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Numărul 119 – număr unic de telefon la nivel național pentru cazurile de abuz împotriva copiilor 116.111 – numărul de telefon de asistență pentru copii

### Ministerul Educației și Cercetării



**Jenny Dooley** 



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ani școlari, începând cu anul școlar 2025 – 2026.

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#### ACEST MANUAL A FOST FOLOSIT DE:

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

<sup>\*</sup> 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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### **Competences Competențe**

### **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 Select the main ideas from TV/audio-video recordings on familiar themes when spoken slowly and clearly
- 1.2 Identify the significance of a casual daily conversation when interlocutors rephrase or repeat certain words/phrases on demand
- 1.3 Express the interest for knowing some personalities and cultural events
- 2.1 Talk about an event/personal experiences
- 2.2 Participate in short conversations in usual contexts on general topics
- 2.3 Express a suggestion or a reaction to a proposal in an informal dialogue
- 2.4 Express the interest for the quality of communication/interaction
- 3.1 Guessing the meaning of unknown words from the context
- 3.2 Identify the main aspects of short articles on familiar and actual themes
- 3.3 Identify the global meaning of articles or interviews
- 3.4 Express the interest for understanding different types of texts
- 4.1 Write a letter/a digital message using phrases for addressing, requesting, inviting and thanking
- 4.2 Write simple, coherent texts on topics of interest
- 4.3 Manifest the interest for the quality of drafting/writing

### Competențe generale

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

### Competențe specifice

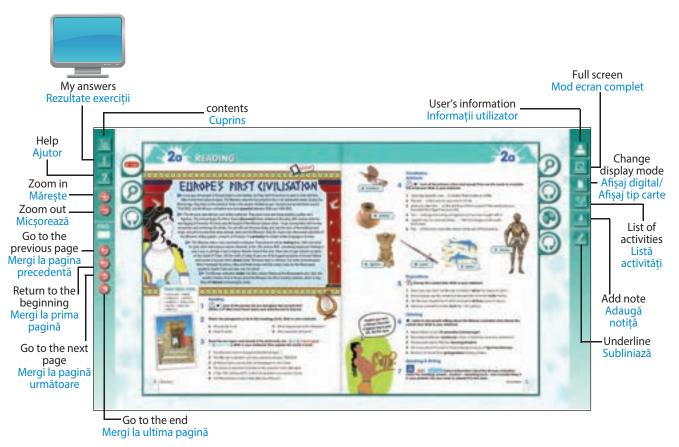
- 1.1 Selectarea principalelor idei din programe TV/înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2 Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii
- 1.3 Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale
- 2.1 Relatarea unei întâmplări/a unor experiențe personale
- 2.2 Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- 2.3 Exprimarea unei sugestii sau a unei reactii la o propunere în cadrul unui dialog informal
- 2.4 Manifestarea interesului pentru calitatea exprimării/interacţiunii
- 3.1 Deducerea din context a semnificatiei cuvintelor necunoscute
- 3.2 Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3 Identificarea sensului global al unor articole sau interviuri
- 3.4 Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte
- 4.1 Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare şi de multumire
- 4.2 Redactarea de texte simple şi coerente pe teme de interes
- 4.3 Manifestarea interesului pentru calitatea redactării

# Guide - How to use the course Instrucțiuni de utilizare a manualului



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 şi varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice şi animate.



Symbols: Simboluri:



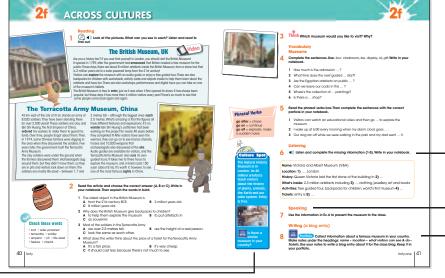






## Structure of a module Structura unui modul

variety of reading tasks activități de citire



Culture sections to promote cultural individuality \_ Sectiuni cu

informații culturale

Everyday situational dialogues

Dialoguri uzuale

pronunciation sections
Pronunţie

CLIL Cross Curricular links Interdisciplinaritate



listening activities activități de ascultare

speaking activities
activități de vorbire
realistic writing tasks
activități de scriere
project work
proiect

Presentation

| Image: Control transportion of an occurred function of a final field of the field of

Revision, evaluation and systematic observation Recapitulare, evaluare și observare sistematică







Symbols: Simboluri:





pairwork lucru in perechi



group work



ICT – research căutare pe internet



animation/video animaţii/video

optional activities activități opționale

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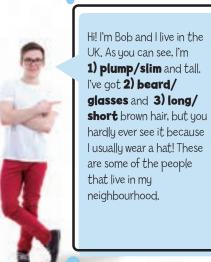
	MODULES	Vocabulary	Grammar	
Welcome	pp 8-13 2.1	<ul><li>Physical appearance</li><li>Clothes &amp; Accessories</li><li>Daily routines</li><li>Sports &amp; Activities</li></ul>	<ul> <li>Subject/Object questions</li> <li>Prepositions of time/place/movement</li> <li>Countable/Uncountable nouns – Plurals – Quantifiers – Partitives</li> <li>Question words</li> <li>Pronouns – Possessive case</li> </ul>	
1	My community pp. 14-27 Revision & Evaluation 1 pp. 28-29 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	<ul><li>Markets</li><li>Shapes &amp; types of buildings</li><li>Shops &amp; Services</li><li>Phrasal verbs: get</li></ul>	<ul> <li>Present simple – Present continuous</li> <li>Adverbs of frequency</li> <li>Stative verbs</li> <li>Present perfect – Present perfect continuous</li> <li>Sequence of tenses</li> </ul>	
2	Long ago pp. 30-43 Revision & Evaluation 2 pp. 44-45 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	<ul> <li>Wonders of the ancient world</li> <li>Artefacts</li> <li>Famous people &amp; Jobs</li> <li>Museums</li> <li>Phrasal verbs: go</li> </ul>	<ul> <li>Past simple – Past continuous</li> <li>Past simple vs Present perfect</li> <li>used to – would</li> <li>Past perfect</li> <li>Past perfect continuous</li> <li>Past continuous vs Past perfect continuous</li> </ul>	
3	Entertainment & mass media pp. 46-59 Revision & Evaluation 3 pp. 60-61 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	<ul> <li>Types of media</li> <li>Types of literature</li> <li>TV programmes &amp; films</li> <li>Phrasal verbs: keep</li> </ul>	<ul> <li>Future simple/be going to</li> <li>Present simple/Present continuous (with future meaning)</li> <li>Future in the past</li> <li>Conditionals (types 1, 2, 3)</li> </ul>	
0	<b>Tech world</b> pp. 62-75 Revision & Evaluation 4 pp. 76-77 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	<ul><li>Electronic devices</li><li>Technology</li><li>Computers</li><li>Computer language</li><li>Phrasal verbs: bring</li></ul>	<ul><li> Modals</li><li> Comparative</li><li> Superlative</li></ul>	
6	Mother Earth pp. 78-91 Revision & Evaluation 5 pp. 92-93 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	<ul> <li>Global issues &amp; solutions</li> <li>The environment</li> <li>Our natural world</li> <li>Phrasal verbs: look</li> </ul>	Relative pronouns/Defining relative clauses     The passive	
6	Travel the world pp. 94-107 Revision & Evaluation 6 pp. 108-109 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	<ul> <li>Weather</li> <li>Holiday accommodation</li> <li>Means of transport</li> <li>Phrasal verbs: work</li> </ul>	<ul> <li>Reported speech</li> <li>Reported questions</li> <li>Reported commands</li> </ul>	

Reading & Listening	<b>Everyday English</b>	Writing		
			Culture Spot (UK) MODULE 1 Portobello Road Market MODULE 2 The Natural History Museum in London. MODULE 3 The BBC MODULE 4 Tim Bernes-Lee	p. 25 p. 41 p. 57 p. 73
<ul> <li>Building High (multiple matching)</li> <li>Across Cultures: Markets in London (answer questions)</li> <li>Listening: a radio advertisement (gap-fill)</li> </ul>	<ul> <li>Asking for things in a shop/ Responding</li> <li>Asking for/Giving directions</li> <li>Pronunciation: silent h</li> </ul>	a text about     a famous     building     an email about     an open-air     market	MODULE 5 The RSPCA MODULE 6 London Underground  CLIL  MODULE 1 (Citizenship): Leisure and Sport in the Local Community	<ul><li>p. 89</li><li>p. 105</li><li>p. 26</li><li>p. 42</li></ul>
<ul> <li>Europe's First Civilisation (multiple matching &amp; R/W/DS)</li> <li>Across Cultures: The British Museum, UK – The Terracota Army Museum, China (multiple choice)</li> <li>Listening: a dialogue (multiple choice), a monologue (gap-fill)</li> </ul>	<ul> <li>Talking about a famous person</li> <li>Pronunciation: /s/, /ʃ/</li> </ul>	a text about the Minoan civilisation     a blog entry about a museum	MODULE 2 (History): Ancient Egypt MODULE 3 (Music): Millennial Music MODULE 4 (PSHE): The Rise of the Cyberbullies MODULE 5 (Geography): The Great Coral Reefs MODULE 6 (Literature): Robinson Crusoe	p. 42 p. 58 p. 74 p. 90 p. 106
<ul> <li>Escape to Narnia (complete sentences)</li> <li>Across Cultures: Youth Culture: Teen Magazines (multiple matching)</li> <li>Listening: monologues (multiple matching)</li> </ul>	<ul> <li>Expressing opinions (likes/dislikes)</li> <li>Inviting – Proposing/ Suggesting</li> <li>Pronunciation: \e \ce\</li> </ul>	<ul> <li>a description         of a novel         character</li> <li>a report about         magazines         teenagers like</li> </ul>	Projects  MODULE 1 A leaflet: Dos and Don'ts of being a good neighbour  MODULE 2 Research about an ancient European or Asian civilisation  MODULE 3 Research about my favourite	<ul><li>p. 27</li><li>p. 43</li><li>p. 59</li></ul>
<ul> <li>Tech Forum: The Best of Both Worlds (R/W/DS)</li> <li>Across Cultures: A New Age of Inventors (R/W/DS &amp; answer questions)</li> <li>Listening: a presentation (gap-fill)</li> </ul>	<ul> <li>Complaining about damaged goods</li> <li>Intonation in questions</li> </ul>	<ul> <li>a short         description of         an AR app</li> <li>a text about a         new device/         gadget</li> </ul>	magazine  MODULE 4 A podcast: Smartphone Etiquette  MODULE 5 A poster: Environment Day  MODULE 6 Research a place of natural beauty  Presentation Skills	р. <b>75</b> р. <b>91</b> р. <b>107</b>
Green Landmarks (R/W/DS) Across Cultures: an advert (gap-fill)  Listening: a dialogue (multiple choice)	Buying something in a shop     Intonation in exclamations	a short article about a green building     an email asking for information		p. 27 p. 43 p. 59 p. 75 p. 91
<ul> <li>My Wild West Getaway (multiple choice)</li> <li>Across Cultures: Car-free is Care free (multiple matching)</li> <li>Listening: a radio advertisement (gap-fill)</li> </ul>	Buying a bus ticket     Intonation in question tags	<ul> <li>a text about a holiday destination</li> <li>an email about a visit to a place</li> </ul>	Values MODULE 1 Community responsibility MODULE 2 What history teaches us MODULE 3 Music MODULE 4 Respect	<ul> <li>p. 107</li> <li>p. 27</li> <li>p. 43</li> <li>p. 59</li> <li>p. 75</li> </ul>
Going Green pp. 132-137	Irregular verbs p. 144		MODULE 5 Environmentalism MODULE 6 Responsibility	<ul><li>p. 91</li><li>p. 107</li></ul>

### WELCOME BACK

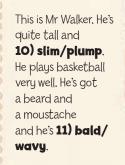
### **Physical appearance**

Choose the correct item. Write in your notebook.









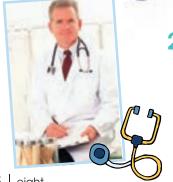


Karim lives at number 10. He's in his 15) young/early twenties. He likes going to the gym every day. He wants to be a personal trainer. He's got 16) fair/ dark spiky hair.



Write the question to which the underlined words are the answer in your notebook.

- 1 Bob's dad is a doctor. Who is a doctor?
- 2 Mr Evans bought <u>a new car</u>.
- 3 Mrs Smith goes shopping with <u>Bob's mum</u> quite often.
- 4 Mr Walker makes <u>delicious pasta dishes</u>.
- 5 Julie visits <u>her grandparents</u> every summer.
- Karim spent £100 on a camera.



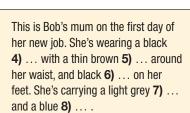
### **Clothes & Accessories**

3 Look at the pictures of Bob's family and complete the texts with: bag, belt, boots, coat, dress, gloves, hat, high-heeled shoes, jacket, jeans, sandals, scarf, shirt, shorts, skirt, suit, sunglasses, T-shirt, tie, tights, trainers. Write in your notebook.



This is Bob's cousin. In this picture, he's in his office. He's wearing a blue

- 1) ... with a white 2) ... and a black
- 3) ... around his neck.







This is Bob's sister, Anna, on a school trip last February. She's wearing a red 9) ... on her head, a brown 10) ... round her neck and red 11) ... on her hands. She's got a short denim 12) ... on, brown 13) ... on her legs and light brown 14) ....



This is Bob's younger brother, Dennis. Here he's at the beach. He's wearing orange **15**) ..., a stripey vest, grey **16**) ... and grey **17**) ... on his feet.



This is Bob's uncle, Max. Max is an artist. In this picture, he's wearing blue 18) ... and a black leather 19) ... with a white 20) ... underneath. He's got white 21) ... on his feet.



### **Prepositions of time**

- Choose the correct item. Write in your notebook.
- 1 Bob's sister, Anna, goes on lots of trips with her class **by/at/during** the school year.
- 2 Karim likes going to the gym in/at/on the evening.
- 3 Mr Walker works in a music shop **between/at/from** 10:00 am and 6:00 pm.
- 4 Mr Evans wakes up on/in/at 7:30 every morning.
- 5 Julie goes to bed in/at/on 9 o'clock every night.
- 6 Mrs Smith is starting her new job by/at/on Monday.

### **WELCOME BACK**

### **Daily routines**

Fill in: catch, help, have, surf, walk, eat, do, send, play, cook. Write in your notebook.



 ... with household chores



2 ... text messages to 3 friends



3 ... the bus to school



4 ... lessons



5 ... lunch



6 ... homework



7 ... dinner



8 ... the Net



**9** ... the dog



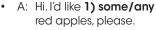
10 ... video games

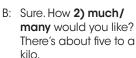
### Countable/Uncountable nouns - Plurals - Quantifiers - Partitives

Decide if the nouns below are C (countable) or U (uncountable). Then write the plural form of the countable nouns. Write in your notebook.

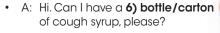
1	rose	3	juice	5	tomato	7	rice	9	map	11	sheep
2	meat	4	strawberry	6	person	8	honey	10	loaf	12	cheese

7 Choose the correct item. Write in your notebook.

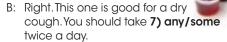




- A: Two kilos then, please.
- B: There you go. Anything else?
- A: Yes, I'd like a 3) little/ few onions and a 4) bag/packet of potatoes, please.
- B: Here you are. We've got a special offer today on bananas; £2 a **5) packet/kilo** if you're interested.
- A: OK. Great. I'll take some.



- B: What type of cough is it?
- A: A dry cough.



- A: OK, how **8) many/much** should I take exactly?
- B: Around 5 ml each time.
- A: Thanks. Can I have a **9) jar/box** of vitamin E cream, too? I've got dry skin on my arms.
- B: Here you are, but make sure you only apply a **10**) little/few cream each evening. You could also wash your arms with this **11**) slice/bar of special soap.
- A: Great. I'll take both. How 12) much/many is that all together?
- B: It's £23.98, please.





### **Prepositions of place**

- Representation 2 Look at the picture and choose the correct item. Write in your notebook.
  - 1 A: Excuse me. Where's the meat counter?
    - B: It's **opposite/between** the bakery and the fish counter, just over there.
  - **2** A: I can't see the fruit and vegetables section.
    - B: Really? It's just there in front of/in the cleaning supplies section.
  - **3** A: Hi. Is the frozen food section around here?
    - B: No. It's just at the back of the store **behind/opposite** the dairy products.
  - 4 A: Can you help me? I can't find the tinned food section.
    - B: No problem. I'll show you. It's just **opposite/next to** the cereals section.
  - **5** A: Where can I find the toothbrushes?
    - B: In the health and beauty section **at/behind** the tinned food section.

#### **Question words**

Fill in: when, where, what, how old, who, how often. Write in your notebook.



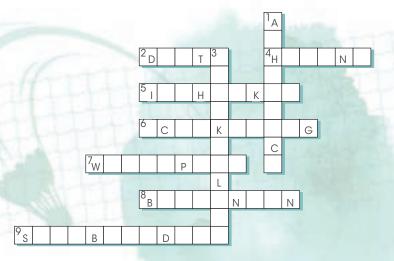
- 5) ... do you like about Speedy Supermarket? Opening hours/Quality of products/Helpful staff
- **6)** ... do you think Speedy Supermarket suits best? Students/Families/Senior citizens

### **WELCOME BACK**



### **Sports & Activities**

Read the sentences and complete the crossword. Write in your notebook. Can you name some more sports and activities?



- 1 You do this on a track.
- 2 You play this by throwing things at a board.
- 3 You do this in the water with flippers and a mask.
- 4 You do this on a track in the countryside.
- 5 You play this on frozen water with a puck and a stick.
- **6** You do this on frozen water in special boots.
- 7 You play this in a swimming pool with a ball.
- **8** You play this on a court with racquets, but it isn't tennis.
- **9** You do this in the snow on mountains.

#### **Pronouns - Possessive case**

Choose the correct item. Which is a(n): subject pronoun? object pronoun? possessive adjective? possessive pronoun? Write in your notebook.



Steve is 1) my/l best friend. 2) He/Him is 17 years old and 3) he/his parents are teachers at 4) my/mine school. Steve has got a brother, Bob, and a sister, Laura. 5) They/Them are at university. Steve wants to study art. 6) He/His favourite subjects are art and music. His art teacher believes in 7) he/him. 8) She/Her says he's very talented. These paintings are 9) his/him. 10) Their/They are great!

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### 19 In your notebook write phrases, as in the example.

- 1 the man/dogs the man's dogs
- 2 the chair/the leg the leg of the chair
- 3 Sally/hat ...
- 4 the boys/coats...
- 5 the house/the roof ...
- **6** Tony and Mary/bicycles ...

- 7 the book/the cover ...
- 8 Ben and Steve/room ...
- 9 the teacher/book ...
- 10 the women/bags ...
- 11 the mountain/the top ...
- 12 my parents/car ...

### **Prepositions of movement**

Bob went on an adventure holiday last week. Look at the pictures and fill in the gaps with: across, along, under, over, out of, into, up, down. Write in your notebook.



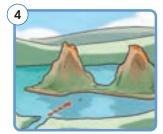
On Thursday morning, Bob got ... his kayak.



He drifted ... the Istiam River.



He saw turtles swimming ... the water.



He went ... the lake to Ometepe Island.



He paddled ... the coast of the island to see the two volcanoes.



He stopped and got ... his kayak to talk to some villagers on one of the beaches.



They took him on a hike ... a volcano.



On the way back, a white pelican flew ... Bob's kayak and he took an amazing photo of it.

14 Imagine you are Bob. Use the pictures in Ex. 13 to narrate your experience to the class.

# My community

### What's in this module?

#### Vocabulary

- markets
- shapes & types of buildings
- shops & services

#### Grammar

- present simple present continuous
- adverbs of frequency
- stative verbs
- present perfect present perfect continuous
- just already yet since - for - ever never
- have been/ have gone
- sequence of tenses
- phrasal verbs: get

#### · Everyday English

- asking for things in a shop/responding
- asking for/giving directions
- Pronunciation:
   silent h

## South Bank London





### Vocabulary Markets

Listen and repeat.

Match the markets (1-6) to the pictures (A-F). Write in your notebook.

- 1 flea market
- 2 plant and flower market
- 3 seafood market

- 4 antiques market
- 5 farmers' market
- 6 car boot sale



What markets are there in your neighbourhood? What do you usually buy there? Tell the class.

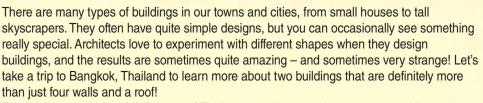
# READING



To talk about shapes of buildings we use:

- triangular (▲)
- circular/round (●)
- rectangular (■)
- square (■)





The elephant is the national animal of Thailand, but it's a surprise to see one while you're walking around the capital city. We aren't talking about a real elephant, of course - this is the Elephant Building, and it's 102 metres tall! Two towers make up the elephant-shaped building's legs and a third tower is its trunk. It also has ears, tusks and huge circular windows for eyes. Not everyone likes the Elephant Building. Some people call it ugly, but it's a hit with children and visitors to the city. Some people even live there! There are apartments, offices and even a shopping mall inside. It's a jumbo-sized building! On the other side of Bangkok stands an 83-metre-tall robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a bank, but the robot's eyes are a dining and a meeting room. Some visitors think the building looks like a giant toy, and they're right – the architect's inspiration comes from one of his son's toys! These days, taller skyscrapers are appearing in Bangkok all the time. There is the State Tower at 247 metres, and Thailand's tallest building, the MahaNakhon at 314 metres. The Robot Building looks small next to these giants of architecture, but local people and tourists love it. It's a symbol of Bangkok and certainly shows us the friendly face of technology!

With these two famous buildings, Bangkok already has a reputation for modern architecture. Nowadays, architects are coming up with even bigger and better ideas. We can't wait to see what the future holds for Bangkok's skyline, and for cities all over the world.

### **Check these words**

- experimentdefinitely
- surprise make up
- trunk tusk stand
- giantinspiration

### Reading

Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is inside each building? Listen and read to find out.

Read the text again and answer the questions. Write E (Elephant Building) or R (Robot Building) in your notebook.

#### Which building:

- is the tallest?
- has a place for people to eat?
- 3 looks like a machine?
- 4 has a place for people to shop?

**Think** Which building is more impressive to you? Why? Tell the class.

aquarium



A lighthouse



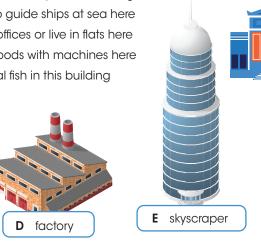
palace

### Vocabulary **Types of buildings**

Listen and repeat. Match the types of buildings (A-F) to their uses (1-6). 4 Write in your notebook. Then tell the class, as in the example.



- 2 people keep their money in this building
- 3 there is a light to guide ships at sea here
- 4 people work in offices or live in flats here
- 5 people make goods with machines here
- 6 there are tropical fish in this building







- 5 Choose the correct item. Write in your notebook.
  - 1 Jenny works in a skyscraper **for/with** thirty floors.
  - 2 The Louvre Museum is a famous building in/at Paris.
  - 3 There is a cinema in/on the corner of Russell Street and Main Street.
  - 4 My parents usually experiment with/for different colours when they paint our house.

Design your own building. Think about: location, shape, what there is inside. 6 Present it to the class.

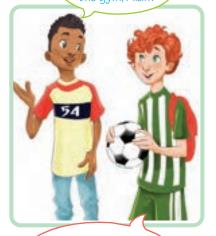
### **Speaking & Writing**

Portfolio Collect information about a famous building in your country. Make notes under the headings: name - type of building - location - size - use - unique features. Use your notes to present the building to the class. Keep it in your portfolio. Check your piece of writing for grammar, punctuation and spelling mistakes.

# 1b GRAMMAR

### Present simple - Present continuous (Revision)

**Are** you **going** to the gym, Alan?



No, I**'m not**. On Mondays, I **play** football with my friends in the park.

#### We use the **present simple**:

- for habits/routines. I take the dog for a walk twice a day.
- for permanent states or situations. **Does** she **live** in Bucharest? No, she **doesn't**.
- for programmes and timetables. The shops don't open on Sundays.
- for general truths and laws of nature. The Sun sets in the west.

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

#### We use the **present continuous**:

- for actions happening now or around the time of speaking. Is Peter sleeping at the moment? The children are studying hard these days.
- for fixed future arrangements. She isn't travelling to Paris next week.
- for currently changing and developing situations. My little brother is getting taller and taller.
- with always, constantly, etc. to express annoyance. You're always interrupting me!

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

### Note!

tell us how often something happens. They are the following: always (100%),

Adverbs of frequency

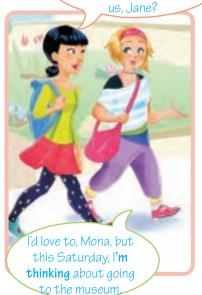
always (100%), usually (75%), often (50%), sometimes (25%), occasionally (10%), seldom/rarely (5%), never (0%). They go before the

main verb, but after the verb to be. Martin always walks to work. He is never Read the theory. Then read the sentences and choose the correct item. Give reasons. Write in your notebook.

- 1 Charles works/is working very hard at the office these days.
- 2 My sister and I don't get up/aren't getting up early on Sundays.
- 3 Does your mum buy/Is your mum buying fish at the seafood market?
- 4 You always play/are always playing loud music at night! It's so annoying!
- 5 The Earth moves/is moving around the Sun.
- 6 Do the girls get/Are the girls getting better at ballet?
- 2 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.
  - 1 A: Does Eva usually tidy (Eva/usually/tidy) the house in the morning?
    - B: Yes, but she ... **(shop)** at the farmers' market at the moment.
  - 2 A: ... (your dad/drive) to work every day?
    - B: Not always. This week, he ... (take) the train into the city because the traffic is bad.
  - **3** A: I ... **(not/go)** out tonight. I ... **(study)** for my History exam.
    - B: That's a pity! We ... (watch) a film at the cinema tonight.
  - 4 A: Who ... (you/wait) for?
    - B: James. We ... (visit) the aquarium later!
  - **5** A: What time ... (Jill/leave) for school?
    - B: She ... (always/leave) at 8:00.

1b

We'**re watching** a film at the cinema this weekend. **Do** you **want** to come with





Some phrases with **have** include:

- have breakfast/ lunch/dinner, etc.
- have a bath/swim/ shower/party, etc.
- have a(n) accident/ experience/dream, etc.
- have a baby
- have difficulty/fun/ trouble, etc.

Use the time expressions in sentences of your own. Write in your notebook.

- now
- every Monday
- at the moment
- tonight
- these days
- always
- every summer
- at the weekend
- in winter
- · in the evening

### **Stative verbs (Revision)**

**Stative verbs** (e.g. *want, need, love, like, prefer, hate, believe,* etc.) do not have continuous tenses because they describe a state not an action.

Jason *likes* computer games.

Some **stative verbs** can have continuous tenses, but there is a difference in meaning. Study the following examples:

- I think he's 15 years old. (= believe)

  I am thinking about travelling to Romania in the summer. (= am considering)
- I see a red car outside our house. Is it Dan's? (= perceive with my eyes) I see what you mean. (= understand)
- I am seeing Susan this evening. (= am meeting)
- Your perfume smells nice. (= has a nice smell)
   Helen is smelling the flowers. (= is sniffing)
- He has an expensive car. (= owns)
   We are having dinner now. (= are eating phrase)
- 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 The roses at the flower market ... (smell) great.
    - **b** The cat ... (smell) its food.
  - 2 a Terry ... (have) fun at the party.
    - **b** My grandparents ... **(have)** a nice cottage in the countryside.
  - 3 a Colin ... (see) an old friend tonight.
    - **b** I ... (see) why you like shopping at the flea market everything is cheap there.
  - 4 a What ... (you/think) about?
    - **b** Laura ... (think) she is the best student in her class.
- Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.



Hi Monica,

How 1) are you (you/be)? I'm in Scotland for a summer course. It 2) ... (rain) quite a lot here, but I 3) ... (not/mind).

Lessons 4) ... (start) at 8:30 every morning and 5) ... (finish) at 4 in the afternoon. I 6) ... (have) a very busy schedule, but I 7) ... (enjoy) my time here. Did I tell you? I 8) ... (learn) to play the bagpipes in my music class!

This week we **9**) ... (**work**) on a special project. We **10**) ... (**look**) for information on Highland dancing. We **11**) ... (**also/have**) dance classes as we **12**) ... (**put**) on a performance at the end of the course.

Next time you must come with me! Hope you **13)** ... **(have)** a great time, too. Have to go now. We **14)** ... **(go)** to the museum today.

Beckv

Write back,

# CVOCABULARY

### **Shops & Services**

- 1 Listen and repeat. Then match the pictures (A-H) to the shops/services in the list. Write in your notebook.
  - baker's bookshop butcher's chemist's department store florist's
  - greengrocer's jeweller's newsagent's post office supermarket
  - travel agent's
     fishmonger's
     hairdresser's
     restaurant



















### Asking for things in a shop

- Can/Could I have ..., please?
- Do you have ...?
- I'd like ..., please.

#### Responding

- Yes, of course./Yes, we do. It's in Aisle 2.
- Certainly. How much/many would you like?
- I'm afraid we haven't got any left.
- Sorry, no.

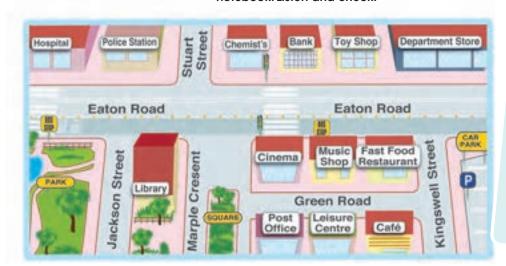
a) In which of the shops in Ex. 1 can you buy these things: apples? a book? a pair of trousers? a ring? roses? a bottle of perfume? meat? stamps? a jacket? a magazine? olive oil? bread rolls? medicine? salmon?

You can buy apples at a greengrocer's.

- b) In which of the places can you: book tickets? have a haircut? post a letter? send flowers?
- 3 Which shops/services are there in your area? Tell the class.
- Use the items below and the phrases in the note box to act out dialogues, as in the example.
  - sugar oranges milk sausages flour a loaf of bread
  - A: Do you have any sugar?
  - B: Yes, we do. It's in Aisle 2.
  - A: Thank you.

### **Asking for/Giving directions**

- a) Read the dialogue. Where does David want to go?
  - b) (a) Complete the dialogue with the sentences in the list (A-E) in your notebook. Listen and check.



- A Go up Kingswell Street.
- B On the right?
- C Excuse me.
- **D** The hospital is on the right, opposite the park.
- **E** Go through the traffic lights and past the library.



### Asking for directions

- Where's the ...?
- How do I get to …?
- Could you tell me how to get to ...?

#### **Giving directions**

- Go up/down/past/ through ...
- It's on your right/ left ...
- Turn left/right ...
- It's on the corner of ...
- It's next to/near/ opposite/between

- David:
- 1) ... Could you tell me how to get to the hospital?
- Passer-by:

Yes, certainly. 2) ... Then turn left onto Eaton Road.

David:

I'm sorry, what road?

Passer-by:

Eaton Road. Follow Eaton Road all the way down. 3) ... The hospital is on the right.

- David:
- 4) ...
- Passer-by:
- Yes —. **5)** ...
- David:
- vid: OK.Thank you very much.
- Passer-by:
- You're welcome.
- 2
  - Take roles and read the dialogue in Ex. 1 aloud.
- Look at the map. Act out dialogues asking for/giving directions from: the hospital to the post office, the park to the café, the car park to the library, the police station to the café.

Use the phrases in the note box to act out a dialogue similar to the one in Ex. 1.

### **Pronunciation**

#### silent h



(1) Listen and repeat. Write the words in which h is silent in your notebook.

· happy · honest · hate · hour · what · hospital · exhausted · right

# le GRAMMAR

Albert, have you finished your Geography project, yet?



No, I haven't. I've been working on it since 4:00.

### Note!

just - already - yet since - for - ever -

never I've **just** passed my driving test. (= a short time ago) l've **already** bought a birthday present. (before now) He hasn't woken up **yet**. Have you tried the new Chinese restaurant **yet**? (= so far) She has been working in the garden **since** 10 o'clock. (starting point of an action) The children have been learning English for five years. (period of time) Have you ever been to Romania? (= at any time) I've never

### Present perfect - Present perfect continuous (Revision)

#### We use the **present perfect**:

- for an action which happened at an unstated time in the past.
   The exact time is not mentioned because it is not important.
   The Smiths have bought a new house.
- with stative verbs, such as have, like, know, etc. to talk about a state which started in the past and continues up to the present.
   She's known Anna for ten years. I haven't seen Tom since Monday.
- for an action which has recently finished and its result is visible in the present. I've lost my smartphone, so I can't call anyone.
- for experiences. Have you ever tried rock climbing? Yes, I have.

