

Welcome

User Guide - Printed Textbook / Ghid de utilizare - Varianta tipărită

Vocabulary / Vocabular

Presentation of the new vocabulary of the unit. / Prezentarea vocabularului nou al unității.

LEARN TO LEARN / ÎNVĂȚĂM SĂ ÎNVĂȚĂM

Peculiarities in the use of the English language. / Particularități în folosirea limbii engleze.

Presentation 1 / Prezentarea 1

Articles, blogs, web pages, to discover the English language and culture. /

Articole, pasaje de pe bloguri și pagini web, descoperirea limbii și culturii engleze.



Presentation 2 / Prezentarea 2

A photo story with people your age from the Anglo-Saxon space, talking about their problems, routines, etc. / Text bazat pe imagini, unde persoane de vârsta elevilor din spațiul anglo-saxon vorbesc despre problemele, activitățile lor, etc.

Vocabulary / Vocabular

A second vocabulary section in each unit. / A doua secțiune de vocabular pentru fiecare unitate.

Grammar / Gramatică

Grammar taught in small steps: the students will observe the rule and apply it immediately by speaking to their friends / partners. / Noțiuni de gramatică introduse gradual; elevii observă regulile și le aplică în conversații împreună cu colegul / partenerul de activitate.

Grammar / Gramatică

Tables, complete explanations, examples and plenty of exercises. / Tabele, explicații complete, exemple și multe exerciții.



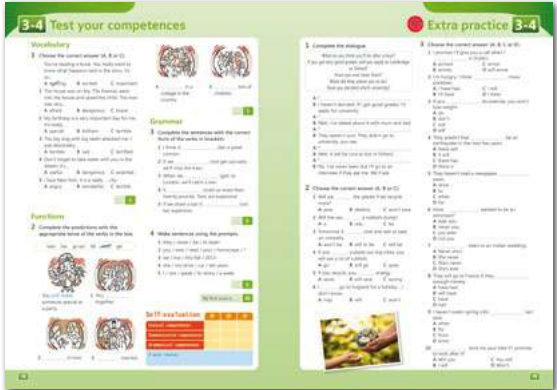
Functions / Exprimarea orală

Videos to introduce communicative functions; the students will learn by watching and listening to their English peers, then it will be their turn to speak! / Pasaje video care introduc exemple de comunicare autentică; elevii învață vizionând și ascultând, ca apoi să fie ei cei care inițiază conversații asemănătoare.



Build your competences / Dezvoltarea abilităților
 Practice of the four linguistic abilities with cultural topics and CLIL readings. / **Exersarea celor patru abilități** (receptare mesaje orale, exprimare orală, receptare de mesaje scrise și redactarea de mesaje în diverse situații de comunicare), prin intermediul unor teme de cultură și civilizație, și a unor texte CLIL.

Test your competences and Extra practice / Verificare a competențelor dobândite și Exersare suplimentară
 Every two units, one page of self-evaluation (Test your competences) and one page of supplementary exercises (Extra practice). The textbook provides four Test your competences and four Extra practice. / **La fiecare două unități, manualul propune o pagină de autoevaluare (Test your competences) și o pagină de exerciții suplimentare (Extra practice). În total, manualul oferă patru autoevaluări și patru structuri de exerciții suplimentare.**



Culture and Festivals / Cultură și Sărbători specifice
 At the end of the book, a section dedicated to the culture, history and main celebrations of the English-speaking world, will enable you to broaden your horizon and compare multiple cultures of our world. / **La sfârșitul manualului, există o secțiune dedicată culturii, istoriei și principalelor sărbători ale spațiului anglo-saxon, care oferă posibilitatea lărgirii orizontului de cunoaștere și comparării multiplelor culturi ale lumii în care trăim.**

Assessment Methods / Metode de evaluare
 Pages allocated to complementary assessment methods. / **Pagini dedicate metodelor complementare de evaluare.**



User Guide - Digital Textbook



The **digital book** has a content similar to the printed one, and includes, in addition, a series of interactive multimedia learning activities which aim to add cognitive value.

The digital manual provides a navigation assistance system:

- **Home** - reloads the textbook from the first pages;
- **Contents** - opens the contents of the textbook, which allows access to each of its units;
- **Help** - opens the user manual of the digital textbook;
- **Jump** - this section allows you to jump to a specific page;
- **Left arrow** - allows navigation to the previous page;
- **Right arrow** - allows you to navigate to the next page.

The interactive multimedia learning activities (IMLA), separately marked throughout the textbook, are:

I. IMLA – static type

- accessed using the button ;
- includes educational elements through which the student has a low interaction: drawings, photographs, static diagrams, static maps;
- IMLA static type of listening exercises offers the possibility of listening, where: the allow button plays the audio file; the stop button allows you to stop the audio file, the volume button allows you to control the volume, the stop button closes the activity.

II. IMLA - animated type

- accessed using the button ;
- includes animations or films over which the student has limited control when sequencing the running of the video while pressing the Play, Stop, Pause buttons;
- the button allows the activity to run, the button allows the user to stop the activity, the button allows the control of volume, the button allows the user to access the options - download videos or use them in Picture in Picture format, the button closes the activity.

