your notebook.

### Grammar

**Stative verbs** do not have present continuous forms. Some of these verbs are: *like, love, hate, need, know, and want.* I **love** texting my friends. (NOT: *I'm loving ...*).

Hi, Natalie! 1) ... **(you/do)** anything right now? I 2) ... **(do)** my Maths homework and I 3) ... **(need)** your help. I 4) ... **(know)** you are really good at Maths. 5) ... **(think)** you can help me?





# If • Across Cultures

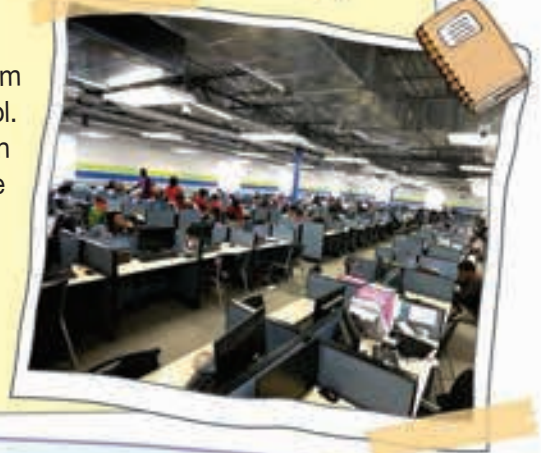
## SPECIAL SCHOOLS



### Carpe Diem Schools

Carpe Diem Schools in the USA are changing the way students learn. From the outside, they look more like an office building than a normal school. Inside, there's one big main room where each student has their own cubicle\* with a desk, a computer and a chair. There are also some classrooms with whiteboards, a canteen and a gym. Students don't have to get to school at a certain time and pass exams all the time. It's more about working on their own projects. In this way, Carpe Diem Schools help each child to become what he or she really wants to be in life!

\* cubicle: a small space with walls



### Boat Schools

In Chalan Beel, Bangladesh, there are floods every year and some schools aren't in buildings at all ... they're on boats!

Each boat has got a classroom and there are desks and chairs for 30 children inside. There is even a blackboard and a computer with Internet! There isn't a canteen or a gym, but there is a library with lots of books.

The boat schools are very important because, when there are floods, they are the only schools around. For the children of Chalan Beel, they are not just boats, they are a way to change their lives.

### Reading

#### Check these words

- office building
- canteen
- gym
- pass an exam
- flood
- library

- 1 Listen and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

Carpe Diem Schools are ①

Ⓐ on boats.

There is a library ②

Ⓑ on the boat.

Some schools in Bangladesh are ③

Ⓒ in the USA.

- 2 Decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Students like the Carpe Diem schools.
2. There are some classrooms in Carpe Diem Schools.
3. There is a canteen on the school boat.

- 3 List the underlined words in the texts under the headings: **school areas**, **school equipment**. Write in your notebook.

# Across Cultures • 1f



## Culture Spot

A.S Neill's Summerhill School is England's first 'free' school. Its system shows that children learn to be self-confident, tolerant and considerate when they are given space to be themselves.



What types of schools are there in your country?

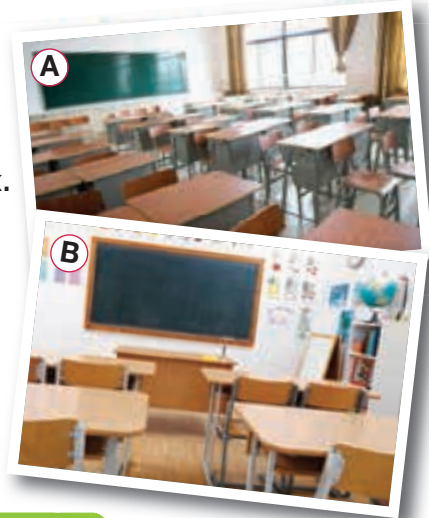
## Listening & Speaking

4 a) Listen to Tom describing his classroom. Decide which picture shows Tom's classroom. Write in your notebook.

b) **Think** What is your classroom like? Compare your classroom to Tom's.

5 In your notebook, complete the email with the words in the list.

- blackboard • windows • class
- desks • classroom



Inbox

Outbox

Trash

Search

Hi, Tom,

I hope you are OK. My school is a 5-minute walk from my house. I'm in 1) ... 7B at Wiltshire Secondary School. My 2) ... is on the second floor. There are 24 students in my class. There is a 3) ... at the front of the class, two rows of 4) ... for the students and a desk for the teacher. There are also three 5) ... and two doors. The walls are white with maps and pictures on them. What is your classroom like?

Write back,  
Charlie

Send



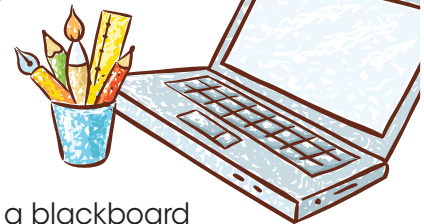
## Note

We use a(n):

- **full stop** (.) after affirmative & negative sentences. *I'm Italian. I'm not French.*
- **question mark** (?) after interrogative sentences. *Are you in Class 6C?*
- **comma** (,) to separate a list of items. *My favourite subjects are Science, Maths and Geography.*
- **exclamation mark** (!) to show strong feelings. *I like it a lot!*

6 Punctuate the sentences. Write in your notebook.

1. Where is John from
2. She's Romanian
3. He likes Science a lot
4. His classroom has got a bookcase a bin and a blackboard



## Writing (an email about your school & classroom)

7 In your notebook, use your answers from Ex. 4b to write an email to your English-speaking friend Sam about your school & classroom. Be careful with punctuation. Follow the plan. You can use the email in Ex. 5 as a model.

### Plan


Hi, ...

- opening remarks, school location, classroom location, number of students
- classroom description
- closing remarks

Write back,  
(your first name)

# 1 • CLIL (Citizenship)

## Reading & Listening

- 1  Look at the picture and read the title of the text and the headings in Ex. 2. What do you expect to read about? Listen, read and check.



## Good Students

Do you know how to be a good student? Of course! Listen to your teachers, take notes and always do your homework. But there is more to being a good student than that. Let's take a look ...

1) ...

Good students pay attention in class, but you can't do that when you're tired or hungry. Make sure you have breakfast, lunch and dinner, and eat healthy food. Also, remember to get lots of sleep.

2) ...

Are you always late? Do you sometimes realise it's 11 pm and you still need to finish your homework? You need a routine! When you get home from school, do your homework first. Don't waste time on social media – set a 30-minute limit. When you plan your time, it feels like you have more of it!

3) ...

Respect your teachers and always be polite in class. Raise your hand before you speak, and listen to what other students say. You can learn a lot from them, as well as your teachers. Remember – treat other people the way you want them to treat you!


### Check these words

- pay attention
- realise
- set a limit
- waste
- respect
- polite
- raise your hand
- treat

- 2 Read again and match the headings (A-C) to the paragraphs (1-3). Write in your notebook.

A Watch the clock    B Good relationships    C Look after yourself


## Speaking & Writing

- 3  **Think** How can the text help you be a better student? What things from the text do you need to work on? Write in your notebook. Tell the class.




# Flash Time • 1

## Project


1  What is your perfect school like? Put the ideas in the list under the correct headings. Write in your notebook.

- sport • in the mountains • 10 am – 4 pm
- lessons outside • lots of computer rooms • in the city
- two short breaks and a lunch hour • all students have got a tablet
- tall building • in the forest • languages
- students only study their five favourite subjects • Art & Crafts



2  In your notebook, use your answers from Ex. 1 and your own ideas to design your perfect school. Draw a map of it.

## Presentation Skills

3  Present your perfect school to the class.

## VALUES

### Self-respect

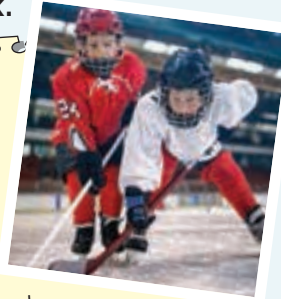
4  **Think** "Respect yourself and others will respect you." Confucius  
Discuss with your partner.

# 1 • Progress Check

## Reading

- 1** Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

On weekdays, Jeremy wakes up at 7 am. He gets dressed and has breakfast before going to school. After school, he does his homework and then he watches TV. Today is Saturday. Jeremy isn't going to school. He and his friends are playing ice hockey now. Jeremy loves ice hockey. He also trains with his team every week. They are playing in the championship next month.



- Jeremy goes to school at 7 am.
  - Jeremy hasn't got classes on Saturday.
  - Jeremy trains with his team twice a week.
- $3 \times 2 = 6$

## Vocabulary

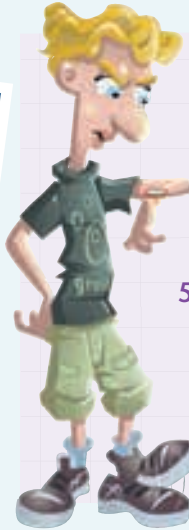
- 2** Complete the sentences with: *get, catch, hang, have*. Write in your notebook.

- Mark and Pat ... out with their friends after school.
  - Susana and I ... up at 6 am.
  - The students ... lunch at 2 pm.
  - We ... the bus to school in the morning.
- $4 \times 2 = 8$

- 3** Complete the sentences with: *spend, exercise, post, play* in the correct form. Write in your notebook.

- My sister likes ... photos on social media.
  - Jill doesn't like ... video games.
  - Lucy doesn't mind ... . She likes running.
  - I like ... time with my friends.
- $4 \times 2 = 8$

- 4** Look at the picture and choose the correct word. Write in your notebook.



This is Steve. He's fifteen years old. He's **1) tall/long** and **2) thin/plump**. He's got short, **3) straight/wavy**, **4) dark/fair** hair, blue eyes, a big nose and full lips. He's a **5) bored/cheerful** boy and usually looks **6) happy/popular**. However, he looks **7) shy/angry** today because he's very **8) impatient/generous** and hates waiting for people.

$8 \times 1 = 8$

## Grammar

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

- We ... (**not/have**) lunch at 1 pm.
- Frank ... (**listen**) to music in the evenings.
- Dana ... (**not/go**) shopping at the weekends.
- ... (**you/do**) your homework after school?
- They ... (**spend**) time with their family in the afternoon.

$5 \times 2 = 10$

- 6** Rewrite the sentences using the adverbs of frequency in brackets. Write in your notebook.

- Selma gets up at 8 am. (**always**)
- We watch a film on TV. (**sometimes**)
- William is late for work. (**never**)
- Trudy chats with her friends online. (**often**)
- My friends go to the park. (**usually**)

$5 \times 2 = 10$

# Progress Check • 1

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

1. ... (Julia/swim) at the moment?
2. The dog ... (sleep) under the chair now.
3. Rob and I ... (not/watch) TV.
4. ... (Erin/have) breakfast now?
5. Trina ... (not/study) at the moment.

5 x 2 = 10

## Everyday English

**8** Complete the dialogue. Use: *What's she like?, Let's go meet her now!, Is she the one in the red T-shirt and jeans?, The new girl in school is great., What does she look like?. Write in your notebook.*

A: 1) ...

B: Really? 2) ...

A: Well, she's tall and slim.

B: 3) ... Is she friendly?

A: Yes, she is. She's very energetic too.

B: 4) ...

A: That's right. 5) ...

5 x 2 = 10

## Listening

**9** Listen to Liam and his mother talking about his first day at a new school. Match the people (1-6) to the adjectives (a-h). Write in your notebook.

- |               |             |
|---------------|-------------|
| Mr Franklin ① | a honest    |
| Josh ②        | b generous  |
| Kim ③         | c popular   |
| Roger ④       | d talkative |
| Cybil ⑤       | e cheerful  |
| Giorgio ⑥     | f impatient |
|               | g energetic |
|               | h bossy     |

5 x 2 = 10

## Writing

**10** Write an email to your e-friend about your Monday daily routine. Write in your notebook.

New message

Hi, ... ,

On Mondays, I usually get up at ... . Then I ... . I ... .

I have lunch at ... . I come back home at ... . In the afternoon, I ... . Then I ... . After that, I ... .

I usually go to bed at ... . How about you?

Write back soon,

...

20 points

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about my daily routine
- talk about my free-time activities
- talk about appearance & character
- use the present simple
- use adverbs of frequency
- use the present continuous

#### Reading

- match phrases to make complete sentences
- identify R/W/DS statements

#### Listening

- listen for key information

#### Speaking

- express likes/dislikes
- describe people

#### Writing

- write an email about my school and my classroom



# 2 · Round we go!

## What's in this module?

### • Vocabulary

- means of transport
- signs in a city
- shops & services
- materials

### • Grammar

- comparative
- prepositions of place
- superlative

### • Everyday English

- asking for/  
giving directions
- buying a train ticket

### • Pronunciation:

/t/, /aɪ/



1 train



2 taxi



3 bike/bicycle



4 tram



5 motorbike



## Vocabulary Means of transport

- 1 Listen and repeat.
- 2 Listen to the sounds. Which of the means of transport in Ex. 1 can you hear? Write in your notebook.



6 cable car

7 plane

8 bus

9 helicopter

10 car

11 ship

12 boat

**Note**

**by**  
bike/bicycle/bus/car/  
helicopter/motorbike/  
plane/ship/taxi/train/  
tram  
**on**  
a bike/bicycle/bus/  
motorbike/plane/  
ship/train/tram  
(Also: on foot)  
**in**  
a car/helicopter/taxi

**Writing & Speaking**

- 3** a) List the means of transport in Ex. 1 in your notebook, under the headings: **land**, **air**, **water**.  
b) Write sentences, as in the examples, in your notebook.

You can travel on land by bus/on a bus.  
You can travel in the air by plane. You can travel on water by ship.

**Project**

- 4** Look out of your window for 15 minutes. What means of transport go by? Make notes. Present your findings to the class. Talk about: **type**, **colour**, **other features**.



# 2a • Reading

## Reading

- 1  Listen and read the tweets. Match the tweets (1-4) to the pictures (A-D). Write in your notebook.



A

B

C

D



**LONDON - Sally Shaw @theshawthing • 5hr**

 FOLLOW





5 FOLLOWING  
45 FOLLOWERS

Hi, people! I'm on a red double-decker bus – the best way to see London's landmarks. Here's St Paul's Cathedral.



1 **Dan Turner @DannyBoy06 • 3hr**





Try a bike tour, Sally. It's cheaper than taking a bus and more environmentally friendly. I think it's the quickest way to get around. #London



2 **Alfie Foley @theoneandonlyalfie • 3hr**





My favourite way is the cable car over the River Thames. You can see all the sights from up there. Definitely more exciting than buses or bikes! It is great! #London



3 **Bobby Danvers @bobnotdan • 2hr**





Sorry, but a cable car ride isn't as exciting as a helicopter tour! You can take some great pictures from up there. Can't wait to go again! #London



4 **Lily Piper @lilyofthevalley • 2hr**

How about a cruise along the River Thames? A boat's the most relaxing way to check out all London's tourist attractions. Bye for now! #London



### Check these words

- environmentally friendly
- get around
- sights
- cruise
- check out

- 2 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. It is Sally's first time in London.
2. Alfie prefers cable cars to buses.
3. Lily thinks river cruises are tiring.


- 3 Answer the questions in your notebook.

1. How is Sally getting around London?
2. Who likes helicopter tours?



# Reading • 2a

## Signs in a city

- 4  Match the signs (A-D) to the places you can see them (1-4). Listen and check. Write in your notebook.




1. a library
2. a park
3. a tube station
4. a house




### Culture Spot

The London Underground, or the Tube, is the World's first underground railway. About 5 million passengers commute per day.





 Collect information about a transport system in the capital city of your country. Present it to the class.

### Speaking

- 5  **Think** Compare the means of transport in London to those in your village/town/city. Tell your partner.

### Writing

- 6 Imagine you are on holiday in your country's capital city. Write tweets about how to get around like the ones in Ex. 1 in your notebook. Use one of the underlined phrases in the texts in Ex. 1. Share with your friends.
- 7   Research a travel destination in your country or in another country. Find landmarks tourists can visit and important information about each. Decide on a three-day itinerary. Present it to the class.

# 2b • Grammar



## Grammar

### Spelling

- To adjectives of one syllable that end in **-e**, we add **-r** in the comparative.  
**wide - wider**
- To adjectives of one syllable that end in vowel + consonant, we double the final consonant and add **-er**. **big - bigger**
- To adjectives of one or two syllables that end in **-ly** or **-y**, we change **y** to **i** and add **-er**.  
**funny - funnier**



## Comparative

We use the **comparative form** to compare two people, animals, places, things or objects.

### Short adjectives:

**adjective + -er + (than + noun)** The clothes shop is **smaller than** the department store. The High Street is **longer than** Cherry Tree Lane.

### Long adjectives:

**more/less + adjective + (than + noun)**

The park is **more peaceful than** the playground.

We use:

- **as ... as** for two people, animals, things, etc that are the same.  
The butcher's is **as big as** the chemist's.
- **not so/as ... as** for two people, animals, things, etc that aren't the same. Our garden **isn't so/as pretty as** theirs.

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

**Adjectives** don't have a plural form. a **blue** car - two **blue** cars

They come:

- before a noun (a **crowded** supermarket)
- after the verb to be (The supermarket is **crowded**.)

## 1 Read the theory. Then write the comparative forms in your notebook.

- |                    |                |                      |
|--------------------|----------------|----------------------|
| 1. old - ...       | 5. fast - ...  | 9. interesting - ... |
| 2. important - ... | 6. large - ... | 10. small - ...      |
| 3. heavy - ...     | 7. thin - ...  | 11. good - ...       |
| 4. bad - ...       | 8. happy - ... | 12. beautiful - ...  |

## 2

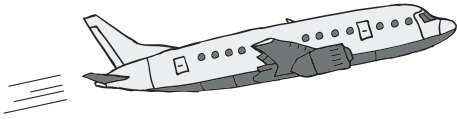


Choose the correct item. Write in your notebook.

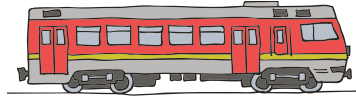
1. The Eiffel Tower is **tall/taller** than Blackpool Tower.
2. I think York is as interesting **as/than** London.
3. Restaurants are usually **as expensive/more expensive** than cafés.
4. The weather in Rome is **better/good** than in Milan.

# Grammar • 2b

**3** Form complete sentences using comparative forms in your notebook.




1. planes/fast/trains  
Planes are faster than trains.



2. ships/big/boats
3. taxis/expensive/buses
4. helicopters/exciting/cars
5. bikes/slow/motorbikes



**4**  Look at the table and write sentences, as in the example. Write in your notebook. Tell your partner.



|                | New York, USA | Bucharest, Romania |
|----------------|---------------|--------------------|
| 1. crowded     | XX            | X                  |
| 2. interesting | X             | XX                 |
| 3. old         | X             | XX                 |
| 4. expensive   | XX            | X                  |
| 5. warm        | X             | XX                 |
| 6. busy        | XX            | X                  |



1. New York is more crowded than Bucharest.  
Bucharest isn't as crowded as New York.

**5** Use the adjectives in Ex. 4 to compare two cities in your country. Write in your notebook.



# 2c • Vocabulary



## Grammar

### Prepositions of place

- in front of
- behind
- next to
- opposite
- between
- on the corner of

## Giving directions

- Go up / down along (a road).
- Turn left.
- Turn right.
- Take the first/second, etc, left/right.

## Vocabulary Shops & Services

- 1 Look at the map. Listen and repeat.
- 2 Find the place. Write in your notebook.
  1. It's between the toyshop and the museum.
  2. They're on the corner of Park Avenue and Marple Street.
  3. It's next to the music shop.
  4. It's behind the supermarket.
  5. It's opposite the hospital.

## Speaking

- 3 Use the phrases in the box and the map to give directions from:

- the school to the bookshop
- the fishmonger's to the hospital
- the police station to the library
- the gym to the museum
- the restaurant to the police station

A: Can you tell me how to get to the bookshop, please?

B: Certainly. First, go down Marple Street and turn right into Park Avenue ...

# Everyday English • 2d

## Buying a train ticket



**1** Read and complete the dialogue. Use the sentences (A-E). Where is Mrs Wallace going? How much are the tickets? Write in your notebook.

**Ticket agent:** Hello! How can I help you?

**Mrs Wallace:** Hi. **1)** ...

**Ticket agent:** OK. There's a fast train that leaves at 8:45 or slow trains that leave every hour.

**Mrs Wallace:** OK. **2)** ...

**Ticket agent:** That's two tickets for the 8:45 to Bath, right?

**Mrs Wallace:** Yes, please.

**Ticket agent:** **3)** ...

**Mrs Wallace:** Single, please. **4)** ...

**Ticket agent:** Just a moment. ... They're £20 per person, so that's £40 in total, please.

**Mrs Wallace:** Great. **5)** ...

**Ticket agent:** Sure. Here are your tickets. Have a nice journey.

**Mrs Wallace:** Thank you.

- A** Can I have two tickets for the fast train, then?
- B** Single or return?
- C** I would like two tickets to Bath, please.
- D** Can I pay by credit card?
- E** How much are the tickets?

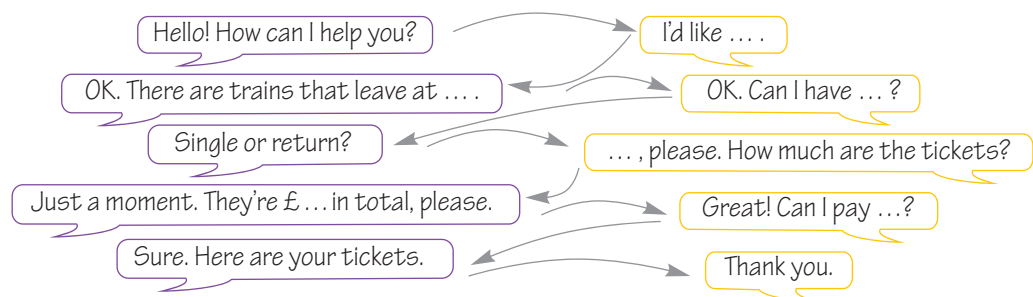


### Note

- **Formal** → *would like* (*'d like*) *I'd like a ticket to London, please.*
- **Informal** → *want* *I want a ticket to London, please.*

**2** Listen and check. Act out the dialogue in pairs.

**3** Use the dialogue in Ex. 1 as a model, the plan below and the information in the table. Act out a similar dialogue with your partner.



## Pronunciation /ɪ/, /aɪ/



Listen and repeat. Can you think of other words with these sounds?

/ɪ/ ticket, single, credit /aɪ/ right, nice, night

### Special Offer: London-Penzance

single: £35

Departures: 10:30

return: £50

13:00

20:30

# 2e Grammar

Which fish is the most famous of all?



The star fish!

And which is the fastest?

The motor pike!

## Superlative

We use the **superlative form** to compare one person, animal, place, thing or object with two or more other people, animals, places, things or objects.

**Short adjectives:**

**the + adjective + -est (+ noun) + of/in**

The Burj Khalifa is **the tallest** building **in** the world. Which is **the largest** park **of** all? The library is **the quietest** room **in** the school.

**Long adjectives:**

**the + most + adjective (+ noun) + of/in**

I think the park is **the most beautiful** place in our town.

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

## Grammar

### Spelling

- To adjectives of one syllable that end in **-e**, we add **-st** in the superlative. **wide - the widest**
- To adjectives of one syllable that end in vowel + consonant, we double the final consonant and add **-est**. **big - the biggest**
- To adjectives of one or two syllables that end in **-ly** or **-y**, we change **y** to **i** and add **-est**. **funny - the funniest**

## 1 Read the theory. Then write the superlative forms in your notebook.

1. big - ...
2. dangerous - ...
3. noisy - ...
4. little - ...
5. famous - ...
6. dry - ...
7. many - ...
8. long - ...
9. exciting - ...
10. good - ...
11. boring - ...
12. bad - ...

## 2 Write the superlative forms in your notebook.

### FAST FACTS

1. The Pacific Ocean is ... **(deep)** ocean on Earth.
2. Tokyo is ... **(crowded)** city in the world.
3. The Amazon River is ... **(large)** river on Earth.
4. Angel Falls in Venezuela is ... **(high)** waterfall on Earth.
5. The British Museum is ... **(popular)** tourist attraction in London.
6. Vatican City is ... **(small)** country in the world.



# Grammar • 2e



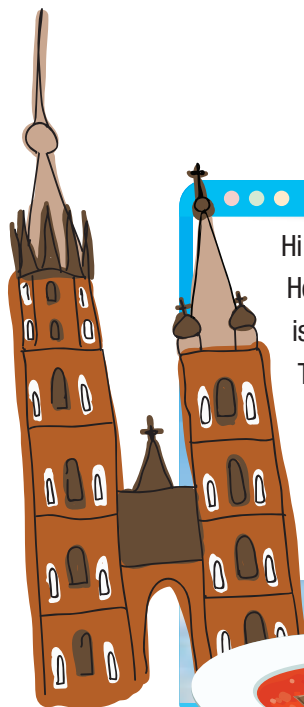
**3** Write sentences about your city/town. Use the superlative form of the adjectives in brackets. Write in your notebook.

1. (tall) building  
Floreasca Sky Tower is the tallest building in Bucharest.
2. (big) park
3. (good) place to hang out
4. (crowded) area
5. (busy) shop
6. (expensive) place to eat

**4**  Choose the correct answer. Write in your notebook.

1. A: Did you know that the stadium is **more/the most** popular place for visitors?  
B: Yes, but the town park is **more/the most** beautiful than the stadium.
2. A: This hotel is **nicer/the nicest** place to stay on holiday.  
B: That's true, but it's **more/the most** expensive than the campsite.
3. A: This is **larger/the largest** lake in the area.  
B: No, Lake Peterson is **bigger/the biggest** than this lake.
4. A: Crane Beach is **more/the most** famous beach in the world.  
B: True, but, I think Santa Monica Beach is **better/the best** than Crane Beach.

**5** Complete the email with the correct comparative or superlative forms of the adjectives in brackets. Write in your notebook.



Hi Ben,

How are you? I'm on holiday in Poland. It's **1) the best (good)** holiday ever! The weather today is much **2) ... (warm)** than yesterday. It's lovely!

The city of Kraków is lovely, too. It has some of **3) ... (old)** buildings in the country, so it's a popular tourist destination.

I also love the local food. They have **4) ... (delicious)** borscht in the world!

Anyway, I have to go now. Hope you're having a good summer, too!

Caroline

Send



Compose

Inbox

Spam

# 2f • Across Cultures



.Travel.com



## Holiday Homes UK

### Flat to let

Great flat near the centre of London. The flat is on the third floor. It is big and modern. There is a living room, a kitchen, two bedrooms and one bathroom. Outside the living room, there is a balcony with great views of the river. Don't wait! Book today!

£80 per day

Book!



### Cottage in quiet village

This old cottage is in Appledore. It is a big house with a garden full of flowers and trees. Inside the house, there is a small kitchen, a living room and a bathroom downstairs, and three bedrooms and a bathroom upstairs. For a quiet holiday, book now!

£140 per day

Book!



### Stay in a houseboat

The houseboat is in Forton. It is small, but it has got everything you need. It's got a bedroom, a bathroom and a kitchen. The kitchen has got a fridge, a cooker, a sink, a table, two chairs and a small TV. It's not very modern, but it is a unique place to stay.

£40 per day

Book!



Transport

Location Map

House Booking

Home

### Check these words

- let (sth)
- view
- book
- cottage
- quiet
- unique

### Reading

1 Listen and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

- |                    |                           |
|--------------------|---------------------------|
| The flat is 1      | a a unique place to stay. |
| The cottage is 2   | b big and modern.         |
| The houseboat is 3 | c in Appledore.           |

2 Decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

- There is a great view of the river from the balcony of the flat.
- There are three bathrooms in the cottage.
- The bedroom is next to the kitchen in the houseboat.

3 Answer the questions in your notebook.

- What floor is the flat on?
- What is there outside the cottage?
- What is there in the kitchen of the houseboat?

Great ideas for holidays!



