

Ministerul Educației și Cercetării

# Limba modernă 1 engleză

Clasa a VIII-a

Jenny Dooley



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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2020 - 2021.

Inspectoratul

școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT:

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

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

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

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# 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/inregistrări 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 reacții la o propunere în cadrul unui dialog informal
- 2.4 Manifestarea interesului pentru calitatea exprimării/interacțiunii
- 3.1 Deducerea din context a semnificației 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 și de mulțumire
- 4.2 Redactarea de texte simple și coerente pe teme de interes
- 4.3 Manifestarea interesului pentru calitatea redactării

# Guide - How to use the course

## Instrucțiuni de utilizare a manualului



Printed book  
Varianta tipărită



Digital app  
Varianta digitală

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

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



**1a • Reading**

### BUILDING HIGH

**Note**  
to talk about shapes of buildings we use:  
• irregular (A)  
• circular/round (B)  
• rectangular (C)  
• square (D)

There are many types of buildings in our towns and cities, from small houses to tall skyscrapers. They often have quite simple designs, but you can occasionally see something really special. Architects love to experiment with different shapes when they design buildings, and the results are sometimes quite amazing – and sometimes very strange! Let's take a trip to Bangkok, Thailand to learn more about two buildings that are definitely more than just four walls and a roof.

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 332 metres tall. Two towers make up the elephant-shaped building's legs and a third tower is its trunk. It also has ears, tanks 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 jam-packed 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 sons' toys! These days, taller skyscrapers are appearing in Bangkok all the time. There is the Lebua State Tower at 247 metres, and Thailand's tallest building, the Mahanakhon at 314 metres. The Robot Building looks most neat to these giants of architecture, but local people and tourists love it. It's a symbol of Bangkok and certainly shows us the heady pace 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**  
• experiment  
• definitely • surprise  
• make up • trunk  
• tank • stand • giant  
• inspiration

**Reading**  
1 Listen to 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.  
2 Read the text again and answer the questions. Write F (Elephant Building) or R (Robot Building) in your notebook.  
Which building:  
1. is the tallest? 3. looks like a machine?  
2. has a place for people to eat? 4. has a place for people to shop?  
3. Think Which building is more impressive to you? Why? Tell the class.

**Vocabulary**  
**Types of buildings**  
4 Listen and repeat. Match the types of buildings (A-F) to their uses (1-4). Write in your notebook. Then tell the class, as in the example.  
1. kings and queens live here 5  
2. people keep their money in this building 6  
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

**Prepositions**  
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/between the corner of Russell Street and Main Street.  
4. My parents usually experiment with/for different colours when they paint our house.

**Speaking & Writing**  
6 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. Write in your notebook. Check your piece of writing for grammar, punctuation and spelling mistakes.

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

16 sixteen | seventeen 17

Symbols:  
Simboluri:



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive

# Structure of a module Structura unui modul

variety of reading tasks  
activități de citire

### 1f Across Cultures

**Reading**

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

**Check these words**

- recommend + sb/stuff + get off
- on sale + handmade + brocade + be worth

### Across Cultures • 1f

2 Read again and answer the questions. Write in your notebook.

- How long has Oliver been going to Camden Market?
- What kind of clothing does Oliver buy at Camden Market?
- Where does Oliver like to eat?
- What do Oliver's favourite stalls sell?
- How can you get to Greenwich Market?

3 Match the words in bold in the texts to their definitions.

4 Read the phrases under **bold**. Then complete the sentences with the correct participle in your notebook.

5 Listen to a radio advertisement and complete the missing information (1-4). Write in your notebook.

6 Think of an open-air market in your country. Collect information on **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.**

7 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's popular with locals & tourists.

listening activities  
activități de ascultare

Culture sections to promote cultural individuality  
Secțiuni cu informații culturale

speaking activities  
activități de vorbire

realistic writing tasks  
activități de scriere

project work  
proiect

Everyday situational dialogues  
Dialoguri uzuale

pronunciation sections  
Pronunție

### 1d Everyday English

**Asking for/Giving directions**

1 Read the dialogue. Where does David want to go?

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

**Asking for directions**

- Where's the ...?
- Is there a ...?
- Could you tell me how to get to ...?
- Excuse me, ...
- Is it on the corner of ...?
- It's next to/behind/opposite/between ...

**Giving directions**

- Go straight on/straight ahead.
- Turn right/left.
- It's on the corner of ...
- It's next to/behind/opposite/between ...

3 Take roles and read the dialogue in Ex. 1 about. Explain the phrases in the box to act out a dialogue similar to the one in Ex. 1.

**Pronunciation**

4 Listen and repeat. Write the words in which **h** is silent in your notebook.

happy honest hall hour how hospital without eight

Presentation skills sections  
Abilități de prezentare

CLIL Cross Curricular links  
Interdisciplinaritate

### 1 • CLIL (Citizenship)

1 Read the list of public facilities and say which ones your town/city has. Which ones can you see in pictures 1-5?

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

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

**Reading & Listening**

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

4 Listen and read. Does the text mention your ideas?

Leisure and sport is good for your health, but it also brings a community together. Local firms usually play a role in encouraging you to do it.

### Flash Time • 1

1 Complete the sentences in the quiz with the word chosen from the box. Put the word in the correct form.

**Are you a good neighbour?**

1 never - said - me - with - night

2 ... my neighbour - same

3 ... my neighbour - see - them

4 never - in - the - past

5 answer - my neighbour - what - she - say

6 ... to - sign - my neighbour

7 ... with - neighbour - meet - twice

8 answer - as - after - me

9 How do you do? I'd like your name for every afternoon if you like!

10 Oh dear! You need to be happier to be a good neighbour!

11 OK, but you can't be a better neighbour.

12 Excuse it! You're a great neighbour!

2) Do the quiz. Are you a good neighbour? Write in your notebook. Compare with your partner.

3 Use your ideas in Ex. 1 & 2 to prepare a presentation explaining how to be a good neighbour.

**VALUES**

4 Community responsibility  
Explain the question.

5 Think! What can we do to make our communities better places to live? Use the groups below and your own ideas to discuss with your partner.

- be a good neighbour - buy local businesses - follow laws
- volunteer - respect other people

When a man picks a flower of someone else's flower garden, but not of his, it's like a painting of himself.

Evaluation  
Evaluare

### 1 • Progress Check

**Vocabulary**

1 Fill in articles,冠词, or food, 食物, seafood, 海鲜. Write in your notebook.

2 I always buy fresh vegetables such as cabbage and spinach at the ... market.

3 There are lots of gardening products at the ... market every Sunday.

4 Brian collects old kettles and always gets the best deals at the ... market.

5 My mum goes to the ... market every Friday and buys fresh seafood.

6 You can find lots of household goods at the ... sale in your neighbourhood.

**Grammar**

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

- (earn/work) at the bookshop on Fridays?
- The food ... (taste) great!
- The shop ... (not usually open) on Sundays.
- (play) cycling the afternoon?
- We ... (have) dinner now. Call back later!
- Emma ... (think) it's the best café to start.

5 Choose the correct form. Write in your notebook.

- Excuse me, how long have you waited/have you been waiting for the bus?
- We have looked/have been looking for a wedding dress for my cousin at city and write embarrassed?
- Lisa isn't here. Has she been/has she gone to the hairdresser's?
- I ... (be) here. I haven't/got to go.

### 1 • Evaluation (Modules 1-2)

**Vocabulary**

1 Label the pictures with the correct word. Write in your notebook.

2 Marie Curie inspired me to become a(n) ... (inspired) to study Physics and Chemistry like she did!

3 Complete the sentences with the words in the box. Write in your notebook.

- partner - singer - sweater - playwright
- artist

- I saw the **Lesson** by the famous ... Eugene Ionesco of the Theatre of the Absurd!
- Marie Curie inspired me to become a(n) ... (inspired) to study Physics and Chemistry like she did!
- I think Alexander Gagarin had the most important ... of the 19th century because he came up with the idea of the telephone.
- My favourite ... is Picasso. He's got his Water Lilies picture on my wall.
- Marie Curie was an amazing ... with a fantastic idea.

**Grammar**

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

1 ... (work) of the ...

Symbols:  
Simboluri:



listening  
audio



pairwork  
lucru in perechi



group work  
lucru in grup



ICT - research  
căutare pe internet



animation/video  
animații/video

\*

optional activities  
activități opționale

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1

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5

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# Welcome back

## Physical appearance

1 Choose the correct item. Write in your notebook.



Hi! I'm Bob and I live in the UK. As you can see, I'm **1) plump/slim** and tall. I've got **2) beard/glasses** and **3) long/short** brown hair, but you hardly ever see it because I usually wear a hat! These are some of the people that live in my neighbourhood.



This is Mr Evans. He's a(n) **4) old/young** man who lives in the house next to mine. He's of **5) medium/short** height and a little **6) chubby/thin**.



Mrs Smith is my mum's best friend. She lives across the street. She's **7) middle-aged/in her mid-thirties**; she looks tall because she always wears high heels! She's got **8) wavy/straight** dark brown hair which is quite **9) long/short**.

This is Mr Walker. He's quite tall and **10) slim/plump**. He plays basketball very well. He's got a beard and a moustache and he's **11) bald/wavy**.



Little Julie is Mr Walker's daughter. She's **12) middle-aged/young** and cute. Her long **13) white/fair** hair is very **14) curly/straight!**



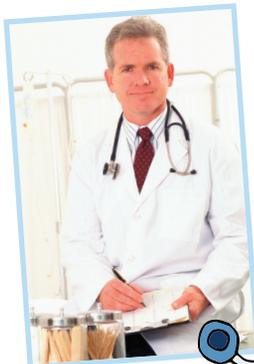
Karim lives at number 10. He's in his **15) young/early** twenties. He likes going to the gym every day. He wants to be a personal trainer. He's got **16) fair/dark** spiky hair.



## Subject/Object questions

2 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 a new car.
3. Mrs Smith likes Bob's mum a lot.
4. Mr Walker makes delicious pasta dishes.
5. Julie visits her grandparents every summer.
6. Karim spent £100 on a camera.



# Welcome back

## 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 mum on the first day of her new job. She's wearing a black **4)** ... with a thin brown **5)** ... around her waist, and black **6)** ... on her feet. She's carrying a light brown **7)** ... and a blue **8)** ... .



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

- 4**  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

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



1. ... with household chores



2. ... text messages to 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

**6** 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:** Hi. I'd like **1)** some/any red apples, please.
- **B:** Sure. How **2)** much/many would you like? There's about five to a kilo.
- **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.
- **A:** Hi. Can I have a **6)** bottle/carton of cough syrup, please?
- **B:** What type of cough is it?
- **A:** A dry cough.
- **B:** Right. This one is good for a dry cough. You should take **7)** any/some twice a day.
- **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.



# Welcome back



## Prepositions of place

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

- A: Excuse me. Where's the meat counter?  
B: It's **opposite/between** the bakery and the fish counter, just over there.
- A: I can't see the fruit and vegetables section.  
B: Really? It's just there **in front of/in** the cleaning supplies section.
- 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.
- 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.
- A: Where can I find the toothbrushes?  
B: In the health and beauty section **at/behind** the tinned food section.

## Question words

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

**Tell us what you think!**

Fill in our short questionnaire for the chance to win a £50 Speedy Supermarket voucher!

- 1) ... are you? 16-24/25-45/46-65/66+
- 2) ... do you buy most of your groceries? Local shops/Speedy Supermarket/Online
- 3) ... do you shop at Speedy Supermarket? Once a week/Once a month/More than once a week
- 4) ... do you visit the supermarket? Weekdays/Weekday evenings/At the weekend
- 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



**12** 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

**13** 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.



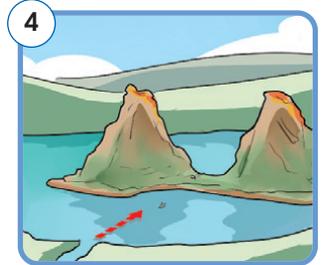
1 On Thursday morning, Bob got ... his kayak.



2 He drifted ... the Istiam River.



3 He saw turtles swimming ... the water.



4 He went ... the lake to Ometepe Island.



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



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



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



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

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

# 1

# 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*
- **Writing**
  - an email about an open-air market

## South Bank LONDON



### Vocabulary Markets

1

▶ Listen and repeat.

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

- |                            |                    |
|----------------------------|--------------------|
| 1. flea market             | 4. antiques market |
| 2. plant and flower market | 5. farmers' market |
| 3. seafood market          | 6. car boot sale   |



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

# 1a • Reading

## ⚡ Note

To talk about shapes of buildings we use:

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

# BUILDING HIGH



There are many types of buildings in our towns and cities, from small houses to tall skyscrapers. They often have quite simple designs, but you can occasionally see something really special. Architects love to experiment with different shapes when they design buildings, and the results are sometimes quite amazing – and sometimes very strange! Let's take a trip to Bangkok, Thailand to learn more about two buildings that are definitely more than just four walls and a roof!

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 Lebua 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

- experiment
- definitely
- surprise
- make up
- trunk
- tusk
- stand
- giant
- inspiration

## 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?
  - looks like a machine?
  - has a place for people to shop?
- Think** Which building is more impressive to you? Why? Tell the class.



A lighthouse



B palace



C bank



D factory



E skyscraper



F aquarium

## Vocabulary Types of buildings

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

1. kings and queens live here    B  
Kings and queens live in a palace.
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

## Prepositions

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.* Present it to the class.

## Speaking & Writing

6



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. Write in your notebook. Check your piece of writing for grammar, punctuation and spelling mistakes.



## Present simple - Present continuous



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 Monday, 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.*

### Grammar

**Adverbs of frequency** tell us how often something happens. They are the following: **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** late.

### 1 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.

We're watching a film at the cinema this weekend. Do you want to come with us, Jane?



I'd love to, Mona, but this Saturday, I'm thinking about going to the museum.

## Note

Some idioms 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

**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 can **see** the boys playing football in the park. (= 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 – idiom)

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

- a The roses at the flower market ... (**smell**) great.

b The cat ... (**smell**) its food.
- a Terry ... (**have**) fun at the party.

b My grandparents ... (**have**) a nice cottage in the countryside.
- a Colin ... (**see**) an old friend tonight.

b I ... (**see**) why you like shopping at the flea market – everything is cheap there.
- a What ... (**you/think**) about?

b Laura ... (**think**) she is the best student in her class.

## 4 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.  
 Write back,  
 Becky

# 1c • Vocabulary

## 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



### Note

#### 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.

**2** 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.

**4**  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.

# Everyday English • 1d

## Asking for/Giving directions

- 1 a) Read the dialogue. Where does David want to go?  
 b) 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.

### Note

#### 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:** OK. Thank you very much.  
**Passer-by:** You're welcome.

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

3 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*



Listen and repeat. Write the words in which *h* is silent in your notebook.

- happy • honest • hate • hour • what • hospital • exhausted • right



## Present perfect - Present perfect continuous

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 annoyance. **Who has been using my laptop?**

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

### Grammar

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

I've **just** passed my driving test. (= a short time ago) I'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** travelled by plane. (= at no time)

## 1 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.

## Game!

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

## Grammar

**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.)

## Grammar

**Sequence of tenses**

When an independent clause is in the present tense, any dependent clauses must be in the present tense. He **walks to school, but sometimes he rides to school.**

**3** Put the verbs in brackets into the present perfect or the present perfect continuous, then choose the correct item. Write in your notebook.

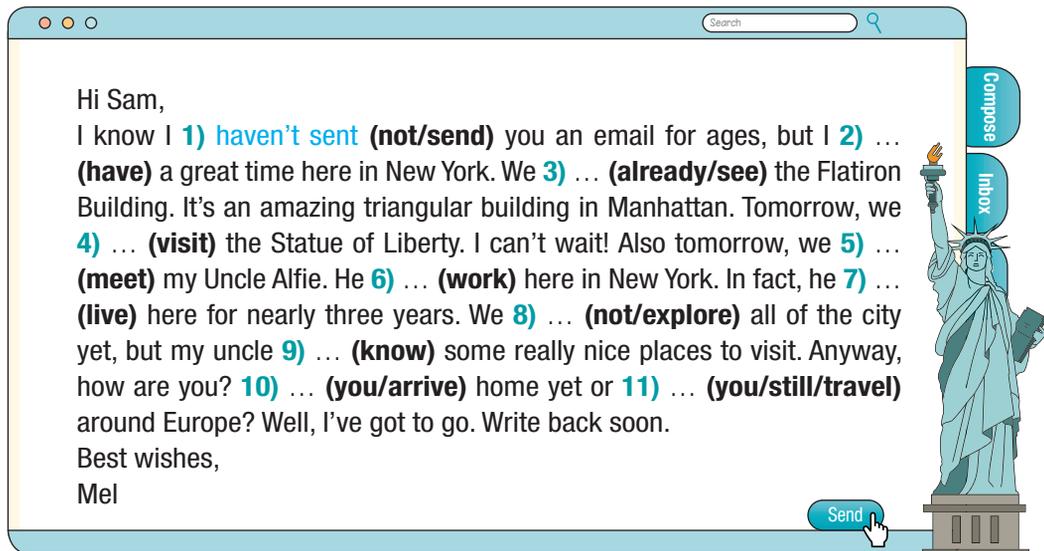
1. ... (you/buy) a new pair of trainers **since/yet**?
2. Ben ... (try) skydiving **once/yet** this summer.
3. They're tired because they... (walk) in the city centre **for/since** three hours.
4. ... (Ryan/play) video games **all morning/just**?
5. Max ... (not/visit) the new department store **ago/before**.
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. I ... 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)

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



Hi Sam,  
 I know I **1**) **haven't sent** (not/send) you an email for ages, but I **2**) ... (have) a great time here in New York. We **3**) ... (already/see) the Flatiron Building. It's an amazing triangular building in Manhattan. Tomorrow, we **4**) ... (visit) the Statue of Liberty. I can't wait! Also tomorrow, we **5**) ... (meet) my Uncle Alfie. He **6**) ... (work) here in New York. In fact, he **7**) ... (live) here for nearly three years. We **8**) ... (not/explore) all of the city yet, but my uncle **9**) ... (know) some really nice places to visit. Anyway, how are you? **10**) ... (you/arrive) home yet or **11**) ... (you/still/travel) around Europe? Well, I've got to go. Write back soon.  
 Best wishes,  
 Mel

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

# If • Across Cultures

## Reading

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



### Markets in London

**Sophie308**  
Re: I've never been to London, but I'm going next weekend. Which market do you recommend?



**Oliver31**  
September 20,  
4:38 pm

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](#)



**Christina2811**  
September 21,  
3:30 pm

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](#)



### Check these words

- recommend • stall • stuff • get off
- on sale • handmade • bracelet • be worth

**Think**  Which of the markets in Ex. 1 would you like to visit? Why? Tell the class.

## Phrasal Verbs

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



## Culture Spot

Portobello Road Market is the world's largest antiques market. This is a popular market with thousands of visitors from around the world.



What is a famous market in your country?

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

- How long has Oliver been going to Camden Market?
- What kind of clothing does Oliver buy at Camden Market?
- Where does Oliver like to eat?
- What do Christina's favourite stalls sell?
- How can you get to Greenwich Market?

**3** 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

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

- I can't get ... to Ben because his phone is busy.
- You can get ... any bus at this stop to go to the post office.
- The police have caught the thief and he can't get ...

## Listening

**5**  Listen to a radio advertisement and complete the missing information (1-4). Write in your notebook.

### Edward's Electronics



1 TB of **1)** ...  
**2)** ... technology for DVDs  
 Two **3)** ... controllers  
 Price: **4)** £ ...

Limited supplies available

**Sale ends Saturday**



## Speaking

**6** **Think**  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)

**7**  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**.

# 1 • CLIL (Citizenship)



**1** a) Read the list of public facilities and say which ones your town/city has. Which ones can you see in pictures 1-5?

- 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

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

b)  Listen and read. Does the text mention your ideas?



Leisure and sport is good for your health, but it also brings a community together. Local town councils 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.

### Check these words

- local community • town council
- encourage • create • develop
- reduce • improve
- shape your character

## Speaking & Writing

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

## Project time

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

## Are you a good neighbour?

## QUIZ

1. I never ... loud music late at night.
2. I ... my neighbours' names.
3. I ... my neighbours when I see them.
4. I never ... litter in the street.
5. I always ... my neighbours when they ask me.
6. I ... things to my neighbours.
7. I ... with my neighbours in my free time.
8. I always ... up after my pet.

Give yourself a mark for every statement. What's your score?

0-2 Oh dear! You need to try harder to be a good neighbour.

3-5 OK, but you can be a better neighbour.

6-8 Excellent! You're a great neighbour.

- b) Do the quiz. Are you a good neighbour? Write in your notebook. Compare with your partner.

- 2  Collect more information and create a leaflet with some Dos and Don'ts of being a good neighbour. Use photos or drawings to illustrate your leaflet. Present it to the class.

