

Ministerul Educației Naționale

Limba modernă 1 engleză

Clasa a VII-a

Jenny Dooley



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Uniscan Grup Educațional

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Inspectoratul
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ACEST MANUAL A FOST FOLOSIT:

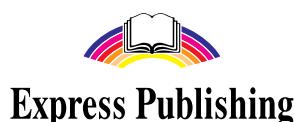
Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* 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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Izmul 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, mărete 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.



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

3f Across Cultures

Reading

1 Look at the pictures and read the title of the text. What would you like to know about Health and Sports Day in Japan? Write two questions. Listen to and read the text. Does it answer your questions?

Health and Sports Day in Japan
by Koki Shimura

In Japan, we've been very keen on sports. In fact, we even have a national holiday to celebrate our love of sports! It's called Health and Sports Day and it takes place every year on the second Monday in October. Japanese people have been celebrating Health and Sports Day since 1960. Most schools hold their annual Field Day. It's like a mini-Olympics. Students compete in teams and take part in a huge variety of events.

For example, I'm good at my school's relay race. Then, there's the tug-of-war. The day begins with a parade of all the students. After that, there are lots of fun games spread over a large field for group stretching.

During the day, there are many traditional track and field events like the 100-metre sprint and the long jump, but we also played some unique Japanese games, too! For example, in tame-no-large teams have 2-5 minutes to move as many small bamboo stakes as possible from one end of the course to the other. It's a bit like a Japanese version of golf where you have to roll a giant ball through an obstacle course!

Health and Sports Day isn't just for kids. It encourages people of all ages to get involved in sports. There are lots of different individual events for parents at my school, too! And my dad didn't compete because he had a headache, but that was his excuse. I think he just didn't want to do it. I can't wait for next year!

Check these words

- compete • group stretching • spirit
- obstacle course • encourage

2 Read again and, for questions 3–10, choose the correct answer (A, B or C). Write in your notebook.

1 When was the first Health and Sports Day in Japan?
A 1962 B 1964
2 Japanese competitors play
A alone B in big groups.
C in teams of two.

3 Koki believes that his father
A wasn't really ill. B wanted to compete.
C wasn't feeling well.

Speaking

3 Read the text again and make notes under the headings: name of event, place, date, reason, activities. Imagine you are on TV. Present the event and invite people to attend it. Write in your notebook.

Listening

4 Listen to an announcement about a school sports day and fill in the gaps (1–5) in the poster. Write in your notebook.

Cherrywood School Sports Day

Wednesday, 11 ... June
Events start at [2] ...
[3] ... different events
[4] ... champion Paul Abbott is presenting
the medals
Special prize from Taylor's [5] ... Shop

b Listen again and answer the questions. Write in your notebook.

1 Who is the speaker? 3 Where does the announcement take place?
2 Who is talking to? 4 What is the speaker's intention?

5 Read the Pre-read Meets box, then complete the sentences with the correct particle in your notebook.

1 I can't put ... my ruler below that book.
2 Sam has put ... a lot of weight.
3 They ... the ... because of the weather.
4 Mum ... my football jersey and walked out onto the pitch.

Phrasal Verbs

put off → orange for sth to take place later than planned
put up → gain (weight) get dressed in (a coat, shirt etc)
put up with → accept or bad behaviour

Writing (a blog entry)

6 You have attended a sports event in your country. Collect information under the headings in Ex. 3. Use your notes to write a blog entry. Write in your notebook.

- speaking activities
activități de vorbire
- listening activities
activități de ascultare

Culture sections
to promote
cultural
individuality
Secțiuni cu
informații
culturale

realistic writing tasks activități de scriere

project work

Everyday situational dialogues Dialoguri uzuale

Everyday English · 3d

Presentation skills sections

Flash Time .3

Project Time

1 **a)** Complete the sentences in the quiz with: have, brush, don't get, sleep, eat, drink, exercise. Write in your notebook.

HOW healthy are you?
Choose statements that are true for you.

1. I ... a good breakfast.
 2. I ... live five days for at least 1 hour.
 3. I ... a healthy weight.
 4. I ... sleep about things that aren't important.
 5. I ... eat my vegetables.
 6. I ... lots of water.
 7. I ... my teeth twice a day.

How well did you do? Give yourself one mark for every statement you ticked.

8-10: Go dear! You need to make some changes today.
 4-6: Good job!
 4-6: Excellent! You're very healthy.

b) Do the quiz. How healthy are you? Write in your notebook. Compare with your partner.

2 **3**  Collect more information and create a leaflet with some Dos and Don'ts for having a healthy lifestyle. Use photos or drawings to illustrate your leaflet. Present to the class.

Presentation skills

3 You are celebrating World Health Day at your School. Use the prompts below and your own ideas to help you prepare a presentation explaining how we can have a healthy lifestyle.

VALUES

Health
 4 Explain the quotation.

5  Think why it's important to do regular exercise? Use the prompts below and your own ideas to discuss with your partner.

- improves fitness
- improves sleep - helps keep a healthy weight - improves confidence
- A: It's important to exercise because it helps reduce stress.
- B: I totally agree! It also

"A healthier mind is a healthy body" **Jurgen**

thyminie 59

CLIL Cross Curricular links Interdisciplinaritate

A photograph of a young girl with long brown hair, wearing a green and white striped tank top, smiling and holding a white bowl filled with cereal. To her right is a worksheet titled "How to plant carrots". The worksheet features a cartoon illustration of a blue bird with a red beak and a small green sprout. The text on the worksheet is as follows:

What are they?

Carrots are root vegetables. This means instead of eating the leaves, we eat the roots.

Where are they?

Carrots grow in the ground. They can grow in soil or in containers like pots or boxes. Please add soil to the box below. Are you ready? Let's get growing!

How to plant carrots

1. Dig a hole in the soil.

2. Put the seed in the hole.

3. Cover the hole with soil.

4. Water the seed.

5. Watch the seed grow.

6. When the seedling is big enough, move it to a bigger container.

7. When the carrots are big enough, pull them out of the ground.

8. Wash the carrots and eat them.

3 Progress Check

1 **Understand**

Understand the difference with art and how it's different in your classroom.

- The artist... - is creative
- Art... - has meaning or intention
- My parents... - are not interested
- Different... - is good thing of having art
- Different... - any art can be good

2 **Apply**

How can you demonstrate that art is important in your classroom?

- Many art projects... - have many intentions
- Most art... - has many... - history and fun fact
- Different... - good

3 **Analyze**

Compare and contrast your own artwork with the teacher's artwork.

- Art... - like mine or teacher's
- Ideas... - for my artwork... - better
- Artwork... - is good because...
- Artwork... - is good because...
- Ideas... - for my artwork... - better
- Artwork... - is good because...
- Ideas... - for my artwork... - better

4 **Evaluate**

How do you think mine and your artwork compare?

- My artwork... - good
- Ideas... - good
- Artwork... - good
- Ideas... - good
- Artwork... - good
- Ideas... - good
- Artwork... - good

Evaluation	
1	What does the evidence tell us about the effectiveness of the intervention?
-	Was it done correctly? - Was it done consistently?
-	Was it done well enough? - Was it done at the right time and place?
-	Was it done by the right people?
-	Was it done in the right way?
-	Was it done in the right amount?
-	Was it done in the right sequence?
2	Compare the outcomes with the desired goals and expectations.
-	How did it help? - In what ways did it help?
-	How did it not help? - In what ways did it not help?
-	What was good about it? - What was not so good about it?
3	Identify the strengths and the areas for improvement.
-	What was best about it? - What was worst about it?
-	What were the strengths? - What were the weaknesses?
-	What was good? - What was bad?
4	Identify the lessons learned and the implications for future practice.
-	What can be learned from it? - What can't be learned from it?
-	What can be done differently? - What can't be done differently?
-	What can be improved? - What can't be improved?
-	What can be repeated? - What can't be repeated?

Symbols: Simboluri:



listening audio



pairwork lucru in perechi



group work
lucru în grup



ICT – research
căutare pe internet



animation/video
animații/video



Contents Cuprins

MODULES

Vocabulary

Grammar

Reading & Listening

1
2
3
4
5
6

Welcome back! pp. 8-13	<ul style="list-style-type: none"> Daily routines Free time activities Shops & Services Food/Drinks; sports; entertainment; appearance; clothes & accessories; means of transport 	<ul style="list-style-type: none"> Prepositions of time Ponouns – Possessive case Question words C/U nouns, plurals – Partitives Prepositions of place/movement 	
	<ul style="list-style-type: none"> Nature curiosities Free-time activities Places to live: features of the countryside/city 	<ul style="list-style-type: none"> Present simple • Adverbs of frequency Present continuous • Stative verbs Present simple vs Present continuous (to-) infinitive • -ing form 	<ul style="list-style-type: none"> Being 14 (matching) ► Across Cultures: Places of the Imagination (R/W/DS) ► Listening: Mexico city (gap-fill)
<p>► CLIL (Citizenship): Green Neighbourhood Saturday p. 26; Flash Time! 1 – Project: A map of my ideal neighbourhood p. 27</p>			
Truth or Legend? pp 30-41 1.1, 1.2, 1.3, 2.3, 3.2, 3.4, 4.2	<ul style="list-style-type: none"> Landmarks & Materials Weather Natural disasters Feelings 	<ul style="list-style-type: none"> Past simple Subject/Object questions Past continuous Past simple vs Past continuous 	<ul style="list-style-type: none"> The Cloud Shepherds (multiple choice) ► Across Cultures: Survivors' stories (multiple choice) ► Listening: Paul's story (ordering)
	<p>► CLIL (History): The Achievements of Ancient Rome p. 42; Flash Time! 2 – Project: A poster about achievements of the 20th century p. 43</p>		
Fit for life pp 46-57 1.1, 1.3, 2.2, 3.3, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Activities & Sports Phrases with do, have, make, take Health problems & what to do 	<ul style="list-style-type: none"> Present perfect have been/have gone for – since – just – already – never – ever – yet Present perfect vs Past simple Present perfect continuous 	<ul style="list-style-type: none"> Let me out of here! (multiple choice; reference) ► Across Cultures: Health & Sports Day in Japan (multiple choice) ► Listening: Cherrywood School Sports Day (gap-fill)
	<p>► CLIL (PSHE): Germs p. 58; Flash Time! 3 – Project: A quiz 'How healthy are you?' p. 59</p>		
In the news pp 62-73 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3	<ul style="list-style-type: none"> Modern technology Jobs Using social media Means of communication 	<ul style="list-style-type: none"> can/can't – could/couldn't may/may not – might/might not must/mustn't – should/shouldn't The imperative • Comparative Superlative 	<ul style="list-style-type: none"> Droids at work (multiple choice) ► Across Cultures: Video Games (multiple matching) ► Listening: an announcement (gap-fill)
	<p>► CLIL (ICT): Internet Safety Tips p. 74; Flash Time! 4 – Project: A poster about 20th century invention p. 75</p>		
Be green pp 78-89 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.3	<ul style="list-style-type: none"> The environment: problems & solutions Green activities Wild animals 	<ul style="list-style-type: none"> Countable/Uncountable nouns Quantifiers • Irregular plurals some/any/no/every & their compounds will – be going to Present continuous/Present simple (future meaning) 	<ul style="list-style-type: none"> Flying the Green Flag (R/W/DS) ► Across Cultures: Email about a volunteering holiday (multiple choice) ► Listening: Volunteering Holidays (gap-fill)
	<p>► CLIL (PSHE): Green Living p. 90; Flash Time! 5 – Project: An advert about a national park in my country p. 91</p>		
Arts & Festivals pp 94-105 1.3, 2.2, 2.6, 3.2, 3.3 4.2, 4.3	<ul style="list-style-type: none"> Festivals & Events Places of entertainment Areas in a theatre Types of music Types of books 	<ul style="list-style-type: none"> Subject – Predicate agreement Conditionals (type 1) Adverbs Adjectives – Order of adjectives Question tags 	<ul style="list-style-type: none"> Worth the experience (multiple matching) ► Across Cultures: Fun in All Weathers (R/W/DS) ► Listening: weekend activities (multiple choice)
	<p>► CLIL (Literature): A book description p. 106; Flash Time! 6 – Project: Research about film characters p. 107</p>		

Everyday English**Writing**

<ul style="list-style-type: none"> • Making plans • Making suggestions • Pronunciation: 3-syllable word stress 	<ul style="list-style-type: none"> • a survey and a paragraph analysing findings • an blog entry about a city
Flash Time! 1 – Presentation skills: My ideal neighbourhood p. 27 Flash Time! 1 – Values: Cooperation p. 27	Progress check 1 pp. 28-29
<ul style="list-style-type: none"> • Describing the weather • Narrating an experience • Intonation: Expressing shock/surprise 	<ul style="list-style-type: none"> • a short text about a myth related to weather • a story
Flash Time! 2 – Presentation skills: An achievement of the 20th century p. 43 Flash Time! 2 – Values: Achievement p. 43	Progress check 2 pp. 44-45
<ul style="list-style-type: none"> • Talking about health • Pronunciation: Silent letters 	<ul style="list-style-type: none"> • a comment on a blog • a blog entry
Flash Time! 3 – Presentation skills: How we can have a healthy lifestyle p. 59 Flash Time! 3 – Values: Health p. 59	Progress check 3 pp. 60-61
<ul style="list-style-type: none"> • Greetings/Congratulations • Giving instructions • Pronunciation: /ɪ/, /aɪ/ 	<ul style="list-style-type: none"> • a short blog entry about a film with robots • a forum entry about a video game character
Flash Time! 4 – Presentation skills: An invention of the 20th century p. 75 Flash Time! 4 – Values: Creativity p. 75	Progress check 4 pp. 76-77
<ul style="list-style-type: none"> • Inviting – Accepting/Rejecting • Pronunciation: /æ/, /a/ 	<ul style="list-style-type: none"> • a poster • an email about your holiday plans
Flash Time! 5 – Presentation skills: A national park in my country p. 91 Flash Timel 5 – Values: Learning from nature p. 91	Progress check 5 pp. 92-93
<ul style="list-style-type: none"> • Booking tickets to a performance • Pronunciation: /i:/, /u/ 	<ul style="list-style-type: none"> • a text message • an email about my weekend plans
Flash Time! 6 – Presentation skills: A film character p. 107 Flash Time! 6 – Values: Heroism p. 107	Progress check 6 pp. 108-109

General competences

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

Specific competences

- 1.1 Identify main information from news on TV/recorded materials, referring to various events, when the commentary is accompanied by images
- 1.2 Identify details from messages and dialogues in everyday situations when the speakers talk clearly
- 1.3 Identify common features in own culture and studied culture
- 2.1 Present plans/intentions and future projects
- 2.2 Participate in conversations planning various activities
- 2.3 Express an opinion on a problem, with support from the speaker
- 2.4 Participate actively in dialogues and public speaking
- 3.1 Extract necessary information while reading instructions – rules/regulations
- 3.2 Select information from texts about everyday life topics
- 3.3 Identify information in a personal simple letter/e-mail in order to write an answer
- 3.4 Research for suitable sources of reading to collect information
- 4.1 Prepare a simple message presentation for a personal profile
- 4.2 Write a narrative of an event using linking words to show the chronological order
- 4.3 Participate actively in exchanging written messages

Competențe generale

- 1 Receptarea de mesaje orale în situații de comunicare uzuale
- 2 Exprimarea orală în situații de comunicare uzuale
- 3 Receptarea de mesaje scrise în situații de comunicare uzuale
- 4 Redactarea de mesaje în situații de comunicare uzuale

Competențe specifice

- 1.1 Identificarea informațiilor principale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
- 1.2 Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
- 1.3 Identificarea unor elemente comune culturii proprii și culturii studiate
- 2.1 Prezentarea unor planuri/expunerea unor intenții și proiecte de viitor
- 2.2 Participarea la conversații în legătură cu planificarea unor activități
- 2.3 Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului
- 2.4 Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
- 3.1 Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente
- 3.2 Selectarea de informații din texte pe teme din viața cotidiană
- 3.3 Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
- 3.4 Căutarea de surse adecvate de lectură și de informare
- 4.1 Elaborarea unui mesaj simplu de prezentare pentru un profil personal
- 4.2 Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică – Relatăre
- 4.3 Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise

Welcome back

Daily routines & Prepositions of time

- 1 a) Complete Emma's timetable with: *chat, get, take, do (x2), go, watch, have*. Write in your notebook.



SATURDAY TIMETABLE

9:30	1) ... up
10:00	2) ... the chores
11:00	3) ... shopping with Mum
13:00	4) ... lunch
14:00	5) ... my homework
16:00	6) ... a short break
16:30	7) ... with friends
18:00	have dinner
19:30	8) ... TV
22:00	go to bed





Note

Prepositions of time

- **at** + time, periods of time, festivities
- **in** + months, years, centuries, seasons, parts of the day
- **on** + days, dates, specific periods of time/day



- b) Fill in the gaps with: *in, on, at*. Write in your notebook.

1. Emma gets up ... 9:30 on Saturdays.
2. There's no school ... Saturday mornings.
3. Emma usually goes shopping ... Saturdays.
4. She usually watches TV online ... the evening.
5. Emma goes to bed at 10 o'clock ... night.

Free-time activities

- 2 a) Copy and complete the crossword in your notebook.

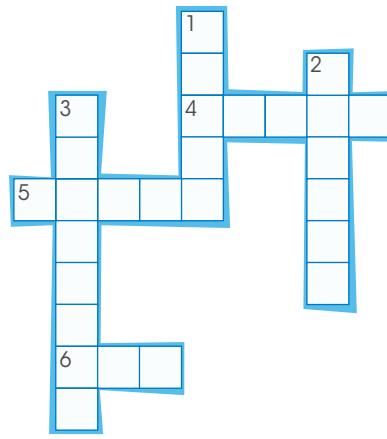
Down

1. I play video ... with my friends.
2. We love going to the ... to watch films.
3. We often go ... at the mall on Saturday mornings.

Across

4. Tom listens to ... on his MP3 player.
5. Sally loves reading ... in her free time.
6. He always surfs the ... in the evenings.

- b) What do you like doing in your free time? Tell your partner.



Welcome back



Pronouns – Possessive case

- 3 Complete the dialogue using the correct pronouns/possessive adjectives. Then choose the correct item. Write in your notebook.

Sam: This is a lovely photo. Is this house 1) ...?

Amy: No, it's not mine. That's 2) ... 3) **grandparent's/grandparents'** house.
4) ... house is near a lake.

Sam: Really? Do 5) ... like visiting them?

Amy: Yeah, 6) ... is great spending time with 7)

Sam: Who stays in that room?

Amy: That's 8) **Tom's and Jake's/Tom and Jake's** room. My room is at the back with a view of the garden!

Question words

- 4 Form questions for the underlined parts in the text. Use: *when, where, what, how old, who, how often*. Write in your notebook.

This is my penfriend James. He is 15 years old and he lives in London. His best friend is Harry. They like going to the cinema at the weekend. James also likes playing basketball. He plays basketball twice a week after school.

1. How old is James?

Shops & Services

- 5 a) Match the shops & services to what people might say there. Write in your notebook.

- | | |
|----------------|--|
| library 1 | a "Open your books on page 34, please." |
| post office 2 | b "Could I have half a kilo of cheese, please?" |
| supermarket 3 | c "I'd like to send this package to France, please." |
| clothes shop 4 | d "I'd like to withdraw £300, please." |
| school 5 | e "How long can I borrow this book for?" |
| bank 6 | f "Have you got this top in a medium?" |
| florist's 7 | g "Can I have The Sunday News, please?" |
| newsagent's 8 | h "I'd like a loaf of bread, please." |
| baker's 9 | i "Where is the emergency room?" |
| hospital 10 | j "I'd like some roses, please." |

- b) List the words 1-10 under the headings: **shops, services** in your notebook. Can you add to the list?

Game! WHERE AM I?

Say a sentence we can hear in various shops and services. Your partner says where you are.

Welcome back



Note

- **Countable nouns** are nouns we can count.
one orange -
two oranges
- **Uncountable nouns** are nouns we cannot count. (some) milk
(NOT: one milk -
two milks)
- We can use both **countable and uncountable nouns** after **partitives** (phrases of quantity): **a piece, bowl, jar, cup, slice, loaf, glass, carton, bottle**, etc.
a glass of water

Plurals

We add:

- -s to most nouns.
book - books
- -s to:
 - nouns ending in **vowel + -o;**
studio - studios
 - nouns ending in **double o;** **kangaroo - kangaroos**
 - **musical instruments** and **abbreviations** ending in **-o;**
piano - pianos
photo - photos
- -es to nouns ending in **-s, -ss, -x, -ch, -sh.**
bus - buses, **class - classes**, **box - boxes**, **peach - peaches**, **bush - bushes**
- -es to nouns ending in **-o.** **tomato - tomatoes**
- -ies to nouns ending in a **consonant + -y.**
cherry - cherries
- -s to nouns ending in a **vowel + -y.** **boy - boys**
- -ves to some nouns ending in **-f/-fe.** **leaf - leaves** BUT **chief - chiefs**, **roof - roofs**

Food/Drinks

- 1 List the words below under the headings: **fruit & vegetables, meat, drinks, desserts, other.** Write in your notebook. Which ones can you see in the pictures? In two minutes, think of more words to add under each heading.

- orange juice • steak • carrot • cabbage • pizza • chicken • spinach
- ice cream • lemonade • hot chocolate • apple pie • pear • strawberry
- potato • mushroom • turkey • cornflakes • nuts



Countable/Uncountable nouns – Plurals – Partitives

- 2 Write the words from Ex. 1 in your notebook. Which are countable and which are uncountable? Write **C** for countable and **U** for uncountable. Then write the plural forms for the countable nouns.

orange juice, **U** –
carrot, **C**, carrots

- 3 Write the plural forms for these words in your notebook.

- | | | |
|-----------------|----------------|-----------------|
| 1. fox - ... | 6. photo - ... | 11. vase - ... |
| 2. wife - ... | 7. knife - ... | 12. baby - ... |
| 3. chef - ... | 8. spoon - ... | 13. kilo - ... |
| 4. city - ... | 9. fork - ... | 14. wish - ... |
| 5. potato - ... | 10. kiss - ... | 15. brush - ... |

- 4 Find the odd word. Write in your notebook.

1. **a slice of:** sugar – bread – cake – pizza
2. **a carton of:** milk – apple juice – orange juice – rice
3. **a bowl of:** cereal – soup – sugar – cheese
4. **a jar of:** jam – honey – olives – cola
5. **a cup of:** coffee – meat – tea – milk
6. **a packet of:** biscuits – water – crisps – spaghetti

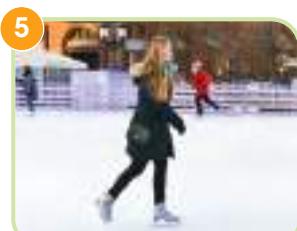


Welcome back

Sports

5 a) Label the pictures with words from the list. Write in your notebook.

- cycling • sky diving • ice skating • bungee jumping • football
- snowboarding • kayaking • windsurfing • water skiing • tennis
- martial arts • basketball



b) Which of these sports are extreme sports?

Types of entertainment

6 a) Choose the correct word. Write in your notebook.



1. play/ballet

2. concert/opera

3. dance show/fashion show

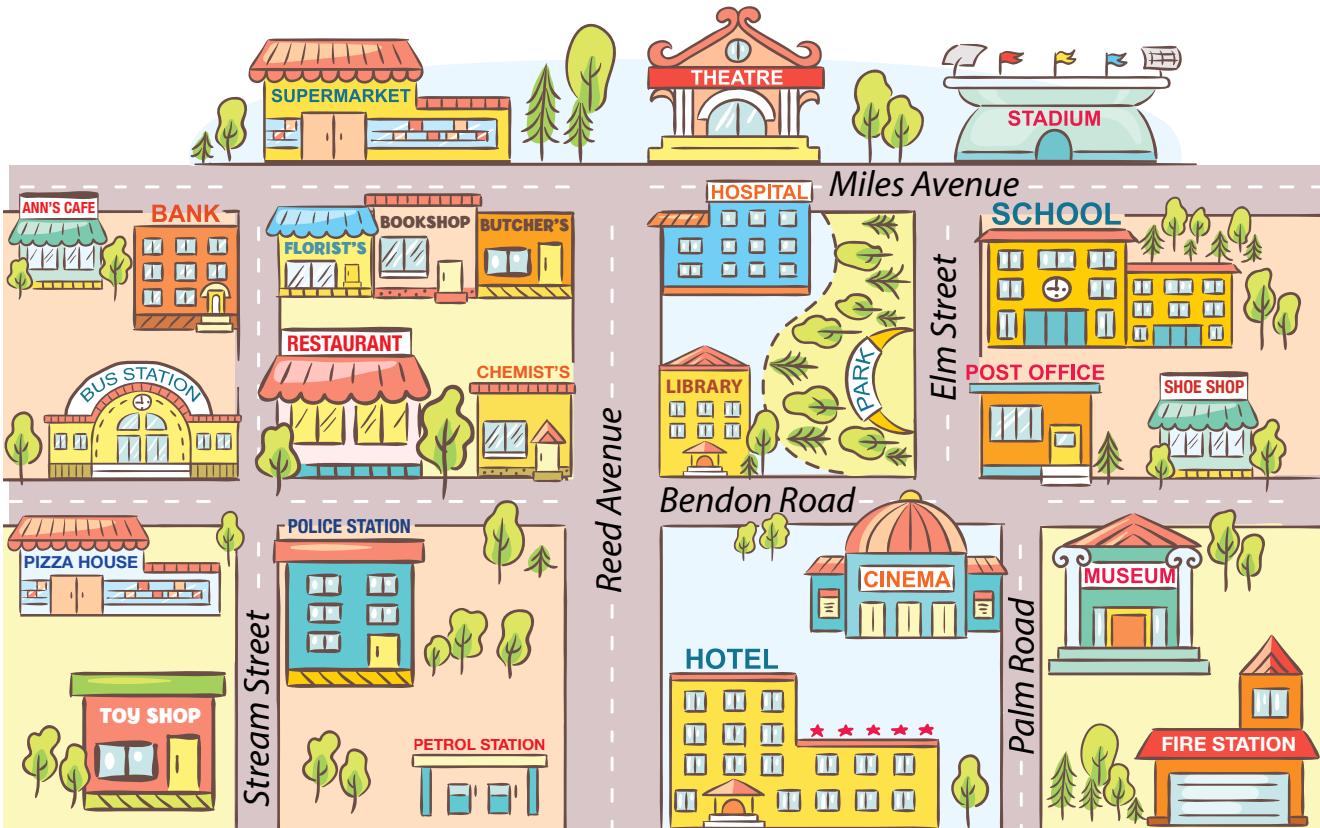
4. film/sports match

b) Which is your favourite type of entertainment?

Welcome back

Prepositions of place/movement

1 Look at the picture and complete the sentences in your notebook.



Note

Prepositions of place:
in, on, behind,
between, in front of,
opposite, next to

Prepositions of movement:
across, along, over,
through, towards, out
of, into, onto

1. The library is ... the hospital.
2. The bookshop is ... the florist's and the butcher's.
3. The school is ... the post office.
4. The hospital is ... the park.
5. The restaurant is ... the police station.
6. The toy shop is ... Stream Street.

2

Use prepositions of movement and the map to give directions from:

- the police station to the stadium
- the toy shop to the post office
- the school to the supermarket
- the butcher's to the fire station

A: Excuse me, where's the stadium?

B: Go up ... and turn

Point the route on the map.



Welcome back

Physical appearance - Clothes & Accessories

3

- a)  List the words under the headings: **age, height, weight, facial features, hair, eyes, clothes, shoes, accessories** in your notebook. Check with your partner.

- young • tall • fair • mid-twenties • wavy • short • suit • slim • curly
- bag • old • blue • plump • shorts • gloves • glasses • brown • straight
- belt • long • high heels • shirt • trainers • scarf • baseball cap • blouse
- top • trousers • middle-aged • bald • beard • tie • skirt • white • dress

- b) Look at the pictures. Describe the people to your partner.



1. Sam

2. Zoe

3. Finn

4. Will

5. Kate

Means of transport

4

- Which of these means of transport can you see in the pictures? Point and say.

- train • cable car • plane • helicopter • ship
- boat • motorbike • tram • taxi • bike

Which do you often/sometimes/never use?



Our World



What's in this module?

Vocabulary

- nature curiosities
- free-time activities
- places to live:
features of the
countryside/city

Grammar

- prepositions
- present simple
- adverbs of frequency
- present continuous
- present simple vs present continuous
- stative verbs
- (to-)infinitive
- -ing form
- phrasal verbs:
come

Everyday English

- making plans

Pronunciation:

3-syllable word stress



Swim in the pink waters
of 1) ... Hillier on the coast
of Western Australia.



See sea lions on a red
sandy 2) ... on the
Galápagos Islands.

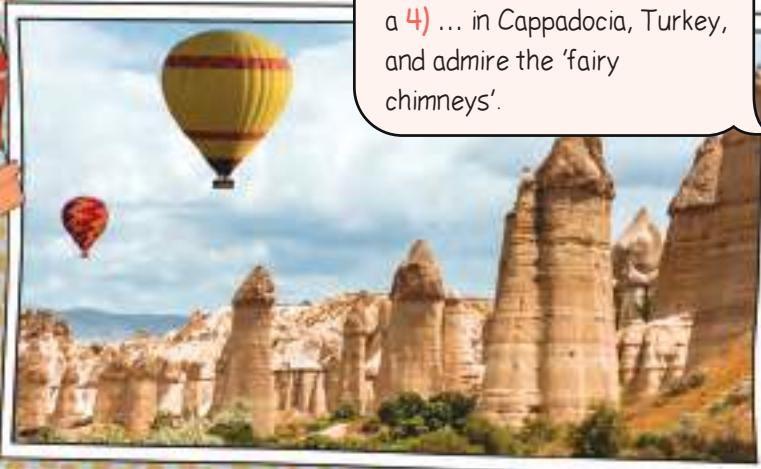


Spend a night camping in the
White 3) ... in Egypt – an area
that looks like the surface of
the Moon.

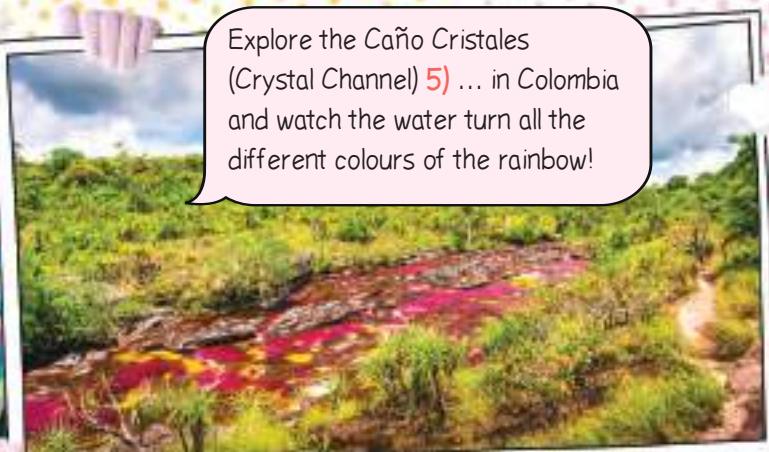
Vocabulary Nature curiosities

1 Complete the sentences with words from the list. Write in your notebook.

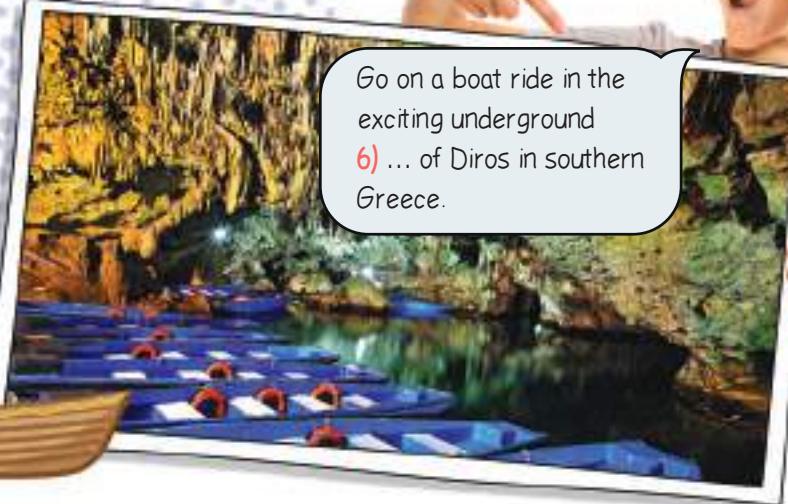
- river • beach • cave • lake • desert • valley



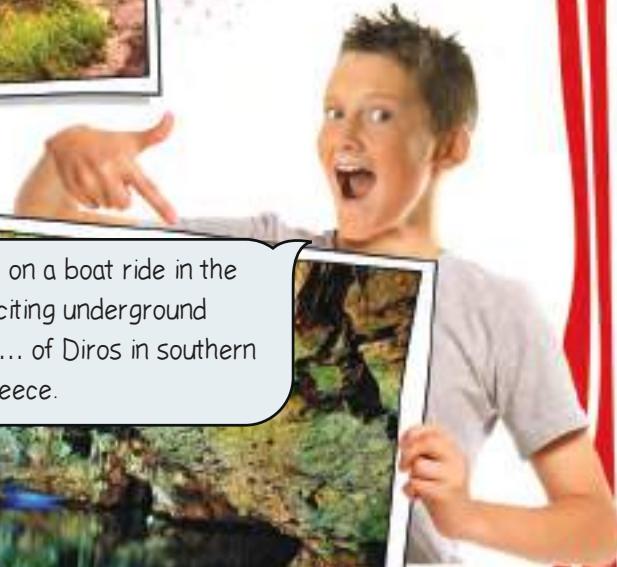
Go hot-air ballooning over
a 4) ... in Cappadocia, Turkey,
and admire the 'fairy
chimneys'.



Explore the Caño Cristales
(Crystal Channel) 5) ... in Colombia
and watch the water turn all the
different colours of the rainbow!



Go on a boat ride in the
exciting underground
6) ... of Diros in southern
Greece.



2 Which of the features in Ex. 1 are in your country? Where are they
and what can you do there? Tell the class.



Reading

1

Read the text quickly. Find the names of: **two school subjects, two sports, a famous singer, a pet, a drink.**



**What's life like for
14-year-olds? In this issue,
TEENS talks to Daniel, a boy
from Bucharest.**

Check these words

- issue • extra
- pocket money
- argue about
- worry about



2

▶ Listen to and read the interview and match the sections (1-4) to the headings: **Food, Hopes & Fears, School life, Hobbies & Free time, House & Home.** One heading does not match. Write in your notebook.

3

▶ **Think** Make notes under the headings in Ex. 2 about Daniel, then about you. How similar/different is your lifestyle to his? Tell the class. Then, write your personal profile for the class album.

Reading • 1a



Vocabulary Free-time activities

- 4** The graph shows what students in Daniel's class like doing in their free time. Match the activities to the pictures.
- 5** Listen and complete the percentages in your notebook. Then, make sentences, as in the example.

surf the Net	86%
play video games	1. ...
spend time with family/friends	62%
listen to music	2. ...
go to amusement parks	3. ...
play sports	57%
go to the cinema	4. ...
read books	5. ...
go shopping	5%

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



Prepositions

- 6** Choose the correct preposition. Check in your dictionary. Write in your notebook.

1. The Empire State Building is a skyscraper **in/at** New York.
2. Camden Market is perfect **of/for** people who love shopping.
3. Danny loves learning **with/about** photography.
4. We're staying **on/at** a hotel **of/with** great views of the city.

Writing

- 7** In groups of three, list six of the activities in Ex. 4. Give them to your classmates to tick (✓) what they do/don't do at the weekends. Collect the answers and put them together. As a group, analyse the answers and write a short paragraph about your findings.

Use your partner's notes in Ex. 3 to prepare a written presentation for your partner.

1b Grammar



Do you go to the library every Friday, Jessica?

Yes, and I'm late. The library closes at 5:00.

Present simple

We use the **present simple** for:

- habits/routines. **I leave** my house early every morning.
- permanent states or situations. **Does he work** at the bank? Yes, he **does**.
- programmes and timetables. **The gym doesn't open** on Saturdays.
- general truths and laws of nature. **In winter, it snows** in the mountains.

Time expressions: every hour/day/week, etc, *in the morning/afternoon*, etc, *at night/noon/the weekend/5:00*, etc, *on Monday*, etc

Adverbs of frequency: *always (100%), usually (75%), often (50%), sometimes (25%), occasionally (10%), seldom/rarely (5%), never (0%)*

1 Choose the correct item. Write in your notebook.

- Many tourists **visit/visits** our city every day.
- My mum doesn't **have/has** lunch at work.
- Mark **love/loves** learning about skyscrapers.
- Do the museum close/Does the museum close** at 6 pm?
- Students **don't go/doesn't go** to school at the weekend.

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

- The architect ... (**design**) beautiful skyscrapers.
- ... (**your dad/work**) in a bank?
- My family and I ... (**live**) on the top floor of this building.
- My sister ... (**not/like**) robots.
- ... (**you/know**) what time the museum opens?

Adverbs of frequency tell us how often something happens. They go **before the main verb** but **after the verb to be**.

Jack **always walks** to school. Julia **is never** late for school.

3 Put the adverb of frequency in brackets in the correct gap. Write in your notebook.

- Does Paula ... go ... to the mall on Saturdays? (**usually**)
- The train ... is ... late when the weather is bad. (**often**)
- The Smiths ... stay ... at a hotel when they travel to another country. (**always**)
- The banks ... are ... open on Sundays. (**never**)
- Stuart ... visits ... aquariums and museums while on holiday. (**seldom**)

Grammar

Spelling (3rd person singular)

- We form the third person singular (**he/she/it**) by adding **-s** to the end of most verbs.
I read – he reads
- We add **-es** to verbs that end in **-ss, -sh, -ch, -x** or **-o**.
I miss – he misses, I rush – he rushes, I touch – he touches, I fix – he fixes, I do – he does
- Verbs ending in a **consonant + -y** drop the **-y** and take **-ies**. **I fly – he flies, I cry – he cries**
- Verbs ending in a **vowel + -y** take **-s**. **I buy – he buys**

Grammar • 1b



Present continuous

We use the **present continuous** for:

- actions happening now or around the time of speaking.
Is Julie going to the police station now? He's exercising a lot these days.
- temporary actions happening around the time of speaking.
Linda is studying for her test these days.
- currently changing and developing situations. **My English is improving.**
- with always, constantly, etc to express annoyance.
You're always playing your music too loud!

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

4 Put the verbs in brackets into the correct form of the present continuous. Write in your notebook.

1. Sam ... (**travel**) to New York at the moment.
2. The guide ... (**not/give**) a tour of the tower now.
3. You ... always ... (**take**) my things without asking!
4. Mark ... (**spend**) a lot of time at the gym these days.