# Across Cultures • 2f

cheap,  
expensive,  
small, big,  
beautiful,  
modern, old

## Speaking

4



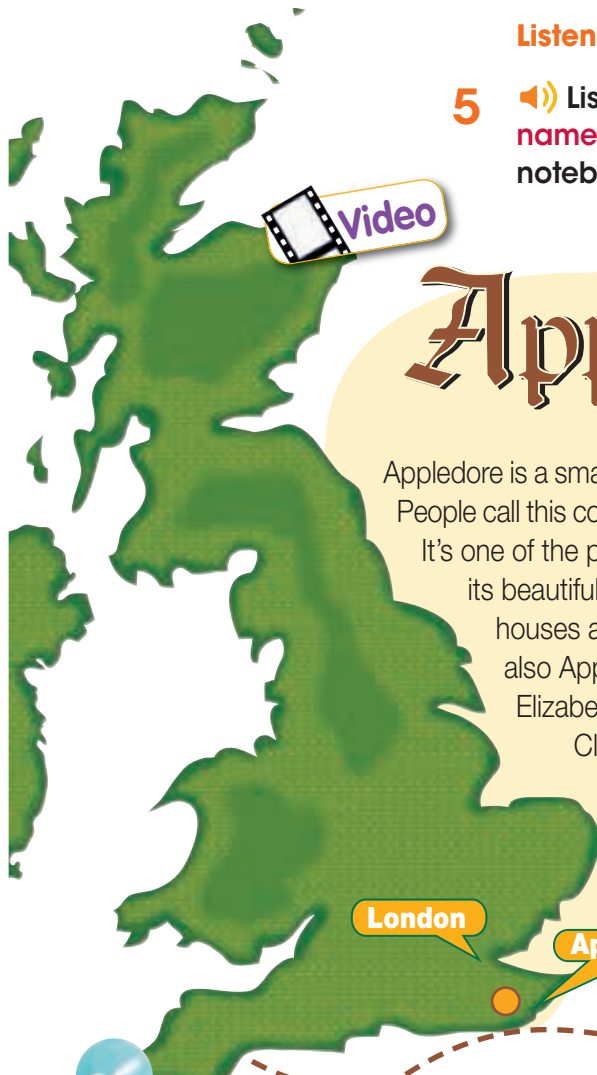
**Think** Compare the homes in the texts with your partner, as in the example. You can use the adjectives in the box to help you.

The flat is smaller than the cottage, but the houseboat is the smallest of the three.

## Listening & Writing (an article about a village in your country)

5

**▶** Listen and read the text. Make notes under the headings: **name & place**, **location**, **what there is**, **transport**. Write in your notebook. Use your notes to present Appledore to the class.



## Appledore

in the Garden of England

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

It's one of the prettiest villages in Kent with its beautiful cottages, medieval houses and antique shops. There is also Appledore Manor, one of Queen Elizabeth's homes. Appledore is a short journey from the White Cliffs of Dover.

Appledore Railway Station connects the village to London and other places. Visit the Royal Military Canal. You can cycle, walk or take a boat ride along this 45 km canal and enjoy the wildlife of the Kent countryside.



## Check these words

- county
- medieval
- antique
- connect
- canal

6



**Think** Think of a village in your country. Collect information under the headings in Ex. 5. Use your notes to compare it to Appledore. Write in your notebook.


7

Use your notes from Ex. 6 to write a short article about a village in your country for an international travel magazine in your notebook. You can use the article in Ex. 5 as a model.



# 2 • CLIL (Art & Design)

## Reading & Listening

- 1  Listen and repeat. Which of these materials did people use to build each landmark (1-3)? Read through to find out.



1. glass



2. brick



3. wood



4. steel



5. stone



6. plastic



7. bronze

## LANDMARKS



### 1 Nelson's Column, London, UK

There are four huge bronze lions at the base of Nelson's Column. They are there to protect the monument. This stone column is 51.6 m high.

### 2 The Pyramids of Giza, Egypt

These stone pyramids are the tombs for the pharaohs. There are three pyramids in Giza; one for each of three pharaohs: Khufu, Khafre and Menkaure. The 'Great Pyramid' houses the pharaoh Khufu.


### 3 The Golden Gate Bridge, San Francisco, USA

This steel bridge is over 80 years old and connects the city of San Francisco to Marin County across the Golden Gate Strait. It is 2.7 km long. People can see this bridge even in the fog because of its famous colour, International Orange. The colour also matches the surrounding area.

1

2

3

- 2  Listen and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. There are three lions at the base of Nelson's Column.
2. Menkaure's pyramid is the smallest.
3. The Golden Gate Bridge is less than 3 km long.

## Speaking

- 3  **Think** Which landmark would you like to visit? Tell your partner.

I'd like to visit ... because ...

### Check these words

- tomb
- house
- fog
- surrounding

# Flash Time • 2

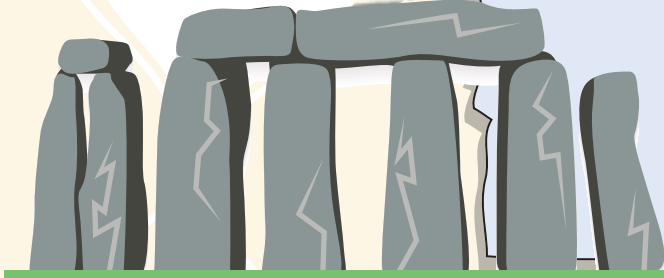
## Project

- 1 Read the text. Copy and complete the table below in your notebook.





## STONEHENGE


Stonehenge in the UK is about 5,000 years old. It is a monument of large stones. They are in two circles and when the sun rises on Midsummer's Day, its light shines through the centre. Over a million people visit Stonehenge each year.



| Name | Place | Age | Material | Interesting facts |
|------|-------|-----|----------|-------------------|
|------|-------|-----|----------|-------------------|

- 2   Choose famous landmarks from around the world. The students in your group decide on four. Copy the table in Ex. 1 into your notebook and make notes under the headings. Find pictures of the landmarks and create a poster.

## Presentation Skills

- 3  Present your landmarks to the class.

## VALUES

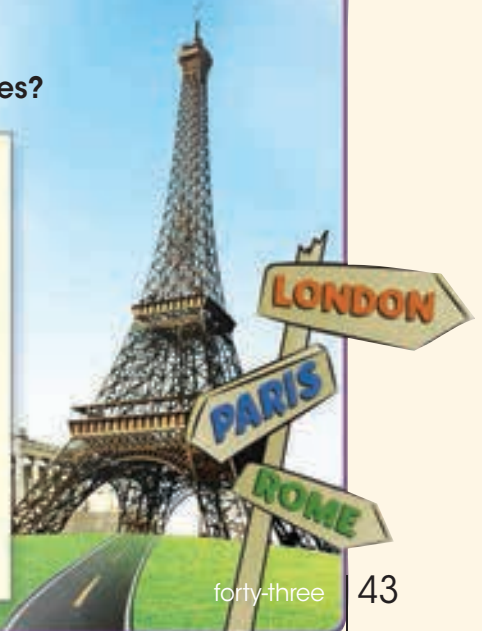
### Responsibility

- 4 Read the rules. Why do we have these rules?

#### Rules for responsible travellers

- 1 Don't climb on ancient ruins.
- 2 Don't sit on monuments to take selfies.
- 3 Don't move stones at ancient sites, and don't take them away with you!
- 4 Never paint, write on or scratch words into old stones or buildings.

- 5   **Think** Can you think of two other rules? Tell the class.



# 2 • Progress Check

## Reading

- 1 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.



## Castle Combe

Castle Combe is a little village in the north of Wiltshire. A lot of people think that it is the most beautiful village in England! There is a pretty river, the By Brook, and the village has a little shop, a café and lots of cute, little, stone houses. It is in many famous films and TV shows, including Steven Spielberg's 'War Horse' and 'Downton Abbey'! The village is a short drive from the town of Chippenham – famous for its horse racing track. You can also walk around the beautiful countryside or enjoy a traditional English cup of tea.



- Castle Combe is in the north of England.
- There are lots of cafés in Castle Combe.
- The village appears in films.
- Castle Combe has a horse racing track.
- There is lots of beautiful countryside near Castle Combe.

5 x 2 = 10

## Vocabulary

- 2 Label the pictures. Write in your notebook.



1. t ...



2. h ...



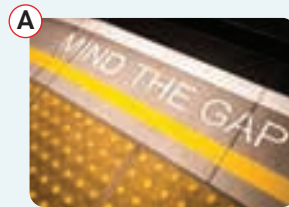
3. b ...



4. b ...

4 x 2 = 8

- 3 Match the signs (A-D) to the places you can see them (1-4). Write in your notebook.



- a house
- a tube station
- a library
- a park

4 x 2 = 8

## Grammar

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

- London is ... (**crowded**) than Cardiff.
- The plane is ... (**exciting**) than the train.
- Walking is ... (**slow**) than riding a bike.
- It costs ... (**little**) money to travel by bus than by train.

4 x 3 = 12

- 5 Put the adjectives in brackets into the superlative. Write in your notebook.

- I think the Science Museum is ... (**interesting**) museum in London.
- Francesco's makes ... (**good**) pizza in the city.
- The department store is ... (**busy**) shop in town.
- My class is ... (**small**) in the school.

4 x 3 = 12



# Progress Check • 2

## Everyday English

6 Complete the dialogue with the following sentences in your notebook.

- How much are the tickets?
- Of course. Here are your tickets.
- When does the fast train leave?
- How can I help you? • Single or return?

A: Hello! 1) ...

B: I would like three tickets for London, please.

A: Would you like the fast train or the slow train?

B: 2) ...

A: At 9:20 am.

B: Can I have three tickets for the fast train, then?

A: 3) ...

B: Return, please. 4) ...

A: The tickets are £13 each, so that's £39 in total, please.


B: Can I pay in cash?

A: 5) ... Have a nice trip.

B: Thank you.

5 x 3 = 15

## Listening

7  Listen and complete the gaps (1-5). Write in your notebook.

### Visit Bath

Type: 1) city/village/town

Location: 2) ...

Activities: Visit the Ancient Roman 3) ... and go 4) ...

Transport: 5) ...



5 x 3 = 15

## Writing

8 Write a short article about your town/city/village in your notebook. Include the name, its location, what you can see and do there and how you can get around.

20 points  
TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about means of transport
- talk about signs in a city
- talk about shops & services
- talk about materials
- use the comparative
- use the superlative
- use prepositions of place

#### Reading

- match images to correct text
- match phrases to make complete sentences
- identify R/W/DS statements
- answer comprehension questions

#### Listening

- listen for specific information

#### Speaking

- ask for/give directions
- buy a train ticket

#### Writing

- write tweets about getting around
- write an article about a village in my country

# 3 · Back in time

## What's in this module?

- **Vocabulary**
  - famous people
  - landmarks
  - places in the city
- **Grammar**
  - *was/were* (the past simple of the verb *to be*)
  - *there was/there were*
  - *had* (the past simple of the verb *have got*)
- **Everyday English**
  - talking about famous people
  - describing your last holiday
- **Pronunciation:**  
/f/ (ph)



# Madame Tussauds

LONDON

## Vocabulary Famous people

- 1 Listen and choose the correct year. Write in your notebook.

**A**  
**Elizabeth I**  
(1533-1603/1604)  
Queen of England

**B**  
**Vincent van Gogh**  
(1815/1853-1890)  
Dutch painter

**C**  
**Charlie Chaplin**  
(1889/1890-1977)  
English actor



## 2 Ask and answer, as in the examples.

1. Albert Einstein/Germany?  
A: Was Einstein from Germany?  
B: Yes, he was.
2. Elvis/painter?  
A: Was Elvis a painter?  
B: No, he wasn't.
3. Charlie Chaplin/American?
4. Charles Dickens/writer?
5. Vincent van Gogh/  
German painter?
6. Elizabeth I/Queen of  
England?



Collect information about famous people from the past in the UK/USA. Follow the plan to present them to the class.

... (name) was a famous ...  
He/She was ... (nationality).  
He/She was born in ... (year of birth).  
He/She died in ... (year of death).

## 3 a) Listen and repeat.

- |                       |                           |
|-----------------------|---------------------------|
| 1052 ten fifty-two    | 1500 fifteen hundred      |
| 1246 twelve forty-six | 2000 two thousand         |
| 1405 fourteen oh five | 2010 two thousand and ten |

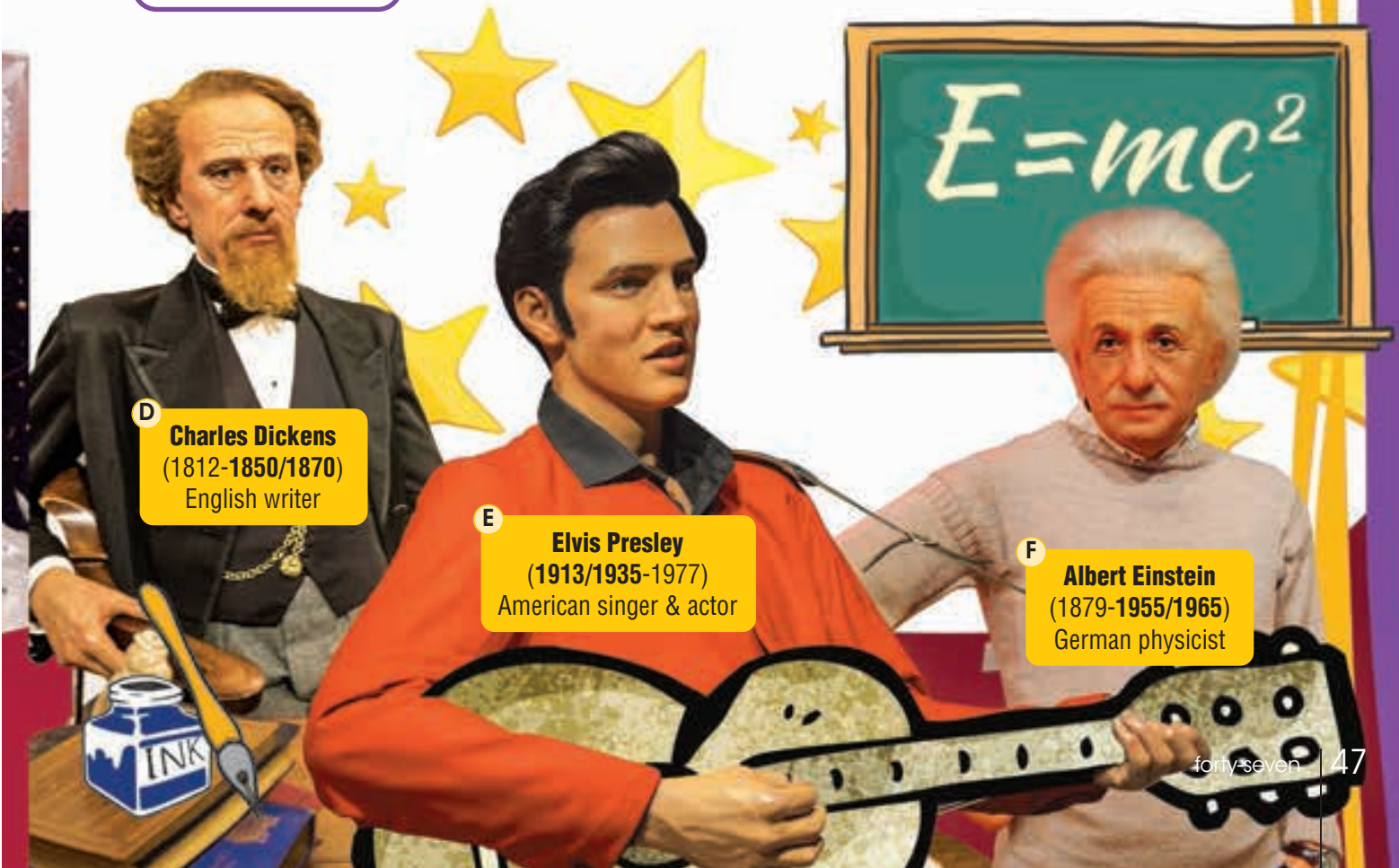
## b) Look at the pictures. Discuss, as in the example.

- A: Who was Elizabeth I?  
B: She was the Queen of England.

**D**  
**Charles Dickens**  
(1812-1850/1870)  
English writer

**E**  
**Elvis Presley**  
(1913/1935-1977)  
American singer & actor

**F**  
**Albert Einstein**  
(1879-1955/1965)  
German physicist





# 3a • Reading

Home

Photos

Reviews



Trip Tips!

## Windsor Castle

★★★★☆



Frank Burns, Canada

### It was fantastic!

We were at Windsor Castle last week. There was so much to see like the Changing of the Guard ceremony and an audio tour of the castle. Everything was so beautiful. We were very impressed! Make sure you visit when you travel to the UK.

### Opening Times Nov-Feb

Monday to Sunday:  
9:45 - 16:15

### Ticket Prices:

Adults - £22.50  
Children - £17.00

### Getting there:

get off at Windsor & Eton Central train station



## Madame Tussauds

★★★★☆

Julia Stein, USA

### It was a great experience!

My parents and I were at the museum yesterday. It was so much fun. There were so many models of famous people like Justin Bieber and Queen Victoria. The only bad thing during our visit was the long queue to get in.

### Opening Times

Monday to Friday:  
9:30 - 17:30  
Saturday & Sunday:  
9:00 - 18:00

### Online Ticket Prices:

Adults - £29.00  
Children - £24.00

### Getting there:

get off at Baker Street tube station

## London Zoo

★★★★★



Sue Waters, Australia

### Amazing day!

Our visit to the zoo was great fun. We were there all day. This place has got so many animals to see and fun activities to do. My children were so excited to see tigers, gorillas and bears. There was a very interesting tour of the zoo too. The zoo is in Regent's Park, so you can also walk around there and even have a picnic.

### Opening Times

Monday to Sunday:  
10:00 - 16:00

### Ticket Prices:

Adults - £30.00  
Children - £19.50

### Getting there:

get off at Camden Town or Regent's Park tube stations

### Check these words

- tip
- ceremony
- impressed
- queue

### Reading

1 Listen and read the texts in the webpage. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

- |                      |                         |
|----------------------|-------------------------|
| Windsor Castle is ①  | Ⓐ a museum.             |
| Madame Tussauds is ② | Ⓑ in a park.            |
| London Zoo is ③      | Ⓒ near a train station. |



# Reading • 3a



2 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Frank Burns was at Windsor Castle last month.
2. There is always a long queue to get in Madame Tussauds.
3. London Zoo is open all week.

## Speaking

3  **Think** Which place would you like to visit? Why? Tell your partner.

I would like to visit ... because ...

## Landmarks

4 Label the pictures (1-4) with: *castle*, *park*, *museum* or *zoo*. Write in your notebook.

## Listening

5  Listen and complete the gaps (1-4) in the flier. Write in your notebook. What is the speaker's intention? What information does the flier contain?

### British Museum ★★★★★

**Opening Times** Monday to Sunday:  
10:00 - 1) ... (Friday: 10:00 - 20:30)

**Ticket Prices:** 2) ...

**Getting there:** There are many tube stations and 3) ... that stop near the museum.

**Activities:** see paintings, sculptures and statues, go on 4) ... , have something to eat, buy souvenirs



## Writing

6 Imagine you were at the British Museum last week. Write a comment like the ones in Ex. 1. Use the information from Ex. 5. Write in your notebook.

# 3b. Grammar



## was/were (the past simple of the verb to be) (affirmative)

|          |                   | affirmative |  |
|----------|-------------------|-------------|--|
| singular | I                 | was         |  |
|          | You               | were        |  |
|          | He<br>She<br>It   | was         |  |
| plural   | We<br>You<br>They | were        |  |

1 Complete the sentences with *was* or *were*. Write in your notebook.

- You ... at the zoo.
- Mark ... at home.
- They ... presidents.
- Albert Einstein ... a German physicist.
- We ... at the park.

### Grammar

- We use **was/was not** with *I, he, she, it*.
- We use **were/were not** with *we, you, they*.

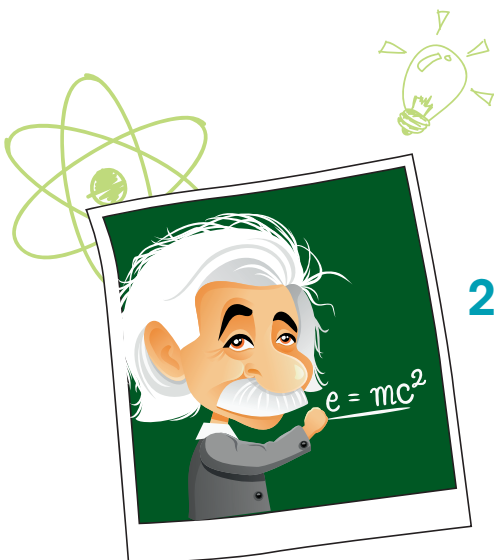
## was/were (the past simple of the verb to be) (negative)

|          |                   | full form | short form |
|----------|-------------------|-----------|------------|
| singular | I                 | was not   | wasn't     |
|          | You               | were not  | weren't    |
|          | He<br>She<br>It   | was not   | wasn't     |
| plural   | We<br>You<br>They | were not  | weren't    |



2 Correct the sentences, as in the example. Write in your notebook.

- Charles Dickens was from the USA. **(the UK)**  
Charles Dickens wasn't from the USA. He was from the UK.
- Albert Einstein was a German actor. **(physicist)**
- Elvis Presley and Marilyn Monroe were British. **(American)**
- Liviu Rebreanu and Mihai Eminescu were singers. **(writers)**





# Grammar .3b

## Grammar

We form the interrogative with **was/were + subject**.  
Where **was** Mark last Monday?  
**Were** you at the cinema yesterday?

## was/were (the past simple of the verb to be) (interrogative & short answers)

|          | interrogative                    | short answers  |
|----------|----------------------------------|--|
| singular | <b>Was</b> I?                    | <b>Yes, I was./No, I wasn't.</b>                           |
|          | <b>Were</b> you?                 | <b>Yes, you were./No, you weren't.</b>                     |
|          | <b>Was</b> he?<br>she?<br>it?    | <b>Yes, he/she/it was.<br/>No, he/she/it wasn't.</b>       |
| plural   | <b>Were</b> we?<br>you?<br>they? | <b>Yes, we/you/they were.<br/>No, we/you/they weren't.</b> |

Were you at Madame Tussauds last Saturday?



**3** Put the words in order to make questions and answer them, as in the example. Write in your notebook.

- you/at/yesterday/the cinema/ were/afternoon? **(Yes)**  
Were you at the cinema yesterday afternoon? Yes, I was.
- the/was/film/good? **(No)**
- at/and/were/you/your friend/the museum? **(No)**

**4** Complete the dialogue. Use *was, were, wasn't or weren't*. Write in your notebook.

**A:** 1) Were Stan Laurel and Oliver Hardy singers?

**B:** No, they 2) ... . They 3) ... actors. They 4) ...

a comedy duo from black and white films in the 1920s and 30s.

**A:** Oh. 5) ... they famous?

**B:** Yes, they 6) ... . They 7) ... very popular.

**A:** 8) ... they American?

**B:** Hardy 9) ... from the USA, but Laurel 10) ... . He 11) ... from England.

## there was/there were

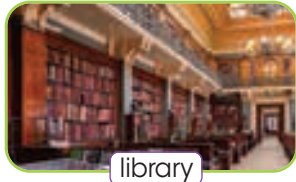
**5** Complete the sentences with the correct form of *there was/were*. Write in your notebook.

- ... a tour of the castle at 10 o'clock. (✓)
- ... lots of animals at the zoo?
- ... many people at the museum. (X)

## Grammar

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

# 3C • Vocabulary



library

## Vocabulary Places in the city

1 Listen and repeat.



zoo



cathedral



market



bank



park



train station



theatre



bridge



square

2 a) Listen and complete the map legend with words from Ex. 1. Write in your notebook.



### The Harry Potter London Tour

- 1 King's Cross ...
- 2 London ...
- 3 Piccadilly Circus (...)
- 4 Australia House/Gringotts Wizarding ...
- 5 Millennium ...
- 6 Leadenhall ... /Diagon Alley



b) Listen again and decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. There were only seven Harry Potter films.
2. You can see snakes in the Reptile House.
3. The Millennium Bridge appears in the sixth Harry Potter film.
4. There are lots of shops in Leadenhall Market.

3





**Think** Check online booking for Harry Potter tours of London. Would you like to go on a Harry Potter tour of London? Why? Tell your partner.

I would/wouldn't like to go on a Harry Potter tour of London because ...



# Everyday English • 3d

## Describing your last holiday

- 1   Complete the dialogue. Use the sentences (A-E). Write in your notebook. Listen and check. Then take roles and read the dialogue aloud.

**Andy:** Hi, Emma. Nice to see you. 1) ...

**Emma:** It was great, thanks. We were in London.

**Andy:** Oh! 2) ...

**Emma:** It was nice and sunny.

**Andy:** 3) ...

**Emma:** Oh, yes! On Saturday we were at London Zoo. It was amazing!

**Andy:** Really? Were there any lions?

**Emma:** Yes, there were. There were also penguins, elephants and snakes.

**Andy:** Wow! 4) ...

**Emma:** Yes, we had so much fun. I've got lots of photos on my computer.


**Andy:** 5) ...

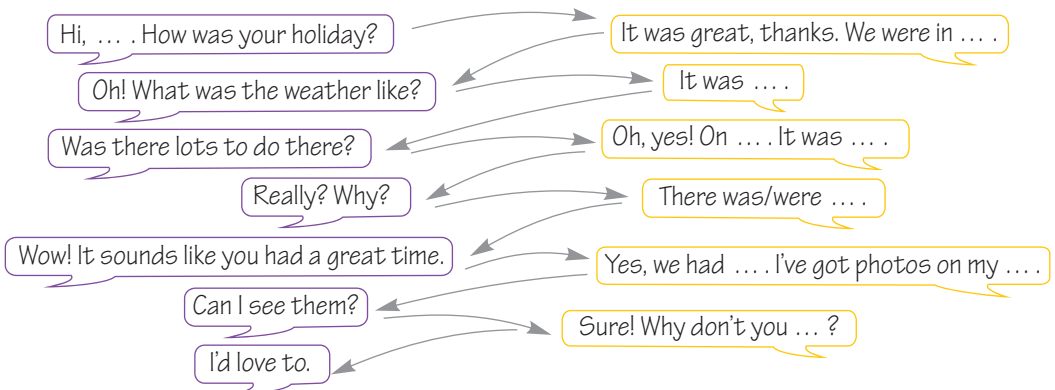
**Emma:** Sure. Why don't you come by later?

**Andy:** I'd love to.



- A Was there lots to do there?
- B How was your holiday?
- C It sounds like you had a great time.
- D What was the weather like?
- E Can I see them?

- 2  Imagine you were on holiday. Use phrases from the dialogue in Ex. 1 as well as your own ideas. Act out a similar dialogue with your partner.



## Pronunciation /f/ (ph)

-  Listen and repeat. Find more words with these sounds in the dialogue in Ex. 1.

• alphabet • dolphin • paragraph • phone • physics



# 3e Grammar

## Grammar

The past simple of the verb **have got** is **had**. (NOT: ~~had got~~.)  
 The ancient Egyptians **had** brick houses. (NOT: ~~The ancient Egyptians had got~~ brick houses.)

### had (the past simple of the verb *have got*) (affirmative)

|          |      | affirmative |     |
|----------|------|-------------|-----|
| singular | I    |             | had |
|          | You  |             |     |
|          | He   |             | had |
| She      |      |             |     |
|          | It   |             |     |
| plural   | We   |             | had |
|          | You  |             |     |
|          | They |             |     |

I had lots of homework yesterday.

Really? I **didn't have** any homework. I was at the park all afternoon.

1 Complete the sentences with *have*, *has* or *had*. Write in your notebook.

1. Julie ... got a tablet.
2. Mark ... a bike when he was five.
3. They ... got lots of pictures of their trip.
4. Albert Einstein ... three children.
5. We ... time to visit the zoo yesterday.

### had (the past simple of the verb *have got*) (negative)

|          |      | full form | short form |
|----------|------|-----------|------------|
| singular | I    | did not   | didn't     |
|          | You  | have      | have       |
|          | He   | did not   | didn't     |
|          | She  | have      | have       |
|          | It   |           |            |
| plural   | We   | did not   | didn't     |
|          | You  | have      | have       |
|          | They |           |            |



2 Rewrite the sentences in the negative. Write in your notebook.

1. I had a lot of toys when I was younger.
2. Queen Elizabeth I had children.
3. Jack and Paul had a dog when they were children.
4. Vincent van Gogh had a wife.

## Grammar

Negative = **did not** / **didn't + have**  
 I **didn't have** breakfast this morning. (NOT: ~~I didn't had~~ breakfast this morning.)



