

Ministerul Educației Naționale

# Limba modernă 1- intensiv engleză

## Clasa a VII-a

Jenny Dooley



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

Inspectoratul

școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT:

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

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

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

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## *Imnul României*

Deșteaptă-te, române!

de Andrei Mureșanu

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

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

.....

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

.....

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

# Guide – How to use the course

## Instrucțiuni de utilizare a manualului



Printed book  
Varianta tipărită



Digital app  
Varianta digitală

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

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



The screenshot shows a digital course page for '3.5 Helping hands'. It is divided into several sections:
 

- Vocabulary:** Lists jobs like construction worker, English teacher, sports camp supervisor, and underwater researcher.
- Reading:** Features a 'Blipper job' article about a volunteer in Madagascar and a 'Volunteering 1400' article about a camp in South Africa.
- Prepositions:** A grammar section with exercises on using prepositions like 'in', 'on', 'at', 'of', 'with'.
- Phrasal verbs: BRING:** Exercises on using phrasal verbs like 'bring about', 'bring on', 'bring out', and 'bring up'.
- Speaking:** A section where students discuss their opinions on volunteering.
- Grammar:** Exercises on using 'be going to' for future plans and intentions.
- Writing:** An exercise where students write a blog post about their summer plans.

 The page includes various interactive icons like a video camera, a magnifying glass, and a gear, indicating different types of activities available in the digital version.

Symbols:  
Simboluri:



listening activities  
audio



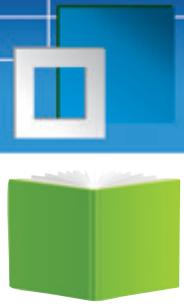
animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive

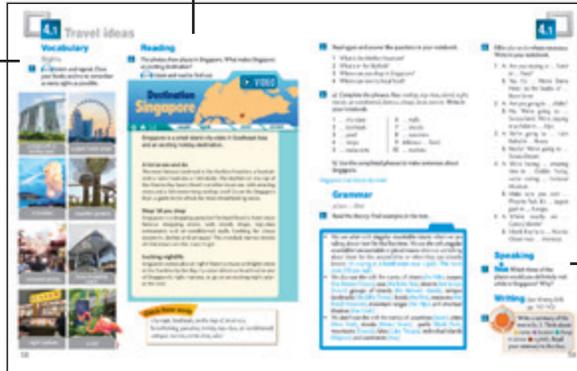


# Structure of a module Structura unui modul

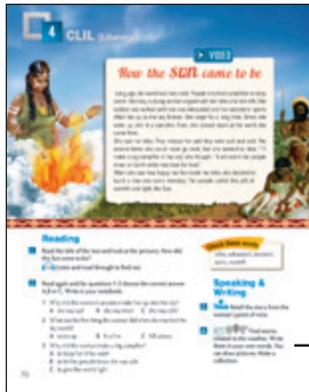
variety of reading tasks  
activități de citire

presentation of new words through pictures  
prezentarea cuvintelor noi prin imagini

CLIL Cross Curricular links  
Interdisciplinaritate

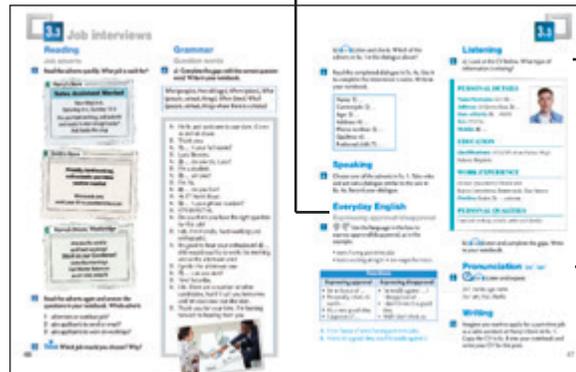


speaking activities  
activități de vorbire  
realistic writing tasks  
activități de scriere



creativity  
creativitate

Everyday situational dialogues  
Dialoguri uzuale



listening activities  
activități de ascultare

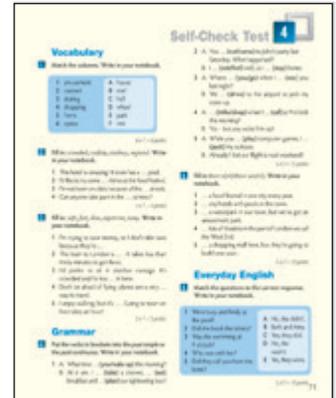
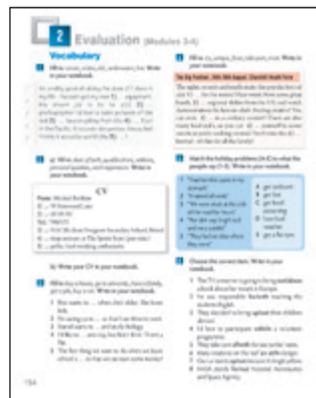
pronunciation sections  
Pronunție

Culture sections to promote cultural individuality  
Secțiuni cu informații culturale



Presentation skills sections  
Abilități de prezentare

Evaluation  
Evaluare



Symbols:  
Simboluri:



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Speaking	Writing
<ul style="list-style-type: none"> <li>identify people</li> <li>compare people</li> <li>introduce &amp; present people</li> <li>agree/disagree</li> <li>Pronunciation: /s/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>describe friends</li> <li>a comment on a blog</li> <li>a card</li> <li>a report</li> </ul>
<ul style="list-style-type: none"> <li>likes/dislikes</li> <li>book tickets</li> <li>Pronunciation: u /ʊ/, /j/</li> </ul>	<ul style="list-style-type: none"> <li>a poster</li> <li>emails inviting</li> <li>an email expressing opinion</li> </ul>
<ul style="list-style-type: none"> <li>an interview</li> <li>express opinion</li> <li>express approval/disapproval</li> <li>your future plans/intentions</li> <li>assessments/conclusions</li> <li>Pronunciation: /ei/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>an email</li> <li>a comment to a forum</li> <li>a CV</li> <li>a collage</li> <li>a blog post</li> </ul>
<ul style="list-style-type: none"> <li>express preference</li> <li>describe past events</li> <li>narrate an experience</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>an article</li> <li>a letter</li> <li>a post</li> <li>a podcast</li> <li>a story</li> </ul>
<ul style="list-style-type: none"> <li>plan your ideal weekend</li> <li>ask for/give advice</li> <li>give a presentation</li> <li>buy/sell clothes</li> <li>Pronunciation: /s/, /z/</li> </ul>	<ul style="list-style-type: none"> <li>a text</li> <li>an email of advice</li> <li>a note</li> <li>a poster</li> <li>a blog post</li> </ul>
<ul style="list-style-type: none"> <li>express preference</li> <li>describe activities</li> <li>request help</li> <li>report an experience</li> <li>Pronunciation: ea, ee</li> </ul>	<ul style="list-style-type: none"> <li>an email inviting</li> <li>an email thanking &amp; refusing</li> <li>a message</li> <li>a post on the school blog</li> <li>a letter of request</li> </ul>
<ul style="list-style-type: none"> <li>present a country</li> <li>make a speech</li> <li>ask for information</li> <li>ask for – give/refuse permission</li> <li>give bad news/express sympathy</li> <li>Pronunciation: oo</li> </ul>	<ul style="list-style-type: none"> <li>a leaflet</li> <li>a postcard</li> <li>an article</li> <li>a poster</li> </ul>
<ul style="list-style-type: none"> <li>apologise/accept apologies</li> <li>express thanks</li> <li>give instructions</li> <li>invite – accept/refuse</li> <li>greetings/farewells/introductions</li> <li>Pronunciation: u /ju:/, /u:/</li> </ul>	<ul style="list-style-type: none"> <li>an advert</li> <li>an email inviting</li> <li>an email giving information</li> <li>an email refusing an invitation</li> <li>a digital presentation</li> </ul>

### General competences

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

### Specific competences

- Select main ideas from TV programmes/ audio-video recorded materials related to familiar topics, when the utterances are clear and slow-paced
- Identify the essential information from everyday life conversations when the interlocutors reformulate or repeat on request certain words/ expressions
- Identify the main ideas from a conversation when the utterances are clear in the studied language
- Identify some common elements of own culture and studied culture
- Narrate an event/ some personal experiences
- Describe dreams, hopes, ambitions
- Offer answers to a suggestion by using everyday expressions
- Participate in short conversations in everyday situations about general topics
- Show a positive attitude towards participating in dialogues
- Find the relevant information from materials like brochures and short official documents, deducting the meaning of unknown words from the context
- Identify the main points from short articles on familiar topics
- Identify information related to personal experiences from different types of texts (diary pages, letters, reviews, testimonials)
- Identify the reasons for in a text
- Research suitable sources for reading and getting informed
- Develop a simple presentation or message that is of immediate relevance to people around
- Write a letter or a digital message using appropriate expressions and language to address, request, invite
- Write a presentation of a real or imaginary event (story)
- Write short presentations following a standardized format to present factual information
- Show a positive attitude towards participating in exchanging written messages

### Competențe generale

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

### Competențe specifice

- Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- Descoperirea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/ expresii
- Identificarea principalelor idei dintr-o discuție rostită clar în limba standard
- Identificarea unor elemente comune culturii proprii și culturii studiate
- Relatarea unei întâmplări / a unor experiențe personale
- Descrierea de visuri, speranțe, ambiții
- Oferirea de reacții răspuns la o sugestie folosind formule uzuale
- Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
- Găsirea informației relevante din materiale uzuale de tipul broșurilor și a documentelor oficiale scurte, deducând din context semnificația cuvintelor necunoscute
- Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- Identificarea informațiilor asociate unor experiențe personale din diverse tipuri de text (pagini de jurnal, scrisori, recenzii, mărturii etc.) -
- Identificarea motivelor dintr-un text
- Căutarea de surse adecvate de lectură și de informare
- Elaborarea unui mesaj simplu de prezentare sau de informare cu relevanță imediată pentru persoane din anturaj
- Redactarea unei scrisori / unui mesaj digital folosind expresii de adresare, de cerere, de invitare
- Prezentarea în scris a unui eveniment real sau imaginar
- Redactarea de prezentări scurte după un format standardizat în care se prezintă informații factuale
- Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise

# Pronunciation

## Vowels

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

## Consonants

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

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

## Diphthongs

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

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

# Module

# 1

## Me & the others

### What's in this module?

#### Vocabulary

- people's appearance & character, abilities
- friends & friendship
- family members • duties & responsibilities

#### Grammar

- *to be, have got, can* • adverbs of degree
- pronouns; possessive adjectives; possession
- present simple; adverbs of frequency
- comparisons; adverbs of degree
- superlative • the gerund
- phrasal verbs: *LOOK*
- present simple; *wh-* questions & *Yes/No* questions
- prepositions

#### Reading

blogs; an article; a dialogue; a quiz; a report

#### Listening

monologues; a dialogue

#### Speaking

- describe physical appearance & character
- agree/disagree
- identify people
- express opinions
- discuss pros & cons
- pronunciation: /s/, /ʃ/

#### Writing

write: a description of your friends; about your personal profile; a blog comment; a list of duties

**Culture Corner:** *Multicultural Britain*

<b>AGE:</b>	young, in his (early/mid/late) twenties/thirties/ etc
<b>HEIGHT:</b>	short/of medium height/tall
<b>WEIGHT:</b>	thin/slim/plump/overweight
<b>HAIR:</b>	short/long/straight/wavy/curly/ fair/red/brown/black/ etc
<b>OTHER:</b>	moustache, glasses, beard

## Friends forever



Asterix & Obelix

Mr Spock & Captain Kirk

Monica, Phoebe & Rachel

Ron, Harry & Hermione

### Appearance

**1** Look at the pictures. Who is:

- tall with short black hair and pointed ears?
- tall and overweight with long red hair?
- in her late twenties, tall, thin with long straight fair hair?
- young, of average height, slim with long wavy fair hair?
- young, short with short black hair and glasses?
- middle-aged, short, slim with short curly fair hair and a moustache?

### Identify people

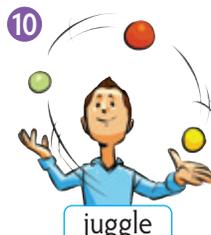
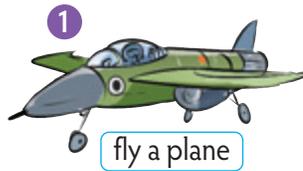
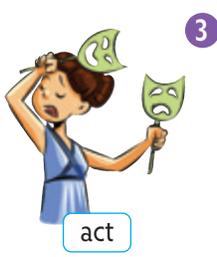
**2** Choose a person in the class. Your partner asks five *Yes/No* questions to find out who the person is.

# 1.1 Show me your friends

## Vocabulary

### Abilities

1 1.1 Listen and repeat.



2 Which of the activities in Ex. 1 *can/can't* you do? Use the phrases in the box to discuss.

### Adverbs of degree

extremely well/fast 100%, very well/fast 95%, quite well/fast 70%, not very well/fast 40%, not at all 0%

A: Can you ... ?

B: Yes, I can ... very well. Can you ... ?

A: No, I can't ... at all. Can you ... ? etc

## Reading

3 1.2 Look at the pictures. Where are Charlie's friends from? Listen and read to find out.

### Check these words

crazy about, blogging, online friends, idea, cool, good listener

Home About Charlie Blog Contact

Hi, I'm Charlie! I'm 12 years old. I've got brown hair and green eyes and I'm crazy about football. I love blogging and I've got online friends all over the world. Let's meet them!

This is Lisa. She's from the UK. She can skateboard extremely well – she's amazing! She's always happy and she's a lot of fun.



This is Carl. He's American. He can windsurf quite well. He loves food, but he can't cook! He has brilliant ideas. In fact, my blog is Carl's idea!



Zara is from Australia. She's 13. She's got glasses and her hair is really cool. She can play the piano and violin, but she can't sing. She's a good listener – I can tell her all my problems.



Daniel is from Romania. He speaks Romanian, English and French. He can also speak German quite well. He's very clever! Daniel likes football, too, and we can talk about it for hours!



- 4 a) Read the text again and correct the sentences. Write in your notebook.

- 1 Charlie is 13 years old.
- 2 Lisa can windsurf extremely well.
- 3 Carl lives in the UK.
- 4 Zara can sing.
- 5 Daniel can speak German very well.
- 6 Daniel is very funny.

- b)  **Think** What makes each person special to Charlie?

## Grammar

### Pronouns – Possessive adjectives

- 5 Read the table. Find examples in the text.

Personal subject pronouns	I/you/he/she/it/we/you/they I am from Bucharest.
Personal object pronouns	me/you/him/her/it/us/you/them Look at me!
Possessive pronouns	mine/yours/his/hers/–/ours/ yours/theirs This violin is mine.
Possessive adjectives	my/your/his/her/its/our/your/their This is my friend.

- 6  Choose the correct item. Write in your notebook.

- 1 "Is that skateboard **yours/your**?" "No, **my/mine** is over there."
- 2 *The Flash* is **him/his** favourite TV show.
- 3 "Are **she/her** parents Spanish?" "No, **they/them** are Italian."
- 4 Tom and Luke are **me/my** friends.
- 5 That bag isn't **your/yours** – it's **him/his**.
- 6 I know **they/them**! **They/Their** house is on **our/ours** street.

## Possession

- 7 Read the theory. Find an example in Charlie's blog.

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

's + singular noun/irregular plural noun

Tony's friend, Mary's bag, the women's room

s' + regular plural nouns the boys' friends

of + object the legs of the table

**Note:** Sam's and Paul's friends (each person has got a different friend)

Sam and Paul's friends (they have got the same friends)

- 8 Use the words in brackets to complete the gaps, as in the example. Write in your notebook.

Hi Marie! There's a party at 1) **Katie's house (Katie/house)** tonight. It's her 2) ... **(brother/birthday)**. His name is Matt and he's 16. The party is for all of 3) ... **(Matt/friends)** from school, as well as 4) ... **(Matt and Katie/cousins)**. Katie wants some of her friends there, too. Can you come? Text me back!

Sure! Let's go! Let's invite Lucy, Emma and 5) ... **(Emma/sisters)**, too. They are a lot of fun! Have you got 6) ... **(Emma/ phone number)**? I can't find it. I can pick you up at 8. My brother can take us in my 7) ... **(parents/car)**.

## Speaking & Writing

- 9 Who are your online friends? Where are they from? What can each do? Find pictures of them. Write a few sentences about them. Present them to the class.

# 1.2 Special friends

## Vocabulary

### Qualities of a friend

1 1.3 Listen and repeat.



2 Which of the qualities in Ex. 1 best describe the people in the sentences? Tell the class.

- 1 Terry knows how to make me laugh.  
*Terry is funny.*
- 2 Elaine doesn't mind waiting.
- 3 It's easy for Paul to make new friends.
- 4 Amy always tells the truth.
- 5 Susie often gets upset.
- 6 Ron likes looking after people.
- 7 I know I can trust Becky.
- 8 Alex shares all his things.
- 9 Olivia has got very good manners.
- 10 Martin always helps others.

## Reading

3 1.4 Look at Jenny's blog entry. What are her best friends like? Listen and read to find out.

### Jenny's blog

How many friends have you got? No, I don't mean the ones on **social media**, I mean real friends that you hang out with every day. My best friends are Mandy and Danielle. (Hi guys!) They're **loyal** friends. They never **gossip** about me and they keep all my secrets. They're also caring. They listen to my problems and are always there for me. What about you? Tell me about your friends and what you think makes a good friendship.

**Post a comment**

Great post, Jenny! My best friend is Mark. We're in the same class at school. He's really **polite**, so everybody likes him. The thing I like most about him is that he's honest and he always tells the truth. We sometimes **argue**, but it's OK because we always **make up** afterwards. That's what makes a good friendship – real friends **disagree**, but they still stay friends.

Jim, 1 hour ago

**Check these words**

social media, hang out, gossip, secret, truth, argue, make up

- 4** Read the text again and decide if the sentences (1-5) are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook. Then use your dictionary to explain the words in bold.

- 1 Jenny has lots of online friends.
- 2 Jenny doesn't like sharing her problems.
- 3 Danielle and Mandy are in the same class as Jenny.
- 4 Mark is always honest.
- 5 Jim and Mark never argue.

## Grammar

### Present simple – Adverbs of frequency

- 5** Study the theory and the examples.

We use the **present simple** for:

- habits/routines

*She **doesn't meet** her friends on Saturday mornings. She **meets** them every Saturday afternoon.*

- permanent states ***Does he live** next door? Yes, he **does**.*

- sport commentaries, reviews and narration ***Ron kicks** the ball and **passes** it to John.*

**Time words & phrases:** *every day/ morning/weekend, often, always, never, on Mondays, etc*

We use **adverbs of frequency** to say how often something happens. They go **before the main verb** but **after the verb to be**. These are: *always* (100%), *usually* (85%), *often* (60%), *sometimes* (50%), *rarely* (20%), *seldom* (10%), *never* (0%). *He **never** tells lies. He **is** always here for me.*

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

- 1 A: ... (**you/know**) Esther Jones?  
B: Yes. She's in my class at school. I ... (**see**) her every day.
- 2 A: Hey, Ryan. Is that your cousin Brendan?  
B: No. Brendan ... (**not/wear**) glasses.
- 3 A: I ... (**not/think**) Riley is a very nice person.  
B: No, she isn't. She often ... (**gossip**) about the other girls in our class.
- 4 A: ... (**Max and Peter/go**) to Davis Secondary School?  
B: Yes, they're in Grade 7.
- 5 A: ... (**your sisters/speak**) Spanish, too?  
B: Yes. We ... (**have**) lessons together on Saturday mornings.
- 6 A: Who is your best friend?  
B: Veronica. She's kind and funny and she ... (**not/tell**) lies.

- 7**  **Think** Read the sentences. Rewrite them using *adverbs of frequency*.

True friends ...

- |                                |                             |
|--------------------------------|-----------------------------|
| 1 are there for their friends. | 6 are jealous.              |
| 2 do things together.          | 7 tell lies.                |
| 3 help each other.             | 8 tell others your secrets. |
| 4 keep their promises.         | 9 argue with their friends. |
| 5 make you feel special.       | 10 are honest.              |

True friends are always there for their friends.

## Speaking

- 8**  **Think** List the ideas in Ex. 7 under the headings: ■ *good friends* ■ *bad friends*. Add two more of your own. Tell the class what makes someone a good/bad friend.

## Writing

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

- 9**  Post a comment on Jenny's blog about your best friend.

# 1.3

## My family, my best friends



### Vocabulary

#### Family members

1 Match the pairs. Write in your notebook.

1 granddad	A dad
2 uncle	B cousin
3 son	C nephew
4 husband	D aunt
5 mum	E grandma
6 cousin	F wife
7 niece	G daughter

2 Which of these adjectives best describe you/your family members? Tell your partner. You can use your own ideas.

funny	friendly	patient
sensitive	helpful	caring
generous	polite	

I'm caring. I'm very kind to others. My sister's very funny. She makes everyone laugh.

### Reading

3 1.5 Jaden and Willow Smith are a famous brother and sister. How are they alike? How are they different? Listen and read to find out.

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

- Jaden is older than Willow.
- Willow is taller than Jaden.
- Jaden and Willow haven't got any other siblings.
- Jaden and Willow never work together.
- Willow is more sensitive than Jaden.
- Jaden is funny.

b) **Think** 'Siblings by birth. Best friends by choice.' How is the saying related to the text?



## National Siblings Day

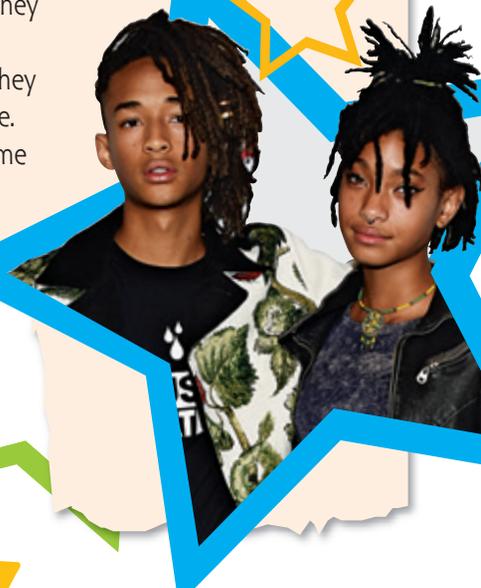
### Siblings and Best Friends

Have you got siblings? Do you look the same? Do you act the same? Jaden and Willow Smith are so alike that people often think they're twins!

Jaden is actually two years older than Willow, but Willow is as tall as Jaden. They've both got their dad's brown eyes and cheeky smile. They're both famous singers, actors, fashion icons and social media celebrities. Sometimes, they do projects together, and they often make their own songs and films. But they never get jealous of each other. Jaden knows he is as talented as his sister.

Willow is more serious than Jaden and she's also the most sensitive of the two. Jaden likes having fun. In fact, it's difficult to tell when he's joking and when he's serious!

Jaden and Willow have got a special relationship. They support each other in everything they do. They are best friends for life. Other friends may come and go, but siblings are forever!



#### Check these words

sibling, alike, twins, cheeky, fashion icon, social media celebrity, do projects, talented, support, come and go

## Grammar

### Comparisons – Adverbs of degree

- 5** Read the theory. How do we form the *comparative* form? What are the spelling rules?

**Short adjectives:** adjective + *-er* + *than* + noun/ pronoun  
My brother is **shorter than** me. My sister is **noisier than** my brother. My mum is **thinner than** my aunt.

**Longer adjectives:** *more/less* + adjective + *than* + noun/ pronoun  
Lucy is **more sensitive than** her sister.

**as ... as:** for two people, animals, things that are the same  
My brother is **as tall as** my dad.

**not so/as ... as:** for two people, animals, things that aren't the same  
Her sister **isn't so/as fun-loving as** she is.

#### Adverbs of degree

**too** + adjective: for something that is more than we want  
He's **too young** to have a car.

adjective + **enough**: for something that is as much as we want  
He's **intelligent enough** to solve the problem.

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

- 6**  Put the adjectives in brackets into the correct form. Write in your notebook.

Tom, Sandy and Jane are siblings. Tom is 1) ... (**old**) and 2) ... (**tall**) than his sisters. Sandy is as 3) ... (**tall**) as Jane – they're the same height. Sandy is as 4) ... (**slim**) as Jane, while Tom is 5) ... (**heavy**) than his sisters. Jane has got long hair, but Sandy's hair is 6) ... (**long**). Sandy's clothes aren't so 7) ... (**fashionable**) as her sister's. Jane wears 8) ... (**expensive**) clothes than Sandy – she spends lots of money on designer labels.



- 7** Put the adjectives in brackets into the correct form adding any necessary words. Write in your notebook.
- 1 Mike isn't as ... (**polite**) as his brother.
  - 2 You're ... (**tall**) to go on that ride – you're 180 cm and it's for kids!
  - 3 It's OK, Max can come with us. He's ... (**old**) to watch the film now.
  - 4 Friendship is ... (**important**) than anything else.
  - 5 I think I'm ... (**patient**) to become a teacher.
  - 6 My sister Rachel's bedroom is ... (**big**) than mine.
  - 7 It's ... (**late**) to cook dinner. Let's order pizza.
  - 8 Jamie's headache is ... (**bad**) than yesterday.

## Speaking

- 8** Use the adjectives: *old, short, tall, slim, heavy, fashionable, sociable, fit, funny, patient* to compare your friends. Tell your partner.

Tony is older than Jim. Tony's shorter than Jim.

## Writing

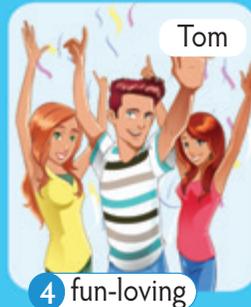
- 9** Prepare a presentation of your personal profile (name, age, where from, family members, looks, qualities, abilities) for your teacher or the communication platform in your school.

# 1.4 Character

## Vocabulary

### Personalities

- 1 1.6 Look at the pictures (1-8). Listen and repeat.



- 2 Match the character adjectives (1-8) to the justifications (A-H). Make sentences. Write in your notebook.

- A behaves very sensibly
- 1 Stan is mature. He behaves very sensibly.
- B rarely needs others' help or money
- C enjoys talking to people and making new friends
- D tries to enjoy himself all the time
- E is always top of the class at school
- F never does what others tell her to do
- G is very kind and helpful to others
- H people can trust her to do things properly

- 3 Use the adjectives in Ex. 1 to describe you and your friends. Tell your partner. Give reasons.

I'm responsible. I do things properly. I'm also quite sociable. I like talking to people and making new friends. My friend ...

## Grammar

### Superlative

- 4 Study the theory. How do we form the superlative form? What are the spelling rules?

**Short adjectives:** *the* + adjective + *-est* + noun/pronoun + *of/in* Jessica is **the tallest** of all.

Who is **the noisiest** person in the class? James.

**Long adjectives:** *the* + *most/least* + adjective + noun/pronoun + *of/in*

Sam is **the most intelligent** person in the class.

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

- 5 a) 1.7 Listen and read the dialogue and identify the people (A-E) in the picture. Write in your notebook.

- b) Find the superlative forms in the dialogue.



Andy: This is a great party! Laura looks so happy. Look at all the presents she's got!

Jess: Yes. It's nice that her brother Dan is here, too.

Andy: Is he the one next to Laura? With the black shirt?

Jess: No, that's her cousin, Pete. Dan's got a red shirt.

Andy: Oh, right. I see – the tall one next to Eve.

Jess: Who's Eve?

Andy: She's the girl with the curly, dark hair. She's in my class. She's the best player on the hockey team. But who's the girl with the long, brown hair?

Jess: The one with the blue top? That's Amanda.

Andy: How old is she?

Jess: She's sixteen, like you. She's the most popular girl in school. Come on, let's go and say hello! ... Hi, Amanda! Let me introduce you to my friend, Andy. Andy, this is Amanda.

Andy: Pleased to meet you, Amanda.

Amanda: Pleased to meet you, too.

Jess: Andy is a student at Bankside School. He likes basketball.

Amanda: Me too! I'm on my school team!

**6** Now, answer the questions in your notebook.

- 1 What is Laura's cousin's name?
- 2 How does Andy know Eve?
- 3 How old is Andy?

**7** Put the adjectives in brackets into the superlative form. Write in your notebook.

- 1 He's ... (**good**) at Maths in the class.
- 2 Erica is ... (**generous**) person in my family.
- 3 Of all my friends, Barney is ... (**easy**) person to talk to.
- 4 Amy is ... (**quick**) runner in our athletics team – she's really fast!
- 5 I think she's ... (**beautiful**) girl in the school.
- 6 Woodwork is ... (**popular**) subject – there are only five students in the class.

**8** Put the adjectives in brackets into the comparative or superlative form. Write in your notebook. Mind the spelling.

- 1 A: Who is ... (**tall**) person in your family?  
B: My uncle. He's nearly two metres tall!
- 2 A: You're really good at basketball!  
B: Thanks, but Chris is ... (**good**) than me.
- 3 A: Do you believe Robin's story?  
B: I don't think he's lying. He's ... (**honest**) person I know.
- 4 A: That girl is so rude!  
B: I know, but her sisters are ... (**polite**) than she is.
- 5 A: Duncan is ... (**intelligent**) person in our class.  
B: Yes, but he's not very good at sport.

## Speaking

**9** Use these adjectives to compare your friends: *tall, short, funny, intelligent, caring, hard-working, thin, old*. You can use your own ideas.

Anna is taller than Lucy. Max is the tallest of all.

# 1.5

## Duties & Responsibilities

### Vocabulary

#### Chores

- 1** Look at the pictures. Which of these do you *always, sometimes, usually, often, rarely, never* do?



1 take out the rubbish



2 clean the bathroom



3 wash the dishes



4 take out the recycling



5 mow the lawn



6 look after younger brother/sister



7 dust the furniture



8 mop the floor



9 make a packed lunch



10 tidy your room



11 water the plants



12 make your bed



13 put the washing on



14 wash the car



15 lay the table



- At mealtimes, I ...
  - just eat!
  - lay the table.
  - wash the dishes afterwards.
- I wash the car ...
  - with my parents.
  - with my siblings.
  - by myself.
- When it comes to the washing machine ...
  - I don't know how to use the washing machine.
  - I know how to put the washing on, but I don't do it.
  - I often put the washing on myself.
- I tidy my room ...
  - every month.
  - every week.
  - every day.
- The sentence that best describes me is ...
  - I hate cleaning, so I don't help around the house.
  - I'd prefer to do something else, but I do my chores anyway.
  - I don't mind doing housework and I'm happy to help.

**Mostly A:** You definitely don't like housework! Try to be a bit more responsible and help out at home.

**Mostly B:** You're pretty helpful around the house. Well done!

**Mostly C:** You're super-responsible! You're always ready to offer a helping hand and you can do any household task!

#### Check these words

responsible, mealtime, chore, housework, a helping hand, household task

## Reading

- 2** How responsible are you at home? Take the quiz to find out.
- 3** **Think** Do you agree with the results? How can you be more responsible at home?

## Grammar

### The gerund

- 4** Read the theory. Find examples in the text.

We use the gerund (-ing form):

- after the verbs *like, love, dislike, hate, enjoy, prefer, fancy*.  
*I hate making the beds. BUT: would like, would love, would prefer + base form of the main verb.*  
*I would love to help you with the dishes.*
- after the verb *go* when we talk about activities.  
*He goes cycling every Saturday.*

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

- 1 A: Can you dust the furniture, please?  
B: I'd prefer ... (**mop**) the floor.
- 2 A: I enjoy ... (**help**) my dad in the kitchen.  
B: I prefer ... (**watch**) TV!
- 3 A: Marie would like ... (**learn**) how to put the washing on.  
B: Great! I can show her later.
- 4 A: We go ... (**camp**) in the summer holidays.  
Do you want to join us?  
B: Thanks! I'd love ... (**come**) with you!
- 5 A: I fancy ... (**go**) to the cinema tonight. Can we?  
B: OK. But I'd like you ... (**tidy**) your room first.

## Phrasal verbs: LOOK

- 6** Read the box below, then complete the sentences with the correct particle. Write in your notebook.

- **look after** = take care of
- **look for** = search • **look out** = be careful
- **look up** = search for information (in a book etc)

- 1 Can you help me look ... my keys? I can't find them.
- 2 Let's look ... the address on the Internet.
- 3 I like looking ... my younger sister – she's fun!
- 4 Look ... , Claire! There's a busy road in front of us!



## Listening

- 7** 1.8 Listen and write Mark's duties for the week. Write in your notebook.

<i>Monday</i>	take out the <b>1</b> ) ...
<i>Tuesday</i>	clean the bathroom
<i>Wednesday</i>	look after my younger <b>2</b> ) ...
<i>Thursday</i>	take out the <b>3</b> ) ...
<i>Friday</i>	wash the <b>4</b> ) ...
<i>Saturday</i>	tidy my room
<i>Sunday</i>	<b>5</b> ) ... the lawn

## Speaking & Writing

- 8** Imagine you are at a camp. Decide on your duties for this week.

# 1.6

## Keep in touch

### Vocabulary

e-communicating



- 1** Look at the pictures. How does technology help friends communicate? Discuss with your partner. Express your opinion and give reasons. Use the language below or your own ideas.



A: Technology helps us to communicate. Posting comments on social media is a popular way to communicate.

B: Yes, and you can post pictures there, too.

### Speaking

- 2** Use the ideas in Ex. 1 and the adjectives in the list to talk about your favourite/least favourite way of communicating with your friends.

- quick • convenient • cheap • free
- personal • fun

I contact my friends by text message. For me, it's a convenient way to get in touch.

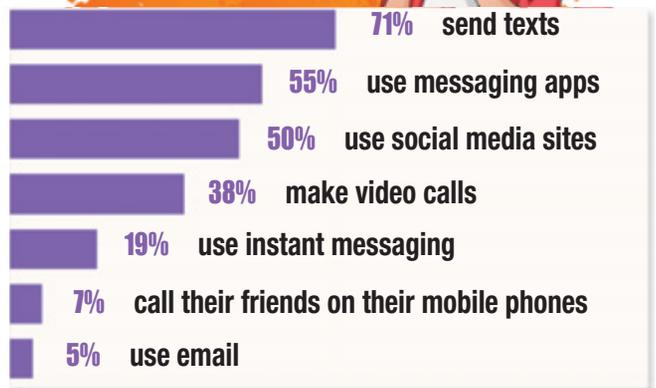
### Listening

- 3** 1.9 Listen and match the speakers (1-4) to the statements (A-E). Write in your notebook. One statement is extra.

- A I prefer to hear my friends' voices.
- B I like sharing images with my friends.
- C I don't communicate using a portable device.
- D I don't mind paying a little for instant communication.
- E I prefer to communicate face-to-face than use technology.

- 4** A group of teenagers took part in a survey on how they contact their friends. Use the bar graph and the phrases below to make sentences:

- most of/the majority (of) (>70%)
- over half (of) (55%) ■ half (of) (50%)
- some (of) (<40%) ■ a quarter (of) (25%)
- a few (<20%) ■ few (<10%)
- very few (<5%)



The majority of the teens in the survey contact their friends by sending texts. Over half of ...

## Reading

- 5** Read the report and fill in the correct headings (A-E). Write in your notebook. Two headings are extra.

1) ...

The aim of this report is to present the results of a survey on how teens use technology to contact their friends.

2) ...

The majority of the teens in the survey (71%) contact their friends by sending texts. Over half of the teens use messaging apps (55%) and half of them use social media sites (50%). Some teens (38%) make video calls. A few use instant messaging (19%) while few (7%) call their friends. Very few teens (5%) email their friends.

3) ...

To sum up, it seems teens use a wide range of technology to contact their friends, although most teens prefer sending text messages. I believe this is because text messages are cheaper than phone calls.

- |                                      |                         |
|--------------------------------------|-------------------------|
| <b>A</b> Future predictions          | <b>C</b> Recommendation |
| <b>B</b> Summary of findings/Opinion | <b>D</b> Survey results |
|                                      | <b>E</b> Introduction   |

## Grammar

### Present simple

### Wh-questions & Yes/No questions

**wh-questions (falling intonation** →)

**wh-word + auxiliary verb + subject + main verb**

**Who does this phone belong to?**

**Note: Subject questions: Who uses instant messaging?**

**Sandra.**

**Yes/No questions (rising intonation** →)

**auxiliary verb + subject + main verb**

**Does he use social media sites?**

- 6**  Ask and answer questions. Pay attention to the intonation.

- how many/your friends/own a smartphone?  
A: How many of your friends own a smartphone?  
B: Three: Jane, Keith and Paul.
- you/have/a laptop?
- what/your friends/post online?
- your mum/chat online?
- how often/your best friend/send emails?

## Prepositions

- 7** Fill in: *on* (x2), *of*, *by*. Write in your notebook.

- Do you share photos ... social media?
- Does he contact his friends ... text message?
- The majority ... teens contact their friends with text messages.
- This survey is ... how teens spend their free time.

## Pronunciation /s/ /ʃ/

- 8**  1.10 Listen and repeat.

/s/ social, some, similar

/ʃ/ sharing, shocking, relationship

## Agreement-Disagreement

- 9** Use the ideas in the graph in Ex. 4 as well as your own to discuss how you use the Internet.

- A: I like playing online games.  
B: So do I. It's fun./Really? I don't. It's boring.
- A: I don't like doing shopping online. It's dangerous.  
B: Neither do I. I don't like it either. / Really? I do.

## Speaking

- 10**  Research about the pros and cons of using the Internet. Have a class debate.

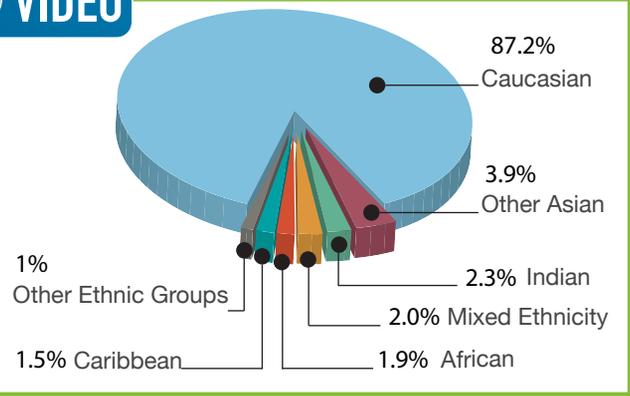
# 1

## Culture Corner



### Multicultural Britain

Modern Britain is a cultural 'melting pot' with dozens of ethnic communities. Let's take a look!



#### 1 Indian

Today, there are around 1.4 million people of Indian origin in Britain. You can find Indian restaurants everywhere and their spicy dishes, like chicken curry, are now part of British cuisine. In February, people celebrate the Indian festival Diwali all over the country.

#### 2 Caribbean



The UK's Caribbean population is around 600,000. The best place to experience Caribbean culture is at London's Notting Hill Carnival. This is a festival with music, colourful costumes and Caribbean food like jerk chicken and salted cod.

#### 3

#### Chinese

Fancy a Chinese meal? There are about 433,000 people of Chinese origin living in the UK and nearly every town has a Chinese takeaway that serves fried rice and sweet and sour chicken. Chinese New Year is the biggest Chinese celebration.



#### Check these words

multicultural, melting pot, dozens of, ethnic community, origin, spicy, curry, cuisine, population, jerk chicken, cod

### Reading & Listening

1 Look at the pie chart. What does it tell you about ethnic groups in the UK?

87.2% of people in the UK are Caucasian. etc.

2 Listen and read the texts and complete the sentences. Write in your notebook.

- 1 A lot of Indian dishes are very ...
- 2 Notting Hill Carnival is in ...
- 3 At Notting Hill Carnival people wear ...
- 4 Nearly every town in the UK has got a ...

### Speaking & Writing

3 Watch the VIDEO . Then copy and complete the table in your notebook. Use the completed table to give the class a summary of the text.

Ethnic groups	Population	Food	Events/Festivals
Indian	1.4 million		

4 Which ethnic groups make up the people living in your country? Collect information and make notes under the headings: ethnic groups population food events & festivals in your notebook. Write a short article.

# Self-Check Test

1

## Vocabulary

**1** Fill in: *fly, play, speak, act, cook*. Write in your notebook.

- 1 Greg's mum is from Japan, so he can ... Japanese.
- 2 My dad can ... . He makes delicious meals.
- 3 Can anyone in your family ... a plane?
- 4 He can ... well – he's always in the school play.
- 5 My brother can ... the piano and the violin.

5 x 1 = 5 points

**2** Fill in the correct word in your notebook.

- 1 He never does what mum tells him to. He's r....
- 2 Matt is the cleverest boy I know. He's i....
- 3 Emma looks after everyone. She's c....
- 4 Tom doesn't tell lies. He's h....
- 5 I trust Alice. She's l....

5 x 1 = 5 points

**3** Fill in the correct word in your notebook.

- 1 My dad's mother is my ...
- 2 My uncle's children are my ...
- 3 My mum's sister is my ...
- 4 My brother is my parents' ...
- 5 My cousin Simon is my mum's ...

5 x 2 = 10 points

## Everyday English

**4** Write the correct response in your notebook.

- 1 A: Sue, this is my cousin, Beth.  
B: **a** She's sixteen. **b** Hi, Beth.
- 2 A: Sam doesn't go to Oakwood School.  
B: **a** Neither do I. **b** So do I.
- 3 A: Marie likes windsurfing.  
B: **a** Neither do I. **b** Me too!

3 x 2 = 6 points

## Grammar

**5** Fill in: *is, are, have, has, can* in your notebook.

- 1 ... you got a brother or sister?
- 2 They ... from Italy.
- 3 Sarah ... got red hair.
- 4 ... you speak German?
- 5 He ... Australian.

5 x 1 = 5 points

**6** Choose the correct item in your notebook.

- 1 Ben is really nice. **He/Him** is my best friend.
- 2 That's my coat. The black bag is **my/mine**, too.
- 3 Is Amy Smith in your class? I know **she/her** cousin.
- 4 This is my **parents'/parent's** car.
- 5 Let's meet at **Isla and Ian's/Isla's and Ian's** house.

5 x 1 = 5 points

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

- 1 I like ... (**water**) the plants.
- 2 ... (**she/mow**) the lawn on Sundays?
- 3 He ... (**tidy**) his room every day.
- 4 They ... (**not/make**) their own packed lunches.

4 x 2 = 8 points

**8** Put the adjectives in brackets into the correct form. Write in your notebook.

- 1 Who is ... (**generous**) person in your class?
- 2 Andy is a ... (**fast**) runner than Pete.
- 3 I think she's ... (**independent**) than her sister.

3 x 2 = 6 points

# 1

## Self-Check Test

### Reading

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



Jennifer Lawrence is the award-winning star of *Silver Linings Playbook* and the four *Hunger Games* films. She has got two brothers – Ben and Blaine. Ben is the oldest and he's got a technology company. Blaine is younger than Ben, but older than Jennifer. He runs a camp for kids. Ben and Blaine like sports. They are a lot of fun. They are proud of Jennifer, but they never let her forget she is still their little sister. Jennifer may be the famous one in her family, but only because her brothers are always there to encourage her to follow her dreams.

- 1 Jennifer Lawrence has got awards for acting in films.
- 2 She is the star of only four films.
- 3 Jennifer is the youngest of the three Lawrence children.
- 4 Jennifer is more friendly with Blaine than Ben.
- 5 Ben and Blaine support their sister.

5 x 3 = 15 points

### Listening

- 10  Listen and write the missing information. Write in your notebook.