### Presentation skills See pp. 116-117

- 3 Use your ideas in Exs 1 & 2 to prepare a presentation explaining how to be a good neighbour.

## VALUES

### Community responsibility

- 4 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

# 1 • Progress Check

## Vocabulary

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

## Prepositions & Phrasal verbs

- 3** **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?  $5 \times 2 = 10$

## Grammar

- 4** **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. Call back later!
  6. Emma ... **(think)** this is the best café in town.  $6 \times 2 = 12$
- 5** **Choose the correct item. Write in your notebook.**
1. Excuse me, how long **have you waited/have you been waiting** for the bus?
  2. We **have looked/have been looking** for a wedding dress for my cousin all day and we're exhausted!
  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.
  6. Somebody **has used/has been using** my CDs without asking!  $6 \times 2 = 12$

## Listening

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



Screen size: **1)** ... inch HD display  
16 GB **2)** ... system  
2 TB hard **3)** ...  
Built-in HD **4)** ... and microphone  
Price: £ **5)** ...

## Reading

- 7** 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!

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

5 x 2 = 10

## Writing

- 8** 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

## Everyday English

- 9** 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 **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 x 3 = 15

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about markets
- talk about shapes & types of buildings
- talk about shops & services
- use the present simple & the present continuous
- use stative verbs
- use the present perfect & the present perfect continuous – sequence of tenses

#### Reading

- read for key information (multiple matching)
- read for detail (answer questions)

#### Listening

- listen for specific information (gap-fill)

#### Speaking

- ask for things in a shop/respond
- ask for/give directions

#### Writing

- write a text about a famous building
- write an email about an open-air market

# 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

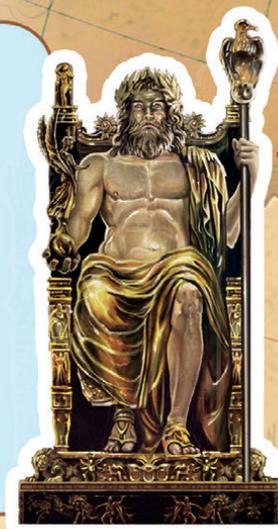
- /s/, /ʃ/

### • Writing

- a blog entry about a museum

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

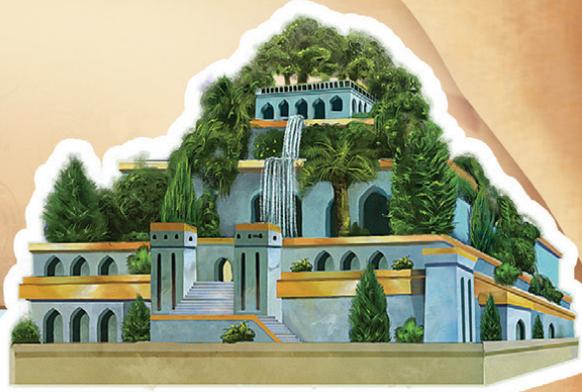
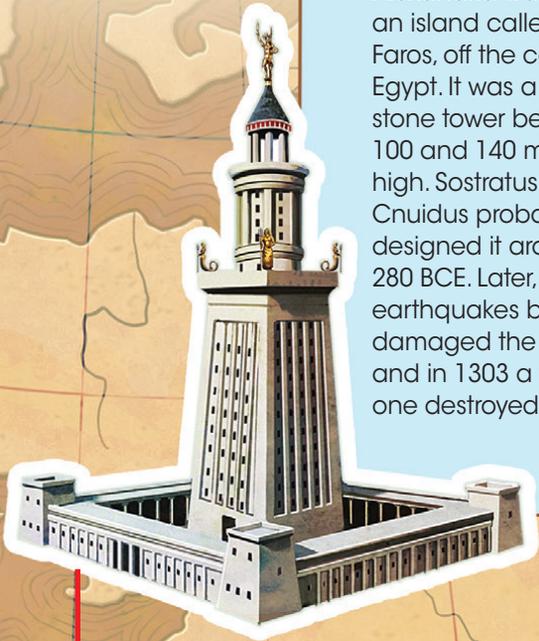
### Wonders of the ancient world

**1** 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 **3)** ... of Alexandria was on an island called Faros, off the coast of Egypt. It was a tall stone tower between 100 and 140 metres high. Sostratus of Cnuidus probably designed it around 280 BCE. Later, two earthquakes badly damaged the tower, and in 1303 a third one destroyed it.



Around 600 BCE, King Nebuchadnezzar built the Hanging **4)** ... of Babylon in modern-day Iraq. They were stepped gardens that overlooked the whole city. An earthquake in the 1st century CE probably destroyed this beautiful place.

The Great **5)** ... of Giza in Egypt is the only ancient wonder that still exists today. They built it between 2584 and 2561 BCE from 2 million blocks of stone. At 146 metres high, it was the tallest structure in the world for thousands of years.



ASIA

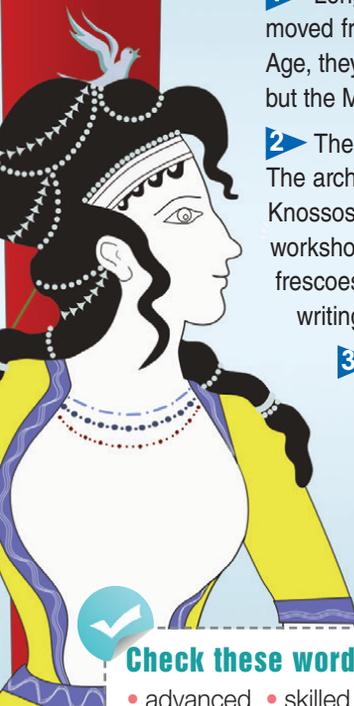
**3**



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 FIRST CIVILISATION



1 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.

2 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.

3 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.

4 The Minoan civilisation **ended**, but their culture influenced the Mycenaean 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
- craftsman • artefact
- eruption • trade route
- invade • take over
- influence



### Reading

- 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.
- 2 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?
- 3 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 Mycenaean ruled Crete after the Minoans.





A jewellery

4

## Vocabulary Artefacts

📍 🔊 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.



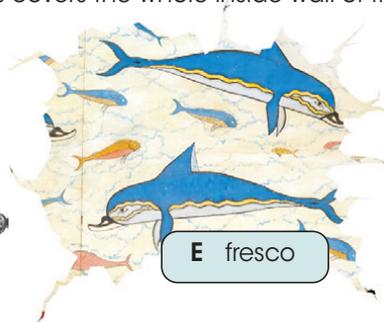
B pottery



C figurine



D sword



E fresco



F armour

## 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.

Imagine you were a Minoan. Describe a typical day in your life. Tell the class.



7

## Speaking & Writing



Collect information about the Minoan civilisation under the headings: **period**, **location**, **interesting facts**, **how it ended**. Write in your notebook. Use your notes to present it to the class.

# 2b Grammar

What **were** you **doing** last night when the storm **started**?



## Grammar

- **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

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.*

## 1 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**.

## 2 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 **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**  

## Grammar

### 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.**

My dad **used to play** football for the local team when he was younger.



What did you use to do when you were 10 years old? Tell the class.

### Past simple vs Present perfect

**3** 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. I **ate/have eaten** dinner.
3. **Has Ian visited/Did Ian visit** China last year?
4. Anna **has seen/saw** the frescoes.

**4** 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:** I **4)** ... (**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 used to/would stay up 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.~~)

**5** 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.

**6** 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 (✓) • trade wood (~~x~~) - gold (✓)
- make ships (~~x~~) - pottery (✓) • build blocks of flats (~~x~~) - pyramids (✓)

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

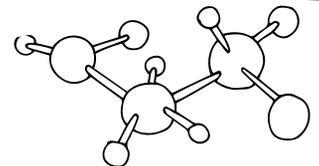
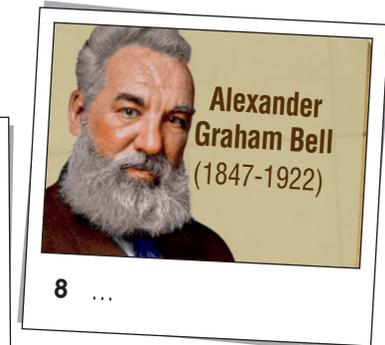
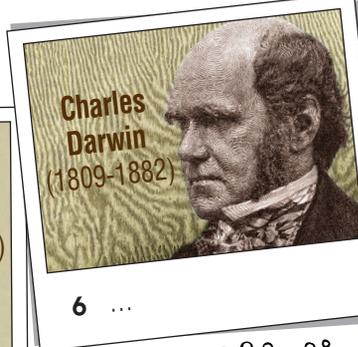
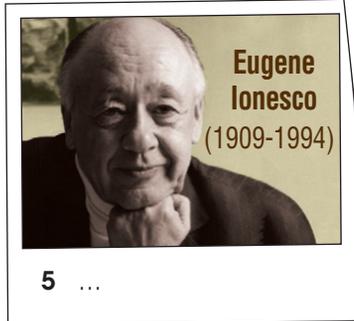
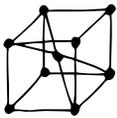
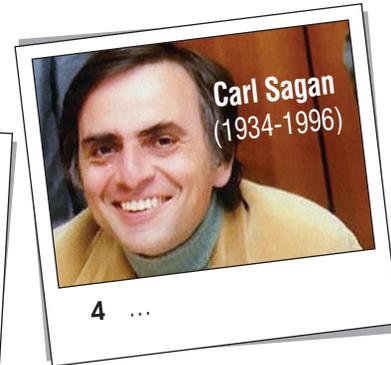
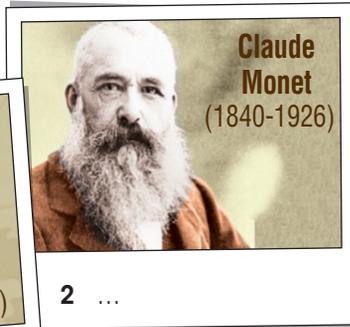
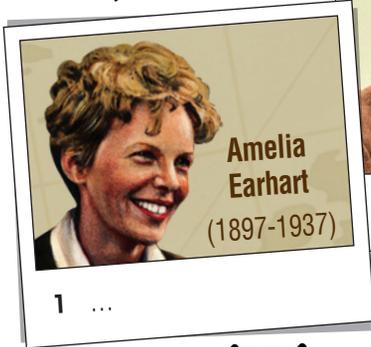
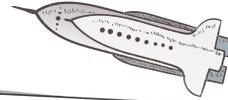
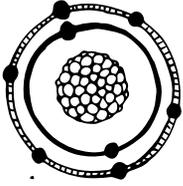
# 2C • Vocabulary

## Famous people & Jobs

1   Listen and repeat.

- scientist • pilot • naturalist • astronomer • painter • inventor
- playwright • singer

2 Use the words in Ex. 1 to label the pictures (1-8) below. Write in your notebook.



### Hall of Fame!

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

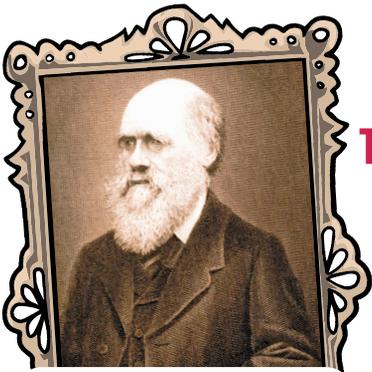
3 a) Match the statements below to the people in Ex. 2. Write in your notebook.

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.

4  Collect more information about the famous people in Ex. 2. Prepare a 'Did you know?' poster.

# Everyday English • 2d



## Talking about a famous person

1 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.

- 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?

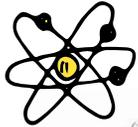
**Tom:** Let's revise for the History test now.  
**Beth:** OK. I remember quite a lot from the lesson. Ask me a question.  
**Tom:** Alright. **1)** ...  
**Beth:** On 12th February, 1809 in England. Your turn. **2)** ...  
**Tom:** At Edinburgh and Cambridge Universities. Then, when he finished, he 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.

2 Listen and check your answers.

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

4 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	<input type="checkbox"/>	<input type="checkbox"/>
salt	<input type="checkbox"/>	<input type="checkbox"/>
soup	<input type="checkbox"/>	<input type="checkbox"/>

	/s/	/ʃ/
share	<input type="checkbox"/>	<input type="checkbox"/>
show	<input type="checkbox"/>	<input type="checkbox"/>
small	<input type="checkbox"/>	<input type="checkbox"/>



## Past perfect

affirmative	I/You/He/She/It/We/They <b>had finished</b> .
negative	I/You/He/She/It/We/They <b>had not/hadn't finished</b> .
interrogative	<b>Had</b> I/you/he/she/it/we/they <b>finished</b> ?
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.*

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

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

### 2 Last year, a fire destroyed the town library and the mayor decided to rebuild it. In your notebook write what the builders had already done and what they hadn't done yet when the mayor visited yesterday.

- |   |                       |
|---|-----------------------|
| 1. build walls (✓) <i>They had built the walls.</i> | 4. put up shelves (X) |
| 2. install the windows (X)                          | 5. tile the roof (✓)  |
| 3. paint the doors (✓)                              | 6. plant flowers (X)  |

## Past perfect continuous

affirmative	I/You/He/She/It/We/They <b>had been working</b> .
negative	I/You/He/She/It/We/They <b>had not/hadn't been working</b> .
interrogative	<b>Had</b> I/you/he/she/it/we/they <b>been working</b> ?
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.*



Ask and answer questions using the prompts in Ex. 2, as in the example.

A: Had they built the walls?  
B: Yes, they had.

## Grammar



### Past continuous vs Past perfect continuous

- We use the **past continuous** for:
  - an action in progress at a specific time in the past. *She was watching TV at 8 o'clock last night.*
  - 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**:
  - 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.*
  - 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.

- The rescuers were exhausted. (**look for survivors all night**)  
*The rescuers were exhausted because they had been looking for survivors all night.*
- Matt's clothes were dirty. (**work in the garden all morning**)
- Kate was sunburnt. (**stand in the sun all afternoon**)
- Tim had a headache. (**work on his computer all day**)
- Lily was bored. (**wait for the train for two hours**)

**4** Complete the dialogue using the past perfect continuous. Write in your notebook.

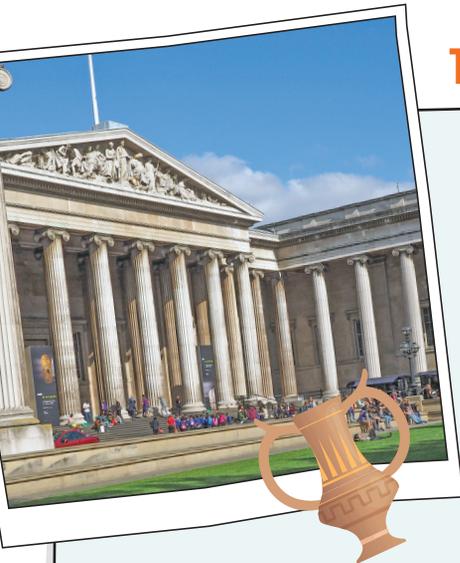
- A:** **1)** Had you been waiting (you/wait) long at the café before you got my text message?
- B:** No, I **2)** ... (only/sit) there for five minutes. So, why did you want to meet here at the park instead?
- A:** Well, I thought the weather was too nice to sit inside. And I needed some fresh air because 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

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

- Mark ... (**work**) for six hours before he took a break.
- My sister... (**not/sleep**) when the earthquake happened. She ... (**study**) for her Maths exam.
- Her eyes were red because she ... (**cry**).
- I saw Sam and Julie yesterday morning. They ... (**sit**) in a café.
- How long ... (**Mary/wait**) outside the cinema?
- ... (**you/dig**) for a long time before you discovered that ancient pottery vase?
- ... (**they/work**) in the garden when the rain started?
- Paul ... (**tidy**) his room for three hours before he had lunch.

# 2f • Across Cultures



## Reading

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

### 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.

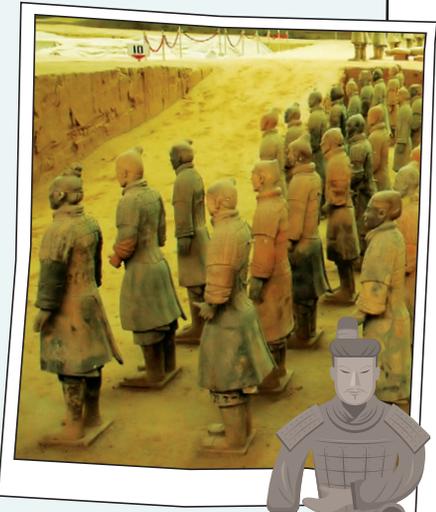
### The Terracotta Army Museum, China

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 years 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.



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

- The oldest object in the British Museum is  
A from the 21st century BCE      B 2 million years old  
C 8 million years old
- Why does the British Museum give backpacks to children?  
A to help them explore the museum      B to put artefacts in  
C as souvenirs
- Most of the soldiers in the Terracotta Army are  
A over 2.5 metres tall.      B the height of a real person.  
C look the same as each other.
- 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

# Across Cultures • 2f



**3 Think** Which museum would you like to visit? Why?

## Vocabulary Museums

**4 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?

## Phrasal Verbs

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

**5 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** Listen and complete the missing information (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)** ...

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

## Writing (a blog entry)

**8** 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. Write in your notebook.



## Culture Spot

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?

## 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.



### ANCIENT EGYPT

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.

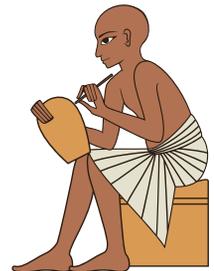


#### Check these words

- soil • wheat • flax • cloth • papyrus • rich • transport
- carpenter • weaver • potter • impressive

- 2 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.



## Speaking & Writing

- 3 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.



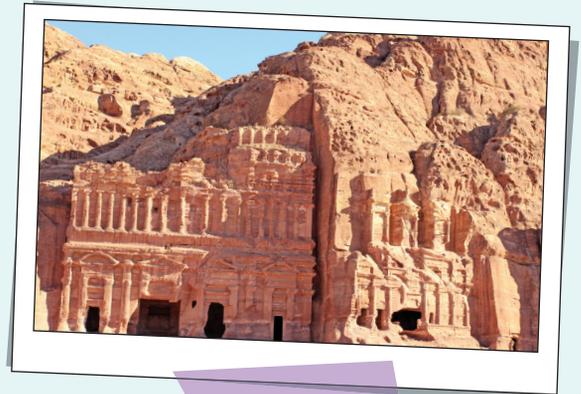
What did the Egyptians invent? Collect information, then prepare a quiz for your classmates. Write in your notebook.

# Flash Time • 2

## Project time

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

Name	Period	Location	Interesting facts	How it ended
...	...	...	...	...



- 2 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.

## Presentation skills See pp. 118-119

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

## VALUES

### What history teaches us

- 4  **Think** Explain the quotations.

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

*"A people without the knowledge of their past history, origin and culture is like a tree without roots."*  
Marcus Garvey

# 2 • Progress Check

## Vocabulary

1 **Fill in:** *fresco, pottery, pyramid, figurine, tour, temple.* **Write in your notebook.**

1. There is a guided ... of the museum every day at 10 am.
2. This clay vase is a great example of ancient Chinese ...
3. The ancient Greeks built the ... for their goddess, Artemis.
4. The Minoans painted this ... on the wall of the Palace of Knossos around 1400 BCE.
5. The Aztecs carved this tiny ... of a woman from stone.
6. The ... once contained the tomb of an Egyptian ruler.

6 x 1 = 6

2 **Fill in:** *naturalist, pilot, astronomer, inventor, painter.* **Write in your notebook.**

1. I want to be a(n) ... and study the stars and planets.
2. My favourite ... created this beautiful portrait.
3. My uncle is a(n) ... and flies planes to the USA and back.
4. David Attenborough is a famous British ... . He has studied plants, animals and the planet for seventy years.
5. Who was the ... of the telephone?

5 x 1 = 5

## Prepositions & Phrasal verbs

3 **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 x 2 = 10

## Grammar

4 **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. Did you **see/use to see** any ancient Greek artefacts at the museum last weekend?
5. Anna didn't **used/use** to like History when she was at school.
6. **Would you go/Were you going** to museums often when you were young?

6 x 2 = 12

5 **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. By the time we ... **(arrive)** at the museum, the archaeologist had finished her lecture.
4. Ivan ... **(take)** photos of the temple while Daniel was reading the museum's leaflet.
5. I ... **(not/visit)** Greece until I went there on a school trip last summer.
6. The archaeologists were excited because they ... **(look)** for the ancient ruins for years.

6 x 2 = 12

## Listening

6 **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 x 2 = 10

# Progress Check • 2

## 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 x 2 = 10

## Writing

- 8 Imagine you visited the castle in Ex. 6. Write a blog entry about your visit.