# Grammar • 3e



**3** Write sentences with the prompts, as in the example. Write in your notebook.

- laptop (✗), computer (✓)  
Lucy didn't have a laptop when she was 10 years old, but she had a computer.
- dog (✗), cat (✓)
- mobile phone (✗), dolls (✓)
- skateboard (✗), bicycle (✓)

**had (the past simple of the verb have got)**  
(interrogative & short answers)

|          |     | interrogative     |        | short answers  |
|----------|-----|-------------------|--------|--|
| singular | Did | I<br>you          | have?  | Yes, I/you <b>did</b> .<br>No, I/you <b>didn't</b> .             |
|          | Did | he<br>she<br>it   | have ? | Yes, he/she/it <b>did</b> .<br>No, he/she/it <b>didn't</b> .     |
| plural   | Did | we<br>you<br>they | have ? | Yes, we/you/they <b>did</b> .<br>No, we/you/they <b>didn't</b> . |



## Grammar

To make an interrogative sentence, we put **Did + subject + have**. **Did you have lunch yesterday?**



**4** Write questions and then answer them, as in the example. Write in your notebook.

- Queen Elizabeth I/have/a husband?  
A: Did Queen Elizabeth I have a husband?  
B: No, she didn't.
- Elvis Presley/have/children? (Yes/one daughter)
- Albert Einstein/have/a Nobel Prize? (Yes/a Nobel Prize for Physics)
- Vincent van Gogh/have/a lot of money? (No)

# 3f • Across Cultures

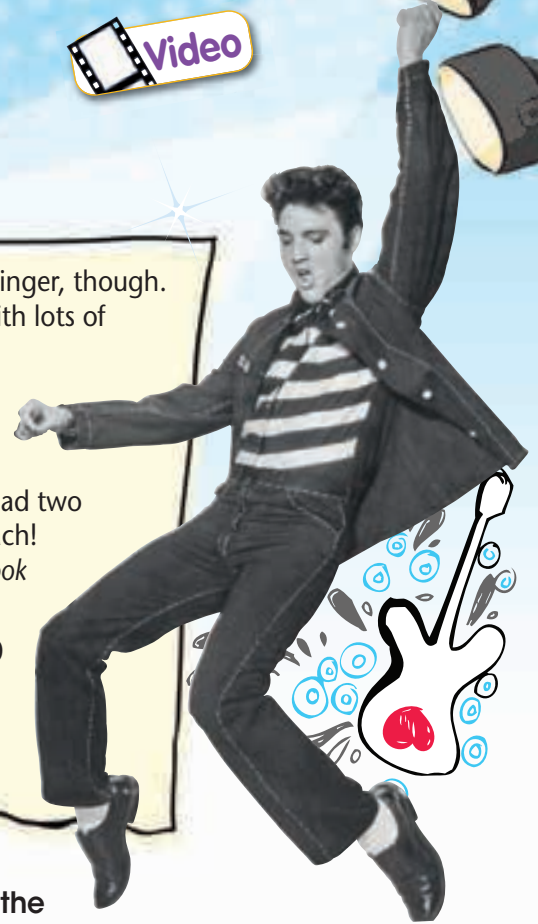
## ELVIS PRESLEY



Elvis Presley was a very popular rock and roll singer. He wasn't just a singer, though. He was a piano and guitar player, an actor and a great dancer too, with lots of amazing dance moves.

Presley was born in 1935 in the USA. His parents were poor and he didn't have any brothers and sisters. In 1954, he was the lead singer with a band at Sun Records, but he wasn't really famous until 1956. That year, he was on TV eleven times, he was in his first film and he had two new albums. Both those albums had sales of over a million records each! Presley had lots of number-one hits, including *Love Me Tender*, *All Shook Up* and *Jailhouse Rock*. His total record sales are over 600 million.

There are more than 600 songs by Elvis Presley and he was in over 30 films. He was an amazing performer until his death in 1977, at the age of 42. He was the King of Rock and Roll and I admire him because his music was wonderful.



### Reading

- 1 Listen and read the text. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook. What is each paragraph about?

He was born 1

a lots of number-one hits.

He had 2

b the King of Rock and Roll.

Elvis Presley was 3

c in 1935.

### Check these words

- move
- lead
- album
- performer

- 2 Decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Elvis Presley wasn't a good dancer.
2. *Love Me Tender* was his first number-one hit.
3. He had sales of over 600 million records.

- 3 Answer the questions in your notebook.

1. What were Elvis Presley's jobs?
2. Where was Elvis Presley from?
3. What were some of his number-one hits?





# Across Cultures • 3f

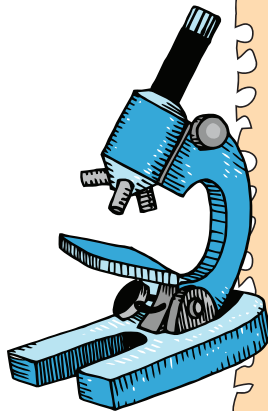


## Culture Spot

Stephen William Hawking (1942–2018) was an English theoretical physicist, cosmologist and author.



Can you name two famous people from your country? What were they famous for?



## Speaking

4



**Think** Do you like Elvis Presley's music? Why? Tell your partner.

I like/don't like Elvis Presley's music because ...

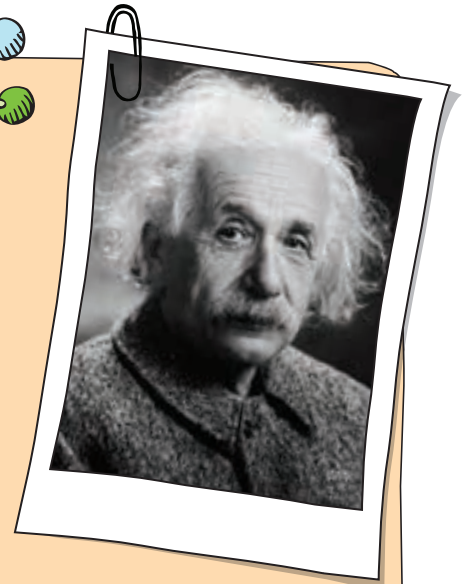
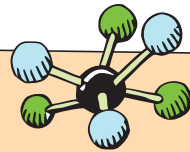
## Listening

5



Listen and complete the fact file about Albert Einstein. Write in your notebook.

## Fact File



**Name:** Albert Einstein (physicist)

**Birth:** 1) ... , Ulm, Germany

**Death:** 1955, New Jersey, 2) ...

**Famous for:**

- father of modern physics • genius
- 3) ... of the Theory of Relativity

**Early years & achievements:**

between the ages of 8 and 21 – 4) ... in Germany & Switzerland

**Switzerland 1902** – had a job at the Swiss Patent Office

5) ... – lecturer at the University of Bern

1921 – winner of the Nobel Prize for Physics

## Plan

**Introduction:** name, what famous for, place/year of birth

**Main body:** early years & achievements

**Conclusion:** place/year of death, why we admire him

6

Use the completed fact file to present Albert Einstein to the class.

## Writing (a biography of Albert Einstein)

7

In your notebook, write a biography of Albert Einstein. Use the fact file in Ex. 5 and the plan to help you.

8



Collect important information about famous people from the past from various countries. Prepare a poster or class album. Write: **name**, **place/year of birth**, **achievements**, **place/year of death**. Present them to the class. Alternatively, hold a 'Who Knows Wins' contest. Ask questions. The group with the most correct answers wins.

# 3 • CLIL (History)

## Great Queens



Video



**Queen Elizabeth I** was born on 7th September, 1533 at Greenwich Palace. Her mother was Anne Boleyn and her father was King Henry VIII of England. Elizabeth was very clever. She was Queen of England and Ireland from 17th November, 1558 until her death on 24th March, 1603. She never had a husband or children. She was the last monarch of the House of Tudor.



**Queen Victoria** was born on 24th May, 1819 at Kensington Palace. Her mother was Princess Victoria of Saxe-Coburg-Saalfeld and her father was Prince Edward, Duke of Kent. She was Queen of the United Kingdom of Great Britain and Ireland from 20th June, 1837 until her death on 22nd January, 1901. From 1st May, 1876, she was also the Empress of India. Her husband was Prince Albert. They were very happy together and they had nine children.



### Check these words

- monarch
- empress



Collect more information about these queens. Prepare a 'Did you know?' poster.

### Reading

1 Look at the pictures. Who are these women? What were they famous for? Listen and read to find out.

2 Read again and complete the sentences in your notebook.

1. Queen Elizabeth I's father was ... .
2. Queen Elizabeth I didn't have ... .
3. Queen Victoria was born on ... .
4. Queen Victoria and her husband had ... .

### Speaking

3 Choose a queen from Ex. 1. Your partner asks questions to find out who she is.

A: When was she born?

B: She was born on ... . etc

# Flash Time • 3

## Project

1



Collect information about a historical figure from your country and complete the table in your notebook.

| Name | Place/Date of birth | Family | Early years | Achievements | Place/Date of death |
|------|---------------------|--------|-------------|--------------|---------------------|
|------|---------------------|--------|-------------|--------------|---------------------|



## Presentation Skills

2



Use your notes in Ex. 1 to present the historical figure to the class.

## VALUES

3

### Intelligence



**Think** Explain the quotations.

*Great minds have purposes; others have wishes.*

*Washington Irving*

*Great minds discuss ideas; average minds discuss events; small minds discuss people.*

*Eleanor Roosevelt*



# 3 • Progress Check

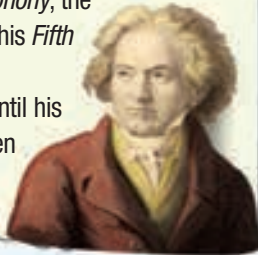
## Reading

- 1 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

### Ludwig van Beethoven

Ludwig van Beethoven was a famous musician. He wasn't just an amazing pianist and violinist, he was also a great composer of classical music. He was born in 1770 in Bonn, Germany. Beethoven was very talented at music from a young age. From the age of 21, he was in Vienna, Austria. He was very famous there. His most famous works are the *Eroica Symphony*, the opera *Fidelio*, the *Moonlight Sonata*, and his *Fifth* and *Ninth Symphonies*.

Beethoven was an amazing composer until his death in 1827. Even today, people still listen to his music, play his music and study his works.

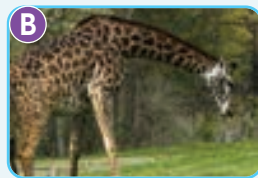


- Ludwig van Beethoven was from Germany.
- He was in Bonn from the age of 21.
- One of his most famous works is *Fidelio*.
- He was in Vienna until his death in 1827.
- His music isn't very well-known.

5 x 2 = 10

## Vocabulary

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



- PARK
- MUSEUM
- CASTLE
- ZOO

4 x 2 = 8

## Grammar

- 3 Complete the sentences with the correct form of the past simple of the verb *to be*. Write in your notebook.

- Elizabeth I ... Queen of England from 1558 to 1603. (✓)
- ... Marie Tussaud from France? (✓)
- Stan Laurel ... an American actor. (X)
- Abraham Lincoln and George Washington ... both Presidents of the United States. (✓)

4 x 3 = 12

- 4 Complete the sentences with the correct form of *there was/there were*. Write in your notebook.

- ... any interesting books at the library? (✓)
- ... a lion at London Zoo! (✓)
- ... lots of dogs in the park. (X)
- ... three actors in the play. (✓)

4 x 3 = 12

- 5 Complete the sentences with the correct form of the past simple of the verb *have got*. Write in your notebook.

- Milly ... a pet dog when she was younger. (✓)
- My mother ... a bike when she was a child. (X)
- ... you ... something nice for breakfast today? (✓)
- My grandfather ... a big cottage in the countryside. (✓)

4 x 2 = 8

# Progress Check • 3

## Everyday English

6 Complete the dialogue with the following sentences. Write in your notebook.

- Why don't you come round later?
- How was your holiday?
- It sounds like you had a great time.
- Was there lots to do there? • Really? Why?

A: Hi, Mark. It's good to see you. 1) ...

B: It was amazing, thanks. We were in New York City.

A: Wow! 2) ...

B: Yes! On Monday we were at Central Park. It was great!

A: 3) ...

B: There was a beautiful fountain and a zoo with lots of different animals.

A: 4) ...

B: Yes, we had so much fun! I've got lots of photos on my computer.


A: Can I see them?

B: Of course! 5) ...

A: Great!

5 x 3 = 15

## Listening

7  Listen and complete the gaps (1-5). Write in your notebook.



## Blenheim Palace

**Opening times:** Monday to Sunday: 10:30 - 1) ...

**Ticket prices:** Adults 2) £ ... and children £15.50

**Getting there:** bus, 3) ... or car

**Activities:** go on a tour of the house and 4) ..., food markets and music 5) ...

5 x 3 = 15

## Writing

8 Imagine you were at Blenheim Palace. Write a short comment about your visit in your notebook.

20 points  
TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about famous people
- talk about landmarks
- talk about places in the city
- use *was/were* (the past simple of the verb *to be*)
- use *there was/there were*
- use *had* (the past simple of the verb *have got*)

#### Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- complete sentences with missing information
- answer comprehension questions

#### Listening

- listen for specific information (gap filling)

#### Speaking

- describe my last holiday

#### Writing

- write a blog comment about a visit to the British Museum
- write a biography of Albert Einstein

# 4 · Celebrities



## What's in this module?

- **Vocabulary**
  - celebrities
  - jobs
  - types of entertainment
- **Grammar**
  - past simple of regular/irregular verbs (affirmative & negative)
- **Everyday English**
  - agreeing/disagreeing
- **Pronunciation:**
  - ed ending

## Famous Firsts

How well do you know your favourite celebrities? Do the quiz below and find out.

1

Cristiano Ronaldo's first professional football team was ...

- a Real Madrid
- b Sporting FC
- c Manchester United



### Vocabulary Celebrities

1

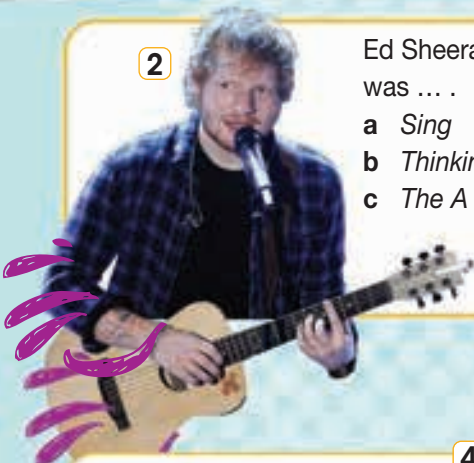
▶▶ Read the quiz and choose the correct answers. Write in your notebook. Then listen and check.



2

Ed Sheeran's first song was ...

- a *Sing*
- b *Thinking out Loud*
- c *The A Team*



3

Maddie Ziegler's first appearance in a music video was in ...

- a *Elastic Heart*
- b *Chandelier*
- c *Cheap Thrills*



4

Miranda Cosgrove's first TV appearance was in ...

- a *iCarly*
- b *Drake and Josh*
- c *Zoey 101*



5

Daniel Radcliffe's first film was ...

- a *David Copperfield*
- b *The Tailor of Panama*
- c *Harry Potter*



6

EvanTubeHD's first You Tube Video was ...

- a *Angry Birds Stop Motion*
- b *World's Largest Gummy Worm Vs. Kid*
- c *Exploding Watermelon Challenge*



Kendall Jenner's first modelling job was in ...

- a 2007
- b 2009
- c 2012

7



Answers: 1b, 2c, 3b, 4b, 5a, 6a, 7b



Collect information about your favourite famous people's life stories. Present them to the class.

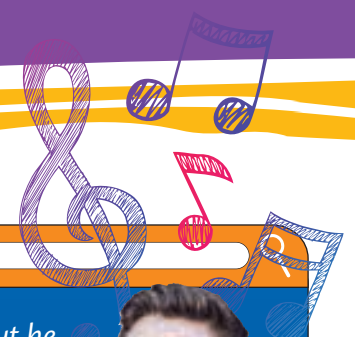
2



**Think** Which celebrities do you know from Ex. 1? Which is your favourite? Why? Tell your partner.

I know ... My favourite celebrity is ... because ...

# 4a • Reading



http://teenagesuperstars.com Search

**Teenage Superstar** *Shawn Mendes is one of the biggest stars in the world right now, but he didn't start that way. Let's take a look at how he became a celebrity.*

Shawn was born in Toronto, Canada on 8th August, 1998. His mum's name is Karen and she's a real estate agent. His dad, Manuel, is a businessman. He's also got a little sister, Aaliyah. Shawn is Canadian, but he's also half-English and half-Portuguese, and he can speak English, French and Spanish. Shawn's early life was just like any other Canadian child's. He went to school, did sports and played the piano. He wanted to become an actor when he grew up, but he also liked singing. At the age of 13, he learnt how to play the guitar. Then he started to make very short videos of himself playing and singing popular songs. He posted them on the Internet and gained lots of followers. Shortly after, Shawn signed a contract with a record company and became a famous pop star! He is also a model and helps lots of charities raise money too.

Shawn started out just like any other teen, but became famous because he had a dream and worked hard to make it a reality.



**Check these words**

- early life
- post
- gain
- follower
- contract
- dream
- reality

## Reading

**1** Listen and read the article. Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

- |                                |                               |
|--------------------------------|-------------------------------|
| Shawn Mendes was born <b>1</b> | <b>a</b> a real estate agent. |
| His mum is <b>2</b>            | <b>b</b> a businessman.       |
| His dad is <b>3</b>            | <b>c</b> in Toronto, Canada.  |

**2** Decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

- Shawn's mum's name is Karen.
- His dad can speak Portuguese.
- His sister is older than him.
- He only wanted to be a singer.

**3** Answer the questions in your notebook. Then use the information in the text to present Mendes to the class.

- When was Shawn born?
- What languages can he speak?
- How old was he when he learnt to play the guitar?

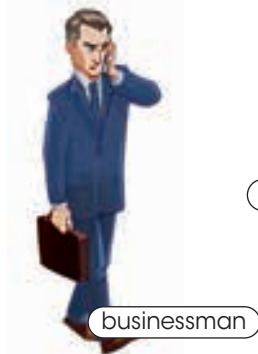
**Do you like Shawn Mendes' music? Why? Tell your partner.**



# Reading • 4a

## Jobs

4 a)   Listen and repeat.




b) Match the jobs in Ex. 4a to the correct definitions (1-5) below. Write in your notebook.

1. **businessman** (n) This person works in a company.
2. ... (n) This person plays in films, plays and on TV.
3. ... (n) This person sings songs.
4. ... (n) This person poses for pictures.
5. ... (n) This person sells houses and buildings.

### Fact File

Name: ...  
 Job(s): ...  
 Place of birth: ...  
 Date of birth: ...  
 Nationality: ...  
 Special Skills: ...  
 How he/she became famous: ...

## Writing & Speaking

5  Find information about your favourite celebrity (sports person, singer, etc) and complete the fact file in your notebook. Then present your celebrity to the class.

6 You want to join a music club. Fill in the form with personal details. Write in your notebook.



## Club Membership Form

New:

If renewing: Membership No ...

### Personal Details

Name: ...

Address: ...

 Home: ...

Email/web page: ...

Music Interests: ...

P/Code: ...

Mobile: ...

Work: ...



# 4b • Grammar



## Past simple of regular verbs (affirmative)

|          |                 | affirmative | Spelling  |
|----------|-----------------|-------------|---|
| singular | I               | watched     | <ul style="list-style-type: none"> <li>Verbs ending in <b>-e</b>, add <b>-d</b>. <i>arrive</i> → <i>arrived</i></li> <li>Verbs ending in a consonant + <b>-y</b>, change <b>-y</b> to <b>-i</b> and add <b>-ed</b>. <i>study</i> → <i>studied</i></li> <li>Verbs ending in a vowel + <b>-y</b>, add <b>-ed</b>. <i>play</i> → <i>played</i></li> <li>Verbs ending in a consonant after a stressed vowel, double the consonant and add <b>-ed</b>. <i>stop</i> → <i>stopped</i></li> <li>Verbs ending in <b>-l</b>, double the <b>-l</b> and add <b>-ed</b>. <i>travel</i> → <i>travelled</i></li> </ul> |
|          | You             |             |   |
|          | He<br>She<br>It | watched     |   |
| plural   | We              | watched     |   |
|          | You             |             |   |
|          | They            |             |   |

We use the **past simple** for actions:

- that started and finished in the past. *She finished her homework an hour ago. He didn't walk to school. Did he call?*
- happening one after the other in the past. *He washed his hands and dried them.*

### 1 Write the past simple of the verbs below. Write in your notebook.

1. want **wanted**    3. look    5. dance    7. enjoy    9. stop  
2. change    4. travel    6. study    8. finish    10. try

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

- Julia and I ... (**watch**) a film last week.
- Mark ... (**listen**) to music last night.
- Mum ... (**prepare**) dinner yesterday afternoon.
- The children ... (**play**) in the park last Saturday.
- I ... (**walk**) to school yesterday.

### 3 Complete the sentences with the past simple of the verbs in Ex. 1. Write in your notebook.

- Gerry and his family **travelled** to Paris last month.
- The girls ... for their Maths test last night.
- Sofia ... at the party last Saturday.
- Talia ... amazing in her blue dress.
- The concert ... at 10 o'clock.



# Grammar • 4b

## Grammar

We **do not form** the past simple of irregular verbs by adding **-ed**. We learn them by heart.  
 come - **came**  
 see - **saw**  
 break - **broke**  
 (See the list of irregular verbs at the back of book.)

## Grammar

Time expressions used in the past simple:  
 yesterday, last night, last week, two days/weeks/months ago, etc

## Past simple of irregular verbs (affirmative)

|          |                   | affirmative |             |
|----------|-------------------|-------------|-------------|
| singular | I                 |             | <b>went</b> |
|          | You               |             | <b>went</b> |
|          | He<br>She<br>It   |             | <b>went</b> |
| plural   | We<br>You<br>They |             | <b>went</b> |

Where was Kelly yesterday?



She **went** to the park with Sally.

### 4 Write the past simple of the verbs below. Write in your notebook.

- |           |           |         |           |
|-----------|-----------|---------|-----------|
| 1. become | 4. make   | 7. give | 10. learn |
| 2. leave  | 5. do     | 8. send | 11. buy   |
| 3. come   | 6. forget | 9. read | 12. write |

### 5 Complete the sentences with one of the verbs in Ex. 4. Write in your notebook.

- George ... a great book last week.
- I ... to dance at a dance school when I was 7 years old.
- Lucy ... tickets to the rock concert.
- Shawn Mendes ... famous through the Internet.

### 6 Form complete sentences, as in the example. Write in your notebook.

- My sister/win/tickets/to a concert/yesterday.  
*My sister won tickets to a concert yesterday.*
- Ken and I/see/this film/last night.
- The children/go/to the theatre/last Saturday.
- The singer/write/his first song/last year.
- I/hear/Liam Payne's new song/last night.



Continue the story in teams.

Peter woke up late yesterday morning.



# 4C • Vocabulary

## Vocabulary Types of entertainment

1  Listen and repeat.



sports match



play



ballet



film



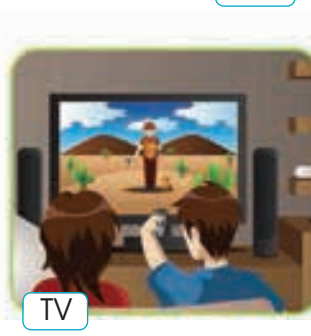
concert



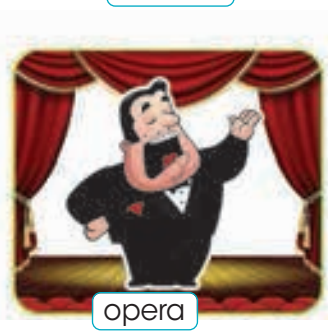
fashion show




dance show




TV



opera

2 a)  Listen and write the types of entertainment in Ex. 1 the speaker mentions. Write in your notebook.

b)  Listen again and decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Steven usually makes videos about New York.
2. His favourite sport is ice hockey.
3. Steve loves Katy Perry's music.
4. Fashion week happens twice a year.

### Speaking

3  **Think** What are your favourite types of entertainment? Why? Tell your partner.

My favourite types of entertainment are ... because ... .





# Everyday English • 4d

## Agreeing/Disagreeing

1 Read and complete the dialogue. Use the sentences (A-E). Where did Sally and Keith go? Write in your notebook.

**Dave:** Hi, guys! How was your trip to New York?

**Sally:** 1) ... I loved everything about the city.

**Keith:** 2) ... It was noisy and dirty.

**Sally:** 3) ... But the whole trip was so exciting!

**Keith:** No, it wasn't. It was the worst holiday ever!

**Sally:** 4) ... It was great – and even you had fun at the concert.


**Keith:** OK. You're right about that. The concert was amazing!

**Dave:** See! It wasn't so bad after all!

**Keith:** 5) ...

- A I guess not!
- B It was amazing!
- C OK, that's true.
- D Really? I didn't.
- E Well, I disagree.

2   Listen and check. Act out the dialogue in groups of three.

3  In your notebook, complete the dialogue. Use phrases from the dialogue in Ex. 1 and the sentences in the box. Act out the dialogue with your partner.

### Agree

- I agree.
- OK. That's true.
- I guess so/not!
- You're right about that.

### Disagree

- I disagree.
- Really? I did/didn't.
- I don't/didn't think so.

Wow! Our trip was ... I ...

Really? I ... It ...

OK, ... But ...!

No, it wasn't. It ...


Well, I ... I ... And even you ...

OK. You're ...

See! It was ...!

I guess ...!

## Pronunciation -ed ending

 Write the verbs in the correct box in the past simple in your notebook. Listen and repeat.

- promise • love • visit • look
- borrow • kiss • walk • end
- sound • hope • clean

| /t/ verbs ending in unvoiced sounds | /d/ verbs ending in voiced sounds | /ɪd/ verbs ending in /t/ & /d/ sounds |
|-------------------------------------|-----------------------------------|---------------------------------------|
| promised                            | loved                             | visited                               |

# 4e • Grammar



## Past simple of regular/irregular verbs (negative)

|          |                   | negative              |
|----------|-------------------|-----------------------|
| singular | I<br>You          | <b>didn't</b> play/go |
|          | He<br>She<br>It   | <b>didn't</b> play/go |
|          | We<br>You<br>They | <b>didn't</b> play/go |

### Grammar

Negative → **did not / didn't + the infinitive of the main verb.** We **didn't watch** the film on TV. (NOT: ~~We didn't watched~~ the film on TV.)

Complete the sentences with the verbs in brackets in the negative form of the past simple. Write in your notebook.

1. Robert ... (**play**) the guitar when he was five years old.
2. Susan ... (**send**) an email to her favourite celebrity.
3. We ... (**listen**) to the radio last night.
4. Martha ... (**see**) the new TV programme.
5. My dad ... (**watch**) a sports match.

**2** In your notebook, rewrite the sentences in the negative.



1. The singer sang my favourite song at the concert.
2. We had a great time at the cinema last night.
3. Jake read a book last night.
4. Steven went to the opera last week.
5. The actor danced beautifully in the play.

**3** Make true sentences about you/your friends. Use the past simple negative. Tell your partner.

I **didn't** play football last weekend.  
John **didn't** go to the museum yesterday.  
Mary **didn't** come to school yesterday.

# Grammar • 4e

**4** Complete the sentences with the past simple of the verbs in the list. Write in your notebook.

• write • wear • go • like • leave



1. Samuel ... the party at 11 pm.
2. The writer ... his latest book last year.
3. The actor ... a beautiful dress.
4. Jillian and I ... the new Ed Sheeran song.
5. We ... to a football match last week.



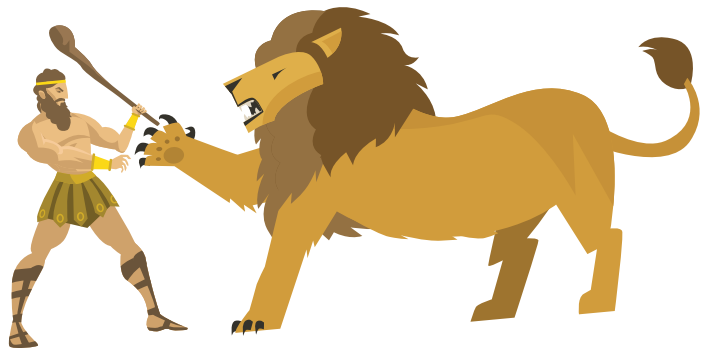
**5** In your notebook, rewrite the sentences in Ex. 4 in the negative form.

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

1. She ... **(be)** at the bus stop when it ... **(start)** raining.
2. I ... **(meet)** my favourite actor when I ... **(be)** in Los Angeles.
3. When he ... **(leave)**, we ... **(go)** to the cinema.
4. She ... **(learn)** how to speak French when she ... **(be)** in France.