**Time expressions:** for, since, how long, all day/morning/month, etc., lately, recently, etc.

#### We use the **present perfect continuous**:

- to emphasise the duration of an action which started in the past and continues up to the present.
  - He's been talking on the phone for over an hour.
- for an action which started in the past and lasted for some time. It may still be continuing or has finished, but its result is visible in the present.
   They are exhausted. They've been working all day.
- to express anger, irritation or annovance. Who has been using my laptop?

**Time expressions:** for, since, how long, all day/morning/month, etc., lately, recently, etc.

- Read the theory. Then read the sentences and choose the correct item. Give reasons. Write in your notebook.
  - 1 The girls have done/have been doing their homework since lunchtime.
  - 2 Jane hasn't been flying/hasn't flown in a helicopter before.
  - 3 He has bought/has been buying lots of things at the car boot sale.
  - 4 Have you been wearing/Have you worn my clothes again without asking?
  - 5 I've lost/'ve been losing my keys, so I can't get into my house.
- 2 Put the verbs in brackets into the present perfect or the present perfect continuous. Write in your notebook.
  - 1 A: ... (you/speak) to your boss about the promotion?
    - B: No, I ... (not/talk) to him yet.
  - 2 A: How long ... (you/have) this jacket?
    - B: About 3 years. I... (look) for a new one recently.
  - **3** A: Paul ... **(travel)** around Asia for months.
    - B: Yes, he ... (just/leave) Japan and he's going to Thailand next.
  - 4 A: How long ... (Laura/make) jewellery?
    - B: Not long, but she ... (already/sell) a lot at the market.

(= at no time)

travelled by plane.



In teams make sentences. Use: just, yet, already, since, for, ever, never.



### have been/have gone

She has been to Rome twice. (She has visited Rome twice, but she has come back.) She has gone to Rome. (She is on her way there or she is there now. She hasn't come back yet.)



#### Sequence of tenses

When an independent clause is in the present tense, dependent clauses can be in any tense depending on the time relationship of the ideas.

He walks to school, but sometimes he rides to school.

#### WHAT'S NEW?

Imagine you are abroad on holiday visiting a friend (or a relative). Write a letter to your English penfriend giving them your news. Include your letter in your collection under the correct topic suggested on the class blog.

Dear ...,

Greetings from ...! I'm staying with my .... I've only been here for ... days, but ...

- 3 Put the verbs in brackets into the present perfect or the present perfect continuous, then choose the correct item. Write in your notebook.
  - 1 ... (you/buy) a new pair of trainers since/yet?
  - 2 Ben ... (try) skydiving once/yet this summer.
  - 3 They're tired because they... (walk) in the city centre for/since three hours.
  - 4 ... (Ryan/play) video games all morning/just?
  - 5 Max ... (not/visit) the new department store ago/before.
  - 6 Rachel ... (not/do) Zumba since/for last month.
  - 7 We ... (not/finish) our shopping just/yet.
  - 8 Sorry, but I ... (not/see) Harry at all today/before.
- 4 Fill in have/has (not) been or have/has (not) gone. Write in your notebook.
  - 1 Dave's not here. He ... to the greengrocer's.
  - 2 Kelly ... to the leisure centre twice this week.
  - 3 Do you know where Molly and Tracey ... all week?
  - 4 1 ... to the antiques market yet. I'm going tomorrow.
  - **5** Liam and Amy ... to the library. They are coming back in an hour.

### Present tenses (Revision)

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

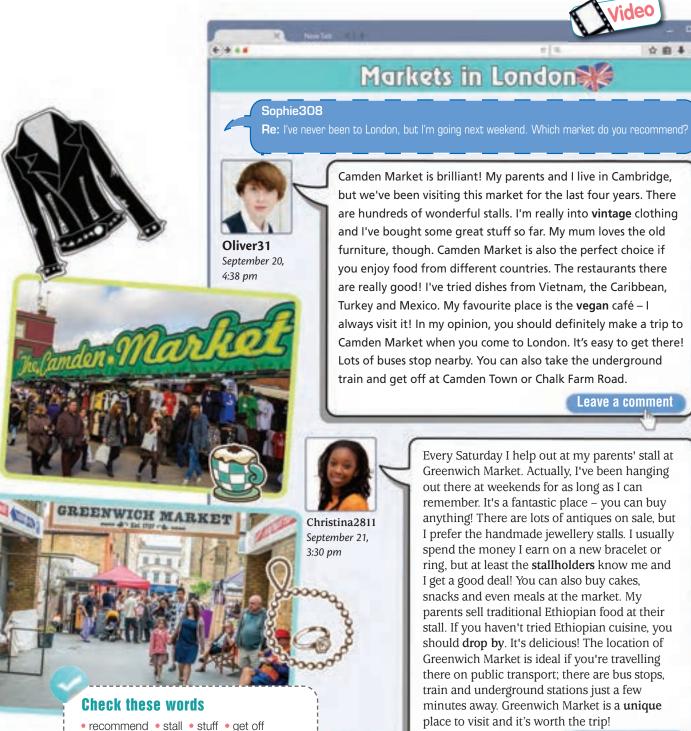


b) Magine you are Sam and Mel. Act out a telephone conversation telling your news. Use present tenses.

### **ACROSS CULTURES**

### Reading

Look at the pictures of two famous markets in London. What can you find in each? Listen and read to find out.



Camden Market is brilliant! My parents and I live in Cambridge, but we've been visiting this market for the last four years. There are hundreds of wonderful stalls. I'm really into vintage clothing and I've bought some great stuff so far. My mum loves the old furniture, though. Camden Market is also the perfect choice if you enjoy food from different countries. The restaurants there are really good! I've tried dishes from Vietnam, the Caribbean, Turkey and Mexico. My favourite place is the vegan café – I always visit it! In my opinion, you should definitely make a trip to Camden Market when you come to London. It's easy to get there! Lots of buses stop nearby. You can also take the underground train and get off at Camden Town or Chalk Farm Road.

Leave a comment

**公由丰金** 

Every Saturday I help out at my parents' stall at Greenwich Market. Actually, I've been hanging out there at weekends for as long as I can remember. It's a fantastic place – you can buy anything! There are lots of antiques on sale, but I prefer the handmade jewellery stalls. I usually spend the money I earn on a new bracelet or ring, but at least the stallholders know me and I get a good deal! You can also buy cakes, snacks and even meals at the market. My parents sell traditional Ethiopian food at their stall. If you haven't tried Ethiopian cuisine, you should drop by. It's delicious! The location of Greenwich Market is ideal if you're travelling there on public transport; there are bus stops, train and underground stations just a few minutes away. Greenwich Market is a unique place to visit and it's worth the trip!

Leave a comment

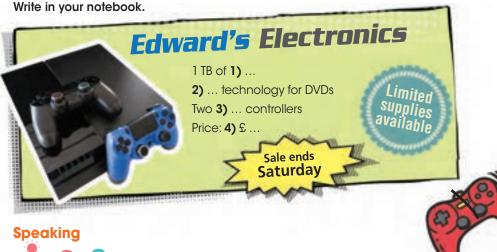
on sale
 handmade
 bracelet
 be worth



- Read again and answer the questions. Write in your notebook.
  - 1 How long has Oliver been going to Camden Market?
  - 2 What kind of clothing does Oliver buy at Camden Market?
  - **3** Where does Oliver like to eat?
  - What do Christina's favourite stalls sell?
  - **5** How can you get to Greenwich Market?
- Match the words in bold in the texts to their definitions.
  - go to a place for a short time not eating animal products one of a kind
  - people selling things at a market
     in a classic style from the past
- Read the phrasal verbs box. Then complete the sentences with the correct particle in your notebook.
  - 1 I can't get ... to Ben because his phone is busy.
  - **2** You can get ... any bus at this stop to go to the post office.
  - 3 The police have caught the thief and he can't get ....

### Listening

Listen to a radio advertisement and complete the missing information (1-4).



Think of an open-air market in your country. Collect information. Make notes under the headings: name - location - what to buy - opening times - how to get there. Present it to the class. Evaluate each pair's performance.

### Writing (an email)

Your English friend is working on a project about markets around the world. Use your notes in Ex.6 to write him/her an email about an open-air market in your country. Write in your notebook. In your email: say where the market is - describe what it sells - explain why it is popular with locals & tourists. Include your email in your collection under the correct topic suggested on the class blog.

### **Phrasal Verbs**

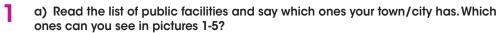
**get on** = enter a bus, train, etc. (opp.: get off) get away = escape get through = reach sb by telephone



country?

### CLIL (CITIZENSHIP)





- park stadium swimming pool library cycle path
- skate park
   community centre
   sports/leisure centre
   museum
- art gallery
   wildlife reserve/national park
   car park
   playground

b) What are your favourite free-time activities? Which of the public facilities in Ex. 1a do you use to do them? Tell your partner.

I like swimming, so I go to the **swimming pool** twice a week.



### Reading & Listening

How can leisure/sport facilities improve a town/city for the local community? In pairs, think of two ways.









Leisure and sport are good for your health, but they also bring a community together. Local town councils can play a key role; they encourage people of all ages to do sports and create places where they can play. As a result, they:

- create and develop sporting facilities, sports clubs and sports competitions.
- give anyone the opportunity to help by volunteering their time.
- use sport centres to create more job opportunities and reduce unemployment.
- use sport to give children and young people the chance to improve their skills and shape their character.
- · use sport to reduce crime.

Local authorities can definitely make a difference to people's lives and the places they live.



- local community
   town council
- encouragecreatedevelop
- reduce improve
- shape your character



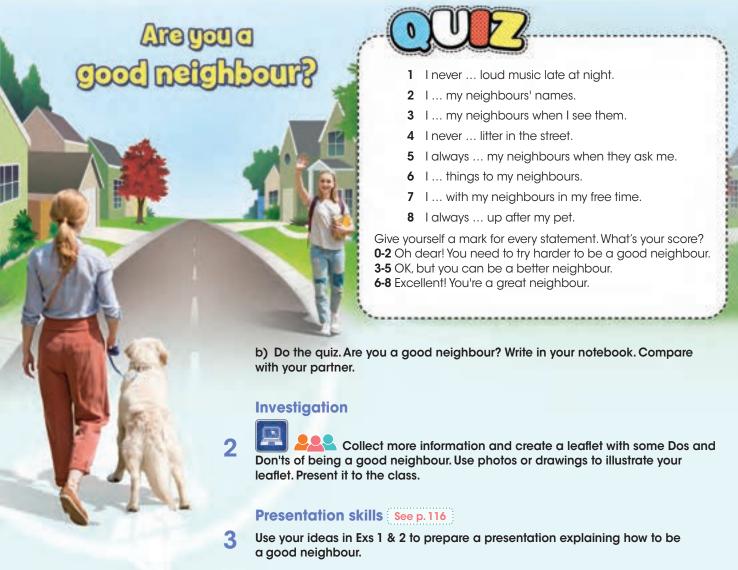
### Speaking & Writing

In your notebook, write three ways local town councils can improve the local community. Tell the class.



# **PROJECT**

a) Complete the sentences in the quiz with: lend, clean, know, play, hang out, drop, greet, help. Write in your notebook.



### **VALUES**

### **Community responsibility**

Explain the quotation.

"When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself.

Louis Nizer

- 5 Think What can we do to make our communities better places to live? Use the prompts below and your own ideas to discuss with your partner.
  - be a good neighbour buy from local businesses follow laws
  - volunteer
     respect other people

### **REVISION & EVALUATION**

### Vocabulary

- Fill in: skyscraper, palace, antiques, farmers', chemist's, travel agent's, car boot, jeweller's, flower, aquarium. Write in your notebook.
  - 1 Lucy wants to buy a ring from the ....
  - **2** There are lots of gardening products at the ... market every Sunday.
  - 3 My dad works in a(n) ... with 25 floors.
  - **4** We buy our medicine from the ... on Main Street.
  - 5 You can find lots of household goods at the ... sale in your neighbourhood.
  - **6** There are lots of beautiful fish at the ....
  - 7 Elaine collects old furniture and always gets the best deals at the ... market.
  - **8** I always buy fresh vegetables such as cabbage and spinach at the ... market.
  - **9** You can book tickets for your holiday at the ....
  - 10 The ... and its gardens are open to the public at the weekends.

 $10 \times 1 = 10$ 

- 2 Choose the correct item. Write in your notebook.
  - 1 It's easy to go to my school. Just get on/away the 704 bus from the town centre and stop at Redwood Avenue.
  - 2 My cousins live in a block of flats at/in New York City.
  - 3 The music shop experiments with/for different displays in their window.
  - 4 I keep calling the cinema to book our tickets, but I can't get through/on.
  - 5 Is there a bank **in/on** the corner of West Road and High Street?

 $5 \times 2 = 10$ 

 $5 \times 2 = 10$ 

#### Grammar

- Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.
  - 1 ... (Sam/work) at the bookshop on Fridays?
  - 2 The food ... (smell) great.
  - 3 The shops ... (not/usually/open) on Sundays.
  - 4 ... (you/go) cycling this afternoon?
  - **5** We ... **(have)** dinner now. Please call back later.

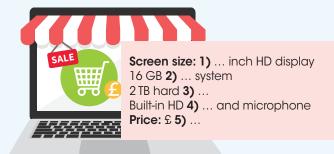
⚠ Choose the correct item. Write in your notebook.

- 1 Excuse me, how long have you waited/have you been waiting for the bus?
- 2 Somebody has used/has been using my CDs without asking!
- 3 Lisa isn't here. Has she been/Has she gone to the hairdresser's?
- **4** I haven't been/haven't gone to the new Japanese restaurant yet.
- 5 I have been knowing/have known Jack and Lucy since they moved to the neighbourhood in 2012.

 $5 \times 2 = 10$ 

### Listening

5 Listen to the TV advertisement and complete the missing information in the advert below. Write in your notebook.



 $5 \times 2 = 10$ 

### **Everyday English**

- Complete the exchanges with the phrases below. Write in your notebook.
  - Turn left at the traffic lights
  - and the department store
     what road
  - Could you tell me how
     on your left
  - A: How do I get to the library?
    - B: Go past the bank and it's 1) ....
  - A: Excuse me, where's the police station?
    - B: It's on Station Street, between the post office  $\mathbf{2})$  ... .
  - A: 3) ... to get to the leisure centre, please?
    - B: Sure. 4) ... and it's on the corner of Apple Street and Green Road.
  - A: I'm sorry, **5)** ...?
    - B: Green Road. Follow Green Road all the way down.

 $5 \times 3 = 15$ 

### Reading

Read the newspaper article below and answer the questions. Write in your notebook.

### A New Store in Town

For years, local residents have been complaining that there aren't enough shops in our town. Many of the old shops have closed, and it's difficult to find clothes, shoes and furniture here. We often travel to the city for these items, but all that is about to change! A new department store is opening in the town centre this Saturday. Diamond Department Store has got four floors and sells everything you can imagine! There are clothes and shoes for children, teenagers and adults, a beauty department with make-up and perfume, and a toy section. Customers can also buy furniture, from desks and chairs to wardrobes and beds. The store delivers the items to your house in a lorry for free, so don't worry about fitting everything into your car!

Diamond Department Store opens every day at 8 am and closes at 8 pm, except on Sundays when opening hours are 10 am until 4 pm. Don't miss the great deals this Saturday, though! On opening day, customers get 20% off everything in the store, and a free gift when they spend over £100! So. come down and see the new store in town!

- 1 Where do residents usually buy clothes, shoes and furniture?
- 2 When is Diamond Department Store opening?
- 3 How much does it cost for the store to deliver furniture to your house?
- 4 What time does the store usually close on Saturdays?
- 5 What do customers do to get a free gift?

 $5 \times 3 = 15$ 

For

tio

### Writing

Think of a shopping mall in your country. Write an email to your English friend in your notebook. In your email write: where the shopping mall is what shops there are & what they sell - why it is popular.

> 20 points TOTAL: 100 points

Write in your notebook.

### Self-evaluation

### Now I can ...

- talk about markets
- talk about shapes & types of buildings
- talk about shops & services
- · ask for things in a shop/respond
- ask for/give directions
- write a text about a famous buildina
- write an email about an open-air market

Good

Very good



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- 10 I have useful ideas.

Good

Very good

Excellent

### My top favourite activity









**Culture Spot** 



# 2 Long ago

### What's in this module?

### Vocabulary

- wonders of the ancient world
- artefacts
- famous people & jobs
- museums

#### Grammar

- past simple past continuous
- past simple vs present perfect
- used to would
- past perfect
- past perfect continuous
- past continuous vs past perfect continuous
- phrasal verbs: go

### Everyday English

- talking about a famous person
- Pronunciation: /s/, /∫/

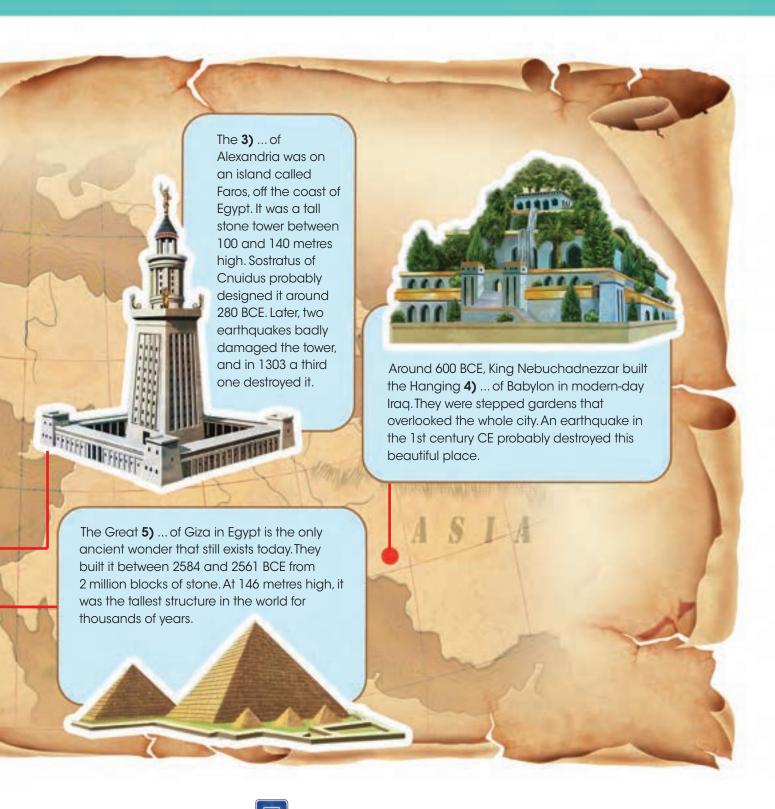
The 1) ... of Artemis at Ephesus in modern-day Turkey was about 110 metres long and 55 metres wide. They built it in 550 BCE from marble, but it had a wooden roof. In 356 BCE, a local man called Herostratus set fire to the roof and burnt the building down.

The 2) ... of Zeus at Olympia, Greece was 12 metres high. It was wood inside, with ivory skin and gold hair and clothes. The sculptor Phidias made it in about 430 BCE, but no one is sure what happened to it.



### Vocabulary Wonders of the ancient world

- Use the words below to complete the gaps (1-5). Write in your notebook.
  - Temple Gardens Lighthouse Statue Pyramid
- 2 Listen and read the texts about the wonders of the ancient world. Which one fascinated you the most? Why do you think they built it? Tell the class.



The wonders in Ex. 1 are five of the seven wonders of the ancient world.

Collect information about the other two under the headings: name – location – when they built it – interesting facts. Present them to the class.



# EUROPE'S PIRST CIVILISATION

Long ago, the people in Europe lived in communities, but they didn't know how to read or write and they often moved from place to place. The Minoans were the first people to live in an advanced society. During the Bronze Age, they lived on the island of Crete in the eastern Mediterranean. Humans first arrived there around 7000 BCE, but the Minoan civilisation was most **powerful** between 2000 and 1400 BCE.

The Minoans were farmers and skilled craftsmen. They grew crops and made jewellery, pottery and figurines. The archaeologist Sir Arthur Evans **discovered** these artefacts in the early 20th century while he was digging at Knossos. Knossos was the largest of the Minoan 'palace cities' – huge communities with homes, storerooms and workshops for artists. You can still visit Knossos today and see the ruins of the buildings and large, colourful frescoes that show animals, birds and the Minoans' daily life. Evans also discovered examples of the Minoans' writing system, Linear A, at Knossos. It is **probably** the oldest written language in Europe.

The Minoans were a very successful civilisation. They became rich by **trading** food, cloth and wood for gold, silver and precious stones. However, in the 15th century BCE, something happened. Perhaps it was a war or perhaps it was a natural disaster. Around this time, there was a huge volcanic eruption on the island of Thera, 100 km north of Crete. It was one of the biggest eruptions in human history and caused a tsunami which **struck** Crete. The exact date is unknown, but some archaeologists think it damaged its palace cities and trade routes and this made it easy for the Mycenaean people to invade Crete and take over the island.

The Minoan civilisation **ended**, but their culture influenced the Mycenaeans and, later, the ancient Greeks. A lot of things about the Minoans are still a mystery, however, which is why they still **interest** archaeologists today.

#### Check these words

- advanced
   skilled
- craftsmanartefact
- eruptiontrade route
- invadetake over
- influence

### Reading

- (P) ■1) Look at the picture. Do you recognise this ancient site?
  Where is it? Who lived there? Listen and read the text to find out.
- Match the paragraphs (1-4) to the headings (A-D). Write in your notebook.
  - A Minoan life & art

**C** What happened to the Minoans?

**B** More to learn

- **D** Who were the Minoans?
- Read the text again and decide if the statements are R (right), W (wrong) or DS (doesn't say). Write in your notebook. Then explain the words in bold.
  - 1 The Minoans lived in Europe in the Bronze Age. R
  - 2 The Minoan civilisation was very powerful around 7000 BCE.
  - **3** Sir Arthur Evans was the first archaeologist to visit Crete.
  - **4** The Linear A alphabet is similar to the ancient Greek alphabet.
  - **5** In the 15th century BCE, a volcanic eruption occurred on Crete.
  - **6** The Mycenaeans ruled Crete after the Minoans.



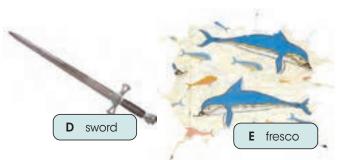






- 4 (2) (a) Look at the pictures. Listen and repeat. Then use the words to complete the sentences. Write in your notebook.
  - 1 Long ago, people wore ... to protect their bodies in battle.
  - 2 The tiny ... of the woman was only 6 cm tall.
  - **3** Have you seen the ... on the first floor of the museum? The necklaces and bracelets from Egypt are beautiful.
  - 4 This ... belonged to a king of England, but he never fought with it.
  - **5** I want to see the ancient Greek ... . I like the designs on the pots and vases.
  - **6** The ... of the birds covers the whole inside wall of the building.







### **Prepositions**

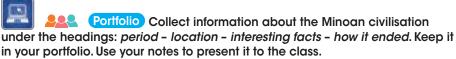
- 5 Choose the correct item. Write in your notebook.
  - 1 There are ruins from the Minoan civilisation at/on the island of Crete.
  - 2 Some people say the wheel was the greatest invention in/for history.
  - **3** The Bedouin people live in tents and move **at/from** place to place.
  - 4 The Inca civilisation ended in/at the 16th century.

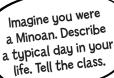
### Listening

6 Listen to two people talking about the Minoan civilisation and choose the correct item. Write in your notebook.

- 1 Maria Hobbs is a(n) TV presenter/archaeologist.
- 2 She believes Minoan **society/art** shows us that they were very advanced.
- 3 Homer wrote about Minoan dancing/theatres.
- **4** We know about the sport of bull-jumping because of **figurines/frescoes**.
- 5 Minoan art shows their **god/goddess** holding snakes.









What were you doing last night when the storm started?





- when/while/as +
   past continuous
   (longer action in
   progress) When/
   While/As she was
   watching TV, the
   power went out.
   (was watching TV is
   a longer action than
   went out)
- when + past simple

   (shorter action which interrupts the action in progress)
   Bob was surfing the Net when the lights went off. (went off is a shorter action than was surfing)

### Sequence of tenses

When an independent clause is in the past tense, any dependent clauses must be in the past tense.

John watched TV after he had dinner. (NOT: has or has had)

### Past simple - Past continuous (Revision)

We use the **past simple** for:

- an action that happened at a stated or implied time in the past. When **did** the volcano **erupt**? The volcano **erupted** at 1:17 pm.
- past habits and states.
   Rachel didn't study in Milan. She studied in Naples.
- 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, When ...?, How long ago ...?, in 2017, etc.

We use the **past continuous** for:

- an action in progress at a specific time in the past.
   Sally was walking home at 8 pm last night. Was Bob working at 8 pm last night? No, he wasn't. Steve wasn't watching the news when I came back home.
- two or more actions in progress at the same time in the past.
   Jake was washing the car while Robby was cleaning the windows.
- a past action in progress (past continuous) when another action interrupted it (past simple). Max was watching TV when the phone rang.
- background information in a story.
   The sun was shining and a cool wind was blowing.

**Time expressions:** when, while, as, all day/night/morning etc., at 10 o'clock yesterday morning/night, etc.

- Read the theory. Then read the sentences and choose the correct item. Give reasons. Write in your notebook.
  - 1 When she was young, Kate lived/was living near the sea.
  - 2 At 8:15 am, an earthquake hit/was hitting the east coast of the country.
  - 3 Alan walked/was walking to school when/while he saw a lost puppy.
  - 4 Kate put on a life jacket and **jumped/was jumping** from the sinking ship.
  - 5 Tom watched/was watching TV while Jane slept/was sleeping.
- Read the email and put the verbs in brackets into the past simple or the past continuous. Write in your notebook.

# New message Guess what 1) ... (happen) to me on holiday in Madrid last week! I 2) ... (buy) some souvenirs when I suddenly 3) ... (feel) hungry. So, I 4) ... (go) into a nearby restaurant, 5) ... (order) a pizza and 6) ... (sit) down. For some reason, the manager

souvenirs when I suddenly 3) ... (feel) hungry. So, I 4) ... (go) into a nearby restaurant, 5) ... (order) a pizza and 6) ... (sit) down. For some reason, the manager 7) ... (bring) my pizza – and then 8) ... (ask) to take a photo of me while I 9) ... (eat) it! It turned out I 10) ... (be) their one-millionth customer! In the end, I 11) ... (not/pay) for the pizza and the photo 12) ... (appear) in the local newspaper. See for yourself!



SEND





#### Past simple vs Present perfect

- We use the past simple for actions that happened at a stated or implied time in the past. Danny flew to Morocco last week.
- We use the present perfect for actions that happened at an unstated time in the past. Danny has flown to Morocco.





#### Past simple vs Present perfect (Revision)

- Read the theory. Then read the sentences and choose the correct item. Give reasons. Write in your notebook.
  - 1 Jan hasn't talked/didn't talk to Mark two days ago.
  - 2 | ate/have eaten dinner.
  - 3 Has Ian visited/Did Ian visit China last year?
  - 4 Anna has seen/saw the frescoes.
- Put the verbs in brackets into the present perfect or the past simple. Write in your notebook.
  - A: Hi, Bill. I 1) ... (not/speak) to you for weeks. How are you?
  - B: I'm fine, thanks. Actually, I 2) ... (just/come) back from holiday.
  - A: That's great. Where 3) ... (you/go)?
  - B: 14) ... (go) to visit my cousin in Edinburgh. 5) ... (you/be) there?
  - A: Not recently. 6) ... (you/have) a good time?
  - B: It 7) ... (be) wonderful. I even 8) ... (try) windsurfing!

#### used to - would

- We use *used to/would* to talk about actions that happened regularly in the past, but don't happen anymore. He <u>used to/would stay up</u> late in the evening. Did you use to stay up late in the evening? Yes, I did./No, I didn't. Would you stay up late in the evening? Yes, I would./No, I wouldn't.
- We do not use would for past states that are no longer true. We use used to or the past simple instead. He used to live/lived in Naples. (NOT: He would live in Naples.)
- Read the theory. Then complete the sentences with used to or would and the verb in brackets. In which sentence(s) can you use both? Write in your notebook.
  - 1 My dad ... (work) as a firefighter in Rome.
  - 2 ... (you/live) in the same street as Mark?
  - 3 Clare ... (not/wake up) early when she was young.
  - **4** This ... **(be)** my grandparents' favourite restaurant.
  - What did/didn't the Aztecs use to do? Use the prompts below to tell your partner, as in the example. Write in your notebook.
  - live in Africa (X) Central Mexico (✓)
     grow rice (X) cotton (✓)
  - keep cows and sheep (X) turkeys and ducks  $(\checkmark)$  trade wood (X) gold  $(\checkmark)$
  - make ships (✗) pottery (✓)
     build blocks of flats (✗) pyramids (✓)

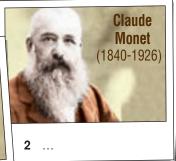
The Aztecs didn't use to live in Africa. They used to live in Central Mexico.

## 2c VOCABULARY

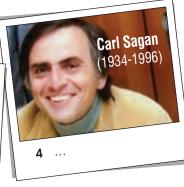
#### Famous people & Jobs

- Listen and repeat.
  - scientist pilot naturalist astronomer painter inventor
  - playwright
     singer
- Use the words in Ex. 1 to label the pictures (1-8) below. Write in your notebook.









Alexander **Graham Bell** 

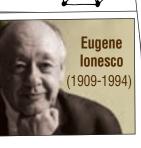
(1847-1922)



**Amelia** 

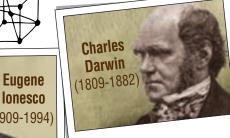
**Earhart** 

1897-1937)



5

1 . . .



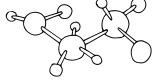
...



7 ...



8 ...





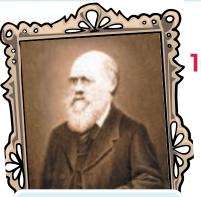


#### Hall of Fame!

Who are some famous people from Romania? Collect information and prepare a class book.

- a) Match the statements below to the people in Ex. 2. Write in your notebook.
  - 1 She was the first woman to win a Nobel Prize.
  - 2 He created a message with pictures, words and music to send into space.
  - 3 She was born in New York, USA.
  - 4 He wrote The Chairs.
  - **5** He travelled around the world on *HMS Beagle*.
  - b) Now listen and check your answers.
- Collect more information about the famous people in Ex. 2. Prepare a 'Did you know?' poster.

## **EVERYDAY ENGLISH**

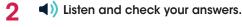


- A What was his greatest achievement?
- B What was his early life like?
- C When did he die?
- **D** When was Charles Darwin born?
- E Really? Why?
- F Where did he study?

#### Talking about a famous person

Read the dialogue and fill in the gaps (1-5) with the sentences (A-F) in the list. There is one sentence you do not need. Write in your notebook.

- Tom: Let's revise for the History test now.
- Beth: OK. I remember quite a lot from the lesson. Ask me a question.
- Tom: Alright. 1) ...
- Beth: On 12th February, 1809 in England. Your turn. 2) ...
- Tom: At Edinburgh and Cambridge Universities. Then, when he finished, he left England on the ship the *HMS Beagle* in December, 1831.
- Beth: Right! 3) ...
- Tom: The Theory of Evolution. He published it in 1859 when he wrote the book *The Origin of the Species.* 4) ...
- Beth: On 19th April, 1882 in England. I admire Darwin a lot.
- Tom: 5) ...
  - Beth: He worked out his theory by looking at plants and animals. He was a very clever person, and brave, too.



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

Work in pairs. Use the fact file below to act out a dialogue similar to the one in Ex. 1.

Name: Isaac Newton

Date/Place of birth: 25th December 1642, England

**Education:** Cambridge University

Achievements: published Mathematical Principles of Natural Philosophy

(1687) - one of the most important books in the history of science

Date/Place of death: 20th March, 1727, England

Admired for: made great discoveries in mathematics, optics and physics



#### **Pronunciation**

/s/, /ʃ/

Listen and tick (✓). Listen again and repeat. Can you think of more words with these sounds?

	/s/	/ʃ/
shake		
salt		
soup		

	/s/	/ʃ/
share		
show		
small		

## e GRAMMAR

I **had been working** on my school project for two hours when the liahts went out.



by that time.

#### Past perfect

affirmative	I/You/He/She/It/We/They had finished.
negative	I/You/He/She/It/We/They had not/hadn't finished.
interrogative	Had I/you/he/she/it/we/they finished?
short answers	<b>Yes</b> , I/you/he/she/it/we/they <b>had</b> . <b>No</b> , I/you/he/she/it/we/they <b>hadn't</b> .

#### We use the **past perfect**:

- for an action that happened before another action in the past. I had gone to bed before the storm hit.
- for an action which finished in the past and whose result was visible in the past. He **had missed** his bus, so he was really late.

**Time expressions:** before, already, after, for, since, just, till/until, by, by the time, never. etc.



Put the verbs in brackets into the past perfect. Write in your notebook.

