

**School curriculum for  
MODERN LANGUAGE 2, 6th grade  
Programa școlară pentru disciplina  
LIMBA MODERNĂ 2 clasa a VI-a**

General competences	Competențe generale
1. Receive simple oral messages	1. Receptarea de mesaje orale simple
2. Oral communication in routine exchanges	2. Exprimarea orală în situații de comunicare uzuală
3. Receive simple written messages	3. Receptarea de mesaje scrise simple
4. Write simple messages in routine exchanges	4. Redactarea de mesaje simple în situații de comunicare uzuală

Specific competences	Competențe specifice
1.1. Identify the overall meaning of a clearly articulated oral message in familiar contexts	1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
1.2. Identify the time and amount numerically expressed (prices, numbers) within a clearly and rarely articulated oral message	1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
1.3. Explore simple cultural aspects	1.3. Explorarea unor aspecte culturale simple
2.1. Form / Express a simple message in common situations with support from the interlocutor	2.1. Formularea unui mesaj simplu în situații uzuale, cu sprijin din partea interlocutorului
2.2. Asking for and providing information on numbers, pricing and time	2.2. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
2.3. Simple description of a person / character	2.3. Descrierea simplă a unei persoane/unui personaj
2.4. Express willingness to participate in short social interactions	2.4. Manifestarea deschiderii pentru a participa la scurte interacțiuni sociale
3.1. Identify information from panels and signs in public places in order to facilitate orientation	3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
3.2. Identify important event tracking items on a poster (including digital poster) or on any other support	3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
3.3. Identify data in a simple form (name, surname, date of birth, address)	3.3. Identificarea datelor cuprinse într-un formular simplu (nume, prenume, data nașterii, adresa)
3.4. Express willingness to receive simple written messages in the foreign language	3.4. Manifestarea deschiderii pentru receptarea de mesaje scrise simple în limba străină
4.1. Fill in a form with personal data ( surname, first name, address, age, hobbies, etc.)	4.1. Completarea de date personale (nume, prenume, adresă, vârstă, pasiuni etc.)
4.2. Write simple messages about self / others	4.2. Redactarea de mesaje simple despre sine/despre alții
4.3. Express willingness to exchange simple written messages	4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

# What's in this textbook for you? Take a tour!

## Ce-ți oferă acest manual? Să facem o trecere în revistă!

This textbook is designed both to fulfill the students linguistic and communicative competences and to develop their skills in all specific competences as well.

The textbook offers flexible learning by providing language and content with a complete range of components and use of up-to-date technology. It is an attractive and motivating textbook with clearly-structured skills and grammar syllabus, and a focus on natural communication. Students become aware, confident learners, excellent communicators and achieve success – at school, in exams and throughout their life!

This **Textbook** includes:

- ✓ a *welcome module* of five pages;
- ✓ eight modules of eight pages followed by two pages of *Self-check*;
- ✓ four *Writing guides* of two pages each;
- ✓ four pages of *Digital competences*;
- ✓ twelve pages of *Celebrations and festivals all over the world*;
- ✓ three *Life skills collaborative projects* of two pages each;
- ✓ four pages of *Final revisions*;
- ✓ three pages of *CLIL*;
- ✓ eight pages of *Language reference* containing *vocabulary, grammar and speaking*;
- ✓ one page of *tongue twisters, riddles and jokes*;
- ✓ two pages of *irregular verbs*;
- ✓ a *Digibook*.

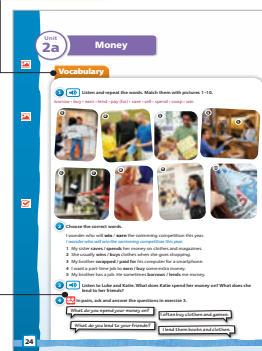
Acest manual este conceput atât pentru a structura competențele lingvistice și de comunicare ale elevilor, cât și pentru a le dezvolta abilitățile în toate competențele specifice.

Manualul oferă flexibilitate în învățare, limbaj și conținut cu o gamă completă de componente și utilizarea tehnologiei moderne. Este un material atractiv și motivant, cu activități de vocabular și gramatică bine structurate, fiind centrat pe comunicare naturală. Elevii devin conștienți, încrezători în procesul de învățare, vorbitori excelenți, descoperind calea spre succes – la școală, la examene și pe tot parcursul vieții!

**Manualul** conține:

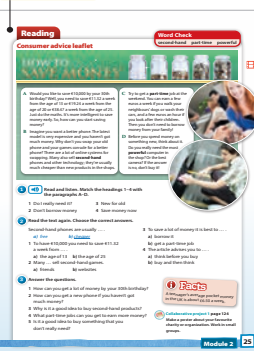
- ✓ un *modul introductiv* de cinci pagini;
- ✓ opt module de câte opt pagini, urmate de câte două pagini de *Autoevaluare*;
- ✓ patru *Ghiduri de scriere* de câte două pagini;
- ✓ patru pagini de *Competențe digitale*;
- ✓ douăsprezece pagini de *Sărbători și festivaluri din întreaga lume*;
- ✓ trei *Proiecte de grup* de câte două pagini;
- ✓ patru pagini de *Recapitulări finale*;
- ✓ trei pagini de *CLIL*;
- ✓ opt pagini de *trimeri la studiul limbii care sistematizează* noțiunile de *vocabular, gramatică și comunicare*;
- ✓ o pagină de *exerciții de dicție, ghicitori și glume*;
- ✓ două pagini de *verbe neregulate*;
- ✓ manualul în format digital.

### Vocabulary

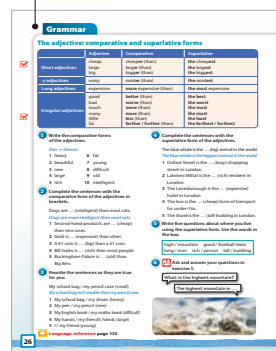


### Listening

### Reading



### Grammar



The **Vocabulary** is introduced through representative pictures and recorded so that students can practice the pronunciation.

The **Reading** texts are informative and interesting and show the language in context. All the readings are recorded

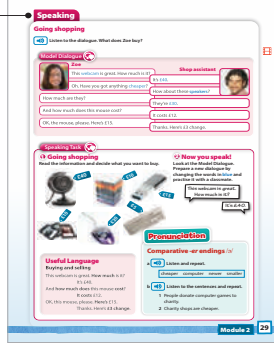
The **Grammar** is presented with clear grammar tables. Graded exercises help students practise the form and meaning of the grammar.