20 points

## Everyday English

- 9 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?
- a He was the first person to fly from New York to Paris without stopping.
- b He was very brave and he showed the world what planes could do.
- c He lived with his mother, a chemistry teacher.
- d At flying schools in Nebraska and Texas.
- e 4th February, 1902.

5 x 3 = 15

Total 100 points

## Competences

★  
Good

★★★  
Very good

★★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about wonders of the ancient world
- talk about artefacts
- talk about famous people & jobs
- talk about museums
- use the past simple/past continuous/past simple vs present perfect/used to - would/past perfect/past perfect continuous/past continuous vs past perfect continuous

#### Reading

- read for detail (multiple matching, R/W/DS)
- read for specific information (multiple choice)

#### Listening

- listen for specific information (multiple choice, gap-fill)

#### Speaking

- talk about a famous person

#### Writing

- write a text about the Minoan civilisation
- write a blog entry about a museum

forty-five

# 3

# Entertainment & mass 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)
  - choosing a TV programme
- **Pronunciation**
  - /e/, /æ/
- **Writing**
  - a report about magazines teenagers like

## Vocabulary Types of media

1   Listen and repeat.



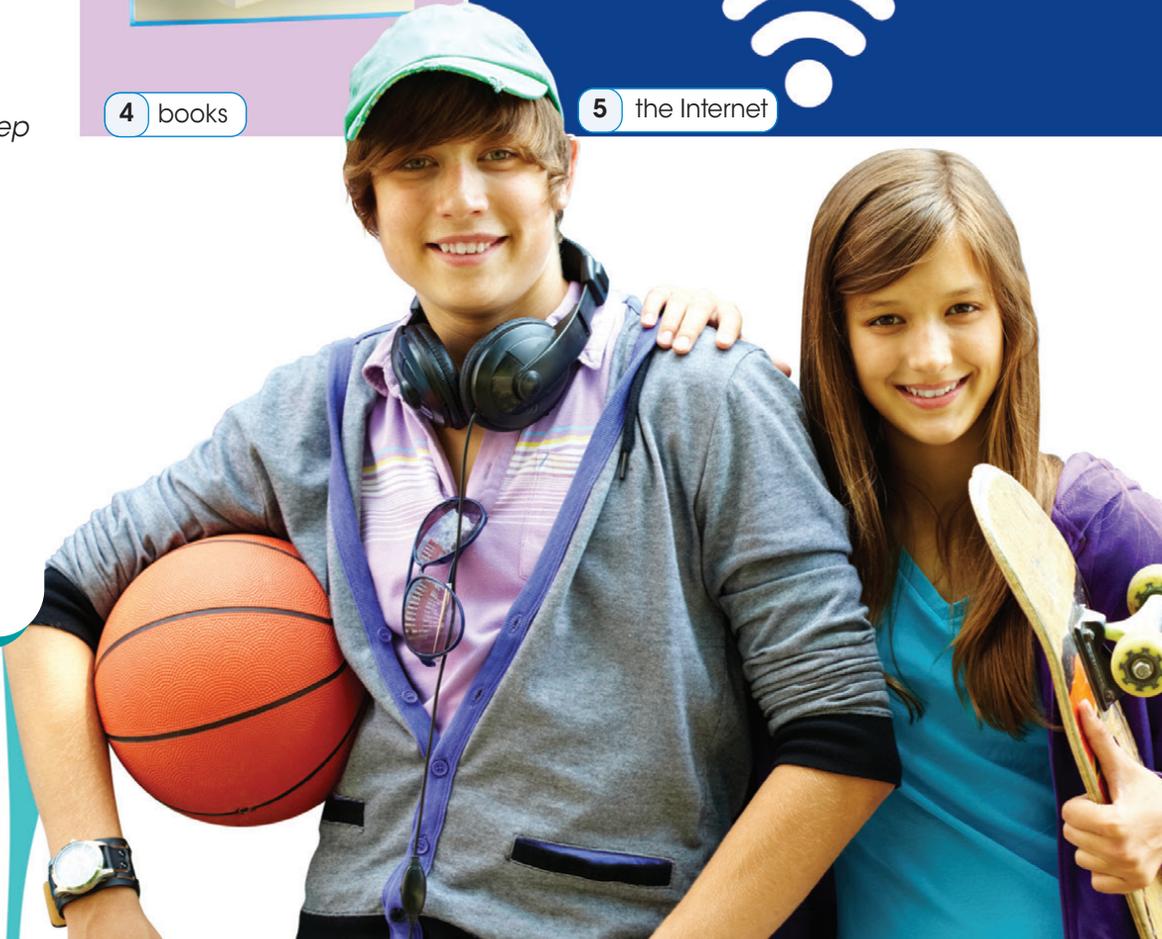
1 magazines



4 books



5 the Internet





2 newspapers



3 TV



6 radio



7 mobile media devices



8 films



2

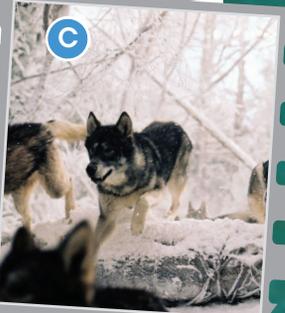
In pairs, talk about the types of media you prefer, as in the example.

- A: Which type(s) of media do you prefer?
- B: I prefer the Internet and TV. How about you?
- A: I ...

# 3a • Reading

## Reading

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



# ESCAPE TO NARNIA

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 ... . | 4. Gryphons can ... .                  |
| 2. The king of Narnia is ... .             | 5. Centaurs look strange because ... . |
| 3. Reepicheep can ... .                    | 6. Maugrim works for ... .             |

## Speaking

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

### Check these words

- escape • setting
- best-selling • wise
- loyal follower • furry
- knight • fight • sword
- soldier • army
- general • enemy

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

## Vocabulary Types of literature

- 4  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



5 mystery & suspense



6 horror



7 fables



8 legends

## Prepositions

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

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

## Speaking & Writing

- 6 **Think**  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?* Present the character to the class. The class votes for the best character.
- 7 **Think**  In groups, create another world with talking animals and mythical creatures. Think about: *its name, where it is, what animals are there, 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

## Future simple - *be going to*

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

Sorry, I can't. I'm going to take part in a sports competition.



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.*

### 1 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.

### 2 Fill in the gaps with the verbs in brackets in the future simple or *be going to* form. 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.



## 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.

## Grammar

### 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.

## Grammar

### 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)

- 3** 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.

- 4** 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. I don't have any other plans.
3. Lucy and Joe ... **(take part)** in a science competition tomorrow.
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)**?

- 5** 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 ...

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

1. The bookshop bought 400 copies of her novel because they knew 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



## Expressing opinions (likes/dislikes)

2 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!

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

# Everyday English • 3d

## Choosing a TV programme

### Note

#### Inviting

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

#### Accepting

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

#### Refusing

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

Create your own TV guide. 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?

1 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.  
**Lucy:** What time is it on?  
**John:** 7:05.  
**Lucy:** Let's watch that.

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

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

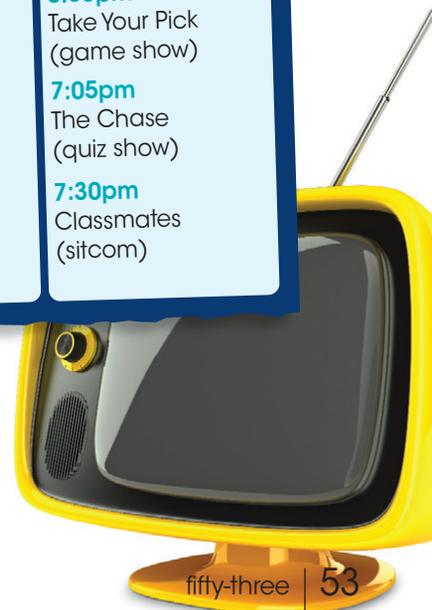
TV GUIDE THURSDAY 27th JANUARY			
Channel 1	Channel 2	Channel 3	Channel 4
<b>6:00pm</b> Who's there? (reality show)	<b>6:00pm</b> PJ Masks (cartoon)	<b>6:00pm</b> Anna's Kitchen (cookery show)	<b>5:30pm</b> Take Your Pick (game show)
<b>7:05pm</b> Madagascar (nature programme)	<b>7:05pm</b> Channel 2 News	<b>7:05pm</b> Channel 3 News	<b>7:05pm</b> The Chase (quiz show)
<b>7:30pm</b> The Chronicles of Narnia (film)	<b>7:30pm</b> Missing (drama series)	<b>7:30pm</b> Super Family (soap opera)	<b>7:30pm</b> Classmates (sitcom)

## Pronunciation

/e/, /æ/

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

- /e/ bed, met, pet
- /æ/ bad, mad, cat



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



That's great! They do excellent work. If I **had** some free time, I'd **join** it, too.

## Game!

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

**Team A S1:** If you go to Rome,

**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

**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. I ... **(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.

**2** 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

**3** 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.

## Game!

**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.

### 4 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.

### 5 Types 1, 2, 3

#### 5 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 → 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 → our teacher/be angry (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 when I go to Africa.
4. Sam wouldn't have been late if he ... **(get up)** earlier.
5. The prices will go down when 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.

### 7 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/buy)** me something from the gift shop?  
B: Sure.

# 3f • Across Cultures



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

2 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.



## Check these words

- care • grow up
- beauty • lead
- include • player rating

## Reading

- 1 Name some popular teen magazines in your country. What are they about? e.g. fashion, sports, etc.
- 2 The British teenagers 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.

# Teen Magazines



**A** *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.

**C** 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.

**E** 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.

**G** *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

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

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.

## Listening

**4**  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.
- F The speaker says this magazine is great for young writers.

## Speaking

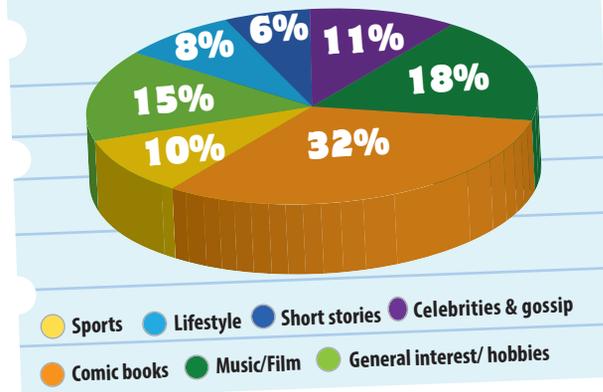
**5** a) Look at the pie chart and answer the questions in your notebook.

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% ...

% of the teenagers at Greenhill school who read each type of magazine



## Writing (a report) \*

**6** 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.



## Culture Spot

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 similar organisation in your country? Collect information in groups. Tell the class.



# 3 • CLIL (Music)

## Reading & Listening

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



## The 4 elements of music

Everyone loves music, but have you ever thought how **1)** ... elements there are in a piece of music? The answer is just four: melody, harmony, rhythm and dynamics. Let's take a closer look at them.

**Melody:** This is the tune which we hear when we listen to a piece of music. Single tones make up the melody or pitches, played one after the other. When we talk about the tone or pitch of a sound, we mean how high or low it is.

**Harmony:** There are a **2)** ... of different **notes** and **chords**. Harmony is how they sound when someone plays them at the same time. Even if you don't know **3)** ... about music, you'll know when a song isn't in harmony because it will sound terrible!

**Rhythm:** This means 'musical time'. Rhythm helps to organise music by dividing it into small sections between each strong beat. There are a **4)** ... different patterns, such as every two, three or four beats. We can play music at different **speeds**, too. We call the speed of music the **tempo**.

**Dynamics:** These tell the musicians how to play a piece of music. **5)** ... parts are quiet, while others are loud.

There aren't **6)** ... rules for writing music, but musicians always think of these four elements when they do so. They put them all together to make what we know simply as a 'song'.



### Check these words

- element • tune • tone
- pitch • organise
- divide • beat

- 3 a) Read the text and fill in the correct quantifiers in the gaps (1-6).  
Use: *some, any, much, many, lot, few.*

b)  Listen and check.

- 4 Explain the words in bold. Then ask each other comprehension questions.

A: What is melody?

B: The tune we hear when we listen to a piece of music.

## Speaking & Writing

- 5 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.

## Project time

1 What is your favourite magazine? What is it about?



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 pp. 120-121](#)

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

### NEWS!



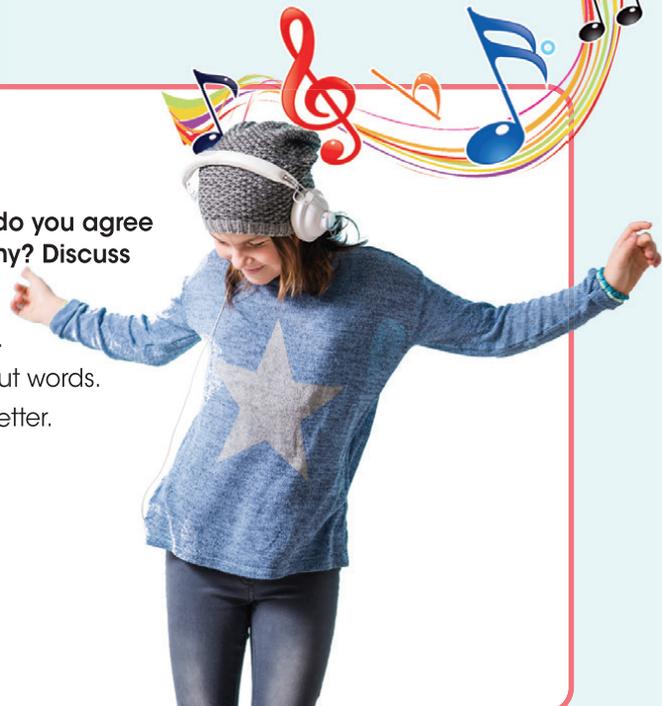
Collect information about this week's breaking news and top stories. What are they about?

## VALUES

### 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 Progress Check

## Vocabulary

**1** Match the TV programmes/films to the pictures. Write in your notebook.

- science fiction • sports show
- game show • action & adventure



4 x 2 = 8

**2** Fill in with: *fairytales, devices, biography, educational, childish, newspaper, reality, magazines*. 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. I always take time to read ... I usually prefer science ones.
5. Jason is reading C.S. Lewis's ... and he thinks it's very interesting.
6. In ..., the prince usually tries to save the princess from a dangerous dragon.
7. My grandfather keeps up to date by reading the ...
8. ... shows are very popular because people get to watch the lives of others.

8 x 1 = 8

## Prepositions & Phrasal verbs

**3** 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 x 2 = 10

## Grammar

**4** 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 x 2 = 10

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

1. If you search online, you ... **(find)** my blog.
2. If I had known you were here, I ... **(speak)** to you sooner.
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. If you ... **(not/talk)** all the way through the film, you would understand what's happening!
6. I ... **(return)** your books to the library if I have time.
7. He ... **(pass)** the test if he had revised.
8. They ... **(not/come)** if they finish late.
9. If I had enough money, I ... **(buy)** a laptop.
10. Unless you ... **(read)** the book, you won't be able to answer the exam questions.

10 x 1 = 10

## Listening

**6** 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 | D science fiction |
| B action | E romance         |
| C horror | F fantasy         |

5 x 2 = 10

# Progress Check • 3

## Reading

- 7 Read the text. Complete the sentences in your notebook.



**A** The aim of The Young At Art Children's Museum in South Florida is to introduce children to art in an exciting way.

**B** 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.

**C** 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.

**D** 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.

**E** 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 ... .
2. 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 x 4 = 20

## Writing

- 8 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**.

14 points

## Everyday English

- 9 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.

- a 5:30.
- b Channel 6.
- c There's a new sitcom.
- d Sounds good.
- e Not really.

5 x 2 = 10

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about types of media
- talk about types of literature
- talk about TV programmes & films
- use the future simple & *be going to* form
- use the present simple & the present continuous (with future meaning)
- use the future in the past
- use the conditionals (types 1, 2, 3)

#### Reading

- read for specific information (complete sentences)
- read for key information (multiple matching)

#### Listening

- listen for key information (multiple matching)

#### Speaking

- express opinions (likes/dislikes)
- choose a TV programme

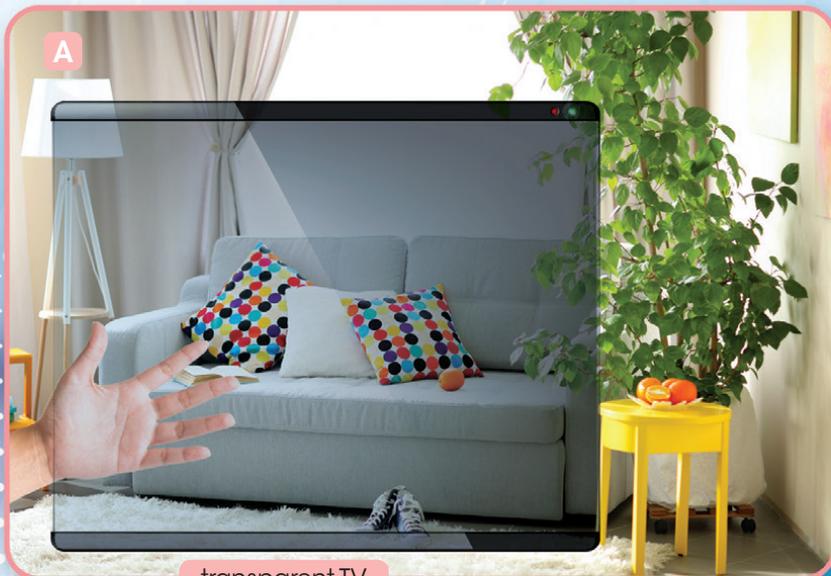
#### Writing

- write a description of a novel character
- write a report about magazines teenagers like

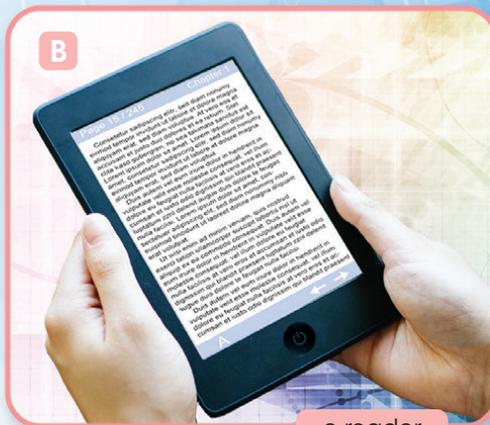
# 4 • Tech world

## What's in this module?

- **Vocabulary**
  - electronic devices
  - technology
  - computers
- **Grammar**
  - modals
  - (to-) infinitive
  - -ing form
  - phrasal verbs: *bring*
- **Everyday English**
  - complaining about damaged goods
- **Intonation**
  - in questions
- **Writing**
  - a text about a new device/gadget



transparent TV



e-reader



smartwatch

## Vocabulary Electronic devices

1 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.



3D printer



solar backpack



Pepper the robot

### ⚡ Note

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

### Speaking

2



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.

# 4a • Reading



## Reading

1

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

## TECH FORUM

The Best of Both Worlds



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.



Reply



**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!**



Reply



**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!



Reply

2

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.

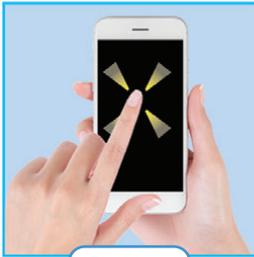
### Check these words

- virtual reality
- deal with • aim
- try on • boost
- insist • hunt • train
- perform • operation

## Vocabulary Technology

3 a) Match the verbs in the list to the pictures. Write in your notebook.

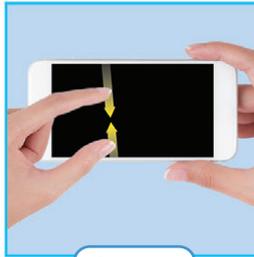
• pinch • spread • swipe • tap • touch and hold



1. ...



2. ...



3. ...



4. ...



5. ...

b) Complete the sentences with the verbs from Ex. 3a.

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.

4 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

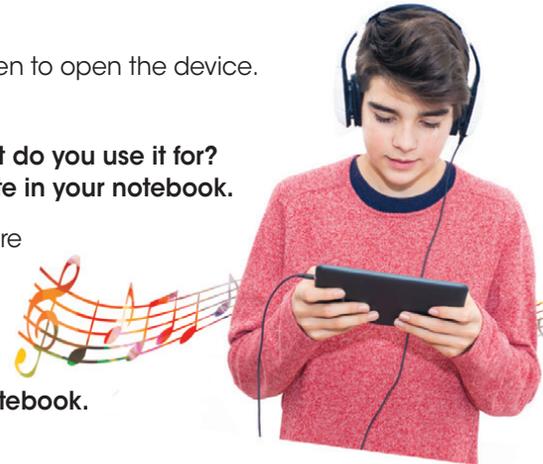
5 Choose the correct item. Write in your notebook.