**7**  Look at the picture. Collect information about Heracles' story. Tell his story to the class.





# 4f • Across Cultures



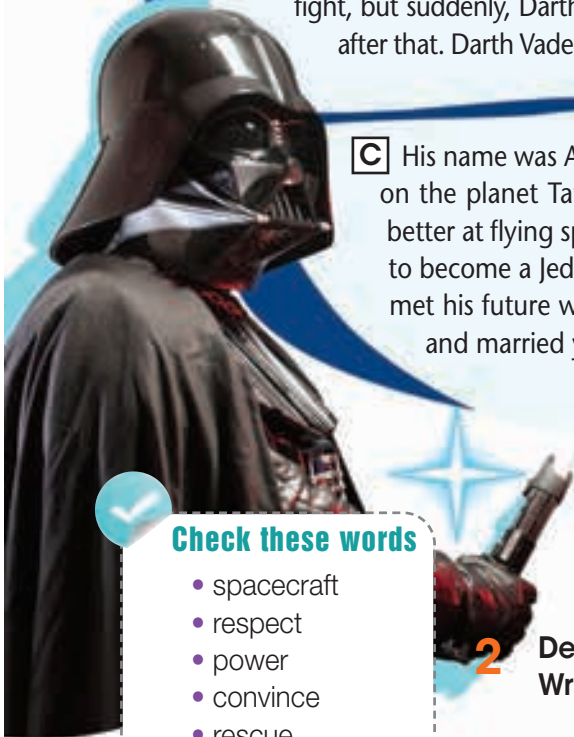
## GOOD VS EVIL The story of Darth Vader

**A** Soon after his mother's death, Anakin became friends with a very bad man called the Emperor. The Emperor knew Anakin was very strong and had special powers, so he told him many lies and convinced Anakin to help him with his evil plan to rule the galaxy. Anakin turned against his friends and family. He even fought his Jedi teacher – Obi-Wan Kenobi. Anakin finally lost the battle and was so badly hurt that he needed a special suit and mask to stay alive.

**B** That was when the Emperor changed Anakin's name to Darth Vader. Darth Vader did many terrible things, so everyone was afraid of him. However, his son, Luke Skywalker, believed that he was still good, so Luke decided to fight against the Emperor. The Emperor was stronger than Luke and almost won the fight, but suddenly, Darth Vader came to his son's rescue. He defeated the Emperor, but died soon after that. Darth Vader was a lost Jedi, but he found his way back in the end and died a true hero.

**C** His name was Anakin Skywalker and he was a kind young boy. He lived with his mother on the planet Tatooine. He was very good at building things like robots and was even better at flying spacecraft. He had a simple life, but all of that soon changed when he left to become a Jedi\*. He became a great Jedi and gained lots of respect from everyone. He met his future wife – Princess Amidala – when he was just a child, but they fell in love and married years later. They had two children together – Luke and Leia.

\* Jedi are the 'Keepers of Peace' in the galaxy.



### Check these words

- spacecraft
- respect
- power
- convince
- rescue
- defeat

### Reading

**1** Read the text and put the paragraphs in the correct order. Listen and check. Write in your notebook.

**2** Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Luke and Leia were Anakin's children.
2. Anakin's mother died on Tatooine.
3. Obi-Wan Kenobi wanted to rule the galaxy.

**3** Answer the questions in your notebook. Then say or write a summary of the text. Tell the class.

1. Who was Anakin's wife?
2. Who was Obi-Wan Kenobi?
3. Why was everyone afraid of Darth Vader?

# Across Cultures • 4f



## Culture Spot

Lord Voldemort was a powerful wizard and the enemy of Harry Potter in the Harry Potter books.



Is there an infamous fictional character in Romanian literature?



## Note

You can use connectors like **then**, **after that**, **later**, **finally**, etc to make your story flow better.

## Plan

**Introduction:** which book/film the character is from, why he is interesting

**Main body:** events in the character's life

**Conclusion:** what happened to the character at the end of the book/film




Severus Snape is ... He's interesting because ...  
Snape studied ...  
He ...  
Then ...  
After that, ...  
In the end, ...

## Speaking

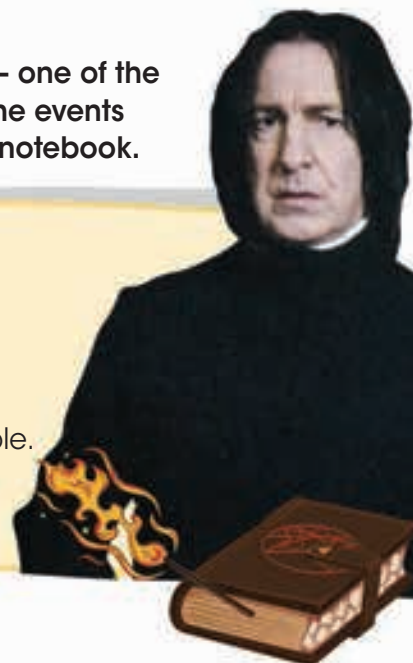
- 4  **Think** Do you think Darth Vader was good or bad? Why? Discuss with your partner.

I think Darth Vader was ... because ...

## Listening

- 5  Listen to Eric talking about Severus Snape - one of the characters in the Harry Potter series and put the events (A-F) in the order you hear them. Write in your notebook.

- A Snape joined the Order of the Phoenix.
- B The woman Snape was in love with died.
- C Snape studied at Hogwarts School of Witchcraft and Wizardry. 1
- D Snape became friends with some bad people.
- E Snape gave Harry his memories as he died.
- F Snape joined the Death Eaters.



## Speaking

- 6  Use the sentences in Ex. 5 to tell Snape's story. Tell your partner.

Snape studied at Hogwarts school of Witchcraft and Wizardry.  
Then ... After that, ... etc

## Writing (a text about a film character)

- 7 Use the sentences in Ex. 5 and the plan to write Snape's story in your notebook. Use connectors from the  box.





# 4 • CLIL (Music)



## Listening & Reading

- 1 Look at the pictures of the musical instruments. Listen and repeat.

## Musical Instruments

There is a wide variety of musical instruments from every corner of the planet. Most instruments, though, fit into four main categories.

1 guitar



**WOODWIND** instruments look like a pipe with finger holes or keys. To play them, you blow air through them and place your fingers over these holes or keys.

2 saxophone

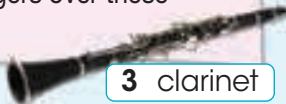


**STRING** instruments have a certain number of strings. To play them, you can use a bow or strike or pluck the strings.

4 violin



3 clarinet



**BRASS** instruments have long tubes of brass. To play a brass instrument, you vibrate your lips as you blow air into it. The air goes into a tube. You can make different sounds by pressing keys (like the trumpet) or sliding a part of the instrument (like the trombone).

6 trombone



5 trumpet



### Check these words

- blow air • bow • strike
- pluck • vibrate • slide
- shake

**PERCUSSION** instruments are instruments you can play by hitting or shaking them. We use them to keep the rhythm or make special sounds.

8 xylophone



9 drums



7 piano



The piano can be a string instrument (because it has strings) or a percussion instrument (because the keys hit the strings).

Design your own homemade musical instruments. Present them to the class.

- 2 Which musical instrument can be a string or a percussion instrument? Listen and read to find out.

- 3 Read the text again and answer the questions in your notebook. Which type of musical instrument ...


1. keeps the rhythm?
2. sometimes needs a bow to play it?
3. sometimes looks like a pipe with holes?
4. do you play by vibrating your lips?

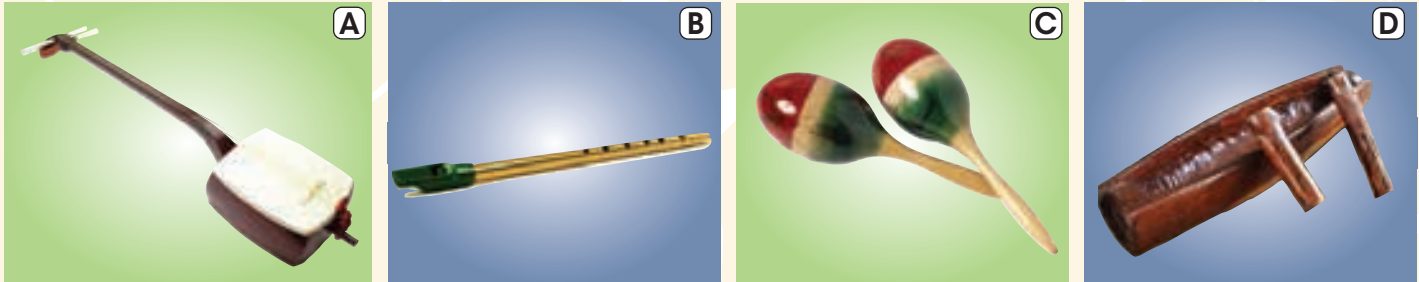





# Flash Time • 4

## Project



- 1 a)  Listen to the music extracts (1-4). Match them to the musical instruments (A-D) in the pictures. Write in your notebook.




- b)  Listen and match the musical instruments (1-4) to the dance/country (a-d). Write in your notebook. Listen again and check if your answers were correct.

- |               |                     |
|---------------|---------------------|
| shamisen ①    | a meke (Fiji)       |
| tin whistle ② | b samba (Brazil)    |
| lali drum ③   | c fan dance (Japan) |
| maracas ④     | d ceili (Ireland)   |




- 2   Collect information about a traditional musical instrument and a dance from your country. Find pictures and prepare a poster. Write in your notebook.

## Presentation Skills

- 3  Use your poster to present your musical instrument and dance to the class.

## VALUES

### Grace

- 4  Read the quotations and discuss them with your partner. Which is your favourite? Why?

*"Dance is the hidden language of the soul of the body."  
Martha Graham, American dancer*

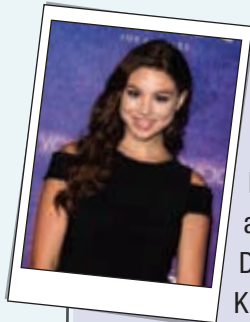
*"Dancing is poetry with arms and legs."  
Charles Baudelaire, French poet*



# 4 • Progress Check

## Reading

- 1 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.



Kira Kosarin was born on 7th October 1997 in Boca Raton, a small town in Florida, USA. Her mum's name is Lauren and she's an actress. Her dad's name is Danny and he's also an actor.

Kira's early life was like any other child's.

She went to school, did gymnastics and her favourite subject was Maths. After school, she studied ballet at the Boca Ballet Theatre. Then, at the age of 13, she wanted to become an actress, so she moved to Los Angeles in 2011. In 2012, she was Raina Kumar in the show *Shake It Up*, then, in 2013, she joined *The Thundermans* show and became a famous actress!

- Both of Kira's parents are actors.
- Her favourite subject at school was gymnastics.
- Kira's parents wanted her to study ballet at the Boca Ballet Theatre.
- Kira wanted to become an actress because her mum was an actress.
- Kira was 14 when she moved to Los Angeles.

5 x 2 = 10

## Vocabulary

- 2 Write the jobs in your notebook.

- A(n) ... sings songs.
- A(n) ... plays in films.
- A(n) ... works in a company.
- A(n) ... sells houses.

4 x 2 = 8

- 3 Label the pictures with the correct type of entertainment. Write in your notebook.



4 x 2 = 8

## Grammar

- 4 Write the past simple of the verbs in your notebook.

- |          |          |           |
|----------|----------|-----------|
| 1. think | 4. buy   | 7. decide |
| 2. book  | 5. want  | 8. eat    |
| 3. study | 6. enjoy |           |

8 x 1 = 8

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

- Darren ... (fly) to Paris last week. (✓)
- He ... (visit) any museums. (X)
- He ... (try) local dishes. (✓)
- He ... (have) a very good time. (X)

4 x 2 = 8

- 6 Put the verbs in brackets into the past simple. Write in your notebook.

- We ... (watch) a film before we ... (go) to bed.
- Where ... (you/be) when the band ... (come) on stage?
- I ... (not/go) to the theatre last Saturday. I ... (go) on Friday instead.
- They ... (cook) dinner and then ... (tidy) their room.

4 x 2 = 8

# Progress Check • 4

## Everyday English

7 Complete the dialogue with the following sentences. Write in your notebook.

- Well, I enjoyed it! • I guess so.
- It was really great!
- They weren't that good.
- I'm sure it wasn't that bad.

A: Hey, how was the concert on Friday, guys?

B: 1) ... The band was amazing.

C: 2) ... The musicians made mistakes.

B: Only a few times and what about that opening song? That was pretty good.

C: Yeah, but it was too crowded and I couldn't see them.

A: Oh! 3) ...

C: I disagree. It was a terrible concert.

B: 4) ... The music was good and I know you liked the end.


C: Yeah. I liked the songs at the end. They were great!

A: See! You did like it after all.

B: 5) ...

5 x 3 = 15

## Listening

8  Listen and decide if the sentences (1-5) are R (right) or W (wrong). Write in your notebook.

1. Steve isn't nice to people.
2. Nancy and Jonathan are looking for Will.
3. Will saves Nancy from a monster.
4. Steve looks after Nancy's little brother and his friends.
5. Steve and the kids save the monster.

5 x 3 = 15

## Writing

9 Write a short text about Steve in Ex. 8 in your notebook. Use the past simple.

20 points  
TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about celebrities
- talk about jobs
- talk about types of entertainment
- use the past simple of regular/irregular verbs (affirmative & negative)

#### Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- answer comprehension questions
- multiple matching

#### Listening

- listen for specific information
- listen for content (events in order)

#### Speaking

- agree/disagree

#### Writing

- write a text about my favourite celebrity
- write a text about a film character



# 5 • What an adventure!

go skydiving



## What's in this module?

### • Vocabulary

- holiday activities/sports/extreme sports
- weather
- endangered species
- feelings

### • Grammar

- past simple of regular/irregular verbs (interrogative & short answers)
- *used to*
- question tags
- connectors (*and, but, because*)
- adverbs ending in *-ly/-ily*

### • Everyday English

- agreeing/disagreeing
- inviting - accepting/refusing
- describing last summer's activities
- retelling a story

### • Pronunciation:

/n/, /ŋ/




go windsurfing

go kayaking

go waterskiing

## Vocabulary Holiday activities/Sports/Extreme sports

- 1  Listen and repeat. Which of these activities are *sports?* *extreme sports?* Think of more sports.



go hang-gliding

go skiing

go snowboarding

go ice skating

go sightseeing

go camping

sit around a campfire

### Agree

- I agree.
- I guess so/not!
- You're right about that.

### Disagree

- I disagree.
- Really? I (don't) think ....
- I don't think so.

### Invite

- Would you like to ...?

### Accept/Refuse

- I'd love to.
- Sounds good.
- I'm sorry I can't.

### Speaking

2



In pairs, decide which activities from Ex. 1 you can do in the summer/in the spring/in the autumn/in the winter. Use the expressions in the box to agree or disagree.

3



**Think** Which activities from Ex. 1 do you/don't you like doing? Why? Tell your partner.

I like ... . It's fun. I don't like ... . It's tiring/dangerous.

4

Invite your friend to do one of the activities in Ex. 1. Your partner accepts/refuses the invitation.



# 5a • Reading

## An Amazonian adventure



English schoolgirl Laura Thompson is back from Ecuador. During her school trip she learned a lot about the Amazon Rainforest and its people. Here are some extracts from her journal ...



Quito

**Monday:** We landed in the capital city, Quito, this morning. When we got outside, it was so hot and humid. We got on the coach to the town of Coca by the River Napo. There we met the other students in our group; they were from all over the world. We were all a little tired, but very excited to travel into the Amazon.

**Tuesday:** Today, we woke up to rainy weather, but it stopped shortly after breakfast! We went down to the river and got into our kayaks. The jungle was all around us. The trees were taller than the buildings in my city. Squirrel monkeys and parrots watched us from the trees. It was amazing!

**Wednesday:** It was foggy this morning, but we went ahead with our day as planned. We stopped at a village. While we were there, the people offered us gifts and told us stories around a campfire. Our guides told us about the different animals that live there. I liked the macaws. They have beautiful feathers.

**Thursday:** Today, we got up at 5 am. It was very windy and cool. We packed our bags, said our goodbyes and left the village at 7 am. Right now, we are flying back home. I'm happy to go back home, but I'm also sad we left this beautiful country.



Coca

### Reading

1 Listen and read the journal extracts. Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

- |                     |   |   |                     |
|---------------------|---|---|---------------------|
| Laura Thompson went | 1 | a | in Quito on Monday. |
| They landed         | 2 | b | on Thursday.        |
| They flew back home | 3 | c | on a school trip.   |

2 Decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Laura travelled to Ecuador by plane.
2. There were 15 students in the group.
3. They stayed at a village for a day.
4. Laura was in Ecuador for a week.

### Check these words

- land
- jungle
- gift
- campfire
- guide
- macaw
- feather



# Reading • 5a



## Weather

3 a) Listen and repeat the words below. Then use them to label the images. Write in your notebook.

• windy • rainy • hot • cool • humid • foggy



b) What is the weather like today in various cities around the world (e.g. London, Los Angeles, Moscow, etc)? Collect information. Tell the class. You can stick labels on the class globe.

## Listening

4 What was the weather like? Listen and match the speakers (1-5) to the correct weather (a-e). Write in your notebook.

| People  | Weather |
|---------|---------|
| Jack ①  | a hot   |
| Erica ② | b cool  |
| Alan ③  | c rainy |
| Carla ④ | d windy |
| Lucy ⑤  | e foggy |



### Culture Spot

The Lake District National Park is the largest national park in England. People go on volunteering holidays there.



What is the largest national park in your country? What can people see and do there?

## Speaking

5 **Think** Would you like to visit Ecuador and the Amazon Rainforest? Why? Tell your partner.

Yes, I would/No, I wouldn't because ...

## Writing

6 Answer the questions. *What was the weather like? What did you do/see during the day?* Use your answers to write a journal entry about yesterday in your notebook. Use the journal extracts from Ex. 1 as models to help you.

# 5b • Grammar

Did you go to the cinema yesterday?



No, I didn't. I played video games.



## Past simple of regular/irregular verbs (interrogative & short answers)

| interrogative       | short answers                                     |
|---------------------|---|
| Did I go?           | Yes, I did./No, I didn't.                         |
| Did you go?         | Yes, you did./No, you didn't.                     |
| Did he/she/it go?   | Yes, he/she/it did./No, he/she/it didn't.         |
| Did we/you/they go? | Yes, we/you/they did./<br>No, we/you/they didn't. |


We form the interrogative with **did + subject + the infinitive of the main verb**. **Did you work yesterday?**

**1** Put the words in the correct order to make questions. Write in your notebook.

- you/Did/sightseeing/go/year/last/?
- Jack/try/ice skating/in/when/Did/was/he/Canada/?
- offer/Did/gifts/they/guests/to/the/?
- have/the children/breakfast/Did/?
- she/5/when/Did/play/Irene/the piano/was/?

**2** Make questions and answer them, as in the example. Write in your notebook.

- Lisa and Pat/visit/a new country? (X)  
Did Lisa and Pat visit a new country? No, they didn't.
- the boys/do/their homework? (✓)
- your brother/watch/TV/last night? (✓)
- Carl/learn/English/when he was 8? (X)
- Tony/stay/in a hotel/when he was in Rome? (X)

**3**  Make questions with the prompts below. Then ask your partner to answer them. Write in your notebook.

- go/camping/last summer?
- sit/around a campfire/in the summer?
- try/ice skating/in the winter?
- watch/a film/on Thursday?
- listen/to music/last night?

# Grammar • 5b

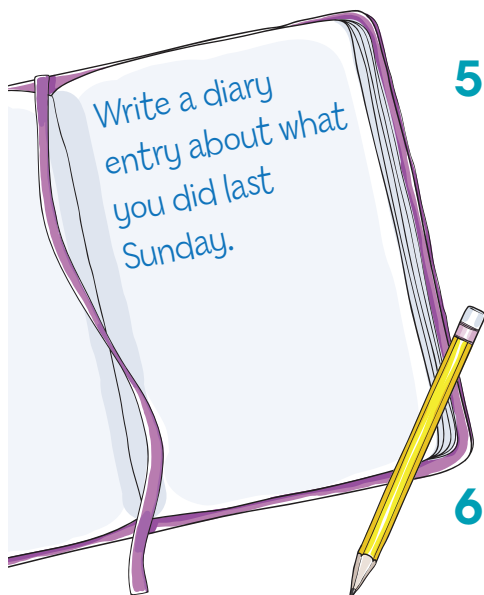
- 4 Put the verbs in brackets into the correct form of the past simple. Write in your notebook.



**Tim's Blog**


Last week, I 1) ... **(travel)** to Ontario, Canada with my family. When we 2) ... **(be)** there, we 3) ... **(go)** camping in Sleeping Giant Park. At first, I 4) ... **(not be)** very excited, but that soon 5) ... **(change)**. We 6) ... **(arrive)** at the park early in the morning and 7) ... **(set)** up our campsite. Then my dad and I 8) ... **(decide)** to go kayaking. My mum and my brother 9) ... **(want)** to go hiking, so they 10) ... **(not come)** with us. Later, we 11) ... **(have)** lunch and 12) ... **(take)** some pictures of the beautiful landscape. In the evening, we all 13) ... **(sit)** around a campfire. We 14) ... **(tell)** some funny stories and 15) ... **(sing)** some songs. Finally, my brother and I 16) ... **(sleep)** outside under the stars. We 17) ... **(leave)** after breakfast the next day. I 18) ... **(not expect)** to have so much fun camping!

Posted by: Tim, 12 May at 2:15 pm



- 5 Write questions with the prompts below. Then read the blog entry in Ex. 4 and answer them, as in the example. Write in your notebook.

1. Tim and his family/go/camping in Ontario/last week?  
Did Tim and his family go camping in Ontario last week? Yes, they did.
2. they/swim/in the lake?
3. his mum and brother/go hiking?
4. they/all/sleep/outside?
5. Tim/enjoy/camping?

- 6  What did your partner do last Saturday? Use the prompts in the list as well as your own ideas, to find out.

• go/cinema • watch/TV • visit/grandparents • play/football • tidy/room  
• cook/lunch • read/book • go/beach • hang out/friends

A: Did you go to the cinema last Saturday?

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



# 5c • Vocabulary



There won't be anywhere for me to live soon!

1 mountain gorilla

## Endangered species

1 Why are these animals (1-5) endangered? Choose from the list. Listen and check.

- lose their homes
- hunters kill them
- climate changes
- there is pollution
- sell them illegally



These plastic bags look just like my favourite food, jellyfish!

3 loggerhead sea turtle



4 macaw

Get me a lawyer! You can't stick me in a cage to sell!



We need ice caves to protect our babies.

2 ringed seal



I need this fur coat much more than you do!

5 lemur

### Note

We use **because** to give reasons.

2 Ask and answer, as in the example.

A: Why are the mountain gorillas endangered?

B: The mountain gorillas are endangered because they lose their homes.

3 Fill in: *wild, threat, risk, danger*. Write in your notebook.

1. Orangutans are under ... because they lose their home.
2. Polar bears are in ... from melting ice caps.
3. Hedgehogs are at ... because of warm winters.
4. The best place to see these species is in the ....

# Everyday English • 5d

## Describing last summer's activities

1 Read the dialogue and fill in the gaps (1-4) with the sentences (A-E). There is one sentence you do not need. Write in your notebook.

**Logan:** What did you do last summer, Emma?

**Emma:** I volunteered in Thailand.

**Logan:** Really? 1) ...

**Emma:** I was part of a volunteer team in a nature reserve in the north of the country. It was great.

**Logan:** 2) ...

**Emma:** We took care of the orphan elephants there. We walked them for a few hours every morning and we bathed them regularly too.

**Logan:** 3) ...


**Emma:** Yes. We also gave them food and water, and showed tourists around the reserve.


**Logan:** 4) ...

**Emma:** I was there for the whole of August. What did you do?

**Logan:** I helped out in my dad's shop.

- A How long did you stay there?
- B Where did you stay?
- C What else did you do?
- D What did you do there?
- E Sounds interesting.

2  Listen and check your answers.

3  Take roles and read the dialogue in Ex. 1 aloud.

4 Imagine you went to the Sloth Sanctuary. Act out a similar dialogue. Use the dialogue in Ex. 1 as a model and the information in the advert.



**SLOTH SANCTUARY**

I NEED VOLUNTEERS

The **Sloth Sanctuary** invites you to join our volunteer team this July!  
Help protect the sloths in the rainforests of Costa Rica!  
Prepare food for the sloths and collect data on sloth behaviour.  
Register online at [www.sloth-sanctuary.com](http://www.sloth-sanctuary.com).

## Pronunciation /n/, /ŋ/

 Listen and repeat.

/n/ ten, thin, one

/ŋ/ ring, embarrassing, meeting

# 5e • Grammar

Did you use to have volleyball practice on Mondays, Sally?



No, I didn't. It **used to be** on Tuesdays, but our coach changed it to Thursdays.

## Grammar

We don't use **used to** for actions that happened at a stated time in the past. **I went to football practice yesterday.** (NOT: ~~I used to go to football practice yesterday.~~)

## used to

We use **used to** to talk about past habits or things that happened in the past but they don't happen anymore. **He used to walk to school. He didn't use to go to school by bus. Did he use to go to school with his friends? No, he didn't.**

We can use the **past simple** instead of **used to** with no difference in meaning to talk about past habits. **He used to eat meat more often when he was younger. / He ate meat more often when he was younger.**

**Time expressions:** *yesterday, ago, last week/month, etc*

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

1. Mark **used to go / went** sailing every summer, but now he's too busy.
2. Mary didn't **use / used** to play tennis when she was at college.
3. My aunt **used to live / lived** in Italy, but she lives in Croatia now.
4. Jane **left / used to leave** for London yesterday.
5. Every summer, we **used to travel / travelled** around the country in our car.
6. Did Jenny **use / used** to have a doll collection when she was a kid?
7. Paul and his family **used to move / moved** into their new house last weekend.
8. Did they **use to have / had** a cat when they were young?
9. I didn't **use / used** to walk to school when I was young.
10. My parents **used to buy / bought** a new car in 2016.

### 2 Write what James used to/didn't use to do when he was 6. Write in your notebook.

- |   |                                     |
|---|-------------------------------------|
| 1. live in a village (✓)<br>James <b>used to live in a village.</b> | 4. spend summers at the seaside (✓) |
| 2. wear glasses (✗)   | 5. go sailing (✗)                   |
| 3. read comic books (✓)   | 6. play video games (✗)             |
|   | 7. ride a bike (✓)                  |
|   | 8. study French (✗)                 |

### 3

 **What did your partner use to do when he/she was six? Ask to find out, then tell the class.**

Did you use to go to the theatre when you were six?



No, I didn't. I used to watch cartoons on TV.





## Question tags

**Question tags** are short questions at the end of sentences. We form them with the auxiliary or the modal verb from the main sentence and the appropriate subject pronoun. **She is at the hotel, isn't she?**

• A positive statement takes a negative question tag.

**He likes pizza, doesn't he?**

• A negative statement takes a positive question tag.

**They aren't sleeping, are they?**

**Note:** Some verbs form their question tag differently:

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

**Let's** → **shall we?** **Let's go to the theatre, shall we?**

**I have got** (= I possess) → **haven't I?** **He has got the tickets, hasn't he?**

**I have** (other meanings) → **don't I?** **They have breakfast at 9 o'clock, don't they?** (= They eat breakfast.)

**This/That is** → **isn't it?** **That's our bus, isn't it?**

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

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

## Game!

It's true, isn't it?



Ask questions, as in the example. Use question tags. Your partner answers the questions.

S1: It's very hot in Cuba, isn't it?

S2: Yes, it is.

## Grammar

**Connectors**  
(*and, but, because*)

- **and** joins similar ideas. **She arrived at work and read the news.**
- **but** joins opposing ideas. **He called John, but no one answered the phone.**
- **because** shows reason. **She left because it was late.**

## 4 Complete the question tags in your notebook.

1. Dave didn't call, ...?

2. You like sailing, ...?

3. She's flying to Paris now, ...?

4. You're exhausted, ...?

5. It's getting late, ...?

6. Let's go to the mall, ...?

7. Paul had a great time, ...?

8. This is their boat, ...?

## 5 Listen to the sentences in Ex. 4 and choose the correct intonation (↘↗) of the question tags. Write in your notebook. Then listen again and repeat.

## Connectors

## 6 Fill in: *and, but* or *because*. Write in your notebook.

1. Ann put on her coat ... left the house.

2. Jo was late ... there were no buses.

3. She went to the library, ... it was closed.

4. I got up ... took a shower.

5. I asked Jane to come with us, ... she didn't want to.

6. Mark didn't come to Ann's party ... he was in Rome.

# 5f • Across Cultures



## TRAVEL TROUBLES



It was a Saturday morning in July when Mum, Dad and I landed in Spain. We were so excited as we stepped off the plane. It was a warm, sunny day and we couldn't wait to start our holiday.

We had rooms at a big hotel – my dad booked them in advance – so we went straight there to leave our luggage. But when we arrived, the manager told us politely that he didn't have any space for us – the hotel was full! It turned out that the hotel needed a confirmation email to reserve our rooms. My dad sent one a week before our holiday, but he typed the address incorrectly and there was no record of our booking! Luckily, the manager kindly helped us to find rooms in another hotel nearby.

We ended up having a great holiday and our new hotel was lovely, but it just shows how easily emails can go missing. It's important to check what you type before you press 'send' – I think my dad knows that now!