- 1 I... (not/finish) cooking when the guests arrived.
- 2 ... (lan/buy) the tickets for the museum by the time you called him?
- 3 Jane ... (forget) her glasses, so she couldn't read the map.
- **4** My parents ... (just/return) home when it started raining.
- 5 ... (you/meet) Paul before he joined the History club?



Ask and answer questions using the prompts in Ex. 2, as in the example. A: Had they built the walls?

B: Yes, they had.

- Last year, a fire destroyed the town library and the mayor decided to rebuild it. In vour notebook write what the builders had already done and what they hadn't done yet when the mayor visited yesterday.
  - 1 build walls ( ) They had built the walls.
  - 2 install the windows (X)
  - **3** paint the doors (✓)

- 4 put up shelves (X)
- 5 tile the roof (✓)
- 6 plant flowers (X)

#### Past perfect continuous

affirmative	I/You/He/She/It/We/They had been working.
negative	I/You/He/She/It/We/They had not/hadn't been working.
interrogative	Had I/you/he/she/it/we/they been working?
short answers	<b>Yes</b> , I/you/he/she/it/we/they <b>had</b> . <b>No</b> , I/you/he/she/it/we/they <b>hadn't</b> .

#### We use the **past perfect continuous**:

- to put emphasis on the duration of an action that happened before another past action or before a stated time in the past.
  - Anna had been waiting for an hour before the bus arrived.
- for an action which lasted for some time in the past and whose result was visible in the past.

He was out of breath because he had been running up the stairs.

**Time expressions:** for, since, how long, before, until, etc.





## Past continuous vs Past perfect continuous

- We use the past continuous for:
   a) an action in progress at a specific time in the past. She was watching TV at 8 o'clock last night.
- b) a past action in progress when another action interrupted it. She was watching TV when the lights went out.
- We use the past perfect continuous:
  - a) for an action which lasted for some time in the past and whose result was visible in the past. She had been working all day in the garden, so she was exhausted.
  - b) to put emphasis on the duration of an action that happened before another past action or before a stated time in the past. She had been working in the garden for three hours when it started raining.

### Story!

Continue the story.
Use past tenses.
Write in your notebook.

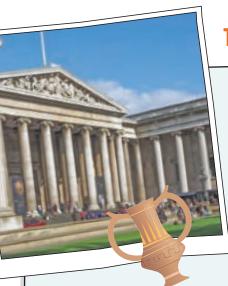
Tom had been working on his laptop for three hours before ...

- 3 Use the phrases in brackets to make sentences, as in the example. Write in your notebook.
  - 1 The rescuers were exhausted. (look for survivors all night)
    The rescuers were exhausted because they had been looking for survivors all night.
  - 2 Matt's clothes were dirty. (work in the garden all morning)
  - 3 Kate was sunburnt. (stand in the sun all afternoon)
  - 4 Tim had a headache. (work on his computer all day)
  - 5 Lily was bored. (wait for the train for two hours)
- 4 Complete the dialogue using the past perfect continuous. Write in your notebook.
  - A: 1) Had you been waiting (you/wait) long at the café before you got my text message?
  - B: No, I 2) ... (only/sit) there for five minutes. So, why did you want to meet here at the park instead?
  - A: Well, I thought the weather was too nice to sit inside. And I needed some fresh air because I 3) ... (revise) for my exams until just an hour ago.
  - B: I know what you mean. I 4) ... (read) my course books for hours last night and then I got a headache. Anyway, how was your History exam this afternoon?
  - A: Not great. I 5) ... (study) hard for it all week, but I still wasn't prepared enough.
  - B: What do you mean?
  - A: Well, I 6) ... (expect) some questions on the French Revolution, but there weren't any. I revised the wrong topic.
  - B: Oh no! That's a pity.

#### Past continuous vs Past perfect continuous

- Put the verbs in brackets into the past continuous or the past perfect continuous. Write in your notebook.
  - 1 Mark ... (work) for six hours before he took a break.
  - **2** My sister... **(not/sleep)** when the earthquake happened. She ... **(study)** for her Maths exam.
  - 3 Her eyes were red because she ... (cry).
  - 4 I saw Sam and Julie yesterday morning. They ... (sit) in a café.
  - 5 How long ... (Mary/wait) outside the cinema?
  - 6 ... (you/dig) for a long time before you discovered that ancient pottery vase?
  - 7 ... (they/work) in the garden when the rain started?
  - 8 Paul ... (tidy) his room for three hours before he had lunch.

## **ACROSS CULTURES**



#### Reading

1) Look at the pictures. What can you see in each? Listen and read to

### The British Museum, UK



Are you a history fan? If you ever find yourself in London, you should visit the British Museum! It opened in 1759, after the government had **announced** that Britain needed a free museum for the public. These days, there are about 8 million artefacts inside the British Museum, from a stone tool that is 2 million years old to a solar-powered lamp from the 21st century!

Visitors can **explore** the museum with an audio guide or enjoy a free guided tour. There are also backpacks for children with worksheets, activity cards and objects inside to help them learn about the artefacts and have fun. There are also workshops, performances and digital tours you can take on one of the museum's tablets.

The British Museum is free to **enter**, just as it was when it first opened its doors, it has always been popular, but these days it has more than 6 million visitors every year! There's so much to see that some people come back again and again.

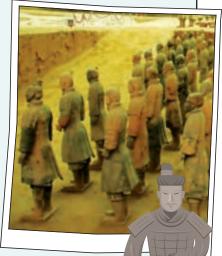
### The Terracotta Army Museum, China

42 km east of the city of Xi'an stands an army of 8,000 soldiers. They have been standing there for over 2,000 years! These soldiers are clay, and Qin Shi Huang, the first Emperor of China,

ordered his workers to make them to guard his tomb. Over time, people forgot about them. Then, in 1974, some Chinese farmers were digging in the area when they discovered the soldiers. Five vears later, the government built the Terracotta Army Museum.

The clay soldiers were under the ground when the farmers discovered them. Archaeologists dug around them, but they didn't move them, so they are in pits and visitors look down on them. The soldiers are mostly life-sized – between 1.7 and

2 metres tall – although the biggest ones reach 2.5 metres. What's amazing is that the figures all have different features and expressions. It's no wonder Qin Shi Huang's craftsmen had been working on the project for nearly 40 years before they completed it! After visitors have seen the warriors, they can go on to see bronze chariots, horses and 10,000 weapons that archaeologists also discovered at the site. Audio guides are available for visitors, and the Terracotta Army Museum also **runs** its own guided tours. It takes two to three hours to explore the museum, and a ticket costs 150 yuan (about £16). It's worth it, however, to see one of the most famous sights in China.





Read the article and choose the correct answer (A, B or C). Write in your notebook. Then explain the words in bold.

- 1 The oldest object in the British Museum is
  - **A** from the 21st century BCE.
  - C 8 million years old.

- **B** 2 million years old.
- 2 Why does the British Museum give backpacks to children?

  - A to help them explore the museum
- **B** to put artefacts in

- **C** as souvenirs
- **3** Most of the soldiers in the Terracotta Army
  - **A** are over 2.5 metres tall.
- **B** are the height of a real person.
- C look the same as each other.
- 4 What does the writer think about the price of a ticket for the Terracotta Army Museum?
  - A It's a fair price.

- B It's very cheap.
- C It should cost less because there's not much to see.





#### **Check these words**

- tool solar-powered
- terracotta soldier
- emperor pit life-sized
- feature chariot



Think Which museum would you like to visit? Why?

#### Vocabulary Museums

- Complete the sentences. Use: tour, cloakroom, fee, display, oil, gift. Write in your notebook.
  - 1 How much is the admission ...?
  - 2 What time does the next guided ... start?
  - **3** Are the Egyptian artefacts on public ...?
  - 4 Can we leave our coats in the ...?
  - 5 Where's the collection of ... paintings?
  - 6 Is there a ... shop?
- Read the phrasal verbs box. Then complete the sentences with the correct particle in your notebook.
  - 1 Visitors can watch an educational video and then go ... to explore the museum.
  - 2 I wake up at 6:00 every morning when my alarm clock goes ....
  - 3 Our dog ran off while we were walking in the park and my dad went ... it.

#### Listening

6 (1-5). Write in your notebook.

Name: Victoria and Albert Museum (V&A)

Location: 1) ..., London

History: Queen Victoria laid the first stone of the building in 2) ...

What's inside: 2.3 million artefacts including 3) ..., clothing, jewellery, art and books

Activities: free guided tour, backpacks for children, world's first museum 4) ...

Tickets: entry is 5) ...

#### **Speaking**

7 Use the information in Ex. 6 to present the museum to the class.

#### Writing (a blog entry)

Portfolio Collect information about a famous museum in your country.

Make notes under the headings: name – location – what visitors can see & do – tickets. Use your notes to write a blog entry about it for the class blog. Keep it in your portfolio.

### **Phrasal Verbs**

go after = chase
go on = continue
go off = explode; make
a sudden noise



The Natural History Museum is in London. Its 80 million artefacts teach visitors about the history of plants, animals, the Earth and our solar system. Entry is free.



Is there a similar museum in your country?

## **CLIL (HISTORY)**

#### **Reading & Listening**

1 When did the ancient Egyptian civilisation start and end? What jobs did people in ancient Egypt have? Listen and read to find out.





From around 3100 BCE to 30 BCE, ancient Egypt was a great civilisation in North Africa. The River Nile was at the centre of ancient Egyptian life. A lot of the land was **desert**, but near the river there was good soil. Every summer, the river flooded, and this brought water and new soil to the land. The Egyptians grew wheat for bread, flax for cloth and papyrus for paper in this rich soil. They planted garlic, onions and cucumbers, and caught fish from the river to eat. They also used to transport gold, papyrus and cloth to the Mediterranean, where they traded it with other people.

Most people in ancient Egypt were farmers, but some worked as carpenters, weavers and potters. They were very **skilled** at their jobs. Usually, children learned to do the same jobs as their parents. Some children – almost always boys – went to school. They had lessons in Maths and learned how to read and write hieroglyphics. This was the ancient Egyptian writing system – it used pictures instead of letters.

The ancient Egyptians were a very **advanced** people. By the time their civilisation ended, the Egyptians had built pyramids, statues and temples that are still wonders of the world today. They had been creating beautiful art and impressive architecture for 3,000 years, but their amazing civilisation was nothing without the River Nile.



soil • wheat • flax • cloth • papyrus • rich • transportcarpenter • weaver • potter • impressive



Read again and decide if the statements are R (right), W (wrong) or DS (doesn't say). Write in your notebook. Then explain the words in bold.

- 1 Most of the land in ancient Egypt had good soil.
- 2 The River Nile flooded every year.
- 3 The ancient Egyptians made cloth from papyrus.
- 4 The most common job in ancient Egypt was farming.
- 5 The ancient Egyptian writing system took years to learn.





What did the Egyptians invent? Collect information, then prepare a quiz for your classmates. Write in your notebook.



Read the text again and make notes about ancient Egypt under the headings: agriculture – jobs – education. Use your notes to write a short summary about ancient Egypt. Make three mistakes. Read your summary to the class. The class corrects the mistakes.



#### **Investigation**

Collect information about an ancient European or Asian civilisation and complete the table in your notebook.

Name	Period	Location	Interesting facts	How it ended	









Where can you see ruins/artefacts from the ancient civilisation in Ex. 1? Post a map on a bulletin board and write reasons to visit the places.

like a tree without roots."

#### Presentation skills See p. 117

Use your notes in Ex. 1 to present the ancient civilisation to the class.



What history teaches us

Think Explain the quotation.

"Study the past if you would define the future." Confucius

"A people without the knowledge of their past history, origin and culture is

## 2 REVISION & EVALUATION

#### Vocabulary

- Choose the correct item. Write in your notebook.
  - 1 This clay vase is a great example of ancient Chinese pottery/jewellery.
  - 2 My favourite playwright/painter created this beautiful portrait.
  - 3 David Attenborough is a famous British astronomer/naturalist. He has studied plants, animals and the planet for seventy years.
  - 4 The Minoans painted this figurine/fresco on the wall of the Palace of Knossos around 1400 BCE.
  - 5 Who was the inventor/scientist of the telephone?

 $5 \times 2 = 10$ 

- Choose the correct item. Write in your notebook.
  - 1 I'd love to see the statues **on/at** Easter Island.
  - 2 The British Empire was the largest empire of/in history.
  - 3 Marie Curie studied Physics and Mathematics. She went off/on to discover the elements Polonium and Radium.
  - 4 The Inca civilisation was most powerful in/at the early 16th century.
  - 5 Cats always go on/after birds; it's in their nature.

 $5 \times 2 = 10$ 

#### **Grammar**

- 3 Choose the correct item. Write in your notebook.
  - 1 When you were a child, did you **use/used** to visit Crete every summer?
  - 2 At ten o'clock yesterday evening, we watched/ were watching a documentary.
  - 3 When I was ten, I would read/was reading about the ancient Egyptians for hours.
  - 4 Anna didn't used/use to like History when she was at school.
  - **5 Would you go/Were you going** to museums often when you were young?

 $5 \times 2 = 10$ 

- 4 Put the verbs in brackets into the correct past tense. Write in your notebook.
  - 1 We were very late, and the tour bus ... (already/leave) before we arrived.
  - 2 How long ... (Sam/work) at the museum when they made him head of the Egypt Collection?
  - 3 Ivan ... (take) photos of the temple while Daniel was reading the museum's leaflet.
  - **4** I... **(not/visit)** Greece until I went there on a school trip last summer.
  - 5 The archaeologists were excited because they ... (look) for the ancient ruins for years.

 $5 \times 2 = 10$ 

#### Listening

5 Listen and complete the gaps. Write in your notebook.

Name: Warwick Castle

Location: south-east of 1) ...

**History:** William the Conqueror built it in 2) ...

**Activities:** watch an archery show, walk along the castle walls and climb the towers, have a **3)** ...-fighting workshop

**What's inside:** furniture and **4)** ... collections, castle dungeon

Tickets: £16.00, special price for school trips £ 5) ... per

student

 $5 \times 2 = 10$ 

#### **Everyday English**

- Match the sentences to make exchanges. Write in your notebook.
  - 1 Why do you admire Charles Lindbergh?
  - 2 Where did he study?
  - 3 When was he born?
  - **4** What was his greatest achievement?
  - **5** What was his early life like?
  - He was the first person to fly from New York to Paris without stopping.
  - He was very brave and he showed the world what planes could do.
  - He lived with his mother, a chemistry teacher.
  - d At flying schools in Nebraska and Texas.
  - e 4th February, 1902.

 $5 \times 3 = 15$ 

#### Reading

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

#### Life in a High-Tech Society ... 40 centuries ago?

When we think of ancient times, we often think of people living in basic conditions in simple villages. Well, that wasn't always the case. Arkaim is a mysterious ancient town in Russia, just north of the

border with Kazakhstan, that tells a different story. In 1987, the government was planning to flood the area and they sent scientists to work out the best way to do it. As they were flying over the area in a helicopter, they noticed huge circles with a structure in the middle. Archaeologists came to check the place and were very surprised by what they found.

The structure was a town, Arkaim, and it is as old as the ancient civilisations of Babylon and Egypt. Archaeologists believe the people of this civilisation were very intelligent and maybe knew things we don't know today. They used a material that didn't burn easily to build their homes. Their engineers built a system to protect the city from floods and canals to bring water to the fields. They built their town at the centre of two circles. No one knows why they chose to create them. Some people even believe that the circles were runways for alien spacecraft! The real reason for the circles remains a mystery, just like the fall of the Arkaim. After living there for 200 years, the people burnt the town down and left.

So, what do you think? How did these ancient people become so advanced? Were they from another world? Why did they leave the town? Many people would like to know the answer to these questions, but for the moment Arkaim is keeping its secrets.

- 1 Arkaim is in Kazakhstan.
- 2 The area around Arkaim often floods.
- 3 Scientists first saw Arkaim from the air.
- **4** The people of Arkaim had a special system to water crops.
- 5 The town burnt down 200 years ago.

 $5 \times 3 = 15$ 

#### Writing

Imagine you visited the castle in Ex. 5. Write a blog entry about your visit.

20 points Total 100 points Write in your notebook.

#### Self-evaluation

#### Now I can ...

- talk about wonders of the ancient world
- · talk about artefacts
- talk about famous people & jobs
- talk about museums
- talk about a famous person
- · write a text about the Minoan civilisation
- · write a blog entry about a museum

Good

★★ Very good Excellent

### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 Linteract with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

Good

★★ Very good Excellent

### My top favourite activity









**PROJECT** 

**Culture Spot** 



## **Entertainment &** mass media

#### Vocabulary **Types of media**



#### What's in this module?

#### Vocabulary

- types of media
- types of literature
- TV programmes & films

#### Grammar

- future simple
  - be going to
- present simple/ present continuous (with future meaning)
- future in the past
- conditionals (types 1, 2, 3)
- phrasal verbs: keep

#### · Everyday English

- expressing opinions (likes/dislikes)
- inviting proposing/ suggesting
- Pronunciation: /e/, /æ/





## 3a READING

#### Reading

- a) Look at the pictures. Which shows: a lion? a mouse? a centaur? a minotaur? a wolf?
  - b) (P) (1) What is special about them? Listen and read to find out.



Welcome to the magical world of Narnia, a land of mythical creatures and talking animals. Narnia is the setting of the best-selling series of fantasy books by C.S. Lewis. There are seven books in total. Some of the books, like *The Lion*, the Witch and the Wardrobe and Prince Caspian: The Return to Narnia, are very popular films. Many unusual creatures live in the land of Narnia. Let's meet some of them ...

Aslan, the great lion, is the creator and king of Narnia. He has magical powers and uses them for good. He is very wise and kind but can also be quite dangerous. One of Aslan's loyal followers is Reepicheep, the talking mouse. He may look small, furry and cute, but he is a brave knight who can fight very well with a sword!

Narnia has some fascinating mythical creatures too. High in the sky, gryphons fly about. These magnificent creatures have the body of a lion but the head and wings of an eagle. Gryphons are soldiers in Aslan's army along with centaurs. Centaurs are also strange creatures that are half-man and half-horse. They run quickly and are usually generals in Aslan's army because they are very clever. They study the stars and sometimes use them to guess the future.

Not all creatures in Narnia are good, though. Minotaurs are enemies of Aslan. They are quite frightening creatures, with the body of a human, but the head of a bull. Minotaurs are stronger than the other animals in Narnia. Another enemy of Aslan is the talking wolf, Maugrim. As the leader of the wolves in Narnia, Maugrim can be extremely dangerous. He works for the White Witch, an evil woman with dark magic of her own. She wants to take over Narnia and become queen, and asks strange and terrifying creatures to help her. Many of Narnia's evil creatures join the White Witch, but there are more good ones to fight back.

With all these fascinating creatures, Narnia is a place full of adventure. Why not pick up one of C.S. Lewis's books and see for yourself?







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

- 1 The writer of the Narnia books is ....
- 2 The king of Narnia is ....
- 3 Reepicheep can ....

- 4 Gryphons can ....
- **5** Centaurs look strange because ....
- **6** Maugrim works for ....

#### **Check these words**

- escapesetting
- best-sellingwiseloyal
- follower furry knight
- fight sword soldier
- armygeneralenemy

### Speaking

Make notes in your notebook under the headings: what Narnia is – talking animals – mythical creatures. Use your notes to present Narnia to the class. Evaluate your classmates' presentations.





Take the roles of C.S. Lewis and one of the characters from Narnia. Ask the author auestions about your character and explain what you like about it. Write the interview.

#### Vocabulary **Types of literature**

◀)) Look at the pictures. Listen and repeat. Which types of literature are fiction? non-fiction?

Action and adventure is fiction.









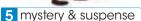
1 action & adventure

2 fairytales

3 science fiction

4 biographies











8 legends

#### **Prepositions**

- 5 Choose the correct item. Write in your notebook.
  - 1 Mr Tumnus is a faun. He lives at/in Narnia.
  - 2 He has got a man's head and body and the legs from/of a goat.
  - **3** He is an enemy **of/to** the White Witch, but he is afraid of her.
  - 4 When the White Witch catches Mr Tumnus, Aslan saves him along for/with a girl, Lucy.

#### **Speaking & Writing**

- Think (Portfolio) Imagine you are writing a novel. Think of a special character that appears in it. What does he/she look like? What is he/she like? What can he/she do? Write a short text. Present the character to the class. The class votes for the best character. Keep it in your portfolio.
- In groups, create another world with talking animals and mythical creatures. Think about: its name - where it is - what animals there are - what they can do. Create an advertisement of your world. Present it to the class. Evaluate each group's presentation.

## Drama Club



Think of your favourite novel. Choose a chapter and dramatise it for the school drama club.

## 3b GRAMMAR

Let's go and see that new horror film tomorrow. You'll



# SUMMER PLANS

## Discuss, as in the example.

- A: Are you going to travel abroad this summer?
- B: Yes, I am.
- A: Where are you going to go?
- B: London.
- A: Will you go to the ...?
- B: ..
- A: Will you take ...? etc.

#### Future simple - be going to

#### We use the **future simple** for:

- on-the-spot decisions. I'm too tired. I won't go out tonight.
- predictions based on what we think (with the verbs think, believe, hope, expect, guess, etc.). I think people will spend more time watching TV in the future.
- promises, warnings, hopes and offers. When will you be back? I'll be back in an hour. Don't worry. I'll help you with your project.

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

- predictions based on what we see or know. Watch out! You're going to fall.
   Look at the sun! It's not going to rain today.
- plans and intentions. Are you going to buy this new laptop now that you have the money? No, I'm not. I'm going to buy a new computer instead.

**Time expressions** for the **future simple** and **be going to**: tomorrow, the day after tomorrow, tonight, soon, next week/month/year, etc. in a week/month/year, etc. in two/three days/weeks, etc.

- Read the theory. Then read the sentences and choose the correct item. Give reasons. Write in your notebook.
  - 1 I'm going to buy/'ll buy a new phone charger tomorrow.
  - 2 Turn the music down or I'll tell/'m going to tell Mum.
  - 3 Your laptop's very old. It isn't going to run/won't run the software.
  - 4 I believe that everyone will attend/is going to attend online schools in the future
  - 5 Anna is late. I'll call/'m going to call her to find out where she is.
- Fill in the gaps with the verbs in brackets into the correct form of the future simple or be going to. Write in your notebook.
  - 1 A: It says here that the Mayor ... (visit) the opera house tomorrow.
    - B: I know. It ... (re-open) after it closed for repairs.
  - 2 A: Have you got any magazines you want me to take to the recycling centre?
    - B: I'm not sure. I ... (have) a look.
  - **3** A: Our school ... (put on) a performance of *Annie* this Sunday.
    - B: Really? I ... (come)!
  - **4** A: There's a documentary about celebrities on TV tonight.
    - B: I know, at 7 o'clock. I ... (not/watch) it, though.
  - **5** A: What do you think Peter ... **(do)**?
    - B: I believe he ... (not/come) with us.
  - 6 A: I'm tired.I ... (go) home.
    - B: OK! I ... (come) with you.
  - **7** A: Watch out! You ... (drop) the vase.
    - B: I'm sorry. I think I ... (have) a rest.



#### Present simple vs Present continuous

We use the present simple for timetables and schedules. The film starts at 9:00 p.m. We use the present continuous for fixed arrangements in the near future. Tom is catching a plane to Italy tomorrow morning.

#### **TECH WEEKEND**

In groups, suggest ways to organise a tech weekend at your school. Use future tenses. Present your ideas to the class. The class votes for the best suggestions.



#### The future in the past

We use the following patterns to talk about the future from a time in the past.

- would: The students were excited. The party would be fun.
- was/were going to: He was going to go to medical school, but he didn't get a scholarship.

#### Present simple/Present continuous (with future meaning)

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



Jerry & Bob theatre/Friday evening/outside theatre — 8:30 Kate & Laura shopping/London -Saturday/bus - 9:20

- 1 This Friday, Sam ... (fly) to Rome. His plane ... (leave) at 9:30.
- 2 Jerry and Bob ... (go) to the theatre this Friday evening. They ... (meet) outside the theatre at 8:30.
- **3** Kate and Laura ... (visit) London this Saturday. The bus ... (arrive) there at 9:20.
- Put the verbs in brackets into the correct form of the future simple, be going to, present simple or present continuous. Write in your notebook.
  - 1 Lisa really hopes her older brother ... (give) her his old smartphone.
  - 2 I... (chat) with my friends online later today.
  - **3** Lucy and Joe ... **(take part)** in a science competition next month.
  - 4 Kate loves technology. I think she ... (become) an inventor one day!
  - **5** I promise I ... **(send)** you a text message when I arrive.
  - **6** What time ... (the concert/begin)?
- Complete the sentences about you using the future simple, be going to or the present continuous. Write in your notebook.
  - 1 This afternoon, ....
  - 2 In 50 years, I believe ....
  - 3 Next summer, I ...

- 4 At the weekend, I....
- **5** I hope ....
- 6 I promise ....
- Read the theory. Then read the sentences and choose the correct item. Write in your notebook.
  - 1 The bookshop bought 400 copies of her novel because they thought it will be/would be a success.
  - 2 Ben didn't sign up for summer camp because he **would/was going to** take a creative writing course instead.
  - 3 I was sure you wouldn't/weren't going to come to the library yesterday.
  - 4 I'm sorry I lent your magazine to Ellen. Were you going to/Would you read it this weekend?
  - 5 I wasn't going to/wouldn't go to the cinema last night, but I changed my mind.

## 3c VOCABULARY

#### **TV programmes & films**

- 1 Listen and repeat. Which types of TV programmes/films can you see in the pictures? Write in your notebook.
  - documentary
     sitcom
     science fiction
     soap opera
     cookery show
  - animated film/cartoon game show thriller horror film chat show
  - comedy action & adventure nature programme romance fantasy
  - drama reality show the news sports show



Watch a TV programme. Complete a fact file about it. Tell the class.

#### **Expressing opinions (likes/dislikes)**

- Use the adjectives to discuss TV programmes/films, as in the example.
  - great silly interesting childish good fantastic terrible OK not bad
  - educational
     awful
     amusing
     funny
     boring
  - A: What do you think of comedies?
  - B: I find them boring. I prefer action & adventure films. What do you like watching?
  - A: I love science fiction films. I think they are fantastic.
  - B: Me too!



#### Invitina

- Let's ....
- · How about ...?
- Would you like to ...?

#### Accepting

- Sure, I'd love to.
- · Sounds good.
- · Why not?

#### Rejecting

- I'm afraid I can't.
- Sorry, I can't.
- · Thanks, but not today.



Create vour own TV quide. Think about: name of channel, programmes, times. Write in your notebook.

## Note!

#### Phrases to ask sb to rephrase/repeat a message

- · Sorry. Which ... did you say?
- · Can you repeat that, please?
- Sorry, I didn't catch that. Can you repeat it?

#### Inviting - Proposing/Suggesting

■)) John and Lucy are trying to decide what to watch on TV. What programme do they choose to watch? Listen and read to find out.

John: Hi, Lucy! Would you like to come to my house after school?

Lucy: Sorry, I can't. I've got a piano lesson.

John: How about coming over after that?

Lucy: Sure, I'd love to!

John: There's a reality show on TV at 6:00. Do you want to watch it?

Lucy: Not really. Reality shows are boring. What else is on?

John: Well, there's a documentary on about Madagascar.

Lucy: I don't mind. What channel is it on?

John: Channel 1.

Lucy: Sorry. Which channel did you say?

John: It's on Channel 1.

Lucv: What time is it on?

John: 7:05.

Lucy: Let's watch that.

Listen to the dialogue in Ex. 1 again. Take roles and read it aloud.

Act out a similar dialogue. Use the dialogue in Ex. 1 as a model and the TV guide below.



#### **Pronunciation**

/e/, /æ/



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

/e/ bed, met, pet /æ/ bad, mad, cat

## 3e GRAMMAR

When we **move** into our new house, I'll join the local drama club.



Play in teams. You say a capital city. The other team completes

I had some free time.

I'd join it, too.

**Team A \$1:** If you go to Rome,

the sentence.

**Team B S1:** you'll see the Colosseum.



#### Conditionals (Types 1, 2, 3)

#### Type 1

We use *if* + present simple, *will/can/may/might* + infinitive without *to* for situations that are possible in the present/future. If you like documentaries, you will enjoy the new TV show on Channel 2.

#### Type 2

We use *if* + **past simple**, *would* + *infinitive* without *to* for situations that are not real in the present/future, and advice. If I had more free time, I would read more books. If I were/was you, I'd help them. (advice)

#### Type 3

We use *if* + past perfect, *would/could/might have* + past participle for situations that were not real in the past. If you had taken the bus, you wouldn't have been late for school.

- We don't use a comma when the if-clause follows the main clause.
   The baby will wake up if you turn the TV on.
- unless = if not **Unless** we hurry up, we will miss the beginning of the film. (If we don't hurry up.)

#### Type 1

Put the verbs in brackets into the correct tense, present simple or future simple. Write in your notebook.

- 1 If we ... (advertise) the product online, demand ... (increase).
- 2 The teacher ... (explain) it to you if you ... (ask) him.
- 3 I ... (not/lend) you my laptop if you ... (not/be) careful with it.
- 4 1... (come) to your party if my parents ... (let) me.
- 5 If I ... (see) Joe tonight, I ... (tell) him the good news.
- 6 If Kathy ... (come) to visit, we ... (order) pizza for dinner.

#### **7** Fill in unless or if. Write in your notebook.

- 1 ... you are busy, we can watch the reality show together.
- 2 ... you want to have some fun, you will love this show!
- **3** You will catch a cold ... you wear your coat.
- 4 I'll go out tonight ... I finish work early.
- 5 ... you charge your phone, it will stop working.

#### Type 2

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

- 1 If I ... (have) more free time, I would exercise more often.
- 2 We ... (hang) out more if I lived closer.
- **3** If I ... **(be)** you, I would stay at home and get some rest!
- 4 If the students in this class ... (learn) how to work as a team, they would have better results.
- 5 I would replace all the computers in the school if I ... (be) the headmaster.



CHAIN STORY: Continue the story.

If John won the lottery, he would have a lot of money. If he had a lot of money, ...

Think Complete the sentences about yourself. Tell your partner.

- 1 If I am not busy,
- **2** If I had studied harder, ...
- 3 If I found a wallet,
- 4 I would have gone to the park
- 5 I would have called you ...
- **6** If I finish my homework early,

...



If I were a president!
Tell the class what
you would do.
The class votes for
the best plan.

#### Type 3

- Put the verbs in brackets into the correct tense. Write in your notebook.
  - 1 If he ... (have) enough money, he'd have bought a new TV.
  - 2 She ... (not/be) late if she had left on time.
  - 3 If we ... (book) tickets online, we'd have paid less.
  - **4** They ... **(come)** to the event if we had invited them.
  - 5 If I ... (not/ask), they wouldn't have known how to find the electronics shop.

#### Types 1, 2, 3

- Expand the prompts into complete sentences, as in the example. Write in your notebook.
  - 1 if/my parents/have enough money → they/buy me/a laptop (Type 2) If my parents had enough money, they would buy me a laptop.
  - 2 unless/you/leave now → you/not be there on time (Type 1)
  - 3 if/you/not/stay up/late/last night  $\rightarrow$  you/wake up/early (Type 3)
  - **4** if/Natalie/not have the time → she/not visit her cousin (Type 2)
  - 5 unless/we do our homework  $\rightarrow$  our parents/not let us go to the party (Type 1)
  - **6** if/he/save/money → he/buy/that smartphone (Type 3)
- 6 Put the verbs in brackets into the correct tense. Identify the type of conditional. Add commas where necessary. Write in your notebook.
  - 1 If I were you I ... (volunteer) abroad.
  - 2 If I ... (not/wake up) on time I will get a taxi to work.
  - 3 I... (stay) in a resort if I go to Africa.
  - 4 Sam wouldn't have been late if he ... (get up) earlier.
  - 5 The prices won't go down unless the sales ... (start).
  - 6 Polar bears ... (not/have) their natural habitat if the ice caps melt.
  - 7 If I had seen them cut down the tree I ... (stop) them.
  - 8 I would travel the world if I ... (win) £10,000.
- Put the verbs in brackets into the correct tense. What type of conditional is each sentence? Write in your notebook.
  - 1 A: If we had the technology, we ... **(be)** able to live on Mars.
    - B: True, but would you really want to?
  - 2 A: Tom's car broke down and he missed the interview.
    - B: If he'd taken a taxi, that... (not/happen).
  - **3** A: What ... **(your boss/say)** if you're late for work again?
    - B: I don't want to think about that!
  - **4** A: They say that we'll have robots to do our housework in the next ten years.
    - B: I... (buy) one of those if they're cheap enough.
  - **5** A: If you visit the planetarium, ... **(you/get)** me something from the gift shop?
    - B: Sure.

## **ACROSS CULTURES**

#### Reading

- Name some popular teen magazines in your country. What are they about? e.g. fashion, sports, etc.
- The British teengaers below are looking for a magazine to read. Find the key words in their descriptions. Then listen and read the descriptions of seven magazines. Decide which magazine is best for each teenager.