1. The icon appears **on/in** the screen.
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

6  Imagine you work in a company that creates apps. Think of an AR app. Think about: **the name of the app**, **what it does**, **why people would buy it**. Write a short description. Present your app to the class. The class evaluates the presentations.

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



# 4b • Grammar

## Modals



**Permission** (*can/be allowed to*)

**Can we/Are we allowed to** take photos? (Have we got permission to ...?)

You **can/are allowed to** enter the room. (You have permission to ... .)

**Possibility** (*could/may/might*)

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

**Prohibition** (*mustn't/not allowed to*)

You **mustn't/aren't allowed to** touch the exhibits. (It's prohibited.)

**Obligation** (*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.)

**Offers** (*shall*)

**Shall** I help you with the dishes? (Do you want me to ...?)

### 1 Read the theory. Choose the correct item. Write in your notebook.

- |  |   |
|--|---|
| 1. A: I'm going shopping later.<br>B: I'll come too. I really <b>might/need to</b> buy a new MP3 player. | 4. A: The English class starts at seven.<br>B: We <b>should/may</b> be there on time.                 |
| 2. A: Are you on a diet?<br>B: Yes, I <b>must/needn't</b> eat more fruit.                                | 5. A: You <b>mustn't/don't have to</b> buy tickets. Entrance is free.<br>B: Really?                   |
| 3. A: Did you see the weather report?<br>B: They say it <b>might/must</b> rain later.                    | 6. A: You <b>don't need to/mustn't</b> enter this room. Didn't you see the sign?<br>B: No, I'm sorry. |

### 2 Fill in *must* or *have to* in the correct form. Write in your notebook.

- My dentist insists that I ... stop drinking fizzy drinks.
- I ... spend less time watching TV.
- He ... do a school project on robots.
- Students ... turn off the computers after using them.
- I ... put less sugar in my coffee.

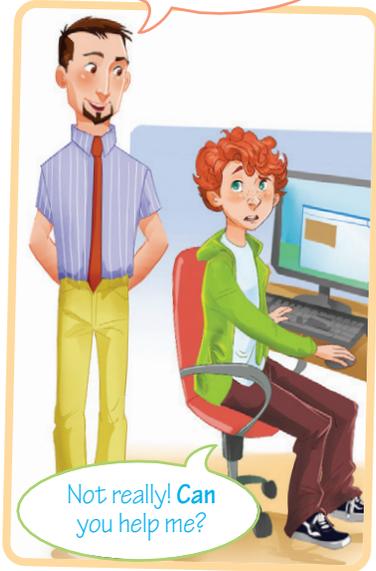
### 3 Rewrite the sentences in your notebook using these modal verbs: *shall, can, don't have to, mustn't, should*.

- |  |   |
|--|---|
| 1. You <b>have permission to</b> use my smartphone.<br>You <b>can</b> use my smartphone. | 3. Do you <b>want me to</b> make some sandwiches? |
| 2. It's <b>prohibited to</b> eat here.   | 4. I <b>expect that he'll</b> buy a new printer.  |
|  | 5. It's <b>not necessary to</b> go.               |

Look at the picture. Make sentences using appropriate modals.



Were you able to download the files?



Not really! Can you help me?

### Requests (*can, could/may*)

**Can** I have some more cake? (informal)

**May** I have a glass of water, please? (more polite)

**Could** 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)

### Preference (*would like/like*)

I **would like** to watch TV. (specific preference) **BUT** I **like** watching TV in the

evenings. (general preference)

## 4 Read the theory. Choose the correct item. Write in your notebook.

1. Tony **could/may** ride a bike when he was four.
2. The children **weren't able to/couldn't** play outside because it was raining.
3. I **could/would** like to check my emails.
4. **May/Would** I have some coffee?
5. **Would/Could** I borrow your laptop, sir?



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

1. **Should/Could** I use your tablet, please?
2. Max **mustn't/can** bake really good bread.
3. You're **allowed to/shall** drink water in class.
4. He **couldn't/wasn't** able to finish the video game.
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. **Shall I/Am I able to** get you a cup of coffee?
8. You **don't have to/mustn't** cook tonight. We'll eat out!
9. We **might/should** book early for that restaurant or we won't find a table.



## 6 Complete the sentences about you in your notebook.

- |                        |                         |
|------------------------|-------------------------|
| 1. I should ...        | 6. I wasn't able to ... |
| 2. I must ...          | 7. I would like to ...  |
| 3. I don't have to ... | 8. I could ...          |
| 4. I need to ...       | 9. I mustn't ...        |
| 5. I have to ...       | 10. I might ...         |



### Think

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

We **mustn't** eat in class.

# 4C • Vocabulary

## Computers

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

- webcam • screen • tower • printer • scanner • mouse • router
- external hard drive • speakers • keyboard • USB stick • earphones



## Computer language

2 Complete the sentences with the verbs below. Write in your notebook. Check in your dictionary.

- upload • download • click on • scan • save • delete • connect • install
- stream • print

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.



# Everyday English • 4d

## Complaining about damaged goods

- 1 Read the first exchange in the telephone conversation below. What do you think is wrong with the tablet?
- 2  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 help?
- Customer:** Hi. It's about a tablet I ordered **1)** ... you last week. It arrived yesterday, but it was damaged when I got it.
- Employee:** Oh dear. What's the problem exactly?
- Customer:** There's a crack all the way **2)** ... the screen!
- Employee:** OK. We can sort that out **3)** ... you, sir. Can I have your name and order number, please?
- Customer:** Yeah. It's David Finch. The order number is 48891.
- Employee:** Can I have your email address as well?
- Customer:** Yes, it's d-a-v-i-d underscore f-i-n-c-h two-oh-oh-one at rapidnet dot com.
- Employee:** Got it. What I'm going to do, sir, is email you a return slip. Print 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.
- Employee:** OK, then. I have just sent the email, sir. If you have any further problems, just call us again.
- Customer:** Thank you so much. You've been a great help.
- Employee:** My pleasure.

- 3  Take roles and read the dialogue in Ex. 2 aloud.
- 4  Use the prompts below to act out a dialogue similar to the one in Ex. 2.

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

## Intonation

### in questions



 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?



### Note

**Yes/No questions**  
↗ rising intonation  
**wh-questions**  
↘ falling intonation

# 4e • Grammar



## (to-) infinitive

We use **to-infinitive** after:

- **would love, would like, would prefer**  
I'd love to come shopping with you.
- the verbs **agree, ask, decide, expect, hope, manage, need, offer, promise, seem, want**, etc. We decided to spend a day at the exhibition.
- **too/enough**. He is old enough to drive a car.

We also use **to-infinitive** to express **purpose**. I'm calling to place an order.

We use **infinitive without to** after:

- **modals (can, could, should, may, might, must, etc.)**  
She may be late for the lecture.

### 1 Read the theory. Put the verbs in brackets into the correct form with or without *to*. Write in your notebook.

- A: Did you enjoy the visit to the science museum?  
B: Yes, I managed ... **(take)** some great pictures.
- A: I'd love ... **(go)** to the new exhibition centre.  
B: We can ... **(go)** together if you like.
- A: Where is John?  
B: In his office. He wants ... **(send)** some emails.
- A: We hope ... **(visit)** the new science centre this morning.  
B: Can I ... **(join)** you?
- A: Would you like ... **(come)** to the lecture?  
B: Sorry, I must ... **(pick)** the kids up from school at 12:00.
- A: I went ... **(buy)** the new PC action game for Tony.  
B: I think Tony is too young ... **(play)** such games.



### 2 Put the verbs in brackets into the correct form. Write in your notebook.

- I want ... **(buy)** a new tablet.
- Monica wouldn't like ... **(chat)** online this evening.
- You can ... **(pay)** in cash or by card.
- Tim might ... **(borrow)** my camera for the party.
- We would like ... **(buy)** a TV, please.
- Natalie agreed ... **(meet)** me outside the mall.

### 3 Complete the sentences about yourself in your notebook.

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1. I'd like ...   | 4. I'd love ... | 7. I may ...  |
| 2. I decided ...  | 5. I can ...    | 8. I want ... |
| 3. I promised ... | 6. I should ... | 9. I hope ... |

## -ing form

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

- the verbs **like, love, dislike, hate, enjoy, prefer, fancy**, etc. **I love texting my friends.**
- the verb **go** when we talk about activities. **Mary goes windsurfing every year in Italy.**
- the verbs **avoid, admit, begin, continue, deny, look forward to, risk, start, finish**, etc. **He avoids giving his real name online to people he doesn't know.**
- the phrases **be busy, it's no use, it's (not) worth, there's no point (in)**, etc. **There's no point trying to get the files back. They are lost.**

### 4 Put the verbs in brackets into the correct form. Write in your notebook.

- A: Would you like ... **(go)** out tonight?  
B: I can't, I'm afraid. I want ... **(write)** an essay.
- A: I'd like ... **(thank)** you for helping me with my project.  
B: We enjoyed ... **(work)** with you.
- A: Are you going ... **(shop)** this weekend?  
B: No, I'm trying to avoid ... **(spend)** money these days.
- A: You mustn't ... **(get)** upset.  
B: I just hate ... **(lose)** files, though.
- A: I'm looking forward to ... **(get)** my new computer.  
B: I'm afraid they might not ... **(be able to)** deliver it before Monday.
- A: Shall I ... **(show)** you how to connect the TV to the laptop?  
B: Not now. I'm busy ... **(do)** housework at the moment.

### 5 Put the verbs in the correct form. Write in your notebook.

- She went to the mall ... **(buy)** headphones.
- I hate ... **(listen)** to classical music.
- He decided ... **(study)** computer engineering.
- Would you like ... **(come)** with us to the museum?
- How can I ... **(help)** you?
- She is too tired ... **(chat)** with her friends online.
- It's no use ... **(try)** to fix this laptop.
- I promised ... **(help)** Ann with her project.

### 6 Complete the sentences. Write in your notebook.

- My best friend likes ... .
- Our teacher would love ... .
- My aunt prefers ... .
- We look forward to ... .
- My granddad often goes ... .
- My dad avoids ... .

## Game!

Continue the story.  
Use: **decide, hate, must, like, begin, continue, ask, need, want, can, may.** John decided to go to the science museum last Saturday.

# 4f • 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



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 (16) is from Panipat, India. He created a wearable device for the 1.4% of the world's population who are paralysed. Because they can't move, it's difficult for these people 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 (15) from California, USA, invented a gadget for people who have Alzheimer's disease. Alzheimer's disease affects the brain, usually of older people – up to 5,000,000 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 has personal experience of this because his own grandfather has 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. Now Kenneth's grandfather puts on the sock at bedtime, and his relatives don't **stay up** all night worrying!



### Check these words

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

- 2 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.
2. Arsh has a friend that is paralysed.
3. The *Talk* costs more than \$100.
4. 5,000,000 people around the world have Alzheimer's.
5. Kenneth has a relative with Alzheimer's.
6. Kenneth's invention can send messages to a smartphone.

# Across Cultures • 4f

## 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.

**3** 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?

**4** 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.

Name of person	Ann Makosinski
Age	...
Where from	...
Name of device	...
Who for	people without ...
How it charges	from the heat of the ...



## 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.

# 4 • CLIL (PSHE)

## THE RISE OF THE CYBERBULLIES

1

### Reading & Listening

-   What is cyberbullying? What can we do about it? Discuss in groups. Listen and read the text.
- 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 on • victim
- respond • device
- block • get into trouble
- think twice

Prepare a poster to celebrate Anti-cyberbullying Day at your school.



2

Read the text again and answer the questions. Write in your notebook. Then explain the words in bold.

- What technology do cyberbullies use to frighten, embarrass or upset another person?
- What percentage of teens in the USA have experience of cyberbullying?
- How can you stop a cyberbully contacting you on social media?
- What can happen to cyberbullies?

### Speaking & Writing

3

 **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?

4

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

## Project time

- 1** 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.

- |  |  |
|--|--|
| <b>1</b> I use headphones when I am listening to music in public.  | <b>6</b> I ask people before I put photos of them online.    |
| <b>2</b> I turn off my smartphone in cinemas.                      | <b>7</b> I never give someone's phone number without asking. |
| <b>3</b> I look at my smartphone while I am walking.               | <b>8</b> I talk loudly on my smartphone on public transport. |
| <b>4</b> I am polite in messages and comments.                     | <b>9</b> I take photos of people in public without asking.   |
| <b>5</b> I ignore the people I am talking to when I get a message. | <b>10</b> I send everyone updates all the time.              |



- 2** 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.

## Presentation skills See pp. 122-123

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

## VALUES

### Respect

- 4** Use the verbs to complete the sentences. Write in your notebook.
- keep • download • be • post

- 5**   In groups, prepare a digital presentation of what we should/shouldn't do online.

### Digital citizens



#### Never ...

- 1) ... pirated music.  
2) ... pictures of others without their permission.

#### Always ...

- 3) ... your posts private.  
4) ... careful about who you are talking to online.

# 4 • Progress Check

## Vocabulary

**1** Fill in: *e-reader, tapped, deleted, swiped, robot, 3D printer*. Write in your notebook.

1. He ... on the app to open it.
2. Oh no! I've just ... all my photos.
3. He ... his finger across the screen to open the tablet.
4. Mum has got a(n) ... so she can read novels on the bus on her way to work.
5. I'd love a(n) ... to help me with my chores around the house!

5 x 1 = 5

**2** Fill in: *mouse, webcam, screen, speakers, keyboard*. Write in your notebook.

1. I bought a ... so my grandma can see me when we chat online.
2. I can't hear any sound coming from the ...
3. Use the ... to click on the folder and open it.
4. Use the ... to type your name.
5. The ... on my tablet is too small.

5 x 1 = 5

## Prepositions & Phrasal verbs

**3** 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 x 1 = 5

## Grammar

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

1. Would you like ... (**come**) with us?
2. She avoids ... (**upload**) pictures online.
3. It's not worth ... (**try**) to fix this camera.
4. You mustn't ... (**tell**) lies.
5. He's too young ... (**learn**) to drive.
6. I love ... (**go**) online.
7. I'd like ... (**eat**) out tonight.
8. She wants ... (**buy**) a new laptop.

8 x 1 = 8

**5** 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/mustn't** go to school today. It's Sunday.
4. You **shouldn't/mustn't** touch that. It's forbidden.
5. He **couldn't/wasn't able to** speak English when he was 8.
6. You **wouldn't/shouldn't** download films illegally.
7. **Could/Shall** I have a glass of water, please?
8. **Shall/Must** I help you send this email?
9. Karen **could/was able to** connect to the Internet yesterday.
10. Mary **would/might** come to the party, but she isn't sure yet.

10 x 1 = 10

## Listening

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

### Patchway Science Fair

#### Time and Place

- Patchway Town Hall
- Sunday from **1)** ... am

Theme: Solving **2)** ...

Anything from climate change to air **3)** ...

#### Prizes

First place: 3D **4)** ...

Second place: £ **5)** ...

Third place: smartwatch

5 x 3 = 15

## Writing

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

17 points

## Reading

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

## Square-eyed TEENS

Are you constantly glued to the TV, texting your friends, chatting online, or perhaps trying to move onto another level in one of your favourite video games? Well, if you are, you belong to the majority. You are another teenager, like millions of others, who demands to be constantly close to their devices. Most teenagers do almost everything electronically. In fact, a lot of people call them 'screenagers'. They watch digital TV, listen to music on a digital MP3 player and communicate electronically with friends through email, instant messaging or by mobile phone. Teenagers even do most of their reading online now. When they need help with their homework, it's often the Internet that they turn to. Gadgets are, in fact, teenagers' primary tools of communication, information and entertainment. According to a recent survey, more than half of teenagers prefer to spend most of their time in their bedrooms because that is where their favourite gadgets are. Experts from all over the world worry that teenagers' addiction to technology is having an effect both on their health and on their behaviour. In some countries, teenagers are getting help. In Britain, for example, there is a clinic that helps young people whose passion for all things electronic is having a negative effect on their lives. In China and South Korea, there are even boot camps where children receive psychological help and treatment. There, young people have to do non-gadget-related activities. It's probable that these types of camps will become common in other countries in the future. Learning to keep a balance between the real and the virtual world will help the 'square-eyed generation' understand that gadgets and technology are useful and fun, but they should not let them rule their lives.

1. A screenager likes watching TV.
2. A screenager uses the Internet for help with schoolwork.
3. Most teenagers prefer to be out of their bedrooms.
4. An addiction to technology can cause eye problems, obesity and depression.
5. In Britain, there are boot camps which help children that are hooked on technology.

5 x 4 = 20

## Everyday English

- 9 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?

- a It's about a camera I ordered.
- b It's LN-4432-9256.
- c My pleasure.
- d It won't turn on.
- e Thank you so much.

5 x 3 = 15

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about electronic devices & technology
- talk about computers
- use modals
- use (to-) infinitive/-ing form

#### Reading

- read for detail (R/W/DS, answer questions)

#### Listening

- listen for specific information (gap-fill)

#### Speaking

- complain about damaged goods

#### Writing

- write a short description of an AR app
- write a text about a new device/gadget

# 5. Mother Earth



## What's in this module?

- **Vocabulary**
  - global issues & solutions
  - the environment
  - our natural world
- **Grammar**
  - relative pronouns/ defining relative clauses
  - *some/any/no/ every* & their compounds
  - the passive
  - phrasal verbs: *look*
- **Everyday English**
  - buying something in a shop
- **Intonation**
  - in exclamations
- **Writing**
  - an email asking for information



SAVE  
OUR PLANET!



3. nuclear waste



4. air pollution



5. resource depletion (over-consumption)



6. water pollution



7. climate change



8. soil contamination



9. deforestation



10. endangered species

### Vocabulary Global issues & solutions

1 Look at the pictures. Listen and repeat.

### Speaking

2 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.

## Speaking & Reading

- 1 a) Look at the pictures of the buildings. What do you know about these buildings? Tell your partner.
- b)  Read the title. How does it relate to the buildings? Listen and read to find out.



## Green Landmarks

*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.*

### A 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.

### B 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



### Check these words

- constant • install • dim
- estimate • sustainable
- challenge • geothermal
- treat

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

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.

## 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

**4** 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

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

**6** **Think** In groups, design your own green building. Think about: **location, windows, what energy it uses.** Present your building to the class.

## Writing (an article)

**7** **Plan** Collect information about a green building in your country and write a short article about it for the English school magazine. Follow the plan. Write in your notebook. Check your article and make changes if necessary.



### Note

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

### Plan

- Para. 1:** name, location, when built, who by, reason
- Para. 2:** what people can see/do there
- Para. 3:** recommendation

# 5b Grammar

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



I know. He's the one **whose** son plays in the school football team.

## 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**.*

**1** Read the theory, then complete the sentences in your notebook. Use: *who, which, that, whose*. In some sentences, two pronouns may be possible.

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.

**2** 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 at our local charity. She is my cousin. (**who**)
6. The charity event took place in July. It was a huge success. (**which**)

**3** Make sentences about the following. Use relative pronouns. Write in your notebook.





## some/any/no/every & their compounds

We use **some** and its compounds (**somebody, someone, something, somewhere**) in:

- affirmative sentences. **There are some tigers in the zoo.**
- interrogative sentences to make a request or an offer.  
**Can I have some leaflets, please?** (request)  
**Would you like something to eat?** (offer)

We use **any** and its compounds (**anybody, anyone, anything, anywhere**) in negative or interrogative sentences.

**There isn't anything in the bag. Are there any birds in the zoo?**

We use **no** (= not any) and its compounds (**nobody, no one, nothing, nowhere**) in sentences with a negative meaning (affirmative verb).

**There is nothing to see. (= There isn't anything to see.)**

We use **every** and its compounds (**everybody, everyone, everything, everywhere**) in affirmative, negative and interrogative sentences.

**She takes photos of every bird she sees.**



4



Read the theory, then choose the correct item. Write in your notebook.

1. The bird can't fly **anywhere/somewhere** because it has hurt its wing.
2. I can't see **anything/nothing** under the table.
3. I called you last night, but **someone/no one** answered the phone.
4. There isn't **anyone/no one** here to see you.
5. I'm certain I saw the cat **everywhere/somewhere** in the garden.



5

Complete the exchanges with *some, any, every, no* and their compounds. Write in your notebook.

1. A: I want to do ... to help our environment!  
B: ... in my school is taking part in the beach clean-up day. You can come, too.
2. A: Hello! Is there ... I can do for you?  
B: Yes. I'm looking for a pair of plastic boots. Have you got ... black ones?
3. A: Are you going to buy ... today?  
B: No, there's ... nice on sale. Let's go for lunch.
4. A: Have you got ... gloves I can borrow? It's freezing outside!  
B: Sure. I've got a blue pair ... around here. Let me find them.
5. A: I don't know ... who goes shopping at this pet shop.  
B: I know. ... in there is so expensive!