Present simple vs Present continuous

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

1. A: ... (**Mia/usually/study**) in the evening?
B: Oh, yes. Actually, she ... (**do**) her homework right now.
2. A: ... (**Jack/play**) basketball at the park now?
B: I think so. He ... (**often/play**) there with his friends.
3. A: What ... (**you/do**) right now?
B: I ... (**read**) a book.
4. A: ... (**the library/open**) on Saturdays?
B: Yes, but it ... (**never/open**) on Sundays.

6 Put the verbs in brackets into the present simple or the present continuous. Explain how the verbs differ in meaning. Write in your notebook.

1. a Molly ... (**have**) a modern flat on the third floor.
b Janice ... (**have**) her lunch at the moment.
2. a Tom ... (**smell**) the fish to see if it's fresh.
b I ... (**smell**) something burning!
3. a Sam and Eva ... (**see**) some of their friends this evening.
b I ... (**see**) what you mean.

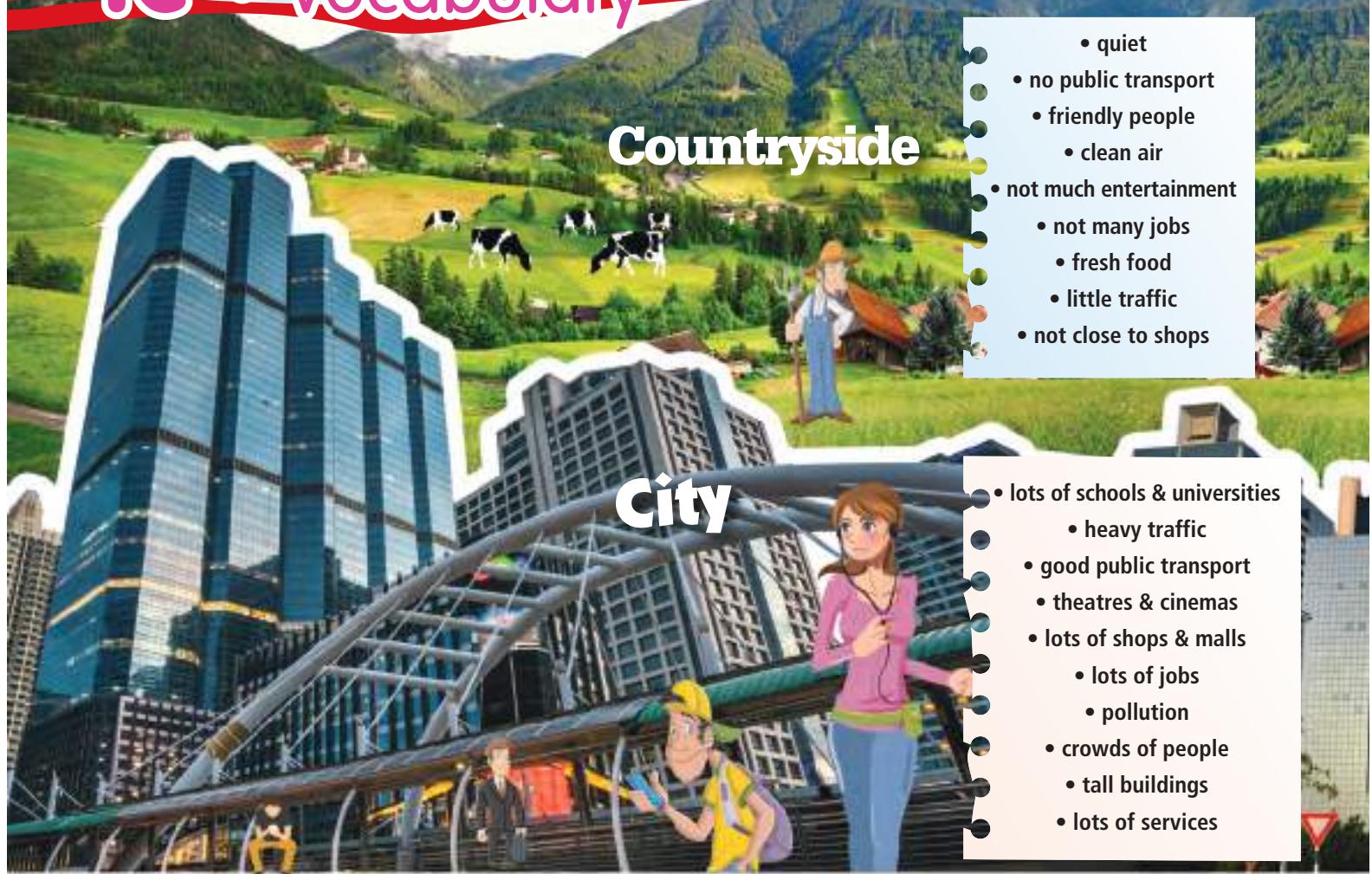
Grammar

Spelling

- Most verbs add **-ing**.
drink – drinking
- Verbs ending in **-e** drop the **-e** and add **-ing**.
take – taking
- Verbs ending in **one stressed vowel between two consonants** double the last consonant and add **-ing**.
begin – beginning
- Verbs ending in a **consonant + vowel + -l** double the **-l** and add **-ing**.
travel – travelling
- Verbs ending in **-ie** drop the **-ie** and add **-y + -ing**.
lie – lying

Stative verbs do not have continuous tenses (**want, love, like, prefer, know, etc.**). **Amy likes watching TV.** Some verbs can have continuous tenses but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

1c Vocabulary



Places to live

- 1 Which features of life in the countryside/city are positive and which are negative? Copy and complete the table below with the items from the list above in your notebook. You can add your own ideas.

	Life in the countryside	Life in the city
Positive		
Negative		

Speaking

- 2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

• ~~stressful~~ • exciting • relaxing • interesting • boring • healthy • difficult

Life in the city can be **stressful** because there is **heavy traffic**.

- 3 Think Where is the best place for you to live? Why? Tell the class.



Think of a village up in the mountains. Which might you find there?

Everyday English • 1d



Making plans

1

🔊 Read the first two exchanges. What do the friends decide to do at the weekend? Listen and read to find out.

Zara: Hey, Phylis. Are you free this weekend?
Phylis: I think so. Why?
Zara: We could go on a day trip somewhere.
Phylis: That sounds good. Where do you want to go?
Zara: How about Bath? It's got lots of museums and art galleries.
Phylis: Mmm, Bath doesn't sound very exciting. How about going shopping in London? We always have a great time there.
Zara: That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.
Phylis: Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.
Zara: Now that's a brilliant idea!



Note

Making suggestions

- *Why don't we ...?*
- *How about + noun/-ing ...?*
- *Let's + infinitive without to*

2



Take roles and read out the dialogue.

3



Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.



Manchester, UK

★★★★★ a day ago

Lots of things to do. Don't miss the Whitworth Art Gallery and the National Football Museum!



★ a month ago

Too much heavy traffic. Where's the fresh air?



Buxton, UK

★★★★ 3 months ago

So quiet and beautiful. Great parks. Very relaxing.



★★★★ 4 months ago

A bit quiet for me. Not so exciting.

Pronunciation

(3-syllable word stress)



🔊 Listen and repeat. Underline the syllable with the main stress. Write in your notebook.

1. museum
2. gallery
3. attraction
4. engineer
5. exciting
6. yesterday

1e • Grammar



(to-)infinitive

We use the **to-infinitive**:

- after the verbs **agree, ask, decide, hope, manage, need, offer, plan, promise, want**, etc. **Mary and Anna hope to go to London together.**
- with **would love, would like** and **would prefer**.
I would like to visit the museum.

We use the **infinitive without to** after modal verbs (**can, could**, etc).

We can take the train there; it's quicker.

1 Choose the correct form. Give reasons. Write in your notebook.

- Danny plans **to book/book** the tickets online.
- We need **to find/find** a hotel that is near the sea.
- Rachel would like **to sit/sit** at the back of the theatre.
- I promise **to meet/meet** you outside the museum.
- Maria can't **to go/go** to the party because she's ill.
- We need **to leave/leave** now.
- You can **to wait/wait** here if you want.
- I want **to travel/travel** to Morocco this summer.

2 Complete the sentences with the correct form of the verb in brackets. Write in your notebook.

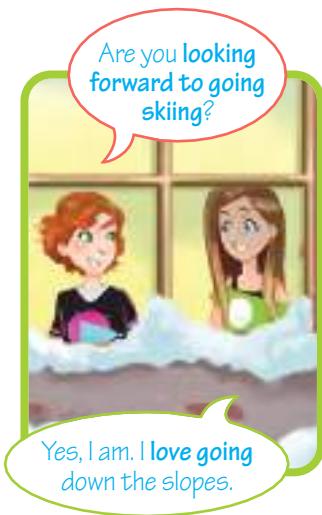
- Visitors under the age of eight can't ... (**go**) up the tower.
- Susan hopes ... (**get**) the job.
- Thomas doesn't want ... (**speak**) to us.
- Alex plans ... (**try**) the new restaurant in the city centre.
- George can't ... (**drive**) until he's 18.
- Ask Martha ... (**help**) you with your project.
- James can't ... (**spend**) so much money on a day trip.
- I would like ... (**watch**) a film at the cinema.

3 Make sentences about you, your family and your friends. Use: **plan, need, would love, can, would prefer, promise, want**.

We **plan to go to Frankfurt** in the summer. John **needs to buy a new camera**.



Grammar • 1e



-ing form

We use the **-ing** form after:

- the verbs **avoid**, **consider**, **continue**, **imagine**, **suggest**, etc.
She's **considering taking** the bus instead of the car.
- the verbs **fancy**, **dislike**, **enjoy**, **hate**, **like**, **love**, **prefer** to express general preference. I **love visiting** new places.
- the expressions **be busy**, **can't stand**, **look forward to**, **(not) mind**, etc.
She's **looking forward to seeing** the sights.
- go** when talking about activities. **Melissa wants to go swimming** in the sea.

4 Choose the correct item. Give reasons. Write in your notebook.

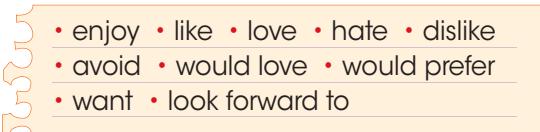
- Lewis suggests **to go/going** to the park for a picnic today.
- Students can't **bring/to bring** their phones to school.
- Mum is busy **prepare/preparing** dinner with Dad.
- The children would love **to travel/travel** by boat.
- Steve wants to go **sightsee/sightseeing** today.
- Dawn is planning **to explore/exploring** Mexico next year.

5 Put the verbs in brackets into the **(to-)infinitive** or the **-ing** form. Write in your notebook.



- A: Do you want ... (**come**) to Hanoi with us?
B: Sure! I love ... (**visit**) places in Asia.
- A: Harry offered ... (**show**) us around his new flat, too.
B: Really? Maybe we could all ... (**go**) together then.
- A: Cathy enjoys ... (**shop**). She's at the mall now.
B: OK. I can ... (**wait**) until she comes back.
- A: We can't ... (**leave**) now. It's only 7 pm.
B: I know but I need ... (**get**) home early.
- A: Do you fancy ... (**try**) this local dish?
B: No, thank you! I can't stand ... (**eat**) spicy food.
- A: Do you want ... (**relax**) by the pool today?
B: That's boring! I would like ... (**swim**) in the sea.

6 Use the words in the boxes to make true sentences about you.



If Across Cultures

Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!



Gotham City

Gotham isn't a real city, but everyone knows about it because it is the home of Batman.

Gotham is on a big island, but people can easily travel there by car, bus, train, boat or plane. There are a lot of tall skyscrapers and older stone buildings in the city, too. Gotham is a huge city, with a population of over 8 million people. There are many neighbourhoods in Gotham, but the most famous is The Narrows. It is on an island in the Gotham River. There are a lot of strange people there, and the streets are dark and dangerous. In fact, the whole city of Gotham is quite dangerous. Luckily, Batman is there to make sure the people of Gotham can sleep safely in their beds.

Hobbiton

Hobbiton is not a real village; it's from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien. In Hobbiton, there are lots of green fields and beautiful forests. All the houses in the village are under the ground and have round doors and windows. The people from Hobbiton – hobbits – are very friendly and kind. The hobbits grow their own food and keep

animals in their gardens. Hobbiton looks a lot like England in the 18th century. There are paths instead of roads and there are no cars or buses. Some hobbits ride little horses or use them to pull wooden carts, but most people travel on foot. All the hobbits in Hobbiton live very quiet lives. That is, until the wizard Gandalf arrives, and then their adventures begin!

Reading

1 Look at the pictures and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.

2 Read the texts again and decide if the statements (1-6) are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. The only way to get to Gotham City is by plane.
2. There is a river which goes through Gotham City.
3. The Narrows is the most dangerous place in Gotham.
4. The houses in Hobbiton have got round rooms.
5. Hobbits keep animals in their underground houses.
6. The people in Hobbiton don't drive cars.

Check these words

- bat • population
- neighbourhood
- safely • path • cart

Across Cultures • 1f



Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous hobbit houses.



Which place in your country appears in a film? Find information and write a short paragraph about it.



Note

Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

Plan

Para 1: name, where it is, population

Para 2: what visitors can see and do

- 3 **Think** Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: **location, transport, housing, lifestyle**.

- 4 Read the Phrasal Verbs box, then complete the sentences with the correct particles. Write in your notebook.

1. Sarah always comes ... great ideas for day trips.
2. Away from the crowds, you come ... lovely little shops.
3. The cost of the museum tickets came ... £38.

Phrasal Verbs

come across = discover by chance

come to = reach (an amount)

come up with = suggest, create

Listening

- 5 Listen to a vlog about Mexico City and complete the missing information (1-5). Write in your notebook.

MEXICO CITY

Location: 1) ... of Mexico

Population: 2) ... people

Nickname: The City of 3) ...

Sights: Angel of Independence, 4) ... of Fine Arts

Activities: visit art galleries and 5) ..., visit traditional markets



Speaking

- 6 Use your answers in Ex.5 to ask and answer questions, as in the example.

A: What is the name of the city?

B: It's Mexico City, etc

Writing (a blog entry)

- 7 Collect information about a city in your country. Make notes under these headings: **name, where it is, population, what visitors can see and do**. Use your notes and the plan to write a blog entry about it for the class blog. Write in your notebook.

1. CHIL (Citizenship)

- 1 Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.



BE PART OF

GREEN NEIGHBOURHOOD SATURDAY



Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so join in, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Talk to the artists and learn how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

Other ways to help

- Drop off all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbours breathe easy for a day!



And don't forget that going green isn't just for a day, it's a way of life.



For more information, visit the council's website.

Check these words

- raise awareness • recycled art
- recyclable material • breathe

- 2 Think of another title for the advert. Then, think of a slogan for the event.

- 3 Match the phrasal verbs in bold to their synonyms: *collect, look at, take something somewhere and leave it there, reduce*. Write in your notebook.

- 4 Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: **using less electricity, saving water, avoiding food with packaging**. Make a leaflet with your ideas.

Think of one more environmental thing to do during this event.

Flash Time • 1

Project Time

1



What is your ideal neighbourhood like? Think about: **streets, buildings, parks, transport, facilities.** Draw a map of the area and tell the class.

**My ideal
neighbourhood
is a place ...**



2

Listen to two people presenting their ideal neighbourhoods and take notes in your notebook. Were the features of their neighbourhoods the same as yours?

Presentation skills

3

Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.

VALUES

Cooperation

4

a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

1. is fun.
2. brings people together.
3. leads to more mistakes.
4. takes more time.

5. encourages people to talk.
6. means everyone makes decisions.
7. makes the work easier.

b) **Think** Why should people work together? Tell the class.



1 • Progress Check

Vocabulary

1 Choose the correct word. Write in your notebook.

1. We are going on a boat tour in a **cave/desert** in Greece.
2. How much **issue/pocket** money do you get?
3. Jake loves swimming at the sandy **lake/beach** in front of the hotel.
4. Tom is going to the **amusement/games** park with his friends.
5. She enjoys **spending/surfing** time with his family.

$5 \times 2 = 10$

2 Fill in: *transport, population, neighbourhood, path, traffic*. Write in your notebook.

1. I'm late because of the heavy
2. Romania has got a ... of about 20 million people.
3. Paul always uses public ... to get to school.
4. My ... has got a library and a small shop.
5. We walked along a ... through the forest.

$5 \times 2 = 10$

Grammar

3 Choose the correct item. Write in your notebook.

1. He **works/is working** in a bank.
2. **Do/Are** you having lunch now?
3. Sue and Tim **don't/aren't** walk to school.
4. Water **freezes/is freezing** at 0°C.
5. He **studies/is studying** hard these days.

$5 \times 1 = 5$

4 Put the verbs in the brackets into the correct present tense. Write in your notebook.

1. Max ... (**never/walk**) to school.
2. ... (**you/need**) anything from the market?
3. She ... (**always/talk**) on the phone.
4. We ... (**stay**) with my aunt this week.
5. Tom ... (**think**) about moving to a new flat.

$5 \times 2 = 10$

5 Put the verbs in brackets into the correct form, -ing or (to-)infinitive. Write in your notebook.

1. I don't mind ... (**cook**) dinner tonight.
2. We can ... (**hire**) a car once we get to Paris.
3. Simon suggests ... (**go**) abroad this summer.
4. Thanks to your new camera you can ... (**take**) more photos now, when you go on holiday.
5. They are planning ... (**visit**) the museum this Saturday.

$5 \times 2 = 10$

6 Choose the correct item. Write in your notebook.

1. The Gherkin is a building **on/in/at** London.
2. We learned a lot **about/for/with** the tower during our tour.
3. This hotel is perfect **on/for/with** families.
4. We booked a room **on/at/with** a fantastic view of the city.
5. We are staying **from/at/on** a beautiful resort near the sea.

$5 \times 1 = 5$

Listening

7 Listen and fill in the gaps. Write in your notebook.

THE LEANING TOWER OF PISA

- Located on the **1)** ... coast of Italy
- Height of about **2)** ... metres with **3)** ... steps
- Get information about when it's open on the **4)** ... of the city
- Children under **5)** ... not allowed



$5 \times 2 = 10$

Progress Check • 1

Reading

- 8 Read the blog entry and decide if the statements (1-5) are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

Poppy's Blog
http://www.poppysblog.com

Hi readers,
I'm back! I know my last entry was over a month ago, but I've got a good reason. Let me tell you all about it.
I don't live in Utrecht now; we've got a new house in Haarzuilens. It's a village in the Netherlands. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the quietest villages in The Netherlands. I can believe it! There isn't a lot to do, but it is very beautiful. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top. I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!



1. This is Poppy's first blog entry.
2. Haarzuilens is a very small village.
3. Poppy's parents haven't got a car.
4. The castle is in the centre of the village.
5. Poppy enjoys living in Haarzuilens.

5 x 2 = 10

Writing

- 9 You moved from the countryside to the city last month. Write a blog entry describing your new neighbourhood. Write in your notebook. Write: **its name, where it is, what activities you do there**. Use the blog entry in Ex. 8 as a model.

20 points

Everyday English

- 10 Match the exchanges. Write in your notebook.

1. We always have a great time there.
2. What are you doing on Saturday?
3. What about London?
4. Where do you want to go?
5. Let's go to the countryside.

- a Not a lot.
- b We could go to the seaside.
- c I'd prefer somewhere more exciting.
- d It's got such a lot of heavy traffic.
- e That's true.

5 x 2 = 10

TOTAL: 100 points

Competences



Good



Very good



Excellent

Now I can ...

Vocabulary & Grammar

- talk about nature curiosities
- talk about free-time activities
- talk about places to live: features of the countryside/city

Reading

- read for key information (multiple matching)
- read for detail (R/W/DS)

Listening

- listen for specific information (gap fill)

Speaking

- make plans

Writing

- write a paragraph analysing findings from a survey
- write a blog entry about a city

2

Truth or Legend?

What's in this module?

• **Vocabulary**

- landmarks & materials
- weather
- natural disasters
- feelings

• **Grammar**

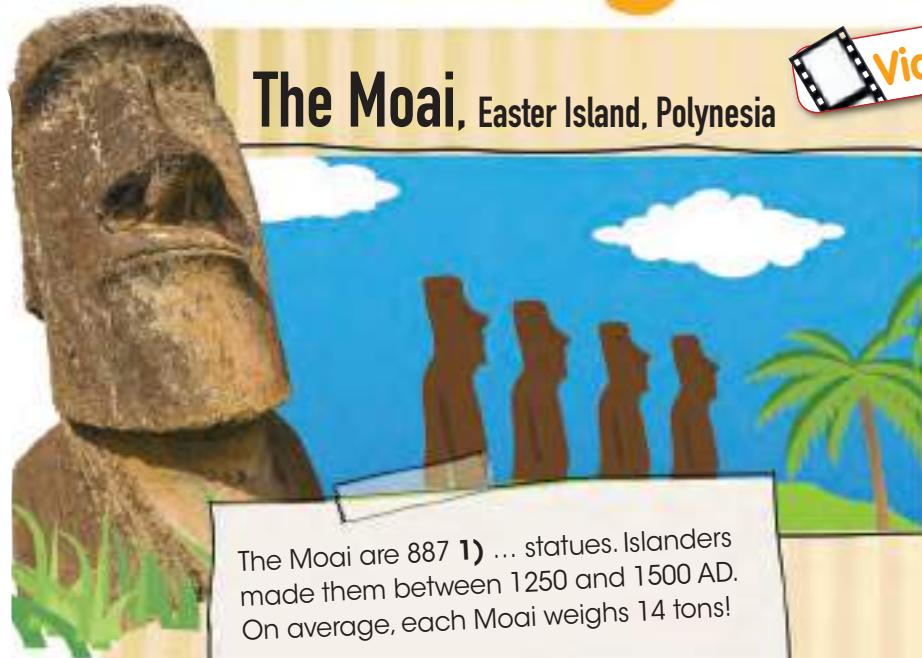
- prepositions
- past simple
- subject/object questions
- past continuous
- past simple vs past continuous
- phrasal verbs:
carry

• **Everyday English**

- narrating an experience

• **Intonation:**

- expressing shock/surprise

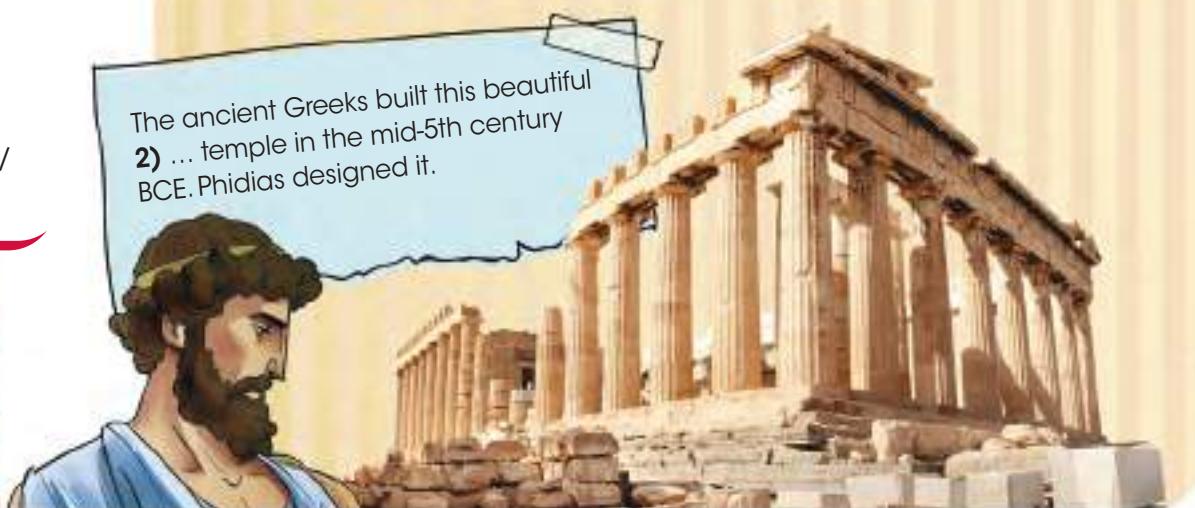


The Moai, Easter Island, Polynesia



The Moai are 887 1) ... statues. Islanders made them between 1250 and 1500 AD. On average, each Moai weighs 14 tons!

The Parthenon, Athens, Greece



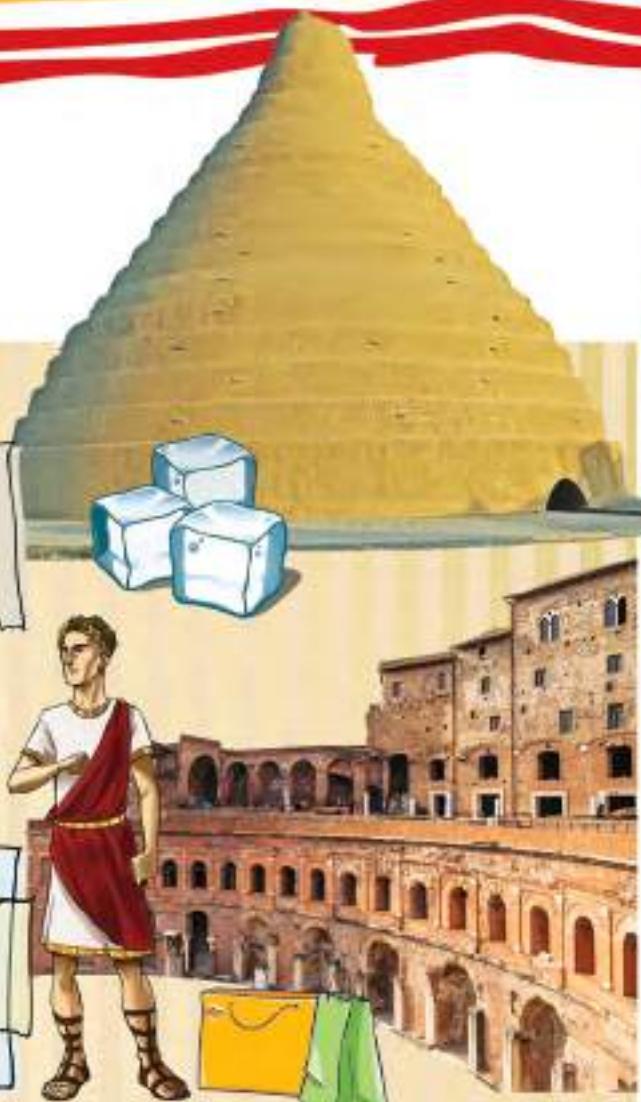
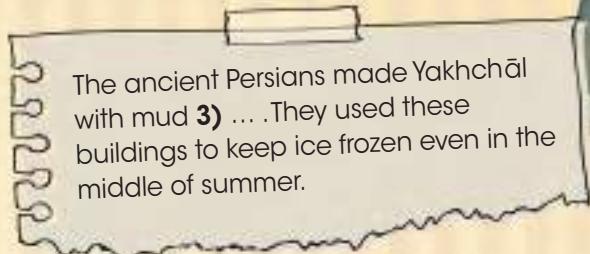
The ancient Greeks built this beautiful 2) ... temple in the mid-5th century BCE. Phidias designed it.

Vocabulary Landmarks & Materials

1 For items 1-5, fill in a word from the list below. Write in your notebook.

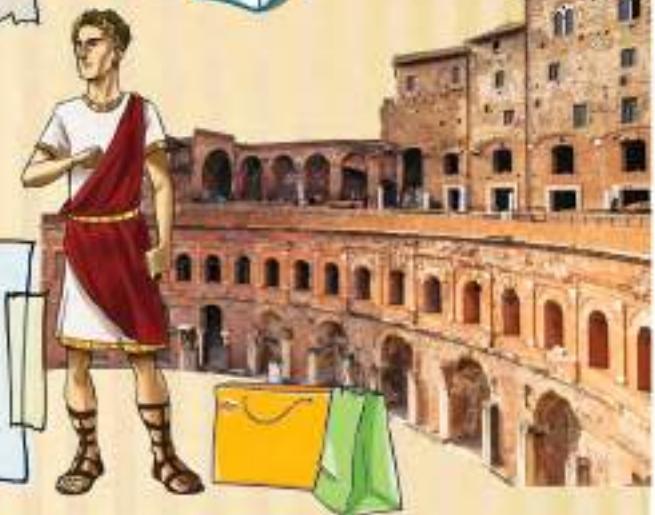
- bricks • stone • metal • concrete • marble

Yakhchāl, Yazd, Iran



Trajan's Market, Rome, Italy

The Romans built Trajan's Market with brick and 4) ... around 100 AD. They named the market Trajan after the Emperor at that time. It was the world's first shopping mall.



The Temple of Kukulkan, Yucatán, Mexico



The Maya used 5) ... tools to build this temple from large stone blocks. Each side has 91 steps that lead up to one large step at the top. That's 365 steps – one for each day of the year!

- 2 Some of the statements in Ex. 1 are incorrect. Which are *True* and which are *False*? Decide in pairs. Listen to a radio quiz and check if your guesses were correct. Write in your notebook.

- 3 Act out dialogues about the landmarks' materials, as in the example.

A: What did they use to make the Moai of Easter Island?

B: They used stone.

2a • Reading

video



myth (n) = a traditional story created in the past to explain natural events



THE CLOUD SHEPHERDS

Long ago, there was a competition between Good and Evil. The Good side created three beautiful angels, but the Evil side made a group of strange spirits. The Good side felt sorry for the spirits, however, and gave them a home in the sky. They became the Planetnicy or 'Cloud Shepherds'.

The Cloud Shepherds were often kind to the people on Earth. They sent rain to help their crops grow and blew the clouds away to let the sun shine. They even visited people's houses sometimes. They always appeared as tall, old men with wet clothes, even on a dry day. It was very important to be polite to a Cloud Shepherd when he appeared on your doorstep: they became angry easily, and angry Cloud Shepherds were very dangerous! They could send storms, snow and ice to destroy the crops, strong winds to damage houses, and thick fog to make travellers lose their way.

The Cloud Shepherds ate smoke instead of food, so they often started fires by throwing lightning down from the sky to Earth. Some Polish villagers built tall towers with bells in them and rang the bells to keep the Cloud Shepherds away. Even today, you can still see these towers in parts of Poland, such as the village of Koniówka. Few people believe in Cloud Shepherds these days, but the villagers there still call their bell 'The Lightning Breaker.'



Check these words

- competition • angel • spirit • feel sorry
- wet • dry • doorstep • smoke • ring

Listening & Reading

1 Look at the picture and the title. What do you know about this myth? Listen to find out.

2 Read the text and, for questions 1-4, choose the correct answer (A-C). Write in your notebook.

1. What did the Good side do for the strange spirits that the Evil side created?
A turned them into beautiful angels **B** gave them a place to live
C sent them to see the Cloud Shepherds
2. What made the Cloud Shepherds angry?
A wearing wet clothes **B** bad weather **C** rude people
3. What did the Cloud Shepherds eat?
A fog **B** smoke **C** fire
4. What stopped the Cloud Shepherds from coming near villages?
A the sound of bells **B** tall towers **C** lightning

3 Ask and answer questions based on the text, as in the example.

A: Who gave the Cloud Shepherds a home?

B: The Good side.

Reading • 2a

Vocabulary Weather

4 Fill in with: *hot, cloudy, snowing, warm, raining, cold*. Write in your notebook.



It's chilly.



It's



It's



It's



It's windy.



It's



It's foggy.



There's a thunderstorm.



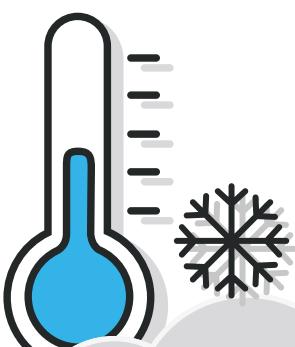
It's



It's sunny.



It's



The weather forecast for next week says there'll be snow and temperatures below 0°C. What can you do to protect yourselves?

5 What is the weather like in London?
Look and say.

It's Sunday today.

It's sunny.

It's Monday today.

It's ...

London



Prepositions

6 Choose the correct preposition. Write in your notebook.

1. He felt sorry **to/for** John.

2. She's very kind **at/to** everyone.

3. Do you believe **to/in** Santa Claus?

4. You're lucky to have the market **in/on** your doorstep.

7



Collect information on a myth related to weather from your country and write a short text about it in your notebook.

2b Grammar

My dad played football for the local team when he was younger.



Really? I didn't know that.

Past simple

We use the **past simple** for:

- past habits and states. **Did Rachel study** in Bucharest?
No. She **didn't study** in Bucharest. She **studied** in Craiova.
- actions that happened one after the other in the past.
I left the house, walked to the bus stop and waited for the bus.

Time expressions: yesterday, last week/month/etc, two hours/days/weeks/etc ago, How long ago ... ?, when, in 2017, etc

- 1** Write the past simple of the verbs below. Then, mark them as **R** (regular) or **I** (irregular). Write in your notebook.

- | | | | | | |
|---------|---------|----------|---------|---------|-----------|
| 1. take | 3. sing | 5. write | 7. look | 9. live | 11. try |
| 2. walk | 4. see | 6. speak | 8. keep | 10. go | 12. sleep |

- 2** Use the correct verbs in Ex. 1 to complete the sentences. Write in your notebook.

1. My granddad ... in Brașov when he was a child.
2. We ... on holiday to Romania last summer.
3. I ... Tony at the cinema yesterday evening.
4. William Shakespeare ... Romeo and Juliet in the 16th century.
5. My sister and her friends ... a song on TV last week.
6. I missed the bus yesterday, so I ... home in the rain.
7. The baby ... for 14 hours last night. She woke up at 10 o'clock!
8. Anna ... to her mum on the phone an hour ago.

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

1. ... (**you/visit**) the Parthenon when you were in Athens?
2. We ... (**not/play**) outside yesterday because there was a thunderstorm.
3. I ... (**take**) some beautiful photos of the city in the snow last winter.
4. He ... (**not-drive**) to the market. He took the bus.
5. ... (**they/go**) to Mamaia on holiday?

- 4** Find out what your partner did last weekend. Use the verbs in the list.

• ~~go~~ • read • listen • see • cook • make • watch • visit • play

A: Did you go to the cinema?

B: No, I didn't.



Grammar

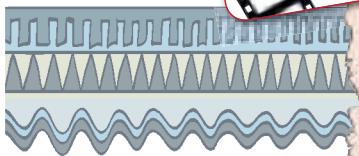
Spelling

- Verbs ending in **-e** add **-d**.
I create – I created
- Verbs ending in a **consonant + -y** drop the **-y** and take **-ied**.
I carry – he carried,
I dry – he dried
- Verbs ending in a **vowel + -y** add **-ed**.
I stay – he stayed
- Verbs ending in a **stressed vowel between two consonants** double the last consonant and add **-ed**.
I shop – I shopped
- Verbs ending in a **consonant + vowel + -i** double the **-i** and add **-ed**.
I cancel – I cancelled

Grammar • 2b



- 5** a) Put the verbs in brackets into the correct form of the past simple. Write in your notebook.



Machu Picchu

Experts believe that the Inca 1) ... (build) Machu Picchu for their emperor Pachacuti in 1450. They 2) ... (not/have) the wheel, so they 3) ... (carry) everything they needed up the mountain! Lots of people 4) ... (live) in Machu Picchu; it 5) ... (look) more like a small town than an emperor's home! Sadly, the Inca 6) ... (leave) Machu Picchu after only 80 years, because the Spanish 7) ... (arrive) in Peru. The Inca 8) ... (not/want) the Spanish to find their beautiful city, so they 9) ... (hide) the road to Machu Picchu. The Spanish never 10) ... (find) it, and only the Inca 11) ... (know) about the place until Hiram Bingham 12) ... (discover) it in 1911. Later, he 13) ... (share) his discovery with the rest of the world, and in 1983, Machu Picchu 14) ... (become) a UNESCO World Heritage Site.

In 2007, it 15) ... (win) a place on the New Seven Wonders of the World list.



Visit an online virtual library and collect information about the Aztecs. Present their civilisation to the class.

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

1. who/build/Machu Picchu?
2. what/Machu Picchu/look like?
3. how long/the Inca/live/in Machu Picchu?
4. when/Hiram Bingham/discover/Machu Picchu?
5. what/Machu Picchu/win/in 2007?

- 6** Use the years in the text in Ex. 5a to prepare a chart that illustrates the Inca timeline. Tell the class.

Subject/Object questions

Note
We use a rising intonation for **Yes/No questions**. Was he at home yesterday?

We use a falling intonation for **wh-questions**. What did he do last night?

Subject questions ask about the subject of the sentence. The word order is the same as in statements.

Peter called Anna.



Who called Anna?

Object questions ask about the object of the sentence. The verb is in question form.

Peter called Anna.



Who did Peter call?

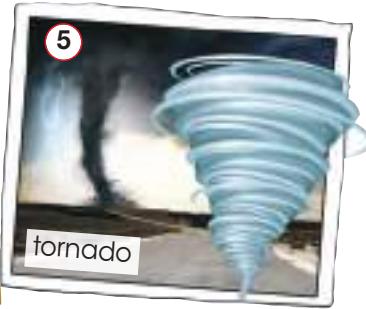
- 7** Form questions to which the underlined words are the answers.

1. They took Luke to hospital. Who did they take to hospital?
2. The fire destroyed the historic building.
3. Tom called the fire brigade.
4. Harry's house collapsed in the earthquake.

2C Vocabulary

Natural disasters

- 1  Listen and repeat.



- 2 Use words from Ex. 1 to complete the newspaper headlines. Write in your notebook.

A FOREST ... BURNS DOWN NATIONAL PARK



Culture Spot

The Great Fire of London was a major fire in London in 1666. It started in a baker's in Pudding Lane, and over three days it destroyed around 13,200 houses.



Describe a disaster that happened in your country.

... SHAKES TOWN NO DAMAGE REPORTED

B ... WARNING BECAUSE OF HEAVY RAIN

D LIVES LOST AS ... STRIKES ISLAND

Listening

- 3  Listen to the news reports/dialogues. Which natural disaster is each about?

- tsunami • earthquake • flood

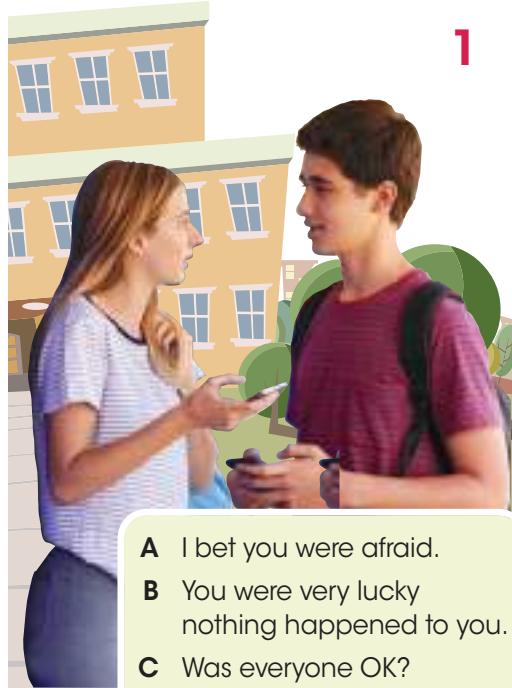
Feelings

- 4  Choose the correct word. Check in your dictionary. Make a sentence using the other word. Write in your notebook.