### How teens use their smartphones

- 83% post **1**) ... on social media sites  
 75% post messages on social media sites  
**2**) ... send messages using apps  
 44% send **3**) ...  
**4**) ... make phone calls  
 9% check **5**) ... on their smartphones



5 x 3 = 15 points

### Writing

- 11 The school drama teacher is looking for actors for the school performance. Write a presentation of yourself including your qualities.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- appearance & character, abilities, profiles
- friends & friendship
- family members
- duties & responsibilities

#### Reading Competence

- understand specific details in short texts related to friends & family
- identify the expressed emotions in texts about my friends

#### Listening Competence

- identify people in a short monologue related to abilities
- complete notes related to duties

#### Speaking Competence

- describe physical appearance & character
- identify people

- introduce & present people
- discuss pros & cons

#### Writing Competence

- write a blog entry
- write my personal profile
- write a list of duties

#### Cultures

Multicultural Britain

# Module

## 2

## My interests

### What's in this module?

#### Vocabulary

teens' interests; music; films; books; mass media; theatre; technology icons; desires & preferences

#### Grammar

- present continuous
- present simple vs present continuous
- proper/common nouns
- singular/plural number - irregular plurals
- prepositions • phrasal verbs: *CHECK*

#### Reading

an advert; a dialogue; a film review; articles; blogs

#### Listening

adverts; a monologue

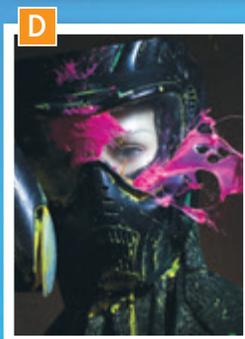
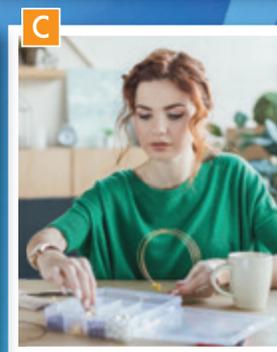
#### Speaking

- discuss interests • express reasons
- express likes/dislikes
- express your opinion about a magazine
- make offers/suggestions • agree/disagree
- book tickets for a performance
- pronunciation: u

#### Writing

write: an email inviting a friend to watch a film; an email expressing your opinion; a class magazine

**CLIL (Literature):** *Tragedy & Comedy*



### Teens' interests

- 1** Look at the pictures. Which of these interests can you see in the pictures? Which are related to: *sports and exercise; the arts; technology and social media; art and crafts; music?* Write in your notebook.

- go to dance classes • go skateboarding
- go paintballing • play online games
- make car models • play in a school band
- use social networking sites
- make jewellery • record a vlog
- go sailing • act in school theatre productions

### Express preferences

- 2** Which of these do you like/not like doing? Discuss. Use:

- + fun, exciting, thrilling
- boring, tiring, dangerous

I like going paintballing. It's fun. I don't like playing online games. It's boring.

# 2.1 Music to the ears

## Vocabulary

### Musical instruments

1 1.13 Listen and repeat.



2 1.14 Listen and write which musical instruments from Ex. 1 you hear in your notebook.

## Reading

3 How is the dialogue related to the advert?  
 1.15 Listen and read to find out.



### Middlehall High's Got Talent!

See our students perform  
music, comedy,  
circus skills & dance

Friday 16th May,  
Main Hall, 6 pm  
Tickets: £3 on the door

Josh: Are you going to the skate park this afternoon?  
 Robbie: No. I'm practising for the show on Friday.  
 Josh: Are you playing the electric guitar with your band The Icebreakers?  
 Robbie: No, I'm not. I'm playing the piano.  
 Josh: Oh. Is it Beethoven or something, then?  
 Robbie: No, we're playing a song from the famous rock band Queen. Mitchell is playing the guitar, Ryan is on the drums, and Rachel White is singing. She's amazing! Come along and see!  
 Josh: OK. What time is the show?  
 Robbie: It starts at 6:00 in the main hall.  
 Josh: Cool. See you there!

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

- At the talent show, the audience can watch ...
- The name of Robbie's band is ...
- Robbie and his friends are playing a song by a famous ...
- Robbie is playing in the talent show with ...

## Vocabulary

### Types of music

5 1.16 You are going to listen to 8 music extracts. Match them to the types of music (A-H). Write in your notebook.

- |             |         |               |           |
|-------------|---------|---------------|-----------|
| A reggae    | C pop   | E folk        | G rock    |
| B classical | D disco | F heavy metal | H country |

- 6**  Use the types of music in Ex. 5 as well as your own ideas and the language in the Functions box to discuss what types of music you like/don't like listening to.

Functions	
Asking about likes/dislikes	Expressing likes/dislikes
<ul style="list-style-type: none"> <li>• What do you think of ...?</li> <li>• How about ...?</li> <li>• Do you like ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm crazy about it.</li> <li>• I don't like it.</li> </ul>
Reasons	
<ul style="list-style-type: none"> <li>• It's relaxing/fun/cool/fast/calming.</li> <li>• It's too loud/boring.</li> </ul>	

- A: Do you like country music?  
 B: No, I don't. I think it's boring.  
 A: How about rock music?  
 B: I'm crazy about it. It's cool.

## Grammar

### Present continuous (verb + *ing*)

- 7** Read the theory. Find examples in the dialogue in Ex. 3.

We use the **present continuous**:

- for actions happening now or around now. **I'm having** a music lesson now. **I'm not watching** TV. **Are you doing** your homework now? He's **studying** for his music exam these days.
- for fixed future arrangements. **I'm taking part** in the music competition this Saturday.
- with *always* to express annoyance. **She is always using** my laptop without asking.
- for changing situations. He's **getting** better and better at playing the violin.

**Adverbs of time & time expressions:**

*now, at the moment, these days*

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

- A: Where ... (**you/go**), Sam?  
 B: I ... (**go**) to band practice. We ... (**get**) better and better.
- A: Linda ... (**not/come**) to the concert tonight.  
 B: I know. She's got a headache and she ... (**lie**) down in her bedroom.
- A: ... (**Adam/have**) saxophone lessons these days?  
 B: Yes, but he ... (**not/enjoy**) them. He wants to play the drums instead.
- A: ... (**Daisy and Faith/watch**) the play today, too?  
 B: Yes, they ... (**wait**) for us outside the theatre right now.
- A: I ... (**not/record**) a vlog this week – I haven't got time!  
 B: I know! We've got tests at school every day!
- A: How ... (**you/travel**) to the stadium tomorrow night?  
 B: By train because cars ... (**always/cause**) too many traffic jams.

- 9**  Ask and answer questions.

- John/listen/to music now? (**X**)  
 A: **Is John listening to music now?**  
 B: **No, he isn't.**
- who/perform/at the stadium tonight (**Katy Perry**)
- Claire and Sarah/go/to the theatre tonight (**✓**)
- when/you/go to the concert hall (**on Sunday**)

## Speaking & Writing

- 10** **ICT Project:** Collect information about famous musicians from your country. What type of music do they play? What are some of their most popular songs? Prepare a poster or give the class a presentation.

## 2.2 Box office

### Vocabulary

#### Types of films

- 1 In a minute write in your notebook as many types of films as possible. Compare with your partner.

romance, fantasy, etc

- 2 Which type of film do you prefer? Why? Discuss with your partner. Use these adjectives: *exciting, funny, clever, interesting, boring, scary, violent, entertaining.*

A: I like comedy films because they are funny.

B: Really? I prefer action films. They're exciting.

### Reading

- 3 Who is Steppenwolf?

1.17 Listen or watch the  VIDEO to find out.

- 4 Read the review and complete the online fact file in your notebook. What is the writer's attitude?

Title: 1) ...

Type: 2) ...

Director: 3) ...

Writers: 4) ...

Stars: 5) ...

 **Think** Why would you watch this film? Discuss.

#### Check these words

superhero, supervillain, army, star-studded, Oscar-winner, talented, crime, plot, face the danger, impressive, genre



## Justice League



What do you get when five superheroes meet a supervillain and his army? A great film, that's what! *Justice League* is an action film from director Zack Snyder and writers Chris Terrio and Joss Whedon. It has a star-studded cast, including three Oscar-winners, and the talented young actors Gal Gadot (Wonder Woman) and Ezra Miller (The Flash).

The film starts when Batman is fighting crime in Gotham City. He discovers that a powerful evil villain, Steppenwolf, is plotting to destroy the world! He decides to form a group of superheroes – the Justice League – to protect Earth. Wonder Woman, The Flash, Cyborg and Aquaman join him and together they face the danger... but can they save the world in time?

*Justice League* has got impressive special effects and amazing stunts. The script is funny, and although the plot is a bit weak at times, it's still a must-see for fans of the superhero genre. It's action-packed from beginning to end!

**5**  Use these words to complete the sentences. Write in your notebook.

- cast • director • soundtrack • box office • sequel
  - character • plot • series
- 1 *True Detective* has got a good ... The story is very interesting.
  - 2 *X2* is the ... to the film *X-Men*.
  - 3 The TV ... *Heroes* ran for four seasons.
  - 4 Zack Snyder is the ... of many action films, such as *Wonder Woman* and *300*.
  - 5 The Harry Potter films are the highest-earning films of all time, making \$7.7 billion at the ...
  - 6 The star-studded ... includes Ben Affleck and Jason Momoa.
  - 7 *The Flash* is my favourite ... in *Justice League*.
  - 8 I loved the ... of the film! I want to buy the CD.

## Grammar

### Present simple – Present continuous

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

- 1 A: Let's buy some popcorn and watch a film later.  
B: No, let's go out. We ... **(always/stay)** in these days.
- 2 A: You know that actor, Evan Ross? ... **(he/go)** to your school?  
B: Yes, but he isn't there now because he ... **(film)** the next season of his show.
- 3 A: My sister ... **(always/use)** the computer to watch a series about a group of superheroes. It's so annoying!  
B: *The Defenders*? I ... **(watch)** that at the moment, too! It's great.
- 4 A: ... **(you/go)** to the cinema tonight?  
B: Yes, with Marie. We ... **(watch)** a comedy.
- 5 A: What's the plot of the film *Bright*?  
B: Well, the film ... **(take place)** in Los Angeles. Will Smith ... **(play)** a police officer. He ... **(fight)** to protect a magic wand and ... **(save)** the city from evil magic.
- 6 A: Modern films ... **(use)** more technology than old films.

## Listening

**7**  **1.18** Listen to an advert. What is it about? Listen again and complete the gaps in your notebook.

**Title:** 1) ...  
**Director:** Rian Johnson  
**Plot:** The evil First Order tries to take over the 2) ... , but the Resistance fights against them.  
**Stars:** Adam Driver as Kylo Ren, 3) ... as Leia Organa, Mark Hamill as 4) ...  
**Best part:** the exciting 5) ... with Rey, Poe and Finn



## Speaking

**8**  Think of your own film. Think about: *title, location, main characters, plot*. Present your idea to the class. The class votes for the most interesting film suggestion.

## Writing

(see *Writing Skills* pp. 140-141)

**9**  Think of a film that is on at the cinema now. Make notes under the headings in your notebook. ■ *Name of film* ■ *Type* ■ *Director* ■ *Stars* ■ *Plot*. Use your notes to write an email inviting your English friend to watch the film next weekend. Swap emails. Reply thanking and accepting the invitation.

## 2.3

# Favourite reads

## Vocabulary

### Books

- 1**   1.19 Look at the pictures. Listen and repeat. Which types of literature are *non-fiction*? *fiction*?

Action and adventure is fiction.



**1** action & adventure



**2** fairy tale



**3** science fiction



**4** biography



**5** mystery & suspense



**6** horror



**7** articles in newspapers/magazines



**8** fables



**9** legends

- 2** Look at some books in the school library or at home. Which are fiction? Which are non-fiction?

## Reading

- 3** a) Look at the pictures. What do you think *The Hound of the Baskervilles* is about? What type of story is it? Read the first paragraph to find out.

- b) What do you think happens next?

 1.20 Listen and read to find out.



# The Hound of the Baskervilles

by Sir Arthur Conan Doyle



*Baskerville Hall is a huge house in Dartmoor, England with a scary secret: an enormous hound with eyes of fire hunts the Baskerville family. After it kills Sir Charles, everyone is worried about his nephew Sir Henry, the new owner of*

*Baskerville Hall. They ask Sherlock Holmes and Dr Watson to solve the mystery of the hound. Holmes and Watson don't believe in the hound – they think a man called Stapleton is the criminal. So when Sir Henry goes to Stapleton's house for dinner, Holmes and Watson are waiting outside ...*

*There is a thick, white fog over Dartmoor. Holmes is watching it.*

"It's moving towards us, Watson."

"Is that serious?"

"Very serious. It's the one thing that can stop my plan. The plan and even Sir Henry's life depends on him coming out of Stapleton's house before the fog arrives."

"Shall we move to higher ground?"

"Yes, that's a good idea."

So we move back until we are about half a mile from the house. Suddenly, the sound of quick steps breaks the silence. Through the fog comes Sir Henry. He is walking quite close to us, but he doesn't see us. Then, we hear another sound coming from the white fog.

"Look out!" shouts Holmes. "It's coming!"

We look into the fog, not sure what horrible creature is about to come out of it. Then, a terrible shape jumps out from the shadows: an enormous black hound. Fire is coming from its open mouth and its eyes are burning in the darkness. It is running down the track, following our friend. Far away on the path we see Sir Henry standing still, his face white in the light of the moon, looking in fear at the thing chasing him.

**Check these words**

criminal, fog, ground, track, still, fear

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

- Holmes wants Sir Henry to come out before the fog reaches the house.
- Sir Henry knows about Holmes' plan.
- Holmes and Watson decide to move further away from Stapleton's house.
- Watson already knows what the hound looks like.
- Sir Henry is so afraid of the hound that he can't move.

## Speaking

**5**  **Think** Imagine you are Watson. How do you feel: *while you are waiting outside the house? when you hear the noise in the fog? when you see the hound?* Use these words: *nervous, scared, terrified, curious*. Tell your partner.

## Grammar

Proper/Common nouns –  
Singular/Plural number – Irregular plurals

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

**Proper nouns** are nouns that refer to a particular person, place or thing. They start with a capital letter. *Baskerville*

**Common nouns** are nouns that refer to a person, place or thing, but they are not their names. *creature*

**Singular/Plural number**

- noun + *-s* *world* → *worlds*
- nouns ending in *-s, -sh, -ss, -ch, -x, -o* + *-es* *bus* → *buses*, *brush* → *brushes*, *class* → *classes*, *peach* → *peaches*, *fox* → *foxes*, *tomato* → *tomatoes* BUT *piano* → *pianos*
- nouns ending in **consonant** and *-y* drop *-y* + *-ies* *body* → *bodies* BUT *toy* → *toys*

Some nouns ending in *-f/-fe* drop *-f/-fe* + *-ves* *knife* → *knives*

**Irregular nouns:** *child* → *children*, *foot* → *feet*, *man* → *men*, *mouse* → *mice*, *person* → *people*, *tooth* → *teeth*, *woman* → *women*

Nouns with same singular & plural forms:

*aircraft* → *aircraft*, *deer* → *deer*, *fish* → *fish*, *sheep* → *sheep*

**Collective nouns** refer to a group of nouns. These are: *audience, class, group, team, staff*, etc. They take a verb in the singular or plural depending on who we refer to. Compare: *The class is at the museum.* (*all the students in the class*) *The class are wearing their school uniforms.* (*each student in the class*)

**7** Put the nouns in brackets into their plural form. Write in your notebook.

- I've got all the ... (**book**) in *The Hunger Games* series.
- Trolls* is a great film for young ... (**child**).
- The X-Men have got special ... (**ability**) – they can change shape, fly or become invisible.
- He likes taking ... (**photo**) of wild animals.
- Most ... (**person**) enjoy going to the cinema.
- The film *Cast Away* takes place on the ... (**beach**) of Fiji.
- Beth really likes films about ... (**superhero**).
- The Gifted* is a TV series about the ... (**life**) of Reed and Kate Strucker and their two children.

## Listening

**8**  Listen and complete the advert in your notebook.

### Heathwood School Book Fair



**When:** Saturday 15th **1)** ... from 11 am until **2)** ...

**Where:** in the school **3)** ...

**What to buy:** books from £1 to **4)** £...

**What to do:** enter the raffle for a chance to win a **5)** ...

## Writing

**9**   **Think** As a class, write an email inviting a famous author to visit your school and talk about his/her latest book.

## 2.4 Mass media

### Vocabulary

#### Types of mass media

1 a)  1.22 Listen and repeat.



1 books  
(9th century, China)



2 leaflets (16th  
century, Europe)



3 newspapers & magazines  
(17th century, Europe)



4 billboards  
(19th century, USA)



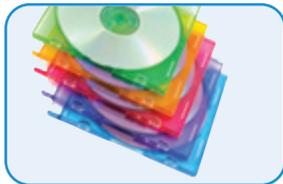
5 radio (1906, USA)



6 TV (1936, UK)



7 Internet (1976, USA)



8 CDs (1982, Japan)



9 e-readers (1998, USA)



10 smartphones (2007, USA)

b)   List the types of media under the headings: ■ *Print* ■ *Electronic* ■ *Interactive*. Write in your notebook.

Paul's blog



Paul's

BLOG

Hi, guys! These days, I'm reading lots of posts about how teenagers are crazy about their smartphones. Are you? I sometimes use mine, but reading magazines is my favourite way to relax and find information. I find out everything I need to know about blogging from magazines – they're full of great tips. Also, I'm really into computers and I read a few magazines for gamers, too. What about you?

Comments

Hey, Paul! This is a really interesting post, but I think magazines are a bit old-fashioned. I prefer the Internet – you can do anything online! My mum uses it to shop because clothes are cheaper online, and my dad likes it because the news is always up-to-date. I use it to learn how to play the guitar and speak Spanish. On the Internet, the options are endless! ... But that isn't always a good thing – I sometimes spend hours online and never learn anything!

Steve, 19:57



Check these words

tip, be into sth, gamer, old-fashioned, online, up-to-date, option, endless

- 2** Which of the types of media do you *always, never, sometimes, usually* use to: learn the news, find out information for homework, watch films, listen to music, watch TV shows, read for entertainment? Tell your partner.

## Reading

- 3** Which types of mass media do Paul and Steve like? Why?

 1.23 Listen and read the blog entries to find out.

- 4** Read and write in your notebook. Who ...

- 1 spends a long time surfing the Net?
- 2 likes reading about computer games?
- 3 doesn't often use their smartphone?
- 4 uses the Internet to learn new things?

- 5** What pros and cons does each person mention to support their views?

## Grammar

### Singular/Plural nouns

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

Some nouns are in a plural form, but take a singular verb, e.g. *athletics, billiards, darts, news*.

The *news* is shocking.

Some nouns always appear in plural form and take a plural verb, e.g. *congratulations, jeans, scissors, shorts, stairs, trousers*. His *trousers* are in the wardrobe.

Some nouns can have both singular and plural forms, but they have a different meaning. Compare:

This *glass* is Anna's. I can't find my *glasses*.

- 7**  Fill in *is* or *are*. Write in your notebook.

- 1 These new headphones ... better than my old ones.
- 2 I think Maths ... a difficult subject.
- 3 Gymnastics ... her favourite activity at the Olympic Games.
- 4 Where ... the scissors?
- 5 Careful! My sunglasses ... on that chair.
- 6 Measles ... not a very common illness these days.
- 7 Those pyjamas ... very old. Why don't you buy a new pair?
- 8 Aerobics ... a fun way to exercise.

## Speaking & Writing

- 8**  Design your class magazine. Think about: ■ Title ■ Front and back covers ■ Sections. Decide which students can work on each section. Prepare the first issue of your class magazine. Compare with another group.

- 9** Which is your favourite magazine? Why? Write an email to your English friend expressing your opinion.

## 2.5 On stage

### Vocabulary

#### Theatre

- 1 a) Match the words: *aisle, seat, row, box, orchestra, stage, curtain* to the numbers (1-7). Write in your notebook.



- b)  1.24 Listen and check then repeat.

- 2 Use the words in Ex. 1a to describe what there is inside a theatre.

Inside a theatre there are ... The seats are divided by ...  
On the side there are ... In front of the rows is ...

### Reading

- 3  1.25 **Think** Look at the picture in the text and listen to the music and the sounds. Where are you? What can you see? How do you feel? Tell the class.

- 4 How does the theatre in the text differ from an ordinary theatre?  
 1.26 Listen and read to find out.



As you step inside the Thang Long Water Puppet Theatre, you might notice that there is water on the stage! Don't worry, though, the roof isn't leaking! This theatre in Hanoi, Vietnam shows water puppetry – a special type of theatre with large wooden puppets in a pool of water!

Up to eight people stand behind a bamboo screen and use strings under the water to control the puppets. This way, it looks like the puppets are moving on their own! An orchestra plays traditional music, and singers tell the story with songs. Floodlights light the water – it's magical!

Water puppetry in Vietnam goes all the way back to the 11th century, and it's still popular today. The Thang Long Theatre has 300 seats, and there are five shows each day. Watching a show is very special, but if you're in the front row, you might get a bit wet!

#### Check these words

notice, stage, roof, leak, wooden puppet, bamboo screen, string, on their own, orchestra, floodlight, light, seat, row, wet

- 5 Answer the questions in your notebook.

- 1 Why might visitors to the Thang Long Water Puppet Theatre think the roof is leaking?
- 2 Why do the puppets look like they are moving on their own?

## Vocabulary

- 6** **Think** What would an evening in this theatre be like? Tell your partner or the class.

## Listening

- 7** **1.27** Listen to a message and complete the gaps (1-5). Write in your notebook.



**What's on in Gloucester?**  
 The **1**) ... Theatre presents **2**) ...  
 by **3**) ... Monday – Friday 7:30 pm  
 Saturdays **4**) ... pm & 8 pm  
 Adults: £20, Seniors: £15, Under 16s: **5**) ...

## Everyday English

### Booking tickets for a performance

- 8** **1.28** Read and listen to the dialogue. Replace the sentences (1-6) with sentences from the Functions box.

Clerk: Hello, The Palace Theatre. **1**) How can I help you?  
 Sam: Hi. **2**) I'd like to book two tickets for *The Rose*, please.  
 Clerk: OK. When for?  
 Sam: This Saturday at 6 pm.  
 Clerk: **3**) I'm sorry, but it's sold out for 6 pm. **4**) How about the 9 pm show?  
 Sam: **5**) That sounds OK. **6**) How much are the tickets?  
 Clerk: They're £40 each.  
 Sam: Right, I'd like two, please.  
 Clerk: Can I have your name, please?  
 Sam: Sam Garland.  
 Clerk: Right, Mr Garland. You can pick up your tickets at the box office half an hour before the show starts.  
 Sam: Thank you very much.  
 Clerk: Enjoy the show!

### Functions

#### Offering help

- How can I help you?
- How can I be of help?

#### Enquiring

- I'd like/I want to book ... for ...
- I'm interested in booking ...
- Are there tickets available for ...?

#### Giving information

- I'm afraid there aren't any left (for ...).
- I'm sorry but it's sold out (for ...).

#### Suggesting

- What/How about the ... show?
- Would you be interested in the ... show?

#### Agreeing

- That is/sounds OK.
- That would be fine.
- That should be alright.

#### Asking about prices

- How much are the tickets?
- How much do the tickets cost?

- 9**  **Roleplay:** Look at the advert in Ex. 7. Imagine you want to attend this performance. In pairs act out a dialogue similar to the one in Ex. 8. Use language from the Functions box.

## Speaking & Writing

- 10**   Find all performances someone can attend in theatres in London this month. Tell the class.

- 11** **Think**   What would your ideal theatre be like? Think about:  name  location  shows  actors  seats  number of shows. Present it to the class.

## 2.6 Digital detox



### Tara's Tech Blog



## Vocabulary

### Technology icons

- 1** Look at the icons. Which one should you tap to:
- send a text? ■ go online? ■ watch a video?
  - listen to the radio? ■ get directions? ■ take a photo?
  - type questions into a search engine?
  - write an email? ■ save a picture from the Internet to your phone? ■ change your ringtone?

You should tap the messages icon to send a text.

- 2** Do you own a smartphone or a tablet? What do you use it for? Tell your partner.

I use my smartphone to listen to the radio and take photos.

## Reading

- 3** What is Tara planning to do?

1.29 Listen and read to find out.

### Check these words

crazy about, addicted to, nuts about, update, stare at, digital detox, turn off, concentrate, time-consuming, up-to-date

- 4** Answer the questions in your notebook. Then explain the words in the *Check these words* box.

- 1 What is a digital detox?
- 2 What benefits does Frankie mention?
- 3 What are Susan's arguments against a digital detox?

- 5** **Think** Imagine you went offline for a week. What would it be like? Discuss in groups.

Hi! As you know, I'm crazy about computers, addicted to apps and nuts about the Net! I always send texts, watch videos online or update social media. It's exhausting! I sometimes feel like I'm always staring at a screen. So I'm going on a digital detox! I'm going to turn off both my smartphone and my tablet for one week. Wish me luck!

14/05 10:23

**Comment: Frankie\_93**

Hi, Tara! That's great! I do a digital detox for a week each month and it's wonderful! I sleep better at night and concentrate more during the day. And with all the free time I have from not going online, I can read books again. It's so relaxing!

14/05 12:35

**Comment: SusanX**

I don't agree, Frankie. When I do a digital detox, I can't get the information I need. I'm at university and no Internet means going to the library instead. It's time-consuming and there isn't much up-to-date information. I don't recommend it!

14/05 14:33

## Prepositions

- 6** a) Complete with: *on, about (x2), to, at (x2)*. Write in your notebook.

Are you ...

- crazy **1)** ... new smartphones?
- addicted **2)** ... social media?
- nuts **3)** ... new apps?

Do you ...

- keep your phone close **4)** ... hand?
- post updates **5)** ... social media?
- stare **6)** ... a screen all day?

- b) **Think**  How is technology changing our lives? Is it for better or worse? Discuss.

## Phrasal verbs: CHECK

- 7** Read the theory, then write the correct particle in your notebook.

- **check in** = **1)** to arrive at a hotel & give personal details to the receptionist **2)** to arrive at the airport & show your ticket before getting on the plane
- **check out** = **1)** to pay the hotel bill and leave **2)** to investigate
- **check up on sb** = to secretly get information about sb

- 1 I'll send someone to check ... the problem with the laptop.
- 2 Can you check ... the two men who are in the computer lab?
- 3 He checked ... and got his boarding card.
- 4 Guests have to check ... before midday.

## Pronunciation

u /ʊ/ /j/

- 8**   1.30 Listen and repeat.

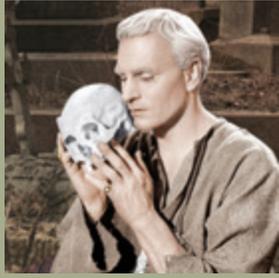
/ʊ/ pull, push, full

/j/ university, union, unique

## Speaking & Writing

- 9** **Think**   Replace five icons in Ex. 1 to create your own technology alphabet. Present it to the class.

# Tragedy & Comedy



## 'Hamlet' by Shakespeare

When his father dies, Hamlet's uncle, Claudius, becomes the king. The ghost of Hamlet's father tells him that Claudius is responsible for his death. How does Hamlet react to the news?



## 'Romeo and Juliet' by Shakespeare

Romeo and Juliet like each other, but their families are enemies. Can they be together?



## 'As You Like It' by Shakespeare

Rosalind dresses up as a boy and escapes into the forest. There she meets Orlando. What happens when Orlando finds out she is a girl?

## Reading

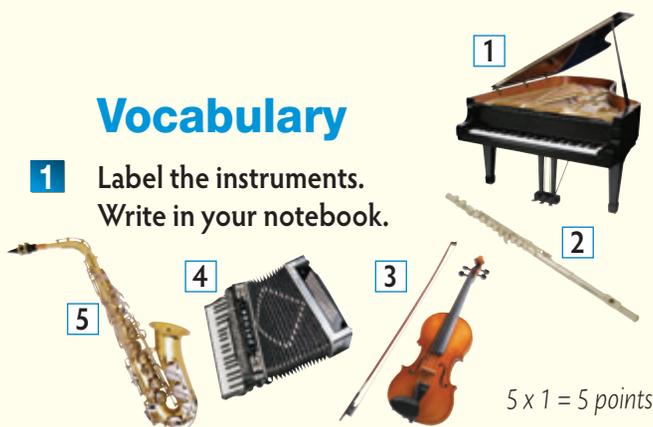
- 1 Read the definitions of tragedy and comedy. Can you think of any popular tragedies and comedies?
  - **Tragedy** is a story ending unhappily with something terrible happening to the hero.
  - **Comedy** is a funny story which usually has a happy ending.
- 2 Read the outlines and decide whether these plays are comedies or tragedies. Give reasons.

- 3 Decide how to put *Romeo and Juliet* on stage.

## Writing & Speaking

- 4 Collect information and write short outlines about books written by authors from your country. What type is each? Present them to the class.

## Vocabulary



5 x 1 = 5 points

**1** Label the instruments. Write in your notebook.

**2** What type of book is each person describing? Fill in: *biography, horror, mystery, adventure, science fiction*. Write in your notebook.

- 1 It's about an adventure in space in the year 2500.
- 2 It's so scary – I can't read any more!
- 3 It's an exciting story of a man who gets lost in the jungle.
- 4 It tells the true story of Albert Einstein's life.
- 5 It's a great story – nobody can guess the ending!

5 x 1 = 5 points

**3** Fill in: *box, aisle, row, orchestra, stage*. Write in your notebook.

- 1 In a theatre, the ... plays the music.
- 2 The actors perform on the ...
- 3 Please follow me down the ... to your seats.
- 4 I like sitting in the ..., high up at the side of the theatre.
- 5 Your seats are in ... A, right at the front.

5 x 1 = 5 points

**4** Match the icons to their meanings. Write in your notebook.



- A Settings      C Messages      E Bluetooth  
B Email          D Camera

5 x 1 = 5 points

## Grammar

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

- 1 Mike ... (**play**) a computer game right now.
- 2 ... (**they/live**) next to the theatre?
- 3 Becky ... (**not/go**) to the cinema tonight.
- 4 The phone shop ... (**open**) at nine o'clock.
- 5 Excuse me, ... (**you/wait**) to buy a ticket?

5 x 1 = 5 points

**6** Write the plural form of the words below in your notebook.

- |         |         |            |
|---------|---------|------------|
| 1 phone | 4 bus   | 7 boy      |
| 2 leaf  | 5 berry | 8 aircraft |
| 3 mouse | 6 tooth | 9 child    |

9 x 1 = 9 points

**7** Fill in *is* or *are*. Write in your notebook.

- 1 The news ... really sad today.
- 2 Your new trousers ... really nice.
- 3 Athletics ... the only sport I enjoy.
- 4 Your glasses ... on your desk.

4 x 1 = 4 points

## Everyday English

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

- 1 A: Do you like jazz music?  
B: a Neither do I.      b I'm crazy about it.
- 2 A: Why don't you like heavy metal?  
B: a It's too loud.      b I don't like it.
- 3 A: What do you think of classical music?  
B: a It's relaxing.      b I agree.

3 x 4 = 12 points

# 2

## Self-Check Test

### Reading

- 9 Read the review and complete the fact file. Write in your notebook.

#### THE JUNGLE BOOK

*The Jungle Book* is a fantasy adventure film from director Jon Favreau. It tells the story of Mowgli, a young boy growing up in the jungle. The story starts with Mowgli struggling to fit in with the family of wolves that look after him. Then, one day, the evil tiger Shere Khan finds out that there is a human in the jungle and tries to kill Mowgli. With the help of Bagheera the panther and Baloo the bear, Mowgli tries to escape from Shere Khan. His only hope is to find a human village and leave his animal friends forever.



*The Jungle Book* is full of adventure and excitement and it has got amazing special effects. The 10-year-old American actor Neel Sethi gives a great performance as Mowgli, and the fantastic voice actors include Bill Murray as Baloo and Idris Elba as Shere Khan. *The Jungle Book* is a magical film for all the family. Don't miss it!

**Title:** 1) ...

**Type:** 2) ...

**Director:** 3) ...

**Plot:** Mowgli lives in the jungle, but when the tiger 4) ... tries to kill him, he has to find a way to escape – with the help of his friends, Bagheera and Baloo

**Stars:** 5) ... as Mowgli, Bill Murray and Idris Elba

5 x 2 = 10 points

### Listening

- 10 Listen and write the missing information in your notebook.

Don't miss Bastille live at the National Palace of 1) ...  
Saturday 15th and Sunday 16th 2) ...  
Doors open at 3) ... pm, concert starts at 8 pm  
**Support act:** Grizfolk  
**Tickets:** 4) £ ... – £65  
**To book or to find out further information call:** 020 5) ...

5 x 2 = 10 points

### Writing

- 11 Write an email to your English friend inviting them to watch a rock concert with you. Use your answers from Ex. 10 to help you. **Include:** ■ Name of band ■ Place ■ Date ■ Time ■ Support act ■ Ticket price.

30 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about teens' interests: music, cinema & theatre, books, mass media & the Internet

#### Reading Competence

- understand specific details in texts related to music performances, books, mass media, theatre, technology

#### Listening Competence

- identify types of music
- understand the most essential information in messages

#### Speaking Competence

- discuss interests/preferences

- make offers/suggestions
- express my opinion
- express reasons
- agree/disagree

#### Writing Competence

- write an email inviting my friend to watch a film
- write an email thanking & accepting an invitation

- create a poster
- write an email expressing my opinion
- design a class magazine

#### CLIL (Literature)

*Tragedy & Comedy – Shakespeare's works*

# Module

## 3

## My future job

### What's in this module?

#### Vocabulary

jobs & characteristics; volunteering & travelling; my future job

#### Grammar

- will - be going to • question words
- prepositions • present continuous/present simple (future meaning)
- time clauses • phrasal verbs: BRING

#### Reading

articles; blogs and blog comments; adverts

#### Listening

job descriptions; dialogues; monologues

#### Speaking

- express desires & preferences • discuss jobs
- act out a job interview • express an opinion
- plan mutual activities • express approval/disapproval • pronunciation: eɪ, æ

#### Writing

write: an email about a job; fill in an application form; a CV; about yourself in 10 years; a blog post about a volunteer job; a blog comment about your predictions for the future; a text about a public holiday for a school magazine

**Culture Corner:** *May Day in the UK*



VIDEO

A circus acrobat



B cruise ship entertainers



C snake milker



D stuntman



E dog trainer

### Jobs & Qualities

1 2.1 Listen and repeat.

2 Match the jobs in the pictures (A-E) to the qualities (1-5). Tell the class.

- 1 brave because they perform dangerous acts high up
- 2 patient because they train animals
- 3 fit because they do risky stunts
- 4 careful because they work with poisonous snakes
- 5 funny because they make people laugh

Circus acrobats need to be brave because they perform dangerous acts high up.

### Express desires & preferences

3 **Think** Which job would/wouldn't you like to do? Why? Tell your partner.

I'd like to work as a dog trainer because I like the idea of training animals. I wouldn't like to work as a snake milker because I don't like the idea of working with poisonous snakes.

# 3.1 A hard day's work

## Vocabulary

Careers at sea



1 2.2 Listen and repeat.



1 marine biologist



2 captain



3 oceanographer



4 underwater photographer



5 marine archaeologist

# THE LAVA Man



2 What does each person do? Read and say.

- 1 Max studies the ocean and how it affects the world. [He's an oceanographer.](#)
- 2 James is in charge of a ship.
- 3 Peter takes pictures in the water.
- 4 Laura studies ancient objects in the sea.
- 5 Matthew studies living things in the sea.

## Reading

3 Describe the picture in the text. What is the person's job?

2.3 Listen and read to find out.

Being an artist is a safe job, right? Not for Bud Turpin! He creates sculptures over 40 metres underwater ... using red-hot lava!

Bud is a professional diver in Hawaii. He takes people on diving tours close to Kilauea volcano where lava is constantly erupting from the ocean floor! It's an amazing sight – but not as amazing as Bud sculpting the 1,000°C lava!

Surprisingly, Bud, or 'the Lava Man', doesn't need much to create his sculptures. He just has his scuba equipment, a fishing hook and some welding gloves. He uses the hook to open a lava tube and the gloves to twist the lava into different shapes as it pours out. Unfortunately, when the lava cools it destroys his sculptures. That's why award-winning underwater photographer Doug Perrine comes along!

Both men know it's dangerous work, but they think it's worth the risk. They love nature and want to share its beauty with the world.

### Check these words

create, sculpture, professional, volcano, constantly, erupt, ocean floor, sculpt, fishing hook, welding gloves, twist, pour out, cool, destroy, award-winning, risk, share

**4** Read again and decide if the sentences (1-5) are *T* (True) or *F* (False). Write in your notebook.

- 1 Bud never dives deeper than 40 metres.
- 2 Bud works in Hawaii.
- 3 Bud sculpts lava with his bare hands.
- 4 Bud's sculptures only last for a short time.
- 5 Doug believes what they do is safe.

### Collocations

**5** a) Complete the gaps in your notebook.

Use: *amazing, professional, diving, fishing, ocean, red-hot.*

- |             |             |             |
|-------------|-------------|-------------|
| 1 ... tours | 3 ... lava  | 5 ... hook  |
| 2 ... sight | 4 ... floor | 6 ... diver |

b) Make sentences based on the text using the completed collocations.

**6** a) **Think** Why do Bud and Doug think their jobs are worth the risk? Tell your partner. What are the advantages and the disadvantages of their jobs?

b) **Think** Think of a new job that does not exist.

### Words easily confused *work – job*

**7** Complete the sentences with *work* or *job*. Write in your notebook.

- 1 Steve has a ... at the local animal shelter.
- 2 Jack doesn't like hard ... .
- 3 Max doesn't have a ... . He's out of ... .
- 4 Martha is very hard-working – she has a full-time ... .

### Speaking

**8** Use the information in the text to interview Bud.

A: Today we've got a(n) ... with us. Bud, welcome to the show.

B: It's great to be here.

A: Where exactly do you work Bud?

B: In ... .

A: What do you do at work? etc.

### Writing

**9** Imagine you are Doug Perrine, Bud's photographer, on a diving trip with Bud. Write an email to your English-speaking friend describing what you do and see.

# 3.2 A job for me

## Vocabulary

### Part-time jobs

**1** 2.4 Listen and repeat.



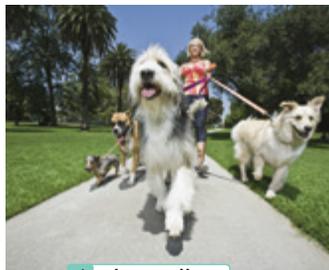
**1** pizza delivery boy



**2** car park attendant



**3** fast food server



**4** dog walker



**5** babysitter



**6** supermarket assistant

**2** Which of these jobs is ideal for someone who:

- 1 is patient and loves working with children?  
I think the job of babysitter is ideal for someone who is patient and loves working with children.
- 2 works quickly and has a car or a bike?
- 3 is fit and likes animals?
- 4 is helpful and likes working under pressure?
- 5 likes variety and can work shifts?
- 6 is calm and likes working outside?

## Reading

**3** 2.5 Listen and read through the forum quickly. What job does each person intend to do?

### Teen Questions



**peterpiper**

Hi! I'm Pete and I'm 16. I want to work during the summer holidays. What sort of jobs are there for people our age? Are you going to work this summer? What are you going to do?



**jennyjenjen** @peterpiper

I'm Jen and I'm going to work as a sales assistant this summer. It's a full-time job, so I expect it'll be hard work, but I hope I'll learn some new skills, too! I'm going to save up my wages and go travelling when I finish school. It's going to be amazing!



**mark2004** @peterpiper

I'm going to earn some extra cash as a dog walker. I love animals, and with all that walking, I know I'm going to get fit! I just hope it won't rain too much!



**peterpiper**

Thanks for the ideas! I think I'd enjoy working as a sales assistant. I'm going to ask about jobs in some local shops. In fact, I'll go this afternoon!

### Check these words

expect, skills, wages, go travelling, cash

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

- 1 Jen's job is full-time.
- 2 Jen is going to go travelling this summer.
- 3 Mark has got a lot of pets.
- 4 Peter wants to work in a shop.

- 5** **Think** Which job would you prefer – Jen's or Mark's? Why?

## Grammar

### *will – be going to*

- 6** Read the theory. Find examples in the forum.

We use **will**:

- for predictions based on what we think will happen, usually with the verbs **hope, believe, expect, think**.

*I think he **will work** in his uncle's shop this summer.*

- on-the-spot decisions.

*I'm not feeling well. I **won't go** to work today.*

We use **be going to**:

- to talk about future plans and intentions.

*Chris **is not going to work** as a dog walker this summer.*

- to make predictions based on what we see or know.

*It's 8:30. You **are going to be** late for work.*

**Adverbs of time & time expressions with will/be going to:**

*tomorrow, next Saturday, next week/month/year, etc*

- 7**  Use **will** or **be going to** and the verbs in brackets to complete the sentences. Write in your notebook.

- A: ... (**you/apply**) for a summer job at the supermarket?  
B: Yes, but I hope they ... (**not/ask**) me to work full-time.
- A: Are your aunt and uncle going to visit your grandparents next weekend?  
B: Yes, and I ... (**look after**) their children.
- A: I hope Dan ... (**not/be**) late again tomorrow.  
B: I'm afraid he will. He ... (**work**) an extra shift because the pizzeria is always busy on Fridays.
- A: Ben and Ray ... (**not/go**) on holiday next summer.  
B: I know. They ... (**help**) their uncle at his car wash.
- A: I expect Mr Jones ... (**need**) extra waiters in the summer.  
B: Yes, he ... (**put**) an advert in the local newspaper next week.

## Listening

- 8**  <sup>2.6</sup> Listen to two job descriptions and complete the gaps (1-8) in your notebook.

**Place:** Longbridge Supermarket

**Job:** part-time 1) ...

**Hours:** 2) ... to 8 pm

**Qualities:** friendly, 3) ... and hard-working

**Experience:** shop or supermarket

**Apply:** Mrs Emma Gray  
020 4) ... 894

**Place:** 5) ...

**Job:** waiter/waitress

**Hours:** 6 pm to 6) ...

**Qualities:** sociable and energetic

**Experience:** restaurants or 7) ...

**Apply:** application form from restaurant on 8) ... Street

## Speaking

### Expressing an opinion

- 9** Which of the jobs in Ex. 1 would(n't) be ideal for you? Tell your partner. Give reasons.

*I think/I believe that ... would be ideal for me because ...*

*I don't think I would be good as a ... because ...*

## Writing

- 10** Post your comment to the forum. Talk about your future plans and intentions.

# 3.3

## Job interviews

### Reading

#### Job adverts

1 Read the adverts quickly. What job is each for?

**A Harry's Store**

**Sales Assistant Wanted**

Mon-Wed 4-6,  
Saturday 9-4, Sunday 10-3  
Are you hard-working, enthusiastic  
and ready to start straight away?  
Ask inside the shop

**B Smith's Store**

**Friendly, hard-working,  
enthusiastic part-time  
cashier wanted**

Weekends only  
send your CV to jobs@smiths.co.uk

**C Norvok House, Westbridge**

Are you fit, careful  
and hard-working?  
**Work as our Gardener!**  
Saturday mornings  
Call Martin Robinson  
on (01202) 345678

2 Read the adverts again and answer the questions in your notebook. Which advert:

- 1 advertises an outdoor job?
- 2 asks applicants to send an email?
- 3 asks applicants to work on weekdays?

3 **Think** Which job would you choose? Why?

### Grammar

#### Question words

4 a) Complete the gaps with the correct *question word*. Write in your notebook.

*Who* (people), *How old* (age), *Where* (place), *What* (people, animals, things), *When* (time), *Which* (people, animals, things where there is a choice)

A: Hello and welcome to our store. Come in and sit down.