III. IMLA - interactive type

- can be accessed by using the button ;
- includes educational elements with a high degree of interactivity such as: “complete”, “associate”, “place”, “choose the option”, “listen and complete”, “listen and associate”, “listen and choose”;
- the button allows the verification of the given answers, the button allows the access of the contextual help which provides instructions on how to complete the activity, the button resumes the activity, the button closes the activity;
- for interactive IMLAs, such as “listen and complete”, “listen and associate” and “listen and choose”, window also contains: the allow button plays the audio file; the stop button allows you to stop the audio file, the volume button allows you to control the volume, the stop button closes the activity.

Ghid de utilizare - Varianta digitală



Manualul digital are un conținut similar celui tipărit și cuprinde, în plus, o serie de activități multimedia interactive de învățare (AMII), acestea au obiectivul de a aduce un plus de valoare cognitivă.

Manualul digital asigură un sistem de asistență la navigare:

- **Acasă** - reîncarcă manualul de la primele pagini;
- **Cuprins** - deschide cuprinsul manualului ce permite accesul la fiecare structură a acestuia;
- **Ajutor** - deschide ghidul de utilizare al manualului digital;
- **Salt** - această secțiune permite saltul la o anumită pagină;
- **Săgeată stânga** - permite navigarea către pagina precedentă;
- **Săgeată dreapta** - permite navigarea către pagina următoare.

Activitățile multimedia interactive de învățare (AMII), semnalizate distinct pe parcursul manualului, sunt:

I. AMII de tip static

- se accesează utilizând butonul ;
- cuprinde elemente educaționale prin care elevul are o interacțiune scăzută: desene, fotografii, diagrame statice, hărți statice;
- AMII-urile de tip static ale exercițiilor de ascultare oferă posibilitatea audierii, în care butonul permite rularea fișierului audio, butonul permite stoparea fișierului audio, butonul permite controlul volumului, butonul închide activitatea.

II. AMII de tip animat

- se accesează utilizând butonul ;
- cuprinde animații sau filme asupra cărora elevul are un control limitat la secvențierea derulării ilustrației prin Play, Stop, Pauză;
- butonul permite rularea activității, butonul permite stoparea activității, butonul permite controlul volumului, butonul permite accesarea opțiunilor: de descărcare a video-urilor sau de utilizare a acestora în format Picture in Picture, butonul închide activitatea.

III. AMII de tip interactiv

- se accesează utilizând butonul ;
- cuprinde elemente educaționale cu grad înalt de interactivitate de tipul: „completează”, „asociază”, „plasează”, „alege varianta”, „ascultă și completează”, „ascultă și asociază”, „ascultă și alege”;
- butonul permite verificarea răspunsurilor date, butonul permite accesarea ajutorului contextual ce oferă indicații despre modul în care trebuie parcursă activitatea, butonul reia activitatea, butonul închide activitatea;
- pentru AMII-urile interactive de tipul „ascultă și completează”, „ascultă și asociază” și „ascultă și alege” fereastra conține și: butonul ce permite rularea fișierului audio, butonul permite stoparea fișierului audio, butonul permite controlul volumului, butonul închide activitatea.

General skills / Competențe

General Skills



1. Understand simple oral messages in everyday communication situations
2. Oral expression in everyday communication situations
3. Understand simple text messages in everyday communication situations
4. Write simple messages in usual communication situations

Specific competences and examples of learning activities

1. Understand simple oral messages in everyday communication situations

- 1.1. Identify essential information from short recorded fragments, clearly spoken, related to predictable everyday aspects
- 1.2. Identify the general meaning of current oral messages, clearly uttered
- 1.3. Identification of cultural elements specific to the studied language

2. Oral expression in everyday communication situations

- 2.1. Make a short, practiced presentation on a familiar topic
- 2.2. Participation in short verbal interactions with support from interlocutors
- 2.3. Express an opinion in relation to a familiar subject/ a familiar situation
- 2.4. Expression of interest in participating in the verbal exchange

3. Understand simple text messages in everyday communication situations

- 3.1. Identify the necessary information from lists or from simple functional texts (leaflets, menus, timetables, advertisements)
- 3.2. Extract information from clearly structured text (simple digital / newspaper articles, brochures), where numbers and names play an important role
- 3.3. Identify detailed information from a web document
- 3.4. Manifest interest for information through reading

4. Write simple messages in usual communication situations

- 4.1. Complete a form with personal information (education, interests, skills)
- 4.2. Presentation of an activity in writing, using linking words (“and”, “but”, “because”)
- 4.3. Participation in the exchange of written messages

Competențe generale



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

Competențe specifice și exemple de activități de învățare

1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1. Identificarea informațiilor esențiale din fragmente scurte înregistrate, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
- 1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
- 1.3. Identificarea unor elemente culturale specifice limbii studiate

2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
- 2.2. Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
- 2.3. Exprimarea unei păreri în legătură cu un subiect familiar/ o situație cunoscută
- 2.4. Manifestarea interesului pentru participarea la schimbul verbal

3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar / digitale simple, broșuri), în care numerele și numele joacă un rol important
- 3.3. Identificarea unor informații de detaliu dintr-un document web
- 3.4. Manifestarea disponibilității pentru informare prin lectură

4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)
- 4.3. Participarea la schimbul de mesaje scrise

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• Ordinal numbers and dates • Giving directions • Holiday equipment

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• Interrogative form and short answers