**Vocabularul** este introdus prin intermediul unor imagini reprezentative și înregistrat astfel încât elevii să poată exersa pronunția.

Textele de **Exersarea citirii** sunt bogate în informații interesante și ilustrează limba în context. Toate textele sunt înregistrate.

**Gramatica** este prezentată în tabele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

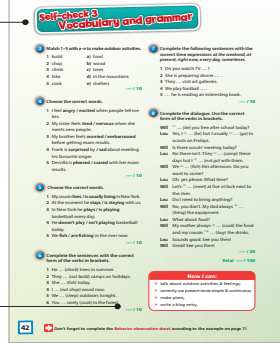
**Speaking**



**Self-check**  
Reading and writing



**Self-check**  
Vocabulary and grammar



**The marking scheme**

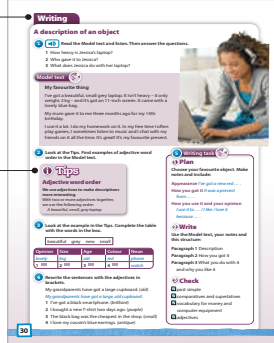
The **Speaking** section introduces the foreign language in routine exchanges.

The **Writing** page provides a model for different text types.

Pagina dedicată **Exprimării orale** introduce limba modernă în situații de comunicare uzuală.

Paginile de **Redactare** oferă un model pentru diferite tipuri de texte.

**Writing**



**CLIL activities**



**Language reference**



Every module is followed by two pages of **Self-check** to revise reading and writing skills, vocabulary and grammar.

**The marking scheme** evaluates students' progress.

The **CLIL** texts encourage English language learning through studying about other subjects.

The **Language reference** is a reference section for the new vocabulary and grammar of the module.

După fiecare modul există câte două pagini de **Evaluare** menite să recapituleze și să evalueze abilitățile de citire și de scriere, vocabularul și noțiunile de gramatică predate.

**Grila de evaluare** marchează progresul realizat de elevi.

Textele de învățare integrate de conținut și limbă (**CLIL**) încurajează învățarea limbii engleze prin intermediul altor discipline.

Trimiterile la **noțiunile noi de vocabular și gramatică** din fiecare modul sunt prezentate la sfârșitul manualului.

**The Digibook** • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma digitală a manualului școlar are un conținut similar variantei tipărite a manualului și cuprinde, în plus, o serie de activități multimedia interactive de învățare: statice, animate, interactive.

IMLA static  
AMII static



IMLA animated  
AMII animat



IMLA interactive  
AMII interactiv



**Module****Vocabulary****Grammar****Welcome!**  
page 8

Possessive 's / s' • Clothes • School subjects • Family • Parts of the body • Weather

**1 On screen**

page 13

- Film types
- TV programmes

- Present simple
- Question words

**2 Personal possessions**

page 23

- Money
- Computer equipment

- The adjective: comparative and superlative forms
- The forms of the genitive: expressing possession

**3 Outdoor survival**

page 33

- Outdoor activities
- Feelings

- Present continuous
- Present simple and present continuous

**4 Ambitions**

page 43

- Life events
- Musical instruments

- Prepositions of time
- Telling the time
- Ordinal numbers

CLIL activities  
Geography – Landmarks in the British Isles page 53

Round up 1 (Module 1-4) page 54

**5 Good citizens**

page 57

- Jobs
- Health problems and first aid

- Countable and uncountable nouns

**6 Historical events**

page 67

- Discoveries
- Natural disasters

- *To be*: past simple
- Past simple: regular and irregular verbs

**7 Transport and travel**

page 77

- Transport
- Travel

- Past simple: extensive practice

**8 Leisure time**

page 87

- Playing games
- Places to visit

- Tense review: present simple and continuous, past simple
- Making a polite request – the modal verbs: *can, may*

CLIL activities  
Dot-com companies page 97

Round up 2 (Module 5-8) page 98

Writing guide page 100

Final revision 1 – 2

page 130

Digital competence page 108

Language reference

page 134

Festivals and celebrations

Fun with English!

page 142

all over the world page 112

Irregular verbs

page 143

Collaborative project page 124



Reading	Writing	Listening	Speaking	Self-check	Specific competences
and seasons • <i>To be</i> • <i>Have got</i> • Subject pronouns and possessive adjectives • Looking at family photos • Introducing yourself					1.1; 2.1; 2.3; 2.4; 3.4; 4.1; 4.2; 4.3
• Forum discussion: Mehmet's Movie Blog	• A description of a TV programme	• TV viewing habits	• Talking about films	• Self-check 1 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.4; 3.2; 3.4; 4.2; 4.3
• Consumer advice leaflet: How to ... save money	• A description of an object	• Online swap shop	• Going shopping	• Self-check 2 Reading and writing Vocabulary and grammar	1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 3.2; 4.2
• Microblogging and a wiki page: Wild Camping	• A blog entry	• Life with a Tribe	• Planning a weekend trip	• Self-check 3 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.3; 2.4; 3.2; 3.4; 4.3
• An infographic: Demographics	• A class survey	• The road to success	• In a music shop	• Self-check 4 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.4; 3.2; 3.4; 4.2

### CLIL activities

#### Science – The solar system [page 56](#)

• A sports article: Street dancing in schools: is it PE?	• A description of a person	• Mountain rescue!	• Talking about jobs	• Self-check 5 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.2; 2.3; 2.4; 3.4; 4.2
• A magazine article: Food origins	• A biography	• Famous natural disasters	• A walk in the city	• Self-check 6 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.3; 2.4; 3.4; 4.2
• History essay: On two wheels	• A story	• Graham Hughes	• A bus trip	• Self-check 7 Reading and writing Vocabulary and grammar	1.1; 1.2; 1.3; 2.1; 2.2; 2.4; 3.4
• A factual text – Board games: from cardboard to pixels	• An e-mail	• Evening plans	• At a holiday camp	• Self-check 8 Reading and writing Vocabulary and grammar	1.1; 1.3; 2.1; 2.4; 3.2; 3.3; 4.1; 4.2; 4.3

When you finish studying each module, assess the activities you have carried out and how you felt while going through these lessons. Create your self-observation sheet by completing the table below. Collect the sheets from each module in your portfolio to monitor your progress.