1. I was **afraid/terrible** when I saw the storm coming towards us.
2. Max was **nervous/surprised** by the speed of the rescue team.
3. By the time we got to the top of the volcano, we were **tired/worried**.
4. Oliver is **brave/bored**. He always helps people in danger.
5. When he saw the storm, Paul was **scared/sad**.

- 5  Think Imagine you were in a natural disaster. What happened? How did you feel? Tell the class.

Everyday English • 2d



- A I bet you were afraid.
- B You were very lucky nothing happened to you.
- C Was everyone OK?
- D I was!
- E Did you hear about what happened at the library during the tornado?

Narrating an experience

1

a) The phrases *looking for some books, library, loud noise, big tree fell onto the building* come from the dialogue below. What happened?

b) Complete the dialogue. Use the sentences in the list (A-E). Write in your notebook.

c) Listen and check. Was your guess from Ex. 1a correct?

Penny: Hi, John. 1) ...
John: You won't believe it, but I was there.
Penny: Really? Are you alright?
John: I'm OK now, but it was awful. I was looking for some books when I heard a loud noise.
Penny: Oh dear! 2) ...
John: 3) ... A big tree fell onto the building and broke part of the roof!
Penny: Wow! 4) ...
John: It was a small tornado, so no one was hurt, but the library wasn't so lucky!
Penny: How awful! 5) ...
John: I know. It was such a terrible experience!

2

Act out a similar dialogue. Use the news headline. Follow the diagram.

STUDENTS GO HOME
AFTER EARTHQUAKE
NO ONE HURT

Hey Did you hear ...?

Really? Are you ...?

Seriously? I bet you

How terrible! Was everyone ...?/Was anyone hurt?

You'll never guess but/Well, I didn't just hear about it, I was

I'm OK now, but
I was ... when

I was ...!

No, we were all

Intonation

Expressing shock/surprise



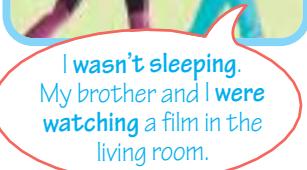
Listen and underline the stressed syllables. Listen again and repeat. Write in your notebook.

1. That's horrible!
2. What a terrible accident!
3. Oh dear!
4. No way!
5. How awful!
6. Oh no!

2e Grammar



I was sleeping when the earthquake woke me up.
What about you?



I wasn't sleeping.
My brother and I were
watching a film in the
living room.

Grammar

Time expressions
while, all day/night/
morning, etc,
at 10 o'clock yesterday
morning, etc

Jacob Lily	
1	listen to music (6 pm)
2	chat online (6 pm)
3	watch TV (7 pm)
4	sleep (7 pm)
5	do homework (7:30 pm)
6	have a snack (8 pm)

Past continuous (affirmative)

affirmative		
singular	I You He/She/It	was eating at 6 pm. were eating at 6 pm. was eating at 6 pm.
plural	We You They	were eating at 6 pm.

We use the **past continuous**:

- for actions in progress at a specific time in the past. **I was visiting a museum at 10 am yesterday.**
- for two or more actions in progress at the same time in the past. **I was doing my homework while Bob was playing video games.**
- for a past action in progress (past continuous) when another action interrupted it (past simple). **Jake was sleeping when I came home.**

- 1 Put the verbs in brackets into the affirmative form of the past continuous. Write in your notebook.

1. My parents ... (**work**) yesterday afternoon.
2. I ... (**read**) at 9 o'clock last night.
3. Luke ... (**play**) basketball last Saturday morning.
4. We ... (**have**) a French lesson at 5 o'clock yesterday afternoon.
5. Mum ... (**still/sleep**) at 11 o'clock yesterday morning!
6. James and Jenny ... (**talk**) on the phone during the storm.

Past continuous (negative)

negative		
	full form	short form
singular	I You He/She/It	was not eating at 6 pm. were not eating at 6 pm. was not eating at 6 pm.
plural	We You They	were not eating at 6 pm.

- 2 What were Jacob and Lily doing yesterday? Look at the table on the left and complete the sentences (1-6) with the correct form of the verb. Write in your notebook.

- | | | |
|--------------|-----------------------|-----------------------|
| 1. Jacob ... | 3. Jacob ... | 5. Lily ... |
| 2. Lily ... | 4. Jacob and Lily ... | 6. Jacob and Lily ... |

Grammar • 2e



Past continuous (interrogative & short answers)

	interrogative	short answers
singular	Was I eating? Were you eating? Was he eating? Was she eating? Was it eating?	Yes, I was./No, I wasn't. Yes, you were./No, you weren't. Yes, he was./No, he wasn't. Yes, she was./No, she wasn't. Yes, it was./No, it wasn't.
plural	Were we eating? Were you eating? Were they eating?	Yes, we were./No, we weren't. Yes, you were./No, you weren't. Yes, they were./No, they weren't.

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

1. ... (Justin/sleep) during the earthquake? No,
2. ... (the children/watch) TV? Yes,
3. ... (Lucy/cook) when the lights went out? No,
4. ... (you/go) to school when you met Bob? Yes,

Past simple vs Past continuous

- 4 a) Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.



Ben's BLOG

Hey, everyone!

Guess what 1) ... (happen) to me yesterday evening! I 2) ... (study) in my room. Suddenly, I 3) ... (hear) a noise in the corridor outside our flat. I 4) ... (open) the door and 5) ... (see) smoke at the end of the corridor! Old Mrs Galton, who lives there, 6) ... (stand) outside and she 7) ... (scream) "Fire! Fire!" I 8) ... (grab) our fire extinguisher, 9) ... (run) to the door and 10) ... (look) inside. The fire was in the kitchen and the flames 11) ... (spread) quickly. Luckily, I 12) ... (put out) the fire quite easily. Now, I'm the hero of the block!

- b) Ask and answer questions about Ben's blog entry, as in the example. Use these question words: when, what, who, why, where, how.

A: When did the fire happen?

B: It happened yesterday evening.

A: What was Ben doing when he heard the noise? etc

2f Across Cultures

Listening & Reading



- 1 Read the first paragraph of Jamie's story and look at the pictures. Why did Jamie stay only one night in Kaikoura? Listen and read the forum post to find out.

SURVIVORS' stories

Jamie's story

It was 13th November, 2016, and my parents and I were on holiday in Kaikoura, New Zealand. We spent the first day there sightseeing. When I got back to my room, I was really tired and went to bed early. I had no idea that my first night in Kaikoura was also my last! Just after midnight, a loud noise woke me up. My room was shaking. It was an earthquake! My mum and dad rushed into my room and we all ran out of the hotel. Lots of people were already outside. As we were standing there, we felt aftershocks – smaller earthquakes that come after the big one. I was so scared! After a while, the emergency services arrived. All the roads and bridges were closed. There was no way out of Kaikoura! Luckily, helicopters were on their way to get everyone to safety. We made our way to a school field where a helicopter was waiting. We climbed in and took off. As we were flying away, I saw the destruction below. The roads had huge cracks in them. Later, we found out that there was also a tsunami. What a holiday! We left New Zealand early in the morning and flew back to England. I feel so lucky that we lived to tell the tale.

Check these words

- shake • aftershock
- emergency services
- take off

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

1. What is the writer's main purpose?
A to describe a scary experience
B to explain why earthquakes happen
C to talk about emergency services

2. Why did Jamie sleep early?
A There was nothing to do in the town.
B He was leaving the next day.
C He was very tired.

3. How does Jamie feel about his experience?
A sad B scared C relieved



How can we protect ourselves in case of an earthquake? Collect information. Tell the class.

- 3 Think Illustrate Jamie's story. Write your own version of the story that matches the pictures. Find appropriate music. Present the story to the class.

Across Cultures • 2f

Grammar

-ing/-ed adjectives

We can use **-ing/-ed** to form adjectives:

- **-ing** adjectives describe what something/someone is like. **The story was exciting.** (What was it like? Exciting.)
- **-ed** adjectives describe someone's feelings. **Sam was terrified.** (How did he feel? Terrified.)

- 4 Read the Grammar box, then choose the correct item. Write in your notebook.

1. What's wrong? You look **worrying/worried** about something.
2. The film about the volcano was so **boring/bored!**
3. Are you **exciting/excited** about your holiday?
4. I read an **interesting/interested** book about Pompeii.
5. I was so **tiring/tired** last night.

- 5 Read the Phrasal Verbs box, then complete the sentences with the correct particle in your notebook.

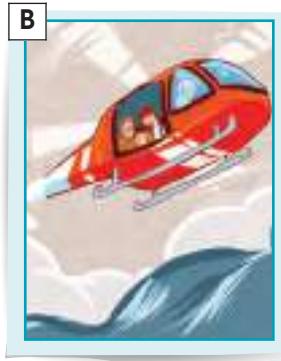
1. Despite the difficult weather conditions, the team carried ... the rescue mission.
2. Dr Jenkins carried ... research into the causes of extreme weather.
3. The fire carried ... burning throughout the night.

Phrasal Verbs

carry on = continue doing sth
carry off = succeed in doing sth difficult
carry out = perform (a task)

Listening & Speaking

- 6 a) Listen and put the pictures (A-D) in the correct order (1-4). Write in your notebook.



- b) Listen again and take notes under the headings: **who, when, where, what happened** in your notebook. Compare notes with your partner.

- 7 Use these phrases to tell Paul's story to the class.

- walk on beach
- people scream
- see tsunami
- start running to hotel
- be scared
- climb in helicopter
- fly away
- feel lucky

Writing (a story)

- 8 Imagine you are Paul. Use the pictures in Ex. 6 and your answers in Ex. 7 to write your story for the school short story competition in your notebook.

Note

Past tenses in stories

We use past tenses (past simple, past continuous) when we narrate an event or tell a story.

2. CHIL (History)

Reading & Listening

- 1 Read through the text and find at least one achievement of the ancient Romans.



THE ACHIEVEMENTS OF ANCIENT ROME

The ancient Romans called Rome the 'Eternal City'. They thought that the Roman Empire and its achievements would last forever.

In the late 4th century, the empire fell, but today we can still admire the amazing achievements of this important civilisation.

1 The Roman Empire was **huge**. At its greatest, it covered over one million square miles. Controlling such a large area meant that its armies needed to get around quickly. So, the Romans built strong roads. They **realised** that the shortest route between two points is a straight line, so wherever possible, they built their roads like this. In 200 AD, the Romans had over 50,000 miles of road and many of these still exist today.

2 We can still **see** the accomplishments of ancient Rome today when we visit the city and see its monuments. These 2,000-year-old buildings are still standing because ancient Romans built them with Roman concrete. They first started using this material over 2,100 years ago. The concrete they used back then was a mix of lime and volcanic ash. One of its advantages was that it dried very quickly, so they even used it to build under water.

Check these words

- achievement
- eternal • route
- accomplishment
- concrete • lime

- 2 a) Read again and match the headings to the paragraphs. There is one heading that you do not need to use. Write in your notebook. Listen to check.

- A How to build an Eternal City
 B Romans didn't build Rome in a day
 C All roads lead to Rome

- b) Explain the words in bold. You can use your dictionary.

Speaking & Writing

- 3 Think What impressed you from the text? Why?



We invented the rules of Geometry!

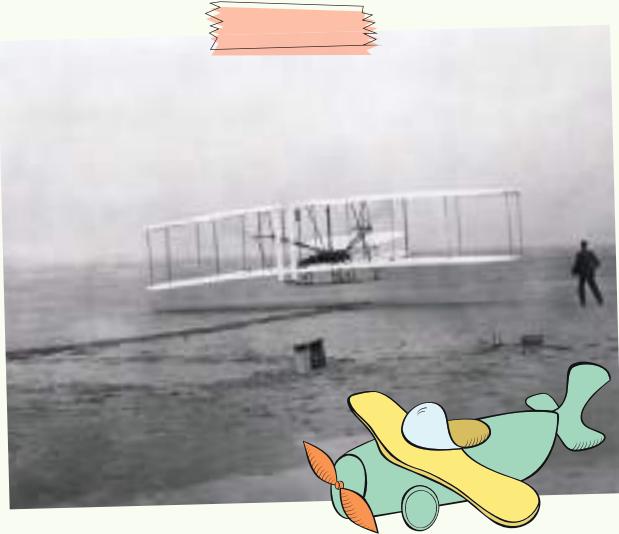
Collect information about achievements of ancient Greece. Create a chat box.

Flash Time •2

Project Time

1

-  Collect information from the school library or online libraries about six achievements of the 20th century. Create a poster. Find pictures and write a few words about each achievement, as in the examples. Put the events in chronological order.



In 1903,
Orville and Wilbur Wright
made the first flight ever in a plane.



In 1969,
Neil Armstrong became the first
person to walk on the Moon.

Presentation skills

2

- Choose one of the achievements from Ex. 1 and present it to the class. Talk about: **who, where, when, what happened, what they achieved**. You can prepare a presentation with slides.

VALUES

Achievement

- 3  Read the quotation.
What do you think it means?

"Only those who dare to fail greatly can
ever achieve greatly."

Robert F. Kennedy

- 4  Think What qualities do you need to achieve great things? Discuss.
Use the ideas below as well as your own.

- brave
- talented
- patient
- honest
- clever
- strong
- creative

2 • Progress Check

Vocabulary

1 Choose the correct item. Write in your notebook.

1. There were dark **storms/clouds** in the sky.
2. We couldn't see the view because of the **fog/wind**.
3. There was a huge **ice/storm** coming towards us.
4. The **sun/wind** was shining all day today.
5. The children enjoy playing in the **ice/snow** in winter.

5 x 1 = 5

2 Choose the correct item. Write in your notebook.

1. There was a **flood/fire/ice** and there was water in the streets.
2. He is very **tired/bored/afraid** because he walked 10 km today.
3. The **tsunami/earthquake/fire** made the ground shake.
4. The man saved the children from the fire; he was very **brave/surprised/sad**.
5. Our dog hides under the table during storms because she's **terrible/scared/worried**.

5 x 2 = 10

3 Fill in: *on, in, out, to, for*. Write in your notebook.

1. He was very kind ... us.
2. You all need to carry ... my orders.
3. After a short break, he carried ... working in the garden.
4. I don't believe ... ghosts.
5. I'm really sorry ... your loss.

5 x 1 = 5

Grammar

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

1. Ancient Romans ... (**build**) lots of roads.
2. Mark and I ... (**not/go**) out yesterday.
3. When ... (**he/leave**)?
4. We ... (**hide**) under the table during the earthquake.
5. The ancient Greeks ... (**not/use**) concrete to build the Parthenon.

5 x 2 = 10

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

1. Liam ... (**swim**) when it started raining.
2. Kelly ... (**not/eat**) dinner when I got home.
3. He ... (**not/work**) when John came.
4. ... (**you/sleep**) when the tornado hit?
5. The wind ... (**blow**) hard all night.

5 x 2 = 10

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

1. ... (**Penny/chat**) online when the earthquake hit?
2. I got up, put on a coat and ... (**leave**).
3. The sun ... (**shine**) yesterday morning.
4. Beth ... (**study**) all morning yesterday.
5. Harry ... (**not/go**) skiing last winter.

5 x 2 = 10

Listening

7 Listen to an interview with someone who says he saw the Loch Ness Monster and decide if the statements are R (**right**) or W (**wrong**). Write in your notebook.

1. Tom Smith was in Scotland on holiday.
2. When Tom went to the lake, it wasn't raining.
3. The monster looked like a crocodile.
4. Tom got a photo of the monster.
5. Tom felt very disappointed.

5 x 2 = 10

Progress Check • 2

Reading

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

THE MYSTERY OF THE YOWIE

It was a summer afternoon in 1996. Peter and Belinda Garfoot were on a driving holiday in Australia when they stopped at the side of a quiet road to take a break. Then, Peter saw something strange in the mirror – a huge creature, around 2 metres tall, with long arms and a hairy body, was walking upright across the road. They both turned around and watched for around 10 seconds before it disappeared into the forest. They were sure it was the Yowie.

The Yowie is a huge ape-like creature that some people think lives in the Australian countryside. The Aborigines, the original people of Australia, started telling stories about the Yowie hundreds of years ago. Every so often, there is a new sighting of this strange creature. Most scientists, though, say there is no evidence which proves that the Yowie exists. The Garfoots, for example, didn't manage to take photos or record a video of the creature they saw.

So, who knows what we should believe? Was the creature they saw actually a person dressed up in an ape costume? Was it just a large dog or fox which was walking strangely? Whatever the truth, the mystery of the Yowie carries on in Australia to this day.

1. The Garfoots saw a creature
A behind their car. B next to their car.
C in front of their car.
2. The Aborigines
A don't believe that the Yowie exists.
B have a long history with the Yowie.
C live in the countryside.
3. The Garfoots
A took photographs of the creature.
B have video evidence of the creature.
C don't have any proof that they saw the Yowie.

3 x 5 = 15

Everyday English

- 9 Match the exchanges in your notebook.

1. Are you alright?
a I was!
2. I bet you were scared!
b Oh dear!
3. Was everyone OK?
c I know.
4. You were very lucky nothing happened to you.
d Luckily no one was hurt.
5. Suddenly, I heard a loud noise.
e I'm OK now.

5 x 1 = 5

Writing

- 10 Listen to the recording from Ex. 7 again and take notes. Then write a story about the man who saw the Loch Ness Monster. Write in your notebook.

20 points

TOTAL: 100 points

Competences



Good



Very good



Excellent

Now I can ...

Vocabulary & Grammar

- talk about landmarks & materials
- talk about the weather
- describe natural disasters and feelings

Reading

- read for detailed information (multiple choice)
- identify the main idea (match headings to paragraphs)

Speaking

- narrate an experience

Listening

- listen for specific information (multiple matching, note taking)

Writing

- write a story

3 Fit for life

What's in this module?

Vocabulary

- activities & sports
- phrases with do, have, make, take
- health problems & what to do

Grammar

- prepositions
- present perfect
- have been/have gone
- for - since - just - already - never - ever - yet
- present perfect vs past simple
- present perfect continuous
- present perfect vs present perfect continuous
- phrasal verbs: put

Everyday English

- talking about health

Pronunciation:

silent letters



2 ... escape games

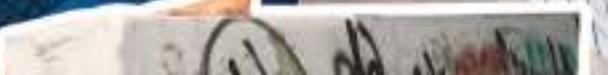


1 ... gymnastics



4 ... go-karting

3 ... parkour





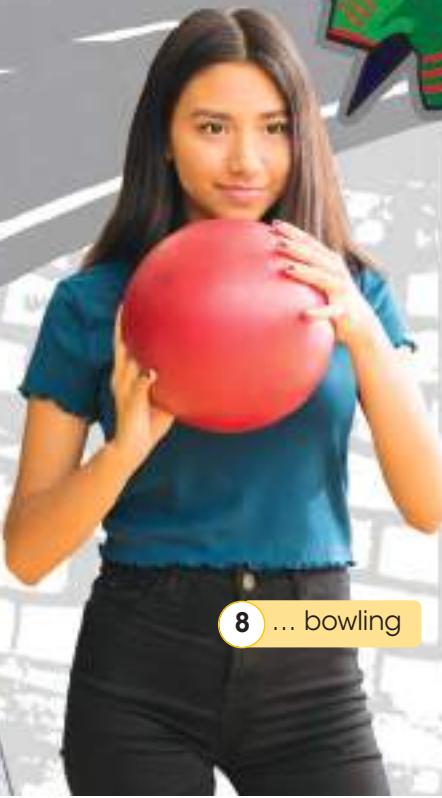
5 ... online/video/computer games



6 ... laser tag



7 ... rollerblading



8 ... bowling

Vocabulary Activities & Sports

- 1 Complete the gaps with *do*, *play* or *go*. Write in your notebook. Then, listen and repeat.

Speaking

- 2 a Which activities/sports do you do in your free time?
I sometimes go rollerblading in my free time.

- b Which activities/sports would you like/not like to do? Give reasons.

I wouldn't like to do gymnastics because it looks difficult.

3a • Reading

[HOME](#)[BLOG](#)[PHOTOS](#)[ABOUT](#)[Video](#)

Tom's Blog

ESCAPE ROOMS

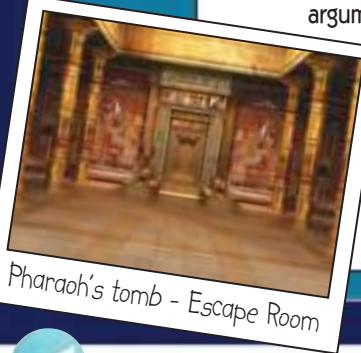
LET me OUT of here!

A tall man with a beard brought us into a room. As he was leaving, he said, "Get out of this room in 60 minutes – or you lose!" Then the door closed.

Hi everyone! Tom here. Don't worry – we weren't in danger. I'm talking about an escape room! My friends and I went to one at the weekend, and we had an amazing time! Escape rooms are like computer games in real life. You can only find the exit after you have solved all the puzzles, and you have to solve them before your time runs out!

Our room looked exactly like a Pharaoh's tomb. We were very excited, but at first, we didn't know what to do! Daniel was shaking all the pots while I was tapping the walls, looking for a hidden door. We had some arguments and made the room kind of a mess, but finally, Gemma found the clue that helped us do the first puzzle, and after that we got the hang of it. Just as the clock was counting down towards zero, we solved the last one and the exit door opened. Phew! What a relief!

It was our first time in an escape room, so we all felt really happy that we managed to do it. Now, we're hooked! Gemma has already booked for us to go again on her birthday next week, and try a different escape room!



Pharaoh's tomb - Escape Room

[Post a comment](#)

Check these words

- tomb
- shake
- clue
- get the hang of
- relief
- hooked

Reading

1 Read the title of the blog post and the introductory paragraph. What do you think the blog post is about? Listen and read to find out.

2 Read again and choose the correct item. Write in your notebook.

1. Tom went to the escape room **alone/with one friend/with more than one friend**.
2. The escape room Tom went to was a **historical/present day/futuristic** one.
3. **Tom/Daniel/Gemma** has a birthday soon.

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

1. The escape room they went to looked like **this**.
2. **He** tried to find a hidden door.
3. **She** found the first clue.
4. They're going to another **one** soon.

DESIGN
YOUR
OWN

ESCAPE
ROOM



Reading • 3a

Note

Using dictionaries

Dictionaries present words in alphabetical order. When you find the word you are looking for, read what it means, how to pronounce it and what part of speech it is.

Vocabulary

Phrases with *do, have, make, take*

- 4 Fill in: *make, have, take, do*. Check in your dictionary. Choose five and make sentences about you. Write in your notebook.

1. ... photos, your time, a break
2. ... a great time, fun, a chat
3. ... homework, a puzzle, chores
4. ... a mess, a noise, a mistake

Prepositions

- 5 Choose the correct preposition. Check in your dictionary. Write in your notebook.

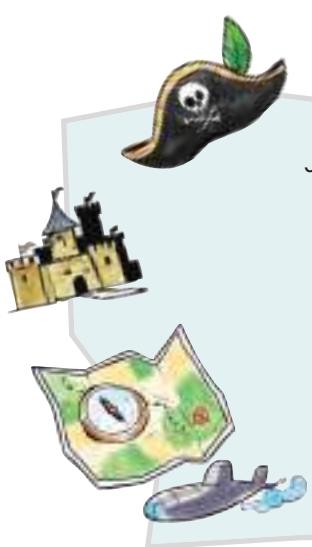
1. The waiting room was full **with/of** people.
2. You sometimes think you are **at/in** danger, but you aren't.
3. Do you want to come to an escape room **in/at** the weekend?
4. We are going for dinner in a restaurant **at/on** my birthday.

Speaking

- 6   Think What makes escape rooms popular with teens?

Listening

- 7  Listen to Sam and Jessica talking about escape rooms. Match the people (1-5) to the theme of their escape room (a-h). Write in your notebook.



Jessica 1

a detective

Sam 2

b spaceship

Kevin 3

c ancient Egypt

Tracy 4

d mystery

Andy 5

e adventure

f submarine

g pirate

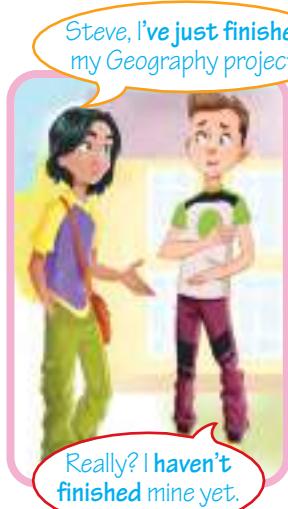
h old castle



Writing (a comment on a blog)

- 8 Imagine you went to an escape room. Post a comment on Tom's blog. Write: **what the theme was, who you did it with, what you enjoyed about it.**

3b Grammar



Present Perfect (affirmative/negative)

		affirmative (subject + have/has + past participle)	negative (subject + have/has not + past participle)		
		full form	short form	full form	short form
singular	I/You	have studied.	've studied.	have not studied.	haven't studied.
	He/She/It	has studied.	's studied.	has not studied.	hasn't studied.
plural	We/You/They	have studied.	've studied.	have not studied.	haven't studied.

1 Read the theory. Write the past participle of the verbs in your notebook. See the list of irregular verbs at the back of the book.

1. break **broken**
3. change ...
5. see ...
7. go ...
9. swim ...
2. run ...
4. enjoy ...
6. write ...
8. win ...

2 Complete the sentences. Use verbs from Ex. 1 in the present perfect affirmative. Write in your notebook.

1. Tom Gregory **has enjoyed** swimming since he was six years old.
2. He ... across the English Channel from the UK to France many times.
3. Tom ... a place in the Guinness Book of World Records.
4. He ... a book about his experience.
5. No one ... Tom's record. He's still the youngest person to complete the swim.
6. The rules ... now, and only over-16s can swim across the English Channel.

3 Complete the sentences with **have/has been** or **have/has gone**. Write in your notebook.

1. James and Tony aren't here. They **have gone** to football practice.
2. Lucy ... to her gymnastics class. She came back an hour ago.
3. I ... to an escape room before. I didn't like it.
4. Mike ... to the park. He left 20 minutes ago.

4 Put the verbs in brackets in the present perfect negative to complete the sentences. Write in your notebook.

1. They **haven't tried** (**not/try**) go-karting before.
2. I ... (**not/speak**) to Amy for three weeks.
3. She ... (**not/read**) the book yet.
4. We ... (**not/see**) the film about the runner.
5. He ... (**not/play**) this online game before.
6. You ... (**not/do**) your homework, so you can't go out.

Grammar • 3b

Present perfect (interrogative & short answers)



	interrogative	short answers
singular	Have I studied? Have you studied? Has he studied? Has she studied? Has it studied?	Yes, I have./No, I haven't. Yes, you have./No, you haven't. Yes, he has./No, he hasn't. Yes, she has./No, she hasn't. Yes, it has./No, it hasn't.
plural	Have we studied? Have you studied? Have they studied?	Yes, we have./No, we haven't. Yes, you have./No, you haven't. Yes, they have./No, they haven't.

5

Form questions using the verbs in the list in the present perfect. Then answer about yourself. Write in your notebook.

• win • watch • swim • do • play • have

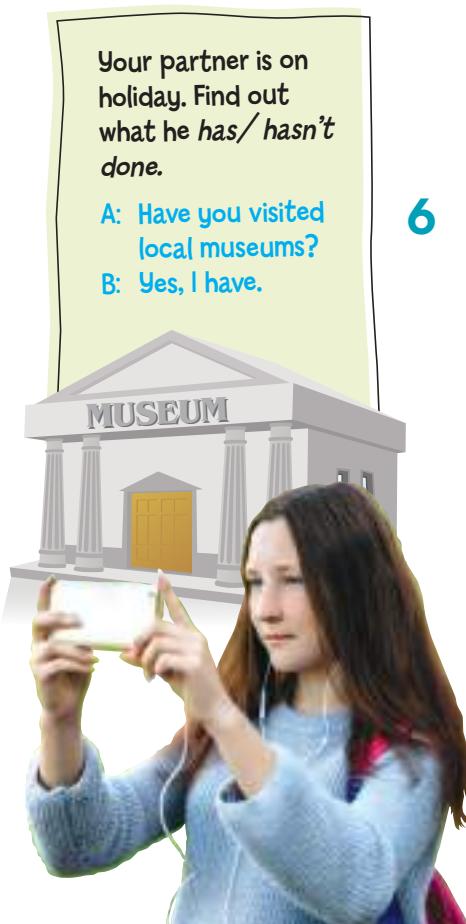
1. A: Have you ever had a temperature?
B: Yes, I have./No, I haven't.
2. ... computer games online?
3. ... a sports competition?
4. ... in the sea?
5. ... a live football match?
6. ... gymnastics?



6

Put the verbs in brackets into the correct form of the present perfect. Write in your notebook.

1. A: Paul looks happy.
B: Yes. They **have announced** (**announce**) that he won the karate competition.
2. A: ... (**you/see**) Alice today?
B: No, I think she's at the library.
3. A: Is Mr Daniels a good teacher?
B: Yes, he ... (**teach**) Maths for 20 years!
4. A: Let's go and see our cousins on Sunday.
B: OK. We ... (**not/visit**) them for a month.
5. A: ... (**Beth/leave**) the swimming team?
B: Yes. She's doing gymnastics instead.



3C Vocabulary

Health problems and what to do

- 1 a) Listen and repeat.



Sue



Anna



Mark



Mike

1 a headache

2 a sore throat

3 a stomach ache

4 a temperature



Nick



Vicky



Daphne



Paul

5 a cold

6 a runny nose

7 dry eyes

8 backache

- b) Match the health problems (1-8) to what you can do to feel better below. Write in your notebook.



a drink mint tea



b have a lozenge



c take an aspirin, a painkiller, medicine



d use some eye drops



e use a nasal spray

Speaking

- 2 Ask and answer, as in the example.

A: What's wrong with Sue?

B: She's got a headache.

A: Has she taken anything for it?

B: Yes, she's taken a painkiller.

Everyday English • 3d

Talking about health

1

- a) The phrases/sentences below come from the dialogue below. What is the dialogue about?

• You don't look well. • I feel terrible. • Poor you! • It still hurts.

- b) Complete the dialogue. Use the sentences (A-E) in the list. Write in your notebook.



Manny: Hi, Gisele! 1) ... You don't look well.

Gisele: Hi, Manny. I feel terrible. I've got a headache.

Manny: Oh! Poor you! 2) ...

Gisele: Just a couple of hours ago. Right after our computer lesson.

Manny: Really? 3) ...

Gisele: I've taken some painkillers, but it still hurts.

Manny: 4) ...

Gisele: I'm going there now. Maybe she can tell me what I can do.

Manny: I'm sure she can. 5) ...

Gisele: Thanks! Talk to you later.

Manny: OK. Bye!

A Why don't you go and see the nurse?

B Have you taken anything for it?

C Well, I hope you feel better soon.

D What's wrong?

E When did it start?

- c) Listen and check. Was your guess from Ex. 1a correct?

2



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

3



Imagine you have a stomach ache. Act out a dialogue similar to the one in Ex. 1.

Pronunciation

Silent letters



Listen and find the silent letter(s). Write in your notebook. Listen again and repeat.

1. interesting

3. right

5. talk

2. autumn

4. wrong

6. Wednesday

3e Grammar



Grammar

She has known him **for five years**.
(period of time)

He has lived here **since 2010**.
(starting point of an action)

I've **just finished my homework**.
(= a short time ago)

I've **already done my homework**.
(= before now)

I've **never tried yoga**.
(= at no time)

Have you **ever tried windsurfing**?
(= at any time)

Have you spoken to them **yet**?
(= so far)

for - since - just - already - never - ever - yet

1

Choose the correct item. Write in your notebook.

1. They've held the race in London **since/for** 2012.
2. Have you **never/ever** been to the USA?
3. She's **just/already** won the competition five times.
4. He's done karate **since/for** five years.
5. I haven't booked tickets for the match **yet/already**.
6. We've **ever/never** tried parkour. It looks dangerous.
7. He's **just/yet** bought new football boots.

Present perfect vs Past simple

2

Choose the correct item. Write in your notebook.

1. My dad **has won/won** a marathon ten years ago.
2. I **haven't played/didn't play** tennis since last summer.
3. **Have you eaten/Did you eat** lunch yet?
4. He **hasn't gone/didn't go** to football practice yesterday.
5. Max **came/has come** back from the basketball game at 11 o'clock last night!
6. We **haven't finished/didn't finish** our homework yet.

3

Complete the text with the correct form of the present perfect or the past simple. Write in your notebook.

1) Have you ever watched (you/ever/watch) someone doing parkour? You probably have, even if you 2) ... (not/realise) it at the time. Parkour 3) ... (appear) in lots of films, such as *District 13*, the James Bond film *Casino Royale* and *The Bourne Ultimatum*. The actor Stephen Amell 4) ... (learn) parkour in 2012 because he 5) ... (want) to do his own stunts when he 6) ... (play) the superhero Green Arrow.

Parkour 7) ... (start) in the 1980s, but even 30 years later, it still 8) ... (not/ become) as popular as sports like football and basketball. Why? Probably because it's very difficult! It's not just about doing tricks; it's about changing the way you think about the world. Ryan Doyle is a parkour expert and he 9) ... (win) several competitions. He says, "Parkour is not a sport, it is an art."

Grammar • 3e



Present perfect continuous (*have/has been + main verb -ing*)

We use the present perfect continuous:

- to emphasise the duration of an action that started in the past and continues up to the present.
She has been jogging since 7 o'clock.
- for an action that started in the past and lasted for some time. It may still be continuing or has finished but the result is visible in the present.
She is tired. She has been gardening all morning.

affirmative	I/You/We/They have been working since 9 o'clock. He/She/It has been working since 9 o'clock.
negative	I/You/We/They haven't been working since 9 o'clock. He/She/It hasn't been working since 9 o'clock.
interrogative	Have I/you/we/they been working since 9 o'clock? Has he/she/it been working since 9 o'clock?
short answers	Yes , I/you/we/they have . No , I/you/we/they haven't . Yes , he/she/it has . No , he/she/it hasn't .

Time expressions with the present perfect continuous: *for, since, how long, all day/morning, etc, lately, recently*

Note

For verbs which we do not use in continuous forms (**know, hate, want**, etc), we use the present perfect instead. **I've known her for three years.**

4

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

1. We ... (**cook**) all morning.
2. ... (**they/watch**) TV since Bob left?
3. Ann ... (**play**) the guitar all afternoon.
4. You look exhausted. What ... (**you/do**)?
5. I ... (**not/feel**) well lately.

5

Discuss, as in the example. Use these ideas: *you/live here? – your friend/play basketball? – your dad/drive a car? – you/learn English?*

A: How long have you been living here?
B: I've been living here since last May.

Present perfect – Present perfect continuous

6

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

1. A: Your clothes are dirty. What ... (**you/do**)?
B: I ... (**work**) in the garden all morning.
2. A: Sorry, I'm late. (**you/wait**) long?
B: I ... (**just/arrive**).
3. A: How long ... (**Mary/teach**) in your school?
B: She ... (**be**) here for three years now.



3f Across Cultures



Reading

1

Look at the pictures and read the title of the text. What would you like to know about Health and Sports Day in Japan? Write two questions. Listen to and read the text. Does it answer your questions?



Health and Sports Day in Japan

by Koki Shiono

In Japan, we're very keen on sports. In fact, we even have a national holiday to celebrate our love of sports! It's called Health and Sports Day and it takes place every year on the second Monday in October. Japanese people have been celebrating this day since 1966. On Health and Sports Day, most schools hold their annual Field Day. It's like a mini Olympics! Students compete in teams and take part in a huge variety of events.

I've always enjoyed Field Day at my school, and this year was no different! The day began with a parade of all the teams. Then, all of the competitors spread out across a field for group stretching.

During the day, we competed in many traditional track and field events like the 100-metre sprint and the long jump, but we played some unique Japanese games, too! For example, in tama-ire large teams have 2-3 minutes to throw as many small beanbags as possible into a basket at the top of a tall pole! And in o-tama korogashi teams of two have to roll a giant ball through an obstacle course!

Health and Sports Day isn't just for kids. It encourages people of all ages to be active! Actually, there were some special events for parents at my school, too! My dad didn't compete because he had a headache, but I think that was just an excuse! Anyway, the whole day was a lot of fun. I can't wait for next year!

Check these words

- compete • group stretching • sprint
- obstacle course • encourage

2

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

1. When was the first Health and Sports Day in Japan?
A 1962 B 1964 C 1966
2. In tama-ire competitors play
A alone. B in big groups. C in teams of two.
3. Koki believes that his father
A wasn't really ill. B wanted to compete. C wasn't feeling well.



Across Cultures • 3f

Speaking

- 3 Read the text again and make notes under the headings: **name of event, place, date, reason, activities**. Imagine you are on TV. Present the event and invite people to attend it. Write in your notebook.

Listening

- 4 a) Listen to an announcement about a school sports day and fill in the gaps (1-5) in the poster. Write in your notebook.



Cherrywood School Sports Day

Wednesday, 1) ... June
Events start at 2)
3) ... different events
4) ... champion Paul Abbott is presenting the medals
Special prize from Taylor's 5) ... Shop



Culture Spot

The Championships Wimbledon is a tennis competition that takes place every summer in London. It lasts two weeks.



What are some of the sports events that take place in your country? Present them to the class.

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

1. Who is the speaker?
2. Who is he talking to?
3. Where does the announcement take place?
4. What is the speaker's intention?

- 5 Read the Phrasal Verbs box, then complete the sentences with the correct particle in your notebook.

1. I can't put ... your rude behaviour.
2. Sam has put ... a lot of weight.
3. They put ... the match because of the snow.
4. Mark put ... his football jersey and walked out onto the pitch.

Phrasal Verbs

put off = arrange for sth to take place at a later time
put on = gain (weight); get dressed in (jeans, a shirt, etc)
put up with = accept sth bad without complaining

Writing (a blog entry)

- 6 You have attended a sports event in your country. Collect information under the headings in Ex. 3. Use your notes to write a blog entry. Write in your notebook.



GERMS



What are they?

Germs are tiny living things. They are so small that we can't see them – but they are everywhere!

What do they do?

Like every living thing, germs need to stay alive. They can only do that by getting into plants, animals or people. Some germs are good for our bodies. For example, they help us use all the nutrients in the food we eat. Other germs can make us ill.

How to protect ourselves from germs

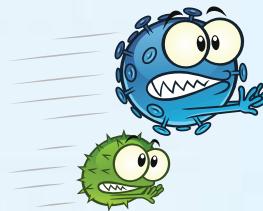
Wash your hands

after:

- using the bathroom
- coughing, sneezing or visiting a sick person
- playing outside
- using public transport
- touching animals or pets

before:

- preparing or eating food



How

- use warm water and soap
- rub your hands together for at least 20 seconds
- don't forget to wash the backs of your hands, under your nails and between your fingers
- rinse your hands with warm water

Germs are everywhere, but there's no need to be afraid of them. As long as you follow this advice, you can stay clean and healthy!