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Pronunciation	Functions	Build your competences
/w/	Talking about past events	<p>CLIL – History: Child labour Reading: Understanding a text about child labour during the Victorian age Listening: Understanding a dialogue on child labour during the Victorian age Speaking: Making a conversation about child labour in present day Writing: Writing a letter reporting what has been discussed regarding child labour today</p>
/l/ and /r/	Asking for and giving travel information	<p>Culture: Getting around London Reading: Understand a text about transport in London Listening: Understand four short dialogues Speaking: Make a conversation about the history of the London Tube Writing: Write a text on the history of the London Tube</p>
Intonation in questions	Making predictions	<p>CLIL – Geography: New Zealand Reading: Understand a text on New Zealand Listening: Understand a dialogue about the capital of New Zealand Speaking: Interacting in a dialogue on Rome and Wellington Writing: Write a brief publicist's leaflet on Wellington</p>
/p/ and /b/	Expressing opinions	<p>Culture: NGOs Reading: Understand a text on NGOs Listening: Understand some people that talk about their own personal experiences as volunteers Speaking: Describe a picture by responding to some questions Writing: Write a brief report about volunteer's experiences</p>

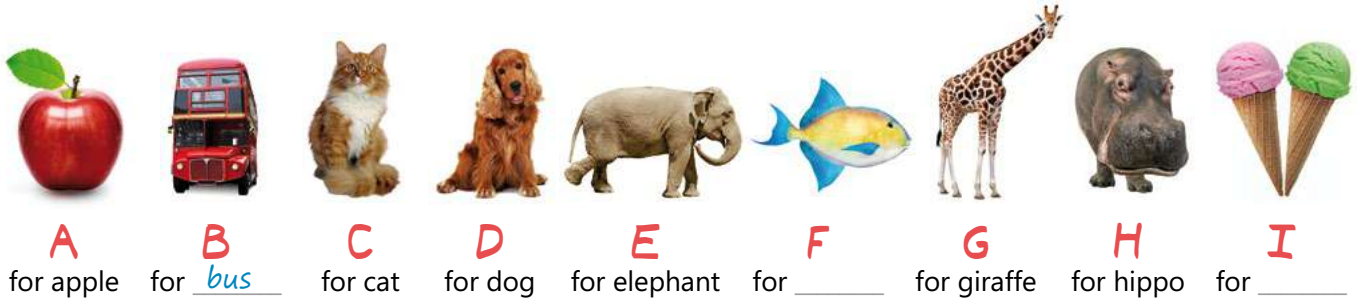
Pronunciation	Functions	Build your competences
Informal contractions	Ordering food over the phone	CLIL – Science: Green schools Reading: Understand a text on ecological schools Listening: Understand the teacher’s report on an ecological project conducted in a class Speaking: Prepare a brief discourse on how to make your school more ecological Writing: Write a letter to your principal listing the problems and possible solutions to render your school more ecologically friendly
3rd person -s (review)	Expressing likes and dislikes	Culture: Extreme sports Reading: Understand a text about adventure sports in Queenstown Listening: Understand a person talking about rafting Speaking: Describe a photograph using prompt questions Writing: Write an email on extreme sports
Contracted <i>will / won’t</i>	Expressing purpose, cause and result	CLIL: Population and language Reading: Understand a text about endangered languages Listening: Understand a geography lesson about India Speaking: Prepare an oral presentation about your country Writing: Write a text about a country of your choice
<i>should, must and ought</i>	Giving advice and warnings	CLIL: GMO vs Organic food Reading: Understand a text on organic versus GMO food Listening: Understand an organic farmer talking about his work Speaking: Describe two photographs using prompt questions Writing: Write a short article on organic and GMO food

• Royal and Presidential residences • Road safety

Starter Unit

A for Animals

1 Fill in the blank with the missing nouns. Then listen and check.



A for apple for B bus for C cat for D dog for E elephant for F _____ for G giraffe for H hippo for I _____



J for juice for K kite for L _____ for M mouse for N _____ for O octopus for P pineapple for Q queen for R _____



S for starfish for T _____ for U umbrella for V violin for W whale for X xylophone for Y _____ for Z zoo

→ FOCUS: How do you say... ?

'How do you spell your name?' 'J-O-H-N'
'Could you spell your name for me?' 'It's Tim. T-I-M'

2 **Pairwork** In turns, spell your name using the illustrated alphabet.

A How do you spell your name?
B L for lion, E for elephant, O for octopus...

3 Read Exercise 1 again and underline all animal names, then put the names into the correct category.

Farm animals

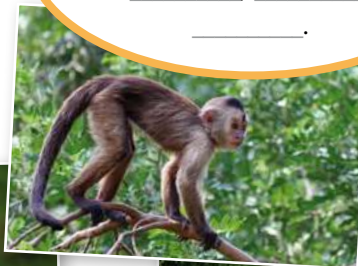
cow, sheep, _____, _____

Wild animals

monkey, tiger, _____

Sea creatures

turtle, dolphin, _____



The time

1 Listen and repeat the time.



It's four o'clock.



It's ten past four.



It's quarter past four.



It's half past four.



It's twenty to five.



It's quarter to five.

2 Listen and write the time.



It's *two* o'clock.



1 It's _____.



2 It's _____.



3 It's _____.



4 It's _____.



5 It's _____.

Classroom language

→ **FOCUS:** *How do you say... ?*

'What time is it?' 'It's twenty to five.'
'What's the time?' 'It's twelve o'clock.'

1 Match the instructions with the pictures.

Stand up. ~~Sit down.~~ Open your book. Close the door. Write. Listen. Close your book. Look. Underline. Read. Open the window. Go to the board.



1 *Sit down.*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Listen and check.