Rachel likes to read the work of people from her own age group. She enjoys writing and cares very much for animals and nature.

Paul is a keen sportsman. He supports Arsenal and loves to know what his favourite players are doing or saying.





3 Sue likes reading about issues young people are facing. She is interested in the human body and has fun doing crosswords.

4 Katy enjoys reading about clothes and famous people. She also wants tips on how to look pretty.





**5** Adam's favourite school subject is Science. Sometimes he takes photographs of the night sky.

player rating

### **Check these words** caregrow up beautyleadinclude



Girls' Life is a teen magazine with tips on life in general. It has a very useful advice section that helps girls with the problems of growing up, both physical and emotional. There are lots of pages on entertainment, style and puzzles, so GL is great for learning and playing.

Upfront is a news magazine for high school students. Teachers often use it in class to help with their students' reading skills. At school or home, readers can learn about things happening in their own country and all around the world.

Young people who want to keep up with the latest news on football, rugby or cricket can buy **Sports Teen**. There is also a colourful website with games, videos and more.

Seventeen is the longest-running magazine of its type. It is still hugely popular for youngsters wishing to read about fashion, beauty, health and, of course, celebrities. The magazine always has the hottest film, TV and music stars on the front cover.

Where did humans come from? Did hobbits really exist? What is DNA? Odyssey is the perfect place to go for answers to questions like these. It leads its readers in all directions, from mystery photos to new books like Mind-Boggling Astronomy.

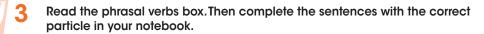
Teenagers write *Teen Ink*. It includes a range of subjects such as poetry, articles, essays and book reviews. The magazine is American, but the website means young people everywhere can write in. There are pages on art, photography, health and the environment.



**Match** is the biggest-selling teenage football magazine in the UK. Every week it includes interviews with famous footballers, quizzes, results tables and player ratings.

### **Phrasal Verbs**

keep up with = move at the same speed, cope with changes keep on = continue **keep off** = stay away, prevent from stepping/ climbing on sth



- 1 My sister keeps ... watching the same film again and again.
- **2** With so many new forms of entertainment, it's hard to keep ... all of them.
- **3** Everyone must keep ... the stage during performances.

#### Listenina

- Listen to five British teenagers talking about their favourite types of magazines. Match the speakers to the sentences (A-F) below. One sentence doesn't match. Write in your notebook.
  - A This person likes to learn how to look good.
  - **B** She thinks this magazine is perfect for girls.
  - C This speaker reads about singers and rock stars.
  - **D** He buys a sports magazine every month.
  - **E** She reads this magazine for details about famous people.
  - The speaker says this magazine is great for young writers.

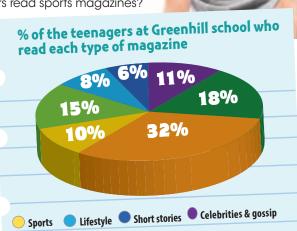
#### **Speaking**

- a) Look at the pie chart and answer the questions in vour notebook.
  - 1 What is the most/least popular type of magazine among teenagers at Greenhill School?
  - 2 Which magazines have a similar percentage of readers?
  - **3** What percentage of teenagers read sports magazines?

#### b) Use the pie chart to complete the sentences in your notebook.

- 1 The majority of teenagers read ....
- 2 A lot of teenagers .... 15%
- **3** Some teenagers ....
- **4** A few teenagers ....
- **5** Very few teenagers .... Only 6% ....

Writing (a report) \*



Comic books Music/Film General interest/ hobbies

## similar organisation in

Do a survey in your classroom to find out what types of magazines each person likes the most/least. Write a short report about magazines that teenagers like. Start like this: Teenagers enjoy reading magazines in their free time. Swap reports with your partner. Evaluate his/her report.



The BBC is the public broadcaster in the UK. It runs TV channels, radio stations and websites, as well as reporting the news both in the UK and abroad. It also produces sitcoms, dramas and documentaries.



Is there a your country? **Collect information** in groups. Tell the class.

## CLIL (MUSIC)

#### Reading & Listening

- Listen and number the musical instruments below in the order you hear them.
  - · piano · trumpet · violin · flute · saxophone · banjo · guitar · harp · drums
- Listen to some piano extracts. Which of them is: loud and fast? quiet and slow?





## Millennial Music



While most Millennials (those people born between 1981 and 1996) listen to modern music, a 1) .... of them secretly prefer the tunes they grew up with. Let's take a look at the music of a generation!

**Pop: 2)** ... great pop hits contain two main elements: a verse-chorus formula, and the use of changing dynamics – that's how loud or quiet a piece of music is. Pop songs also use tried-and-tested patterns of **notes** and **chords**. The way they sound together gives us the harmony which sounds good to everyone's ears. Even if you don't know 3) ... about music, you'll know when a song isn't in harmony because it will sound terrible!

**Rock:** Rock songs can use all kinds of instruments, but there are a 4) ... which you can hear in almost all rock music: drums and electric guitars. A lot of rock songs have the same rhythm too. This means 'musical time'. In rock, the rhythm is often one strong beat followed by three weaker ones. We can play rock at different **speeds**. For example, many rock songs are fast, but 5) ... – usually rock ballads – are slow. We call the speed of the music the **tempo**.

Rap: There aren't 6) ... rules for writing rap, but most rappers take pride in their clever lyrics, which they use to talk about real-life problems. Rap also uses 'samples' of melodies from other songs. The melody is the tune of a piece of music - the part you hum or sing when your favourite song comes on the radio.



#### Check these words

- elementversechorus
- formula
   tired-and-tested
- beatlvricstunehum!
- a) Read the text and fill in the correct quantifiers in the gaps (1-6). Use: some, any, much, many, lot, few.
  - b) (1) Listen and check.
- Explain the words in bold. Then ask each other comprehension questions.
  - A: How many elements do many great pop hits contain?
  - B: Two. What are they? etc



Draw a picture, then think of or write a piece of music to match it. Record your music, then present your picture to the class while playing your piece of music.

#### **Speaking & Writing**

5

Research two types of music that are popular in your country. Collect information about their main characteristics/elements. Include short extracts of music pieces for each one of them. Make notes under the headings: melody rhythm - lyrics - musical instruments. Use your notes to present them to the class.

What is your favourite magazine? What is it about?



NEWS!

Collect information about this week's breaking news and top stories. What are they about?

### Investigation

2 Collect information and make notes about your favourite magazine under the headings in your notebook.

Name	Type of publication	Content	Price	Printed	Electronically	
•••						

Presentation skills See p. 118

3 Use your notes in Ex.2 to present your favourite magazine to the class.



Music

4

Read the statements. Which do you agree with? Which do you disagree with? Why? Discuss with your partner.

- 1 Listening to music is a waste of time.
- 2 Music helps me create stories without words.
- 3 Music helps me remember things better.
- 4 Music helps us express our feelings.
- 5 Music can bring people together.
- 6 Music is just noise to my ears.



3 REVISION & EVALUATION

#### **Vocabulary**

- Fill in with: devices, biography, educational, childish, reality. Write in your notebook.
  - 1 When I am studying, I try to keep off my mobile media ....
  - 2 I don't watch cartoons because I find them ....
  - **3** You can watch a lot of documentaries on History Channel; they are very ....
  - **4** Jason is reading C.S. Lewis's ... and he thinks it's very interesting.
  - 5 ... shows are very popular because people get to watch the lives of others.

 $5 \times 2 = 10$ 

- Choose the correct item. Write in your notebook.
  - 1 A centaur has the body of/for a horse.
  - 2 Reepicheep is a follower with/of Aslan.
  - 3 He kept on/off reading the book although it was late.
  - 4 Please keep on/off the grass.
  - 5 The film is perfect for/at children.

 $5 \times 2 = 10$ 

#### **Grammar**

- Choose the correct item. Write in your notebook.
  - 1 I have just bought a book and I will read/ am going to read it on holiday next month.
  - 2 The bookshop opens/will open at 9:00.
  - 3 I'm tired. I'll finish/'m going to finish my essay tomorrow.
  - 4 We go/are going to the cinema tonight.
  - 5 The publishers thought the book was going to/would sell about 100,000 copies.

 $5 \times 2 = 10$ 

- Put the verbs in brackets into the correct tense. Write in your notebook.
  - 1 If I had enough money, I ... (buy) a laptop.
  - 2 They ... (not/come) if they finish late.
  - **3** I... **(not/watch)** the film if I had known how frightening it was.
  - **4** Jenny won't have time to write a blog unless she ... **(become)** more organised.
  - 5 He ... (pass) the test if he had revised.

Listening

5 ■ Listen to five British teenagers talking about a film they saw recently. Match them to the film types (A-F). There is one extra type you do not need to use. Write in your notebook.



- A comedy
- **B** action
- **C** horror
- **D** science fiction
- E romance
- **F** fantasy

 $5 \times 2 = 10$ 

#### **Everyday English**

- 6 Match the exchanges. Write in your notebook.
  - 1 What else is on?
  - 2 Do you want to watch it?
  - 3 Sorry. What channel did you say?
  - 4 What time is it on?
  - 5 Let's watch that.
  - 5:30.
  - Channel 6.
  - C There's a new sitcom.
  - Sounds good.
  - Not really.

 $5 \times 3 = 15$ 

#### Reading

Read the text. Complete the sentences in your notebook.

YOUNG AT ART | MUSEUM

- The aim of The Young At Art Children's Museum in South Florida is to introduce children to art in an exciting way.
- There are lots of things to do at the museum. There are interactive exhibits where children can create their own work of art or they can do an art workshop. Even very young children can find things to enjoy. There is a special gallery for toddlers where they can play and explore materials with their hands.
- The museum offers a whole variety of activities. Children can host birthday parties, go on field trips or even sign up for summer camp. The museum also offers special scholarships for those who have talent in the arts.
- We invite all children to become members and bring their fresh ideas to the museum. Membership includes unlimited visits for a year and other discounts. If you are 15 years old or older, you can also volunteer at the museum.
- At YAA, the possibilities are as endless as your imagination. Register for access to membership and other benefits.
  - 1 The Young At Art Children's Museum is in ....
  - There is a special gallery for toddlers where they can ....
  - 3 The museum offers scholarships to children that ....
  - 4 Members of the museum get ....
  - **5** You need to be 15 years old to ....

 $5 \times 3 = 15$ 

#### Writing

In your notebook, write a letter to your English penfriend about your favourite magazine. Write: its name - who it is for - which your favourite section is - why you like it.

20 points TOTAL: 100 points Write in your notebook.

#### Self-evaluation

#### Now I can ...

- · talk about types of media
- talk about types of literature
- talk about TV programmes & films
- express opinions (likes/dislikes)
- invite propose/suggest
- write a description of a novel character
- write a report about magazines teenagers like

Good

Very good



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 Linteract with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- 10 I have useful ideas.

Good

Very good

Excellent

### My top favourite activity









**Culture Spot** 



# 4 Tech world

## What's in this module?

#### Vocabulary

- electronic devices
- technology
- computers

#### Grammar

- modals
- comparative
- superlative
- phrasal verbs: bring

#### Everyday English

- complaining about damaged goods
- Intonation: in questions







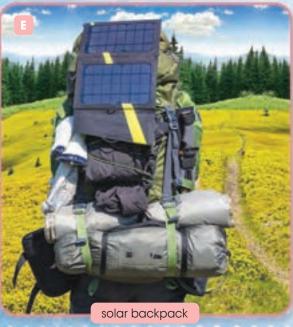
#### Vocabulary Electronic devices

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

- 1 It allows you to make calls, send text messages and use the Internet.
- 2 It understands feelings, recognises facial expressions and tones of voice, and responds to people.
- 3 It makes text easy to read.
- 4 It allows you to print objects.
- 5 It converts sunlight to electricity that can power portable appliances.
- **6** It is transparent when not in use and fully-coloured when you turn it on.











When we want to express a desire, we use the phrase would/'d like. I would/'d like to go out tonight.

#### **Speaking**

Talk about which of these gadgets you would like to have and why.

- A: I would like to have a solar backpack because I would be able to charge my phone wherever I am.
- B: Really? I would like to have Pepper the robot because it would help me with the housework.

## READING



The Best of

Both Worlds

#### Reading

What is augmented reality? How can we use it in everyday life? Listen and read to find out.

Virtual reality gives us a great place to hang out, but there comes the time when we need to deal with the real world. If there were a way of **combining** virtual reality with reality, then that would be the best of both worlds, wouldn't it?

Well, there is, and it's called augmented reality, or AR for short. Here's an example. You're checking out a poster online but want to see what it would look like on your wall. You download the shop's AR app and aim your tablet at where you want to put the poster. On screen, you'll see an image of the poster on the wall. Now you know what it's going to look like. AR's got loads more uses. What do you use it for?

Join the discussion

#### Megan, New York, USA - three hours ago

I hate trying on clothes in the changing room, but now I don't have to. AR combines clothes with my favourite selfie to give me a 360-degree view of how I look in them. AR is really **catching on**. I read that 61% of shoppers already choose shops that offer AR over shops that don't, so it's boosting sales as well.



#### Vicky, London, UK - two hours ago

We got lost one day on holiday abroad last August. Were we worried? No way! We just pointed our phones at the street signs and got **instant** translations on an AR app. Another day Dad insisted we go to a museum. We tapped the app and a virtual tour guide popped up on the screen to tell us all about the exhibits. I usually find museums boring, but AR brought it all to life!



#### Logan, Bath, UK - an hour ago

Remember Pokémon Go? This free app had gamers wandering the streets hunting for different virtual creatures. They actually appeared in the neighbourhood in a game that was great fun and got us some fresh air. I've also read that some businesses use AR to train employees. Surgeons even use it during their training. Like it or not (and I definitely do!), AR is the new reality!



#### **Check these words**

- aim try on boost
- insisthunttrain
- Read the text and decide if the statements are R (right), W (wrong) or DS (doesn't say). Write in your notebook. Then explain the words in bold.
  - 1 Most online shops have AR apps now.
  - 2 Shops with an AR service attract more customers.
  - 3 Vicky visited an English-speaking country.
  - 4 Vicky booked a guided tour using AR.
  - **5** Logan played *Pokémon Go* with his friends.
  - **6** Doctors can practise with AR instead of real patients.





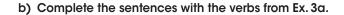
#### Vocabulary **Technology**

- a) Match the verbs in the list to the pictures. Write in your notebook.
  - pinch · spread · swipe · tap · touch and hold



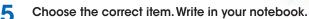


Teens' inventions! In groups, invent something that makes communication easier. Present it to the class. Explain why it is worth using.



- 1 ... two fingers on the touchscreen to zoom in.
- 2 ... two fingers on the touchscreen to zoom out.
- 3 ... on an icon/file/email/app to open it.
- 4 ... an icon/file to move or delete it.
- 5 ... a finger across the whole touchscreen to open the device.
- Do you have a smartphone/tablet? What do you use it for? Tell the class. Use the verbs in the list. Write in your notebook.
  - · download · upload · send · use · share
  - · listen to · play · chat · watch

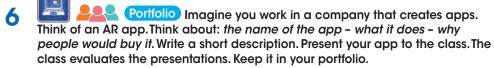
#### **Prepositions**





- 2 It downloads over/at a speed of 38 Mbps.
- 3 You can install the app to/by yourself.
- 4 The website is **under/down** repair.
- 5 The landline's **out of/into** order.

#### **Speaking & Writing**





## 4b GRAMMAR



#### Modals

**Permission** (can/may)

Can/May we take photos? (Have we got permission to ...?; Are we allowed to ...?) You can/may enter the room. (You have permission to ....)

Possibility (could/may/might)

He could/may/might come to the party. (It's a possibility.)

**Obligation/Strong recommendation** (must/have to)

I must respect my parents. (I'm obliged to. I say so.)

I have to wear a uniform at school. (I'm obliged to, It's the rule. The headmaster says so.) I had to go to the dentist yesterday. (past)

**Necessity/Lack of necessity** (have to/need to/needn't)

You have to/need to be here on time. (It's necessary.)

You don't have to/don't need to/needn't come to the meeting. (It's not necessary.)

**Expectation** (should/ought to/be supposed to)

He **should/ought to/is supposed to** arrive by 3 o'clock. (I expect that he'll ....)

Advice/Recommendation (should)

You **should** drink more liquids. (I advise you.)

- Read the theory. Choose the correct item. Write in your notebook.
  - 1 A: I'm going shopping later.
    - B: I'll come too. I really **might/ need to** buy a new MP3 player.
  - 2 A: Are you on a diet?
    - B: Yes, I must/needn't eat more fruit.
  - **3** A: Did you see the weather report?
    - B: They say it **might/must** rain later.

- **4** A: The English class starts at seven.
  - B: We **should/may** be there on time.
- 5 A: You ought to/don't have to buy tickets. Entrance is free.
  - B: Really?
- **6** A: You **don't need to/are supposed to** print the leaflets; I'll do it later.
  - B: Thanks!
- **7** Fill in must or have to in the correct form. Write in your notebook.
  - 1 My dentist insists that I ... stop drinking fizzy drinks.
  - 2 I ... spend less time watching TV.
  - 3 He ... do a school project on robots.
  - **4** Students ... turn off the computers after using them.
  - 5 I ... put less sugar in my coffee.
- Rewrite the sentences in your notebook using these modal verbs: may, have to, can, don't have to, should.
  - 1 You have permission to use my smartphone. You can use my smartphone.
  - 2 It's the rule to do your homework every day.
  - 3 There's a possibility that this tablet is not available in shops now.
  - 4 I expect the computer will be ready by Friday.
  - 5 It's not necessary for you to go.

Look at the picture. Make sentences using appropriate modals.



Were you able to download the files?







Create a class code that explains your needs, rules and responsibilities.

We **have to** keep our classroom clean.

#### **Modals (Revision)**

Requests (can, could/might)

Can I have some more cake? (informal)
Could/Might I use your pen, sir? (formal)

Ability (can/be able to/could)

He can/is able to cook well. (He has the ability to ...; general ability)

He **could** run very fast when he was younger.

(He had the ability to ...; ability in the past)

He wasn't able to download the files. (He didn't manage to ...; specific ability in the past)

- A Read the theory. Choose the correct item. Write in your notebook.
  - 1 Tony **could/might** use a tablet when he was ten.
  - 2 They weren't able to/couldn't have an online meeting yesterday morning because there was a problem with the Internet connection.
  - 3 Sue might/can upload photos on her own; she doesn't need any help.
  - 4 Might/Can I see the receipt for the smartwatch you bought yesterday, sir?
  - **5** Am I able to/Can I borrow your laptop, Jon?
- Choose the correct item. Write in your notebook.
  - 1 Should/Could I use your tablet, please?
  - 2 Max may/can bake really good bread; it's delicious!
  - 3 You're allowed to/have to drink water in class.
  - 4 He needn't/wasn't able to finish the video game last night.
  - 5 Can/Should you pass me the salt, please?
  - **6** I wonder if you **could/have to** tell me where the computer lab is.
  - 7 May/Must I leave the lecture early?
  - 8 You don't have to/are supposed to cook tonight. We'll eat out!
  - **9** We **might/should** book early for that restaurant or we won't find a table.
- Complete the sentences about you in your notebook.
  - **1** I should ....
  - **2** I must ... .
  - **3** I don't have to ....
  - **4** I need to ....
  - **5** I have to ....

- **6** I wasn't able to ....
- 7 I am supposed to ....
- 8 I could ....
- **9** Lought to ....
- **10** I might ....

## 4c VOCABULARY

#### Computers

Match the pictures to the words in the list. Write in your notebook. Then listen and check.

• webcam • screen • tower • printer • scanner • mouse • router









#### Computer language

- Complete the sentences with the verbs below. Write in your notebook. Check in your dictionary.
  - upload download click on scan save delete connect install
  - streamprint
  - 1 You need a router to ... to the Internet.
  - **2** To choose an item, you must ... it with your mouse.
  - **3** You must have a fast Internet connection to ... TV shows on a laptop.
  - **4** You need a printer in order to ... documents or pictures.
  - **5** You should always ... important files on a USB stick or an external hard drive.
  - **6** A lot of people ... their videos on YouTube so everyone can watch them.
  - 7 It is very simple to ... new software or ... unused programs from your computer.
  - 8 You can ... pictures and documents with a scanner.
  - **9** You shouldn't ... music or films without paying for them.

#### Complaining about damaged goods

- Read the first exchange in the telephone conversation below. What do you think is wrong with the tablet?
- Read the dialogue and fill in the gaps (1-5) with the correct preposition in your notebook. Listen and check your answers.



Employee: Good morning. Customer Service. Tracey speaking. How can I

Customer: Hi. It's about a tablet I ordered 1) ... you last week. It arrived yesterday, but it was damaged when I got it.

Oh dear. What's the problem exactly? Employee:

Customer: There's a crack all the way 2) ... the screen!

OK. We can sort that out 3) ... you, sir. Can I have your name **Employee:** and order number, please?

Customer: Yeah, It's David Finch. The order number is 48891.

Can I have your email address as well? **Employee:** 

Customer: Yes, it's d-a-v-i-d underscore f-i-n-c-h two-oh-oh-one at rapidnet dot com.

Got it. What I'm going to do, sir, is email you a return slip. Print **Employee:** it out and send the tablet back to us 4) ... the return slip.

Customer: OK. What happens then?

**Employee:** We can either exchange it 5) ... another one or give you a full refund. Which would you prefer?

Customer: Another tablet, please.

OK, then. I have just sent the email, sir. If you have any further **Employee:** 

problems, just call us again.

Customer: Thank you so much. You've been a great help.

My pleasure. **Employee:** 

Take roles and read the dialogue in Ex. 2 aloud.

Use the prompts below to act out a dialogue similar to the one

- smartphone/won't charge/exchange it for another one
- TV/won't switch on/ask for a refund

#### **Intonation**

#### in auestions





Listen and repeat. Mind the intonation.

- What are you doing?
- Can you fix it?
- Is everything OK?
- · When can you help me?
- How do you do this?
- Do you need any help?
- Where can I put this?
- Are you ready?



Yes/No questions

✓ rising intonation wh-questions

★ falling intonation

69

## 4e GRAMMAR



#### **Comparative (Revision)**

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

short adjectives: adjective + -er + than + noun

The science museum is **older than** the virtual museum. It's **noisier** here **than** in the mall. The computer lab is **bigger than** the school library.

long adjectives: more/less + adjective + than + noun

The new electronics shop is **more crowded than** the old one.

as ... as: for two people, animals, things that are the same My home PC is as fast as the computer I use at work.

**not so/as ... as:** for two people, animals, things that aren't the same My computer screen isn't **so/as** big **as** yours.

#### Adverbs of degree

too + adjective: for something that is more than we want

It's too difficult to install this program on my own. Can you help me?

adjective + enough: for something that is as much as we want He's old enough to use this AR app. BUT enough + noun They have enough money to buy a new scanner

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

#### Read the theory. Then write the comparative form in your notebook.

1	fast faster	4	thin	7	beautiful	10	good
2	attractive	5	small	8	easy	11	little
3	large	6	heavy	9	bad	12	careful

#### Form complete sentences using comparative forms. Write in your notebook.

- My new smartwatch/expensive/my smartphone
   My new smartwatch is more expensive than my smartphone.
- 2 An external hard drive/large/a USB stick
- 3 Tablets/big/e-readers
- 4 A computer tower/heavy/a tablet
- **5** These earphones/cheap/these speakers

#### Choose the correct item. Write in your notebook.

- 1 This free app is more simpler/simpler than the paid one.
- 2 We don't have **enough/too** time to visit the exhibition centre today.
- **3** AR is as exciting **as/than** VR.
- 4 This shop is as busy/busier than that one.
- 5 It's warm too/enough to go to the park.
- **6** He's **enough/too** young to play this online game.



Laptops are larger than tablets.



# What's the tallest building? The library because it's aot the most stories!

### **Superlative (Revision)**

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

short adjectives: the + adjective + -est + noun + of/in

Which is **the fastest** computer in the world? The new gadget shop is one of **the busiest** shops in the city. This is **the biggest** tech company in the country.

long adjectives: *the* + *most* + adjective + noun + *of/in* Smartphones are the most useful devices these days.

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

5 Read the theory. Write the superlative form in your notebook.

1	slow the slowest	5	hot	9	bad
2	much	6	noisy	10	cold
3	good	7	cheap	11	famous
4	interesting	8	busy	12	sad

- 6 Write the superlative form in your notebook.
  - 1 Iguazu Falls is ... (impressive) waterfall in the world.
  - 2 New York is ... (exciting) city in the world.
  - **3** The River Nile is ... **(long)** river on Earth.
  - **4** The Amazon Rainforest is ... **(big)** rainforest in the world.
  - 5 The Vatican City is ... (small) country in the world.
  - 6 Bondi Beach is ... (popular) beach in Sydney.
  - 7 The Atacama Desert is ... (dry) place on Earth.
  - **8** The Yungas Road in Bolivia is ... **(dangerous)** road in the world.





- 7 Write sentences using the superlative form. Write in your notebook.
  - (tall) building (big) park (good) place to hang out (crowded) area
  - (busy) shop (expensive) place to eat

Sky Tower is the tallest building in Bucharest.

# **ACROSS CULTURES**

### Reading

(1) What makes an invention great? How does it relate to the people in the pictures? Listen and read to find out.

# A New Age of Inventors

Video

Teens have always been great with technology. In fact, they go hand in hand. Every time someone brings a new gadget or app out, teens are the first ones to **master** it and even suggest ways to make it better,

Arsh Shah Dilbagi is from Panipat, India. At the age of 16, he created a wearable device for the 1.4% of the world's population who are paralysed in some way. Because some can't move at all, it can be difficult for them to **communicate**. But they can all breathe, and that's what gave Arsh the idea for a device called the Talk. It uses Morse Code, a code with long and short beeps that people once used to send messages on the radio. Users of the Talk blow onto a sensor with long and short breaths, which the device turns into words. It's very light and simple. The best thing is that it costs **less** than \$100!





Kenneth Shinozuka from California, USA, was 15 years old when he invented a gadget for people who have Alzheimer's disease. Alzheimer's disease affects the brain, usually of older people around 7 million in the US alone. This illness sometimes causes people to get out of bed, walk around the house and forget where they are. Often, they have accidents. Kenneth knows this because of his own grandfather's experience of Alzheimer's disease. So Kenneth invented a special sock. It contains very thin electronics which send a message to a relative's smartphone as soon as the wearer **steps** onto the floor. This allows people to take care of those suffering from Alzheimer's disease without having to stay up all night.

### **Check these words**

- go hand in hand
- paralysed
- affect the brain
- experience

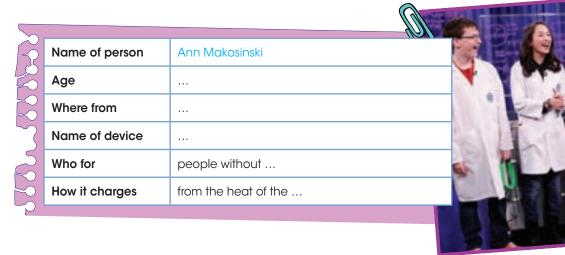
Read the text and decide if the statements are R (right), W (wrong) or DS (doesn't say). Write in your notebook. Then explain the words in bold.

- 1 1.4% of people in the world are paralysed in some way.
- 2 Arsh has a friend that is paralysed.
- 3 The Talk costs more than \$100.
- 4 About 7,000,000 people around the world have Alzheimer's.
- **5** Alzheimer's has affected a member of Kenneth's own family.
- **6** Kenneth's invention can send messages to a smartphone.

- Read again and answer the questions. Write in your notebook.
  - 1 What old system of communication does Arsh's invention use?
  - 2 What did Arsh Shash Dilbagi invent?
  - 3 How do users make the Talk work?
  - 4 Who usually gets Alzheimer's disease?
  - **5** When might people with Alzheimer's wear Kenneth's invention?
- Read the phrasal verbs box. Then complete the sentences with the correct particle in your notebook.
  - 1 When are they bringing ... the new e-reader?
  - 2 His grandparents brought him ... because his parents were working in India.
  - **3** Touch screen technology brought ... the invention of the smartphone.

### Listening

5 Listen to the presentation. Copy and complete the table in your notebook.



### **Speaking**

6 Use your answers in Ex. 5 to tell your partner about Ann's device.

### Writing (a text)

- 7 Think Think of a new device/gadget. Write a short text about it. Include:
  - what the device/gadget is
  - · who it is for
  - how it works.

Present your invention to the class. The class votes for the invention worth using. Evaluate your partner's piece of writing. Check for grammar, spelling and punctuation mistakes.

### **Phrasal Verbs**

bring about = make sth happen bring out = publish a book, release an album, etc. bring up = raise a child



### **Culture Spot**

Tim Berners-Lee is a British scientist who invented the World Wide Web. He came up with the idea for the Web while he was working at a research centre in Switzerland.



Who is a famous scientist from your country? What is he/she famous for? Research online and write a short text in your notebook.

4 CLIL (PSHE)

THE RISE
OF THE
CYBERBULLIES

### **Reading & Listening**

a) What is cyberbullying? What can we do about it? Discuss in groups.

Listen and read the text.

b) Does the text mention your ideas?



Bullying has been a problem in schools for centuries, but it used to take place only on the playground. These days, bullies can pick on their victims in their own homes. How? They use technology. A person that uses email, text, instant messages or social media to frighten, embarrass or upset another person is a cyberbully.

A recent survey showed that 59% of American teenagers felt they had **experienced** cyberbullying. This included people using **unkind** words online, making up lies about others and putting them on the Internet, or sharing photos of them without asking first. Cyberbullying can make victims lose sleep, as well as making them feel sad and **anxious**. Their schoolwork can **suffer** and their lives become **miserable**. So what can you do if you're a victim of cyberbullying? Well, the first thing is not to respond. Never **reply** to a cyberbully's message, comment or photo. The best thing to do is to put down your device and walk away. You can also block the bully from contacting you again on social media. Then, tell someone, your parents or a teacher. Most schools take cyberbullying very seriously, and the bully can lose his or her place on their sports team, or even have to leave the school. Some cyberbullies have even got into trouble with the police. Finally, be careful what you **share**. Never tell anyone else the password to your phone, email and social media accounts. Think twice before hitting the Post or Send buttons — don't share information or photos with anyone you don't **trust** completely.

As more and more people start using technology, cyberbullying is becoming more common. Make sure you protect yourself from it by being careful online, and tell an adult **immediately** if you see it happening. Remember that cyberbullies are just like ordinary bullies – they only pick on others because they are unhappy with their own lives. Don't let them get to you!

### **Check these words**

- pick onvictim
- responddevice
- block
   get into trouble
- think twice

Prepare a poster to celebrate Anticyberbullying Day at your school.



- Read the text again and answer the questions. Write in your notebook. Then explain the words in bold.
  - 1 What technology do cyberbullies use to frighten, embarrass or upset another person?
  - 2 What percentage of teens in the USA have experience of cyberbullying?
  - 3 How can you stop a cyberbully contacting you on social media?
  - 4 What can happen to cyberbullies?

### **Speaking & Writing**

**Think** Write down four things you learned from the text in your notebook. Tell the class. How do you think the information in the text can help you?

Think Collect information, then prepare a leaflet giving advice on how to protect yourself from cyberbullies. Present your leaflet to the class.

- Read the sentences about smartphone etiquette. Which sentences apply/don't apply to you? What does this show about how you use your smartphone? Tell the class.
- 1 I use headphones when I am listening to music in public.
- 2 I turn off my smartphone in cinemas.
- 3 I look at my smartphone while I am walking.
- 4 I am polite in messages and comments.
- 5 I ignore the people I am talking to when I get a message.

- 6 I ask people before I put photos of them online.
- 7 I never give someone's phone number without asking.
- 8 I talk loudly on my smartphone on public transport.
- 9 I take photos of people in public without asking.
- 10 I send everyone updates all the time.



Use your answers above to create a podcast about the Dos and Don'ts of using smartphones. Use the title 'Smartphone Etiquette'. Present it to the class. The class evaluates it.

### Investigation & Presentation skills | See p. 119

In groups, collect more information about smartphone etiquette. Prepare and give the class a presentation.

### Respect

- Use the verbs to complete the sentences. Write in your notebook.
  - keep
     download
     be
     post
- In groups, prepare a digital presentation of what we should/shouldn't do online.



- 1) ... pirated music.
- 3) ... your posts private.
- 2) ... pictures of others without their permission.
- 4) ... careful about who you are talking to online.

# **REVISION & EVALUATION**

### **Vocabulary**

- Choose the correct item. Write in your notebook.
  - 1 He pinched/tapped on the app to open it.
  - 2 He swiped/spread his finger across the screen to open the tablet.
  - 3 Use the mouse/keyboard to click on the folder and open it.
  - 4 Mum has got a(n) 3D printer/e-reader so she can read novels on the bus on her way to work.
  - 5 The webcam/screen on my tablet is too small.