Check these words

- germ
- nutrient
- sneeze
- rub
- rinse

1 Look at the pictures. What do you know about germs? What would you like to learn? Write down two questions. Listen to and read the text to see if you can answer your questions.

2 Replace the words in bold with words from the text. Write in your notebook.

1. They are tiny.
2. Some germs help us use **them** when we eat.
3. You must wash **them** quite often.
4. You use **it** with warm water to wash your hands.
5. Remember to wash between **them**.

3 Collect information about other ways to protect ourselves from germs. Present it to the class.

Flash Time •3

Project Time

- 1 a) Complete the sentences in the quiz with: have, brush, don't get, sleep, eat, drink, exercise. Write in your notebook.

HOW healthy are you?

Choose the statements that are true for you.

1. I ... a balanced diet.
2. I ... five days a week for at least ½ hour.
3. I ... a healthy weight.
4. I ... stressed about things that aren't important.
5. I ... for at least eight hours each night.
6. I ... lots of water.
7. I ... my teeth twice a day.

How well did you do? Give yourself one mark for every statement you ticked.

0 - 3: Oh dear! You need to make some changes today.

4 - 5: OK, but try more healthy habits.

6 - 7: Excellent! You're very healthy.



- b) Do the quiz. How healthy are you? Write in your notebook. Compare with your partner.

- 2 Collect more information and create a leaflet with some *Dos and Don'ts* for having a healthy lifestyle. Use photos or drawings to illustrate your leaflet. Present it to the class.

Presentation skills

- 3 You are celebrating World Health Day at your School. Use the information in Ex. 1 and your ideas from Ex. 2 to prepare a presentation explaining how we can have a healthy lifestyle.

VALUES

Health

- 4 Explain the quotation.

"A healthy mind in a healthy body."

Juvenal

- 5 Think Why is it important to do regular exercise? Use the prompts below and your own ideas to discuss with your partner.

- helps reduce stress
- improves concentration
- gives you energy
- improves sleep
- helps keep a healthy weight
- improves confidence

A: It's important to exercise because it helps reduce stress.

B: I totally agree. It also ...

3 • Progress Check

Vocabulary

- 1** Complete the sentences with *do, have, make, take*. Write in your notebook.

1. I'm tired. Let's ... a break.
2. Do you ... your homework in the evening?
3. My brothers always ... a mess in our house.
4. I hope you ... a great time at Tom's party!
5. Remember to ... lots of photos on holiday.

$5 \times 1 = 5$

- 2** Fill in: *sore, temperature, stomach, cold, headache*. Write in your notebook.

1. Penny has got a She keeps coughing.
2. Steve ate too many sweets and now he has a ... ache.
3. Ann has got a ... throat.
4. Mike has got a He's been working on his computer for hours.
5. Jane has got a Her forehead is hot.

$5 \times 1 = 5$

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

1. Emily has put **on/up** weight.
2. They put **out/off** the game until Friday.
3. Let's go bowling **on/at** the weekend.
4. I think we are **in/at** danger.
5. The stadium was full **in/of** people.

$5 \times 1 = 5$

Grammar

- 4** Put the verbs in brackets into the present perfect. Write in your notebook.

1. ... (**you/see**) this poster about the sports day?
2. I ... (**visit**) the British Museum twice.
3. Stuart ... (**never/run**) in a marathon.
4. The children ... (**not/come**) back yet.

$4 \times 2 = 8$

- 5** Complete with *have/has been or have/has gone*. Write in your notebook.

1. We ... on holiday to France six times!
2. Anna ... to her gymnastics lesson. She's coming back in an hour.
3. I ... to a basketball game – it was great!
4. John ... to an escape room twice before.
5. They ... swimming. They left at 9 o'clock.
6. They aren't here. They ... rollerblading.

$6 \times 2 = 12$

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

1. Have you **since/ever** met a famous singer?
2. Pete has **just/yet** bought tickets for the show.
3. I've **never/ever** tried rollerblading.
4. Jane has **already/yet** gone to bed.
5. We've lived in Bucharest **since/for** three years.

$5 \times 1 = 5$

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

1. I ... (**learn**) French for the last five years.
2. ... (**they/wait**) here all morning?
3. We ... (**not/play**) tennis for long.
4. She looks tired. She ... (**write**) emails for hours.
5. Oliver ... (**work**) on his project since morning.

$5 \times 2 = 10$

Listening

- 8** Listen to a radio advert and fill in the gaps (1-5) in your notebook. What is the speaker's intention?

Now Open! Dewey Escape Rooms

Address: 1) ... Carnival Way, Dewey

Opening hours: 2) ... to Sunday, 12 noon until 3) ...

Price: £15 for 4) ... to 4 people, 5) £ ... for 5+ people

Contact: www.deweyescape.dewey.com

$5 \times 2 = 10$

Progress Check • 3

Reading

- 9 Read the text and decide if the statements (1-5) are **R** (right) or **W** (wrong). Write in your notebook.

School Sports Day in the UK

In the UK, the school year begins in September and ends in July. In June, there is a school Sports Day and all the students take part. On this day, they leave their school uniforms at home and wear their PE kits instead – usually a T-shirt and shorts in the school colours – and trainers on their feet.

In British schools, teachers often divide the students into 'houses'. Students can win points for their house with good homework, schoolwork and, of course, by winning competitions on Sports Day. There are traditional competitions, such as the running races, jumping and throwing events that you can see at the Olympic Games. There are also team sports like netball and basketball. But it's not all about winning – it's also about having fun. There are silly competitions, like the three-legged race (where students run in pairs with two of their legs tied together) and the sack race (where they hop along with their legs inside a big bag). There is also usually a competition with water – so everyone gets wet.

Sports Day is an important day in British schools. There aren't any lessons, but there is still a lot to learn about teamwork and what being a winner really means.

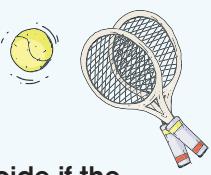
1. In the UK, Sports Day is on the last day of the school year.
2. Students don't wear school uniforms on Sports Day.
3. They can't win points for their house on Sports Day.
4. These days, traditional competitions aren't part of school Sports Days.
5. Sports Day also includes funny races.

$$5 \times 2 = 10$$

Writing

- 10 Imagine you went to the sports day in Ex. 9. Write a short blog post about it. Write in your notebook. Write: **who was with you, what you did there, what you liked there.**

$$20 \text{ points}$$



Everyday English

- 11 Match the sentences to make exchanges. Write in your notebook.

1. I hope you feel better soon.
2. What's wrong?
3. Have you taken anything for it?
4. Why don't you go and see the nurse?
5. When did it start?

- a Yesterday night.
- b I'm going there now.
- c I've got backache.
- d I've taken some painkillers.
- e Thanks!

$$5 \times 2 = 10$$

TOTAL: 100 points

Competences



Good



Very good



Excellent

Now I can ...

Vocabulary & Grammar

- talk about activities & sports
- use phrases with *do, have, make, take*
- talk about health problems & what to do

Reading

- read for specific information (multiple choice)
- identify reference

Speaking

- talk about health

Listening

- listen for key information (multiple matching)
- listen for specific information (gap fill)

Writing

- write a comment on a blog
- write a blog entry about a sports event

4. In the news

Video

What's in this module?

Vocabulary

- modern technology
- jobs
- using social media
- means of communication

Grammar

- prepositions
- can/can't - could/couldn't - may /may not - might/might not
- must/mustn't
- should - shouldn't
- the imperative
- comparative
- superlative
- phrasal verbs: give

Everyday English

- greetings/ congratulations
- giving instructions

Pronunciation:

/ɪ/ /aɪ/

WS

f

in

x

HIGH TECH WORLD

NO ONE AT THE WHEEL!

DRIVERLESS 1) ... TAKES PASSENGERS AROUND CITY



WS

f

in

x

HIGH TECH WORLD

THE MAIL'S LANDED! 2) ... BRINGS PARCELS TO HAPPY CUSTOMERS



Vocabulary Modern technology

1

Complete the headlines (1-5). Use: drone, virtual reality, smartphone, bus, robot. Write in your notebook.

MAIL

ws

f in



HIGH TECH WORLD

3) ... RECEPTIONIST WELCOMES CUSTOMERS TO DEPARTMENT STORE



ws

f in



HIGH TECH WORLD

ATHLETES TRAIN IN THE VIRTUAL WORLD USING 4) ... GYM EQUIPMENT



ws

f in



HIGH TECH WORLD

FLEXIBLE 5) ... FITS AROUND YOUR WRIST LIKE A WATCH



2 Listen to a news report. Which of the headlines in Ex. 1 is it about?

3 Think How does technology make our lives better? Do you think that any recent technology has made our lives worse? Tell your partner.

4a • Reading

DROIDS

at work

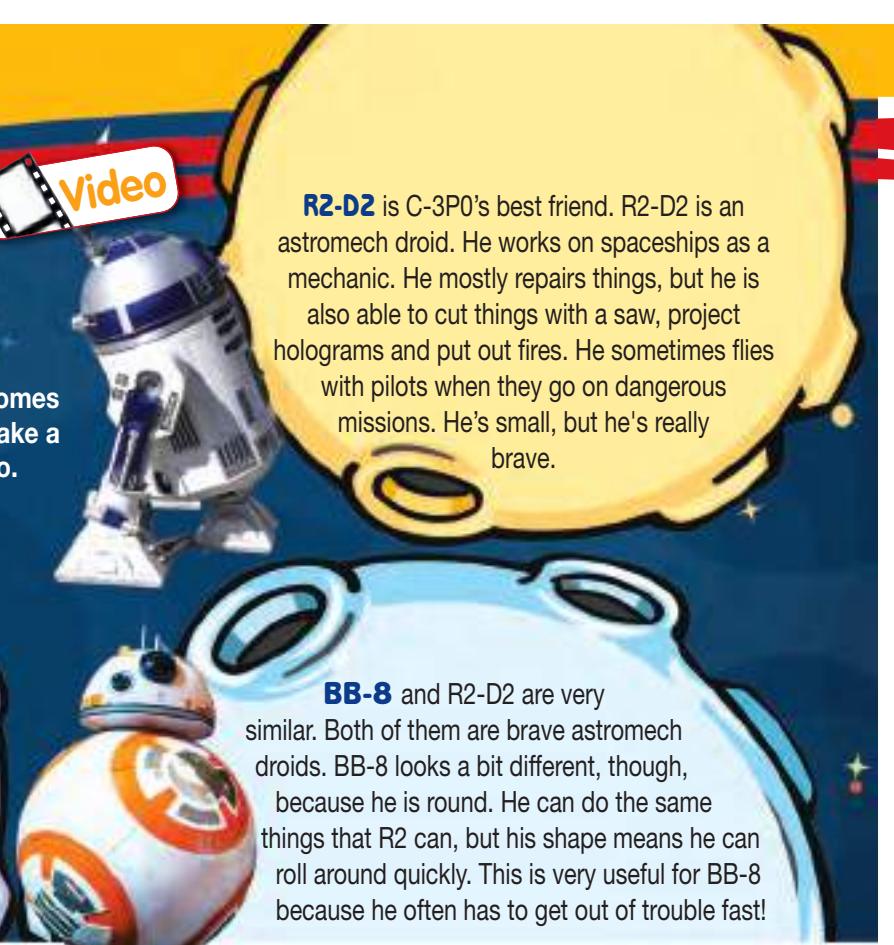


video

When we think of droids, one film series comes to mind – George Lucas' Star Wars! Let's take a closer look at what these robots can do.



droid (n) = a robot in science-fiction films, books, etc that behaves like a human



R2-D2 is C-3PO's best friend. R2-D2 is an astromech droid. He works on spaceships as a mechanic. He mostly repairs things, but he is also able to cut things with a saw, project holograms and put out fires. He sometimes flies with pilots when they go on dangerous missions. He's small, but he's really brave.

C-3PO,

or Threepio to his friends, is a protocol droid. This type of droid tells others how they should behave when they meet aliens from different planets. Threepio can also speak over 7 million different languages. People sometimes get angry with him because he talks a lot. It's not his fault, though – they programmed him that way!

Reading

1 Listen to the music and look at the pictures. What images come to your mind?

2 Read the dictionary definition. What different types of droids are there? Listen and read to find out.

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

1. What does a protocol droid do?

- A gives others advice B teaches alien languages
C programmes other droids

2. An astromech droid

- A often breaks things. B isn't allowed in space.
C makes things work again.

3. What makes BB-8 different to R2-D2?

- A his job B his shape

- C his character



Prepositions

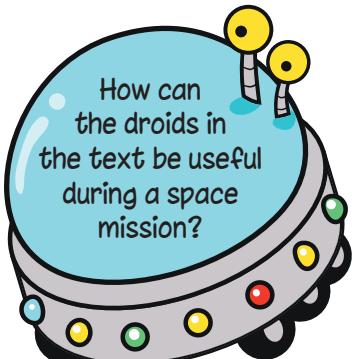
4 Choose the correct preposition. Write in your notebook.

1. What comes **in/to** mind when you listen to this piece of music?

2. People often get angry **of/with** him because he talks a lot.

3. Astromech droids work **on/at** spaceships.

4. He took a closer look **at/in** the problem.

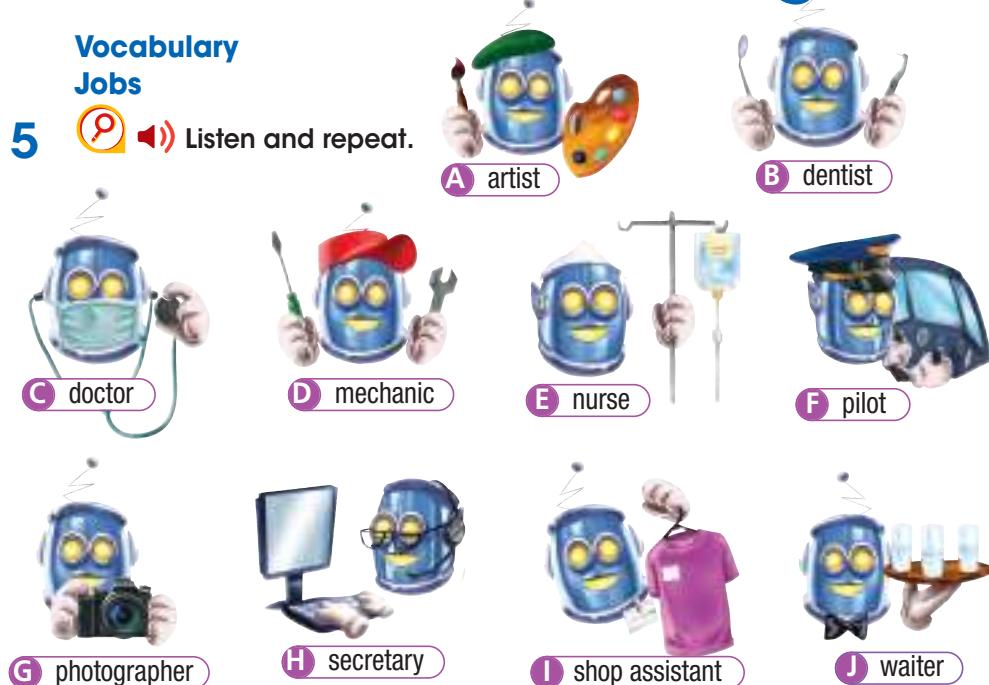
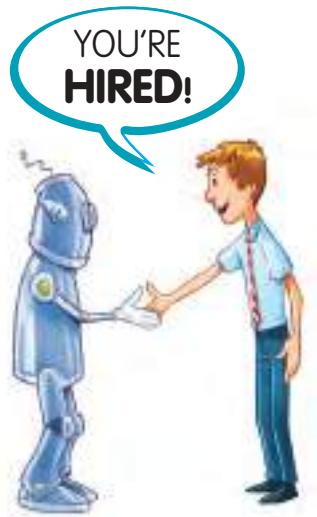


How can the droids in the text be useful during a space mission?

Reading • 4a

Vocabulary Jobs

- 5  Listen and repeat.



- 6 Match the sentences (1-10) to the jobs (A-J) in Ex. 5, then say. Write in your notebook.

1. I treat sick people. C
2. I type letters and answer the phone.
3. I fly planes.
4. I serve customers in a shop.
5. I repair cars.
6. I take photos.
7. I paint pictures.
8. I serve people food and drinks.
9. I care for people who are ill.
10. I check people's teeth.

A doctor treats sick people.

Speaking

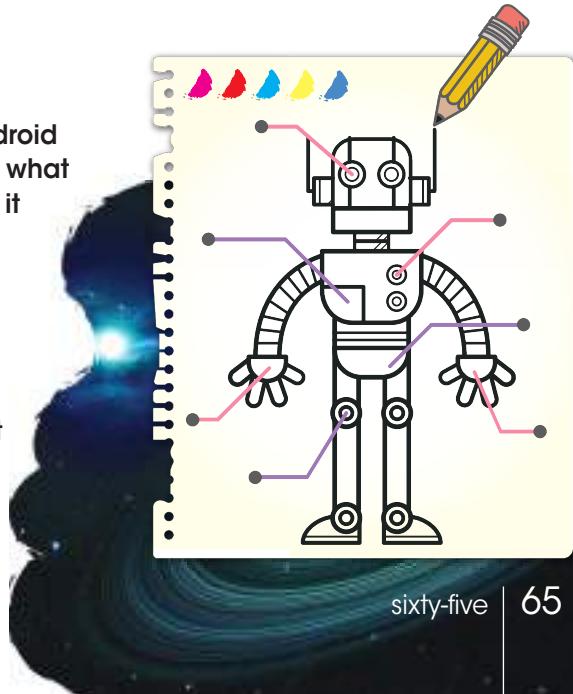
- 7   Think Design your own droid for a science-fiction film. Decide what the droid will look like and what it can do. Give the droid a name. Present your droid to the class.



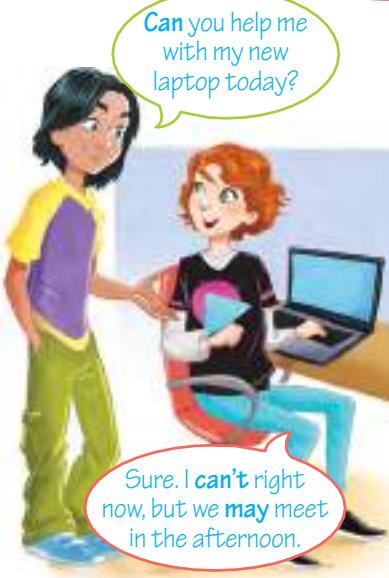
Find assembly instructions for a robot. Follow them to build your own robot.

Writing

- 8  Find another film with robots. Write a short text about it for the class blog in your notebook. Write: **name of film, name of robot(s), what it/they can do.**



4b Grammar



Note

We use **can** only in the **present simple** and the **past simple**. For all other tenses, we use **be able to**. We **haven't been able to** finish the game.

Grammar

We use **may** to:

- to ask for/give permission (formal). **May I see the manager?** (Would it be OK for me to ...?)
- to express strong possibility (based on facts). **He may come later.** (It's very possible)

We use **might** to:

- to make very polite requests. **Might we ask a question?** (Could we ...?)
- to express that something is unlikely to happen (based on hypothesis). **It might rain tomorrow.** (It's not that possible that ...)

can/can't - could/couldn't - may/may not - might/might not

We use **can** to:

- express ability in the present. **He can run very fast.** (He is able to.)
- ask for/give permission (informal). **Can I go to the park?** (Is it OK if I ...?) **You can use my bike today.** (You are allowed.)
- make an informal request. **Can you help me with my homework?** (Will you ...?)
- make a suggestion. **We can play football in the afternoon.** (Let's ...)
- offer something. **Can I get you something to drink?** (Would you like ... ?)

We use **can't** to:

- express lack of ability. **I can't swim.** (I'm not able to.)
- refuse permission (informal). **You can't use my laptop today.** (You aren't allowed to ...)

We use **could** to:

- express ability/lack of ability in the past. **Mark could play tennis when he was 12.** (He was able to.) **Lyn couldn't ski when she was 8.** (She wasn't able to.)

1 Fill in: can, can't, could or couldn't. Write in your notebook.

- We **can** watch TV, but we need to finish our homework first.
- Anna ... cycle to school at the moment; someone stole her bicycle.
- My mum ... drive until she had lessons when she was 35.
- ... you swim when you were four years old?
- Luke ... speak three languages because his mum is Polish, his dad is Italian and he lives in the UK.
- ... you get me a glass of water, please?

2 Rewrite the sentences using **may** or **might**, as in the example. Write in your notebook.

- Is it OK if I go outside now, Sir?
May I go outside now, Sir?
- There is a very small possibility of Alex coming to the event.
- It's not that possible that he will win the competition.
- Would it be OK for us to take food into the library?
- Could I use your laptop, Mr Harris?

Grammar • 4b



must/mustn't

We use **must** to:

- express obligation coming from the speaker.
We must do our homework. (We are obliged to. It's our duty. We say so.)
- express very strong advice. **You must see a doctor for that headache.** (I strongly advise you.)

We use **mustn't** to express prohibition. **You mustn't enter this room.** (You aren't allowed to. It's against the rules.)

3 Read the poster. Fill in **must** or **mustn't**. Write in your notebook.

1. You ... bring food and drink into the lab.
2. You ... ask a teacher before you print anything.
3. You ... tell others your password.
4. You ... turn off your computer when you leave.
5. You ... leave the lab before 5 pm.

4 Rewrite the sentences in your notebook. Use: **must** or **mustn't**.

1. It's important to be careful when you use a knife.
2. You aren't allowed to touch the exhibits.
3. I strongly advise you to tell him the truth.
4. Don't take pictures in here; it's against the rules.
5. It's important for us to listen to our teacher.

should/shouldn't

We use **should/shouldn't** to give someone advice. **You should take a break now.** (It's a good idea. I advise you to do so.) **People shouldn't share their password with anyone.** (It's not a good idea.)



5 Complete the sentences with **should** or **shouldn't**. Write in your notebook.

1. People **should** take breaks every hour when they work on a computer.
2. Shop assistants ... be rude to customers.
3. Pilots ... fly when they are very tired.
4. Waiters ... wear comfortable shoes at work.

6 What should/shouldn't you do in class? Make a list. Tell the class.

4C Vocabulary

Using social media

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



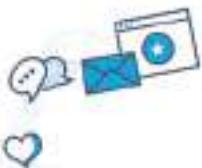
- A upload a file/photo
- B like a post/photo
- C send a friend request
- D download a file/photo
- E tweet/retweet a post
- F view a profile
- G send an instant message
- H share a link

Means of communication

- 2 a) Match the columns to make phrases. Write in your notebook.

- | | |
|---------|--------------------------------|
| send ① | a social media |
| make ② | b face-to-face |
| chat ③ | c online |
| go on ④ | d emails/letters/text messages |
| speak ⑤ | e phone calls |

Speaking



- b) How do you communicate with your friends and family? Discuss using the phrases in Ex. 2a.

A: I usually send text messages to my friends.

B: Me too. I also ...

Greetings/ Congratulating

- Hey, ...! You won first prize.
- Congratulations!
- Congratulations on your success!/15th birthday, etc.
- Well done!

Responding

- Thanks (so much).
- Thanks a million.

Greetings/Congratulating

- 3 a) Read the dialogues.

- A: Hi Paul! You passed your test. Well done!
B: Thank you, Steve.
- A: Hi Sue! Our team won the IT competition.
B: Congratulations!



- b) Act out similar dialogues. Use the ideas below.

- Your friend got his driving licence. • It's your sister's 14th birthday.

Everyday English • 4d



- A What's next?
- B What do you need?
- C How do I do that?
- D It's as easy as that!
- E Then, click on 'sign up for a new account'.

Grammar

The imperative

We use the imperative form to tell someone what to (not) do.

Click on the camera icon. Don't tell your password to anyone.

Giving instructions

- 1 a) Complete the dialogue with the sentences (A-E) in the list. Write in your notebook.

Mum: Steve, do you have a minute?
Steve: Of course, Mum. 1) ...
Mum: I want to get in touch with some old school friends. Can you help me create a social media account?
Steve: OK, that's easy. First of all, go to the website of the social networking service that you want to join. 2) ...
Mum: Alright, I've done that. 3) ...
Steve: Now, you need to enter the information it asks for and choose a username.
Mum: OK, got it. It says that I need to create a password, too.
Steve: Yes, exactly. After you do that, you're ready to search for your school friends and send them friend requests.
Mum: 4) ...
Steve: Just click on the 'find a friend' button and type in their names. 5) ...
Mum: Thanks for your help, Steve!
Steve: No problem, Mum.

- b) Listen and check.

- 2 Join the columns to complete the phrases. Write in your notebook.

go 1	a the photo you want to send
tap on 2	b to your apps
select 3	c the gallery icon
choose 4	d your friend's number
type in 5	e how to share the photo

- 3 One of your family members wants to send a picture to their friend's phone. Use the phrases from Ex. 2 to act out a dialogue similar to the one in Ex. 1.

Pronunciation

/ɪ/, /aɪ/

- Copy the tables in your notebook. Listen and tick (✓) the correct box. Listen again and repeat.

	/ɪ/	/aɪ/
icon		
public		

	/ɪ/	/aɪ/
website		
physics		

	/ɪ/	/aɪ/
reply		
busy		

4e Grammar



Comparative

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

Short adjectives:

- adjective ending in **-e** → + **-r** (+ **than** + noun) – *Creating a social media account is simpler than I thought.*
- adjective + **-er** (+ **than** + noun) – *The new robot is faster than the old one.*
- adjective ending in consonant + **-y** → ~~y~~ + **-ier** (+ **than** + noun) – *My mother is busier than my father.*
- one-syllable adjective ending in vowel + consonant → **double the last consonant** + **-er** (+ **than** + noun) – *This smartphone is slimmer than mine.*

Long adjectives: **more/less** + adjective (+ **than** + noun) –

Virtual reality games are more interesting than computer games.

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

Types of comparisons

- as ... as:** for two people, animals, things, etc that are the same – *This laptop is as expensive as Jake's.*
- not so/as ... as:** for two people, animals, things, etc that aren't the same – *Being a dentist is not so/as exciting as being a pilot.*

1 Write the comparative form of the words below. Write in your notebook.

- | | | | | |
|--------------|-----------------|-----------------|-------------|-------------|
| 1. strong | stronger | 3. brave ... | ... | 5. much ... |
| 2. handy ... | | 4. exciting ... | | 6. fit ... |

2 Complete the sentences with the comparative form of the words in brackets. Write in your notebook.

- The robot receptionist is **more intelligent** (**intelligent**) than most robots.
- I think an artist's job is ... (**interesting**) than a secretary's.
- My new phone is ... (**easy**) to use than my old one.
- I think speaking face-to-face is ... (**good**) than chatting online.
- Her new laptop is ... (**big**) than her old one.

3 Rewrite the sentences below in your notebook. Use **as ... as** or **not so/as**.

- Julia is luckier than me. She got a new smartphone for her birthday.
I'm not as lucky as Julia.
- I'm 170 cm tall. My brother is 170 cm tall, too.
- My laptop is faster than my computer.
- Smartphones are more useful than ordinary phones.
- Granddad's computer is 12 years old! I'm 12, too!



Grammar • 4e

Superlative



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

Short adjectives:

- *the* + adjective ending in **-e** → **+ -st** (+ noun + *of/in/etc*) –
Creating a social media account is the simplest thing I've ever done.
- *the* + adjective + **-est** (+ noun + *of/in/etc*) –
This robot is the fastest one in the shop.
- *the* + adjective ending in consonant → ~~y~~ → **-y** → **-iest** (+ noun + *of/in/etc*) –
My mother is the busiest person in my family.
- *the* + one-syllable adjective ending in vowel + consonant → **double the last consonant + -est** (+ noun + *of/in/etc*) –
This smartphone is the slimmest phone on the market.

Long adjectives: *the most/least + adjective* (+ noun + *of/in/etc*) –
I think artists are the most creative people in the world.

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



4 Write the comparative form of the words below in your notebook.

1. high **the highest**
2. popular ...
3. large ...
4. cheap ...
5. far ...
6. friendly ...

5 Write the superlatives form of the words in brackets in your notebook.

1. A: I love this smartphone.
B: But it's **the most expensive** (**expensive**) one in the shop!
2. A: Did you see the robot receptionist?
B: Yes, it was ... (**strange**) thing in the hotel!
3. A: Is Diana good at gaming?
B: Yes! She's ... (**good**) player I know.
4. A: This is ... (**old**) computer in the museum.
B: Yes, it says here that it's from 1975!
5. A: Is this a good game?
B: No, it's ... (**bad**) game I've ever played!

6 Write the comparative or the superlative form of the words in brackets in your notebook.

1. Tablets are usually **cheaper than** (**cheap**) smartphones.
2. Computer Lab 6 has got ... (**fast**) Internet connection in the school.
3. This is ... (**difficult**) level in the game.
4. Jenny's phone is ... (**small**) mine.
5. A pilot's job is ... (**stressful**) a photographer's.

4f Across Cultures

Reading

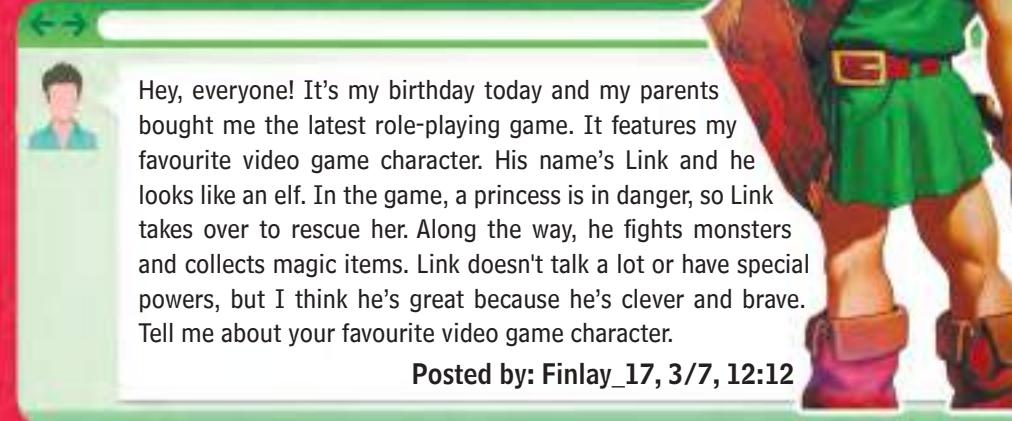
- 1 Do you play video/mobile games? Where do you play them: on a games console? on a computer/laptop? on a smartphone/tablet? Tell your partner.
- 2  Look at the pictures. Do you know who these characters are? What special characteristics does each one have? Listen and read to find out.



VIDEO GAMES









Check these words

- feature • rescue
- elf • spiky
- hedgehog • dizzy

Hey, everyone! It's my birthday today and my parents bought me the latest role-playing game. It features my favourite video game character. His name's Link and he looks like an elf. In the game, a princess is in danger, so Link takes over to rescue her. Along the way, he fights monsters and collects magic items. Link doesn't talk a lot or have special powers, but I think he's great because he's clever and brave. Tell me about your favourite video game character.

Posted by: Finlay_17, 3/7, 12:12

Happy birthday, Finlay! I like Link, too, but I'm crazy about a character in a platform game. Sonic is a spiky blue hedgehog and he can run really fast! In the game, he has to collect gold rings. There are lots of traps in his way, so he has to jump over them. Sonic can spin around to go faster, but he never gets dizzy! The thing I like best about him is that he never gives up. Sonic's always ready to try again and run even faster next time.

Posted by: SallyB_16, 3/7, 17:53



- 3 Read again and decide whether each sentence (1-6) is about Link or Sonic. Write **L** (Link) or **S** (Sonic) in your notebook. Are the texts emails, SMS messages or blog entries/comments?

This video game character ...

1. jumps over things a lot.
2. helps someone important.
3. is intelligent.
4. doesn't say much.
5. is famous for moving fast.
6. doesn't let anything stop him.

- 4  Think Compare the two characters in the text in Ex. 3. Which character seems more fun to you? Why?

Across Cultures • 4f



Speaking



3 sports



6 problem-solving



1 action/adventure



2 simulation



4 platform



5 strategy

- 5 Compare the types of games above. Use these adjectives:
interesting, boring, fun, exciting, easy, difficult.

A: I think strategy games are more interesting than platform games.
B: I disagree. I think platform games are the most exciting of them all.

- 6 Read the Phrasal Verbs box, then complete the sentences with the correct particle in your notebook.

1. Mum finally gave ... and bought me a new smartphone.
2. Sally gave ... playing action games.
3. Have you given Harry his PC game ... yet?

Phrasal Verbs

give back = to return sth
give in = to finally agree to what sb wants
give up = to stop doing sth you did regularly



Culture Spot

Mario is the most popular character with gamers in the USA. He first appeared in 1981.



Which is the most popular video game character in your country? Present him/her to the class.

Listening

- 7 Listen to an announcement about a competition and fill in the gaps in your notebook. Is it a formal or informal announcement? What is the speaker's intention?

Date: Saturday, 1) ... June
Dress as: video game characters
Competition time: 2) ... o'clock
First prize: 3) ...
Other prizes: video games and 4) ...
Entertainment: local 5) ...



Speaking & Writing

- 8 Think Create your own video game. Think about: **name**, **type of video game**, **main character**, **story**. Present your video game to the class.
- 9 Use your answer in Ex. 8 to write a forum entry about your video game's main character for the class album. Write: **his/her name**, **what he/she is like**, **what he/she can do**, **what makes him/her special**.

Reading

- 1 What do we need to do to stay safe on the Internet?
Listen to and read the text to find out.



Internet Safety Tips

Stay safe online with these simple tips.

Device advice

Make sure your device has anti-virus software and keep it up to date. Use your anti-virus software to check your device regularly.

Signing in and signing out

For your email account, you need to choose a username and password. Make sure you have a strong password that nobody could guess and keep it secret! Always make sure you sign out when you use a public computer.

Stranger danger

Never open emails from people you don't know. They could contain viruses. Also, never give out your personal information online (e.g. your real name and address).

Shopping online

Only shop at Internet shops which have a padlock icon beside the web address. This means that the site is safe. To be extra safe, don't click on links that send you to online shops. Instead, type in the address yourself. Then, you can know it's not a scam site.



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

1. It's important to install
2. Your password must be
3. Some emails can be unsafe because they
4. When you want to visit an online shop, you should

Check these words

- anti-virus software
- up to date
- virus
- padlock
- scam site

Speaking

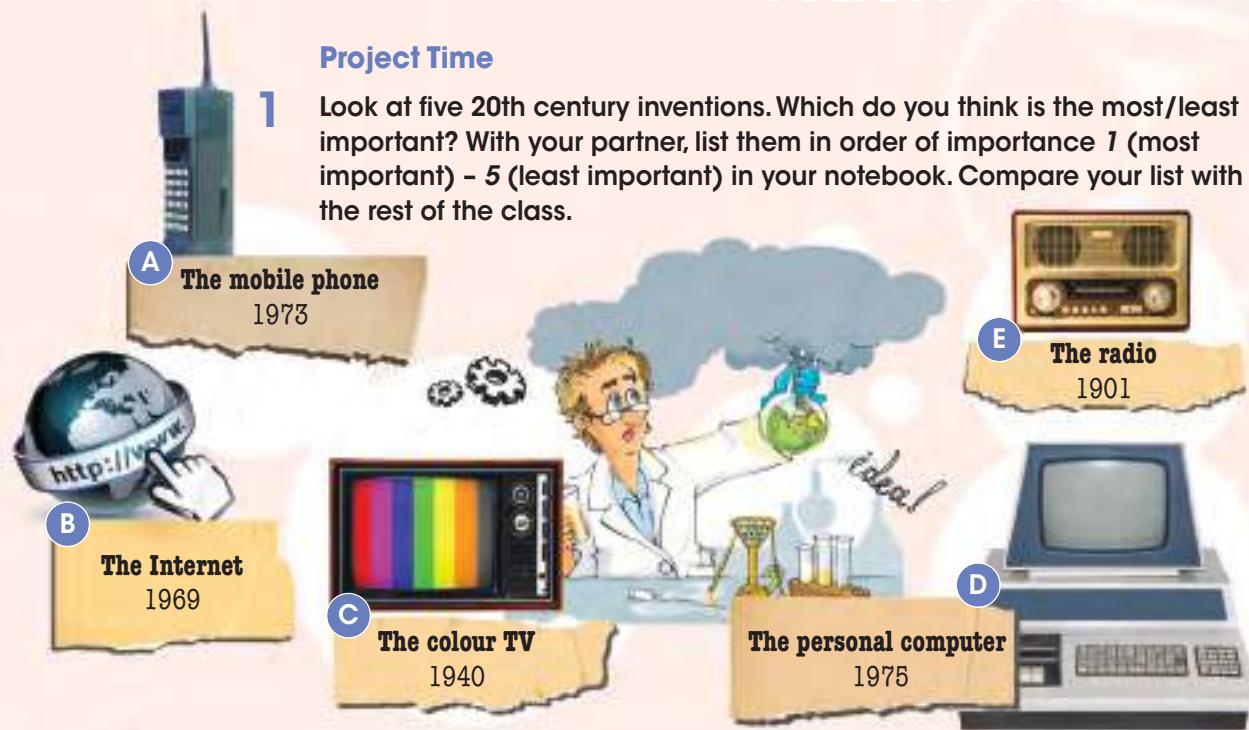
- 3 List the ideas in the text under the headings **Do** & **Don't** in your notebook. Tell the class.

- 4 Think What did you know about Internet safety? What did you learn from the text? How can these tips help you? Write a few sentences in your notebook. Post a comment to the school's blog.

Flash Time • 4

Project Time

- 1 Look at five 20th century inventions. Which do you think is the most/least important? With your partner, list them in order of importance 1 (most important) – 5 (least important) in your notebook. Compare your list with the rest of the class.



- 2 **Think** How did these inventions change the way people live?

- 3 **Collect** information about another 20th century invention. Copy and complete the table below in your notebook. Prepare a poster.

name of invention	date invented	description/ how it helped people
...

Presentation skills

- 4 Choose one of the inventions in Ex. 1 and present it to the class. Explain how it changed people's lives.

THINK
OUTSIDE
THE BOX*


* to think in an original and creative way

VALUES

Creativity

- 5 a)  What does the quotation mean?
Discuss with your partner.
- b)  **Think** What qualities do successful inventors need to have? Use the prompts below and your own ideas to discuss with your partner.

- have ability to think outside the box
- ask questions about the world around them
- see problems as challenges
- are not afraid to fail
- want to succeed

"Creativity takes courage."