B: Thank you.

A: 1) ... 's your full name?

B: Lucy Stevens.

A: 2) ... do you do, Lucy?

B: I'm a student.

A: 3) ... are you?

B: I'm 16.

A: 4) ... do you live?

B: At 27 North Road.

A: 5) ... 's your phone number?

B: 07938592748.

A: Do you think you have the right qualities for this job?

B: I do. I'm friendly, hard-working and enthusiastic.

A: It's good to hear your enthusiasm! 6) ... shift would you like to work: the morning one or the afternoon one?

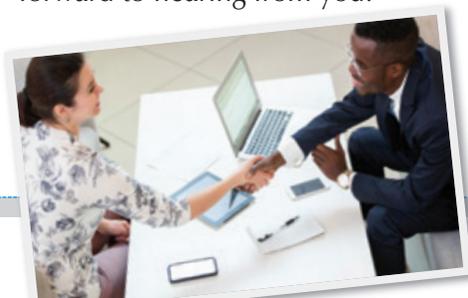
B: I prefer the afternoon one.

A: 7) ... can you start?

B: Next Saturday.

A: OK. There are a number of other candidates, but I'll call you tomorrow and let you know our decision.

B: Thank you for your time. I'm looking forward to hearing from you.



b)  2.7 Listen and check. Which of the adverts in Ex. 1 is the dialogue about?

- 5 Read the completed dialogue in Ex. 4a. Use it to complete the interviewer's notes. Write in your notebook.

Name: 1) ...  
 Current job: 2) ...  
 Age: 3) ...  
 Address: 4) ...  
 Phone number: 5) ...  
 Qualities: 6) ...  
 Preferred shift: 7) ...

## Speaking

- 6 Choose one of the adverts in Ex. 1. Take roles and act out a dialogue similar to the one in Ex. 4a. Record your dialogue.

## Everyday English

### Expressing approval/disapproval

- 7  Use the language in the box to express approval/disapproval, as in the example.

- teens having part-time jobs
- teens working at night
- low wages for teens

Functions	
Expressing approval	Expressing disapproval
<ul style="list-style-type: none"> <li>• I'm in favour of ...</li> <li>• Personally, I think it's worth ...</li> <li>• It's a very good idea.</li> <li>• I approve of ...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm totally against .../ I disapprove of ...</li> <li>• I don't think it's a good idea.</li> <li>• Well I don't think so.</li> </ul>

A: I'm in favour of teens having part-time jobs.

B: I think it's a good idea, too./I'm totally against it.

## Listening

- 8 a) Look at the CV below. What type of information is missing?

### PERSONAL DETAILS

**Name/Surname:** Sam 1) ...  
**Address:** 16 Groves End, 2) ...  
**Date of birth:** 3) .../09/03  
**Tel.:** 773726  
**Mobile:** 4) ...



### EDUCATION

**Qualifications:** 10 GCSEs from Falmer High School, Brighton

### WORK EXPERIENCE

(School placement) Chester and Barnes Advertising, Runnymede, East Sussex  
**Position:** Junior 5) ... assistant.

### PERSONAL QUALITIES

I am hard-working, reliable, polite and friendly.

- b)  2.8 Listen and complete the gaps. Write in your notebook.

## Pronunciation /eɪ/ /æɪ/

- 9  2.9 Listen and repeat.

/eɪ/ name, age, same

/æɪ/ am, that, thanks

## Writing

- 10 Imagine you want to apply for a part-time job as a sales assistant at Harry's Store in Ex. 1. Copy the CV in Ex. 8 into your notebook and write your CV for the post.

# 3.4 Future careers

## Vocabulary

### Careers

**1**   Listen and repeat.



vet



newsreader



tutor



firefighter



police officer



plumber



surgeon



chef



receptionist



lawyer



hairdresser



electrician

**2** Look at the pictures. What does each person do at work? Use the phrases to tell the class.

- receives calls and welcomes visitors
- gives private lessons
- advises people on the law
- cuts and styles people's hair
- cooks delicious food
- fixes broken water pipes
- looks after sick animals
- performs operations
- puts out fires
- fixes electrical problems
- makes sure people obey the law
- reads the news on TV or the radio

*A vet looks after sick animals.*

**3** Look at the jobs in Ex. 1. Who ...

- works** *outdoors/indoors? part-time/full-time/shifts/9-5/long hours/overtime/at the weekends/under pressure? with a team/at their own pace?*
- wears** *a uniform/special clothing?*
- earns** *a(n) high/average/low salary?*

*Vets work indoors. They usually work long hours. They wear special clothing. They usually earn a high salary.*

## Reading

**4** Read the title and look at the picture. What does Ben Pasternak do for a living? Think of three questions you would like to ask him. Read the text and see if you can answer them.

# Teen SUCCESS



3.4

Have you got a smartphone? Do you download many apps? 1) ... For Ben Pasternak, they're how he earns his living.

Ben is from Sydney, Australia, but he lives in New York. He rents an apartment, owns designer clothes and a hoverboard – and he's still a teenager! How? 2) ... And they're so popular that big companies queue up to buy them!

Some people think Ben is too young to be a businessman, but he believes his age is the secret to his success. He thinks the biggest problem with apps is that adults design them and they don't know what teens want. 3) ...

So what's next? 4) ... No way! He's working on something "extremely exciting". Whatever it is, we're sure it'll be for teens – and probably very popular!

## Check these words

success, download, app, pass time, rent, queue up, take a break

**5** Read the text and complete the gaps (1-4) with the sentences (A-E). There is one extra sentence. Write in your notebook.

- A Ben knows – because he's a teenager himself.
- B For most of us, they're a way to pass time.
- C Is Ben going to take a break?
- D For Ben, it's a dream come true.
- E Well, Ben designs smartphone apps.

**6** Listen to the text. What makes Ben Pasternak's job special?

## Grammar

Present continuous/  
Present simple (future meaning)

**7** Read the theory.

We use the **present continuous** with a future meaning for fixed arrangements in the near future. *We're leaving at 10:30.*

We use the **present simple** to talk about scheduled future events (schedules, timetables) *The train leaves at 8:30.*

**8** Put the verbs in brackets into the correct form of the *future simple*, *be going to*, the *present continuous* or the *present simple*.

- 1 A: My smartphone ... (**run out**) of battery. Look – it's got 7%.  
B: You can use my charger. I ... (**find**) it now.
- 2 A: ... (**you/go**) to football practice this afternoon?  
B: No. I want to hear the talk by Ben Pasternak and it ... (**start**) at 3:30.
- 3 A: ... (**your brother/be**) able to fix my laptop?  
B: I think so. But I expect it ... (**take**) him a long time.
- 4 A: Ray's got an idea for a new app. I ... (**meet**) him at 4 pm to talk about it.  
B: Cool. I'm sure he ... (**earn**) a lot of money from his apps one day.
- 5 A: I love this game! I hope they ... (**make**) a sequel.  
B: They ... (**release**) one soon. There's an article about it here.
- 6 A: Mike ... (**not/apply**) for university next year.  
B: I know, he wants to move to New York. He thinks he ... (**become**) famous there.

## Speaking

**9** What are your future plans and intentions? Tell your partner.

## Writing

**10** Think of yourself in 10 years. Prepare a collage/drawing. Tell the class.

# 3.5 Helping hands

## Vocabulary

### Volunteer jobs

1 Look at the poster. What is it about? Which of the jobs in the list can you see in the photos?

- construction worker • English teacher
- sports camp supervisor • underwater researcher
- wildlife conservationist • medical volunteer



## VOLUNTEER FAIR

Saturday 20th March  
10 am – 4 pm



Are you looking for a way to help our planet and have fun this summer? Come along to our open day at Valley Secondary School and find out how to become a volunteer! You can make the lives of people and animals around the world better – and make some amazing memories at the same time. If you love travel and adventure, and you want to give a helping hand, don't miss this great opportunity!

2 Which of these jobs would you like to do? Why? Tell the class.

I would like to ... because ...

## Reading

3 Read the blog entries. Which of the jobs in Ex. 1 is each person going to do this summer?

### Blogger John

Hey, guys! Guess what! I'm going to Madagascar next summer! I'm going to learn to dive and spend my days swimming in the sea. I'm sure I'll see lots of fascinating creatures ... but it won't be a relaxing holiday. I'm actually going to Madagascar to work! I'm going to find out why the sea creatures there are in danger, and how locals can save them. What about you? What are you doing to help our planet?

### KrazyKaren 17:24

Hi, John! That sounds amazing. I hope you'll post some photos! Next summer, I'm going to volunteer at a sports camp in South Africa. The camp helps kids make friends, get fit and stay out of trouble. I know I'm going to love it!

### TravellingMatt 18:02

I'm going to volunteer by the sea, too – in Greece! I'm going to help sea turtles by protecting their nests and talking to tourists about how to keep them safe. I can't wait!

### Check these words

fascinating, creatures, in danger, get fit, stay out of trouble, protect

4  2.12 Listen and/or read the blog entries and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- 1 John will learn a new skill next summer.
- 2 John hopes he will relax in Madagascar.
- 3 John is going to save creatures from the sea around Madagascar.
- 4 Karen thinks she'll make friends at the camp.
- 5 Matt is going to give people information about sea turtles.

5  **Think** How can volunteers benefit from their work?

## Prepositions

- 6** Fill in: *for, on, in, at, of, with*.  
Write in your notebook.

### Volunteer in Thailand!

Would you like to visit Thailand? Why not participate 1) ... the Thai Volunteer Challenge?



**Weeks 1-3:** Arrive in Bangkok and explore the city. Then, travel to Surin to volunteer 2) ... a local nursery. You are going to take care 3) ... the children and be responsible 4) ... games, activities and teaching English.

**Weeks 4-5:** Travel to Saraburi to help 5) ... building projects in the villages.

**Week 6:** Spend some time relaxing 6) ... the island of Koh Phangan after all your hard work!

## Grammar

### Questions in the future simple or *be going to*

- 7** Put the words in the correct order, form complete questions, then answer them.

- going to/pick you up/who? (my parents)  
A: Who is going to pick you up?  
B: My parents.
- the job/will/get/Jason? (✓)
- in Africa/going to/volunteer/they? (✓)
- going to/who/come/with us? (Tony & his sister)
- be back/by 6 o'clock/will/we? (X)

## Phrasal verbs: *BRING*

- **bring about** = cause to happen
- **bring out** = publish
- **bring up** = raise

- 8** Complete the sentences. Use: *about, out or up*. Write in your notebook.

- Ryan is bringing ... a book about his travels in Africa next month.
- Kate and Paul don't want to bring ... their children in the city.
- I'm sure closing the supermarket will bring ... a rise in unemployment.
- I read that my favourite chef is going to bring ... a new recipe book next year.

## Speaking

- 9** You are thinking of volunteering this summer. Discuss which of the jobs in Ex. 1 you would like to do. Decide on one. Use the language in the box.

Functions	
Express opinion/Make assessments	
<ul style="list-style-type: none"> <li>• I think/I believe being a/an ... would be a good summer job for someone who likes (<i>animals/children/ sports etc</i>)/ wants to be a (<i>vet/ doctor/ teacher etc</i>)</li> <li>• ... need to be (<i>hard-working/ patient etc</i>)</li> <li>• ... can be (<i>difficult, stressful etc</i>) and wouldn't suit someone who doesn't like/is afraid of ...</li> </ul>	
Draw conclusions	
<ul style="list-style-type: none"> <li>• All in all, I think/In my opinion, ... would be/would not be a good choice for me (then) as I am/like/want to be ...</li> <li>• Personally, I'd like to volunteer as ... because ...</li> </ul>	

- A: I think being a construction worker would be a good summer job for someone who wants to be a builder.  
B: Yes, but it can be difficult. You need to be very fit.

## Writing

- 10** Use your ideas in Ex. 9 to write a blog post describing what you are going to do this summer.

# 3.6 Education

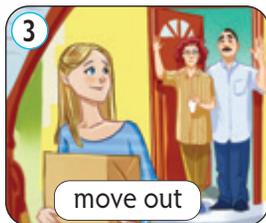
## Vocabulary

### Stages of life

1 2.13 Listen and repeat.

2 Use the phrases in Ex. 1 to make three predictions about your life in the future.

I think I'll go to university. I don't think I'll buy a house.



www.blogger.com/Kevinsthoughts

## Kevin's Thoughts

Hi, everyone! How often do you guys think about the future? I'm applying for university now and I'm starting to think about what the future holds. I'm sure I'll get a job and have a family, too, but I don't think I'll start a business – that's too much responsibility!

**Comments**

**Maria06** Love your blog, Kevin! I'm at university now and it's so much fun! When I finish my studies, I'll probably get a job and rent a flat. I want to earn money fast so that I can buy a house and possibly start a family. Perhaps I won't buy a car. Maybe I'll get a motorcycle instead. I'm taking the exam for my licence on Friday. Wish me luck!

**AlanD** Hey, Kevin! Great post! Perhaps I will start my own business one day. I probably won't go to university, though. I'll possibly start work when I finish school. Good luck with your applications!

## Reading

3 Read the blog posts quickly. What doesn't each person think they will do in the future?

4 2.14 Listen and/or read the blog posts again and answer the questions in your notebook. Who ...

- 1 wants to buy a motorcycle?
- 2 wants to get a job when they finish school?
- 3 is sure they'll start a family one day?
- 4 is planning to buy a house?



### Check these words

responsibility, studies, instead, licence, wish me luck

- 5** **Think** What will your future job be? Will you go to university? Will you start your own business? Why (not)?

## Grammar

### Time clauses

- 6** Read the theory. Then, put the verbs in brackets into the correct tense. Use *will* or *present simple*. Write in your notebook.

We do not use future tenses after: **when** (time conjunction), **while**, **before**, **until**, **by the time**, **if** (conditional), **as soon as**, **after**, etc. Instead, we can use the present simple. **I'll call you as soon as I finish work.** (NOT: ... ~~as soon as I will finish.~~)

**BUT:** We use future forms where **when** is used as a question word. **Do you know when they will come?**

- 1 I ... (**wait**) here until Ann ... (**get**) back.
- 2 When our kids ... (**start**) school, I ... (**try**) to find a part-time job.
- 3 He ... (**move**) to London after he ... (**finish**) university.
- 4 When ... (**you/buy**) a new car?
- 5 If you ... (**not/know**) how to apply, I ... (**be**) happy to help you.
- 6 After he ... (**rent**) a flat, he ... (**buy**) new furniture.
- 7 When you ... (**see**) Sam, say hi to him from me.

## Speaking

- 7**  Your school is going to hold a Careers Day next month. In groups, plan activities to do on this day (e.g. *invite a speaker*). Decide on three of them and present them to the class.

## Listening

- 8**  **2.15** Listen and match the people to what they think they will do in the future. One option is extra. Write in your notebook.

- |                    |               |                 |
|--------------------|---------------|-----------------|
| A start a business | C buy a car   | E have a family |
| B rent a flat      | D buy a house |                 |

Speaker 1
Speaker 2
Speaker 3
Speaker 4

## Writing

- 9** Write a comment on Kevin's blog about your predictions for your future. Use time clauses.



## May Day in the UK

May Day is a spring celebration. It takes place on the first Monday of May in the UK. It is a public holiday, so people have the day off work and school.

May Day is a **traditional** spring festival, but not many British people celebrate it these days. In some villages, however, they still have celebrations, starting with a parade.

The May Queen and the Green Man **lead** the parade. The May Queen is a young girl with a crown of spring flowers and the Green Man wears a **costume** of leaves. When the parade finishes, groups of Morris Dancers – men with bells around their knees and flowers on their hats – **perform** special dances. There is also a Maypole with long ribbons on the top of it. Children dance around the pole **holding** the ribbons and making beautiful patterns. There is often a funfair with rides and stalls selling sweet **treats**, too.



### Check these words

public holiday, lead, crown, ribbon, pattern, funfair, ride, stall

## Reading

- 1 Look at the pictures and read the title of the text. What do people celebrate on this day?  
2.16 Listen and read through to find out.
- 2 Read the text and complete the sentences in your notebook. Then explain the words in bold.
  - 1 In the UK, May Day takes place on ...
  - 2 They still celebrate May Day in ...
  - 3 The leaders of the parade are ...
  - 4 Morris Dancers perform ...

## Speaking & Writing

- 3 Watch the VIDEO. Read the text again and make notes under the headings: ■ name of festival/holiday ■ date ■ why it is a special day ■ activities in your notebook. It's Culture Day at your school. Use your notes to present the festival to the class.
- 4 **ICT** Think of a public holiday in your country. Collect information and make notes under the headings in Ex. 3. Use your notes to write a short text for the school English magazine.

## Vocabulary

**1** Match the columns. Write in your notebook.

- |               |                |
|---------------|----------------|
| 1 cruise ship | A assistant    |
| 2 circus      | B attendant    |
| 3 marine      | C walker       |
| 4 underwater  | D acrobat      |
| 5 fast food   | E entertainer  |
| 6 car park    | F photographer |
| 7 dog         | G biologist    |
| 8 supermarket | H server       |

8 x 1 = 8 points

**2** What career does each person have? Write in your notebook.

- I greet visitors. I'm a r ...
- I advise people on the law. I'm a l ...
- I fix broken water pipes. I'm a p ...
- I perform operations in the hospital. I'm a s ...
- I cook food in a restaurant. I'm a c ...

5 x 1 = 5 points

**3** Fill in: *supervisor, researcher, worker, volunteer, conservationist*. Write in your notebook.

- Lisa is working as a medical ... in Africa.
- As a wildlife ..., we protect sea turtles.
- He is an underwater ...
- Mike is volunteering as a sports camp ...
- I want to volunteer as a construction ...

5 x 1 = 5 points

**4** Fill in: *have, go, start, move, buy*. Write in your notebook.

- Luke wants to ... his own business.
- You need a lot of money to ... a house.
- I'd like to ... a family and a dog one day.
- My brother is going to ... out when he's 18.
- They want to ... to university.

5 x 1 = 5 points

## Grammar

**5** Put the verbs in brackets into the correct form using *will* or *be going to*. Write in your notebook.

- Next summer, we ... (**volunteer**) in India.
- I think he ... (**stay**) at home today.
- I'm sure you ... (**not/work**) seven days a week!
- Gail hopes she ... (**get**) the job in the café.
- ... (**we/close**) the shop early today?

5 x 2 = 10 points

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

- She'll go to uni when she ... (**finish**) school.
- We ... (**go**) to the cinema tonight. The film ... (**start**) at 8:15.
- We ... (**leave**) next Monday.
- When ... (**he/be**) back?

5 x 1 = 5 points

**7** Fill in: *of, for, out*. Write in your notebook.

- Can you help take care ... the baby monkeys?
- He's bringing ... a book about success.
- Harry is responsible ... the football training.

3 x 2 = 6 points

## Everyday English

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

- A: Personally, I think it's worth volunteering.  
B: a I think it's a good idea, too.  
b I disapprove of volunteering, too.
- A: I'm in favour of teens working part-time.  
B: a It's my favourite.  
b I'm totally against it.

2 x 3 = 6 points

# 3

## Self-Check Test

### Reading

- 9 Read Andy's email and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

Hi Tom,  
 Guess what?! I'm going to visit Tanzania next summer! I'm going to spend two months there, working as a volunteer with 'Build the Dream'. My team is going to build classrooms and daycare centres for old people. I'm going to stay with a local family, so I hope I will learn a lot about Tanzanian culture – and possibly some of the language, too. I'm sure I'll make friends in the village as well as with the other volunteers. It will definitely be a great experience!  
 I know I want to be a doctor, but I can still learn a lot from this trip. I hope I'll have my own house one day and it will be useful to know how to fix things! Anyway, the most important thing is that I'm going to help the people who need it the most.  
 What are you going to do during the summer holidays?  
 Write back,  
 Andy

- 1 Andy is going to volunteer as a construction worker.
- 2 Andy finds it difficult to learn new languages.
- 3 He thinks he'll only become friends with the other volunteers.
- 4 Andy wants to build his own house one day.
- 5 The main reason for Andy's trip is to learn new skills.

5 x 4 = 20 points

### Listening

- 10 2.17 Listen and write the missing information in your notebook.

**Martin's Department Store**

1) ... wanted Saturdays and Sundays 10 am to 2) ... Friendly, polite, 3) ... and helpful Experience of working in a shop or 4) ... is good Ask for an application form from our shop on 5) ... Street

5 x 2 = 10 points

### Writing

- 11 Fill in the application form for the job advertised in Ex. 10. Write in your notebook.

Name: ...  
 Date of birth: ...  
 Position applying for: ...  
 Qualities: ...  
 Experience: ...  
 Why you want the job: ...

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- jobs & qualities
- part-time jobs
- careers
- volunteer jobs
- stages of life

#### Reading Competence

- understand specific details in short texts related to jobs, job adverts, volunteering and future predictions

#### Listening Competence

- complete job adverts
- complete a CV

- identify people in short monologues related to future predictions

#### Speaking Competence

- express desires & preferences
- discuss jobs and preferences
- express approval/disapproval
- plan mutual activities with others
- act out a job interview
- express an opinion

#### Writing Competence

write:

- an email
- a comment on a forum about my future plans & intentions
- a CV
- about myself in 10 years
- a blog post about a volunteer job
- a blog comment about my predictions for the future

#### Culture

May Day in the UK

# Module

## 4

## Vacation & Travelling

### What's in this module?

#### Vocabulary

travel; holidays; places of entertainment; sights; food festival activities; means of transport; holiday problems; eco-living

#### Grammar

- a/an - the
- there is/there are; there - this/these - that/those - some/any/no
- past simple • prepositions
- past continuous • phrasal verbs: *STAND*
- past simple vs past continuous
- prepositions of movement/direction
- forming adverbs

#### Reading

articles; emails; a letter; blog entries; a story

#### Listening

a dialogue

#### Speaking

- give your opinion • talk about a food festival
- narrate & describe a holiday experience
- retell a story

#### Writing

write: a summary; an article; a letter; a blog comment; a podcast (video); a story

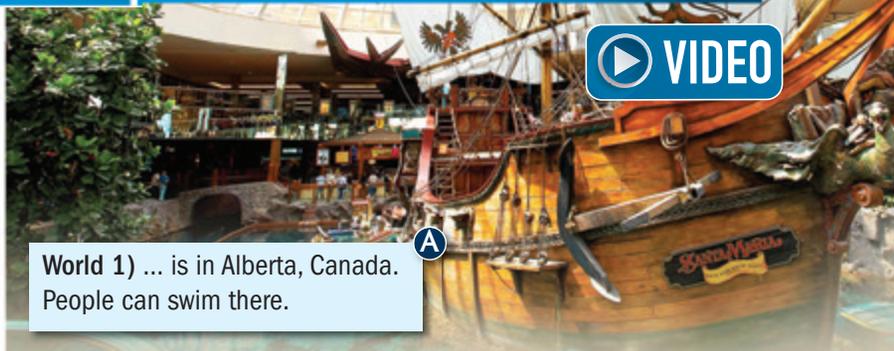
**CLIL (Literacy):** *How the Sun came to be*

### Places of entertainment

**1** Complete the gaps 1-6 in your notebook. Use: *Theatre, Amusement Park, Concert Hall, Opera House, Skating Rink, Waterpark.*

**2** Form sentences, as in the example.

World Waterpark is a water park in Alberta, Canada where people can swim.



**World 1)** ... is in Alberta, Canada. People can swim there.



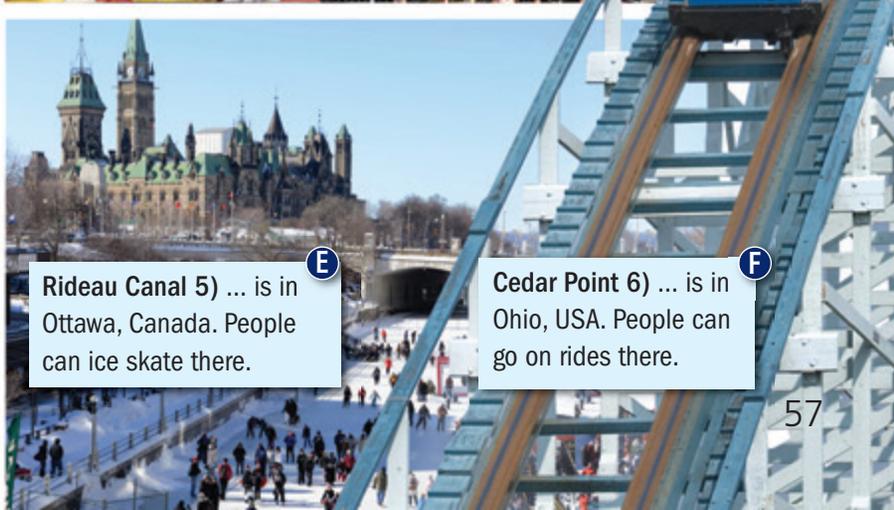
**Walt Disney 2)** ... is in Los Angeles, USA. People can attend classical concerts there.



**Sydney 3)** ... is in Sydney, Australia. People can see performances there.



**Shakespeare's Globe 4)** ... is in London, UK. People can watch plays there.



**Rideau Canal 5)** ... is in Ottawa, Canada. People can ice skate there.

**Cedar Point 6)** ... is in Ohio, USA. People can go on rides there.

# 4.1 Travel ideas

## Vocabulary

### Sights

- 1  2.18 Listen and repeat. Close your books and try to remember as many sights as possible.



a hotel with a rooftop pool



a giant Ferris wheel



a fountain



beautiful gardens



crowded streets



busy shopping malls



night markets



a zoo

## Reading

- 2 The photos show places in Singapore. What makes Singapore an exciting destination?

 2.19 Listen and read to find out.



**VIDEO**

## Destination Singapore

☆ 🏠 ✉ GALLERY HOME ABOUT CONTACT

Singapore is a small island city-state in Southeast Asia and an exciting holiday destination.

### A lot to see and do

The most famous landmark is the Merlion Fountain, a fountain with a lion's head and a fish's body. The SkyPark on the top of the Marina Bay Sands Hotel is another must-see, with amazing views and a 150-metre-long rooftop pool! Go on the Singapore Flyer, a giant Ferris wheel, for more breathtaking views.

### Shop 'til you drop

Singapore is a shopping paradise! Orchard Road is Asia's most famous shopping street, with trendy shops, top-class restaurants and air-conditioned malls. Looking for cheap souvenirs, clothes and antiques? The crowded, narrow streets of Chinatown are the place to go!

### Exciting nightlife

Singapore comes alive at night! Watch a music and lights show at the Gardens by the Bay, try some delicious local food at one of Singapore's night markets, or go on an exciting night safari at the zoo!

### Check these words

city-state, landmark, on the top of, must-see, breathtaking, paradise, trendy, top-class, air-conditioned, antique, narrow, come alive, safari

### 3 Read again and answer the questions in your notebook.

- 1 What is the Merlion Fountain?
- 2 What is in the SkyPark?
- 3 Where can you shop in Singapore?
- 4 Where can one try local food?

### 4 a) Complete the phrases. Use: *rooftop, top-class, island, night, trendy, air-conditioned, famous, cheap, local, narrow*. Write in your notebook.

- |                   |                      |
|-------------------|----------------------|
| 1 ... city-state  | 6 ... malls          |
| 2 ... landmark    | 7 ... streets        |
| 3 ... pool        | 8 ... souvenirs      |
| 4 ... shops       | 9 delicious ... food |
| 5 ... restaurants | 10 ... markets       |

### b) Use the completed phrases to make sentences about Singapore.

Singapore is an island city-state.

## Grammar

### *a/an – the*

### 5 Read the theory. Find examples in the text.

- We use ***a/an*** with **singular countable nouns** when we are talking about them **for the first time**. We use ***the*** with **singular countable/ uncountable** or **plural nouns** when we are talking about them for the second time or when they are already known. *I'm staying in a hotel room near a park. The room costs £50 per night.*
- We also use ***the*** with the names of: **rivers** (*the Nile*), **oceans** (*the Atlantic Ocean*), **seas** (*the Baltic Sea*), **deserts** (*the Sahara Desert*) **groups of islands** (*the Balearic Islands*), **unique landmarks** (*the Eiffel Tower*), **hotels** (*the Ritz*), **museums** (*the British Museum*), **mountain ranges** (*the Alps*) and **cinemas/ theatres** (*the Tivoli*).
- We **don't use *the*** with the names of: **countries** (*Spain*), **cities** (*New York*), **streets** (*Henry Street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **lakes** (*Lake Titicaca*), **individual islands** (*Majorca*) and **continents** (*Asia*).

### 6 Fill in *a/an* or *the* where necessary. Write in your notebook.

- 1 A: Are you staying at ... hotel in ... Paris?  
B: Yes. It's ... Notre Dame Hotel on the banks of ... River Seine.
- 2 A: Are you going to ... Malta?  
B: No. We're going to ... Switzerland. We're staying in a chalet in ... Alps.
- 3 A: We're going to ... Lake Baikal in ... Russia.  
B: Really? We're going to ... Sahara Desert.
- 4 A: We're having ... amazing time in ... Dublin. Today, we're visiting ... National Museum.  
B: Make sure you visit ... Phoenix Park. It's ... largest park in ... Europe.
- 5 A: Where exactly are ... Canary Islands?  
B: I think they're in ... Atlantic Ocean near ... Morocco.

## Speaking

- 7 Think** Which three of the places would you definitely visit while in Singapore? Why?

## Writing

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

- 8 YOUR TURN** Write a summary of the text in Ex. 2. Think about:
- name
  - location
  - things to do/see
  - nightlife.
- Read your summary to the class.

## 4.2 Taste the world

### Vocabulary

#### Food festival activities

- 1  2.20 Listen and repeat.



- 1 try regional dishes



- 2 treat yourself to sweets



- 3 try different types of bread



- 4 take part in a cookery contest

- 2 Describe the pictures from the Mistura Food Fest. What can people do/see there? Tell your partner.

### Reading

- 3 Read the first and last paragraphs in the text. When and where is the Mistura Food Fest?

 2.21 Listen and read to find out. What is the writer's attitude?



Brazil is famous for football, Colombia is famous for its coffee, but here in Peru our passion is food! The best place to experience Peruvian cuisine is at the Mistura Food Fest in Lima, the capital city. It's the largest food festival in South America – over half a million people visit it every year!

Mistura, which means 'mixture' in Portuguese, is the perfect name for this festival. Each area in Peru, from the Amazon Rainforest to the Andes Mountains, has its own unique cuisine, and the Mistura Food Fest brings them all together!

The highlight for many visitors is the Gran Mercado. This is a big market with 400 stalls selling strange fruit from the Amazon and much more! There are also demonstrations by famous chefs, cookery contests and traditional music and dancing. It's a feast for all the senses!

If you're in Peru in September, the Mistura Food Fest is a must!

#### Check these words

passion, capital city, mixture, unique, highlight, cookery, feast for the senses

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

- 1 Peru is famous for ...
- 2 The festival takes place in ...
- 3 Its name means ...
- 4 People can try food from ...
- 5 The Gran Mercado is ...

## Grammar

*there is/there are – some/any/no – there – this/these – that/those*

- 5** Read the theory on p. 61. Find examples in the text.

We use **there is/there are** to show that something exists. We use **some** in affirmative sentences with uncountable and plural nouns. We use **any** in negative/interrogative sentences with uncountable and plural nouns. We use **no** to make the sentence negative.

- We use **there is** with singular and uncountable nouns. **There is a pool at the hotel. There is some chocolate for sale. There isn't any milk in the drink.**
- We use **there are** with plural nouns. **There are 50 stalls at the festival.**

We use **there** as the subject when there is no natural subject in a sentence:

- to introduce something new. **There is a cookery competition later.**
- to say that something exists in a particular place. **There is a special area for kids at the festival.**

We use **this/these**:

- for things near us. **These cakes are delicious.**
- to refer to something happening now or in the near future. **This festival is really good.**

**Note:** We use **this** to introduce someone (**This is my friend, Peter.**) or when we talk on the phone (**Hi, this is Ann.**)

We use **that/those** for things far from us.

**That stall looks interesting. Those berries over there are very expensive.**

- 6**  Fill in: *there is/there are* in the correct form. Write in your notebook.

- 1 A: ... a shopping mall near here?  
B: No, but ... lots of shops on Crown Street.
- 2 A: ... any good food festivals in our city.  
B: That's not true. ... the Seafood Festival which attracts lots of visitors every year.
- 3 A: ... any fun things to do in the town?  
B: Yes, but unfortunately ... a waterpark. I know you like those.

- 7** Fill in: *there, this, that, these, those*. Write in your notebook.

- 1 Hello, ... is Tony. Can I speak to Jane?
- 2 Let's go and browse ... stalls over there.
- 3 ... man over there looks familiar – is he famous?
- 4 Try ... sweets here – they're delicious!
- 5 Hurry up! ...'s a demonstration I want to see.

## Speaking

- 8**  **Think** What makes the Mistura Food Fest special? Tell your partner.

## Writing

- 9**  **ICT** Think of a food festival in your country. Collect information under the headings:  *name of festival*  *location*  *date*  *activities*  *recommendation*. Use your notes to write an article for an international travel magazine about the festival. Follow the plan. You can use your dictionary.

### Plan

- (Para 1) name, location, date
- (Para 2) activities
- (Para 3) comments/feelings

## 4.3 Places



# Exploring the World

Hi Nancy,  
I'm in Venice, Italy with my family. Yesterday, we went on a ride in a gondola! It was an excellent way to explore the city. The friendly gondolier sang traditional Italian songs as we travelled up and down the canals and passed beautiful old buildings. It was a wonderful experience and I took lots of photos on my phone. Talk to you soon.  
Jenny

Hi Alex,  
I arrived in China two days ago and you were right – I'm having a brilliant time! Did you travel by rickshaw when you were here? I got in one on my first day and went on a tour of Beijing's streets. It was great! It didn't cost much and the driver stopped and waited for me whenever I saw something interesting and wanted to take a look around. See you soon.  
Mark

## Vocabulary

### Means of transport

- 1** In a minute, write as many means of transport as you can think of in your notebook. Compare with your partner.

hovercraft, car, coach, etc

- 2** Which is your favourite/least favourite means of transport? Why? Use the adjectives to tell your partner.

- fast • expensive • cheap • noisy • safe • slow • crowded
- quiet • comfortable • dangerous

I prefer travelling by coach. It's fast and cheap.

I don't like travelling by ...

## Reading

- 3** Look at the pictures. In which country can you see these means of transport: Italy? Romania? Spain? China? Canada?

2.22 Listen and read to find out.

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

- 1 How did Jenny and her family explore Venice?
- 2 What did the gondolier do as they travelled the canals?
- 3 How did Mark travel on his first day in Beijing?
- 4 What did the driver do for Mark?

**5**  **Think** Which tour would you like to go on? Why?

**6** Fill in the correct preposition: *by, on, in*. Write in your notebook.

- 1 I like travelling ... train.
- 2 Shane usually goes to school ... foot.
- 3 My sister goes to school ... bike.
- 4 You can get around the city ... a taxi or use the metro.

## Grammar

### Past simple

**7** a) Read the theory. Find verbs in the *past simple* in the texts in Ex. 3. Which are regular past forms? Which are irregular?

We use the **past simple** for:

- actions that happened at a certain time in the past (stated or implied). *Last summer he went to Bucharest by car. He didn't go by plane. Did he have a nice time? Yes, he did.*
- consecutive actions in the past. *He grabbed his passport, put on his jacket and left the hotel room.*

**Adverbs of time & time expressions used with the past simple:** *yesterday, yesterday morning/afternoon, etc, last night/week, etc, a day/week ago, etc*

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

Hi Laura!  
Paris is amazing! **1** ... (**you/visit**) the Louvre when you were here? I **2** ... (**go**) yesterday and I **3** ... (**love**) it! I **4** ... (**see**) all sorts of famous artworks – including the 'Mona Lisa', of course! I **5** ... (**not/get**) very close to it because there was a huge crowd of people around it, but I still **6** ... (**think**) it was fantastic. We **7** ... (**not/see**) everything in the museum, but I **8** ... (**buy**) lots of postcards to take home. I'll send you another email soon.  
Tracey

Send

**8**  Form questions to ask your partner. Mind the intonation. Your partner answers them.

- 1 where/you/go/on holiday last year?
- 2 who/you/go with?
- 3 you/enjoy it?
- 4 you/go/by plane?
- 5 when/you/arrive?
- 6 what/you do?

## Speaking

**9** What did you do while on holiday last year? Tell the class.

## Writing

**10** You are on holiday. Write a letter to your English friend. Write: ■ where you are ■ who with ■ when you arrived ■ sth special you did yesterday.

# 4.4 Holiday trouble

## Vocabulary

### Holiday problems

1 Look at the pictures.

2.23 Listen and repeat.



2 What happened to the people in the pictures? Tell your partner.

He missed a flight.

## Reading

3 Look at Katy's blog. What problems do you think Katy and Sara had while on holiday? How did they feel?

2.24 Listen and read to find out.

4 Read Katy's blog entry and Sara's comment, and complete the sentences. Write in your notebook.

- 1 Katy is in ... .
- 2 Katy got soaking wet because ... .
- 3 Last year, Sara went to ... .
- 4 Sara stayed in hospital because she had ... .

HOME WORKS STORE **BLOG** ABOUT Search

## Katy's Blog

VIDEO

*Hi readers! I'm finally in my hotel room in Rome. My first day in Italy didn't go well at all. The taxi ride from the airport was awful. The weather was really bad – it was pouring down. We got lost, then the taxi got a flat tyre. While the driver was changing it, I was standing in the rain and I got soaking wet! What a terrible start to my holiday! Post a comment to share your holiday problems.*

*Posted by: Katy\_T, 19:21*

**Post a comment**

1 comment

Look on the bright side – you can still enjoy the rest of your holiday. Last year I went to Bogotá, Colombia. It's a beautiful city, full of life, and I was having a great time – until I started to get painful stomach cramps. At hospital, the doctor said I had food poisoning. By the time I was allowed out of the hospital, I had to catch my flight home!

*Sara\_P, 09:17*

**Check these words**

taxi ride, pour down, soaking wet, share, look on the bright side, rest, full of life, stomach cramps, catch a flight

5 **Think** Which holiday problem seems to be the most serious? Why? Tell your partner. Can you think of more holiday problems?

### Prepositions

6 Complete the sentences. Use: *of, on, at, in, by*. Write in your notebook.

- 1 My holiday didn't go well ... all.
- 2 Sandy got soaking wet ... the rain.
- 3 You should look ... the bright side – it's not that bad.
- 4 London is full ... life.
- 5 ... the time I arrived, it was dark.

## Grammar

### Past continuous

**7** a) Read the theory. Find examples in the text.

We use the **past continuous** for:

- an action which was in progress at a certain time in the past. **He was flying to Madrid at 8 o'clock yesterday morning. Were you sleeping at 10 o'clock yesterday morning? He wasn't swimming at 11 o'clock yesterday morning.**
- an action which was in progress when another one interrupted it. **He was cooking dinner when the lights went out.**
- two simultaneous actions which were in progress at the same time in the past. **Tony was sunbathing while Jim was fishing. BUT While Jim was fishing, Tony was sunbathing.** (When the subordinate clause precedes the main clause, we separate the two clauses with a comma. When the main clause precedes the subordinate clause, we do not use a comma to separate the two clauses.)

**Time expressions used with the past continuous:** *at 7 o'clock yesterday morning/evening; at 9 o'clock last night, etc*

**b) Put the verbs in brackets into the past continuous, then fill in was, wasn't, were, weren't. Write in your notebook.**

- A: ... (**John/buy**) souvenirs when you saw him?  
B: No, he ... He ... (**post**) some postcards.
- A: ... (**they/eat**) dinner at the hotel at 10 o'clock last night?  
B: No, they ... They ... (**take**) a tour of the city by night.
- A: ... (**you/explore**) the Old Town all day yesterday?  
B: Yes, we ... It was brilliant.
- A: While ... (**you/sleep**), I ... (**read**) about places to visit in Athens.  
B: I ... (**not/sleep**)! I ... (**organise**) the photos we took at the Acropolis yesterday.
- A: ... (**Emma/walk**) in the mountains at noon yesterday?  
B: Yes, she ... She ... (**hike**) all day until the evening.
- A: ... (**you/search**) for hotels online while I ... (**book**) the flights?  
B: No, I ... I ... (**look**) for a new swimsuit!

**8** Form questions. Answer them. Write in your notebook.

- what/you/do/at 8 o'clock last Saturday evening? (**watch TV**)  
What were you doing at 8 o'clock last Saturday evening? **I was watching TV.**
- they/drive/to the beach/at 4 o'clock yesterday afternoon? (**X**)
- where/you/go/at 9 o'clock this morning? (**go sightseeing**)
- you/sleep/when the plane landed? (**✓**)
- who/you/talk to/on the phone/at 11 o'clock last night? (**my cousin**)
- he/visit/the museum/at lunchtime yesterday? (**X**)

## Speaking & Writing

**9** Think of a bad holiday experience you had. Think about: ■ where & when you went ■ who you went with ■ what happened ■ how you felt. Narrate your experience to the class.

**10** Use your answers in Ex. 9 to post your comment to Katy's blog.

## 4.5 Another way of life

### Vocabulary

#### Eco-living

- 1  Listen and repeat.



- 2 The photos show what people living in the Ha Long Bay Floating Villages in Vietnam do. Look and say.

They go fishing.



### Backpacker Ben

It's my last day in Vietnam! It's sad, but I've got some amazing memories from my time here. The one that really stands out is my trip to a floating village in Ha Long Bay.

When I visited in March, I was fascinated to see houses floating on wooden rafts in the bay! The villagers were friendly and invited me to stay for a while. I jumped at the chance!

The main **activity** in the village was fishing – I even caught a few fish myself! The villagers usually **trade** them for food, but we ate mine for dinner. Delicious!

While I was staying in the village, I also noticed villagers collecting rubbish from the sea. It was hard work, but they didn't mind because they were helping **preserve** the Bay and their way of life. I certainly hope they **succeed**. I'd love to visit again one day. But for now it's goodbye, Vietnam. Next stop – Cambodia!

Post a comment

### Reading

- 3 How easy or difficult is it to live in floating villages? Why? Give reasons.

 Listen and read to find out.

- 4 Read the text and answer the questions in your notebook.

- 1 What does Ben say about the floating village in Ha Long Bay?
- 2 How did Ben feel when the villagers asked him to stay?
- 3 What do the villagers do with most of their fish?
- 4 Why do the villagers collect rubbish from the bay?

- 5 Explain the words in bold in the text. You can use your dictionary.

- 6  **Think** Design a floating village in a big lake. Think about: ■ location ■ what the houses look like ■ what people do there. Present the village to the class.



4 They live in houses floating on wooden rafts.

### Check these words

backpacker, jump at the chance, preserve, way of life, certainly, succeed, next stop

### Phrasal verbs: **STAND**

7 Read the box below, then complete the sentences. Use: *for*, *out* or *up for*. Write in your notebook.

- **stand out** = be noticeable
- **stand for** = mean
- **stand up for** = defend

- 1 USA stands ... United States of America.
- 2 The Shard stands ... as it's the tallest building in London.
- 3 Our organisation supports children who can't stand ... themselves.

## Grammar

### Past simple – Past continuous

- 8 Put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.
- 1 A: They ... (**not/go**) to South America last summer.  
B: I know. They ... (**travel**) around Europe instead.
  - 2 A: What ... (**you/do**) at 9 o'clock last night?  
B: I ... (**eat**) dinner at an Indian restaurant.
  - 3 A: You're late. Are you OK?  
B: Yes. I ... (**drive**) to the airport when I ... (**remember**) that my passport was still on the kitchen table!
  - 4 A: What time ... (**you/arrive**) in Berlin yesterday?  
B: At 6 o'clock. We ... (**take**) a taxi to our hotel, ... (**check in**) and ... (**change**) our clothes.
  - 5 A: Daniel ... (**not/wait**) for us at 10 o'clock.  
B: It wasn't his fault. When our flight ... (**land**), he ... (**still/try**) to get to the airport. There was a lot of traffic.
  - 6 A: Faye is crazy about that game on her smartphone.  
B: I know. She ... (**play**) it while we ... (**sail**) around Ha Long Bay. She missed everything!