 $5 \times 2 = 10$ 

- 2 Choose the correct item. Write in your notebook.
  - 1 Our website is **on/under** repair.
  - 2 When did they bring up/out this smartphone?
  - 3 I installed it on/by myself.
  - 4 There's a message on/in the screen.
  - 5 She brought about/up her child alone.

 $5 \times 2 = 10$ 

### **Grammar**

- Choose the correct item. Write in your notebook.
  - 1 I have to/must pay attention in class. I'm obliged to.
  - **2** Jane **must/had to** go to the bank yesterday. She needed some money.
  - 3 We don't need to/are supposed to go to school today. It's Sunday.
  - **4** You **should/may** open emails only from people you know; that's my advice.
  - 5 Mary is able to/might come to the party, but she isn't sure yet.

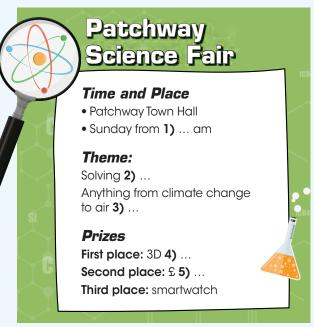
 $5 \times 2 = 10$ 

 $5 \times 2 = 10$ 

- Put the adjectives into their correct forms. Add the, as or than where necessary. Write in your notebook.
  - 1 This printer is ... (quiet) the others in this shop.
  - 2 My router is not as ... (fast) yours.
  - 3 Is this ... (little) expensive tablet in your shop?
  - 4 This TV is too ... (heavy) to carry on my own.
  - 5 What's ... (popular) video game among your friends?

Listening

Listen to a radio announcement about a science fair and fill in the gaps (1-5). Write in your notebook.



5 x 2 = 10

### **Everyday English**

- 6 Match the exchanges. Write in your notebook.
  - 1 Call us again if you have any problems.
  - 2 How can I help?
  - 3 You've been a great help.
  - 4 Can I have the order number?
  - **5** What seems to be the problem?
  - It's about a camera I ordered.
  - b It's LN-4432-9256.
  - My pleasure.
  - It won't turn on.
  - Thank you so much.

5 x 3 = 15

### Writing

What gadgets do you use daily? What for? In your notebook, write an email to your English penfriend.

20 points

### Reading

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



When was the last time you went a day without looking at a screen? It's probably quite hard to remember, isn't it? You're not alone; the same thing is true for many people these days – technology is simply part of our lives now. Even if you have the best intentions, it isn't easy to avoid TV and computer screens all day, not to mention smartphones.

So, when did this start? Well, it all began with Millennials. They are the first generation of digital natives – people who feel at home in a digital world. They have experienced every development in digital technology in the past four decades. From home computers and gaming systems to the Internet and social media, Millennials were the first generation to start using all of them in their day-to-day lives.

But Millennials weren't born into a digital world – they learned to use new technology as it appeared. The teenagers of today are very different. They've never known a world without the Internet. Most own smartphones and they use them – well, most of the time! Screens provide entertainment, connection and information for Generation Alpha, earning these young people the name 'screenagers'.

Being a screenager sounds like a bad thing, but using devices like a pro has its advantages. Today's teens are very good at staying in touch with their mates through instant messages, voice notes and video calls. And when they need help with their homework, there's no one who can track down information faster than a screenager! But, just like most things in life, it's all about balance. So don't forget to put down your device and make sure at least some of your free time is screen-free!

- 1 Most people use screens on a daily basis.
- **2** The first gaming systems appeared before any Millennials were born.
- **3** The teenagers of Generation Alpha were born into a digital world.
- 4 Screenagers struggle to communicate with their friends.
- 5 Today's teens complete their homework faster than Millennials did.

Write in your notebook.

### Self-evaluation

### Now I can ...

- talk about electronic devices & technology
- talk about computers
- · complain about damaged goods
- write a short description of an AR app
- write a text about a new device/gadget

Good

Very good



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 Linteract with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

Good

★★ Very good



### My top favourite activity









PROJECT

**Culture Spot** 



# Mother Earth

# What's in this module?

### Vocabulary

- global issues & solutions
- the environment
- our natural world

### Grammar

- relative pronouns/ defining relative clauses
- the passive
- phrasal verbs: look

### Everyday English

- buying something in a shop
- Intonation:
   in exclamations







# Vocabulary Global issues & solutions

P

■)) Look at the pictures. Listen and repeat.

### **Speaking**

What can we do to solve the problems in the pictures? Look at the solutions and make sentences, as in the example. Tell your partner.

- plant new trees create new jobs use public transport recycle
- put filters on factory chimneys
   dispose of waste properly
- use solar or wind energy turn off unused electrical appliances
- create conservation programmes
   donate funds not just food

We can plant new trees to help solve (the problem of) deforestation.

# 5a READING

### **Speaking & Reading**

a) Look at the pictures of the buildings. What do you know about these buildings? Tell your partner.



Read the title. How does it relate to the buildings? Listen and read to

Buildings produce pollution because they use energy for lighting and to heat or cool the building. It's important for new buildings to be environmentally friendly, but we can also make old buildings green.

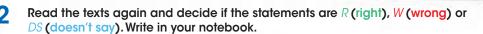
### The Empire State Building (New York City, New York, USA)

The Empire State Building is one of the most famous landmarks in the USA. It's 443 metres tall and offers great views of New York City from the 102nd floor. It appeared on the New York Skyline in 1931, but it has recently received a huge \$13.2 million makeover in order to make the building 'greener'. Workers replaced all 6,500 of the building's old windows with new ones. These help keep the building at a more constant temperature, so it doesn't need so much cooling in summer or heating in winter. They also installed a new system that measures how much natural light is coming into a room from the windows, and dims the electric lights if no one needs them. This uses up to 46% less energy than having the old lights on all the time! With these changes, and more, engineers estimate a reduction of at least 19% in energy use, which is equal to a saving of up to \$4.4 million a year.

The Crystal (London, England, UK)

The Crystal is one of London's newest landmarks. The museum opened in September 2012. This building is not only a sustainable structure, but it also houses a number of exhibitions about urban sustainability. People can learn about the challenges cities face and methods they can use to reduce their negative impact on the environment. The £30 million building itself is an example of an eco-friendly building able to produce everything it needs, from electricity to drinking water, without damaging the environment. It achieves this by using solar and geothermal energy to produce all the power needed. It also collects, treats and recycles rainwater and black water\* in order to meet all its water needs.

\* black water. waste water and sewage



- 1 They built the Empire State Building in 1931.
- 2 They renovated the building to make it more beautiful.
- **3** The windows were the most expensive things to replace.
- 4 The Crystal cost £30 million to build.
- 5 It only uses solar energy to produce power.

### Check these words

- constantinstalldim
- estimate
   sustainable
- challenge geothermal
- treat

## Vocabulary The environment

**3** Complete the sentences in your notebook. Use: affect, rising, become, damages, face, poisoning, preserve, melting.



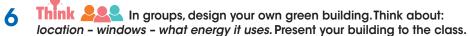
- 1 Scientists predict that the bridled nail-tailed wallaby in Australia will probably ... extinct in the next few years.
- 2 Temperatures are ... throughout the world because of global warming.
- **3** Water pollution is ... the natural habitats for wildlife.
- **4** Because of global warming, ice in the Arctic region is ....
- **5** The destruction of the rainforests will ... other ecosystems around the world.
- **6** Acid rain ... old buildings and statues.
- 7 Some animal species are under threat and ... extinction.
- **8** We should all try to ... our historic monuments.

### **Prepositions**

- **Fill in:** about, of (x2), to. Write in your notebook.
  - 1 We can save a huge amount ... energy in this way.
  - 2 This is a perfect example ... renewable energy.
  - **3** We are learning ... urban sustainability this week.
  - 4 The decrease in energy use in this building is equal ... a saving of £5,000 a year.

### **Speaking**

Think Tell the class one thing that impressed you about each building in Ex. 1.



### Writing (an article)

Portfolio Collect information about a green building in your country and write a short article about it for the English school magazine. Follow the plan. Check your article and make changes if necessary. Keep it in your portfolio.

### Dlan

Para. 1: name, location, when built, who by, reason

Para. 2: what people can see/do there

Para. 3: recommendation





When you finish your piece of writing, check for spelling, grammar and punctuation mistakes.

# 5b GRAMMAR

The man **who** lives next door runs the animal shelter.







### **Relative pronouns/Defining relative clauses**

**People:** That's the woman who/that works at the museum.

**Things/Animals:** The book **which/that** is on the table is about air pollution. **Possession** (people, things and animals): That's the girl **whose** brother works as a volunteer in the animal shelter.

A defining relative clause gives essential information about someone or something. We cannot omit it and we do not use a comma to separate it from the main clause. She lives in a house which is next to the park.

- Read the theory. Then read the sentences and choose the correct item. Write in your notebook.
  - 1 A: When is the beach clean-up day?
    - B: I don't know. Sarah is the girl **whose/who** organised it.
  - 2 A: Is that the bird which/who you rescued?
    - B: Yes. It's doing really well!
  - 3 A: Is Jane your new classmate who/whose parents design eco-friendly buildings?
    - B: Yes, I've seen some of the buildings they've designed; they look great!
  - 4 A: Paul is the one whose/that started the campaign against deforestation.
    - B: Good for him!
  - **5** A: We're going to plant trees in the local park.
    - B: Are you going to plant them in the area **who/which** the fire destroyed?
  - **6** A: I'm planning to attend our professor's seminar **that/who** is about climate change. Are you interested?
    - B: Yes, please send me all the details.
- Read the theory, then complete the sentences in your notebook. Use: who, which, that, whose. In some sentences, two pronouns may be possible. Write in your notebook.
  - 1 Isn't that the factory ... has just installed filters on their chimneys?
  - 2 The animal ... we are trying to save is badly hurt.
  - **3** Ben is the boy ... uncle works in the zoo.
  - **4** The person ... donated the most money is Mr Harris.
  - **5** This is the building ... I was talking about.
  - **6** The girl ... lives next door has adopted a panda.

×



our garden.

Read the email and fill in the gaps with the correct relative pronoun. In some cases, two pronouns may be possible. Write in your notebook.

Dear Councillor Thomas,

I'm writing to you about the storm 1) ... washed a lot of rubbish onto the local beach last weekend. I know you're a man 2) ... cares about the natural world, and I hope you will support the clean-up event 3) ... we are planning for Saturday 18th April.

It's amazing how many people from the community want to get involved. I've already spoken to Mr Oliver 4) ... wife is a vet. He's asked her to come with us in case there are any animals 5) ... need her help. We also owe special thanks to Angela Rush, the woman 6) ... company is providing all the bags and gloves we'll need.

The council's support is the one thing **7**) ... is missing. If you have any colleagues **8**) ... would like to help, please forward this email to them.

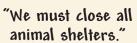
Yours sincerely,

Henry Wilkinson

(President of the Environmental Club)

Join the sentences with the pronouns in brackets, as in the example. Write in your notebook.

- 1 Mark is the boy. His father looks after sick animals. (whose) Mark is the boy whose father looks after sick animals.
- 2 That is the charity. It helps endangered animals. (which)
- 3 Last night, I met a girl. Her mother is a well-known scientist. (whose)
- 4 The dog has got big ears. It's my dog. (which)
- 5 The girl volunteers for our local charity. She is my cousin. (who)
- **6** The charity event took place in July. It was a huge success. **(which)**
- Make sentences about the following. Use relative pronouns. Write in your notebook.









Have a class debate. Use a variety of relative pronouns.











# 5c VOCABULARY

### **Our natural world**

- Read the words in the list. Which can you see in the pictures? Write in your notebook.
  - · mountain · lake · coast · river · sea · ocean · valley · canyon · island
  - waterfall
     desert
     forest
     beach
     bay
     park





### Geographical features – idioms:

- a drop in the ocean → something that has little effect because it's small and insignificant
- not the only pebble on the beach → there are other possibilities or alternatives

Make sentences using the idioms above. Are there similar idioms in your language?

Which geographical features are there in your country?
Collect information and prepare a poster. Tell the class.



### Buying something in a shop

- Listen and repeat the sentences below.
  - · How can I help you? · Is there anything in particular you would like?
  - How much are they?
     That sounds like a great idea!
  - Here's your change and receipt.
  - Thank you for shopping at San Martinez Safari Park.
- 1) The sentences above are from a dialogue between two people. What is the dialogue about? Listen, read and check.



Assistant: Hello, welcome to the San Martinez Safari Park. How can I help you?

Amelia: Hi, I've just come from a safari tour of the park and I'd like to get something special for my son.

Assistant: Is there anything in particular you would like?

Amelia: I like the look of the soft toys. How much are they?

Assistant: They're £5.75 each and with every purchase you make, we donate half

the proceeds to the San Martinez Wildlife Sanctuary to help care for sick or homeless animals.

Amelia: That sounds like a great idea! I'll take two - one toy tiger and one toy

lion, please.

What an excellent choice! That's £11.50 in total.

Assistant:

Amelia: Here you are.

Assistant: Here's your change and receipt. Thank you for shopping at San Martinez Safari Park.





Read the dialogue aloud.

Work in pairs. Take roles: one of you is a customer, the other a shop assistant in the San Martinez Safari Park. Act out a dialogue similar to the one in Ex. 2. Use the pictures.

### **Intonation**

### in exclamations



- 1 We had ... good time!
- ... exciting time you had!
- It was ... lucky escape!
- ... great fun she had!
- The snow fell ... fast!
- ... silly they were to ski there!
- Now listen and repeat.



### so/such/what/how

so + adjective/adverb It was so hot! They ran so quickly!

such (a/an) (+ adjective) + noun | was such a difficult rescue! It was such bad

what (a/an) (+ adjective) + countable noun in the singular What an amazing story! What a day!

what (+ adjective) + uncountable noun/ **noun in the plural** What awful weather! What nasty cuts!

How + adjective/adverb How tired we were! How fast she was running!

# 5e GRAMMAR





We form the passive with the verb **to be** and the **past participle** of the main verb.



### We use the passive when:

- the action is more important than the person who does it. The paintings are displayed in the main hall. (It's not important who put them on display.)
- the person who does the action is unknown, unimportant or obvious.
   The beach clean-up day is held every summer.
   (= by the organisers, it is obvious)

### The passive (Present simple)

	active	passive
affirmative	They <b>make</b> films in India.	Films <b>are made</b> in India.
negative	They <b>don't make</b> films here.	Films <b>aren't made</b> here.
interrogative	<b>Do</b> they <b>make</b> films in Australia?	Are films made in Australia?

- Read the theory. Then complete the sentences in your notebook. Use: is or are.
  - 1 The environment ... affected by pollution in many ways.
  - 2 Toxic chemicals ... dumped into the sea.
  - 3 The Environmental Film Festival at Yale ... held every spring.
  - **4** Heat from the sun ... held in the Earth's atmosphere by greenhouse gases.
  - **5** Both organisations ... based in New York, USA.
  - 6 Elizabeth ... set in 16th century England.

### The passive (Past simple)

	active	passive
affirmative	They <b>released</b> the report last Monday.	The report <b>was released</b> last Monday.
negative	They <b>didn't release</b> it last Tuesday.	It wasn't released last Tuesday.
interrogative	Did they release it yesterday?	Was it released yesterday?

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

Free Solo is a documentary film starring Alex Hannold, Tommy Caldwell and Jimmy Chin. It 1) ... (produce) by Jimmy Chin. The film 2) ... (direct) by Jimmy Chin and Elizabeth Chai Vasarhelyi and 3) ... (edit) by Bob Eisenhardt. It 4) ... (release) in 2018. It 5) ... (award) the Academy Award for Best Documentary Feature in 2018.

- Write the sentences in the passive in your notebook.
- Cars pollute the environment.
   The environment is polluted by cars.
- 2 They filmed Free Solo in Yosemite Natural Park.
- 3 They opened the zoo in 2015.
- **4** Global warming affects weather conditions.
- 5 They took the animals to the shelter.
- 6 Contaminated water causes infectious diseases.





	active	passive
Present continuous	Tourists <b>are visiting</b> the museum.	The museum <b>is being visited</b> by tourists.
Past continuous	Tourists <b>were visiting</b> the museum.	The museum <b>was being visited</b> by tourists.
Future simple	Tourists will visit the museum.	The museum <b>will be visited</b> by tourists.
Present perfect	Tourists <b>have visited</b> the museum.	The museum <b>has been visited</b> by tourists.
Past perfect	Tourists <b>had visited</b> the museum.	The museum <b>had been visited</b> by tourists.
Modal verbs	Tourists <b>should visit</b> the museum.	The museum <b>should be visited by</b> tourists.

### Changing the active to the passive

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb changes into a passive form (to be + past participle of main verb).
- The **subject** of the active sentence becomes the **agent**.
- The **agent** is introduced with **by** (person) or **with** (instrument, material, ingredient) or it is **omitted** because it is unimportant or easily understood.

	subject	verb	object
Active	Leonardo Da Vinci	painted	the <i>Mona Lisa</i>
<b>Passive</b>	The Mona Lisa	was painted	by Leonardo Da Vinci.
	subject	verb	object



### by + person who does the action (the agent)

The picture was painted **by** Picasso.

### with + instrument/ material/ingredient

The picture was painted **with** oil paint.





Collect information about how recycled paper is made or about an event. Present it to the class. You can create a podcast if you like. Use the passive.

- 4 Read the theory. Then fill in: can, will, have or had. Write in your notebook.
  - 1 All their songs ... been written by the lead guitarist so far.
  - 2 His books ... be read by both teens and adults.
  - **3** The paintings ... be returned to the museum next month.
  - **4** The lights ... been installed before the visitors arrived.
- 5 Fill in: by or with. Write in your notebook.
  - 1 The documentary was filmed ... an underwater camera.
  - 2 The show was watched ... millions of people.
  - 3 The artwork was made ... paper.
  - 4 Avatar was directed ... James Cameron.
- In pairs, expand these headlines into full sentences using the correct passive tense.



# **ACROSS CULTURES**



# Mediterranean Marine Life Center VOLUNTEER OPPORTUNITY

This year, spend your summer at the Mediterranean Marine Life Center on the island of Zakynthos, Greece and help conserve the loggerhead sea turtle while enjoying a holiday by the sea.

As a volunteer, you'll get the chance to look after the turtles by keeping their habitat clean. You'll participate in regular beach clean-ups to pick up rubbish, and you'll also help in our community garden. You'll learn how to educate tourists and locals about the problems these beautiful animals face, and join in fundraising efforts. The donations you collect go towards research and are also used to maintain the Marine Life Center facilities. You'll

also spend time on the beach collecting information about turtle nests so that we can learn more about them.

You do not need any previous qualifications or experience to volunteer at the Marine Life Center as we provide all training on site. However, you must be over 18 years old, fit and healthy, and be able to speak English well. Volunteers have to pay for their own flights to Zakynthos and for their food, but we offer accommodation at the Marine Life Center for a small fee.

If you are interested in this amazing opportunity, please contact us by email.

### **Check these words**

- conserve educate
- fundraisingnest
- fee

### Reading

- Read the advert. Where could you read it? What is it about?
- 2 Read the email and fill in the gaps (1-3) with the phrases (A-E) below. Two of the words/expressions are not needed. Write in your notebook. Then listen, read and check.

### Informal language

- 1 I am sending this email to ask about...
- 2 I want to get more information.
- 3 Can we come for these days?
- **4** What are the rooms like?
- 5 How much money do we need to pay?
- **6** Can't wait for your answer.
- 7 Best regards,

Dear Sir/Madam,

I am writing with regard to your advertisement about volunteering at the Mediterranean Marine Life Center in Zakynthos, Greece. I would appreciate it if you could 1) ... further information.

We are interested **2)** ... at the centre from 15th June to 15th July. We are four students who have just finished our final year of school and we are all 18 years old. Are there places available for these days? We would also like to know what kind of accommodation you provide. We would like to stay all together if this is possible. Also, are there kitchen facilities? We would like to cook our own meals. Lastly, how much exactly will the accommodation fees be? Are there special prices for students?

Thank you for your kind attention. We are looking forward  $3) \dots$ . Yours faithfully,

Thomas Richards

- **A** provide us
- C send us

E in helping

- **B** to your reply
- **D** answering us
- The email is formal. Match the informal sentences (1-7) in the box with formal ones from the email. Write in your notebook.

### **Phrasal Verbs**

look after = care for look for = search for look through = read/ examine quickly



### **Culture Spot**

The RSPCA (Royal Society for the Prevention of Cruelty to Animals) is a charity in the UK that promotes animal welfare. Its volunteers look after stray animals, treat them and help them find a home.



Is there a similar charity in your country? What does it do?

### Plan

Dear Sir/Madam,
Para 1: opening
remarks; reason for
writing

Para 2: ask your questions (age limit? which entrance? refreshments and snacks free?)

Para 3: closing remarks Yours faithfully, (your full name)

### **Speaking**

Work in pairs. Take roles: one of you is Thomas and the other is the secretary in the Marine Life Center. Use the information in the advert and the email to act out a telephone conversation asking for and giving information.

Secretary: Mediterranean Marine Life Center. How may I help you?

Thomas: Hello. My name is Thomas and my friends and I are interested in

volunteering at the Marine Life Center ...

- Read the phrasal verbs box. Then complete the sentences with the correct particle in your notebook.
  - 1 What are you looking ...?
  - **2** He spent his summer looking ... injured hatchlings at the Rescue Centre.
  - **3** I don't know much about the volunteer job, but I'll look ... the website for more information.

### Listening

- 6 ◀)) You are going to listen to a dialogue between two friends. Read the questions and possible answers. What is the dialogue about? Now listen to the dialogue and for questions 1-3 choose the correct answer (A, B or C). Write in your notebook.
  - 1 Tom is going to help
    - A clean up the town's parks.
    - **B** collect recyclable rubbish.
    - C plant trees.
  - 2 Steve is worried about
    - A alobal warming.
    - **B** endangered animals.
    - C saving the rainforests.

- **3** Tom is calling Steve to
  - **A** invite him to an environmental day.
  - **B** describe what he did last weekend.
  - **C** talk about environmental problems.

### Writing (an email)

You have read this advert in an English magazine and you are interested in participating. Write an email asking for information. Use formal language. Follow the plan. Swap papers. In pairs, decide on a marking grid to evaluate your partner's piece of writing.

### **CLEAN-UP DAY**

### SATURDAY 20th MAY

Come and have fun while helping clean up our town! Meet us at St James' Park

at 8:30 am!

11am Refreshment

For more information email: info@vo

For more information email: info@volunteers.org
SEE YOU THERE!



# CLIL (GEOGRAPHY)

### Check these words

- substanceshallow
- temperature algae
- infectglobally

### Reading & Listening

- What do you know about coral reefs? Why are they called 'underwater Amazons'? Read through to find out.
- Read the text and fill in the gaps (1-15) with the appropriate word. Each gap needs one word only. Write in your notebook. Then explain the underlined words/phrases.

# The Great COMA Reefs



Coral is a stone-like substance which is made 1) ... tiny sea creatures called 'polyps'. There are many different 2) ... of coral, and it comes in a huge variety of shapes, sizes 3) ... colours. Many corals together form a 'reef'. Coral reefs rely on sunlight and warmth, so they 4) ... found in the shallow waters of tropical seas worldwide. Reefs can be very old - some formed 25 million years 5) ...!

Coral reefs are sometimes called 'underwater Amazons'. They are home to thousands of different species, 6) ... the polyps themselves to fish, molluscs like octopuses and <u>crustaceans</u> like crabs and shrimps. Scientists often say we know 7) ... about space than we do about the ocean, and 8) ... are probably many undiscovered species living on and near reefs.

Rising ocean temperatures are threatening the reefs by changing the delicate balance of this tropical habitat. Water pollution 9) ... the situation worse, encouraging the growth of algae and the development of disease. The first steals sunlight from the polyps, while the 10) ... infects and kills them.

Coral reefs have their own natural cleaners. Coral crabs are tiny crustaceans 11) ... live on coral. They eat any algae that falls on the coral and generally keep 12) ... clean. The crab gets a meal and the polyps get more sunlight, so everyone benefits. But these tiny creatures can't 13) ... the job alone anymore – it's just 14) ... big. Only people, working together globally, can save coral reefs from dying out altogether. There are many reef conservation organisations which you can join. Why 15) ... have a look at some of them and think about volunteering?

### Speaking & Writing

- (1) Listen and read the text. What did you learn about coral reefs? Make notes under the headings: what they are - their importance - threats - how to help. Use your notes to tell the class.
- Collect more information, then prepare a presentation on coral



Find videos related to Environment Day celebrations. Prepare your video clip for the class blog.

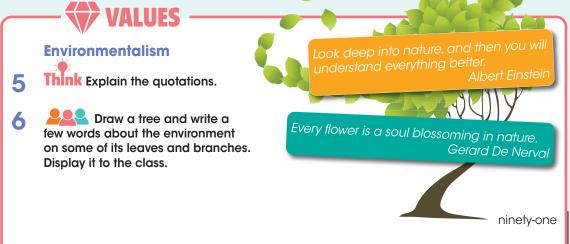
2 Look at the list of places below. Choose two and tell the class how to protect them for the future.

• rivers • forests • beaches • towns & cities • oceans • countryside

3 It's Environment Day. Decide how to celebrate the day at school. Draw a poster to advertise the event. Then prepare a podcast advertising it.

Investigation & Presentation skills See p. 120

In groups, collect information about what we can do to protect the environment. Prepare and give the class a presentation.



# **REVISION & EVALUATION**

### Vocabulary

- Choose the correct item. Write in your notebook.
  - 1 We can plant trees to help solve overconsumption/deforestation.
  - 2 In summer, we go down to the valley/bay and go swimming in the sea.
  - 3 We can recycle to help solve soil contamination/resource depletion.
  - 4 We can create conservation programmes to help save endangered species/climate change.
  - 5 It hardly ever rains in the canyon/desert and so there aren't many plants or animals there.

 $5 \times 2 = 10$ 

- Choose the correct item. Write in your notebook.
  - 1 We're researching the amount for/of pollution in the country's rivers.
  - 2 I'm looking for/after my keys. Have you seen them anywhere?
  - I'd love to learn **about/for** the coral reef.
  - 4 Can you look after/through my cat while I'm on holiday?
  - **5** He claims that using solar energy to power his home is equal to/from planting 50 trees.

 $5 \times 2 = 10$ 

### **Grammar**

- Choose the correct item. Write in your notebook.
  - 1 James is the boy who/whose father works at the animal shelter.
  - 2 I've emailed the company who/that is cutting down the trees.
  - 3 Are these the volunteers who/which helped plant trees around the city?
  - 4 Those are the dogs whose/which owner feeds all the stray animals.
  - 5 The animals who/which you can see in the picture are endangered

 $5 \times 2 = 10$ 

- Rewrite the sentences in the passive. Write in your notebook.
  - 1 A famous architect designed the building.
  - 2 Millions of people visit the forest every year.
  - **3** They opened the doors of the zoo at 9 am.
  - 4 Diedie Weng directed The Beekeeper and his Son.
  - **5** They cut down thousands of trees every week.

 $5 \times 2 = 10$ 

### Listening

- Listen to William talking to his friend Jane about a memorable experience. For questions 1-5 choose the correct answer (A, B or C). Write in your notebook.
  - 1 When did William return from Bristol?

**A** Friday

**B** Saturday

**C** Sunday

2 William went to the festival with his

**A** father.

**B** mother.

- C sister.
- 3 In the festival some of the balloons looked like **A** musicians. **B** flags. C actors.
- 4 How did William feel during the hot-air balloon

ride?

**A** nervous

**B** excited

C bored

5 How much did it cost to go on the hot-air balloon ride?

A £5

**B** £10

C £15

 $5 \times 2 = 10$ 

### **Everyday English**

Match the exchanges. Write in your notebook.

How much are they?

1) a Here you are.

I'll take these two.

2 b I'd like to buy a mug, please.

How may I help you? 3 © Excellent choice.

Thank you very much.  $\bigcirc$  d They're £16.40 each.

That's £20 in total.

e You're welcome.

 $5 \times 3 = 15$ 

### Writing

Read the advert. Write an email in your notebook asking for information.



20 points

### Reading

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

### Going, Going, Gone?

Climate change is a very important global issue. We're often told that it can have a bad effect on our health and the environment. But have you thought about the effect that climate change has on historical landmarks? A group of European scientists have used new technology to find out what is happening to famous buildings such as the Parthenon in Athens, Greece, and the Colosseum in Rome, Italy.

Modern Athens and Rome are very different from the cities they used to be. Millions of people now live and work in each city. There are many cars on the roads and, as a result, pollution has increased. The dangerous smoke and gases from cars enter the air and because they are dirty, they cause black stains to appear on the buildings.

There is also the problem of 'acid rain'. The gases go up into the sky and when rain falls, the bad chemicals also fall on the landmarks. These chemicals attack the marble these beautiful buildings and statues are made from. This is called 'corrosion' – when the bad chemicals in the environment cause a surface to become weaker, crack or even fall apart. Global warming means that our planet is getting warmer and Italy and Greece are two European countries that are becoming much hotter and drier. The hot weather causes marble to expand and when the air becomes cooler at night, it contracts. As this happens, the marble becomes weaker and finally starts to crack and break.

It's true that nothing lasts forever, but scientists say that if we don't work hard to slow down climate change, these wonderful monuments might become 'ancient history'.

- 1 Pollution only affects our health.
- **2** Ancient Rome was bigger than ancient Athens.
- 3 Vehicles are the main reason for the black stains on the Colosseum.
- 4 The word 'corrosion' comes from Greek.
- 5 The fact that air becomes cooler at night causes the marble to crack and break.

 $5 \times 3 = 15$ TOTAL: 100 points Write in your notebook.

### Self-evaluation

### Now I can ...

- talk about global issues & solutions
- talk about the environment & our natural world
- buy something in a shop
- · write a short article about a green building
- · write an email asking for information

Good

Very good



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

Good

Very good



### My top favourite activity









**PROJECT** 

**Culture Spot** 



# Travel the world

# E treme America

Some of the most extreme weather events ever recorded happened in locations in the USA. Been there recently? Leave a comment ...

Home Page

Hot Tours

 Services News Contacts

What's in this module?

### Vocabulary

- weather
- holiday accommodation
- means of transport

### Grammar

- reported speech
- reported questions
- reported commands
- phrasal verbs: work

### · Everyday English

- buying a bus ticket
- Intonation: in question tags

The lowest temperature ever recorded in the USA was in Prospect Creek, Alaska. On 23rd January, 1971, the temperature 1) ... to -62.1°C! People's breath 2) ... and turned into powder!



### Lisa Smith. UK

I stayed there two weeks ago with my cousins. It was below zero every day, but nothing like the record temperature above! Still, I was glad I'd packed my woolly hat and gloves!



Thu at 10:00PM - Like - Comment - Delete - Share



Death Valley in California, USA, holds the record for the hottest temperature on earth. On 10th July, 1913, the surface temperature 3) ... a roasting 54°C. It was hot enough to fry an egg on a rock there!





### Michael O'Connor. Ireland

Believe it or not, when I visited Death Valley, it had just 4) ...! The whole place was covered in tiny desert flowers! They told us it only happens once a decade.



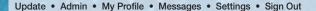
Fri at 1:14PM - Like - Comment - Delete - Share



### Vocabulary Weather

Read the texts and comments and fill in the gaps (1-7) with the verbs in the list in their correct form. Write in your notebook.

· blow · shine · pour · drop · freeze · rain · reach



The sunniest place not just in the USA but the entire world is Yuma, Arizona. The sun 5) ... 90% of the time here, so there's sunshine all year round! It's also very dry, with an average of just 84 mm of rainfall per year.





### Tanya Vincent, USA

I actually lived in Yuma for a couple of years! It's sunshine every day! I used to dream of rain, or even just a little fluffy cloud floating by...



In 1934, the wind 6) ... at 372 km/h on Mount Washington in New Hampshire, the fastest ever recorded in the country. Just as a point for comparison – the average hurricane only reaches 282 km/h!





### Martin Akker, Canada

And the weather changes so quickly. I was up there hiking and it went from a gentle breeze to violent strong winds in just ten minutes. We were really lucky to get down alive!



Reply

The wettest state in the USA is Hawaii, and the wettest place in Hawaii is Big Bog on the island of Maui. They get an average rainfall of 10,272 mm per year!





### Samantha Turner, USA

I was there on a school science trip last year. It 71 ... with rain every day and we all got very wet. But the scenery's stunning there!

Sat at 10:15AM - Like - Comment - Delete - Share

Reply

- Read the texts again. Find words related to weather. Classify them under good/bad weather conditions. Compare your list to your partner's. Write in your notebook.
- Portfolio Collect information about various places in the world which experienced extreme weather conditions in the past. Present them to the class. Keep it in your portfolio.

# 6a READING

### Reading



Danny's

Blog

Page 1) Read the title of the blog entry and look at the pictures. What activities can visitors do in this place? Listen and read to find out.