### Reading

1 Listen and read the story. Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

- |                   |   |   |                      |
|-------------------|---|---|----------------------|
| They went         | 1 | a | on Saturday morning. |
| Her father booked | 2 | b | to Spain.            |
| They arrived      | 3 | c | the hotel rooms.     |

### Check these words

- step off
- book
- luggage
- manager
- confirmation
- record

2 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. They often go to Spain on holiday.
2. Her dad sent an email a week before their holiday.
3. The hotel manager was very rude.

3 Answer the questions. Write in your notebook.

1. How did they feel when they stepped off the plane?
2. How was their holiday in the end?

# Across Cultures • 5f

## Speaking (feelings)

**4 Think** How would you feel in this situation? Why? Tell the class.



sad



worried



angry



scared

## Grammar

### Adverb formation

- Adjectives → + **-ly**  
sudden - **suddenly**
- Adjectives ending in **-y** → ~~y~~ + **-ily**  
happy - **happily**
- Adjectives ending in **-le** → ~~e~~ + **-y**  
terrible - **terribly**
- Adjectives ending in **-l** → + **-ly** final - **finally**

## Adverbs ending in -ly/-ily

**5 a)** Read the theory and write the adverbs of the adjectives below in your notebook.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. quick | 3. loud  | 5. quiet | 7. sad    |
| 2. slow  | 4. angry | 6. easy  | 8. simple |

**b)** Find examples of adverbs in the story in Ex. 1. Write in your notebook.

## Listening & Speaking

**6** Listen to Tori's story and put the images (A-D) in the correct order. Write in your notebook. Tell Tori's story to the class.



## Note

Adverbs make stories more interesting.  
He ran **quickly** to the door.

## Writing (a story)

**7** In your notebook, write Tori's story. Look at the plan and the images in Ex. 6 to help you. Use some of the adverbs in Ex. 5.

## Plan

- Introduction:** set the scene (time, people, place, weather, activities, feelings)
- Main body:** events leading up to the main event and the main event
- Conclusion:** what happened in the end and people's feelings

**8** Think of a story. Draw four pictures. Narrate your story to the class. Your classmates put the pictures in the correct order.



# 5 • CLIL (Citizenship)

## Reading

- 1  Read the title and the headings in the text. What is the text about? Listen and read the text to find out.



## TRAVEL with Care

*Travelling the world is fun and exciting, but we need to take care when we visit new places. Here's how!*

### Care for the planet

- It's a good idea to get souvenirs to remind you of your travels, but be careful what you buy. Some souvenirs are ivory from elephant tusks, or wood from rainforest trees.
- Never drop litter. You don't want rubbish in your house, so don't leave it on the beaches and mountains, or in the forests and oceans, where animals live.

### Watch your money

- Stay in small local hotels and spend your money in local shops and markets. Then your money goes back to the place you're staying and the people that live there.

### Show respect

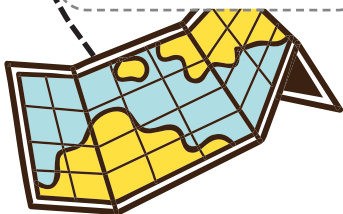
- People all over the world have got different customs. Wherever you go, always respect the local traditions.
- In some places, people wear special clothes or cover their hair. When you visit them, dress in the same way to show respect.

*We need to make sure that we leave places exactly how we found them so that other people can enjoy them too!*



### Check these words

- exciting • take care
- planet • souvenir
- ivory • tusk
- custom



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

1. Be careful when you buy ... .
2. Don't drop ... .
3. Stay in local hotels and spend money in ... .
4. Always respect ... .
5. Dress in ... .

## Speaking

- 3  Use your answers from Ex. 2 to tell your partner about what travelling with care means. Use the imperative.

# Flash Time • 5

## Project

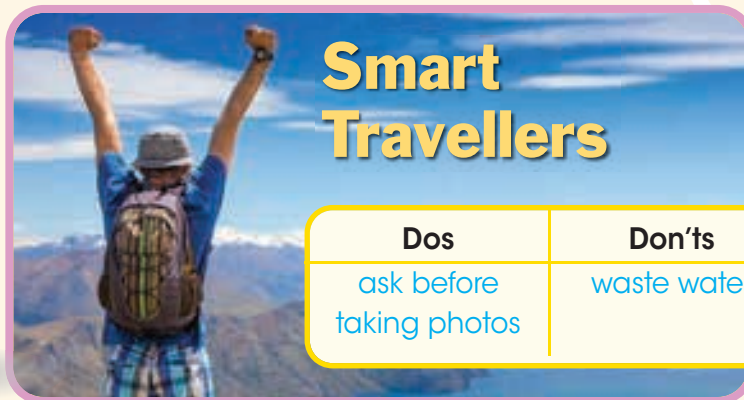
1



**Think** Put the ideas in the list under the correct headings.

Write in your notebook.

- ~~waste water~~ • ~~ask before taking photos~~ • know how to read a map
- learn about the local culture • know how to swim • drop litter
- take pebbles and shells from the beach
- treat animals badly (ride elephants, walk lions)



| Dos                      | Don'ts      |
|--------------------------|-------------|
| ask before taking photos | waste water |

2

In your notebook, use the ideas from Ex. 1 and your own ideas to create a leaflet for smart travellers.

## Presentation Skills

3




How can one be a smart traveller? Give the class a presentation.

## VALUES

### Respect for others

4 Read the quotations and match them to their meanings. Which quotation ...

1. tells us that looking after the world is good for us as well?
2. means that we don't understand how important something is until we don't have it any more?
3. says that it is our obligation to look after our world?

5  Find another quotation about respecting our world, the people and the animals in it. Use the key words: *environment quotations*.

A "The greatest threat to our planet is the belief that someone else will save it."  
Robert Swan (British explorer)

B "Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar."  
Bradley Miller (American author)

C "When the well is dry, we know the worth of water."  
Benjamin Franklin (American politician, inventor and writer)

# 5 • Progress Check

## Reading

- 1 Decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

One morning last spring, my mum was at the computer in her office at home. She saw a special low price for a family holiday to Rome, so she tried to buy the tickets as fast as she could. I went into the office to get my Maths book for school, and I looked over at the computer screen. It was a good thing that I did! Mum was just about to click the button to book our holiday – but there was a mistake. She was in such a hurry that she forgot to add Dad to the list! Luckily, we fixed the mistake in time and everyone in my family got a ticket.

- It was the first time Mum booked a holiday online.
- Mum tried to book the tickets quickly because they were cheap.
- Mum noticed the mistake herself.
- Dad couldn't go on holiday with the rest of the family.

4 x 2 = 8

## Vocabulary

- 2 Label the pictures with the words below. Write in your notebook.

- kayaking • snowboarding
- windsurfing • ice skating



4 x 2 = 8

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

- Loggerhead turtles are under **risk/ threat**.
- It's hot and **humid/cool** today.
- Ringed/Mountain** gorillas are in danger.
- It's **foggy/rainy** today. Get an umbrella.

4 x 2 = 8

## Grammar

- 4 Complete the sentences with the correct form of the past simple of the verbs in brackets. Write in your notebook.

- Ann ... **(not/come)** ice skating with us yesterday.
- My dad ... **(write)** an email to our travel agent yesterday.
- Mary ... **(not/travel)** by plane to Italy.
- ... **(you/arrive)** early for your flight this morning?

4 x 2 = 8

- 5 Choose the correct item. Write in your notebook.

- He **used to/used** play tennis at college.
- Did they **use/used to** walk to school?
- We left **and/because** it was late.
- I'm late, 'm **not/aren't** I?

4 x 2 = 8

- 6 Complete the sentences with the adverbs of the adjectives in brackets. Write in your notebook.

- We drove ... **(careful)** through the fog.
- Did it ... **(sudden)** start to rain?
- ... **(lucky)**, I brought an umbrella with me.
- I slept ... **(terrible)** last night.

4 x 2 = 8



# Progress Check • 5

## Everyday English


7 Match the sentences (1-4) to the sentences (a-d) to make exchanges. Write in your notebook.

1. What did you do last summer?
2. How long were you there?
3. Where did you stay?
4. What exactly did you do there?

- a) For the whole of July.
- b) I took care of turtles.
- c) At the local shelter.
- d) I volunteered in Zakynthos, Greece.

4 x 4 = 16

## Listening

8  Listen and put the events (A-D) in the order you hear them. Write in your notebook.



4 x 4 = 16

## Writing

9 Write the story in Ex. 8 in your notebook. Use the images to help you.

20 points  
TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about holiday activities/sports/extreme sports
- describe the weather
- talk about endangered species
- use the past simple of regular/irregular verbs (interrogative & short answers)
- use *used to*
- use question tags
- use connectors (*and, but, because*)
- use adverbs ending in *-ly/-ily*

#### Reading

- match phrases to make complete sentences
- complete sentences with missing information
- identify R/W/DS statements
- answer comprehension questions

#### Listening

- listen for specific information (multiple matching)
- listen for content (put events in order)

#### Speaking

- describe last summer's activities

#### Writing

- write a journal entry
- write a story

# 6 • Special Days

## What's in this module?

### • Vocabulary

- celebrations & festivities
- phrases with *do* & *make*
- food & food categories

### • Grammar

- future simple (affirmative, negative, interrogative & short answers)
- *can/can't* - *may/may not*
- adverbs of manner - time - place
- quantifiers

### • Everyday English

- making offers
- ordering food

### • Pronunciation:

/ʌ/, /ʊ/



Thanksgiving



Birthday



New Year



Christmas





Easter



May Day






Mother's Day



Father's Day

### Vocabulary Celebrations & Festivities

Make your own calendar with festivals in your country in different seasons. Present it to the class.

- 1  Listen and repeat.
- 2 Do you celebrate these celebrations/festivities in your country? What do you do to celebrate them? Tell the class.
- 3  **Think** Which celebration/festivity from Ex.1 is your favourite? Why? Tell your partner.  
*My favourite celebration/festivity is ... because ...*
- 4  Write a short message to Santa Claus. Exchange messages and reply to your partner's message.



# 6a • Reading



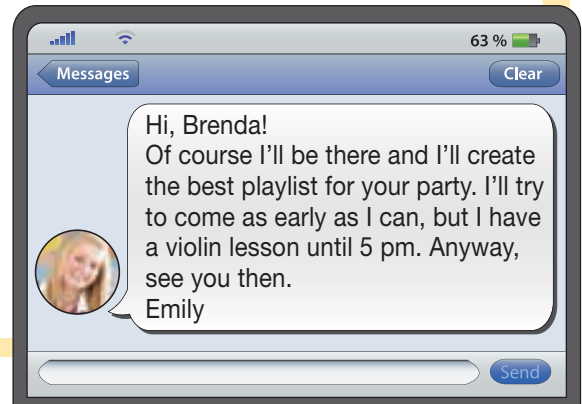
Hi, Emily,

How are you? I'm writing to invite you to my birthday party at my house on Saturday at 8 pm in two weeks. I'm so excited. I'm sure it'll be so much fun.

I'll decorate the living room with balloons and streamers. My dad will order pizzas and we'll buy some cola and snacks. My mum will make my birthday cake herself. I think she'll make me a cake in the shape of my favourite dress. My sister will organise some games we can play after I blow out my candles. The only thing I'm missing is the music. So, can you do me a favour? Can you make a playlist for my party?

Anyway, I hope you can come. Maybe you can come in the morning and help me out with the preparations. We can decorate the house, then we can do our hair and nails. Let me know as soon as you can. Got to go now – I need to help my dad make dinner.

Talk to you soon,  
Brenda



## Check these words

- decorate
- streamer
- organise
- blow out
- favour
- preparation

## Reading

**1** Listen and read the email and the message. Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

- |                       |                                 |
|-----------------------|---------------------------------|
| Brenda will <b>1</b>  | <b>a</b> order pizzas.          |
| Her dad will <b>2</b> | <b>b</b> create a playlist.     |
| Emily will <b>3</b>   | <b>c</b> have a birthday party. |

**2** Decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. Brenda's party will be in two weeks.
2. They will order her birthday cake.
3. Her sister is older than her.
4. Emily will go to Brenda's house before 5 pm.

**3** Answer the questions in your notebook.

1. What time is Brenda's party?
2. Who will make her cake?
3. When will they play games at the party?



# Reading • 6a

## Note


### do/make

No rule for **do** or **make**.  
Memorise!

## Phrases with **do & make**


- 4  Choose the correct item. Write in your notebook. Listen and check.
- |                              |                                |
|------------------------------|--------------------------------|
| 1. <b>do/make</b> a cake     | 5. <b>do/make</b> sb a favour  |
| 2. <b>do/make</b> food       | 6. <b>do/make</b> the shopping |
| 3. <b>do/make</b> your hair  | 7. <b>do/make</b> a list       |
| 4. <b>do/make</b> your nails | 8. <b>do/make</b> invitations  |

## Speaking

 **Think** Which of the activities in Ex. 4 do you usually do before you have a party? Tell your partner.

I usually ... I also ... Sometimes, I ...

## Listening

6  Listen to Jason talking to Paul about his birthday party plans and for questions 1-4 choose the correct answer (A, B or C). Write in your notebook.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. When will he have his party? | 3. Who will make the food?         |
| A Friday night                  | A his mum                          |
| B Saturday morning              | B the Chinese restaurant           |
| C Sunday afternoon              | C his dad                          |
| 2. Where will he have it?       | 4. What will they do at the party? |
| A at the cinema                 | A play games                       |
| B at the climbing centre        | B watch a magic show               |
| C at his house                  | C watch a clown                    |

## Writing

7 a) Imagine you passed your exams last Friday. You are preparing a party. In your notebook, write an email to your English-speaking friend telling him/her about it. Invite him/her to come. Use the notes on the left and the email from Ex. 1 as a model to help you.

b) Swap emails with your partner and write a reply to his/her email. In your email: **greet your partner**, **congratulate him/her on his/her success**, **accept or refuse the invitation**.



- When?
- Where?
- What preparations?
- What activities at the party?

### Greetings

- Hey!
- Hi, ...

### Congratulations

- Well done!
- Congratulations on your ..., etc

# 6b • Grammar




## Future simple (affirmative/negative)

|                 | affirmative                              | negative                                       |
|-----------------|--|--|
| <b>singular</b> | I/You/He/She/It<br><b>will/'ll</b> cook. | I/You/He/She/It<br><b>will not/won't</b> cook. |
| <b>plural</b>   | We/You/They <b>will/'ll</b> cook.        | We/You/They <b>will not/won't</b> cook.        |

We use the **future simple** for:

- on-the-spot decisions: *I'm tired. I'll go home.*
- predictions about what we think, believe or imagine with the verbs **think, believe, hope, know, expect** and the expressions **be sure, be afraid. I think he'll be late.**

**Time expressions:** *tomorrow, next week/month/year, etc*

**1**  Look at the pictures (1-4) and write sentences, as in the example, in your notebook.

1. I think Julie and I **will go (go)** on a picnic.
2. I hope Harry ... **(make)** some coffee for us.
3. I think the children ... **(take)** part in the drawing competition.
4. I think Ann ... **(prepare)** lunch for us.



**2** Complete the sentences with the correct form of *will* or *won't*. Write in your notebook.

1. Susan ... **(go)** to a festival. (✓)
2. I ... **(have)** a birthday party on Friday. (X)
3. We ... **(dance)** at the concert. (✓)
4. My dad ... **(prepare)** some snacks for the party. (✓)
5. Kathy and Rob ... **(buy)** food for the dinner. (X)





# Grammar • 6b



## Grammar

### Questions in the future simple

In Yes/No questions we use rising intonation. ↗  
**Will you go to the zoo tomorrow?**

In *wh*-questions we use falling intonation. ↘  
**When will we visit the park?**  
**Who will come with me?**

### Future simple (interrogative & short answers)

|          | interrogative               | short answers  |
|----------|-----------------------------|--|
| singular | Will I/you/ he/she/it cook? | <b>Yes, I/you/he/she/it will.</b><br><b>No, I/you/he/she/it won't.</b> |
| plural   | Will we/you/they cook?      | <b>Yes, we/you/they will.</b><br><b>No, we/you/they won't.</b>         |

### 3 Complete the gaps using the future simple, then complete the answers. Write in your notebook.

- A: **Will Sheila make (Sheila/ make)** a cake?  
B: No, **she won't.**
- A: ... **(they/decorate)** the house?  
B: No, ...
- A: ... **(Ann/do)** her hair?  
B: Yes, ...
- A: ... **(you/make)** a list of what we need?  
B: Yes, ...
- A: ... **(Alice and Kate/send)** the invitations?  
B: No, ...
- A: ... **(Bob/do)** the shopping?  
B: Yes, ...

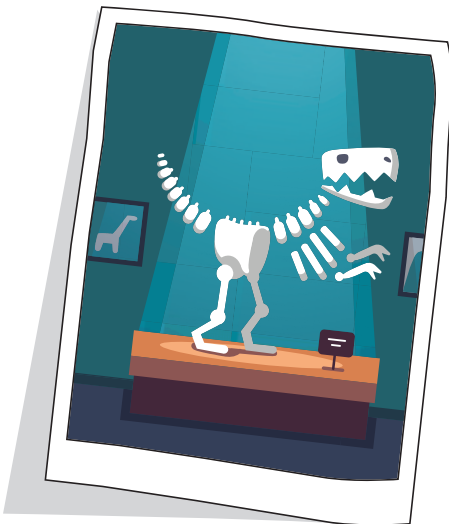
### 4 Form complete questions, then answer them.

- when/we/go to the museum? next Friday  
A: **When will we go to the museum?**  
B: **Next Friday.**
- who/come/with us? Steve and Keith
- we/book tickets online? No
- we/take/a camera? Yes
- we/meet/outside the museum? Yes
- what time/we/meet? at 10:30

### 5 Discuss in pairs. Say: **two things you will/won't have in ten years' time, two things you expect you will/won't do next Friday, two things your parents will/won't do next weekend.**

A: In ten years' time I'll have my own car. I won't have a yacht.

B: In ten years' time I'll have my own business. I won't have my own house.



# 6C • Vocabulary

## fruit & vegetables

### carbohydrates

(grains, sugar, etc)



### proteins

(meat, poultry, dairy products, etc)

### fats

(butter, oil, etc)

## Food & Food categories

- 1   Look at the pictures. List the food/drinks under the categories. Write in your notebook. Listen and check.



## Note


- **Countable nouns** are nouns we can count. They have a singular and a plural form. *one apple - two apples - three apples*, etc
- **Uncountable nouns** are nouns we cannot count. *coffee, cheese*, etc

- 2 Sally is training for a basketball match and needs to eat healthily. What does she have (✓) every day? Look and say, as in the example. What do you have for breakfast, lunch, dinner and a snack?

Sally has a glass of milk and an egg for breakfast.

- 3 Look at the food/drinks in Ex. 1. Which are countable nouns? uncountable nouns?

## Making offers

- 4  Use the language in the box to act out dialogues, as in the example. Use food from Ex. 1.

A: Would you like some pizza?

B: I'd love some.

## Making offers

- Would you like ...?
- How about ...?

## Accept

- Yes, please.
- I'd love some.
- Sure, why not?

## Refuse

- No, thanks.
- I don't really like...
- I'd rather not.

# Everyday English • 6d

## Note

### would like

We use **would like** to make a polite offer/request. **Would you like chips? Yes, please./ No, thank you. I'd like a cola, please.**

**Compare:** **Do you want to eat ...?** (informal)

## Note

### Reading prices

£1 = a/one pound  
1p = a/one penny  
10p = ten pence

Design a menu for your fast food restaurant. Include healthy dishes.

## The Snack Box

### Burgers

cheeseburger £2.50  
chicken burger £2.50  
vegetarian burger £2.00

### Chips

small £1.00  
medium £1.50  
large £2.00

### Other dishes

spaghetti with tomato sauce £4.40  
pizza (pepperoni, cheese) £4.20

### Desserts

apple pie £2.50  
ice cream (chocolate, vanilla, strawberry) £2.00

### Drinks

cola, lemonade £1.50  
mineral water 90p  
hot chocolate £1.50

## Ordering at a fast food restaurant

1 Read the dialogue and complete the gaps with the sentences (A-G). Two sentences are extra. Write in your notebook.

**Woman:** Hello. Welcome to The Snack Box. 1) ...

**Dan:** Let's see. I'd like a chicken burger, please.

**Woman:** OK. Would you like chips with that?

**Dan:** 2) ...

**Woman:** Anything to drink?

**Dan:** A can of lemonade, please.

**Woman:** OK. 3) ... We've got apple pie and a selection of ice cream flavours.

**Dan:** No, thanks. 4) ...

**Woman:** So, that's a chicken burger, small chips and a lemonade. 5) ...

**Dan:** Here you are.

**Woman:** Thank you.

- A How about dessert?
- B Can I take your order?
- C That's £5.00, please.
- D Would you like anything else?
- E Just a small portion.
- F That's all.
- G Please take a seat.

2 Listen and check your answers.

3 Take roles and read the dialogue in Ex. 1 aloud.

4 Work in pairs. Imagine you are in The Snack Box. Use the menu to act out a dialogue similar to the one in Ex. 1. Try to order healthy food.

## Pronunciation /ʌ/, /ʊ/

Listen and repeat. Find more words with these sounds.

/ʌ/ mum, but, fun      /ʊ/ full, pull, put



# 6e • Grammar



## can/can't - may/may not

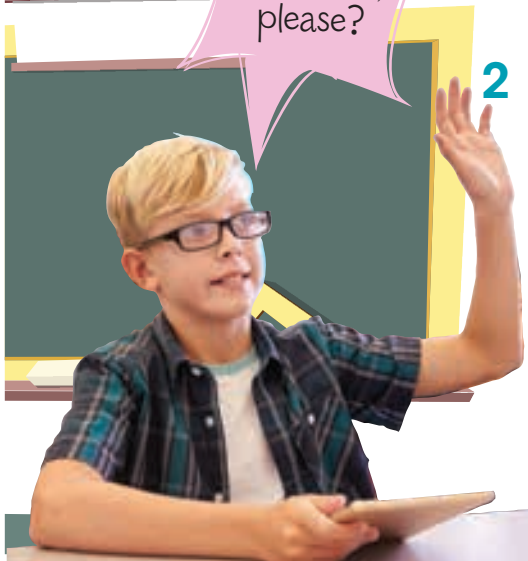
- We use **can/can't** to express ability/lack of ability.  
I **can** make a cake. I **can't** make pancakes.
- We use **can/can't** to ask for/give/refuse permission in informal situations. **Can** I go to the cinema with John, Mum?  
**Yes, you can./ I'm afraid you can't.**
- We use **may** to ask for permission more formally.  
**May** I see Mr Smith, please?
- We use **may/can** to give permission (formal). **Yes, you may/can.**
- We use **may not/can't** to refuse permission (formal).  
**No, you may not/can't.**

**1** Read the sentences. What does **can** express in each? Write in your notebook: **AP** (ask for permission), **GP** (give permission), **RP** (refuse permission), **A** (ability), **LA** (lack of ability).

- |  |   |
|--|---|
| 1. <b>Can</b> I talk to you for a minute?      | 7. <b>Can</b> we play in the garden?    |
| 2. I <b>can</b> cook quite well.               | 8. We <b>can't</b> swim.                |
| 3. <b>Can</b> I borrow your recipe book, Judy? | 9. John <b>can't</b> run very fast.     |
| 4. John <b>can</b> play tennis.                | 10. I'm afraid you <b>can't</b> go out. |
| 5. Paul <b>can't</b> dance.                    | 11. Yes, you <b>can</b> come with us.   |
| 6. <b>Can</b> I buy this poster, Dad?          | 12. No, you <b>can't</b> cut the cake.  |



Can I go to the toilet, please?



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

1. Ask your dad for permission to go to a friend's birthday party. Your dad agrees.  
A: Can I go to my friend's birthday party, Dad?  
B: Yes, you can.
2. Ask your teacher for permission to go to the toilet. Your teacher agrees.
3. You want to borrow your friend's camera. Ask your friend for permission. Your friend refuses.
4. Ask your teacher for permission to eat your sandwich in the classroom. Your teacher refuses.
5. Ask your mum for permission to try the cake. Your mum refuses.

# Grammar • 6e



## Adverbs of manner - time - place

- Adverbs can describe manner (**how**), time (**when**), place (**where**), etc. **She drives carefully.** (adverb of manner) **They left yesterday.** (adverb of time) **The invitations are here.** (adverb of place)
- Some adverbs have the same form as their adjectives. These are: **deep, early, hard, fast, high, late, long, low, near, right, straight, wrong.** **He's an early bird.** (adjective) **I got up early.** (adverb)

### Note:

|           |      |      |      |       |      |
|-----------|------|------|------|-------|------|
| Adjective | good | fast | hard | early | late |
| Adverb    | well | fast | hard | early | late |

### 3 Read the sentences. Decide if the adverbs in bold express manner, time or place. Write in your notebook.

1. My sister went to the baker's **on foot**.
2. He never arrives at school **late**.
3. Megan left her books **here**.
4. We **slowly** got on the train.
5. She's happy. She did **well** on the test.

## Quantifiers

- We use **how many, a lot of/lots of, (too) many, some/a few, not many/(very) few, no/not any** with **countable nouns**.
- We use **how much, a lot of/lots of, (too) much, some/a little, not much/(very) little, no/not any** with **uncountable nouns**.



### 4 Choose the correct item. Write in your notebook.

1. We've got **a lot/many/much** of cheese.
2. How **lot/many/much** cucumbers are there in the fridge?
3. There's too **much/many/a lot** sugar in my tea.
4. Is there **little/lots/much** pizza left?
5. There is **lots/some/a few** of rice in the bowl.
6. How **many/little/much** juice is there in the carton?
7. I've got **some/any/much** biscuits in my bag.
8. Is there **some/many/any** orange juice in the fridge?



Search

Hi, guys! I'm Maria and I'm planning to visit the Strawberry Festival this June. It's a big festival and it's got lots of things to see and do. I'll go there with my best friend and her family. We'll leave in the morning and come back late at night. At the festival, we'll watch some live bands and eat lots of strawberries! We'll also take part in the Kids' Strawberry Race. It'll be so much fun!

What about you? What festival will you visit this summer?

Post a comment below

Join us at the 17th annual

## Strawberry Festival

There will be:

- live bands
- lots of dancing
- face painting
- parades
- lots of strawberry treats
- Kids' Strawberry Race
- a fireworks display
- and much more ...

From 17th June  
to 19th June  
at Rachel Park  
from 9 am to 11 pm

**Buy your tickets today!**  
For more information, visit [www.strawfest.co.uk](http://www.strawfest.co.uk).

### Check these words

- take part in
- race
- face painting
- treat
- ticket

### Reading

- 1 Look at the texts. How are they related?
- 2 Listen and read the blog entry. Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

The Strawberry Festival is **1** **a** in the morning.  
 They will leave **2** **b** live bands.  
 They will watch **3** **c** in June.

- 3 Decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. Maria will visit the Strawberry Festival with her family.
2. Maria will paint her face.
3. The Strawberry Festival finishes at 11 pm.
4. Children pay less than adults.

- 4 Read the recipe and put the instructions in the correct order. Write in your notebook. Make the juice. How does it taste?

### Strawberry juice

#### Ingredients

- 2 cups of strawberries
- Juice from 1/4 lemon
- 1 tablespoon sugar
- 1 cup cold water


#### Instructions

- Blend until smooth.
- Wash the strawberries, remove stems and cut into small pieces.
- Serve the juice in glasses with ice cubes.
- Put the strawberries, sugar and lemon juice in a blender.
- Add water and blend again for a minute.



# Across Cultures • 6f

## Speaking

- 5  **Think** What would you like to do at the Strawberry Festival? Why? Tell your partner.

I would like to ... because ...

## Listening

- 6  Listen and complete the poster below. Write in your notebook.



### Culture Spot

The Isle of Wight Garlic Festival is a summer festival about garlic and local culture. There is live music and entertainers for the children.



 Is there a food festival in your country?

## Come celebrate the Dessert Festival

Saturday, 14th 1) ... from 10 am to 11 pm in West Park

This year, we'll have so much for you to see and do such as:

- lots of live 2) ...
  - face painting for children
  - a parade
  - pie-eating 3) ...
  - a fireworks display
- and much more ...

When you get hungry, you can have 4) ..., ice cream, biscuits and more from one of our many dessert stalls.



For more information or to reserve your tickets, visit our website at [www.sthfestival.co.uk](http://www.sthfestival.co.uk).

Ticket prices  
5) £ ... (for adults),  
£ 7 (for children)

## Writing (a blog entry about a festival)

- 7 Imagine you are planning to go to the festival in Ex. 6. What will you do there? In your notebook, write a blog entry similar to the one in Ex. 1. Use the poster in Ex. 6 to help you. Use connectors (*and, but, because*) to link your ideas.

# 6 • CLIL (History)



## The story behind **Thanksgiving** in the USA



Americans celebrate Thanksgiving on the fourth Thursday of November. They have a huge feast with lots of turkey, pumpkin pie, gravy, sweet potatoes and cranberry sauce. They also watch American football and Thanksgiving parades on TV. But Americans didn't always celebrate it this way. Let's take a step back into the past and see how Thanksgiving began centuries ago.