## Speaking & Writing

- 9 **Think** Think of a trip you took last year. Your partner asks questions to find out what happened. Then, he/she tells the class.
- 10 Prepare a podcast (video) about your city/town/village. Collect information how to make it, then prepare it. Show it to the class.

# 4.6

## Travel stories

### Reading

1 2.27 Look at the pictures. Listen and repeat.



Todd reached the shore.



Todd was having fun surfing.



Todd's friends took him to hospital.



Todd and his friends were at the beach.



A shark attacked Todd.



A group of dolphins swam around Todd.

2 The pictures tell a story. What do you think happened?

2.28 Listen and read the story and put them in the correct order. Write in your notebook.

3 Answer the questions in your notebook. Then use the pictures to tell the story.

- 1 Who did Todd go to the beach with?
- 2 Where did the shark bite Todd?
- 3 What kept the shark away from Todd?
- 4 How did Todd get back to the beach?

# Shark Attack

Todd and his friends put on their wetsuits, grabbed their surfboards and started walking along the beach. It was a warm summer morning and they were all looking forward to spending the day surfing. When they reached their favourite spot, they jumped excitedly into the water!

Todd was having fun surfing when, suddenly, a huge shark shot out of the water and dug its sharp teeth into his leg! Todd started kicking the shark with his other leg until it released him. Then, something amazing happened. A group of dolphins started swimming around Todd, keeping the shark away.

Todd quickly lifted himself onto his board and a wave carried him towards the sandy shore. His friends immediately got him out of the water and took him to a nearby hospital.

Todd made a full recovery. He was very relieved that he was alive! The dolphins saved his life.

### Check these words

put on, wetsuit, grab, surfboard, look forward to, reach, excitedly, shoot out of, dig, sharp, kick, release, keep away, wave, shore, full recovery, alive, save

4 Complete with the adjectives and adverbs the writer used to describe the following. Write in your notebook.

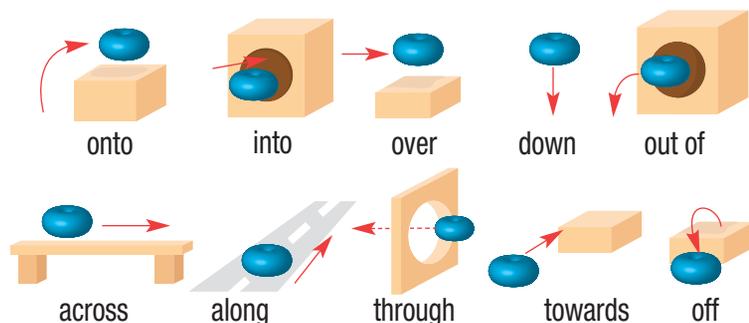
- 1 ... morning
- 2 ... spot
- 3 jumped ...
- 4 ... shark

- 5 ... teeth
- 6 ... lifted
- 7 ... shore
- 8 ... recovery

## Grammar

### Prepositions of movement/direction

- 5 Use the key to complete the sentences. Write in your notebook.



- 1 It was difficult for him to pull the huge fish ... the water.
- 2 They turned the boat around and set off home ... the coast.
- 3 She jumped ... the side of the boat and ... the clear water.
- 4 The children walked ... the beach, looking for shells.
- 5 We threw our fishing lines ... the side of the boat.
- 6 The ball rolled ... the hill and landed on the beach.
- 7 He sailed ... the lake to the other side.
- 8 We felt so relieved to step ... dry land at last.
- 9 The dolphins looked so graceful as they swam ... the water.

### Forming adverbs

#### Forming adverbs from adjectives

We usually add **-ly** to an adjective to form an adverb. **quick – quickly**

- If an adjective ends in **-y**, we replace the **-y** with **-i** and add **-ly**. **happy – happily**
- If an adjective ends in **-able**, **-ible** or **-le**, we replace the **-e** with **-y**. **terrible – terribly**
- If an adjective ends in **-ic**, we add **-ally**. **tragic – tragically**  
**BUT public – publicly**

Some adverbs have the same form as the adjective.

**early, fast, hard, high, late, near, straight, wrong**

- 6 Read the theory. Find examples in the text. Then, form adverbs from the adjectives in brackets. Write in your notebook.

Everyone was sitting 1) ... (**comfortable**) as the ship moved through the water. The stars were shining 2) ... (**bright**) as the ship approached the shore. Then, Peter 3) ... (**accidental**) turned the steering wheel in the wrong direction. The captain 4) ... (**angry**) grabbed the steering wheel from Peter. He took out his compass and 5) ... (**quick**) changed the ship's direction.

## Listening

- 7 2.29 Listen to the dialogue and take notes about what happened to John. Tell the class.

## Writing

- 8 Read the rubric and find the key words. Use your notes in Ex. 7 to write your story. You can illustrate your story with pictures. Follow the plan.

Your English teacher has asked you to write a story. Your story must begin with this sentence: *John got on his boat that warm summer morning and set sail.* Write your story.

### Plan

#### Introduction

(Para 1) set the scene

#### Main body

(Para 2) events in the order they happened leading to the main event

(Para 3) the main event

#### Conclusion

(Para 4) what happened in the end & people's feelings

Swap papers. Evaluate your partner's story.

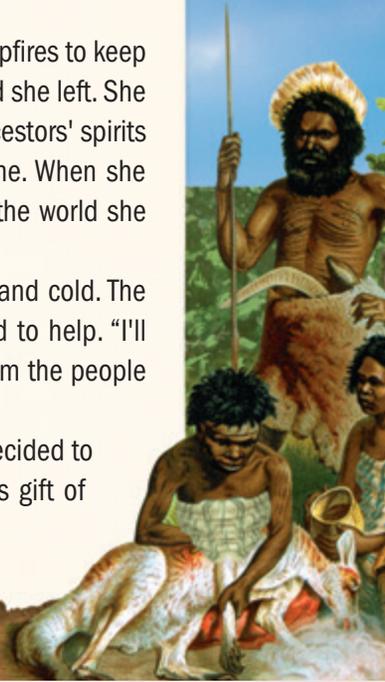


## How the SUN came to be

Long ago, the world was very cold. People only had campfires to keep warm. One day, a young woman argued with her tribe and she left. She walked and walked until she was exhausted and her ancestors' spirits lifted her up to the sky forever. She slept for a long time. When she woke up, she lit a campfire. Then, she looked down at the world she came from.

She saw her tribe. They missed her and they were sad and cold. The woman knew she could never go back, but she wanted to help. "I'll make a big campfire in the sky," she thought. "It will warm the people down on Earth while they look for food."

When she saw how happy her fire made her tribe, she decided to build a new one every morning. The people called this gift of warmth and light, the Sun.



### Reading

- 1** Read the title of the text and look at the pictures. How did the Sun come to be?

2.30 Listen and read through to find out.

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

- 1 Why did the woman's ancestors take her up into the sky?  
A she was sad    B she was tired    C she was cold
- 2 What was the first thing the woman did when she reached the sky world?  
A woke up    B lit a fire    C fell asleep
- 3 Why did the woman make a big campfire?  
A to keep her tribe warm  
B to let her people know she was safe  
C to give the world light

### Check these words

tribe, exhausted, ancestor, spirit, warmth

### Speaking & Writing

- 3** **Think** Retell the story from the woman's point of view.
- 4** **ICT** Find stories related to the weather. Write them in your own words. You can draw pictures. Make a collection.

# Self-Check Test

4

## Vocabulary

1 Match the columns. Write in your notebook.

- |             |         |
|-------------|---------|
| 1 amusement | A house |
| 2 concert   | B mall  |
| 3 skating   | C hall  |
| 4 shopping  | D wheel |
| 5 Ferris    | E park  |
| 6 opera     | F rink  |

6 x 1 = 6 points

2 Fill in: *crowded, rooftop, cookery, regional*. Write in your notebook.

- 1 This hotel is amazing! It even has a ... pool.
- 2 I'd like to try some ... dishes at the food festival.
- 3 I'm not keen on cities because of the ... streets.
- 4 Can anyone take part in the ... contest?

4 x 1 = 4 points

3 Fill in: *safe, fast, slow, expensive, noisy*. Write in your notebook.

- 1 I'm trying to save money, so I don't take taxis because they're ...
- 2 The train to London is ... . It takes less than thirty minutes to get there.
- 3 I'd prefer to sit in another carriage. It's crowded and far too ... in here.
- 4 Don't be afraid of flying: planes are a very ... way to travel.
- 5 I enjoy walking, but it's ... . Going to town on foot takes an hour!

5 x 1 = 5 points

## Grammar

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

- 1 A: What time ... (**you/wake up**) this morning?  
B: At 6 am. I ... (**take**) a shower, ... (**eat**) breakfast and ... (**plan**) our sightseeing tour!

- 2 A: You ... (**not/come**) to John's party last Saturday. What happened?  
B: I ... (**not/feel**) well, so I ... (**stay**) home.
- 3 A: Where ... (**you/go**) when I ... (**see**) you last night?  
B: We ... (**drive**) to the airport to pick my sister up.
- 4 A: ... (**Mike/sleep**) when I ... (**call**) at 9 o'clock this morning?  
B: Yes – but you woke him up!
- 5 A: While you ... (**play**) computer games, I ... (**pack**) my suitcase.  
B: Already? But our flight is next weekend!

5 x 3 = 15 points

5 Fill in *there is(n't)/there are(n't)*. Write in your notebook.

- 1 ... a food festival in our city every year.
- 2 ... any hotels with pools in this town.
- 3 ... a waterpark in our town, but we've got an amusement park.
- 4 ... lots of theatres in the part of London we call the West End.
- 5 ... a shopping mall here, but they're going to build one soon.

5 x 2 = 10 points

## Everyday English

6 Match the questions to the correct response. Write in your notebook.

- |                                     |                   |
|-------------------------------------|-------------------|
| 1 Were Lucy and Emily at the pool?  | A No, she didn't. |
| 2 Did she book the tickets?         | B Beth and Amy.   |
| 3 Was she swimming at 9 o'clock?    | C Yes, they did.  |
| 4 Who was with her?                 | D No, she wasn't. |
| 5 Did they call you from the hotel? | E Yes, they were. |

5 x 2 = 10 points

# 4

## Self-Check Test

### Reading

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

#### ABBY'S ADVENTURES

Hi, guys! I'm still in Australia and it's fantastic! You'll never believe what I did yesterday: I climbed the Sydney Harbour Bridge! Crazy, right? But over three million people did it before me.

I arrived really early in the morning – 4 am! I wore comfortable shoes, but everything else was from the centre. I even borrowed a special suit! Our climb leader, Demi, made sure we were safe. She also gave us lots of information about the bridge. It was very interesting, but I don't remember everything – I was too busy looking at the amazing views!

You're not allowed to take a camera or even your phone, but our climb leader took pictures for us at the top. Our group saw the sun rise over Sydney and I'll never forget it!

I really recommend this experience – but only if you're not scared of heights! Post a comment and let me know your most memorable holiday experience.

- For her climb, Abby had to bring
  - sensible shoes.
  - a special suit.
  - her own equipment.
- When Demi was giving the group information about the bridge, Abby ...
  - didn't listen because it wasn't very interesting.
  - was distracted by the scenery.
  - tried hard to remember it all.
- What does Abby say about the photographs of her climb?
  - She hasn't got any.
  - Demi took some for her.
  - She only has pictures of the sunrise.

3 x 5 = 15 points

### Listening

- 8**  2.31 Complete the notes. Write in your notebook.

**Where:** the 1) ... Desert  
**Who:** Lily and her 2) ...  
**Weather:** hot and 3) ...  
**Events:** rode a camel across desert, reached 4) ..., ate dinner, went for a walk, got lost, panicked, 5) ... found her

5 x 2 = 10 points

### Writing

- 9** Your English teacher has asked you to write a story. Your story must begin with this sentence: *One hot and sunny afternoon, Lily and her friends set off on a trek across the Sahara Desert.* Write your story.

25 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- places of entertainment
- sights
- food festival activities
- means of transport
- holiday problems
- eco-living

#### Reading Competence

understand specific details in short texts related to holiday destinations, festivals, travel experiences, eco-living

#### Listening Competence

- follow a dialogue
- understand the essential information in a monologue

#### Speaking Competence

- give your opinion
- talk about a food festival
- narrate & describe a holiday experience
- retell a story

#### Writing Competence

- write a summary of a text/story

- write an article describing a food festival
- write a letter from a holiday destination
- write a blog comment about a holiday experience
- write a podcast
- write a story following a plan

#### CLIL (Literacy)

*How the Sun came to be*

### What's in this module?

#### Vocabulary

hobbies & free-time activities; chores; teen problems; sports & venues, food & drinks; sections, clothes & accessories; places to shop

#### Grammar

- the imperative • the gerund
- conditionals type 1 • quantifiers
- prepositions • phrasal verbs: *TAKE*

#### Reading

articles; blogs; a dialogue (shopping)

#### Listening

monologues (free time activities; a menu; an announcement; an advert; a notice)

#### Speaking

- talk about hobbies and free-time activities
- ask for/give advice • invent a sport
- talk about healthy/unhealthy eating habits
- buy/sell clothes • make offers & requests
- describe an open-air market in your country
- pronunciation: /s/, /z/

#### Writing

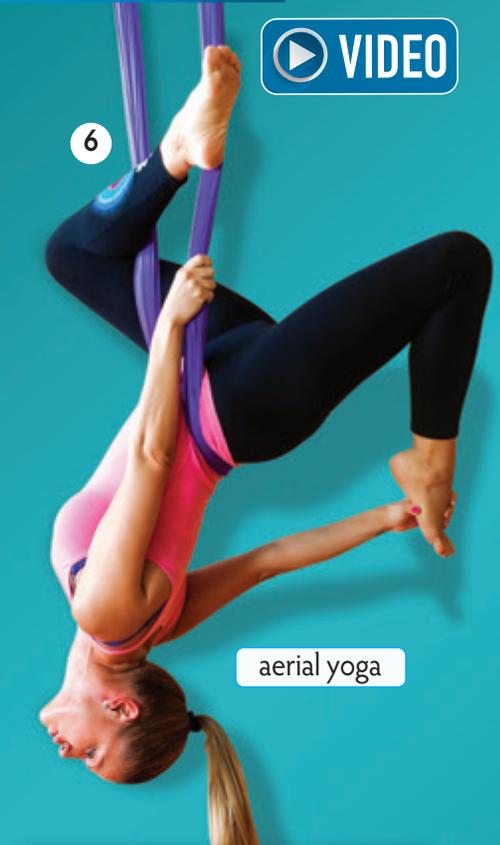
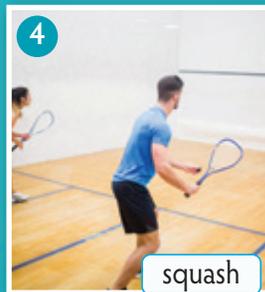
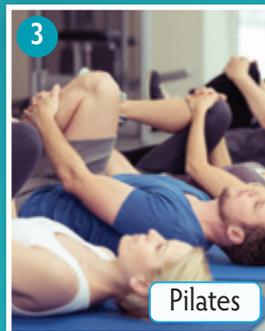
write: a text about your weekend activities; an email of advice; a note; a poster; blog posts

**Culture Corner:** *Schools in Australia*

## Vocabulary

### Activities

- 1 Look at the pictures.  
 3.1 Listen and repeat.
- 2 Which of these activities do you like doing? Which would you like to try? Why?
- 3  Which of the above are group activities? Which are individual activities? Decide in pairs.



# 5.1 Hobby & Free time

## Vocabulary

### Activities

- 1** a) List the activities under the headings:  
■ *Hobbies/Free-time activities* ■ *Chores*. Write in your notebook. Which ones can you see in the pictures?

- dust the furniture • mop the floor
- go skateboarding • do archery • cooking
- do the laundry • go dancing • play baseball
- play music • make a podcast • vlogging
- go camping • collect stamps • go rafting
- collect action figures • hang out with friends
- go on a picnic • go fishing • have a barbecue
- play board games



- b)  Add to the lists in Ex 1a. Write in your notebook.

## Reading

- 2** Read the title of the text. What do Sally and Neil do at the weekends?

 3.2 Listen and read to find out.



## I Weekends

*How do teenagers in New York spend their free time? Teens Now met some teenagers. Let's see what they said.*

*"The East Village is where I hang out at the weekends. I love the shops down there. It's such a cool area! You can always find something interesting and different to buy. Some of the shops are expensive, so we just spend time window shopping. There are some fantastic coffee shops there, too. In Tompkins Square Park there's a basketball court and we play there sometimes."*

**Sally, 15**

*"I love hanging out with my friends during the weekends. Every Saturday, my brother Ross and I meet our friends at Central Park to walk around. We're all crazy about model boats, so, if the weather is good, we go to the Conservatory Water to sail our boats. Then, we either go for a coffee or we go to Terry's Pizzeria. The pizzas there are so delicious."*

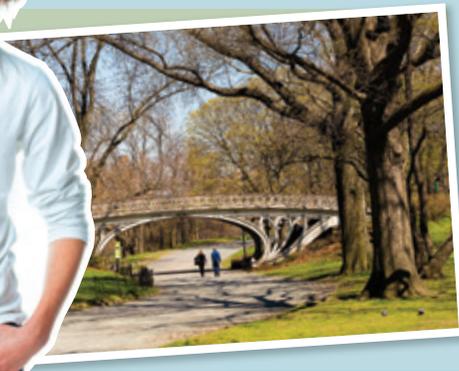
**Neil, 17**

### Check these words

cool area, window shopping, crazy about

- 3** Read again and decide if the sentences are R (Right), W (Wrong) or NS (Not stated). Write in your notebook.

- 1 Sally lives close to the East Village.
- 2 Sally usually buys something when she goes shopping.
- 3 Neil and his brother have the same hobby.
- 4 Neil and his friends always eat pizza on Saturdays.



**4** **Think**  Discuss why you love weekends.

A: I love weekends because I meet my friends and we go out together.

B: Me too. We usually go window shopping or play basketball.

**5**  Write four questions based on the text in your notebook. Exchange papers and answer your partner's questions.

## Prepositions

**6** Fill in: *for, on, at, to, about*. Write in your notebook. Then answer the questions.

- 1 Do you go out with your friends ... weekends?
- 2 Are you crazy ... aikido?
- 3 How often do you go ... a coffee?
- 4 Do you live close ... a park?
- 5 Do you like going ... picnics?

## Listening

**7**  **3.3** Listen and choose the correct answer.

- 1 What is Steve going to do?
  - A go bowling
  - B play baseball
  - C go cycling
- 2 Who likes riding her bike?
  - A Helen
  - B Jane
  - C Monica
- 3 Where does Helen go at the weekends?
  - A the park
  - B the lake
  - C the bowling alley

## Speaking

**8** What do you like doing in your free time when it is: *cold and snowy? cool and windy? hot and sunny? cloudy and rainy?* Tell your partner. Use ideas from Ex. 1a as well as your own ideas. Who else in the classroom does the same things as you?

I like going skiing when it is cold and snowy.

**9** **Think**  Plan an ideal weekend for you and your friends. Tell the class.

## Writing

**10** Write a short text about what you like doing at the weekends.

# 5.2

## Teen healthy lifestyle



A

Catch some ZZZS

### Check these words

catch some zzzs, alarm goes off, snooze, on average, sleep in, concentrate, suffer from, stress, brain, boost

lack of sleep

exam stress

bullying

family problems

loneliness



## Vocabulary

### Teen problems

- 1 3.4 Listen and match the problems (A-E) to the speakers (1-5).
- 2 **Think** List the problems in Ex. 1 from the most serious to the least. Compare with your partner. Give reasons.

To me, family problems are the most serious because it's important to have a good home environment.

## Reading

- 3 Read the title and the first sentence in each paragraph. What is the text about?

3.5 Listen and read to find out.

You're having the best dream. Suddenly, the alarm goes off ... but you just want to **snooze** for five more minutes. Well, you're not alone!

On average, compared to adults, teenagers need to sleep **longer**. Also, teens usually feel sleepy later at night, and it's more difficult for them to wake up in the morning – that's why you want to sleep in!

But is sleep really so important? Well, without enough sleep, you'll find it **harder** to concentrate at school. You're also more likely to get ill or suffer from stress.

Luckily, there's a **solution**: a good evening routine. Simply go to bed at the same time every day to help your body find the **right** time for bedtime. Also, don't use electronic devices before you sleep. The **bright** light from the screen wakes your brain up.

These **tips** will help you to stay happy and healthy, and boost your performance at school. So make sure you catch some zzzs!

**4** Read the text again and for questions 1-3 write the correct answer (A, B or C) in your notebook. Then explain the words in bold.

- 1 What is true about most teenagers?
  - A They need less sleep than adults.
  - B They often feel sleepy in the evenings.
  - C They want to sleep late in the mornings.
- 2 Teenagers who are tired
  - A get sick more often than those who sleep well.
  - B always get bad grades at school.
  - C find school more stressful than well-rested teens.
- 3 What advice does the article give about using electronic devices?
  - A Use them at the same time every day.
  - B Don't use them just before bedtime.
  - C Use them when you wake up.

## Grammar

### The imperative

**5** Find examples of the imperative in the text. How do we form *the imperative*? *the negative imperative*?

### Prepositions

**6**  Complete with: *on, from, to, for*. Write in your notebook.

- 1 I can't concentrate ... my homework while you're playing that loud music!
- 2 Compared ... her sister, Ann sleeps a lot.
- 3 It's difficult ... Joe to sleep at night.
- 4 He suffers ... an illness that makes him feel tired all the time.

## Pronunciation /s/ /z/

**7**  3.6 Listen and repeat.

/s/ sure, seven, simply      /z/ as, his, always

## Everyday English

### Asking for/Giving advice

**8** a) Read the dialogue. Replace the underlined phrases with ones from the Functions box. Write in your notebook.

A: I feel lonely in my new school. What do you think I should do?  
 B: Why don't you join an after-school club? You can meet a lot of new people that way.  
 A: That's a good idea!  
 B: You should also try to participate in class group activities.  
 A: I'll do that! Thanks for your help.  
 B: You're welcome.

### Functions

Asking for advice	Giving advice
<ul style="list-style-type: none"> <li>• What should I do?</li> <li>• What do you advise me to do?</li> <li>• What can I do?</li> </ul>	<ul style="list-style-type: none"> <li>• You should/could (also) ...</li> <li>• Why don't you ...?</li> <li>• Have you thought of/about ...?</li> <li>• One/Another thing you can do is ...</li> </ul>

b)  Your friend can't sleep well. Use the ideas below and phrases from the Functions box to act out a dialogue similar to the one in Ex. 8a.

- have a hot drink before going to bed
- avoid using electronic devices late at night

## Writing (see Writing Skills pp. 144-145)

**9**



Your English friend can't sleep well. Use ideas from Ex. 8b to write him/her an email giving advice on what to do.

# 5.3 Sports

## Vocabulary

### Sports & Venues

**1**  In a minute write as many sports as you can think of under the headings: ■ Air sports ■ Ball games ■ Extreme sports ■ Winter sports. Compare your list with another pair.

**2**  Complete the sentences with the words below. You can use your dictionary.

• rink • ring • pitch • court • pool • course

- 1 We play football on a . . . .
- 2 We go swimming in a . . . .
- 3 You can go ice skating at a . . . .
- 4 Boxing takes place in a . . . .
- 5 You can play basketball on a . . . .
- 6 In golf, you can play on a 9- or 18-hole . . . .



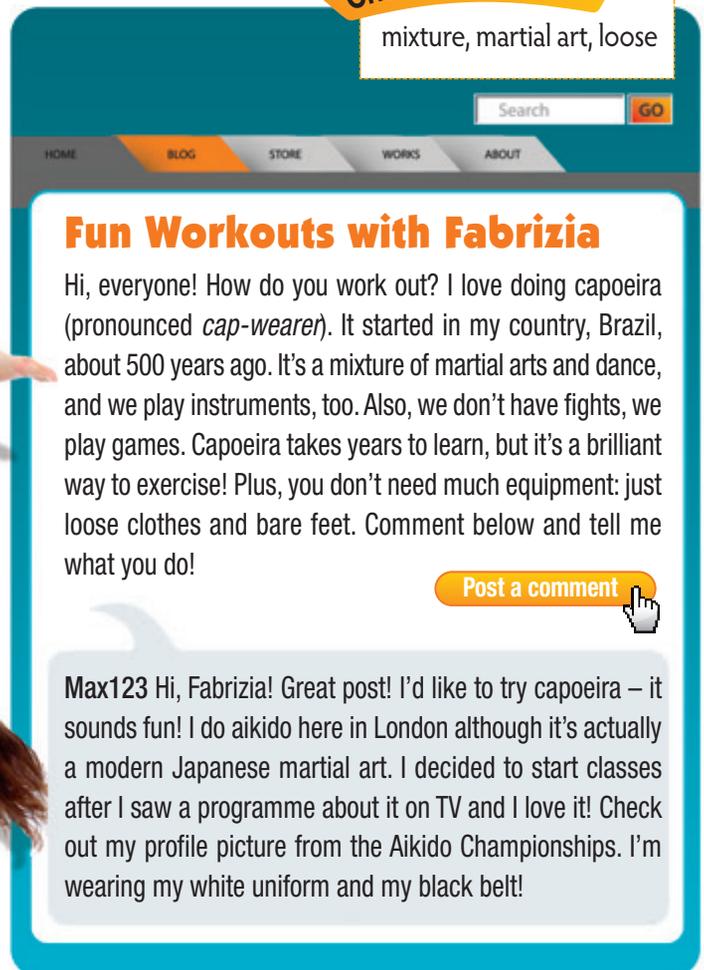
## Reading

**3** Look at the photos. What do you know about these sports? What else would you like to learn about them? Write two questions in your notebook.

 **3.7** Listen and read the texts. Do they answer your questions?

**Check these words**

mixture, martial art, loose



HOME BLOG STORE WORKS ABOUT

### Fun Workouts with Fabrizia

Hi, everyone! How do you work out? I love doing capoeira (pronounced *cap-wearer*). It started in my country, Brazil, about 500 years ago. It's a mixture of martial arts and dance, and we play instruments, too. Also, we don't have fights, we play games. Capoeira takes years to learn, but it's a brilliant way to exercise! Plus, you don't need much equipment: just loose clothes and bare feet. Comment below and tell me what you do!

**Post a comment**

**Max123** Hi, Fabrizia! Great post! I'd like to try capoeira – it sounds fun! I do aikido here in London although it's actually a modern Japanese martial art. I decided to start classes after I saw a programme about it on TV and I love it! Check out my profile picture from the Aikido Championships. I'm wearing my white uniform and my black belt!

**4** Read again and answer the questions in your notebook. Which activity ...

- |                    |                     |
|--------------------|---------------------|
| 1 needs a uniform? | 3 uses music?       |
| 2 is the oldest?   | 4 started in Japan? |

**5**  **Think** Which workout suits you the best? Why?

## Grammar

### The Gerund (-ing form)

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

We use the gerund (-ing form):

- after the verbs *like, love, dislike, hate, enjoy, prefer, fancy*.

**I enjoy playing basketball.**

**BUT** After *would like, would love, would prefer* we use *to* + the base form of the main verb. **I would love to learn to play curling.**

- after the verb *go* when we talk about activities.

**She usually goes skiing in the winter.**

We do not use the gerund:

- after the verbs *agree, ask, decide, expect, hope, manage, need, offer, promise, seem, want*, etc. We use *to* + the base form of the main verb. **We decided to watch the match on TV.**
- after modal verbs (*can, must*, etc). We use the base form of the main verb without *to*. **Can we play squash?**

## Listening

- 8  3.8 Listen and complete the gaps in your notebook.

Record Breakers!		
Person/People	Year	Record
Usain Bolt	1) ...	Fastest 100 metres (9.58 seconds)
Brian Lara	2004	Most runs in one section of a cricket test match (2) ...
3) ... Phelps	2004 - 2016	Most Olympic gold medals (23)
Pele	4) ...	Most goals scored in one year (127)
Isner & Mahut	2010	Longest 5) ... match (11 hours and 5 minutes)

## Speaking

- 9   **Think** Invent a sport.

**Think of:**  name of sport

 number of players  place

 rules. **Tell the class.**

- 10   **ICT** Collect more sports records. Present them to the class.

## Writing

- 11 You're having basketball practice. Write a short note for your English friend saying where you are going, what time you will be back and suggesting going to the cinema in the evening. Swap notes. Respond to your partner's notes using emoticons as well.

- 7 Put the verbs in brackets into the correct form. Give reasons. Write in your notebook.

- A: Do you want ... (**meet**) me at the football pitch at 4 o'clock?  
B: I can't. I always go ... (**jog**) after school.
- A: Becky agreed ... (**teach**) me some easy yoga positions.  
B: Cool. Yoga is brilliant if you need ... (**relax**) after a stressful day.
- A: Do you fancy ... (**play**) a game of hockey this weekend?  
B: I'd prefer ... (**go**) ice-skating.
- A: Can I ... (**borrow**) your taekwondo kit?  
B: Yes, but promise ... (**return**) it before the weekend.  
I need it for a competition.
- A: I need ... (**get**) fit, but I don't enjoy ... (**exercise**).  
B: How about going ... (**swim**)? That's fun!
- A: Ben asked me ... (**invite**) you along to our basketball game.  
B: Thanks! I'd love ... (**join**) you.
- A: I want ... (**try**) aikido.  
B: Great! Would you like ... (**come**) to my class on Thursday?

## 5.4

## Healthy food &amp; drinks



# That Looks Healthy!

Did your grandma ever say, "Eat your carrots – they'll help you see in the dark"? Well, she was right!



Carrots help our bodies make vitamin A, which gives us healthy eyes. In fact, studies show that if you eat carrots, you'll see better at night!

Tomatoes **contain** a special red substance that reduces the risk of heart disease. Don't like **raw** tomatoes? Don't worry: if you cook them, their disease-fighting powers actually increase!



Walnuts look like little brains – and that's exactly what they're good for. These nuts help our brains **develop** and stay healthy. You don't need many – if you eat a handful a day, you'll get all the goodness you need.

Beans are tiny, but they're bursting with goodness. In particular, they're good for your kidneys! But if you already have a kidney problem, beans won't help. In fact, you should ask your doctor before you add them to your **diet**.



## Check these words

vitamin, substance, reduce, heart disease, increase, burst with

## Reading

- 1** Look at the foods in the pictures. Which looks like brains? What is each good for?

3.9 Listen and read to find out.

- 2** Read again. Correct the sentences. Write in your notebook. Then explain the words in bold.

- 1 Tomatoes help our bodies make vitamin A.
- 2 Raw tomatoes are better for your heart than cooked ones.
- 3 Tomatoes are good for brain development.
- 4 You need to eat a lot of walnuts every day.
- 5 Beans are good for people with kidney problems.

- 3** **Think** What did you learn from the text?

## Vocabulary

### Food & Drinks

- 4** a) List the food/drinks under the headings:  
■ *Healthy* ■ *Unhealthy*. Write in your notebook.

- potato • broccoli • tomato • coffee • milk
- wholewheat bread • brown rice • lentil
- turkey breast • cola • egg • seafood • pea
- chocolate • tuna • salmon • biscuit • pizza
- ice cream • cabbage • mushroom • tea • cake
- bean • celery • grape • fig • lettuce • water
- aubergine • carrot • strawberry • burger

3.10 Listen and check.

b) Which of these nouns are *countable/uncountable*? Write the plural of the countable nouns in your notebook. Which words do we use to form the plural number of an uncountable noun?

- 5 Which of the items in Ex. 1 do you *eat/drink every day/sometimes? once a week? never?* Tell your partner.

## Listening

- 6 Read the menu and label the sections. Write in your notebook.

 3.11 Listen and check. In pairs, decide what to eat.

1) ... Caesar salad Leek and potato soup	3) ... Chips Salad	5) ... Fresh juice Lemonade Cola
2) ... Roast beef Seafood risotto Lentil burgers	4) ... Lemon tart Chocolate brownie	

## Grammar

### Conditionals Type 1

- 7 Read the theory. How do we form conditional sentences type 1? Find examples in the text.

Conditional sentences consist of two parts: the *if*-clause (hypothesis) and the main clause (result).

#### 1st conditional

real, likely to happen in the present/future

*if* + present simple

future simple

*If you cut down on sweets, you'll lose weight.*

**Note:** When the *if*-clause comes before the main clause, we separate the two clauses with a comma.

*If the weather is good, we will go shopping.*

We don't use a comma when the *if*-clause follows the main clause.

*We will go shopping if the weather is good.*

- 8 Put the verbs in the correct tense. Put commas where necessary. Write in your notebook.

- We won't meet tomorrow if we ... (**not/finish**) work early tonight.
- If you ... (**not/brush**) your teeth properly they'll start to hurt.
- If we ... (**find**) your purse we'll give it to you.
- You ... (**not/pass**) your exams if you don't study.
- If we don't go shopping we ... (**not/ have**) any food to cook.
- Amy ... (**not/win**) the match if she doesn't practise.
- If we ... (**arrive**) before midday we will get a free meal.

- 9 Complete the sentences with your own ideas. Write in your notebook.

- If I eat too many sweets, I ...
- If I don't drink enough water, I ...
- We'll feel tired if ...
- If they don't leave now, they ...
- I will probably get ill if I ...
- If it is cold at the weekend, I ...

## Speaking & Writing

- 10   Collect information about *healthy/unhealthy food/drinks*. Prepare a poster for the class.

- 11 Use your research in Ex. 10 to prepare and give a presentation about *healthy/unhealthy eating habits* to the class.

# 5.5

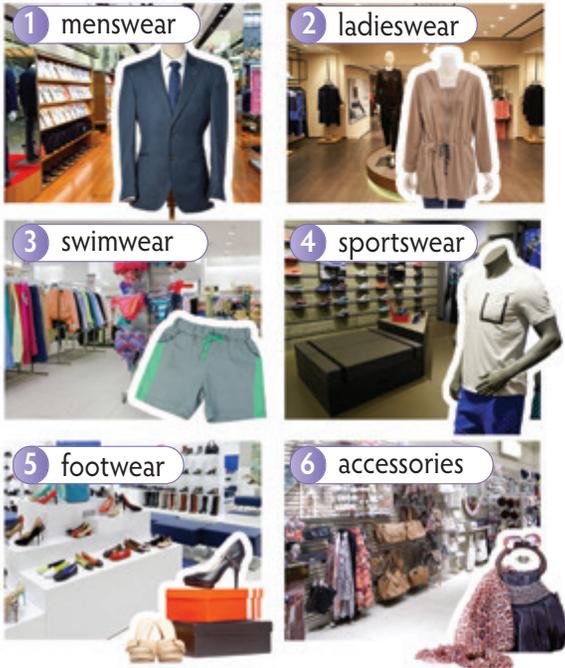
## Clothing & Fashion

### Vocabulary

#### Sections, Clothes & Accessories

1 Look at the pictures (1-6).

3.12 Listen and repeat.



2 a) In which sections (1-6) can you find the items in the list? Think of more items.

- high heels • tie • sandals
- hat • football shirt • boots
- cycling shorts • tracksuit • skirt
- belt • tuxedo • suit • dress
- scarf • swimsuit • leggings
- hairband • flip flops • gloves

b) Act out exchanges, as in the example.

A: Excuse me, where can I find a pair of high heels?

B: In the footwear department.

### Reading

3 Bill wants to buy a jacket. How much does it cost?

3.13 Listen and read to find out.

(A: Salesperson – B: Bill)

A: How can I help you, sir?

B: Well, I'm looking for a jacket.

A: Our winter sale starts today, so all our jackets are 25% off!

B: That sounds great! Have you got anything in black?

A: What size are you?

B: A medium.

A: How about this leather jacket over here?

B: Hmm, it looks really nice.

A: Why don't you try it on?

B: It's just right. It also matches the trousers I plan to wear.

A: It looks really nice on you. With the discount, it's just £30.

B: OK, I'll take it.

A: Great. How would you like to pay?

B: Can you put it on my credit card?

A: Yes, of course.

**Check these words**

winter sale, try on, discount, credit card

### Everyday English

#### Buying/Selling clothes

4 Replace the underlined sentences in the dialogue with sentences from the Functions box.

Functions	
Salesperson	Customer
<b>Offering help</b>	<b>Requesting help</b>
<ul style="list-style-type: none"> <li>• Can I help you with something?</li> <li>• How can I help you?</li> <li>• Is there anything I can do for you?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm looking for (a suit etc) for (a party etc).</li> <li>• Could you help me pick ... out?</li> </ul>
<b>Asking questions</b>	<b>Responding to questions</b>
<ul style="list-style-type: none"> <li>• What size are you?</li> <li>• What colour do you want it in?</li> <li>• What/How about ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm a (small/medium/large/size ...).</li> <li>• Do you have it in (black etc)?</li> </ul>
<b>Encouraging</b>	<b>Purchasing</b>
<ul style="list-style-type: none"> <li>• It looks really nice/great on you.</li> <li>• It really suits you.</li> <li>• It fits you perfectly.</li> </ul>	<ul style="list-style-type: none"> <li>• OK, I'll take it.</li> <li>• Can I pay in cash?</li> <li>• Can you put it on my credit card?</li> </ul>

## Grammar

### Quantifiers

- 5 Read the theory. Choose the correct item. Write in your notebook.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
How many biscuits are there? Are there <b>any/many</b> biscuits?	How much milk is there? Is there <b>any/much</b> milk?
There are <b>too many</b> biscuits. 	There is <b>too much</b> milk. 
There are <b>a lot of/lots of</b> biscuits. 	There is <b>a lot of/lots of</b> milk. 
There are <b>some/a number of</b> biscuits. 	There is <b>some/a bit of</b> milk. 
There are <b>not many</b> biscuits. 	There is <b>not much</b> milk. 
There <b>aren't any/are no</b> biscuits. 	There <b>isn't any/is no</b> milk. 

We use **some** in the affirmative. *There's some milk.*  
 We use **any** in the negative and interrogative. *There isn't any chicken. Is there any pizza?* We use **some** in the interrogative with offers/requests. *Would you like some pizza? Can I have some juice?*

- There are **a number/a bit** of designer dresses in the sale.
- I'm afraid there isn't **many/much** swimwear at this time of year.
- There is **no/any** milk left.
- He's put on too **many/much** weight.
- Can I have **some/any** high heels to try on with this dress?
- Is there **any/many** sportswear on the fifth floor?
- You've got **much/a lot of** scarves. Are you sure you need all of them?

### Phrasal verbs: TAKE

- 6 Read the box, then choose the correct particle. Write in your notebook.

- take off** = 1) (clothes) remove 2) (planes) leave the ground
- take to** = like • **take after** = be like sb
- take up** = start (a hobby)

- Did the staff take **up/to** the new manager?
- Jane takes **to/after** her mum.
- The plane took **up/off** despite the storm.
- It was warm so Paul took **off/up** his coat.

### Listening

- 7  3.14 Listen to an announcement. What is it about? Write in your notebook.

- A a discount on certain items  
 B a new swimwear shop  
 C a sale on football equipment

### Speaking & Writing

- 8  It's the winter sale. You are a customer, your partner is a shop assistant. Write and/or act out a dialogue similar to the one in Ex. 3. Use language from the Functions box in Ex. 4 and the items in the pictures. Follow the diagram.



A	B
Offer help.	Explain what you want.
Explain it's the winter sale.	Ask for specific colour.
Ask about B's size.	Say what size you are.
Suggest clothing.	Say you like it.
Suggest trying it on.	Try it on. Express like.
Comment. Say price.	Say you'll buy it/them.
Ask how B will pay.	Say how you will pay.

# 5.6 Shopping

## Vocabulary

### Places to shop

**1**  **3.15** Listen and repeat. Match the words (1-6) to the pictures (A-F). Write in your notebook.

- |                           |                   |
|---------------------------|-------------------|
| 1 flea market             | 4 antiques market |
| 2 plant and flower market | 5 farmers' market |
| 3 seafood market          | 6 car boot sale   |



**2** Which market can we buy these items?  
What other items can we find in each place?  
Write in your notebook.

- carnations • prawns • lemons • sardines
- used toys • used books • roses • potatoes
- old furniture • art (paintings) • jewellery
- collectables • second-hand clothes

We can buy carnations at a plant and flower market.

## Reading

**3** Look at the pictures of two famous markets in London. What makes these markets so unique?

 **3.16** Listen and read to find out.



 VIDEO

Home | Blog | Contact

### American Andy in Europe

Hi, everyone! I arrived in London last week and saw the sights right away: Buckingham Palace, the Tower of London and the Globe Theatre. Now I'm exploring the city like a local! This morning I visited Camden Market. I don't usually enjoy shopping, but this is no ordinary market – it's got music, handmade accessories, unique fashion and even a few art shops. Plus, there's some delicious food to try, from Mexican and Japanese cuisine to pizza, just like they make it in New York. I felt right at home! Which other London markets do you recommend?

**COMMENTS**

Glad you're enjoying the UK, Andy! If you like Camden Market, you'll love Portobello Road. It's the world's largest antiques market – you can find anything there! If you like a little entertainment while you shop, you won't be disappointed either. Portobello Road has got some talented street performers, from actors to saxophone players!

*Pete, 20:05*

**Check these words**

feel right, recommend, talented, street performer

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

- 1 Which places in London did Andy visit first?
- 2 What can you buy at Camden Market?
- 3 Which food reminded Andy of his home?
- 4 What is special about Portobello Road antiques market?
- 5 What entertainment does Pete recommend?

**5**  **Think** Which market would you like to visit? Why?

## Listening

**6**  3.17 Listen to four adverts and match them to the places they advertise. Write in your notebook. One place is extra.



**B**  **The Silver Family's Car Boot Sale**



## Grammar

### Quantifiers

**7** Read the theory. Find examples in the text.

- **A few + plural countable nouns** (= not many, but enough)  
I have **a few lemons**. I can make a lemon pie.
- **A little + uncountable nouns** (= not much, but enough)  
Ann has **a little time**. She can go to the market.

**Note:**

- **(very) few + plural countable nouns** (= hardly any, not enough)  
There are **(very) few tomatoes left**. We can't make a salad.
- **(very) little + uncountable nouns** (= hardly any, not enough)  
There is **(very) little milk left**. We can't make pancakes.

**8** Fill in: (a) little or (a) few. Write in your notebook.

- 1 A: There are very ... antiques shops left in this town.  
B: Yes, but there are ... in the city.
- 2 A: I left ... bags downstairs because they're very heavy. Can you bring them up?  
B: Sure. Just let me drink ... water first. It's so hot today!
- 3 A: There's very ... milk left.  
B: Don't worry. I'll get some on my way home.
- 4 A: I'm meeting ... friends at Camden Market. Do you want to come?  
B: I'm working today, but I'll have ... free time at lunch. Maybe I can meet you then?

## Speaking & Writing

**9** a)  Think of an open-air market in your country. Visit it or collect information. Make notes under the headings:  name  location  what to buy  opening hours. Present it to the class.

b) Write a blog post about the market.