### BEHAVIOUR OBSERVATION SHEET

Behaviour	Never	Sometimes	Often	Always
I showed interest in learning.				
I followed the instructions.				
I worked individually.				
I asked for help when needed.				
When I made mistakes I wanted to learn how to correct them.				
I participated actively in activities.				
I completed the activities.				
I expressed my opinion.				
I cooperated with others in group activities.				

## Vocabulary

### Clothes

1  Listen and repeat the words. Match them with 1–11 in the pictures.

boots • dress • jacket • jeans • jumper • sandals • shirt • shoes • skirt • trainers • T-shirt



2 Look at the pictures in exercise 1 again and describe them. There is one example.

*Anil's jeans are blue.*

3  In pairs, talk about your partner's clothes.

David's T-shirt is green.

### Tips

#### Possessive 's / s'

Use 's after a name or singular noun.

*Magda's coat is blue.*

Use ' after a plural word ending in -s.

*The boys' jeans are blue.*

## School subjects


- 4  Listen and repeat the words.

art drama English French geography  
history ICT (information and communication  
technology) literature maths music PE  
(physical education) science

- 5 Write sentences about your school week.

*I've got science and PE on Mondays.*

## Family

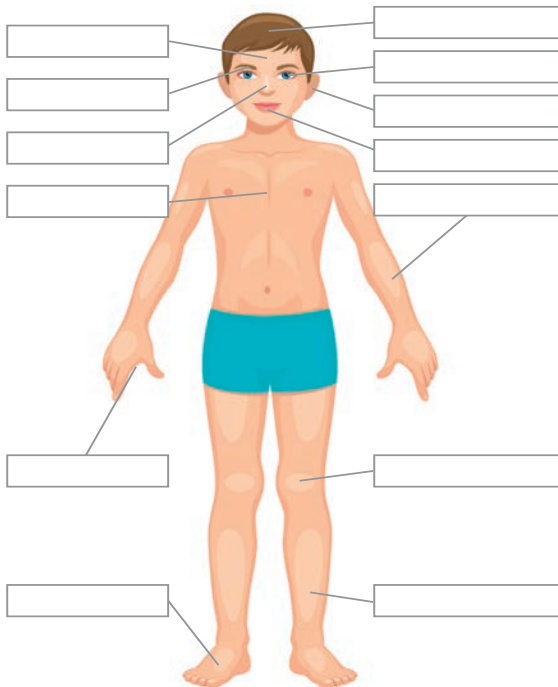
- 6  Listen and repeat the words.

aunt brother cousin daughter father  
grandad grandmother husband mother  
nephew niece sister son uncle wife

## Parts of the body

- 9 Let's name the body parts!

forehead mouth ear arm  
eyebrow nose chest leg  
foot knee hand eye hair



- 7 Copy and complete the table with the words in the box. Which word can be used for both males and females?

Male	Female
brother	sister
■	■

- 8 Complete the sentences with words from exercise 6.

- 1 My mum's sister is my ...
- 2 My dad's daughter is my ...
- 3 My uncle is my grandmother's ...
- 4 My aunt's child is my ...
- 5 My cousin Mary is my dad's ...

## Weather and seasons

- 10 Choose the correct words.

- 1 In the Arctic it's **cold** / **hot**.
- 2 Summer in the south of Spain is usually **sunny** / **snowy**.
- 3 There is no rain this summer so the ground is very **dry** / **wet**.
- 4 It's **warm** / **cold** tonight so we can sit outside and eat dinner.
- 5 This spring in Britain is very **rainy** / **windy** – we are using our umbrellas every day!

- 11 What is your favourite season and why? Describe it.



# Grammar

## To be

- 1 Write true sentences with the affirmative or negative form of *be*.
- 1 I ... from Spain.
  - 2 My best friend ... 14 years old.
  - 3 We ... in maths class.
  - 4 My favourite hobby ... swimming.
  - 5 Madrid ... the capital of the UK.

## Have got

- 2 Choose the correct form of the verb.
- 1 I **have got** / **has got** two sisters and one brother.
  - 2 My father **haven't got** / **hasn't got** a red car.
  - 3 We **haven't got** / **hasn't got** an English exam tomorrow.
  - 4 She **have got** / **has got** white trainers.
  - 5 They **have got** / **has got** new mp3 players.



## Subject pronouns and possessive adjectives

- 3 Copy and complete the tables with the words in the box.

your   their   you   her   its   he   we

### Subject pronouns


<i>I</i>	<i>you</i>	■	<i>she</i>	<i>it</i>	■	■	<i>they</i>
----------	------------	---	------------	-----------	---	---	-------------

### Possessive adjectives

<i>my</i>	■	<i>his</i>	■	■	<i>our</i>	<i>your</i>	■
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# Listening

## Looking at family photos

- 4  Listen to Sally talking about her family. How many brothers has she got?

- 5 Listen again. Copy and complete the sentences about Sally's family. There is one example.

Laura is *her mum*.

- 1 Michael is ...
- 2 Nicole is ...
- 3 Harriet ...
- 4 Tom ...
- 5 Margaret ...

- 6 Write sentences about your family.

*My mum is Sonia and my dad is Daniel.  
I have got a brother. His name is Juan.*





# Speaking

## Introducing yourself

1  Listen to the dialogue. What are Jason and Marcia's hobbies?

### Model dialogue



Jason

Hi, I'm Jason.  
I'm from Manchester.  
What about you?

How old are you?

I'm 13 too.

My hobbies are football and art.

Marcia



Hello, my name's Marcia.  
Where are you from?

I'm from London.

I'm 13.

What are your hobbies?

Football and art? That's interesting.  
My hobbies are athletics and art.

2 Listen again and repeat the dialogue.

3 Match the questions 1–4 with the answers a–d.

- |                          |  |
|--------------------------|--|
| 1 How old are you?       | a) My hobbies are video games and films. |
| 2 What's your name?      | b) I'm 14.                               |
| 3 Where are you from?    | c) My name's Joe.                        |
| 4 What are your hobbies? | d) I'm from Liverpool.                   |

### Speaking task

#### 1 Talk about yourself

Read the information and choose two people.

- 1 Harvey: New York / 15 / singing and dancing
- 2 Nisha: 13 / Cambridge / computers and sport
- 3 Hammed: Birmingham / 14 / comics and cycling
- 4 Jasmine: London / 16 / music and cinema

#### 2 Prepare a dialogue

Look at the Model dialogue and change the words in blue.

#### 3 Speak

In pairs, practise your dialogue.

Hi, I'm Hammed.