1) ...

On 6th September, 1620, 102 men, women and children started their journey from England to North America – the New World – in search of a better life. They travelled on the Mayflower, a big ship. Their journey was very long and difficult. So difficult that many of the people became ill. After 66 days, these people or 'Pilgrims' as we call them today, saw land. They finally settled in an area and created a town they called Plymouth.

2) ...

Life in the New World was very difficult for the Pilgrims at first and only little over a half of them survived the first winter. However, with the help of local Native Americans, they managed to make a life for themselves. The Native Americans taught them to fish, hunt and grow plants like corn, pumpkins and beans.

3) ...

A year after their arrival, the Pilgrims had a big feast with the food they gathered from their first harvest. They celebrated this day with the Native Americans that gave them all the knowledge they needed to survive in their new home. Since then, people throughout the years continued to celebrate this day in their own way and that's how Thanksgiving – an important American tradition – started.

### Check these words

- celebrate • feast
- take a step back into
- century • journey
- survive • gather
- tradition

### Reading

- 1 Do you know how Thanksgiving started? Listen and read to find out.
- 2 Read the text again and match the headings (A-C) to the correct paragraphs (1-3). Write in your notebook.

**A** Living in the New World

**B** Giving their Thanks


**C** Travelling to the New World

- 3 Answer the questions in your notebook.


1. When did the Pilgrims' journey begin?
2. How long did the journey last?
3. What did the Native Americans do for the Pilgrims?

# Flash Time • 6


## Project

- 1  **Think** Think of a celebration/festival in your country. Collect images and information about it and copy and complete the table below, in your notebook.

| Name/<br>Place/Date | What it<br>celebrates | How it<br>started | What happens at the<br>festival/celebration |
|---------------------|-----------------------|-------------------|---|
|---------------------|-----------------------|-------------------|---|

- 2  Now make a poster of the celebration/festival. Use the images and your notes in Ex. 1.

## Presentation Skills

- 3  Use your poster in Ex. 2 to present the celebration/festival to the class.

## VALUES

### Entertainment

- 4  **Think** Why is entertainment important? Use the list to tell the class. Can you think of more reasons? Write in your notebook.

Entertainment is important because it can:

- teach us about different cultures
- help us discover and express ourselves
- teach us about history
- encourage us to appreciate art
- make us more sociable
- make us more creative



# 6 • Progress Check

## Reading

- 1 Decide if the sentences are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.



## BLOG

Hi, everyone! I'm Sam and I'll visit the Chocolate Festival next month. It's one of many chocolate festivals in the area and there's lots to see and do. I'll go there with my family and my best friend, Kate. We'll leave in the morning and come back in the evening. At the festival, we'll learn how to make really tasty chocolate cakes and then we'll eat them! We'll also listen to live music and have lots of fun! What about you? What festival will you visit this summer?

Post a comment below.

- Sam will visit the only chocolate festival in his country.
- Kate's family will come to the festival.
- They will leave before midday.
- Sam will buy chocolate cake recipes.
- They can eat what they cook.

5 x 3 = 15

## Vocabulary

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



1. **do/make** a cake



2. **do/make** your nails



3. **do/make** the shopping



4. **do/make** a list

4 x 2 = 8

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

- Breakfast:** milk – cabbage – cereal
- Snack:** spinach – biscuits – ice cream
- Dinner:** pasta – steak – nuts
- Drinks:** chips – cola – lemonade

4 x 2 = 8

## Grammar

- 4 Complete the sentences with the correct form of the future simple. Write in your notebook.

- Peter ... **(buy)** his mum a present for Christmas.
- We ... **(not/visit)** the festival tomorrow.
- ... **(you/make)** Jane's birthday cake?
- ... **(Mary/come)** tonight?
- I ... **(go)** to the New Year's Eve party later.

5 x 2 = 10

- 5 Choose the correct item. Write in your notebook.

- Can/Can't** I have some more cake, Mum? Yes, you **can/can't**.
- We haven't got **a lot of/much** milk. We need to buy **a few/some**.
- Will/May** I see the manager, please? No, you **may not/will**.
- There's very **little/few** juice. Would you like **any/some** tea, instead?

4 x 2 = 8

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

- my mum / now / in the kitchen / is
- they / for / London / yesterday / left
- she / envelope / slowly / opened / the

3 x 2 = 6

# Progress Check • 6

## Everyday English


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

1. Would you like chips with that?
2. Hello. Can I take your order?
3. That's £10, please.
4. How about dessert?
5. Anything to drink?

- a I'd like a chicken burger, please.
- b Here you are.
- c A vanilla ice cream, please.
- d Yes, a large portion.
- e A bottle of mineral water, please.

5 x 2 = 10

## Listening

8  Listen and complete the poster. Write in your notebook.

### Come celebrate the Seafood Festival with us!

Saturday 4th to Sunday 26th 1) ...

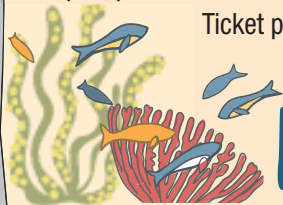
From 9:30 am to 10:00 pm at Little Rock Park

This year we'll have:

- live music from local 2) ...
- dance shows
- face painting
- parades
- fish pie eating 3) ...
- kids' swimming race
- a fireworks display and much more ...

When you get hungry, you can try any one of our 4) ... , octopus, prawn or mussel dishes prepared by local chefs.

Ticket prices: 5) £ ... (for adults),  
£ 6 (for children)



For more information, visit  
[www.SeafoodFest.co.uk](http://www.SeafoodFest.co.uk) today.

5 x 3 = 15

## Writing

9 Imagine you are thinking of going to the festival in Ex. 8. Write a blog entry about what you will do there in your notebook.

20 points

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about celebrations & festivities
- talk about food & food categories
- use phrases with *do* & *make*
- use the future simple
- use *can/can't* - *may/may not*
- use adverbs or manner - time - place
- use quantifiers

#### Reading

- match phrases to make sentences
- identify R/W/DS statements
- answer comprehension questions
- match headings to paragraphs

#### Listening

- listen for specific information (multiple choice)
- listen for content (gap filling)

#### Speaking

- make offers
- order at a fast food restaurant

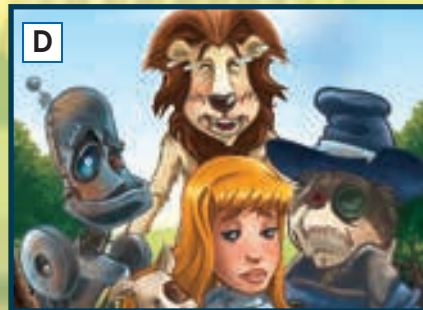
#### Writing

- write an email of invitation
- write a blog entry about a festival

# World Tales



## The Wonderful Wizard of Oz



L. Frank Baum (1856-1919) was born in Chittenango, New York in the United States. He wrote lots of children's books, but he is most famous for *The Wonderful Wizard of Oz*. It is about a young girl Dorothy and the friends she makes on her way back to her hometown.

- 1 Who was L. Frank Baum? What type of stories did he write? Read the biography to find out.
- 2 The pictures (A-D) tell us a story. Who are the characters in the pictures? Listen and read to find out.
- 3 Read the extract again and choose the correct answer (A, B or C). Write in your notebook.
  1. Who lives in the Emerald City?  
 A Dorothy                      B The Great Oz  
 C The Wicked Witch of the East
  2. The Scarecrow is sad because he doesn't have a(n)  
 A brain.                      B heart.                      C axe.
  3. Who was originally a real man?  
 A The Tin Man                      B The Scarecrow                      C The Lion
  4. Who does the Lion want to bite?  
 A Dorothy                      B The Tin Man                      C Toto
- 4 **Think** Compare the characters in the story. How important is it for them to find the Emerald City? Why?



# World Tales

As Dorothy and Toto were walking through beautiful fields, they saw a Scarecrow. He smiled and waved at her. Dorothy was very surprised.

“Can you talk?” she asked.

“Of course!” said the Scarecrow.

“My name is Dorothy. I’m going to the Emerald City. I want the Great Oz to help me get back to Kansas.”

“Where is the Emerald City?” asked the Scarecrow. “And who is the Great Oz?”

“Don’t you know?” asked Dorothy.

“No,” replied the Scarecrow. “I don’t know anything because I don’t have a brain.”

“What do you mean?” asked Dorothy.

“Well,” said the Scarecrow. “A man made me to scare birds. But they weren’t scared of me because they knew I wasn’t a real man. I want a brain, so I can be a real person.”

“I’m sure the Great Oz can help you,” said Dorothy.

Together, they followed the yellow brick road into a forest.

Suddenly, Dorothy saw a Tin Man with an axe, not moving at all.

“Look!” shouted Dorothy. “He can’t move! The poor thing!”

“Please help me!” begged the Tin Man.

Dorothy saw an oil can on the ground. She picked it up and oiled the poor Tin Man. He slowly moved his arms, his head and then his legs.

“Oh, thank you!” he said. “You saved my life! Who are you?”

“I’m Dorothy. This is the Scarecrow, and this is Toto. We’re going to the Emerald City to see the Great Oz.”

“Why do you want to see the Great Oz?” asked the Tin Man.

“I want him to help me get home to Kansas,” said Dorothy.

“And the Scarecrow wants a brain.”

“I don’t have a heart,” said the Tin Man. “Do you think that the Great Oz can help?”

“I don’t know,” replied Dorothy. “Why don’t you come with us, and we can ask?”

As they walked through the forest, the Tin Man told them his story.

“A long time ago, I was a real man,” he began. “I had a heart, and I fell in love with a girl. But the girl lived with an old woman who didn’t want us to marry, so she asked the Wicked Witch of the East to turn me into a Tin Man with no heart. I want a new heart so that I can love her again and marry her.”

“I hope the Great Oz can help you,” said Dorothy. “Do you know how far it is to the Emerald City?”

“I don’t know how far it is,” said the Tin Man. “But I know it is a dangerous journey.”

Just then, they heard a loud roar. A Lion ran out of the forest and stood in the road in front of them.

“Don’t bite Toto!” shouted Dorothy.

“I didn’t bite him,” he said.

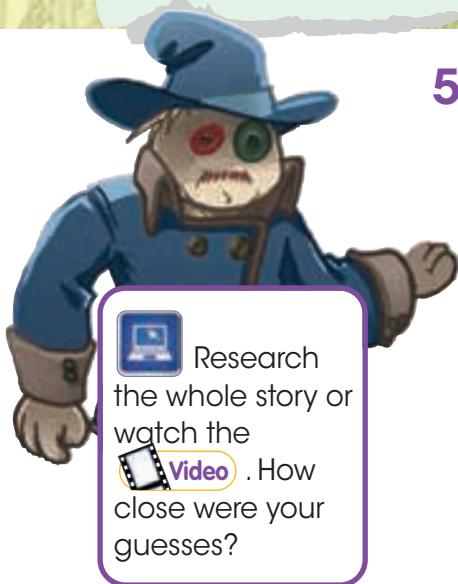
“No, but you wanted to!” said Dorothy. “You’re just a coward!”

“I know,” said the Lion sadly. “I’m a coward. I’m afraid of everything. I need some courage.”

“Come to the Emerald City with us. Maybe the Great Oz can help all of us!”

Dorothy and her new friends followed the yellow brick road out of the forest. After some time, they saw a green light shining in the distance.

“That’s where the Great Oz lives!” said Dorothy.



## 5 a) Put the events in the order they happened. Write in your notebook.

They met a Lion who tried to bite Toto.

They all decided to find the Great Oz together.

They heard a loud roar.

Dorothy and Toto saw a Scarecrow with no brain.

Dorothy saw a Tin Man with an axe.

Dorothy and her friends saw a green light shining in the distance.

Dorothy got the oil can and oiled the Tin Man.

## b) Use the events to say or write a summary of the story.

## 6 What do you think happens next in the story? Does Dorothy get back to her hometown? Discuss in groups.

# World Tales

## PETER PAN



The Darling children often dreamed of the magical land called Neverland. They saw the strange land with its lagoons, caves and forests. Neverland was different for each of the children. John lived in a boat turned upside down on the sand. Michael lived in a wigwam while Wendy lived in a house made of leaves sewn together. They all dreamed of Peter, however, especially Wendy. She knew that Peter Pan often came to the children's room at night while they were asleep. When she told her mother about this, Mrs Darling did not believe her.



J.M. Barrie (9th May, 1860 – 19th June, 1937) was born in Kirriemuir, Scotland,

and became a writer when he left university. He wrote lots of famous books, but none were ever quite as successful as *Peter Pan*. Peter Pan is a boy who wouldn't grow up, and spends his time having adventures.

**1** Who was J.M. Barrie? Which famous character did he create? Read the biography to find out.

**2** The pictures (A-D) show Peter Pan, Wendy and her brothers. What do you think happens in the extract? Listen and read to find out.

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

1. In Neverland, Wendy dreamed of living in a wigwam/a house made of leaves/a boat.
2. Peter gets into the house through the window/door/walls.
3. Michael/Peter/John ran away the day he was born.



"No one can get into the house, dear," said Mrs Darling.

"I think Peter comes in through the window," said Wendy.

Mrs Darling was sure that Peter was just a dream, but the next night Wendy finally met Peter Pan and he was real! She wanted to know more about this interesting boy.

"How old are you?" asked Wendy.

"I don't know," said Peter. "But I am quite young. I ran away the day I was born. I didn't want to grow up, you see."

Wendy was very surprised. "So, where do you live now?"

"I live in Neverland with the Lost Boys," said

Peter. "They are boys who were lost when they were babies and their parents never found them, so they don't have mothers."

"Oh, the poor boys!" cried Wendy.

"Will you fly to Neverland with me and be a mother to the Lost Boys?" asked Peter.

"I can't!" said Wendy. "I can't fly!"

"Just think of lovely thoughts and they will lift you up in the air."

Wendy woke her brothers up. "Can you teach John and Michael too?"

Peter blew fairy dust on them and they began to fly around the room. Peter took Wendy's hand, and the four children flew out of the window and into the night sky.

## 4 Who does what? Read and complete the sentences in your notebook. Use: *Peter – Mrs Darling – Wendy – the Lost Boys – John & Michael.*

1. ... often dreamed of the magical land called Neverland.
2. ... thought that Peter was just a dream.
3. He lives in Neverland with ... .
4. Peter wants ... .
5. Wendy woke ... up.
6. ... blew fairy dust on them.
7. ... flew out of the window.

### Speaking & Writing

## 5 Use the pictures in Ex. 2 to write or give the class a summary of the story. Make three mistakes. Your partner corrects them.

## 6 In groups, act out the extract.

## 7 a) What do you think happens next in the story? Decide in groups.

## b) Watch the Video . Were your guesses correct?



Work in groups. Create your own Neverland. Draw a map. Where is it? What can you find there? Think about:

Draw a map. Where is it? What can you find there? Think about:

- geographical features (forests, lagoons, caves, lakes, etc)
- who lives there (pirates, fairies, animals, etc)

Present it to the class.



# American English - British English Guide

## American English

### A

account  
airplane  
anyplace/anywhere  
apartment

### B

bathrobe  
bathtub  
bill  
busy (phone)

### C

cab  
call/phone  
can  
candy  
check  
closet  
connect (telephone)  
cookie  
corn  
crazy

### D

desk clerk  
dessert  
downtown  
drapes  
drugstore/pharmacy  
duplex

### E

eggplant  
elevator

### F

fall  
faucet  
first floor, second floor, etc  
flashlight  
French fries  
front desk (hotel)

### G

garbage/trash  
garbage can  
gas  
gas station  
grade

### I

intermission  
intersection

### J

janitor

### K

kerosene

### L

lawyer/attorney  
line  
lost and found

### M

mail  
make a reservation  
motorcycle  
movie  
movie house/theater

### N

news-stand

### O

office (doctor's/dentist's)  
one-way (ticket)  
overalls

## British English

bill/account  
aeroplane  
anywhere  
flat

dressing gown  
bath  
banknote  
engaged (phone)

taxi  
ring up/phone  
fin  
sweets  
bill (restaurant)  
wardrobe  
put through  
biscuit  
sweetcorn, maize  
mad

receptionist  
pudding/dessert/sweet  
(city) centre  
curtains  
chemist's (shop)  
semi-detached

aubergine  
lift

autumn  
tap  
ground floor, first floor, etc  
torch  
chips  
reception

rubbish  
dustbin/bin  
petrol  
petrol station/garage  
class/year

interval  
crossroads

caretaker/porter

paraffin

solicitor  
queue  
lost property

post  
book  
motorbike/motorcycle  
film  
cinema

newsagent

surgery  
single (ticket)  
dungarees

## American English

### P

pants/trousers  
pantyhose/nylons  
parking lot  
pavement  
pedestrian crossing  
(potato) chips  
public school  
purse

### R

railroad  
rest room

### S

sales clerk/sales girl  
schedule  
shorts (underwear)  
sidewalk  
stand in line  
store, shop  
subway

### T

truck  
two weeks

### V

vacation  
vacuum (v)  
vacuum cleaner  
vest

### W

with or without (milk/cream in  
coffee)

### Y

yard

### Z

(pronounced, "zee")  
zero  
zip code

## Grammar

He just went out./  
He has just gone out.

Hello, is this Steve?

Do you have a car?/  
Have you got a car?

## Spelling

aluminum  
analyze  
center  
check  
color  
honor  
jewelry  
practice(n,v)

program  
realize  
tire  
trave(l)er

## Expressions with prepositions and particles

different from/than  
live on X street  
on a team  
on the weekend  
Monday through Friday

## British English

trousers  
tights  
car park  
road surface  
zebra crossing  
crisps  
state school  
handbag

railway  
toilet/cloakroom

shop assistant  
timetable  
pants  
pavement  
queue  
shop  
underground

lorry, van  
fortnight/two weeks

holiday(s)  
hoover  
hoover  
waistcoat

black or white

garden

(pronounced, "zed")  
nought  
postcode

He has just gone out.

Hello, is that Steve?


Have you got a car?

aluminium  
analyse  
centre  
cheque  
colour  
honour  
jewellery  
practice(n)  
practise(v)  
programme  
realise  
tyre  
traveller

different from/to  
live in X street  
in a team  
at the weekend  
Monday to Friday

# Presentation Skills

When you give a presentation, it is important to make the audience want to listen to you.

- 1  Look at the pictures. Decide what is appropriate for a good presentation.

## Dos & Don'ts



- 1 Smile and look at your audience.



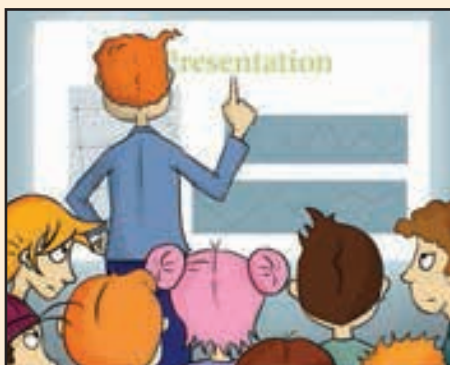
- 2 Look at your teacher.



- 3 Read from your notes.



- 4 Use visuals (maps, posters, graphs, etc)



- 5 Turn your back to the audience and look at the screen.



- 6 Speak in a dull voice.

# 1 • Present your perfect school

Brainstorm for ideas and group them under headings. Then organise the ideas into paragraphs. You can add ideas as you prepare your presentation.

## Preparing your presentation

1 Look at Paul's ideas about his perfect school. In your notebook, group these words under the headings.

- Where it is • Size • Inside • Outside • Furniture

in the countryside  
swimming pool  
four classrooms  
computers  
blue walls  
small  
windows  
in a small town

in the suburbs  
under the sea  
big  
canteen  
near a lake  
garden  
in the city centre  
chairs

desks  
playground  
flowers  
beside a river  
whiteboards  
huge  
library  
gym



2 Put the paragraphs in the correct order. Write in your notebook.

- A Inside there are big glass classrooms with glass desks and beautiful huge whiteboards. Magic!
- B My perfect school is a flying school. It's a school and a plane all in one.
- C It's a huge modern school with white walls. It's only got one floor and there isn't a playground.
- D It is a very strange school, but I love it!

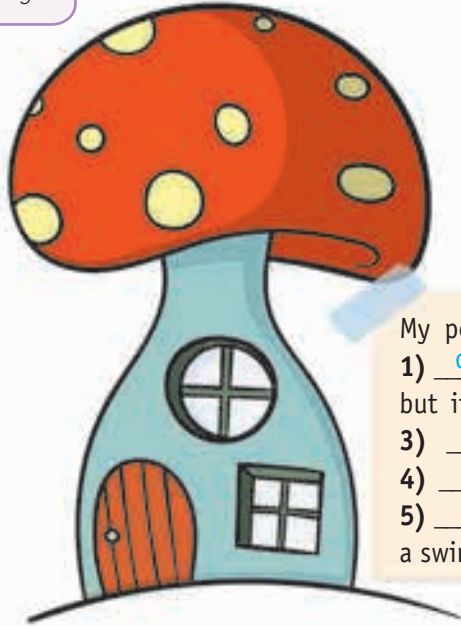




Use adjectives to make your presentation interesting.

### 3 Complete the gaps with adjectives from the list. Write in your notebook.

• beautiful • huge • small • ~~quiet~~ • comfortable



My perfect school is in the shape of a mushroom. It is in a 1) quiet place in the countryside. There is only one classroom, but it is very 2) \_\_\_\_\_; it has got a whiteboard, 3) \_\_\_\_\_ chairs and big desks. There's also a 4) \_\_\_\_\_ library and a canteen. Outside there is a 5) \_\_\_\_\_ playground with lots of trees and flowers and a swimming pool.

You can start/end a presentation using quotations/proverbs/sayings. Search online for sayings related to the topic. Use key words e.g. 'quotations house' or 'sayings house'.

### 4 Read the beginning/ending from two different presentations. Find the quotations. Write in your notebook.

**A** People say, "School is a place that provides education and education is the key to life." What is your perfect school like? A big one? A small one? Well, my perfect school is very strange.

**B** Big or small, our school is special to us. As the saying goes, "In school, you learn how to learn."

#### Preparing & Presenting

5  Collect more quotations/sayings or proverbs about schools.

6 Use the ideas in Exs 1-5 to prepare and give your presentation.

# 2 • Present landmarks

## Model analysis

- 1 Read Cassandra's presentation about two famous landmarks. Then copy the spidergrams below into your notebook and complete them with the correct information.



Hampton Court Palace



Hadrian's Wall

Good afternoon, everyone! My name is Cassandra Rhodes. When I say the word 'England', what do you think of? ... London? Buckingham Palace? Big Ben? Very good! Today, I'm going to present two other famous landmarks in England, and you can choose the one you want to go to.

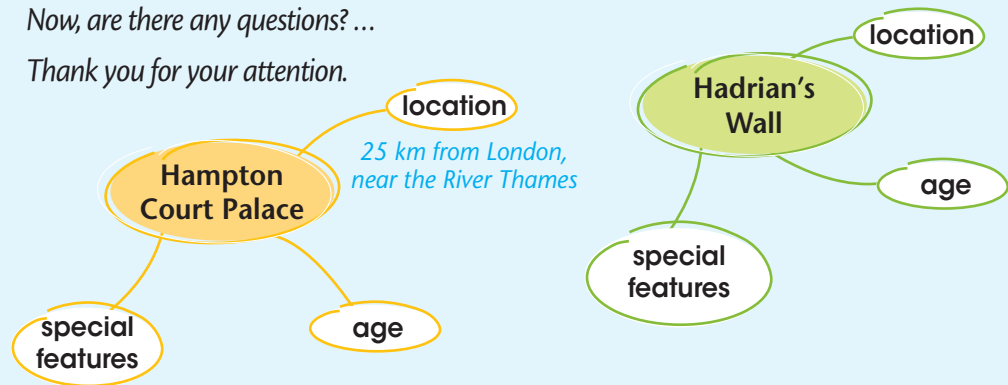
The first landmark is Hampton Court Palace. It's 25 km outside London, near the River Thames. This wonderful palace is 500 years old. It's got over 1,000 rooms. Outside you can visit the amazing garden and King Henry VIII's old tennis courts!

Hadrian's Wall is the second landmark. Let me show you. This wall, as you can see, is in the north of England and dates back to Roman times. It's about 2,000 years old and goes from one side of England to the other! It is 117 km long and 4.5 metres high. There are 16 towers on top of the wall.

In summary, if you go to the south of England, Hampton Court Palace is well worth a visit. If you want to visit places in the north, then a walk along Hadrian's Wall is a must! Or why not see them both? In the words of Saint Augustine, "The world is a book, and those who do not travel read only a page."

Now, are there any questions? ...

Thank you for your attention.

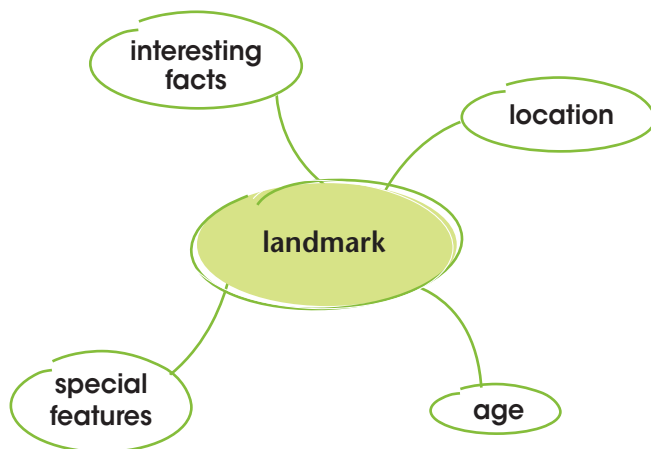


You can start your presentation with a question.

- 2 Read the underlined parts in Cassandra's presentation. Which opening/closing techniques does she use?
- 3 How does she summarise her points and recommend visiting these places?

### Organising ideas

- 4 Copy the spidergram below into your notebook, and make notes under the headings about two landmarks in your country.



### Opening/Closing techniques

- 5 a) Read the extracts (a-b). Which is from the *introduction* of a presentation? Which is from the *conclusion*?

- a) We all enjoy travelling to new places, right? Well, how about Romania? It has world-famous landmarks, and I can tell you all about them today.
- b) All these landmarks are great places to visit. Don't miss them!

- b) Match the extracts (a-b) to the opening/closing techniques (1-2). Write in your notebook.

1. making a statement
2. asking a rhetorical question

### Preparing & Presenting

- 6 Use your spidergrams from Ex. 4 to prepare your presentation. Use visuals to make your presentation more interesting.





# 3 • Present a historical figure

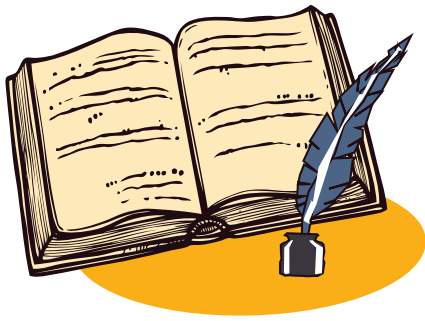
## Using cue cards

### 1 Read the theory.

#### How to prepare cue cards

Write one main idea on one side of each card.  
Use large fonts so that you can see what you write.  
Highlight the key words or use larger fonts.  
Number your cards so that you know the correct order to use them in.

### 2 Look at the cue cards. Which are OK to use? Write in your notebook.



Cue cards help you remember what you want to tell the audience.

A

**Charles Dickens** was born in Portsmouth, UK on 7th February, **1812**.

B

Born: Portsmouth, **UK**  
7th February, 1812

C

**1**  
Born: **Portsmouth, UK**  
**7th February, 1812**

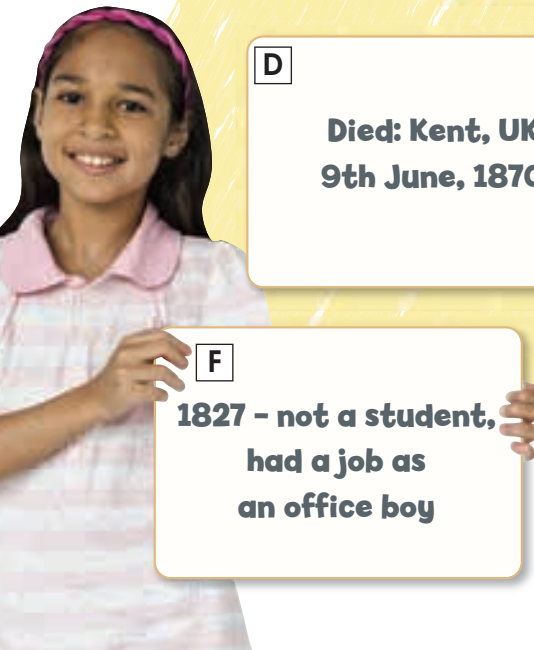
D

**1**  
**Born** in Portsmouth, UK  
7th February, 1812

### Preparing & Presenting

- 3 Look at the cue cards and number them in the correct order. Write in your notebook. Then write the key words in your notebook.