## Reading

- 1 Look at the pictures. What is school like in Australia? Do you think it's similar to school in your country?
- 2  Listen and read the text. Decide if the sentences are T (True), F (False) or NS (Not stated). Write in your notebook.
  - 1 The longest school holiday in Australia is in December.
  - 2 Most classes have more than 20 pupils.
  - 3 Australian children don't like wearing their hats at school.
  - 4 In Australia, all five-year-old children must go to school.
  - 5 Australian students can only leave school after they get their SSCE.

## Check these words

break, policy, preschool, primary school, secondary school, senior, certificate

## Schools in Australia

In Australia, school starts at the end of January and finishes in the middle of December. There are four terms, with holidays in between. The longest holiday is the summer holiday at Christmas. Seasons are different in Australia!

School starts at 9 am and finishes at 3:30 pm. Students have a short break in the morning and a longer break at midday because they eat their lunch at school. There are usually less than 20 students in a class, and everyone wears a uniform. Exercise and spending time outside is very important, but because it's very hot and sunny in Australia, most schools have a 'no hat, no play' policy in summer. This means you must wear your hat, or you can't play outside.

Young children can go to preschool between the ages of three and five years old, but they don't have to. From the age of six, however, all children must go to school. Primary school starts in Year 1 and goes to Year 6. Secondary school is from Year 7 to Year 10, when students are between 12 and 16 years old. Senior secondary school is for Years 11 and 12. A young person can leave school on their 17th birthday in Australia, but most choose to finish senior secondary school and get their Senior Secondary Certificate of Education (SSCE).

## Speaking &amp; Writing

- 3 Read the text again and make notes under the headings:
  - school year
  - school day
  - types of school.
 Write in your notebook. You're doing a project on schools around the world. Use your notes to present school in Australia to the class.
- 4  What is school like in your country? Make notes under the headings in Ex. 3. Use your notes to write a short post for a blog about education.



# Self-Check Test

5

## Vocabulary

**1** Fill in: *play, go, do, collect, have* in your notebook.

- 1 Lisa would like to ... camping this weekend.
- 2 We ... archery after school on Fridays.
- 3 Let's ... a barbecue on Sunday.
- 4 Phil can ... the piano and the violin.
- 5 My brothers ... action figures.

5 x 1 = 5 points

**2** Fill in: *ice, boxing, football, basketball, golf*. Write in your notebook.

- |              |             |
|--------------|-------------|
| 1 ... pitch  | 4 ... ring  |
| 2 ... course | 5 ... court |
| 3 ... rink   |             |

5 x 1 = 5 points

**3** Fill in: *farmers', antiques, seafood, flea, flower and plant*. Write in your notebook.

- 1 I'm going to the ... market to get some carnations.
- 2 Please get some prawns from the ... market.
- 3 I found this 1920s desk at the ... market.
- 4 We got some used books at the ... market.
- 5 He always buys his fruit at the ... market.

5 x 1 = 5 points

## Grammar

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

- 1 I'd love ... (come) to the game with you.
- 2 We often go ... (swim) in the summer.
- 3 Do you like ... (dance)?
- 4 Jenny agreed ... (play) on our hockey team.
- 5 Harry dislikes ... (go) shopping.

5 x 2 = 10 points

**5** Put the verbs in brackets into the correct tense. Write in your notebook.

- 1 If the weather ... (not/improve), we won't go to the park.
- 2 If you ... (be) late, we'll stay home.
- 3 You will get a 50% discount if you ... (join) the gym today.
- 4 I ... (call) you if I get home before 9 o'clock.
- 5 If you finish early, we ... (go) to the cinema.

5 x 2 = 10 points

**6** Write the correct item in your notebook.

- 1 How **much/many** students are there in your class?
- 2 I only eat a **few/little** chocolate sometimes.
- 3 Have we got **any/some** meat in the freezer?
- 4 **A number/A bit** of my friends do capoeira.
- 5 There were a **hundred/hundreds** of people at the mall!

5 x 1 = 5 points

## Everyday English

**7** Complete the dialogue with: ■ *What else should I do?* ■ *why don't you* ■ *What do you think I should do?* ■ *Have you thought of* ■ *You should*. Write in your notebook.

- A: I feel very tired in the mornings. 1) ...  
B: 2) ... going to bed earlier?  
A: I do go to bed early, but I often go on social media before I go to sleep.  
B: Well, 3) ... turn off your phone at least an hour before you go to bed?  
A: OK, I'll do that. 4) ...  
B: 5) ... eat a healthier diet. All that junk food can make you feel sleepy.  
A: OK, I'll try. Thanks for your help.

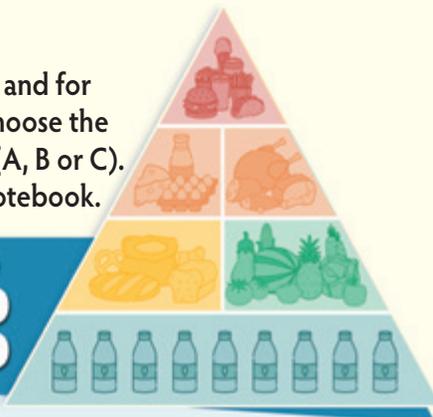
5 x 2 = 10 points

# 5

## Self-Check Test

### Reading

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



### The FOOD PYRAMID

In the 1970s, Anna-Britt Agnsäter was working for the Swedish government. In order to help the people understand healthy eating, she designed a 'food pyramid'. The idea spread to Denmark, Japan and, eventually, the USA.

So what is a food pyramid? Well, it's a picture that shows us how much of each type of food we should eat. The biggest section, at the bottom of the pyramid, is water. The next biggest group is fruit and vegetables. Then we have bread, rice and pasta, followed by smaller amounts of meat and fish. We should also eat small amounts of dairy products - like milk and cheese - and eggs. We shouldn't eat much from the food at the top of the pyramid, which includes junk food, sweets and sugary drinks.

The food pyramid is a good guide, but it's important to remember that you can only have a healthy lifestyle if you exercise as well!

- The food pyramid started in  
A the USA. B Sweden. C Denmark.
- The largest section in the pyramid is  
A fruit and vegetables. B a drink.  
C dairy products.
- What is true about the food pyramid?  
A It only works if you live a healthy life.  
B It will give you a healthy lifestyle.  
C It's the best diet if you exercise a lot.

3 x 5 = 15 points

### Listening & Writing

- 9** 3.19 Listen to a notice and write the missing information. Write in your notebook.

#### Borough Market

Fish, meat, **1** ... , fruit and vegetables  
Specialities: handmade **2** ...  
Also available: hot and cold food  
Opening times: **3** ... to Friday, 10 am to **4** ... pm  
Saturdays, 8 am to 5 pm  
How to reach us: bus or train to **5** ...

5 x 3 = 15 points

- 10** Write a blog post about Borough Market. Use the information in Ex. 9.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- hobbies & free-time activities; chores
- teen problems
- sports & venues
- food & drinks
- sections clothes & accessories
- places to shop

#### Reading Competence

- understand specific details in short texts related to free-time activities, healthy food & drinks, shopping, clothing & fashion

#### Listening Competence

- understand the most essential information in a menu, adverts, an announcement, a notice

#### Speaking Competence

- discuss hobbies and free-time activities
- ask for/give advice
- talk about a sport
- talk about healthy/unhealthy eating habits
- buy/sell clothes
- make offers/requests
- describe an open-air market in my country

#### Writing Competence

- write a text about my weekend activities
- write an email of advice
- write a note
- create a poster about healthy/unhealthy food & drinks
- write a blog post about an open-air market

#### Culture

Schools in Australia

# Module

## 6

## Unique experiences



### What's in this module?

#### Vocabulary

- geographical features • outdoor activities
- flora & fauna • eco-tourism
- holiday activities • natural phenomena
- landmarks • feelings

#### Grammar

- present perfect • present perfect with *since, for, ever, never, already, yet, just, how long*
- present perfect continuous
- present perfect continuous vs present continuous
- adverbs - position of adverbs • prepositions
- phrasal verbs: *GIVE*

#### Reading

a letter; an advert; a travel brochure; a blog; a legend; an email

#### Listening

an answerphone message; an advert

#### Speaking

- talk about outdoor activities
- talk about a reserve
- talk about natural landmarks
- express preference • request/offer help
- narrate an experience • pronunciation: ea, ee

#### Writing

write: a letter about an experience; an email making/refusing an offer; a message; a blog entry; a letter of request; an email about an experience

**CLIL (Geography):** *The Great Barrier Reef*



A The Himalayan ... in Nepal



B The Grand ... in the USA



D Angel ... in Venezuela



C The Amazon ... in Brazil



E The White ... of Dover in England



F ... Titicaca in Peru

## Vocabulary

### Geographical features

- 1 Complete the gaps. Use: *falls, mountains, canyon, lake, cliffs, rainforest*. Write in your notebook.

3.20 Listen and repeat.

- 2 **Think** Which of these places would you like to visit? Tell your partner.

# 6.1 Eco-tourism I

## Vocabulary

### Outdoor activities

1  3.21 Listen and repeat.



1 see meadows with multicoloured wild flowers



2 see a black bear



3 hike along stunning trails



4 spot moose



5 explore an area on horseback



6 go birdwatching



7 try snowshoeing



8 fish in a river

2 Read the definition, then read the first sentence of the letter and look at the pictures. What can someone see and do in Rocky Mountain National Park?

3.22  Listen and read to find out.

**biosphere reserve** /baɪəʊsfiə rɪ'zɜːv/ an area of land that protects the landscape in its natural state and the plants and wildlife that live there

Hi Laura,

I've been in Rocky Mountain National Park, in Colorado, USA for a week now and it's been amazing! This park is one of America's biosphere reserves and it has it all – meadows with **multicoloured** wild flowers, forests, mountains, 150 lakes, and the **great** Colorado River. I've explored on horseback and hiked along some of the **stunning** trails so far – there are over 500 km of them! I've also spotted moose, coyotes and I've just seen a black bear – luckily it was very far away! The park is **ideal** for birdwatching, too, as over 300 species of birds live here. I haven't seen everything yet though! I'd like to come back in the winter and see the park under the snow. I've heard that it's so deep that you can't hike most of the trails. However, this gives visitors the **opportunity** to try snowshoeing and cross-country skiing instead! I'll show you my photos when I get back. See you then, Daniel

3 Read again and for questions 1-3 choose the correct answer A, B or C. Write in your notebook. Explain the words in bold.

- 1 What has Daniel done?  
A hiked 500 km of trails  
B crossed the Colorado River  
C been horse riding
- 2 Why does Daniel think he was lucky?  
A He saw lots of animals.  
B The bear he saw wasn't close to him.  
C He saw over 300 different birds.
- 3 What else would Daniel like to do?  
A see the park in winter  
B go hiking in the snow  
C try snowshoeing or cross-country skiing

4  **Think** Tell the class three reasons why someone should visit the reserve.

- 6 a) Match the verbs to their *past participle*. Write in your notebook.

1 live	6 travel	A done	F lived
2 visit	7 swim	B read	G written
3 do	8 bring	C travelled	H bought
4 buy	9 write	D slept	I visited
5 read	10 sleep	E brought	J swum

- b) Use the verbs in Ex. 6a in the *present perfect affirmative* to complete the sentences. Write in your notebook.

- I ... a lot of books about New Zealand, but nothing prepared me for my trip here.
- Now that I ... across the country, I understand how amazing nature is.
- I've already seen half of New Zealand with my friend Leon who ... here for three years.
- We ... Tongarino National Park.
- We ... a lot of fantastic things together.
- We ... outside under the stars.
- We ... in hot springs.
- Of course, I ... everything down in my journal – I don't want to forget a single thing!

- 7 Use the verbs: *drive, try, leave, visit, eat, climb* in the *present perfect negative* to complete the sentences. Write in your notebook.

- John ... the USA, but he's planning to go next year.
- We ... the mountain, but we'd like to.
- They ... skiing before. It's their first time.
- Penny ... her car in the dark before.
- I ... Indian food, but I think I'll like it.
- They ... yet. Their bus leaves at 10 am.

## Speaking & Writing

- 8 Read the text again and list what Daniel has/hasn't done in your notebook. Tell the class.
- 9 Imagine you are in Rocky Mountain National Park. Write a letter to your English friend telling him/her about your experience.

### Check these words

national park, species, cross-country skiing

## Grammar

### Present perfect (affirmative & negative)

- 5 Read the theory. How do we form the *present perfect affirmative/negative*? How do we use this tense? Find examples in Daniel's email.

Form: have/has + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You have left.	I/You have not/haven't left.
He/She/It has left.	He/She/It has not/hasn't left.
We/You/They have left.	We/You/They have not/haven't left.

We use the *present perfect* for:

- actions which happened at an unstated time in the past. *He has travelled abroad.*
- actions which started in the past and continue up to the present. *They have been here since 6:00.*

Adverbs of time & time words/phrases used with the *present perfect*: *since, for, ever, never, already, yet, just, how long, etc*

# 6.2 Eco-tourism II

## Vocabulary

### Flora & Fauna

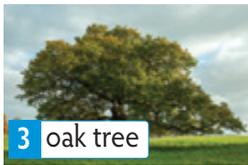
1 3.23 Listen and repeat.



1 eagle



2 water lily



3 oak tree



4 deer



5 wolf



6 wildcat



7 tortoise



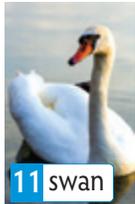
8 willow



9 heron



10 vines



11 swan



12 tree frog

## Reading

2 Which of these plants/ animals can we see in the Danube Delta Biosphere Reserve?

3.24 Listen and read to find out.

## VIDEO

# Visit the Danube Delta!

Have you ever been to the Danube Delta Biosphere Reserve? You should! It's on the coast of Romania, where the Danube river flows into the Black Sea, and it's the perfect place to see the country's natural beauty. From lakes and rivers to marshes and ancient forests, the Danube Delta has it all!

### What to see

The reserve is special because it contains 23 natural ecosystems. This means there is a huge variety of flora and fauna there. You can see herons by the water and white-tailed eagles flying in the sky above you. You can also glimpse wildcats in the forest and see tortoises enjoying the sunshine on a warm day. Grey wolves also live in the area, but it's rare to see one. The reserve is a great place for plant-lovers too. Water lilies and willows grow by the water, and the Letea Forest is home to oak trees with vines twisting around their trunks. Some of these trees are 700 years old!

### What to do

Have you tried kayaking? It's just one activity you can do at the Danube Delta Biosphere Reserve. You can also go on a boat trip to explore, or go on a forest hike. Fishing is another popular activity in the lakes and rivers of the Danube Delta and, with 312 species of birds, this reserve is a paradise for birdwatchers.

## Check these words

coast, natural, marsh, ecosystem, glimpse, rare, twist, trunk

3 a) Read the text again and complete the sentences in your notebook. What is the author's attitude to the reserve?

- 1 The Danube Delta Biosphere Reserve is at the end of the ...
- 2 The reserve has got 23 different ...
- 3 It's unusual to see ...
- 4 Oak trees grow in the ....
- 5 Birdwatching is a popular activity because the reserve has ...

b) **Think** Why should people visit the Danube Delta?

## Prepositions

4 Fill in: *for, of, to, in, on*. Write in your notebook.

- 1 It's cool and quiet ... the forest.
- 2 There are over 1,500 species ... birds in the Amazon Rainforest.
- 3 They live ... the coast and visit the beach every day.
- 4 The mountains are a paradise ... skiers in winter.
- 5 The Galapagos Islands are home ... giant tortoises.

## Grammar

### Present perfect (interrogative & short answers)

- 5 Read the theory. How do we form the *present perfect interrogative*? Find examples in the text in Ex. 2.

INTERROGATIVE	SHORT ANSWERS
Have I/you won?	Yes, you/I <b>have</b> . / No, you/I <b>haven't</b> .
Has he/she/it won?	Yes, he/she/it <b>has</b> . / No, he/she/it <b>hasn't</b> .
Have we/you/they won?	Yes, we/you/they <b>have</b> . / No, we/you/they <b>haven't</b> .

Yes/No – *Wh*- questions  
 Yes/No questions **Has he left?**  
*wh*- questions **Where have you stayed?**  
 Note: Subject *wh*- questions: **Who has come? Bob.**  
 We use **rising intonation** in Yes/No questions. ↗  
 We use **falling intonation** in *wh*- questions. ↘

- 6 Put the verbs in brackets into the *present perfect*, then answer the questions. Write in your notebook.

- A: ... (they/come) back from Paris yet?  
B: No, they ...
- A: ... (you/see) a bear in the wild?  
B: No, I ...
- A: ... (he/stay) in a hotel before?  
B: Yes, he ...
- A: ... (Julia/try) kayaking?  
B: No, she ...
- A: ... (we/pack) everything?  
B: Yes, we ...
- A: ... (Mike/buy) a guidebook?  
B: No, he ...
- A: ... (she/book) tickets for the boat tour?  
B: Yes, she ...

### *have been* – *have gone*

- 7 a) Read the theory.

We use ***have gone (to)*** to say that someone went somewhere and is still there or on their way.  
*Mary isn't here. She has gone to Bucharest.*  
 We use ***have been (to)*** to say that someone went somewhere but he/she has come back.  
*We have been to Istanbul twice. Let's go somewhere else this year.*

- b) Fill in: *have(n't)/has(n't) been, have(n't)/has(n't) gone*. Write in your notebook.

- He ... hiking in the reserve. He'll be back soon.
- We ... to the USA, but we're going next year.
- She ... out yet. She's still in her hotel room.
- I ... to Mamaia three times and I want to go again!

## Listening

- 8  3.25 Listen to a message and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook.

- The weather is warmer where Louise is.
- Anna has visited Sweden's capital city.
- Anna has been to the islands on a boat tour.
- Anna is going to a different country next week.
- Anna wants to take photos of the Northern Lights.

## Speaking & Writing

- 9   Collect more information about the reserve and present it to the class.
- 10  Write an email to your English friend offering to take him/her to the Danube Delta. Your friend writes an email, thanking you but refusing the invitation.

# 6.3

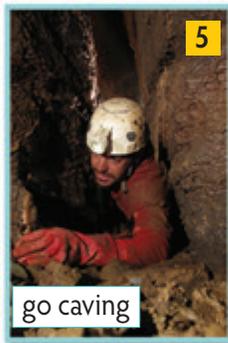
## Natural landmarks I



### Vocabulary

#### Holiday activities

1 3.26 Listen and repeat.



2 Use the Functions box below to discuss the activities in Ex. 1, as in the example.

Functions	
Enquiring about preference	Expressing preference
<ul style="list-style-type: none"> <li>Do you prefer + <i>-ing</i> form?</li> <li>Which do you prefer: ... or ...?</li> </ul>	<ul style="list-style-type: none"> <li>I prefer + <i>-ing</i> form to + <i>-ing</i> form</li> <li>I'd rather + inf without <i>to</i> than + inf without <i>to</i></li> </ul>

- A: Do you prefer going snorkelling or going caving?  
 B: I prefer going snorkelling to going caving. / I'd rather go snorkelling than go caving.

### Reading

3 Read the texts quickly. How are the places in the brochure related?

## Natural Britain

### Cheddar Gorge, England

Have you ever tried rock climbing? How about caving or an escape room experience? At Cheddar Gorge you can do all this and more!



Cheddar Gorge formed 1.2 million years ago when water carved this spectacular 120-metre-deep landmark out of the rock. There are 322 steps up to the Lookout Tower on top of the gorge, but don't give up! The view is amazing!

### Fingal's Cave, Scotland

You've never seen anything like Fingal's Cave: it's like the set of a science-fiction film! The strange six-sided rocks have been here since red-hot lava erupted from inside the Earth 60 million years ago, creating the whole Isle of Staffa.

There's only one way to reach Fingal's Cave: by boat from the islands of Mull or Iona. Boats won't sail in rough seas, however, so you'll have to wait for a calm day. Then, you can explore the cave in a kayak or try snorkelling.



### Check these words

gorge, escape room, carve, give up, erupt, rough sea

4 3.27 Listen and read the texts again and answer the questions in your notebook. Which place ...

- formed less than 2 million years ago?
- can visitors do water sports at?
- appeared because of a volcano?
- can you only reach by sea?
- can visitors climb?

- 5**  **3.28 Think** Close your eyes and listen to the music. Imagine you are in one of the places in the text. Describe the scene to your partner. Say: ■ *where you are* ■ *who is with you* ■ *what the weather is like* ■ *what you are doing* ■ *how you feel*.

### Phrasal verbs: GIVE

- 6** Choose the correct particle. Write in your notebook.

-  • **give in** = surrender • **give off** = emit  
• **give out** = distribute • **give up** = stop

- On a moonless night, the water sometimes gives ... a strange green light.
- When it started to rain, he gave ... climbing the mountain because it was too dangerous.
- OK, I give ... ! You've just won the game.
- Can you help me give ... leaflets about Fingal's Cave to tourists?

## Grammar

Present perfect with *since, for, ever, never, already, yet, just, how long*

- 7** a) Read the theory. Find examples in the texts.

- We use *since* to state a starting point.  
*She has been here since 2016.*
- We use *for* to express duration.  
*He hasn't been on holiday for three years.*
- We use *ever* in questions. *Have you ever visited Italy?*
- We use *never* to make sentences negative. *I have never been to Rome.*
- We use *already* in positive statements.  
*Kelly has already packed her suitcase.*
- We use *yet* in questions and negations with the present perfect only.  
*Have you booked your holiday yet? No, I haven't booked it yet.*
- We use *just* to show that an action finished only a few minutes earlier. *I've just booked the tickets.*
- We use *how long* in the interrogative with the present perfect to ask about duration. *How long has he been away?*

- b) Choose the correct item.  
Write in your notebook.

- She's **never/ever** tried rock climbing.
- Have they arrived **since/yet**?
- He's **already/ever** paid the bill.
- We haven't been skiing **for/since** five years.
- Have you **ever/yet** been to Scotland?
- I'm afraid he's **ever/just** left.
- She's lived in England **since/for** 2014.
- We've **already/yet** eaten breakfast.
- I've **ever/never** swum in a lake before.
- I haven't visited Fingal's Cave **yet/just**.

- 8** Use the phrases in the list and the time words in Ex. 7a to make sentences. Tell your partner.

- travel abroad • book tickets
- stay at a hotel • camp by a river
- find my passport
- speak to the travel agent
- try caving • catch a fish

## Writing

- 9** Imagine you are on holiday and you have visited one of the places in Ex 3. Write a short message for the class blog.

Write: ■ *where you are* ■ *who with* ■ *when you arrived* ■ *what the place is like* ■ *what you have done/haven't done* ■ *how you like it*.

## 6.4 Natural phenomena

A the Northern Lights



B moonbows



C earthquake lights



### Benny's Backpacking Blog



**A** Hello everyone! I've been backpacking around Iceland for three weeks now and I've just arrived in Reykjavik, so I finally have some Internet access! I want to tell you all about something I saw last night. I was sitting outside my chalet when I **noticed** strange red and green lights in the sky. It was the Aurora Borealis – the Northern Lights! It happens when particles from the Sun mix with gases in the Earth's atmosphere. It's an amazing phenomenon – like nature's own fireworks display! And I managed to **capture** a video of it on my phone! (05/02 12:30)

Post a comment

**B** Hi Benny! That sounds **awesome**! Right now, I'm in Zambia on a safari holiday with my family. For the past few days, I've been filming the exotic wildlife in a nature reserve here – the memory card on my camera is nearly full! And yesterday we visited Victoria Falls. There, I also saw a strange phenomenon in the night sky. Have you heard of moonbows? They're like rainbows, but they happen at night during a full moon, **especially** near waterfalls. I didn't take any photos but I've found lots of **images** online.

Larry\_187

Posted 06/02 15:34

**C** These phenomena **remind** me of earthquake lights. I've never seen them myself, but I've been trying to learn about them recently on the Net. They are balls of light that appear in the sky before and during earthquakes. The lights can take many different **shapes** and colours. Some people have mistaken them for UFOs! Scientists have been studying them for years because they could help us to **predict** earthquakes.

Pete12

Posted 07/02 16:07

### Check these words

go backpacking, access, particles, gas, atmosphere, capture, nature reserve, memory card, remind of, mistake for, predict

## Reading

- 1 Look at the pictures. Which of these phenomena (A-C):
  - 1 appears before an earthquake?
  - 2 appears at night close to waterfalls?
  - 3 looks like nature's own fireworks display?

3.29 Listen and read to find out.

2 Answer the questions. Then, explain the highlighted words. Write in your notebook.

- 1 What causes the Aurora Borealis?
- 2 When do moonbows usually occur?
- 3 What colour are the earthquake lights?

3 **Think** Imagine you experienced one of these phenomena. Write: ■ *what you saw* ■ *when the phenomenon happens* ■ *what it is like* ■ *how you felt*. Tell the class.

## Grammar

### Present perfect continuous

4 Read the theory. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/We/They <b>have/ 've been playing</b> . He/She/It <b>has/ 's been playing</b> .	I/You/We/They <b>have not/haven't been playing</b> . He/She/It <b>has not/hasn't been playing</b> .
INTERROGATIVE	SHORT ANSWERS
<b>Have</b> I/you/we/they <b>been playing?</b> <b>Has</b> he/she/it <b>been playing?</b>	<b>Yes</b> , I/you/we/they <b>have./</b> <b>No</b> , I/you/we/they <b>haven't.</b> <b>Yes</b> , he/she/it <b>has./</b> <b>No</b> , he/she/it <b>hasn't.</b>
<p><b>Form:</b> <i>have/has + been + verb -ing</i></p> <p>We use the <b>present perfect continuous</b> to place emphasis on the duration of an action which started in the past and continues up to the present.</p> <p><b>I have been travelling for two weeks.</b></p> <p><b>Time expressions with the present perfect continuous:</b> <i>since, for, how long</i></p>	

5  Put the verbs in brackets into the *present perfect continuous*.

- 1 A: What ... (**you/do**) all afternoon, Tom?  
B: I ... (**explore**) the forest on horseback.
- 2 A: ... (**they/wait**) for a long time?  
B: Oh no – they arrived five minutes ago.
- 3 A: You all look exhausted!  
B: Yes, we ... (**hike**) all day. I think we've walked over 20 km!
- 4 A: Jenny is having a lot of fun in the water!  
B: Yes, she ... (**not/swim**) since last summer.
- 5 A: How long ... (**Mike/learn**) Romanian?  
B: Since 2016 – and he ... (**live**) in Bucharest for a year now.
- 6 A: Have you finished that book I lent you?  
B: I'm afraid I haven't. The weather is so nice, so I ... (**go**) on bike rides instead.

## Speaking

6 Use these time words/adverbs to make sentences. Use the *present perfect*, the *perfect continuous* or the *past simple*. Tell your partner.

- since last May • two weeks ago • last week
- last summer • since 2016 • for three months
- already • last Saturday morning
- yet • for two years

## Writing

7    Collect information about another phenomenon: **light pillars**. Use these headings: ■ *name* ■ *what they look like* ■ *where and when you can see them*. Imagine you saw light pillars while on holiday in Canada. Update the school blog.

# 6.5

## Natural landmarks II

### Vocabulary

#### Landmarks

- 1** Label the pictures. Use these words: *cove, loch, causeway, falls, cave*. Write in your notebook.

 3.30 Listen and check.



**1** ... Lomond, Scotland



**2** Niagara ... , on the border of the USA and Canada



**3** Giant's ... , Northern Ireland



**4** Lulworth ... , England



**5** Mammoth ... , USA

### Reading

- 2** Look at the picture of Dartmoor. What do the rocks look like? What story do local people tell about them? Read through to find out.

## Visit Dartmoor

*Are you planning a trip to Dartmoor? Learn the legends local people tell about some of the moor's most interesting sights.*

### The Legend of Bowerman the Hunter

Long ago, a hunter called Bowerman went out with his hounds on the moor. This moor was in what we now call Dartmoor National Park in south-east England. The hounds were chasing a hare when it suddenly turned into a narrow valley. Bowerman and his dogs ran after it, and they ran straight through a meeting of witches. In their hurry to catch the hare, they knocked over the witches' cauldron and spilled their magic potion. Bowerman apologised, but didn't stop running. The witches were very angry because the potion took many weeks to make, so they made a plan to catch Bowerman.

One of the witches, Levera, turned into a hare. Bowerman's hounds thought she was an ordinary hare, so they followed her. They chased her across the moor for hours, up and down the hills and through icy cold streams, with Bowerman running behind, until they were all exhausted. Then Levera led them to the place where the rest of the witches were waiting. All together, they cast a powerful spell on Bowerman and his hounds, turning them to stone.

The stone figure of the hunter has been standing on Dartmoor ever since. His hounds have been waiting nearby, turned to stone on Hound Tor, for hundreds of years, but the witches never came back to release Bowerman and his dogs from their spell.

### Check these words

moor, hunter, hare, cauldron, potion, turn into, icy, stream, cast a spell, stone, release

- 3**  3.31 Listen and/or read the text. For questions 1-3, choose the correct answer (A, B or C).

- What was Bowerman trying to catch?  
A his hounds    B a hare    C the witches
- Why did the witches become angry with Bowerman?  
A He spoiled something they were making.  
B He discovered their hiding place.    C He was rude to them.
- How did the witches find Bowerman?  
A They cast a magic spell on him.  
B They followed the hare.    C They tricked his hounds.

- 4**  **Think** Why do you think there is a legend about the rocks on Dartmoor?

## Grammar

### Present perfect continuous – Present continuous

- 5** Read the theory. Find examples in the text.

We use the **present perfect continuous** to place emphasis on the duration of an action which started in the past and continues up to the present.

**I have been reading this book since last Monday.**

We use the **present continuous** for an action which is happening now or around the time of speaking.

**I am reading a book now.**

- 6** Put the verbs in brackets into the *present continuous* or the *present perfect continuous*.
- A: Hi, Beth. Where are you? I ... **(make)** lunch now and it's almost ready.  
B: We're still at the National Park. We ... **(wait)** for the bus for half an hour!
  - A: ... **(you/use)** the Internet at the moment?  
B: Yes, I ... **(book)** our tickets for the boat tour tomorrow.
  - A: Why ... **(you/buy)** so much food today?  
B: The Smith's house flooded and they ... **(stay)** at our house since last Thursday.
  - A: I don't feel well. My eyes ... **(ache)** now.  
B: I'm not surprised. You ... **(stare)** at your computer screen for seven hours!
  - A: It's amazing that some of these trees ... **(stand)** here for over 800 years.  
B: Yes, it's beautiful here. I want to take some photos, but my camera ... **(not/work)**. Can I borrow your phone?

## Everyday English

### Requesting help

- 7** Read the dialogue. Complete it with phrases from the Functions box. Write in your notebook.

A: Hello. Could you give me some more information about the Dartmoor Tour, please?  
B: 1) ...?  
A: First, 2) ... what time the coach leaves Exeter on the first day?  
B: 3) ... . It departs from the Continental Hotel at 9 am.  
A: Thanks. 4) ... buy tickets?  
B: 5) ... visit our website. It's a very popular tour, though, so it's a good idea to book a few weeks in advance!

### Functions

#### Requesting help

- Could you help me with ... ?
- Can you tell me how to ... • Do you know ...

#### Offering help

- What do you want to know?
- Excuse me! Can you repeat please?
- You have to ... • Of course/ Certainly.

- 8**  Find a travel brochure. You want to visit the place. Use the language in the Functions box to request information. Use the dialogue in Ex. 7 as a model.

## Writing

- 9** You want to request information about the Dartmoor Tour in Ex 7. Write a letter of request to the organisers.
- 10**  Collect stories for other places. Write them in your own words. Make a collection.

# 6.6

## Once in a lifetime

### Vocabulary

#### Feelings

1 3.32 Listen and say.



scared  
nervous  
anxious  
frightened  
terrified

sad  
depressed  
unhappy



surprised  
shocked  
amazed



angry  
upset, mad  
furious  
annoyed



bored  
tired  
fed up



embarrassed  
ashamed  
uncomfortable  
confused

happy  
excited, glad  
satisfied  
pleased  
relieved



### Reading

3 Read the first and the last sentence. What happened to Alan?

3.33 Listen and read to find out.

From: Alan  
To: Ivan  
Topic: I'm back



Hi Ivan,  
I've just returned from a camping trip in Yosemite National Park with my family. I had a great time! We went hiking, birdwatching and even rock climbing. We saw some beautiful scenery and lots of wildlife, including deer, a few coyotes and a bobcat.

On our last night, though, we had a very scary experience. We were putting up our tent when my brother suddenly stopped. "Don't move," he said quietly. "It's a bear." I looked up slowly and, sure enough, there was a big black bear about 10 metres away. I was terrified! Luckily, my mum knew what to do. "We have to scare it away," she said. "Everybody make as much noise as you can!"

We shouted, banged the tent poles together and stamped our feet. The bear looked at us for a minute, then turned and left. I don't think any of us slept much that night!

Alan

#### Check these words

scenery, bobcat, put up, bang, tent pole, stamp feet

### Expressing feelings

2 Use the adjectives in Ex. 1 and the language in the Functions box to act out dialogues, as in the examples.

Functions	
Commenting	Asking
<ul style="list-style-type: none"> <li>You (don't) look very (happy/sad/upset).</li> <li>You look a bit (fed up/bored).</li> <li>You look shocked/surprised.</li> <li>It's clear you're depressed.</li> <li>Wow, you look excited/scared!</li> </ul>	<ul style="list-style-type: none"> <li>What's the matter?</li> <li>What's the problem?</li> <li>What's up?</li> <li>Are you alright?</li> <li>What's wrong?</li> </ul>
Replying positively	Sympathising/Encouraging
<ul style="list-style-type: none"> <li>Good for you!</li> <li>That's just great!</li> <li>Well done!</li> </ul>	<ul style="list-style-type: none"> <li>Cheer up!</li> <li>Things can't be that bad!</li> <li>I'm sorry to hear that.</li> <li>I'm sure you'll be alright.</li> <li>Poor you!</li> <li>I'm (really) sorry.</li> <li>That's terrible!</li> <li>That's too bad.</li> </ul>

A: Wow! You look excited!

B: I am. I've just won a trip to Australia!

A: Good for you!

A: What was wrong with Jim? He looked sad when I saw him yesterday.

B: He failed his exams.

A: That's too bad.

4 Ask and answer comprehension questions based on the text.

- 5 **Think** Change the ending in Alan's email.

## Grammar

### Adverbs – Position of adverbs

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

Adverbs describe verbs, adjectives or other adverbs. Adverbs can describe frequency (**how often** – *always*), manner (**how** – *quickly*), degree (**how much** – *totally*), place (**where** – *outside*), time (**when** – *tomorrow*) and probability (**how sure** – *possibly*).

#### Adverb placement

- We use **adverbs of place** (*here, there, near, inside, upstairs, everywhere*, etc) to describe where something happens. We usually put adverbs of place after the main verb or after the clause they modify or after the direct object when there is one. *Paul lives here. Mum went downstairs to answer the phone.*
- Adverbs of frequency** (*always, often, usually*, etc) tell us how often something happens. They usually go after modal verbs and the verb *to be*, but before main verbs. *She often spends her summer holidays abroad. Kate is always late. I usually travel by plane.*
- Adverbs of manner** (*slowly, loudly, badly*, etc) tell us how something happens. They usually go after the main verb or after the direct object if there is one. *They spoke badly of her. She opened the door slowly.*
- Adverbs of degree** (*absolutely, completely, totally, extremely, very, quite, rather*, etc) show us the strength or intensity of an action, an adjective, or another verb. They usually go before an adjective, an adverb or a verb they modify, but after an auxiliary verb. *We quite enjoyed the flight. He was extremely careless.*
- Adverbs of time** (*yesterday, tomorrow, today, later*, etc) tell us when something happens. They usually go at the end of the sentence. *I met them yesterday.*
- When there are two or more adverbs they come in the following order: manner – place – time. *The children played happily in their room all morning.*  
**BUT** verb of movement – place – manner – time. *He went home by train last night.*

- 7 Put the words in the correct order to form complete sentences. Write in your notebook.

- put up/carefully/the tent/she  
*She put up the tent carefully./  
She carefully put up the tent.*
- go camping/never/they/go
- will/be safe/we/if/inside/we stay
- quiet/was/the forest/extremely
- shouted/at the bear/he/loudly
- come back/the bear/will/soon

## Pronunciation

ea, ee

- 8  3.34 Listen and repeat.

/iə/ appear, near, deer, cheer

/i:/ reach, leave, jeep, speed

/ɜ:/ earthquake, learn

## Speaking

- 9 Use these words to report Alan's experience.

- camping trip • shouted
- left • Yosemite National Park
- wildlife • tent • bear
- banged • stamped

*Alan went on a camping ...*

## Writing

(see *Writing Skills* pp. 146-147)

10



Think of an experience you had. Write an email to your English-speaking friend. In your email: ■ say where you went ■ describe your experience ■ explain how you felt.



ray

# THE GREAT BARRIER REEF

The Great Barrier Reef, off the coast of Australia, is the largest coral reef system in the world. It stretches for around 2,300 kilometres – you can even see it from space!

The reefs in the Great Barrier Reef started growing around 20,000 years ago. Now, they provide food and shelter for a huge variety of sea life. Around 1,500 species of fish, 134 species of sharks and rays, and 30 species of marine mammals live there.

Sadly, though, the Great Barrier Reef is in danger. Since 1985, it has lost around half of its coral, mostly because of climate change.

These days, over 33% of the reef system is off limits to visitors. This protects it from over-fishing and water pollution, but the problem of climate change remains. We all need to reduce our carbon emissions if we want to save the world's coral reefs, including the biggest and most beautiful, the Great Barrier Reef.

## Check these words

stretch, shelter, variety, sea life, species, ray, marine mammal, off limits, reduce, carbon emissions

## Reading

- 1 Read the definition.

**coral reef** /kɔːrəl ri:f/ a large piece of rock made from billions of tiny dead and living plant-like animals called corals

What is the Great Barrier Reef? What problems does it face?

3.35 Listen and read to find out.

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

- The Great Barrier Reef is the biggest coral reef system on Earth.
- It is older than any other reef system in the world.
- There was about twice as much coral in the reef in 1985 as there is now.
- People can only visit 33 per cent of the Great Barrier Reef.
- If we increase carbon emissions, we can save the world's coral reefs.

- 3 What do these numbers: 2,300 – 20,000 – 1,500 – 134 – 30 – 1985 – 33% refer to?

## Speaking & Writing

- 4 **Think** People must not visit any part of the Great Barrier Reef. Do you agree? Give reasons. Write in your notebook or tell the class.

- 5 **ICT** Think of a natural feature in your country that is under threat. In groups collect information under the headings: ■ name ■ location ■ wildlife ■ threats ■ action taken. Use your notes to compare and contrast it to the Great Barrier Reef.

## Vocabulary

**1** Fill in: *cliffs, cave, falls, mountains, cove*. Write in your notebook.

- 1 We couldn't hear what he was saying over the thunder of the ...
- 2 We spent all day at the ... sunbathing.
- 3 It was cold and dark inside the ...
- 4 It took them three weeks to trek through the ...
- 5 There are steep ... at the edge of the sea.

5 x 1 = 5 points

**2** Fill in: *explore, hike, go, spot, see*. Write in your notebook.

- 1 He wants to ... along all the trails in the park.
- 2 We'd like to ... birdwatching today.
- 3 I'd love to ... the wild flowers in the meadows.
- 4 Let's ... the area on horseback.
- 5 You can ... moose and deer in the park.

5 x 1 = 5 points

**3** Match what people say to their feelings: *embarrassed, surprised, fed up, anxious, satisfied*. Write in your notebook.

- 1 "I'm so worried about the journey – I hate flying."
- 2 "I can't believe I fell over in front of all!"
- 3 "I never imagined I'd win the trip to New York!"
- 4 "This trip is so boring. I can't wait for it to be over."
- 5 "We made it to the top just like we wanted to."

5 x 1 = 5 points

## Grammar

**4** Fill in: *just, ever, since, for, yet*. Write in your notebook.

- 1 They haven't arrived at the hotel ...
- 2 I've ... spoken to Mark; he called five minutes ago.
- 3 She's been in France ... last July.
- 4 We haven't been abroad ... three years.
- 5 Have you ... seen a volcano erupt?

5 x 2 = 10 points

**5** Put the verbs in brackets into the *present continuous* or the *present perfect continuous*.

- 1 We ... (**go**) snorkelling now. Do you want to come?
- 2 I'm so tired! I ... (**hike**) all day.
- 3 How long ... (**you/play**) that computer game?
- 4 They ... (**not/come**) to the beach today.
- 5 Michael ... (**not/ski**) since 2017.

5 x 1 = 5 points

**6** Add the word in brackets in the correct place. Write in your notebook.

- 1 Rachel walked along the icy path. (**carefully**)
- 2 I love sleeping in the forest. (**outside**)
- 3 I'm confused. (**extremely**)
- 4 He went on a tour. (**yesterday**)
- 5 Ben travels to a foreign country. (**often**)

5 x 2 = 10 points

## Everyday English

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

- 1 A: Could you give me some information?  
B: **a** What do you want to know?  
**b** What are you waiting for?
- 2 A: Do you know what time the tour starts?  
B: **a** Certainly. **b** At 10:30.
- 3 A: Can you tell me how to book a place?  
B: **a** You have to call this number.  
**b** It's a good idea to book in advance.

3 x 4 = 12 points

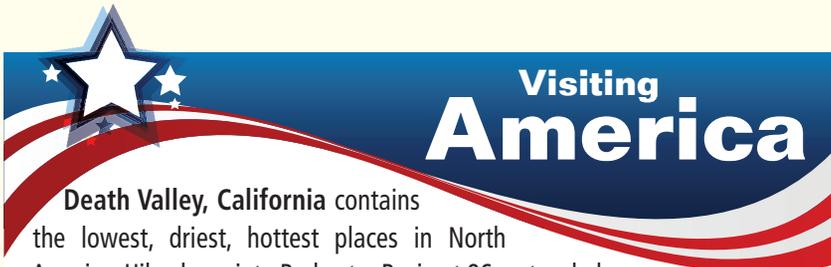
## 6

## Self-Check Test

## Reading

- 8 Read the text and answer the questions in your notebook. Which place ...

- 1 is on the coast?
- 2 can get very cold?
- 3 has got a tall mountain?
- 4 formed when a volcano disappeared?



**Death Valley, California** contains the lowest, driest, hottest places in North America. Hike down into Badwater Basin at 86 metres below sea level, or climb Telescope Peak, which is 3,454 metres above sea level! Also enjoy a guided tour or camp out under the desert sky.

**Kilauea, Hawaii** is a volcano on the Big Island of Hawaii. Although it's constantly erupting, it's usually not dangerous because the lava moves so slowly. You can hike to the lava fields, or rent a bike to make the journey quicker. There's no doubt that you'll take some amazing photos of red-hot lava flowing into the Pacific Ocean!

**Crater Lake, Oregon** is the site of another volcano. Or, at least, it was. The volcano actually collapsed 7,700 years ago, leaving an enormous crater. This filled up with water, forming what is now the deepest lake in the USA. If you visit in winter, you can go skiing or try snowshoeing.

4 x 5 = 20 points

## Listening

- 9 3.36 Listen to Adam's story and complete the notes. Write in your notebook.

**Place:** Hawaii 1) ... National Park

**Events:** took a 2) ... tour of the park; saw beautiful view; 3) ... rolled in off the ocean; impossible to see

**Main event:** pilot tried to fly underneath clouds; there was red-hot 4) ... below; felt terrified

**Ending:** took a different route; landed and felt 5) ...

5 x 3 = 15 points

## Writing

- 10 Write an email to your English-speaking friend about an experience you had. Use ideas from Ex. 9 and your own ideas. In your email: ■ say where you went ■ describe your experience ■ explain how you felt.

18 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Now I can ...