**"We must close all animal shelters."**



Have a class debate.  
Use *some, any, no, every* & their compounds.

# 5C • Vocabulary

## Our natural world

1  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



### Note

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?

2



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



# Everyday English • 5d

## Buying something in a shop

1 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.

2 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.

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

**Amelia:** Here you are.

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



3 Read the dialogue aloud.

4 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

Read the note box. Complete the sentences in your notebook. Use: *so, such (a/an), what (a/an), how*.

1. We had ... good time!
2. ... exciting time you had!
3. It was ... lucky escape!
4. ... great fun she had!
5. The snow fell ... fast!
6. ... silly they were to ski there!

Now listen and repeat.

## Note

*so/such/what/how*

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

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

**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

I watched  
Our planet  
last night.

It's a great documentary.  
Did you know it **was awarded**  
the 2019 Outstanding  
Documentary Emmy® award?

## Grammar

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

## Note

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 they make</b> films in Australia?	<b>Are</b> films <b>made</b> in Australia?

### 1 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. The organisation ... 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 <b>wasn't released</b> last Tuesday.
interrogative	<b>Did they release</b> it yesterday?	<b>Was it released</b> yesterday?

### 2

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.

### 3

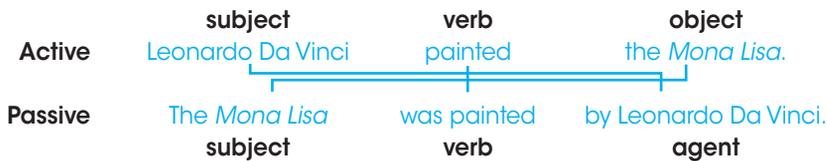
Write the sentences in the passive in your notebook.

1. 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 animal 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 <b>will visit</b> 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.



### Note

**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.

## 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.

## 6 In pairs, expand these headlines into full sentences using the correct passive tense.

1 THOUSANDS OF HOMES DESTROYED IN A HURRICANE IN INDIA LAST MONTH

2 FREE SOLO GIVEN GREAT REVIEWS BY CRITICS LAST WEEK

3 200,000 PEOPLE VISIT RESERVE EACH YEAR

4 CLEAN-UP DAYS ORGANISED EVERY MONTH



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

# 5f • Across Cultures



## Earth, Sea & Sky Global Volunteer

This year, spend your summer at the Turtle Rescue Centre on the island of Zakynthos, Greece and help conserve the loggerhead sea turtle while enjoying a holiday by the sea.

As a volunteer with Earth, Sea and Sky, 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 excavate turtle nests and monitor the hatchlings. You'll also 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 Rescue Centre facilities and

buy supplies and equipment for the Clinic. This is where sick or injured turtles are cared for until they are well enough to move to the Recovery Area. Eventually, with your help, they are released back into the wild. You do not need any previous qualifications or experience to volunteer at the Turtle Rescue Centre. We provide all training on site. Participation fees include this training, as well as accommodation, project enrolment and a donation, an information pack and a one-year individual membership. If you are interested, please contact us by emailing [volunteer@turtlerescue.net](mailto:volunteer@turtlerescue.net).



### Check these words

- conserve • excavate
- nest • monitor
- hatchling • fundraising
- participation fee
- enrolment • pack

### 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. Where can we stay?
5. How much money do we need to pay?
6. Can't wait for your answer.
7. Best regards

### Reading

- 1 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.

Dear Sir/Madam,

I am writing with regard to your advertisement about volunteering for the Turtle Rescue Centre 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 a family of four, two adults aged 40 and my sister and I, aged 10 and 17 respectively. 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 participation fees be? Are there special prices for families with children?

Thank you for your kind attention. We are looking forward **3)** ...

Yours faithfully,  
Thomas Richards

- |                        |                       |                     |
|------------------------|-----------------------|---------------------|
| <b>A</b> provide us    | <b>C</b> send us      | <b>E</b> in helping |
| <b>B</b> to your reply | <b>D</b> answering us |                     |

- 3 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

4



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

Secretary: Turtle Rescue Centre. How may I help you?

Thomas: Hello. My name is Thomas and my family and I are interested in volunteering at the centre ...

5

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 global 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)

7

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 20<sup>th</sup> MAY

Come and have fun while helping clean up our town!  
 Meet us at  
 St James' Park  
 at 8:30 am!

9 am - 11am Clean-up  
 11am Refreshment

For more information email: [info@volunteers.org](mailto:info@volunteers.org)  
**SEE YOU THERE!**



# 5 • CLIL (Geography)



## Check these words

- substance • shallow
- temperature • algae
- infect • globally

## Reading & Listening

- 1 What do you know about coral reefs? Why are they called 'underwater Amazons'? Read through to find out.
- 2 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 CORAL 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 crustaceans 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

- 3 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.
- 4 Collect more information, then prepare a presentation on coral reefs. Tell the class.

## Project time

- 1 **Think** Look at the picture. What do you think it means? Tell the class.



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.

## Presentation skills See pp. 124-125

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

## VALUES

### Environmentalism

- 5 **Think** Explain the quotations.
- 6  Draw a tree and write a few words about the environment on some of its leaves and branches. Display it to the class.

*Look deep into nature, and then you will understand everything better.*

*Albert Einstein*

*Every flower is a soul blossoming in nature.*

*Gerard De Nerval*

# 5 • Progress Check

## Vocabulary

1 Choose the correct item. Write in your notebook.

1. We can plant trees to help solve **over-consumption/deforestation**.
2. We can recycle to help solve **soil contamination/resource depletion**.
3. We can create conservation programmes to help save **endangered species/climate change**.
4. We can turn off unused electrical appliances to help solve **over-consumption/contamination** of energy sources.
5. We can put filters on factory chimneys to help solve **water/air** pollution.

5 x 1 = 5

2 Fill in: *waterfall, river, mountain, desert, bay*. Write in your notebook.

1. It took us six hours to climb the ..., but the view from the top was amazing!
2. In summer, we go down to the ... and go swimming in the sea.
3. My uncle has a small boat and he often takes us on trips up and down the ... .
4. It hardly ever rains in the ... and so there aren't many plants or animals there.
5. The ... was very beautiful, but the sound of the water was very loud.

5 x 1 = 5

## Prepositions & Phrasal verbs

3 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?
3. 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 x 2 = 10

## Grammar

4 Choose the correct item. Write in your notebook.

1. James is the boy **who/whose** father works at the animal shelter.
2. I can't find my purse. I've looked **nowhere/ everywhere**.
3. There's **anything/nothing** in the bag.
4. The animals **who/which** you can see in the picture are endangered.
5. Can **someone/no one** help me carry the box?

5 x 2 = 10

5 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. Diele Weng directed *The Beekeeper and his Son*.
5. They cut down thousands of trees every week.



5 x 2 = 10

## Listening

6 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 x 2 = 10

# Progress Check • 5

## Reading

- 7** 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'.

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

5 x 4 = 20

## Everyday English

- 8** Match the exchanges. Write in your notebook.

- |                               |   |
|-------------------------------|---|
| How much are they? <b>1</b>   | <b>a</b> Here you are.                  |
| I'll take these two. <b>2</b> | <b>b</b> I'd like to buy a mug, please. |
| How may I help you? <b>3</b>  | <b>c</b> Excellent choice.              |
| Thank you very much. <b>4</b> | <b>d</b> They're £16.40 each.           |
| That's £20 in total. <b>5</b> | <b>e</b> You're welcome.                |

5 x 2 = 10

## Writing

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

20 points

TOTAL: 100 points

## Competences

★  
Good

★★★  
Very good

★★★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about global issues & solutions
- talk about the environment & our natural world
- use relative pronouns/defining relative clauses – *some/any/no/every* & their compounds
- use the passive

#### Reading

- read for detail (R/W/DS)
- read & complete an email (gap-fill)

#### Listening

- listen for specific information (multiple choice)

#### Speaking

- buy something in a shop

#### Writing

- write a short article about a green building
- write an email asking for information

ninety-three

# 6 • Travel the world

## What's in this module?

- **Vocabulary**
  - weather
  - holiday accommodation
  - means of transport
- **Grammar**
  - comparative
  - superlative
  - reported speech
  - phrasal verbs: *work*
- **Everyday English**
  - buying a bus ticket
- **Intonation**
  - in question tags
- **Writing**
  - an email about a visit to a place

## EXtreme 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

The lowest temperature ever recorded in the USA was in Prospect Creek, Alaska. On 23rd January, 1971, the temperature **1)** ... to  $-62.1^{\circ}\text{C}$ ! 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

Reply

Death Valley in California, USA, holds the record for the hottest temperature on earth. On 10th July, 1913, the surface temperature **3)** ... a roasting  $54^{\circ}\text{C}$ . 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

Reply

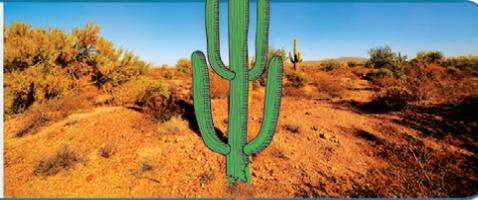
### Vocabulary Weather

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...

Fri at 3:37PM - Like - Comment - Delete - Share

Reply

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!

Fri at 6:03PM - Like - Comment - Delete - Share

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 **7)** ... 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

2



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.

3



Collect information about various places in the world which experienced extreme weather conditions in the past. Present them to the class.

## Reading

- 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.



Danny's Blog

## My WILD WEST 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!

- 2 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.

- Danny went to the USA because he
 

A was offered a free holiday.	C wanted to appear in a film.
B got a new job as a cowboy.	D had to film an advertisement.
- What does Danny say about his accommodation?
 

A He didn't want to stay in a teepee.	C He enjoyed having staff to help him.
B It wasn't what he was expecting.	D It was like a Native American home.
- How did Danny feel about the rodeo?
 

A Surprised at how popular it was.	C Impressed by the performers.
B Disappointed he couldn't join in.	D It was like a Native American home.
- 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.

### Check these words

- freebie • publicity
- ranch • the Wild West
- teepee • cheat
- archery • on horseback
- cactus • canyon
- rodeo • lasso
- trick riding
- be a piece of cake

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



www.holidayaccommodation.com



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** the blog entry on p. 96. Present the main features of it in a picture album entitled *At the Ranch*.

## Vocabulary Holiday accommodation

- 4** 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

- 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

- 6**  Which place(s) in Ex. 4 would you like to stay in/at? Why? Use the adjectives to talk with your partner.

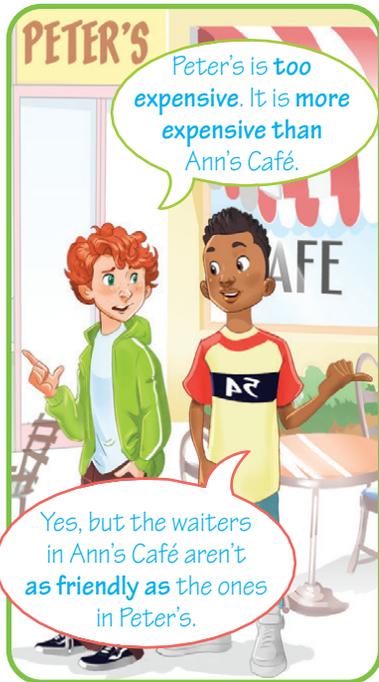
- comfortable • expensive • cheap • relaxing • quiet • fun • challenging
- different • eco-friendly

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.

- 7**  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



## Comparative

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

short adjectives: **adjective + -er + than + noun**

The museum is **older than** the library. It's **noisier** here **than** in the village. The museum is **bigger than** the gallery.

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

Los Angeles is **more crowded than** New York.

**as ... as**: for two people, animals, things that are the same **His car is as fast as yours.**

**not so/as ... as**: for two people, animals, things that aren't the same

**Her house isn't so/as big as yours.**

**Adverbs of degree**

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

It's **too expensive** to travel by plane.

**adjective + enough**: for something that is as much as we want **He's old enough** to drive a car. **BUT enough + noun** They have **enough money** to buy the flat.

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

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

- |                       |              |             |
|-----------------------|--------------|-------------|
| 1. fast <b>faster</b> | 5. small     | 9. bad      |
| 2. attractive         | 6. heavy     | 10. good    |
| 3. large              | 7. beautiful | 11. little  |
| 4. thin               | 8. easy      | 12. careful |

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

- |  |   |
|--|---|
| 1. London/beautiful/Paris<br><b>London is more beautiful than Paris.</b> | 4. The Eiffel Tower/heavy/the Statue of Liberty     |
| 2. The museum/large/the gallery  | 5. The museum tickets/cheap/the art gallery tickets |
| 3. The stadium/big/the post office                                       |   |

3 Choose the correct item. Write in your notebook.

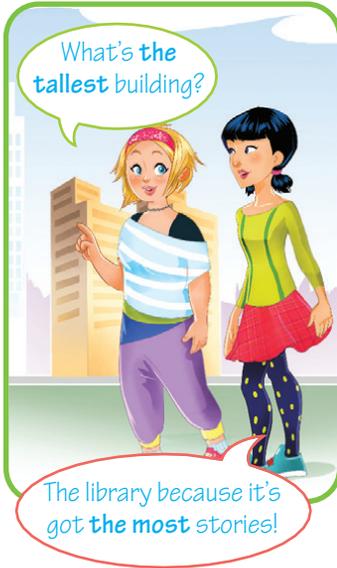
- It is **more colder/colder** in Poland than it is in Spain.
- We don't have **enough/too** time to visit the museum today.
- Windsor Castle is as famous **as/than** Buckingham Palace.
- Cities are **as busy/busier** than the countryside.
- It's warm **too/enough** to go hiking today.
- He's **enough/too** young to drive a car.

4 **Think** Compare two places in your country. Use: *large, beautiful, expensive, cheap, exciting, popular, busy, cold*. Write in your notebook.

**Bucharest is larger than Constanta.**



## Superlative



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

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

The Pacific Ocean is **the deepest** ocean in the world. Which is **the noisiest** city in the world? The mall is **the biggest** building in the city.

long adjectives: **the + most + adjective + noun + of/in**

Mumbai in India is **the most crowded** city in the world.

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 <b>the slowest</b> | 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.

- Iguazu Falls is ... **(impressive)** waterfall in the world.
- New York is ... **(exciting)** city in the world.
- The River Nile is ... **(long)** river on Earth.
- The Amazon Rainforest is ... **(big)** rainforest in the world.
- The Vatican City is ... **(small)** country in the world.
- Bondi Beach is ... **(popular)** beach in Sydney.
- The Atacama Desert is ... **(dry)** place on earth.
- The Yungas Road in Bolivia is ... **(dangerous)** road in the world.



### 7 Write the superlative form in your notebook.

- (tall) building • (big) park • (good) place to hang out • (crowded) area
- (busy) shop • (expensive) place to eat

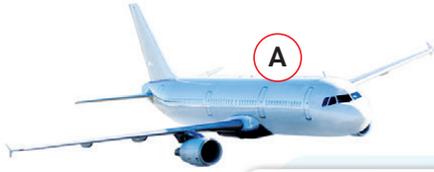
Sky Tower is **the tallest** building in Bucharest.



# 6C • Vocabulary

## Means of transport

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



A

1. bus
2. taxi
3. car

4. lorry
5. scooter
6. motorbike

7. bicycle
8. plane
9. train

10. tram
11. helicopter
12. ferry



B



C



D



E



F



G



H



L



I



J



K

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



### Note

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**



motorway

1



train station

2



bus station

3



port

4



airport

5

I can see ... at the ...

**3 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.

# Everyday English • 6d

## Buying a bus ticket

1  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.

**York tickets**

single: £30	Departures: 9:00
return: £54	12:00
duration: 1.50 hrs	13:15
	16:30

2  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

  Fill in the correct question tag. Listen and choose A (↗ rising intonation) or B (↘ falling intonation). Write in your notebook.

	A	B
1. He's polite, ... ?	↗	↘
2. You weren't late, ... ?	↗	↘
3. It hadn't left, ... ?	↗	↘
4. They won't come, ... ?	↗	↘
5. She hasn't gone, ... ?	↗	↘

## Note

**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**

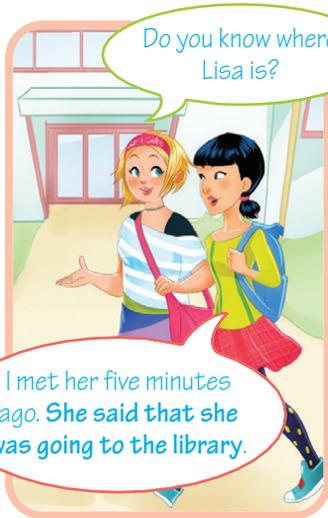
He's from Spain, **isn't he?**

He left early, **didn't he?**

**negative sentence + affirmative question tag**

You don't like sushi, **do you?**

She won't come, **will she?**



Do you know where Lisa is?

I met her five minutes ago. She said that she was going to the library.



### 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 word tenses in reported speech when the introductory verb is in a present or future tense.



### Grammar

#### 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 → past simple

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

present continuous → past continuous

"I **'m surfing** the Net," he said. → 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.

past continuous → past perfect continuous

"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* → *then*, *today/tonight* → *that day/night*, *yesterday* → *the day before*, *this week* → *that week*, *last week/night* → *the week/night before*, *the previous week/night*, *tomorrow* → *the next/following day*, *next week* → *the week after*, *here* → *there*, *come* → *go*, *this*, *these* → *that*, *those*, etc.

## 1



Read the theory. Then complete the reported statements with **said** or **told**. Write in your notebook.

1. Max ... to us that he was an experienced gamer.
2. I ... Jake that I needed a new external hard drive.
3. Our teacher ... to us that we could work in groups.
4. The shop assistant ... them that the laptop was on sale.

## 2

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. "You don't know my new password," Jack said.
3. "I'll come to the science fair tomorrow," Kevin said.
4. "We haven't played these computer games yet," they said.
5. "I downloaded this app last night," Tom said to me.
6. "I had never been there before," she said.



Who's that boy you were talking to?

My new neighbour. I asked him if he wanted to go with us to football practice, but he said he had a guitar lesson in the 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
"Who used my smartphone?" he asked.	He <b>asked who</b> had used his smartphone.
"Have you bought a new laptop?" she asked me.	She <b>asked me if/whether</b> I had bought a new laptop.

## 3 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.
3. "Can I use your laptop tonight?" Dylan asked me.
4. "Where's my digital camera?" Finn asked me.
5. "When will the file finish downloading?" Emma wondered.
6. "Does this smartphone have a big memory?" I asked him.

## Reported commands

To report commands with **tell** we use the *to*-infinitive.

### Reported commands

Direct speech	Reported speech
"Turn off the computer," he said to me.	He <b>told me to turn off</b> the computer.
"Don't open junk emails," she said to him.	She <b>told him not to open</b> junk emails.

## 4 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.



You'll come to the cinema, won't you?

I can't. My mum told me to be home early.

# 6f • Across Cultures

## Reading

- 1 Look at the picture. What does it show: a horse and carriage? a gondola? a donkey?
- 2  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:

### A 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 donkey!

### B 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?

### C 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 out • alleyway
- wander • ban • islander
- regret

# Across Cultures • 6f

Which place would you like to visit? Why?

## 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 270 platforms. 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.

- 3 Read the text again and the questions (1-5). For each question, choose the right place (A, B or C). Write in your notebook.

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?

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

- 5 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.

## Listening

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

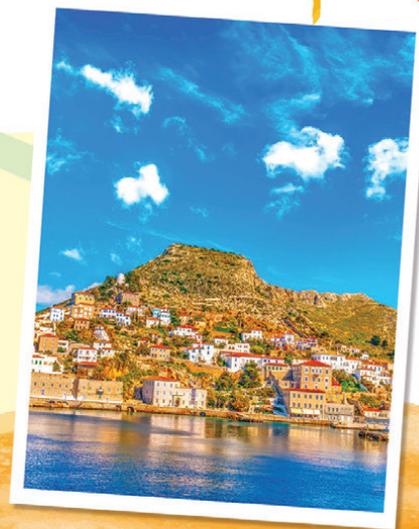
Name: 1) ...

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)

- 7  Imagine you visited one of the places in Ex. 2. Make notes under the headings: **city**, **country**, **means of transport**. Use your notes to persuade your English friend to spend their summer holidays there. Write in your notebook.

- 8 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.



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

- 1 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.



# Robinson Crusoe

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.

- 3 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

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

## Project time

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



Letea Forest



Work in pairs. Write a letter inviting your English friend to come visit the place in Ex. 1. Your partner writes back accepting/ refusing the invitation.

## Presentation skills See pp. 126-127

- 2 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.



## VALUES

### Responsibility

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

- 3 **Think** Are you a responsible traveller? Do the quiz to find out. Use A (Always), B (Sometimes) or C (Never). Write in your notebook.