#### Charles Dickens



**A**  
Born: Portsmouth, UK  
7th February, 1812  
2nd of 8 children

**B**  
1832 - reporter  
for two London  
newspapers

**C**  
1836 - 10 children  
with Catherine  
Hogarth

**D**  
Died: Kent, UK  
9th June, 1870

**E**  
age of 12 - worker in  
a factory

**F**  
1827 - not a student,  
had a job as  
an office boy

**G**  
1842-1860 - more  
popular novels  
including *Hard Times*  
and *Great  
Expectations*

**H**  
1837 - first classic  
novel *Oliver Twist*

- 4 Use the cue cards in Ex. 3 to give your presentation.

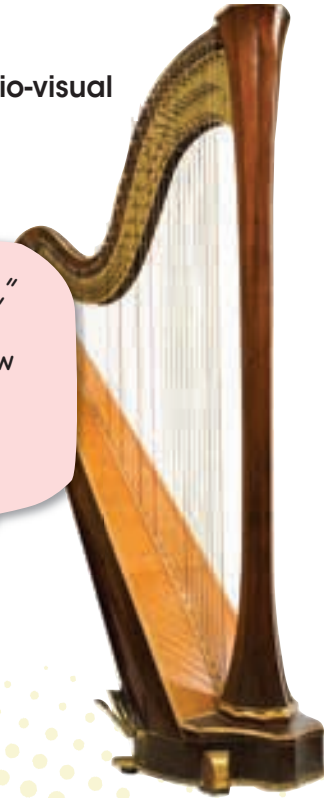
## 4. Present a traditional musical instrument

Using audio-visual aids such as music, photos, videos, etc helps you emphasise your ideas effectively.

### Using audio-visual aids

- 1 Read the following extracts. What audio-visual material does each speaker use?

A "Where words fail, music speaks," said Hans Christian Andersen. Look at this picture. Do you know what this instrument is? It's the triple harp, a traditional Welsh string instrument.



B To play the triple harp you have to pluck the strings with the fingers and thumbs. This takes a lot of skill! There are also 7 foot pedals at its base which players operate with the foot. Let's listen to an extract. ... Isn't that wonderful!

### Note

Audio-visual aids must be relevant to the topic and should not take up too much time in the presentation.



Write the most important information you want to present on cue cards. This will help you remember the key points. Do not write full sentences, just brief notes, and remember to number the cards in the order you will use them.

## Preparing & Presenting

- 2** Look at the notes. Decide on how to present the information, then prepare five cue cards. Write in your notebook.

**name & type:** the triple harp, a traditional string instrument  
**description:** tall, looks like the number 7, 47 strings – each string has a different colour and plays a different note  
**how to play:** by plucking the strings with fingers and thumbs – by operating the 7 foot pedals at its base  
**origin:** first appeared in Italy in the late 16th century  
**history in the British Isles:** came to Britain from Italy in the early 17th century – Welsh harpists played it – by the early 18th century people called it the ‘Welsh harp’



1

• string instrument

- 3** Use your cue cards in Ex. 2 to prepare your presentation. Alternatively, you can research information and prepare cue cards for a traditional musical instrument in your country.
- 4** Give your presentation. Remember to use some audio-visual aids.

# 5 • Present smart travellers

We give

presentations to:

- **describe** a place, a product, a person, etc
- **narrate** events
- **inform** the audience about something they may not know
- **persuade** the audience to do something

## Purposes of presentations

### 1 Read the task. What is the purpose of the presentation?

You have had a discussion about the dos and don'ts of smart travellers. Now, your teacher wants you to give a presentation about smart traveller's etiquette.



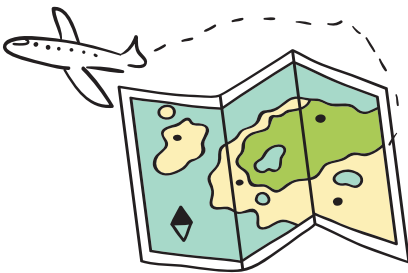
## Researching information online

### 2 Read the note.



#### Note

Think of what you will talk about and research online for information. Put key words or phrases into the search engine to narrow your search. Only click on results from valid online resources such as encyclopaedias, scientific journals, official university sites, newspapers, etc.



### 3 Which two key phrases are the most appropriate to research the topic in Ex. 1? Write in your notebook.

1. how to be a smart traveller
2. smart traveller's etiquette
3. smart travellers dos and don'ts
4. what we need to do to travel without disturbing others



## Preparing & Presenting

**4** Match the ideas (1-3) to the key points (a-c). Write in your notebook.



- a buy local products to help people that live there
- b follow local traditions – dress in the same way
- c keep beaches and public places clean

1. never drop litter
2. watch your money
3. show respect

**5** Use your notes in Ex. 4 to prepare your presentation. Remember that you are making a video of your presentation, so practise before you do it in front of the class. You can start like this:

Imagine you are on the beach and somebody is dropping litter. Annoying, isn't it? Today, I'm going to talk about how to be a smart traveller.





# 6 • Present a celebration

## Model analysis

- 1 Read Gordon's presentation. Talk about the Cat Festival: Where does it take place? When does it take place? What activities are there? Then copy the spidergram below into your notebook and complete it with the information you talked about.

Good morning, everyone! I'm Gordon Eccles. I'd like you to picture this. It is an animal. It is small with four paws. It has a small nose. Do you know what animal this is? ... Yes! You are correct, it is a cat! Just like the one in this picture! But today, I'd like to present a famous cat festival to you, and not the animal.

The Cat Festival takes place in the historic town of Ypres in Belgium every three years, during the second weekend in May. It's a great festival for anyone who likes these cute and clever animals!

There's lots to do at the festival. On Saturday, in the afternoon, there is a treasure hunt for children. Then, in the evening, people let off fireworks. On Sunday, there is a cat parade in the morning where people can see colourful floats with cats of all shapes and sizes. There is also a Queen of Cats. Lots of people wear cat costumes and dance in the streets.

Overall, if you are a cat lover, don't miss this amazing festival in Belgium. You can have fun and learn about cats at the same time! So, what are you waiting for?

Do you have any questions? ...

Thank you for listening.



- 2 Read the underlined parts in Gordon's presentation. Which opening/closing techniques does he use?



### Preparing & Presenting

- 3** a) Think of a celebration in your country. Collect information.  
 b) Copy the spidergram into your notebook and complete it with the information about it.



- 4** a) Read the extracts (a-b). Which is from the *introduction* of a presentation? Which is from the *conclusion*?

- a) Every year there are lots of festivals around the world. Today, I'd like to tell you about an interesting festival in Romania.  
 b) In the words of writer Tom Peters, "*Celebrate what you want to see more of.*" So, if you like folk culture, then Jina, Romania, is the place to be.

- b) Match the extracts (a-b) to the opening/closing techniques (1-2). Write in your notebook.

1. using a quotation
2. making a statement

- 5** Find appropriate visuals for your presentation.



### Preparing & Presenting

- 6** Use the completed spidergram from Ex. 3b to prepare your presentation. Use visuals to make your presentation more interesting.



# Fun Time 1

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. If you land on a snake, move down. If you land on a ladder, move up. Answer correctly, or go back one space. Write in your notebook.

**FINISH**

28 I usually ... up at 7 o'clock in the morning.

27 Mark **listens/reads** to music after dinner.

26 I ... dressed, then I have breakfast.

25 All students have lunch in the school **canteen/library**.

24 Are you tired? Yes, I ...

23 At the weekend, I like **spending/playing** time with my family.

22 Does she play football? Yes, she ...

21 She's of **chubby/medium** height.

20 Does he walk to school? No, he ...

19 I always **do/have** a shower before swimming practice.

18 He's ... He only **cares** about himself.

17 He **don't/doesn't** like drawing.

16 I never ... to sleep before 8 in the evening.

15 Do you like **painting/playing** board games?

14 What do you ... for breakfast, Anna?

13 What time do you **go/catch** the bus?

12 My brother **doesn't** mind ... shopping with me.

11 I sometimes **draw/do** my homework at Grandma's.

10 Do you walk to school? No, I ...

9 I **never am/am never** late for school.

8 Let's ... to the cinema this week!

7 He's got **curly/medium** hair.

6 I like hanging ... with friends at the weekend.

5 I can't see you in the afternoon; I **have/go** lessons.

4 Jack ... sports like tennis and football every weekend.

3 What time does your dad come **with/back** home?



2 Is she sleeping now? No, she ...

1 I **don't/doesn't** mind painting.

**START**



## Vocabulary

- 1 Complete the gaps with:  
*fun, backs, me, stuff,*  
*seaside, inside, pouring, do.*  
Write in your notebook.
- 2  Listen and check.  
Then sing along.
- 3  **Think** What is the weekend  
like for you?



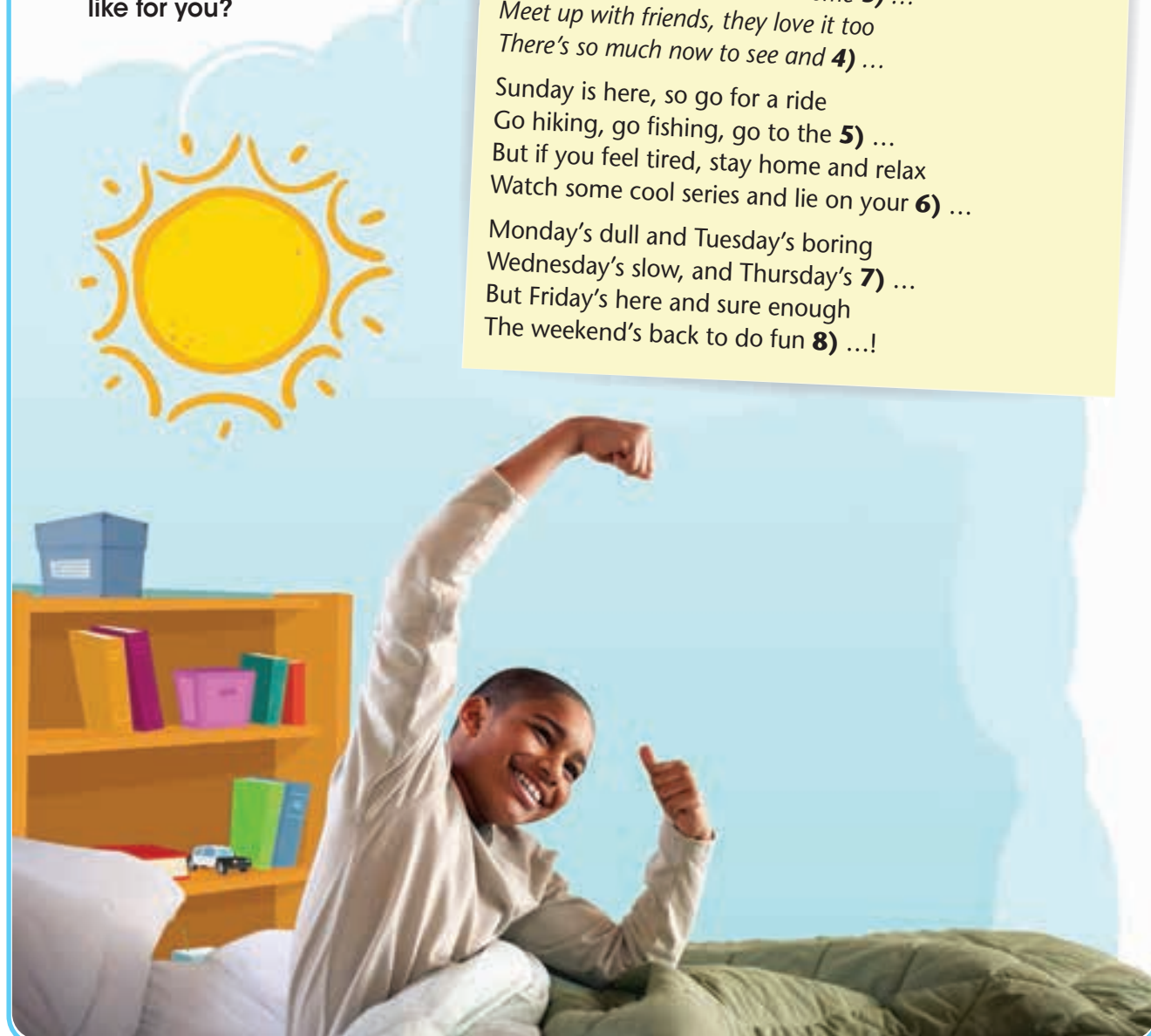
## Weekend uploading

Saturday's here, let's head outside  
It's not the day to stay **1)** ...  
Don't stay at home, don't watch TV  
Hey, come and play ping pong with **2)** ...

*The weekend's here for everyone*  
*Shake off the week and have some **3)** ...*  
*Meet up with friends, they love it too*  
*There's so much now to see and **4)** ...*

Sunday is here, so go for a ride  
Go hiking, go fishing, go to the **5)** ...  
But if you feel tired, stay home and relax  
Watch some cool series and lie on your **6)** ...

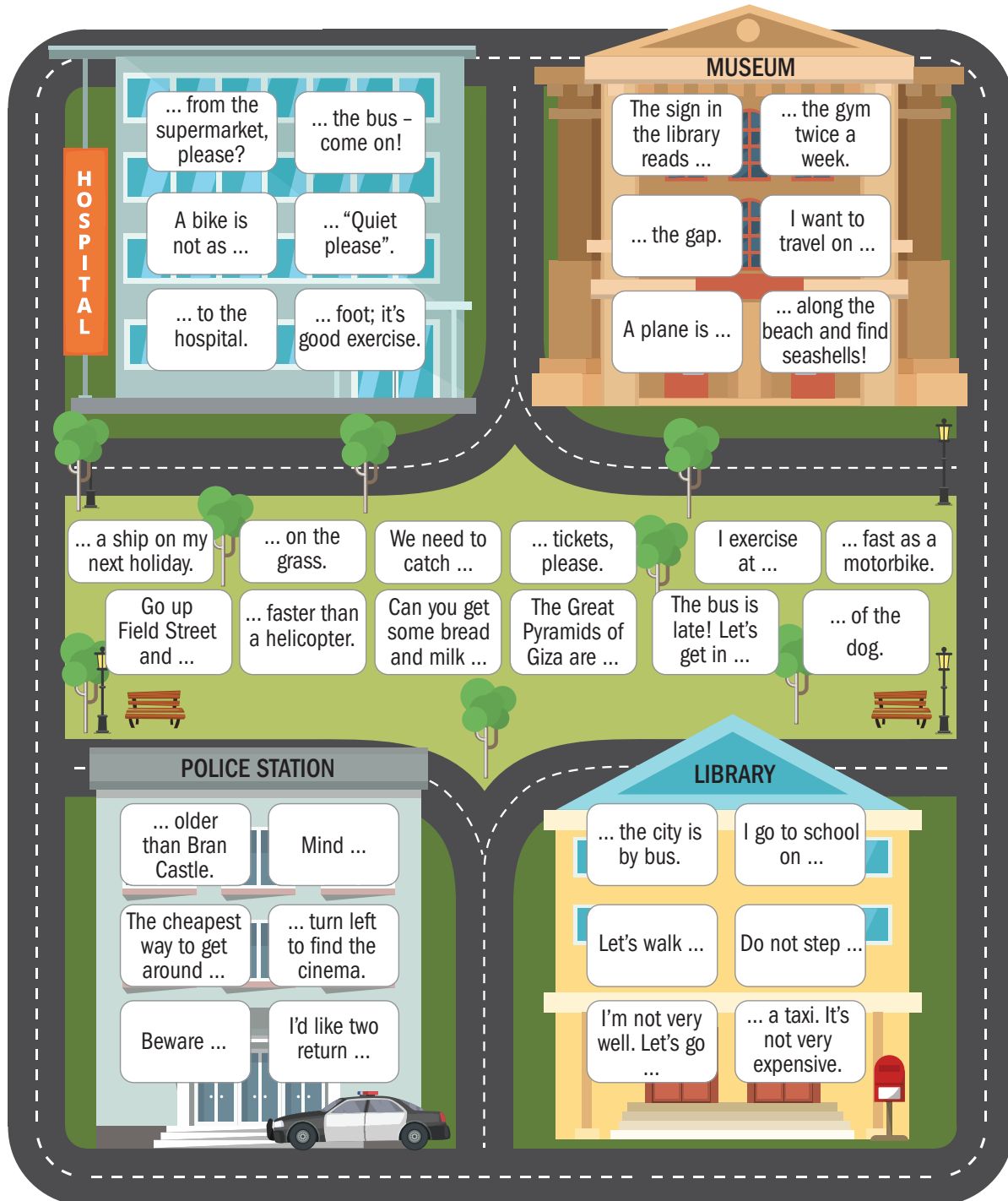
Monday's dull and Tuesday's boring  
Wednesday's slow, and Thursday's **7)** ...  
But Friday's here and sure enough  
The weekend's back to do fun **8)** ...!



# Fun Time 2

**Materials:** Small pieces of paper or card to use as counters (one colour for each player).

**How to play:** Play in pairs or small groups. To start, throw a small object, like a pen cap, into the air and see where it lands on the page. Find the matching part of the sentence you land on. Read the sentence aloud. If it is correct, put your counters on the two pieces. If it is wrong, you miss a turn. The first player to complete a place in this town wins the game!





**1** Listen to the song and complete the gaps with: *car, train, near, house, day, bike, back, town*. Write in your notebook.

**2** Find all the means of transport in the song.

**3** **Think** Draw in your notebook or find a picture that matches what you hear. Present it to the class and explain what it means.

## • GOING AROUND •

When I want to go on a trip  
I always go by **1)** ...  
It takes me where I want to go  
And brings me **2)** ... again.

Everybody travels  
To places **3)** ... and far  
By bus or train, by boat or plane,  
Bicycle or **4)** ...

When we go into the **5)** ...  
We often go by bus.  
There's a bus stop near our **6)** ...  
It's so easy for us!

When I go to school each **7)** ...  
I like to go by **8)** ...  
And at the weekends when I'm free  
I go just where I like.





# Fun Time 3

Play the game in pairs or small groups. Choose a character. The other team asks five Yes/No questions to find who this character is. Then swap roles. The one who finds the most characters in three minutes wins the game!

**GUESS  
WHO?**

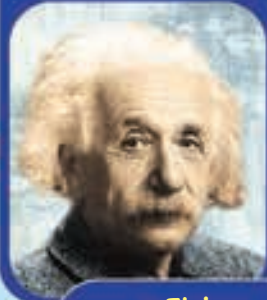
Ludwig van  
Beethoven



Queen  
Victoria



Albert  
Einstein



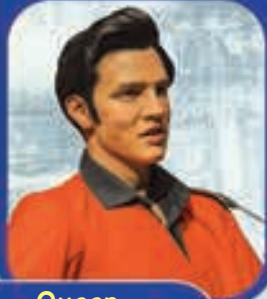
Stephen William  
Hawking



Oliver  
Hardy



Elvis  
Presley



Vincent  
van Gogh



Charlie  
Chaplin



Queen  
Elizabeth I




Stan  
Laurel




Charles  
Dickens



**1** Complete the song with the words: *anywhere, adventure, find, look, hands, alone, queens*. Write in your notebook.

**2**  Listen and check your answers.

**3**  **Think** What does the singer think of books? Give reasons.



## Inside a book

When it's raining you sit at home,  
Nothing to do, you're all **1)** ...,  
Do not worry, do not despair,  
A book can take you **2)** ...!  
There's so much you can find in a  
book,  
So pick one up and take a **3)** ...


A million stories to open  
your mind,  
You never know what you're  
going to **4)** ...  
Read about castles, **5)** ... and  
kings,  
Monsters, aliens and other  
things.  
Go on an **6)** ... to distant  
lands,  
Just open the pages in your  
**7)** ...!




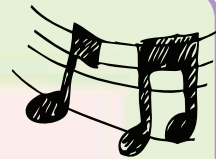




**1** Read the song and complete the gaps with: *win, happy, right, mind, defeat, free, day, world, troubles, bright*. Write in your notebook.

**2**  Listen and check. Then sing along.

**3**  **Think** How does music make the singer feel? Does it do the same to you? Give reasons.



## Music

When I'm feeling worried and there's too much on my 1) ...

I turn on my music and I leave the world behind

I get lost in music and I suddenly feel 2) ...

When I'm lost in music I am where I want to be

Music makes me 3) ...

It can always make me smile

Music makes the 4) ... seem

so much better for a while

When your mind is heavy and nothing's going 5) ...

play your favourite music and the world seems clear, clear and 6) ...

When I'm just too tired to get through another 7) ...

I put on a CD and I let the music play

All my 8) ... leave me

when I hear a song begin

Nothing can 9) ... me

I feel strong enough to 10) ...




# Fun Time 5

Play the game in pairs or small groups. In turns, choose any square and answer the question. If you get it right, the square is yours. The one who succeeds in placing four of their squares in a horizontal, vertical or diagonal row wins the game! Write in your notebook.

## 4 IN A ROW

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <br>Name the activity.  | Mum ... <b>(meet)</b> a friend yesterday.   | <br>Name the weather.  | Did you <b>watch/ watched</b> TV yesterday evening?   | The baby's sleeping. Speak ... <b>(quiet)</b> .   | <br>Name the activity.   |
| What time ... <b>(you/fly)</b> back last night?  | In the end, we ... <b>(simple)</b> had pizza for dinner.  | He <b>use/used</b> to play football as a kid.   | <br>Name the activity.  | My mum often ... <b>(tell)</b> me stories when I was little.  | <br>Name the weather.    |
| <br>Name the weather. | It started to rain ... <b>(sudden)</b> last night.  | We ... <b>(book)</b> a room in a lovely hotel for our holiday last week.                                | She was late for work ... she missed the bus.   | <br>Name the weather.  | We need to get ready ... <b>(quick)</b> .   |
| We found our way around the city ... <b>(easy)</b> .   | <br>Name the activity. | We ... <b>(final)</b> arrived at the hotel.   | <br>Name the weather. | Oh, no! I ... <b>(forget)</b> to sign out from my account before leaving!                                   | <br>Name the activity. |
| ... <b>(you/take)</b> any pictures at the party last Saturday?   | That film was ... <b>(terrible)</b> sad.  | <br>Name the animal. | Did he go to Romania last year? No, he ... .  | <br>Name the activity. | The weather was terrible, so we drove very ... <b>(slow)</b> .  |
| Did he go out? No, he ... .  | <br>Name the activity. | He didn't <b>call/called</b> .  | Really? I ... <b>(not/know)</b> that!   | Dad ... <b>(regular)</b> meets his friends at the weekend.  | <br>Name the weather.  |

1  Listen and fill in the missing words.  
Write in your notebook. Then sing along.

2  **Think** What is holiday time to the singer?  
Is it the same to you?

## OUT and AROUND



Holiday time is nearly here  
I'll do what I do every 1) ... –  
I'll take a look out and around  
And put my 2) ... on foreign ground!  
I'll get on a 3) ... one sunny day,  
And I'll travel somewhere far away.  
I'll travel over land and 4) ...  
And visit places dear to me!

Some take the bus, some take the 5) ...  
But when I leave I'll take the plane!  
I want to enjoy the sun, 6) ... and sand,  
Go east or west to exotic lands!

Get to the airport, find the gate,  
Holiday time, I just can't 7) ...!  
People to meet and places to see,  
Lots of adventures 8) ... for me!





# Fun Time 6

Play the game in pairs. Decide who will be using a nought (O) and who a cross (X) to cross out clues in the three game boards. In turns, roll the dice. Look at the table below to find the type of clue you need to cross out. The first to cross out three squares in a horizontal, vertical or diagonal row wins the game!

## Noughts & Crosses



**A**

do OR make?  
Say the phrase.

Ann is making/doing dinner now.



I can/may sing very well.

Can't/May I borrow your pen, Sir?



do OR make?  
Say the phrase.

**B**



He went to school in/on foot.



do OR make?  
Say the phrase.

Will you go out? Yes, I will/won't.



do OR make?  
Say the phrase.

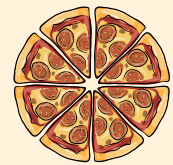
I'm afraid you can't/can go to the party. Sorry.

**C**

Will Ann come with us? No, she will/won't.



do OR make?  
Say the phrase.



Get some:  
1) bread  
2) milk  
3) apples

do OR make?  
Say the phrase.


When will we go/went to the museum?



Have you got any/few apples?



| Number on dice | Clue                           |
|----------------|--------------------------------|
| 1              | name a celebration/festivity   |
| 2              | name the food                  |
| 3              | find a phrase with <i>do</i>   |
| 4              | find a phrase with <i>make</i> |
| 5              | miss a turn                    |
| 6              | choose the correct word        |

1  Listen and choose the correct words. Write in your notebook. Then sing along.

2  **Think** Why does the singer enjoy family celebrations? What about you? Give reasons.



Let's all get together soon  
 Let's have a party **1) here/there**  
 We can have a family day  
 With all our loved ones **2) far/near**  
 It's fun to be with family  
 It's fun to celebrate  
 We can cook delicious **3) food/snacks**  
 The party will be great

*Festive times with **4) friends/family**  
 Are always lots of fun  
 It's great to get together  
 And spend time with **5) everyone/someone***

We can talk and we can **6) sing/dance**  
 Let's celebrate in style  
 We can sing some happy songs  
 That always make us **7) laugh/smile**  
 Spending time with family  
 Makes everything all right  
 We've got **8) lots/much** to celebrate  
 So let's have fun **9) today/tonight**

LET'S  
 ALL GET  
 TOGETHER





1 What is Bonfire Night? When does it take place? How do the British celebrate it? Read to find out.

# BONFIRE NIGHT

Date: 5th November

Bonfire Night takes place in the UK every year on 5th November. People all around the UK celebrate this festivity with big fires, fireworks and lots of food. Let's take a look at some of the things people do to celebrate this day.



## Bonfire

A bonfire is a big fire outside. People watch the flames and keep warm – it's cold in the UK in November! Some people make a model of Guy Fawkes and burn it on the bonfire too.

## Sparklers

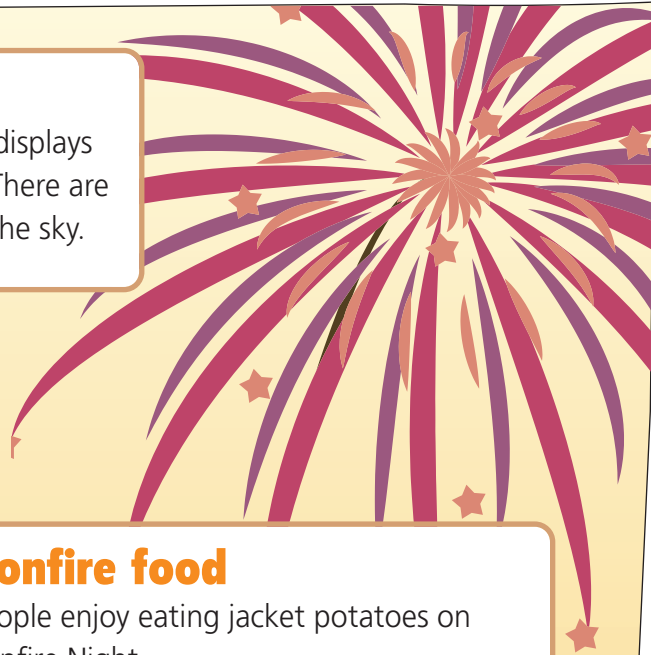
Children and adults love sparklers on Bonfire Night! They hold them and wave them around to make pretty patterns. It's fun to try and write your name in the air with a sparkler!





## Fireworks

On Bonfire Night, people go to fireworks displays or they let off fireworks in their gardens. There are lots of loud bangs and beautiful lights in the sky.



## Bonfire food

People enjoy eating jacket potatoes on Bonfire Night. They cook the potatoes in the bonfire and then add toppings like bacon, cheese and beans. They are very tasty!

## Parkin & Toffee Apples

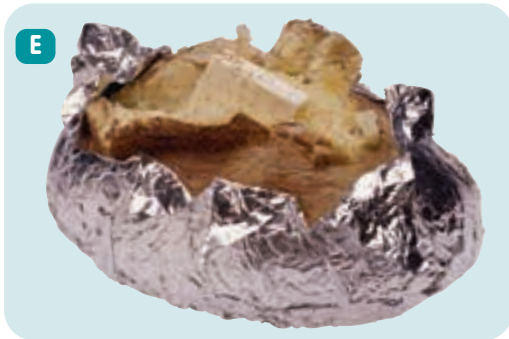
On Bonfire Night, people eat parkin. This is a popular treat on 5th November. It's a delicious sticky cake from Northern England. People also like eating toffee apples during this festivity.