Henri Matisse

4 • Progress Check

Vocabulary

- 1** Fill in: smartphone, bus, robot, virtual reality, drone. Write in your notebook.

1. I heard the football team trains on ... gym equipment.
2. You can catch a ride to town on a driverless
3. I use my ... to make calls and surf the Net.
4. He uses a ... to take photos from 50 metres up in the air.
5. A ... receptionist checked us into the hotel.

5 x 2 = 10

- 2** Fill in: pilot, shop assistant, photographer, mechanic, waiter. Write in your notebook.

1. The ... took some lovely photos at Grandma's 70th birthday party.
2. A nice ... served us our food at the restaurant.
3. We cheered when the ... landed the plane in bad weather.
4. Ask the ... how much the jeans cost.
5. The ... fixed our car for free.

5 x 2 = 10

- 3** Choose the correct preposition. Write in your notebook.

1. What comes **to/in/on** mind when you listen to this tune?
2. He gave **in/up/back** tennis and started building robots in his free time.
3. He got really angry **at/with/of** us.
4. She finally gave **up/in/on** and bought us a new games console.
5. Let's take a closer look **at/on/in** this.

5 x 2 = 10

Grammar

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

1. We **may/must** pay attention in class.
2. You **shouldn't/mustn't** touch that. It's not allowed.
3. He **couldn't/can't** speak English when he was 8.
4. You **may not/shouldn't** download films illegally.
5. Karen **might/can** come to the exhibition.

5 x 2 = 10

- 5** Put the adjectives into the correct comparative or superlative form. Add any necessary words. Write in your notebook.

1. My new laptop has got a ... (**big**) memory than my old one.
2. Tech Stop is ... (**busy**) shop in town.
3. I think a mechanic's job is ... (**interesting**) than a waiter's.
4. This is ... (**popular**) online game with teenagers.
5. Finding information on the Internet is ... (**quick**) than looking in a book.

5 x 2 = 10

Listening

- 6** Listen to an announcement and fill in the gaps (1-5). Write in your notebook.

DigiFan Competition

- Win 10 video games
- Character can be a person, a(n) **1** ... or a monster
- Give character a(n) **2** ... and a story
- Closing date is 31st **3** ...
- Make sure character is **4** ...
- Send entries by email or post to 43 Holt **5** ..., Brentford

5 x 2 = 10

Progress Check • 4

Reading

- 7 Read the text and decide if the statements (1-5) are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

There are lots of evil robots in films, but there are plenty of good ones, too. We asked our readers to choose their favourite, and the winner was the bravest, kindest, and probably the smallest, robot on film: WALL-E.

WALL-E is the main character in the 2008 animated film of the same name. He's got a square body, long arms and two big eyes. He's yellow, but he's very dirty because his job is collecting rubbish. In fact, when the film begins, he's already done that job for 700 years! All the people have left Earth and all of the other robots have stopped working, so WALL-E is alone. After so many years, he starts feeling and thinking. He makes friends with a cockroach, collects interesting things and discovers he likes watching old films. But WALL-E is lonely – until he meets EVE, another robot sent to Earth to look for signs of life. WALL-E likes EVE so much that he follows her back across the galaxy and ends up on a mission to save the human race!



1. WALL-E is certainly the smallest robot in films.
2. WALL-E was the most popular animated film of 2008.
3. WALL-E is a very old robot.
4. He has thoughts and feelings.
5. EVE comes to Earth to look for WALL-E.

$$5 \times 3 = 15$$

Writing

- 8 Write a forum entry describing your favourite computer game in your notebook.
Write: **name**, **type**, **main character(s)**, **plotline**.

15 points

Everyday English

- 9 Complete the dialogue. Use the sentences (a-e). Write in your notebook.

- a What's next?
- b How do I do that?
- c Do you have a minute?
- d It's as easy as that!
- e What do you need?

- A: Excuse me, Mr Aston. 1) ...
B: Of course. 2) ...
A: Could you help me upload my Maths assignment to the school portal?
B: Sure. First, go to the school portal.
A: I've done that. 3) ...
B: Sign in using your username and password.
A: 4) ...
B: Click on where it says Log In. Then, choose Maths and click on Upload. 5) ...

$$5 \times 2 = 10$$

TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about modern technology & jobs
- talk about using social media & communication

Reading

- read for specific information (multiple choice/multiple matching)

Speaking

- give instructions

Listening

- listen for specific information (gap fill)

Writing

- write a forum entry about a video game character

5

Be green

Help!



What's in this module?

- **Vocabulary**
 - the environment: problems & solutions
 - green activities
 - wild animals
- **Grammar**
 - prepositions
 - countable/uncountable nouns
 - quantifiers
 - irregular plurals
 - *some/any/no/ every & compounds*
 - *will - be going to - present continuous/ present simple (with future meaning)*
 - phrasal verbs: *look*
- **Everyday English**
 - inviting - accepting/rejecting
- **Pronunciation:**
/æ/ /ə/

Problems

Video


Vocabulary
The environment

- 1 Match the problems to the solutions. Write in your notebook. Listen and check.

We can do it!

Solutions

A walk or ride a bike

B recycle or reuse

C adopt an animal

D plant trees

2 Make sentences, as in the example. Use *reduce* or *save*. Write in your notebook.

To reduce air pollution, we can walk or ride a bike.

5a. Reading



Lauren's Blog

Flying the Green Flag

Blog entry

Hi everyone! I've got exciting news! Today, my school received a Green Flag! We got it from Eco-Schools, an international organisation that gives Green Flags to eco-friendly schools. We got ours because we've got lots of recycling bins in the school corridors and all the classrooms have got energy-saving bulbs. Also, every Friday is 'Travel Smart Day', so all the students and teachers walk or ride their bikes to school instead of coming by car.

We're very proud of our Green Flag. Our head teacher is going to put it outside our school for everyone to see. Does anyone else go to an Eco-School?

Monday 14/05 12:11

Comment by Ricky_ PAISLEY, SCOTLAND, 13

Hi Lauren! Congratulations! This year, we are going to try and get a Green Flag for our school. I think we'll get one because we're planning lots of eco-friendly activities. We're going to use food waste from the canteen to make compost. Then, we're going to use the compost to grow organic vegetables in our greenhouse. We also want to collect rainwater in buckets to water our vegetables. As our head teacher says, "Every little helps!"

Monday 14/05 19:13



Check these words

- bin • corridor
- bulb • food waste
- compost
- organic
- greenhouse
- bucket

Reading

Read the text quickly. Find all the words in the blog related to school areas.



1

Listen to and read the blog. Decide if the statements (1-5) are R (right), W (wrong) or DS (doesn't say). Correct the wrong statements. Write in your notebook.

1. Every classroom in Lauren's school has got a recycling bin.
2. On 'Travel Smart Day', Lauren walks to school.
3. They haven't put up the Green Flag in Lauren's school yet.
4. Ricky's school got a Green Flag last year.
5. All the food in the canteen in Ricky's school is organic.



Reading • 5a

Vocabulary Green activities

3

Fill in: organise, build, create, start, grow, do. Write in your notebook. Listen to check.



... a recycling club



... organic fruit & vegetables



... art from recycled materials



... a birdhouse



... environmental projects



... a clean-up day



Note

To make suggestions, we use:

- How/What about + -ing?
- Why don't we ...?
- We could
- Let's

4

Use the ideas in Ex. 3 to make suggestions about green activities at your school, as in the example. Use the language in the Note box.

A: How about starting a recycling club?

B: That's a great idea!

Prepositions

5

Choose the correct preposition. Write in your notebook.

Walk to School Scheme

Do you live close 1) in/by? Then why not walk to school instead of travelling here 2) on/by car? We're starting a Walk to School scheme and we want everyone to join in! The first day of the scheme will be 3) in/on Friday. For more information, talk 4) to/for Mr Richards.

Speaking & Writing

6

Think Compare the schools in the blog to your school.

7

What can you do to make your school more eco-friendly? Think of five things. Use your ideas to prepare a poster for your classroom.



5b Grammar



Countable/Uncountable nouns – Quantifiers

- **Countable nouns** are nouns which we **can count** and **have both a singular and plural form**. **one flag, two flags, three flags**
- **Uncountable nouns** are nouns which **we cannot count** and they usually **have no plural form**. **water** (NOT: **one water, two waters**)

Quantifiers

	countable	uncountable
Positive	a lot (of)/lots (of) a few/few	a lot (of)/lots (of) a little/little
Negative	(not) many	(not) much
Interrogative	(how) many	(how) much

1 Put the words in the list in the correct bin. Write in your notebook.

- rubbish • phone • bike • pollution • bottle • food • money
- chair • book • paper • compost • computer

2 Complete the sentences with: *(how) much, (how) many, a lot of*. Write in your notebook.

1. A: **How much** time did you spend on your school project?
B: Not About an hour, I think.
2. A: ... people are in the Environment Club now?
B: Well, ... new students signed up last week, so now we've got 145 members!
3. A: ... money did we raise for the charity today?
B: We collected ... money, actually! Over £100!
4. A: ... birdhouses did you build today?
B: Not It started raining, so we had to go back inside.

3 Fill in the gaps with: *(a) few or (a) little*. Write in your notebook.

1. A: I'm going to the supermarket.
B: Don't forget to take **a few** bags with you.
2. A: Chris gave me ... help with these posters for Environment Day.
B: No problem – I can help you.
3. A: Did you ask your class about adopting an animal?
B: I'm afraid ... people seemed interested.
4. A: Do a lot of your friends ride their bikes to school?
B: No, only ... of them.
5. A: I noticed ... rubbish in the park on my way home.
B: Maybe we should organise a clean-up day.



Irregular plurals

Write the plurals in your notebook.

1. man – ...
2. person – **people**
3. sheep – **sheep**
4. tooth – ...
5. foot – ...
6. ox – **oxen**
7. fish – **fish**
8. child – ...
9. goose – **geese**
10. deer – **deer**

Grammar • 5b



some/any/no/every & compounds

	affirmative	interrogative	negative		
Determiners	some	any	no/not any	every	
Pronouns	someone/ somebody	anyone/ anybody	no one/not anyone nobody/not anybody	everyone/ everybody	people
Adverbs	something	anything	nothing/not anything	everything	things
	somewhere	anywhere	nowhere/not anywhere	everywhere	places

4 Fill in with some, any, no or every. Write in your notebook.

- Jim doesn't want **any** help.
- I need ... plastic bottles for my recycled art project.
- After the clean-up day, there was ... litter on the beach.
- Our head teacher encouraged ... student to take part in Walk to School Day.
- Let's buy ... organic fruit from the market.

5 Choose the correct item. Write in your notebook.

- There's ... in the library.
 A anyone B no one C everyone
- I'm not doing ... tomorrow.
 A nothing B something C anything
- Deforestation affects people
 A everywhere B anywhere C nowhere
- We can all do ... to help the environment.
 A something B everything C anything

6 Use some, any, no, every and their compounds to complete the email. Write in your notebook.

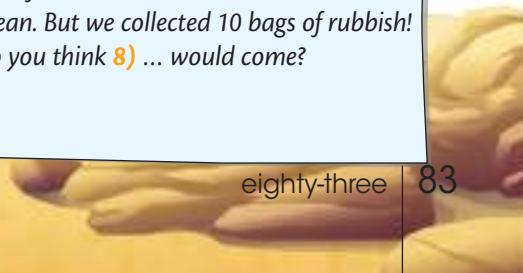
Hi Paul!

How was your summer? Did you go 1) **anywhere** on holiday? I went to Wales with my family. 2) ... says it rains all the time in Wales, but we had great weather 3) ... day! We stayed 4) ... on the south coast and visited 5) ... beautiful beaches. I learned to surf. I'm quite good, actually! My family were surprised: 6) ... expected me to be good at it because I'm usually terrible at sports!

On our last day, we joined a clean-up day at one of our favourite beaches. I didn't think we'd find 7) ... litter because the beach always looked so clean. But we collected 10 bags of rubbish! I want to organise a clean-up day in the park here. Do you think 8) ... would come?

Write back,

Beth



5C Vocabulary



1 butterfly

Wild animals

1 Listen and repeat.



2 dolphin



2 dolphin

3 wasp



4 chameleon



5 monkey



6 tortoise



7 tiger



8 crocodile



9 beetle



10 salamander



11 frog



2 Read the definitions. List the animals in Ex. 1 under the headings. Say or write sentences, as in the example. Write in your notebook.

amphibian /əm'fibijən/ (n)
an animal that spends a part of its life in water and a part on land

insect /ɪn'sekt/ (n) an animal that has three main body parts and six legs; some insects have got wings

reptile /rɪptɪl/ (n) a cold-blooded animal with scaly skin that lays eggs

mammal /mæm'əl/ (n) a warm-blooded animal, usually with hair, that feeds its babies milk

A butterfly is an insect. It's got six legs and wings.

Choose a country and find photos of animals that live there. Design a poster. Label the photos.



MAMMALS: ROMANIA



brown bear



chamois



red deer

Everyday English • 5d

Inviting - Accepting/Rejecting



- A Would you like to go on Sunday, then?
- B See you then!
- C I'd love to.
- D Do you fancy coming with me?
- E Oh, I'm afraid I can't.



1

a) Read the dialogue. What event does Alex invite Sally to?

Alex: Hi, Sally! How are you?
Sally: Hi, Alex! I'm fine. I'm looking at things to do at the weekend.
Alex: Well, I was thinking of going to the Big Cat Trust's Adopt an Animal event on Saturday. 1) ...
Sally: 2) ... What time?
Alex: It's from 11 am until 3 pm.
Sally: 3) ... I've got a basketball tournament from 10 till 4.
Alex: 4) ...
Sally: Sure! Sounds good.
Alex: The event's in the Town Hall. I'll meet you outside at 11:30, by the statue.
Sally: OK. 5) ...

2

b) Complete the dialogue with the sentences (A-E) in the list in your notebook. Listen and check.

3

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

3 Invite your partner to the event on the poster. Your partner accepts or rejects the invitation. Write in your notebook.



Pronunciation

/æ/, /ə/



Copy the tables in your notebook. Listen and tick the correct box. Listen again and repeat.

	/æ/	/ə/
cat		
afraid		

	/æ/	/ə/
adopt		
thanks		

	/æ/	/ə/
statue		
about		

5e. Grammar



will

affirmative	negative	interrogative	short answers
I/You/He/She/It/ We/They will/w'll travel.	I/You/He/She/It/ We/They will not/won't travel.	Will I/you/he/she/it/we/they travel?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use **will** for:

- on-the-spot decisions. **I'm tired. I'll go to sleep.**
- predictions about what we think, believe or imagine with the verbs **think, believe, hope, know, expect** and the expressions **be sure, be afraid.** **I think we will save many endangered species.**
- promises, warnings, hopes and offers. **I will come and help you organise the clean-up day tomorrow.**

1 Complete the sentences with **will** or **won't**. Write in your notebook.

- I'm 12 years old now, so I ... be 13 on my next birthday.
- Mike ... come to the clean-up day; he's going to London.
- I think air pollution ... get worse in the next 50 years.
- I ... go to school today; I feel really ill.
- I hope we ... find a way to save endangered animals.

be going to

Grammar

We use **be going to** for:

- future plans and intentions.
I'm going to volunteer at an animal shelter next week.
- future predictions based on what we see or know.
Look at the clouds. It's going to snow.

Time expressions:

in a little while, tomorrow, the day after tomorrow, in two/three, etc days' time, next week/month/year, tonight, soon, this evening, in a week/month/year, etc

affirmative		
I am/'m going to try.	He/She/It is/'s going to try.	We/You/They are/'re going to try.
negative		
I am not/'m not going to try.	He/She/It is not/isn't going to try.	We/You/They are not/aren't going to try.
interrogative		
Am I going to try?	Is he/she/it going to try?	Are we/you/they going to try?
short answers		
Yes, I am./ No, I'm not. /	Yes, he/she/it is./ No, he/she/it isn't.	Yes, we/you/they are./ No, we/you/they aren't.

2 Complete the sentences with the correct form of **be going to** and the verb in brackets. Write in your notebook.

- Daniel ... (**adopt**) an animal.
- We ... (**not/travel**) abroad next summer.
- ... (**Lydia/organise**) the clean-up day?
- I ... (**not/put**) plastic bottles in the bin anymore.
- ... (**they/walk**) to school next year?

Grammar • 5e

Grammar

- We can use the **present continuous** in the future when we have a fixed arrangement in the near future.
- We can use the **present simple** for timetables. **The film starts at 6:00.**

3 Choose the correct item. Write in your notebook.

- No one is watching TV. **I'll / I'm going to** turn it off.
- Tina **will / is going to** join the recycling club.
- Will you / Are you going to** ride your bike to school this year?
- They **won't / aren't going to** use their car for short journeys any more.
- I think Jess **will / is going to** adopt an animal.

Present continuous/Present simple (with future meaning)

4 Look at Devon's timetable for the weekend and complete the sentences using the present continuous. Write in your notebook.

Devon's Timetable

	Morning	Lunchtime	Afternoon	Evening
Saturday	Help Mum with shopping	Meet Andy at Pizza Palace	Play basketball with friends	Go to cinema with Beth and Joe
Sunday	Take bottles to recycling centre	Have lunch at Grandma's house	Do homework	Watch film about endangered animals



- On Saturday morning, Devon isn't playing basketball with his friends. He ... his mum with the shopping.
- He ... lunch at his grandma's house on Saturday. He ... Andy at Pizza Palace.
- He ... to the cinema on Saturday evening with Beth and Joe.
- Devon ... bottles to the recycling centre on Sunday morning. He ... a film.
- He ... his homework on Sunday afternoon.

5 Read the notes, then complete the sentences. Use the verbs in brackets in the present simple or the present continuous. Write in your notebook.

- Anna – Bucharest/Monday/plane – 10:30
- Steve & Mario – visit an animal shelter/London/Saturday/train – 8:00
- Mark & Stella – go to recycling centre/downtown/Monday/bus – 11.15

- Anna ... (**fly**) to Bucharest this Monday. Her plane ... (**land**) at 10:30.
- Steve and Mario ... (**visit**) an animal shelter in London this Saturday. Their train ... (**leave**) at 8:00.
- Mark and Stella ... (**go**) to the recycling centre downtown this Monday morning by bus. The bus ... (**arrive**) there at 11:15.

6 What are your plans/intentions for the summer? Tell your partner.



5f • Across Cultures



Video

Compose Inbox Trash

Search

Hi Laura!

A We're also going to go up the river in kayaks and take part in the 'repeat photography' project. Every year, volunteers take photos from the same spots around the park. This year, my group is going to take some of the pictures. Then, experts can use them to spot environmental problems and protect the park.

B Guess where I am! I'm in Groveland, a small town just outside Yosemite National Park. Tomorrow, I'm joining a volunteer group in the park and I can't wait!

C I think I'll have an amazing time in Yosemite! What are you going to do this summer?

D We're going to sleep in tents on the bank of the Merced River. In the daytime, our jobs will probably include picking up litter and repairing paths in the park. It's important that we look after our environment. I expect we'll have chores to do at the campsite, too, like doing the washing-up and helping in the kitchen. But I don't mind – it's going to be fun living in the forest! I'm sure I'll see some interesting wild animals, but I hope Yosemite's famous black bears won't come too close!

Write back,
Wendy

Send



Check these words

- volunteer
- bank
- pick up
- path



Reading & Speaking

1 Listen to the sounds. Where are you? What can you see? How are you feeling?



2 What jobs can you do as a volunteer in Yosemite National Park? Read through to find out.

3 Read the email and put the paragraphs in the correct order. For questions 1–3, choose the correct answer (A, B or C). Write in your notebook.

1. Wendy's group is going to stay

- A in tents outside Yosemite National Park. B in the town of Groveland.
C on the edge of a river.

2. What does Wendy say about chores?

- A She's happy to join in. B She doesn't want to help.
C They won't need to do any.

3. Wendy is going to take photos of

- A wild animals. B the park.
C her group.

4 Think Listen to the text. What makes Wendy an eco-teen? Tell the class.

Across Cultures • 5f

Speaking

5



Listen and repeat. Which of the chores below do you: always, usually, often, sometimes, rarely, seldom, never do? Tell the class.



1. set the table



2. clear the table



3. do the washing-up



4. help in the kitchen



5. tidy the room



6. take out the rubbish



7. do the laundry



8. clean the bathroom

6

Read the Phrasal Verbs box, then complete the sentences with the correct particle in your notebook.

1. Look ...! You're going to fall!

2. The government has promised to look ... the problem of endangered species.

3. Tammy often looks ... her baby brother.

Phrasal Verbs

look after = to take care of

look out = to be careful

look into = to examine, to investigate



Culture Spot

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



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

7

You will hear some information about a volunteering holiday. For each question, choose the correct answer Yes or No. Write in your notebook.

LAKE DISTRICT NATIONAL PARK
TEEN VOLUNTEERING HOLIDAYS

1. There will be 14 volunteers in each group.	YES	NO
2. They serve three meals a day.	YES	NO
3. Volunteers must bring their own camping equipment.	YES	NO
4. Those interested need to apply before 1st June.	YES	NO

8

Imagine you are going on a volunteering holiday to the park in Ex. 7. Write an email to your English friend about your plans in your notebook. Write about: **the park's name and location, your duties, your feelings**.

Reading

- 1** Look at the text. Is it an email, a leaflet or a blog entry? What is it about? What are some ways you can help the environment in your daily life? Read through to find out.

Video

GREEN living

There are lots of things we can do in our daily lives to care for our planet. Here are a few tips to help you go green!

Use less electricity

Water is life, so it's important we don't waste **1**) ... ! Turn off the tap while brushing your teeth and **2**) ... a shower instead of a bath. Do the washing-up in a bowl rather than under running water. Use dishwashers and washing machines only for full loads.

Save water

Switch off the light when you leave a room and turn off your TV and other devices instead of leaving **3**) ... on standby. The more electricity we use, the **4**) ... fossil fuels we burn.

Don't use plastic bags

Plastic bags **5**) ... a long time to degrade and they can harm wildlife when they end up in our rivers, lakes and seas. So, take your own cloth bag when you **6**) ... shopping and say 'no' to plastic bags!

Check these words

- running water
- full load
- on standby
- degrade
- cloth bag

- 2** Read the text again and fill in the gaps (1-6) with the appropriate word. Each gap needs one word only. Write in your notebook.

- 3** Listen to and read the text. Which of the tips in the text do you already do? Which do you plan to do in the future? Tell your partner.

- 4** Find more tips about green living. Think about: **rainwater, old clothes, food, paper**. Prepare a leaflet.

Flash Time • 5

Project Time

1

-  Collect information about a national park in your country that tourists can visit. Use the headings: **name**, **where it is**, **what you can see/do there**. Create an advert. Write in your notebook.

Park Authority | Planning | Contact us Search 

Discover the Park Things to do Looking after the Park Explore by Map



Visit Romania's
Retezat National Park

This national park is the perfect place to go hiking or bird watching.

History | Bookmarks | Tools

Presentation skills

2

- Imagine a group of exchange students are visiting your school. Use your research in Ex. 1 to prepare and give a presentation about a national park in your country which you think they should visit.



VALUES

Learning from nature

3

- Match the sentences (1-4) to what they teach us (a-d). Write in your notebook.

1. Leaves are green in the summer, turn yellow in the autumn, then fall off in the winter, but they grow again in the spring.
2. Everything in nature has a role to play, whatever its size: *bees, flowers, forests, elephants, etc.*
3. Nature can change quickly and be destructive. There are storms, volcanic eruptions and earthquakes.
4. Nature is not complicated, but it is still beautiful.

a We can't have control over everything.

b What looks like an end can be a new beginning.

c We should keep things simple.

d Even the smallest things can be important.

4



Think What does nature teach us about our own lives? Discuss.

5 • Progress Check

Vocabulary

1 Unscramble, then match to the correct solution. Write in your notebook.

1. We can stop ... (**fordetaestion**)
2. We can reduce air ... (**lutionpol**)
3. We can help ... (**gerdaneden**) animals
4. We can reduce ... (**ishbrub**)

- a** by recycling.
- b** by adopting an animal.
- c** by planting trees.
- d** by walking to school.

$$4 \times 2 = 8$$

2 Choose the correct item. Write in your notebook.

1. Let's **start/create** a recycling club.
2. We're **doing/building** an environmental project.
3. My parents **create/grow** organic vegetables.
4. She's **building/growing** a birdhouse.
5. He **creates/does** art from recycled materials.
6. Are they **building/organising** a clean-up day?

$$6 \times 1 = 6$$

3 Label the pictures. Write in your notebook.



1. ...

2. ...

3. ...

$$3 \times 1 = 3$$

4 Choose the correct item. Write in your notebook.

1. Look **into/out!** You're going to break the eggs.
2. Please talk **to/by** Ms Evans.
3. We'll look **out/after** sea turtles.

$$3 \times 1 = 3$$

Grammar

5 Choose the correct item. Write in your notebook.

1. How **much/many** people came to the clean-up day?
2. I took a **few/little** plastic bottles to the recycling centre this morning.
3. There is **many/a lot of** rubbish in the park.
4. We haven't got **many/much** money, so we can't adopt an animal.
5. I'm having a **little/few** trouble with my project.

$$5 \times 2 = 10$$

6 Complete the sentences with *some, any, no, every* or their compounds in your notebook.

1. I haven't got ... to do today.
2. There's ... on the phone for you.
3. He can't find his homework
4. There are ... Walk to School Days this month because of the snow.
5. I invited ... in my class to the recycling club. I hope they all come.

$$5 \times 2 = 10$$

7 Choose the correct item. Write in your notebook.

1. I think you **will/are going to** enjoy the film.
2. We **visit/are visiting** the museum this afternoon.
3. My sister **will/is going to** study Medicine at university.
4. I think he **won't/doesn't** come.
5. **Will you/Are you going to** be a volunteer next summer?

$$5 \times 2 = 10$$

Writing

8 You are planning to visit a place of natural beauty in your country or another country. Write an email about it. Write: **the name and location of the place, what activities you are going to do, your feelings**. Write in your notebook.

20 points

Progress Check • 5

Reading

9

Read the letter and decide if the statements (1-5) are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.



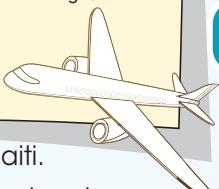
Hi Steve! I've just got back from an island in the Caribbean called Hispaniola. Never heard of it? Perhaps you've heard of the Dominican Republic or Haiti then? These two countries share the island of Hispaniola. I was staying in the Dominican Republic in Jaragua National Park. What a great place!

There are 16 national parks and protected areas in the Dominican Republic. It's the perfect place for eco-tourists like me. The Jaragua National Park is not as popular as some of the other national parks, but that's OK - I prefer quieter places. Jaragua is on the coast, so part of the park is on land and part of it is in the sea. It also has some amazing caves with cave paintings.

While I was there, I saw a rhinoceros iguana. I love reptiles and I knew all about this endangered species. I tried to take a photo of it, but I dropped my camera as I was taking it out of my backpack. The iguana heard the noise and quickly hid in the rocks. At least I got to see one before I left! Next time I go, I'll be more careful.

Write back

Tom



1. Hispaniola is the capital of Haiti.
2. Haiti doesn't have any national parks.
3. Jaragua doesn't get many tourists.
4. Tom got a photo of a rhinoceros iguana.
5. Tom will return to the Dominican Republic.

$5 \times 2 = 10$

Listening

10

You will hear some information about Earth Day at a secondary school. Fill in the missing information in the gaps. Write in your notebook.

Earth Day

Day of activities: 1) ... , 21st April Classes end at 2) ...

Activities:

- plant trees beside the tennis court
- hear a talk about 3) ...
- make art from recycled materials

Students should bring: • pair of gloves • empty 4) ...

Sign up for clean-up day: outside the 5) ...



$5 \times 2 = 10$

Everyday English

11

Match the sentences to make exchanges. Write in your notebook.

1. Do you fancy coming with me?
 2. I'll meet you at 5 o'clock.
 3. I'm afraid I can't come on Saturday.
 4. What time?
 5. I'm looking at things to do at the weekend.
-
- a) It's from 10 till 4.
 - b) OK. See you then!
 - c) I was thinking of going to the cinema.
 - d) I'd love to.
 - e) Would you like to go on Sunday, then?

$5 \times 2 = 10$

TOTAL: 100 points

Competences



Good



Very good



Excellent

Now I can ...

Vocabulary & Grammar

- talk about environmental problems & solutions
- talk about green activities
- talk about wild animals

Reading

- read for detail (R/W/DS statements)
- read for specific information (multiple choice, gap fill)

Speaking

- invite – accept/reject an invitation

Listening

- listen for specific information (gap fill)

Writing

- create a poster
- write an email about a volunteering holiday I'm going on

6+

Arts & Festivals

What's in this module?

Vocabulary

- festivals & events
- places of entertainment
- areas in a theatre
- types of music
- types of books

Grammar

- prepositions
- *a/an - the*
- subject - predicate agreement
- conditionals (type 1)
- adverbs
- adjectives - order of adjectives
- question tags
- phrasal verbs: *turn*

Everyday English

- booking tickets for a performance

Pronunciation: /i:/ /h/



Watch as professional sand sculptors
1) ... sand to make life-sized sculptures
in Surfers Paradise, Australia.

video



The world's most famous music festival 2) ... every year near Pilton, England.

Vocabulary Festivals & Events

1 Look at the tickets. Which of these festivals are for: TV viewers? art lovers? comic book readers? music lovers? food fans?

2 Look at the tickets and fill in the gaps with the words below. Write in your notebook.

- takes place • prepare • win • use • visit



Famous chefs 4) ... traditional Qatari and international dishes at locations around the capital city, Doha.



This convention is the place to 5) ... if you're a fan of the hit TV series *Sherlock*. Here you can meet actors and see sets from the show!

Grammar

a/an - the

We use **a/an** with countable nouns in the singular.

We use **the** with singular and plural nouns.

Speaking

3 Ask and answer questions, as in the example.

A: Where does the Sand Sculpting Championship take place?

B: It takes place in Surfers Paradise, Australia. etc

4  Think Which festival/event would you most like to visit? Why? Tell the class.

I'd like to visit Comic-Con International because

6a Reading



Check these words

- speed • motor racing
- bend • track
- measure • length
- last • vanish



Reading

1 Go through the text quickly. Which is the top attraction in each place? Listen and read to find out.

2 Read the article and choose the roller coaster which matches the sentences. Write in your notebook.

On which roller coaster (A or B) ...

1. do you need to wear special equipment?
2. do you travel at the highest speed in the world?
3. do you disappear from sight?
4. do you travel on a bendy track?

3 What do these numbers refer to? Write in your notebook.

- 240 • 1 • 32 • 2,440 • 2



Worth the **EXPERIENCE**



You can find roller coasters in most amusement parks around the world – but some are more extreme than others!

A

Ferrari World

Abu Dhabi, UAE

If you have a need for speed, you'll love Ferrari World in Abu Dhabi, UAE. This amusement park celebrates the world of motor racing. It includes the fastest roller coaster in the world – the Formula Rossa. This roller coaster goes up to 240 kilometres per hour and has lots of bends, so you feel like you are in a Formula 1 race!

Actually, you go so fast that you have to put on safety glasses to protect your eyes. Are you brave enough to ride it?

B

Cosmo World Yokohama, Japan

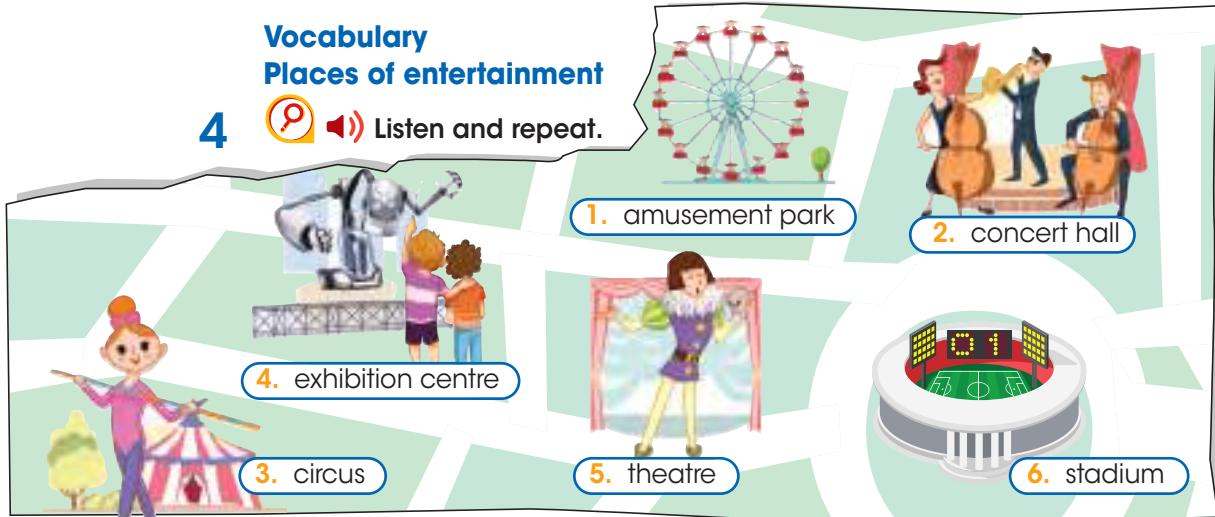
Cosmo World is a huge amusement park in Yokohama, Japan. With its 32 fun attractions it promises a great day out. What makes this place unique is Vanish, an amazing roller coaster. Its track measures 2,440 feet in length. That means each ride lasts about 2 minutes. Why does it have this name? Well, this is the only roller coaster in the world where you vanish into an underwater tunnel! When you approach the tunnel, you feel like you are going to crash into a pool of water! It's very scary ... and very wet!



Reading • 6a

Vocabulary Places of entertainment

4  Listen and repeat.



What are you doing this weekend?



Discuss. Use places from Ex. 4.

5 What can you do in the places in Ex. 4? Tell your partner.

- attend a performance • see a sports event • listen to classical music
- go on a roller coaster • see clowns and acrobats • see a robotics exhibition

You can go on a roller coaster at an amusement park.

Prepositions

6 Choose the correct preposition. Write in your notebook. Then, answer the questions.

1. What place is popular **in/with** teens in your area?
2. Is there an amusement park in your city? What rides is it famous **for/on**?
3. Are you fond **in/of** visiting amusement parks?
4. Are you afraid **of/in** going on roller coasters?

Speaking

7  Think Which is your favourite amusement park? Write about: name, place, opening hours, special attractions, tickets. Present the amusement park to the class.

Writing (a text message)

8 Match the abbreviations (1-6) to what they mean (a-e) in your notebook.

- | | | | | |
|-----------|-------|--------|-------|------|
| 1 CU2moro | 2 B4N | 3 TTYL | 4 THX | 5 HF |
|-----------|-------|--------|-------|------|

- a bye for now b thanks c have fun d see you tomorrow e talk to you later

9 Imagine you are at one of the places in the texts in Ex. 1. Send a text message to your friend. Write: where you are, who with, how you like the roller coaster, what you intend to do. Ask your friend about his/her plans. You can use abbreviations. Write in your notebook.

Note

Text language

We can use abbreviations when we write text messages. Using abbreviations saves time and space.



6b Grammar



Subject-Predicate agreement

- The subject always agrees with the verb in person and number.
John is tired. We aren't exhausted. The colours of the banner are amazing. Where are the tickets? Tony and Sue have gone to the theatre.
- When the subjects are connected with **and**, they take a verb in the plural form. **Sue, Mary and Paula are going to the cinema now.**
- both ... and** means not only one, but also the other. We do not use **both** in negative structures. They are followed by a plural verb. We can use **both** + noun/action + **and** + noun/action.
Both Julian and Kate have got smartphones.
- neither ... nor** means not one and not the other. **Neither** is a negative word and takes an affirmative singular or plural verb depending on the subject that follows **nor**. **Neither Paul nor John likes fish.** (= Both Paul and John don't like fish.) **Neither Mr Harris nor his brothers have got a car.**
- either ... or** means this one or the other one. It expresses a choice between two (or more) things. It takes an affirmative singular or plural verb depending on the subject that follows **or**. **Either John or Steve needs to see Mr Harris. Either Mum or the girls are going to the market.**
- The words **each, each one, everyone, everybody, anyone, anybody, nobody, somebody, someone**, and **no one** take a singular verb.
Everybody is here.

Grammar

- Titles of books, movies, novels, etc take a verb in the singular.

Friends is her favourite TV series.

- Collective nouns (**class, team, family, group**, etc) usually take a singular verb when we refer to them as a whole. **The team has practice three times a week.** (the whole team)

When we refer to each member of the group individually, we use a plural noun. **The team are wearing blue uniforms.** (each member of the team)

1

Choose the correct verb form. Write in your notebook.

- Both game shows and documentaries **is/are** educational.
- Neither soap operas nor cookery shows **is/are** interesting.
- Either Bill or his parents **is/are** attending the event.
- John, Tony and Mary **has/have** left.
- My brother or sister **is/are** coming to the cinema with us.
- Each person **was/were** there on time.
- Is/Are** everybody here?
- Neither Sue nor Tony **like/likes** thrillers.

2

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

- The orchestra often ... **(play)** at the Town Hall .
- Aliens ... **(be)** an action science-fiction film.
- The staff ... **(wear)** blue uniforms today.
- Either John or Sally ... **(come)** to the festival tomorrow.
- Both Jane and the kids ... **(go)** to the park now.
- Neither Mum nor her sisters ... **(be)** in the garden.
- The tickets, your camera and your glasses ... **(be)** on the kitchen table.



Grammar • 6b



Note

We can use **unless** instead of **if ... not** in the **if**-clause of type 1 conditionals. The verb after **unless** is always in the affirmative. **If he doesn't find** tickets to the festival, he won't go. **Unless he finds** tickets to the festival, he won't go.

Conditionals (type 1)

If/Unless + present simple, will/won't + infinitive without to

↓
if-clause (hypothesis)

↓
main clause (result)

We use the **type 1 conditional** (real present) for something real or likely to happen in the present or future. We also use it to make offers and promises. **If you like roller coasters, you will enjoy the new amusement park.** (likely to happen in the future) **If you finish your homework, I will take you to the cinema.** (making a promise)

3 How do we form the type 1 conditional? When do we use it? When and how can we use **unless**?

4 Read the statements and use the phrases to make type 1 conditional sentences. Write in your notebook.

1. I don't want to eat my breakfast. (**you/be/hungry/later**)
If you don't eat your breakfast, you'll be hungry later.
2. I don't want to go to bed. (**you/be tired/tomorrow**)
3. I don't want to leave now. (**we/miss/the film**)
4. I won't wear a coat. (**you/be cold**)
5. I don't want to visit the doctor. (**you/not/feel better**)



5 Rewrite the sentences in Ex. 4 using **unless**. Write in your notebook.

Unless you eat your breakfast, you'll be hungry later.

6 Complete the sentences with the correct form of the verbs in brackets. Then mark them as **0** (type 0) or **1** (type 1). Write in your notebook.