Ordinal numbers and dates

- 1** It is George's birthday and his parents take him on a trip to London. Discover his favourite places. Listen and look at the pictures.



The London Eye



Hamleys Toy Store



Ted's Easy Diner



Madame Tussauds



London Aquarium



London Transport Museum



Egyptian Mummies at the British Museum



Hyde Park



Tower of London



Spitalfields City Farm

- 2** Listen and repeat the ordinal numbers.

11th eleventh

16th sixteenth

20th twentieth

24th twenty-fourth

12th twelfth

17th seventeenth

21st twenty-first

29th twenty-ninth

13th thirteenth

18th eighteenth

22nd twenty-second

30th thirtieth

14th fourteenth

19th nineteenth

23rd twenty-third

31st thirty-first

15th fifteenth

- 3** **Pairwork** When is your birthday? Take turns asking and answering.

→ **FOCUS:** *How do you say...?*

'When is your birthday?' 'March the fifteenth.'

'What day is your birthday?' 'It's April the first.'

- 4** **Over to you** Write the list of your 10 favourite places in your city and talk about them with your partner.
First, the Science Museum. Second, ...

Giving directions

1 Match the street directions to the signs.

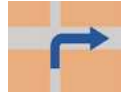
~~go straight ahead~~ turn left go past turn right take the second road on the right cross the road



go straight
ahead



1



2



3



4



5

Holiday equipment

1 Match. Then listen and check.



a



b



c



d



e



f



g



h



i



j



k



l

Holiday equipment

- 1 d cycle helmet
- 2 sunglasses
- 3 reflective clothing
- 4 sat nav app
- 5 flask
- 6 mask and snorkel
- 7 compass
- 8 walking boots
- 9 first-aid kit
- 10 sun cream
- 11 torch
- 12 goggles

2 Find the odd one out. Explain why you think so:

mouse / lion / eagle / hippo

Eagle is the odd one, because it is a bird and it can fly. The others are mammals.

1 cow / tiger / donkey / goose

2 boy / monkey / toy / baby

3 suncream / sunglasses / flask / umbrella

4 rubber / bike / pen / ruler

5 right / under / left / ahead



1

Past times



A



B



C



D

Vocabulary

1 Look at the pictures. What jobs were they doing?

2 Match the jobs with the corresponding icons. Then listen and check.

1 baker

3 doctor

5 hairdresser

7 painter

2 bricklayer

4 farmer

6 miner

8 office worker



A



B



C



D



E



F



G



H

3 Complete the sentences with the jobs in exercise 2.

A *farmer* works on a farm.

1 An _____ works in an office.

2 A _____ works in a salon.

3 A _____ works in a hospital.

4 A _____ works in a bakery.

5 A _____ works in a studio.

6 A _____ works in a mine.

7 A _____ works on a building site.

4 **Pairwork** Which jobs in exercise 2 would you like to do?

A *I would like to be a doctor and work in a hospital. What about you?*

B *I'd like to be a painter...*



LEARN TO LEARN

The English word **work** is both a verb and an uncountable noun. It indicates a **job** in generic terms. The word **job** is a countable noun and has the more specific meaning of a profession.



E



F

1

Presentation 1



5 Read and listen to a text about the worst jobs in British history.

The Worst Jobs in History!

What were the worst jobs in history?

In Roman Britain it was perhaps the work of the gold miners, which was difficult, boring and dangerous and often an unpaid punishment for criminals.

In Saxon Britain (4th-11th century AD) many farmers were also bricklayers and bakers all at the same time, and there wasn't any pay for their work, which was physically hard and dirty without machinery to help them.

During the Middle Ages, working conditions were difficult for the barber surgeons (a kind of doctor and hairdresser) who were responsible for people's hair and their serious illnesses without much equipment, information or medicine to help them!

In the 16th century theatre jobs were only for men. Shakespeare's Juliet was a boy with heavy make-up, not a girl! It wasn't a stylish or a respectable job, as there was no pay, the make-up was poisonous and the women's clothes were very uncomfortable!

During the 17th century, the work of painters in churches and cathedrals was infinite and very dangerous, but the painters themselves weren't famous or well-paid.

In Georgian Britain (18th-19th century), the job of an artist's model was also poorly paid, tiring, boring and physically heavy, as it was necessary to hold uncomfortable poses for a very long time.

Finally, during the 20th century people were responsible for extremely repetitive and boring tasks as office workers. Even the writer Charles Dickens was the office boy for a lawyer when young! So was there a worst job in history? No, there wasn't just one. There were lots of them!

6 **Comprehension** Read again and choose the correct answer (A, B or C).

What was work in the mine often like?

A easy B interesting C unpaid

1 What type of job was very difficult in the Middle Ages?

A barber B surgeon C barber surgeon

2 What was dangerous for Shakespeare's boy actors? Their...

A clothes. B make-up. C workplace.

3 When was life as an artist's model very hard?

A in Roman Britain
B in the Middle Ages
C in Georgian Britain

4 Where was one of Charles Dickens's early jobs?

A in a church B in an office C in the theatre

→ be – Past simple

It **was** the work of the gold miners.

The painters **weren't** famous.

What **were** the worst jobs in history?

7 **Pairwork** Which job is it? Read the text again. Ask each other questions and answers using the adjectives in the box. Follow the example.

dangerous unpaid heavy boring
dirty uncomfortable difficult repetitive

A *It was a dangerous and difficult job.*

B *Miner.*

8 **Over to you** What job did your grandparents do? And your great grandparents? Tell a friend.