1. I ask for permission before I take photos of locals.
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 As: You're a responsible traveller. Well done!  
 Mostly Bs: Not bad, but think about how you can become a better traveller.  
 Mostly Cs: Oh no! You need to try harder to become a responsible traveller.



- 4 Prepare a two-minute video about being a responsible traveller. Use the ideas in the quiz as well as your own. Upload the video to the school website.

# 6 • Progress Check

## Vocabulary

1 Choose the correct item. Write in your notebook.

1. He stayed in a youth **hotel/hostel**.
2. The **lorry/ferry** leaves at 8 am, so we should be at the port by 7.30.
3. We booked a **self-catering/half board** flat so that we could cook our own meals.
4. If you choose **all-inclusive/full board**, you will have breakfast, lunch and dinner at the hotel.
5. John will be at the **port/train** station.  $5 \times 2 = 10$

2 Fill in: *reach, drops, pours, freezes, blows*. Write in your notebook.

1. The temperature ... to  $-5^{\circ}\text{C}$  in December.
2. There are no birds at the lake because the water ...
3. Sleeping in a tent is difficult when the wind ...
4. In the summer, the temperature can ...  $42^{\circ}\text{C}$ .
5. When the rain ..., it's better to be inside with a book.  $5 \times 2 = 10$

## Prepositions & Phrasal verbs

3 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

4 Rewrite the sentences in reported speech in your notebook.

1. "We went to the festival last year," he said.
2. "Turn off your phones," he said to us.
3. "We're booking tickets online," Ellen said to Ann.
4. "What time is the news on?" Polly asked me.
5. "Have you ever been to Vienna?" Bill asked me.
6. "He will give me the tickets," he said.
7. "Come to my house," Liam said to Sam.
8. "Don't drive there," Gary said to us.  $8 \times 2 = 16$

5 Put the adjectives into their correct forms. Add *the* or *than* where necessary. Write in your notebook.

1. Spain is ... **(sunny)** country in Europe.
2. It's not as ... **(cold)** here as in Russia.
3. The River Nile is ... **(wide)** the Mississippi River.
4. Sue is ... **(polite)** person in my family.
5. Today, it is ... **(warm)** yesterday.
6. Their new house is ... **(large)** their old house.
7. The Prado Museum is ... **(crowded)** the British Museum.
8. The tickets were too ... **(expensive)** to buy.
9. Mary is ... **(tall)** enough to play basketball.
10. Bucharest is one of ... **(popular)** tourist destinations in Europe.  $10 \times 1 = 10$

## Listening

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



**Sunset**  
Travel Agency

Destination: Malta  
Length of holiday: 1) ... weeks  
Hotel: 2) ... Inn  
Beach activities: swimming, snorkelling and 3) ...  
Attractions in Valetta: visit museums, see old stone 4) ...  
Cost: £ 5) ... per person  $5 \times 2 = 10$

## Writing

7 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**.  $22 \text{ points}$

# Progress Check • 6

## Reading

- 8 Read the text and answer the questions. 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 by Russian refugees 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. was founded by people from Russia?
6. has a landmark over 2,000 years old?

6 x 2 = 12

## Everyday English

- 9 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 x 2 = 10

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about weather & holiday accommodation
- talk about means of transport
- use the comparative & superlative
- use reported speech

#### Reading

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

#### Listening

- listen for specific information (gap-fill)

#### Speaking

- buy a bus ticket

#### Writing

- write a text about a holiday destination
- write an email about a visit to a place

one hundred and nine

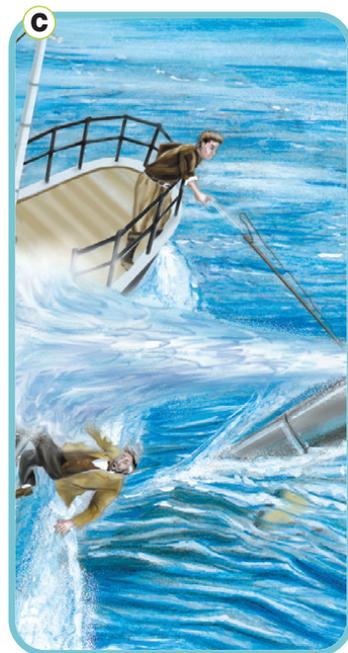


Jules Gabriel Verne (1828-1905) was born in Nantes, France. As a young man, he studied law in Paris, but then he decided to become a writer. He published his first novel *Five Weeks in a Balloon* in 1863, and *Journey to the Centre of the Earth* in 1864. Other famous novels include *Twenty Thousand Leagues 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.

- 1 Why do you think people call Jules Verne the father of science fiction? Read the biography to find out.
- 2 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 ... .
- 5 What type of narrative is the extract - 1st or 3rd person? Who narrates the story in Ex. 4?

## THE LOST CITY



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

- cave • surround
- appear • possible
- produce

6



**Think** What do you think happens next in the story? Do you think the three men will manage to escape? How? Discuss in groups.

7



**Research** the whole story or watch the . How close were your guesses?

8



**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



**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.



### Check these words

- land • boredom
- shipping • edge
- passenger • crew
- forbidden • coast

- 1 Read the author's biography. How do you think Melville's own experiences helped him write *Moby-Dick*?
- 2 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 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

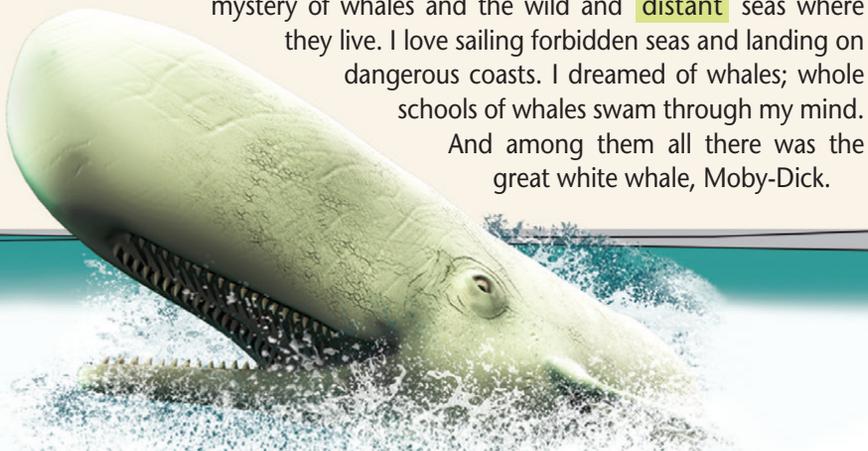
Call me Ishmael. A few years ago, when I had no money and was bored of life on the land, I decided to **explore** the sea. It is my way of fighting my sadness, boredom and **trapped** anger. It's a way of calming myself down and putting some order in my life. There is nothing surprising about this. I 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.





**4** a) Read the extract again. Decide if the statements are **R (right)** or **W (wrong)**. Write in your notebook.

1. Ishmael felt sad when he was on land.
2. The island of Manhattan is famous for its shipping.
3. The sea made Ishmael feel sad.
4. Ishmael doesn't like obeying orders.
5. Ishmael decided to work on a whaling ship.

b) Match the words in **bold** in the extract to their definitions. Then find synonyms for the **highlighted** words. You can use your dictionary (paper or digital). Write in your notebook.

- a strong wish • intentional • not able to escape
- to travel to discover new places • to show something • destiny
- the natural movement of air • healthy

**5** **Think** Do you think Ishmael is running away from his problems by going to sea? Why (not)? Give reasons.

**6** **▶▶** Listen to the extract again and make notes. Use your notes to say or write a summary of the extract.

**7** What do you think will happen when the crew come across Moby-Dick? Watch the  **Video** to find out.

**8** Choose a paragraph from the extract in Ex. 3 and draw a picture to illustrate it.

**9** **Think**  Imagine the story takes place now. Who is Ishmael? What problems does he face? Where does he go? Why? Discuss in groups. Present your 'modern' Ishmael to the class.



# American English - British English Guide

American English	British English
<b>A</b> account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat
<b>B</b> bathrobe bathtub bill busy (phone)	dressing gown bath banknote engaged (phone)
<b>C</b> cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad
<b>D</b> desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached
<b>E</b> eggplant elevator	aubergine lift
<b>F</b> fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception
<b>G</b> garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year
<b>I</b> intermission intersection	interval crossroads
<b>J</b> janitor	caretaker/porter
<b>K</b> kerosene	paraffin
<b>L</b> lawyer/attorney line lost and found	solicitor queue lost property
<b>M</b> mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema
<b>N</b> news-stand	newsagent
<b>O</b> office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees

American English	British English
<b>P</b> pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
<b>R</b> railroad rest room	railway toilet/cloakroom
<b>S</b> sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
<b>T</b> truck two weeks	lorry, van fortnight/two weeks
<b>V</b> vacation vacuum (v) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
<b>W</b> with or without (milk/cream in coffee)	black or white
<b>Y</b> yard	garden
<b>Z</b> (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
<b>Grammar</b> He <u>just went</u> out./ He <u>has just gone</u> out. Hello, is <u>this</u> Steve? <u>Do you have</u> a car?/ <u>Have you got</u> a car?	He <u>has just gone</u> out.  Hello, is <u>that</u> Steve? <u>Have you got</u> a car?
<b>Spelling</b> aluminum analyze center check color honor jewelry practice(n,v)  program realize tire trave(l)ler	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
<b>Expressions with prepositions and particles</b> different <u>from</u> / <u>than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

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# Presentation Skills

# 1 Present how to be a good neighbour

Think of a quotation to attract the audience's attention. Use a simple layout and images that are related to the theme.

## Beginnings/Endings

- 1 Look at the quotations and the visuals. Which one would you choose to start your presentation? Why?



"In order to have good neighbours, we must also be good neighbours."  
(Harry S. Truman)

"No one is rich enough to do without a good neighbour."  
(saying)



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.

**3 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.**

1. ... , be helpful.
2. ... , be trustworthy.
3. ... , be respectful.

- a Show your neighbours they can rely on you by always keeping your promises.
- b Keep the area outside your house tidy and take out the rubbish. Be quiet and respect your neighbours' privacy.
- c Always be there for your neighbours. Lend them a hand when they need help, and they can do the same for you.

**4 Which of these quotations could be appropriate for your presentation? Decide in pairs.**

1 "We all think we are connected to the world now, but we are not talking to our neighbours any more."  
*(Jean-Michel Jarre, French musician)*

2 "A good neighbour is a priceless treasure."  
*(Chinese proverb)*

3 "To be a good neighbour is one of life's richest joys."  
*(saying)*

4 "Borrow trouble for yourself, if that's your nature, but don't lend it to your neighbours."  
*(Rudyard Kipling, British writer)*

5 "Being a good neighbour is an art which makes life richer."  
*(Gladys Taber, American writer)*

6 "A bad neighbour will give you a needle with no thread."  
*(Portuguese proverb)*

**5 Use the ideas in Exs 1-3 to prepare and give your presentation to the class. Use one of the quotations in Ex. 4.**



## 2 • Present an ancient European or Asian civilisation

### Organising ideas

1 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

2 Read the extracts. Which two contain a hook statement?

**A** 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.

**B** Imagine a civilisation with thousands of cities spread over nearly 650,000 km<sup>2</sup>, 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!

**C** 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.



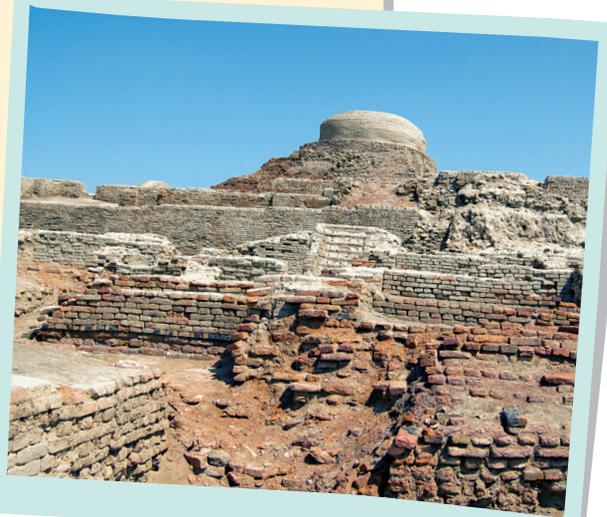
While you are developing your presentation, recap the main points. This helps the audience remember your key points and follow the presentation more easily. You can use phrases such as:  
*We have already talked about ... /Let's move on to ... /Apart from ... we can ... /Now that we have explained ... we can talk about ...*

### Recapping main points

- 3** 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.



- 4** 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.

### Evaluating a presentation

- 5** Listen to your partner's presentation and complete the chart in your notebook.

Your audience will pay attention to your presentation if they hear something interesting and useful. They will also feel like learning more about the topic.

What I <b>expected</b> to hear	
What I found <b>interesting</b>	
What else I <b>want</b> to know	

Give your partner feedback on their presentation.

# 3 • Present a magazine

Use short catchy quotations/proverbs that are relevant to the topic to start/end your presentation.



## Using visuals/audio

### 1 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

### 2 Think of your favourite magazine. Copy the spidergram in your notebook. Make notes under the headings.



## Using cue cards

### 3 Look at the cue cards. Which is more effective? Why?



**A**

#### Content

- articles: geography, history, science, culture
- beautiful photographs
- well-researched articles
- focus on environmental issues

**B**

*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.

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.

### 4 Put the cue cards in the correct order. Write in your notebook.

**A**

- one issue every month
- 12 months £55 in UK, £60 rest of Europe

**B**

- **articles:** science, history, general knowledge
- puzzles
- projects
- beautiful pictures

**C**

- **name:** Aquila
- **type:** magazine for young people

**D**

- not available electronically
- website
  - see sample of magazine
  - buy old issues

### 5 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.

# 4 • Present smartphone etiquette

## Purposes of presentations

### 1 Read the task. What is the purpose of the presentation?

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



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.

## Researching information online

### 2 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 should we do to use our smartphones without disturbing others

### 3 Look at the extracts (A-C). Which is from: an encyclopaedia? a blog? a university website? Which are valid sources?

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.

**A** **Blog**

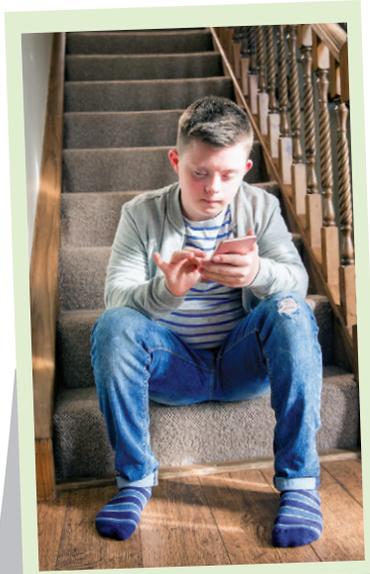
Hi, guys! Welcome back! Today, let's talk about smartphones - specifically how to use these useful gadgets without annoying everyone around you!

**B**

A smartphone is a mobile telephone with the features of a handheld computer. The first one appeared in 1993, but they have changed significantly since then. These days, smartphones play a large role in cultural globalisation.

**C**

Your smartphone is your responsibility, but on campus we have some guidelines everyone should follow. Smartphones should not be used during lectures, and in study areas such as labs and libraries. They should be switched to silent mode.



**4 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
  - c not when driving/riding a bike – too dangerous
  - d select a relaxing sound/turn the volume of your phone down/switch to vibrate in public

**5 Complete the gaps (1-5) in your notebook. Find the transition words the speaker has used.**

First, let's discuss safety. It's very important not to let your smartphone distract you. For example, don't talk on the phone or try to 1) \_\_\_\_\_ to texts or 2) \_\_\_\_\_ while you are 3) \_\_\_\_\_ a car or riding a 4) \_\_\_\_\_. It's too 5) \_\_\_\_\_ and can easily cause an accident. Wait until you reach your destination or, if it's very urgent, stop somewhere safe and reply.

**6 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.



# 5 • Present how to protect the environment

## Digital presentations/Organising your ideas

1 Put the ideas under the headings below in your notebook. Some may fit under more than one heading. You can add your own ideas if you like.

After you collect information, group it under appropriate headings. This will help you organise your presentation.

home

outside the home

school

- turn off tap when we brush teeth
- turn off lights/devices when leaving a room
- make compost • plant trees
- organise special days to pick up litter from parks/beaches
- 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

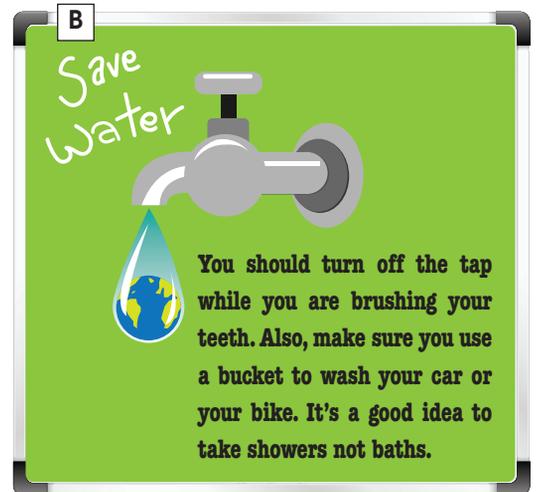
2 Which of the two slides is more effective? Why?



Find a strong image to start your digital presentation.

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.

### 4 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.

### Linkers

### 5 Complete the gaps with the correct linker in the list. Write in your notebook.

• secondly • too • apart from • in addition • nonetheless • as well

1. We can reduce air pollution by using public transport. \_\_\_\_\_, we can also walk or cycle.
2. \_\_\_\_\_ printing on both sides of the paper, we can also print less.
3. We can plant trees and grow vegetables in our gardens \_\_\_\_\_.
4. We can turn off lights when we leave a room \_\_\_\_\_ as turning off the TV or computer.
5. Firstly, we can reuse things we don't need. \_\_\_\_\_, we can recycle what we can't reuse.
6. It's possible to recycle most types of plastic. \_\_\_\_\_, it's best to avoid bringing plastic into your home in the first place.

### 6 Use the ideas in Exs 1 & 5 to create your digital presentation. Use up to 8 slides. Give your presentation to the class.



# 6 Present a place of natural beauty

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.

## Beginnings/Endings

**1** 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?

**A** As you can see, the Fagaras Mountains are at the heart of Romania, both geographically and culturally. Who here would like to visit them?

**B** Imagine you are standing on the top of a mountain. All around you are jagged peaks and above you is a clear blue sky. There are colourful wild flowers in the valleys below, dark green trees on the slopes, and snow on the tops of the mountains. You're in the Fagaras Mountains, home of the highest peaks in Romania.



**C** 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.

**D** 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.

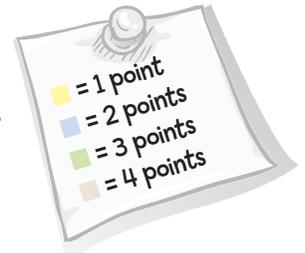
- go hiking or cycling • visit Poienari Fortress from 13th century
- central Romania • Fagaras Mountains
- home to an amazing variety of flora and fauna
- also called 'the Romanian Alps'
- drive along Transfagarasan Road (92 km long)
- go skiing • home of highest mountains in Romania
- stay in Curtea 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

**3**  Research another place of natural beauty in your country and make notes under the headings in Ex. 2. Write in your notebook.

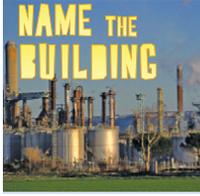
**4** Use your notes in Exs 2 & 3 to prepare a presentation about a place of natural beauty in your country. You can present the Fagaras Mountains or another place you have researched.