1. A: Tickets for the festival are £100 each!
B: Yes, but you **save** (**save**) 50% when you **book** (**book**) online. **0**
2. A: The performance starts at 7:30.
B: So if we ... (**catch**) the 6 o'clock train we ... (**arrive**) early.
3. A: Let's try the roller coaster next!
B: No way! If I ... (**go**) on that ride, I ... (**be**) terrified!
4. A: I don't need to wear my boots. There isn't much rain.
B: Yes, but when it ... (**rain**) here, the streets ... (**always/flood**).
5. A: We ... (**meet**) the actors if we ... (**attend**) the convention.
B: Yes, but the tickets are so expensive!

Continue the story.

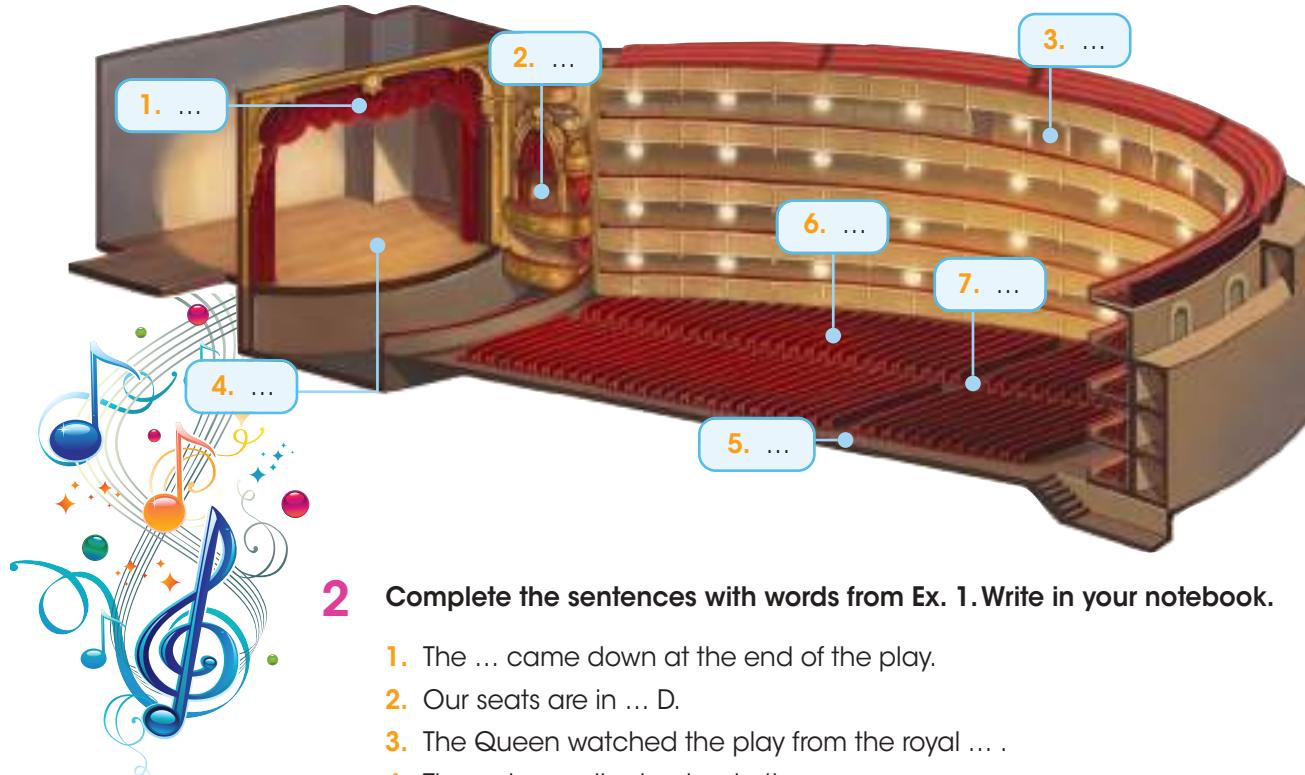
If I have some free time, I'll
If I ..., I'll
If I ..., I won't etc

6C Vocabulary

Areas in a theatre

- 1  Label the places in a theatre (1-7) with the words in the list. Listen and check, then repeat. Write in your notebook.

• stage • row • aisle • box • curtain • balcony • stalls



- 2 Complete the sentences with words from Ex. 1. Write in your notebook.

1. The ... came down at the end of the play.
2. Our seats are in ... D.
3. The Queen watched the play from the royal
4. The actors walked out onto the
5. There weren't enough seats so people were standing in the

Imagine you
are putting up
a theatrical
performance.

Decide on the play,
costumes, music,
roles, directing.
Present your
proposal to the class.



Types of music

- 3  Listen to the five musical extracts. Which types of music below can you hear? Write in your notebook.

• heavy metal • classical • hip hop • rap • reggae • pop • blues
• electronic • opera • latin

- 4  Think Which is your favourite/least favourite type of music? Why? Tell your partner using the adjectives below.

• fast • slow • exciting • boring • relaxing • happy • sad

I like ... because it's

I don't like ... because it's

Everyday English • 6d

Booking tickets for a performance

- 1** a) The sentences below are from a dialogue between a ticket clerk and a customer. Who says each sentence?

- Is that for the 2:30 pm performance or the 7:30 pm?
- Can I have the ones next to the aisle, please?
- They're £45 each, so that's £90, please.
- Cash, please.

- b)  Complete the dialogue with the sentences (A-E) in the list in your notebook. Listen and check.



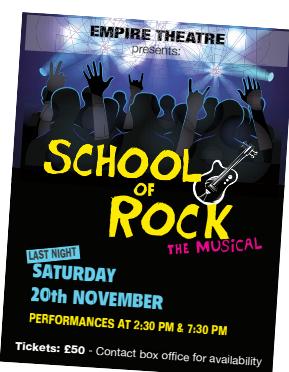
- A Let me check.
- B How much are the tickets?
- C How can I help you?
- D Will you pay in cash or by card?
- E I'm sorry, but it's sold out.

Clerk: Good morning. 1) ...
Alice: I'd like two tickets for this Friday for The Phantom of the Opera, please.
Clerk: Is that for the 2:30 pm performance or the 7:30 pm?
Alice: The later show, please.
Clerk: Let me see ... 2) ...
Alice: I see. What about the one at 2:30 pm, then?
Clerk: 3) ... Yes, there are just four seats left; two at the back and two in the middle next to the aisle, row M.
Alice: Can I have the ones next to the aisle, please?
Clerk: Certainly.
Alice: 4) ...
Clerk: They're £45 each, so that's £90, please. 5) ...
Alice: Cash, please.
Clerk: OK, show this receipt to collect your tickets at the box office half an hour before the show starts. Enjoy the show!

- 2** Read the dialogue again. What is Alice going to watch? Which performance and seats does she get tickets for?

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

- 4**  Imagine you want to attend the performance in the poster. Act out a dialogue similar to the one in Ex. 1.



Pronunciation

/i:/, /ɪ/ 

-  Copy the tables in your notebook. Listen and tick (✓), then listen and repeat. Can you think of more words with these sounds?

	/i:/	/ɪ/
seat		
ticket		

	/i:/	/ɪ/
enjoy		
critic		

	/i:/	/ɪ/
feel		
team		

one hundred and one

6e Grammar



Adverbs

Adverbs give more information about verbs, adjectives or other adverbs. There are adverbs of **manner** (**how**) (Tom speaks **fast**.), **time** (**when**) (Fay left **yesterday**.), **place** (**where**) (Amy is **here**.), **frequency** (**how often**) (Kate is **always** early.) and **degree** (**how much**) (Fran is **very** intelligent.)

We usually form **adverbs** by adding **-ly/-ily** to the adjective.
quick – quickly, happy – happily

Irregular forms:

good – **well**, fast – **fast**, hard – **hard**, early – **early**, late – **late**

1 Identify the adverbs in bold in the sentences. Write in your notebook.

1. Tracey will go **tomorrow**. time
2. Dan walks **slowly**.
3. Sue's **outside**.
4. That's a **really** good story.
5. They are **sometimes** late for school.
6. The plane leaves **tonight**.

2 Complete the sentences with the adverb formed from the adjective in brackets. Write in your notebook.

1. Daisy walked **quickly** (**quick**) home from school.
2. The teacher spoke ... (**calm**) to the students.
3. The dogs are playing ... (**happy**) in the garden.
4. Joe was watching TV ... (**quiet**).
5. He shouted at us ... (**angry**).

Adjectives – Order of adjectives

Adjectives describe nouns. They don't have plural forms. When there are two or more adjectives before a noun, they appear as follows:

opinion	size	age	shape	colour	origin	material	noun
a beautiful ,	big ,	new ,	▲ triangular , ● round , ■ square , ● oval	grey ,	French ,	steel	tower

We do not use more than three adjectives.

3 Put the adjectives in brackets in the correct order. Write in your notebook.

1. The Eiffel Tower is a(n) **huge, old, iron** tower. (**huge/iron/old**)
2. Athens is a(n) ... city. (**ancient/Greek/beautiful**)
3. My dad has just bought a(n) ... motorbike. (**green/Italian/new**)
4. I've got a(n) ... bag. (**oval/expensive/leather**)
5. Jenny's got a(n) ... TV. (**black/huge/amazing**)



Grammar • 6e



Question tags

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

- A positive statement takes a negative question tag.
We can go now, can't we?
- A negative statement takes a positive question tag.
You won't forget, will you?

Note: Some verbs form their question tag differently:

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

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

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

I have (other meanings) → **don't I?** **We had a great time, didn't we?**
(= We enjoyed ourselves.)

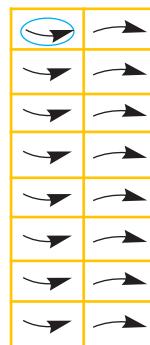
This/That is → **isn't it?** **That's our bus, isn't it?**

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

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

- 4** Complete the question tags in your notebook. Listen and choose the correct intonation. Write in your notebook. Listen again and repeat.

- Lucy hasn't called yet, **has she?**
- You like amusement parks, ...?
- She's flying to the USA now, ...?
- You're tired, ...?
- It isn't time to leave, ...?
- Let's go to the theatre, ...?
- Paul didn't have a good time, ...?
- This is their car, ...?



Speaking



- 5** Form question tags using the information below, as in the example.

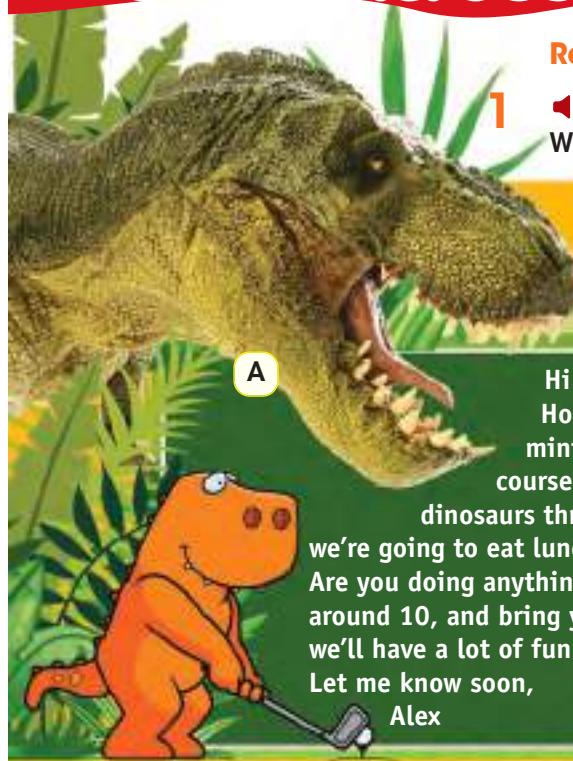
Bakken Amusement Park ...

- ... is in Denmark.
- ... opened in 1583.
- ... has got 33 rides.
- ... has over 2.5 million visitors a year.
- ... is the oldest theme park in the world.

Bakken Amusement Park is in Denmark, isn't it?



6f Across Cultures



A



Hi Julian,

Hope you're well! On Saturday, my brother and I are going to play mini-golf at Jurassic Falls Adventure Golf! It's an outdoor mini-golf course in East London with a dinosaur theme. There are life-sized model dinosaurs throughout the course and some of them play sound effects! Then, we're going to eat lunch there at Gogyzu, a dinosaur-themed restaurant! Are you doing anything at the weekend? Why don't you join us? We'll pick you up at around 10, and bring you back afterwards. I hope you'll be able to make it. I think we'll have a lot of fun there, don't you?

Let me know soon,
Alex

FUN in All Weathers

CONTACTS OUTBOX HOME



Video



Capital Karts Feel the Speed!



B



Don't let the cold rainy weather get you down! Capital Karts in Barking, just 15 minutes from Central London, has the UK's longest indoor go-karting track. It's 1,050 metres long and you can drive at speeds of up to 45 miles per hour! It sounds like fun, doesn't it? For just £10 per person, you can enjoy a 30-minute session. Coming as a large group? Just give us a call and we'll find a special rate for you! Next month (February), we're also going to start go-karting lessons with professional racing drivers! See our website for more details.

2

Read the texts and decide if the statements are R (right), W (wrong) or DS (doesn't say). Write in your notebook.

1. Jurassic Falls Adventure Golf is an indoor mini-golf course.
2. You can get a special price if you have lunch at Gogyzu.
3. Alex offers to give Julian a lift to the mini-golf course.
4. Capital Karts has a dinosaur theme.
5. People always book their go-karting session before they get there.
6. You can get a discount if you and your friends go to Capital Karts together.

3

Think Which of the places in the texts would you like to visit? Why? Tell the class.

Check these words

- outdoor
- life-sized
- track
- session
- rate

Across Cultures • 6f



1 go roller skating



2 have a sleepover



3 go windsurfing



4 go paintballing



5 have a games night



6 go go-karting

Phrasal Verbs

turn down = to refuse

turn out = to attend an event and take part in it

turn into = to change (sth) into sth else

5 Read the Phrasal Verbs box, then complete the sentences with the correct particle in your notebook.

1. Hundreds of people turned ... to watch the fireworks display.
2. We turned our old table ... some very nice bookshelves.
3. I offered to take Jake to the concert, but he turned me

Listening

6 Listen to John and Sue and choose the correct answer in your notebook.

1. What will Sue do on Saturday afternoon?



2. Where is the escape room?



3. John is calling Sue to

- A inform her about a new place.
- B offer her tickets to an escape room.
- C invite her out on Saturday night.

Writing (an email about your weekend plans)

7 Imagine you are going to Capital Karts this weekend. Write an email to your English-speaking friend. Write: **where you are going, who with, what you are going to do**. Invite him/her to join you. Write in your notebook.



Culture Spot

Camden Market is a popular place for teens in London. With a lot of stalls, shops, cafés and restaurants it is the perfect place to pick up bargains and try delicious street food.



Collect information about a place in your city teens love visiting. Talk about: name, location, what to do/see.

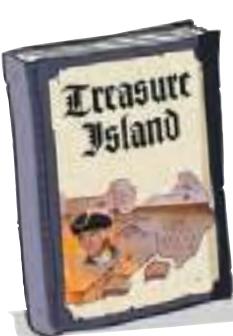
6.0 CHIL (Literature)

Vocabulary Types of books

- 1 Look at the types of books. Which type do you enjoy reading the most? Tell the class.



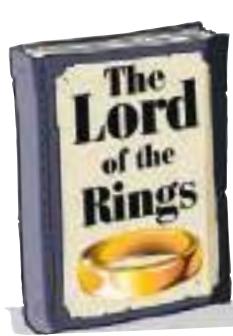
1. science fiction



2. action & adventure



3. mystery



4. fantasy

Reading

- 2 Look at the picture and read the title of the book below. What type of book is it? Listen and read to find out.



The Lord of the Rings

by J.R.R. Tolkien

Frodo Baggins is a small hobbit. He goes on a big adventure in this fantasy book. The wizard Gandalf gives Frodo a special job: to take his uncle's magic ring and destroy it. The only problem is that Sauron wants the ring, and he will do anything to get it. Frodo has to hide the ring from Sauron, travel across Middle-earth, and throw it into Mount Doom. It's a very difficult job, but Frodo has got his best friend Sam to help him. Together, Frodo and Sam fight very big spiders and ghosts, but in the end nothing is stronger than their friendship.

Check these words

- adventure
- wizard
- magic

3

Think Which of the characters in the description in Ex. 2 are: heroes? villains? supporting characters? Which of these character qualities best describe them? Give reasons. Write in your notebook.

- loyal • clever • brave • evil

Flash Time • 6

Project Time

1



Collect information about the film characters below. Copy and complete the table in your notebook.



Character	Actor	Appearance/ Personal qualities	Name of film(s)	Type of film(s)
...

Presentation skills

2

Present one of the characters from Ex. 1 to the rest of the class. What do you think makes him/her so popular? Give reasons.

3

Think Create your own film character. Think about: **type of film, name, appearance, personal qualities**. Present your character to the class.

VALUES

Heroism

4

a) **Read** the quotation. What does it mean? Discuss.

b) **Think** How can we be heroes in daily life?
Talk with your partner. Tell the class.

"A hero is someone who has given his or her life to something bigger than oneself."

Joseph Campbell

6 • Progress Check

Vocabulary

1 Fill in: theatre, stadium, concert hall, amusement park, exhibition centre. Write in your notebook.

1. You can watch a performance with actors at a(n)
2. You can see a robotics exhibition at a(n)
3. You can listen to classical music at a(n)
4. You can see a sports event at a(n)
5. You can go on a roller coaster at a(n)

$5 \times 1 = 5$

2 Fill in: balcony, row, curtain, stage, aisle. Write in your notebook.

1. We had a great view of the actors on the
2. I always feel excited when the ... goes up at the beginning of a play.
3. My seat is in ... A at the front of the theatre.
4. He doesn't like sitting on the ... because he's afraid of heights.
5. We can't leave the theatre yet; the ... is full of people.

$5 \times 1 = 5$

3 Choose the correct item. Write in your notebook.

1. 200,000 people turned **out/in** for the event.
2. Why did you turn **down/into** the invitation?
3. The place is popular **for/with** teens.
4. I'm not fond **at/of** heavy metal.

$4 \times 1 = 4$

Grammar

4 Put the verbs in brackets in the correct tense. Write in your notebook.

1. The team ... (**wear**) their red jerseys.
2. My books and pencils ... (**be**) in my bag.
3. Neither Bob nor Sally ... (**want**) to come to the lecture.
4. Star Wars ... (**be**) my favourite film.
5. Both Kate and her kids ... (**leave**) now.

$5 \times 2 = 10$

5 Complete the sentences with the adverb form of the words in brackets. Write in your notebook.

1. They sold all the tickets ... (**quick**).
2. We woke up ... (**early**).
3. The audience clapped ... (**loud**).
4. The children danced ... (**happy**).
5. Jenny plays the guitar really ... (**good**).

$5 \times 2 = 10$

6 Choose the correct item. Write in your notebook.

1. We watched an **interesting Italian/Italian interesting** film last night.
2. Let's go to the park, **shall we/are we**?
3. Have you read this **old scary/scary old** book?
4. You saw the play, **aren't you/didn't you**?
5. That **huge steel/steel huge** roller coaster is great.

$5 \times 1 = 5$

Everyday English

7 Complete the dialogue. Use the sentences (a-e). Write in your notebook.

- a Let me check.
b Will you pay in cash or by card?
c How much are the tickets?
d How can I help you?
e I'm sorry, but it's sold out.

- A: Good afternoon. 1) ...
B: I'd like two tickets for *The Lion King* at 7:30, please.
A: Let me see.... 2) ...
B: I see. What about the one tomorrow at 2:30 pm?
A: 3) ... Yes, there are two seats in row F.
B: 4) ...
A: They're £50 each. 5) ...
B: Card, please.
A: OK, thanks. Enjoy the show!

$5 \times 2 = 10$

Progress Check • 6

Reading

- 8 Read the letter and decide if the statements (1-5) are **R** (right), **W** (wrong) or **DS** (doesn't say). Write in your notebook.

Cirque du Soleil is not a traditional circus. Our performers don't use animals, but we employ over 1,300 actors, singers, dancers, athletes, clowns and acrobats to give our audience the experience of a lifetime! When you look at the stage, you feel like you've entered another world. The dramatic music, colourful make-up and strange costumes all add extra excitement to a show that's already full of daring and dangerous tricks!

The first Cirque shows began in Canada in 1984. Our company soon travelled to the USA and then Europe, Asia and the Middle East. Cirque du Soleil has now performed in 400 cities to over 160 million people!

Generally, everyone is welcome at our shows. Children under two are free, but they have to sit on their mum or dad's lap at all times. Children under 12 must be with an adult.



- There aren't any animals on stage at Cirque du Soleil.
- Cirque du Soleil is the biggest circus in the world.
- Cirque du Soleil's first performance was in Canada.
- Over 400 million people have seen a Cirque du Soleil show.
- Children under two can't watch Cirque du Soleil performances.

5 x 3 = 15

Writing

- 9 Write an email to your English friend about your plans for the summer. Say: **where you are going to go, who with, what you're going to do there**. Invite your friend to come with you. Write in your notebook.

20 points

Listening

- 10 Listen to Julia and Ben discussing a weekend activity and, for questions 1-4, choose the correct answer (A, B or C). Write in your notebook.

- Where did Ben go last night?
A paintballing B a sleepover
C a games night
- What time will they start their paintballing session?
A 10:30. B 11:00. C 12:00.
- Who is going to drive the car?
A Julia's brother B Julia's dad
C Julia's mum
- How much did Julia's brother pay for the paintballing session?
A £50 B £30 C £20

4 x 4 = 16

TOTAL: 100 points

Competences



Good



Very good



Excellent

Now I can ...

Vocabulary & Grammar

- talk about festivals & events
- talk about places of entertainment
- talk about areas in a theatre
- talk about types of music
- talk about types of books

Reading

- read for key information (multiple matching)
- read for detail (R/W/DS statements)

Speaking

- book tickets for a performance

Listening

- listen for specific information (multiple choice)

Writing

- write a text message
- write an email about my weekend plans

The Hound of the Baskervilles

A **dense**, white fog hung over the moor and it was drifting slowly in our direction. Holmes was watching it.

"It's moving towards us, Watson," he said **impatiently**.

"Is that serious?" I asked.

"Very serious, indeed. It's the one thing that could ruin my plans. Our success and even Sir Henry's life may depend on his coming out of the house before the fog is over the path. In half an hour we won't be able to see our hands in front of us."

"Shall we move to higher **ground**?"

"Yes, I think it would be best," replied Holmes.

So we moved back until we were about half a mile from the house. Suddenly, the sound of quick steps broke the **silence** of the moor. Through the fog came Sir Henry. He walked by quite close to us, but he didn't see us. Then, we heard another sound coming from the white bank of fog.

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

We stared into the fog, uncertain what horror was about to break from the heart of it. Then, a **dreadful** shape sprung out from the shadows. It was an **enormous** coal-black hound. Fire burst from its open mouth and its eyes were burning in the darkness. With long bounds the huge creature was **leaping** down the track, following our friend. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in **horror**, staring helplessly at the thing which was chasing him.

Sir Arthur Conan Doyle (22nd May 1859 – 7th July 1930) was born in Edinburgh,



Scotland, and studied Medicine at Edinburgh University. He wrote many famous books, such as the classic adventure *The Lost World*, but he is most famous for his Sherlock Holmes stories.

Sherlock Holmes is a famous detective who solves crimes with the help of his friend, Dr Watson. One of his most famous stories is *The Hound of the Baskervilles*.

1 Who was Sir Arthur Conan Doyle? Which famous character did he create? Read the biography to find out.

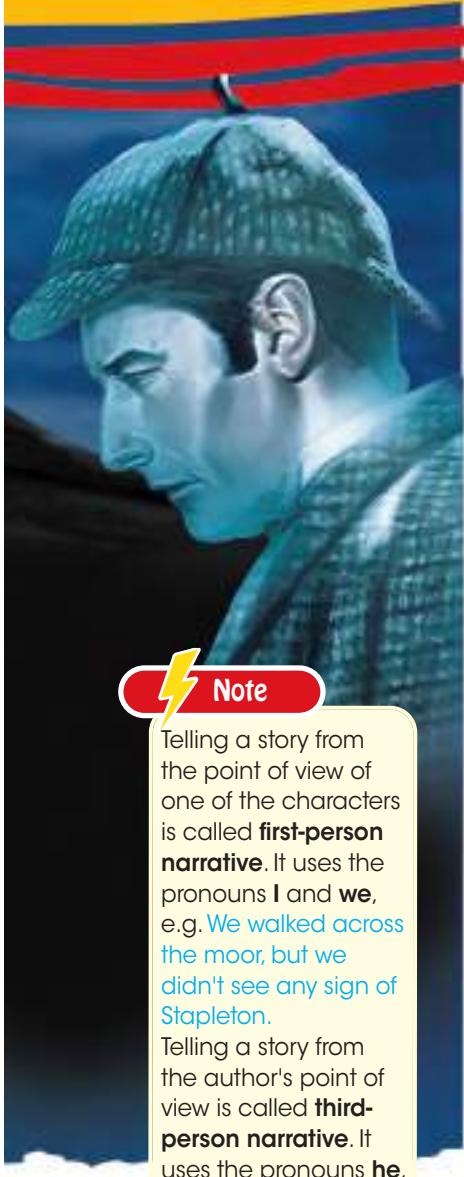
2 What is *The Hound of Baskervilles* about? What type of story is it? Read the plot to find out.

Baskerville Hall is a huge manor house on the moor. Legend says that hundreds of years ago, an enormous hound with eyes of fire killed Sir Hugo Baskerville. Now, the hound is back! After it kills Sir Charles, the owner of Baskerville Hall, everyone fears that his nephew, Sir Henry, is also in danger. They ask Sherlock Holmes and his friend, Dr Watson, to solve the mystery. Holmes and Watson don't believe in the legend and they suspect a man called Stapleton is responsible. So when Sir Henry goes to Stapleton's house for dinner, they stand guard outside.

Reading & Listening

3  What do you think happens to Sir Henry on his way back to his house? Listen and read to find out.

World Tales



Note

Telling a story from the point of view of one of the characters is called **first-person narrative**. It uses the pronouns **I** and **we**, e.g. **We walked across the moor, but we didn't see any sign of Stapleton.**

Telling a story from the author's point of view is called **third-person narrative**. It uses the pronouns **he**, **she** and **it**, e.g. **They walked across the moor, but they didn't see any sign of Stapleton.**

Check these words

- hound • dense
- fog • hang
- moor • drift
- break the silence
- dreadful • shadows
- darkness • leap down
- stare • chase

- 4** a) Read the extract and decide if the statements are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Correct the wrong statements. Write in your notebook.

1. Holmes wants Sir Henry to come out before the fog reaches the house.
2. Sir Henry knows Holmes' plan.
3. Holmes thinks the fog will take 30 minutes to completely surround them.
4. Holmes suggests moving to lower ground.
5. Watson has seen the hound before.
6. Sir Henry is so afraid of the hound that he can't move.

b) **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 adjectives: impatient, scared, terrified.

- 5** Use your dictionaries to explain the words in bold. What part of speech is each: noun? adjective? verb? adverb?

- 6** Read the Note box. What type of narrative is it? Who narrates the story?

Speaking & Writing

- 7** Use the following phrases to give the class a summary of the text.

- dense white fog hung
- moving towards, come out of the house
- move to higher ground
- quick steps
- Sir Henry didn't see
- enormous coal-black creature
- fire burst from its open mouth
- eyes were burning
- leaping down the track
- his face was white
- in horror
- chasing him

- 8** a) **Think** What do you think happens in the end? Decide in groups.

- b) Watch the **Video** and check if your guesses were correct.

- 9** Design a book cover for the story. What will your cover show? Why?

- 10** Write a short paragraph for the back cover (50 words) in your notebook. Think about: **main characters**, **where they are**, **why they are there**. Make sure you don't say what happens in the end.



H.G. Wells (21st September 1866 – 13th August 1946) was born in Kent, England. He left school when he was 14, but later he won a scholarship to the Royal College of Science in London. He became a science teacher and he cared very much about the future of our planet. Wells wrote some of the most famous science-fiction books of all time, including *The Time Machine*, a story about a man who travels into the future. There he meets the child-like Eloi, makes friends with Weena and meets the wild Morlocks. His travels make him think how easily we can destroy our world if we are not careful.

The Time Machine



- 1** Who was H.G. Wells? What types of stories did he write? Read the biography to find out.

Reading & Listening

- 2** The pictures show the Time Traveller, Weena and a Morlock. What do you think happens in the extract? Listen and read to find out.

- 3** Read the extract and choose the correct answer (A, B or C). Write in your notebook.

1. The Time Traveller first thought the future world had problems when

- A he saw a strange creature.
- B he realised Weena was afraid and didn't want to talk about it.
- C he found out that some creatures lived underground.

2. What are the Morlocks afraid of?

- A the Time Traveller
- B the darkness
- C the light

3. Why did the Morlocks begin to live underground?

- A The Eloi made them live there.
- B They hated the daylight.
- C They wanted to become more powerful.

World Tales

Weena quickly became my friend. We walked together through the valley and I saw splendid buildings and beautiful trees covered in blossom. Birds were singing in the trees. Everywhere there were sweet-smelling flowers. Weena picked one and gave it to me. One evening, as we walked through the garden together, I saw a creature run across the grass and vanish down a well. It looked like a white ape with strange greyish-red eyes.

"What was that?" I asked Weena.

"A Morlock," she replied. "They live underground."

She seemed frightened and did not want to talk about the strange creatures. I realised then that the future world was not as perfect as it seemed. I decided to go underground and find out about the Morlocks.

"Don't go down there! Please!" Weena cried.

"Don't worry, Weena. I won't be long," I replied.

I began to climb down a small, dark well. After a while, I stopped to rest. Suddenly, a cold hand touched my face. I lit a match and saw three Morlocks running away down a dark passage. They were afraid of the light. I followed

them into the large underground chamber. I could hear machines, and I could smell meat. When the Morlocks realised I was there, they began to move towards me. I was scared. I ran back down the passage and climbed up to the garden. I could hear the Morlocks close behind me.

"Why are they chasing me?" I asked Weena.

"On dark nights, the Morlocks come to the surface to hunt," she answered.

"But what do they hunt?" I asked. "There are no animals here."

"They hunt the Eloi," she whispered.

We had to find somewhere to hide. As we walked, Weena told me more about the Eloi and the Morlocks. A long time ago, the Eloi were powerful and forced the Morlocks to live underground. The Morlocks worked and the Eloi played. But the Morlocks got used to the dark and began to hate the daylight.

Now the Morlocks had the power, and the Eloi were afraid of them.



Check these words

- valley • pick
- vanish • well
- match • run away
- passage
- chamber
- whisper • hide
- force

4 a) Answer the questions in your notebook.

1. What does the Time Traveller think of Weena?
2. What do the Morlocks look like?
3. Why does the Time Traveller go down the well?
4. Why are the Eloi afraid of the Morlocks?

b) Think Do you feel sorry for the Morlocks? Why (not)?

Speaking & Writing

5 Use the pictures in Ex. 2 to write or give the class a summary of the story.

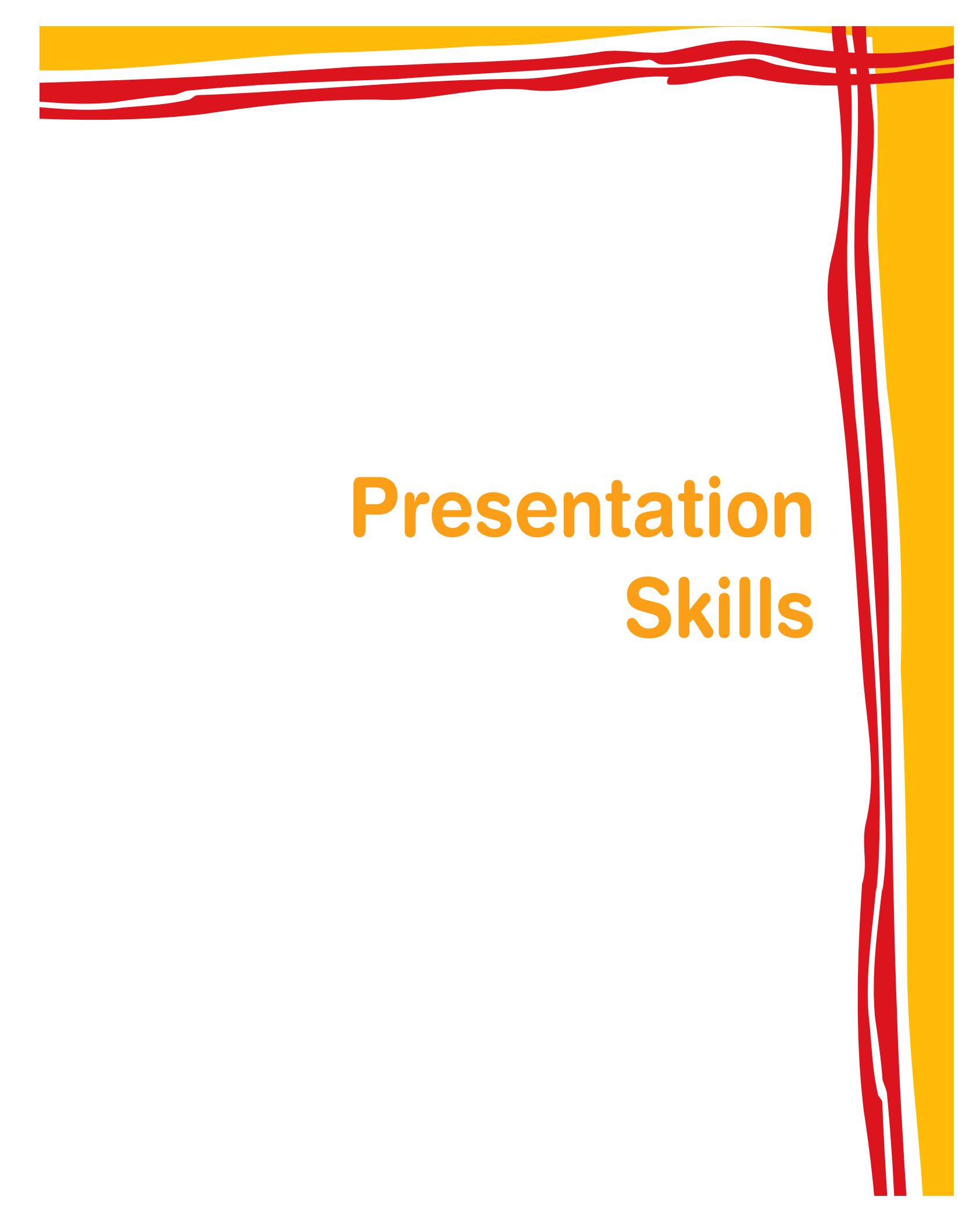
6 a) Think What do you think happens in the end? Decide in groups.

b) Watch the . Were your guesses correct?

7 Work in groups. Draw your own time machine, then decide what period of history you would visit. Write a description of your visit in your notebook. Think about: place, time, people (appearance/character/work), what happened there. Present your description to the class.

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill busy (phone)	dressing gown bath banknote engaged (phone)	R railroad rest room	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out. Hello, is <u>this</u> Steve? Do you have a car?/ <u>Have you got</u> a car?	He <u>has just</u> gone out. Hello, is <u>that</u> Steve? <u>Have you got</u> a car?
L lawyer/attorney line lost and found	solicitor queue lost property	Spelling	
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
N news-stand	newsagent	program realize tire trave(l)ler	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	Expressions with prepositions and particles	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday



Presentation Skills

1

Present an ideal neighbourhood

You can start/end your presentation with a rhetorical question (a question that expects no answer), to grab the audience's attention.

Beginnings - Endings

- 1 Read the beginnings. Which starts with: a rhetorical question? setting the scene? a poem? Which one seems irrelevant to the topic?

1

Have you ever thought about what your ideal neighbourhood would look like? I do it all the time!

2

Picture yourself on a quiet street filled with houses with large gardens. There are lots of trees on both sides of the road and each person greets you as you pass by. This is my idea of the perfect neighbourhood.

3

My house is big and white,
It's at the end of my street.
Everyone who comes inside,
Is a friend I love to meet!

- 2 Read the endings. Which contains: a rhetorical question? humour? a statement? Which one seems irrelevant to the topic?

1

You can learn a lot by moving to a different neighbourhood.

2

Wouldn't you like to live in my ideal neighbourhood? I know I would!

3

They say you should love your neighbour, and if I lived in my ideal neighbourhood, this is definitely what I would do!

Organising & Presenting

3 Copy the table in your notebook and list the notes under the headings.

- gym • wide streets • bus • houses with gardens • village in a forest
- sea breeze • ambulance • hospital • big city • blocks of flats
- underground train • skyscraper • supermarket • museum • post office
- cinema • play in the park • police officers • country lanes
- small town next to the sea • tram • department stores
- hiking in the forest • firefighters • full of life • swimming at the beach
- art gallery • quiet roads • fresh air

A boy in a blue and white plaid shirt is looking thoughtful, with his hand to his chin. He is standing in front of a background of colorful buildings. To his right is a spiral-bound notebook with a yellow cover. On top of the notebook is a small blue building model. The notebook has a table with nine rows and two columns for notes:

location	
streets	
buildings	
transport	
shops	
services & facilities	
outdoor activities	
environment	
safety	

4 Use your answers in Exs 1-3 to prepare and give your presentation.

2 Present an achievement

When you research information online, make sure you use valid sources (encyclopaedias, diaries, documentaries, etc.). Crosscheck information. Some documents include the writer's opinion, so make sure you only select the facts. This way, your presentation will be accurate and objective.

Evaluating historical sources

- 1 Read the extracts. Which is from: an encyclopaedia? a personal letter? a newspaper article?