A *My granddad was a doctor. My great-granddad was a farmer. What about yours?*

B *My granddad was a...*

1 He was born in 1950



Presentation 2



1 Sasha interviewed her grandfather for the school magazine. Listen to the dialogue and read along.

Sasha So what do you think of my interview with Grandpa?

Arif Awesome! We just need to write it up now!
So, when and where was he born?

Sasha He was born in Kingston, Jamaica, in 1950.

Arif Remind me about his first memory...

Sasha It was of his mum's beautiful voice. When she was young, she was an opera singer.

Arif Was she, really? And what was your grandpa's first job?

Sasha His first job was as a bellboy in Jamaica.

Arif What is that?

Sasha It's a person who works in a hotel and carries people's luggage.

Arif What about your mum? Was she born in London?

Sasha Yes, she was born on 14th August 1973, when my grandpa was only 23 years old and a law student.

Arif Wow! I bet that wasn't easy.

Sasha No, but he and my grandma were very happy because it was a great time to be in London. And they're still happy. Yesterday it was their 45th wedding anniversary...



3 **Comprehension** Complete the summary of the interview of Sasha's grandfather.

Sasha's grandpa was born ¹ _____
Jamaica, in ² _____. His ³ _____
memory was of his mum's ⁴ _____
voice. She ⁵ _____ an opera
⁶ _____. Sasha's grandpa's first job
was as a ⁷ _____ in a ⁸ _____.
Sasha's mum was born ⁹ _____
14th August ¹⁰ _____ in
¹¹ _____ when her grandpa was
¹² _____ years old and a law student.



2 Listen again and repeat.

Vocabulary

4 Match the descriptions to the jobs.

'I work in a secondary school. I teach teenagers.' *te a c h e r*

- 1 She works at home. She does the housework and looks after her children. h_____
- 2 A person who works in an office. o_____
- 3 'I sell clothes and shoes in a department store.' s_____
- 4 He creates and develops software programs. c_____
- 5 'I work in a legal office and represent people in court.' l_____
- 6 'I work on a production line which makes cars.' f_____
- 7 She wears a uniform. She investigates crimes. p_____
- 8 He delivers letters and parcels. p_____
- 9 'I serve food and drinks in a small restaurant.' w_____
- 10 'I help doctors in hospital.' n_____
- 11 'I design roads and bridges.' e_____
- 12 She works in a restaurant. She prepares and cooks food. c_____

Jobs

shop assistant
computer programmer
postman
policewoman
housewife
nurse
cook
~~teacher~~
waiter
lawyer
factory worker
office worker
engineer



5 What did they use to do when they were young? Listen and match the names to their occupations.

- | | |
|--|------------------|
| 1 <input checked="" type="checkbox"/> Joss | A babysitter |
| 2 <input type="checkbox"/> Peter | B waiter |
| 3 <input type="checkbox"/> Catherine | C bricklayer |
| 4 <input type="checkbox"/> Paul | D shop assistant |



6 Pairwork Ask and answer each other where and when you were born.

- A *Where were you born?*
B *I was born in Barcelona.*
- A *When were you born?*
B *I was born on 1st June 2003.*

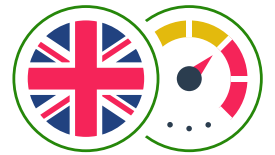
→ be born

Where *were* you *born*?
I *was born* in London.
When *was your* mother *born*?
She *was born* on 14th August 1973.

7 Over to you Report your friend's answers to the rest of the class.

Pablo was born in... on...

1 Grammar



be: Past simple Affirmative form

Affirmative form

I was happy.

You were happy.

He / She / It was happy.

We / You / They were happy.

→ FOCUS

The work of gold miners **was** difficult.
Farmers **were** also bricklayers.

The Past simple of *be* has two different forms: **was** for the first and third person singular, and **were** for the second person singular and for all persons plural. There are no contracted forms. The Past simple is often accompanied by expressions of time of the past, such as: **yesterday, yesterday morning, last night, a year ago, in 1955, when I was a child / young...**

be: Past simple Negative form

Full and contracted negative form

I was not (wasn't) happy.

You were not (weren't) happy.

He / She / It was not (wasn't) happy.

We / You / They were not (weren't) happy.

→ FOCUS

The pay **was not** / **wasn't** good.
The artists **were not** / **weren't** famous.

The negative form is obtained by adding **not** after **was** and **were**. Contracted forms are **wasn't** and **weren't**.

3 Write the sentences of exercise 2 again in the negative form.

We **weren't** at the cinema last night.

4 Write sentences in the affirmative (✓) or negative form (X).

I / in London / last summer (X)

I wasn't in London last summer.

The boys / at a football match / yesterday (✓)

The boys were at a football match yesterday.

1 Evie / at home / last Sunday (X)

2 You / at the party / last night (X)

3 We / in Dublin / two months ago (✓)

4 Sasha / at school / yesterday (X)

5 My friend and I / in the USA / last year (✓)

6 Chloe / at the hairdresser's / an hour ago (✓)



1 Circle the correct verbs.

His parents *was* / **were** from Warsaw.

1 Her voice *was* / *were* beautiful.

2 His grandparents *was* / *were* farmers.

3 She *was* / *were* a hairdresser.

4 The building site *was* / *were* dangerous.

5 My grandma and grandpa *was* / *were* doctors in a hospital.

2 Complete the sentences with *was* and *were*. Add *yesterday, last, ago*, according to each case.

We **were** at the cinema **last** night.