Hello, my name's Nisha.

### Useful language Introducing yourself

Hi, I'm Jason.

I'm from Manchester. What about you?

How old are you?

What are your hobbies?

Hello, my name's Marcia. Where are you from?

I'm from London.

I'm 13.

My hobbies are football and art.

## Focus on Language!

1 Who are they? Read the following e-mails. Then write the correct letters under the photos.

← →
• Home
• Back
• Refresh
• Find virtual friends

# Welcome virtual friends!

**Mark Fischer** mark.f@free.com • 5 h

A Hello! I'm Mark Fischer! I'm from Germany. I'm eleven years old. My hair is short and blond. My eyes are blue. I am quite tall. My favourite sport is football. I train twice a week. I'm in the football team of my school, too. What is your favourite sport? Please, be my e-friend!

Open Favourite Repost Reply



...

**Jasmine Murphy** jasmine.murphy@idm.com • 3 h

B Hi! My name is Jasmine Murphy. I'm Australian. I'm twelve years old. My hair is short and dark brown. I'm tall and thin. My eyes are green. In my free time, I like riding the bike. What do you like doing in your free time? Do you have any interesting hobbies? Write back!

Open Favourite Repost Reply



...

**Roy Crane** crane.roy@aul.com • 5 h

C Hello! I'm Roy Crane. I'm twelve years old. I'm from Jamaica. I'm short and plump. My hair is short and black. My eyes are hazel. I love animals and I have a dog. Its name is Toby. Do you have any pet? What is your favourite animal? Write soon!

Open Favourite Repost Reply



...

**Abigail Smith** abigail@olg.com • 1 h

D Hi! My name is Abigail Smith. I'm from London, the capital city of the United Kingdom. I'm eleven years old. I'm short and thin. I am not heavy. My hair is long and blond. My eyes are blue. I like going to school and meeting my friends. My school is great! We do lots of class projects! How is your school and your English class? Please, send me an e-mail!

Open Favourite Repost Reply



...

2 Read the e-mails again. Fill in the blanks. Where necessary, use possessive adjectives.

- 1 Mark is from ... eyes are blue.
- 2 Jasmine is ... hair is short and ...
- 3 Mark and Abigail have ... eyes. ... hair is ...
- 4 Roy has got a pet. ... name is Toby.
- 5 Roy is short and ... Jasmine is ... and thin.

3 Read the e-mails again and answer the following questions.

- 1 How old is Mark?
- 2 What colour are Roy's eyes?
- 3 Where is Abigail from?
- 4 Who likes riding his bike?
- 5 Who is Toby?

4 Choose an e-friend from exercise 1. Write an e-mail to him or her. Describe yourself and answer his / her questions. Do not forget to ask other questions, as well!

### Did you know...?

In 1971 Ray Tomlinson invented and developed electronic mail, as we know it today, by creating ARPANET's networked e-mail system.



**IN THIS MODULE YOU WILL LEARN:**

- |                     |   |
|---------------------|---|
| <b>Vocabulary</b>   | <ul style="list-style-type: none"> <li>• Film types</li> <li>• TV programmes</li> </ul>                   |
| <b>Grammar</b>      | <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Question words</li> </ul>              |
| <b>Reading</b>      | <ul style="list-style-type: none"> <li>• Forum discussion: Mehmet's Movie Blog</li> </ul>                 |
| <b>Speaking</b>     | <ul style="list-style-type: none"> <li>• Talking about films</li> </ul>                                   |
| <b>Writing</b>      | <ul style="list-style-type: none"> <li>• A description of a TV programme</li> </ul>                       |
| <b>Self-check 1</b> | <ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Vocabulary and grammar</li> </ul> |

**Find the page numbers for:**

- a mobile phone
- a famous cartoon
- a gold mask

Competences:  
1.1; 1.3; 2.1; 2.4; 3.2;  
3.4; 4.2; 4.3.

# Unit 1a



## Film types

### Vocabulary

- 1  Listen and repeat the words. Match them with pictures 1–6. What film type can't you see? Why?

action • adventure • animated • comedy • fantasy • horror • musical • romantic comedy • science-fiction • thriller • war • western



- 2 Write one example of a film for each film type in exercise 1.
- 3  Listen to Jake and Isabel. What are their favourite film types?
- 4  In pairs, ask and answer questions about your favourite film types.

What are your favourite film types?

I love horror films and adventure films.

### Forum discussion

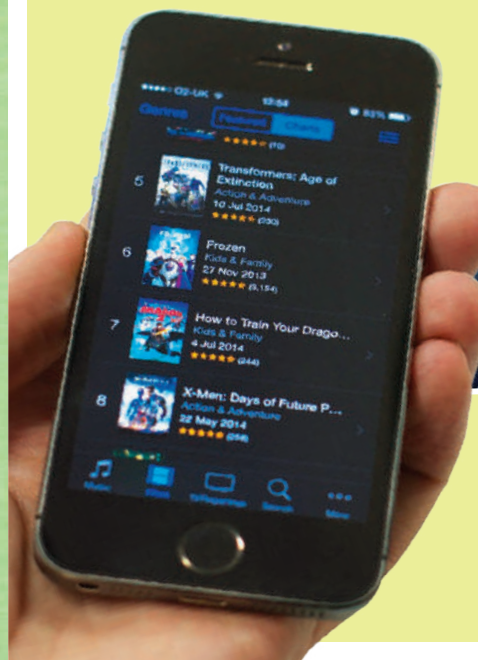
## Mehmet's Movie Blog

Home Blog Videos Topics Review Top 10

### Movie questionnaire

Hi everyone! Today's post is all about film-watching habits. How often do you watch films? Where do you watch them? What types of film do you like? Why do you decide to watch a film? I want to know!

Mehmet 50 minutes ago



### 4 responses to 'Mehmet's Movie Blog'

I usually watch films on my computer and on my smartphone. I hardly ever go to the cinema because it's expensive. I like science-fiction and fantasy films with good special effects, but I hate 3D.

Rudy 44 minutes ago

I sometimes go to the cinema with my friends. We like thrillers, horror films and romantic comedies, but we often **choose** a film because we like the actors. We go to a cinema that has eight **screens** at my local shopping centre.

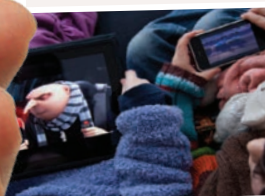
Katy 42 minutes ago

I always watch films on my dad's tablet. I love action and adventure films, but I like all film types except musicals. Oh, and I don't like westerns much.