# Fun Time 1



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
1	 <p><b>NAME THE BUILDING</b></p>	You ... <b>(always/lose)</b> your keys!	Tim <b>has gone/has been to</b> Covent Garden twice.	Eric <b>is thinking/thinks</b> about trying an extreme sport.	There's a café <b>in/on</b> the corner of Green Street and Albert Avenue.	We have to get <b>through/on</b> the 8 o'clock bus if we don't want to be late.
2	I <b>see/am seeing</b> now why you prefer to buy your greens at the farmers' market.	You can find fruit and vegetables at the <b>florist's/greengrocer's</b> .	 <p><b>NAME THE MARKET</b></p>	There are clothes and accessories <b>in/on</b> sale at the flea market.	Architects love to experiment <b>for/with</b> different shapes when they design buildings.	Jonas has gone to the <b>butcher's/jeweller's</b> to get some meat.
3	 <p><b>NAME THE SHOP</b></p>	The Smiths <b>aren't living/haven't been living</b> in the neighbourhood for long.	<b>Are you going/Do you go</b> to the supermarket this Saturday?	The police are trying to catch her, but she keeps getting <b>off/away</b> .	I <b>do/am doing</b> the gardening every morning.	You can find vintage furniture at the <b>seafood/antiques</b> market.
4	I would love to walk down 5th Avenue <b>at/in</b> New York.	I sometimes go to the <b>stadium/sports centre</b> with my father to watch a football match.	 <p><b>NAME THE PLACE</b></p>	How long <b>have you been going/are you going to</b> the gym?	John is a calm person who <b>often/seldom</b> gets angry.	I have <b>never/yet</b> played squash before.
5	The architect's <b>inspiration/interest</b> comes from the sea and nature.	Alice has <b>ever/already</b> booked tickets to the cinema.	Go past the library and the bank is <b>on/in</b> your right.	What time do you usually <b>have/make</b> a shower?	 <p><b>NAME THE BUILDING</b></p>	I usually go to the cinema with my friends <b>at/in</b> the weekend.
6	John <b>have trained/has been training</b> for over three months.	Max has been a YouTuber <b>since/for</b> 2017.	The bus <b>leaves/is leaving</b> at 6:30.	Why <b>do you taste/are you tasting</b> the soup?	Mandy <b>is taking/takes</b> a walk in the park every Sunday.	 <p><b>NAME THE SHOP</b></p>

1  The words/phrases that follow appear in the song. What is the song about? Listen, read and check.

- live in poverty
- struggle to survive
- war zones
- fight to stay alive
- make life better
- bring them happiness
- no love and care

2  **Think** What does the song suggest? Do you agree with its message? Tell the class.



# A better world

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



# Fun Time 2

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!



# HEROES

**1**  Use the words *strong, true, fight, place, around* to fill in the gaps. Write in your notebook. Listen and check.

**2**  **Think** Who is a hero according to the singer? Do you agree? Why/why not?

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) ...

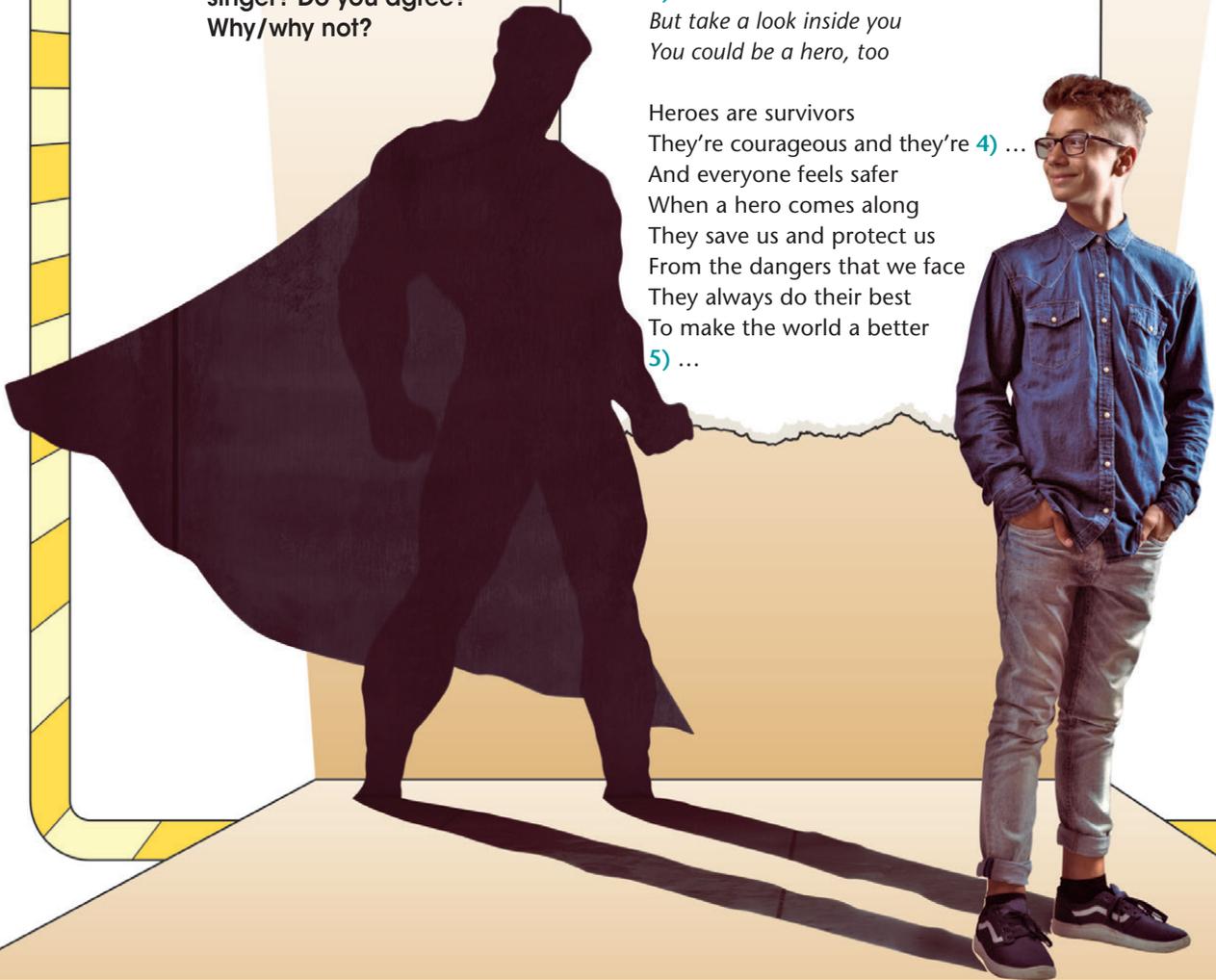
*We all need a hero  
Someone loyal, brave and*

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) ...



# Fun Time 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. I ...	You can have access to your email from all mobile ...	If I had a tablet, I ...	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 ...	I'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 ...

1  The words *screen, avatar, online, message, text, email, glad* appear in the song. What is the song about? Listen and read to find out.

2  **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.



## Get in Touch

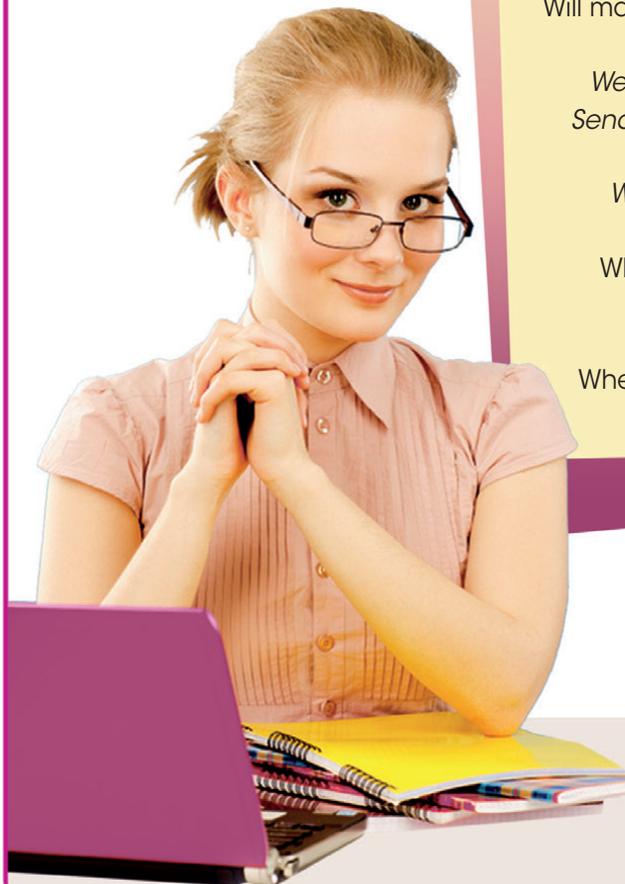
Do you know how long it's been  
Since your last post showed up on the  
screen?

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



# Fun Time 4

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Follow the key to move forwards or backwards. The winner is the first player to reach FINISH!

 Go back 
  Move ahead 
  Go back to the start

## START

<b>1</b>	Spread/Pinch two fingers on the screen to zoom in on the photo.	<b>2</b>	To stream films on your laptop, you should <b>have/to have</b> a fast Internet connection.
<b>3</b>	You have to <b>tap/swipe</b> on the icon to open the app.	<b>4</b>	 <b>x1</b>

<b>9</b>		<b>8</b>	Archie <b>wasn't able/couldn't</b> install the new app yesterday.
<b>Name the electronic device.</b>		<b>7</b>	They are bringing <b>about/out</b> the new smartwatch next month.
<b>6</b>		<b>5</b>	
More and more people avoid <b>to posting/posting</b> their personal details online.	<b>Name the computer part.</b>		

<b>10</b>		<b>11</b>	Press Ctrl and P on your keyboard <b>to print/to printing</b> the document.
<b>12</b>		<b>13</b>	There's no point <b>fixing/to fix</b> the laptop. It's broken.
<b>14</b>		<b>14</b>	You <b>mustn't/don't have to</b> use your mobile phone while driving.

<b>19</b>	 <b>x3</b>	<b>18</b>	I'm sorry but you will have to take the stairs. The elevator is <b>over/out of</b> order.
<b>17</b>		<b>16</b>	Portable <b>appliances/experiences</b> are useful because you can take them anywhere with you, as long as you have batteries.
<b>15</b>	 <b>x2</b>		

<b>20</b>	You risk <b>losing/to lose</b> your files if you don't save them on a USB stick.	<b>21</b>	<b>Can/Might</b> I have your name and order number, please?
<b>22</b>		<b>23</b>	John would prefer <b>eating/to eat</b> out than cook.
<b>Name the computer part.</b>		<b>24</b>	She can't <b>stay/to stay</b> out late on weekdays.

## FINISH



# Mobile Phone Madness

**1** Read the song. Fill in the gaps with: *too, text, away, play, phone, know, online, diary*. Write in your notebook. Listen, read and check.

**2** **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.

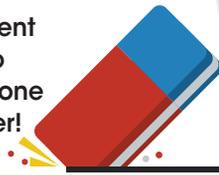


Every time that I go out  
I take my mobile **1)** ...  
And then, no matter where I am,  
I never feel alone.  
I can call or send a **2)** ...  
To say that I am fine.  
And my phone has Internet  
So I can go **3)** ...  
*I just love my mobile phone,  
I use it every day.  
I'm never out of touch 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)** ...*



# Fun Time 5

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.

Is there **nothing/anything** we can do to help?

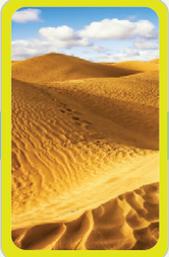
Mr Henry is the man **whose/who** wife started the charity.

**Anyone/Everyone** on the beach took part in the clean-up.

The fish are dying 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 deepest lake on Earth is **anywhere/somewhere** in Russia.

Madagascar is an example **for/of** a place with lots of wildlife.

Over-consumption/contamination is the reason there is so much rubbish.

They blamed the hotel guests for dropping litter in the forest.



*Who/The Crystal/ design/by? (Wilkinson Eyre Architects)*

It's important to dispose of nuclear **pollution/waste** correctly.

There's **no one/anyone** in the pet shop – it's closed.

Have you had a chance to look **through/after** the magazine I lent you?

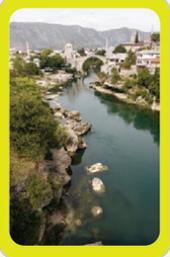
*Who/acid rain/ discover/ by? (Robert Angus Smith)*

John is the boy **which/who** works in the animal shelter.

Anna found the injured bird.

Sadly, a lot of animals are facing **extinction/conservation**.

Climate change affects people **anywhere/everywhere** in the world.



The nature reserve will be **visited/visiting** by a famous scientist next weekend.

In 2019, the ice Greenland lost was equal **with/to** 80 million Olympic swimming pools.

Those are the children **who/whose** parents are both vets.



Some people think there's **nothing/anything** we can do to stop climate change.

They gave the homeless animals some food.





# Save the Planet

**1** 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

**2** Read the song. Which verses best describe the pictures?



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



# Fun Time 6

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.

Put the adjectives into the correct form.  
Add any necessary words.

**START**

1 "Don't swim in the lake," said Mum to the kids.

2 This is (beautiful) building in the city.

3 "Where does the bus leave from?" asked Mia.

4 **Miss a turn!**

5 This holiday is (good) than last year's.

6 "The temperature reached 43°C!" said Tom.

7 It was a difficult time, but everything worked off/out in the end.

8 The beach is (crowded) in the morning than in the afternoon.

9 **Miss a turn!**

10 "A band is performing live at the hotel tonight," they said.

11 **Miss a turn!**

12 We prepared our own food on the all-inclusive/self-catering holiday.

13 You usually pay (little) for half board than full board.

14 "We're going to Spain," said Lily.

15 Your suitcase isn't (heavy) as mine.

16 "Jane has already visited the museum," Bob said to Jim.

17 **Miss a turn!**

18 "I'll drive you to the airport," Oscar said to me.

19 I like watching the ships arrive at the station/port.

20 "I spent a fortune on the tickets," Chloe said to me.

21 Don't stay there – it's (bad) hotel in town!

22 Jamie said/told that he had travelled to Paris six times.

23 "I have never been abroad," said Amy.

24 The rain was dropping/pouring when we arrived.

25 "Do you want to join us?" Leo said to me.

26 Lisa is a fan for/of eco-holidays.

27 "We run tours every day," said the guide.

28 You can get to the airport by/on bus.

29 "I was looking for flights all day," said Alice.

30 They're staying in a tent at the cabin/campsite.

**FINISH**



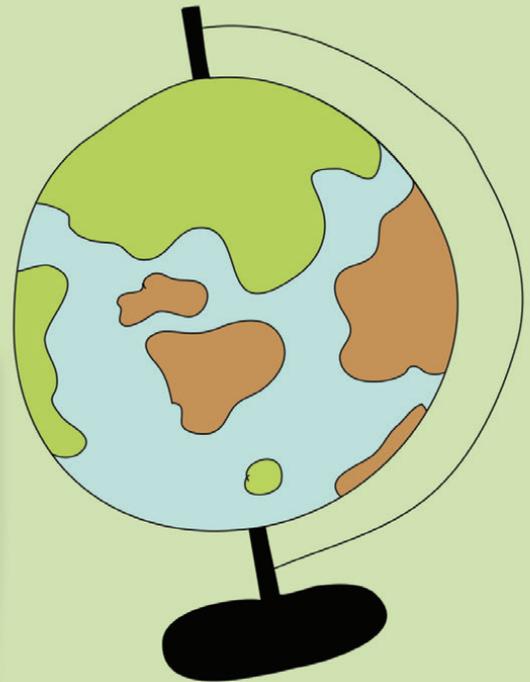
- 1 Look at the pictures. What do you think the song is about? Listen, read and check.
- 2 **Think** Think of a title for the song.



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?





## Lean & Green



1 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)** ... .



## 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.
- Use a refillable water bottle to cut down on rubbish and bring your own towel – **10)** ... you get home, wash it in eco-friendly **detergent** on a power-saving wash cycle.
- Oh, and remember, **11)** ... you listen to music while you're working out, be sure **12)** ... use rechargeable batteries in your CD player or MP3 player.

2 Read the text again. Fill in the gaps with the appropriate word. Write in your notebook. Compare with a partner.

3  Match the words (1-8) in bold in the text to their meanings (a-h). Write in your notebook.



fuel **1**  
emission **2**  
consume **3**  
line **4**  
shovel **5**  
weed **6**  
compost **7**  
detergent **8**

**a** 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  
**e** liquid or powder used for washing clothes, dishes etc  
**f** coal, oil or petrol  
**g** remove wild plants from a garden or field  
**h** piece of rope, cord or wire

4 Read the text again and say how you can get fit and help the environment at the same time. What else can you do?

5 Is your fitness programme green? Tell the class.

6  **Think**  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**.

### Project

7 a)  In groups, try to think of other ways to help the environment while working out. Then prepare a poster presenting your ideas to the class.

b) Follow your Green Fitness Programme for two weeks. Has it helped you look and feel great? Tell the class.



# Going Green

## BUYING NOTHING

## TO HELP THE EARTH

Ahh, shopping therapy! The cause of that great feeling you get when you go out on a **whim** and buy the first thing you see. But is that feeling long-lasting? No! It doesn't take long for that **temporary joy** to go away and for **guilt to set in** over the money you've spent. So, why not try something else? Why not try buying nothing?

That's right. Buy Nothing Day is a special day to relax and **unwind** without spending any money at all. Just think how **beneficial** this would be both for you and, yes, the planet! Every time you don't buy anything, you're doing your part to **lessen** the bad **effect** you have on the natural environment.

So, what can you as an **individual** do on Buy Nothing Day?

**1** Why don't you sit down and make a list of what you would normally buy in a day? Then, cross off everything that is not absolutely necessary. The results are surprising, aren't they?

**2** How about stopping for a minute to think about where your **pocket money** goes every month? Do you waste money on things you don't really need? Do you throw things away instead of getting them fixed? Plan a **budget** and **stick to** it.

**3** Or, you could make something **from scratch**. Use the things you already have at home to make something you would normally buy – maybe a loaf of bread or a birthday gift.

While these suggestions won't change the world, they may make you stop and realise how much of your shopping is really just shopping because you can. You might even decide to change your spending habits and that can change the world!



- 1** Read the title of the text. What do you think it means? How can you help the Earth by buying nothing?
- 2** Read the text and match the subheadings (A-D) to the paragraphs (1-3). There is an extra subheading that you do not need to use. Write in your notebook.

**A** Stay with the Plan

**B** Homemade is Better

**C** Recycle and Save

**D** Reduce Daily Expenses





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

1. Shopping therapy is a medical phrase.
2. People often feel bad after spending money.
3. Buy Nothing Day is a national holiday.
4. We buy too many things we don't need.
5. It is OK to buy presents on Buy Nothing Day.
6. Changing the way you shop is good for the planet.

b) What is the author's purpose: to inform, to educate or to entertain?

**4** a) Match the words/phrases (1-14) in bold in the text to their meanings (a-n). Write in your notebook.

- |              |           |   |   |
|--------------|-----------|---|---|
| whim         | <b>1</b>  | a | feeling of happiness                                      |
| temporary    | <b>2</b>  | b | money given to children by their parents                  |
| joy          | <b>3</b>  | c | impact  |
| guilt        | <b>4</b>  | d | person  |
| set in       | <b>5</b>  | e | continue; keep to   |
| unwind       | <b>6</b>  | f | unhappy feeling because of having done sth wrong          |
| beneficial   | <b>7</b>  | g | from the beginning  |
| lessen       | <b>8</b>  | h | a list of how much money can be spent on different things |
| effect       | <b>9</b>  | i | not permanent   |
| individual   | <b>10</b> | j | reduce  |
| pocket money | <b>11</b> | k | helpful; useful   |
| budget       | <b>12</b> | l | relax   |
| stick to     | <b>13</b> | m | start   |
| from scratch | <b>14</b> | n | impulse   |

### Project



Organise your own Buy Nothing Day. Set a date and follow all the steps in the text. Then write a short article describing what you did and how it helped you to become an environmentally-friendly consumer.

b) Find all the phrasal verbs in the text and make sentences using them.

**5** What is Buy Nothing Day? How can you celebrate it? Read the text and make notes in your notebook. Use your notes to present this special day to the class.

**6** **Think** In pairs, discuss your spending habits. Think of two more ways to be an environmentally-conscious shopper.

**7** What else can you do on Buy Nothing Day? Decide in groups. Present your ideas to the class.

Donate your old clothes to a local charity.

## Celebrities go green

Nowadays, finding **1)** ..... what a celebrity **has been up to** is as easy as turning on your computer. While **countless** websites offer millions of details about their private lives, the great things they do for the environment are mostly ignored. Well, we've decided to change that, **2)** ..... here's our Eco-Celebrity Top 5!

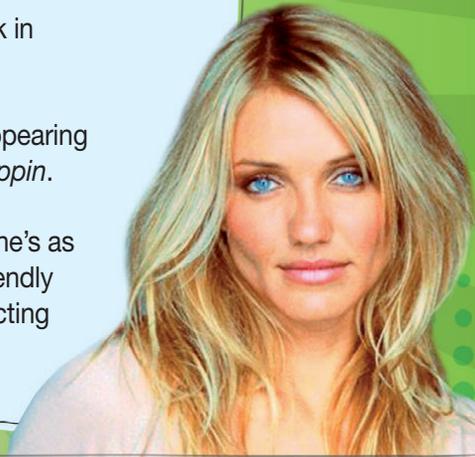
5



Pop singer, Christina Aguilera. Yes, she travels the world performing concerts and making records. But in her spare time, Christina does her bit **3)** ..... Planet Earth. In 2010, she designed an eco-friendly car! Known **4)** ..... the Eco Style, the car is **energy-efficient** and its **interior** is made **5)** ..... recycled materials.