1

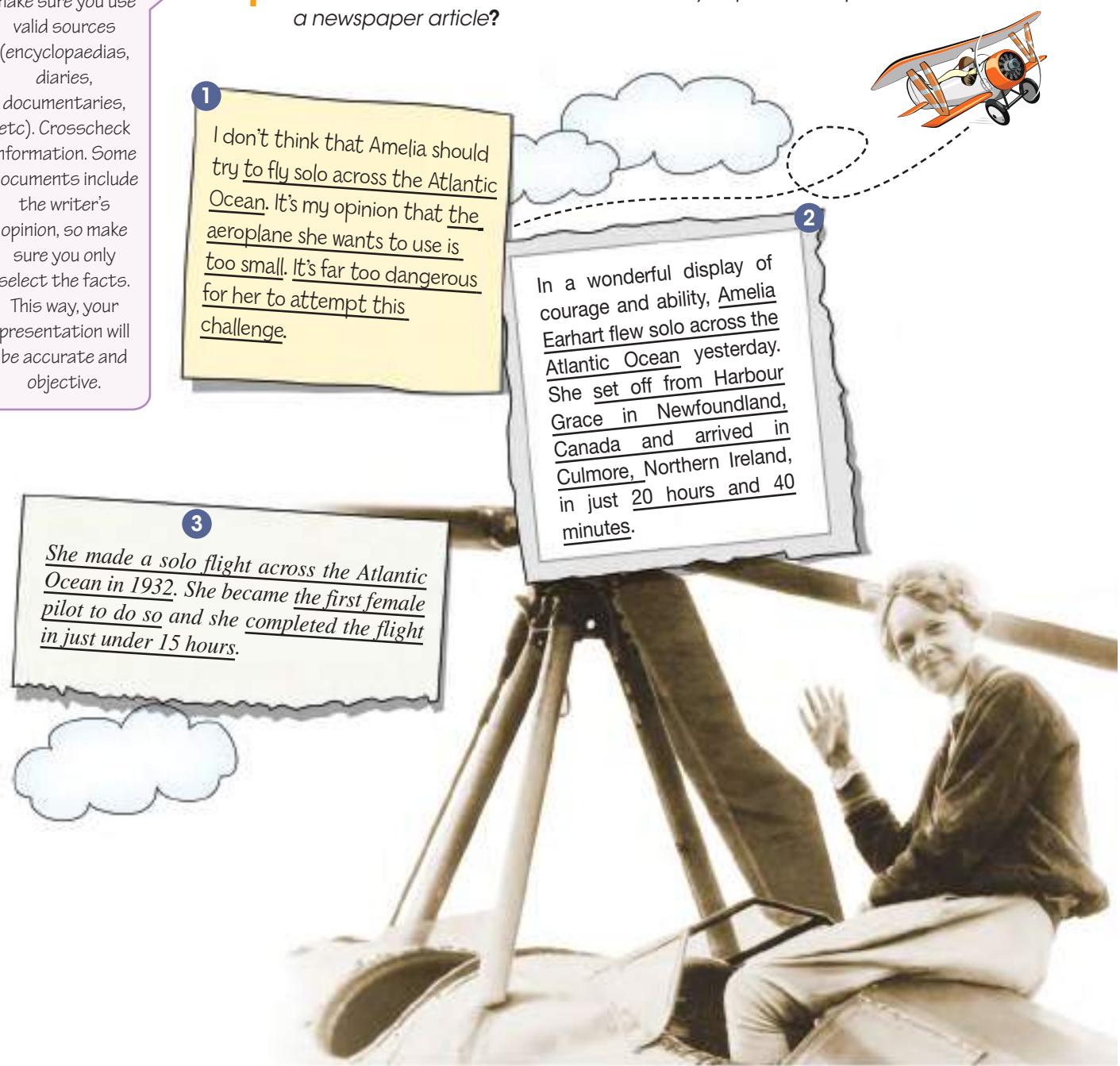
I don't think that Amelia should try to fly solo across the Atlantic Ocean. It's my opinion that the aeroplane she wants to use is too small. It's far too dangerous for her to attempt this challenge.

2

In a wonderful display of courage and ability, Amelia Earhart flew solo across the Atlantic Ocean yesterday. She set off from Harbour Grace in Newfoundland, Canada and arrived in Culmore, Northern Ireland, in just 20 hours and 40 minutes.

3

She made a solo flight across the Atlantic Ocean in 1932. She became the first female pilot to do so and she completed the flight in just under 15 hours.



- 2 Which of the extracts in Ex. 1 contain accurate information? Check the underlined facts online with other sources.

When you include your opinion in your presentation, always give reasons to justify it.

Giving reasons

- 3 Read the extracts below. Which two contain reasons justifying the speaker's opinion?

1

Amelia Earhart should be considered the most important woman of the 20th century.

2

Amelia Earhart was a strong, powerful woman who set record after record. She believed that what is important in life is to set goals and she managed to achieve hers against all odds.

3

Earhart was a woman who changed the lives of women in the 20th century in a lot of different ways.

4

Earhart became a powerful symbol for women's rights. She set high standards for women to follow and inspired generations of women, becoming an excellent role model.



Preparing & Presenting

- 4 Use your answers in Exs 1-3 to prepare your presentation about Amelia Earhart. Make notes in your notebook under the headings:
name
date/place of birth
achievement
date/place of death

- 5 Use your notes to give your presentation.

3. Present a healthy lifestyle

Selecting quotations/proverbs

Use short catchy quotations/proverbs that are relevant to the topic to start/end your presentation.

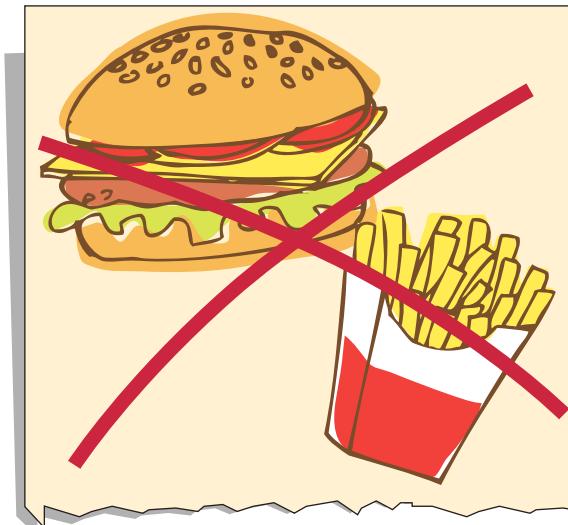
- 1 Which of the following beginnings uses a quotation/proverb related to a healthy lifestyle? Decide in pairs.

1 Every year on World Health Day, I think of the proverb that goes: "Give a man a fish and you feed him for a day; teach him to fish and you feed him for life."

Link your ideas with appropriate linking words e.g. first, then, next, also, this means that, because, as a result, etc. This helps the audience follow your presentation.

Linking ideas

- 2 Choose the correct linking words. Write in your notebook.



Here are some things you should avoid in order to stay healthy. 1) **First/As a result**, you shouldn't eat too much processed food or too many sweets. These foods have large amounts of sugar, fat or salt. 2) **However/Also**, you shouldn't eat when you are not hungry to avoid putting on extra weight. 3) **Finally/Then**, mental health is important, too. 4) **Furthermore/This means** that you should try to have mostly positive thoughts 5) **as/so** this can prevent stress.

While you develop your presentation, recap main points. This helps the audience follow your presentation.

Recapping main ideas

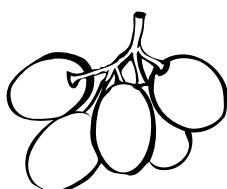
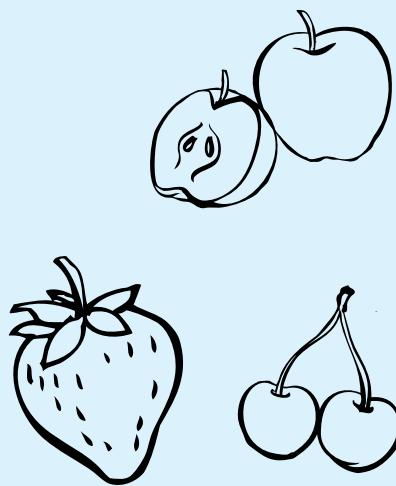
- 3 Read the extract. List the phrases that recap the main points of the presentation in your notebook.



Recapping ideas

- So we discussed Let's move on to
- We talked about Now, let's talk about
- But apart from the, there is/are also

Now that we talked about what you should do to stay healthy, I'm going to mention a few things you shouldn't do. I've already mentioned that you need to eat lots of fruit and vegetables, but what foods are not appropriate? First, it's best to avoid sweets, because they are full of sugar. Also, as I told you earlier, exercising regularly is important, so don't spend all your free time sitting on a chair playing video games or chatting online.



Preparing & Presenting

- 4 Use your ideas from Exs 1-3 to prepare your presentation about how to lead a healthy lifestyle.
- 5 Practise your presentation in front of a mirror or your friends. Make sure you recap main points. Give your presentation.

4 Present an invention

Using a hook statement

You can start your presentation with a hook statement, e.g. a question, a story, a statement etc that leads the audience directly to the topic of your presentation. Remember, people will listen to or pay attention only to what they care about.

- 1 Read the two beginnings from presentations about an invention. Which one uses a hook statement? What technique is used in the other beginning?

- 1 Do you like gadgets? Do you like technology? Can you think of something that has changed our world? How would you feel if today we didn't have TVs?
- 2 Do you have a 40' inch wide-screen TV at home? Would you like to have one? Today, everybody dreams of a nice big TV in their living rooms, but a few years ago there was no such thing.

Using presentation software & speaker notes

Prepare your slides using a presentation software program. Make notes. Write key words or phrases, not your entire presentation, on each slide. Be confident and well-prepared. Don't just read your notes aloud. You can quickly look at them to remember what you want to say next.

- 2 Look at slide 1 and read the texts (A and B). Which of the two texts (A or B) is speaker notes and which is the actual wording of the presentation? Why?



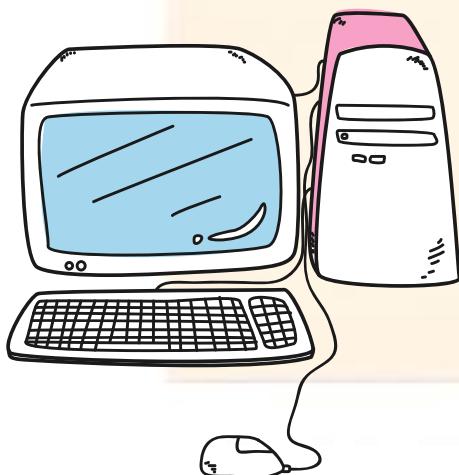
A The start of the Internet can be traced back to the year 1969, when the Advanced Research Projects Agency of the Department of Defence in the USA created ARPANET, a time-sharing network of computers. This paved the way to what we now know as the Internet.

B - start of the Internet - 1969
- agency created ARPANET: time-sharing computer network
- paved the way to Internet

Preparing & Presenting

- 3 Look at the following text. What information would you choose to show on a slide? What would you write in the speaker notes? Copy the cards and write in your notebook.

"In 1972, the first e-mail program was developed by Ray Tomlinson, from ARPA. A few months later, the NCP (Network Control Protocol) was introduced in order for computers to communicate with each other. At the end of the year, ARPA changed its name to DARPA, the same thing, only with Defence at the beginning."



Information to use

Speaker notes

- 4 Use ideas from Exs 1-3 to prepare your digital and give your presentation on an invention. Use appropriate slides.

5 Present a nature reserve

Using your senses

When you describe a place, you can involve your senses. This will make your description more interesting to the audience.

1



Read the sentences. Which of the senses does each involve?

- sight • taste • hearing • touch • smell
1. You can feel the warm sunshine on your skin.
 2. The sweet scent of wildflowers fills the air.
 3. You can pick the tasty blackberries that grow in the forest.
 4. The gentle sound of birds singing is all around you.
 5. You can enjoy great views of beautiful landscapes.

Use a variety of adjectives in your description. This brings it to life for the audience.

2

Using adjectives

Replace the adjectives in bold with the adjectives in the list.

- amazing • clear • unique • bright

The browser window has a title bar with back and forward arrows, a search bar, and icons for star, envelope, and home. The main content area is titled "Places around the world".

1 One of the reasons people like to visit Khao Yai National Park, Thailand, is to see the waterfalls that flow into **nice** blue pools of water.

2 The Loire Valley in France is especially beautiful when the leaves change colour in autumn, from green to **nice** orange and red.

3 Lake Malawi, Tanzania, is home to a range of **good** wildlife, from rare birds to endangered crocodiles.

4 What impresses visitors the most about Iguazu Falls, Brazil, is the **good** view.

3 Read the extract. Use the adjectives to replace the words in bold. Then, find phrases that involve the senses.

- unforgettable • warm • sweet-smelling • huge



*On an average day, the first thing you'll notice is the feeling of the 1) **good** sun on your skin and the scent of 2) **nice** wildflowers filling the air. You can also see a 3) **good** variety of wildlife there. It will be a 4) **good** experience that you will always look back on with happy memories.*

Preparing & Presenting

4 Use ideas from Exs 1-3 to prepare and give your presentation about a nature reserve in your country.



6 Present a film character

Starting a presentation

You can start your presentation by giving a series of statements about the character or asking questions about the character.

- 1 Read the beginnings. How does each speaker start his/her presentation?

1 Who is always well dressed and always behaves like a gentleman? Whose accent is typically British, though he speaks at least seven languages? Who has travelled the world and has a licence to kill? Whose code name is 007? Who is this spy...? Yes, he is the famous James Bond.

2

He is always well dressed and he is a gentleman. His accent is typically British but he speaks at least seven languages. He has travelled the world and he has licence to kill. His code name is 007. He is of course the famous spy James Bond.



2

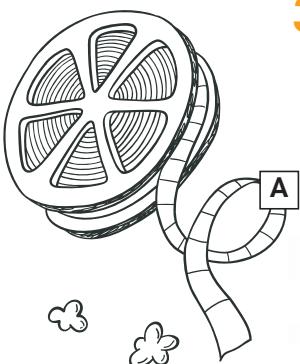
Think of your favourite film character. Prepare a beginning. Model on the beginnings of Ex. 1.



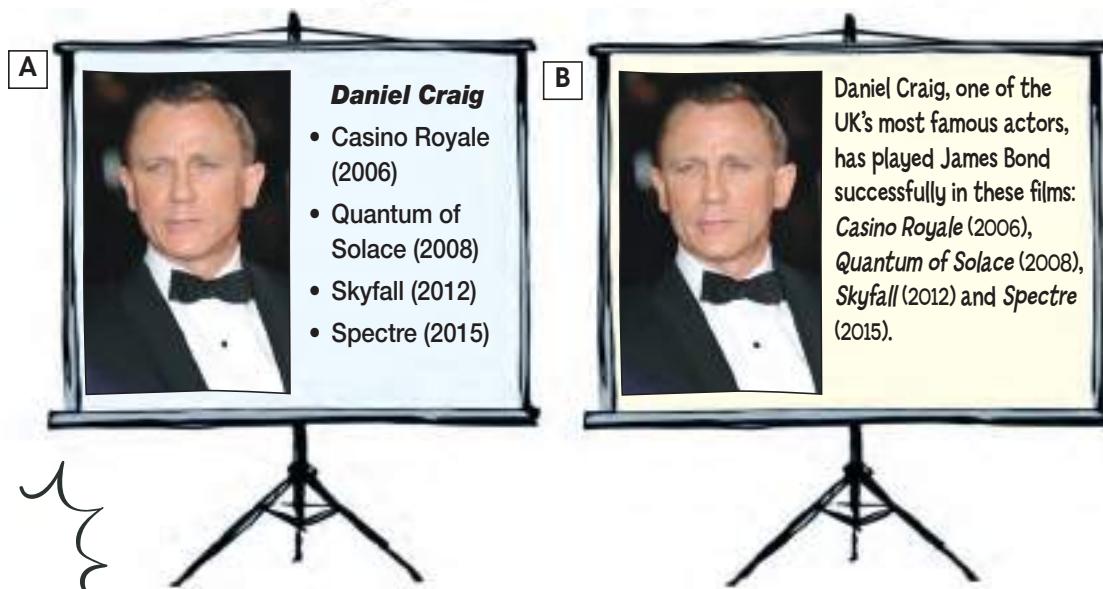
Selecting slides

3 Look at the slides and answer the questions in your notebook.

1. Which slide is more effective? Why?



2. Which slide is more appropriate? Why?



Preparing & Presenting

4 Collect information about James Bond under the headings: **Character**, **Actors**, **Appearance/Personal qualities**, **Name of film(s)**, **Types of film(s)**. Write in your notebook.

5 Use the ideas in Exs 1-3 to prepare and give your presentation. Use slides.

Fun-Time 1

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or go back one space. Write in your notebook.

BOARD GAME!

START

1 The school/be open/on Sunday (never) a. listen b. listening	2 Sam likes ... to music. a. listen b. listening	3 How often/you/ go shopping? (every Saturday) a. having b. to have	4 move ahead 3 spaces
5 Claire ... for her exams these days. a. is studying b. studies	6 I'd love ... a cup of tea. a. having b. to have	7 I/brush/my teeth (always)	8 go back 1 space
9 beach/lake	10 Mary ... about buying a new car. a. is thinking b. thinks	11 they/visit/ the museum/now? (no)	12 move ahead 4 spaces
13 Betty/go/gym/ every day? (no)	14 	15 Do you want ... to the theatre tonight? a. go b. to go	16 This mall is perfect with/for people who enjoy shopping.
17 I love to surf/spend the Net in my free time.	18 go back 2 spaces	19 You can ... now. a. leaving b. leave	20 move ahead 2 spaces
21 Jim lives in a flat/of/with a fantastic view of the sea.	22 	23 I ... a film with my cousin now. a. 'm watching b. watch	24 Kim ... work in a hospital. a. don't b. doesn't
25 He always comes ... great ideas. a. up with b. across	26 go back 1 space	27 your grandparents/live/ the countryside? (yes)	28

FINISH

SONG



- 1 Look at the title. What words/phrases do you think you are going to hear? Listen, read and check.
- 2 What tenses does the song use? Why?
- 3 Think Is your life like the singer's? How is it the same/different? Discuss in pairs. Tell the class.



My Life, My World

I wake up in the morning and I jump out of bed.
Take a shower, eat my breakfast, and to school I head.
Meet my friends on the road, and we laugh all the way.
We're all looking forward to another great day.

*This is my life, this is my world.
It's a great place to be.
So put your hand in mine.
Put your hand in mine,
And come and share it with me.
This is my life, this is my world.
This is my life.*

My best friend's good at English, but I'm better at Maths.
We're all good at something but take different paths.
The teacher's there to help us and she does her best.
But it's up to us to study hard and do the rest.

School is over so back home I run.
I'm ready for an evening of some family fun.
We gather round the table to talk and eat our dinner.
And when to bed I finally go, I know my life's a winner.

Fun-Time 2

Name two things.

Put the verb in the brackets in the correct tense.

Choose the correct item.

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move around the board. Answer correctly or go back one space. The one who reaches FINISH first wins the game! Write in your notebook.

START

1 Name two natural disasters.

2 Kylie was so brave/tired from her trip.

3 It's ... today.

4 Miss a turn!

5 Olivia was surprised/afraid to see everyone at her party.

6 Say the past simple of two regular verbs.

7 Hayley was washing the dishes while George ... (surf) the Net.

8 We didn't go to the beach because of the rain/sun.

9 Miss a turn!

10 Name two kinds of weather.

11 Miss a turn!

12 Tom ... (cook) dinner when the earthquake hit.

13 The children were very scared/wrong when the lights went out.

14 Name two materials.

15 It was ... yesterday.

16 Say two time expressions we use with the past simple.

17 Miss a turn!

18 Say two things you did five hours ago.

19 ... (Ancient Romans/grow) their own vegetables?

20 Say the past simple of two irregular verbs.

21 Kate thought the film was bored/boring.

22 Oscar Wilde ... (write) *The Happy Prince* in 1888.

23 Say two things you were doing at 10 o'clock yesterday morning.

24 Miss a turn!

25 Say two things you did last week.

26 ... (Cindy/do) her homework at 6 o'clock yesterday afternoon?

27 ... (you/watch) TV at 7 o'clock yesterday evening? No,

28 Janet ... (sing) in front of an audience last night

29 Say two things you did last summer.

30 The Inca ... (not/have) the wheel to carry their goods.

FINISH

SONG

1 Fill in the gaps in the song with one word. Write in your notebook.

2  Listen and check, then sing along.

3  Think Discuss the quote.



"I think the beautiful thing about the past is that it leads you to the present."

Vidya Balan

History Lessons

Looking back in history,
Looking back into the past,
We see people who were trying
To create something to 1)

People with different talents,
Working together every 2)
Making the world a better place,
In each and every way.

*Looking back in history.
Look back to find the way.
History has taught us things
That we can use 3) ...!*

History's alive and kicking,
It never goes 4)
Those who were living yesterday
Are with us still today.



Fun-Time 3

Choose the correct answer in the squares or name what you see in the picture. Choose any square when it's your turn and if you get it right, the square is yours. Get four squares in a horizontal, vertical or diagonal row to win the game! Write in your notebook.



Nancy has already been/gone to Paris three times.



Have you finished/Did you finish your project yet?



Jim hasn't watched/didn't watch the film last night.

I has/have always wanted to buy a red car!



Tom came home two hours ago/before.



David sent/has sent seven emails so far.



My grandma made/has made the dress I wore to the party.



George is not home. He has gone/been to the supermarket.



I haven't written/didn't write a letter to Sam yet.

The Smiths lived/ have lived in New York 3 years ago.



The children woke up, ate/eaten breakfast and got ready for school.



Chris has never/ever been to an aquarium.



Maria tried/has tried rock climbing twice.



Molly travelled/has travelled to Scotland last year.



Kim has lived in that house since/for 1997.

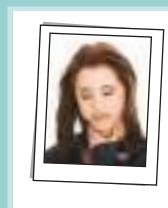
I am hungry. I haven't eaten/didn't eat anything since breakfast.



Have you visited/Did you visit your brother yesterday?



Kevin had/have had dinner an hour ago.



SONG



- 1 Read the title of the song. Think of ten words you expect to appear in the song and write them in your notebook.
- 2 Listen to the song and tick the words that appear in it. Then, sing along.
- 3 **Think** Write another verse for the song.

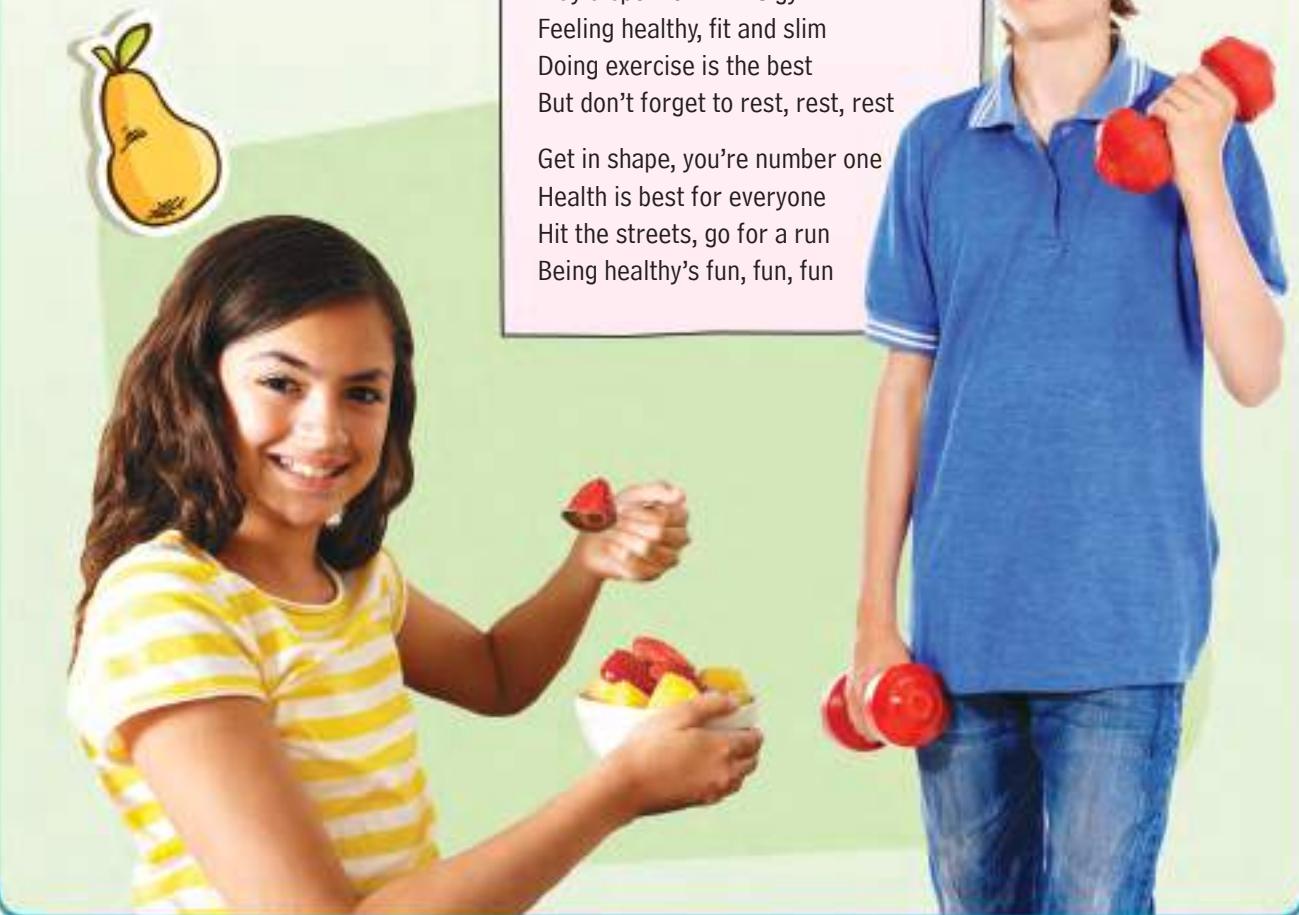


Your body is amazing
It's not just a machine
Make sure you take good care of it
And keep it fit, fit, fit

*The checklist for your body
Is good sleep and exercise
And when it's time to eat a meal
Eat well, eat fresh, eat wise*

Play a sport or hit the gym
Feeling healthy, fit and slim
Doing exercise is the best
But don't forget to rest, rest, rest

Get in shape, you're number one
Health is best for everyone
Hit the streets, go for a run
Being healthy's fun, fun, fun



Fun-Time 4

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or go back one space.

BOARD GAME!	START	1 You can like/send a friend request. 	2 This is a(n) 	3 move ahead 3 spaces	4 You mustn't/should talk in the library. It's not allowed.
9 Say three types of video games.	8 ... a post 	7 Name the job. 	6 Harry is taller/tallest than Ron.	5 Chat/Speak online with friends.	
10 Megan can't/couldn't swim when she was 7 years old.	11 Make/Speak face-to-face.	12 go back 2 spaces	13 A waiter's job is easiest/easier than a doctor's job.	14 You must/should brush your teeth twice a day.	
19 move ahead 3 spaces	18 Name the job. 	17 David's watch isn't as expensive/more expensive as Tony's.	16 ... a link 	15 move ahead 2 spaces	
19 Linda chats/goes on social media every evening.	21 ... a file 	22 My tablet is fastest/faster than my smartphone.	23 go back 2 spaces	24 I think this is the better/best video game in the world.	
29 Say the comparative form of good.	28 To see your pictures, type in/ tap on the gallery icon.	27 move ahead 1 space	26 Can/May you help me with my homework, Dad?	25 Say three jobs.	
30 Select/Go the photo you would like to send.	31 This is a flexible 	32 move ahead 2 spaces	33 Speak/Send text messages.	34 I need to make/speak a phone call. Can I borrow your mobile?	FINISH

SONG

- 1 Write ten verbs related to technology in your notebook.
- 2  Listen to the song. Which of the verbs in your list appear in the song? Then, sing along.
- 3  Think Imagine you have no gadgets for a day. What would you do?

Connected



Tech, ...tech, ...tech,...
Tech-no, ...techno, ...techno,
Techno-lo ,... Technolo,...
Technolo-gy, ... Technology!

With technology, you can:
Click it, share it, send it, play it
Scan it, make it, watch it, stream it.
But don't forget to update it.

With technology, you can:
Save it, read it, keep it, post it
Print it, solve it, love it, like it.
You can always stay connected.

With technology, you can:
Print it, solve it, love it, like it
Install it and upload it.
But remember! Don't delete it!



Fun-Time 5

Play the game in pairs or small groups. Find your question by rolling the dice twice. The first roll gives you the number on the top. The second roll gives you the number on the left. Answer the question correctly and the square is yours. The other player/group can ask you any open question on the board if you land on 'Ask any question'. The one with most squares after five minutes wins the game! Write in your notebook.

	1	2	3	4	5	6
1	Everybody/Nobody should help to save the planet.	 Name the environmental problem.	Mary hopes she ... (pass) her exams next week.	Create/Do environmental projects.	Name the green activity. 	Ask any question
2	Be careful! You ... (cut) your finger with that knife.	Ask any question	Brian ... (travel) to Spain tomorrow. Here's his ticket.	Jim has got a lot of/a lot books.	Say the plural of the word person.	 Name the animal.
3	 Name the green activity.	How much/many friends have you got?	Is there anything/nothing I can do for you?	I've bought eggs and flour. I ... (make) a cake.	Name the environmental problem. 	Sandy has already planned what she ... (wear) on her trip to London.
4	Ask any question	I'm hungry. I ... (make) a sandwich.	 Name the animal.	I'm sure Tina (help) me with my project.	Ask any question	The soup needs a few/little salt.
5	There are too many/much eggs in this cake.	 Name the environmental problem.	I think Sophie ... (study) music next year.	 Name the animal.	I called you at home yesterday, but no one/anyone answered the phone.	Look at the clouds. It ... (rain).
6	 Name the animal.	Ask any question	Has everyone/anyone seen my car keys?	 Name the green activity.	I think we ... (not/see) Chris today because he's ill.	Say the plural of the word ox.

SONG



- 1 Listen to the song and choose the correct word. Write in your notebook. Then, sing along.

- 2 Draw or find a picture that matches what you hear. Present your picture to the class. Explain what it means.

SAVE the EARTH

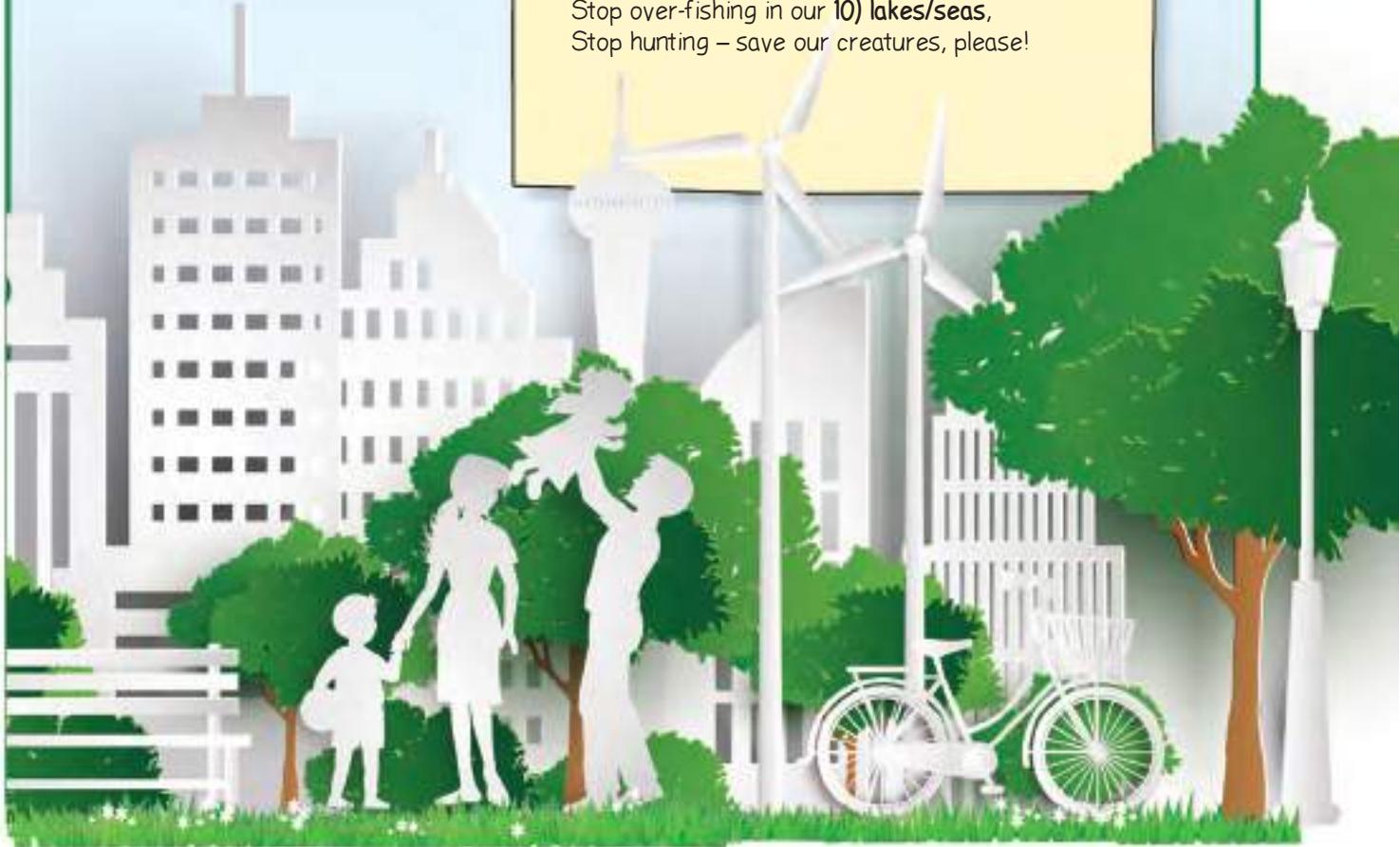
Save the Earth, our world, our 1) house/home
Save the Earth, there's 2) just/only one!

We've got to clean up everywhere
All it 3) takes/needs is a little care!

Reduce the pollution in the air,
Everybody 4) has/needs to be aware.
Don't take the 5) car/bus, it's best to walk,
Or ride your bike to school or work.

Beautiful trees are being 6) cut/burnt down,
So our green forests are turning brown.
Don't 7) throw/waste so much precious paper,
8) Keep/Save it and reuse it later.

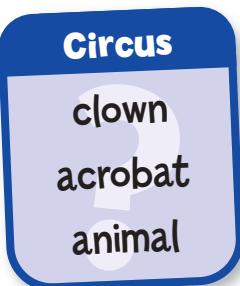
Animals 9) need/want attention, too
And that is up to me and you,
Stop over-fishing in our 10) lakes/seas,
Stop hunting – save our creatures, please!



Fun-Time 6

Play the game in small groups. Choose a card. Each card has a main word (in bold) and three related words under it. One student from group A tries to describe the main word without saying it or any of the related words under it. If group A guesses the word, they get the card. If they don't guess it after 20 seconds, or if the student says the word or any of the related words, group B gets the card. The group with the most cards after five minutes wins the game!

Don't Say it!



SONG

1 Fill in the missing words in your notebook. Listen and check. Then, sing along.

2 Close your eyes and listen to the song again. What images come to your mind?

3 Think What does the singer mean with, "Life's one big performance, and there's no time to waste"? Discuss.



Show Time

Get ready for the show,

Get ready for it 1) ... !

The audience are on their feet,
And you're the name they 2) ... !

Get up and make your music,
Sing your song right out 3) ... ,
Give it everything you've got
Stand out from the 4) ... !

Now's your time to shine,
You're the only one on 5)
Life's one big performance,
And there's no time to waste!

Make it entertaining,
Till they're dancing in the aisle!
Life's one big performance,
Give it all you've got and 6) ... !



REDUCE WASTE AT SCHOOL

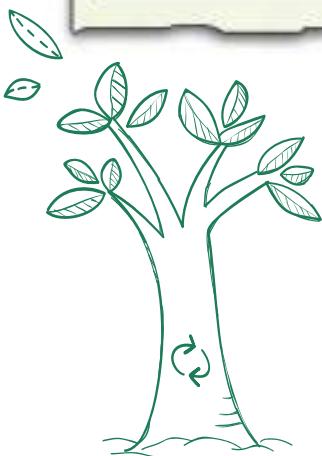
ARE THE BINS AT YOUR SCHOOL

ALWAYS FULL OF RUBBISH?

THERE ARE LOTS OF THINGS YOU

CAN DO TO HELP REDUCE WASTE

AT SCHOOL.



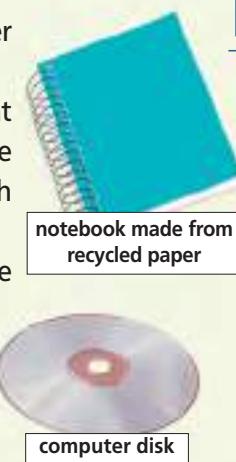
- 1 Which of the objects in the pictures do you use at school?
- 2 Read the title and the headings in the text. How can the objects in the pictures be related to it? Read to find out.
- 3 Read again and complete the sentences in your notebooks.
 1. If you have a computer, you can
 2. If you take care of your backpack, you can
 3. Don't take a lot of food with you. Take only as
 4. Don't throw away paper and drinks cans. Put them in



USE LESS PAPER

Do you know that if you use less paper you can reduce rubbish by 40%?

- Don't **throw away** paper that only has writing on one side. Use the other side even for rough work.
- Buy paper and notebooks made from recycled paper.
- Ask your teacher if you can **hand in** your homework on a computer disk.



PACK A NO-WASTE LUNCH

- Use a reusable lunch box and put your food in reusable containers.
- Use a cloth napkin.
- Take only as much food as you want to eat so you don't **waste** any.



BUY REUSABLES

Buy things that you can use again and again.

- Use **refillable** pens and pencils.
- Have you got a well-made backpack and lunch box that you can use for a long time? Buy one of each or even better, **take care of** the ones you've got so you can use them next year.



ORGANISE A RECYCLING CLUB

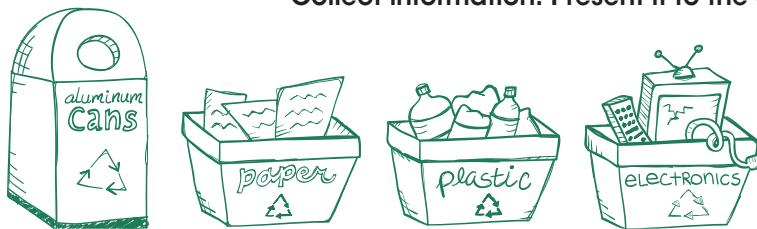
- Has your school got any **recycling bins**? Ask your teacher to get some and put paper and drinks cans in them for recycling.
- **Swap** old books and toys with your school friends. Don't throw them away.