## Lexical Competence

talk about:

- eco-tourism
- geographical features
- outdoor activities
- flora & fauna
- holiday activities
- natural phenomena
- landmarks
- feelings

## Reading Competence

- understand the general content & specific details in short texts related to holiday experiences, travel, natural phenomena, legends, an experience
- find out information in informational texts
- understand adverts about tourism & the environment

## Listening Competence

- understand specific information in monologues related to holiday experiences
- complete an advert

## Speaking Competence

- talk about outdoor activities, a reserve, natural landmarks
- express preference • request/offer help
- narrate an experience
- express feelings

## Writing Competence

- write a letter/an email about an experience
- write an email making/refusing an offer
- write a message
- write a biography
- write a letter of request

## CLIL (Geography):

The Great Barrier Reef



## What's in this module?

### Vocabulary

- means of transport • eco-destinations & features
- souvenirs • holiday activities • types of holidays
- environmental issues • crime

### Grammar

- modals: *mustn't* (prohibition); *can/could* – *be able to* (ability/possibility/probability); *must/have to* (obligation); *should(n't)/must* (advice, recommendation); *can/may/could* (permission)
- adjectives (-ed/-ing) • prepositions
- phrasal verbs: *BREAK*

### Reading

articles; a text message; an email; a notice; a leaflet; a brochure; a poster

### Listening

an announcement; a dialogue; pronunciation: oo

### Speaking

- compare places • present places • ask for prices
- make a speech • give advice
- ask for/give/refuse permission
- give bad news – express sympathy
- present an issue • pronunciation: oo

### Writing

write: a postcard; an article; a poster; leaflets; an advert

**Culture Corner:** *Kakadu: an ecological treasure*

## Vocabulary

### Means of transport

- 1** In a minute write in your notebook as many means of transport as you can think of. Compare with a partner.
- 2** Read the texts and make sentences, as in the example.

If you go to Wuppertal in Germany, you can ride on the suspension railway.

If you go to Havana in Cuba as a tourist, you can use ...

### A Wuppertal, Germany



suspension railway

Trains usually run on tracks, but take a ride on the Wuppertal Suspension Railway and you'll see the tracks are above your head!

### B Havana, Cuba

The best way to get around Havana is in a coconut-shaped taxi! These little vehicles come in black or yellow. Black coco taxis are for the locals – tourists must use the yellow ones.



coco taxi



maglev train

### C Shanghai, China

The Shanghai Maglev Train reaches 431 kmph on its 29 km journey from the airport to the city.

### D Canadian Rockies, Canada

A Terra Bus is the best way to explore the Canadian Rockies. This snow coach is a cross between a coach and a monster truck.



Terra Bus

### E Yasawa Islands, Fiji

Is it a boat? Is it a plane? Visit Fiji and find out! Passengers can hop on and off the seaplane at any of the 22 ports in the Yasawa Islands.



seaplane

# 7.1

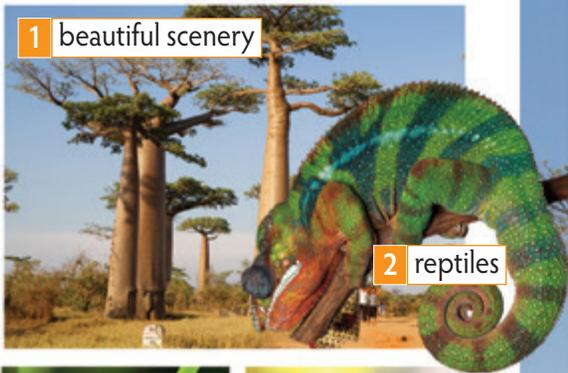
## Magical Madagascar

### Vocabulary

#### Eco-destinations & Features

- 1 Look at the pictures.  
 4.1 Listen and repeat.
- 2 The pictures are from Madagascar. What has Madagascar got to offer to tourists?

Madagascar has beautiful scenery. Tourists can see ... . There is also a ... .



### Reading

- 3 What makes the wildlife in Madagascar unique? Read through to find out.



## Magical Madagascar

Madagascar is an island off the coast of Africa with a population of around 25 million. 160 million years ago, it broke away from the African mainland. Over time, it developed differently, and now over 80% of the wildlife you find on the island only lives on Madagascar.

One of Madagascar's unique species is the lemur. This monkey-like animal lives in the rainforest in Masoala National Park. You can take a guided tour there to see the lemur as well as a huge variety of birds, reptiles and orchids. Madagascar has plenty of other attractions. Rugby is the national sport, so you can see a match at Maki Stadium. You can also visit historic buildings like the Royal Palace. If you prefer the seaside, then go snorkelling or scuba diving in the crystal-clear waters.

With its beautiful scenery and unique wildlife, Madagascar is the perfect tourist destination. Just remember you can't take any of the animals home with you!

#### Check these words

magical, coast, break away, mainland, huge variety, match, perfect, destination

**4**  4.2 Listen and/or read the text and decide if the statements (1-5) are *T* (True) or *F* (False). Correct the false statements. Write in your notebook.

- 1 Madagascar was once part of the African mainland.
- 2 There are people to show you the national park.
- 3 Rugby is not a popular sport in Madagascar.
- 4 Madagascar is a great place for water sports.
- 5 You can buy animals as souvenirs in Madagascar.

**5** a) Complete the phrases. Use: *historic, unique, beautiful, tourist, guided, crystal-clear*. Write in your notebook.

- |                 |                   |               |
|-----------------|-------------------|---------------|
| 1 ... tour      | 3 ... destination | 5 ... scenery |
| 2 ... buildings | 4 ... waters      | 6 ... species |

b) Use the completed phrases to make sentences based on the text.

You can take a guided tour of Masoala National Park.

## Grammar

*can – could – be able to* (ability/possibility/probability), *mustn't* (prohibition)

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

- We use *can/be able to* to express ability in the present. He *can/is able to* sail a boat.
- We use *could/was able to* to express ability in the past. He *could* swim really fast when he was young. (general ability in the past) He *was able to* get a great photo. (specific ability in the past. NOT: ~~He could get a great photo.~~)
- We use *can/could* to express possibility. It *can be* cold in the spring. (general possibility) He *could* come with us on the day trip. (specific possibility)
- We use *mustn't* to express prohibition. You *mustn't* enter the park after 6 o'clock. (It isn't allowed).

**7** Choose the correct item. There are some sentences in which both items are correct. Write in your notebook.

- 1 Andrei *could/was able to* ride a bicycle when he was 6.
- 2 He *could/was able to* visit the museum if he finishes early.
- 3 The sign says that we *can/mustn't* feed the animals; it isn't allowed.
- 4 Daria *could/was able to* book her summer holiday online last night.
- 5 Jack's not doing anything so he *can/was able to* take you to the airport.
- 6 Alina *can/could* read English before she went to school.
- 7 She *could/was able to* join the club if she wants to.
- 8 It *can/could* be very hot in the rainforest.

## Speaking & Writing

**8**  **Think** Compare Madagascar to your country. Think about: ■ location ■ population ■ what you can see/do.

**9** Read the text in Ex. 3. Watch the  VIDEO and make notes in your notebook. Use the headings:

PLACE

LOCATION

POPULATION

SPECIAL FEATURES

WHAT TO SEE/DO

Present Madagascar to the class.

**10**   Prepare a leaflet promoting a place in your country as a tourist destination.

# 7.2 Eco-destinations

## Vocabulary

### Holiday activities

1 4.3 Listen and repeat.



2 Discuss the activities in Ex. 1, as in the example.

A: Do you prefer going snorkelling or going cliff jumping?

B: I prefer going snorkelling to going cliff jumping. / I'd rather go snorkelling than go cliff jumping.

## Reading

3 Read the title and the introduction to the brochure. How are the places in the brochure related?

4.4 Listen and read to find out.



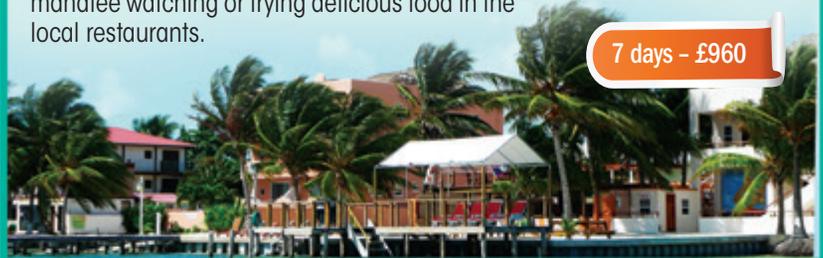
## Car-free!

Annoyed with traffic jams in big cities? Then choose a car-free island for a relaxing summer holiday!

### A Caye Caulker

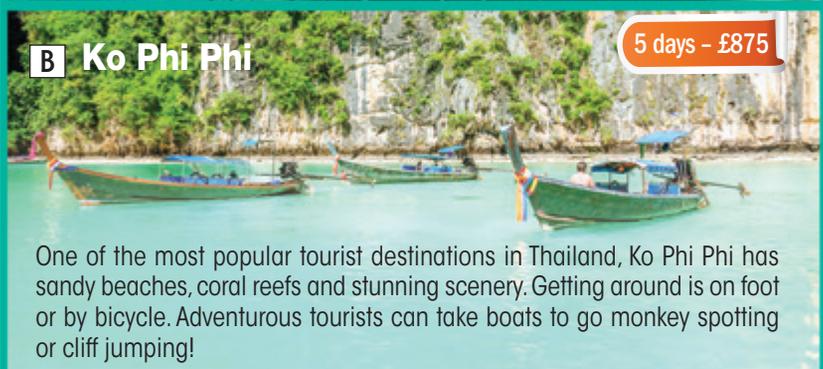
This tiny island off the coast of Belize in Central America is only five miles long and has just one village – you can't get lost here! Spend your days manatee watching or trying delicious food in the local restaurants.

7 days - £960



### B Ko Phi Phi

5 days - £875



One of the most popular tourist destinations in Thailand, Ko Phi Phi has sandy beaches, coral reefs and stunning scenery. Getting around is on foot or by bicycle. Adventurous tourists can take boats to go monkey spotting or cliff jumping!

### C Little Corn Island

8 days - £1045



Interested in fishing, scuba diving or snorkelling in the Caribbean Sea? Like palm trees and jungle? Then this small island near Nicaragua is perfect for you. There are no roads, but you can walk along the beach and feel like Robinson Crusoe.

Check these words

tiny, coast, get lost, manatee, delicious, coral reef, stunning, palm tree, jungle

- 4** Read the brochure again and answer the questions in your notebook.

Which place ...

- 1 offers many water sports?
- 2 has great places to eat?
- 3 attracts many visitors?
- 4 has a beautiful landscape?
- 5 has unusual sea creatures?

- 5** a) Complete the phrases. Use: *summer, local, sandy, scuba, delicious, traffic*. Write in your notebook.

- |               |                   |
|---------------|-------------------|
| 1 ... jams    | 4 ... food        |
| 2 ... holiday | 5 ... restaurants |
| 3 ... beaches | 6 ... diving      |

b) Use the collocations to make sentences based on the text.

There are often traffic jams in big cities.

- 6** Read again and find words related to means of transport. Can you add to the list?

### Adjectives ending in *-ed/-ing*

- 7** Read the theory. Find examples in the text.

Adjectives ending in *-ing* describe what something is/was like. *The view was amazing.* (What was the view like? Amazing.)

Adjectives ending in *-ed* describe how someone feels/felt. *We were amazed.* (How did we feel? Amazed).

- 8** Use the correct adjective, *-ing* or *-ed*, of the verbs in brackets to complete the gaps. Write in your notebook.

- 1 The tour of the Acropolis was very ... (interest)
- 2 We were ... when we saw the luxury hotel. (surprise)
- 3 The trip to the wildlife park was really ... (excite)
- 4 Sally was ... after walking in the hills. (tire)
- 5 We weren't ... by the lions. (frighten)
- 6 The seven-hour flight was very ... (bore)
- 7 The view from the hotel wasn't ... (disappoint)
- 8 Darius was ... when the boat didn't arrive. (worry)

### Prepositions

- 9** Fill in: *for (x2), on, with, off*. Write in your notebook.

- 1 Look out ... monkeys!
- 2 The beach was easy to reach ... foot.
- 3 The island is just ... the coast of Australia.
- 4 The rainforest is perfect ... people who like adventure.
- 5 Tom was annoyed ... the hotel staff.

### Speaking

- 10** Read the text in Ex. 3 again. Make notes under the headings for each place: ■ name ■ location ■ activities. Imagine you are a travel agent. Present the places to a group of tourists.

### Writing (see *Writing Skills* pp. 148-149)

**11**



Imagine you are on holiday on one of the islands in the text. Send your English penfriend a postcard. In your postcard write: ■ where you are ■ who with ■ when you arrived ■ what the place is like ■ what you are doing ■ how you like it.

# 7.3

## Things to remind us



### Vocabulary

#### Souvenirs

**1** Look at the pictures. Make sentences, as in the example.

It's a blue Japanese silk scarf.



1. mask – Italy – leather – £35



2. scarf – Japan – silk – £20



3. multicoloured bracelet – India – wooden – £5



4. T-shirt – USA – cotton – £15



5. Eiffel Tower keyring – France – metal – £6

6. teddy bear – UK – cloth – £15



7. mug – Bulgaria – ceramic – £4.50

8. necklace – Greece – silver – £99



**2** Act out exchanges, as in the example.

A: Excuse me, how much is this blue silk scarf?

B: It's ...

### Reading

**3** Look at the pictures and read the title. Why do you think these souvenirs are illegal?

4.5 Listen and read to check.

## ILLEGAL SOUVENIRS

*Everyone loves souvenirs, but what must tourists avoid when shopping abroad?*

### Ivory

Ivory comes from elephant tusks. Trading ivory is illegal because elephants are endangered. Poachers sell the tusks to make jewellery like bracelets and necklaces. Tourists often buy them thinking it supports local tribesmen, but it actually brings elephants closer to extinction.



### Turtle shell

Sea turtles have a shell which protects them. Sadly, it is popular for souvenirs like combs, masks and jewellery. Scientists say that the sea turtle population has shrunk by almost 90 per cent in just 100 years and humans are to blame. We must stop now!



### Coral

Global warming and coral poaching threaten coral reefs. Divers break off coral to make expensive jewellery. In some places coral jewellery is on sale legally. Careful though! If you pick up a coral bracelet, you shouldn't buy it - the fate of the world's coral reefs is in your hands.



### Check these words

tusk, trade, poacher, support, extinction, comb, shrink, be to blame, break off, fate

**4** Read the text and answer the questions. Write in your notebook. What is the writer's attitude?

- 1 Why do people buy jewellery made of elephant tusks?
- 2 What items are made of turtle shells?
- 3 What are the threats to coral reefs?

**5** Use these words to complete the poster: *legally, trading, poaching, shrunk, extinction, protect*. Write in your notebook.

**THINK**  
*Before you buy!*



- **1**) ... ivory is a crime. Buying ivory can mean **2**) ... for elephants.
- The sea turtle population has **3**) ... by 90%. We should **4**) ... them. Just don't buy turtle shell.
- Coral **5**) ... destroys coral reefs. You can buy coral **6**) ..., but it's best not to.

## Grammar

*must(n't) – (not) have to – should(n't)*

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

We use **must** to express **strong obligation** usually coming from the speaker. **We must protect coral reefs.**

We use **must/should** to **give advice/make a recommendation**. **You must/should book your tickets early.**

We use **have to** to express **necessity/obligation** usually coming from outside of the speaker. **You have to get a visa to visit the USA.**

We use **mustn't** to express **prohibition**. **You mustn't take photos in the museum.** (It isn't allowed).

We use **don't have to** to express **lack of necessity/obligation**. **You don't have to have a visa to visit Romania.**

**7**  Choose the correct item in each sentence. Write in your notebook.

- 1 You **should/have to** visit the new art gallery. It's beautiful. (recommendation)
- 2 Visitors **mustn't/shouldn't** eat in the museum. (prohibition)
- 3 I really **must/have to** visit the new museum. (strong obligation)
- 4 You **have to/must** sign the form at the bottom before you send it. (necessity)
- 5 Tourists **shouldn't/mustn't** buy souvenirs made of coral. (recommendation)
- 6 We **mustn't/don't have to** book tickets to the museum online. (lack of obligation)

## Speaking & Writing

**8** Imagine you work for an environmental group. Use the pictures and the text to make a speech to your classmates about the importance of not buying illegal souvenirs.

**9**  **ICT** Collect information, then either talk or write an article about how to protect animals from illegal hunting. You can use the key phrase *stop illegal hunting*. Read your article to the class.

# 7.4

## Eco-holidays

### Vocabulary

#### Types of holidays

**1** **4.6** Listen and repeat.



**2** **Think** Discuss the various types of holidays.

- interesting ■ stress-free ■ expensive ■ tiring
- close to nature ■ experience local culture
- great way to meet people ■ boring
- get away from the hustle and bustle of city life
- help others ■ broaden your horizons
- helps you to become open-minded ■ cheap
- explore amazing places ■ exciting ■ relaxing

**A:** A volunteer holiday really appeals to me. I think it's the best way to experience local culture and help others. What about you?

**B:** I prefer adventure holidays to volunteer holidays. They are quite cheap and very exciting.

### Reading

**3** Look at the texts. Which is: a social media post? an email? a notice? How are they related?

**4.7** Listen and read to find out.

## The Caves of Romania

**A**   
Hi Danny,  
Having a fantastic time in Romania. Yesterday, I went to Bear Cave. It's huge. It's 1,500 metres long! There are stalactites and stalagmites everywhere and they make beautiful shapes. Some even have names, like the Water Lily Lake and the Enchanted Castle. There are also fossils and skeletons from the bears that lived here. It's a very interesting place to visit if you get the chance.  
See you soon,  
Ellie

**B**   
**Meziad Cave - Visitor Information**

- The cave floor is uneven, so bring suitable footwear.
- Do not go into the areas of the cave marked for research.
- Do not disturb the bats in the cave.
- You mustn't enter without a helmet.

**C**   
Wow! I must share this. Check out this photo of Scărișoara Cave in the Apuseni Mountains. It's got an underground glacier inside, so there is lots of ice. We had to climb down a lot of slippery stairs to reach the cave, but it was totally worth it!



#### Check these words

cave, stalactite, stalagmite, fossils, uneven, disturb, bat, share, check out, glacier, slippery

**4** Read the texts and, for questions 1-3, write the correct answer (A, B or C) in your notebook.

- 1 Bear Cave
  - A formed 1,500 years ago.
  - B has a lake inside it.
  - C used to be home to real bears.
- 2 Visitors to Meziad Cave
  - A should wear strong shoes.
  - B can go anywhere inside the cave.
  - C are allowed to touch the bats.
- 3 Scărișoara Cave
  - A is made of ice.
  - B is not easy to get to.
  - C is on top of a mountain.

## Grammar

*can – may – could* (permission)

**5** Read the theory. Then, choose the correct item. Write in your notebook.

We use **can** to ask for/give/refuse permission in informal situations. **Can I buy this T-shirt, Mum? Yes, you can./No, I'm afraid you can't.**

We use **may/could** to ask for permission more formally. We use **may** to give permission (formal). We use **may not/can't** to refuse permission (formal). **May/Could I see your passport, sir? Yes, you may/can./No, you may not/can't.** (NOT: ~~Yes, you could./No, you couldn't.~~)

- 1 A: **Can't/May** I see your ticket, sir?  
B: Yes, you **may/could**.
- 2 A: **Can/Couldn't** I take photos in the caves, Mum?  
B: No, I'm afraid you **can't/may**.
- 3 A: **Could/Can** I check your luggage, sir?  
B: No, you **may not/couldn't**.
- 4 A: Dad, **can/may not** we go swimming today?  
B: Yes, we **may/can**.

## Listening

**6**  **4.8** Listen to an announcement and complete the gaps. Write in your notebook.

### Day Trip to Bear Cave

- Travel by **1)** ...
- Cost – € **2)** ... for adults and €6 for children
- Tour takes around **3)** ...
- Tour available in Romanian and **4)** ...
- You can take **5)** ... in the cave

## Everyday English

Asking for – Giving/Refusing permission

Functions	
Asking for permission	Giving/Refusing permission
<b>Informal</b>	
<ul style="list-style-type: none"> <li>• Can I ...?</li> <li>• Do you think I can ...?</li> <li>• Is it OK if I ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Sure. • Of course you can.</li> <li>• Yes, go ahead.</li> <li>• No problem./All right.</li> <li>• No, you can't. • Of course not.</li> </ul>
<b>Formal</b>	
<ul style="list-style-type: none"> <li>• Could/May I ...?</li> <li>• Is it possible for me to ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Of course you can/may.</li> <li>• That's fine. • By all means.</li> <li>• No, I'm afraid you can't/may not.</li> <li>• That's impossible.</li> </ul>

A: Mum, can I take my backpack with me?

B: Of course you can.

A: Could I sit next to Emma on the coach, Mrs Williams?

B: No, I'm afraid you can't, Kelly.

**7**  Act out similar dialogues, using the situations below.

- You want to go to a theme park with your friends. Ask your mother.
- You want to leave the classroom. Ask your teacher.

## 7.5

## Environmental issues

## Vocabulary

## Environmental issues

- 1 Look at the pictures.

4.9 Listen and repeat.

- 1 acid rain



- 2 air pollution



- 3 deforestation



- 4 loss of endangered species



- 5 light and noise pollution



- 6 plastic waste



- 2 Which of the issues in Ex. 1 do you think is the most serious? The least serious? Why? Discuss with your partner.

## Reading

- 3 Look at the picture in the text. Which of the issues in Ex. 1 is it about? What can we do about this problem?

4.10 Listen and read to find out.

## An Ocean of Plastic

Plastic first became popular in the 1950s. It was a fantastic invention! People could use plastic to make anything, from furniture and bags to toys and even clothes. It wasn't until later that people realised plastic can take up to 1,000 years to break down, which is a very serious problem. A more serious problem, however, is the plastic that floats out to sea.

Sea creatures, from fish and birds to mammals as big as whales, are dying because they get tangled in plastic or they think it's food. Their stomachs fill up with plastic and there is no room for the real food they need to keep them alive. Scientists estimate that 136,000 kg of plastic reaches our oceans every 9 minutes. So where does it all go?

We can see some of this plastic washing up on beaches around the world, but most of it is floating in the water. Ocean currents push and pull the floating rubbish, and a lot of it ends up in the Great Pacific Garbage Patch. This is an area between the west coast of North America and Hawaii. No one is sure how much rubbish the Great Pacific Garbage Patch contains, but scientists guess there are 1.8 trillion pieces of plastic there – that's more pieces than there are stars in our galaxy.

But there is hope. In 2011, Dutch teenager Boyan Slat was snorkelling in the sea while he was on holiday in Greece. He was sad to see plastic rubbish floating in the water, and he decided to do something about it. At the age of 18, he started the company The Ocean Cleanup. They did research and developed ideas. Then, in 2018, they launched System 001: a clever way to catch plastic and remove it from the ocean without trapping sea creatures. But Boyan Slat's system is only part of the solution. We can collect plastic waste from parks, streets and beaches, we can reuse and recycle, and we can all reduce the amount of plastic we use, so that it doesn't end up in the ocean in the first place.

## Check these words

break down, get tangled, estimate, wash up, current, trillion, galaxy, launch, remove, trap, solution, reduce

- 4** Read the text again and fill in the gaps in the poster. Write in your notebook.

## Penny Street School VS Plastic

### Did you know?

- Plastic takes up to **1**) ... years to break down.
- Every **2**) ... minutes, 136,000 kg of plastic reaches the world's oceans.
- The Great Pacific Garbage Patch contains **3**) ... pieces of plastic.

Our school is ready to take action! Leave your books at home on **Friday 24th May** and come to school for a lesson how to save Planet Earth!

### Programme

- 9:00 Whole school will watch the documentary, *A Plastic Ocean*, in the assembly hall
- 10:45 Break
- 10:30 Students go to their classrooms to make art from plastic waste
- 12:00 Talk in the assembly hall from **4**) ..., the creator of the company The Ocean Cleanup, about his invention System **5**) ...
- 13:00 Lunch break
- 13:45 Field trip to Blackwood Park to collect plastic **6**) ...
- 3:30 Return to school

- 5**  **Think** What could your school do about plastic waste?

### Prepositions

- 6** Fill in: *up, on, to*. Write in your notebook.

- 1 Lots of plastic waste washed up ... the beach.
- 2 Air pollution is dangerous for everything, from animals and plants ... people.
- 3 Don't throw rubbish into the river – it will end ... in the sea.

## Pronunciation 00

- 7**  **4.11** Listen and repeat.

- /ʊ/ look, foot, wooden  
/ʌ/ blood, flood  
/uː/ room, food, boot  
/ɔː/ floor, door

## Listening

- 8**  **4.12** Listen and, for each question, choose the correct answer (A, B or C).

- 1 In the 18th century, rain
  - A had acid in it for the first time.
  - B was more acid than today.
  - C started to have more acid in it.
- 2 Acid rain often falls
  - A a long way from where it formed.
  - B where there are strong winds.
  - C in the most polluted areas.
- 3 The teacher says the problem of acid rain is most serious in
  - A cities.
  - B lakes.
  - C forests.
- 4 He suggests
  - A travelling by car to stay out of the rain.
  - B reducing green energy.
  - C using less electricity.

## Speaking

- 9**  **ICT** Collect information about another environmental issue under the headings:  *causes*  *effects*  *what we can do*. Present the issue to the class.

## Writing

- 10**  Imagine it's Environment Day at school. Prepare a poster. Include:  *facts about an environmental issues*  *the programme for the day*.

# 7.6 Safe & Sound

## Vocabulary

### Crime

1  4.13 Listen and repeat.

2 Use these phrases to describe the pictures.

- steal a purse from a woman's bag
- take a woman's bag
- break into a car
- break into a house
- steal clothes from a shop

In picture 1 someone is breaking into a house.



## Reading

3 Read the title of the leaflet and the subheadings. What is it about? Who do you think it is for?

 4.14 Listen and read to find out.



### Staying Safe on Holiday

*It's better to be safe than sorry!*

#### A On the street

Pickpockets can be very skilful, so you must be careful. You don't have to take all your money with you. Leave most in the hotel safe. Also, have a 'fake wallet' with a little money inside. If you are mugged, your attacker will think that's all you have.

#### B In the car



Don't leave any of your belongings in the car. It only takes a few minutes for a thief to break in. And watch out if your car breaks down. That friendly passer-by who 'helps' you could have a friend helping himself to the contents of your car!

#### C On the coach



Don't store valuables in the overhead lockers. If you doze off, someone could decide to take a look in your luggage. Always keep important things on your person, so that you can tell if someone tries to take them, even if you're asleep.

### Check these words

pickpocket, skilful, safe, fake, wallet, mug, attacker, belongings, passer-by, contents, valuables, overhead locker, doze off, on your person

4 Read the leaflet again and answer the questions in your notebook. What is the writer's attitude?

- 1 How can you look after your money when you're on the street?
- 2 Who should you be careful about talking to in your car?
- 3 What should you do with your valuables on a coach?

## Everyday English

### Giving bad news/ Expressing sympathy

- 5  4.15 Listen to and read the exchange. Replace the underlined sentences with others from the Functions box.

A: You won't believe what happened to me last weekend.  
Someone stole my purse from my bag.  
B: Oh, dear!

- 6  Imagine you experienced one of the situations in Ex. 1. Use the Functions box to discuss, as in the exchange in Ex. 5.

Functions	
Giving bad news	Expressing sympathy
<ul style="list-style-type: none"> <li>You won't believe what happened to me (<i>while on holiday/last weekend</i>) etc</li> <li>You'll never guess what happened to me ...</li> <li>Something really (shocking, awful) happened to me ...</li> </ul>	<ul style="list-style-type: none"> <li>What a shame!</li> <li>I'm so sorry to hear that.</li> <li>Oh, dear!</li> <li>What? Oh no!</li> <li>Oh no! You must be very sad/upset.</li> </ul>

### Phrasal Verbs: *BREAK*

- 7 Read the box, then choose the correct particle. Write in your notebook.

- break down** = (of a machine) stop working
- break in/into** = get into by force (a house, car, etc)
- break out** = 1) (of a war) start; 2) escape from prison
- break up** = 1) end a relationship; 2) end the school term

- They went on holiday as soon as school broke **into/up**.
- The hotel lift broke **out/down** so we had to use the stairs.
- When I got back home, I found that someone had broken **down/in**.
- They cancelled the holiday when war broke **up/out** in a neighbouring country.
- Steve and Emma hired a car on holiday, but it broke **down/up**.

## Listening

- 8 a)  4.16 Listen to John telling his friend Matt about a holiday experience he had. Decide if sentences 1-5 are T (True) or F (False). Write in your notebook.

- John has recently returned from Thailand.
- Matt thinks tourists should always have a map.
- John started talking to some tourists.
- The two men came back after a short time.
- John learned something from the experience.

b) Tell your partner what happened to John.

## Speaking & Writing

- 9 Watch the  VIDEO, read the leaflet and make notes under the headings:  *on the street*  *in the car*  *on the coach*. Imagine you are a tour guide. Give advice to a group of tourists on how to be safe during their holiday.

- 10   Watch a TV programme about how to be safe while on holiday. Think about:  *holiday accommodation*  *sightseeing*  *money*  *transport*. Prepare a leaflet giving advice to tourists visiting your country.



# Kakadu:

an ecological treasure

At 20,000 km<sup>2</sup>, Kakadu National Park, the largest national park in Australia, is almost half the size of Switzerland.

Kakadu has forests, swamps, rivers, waterfalls and cave paintings from 20,000 years ago. Visitors can go hiking, hire a guide, or get a bird's-eye view from a helicopter. Even by air, you'll easily spot the huge termite mounds in the southern part of Kakadu.

Lovers of wildlife can take a boat trip through the wetlands, where pink lotus flowers cover the surface of the water and eagles soar overhead. The park has 280 species of birds, including the magpie goose and the jabiru bird – the only black-necked stork species in Australia. Kakadu's wetlands are also home to the world's largest reptile, the saltwater crocodile!

Kakadu National Park is a UNESCO World Heritage Site. It's also the perfect place for anyone who wants to spend time in one of the last truly wild places on Earth.

jabiru bird

termite mound

cave painting

pink lotus

magpie goose

forests

wetlands

saltwater crocodile

## Check these words

ecological, treasure, swamp, bird's-eye view, helicopter, wetlands, surface, soar, be home to, truly

## Reading & Listening

- 4.17 Look at the pictures and listen to the sounds. Imagine you are at Kakadu National Park. What can you see? How do you feel? Tell your partner or the class.
- Why has Kakadu National Park been made a UNESCO World Heritage Site?
   
 4.18 Listen and read to find out.
- Read again and complete the sentences. Write in your notebook.
  - Kakadu is in ... .
  - The scenery includes ... .
  - The cave paintings in Kakadu are ... .
  - Visitors can fly over the park in ... .
  - The saltwater crocodile lives in ... .
  - The park is perfect for those who ... .

- Think** What three things impressed you from the text?

## Speaking & Writing

- Read the text again and make notes under the headings:
  - name
  - location
  - what to see
  - what to do
  - what makes it special.
 Imagine you are a personal guide. Present Kakadu Park to a group of travellers visiting the site.
- ICT** Use the headings in Ex. 5 to collect information about a national park in your country. Use your notes to write an advertisement for the park for the English class blog.

## Vocabulary

**1** Complete the sentences with: *scenery, tourist, historic, mainland, national, seaplane, coach, monster, coconut, suspension*. Write in your notebook.

- 1 The tracks are above your head on a ... railway.
- 2 A coco taxi is ... -shaped.
- 3 A Terra Bus is a type of snow ... .
- 4 A ... is a plane that can float on water.
- 5 Madagascar is the perfect ... destination.
- 6 I really want to visit the ... buildings.
- 7 The island broke away from the ... 160 million years ago.
- 8 A Terra Bus is like a ... truck.
- 9 We went on a tour of the ... park.
- 10 I have never seen such beautiful ... .

*10 x 1 = 10 points*

**2** Complete the sentences with: *on, off, by, for* (x2). Write in your notebook.

- 1 This island is perfect ... water sports.
- 2 Look out ... whales!
- 3 Madagascar is ... the coast of Africa.
- 4 The beach was near so we went ... foot.
- 5 Tons of plastic waste end ... on the beach.

*5 x 2 = 10 points*

## Grammar

**3** Choose the correct modal verb. Write in your notebook.

- 1 You **shouldn't/can't** forget to take your passport.
- 2 **Should/May** I see your travel documents?
- 3 You **aren't able to/don't have to** book the tickets – I just did it.
- 4 He **shouldn't/couldn't** come. He was ill.
- 5 **Could/May** you close the window, please?

*5 x 2 = 10 points*

**4** Write the correct response in your notebook.

- 1 A: Could I see your holiday photos?  
B: **a** Yes, you can.      **b** Yes, you could.
- 2 A: Did you pick up Tom from the airport?  
B: **a** No, I didn't have to.  
    **b** No, you may not.
- 3 A: Can I buy this mask, Mum?  
B: **a** No, you can't.      **b** No, you couldn't.
- 4 A: Did you have to wait long to get on the train?  
B: **a** Yes, we did.      **b** Yes, we did have to.
- 5 A: Is it OK to take photos in the museum?  
B: **a** You don't have to.  
    **b** I'm afraid you can't.

*5 x 2 = 10 points*

**5** Write the correct adjective in your notebook.

- 1 Going snorkelling was really **excited/exciting**.
- 2 Jake was **shocked/shocking** at the sight.
- 3 The tour was very **bored/boring**.
- 4 I was too **tired/tiring** to walk up the hill.
- 5 He gave an **interested/interesting** talk.

*5 x 2 = 10 points*

## Everyday English

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

- 1 A: You won't believe what happened to me!  
B: **a** What?      **b** Oh no!
- 2 A: May I sit here?  
B: **a** By all means.  
    **b** I'm sorry to hear that.
- 3 A: Something really awful happened on holiday.  
B: **a** Of course not.      **b** What a pity!
- 4 A: Do you think I can borrow your tent?  
B: **a** No problem!      **b** You don't say!
- 5 A: Is it possible for me to get a taxi at 7 am?  
B: **a** Yes, go ahead.      **b** Sure.

*5 x 2 = 10 points*

## 7

## Self-Check Test

## Reading

- 7 Read the leaflet and answer the questions. Write in your notebook.

## Environmentally-friendly means of transport

We all know that taking public transport is better for the environment than driving a car, but in Madrid, Spain the buses are even more eco-friendly! Designer Marc Granen came up with the idea for making the city's buses green – literally! He designed a garden to go on top of each bus, and it covers the whole roof.

The plants on the roof don't grow in soil. They grow on a special foam, which is very light and doesn't hold water, even when it rains. In summer, the garden uses water from the air-conditioning units inside the bus.

The gardens don't just look pretty: they clean the city air and reduce pollution. They also reduce the heat inside the bus by up to 4°C! Granen hopes that, in the future, there will be even more green spaces in cities. Not just on the roofs of public transport, but the walls of buildings and even inside!

- 1 In which city can you find 'green' buses?
- 2 Who thought of putting gardens on the buses?
- 3 What do the plants grow on?
- 4 How do the gardens help the city environment?
- 5 What does Marc Granen hope will happen in the future?

5 x 2 = 10 points

## Listening

- 8  4.19 Listen to an announcement and complete the notes. Write in your notebook.

## Trip to Blue John Cavern

- Travel by 1) ...
- Leave hotel at 2) ... am
- Tour lasts 3) ...
- Take 4) ... clothes
- Get lunch at 5) ...

5 x 2 = 10 points

## Writing

- 9 Think of a national park you visited. Write an email to your English friend. In your email, write:  where & when you went  who you went with  what you saw/did  how you felt.

20 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Now I can ...

## Lexical Competence

talk about:

- eco-holidays
- means of transport
- features in a place
- holiday activities
- souvenirs
- sights & activities related to travel
- crime

## Reading Competence

understand specific details in short texts related to means of transport, eco-tourism, holiday destinations, holiday activities, illegal souvenirs, crime

## Listening Competence

- understand specific information in dialogues related to holidays & travel
- complete an announcement about holidays & travel

## Speaking Competence

- ask for/give/refuse permission
- give bad news/express sympathy
- discuss holiday experiences
- discuss types of holidays
- ask about prices

## Writing Competence

- write a leaflet
- write a postcard
- write an article about how to protect animals from illegal hunting
- write an email about a holiday experience I had
- write a leaflet giving advice to tourists

## Culture

*Kakadu: an ecological treasure*

# Module

## 8

## Celebrations & Traditions

### What's in this module?

#### Vocabulary

- history curiosities
- celebrations
- national holidays, traditions & customs
- superstitions

#### Grammar

- prepositions of time - period of time
- prepositions of possession & instrument
- make-do • cardinal - ordinal numbers
- *some, any, no, every* & compounds
- prepositions of place • phrasal verbs: *PUT*

#### Reading

adverts; articles; a recipe; instructions; a webpage; SMS messages

#### Listening

an advert; a programme; instructions; an invitation

#### Speaking

- discuss historic landmarks and materials
- present a historic landmark
- apologise/accept apologies
- express thanks • holiday greetings & wishes
- give instructions • invite, accept & refuse
- greet; say farewell; introduce people/ourselves; make acquaintances
- retell a story • pronunciation: u

#### Writing

write: an advert about a historic landmark; an email of invitation; an email giving information; instructions; an email of refusing an invitation & apology; a presentation about superstitions

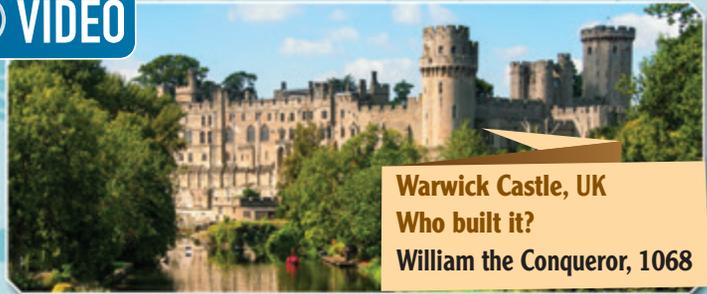
**CLIL (Literacy):** *The First Day of Spring*

## Vocabulary

### History curiosities

- 1** Look at the pictures. Which is the oldest landmark?

### VIDEO



**Warwick Castle, UK**  
**Who built it?**  
William the Conqueror, 1068

**Monticello, Virginia, USA**  
**Who built it?**  
Thomas Jefferson, third president of the United States, 1769-1808



**Mount Rushmore, National Monument**  
**South Dakota, USA**  
**Who created it?**  
Gutzon Borglum, 1927-1941



- 2** Complete the sentences. Use: *ghosts, secret, notes*. Write in your notebook.

#### Did you know ... ?

- 1 Some people say they have seen ... at Warwick Castle. There is even a part of the castle called Ghost Tower.
- 2 Thomas Jefferson collected plants from all over the world and brought them back to Monticello. He made ... about them, but because he often invented his own names for them, it's hard for historians to know exactly what he grew there.
- 3 There is a ... room in President Abraham Lincoln's head on Mount Rushmore.

**3**

ICT



Collect more history curiosities. Prepare a presentation.

# 8.1

## History curiosities I

### Vocabulary

#### Materials

1 4.20 Listen and repeat.



Eiffel Tower, France (1887-1889) - iron



Burj Khalifa, UAE (2004-2009) - steel & concrete



Louvre Pyramid, France (1984-1989) - glass



Taj Mahal, India (1632-1653) - marble



Angkor Wat, Cambodia (12th century) - sandstone bricks

### Everyday English

#### Describing historic landmarks

2 4.21 Listen and read the dialogue. Discuss, as in the example. Use the buildings in Ex. 1.

- A: Where is the Eiffel Tower?  
 B: In France.  
 A: When did they build it?  
 B: Between 1887 and 1889.  
 A: What material did they use?  
 B: They used iron.

### VIDEO

## Historic UK



Stonehenge

Visit Britain's most iconic landmark: Stonehenge! Built around 2500 BCE, no one is sure of the purpose of this fascinating monument, but most think it was an ancient temple. Amazingly, some of the stones are from 250 km away! The people who built Stonehenge probably moved them by boat and then dragged them across the land. That's hard work! Come and see what they created: a true man-made marvel!



The Tower of London

These days, the Tower of London is a famous tourist attraction, but since William the Conqueror built it in the 11th century, it has also been a fortress, a royal castle and a prison. A lot of people, including Elizabeth I and Guy Fawkes, spent time in the Tower's jail. Today, visitors can see the Crown Jewels there, or go on a tour and hear strange stories about the Tower's history. This includes the tale of Edward V. He became King of England in April 1483 when he was just 12 years old, and he went with his little brother to live at the Tower of London. No one ever saw them again. In July 1483, Edward's uncle Richard became king. What happened to the Princes in the Tower is still a mystery.

### Check these words

iconic, landmark, purpose, monument, temple, drag, true, man-made, marvel, fortress, royal, prison, jail, Crown Jewels

### Reading

3 Look at the adverts. Which advertises: *a castle?* *a monument?*

4 4.22 Listen and read the adverts. Ask and answer questions, as in the example.

A: When did people build Stonehenge?

B: They built it in 2500 BCE.

5 Think Which place would you like to visit? Why?

## Grammar

### Prepositions of time – period of time

- 6** Read the theory. Then, write the correct *preposition* in your notebook.

#### Prepositions of time

the time: **at** five o'clock

holidays: **at** Christmas, **at** Easter

in the expressions: **at** the moment, **at** present, **at** dawn, **at** noon, **at** lunchtime, **at** night, **at** midnight, **at** the weekend, **in** the morning/afternoon/evening, **in** an hour, **in** a minute, **in** a week/ month/year

months: **in** January, etc

seasons: **in** (the) spring/summer/autumn/winter

years: **in** 2017, etc

days: **on** Monday, **on** New Year's Day

dates: **on** 2nd August

specific part of a certain day: **on** Friday afternoon

adjective + day: **on** a rainy day

#### Prepositions of period of time

**after** (later than sth) I'll see you **after** lunch.

**before** (earlier than sth)

He arrived **before** us.

**between** (time that separates two points) We can meet **between** 2 and 3 o'clock.

**by** (not later than a special time) Be back **by** 10.00.

**during** (through the whole of a period of time) We had a great time **during** the festival.

**for** (period of time) The festival lasts **for** three days.

**from ... to/from... till/until**

(two points that form a period) The party will be **from 8 to 12 o'clock**.

- They built the castle **between/from** 1603 and 1622.
- The palace opens **in/at** 9 o'clock **on/in** the morning.
- They close the castle **at/on** Christmas.
- The tour lasts **for/during** forty-five minutes.
- We'll have lunch **after/between** the guided tour.
- The Ghost Tour starts **on/at** midnight.
- We have to book our tickets **by/from** Tuesday.
- It's nice to take a walk around the gardens **in/on** a sunny day.

### Prepositions of possession & instrument

#### Prepositions of possession

of: What is the name of this building?

with: The building with the blue flag is the Town Hall.

#### Prepositions of instrument

by (means of transport):

You can reach the place **by** car.

with (instrument or tool used):

They made the model **with** a knife.

- 7** Fill in *by* or *with*. Write in your notebook.

- We travelled to the Tower of London ... train.
- He opened the door ... a huge gold key.
- They shaped the stones ... special tools.
- You can get to Stonehenge ... bus or ... car.
- They made the statue ... ancient tools.

## Listening

- 8**  4.23 Listen to an advert and complete the gaps. Write in your notebook.