# My WALLE WASSE Getaway

Let me tell you a secret. As a blogger, you often get freebies like T-shirts, concert tickets or video games. The idea is that the companies which give me these items get free publicity when I **mention** them in my blog. Well, this month, I got the freebie of a lifetime – a week's holiday on a ranch in the USA! I've been a **fan** of the Wild West ever since I saw my very first western movie, and here was my chance to see how real cowboys live at Westgate River Ranch Resort and Rodeo.

I thought I'd be in a room at the ranch, but, actually, I slept in a teepee! It was nothing like the ones Native Americans used to live in, though. This was 'glamping' – **glamorous** camping! The teepee was like a **luxury** hotel room. It had air conditioning, a king-size bed and a campfire that the ranch staff lit every night. It was extremely comfortable, but I did feel like I was cheating slightly.

The ranch had **loads** of activities to keep me busy. First, I tried archery which I'd never done before. I wasn't very good, but I **managed** to hit the target once or twice! I also spent a lot of the time on horseback. Each morning, we rode out to explore the area around the ranch. It was just like a western film with cacti and canyons all around us! The highlight for me, though, was the rodeo where cowboys and cowgirls got to show off their **skills**. They rode bulls, lassoed cows and did some trick riding. They made it all look so easy! I suppose I'd better tell you about the mechanical bull. It's a fake bull that goes up and down and tries to throw you off. I'd seen the cowboys on real bulls, so I thought a mechanical one would be a piece of cake. Wrong! I was holding on really tight when it started, but the next thing I knew I was lying on the floor! Apparently, I **lasted** a not-so-impressive five seconds. OK, I didn't become a real cowboy at Westgate River Ranch Resort and Rodeo, but I certainly got a taste of the Wild West. Check out the photos. And, yes, there are some of me on (and off!) the mechanical bull! Yee-haw!

Read the blog entry again and answer the questions. For each question, choose the correct answer (A, B, C or D). Write in your notebook. Then explain the words in bold.

- 1 Danny went to the USA because he
  - **A** was offered a free holiday.
  - **B** got a new job as a cowboy.
- **C** wanted to appear in a film.
- **D** had to film an advertisement.
- 2 What does Danny say about his accommodation?
  - **A** He didn't want to stay in a teepee.
  - **B** It wasn't what he was expecting.
  - b ii waarri wriai na waa axpeeiing
- C He enjoyed having staff to help him.D It was like a Native American home.
- **3** How did Danny feel about the rodeo?
  - **A** Surprised at how popular it was.
  - **B** Disappointed he couldn't join in.
- C Impressed by the performers.D It was like a Native American home.
- 4 What might Danny say about his ranch holiday?
  - A I had a fantastic time there even though I found the activities quite difficult.
  - **B** After seeing real cowboys and cowgirls, the job doesn't seem that difficult.
  - C I didn't really like it because it was more like a theme park than a ranch.
  - **D** I loved it so much! I want to go back and learn how to be a real-life cowboy.



- freebiepublicity
- ranchthe Wild West
- teepee cheat
- archeryon horseback
- cactus canyon
- rodeo lasso
- trick riding
- be a piece of cake

Think Why do people go on holidays like this one? Tell the class.







Grab your tent and head to **Lakeside**, a **1**) ... in the heart of rural Maine, USA. Prefer a roof over your head? You can also stay in a traditional wooden **2**) .... Please note that **Lakeside** is **3**) ..., so you must bring and cook your own food.



**The Poseidon** is a luxury 5-star **4)** ... just ten minutes from the beach. Try our **5)** ... package — while you're staying at the hotel, you won't have to pay for a thing!



Are you a student travelling on a budget? Then check in to **A Warm Welcome**. This modern **6**) ... has six bunk beds per room. It's the best option to meet other people from around the world.



Home from Home is a B&B in a large farmhouse in the English countryside. Choose 7) ... for just breakfast and dinner or 8) ... for three delicious meals all cooked in the farmhouse kitchen.

### Asking about a preference

- Would you rather/ prefer to stay in/ at ... or ...?
- Which do you prefer, ... or ...?
- What ... do you prefer/like?
- Which would you choose between ... and ...?

### Stating a preference

- I'd rather stay in/at ... because ... .
- I prefer ... to ... because ... .
- I'd like ... .
- I like them both, but ... is my favourite because ... .

Think Read



### Holiday accommodation Fill in the gaps (1-8) with: hotel cabin v

Fill in the gaps (1-8) with: hotel, cabin, youth hostel, campsite, half board, full board, self-catering, all-inclusive. Write in your notebook.

### **Prepositions**

Vocabulary

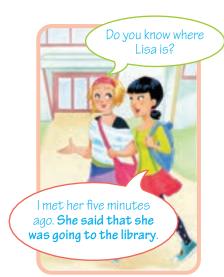
- 5 Fill in: on (x2), of (x2), by, in. Then answer the questions about you. Write in your notebook.
  - 1 Do you enjoy travelling ... air?
  - 2 Where do you usually go ... holiday?
  - 3 Have you ever travelled abroad ... winter?
  - 4 Are you a fan ... adventure holidays?
  - **5** What was the highlight ... your last holiday?
  - **6** Have you ever gone sightseeing ... foot?

### **Speaking & Writing**

- Which place(s) in Ex. 4 would you like to stay in/at? Why? Use the adjectives to talk with your partner.
  - · comfortable · expensive · cheap · relaxing · quiet · fun · challenging
  - different
     eco-friendly
  - A: Would you rather stay at a campsite or in a hotel?
  - B: I'd rather stay in a hotel because it would be more comfortable.
- the blog entry on p.96.
  Present the main
  features of it in a
  picture album entitled

  At the Ranch.
  - Think of a holiday destination in your country. Make notes under the headings: place location accommodation activities cost. Present your destination to the class.

# 6b GRAMMAR



### Note!

Verb tenses change in reported speech when the introductory verb (say, tell, ask, etc.) is in a past tense. We do not change the verb tenses in reported speech when the introductory verb is in a present or future tense.



say - tell
We can use the verbs
say or tell both in direct
and reported speech.

- say without an object pronoun (me, her, etc.)/proper noun (Alan, Mary, etc.) (+ that) Amy said (that) her tablet wasn't working.
- say + to + object pronoun/proper noun (+ that) Amy said to us (that) her tablet wasn't working.
- tell + object pronoun/proper noun (+ that) Amy told us (that) her tablet wasn't working.

### Reported speech

**Direct speech** is the exact words someone said. We put direct speech in quotation marks. Alice said, "I have a new phone."

**Reported speech** is the exact meaning of what someone said, but not their exact words. We don't use quotation marks. Alice said (that) she had a new phone.

present simple ightarrow past simple

"I **like** gadgets," she said. → She said (that) she **liked** gadgets.

present continuous → past continuous

"I'm surfing the Net," he said.  $\rightarrow$  He said (that) he was surfing the Net.

past simple → past perfect

"I **bought** a new tablet," she said. → She said (that) she **had bought** a new tablet.

"I was chatting online," he said. → He said (that) he had been chatting online.

will → would

"I **will write** a comment," she said. → She said (that) she **would write** a comment.

present perfect → past perfect

"I've never used it before," he said. → He said (that) he had never used it before.

present perfect continuous → past perfect continuous

"I've been studying all day," she said. → She said (that) she had been studying all day.

**Personal/Possessive pronouns** and **possessive adjectives** change according to the meaning. "I'm going shopping with **my** best friend," Tom said. → Tom said (that) **he** was going shopping with **his** best friend.

Time words and other expressions:  $now \rightarrow then$ ,  $today/tonight \rightarrow that day/night$ ,  $yesterday \rightarrow the day before$ , this week  $\rightarrow that$  week, last week/night  $\rightarrow the$  week/ night before, the previous week/night,  $tomorrow \rightarrow the$  next/following day,  $tomorrow \rightarrow the$  week  $tomorrow \rightarrow the$  week  $tomorrow \rightarrow the$  that,  $tomorrow \rightarrow the$  that,  $tomorrow \rightarrow the$  that,  $tomorrow \rightarrow the$  week  $tomorrow \rightarrow the$  that,  $tomorrow \rightarrow the$  that, tomorrow

- Read the theory. Then complete the reported statements with said or told. Write in your notebook.
  - 1 Ian ... to us that he had been to Alaska.
  - 2 I... Dan that I had booked the hotel.
  - **3** Our teacher ... to us that we would work in groups.
  - 4 The woman ... them that the campsite was full.
- Fill in the gaps with the correct personal/possessive pronoun, possessive adjective, time word or other expression. Write in your notebook.
  - 1 "My dad wants to call the hotel now," Paula said.
    Paula said that ... dad wanted to call the hotel ....
  - 2 Max told them, "I visited my friends in New York last weekend."

    Max told them that ... had visited ... friends in New York the ....
  - 3 "You're having dinner at a local restaurant tonight," Mum said.
    Mum said to us that ... were having dinner at a local restaurant ....
  - **4** "Our dad will help you set up your tent here," the boys said to their friends. The boys told ... friends that ... dad would help them set up ... tent ... .



Choose the correct item. Write in your notebook.

- 1 A: What did Jack tell you about his camping trip?
  - B: He said that he had had/has had a good time.
- 2 A: How's your neighbour's B&B doing?
  - B: Great! When I saw him the other day, he said he **would want/wanted** to open a second one.
- 3 A: Have you been able to contact the hotel manager?
  - B: No, I called an hour ago and they said he has been having/was having a meeting at that time.
- 4 A: Has your sister booked her plane tickets already?
  - B: Fortunately, yes! She told me she's been looking/d been looking online all day the day before yesterday.
- **5** A: When is Dave going to search for a youth hostel to stay at?
  - B: I met him earlier and he said to me he **is doing/would do** it the following day.
- 6 A: Why wasn't Gail in class yesterday?
  - B: I called her, and she told me that she **had gone/was going** to a ranch for a week.
- A hotel has asked its guests for comments on their stay. Read what some people said and report their comments. Write in your notebook.

I didn't have any problems during my stay last week.

Mr Smith

We always stay here, and we have never had a bad experience. The Jones Family 3 I will not stay here again because the service is terrible. Sue

My friends and I are definitely booking a room there again next summer.

Jack

2

My family and I have been staying here since it opened, and our experience has always been great.

Miss Green

It's not one of the best hotels I've ever stayed in because the other hotel guests were making noise all day long.

Bill

- 1 Mr Smith ....
- 4 Jack ....
- **2** The Jones Family ....
- 5 Miss Green ....

**3** Sue ....

**6** Bill ....



5 Rewrite the sentences in reported speech. Write in your notebook.

- 1 "My dad is flying to the USA tonight," Kate said. Kate said (that) her dad was flying to the USA that night.
- 2 "I don't know the name of this hotel," Jill said.
- **3** "I'll come camping with you next weekend," Kevin said.
- 4 "We haven't booked our accommodation yet," they said.
- **5** "I planned my route last night," Tom said.
- 6 "I had never been there before," she said.

# 6c VOCABULARY

### **Means of transport**

Match the pictures (A-L) to the words (1-12). Write in your notebook. How do you go to school?



4 lorry

7 bicycle

**10** tram

2 taxi3 car

5 scooter6 motorbike

8 plane

11 helicopter

train 12 ferry



Which of the means of transport in Ex.1 can you see in each picture? Write in your notebook.











I can see ... at the ....

Think Compare various means of transport. Use: fast, expensive, dangerous, cheap, tiring, comfortable, safe, convenient. Write in your notebook. Tell the class.

Trains are faster than cars.



In English we use:

• at to give a general location.

We have just arrived at the airport.

- in to give a specific location (especially inside a building).
   There is a duty-free shop in the airport.
- by + bus/taxi etc.
  BUT on foot

### **Buying a bus ticket**

Listen and read the dialogue. Where is Susan going? How much are the tickets?



Susan: Hello, I'd like to buy two tickets to Bath, please.

Ticket agent: Certainly. When would you like to leave?

Susan: Tomorrow morning.

Ticket agent: Right. Will that be single or return?

Susan: Single, please.

Ticket agent: OK. One moment, please.

Susan: How long is the journey?

Ticket agent: It's about 3 hours and 20 minutes from the Victoria Bus Station.

Susan: That's not too bad!

Ticket agent: OK. Here we are. There are buses leaving at 9 o'clock, 10:30 and 11:30.

Susan: I'll take the 11:30. How much is it?

Ticket agent: It's £10 per person.

Susan: Great. Can I pay by credit card?

Ticket agent: Of course. Here are your tickets. Have a nice journey.

Susan: Thank you. Goodbye.

Ticket agent: Goodbye.



In pairs, act out a similar dialogue. Use the dialogue in Ex. 1 as a model and the information in the table. Present your dialogue to the class. The class evaluates your performance.

### Intonation

in questions tags

Pill in the correct question tag. Listen and choose A (✓ rising intonation) or B (¬ falling intonation). Write in your notebook.

		Α	В
1	He's polite, ?	×	*
2	You weren't late, ?	A	*
3	It hadn't left, ?	A	*
4	They won't come,?	×	*
5	She hasn't gone, ?	×	*



**Question tags** are short questions at the end of a sentence. We form them with the auxiliary verb and a personal pronoun. We use them to confirm something or to find out if something is true.

affirmative sentence + negative question tag

He's from Spain, isn't he? He left early, didn't he?

negative sentence + affirmative question tag

You don't like sushi, **do you?** She won't come, **will she?** 

# GRAMMAR



afternoon.

### Reported questions

Reported questions are usually introduced with the verbs ask, inquire, wonder or the expression want to know.

- When the direct question begins with a question word (who, where, how old, how long, why, when, what, etc.), the reported question is introduced with the same question word.
- · When the direct question begins with an auxiliary verb (be, do, have) or modal verb (*can*, *may*, etc.), the reported question is introduced with *if* or *whether*.

Reported questions			
Direct speech	Reported speech		
<b>"Who</b> used my smartphone?" he asked.	He <b>asked who</b> had used his smartphone.		
" <b>Have</b> you bought a new laptop?" she asked me.	She <b>asked</b> me <b>if/whether</b> I had bought a new laptop.		

- Read the theory. Rewrite the questions in reported speech in your notebook.
  - 1 "Did you charge the tablet?" Zack asked him.
  - 2 "Have you seen my holiday photos?" asked Olivia.
  - "Can I use your laptop tonight?" Dylan asked me.
  - "Where's my digital camera?" Finn asked me.
  - "When will the file finish downloading?" Emma wondered.
  - "Does this smartphone have a big memory?" I asked him.
- Read the dialogue and rewrite the questions in bold as reported questions, as in the example. Write in your notebook.



Hi, Nia. 1) Have you ever been glamping?



Oh, hi, Joe! Yes, I have. 2) What do you want to know?



3) Do you remember my cousin, Sam? She was asking me about glamping, but I had no idea what she was talking about.

Nia:

4) Why was she asking you about glamping? Doesn't she know that you've never tried it? I can send her some information about some popular places.

5) When is she planning to go?

Joe:

Next month, and she wants me to give it a go too, but I hate camping. 6) Do you think I'll like it?

Nia:

I don't know. Maybe. Let me show you some pictures of my last glamping trip.

- 1 Joe asked Nia if/whether she had ever been glamping.
  - 2 Nia asked ....
  - **3** Joe wondered ....
  - 4 Nia inquired ....
  - Nia wanted to know ....
  - Joe wondered ... .





### **Reported commands**

To report commands with <i>tell</i> we use the <i>to</i> -infinitive.		
Reported commands		
Direct speech	Reported speech	
"Turn off the computer," he said to me.	He <b>told</b> me <b>to turn off</b> the computer.	
<b>"Don't open</b> junk emails," she said to him.	She <b>told</b> him <b>not to open</b> junk emails.	

- Read the theory. Report the following commands. Write in your notebook.
  - 1 "Click on the download icon," he told me.
  - 2 "Turn down your music!" Mary told them.
  - 3 "Don't leave your tablet on the sofa!" Mum told me.
  - **4** "Change the batteries in this remote control," he told her.
  - 5 "Don't delete this file." Frank told Alice.
  - **6** "Call me on my mobile tomorrow," she told me.
  - 7 "Don't forget to pick up your dad's ticket from the travel agency before you come home this evening," Ms Green told Jack.
  - **8** "Ask the receptionist when we can check in," David told his sister.

### Reported statements/questions/commands (Review)

- A Report the following statements/questions/commands. Write in your notebook.
  - 1 "Can I buy a ticket on the bus?" John asked the man. John ... .
  - **2** "Fill out the form now; it's urgent," the hotel manager said to me. The hotel manager ....
  - **3** "Have you visited this ranch before?" the man asked us. The man ....
  - **4** "How long will it take them to get to the port?" Fiona wondered. Fiona ... .
  - **5** "Book two tickets for tomorrow," Ben said to Ann. Ben ....
  - **6** "Is Kim meeting us later today?" Julie's brother asked. Julie's brother ....
  - **7** "We wrote reviews of these hotels on our website last month," said the journalist.

    The journalist ....
  - **8** "Don't waste time online and finish your homework," Mum said to them. Mum ....



# 6f ACROSS CULTURES

### Reading

- Look at the picture. What does it show: a horse and carriage? a gondola? a donkey?
- ■)) What means of transport do people use in places A, B and C? Listen and read to find out. Then explain the highlighted words.

# Car-free is Care free

There's something missing, but you can't quite work out what. The air smells clean. It seems strangely quiet. You can walk in the middle of the road without fear, Suddenly you realise... there are no cars! Does this sound too good to be true? Well, luckily, it's not. Whether you prefer a small island or a lively city, there's a car-free holiday for everyone.

Here are three great destinations without cars:

### Fes Old Town

The Old Town in the Moroccan city of Fes looks like a scene from history. Fes Old Town is a maze of narrow streets and tiny alleyways. There are no cars here; there is simply no room for them. This is a great place to wander around and explore, far from modern traffic. But be careful not to get in the way of an older form of transport: the good old donkev!

### В **Venice**

Venice is a city with canals instead of roads. Here there are only two ways to get around: walking or taking a boat. One of the highlights of a visit to Venice is riding in the famous gondola. These small traditional boats are perfect for a tour of the narrow canals of Venice. The 60.000 residents, however, use vaporetti to travel around. They are much cheaper than gondolas and are just like buses on water. Who needs cars when you can go by boat?

### © Mackinac Island

At the end of the nineteenth century, Mackinac Island, in Michigan, USA, decided to ban cars. Today, the islanders still have no regrets and thousands of people come every year for stress-free holidays. You can hire a horse or a bicycle and ride along the eight-mile road that goes around the island. It's the only American highway where cars cannot drive. There is no better cycle route than this!

### Check these words

- work sth outalleyway
- wanderbanislander
- rearet



place (A, B or C). For some questions, more than one answer is possible. Write in your notebook.

Read the text again and the questions (1-5). For each question, choose the right

Where ...

- 1 is there the only road of its kind?
- 2 is there a means of transport that is a popular tourist attraction?
- 3 can visitors ride an animal?
- 4 can people travel on water?
- 5 are there lots of streets so you can easily lose your way?

Think Why are there no cars in these locations? What are the benefits of banning cars? Tell your partner.

Read the phrasal verbs box. Then complete the sentences with the correct particle in your notebook.

- 1 He works ... at the gym twice a week.
- 2 Ann works ... stress by cooking.
- **3** The local council worked ... a solution to the problem of traffic in their city.

### **Phrasal Verbs**

work off = get rid of an unpleasant feeling by doing sth energetic work out = exercise, happen or develop in a satisfactory way work up = develop an idea



### **Culture Spot**

London
Underground is a rail system with 11 lines and 272 stations. The British call it the Tube because of the shape of its tunnels.



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

### Listening

Listen to a radio advertisement and fill in the gaps (1-6). Write in your notebook.

Name: 1) ...

Location: south of 2) ...

Things to see & do: walk in the countryside, see

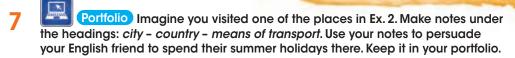
lovely beaches, try fresh 3) ...

Where to stay: Hydra 4) ... - looks like it did

**5)** ... years ago

How to travel: ride a 6) ... or hire a donkey

### Speaking & Writing (an email)



Imagine you are in one of the places in Ex. 2. Use your notes in Ex. 7 to write an email to your English penfriend about your experience there. Write in your notebook. Check your email for spelling, grammar and punctuation mistakes.

# 6 CLIL (LITERATURE)



Daniel Defoe (1660 - 1731) was a businessman, writer and journalist. He was considered

the "Father of the English novel". His book *The Life and Adventures of Robinson Crusoe* appeared in 1719. It was very popular and still is to this day.

### **Reading & Listening**

- Read the biography and the introduction to the extract. What type of novel is it from?
- 2 How do you think Robinson Crusoe felt when he saw the footprint? Read to find out.



It is the 17th century, and Robinson Crusoe is shipwrecked on a desert island. Over the years, he builds a home for himself, but dreams of being rescued. Then, one day, he finds a single footprint on the beach.

"At about noon, as I was walking on the shore, I was extremely surprised to see the footprint 1) ... a man in the sand. I was amazed. I stood totally still like I had just seen a ghost. I listened. I looked around me, but I couldn't hear 2) ... see anything. I walked up and down the shore, 3) ... I could see no other footprint apart 4) ... that one. I went to it again to check that it wasn't my imagination, but there it was with toes, heel, and every part of a foot. I had 5) ... idea how it came to be there. I was terrified and made my way back to my shelter looking behind me every two or three steps, mistaking every bush and tree to be a man.

When I came to my castle (for this is 6) ... I called it ever after), I ran into it like someone was chasing me. I can't remember 7) ... I went over by the ladder, or went in at the hole in the rock, which I had called a door. I was 8) ... terrified that I didn't sleep at all that night. My mind raced with questions I had 9) ... answers for. How was it possible that another man was 10) ... this island with me? Where was the ship that left the man who left the footprint? Man or – even worse – men!"

### **Check these words**

- shipwrecked
- desert island
   footprint
- shelter chase race

### Text of the month!

Present the plot of a novel you have read to the class. Read the extract again and think of the word which best fits each gap (1-10). Use only one word in each gap. Write in your notebook. Listen and check.

### **Speaking & Writing**

- Think What would you do if you found a footprint after spending years alone on a desert island? Tell the class.
- Who do you think the footprint belonged to? What happened? Collect information, then write a summary of what happened. Write in your notebook.
- Think Imagine someone became shipwrecked nowadays. In what ways would it be different from the events in *Robinson Crusoe*?

# PROJECT

# **Investigation**

Collect information about a place of natural beauty in your country tourists should visit. Create a brochure. Write in your notebook.



Use the information in Ex. 1 to give a presentation about a place of natural beauty in your country to a group of exchange students visiting your school. Write in your notebook.



Work in pairs. Write a letter inviting your English friend to come visit the place

in Ex. 1. Your partner

accepting/refusing the invitation.

Include your letter in

vour collection

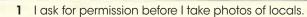
under the correct

topic suggested on the class blog.

writes back

A good traveller takes only memories and leaves no tracks. Responsibility

**Think** Are you a responsible traveller? Do the quiz to find out. Use A (Always), B (Sometimes) or C (Never). Write in your notebook.



- 2 I respect the locals' way of life.
- 3 I try to learn a few sentences of the local language.
- 4 I meet local people.
- 5 I try local food.
- 6 I buy locally produced goods.
- 7 I don't buy products made from endangered animals.
- 8 I use local transport.
- **9** I drop litter in the streets.
- 10 I respect wild animals and do not disturb them.

Mostly Cs: Oh no! You need to try harder to become a responsible traveller. Mostly Bs: Not bad, but think about how you can become a better traveller. Mostly As: You're a responsible traveller. Well done!



Prepare a two-minute video about being a responsible traveller. Use the ideas in the guiz as well as your own. Upload the video to the school website.

# 6 REVISION & EVALUATION

#### Vocabulary

- Choose the correct item. Write in your notebook.
  - 1 The temperature **drops/reaches** to -5°C in December.
  - 2 The lorry/ferry leaves from the port at 8 am.
  - 3 I can't sleep when the wind pours/blows.
  - 4 If you choose **self-catering/full board**, you will have breakfast, lunch and dinner at the hotel.
    - John will be at the **port/underground** station.

 $5 \times 2 = 10$ 

- Choose the correct item. Write in your notebook.
  - 1 We usually travel abroad in/on holiday.
  - 2 He isn't a fan in/of safari holidays.
  - **3** I can't work **out/up** a solution to the problem.
  - 4 How do you work off/out your anger?
  - 5 I don't like travelling **on/by** air.

 $5 \times 2 = 10$ 

#### **Grammar**

- Rewrite the sentences in reported speech. Write in your notebook.
  - 1 "We went to the festival last year," Jon said.
  - 2 "Your sister is booking tickets online now," Mr Green said to Beth.
  - **3** "He will give me the keys tomorrow," Ann said.
  - 4 "I've been taking photos of the city all day today," Frank said to me.
  - 5 "My dad and I were travelling to Paris at 7 yesterday evening," David said to Sue.

 $5 \times 2 = 10$ 

- 4 Report the following questions/commands. Write in your notebook.
  - 1 "Turn off your phones," he said to us.
  - 2 "Have you ever been to Vienna?" Bill asked me.
  - 3 "How long does the journey last?" Alice wondered.
  - 4 "Don't drive here," Gary said to us.
  - 5 "What time was your flight yesterday?" Polly asked me.

 $5 \times 2 = 10$ 

## Listening

5 **4**) Listen and fill in the gaps (1-5). Write in your notebook.



 $5 \times 2 = 10$ 

# **Everyday English**

- 6 Complete the dialogue by filling in the gaps with the questions/statements (A-E). Write in your notebook.
  - A How much is it?
  - B Can I pay by credit card?
  - **C** I'd like a ticket to Brighton, please.
  - **D** Have a nice journey.
  - **E** Will that be single or return?
  - A: Hello! 1) ...
  - B: Certainly. When would you like to leave?
  - A: Tomorrow afternoon.
  - B: Right. 2) ...
  - A: Return, please.
  - B: OK. There is a bus leaving at 4:30 and another at 6 o'clock.
  - A: I'll take the 4:30 bus. 3) ...
  - B: It's £37.
  - A: Great. 4) ...
  - B: Of course. Here is your ticket. 5) ...
  - A: Thank you.

 $5 \times 3 = 15$ 

# Writing

Your English-speaking friend, Peter, is going on holiday to your country. Write him an email suggesting two places to visit while he's there. In your notebook, write: where they are – what visitors can do there – why you like each place.

20 points

#### Reading

Read the text and answer the questions. Write Sibiu or Jurilovca. Write in your notebook.

# **Tony's Travel Blog**

Hello from Romania! It's the third time I've visited this beautiful country and this time I'm going a little further off the beaten track. Today, I'm going to tell you about two amazing places I've discovered — Sibiu and Jurilovca.

Sibiu is a city in central Romania with a population of 154,000. Jurilovca is much smaller than Sibiu – it's a village, really, and less than 4,000 people live there. It's in the east of Romania, where the Danube River meets the Black Sea.

Sibiu is an old city. It was founded by a group of people from Germany in the 12th century. It's got a lot of history and is home to many landmarks, such as Brukenthal Palace – now the oldest museum in Romania – several beautiful churches and a monastery from 1474. In order to see all these sights, I hired a local tour guide called Alexandru. He told me that Sibiu was a city of firsts. "The first hospital in Romania, the first pharmacy, even the first book printed in the Romanian language – all of that happened here," he said. Amazing!

Jurilovca isn't as old as Sibiu – it was built in the 19th century – but life here is more traditional. There are not as many sights in Jurilovca as in Sibiu, but the nearby Argamum Fortress is definitely worth a visit. My guide book says that the ancient Greeks built it in the 7th century BCE, so it's older than any of the buildings in Sibiu. The main attraction in Jurilovca, however, is the wildlife – I've seen eagles, white pelicans and wild horses. Jurilovca is inside the Danube Delta Biosphere Reserve which has over 5,500 species of plants and animals. There are only two other places in the world with more wildlife and plant life – the Great Barrier Reef and the Galapagos Islands!

My trip to Sibiu was really interesting and exciting, but Jurilovca is more peaceful – it's the perfect place to end another great holiday. Have you visited Romania? What were your favourite places? Comment below!

Which of the two places ...

- 1 has the largest population?
- 2 is on the coast of Romania?
- 3 is the oldest settlement?
- 4 has the most tourist attractions?
- **5** has a landmark over 2,000 years old?

5 x 3 = 15

TOTAL: 100 points

Write in your notebook.

# Self-evaluation

# Now I can ...

- talk about weather & holiday accommodation
- talk about means of transport
- · buy a bus ticket
- write a text about a holiday destination
- · write an email about a visit to a place







# Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 Lask for help when Lneed.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

Good

★★ Very good



# My top favourite activity







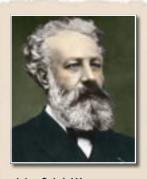


**PROJECT** 

**Culture Spot** 



# WORLD TALES



Jules Gabriel Verne (1828-1905) was born in Nantes, France. As a young man, he studied law in Paris, but then he decided to become a writer. He published his first novel Five Weeks in a Balloon in 1863, and Journey to the Centre of the Earth in 1864. Other famous novels include Twenty Thousand Leagues Under the Sea (1870) and Around the World in Eighty Days (1873). Verne liked writing adventure stories and was very imaginative. He wrote about inventions like submarines, television and spaceships. This was in the 1860s when such things didn't yet exist. For this reason he is known as the father of science fiction.

Note!

A narrative can be written in the first or third person. In a first-person narrative, the story is told by one of the characters in the story. A third-person narrative is told by a person who is not part of the story.

- Why do you think people call Jules Verne the father of science fiction? Read the biography to find out.
- Look at the pictures (A-E). In your notebook, write which shows:
  - 1 a man looking out of an underwater window.
  - 2 a man falling into the sea.
  - **3** two men getting onto a large ship.
  - 4 some divers discovering a giant oyster with a huge pearl.
  - 5 men standing on a submarine.











- 3 Listen to an adaptation of the beginning of the story *Twenty Thousand Leagues Under the Sea* and put the pictures into the correct order.
- 4) Listen and read the extract on p. 111. Then complete the sentences in your notebook.
  - 1 Captain Nemo took us north, through the Indian Ocean to the ....
  - **2** We sailed through the Mediterranean Sea and entered ....
  - **3** There were stone houses and ancient ....
  - **4** Atlantis did exist, but only Captain Nemo ....
- What type of narrative is the extract 1st or 3rd person? Who narrates the story in Ex. 4?



Captain Nemo took us north, through the Indian Ocean to the Red Sea. As we got closer to Egypt, I went upstairs to the glass room at the top of the ship. It was dark outside. We were a long way under the sea. Captain Nemo turned on the outside lights.

"I don't understand, Captain. There is no exit here. We cannot go through the land."

"But we can go under it. Watch!"

We moved down below the country of Egypt. Suddenly, I saw a large hole in the rock.

"A tunnel!"

"That's right, Professor. And we are going through."

The Nautilus shook as we went through the small tunnel. It looked like an old cave. Then water surrounded the ship, and there was no more land.

When Conseil and Ned woke up, I told them that we were in the Mediterranean Sea.

"But how?"

"Who cares how? Now's our chance. When we go up again, we're going to escape. We're close to Europe, and we can take the small boat to get to land. Do you agree?" said Ned.

I could not think only of myself. Conseil loved the sea, but I did not think he wanted to live his life there. Ned Land could not escape without our help.

"I agree. Only tell me when you are ready."

But the Nautilus did not go near the surface of the water again for some time. In fact, we went further down.

We sailed through the Mediterranean Sea and entered the deep mysterious Atlantic Ocean. The ocean became dark, and we continued to go further and further down. Captain Nemo came into the room as I studied the ocean floor.

"I have a little surprise for you, Professor."

As he said this, a bright light appeared from behind the mountain of rocks in front of us.

"What is it?"

"Just watch!"

We came closer to the light, and I could see trees on the ocean floor. "That's not possible!"

The Nautilus moved up over the mountain, and I saw that the light came from an old underwater volcano. There was no fire, but the hot lava still produced light.

The light showed us parts of the ocean floor. There were stone houses and ancient temples on it. I did not understand how such things could be there.

"It looks like a city from thousands of years ago."

"It is. It's the lost city of Atlantis!"

I looked up at Captain Nemo. He never took his eyes off the window. I looked down again. So it was true, I thought. Atlantis did exist, but only Captain Nemo knew for sure.