4

Actor, Cameron Diaz. Back in 2005, Cameron **set out to** educate people about endangered animals by appearing in an MTV series called *Trippin*. She hasn't changed much **6)** ..... then and she's as well-known for her eco-friendly lifestyle as she is for her acting abilities.



3



Actor, Leonardo DiCaprio. Leonardo is a perfect **7)** ..... of green living. His unique house in New York is **solar**-heated, has its own filtered air system (no air-conditioning needed) and a water treatment facility (all water is recycled). And if that's not enough, **8)** ..... in the city, Leonardo uses his bike as one of his main means of transportation.

- 1** Do you know the celebrities in the pictures? Why do you think these people are called eco-celebrities?
- 2** Read the text and complete the gaps with the appropriate word. Write in your notebook. Compare with a partner.

2

Celebrity chef, Jamie Oliver. Jamie has used his TV programmes and documentaries to show the world **9)** ..... important it is for people to buy products locally and eat produce grown in their own gardens. **10)** ..... addition, Jamie's famous restaurant *Fifteen* is almost totally powered **11)** ..... roof-top **windmills!**

1

Fashion designer, Stella McCartney. Like Jamie's restaurant, Stella's studio **runs on** wind power, and **12)** ..... does her website! Customers can order and receive organic clothing from this site shipped in a way that sends absolutely no CO<sub>2</sub> into the atmosphere. Stella's a **vegan** and her **motto** is "Green is the new black"!



**3** Match the words (1-10) in bold in the text to their meanings (a-j). Write in your notebook.

- |                           |  |
|---------------------------|--|
| be up to (sth) <b>1</b>   | <b>a</b> relating to the sun                                 |
| countless <b>2</b>        | <b>b</b> using little electricity                            |
| energy-efficient <b>3</b> | <b>c</b> a very large number                                 |
| interior <b>4</b>         | <b>d</b> sb who doesn't eat or use any animal products       |
| set out to <b>5</b>       | <b>e</b> be doing (sth)                                      |
| solar <b>6</b>            | <b>f</b> the inner part of sth                               |
| windmill <b>7</b>         | <b>g</b> short phrase that expresses the beliefs of a person |
| run on <b>8</b>           | <b>h</b> start   |
| vegan <b>9</b>            | <b>i</b> structure used for producing electrical power       |
| motto <b>10</b>           | <b>j</b> operates with the use of sth                        |

**4** **Think** Which celebrity do you think is the most impressive? Why? In three minutes, write a few sentences on the topic. Read your sentences to the class.



Use the Internet and/or other available resources to collect information about popular people who help protect the environment. Then present your own Top 5 to the class.

1 Read the title of the text. What do you think the text is about? Read to find out.

## LOVE FOOD LOVE EARTH

Eating right makes sense for your health, the health of your loved ones and the health of the planet. Making sure we do the right thing when it comes to food and food shopping is 'a piece of cake'! So, try to ...



... eat less meat. The UN says that livestock – animals **raised** for food – is responsible for 18% of the planet's greenhouse gases. Hard to believe, but if humans stopped eating meat, it would help the environment more than if we stopped all transportation activity on the planet! That's right, just by **giving up** our burgers we would be doing more for the Earth than if we stopped all the world's flying, driving and shipping of **goods**.



... **take advantage of** foods grown locally. This means you'll be eating fruit and vegetables that are fresher and wrapped in less packaging. In addition, you can find out from the farmer

exactly how they grow their **produce** and what steps they take to protect the soil that it is grown in. And buy **in season**. Produce will be tastier and less energy will be wasted to get it to you.



... **buy in bulk**. Buying in large quantities is **smart** shopping for two reasons: little or no packaging and lower prices. Experts say that packaging, such as plastic, paper and aluminium foil, **makes**

**up** around 30% of all waste in our **landfill sites**. Reduce that number by buying in bulk or buying products packaged in 100% recyclable materials.

**2** Read the text again and decide if the statements are **R (right)** or **W (wrong)**. Write in your notebook.



1. The writer says that eating properly is easy.
2. Cows, chickens and sheep are livestock.
3. The writer says that people should stop using planes and cars.
4. Buying products from your area is a good idea.
5. The time of year you buy produce is not important.
6. Bulk produce uses more packaging.

**3** Match the words/phrases (1-10) in bold in the text to their meanings (a-j). Write in your notebook.

- |                   |           |          |  |
|-------------------|-----------|----------|--|
| raise             | <b>1</b>  | <b>a</b> | stop   |
| give up           | <b>2</b>  | <b>b</b> | clever   |
| goods             | <b>3</b>  | <b>c</b> | things grown or made in order to be sold             |
| take advantage of | <b>4</b>  | <b>d</b> | place where rubbish is buried                        |
| produce           | <b>5</b>  | <b>e</b> | breed  |
| in season         | <b>6</b>  | <b>f</b> | form   |
| buy in bulk       | <b>7</b>  | <b>g</b> | agricultural products, especially fruit & vegetables |
| smart             | <b>8</b>  | <b>h</b> | make use of  |
| make up           | <b>9</b>  | <b>i</b> | (of fruit, vegetables) be available and ready to eat |
| landfill site     | <b>10</b> | <b>j</b> | buy large quantities                                 |

**4** Complete the sentences using ideas from the text. Write in your notebook.

1. If we eat less meat, we ... .
2. If we eat foods grown locally, we ... .
3. If we buy in large quantities, we ... .

**5** **Think** Say three things that impressed you from the text.

**6** **Think** Choose a topic. In three minutes write a few sentences on it in your notebook. Read them to the class.

1. Do your parents buy organic vegetables? Why?/Why not?
2. Do you buy recycled products? Why?/Why not?

### Project

**7** Keep a record of the things your parents buy when they go food shopping this week. Are they environmentally-friendly food shoppers? Report your findings to the class.





## WHERE did you GET that?

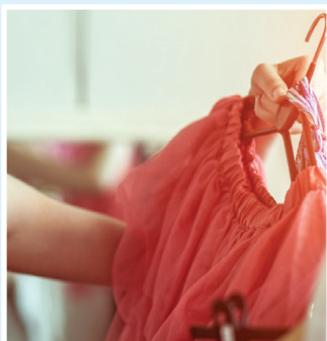


Fifty years or so ago, if you were the **1)** ... of, say, three children, 'second-hand clothes' or 'hand-me-downs' would have probably been one of the things you hated **2)** ... in life. In those days, clothes that weren't in fashion any more were not simply thrown **3)** ... the bin. No, they were passed down from sister to sister or

brother to brother until 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.



**1** ▶ 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!

**2** ▶ 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.

**3** ▶ 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...

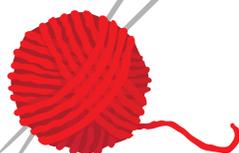
One 100% organic cotton T-shirt = approximately 12.2 kg of CO<sub>2</sub> sent into the atmosphere (to get to the shop where you bought it, the shirt has travelled about 23,000 kilometres + 34 kilowatt hours of energy has been used to make it)

One vintage T-shirt = 0 kg of CO<sub>2</sub>!

**1**

**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*



- 2  How often do you go shopping for clothes? What do you usually do with your old clothes and shoes? Discuss with your partner.
- 3 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

#### C Don't follow the fashion



### B Buy Smart

#### D Get into DIY Fashion

- 4 Read the text again and fill in the gaps with the appropriate word. Compare with a partner. Write in your notebook.
- 5 Match the words (1-11) in bold in the text to their meanings (a-k). Write in your notebook.

- |               |           |   |   |
|---------------|-----------|---|---|
| worn out      | <b>1</b>  | a | make sth more modern  |
| landfill      | <b>2</b>  | b | colour  |
| trash         | <b>3</b>  | c | old but of high quality   |
| jazz (sth) up | <b>4</b>  | d | the activity of making or repairing clothes using a needle and thread |
| embroider     | <b>5</b>  | e | fine cloth made with many holes in it                                 |
| dye           | <b>6</b>  | f | place where rubbish is buried   |
| sewing        | <b>7</b>  | g | decorate with a design in coloured thread                             |
| ribbon        | <b>8</b>  | h | rubbish   |
| lace          | <b>9</b>  | i | make (sth) more interesting or attractive                             |
| update        | <b>10</b> | j | piece of cloth used for tying things together                         |
| vintage       | <b>11</b> | k | so old or damaged that cannot be used any more                        |

### What you need

- a T-shirt (one that you no longer wear!)
- dye (any colour(s) you want)
- elastic bands
- rubber gloves



- 6  How can we reuse clothes? Use the information in the text to tell the class. Compare with a partner.

### Project

- 7 Tie-dye a T-shirt at home.

#### INSTRUCTIONS

- 1 Wash a white T-shirt in cold water and place it on a flat surface.
- 2 Tie knots in the T-shirt or twist parts of it and secure with elastic bands.
- 3 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 untie the knots or remove the elastic bands and...WOW, you've got a new super-cool T-shirt!



## it's alive

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 air-conditioning 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.

\*earth with grass growing in it

- 1 Describe the picture. What is a green roof? Discuss.
- 2 **Think** How do you think green roofs help the environment?



**3** Read the text and decide if the statements are **R (Right)** or **W (Wrong)**. Write in your 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.
6. Green roofs are cheap to make.

**4 a)** Match the words (1-13) in bold in the text to their meanings (a-m). Write in your notebook.

- |                |           |          |  |
|----------------|-----------|----------|--|
| sprout up      | <b>1</b>  | <b>a</b> | small area of land   |
| partly         | <b>2</b>  | <b>b</b> | stop   |
| several        | <b>3</b>  | <b>c</b> | thick layer that stops heat, sound, etc from getting in or out |
| layer          | <b>4</b>  | <b>d</b> | suddenly appear  |
| prevent (from) | <b>5</b>  | <b>e</b> | build; make  |
| benefit        | <b>6</b>  | <b>f</b> | preserve   |
| patch          | <b>7</b>  | <b>g</b> | various  |
| glorious       | <b>8</b>  | <b>h</b> | small container  |
| insulation     | <b>9</b>  | <b>i</b> | to some extent   |
| fairly         | <b>10</b> | <b>j</b> | advantage  |
| construct      | <b>11</b> | <b>k</b> | very beautiful; impressive                                     |
| maintain       | <b>12</b> | <b>l</b> | level; part  |
| pot            | <b>13</b> | <b>m</b> | quite  |

**b) Think**  What does the term 'concrete jungle' (paragraph 3) refer to? Discuss.

**5 Think** Say two things that impressed you from the text. Give reasons.

**6**  In pairs, read the text again and discuss the advantages of having a green roof.

### Project

**7**  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



1 Read the title of the text. What do you think it means?

## Follow the Footprint

We all know that our planet is getting warmer. Carbon dioxide (CO<sub>2</sub>) is the gas that causes global warming. Just **1)** ... water gets hotter when it is in the sun, CO<sub>2</sub> causes the Earth's temperature to increase. Almost everything people do, including driving, eating, getting to school or work, and using energy affects how **2)** ... CO<sub>2</sub> is sent into the atmosphere.

Organisations, worried **3)** ... the condition of our planet, have **come up with** a way to measure how much damage we cause when we go about our daily activities. They call **4)** ... **measurement** a 'footprint' and depending **5)** ... our behaviour, our footprints can be all different sizes. So, let's see what you can do **6)** ... have the smallest carbon footprint possible.

### AT SCHOOL

- Get a reusable lunchbox
- Reuse paper for notes and drawings
- Use school supplies from last year



### GETTING AROUND

- Don't drive when you can walk
- Ride your bike to school
- Use public transportation



### WASTE NOT, WANT NOT

- Recycle, recycle, recycle
- Fix things instead of throwing them **7)** ...
- Reuse paper bags, water bottles and **aluminium foil**

RECYCLE



### ELECTRICITY

- Turn **8)** ... all the lights when you go out
- Switch off air conditioners at night
- Play outside, **instead of** surfing the Net **indoors**



**9)** ... we know that everything we do affects the planet, we can start to make decisions that will make it healthier. Go to <http://calc.zerofootprint.net> and use the calculator to see **10)** ... big your 'footprint' is. You might be quite surprised!

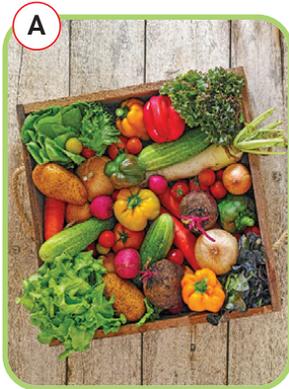


**2**  Do the quiz in your notebook. Then read the text and check your answers.

1. What causes global warming?
  - A the Earth
  - B CO<sub>2</sub>
  - C water
2. A 'footprint'
  - A affects daily activities.
  - B measures CO<sub>2</sub>.
  - C is usually one size.
3. What is not recommended at school?
  - A plastic lunch bags
  - B note paper
  - C old pens
4. Which is the 'greenest' way to get around?
  - A your feet
  - B the bus
  - C the car
5. Reduce waste by
  - A throwing things out.
  - B repairing things.
  - C reusing broken things.
6. What can you do to save energy?
  - A never use air conditioners
  - B switch off lights when not in use
  - C use your PC outside

**3** Read the text and fill in the gaps with the appropriate word. Write in your notebook. Compare with a partner. Then explain the words in bold.

**4** Look at the pictures and say what you can do to help the environment.



Picture A: Buy organic or locally produced vegetables.

**5**  How big is your carbon footprint? Do you follow any of the tips mentioned in the text? Discuss with your partner.

**6**  **Think** What else can you do to help reduce your carbon footprint? Spend three minutes writing your thoughts on the topic. Read them to the class.

**7**  Use the Internet and/or other available resources to prepare a quiz similar to the one in Ex. 2. Ask friends and/or members of your family to do it. Then report your findings to the class.

# 1 Evaluation (Modules 1-2)

## Vocabulary

**1** Label the pictures with the correct word. Write in your notebook.



1. b...



2. j...



3. f...



4. r...



5. n...



6. b...

**2** Fill in: *display, armour, tour, sword, cloakroom*. Write in your notebook.

1. 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.

**3** 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 Ionesco 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

**4** 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.

**5** 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

## 8 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

## 9 Complete 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.



# 2 • Evaluation (Modules 3-4)

## Vocabulary

**1** 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
<b>6:00pm</b> The World Today <i>With the latest headlines from around the world.</i> 1) ...	<b>7:00pm</b> Ammerdale <i>Catch up with the characters from your favourite farming community.</i> 2) ...	<b>7:00pm</b> The Max Lyndon Show <i>Our host talks to the stars of a new blockbuster.</i> 3) ...
<b>7:00pm</b> Into the Wild <i>See how endangered gorillas survive in the forest.</i> 4) ...	<b>7:30pm</b> A Taste of Britain <i>Learn how to make traditional British dishes.</i> 5) ...	<b>8.00pm</b> Behind the Screen <i>A look at the world of making films.</i> 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 **tairlefy**a before she goes to bed.
2. I enjoyed reading this **phgrbiyoo**a 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 **eyoabrck** is damaged and I can't type in my password.

## Grammar

**4** 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 attic.  
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.

# Evaluation (Modules 3-4) • 2

**5** 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. **Would/Can** I use the computer to do some 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/mustn't** upload such a big file.
4. You **needn't/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/Shall** I make you some popcorn to eat while you watch the film?
8. We **mustn't/don't need to** take photos in the museum. It's against the rules.

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

1. We enjoy ... **(watch)** wildlife documentaries.
2. You may ... **(use)** the Wi-Fi – the password is next to the computer.
3. I would love ... **(come)** to your dinner party.
4. If I were you, I wouldn't risk ... **(download)** that file; it could be dangerous.
5. Joe managed ... **(design)** an app all by himself.
6. I'm afraid the manager is busy ... **(talk)** to another customer at the moment.

## Prepositions & Phrasal verbs

**8** 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

**9** Match the exchanges. Write in your notebook.

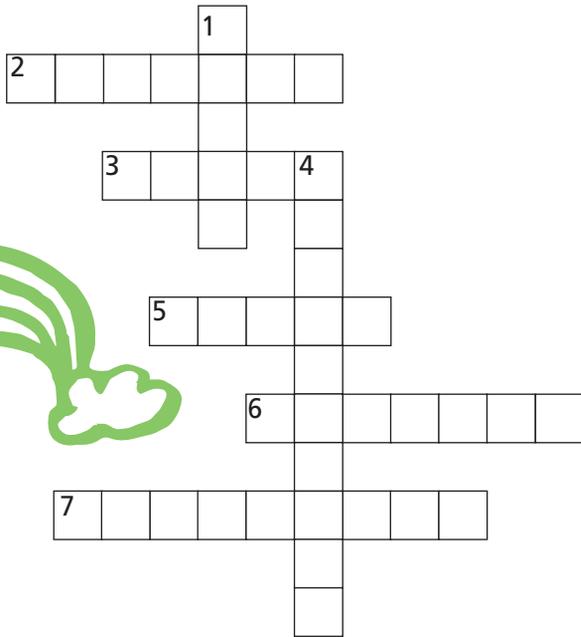
1. Can I have your name and order number, please?
  2. Which would you prefer?
  3. How can I help?
  4. Can I have your email address too?
  5. What's the problem exactly?
- a It keeps switching itself off.  
b Yes, it's k-a-r-e-n underscore e-c-c-l-e-s at supermail dot com.  
c Hi. It's about an e-reader I bought from you.  
d An exchange for a new e-reader, please.  
e Sure. It's Karen Eccles. The order number is 75431.



# 3 • Evaluation (Modules 5-6)

## Vocabulary

1 Do the crossword. Write in your notebook.



### Across

- Where planes take off and land.
- A sandy place on the coast.
- A small house made of wood, usually in the mountains or forest.
- The state of being very poor.
- The problem of air and water becoming dirty because of human activity.

### Down

- The type of energy that comes from the sun.
- 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.
- I think the factory should put **trees/filters** on their chimneys to clean the dirty air.
- The package holiday was **full board/all-inclusive**, so we didn't have to pay extra for flights, accommodation or meals.
- Don't eat anything that grows here – the soil **deforestation/contamination** is really severe.
- Our ship arrived at the **port/coast** at 10 pm.

3 Fill in: *shine, face, reach, affect, preserve, damage*. Write in your notebook.

- The black rhino and Sumatran elephant are both endangered species which ... extinction.
- I can't believe that temperatures can ... 50°C in Dubai!
- We are raising money to ... the old statue in the town centre.
- We must remember that what we do can ... the wildlife and climate of our planet.
- Does the sun ... almost every day in the Caribbean?
- Acid rain can ... buildings in cities hundreds of kilometres from where the pollution originated.

## Grammar

4 Fill in the correct relative pronoun. Write in your notebook.

- This is Maria – the girl ... raised £150 for the animal charity WWF.
- Are these the puppies ... you brought home from the animal shelter?
- That's the boy ... parents created the conservation programme.
- Is Mrs White the woman ... organised the beach clean-up day?
- This is a picture of the tiger ... I adopted in India.
- There's my neighbour John, ... house has got solar panels on the roof.

5 Rewrite the sentences in the passive. Write in your notebook.

- Do many people visit the wildlife park?
- They haven't fed the dogs yet.
- We should protect the black rhino from hunters.
- Will a celebrity open the conservation centre?
- They didn't adopt the snow leopard in the end.
- The neighbours were looking after our cat while we were away.

# Evaluation (Modules 5-6) • 3

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

1. I called the zoo, but **anyone/no one** answered the phone.
2. Trees used to grow almost **everywhere/somewhere** in the UK, but now there aren't many forests left.
3. We want to do **something/anything** to help endangered animals, but we don't know where to start.
4. He's old **too/enough** to join the conservation group.
5. I looked online, but I couldn't find **no/any** information about the wildlife charity.
6. I think I've seen you **somewhere/nowhere** before.
7. We want to find a home for **any/every** animal in the shelter by the end of the year.
8. It's **enough/too** cold to walk by the river today.

## 7 Put the adjectives in brackets into the correct form. Write in your notebook.

1. At this time of year, the beach is ... **(crowded)** than the town centre.
2. This is ... **(tall)** building in the city and the view from the top is great.
3. The state of Wisconsin isn't ... **(warm)** as Texas.
4. The restaurants on the seafront are always ... **(busy)** than the ones in the Old Town.
5. I ate ... **(bad)** meal of my life in that city!
6. What do you think is ... **(beautiful)** holiday destination in Europe?

## 8 Rewrite the sentences in the reported speech. Write in your notebook.

1. "Who packed the passports?" she asked.
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. "Don't take off your seatbelts," Mum told us.
6. "I've been looking for cheap flights," he said.

## 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 near our house.

## Everyday English

### 10 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 /wɒz/ – were /wə/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore(n) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bit/	beat /bit/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brkʌm/	became /br'keɪm/	become /br'kʌm/	lie /lai/	lay /lei/	lain /leɪn/
begin /brɪŋm/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bite /baɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /sei/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /fri:z/	frozen /frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /lei/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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