Mike 36 minutes ago


I never watch films. I prefer television, especially comedies and sports programmes. My brother watches films all the time. His favourite is *The Hobbit*. He watches it once a week!

Eliza 29 minutes ago



1 Read the text quickly and choose the best title.

- a) New films at the cinema
- b) Teenagers and their favourite films
- c) Film-watching habits

2  Read and listen. Who says these things? Choose the correct names.

My favourite film types are science-fiction and fantasy.

Rudy

- 1 I don't like musicals, but I like all other film types.
- 2 I don't watch films, I only watch TV.
- 3 My friends and I like watching our favourite actors.
- 4 He watches *The Hobbit* all the time!
- 5 I really don't like 3D films.

## i Facts

British teenagers go to the cinema more often when they are 13 and 14. This is because when they are 15, they have to pay the adult price.

3 Read the text again. Answer the questions.

- 1 What is Mehmet's blog post about today?
- 2 Why does Rudy hardly ever go to the cinema?
- 3 Who does Katy go to the cinema with?
- 4 Where does Mike watch films?
- 5 What types of TV programmes does Eliza watch?



Go to the **Digital competence 1** on page 108 to practise your digital skills.

## Present simple

Affirmative	Negative	Interrogative	Short answers
I like	I don't like	Do I like ... ?	Yes, I do.
He / She / It likes	He / She / It doesn't like	Does he / she / it like ... ?	No, he / she / it doesn't.
We / You / They like	We / You / They don't like	Do we / you / they like ... ?	Yes, we do.

### Rules

More spelling rules for 3rd person singular:

- verb ending in *-ss / -sh / -ch / -x / -o + es*: *I dress – he dresses; I brush – she brushes.*
- verb ending in consonant + *-y*: *-y → -ies*: *I try – he tries.*  
BUT vowel + *-y*: *I play – he plays.*

#### 1 Choose the correct verb forms.

He **watch/ watches** TV in the evening.

*He watches TV in the evening.*

- 1 My sister **choose / chooses** a film because she likes the actors.
- 2 You **put / puts** films on your tablet.
- 3 We **like / likes** romantic comedies.
- 4 My friends **use / uses** their phones to watch films.

#### 2 Write the sentences in exercise 1 in the negative form.

#### 3 Write complete sentences. Use the present simple.

Isabel / enjoy / science-fiction films.

*Isabel enjoys science-fiction films.*

- 1 She / not like / fantasy films very much.
- 2 Jake and I / not like / musicals.
- 3 Her brother / buy / film magazines and Isabel / read / the film reviews.
- 4 They / love / westerns, but I / hate / them.

#### 4 Order the words to make questions. Then write answers so they are true for you.

like / Do / 3D films / you / ?

*Do you like 3D films?*

- 1 your best friend / watch / Does / films / on a computer / ?
- 2 film magazines / Do / read / you / ?
- 3 your classmates / old films / enjoy / Do / ?
- 4 prefer / you / films or TV series / Do / ?

## Question words

### Question words

Who / What / Where / When / Why

Who is your favourite film director?

What is your favourite film type?

Where do you watch TV?

When do you go to the cinema?

Why do you like science-fiction films?

#### 5 Choose the correct question words.

**Who/ What** is your favourite film?

*What is your favourite film?*

- 1 **Who / What** is your favourite film?
- 2 **Where / Who** do you watch films?
- 3 **Who / When** is your favourite actress?
- 4 **Why / What** do you like going to the cinema with your friends?
- 5 **How often / Who** does your friend go to the cinema?

#### 6 Match the questions 1–5 from exercise 5 with the answers a–e.

- a) I usually watch films at home.
- b) Jennifer Lawrence.
- c) Because it's fun.
- d) She never goes to the cinema.
- e) The first film in *The Hunger Games* trilogy.

#### 7 Ask and answer the questions in exercise 5.

What is your favourite film?

My favourite film is *Avatar*.

 Language reference page 134

## i Tips

### There is / There are

Use *there is* for uncountable nouns and singular countable nouns.

*There is good ice cream at my local cinema.*

*There is an IMAX cinema in my city.*

Use *there are* for plural countable nouns.

*There are seven screens at the cinema.*

*There are three famous film magazines at the newsstand.*

### 8 Complete the sentences with *there is* or *there are*.

... nothing on TV tonight.

*There is nothing on TV tonight.*

- 1 In London ... many cinemas that I like.
- 2 ... three *The Lord of the Rings* films.
- 3 I like cinemas because ... drinks, sweets and popcorn.
- 4 I don't like cinemas because ... a lot of noise.
- 5 I like science-fiction films because ... some great special effects.

## i Tip

Use present simple with adverbs of frequency.

*I am **always** tired at school.*

*You **usually** go jogging in the park.*

*He **often** meets his friends.*

*She **sometimes** watches TV.*

*I **rarely** go to the cinema.*

*They **never** watch documentaries.*

### 9 Look at the sentences in the Tip box. Choose the correct words to complete the rules.

Frequency adverbs normally go **before** / **after** the main verb, but they go **before** / **after** *be*.

### 10 Write the sentences using the verbs and the adverbs of frequency in brackets.

Our class survey says that:

Teenagers ... (*often* / *like*) watching films at the cinema.

*Teenagers often like watching films at the cinema.*

- 1 Students ... (*never* / *use*) films to help with their homework.
- 2 They ... (*always* / *choose*) a variety of films online.
- 3 Their favourite types ... (*usually* / *be*) action films and comedy.
- 4 Boys ... (*often* / *go*) to the cinema on Thursdays.
- 5 Students ... (*hardly ever* / *copy*) DVDs because it's illegal.

➔ Language reference page 134

### 11 Complete the dialogue with the correct form of the verbs in brackets.

**Josh** How often <sup>(0)</sup> *do* you *watch* (*watch*) films?

**Liz** Oh, two or three times a week. <sup>(1)</sup> ... you ... (*like*) documentaries?

**Josh** No, I don't. I <sup>(2)</sup> ... (*prefer*) science-fiction. <sup>(3)</sup> ... you ... (*like*) science-fiction films?

**Liz** They're OK. <sup>(4)</sup> ... you ... (*have got*) a favourite film?

**Josh** I'm not sure. *Avatar* <sup>(5)</sup> ... (*be*) good.

**Liz** Who <sup>(6)</sup> ... (*be*) the director?

**Josh** James Cameron. He's also the director of *Titanic*.

How about you? What <sup>(7)</sup> ... (*be*) your favourite film?