### Visit the Statue of Liberty!

**Location:** 1) ... Island in New York Harbour

**Material:** 2) ...

**Name:** The Statue of Liberty Enlightening 3) ...

**History:** a gift from 4) ... to the USA in 1886

**What to do:** climb or take a lift to the base, climb 5) ... steps to the Crown for amazing views of New York City!



## Speaking & Writing

- 9** Imagine you are a tour guide. Use the information in Ex. 8 to present the Statue of Liberty to a group of tourists.
- 10**  Collect information about another historic landmark in the USA or the UK. Prepare an advert about it similar to the texts in Ex. 3. Try to include a history curiosity.

## History's Mysteries

You can learn a lot from written records, archaeology and folk stories, but sometimes a piece of history goes missing. Let's take a look at three of history's famous mysteries ...



### The Empty Ship

On 17th November 1872, Captain Benjamin Briggs set sail from New York City in the *Mary Celeste*. His wife and two-year-old daughter went with him, as well as seven crew members. They were sailing for Genoa in Italy, but they never arrived. On 5th December, the British ship *Dei Gratia* found the *Mary Celeste* floating in the Atlantic Ocean. There was no one on board. The ship wasn't attacked by pirates, however, because the goods it was carrying and the crew's property was still there. There was enough food and water for another six months, and there was nothing in the captain's diary about any trouble – everyone just disappeared.

#### Check these words

set sail, crew, pirate, goods, colony, property, advanced, trade

### Reading

- 1 Read the title and the introduction. Can you think of any historical mysteries?
- 2  4.24 Listen and read the text and answer the questions. Write in your notebook.
  - 1 How many people were on board the *Mary Celeste* when it set sail?
  - 2 Who discovered the colony at Roanoke Island was empty?
  - 3 What happened to the Indus Valley civilisation in 1800 BCE?

### The Lost Village

In 1587, a group of British people arrived in America and set up a colony on Roanoke Island on the east coast. Their leader, John White, returned to England to ask the government for help with creating their new home. When he came back to Roanoke Island in 1590, there was no one there. There was only the word CROATOAN, the name of a local tribe, on the village fence. It seems unlikely the Croatoan attacked the village, however, because the people had time to pack their property.

### The End of a Civilisation

The Indus Valley is in northern India and Pakistan. In 5500 BCE, people were already living there. By 2000 BCE the civilisation was very advanced: they had towns and cities, a water system, and a writing system which we still can't understand today. Then, suddenly, around 1800 BCE, the civilisation began to break up. People stopped writing and trading, and began leaving their beautiful cities. There are several ideas about this: the great river dried up, the valley flooded, or another civilization attacked, but no one knows which idea – if any – is correct.

- 3 Form collocations in your notebook. Use them to make sentences based on the text.

1 written	A tribe
2 folk	B missing
3 water	C system
4 local	D story
5 go	E sail
6 set	F record

- 1 – F We can learn about history from written records and folk stories.

- 4  **Think** Why are people still interested in these mysteries so many years after they happened?

## Listening

- 5**  4.25 Listen and complete the timetable in your notebook.

### Secrets of the Indus Valley Tour

- 6:00 travel from Hyderabad to Mohenjo Daro by **1)** ...
- 2)** ... explore the ruins at Mohenjo Daro
- 1:00 have **3)** ... in Larkana
- 4)** ... visit the museum
- 4:00 leave Larkana
- 7:00 stop at Manchur **5)** ...
- 11:30 arrive at hotel in Hyderabad

## Grammar

### make – do

- 6** Read the theory.

We use **do** when we perform an activity, action or task. **do housework**

We use **make** when we create something or prepare food. **make a dress, make a cup of tea**

We can use **do** and **make** in certain expressions:

- do your best; do harm; do a favour; do the dishes; do your hair, etc
- make a comment; make a speech; make money; make an excuse; make a difference; make a promise; make a decision, etc

- 7**  Fill in **do** or **make** in the correct form. Write in your notebook.

- 1 There's so much to see! It's difficult to ... a decision.
- 2 We didn't reach the top of the mountain, but we ... our best.
- 3 Let's ... a list of all the sights we want to see in Romania.
- 4 Have you ... your homework yet? I need the computer to book our tickets.
- 5 The company that planned the tour ... a great job!

## Everyday English

### Apologising/Accepting apologies

- 8** Read the dialogue. Replace the underlined phrases with phrases from the Functions box. Write in your notebook.

A: Hey, Olga! You didn't come on the tour!  
 B: I'm terribly sorry. I overslept.  
 A: That's alright.  
 B: I'm sorry I missed it.  
 A: Never mind.

### Functions

Criticising	Apologising
<ul style="list-style-type: none"> <li>• You didn't ...</li> <li>• You missed ...</li> <li>• Why didn't you ... ?</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry.</li> <li>• I'm very/terribly/awfully sorry.</li> <li>• I'm (really/so) sorry.</li> </ul>
Making excuses	Accepting apologies
<ul style="list-style-type: none"> <li>• I forgot.</li> <li>• I missed the bus.</li> <li>• I wasn't feeling well.</li> <li>• I didn't hear my alarm.</li> </ul>	<ul style="list-style-type: none"> <li>• That's alright./That's OK.</li> <li>• Never mind. /It doesn't matter.</li> <li>• Don't worry about it.</li> <li>• No worries.</li> </ul>

## Speaking

- 9** Act out short exchanges like the one in Ex. 8 for the following situations:

- **Student A:** Student B didn't buy you a map.  
**Student B:** Apologise and make an excuse.
- **Student A:** You are a tour guide. Student B is late for the boat tour.  
**Student B:** Apologise and make an excuse.

## Writing

- 10** You have decided to go on the tour of Mohenjo Daro in Ex. 5. Write an email inviting your friend to come with you on the tour.

# 8.3 Traditions

## Vocabulary

### Celebrations

- 1** Look at the pictures. Ask and answer questions, as in the example.



- A: When do the British celebrate Shrove Tuesday?  
B: In February or March.  
A: What do they eat?  
B: Pancakes.

### Holiday greetings & wishes

- 2** a) Match the wishes (A-F) to the greetings (1-6) in Ex. 1. Write in your notebook.

- A Wishing you a blessed Thanksgiving!  
B Happy Shrove Tuesday!  
C Happy Halloween! Have a night so fun it's scary!  
D Have a wonderful Easter!  
E Have a great Bonfire Night! Enjoy the fireworks!  
F Merry Christmas and a Happy New Year!

b) Which of the celebrations in Ex. 1 do you celebrate in your country? What sweets do you eat? What holiday greetings and wishes do you use?

## Reading

- 3** How did the British come to eat pancakes on Shrove Tuesday?

4.26 Listen and read to find out.



## Perfect Pancakes

In the UK, Lent is the 40 days between Shrove Tuesday and Easter Sunday. In the old days, people didn't eat nice food during this time to show they were sorry for their bad behaviour. So, on Shrove Tuesday, they used up all their eggs, milk and butter. How? They made pancakes! The first pancake recipe we know about is in a cookbook from 1439. In 1619, another book mentions flipping pancakes, a tradition British people still enjoy today. It's easy to make your own perfect pancakes. Just follow our simple recipe!

### Ingredients

100 g flour  
2 eggs  
300 ml milk  
butter



### Method

- Put the flour in a bowl. Slowly add the eggs and milk, whisking all the time.
- Melt a little butter in a frying pan. Pour in some batter.
- Cook for 30 seconds, flip the pancake over, and cook for another 30 seconds.
- Sprinkle your pancake with sugar, add lemon juice, roll up and enjoy!

### Check these words

cookbook, flip, whisk, melt, batter, sprinkle, roll up

**4** Read again and complete the sentences. Use up to 3 words. Write in your notebook.

- 1 Lent lasts for ...
- 2 British people made pancakes to use up their eggs, ...
- 3 The oldest pancake recipe is in a ...
- 4 You eat pancakes with sugar ...

**5**  **Think** Do you think pancakes are easy to make? Why or why not?

## Grammar

### Cardinal – Ordinal numbers

**6** Read the theory. Find the cardinal and ordinal numbers in the text. Say their corresponding ordinal or cardinal numbers.

**Cardinal numbers** say how many things there are in a group.  
1, 12, 133, 1945, etc

**Ordinal numbers** say what order things in a group are in.  
first (1st), twelfth (12th), a hundred and thirty-third (133rd), etc

## Everyday English

### Expressing thanks

**7**  Use phrases/sentences from the Functions box and the prompts to make exchanges, as in the example.

Functions	
<b>Thanking people</b>	
<ul style="list-style-type: none"> <li>• Thank you/Thanks (very much) for ... • I just wanted to thank you (for) ...</li> <li>• Many thanks/I'm really grateful (for) ... • Thanks a lot.</li> </ul>	
<b>Responding</b>	
<ul style="list-style-type: none"> <li>• You're welcome.</li> <li>• My pleasure!</li> </ul>	<ul style="list-style-type: none"> <li>• I'm glad you like it.</li> <li>• Don't mention it.</li> </ul>

- your best friend bought you gloves as a Christmas present
- your mum made you your favourite biscuits
- your friend helped you make a cake

A: Thank you very much for the gloves. They're great.

B: I'm glad you like them.

## Listening

**8**  4.27 Listen to a message and complete the invitation card. Write in your notebook.

**New Year's Party!**

**Date:** 1) ... 31st December

**Time:** 2) ...

**Place:** 3) 27 ... Gardens

See you there! Gayle, 4) ... and Claire

Let us know if you can come!

Call us on: 5) ...



## Writing

**9** **ICT** Your English friend is working on a class project about celebrations around the world and traditional sweets and has asked you to help him/her. Write an email to him/her. In your email, write: ■ which celebration is your favourite ■ what sweet you eat ■ how you make it.

## 8.4

## Traditions &amp; Customs

## Reading

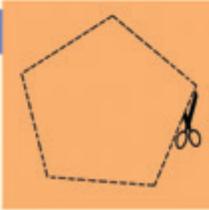
1 How can we make paper stars? Read to find out.



### The How To Blog: Paper Stars

Stars are a popular winter decoration: you see them everywhere throughout December. In today's post, we show you how to make a beautiful Christmas star with only a sheet of paper (30 cm x 30 cm) and a pair of scissors. It's an easy craft that anyone can do!

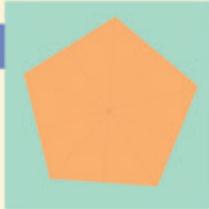
1



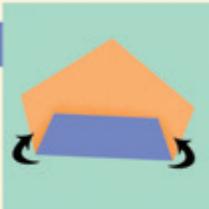
First, cut a perfect pentagon (a shape with five sides) out of your paper.

2

Next, fold each side so that its corners meet the creases. Unfold and repeat.



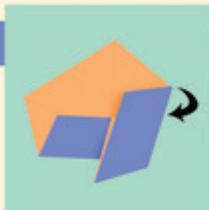
3



Fold the pentagon in half, then unfold it. Repeat five times, so that you have five creases.

4

Then, fold in one section and pull out the corner. Unfold and repeat all the way around the pentagon.



5

Pinch all the corners into the middle and they will form a rough star shape.

6

Turn the shape over and fold each point in half. Turn it back over and you will have a perfect star!



2 Read again and decide if the sentences are *T* (True), *F* (False) or *NS* (Not stated). Write in your notebook. What is the writer's attitude?

- 1 Making paper stars is a popular holiday activity.
- 2 You only need two things to make a paper star.
- 3 A pentagon is another name for a star.
- 4 You need to draw a lot of lines on the paper while making the star.

## Grammar

### some-any-no-every & compounds

3 Read the theory. Find examples in the text in Ex. 1.

	Affirmative	Interrogative	Negative
Countable/ Uncountable	some	any	not any/no
People	someone/ somebody	anyone/ anybody	no one/ not anyone nobody/ not anybody
Things	something	anything	nothing/ not anything
Places	somewhere	anywhere	nowhere/ not anywhere

We use **every** with singular countable nouns. We use its compounds **everyone/everybody**, **everything** and **everywhere** in affirmative, negative and interrogative sentences. They take a singular verb.

**Everyone** brought presents. I looked **everywhere** for a Halloween costume but I couldn't find **any**.

### Check these words

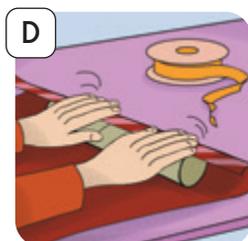
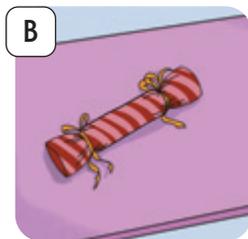
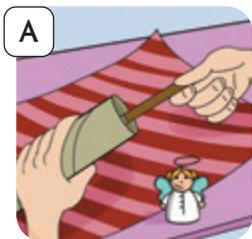
sheet of paper, fold, unfold, repeat, crease, section, corner, pinch

**4** Complete with: *nothing, anyone, some, any, everyone, something, somebody*. Write in your notebook.

- 1 A: I invited ... in my class to our New Year's party.  
B: The whole class? We need to buy ... more food!
- 2 A: Did you find the Halloween decorations in the attic?  
B: No, there's ... up there. The attic is empty.
- 3 A: Hi, Ben! Were there ... phone calls while I was out?  
B: Yes, ... called to speak to you about the Christmas party.
- 4 A: Did you ask when the Christmas trees are arriving?  
B: No, there wasn't ... to ask. All the shop assistants were busy.
- 5 A: Let's do ... fun on Saturday night.  
B: How about going to that fireworks display in Palmer Park?

## Listening

**5**  Listen to someone explaining how to make crackers and put the images into the correct order. Write in your notebook.



## Everyday English

### Giving instructions

**6** Read the dialogue. Replace the underlined words with words from the Functions box. Write in your notebook.

- Amy: Hi, Adam! Amy here. I was reading about martenitsa dolls and I'd like to try to make one. Can you tell me how?
- Adam: Sure! It's easy! You just need red and white thread and a piece of card.
- Amy: Do you mean coloured card?
- Adam: No, even an old cereal box is fine! You cut the card into a square and wind the red thread around it 40 times. Is that clear?
- Amy: Yes, 40 times. Got it.
- Adam: Then tie some white thread around the middle and cut through the red thread.
- Amy: I'm sorry, what did you say?
- Adam: Cut through the red thread. It'll fall off the cardboard and become a perfect tassel. Make as many tassels as you need and tie them together to make the doll.
- Amy: Great. Thanks, Adam!

### Functions

#### Asking sb to repeat sth

- I'm sorry, I didn't catch/hear/understand what you said.
- Could you say that again/repeat that, please?
- I'm sorry, what did you say?
- What was that again?

#### Checking understanding

- Does this mean ...?
- So, ...
- Do you mean ...?

#### Checking someone has understood you

- I hope this is clear.
- Got it? Right?
- Is that clear?

#### Saying sth in other words

- What I mean is ...
- What I'm trying to say is ...
- That means ...

**7**  Act out a similar dialogue explaining how to make Christmas crackers. Use the information in Ex. 5.

# 8.5

## Time to celebrate

### Vocabulary

National holidays, traditions & customs

- 1**  Read the webpage. Ask and answer questions, as in the example.

HOME WORKS STORE **BLOG** ABOUT Search GO

**Scotland 30th November St Andrew's Day**



St Andrew is the saint of Scotland, and his cross appears on the Scottish flag. On 30th November, the Scottish people celebrate him with a national holiday. The schools, offices and shops are closed and people celebrate with food and drink, parades, fireworks and ceilidhs (pronounced kay-lees). These are events with traditional dancing, music and storytelling. You're sure to see people wearing kilts on St Andrew's Day, and you'll definitely hear the sound of bagpipes!

**Northern Ireland 17th March St Patrick's Day**



St Patrick was probably English, but he loved Ireland so much that he spent his life there. 17th March – the date of his death in 493 – is a national holiday. There is a huge parade in the city of Belfast on this day, and smaller ones in other towns. The costumes are fantastic! People wear lots of green, listen to live music and do Irish dancing. This is a very energetic style of dancing and it's fun to watch, but quite difficult to do!

**Wales 1st March St David's Day**



St David's Day isn't a national holiday in Wales, but some private companies close. Lots of people attend the National St David's Day Parade in the city of Cardiff. You'll see Welsh flags with the famous red dragon on them, people in fancy-dress and people wearing traditional costumes. Nearly everyone you meet will have a daffodil pinned to their clothes; it's the symbol of St David. Children still have to go to school on St David's Day, but they often dress up in costumes. Some schools hold an eisteddfod (pronounced eye-steth-vod). This is a traditional Welsh celebration where people perform poetry, songs and dances.

**Check these words**

saint, kilt, bagpipes, private, fancy-dress, daffodil

### Everyday English

Inviting –  
Accepting/Refusing

- 2**  4.29 Listen and read the dialogue. What event does Mark invite Paul to?

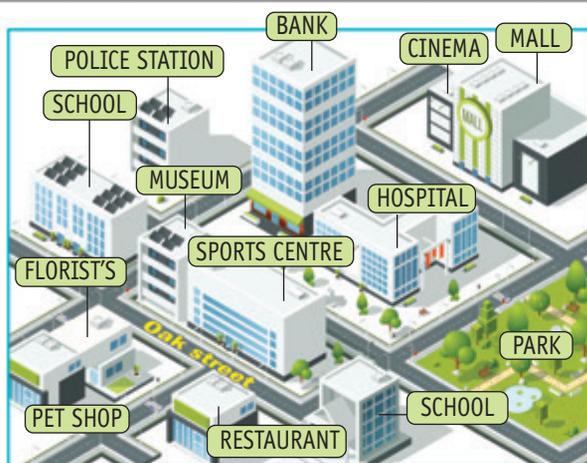
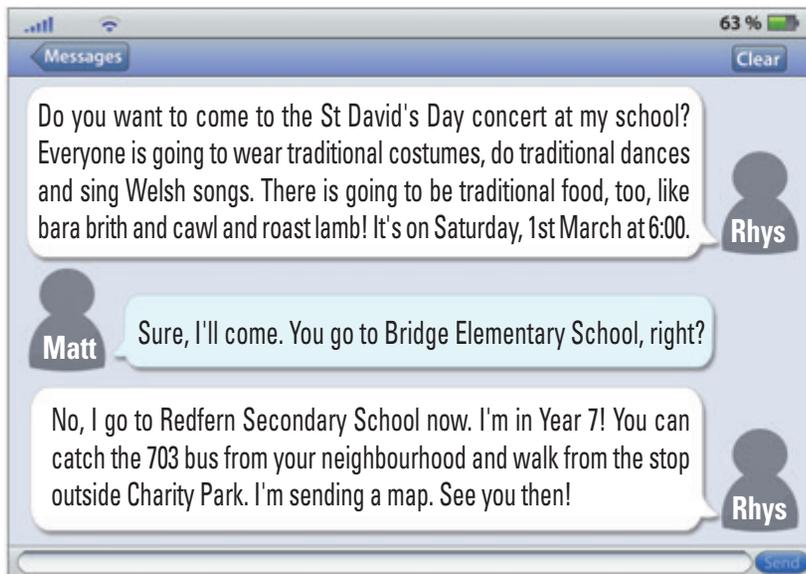
Mark: Hi, Paul. Have you got any plans for next weekend?  
 Paul: Hey, Mark. No, I haven't. Why?  
 Mark: Would you like to come to Cardiff with me and my family? It's St David's Day and we're going to watch the parade!  
 Paul: Sounds great!

- 3**  Use the phrases in the Functions box to act out a dialogue inviting a friend to another event in Ex. 1. He/She will either accept or refuse. Use the dialogue in Ex. 2 as a model.

Functions
<b>Inviting</b>
<ul style="list-style-type: none"> <li>Would you like to ... ?</li> <li>How do you fancy (+ -ing form)?</li> </ul>
<b>Accepting</b>
<ul style="list-style-type: none"> <li>I'd be happy/glad to.</li> <li>Sounds good/great.</li> <li>I'd like/love to.</li> </ul>
<b>Refusing</b>
<ul style="list-style-type: none"> <li>Unfortunately, I can't.</li> <li>I'm afraid/I'm really sorry, but I can't.</li> </ul>

## Reading

- 4 Read the SMS messages and look at the map. Where is the event? Read to find out.



## Grammar

### Prepositions of place

- 5 Complete the sentences in your notebook. Use: *on, behind, in, next to, opposite, between*. Use the diagram in Ex. 4 to help you.

- The lake is ... Charity Park.
- The museum is ... the school and the sports centre.
- The police station is ... the school.
- The sports centre is ... Oak Street.
- The restaurant is ... the florist's.
- The cinema is ... the mall.

### Phrasal verbs: PUT

- 6 Fill in the correct particle. Write in your notebook.

- put by = save money
- put off = postpone
- put up = accommodate
- put up with = tolerate

- I won't put ... your rude behaviour any more!
- Can you put me ... when I visit London?
- Emma puts ... a little money every month.
- The parade was put ... because of the rain.

## Listening & Writing

(see *Writing Skills* pp. 150-151)

- 7 4.30 Listen and complete the invitation in your notebook. What is it about?

Dear 1) ... ,  
Please come to my 2) ... !

Date: Sunday 3) ... February

Time: 4) ...

Place: My house - 16 5) ... Gardens

Let me know if you can come!

Sarah

8



You received the invitation in Ex. 7. Write an email to your friend refusing the invitation and apologising for not being able to attend.

## 8.6

## Superstitions

## Vocabulary

## Superstitions

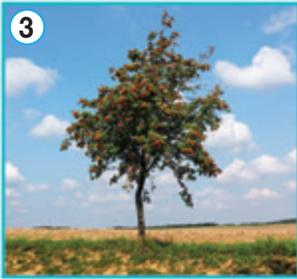
- 1  4.31 Listen and repeat.



1 scattering rose petals



2 greeting a single magpie



3 planting a rowan tree



4 seeing a black cat



5 hearing the call of the cuckoo



6 eating roast goose

- 2  4.32 Listen to part of a radio show. Which of the superstitions in Ex. 1: *brings good luck? brings bad luck? gives protection? can help you meet your true love?*

## Reading

- 3 How is Queen Elizabeth I related to Goose Day?  
 4.33 Listen and read the text to find out.

## A Royal Superstition

Michaelmas Day falls on 29th September. This is the day when, traditionally, British people celebrated St Michael. It is also the day when Queen Elizabeth I learned that her navy defeated the Spanish Armada. According to legend, when she heard the news, the Queen was eating roast goose. She immediately declared that she would always eat roast goose on Michaelmas Day to remember the great victory.

A lot of British people copied the Queen and eating roast goose became a Michaelmas tradition. In fact, some people even started calling 29th September 'Goose Day!' With the tradition came the superstition that eating goose on this day would bring good luck and make you rich. As the old English rhyme says:

*He who eats goose on Michaelmas Day  
Shan't money lack his debts to pay.*

Nowadays, not many people keep the tradition, but you can still find goose fairs around the UK at this time of year.

## Check these words

fall on, navy, defeat, Spanish Armada, according to, declare, victory, copy, lack, debts

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

- 1 Michaelmas Day is the day people celebrate ... .
- 2 On this day, the British navy defeated the ... .
- 3 When the Queen learned about the victory, she was ... .
- 4 Another name for Michaelmas Day is ... .
- 5 Eating roast goose on 29th September can make you ... .

- 5  **Think** Do you believe in superstitions? Why (not)? Write a few sentences. Tell the class.

## Pronunciation u /ju:/ /u:/

- 6  4.34 Listen and repeat.

/ju:/ usually, student, music  
/u:/ true, flue, rule



## Everyday English

### Greetings/Farewells/ Introductions/ Making acquaintances

**7** Read the Functions box then read the dialogues. Replace the underlined sentences with others from the Functions box. Write in your notebook.

- 1 A: Hello, Mr Cousins. I'm Elizabeth Franks.  
B: It's a pleasure to meet you, Elizabeth.
- 2 A: See you later, Ben!  
B: OK. Take care!
- 3 A: Abby, this is Fiona. She's a good friend of mine.  
B: Yes, we've met before.
- 4 A: My name is Robin Stacks.  
B: Hi, Robin. I'm Dr Simmons. How are you today?
- 5 A: Hey! How's it going, Tom?  
B: Hi there! I haven't seen you in ages!

### Functions

#### Greetings

- Hey/Hello, Keith.
- Good morning, Mr Connor!
- Good afternoon, Ann/Dr Smith!
- Good evening, Aunt Mary/Mr Stevens!
- What's up, Bob? I haven't seen you in ages!

#### Saying farewell

- |            |                  |
|------------|------------------|
| • Goodbye! | • Take care!     |
| • Bye bye! | • See you later! |

#### Introducing people/ourselves

- Ned, meet Neil.
- Hi, ... . Call me Dan.
- This is Luke, a good friend/my brother etc.
- Mr Harris/Mum, I'd like to introduce you to ... .
- You already know Paul.
- My name is .../I'm ...

#### Making acquaintances

- Nice to meet you.
- Pleased to meet you.
- It's a pleasure to meet you.
- How do you do?
- Yes, we've met before. Good to see you again.

## Speaking

**8** Retell the story in Ex. 3 in your own words.

## Writing

**9** **ICT** Collect information about various superstitions in your country or other countries related to celebrations. For each, think about: ■ what people do ■ when they do it ■ what they believe will happen. Use your notes to prepare a digital presentation and present it to the class.

# The First Day of Spring

Long ago, the Sun decided to come down from the sky to Earth to dance. While he was dancing, a dragon appeared and caught him. The dragon put the Sun in a cave and watched him day and night so that he couldn't escape.

Without the Sun, the birds stopped singing, the flowers stopped blooming and everyone was miserable. Then one day, a brave young man decided to set the Sun free. He travelled for many months to the cave where the dragon was keeping the Sun, and he fought with the dragon for many days. In the end, the young man won the fight and set the Sun free, but he was badly hurt.

As the Sun rose in the sky and spring came back to the land, the people felt so happy. The birds flew through the sky singing, and the flowers began to grow again. But the brave young man didn't live to see spring. The local villagers found him outside the dragon's cave, lying on the ground surrounded by flowers.

Some people say this is why we have the Martisor in spring. The red tassel is for the young man's blood, and the white tassel is for the snowdrop flowers that grew around him – the first flowers of spring.

## Check these words

escape, bloom, rise, surrounded by sth, tassel, snowdrop

## Reading

- 1** Look at the picture. Do you know what the white flowers are called? What do they have to do with the Martisor?

 4.35 Listen and read to find out.

- 2** Read again and put the events (A-H) in order. Write in your notebook.

- A The Sun rose and spring arrived.
- B A brave young man went on a journey to find the dragon.
- C The Sun came down to Earth to dance.
- D The villagers found the young man on the ground, surrounded by snowdrops.
- E A dragon caught the Sun and put him in a cave.
- F The people were happy again.
- G The young man fought the dragon and won.
- H The birds stopped singing, the flowers stopped blooming and everyone was miserable.

## Speaking

- 3** Use your answers from Ex. 2 to give the class a summary of the story.

## Writing

- 4**  Write your own story about a dragon. Think about:
-  title  time & place
  -  characters.

Start your story like this:

*Long ago, a dangerous dragon came down from the mountains.*

## Vocabulary

**1** Fill in: *iron, concrete, glass, marble, sandstone*. Write in your notebook.

- 1 People use ... to make windows.
- 2 The ancient Greeks used ... to make statues.
- 3 ... bricks are a light yellow colour.
- 4 A cheap building material is ...
- 5 ... is a strong metal.

$5 \times 2 = 10$  points

**2** Fill in: *set, go, local, folk, written*. Write in your notebook.

- 1 There are no ... records from the Stone Age.
- 2 The ship ... sail at 9 o'clock this morning.
- 3 My grandma often tells us old ... stories.
- 4 Keep the map safe so that it doesn't ... missing.
- 5 We visited a ... tribe on our trip to the rainforest.

$5 \times 2 = 10$  points

**3** Fill in: *greet, scatter, hear, plant, see*. Write in your notebook.

- 1 It's bad luck to ... a black cat.
- 2 ... rose petals to meet your true love!
- 3 ... a rowan tree to protect your house.
- 4 When I see a magpie, I always ... it.
- 5 Listen! Can you ... the call of the cuckoo?

$5 \times 2 = 10$  points

## Grammar

**4** Fill in *make* or *do*. Write in your notebook.

- 1 That was a long day! I'll ... us a cup of tea.
- 2 Don't worry about the exam; just ... your best.
- 3 Can you ... me a favour?
- 4 Shh! The head teacher is going to ... a speech.

$4 \times 1 = 4$  points

**5** Fill in the correct preposition: *of, with, by, at, in (x2), on, to, for, from*. Write in your notebook.

- 1 We shopped ... the mall ... three hours.
- 2 He always goes to the beach ... summer.
- 3 Some people don't like the sound ... bagpipes.
- 4 We went sightseeing ... Tuesday.
- 5 The woman ... black hair is my mum.
- 6 The museum is open ... 10 am ... 5 pm.
- 7 We usually go to bed ... midnight.
- 8 You can explore the area or ... bicycle.

$10 \times 1 = 10$  points

**6** Fill in: *nothing, everywhere, someone, somewhere, anyone*. Write in your notebook.

- 1 He doesn't know ... at his new school.
- 2 I've looked ... for tickets. There aren't any left.
- 3 Let's go ... warm for our holiday this year.
- 4 There was ... interesting to do, so we went back to the hotel.
- 5 I think there's ... waiting for you outside.

$5 \times 1 = 5$  points

## Everyday English

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

- 1 A: What's up, Karen? I haven't seen you in ages!  
B: a Pleased to meet you.  
b Good to see you again.
- 2 A: My name is Robert!  
B: a Nice to meet you.  
b See you later!
- 3 A: This is Tony, my brother.  
B: a Take care!  
b Yes, we've met before.

$3 \times 2 = 6$  points

## 8

## Self-Check Test

## Reading

- 8 Read the text and answer the questions. Write in your notebook.

### Spice Up Your Life!

Visitors to Romania marvel at the country's natural beauty and ancient cities, but there's something else that captures their attention: the delicious cuisine! Romanian food is famous for its flavour, which comes from adding special herbs and spices. Paprika is an important Romanian spice. It can be sweet, mildly hot – or very hot! Romanians use it in cooking or sprinkle it over soup. It tastes great and looks pretty, too! Cumin grows wild in Romania. People crush the small seeds and add the powder to meat dishes. Delicious! Lovage is a herb that goes well with meat and vegetable dishes, and people often use it in soups. Romanians also sometimes use lovage as a medicine. It can help people who have a stomachache. A packet of Romanian lovage makes a great souvenir – you can take the flavour of Romania home with you!

- 1 Why is Romania popular with tourists?
- 2 Where does Romanian food get its flavour from?
- 3 Which spice can be very hot?
- 4 Which spice grows as small seeds?
- 5 What does the writer think tourists should buy?

5 x 2 = 10 points

## Listening

- 9  4.36 Listen to a radio advert and complete the poster. Write in your notebook.

**Come to the Maiden Fair, one of Romania's oldest traditional festivals!**

**Date:** 1) ... to 22nd July

**Place:** in the 2) ... of Avram Iancu, close to Găina Mountain

- local 3) ... play music on the tulnic
- music • song • dance
- food and drink 4) ...
- 5) ... displays at night

5 x 2 = 10 points

## Writing

- 10 Write an email to your English-speaking friend apologising for not being able to attend the event in Ex. 9.

25 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

talk about:

- history curiosities
- celebrations • ornaments
- myths & mysteries • superstitions

#### Reading Competence

- understand specific details in short texts related to historic landmarks, celebrations, superstitions;
- understand how to follow a recipe/instructions

#### Listening Competence

- complete invitations
- follow the order of steps in a monologue giving instructions

#### Speaking Competence

- apologise/accept apologies
- express thanks
- express opinion
- give instructions

- use holiday greetings & wishes
- use compensatory strategies
- invite, accept & refuse
- retell a story

#### Writing Competence

- write an advert about a historic landmark

- write an email of invitation/ refusing an invitation
- write an email giving information
- write instructions
- write an email of apology

#### CLIL (Literacy)

*The First Day of Spring*

**Writing Skills  
& Evaluations  
& Irregular Verbs**

# 1.2

## A blog comment about your best friend

### A blog comment

When we read a blog post, we can respond and write a **blog comment**. When we write a blog comment, we use **informal language**. That is:

- **everyday vocabulary** (*Hi, thanks, etc*)
- **everyday expressions and idioms** (*She's really chilled out.*)
- **informal linkers** (*and, but, etc*)
- **short verb forms** (*I'm a big fan.*)
- **omission of pronouns** (*Love your blog!* instead of *I love your blog!*)

We **start** our blog comment by **greeting** the blogger (*Hey Tom!*) and **introducing** ourselves (*I've from Bulgaria here.*)

Then we write our **comment**. We end our comment with **closing remarks**. (*Can't wait for your next post!*)

### Rubric analysis

- 1 Read the task. Use the underlined words to answer the questions. Write in your notebook.

Write a blog comment in reply to a post by Jenny on her English blog about your best friend.

In your blog comment:

- greet the blogger & introduce yourself
- introduce your best friend (name, how you know him/her)
- describe his/her personal qualities
- say why he/she is special to you.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

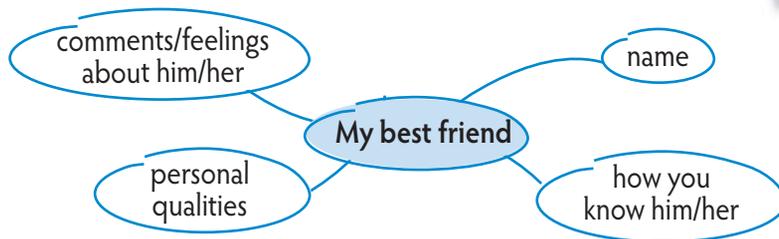
- 2 a) Read the model. Copy and complete the spidergram in your notebook. What personal qualities does Ana have? Write in your notebook.

 **BLOG** ← →

Hi Jenny! I'm Emilia and I really enjoy your blog. My best friend is Ana. She doesn't go to my school, but she lives in the house next to mine so we hang out together every day. She's generous and loyal and she never tells lies. Ana always knows what I'm thinking. She makes me laugh when I'm sad and listens to my problems. We're best friends forever! Can't wait for your next post!

**Post a comment**





- b) Read the model again. Find examples of informal language.

- 3 Replace the underlined phrases in the model in Ex. 2 with other suitable ones from the Useful Language box. Write in your notebook.

### Writing Tip Using linkers

Using **linking words** (*and, so, or, but, etc*) helps you to connect your ideas and make your blog comment flow.

- 4 Read the writing tip. Then complete with: *and, so, or, but*. Write in your notebook.

- 1 We sometimes argue, ... we always make up afterwards.
- 2 He listens to my problems ... he's always there for me.
- 3 She's in my class at school ... I see her almost every day.
- 4 We love playing football ... going to the mall.

**5** Complete with: *sensitive, honest, loyal, funny, generous, polite, patient, caring*. Write in your notebook.

- 1 Chris is really ... . He shares all his things with me.
- 2 Paul is ... and he always supports me.
- 3 Becky often gets upset because she is quite ... .
- 4 Susie is very ... . She has always got time to listen to her friends' problems.
- 5 I know Pete is ... because he never tells lies.
- 6 Rita has got very good manners. My parents like her because she's ... .
- 7 Ryan often calls to ask how I am because he's a(n) ... person.
- 8 Penny is so ... ! I always laugh when I'm with her.

**6** Complete with: *smile, loves, different, life, better*. Write in your notebook.

- 1 Luke is my best friend for ... !
- 2 Jess knows everything about me and ... me for who I am.
- 3 I can't imagine a ... friend.
- 4 Josh knows how to make me ... when I'm feeling sad.
- 5 We're so ... , but that doesn't stop us being the best of friends!

## Your turn

**7** **Brainstorming:** Read the rubric in Ex.1. Think of your best friend. Copy the spidergram in Ex. 2 into your notebook and make notes under the headings.

**8** **Task:** Use the completed spidergram from Ex. 7 and phrases from the Useful Language box to write your blog entry. Follow the plan.

## Useful Language

### Greeting the blogger/Introducing yourself

- Hi ... I'm ... • I really enjoy reading your blog.
- Great blog! • Love your blog!
- Your blog is nice/fun/cool.

### Commenting

#### Name

- ... is my best friend. • My best friend's name is ... .

#### How you know him/her

- We're in the same class at school.
- We play football for the same team/are in the same dance class etc.
- We live on the same street.

#### Personal qualities

- The thing I like most about ... is ... .
- ... is (kind/clever/funny etc)
- He/She always/never ... .

#### Comments/Feelings about him/her

- ... is always there for me/supports me in good times and in bad.
- ... knows how to make me laugh/cheers me up when I'm feeling down.
- ... always knows what I'm thinking/is one of a kind.

### Closing remarks

- Looking forward to your next post!
- Can't wait for your next post!

## Plan

- greet the blogger, introduce yourself, say what you think of the blog
- describe your best friend and say what makes him/her special to you
- comments/feelings towards the person



## Checklist

When you finish your blog comment, check for the following:

- greeting and closing remarks
- informal language
- spelling, punctuation and grammar
- use of linkers
- number of words

## 2.2

# An informal email of invitation

**An email invitation to the cinema**  
We always **start** our email with an **informal greeting + our friend's first name**. (Hi Alex!)

We divide the email into three paragraphs.

- In the **first** paragraph, we **greet** our friend, state the **reason for writing** (to invite), the **name of the film**, and **when** and **where** we want to see it.
- In the **second** paragraph, we give information about the **type of film**, **director**, **stars** and **plot**.
- In the **third** paragraph, we write our **closing remarks**. (Hope you can make it.)

We **sign off** our email with **Yours**, **/Love**, etc + our first name.

### Rubric analysis

- 1 Read the task. Write down the **key words** and answer the **questions**. Write in your **notebook**.

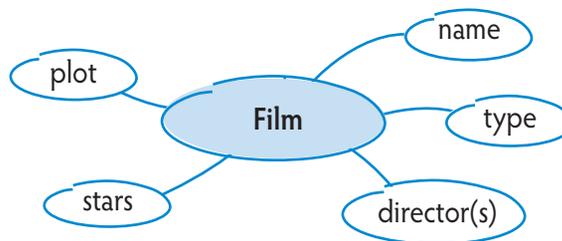
You are planning to go to the cinema. Write an email to your English friend inviting him/her to come with you to watch a film next weekend. In your email mention:

- name of film
- type
- director(s)
- stars
- plot.

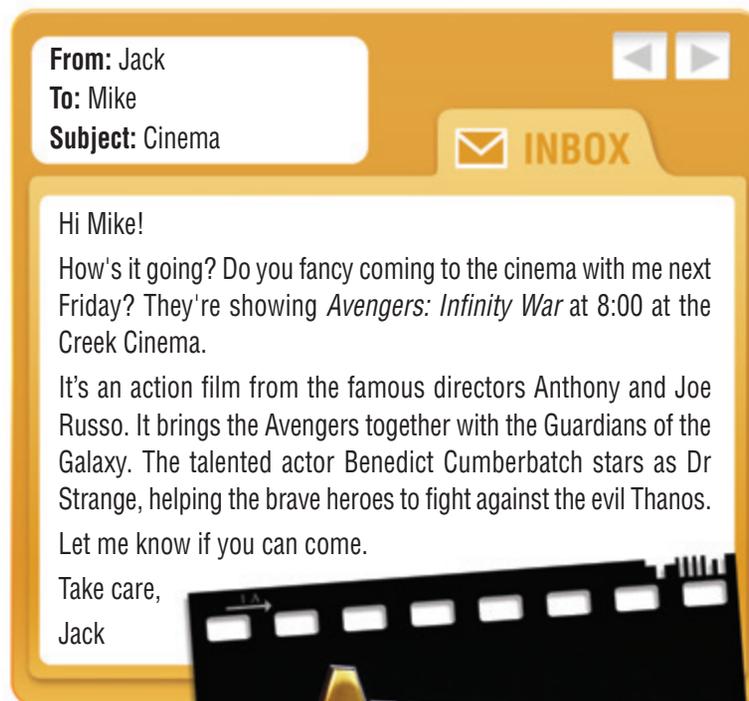
- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 What information are you going to include?

### Model analysis

- 2 a) Copy the spidergram into your notebook. Read the model and complete it.



- b) Replace the opening/closing remarks with other suitable ones from the Useful Language box. Write in your notebook.



- 3 Find the **adjectives** Jack uses to describe: *the directors*, *Benedict Cumberbatch*, *the heroes of the film*, *Thanos in the model*. Write in your notebook.

- 4** Choose the correct item. Write in your notebook.
- 1 *Avengers: Infinity War* has some **amazing/famous** special effects.
  - 2 I'm looking forward to seeing the **action-packed/impressive** stunts.
  - 3 The film has an **award-winning/excited** cast.
  - 4 The reviews say the plot is **complicated/popular**.
  - 5 The heroes have to try and stop the **disappointing/evil** villain.
  - 6 I think Tom Holland is a **talented/best-selling** young actor.

- 5** Fill in: *story, character, role, star, place*. Write in your notebook.

*Guardians of the Galaxy Vol. 2* takes **1)** ... in space. It tells the **2)** ... of an unlikely group of friends whose job is to protect the galaxy. Chris Pratt plays the **3)** ... of Peter Quill, the main **4)** ... and leader of the group. Zoe Saldana and Dave Bautista also **5)** ... in the film, and Michael Rooker is brilliant as Yondu.

## Your turn

- 6** **Brainstorming:** Copy the spidergram in Ex. 2 into your notebook and complete it with information about your favourite film.
- 7** **Task:** Use your answers from Ex. 6 and phrases from the Useful language box to write your email. Follow the plan.

## Useful Language

### Greeting/Opening remarks

- Hi/Hello ...
- How are things? / How are you? / How's everything?

### Reason for writing/name of the film/date/time/place

- I'm planning to see ... Do you want to join me?
- Do you fancy coming ... ?
- I'm thinking of seeing ... Would you like to come?
- It's on at ... on ... They're showing it on ... at ...

### Describing the film

- It's a fantasy/comedy/science fiction, etc film from the director(s) ...
- It stars ... / ... stars as ... / ... plays the role of ... / ... is amazing as ...
- The film takes place in ... / tells the story of ... / starts when ...
- He/She realises/fights against/takes part in/becomes etc ...

### Closing remarks

- I really hope you can come. • Can't wait to see you!
- Hope you can make it!

### Ending

- Yours/Love, • Take care! • Bye for now.

## Plan

Greeting + (your friend's name),

(Para 1) opening remarks, reason for writing, name of the film/date/time/place

(Para 2) describe the film (type, director(s), stars, plot)

(Para 3) closing remarks

Sign off,

(your first name)



## Checklist

When you finish your email, check for the following:

- greeting, opening and closing remarks
- informal language
- spelling, punctuation and grammar
- number of paragraphs
- number of words

## 4.1

## A summary of a text

## A summary

We write a short text called a summary to **present the main ideas** of a longer text. It presents the **author's ideas accurately**, but it **does not contain details, personal feelings or opinions**. A good summary answers **wh- questions** (*what, where, when, etc.*). To write a good summary we should follow these steps:

- **Read the text carefully to get the gist.**
- Read again and **underline or note down the main points.**
- Write **sentences in your own words** using the main points. **Do not use the words from the text.**
- Write a **topic sentence** that **expresses the main idea** of the text.
- Write your summary using your sentences. Make sure you **don't repeat the same information**. Link your sentences with **appropriate linkers**.
- Go through your summary and **check that you have mentioned all the main points.**

## Rubric analysis

- 1** Read the task and answer the questions in your notebook.

You have read the article in Ex. 2. Now write a short summary of it. In your summary mention: ■ name ■ location ■ things to do/see ■ nightlife.

- 1 What are you going to write?
- 2 What is your text going to be about?

## Model analysis

- 2** Read the article. What is it about?