1 They _____ at school _____ morning.

2 I _____ on holiday two weeks _____.

3 Zoe _____ tired and bored _____ afternoon.

4 You _____ in a different class _____ year.

5 My birthday _____ a month _____.

6 Pete and Jamie _____ at home _____ Sunday.

be: Past simple

Interrogative form and short answers

Interrogative form	Affirmative short answers	Negative short answers
Was I happy?	Yes, I was.	No, I wasn't.
Were you happy?	Yes, you were.	No, you weren't.
Was he / she / it happy?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they happy?	Yes, we / you / they were.	No, we / you / they weren't.

→ FOCUS

What **was** your grandpa's first job?
 Were your grandparents from Jamaica?
Yes, they were. / **No, they weren't.**

In the interrogative form of the *Past simple* of *be*, **was** and **were** are placed before the subject. Remember that in questions with *What*, *Where*, *When*, etc., the interrogative words are always placed before the verb.

5 Write the sentences of exercise 4 again in the interrogative form.

Was I in London last summer?
Were the boys at a football match yesterday?

6 Write questions and affirmative (✓) or negative (X) short answers.

the job / difficult (✓)
'Was the job difficult?' 'Yes, it was.'
 the artists / rich (X)
'Were the artists rich?' 'No, they weren't.'

- the children's hands / dirty (✓)
- the magic tricks / dangerous (X)
- the maths exam / easy (X)
- your new trainers / comfortable (X)
- your homework / boring (✓)
- the songs / beautiful (✓)

be born

→ FOCUS

Shakespeare **was born** in Stratford-upon-Avon in 1564.
 Charles Dickens **was born** on 7th February 1812.

To talk about birth in English, we use the *Past simple* of **be + born**.

Remember! Dates in English are expressed only with ordinal numbers, they can be written in two ways:

7th February 1812 / *February 7th, 1812* and are pronounced by adding *the* and *of*:

'the seventh of February, eighteen twelve'

The year is usually pronounced by reading numbers in pairs (1812 = **eighteen twelve**).



Complete the blanks with *in* or *on*.

David Beckham was born (1) _____ 2nd May 1975 (2) _____ Leytonstone, London.

8 Read the answers and complete the questions with *Where* or *When*, and the *Past simple* of *be*.

Where was Sasha's grandpa born?
 He was born in Jamaica.

1 _____ he born?

He was born in the 1950s.

2 _____ Sasha's mum born?

She was born in the 1970s.

3 _____ their children born?

They were born in the 1990s.

4 _____ their children born?

They were born in London.

5 _____ Charles Dickens born?

He was born in 1812.

6 _____ Charles Dickens born?

He was born in Portsmouth.



7 Listen and check.

1 Grammar

there was / there were

→ FOCUS

There **was** a nice boy. There **were** boy actors.

With the *Past simple*, the expression *there is* turns into **there was**, and *there are* turns into **there were**. The negative form, short questions and short answers follow the same rules studied for *there is / there are*.

9 Complete the text with *there was*, *there were*, *there wasn't* or *there weren't*.

There was a big fire in our college last night. It was in the kitchen and it was very dangerous because ¹ _____ a smoke alarm and ² _____ any fire extinguishers. We were lucky because ³ _____ two fire escapes, but ⁴ _____ a ramp for disabled people. ⁵ _____ lots of students at the assembly point. They were cold and scared: ⁶ _____ any warm blankets or any hot drinks.

10 A reporter is interviewing students after a fire. Complete the interview.

'*Was there* a big fire in your college?'

'Yes, *there was*.'

'*When was* the fire?' 'Last night.'

1 ' _____ the fire?' 'In the kitchen.'

2 ' _____ a smoke alarm?'

'No, _____.'

3 ' _____ any fire escapes?'

'Yes, _____ two.'

4 ' _____ the students?'

'At the assembly point.'

11 Round up! Complete the text with *was*, *were*, *wasn't*, *weren't*. Add *there* where necessary.

Yesterday **was** the 31st October.

Yes, it ¹ _____ Halloween

but I ² _____ at home to play 'Trick or Treat' on our neighbours.

I ³ _____ in hospital!

⁴ _____ other children in

hospital and ⁵ _____ a special

'Trick or Treat' party. Our costumes

⁶ _____ scary, but unfortunately

⁷ _____ any sweets for us!



Pronunciation: /w/

The sound /w/ of the word **world** is called semi-consonant and is voiced. It is obtained by forming a small circle with the lips, like when blowing the candles of a cake, and making the vocal cords vibrate.

Attention! This sound is silent when it is placed before the letter "r", like in *write* /rat/.

1 Listen and repeat.

The **white** jacket **works** **well** in **wet** weather.

2 Listen and mark all /w/ sounds that you hear in the sentences. Listen again and repeat.

- 1 Winter weather in Watford is wet and wild.
- 2 We won a wonderful award.
- 3 Why worry when we can relax!
- 4 My wife's wardrobe was full of dresses.
- 5 The Welsh writers were the winners!

Talking about past events

1 Watch the video. What event is Amy talking about?



USEFUL LANGUAGE

I was born on... in...
 There was / were...
 It was / wasn't...
 I was...