# • Festivities

**2** a) Read the clues and match them to the correct picture. Write in your notebook.



1. This is a big fire outside.
2. You can add toppings like butter or cheese on this.
3. It's fun to make shapes or write your name with these.
4. These make a loud noise and produce a beautiful light in the sky.
5. This is a tasty sticky cake from Northern England.
6. This apple treat is also popular on Bonfire Night.





# Festivities •

b) Find the words in the pictures in Ex. 1a in the grid below. Write in your notebook.



3 **Think**   Imagine you are a student in England. Think of what activities you can organise to celebrate the event at school. Present your ideas to the class.

4 a)  Create a poster advertising the event. Write: **what**, **when**, **where**, **hours**, **activities**.

b)  Swap posters. One looks at the poster, the others ask questions to find out details of the event.





1 What Christmas symbols do the British have? What do they symbolise? Read to find out.



# Christmas



When we think of Christmas, we think of Father Christmas. He is tall and fat. He is a symbol of the Christmas spirit because he is always happy and loves giving presents to children around the world. There are lots of other Christmas symbols too. Let's have a look.



## MINCE PIES AND CARROTS

On Christmas Eve, children leave a plate of mince pies for Father Christmas and some carrots for the reindeer. These are symbols of gratitude.

Father Christmas



## THE CHRISTMAS STOCKING

Children hang it up before Christmas so that on the night of Christmas Eve, Father Christmas can fill it up with small gifts and sweets. It is a symbol of generosity.



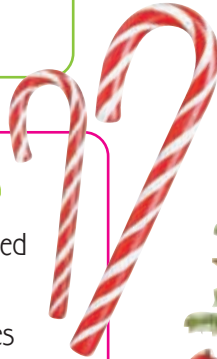
## CHRISTMAS PUDDING

The British end their Christmas dinner with Christmas pudding. It contains dried fruit, spices, rum and more. The British put a coin in it that symbolises good luck for the person who finds it.



## CANDY CANES

These white and red-striped sweets are children's favourite. White symbolises purity and red symbolises God's love.



## STARS

The star represents the star of Bethlehem the Three Wise Men followed to find baby Jesus.

## TINSEL

This metallic decoration symbolises light.

## THE CHRISTMAS TREE & PRESENTS

People usually decorate a pine tree with baubles, lights, tinsel and a star. This is where Father Christmas leaves the gifts on the night before Christmas. It represents an everlasting life. Giving presents is to remind us of the gifts the Three Wise Men brought for baby Jesus (gold, frankincense and myrrh).



# • Festivities

- 2 Read and complete the text below with the correct word. Write in your notebook.



3



- Find the recipe for Christmas pudding. List the ingredients in your notebook, then explain how the British make this dessert.





# Festivities •

4 Match the sentences (1-3) to the pictures (a-c). Write in your notebook.



5



What Christmas symbols do you have in your country? What does each symbolise? Find photos. Present them to the class.



1 What is Pancake Day? When does it take place? Where did it get its name from? Read to find out.

# PANCAKE DAY

**Date:** on a Tuesday between 2nd February and 9th March

Shrove Tuesday takes place on a Tuesday 47 days before Easter. It is always between 2nd February and 9th March. People traditionally made pancakes on this day to use up their eggs and milk before Lent\*. This is why people also call this day Pancake Day.

\*a period of time when people do not eat certain food before Easter



## Pancakes

A pancake is thin and flat. People mix flour with eggs and milk, and add a little salt to make a batter. They pour some batter in a frying pan with a little oil and cook it to make a pancake. Halfway through, they flip it over to cook the other side of the pancake.

## Toppings

People serve the pancakes hot and then they add different tasty toppings. The traditional toppings for pancakes are lemon juice and sugar. However, today people also put other sweet toppings on their pancakes like syrup, chocolate spread, bananas or strawberries.



## Pancake Race

On this day, people also take part in pancake races. People believe that the race started as early as 1445 in Olney, Buckinghamshire.

Today, Olney is still the home of the most famous pancake race in the world. There is a children's race in the morning and the official race in the afternoon. To take part in the official race you need to follow some rules. The winner is the first woman to cross the finish line with her pancake in her frying pan.

Many cities and schools around the UK also organise their own races. Some people wear a costume for the race. It's lots of fun!



## Rules for the official race

The race is between teams. You need to:

- wear an apron and a hat or scarf on your head.
- hold a frying pan with a pancake in it.
- flip the pancake at least three times during the race.



2 Look at the pictures and complete the recipe in your notebook.

**Pancake Recipe**

**INGREDIENTS:**

- 200 g plain ... 
- 200 ml ... 
- 2 large ... 
- a pinch of ... 
- some ... (for frying) 

**DIRECTIONS:**

- 1 Put the flour, eggs, milk and salt in a bowl and mix until it becomes a smooth batter.
- 2 Put the ...  on the cooker and heat it up.
- 3 Add some oil in the frying pan.
- 4 Pour some of the batter (about 3 tablespoons) in the pan and let it cook for 1 minute.
- 5 Flip the ...  over and let it cook for another minute.
- 6 Serve the pancakes warm and add your favourite sweet ... 



3 Is there a similar celebration in your country? Describe it to the class.

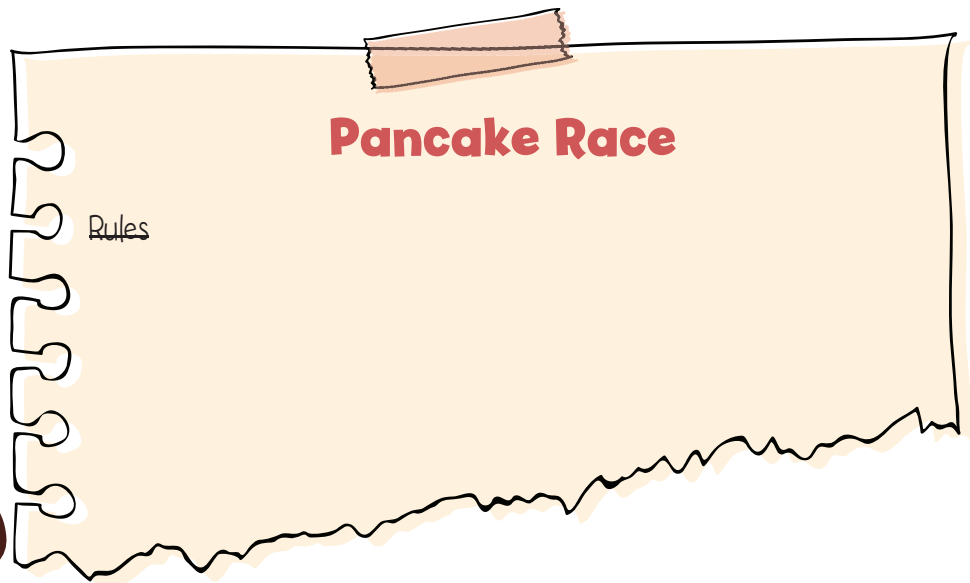
# Festivities •



## 4 Correct the sentences below. Write in your notebook.

1. People believe that the first pancake race was in **1447**.
2. Around the UK, some people wear a **mask** during the race.
3. To run in the official race you **don't need to** follow some rules.
4. You need to be a local **man** to run in the official race.
5. You need to wear an apron and a hat or scarf on your **neck**.
6. During the race, you need to hold a frying pan with a **banana** in it.
7. You need to flip the pancake at least **five** times during the race.

## 5 Imagine you are organising a pancake race at your school. Write your own rules for the race in your notebook. Tell the class.



## 6 Decide on what the winning team gets. Prepare a poster to advertise the event. You can think of other activities if you like.



1 How do the British celebrate Father's Day? Read to find out.

# Father's Day

Father's Day is a day to show your dad how much he means to you and to thank him for all he does. Countries such as the UK, the USA and Canada celebrate Father's Day on the 3rd Sunday in June. Let's take a look at how they celebrate this day.

A light blue gift box with a white ribbon and bow on top. A white necktie is visible on the left side of the box.

**Date:**  
**3rd Sunday**  
**in June**

## Breakfast in bed

The day usually starts with breakfast in bed for Dad. Most children prepare a nice breakfast for their dads, put it on a tray and bring it up to him.



## Presents

Lots of people also give presents to their dads. Some popular presents on this day are ties, golf clubs and tools.





# Festivities •



## Cards

Lots of children give cards to their dads on Father's Day. They can buy a card from a shop or make one themselves.



## Family activities

Most families spend the day outdoors. Lots of them organise barbecues with their families and friends. Others go to a park and play sports, go hiking or have picnics.

**2** Look at the table below and find the secret message.



| A | B  | C  | D  | E  | F  | G | H  | I  | J  | K  | L | M |
|---|----|----|----|----|----|---|----|----|----|----|---|---|
| 3 | 9  | 15 | 21 | 25 | 11 | 5 | 17 | 23 | 19 | 13 | 7 | 1 |
| N | O  | P  | Q  | R  | S  | T | U  | V  | W  | X  | Y | Z |
| 4 | 10 | 16 | 22 | 24 | 18 | 6 | 12 | 26 | 20 | 14 | 8 | 2 |

— — — — —      — — — — —      — — — — —      — — — — —      — — — — —  
 23 1      26 25 24 8      7 12 15 13 8      9 25 15 3 12 18 25      23 26 25      5 10 6  
 — — — — —      — — — — —      — — — — —      — — — — —      — — — — —  
 6 17 25      9 25 18 6      21 3 21      23 4      6 17 25      20 10 24 7 21

**3** It is Father's Day. Prepare a card for your dad. Alternatively, organise a Father's Day at school.

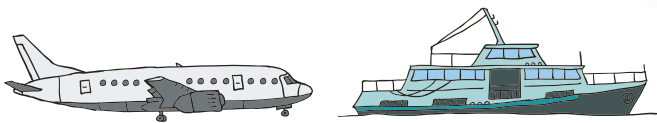
# 1 • Evaluation (Modules 1-2)

## Vocabulary

1 Choose the correct item. Write in your notebook.

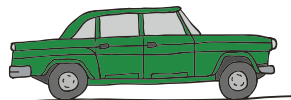
1. Paul **plays/spends/chats** time with his friends at the weekend.
2. The students **have/get/do** lunch at 1 pm.
3. My sister **listens/reads/watches** to music in the evenings.
4. Mary and John **get/have/play** swimming practice twice a week.
5. I always **go/catch/come** the bus to school in the morning.
6. Darren often **gets/hangs/goes** bowling on Sundays.

2 Label the pictures with the correct means of transport. Write in your notebook.



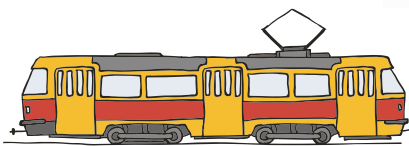
1. p...

2. s...



3. b...

4. c...



5. m...

6. t...

3 Choose the correct item, then complete the blog with the words below. Write in your notebook.

• giving • talks • like • smiles

Home About Contact

## Blog

Hello, readers! Today, I want to write about my best friends, Paul and Mark. Paul is a really 1) **bossy/popular** person; lots of people 2) ... him. He's also very 3) **generous/selfish**. He always likes 4) ... people things. Mark can be 5) **impatient/talkative** – sometimes he 6) ... a lot and gets into trouble with the teacher. Luckily, he's a very 7) **cheerful/energetic** person; he 8) ... a lot and makes everyone laugh. My friends are just the best!

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# Evaluation (Modules 1-2) • 1

## Grammar

- 4 a) Look at the table and complete the sentences with the correct form of the adjectives. Write in your notebook.



|                | boat tour | bus tour | helicopter tour |
|----------------|-----------|----------|-----------------|
| 1. early       | 3 pm      | 9 am     | 11 am           |
| 2. long        | ↔↔↔↔      | ↔↔↔      | ↔↔              |
| 3. expensive   | ££        | £        | £££             |
| 4. interesting | 😊         | 😊😊😊      | 😊😊              |

- a The helicopter tour is ... than the boat tour.

b The bus tour is the ... tour of all.
  - a The helicopter tour is not as ... as the bus tour.

b The boat tour is the ... tour of all.
  - a The bus tour is not as ... as the boat tour.

b The helicopter tour is the ... tour of all.
  - a The helicopter tour is ... than the boat tour.

b The bus tour is the ... tour of all.
- b) Which tour would you choose? Why?

- 5 Put the verbs in brackets into the correct form of the present simple or the present continuous. Write in your notebook.

- Janet ... (usually/have) a shower before going to bed.
- ... (the children/do) their homework now?
- My mum ... (love) going to the cinema.
- Jim ... (not/chat) with his friends online at the moment.
- What time ... (the train/leave)?
- My parents ... (not/get) up early on Sundays.
- I ... (work) at my uncle's shop for the summer.
- Carl ... (not/watch) TV every day.

## Everyday English

- 6 Complete the dialogue with the following sentences in your notebook.

- Well, he's tall and slim.
- Let's go and talk to him!
- Is he the one in the white shirt and blue trousers?
- What's he like?
- Our new English teacher is great.

A: 1) ...

B: Really? What does he look like?

A: 2) ...

B: 3) ... Is he nice?

A: Yes, he is. He's very popular too.

B: 4) ...

A: That's right. 5) ...



# 2 • Evaluation (Modules 3-4)

## Vocabulary

**1** Complete the sentences with the words in the list. Write in your notebook.

• singer • painter • actor • writer • physicist

- Charlie Chaplin was a famous English ... *Modern Times* is one of his most loved films.
- Albert Einstein was a famous German ... with a Nobel Prize in Physics in 1921.
- Elvis Presley was a famous American ... and actor. His songs were great.
- Charles Dickens was a famous English ... People all over the world love his stories.
- Vincent van Gogh was a famous Dutch ... You can see some of his paintings at the Van Gogh Museum in Amsterdam.

**2** a) Unscramble the letters to find the places in the city. Write in your notebook.

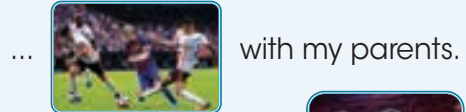
- |                        |                    |
|------------------------|--------------------|
| 1. inrat toinsat - ... | 4. gbirde - ...    |
| 2. takmer - ...        | 5. ertahet - ...   |
| 3. qserau - ...        | 6. drlahacet - ... |

b) Now match the places in Ex. 2a to the pictures (A-F). Write in your notebook.



**3** Complete the sentences with the correct word. Write in your notebook.

1. Last night, I went to a sports



2. We all enjoyed the ...



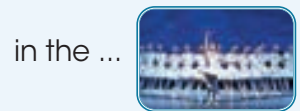
in 3D on the big screen!

3. I think *Hamlet* is the best ...

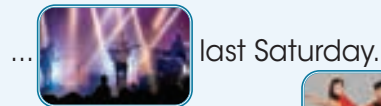


Shakespeare wrote.

4. Linda was lucky to get the main part



5. My friends and I went to a rock



6. The winners of the ...



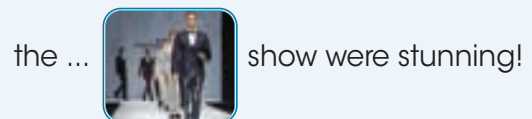
show were a very talented young couple.

7. I didn't understand the ...



because they sang in Italian!

8. Some of the clothes the models wore at



# Evaluation (Modules 3-4) • 2

## Grammar

**4** Complete the sentences with the correct form of the past simple of the verbs *to be* or *have got*. Write in your notebook.

1. There ... many people at the market last Saturday morning. (X)
2. My best friend ... a bike when he was three years old. (✓)
3. ... Tim late for school this morning?
4. Vincent van Gogh ... any children. (X)
5. Jason and Peter ... at the cinema last Saturday evening. (✓)
6. ... there any books about Charles Dickens at the library?
7. I ... a mobile phone three years ago. (X)
8. What time ... you ... a piano lesson yesterday?

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

1. The class ... (**travel**) to Italy for their school trip last spring.
2. We ... (**not/meet**) our favourite actor after the performance.
3. Shawn Mendes ... (**become**) famous when he ... (**be**) a teenager.
4. Alina ... (**not/come**) to the theatre with us last night.
5. I ... (**study**) for my History exam and then I ... (**watch**) TV.
6. John ... (**bring**) a friend to the party.
7. They ... (**not/win**) first prize in the singing competition.
8. Our visitors ... (**stay**) for a week.

**6** Think of your last holiday. Write in your notebook: *where you went, who with, where you stayed, what you did/didn't do.*

## Everyday English

**7** Match the sentences (1-5) to the sentences (a-e) to make exchanges. Write in your notebook.

1. Was there lots to do there?
  2. What was the weather like?
  3. How was your holiday?
  4. Can I see your photos?
  5. It sounds like you had a great time.
- a It was great!  
b Yes, we had so much fun.  
c Oh, yes!  
d It was sunny.  
e Sure. Why don't you come by later?



# 3 • Evaluation (Modules 5-6)

## Vocabulary

1 Complete the gaps with the correct word. Write in your notebook.



1. go ...



2. sit around a ...



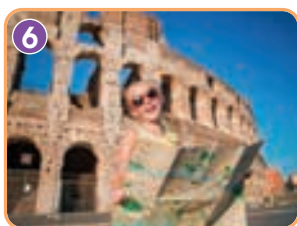
3. go ...



4. go ...



5. go ...



6. go ...



7. go ...



8. go ...

2 Fill in the gaps with: *wild, lemurs, threat, risk, sell*. Write in your notebook.

1. Ringed seals are at ... because of climate change.
2. Hunters kill ... for their beautiful fur.
3. Macaws are endangered because people ... them illegally.
4. You can see mountain gorillas in the ... .
5. A lot of animals are under ... because they lose their homes.

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

1. **Fruit:** pear – egg – apple – orange
2. **Vegetables:** nuts – spinach – potatoes – carrots
3. **Carbohydrates:** milk – potatoes – sugar – pasta
4. **Proteins:** turkey – chicken – steak – pizza
5. **Fats:** butter – oil – grapes – ice cream

## Grammar

4 Put the verbs in brackets into the correct form of the past simple, then complete the short answers. Write in your notebook.

1. ... **(Sophie/enjoy)** her holiday last week? No, she ... .
2. ... **(you/like)** the boat tour, Jim? Yes, I ... .
3. ... **(you/go)** shopping yesterday? No, we ... .
4. ... **(he/take)** a lot of photos when he was in Bucharest? Yes, he ... .
5. ... **(Jack/go)** skiing with you last weekend? No, he ... .



# Evaluation (Modules 5-6) • 3

- 5 Choose the correct item. Write in your notebook.**
1. Jane **bought/used to buy** a new car last month.
  2. He didn't **used/use** to have a bicycle when he was young.
  3. They tried snowboarding, **did/didn't** they?
  4. Mark usually has breakfast at 8 o'clock, **hasn't/doesn't** he?
  5. The children danced **happily/happy** at the school party.
- 6 Complete the sentences with the correct form of the future simple. Write in your notebook.**
1. I'm afraid James ... **(not/arrive)** on time for the meeting.
  2. ... **(you/do)** me a favour, please?
  3. I'm really hungry. I ... **(order)** a pizza.
  4. ... **(Jill and Ben/decorate)** the house with balloons?
  5. I hope my best friend ... **(make)** a playlist for my party.
- 7 Choose the correct item. Write in your notebook.**
1. He **can/can't/may not** play basketball because he broke his leg.
  2. **Can/May not/Can't** I have some cake, Mum?
  3. How **many/much/some** sugar do you take in your coffee?
  4. We've got **a lot/few/a little** eggs in the fridge.
  5. There aren't **any/some/little** oranges in the fruit bowl.

## Everyday English

- 8 Complete the dialogue with the following sentences in your notebook.**
- How about dessert?
  - Yes, a large portion.
  - That's all.
  - Can I take your order?
  - I'd like a cheeseburger, please.
- A:** Hello! **1)** ...
- B:** Let's see. **2)** ...
- A:** OK, would you like chips with that?
- B:** **3)** ...
- A:** And anything to drink?
- B:** A bottle of mineral water, please.
- A:** **4)** ... We've got apple pie and a selection of ice cream flavours!
- B:** No, thanks. **5)** ...



# Irregular Verbs

| Infinitive       | Past                              | Past Participle                   | Infinitive               | Past                            | Past Participle                 |
|------------------|-----------------------------------|-----------------------------------|--------------------------|---------------------------------|---------------------------------|
| be /bi:/         | was /wɒz/ – were /wə/             | been /bi:n/                       | leave /li:v/             | left /left/                     | left /left/                     |
| bear /beə/       | bore /bɔ:/                        | born(e) /bɔ:n/                    | lend /lend/              | lent /lent/                     | lent /lent/                     |
| beat /bi:t/      | beat /bi:t/                       | beaten /'bi:tən/                  | let /let/                | let /let/                       | let /let/                       |
| become /brɪkəm/  | became /brɪkeɪm/                  | become /brɪkəm/                   | lie /laɪ/                | lay /leɪ/                       | lain /leɪn/                     |
| begin /brɪɡɪn/   | began /brɪɡən/                    | begun /brɪɡən/                    | light /laɪt/             | lit /lɪt/                       | lit /lɪt/                       |
| bite /baɪt/      | bitten /bɪt/                      | bitten /bɪtən/                    | lose /lu:z/              | lost /lɒst/                     | lost /lɒst/                     |
| blow /bləʊ/      | blew /blu:/                       | blown /bləʊn/                     | make /meɪk/              | made /meɪd/                     | made /meɪd/                     |
| break /breɪk/    | broke /brəʊk/                     | broken /brəʊkən/                  | mean /mi:n/              | meant /ment/                    | meant /ment/                    |
| bring /brɪŋ/     | brought /brɔ:t/                   | brought /brɔ:t/                   | meet /mi:t/              | met /met/                       | met /met/                       |
| build /bɪld/     | built /bɪlt/                      | built /bɪlt/                      | pay /peɪ/                | paid /peɪd/                     | paid /peɪd/                     |
| burn /bɜ:n/      | burnt (burned) /bɜ:nt (bɜ:nd)/    | burnt (burned) /bɜ:nt (bɜ:nd)/    | put /pʊt/                | put /pʊt/                       | put /pʊt/                       |
| burst /bɜ:st/    | burst /bɜ:st/                     | burst /bɜ:st/                     | read /ri:d/              | read /red/                      | read /red/                      |
| buy /baɪ/        | bought /bɔ:t/                     | bought /bɔ:t/                     | ride /raɪd/              | rode /rəʊd/                     | ridden /'rɪdən/                 |
| can /kæn/        | could /kʊd/                       | (been able to /bɪn 'eɪbəl tə)     | ring /rɪŋ/               | rang /ræŋ/                      | rung /rʌŋ/                      |
| catch /kætʃ/     | caught /kɔ:t/                     | caught /kɔ:t/                     | rise /raɪz/              | rose /rəʊz/                     | risen /'rɪzən/                  |
| choose /tʃu:z/   | chose /tʃəʊz/                     | chosen /tʃəʊzən/                  | run /rʌn/                | ran /ræn/                       | run /rʌn/                       |
| come /kʌm/       | came /keɪm/                       | come /kʌm/                        | say /seɪ/                | said /sed/                      | said /sed/                      |
| cost /kɒst/      | cost /kɒst/                       | cost /kɒst/                       | see /si:/                | saw /sɔ:/                       | seen /si:n/                     |
| cut /kʌt/        | cut /kʌt/                         | cut /kʌt/                         | sell /sel/               | sold /səʊld/                    | sold /səʊld/                    |
| deal /di:l/      | dealt /delt/                      | dealt /delt/                      | send /send/              | sent /sent/                     | sent /sent/                     |
| dig /dɪɡ/        | dug /dʌɡ/                         | dug /dʌɡ/                         | set /set/                | set /set/                       | set /set/                       |
| do /du:/         | did /dɪd/                         | done /dʌn/                        | sew /səʊ/                | sewed /səʊd/                    | sewn /səʊn/                     |
| draw /drɔ:/      | drew /dru:/                       | drawn /drɔ:n/                     | shake /ʃeɪk/             | shook /ʃʊk/                     | shaken /ʃeɪkən/                 |
| dream /dri:m/    | dreamt (dreamed) /dremt (dri:md)/ | dreamt (dreamed) /dremt (dri:md)/ | shine /ʃaɪn/             | shone /ʃɒn/                     | shone /ʃɒn/                     |
| drink /drɪŋk/    | drank /dræŋk/                     | drunk /drʌŋk/                     | shoot /ʃu:t/             | shot /ʃɒt/                      | shot /ʃɒt/                      |
| drive /draɪv/    | drove /drəʊv/                     | driven /dri:vən/                  | show /ʃəʊ/               | showed /ʃəʊd/                   | shown /ʃəʊn/                    |
| eat /i:t/        | ate /eɪt/                         | eaten /'i:tən/                    | shut /ʃʌt/               | shut /ʃʌt/                      | shut /ʃʌt/                      |
| fall /fɔ:l/      | fell /fel/                        | fallen /fɔ:lən/                   | sing /sɪŋ/               | sang /sæŋ/                      | sung /sʌŋ/                      |
| feed /fi:d/      | fed /fed/                         | fed /fed/                         | sit /sɪt/                | sat /sæt/                       | sat /sæt/                       |
| feel /fi:l/      | felt /felt/                       | felt /felt/                       | sleep /sli:p/            | slept /slept/                   | slept /slept/                   |
| fight /faɪt/     | fought /fɔ:t/                     | fought /fɔ:t/                     | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| find /faɪnd/     | found /faʊnd/                     | found /faʊnd/                     | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| fly /flaɪ/       | flew /flu:/                       | flown /fləʊn/                     | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| forbid /fə'bɪd/  | forbade /fə'beɪd/                 | forbidden /fə'bɪdən/              | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| forget /fə'ɡet/  | forgot /fə'ɡɒt/                   | forgotten /fə'ɡɒtən/              | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| forgive /fə'ɡɪv/ | forgave /fə'ɡeɪv/                 | forgiven /fə'ɡɪvən/               | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| freeze /fri:z/   | froze /frəʊz/                     | frozen /'frəʊzən/                 | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| get /get/        | got /ɡɒt/                         | got /ɡɒt/                         | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| give /ɡɪv/       | gave /geɪv/                       | given /'ɡɪvən/                    | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| go /ɡəʊ/         | went /went/                       | gone /ɡɒn/                        | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| grow /ɡrəʊ/      | grew /ɡru:/                       | grown /ɡrəʊn/                     | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hang /hæŋ/       | hung (hanged) /hʌŋ (hæŋd)/        | hung (hanged) /hʌŋ (hæŋd)/        | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| have /hæv/       | had /hæd/                         | had /hæd/                         | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hear /hɪə/       | heard /hɜ:d/                      | heard /hɜ:d/                      | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hide /haɪd/      | hid /hɪd/                         | hidden /'hɪdən/                   | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hit /hɪt/        | hit /hɪt/                         | hit /hɪt/                         | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hold /həʊld/     | held /held/                       | held /held/                       | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| hurt /hɜ:t/      | hurt /hɜ:t/                       | hurt /hɜ:t/                       | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| keep /ki:p/      | kept /kept/                       | kept /kept/                       | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| know /nəʊ/       | knew /nju:/                       | known /nəʊn/                      | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| lay /leɪ/        | laid /leɪd/                       | laid /leɪd/                       | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| lead /li:d/      | led /led/                         | led /led/                         | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| learn /lɜ:n/     | learnt (learned) /lɜ:nt (lɜ:nd)/  | learnt (learned) /lɜ:nt (lɜ:nd)/  | smell /smel/             | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
|                  |                                   |                                   | take /teɪk/              | took /tu:k/                     | taken /'teɪkən/                 |
|                  |                                   |                                   | teach /ti:tʃ/            | taught /tɔ:t/                   | taught /tɔ:t/                   |
|                  |                                   |                                   | tear /teə/               | tore /tɔ:/                      | torn /tɔ:n/                     |
|                  |                                   |                                   | tell /tel/               | told /təʊld/                    | told /təʊld/                    |
|                  |                                   |                                   | think /θɪŋk/             | thought /θɔ:t/                  | thought /θɔ:t/                  |
|                  |                                   |                                   | throw /θrəʊ/             | threw /θru:/                    | thrown /θrəʊn/                  |
|                  |                                   |                                   | understand /ˌʌndə'stænd/ | understood /ˌʌndə'stʊd/         | understood /ˌʌndə'stʊd/         |
|                  |                                   |                                   | wake /weɪk/              | woke /wəʊk/                     | woken /'wəʊkən/                 |
|                  |                                   |                                   | wear /weə/               | wore /wɔ:/                      | worn /wɔ:n/                     |
|                  |                                   |                                   | win /wɪn/                | won /wʌn/                       | won /wʌn/                       |
|                  |                                   |                                   | write /raɪt/             | wrote /rəʊt/                    | written /'rɪtən/                |

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