**Liz** *The Ring*.

**Josh** Oh no! I <sup>(8)</sup> ... (*not like*) horror films.

## Grammar

1 2 3 4 5 6 7 8

### 12 Listen and check your answers.



## Vocabulary

1  Listen and repeat the words.

cartoon • chat show • comedy • documentary • drama • game show • reality show • soap opera • sports programme • the news

2 Match pictures 1–6 with the TV programmes in exercise 1. Which programmes are not in the pictures?



3 Write sentences about your favourite TV programmes using the words in exercise 1.

*My favourite cartoon is ...*

4  In pairs, ask and answer questions about your favourite TV programmes.

What's your favourite cartoon?

It's ... What about you?

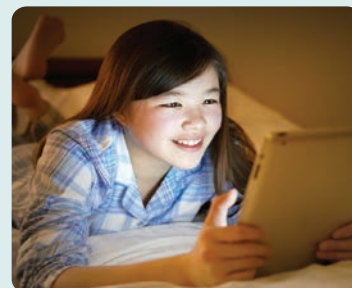
## Listening

### TV viewing habits

5  Listen to the news report. Do teenagers watch more hours of TV than their parents?

6 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Parents usually watch TV for about three hours a day.
- 2 Teenagers prefer computers and phones to television.
- 3 Young people usually watch TV on their computers.
- 4 More than half of young teenagers have a computer in their bedroom.
- 5 Teenagers often sleep for only four hours.





# Speaking

## Talking about films

 Listen to the dialogue. Which film do Tim and Suzie decide to see?

### Model dialogue



**Tim**

What film do you want to see?

I can't stand them. What about *Dark Summer*? It's a **horror** film.

I don't mind science-fiction. What do you think of animated films?

Let's see *The Lego Movie*!

**Suzie**



I want to see *About Last Night*. I like **romantic comedies**.

I don't like horror films. They're awful. How about *Tomorrowland*? Do you like **science-fiction**?

I really like them. They're great.

Good idea.

### Speaking task

#### 1 Talk about films

Look at the film posters and choose a film.

#### 2 Now you speak!

Look at the Model dialogue. Prepare a new dialogue by changing the words in **blue** and practise it with a classmate.



What film do you want to see?

I want to see *Mr. Funnyman*. I like comedies.

### Useful language

Expressing likes and dislikes

I like romantic comedies.

I can't stand them.

I don't like horror films. They're awful.


I don't mind science-fiction.

I really like them.

They're great.

### Pronunciation

/e/, /u:/ and /aɪ/

 Read and listen to the words.

/e/	director	ceremony	every
/u:/	statue	who	blue
/aɪ/	writer	why	like

## A description of a TV programme

1  Read the Model text and listen. Then answer the questions.

- 1 What is Sophie's favourite TV programme?
- 2 What type of programme is it?
- 3 What is it about?
- 4 Why does she like it?

### Model text

My favourite TV programme is *The Big Bang Theory*, an American comedy programme. It's on television on Sundays, but I often watch the repeats online.

*The Big Bang Theory* is about two scientists called Sheldon and Leonard and a waitress called Penny. I really like this programme because the characters always do funny things. I recommend this programme because it has a lot of intelligent comedy.

Sophie, 14



2 Look at the Tips. Find examples of 1–5 in the Model text.

### Tips

#### Capital letters and punctuation

We use capital letters:

- 1) at the beginning of all sentences;
- 2) for the subject pronoun 'I';
- 3) for names and places;
- 4) for countries, languages and nationalities;
- 5) for days and months.

Among others, punctuation includes full stops (.) and question marks (?).

3 Rewrite the sentences with capital letters and the proper punctuation.

- 1 eastenders is a british soap opera
- 2 do you like sports programmes
- 3 my dad and i often watch a game show on saturdays
- 4 my favourite actor in the programme is jim parsons
- 5 what is your favourite TV programme

4 **PERSONAL PROJECT** *The hall of fame*

Create a collage about your favourite film / book characters. Present the collage to your classmates.

5 To practise your writing skills, go to **Writing guide 1** on page 100.

6 **Writing task** 

#### 1 Plan

Make notes to write about your favourite TV programme and include:

Type of programme ... *is a Spanish drama* ...

When you watch it *I (often) watch it on* ...

What it's about *It's about* ...

Why you like it ... *because* ...

Why you recommend it ... *because* ...

#### 2 Write

Use the Model text, your notes and this structure:

Paragraph 1 The programme, when you watch it

Paragraph 2 Characters, why you like it, give a recommendation

#### 3 Check

- present simple
- adverbs of frequency
- vocabulary for TV programmes
- capital letters and punctuation

## Self-check 1 Reading and writing



# FILM AWARDS

The Academy Awards are the most famous film industry awards in the English-speaking world. They are for actors, directors, writers and other people in the film industry. The winners receive a gold statue called an Oscar.

The Academy Awards ceremony occurs once a year in late February or early March at a theatre in Hollywood, in the USA. The ceremony is always on television. Every year, thousands of people wait outside the theatre because they want to see their favourite actors. The actors often pose for photos and talk with the public.

The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold mask.



Oscar



BAFTA

### 1 Read and listen. Then answer the questions.

- 1 Who are the Academy Awards for?
- 2 What do the winners of the Academy Awards receive?
- 3 When is the Oscar ceremony?
- 4 What is the British equivalent of the Oscars?
- 5 What do the winners of the BAFTAs receive?

---- / 15

### 2 Writing

Write about your favourite TV programme. Mention:

- when it is on;
- what it is about;
- why you like it.

Use 50–70 words.

---- / 15

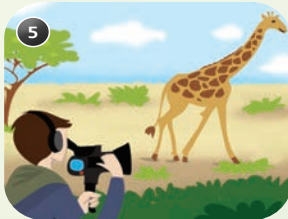
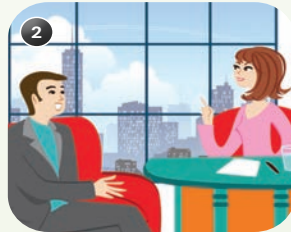
# Self-check 1 Vocabulary and grammar

3 Order the letters then write the film types.

- 1 tedmiana    3 aafnsty    5 ehllrrt  
2 eenrstw    4 niotac

---- / 10

4 Write the types of TV programme.



---- / 10

5 Complete the sentences with the correct form of the verbs in brackets.

- I ... (love) film awards ceremonies.
- He ... (get) DVDs at the weekend.
- My parents ... (not go) to the cinema.
- He ... (not download) films.
- ... you ... (watch) much TV during the week?