2 Watch the video again and indicate if the sentences are true (T) or false (F).

- Amy remembers her first day at school.
- 1 She was born in May.
- 2 She was sad to leave her mum.
- 3 There wasn't any space to sit in the big hall.
- 4 Her school uniform was clean by the end of the day.
- 5 She was a good girl on her first day at school.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3 Complete the conversation between Amy and Elis.

- Elis** Do you remember your first day at school Amy?
- Amy** Yes, I do. Look! Here's a photo of me.
- Elis** You were ¹ _____!
- Amy** I know! I was very young because I was born in September.
- Elis** ² _____?
- Amy** Yes, I was, but I was also sad to leave my mum.
- Elis** What else ³ _____?
- Amy** Well, there were lots of children in the big hall so there wasn't any space to sit.
- Elis** Tell me about ⁴ _____
- Amy** It was lovely and new and clean in the morning but really dirty by the end of the day!
- Elis** ⁵ _____ or a bad girl on your first day at school?
- Amy** I was a good girl of course but there were two very bad boys in my class.

4 **Pairwork** Think of an important event in your life (the first day of school, a sports competition, a ceremony...). Talk about it by asking and answering each other's questions.

Where were you?	I was in / at...
When was it?	It was in / on...
Were you happy or sad?	I was...
What else do you remember?	I remember there was / were...



1 Build your competences

Child labour

Warm up

1 Look at the pictures and match them to the correct occupations.

- chimney sweep
- clothes-maker
- flower-seller
- farm worker
- servant

Reading

2 Read the text and discover which jobs English children were doing during the Victorian age.



Children at work in Victorian Britain

Families were often very big in Victorian Britain, as there was a high risk of child mortality due to illness or poor living conditions. It was common for poor children to go to work to earn money for their families and not to go to school, which was expensive. Child labour was another cause of death. It was cheap. The average adult wage in the 1850s was about 75p a week, but for children it was just 25p a week, and children were able to start work at 4 or 5 years old and do specific jobs because of their small size. They were chimney sweeps, factory, farm and mine workers, clothes or match-makers. Other children were servants in rich people's homes, doing jobs such as washing, sewing, cooking or cleaning. There was also work on the streets, as flower-sellers, fruit-sellers, matchstick-sellers, road-sweepers or rubbish collectors. The work was hard and tiring and the conditions dangerous and dirty. Initially there weren't many laws to protect children, so by 1821 about half the workforce was under 20. The Society for the Prevention of Cruelty to Animals was created in 1824, but the Society for the Prevention of Cruelty to Children wasn't around until 1891! Things were gradually better. Under the 1833 Factory Act, children under 9 weren't allowed in factories and there was two hours of education a day for children under 13. By 1891 schools were free and compulsory for all children from 5 to 12 and child labour was no longer the norm.

3 Read the text again and choose the correct answer (A, B, C or D).

- | | | |
|--|--|---|
| <p>Families in Victorian Britain were often...</p> <p><input checked="" type="checkbox"/> A big.</p> <p><input type="checkbox"/> B poor.</p> <p><input type="checkbox"/> C rich.</p> <p><input type="checkbox"/> D small.</p> <p>1 Child mortality was caused by...</p> <p><input type="checkbox"/> A illness.</p> <p><input type="checkbox"/> B poverty.</p> <p><input type="checkbox"/> C work.</p> <p><input type="checkbox"/> D all of those things.</p> | <p>2 Child labour was...</p> <p><input type="checkbox"/> A common.</p> <p><input type="checkbox"/> B expensive.</p> <p><input type="checkbox"/> C illegal.</p> <p><input type="checkbox"/> D uncommon.</p> <p>3 Child servants were responsible for...</p> <p><input type="checkbox"/> A animals.</p> <p><input type="checkbox"/> B domestic chores.</p> <p><input type="checkbox"/> C other children.</p> <p><input type="checkbox"/> D waiting at table.</p> | <p>4 Which of these was street work?</p> <p><input type="checkbox"/> A chimney sweep</p> <p><input type="checkbox"/> B farm worker</p> <p><input type="checkbox"/> C fruit-seller</p> <p><input type="checkbox"/> D mine worker</p> <p>5 The Factory Act was...</p> <p><input type="checkbox"/> A in 1821.</p> <p><input type="checkbox"/> B in 1824.</p> <p><input type="checkbox"/> C in 1833.</p> <p><input type="checkbox"/> D in 1891.</p> |
|--|--|---|

Build your competences 1



Listening



4 Listen to Ben and Kaitlin talking about children at work in the Victorian age. Match the names to the correct occupations.

- | | | |
|---|---------|---------------------|
| 1 <input checked="" type="checkbox"/> B | Doris | A chimney sweep |
| 2 <input type="checkbox"/> | George | B factory worker |
| 3 <input type="checkbox"/> | Grace | C farm worker |
| 4 <input type="checkbox"/> | Mary | D flower-seller |
| 5 <input type="checkbox"/> | Victor | E matchstick-seller |
| 6 <input type="checkbox"/> | William | F road sweeper |
| | | G rubbish collector |
| | | H servant |

5 **Kids at work!** What jobs did children in your country do in the past? Share your information.

In the past, in my country, children helped in the fields or with the animals, were servants in rich people's homes or sold newspapers...