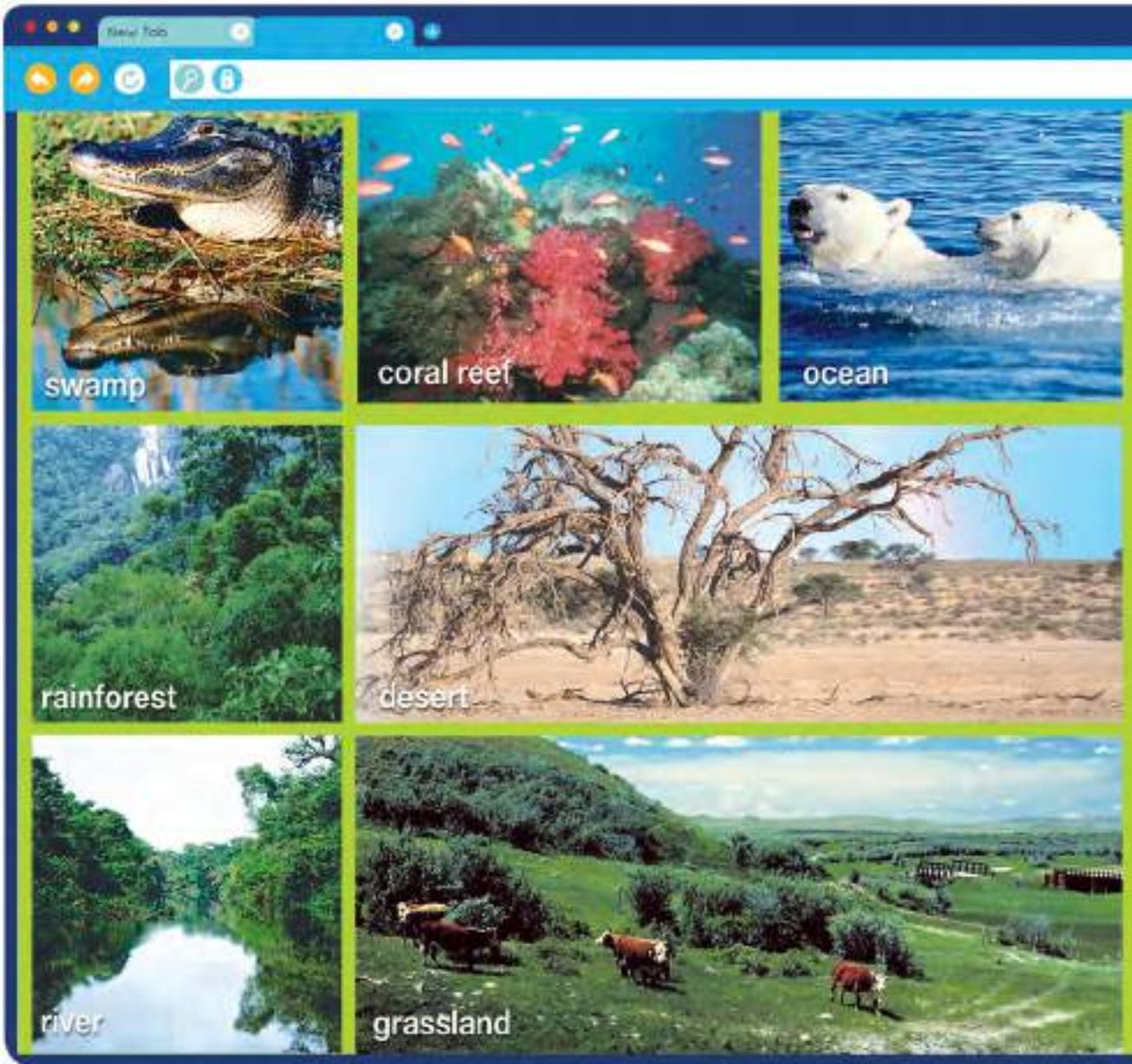
4 Say three things you remember from the text.

Project

5 Think of other ways to reduce waste at school or at home. Collect information. Present it to the class.



Going Green



ecosystem: an environment where living and non-living elements have connections with each other and work together

- 1 Read the definition, then look at the pictures. What ecosystems can you see? Name a plant/animal/fish which lives in each one.
- 2 Read the text and answer the questions. Write in your notebook.
 1. What is there in an ecosystem?
 2. How do the different parts work in an ecosystem?
 3. What happens if something changes in an ecosystem?
- 3 Explain the words in bold. Mime or draw their meaning.



EcoSystems

1 ▶ Most people **grow up** in families, live together in cities and towns and work together in communities. They have their routines and **habits** and they **rely on** each other for their **survival**. Plants and animals live in communities, too. They live together in places where they have the kind of weather, **soil** and food that they need.

2 ▶ These communities **are** ecosystems. In an ecosystem there are living parts such as plants, animals, micro-organisms, **fungi** and **bacteria**. There are also non-living parts such as rock, water, air, heat and light.

3 ▶ An ecosystem works like an **imaginary web** in which all the living and non-living parts have **connections** with each other. The connections are **countless**. Different parts **interact** in many different ways. Grass uses sunlight to **produce energy**. A bird weaves grass into its **nest**. A rabbit may use long grass to hide in while grasshoppers **feed on** grass.

4 ▶ If a part of an ecosystem disappears or changes, then the whole ecosystem goes through a change. This change may be large or small, positive or negative. Unfortunately, we often do things that **upset** ecosystems. When we cut down trees in a forest, we affect the life of everything that lives there. It is important to **maintain** the **delicate balance** between the parts in an ecosystem.



4 Match the highlighted words to their meaning. Write in your notebook.

- keep • depend on • work together • disturb • eat

5 Which paragraph describes the drawing? Look at it and say how this ecosystem works.

Project

6 Draw or find pictures of the ecosystem in your area. Include: the place you live and other people/animals/plants that share your ecosystem. Write a short paragraph explaining how your ecosystem works.

Going Green

1 Read the saying. What do you think it means? Choose **a**, **b** or **c**. Write in your notebook.

- a** We are free to treat the environment in any way we want.
- b** The environment doesn't belong to us; we owe it to the future generations to take care of it.
- c** The world belonged to the previous generations but now it belongs to us.



"We have not inherited the world from our forefathers – we have borrowed it from our children."

2 Read the text, then read sentences (a-e). Which sentence (a-e) can you use to fill in the gaps (1-5)? Write in your notebooks.



- a** He did, but still not enough people were working on the problem.
- b** Since then, people all over the planet celebrate Earth Day.
- c** Senator Nelson knew that our world was getting dirty and that many of our plants and animals were dying.
- d** He wrote letters to all of the colleges and put a special article in *Scholastic Magazine*, which most of the schools got, to tell the students about this special day.
- e** See what happens when people care about our world?



In 1963, former Senator Gaylord Nelson began to worry about our planet. 1) ... He wondered why people weren't trying to solve these problems. He talked to other senators and to the President. They decided that the President would go around the country and tell people about these concerns. 2) ...

Then, in 1969, Senator Nelson had another idea. He decided to have a special day to teach everyone about the things that needed to change in our environment. 3) ...

22nd April, 1970, was the first Earth Day. People all over the country made promises to help the environment. 4) ...

People all over the world know that there are problems we need to work on and this is our special day to look at the planet and see what needs changing. Isn't it great? One person had an idea and kept working until everyone began working together to solve the problem. 5) ...

Project



3 Make a pine cone bird feeder.

What you need

- a large, open pine cone
- bird seeds
- sunflower seeds
- oatmeal
- dried fruit
- chopped nuts
- suet¹
- some string

¹fat from animals

Instructions

- 1 Mix all the different types of food in a bowl.
- 2 Tie a piece of string to the pine cone.
- 3 Roll the pine cone in the mixture and then hang it from a tree branch.



FOOD for thought

There are a lot of ways you can
be environmentally-friendly when it comes to food.
Make a step in the right direction.



- 1 Describe the picture. How often do you go shopping for food with your parents? Where do you go? What do you buy?
- 2 Make a list of foods you often buy. Which are fresh? Which are frozen? Which have got a lot of wrapping? Which are organic?
- 3 Read the title of the text. The following words appear in it. What can the text be about? Read through and check.
 - local area • fewer exhaust fumes • organic food
 - chemicals and pesticides • little packaging • fresh food
 - frozen food • loose • plastic wrapping • make a big difference



- Buy food from your local area. Food grown locally doesn't need **transporting**. This means fewer **vehicles** and fewer exhaust fumes.
- Buy **organically grown** produce. Organic food is grown without the use of harmful chemicals and pesticides. It's better for the environment 1) ... better for you.
- Buy food with as little **packaging** 2) ... possible. Try to buy more fresh food instead of frozen food. This way less packaging ends up in the **bin**. A packet 3) ... cheese from the **refrigerator** comes with much 4) ... packaging than a piece of cheese from the cheese counter.
- Buy fruit, vegetables and bread loose. This way you don't have to throw away 5) ... plastic wrapping.



Little things can make a big difference.

Try some of these ideas today – save the environment tomorrow.

- 4** Read the text and complete the gaps (1-5) in your notebooks. Then, explain the words in bold.

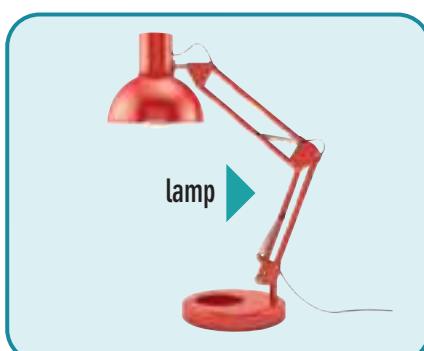
- 5** Tell your partner four things you remember from the text.

Project

- 6** **Portfolio:** What else can we do to be environmentally friendly when it comes to food? Collect information, then give the class a five-minute presentation. Record yourself.

Going Green

- 1 a) In which room can you find each of the appliances below? What do you use each one for? What do they use in order to function?



A vampire device is an appliance that we connect to a power supply and never unplug, so it uses a small amount of electrical energy, constantly, e.g. a TV set.

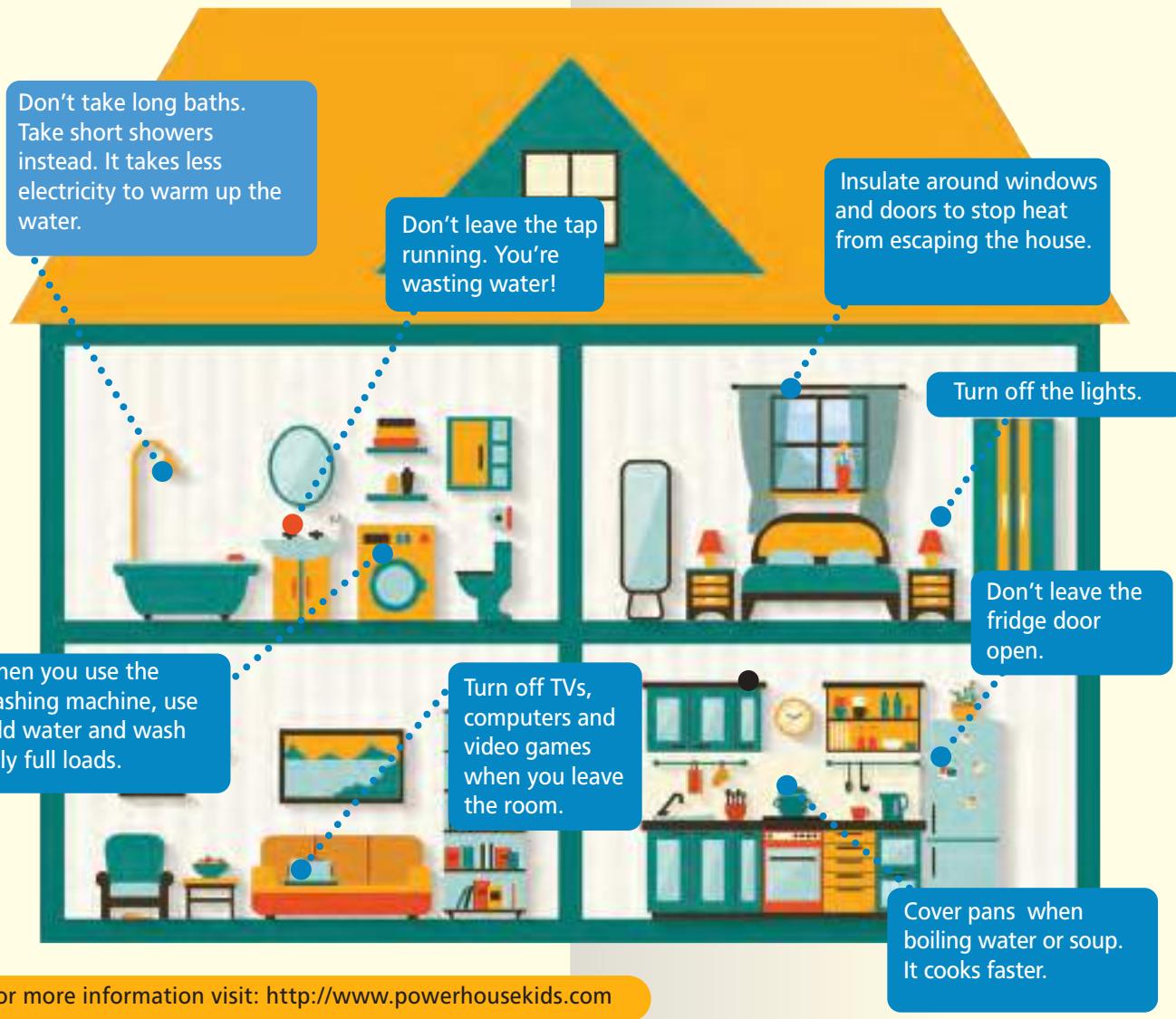
- b) Read the definition. How many of the household appliances above are vampire devices? Write in your notebook.

- 2 Look at the drawing and talk about the ways people waste energy in the house.



SAVE ENERGY AT HOME

People use more energy now than in the past. American households, for example, double the amount of energy they use every 20 years! Just stop for a minute and think about all the things in your house that use electricity. Here are some simple ways to help save some energy in the house!



For more information visit: <http://www.powerhousekids.com>

3 How can you save energy at home? Read the text and say.

Project

4 Portfolio: Keep a learning log during this month. Write three entries per week on what you do to save electricity in your home.

TRADED DEAD OR ALIVE



- 1 Describe the picture above. What place does it show? What is strange about it?
- 2 Look at the souvenirs on p. 151. What materials did they use to make them?
 - ivory • coral • macaw feathers • snake skin • tiger fur • tortoiseshell

They used ivory to make the table.
- 3 What do you expect the text to be about? Read through and check.



You are on holiday in one of the 1) ... exotic destinations in the world! Together with the beautiful memories and the amazing pictures you are 2) ... to bring home, you also want to bring some exotic gifts. Beware! Many of the attractive souvenirs you see in the shops help to kill off some of 3) ... world's most endangered species.

Every year, people trade millions of animals and plants alive 4) ... dead as souvenirs. Animal parts such as ivory, tortoiseshell, fur, macaw feathers, snake skin, coral and seashells make up a big part of the souvenir market. People use 5) ... to make things such as jewellery, coats, ornaments, belts and bags that are very popular with tourists.

When you buy souvenirs that they made from animal parts it is not only cruel but also illegal. 6) ... you try to bring back souvenirs made of endangered animals and plants, customs officers will take them away from you and you 7) ... pay a fine. To avoid this and to protect nature, make sure you

NEVER:

- buy jewellery or products made from ivory
- buy skins, teeth or bones from tigers or other wild cats
- buy shells from sea turtles or products made from 8) ...
- buy coral, coral jewellery or other coral products

... and REMEMBER:

If you are in doubt whether a souvenir is legal or not - then let doubt be your guide:

DON'T BUY IT!



4 Read again and write the missing words (1-8) in your notebook.

5 Imagine you are a tour guide in an exotic destination. Talk to your group about safe souvenir shopping.

Project

6 Collect information, then make a poster to help protect endangered animals from illegal trade.

Why do LEAVES fall?

Autumn may be the beginning of a new school year for you, but for the leaves on some trees it means the end of their short lives. The days are shorter, cooler and wetter and the leaves start turning yellow, orange, brown and red.

Trees and other green plants get the energy they need to make food from the sun. A special substance in leaves called chlorophyll¹ collects this energy. The leaves then use the energy to turn water and carbon dioxide into sugar.

Chlorophyll cannot use the green light in sunlight. Leaves reflect this light and that is why they look green in summer. Because there is less sunlight in autumn, the leaves cannot produce all the food a tree needs to keep growing. The tree

stops giving water to the leaves and the chlorophyll begins to change. As a result, we start to see the leaves turn different colours, creating a beautiful festival of colour in the forests.

When the leaves die, they fall to the ground. But even after they fall, the leaves have a role to play. The dead leaves form a blanket on the ground around the foot of the tree. This protects the roots of the tree from the cold. When the leaves begin to rot, they feed the roots of the tree. Finally, when winter arrives, the trees become dormant. This means they stop growing completely and live off their stored food. They stay like this until the spring comes and life begins again.

¹ a green substance in plants which helps them use the energy from sunlight to grow



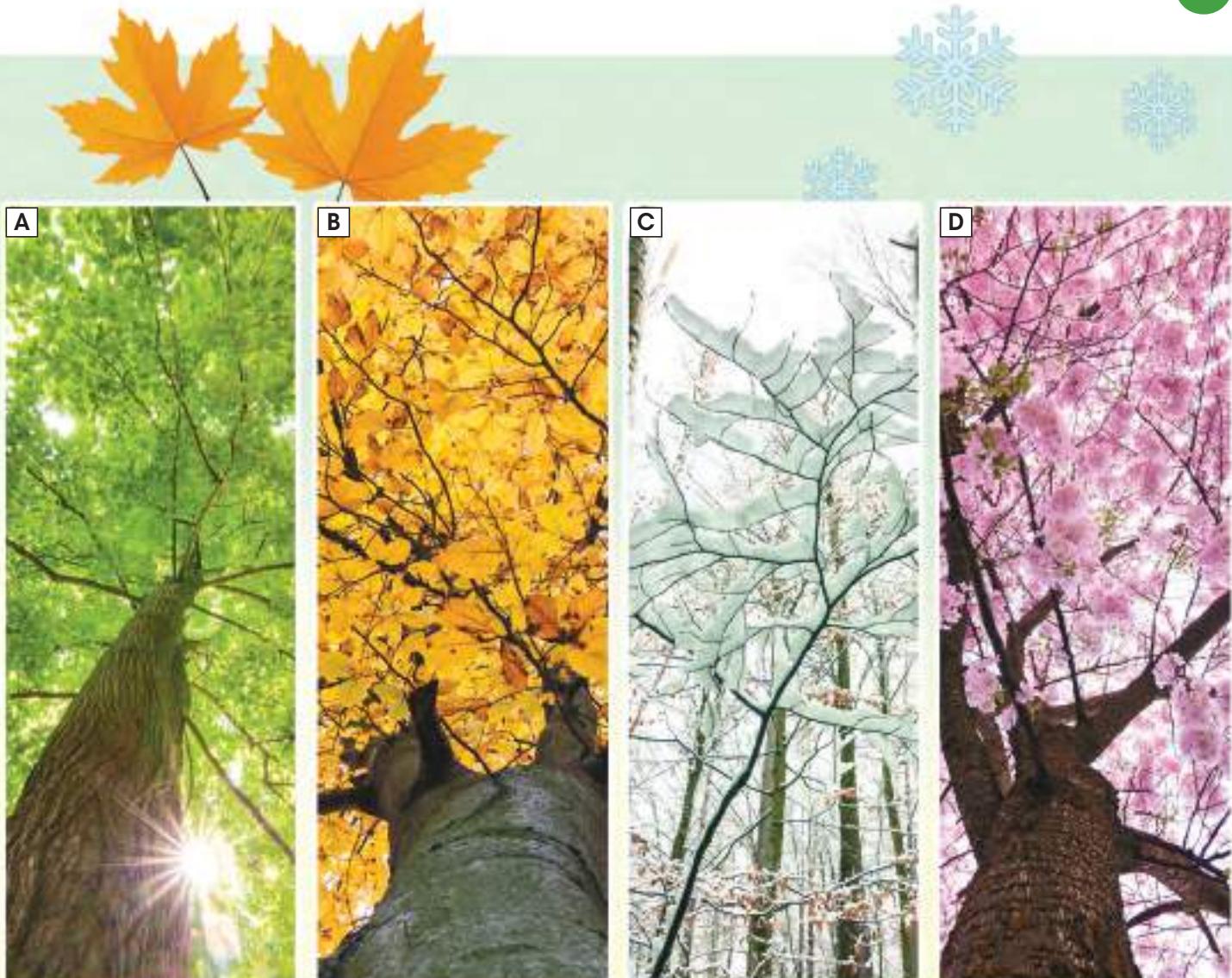
1 Look at the leaves in pictures 1-4. Which is: *hairy? prickly? slender? heart-shaped?*

2 Look at the title of the text. The following words and phrases appear in the text. What is the text about? Read and check.

- short lives • turning yellow • energy from the sun • green light
- green in summer • fall to the ground • become dormant
- live off their stored food • life begins again

3 Read and complete the sentences in your own words in your notebooks.

- | | |
|--|---|
| <p>1. The sun gives ...</p> <p>2. When there is not much sun, the leaves ...</p> | <p>3. Leaves change their colour because ...</p> <p>4. The main role of the dead leaves is to ...</p> |
|--|---|



4 Match the trees (A-D) to the seasons: *winter, spring, summer, autumn*. Write in your notebook.

5 Think Imagine you are a leaf. Explain your life cycle.

Project

6 Search for leaves of different shapes and colours and create a leaf rainbow for your class. You can use the Internet.

1

Evaluation (Modules 1-2)

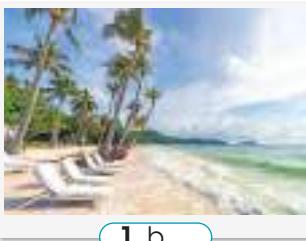
Vocabulary

- 1** What was the weather like in Romania yesterday? Look at the weather and fill in with the words: *sunny, cloudy, snowing, thunderstorm, windy*. Write in your notebook.

Friday	ROMANIA					
14°C						

Yesterday was quite chilly. In the morning around 7 am it was 1) ... and then at 9 am it was 2) Then the temperature rose a little and at 11 am it was 3) But after that it was 4) ... and in the afternoon we had a 5)

- 2** Label the pictures with the correct word. Write in your notebook.



1 b...



2 l...



3 v...



4 d...



5 c...

- 3** Fill in: *friendly, heavy, fresh, clean, boring, tired, tall, nervous*. Write in your notebook.

- I always find ... food on my grandparents' farm. They grow their own vegetables.
- The city of Dubai is famous for its very ... buildings.
- George was working on a project all day yesterday; he feels ... today.
- Canadians are very ... and kind to everyone.
- Mandy is ... because she is having a test tomorrow.
- Sam didn't like the film; he found it
- It takes long to get to work because of the ... traffic.
- The ... air in the village can help you breathe better.

Grammar

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

- ... (**Kevin/travel**) to London tonight?
- The gym ... (**never/be**) open on Sundays.
- Kelly ... (**lie**) on the beach at the moment.
- Harry ... (**not/like**) playing video games in the afternoons.
- Tom ... (**always/read**) a book before bed.

- 5** Put the verbs in brackets into the correct form, (*to-*) infinitive or -ing form. Write in your notebook.

- I would love ... (**travel**) to Australia someday.
- Jim is looking forward to ... (**see**) his cousins this weekend.
- I don't have much money left so I can't ... (**buy**) many souvenirs.
- What do you want me ... (**cook**) for lunch?
- Mary goes ... (**shop**) every Saturday morning.

Evaluation (Modules 1-2) • 1

6 Put the verbs in brackets into the past simple, then complete the answers to the questions. Write in your notebook.

1. A: ... (**Alex/buy**) that book yesterday?
B: Yes, he
2. A: ... (**Daniel/learn**) how to play the violin when he was 6?
B: No, he
3. A: ... (**be/Mary**) at the cinema yesterday?
B: No, she
4. A: ... (**Helen/play**) tennis when she was at college?
B: Yes, she
5. A: ... (**Claudia/take**) photos on her trip to Paris?
B: Yes, she

7 Form subject or object questions from the following sentences. Write in your notebook.

1. It was raining last night.
2. Elisabeta watched a film two days ago.
3. An earthquake stroke Italy in 2009.
4. Iacob went to the mall yesterday.

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

1. I ... (**surf**) the Net while my brother ... (**listen**) to music.
2. Laura ... (**fall off**) her bike and ... (**break**) her leg.
3. Martha ... (**not/sleep**) when the phone ... (**ring**).
4. Steve and I ... (**drive**) to work when it ... (**start**) raining.
5. ... (**you/have**) your own car when you ... (**be**) a university student?

9 Fill in: *out, up with, across, off, on.* Write in your notebook.

1. Ron came ... his old English teacher at the cinema.
2. The teacher told the class to be quiet and carry ... with their exam.
3. Kelly managed to carry ... her presentation on landmarks successfully.
4. Our class came ... a brilliant place for a field trip.
5. Will is against carrying ... experiments on animals.

Everyday English

10 Complete the dialogue. Use the sentences from the list (A–E). Write in your notebook.

- A** We could go cycling in the city centre.
B Where do you want to go?
C What are you doing tomorrow?
D Now, that's a great idea!
E I don't have any plans.

Tina: Hi, Melody. **1)** ...

Melody: **2)** ... Why?

Tina: How about going cycling?

Melody: That sounds fun. **3)** ...

Tina: **4)** ... It's got a special road for bicycles now.

Melody: That's true. Let's also go for ice-cream at the mall later.

Tina: **5)** ...

2 Evaluation (Modules 3-4)

Vocabulary

1 Fill in: *do, play, make, take, have*. Write in your notebook.

1. I am very tired. I need to ... a break.
2. Please don't ... a mess in the kitchen. I've just finished cleaning it.
3. What's going on with you? Let's sit down and ... a chat.
4. Nick can't ... parkour because he broke his leg.
5. We want to ... escape games this Saturday.

2 Complete the sentences with the correct jobs. Write in your notebook.

1. Henry went to the ... to check his teeth yesterday.
2. The ... who repairs our car, forgot to fix the passenger's window.
3. Louis is a(n) He has painted all the landscape paintings in his house.
4. A (n) ... took good care of Jonathan when he was in the hospital.
5. Stacy is a(n) She works in an office and makes phone calls.

3 Fill in: *post, share, like, send, upload*.



Grammar

4 Complete the sentences with *have/has been or have/has gone*. Write in your notebook.

1. Eric isn't at home. He ... to the supermarket.
2. The Smiths ... to Barcelona twice.
3. Tony ... to the park. Do you want to meet him there?
4. Kate ... in the USA since 2007.
5. Ken and George ... bowling at the mall.

5 Fill in: *just, ever, never, for, yet*. Write in your notebook.

1. Ben and I have been friends ... ten years.
2. My best friend has ... visited Rome.
3. Jack hasn't booked the tickets
4. Have you ... played laser tag?
5. Megan has ... arrived at the airport.

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

1. We ... (**not/finish**) our homework yet.
2. Alice ... (**wait**) for her sister all morning.
3. Fiona ... (**never/do**) a presentation before.
4. ... (**you ever/try**) Indian food? It's very spicy.
5. Henry and I ... (**play**) football for the last four years.

7 Fill in with the correct modal verb: *must, could, mustn't, might, may*. Write in your notebook.

1. You ... talk in the library. It's not allowed.
2. You ... see a doctor for that backache.
3. I ... play the piano when I was five years old.
4. ... I use your pen, Sir?
5. He ... come to see us after work but it isn't that sure.

Evaluation (Modules 3-4) • 2

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

1. I love my new sofa. It's ... (**comfortable**) than the old one.
2. Whales are ... (**big**) animals on the planet.
3. The food in this restaurant is ... (**bad**) I have ever eaten.
4. John is ... (**short**) than Chris.
5. Nancy is ... (**friendly**) girl in my class.

9 Compare the places using the adjectives from the list: *cheap, old, expensive, cheap, popular*. Write in your notebook.

The Globe Theatre

Visited by: 1 million a year

Built: 1614

Admission: £20



Tower of London

Visited by: 3 million a year

Built: 1078

Admission: £25



Natural History Museum of London

Visited by: 4.5 million a year

Built: 1881

Admission: free



10 Fill in: *off, in, back, up, on*. Write in your notebook.

1. Claudia has decided to give ... gymnastics.
2. Put ... your shoes and let's go for a walk.
3. I finally gave ... and went rollerblading with my friends.
4. Mary put ... her music lesson for next week.
5. Tony gave Olivia her book ... yesterday.

Everyday English

11 Complete the dialogue. Use the sentences from the list (A-E). Write in your notebook.

- A I've done that.
B It says "New Message" on the top.
C I want to send an email to my cousin in Ireland.
D It's easy as that.
E Then, click on "Sign in" and type in your email address and password.

- George:** John, are you free now?
John: Sure. What do you need?
George: 1) ... Can you help me?
John: OK, that's easy. First of all, go to the email address you've registered. 2) ...
George: 3) ... What's next?
John: Now, click on "Compose" and a window pops-up.
George: Alright, got it. 4) ...
John: Yes, exactly. You need to type in your cousin's email address and then write your email.
George: OK. How do I send it?
John: Just press on the send button and you're done. 5) ...
George: Thanks for your help, John!
John: No problem, George.

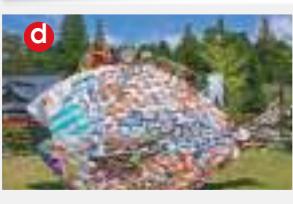


3. Evaluation (Modules 5-6)

Vocabulary

1 Match the green activities (1-5) to the pictures (a-e). Write in your notebook.

1. build a birdhouse
2. create art from recycled materials
3. organise a clean-up day
4. do environmental projects
5. grow organic fruit and vegetables



2 Fill in: row, balcony, theatre, stage, aisle. Write in your notebook.



I can't wait to go to the 1) ... this weekend. My brother will perform on 2) ... for the first time and my family and I have booked seats in 3) ... B next to the 4) We wanted to book a 5) ... but it was quite expensive.

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



Grammar

4 Complete the sentences with: *a lot of, much, a little, many, few*. Write in your notebook.

1. How ... students are there in your Biology class?
2. White tigers are an endangered species. Very ... are still alive.
3. Henry has got ... homework. He won't come to the beach clean-up.
4. Sam doesn't spend ... money at the greengrocer's, because he grows his own vegetables.
5. David needs ... help with his environmental project.

5 Use *some, any, no, every* and their compounds to complete the sentences. Write in your notebook.

1. Would you like ... from the newsagent's?
2. I called Jim but there was ... answer.
3. Fiona lost her keys again. She can't find them
4. ... was looking for you about an hour ago.
5. Did ... have a nice time at the party?

Evaluation (Modules 5-6) • 3

6 Put the verbs in brackets into the correct future form. Write in your notebook.

1. Unless you do your homework, you ... (**not/go**) to the cinema tonight.
2. Jack thinks his team ... (**win**) the match.
3. You'll be late for school if you ... (**miss**) the bus.
4. We ... (**spend**) our holidays in Italy this summer. We've booked our tickets.
5. Nick get ready! The train to Bath ... (**leave**) at 2 pm.
6. Look at those dark clouds. It ... (**rain**) soon.
7. Molly ... (**travel**) to London at 10 o'clock tomorrow night.
8. If it rains, I ... (**stay**) in.

7 Choose the correct answer (A, B or C). Write in your notebook.

1. Neither Henry ... David did well in their Science project.
A or **B** and **C** nor
2. My friend has got a ... cat.
A white, small, nice
B small, nice, white
C nice, small, white
3. Either Sophie or Cathy ... to the theatre this weekend.
A going **B** is going **C** are going
4. ... my sister and my brother are doctors.
A Either **B** Each **C** Both
5. I bought my sister a(n) ... shirt for her birthday.
A blue, Italian, cotton
B cotton, blue, Italian
C Italian, cotton, blue
6. Let's go to the exhibition centre, ...?
A do we **B** don't we **C** shall we

8 Fill in: *into* (x2), *down*, *out*, *after*. Write in your notebook.

1. Look ...! That frog is poisonous.
2. Chris turned an old box ... a beautiful birdhouse.
3. Who looks ... your puppy when you are on holiday?
4. The mayor is looking ... ways of recycling more rubbish in our city.
5. Martha had to finish her school project, so she turned ... her sister's offer to take her to the cinema.

Everyday English

9 Complete the dialogue. Use the sentences from the list (A-E). Write in your notebook.

- A** How much are the tickets?
B Well, there are five seats left.
C No, I'll pay in cash.
D Is that the 6 pm performance or the 9 pm?
E How can I help you?

Clerk: Good afternoon. **1)** ...

Michael: I'd like to book two tickets for this Saturday for the Aladdin musical.

Clerk: **2)** ...

Michael: The later show, please.

Clerk: **3)** ... Three in the back in row Q and two in a balcony close to the stage.

Michael: Can I have the ones on the balcony, please?

Clerk: Certainly.

Michael: **4)** ...

Clerk: They're £80 each, so that's £160, please. Will you pay by card?

Michael: **5)** ...

Clerk: OK. Show this receipt at the box office. Enjoy the show.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/ bear /beə/ beat /bi:t/ become /brkʌm/ begin /brgɪn/ bite /ba:t/ blow /bləu/ break /breik/ bring /brɪŋ/ build /bɪld/ burn /bɜ:n/ burst /bɜ:st/ buy /ba:y/	was /wəz/ - were /wə/ bore /bɔ:/ beat /bi:t/ became /brkeɪm/ began /brgæn/ bit /bɪt/ blew /blu:/ broke /brəuk/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ burst /bɜ:st/ bought /bo:t/	been /bi:n/ born(e) /bɔ:n/ beaten /bi:tən/ become /brkʌm/ begun /br'gʌn/ bitten /bɪtən/ blown /bləu:n/ broken /brəukən/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ burst /bɜ:st/ bought /bo:t/	leave /li:v/ lend /lend/ let /let/ lie /laɪ/ light /laɪt/ lose /lu:z/	left /lef/ lent /lent/ let /let/ lay /let/ lit /lɪt/ lost /lost/	left /lef/ lent /lent/ let /let/ lain /leɪn/ lit /lɪt/ lost /lost/
can /kæn/ catch /kætʃ/ choose /tʃu:z/ come /kʌm/ cost /kɒst/ cut /kʌt/	could /kud/ caught /kɔ:t/ chose /tʃəuz/ came /kem/ cost /kɒst/ cut /kʌt/	(been able to /bɪn 'eɪbəl tə/) caught /kɔ:t/ chosen /tʃəuzən/ come /kʌm/ cost /kɒst/ cut /kʌt/	make /meɪk/ mean /mi:n/ meet /mi:t/	made /meɪd/ meant /ment/ met /met/	made /meɪd/ meant /ment/ met /met/
deal /di:l/ dig /dɪg/ do /du:/ draw /drə:/ dream /dri:m/ drink /drɪŋk/ drive /draɪv/	dealt /delt/ dug /dʌg/ did /dɪd/ drew /drū/ dreamt (dreamed) /dremt (dri:md)/ drank /dræŋk/ drove /drəuv/	dealt /delt/ dug /dʌg/ done /dʌn/ drawn /drə:n/ dreamt (dreamed) /dremt (dri:md)/ drunk /dræŋk/ driven /drɪvən/	read /ri:d/ ride /raɪd/ ring /rɪŋ/ rise /raɪz/ run /rʌn/	read /red/ rode /raʊd/ rang /ræŋ/ rose /rəʊz/ ran /ræn/	read /red/ ridden /ridən/ rung /rʌŋ/ risen /rɪzən/ run /rʌn/
eat /i:t/ fall /fɔ:l/ feed /fi:d/ feel /fi:l/ fight /fait/ find /faɪnd/ fly /flai/ forbid /fə'bɪd/ forget /fə'get/ forgive /fə'giv/ freeze /frɪz/	ate /eɪt/ fell /fel/ fed /fed/ felt /fɛlt/ fought /fɔ:t/ found /faʊnd/ flew /flu:/ forbade /fə'bæd/ forgot /fə'gɔ:t/ forgave /fə'geɪv/ froze /frʊz/	eaten /i:tən/ fallen /fɔ:ln/ fed /fed/ felt /fɛlt/ fought /fɔ:t/ found /faʊnd/ flown /fλəun/ forbidden /fə'bɪdn/ forgotten /fə'gɔtn/ forgiven /fə'gɪvn/ frozen /frʊzn/	say /sei/ see /si:/ sell /sel/ send /send/ set /set/ sew /səu/ shake /ʃeɪk/ shine /ʃaɪn/ shoot /ʃu:t/ show /ʃəu/ shut /ʃʌt/ sing /sɪŋ/ sit /sɪt/ sleep /sli:p/ smell /smel/ speak /spi:k/ spell /spel/	said /sed/ saw /sɔ:/ sold /səuld/ sent /sent/ set /set/ sewed /səud/ shook /ʃu:k/ shone /ʃən/ shot /ʃɒt/ showed /ʃəud/ shut /ʃʌt/ sang /sæn/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ speak /spi:k/ spoke /spəuk/ spelt (spelled) /spelt (speld)/	said /sed/ seen /sɪn/ sold /səuld/ sent /sent/ set /set/ sewn /səun/ shaken /ʃeɪkən/ shone /ʃən/ shot /ʃɒt/ shown /ʃəun/ shut /ʃʌt/ sung /sʌn/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ spoken /spəukən/ spelt (spelled) /spelt (speld)/
get /get/ give /gɪv/ go /gəu/ grow /grəu/	got /gɔ:t/ gave /gɪvə/ went /went/ grew /gru:/	got /gɔ:t/ given /gɪvən/ gone /gon/ grown /grəu:n/	spend /spend/ stand /stænd/ steal /sti:l/ stick /stɪk/ sting /stɪŋ/ swear /sweə/ sweep /swi:p/ swim /swim/	spent /spent/ stood /stud/ stole /stəl/ stuck /stak/ stung /stʌŋ/ swore /swɔ:/ swept /swept/ swam /swəm/	spent /spent/ stood /stud/ stolen /stələn/ stuck /stak/ stung /stʌŋ/ sworn /swɔ:n/ swept /swept/ swum /swəm/
hang /hæŋ/ have /hæv/ hear /hɪə/ hide /haid/ hit /hit/ hold /həuld/ hurt /hɜ:t/	hung (hanged) /hʌŋ (hæŋd)/ had /hæd/ heard /hɜ:d/ hid /hid/ hit /hit/ held /held/ hurt /hɜ:t/	hung (hanged) /hʌŋ (hæŋd)/ had /hæd/ heard /hɜ:d/ hidden /hidən/ hit /hit/ held /held/ hurt /hɜ:t/	take /teɪk/ teach /tɪ:tʃ/ tear /teə/ tell /tel/ think /θɪŋk/ throw /θru:/	took /tu:k/ taught /tɔ:t/ tore /tɔ:/ told /təuld/ thought /θɔ:t/ threw /θru:/	taken /'teɪkən/ taught /tɔ:t/ torn /tɔ:n/ told /təuld/ thought /θɔ:t/ thrown /θru:n/
keep /kip/ know /nəu/	kept /kept/ knew /nju:/	kept /kept/ known /nəu:n/	understand /ʌndə'stænd/	understood /ʌndə'stud/	understood /ʌndə'stud/
lay /leɪ/ lead /li:d/ learn /lɜ:n/	laid /leɪd/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	laid /leɪd/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	wake /weɪk/ wear /weə/ win /wɪn/ write /raɪt/	woke /wəuk/ wore /wɔ:/ won /wən/ wrote /rəʊt/	woken /'wəukən/ worn /wɔ:n/ won /wən/ written /rɪtən/

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