---- / 10

6 Complete the questions with the words in the box.

how    when    where    who    why

- ... do you watch TV, in the morning or in the evening?
- ... 's your favourite actor?

- ... do you like him / her?
- ... often do you watch cartoons?
- ... do you do your homework?

---- / 10

7 Order the words to make sentences.

- often / am / tired / on Mondays / I / .
- the cinema / We / twice a month / go to / .
- the internet / hardly ever / My dad / uses / .
- goes / My uncle / always / at night / for a walk / .
- watch / every day / I / sports programmes / .

---- / 10

8 Complete the dialogue with the correct form of the verbs in brackets.

- Will How often <sup>(1)</sup> ... you ... (watch) television?  
Izzie Oh, every night. <sup>(2)</sup> ... you often ... (watch) documentaries?  
Will No, I don't. I <sup>(3)</sup> ... (like) cartoons and sports programmes. <sup>(4)</sup> ... you ... (like) sports programmes?  
Izzie They're OK. <sup>(5)</sup> ... you ... (have got) a favourite TV programme?  
Will I'm not sure. Football Focus <sup>(6)</sup> ... (be) good.  
Izzie When <sup>(7)</sup> ... (be) it on television?  
Will It <sup>(8)</sup> ... (be) on television every Saturday. How about you? What <sup>(9)</sup> ... (be) your favourite TV programme?  
Izzie Neighbours.  
Will On no! I <sup>(10)</sup> ... (not like) soap operas. They are terrible!

---- / 20

Total ---- / 100

## Now I can:

- talk about film types & TV programmes;
- correctly use present simple & question words;
- talk about likes and dislikes;
- write a description of a TV programme.



# PERSONAL POSSESSIONS



## IN THIS MODULE YOU WILL LEARN:

- Vocabulary**
- Money
  - Computer equipment
- Grammar**
- The adjective: comparative and superlative forms
  - The forms of the genitive: expressing possession
- Reading**
- Consumer advice leaflet: How to ... save money
- Speaking**
- Going shopping
- Writing**
- A description of an object
- Self-check 2**
- Reading and writing
  - Vocabulary and grammar

## Find the page numbers for:

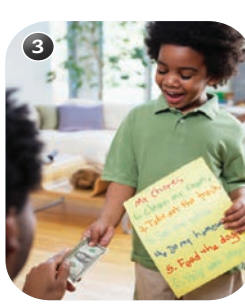
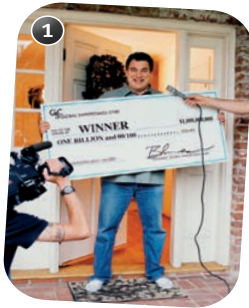
- money jars
- a scanner
- a charity shop

Competences:  
1.1; 1.2; 1.3; 2.1; 2.2;  
2.3; 2.4; 3.2; 4.2.

Vocabulary

1  Listen and repeat the words. Match them with pictures 1–10.

borrow • buy • earn • lend • pay (for) • save • sell • spend • swap • win



2 Choose the correct words.

I wonder who **wins** / **earns** the swimming competition this year.

*I wonder who wins the swimming competition this year.*

1 My sister **saves** / **spends** her money on clothes and magazines.

2 She usually **wins** / **buys** clothes when she goes shopping.

3 My mom **pays for** / **swaps** my swimming classes.

4 I want a part-time job to **earn** / **buy** some extra money.

5 My brother has a job. He sometimes **borrow**s / **lend**s me money.

3  Listen to Luke and Katie. What does Katie spend her money on? What does she lend to her friends?

4  In pairs, ask and answer the questions in exercise 3.

What do you spend your money on?

I often buy clothes and games.

What do you lend to your friends?

I lend them books and clothes.

### Consumer advice leaflet

# HOW TO ... SAVE MONEY



**A** Would you like to save €10,000 by your 30th birthday? Well, you need to save €11.32 a week from the age of 13 or €19.24 a week from the age of 20 or €38.47 a week from the age of 25. Just do the maths. It's more intelligent to save money early. So, how can you start saving money?

**B** Imagine you want a better phone. The latest model is very expensive and you haven't got much money. Why don't you swap your old phone and your games console for a better phone? There are a lot of online systems for swapping. Many also sell **second-hand** phones and other technology; they're usually much cheaper than new products in the shops.

**C** Try to get a **part-time** job at the weekend. You can earn a few euros a week if you walk your neighbours' dogs or wash their cars, and a few euros an hour if you look after their children. Then you don't need to borrow money from your family!

**D** Before you spend money on something new, think about it. Do you really need the most **powerful** computer in the shop? Or the best camera? If the answer is no, don't buy it!



**1** Read and listen. Match the headings 1–4 with the paragraphs A–D.

- |                        |                  |
|------------------------|------------------|
| 1 Do I really need it? | 3 New for old    |
| 2 Don't borrow money   | 4 Save money now |

**2** Read the text again. Choose the correct answers.

Second-hand phones are usually ...

- a) free      b) cheaper

1 To have €10,000 you need to save €11.32 a week from ...

- a) the age of 13      b) the age of 25

2 Many ... sell second-hand games.

- a) friends      b) websites

3 To save a lot of money it is best to ...

- a) borrow it  
b) get a part-time job

4 The article advises you to ...

- a) think before you buy  
b) buy and then think

**3** Answer the questions.

- How can you get a lot of money by your 30th birthday?
- How can you get a new phone if you haven't got much money?
- Why is it a good idea to buy second-hand products?
- What part-time jobs can you get to earn more money?
- Is it a good idea to buy something that you don't really need?

## **i** Facts

A teenager's average pocket money in the UK is about £6.50 a week.



**Collaborative project 1** page 124

Make a poster about your favourite charity or organization. Work in small groups.