*Perfect Paris*

The capital city of France, in the north of the country, is the perfect place for a trip of a lifetime.

## The sights

Paris has two of the most popular tourist attractions in the world: the famous Eiffel Tower and the Louvre. This museum has the most famous painting in the world, the Mona Lisa. Go early in the day because the queue can get very long.

## The shops

You can find some good bargains at the department stores or out-of-town shopping malls. There are also trendy shops in the Triangle d'Or – the clothes there are stylish but very expensive!

## After dark

Paris comes alive when the sun goes down. Take a trip down the Seine in a boat and see why people call Paris 'the city of lights'. Try delicious food in top-class restaurants or traditional bistros. End the night with a guided walk around Montmartre – the heart of this great city.

- 3** The main points in the article are underlined. Look at them, then read the two summaries. Mark the sentences (1-5) A or B in your notebook. Which summary is the most appropriate?

- A** Paris is my favourite city and I often go there on holiday. Join the queue to see the *Mona Lisa* at the Louvre or visit the gift shop there to buy souvenirs for your friends. Don't miss Triangle d'Or. The clothes there are stylish but very expensive. The restaurants are top-class.
- B** Paris, in northern France, is a great place for a trip. The city has a lot of cheap shops and some more expensive ones at Triangle d'Or so every shopper is happy. At night, there are lots of things to do. Tourists can go on a river cruise, eat out or walk around the city.

- 1 It contains the article's main ideas.
- 2 The writer uses his/her own words.
- 3 It contains extra information.
- 4 It answers wh- questions. (*Where is it? What can you see/do?*)

**4** Join the sentences. Use *because* or *so*. Write in your notebook.

- 1 Dublin Zoo has a lot of visitors every day. It is a good idea to get there early.
- 2 Don't forget your camera. There are fantastic views from the top of the Eiffel Tower.
- 3 Every visitor to Rome must visit the Colosseum. It is spectacular.
- 4 Greenwich Market has lots of shops. It's a good place to buy souvenirs.

### Your turn

**5** Read the article on p. 58 of the Student's Book and list the main points.

**6** Read the sentences about Singapore. Which ones contain important information? Write in your notebook.

- 1 Singapore in Southeast Asia is a great place.
- 2 I think the Merlion Fountain is amazing!
- 3 There are lots of famous landmarks to visit.
- 4 Some people say the swimming pool is scary.
- 5 The streets should be wider in Chinatown.
- 6 You can buy great souvenirs in Chinatown.
- 7 There is plenty of nightlife in Singapore.
- 8 You can even visit the zoo at night.

**7** **Task:** Use your answers from Ex. 6 and phrases from the Useful language box to write your summary of the article.

## Useful Language

### Name/Location

- ... is in ... /... is the capital city of ... /... is the best/a great place/destination for tourists/a trip.

### Things to see/do

- There are lots of/so many things to see and do./... has something for everyone.
- The most famous landmark/attraction, etc is ... / There is also ... .
- It has a lot/lots/plenty of ... .
- Go on the ... .
- Try the ... .
- Visit the ... .
- Don't miss the ... .
- You should/must ... .

### Nightlife

- At night/In the evening, there is/are ... .
- ... is a great place for .../You can ... (eat, etc), then you can ... (go dancing, etc)
- The nightlife is exciting.

## Plan

### Main points

- Where is it?
- What can you see and do?
- What can you buy?
- What can you do at night?



## Checklist

When you finish your summary, check for the following:

- the main points in your own words
- linkers to join ideas
- no extra information
- no personal information or opinion
- no repetition of the same information
- spelling, grammar and punctuation
- number of words

# 5.2

## An informal email of advice

### An informal email of advice

When we write an informal email of advice we use informal language. This includes short verb forms (*I'm, I can't, etc*), everyday language (*Don't let it get you down.*), omission of subject pronouns (*Hope my advice helps.*) and simple linking words (*and, but, etc*).

- We start our email with a greeting (*Hi*) and our friend's first name. Then we write our opening remarks, express sympathy for our friend's problem and offer to help.
- In the main body paragraphs we give our advice together with expected results in separate paragraphs.
- We end our email with our closing remarks (*Hope I've been of help.*). We sign off (*Write back soon.*) and write our first name.

### Rubric analysis

- 1 Read the task. Use the underlined words to answer the questions in your notebook.

This is part of an email from your English-speaking friend.

I don't like the way I look. I feel ugly around my friends at school because they're much prettier than me. I'm so jealous of them! I feel so depressed about this. What should I do?

Lisa

Write an email to your friend.

- 1 What type of text are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2 Read the model. Copy and complete the mindmap in your notebook.



Hi Lisa,

1 Just read your email. 1) Sorry to hear you're not feeling good, but 2) I think I can help.

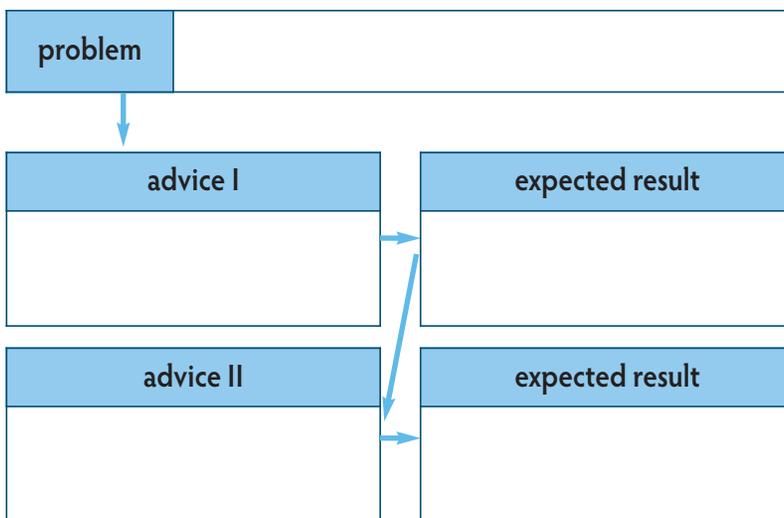
2 First, you should stop comparing yourself to other people. 3) If I were you, I'd think of all your good qualities. 4) That way, you'll feel much better about yourself!

3 5) You could also start a new class or hobby. 6) If you do this, you'll feel more confident.

4 7) Hope my advice helps. Let me know what happens.

Yours,

Rachael



- 3 Replace the underlined phrases in the model with phrases from the Useful Language box. Write in your notebook.

- 4** Find the opening and closing remarks in the model in Ex. 2. Replace them with other suitable phrases from the Useful Language box. Write in your notebook.

### Your turn

- 5** Read the task. Write down the key words in your notebook. Then, answer the questions.

This is part of an email from your English-speaking friend.

*I can't sleep well at night and I don't know what to do.  
Any ideas?  
Tom*

Write an email to your friend giving him advice.

- 1 What type of text are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

- 6** **Brainstorming:** Copy the mindmap from Ex. 2 in your notebook. Use these ideas to complete it.

- be more active during the day
- you'll feel more relaxed when it's bedtime
- you'll feel tired when you go to bed
- don't use electronic devices for a few hours before sleeping

- 7** **Task:** Use your answers from Ex. 6 to write your email. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Opening remarks

- I just got your email. • Thanks for your email.

### Expressing sympathy/Offering help

- I was sorry to hear that ... / I'm sorry to learn about your (problem).
- I think I can help. • I'd be happy to help.

### Giving advice

- I strongly advise you to ... • Why don't you ...?
- The best thing to do would be to ...
- You could also ... • Another idea is to ...

### Expressing expected result

- This will mean that ... • This/That way, ...
- Then, ... • If you do this, (you'll ...).

### Expressing hope

- I hope my advice helps. • Let's hope everything turns out alright. • Let's hope all goes well.

### Closing remarks

- Write back and tell me how things are going.
- Let me know what happens.

## Plan

(Hi (friend's first name),

(Para 1) opening remarks; sympathy for friend's problem; offer to help

(Para 2) first piece of advice & expected result

(Para 3) second piece of advice & expected result

(Para 4) express hope that things will go well; closing remarks

Yours,

(your first name)



## Checklist

When you finish your email, check the following:

- number of paragraphs
- spelling & grammar
- capital letters & punctuation
- appropriate language giving advice
- appropriate informal style
- number of words

# 6.6

## An email narrating an experience

### An email narrating an experience

We start our email with an **informal greeting**. (Hi John!) Then, we **set the scene** (who, when, where). After that, we **present the events in the order that they happened**.

When we describe an experience, we normally use:

- **past tenses** (It was a hot summer day and the sun was shining.)
- appropriate **sequence words** to help the reader follow our story (then, after, later, finally, when, etc).
- a **variety of adjectives and adverbs** to make our story more interesting to the reader (beautiful, noisy, slowly, carefully, etc).

### Rubric analysis

- 1 Read the task and write the key words in your notebook. Then, answer the questions.

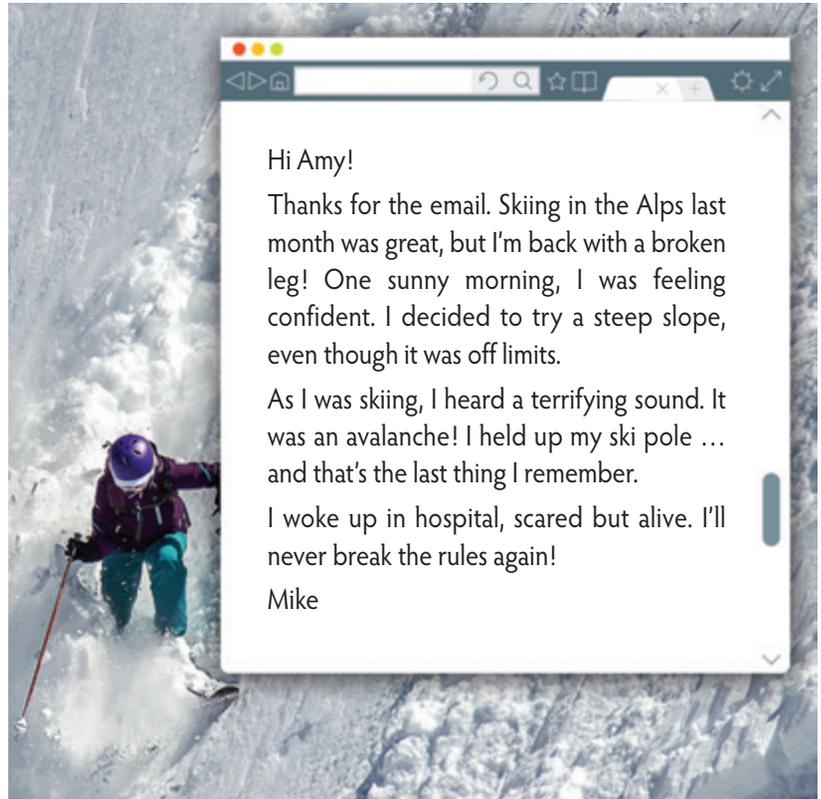
Your English friend, Amy, has sent you an email asking about your recent holiday. Write an email replying to her and telling her about an experience you had. In your email:

- say where you went
- describe your experience
- explain how you felt.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 What are you going to include?

### Model analysis

- 2 Read the model and put the events (A-E) in the order they happened (1-5). What is the main event of the story? Write in your notebook.



- |                               |                          |
|-------------------------------|--------------------------|
| A I heard a terrifying sound. | C I was skiing.          |
| B I woke up in hospital.      | D I held up my ski pole. |
|                               | E I saw an avalanche.    |

### Writing Tip Setting the scene

To set the scene in a story we imagine we are looking at a picture. Then, we describe the place (*where*), the time (*when*), the weather, the people involved (*who*), their activities (*what*) and their feelings.

- 3 Read the first paragraph of the email. How does the writer set the scene? Answer the questions in your notebook.

- 1 When and where did the event take place?
- 2 What was the weather like?
- 3 Who was the main character?
- 4 How was he feeling?

## Your turn

**4** Look at the picture. Use the ideas to set the scene. Write in your notebook.

- my uncle and I
- last month, South America
- sunny morning
- hike in Amazon Rainforest
- excited



**5** **Sequence of events:** Look at the pictures. Put the sentences (A-E) in the order they happened (1-5). Write in your notebook.



- A A loud noise woke me and I saw a helicopter.  
 B My uncle lit a fire and we fell asleep.  
 C The helicopter crew rescued us.  
 D We walked until we reached a waterfall.  
 E We realised we were lost.

**6** **Task:** Use your answers from Exs 4 and 5 and phrases from the Useful Language box to write your email for Ex. 1. Follow the plan.

## Useful Language

### Setting the scene

- It was a ... (*day/morning/evening* etc) as ... .
- The weather was ... .
- I was with my ... .
- I was/We were feeling ... .

### Events leading up to the main event

- At first, nobody realised ... .
- The next thing (*I/we knew*), ... .
- Some people were ... .

### The main event

- Then, suddenly, I/we noticed ... .
- At that moment, I/we could see ... .

### Ending

- Later, I/we discovered that ... .
- I've never felt so (*relieved/scared* etc) in my (*whole/entire*) life.

## Plan

### Introduction

(Para 1) set the scene (*time, place, people, weather, activities*)

### Main body

(Para 2) events in the order they happened leading to the main event; the main event

### Conclusion

(Para 3) what happened in the end & people's feelings

## Checklist

When you finish your email, check the following:

- greeting
- set the scene
- events in the order they happened
- use of past tense
- spelling, punctuation and grammar
- number of paragraphs
- number of words

# 7.2

## A postcard

Postcards are short pieces of writing we send to people we know while we are on holiday to give our news. We use informal language such as; contracted verb forms, everyday language, omission of pronouns, articles, etc.

- We **start** our postcard with a greeting (Hi,), our **friend's first name** and our **opening remarks**.
- Then we write **where** we are and **who** we are with.
- We also write what the **place we're staying at**, the **people** and the **food** are like and describe **what we do** there and **what we're doing now**.
- We **end** our postcard with our **feelings** and **closing remarks**.
- We **sign off** our postcard with Take care, Yours, etc + **our first name**.

### Rubric analysis

- 1** Read the task and write the key words in your notebook. Then, answer the questions.

You are on holiday. Write a postcard to your English-speaking friend. Include:

- where you are
- who with
- when you arrived
- what the place is like
- what you do
- what you are doing now
- how you like it.

- 1 What type of text are you going to write?
- 2 Who is going to read it?
- 3 What is it going to include?

### Model analysis

- 2** Read the model. Replace the underlined sentences with sentences from the Useful Language box. Write in your notebook.

Hi Laura,

1) Hope you're well! 2) Having a great time here in Malta with my family. We arrived

last Wednesday. Whole island is really beautiful. Our hotel's comfortable and the food's delicious! The locals are very friendly. We spend our afternoons on the sandy beaches sunbathing, swimming and even snorkelling! Right now, we're having a bite to eat in Valetta, Malta's capital city. 3) We're having the time of our lives here! 4) See you when I get back!

Take care,  
Timmy



- A Laura Drinkhall
- B 47 Timber Road
- C Preston
- D PR1 9UP
- E UK

### Writing Tip Writing addresses

When we send a postcard, we must write the address of the person we are sending the postcard to. We include the person's full name, house number and street name, town/city, postcode and country (if we are sending the postcard from another country).

- 3** Look at Laura's address in the model. Match the letters (A-E) to the descriptions (1-5). Write in your notebook.

- |                 |             |                                |
|-----------------|-------------|--------------------------------|
| 1 country       | 3 postcode  | 5 house number and street name |
| 2 her full name | 4 town/city |                                |

- 4** Put the following into the correct order to write a postcard address. Write in your notebook.

- UK
- Birmingham
- Paul Pitchford
- B37 7UH
- 56 Woodview Terrace

**Writing Tip** Omitting words

When we write postcards, we can

- omit **subject pronouns**.  
*Arrived yesterday. (We arrived yesterday.)*
- omit the **subject pronouns** and the **verb to be** from **present continuous sentences**.  
*Staying in a nice cottage. (We're staying in a nice cottage.)*
- omit **articles**.  
*View's lovely. (The view's lovely.)*

**Omitting words**

- 5** Rewrite the sentences by omitting words as in the example. Write in your notebook.

- 1 The town is beautiful! *Town's beautiful.*
- 2 I'm really enjoying myself.
- 3 I look forward to seeing you.
- 4 We're leaving next Saturday.
- 5 The locals are very friendly.

**Your turn**

- 6** **Brainstorming:** Copy the spidergram into your notebook. Imagine you are on holiday on an island. Complete the spidergram with information about your holiday.



- 7** **Task:** Use the task in Ex. 1 to write a postcard to your English-speaking friend from an island you're visiting on holiday. Use your ideas from Ex. 6 and phrases from the Useful Language box. Follow the plan.

**Useful Language****Starting a postcard**

Hi/Hello (person's first name)!

**Opening remarks**

- Hope you're well!
- How are things?

**Where you are writing from**

- Greetings from ... /I'm in ... . It's great.

**Describing accommodation**

- Staying in/at a(n) (big/excellent, etc) hotel/resort, etc.

**What you do**

- I/We spend our days (sightseeing/swimming/visiting museums, etc).

**What you are doing now**

- I'm sunbathing. My (parents/friends) are swimming. Peter's sailing right now. etc.

**Describing your feelings**

- Having the time of my life. • I really enjoy it here.
- It's the best holiday ever./It's great! etc.

**Ending a postcard**

- See you (soon/in three weeks)./Talk to you soon./Cheers. • See you when I get back!

**Plan**

Hi + (your friend's first name),

- opening remarks, where you are, who with, when you arrived
- where you're staying, what you do, what you are doing now, feelings
- closing remarks

Sign off,

(your first name)

**Checklist**

When you finish your postcard, check the following:

- opening & closing remarks
- spelling & grammar
- capital letters & punctuation
- address
- omission of words
- use of adjectives
- number of words

## 8.5

## An informal email accepting/refusing an invitation

When we write an informal email accepting/refusing an invitation we use informal language.

- We start our email with a greeting (Hey), our friend's first name and our opening remarks including thanking the person for the invitation.
- Then we develop our topic. We accept the invitation and make comments about the event, ask questions, offer to help, etc or we refuse the invitation giving reasons and apologising.
- We end our email with our closing remarks (thank the person again, mention how much we are looking forward to the event, etc). We sign off (Write back) and write our first name.

## Rubric analysis

- 1 Read the task. Answer the questions in your notebook.

You received the following invitation from your English-speaking friend.

*Pool Party!*  
Next Saturday (8th August) 8:00 at my house  
Bring your swimsuit so we can swim in the pool.  
You can spend the night at my place if you like.  
Let me know if you can make it!  
Bob

Write an email to your friend accepting the invitation.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

## Model analysis

- 2 Read the model. Match the paragraphs to the headings. Write in your notebook.

Hey Bob!

1 Lovely to hear from you. Thanks so much for the invitation to your party.

2 It sounds like it's going to be fun; you can definitely count me in! Do you need help with anything? Just let me know. A swim in the pool sounds great. I'd love to stay the night, too. Do you want me to bring some DVDs to watch?

3 Thanks again for the invitation. I'm really looking forward to Saturday!  
See you soon,  
Danny

- A thanking, closing remarks  
B opening remarks, reason for writing  
C accept invitation; make comments; ask questions

- 3 Replace the underlined phrases with phrases from the Useful Language box. Write in your notebook.

- 4 a) Read the extracts. Which are from an email accepting an invitation (A), refusing an invitation (R)? Which are beginnings (B)? endings (E)? Write in your notebook.

1) Good to hear from you. Thanks for the invitation. I'd love to come!

2) Once again, I'm so sorry I can't come. I hope you have fun.

3) It's great to hear from you, but sadly I'm going to be busy this Sunday.

4) Thanks again for the invitation. I'll see you on Friday!

- b) Replace the phrases in bold with other appropriate ones from the Useful Language box. Write in your notebook.

## Writing Tip Editing our piece of writing

We should always check our piece of writing for spelling, punctuation and grammar when we finish writing.

- 5** Read the email below refusing an invitation and find four spelling mistakes, two punctuation mistakes and five grammar mistakes. Write in your notebook.

Hi Bob,  
Really good to hearing from you.  
Thanks for inviting me to your party. I'm sad to say that I can't make it in Saturday. My sister and I am going to visit my grandparents' in the countryside. There house is very far away and we have already book our train tickets. I won't be back until Monday evening.  
I'm sorry I'll miss this, but I hope you have a realy fun day. Let's get together sometime soon?  
Love,  
Nina

### Your turn

- 6** Read the task. Find the key words. Answer the questions. Write in your notebook.

You received the following invitation from your English-speaking friend.

*Please come to my birthday party!*  
**Date:** Sunday 20th February  
**Time:** 7:30  
**Place:** My house – 16 Redwood Gardens  
*Let me know if you can come!*  
Sarah

Write an email to your friend refusing the invitation and apologising for not being able to attend.

- 1 What are you going to write?
  - 2 Who is going to read it?
  - 3 What is it going to be about?
- 7** **Task:** Use your answers from Ex. 6 to write your email. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Opening remarks

- Thanks/Thank you so much for your email.
- It's great/good to hear from you.
- It was nice of you to invite me. • Really good to hear from you. • Thanks for the invitation to ...
- Thank you for inviting me to ...

### Accepting invitations/Making comments

- I'd love to come. What time does it start?
- You can definitely count me in!

### Closing remarks

- I'm really looking forward to it.
- Thanks again for the invitation.
- See you then! • Can't wait to see you.

### Refusing invitations/Giving reasons

- Thanks for the invitation, but I can't come. I'm going to ... • Thanks for inviting me to ... but I'm afraid I can't come. I have to ... instead.
- (Once again,) I'm (very) sorry (but) I can't make it/ come. • Unfortunately, I can't come. I'm going to ...

### Closing remarks

- I'm sorry (I'll have) to miss this/it.
- Again, I'm really sorry I can't make it.
- I hope you have fun/a great time.

## Plan

Hi (friend's first name),  
(Para 1) opening remarks; thank for invitation  
(Para 2) refuse invitation; give reasons  
(Para 3) apologise again; closing remarks  
Sign off  
(your first name)



## Checklist

When you finish your email, check for the following:

- appropriate opening & closing remarks
- number of paragraphs
- spelling, punctuation and grammar
- appropriate language
- appropriate informal style
- number of words

# 1

## Evaluation (Modules 1-2)

### Vocabulary

- 1** Choose the correct word. Write in your notebook.

Adam is a 1) tall/short, 2) plump/slim man with 3) short/long hair. He is in his 4) late twenties/early fifties. Leah is of 5) short/medium height with 6) long/average, 7) wavy/straight hair. She has got blue eyes and 8) a moustache/glasses.



- 2** a) Choose the correct word. Write in your notebook.
- 1 I always tell the truth. **caring/honest**
  - 2 I like giving things to others. **generous/loyal**
  - 3 I make my friends laugh. **funny/friendly**
  - 4 I get upset easily. **polite/sensitive**
  - 5 I don't mind waiting for my turn. **patient/helpful**

b) Write short descriptions for two members in your family. Describe their appearance and character.

- 3** Fill in: *boxes, orchestra, seats, stage, rows*. Write in your notebook.

Two years ago, there was a fire at the Royal Theatre on Victoria Street. Luckily, no one was hurt, but the 1) ...where the actors perform and the 2) ... where the musicians sit were badly damaged. Now, it's like a new theatre! There are 30 3) ... of comfortable 4) ... and four 5) ... high up at the sides of the stage.

- 4** Match the phrases (1-5) to the icons (A-E). Write in your notebook.

- 1 change your ringtone
- 2 send a text
- 3 take a photo
- 4 go online
- 5 listen to music



A



B



C



D



E

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

- 1 Look **over/out**! You might fall!
- 2 I sometimes argue with my best friend, but we always make **up/over** afterwards.
- 3 I enjoy looking **out/after** my little sisters.
- 4 I'm looking **up/for** my phone. Do you know where it is?
- 5 He hangs **out/up** with his friends after school.
- 6 She's crazy **with/about** skateboarding.
- 7 We have to check **out/up** of the hotel by 10 o'clock tomorrow morning.
- 8 Lisa is addicted **with/to** social media.
- 9 We just checked **up/in** to the hotel and now we're getting some rest.
- 10 I'd like to check **up/out** the new smartphone.

### Grammar

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

- 1 My **brother's/brothers'** name is Simon.
- 2 **Jane's/Janes'** dress is blue.
- 3 Our **dogs'/dog's** names are Max and Murphy.
- 4 These are **Lisa's and Mary's/Lisa and Mary's** jackets.
- 5 Are these the **women's/womens'** children?
- 6 The **chair's leg/ leg of the chair** is wobbly.

**7** Put the adjectives/adverbs in brackets into the *comparative* or *superlative* form. Add any necessary words. Write in your notebook.

- 1 A: This place is **busier** (**busy**) than I remember.  
B: Yes, it's ... (**popular**) shop in town.
- 2 A: Adam, who is ... (**fast**) than his brother, is joining the team.  
B: I know, but his brother is still by far ... (**talented**) footballer we have.
- 3 A: I'm so tired. I didn't go to bed ... (**early**) last night.  
B: Getting a good night's rest will make you feel ... (**good**) tomorrow.
- 4 A: I find the city too noisy. I prefer the countryside because it's ... (**quiet**).  
B: Yes, but the city is much ... (**exciting**).

**8** Fill in the verbs in the correct form: *open, talk, collect, have, sleep, sing*. Write in your notebook.

- 1 I'm so tired, I really must ... early tonight.
- 2 Amy enjoys ... and really loves music.
- 3 Here, let me ... the door for you, Miss.
- 4 Do you mind ... a parcel from the post office for me?
- 5 Sorry, I'm busy ... to Mike on the phone, I'll be with you in a few minutes.
- 6 I'd love ... lunch with you and your sister.

**9** Fill in *is* or *are*. Write in your notebook.

- 1 These trousers ... my favourite ones.
- 2 Where ... my headphones?
- 3 The news ... very worrying lately.
- 4 Physics ... my favourite subject.
- 5 The stairs ... very steep.
- 6 My new sunglasses ... very cool.

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

Hi Simon,  
How are you? As you **1** **know** (**know**) I'm on holiday in the Caribbean islands with my family. We **2** \_\_\_\_\_ (**stay**) with friends who **3** \_\_\_\_\_ (**live**) here. The sun **4** \_\_\_\_\_ (**shine**) at the moment and we **5** \_\_\_\_\_ (**have**) such a good time!  
Every morning my mother and I **6** \_\_\_\_\_ (**swim**) in the sea and my brother **7** \_\_\_\_\_ (**go**) surfing. In the evenings, we **8** \_\_\_\_\_ (**eat**) dinner at local restaurants and then **9** \_\_\_\_\_ (**walk**) along the beach. Today, we **10** \_\_\_\_\_ (**visit**) a museum and then we **11** \_\_\_\_\_ (**plan**) to try scuba diving.  
How **12** \_\_\_\_\_ (**you/spend**) your holidays?  
See you soon,  
Vicky

## Everyday English

**11** Match the exchanges. Write in your notebook.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 Let me introduce you to my friend, Kate.</li> <li>2 I don't like violent games.</li> <li>3 I like fantasy films.</li> <li>4 Do you like your new camera?</li> </ol> | <ol style="list-style-type: none"> <li>A I don't. They're boring!</li> <li>B I like it. It's cool!</li> <li>C Pleased to meet you.</li> <li>D Neither do I.</li> </ol> |
|--|--|

# 2

## Evaluation (Modules 3-4)

### Vocabulary

**1** Fill in: *ocean, scuba, risk, underwater, hot*. Write in your notebook.

- I'm pretty good at diving. I've done 27 dives in my life – I've even got my own **1** ... equipment.
- My dream job is to be a(n) **2** ... photographer. I'd love to take pictures of the red **3** ... lava erupting from the **4** ... floor in the Pacific. It sounds dangerous, I know, but
- I think it would be worth the **5** ...!

**2** a) Fill in: *date of birth, qualifications, address, personal qualities, work experience*. Write in your notebook.

### CV

Name: Michael Robbins

1) ...: 59 Rosewood Lane

2) ...: 20/05/02

Tel.: 7986523

3) ...: 9 GCSEs from Evergreen Secondary School, Bristol

4) ...: shop assistant at The Sports Store (part-time)

5) ...: polite, hard-working, enthusiastic

b) Write your CV in your notebook.

**3** Fill in: *buy a house, go to university, have a family, get a job, buy a car*. Write in your notebook.

- 1 Rita wants to ... when she's older. She loves kids.
- 2 I'm saving up to ... so that I can drive to work.
- 3 Daniel wants to ... and study Biology.
- 4 I'd like to ... one day, but first I think I'll rent a flat.
- 5 The first thing we want to do when we leave school is ... so that we can earn some money!

**4** Fill in: *try, unique, feast, take part, treat*. Write in your notebook.

### The Big Festival, 24th-26th August, Churchill Heath Farm

The sights, sounds and smells make this popular festival a(n) **1** ... for the senses! Hear music from some great bands, **2** ... regional dishes from the UK and watch demonstrations by famous chefs. Feeling creative? You can even **3** ... in a cookery contest! There are also many food stalls, so you can **4** ... yourself to some sweets as you're walking around. Don't miss this **5** ... festival – it's fun for all the family!

**5** Match the holiday problems (A-E) to what the people say (1-5). Write in your notebook.

- 1 "I had terrible pains in my stomach."
- 2 "It rained all week."
- 3 "We were stuck at the side of the road for hours."
- 4 "Her skin was bright red and very painful."
- 5 "They had no idea where they were."

- A get sunburnt
- B get lost
- C get food poisoning
- D have bad weather
- E get a flat tyre

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

- 1 The TV presenter is going to bring **out/about** a book about her travels in Europe.
- 2 He was responsible **for/with** teaching the students English.
- 3 They decided to bring **up/out** their children abroad.
- 4 I'd love to participate **with/in** a volunteer programme.
- 5 They take care **of/with** the sea turtles' nests.
- 6 Many creatures on the reef are **at/in** danger.
- 7 Our car stands **up/out** because it's bright yellow.
- 8 NASA stands **for/out** National Aeronautics and Space Agency.

## Grammar

- 7** Choose the correct item. Write in your notebook.
- A: I'm going to fall/I'll fall asleep in a little while, I'm so tired!  
B: Have a break for a moment and I **'m going to pour**/I'll pour you some coffee.
  - A: The boat **leaves/is leaving** at one o'clock.  
B: OK. We **collect/will collect** our tickets and have a quick snack first.
  - A: **Are you going to see/Do you see** Helen today?  
B: Yes, we **meet/are meeting** after work.
  - A: We **will go/are going** out tonight. Would you like to come with us?  
B: I'd love to. **Is John coming/Does John come**, too?
  - A: Oh no! We've run out of fresh milk!  
B: Don't worry, I'll **get/I'm getting** you some; I **am going to go/will go** to the supermarket tonight anyway.

- 8** Put the verbs in brackets into the *past continuous*, then answer the questions. Write in your notebook.

- A: ... **(your friends/watch)** TV at 9 o'clock yesterday?  
B: No, ....
- A: ... **(Ann/read)** a magazine when you saw her?  
B: Yes, ....
- A: ... **(it/rain)** at 10 o'clock last night?  
B: Yes, ....
- A: ... **(the kids/sleep)** when you came back home from work yesterday evening?  
B: No, ....
- A: ... **(he/have)** lunch yesterday at 1 pm?  
B: No, ....

- 9** a) Read the blog and put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.

### Malcom's Travel Blog

Hey Bloggers!

I **1) wanted** (want) to write sooner, but I've been very busy. How are you all? **2) ... (you/enjoy)** your school break? **3) ... (do)**! **4) ... (have)** a fantastic holiday. **5) ... (visit)** some friends in Iceland when I **6) ... (see)** something amazing! A moonbow! **7) ... (notice)** it one evening, when it **8) ... (not/rain)** and the moonlight **9) ... (shine)** down through the clouds. When I **10) ... (look)** up, a wonderful arch of light **11) ... (sparkle)** in the evening sky. It **12) ... (be)** the most beautiful thing ever and I'll never forget it!

- b) Write a comment to Malcom's blog about your holiday. Use *past simple* and *past continuous*. Write in your notebook.

## Everyday English

- 10** Match the exchanges. Write in your notebook.

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1 How can I help you?           | A David Jones.                       |
| 2 When for?                     | B They're £25 each.                  |
| 3 How much are the tickets?     | C Enjoy the show.                    |
| 4 Can I have your name, please? | D This Sunday.                       |
| 5 Thank you very much!          | E I'd like two tickets for the Cats. |

# 3

## Evaluation (Modules 5-6)

- 1 a) Fill in: *have, do, make, mop, dust*. Write in your notebook.



- b) Plan the chores for next week for you and your family members. Write in your notebook.

- 2 Match the columns. Write in your notebook.

1 ice	A court
2 boxing	B course
3 swimming	C rink
4 basketball	D pitch
5 football	E ring
6 golf	F pool

- 3 Put the items in the correct section: *scarf, swimsuit, tracksuit, tuxedo, skirt, suit, swimming shorts, dress, high heels, cycling shorts, boots, tie*. Write in your notebook.

- |                   |                    |
|-------------------|--------------------|
| 1 Menswear: ...   | 4 Accessories: ... |
| 2 Ladieswear: ... | 5 Swimwear: ...    |
| 3 Footwear: ...   | 6 Sportswear: ...  |

- 4 Where can you buy the items (1-6)? Read and match. Write in your notebook.

1 roses	A car boot sale
2 sardines	B seafood market
3 old furniture & art	C antiques market
4 fresh local vegetables	D flower market
5 second-hand clothes	E farmers' market

- 5 a) Fill in: *furious, sad, surprised, terrified, fed up*. Write in your notebook.

- 1 Amy is ... because she can't find her cat.
- 2 I'm ...! This film is so boring.
- 3 We were so ... when we found out Paul was moving to Australia. We had no idea!
- 4 I was ... when my brother broke my smartphone! I got so angry.
- 5 She's ... of the dark. She always sleeps with the light on.

- b) When did you last feel *furious, sad, surprised, terrified, fed up*? Write in your notebook.

- 6 Write the correct item in your notebook.

- 1 My alarm goes **off/up** at 7:00 every morning.
- 2 Alice really took **up/to** rafting. She loves it!
- 3 It's quite warm in here. Why don't you take **off/up** your coat?
- 4 It's hard to concentrate **at/on** your homework when you're feeling tired.
- 5 Dave takes **after/to** his father.
- 6 She needs to take **to/up** a hobby – it's a great way to make friends.

## Grammar

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

- A: I want 1) ... (**try**) aikido.  
 B: Great! Would you like 2) ... (**come**) with me to my class on Friday?  
 A: Yes, I'd love 3) ... (**join**) you. I need 4) ... (**get**) fit, but what about a kit?  
 B: You can 5) ... (**borrow**) one of mine.  
 A: Thanks. I promise 6) ... (**return**) it straight away. Should I 7) ... (**wear**) anything special on my feet?  
 B: No. Trainers will do. Do you want 8) ... (**meet**) me at my house at 5 o'clock?  
 A: OK. See you then.

**8** Read the situations and write a *conditional* sentence for each. Write in your notebook.

- 1 I have free time tonight. I will go to the cinema.
- 2 She books online. She finds special offers.
- 3 I won't get much exercise. I drive to work.
- 4 I am always on time for meetings. I will please my boss.
- 5 I set my alarm early. I won't be late for class.

**9** Put the verbs in brackets into the *present perfect*. Then, fill in: *never, for, yet, ever*. Write in your notebook.

- 1 ... (you/travel) around England?
- 2 Billy ... (be) on a boat before.
- 3 The Browns ... (live) in Australia ... ten years.
- 4 I ... (hear) from Tony ..., but he 'll call me later today.

**10** a) Put the verbs in brackets into the *past simple* or the *present perfect*. Write in your notebook.

- 1 A: Rachel **has seen** (see) the Northern Lights in Iceland three times so far.  
B: I know. She ... (take) lots of pictures of them last time she ... (go) there.
- 2 A: ... (you/ever/be) to America?  
B: Yes, I ... (visit) the Grand Canyon last year.
- 3 A: ... (you/ride) a camel during your visit to Egypt?  
B: No, we ... (not/have) the chance.
- 4 A: Tim ... (come) back from his trip to Paris yesterday.  
B: Yes, he ... (travel) to so many nice countries!



b) What have /haven't you done since morning? Write in your notebook.

**11** Fill in the gaps with *much, many, how much, how many, a lot of, (a) few or (a) little*.

- A: So Tania, 1) **how many** things do we need to buy for dinner tonight?  
B: Not 2) ... . Have a look. We only need 3) ... things for Mum's bolognese.  
A: Well, we have spaghetti, but we have very 4) ... tomatoes, so let's get some more.  
B: Great! Mum also wants to make a cake for dessert, so I think we need 5) ... extra sugar.  
A: OK. Is there anything else we need?  
B: Well, I don't think we have 6) ... eggs, so we should add those. Oh, we also have very 7) ... butter.  
B: Well, it looks like we have to buy 8) ... things after all! 9) ... money do we have?  
B: £20. It's enough for everything.  
A: Great! Let's go then! We don't have 10) ... time!

## Everyday English

**12** Choose the correct response in your notebook.

- 1 A: How can I help you?  
B: a Do you have it in blue?  
b I'm looking for a dress.
- 2 A: What size are you?  
B: a I'm a large.  
b It fits you perfectly.
- 3 A: How about this skirt?  
B: a Can I pay in cash?  
b Do you have it in red?
- 4 A: I'd like some more information about the aquarium, please.  
B: a Certainly. What do you want to know?  
b Yes, we're open every day.
- 5 A: Can you tell me the ticket prices?  
B: a OK, thank you.  
b Sure. Adult tickets are £12, children under 3 go free.

## 4

## Evaluation (Modules 7-8)

**1** Fill in: *park, mainland, scenery, variety, destination*. Write in your notebook.

- 1 There's a huge ... of wildlife in the Amazon Rainforest.
- 2 I enjoy hiking in the national ... .
- 3 There's some beautiful ... there, including lakes, mountains and forests.
- 4 The Maldives are a popular tourist ... .
- 5 They live on an island, but go shopping on the ... .

**2** Match the type of crime to what the people say. Write in your notebook.

- car theft • pickpocketing • mugging
- shoplifting • burglary

- 1 "The man grabbed her bag and ran off."
- 2 "I saw a girl take a dress and leave the shop without paying."
- 3 "They broke the kitchen window and stole the TV, my dad's laptop and some money."
- 4 "When I got back from the shops, my car was gone!"
- 5 "I was on the train and someone took my wallet from my pocket."

**3** a) Match the foods to the celebrations. Write in your notebook.

- Thanksgiving • Bonfire Night • Easter
- Shrove Tuesday • Halloween

- 1 We eat pancakes on ... .
- 2 We eat parkin on ... .
- 3 We eat pumpkin pie at ... .
- 4 We eat toffee apples at ... .
- 5 We eat hot cross buns at ... .

b) Which of these celebrations do you celebrate in your country? What do you eat? Write in your notebook.

**4** Fill in: *trick, breakfast, costume, parade, stalls*. Write in your notebook.

- 1 He's going to dress up in a scary ... for the Kukeri Festival.
- 2 There are food ... and live music at the festival.
- 3 On St David's Day, we watched a ... .
- 4 My parents played a funny ... on us on April Fool's Day.
- 5 We always make our mum ... in bed on Mother's Day.

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

- 1 Our car broke **down/out** on the way to the port.
- 2 We're going on holiday as soon as schools break **out/up**.
- 3 We bought an alarm so that burglars won't break **into/out of** our house.
- 4 Scotland is perfect **for/with** people who like hiking.
- 5 We put **by/off** our holiday because Dad was ill.
- 6 The shop is **on/at** the corner of Black Street.

## Grammar

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

- 1 The trip to the museum was very **interested/interesting**.
- 2 I was **excited/exciting** when my mum bought me a new laptop for my birthday.
- 3 The flight to London wasn't **tiring/tired**.
- 4 The children were **worried/worrying** when their Mum was late.
- 5 Maths is really **bored/boring** for me.
- 6 Going on a trip to the zoo is **amazed/amazing**.
- 7 Dad was **disappointed/disappointing** when he lost his job.
- 8 I was **frightened/frightening** when the dog started barking loudly.
- 9 Mum was **shocked/shocking** to hear the awful news.

**7** Replace the words in bold with phrases using the correct modal. Write in your notebook.

- 1 It **isn't allowed to** buy souvenirs made of endangered species.
- 2 It **isn't allowed to** take flash photographs in the museum.
- 3 It **isn't necessary for you to** book a table.
- 4 You **are obliged to** follow the law.
- 5 It **isn't allowed to** park here.
- 6 Is it **OK for me to** go to the cinema with Alex, Mum?
- 7 I **advise you to** go to bed early.
- 8 Is it **OK if I** leave my luggage here, sir?

**8** Fill in the correct preposition of time. Write in your notebook.

- 1 Where were you ... 3 pm yesterday?
- 2 Is the weather usually nice ... June?
- 3 We visited the zoo ... a warm spring day.
- 4 What celebration is ... the 5th November?
- 5 I love Paris ... the springtime.
- 6 I think I'll have a rest ... dinner or I'll be too tired to go out later.
- 7 The mystery tour starts ... midnight.
- 8 The site is closed ... Christmas.
- 9 I visited Stonehenge ... 2016.
- 10 What did you do ... the summer holidays?

**9** Fill in: *some, any, no, every* or **one of their compounds**. Write in your notebook.

- 1 A: Would you like to take ... pictures using my camera?  
B: Yes, please. Mine doesn't have ... battery left.
- 2 A: Do you know ... about NASA?  
B: Of course I do! ... knows about NASA!
- 3 A: Nathan can't find his keys ...  
B: I'm sure they're ... in his bedroom.
- 4 A: I think there is ... I forgot to do.  
B: Yes. You were going to send me ... files.
- 5 A: There is ... I like better than reading books.  
B: Really? Are there ... you'd recommend?
- 6 A: I haven't eaten ... all day.  
B: There's ... food in the fridge either; let's order pizza.

**10** a) Write the correct preposition in your notebook.

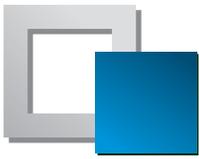
I live in a quiet neighbourhood. My house is **1) opposite/between** my school. In the morning I walk **2) between/across** the street and I'm at school. My friend Nancy lives **3) next to/in front** me. When I'm bored, I go to the playground **4) beside/above** my school or to the cinema **5) on/front** the corner of the street **6) behind/in** my house.

b) Describe your neighbourhood. Write in your notebook.

## Everyday English

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

- 1 A: Something really awful happened to Pam.  
B: a What? Oh no!  
b You must be very upset.
- 2 A: See you later.  
B: a I'm so sorry to hear that.  
b Take care!
- 3 A: What's up, Sue? I haven't seen you in ages!  
B: a I'm fine. You?  
b Oh dear!
- 4 A: You missed my graduation day!  
B: a I'm sorry.  
b That's OK.
- 5 A: I'm really sorry I didn't come to Jane's party.  
B: a My pleasure.  
b No worries.



# 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 /bit/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪ'gɪn/	began /brɪ'gæn/	begun /brɪ'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brɔ:k/	broken /'brɔ:kən/	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 /rɔ:d/	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 /sɔld/	sold /sɔld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	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/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand	understood	understood
keep /ki:p/	kept /kept/	kept /kept/	/ʌndə'stænd/	/ʌndə'stʊd/	/ʌndə'stʊd/
know /nəʊ/	knew /nju:/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lead /li:d/	led /led/	led /led/	win /wɪn/	won /wɒn/	won /wɒn/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/	write /raɪt/	wrote /rəʊt/	written /rɪtən/

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