Speaking

6 Child labour is still present in many parts of the world. In pairs, prepare a dialogue with the given suggestions.

*Name? Where? How old...? School or work...?
Time... start work? Like... job? How much...?*

Student A answers

- Alejandra
- El Salvador
- 12 years old
- never at school, collects molluscs
- 14 hours work (4 a.m. – 6 p.m.)
- hard work because of weather and insects
- \$1.40 a day

Student B answers

- Hamisi
- Tanzania
- 11 years old
- was a student, but now a miner
- 18 hours a day
 - dark and dangerous work
 - \$1.20 a day

Writing

7 Write a letter to a friend telling him/her the story of the person you have interviewed.

Her name is Alejandra and she's from El Salvador...

His name is Hamisi and he's from Tanzania...



VideoCraft What is your favourite film? Prepare a table with the main information: title, director, cast and plot. Bring it to class next time.

2

Holidays



A



B



C



D

Vocabulary: Accommodation

1 **Pairwork** Look at the pictures. Which do you think represent holiday accommodation? Talk about it with a friend.

2 Match the types of accommodation to the definitions. Then listen and check.

~~hotel~~ apartment tents camper van
narrow boats tree house

You check in at the reception where they give you your room key. *hotel*

- There are many of these on a campsite. _____
- It is a large van with beds, a kitchen and a toilet. _____
- There are many of these along London and Amsterdam's canals. _____
- It is a very basic type of accommodation built in trees. _____
- It is very comfortable and practical for families. There are bedrooms, a kitchen and a bathroom. _____

3 Write the words in the right columns.

~~plane~~ youth hostel visit museums train
ferry go shopping eat in restaurants
caravan bed and breakfast

Accommodation	Transport	Things to do
	<i>plane</i>	

4 **Pairwork** How would you like to travel? Where would you like to lodge? Talk about it with a friend.

- A *I'd like to travel by plane and stay on a narrow boat. What about you?*
B *I'd like to travel by...*



E



F

2

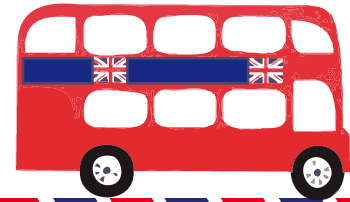
Presentation 1

5 Would you like to go to London next summer? Listen and read Rosie's recommendations for an alternative and cheap holiday.

ROSIE'S TIPS FOR CHEAP, ALTERNATIVE ACCOMMODATION IN LONDON

Are you going to visit London next summer? How about booking some cheap, alternative accommodation? Bed and breakfasts are perfect if you are looking for budget accommodation. When you're out and about all day, a comfortable bed and tasty breakfast are all you need! If you fancy quieter, more exclusive spots in London away from traffic and tourist crowds, why don't you try the narrow boats on the canals? Alternatively, if you like going camping, visit Camp in My Garden, a website that matches guests with hosts. Campsites range from large private gardens to tiny backyards. Some hosts provide breakfast, showers and toilets and others simply space for your tent, or camper van. There are even some who offer the most extravagant

and funniest places, such as tree houses! During university holidays, cheap accommodation is also available in halls of residence, the place where students live during term-time. They offer a range of B&B accommodation from hostel-style dorms to private rooms. Finally, if you are looking for a hotel in London, there are a lot of low-cost options. You can have small but comfortable rooms with bathrooms to share, hot breakfasts and free wi-fi. It's time to book your holiday! Let's start! Oh, and get cheap rail travel by booking your train seats early!



6 **Comprehension** Read the text again and complete the summary.

London offers a lot of *cheap* and alternative types of ¹_____.

If you're looking for a tasty ²_____, book a bed and breakfast. Do you like quiet places? Try the narrow ³_____ on the canals. Some people can give you a place in their garden to put your tent or park your ⁴_____.

You can also stay in university halls of ⁵_____, or try one of the low-cost hotels in London.

→ *How about... ? Why don't... ? Let's...*

How about booking some cheap accommodation?

Why don't you try a narrow boat?

Let's start!

7 **Pairwork** Discuss with your friend on how to spend a holiday. Follow the guidelines and choose the type of accommodation that you prefer.

Where? seaside / mountains / lakes / European capital cities

When? next summer / next July / next August

How? by plane / car / train / bus / ferry

A *Why don't we go to the seaside next summer?*

B *Good idea. How about going by plane?*

A *Great. Let's stay in a tent...*

2 How far is it?

Presentation 2

1 Sasha and Arif have decided to visit Tate Modern for a homework assignment for the art class. Read and listen to the dialogue.

- Arif** So, where do we start our London art review for the School Magazine?
- Sasha** I really want to go to Tate Modern.
- Arif** Me too! Come on! Can we walk there? How far is it?
- Sasha** It's too far! Have you got the London Transport App on your phone?
- Arif** Yes, I have. Let me check...
- Sasha** How long does it take by train, underground and bus? Have you got it?
- Arif** Yes boss! It takes twenty minutes by train or an hour by bus and underground.
- Sasha** OK, let's go by train...



- Arif** Where's the gallery, Sasha?
- Sasha** It's in the old power station across the river, on the right!
- Arif** Wow! Look how tall it is! How long does it take to get round?
- Sasha** I imagine a very long time by how long the queue is to get in!

2 Listen again and repeat.

3 Comprehension Complete the sentences.

Arif and Sasha decide to go to *Tate Modern*.

- 1 Sasha doesn't want to walk because...
- 2 Arif has got ... on his phone.
- 3 It takes ... by bus and underground.
- 4 It takes twenty minutes...
- 5 The gallery is ... across the river, on the right.
- 6 There's a ... to get in.