#### **Check these words**

- cavesurround
- appearpossible
- produce

- Think What do you think happens next in the story? Do you think the three men will manage to escape? How? Discuss in groups.
- Research the whole story or watch the Video. How close were your quesses?
- Imagine you are a journalist. Collect information about Atlantis. In your notebook, write a short article about the legend of the mysterious lost city. Think about:
  - where it was who lived there what people did how it disappeared

# WORLD TALES



Herman Melville (1819-1891) was an American writer born

in New York City. In 1839, Melville worked as a cabin boy on the merchant ship St. Lawrence, and in 1841 he sailed on the whaler Acushnet. Melville's long voyages inspired many of his stories. His best-known novel of the sea, Moby-Dick or The Whale, is the story of a whaling ship and its captain and their journey around the world in pursuit of Moby-Dick, the great whale. Although the novel was first published in 1851, it was only recognised as a masterpiece thirty years after his death.

- Read the author's biography. How do you think Melville's own experiences helped him write *Moby-Dick*?
- a) What is the animal in the picture? What do you know about it? Can you name any more marine mammals?
  - b) What do you know about whaling? Why are whales hunted?
- 3 (1) Ishmael is the person who narrates the story of Moby-Dick. Why did he decide to go whaling? Listen and read to find out.

# To the Sea

all me Ishmael. A few years ago, when I had no money and was bored of life on the land, I decided to *explore* the sea. It is my way of fighting my sadness, boredom and *trapped* anger. It's a way of calming myself down and putting some order in my life. There is nothing surprising about this. I think everyone has felt the same *desire* to go to sea at least once in their life.

Think about Manhattan, for example. This island is full of businesses and shipping and every road takes you to the ocean. Look at how the waves wash the sea walls and the *winds* cool the people who go down to the water's edge. Look at the crowds there. People escape from the prisons of their homes and offices and come to the edge of the water. They stare at the ocean as if it were a mirror, and dream about the sea. Some of them stand so close to the water you think they are going to dive in! Wherever you go in the world, the sea *reflects* the desire for change and adventure of anyone who looks into it.

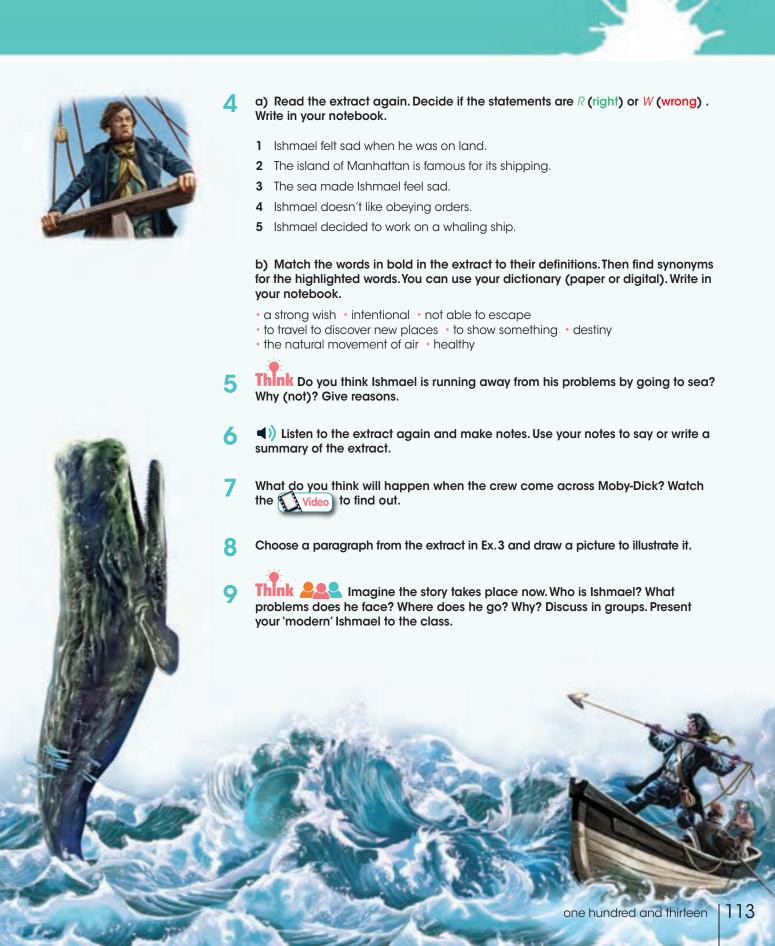
When I say I go to sea, I do not mean that I go as a passenger on a ship. You need money to be a passenger, and I want to be paid. I go as a member of the crew. I don't mind obeying orders and working in the harsh weather. That is when I feel alive. I always go to sea as a sailor because of the *wholesome* exercise and the pure sea air.

I usually went to sea on merchant ships, but this time everything was different. This time I decided to go on a whaling ship. I can't explain why exactly. I think it was a *deliberate* choice. But perhaps it was what *fate* had in store for me all along. More than anything, it was the idea of the great whale himself. I was excited by the mystery of whales and the wild and distant seas where they live. I love sailing

forbidden seas and landing on dangerous coasts. I dreamed of whales; whole schools of whales swam through my mind. And among them all there was the great white whale, Moby-Dick.

#### **Check these words**

- land boredom
- shipping edge
- passenger crew
- forbidden coast



# AMERICAN ENGLISH - BRITISH ENGLISH GUIDE

account airplane anyplace/anywhere apartment  B bathrobe bathtub bill busy (phone)  C cab call/phone can candy check closet connect (telephone) cookie corn crazy  D desk clerk dessert downtown drapes drugstore/pharmacy duplex  E eggplant elevator	bill/account aeroplane anywhere flat  dressing gown bath banknote engaged (phone)  taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad  receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached  aubergine	pants/trousers panty/hose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse R railroad rest room S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway T truck two weeks V vacation vacuum (v) vacuum cleaner vest	trousers tights car park road surface zebra crossing crisps state school handbag  railway toilet/cloakroom  shop assistant timetable pants pavement queue shop underground  lorry, van fortnight/two weeks  holiday(s) hoover hoover
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E eggplant elevator	aubergine		waistooat
eggplant elevator		NA/	Walsicoal
elevator		VV	
		with or without (milk/cream in	black or white
E	lift	coffee)	
		Υ	
fall	autumn	yard	garden
faucet	tap	z	garacii
first floor, second floor, etc	ground floor, first floor, etc	(pronounced, "zee")	(pronounced, "zed")
flashlight French fries	torch chips	zero	nought
front desk (hotel)	reception	zip code	postcode
` '	Гесерпогі	_,,	ļ
G garbago (trach	rubbish	Grammar	
garbage/trash garbage can	dustbin/bin		He <u>has just gone</u> out.
gas	petrol	He <u>just went</u> out./	rie <u>rias jasi gorie</u> oai.
gas station	petrol station/garage	He <u>has just gone</u> out.	Halla is the et Ctarra O
grade	class/year	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
Ī	• ,	Do you have a car?/	<u>Have you got</u> a car?
intermission	interval	Have you got a car	
intersection	crossroads		
J		Spelling	
janitor	caretaker/porter	, ,	aluminium
K		aluminum analyze	analyse
kerosene	paraffin	center	centre
	paramir	check	cheque
L law yor /attornov	solicitor	color	colour
lawyer/attorney line	queue	honor	honour
lost and found	lost property	jewelry	jewellery
	icoi pioperiy	practice(n,v)	practice(n)
M	nost		practise(v) programme
mail make a reservation	post book	program	realise
motorcycle	motorbike/motorcycle	realize	tyre
movie	film	tire trava(Nor	traveller
movie house/theater	cinema	trave(I)ler	
N			
news-stand	newsagent	Expressions with prepositions and p	particles
		different from /thes	different from /to
O office (doctor's/dentist's)	si iraen/	different <u>from/than</u> live on X street	different <u>from/to</u> live in X street
one-way (ticket)	surgery single (ticket)	on a team	in a team
overalls	dungarees	on the weekend	at the weekend
	3	Monday <u>through</u> Friday	Monday to Friday

# **RULES OF PUNCTUATION**

#### **Capital letters**

A capital letter is used:

• to begin a sentence.

It is hot today.

- for days of the week, months and public holidays.
   Sunday, July, May Day, etc.
- for names of people and places.

This is Marie and she's from Paris.

for people's titles.

Mr and Mrs Smith, Dr Sanders, Prince William, etc.

· for nationalities and languages.

She is Italian.

Can you speak Chinese?

Note: The personal pronoun I is always a capital letter. Ben and I are cousins.

#### Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

Leo is away on holiday. He's in Rome.

## Comma (,)

A comma is used:

- to separate words in a list.
   There's lettuce, tomatoes, eggs and cheese in the salad
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc.).

For example, I like swimming and kayaking.

when a complex sentence begins with an if-clause or other dependent clauses.
 If Stephen isn't there, leave a message for him.

**Note:** No comma is used, however, when they follow the main clause.

 before the words asked, said, etc. when followed by direct speech.

David said, "It was nice to see you again."

# Question mark (?)

A question mark is used to end a direct question. What time does her flight land?

## **Exclamation mark (!)**

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).

You're so funny!
What a nice day!

## Quotation marks ('' "")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
   "She got up, shouted 'I'm late' and ran out of the room." Adam said.
- Double quotes are used in direct speech to report the exact words someone said.
   "Evita called for you," Lucy told me.

## Colon (:)

A colon is used to introduce a list.

To make an omelette we need the following: eggs, milk, cheese, salt and pepper.

# Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.

# Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
   She's (= she is) cooking dinner.
   This shop opened in '89. (= 1989)
- before or after the possessive -s to show ownership or the relationship between people.
   Rob's dog, my mum's brother (singular noun + 's') the twins' parents (plural noun + ')

the children's toys (irregular plural + 's)

# PRESENTATION SKILLS

Think of a quotation to attract the audience's attention. Use a simple layout and images that are related to the theme.

# Present how to be a good neighbour Beginnings/Endings

Look at the quotations and the visuals. Which one would you choose to start your presentation? Why?



Use transition words (First of all/To begin with, Also/Next, Last of all/Finally/Last but not least, etc.) to link your ideas. This helps the audience follow your presentation.

#### **Transition words**

- 2 Read the extracts. In which extract has the speaker expanded on the main idea? Find the transition words each speaker has used.
  - A First of all, to be a good neighbour you need to be friendly. Always smile and say hello. Having a good relationship with your neighbours creates a comfortable, happy environment to live in. Then you need to be helpful to your neighbours.
  - **B** First of all, you need to be friendly to your neighbours. Also, you need to be helpful to them. Finally, you need to be trustworthy.

Brainstorm for ideas and make notes. Decide on what ideas you will use in your presentation. Make sure you expand on the ideas.

- Match the ideas below (1-3) to the sentences (a-c) that expand on them. Then link ideas 1-3 using transition words. Write in your notebook.
  - ..., be helpful.
- 2 ..., be trustworthy.
- 3 ..., be respectful.
- Show your neighbours they can rely on you by always keeping your promises.
- **6** Keep the area outside your house tidy and take out the rubbish. Be quiet and respect your neighbours' privacy.
- O Always be there for your neighbours. Lend them a hand when they need help, and they can do the same for you.
- ✓ Use the ideas in Exs 1-3 to prepare and give your presentation to the class.

# Present an ancient European or Asian civilisation Organising ideas

- List the following ideas (A-F) under the headings: name period location interesting facts how it ended. Write in your notebook.
  - **A** modern Pakistan, Afghanistan, north-west India
  - **B** grew crops for food, didn't know about iron
  - C declined from 1900 BCE, but no one knows why
- **D** Bronze Age
- **E** had writing system with pictures
- F Indus Valley Civilisation

A hook statement is a catchy interesting phrase that will attract (hook) the audience's attention and make them feel part of the presentation.

# Using a hook statement

- Read the extracts. Which two contain a hook statement?
- The Indus Valley Civilisation is one of the oldest civilisations in the world. It existed in the Bronze Age and was most powerful between 3300 and 1900 BCE.
- Imagine a civilisation with thousands of cities spread over nearly 650,000 km², and a population greater than New Zealand's today. When do you think this civilisation existed? In the last century, the last five hundred years, the last millennium? I can tell you now, it's probably older than you think!



Do you enjoy solving puzzles? Following the clues and cracking the code is fun, but it's also an important job! A lot of what we know about ancient civilisations comes from written records, but there are still some ancient writing systems that we don't understand. One of these comes from the Indus Valley.

While you are developing your presentation, recap the main points. This helps the audience remember your key points and follow the presentation more easily. You can use phrases such as:

We have already talked about ... . Let's move on to ... ./Apart from ... we can ... ./Now that we have explained ... we can talk about ... .

# **Recapping main points**

Read the extract. Find the phrases the speaker has used to recap the main points.

As I mentioned before, the Indus Valley Civilisation had a population of about five million. They grew crops such as wheat, barley, rice and peas. They also grew cotton, but they didn't know about iron.

Now that we have explained that the main job in this society was farming, let's move on to why the Indus Valley Civilisation was advanced. We spoke about the fact that they didn't use iron, but they had a writing system.



Use your notes in Ex. 1 and ideas from Exs 2 & 3 to prepare and give your presentation. Make sure you recap the main points.

# PRESENTATION SKILLS

Use short catchy quotations/proverbs that are relevant to the topic to start/end your presentation.



# Present a magazine Using visuals/audio

Read the two plans for introductions. Which one is more interesting? Why?

#### Plan 1

- Show a slide of me reading a magazine. The title is showing.
- Ask the audience: "Can you guess which magazine I'm reading?" Give them a few minutes to think.
- Begin my introduction: "I'm reading my favourite magazine, National Geographic. Did any of you guess?"

#### Plan 2

- Ask the audience: "Can you guess what my favourite magazine is? Let me give you a clue: it's about people, wildlife and Planet Earth." Give them a few seconds to think.
- Show pictures/titles from articles from National Geographic.
- Show a slide of the cover of National Geographic. Begin my introduction: "That's right, it's National Geographic, and in my opinion, it's the most interesting magazine available!"

## **Brainstorming**

Think of your favourite magazine. Copy the spidergram in your notebook. Make notes under the headings.



Write a cue card for each part of your presentation. Only put notes on it to support your presentation – don't put the whole paragraph on there and read from it.

# Using cue cards

Look at the cue cards. Which is more effective? Why?



#### Content

- articles: geography, history, science, culture
- beautiful photographs
- · well-researched articles
- focus on environmental issues



National Geographic is a magazine that first appeared in 1888. As I said before, it includes articles on subjects related to geography, history, science and culture. It is famous for its beautiful photographs, which regularly win awards. All the articles are well-researched by reporters, most of them long-term members of the National Geographic Society. Many of the articles these days focus on environmental issues, as this is an important topic in our modern world.

Use your notes in Ex.2 to prepare cue cards for your presentation. Use visuals, music extracts, etc. in your introduction. Give your presentation to the class.

We give presentations to:

- describe a place, a product, a person, etc.
- · narrate events
- inform the audience about something they may not know
- persuade the audience to do something

Read the task. What is the purpose of the presentation?

You have had a discussion about the dos and don'ts of using smartphones. Now.

Present smartphone etiquette Purposes of presentations

> You have had a discussion about the dos and don'ts of using smartphones. Now, your teacher has asked you to give a presentation about smartphone etiquette.





Think of what you will talk about and research online for information. Put key words or phrases into the search engine to narrow your search. Only click on results from valid online resources such as encyclopaedias, scientific journals, official university sites, newspapers, etc.

## **Researching information online**

- Which two key phrases are the most appropriate to research the topic in Ex.1? Decide in pairs.
  - 1 how to use your smartphone
  - 2 smartphone etiquette
  - 3 smartphones dos and don'ts
  - 4 what we should do to use our smartphones without disturbing others
- 3 Match the ideas (1-4) to the key points (a-d). Write in your notebook.
  - 1 responding to texts/messages
  - 2 sending texts/messages/updates late at night
  - 3 sounds your smartphone makes
  - 4 places where you shouldn't use your smartphone
  - a people might go to sleep earlier than you do
  - b library or classroom annoying to people studying/not at the dining table rude
  - o not when driving/riding a bike too dangerous
  - select a relaxing sound/turn the volume of your phone down/switch to vibrate in public
- Prepare your presentation.
  Remember that you are making a video of your presentation, so practise before you do it in front of the class. You can start like this:

Have you ever been in a public place where somebody was talking loudly on their smartphone?
Annoying, isn't it? Today, I'm going to talk about smartphone etiquette.

# PRESENTATION SKILLS

After you collect information, group it under appropriate headings. This will help you organise your presentation.

# Present how to protect the environment Digital presentations/Organising your ideas

Put the ideas under the headings: *home – outside the home – school.* Write in your notebook. Some may fit under more than one heading.

- turn off tap when we brush teeth turn off lights/devices when leaving a room
- make compost
   organise special days to pick up litter from parks/beaches
- plant trees use energy-efficient light bulbs print paper on both sides
- grow vegetables in garden/school greenhouse use public transport
- cycle or walk to work/school
   recycle or reuse things
- use a bucket to wash your car/bike have showers not baths

Find a strong image to start your digital presentation. Which of the two slides is more effective? Why?





Decide on the slides you want to use. Write a main heading, then write key words, not full sentences. Use appropriate fonts and images. 3

Which slide is more appropriate? Why?





Link your ideas with appropriate linking words. This helps your audience follow your speech.

Read the endings. Which is: a powerful statement? a what if question?

- **A** What if we do nothing? What kind of future does our Earth have then?
- **B** We should all help. After all, good planets are hard to find.
- Use the ideas in Exs 1 & 4 to create your digital presentation. Use up to 8 slides. Give your presentation to the class.

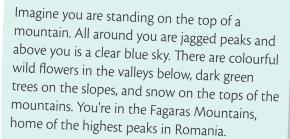
The beginning of your presentation needs to attract the audience's attention. You can start your presentation by addressing the reader directly or setting the scene. You can end your presentation by using humour, e.g. a joke, a funny quote, a cartoon, etc. This will make your presentation more memorable.

# Present a place of natural beauty Beginnings/Endings

Read the extracts. Decide which are beginnings and which are endings. Which:

- a) sets the scene?
- b) uses a quotation?
- c) addresses the audience directly?
- d) uses a visual?

As you can see, the Fagaras
Mountains are at the heart
of Romania, both
geographically and
culturally. Who here would
like to visit them?



Take a look at this photo. Have you ever seen such a beautiful place? This picture was taken in the Fagaras Mountains of Romania last spring. These mountains are an essential destination for visitors to Romania who want to see the true beauty of our amazing country.

The American author Elizabeth Kostova described Romania as, "Mountains of savage beauty, ancient castles, werewolves, and witches – a land of magical obscurity." So, what are you waiting for? Visit the Fagaras Mountains and experience some of the magic of Romania for yourself!

# **Planning your presentation**

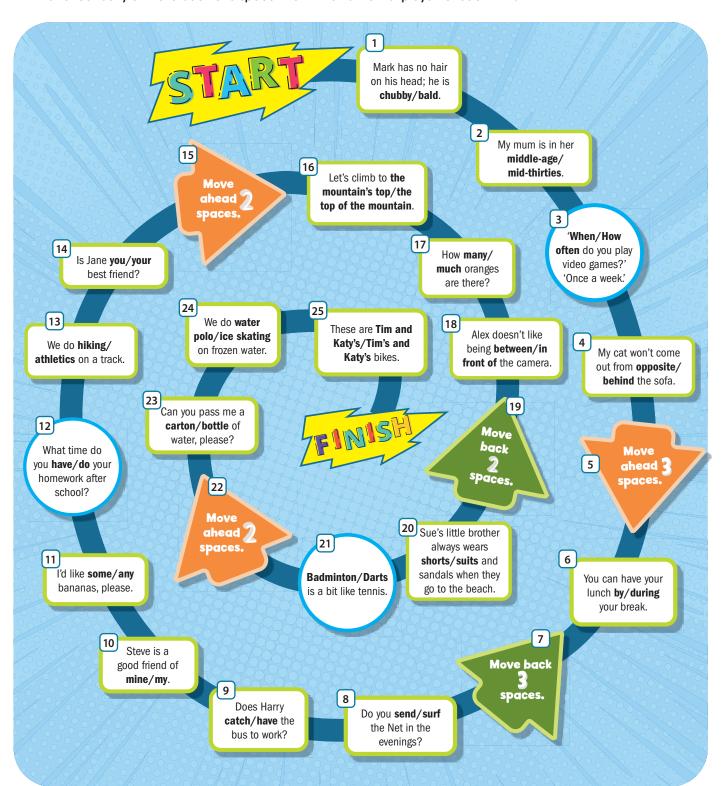
- 2 List the notes under the headings: name location what to see/do why it is special. Write in your notebook.
  - go hiking or cycling
     visit Poienari Fortress from 13th century
     central Romania
  - Fagaras Mountains home to an amazing variety of flora and fauna

D

- · also called 'the Romanian Alps' · drive along Transfagarasan Road (92 km long)
- · go skiing · home of highest mountains in Romania
- stay in Curtea de Arges, Pitesti or Sibiu southern Carpathian Mountains
- see lakes (largest Balea Lake 360 m long) and waterfalls
- has large areas of primary forest not disturbed by humans
- Research another place of natural beauty in your country and make notes under the headings in Ex.2. Write in your notebook.
- Use your notes in Exs 2 & 3 to prepare a presentation about a place of natural beauty in your country. You can present the Fagaras Mountains or another place you have researched.

# WELCOME FUN TIME

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or move back one space. The winner is the first player to reach FINISH!



Play the game in pairs or small groups. Find your question by rolling two dice. 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 get the points for your question. If you get it wrong, you don't get any points. The player with the most points after five minutes wins the game!



1 2 3 4 5 6



You ... (always/lose) your keys!

Tim has gone/ has been to Covent Garden twice. Eric is thinking/ thinks about trying an extreme sport. There's a café in/
on the corner of
Green Street and
Albert Avenue.

We have to get through/on the 8 o'clock bus if we don't want to be late.

I see/am seeing now why you prefer to buy your greens at the farmers' market.

You can find fruit and vegetables at the **florist's/ greengrocer's**.



There are clothes and accessories in/on sale at the flea market.

Architects love to experiment for/
with different shapes when they design buildings.

Jonas has gone to the **butcher's/ jeweller's** to get some meat.



The Smiths aren't living/haven't been living in the neighbourhood for long.

Are you going/ Do you go to the supermarket this Saturday? The police are trying to catch her, but she keeps getting **off/away**.

I **do/am doing** the gardening every morning.

You can find vintage furniture at the **seafood/ antiques** market.

I would love to walk down 5th Avenue **at/in** New York. I sometimes go to the **stadium/ sports centre** with my father to watch a football match.



How long have you been going/ are you going to the gym? John is a calm person who often/seldom gets angry.

I have **never/yet** played squash before.

The architect's inspiration/interest comes from the sea and nature.

Alice has ever/ already booked tickets to the cinema.

Go past the library and the bank is **on/in** your right.

What time do you usually **have/ make** a shower?

NAME THE BUILDING

I usually go to the cinema with my friends at/in the weekend.

John have trained/has been training for over three months.

Max has been a YouTuber since/ for 2017.

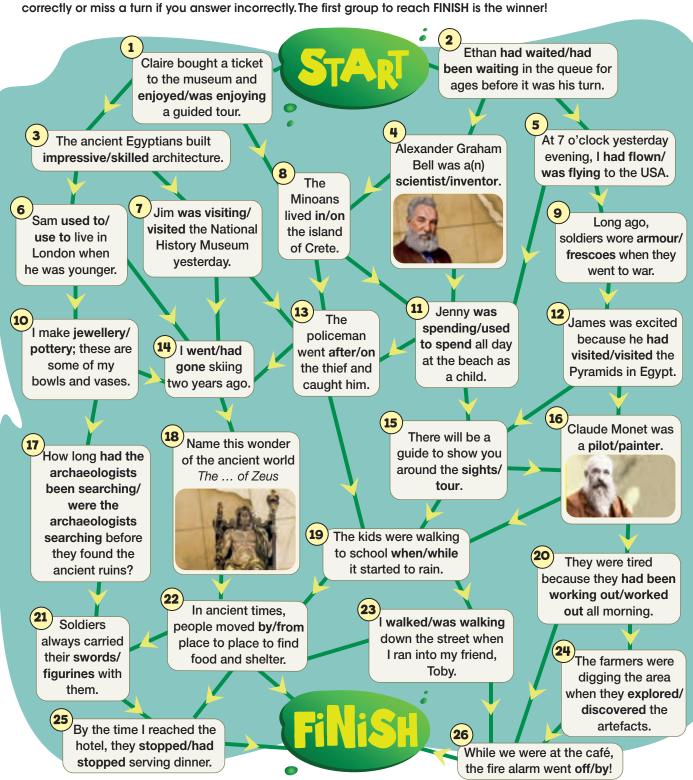
The bus **leaves/ is leaving** at 6:30.

Why do you taste/are you tasting the soup?

Mandy is taking/ takes a walk in the park every Sunday.



Play the game in two groups. Use rubbers as markers. You can't move to the same box as your opponent. You can only move to a connected box by following the arrows. Choose the correct item to answer correctly or miss a turn if you answer incorrectly. The first group to reach FINISH is the winner!



3

Play the game in pairs or small groups. In turns, choose any square and complete the sentence. If you get it right, the square is yours. The one who succeeds in answering four squares correctly in a horizontal, vertical or diagonal row wins the game! On some squares, there is more than one possible answer.

The doorbell is ringing.	You can have access to your email from all mobile	If I had a tablet,	You will damage your eyes if	I promise I
If we didn't have the Internet,	Daniel has written so many short stories I believe he	A book about the life of a famous person is a	Unless you install your updates on your smartphone, it	Children love to read
Next weekend, I	In 100 years' time, I believe we	The soap opera I watch is so complicated that it's not easy to keep	l've just arranged to go out with my friend. Tomorrow afternoon, we	I'm very thirsty! I
Look at all those black clouds. It	If you like reality shows, you	If you like animals, then you might	I would have done my homework if	Hurry up, we
I love cooking, so I always watch	If he studies hard this year, he	You won't get the job unless	I would have bought a magazine if I	I prefer listening to the news on the

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Choose the correct item or put the adjectives in the correct form adding any necessary words. The winner is the first player to reach FINISH!

START

**Spread/Pinch** two fingers on the screen to zoom in on the photo.

To stream films on your laptop, you **need to/ might** have a fast Internet connection.

You have to **tap/swipe** on the icon to open the app.



Name the electronic device.

Archie wasn't able to/
couldn't install the new
app yesterday.

They are bringing about/out the new smartwatch next month.

The school computer is ... (good) mine.



Go back to the start

This PC action game isn't ... (easy) as the

other one.

12

The scanner was ... (cheap) enough to buy.

13

6

A pop-up window appeared **in/on** the screen.

14

They must/had to study for their exams last weekend.

Go back 3 spaces

l'm sorry but you will have to take the stairs. The elevator is **over/** 

You **should/ are able to** use headphones when you want to listen to music in public.

Portable appliances/
experiences are useful because
you can take them anywhere
with you, as long as you have
batteries.

Move ahead 2 spaces

This is ...
(little) popular
place in our city.

Must/Could
I have your
name and order
number, please?

Name the

computer part.

Is the science museum ... (crowded) the art museum? 24

You needn't/ aren't able to turn off the computers; I'll do it.

FINISH

Play the game in two groups. Each group has a different starting point. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or go back one space. The group that reaches FINISH first is the winner!



= Say the sentence in the passive. = Ask and answer in the passive. = Say the word.





Who/The 11th Hour/ produce/ by? (Leonardo DiCaprio)

I'm looking for/after the map of the forest. Have you seen it?

The black rhino is one of the animals who/which is in danger.

These vases are made by/with environmentallyfriendly glass.

Mr Henry is the man whose/who wife started the charity.

Those are the children who/whose parents are both vets.

The fish are dvina because of the pollution damaging/ poisoning the water.

We were advised/ advising to take our dog to the vet.

Where/the documentary/ film? (Amazon Rainforest)



They have saved the injured turtle.

The town council has found ways to maintain/ preserve local historic buildings.

Madagascar is an example for/of a place with lots of wildlife.

Overconsumption/ contamination is the reason there is so much rubbish.

Thev blamed the hotel quests for dropping litter in the forest.



Who/The Crystal/ design/by? Eyre Architects) It's important to dispose of nuclear pollution/ waste correctly.

This is the pet shop who/that our new neighbour owns.

Have you had a chance to look through/ after the magazine I lent vou?

The nature In 2019, the reserve will be visited/ lost was visiting by a famous scientist Olympic next weekend.

John is the bov which/ who works in the animal shelter.

Anna found the injured bird.

Sadly, a lot of facing

animals are extinction/ conservation.

Should these appliances install/ be installed bv a technician?



ice Greenland equal with/to 80 million swimming pools.

by? (Robert

Angus

Smith)

The animals' natural habitat is affected by/ with climate change.

I've met the volunteers which/that cleaned up the local park.

They gave the homeless animals some food.



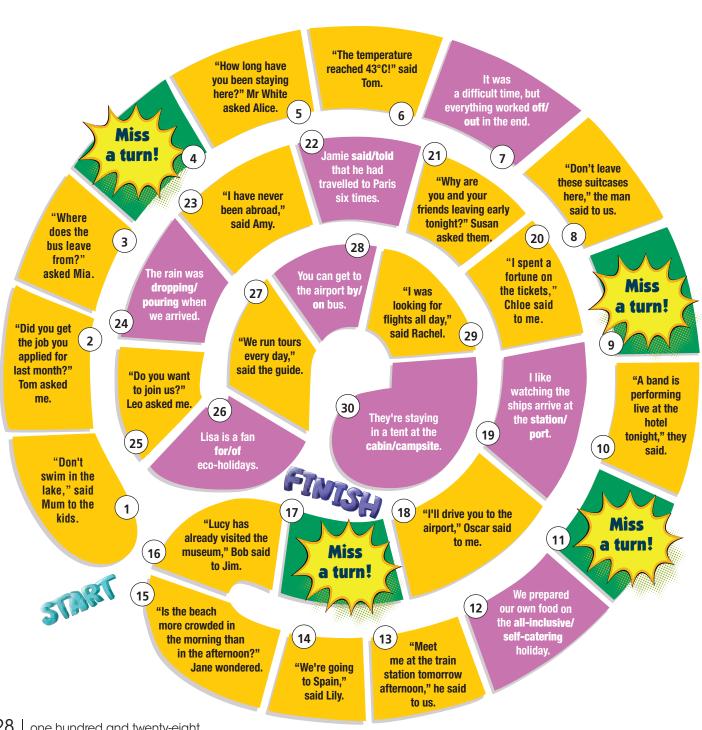


# **FUN TIME**

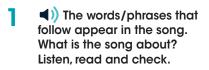
Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move around the board. Answer correctly or go back one space. The one who reaches FINISH first wins the game!

Say the sentences in reported speech.

Choose the correct item.



# FSONG?



- live in poverty
- struggle to survive
- · war zones · fight to stay alive
- make life better
- bring them happiness
- no love and care

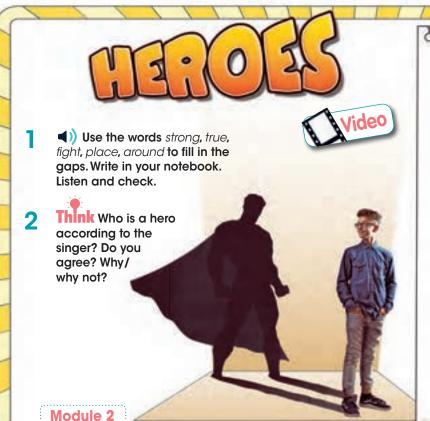
Think What does the song suggest? Do you agree with its message? Tell the class.

Module 1

Some people live in poverty
they struggle to survive
Some people live in war zones
where they fight to stay alive
Some people have no place to live
no home to call their own
We can help these people
let them know they're not alone

Some of us have plenty
we have money, food and care
We have much more than we need
and quite enough to share
We can make life better
for the people who have less
We can make things brighter
we can bring them happiness

Some people live in countries where no food can ever grow
Some people have no love and care they have no place to go
Some people have no family and nowhere left to turn
We can help these people if we make them our concern



# Heroes are the people

Heroes are the people
Who stand up for what is right
They're there in times of trouble
And they don't give up the

1) ...

They're people you can turn to And they'll never let you down Whenever they are needed They will always be

2) ...

We all need a hero Someone loyal, brave and

3) ...

But take a look inside you You could be a hero, too

Heroes are survivors
They're courageous and they're 4) ...
And everyone feels safer
When a hero comes along
They save us and protect us
From the dangers that we face
They always do their best
To make the world a better

5) ...

one hundred and twenty-nine

# FSONG?

**Get in Touch** 

The words screen, avatar, online, message, text, email, glad appear in the song. What is the song about? Listen and read to find out.

Think How do you communicate with your friends? Describe how you use technology and what types of gadgets you use to communicate with your friends.

Do you know how long it's been Since your last post showed up on the screen? We miss your smiling avatar We wonder how and where you are

We go from one day to the next Just waiting for a call or text An email or a wink from you Will make us smile the whole day through

We're waiting for you to get online Send us a message and we'll be fine Just type us a line or two We only want to hear from you

When you're ready, we'll be here
Waiting for you to appear
I'll be as glad as I can be
When you sign in and chat with me

Module 3

- Nead the song. Fill in the gaps with: too, text, away, play, phone, know, online, diary. Write in your notebook. Listen, read and check.
- Think Why is the mobile phone important to the singer? Is it the same for you? Why? Write a short paragraph in your notebook. Read it to your partner.