## The adjective: comparative and superlative forms

	Adjective	Comparative	Superlative
Short adjectives	cheap large big	cheaper (than) larger (than) bigger (than)	<b>the cheapest</b> <b>the largest</b> <b>the biggest</b>
-y adjectives	noisy	noisier (than)	<b>the noisiest</b>
Long adjectives	expensive	<b>more expensive</b> (than)	<b>the most expensive</b>
Irregular adjectives	good bad much many little far	<b>better</b> (than) <b>worse</b> (than) <b>more</b> (than) <b>more</b> (than) <b>less</b> (than) <b>farther / further</b> (than)	<b>the best</b> <b>the worst</b> <b>the most</b> <b>the most</b> <b>the least</b> <b>the farthest / furthest</b>

1 Write the comparative forms of the adjectives.

*thin* → *thinner*

- |             |                |
|-------------|----------------|
| 1 heavy     | 6 fat          |
| 2 beautiful | 7 young        |
| 3 new       | 8 difficult    |
| 4 large     | 9 old          |
| 5 rich      | 10 intelligent |

2 Complete the sentences with the comparative form of the adjectives in brackets.

Dogs are ... (*intelligent*) than most cats.

*Dogs are more intelligent than most cats.*

- Second-hand products are ... (*cheap*) than new ones.
- Gold is ... (*expensive*) than silver.
- A €1 coin is ... (*big*) than a £1 coin.
- Bill Gates is ... (*rich*) than most people.
- Buckingham Palace is ... (*old*) than Big Ben.

3 Rewrite the sentences so they are true for you.

My school bag / my pencil case (*small*)

*My school bag isn't smaller than my pencil case.*

- My school bag / my shoes (*heavy*)
- My pen / my pencil (*new*)
- My English book / my maths book (*difficult*)
- My hands / my friend's hands (*large*)
- I / my friend (*young*)

4 Complete the sentences with the superlative form of the adjectives.


The blue whale is the ... (*big*) animal in the world.

*The blue whale is the biggest animal in the world.*

- Oxford Street is the ... (*busy*) shopping street in London.
- Lakshmi Mittal is the ... (*rich*) resident in London.
- The Lanesborough is the ... (*expensive*) hotel in London.
- The bus is the ... (*cheap*) form of transport for under-16s.
- The Shard is the ... (*tall*) building in London.

5 Write five questions about where you live using the superlative form. Use the words in the box.

high / mountain   good / football team  
long / river   rich / person   tall / building

6  Ask and answer your questions in exercise 5.

What is the highest mountain?

The highest mountain is ...





## The forms of the genitive: expressing possession

's / ' – genitive	
proper nouns	Ronny's bike is blue.
nouns in the singular	The girl's dress is fashionable.
irregular plurals	The children's toys are new.
regular plurals	The boys' bikes are in the garden.

of – genitive	
for things	The building offers a beautiful view of the city
for animals	The tail of the horse is long and fluffy.

### i Rules

We use 's and ' mostly for people.

*Sarah is Emily's aunt.  
Where is the ladies' shower?*

We use of – genitive mostly for things and animals.

*The window of the room was broken.*

#### 7 Complete the sentences with ' or 's:

My parents ... car is not expensive.

*My parents' car is not expensive.*

- 1 Bill ... blue car is in the garage.
- 2 Mr. John ... secretary is here.
- 3 They sell ladies ... clothes in this store.
- 4 The doctor ... kids are very nice.
- 5 The women ... boyfriends are late.
- 6 My friends ... cousins are beautiful.

#### 8 Write the correct form of the possessives into the gaps.

My ... cakes are delicious. (*grandmother*)

*My grandmother's cakes are delicious.*

- 1 These are my ... cats. (*friends*)
- 2 Let's meet at ... for lunch. (*Giovanni*)

- 3 This is our ... car. (*boss*)
- 4 My ... dad is my uncle. (*cousin*)
- 5 Our grandparents live in an old ... home. (*people*)

#### 9 Choose the correct form of the genitive: 's or of.

The book's cover / The cover of the book is dark red.

*The cover of the book is dark red.*

- 1 Tom's camera / the camera of Tom is very expensive.
- 2 The new principal of the school / school's principal came on the trip.
- 3 The children of Mary / Mary's children are studying abroad.
- 4 The building's groundfloor / the groundfloor of the building was renovated.
- 5 My father's birthday / the birthday of my father is in August.

➔ Language reference page 135

#### 10 Complete the dialogue with the correct form of the verbs in brackets.

- Joe Excuse me, how much <sup>(0)</sup>is (be) this T-shirt?
- Assistant It <sup>(1)</sup>... (be) £8.99.
- Layla That looks great, Joe, and it's cheap. I <sup>(2)</sup>... (think) it <sup>(3)</sup>... (suit) you. How much <sup>(4)</sup>... (be) these earrings?
- Assistant They <sup>(5)</sup>... (cost) £6.
- Joe Let's buy the T-shirt and the earrings. I'm paying!
- Layla But Joe, that's a lot of money!
- Joe It <sup>(6)</sup>... (be) your birthday today and I <sup>(7)</sup>... (want) to offer you a gift!
- Layla Oh, OK. Thanks, Joe!

## Grammar

1 2 3 4 5 6 7 8



#### 11 Listen and check your answers.



# Unit 2b

## Computer equipment



### Vocabulary

1  Listen and repeat the words.

desktop • flash drive • keyboard • laptop • memory card • mouse • printer • scanner • screen • speakers • webcam

2 Match pictures 1–6 with the computer equipment in exercise 1. Which items of equipment are not in the pictures?



3 Complete the definitions with words from exercise 1.

*Speakers* are used to connect to a computer or laptop to produce sound.

- 1 A ... is a computer that sits on a table or desk.
- 2 You move the ... to do things on the computer screen.
- 3 A ... is a camera which is connected to a computer.
- 4 You use a ... to type information into the computer.
- 5 If you want to read your essay on paper, you need a ...

4  In pairs, answer the questions.

- 1 Have you got a laptop or a desktop?
- 2 Do you use computers at school? In which subjects?
- 3 What is the most useful piece of computer equipment?


5 **PERSONAL PROJECT**

Get started – Microsoft Word  
Follow the link: <https://www.youtube.com/watch?v=eDEVNcSArIc>

Watch the video and fulfill some basic instructions in Microsoft Word as follows: open a document, copy an interesting picture from the internet on that document, save it and then print it.

### Listening

#### Online swap shop

6  Listen to the advertisement and choose the correct description.

At My Online Swap Shop website, you can...

- a) sell your possessions for money.
- b) swap your possessions for other things.
- c) lend and borrow things.

7 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 First, you need to give your details to the website.
- 2 You don't need to take a photo of your possessions.
- 3 The website gives you points for your possessions.
- 4 The memory card gets more points than the speakers.
- 5 You pay for things with a credit card.