# Mobile Phone **Madness**

Every time that I go out I take my mobile 1) .... And then, no matter where I am. I never feel alone. I can call or send a 2) ... To say that I am fine. And my phone has Internet So I can go 3) .... I just love my mobile phone, I use it every day. I'm never out of touch with friends, They're just a call 4) .... My phone gives me freedom And it's really great to 5) ..., I've always got some company No matter where I go. I can play some music, I can take a photo, 6) .... My phone is incredible, There's nothing it can't do. I can check my 7) .... And see what's on today, And when I get very bored, I've got some games to 8) ....

# FSONG?

- Read the title and the phrases below. What is the song about? Listen, read and check.
  - fish are dying
     stop polluting
  - gets worse cutting down trees
  - save the forests air pollution
  - hole in the ozone layer
- Read the song. Which verses best describe the pictures?



Save the Planet

The fish in the sea are dying From the pollution we create We've got to stop polluting Before it's too late

Our planet is in trouble It gets worse every day We have to help our planet In every possible way

In the woods and forests They're cutting down the trees We've got to save the forests Everyone agrees

The hole in the ozone layer Is getting bigger every day We've got to stop air pollution We have to find a way

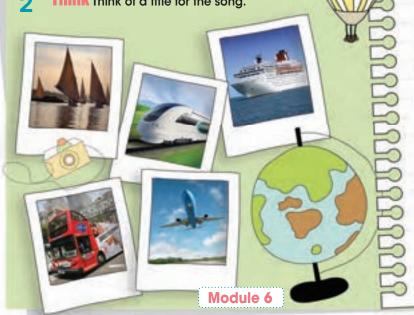




video

Look at the pictures. What do you think the song is about? Listen, read and check.

Think Think of a title for the song.



I'd love to spend a week or two Cruising down the Nile, Or take a train to Timbuktu Just for a little while.

I want to fly far far away,
I want to see the sun.
We all need a holiday,
Let's go and have some fun.

I'd love to tour the city sights,
Or sail across the sea,
Or drive a car around the world.
Why don't you come with me?

# A

# GOING GREEN



Read the title of the text. How can it be related to the pictures? Read and check.

Nowadays, many people are concerned about their health, and the health of the environment. Did you know that you can get fit and help the planet 1) ... the same time? Well you can, and it's so easy. Follow this Green Fitness Programme. You'll look and feel great, and the Earth will thank you!

- 1 Walk 2) ... cycle, don't drive. Cars use **fuel** and send loads of nasty **emissions** into the air that we breathe. Walking and cycling are great exercise for your legs and your lungs.
- 2 Take the stairs. 3) ... you're at work or school, wave goodbye to the lift as you walk past it. You'll never need your CO<sub>2</sub>-producing Stairmaster again; all you'll need is a set of stairs. In no time at all, your legs will be stronger and firmer 4) ... ever before.
- **3** Jog or run in the great outdoors. Using a running machine in a gym or at your house may **5**) ... good exercise, but, let's face it, it is so boring! And it **consumes** energy. Get a fantastic aerobic workout and enjoy nature as you complete your daily run or jog outside.
- 4 Hang your washing on an outdoor **line**. It only **6)** ... sense. Why waste energy and money using an electric clothes dryer when the sun will do the same job for free? Oh, and by the way, hanging clothes on a line is a super upper-arm workout!
- 5 Work in the family garden. Shovelling, planting and weeding will get arms toned and in shape in no time. Spreading compost on your plants and flowers means they'll need 7) ... water and you'll get a real all-over workout, 8) ....



# real late

# What if you can't give up the gym?

Some of us like the varied workout and help of trained professionals that we can only get at a fitness centre. **9)** ... doesn't mean that you can't still do your part for a healthier Earth.

- Walk or cycle to the gym, no asking mum or dad for a lift.
- Bring your own towel **10)** ... you get home, wash it in eco-friendly **detergent** on a power-saving wash cycle.
- Oh, and remember, bring your own refillable bottle 11) ... use at the gym. That way, 12) ... you feel thirsty while you're working out, you can drink as much water as you need to without creating more plastic pollution.

- Read the text again. Fill in the gaps with the appropriate word. Write in your notebook. Compare with a partner.
- Match the words (1-8) in bold in the text to their meanings (a-h). Write in vour notebook.



- fuel 1
- emission 2
- consume 3
  - line 4
  - shovel 5
  - weed 6
- compost 7
- detergent (8)

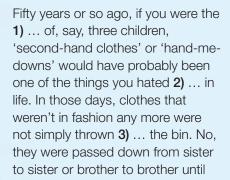
- use up
- b lift and move earth, snow etc with a tool
- c decayed plants, leaves etc used to improve the quality of soil
- d amount of gas, heat etc sent into the air
- liquid or powder used for washing clothes, dishes etc
- coal, oil or petrol
- 9 remove wild plants from a garden or field
- piece of rope, cord or wire
- Read the text again and say how you can get fit and help the environment at the same time. What else can you do?
- Is your fitness programme green? Tell the class.
- Work in pairs. Use the information in the text to persuade your friend to follow the Green Fitness Programme. Think about: positive impact on the environment - how it will help your friend get fit.







# WHERE did you GET that?



they had been truly worn out.
4) ... days, that has all changed.
With families having fewer children, and people less concerned 5) ... getting their money's worth out of things, clothing is now often worn once or twice and then sent off to landfill. In the UK alone, over 800,000 tonnes of clothing and footwear are thrown away 6) ... year.

Luckily, recycling old clothes, in some really cool ways, is becoming more and more fashionable.

While recycling cloth is a great start, it is 7) ... better for the environment if we actually reuse our old clothes first. Here are just a few ways that we can do that.



Before you decide to throw your favourite old white T-shirt in the **trash**, use your imagination and think about **8)** ... you could **'jazz'** it **up** yourself. Paint it, **embroider** it, stamp it, **dye** it, the options are limitless. And hey, the holes add character!

Now you don't 9) ... to say goodbye to your comfy old blue jeans or denim skirt. Using the most basic **sewing** skills, a few buttons, **ribbon** and **lace** you can quickly make a fantastic denim handbag. Look online, there are hundreds of patterns available.

We all know that inexpensive high street fashion is the easiest 10) ... to continually update your closet, but these clothes wear out very quickly. When you can, buy clothes that are quality-made, or better still, buy vintage clothes.

#### And remember...

One 100% organic cotton T-shirt = approximately 12.2 kg of CO<sub>2</sub> sent into the atmosphere (to get to the shop where you bought it, the shirt has travelled about 23,000 kilometres + 34 kilowatt hours of energy has been used to make it)

One vintage T-shirt = 0 kg of CO<sub>2</sub>!



Think Read the quotation below. Do you agree? How can it be related to the text? Discuss.

"There is a sufficiency in the world for man's need but not for man's greed."

Mohandas K. Gandhi

- How often do you go shopping for clothes? What do you usually do with your old clothes and shoes? Discuss with your partner.
- Read the text and match the headings (A-D) to the paragraphs (1-3). There is one extra heading you do not need to use. Write in your notebook.

# A Create a One-of-a-kind Fashion Accessory

# **B** Buy Smart

# C Don't follow the fashion

# D Get into DIY Fashion

- Read the text again and fill in the gaps with the appropriate word. Compare with a partner. Write in your notebook.
- Match the words (1-11) in bold in the text to their meanings (a-k). Write in your notebook.











- jazz (sth) up 4
- old but of high quality
- embroider 5
- d the activity of making or repairing clothes using a needle and thread
- dye 6
- fine cloth made with many holes in it
- sewing 7
- place where rubbish is buried
- ribbon 8
- decorate with a design in coloured thread
- lace 9
- rubbish
- update 10
- make (sth) more interesting or attractive
- vintage 111
- piece of cloth used for tying things together
- become so old or damaged that cannot be used any more
- How can we reuse clothes? Use the information in the text to tell the class. Compare with a partner.

# • a T-shirt (one that you no longer wear!)

- dye (any colour(s) vou want)
- elastic bands

What you

need

rubber gloves

# **Project**

Tie-dye a T-shirt at home.

# **INSTRUCTIONS**

- Wash a white T-shirt in cold water and place it on a flat surface.
- Tie knots in the T-shirt or twist parts of it and secure with elastic bands.
- Prepare the dye according to the packet instructions (make sure you wear rubber gloves!). Place the T-shirt in the dye for 15-20 minutes.
- 4 Remove it from the dye and rinse in cold running water. Carefully until the knots or remove the elastic bands and...WOW, you've got a new super-cool T-shirt!

# C GOING GREEN



Green roofs! What a great idea, and so simple. Why didn't anybody think of this before? Well, actually they did. Green roofs, in the form of natural sod\* roofs, have been around for ages. Nowadays, these living roofs, also called eco-roofs, are a bit more complex than those from the past, but they are still 'sprouting up' in cities all over the world.

# What exactly are green roofs?

As you've probably already guessed, green roofs are not just roofs that have been painted green. By definition, a green roof is a roof of a building that is **partly** or totally covered in vegetation: grass, flowers, or any other kind of plant. Under the soil in which the vegetation grows are **several layers** which **prevent** water and roots from damaging the original roof.

# What's so great about green roofs?

There are many **benefits** to having a green roof. To begin with, they look fantastic; they are a little **patch** of **glorious** nature in the middle of an ugly concrete jungle. Secondly, they can reduce heating and cooling costs because they act as a kind of **insulation** for the building. Finally, green roofs give wildlife a place of their own, a natural habitat, in which to live.



Are green roofs expensive to build? Green roofs are fairly expensive to construct and maintain, but with the money you save on heating and airconditioning they pay for themselves in no time. And remember, even if you can't afford to have a 'real' green roof at the moment, you can do your part for the environment now by planting flowers or vegetables in pots on the roof of your house or block of flats.

- Describe the picture. What is a green roof? Discuss.
- 2 Think How do you think green roofs help the environment?

<sup>\*</sup>earth with grass growing in it





- Read the text and decide if the statements are R (right) or W (wrong). Write in vour notebook.
  - 1 Green roofs are a new idea.
  - 2 A green roof can have flowers on it.
  - **3** Green roofs make cities more attractive.
  - **4** Green roofs affect the temperature of a building.
  - **5** Sometimes animals and insects live on green roofs.
  - Green roofs are cheap to make.
- a) Match the words (1-13) in bold in the text to their meanings (a-m). Write in your notebook.
  - sprout up 1
- small area of land
- partly (2)
- stop
- several 3
- thick layer that stops heat, sound, etc from getting in or out
- layer 4
- d suddenly appear
- prevent (from) 5
- build; make
- benefit 6
- preserve
- patch 7
- 9 various
- alorious 8
- small container
- insulation 9
- i to some extent
- fairly 10
- davantage
- construct 111
- k very beautiful; impressive
- maintain 12
- level; part
- pot 🔢
- m quite





b) Think 22 What does the term 'concrete jungle' (paragraph 3) refer to?

- **Think** Say two things that impressed you from the text. Give reasons.
- In pairs, read the text again and discuss the advantages of having a green roof.

#### **Project**

- Use the Internet and/or other available resources to find out more about green roofs. Create a leaflet and present it to the class. Include information about:
- what to plant
   how to maintain it
   advantages
- any disadvantages (e.g. use of insecticides, maintenance costs, etc)
- any additional useful tips

# **EVALUATION** (Modules 1-2)

## **Vocabulary**

Label the pictures with the correct word. Write in your notebook.













- 2 Fill in: display, armour, tour, sword, cloakroom. Write in your notebook.
  - We paid extra to go on a guided ... of the castle.
  - 2 Why didn't you leave your coat in the ... of the museum?
  - **3** Hundreds of years ago, a knight used this ... to fight in a famous battle.
  - **4** What sort of artefacts are on ... at the British Museum?
  - 5 I can't imagine what it was like to wear this heavy ... during a battle.

- Complete the sentences with the words in the list. Write in your notebook.
  - painter singer inventor playwright
  - scientist
  - 1 I saw *The Lesson* by the famous ... Eugene lonesco at the theatre last night.
  - 2 Marie Curie inspired me to become a(n) .... I wanted to study Physics and Chemistry like she did.
  - 3 I think Alexander Graham Bell was the most important ... of the 19th century because he came up with the idea of the telephone.
  - **4** My favourite ... is Claude Monet I've got his *Water Lilies* picture on my wall.
  - 5 Maria Callas was an amazing ... with a fantastic voice.

#### Grammar

- Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.
  - 1 ... (Kevin/work) at the aquarium at the weekends?
  - 2 I... (think) about starting a fashion blog because I love shopping and style.
  - 3 We ... **(not/go)** on the tour of the lighthouse tomorrow because Dad is afraid of heights.
  - 4 My mum ... (always/buy) fresh fruit and vegetables at the market on Wednesdays.
  - 5 They ... (not/open) the bookshop on Sundays.
- Put the verbs in brackets into the present perfect or the present perfect continuous. Write in your notebook.
  - 1 ... (you/look) around the department store all morning?
  - 2 I... (not/meet) Jamie since we went to the cinema a month ago.
  - **3** Katie ... **(be)** to the new theatre three times.
  - 4 ... (you/try) the pizza at the vegan café?
  - **5** We're bored because we ... **(wait)** for the bus for forty minutes!

- 6 Choose the correct item. Write in your notebook.
  - 1 Did you used/use to enjoy your History lessons at school?
  - 2 Jim hasn't finished/didn't finish his project about the ancient Egyptians yet.
  - 3 Has Emma slept/Was Emma sleeping at 10:30 last night?
  - 4 Mary's not at home. She's gone/been to the chemist's.
  - 5 Last week, I have seen/saw a very interesting TV programme about Charles Darwin.
  - **6** When we lived in London, we **would visit/were visiting** a different museum every weekend.
- 7 Put the verbs in brackets into the correct past tense. Write in your notebook.
  - 1 Luckily, we ... **(visit)** the ancient site before the earthquake destroyed it.
  - 2 ... (your parents/explore) the ruins at Knossos in Crete last summer?
  - **3** I... (not/do) my homework when you called me.
  - **4** We ... **(sketch)** one of the paintings in the museum when the fire alarm went off.
  - **5** I... **(not/meet)** Lisa at the cinema last night.
  - 6 ... (you/talk) to the local people for a long time before they told you about the castle?

# **Prepositions & Phrasal verbs**

- Fill in: away, through, in, on (x2). Write in your notebook.
  - 1 My house is ... the corner of Oak Avenue, opposite the park.
  - 2 I've been calling Amy all morning, but I can't get ... to her.
  - 3 The archaeologist showed us the ancient writing and went ... to explain what it meant.
  - **4** Several people tried to stop the woman stealing the painting from the museum, but she got ....
  - 5 They painted the fresco ... the 4th century BCE.

## **Everyday English**

- Omplete the dialogue with the sentences in the list (A-E). Write in your notebook.
  - A Follow Exhibition Road all the way up.
  - **B** Thank you very much.
  - C Excuse me.
  - **D** Go down Cromwell Road.
  - E On the left?
  - Sarah: 1) ... Can you help me? I want to go to the Science Museum.
    - Eliza: Yes, certainly. 2) ... Then turn left onto Exhibition Road.
  - Sarah: I'm sorry, what road?
  - Eliza: Exhibition Road. 3) ... Go past the Natural History Museum. The Science Museum is on your left.
  - Sarah: 4) ...
  - Eliza: Yes. The museum is on the left, opposite the V&A.
  - Sarah: OK. 5) ...
  - Eliza: You're welcome.



# **EVALUATION** (Modules 3-4)

## Vocabulary

- Match the descriptions (1-6) in the TV guide to the TV programmes (A-F). Write in your notebook.
  - A chat show
  - **B** soap opera
  - **C** nature programme
  - **D** the news
  - **E** documentary
  - F cookery programme

Guide	Saturday 15 <sup>th</sup> September			
Channel 1	Channel 2	Channel 3		
6:00 pm The World Today With the latest headlines from around the world. 1)	7:00 pm Ammerdale Catch up with the characters from your favourite farming community. 2)	7:00 pm The Max Lyndon Show Our host talks to the stars of a new blockbuster. 3)		
7:00 pm Into the Wild See how endangered gorillas survive in the forest. 4)	7:30 pm A Taste of Britain Learn how to make traditional British dishes. 5)	8:00 pm Behind the Screen A look at the world of making films. 6)		

- 2 Choose the correct item. Write in your notebook.
  - 1 You can zoom in on the photo just **pinch/ spread** two fingers on the touchscreen.
  - 2 We pay £12 a month and we can **stream/ scan** lots of great TV programmes.
  - **3** To open the app on your phone, just **tap/click** the icon on the screen with your finger.
  - **4** Be careful about the photos and information you **share/surf** online.
  - 5 Have you already installed/connected the new software on your computer?
  - 6 At work, my dad uploads/sends hundreds of emails a day!

- 3 Unjumble the letters to complete the sentences. Write in your notebook.
  - 1 Every evening, I read my three-year-old sister a **tairlefya** before she goes to bed.
  - 2 I enjoyed reading this **phgrbiyoa** about Marie Curie's life. I recommend it.
  - 3 Chris saved the file on his **SBU ickts** and took it to his cousin's house to print it.
  - **4** I use my **spanohere** to listen to podcasts on my smartphone.
  - 5 You can make calls as well as tell the time with a atrmschtwa.
  - **6** My computer's **eyoabrdk** is damaged and I can't type in my password.

#### **Grammar**

- Put the verbs in brackets into the correct future tense. Write in your notebook.
  - 1 A: Have you finished that book yet?
    - B: No, but I hope I ... (finish) it by Friday.
  - **2** A: Where ... **(you/go)** on holiday next summer?
    - B: We're making plans to travel to South America.
  - **3** A: My tablet is very special. I'm not sure if I want to lend it to you.
    - B: I promise I ... (not/break) it!
  - **4** A: Look at all these old books I found in the
    - B: Watch out! You ... (drop) them!
  - **5** A: Mum and Dad ... **(not/buy)** a new computer for us this year. They're saving for our trip to Australia.
    - B: That's OK. I'd rather have a nice holiday instead.
  - **6** A: ... (Alice/come) to your party tonight?
    - B: Yes, but she might be late.
  - **7** A: Excuse me, what time ... **(the ferry/leave)** for the island?
    - B: At 11:30 in the morning.
  - **8** A: I'm not going to watch the documentary this evening.
    - B: Really? I ... (not/watch) it either, then.

- Put the verbs in brackets into the correct tense. What type of conditional is each sentence? Write in your notebook.
  - 1 If I were you, I ... (walk) to school more often.
  - 2 If you stay up late playing computer games, you ... (feel) tired in the morning.
  - **3** I... **(start)** saving sooner if I had known how much smartphones cost.
  - **4** We ... **(not/go)** to the park unless it stops raining.
  - **5** If you had studied harder, you ... **(pass)** the test.
  - **6** If I had a smartwatch, I ... **(not/need)** a smartphone.
- 6 Choose the correct item. Write in your notebook.
  - 1 Am I able to/Am I supposed to use only the sites on the list to do research for my homework?
  - 2 Jenny might/has to come to the cinema with us, but she's not sure yet.
  - 3 Tom tried to email me the video, but he wasn't able to/needn't upload such a big file.
  - **4** You **don't need to/shouldn't** share personal information online. It's a bad idea.
  - 5 Emma doesn't have to/can't take French lessons; she already speaks the language.
  - **6** I **could/must** finish my essay today. I promised myself I would.
  - 7 Must/Might I see your tickets, sir?
  - 8 You need to/are able to scan all these documents before you attend the meeting tomorrow.
- Put the adjectives in brackets into the correct form. Add any necessary words. Write in your notebook.
  - In my opinion, documentaries are ...
     (interesting) than soap operas.
  - 2 It's too ... (cold) to walk by the river today.
  - **3** This singer's new song isn't ... **(good)** as his previous one.
  - **4** The new bookshop is ... **(busy)** than the other one in our neighbourhood.
  - 5 Late ... (bad) meal of my life in that city!
  - 6 Who do you think is ... (famous) author in the world?

## **Prepositions & Phrasal verbs**

- Fill in: in, on, out of, up with, about. Write in your notebook.
  - 1 A message keeps appearing ... the screen of my laptop, but I don't know what it means.
  - 2 I read online newspapers to keep ... the latest events around the world.
  - **3** Smartphones brought ... great changes in how people communicate.
  - **4** The characters in *The Hobbit* all live ... the fantasy land of Middle-earth.
  - 5 You can't use the office phone it's ... order.

# **Everyday English**

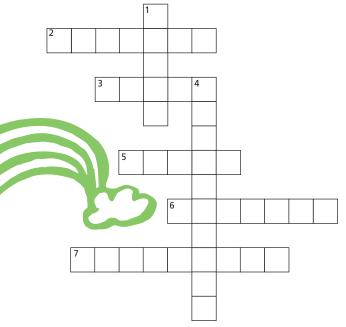
- Match the exchanges. Write in your notebook.
  - 1 Can I have your name and order number, please?
  - 2 Which would you prefer?
  - 3 How can I help?
  - 4 Can I have your email address too?
  - **5** What's the problem exactly?
  - It keeps switching itself off.
  - Yes, it's k-a-r-e-n underscore e-c-c-l-e-s at supermail dot com.
  - Hi. It's about an e-reader I bought from you.
  - d An exchange for a new e-reader, please.
  - Sure. It's Karen Eccles. The order number is 75431.



# **EVALUATION** (Modules 5-6)

## **Vocabulary**

Do the crossword. Write in your notebook.



#### **Across**

- 2 Where planes take off and land.
- 3 A sandy place on the coast.
- 5 A small house made of wood, usually in the mountains or forest.
- **6** The state of being very poor.
- 7 The problem of air and water becoming dirty because of human activity.

#### Down

- 1 The type of energy that comes from the sun.
- 4 A form of transport that uses blades to fly.
- 2 Choose the correct item. Write in your notebook.
  - The power plant uses/disposes wind energy to produce electricity.
  - 2 I think the factory should put **trees/filters** on their chimneys to clean the dirty air.
  - 3 The package holiday was full board/ all-inclusive, so we didn't have to pay extra for flights, accommodation or meals.
  - 4 Don't eat anything that grows here the soil **deforestation/contamination** is really severe.
  - 5 Our ship arrived at the **port/coast** at 10 pm.

- Fill in: shine, face, reach, affect, preserve, damage. Write in your notebook.
  - 1 The black rhino and Sumatran elephant are both endangered species which ... extinction.
  - 2 I can't believe that temperatures can ... 50°C in Dubai!
  - **3** We are raising money to ... the old statue in the town centre.
  - **4** We must remember that what we do can ... the wildlife and climate of our planet.
  - 5 Does the sun ... almost every day in the Caribbean?
  - **6** Acid rain can ... buildings in cities hundreds of kilometres from where the pollution originated.

#### **Grammar**

- 4 Fill in the correct relative pronoun. In some sentences two pronouns may be possible. Write in your notebook.
  - 1 This is Maria the girl ... raised £150 for the animal charity WWF.
  - **2** Are these the puppies ... you brought home from the animal shelter?
  - **3** That's the boy ... parents created the conservation programme.
  - **4** Is Mrs White the woman ... organised the beach clean-up day?
  - **5** This is a picture of the tiger ... I adopted in India.
  - **6** There's my neighbour John, ... house has got solar panels on the roof.
- Rewrite the sentences in the passive. Write in your notebook.
  - 1 Do many people visit the wildlife park?
  - 2 They haven't fed the dogs yet.
  - **3** We should protect the black rhino from hunters.
  - 4 Will a celebrity open the conservation centre?
  - 5 They didn't adopt the snow leopard in the end.
  - **6** The neighbours were looking after our cat while we were away.

- 6 Rewrite the sentences in reported speech. Write in your notebook.
  - "I'm filling out the volunteer form later tonight," David said.
  - 2 "Mark was reading a book on the plane," he said.
  - 3 "I'll call you tomorrow," she said to me.
  - 4 "We haven't booked tickets," they said.
  - 5 "You don't need a new camera," Dad said.
  - 6 "I've been looking for cheap flights," he said.
- 7 Report the following questions/commands. Write in your notebook.
  - 1 "Who packed the passports?" she asked.
  - 2 "Don't park here," the man said to Jon.
  - **3** Will you take part in the tree-planting event this week?" Alice asked Ben.
  - 4 "Come to my house," Liam said to Sam.
  - 5 "How often does your neighbourhood organise a clean-up day? Tom asked me.
  - 6 "Don't take off your seatbelts," Mum told us.
- 8 Choose the correct item. Write in your notebook.
  - 1 The seminar was attended with/by many people.
  - 2 Our guide said it would probably snow the week after/the next week.
  - 3 All the souvenirs in this shop are made with/by recycled materials.
  - **4** The man asked whose **these/those** boxes were.
  - 5 Jon said that he had been to Death Valley that day/the day before.
  - **6** Dan told his sister that he was watching a documentary film **tonight/then**.
  - 7 The kitten is fed its milk **by/with** a special bottle.
  - **8** Kevin **wondered/said** whether he could pay by credit card.

## **Prepositions & Phrasal verbs**

- **9** Fill in: in, on, through, of (x2). Write in your notebook.
  - 1 I often look ... travel magazines to give me ideas about places I'd like to visit.
  - 2 The ring-tailed lemur is an example ... an animal that only lives in one place on Earth.
  - **3** Bears eat a lot during the summer months and go to sleep ... winter.
  - **4** Going up the Eiffel Tower was the highlight ... our trip to Paris.
  - **5** We go to school ... foot because it's really close to our house.

# **Everyday English**

- Complete the dialogue with the sentences in the list (A-E). Write in your notebook.
  - **A** How long is the journey?
  - B Can I pay by credit card?
  - **C** When would you like to leave?
  - **D** How much is it?
  - **E** Will that be single or return?

Customer: Hello. I'd like to buy a ticket to Liverpool, please.

Ticket agent: Certainly. 1) ...

Customer: This afternoon.

Ticket agent: Right. 2) ...

Customer: Single, please.

Ticket agent: OK. One moment, please.

Customer: 3) ...

Ticket agent: It's about 6 hours and 30 minutes

from Golders Green.

Customer: That's a long journey!

Ticket agent: Yes, it is. Here we are. Your bus

leaves at 3:10 pm.

Customer: 4) ...

Ticket agent: It's £9.

Customer: Great! 5) ...

Ticket agent: Of course. Here is your ticket.

Customer: Thank you.

# IRREGULAR VERBS

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wbz/ - were /wə/	been /bim/	leave /li:v/	left /left/	left /left/
bear/beə/	bore /bɔː/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten/bi:tən/	let /let/	let /let/	let /let/
become /bɪˈkʌm/	became /bi'keim/	become /bɪˈkʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /bɪˈqæn/	begun /bɪˈgʌn/	light /lart/	lit /Iɪt/	li† /lɪt/
bite /baɪt/	bit /bit/	bitten /bitən/	lose /lu:z/	lost /lost/	lost /lost/
blow /bləu/	blew /blu:/	blown /bləun/	1000 / 14112/	1001 /1884	1001 /1250/
break /breik/	broke /brauk/	broken /brəukən/	make/meik/	made/meid/	made /meɪd/
bring /brin/	brought /bro:t/	brought /bro:t/	mean /mim/	meant /ment/	meant /ment/
0 0		<b>V</b>			1 1
build /bild/	built /bilt/	built /bilt/	meet /mi:t/	met /met/	met /met/
burn /bɜːn/	burnt (burned) /bs:nt (bs:nd)/	burnt (burned) /bs:nt (bs:nd)/			
burst /bs:st/	burst /bs:st/	burst /bs:st/	pay/pei/	paid /peid/	paid /peid/
buy /baɪ/	bought /bo:t/	bought /bo:t/	put /pot/	put /put/	put /put/
can /kæn/	could /kud/	(been able to /bɪn ˈeɪbəl tə/)	read /ri:d/	read /red/	read /red/
catch /kætʃ/	caught /kɔ:t/	caught /kɔːt/	ride /raɪd/	rode /rəud/	ridden /rɪdən/
choose /t[u:z/	chose /t[əʊz/	chosen /t[əʊzən/	ring /rɪŋ/	rang/ræn/	rung /rʌŋ/
come /kʌm/	came /keim/	come /kʌm/	rise /raiz/	rose /rəuz/	risen /rɪzən/
cost /kpst/	cost /kpst/	cost /kpst/	run /rʌn/	ran /ræn/	run /rʌn/
cut /kʌt/	Cut /kat/	cut /kʌt/	rai i /i /inii/	ran / ran/	TGIT / I'ALI/
Cui /k/t/	CGI /K/t/	CGI /K/t/	say /sei/	said /sed/	said /sed/
ala al /1:1/	ala alk /1.1/	ala alk /1.1//	* * * * * * * * * * * * * * * * * * * *		
deal/di:1/	dealt /delt/	dealt /delt/	see /si:/	saw /so:/	seen /si:n/
dig /dɪg/	dug /dʌg/	dug/dʌg/	sell /sel/	sold /səuld/	sold /sauld/
do /du:/	did /dɪd/	done /dʌn/	send /send/	sent /sent/	sent /sent/
draw /dro:/	drew /dru:/	drawn /dro:n/	set /set/	set /set/	set /set/
dream /dri:m/	dreamt (dreamed)	dreamt (dreamed)	sew /səʊ/	sewed /saud/	sewn /saun/
	/dremt (dri:md)/	/dremt (dri:md)/	shake /∫eɪk/	shook /∫uk/	shaken /ˈʃeɪkən/
drink /driŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draiv/	drove /drauv/	driven /drɪvən/	shoot / (u:t/	shot /fpt/	shot /[pt/
		i i	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /[ʌt/	shut /[ʌt/
our /m/	alo /eli/	CGIOIT / Interio	sing /sin/	sang /sæŋ/	sung /sʌŋ/
fall /fo:1/	fell /fel/	fallen /fɔːlən/	sit /sit/	sat /sæt/	sat /sæt/
		' '	1 1		
feed /fi:d/	fed /fed/	fed /fed/	sleep /sli:p/	slept /slept/	slept /slept/
feel /fi:l/	felt /felt/	felt /felt/	smell /smel/	smelt (smelled) /smelt	smelt (smelled) /smelt
fight /fait/	fought /fo:t/	fought /fo:t/		(smeld)/	(smeld)/
find /faind/	found /faund/	found /faund/	speak /spi:k/	spoke /spauk/	spoken /spaukan/
fly /flaɪ/	flew /flu:/	flown /flaun/	spell /spel/	spelt (spelled) /spelt	spelt (spelled) /spelt
forbid /fə'bɪd/	forbade /fəˈbeɪd/	forbidden /fəˈbɪdən/		(speld)/	(speld)/
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fəˈgɪv/	forgave /fə'geɪv/	forgiven /fəˈgɪvən/	stand /stænd/	stood /stud/	stood /stud/
freeze /fri:z/	froze /frauz/	frozen /frauzan/	steal /sti:1/	stole /staul/	stolen /staulan/
		·	stick /strk/	stuck /stak/	stuck /stnk/
get /get/	got /gpt/	got /gpt/	sting /stin/	stung /stʌŋ/	stung /staŋ/
give /gɪv/	gave /geɪv/	given /ˈgɪvən/	swear /sweə/	swore /swa:/	sworn /swain/
go /gəu/	went /went/	gone /gpn/	sweep /swi:p/	swept /swept/	swept /swept/
	1 ' '	-		swept/swept/ swam/swæm/	* * *
grow /grəu/	grew /gru:/	grown /grəun/	swim /swim/	swam/	swum /swam/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tuk/	taken /teikən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:t∫/	taught /to:t/	taught /tɔːt/
hear/hiə/	heard /hs:d/	heard /h3:d/	tear /teə/	tore /to:/	torn /tɔ:n/
hide /haɪd/	hid /hid/	hidden /hidən/	tell /tel/	told /təuld/	told /təuld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θιηk/	thought /θɔ:t/	thought /θo:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəun/
hurt /hɜːt/	hurt /hs.tt/	hurt /hs:t/	11 11 OW /0100/	II II OVV / OI U./	II II OVVI I / OLOOLI/
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keep /ki:p/	kept /kept/	kept /kept/	/ˌʌndəˈstænd/	/ˌʌndəˈstud/	/ˌʌndəˈstud/
know /nəu/	knew /nju:/	known /nəʊn/	1.		
			wake /weik/	woke /wəuk/	woken /wəukən/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wear /weə/	wore /wo:/	worn /wɔ:n/
lead /li:d/	led /led/	led /led/	win /wɪn/	won /wʌn/	won /wʌn/
learn /la:n/	learnt (learned) /ls:nt (ls:nd)/	learnt (learned) /ls:nt (ls:nd)/	write /raɪt/	wrote /raut/	written /rrtən/
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# Limba modernă 1 – limba engleză



